



**Department Application**  
Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## **COMPLETING THE FORM**

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## **WORD COUNT**

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

<b>Name of institution</b>	Durham University	
<b>Department</b>	Department of Archaeology	
<b>Focus of department</b>	<b>AHSSBL</b>	
<b>Date of application</b>	April 2017	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: November 2015</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Rebecca Gowland	
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<b>Departmental website</b>	www.dur.ac.uk/archaeology	

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

Both as Head of Durham University's Department of Archaeology, and as an archaeologist committed to understanding social inequalities in the past and tackling them in the present, I am proud to be writing in emphatic support of this application for an Athena SWAN Bronze Award, which provides a true and honest reflection of our Department's work in this area.

Thinking about gender and diversity lies at the heart of our vision to build upon our strengths as a world-class research department. For example, our archaeological and interdisciplinary research is helping to tackle some key 'Global Challenges', including the migration of people (and animals), challenges to health and well-being, social inequalities, and misunderstandings of world religions.

Nevertheless, we recognize that there is much room for improvement in the principles and practices of our work as a community, which need to be significantly more conscious of gender and equality with regard to our departmental culture, our students' experiences, and staff recruitment, support and promotion. A key catalyst for change has been the discussion and agreeing of a People Strategy for the Department, which was completed in October 2016 as part of our University's 10-year forward planning process. As well as dealing with issues such as recruitment and retention, professional development, staff review, planning for future retirements/replacements, and leadership, the Strategy prioritizes tackling our staffing profile. This is currently unbalanced and lacks diversity. Over the years, we have tended to appoint 'British trained' academics; we have an unequal gender profile, especially at professorial level; and we have no ethnic diversity. I am committed to changing this, particularly through the process of replacing leaving staff and appointing to new posts. Achieving an equal balance of genders is of utmost importance, not least in ensuring the continued commitment to Durham of our existing female members of staff. One proactive strategy here (which we successfully put into practice with a recent appointment) is to head-hunt promising academic archaeologists beyond the familiar British white male category.

Extensive work remains to be done. For example, we must more actively discuss, promote and offer access to training in professional behaviours, gender equality and a healthy work-life balance. We must also take a more proactive approach to promotions, with particular attention to women, who have tended in the past to put themselves forward for promotion later than their male colleagues. In response, we have already organized a compulsory training session for all staff on unconscious bias, and we are establishing a gender-balanced departmental promotions committee to review all staff CVs annually. I have also adjusted the

Department's workload model to ensure that members of our Equality and Diversity Committee are allocated sufficient time to be able to continue their essential work.

Engaging with the Athena SWAN self-assessment process has opened our eyes and raised our sights. We are sincerely committed to taking action on its many recommendations, for the benefit of our community and of the discipline that we lead.



**Professor Robin Skeates,**

Head of the Department of Archaeology, Durham University

Word Count: 501

## 2. DESCRIPTION OF THE DEPARTMENT

The Department of Archaeology at Durham was founded in 1955 as one of the earliest dedicated departments of Archaeology in the UK. In the last decade, it has grown from 22 full-time members of academic staff to 30 (10 women and 20 men), 6 administrative staff, 4 technical staff, 15 post-doctoral research associates and fellows, and 2 part-time hourly paid teaching assistants. An associated commercial business, Archaeological Services (ASDU), employs 35 contracted archaeologists. ASDU receives some Departmental oversight and is financially accountable to the University, although this entity operates under a separate management structure and is located at a different site. The data for ASDU is, therefore, presented separately under each relevant section. The journal *Antiquity* is also housed within the Department and employs 4 staff, but, again, is under a separate management structure, accountable to *Antiquity's* Board of Trustees. From our total composition of 96 staff, 13% come from outside the UK.

The Department is currently placed 4th in our subject in the *World University QS rankings 2016* and, within the UK, 2nd for our subject in the *Times Good University Guide 2016*, 3rd in the *Complete University Guide 2017* and 2nd in *The Guardian University Guide 2017*. Judged 2nd in the UK for Archaeology research and 1st for research intensity in the *Research Excellence Framework (REF) 2014*, such high rankings are a testament to the research-led community we have built and the expertise we share with our students.

We deliver 6 undergraduate programmes: BA and BSc in Archaeology, BA in Archaeology and Ancient Civilisations, BA in Anthropology and Archaeology, BA in Ancient History and Archaeology and a BA in Combined Honours (Archaeology). In total we teach c 550 undergraduate students with a female to male ratio of c 54% to c 46%. We also offer a range of Taught Masters Programmes: MA Archaeology, MSc Archaeological Science, MA in Museum and Artefact Studies, MA in International Cultural Heritage, MA in the Conservation of Artefacts and Museum Objects and MSc in Palaeopathology. In 2015-16, we had a total of 89 PGT students (78% female) and 84 PGR students (64% female). Our postgraduate community is particularly diverse, including taught postgraduates from 17 countries and a PhD community of 20 nationalities.

Recent years have seen a significant expansion of our post-doctoral research community. Whether allied to major project grants or holding post-doctoral research fellowships in their own right, our PDRAs represent a diverse, international community. In 2015-16 we hosted 15 postdoctoral researchers (44% female and 56% male), from 8 countries.

The Department is managed by a Department Management Team (DMT), which includes the Head of Department, two Deputies, Director of Research, Chair of Education Committee and two Administrative staff (4 women and 3 men). This group meets each week and reports to the Board of Studies, which includes all academic staff and representatives from the wider University. The Directors of

Undergraduate and Postgraduate Studies, Chairs of the Health and Safety Committee and Equality and Diversity Committee report to the Board of Studies on behalf of their committees. We place great importance in on-going consultation with our students through the Staff Student Consultative Committee and we support undergraduate and postgraduate initiatives from our own budget. (Word Count: 532)

### 3. THE SELF-ASSESSMENT PROCESS

#### (i) Description of the Self-Assessment Team

Archaeology’s Self-Assessment Team (SAT) was set up in 2015 and has 13 members, composed of 8 women and 5 men (see Table 1). The SAT is fully aware of the need to embrace intersectionality and diversity beyond gender, however, the Department currently has only limited ethnic diversity (positive action to address this shortcoming has been outlined in the ‘Departmental Planning’ and ‘People Strategy’ documents). The SAT’s initial composition included academics from all levels as well as representatives from Professional Support Staff (PSS) and ASDU. In 2017 the team was expanded to include a PDRA and students from UG, PGT and PGR levels. The students have provided valuable input on the student survey as well as consultation on the overall submission.

A general invitation was issued initially calling for volunteers to join the SAT. Its composition was then refined to ensure a gender balance and a representative group in terms of career stages and commitments outside of work. An email request was made for a PGT representative, and the UG, PGR and PDRA representatives were asked in person after expressing an interest in the Athena SWAN process.

*Table 1: Composition of the Self-Assessment Team*

Name	Position	Role on SAT	Personal Circumstances
<b>Sarah Semple</b>	Reader (Deputy HoD 2013-16)	Outgoing lead (Nov 2016)	Dual career family, one child
<b>Rebecca Gowland</b>	Senior Lecturer (Deputy HoD 2016-present)	Chair of EDC/SAT (from Nov 2016)	Dual career family with two children.
<b>Ian Bailiff</b>	Professor (previous HoD, current Director of Research)	Consultation and devising action points	Long-standing member of the Department
<b>Robin Skeates</b>	Professor (HoD)	Consultation and devising action points	Married with three children.

<b>Thelma Lambert</b>	Administrator for Finance and Research	Data gathering and PSS consultation	Worked in the University for 26 years. Married with one son.
<b>Beth Upex</b>	Technician	Data gathering/presentation and survey	Previously PGR and PDRA at Durham. Dual career family with three children.
<b>Steve Robertson</b>	Technician	Data analysis and action points	Joined the Department in 2013; prior experience of SAT in Engineering.
<b>Matt Claydon</b>	Senior Project Manager, ASDU	Provided ASDU data and consultation	Previous PT postgraduate in the Department. Dual career family, with two children.
<b>Cathie Draycott</b>	Lecturer	Experience addressing intersectional diversity and new staff member experience of probation/induction	Director MA, UG admissions.
<b>Kristin Hopper</b>	PDRA	PDRA consultation	Previous PGR student in the Department
<b>Andrew Tibbs</b>	PhD student	PGR consultation	Also Vice-Principle (locum) of John Snow college, was a PGR representative
<b>Theresa Luhmann</b>	Student	UG consultation	Second year undergraduate student
<b>Moriah Kennedy</b>	Student	PGT consultation	Graduate, Bard College, New York. MA Archaeology student. Worked at the YIVO Institute for Jewish Research, New York.

## (ii) Account of the Self-Assessment Process

Archaeology took a decision to prepare for Athena SWAN Bronze in 2015, but has been represented at the University GEM forum since its inception. The SAT was assembled in late 2015 and its first meeting was in February 2016. The SAT has since met once a term, with four minuted meetings in total and an

additional suite of consultation meetings with staff during the preparation of this document. At these meetings we discussed the process of Athena SWAN, the format of the Staff and Student Culture Surveys, the conclusions that could be drawn from the results, and potential short and long term action points. Louise Herron from the Equality, Diversity and Inclusion (EDI) team was also invited to attend the meeting in February 2017 and Rebecca Gowland met with her to discuss the application prior to taking over the position of SAT lead in October 2016.

The progress of the SAT was reported at Board of Studies (BoS) in Nov 2016 and a summary of proposed actions were circulated and discussed at a Staff Committee in January 2017. In Nov 2016, the SAT was accepted as a formal committee within the Department structure, under the title of Equality and Diversity Committee (EDC), which reports to BoS on a termly basis. Gathering and analysing data has been our main activity, together with consultations with different groups (e.g. fathers, new staff, etc.). Significant help has been received from the EDI. A substantial body of data was obtained from our own archives within the department. We have gathered data for three successive years and in many cases longer, but some data has remained inaccessible (e.g. the gender of applicants/shortlisting information). Following discussions, we have identified the need to collect and maintain an archive of additional data to allow continued detailed monitoring of Equality and Diversity issues (Actions 3.4, 3.13, 3.17, 3.22, 3.31).

The Staff Culture Survey was conducted during the summer of 2016. The survey was completed by 68% of staff. Of the 56 members of the Department who completed the survey, 53% were men, 41% were women and 7% were undeclared. The Student Culture Survey was conducted in February 2017 to provide additional feedback and consultation with the student body. We received 175 responses overall (86 UG, 47 PGT and 42 PGR). The results of these surveys have played a key role in SAT discussions and have greatly informed our Action Plan.

Key actions identified and implemented since 2015 include: the creation of a unified Lead dealing with Equality and Diversity, whose role includes leading the SAT, leading the Athena SWAN accreditation process, and acting as a mentor on Equality and Diversity for the Department; a commitment to ensuring a minimum 30:70 balance of female to male positions on all Department committees and working groups (e.g. the Department Management Group, the REF team, etc.), replacing temporary contracts with a fixed term post, proactively recruiting new female staff, and encouraging current female staff to apply for promotion.

### **(iii) Plans for the future of the Self-Assessment Team**

The EDC will continue to exist for the foreseeable future in order to oversee the implementation of the Action Plan, maintain the processes put in place, and to undertake further consultations to evaluate and reflect on progress. The EDC will meet once a term and provide updates to staff via the BoS and staff meetings. Representatives of the student body attend BoS, but updates will also go through the Staff Student Consultative Committee (SSCC). We will partially refresh the EDC membership on an annual basis, aiming to engage new members of staff and students, whilst ensuring some member continuity (ACTION 1.6, 1.7, 1.9, 1.11). The current Chair will keep this position for a minimum of the next two years to ensure the Action Plan is properly implemented and meeting its targets. The Chair and staff members of the EDC will be allocated time in the loads model; for the Chair, this will be equivalent to other senior committee positions, while for other members it will align with the current load allocated to Diversity Officers.

We will maintain and update our existing databases and identify new areas where data would be useful. We will be active in engaging staff and students in the Departmental initiatives outlined in the Action Plan, emphasising the importance of work-place equality, diversity and respect (ACTION 1.8). We will implement staff and student culture surveys biennially in order to track the impact of our initiatives and continue to gather information that can help us reflect upon and adapt our Departmental culture to one that fully embraces inclusivity and diversity.

Word Count: 928

## **4. A PICTURE OF THE DEPARTMENT**

### **4.1. Student data**

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

From 2010 to 2015 Archaeology received 18 students from foundation course (61% male to 39% female) (Table 2). Since 2012, 100% of the female and the male cohort have progressed to Level 1, suggesting no disincentive to women interested in moving to undergraduate level study. The numbers are currently too small to be of any statistical significance, but we will continue to monitor the gender balance (ACTION 2.1).

Table 2: Foundation students by gender: at foundation level and UG entry level.

Year	Gender	Foundation Level	Progression to Level 1	% Progression
2010/11	Female	2	0	0
	Male	2	1	50
2011/12	Female	0	0	0
	Male	1	1	100
2012/13	Female	1	1	100
	Male	1	1	100
2013/14	Female	2	2	100
	Male	4	4	100
2014/15	Female	2	2	100
	Male	2	2	100
2015/16	Female	2	2	100
	Male	2	2	100

**(ii) Numbers of undergraduate students by gender**

Our undergraduate students are predominantly full-time. Over half our undergraduates are female and our recruitment of females has steadily risen since 2010, broadly in line with the sector average data from HESA (Table 3, Fig. 1).

Table 3: UG students by gender.

Year	Gender	No. FT Students	No. PT Students	Total No. Students	%	Sector Average (HESA)	Sector Average (HESA) %
2010/11	Female	90	2.5	92	49.60%	1779	54.5
	Male	88	2	89.5	49.40%	1485	45.5
2011/12	Female	103	1.5	104.5	53.30%	1879	55.7
	Male	88.5	3	91.5	46.70%	1496	44.3
2012/13	Female	104.5	2	106.5	57.10%	1725	55.3
	Male	77	3	80	42.90%	1391	44.7
2013/14	Female	118	2	120	59.40%	1743	56.6
	Male	80.5	1.5	82	40.60%	1338	43.4
2014/15	Female	128.5	1	129.5	61.82%	1523	58
	Male	79	1	80	38.19%	1103	42
2015/16	Female	135.5	1	136.5	61.21%	/	/
	Male	85.5	1	86.5	38.79%	/	/

Figure 1: UG students by gender: %

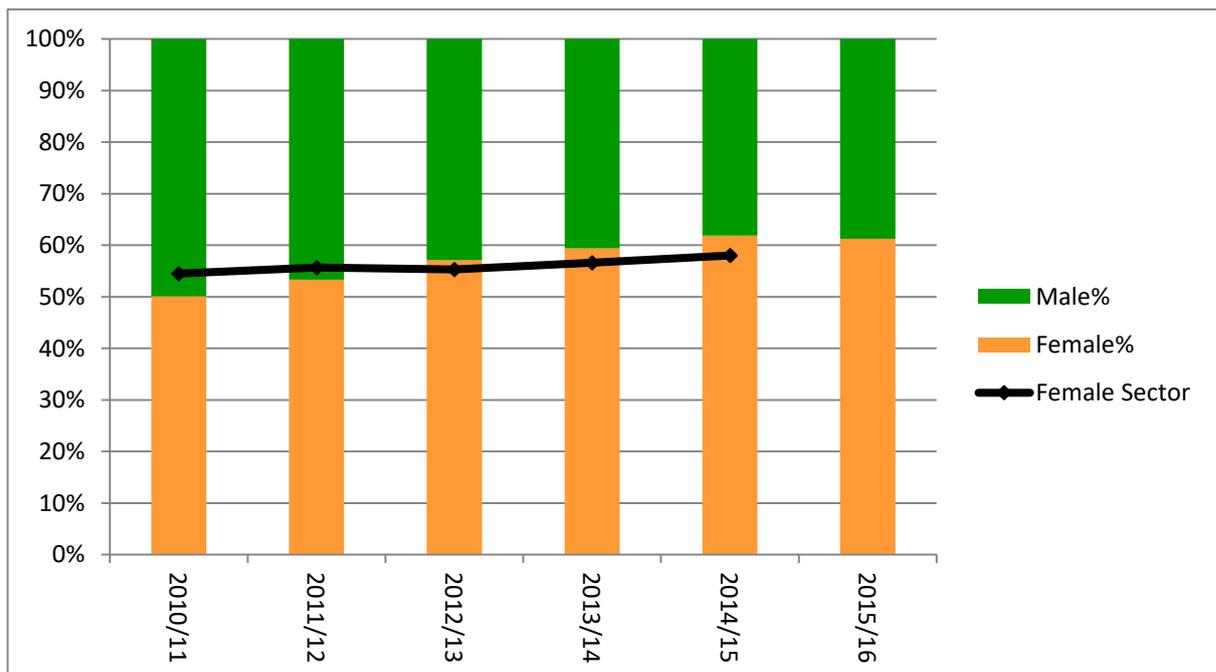


Table 4: UG applications and offers by gender: actual numbers and percentages.

Year	Stage	No. Female	%	No. Male	%
2012/13	Applications	170	58	123	42
	Offers	170	60	113.5	40
	Acceptances	44	58	32	42
2013/14	Applications	202.5	63	119	37
	Offers	193.5	63	113.5	37
	Acceptances	53.5	69	24.5	31
2014/15	Applications	155.5	63	91.5	37
	Offers	144	62	87.5	38
	Acceptances	42	62	25.5	38
2015/16	Applications	165	65	88	35
	Offers	155	66	79.5	34
	Acceptances	54.5	67	27	33

Fig 2a: Percentage graph of female UG applications, offers and acceptance

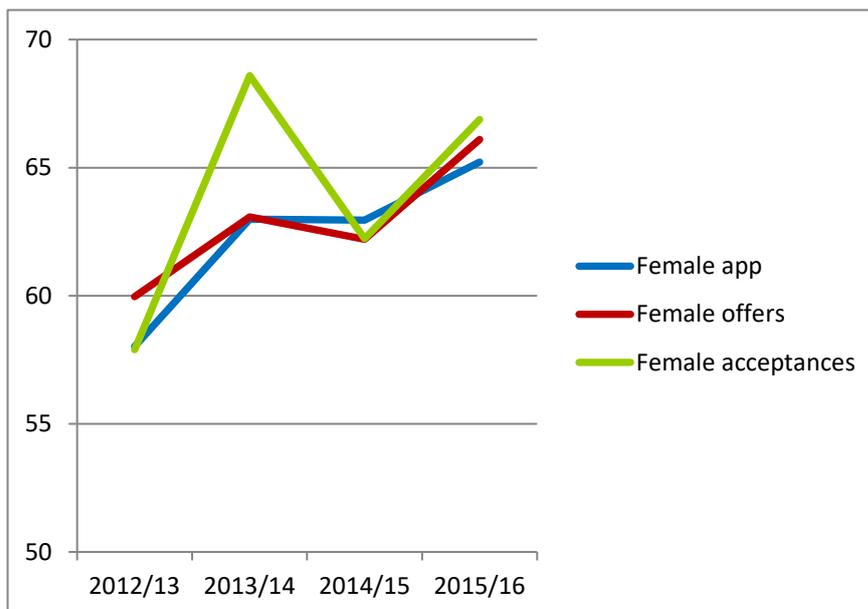
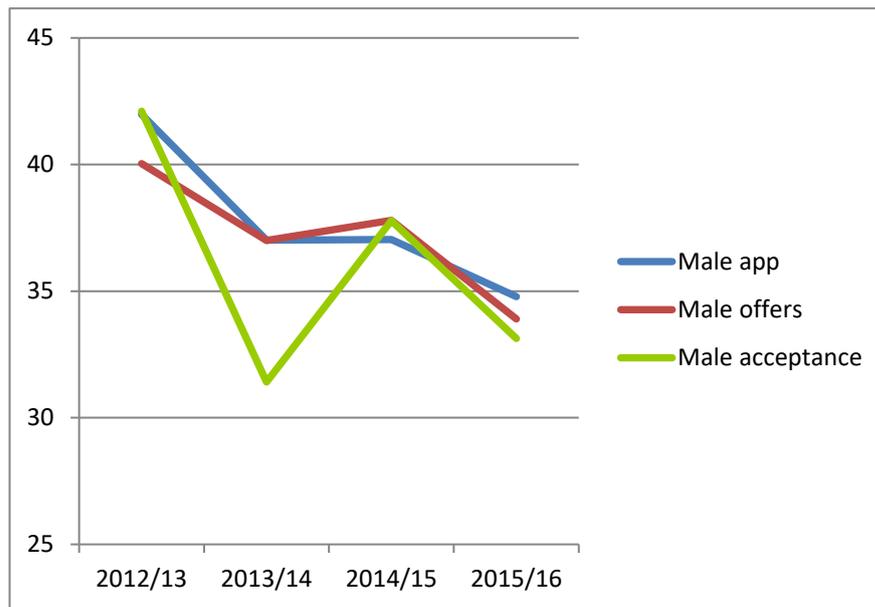


Fig 2b: Percentage graph of male UG applications, offers and acceptance



Our offer rates do not disadvantage applicants of either sex, as they remain broadly commensurate with the distribution of female and male applicants (Table 4, Fig2a,b). In 2013/14 a gap emerged, with a drop in acceptances from male students. Over the last two years, however, this has returned (Fig 2b). In terms of the sector, applications for Archaeology are generally in decline (Fig 3a) and our rates broadly follow this trend. Acceptance rates too are in decline across the sector (Fig 3b). For our programmes, acceptances from male students have decreased by a small amount, but our degrees continue to prove attractive to female applicants. We will review the marketing of our undergraduate programmes in terms of Athena SWAN principles, particularly in regard to the website, pre- and post-application Open Days, and the use of a Decliner Survey from 2016-17 onwards to explore in more detail why those with offers are choosing to decline our programmes (ACTIONS 2.2, 2.3, 2.4).

Figure 3a Applications to archaeology by gender: sector data (Milner 2015, Fig 3.5)

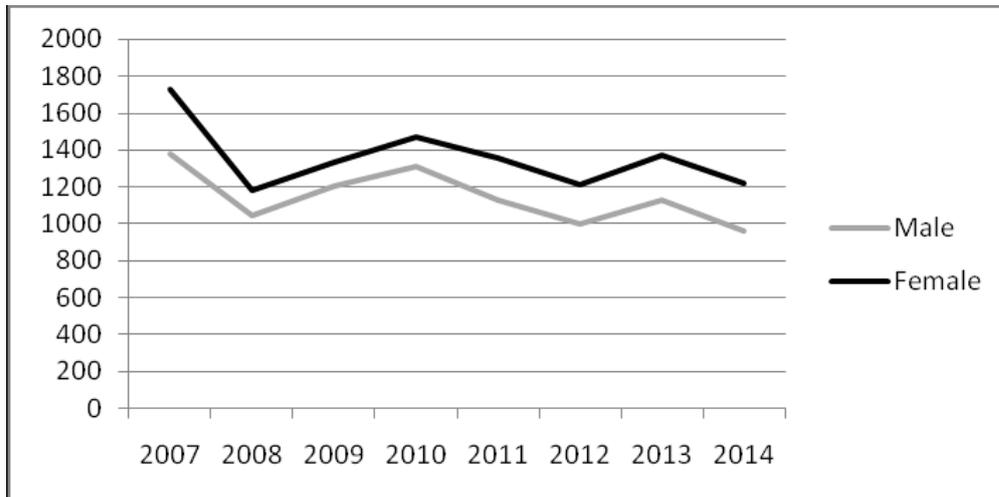


Figure 3b Acceptances in archaeology by gender: sector data (Milner 2015, Fig 4.9)

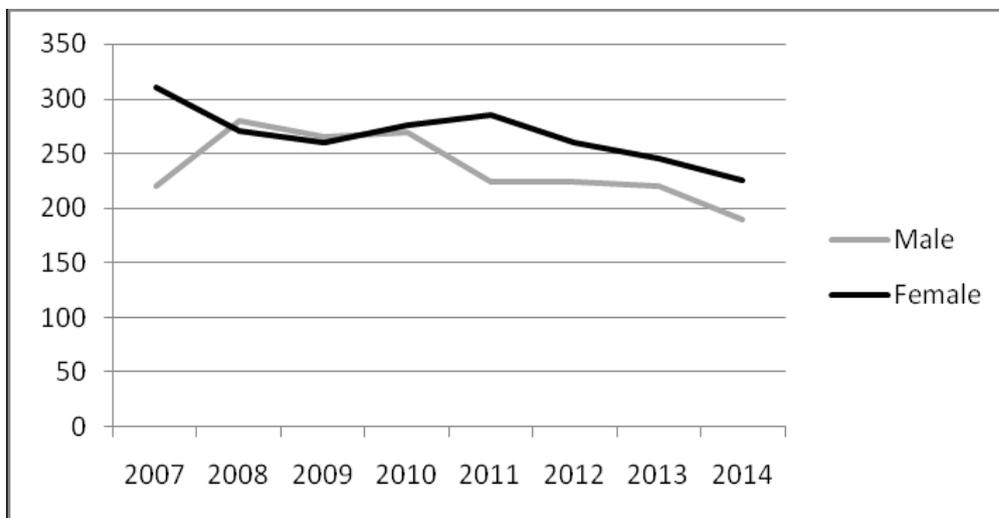
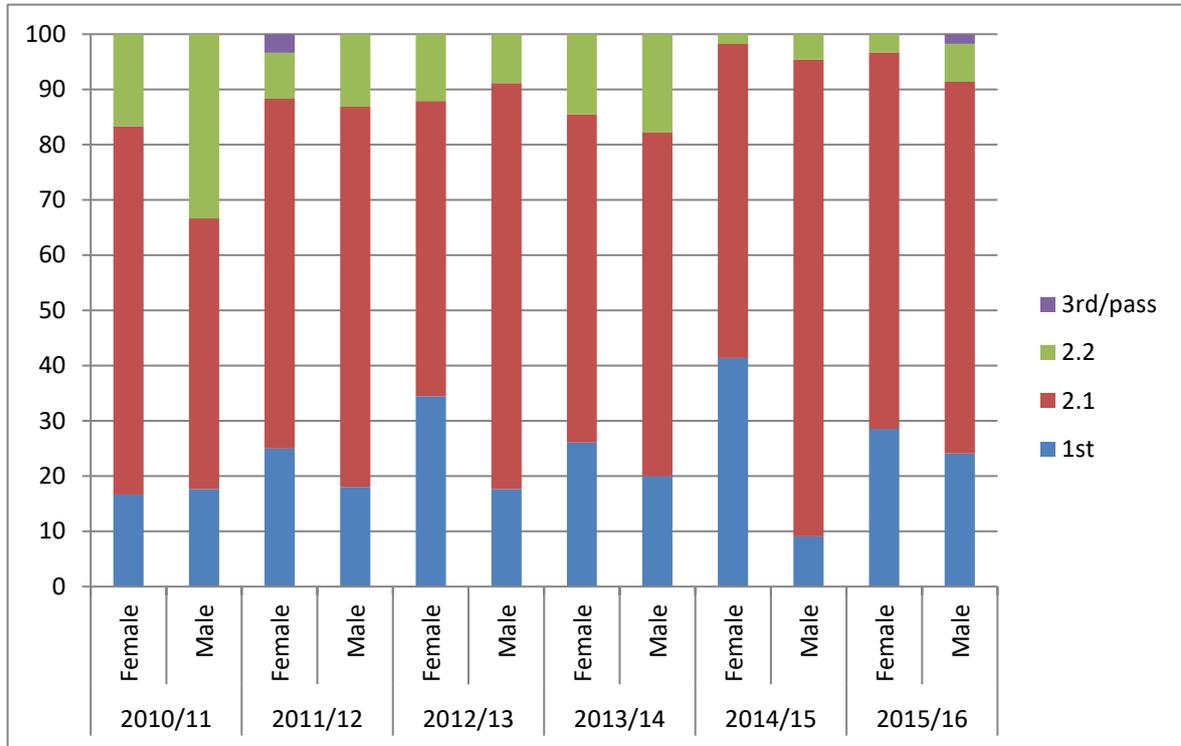


Table 5: UG degree attainment by gender: numbers and percentages.

Year	Gender	1st	2.1	2.2	3 <sup>rd</sup> /pass	% 1st	% 2.1 or 1st
2010/11	Female	3.5	14	3.5	0	16.70%	83.30%
	Male	4.5	12.5	8.5	0	17.60%	66.60%
2011/12	Female	7.5	19	2.5	1	25.00%	88.30%
	Male	5.5	21	4	0	18.00%	86.80%
2012/13	Female	10	15.5	3.5	0	34.50%	87.90%
	Male	3	12.5	1.5	0	42.90%	91.70%
2013/14	Female	9	20.5	5	0	26.10%	85.50%
	Male	4.5	14	4	0	20%	82.20%
2014/15	Female	12	16.5	0.5	0	41.38%	98.28%
	Male	2	19	1	0	9%	95.45%
2015/16	Female	13	31	1.5	0	28.57%	96.70%
	Male	7	19.5	2	0.5	24%	91.38%

Data on UG degree attainment by gender (Table 5 and Fig 4) demonstrates a slightly stronger academic performance by females. This was particularly so for 2014/15 in terms of first class degree attainment. We will continue to examine the underlying reasons for gender bias in degree attainment and will evaluate this between the different degree programmes and as well as different forms of assessment (ACTION 2.5). When surveyed, 95% of students agreed or strongly agreed that they were treated equally in lectures and seminars regardless of gender and 92% that work was assessed fairly regardless of gender. In the free text comments, however, two students suggested that males tended to dominate discussions in seminars and that more could be done to encourage female participation, by instigating smaller group discussions within the larger classes (ACTION 2.21).

Figure 4: UG degree attainment, by gender in percentages



**(iii) Numbers of men and women on postgraduate taught (PGT) degrees**

Female students dominate our overall PGT student intake (Table 6 and Fig 5a), although we do not disadvantage males in our offer or acceptance rates (Table 7, Fig 6a, 6b). The ratio of female to male students is significantly in excess of that for undergraduate entry (approximately 3:1 in some years, compared to approximately 3:2 at UG level). Data on the sector average (Fig 5b) show that females dominate PGT, but not to the same extent as our intake. Archaeology has only a few part-time PGT and women outnumber men (Fig 5c).

Table 6: PGT by gender on entry: numbers and %

Year	Gender	No. FT students	No. PT students	% FT	% FTE	Sector Average	
						(HESA)	%
2010/11	Female	60	6	76.9%	77.3%	674	66.7%
	Male	18	1	23.1%	22.7%	336	33.3%
2011/12	Female	60	4	71.4%	71.3%	612	63.1%
	Male	24	2	28.6%	28.7%	360	36.9%
2012/13	Female	64	3	79.0%	79.3%	586	66.3%
	Male	17	0	21.0%	20.7%	298	33.7%
2013/14	Female	62	6	73.8%	74.3%	509	64.8%
	Male	22	1	26.2%	25.7%	276	35.2%
2014/15	Female	64	7	71.9%	73.2%	484	66.6%
	Male	25	1	28.1%	26.8%	242	33.3%
2015/16	Female	69	9	75.0%	77.2%	/	/
	Male	23	0	25.0%	22.8%	/	/

Figure 5a: PGT by gender on entry: %

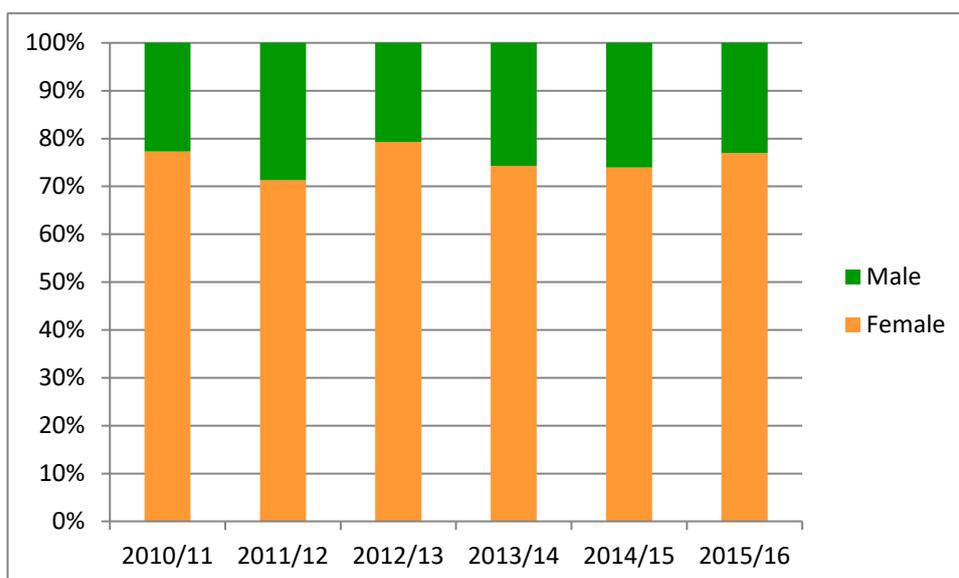


Figure 5b: Sector data on PGT entry

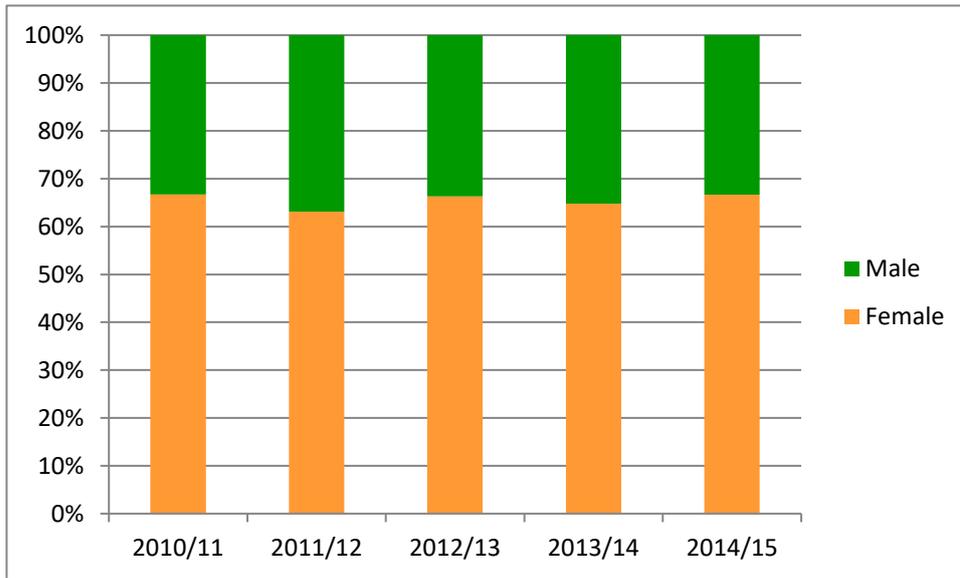
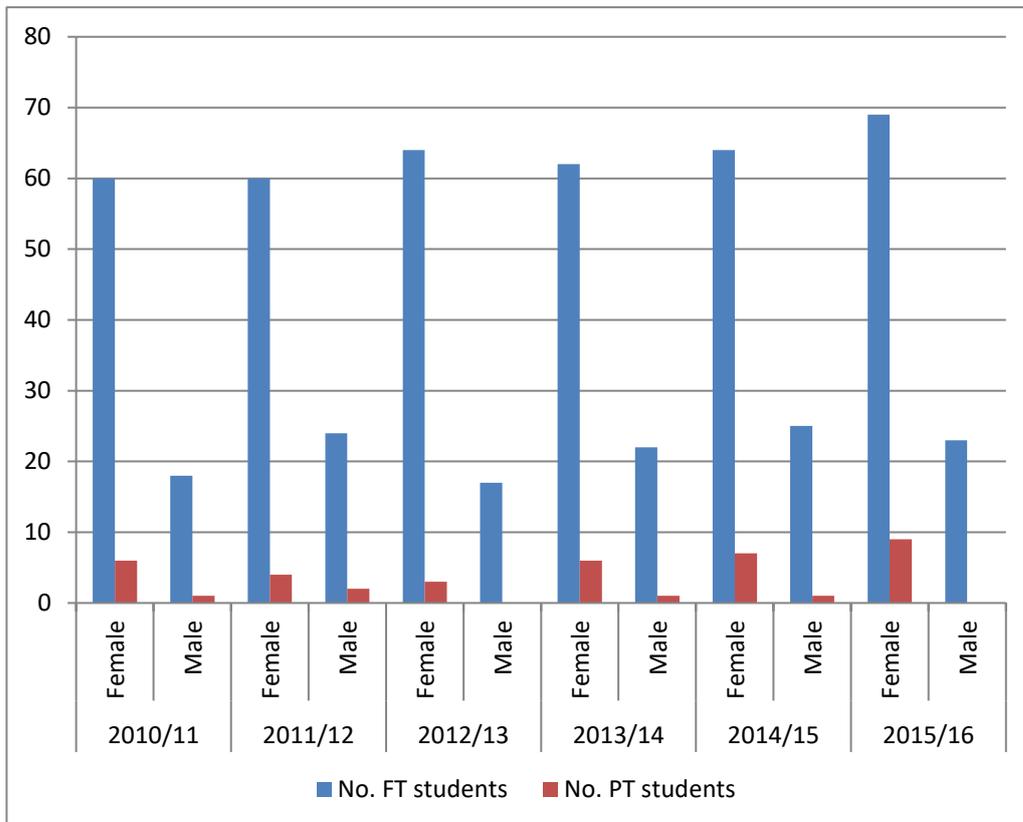


Figure 5c: Number of PGT by gender showing FT and PT entry.



Application rates by females vastly outweigh those by males, although until recently, females were less likely to accept offers than males (Table 7, Fig 6a, 6b). Perhaps females are more likely to apply to a range of PGT programmes, whereas males are more selective: a Decliner Survey would help us to understand these trends (ACTION 2.22). The SAT team has identified the need for programme specific data to be collected and analysed to understand gender ratios more fully: for example certain programmes such as the MA in Museum and Artefact Studies and MSc Palaeopathology degrees always recruit substantially more females. This gender bias is a sector trend, but it is still worthwhile exploring, initially through discussions with current Masters students. We will gather and analyse these data in 2017-18 and will seek to develop ways of promoting our masters programmes more effectively to male applicants (ACTION 2.6, 2.7).

*Table 7: PGT applications, offers and acceptances by gender: actual numbers (FTE) and %*

<b>Year</b>	<b>Stage</b>	<b>No. Female</b>	<b>%</b>	<b>No. Male</b>	<b>%</b>
<b>2012/13</b>	Applications	170	77	51	23
	Offers	118	75	39	25
	Acceptances	59	73	22	27
<b>2013/14</b>	Applications	188	78	52	22
	Offers	147	78	41	22
	Acceptances	61	73	22	27
<b>2014/15</b>	Applications	207	81	50	19
	Offers	144	79	38	21
	Acceptances	68	76	21	24
<b>2015/16</b>	Applications	202	79	54	21
	Offers	151	78	42	22
	Acceptances	68	78	19	22

Figure 6a: PGT applications, offer and acceptance rates %: female applicants.

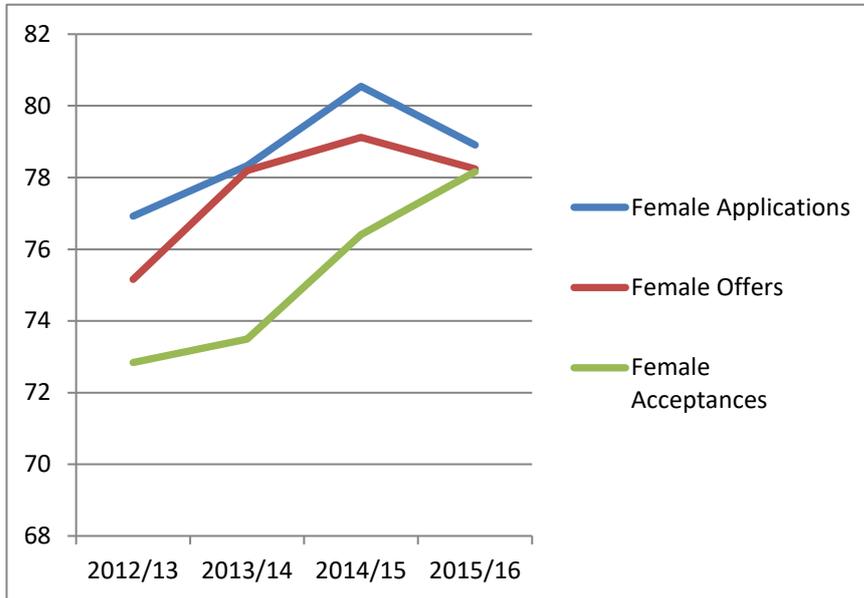


Figure 6b: PGT applications, offer and acceptance rates %: male applicants.

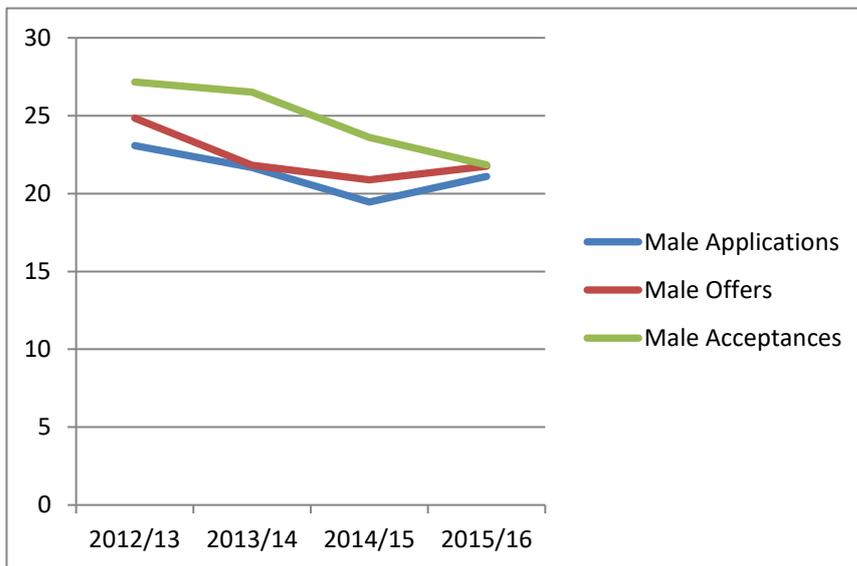
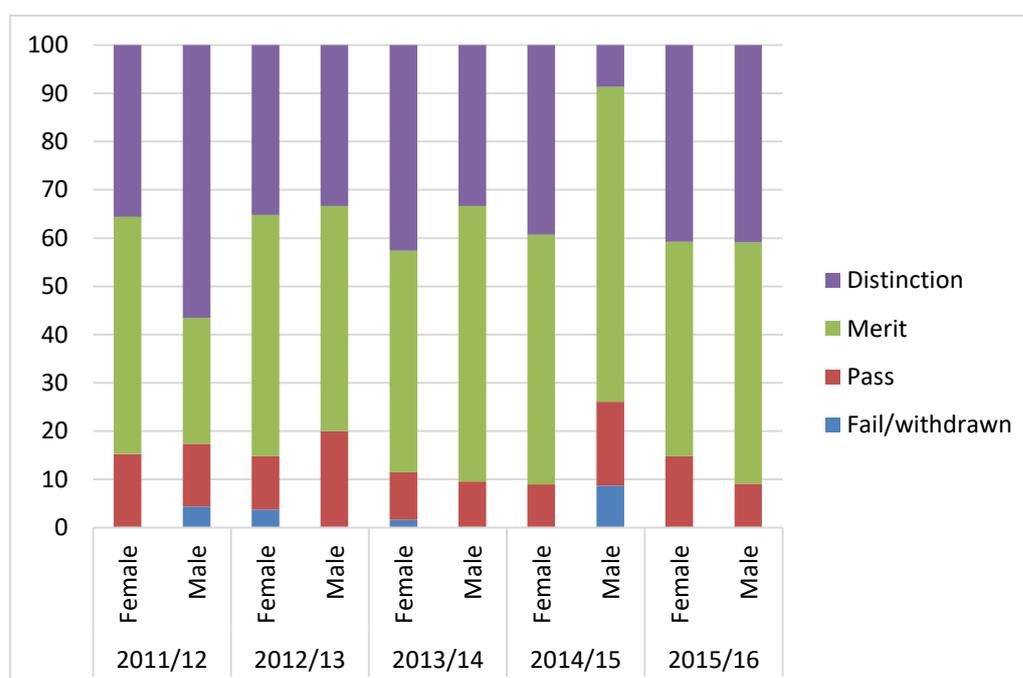


Table 8: PGT attainment by gender: % and actual numbers in brackets

Year	2012/13		2013/14		2014/15		2015/16	
Gender	Female	Male	Female	Male	Female	Male	Female	Male
<b>Fail/ withdrawn</b>	4 (2)	0 (0)	2 (1)	0 (0)	0 (0)	9 (2)	0 (0)	0 (0)
<b>Pass</b>	11 (6)	20 (3)	10 (6)	10 (2)	9 (5)	17 (4)	15 (8)	9 (2)
<b>Merit</b>	50 (27)	47 (7)	46 (28)	57 (12)	52 (29)	65 (15)	44 (24)	50 (11)
<b>Distinction</b>	35 (19)	33 (5)	43 (26)	33 (7)	39 (22)	9 (2)	41 (22)	41 (9)

There are no significant differences in academic performance according to gender in most years, although in 2014/2015 males did considerably less well at distinction level (Table 8, Figure 7). While no consistent concerns are evident, we will continue to monitor attainment by gender (ACTION 2.8).

Figure 7: PGT attainment by gender: %



**(iv) Numbers of men and women on postgraduate research (PGR) degrees.**

We recruit both full and part time PGR students. There was a decline in female PGRs from 2011 to 2014 (from approximately 60% to 50%), which fell below the sector average. This was a cause for concern; however, the proportion of females increased substantially in 2015 (Table 9, Fig 8) and the overall ratio of female to male full-time PGR students is broadly 3:2. We do need to monitor PGR applications based on gender (see below). The part-time entry data shows that this mode of study is also preferable for female students and here we are also above the sector average (Table 10, Fig 9). When the total number of PGR students is assessed, the data show that our female numbers fall slightly short of the sector average in 2012/13 and 2013/14, but are more closely aligned in 2014/15. In 2015/16 there was a large increase in female PGRs, but it is too soon to know whether this is a trend (Table 11, Figures 10a).

*Table 9: PGR fulltime students by gender: numbers and %*

<b>Year</b>	<b>Gender</b>	<b>Students</b>	<b>%</b>	<b>Sector Average</b>	
<b>2010/11</b>	Female	34	63.60%	293	63.0%
	Male	19.5	36.40%	174	37.0%
<b>2011/12</b>	Female	35.5	62.30%	302	62.3%
	Male	21.5	37.70%	183	37.7%
<b>2012/13</b>	Female	26	50.50%	282	58.3%
	Male	25.5	49.50%	202	41.7%
<b>2013/14</b>	Female	24	48.50%	284	58.1%
	Male	25.5	51.50%	205	41.9%
<b>2014/15</b>	Female	29	54.20%	322	58.0%
	Male	24.5	45.80%	233	42.0%
<b>2015/16</b>	Female	31	68.10%	/	/
	Male	14.5	31.90%	/	/

Figure 8: Full-time students by gender: %

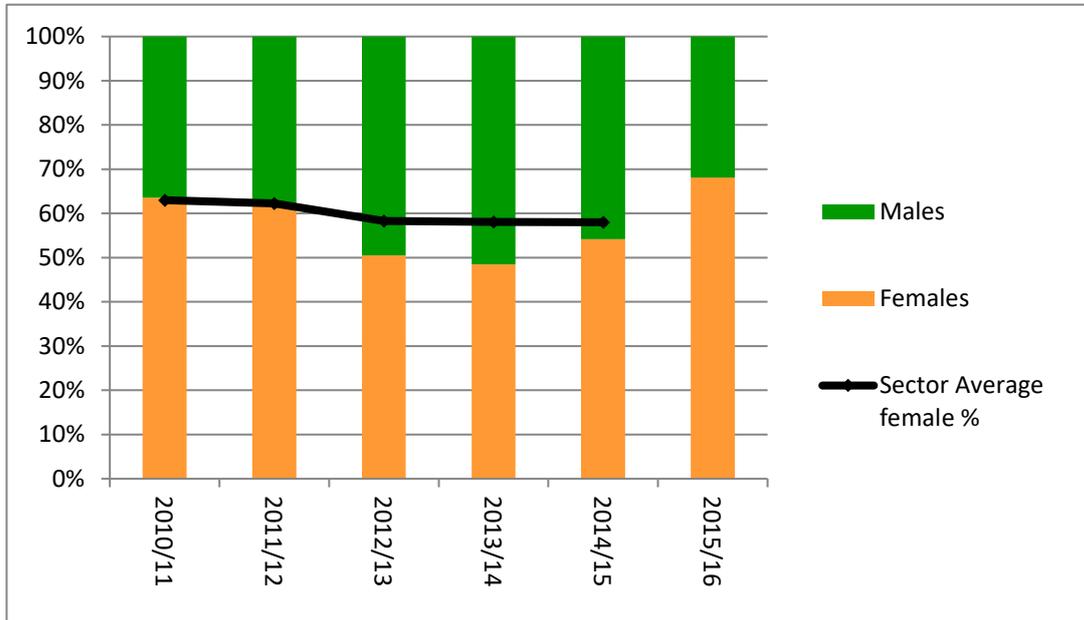


Table 10: PGR part-time students by gender: numbers and %

Year	Gender	Students	%	Sector Average	
2010/11	Female	11.5	70%	135	53.60%
	Male	5	30%	117	46.40%
2011/12	Female	12.5	75.80%	148	55.40%
	Male	4	24.20%	119	44.60%
2012/13	Female	8.5	54.80%	137	55%
	Male	7	45.20%	114	45%
2013/14	Female	6	48.50%	129	52%
	Male	4	51.50%	119	48%
2014/15	Female	8	61.50%	131	54%
	Male	5	38.50%	113	46%
2015/16	Female	10	62.50%	/	/
	Male	6	37.50%	/	/

Figure 9: PGR part-time students by gender: %

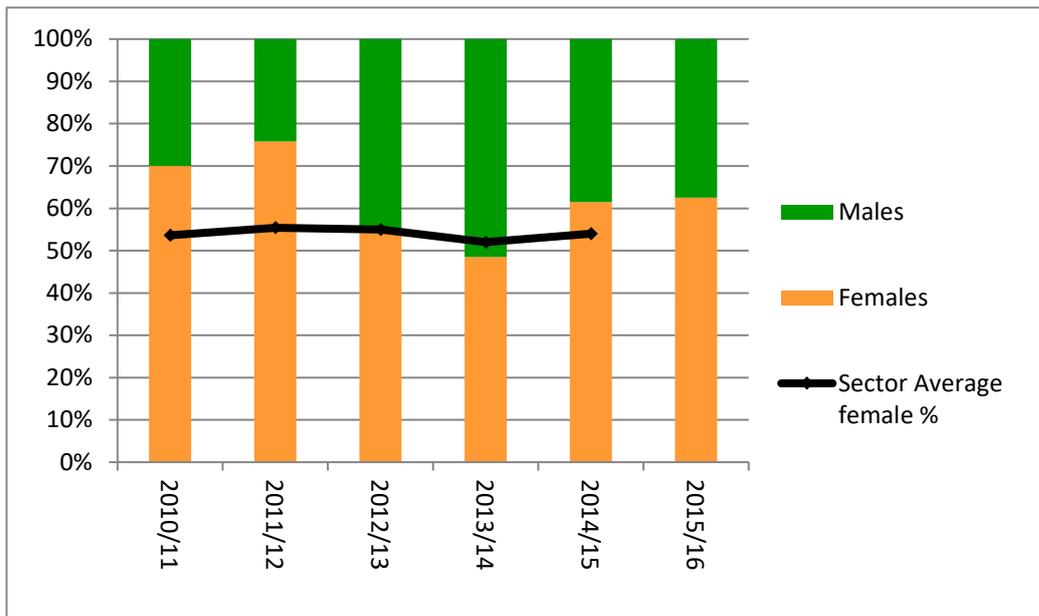
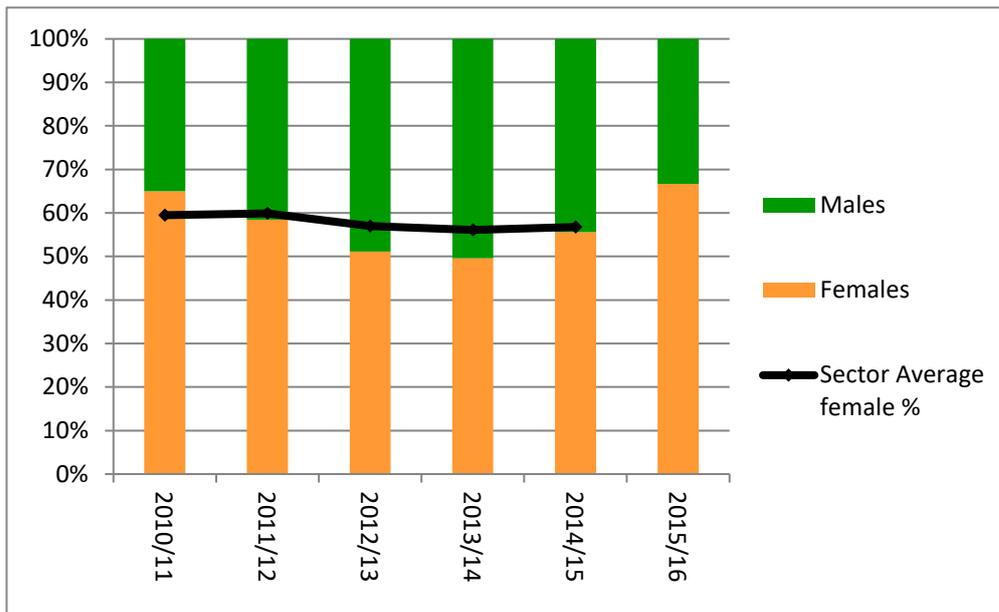


Table 11: Total PGR students by gender: numbers and %

Year	Gender	Students	%	Sector Average
2010/11	Female	45.5	65%	59.50%
	Male	24.5	35%	40.50%
2011/12	Female	46	64.30%	59.90%
	Male	25.5	45.70%	40.10%
2012/13	Female	34	51.10%	57.00%
	Male	32.5	48.90%	43.00%
2013/14	Female	30	49.60%	56.10%
	Male	30.5	50.40%	43.90%
2014/15	Female	37	55.63%	56.80%
	Male	29.5	44.36%	43.20%
2015/16	Female	41	66.66%	56.80%
	Male	20.5	33.33%	43.20%

Figure 10: Total PGR students by gender: %



Female recruitment remains healthy at PGR level, with the number of female applicants exceeding male applicants (Table 12). Overall, offer rates are largely commensurate with application rates (Fig 11a, 11b). While female acceptances dipped in 2012/13, they have recovered, but our male PGR numbers have declined. We do not yet know if this is a trend, or merely an anomaly and will need to monitor the figures closely. Overall, our female/male ratio at PGR level is lower than at PGT level, indicating that fewer women are continuing to a research degree. The traditional career pathways of two of our female dominated PGT programmes (MA Conservation and MA Museum and Artefact Studies) are to proceed directly to the workplace rather than a research degree and this may be one reason for the drop. During an informal focus group discussion with female PGR students in March 2017, however, it emerged that embarking on a research degree was considered a 'risky' career pathway, and for those who did, 'passion' for the subject outweighed the perceived risk. Anecdotally, male PGR students were less likely to conceptualise a research degree in these terms. We intend to explore this trend in more detail and to be proactive in encouraging female PGTs to consider research degree pathways and in better supporting those that do (ACTION 2.9, 2.10, 2.11, 2.12).

Table 12: PGR student applications, offers and acceptance rates by gender

Year	Stage	No. Female	%	No. Male	%
2012/13	Applications	43	53	38	47
	Offers	27	68	13	33
	Acceptances	13	59	9	41
2013/14	Applications	53	66	27	34
	Offers	41	67	20	33
	Acceptances	27	68	13	33
2014/15	Applications	45	67	22	33
	Offers	36	67	18	33
	Acceptances	24	67	12	33
2015/16	Applications	41	73	15	27
	Offers	36	78	10	22
	Acceptances	14	70	6	30

Figure 11a: Student application data (female): %

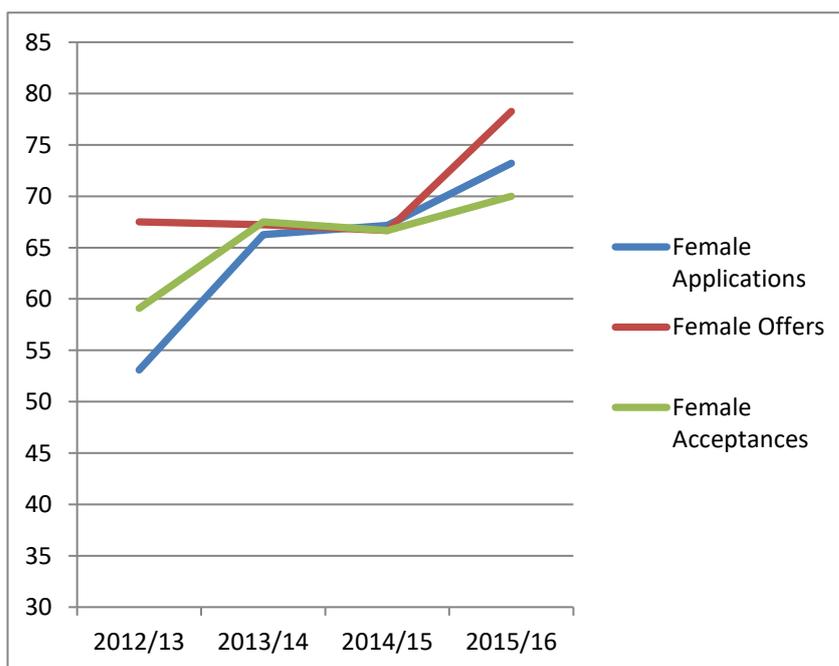
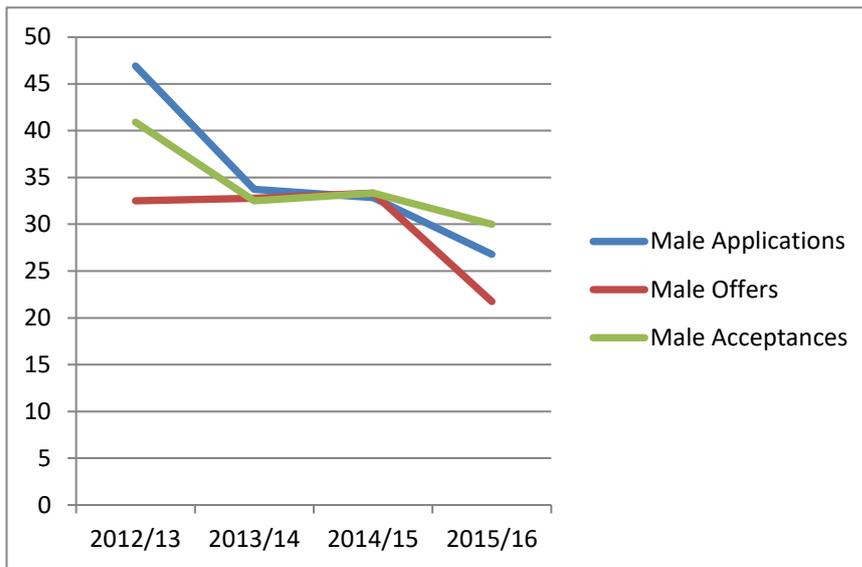


Figure 11b: Student application data (male): %



Data on student attainment by gender demonstrates no significant differences at PGR level (Table 12). However, out of 11 referrals, 63% comprised female PGRs (Table 13, Fig 12) and a relatively high number of student withdrawals are recorded across 2010-2016 (Fig 12b). Some 27 withdrawals from both full-time and part-time PGR study occurred, and 70% of these constitute female students.

Table 13: PGR degree attainment by gender: numbers

Year	Gender	Fail	Referral	Pass
2010/11	Female	0	3	7
	Male	0	1	2
2011/12	Female	0	1	11
	Male	0	1	3
2012/13	Female	0	0	6
	Male	0	0	10
2013/14	Female	0	0	12
	Male	0	0	5
2014/15	Female	1	2	10
	Male	0	2	10
2015/16	Female	0	1	9
	Male	0	0	10

Figure 12a: PGR degree attainment by gender: %

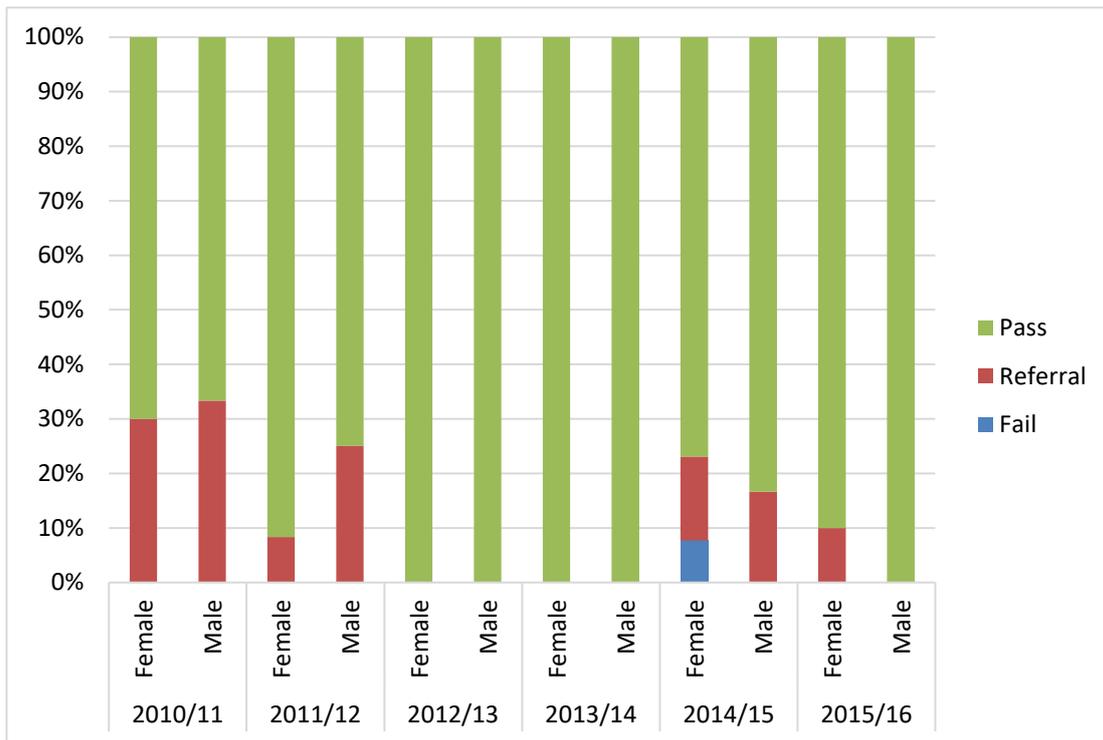
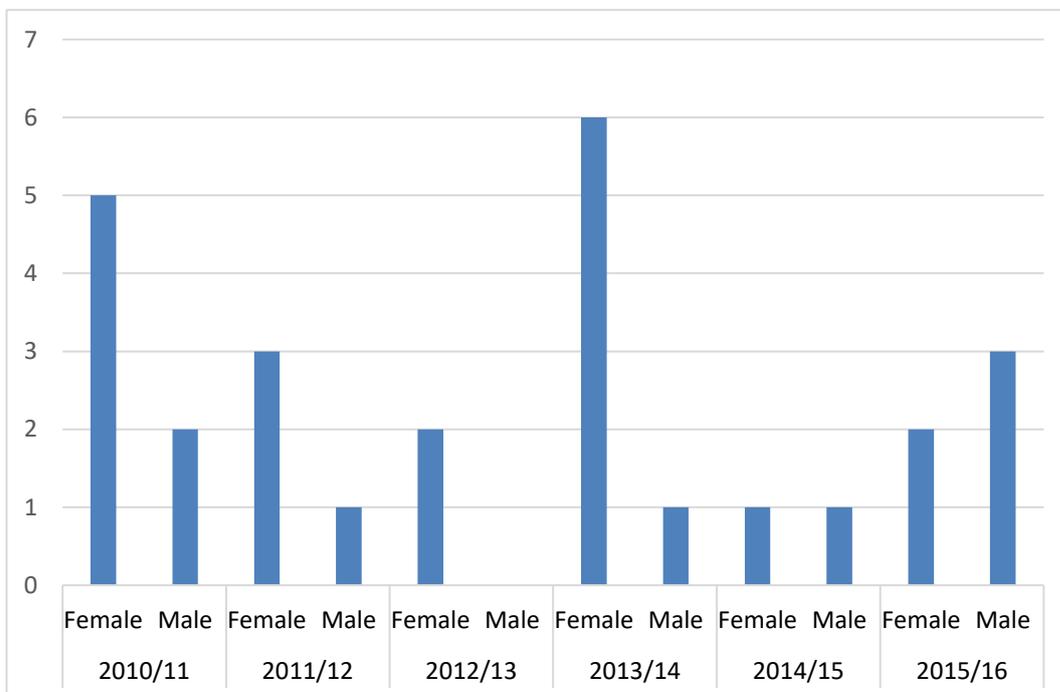


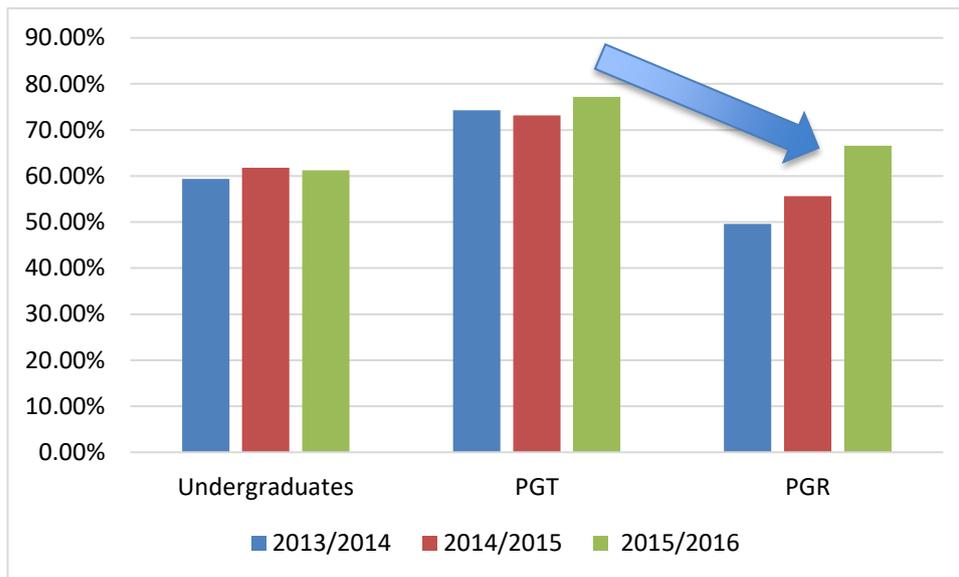
Figure 12b: PGR withdrawal by gender: numbers.



**(v) Progression pipeline between undergraduate and postgraduate student levels.**

Archaeology experiences a healthy ratio of female applications at UG, PGT and PGR levels. At all levels the numbers of female applicants generally outweigh male applicants. The offer rate at all three levels is commensurate with the rate of applications and in some instances is better for women.

Figure 13: UG, PGT and PGR students, % female



Several observations can be made: (i) the number of female PGR students declined across 2012 to 2014, but increased in 2014/2016; (ii) in comparison to our PGT figures, where the proportion of women entering sits at broadly 75% of the annual cohort, female entry to PGR level is an average of 57% for the last three years; (iii) although the numbers are small, it is noticeable that part-time study for PGRs is popular with females; (iv) most concerning of all is the high rate of withdrawal by female PGRs.

Greater effort is needed to convert Durham male UGs into Durham PGTs and Durham female PGTs into Durham PGRs. Proactive steps include: (1) the collection of more data to gain a better understanding of why male UGs are choosing not to continue with archaeology at MA/MSc level and why female PGTs are choosing not to pursue a PhD; (2) encouragement to both males and females to pursue postgraduate studies through student-led workshops, with better promotion of successful male and female role models at PGT and PGR levels to encourage recruitment (ACTION 2.6, 2.7, 2.8, 2.9, 2.10).

Additional data is required via a formal exit questionnaire to understand why female PGRs are more likely to withdraw than males (ACTION 2.11). In the PhD

student survey 71% agreed or strongly agreed that the Department supports inclusivity and diversity, however, 17.5% felt that there was a lack of consideration of the challenges facing those with caring responsibilities (ACTION 2.12, 2.13). The free text comments also referred to incidents of unconscious bias directed at those with children by some staff (Section 5.2iv). Mentoring may also offer a possible way of providing support to students (male and female) considering withdrawal and this could be factored into the new postgraduate mentoring scheme (ACTION 2.14). Proactive work with female students, emphasising maternity leave provisions within DTC/Northern Bridge studentships and University child care options, is also needed (ACTION 2.15).

## 4.2. Academic and research staff data

### (i) Academic staff by grade, contract function and gender

As of 2016 the Department has 30 full-time academic members of staff (Table 14). Male academic staff outnumber females 2:1 and the profile of the Department is clearly dominated by senior male staff; eleven male professors, compared to only one female professor. This marked inequality is partly a product of the age profile of the Department and hiring decisions made between 2003-2006 when a large number of new staff were hired, including four male professors.

Table 14: Academic staff by grade and gender

Academic Level (2016)	Female	Male
Lecturer	2 (6.6%)	2 (6.6%)
Senior Lecturer	4 (13%)	6 (20%)
Reader	3 (10%)	1 (3%)
Professor	1 (3%)	11 (37%)
Total	<b>10 (33%)</b>	<b>20 (66.6%)</b>

Tables 15 and 16 present a very static picture of the Department over the last three years in terms of the proportions of females represented at the different grades. If we take a longer term perspective, the proportion of female staff has risen slightly since 2008 from 28% to 33% and the proportion of females in more senior academic roles (reader) has also increased slightly during this period (3 female readers compared to 1 in 2008). The number of male professors, however, has also increased since this time by 13%, while the number of female professors is unchanged. The overall under-representation of women in senior academic positions has repercussions for gender equality in the Department (Table 15, 16).

Table 15: Academic Staff by status and gender: numbers and percentages

Academic Function	Year	Female	Male	% Female
<b>Research</b>	2013/14	4	6	40%
	2014/15	3	7	30%
	2015/16	6	8	43%
<b>Lecturer</b>	2013/14	2	2	50%
	2014/15	1	2	33%
	2015/16	2	2	50%
<b>Senior Lecturer</b>	2013/14	4	5	44%
	2014/15	3	4	43%
	2015/16	4	6	40%
<b>Reader</b>	2013/14	2	1	66%
	2014/15	3	2	60%
	2015/16	3	2	60%
<b>Professor</b>	2013/14	1	11	8%
	2014/15	1	11	8%
	2015/16	1	10	9%

Table 16: Fixed Term academic staff by gender: no. and % female

Position	Year	Female	Male	% Female
<b>Research</b>	2013/14	5	7	42%
	2014/15	5	8	38%
	2015/16	5	7	42%
<b>Temporary</b>	2013/14	2	0	100%
	2014/15	2	0	100%
	2015/16	2	0	100%
<b>Professor</b>	2013/14	0	1	0%
	2014/15	0	1	0%
	2015/16	0	0	0%

There is no notable pattern of academic leavers by gender (Table 17) and most of this turnover relates to fixed term research fellows as their contracts end. In 2016 the Department has 19 PDRAs, 10 of whom are male and 9 female. One of our male PDRAs was appointed to a lecturing post in the Department in 2015, but usually our fixed-term teaching staff move onto permanent jobs or other fixed term positions elsewhere. We also employ, on a temporary and part-time basis, two female teaching fellows (Table 15). This type of casual contract is recognised as problematic and we are currently advertising a full-time, fixed-term teaching fellow to replace these roles from September 2017. Since 2013, there has been some turnover of PSS, with two women and one man leaving for jobs elsewhere in the University and two additional women leaving for other reasons (e.g. retirement). Two male technical support staff also left for jobs elsewhere.

Table 17: Academic Leaves by Gender: Numbers

	2013/14		2014/15		2015/16	
	F	M	F	M	F	M
<b>Research Fellows</b>	1	1	1	2	1	
<b>Reader</b>		1				
<b>Professor</b>				2		

Figure 15: Leaky pipeline: Comparison of Durham Archaeology (2014/2015) with Sector Data and the wider University (% females)

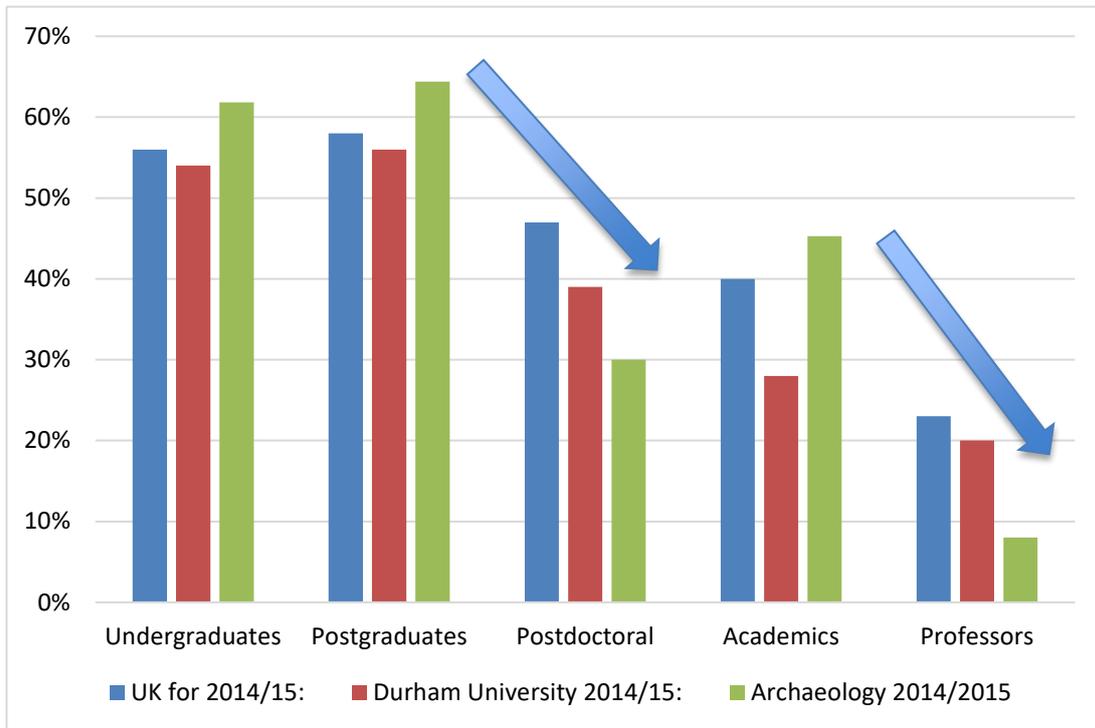
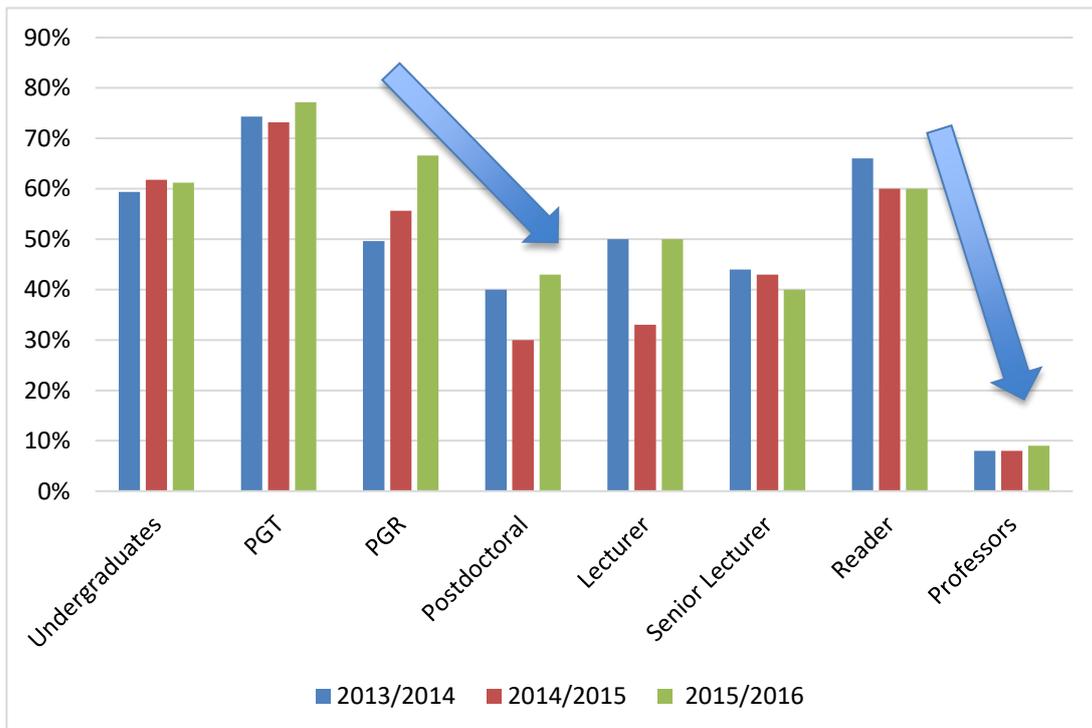


Figure 16: Leaky pipeline: Durham archaeology academic careers (2015/2016), % females



When compared with sector and university data for 2014/15 the ‘leaky pipeline’ is clearly in evidence, with fewer women embarking on a research career and far fewer female professors (Fig. 15). Archaeology at Durham shows particularly stark figures at the most senior level. The sector data masks some of the detail and a more in-depth look at Durham Archaeology’s data across the last three years shows consistently fewer females entering PGR and fewer still becoming PDRAs (Fig.16). Actions for addressing these issues will be discussed below.

### ASDU staff by grade, contract, function and gender

ASDU currently has an even balance of male and female staff (Table 18), although males dominate the senior roles (Table 19). In 2013 Landward Research Ltd published Archaeology Labour Market Intelligence: profiling the profession 2012/2013. Data has been selected from this report to compare gender roles within ASDU and relevant areas of the profession as a whole. The survey found that 46% of archaeologists were female and 54% male.

Table 18: Gender balance in professional archaeology

	UK workforce	UK archaeologists	Field investigation and research	Constituent part of a university	ASDU
<b>Female:</b>	41%	46%	39%	46%	50%
<b>Male:</b>	59%	54%	61%	54%	50%

Table 19: ASDU staff by position/gender compared to sector data (\* These positions are not clearly defined within the survey data and therefore represent an amalgamation of similar posts (i.e. ‘Senior’ = Senior Posts, Project Managers and Senior Archaeologists). \*\* Including all positions in archaeology)

	Male	National average	Female	National average
<b>Managers</b>	1 (100%)	72%	0 (0%)	28%
<b>Senior</b>	4 (50%)	*68%	4 (50%)	*32%
<b>Supervisors</b>	4 (67%)	*70%	2 (33%)	*30%
<b>Project</b>	3 (33%)	63%	6 (66%)	38%
<b>Assistant</b>	4 (44%)	*54%	5 (56%)	*46%
<b>Total</b>	<b>17 (50%)</b>	<b>**54%</b>	<b>17 (50%)</b>	<b>**46%</b>

### Fixed term/permanent staff (ASDU):

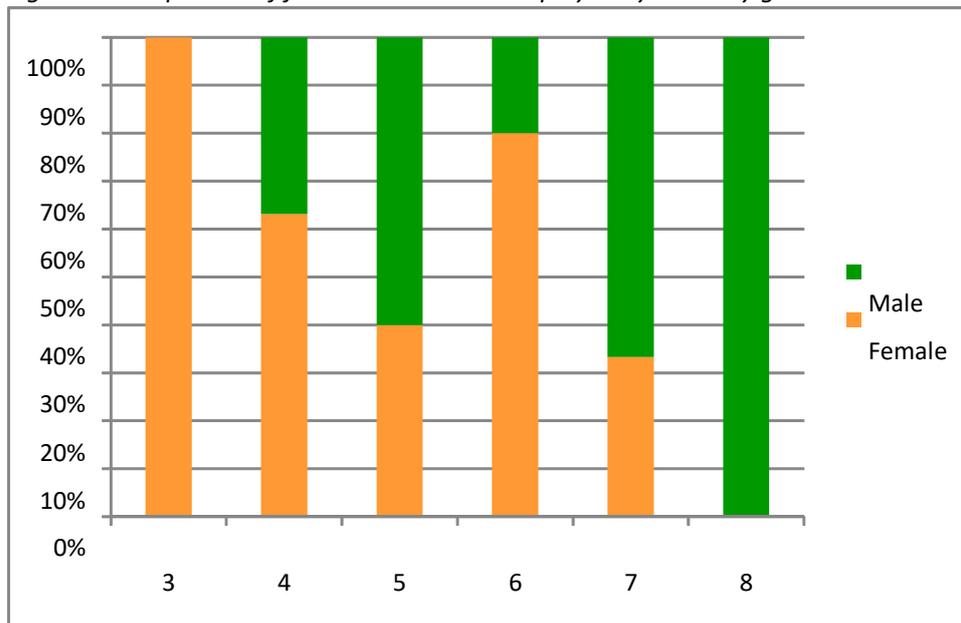
Across the industry 79% of field investigation and research service staff held permanent posts. In 2015/16, 89% of ASDU staff were classed as permanent (Table 19). The fixed-term posts were for 6 or 12 months. Extremely short term contracts (3 months and under) are not uncommon in field archaeology generally, accounting for 7% of employees.

Table 20: Fixed-term/permanent Archaeological Services staff (NOTE: Census date 1<sup>st</sup> Feb)

	Fixed-term Male	Permanent Male	Fixed-term Female	Permanent Female
2012/13	1	12	2	12
2013/14	1	14	1	12
2014/15	4	13	8	12
2015/16	1	16	3	16
current	3	14	5	12

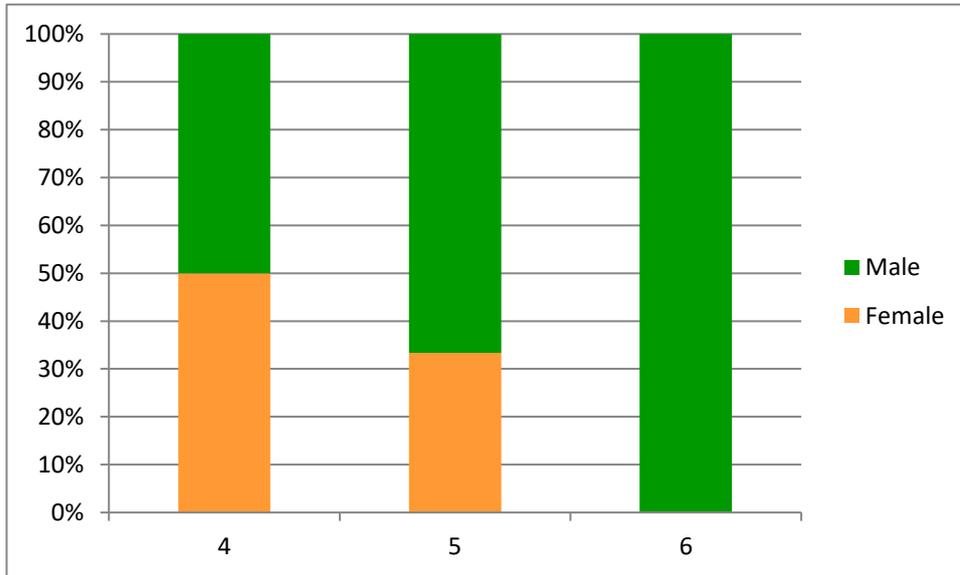
ASDU data from 2015/2016 indicates that women are more likely to be employed at a lower grade; 100% of those at Grade 3 are female and a higher proportion of women than men are also employed at Grade 4. In contrast, of staff at Grade 6 and above, 5 (63%) are male and 3 (37%) are female (Fig 17).

Figure 17: Proportion of females and males employed by ASDU by grade



This imbalance becomes more pronounced in the role of Project Archaeologist in which 11 are men and 8 women, with the latter more likely to be on a lower grade (Fig 18) (ACTIONS 3.18, 3.32, 3.33, 3.34)

Figure 18: Proportion of females and males employed as Project Archaeologists by grade



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## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

#### (i) Recruitment:

##### Academic recruitment

Table 21: Gender and job applications, shortlisting and success over the last four years (no.s).

Contract	Year	Job Grade	Applications			Shortlisted		Appointment	
			Female	Male	Unknown	Female	Male	Female	Male
<b>Permanent</b>									
Geoarch	2016	9	12	10	4	3	2	1	
Near east	2015	7	14	25	6	2	3		1
aDNA	2015	9	8	8	1	3	2	1	
Classical	2014	7	18	10	6	4	1	1	
Technician	2014	7	0	1	0	0	1	0	1
Teaching Fellow	2013	6	11	5	4	4	4	1	
<b>Total</b>			<b>63</b>	<b>58</b>	<b>21</b>	<b>16</b>	<b>13</b>	<b>4</b>	<b>1</b>
<b>Fixed</b>									
6 PDRA's	2016	7	35	28	13	7	10	4	1
3 PDRA's	2015	7	16	18	10	/	/	2	1
3 PDRA's	2014	7	3	8	2	/	/	1	2
3 PDRA's	2013	7	35	18	5	/	/	2	1
<b>Total</b>			<b>89</b>	<b>72</b>	<b>30</b>			<b>9</b>	<b>5</b>

Some shortlisting data was not available for PDRA posts and we need to ensure that records of male/female shortlisted applicants are retained in the future (ACTION 3.4).

Overall the data demonstrate a positive trend in female recruitment for both permanent and fixed term research posts (Table 21). Improving diversity in the Department's staff profile is a key priority in the Department's Action Plan and 'People Strategy'. The Department will proactively seek to improve the Department's gender balance as follows (ACTION 3.1, 3.2, 3.3):

- A statement on gender equality and diversity is included in the advertisements
- A Departmental 'search team' actively seeks out prospective female candidates and encourages them to apply.
- The interview panel is diverse and training includes equality and diversity policies.

This approach proved highly successful in the recent recruitment of a Reader in Geoarchaeology.

### **Recruitment at ASDU**

Commercial Archaeology is a challenging work environment, dominated by short-term fixed contracts. Pay is low and options for career progression are often limited. As a consequence, many commercial units will see a rapid through flow of staff, with hiring undertaken as work contracts are acquired and loss of staff when projects expire. By comparison ASDU has a high retention rate of staff; indeed a policy of moving staff from short-term to long-term contracts is currently being followed.

From 2013-2015/16 ASDU have made 14 new appointments (Table 22): 64% female and 36% male. Proportionally there have been more male applicants than female since 2013 (c 54% male as compared to 46% female), but more females have been employed. Women are more likely to be appointed at Grade 3: 100% of male appointments since 2013 have been at Grade 4 compared to 44% of female appointments. Advertised positions received more male applicants than female, with 39% female applicants, 45% male applicants and 16% undeclared. However, of those appointed, 64% were female and 36% were male, perhaps reflecting the undergraduate gender bias, with a greater proportion of females with degrees in Archaeology.

Table 22: Recruitment at ASDU since 2013

Grade	Appointments	Applicants			Appointments	
		F	M	U	F	M
	<b>2013</b>					
4	Project Archaeologist	27 (35.5%)	42 (55.3%)	7 (9.2%)	2 (50%)	2 (50%)
4	Archaeological Conservator	11 (55%)	5 (25%)	4 (20%)	1 (100%)	0
	<b>2015</b>					
4	Project Archaeologist	14 (44%)	18 (56%)		0	2 (100%)
4	Archaeological Geophysist	8 (35%)	15 (65%)		0	1 (100%)
4	Project Support Technician	1 (50%)	1 (50%)		1 (100%)	0
3	Assistant Project Archaeologist	21 (54%)	16 (46%)		5 (100%)	0

Retention at ASDU is high, with only a single departure in 2015 of one female Assistant Project Archaeologist. The strong retention of female staff suggests that there are positive aspects to the working environment encouraging women to stay in post. The disparity in grade of female Project Archaeologists and imbalance in grade scales more generally, however, requires urgent attention (ACTION 3.18, 3.19, 3.32, 3.33, 3.34).

## (ii) Induction

### Academic induction

All new academic employees attend an induction day run by the University, which includes a session on gender bias. The induction is considered to be useful, but no substitute for engaged mentorship, particularly during the first few months when staff may easily feel overwhelmed by the new working environment. At the departmental level, all new employees will meet with the HoD and the staff member is assigned a mentor, who helps draft their probation agreement and provides support and personal introductions to academic staff and PSS. The probation agreement is signed off by the HoD and then by the Faculty PVC. The mentorship scheme is essential in providing a first point of contact for questions and advice, for facilitating obtaining equipment and space, and helping to negotiate word load. The specific responsibilities of the mentor

and the method of designing clear, challenging, but fair probationary agreements is an area that needs to be formalized and tightened. This issue has been highlighted in the Department’s recent People Strategy document (ACTION 3.5).

There is a Department of Archaeology staff handbook, which is detailed and lays out the various organizational committees and their terms of reference. The handbook includes a clear section on harassment and respect at work. A review and update of the handbook is due, including policies on gender equality and diversity (ACTION 3.37). Staff are encouraged to take training courses, but a list of those considered most essential could be integrated into the revised staff handbook, to be utilised by the mentor and HoD in designing focused probationary agreement targets (ACTION 3.7). New PSS also attend an induction day, although this is less likely to coincide with their start date than for academic staff. In order to mitigate this, an overlap is usually arranged between the outgoing and in-coming staff member to allow a smooth handover and transition. Mentors are also assigned and efforts made to introduce and integrate PSS staff with the academic and technical staff at weekly coffee mornings.

The physical architecture of the department, with many offices on the same floor, facilitates meeting other staff on a regular basis, and the department culture is notably warm and friendly, enabling quick and easy social integration. A collaborative atmosphere is enhanced by a weekly coffee morning for all staff (PSS and academic), which is particularly helpful for new staff (ACTION 1.4). For academic staff, team-teaching and a range of large and small seminar series that flourish in and out of term, facilitates further integration.

### Induction at ASDU

All new employees, whether permanent, fixed term, part-time or full-time, are expected to attend a day induction course. The Induction is structured in four sections (Table 23), each accompanied by supporting documentation. New staff are ‘shown the ropes’ by other members whilst working in the field or ‘in house’. The induction sessions are generally considered to be valuable, but ASDU should also introduce a detailed handbook (ACTION 1.16).

Table 23: Induction at ASDU

Breakdown of Induction	
<b>Section 1</b>	Facilities, stores, off-site working arrangements and safety at the premises.
<b>Section 2</b>	Duties within the organisation, detail of specific archaeological applications relevant to the post. Opportunities for training on internal and external courses and an introduction to the training database.

<b>Section 3</b>	On-site and off-site protocols. Work clothing. Health and Safety
<b>Section 4</b>	Management and reporting structures at work. Roles of all staff, systems of job allocation, working hours and arrangements, working away, leave and sickness.

### (iii) Promotion

In the last three years, only three academic staff have applied for promotion: one for professor, one for reader and one for senior lecturer. All three staff were male and one (the application for reader) was unsuccessful. This academic year, four staff have applied for promotion: two females and one male for professor and one female for reader. Female staff were actively encouraged by the HoD to submit an application in this round. The outcome will not be known until May 2017.

Staff initially discuss career progression and promotion during their ADRs. Staff who are considering applying for promotion are encouraged to attend a university training session entitled 'Demystifying promotion'. An email from the HoD is circulated approximately 3 months prior to the promotion application deadlines to encourage those thinking of applying arrange a meeting. At this, the HoD will either encourage the individual to go forward, or provide some constructive feedback as to why they may not be ready. The HoD receives initial drafts of the promotion application for comment and will discuss these with other Departmental professors. However, it is not always necessary, or appropriate given the sharp gender imbalance, to consult professors only, particularly for promotions at lower academic grades. The application is a University form, which requests details on all research, teaching, and citizenship activities. There is also a dedicated section on career breaks/ maternity, etc. The final application is submitted along with a supporting letter from the HoD.

The system has previously been somewhat passive and dependent upon staff putting themselves forward for promotion. Anecdotally, women are less likely to apply unless certain of success. To tackle this gender bias, female staff should be given active encouragement and mentoring to facilitate their career progression (ACTION 3.6, 3.9, 3.10). Furthermore, clear guidelines need to be given to ADR reviewers so that they may be more active in identifying and advising potential candidates for promotion (ACTION 3.7, 3. 8).

The staff culture survey reported difficulties surrounding promotion and progression, with 43% of females and 26% of males responding negatively to the statement '*I understand the promotion process and criteria in my Department*'. This figure does, however, also include PSS and ASDU staff. We need to do more to tease apart these data in terms of specific promotion and progression

pathways (ACTIONS 1.15, 3.11). The University promotion process is currently under review, with the aim of Department's being more proactive in identifying candidates to put forward. Mentoring is available for PDRAs and a number of our PhD students have transitioned to become PDRAs in the Department. One of our recent lectureships was awarded to a PDRA from the Department.

Promotion for PSS can be slow and there is currently a moratorium on re-grading due to a review of Professional Support Services across the University. Discretionary payments have been awarded to PSS in the Department who have been required to cover sick leave and in some instances PSS have also been temporarily raised a grade. PSS at the top of their grade may feel demotivated and more use is currently being made of Exceptional Contribution Points to reward PSS for excellence (ACTION 3.35). PSS are also encouraged to engage in University initiatives and committees to broaden their experience and networking, so that they may be better positioned to develop their careers (ACTION 3.36).

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

Table 24: Gender balance of the RAE/REF return

Research Exercise	Gender	Total Staff	Submitted	Submission Rate
RAE 08	M	20.3	19.3	100%
	F	7	7	100%
REF 2014	M	20	17	85%
	F	9	8	89%

There has been no gender bias in submission to RAE/REF (Table 24).

**RAE2008:** This was a 100% return across males and females, comprising 27.3 FTE (27% of the total return was female, aligning with the proportion of female academic staff).

**REF2014:** We had a selective submission in REF2014, with 13.8% of staff not returned (10.3% males and 3.5% female). Overall, 24.9 FTE were returned (24% were female). The male/female ratio of those returned reflects the Department gender balance; there was no gender bias.

For the forthcoming REF2020, the Department is mindful of the potential for gender bias in the internal grading of research outputs and will include a gender

balanced panel of internal assessors (ACTION 3.12). It is committed to providing support for male and female staff in the production of research outputs and will ensure that there is no gender bias in the allocation of internal funding, or research support, through monitoring via a database (ACTION 3.13).

## **5.2. Career development: academic staff**

### **(i) Training**

Academic and PSS are required to attend specific training courses in order to fulfil particular administrative duties, or to keep abreast of changing systems/processes. There is a wide range of additional training offered on all aspects of research, teaching and administration and occasionally more in-depth training on leadership. A section of the ADR, completed by all staff (see below), is dedicated to training and personal development. The staff culture survey highlighted the lack of training in gender equality and diversity (only 39% of females and 30% of males had undergone training). A recent attempt to engage all staff with ‘unconscious bias’ training on a voluntary basis resulted in low take-up, and it is important that this is now made compulsory in order to address current gender biases (ACTION 1.1, 1.2). The Department’s People Strategy document articulates the need to offer training in professional behaviours, gender equality and a healthy work-life balance, in line with the principles of Athena SWAN and it is important that this continues to be updated (ACTION 1.8). We also require HR to update our staff on policies in relation to equality and diversity, including maternity and paternity (ACTION 1.13). PSS now undertake ‘Realise Your Potential’ training, which is receiving positive feedback (ACTION 3.37).

Training is strongly advocated at ASDU. On appointment, new staff are informed of what training is necessary and what additional training is on offer. Staff can choose from training programmes that are delivered in-house and those available externally. The latter are provided with financial support from ASDU. However, this training is highly specific to skills acquisition for commercial practice (Table 25). The appreciable difference in workshop attendance between males and females (Table 26) is primarily a consequence of the greater number of male field staff, as most of the courses relate to this area of work. The gender divide between field versus in-house work will be explored further (ACTION 1.15). It would be beneficial for employees at Archaeological Services to be made aware of the broader range of training offered through the University and encouraged to make use of this (ACTION 3.34).

Table 25: Training opportunities provided to staff at Archaeological Services

Internal programmes	External courses
Excavation and recording training	First Aid
GPS training	CSCS (Construction Skills Certification Scheme)
Photography training	Underground utilities avoidance course
Geophysical survey training	Off-road driving
Health & Safety Part 1 and 2 (includes	
Manual handling	
Vehicle induction	

Table 26: Training workshop attendance (present staff up to Oct 16)

	Male	Female
<b>Total</b>	136	97

## (ii) Appraisal/development review

All staff in the Department (including PSS and ASDU) are subject to a compulsory Annual Development Review (ADR). The ADR forms are tailored towards different career paths (e.g. PSS, Academic). For all staff, objectives for the forthcoming year are agreed and performance is evaluated through discussion between the reviewer and reviewee in a supportive and constructive manner. However, ADRs are often regarded as an administrative chore rather than a genuinely useful exercise for career development. In the staff survey, only 68% of females and 41% of male respondents agreed that the ADR provided a helpful annual appraisal. Several issues that have been highlighted are:

- The forms are considered to be poorly designed, confusing and repetitive.
- The academic reviewers in the Department are all professors (almost all male) and there is little choice of reviewer/reviewee.
- Issues raised by staff in their ADRs were not followed up, fuelling the belief that this is merely a bureaucratic exercise.

- Some of the reviewers express negativity towards the ADR process to the reviewee, leaving the latter with the impression that they had been taking up valuable time.
- For PSS and ASDU the ADRs are undertaken by line managers. This can prove difficult for the reviewee if they wish to raise issues regarding their workload or management (ACTION 3.33, 3.38).

A number of action points have been recommended to address the above issues (ACTION 3.14, 3.15, 3.16). The form itself is centrally produced and the Department has already collated and fed back comments on this. A range of training is available for ADR reviewers/reviewees; it is important to ensure and monitor the take-up of this training so that reviewers are better equipped to provide an effective review (ACTION 3.14). The Department needs to allow and provide a greater choice of reviewers to avoid any clashes that may impede the review (ACTION 3.15, 3.38). It is also important to expand the available academic reviewers beyond the professorial pool, particularly given the current marked gender bias at this level. Finally, it is crucial that there is a post-ADR follow-up by the HoD and this has recently been implemented (ACTION 3.16).

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

Females in the Department, when they apply for promotion, tend to be successful. Women, however, are less likely to put themselves forward for leadership roles, which may be detrimental to their promotion prospects. The university training course 'Demystifying Promotion' for academic staff helps to clarify the process and parameters for progression. Female staff need to be proactively encouraged to apply for strategic and leadership roles when they arise (ACTION 3.9). At ASDU there is a clear gender bias in staff grading and it is important that female staff here are mentored and provided with opportunities to acquire the skills/experience for promotion (ACTION 3.18). Current PSS are all female (two at grade 7, one at grade 6, two at grade 4 and one at grade 3): they are given support from academic mentors and their line managers for re-grading/promotion. Active support of PSS through discretionary payments and communication with HR about temporary re-grading during periods of sickness cover has occurred on two separate occasions during the last year.

The staff survey revealed a gender disparity in the degree to which staff believed themselves to be actively encouraged to take up career development opportunities. Part-time females in particular felt that they were less likely to be put forward for such opportunities (see below). This relates specifically to PSS and ASDU, many of whom are part-time, and it is important that they are not disadvantaged (ACTION 3.19). The ADR is supposed to represent a key opportunity to discuss and support career progression for staff, but as discussed in section 5.2ii this does not always function well. Likewise, mentorship has been of mixed quality in the Department and restricted to probationary staff. It is

important that in the new mentor system staff are properly trained and meet formally to share best practice (ACTION 3.20).

A new mentor system is now being rolled out to all academic staff, including PDRAs, with a gender-balanced selection of mentors at different career stages (ACTION 3.6). Training is underway and the system will be implemented from October 2017. The take-up and success of this will be reviewed as part of the biennial staff survey (ACTION 3.21). Females in particular have lamented the lack of mentoring and career support more generally and this was evident in the Staff Culture Survey. The Department's 'People Strategy' document highlights the need to provide more support for female staff, stating that: *'Our retention strategy must now aim at retaining and rewarding valued members of our academic staff (and our female faculty in particular) before they apply for posts elsewhere, by understanding, discussing and responding to their professional and personal needs as they develop their careers and lives in Durham'*.

In response to staff feedback on career development and ADRs, the following more proactive process for promotion and progression has been recommended in the Department's 'People Strategy' (ACTIONS 3.8, 3.9, 3.10, 3.14, 3.20):

- (1) ensure training for mentors and ADR reviewers and that the former meet to share best practice;
- (2) annual meeting of the HoD and Management Team to identify individuals to be actively encouraged and supported for promotion (based on advice from mentors and ADR reviewers, HoD knowledge, and approaches from individual staff);
- (3) the HoD to discuss promotions plans with individual staff and encourage them to attend the Faculty's Demystifying Promotion session;
- (4) promotions deadlines to be advertised, together with personalised reminders to staff already identified for promotion.

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

The Department has a designated 'Career Development' role, with the remit of arranging and co-ordinating in-house career support and guidance for students at all levels. Transferable and employability skills are emphasised in the undergraduate curriculum and are explicitly discussed in one-to-one personal tutor meetings. For PGT, lectures on different careers paths in archaeology are provided and special careers days are organised in which alumni are invited to discuss their career trajectories and to provide advice to current students. The PGTs are also provided with in-house workshops on writing PhD studentship applications, approaching suitable supervisors and advice on available funding. For PGR students there are a range of career development opportunities available, including:

- Durham University Teaching and Learning Award (DULTA): providing structured training and assessments for postgraduates to develop their teaching skills, culminating in a qualification.
- Student Archaeology Workshops: PGRs develop and hone their teaching skills by delivering a series of workshops to undergraduate students.
- Paid teaching/research experience: PGRs are given opportunities to undertake a range of teaching and research assistant roles, including UG tutoring and formative essay marking. They are given a detailed training session in advance and their marking is monitored. Some PGR students undertake paid lab demonstration for PGTs alongside members of staff.
- Generic University Training: A range of workshops are offered to develop both research and teaching skills. Attendance of these courses for individual students is monitored annually via individual review panels and also Training Needs Analysis forms which are updated with the supervisory team each year.
- Specific specialist training: Currently two specialist courses have been developed in the Department (GIS skills and 3D Imaging), with Northern Bridge funding. These are popular and further enhance the skills and CVs of the PGRs who attend.
- Research dialogues: This is a competitive grant of £500 awarded to PGRs to develop a research workshop. This has been a hugely successful initiative, resulting in well attended workshops attracting international delegates and producing publications. The students also generally attract additional funding from the University's interdisciplinary research institutes. 77.5% of students agreed that there was no gender bias in these awards, with most of the remainder providing neutral responses (ACTION 2.17).
- Mentoring: A scheme was initiated in 2015 in which new PGRs are provided with a PGR mentor to facilitate their transition to a research degree. This adds an additional layer of student-led support alongside that of the supervisors. The progress/success of this welcome scheme should be reviewed (ACTION 2.14).
- Postgraduate Seminar Series: A weekly lunchtime seminar series is led by the PGRs in which they present their research. The gender balance of this series should be reviewed (ACTION 2.18).
- Interviews: PGRs are invited to attend the interview presentations for new staff posts and to feed back their views. This provides them with invaluable experience of interview presentation techniques and knowledge of career trajectories.
- Academic writing: Article critique sessions occur weekly during term time and are attended by staff as well as PGRs. These foster good academic writing skills.

- Research groups: The PGRs are assigned to one of the Department's six research groups. Each group is given a small budget and the PGRs can apply for money to organise or participate in a related academic event.
- Fieldwork: PGRs are invited to participate in overseas fieldwork projects and to help supervise UGs in the field. This develops their fieldwork and management skills.
- International Women's Day: This year female PGRs led the IWD lunchtime workshop, discussing their own gendered career trajectories, along with their hopes, expectations, challenges for the future. A PDRA also provided advice for the transition from PhD to a paid academic career.

While we offer a great deal of support and opportunities for our PGRs, there is a perceived gender bias (see section 4.1iv). Some PGRs agreed that they had been disadvantaged because of their gender (12.2%), or placed in situations that they are uncomfortable with (14.6%). Worryingly, 20% of UG students either disagreed or strongly disagreed that they were comfortable reporting inappropriate behaviour. Students were mostly unaware of the university's equality and diversity policies (67.5%) (ACTION 2.15). We will explore these issues in more detail to improve awareness of relevant policies, ascertain what additional support can be provided, particularly for those students with caring responsibilities (ACTION 2.12), and to tackle unconscious bias among students and staff (ACTIONS 1.1, 1.10).

The Athena SWAN principles need to be more proactively discussed during our student induction session and incorporated into student handbooks at all academic levels (ACTION 2.15). One of our PGRs is now part of the committee working on the institutional application to Athena SWAN and the Department's EDC has representatives from UG, PGT and PGR levels.

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

There are a number of university policies in place to encourage and support staff when applying for research grants. Grant calls relevant to Archaeology are regularly circulated and this is facilitated by the Director of Research (DoR). A staff member wishing to apply for a grant can discuss it with the DoR and members of their research group. Staff make use of an informal 'buddy' system to help develop impact, publications and grant applications. Additional mentoring is provided for probationary staff via the mentor system, and, as discussed, a new mentoring scheme is being trialled. Staff can apply to the University for 'seedcorn' money to facilitate the production of a grant application, supported by the DoR. Grant applications must be peer-reviewed by a colleague. For large grants the application is sent to several colleagues for constructive feedback, including the DoR, the HoD, and to anonymous reviewers from other Departments. Advice and support on ethics is provided by the Departmental Ethics Committee and costings are provided by the Department's

financial administrator, or the University Research Office. It is recognised that large grant applications are enormously time-consuming and high risk. On request, the HoD may buy in teaching cover to support staff during the most intense period of grant writing. Staff have one-day of research leave per week allocated in the Work Load Model (WML), which may be spent on grant writing. The Department aims to be responsive and reflexive to emergent funding calls and to mobilise the relevant support and resources when needed. The Department has a strong culture of submitting grant applications (approximately 225 grants submitted during the last three years) and of success. It is a supportive environment for both men and women to develop and submit research proposals. There is no evidence of gender bias in grant submission or success within the Department, but it is important for the Department to monitor grant submissions by gender and also to consider the size of the grants submitted for gender bias in the future (ACTION 3.22).

### **5.3. Flexible working and managing career breaks**

#### **(i) Cover and support for maternity and adoption leave: before leave, during leave and returning to work; Maternity return rate.**

Since 2010, one member of academic staff and one member of the technical support team have had maternity leave and both resumed work in a full-time capacity. Three PSS have taken maternity leave and all returned to work part-time (Table 27). Staff may discuss maternity with their probationary mentor (if a new staff member, or under the new mentorship scheme) in the first instance and/or then approach the HoD to discuss dates, plans for leave and any reasonable adjustments to duties required during pregnancy. Two ASDU staff and two staff working for Antiquity have also had periods of maternity leave. The former discussed their plans with the manager of ASDU, whilst the latter made arrangements with the Editor of Antiquity and the Board of Trustees. These staff are entitled to the same maternity pay and leave as other University staff.

A full time, fixed-term replacement, covered the duties of the technical support staff member during maternity leave, while only casual replacement was bought in to cover the teaching of the academic member of staff, leaving other colleagues to take on her administrative duties. The latter is not an ideal scenario, either for the mother or Department, because resentment can build. There is also the perception by some colleagues that work can still be undertaken whilst on maternity leave (e.g., supervision, research). This is not a viewpoint that is sanctioned or encouraged, nevertheless, as a form of unconscious bias, it needs to be addressed at Departmental and University level (ACTION 1.1). The Department should lobby for maternity leave to be covered by a full-time fixed term post funded by the University; otherwise, maternity will

be viewed as a Departmental burden and this pressure unconsciously (or explicitly) transmitted to the mother (ACTION 3.23).

All staff who have been on maternity leave since 2010 made use of up to 10 'keeping in touch' days, for which they received pay. The academic member of staff took a term of accrued Research Leave on returning to work and this was valuable in helping recover her research momentum in a research intensive Department. The University now has a policy of giving academic staff returning after maternity a term of Research Leave and a small sum of money to facilitate research activities. This is a welcome development; however, again, this leave must be properly funded. At ASDU in both instances of maternity leave, requests to return part-time were accommodated.

*Table 27: Returning to work after maternity leave: numbers*

Staff	Number Individuals	Returned to work 100% or part-time
<b>Academic Staff</b>	1	100%
<b>Technical Support Staff</b>	1	100%
<b>Administrative Staff</b>	2	Part-time
<b>ASDU Staff</b>	2	Part-time

The Department does consider and support requests from staff wishing to return to work part-time. Anecdotally, however, part-time work is not widely considered a viable option for academic staff, because of the 'open-ended' nature of the hours worked. It would benefit academic mothers if there was the explicit option of working reduced hours for several years while children are young with the possibility of returning to full time hours at a later date (ACTION 3.24). Archaeology has not monitored maternity and paternity amongst PGR students and the recent student survey has highlighted the importance of doing so (ACTION 2.19).

**(ii) Paternity, shared parental adoption, and parental leave uptake**

Since 2010, six academic and three ASDU staff have requested paternity leave for two-week periods; three men did so on two occasions each. There have been no requests made for shared parental leave, because in each instance the fathers were the primary household wage-earner and extended leave was not considered financially feasible. Discussions with fathers have revealed a sense of unfairness at the disparity between maternity pay, and although statutory

paternity pay is now also offered at an enhanced rate, more could be done to improve awareness of paternity entitlements (ACTION 3.25).

**(iii) Flexible working**

No academic member of staff has a flexible working arrangement due to maternity or paternity, although two PSS work part-time. Requests are made to the HoD who will consult with HR. In the staff survey, one female and two males stated that their line manager was not supportive of requests for flexible working. The Staff Culture Survey revealed that 30% of females and 11% of males responded negatively to the statement that staff who work part-time or flexibly are offered the same career opportunities as those who work full-time (ACTION 3.19). These data include ASDU and the culture specifically within the unit needs to be explored, especially given 100% of those working part-time are female (ACTION 3.11).

Across commercial archaeology women (11%) are slightly more likely to work part-time than men (5%). In the year 2015/16 no men were employed part-time at ASDU (and none have done so over the past 4 years) (Table 28). In the same year six women were employed part-time, representing 32%. This imbalance may be partly a consequence of more males (11 male, 8 female) holding fieldwork posts and more females (8 female, 6 male) holding non-fieldwork posts.

Table 28: Full time/part time Archaeological Services staff (NOTE: Census date 1<sup>st</sup> Feb)

	Full-time Male	Part-time Male	Full-time Female	Part-time Female
<b>2012/13</b>	13	0	11	3
<b>2013/14</b>	15	0	10	3
<b>2014/15</b>	17	0	15	5
<b>2015/16</b>	17	0	13	6
<b>current</b>	17	0	11	6

**(iv) Transition from part-time to fulltime work after career breaks**

One PSS has transitioned from PT to FT after maternity. There is a lack of awareness and understanding of part-time policies for academics in association with parental leave in the Department and this should be addressed (ACTION 1.13).

## 5.4. Organisation and culture

### (i) Culture

The principles of the Athena SWAN charter have become embedded in the Department's planning document (reviewed by Faculty and UEC) and the 'People Strategy' document. The Department has a friendly, informal and collegial atmosphere, fostered through social events, away days, research seminars, and fieldwork. Over the course of the last three years we have been proactive in addressing the lack of diversity and gender balance in the staff structure. For example, the Department has a target of at least 30% representation of females taking leadership roles on internal committees. It has become increasingly proactive in encouraging female staff to apply for promotion and in approaching female candidates for new posts. The Department has recognised the importance of facilitating communication and informal networks between staff, particularly those working across different sub-disciplines and sectors (e.g. PSS), through the instigation of the popular weekly coffee morning and social events. PSS and academic staff have good, mutually respectful relationships and input from PSS into the weekly Department management meetings and EDC is encouraged and valued (ACTION 1.5).

There are, however, clearly areas where gender biases exist and which cause tensions and inequalities; these have been highlighted by the staff and student culture surveys, as well as through qualitative and quantitative data gathering by the EDC. The most prominent issue affecting departmental culture has been the dominance of male professors, which has in the past led to the perception of a 'boys club' culture. There is unconscious gender bias and a lack of awareness and understanding of the issues facing more junior colleagues (including PGRs), particularly females with children. There have been instances of unsupportive language and behaviour towards female staff and students, including unsubstantiated implications of poor performance. These have been dealt with via informal communication with those affected, but more explicit dissemination of guidelines on respectful behaviour as well as further training is necessary (ACTIONS 1.1, 1.2, 1.3, 1.14).

Only one third of staff surveyed indicated that they had received any form of training in equality and diversity (39% of females and 30% of males) – mostly online courses– and only 13% of women and 18% of men have taken unconscious bias training (see above). In the staff survey, it was clear, that women tended to view the culture in a less positive light than men. 39% of women (compared to only 4% of men) responded negatively to the statement '*I do believe that in my Department, men and women are paid an equal amount for doing the same work or work of equal value*'. In addition, 30% of females responded negatively to the statement '*My Department takes positive action to encourage women and men to apply for posts in areas where they are under-represented*'. Action is required to ensure that female academics apply for

promotion and that women are actively sought out to represent the Department either internally or externally in posts at which they are under-represented (see above). 39% of women and 7% of men responded that they have experienced a situation in which they have felt uncomfortable because of their gender. Compulsory equality and diversity workshops will be instigated in order to tackle gender bias and associated behaviours and mentalities (ACTION 1.1, 1.2). Most respondents agreed with the statement that they understood the Department's reasons for taking action on gender equality and that they understood why positive action was required to promote gender equality (with only 2 female and 3 male dissenters).

There are some staff in the Department (both male and female, but predominantly the former), who adopt an aggressive posture and tone when discussing contentious matters, which may be perceived as intimidating. Clear directives on what constitutes bullying or offensive behaviour, including a document on 'Respect in the Workplace' for Archaeology is required, outlining what may be perceived as aggressive behaviour or harassment (ACTION 1.14).

While there is evidently gender bias that needs to be tackled, in the staff survey there was an overall positive response to questions about the culture in the Department. The student survey was very positive about Departmental culture and there was generally little difference between male and female responses. Notable areas for improvement, however, include archaeological fieldwork in which only 77% of UG students agreed or strongly agreed that there was no gender bias (ACTION 2.20). Interestingly, this links with the gender bias observed at ASDU, with the in-house team dominated by females and the field team by males. A further area that needs improving across both staff and students is a greater awareness of gender policies (ACTIONS 1.12, 1.13, 1.16, 2.15, 2.16). The decrease in the proportion of women pursuing a research degree and/or postdoctoral research is important to consider. The perception of a poor work/life balance in academic jobs is a key factor, particularly for those wishing to have families. The action plan discusses a range of steps to improve this and to move towards greater inclusivity. Finally, the culture within ASDU needs exploring in more detail; gender biases are evident within this commercial unit in terms of seniority and roles which need to be addressed (ACTIONS 1.15, 1.16, 3.32).

## **(ii) HR policies**

The Department has only recently started to foreground issues of gender equality and this lack was noted in the staff survey, with 43% of females and 41% of males responding negatively to the statement '*My Department has made it clear to me what its policies are in relation to gender and equality*'. Similar figures were reflected in the student surveys. The explicit foregrounding of information of policies regarding gender equality on the Departmental website and induction sessions for staff and students is required (ACTION 1.12, 1.13, 1.14). Archaeology has a harassment officer and he/she has a good knowledge

of the University's 'Harassment and Bullying Policy'. In practice, the harassment officer is considered to be a student-facing role. If staff feel bullied or harassed they discuss the issue with their mentor or line manager in the first instance, who will provide advice and guidance on the relevant University policies on the HR website. Informal investigation or mediation is encouraged in grievance cases. It is recommended that an HR representative addresses a staff meeting to provide an update on HR processes (ACTION 1.13). Of further concern is the negative response by 30% of females and 22% of males to the statement '*I am confident that my line manager would deal effectively with any complaints about harassment, bullying or offensive behaviour*'. Again, this needs to be addressed through the proper training of line managers in dealing with staff grievance and issues of harassment (ACTION 1.3).

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

Table 29: Committee leadership representation of men and women.

	11-12		12-13		13-14		14-15		15-16	
	M	F	M	F	M	F	M	F	M	F
<b>Chair Board of Studies (BOS)</b>	x		x		x		x		x	
<b>Deputy Chair BOS (1)</b>	x		x			x		x	x	
<b>Deputy Chair BOS (2)</b>	/			x		x		x		x
<b>Chair Education Com</b>	x		x		x		x			x
<b>Secretary Education Com</b>	x		x		x			x	x	
<b>Director Research Postgraduate Studies</b>	x			x		x		x	x	
<b>Director Taught Postgraduate Studies</b>		x	x		x		x		x	
<b>Director Undergraduate Studies</b>	x		x		x		x		x	
<b>Deputy Director Undergraduate Studies</b>	x			x	x		x			x
<b>Chair Staff/Student Consultative Committee</b>	x			x		x	x			x

<b>Chair Board of Examiners</b>	x		x		x		x		x	
<b>Deputy Board of Examiners</b>		x		x		x		x		x
<b>Director of Research</b>	x		x			x		x		x
<b>Deputy Director of Research</b>	x		x		x		x		x	
<b>Total</b>	<b>11</b>	<b>2</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Proportion</b>	<b>85%</b>	<b>15%</b>	<b>69%</b>	<b>31%</b>	<b>61%</b>	<b>39%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>

The committee membership data demonstrate the proactive role that the Department has played in improving the leadership roles given to female staff, increasing from 15% in 2011/12 to 50% in 2015/16 (Table 29). These roles are allocated via the HoD and are discussed with individual staff at one-to-one meetings. All positions are given representative time allocations in the workload model. It is important that there is no gender bias in the assignment of roles on the workload model and that role-type is assessed for gender bias not just overall workload (ACTION 3.17).

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

Many staff within the Department have served on influential committees within the University. For example, one male staff member is Director of the Institute for Medieval and Early Modern Studies and previous staff have served as Faculty PVCs, Deputy Dean and Chair of the Academic Electoral Assembly. Archaeology staff are also active in numerous external committees, including the editorship of journals and peer review colleges. The Department's only female professor served on the national REF2014 panel for Archaeology and Geography and currently sits on the University's internal REF2021 panel. There is, however, a gender bias in the perception of active encouragement to take opportunities to represent the Department externally, with only 39% of females responding positively, compared to 74% of males in the staff survey. More could be done to encourage female participation via ADRs and the new mentoring system. The HoD will approach female staff proactively to discuss whether they would like to represent the Department when roles arise (ACTION 3.10).

#### **(v) Workload model**

Our Departmental workload model includes time allocations for teaching, administrative duties, research grants, and research leave. It has not been monitored for gender bias in the types of roles (e.g. operational versus strategic). Gender is an explicit consideration when responsibilities are reviewed, negotiated and allocated each year, both prior to and during one-to-one meetings with staff. The HoD strives to use it fairly, yet in an individualised way (e.g. to give probationers lighter loads). However, the model is not transparent and does not acknowledge that most staff work beyond what the model credits (ACTION 3.26). Overall workload figures are not explicitly taken into account during ADRs or in promotion criteria since it is approximately balanced. PSS were offered a workload model, but declined; they felt it was not currently necessary, but the situation could be reviewed in the future.

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

All of the main Departmental committee meetings are scheduled between 10am-4pm, with major meetings usually starting at 2pm. For the last four years there has been a concerted effort to ensure that such meetings are completed by 4pm. In the staff survey, 17% of female respondents felt that meetings were not always held within these core times. It is important to reinforce to staff that meetings should be scheduled within these core hours. The Department could also consider a 1:30pm start time for some meetings, particularly if there is a lot of business to discuss, in order to reduce anxiety about late-running meetings for those with caring responsibilities (ACTION 3.27).

During the last four years social gatherings (e.g. Christmas party) have been scheduled explicitly at times to suit those with caring responsibilities. When staff social events have been scheduled for the early evenings, children and partners have been invited. Welcome events and open days for students do, however, take place outside of core hours and this does have an impact on those with children. The Departmental seminar series is also held from 4-6pm and a shift towards a lunchtime slot would be beneficial. Alternatively some Universities now adopt a 3pm start time (ACTION 3.28).

#### **(vii) Visibility of role models**

In the survey, 95% of students agreed that there were strong female and male role models visible in the Department. We actively try to maintain a gender balance in the images we use across the website and in the other multimedia content. For example, we currently have fifteen staff research videos on the website, of which eight are male members of staff and seven female members of staff, with two more of each in the pipeline. The Alumni Spotlight page features 16 male alumni and 15 female, and in the last year we have alternated between male and female alumni each month. Our promotional flyers and

banners do not have pictures of individuals, instead focussing on objects and landscape images, but is generally well balanced in other ways. For example, our various Post-Graduate Taught programme fliers have seven quotations from male former students and seven from female. Some of our degree-specific websites need to be checked for unconscious bias; for example, the MSc Palaeopathology website is dominated by images of women (ACTION 2.6).

We run weekly departmental seminars during term time. We strive to maintain a gender balance in this series but the focus on high profile speakers can lead to a recapitulation of the general bias towards male academics in advanced roles in the discipline. In the 2016-17 year we had twelve male and seven female speakers, with an identical balance in 2015-16. For the 2017-18 series we are also seeking to balance career stage as well as gender, and anticipate that this will lead to a higher number of female speakers (ACTION 3.29). We will produce recommendations to students and staff organising conferences and workshops regarding gender balance (ACTION 3.30).

#### **(viii) Outreach activities**

A large number of Archaeology staff actively engage in outreach activities, via exhibitions, talks at museums and local societies, national or regional science outreach activities (e.g. 'Celebrate Science' or 'Pint of Science'), engaging with volunteers on fieldwork projects and post-excavation processing. Voluntary and outreach activities are encouraged and recognised as a part of promotion applications. Some of these activities also directly link to REF Impact Case Studies and therefore also have importance in terms of research environment. Staff often encourage students to participate in outreach delivery too, and some PhD students actively lead on outreach projects. We have not monitored delivery of outreach for gender bias (ACTION 3.31).

Word Count: 6,758

## **6. FURTHER INFORMATION**

No additional comments

7.0 ACTION PLAN

Department of Archaeology, Durham University

Ref	Planned Action/Objective	Timeframe	Person Responsible	Success Criteria/Measure
<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, all staff (including ASDU) will attend University training sessions on 'unconscious bias' and 'gender and equality'.	First course arranged for June 2017 and then annually thereafter.	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 greater gender equality in responses (15% increase in more positive responses from females).
1.2	To ensure all that staff are aware of what constitutes workplace harassment, all staff (including ASDU) will attend a training session on eliminating and dealing with harassment in the workplace.	First course arranged for October 2017 and then annually thereafter.	Organised and attendance monitored by Chair of EDC	30% of staff trained in 2017, 60% by the end of 2017 and 90% of staff received training by 2019.  New Staff survey in August 2019 will show 50% fewer negative responses around the experience of harassment.

1.3	To ensure all managers are equipped to deal with cases of bullying and harassment, all staff with line management responsibilities (including ASDU) will complete University training in 'managing grievances'.	Line managers will be informed of the requirement to attend university timetabled course from September 2017 and review of this through ADRs will begin in the December 2017 round.	Organised and monitored by Chair of EDC is 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 2019 staff survey to the statement 'I am confident that my line manager would deal effectively with complaints about harassment, bullying or offensive behaviour'.
1.4	To improve departmental cohesion and increase opportunities for communication and understanding, we will 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).	Currently weekly during term time, continue through holidays from Summer 2017 onwards.	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).

1.5	To ensure PSS are able to contribute fully to the EDC committee, minute taking will be undertaken by all members on a rota basis.	Each meeting of the EDC (3 per year).	All members of EDC	Use of a rota for minute taking. Regular attendance and contributions by PSS staff and an increase in actions relating to PSS.
1.6	To ensure that a wide variety of viewpoints are represented, the 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.	EDC is currently representative of the staff profile. Assess annually during workload allocation in June each year.	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.
1.7	To ensure the widest possible range of viewpoints are included in the EDC, we will ensure that the EDC includes fixed term PDRAs.	New members will be invited to the EDC's May 2017 meeting, and all subsequent meetings.	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.

1.8	To embed E&D issues within the Department, the 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&D issues in the Department's core plans.	Gender equality already features in the Departmental Action plan (produced in 2016) and will continue to underpin future strategic plans that may emerge. Assess each year in August.	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.
1.9	To ensure that E&D roles do not become gender-biased, we will ensure that the gender balance of the EDC team remains as close to 50:50 as possible, given the staff profile at any given time.	First review in June 2017 when departmental admin duties are allocated and annually thereafter.	Head of Department/ Chair of EDC	Gender balance of approximately 50:50 maintained each year.
1.10	Student representatives have indicated that unconscious bias operates within the student body. The Department will lobby the university to provide unconscious bias training to students. We regard it as an important employability skill.	Lobbying to commence January 2018 with the aim of making training part of the university curriculum from academic year 2019/2020.	Chair of EDC	University makes unconscious bias and respect in the workplace training available to students from October 2018 and compulsory if necessary to ensure that uptake is above 50%.

1.11	To ensure the widest possible range of viewpoints are included in the EDC, UG, PGT and PGR students will be actively recruited and invited to the June 2017 meeting and all subsequent ones. Representatives have already been consulted and are in place for the June 2017 meeting.	UG, PGT and PGR representatives to attend the EDC Committee meeting in June 2017.	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.
1.12	To avoid dilution of E&D activities and information within wider departmental activity, 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&D activity.	Webpage created by April 2018 and updated at least annually thereafter.	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 informing subsequent E&D actions.
1.13	Recent developments in equality and diversity legislation and university policy are not widely known. 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.	March 2018	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'.

1.14	To ensure that all staff are aware of what constitutes acceptable behaviour at work, we will consult on and develop a 'Respect at work' document, including details of what behaviour will and will not be tolerated. This will be aligned to the University's policy, but will include specific points pertinent to the Department, including fieldwork. It will be incorporated in the departmental handbooks – to include ASDU.	Consultation will run from January to June 2018, with the document developed and implemented by Oct 2018.	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 2019 consultative survey.
1.15	To ensure better information is gleaned on staff experience, we will require ASDU to undertake a separate Staff Culture Survey designed with commercial gradings and role definitions in mind.	August 2019	HoD, Chair of EDC and Director of ASDU	Greater understanding of the challenges faced within our commercial unit and 15% improvement overall in the responses by men and women to issues raised in 1.1, 1.2, 1.3, 1.14 and 1.15 above.
1.16	ASDU will be required to introduce a Staff Induction Handbook that offers information on line management, points of contact, guidance on statutory leave and respect at work, etc.	Jan 2018	HoD, Chair of EDC and Director of ASDU	15% improved responses by men and women to issues raised in 1.1, 1.2, 1.3, 1.14 and 1.15 above.
<b>The Student Experience: Recruitment, Performance and Perception</b>				

2.1	We will monitor the gender balance of foundation level students and their progression to level 1 for bias.	August 2018 and annually	Director of UG Admissions	A proportionate number of males and females progressing to level 1 from the foundation course.
2.2	To address the current under-recruitment/ representation of males at UG level, we will reduce unconscious bias effects in recruitment by redesigning our website to feature as close to a 50:50 representation of male and female staff and student images.	From October 2017 to influence recruitment by Oct 2018/2019.	Director of UG Admissions and web team	Redesigned website with a 50:50 balance of male/female images and a 5% increase in the proportion of male UG students compared to females from 2019 onwards.
2.3	To address the current under-recruitment/ representation of males at UG level, 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 attending and delivering talks.	January 2018 to affect the Feb 2018 post-offer visit days and subsequent recruitment events with impact on 2018/19 and subsequent UG recruitment.	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

2.4	To identify the reasons behind the relatively higher rate of offer decline by male applicants, we will work with the university recruitment office to implement a “decliner survey” and identify possible reasons for the gender discrepancy. Findings from the survey will inform action points for the EDC	Work to commence in April 2018 to capture decliners who would have started in October 2018. Responses from the survey to inform action points at the October 2018 EDC for implementation in the recruitment round for 2019/20	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
2.5	Female UG performance is stronger than males. We will investigate this in more detail via a breakdown of gender performance in differing degree programmes, modules and forms of assessment.	Work to commence in June 2018. It will represent an expansion to the degree analyses already undertaken annually.	Chair of Board of Examiners and Chair of EDC	Data produced on gender bias in degree, module and assessment performance at UG level.
2.6	To address the current under-recruitment/ representation of males at PGT level, we will reduce unconscious bias effects in recruitment by redesigning our website to feature as close to a 50:50 representation of male and female staff and student images as technically feasible.	In conjunction with UG work, activity to commence in July 2017, to influence 2018/19 PGT recruitment.	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.

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) we will survey our PGT cohorts to identify possible reasons for the gender discrepancies. Findings from the survey will inform action points for the EDC.	New PGT cohorts to be surveyed in November 2017 and annually thereafter. Responses from the survey to inform action points at the Feb 2018 EDC for implementation in the recruitment rounds for 2018/19.	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 2018 onwards. A PGR cohort that better reflects the preceding PGT cohorts (e.g. 40% male in 2020/21).
2.8	Monitor gender bias in attainment at PGT between different degree programmes, modules and forms of assessment.	Implementation in June 2018, produce annual report for Nov exam boards.	Chair of the Board of Examiners	Data produced on gender bias in degree, module and assessment performance at PGT level.
2.9	To address the current “leaky pipeline” for females from PGT to PGR, we will reduce unconscious bias effects in recruitment by redesigning our website to feature as close to a 50:50 representation of male and female staff and student images as technically feasible.	In conjunction with UG work, activity to commence in July 2017, to influence 2018/19 PGR recruitment.	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.

2.10	To further address the PGT to PGR “leaky pipeline”, we will organise and support PGR student-led workshops aimed at PGT students considering a PhD.	March 8th 2017 and annually thereafter.	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.
2.11	We will investigate the higher number of female compared to male withdrawals through an anonymous survey, followed by a focus group with current PhD students, and discussions with students who withdraw in the future.	Student withdrawals followed up from Oct 2017.  June 2018 for focus group.	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.
2.12	The PGR student survey indicated that those with children and/or other caring responsibilities did not feel supported by the Department. 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. Points arising from these discussions will form the basis of action points to be implemented.	November 2017 with the results feeding into the February 2018 Education Committee.	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 2019 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%.

2.13	We will support female PGR students to lead an open workshop on 'Women in Archaeology' including a discussion of their motivations, hopes and expectations. Action points from the workshop will be considered for implementation by the EDC.	First workshop on March 8 <sup>th</sup> 2017 and annually thereafter. Action points considered at the following EDC meeting in June 2017 and refreshed each year	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%.
2.14	A mentoring scheme for first year PhD students by more senior PGRs was launched in 2015-16. Data on the uptake and likely effectiveness of this scheme will be collected and reviewed via a survey and focus group. The scheme will be evaluated to assess the need for additional resources to fund training and events	August 2019 student survey and focus group to complete a report by Oct 2019.	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.
2.15	To ensure that E&D awareness is embedded within the student population we will present an E&D component in UG, PGT and PGR handbooks and Induction sessions, to include details of points of contact for E&D issues (student and staff representatives). Also included will be policies on maternity/paternity, and University child care.	From October 2018 and annually thereafter.  Responses monitored in August 2019 student survey.	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.  Increase in positive response to questions on awareness of E&D policies in student surveys by 20% in August 2019.

2.16	Sexual consent 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 modifying Archaeology's information channels (inductions, handbooks, fieldtrip guidance) to reinforce the message.	Paperwork updated by October 2018, October 2018 cohort first to receive additional emphasis.	Director of UG studies/ Chair of EDC	Addition of statements in handbooks and presentations at induction sessions at all levels. Presentation uploaded onto DUO.  Additional statements added to documentation for students on fieldwork. Incident levels to remain at zero despite increased awareness of what could constitute an incident.
2.17	Research Dialogues: create a database of successful candidates by gender.	From Oct 2017 when grants awarded and annually thereafter.	Director of PGR	Database to ensure no gender bias in awards.
2.18	Gather data on the gender balance of the PGR student seminar series and email the seminar co-ordinators to ensure that they strive for a gender balance.	Oct 2017 and annually thereafter	Director of PGR	A 50:50 gender balance of PGR seminar speakers.
2.19	Evaluate the number of PGR students who have had maternity/paternity needs during their PhD.	Nov 2017 with report produced by Feb 2018 for the EDC Committee	Chair of EDC, PGR representative on EDC	Quantitative data on the proportion of PhDs that have undertaken maternity and paternity leave during the course of their PhDs.

2.20	Address gender bias in fieldwork practice through unconscious bias training for fieldwork directors and supervisors.	First course arranged for June 2017 and then annually thereafter until all relevant staff are trained.	Chair of EDC Director of ASDU	10% improvement in overall response rate in the student culture survey (2019) to the statement that students are treated equally on archaeological fieldwork.  All staff leading/supervising excavations trained.
2.21	Raise awareness among staff and students of the issue of gender bias in 'speaking up' in lectures and seminars. Ask staff to consider small group discussions and to encourage broader participation more generally.	Issue tabled at Education Committee and the Staff Student Consultative Committee in Nov 2017.	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 (2019) to the statement that students are treated equally in lectures and seminars regardless of gender.
2.22	Implement a decliner survey for PGT students to understand gendered trends.	From academic year 2017-2018 onwards	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.

### Staff Recruitment, Support and Promotion

	<b>Staff Recruitment, Support and Promotion</b>			
3.1	To ensure that female candidates are well represented during the recruitment process for academic posts, we will proactively seek out and approach qualified female candidates to encourage them to apply for academic posts when they arise in the Department.	Approach instigated in Nov. 2016, resulting in appointment of female academic in Feb. 2017. Approach will continue for all subsequent academic appointments	HoD	Number of shortlisted female candidates for academic posts will continue to be close to 50%.
3.2	Ensure gender balance of shortlisting and the interview team for new posts.	Oct 2017 and enforced for each new post	HoD	Gender balance in applications and shortlists to reflect the applicant pool.
3.3	Ensure all members of interview and shortlisting teams have received training in E&D.	Oct 2017 all staff informed of need for training	HoD	30% of staff trained in 2017, 60% by the end of 2018 and 90% of staff received training by 2019.
3.4	Maintain a Departmental database of shortlisted candidates by gender for fixed term jobs to better assess gender bias.	Begin database from Oct 2017 and maintain thereafter	Departmental Administrator for Finance and Research	A database of shortlisted candidates by gender.

3.5	To ensure consistency in mentoring of probationary staff, we will produce a document setting out clear guidance and a check-list of duties for probation mentors and mentees. The documents will be incorporated in the staff handbook. A similar document will be prepared by ASDU.	Document produced by August 2018 for use in the academic year 2018/19	HoD plus academic lead on departmental mentorship programme. Director 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 2019 E&D consultative survey.
3.6	To enhance staff development opportunities we will introduce a voluntary mentoring scheme (distinct from probationary mentoring) to support career progression at all levels. The pool of mentors will have a 50:50 gender split. To explore extending this to ASDU staff.	Three male and three female mentors were recruited in January 2017 and will be trained by May 2017. The mentoring scheme will begin in Oct 2017	Mentorship Co-Ordinator	All 6 mentors have worked with at least two members of staff by May 2019  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.
3.7	Update staff handbook with E&D policies and information and include updated links to relevant online and in person training courses.	Updated by Oct 2018	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 2019.

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, and provided with feedback on draft applications.	Dec 2017 ADRs and subsequent follow-up by HoD in June 2018	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 2019 staff culture survey regarding support for career progression.
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), we will ensure a consistently representative number of female staff holding leadership roles on committees.	This has already been enacted, but requires annual monitoring during the distribution of administrative duties each academic year.	HoD	A minimum of 30% of committees with females in leadership roles.
3.10	We will proactively approach female staff to undertake roles representing the Department within the University or externally.	Starting in March 2017, as suitable external opportunities arise	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 2019 staff survey.
3.11	Provide a specific staff survey directed at ASDU to explore any specific equality issues within this sector regarding progression and promotion.	October 2019	Director of ASDU, with Chair of EDC	Survey undertaken and results collated by Oct 2019.

3.12	To reduce the risk of unconscious bias, ensure a gender balance in the internal team responsible for the grading of outputs to be submitted for REF 2021.	June 2017, in time for the forthcoming University Light Touch Review of REF and maintained thereafter	Director of Research, HOD	A gender balanced team grading REF outputs.
3.13	Produce a database of funding support allocated internally and those individuals recommended for Faculty funding support for REF outputs to ensure no gender bias.	June 2017 and then maintained thereafter	Director of Research	Data on funding support by gender.
3.14	To ensure that all staff receive a useful and effective ADR, we will require all ADR reviewers to have received university training in how to conduct ADRs.	Oct 2017 email to all ADRs to ensure that they are trained	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

3.15	To ensure that the ADR process is useful for all staff, we will widen the pool of ADR reviewers for academic staff to include readers with the specific aim of making more female reviewers available. Current practice requires 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.	November 2017 to impact the December 2017 reviews	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.
3.16	The HoD to respond to staff ADRs, either in person or via email. Any points raised should be addressed.	Implemented this year and will continue thereafter	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.
3.17	To ensure that there is no gender bias in the relative allocation of operational, teaching and strategic roles within the department, we will review our loads model for load allocation associated with particular tasks.	Begin review in Oct 2017 with an analysis of the 2017/18 allocations. Modify the model and allocations for the 2018/19 and subsequent academic years.	HoD and Deputy HoDs	The 2018/19 and subsequent loads models reflect the gender balance within the department in terms of its relative allocation of operational, teaching and strategic roles.

3.18	Mentoring of female staff at ASDU in skills/experience required for promotion.	Instigate from Oct 2019 onwards	Director 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.
3.19	Ensure that PSS and ASDU staff who are part-time are also put forward for career development and training opportunities.	Oct 2017 onwards	HoD Director 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 2019 staff survey.
3.20	Annual meeting of new Departmental mentors to share best practice and ensure consistency of practice.	Jan 2018 and annually	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.
3.21	Introducing a biennial staff culture survey to monitor the progress of the action points.	Next survey to be conducted in August 2019	Chair EDC	Survey undertaken and results collated and evaluated against previous results by Oct 2019 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.	Implement from Oct 2017	Administrator for finance and research	A database of grant submission data by gender.

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.	Jan 2018	HoD	A fixed term staff replacement to cover the next maternity leave, and thereafter.
3.24	Lobby the university to make a PT to FT transition to work after maternity an explicit and acceptable option to academic staff.	August 2019 and subsequent relevant meetings	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.
3.25	Raise the issue of poor paternity pay at Faculty and University fora and broaden knowledge and understanding of shared parental leave.	October 2017 and subsequent relevant meetings	HoD, Chair EDC	Some take-up of extended periods of paternity leave by fathers between Oct 2017 and Oct 2020.
3.26	We will increase confidence among staff that all roles are valued within the workload model and improve transparency regarding how roles are allocated through a discussion of the load model and load allocation at the staff committee meeting.	Initial discussion at staff meeting Oct 2017 with development of action points for report in Jan 2018 and implementation in the 2018/19 loads model.	HoD and Deputy HoD	A 15% increase in positive responses by males and females to the statement that 'My Department values the full range of experience and skills when carrying out performance appraisals and considering promotions' in the staff culture survey in August 2019.

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.	October 2017 to apply from Academic year 2017/18	HoD	20% improvement in positive responses by females to the statement that ‘Meetings within my Department are completed in core hours’ in the 2019 staff survey.
3.28	Move the start time of the Department’s seminar series to either 3pm or a lunchtime slot.	From Oct 2018/19	Seminar Co-ordinators	15% improvement in positive female response to the statement that Departmental meetings and social gatherings are completed within the core hours.
3.29	Proactively improve the gender bias in the Department’s seminar series.	From Oct 2018/19	Seminar Co-ordinators	A seminar series programme that has a 50:50 gender balance.
3.30	Produce and circulate a document of bullet points on speaker diversity at workshops and conferences organised by staff and students.	Produce in Oct 2018	Chair EDC	Document produced and circulated.
3.31	Monitor outreach activities undertaken by staff and students for gender bias in those delivering it.	Monitor from June 2019 to June 2020	Chair of EDC Administrator for Finance and Research	Data on gender bias in outreach activities.

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.	Begin in Oct 2017 to Oct 2019	HoD with Director 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.
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.	October 2018	HoD and Director of ASDU	An increase in the number of ADR reviewers for ASDU to 4, with at least one female representative by October 2018.
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.	October 2018	Director of ASDU	Increased annual uptake in training opportunities by ASDU staff by 15% by October 2020.
3.35	Make use of Exceptional Contribution Points, to motivate and reward excellence for PSS working at the top of their grades.	Since December 2016	HoD oversight, Line Managers	A minimum of two PSS awarded ECPs by Oct 2020.

3.36	Encourage PSS to engage with University-level committees to broaden their experience and develop their careers. Allow them time to do this through workload management.	Since December 2016	HoD oversight and line Managers	A minimum of two PSS to have engaged in University Committees by Oct 2020.
3.37	Encourage PSS to engage with the 'Realising Your Potential' training on offer by the University.	Since November 2016	HoD oversight and line managers	All PSS to have undertaken some level of Realising Your Potential Training by Oct 2020.
3.38	Ensure that PSS staff are provided with some choice of ADR Reviewer, which can include academic staff who do not directly line manage them.	Since November 2016	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.



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