Athena Swan Silver application form for departments.

Applicant information

Name of institution	University of York
Name of department	Archaeology
Date of current application	30 November 2023
Level of previous award	Bronze
Date of previous award	2018-2023 (extension)
Contact name	Colleen Morgan
Contact email	colleen.morgan@york.ac.uk
Contact telephone	+44 01904 323972

Section	Words used
An overview of the department and its approach to gender equality	2515 (2500)
An evaluation of the department's progress and success	1841 (2000)
An assessment of the department's gender equality context	3543 (3500)
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7899 (8000)

*These sections and appendices should not contain any commentary contributing to the overall word limit

Table of Contents

Section 1: An overview of the department and its approach to gender equality

1.1 Letter of endorsement from the head of the department

Professor Nicky Milner
Head of Department

+44 (0) 1904 323903
archaeology@york.ac.uk
york.ac.uk/archaeology

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York
YO10 5B

Department of Archaeology
King's Manor, Exhibition Square
York YO1 7EP

Date: Friday, 13 October 2023

Dear Dani Glazzard,

I am delighted to offer my unreserved support to this application for an Athena SWAN Silver Award, which demonstrates the strength of our community, our care for each other, and our determination to invest in gender equality in the Department of Archaeology. In my career I have been very aware of the inequalities that are present in Archaeology: in 2012 I was the first ever female professor in the department (since its founding in 1978) and I was the second female HoD in 40 years. In my wider roles as a Fellow of the British Academy, REF panel member and a recent recipient of an OBE for services to Archaeology I have prioritised the support, promotion and mentorship of women.

Our 2018 AS Bronze Award revealed our robust inclusivity and was a catalyst for further change. Our continuous assessment and community building has allowed us to implement most of the 2018 action plan. Our significant achievements:

- We are now a department with a majority of women across students and staff, with an even distribution across all levels of roughly 60% (Table D1). This is an outstanding achievement in a profession such as Archaeology with a notoriously "leaky pipeline" with diminishing numbers of women at higher levels of achievement.
- In 2018, we had one female professor, and now we have seven (14 total). No other Archaeology department in the country has such a large number, or proportion, of female Professors (Table D4).
- We closed the achievement gap amongst our UG and PGT students, with male and female students receiving good degrees in proportion to the overall gender proportion of each cohort (Tables D12, D13).
- We have appointed a Director of EDI and EDI Champions and embedded EDI into all our meetings and policy.

We are excited by our Silver Action Plan where we have chosen the themes of **Workload and Wellbeing**, **Building Community**, **Intersectionality** and **Equality of Outcomes**. There are creative, positive and exciting points in this plan; this reflects both our commitment to our community and to the inclusivity in the creation of this application wherein a policy of "nothing about us without us" was followed. There was extensive individual consultation both within the AS working group and with staff and students regarding suggested actions.

As HoD, I am strongly committed to the work of our EDI committee and our Senior Leaders to implement this action plan and have been actively involved in all stages of this application process, including data collection, writing, editing and support for the AS co-chairs. I confirm that the information presented in the application, including five years of SS surveys, focus groups, and scrutiny of University data is an honest, accurate, and true representation of the institution/department.

Yours sincerely,

Prof. Nicky Milner
Head of Department
Department of Archaeology
The Kings Manor
University of York, York, YO1 7EP
01904 323940

1.2 Description of the Department

Note: gender in this application is as reported to UoY upon employment, which may not correspond to self-ID

Fig: 1.1: The academic, teaching and administrative staff for the Department of Archaeology, University of York.

The Department of Archaeology at the University of York is a world leading department for both teaching and research. The diversity of periods, themes, and methods we investigate enables us to bridge the arts and humanities, sciences and social sciences. We work both locally and internationally to tell diverse stories and build a sustainable future.

Archaeology is one of eight departments making up the Faculty of Arts and Humanities. Formed in 1978 with one professor, we are now one of the largest UK Archaeology departments, with 72 academic staff (29 Research and Teaching (15F, 14M), 16 Teaching and Scholarship (8M, 8F), 31 Research (15F, 12M) supported by strong technical and administrative teams comprising 38 staff (25F 13M) (Tables D10, D11). The Archaeology Data Service is embedded within the Department, comprising 19 staff (11F, 8M) (Table D33). The Department is split between four buildings; one in the city centre at the King's Manor, three on campus and an outdoor experimental centre.

Fig 1.2: The King's Manor (top), YEAR Centre (bottom left) and BioArCh in Biology (bottom right).

The Department offers five undergraduate programmes (three BAs, two BSc) with professional accreditation by CIfA, the leading professional body representing UK archaeologists. These programmes have specialisms in Heritage, History, and Biological approaches. We offer 24 PGT degrees (15 MA, 8 MSc, 1 MRes). The University introduced a semesterised system from Autumn 2023. This has provided an opportunity to reconfigure our teaching and improve optionality for students, but there have also been workload implications.

The Department has grown since the 2018 Bronze submission, both in terms of staff and student numbers. Staff has increased from 43 academic staff and 29 administrative staff (72 total; 42F 30M) to 72 academic staff and 38 administrative staff, a growth of 53% (110 total; 63F 47M) (Tables D9, D11). There are currently 60 PhDs of at least 13 different nationalities, 175 PGTs and 280 UGs, a total of 515 students (Tables D1, D2). This represents 12% growth since 2018, yet student numbers have fluctuated between 585 (2021) and 435 (2019), introducing complexity in allocating staffing and resources.

The Department was ranked 6th overall for research in REF 2021. Importantly 100% of our research environment is rated 4* - REF's highest rating. The Department was also rated 5th in the REF for the quality of its research outputs.

1.3 Governance and recognition of equality, diversity and inclusion work

We aim to make archaeology more inclusive and provide support to enable staff and students to feel part of our community. We are committed to acknowledging and tackling all forms of discrimination. Our core values were informed by our 2018 AS action plan. They were co-developed with staff and adopted in August 2020:

- Equality, diversity and inclusion are at our core
- We believe in creating the right structures to facilitate wellbeing
- We want everyone to feel supported and valued
- We strive to empower everyone to achieve their full potential
- We are enthusiastic, proactive and innovative
- We aim for a sustainable future

These departmental values underpin our decision making, recruitment, departmental award scheme, and general communications and are embedded in all of our strategies including our AS Silver action plan.

Since 2013 the departmental EDI/AS committee has met at least once a term and includes student representation. It covers all protected characteristics and serves a dual role: implementing National and University policy and driving forward departmental initiatives. In 2020, we renamed the lead EDI role *'Director* of EDI' (WLM: 100 hours/year) to signal the importance and responsibility of the role. We also introduced EDI Champions (WLM: 10 hours/year), each of whom lead diversity action committees that address intersectional issues.

AS actions are embedded in our departmental workflows and structure. The AS chair, co-chair and EDI chair work together with the understanding that a single, combined role is insufficient to address the needs of our department. The AS leads (2021-current) Chair (f) and Co-chair (m) receive 150 hours/year in the WLM. The AS chair sits on the DRC and BoS; the AS Co-chair is Chair of Board of Examiners for Archaeology and sits on the ECA committee. The AS committee involves the EDI committee, with wider participation and representation from representative communities in the Department. It is comprised of academic, technical and PS staff, PGR, PGT, and UG members and has a representative from the ADS.

The entire Department is called to staff meetings to agree major points such as the AS Priorities and Action Plan. All staff and student representatives are involved in AS planning and actions on an ad hoc basis; responsiveness to AS queries and implementation is a priority in the Department.

Since the 2018 AS application, the Department has altered its governance structure to reflect its growing size, with a leadership team which meets as DMT composed of: HoD; Director of Learning and Teaching; Director of Research; Director of Partnerships, Engagement and Impact; Director of Admissions; Director of ADS; Director of EDI, Director of Sustainability; Chair of BoS, Operations Manager, Research Manager (7F, 4M) and several Faculty staff: Deputy Head of Faculty Operations; Deputy Head of the Humanities Research Centre, HR Advisor, Faculty accountant (2F, 2M).

All committee meetings have EDI as a standing item and we reflect on EDI principles to guide the discussion and consider any outcomes that may be detrimental to our core values.

Our governance structure (Figure 1.3) enables us to incorporate EDI and gender equality issues within the leadership team and wider department. The EDI committee coordinates representative departmental communities and works with the AS Chair to facilitate change based on the AS action plan. Staff create Champion roles in EDI areas they are passionate about.

EDI is included in our WLM and participation is encouraged through PDRs and promotion criteria. UoY's promotion criteria state that EDI plays a key role in the Citizenship criteria at all three levels of promotion, moving from 1) supporting, 2) actively participating, 3) to leadership. Each year the Department reviews the CVs of all staff to evaluate them against promotion criteria including EDI work.
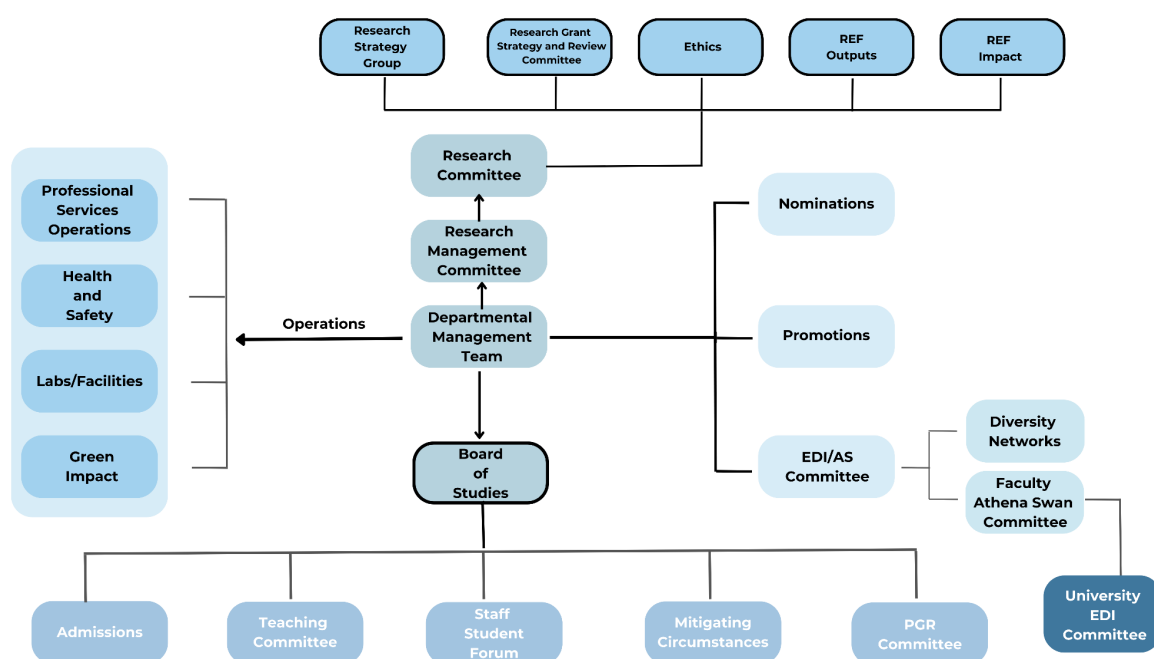
Figure 1.3: Departmental organisational chart

1.4 Development, evaluation and effectiveness of policies

Development

The Department implements policies from the University but is free to expand and complement those with departmental-specific policies developed through a mixture of organic, "bottom-up" and "top-down" initiatives from the DMT. For example, several key policies were instigated by the 2018 Bronze AS process, such as the parental leave policy, which allows ART staff to explore a sabbatical following maternity leave. This expands beyond the University-wide parental leave policy and was based on "bottom-up" feedback collected from the staff. Feedback includes:

"A sabbatical year following my maternity leave period has been immeasurably valuable for my work-life balance and my research profile, and will have positive knock-on effects for my career beyond the year itself." (ART Staff, 2023)

Our Code of Staff and Student Conduct and Fieldwork Code of Conduct were developed by our EDI committee in response to concerns arising from disability and bullying within the specific context of archaeological fieldwork. These are taught to Y1 students before they engage with our fieldschool.

Figure 1.4: Staff reviewing fieldwork policy (l); Students and staff on archaeological fieldwork (top right); HoD Directing archaeological excavations with her child (bottom right)

Other policies include the distribution of departmental research funds, which were allocated to individual staff, but are now pooled to better support ECRs and other staff, such as those on T&S contracts. We have policies on supporting Honorary Research Associates, Visiting Researchers, Attendance, Student Work Placements, Guidance for Artefact Identification requests, Recruitment, Guidelines on Changing Contracts between ART and T&S, Performance and Development Reviews, Accessibility, Parental Leave, Departmental Research Funds, and Fieldwork Clothing. Several of our policies have influenced University policy, such as our Social Media Protocol, which forefronts wellbeing, mental health and positivity online.

Evaluation and policy revision

Evaluation of our policies is achieved through ongoing feedback facilitated by weekly staff meetings, biannual away days, and informal meetings. For example, our Code of Conduct was drafted by the EDI committee in 2019, codified during a subsequent staff meeting, and has been continually revisited and updated. Policies relevant to particular

committees are discussed, and if there are queries then concerns are raised at BoS or immediately elevated to DMT.

Committee positions and administrative roles that are part of academic citizenship are changed every 3-5 years, and staff members who are new to roles review the policies relevant to their role. Additionally, as part of the Silver AS application process, all departmental policies were collected, reviewed and queries sent to relevant communities ahead of a staff meeting. The weekly online staff meetings allow space to propose and evaluate formal and informal processes/policies in an accessible forum with minutes distributed to all. Concerns are escalated to the Faculty/University as appropriate.

1.5 Athena Swan self-assessment process

The Self-Assessment team was formed in 2013. The committee size and diversity has increased considerably over the initial Bronze award period (2018-2021) and again, over the Bronze renewal period (2021-2023) to enhance our criticality and relevance. New members were both directly asked and recruited through advertising across the Department. AS/EDI advocacy is devolved to committee work, then discussed during meetings. Members disseminate AS actions and feedback to the AS/EDI community. Meetings are held termly and on an ad hoc basis when issues arise.

AS Chair	AS Co-Chair	HoD	Deputy HoD	Director of EDI
Director of Learning and Teaching	Peri/menopause Champion	First Generation Champion	LGBTQ+ Champion	Carers Champion
BioArCh Representative	Technicians Representative	Archaeology Data Service Representative	Teaching and Scholarship Representative	Professional Services Representative
Postdoctoral Scholars Representative	Undergraduate Representative	Postgraduate Taught Representative	PhD Representative	"Super" Representative for all students

Table 1.5: Showing all members of AS committee

The EDI/AS committee distributed SS surveys since our AS Bronze application in 2018. The uptake for these surveys has been variable (Table S1). This survey incorporates the AS environment questions as well as questions that respond to emerging issues such as:

- Bullying and harassment during fieldwork
- Anxiety and depression
- The impact of climate change/cost of living on mental health
- The impact of COVID on workload and stress levels

Annual survey results are fed back to the HoD, the EDI committee, and in a staff meeting, and actions addressed. For example, in response to high levels of stress and lack of knowledge regarding how to access support for mental health within the University demonstrated in the 2022 SS survey (Chart 6.27.2), a staff meeting

(January 11, 2023) was dedicated to address wellbeing concerns, with a discussion on Wellbeing and Mental Health resources conducted by the AS chair, with improved understanding in 2023 (Chart 6.27.1).

The SS results from the years 2019-2023 were compiled to identify overall trends in survey responses, with gender and position in the Department as important category data. Unfortunately, the 2017/18 survey was conducted in a way that made it incompatible with subsequent survey data but some qualitative responses and overall survey data has been integrated where possible.

These trends were combined with insights gleaned from focus groups (peri/menopause, carers, LGBTQ+), quantitative student and staff data (Appendix 1), and comments from individuals that were communicated directly to the AS lead to form our key priorities.

The key priorities were evidence-led and developed on 27 April 2023 in an AS meeting, then discussed in a staff meeting with a presentation and discussion from the AS lead. The AS lead reviewed feedback from the staff meeting and held a series of short, informal meetings that targeted the community members most impacted by the key priorities, drawing on the principle of "nothing about us, without us" as championed by Disabilities activism (Charlton, 1998). The action plan was collated, presented, and discussed in a staff meeting, where all staff were invited to comment and edit the action plan, resulting in further innovative actions and broad participation.

Section 2: An evaluation of the Department's progress and success

- **2.1 Evaluating progress against the previous action plan**

Bronze AS Action Plan totals: Green 29, Amber 5 (Appendix 4).

In this section we have used terminology based on data derived from our annual SS surveys and UoY data which documents the self-disclosed sex of the participant. From these we define the following: female: self-described gender identity was woman/female; male: self-described gender identity was man/male; NB: any self-described gender identity that does not fit into the binary; NA: the respondent did not complete the question or selected "prefer not to say".

The 2018 AS Action Points responded to initiatives grouped around three key priorities:

- **Understand**: Undertake research to explore themes emerging from data analysis
- **Support**: Provide support in targeted ways to ensure equality of opportunity and development for staff and students
- **Inspire**: Ensure gender balance of key role models, and draw attention to ethical practice

Individual action points under these priorities are represented by the combination of their priority category (Und, Sup, Ins) and the number of the action point (1, 2 3). Discussion of our progress against these priorities is highlighted according to the RAG scheme.

2.1.1 Assessment and evaluation of action plan

We used qualitative (focus groups, semi-structured interviews, personal narratives) and quantitative (culture surveys, University data gathering) methods to assess the impact of progress since the 2018 action plan. The former AS Chair (2017-2021), current AS Chair (2021-current) and the Director of EDI administered the culture (SS) surveys. The EDI/AS committee tracked annual progress against the action plan in termly meetings. The action plan was distributed to all staff, who were given particular freedom in addressing the action points. This has resulted in effective problem solving, thus 85% of our 34 action points are fully implemented and 15% partially implemented.

2.1.2 Overview of progress

Achieving our Bronze AS award inspired great enthusiasm for actions around gender and EDI within the Department, and new procedures were normalised, notably Action Ins1 which led to bottom-up formation of departmental initiatives including the Dyslexia Network, First Generation Group, Carers Group, Peri/Menopause Group, LGBTQ+ Network and Ethnic Diversity Network and participation in University initiatives such as the AS Forum, INCLUDE and Race Equality Forum. Agenda items to forefront AS/EDI issues are at the beginning and the conclusion of all committee meetings (Sup1). Key committees were restructured to include equal representation of women, including the Promotions Advisory Panel (Ins2), REF review panel (Sup12) and recruitment processes (Sup8). The greater visibility of positive female role models (Ins5, Ins6) was recognised by students as a positive factor in opinion on the department (Sup17). Feedback:

"Great to see so many women in leadership roles!" (PGR - 2023)

While representation and visibility is important, we have implemented several support strategies including increased support for returners from maternity leave (Ins4, Sup14, Sup15) including private spaces for breast-feeding/expressing on campus and during fieldwork, and flexible working and family-friendly policies (Sup13) including moving all departmental events to within core hours (Table D31). Staff can request restrictions which are 'hard-coded' into their timetable. Committee meetings are scheduled so that staff with caring responsibilities can attend. Departmental events are open to all staff and their families. For events such as Open/Visit days for prospective students on weekends, staff can bring their children.

Through increased recognition and support we have been particularly successful in initiatives aimed at career progression for female academics (Ins1, Ins2, Sup11, Sup5). Taking into account staff retirements and departures, in this REF cycle our Category A FTE (excluding research-only) has increased from 19.6 to 24.8. Our gender balance has remained consistent at c.50%F while our policies for staff development and recruitment have led to greater gender balance at senior levels. We have increased the number of female professors from 1 to 7 and almost doubled our

female senior lecturers through internal promotion, with the aim of achieving parity across all grades. Female staff have taken leadership roles including HoD, Deputy HoD, Chair of BoS, and Director of Teaching and Learning and have been nominated for membership of University committees, e.g. Academic Promotions and Faculty Board.

Career progression is of primary importance. The Department recognises and rewards staff in its support for promotion, ensuring implementation of the University's promotions policy in relation to EDI, and taking account of e.g. part-time working, caring responsibilities, long-term ill-health leading for instance to inability to travel to complete projects. Between 2018 and 2023, 21 staff have been promoted (12F, 9M) (Sup5) (Table D28). The promotions advisory panel has changed from a majority male panel, to having an equal gender balance (Ins2), led by the HoD who has chaired the Faculty panel and been a member of the University promotions committee. Our departmental process for promotions is seen as 'gold standard' by the University and efforts are being made to implement our approach elsewhere by the PVC for Partnership & Engagement who also leads the Gender Pay Gap group. Every year all staff eligible for promotion are asked to send their CV to the departmental promotions panel which reviews them and encourages staff who are deemed to be ready, to apply. Those staff are then given extensive guidance on their application. This inclusive approach has resulted in 7 staff being promoted (at all levels) who were not going to put themselves forward (6F, 1M). The University promotions process was completely overhauled in 2020, with direct participation from our HoD on the working group, and now includes a section for allowing candidates to write about significant delays or set-backs corresponding to caring responsibilities.

All successes, whether being shortlisted for a prize, awarded a fellowship, or a new publication, are highlighted on our webpage, via social media and at the start of every weekly staff meeting. Staff who have published books are offered a book launch (Sup17).

There have been similar successes regarding previous differences in exit awards and completion time for students (Sup2, Sup4, Und4, Und6). While some elements regarding provision of support for students were not implemented, for example Sup3 was scheduled for an away-day in 2020 that was disrupted by COVID; yet there are now no gendered differences in exit awards and completion time for students (Figure D32). Our progress and eventual success was monitored under Und5 wherein the Director of PG Programmes and Exams Officer reflected on gendered elements within assessment at our annual Exams Board.

We have worked to reduce academic short-term contracts where possible. Our analyses have shown that there has been a slight decline (from 35% to 29%) in fixed term contracts (Table D18). These are mainly within postdoctoral researcher/fellow positions and apprenticeships for our students in the ADS. There has been increased support for these staff (Sup6) in terms of the formation of a research staff supervision support group and annual CV workshops which have been offered to postdoctoral researchers (Grade 6) (Sup7). Our analyses have also shown good agreement between the proportion of females by year and the proportion of fixed term contracts, showing no gender bias (Table D19). We have extensively overhauled our induction processes (Sup10) in terms of creating a flowchart to guide the induction, and there are progressive check-in points. There are research and teaching away-days to

integrate University policy on a departmental level and to provide training. A questionnaire was circulated regarding induction processes amongst staff who have begun in the last 24 months and feedback from this questionnaire demonstrated that most respondents (Table S18: 21/22 respondents, 95%) were satisfied.

However, not all our actions put forth have had the expected outcome. Though we have added considerable support for women in the REF, with more female co-leads of impact case studies, we submitted the same number of female-led impact case studies to REF2021 as in REF2014 (Ins3). Some actions are partially complete, as (Sup8, Sup9) mandated unconscious bias in employment training; 66% of SL and above have taken the training. Action around reporting offensive behaviour (Sup18) has stalled: the SS survey revealed that while few encounter offensive behaviour, there is still little understanding of how to report it (Chart 4.18.1). These actions have been carried over to our AS Silver plan (2.5; 2.1). As the pressure to increase admissions has escalated, we do not have a better picture of why there are a majority of women within our archaeology degrees (Und3). Yet our figures have remained stable and have contributed to an upswing in gender equality amongst archaeologists in the UK, moving from 35%F in 1997-1998 to 47%F in 2019-2020, which approaches parity and matches the proportion of women in the UK workforce (Aitchison et al. 2020).

Since our Bronze Application we have also applied for a COVID-related extension (January 2021), which has given us more time and capacity to address our Bronze award actions.

2.2 Evaluating success against the Department's key priorities

Key priorities in our previous AS application were structured around inspiring, understanding, and supporting gender equity in the Department. We have made substantial progress in all three of these priorities.

A major target from our last application was the promotion of women into senior academic roles. This target was tackled using several interrelated actions (Ins1, Ins2, Ins4, Ins5, Ins6, Sup 5, Sup6, Sup7, Sup11, Sup12, Sup13, Sup14, Sup15, Sup16, Sup17, Und7). In 2022 we asked:

Thinking about the ways the Department of Archaeology is trying to support equality and diversity, what do you consider we are doing well?

Feedback:

Strong female leaders. (PS staff)

Good commitment to supporting flexible working, childcare and caring responsibilities. Good gender balance. Clear sense of trying to create equal processes. (Academic Staff)

EDI is talked about openly which in my experience is not always the case. I appreciate that I have heard senior members of the Department discuss gender balance and other topics in open conversations. (Technical Staff)

The increase of women in senior roles (Tables D12, D13) has had several positive impacts. This includes Action Ins2; the membership of the promotions panel in the Department has changed from 5M/1F to having an equal gender balance. Further, female members of our senior management have served on the wider Faculty and University promotions panels, spreading good practice generated in the Department. Involvement in our DMT reflects increased women in senior positions in the Department, moving from 6M/2F in 2018 to 4M/7F in 2023.

The recognition of women's leadership is made visible by an even balance of featured speakers in the Department (Ins6) and equal representation in marketing materials and news stories (Ins5). Women are supported by extensive work on flexible working and family-friendly policies (Ins4, Ins1, Sup13, Sup14, Sup17). An emphasis on outreach (Und10) and forefronting of EDI considerations within departmental processes (Und1) have contributed toward an extensive re-envisioning of our community and culture within the Department.

Impact: Female staff at professorial level has increased from 1 in 2017 (17%) to 7 in 2022 (50%) (Tables D12, D13).

Impact: Recruitment of two leading female professors via external and targeted recruitment.

Impact: Increase of senior female academics from 8.1 FTE to FTE 12.7 (Table D15).

Section 3: An assessment of the Department's gender equality context

Where action plan items are mentioned they refer to the new action plan developed as part of this application.

3.1 Culture, inclusion and belonging

Our *Archaeology mission, values and ethos statement* (2022) emphasises: <u>Equality, diversity and inclusion are at our core</u>. Our values have created an environment where our community thrives. We are proud of our departmental culture and believe that all members of our community feel supported, valued, and can achieve their full potential. Our SS surveys, focus groups, and feedback from our community initiatives have provided valuable insights into what the Department is doing well, and what could be improved.

Despite difficulties such as national labour disputes, COVID, and a University-wide reorganisation, many clearly value the community support and inclusivity that the Department has to offer. Feedback:

I have never felt judged by anyone in the archaeology department. I have found it welcoming and kind, and any concerns about inclusivity and accessibility are addressed promptly and effectively. (PGT student, 2020/1)

I am really happy with the department and really enjoy working here :) (PS staff, 2022/23)

Our most recent survey shows that 78% of staff and PGRs who teach feel like they belong in the Department (77.94% 2023, Table S2; F 79%, Chart 1.1.1) and feel that people in the Department really care about them (F 72% Chart 1.2.1). Feedback:

I have found the department to be very supportive and inclusive, especially given the new challenges presented by Covid-19. (PGR 2019/20)

"As a disabled female student from an underprivileged area, I really feel that the department has offered a level playing field in terms of studies, and I never felt deliberately discriminated against due to these differences." (years redacted Student)

We feel that this reflects our work in EDI and community engagement. We are supportive of colleagues and our SS survey demonstrates that, with 91% (58/64 2023, Table S4; F 82% Chart 4.16.1) staff and PGRs who teach stating that they have not experienced bullying and/or harassment in the Department. The majority of staff (98%, 53/54 2023) and students (87%, 41/47 2023, Table S6) agree that people are generally treated equally in the Department. Staff do not believe that gender impacts progression within the Department (88%, 42/48 2023, Table S9; Chart 5.23.1). The Department leadership is seen as actively supporting gender equality (96%, 55/57 2023, Table S7) and committed to achieving gender balance in leadership positions (98%, 53/54 2023 Table S8). The majority of negative responses within each of the questions was "don't know."

We have demonstrated considerable improvement in our metrics, with no evidence of a leaky pipeline and have strongly committed to supporting staff and students through an intersectional understanding of inequalities. Yet there are still areas that could and should be improved in our departmental culture.

Staff and PGR inclusion and culture

Though there is reportedly a low incidence of bullying or harassment within the Department as indicated by our SS survey (Table S4), an analysis over the last 5 years revealed that there is less confidence in the awareness of how to report bullying or harassment were it to occur (Appendix 5). As such, we applied for and received funding from UoY in June 2023 to provide Active Bystander Training for all of our staff and students in Action 2.1. The feedback from this session was extremely positive,

and the tools provided were immediately applied to a situation within a PGT cohort. There are further actions regarding engaging new staff and PGRs with this training, updating internal webpages to include specific guidance, and holding a staff meeting about the policy.

There was a focus on academic staff and students in our Bronze award; a more holistic approach to AS Silver in our department includes the wellbeing of our Technical and PS staff who are predominantly female (26F 14M); in particular our PS staff have demonstrated a decline in feeling that their contributions are valued within the Department over the last 3 years (Appendix 5). Many PS staff have caring responsibilities and working from home has become increasingly important. We have actions around understanding flexible working, the fixity of the reception desk allocation, keeping meetings online, and recognition of the hard work PS staff engage in through nomination for the Making the Difference award in Action 1.2.

Understanding our changing demographics

Our Bronze and Silver applications reflect the changing demographics within the Department. Many of the actions for our Bronze award demonstrated concerns regarding pregnancy, maternity and paternity leave, and accommodations for those who have children; this remains a consideration as women with children are thought to have fewer publications (4.4) (Staniscuaski et al. 2023). This may be the case within our department, where XX% of female academic staff have children and had fewer submissions to REF 2021 (XX%F, XX%M). Further investigation and trialling of different initiatives (4.2) to support these women is an important step towards equality. Many who had concerns regarding childcare for the Bronze now are taking care of ageing parents and children; a more nuanced understanding of supporting these women is required.

An important mark of the changing demographics within the Department relates to age; in 2017, X women (ART and T&S) in the Department were over 40, in 2023 there are XX (Table D36). Leadership on menopause initiatives has been taken seriously within the Department, with our HoD leading the peri/menopause support group. This group has been a particular success, with termly meetings, a mailing list, and a WhatsApp group. Feedback:

"(The menopause group has) made me feel less isolated, less 'the only one'...and more understood." (redacted 2023)

While the peri/menopause group has had clear, positive contributions to a sense of community for some women in the Department, it is clear from our SS survey that it is not seen as relevant to others. Only approximately half of our students and staff responded that the issue was relevant to them (46% 32/69, 2023, Table S10) but

interestingly this did not strictly follow gender lines, as 44% (15/34) men, 52% (34/65) women and 66% (4/6) non-binary people noted that menopause was not relevant to them. Though their uptake of the survey was relatively low, 66% (21/32, Table S10) students also did not think that menopause was relevant to them. Our action plan introduces a dedicated lecture on menopause and archaeology, information posters in the departmental toilet stalls, and workplace training (3.1).

Other community groups, including Autism Awareness, Disability and Neurodiversity Network, Carers Network and First-Generation Network were also seen as not particularly relevant by many staff and students (Tables S11, S13, S14, S15), though 58% of staff and students thought the LGBTQ+ Network was relevant to them (Table S12). Work in understanding the impact of and encouraging participation in these groups is important, as is assessing their leadership, as these groups are all led by academic women or non-binary members of the Department and represent a significant investment of time (2.2). The value of this work is not necessarily understood by members of the Department as in 2023 52% (34/66) staff members do not know, neither agree or disagree, or outright disagree that EDI work is recognised when workload is allocated (Table S16), and, similarly, 47% (31/66) do not know, neither agree nor disagree, or outright disagree that EDI work is recognised for promotion (Table S17). Amongst other actions, a staff meeting regarding EDI and workload and promotions is required to update staff understanding (2.4).

More specific work regarding another demographic shift is required. We have noted an increase in trans and non-binary students in the Department (Table D1), and immediate and comprehensive support is needed for these students. (details regarding specific support redacted to avoid identifying students). Future initiatives to support students include staff training (3.3), an annual speaker in our research forum on LGBTQ+ archaeology, free sanitary products, and a *Queer introduction to Archaeology at York* zine distributed at induction.

While structured discussions with focus groups and individual reporting has been helpful for understanding departmental culture, there has been less engagement with the SS survey, particularly amongst students. Students are subject to surveys from the University, as part of their attendance, and the NSS, and it can be difficult to convince them that further engagement is necessary. As such, it is a specific action (2.4) to more determinedly reach out to students and staff to encourage participation.

- **2. Key priorities for future action**

Our key priorities for future action reflect our intensive engagement with reflexivity, communication amongst members of the Department, and our changing demographics as a department.

Theme 1: Workload and wellbeing

Workload and wellbeing is a top priority, reflecting ongoing concerns in our SS survey regarding transparency in work allocation and stress and anxiety levels amongst staff and students. Sensitivity to workloads has been within our policy documents since at least 2013, wherein a code of collegiality exhorted: "Be aware of and sympathetic towards the various activities and workloads of our colleagues." Our updated Mission Statement (2022) states: "We believe in creating the right structures to facilitate wellbeing" and "We want everyone to feel supported and valued." A difficulty regarding reduction in workload and attendance to wellbeing is that implementation requires additional work and support amongst an already overstretched staff. The importance of this Key Action is reflected in its top position (1.1), and the first point is a WLM Review. Workloads are seen as unmanageable amongst many female staff (50% Chart 6.25.1) and workload allocation is similarly unclear (58% agree that workload is allocated fairly; Chart 3.13.1).

Actions (1.1) include an extensive overhaul of the WLM process, with transparency regarding the WLM (unavailable to staff since 2018), the weighting of the WLM for admin roles will be published on the internal webpages and there will be a staff meeting about the WLM at the start of each academic year. Work allocation will be discussed during the annual PDR and there will be a focus group convened to understand the problems that can be addressed at the departmental level. Problems where solutions are within the gift of the University will be then fed back to the University Senate and VC. We will prioritise "quiet weeks," during August where there are no meetings and staff are encouraged not to email. Each of these actions will be carefully evaluated, and most are overseen by the HoD, reflecting their importance.

There is a specific Action focussing on the wellbeing of PS staff (1.2) as they are core to the operational health of the Department and a key element of our community. In response to verbal feedback and a decline in female PS staff feeling their contributions are valued within the Department, as demonstrated over 3 years of analysing the SS survey (Appendix 5), several actions have been jointly developed with PS staff. A meeting about flexible working that leads to changes in implementation of policies regarding PS staff, as well as a focus group concentrating on wellbeing concerns. Specific difficulties regarding the proportionate gendered allocation of reception desk responsibilities will be reviewed, and meetings will remain online for inclusivity and flexibility. There will also be an annual review of PS staff for esteem awards, as they often put forth tremendous efforts to maintain the function of the Department.

Another sector that was underrepresented in the AS Bronze award was the ADS, which has grown 58% since 2017, (redacted) Table D33). The 2023 SS survey demonstrated a gap in understanding workload allocation (50% did not know Chart D35) and progression opportunities (38% did not know Chart D34). We have included specific actions (1.3) highlighting ADS policy regarding roles and responsibilities during the initial induction and annual PDRs. There are also more specific actions

regarding the introduction of EDI concerns highlighted at meetings, and the creation of an ADS EDI lead to sit on the Department's EDI committee. These actions will be evaluated through subsequent SS surveys.

Theme 2: Building community

The Department prides itself on being a "very friendly and collegial community of scholars with a core belief that staff happiness, wellbeing and inclusivity is the key to enabling teaching and research excellence" as stated prominently on our website and within our Mission, Values and Ethos statement. There is a relatively strong sense of belonging as 80% of Staff and PGRs who teach feel like they belong in the Department (80% Chart 1.1.1), yet this has declined since the previous year (86% 2022 Chart 1.1.2; Tables S2, S3, Appendix 5). Another decline occurs in the rates of confidence that the Department deals effectively with complaints about harassment, bullying, or offensive behaviour, and another in the understanding of female academic staff on how to report bullying (Appendix 5). The University has Dignity at Work and Study policies which specifically relate to harassment and bullying and a new report and support procedure for staff and students. There are action points on active bystander training; while some of the initial training has taken place, evaluation and implementation of this training is ongoing. Attending actions include updates on harassment and bullying in our internal webpages and a staff meeting to discuss procedures in place are also prioritised (2.1).

A key development in our initiatives toward supporting an intersectional community are the Community Building Groups wherein groups have been formed around EDI initiatives. Some of these groups have been demonstrably successful in providing support to our community, though others are not as well attended. Investigation of these groups, with regard to attendance, impact and workload on organisers is key to their continued success and advocacy for communities within our department. Specific actions to encourage broader participation in these groups, reviewing the organisation and management of these networks to support the Champions, and to evaluate the impact of these initiatives within EDI meetings are outlined in Action 2.2.

There has been a concerted effort to limit the overuse of short-term contracts; this effort has been hampered by the limitations of data available to disassociate postdoctoral, associate lecturer and other short term contracts. There has been an increase in short-term contracts since 2018, but this seems to be primarily within the growth in postdoctoral scholars in the department (Table D16; D18). Advocating a change within the University reporting system and creating a report on short-term contracts is within Action 2.3; while it is possible to conduct a manual head count within the Department, it is desirable to have these numbers going forward to closely monitor gender and any changes over time. More information regarding destination data for grade 6, both postdoctoral scholars and Associate Lecturers is necessary to better understand how to serve this community (2.3). Action points on training and PDR

progression regarding promotion and access to career training are also proposed, after consultation with Associate Lecturers on short-term contracts (2.3).

While completion of our SS survey has been largely consistent within our staff, student engagement has dwindled (63% staff; 9% students 2023 Table S1). We have gathered information regarding students through direct contact with student representatives. An action point regarding engagement is therefore important to increase participation in the SS survey. There is a further action point regarding embedding EDI in the WLM and in promotion, to be discussed at a staff meeting to increase understanding of EDI initiatives (2.4) and further evaluated in the SS survey.

Theme 3: Intersectionality

(note that this text has been supplemented beyond the original Athena Swan word limit)

The Department's view on intersectionality

The UoY Department of Archaeology views intersectionality as critical to our understanding of how age, ethnicity, class, gender, sexuality and disability can combine and compound to impact our lives and how we relate to others. Within archaeology intersectionality is a critical concept for understanding past lives, and our current working conditions in the discipline (Prince et al. 2022). As a Department we are dedicated to assist our staff, students, and community to recognise and overcome the compounding effects of inequity and aim for a more equitable discipline.

Rivera Prince, Jordi A., Emily M. Blackwood, Jason A. Brough, Heather A. Landázuri, Elizabeth L. Leclerc, Monica Barnes, Kristina Douglass, et al. 2022. "An Intersectional Approach to Equity, Inequity, and Archaeology: A Pathway through Community." *Advances in Archaeological Practice* 10 (4): 382–96.

Our attention to the intersectionality of women's experience in our department has been a strong through-line in our application. There are several action points that specifically address these aspects.

Support for women regarding peri/menopause has been a significant development within our department. While this reflects a demographic change (Table D36), there is an accompanying societal change wherein women have been more open regarding the impact of peri/menopause (Nordling 2022). There has been success in greater inclusion and community building within the peri/menopause community group but there is little understanding of the impact of peri/menopause reported in our SS survey. A dedicated lecture regarding menopause in archaeology was suggested by the members peri/menopause network to improve awareness beyond those currently experiencing peri/menopause. Accompanying this lecture, providing information posters in the toilets was suggested to raise awareness regarding peri/menopause.

Finally, the University provides training on Menopause in the Workplace, and this is important for staff members to engage with to understand the experiences of their colleagues (3.1).

While Action 3.1 interacts with the intersection of age and gender regarding menopause, we have updated our actions to also incorporate ethnicity and disability as potential compounding factors regarding the impact of menopause. This is an important consideration in an intersectional approach to menopause, as Riach and Jack note, "emphasis on the intersection of disability and reproductive health created enduring conceptions of 'normalcy' that systematically denigrate both men and women, although this manifests in different ways across genders" (2021).

The members of the menopause network, led by our HoD, will hold a focus group to discuss how age, disability and ethnicity intersects with the experience of reproductive health and menopause. This focus group will be open to staff and students in the department. This conversation will feed back into departmental policy regarding the recognition of intersectional elements of menopause and reproductive health and how to mitigate their impact on the workplace. This will be our first subaction for 3.1 in our revised action plan.

In our previous award, support for parents was prioritised, but further understanding of caring responsibilities is required. This partially reflects the changing demographics of the Department and is guided by specific feedback from struggling carers of ageing parents.

Riach, Kathleen, and Gavin Jack. 2021. "Women's Health In/and Work: Menopause as an Intersectional Experience." *International Journal of Environmental Research and Public Health* 18 (20). https://doi.org/10.3390/ijerph182010793.

Balancing the responsibilities of parenting and caring for ageing parents is complex…it often feels like walking a tightrope. (redacted, 2023)

This was particularly highlighted during COVID but continues as women in the Department become part of "the sandwich generation," taking care of parents and children simultaneously. More data regarding caring responsibilities is required to fully understand the requirements of carers in the Department. An invited speaker on Care in Archaeology is also required to raise awareness of the many dimensions of caring in the past and present (3.2).

Our support for carers, established in support of parents for our AS Bronze award, has been hereto focussed just on parents in the form of a carers group in the department that meets termly. Yet there are also a number of people in the department who are supporting elderly parents or both children and elderly parents. After discussions that

occurred as part of the AS Silver actions, the Carers group has been extended to include the intersection of carers (parents and non-parents) supporting ageing partners and parents as well as children. It is important to capture the intersectional dimensions of these care responsibilities as they can produce very different experiences and require different forms of support.

The first specific subaction for 3.2 is to gather information regarding carers in the department. This will be incorporated into our 2025 Staff - Student Survey and the pertinent questions will be formulated with the input of those who have discussed the care of ageing parents and of children. The survey already includes detailed information regarding age, ethnicity, and gender and we will also add a question regarding preference for the form of support from the department. By including these questions in the Staff- Student Survey, this information gathering will now be extended to include students as well as staff and to determine gender, age and ethnicity of the carers and impact of this caring on their education and work.

The second subaction will be to discuss the survey results within the Carers group, which will be reformulated to include carers of ageing/disabled parents and partners. In this way, we can examine the intersectional impact of caring to create a support plan and policy for carers in the department.

Amongst our students there have also been changes; there has been an increase in the number of trans and nonbinary students in the Department between 2018 and 2023 (Table D1). While support for these students continues from within the Department, student union, and University through avowed commitments and training, there are specific actions recommended by our LGBTQ+ Champion and members of our community. We supply sanitary products to our staff and students; first we ensured that our archaeological fieldschools had free sanitary products available in the portable cabins (2016), and we have now been providing these products regularly in women's bathrooms (2022-continuing) but they have only irregularly been placed in men's bathrooms. An action point to ensure their dispersal has been included in our plan (3.3). We plan to encourage staff training in: "Trans awareness: the Basics," as only 9 staff members have undertaken it. There is an additional speaker on LGBTQ+ Archaeology added to our Departmental Research Forum to raise awareness within the Department (3.3).

Theme 4: Equality of outcomes

There are several points where the Department, though currently majority female across all metrics, falls short on equality of outcomes. While some of these have been noted and supported across other action points, these were collected under observable inequalities perceived through reviewing quantitative data.

Men supervise most postdoctoral researchers (82%) within the Department. This is often the result of involvement with large networks or individual research grants. It is thought that women tend to include PhD positions rather than postdoctoral positions within their grants or are not receiving grants that support postdoctoral researchers. A review of the grant writing process is needed, with an emphasis on team building and thinking regarding the research and publication support that postdoctoral researchers can provide (4.1).

Arising from the previous action point, research has shown that in general women with children have fewer publications (Staniscuaski et al. 2023); this is generally evidenced within our department as women had fewer submissions to the 2021 REF (Total outputs XXXX) and there was a reduction of XX outputs for staff circumstances, X of which for female staff. More data is needed to understand how to address this gap in "high-quality" publications. While this will be understood regarding caring responsibilities, a broad picture will be attained and reported to our DRC. Additionally, more community support regarding writing initiatives will be trialled to understand how to improve publication outcomes for women in the Department (4.2).

Student evaluations of teaching are available across the Department and there was a perception that women received more negative feedback. This is supported by research on the subject (Peterson et al. 2019), but there has not been a close examination of this phenomenon within the Department. Some of this feedback may be affected by COVID or industrial action. Under AS we placed an unconscious bias statement at the top of these evaluations (2021), but the impact of this statement has not been evaluated. The University has introduced a new unconscious bias module for students, yet the impact of these initiatives is not yet measured. Considering the impact of module feedback on promotion and its weight during the PDR process, a close examination of this feedback is required (4.3).

The imbalance of research team strength through postdoctoral numbers and the publication gap is echoed in an imbalance in our REF2021 submission. Out of XX staff submitted to the REF, (redacted). XX outputs were selected, including reserves, of which XX% were attributed to women and XX% attributed to men. In REF2014, the Department submitted 3 impact case studies (XXXX) and the same proportion were submitted for REF2021. To support women in research, more data is necessary regarding attitudes toward the REF and the evaluation process (4.4). We propose to include an unconscious bias observer on the REF evaluation panel (4.4).

Section 4: Future action plan

1. Action plan

1	**Workload and Wellbeing**					
1.1	Workload Review	Current workload is considered unmanageable by 30% of academic staff; Student-staff survey revealed women in department do not feel that workloads are allocated fairly	1. Ensure WLM is made transparent on the internal webpages	WLM available to all academic staff	October 2024	HoD
			2. Ensure WLM weight for specific tasks are published on the internal webpages	Policy available to all academic staff	October 2024	HoD
			3. Convene an academic staff meeting about workload model at the start of each academic year	WLM meeting held and suggestions recorded, shared and implemented	April 2024	HoD
			4. Review work allocation during annual performance and development review	Staff aware of WLM allocation as indicated by positive answers to a new question regarding WLM and PDRs in our Student Staff Survey	March 2025	HoD
			5. Implement of "quiet weeks" during August when there are no meetings and staff are encouraged not to email.	During Autumn staff meeting, conduct an independent survey to examine impact	November 2024	HoD
			6. Convene focus group for those who feel that workload is unmanageabl	Generate a series of reports on major issues raised to inform future EDI initiatives	January 2025	AS Co-Chair

		e to understand what the problems are			
1.2	Professional Support Staff wellbeing	Decline in female PS staff feeling that their contributions are valued within the department	1. Convene PS staff meeting about flexible working, Meeting attended by PS staff and managers, new policy considered and implemented	Increased positive feedback on Student Staff Survey regarding flexible working	June 2025	Deputy Head of Faculty operations
			2. Review reception desk allocation for gender balance	Reception desk allocation reviewed annually, reported back to AS lead	September 2024	Deputy Head of Faculty operations
			3. Action meetings to remain online/hybrid, to enable working from home when possible	Ensure the majority of meetings remain online/hybrid. Majority positive responses to question on Student Staff survey about remote work	June 2024	Archaeology Ops
			4. Convene focus group for PS staff to understand wellbeing concerns and their views on feeling valued	Collect verbal feedback after focus group meeting, fed back to DHoFO	June 2024	AS Chair
			5. Annually review PS staff for esteem awards	PS staff put forward for the Making the Difference Award and award attainment monitored	September 2024	Deputy Head of Faculty operations
1.3	Review of Archaeology Data Service workload model and staff progression	Survey data demonstrated that Archaeology Data Service staff are unclear on workload allocation and progression opportunities	1. Introduce the roles and responsibilities document during induction	100% of new starters have received briefing; agenda item added in ADS December Quarterly all-staff meeting	Sept 2024	ADS Director
			2. Ensure that all annual performance and development review	All PDR forms contain information on workload and progression as a starting point for discussions in PDRs.	December 2024	ADS Director

			discusses workload allocation and progression			
			3. Ensure EDI concerns highlighted at meetings to support short term contract holders and female staff; ADS EDI Lead joins the EDI Committee	EDI as standing item on meeting agendas. Establish and maintain the ADS EDI Lead role on the EDI Committee	January 2024	ADS EDI Lead
			4. Evaluate the impact of EDI actions within the ADS	A majority of ADS members take the student staff survey and respond positively to EDI questions	Sept 2025	ADS EDI Lead
2	**Building Community**					
2.1	Dealing with complaints about harassment, bullying, or offensive behaviour	There has been a decline in the rates of confidence that the department deals effectively with complaints about harassment, bullying, or offensive behaviour, female academic staff do not know how to report bullying	1. Active bystander training administered to all groups in the department	Training completed, results of student-staff survey consulted	June 2024	AS Chair
			2. Active bystander training undertaken by new staff and PGRs	100% of new starters have received this training. Introduce training into annual PGR inductions.	September 2024	Operations manager
			3. Update the internal webpages on harassment and bullying for all staff and students with clear signposting and points of contact, and expectations regarding actions. Signposting of the UoY Dignity at Work and Study Policies and the new	Increased confidence demonstrated in the student staff survey on the processes in place to mitigate and reporting bullying and harassment effectively; target positive responses of 90% in staff and 70% in students	September 2025	Deputy Chair of the Graduate School

		University Report and Support Procedure for staff and students to report incidents			
		4. Staff meeting on harassment and bullying policy	Majority of staff report that they know the process, as measured in the S-S survey; target positive responses of 90% in staff	September 2025	Operations manager
2.2	Community Building Groups	The community initiatives in the department are all led by academic women or non-binary members of the department; value of all groups not yet determined	1. Encourage broader participation in attending and forming these groups	Champions encouraged to report back to EDI Meeting on numbers and diversity of attendees at community intiatives/taking part in networks.	November 2024	HoD; EDI Champion
			2. Review organisation and management of the networks to encourage more staff to become involved	Champions reflect demographics of the department; Champions report feeling supported in running the groups - Champions report back to EDI Meeting diversity of attendees and numbers taking part in networks	January 2024	Operations manager; EDI Champion
			3. Community groups better advertised within the department (through handbooks, intranet, staff meetings, student meetings, newsletters)	Student-Staff survey shows increased value attributed to groups; target positive responses in 90% of staff, target indication of awareness of groups in students, 70%	June 2024	Operations manager
2.3	Supporting people on short term contracts	There are more women than men on short term contracts, grades 3-6; data not available on different types of contract	1. To understand the data: disassociate PDRA from Associate Lecturer short term contracts, Management gateway team	Report produced on grade and gender for short term contracts over time	January 2024	AS Co-Chair

			consulted on new data categories			
		2. Survey Grade 6 to determine destination outcomes after short term contracts	Survey conducted, results reported to EDI Committee and Departmental Managers Meeting; institute an exit interview for postdoctoral scholars and associate lecturers.	June 2024	Director of Research Staff	
		3. During PDR a discussion regarding promotions criteria and future prospects, in line with changes to Uni policy and the Researcher Development Concordat	All PDR forms contain information on future plans as a starting point for discussions in PDRs (including 10 days of professional development training as recommended in the Researcher Development Contract for ECRs)	June 2024	Line managers	
		4. Annual careers training for staff on short term contracts	Annual training for postdoctoral scholars - (including 10 days of professional development training as recommended in the Researcher Development Contract for ECRs). Disseminate information on training and development opportunities with the university BRIC team.	September 2024	Director of Research Staff	
2.4	Encourage engagement with EDI initiatives in the department	Engagement with staff-student survey is declining; 54% of staff do not know how EDI impacts their workload or promotion	1. Athena Swan representative to visit UG and PGT classes during the staff student survey to encourage engagement	Better engagement with the student staff survey From 23% to 35%	June 2024	AS Chair

		2. Understand and disseminate EDI trends and information directly relevant to students	Engage with students/student bodies/funding bodies/learned societies to identify and disseminate EDI trends and information directly relevant to students. Increase in students engaging with EDI surveys and activities from 23% to 35%	March 2024	AS Chair
		3. Take the Staff Student Survey within dedicated meetings, after large events targetting ADS, PGRs, and staff	Increased participation in the student staff survey; numbers of potential participants identified at the beginning of the survey period, then participation assessed with target of 70% across all categories	June 2024	AS Chair
		4. EDI included in the work load model and in promotion is discussed at a staff meeting	Increased understanding of how EDI intersections with the workload model and promotion reflected in the student staff survey to 80%.	June 2025	HoD
2.5	Unconscious bias training	33% of our senior lecturers, readers and professors have not taken unconscious bias training, this action was carried over from Sup8, Sup9 in our Bronze action plan	1. Discuss unconscious bias training with senior staff during their PDR; action this training in their PDR	100% of our staff at SL and above have completed unconscious bias training.	January 2025	HoD
3	**Intersectionality**				
3.1	Support for women through perimenopause and menopause	The average age for women in the department has risen between 2018-2023	1. Focus group to discuss intersectional aspects of menopause, hosted by the menopause network group, with	Report on discussion in focus group with recommendations for departmental policy.	July 2025	Menopause Group

			an invitation to all staff and students in the department			
			2. Dedicated lecture in departmental lecture series on menopause in archaeology; Publicise beyond archaeology to broader University, record lecture to post on Athena Swan webpages	Lecture attended by broad range of staff and students across the department	September 2025	Departmental Research Chair
			3. Improve understanding of menopause amongst students	Information posters in all departmental toilet stalls	March 2024	Menopause Group
			4. Menopause in the Workplace training	100% of staff have engaged with this training	December 2025	Operations manager
3.2	Support for caring responsibilities extending beyond parenting	Parental caring responsibilities are well documented and supported in the department; further understanding of other caring responsibilities is required	1. Gather detailed data on caring responsibilities in the Carers' network through the Staff - Student Survey	Representative data regarding caring in the department is gathered through participation in the S-S survey at least 90% response rate	October 2024	AS Chair
			2. Focus group regarding data gathered during the S-S survey conducted during the carers group	Report on discussion in focus group with recommendations for departmental policy.	June 2024	Carers' Champion

		3. Speaker on Care in Archaeology invited to the Research Forum	List of potential speakers identified and invited to participate in Departmental Research Forum	January 2025	Departmental Research Chair
3. 3	Support for LGBTQ+ students	Increased numbers of trans and nonbinary students in the department between 2018-2023; only X staff have engaged with training regarding Trans students; negative reaction on social media to incoming PhD student studying Trans identity and archaeology	1. Free sanitary products placed in male bathrooms on a regular basis	Sanitary products always available	December 2023	Operations manager
			2. Queer introduction to Archaeology at York zine distributed at induction	Zine created and distributed	September 2025	AS Chair/LGBTQ+ Champion
			3. Staff trained regarding Trans awareness	100% participation in training	December 2025	Operations manager
			4. Annual speaker in Departmental research forum on LGBTQ+ archaeology, heritage, or history	List of potential speakers identified and invited to participate in Departmental Research Forum	January 2025	Departmental Research Chair
4	**Equality of Outcomes**					
4. 1	Fewer women supervise postdocs	Men supervise the majority (82%) of postdocs in the department.	1. Track grants and postdoc acquisition across the department, include data regarding those approached to supervise Leverhulmes and Marie Curies, and increased awareness of gender during internal triage points	Increase in postdocs managed by women over a 5 year period; annual report at grant review snapshot meeting	September 2028	Research Manager

4.2	Equality in publication	Women with children have fewer publications; in the last REF submission, total outputs were XXXX, with a reduction of outputs for staff circumstances primarily for women XXX.	1. Data collected regarding publication gaps relating to caring responsibilities	Report on data to DRC	June 2024	Departmental Research Chair
			2. Trial different initiatives to support writing (writing boot camps, writing "away days" in other people's offices etc)	Understanding of how to support writing for women in the department. Increase in the rate of publication and successful grant application for female staff in the department. Track successful/unsuccessful grant acquisition and report annually.	September 2027	Departmental Research Chair
4.3	Student Module Evaluations are thought to be disproportionately negative for women; Unconscious bias statement implemented in 2023 but is not yet assessed	Feedback from 2023 Student Staff survey demonstrates that after module feedback was shared across the department, there was a perception that women received more negative feedback.	1. Explore module evaluations over last 5 years to understand gender differences in quantitiative and qualitative data, tease out modules affected by Covid/strikes and evaluate impact of unconscious bias wording	Report on quantitative and qualitative feedback from students, allowing understanding of if and where gender is a factor Increase in the number of staff and students undertaking the new university UB training	June 2025	Director of Learning and Teaching
			2. Evaluate the impact of the unconscious bias statement at the start of evaluation forms.	Evaluate current module feedback and compare to previous evaluations before the implementation of the unconscious bias statement	June 2028	Director of Learning and Teaching
4.4	Increase the ratio of female-led research submitted to REF2028	REF2021 maintained a majority of submissions and impact case studies from men	1. Gather data on how to support women in the Department through the REF process	Report presented to DRC	January 2025	Director of Research

			2. Equal number of men and women on the REF review panel	Increase in the ratio of female-led publications to the REF	January 2027	Director of Research
			3. Appoint an unconcious bias observer on REF review panel.	Observer appointed and reports back to EDI committee and Research Committee	June 2025	Director of Research
			4. Appoint a female research impact lead	Impact case studies reflect contributions equal to proportion of gender within the department.	January 2027	Director of Research
			5. Meetings with potential impact case study authors	Impact case studies reflect contributions equal to proportion of gender within the department.	January 2025	Director of Research

Appendix 3: Glossary

ADS - Archaeology Data Service

AFAB - Assigned Female at Birth

ART - Academic, Research and Teaching (staff)

AS - Athena Swan

AS/EDI Committee Athena Swan/Equality Diversity and Inclusion Committee

BioArCh - Bioarchaeology

BoS - Board of Studies

CIfA - Chartered Institute for Archaeologists

DHoFo - Deputy Head of Faculty Operations

DMT - Department Management Team

DoA - Department of Archaeology

DRC - Department Research Committee

ECA (Committee) - Exceptional Circumstances (affecting) Assessment

ECR - Early Career Researchers

EDI - Equality, Diversity and Inclusion

FEB - Faculty Executive Board

FTE - Full Time Equivalent

GTA - Graduate Teaching Assistant

HoD - Head of Department

INCLUDE - Inclusive Network Connecting and Linking University Disabled Employees

M&S - Modularisation and Semesterisation

PDR- Personal Development Reviews

PGR - Postgraduate Researcher

PGT - Postgraduate Taught (student)

PG - Postgraduate

PS - Professional Services

PVC - Pro-Vice Chancellor

REF - Research Excellence Framework

REF Cat A - Research Excellence Framework Category A staff

SL - Senior Lecturer

SS - Student - Staff (Survey)

T&S - Teaching and Scholarship (staff)

UG - Undergraduate

UoY - University of York

VC - Vice Chancellor

WLM - Workload Model

Y1 - Year one undergraduate students

Appendix 4: Bronze AS Action Plan

Action reference	Rationale (evidence that prompted action)	How the action has been implemented
Ins1	Athena Swan process inspired enthusiasm among SAT for thinking more broadly about female study and careers	Scheduled awayday to explore departmental support for DEI actions. New Initiatives were implemented that highlight DEI, including support groups
Ins2	Membership of Promotions Advisory Panel (PAP) is primarily male	The membership has been reconstituted and there is now an equal gender balance on PAP
Ins3	Mentor and nurture next generation of impact case studies, looking beyond REF2021	Implemented an impact case study mentorship team; there was in increase in female led impact case studies submitted to REF2021
Ins4	Support and encourage staff who have recently returned from maternity leave	Previous maternity leavers met with HoD, discussed workload, flexible working, and family-friendly policies in the department; the policy was reworked to include feedback.
Ins5	Need to ensure positive female role models are visible, to counter problems of female visibility in academia	Equal numbers of successful male and female researchers have been celebrated in news stories, publicity, and website, as reported by Publicity Manager
Ins6	Need to ensure positive female role models are visible within department, to counter problems of perception of females	Equal numbers of female and male staff members presenting research at internal seminar series, checked each year and across different talk series. Header added to seminar spreadsheet reminding conveyners of the necessity of equal numbers of female speakers.
Sup1	Need to embed E&D issues into individual committees	AS and DEI embedded at the beginning and end of each meeting, wherein staff are asked to consider these issues in terms of the discussions that are being had.
Sup2	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	Chairing practice has been built into our Special topics modules, and confidence training into Assessed seminars; this is forefronted in our M&S planning for 2023ff
Sup3	Need to ensure provision of excellent support for all students, based on differences in attainment	Proposed awayday discussion about best forms of student assessment and feedback on particular modes of assessment; not implemented as impacted by COVID; ultimately attainment differences were elimated through alternate routes

Sup4	Higher rate of late submission among female PGR students, often linked to mitigating circumstances	Explored reasons for late submission at PGR with focus groups, with emphasis on mitigating factors; this higher rate of late submission no longer occurs
Sup5	Lack of female staff at senior grades	Female staff supported in decisions about admin roles, research and CV-building as well as applications process. Female staff at professorial level has increased from 2 in 2018 (39.2%) to 7 in 2022 (50%) (last date for which data was available).
Sup6	Growth in number of staff on fixed-term contracts, research and T&S; need for promotion support	Mentor research-only staff outwith their research groups; 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"
Sup7	Growth in number of staff on fixed-term contracts, research and T&S; need for promotion support	Provide resilience and CV support for fixed-term contract staff; this has been provided, but the increase in fixed-term contracts remains.
Sup8	Need to maintain equality in recruitment processes without putting undue pressure on few trained staff	Train all staff at SL or above in recruitment; this has been considerably delayed by unavailability of the necessary training at University level, in addition to increase in staff numbers at SL level or above.
Sup9	Possibility that unconscious bias affects recruitment and promotion	Continue to encourage staff to complete with annual reminders and future timetabled sessions; again circumscribed by unavailability of training from University
Sup10	Feedback on induction suggests that there is too much reliance on the first induction event	We have extensively overhauled our induction processes in terms of creating a flowchart to guide the induction, and there are progressive check-in points. The timing of the induction has been reviewed, and new staff polled, 95% were satisfied with the current process and there was no gendered dimension accompanying this data.
Sup11	Some answers to culture survey suggest not all staff feel supported in career progression, or informed about best moves	Information on career aspirations fed back to HoD through performance review; used to inform decisions on admin roles within department

Sup12	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	Case study leads feel supported and encouraged in position Reports to DRC at intervals to report on progress suggest support needs are being met
Sup13	Recognition that information on flexible working and family-friendly policies is hard to access on website, and geared entirely towards maternity needs	Thorough overhaul of web pages to embed E&D and family-friendly policies into top-level pages completed. 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 survey
Sup14	Arrangements for return to work from maternity leave not previously formalised	Formal process for return to work from maternity leave in place. Facilities are in place for breastfeeding and expressing; changing facilities are available in gender neutral toilets. Staff have expressed feeling supported after returning from maternity leave.
Sup15	Arrangements for return to work from maternity leave not previously formalised	Responses to E&D survey indicate that staff do not feel disadvantaged by maternity leave for career progression; Formal process for return to work from maternity leave in place. Facilities are in place for breastfeeding and expressing; changing facilities are available in gender neutral toilets. Staff have expressed feeling supported after returning from maternity leave.
Sup16	Research seminars and talks fall outside core working hours and are difficult for staff with caring responsibilities	Research seminars and talks have been moved to within working hours. These talks are also hybrid so people can attend remotely.
Sup17	Student feedback that visibility of female role models was positive factor in opinion on department	We monitor gender balance in out of hours commitments and encourage engagement from all staff. Equal numbers of male and female staff are present on open days. Social media reflects gender balance: Instagram count from 21 Nov 2016 to 27th Jan 2022 gives 63 photographic occurrences of men, and 104 of women.
Sup18	Staff do not report offensive behaviour	Addition of page to staff intranet, with information on where to report and discuss inappropriate behaviour; Staff are not always sure about where to feedback inappropriate behaviour,

		reflected in EDI survey responses
Und1	Need to embed Athena Swan into departmental processes	EDI awareness is raised in each staff meeting.
Und2	Need to understand data on gender equality as part of larger EDI agenda	Annual reviews of EDI survey, changes are reviewed across years. New questions are added in response to reported issues.
Und3	Support for strong female recruitment needs evidence on reasons for choices	Analysis of student recruitment process to explore factors underlying higher conversion rates for female applicants; "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."
Und4	Several years where male UG students achieved more first class degrees. Need to understand if this is related to particular types of assessment	A yearly report that assessed gender differences by degree and by module which is discussed at the Board of Examiners meeting where external examiners are present. Any gender differences are then taken to Teaching Committee. A clear picture of trends in female and male attainment in overall degree or in modules has been achieved, and there is no longer a difference in attainment.
Und5	Female PGT students more likely to leave with lower exit awards; need to understand links to lifecycle and mode of assessment	Trends in PGT attainment are explored at different stages of life cycle, and have been reflected upon annually during the exams board. This gap in attainment no longer exists.
Und6	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	PGRs supported by system of representatives and greater staff involvement in community building and PGR supervisor training. There is no longer a gap in completion.
Und7	Lack of female representation in REF2014; need to predict challenges to female representation in 2021	Gender analysis in included in ongoing review of 5YRP, to identify any emergent imbalance, equal amount of male and female researchers submitted to REF2021

Und8	Lack of destination data for PGT students, making it difficult to explore student pipeline	Destination data for PGTs has been achieved, there are significant differences in outcomes across genders. This will be addressed in our Silver action plan; The University now tracks PGT destination data. See follow-on action in 2023 Silver Plan
Und9	Previous student survey identified issues of harassment on departmental fieldwork	Questions about bullying and fieldwork included in student staff survey, issues are not isolated to departmental fieldwork, and further work on this will be included in Athena Silver Action plan.
Und10	Data not kept in any formal way on staff outreach activity	Data is kept on staff outreach associated with research in PURE, to assess parity of workload and visibility.

Survey Appendix 5: Compilation of Departmental Staff Student Survey results (2020 - 2023)

Purpose: identify change in survey results by comparing the most recent survey with results from the previous three years, across all statuses and genders.

Method:
1. Every combination of status (Academic staff, Professional staff, etc.) and gender (for all unique genders with n>1) was recorded for all responses for all questions. Responses missing either a gender or status are not included in this analysis.
2. Responses were then binned into positive (agree, strongly agree, etc.), neutral (neither agree nor disagree) and negative (disagree, strongly disagree, etc). Empty responses or equivalent ("Not applicable") were not included.
3. These binned responses were then summed to give a total number of responses to each question in each survey. This was then divided by all responses to each question for each combination of survey year, status and gender. This produced a proportion for each response to each question for each combination.
4. The mean of the proportions for the previous surveys was then subtracted from the proportion of the most recent survey for each combination of status and gender. This provided an indication of the magnitude and direction of change between the most recent survey and previous surveys.
5. The magnitude of change for all responses for all statuses and genders was then used to create a measure of change that we should consider noteworthy and subject

to further investigation. The threshold for significance was set as two standard deviations, the typical measure of significance in social sciences.

6. There are two types of change that should concern us. The first is an increase in negative responses, and the second is a decrease in positive responses. There are far more changes of the latter type. It is important to note that these decreases cannot usually be attributed to a decrease in engagement, as the use of proportions controls for variation in the number of responses, up to a point. Questions with a very small number of responses will produce significant results more often, as seen below.

7. There are some questions for which a decrease in positive responses is a desirable outcome, for example, we should be pleased to see a decrease in positive responses to Q68_1 "Bullying and Harassment - I have experienced bullying and/or harassment in my department in the past 12 months".

8. Caveats include:
   a. A sequence of proportions such as 0.5, 0.15, 0.17, 0.2 will appear as a decline in positive responses, despite the increases of the last three years, due to the high proportion in the first survey (the comparison here would be 0.2 - (0.5 + 0.15 +0.17)/3, or -0.0733, a decline). This is unavoidable with this method, but not necessarily a problem as it would be worth investigating why sentiment has not reached previous levels.
   b. A sequence of proportions such as 0.25, 0.25, 0.25, 0.25 will not appear in these results as there is no change to detect. This would be a different question - we would need to define a proportion of interest in advance, for example.
   c. Changes to or from 0 are included.
   d. A lower threshold of significance, such as 1 sd instead of 2 sd, will produce more results, but will also be harder to convert into actions.
   e. Changes in the relative proportion of Strongly Agree, Agree and Partially Agree may be of interest but are obscured by binning these together. This was done to limit the number of possible response / survey year / gender / status combinations, which already number in the thousands. We can explore more narrowly defined responses in specific topic areas of interest in a subsequent step.
   f. For clarity, male responses are omitted. Improvements are also omitted.

The full list of responses which exceed the 2 sd threshold is copied below.

###########

Academic staff

female
#decrease in positive responses:
- Q67_2 Work-Life Balance - Workloads in my department are allocated fairly
- Q67_4 Work-Life Balance - My department provides staff with support around all types of caring leave
- Q68_3 Bullying and Harassment - I know how to report bullying and/or harassment

- Q69_2 Career Development - Decisions about appointments are made fairly
- Q8.6_2 To what extent do you experience the below conditions (thinking over the last year in general)? - Lack of motivation

###########

Archaeology Data Service staff

female
#increase in negative responses:
- Q5.3 During the project(s) I have experienced situation(s) where I have felt uncomfortable because of my characteristics
- Q68_1 Bullying and Harassment - I have experienced bullying and/or harassment in my department in the past 12 months
- Q68_2 Bullying and Harassment - I have witnessed bullying and/or harassment in my department in the past 12 months

###########

Postdoctoral research staff or research fellow

female
#increase in neutral responses:
- Q65_3 Belonging and Inclusion - My contributions are valued in my department
- Q66_4 Gender Equality - Equality, diversity and inclusion work is recognised when workload is allocated
- Q66_5 Gender Equality - Equality, diversity and inclusion work is recognised in applications for promotion/progression
- Q66_6 Gender Equality - My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff

female
#decrease in positive responses:
- Q66_3 Gender Equality - The rate people progress in my department is not affected by their gender
- Q66_4 Gender Equality - Equality, diversity and inclusion work is recognised when workload is allocated
- Q66_5 Gender Equality - Equality, diversity and inclusion work is recognised in applications for promotion/progression
- Q66_6 Gender Equality - My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff
- Q67_4 Work-Life Balance - My department provides staff with support around all types of caring leave

###########

Postgraduate-taught student

female
#increase in negative responses:
- Q3.2_3 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Caring responsibilities
- Q3.4 Regarding your uncomfortable situation(s), please provide some information about how or if it was resolved - Selected Choice
- Q8.6_6 To what extent do you experience the below conditions (thinking over the last year in general)? - Physical ill health generally

female
#decrease in positive responses:
- Q3.2_3 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Caring responsibilities
- Q8.8 Do you feel the Department of Archaeology has successfully kept in contact with you to check on your wellbeing?

###########

Professional Services staff

female
#decrease in positive responses:
- Q65_3 Belonging and Inclusion - My contributions are valued in my department
- Q67_1 Work-Life Balance - My department enables flexible working

###########

Research student - with teaching responsibility (GTA)

female
#increase in negative responses:
- Q3.4 Regarding your uncomfortable situation(s), please provide some information about how or if it was resolved - Selected Choice

female
#decrease in positive responses:
- Q4.2_1 In the Department of Archaeology, staff are treated on their merits irrespective of the following characteristics - Overall
- Q4.2_9 In the Department of Archaeology, staff are treated on their merits irrespective of the following characteristics - Sexual / romantic orientation

###########

Research student - without teaching responsibility

female
#increase in negative responses:
- Q3.4 Regarding your uncomfortable situation(s), please provide some information about how or if it was resolved - Selected Choice

###########

Technical staff

No significant results.
###########

Year 1 undergraduate student

female
#decrease in positive responses:
- Q3.2_10 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Social class
- Q3.2_4 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Disability

non-binary
#increase in negative responses:
- Q3.4 Regarding your uncomfortable situation(s), please provide some information about how or if it was resolved - Selected Choice

###########

Year 2 undergraduate student

female
#increase in neutral responses:
- Q8.2_1 To what extent have you been affected by... - Concerns about climate change

female
#increase in negative responses:
- Q3.2_4 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Disability
- Q3.4 Regarding your uncomfortable situation(s), please provide some information about how or if it was resolved - Selected Choice

###########

Year 3 undergraduate student

female
#increase in negative responses:
- Q3.4 Regarding your uncomfortable situation(s), please provide some information about how or if it was resolved - Selected Choice

female
#decrease in positive responses:
- Q3.2_1 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Overall
- Q3.2_10 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Social class
- Q3.2_5 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Gender
- Q3.2_6 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Political / social affiliation
- Q3.2_8 In the Department of Archaeology, students are treated on their merits irrespective of the following characteristics - Religion
- Q3.6 I am confident that staff in the Department of Archaeology would deal effectively with any complaints about harassment, bullying, or offensive behaviour
- Q3.7 Reflecting on the last twelve months, does the Department of Archaeology make it clear that unsupportive language and behaviour are not acceptable(e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes / banter that stereotype people or focus on their appearance)

Appendix 6: Bibliography

Aitchison, K., German, P., & Rocks-Macqueen, D. (2020). Profiling the Profession. *Landward Research Ltd*. Accessed 10 November 2023. https://profilingtheprofession.org.uk/2-4-genders-of-archaeologists/

Charlton, J. I. (1998). *Nothing About Us Without Us: Disability Oppression and Empowerment*. University of California Press.

Nordling, L. (2022, May 11). *Why menopause matters in the academic workplace*. Nature Publishing Group UK. https://doi.org/10.1038/d41586-022-01258-1

Peterson, D. A. M., Biederman, L. A., Andersen, D., Ditonto, T. M., & Roe, K. (2019). Mitigating gender bias in student evaluations of teaching. *PloS One, 14*(5), e0216241.

Staniscuaski, F., Machado, A. V., Soletti, R. C., Reichert, F., Zandonà, E., Mello-Carpes, P. B., Infanger, C., Ludwig, Z. M. C., & de Oliveira, L. (2023). Bias against

parents in science hits women harder. *Humanities & Social Sciences Communications*, *10*(1), 201.