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
Word limit	**10,500**	**12,000**
Recommended word count		
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

Name of institution	University of York
Department	Archaeology
Focus of department	**AHSSBL**
Date of application	18/5/2018
Award Level	**Bronze**
Institution Athena SWAN award	**Bronze award 2015**
Contact for application Must be based in the department	
Email	
Telephone	
Departmental website	www.york.ac.uk/archaeology

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter immediately after this cover page.

DEPARTMENT OF ARCHAEOLOGY

King's Manor
York YO1 7EP

Telephone 01904 323903
E-mail: archaeology@york.ac.uk

Head of Department
Professor John Schofield

UNIVERSITY *of York*

Equality Charters Manager

AdvanceHE

First Floor, Westminster Tower,

3 Albert Embankment

London SE1 7SP

Dear Sir/Madam

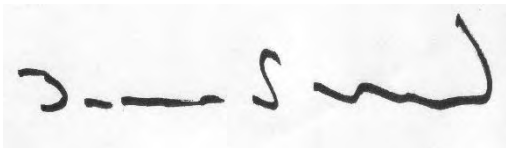**Application for Athena SWAN Bronze Award**

I am happy to offer my unreserved support to this application for an Athena SWAN Bronze Award, which represents the culmination of a long and thorough process of audit and review within the Department of Archaeology. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/department. We are a world-leading department built on strong research and excellent teaching, much of this attributable to the many excellent women who form a majority in our department. My term as Head of Department is coming to a close after six years (Dec 31 2018). It has been my priority to create a workplace that recognises the values and talents of all our staff, and which nurtures students and staff of all genders equally.

Involvement with the Athena SWAN agenda has brought us to a reanalysis of our working practice and we have uncovered much of which I am proud. We are a department with a majority of women across students and staff, recruiting strongly among female students even compared to other departments with a similar staff profile. We believe this is due to our female-friendly and collegial atmosphere. We have also recruited a majority of female staff in recent years, meaning that our faculty are representative of the student body, and provide strong and aspirational role models.

It is clear that obstacles remain. In particular, policy to bring on junior staff by hiring at Grade 7 has meant that there remains an imbalance at senior levels, with only female professor. Robust action over several years to encourage women to ready themselves and apply for promotion has helped to shift the spread of female staff across grades. We have also recently hired a second female professor through the Vice Chancellor's Inspirational Leaders recruitment programme. We also have challenges around workload, felt acutely by those with childcare responsibilities. This may have contributed to a proportionately lower female entry rate for the last REF; this is an area that has been targeted for action and we have already worked to support those staff through a system of extended sabbatical leave and additional research support. We offer opportunities for flexible working that go beyond university provision, and aspire to find new ways to manage that workload.

In creating the action plan, we have chosen three themes of **understand**, **support** and **inspire** to structure our thinking. The inspirational aspect is one that feels particularly important, as we seek to provide strong female role models during a crucial time in students' lives and careers and as inspiration for more junior staff. In January 2018, I will be handing over the Head of Department role to a female colleague, providing a key example of women in leadership roles to inspire our staff and students. We are also very aware of the crisis of mental health among both female and male students, which is often reflected in a lack of confidence. Our aspirational aims therefore include confidence-building exercises and measures aimed at building self esteem. These are more challenging to quantify, but we feel them to be central to our aim of developing an inclusive and supportive department that encourages excellence from all its members.
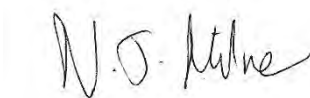
Yours Faithfully,

Professor John Schofield

Additional short statement from the incoming Head of Department:

I can confirm that I have been involved at all stages in preparing this application and am delighted to commit to supporting the actions during my forthcoming term as HoD.

Professor Nicky Milner

Word count: 536

Table of Abbreviations

AB   Advisory Board (Department)

AL   Associate Lecturer (fixed-term T&S contracts)

APR   Annual Performance Review

BoE   Board of Examiners

BoS   Board of Studies

DCS   Departmental Culture Survey

DMT   Departmental Management Team

EDC   Equality and Diversity Committee (Department)

GTA   Graduate Teaching Assistant

PDRA   Postdoctoral Research Associate

PI   Principal Investigator

PGT   Postgraduate students on taught Masters programme

PGR   Postgraduate Research students (MRes, PhD)

R&T   Academic staff contracted to undertake both research and teaching

SAT   Self-Assessment Team (Athena Swan)

SSLC   Staff-Student Liaison Committee

UG   Undergraduate students

Pay Grades

Grade	Academic: Research and Teaching (ART)	Academic: Teaching and Scholarship (T&S)	Research staff
6	n/a	Associate Lecturer (T&S)	Research Associate
7	Lecturer (R&T)	Lecturer (T&S)	Research Fellow
8	Senior Lecturer (R&T) Reader (R&T)	Senior Lecturer (T&S) Reader (T&S)	Senior Research Fellow
Prof/HoD	Professor (R&T)	Professor (T&S)	Professor

Data

Student data are reported by academic year. All data for the 2017/18 academic year are reported as at 1/2/2018, and are therefore preliminary and marked with a * symbol on charts and tables.

Staff data are also reported by academic year; for data such as turnover the year is taken as 1st September to 31st August; otherwise staff data are taken as a snapshot on 1st January mid-academic year i.e. data counted as at 1/1/2018 are reported for that academic year 2017/18.

Data have been analysed by headcount, rather than by %FTE, so as not to minimise the impact of part-time workers on the overall figures.

Benchmarking

HESA staff data: provided by ECU, based on Archaeology subject area (classed as Science, Engineering and Technology subject)

HESA student data: provided by ECU, based on Archaeology subject area (classed as Historical and Philosophical Studies)

University of York student data on Russell Group applications and admissions, based on Archaeology subject area

Consultation

- **University Staff Survey 2017** (Departmental 77% response rate: 65 responses, 27 female, 30 male, 8 not specified)
- **Archaeology Staff Equality and Diversity Culture Survey Nov 2017** (32 respondents: 13 female, 16 male,   not specified)
- **Archaeology Student Equality and Diversity Culture Survey Nov 2017** (46 respondents: 33 female, 11 male,   not specified)

Athena Swan Departmental Culture Survey Apr 2017 (28 responses, 16 female, 12 male)

2. DESCRIPTION OF THE DEPARTMENT

The Department of Archaeology at York is one of the larger Archaeology departments in the UK, with 49 academic staff (23 ART, 8 T&S, 18 Research) supported by strong technical and administrative teams comprising 29 staff (Figure 1). The Department was ranked 4th in the most recent Research Excellence Framework (REF 2014). Archaeology as a subject often straddles humanities and science components; in York this is physically manifest in two separate sites. King's Manor in York city centre is the main departmental site, while Bioarchaeology and Anatomical and Human Development groups are housed on Heslington West campus, where specialist scientific facilities are available.

Figure 1: Overview of staff and student numbers

Archaeology is one of eight Departments making up the Faculty of Arts and Humanities within the University. It is one of the larger departments in the faculty in terms of overall numbers, although the numbers of Academic staff (ART) are lower than the faculty average (mean = 27) and compared to departments such as History (n=52) and English (n=42).

We offer five undergraduate degrees (three BA, two BSc), 21 taught postgraduate degrees (13 MA, 8 MSc), and MRes and PhD research degrees. The Department has an annual intake of around 80 students at undergraduate level, over 100 taught MA/MSc students, and 10 research postgraduate students. We currently have 464 students (239 UG, 166 PGT, 59 PGR).

The department has grown overall in recent years in terms of both staff and student numbers. For the staff, the most significant increase has been in the categories of

research staff and academic T&S contracts. These staff members are also on fixed-term contracts, often early career positions or research posts linked to grants or projects. This growth has therefore changed the shape of the department and offered new challenges in thinking about staff development and career progression. Among students, growth has been from an upswing in PGT numbers, particularly on Heritage and conservation programmes.

Figure 2: Staff breakdown by contract type and by gender

The proportion of female staff in the department is slightly above the average for the sector (HESA data: Archaeology). Currently, female ART staff are 54% of the York department, compared with 43.1% nationally. The proportion of women in T&S and research contracts varies more substantially year by year; at present women occupy 25% and 67% respectively. Professional and support staff are consistently mainly women (75%), and this contributes to an overall majority of women in the department.

Gender issues are monitored by the Athena Swan Chair and SAT. The Department also has an Equality and Diversity champion. The Department has had a women's group since 2014, and support networks for LGBT and ethnic diversity began in 2015.

3.   THE SELF-ASSESSMENT PROCESS

(i)   a description of the self-assessment team

The Self-Assessment Team comprises the Athena Swan Chair and a membership of departmental role-holders:

- Head of Department
- Deputy Head of Department
- Chair Board of Studies

- Chair Departmental Research Committee
- Admissions officer
- Exams Officer
- Equality & Diversity Champion
- T&S representative
- Departmental Manager

This composition has been created for the 2018 process, to ensure that a diverse range of interests, skills, and experience are represented. It includes:

- representatives of all departmental committees
- student representatives from each community of students (UG, PGT, PGR)
- representatives from each community of staff (ART, T&S, support)

The Athena Swan Chair sits on the Arts and Humanities Athena Swan Forum and is part of the E&DC for the department. The SAT also benefits from links and sharing of good practice with other departments, particularly Environment (Silver) and History (Bronze).

The department receives input on Athena SWAN related matters from the Athena Swan Coordinator at the University Equality & Diversity Office.

The Athena Swan Chair workload is compensated with 50 hours added to the departmental workload model.

Table 1: The Self-Assessment Team 2017

Name	Post	Contract	Departmental roles/responsibilities
	Departmental Manager	Full-time open-ended	- Joined department in 1997. Works p/t. - Manages support staff, responsible for departmental processes
	Associate Lecturer (T&S)	0.5FTE fixed term (4 years)	Joined department in 2015, previously PGR since 2010
	Professor	Full-time open-ended	- Head of Department - Joined department in 2010 - Chair, Archaeology Promotions Advisory Panel - Convenor, Advisory Board
	Professor	Full-time open-ended	- Deputy HoD - Joined department in 2004 - Has had maternity leave, and has used flexible working hours

	Lecturer	Full-time open-ended	● Admissions officer ● Joined department in 2014
	Senior Lecturer	Full-time open-ended	● Equality and Diversity champion ● Joined department in 2004 ● Mental Health First Aider
	Lecturer	Full-time open-ended	● Exams officer ● Part of the CAHS team who were embedded in the department in 2014
	Lecturer	Full-time, open-ended	● Athena Swan Chair ● Joined department in 2011 ● Two maternity leaves, and has used flexible working hours
	Reader	Full-time, open-ended	● Chair, Departmental Research Committee ● Joined department in 1999 ● Has worked flexibly for 2 years to accommodate caring responsibilities
		Full-time, open-ended	● Chair, Board of Studies ● Director, BioArch ● Joined department in 2007
	Senior Lecturer	Full-time, open-ended	● Acting Director, Humanities Research Centre ● Acting Associate Dean (Arts & Humanities) ● Joined department in 2002
	Officer	Full-time, open-ended	● Joined department in 2012
	UG student rep	Y3 UG	● Has served as student rep since 2017
	PGR student rep	PGR student	● Has been on SAT since 2016
	PGR student rep	PGR student	● Has been on SAT since 2016 ● Mature student rep

(ii)   an account of the self-assessment process

The SAT has existed in its current form since 2017. It meets six times per academic year (twice per term). The chair sets agenda items and invites them from the panel. Meetings are held in advance of the E&DC meetings, at which the Athena Swan Chair feeds back discussion and action points from the SAT. Athena Swan has been made a standing item on all departmental committee meetings (BoS, Teaching Committee, Departmental Management Team, Research Committee, External Relations) and the SAT member from each committee brings actions suggested at SAT for discussion and

implementation, and makes a call for new SAT agenda items. Through the committee representatives on the SAT, there are feedback mechanisms to all departmental processes, as well as several university committees (Figure 3).

Figure 3: Graphic showing integration of Archaeology SAT with internal and external committees
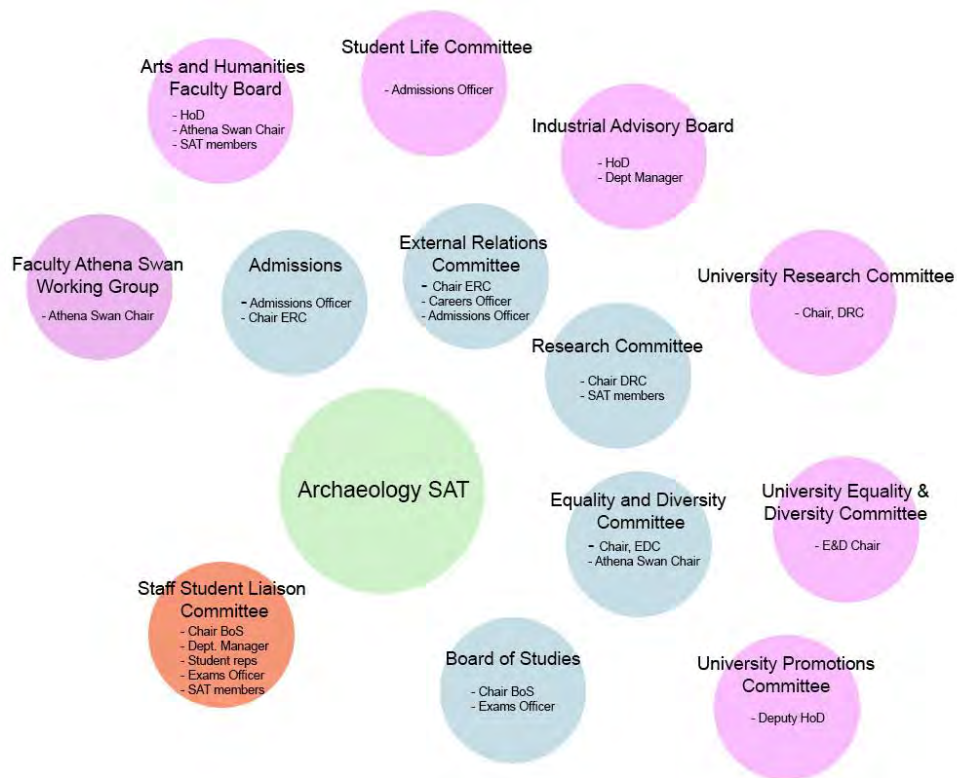
Consultation has been undertaken through the University Staff Survey 2017, Archaeology Staff Equality and Diversity Culture Survey Nov 2017, Archaeology Student Equality and Diversity Culture Survey Nov 2017, Athena Swan Departmental Culture Survey Apr 2017. The staff and student E&D surveys are now to be repeated annually (Action *Understand 2*).

Departmental data relevant to gender equality are regularly brought to the SAT and reviewed, and compared against benchmarking data from other Archaeology departments at Russell Group universities, and the HESA staff data for the sector.

In 2013 and 2016 we applied for a Bronze Award. This was unsuccessful but panel feedback on areas for improvement centred on the need for the SAT to be more fully integrated into departmental management, the need for more data and a smarter

action plan. These have been addressed through the reformation of the SAT, annual E&D surveys and the consolidation of data collection process, and a thorough review of the action plan. This has led to the creation of three key themes: **Understand, Support,** and **Inspire.**

(iii)   plans for the future of the self-assessment team

i.   Continue to meet twice per term

ii.   Review staff and student data at key intervals, e.g. after Board of Examiners meetings (reviewing student attainment), at the start of the academic year (reviewing admissions and careers), and at regular intervals to consider staff progression data (Action *Understand 1*)

iii.   Participate in Equality & Diversity Group

iv.   Oversight of Action plan, and continued engagement with departmental staff, including ½ day awayday in 2019 (Action *Inspire* 1)

Action points:

- *Understand 1*: Review staff and student data at key intervals

- *Understand 2*: Annual E&D survey of staff and students

- *Support 1*: AS and E&D becoming standing item on committee agendas

- *Inspire 1*: Scheduled awayday to explore departmental support and discuss new initiatives

4.   A PICTURE OF THE DEPARTMENT

4.1.   Student data

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

The department does not offer any foundation or access courses.

(ii)   Numbers of undergraduate students by gender

Summary of data

- 65% female current UG cohort

- majority female applications and acceptances for UG study across all years analysed

- female majority on both BSc and BA degree routes

- largest female majority on BSc (Archaeology and Bioarchaeology) and heritage programmes

Figure 4: UG numbers in the Department of Archaeology by gender, with benchmarking data (HESA)

Undergraduate Students by gender

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
% m	47	42	39	38	40	37	40
% f	53	58	61	62	60	63	60
Russell Group UG	56	58	59	60	62		
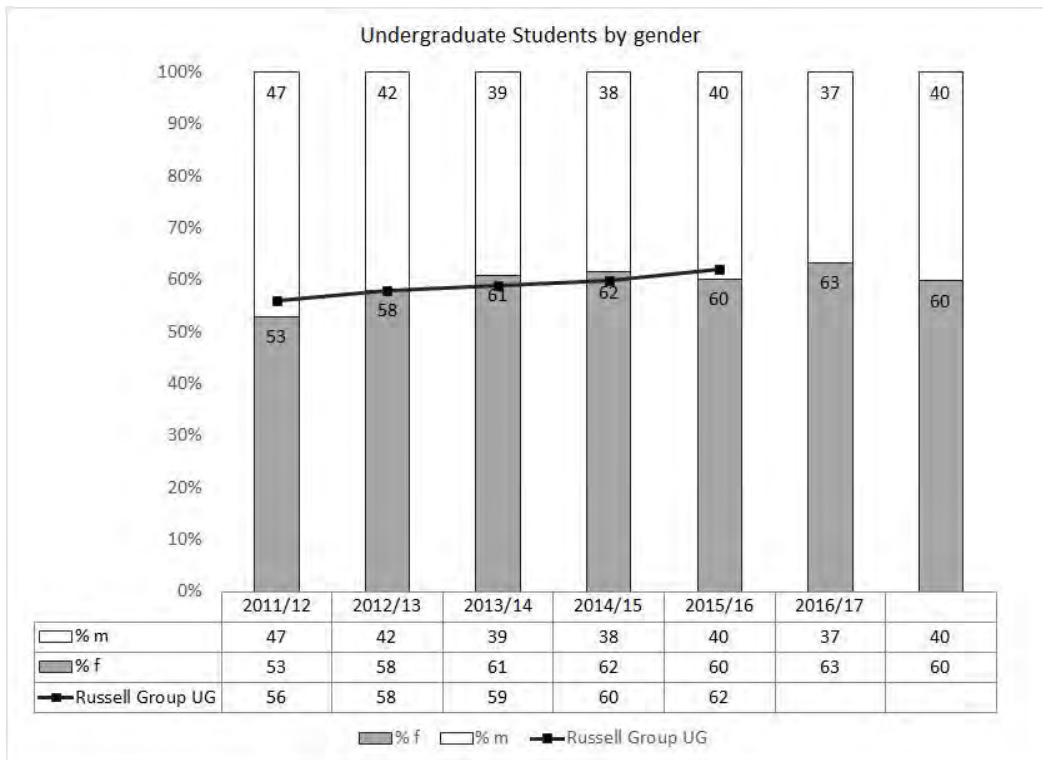
Figure 5: UG offers and acceptances by gender

UG offers and acceptances by gender

	O 2011/12	A	O 2012/13	A	O 2013/14	A	O 2014/15	A	O 2015/16	A	O 2016/17	A	O 2017/18	A
% f	92	27	95	29	90	19	95	22	92	22	92	27	57	52
% m	91	22	92	23	87	20	92	20	90	21	92	18	43	48

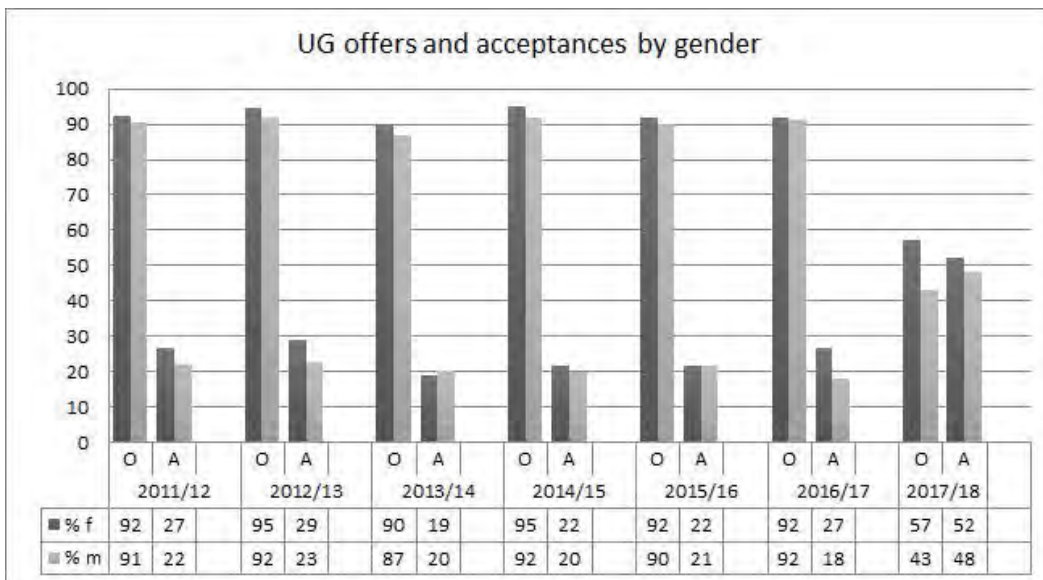*Table 2: Numbers and percentages of students applying, receiving offers and accepting offers, by gender*

	Applications	Offer	Acceptance	Receiving	Accepting

Year	# f	# m	# f	# m	# f	# m	% f	% m	Offer % f	Offer % m
2011/12	239	171	221	155	59	34	92	91	27	22
2012/13	182	121	172	111	50	25	95	92	29	23
2013/14	257	186	232	162	44	33	90	87	19	20
2014/15	268	169	255	155	55	31	95	92	22	20
2015/16	274	168	252	151	55	32	92	90	22	21
2016/17	256	172	235	158	63	29	92	92	27	18
2017/18	219	160	205	155	66	60	57	43	52	48

Figure 6: UG numbers on the different UG degree programmes by gender

% women on UG degree programmes

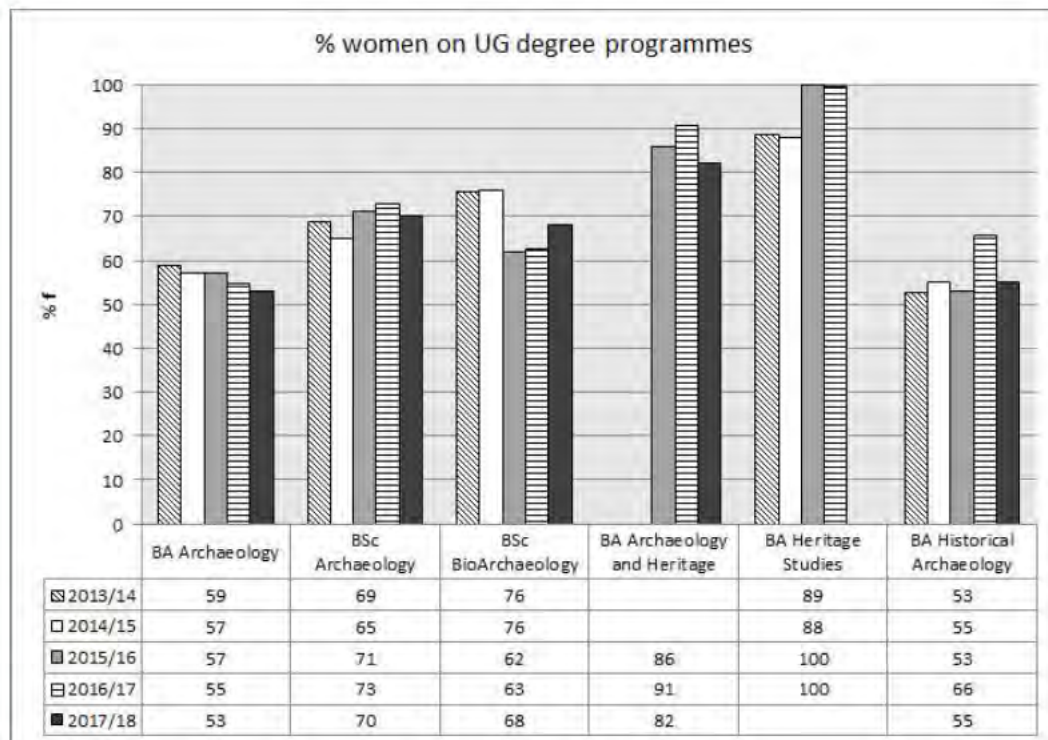|	BA Archaeology	BSc Archaeology	BSc BioArchaeology	BA Archaeology and Heritage	BA Heritage Studies	BA Historical Archaeology
2013/14	59	69	76		89	53
2014/15	57	65	76		88	55
2015/16	57	71	62	86	100	53
2016/17	55	73	63	91	100	66
2017/18	53	70	68	82		55

Table 3: Numbers and percentages of students on UG programmes, by gender

		BA Archaeology	BSc Archaeology	BSc BioArchaeology	BA Archaeology and Heritage	BA Heritage Studies	BA Historical Archaeology
2013/4	# f	53	20	19		8	40
	# m	37	9	6		>5	36
	% f	59	69	76		89	53
2014/5	# f	50	24	25		7	33
	# m	38	13	8		>5	27
	% f	57	65	76		88	55
2015/6	# f	56	22	24	6	>5	32
	# m	42	9	15	>5	0	28
	% f	57	71	62	86	100	53
2016/7	# f	55	27	29	10	>5	36
	# m	45	10	17	>5	0	19
	% f	55	73	63	91	100	66
2017/8	# f	55	23	25	9		27
	# m	49	10	12	>5		22
	% f	53	70	68	82		55

Undergraduate students in the Department of Archaeology are majority female. This is in line with the trend across the sector, and female students are now in the majority in all Russell Group archaeology departments. The York figures are roughly in line with the average, after having been slightly below average in 2011/12. We are proud to attract a majority of female students and we strive to maintain a reputation as female-friendly through continued representation of female members of staff in outward facing roles and media.

Numbers of female and male students are more equal on the BA degree programmes in Archaeology (53% women) and Historical Archaeology (55% women), while female students outnumber males more significantly on both of the BSc routes offered by the department (Archaeology and BioArchaeology – 70% and 68%). This is at odds with the common understanding that men outnumber women on science-based courses; it reflects the staff demographic with women accounting for 4 out of 7 of the academic staff in Bioarchaeology. We will attempt to understand why we see this particular pattern here, through research into student choices (Understand 3). Female students also dominate Heritage programmes (82%). Although the numbers for the Heritage programmes are small (Table 3), this is a trend that continues through to far greater numbers at PGT level, discussed below.

More women apply to study at York (Figure 5 and Table 2) and, having applied, they are slightly more likely to be accepted and slightly more likely to take up the offer of a place. We see this as a strength, and will work closely with admissions and our current student cohort to understand the reasons for this trend, the role played by recruitment materials on our website, and the effect of age/lifecycle factors in influencing this pattern, so as to maintain it (*Understand 3*).

Figure 7: Attendance at visit days in 2018, by gender as % of all attending
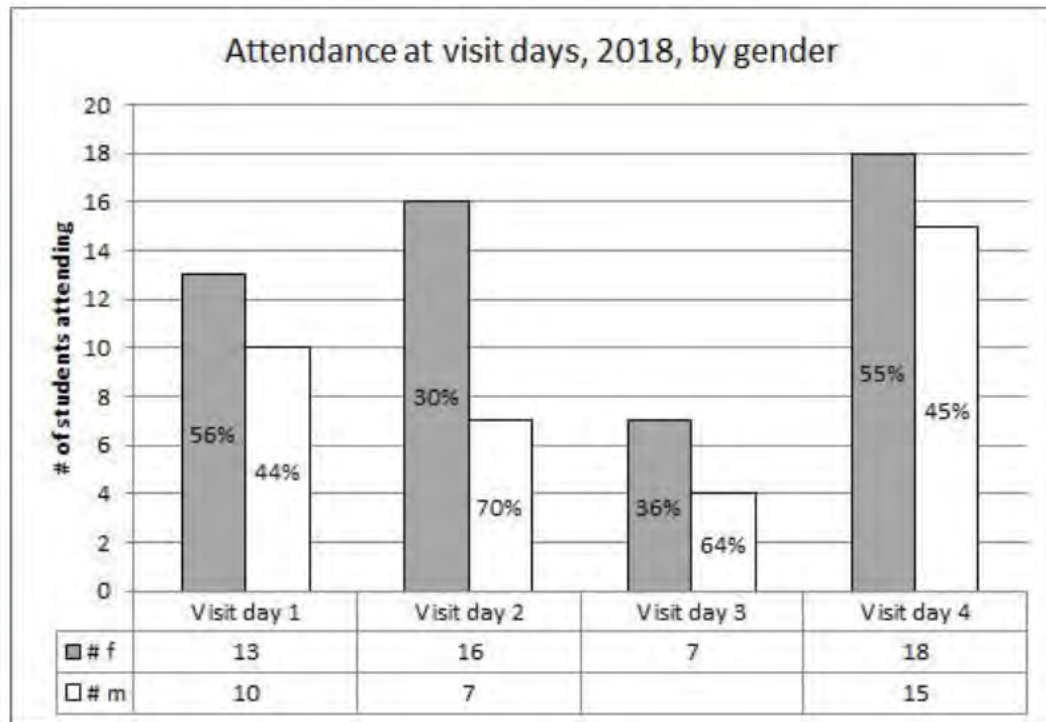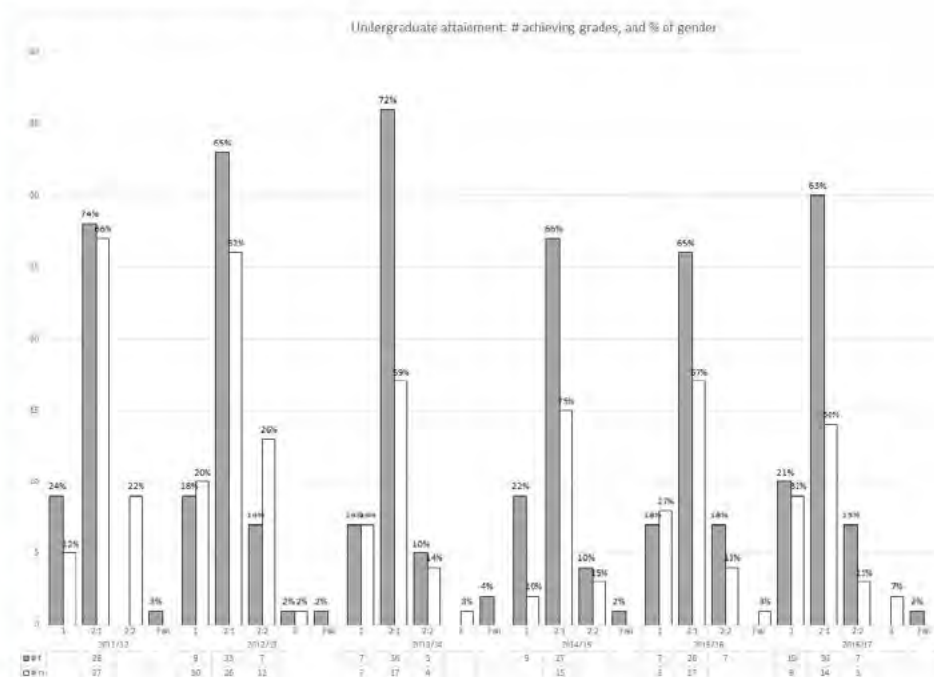

Attendance at visit days, 2018, by gender

	Visit day 1	Visit day 2	Visit day 3	Visit day 4
# f	13	16	7	18
# m	10	7		15

Figure 8: UG degree results by gender

Undergraduate attainment: # achieving grades, and % of gender

The degree results obtained by female and male students (Figure 8) are reviewed each year at Board of Examiners' meetings, with results broken down by gender. We note several years where male students have achieved a higher number of first class degrees. The reasons for this will be explored with a data gathering project by the exams officer, to examine whether there are particular forms of assessment that account for this pattern (*Understand 4*).

Action points:

- *Understand 3:* Analysis of student recruitment process
- *Understand 4*: Explore UG student attainment in different forms of assessment
- *Support 2*: Develop confidence-building training embedded in curriculum

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

Summary of data

- majority female students across PGT programmes

- higher numbers of women on heritage programmes, in line with national picture

- no significant difference in male and female attainment

Figure 9: Student numbers for PGT study, by gender and mode of study

Postgraduate taught student %, by gender and by mode of study

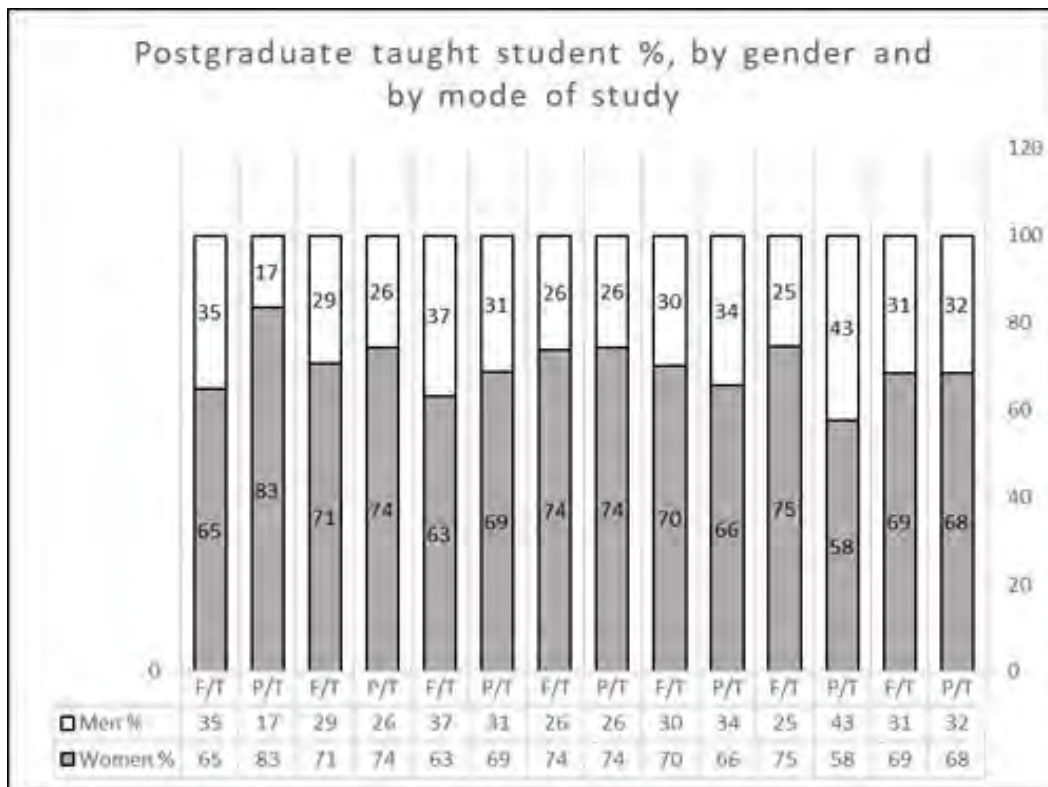|	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
☐ Men %	35	17	29	26	37	31	26	26	30	34	25	43	31	32
☐ Women %	65	83	71	74	63	69	74	74	70	66	75	58	69	68

Table 4: Student numbers on individual PGT programmes, by gender

		Archaeological Information Systems	Archaeology of Buildings	Bioarchaeology	Conservation Studies	Conservation (Historic Buildings)	Cultural Heritage Management	Digital Heritage	Early Prehistory	Early Prehistory and Human Origins	Field Archaeology	Funerary Archaeology	Historical Archaeology	Landscape Archaeology	Medieval Archaeology	Mesolithic	Zooarchaeology
2013 /14	# f	>5	6	7	11		22	>5	>5		>5		>5	>5	>5	>5	>5
	m	>5	7	>5	>5		6	>5	>5		>5		>5	>5	6		>5
	% f	50	46	64	79		79	75	80		50		50	50	40	100	50
2014 /15	f	>5	7	9	>5	9	26	>5	>5		>5		>5	>5	11		>5
	m	>5	>5	>5	>5	>5	>5	>5	>5		>5			>5	>5		
	% f	25	78	75	75	82	87	60	75		44		100	50	69		100
2015 /16	# f	>5	>5	12	6	7	24	>5	>5		>5		>5		>5	>5	>5
	# m	>5	>5	>5	>5	7	8	>5	>5		>5		>5		>5	>5	
	# other										67		>5				
	% f	33	44	86	86	50	75	67	80				50		33	50	100
2016 /17	# f	>5	12	13	>5	14	22	6	7		>5	7	>5		8	>5	>5
	# m	0	>5	>5	>5	12	10	0	>5		>5	>5	>5		>5	>5	>5
	% f	100	80	81	75	54	69	100	78		33	88	67		62	60	56
2017 /18	# f	>5	10	14	>5	17	30	>5		>5	>5	7		>5	10	>5	>5
	# m	0	>5	>5	>5	10	9	>5		>5	>5	>5	>5	>5	7	>5	
	% f	100	77	70	67	63	77	29		75	60	78	0	50	59	50	100

A higher number of women than men are enrolled at PGT level in the Department of Archaeology (Figure 9), although overall PGT student numbers and applications from both genders are on an upward trend. Although there are differences for part-time study there is no overall trend towards females or males choosing to take this option; at present, more male P/T students are enrolled, but this has not always been the case. This fits well with the national picture for PGT study in Archaeology (Figure 10).

Among the different programmes, females are in the majority on most courses. In general, the heritage programmes (Conservation, Cultural Heritage Management, Digital Heritage) have slightly higher proportions of female students, but overall the difference is quite slight. Again, this is in line with the national picture (Figure 11).

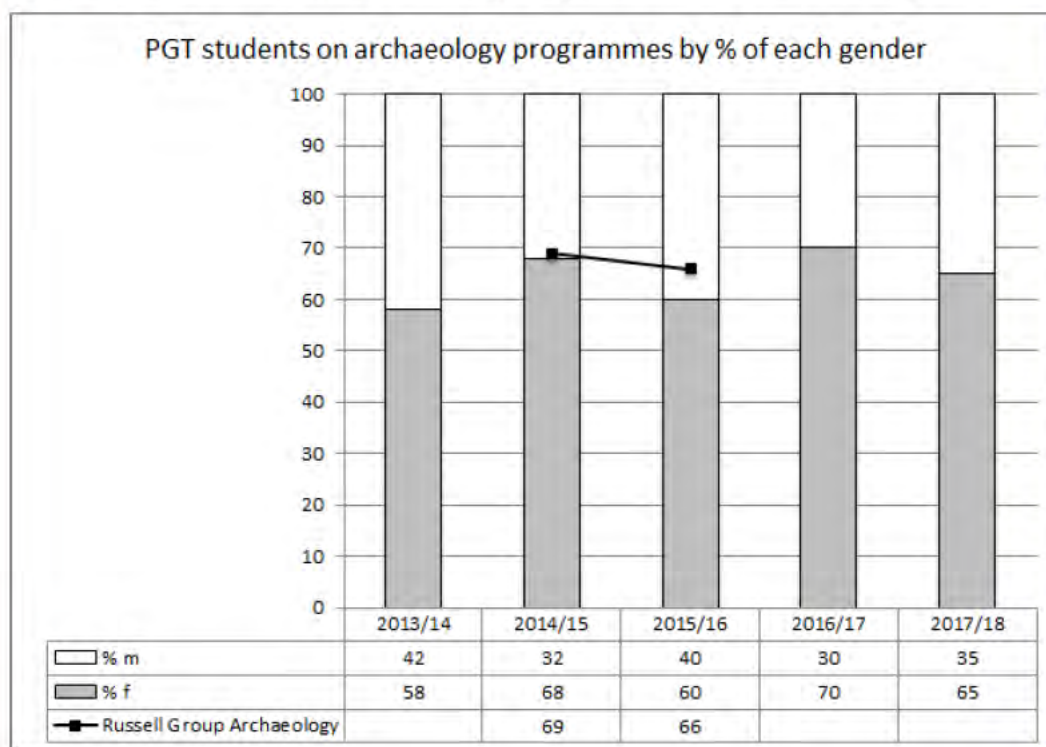*Figure 10: % of women across archaeology programmes with benchmarking data*

PGT students on archaeology programmes by % of each gender

	2013/14	2014/15	2015/16	2016/17	2017/18
% m	42	32	40	30	35
% f	58	68	60	70	65
Russell Group Archaeology		69	66		

Figure 11: % of women across heritage programmes with benchmarking data

PGT students on heritage and conservation programmes by % of each gender

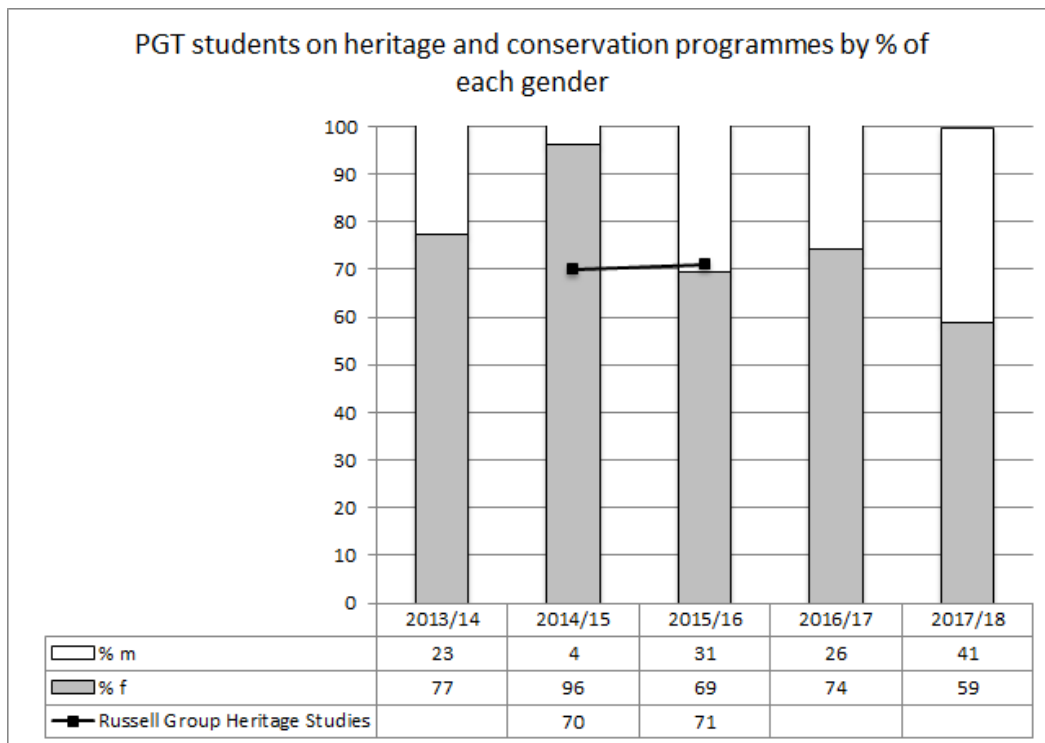|	2013/14	2014/15	2015/16	2016/17	2017/18
% m	23	4	31	26	41
% f	77	96	69	74	59
Russell Group Heritage Studies		70	71		

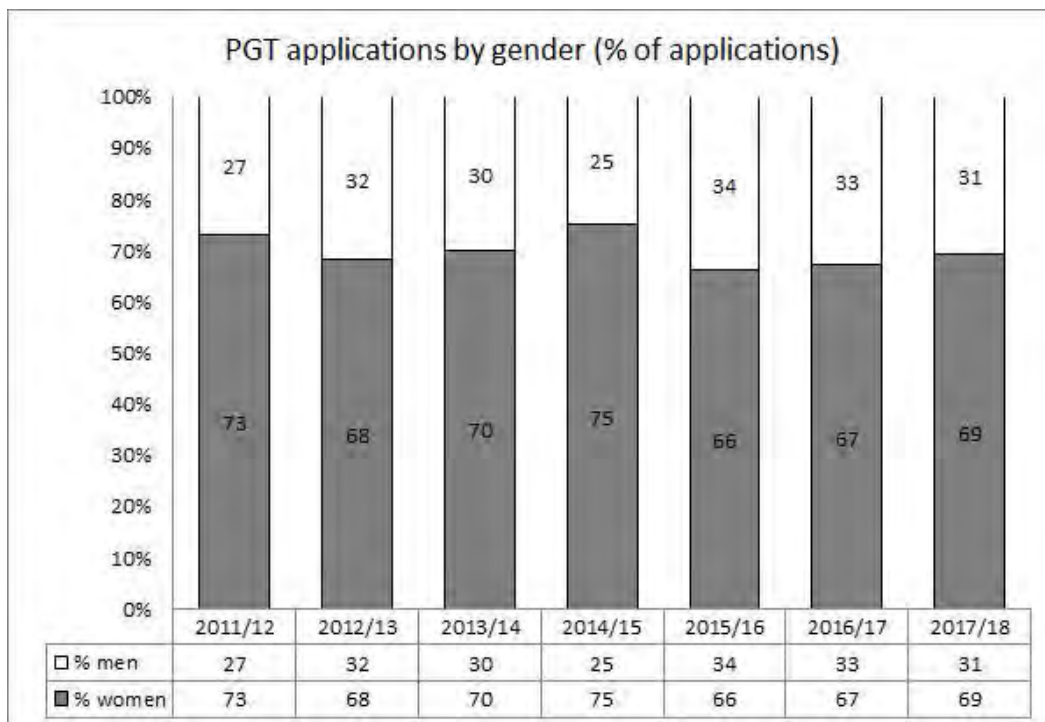*Figure 12: Applications for PGT study from female and male students, as % of applications*

PGT applications by gender (% of applications)

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
% men	27	32	30	25	34	33	31
% women	73	68	70	75	66	67	69

23

Table 5: Numbers and percentages of PGT applications by gender

	# f	# m	% f	% m
2011/12	162	65	73	27
2012/13	153	71	68	32
2013/14	155	67	70	30
2014/15	189	64	75	25
2015/16	172	87	66	34
2016/17	211	103	67	33
2017/18	217	99	69	31

As Figure 12 shows clearly, there is a significant disparity in numbers of applications from female and male students, with up to 75% of applications being from females. Offer rates are broadly consistent between genders over time, and acceptances rates vary year on year, with no gender significantly more likely to accept (Figure 13). We feel this is a strength and will continue to monitor patterns in the data to ensure this trend is maintained.

Figure 13: Female and male percentages receiving and accepting PGT offers (% of those that applied)
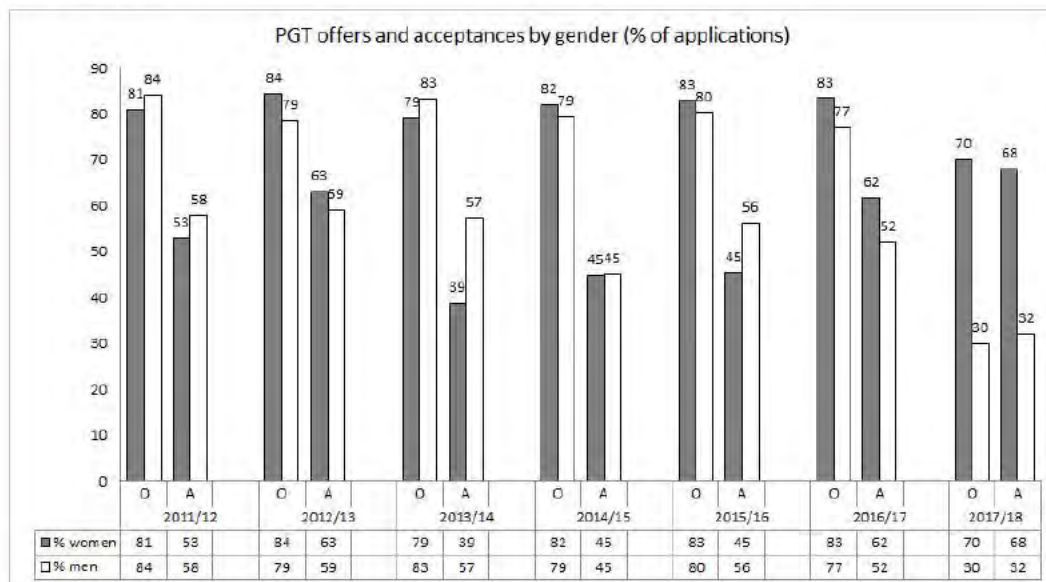
In 2014 and 2016 we carried out surveys of current PGT students to understand the reasons why they choose York. In both cases the most significant criterion was the reputation of the department, the university and the course. Nearly 70% of respondents cited departmental reputation as their most important factor. These
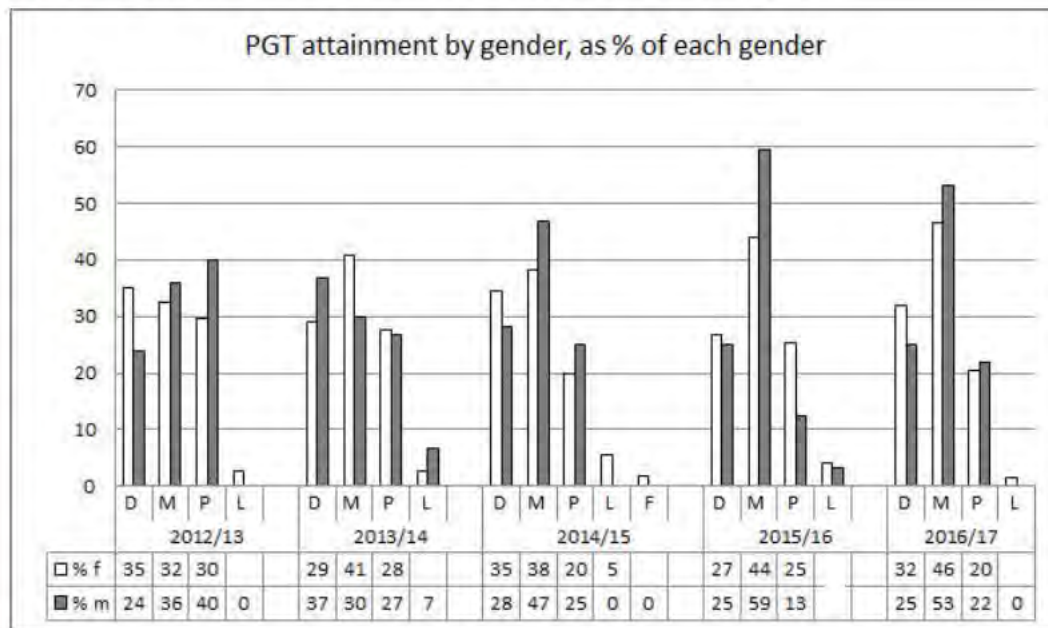
results were analysed for gender disparities, and there was some suggestion that reputation was more important for males than females (75% vs 68%), but this was not significant. Age and career stage was a more important factor in determining people's choices across genders. This will be explored in the data-gathering exercise (*Understand 3*) and through the ongoing culture survey results.

Table 6: PGT results divided by gender

Year of graduation	Degree award	Female	Male
2012/13	Distinction	26	12
	Merit	24	18
	Pass	22	20
	Lower exit	>5	0
2013/14	Distinction	22	11
	Merit	31	9
	Pass	21	8
	Lower exit	>5	>5
2014/15	Distinction	19	9
	Merit	21	15
	Pass	11	8
	Lower exit	>5	0
	Fail	>5	0
2015/16	Distinction	20	8
	Merit	33	19
	Pass	19	>5
	Lower exit	>5	>5
2016/17	Distinction	22	8
	Merit	32	17
	Pass	14	7
	Lower exit	>5	0

Figure 14: PGT attainment, presented as % of degrees for each gender

PGT attainment by gender, as % of each gender

		2012/13				2013/14				2014/15				2015/16				2016/17		
	D	M	P	L	D	M	P	L	D	M	P	L	F	D	M	P	L	D	M	P	L
%f	35	32	30		29	41	28		35	38	20	5		27	44	25		32	46	20	
%m	24	36	40	0	37	30	27	7	28	47	25	0	0	25	59	13		25	53	22	0

At PGT level, both genders achieve a wide spread of results (Table 5 and Figure 14), and there is great variation from one year to the next. Female students in general achieve greater numbers of distinctions (in 4 out of 5 years). We also note that there are small but higher numbers of women exiting with Lower awards. In order to understand both these trends, we will undertake a study of these data (*Understand 5*).

Action points:

- *Understand 5:* Explore trends in PG attainment at different stages of life cycle and mode of assessment

- *Support 3*: Awayday discussion about best forms of student assessment and feedback on particular modes of assessment

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

Summary of data

- majority female at PGR level, although less marked than at PGT level

- male students have higher offer and acceptance rates in several years

- no clear gender patterning to part-time study

- male students slightly more likely to complete within 3 years

Women also outnumber men among PGR students (Figure 15). This is consistently true for full-time PGR students, although the part-time enrolments are more variable. In the

current year (2017/18), for example, men outnumber women among the part-time students. This may reflect more variable pathways to part-time study, while full-time students are more consistently split with women forming 53 – 62% of the cohort.

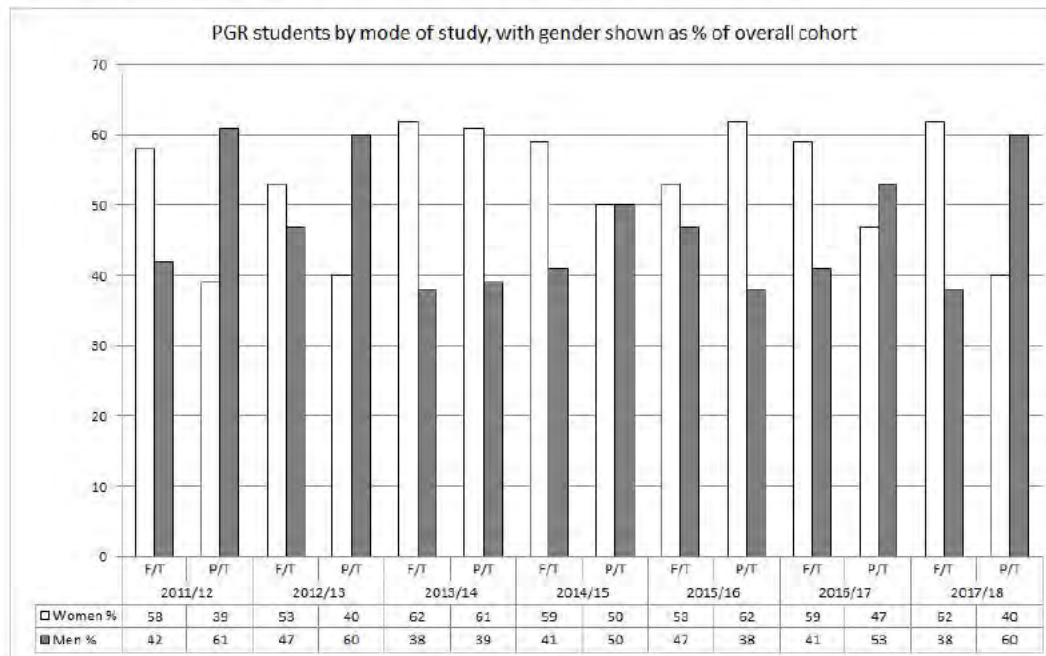Figure 15: Numbers of PGR students, by gender and mode of study

PGR students by mode of study, with gender shown as % of overall cohort

	F/T 2011/12	P/T 2011/12	F/T 2012/13	P/T 2012/13	F/T 2013/14	P/T 2013/14	F/T 2014/15	P/T 2014/15	F/T 2015/16	P/T 2015/16	F/T 2016/17	P/T 2016/17	F/T 2017/18	P/T 2017/18
Women %	58	39	53	40	62	61	59	50	53	62	59	47	62	40
Men %	42	61	47	60	38	39	41	50	47	38	41	53	38	60

Table 7: Numbers and percentages of PGR students, by mode of study

		# f	# m	% f	% m
2011/12	F/T	18	14	58	42
	P/T	7	11	39	61
2012/13	F/T	18	16	53	47
	P/T	12	8	40	60
2013/14	F/T	19	12	62	38
	P/T	12	8	61	39
2014/15	F/T	21	15	59	41
	P/T	9	6	50	50
2015/16	F/T	20	18	53	47
	P/T	9	6	62	38

2016/17	F/T	26	18	59	41
	P/T	8	9	47	53
2017/18	F/T	26	16	62	38
	P/T	7	10	40	60

The department receives a larger number of applications from female students (Figure 16), which is in line with our UG and PGT recruitment and suggests a strong pipeline. The level of offers and acceptances show no particular trend (Figure 17).
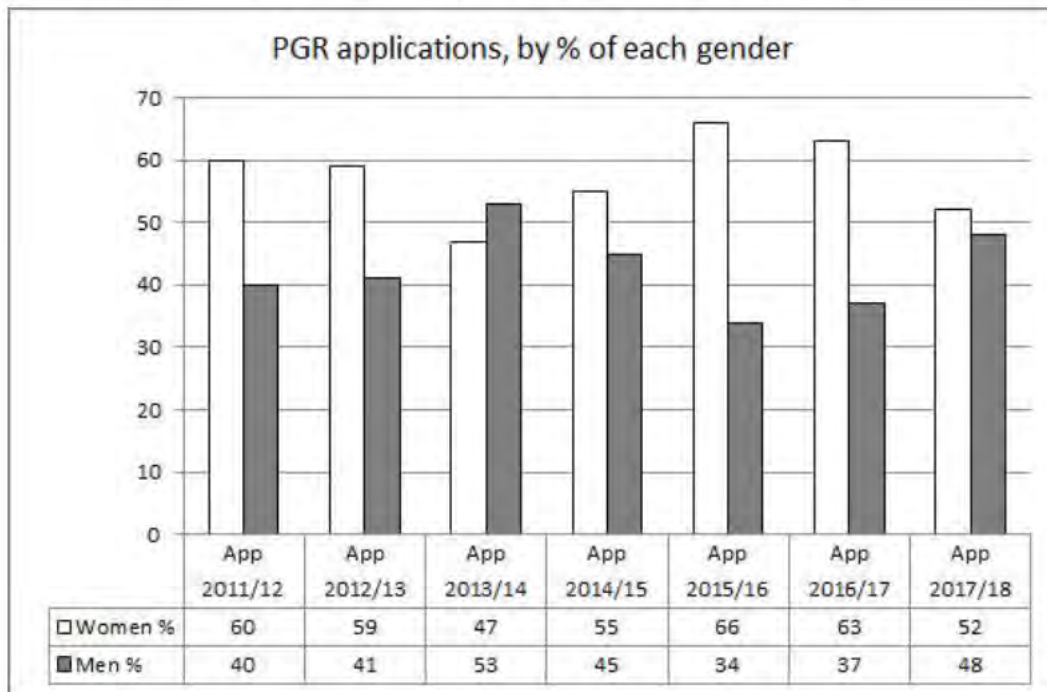
Figure 16: Applications for PGR study, split by gender as % of applications

PGR applications, by % of each gender

	App 2011/12	App 2012/13	App 2013/14	App 2014/15	App 2015/16	App 2016/17	App 2017/18
☐ Women %	60	59	47	55	66	63	52
■ Men %	40	41	53	45	34	37	48

Figure 17: Offer and acceptance rates for PGR study, as % of applications received

Offer and acceptance rates for PGR study (% of applications)

	O	A	O	A	O	A	O	A	O	A	O	A	O	A
	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		2017/18	
☐ Women %	62	72	46	64	52	64	56	61	71	74	47	82	46	81
◼ Men %	75	87	54	50	63	68	43	80	70	79	35	80	53	77
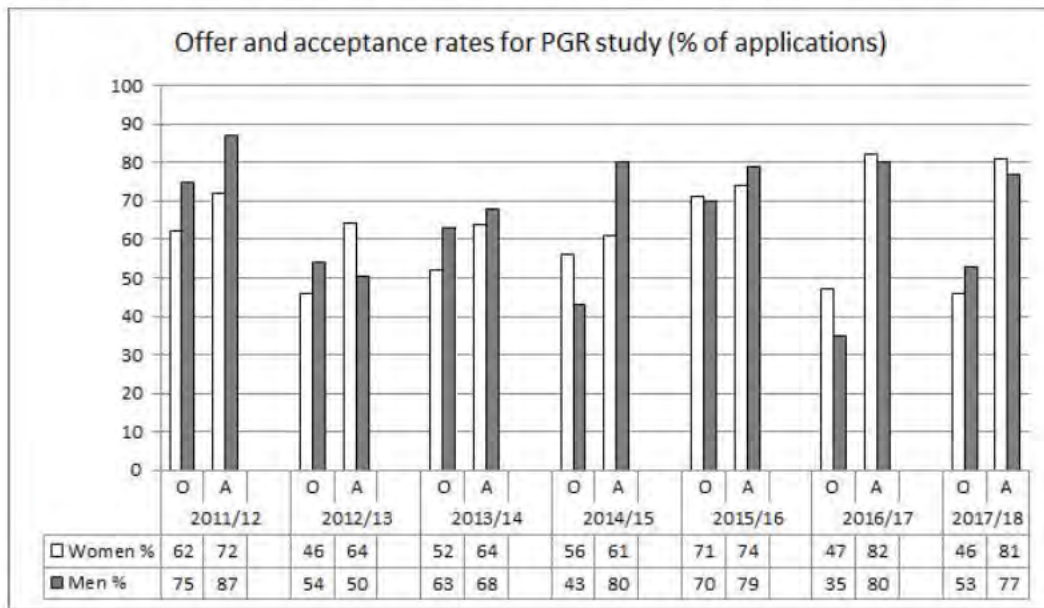
Figure 18: PGR attainment measured by time to completion in years FTE

PGR completions since 2011, by gender and duration

	< 3 years	3 - 4 years	> 4 years	4 years + resubmit
☐ # women		29		
◼ # men	9	20		
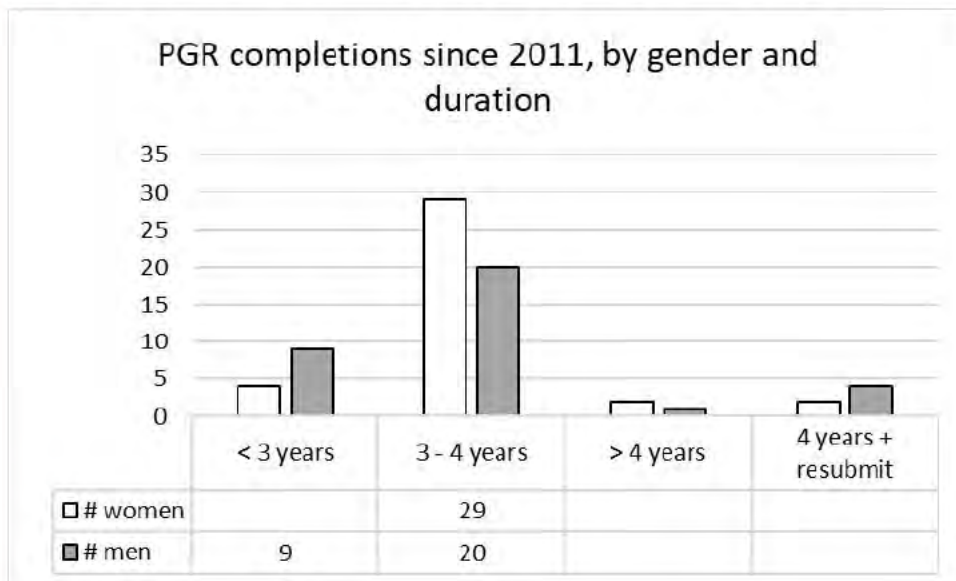
The majority of PGR students complete their studies in 3 – 4 years (Figure 18). Male students have a significantly higher completion rate within 3 years (27% of degrees awarded, compared to 11% of degrees awarded to women). They have also less often taken more than 4 years to complete, a situation that would require an extension, thus normally reflecting difficult personal circumstances on the part of the student. Yet, male students have also had twice as many resubmission results upon examination so the picture is not straightforward. We will explore these trends with focus groups of current and past PhDs, with particular interest in mitigating factors (*Support 4*). We will

also reflect on this at Faculty level, with other arts and humanities and science departments, to explore relationships with particular subject areas (*Understand 6*).

Action points:

- *Support 4:* Explore reasons for late submission at PGR with focus groups, with emphasis on mitigating factors

- *Understand 6:* Explore trends at faculty level between types of PGR study and timescales for submission

(v)   Progression pipeline between undergraduate and postgraduate student levels

Figure 19: Scissor plot showing percentages of female and male students at different levels in Archaeology
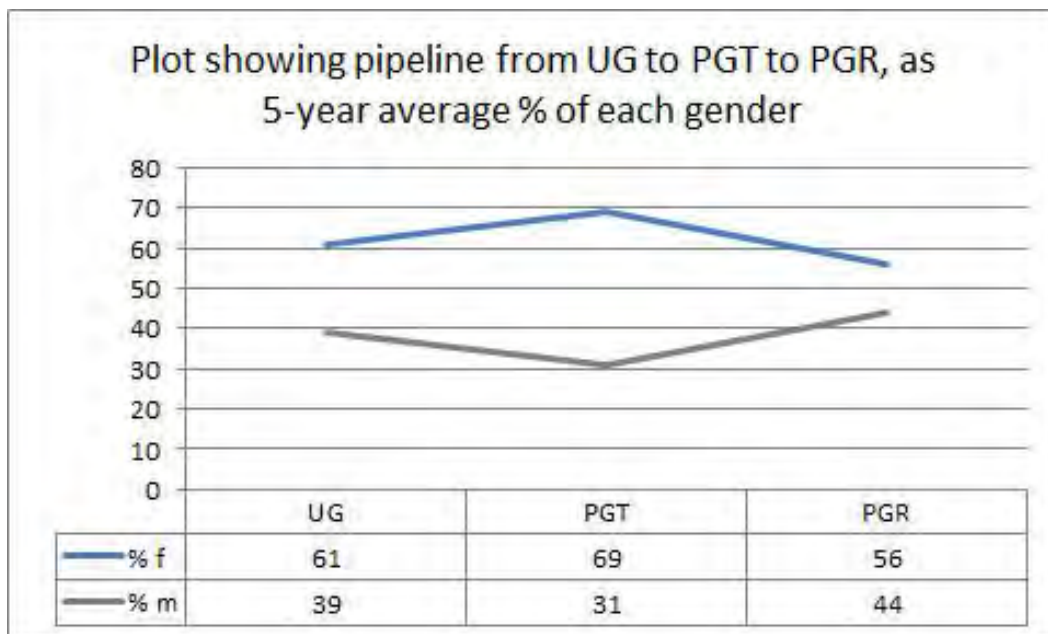
The pipeline from UG to PG study reflects our strong female recruitment at every level. At PGT level there is a greater difference than at other levels, and this may partly be created by the numbers of female students on courses with a vocational focus such as heritage and conservation studies. As we create a better record of destinations for our PG leavers (*Understand 8*), we will create a clearer picture of the drivers behind this pattern.

Action points

- *Understand 3*: Analysis of student recruitment process
- *Understand 8:* Work with OPPA to chart destination data for PGT students

4.2. Academic and research staff data

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

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Summary of data

- majority of women among academic research and teaching (ART) staff

- measures to ensure promotion gradually changing spread of female staff across grades

- changes to composition of staff, with greater number of teaching contracts and significant numbers of fixed-term research staff currently giving new challenges

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Section 1 presents the profile of the department, reflecting overall growth and increased diversity of roles (Figure 20).

Figure 20: Graph showing overall growth in ART staff numbers and gender composition
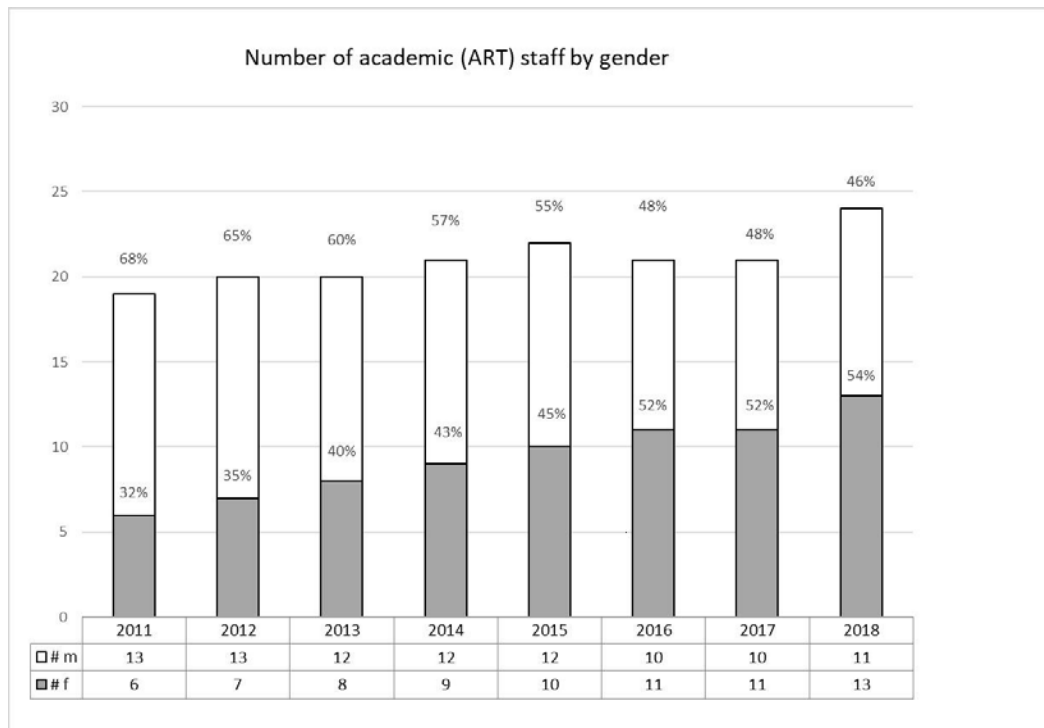
Women are well represented across these different contract types, and the growth in staff has also seen a steady growth in numbers of women. This has been a positive move over the life of the department, which historically contained a minority of female staff and has now grown to be more representative of the student base and the discipline at large, with a greater proportion of female staff. This shift has occurred

organically, as greater numbers of women have successfully applied for the jobs advertised; we hope it is also indicative of equality of recruitment practice. It has been departmental practice to recruit at grade 7, and this has also meant that women are better represented in the lower grades, with an expectation that this should now feed into promotion and a higher proportion of women at senior grades (Table 8; Figure 22).

Table 8: Academic staff by grade and gender

	Grade 7		Grade 8		Reader		Professor/HoD	
	#f	#m	#f	#m	#f	#m	#f	#m
2011	>5	>5	>5	>5				>5
2012	>5	>5	>5	>5				>5
2013	>5	>5	>5	>5			>5	6
2014	>5	>5	>5	>5			>5	6
2015	6	>5	>5	>5		>5	>5	>5
2016	7	>5	>5	>5		>5	>5	>5
2017	6	>5	>5	>5		>5	>5	>5
2018	6	>5	6	>5		>5	>5	>5

Figure 21: Numbers of female and male staff at Grade 7 (7), Grade 8 (8), Reader , and Professor (P)
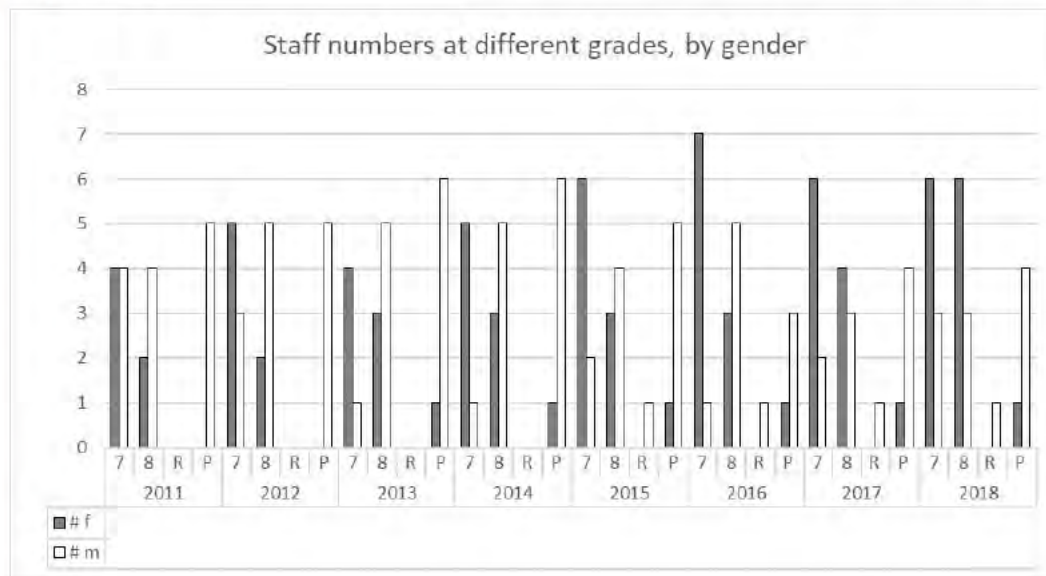
Currently there is only a single female professor, although a recent Vice Chancellor's Research Leader appointment will increase this to two. This may reflect a historic imbalance in staffing, mentoring, and promotion, which may also have impacted on experiences of management and leadership. However, the department is committed to supporting women in senior roles and a series of measures including a Promotions Advisory Panel and mentoring scheme are now either in place or planned to support promotion equally across the department (*Support 5*).

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

The Department employs no staff members on zero-hour contracts.

There has been a growth in the number of fixed-term teaching contracts (Associate Lecturers) in the department, largely created by the department's new research leave policy (see section 5.1.iv) or administrative buyout of ART staff undertaking university level roles. Fixed-term research staff are often either employed by grants for larger projects, or as research fellows (such as Marie Curie fellows).

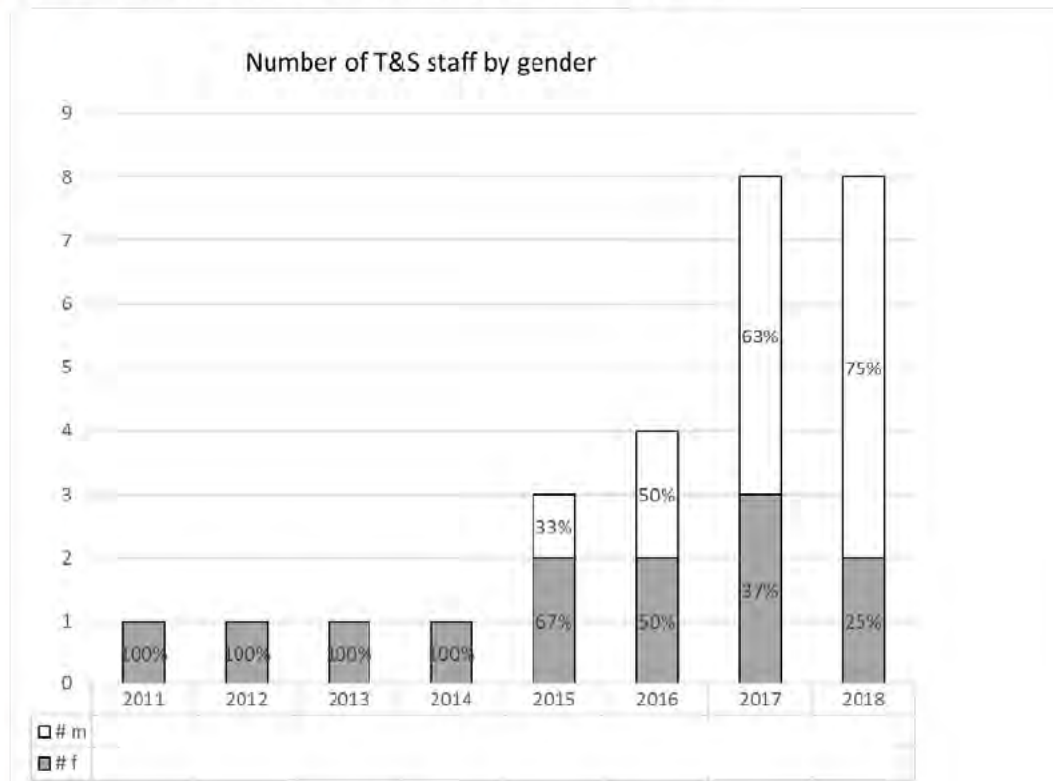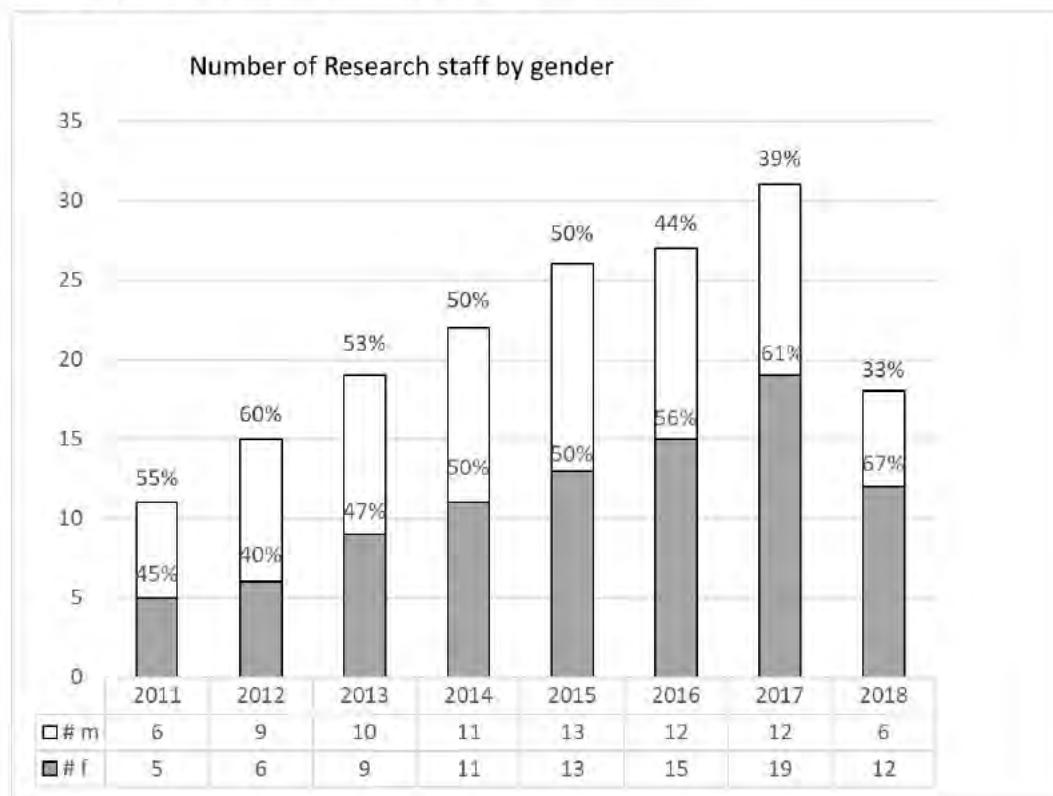*Figure 22: Graph showing composition of T&S staff by gender*

Number of T&S staff by gender

	2011	2012	2013	2014	2015	2016	2017	2018
□ # m	100%	100%	100%	100%	33%	50%	63%	75%
■ # f					67%	50%	37%	25%

Figure 23: Graph showing research staff by gender

Number of Research staff by gender

	2011	2012	2013	2014	2015	2016	2017	2018
□ # m	6	9	10	11	13	12	12	6
■ # f	5	6	9	11	13	15	19	12

Associate Lecturers (fixed term teaching staff) are predominantly male, in contrast to the picture elsewhere in the department (Figure 22). Because this is a new and shifting category of staff for the department it is too soon to say if this is a meaningful pattern and it will be kept under review. The department is committed to giving our teaching staff opportunities for development commensurate with their contracts.

Research staff (fixed-term research) are currently predominantly female, although this has not been a consistent pattern (Figure 23). In the Departmental Culture survey, 50% of research staff suggested that they got advice on career progression from the central University development team, while the remaining 50% looked to their PI or research leader for support and advice on career progression. The numbers were small, with only research staff responding to the survey. Nonetheless, we have put in place actions (*Support 6 and 7*) to ensure that research staff have more support at a departmental level, including access to CV support, mentoring, and advice beyond their research group, in line with The Concordat (Vitae).

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

Academic staff turnover is low (Figure 24). Since 2011, seven ART staff on open-ended contracts have left the department (F, 6M). All but   have been retirements; those   male staff members left for professorships at other universities.

Figure 24: Academic leavers 2011-2017, by contract type and gender

Academic leavers, 2011 - 2017 by contract type and gender
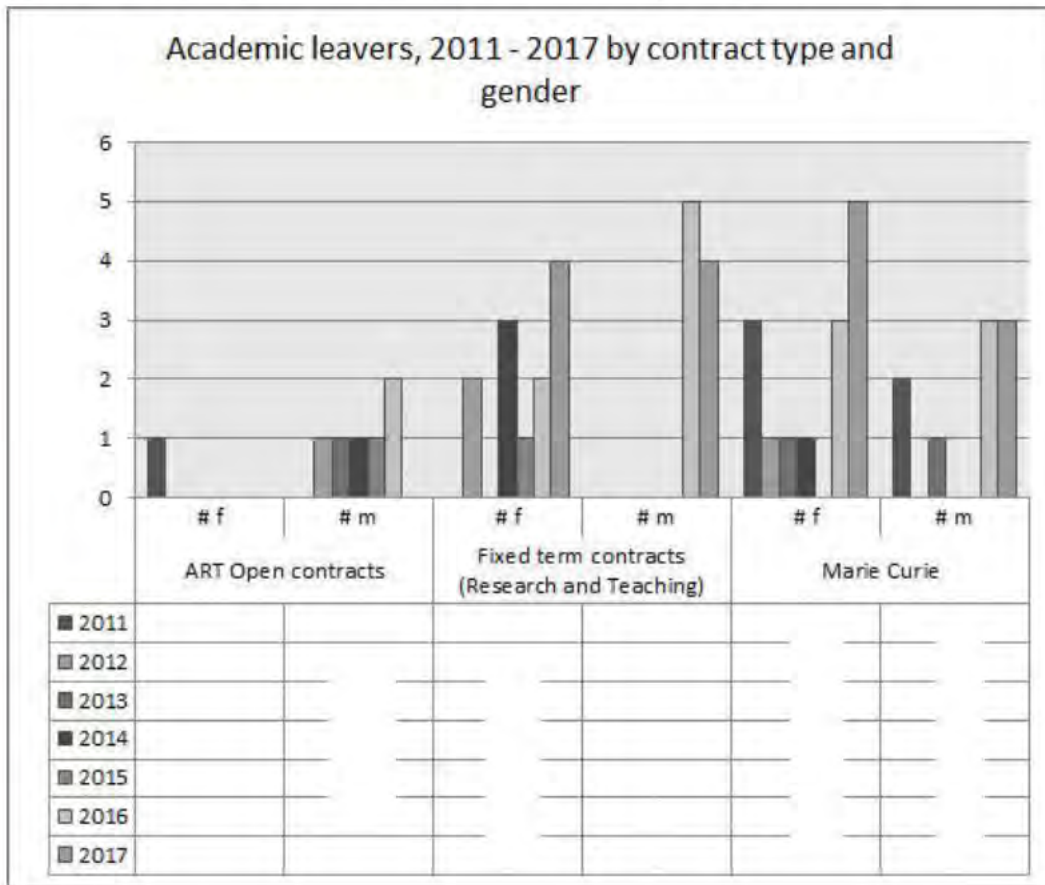
Most leavers (44 out of 51) have been staff on fixed-term contracts leaving at the end of their period of contracted work, either research or teaching. A significant subcategory of these is the Marie Curie Researchers, who make up nearly 50% of the total leavers (23 out of 51).

Women make up a significant proportion of these fixed-term leavers (26 out of 44), reflecting the higher numbers of female researchers in the department. Provision for career support for these groups has been tailored towards writing grant proposals, gaining teaching experience and training or careers across the HE sector, and they are also targeted with actions designed to enhance confidence and resilience as they move on to the next employment (*Support 6 and 7*).

Action points:

- *Support 6*: Mentor research-only staff outwith their research groups

- *Support 7*: Provide resilience and CV support for fixed-term contract staff

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Summary of data

- recruitment process producing balanced gender profile at Grade 7

- departmental support for promotion producing results at transition Grade 7/Grade 8

- system of sabbatical leave and research support adjusted to support staff who might be struggling to meet REF criteria

5.1. Key career transition points: academic staff

(i) Recruitment

The majority of ART appointments since 2011 have been of women (6/9, 67%; Table 9). This is despite a lower application rate for women, who make up 48% of applications and 45% of those shortlisted for interview. We will continue to keep the recruitment process as gender-neutral as possible, including review of the job specification text and promoting the department's family-friendly policies and equality and diversity culture in advertising and on the website (*Support 13*).

The recruitment process is centralised through the University's human resources (HR) office. All members of staff who will sit on a recruitment or interview panel complete both *Recruitment* and *Selection* and *Diversity in the Workplace* training, however it has been noted by our Departmental Manager that uptake for training in recruitment has tailed off in the last few years. It is important that we have a broad range of staff to draw upon when recruiting and we will aim to train up all Senior Lecturer and above ART staff (as they are usually the ones required for recruitment) who have not had training (*Support 8*).

In addition, we are working towards a 100% completion rate for the voluntary *Unconscious bias* training which relates not only to recruitment but also many other areas (e.g. reviewing REF papers and the culture of the department); currently 26 of 84 staff have completed this (*Support 9*).

Table 9: Applications, interviews and appointments by gender, 2011-2017

	Grade 6 (RES)			Grade 7 (RES)			Marie Curie			Grade 6 (T&S)			Grade 7 (ART)			Grade 8 (ART)		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Total Applications	99	65	60	7	10	41	61	32	66	16	12	57	148	16 >5	48	9	12	43
Total Interviews	>5 >5	12	67	>5	>5	60	16	10	62	>5	>5	50	9	11	45	>5	>5	40
Total Appointments	8	>5	73	0	>5	0	>5	>5	57	>5	>5	50	>5	>5	67	>5	0	100

Staff experience and perception of the process is uniformly positive. In responding to the departmental culture survey question: 'Based on your experiences, how fairly do you feel staff and potential employees are treated during the recruitment and selection process?; 27/29 respondents (93%) answered that both genders were treated equally in response to the question and the remaining >5 answered 'don't know'.

Action points

- *Support 8*: Train all staff at SL or above in recruitment
- *Support 9:* Aim for 100% completion rate in the Unconscious bias training
- *Support 13:* Thorough overhaul of web pages to embed E&D and family-friendly policies into top-level pages

(ii)   Induction

All new members of staff undergo induction during their first weeks of employment. All inductions are coordinated by the Departmental Manager, in order to ensure consistent communication of departmental policies and ensure parity of the induction process across all grades of staff. The HoD also provides an induction day with key role holders (Chair of Research Committee, Deputy HoD, Chair of BoS). Post-doctoral research associates (PDRAs) receive a further induction session from the Principal Investigator of their project. Advice for all new staff and PDRAs has been incorporated into an intranet staff website.

The Departmental Manager collects feedback from all staff on the induction process (through a survey and informally), in order to monitor its effectiveness, and recent improvements have been made via this process such as extra training days.

However, feedback suggests that there are ongoing training needs for staff and there is too much reliance on the first induction event. It has been suggested that staff could for instance sit in on committees to better understand the workings of the department.

Action points

- *Support 10:* Review timing of induction and turn into a process

(iii)   Promotion

Promotion applications from the department are mostly successful. As Table 10 shows, since 2011 there have been 13 promotion applications, of which 11 were successful. This has in part been because staff have in the past not put themselves forward for promotion quickly, a situation which is shifting in recent years due to new criteria at a university level and some positive measures in the department.

Table 10: Promotion applications and results since 2011

Year	Gender	Position Applied For	Result
2011/12	Female	Chair	Successful
2011/12	Female	Senior Lecturer	Successful
2011/12	Male	Senior Lecturer	Successful
2012/13	-	-	-
2013/14	Male	Reader	Successful
2014/15	Male	Chair	Successful
2014/15	Male	Senior Lecturer	Successful
2014/15	Female	Senior Lecturer	Unsuccessful
2015/16	Male	Chair	Successful
2015/16	Male	Reader	Successful
2015/16	Male	Reader/Professor	Unsuccessful
2015/16	Female	Senior Lecturer	Successful
2016/17	Female	Senior Lecturer	Successful
2016/17	Female	Senior Lecturer	Successful

During the first round of applications to the Athena Swan Bronze Award, the SAT spearheaded the formation of a Promotions Advisory Panel (PAP), comprised of the professors in the Department. Since 2013 all members of staff have been required to submit their CV annually in order to encourage those who might be ready for promotion but who had not recognised it. This was a response to scholarship that suggests that women tend not to put themselves forward (e.g. Allen 1990). As a

consequence, the PAP has been successful in encouraging promotions for Grade 7 female staff who have subsequently been promoted to Grade 8:

> "I think the promotions committee does a very good job at identifying people at a suitable stage for promotion and guiding them through the process. I submitted my CV in expectation of applying for promotion one year further out and receiving feedback, but was told that I was in a good position to go for promotion that year. I did, and was successful." (Response to Department Culture Survey 2017, question on how successful do you feel the PAP has been?')

The panel identifies staff members who meet the promotion criteria, encourages them to submit and offers specific advice on how best to develop their CV for the application. It was commended as an example of good practice in previous Athena Swan bids, and has been adopted as a model elsewhere in the university; in 2017 it was shared as an example of good practice by the Associate Deans' Report on Research within the University of York and at an Arts and Humanities Head of Department's Awayday in April 2018 and has resulted in a memo from the Dean that the key aspects of good practice from this model are followed across the Faculty (May 2018).

Nonetheless, barriers to female promotion remain, and studies have shown that female academics are often structurally disadvantaged in terms of being perceived as 'ready' for promotion by (predominantly male) committees. These disadvantages include challenges with childcare and lifecycle demands (Probert 2005); issues of invisibility and isolation stemming from a lesser tendency to engage in networking (Morley 1994); and a systemic tendency to regard women as less successful (Todd and Bird 2000). This may be why only 50% of staff answered that they felt men and women had equal chances of promotion in the Department Culture Survey; most cited childcare restrictions as having the greatest effect.

HR data do not suggest that the department has issues with promoting women from Grade 7 to Grade 8. Since 2011, the average time spent at Grade 7 before promotion is longer for male than for female staff (9.9 years M/6.2 years F). Nonetheless, the lack of women at professor level does mean that the Promotions Advisory Panel is predominantly male. This will shift with the arrival of the new female Anniversary Professor, but will also be addressed with a review of membership and possible participants from other departments (*Support 5, Inspire 2*).

A particular focus during the Bronze Award period will be to provide targeted support for career development of staff on fixed-term contracts. These will include CV/profile-building advice, and encouraging them to discuss career progression with their line managers as part of annual performance review (*Support 7, 11*).

Action points

Support 7: Provide resilience and cv training for staff on fixed term contracts

Support 11: Include career progression as core part of annual performance review process

Inspire 2: Constituency of the PAP will be addressed to aim for an equal gender balance

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

Table 11: Eligible and submitted staff to RAE 2008 and REF 2014, by gender

	RAE 2008		REF 2014		
	Eligible	Submitted	Eligible	Submitted	Not submitted
Headcount FTE	25	25 (100%)	31	22 (71%)	9 (29%)
M headcount	18	18 (100%)	18	15 (83%)	>5 (17%)
F headcount	7	7 (100%)	13	7 (54%)	6 (46%)

As Table 11 shows, proportionally fewer women than men were returned in 2014. The REF submission process was carried out in line with the University of York's published Code of Practice for Selection of Staff for REF 2014. In a break from previous REF submissions, the University strategy was not to submit all research-active staff, but to submit strategically with regards to expected numbers of 3* and 4* publications. In line with this strategy, 22/31 (71%) of eligible staff were submitted to the REF. Nine staff were not submitted, comprised of 6/13 (46%) of eligible women, and 3/18 (17%) eligible men.

In comparison, in 2008, when the full department was returned, the submission of all 25 staff included 18 men and 7 women. Therefore, a considerably higher proportion of men overall were submitted to the REF.

The department's own post-REF analysis from 2014 indicates that of those not submitted, 6 of 9 were early career researchers and lecturers, including >5 of the 6 women not submitted. This was therefore severely affected by the concentration of women at lower grades; this situation is changing and there is now a more even spread across the grades which we anticipate will result in a very different REF submission. The

format of the REF is also much changed, with all staff being returned; the focus is therefore on supporting all staff to achieve the maximum number of high impact outputs (*Understand 7, Support 12, Inspire 13*).

To facilitate a strong submission for REF 2021 a number of new procedures were put into place:

    i.   the research leave system was changed from 1 term in 7 to 1 year in 4.

    ii.   Staff who won research grants with time bought out were given bonus research time equating to 50% of the FTE buy out on top of 40% allocated to research in the workload model for all ART staff.

    iii.   The development of 5 year research plans which are discussed with the Chair of DRC and the research manager on a yearly basis

    iv.   Staff have been encouraged to submit publications to RQUIP in advance of submission and which provides REF scores which helps to inform research plans as well as the future REF submission

    v.   A Research Management team was set up (Head of Dept, Chair of Research Committee, Deputy HoD, Impact Chair) in order to monitor progress of outputs and grants on a termly basis and to create opportunities to support staff who were not entered into the last REF (e.g. changing administrative roles, encouraging applications to the departmental research funds, offering advice on publications and grant applications)

Of the five impact case studies identified for development by the department,   are headed by female academics and   jointly by a male and female. This demonstrates the shift in female involvement in the REF, and the prominence afforded to female-led research. These case studies are supported by the Impact Chair and the Research Manager and the Faculty Impact manager and extra funding has been won from the University to support the leads.

Action points

- *Understand 7*: Include gender analysis in ongoing review of 5YRP, to identify any emergent imbalance

- *Support 12*: Share successful impact case studies with impact leads and offer DRC funding or support with YIAF applications to support activity and evaluation

- *Inspire 13*: Mentor and nurture next generation of impact case studies

5.2. Career development: academic staff

(i) Training

All new academic staff on research and teaching contracts participate in the PGCAP course offered by the university. This is considered essential career development, and offers the opportunity to reflect critically upon academic practice, as well as leading to a qualification and possible membership of the Higher Education Academy (HEA). The PGCAP is also available to staff on teaching and fixed-term contracts, as a means of developing their future prospects beyond the current contract. Since 2011, 19 staff members have enrolled on the PGCAP (12 female, 7 male), of whom 7 have been early career researchers, and   teaching staff on fixed-term contracts.

Training for staff is provided centrally by the Staff Development team or the relevant centres within the university (e.g. web office, IT services, library, etc.) Several staff (8 out of 29) suggested in the Departmental Culture Survey that it would be useful to have the value of training outlined for them, and useful courses targeted for their development. This has been included in the performance review/mentoring system (*Support 9*).

In addition, the department has been encouraging all staff to undertake leadership training from the University's Learning and Development team. Performance reviewers were encouraged during the review cycle 2016/17 and 2017/18 to speak with staff about leadership training. So far, six members of staff have participated in leadership training (4F, 2M).

All staff are required to complete E&D training in relation to *Diversity in the Workplace* and *Unconscious Bias*, and we have put in place actions to make this uniform across the department (*Support 9*).

(ii) Appraisal/development review

All research, teaching, academic, and support staff participate in an annual Performance Review and Development process, standardised across the University. Support and research staff are reviewed by their line managers/project leaders, while academic and teaching staff are reviewed by a small group of senior staff in the Department. All reviewers have undertaken dedicated performance review training, and details of the review process and the assessors are available to staff on the departmental website. The new system has resulted in a contraction of the number of staff performing reviews for consistency, with the result that the current balance of male to female reviewers of academic research-teaching staff in the Department is 4:1, although   other senior female staff have been assigned as reviewers of associate

lecturers (teaching-only contract) and support staff. All performance reviews are then passed to the HoD for approval and information.

Staff are overwhelmingly positive about the performance review process, with 65% of staff feeling that their last review was open and effective (25% of staff answered N/A, while only 10% were dissatisfied). In answer to the question of whether the review was 'fair and free from gender bias', 96.4% of staff responded yes.

(iii)   Support given to academic staff for career progression

All staff receive support for career progression through departmental mechanisms such as performance review (discussed in section 5.3.2), the promotions advisory panel (discussed in section 5.1.3), and submission of a five- year research plan and one-on-one annual research meetings with the Chair of Research Committee (discussed in section 5.1.4). In addition, the department offers internal review of publications (either after publication, or in advance of submission) to advise on their suitability and possible score for the REF, helping staff to prioritise their research strands and get their work published in the most high-profile and effective venues.

New academic staff members at Grades 7 and 8 also receive a lighter workload (reduced by 350 hours) for their first two years, to allow them to develop their research and teaching.

Post-doctoral research associates benefit from the same processes of performance review and CV submission as full staff members, and also receive direct support in further grant development and writing from the Department's research manager, and from their line/project manager. PDRAs are encouraged to develop five year research plans as well, even if it exceeds the timeframe of their current contract, in order to facilitate career progression and to articulate long-term research objectives and career goals. The University and the Department subscribe to the RCUK's 'Concordat to Support the Career Development of Researchers', and the Department reviews its action plan for researcher development annually.

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

The Department of Archaeology has a Careers Officer who works between the department and the University Careers Service, as well as spearheading initiatives in the department. In addition to the central university events, this results in a range of activities tailored to different student populations:

UG

- annual 'Careers in Commercial Archaeology' event, providing CV advice, practical information and networking introductions;
- panel events on careers in Arts and Heritage
- CV drop-in sessions for advice with applications
- annual session on applying for PGT programmes

PGT

- annual session for PGT graduates in archaeology and heritage careers
- targeted networking events via York heritage Seminar Series (YoHRS)
- Professional placements are built into the curriculum of six professionally-oriented PGT degrees: the MA in Conservation Studies (Historic Buildings), MA in Conservation Studies in the built heritage, the MA in Cultural Heritage Management, the MSc in Archaeological Information Systems, MA in Field Archaeology and the MSc in Digital Heritage.

PGR

- targeted support for grant-writing and fellowship applications
- CV and cover letter writing sessions by a Professor in the department

In 2018, the Careers team in the department has been supplemented with the creation of a series of student careers reps from each cohort, as well as a mature student rep. They will feed back on events that would be useful to their peers, as well as publicising existing events among their cohort.

We maintain a volunteering email list, including students from all year groups, as well as some alumni. Volunteer and internship opportunities are advertised via this list.

We also see a value in inspirational careers leadership, particularly in relation to women's careers (see section 5.6.7 below).

Archaeology also embeds employability training into the academic curriculum at every level. UG students complete a CV and 'funding application' as part of the World Archaeology module (Y2); they complete a practical Team Project (Y2) and are assessed on chairing a seminar (Y3). PGT students have careers training and CV advice built into many of the programmes.

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

Since January 2014, the Department has employed a full-time Research Manager to support research and impact activities in the Department. All staff are given one-on-

one support in planning and writing grant applications and developing impact activities. The manager also targets staff directly with calls that might suit their expertise, so as to encourage all staff (female and male) to put themselves forward.

All research funding opportunities are also now advertised across the Department using a Google+ community. Successful funding application examples are shared across the Department. Annual research 'home days' attended by all academic staff celebrate grant successes, publicise new research, and facilitate research discussion and collaboration in a collegial and supportive atmosphere, as well as ensure that important information about University and national research policies and frameworks are delivered to all members of staff.

All research grants have been reviewed internally by several members of academic staff, but since 2017 a more formal procedure has been set up with a pool of male and female reviewers who are given time on the workload model for this work.

5.3. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

The Department adheres to all University guidance concerning risk assessments and workload management before maternity leave is taken. Staff going on leave have one-to-one conversations with the HoD which involves an explanation of support, finance, liaison with HR, 'keeping in touch' days and return to work.

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

During maternity leave, the following support is provided to both academic and support staff:

- If the member of staff has chosen to continue to receive emails, they are kept abreast of developments without obligation to follow up on the content
- KIT days can be established to allow the staff member to keep up to date with developments in the Department.

To support staff:

- Cover is provided by either secondment or internal recruitment (external recruitment on some occasions)

To academic staff:

- Cover for teaching and administration is provided through re-distribution of workload using the departmental workload allocation, with special provision for PHD supervision according to need.

- Staff on open contracts are covered by University guidance on maternity leave. In accordance with the arrangements made with staff before leave begins, staff are encouraged to participate in keeping-in-touch days, to use these to discuss any changes in their plans or circumstances. Staff on leave are also invited to social events.

The responsibility for cover is sometimes more complicated for fixed-term staff and project-based contracts and PhD researchers. The department asks the line manager/PI/supervisor to discuss arrangements carefully so that concerns can be dealt with on a case-by-case basis. For example, in 2013 the department successfully supported a PhD student who wanted the University to recognise her leave as more than just 'Leave of Absence' and to maintain her student status during her leave.

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

After maternity leave, the following support is provided for both academic and support staff:

- A new risk assessment is carried out to ensure the member of staff is comfortable and safe.

For academic staff:

- Since 2012 staff who have been on maternity leave have come back to research leave for at least   term which has eased the process of transition. However, this has largely been due to timings of leave and has not been formalised.

In future, the transition back to work will be addressed more explicitly for both academic and support staff, starting with a meeting for staff who have been on parental leave in order to find out what processes could be introduced for returning to work (*Support 14, 15*).

(iv)   Maternity return rate

The maternity return rate for the department between 2010 and 2018 has been 100%. This includes five maternity cases among ART staff (among   people),   among professional and support staff, and   among research staff.   Marie Curie postdoctoral researchers finished their fixed-term contracts within 100 days of their return.

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

The Department follows the University's paternity leave policy. Between 2011 and 2018,   grade 6 researchers,   grade 7, and   grade 8 member of academic staff

have taken two weeks' paternity leave, which represents 100% of eligible staff. In 2017,
    grade 8 member of male staff took two months of parental leave under the new
government policy. His leave was managed in the same way as with new mothers.

(vi)   Flexible working

The Department espouses both the University's formal flexible working policy, and
offers staff the option of an informal 'flexi-time' arrangement in the case of caring
responsibilities, whether for children, elderly relatives or for other needs. This is
arranged with the HoD or line manager and does not require a formal contract change,
as long as contracted hours are worked and the Department's core working hours (M-F,
10:00 AM-3:00 PM) are respected. Several of our staff are currently on formal flexible
working schedules while still working full time: they comprise   emale and
male academic staff, including   lecturer,   senior lecturers, and   professor.
The flexibility has allowed their timetabled hours to respect childcare and caring
commitments for elderly relatives. The uptake of flexible working is currently much
stronger among full-time, open-ended academic staff than fixed contract PDRAs. In
addition,   female support staff currently use flexible working hours to fulfil caring
commitments.

Staff seem aware of these possibilities, and 89.3% answered yes to the question 'Do
you feel it is easy to use flexible working hours?', while 93% would feel confident talking
to their line manager about this. A review of the webpages, however, has shown that
maternity/childcare provision has greater prominence than other possible reasons, and
a review of the web content will include more explicit provision for people with
different caring responsibilities (*Support 13*).

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

The Department of Archaeology has not recently experienced any staff transitioning
from part-time to full-time work after a career break. A number of staff have changed
from full time to part time and in one case back to full time again and processes are in
place with HR to ensure that staff are fully informed of the procedures.

Action points

- *Support 13*: Thorough overhaul of web pages to embed E&D and family-friendly
  policies into top-level pages

- *Inspire 4:* Invite previous maternity leavers to share experience if useful and
  appropriate

- *Support 14*: Use KIT days to assess childcare provision and facilities are in place
  for breastfeeding, milk storage etc. and to discuss flexible working
  arrangements

- *Support 15:* Offer briefings and/or mentoring around changes in University or departmental policy

5.4. Organisation and culture

(i) Culture

> *Key points:*
>
> - 100% of men and 92% of women believe that the department is a workplace where everyone is treated with dignity and respect, irrespective of gender (DCS17)

The Department has recently made a conscious effort to make explicit what we feel has long been a positive but passive atmosphere surrounding equality and diversity. Crucial to this have been the establishment of a series of formal and informal networks:

- Women's Group (formed 2014)
- Equality and Diversity Committee (formed 2015)
- Student-led Equality and Diversity Forum (formed 2016)

These have been overseen by the departmental Equality and Diversity Champion, Penny Spikins, whose work was recognised by students with a 'Promoting Diversity' award in the York Student Union (YUSU) Excellence Awards 2016. The Athena Swan Chair participates in all E&D networks, and in 2018 led a lunchtime seminar in the E&D forum series, discussing Athena Swan in academia. Equality and diversity issues are also now a standing agenda item on all committees.

One set of discussions in the Women's Group highlighted experiences of overt and indirect gender bias, discrimination, and harassment in field archaeology environments, including those run by the department. In consultation with the York University Students' Union (YUSU), the group devised an online questionnaire, distributed to all students in Summer 2015, to gauge their experiences on fieldwork. Seventy-six students responded (74%F / 26%M). One in three students reported they had witnessed or experienced something that made them uncomfortable. The SAT produced an action plan to address these issues and ongoing actions are incorporated into the Action Plan (*Understand 9*), including repeat questionnaires on an annual basis.

Action points:

Support 1: AS and E&D becoming standing item on committee agendas

Understand 9: Repeat survey of UG fieldwork experiences

> *Key point:*
>
> - 86% of staff have not experienced gender stereotyping, offensive or disrespectful behaviour in the last 12 months (DCS17)
>
> - no staff who had experienced this behaviour had reported it to their line manager (DCS17)

The Department adopts all University HR policies on equality, dignity at work, bullying and harassment, and they are linked from our staff and student intranet webpages.

Responsibility for disseminating changes in university policy, filing staff and student complaints, and general compliance lies with our departmental manager, , in liaison with the Head of Department,   . The departmental manager also monitors staff uptake on all required statutory HR training modules, and ensures that staff response rates are both rapid and comprehensive. We have a 100% return rate.

Most staff have not experienced offensive behaviour or bullying, but the small minority who have did not feel it necessary or desirable to report it to their line manager. We will work to encourage a culture of support in this regard, making it clear that offensive behaviour will not be tolerated, and putting details on where to report this onto the staff internet pages. Staff will be offered a range of support networks, including their line manager, performance reviewer, and peer networks (*Support 18*).

Action points:

Support 18: Addition of page to staff intranet, with information on where to report and discuss inappropriate behaviour

(iii)   Representation of men and women on committees

All academic staff within the department hold an administrative role, and participate in committees in accordance with that position (Figure 25). The Chairs of each committee sit on Departmental Management Team (DMT). The membership of each committee therefore fluctuates as each person's admin role is determined based on sabbatical leave, personal interests and ambitions. Oversight of the admin roles is undertaken by the HoD and Deputy HoD, who strive to ensure gender balance where possible. During 2018, the gender balance of all committees was reviewed, and Research Committee was found to have a significantly higher number of males; this was adjusted by changing the composition of the committee.

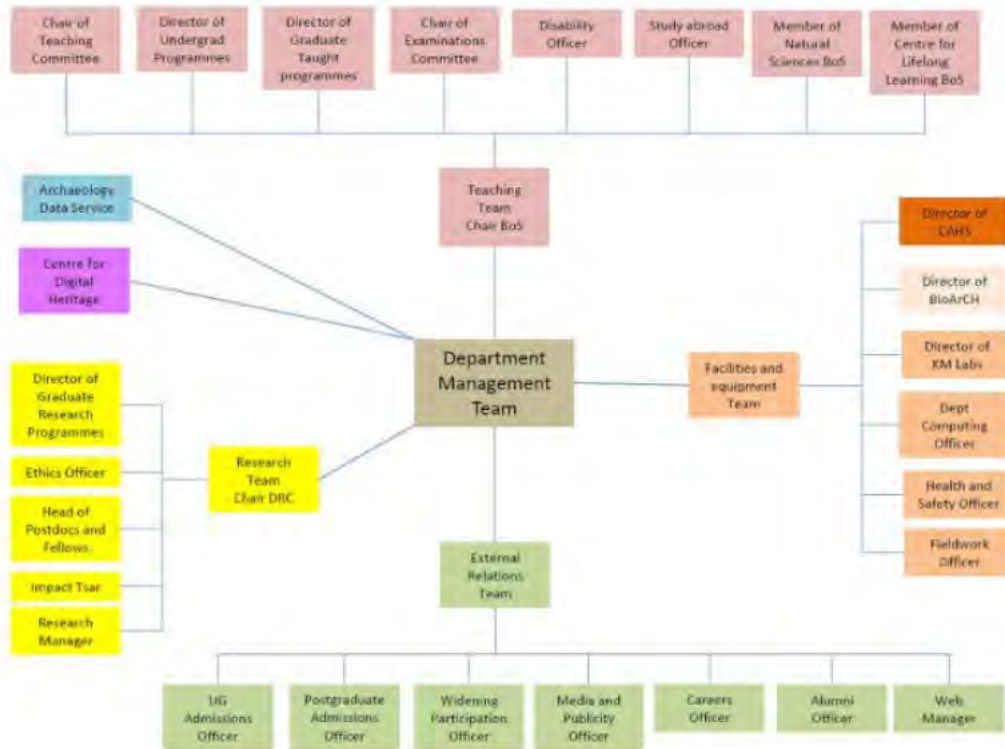*Figure 25: Departmental organisation showing different 'teams', or committees*

Table 12: Departmental committees, with numbers of female and male academic staff on each

	Female	Male
Departmental Management Team	>5	5
External Relations Team	7	>5
UG Teaching Committee	>5	>5
PG Teaching Committee	>5	>5
Research Committee	>5	>5

Table 13: Key role holders: 2012-2017

	Male	Female
HoD	>5	
Deputy HoD		>5
Chair of Board of Studies	>5	>5
Chair DRC	>5	
Admissions Officer		>5
Total	>5	>5

Administrative roles are an important part of any promotion application, and thus an individual's future plans will be reviewed as part of career planning at performance review (*Support 11*).

(iv)   Participation on influential external committees

Departments nominate candidates for University committees. When a post becomes vacant the HoD emails staff to gauge interest and in some cases will also approach some members of staff he feels are suitable. Consideration is made of the workload of the individual and career progression. Our workload model grants an allocation for these posts. Over the last three years we have had staff on the following major committees:

Planning Committee (M)

University Research Committee (M)

University Teaching Committee (F)

Chair of the Arts and Humanities Faculty Promotions Advisory Board (F)

University Promotions Committee (F)

In addition, >5 female senior staff member has been released to serve as Acting Associate Dean/Acting Director of the Humanities Research Centre. Another female

staff member will become Associate Dean for Learning and Teaching from October 2018.

The workload model does not count external committees such as learned societies, funding councils and academic journals as these fall under the research allocation or personal development. Staff are encouraged to serve on these bodies if required for promotion, though general workload and priorities, e.g. as identified in the 5 year plan, are taken into account.

Female staff have a higher number of roles on external committees, with an average of 2.9 per staff member. Male staff have a lower average of 1.4 external roles. These include membership of expert panels and peer review colleges, as well as editorial positions.   women serve as trustees of learned societies.

(v)   Workload model

Key points:

- staff workload modelled using workload allocation system allowing transparency and accountability

- most overloaded staff not based on gender but on senior positions (HoD, Deputy HoD, Director BioArch)

- 17% of women and 15% of men have had to work excessive hours to meet the demands of their job (Staff survey 2017)

The Department has been a pioneer in workload modelling within the University of York, having employed a formal, robust, and transparent workload model for over 15 years. Our workload management system allocates time for teaching, marking, pastoral, administrative, and research responsibilities for all academic staff, offers time-based incentives for research grant applications and taking on major external responsibilities, and accommodates time buyouts for successful research grants. All academic staff are given one full-year sabbatical in every four years, in which all teaching and administrative duties are removed and reallocated.

Figure 26 shows the current distribution of staff time (not including staff on maternity, sabbaticals or bought out for major administrative roles in the University), adjusted to number of weeks above and below the target of 47 weeks (1650 hours) with the green 'zone' identified as the target. It is anonymised but shows data by male and female staff member. Normally, there are some overloaded staff (in senior management roles) but it is not a gendered pattern. The HoD receives extra sabbatical time at the end of the period to compensate for a higher load.

Figure 26: Graph showing 2018 distribution of staff time by gender
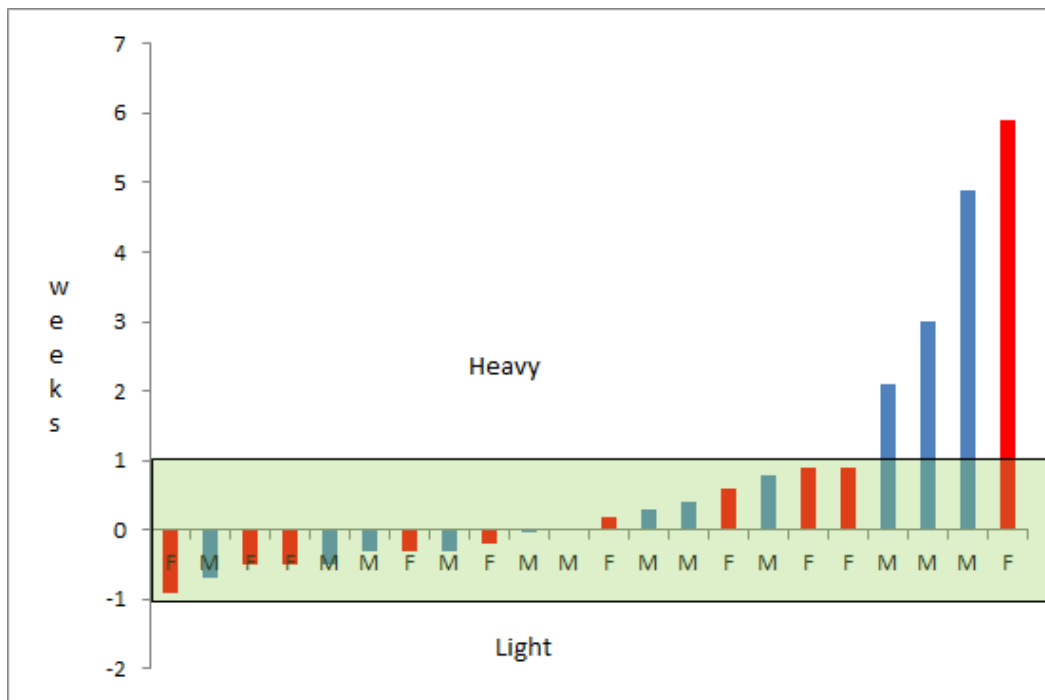
Workload and work-life balance are also a key focus for Annual Performance Review. In combination with the Department's administrative role allocation system (3 years per role, staff preference and development needs are taken into account), our overall workload model minimises potential issues surrounding gender bias and unfair loading or role allocation, and also ensures that historic, current, and prospective workload information is fully available to staff on our departmental intranet webpages.

Nonetheless, staff in this department struggle with workload, and this is reflected in some negative responses in the University staff survey. The department is committed to working to ameliorate these issues. There is not a significant gender dimension to the results, with both genders finding their workload difficult.

(vi)   Timing of departmental meetings and social gatherings

Key points:

- 90% of staff agree that meetings are timetabled so as to enable those with caring responsibilities to attend (DCS17)

- 100% of men and 79% of women believe the department organises social events that are inclusive for everyone (DCS17)

Since 2014, all key meetings (Board of Studies, departmental committees, exam boards, staff meetings) are now timetabled between 10:00 AM and 3:00 PM, replacing the 9:00

AM to 5:00 PM model that was previously in place. Teaching is centrally timetabled from 9:00 AM to 6:00 PM, although constraints on staff time can be built into the teaching timetable, and this opportunity is advertised to staff via email. Departmental research group meetings are timetabled in the early afternoons (2:30 PM). Some staff have reported that these arrangements have made life much easier and there have been fewer cases of having to leave meetings early.

Departmental parties in the winter and summer, and receptions at the beginning of the year and the end of term are open to all students and staff and their families. Given the increasing calls on staff time on weekends to attend Open and Visit Day recruitment events, we have allowed, and indeed encouraged, staff to bring in children on these weekend events.. This is an unfortunate side-effect of growing demands on staff time out of hours, although we seek to minimise it wherever possible but it does receive positive feedback from prospective students and their parents who have said that it seems to be a very family-friendly department.

An issue that has been highlighted by several members of staff is that both the Department's internal research forum (Friday, 4:00 PM) and external seminar series (York Seminars, Wednesday, 5:00 PM) are scheduled for late afternoon/evening, so can be difficult for staff with young children to attend. In response to this, we have moved the research seminars from January 2017, to occupy a slot at 4:00PM, allowing staff members with children in daycare to leave by 5:00. This has been monitored and seems insufficient to allow staff with caring responsibilities to attend. It will be moved to a lunchtime slot from Autumn 2018 (*Support 16*).

Action points

- *Support 16*: Ensure departmental meetings and research seminars occur in core working hours

(vii)   Visibility of role models

Female role models in Archaeology are highly visible on Open and Visit Days, as well as in our printed and online publicity materials. The admissions event staff rota includes all teaching staff, everyone is required to participate in at least two Open and Visit Days throughout the year. Attendance is not formally monitored, but over the year 2016/17, women occupied 33 of the 58 time slots (57%) on open/visit days. Of the 25 time slots filled by male staff members, 15 were staff on fixed-term or research contracts, and were the Head of Department's welcome address. This means that male academic staff on open-ended contracts filled only   time slots over the year 2016-17, compared to 32 by their female counterparts (female on a fixed-term contract also participated, making the female total of 33). This in part reflects the majority of women on the External Relations Committee (Section 5.6.3 above), yet it will be reviewed and the rota

will be actively managed to ensure gender parity at open days, as these days involve out of hours participation and could impact on family time (*Support 17*). We would also like to strive for gender balance in our outward-facing activities, and will conduct a thorough review of our publicity and website images over the course of the Bronze award, to create a balance of genders and also to portray both men and women undertaking a wide range of roles within archaeological practice (*Inspire 5*).

The department has worked to highlight female role models, through an exhibition of women archaeologists in 2018, held in collaboration with Trowelblazers (http://trowelblazers.com; Figure 27). We also seek to nominate equal numbers of female and male candidates or honorary degrees at the University, so as to provide strong and visible role models on graduation day. In 2018, we have nominated a prominent female professor.

Figure 27:   *speaking at Trowelblazers event*

Action points

- *Inspire 5*: Ensure gender balance and positive role models across outward facing activities, including web presence

- *Support 17*: Ensure gender balance in out of hours commitments, through monitoring and active recruitment of staff for visit days, and outward-facing activities

Key points:

- staff outreach not formally recorded, will become an action point

- 75% of staff reported that they were happy with the amount of outreach they do (DCS17)

Outreach activities can be divided into two types:

1. Outreach specifically associated with research and research projects, which is normally part of the 'pathways to impact' written into research designs and grant applications. This includes school visits and information days, work on heritage visitor centres, and other work designed to bring research to a non-academic audience. This work is not monitored within the department, and it is assumed that it makes up part of the time allocation for a particular project; this is already compensated in the workload model.

Staff members at all levels do take on additional aspects of outreach on a voluntary basis. For example, in the 2018 York Festival of Ideas   staff (F and   M) are participating in events designed to appeal to a wider audience.

2. Work towards widening participation, which is formalised as an administrative responsibility is given to   current members of staff (F,   M) and compensated in the workload model. In practice, this job also requires the recruitment of additional staff helpers and this is not currently recorded centrally. Staff instead report their own outreach activities, and 83% of ART staff (20/24, 10 M, 10 F) recorded participation in outreach over the last five years. In addition,   member of staff on a teaching-only contract, as well as   support staff and nine PDRAs all participated in outreach events.

Figure 28: Visitors at a public outreach event in 2014

Action point:

- *Understand 10*: data to be kept on staff outreach associated with research, so as to assess parity of workload and visibility

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6. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

7. ACTION PLAN

KEY GOAL 1: UNDERSTAND						
Undertake research to explore themes emerging from data analysis						
Objective	**Rationale (evidence that prompted action)**	**Action to date and outcome**	**Future actions**	**Timeframe**	**Lead responsibility (initials of current role holder)**	**Target outcome**
Understand 1	Need to embed Athena Swan into departmental processes	Review of data for Bronze award applications in 2013, 2016 and 2018	Review staff and student data at key intervals	Starting June 2018 with UG degree results, and continuing	Athena Swan Chair	Individual datasets given continued attention at SAT meetings Ability to identify trends in gender equality data and identify problems quickly
Understand 2	Need to understand data on gender equality as part of larger E&D agenda	2017 E&D surveys of staff and students	Annual E&D survey of staff and students	Autumn 2018, and annually thereafter	E&D Chair	Ability to explore intersectionality at E&D committee meetings Monitoring of effects of AS actions on staff and student experience
Understand 3	Support for strong female recruitment needs evidence on reasons for choices	Two surveys of PGT cohort 2014 and 2016 Survey of UG Yr 1 students 2018	Analysis of student recruitment process to explore factors underlying higher conversion rates for female applicants	Analysis carried out over the 2018-2019 academic year encompassing past data and the new admissions cycle Working with data from 2018/19 recruitment cycle	Admissions Officer with assistance from Student Recruitment and Admissions	Data on contribution of A-level mix, life stage and gender to choice of university A report which examines the gender profile of student attendance at visit days for discussion by the External

					Relations Admissions Team.
Understand 4	Several years where male UG students achieved more first class degrees. Need to understand if this is related to particular types of assessment	2015-16 removal of self-assessment from peer marking assessment until clearer picture emerges, based on tendency for female students to underestimate their own contribution (Scherpereel and Bowers 2008)	Explore UG student attainment in different forms of assessment, including review of self-assessment removal	Autumn term 2018 Exploring attainment from 2017/18 academic year	Examinations Officer	A yearly report that assesses gender differences by degree and by module which is discussed at the Board of Examiners meeting where external examiners are present. Any gender differences will then be taken to Teaching Committee. Clear picture of trends in female and male attainment in overall degree or in modules.
Understand 5	Female PGT students more likely to leave with lower exit awards; need to understand links to lifecycle and mode of assessment		Explore trends in PG attainment at different stages of life cycle and mode of assessment with student focus groups (PGT)	Summer 2019 Report created for PGTC Autumn 2019	Director of PG programmes	Ability to reflect on this at PG exams board/TC
Understand 6	Male PGR students slightly more likely to complete within 3 years; need to understand links to mode of study, lab-based vs. desk-based, lifecycle and personal issues		Explore trends at faculty level between types of PGR study and timescales for submission	Ongoing 2019-20 Report for BoS Autumn 2020	Director of Graduate Research	Identification of possible areas of support by understanding pressure points in system

Understand 7	Lack of female representation in REF2014; need to predict challenges to female representation in 2021	All staff complete 5 year research plan (5YRP) to identify REF outputs	Include gender analysis in ongoing review of 5YRP, to identify any emergent imbalance	Termly, from Autumn 2018, discussed at DRC	Chair Departmental Research Committee	Ensure gender balance in REF submission
Understand 8	Lack of destination data for PGT students, making it difficult to explore student pipeline		Work with Office of Philanthropic Partnerships and Alumni (OPPA) to chart destination data for PGT students	Set up monitoring Summer 2019 Review data 2021 and at intervals thereafter	Careers Officer	Ability to target support for further study or careers as appropriate
Understand 9	Previous student survey identified issues of harassment on departmental fieldwork	Survey conducted in association with YUSU to explore experiences 2015 Training implemented for all supervisors	Repeat survey of UG fieldwork experiences	Summer 2018, and annually	Athena Swan chair and Excavation module leader	Understand areas if and where female students experience problems Create actions to address specific problems
Understand 10	Data not kept in any formal way on staff outreach activity		Data to be kept on staff outreach associated with research, so as to assess parity of workload and visibility	Spring 2019 ongoing Reviewed in Spring term SAT meeting	Departmental Manager; Athena Swan Chair	Create picture of outreach by male and female staff so as to understand workload issues and visibility

KEY GOAL 2: SUPPORT
Provide support in targeted ways to ensure equality of opportunity and development for staff and students

Objective	Rationale (evidence that prompted action)	Action to date and outcome	Future actions	Timeframe	Lead responsibility (initials of current role holder)	Target outcome
Support 1	Need to embed E&D issues into individual committees	Restructure of SAT 2017, to include chairs of all key committees	AS and E&D becoming standing item on committee agendas	Immediate and ongoing	Athena Swan Chair	Ensure E&D issues form part of regular APR processes and are embedded at all levels in departmental process
Support 2	Female UG students slightly less likely to achieve first class degree Links to *Understand 4*, and addresses possibility that this is linked to lack of confidence		Develop confidence-building training embedded in curriculum	Design during 2018, for implementation academic year 2019/20	Chair BoS	Student feedback to reflect increased confidence through positive response to evaluation question
Support 3	Need to ensure provision of excellent support for all students, based on differences in attainment		Awayday discussion about best forms of student assessment and feedback on particular modes of assessment	Academic year 2020, after review in *Understand 4*	Examinations Officer	Ensure best practice of support; understanding of possible gender differences for all staff members
Support 4	Higher rate of late submission among female PGR students, often linked to mitigating circumstances		Explore reasons for late submission at PGR with focus groups, with emphasis on mitigating factors	Spring 2019	Director of Graduate Research	Targeted suggestions for support, linked to particular student groups Ability to identify struggling students at earlier point
Support 5	Lack of female staff	Promotions Advisory	Mentor female staff	Autumn 2019, after	HoD	Female staff

	at senior grades	Panel set up to advise on readiness for promotion 2013 CV sessions run by female professor 2017	ready to apply for promotion to senior levels	PAP decisions, and annually		supported in decisions about admin roles, research and CV-building as well as applications process
Support 6	Growth in number of staff on fixed-term contracts, research and T&S; need for promotion support	Advice on career progression from PI	Mentor research-only staff outwith their research groups	Academic year 2019/20 and rolled into induction process thereafter	HoD; Chair of Graduate Research and Post-Docs	Greater range of experience and advice available to fixed-term staff Support network for fixed-term staff career development and integration into departmental support networks
Support 7	Growth in number of staff on fixed-term contracts, research and T&S; need for promotion support	CV sessions run by female professor 2017, targeted at fixed-term staff	Provide resilience and CV support for fixed-term contract staff	Autumn 2019 and annually thereafter	HoD; Chair of Graduate Research and Post-Docs	Staff to feel supported in developing skills and applying for jobs Measured through staff survey, feeling supported in career development
Support 8	Need to maintain equality in recruitment processes without putting undue pressure on few trained staff		Train all staff at SL or above in recruitment		Departmental Manager and performance reviewers	100% of staff at SL or above completed training by 2021
Support 9	Possibility that unconscious bias affects recruitment and promotion	Set aside dedicated timetable slot for training, encourage staff to complete	Continue to encourage staff to complete with annual reminders and future	By summer 2019	Departmenral Manager and performance reviewers	100% completion of Unconscious Bias training

		diversity and unconscious bias training	timetabled sessions			
Support 10	Feedback on induction suggests that there is too much reliance on the first induction event	Extra training days added to space out primary induction	Review timing of induction and turn into a process, including immersive experience through the year	Autumn 2019	Departmental Manager and HoD	New staff acquainted with departmental processes and opportunities Speed transition for newer staff into key admin roles
Support 11	Some answers to culture survey suggest not all staff feel supported in career progression, or informed about best moves		Include career progression as core part of annual performance review process	Autumn 2018 onwards	Athena Swan chair individual reviewers	Information on career aspirations fed back to HoD through performance review; used to inform decisions on admin roles within department
Support 12	Impact case studies offer route by which female academics can maximise the status of their research for career progression; seem to draw on strengths within department	Female leads already part of REF process	Share successful impact case studies with study leads Offer DRC funding or support with YIAF applications to support activity and evaluation	Until REF 2021	Chair DRC	Case study leads feel supported and encouraged in position Reports to DRC at intervals to report on progress suggest support needs are being met
Support 13	Recognition that information on flexible working and family-friendly policies is hard to access on website, and geared entirely towards maternity	Review of web pages, and creation of E&D pages	Thorough overhaul of web pages to embed E&D and family-friendly policies into top-level pages Change wording re: flexible working on	Website overhaul complete December 2019 Impact monitored through E&D survey 2020	Athena Swan Chair and E&D Chair	Staff aware of support for flexible working across the range of needs All staff answer that feel supported and informed on flexible working for E&D

			website to emphasise caring responsibilities (beyond maternity)			survey
Support 14	Arrangements for return to work from maternity leave not previously formalised	Research leave offered for first term back at work	Use KIT days to assess childcare provision and facilities are in place for breastfeeding, milk storage etc. and to discuss flexible working arrangements	Arrangements in place Autumn 2018	HoD; Departmental Manager	New parents feel that transition back to work is made as easy as possible
Support 15	Arrangements for return to work from maternity leave not previously formalised	Research leave offered for first term back at work	Mentoring for returners after mat leave Briefing about changes to university policy and activity	Arrangements in place Autumn 2018	HoD; Departmental Manager	Responses to E&D survey indicate that staff do not feel disadvantaged by maternity leave for career progression
Support 16	Research seminars and talks fall outside core working hours and are difficult for staff with caring responsibilities	Moved to 4pm slot from January 2018	Ensure seminars and talks are within working hours – to be moved to lunchtime	Autumn 2018	Chair DRC to manage new system of seminars	Increased attendance by all staff members, including those with caring responsibilities
Support 17	Student feedback that visibility of female role models was positive factor in opinion on department		Ensure gender balance in out of hours commitments, through monitoring and active recruitment of staff for visit days, and outward-facing activities	Autumn 2018	Publicity Officer ; Admissions Officer; HoD	Equal numbers of women and men on all outward-facing activities
Support 18	Staff do not report		Addition of page to	Spring 2019	E&D Chair and	Staff feel

| | offensive behaviour | | staff intranet, with information on where to report and discuss inappropriate behaviour | | Athena Swan Chair | comfortable reporting offensive behaviour, reflected in E&D survey responses |

KEY GOAL 3: INSPIRE

Ensure gender balance of key role models, and draw attention to ethical practice

Objective	Rationale (evidence that prompted action)	Action to date and outcome	Future actions	Timeframe	Lead responsibility (initials of current role holder)	Target outcome
Inspire 1	Athena Swan process inspired enthusiasm among SAT for thinking more broadly about female study and careers		Scheduled awayday to explore departmental support and discuss new initiatives	2020, to draw on results of *Understand* actions	Athena Swan Chair	New initiatives moving beyond goals of action plan
Inspire 2	Membership of Promotions Advisory Panel (PAP) is primarily male	New female professor will join 2018	Constituency of the PAP will be addressed to aim for an equal gender balance. Consider members from elsewhere in faculty.	By Autumn CV deadline, 2019	HoD	Equal gender balance on PAP
Inspire 3	Mentor and nurture next generation of impact case studies, looking beyond REF2021		Set up impact case study mentoring scheme Staff meeting dedicated to planning for impact	Autumn 2020	Chair DRC and Impact Chair	Equal numbers of female- and male-led impact studies for next REF process
Inspire 4	Support and		Invite previous	Available from	HoD;	New parents feel

	encourage staff who have recently returned from maternity leave		maternity leavers to share experiences	Autumn 2018, as necessary	Departmental Manager	encouraged and inspired to re-engage with work
Inspire 5	Need to ensure positive female role models are visible, to counter problems of female visibility in academia	Events to celebrate female success, e.g. Trowelblazers	Ensure gender balance and positive role models across outward facing activities, including web presence	Planning for outward-facing events from Summer 2018 Website overhaul complete December 2019	Publicity Officer ; External Relations Committee	Equal numbers of successful male and female researchers celebrated in news stories, publicity, and website
Inspire 6	Need to ensure positive female role models are visible within department, to counter problems of perception of females	Events to celebrate female success, e.g. Trowelblazers	Encourage York staff to present as part of seminar series, especially senior female staff	From Autumn 2018, as part of overhauled seminar series	Chair, DRC; HoD	Equal numbers of female and male staff members presenting research at internal seminar series