



**School of Archaeological  
& Forensic Sciences**  
Bronze and Silver Award



## ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

## ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

## COMPLETING THE FORM

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

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

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

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

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

## WORD COUNT

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

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

We have provided the following recommendations as a guide.

| Department application                      | Bronze        | Current       |
|---------------------------------------------|---------------|---------------|
| <b>Word limit</b>                           | <b>10,500</b> | <b>10,401</b> |
| <i>Recommended word count</i>               |               |               |
| 1.Letter of endorsement                     | 500           | 460           |
| 2.Description of the department             | 500           | 233           |
| 3. Self-assessment process                  | 1,000         | 680           |
| 4. Picture of the department                | 2,000         | 2140          |
| 5. Supporting and advancing women's careers | 6,000         | 6683          |
| 6. Case studies                             | n/a           | n/a           |
| 7. Further information                      | 500           | 205           |

|                                                                                  |                                                                                                                                         |                      |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Name of institution</b>                                                       | University of Bradford                                                                                                                  |                      |
| <b>Department</b>                                                                | School of Archaeological and Forensic Sciences (SAFS)                                                                                   |                      |
| <b>Focus of department</b>                                                       | <b>STEMM</b>                                                                                                                            |                      |
| <b>Date of application</b>                                                       | November 2019                                                                                                                           |                      |
| <b>Award Level</b>                                                               | <b>Bronze</b>                                                                                                                           |                      |
| <b>Institution Athena SWAN award</b>                                             | <b>Date: November 2015</b>                                                                                                              | <b>Level: Bronze</b> |
| <b>Contact for application</b><br><small>Must be based in the department</small> | Dr Karina Croucher                                                                                                                      |                      |
| <b>Email</b>                                                                     | k.croucher@bradford.ac.uk                                                                                                               |                      |
| <b>Telephone</b>                                                                 | 01274235335                                                                                                                             |                      |
| <b>Departmental website</b>                                                      | <a href="https://www.bradford.ac.uk/archaeological-forensic-sciences/">https://www.bradford.ac.uk/archaeological-forensic-sciences/</a> |                      |

## Contents

|                                                                        |    |
|------------------------------------------------------------------------|----|
| Athena SWAN Silver DEPARTMENT awards .....                             | 2  |
| Completing the form .....                                              | 2  |
| Word count .....                                                       | 2  |
| List of figures .....                                                  | 5  |
| List of Tables .....                                                   | 8  |
| 1. Letter of endorsement from the head of department.....              | 9  |
| Recommended word count: Bronze: 500 words   Silver: 500 words .....    | 9  |
| 2. Description of the department.....                                  | 12 |
| Recommended word count: Bronze: 500 words   Silver: 500 words .....    | 12 |
| 3. The self-assessment process .....                                   | 14 |
| Recommended word count: Bronze: 1000 words   Silver: 1000 words .....  | 14 |
| 4. A picture of the department.....                                    | 18 |
| Recommended word count: Bronze: 2000 words   Silver: 2000 words .....  | 18 |
| 4.1. Student data .....                                                | 18 |
| 4.2. Academic and research staff data .....                            | 33 |
| 5. Supporting and advancing women's careers.....                       | 40 |
| Recommended word count: Bronze: 6000 words   Silver: 6500 words .....  | 40 |
| 5.1. Key career transition points: academic staff .....                | 40 |
| 5.2. Key career transition points: professional and support staff..... | 46 |
| 5.3. Career development: academic staff .....                          | 46 |
| 5.4. Career development: professional and support staff .....          | 53 |
| 5.5. Flexible working and managing career breaks.....                  | 53 |
| 5.6. Organisation and culture .....                                    | 65 |
| 6. CASE STUDIES: IMPACT ON INDIVIDUALS.....                            | 81 |
| 7. Further information .....                                           | 81 |
| Recommended word count: Bronze: 500 words   Silver: 500 words .....    | 81 |
| 8. Action plan.....                                                    | 83 |

## LIST OF FIGURES

|                                                                                                                                                                                                                               |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Figure 2.1: Faculty of Life Sciences (FLS) structure.....                                                                                                                                                                     | 12 |
| Figure 2.2: Key roles in the School of Archaeological and Forensic Sciences, with gender (M/F) of lead staff member and deputy (D) where appropriate. Where there is no indicator, the role is split between subsections..... | 13 |
| Figure 4.1: Combined headcounts of all undergraduate students within the School of Archaeological and Forensic Sciences .....                                                                                                 | 19 |
| Figure 4.2: Headcount of students for Archaeology programmes.....                                                                                                                                                             | 19 |
| Figure 4.3: Headcount of students on Forensic programmes.....                                                                                                                                                                 | 20 |
| Figure 4.4: Aggregated undergraduate degree attainment by gender 2014/15–2017/18.....                                                                                                                                         | 25 |
| Figure 4.5: Percentage of gender cohort attainment of 1st class or 2(1) Degree by year .....                                                                                                                                  | 26 |
| Figure 4.6: Number of students on all SAFS PGT courses, plus percentage female and National                                                                                                                                   |    |

|                                                                                                                                                                                                                                                                                                       |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| comparison.....                                                                                                                                                                                                                                                                                       | 27 |
| Figure 4.7: PGT Percentage of Enrolments to Applicants by gender 2014/5 to 2017/8 .....                                                                                                                                                                                                               | 28 |
| Figure 4.8: PGR headcount of students (National figures from HEIDI+ data) .....                                                                                                                                                                                                                       | 30 |
| Figure 4.9: Figures comparing UG, PGT and PGR levels for percentage female students.....                                                                                                                                                                                                              | 32 |
| Figure 4.10: Graduation 2017 highlighting female successes at PGR .....                                                                                                                                                                                                                               | 33 |
| Figure 4.11: Numbers of staff of all grades within SAFS, and percentage female, all available data....                                                                                                                                                                                                | 34 |
| Figure 4.12: Percentage of female staff, average of years 2014/15 – 2017/18, from HESA data.....                                                                                                                                                                                                      | 35 |
| Figure 4.13: Gender balance of archaeologists (Profiling the Profession data) .....                                                                                                                                                                                                                   | 35 |
| Figure 4.14: Percent of female staff by grade by year (numbers on chart show raw counts) .....                                                                                                                                                                                                        | 36 |
| Figure 4.15: Pipeline of Individual staff tracked through entry through to maximum grade reached ..                                                                                                                                                                                                   | 36 |
| Figure 4.16: National breakdown of by grade and gender: representation of women by grade (UAUK data), data only available for 2015/16.....                                                                                                                                                            | 37 |
| Figure 4.34: Ratio of academic staff on permanent contracts by gender .....                                                                                                                                                                                                                           | 38 |
| Fig 5.1: Percentage of SAFS interview panels with at least 25% female representation vs interview panels without 25% female representation .....                                                                                                                                                      | 40 |
| Fig 5.2: Staff survey question feedback regarding usefulness of induction process.....                                                                                                                                                                                                                | 43 |
| Fig 5.4: Staff survey question feedback of activities taken part in the past year.....                                                                                                                                                                                                                | 47 |
| Fig 5.5: Staff survey question feedback regarding career progression discussion during PDR.....                                                                                                                                                                                                       | 47 |
| Fig 5.6: Staff survey question feedback regarding areas of disadvantage to women in the School .....                                                                                                                                                                                                  | 48 |
| Figure 5.7: Staff survey question feedback regarding aspects that would be beneficial to individuals' career progression.....                                                                                                                                                                         | 50 |
| Figure 5.8: Students going on placement, BA Archaeology, BSc Archaeology, BSc Archaeological Sciences and BSc Forensic Archaeology and Anthropology. Few forensic Science and Forensic and Medical Sciences students took advantage of the placement scheme prior to the degrees moving to SAFS ..... | 51 |
| Figure 5.9: Staff survey question feedback regarding effect of career break on progression (both academic and support staff). Percentages refer to gender division within academic and professional staff numbers .....                                                                               | 54 |
| Figure 5.10: Staff survey question feedback regarding the effect a career break has had on an individual's progression (both academic and support staff).....                                                                                                                                         | 54 |
| Figure 5.11a, b, c: Bradford Science Festival welcomes young visitors (and children of SAFS staff) .....                                                                                                                                                                                              | 57 |
| Figure 5.12: Children at conferences, Member of SAFS staff and child at Theoretical Archaeology Group, UoB, 2015 .....                                                                                                                                                                                | 58 |
| Figure 5.13: At the University (SAFS staff children at the Festival of Science).....                                                                                                                                                                                                                  | 58 |
| Fig 5.14: Staff survey question feedback on awareness of parental leave policy .....                                                                                                                                                                                                                  | 59 |

|                                                                                                                                                                                                                              |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Figure 5.15: Staff survey question feedback regarding satisfaction with policies on maternity, paternity and parental leave .....                                                                                            | 60 |
| Figure 5.18: Staff survey question feedback on perception of flexible working and its effect on progression time scale (both academic and support staff).....                                                                | 63 |
| Figure 5.19: Staff survey question feedback on part-time work and progression (both academic and support staff).....                                                                                                         | 63 |
| Figure 5.20: Staff survey question feedback on whether working part-time has a negative effect on one's career .....                                                                                                         | 64 |
| Figure 5.21 Challenging stereotypes at the 'Is gender still relevant?' event, external speaker, 2014 (above) and twitter screenshot of logo (below) .....                                                                    | 65 |
| Figure 5.22a: Theoretical Archaeology Group rainbow logo, theme of 'Diversity', Bradford 2015 .....                                                                                                                          | 67 |
| Figure 5.22b: Screenshot from Twitter, Chair of Plenary (with baby) and keynote Prof Timothy Taylor presenting as Krysztina Tautendorfer.....                                                                                | 67 |
| Most staff feel that success and achievements are celebrated. Many of our staff have received leadership awards, including for teaching and conference organisation, broadly split between genders (Figs. 5.23; 5.24). ..... | 67 |
| Figure 5.23: Staff survey question feedback on whether individuals believe that successes and achievements are celebrated in the School.....                                                                                 | 68 |
| Figure 5.24: Celebrating success: Members of staff and students, VCs Award (for organising TAG conference) .....                                                                                                             | 68 |
| Figure 5.25: Screenshot of the SAFS TeamAPP.....                                                                                                                                                                             | 69 |
| Figure 5.26: Staff survey question feedback on whether individuals are encouragement to sit on Faculty committees .....                                                                                                      | 72 |
| Figure 5.27: Staff survey question feedback on whether individuals are encouragement to sit on external committees .....                                                                                                     | 72 |
| Figure 5.28: Staff survey question feedback regarding workload allocation within the School .....                                                                                                                            | 73 |
| Figure 5.29: Staff survey question feedback on whether individuals feel they are allocated disproportionate responsibilities as part of workload.....                                                                        | 74 |
| Figure 5.30 'This Prof Can' display in the Atrium (the main University building, central gathering space), University of Bradford, showcasing female professors .....                                                        | 76 |
| Figure 5.31: Gender split of invited speakers for guest lecture series 2008-09 to 2017-18 (by academic year) .....                                                                                                           | 77 |
| Fig 5.32: Numbers of Female and Male staff helping at AEDs (Applicant Experience Days) per staff members .....                                                                                                               | 79 |
| Fig 5.33: Numbers of Female to Male staff helping at AEDs (Applicant Experience Days) per occasion .....                                                                                                                     | 79 |
| Figure 5.34: Prof Vince Gaffney, outreach trip .....                                                                                                                                                                         | 80 |
| Figure 5.35: Casting Thor's hammer in chocolate .....                                                                                                                                                                        | 80 |

## LIST OF TABLES

### S3cur3data

|                                                                                                                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Table 1: Abbreviations.....                                                                                                                                                                             | 9  |
| Table 2.1: Programmes currently taught by the School of Archaeological and Forensic Sciences .....                                                                                                      | 12 |
| Table 2.2: Members of the School by Position (Headcounts), 2017/18.....                                                                                                                                 | 13 |
| Table 3.1: Membership of Self-Assessment Team (* denotes not current SAT member). .....                                                                                                                 | 14 |
| Table 4.1: Data on ethnicity (where known) of Undergraduate new entrants to degree areas,<br>expressed as aggregated Headcounts / Percentage of degree area (2015/16 – 2017/18 only available)<br>..... | 20 |
| Table 4.2: Total number (Headcount) of Full-Time and Part-Time Students (FTEs) on Undergraduate<br>Courses, by gender .....                                                                             | 21 |
| Table 4.3: Archaeology student applications, offers and enrolment .....                                                                                                                                 | 22 |
| Table 4.4: Forensic student applications, offers and enrolment .....                                                                                                                                    | 23 |
| Table 4.5: Student attainment by gender for each year separately 2014/15-2017/18 .....                                                                                                                  | 24 |
| Table 4.6: Total number of Full-Time and Part-Time Students (FTEs) on PGT Courses.....                                                                                                                  | 27 |
| Table 4.7: PGT student applications, offers and enrolments.....                                                                                                                                         | 28 |
| Table 4.8a: Completions of PGT students (HESA returns) .....                                                                                                                                            | 29 |
| Table 4.8b: PGR student applications, offers and enrolments .....                                                                                                                                       | 30 |
| Table 4.8c: Chart of PGR student applications, offers and enrolments .....                                                                                                                              | 30 |
| Table 4.9: Completion rates of PGR students (HESA return) .....                                                                                                                                         | 31 |
| Table 4.10: Headcount totals of Full-Time and Part-Time PGR Students.....                                                                                                                               | 32 |
| Table 4.11: Summary of career paths and grades: all academic staff undertaking teaching and<br>research.....                                                                                            | 34 |
| Table 4.11: Gender balance of academic and research staff by grade .....                                                                                                                                | 36 |
| Table 5.1: Female and male applicant data tabulated by academic year of job posting.....                                                                                                                | 41 |
| Table 5.2: Male and female applicant data tabulated by grade of job listing.....                                                                                                                        | 41 |
| Table 5.3: Submission to Research Assessment .....                                                                                                                                                      | 45 |
| Table 5.4: Gender split of grant applications for each amount threshold .....                                                                                                                           | 52 |
| Table 5.5: The number of Faculty and University committees on which F/M SAFS staff currently sit<br>(2018-19; note individual staff often sit on more than one committee) .....                         | 71 |

|                                                                                                                             |    |
|-----------------------------------------------------------------------------------------------------------------------------|----|
| Table 5.5: Gender and career stage of invited speakers for guest lecture series 2008-09 to 2017-18 (by academic year) ..... | 77 |
|-----------------------------------------------------------------------------------------------------------------------------|----|

|                                                                |    |
|----------------------------------------------------------------|----|
| Table 5.6: Gender split of applicant numbers 2015 – 2018 ..... | 80 |
|----------------------------------------------------------------|----|

|                                                                  |    |
|------------------------------------------------------------------|----|
| Table 5.7: Gender split of those attending AED's 2015-2018 ..... | 80 |
|------------------------------------------------------------------|----|

Table 1:  
Abbreviations.

|         |                                                               |
|---------|---------------------------------------------------------------|
| Arch    | Ba Archaeology, BSc Archaeology & BSc Archaeological Sciences |
| ADRKT   | Associate Dean for Research & Knowledge Transfer              |
| AS      | Athena SWAN                                                   |
| EDC     | Central Equality and Diversity Committee                      |
| F       | Female                                                        |
| FACSI   | Forensic Archaeology and Crime Scene Investigation            |
| FLS E&D | Faculty Life Sciences Equality and Diversity Director         |
| FLS     | Faculty of Life Sciences                                      |
| FMS     | Forensic and Medical Science                                  |
| FS      | Forensic Science                                              |
| HOP     | Human Osteology and Palaeopathology                           |
| HoS     | Head of School                                                |
| HR      | Human Resources                                               |
| HRBP    | Human Resources Business Partners                             |
| M       | Male                                                          |
| MSci    | Undergraduate masters (as opposed to MSc)                     |
| PDR     | Personal Development Review                                   |
| PDRA    | Post Doctoral Research Assistant                              |
| PGCHEP  | Postgraduate Certificate in Higher Education Practice         |
| PGR     | Postgraduate Research (PhD/MPhil)                             |
| PGT     | Postgraduate Taught (Masters)                                 |
| PTHP    | Part time hourly paid                                         |
| SAFS    | School of Archaeological and Forensic Sciences                |
| SAT     | Self-assessment Team                                          |
| SEDC    | School Equality and Diversity Committee                       |
| UG      | Undergraduate                                                 |
| UoB     | University of Bradford                                        |
| WLM     | Work Load Model                                               |

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

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

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

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

Equality Charters Manager  
Equality Challenge Unit  
7th Floor, Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

Dear Colleague

As the Head of the School of Archaeological and Forensic Sciences (SAFS) (formerly the School of Archaeological Sciences), I am delighted to support our submission to the Athena SWAN committee. The information presented in the application (including qualitative and quantitative data) is an honest and accurate reflection of the School, and our engagement with the University's commitment to equality and diversity.

The School thrives on developing excellence in interdisciplinary research and teaching. Under my tenure, the School's management structure (Executive and other committees) has developed towards greater equality, diversity and inclusivity (EDI), and I have demonstrated my own commitment to this aim by inviting and recruiting diverse representation in leadership and membership positions, as well as ensuring that EDI concepts have a strong role in our senior leadership team. I have participated and supported the School's Athena SWAN application throughout the process—something I will continue through ensuring adequate provision of resources and support to the group moving forward.

Our staff-base did not change significantly as we transitioned from Archaeological Sciences to Archaeological & Forensic Sciences. Consequently, while we used archaeological benchmark data, we accept that this might change in future Athena SWAN applications. During my term as HoS we have improved our EDI standing through recruiting a high proportion of early-career female lecturers. However, representation across gender and minority ethnic groups in senior roles requires further action.

We aim to deliver on our Action Plan in a timely manner. We recognise clearer processes are required for change at all levels and we are committed to developing better communication through the School's representation on the Centre for Inclusivity & Diversity working group. The continuous improvement of policies and procedures will also increase our understanding on imbalances in ethnicity and disability.

The Athena SWAN self-reflection process has highlighted both our strengths and the challenges we face, enabling us to identify the following priority areas for improvement:

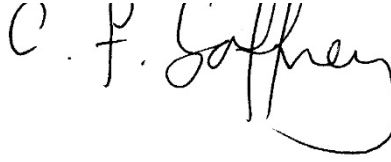
- Early Career staff progression;
- Addressing the 'leaky pipeline' at Grade 10+;

The honest reflections of our staff and students, regardless of gender, ethnicity, dis/ability and other protected characteristics will enable us to target our priority areas and be successful in the implementation of our action plan. In addition, we have two priority activities: to develop a School Handbook valuable for all staff, regardless of their

demographic or career-stage; and to implement a sustainable, individual-oriented Mentoring scheme. We will further reinforce our commitment by teaching gender/identity-related content throughout SAFS.

In this context, I offer my enthusiastic support, and am fully confident that the staff in the school are committed to progressing the agenda set by our Athena SWAN submission.

Yours faithfully

A handwritten signature in black ink, reading 'C. F. Gaffney'. The signature is written in a cursive style with a large, sweeping loop at the end of the last name.

Dr Chris Gaffney, Head of School

**Word count: 460**

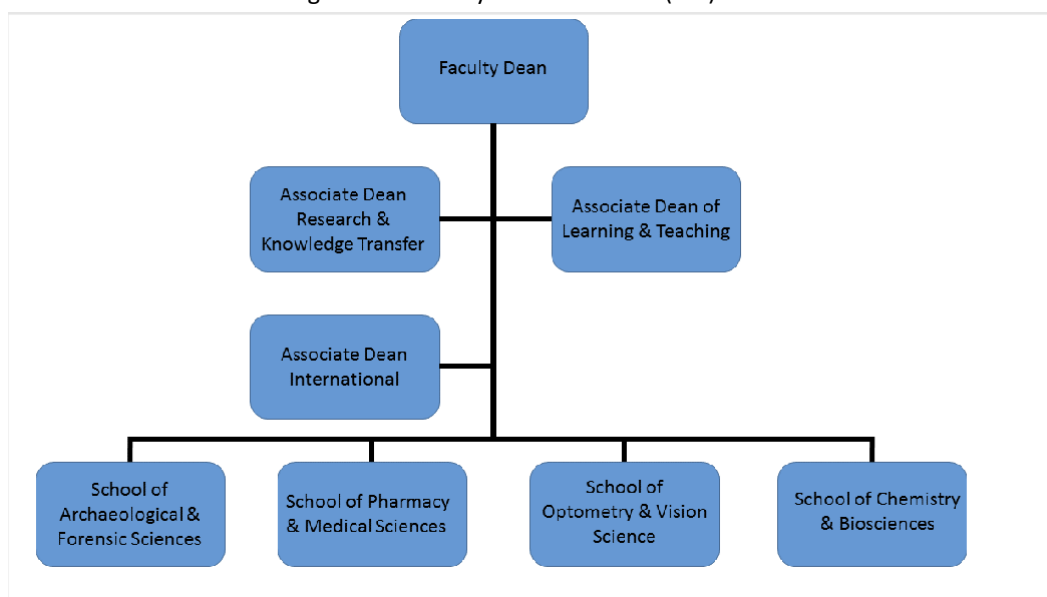
## 2. DESCRIPTION OF THE DEPARTMENT

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

*Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.*

The School of Archaeological and Forensic Sciences (SAFS), one of four schools within the Faculty of Life Sciences (FLS), Figure 2.1, is based on dedicated floors within the Richmond Building, with a common room accessible to all staff and postgraduates.

Figure 2.1: Faculty of Life Sciences (FLS) structure



UoB was the first university in Britain to offer dedicated archaeological science degrees over 40 years ago. The School was formed by merging Archaeology and Forensic delivery following, Academic Portfolio Review (2016/17), Table 2.1.

Table 2.1: Programmes currently taught by the School of Archaeological and Forensic Sciences

| Undergraduate Programmes                        | Postgraduate Programmes                                        |
|-------------------------------------------------|----------------------------------------------------------------|
| BSc Archaeology (Arch)                          | MSc Archaeological Science (AS)                                |
| BSc Forensic Archaeology and Anthropology (FAA) | MSc Human Osteology and Palaeopathology (HOP)                  |
| BSc Forensic and Medical Science (FMS)          | MSc Forensic Archaeology and Crime Scene Investigation (FACSI) |
| BSc Forensic Science (FS)                       |                                                                |

All academic staff engage in research and teaching at Undergraduate and Postgraduate levels and are supported by two Technical and Professional Staff (line-managed outside SAFS (Table 2.2).

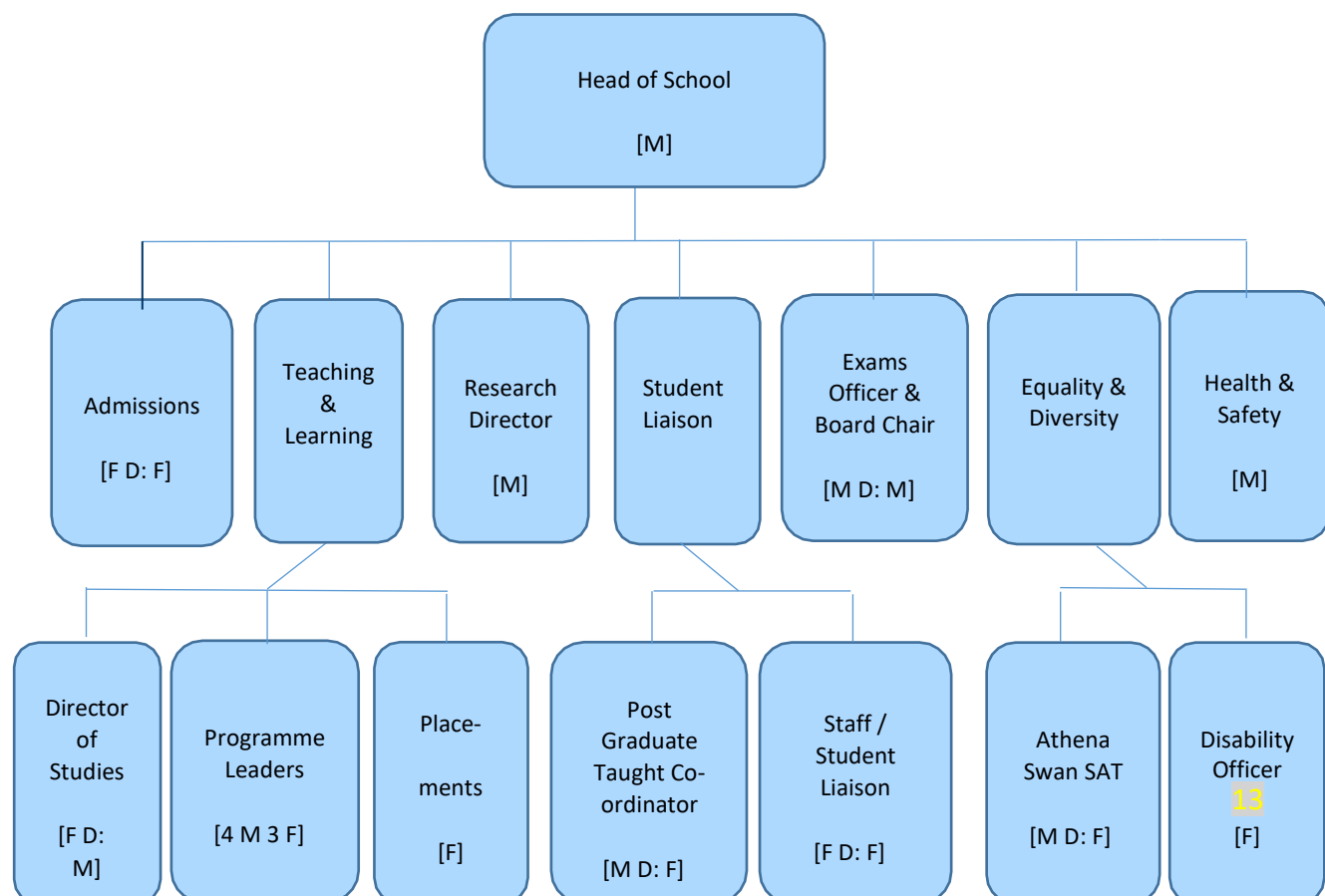
Table 2.2: Members of the School by Position (Headcounts), 2017/18

| Position in the School                    | Female | Male | % Female |
|-------------------------------------------|--------|------|----------|
| Academic Staff (Teaching & Research)      | 6      | 7    | 46       |
| Research-only (post-doctoral researchers) | 2      | 6    | 25       |
| Professional and Support Staff            | 1      | 1    | 50       |
| Postgraduate Research                     | 13     | 5    | 72       |
| Postgraduate Taught                       | 34     | 10   | 77       |
| Undergraduate                             | 107    | 44   | 71       |

Staff meet monthly to discuss all aspects of SAFS work, chaired by the Head of School (HoS), including updates from staff leads (Figure 2.2). Meetings provide advice and governance for specialist sub-committees as well as the School overall. Equality, Diversity and Inclusion (EDI) is now a standing item on agendas at these meetings, and most areas have Self-Assessment Team (SAT) member representation.

Since 2014, all senior roles (except Admissions and HoS) and some programme leaders have rotated. Selection for these is based upon ability, experience, workload balance and commitment; normally reviewed during annual Personal Development Reviews (PDRs) with the HoS (their line manager). The HoS is appointed after institutional application and interview. Technical and administrative staff are line-managed outside SAFS. Research group and support staff are line-managed separately by their group leaders.

Figure 2.2: Key roles in the School of Archaeological and Forensic Sciences, with gender (M/F) of lead staff member and deputy (D) where appropriate. Where there is no indicator, the role is split between subsections



**Word count: 233**

### 3. THE SELF-ASSESSMENT PROCESS

**Recommended word count: Bronze: 1000 words | Silver: 1000 words**

Describe the self-assessment process. This should include:

- i. A description of the self-assessment team

The Self-Assessment Team (SAT) was established in 2017 to support the Athena SWAN process, but has a wider EDI remit. Membership has changed over time, but represents academic staff (Full-time, Part-time, and Fixed Term), Professional Support, Postdoctoral researchers and a Postgraduate Student representative. Six of the team are men and four are women; currently a male chair, enabling the former chair (female) to take up a role as Faculty lead for EDI. Initially, volunteers were requested, then staff/students targeted to fill gaps. Table 3.1 lists all current and former SAT members.

Members have varying family circumstances, including those with young families and caring responsibilities. Two recently took maternity/paternity leave, and two returned to work after long periods of sick leave. One member has a hearing impairment, and another has mobility issues.

Table 3.1: Membership of Self-Assessment Team (\* denotes not current SAT member).

| Job                          | SAT role                                                                                               | Notes                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| P/T Athena Swan Co-ordinator | Joined SAT in 2019. Updated data; general documentation review for re-submission                       | Started post in summer 2019                                               |
| Reader                       | Compiled student data and reviewed student data section; student consultation; general document review | Director of Studies; member of Senate; Programme leader; Promoted 2017    |
| Post-doctoral Researcher     | Compiled guest lecture and other data; original document review                                        | On SAT until July 2018 (End of contract and new position taken elsewhere) |
| PGR student                  | Worked on presentation of data; led PGR consultation                                                   |                                                                           |

|                                      |                                                                                                                  |                                                                                              |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Senior Lecturer                      | Original Chair, compiled original submission; document review, especially section on the SAT                     | Former School Athena SWAN co-ordinator, plus Faculty and University EDI roles. Promoted 2018 |
| Lecturer                             | Compiled data; document review, especially career transition points; PGR consultation; joined SAT in autumn 2018 | Recently appointed staff                                                                     |
| Post-doctoral Researcher             | Organised follow-up staff questionnaire; document review, particularly staff data section                        |                                                                                              |
| P/T Researcher                       | Compiled and uploaded initial staff and PGR surveys                                                              | On SAT until July 2018 (End of contract)                                                     |
| Senior Lecturer                      | Compiled data and action points; reviewed documentation especially HoS letter and career development section     | Head of School                                                                               |
| Professor                            | General review of documentation                                                                                  | SAFS Research Director; Member of Senate                                                     |
| P/T Professional services, Librarian | Focussed on data and presentation; reviewed flexible working section                                             | SAFS Subject Librarian; National Teaching Fellow                                             |
| Reader                               | Compiled placements and guest lecture data                                                                       | Head of UG programmes; retired summer 2017                                                   |
| Senior Lecturer                      | Joined SAT summer 2019; Chair; reviewed School description and                                                   | Examinations Officer; SAFS                                                                   |

|                                 |                                                                                                                       |                                                                                           |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|                                 | organisation;<br>compiled<br>resubmission<br>documentation                                                            | E&D lead from<br>summer 2019                                                              |
| Post-doctoral<br>Researcher     | Document review; co-<br>ordinated Action<br>Plans; joined SAT in<br>2019                                              | Started post in<br>late 2018                                                              |
| P/T Athena Swan<br>Co-ordinator | Joined SAT in 2019.<br>Updated data; general<br>documentation review<br>for re-submission                             | Started post in<br>summer 2019                                                            |
| Reader                          | Compiled student<br>data and reviewed<br>student data section;<br>student consultation;<br>general document<br>review | Director of<br>Studies; member<br>of Senate;<br>Programme<br>leader;<br><br>Promoted 2017 |
| Post-doctoral<br>Researcher     | Compiled guest<br>lecture and other<br>data; original<br>document review                                              | On SAT until July<br>2018 (End of<br>contract and<br>new position<br>taken<br>elsewhere)  |

## ii. An account of the self-assessment process

The SAT normally meets twice per semester, with meetings held weekly during summer 2019 in the lead up to AS re-application. Different members compiled different sections originally, and reviewed different sections for re-submission, with oversight and drafting from the Chair. For resubmission Ms Kath Bridger was employed P/T to assist with data and document review.

Our data-team utilised staff and PGR surveys and focus group discussions.

- We received 22 (65% of staff) responses to an online survey in 2017 including academic staff, postdoctoral researchers and 4 professional services/support staff). Responses included twelve women, eight men; two preferred not to state their gender. None selected the 'other' gender category. As it is difficult to represent two individuals selecting 'prefer not to say' in quantitative data, we excluded the category (for almost every answer they gave opposing answers) but included qualitative responses from these individuals.

- Our PGR response rate was good (11 responses/61%), and a focus group discussion and follow-on meetings were held to bolster this feedback. Currently there is no formal mechanism of engaging with UG/PGT students on EDI **[AP1]**.
- In summer 2019, a follow-up questionnaire survey of staff assessed changes within SAFS since the start of the AS process. Fourteen responses were received (44% of current staff; five men, seven women, two preferred not to say). Lower response was due to poor timing of survey **[AP2b]** and supplemented by discussions in monthly staff meetings.

Documentation presented here were circulated to all staff for comment and discussed at staff meetings. Actions are communicated to PGR, PGT and UG students through emails and SSLC meetings. The Chair of the School SAT sits on the Faculty team, also led by a member of the School SAT (the former Chair). The School and Faculty Chairs report to the wider institutional SAT. The process aimed to be inclusive, transparent and representative. The level of engagement with students has been less than desired, with no formal mechanism for capturing student perceptions on EDI matters **[AP1]**.

The original paperwork was reviewed by a subpanel of PGR students (3F, 2M), leading members of the University's EDI Team, and two external reviewers, Prof Judith Rankin (Newcastle University) and Dr Jennifer Bardsley (Kings College London); both experienced panellists and SAT members. We liaised with colleagues in Pharmacy and Medical Sciences, Chemistry and Biosciences to learn from their experiences, recent submissions and to share good practice. For resubmission we sought further external review from Mr Sean McWhinnie (Educational Consultant), an experienced AS panellist, and the University's EDI team.

For this resubmission, HR data on students and staff have been updated to September 2018.

### iii. plans for the future of the self-assessment team

The SAT will become the School Equality and Diversity Committee (SEDC) **[AP2]** and meet twice-semesterly to monitor implementation of AS and related issues as they arise **[AP6]**. Meeting dates will be added to the annual meeting calendar with minuting, action tracking and reporting as for other School committees. Membership will be reviewed annually (or as needed for staff changes) to ensure representation and workload management for panel members. Membership will be included within staff workload model and reviewed in PDRs. Terms of reference, recruitment criteria, and lengths of terms will be discussed with and approved by the initial panel, as well as recruiting UG and PGT (post-graduate taught, i.e. Masters-level) representation. Staff and PGR surveys will continue annually as indicators for progress.

**Word Count: 680 words**

#### 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

##### 4.1. Student data

If courses in the categories below do not exist, please enter n/a.

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

N/A

(ii) Numbers of undergraduate students by gender

*Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.*

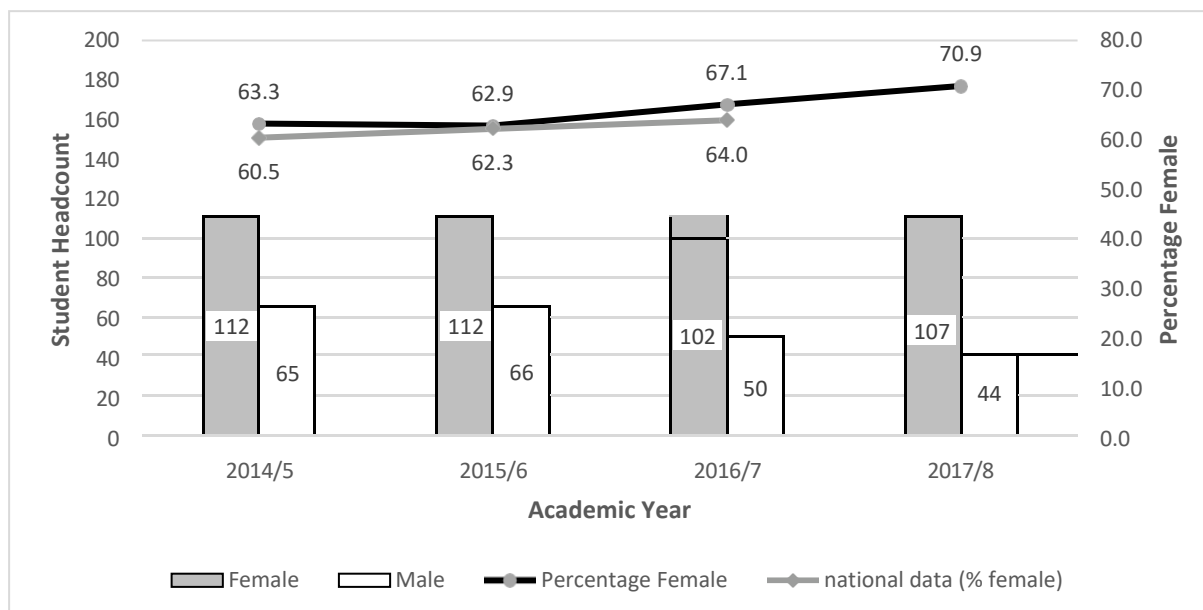
##### **Students: Current enrolments**

SAFS has undergone significant change becoming Archaeological and Forensic Sciences in 2017. FMS and FS degrees joined the school in September 2016 and September 2017.

Data is presented for the whole School, and separately for Archaeological (BA Archaeology and BSc Archaeological Sciences, both being taught out, BSc Arch, and BSc FAA – “Archaeology”) and Forensic (BSc FMS and BSc FS – “Forensic”) programmes. Numbers on individual courses are too small for meaningful separate conclusions. Likewise, there are few overseas students (<5 per year on average over the last four years); these will not be discussed separately. We discuss combined provision for all courses over the last 4 years; decisions relating to forensic degrees, recruitment and retention were made by a different school prior to 2017.

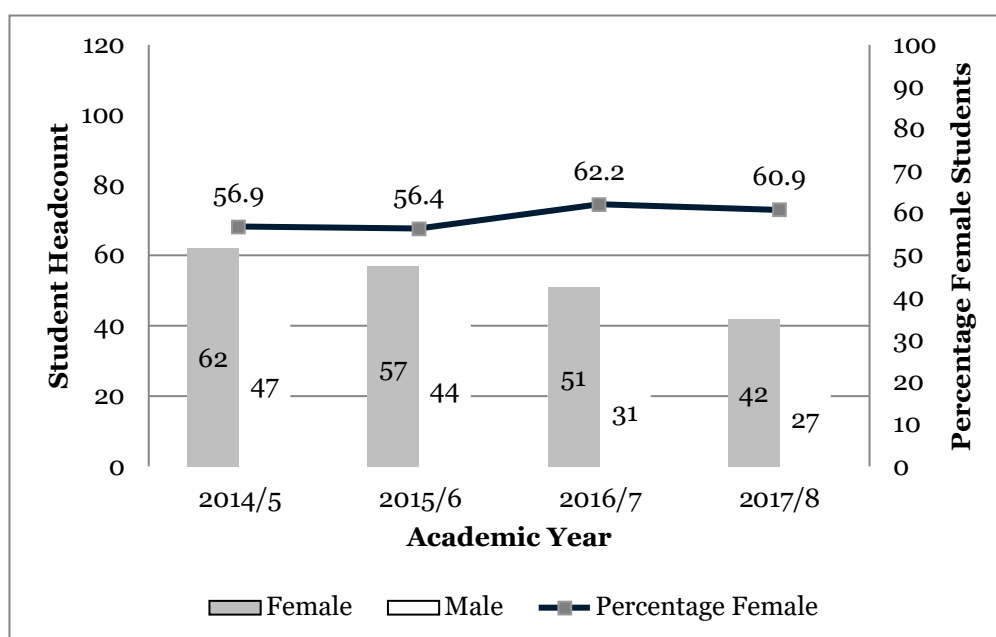
Benchmarking is against principal subject F4, Forensics and Archaeological Science, rather than FB (which includes FMS) or V5 (Archaeology), as this better reflects the structure of our school.

Figure 4.1: Combined headcounts of all undergraduate students within the School of Archaeological and Forensic Sciences



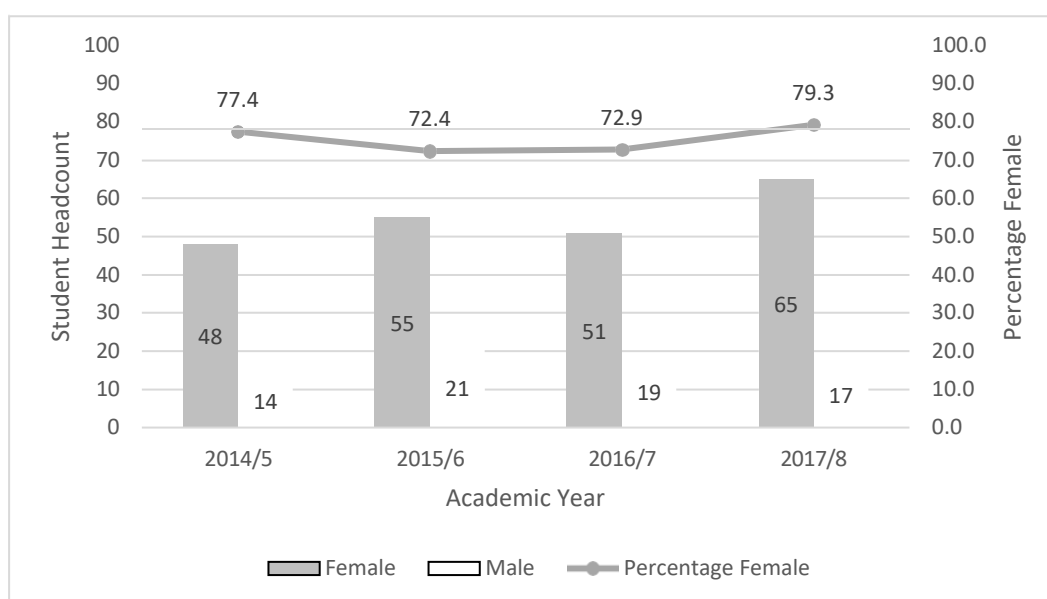
The UG student body is predominately female and has risen between 2016/17 and 2017/18. The number of men reduced from about 65 to 44, increasing the proportion of students who are female (71% female in 2017/18, Figure 4.1). The proportion of female students is in line with the national average for Forensics and Archaeological Science (from HEIDI+ data).

Figure 4.2: Headcount of students for Archaeology programmes



Although numbers on archaeology courses have fallen from 109 to 69, the female percentage increased slightly between 2014/15 – 2017/18 (Figure 4.2).

Figure 4.3: Headcount of students on Forensic programmes



Although numbers on our core forensic courses have varied between 62 and 82, this change has largely been due to fluctuations in the number of female students (Figure 4.3).

Overall, our Archaeology degrees have an even gender balance, with slightly more women. Forensic degrees have a higher percentage of women (a positive outcome in getting more women into STEMM subjects). Fluctuations result from minor changes in gender balance within a small cohort. Overall, 63-71% of our UG students are female. Although consistent with the national profile, we will take action to encourage recruitment of men in consultation with our marketing department **[AP3]** and review the situation after each intake.

Differences between Archaeology and Forensic programmes include recruitment requirements (Forensic have specific science entry requirements, chemistry for FS and biology for FMS), recruitment catchment areas (Arch/FAA are national, FS/FMS more local). These intersect with ethnicity and a higher proportion of female ethnic minority students from the local area (in keeping with the University's social inclusion agenda) particularly on the FMS course (Table 4.1). 71% of female students on Forensics are BME while 58% of males are white. In Archaeology, female and especially male students are mainly white **[AP4]**.

Table 4.1: Data on ethnicity (where known) of Undergraduate new entrants to degree areas, expressed as aggregated Headcounts / Percentage of degree area (2015/16 – 2017/18 only available)

|            | Forensic | Archaeology |
|------------|----------|-------------|
| BME Female | 25 / 71% | 15 / 43%    |

|              |                  |                  |
|--------------|------------------|------------------|
| White Female | 10 / 29%         | 20 / 57%         |
| <i>Total</i> | <i>35 / 100%</i> | <i>35 / 100%</i> |
|              |                  |                  |
| BME Male     | 10 / 42%         | 6 / 24%          |
| White Male   | 14 / 58%         | 19 / 76%         |
| <i>Total</i> | <i>24 / 100%</i> | <i>25 / 100%</i> |

Table 4.2: Total number (Headcount) of Full-Time and Part-Time Students (FTEs) on Undergraduate Courses, by gender

| Year    | Gender | Mode of Study |           | Total |
|---------|--------|---------------|-----------|-------|
|         |        | Full Time     | Part Time |       |
| 2014/15 | Female | 105           | 5         | 110   |
|         | Male   | 60            | 1         | 61    |
| 2015/16 | Female | 109           | 3         | 112   |
|         | Male   | 61            | 4         | 65    |
| 2016/17 | Female | 102           | 0         | 102   |
|         | Male   | 50            | 0         | 50    |
| 2017/18 | Female | 107           | 0         | 107   |
|         | Male   | 44            | 0         | 44    |

Few students study in SAFS part-time (Table 4.2); none in 2016/17 and 2017/18. In 2014/15, 71% of seven part-time students were female. In 2015/16, 43% of seven part-time students were female it is clear both men and women chose to study part time. While we continue to offer PT UG routes, there is a low take-up. This may be a response to funding. The new EDI student consultation groups **[AP1]** will enable us to understand motivations and act accordingly. Students can take a credit accumulation route by arrangement.

#### Student Applications and offers:

Students applying through UCAS who meet the subject requirements and who hold or are predicted appropriate tariff score receive an offer, usually conditional, without interview. Mature / non-standard applicants may have relevant experience which is considered. Applicants are invited to an Applicant Experience Day (AED) which includes tours of facilities, meeting staff and students to enhance conversion rates. There are no initiatives targeted at specific genders; normally both male and female staff are

involved at ODs and AEDs, but the student gender ratio leads to a preponderance of female student helpers which will be considered in our aim to encourage male student applicants [AP3].

Table 4.3: Archaeology student applications, offers and enrolment

| Year    | Gender   | Applications | Offers | Enrolment | Percentage of applicants made offers | Percentage of those made offers enrolling | Percentage of applicants enrolling |
|---------|----------|--------------|--------|-----------|--------------------------------------|-------------------------------------------|------------------------------------|
| 2014/15 | Female   | 57           | 51     | 12        | 89%                                  | 24%                                       | 21%                                |
|         | Male     | 50           | 43     | 16        | 86%                                  | 37%                                       | 32%                                |
|         | % Female | 53%          | 54%    | 43%       |                                      |                                           |                                    |
| 2015/16 | Female   | 81           | 74     | 18        | 91%                                  | 24%                                       | 22%                                |
|         | Male     | 44           | 39     | 11        | 89%                                  | 28%                                       | 25%                                |
|         | % Female | 65%          | 65%    | 62%       |                                      |                                           |                                    |
| 2016/17 | Female   | 84           | 69     | 16        | 82%                                  | 23%                                       | 19%                                |
|         | Male     | 33           | 24     | 5         | 73%                                  | 21%                                       | 15%                                |
|         | % Female | 72%          | 74%    | 76%       |                                      |                                           |                                    |
| 2017/18 | Female   | 69           | 59     | 9         | 86%                                  | 15%                                       | 13%                                |
|         | Male     | 35           | 29     | 6         | 83%                                  | 21%                                       | 17%                                |
|         | % Female | 66%          | 67%    | 60%       |                                      |                                           |                                    |
| Overall | Female   | 291          | 253    | 55        | 87%                                  | 22%                                       | 19%                                |
|         | Male     | 162          | 135    | 38        | 83%                                  | 28%                                       | 23%                                |
|         | % Female | 64%          | 65%    | 59%       |                                      |                                           |                                    |

Key observations (Table 4.3):

- Total numbers of applicants to our archaeology degrees varies from 104 (2017/18) to 125 (2015/16), with the percentage of female applicants varying between 53 and 72%, female applications tend to rise and male applications tend to decline.
- Females are slightly more likely to receive an offer (which is based entirely on grades achieved/predicted, suggesting some difference in overall attainment/predicted grades).
- Males holding an offer are more likely to enrol.

- We need to encourage more applications from men and increase the proportion of females made an offer who go on to enrol. [AP3;AP5]

Table 4.4: Forensic student applications, offers and enrolment

| Year    | Gender   | Applications | Offers | Enrolment | Percentage of applicants made offers | Percentage of those made offers enrolling | Percentage of applicants enrolling |
|---------|----------|--------------|--------|-----------|--------------------------------------|-------------------------------------------|------------------------------------|
| 2014/15 | Female   | 105          | 86     | 20        | 82%                                  | 23%                                       | 19%                                |
|         | Male     | 66           | 56     | 12        | 85%                                  | 21%                                       | 18%                                |
|         | % Female | 61%          | 61%    | 63%       |                                      |                                           |                                    |
| 2015/16 | Female   | 97           | 78     | 12        | 80%                                  | 15%                                       | 12%                                |
|         | Male     | 78           | 62     | 10        | 79%                                  | 16%                                       | 13%                                |
|         | % Female | 55%          | 56%    | 55%       |                                      |                                           |                                    |
| 2016/17 | Female   | 107          | 81     | 18        | 76%                                  | 22%                                       | 17%                                |
|         | Male     | 55           | 35     | 8         | 64%                                  | 23%                                       | 15%                                |
|         | % Female | 66%          | 70%    | 69%       |                                      |                                           |                                    |
| 2017/18 | Female   | 202          | 163    | 34        | 81%                                  | 21%                                       | 17%                                |
|         | Male     | 86           | 69     | 5         | 80%                                  | 7%                                        | 6%                                 |
|         | % Female | 70%          | 70%    | 87%       |                                      |                                           |                                    |
| Overall | Female   | 511          | 408    | 84        | 80%                                  | 21%                                       | 16%                                |
|         | Male     | 285          | 222    | 35        | 78%                                  | 16%                                       | 12%                                |
|         | % Female | 64%          | 65%    | 71%       |                                      |                                           |                                    |

Key observations (Table 4.4):

- Total number of applicants to forensic degrees fluctuated from 171 (2014/15) to 288 (2017/18), with the percentage of female applicants varying between 55 and 70%.
- Male data for 2017/18 shows a decline in number and percentage of applicants enrolling, although the number applying increased.
- Percentages of females enrolling have remained fairly constant, with an increase in number applying in 2017/18.

Data reveals fluctuation in the gender balance year on year. Larger percentage difference for archaeology reflect the smaller number of applicants, offers and enrolments. At school level this 'noise' is suppressed, showing even proportions of men and women across all stages, suggesting fair practice, but fluctuation in the gender balance of applicants. Overall, females are slightly more likely to receive offers (related

to A-level predicted grades). However, a higher percentage of male applicants convert and enrol in Archaeology, but fewer in Forensic courses.

It is difficult to influence the gender balance of applications [AP3]; AP5 addresses conversion processes [AP5].

### UG Student Degree Attainment

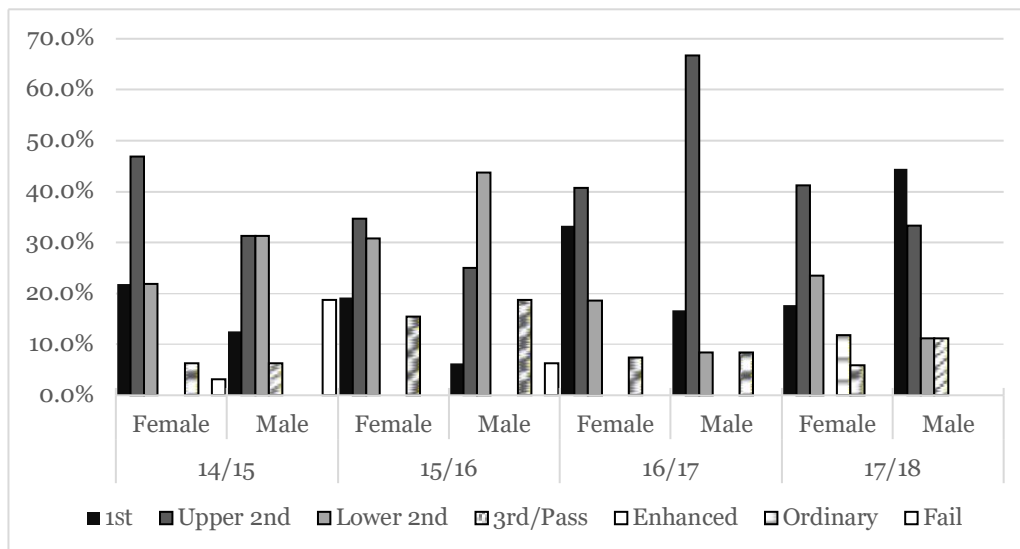
Data for degree attainment for the School annually (Table 4.5) and aggregated (Figure 4.4) show the majority of students (male and female), obtained good honours (64.7% for women and 54.7% for men), though over the last four years 13 students (4M, 9F) obtained an Ordinary degree and five students failed (4M, 1F) in the final year. Percentage values suggest women were slightly more likely to obtain a 1st class honours (23.5% of females and 17.0% of males).

Table 4.5: Student attainment by gender for each year separately 2014/15-2017/18

| Academic Year | Outcome    | Headcounts |      |       | Percentages per outcome |       |
|---------------|------------|------------|------|-------|-------------------------|-------|
|               |            | Female     | Male | Total | Female                  | Male  |
| 2014/5        | 1st        | 7          | 2    | 9     | 77.8                    | 22.2  |
|               | Upper 2nd  | 15         | 5    | 20    | 75.0                    | 25.0  |
|               | Lower 2nd  | 7          | 5    | 12    | 58.3                    | 41.7  |
|               | 3rd/Pass   | -          | 1    | 1     | 0.0                     | 100.0 |
|               | Enhanced   | -          | -    | -     | n/a                     | n/a   |
|               | Ordinary   | 2          | -    | 2     | 100.0                   | 0.0   |
|               | Foundation | -          | -    | -     | n/a                     | n/a   |
|               | Fail       | 1          | 3    | 4     | 25.0                    | 75.0  |
| 2015/6        | 1st        | 5          | 1    | 6     | 83.3                    | 16.7  |
|               | Upper 2nd  | 9          | 4    | 13    | 69.2                    | 30.8  |
|               | Lower 2nd  | 8          | 7    | 15    | 53.3                    | 46.7  |
|               | 3rd/Pass   | -          | -    | -     | n/a                     | n/a   |
|               | Enhanced   | -          | -    | -     | n/a                     | n/a   |
|               | Ordinary   | 4          | 3    | 7     | 57.1                    | 42.9  |
|               | Foundation | -          | -    | -     | n/a                     | n/a   |

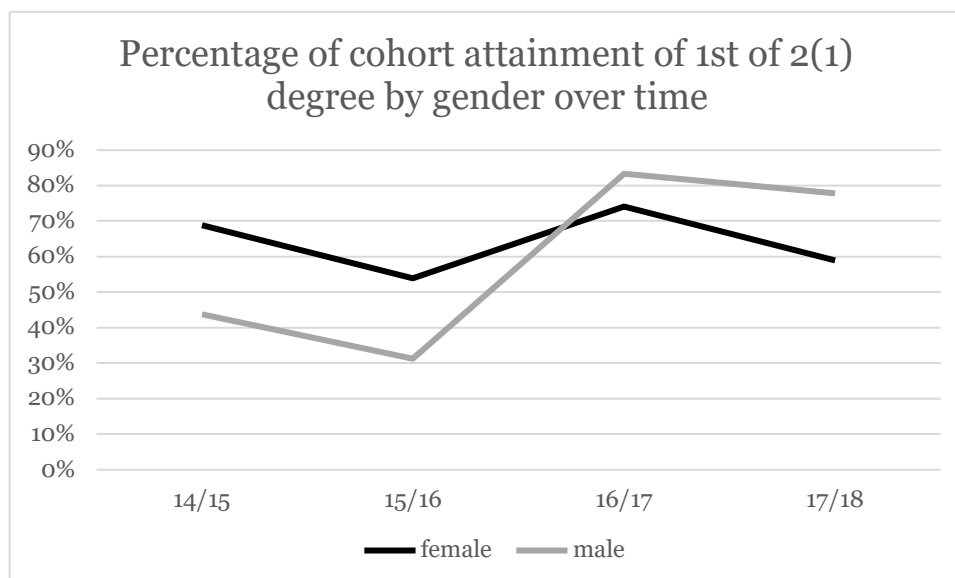
|        |            |    |   |    |      |       |
|--------|------------|----|---|----|------|-------|
|        | Fail       | -  | 1 | 1  | 0.0  | 100.0 |
| 2016/7 | 1st        | 9  | 2 | 11 | 81.8 | 18.2  |
|        | Upper 2nd  | 11 | 8 | 19 | 57.9 | 42.1  |
|        | Lower 2nd  | 5  | 1 | 6  | 83.3 | 16.7  |
|        | 3rd/Pass   | -  | - | -  | n/a  | n/a   |
|        | Enhanced   | -  | - | -  | n/a  | n/a   |
|        | Ordinary   | 2  | 1 | 3  | 66.7 | 33.3  |
|        | Foundation | -  | - | -  | n/a  | n/a   |
|        | Fail       | -  | - | -  | n/a  | n/a   |
| 2017/8 | 1st        | 3  | 4 |    | n/a  | n/a   |
|        | Upper 2nd  | 7  | 3 |    | n/a  | n/a   |
|        | Lower 2nd  | 4  | 1 |    | n/a  | n/a   |
|        | 3rd/Pass   | -  | 1 |    | n/a  | n/a   |
|        | Enhanced   | 2  | - |    | n/a  | n/a   |
|        | Ordinary   | 1  | - |    | n/a  | n/a   |
|        | Foundation | -  | - |    | n/a  | n/a   |
|        | Fail       | -  | - |    | n/a  | n/a   |

Figure 4.4: Aggregated undergraduate degree attainment by gender 2014/15–2017/18



Fluctuations relate to small numbers across degrees and are hard to identify. When grouped there appears to be a trend in attainment of higher-grade degrees by gender with men obtaining better degree outcomes (see Figure 4.5).

Figure 4.5: Percentage of gender cohort attainment of 1st class or 2(1) Degree by year



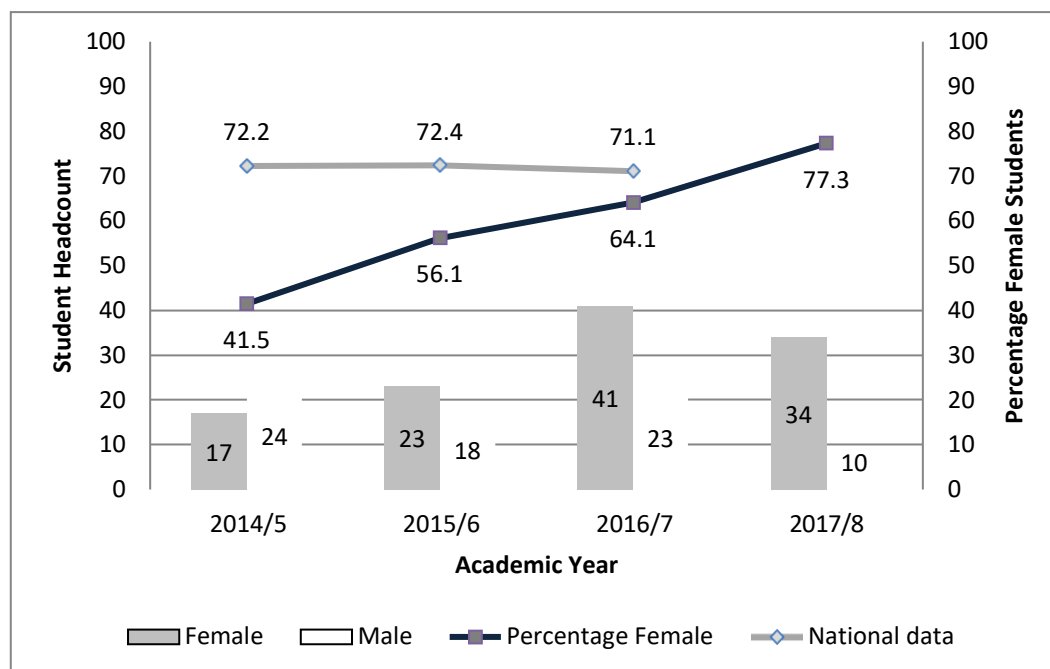
We suspect this is related to us including Forensics programmes which have a higher proportion of female BME students. Attainment by ethnicity will be collected and monitored following the June exam board by the SEDC [AP2; AP6] and action planned accordingly.

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

*Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.*

Students are recruited from both existing UG students, and from external Home/EU and Overseas. PGT applicants apply centrally and automatically offered a place if they meet criteria, with course team involved in any marginal decisions.

Figure 4.6: Number of students on all SAFS PGT courses, plus percentage female and National comparison



Over time, the number of women taking PGT degrees has increased (Figure 4.6), while 'men' has stayed relatively constant until 2017/18 when the number of men fell, these trends lead to an increasing proportion of female students.

In comparison to national data, our male representation had been better than national averages to 2016/17. We will take steps to encourage more male students to take our PGT courses [AP3].

Recently more men chose part-time study than women (Table 4.7). This may reflect the professional part-time route in MSc FACS1 and HOP, which allow serving police officers and forensic experts (fields are still predominantly male) to take the degrees on a 'day-release' model. Many part-time students are mature students, and the gender balance could reflect external factors. Some male part-time students were retired, and female part-time students worked alongside studies. We will investigate further our part-time student body and their context [AP1]. Numbers and proportions of females of PGT courses have increased overall.

Table 4.6: Total number of Full-Time and Part-Time Students (FTEs) on PGT Courses

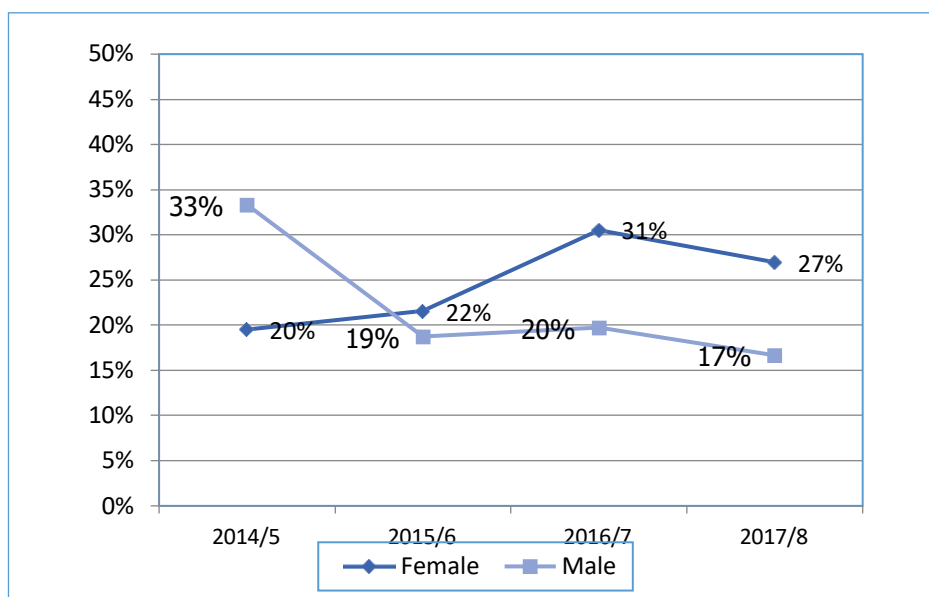
| Year    | Gender | Mode of Study |           | Total | Percent Part-Time |
|---------|--------|---------------|-----------|-------|-------------------|
|         |        | Full Time     | Part Time |       |                   |
| 2014/15 | Female | 15            | 2         | 17    | 12%               |
|         | Male   | 18            | 6         | 24    | 25%               |
| 2015/16 | Female | 20            | 3         | 23    | 13%               |
|         | Male   | 11            | 7         | 18    | 39%               |

|         |        |    |   |    |     |
|---------|--------|----|---|----|-----|
| 2016/17 | Female | 28 | 5 | 33 | 15% |
|         | Male   | 14 | 9 | 23 | 39% |
| 2017/18 | Female | 28 | 6 | 34 | 18% |
|         | Male   | 6  | 4 | 10 | 40% |

Table 4.7: PGT student applications, offers and enrolments

| Year    | Gender   | Applications | Offers | Enrolment | Percentage of applicants made offers | Percentage of those made offers enrolling | Percentage of applicants enrolling |
|---------|----------|--------------|--------|-----------|--------------------------------------|-------------------------------------------|------------------------------------|
| 2014/15 | Female   | 82           | 69     | 16        | 84%                                  | 23%                                       | 20%                                |
|         | Male     | 72           | 62     | 24        | 86%                                  | 39%                                       | 33%                                |
|         | % Female | 53%          | 53%    | 40%       |                                      |                                           |                                    |
| 2015/16 | Female   | 102          | 86     | 22        | 84%                                  | 26%                                       | 22%                                |
|         | Male     | 64           | 45     | 12        | 70%                                  | 27%                                       | 19%                                |
|         | % Female | 61%          | 66%    | 65%       |                                      |                                           |                                    |
| 2016/17 | Female   | 118          | 100    | 36        | 85%                                  | 36%                                       | 31%                                |
|         | Male     | 76           | 46     | 15        | 61%                                  | 33%                                       | 20%                                |
|         | % Female | 61%          | 68%    | 71%       |                                      |                                           |                                    |
| 2017/18 | Female   | 115          | 79     | 31        | 69%                                  | 39%                                       | 27%                                |
|         | Male     | 48           | 26     | 8         | 54%                                  | 31%                                       | 17%                                |
|         | % Female | 71%          | 75%    | 79%       |                                      |                                           |                                    |
| Overall | Female   | 417          | 334    | 105       | 80%                                  | 31%                                       | 25%                                |
|         | Male     | 260          | 179    | 59        | 69%                                  | 33%                                       | 23%                                |
|         | % Female | 62%          | 65%    | 64%       |                                      |                                           |                                    |

Figure 4.7: PGT Percentage of Enrolments to Applicants by gender 2014/5 to 2017/8



Key points:

- The percentage of female applicants has increased, reaching 71% in 2017/18 (Table 4.8)
- Women are more likely to apply than men (Figure 4.7), but women and men with offers are equally likely to enrol Table 4.6).

It is difficult to influence the gender balance of applications; we need to ensure that we attract more male as well as women applicants to our degrees **[AP3]**.

Table 4.8a: Completions of PGT students (HESA returns)

| Academic Year | Successful Completions |      | Unsuccessful Completions |      | Totals |      |
|---------------|------------------------|------|--------------------------|------|--------|------|
|               | Female                 | Male | Female                   | Male | Female | Male |
| 2014/15       | 11                     | 10   | 0                        | 0    | 11     | 10   |
| 2015/16       | 14                     | 18   | 3                        | 2    | 17     | 20   |
| 2016/17       | 19                     | 13   | 2                        | 5    | 21     | 18   |
| 2017/18       | 2                      | 5    | 2                        | 0    | 4      | 5    |

Numbers are small, not showing any clear trend in respect of completions of men and women. Table 4.8a does not include attainment beyond successful completion at the first attempt; information on award achieved (e.g. Distinctions, Merits) and attainment by ethnicity and home/overseas status will be collected and analysed going forward **[AP2]**.

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

*Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.*

Most PGR students enrol on PhD programmes, with a small number of MPhil applicants – none since 2016. Most research projects are developed by the student, alongside their nominated supervisor(s), with a small proportion of funded studentships within staff research projects. Applications are administered centrally. Applicants are interviewed by supervisors and an additional panel member. 62% of females who apply enrol, vs 24% of males (Table 4.8b, Table 4.8c). This is a statistically significant, especially given that males comprise 60% of applicants (chi-square 4.008 p=0.0452) **[AP3]**.

Table 4.8b: PGR student applications, offers and enrolments

| Academic Year | Stage      | Headcounts |      |       | Percentages |      | Proportion of Enrolments to Applicants |      |
|---------------|------------|------------|------|-------|-------------|------|----------------------------------------|------|
|               |            | Female     | Male | Total | Female      | Male | Female                                 | Male |
| 2014/5        | Applicants | 8          | 9    | 17    | 47%         | 53%  |                                        |      |
|               | Offers     | 6          | 2    | 8     | 75%         | 25%  |                                        |      |
|               | Enrolment  | 6          | 2    | 8     | 75%         | 25%  | 75%                                    | 22%  |
| 2015/6        | Applicants | 5          | 9    | 14    | 36%         | 64%  |                                        |      |
|               | Offers     | 2          | 5    | 7     | 29%         | 71%  |                                        |      |
|               | Enrolment  | 2          | 5    | 7     | 29%         | 71%  | 40%                                    | 56%  |
| 2016/7        | Applicants | 7          | 12   | 19    | 37%         | 63%  |                                        |      |
|               | Offers     | 6          | 2    | 8     | 75%         | 25%  |                                        |      |
|               | Enrolment  | 5          | 2    | 7     | 71%         | 29%  | 71%                                    | 17%  |
| 2017/8        | Applicants | 5          | 7    | 12    | 42%         | 58%  |                                        |      |
|               | Offers     | 5          | 2    | 7     | 71%         | 29%  |                                        |      |
|               | Enrolment  | 3          | 0    | 3     | 100%        | 0%   | 60%                                    | 0%   |

Table 4.8c: Chart of PGR student applications, offers and enrolments

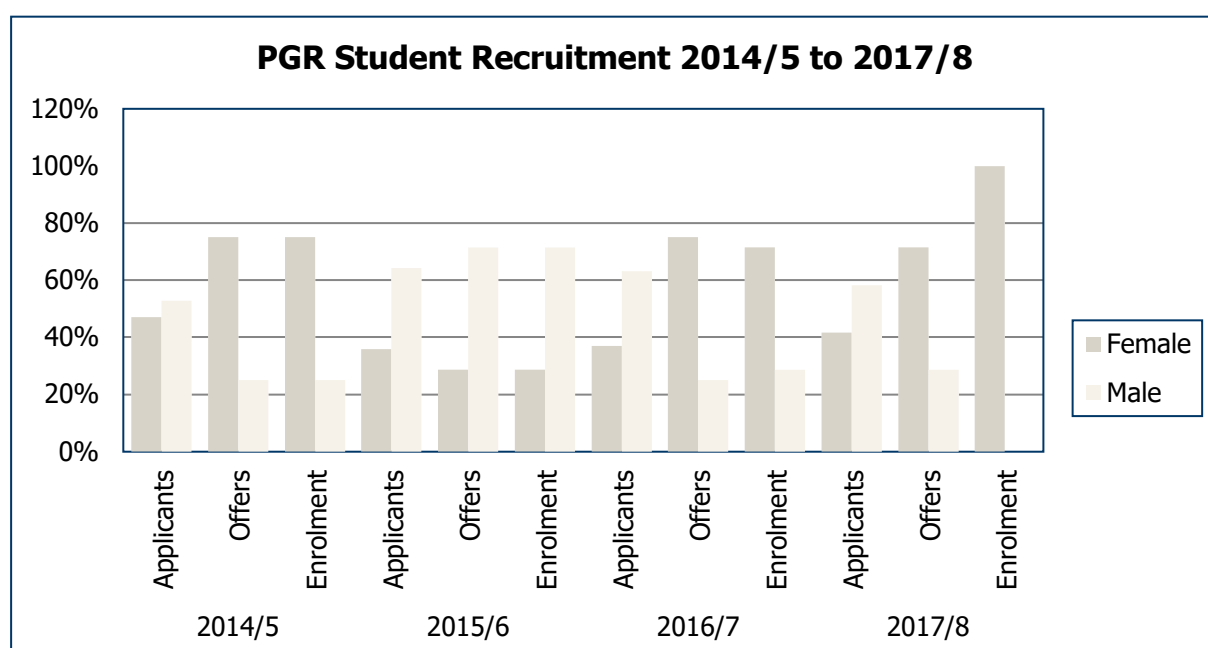
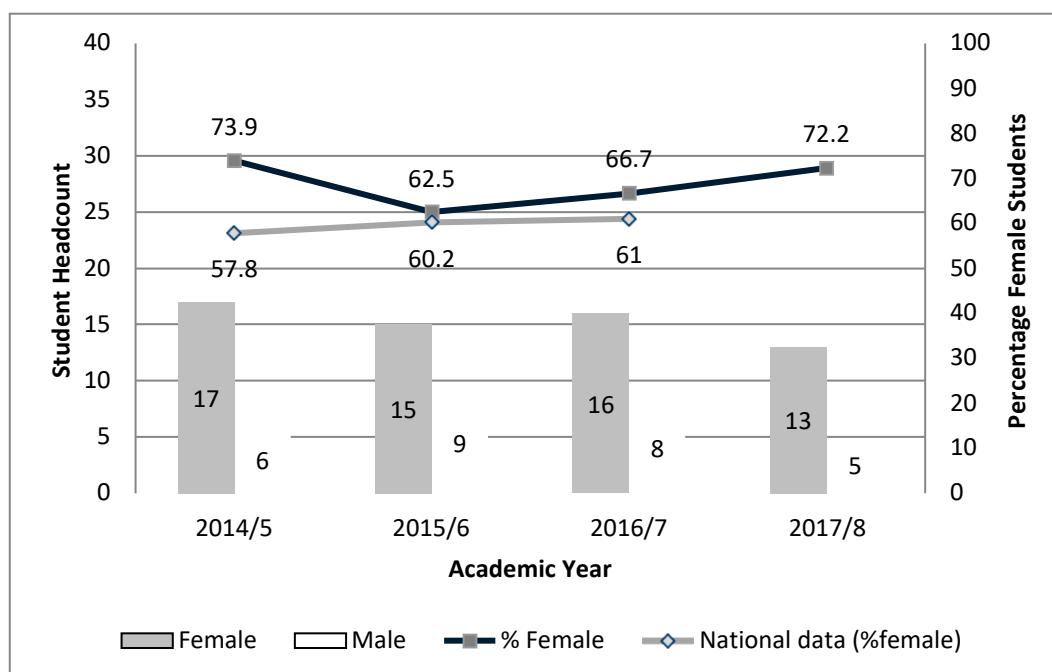


Figure 4.8: PGR headcount of students (National figures from HEIDI+ data)



Overall the numbers of male and female PGR students are stable although they fell in 2017/18 (Figure 4.8). Approximately 2/3 of PGR students are women, which is slightly higher than the national average. We will encourage male students to take up PGR study **[AP3]**.

Table 4.9: Completion rates of PGR students (HESA return)

|               |                          | Numbers |         |         |         |
|---------------|--------------------------|---------|---------|---------|---------|
|               |                          | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
| <b>Female</b> | Successfully completed   | 0       | 3       | 5       | 5       |
|               | Obtained fall-back award | 0       | 0       | 0       | 0       |
|               | Failed                   | 2       | 0       | 0       | 0       |
|               | Female Total             | 2       | 3       | 5       | 5       |
| <b>Male</b>   | Successfully completed   | 3       | 1       | 0       | 0       |
|               | Obtained fall-back award | 0       | 0       | 0       | 0       |
|               | Failed                   | 0       | 1       | 1       | 0       |
|               | Male Total               | 3       | 2       | 1       | 0       |

At PGR level the distinction between Forensic and Archaeology students is less prominent and are analysed at a school-wide level. Completion rates are high for

women and poorer for males (Table 4.9), tied to smaller male numbers [AP3], however, the numbers are small; more data are needed to discern any trends.

Women are more likely to undertake a research degree part-time than men (Table 4.10), although numbers are too small to discern patterns.

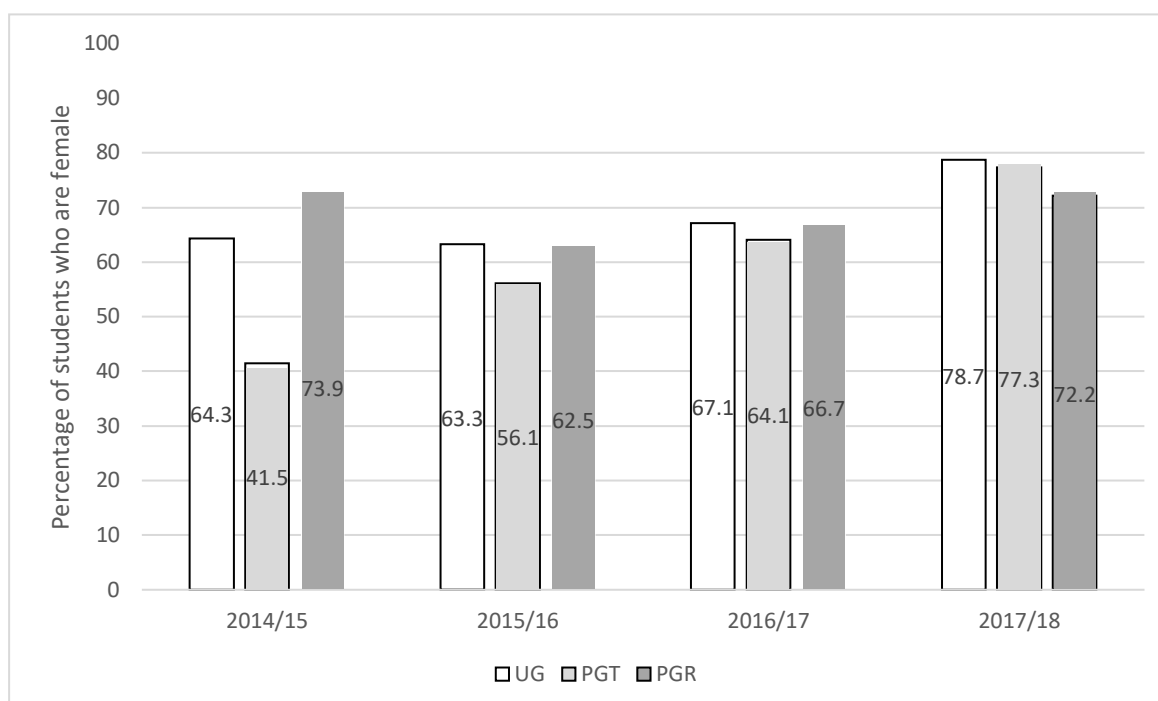
Table 4.10: Headcount totals of Full-Time and Part-Time PGR Students

| Year    | Gender | Mode of Study |           | Total | Percentage Part-time |
|---------|--------|---------------|-----------|-------|----------------------|
|         |        | Full Time     | Part Time |       |                      |
| 2014/15 | Female | 12            | 5         | 17    | 29%                  |
|         | Male   | 5             | 1         | 6     | 17%                  |
| 2015/16 | Female | 12            | 9         | 21    | 43%                  |
|         | Male   | 3             | 0         | 3     | 0%                   |
| 2016/17 | Female | 12            | 8         | 20    | 40%                  |
|         | Male   | 4             | 0         | 4     | 0%                   |
| 2017/18 | Female | 10            | 5         | 15    | 33%                  |
|         | Male   | 3             | 0         | 3     | 0%                   |

#### (v) Progression pipeline between undergraduate and postgraduate student levels

*Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.*

Figure 4.9: Figures comparing UG, PGT and PGR levels for percentage female students



Women's representation is similar at all levels suggesting little leakage (Figure 4.9). The trends suggest an increase over time in women's representation. By 2017/18 representation was over 70% at all levels. The data shows an underrepresentation of males at most levels. Attracting men at UG and PGT

levels (discussed above) will have a long-term impact on feeding PGR numbers [AP3; AP5].

Figure 4.10: Graduation 2017 highlighting female successes at PGR



#### 4.2. Academic and research staff data

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

*Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.*

#### SILVER APPLICATIONS ONLY

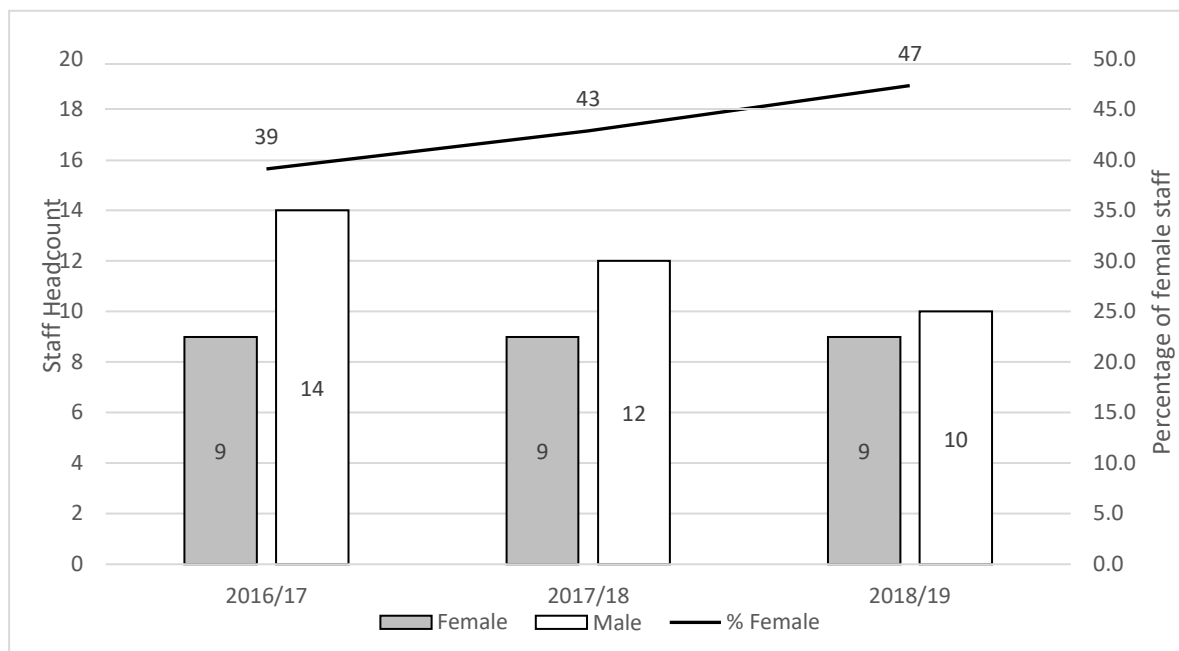
Where relevant, comment on the transition of technical staff to academic roles.

## SAFS Staff

Table 4.11: Summary of career paths and grades: all academic staff undertaking teaching and research

| Grade     | Career Path                     |                                   |                           |
|-----------|---------------------------------|-----------------------------------|---------------------------|
|           | Research-only                   | Professional Support              | Academic (T&R)            |
| Grade 4   |                                 | Technician / Administrator        |                           |
| Grade 5   |                                 | Technician / Administrator        |                           |
| Grade 6   |                                 | Senior Technician / Administrator |                           |
| Grade 7   | Postdoctoral Research Assistant |                                   |                           |
| Grade 8/9 | Postdoctoral Research Fellow    |                                   | Lecturer                  |
| Grade 10  |                                 |                                   | Senior Lecturer<br>Reader |
| Grade 11+ |                                 |                                   | Professor                 |

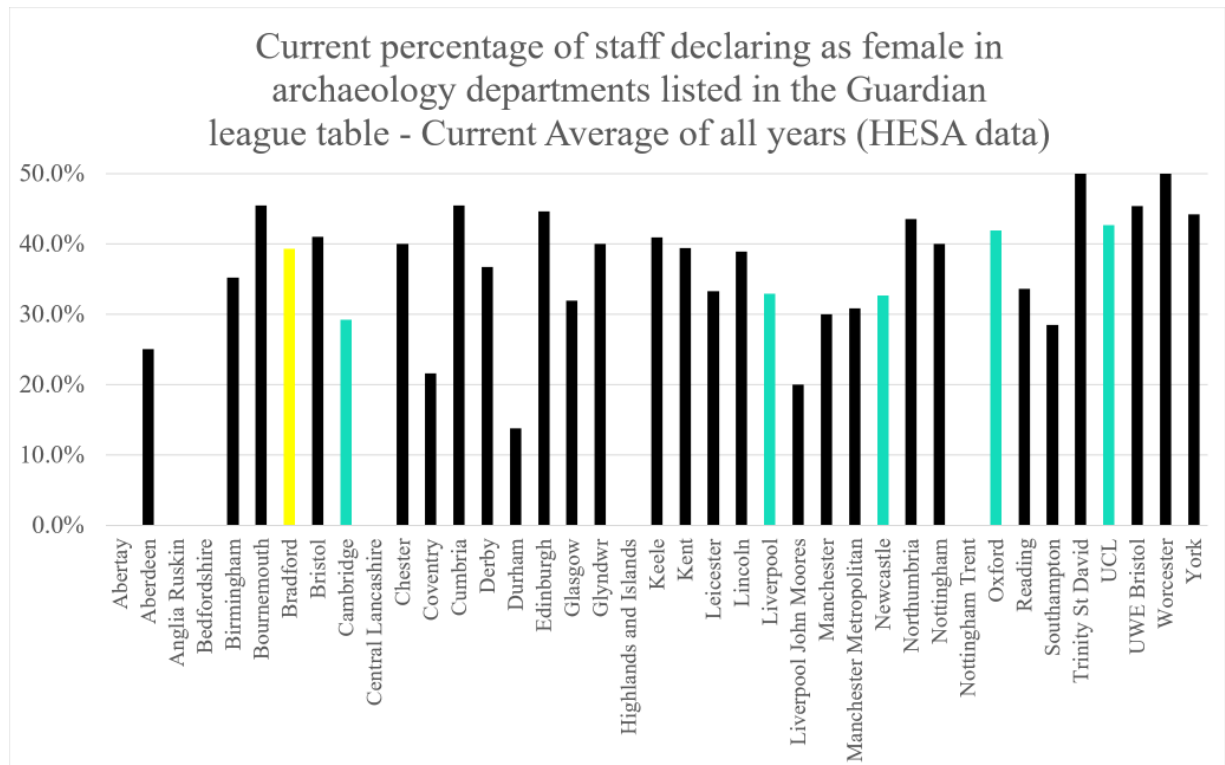
Figure 4.11: Numbers of staff of all grades within SAFS, and percentage female, all available data



Over the last two years, the total number of staff has fallen: one staff member retiring (M) and another leaving for a career opportunity (M). A postdoctoral research assistant (F) left due to a career opportunity and end of contract and another 3 (F) arrived.

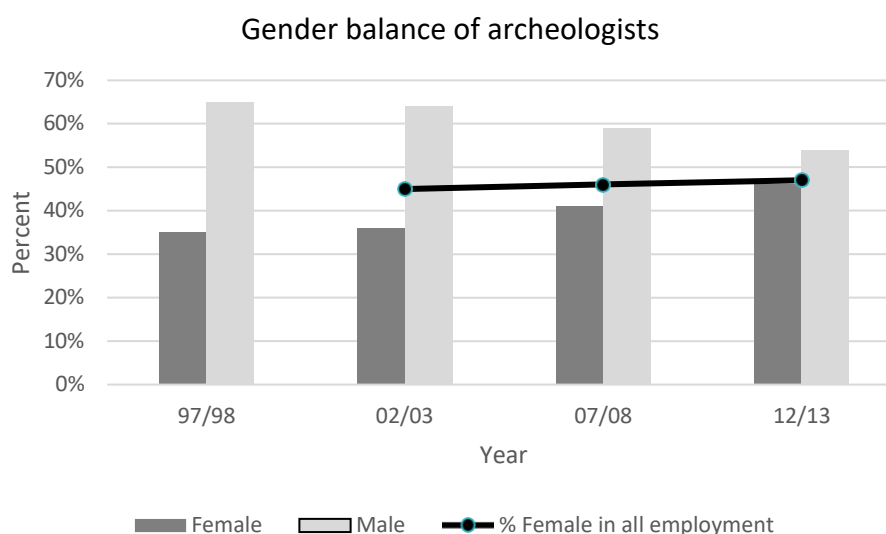
An impact of the departure of staff is improvement on percentage of permanent female academics (Figure 4.11), with 47% of academic and research staff currently female. We have a balanced gender staff ratio; comparison data are given in Figure 4.12, averaged for years 2014/15 – 2017/18.

Figure 4.12: Percentage of female staff, average of years 2014/15 – 2017/18, from HESA data



Profiling the Profession's benchmarking provides a sector comparison for archaeologists in the UK. Collected in 2012-13, the figures show an increasing proportion of female employees (Fig 4.13). Staff figures at Bradford are in line with those general figures.

Figure 4.13: Gender balance of archaeologists (Profiling the Profession data).



Initially, female representation falls with grade (Table 4.11, Figure 4.14) but this trend changes to a more balanced representation over time. The exception to this, despite female promotions, is that during the entire period of analysis there have been no female professors in SAFS. Figure 4.15 shows the trajectory of promotions for men and women, emphasising underrepresentation of women Grade 10+.

Table 4.11: Gender balance of academic and research staff by grade

|                          | 2014/15 |   |     | 2015/16 |   |     | 2016/17 |   |     | 2017/18 |   |     |
|--------------------------|---------|---|-----|---------|---|-----|---------|---|-----|---------|---|-----|
|                          | F       | M | % F | F       | M | % F | F       | M | % F | F       | M | % F |
| Grade 7                  | 0       | 3 | 0%  | 0       | 2 | 0%  | 1       | 4 | 20% | 1       | 2 | 33% |
| Grade 8                  | 6       | 1 | 86% | 3       | 1 | 75% | 2       | 4 | 33% | 1       | 4 | 20% |
| Grade 9                  | 1       | 3 | 25% | 4       | 3 | 57% | 4       | 2 | 67% | 2       | 2 | 50% |
| Grade 10 (SL and Reader) | 3       | 6 | 33% | 3       | 6 | 33% | 3       | 6 | 33% | 4       | 4 | 50% |
| Grade 11+                | 0       | 3 | 0%  | 0       | 3 | 0%  | 0       | 1 | 0%  | 0       | 1 | 0%  |

Figure 4.14: Percent of female staff by grade by year (numbers on chart show raw counts)

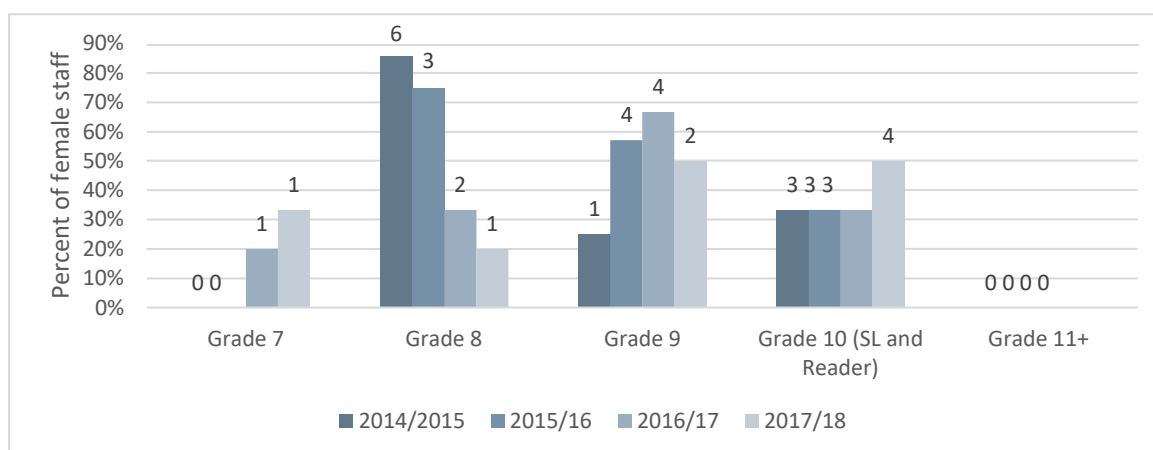
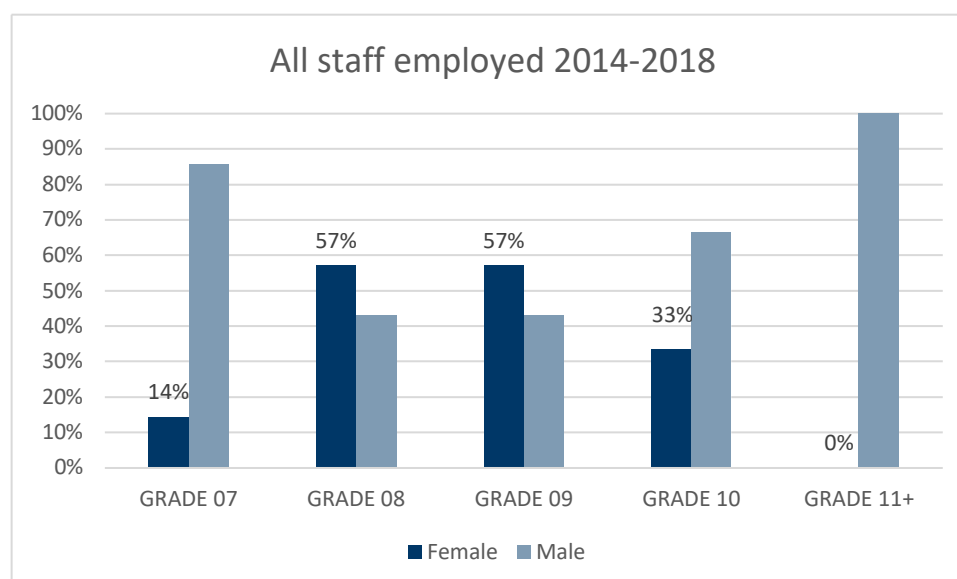
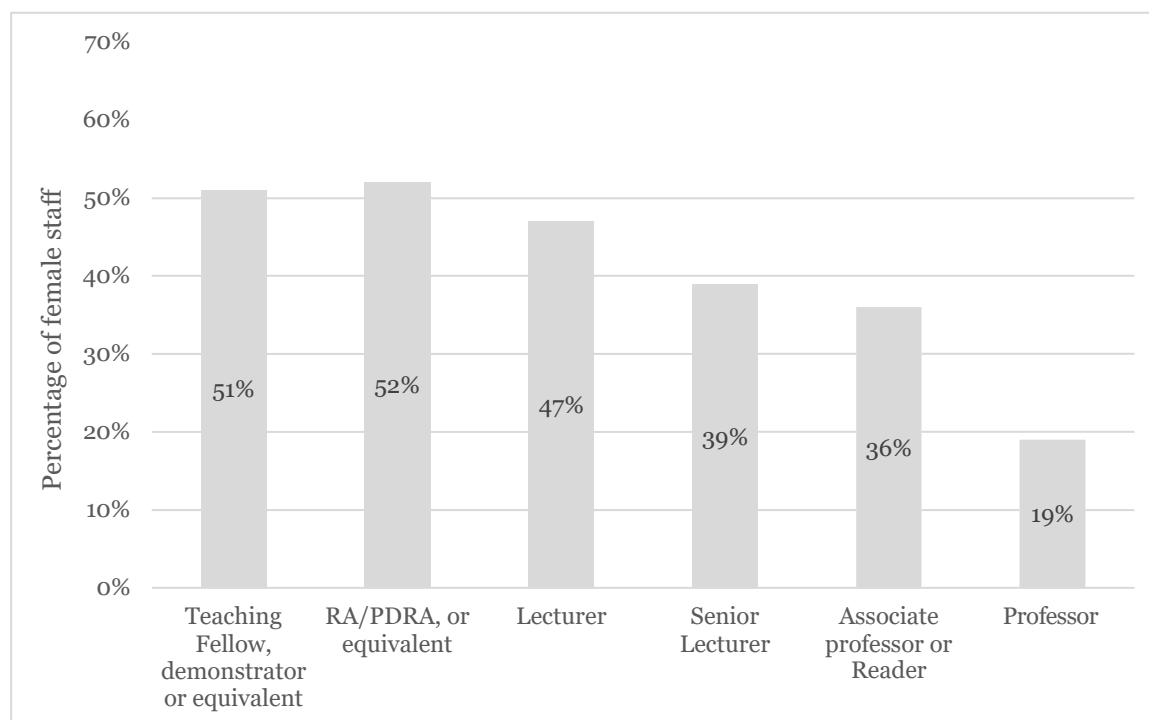


Figure 4.15: Pipeline of Individual staff tracked through entry through to maximum grade reached



Low numbers make detailed comparisons with national data difficult: however, the national data for archaeology also show a gradual decline in women's representation with increasing grade (Figure 4.16).

Figure 4.16: National breakdown of by grade and gender: representation of women by grade (UAK data), data only available for 2015/16



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

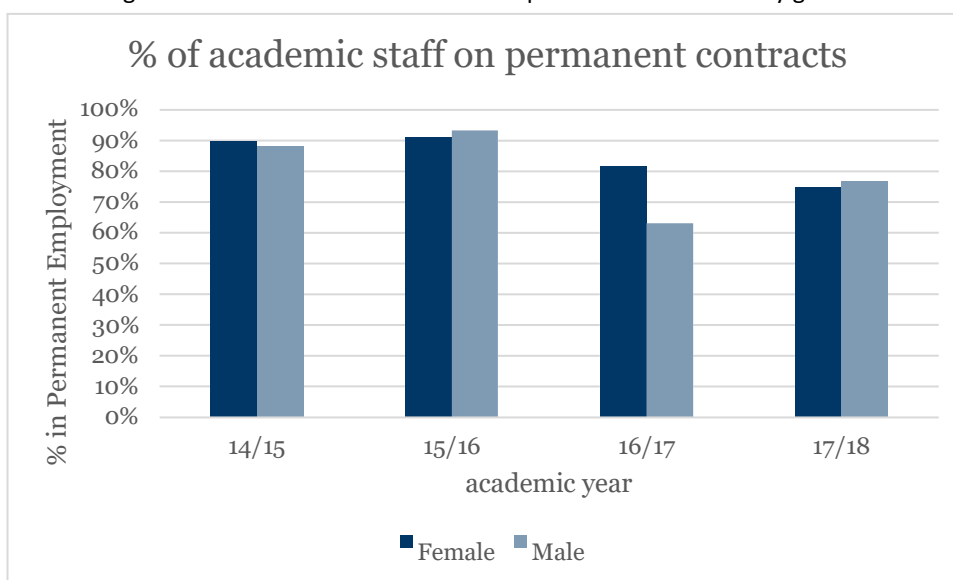
*Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.*

Most teaching and research staff in SAFS are on permanent contracts (between 63-93% since 2015, Figure 4.34); fixed-term staff are researchers employed on specific projects (one fixed-term maternity cover teaching post was appointed during the period covered). There are no zero-hour contract staff in SAFS. Figure 4.34 shows no distinctions between genders on fixed term contracts.

Fixed term and part-time hourly-paid contracts are not ideal and we are working towards increasing career opportunities for individuals involved, including encouragement to take part in the PDR process, becoming honorary researchers, inclusion in the research culture, including lecture series and engagement in grant applications and encouraging Postdoctoral Research Assistants to apply as Co-Investigators on proposals wherever appropriate **[AP8]**, and ensuring continuity for staff where possible. A mentor system will aid this process **[AP9]**.

*"[I would like to see] Greater individual research progression support for early career researchers" (survey, female staff)*

Figure 4.34: Ratio of academic staff on permanent contracts by gender



*"As a fixed term contract researcher on projects my own career progression has (necessarily?) always been considered secondary to the needs of those projects" (survey, female early career)*

We are working with Research and Knowledge Transfer (RKTS) to explore leadership positions for early career researchers and investigating promotion and progression processes for fixed term staff **[AP8]**.

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

*Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.*

Leaving data shows that all permanent-contract academic staff leavers since 2014/15 are men (with no leavers in 2014/15, 1 male researcher (2015/16), one lecturer and 1 professor in 2016/17). Two were full-time. This included a Reader who retired and a Professor who took a post elsewhere. Additionally, one woman reduced her hours to PT and changed post to a researcher position for personal reasons.

In the last two years two researchers (F) have left, both were on part-time, fixed-term contracts.

Currently all leaving staff are sent an exit questionnaire by HR, however, return of these is variable. We aim to instigate interviews with all leaving staff, as well as liaise with HR to capture feedback from leavers and, where possible, for this information to be passed from HR to School **[AP10]**.

**Word Count: 2140**

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

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

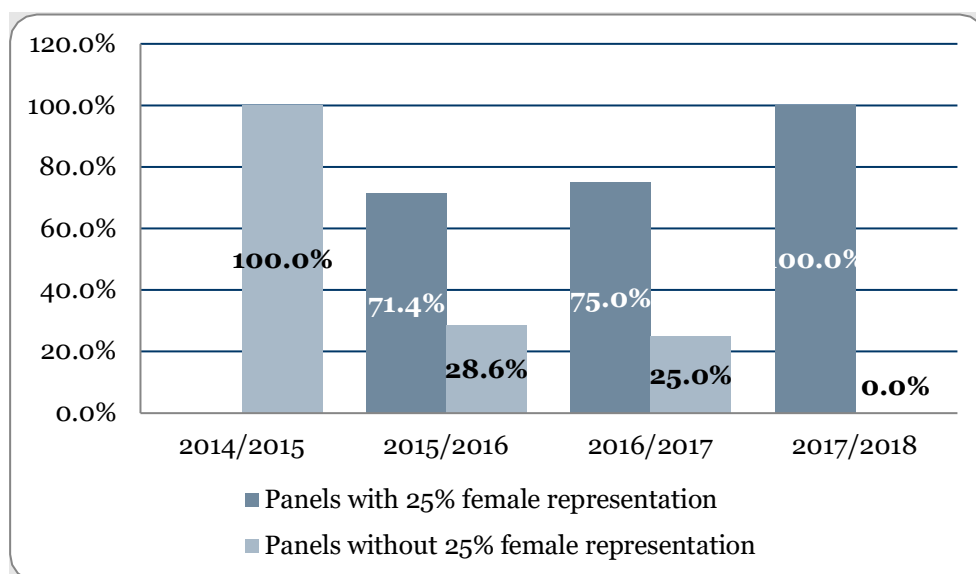
#### (i) Recruitment

*Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.*

Writing and placing of recruitment advertisements follows University procedures; job specifications are transparent and designed to attract as wide a range of applicants as possible, including text on equality and diversity. Occasionally, individuals are encouraged to apply, such as our most recent academic appointment (F).

Figure 5.1 shows how we have met the School policy of ensuring at least 25% female representation on all recruitment panels, responsible for all academic/research appointments. Panel members are involved at all stages of the recruitment process.

Fig 5.1: Percentage of SAFS interview panels with at least 25% female representation vs interview panels without 25% female representation



Academic staff are required to undertake recruitment and selection training, and online diversity training on unconscious bias is mandatory for all staff and monitored by the HoS [AP6]. HR monitors applicant details, including gender and ethnicity. Panels are aware of applicant diversity when shortlisting and a policy of positive opportunity applies (i.e. if only one female or BME candidate and they met essential criteria they would be shortlisted). Optional Equality & Diversity training sessions are held during the year, with attendance recorded. The University has introduced an Equality Impact Assessment (EIA) as part of the recruitment process; we encourage staff to undertake the central training sessions.

The University offers a breastfeeding facility and a nursery which interviewees, staff and guests can use. Skype interviews can be requested.

Recruitment data (Table 5.1) indicate a lower overall application rate to posts by Females. Those that did apply were as likely to be shortlisted and appointed as male applicants (chi-sq 0.032 p0.853). Aside from this, when data is organised by Job grade listing (Table 5.2), it appears that at the highest grade of entry for a researcher, females are more likely to apply and subsequently be appointed to a post (75% of applicants to grade 8 are female and 67% of appointments made are to females).

Table 5.1: Female and male applicant data tabulated by academic year of job posting

| Year    | Gender   | Applied | Shortlisted | Appointed | Shortlisted: Applied | Appointed: Shortlisted | Appointed: Applied |
|---------|----------|---------|-------------|-----------|----------------------|------------------------|--------------------|
| 2014/15 | Female   | 11      | 2           | 1         | 18%                  | 50%                    | 9%                 |
|         | Male     | 9       | 1           | 1         | 11%                  | 100%                   | 11%                |
|         | % Female | 55%     | 67%         | 50%       |                      |                        |                    |
| 2015/16 | Female   | 16      | 6           | 1         | 38%                  | 17%                    | 6%                 |
|         | Male     | 31      | 14          | 3         | 45%                  | 21%                    | 10%                |
|         | % Female | 34%     | 30%         | 25%       |                      |                        |                    |
| 2016/17 | Female   | 1       | 1           | 1         | 100%                 | 100%                   | 100%               |
|         | Male     | 4       | 4           | 4         | 100%                 | 100%                   | 100%               |
|         | % Female | 20%     | 20%         | 20%       |                      |                        |                    |
| 2017/18 | Female   | 23      | 10          | 3         | 43%                  | 30%                    | 13%                |
|         | Male     | 25      | 8           | 1         | 32%                  | 13%                    | 4%                 |
|         | % Female | 48%     | 56%         | 75%       |                      |                        |                    |
| Overall | Female   | 51      | 19          | 6         | 37%                  | 32%                    | 12%                |
|         | Male     | 69      | 27          | 9         | 39%                  | 33%                    | 13%                |
|         | % Female | 43%     | 41%         | 40%       |                      |                        |                    |

Table 5.2: Male and female applicant data tabulated by grade of job listing

| Grade   | Gender   | Applied | Shortlisted | Appointed | Shortlisted: Applied | Appointed: Shortlisted | Appointed: Applied |
|---------|----------|---------|-------------|-----------|----------------------|------------------------|--------------------|
| 3       | Female   | 10      | 1           | 0         | 10%                  | 0%                     | 0%                 |
|         | Male     | 9       | 1           | 1         | 11%                  | 100%                   | 11%                |
|         | % Female | 53%     | 50%         | 0%        |                      |                        |                    |
| 4       | Female   | 0       | 0           | 0         | -                    | -                      | -                  |
|         | Male     | 1       | 1           | 1         | 100%                 | 100%                   | 100%               |
|         | % Female | 0%      | 0%          | 0%        |                      |                        |                    |
| 7       | Female   | 8       | 8           | 4         | 100%                 | 50%                    | 50%                |
|         | Male     | 12      | 12          | 6         | 100%                 | 50%                    | 50%                |
|         | % Female | 40%     | 40%         | 40%       |                      |                        |                    |
| 8       | Female   | 6       | 6           | 4         | 100%                 | 67%                    | 67%                |
|         | Male     | 2       | 2           | 2         | 100%                 | 100%                   | 100%               |
|         | % Female | 75%     | 75%         | 67%       |                      |                        |                    |
| Overall | Female   | 24      | 15          | 8         | 63%                  | 53%                    | 33%                |

|  |          |     |     |     |     |     |     |
|--|----------|-----|-----|-----|-----|-----|-----|
|  | Male     | 24  | 16  | 10  | 67% | 63% | 42% |
|  | % Female | 50% | 48% | 44% |     |     |     |

## (ii) Induction

*Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.*

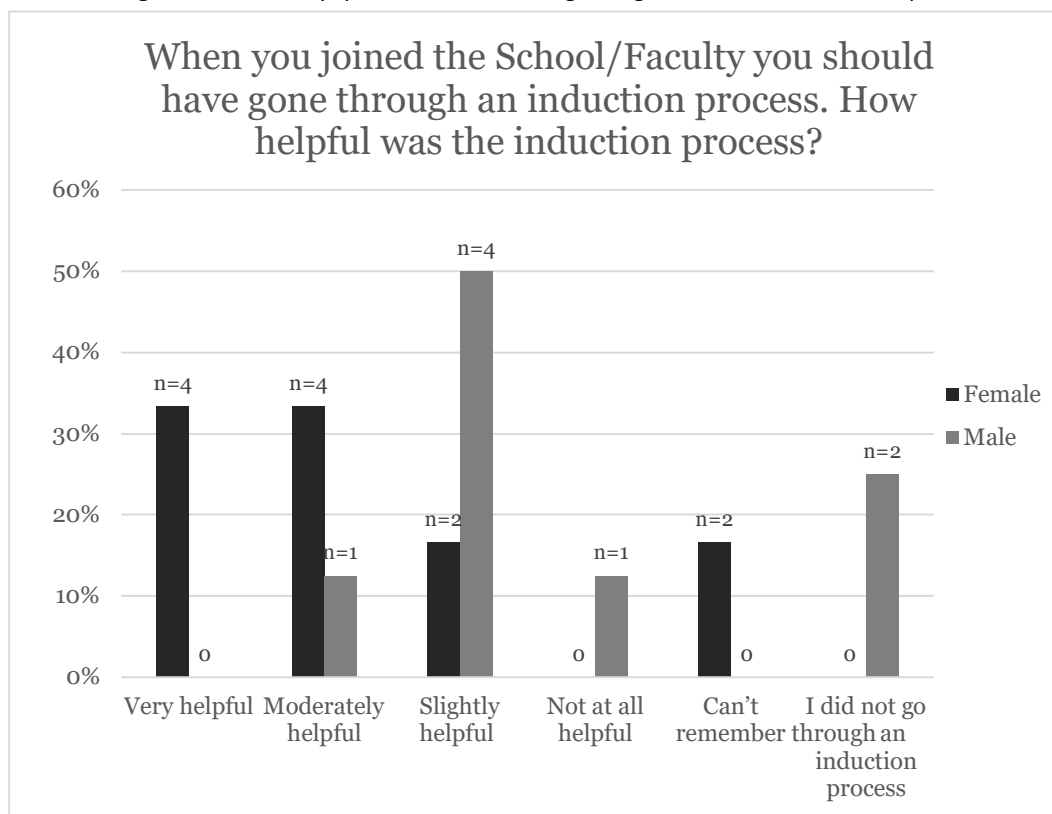
New staff now attend a compulsory university induction, but there is currently no formal local induction. Most found the induction helpful, with female staff generally finding it more helpful than male staff. Two staff did not have one (Figure 5.2).

*"I was not given the option of an academic induction, which would have been more suited to my needs than a general staff induction" (Survey, female staff)*

*"Actually having an induction process for part-time staff would help" (Survey, male staff)*

The quotes above demonstrate a desire for a formal local induction **[AP11]**, and a new staff handbook will include appropriate information for all employees **[AP12]**. Many staff responses are historic; subsequent monitoring will specify time since induction **[AP2; AP6]**.

Fig 5.2: Staff survey question feedback regarding usefulness of induction process



Professional and research staff and researchers undergo 9-month probation periods (reviewed by a University committee), with typically 3 years for academic staff, including completion of PGCHep/HEA Fellow qualifications. This may be shortened according to grade of appointment and experience/prior qualifications. Whenever possible, new academic staff receive reduced teaching loads, although the small size of our School often makes this impossible if appointments are made to cover staff with prior teaching commitments. New staff also have reduced administrative duties, and are assigned a mentor, sometimes from another School. Support for publication writing is offered centrally, with writing retreats and training on topics such as 'grant writing' and 'costing grants'. In addition, centrally administered competitive seed-funding is available e.g. Research Development Funds.

### (iii) Promotion

*Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.*

Promotion processes are discussed through PDR and with mentors external to line management [AP9]. The PDR process now explicitly includes career development planning (changed from original AS submission). Rather than going through line management, staff may now apply for promotion directly to the Faculty panel, and the university calls for applications annually. Applications are considered by a university committee representing different Faculties. There are clear promotion criteria

(currently under review by the University Bradford Academic programme). Feedback is given to all applicants.

Since 2015, eight staff have applied for promotion (5F; 3M). All were successful, indicating promotion was warranted but may suggest staff are unconfident of success thus waiting too long before applying.

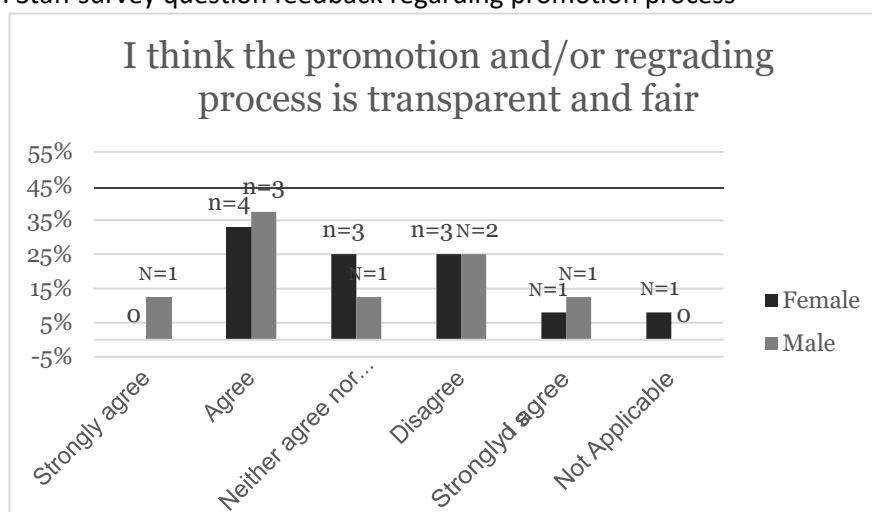
Of the applicants, three moved from grade 8 to grade 9 (all women), with one promotion between each of the higher grades and from senior lecturer to reader. One professorship application was made (male). More women were promoted within lower grades, with one becoming a reader. This reflects the overall staff profile of the School at the start of this time period, however to address the leaky pipeline, all staff, and especially women, are encouraged to apply for senior promotions where appropriate during the PDR process [AP7].

*"[experience of applying for regrading was] very positive and supportive"*  
(Survey, female staff)

*"Some [are] not understanding promotion - better communication needed"*  
(Survey response)

The staff survey showed that more staff felt promotion/regrading was transparent and fair than did not, with slightly higher agreement from male staff (Figure 5.3).

Fig 5.3: Staff survey question feedback regarding promotion process



In the original AS submission (Nov2018) there were no applications for promotion from PT academic staff (n=4) within three years of the submission. However, resulting from our initial AS submission, at least two applications have been made (awaiting results), encouraged by discussion in PDR and a role model promotion of a female academic to reader status.

We anticipate the trend of female applications to post-grade 10 positions and applications from PT staff will continue to increase following changes made after our original AS submission; this will be monitored through the processes set up in **AP2** and addressed if this pattern does not continue through the SEDC and future AS submissions.

PDRA development is largely overseen by the staff member responsible for the research team. ADRKT and HRBP review across faculty to ensure all academics line managing researchers are appropriately trained. PDRAs undertake the same University-level induction process and online training as all staff, with specialist training organised by the research leader. They are able to use the university careers service and encouraged to attend conferences for which funding is often available. PDRAs are encouraged to contribute to teaching and required to attend central training to enable this. We are also working with (RKTS) to explore leadership positions for early career researchers **[AP8]**.

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

*Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.*

Table 5.3: Submission to Research Assessment

|         | Females        |                 |                 | Males          |                 |                 |
|---------|----------------|-----------------|-----------------|----------------|-----------------|-----------------|
|         | Eligible Staff | Staff Submitted | Submission Rate | Eligible Staff | Staff Submitted | Submission Rate |
| RAE2008 | Not available  | 8               | Not available   | Not available  | 16              | Not available   |
| REF2014 | 7              | 6               | 86%             | 9              | 7               | 78%             |

There are no significant gender differences in the submission rates for women and men in the 2014 REF returns data, with six (5.8FTE) female and seven (7FTE) male members of staff returned (Table 5.3). Three staff were not returned; these have been supported through PDR and research meetings, with one person taking training related to research.

There was a greater balance in the REF than in the RAE (16M, 8F), reflecting a focus on recruiting female staff since the RAE. Accurate data on the number of eligible staff is not available.

All staff members have an annual research meeting, prior to PDR, to review and support research progress. Staff are supported by an active Research and Knowledge Transfer Support department.

#### SILVER APPLICATIONS ONLY

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

###### (i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

###### (ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

##### 5.3. Career development: academic staff

###### (ii) Training

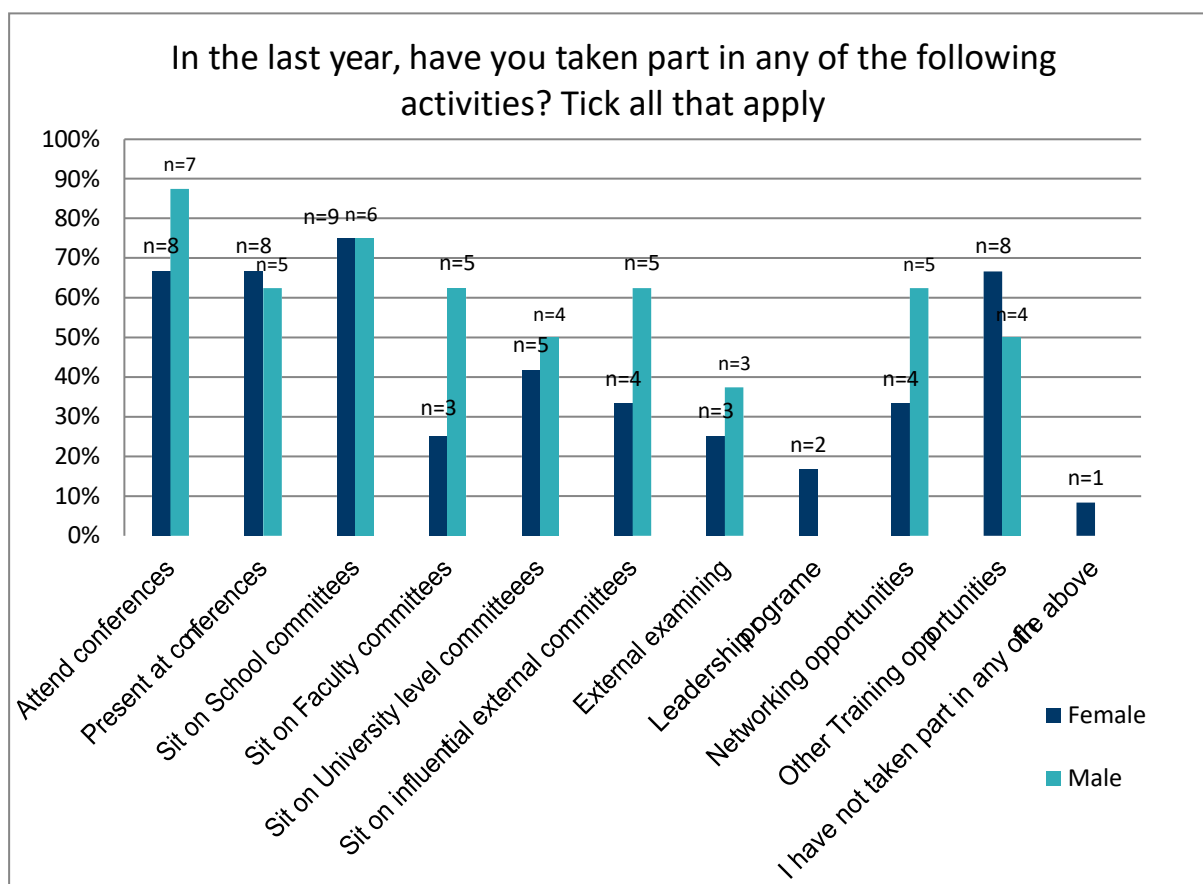
*Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?*

Recognition of career development for all staff is underpinned by compulsory E&D and unconscious bias training for all staff; HoS and line managers are responsible for compliance – currently at 90% completion (no notable gender distinctions in completion rates). Line managers allot time to undertake this training.

Academic staff are required to take the PGCHEP certificated training; usually within the first two years of probation.

Staff may attend training events, advertised in the University-wide bulletin, which are logged on a personal e-register and discussed at PDR. Opportunities for evaluative feedback on training provision are provided, and new training provision may be requested if desired. Table 5.4 shows uptake of training and opportunities by gender with 67% of women and 50% of men taking advantage of 'other training opportunities'. Training opportunities will be incorporated into the communication strategy [AP12] and monitored by gender through annual staff survey [AP2].

Fig 5.4: Staff survey question feedback of activities taken part in the past year

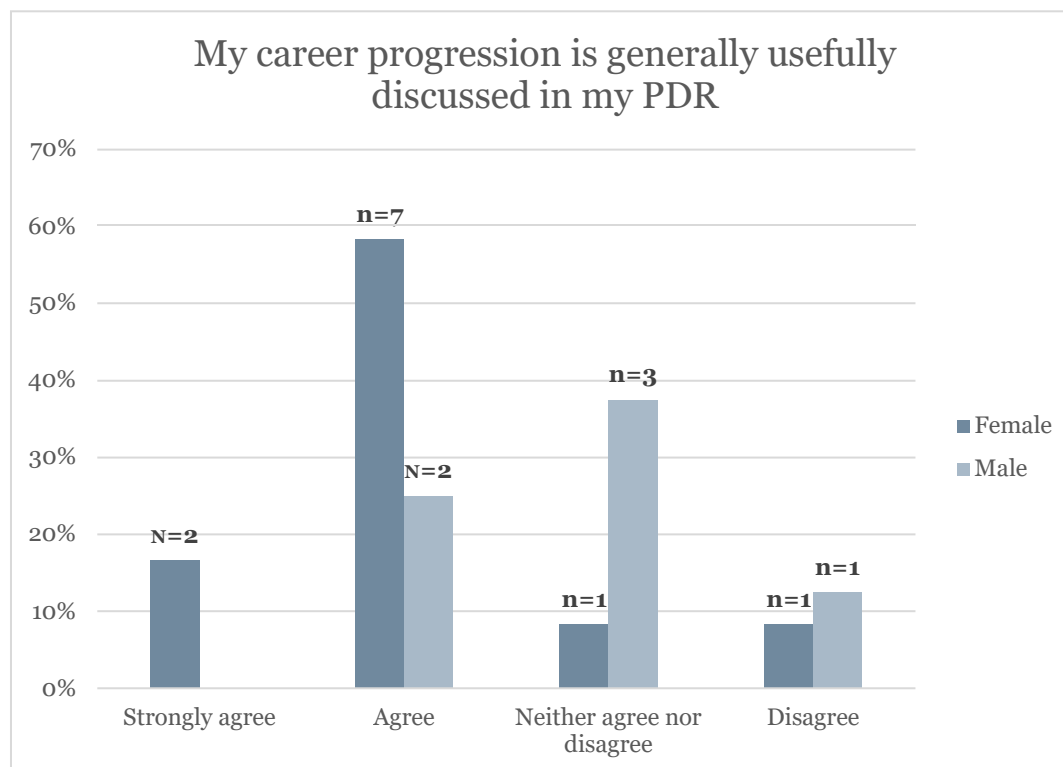


## (ii) Appraisal/development review

*Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.*

All staff participate in the PDR process every six (formerly twelve) months. This requires a form to be completed by staff, which comprises the basis of discussion with line managers (HoS for academic staff, project leader for PDRA's). Most PDRs last 45-55 mins. The HoS has an 'open door' policy, encouraging any arising issues to be discussed promptly, rather than waiting for a PDR. As the School has a small number of staff, there are frequent informal meetings between staff and line managers, ensuring that issues can be dealt with as and when they arise. PDR paperwork is stored by both the member of staff and HoS. Feedback on the PDR process was obtained in the staff survey (Figure 5.5), and questions on its effectiveness will be included in future staff surveys [AP2]. Overall, females are more positive about their career discussions in their PDRs (Figure 5.5).

Fig 5.5: Staff survey question feedback regarding career progression discussion during PDR



All but two members of staff (male) have had a PDR in the last 12 months. One member of staff had not been in employment during the PDR cycle and the other is employed on PTHP contracts with changes to contract and line manager—this is not ideal but reflects a shortcoming of fixed-term contracts under the old system: the transition to biannual PDRs helps capture those who previously would have missed out on the PDR process.

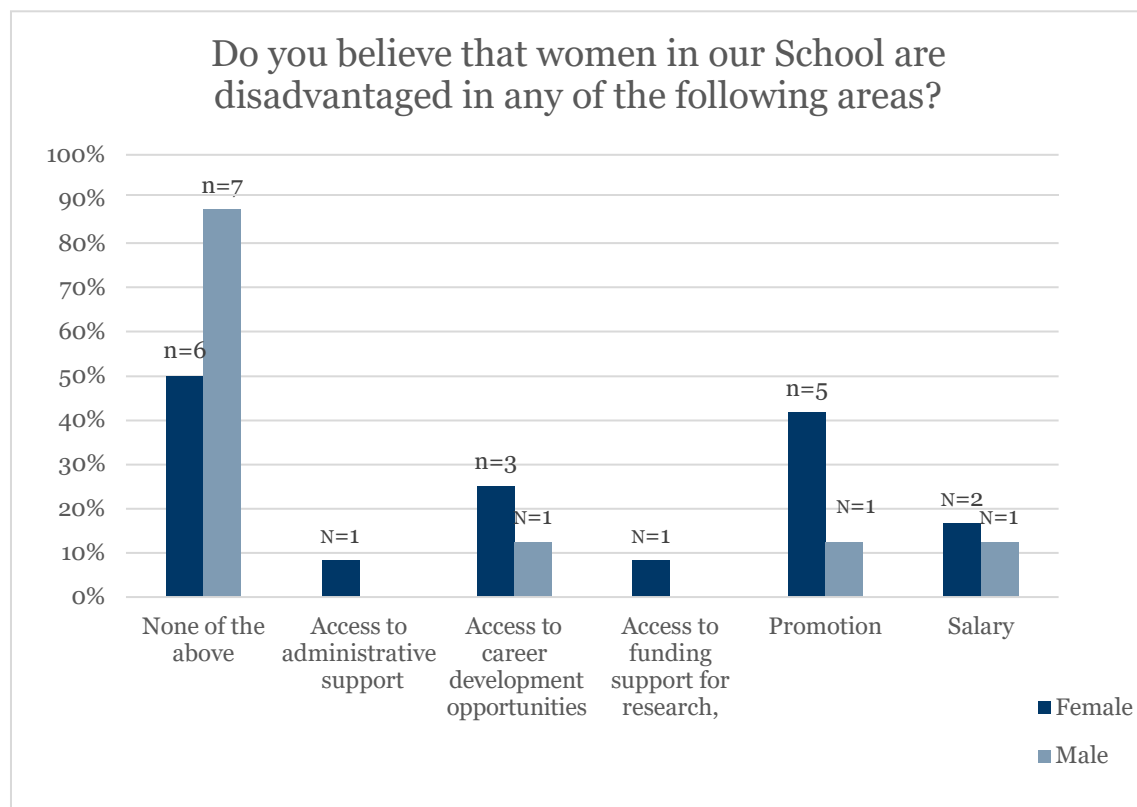
### (iii) Support given to academic staff for career progression

*Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.*

Postdoctoral researchers are encouraged to submit applications to the Higher Education Academy (HEA) for associate fellowships; teaching experience depends on research project and time commitments, so line managers are encouraged to support HEA applications and give time for those wishing to undertake the PGCHP qualification.

Career development is now formally part of the biannual PDR process. Staff from all levels are encouraged and supported in the pursuit of career-building opportunities (see Figure 5.4). Generally, with the exception of “Other Training Opportunities” and “Leadership programme”, more males than females have taken part in career-building activities, something we shall investigate in future staff surveys [AP2].

Fig 5.6: Staff survey question feedback regarding areas of disadvantage to women in the School

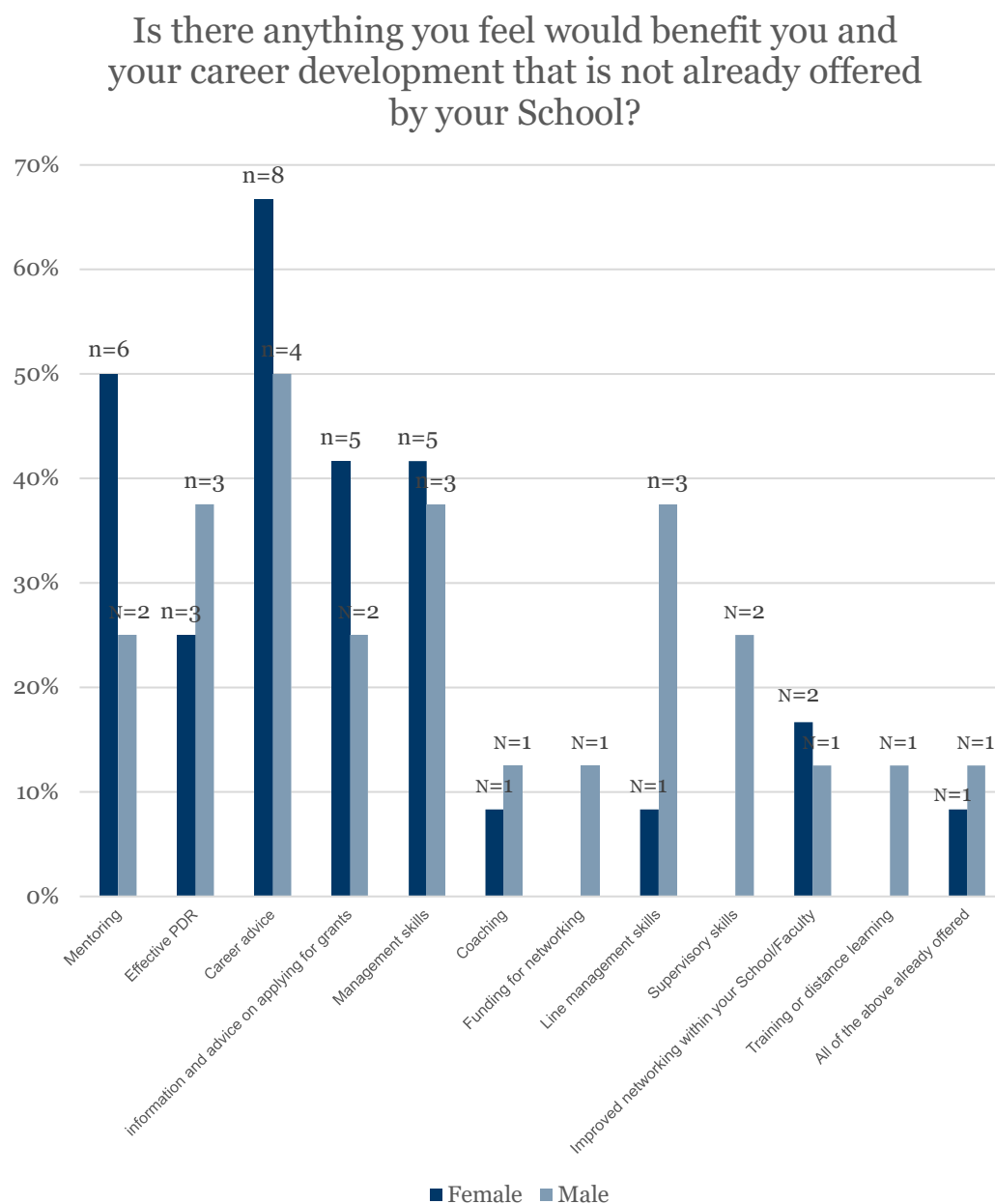


*“Lack of financial support means not everyone can afford to go to events” (Survey Female staff)*

*“My research network and opportunities to bring work to the University has improved” (Survey Female staff)*

We asked staff if they believed that women in our school are disadvantaged in access to administrative support, career development opportunities, funding support for research, promotion and salary (Figure 5.6). Mostly they do not, although in general more women feel they are disadvantaged than men do. Promotion was the biggest perceived gap in support. This contrasts with promotion success statistics (section 5.1(iii)) at lower grades; however, there is a gap in promotion grade 10+ **[AP7]**. The PDR process will seek to help all staff (M+F) enhance promotion prospects, along with better communication of opportunities **[AP2]** and active communication of role models to address disparities between actual success and perceived underperformance **[AP20]**.

Figure 5.7: Staff survey question feedback regarding aspects that would be beneficial to individuals' career progression



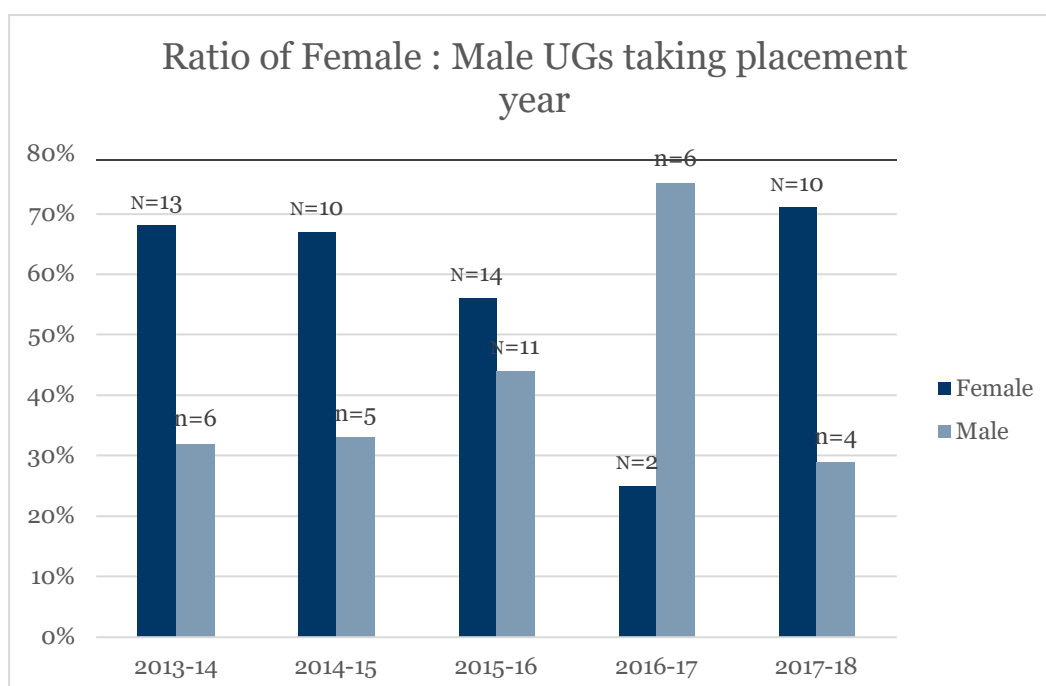
More females would appreciate mentoring and career advice (Figure 5.7). Currently, new staff receive a mentor, and mentors may also be assigned on request to support specific development requirements, with a special focus on staff returning from career break. Eight females (twice as many males) requested further career advice, probably due to the higher proportion who have been in post for under three years. More males were interested in line management (3: 1) and supervision skills (0 F interest), perhaps reflecting mid-career status (although this is not demonstrable with current data). Communication of existing services will enable staff to access Career and Employability Services (CES) [AP12]. Following the introduction of PGR mentoring (2017–2018), new staff-wide mentoring system will be implemented [AP9].

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

*Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).*

Undergraduates are made aware of the transferable skills integral to SAFS degrees at their first year-induction, and via the Personal Academic Tutor (PAT) system. Most modules are skill-based, informed by employment standards in archaeological and forensic practice. PAT encourages consideration of career-path early-on and helps guide module choices according to aspiration. We offer CV writing guidance through CES, and pre-placement sessions to introduce students to the wide spectrum of career potential available with a SAFS degree. We host sessions on workplace Health and Safety, embedded within the curriculum, and students receive training in the workplace (placement), a relatively unique feature Bradford offers to archaeology students that provide a competitive edge over students from other institutions—giving students experience of real employment situations, teaching responsibility, time management, and individual and group working practices. They also receive guidance throughout the placement application process. With the exception of 2016-17, which was an unusually small intake, more female students than male have been on placement (Figure 5.8)

Figure 5.8: Students going on placement, BA Archaeology, BSc Archaeology, BSc Archaeological Sciences and BSc Forensic Archaeology and Anthropology. Few forensic Science and Forensic and Medical Sciences students took advantage of the placement scheme prior to the degrees moving to SAFS



For final year UG students, careers are again discussed via PAT, and the School runs an Employment Workshop, with invited speakers from the Heritage and Forensic sectors.

Students are encouraged to visit CES, and career and further study opportunities are posted on the VLE. PATs are available to check applications, CVs, advise on candidate suitability and provide references. Students are encouraged to chair Staff Student Liaison Committee meetings, helping to embed leadership skills.

PGT students are offered career advice through personal tutors/CES; employability advice is built into the MSc structures, through programmes which are career focused and a compulsory 'Professional development' module.

A new mentoring system (still being refined) ensures all PGR students have a mentor (non-supervisory) in addition to their supervisors for career advice. CPD reviews are included within the mentoring programme, and training needs are a standing item on mandatory annual student/supervisor reports. Career development is further supported through encouragement of conference attendance (the University funds a conference presentation during PhD study) as well as guidance for funding and postdoctoral application writing. Other opportunities, such as teaching experience (limited opportunities) are advertised through the PGR mailing list, and applications to the Higher Education Academy (HEA) for association fellowship status are encouraged.

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

*Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.*

Staff have access to the Research and Knowledge Exchange Support (RKTS) team, who are experienced in advising on applications and finances. They frequently network academics and include a team to monitor and support grants post-award. RKTS run regular training sessions on different aspects of gaining funding and monitor attendance. Both male and female members of staff have both attended and delivered these sessions, particularly those on grant writing/research impact. Within SAFS there is a research director who meets with staff to offer guidance on research and grant applications. Most staff did not note any disadvantage in access to research due to gender support (see section 3.3.iii). Unsuccessful grants are reviewed at PDR and mentoring is offered if appropriate.

Table 5.4: Gender split of grant applications for each amount threshold

| Amount applied for: | Total |    | <£1000 |    | <£10,000 |    | >£100,000 |   | >£1,000,000 |   |
|---------------------|-------|----|--------|----|----------|----|-----------|---|-------------|---|
|                     | M     | F  | M      | F  | M        | F  | M         | F | M           | F |
| 2014/15             | 16    | 32 | 0      | 11 | 2        | 19 | 11        | 2 | 3           | 0 |
| 2015/16             | 21    | 13 | 2      | 5  | 15       | 8  | 4         | 0 | 0           | 0 |
| 2016/17             | 22    | 32 | 3      | 8  | 14       | 21 | 2         | 1 | 3           | 2 |
| 2017/18             | 19    | 13 | 0      | 1  | 11       | 10 | 6         | 1 | 2           | 1 |

Total number of M/F grant applications broadly even out between years. However, female staff apply for smaller grants. This reflects the imbalance in gender at higher grades, who have greater confidence and experience in writing larger grants. This will be discussed during annual research reviews and PDRs, particularly with female staff hoping to apply for promotion, since grant income is one criterion for promotion [AP13].

#### SILVER APPLICATIONS ONLY

##### 5.4. Career development: professional and support staff

###### (i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

###### (vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

###### (ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

##### 5.5. Flexible working and managing career breaks

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

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

*Explain what support the department offers to staff before they go on maternity and adoption leave.*

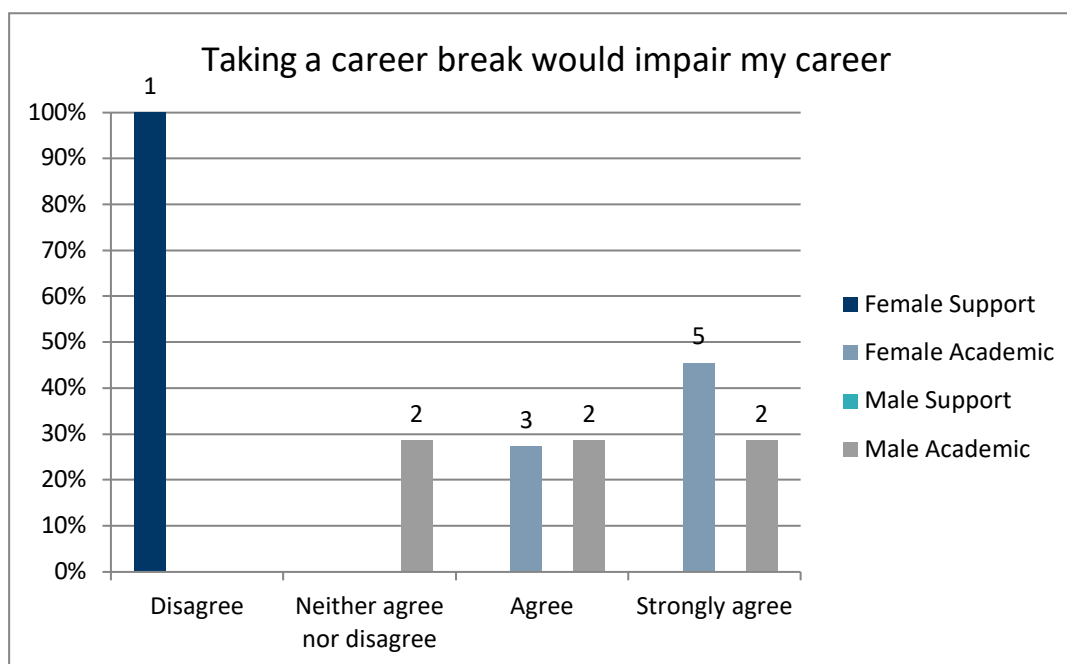
Staff on maternity/long-term leave/career breaks are covered through fixed-term contracts. It is possible to switch from FT to PT working for a period and flexible working is supported.

The University HR electronic ServiceNow web-portal has a searchable database of all policies, processes and forms, including information on maternity/adoption pay, length, pension, annual leave and returning to work. It will also be included in the staff handbook [AP12].

Regular contact is maintained between employee and line manager, via the employee's preferred method; telephone, email, or in person during keeping-in-touch (KIT) days. In line with University policy, meetings are held to discuss risk assessments and requirements throughout pregnancy. Staff are made aware of cover arrangements.

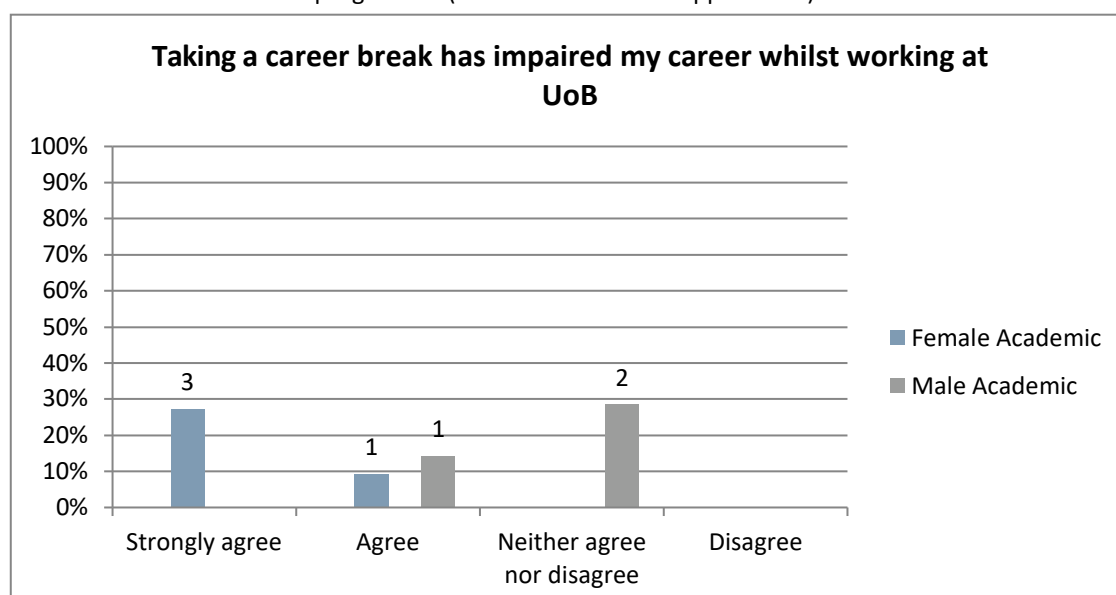
HR offer staff a one-to-one meeting to discuss maternity and adoption leave options although this has low take-up as information is readily available on the website or through line managers.

Figure 5.9: Staff survey question feedback regarding effect of career break on progression (both academic and support staff). Percentages refer to gender division within academic and professional staff numbers



We asked staff whether they perceived a career break to impact on their career progression (Figure 5.9). Despite small numbers, this is perceived as more of an issue for academic than support staff.

Figure 5.10: Staff survey question feedback regarding the effect a career break has had on an individual's progression (both academic and support staff)



We also asked whether a career break had impacted on career development (Figure 5.10). This is a perceived issue for academic staff, particularly female staff although also impacting one male member of staff. While a small number (4), this will be addressed through the PDR process initially, ensuring promotion is discussed as well as research and training needs [AP14], and will be monitored through the processes outlined in AP2 and AP6.

Support for staff includes KIT days, flexible working, compassionate leave and email and phone contact as agreed with staff members. Upon returning to work, some have found tasks had not been completed by others during absence, while another had not received a back to work meeting, and another had missed various updates whilst away. Another (professional services) member of staff historically experienced difficulties due to change in line manager. A negative experience was reported by a Professional services staff member with their director contributing towards ill health. The line manager in question has now left the institution.

*"A lot of updates I had missed - no one's fault as things change in a year, but there were key things I missed (such as Masters funding opportunities for students). However, staff and line manager were very supportive."*  
(Survey, female staff)

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

*Explain what support the department offers to staff during maternity and adoption leave.*

The University offers up to 10 paid KIT days, which staff can use on parental leave; appropriate use is decided through discussion with line managers and is at the discretion of the parent. All eligible staff have made use of these days, including using them for conference attendance, however, there are still barriers in the absence of budgetary support to provide for paid childcare during these periods. University staff travel policy recently changed enabling mothers to travel with infants. Information on maternity support will be in the staff handbook [AP12]. Those on leave are encouraged/welcomed to visit socially. A recent returner from maternity leave noted the positive experience and flexibility in being able to attend key meetings with their baby.

*"I was able to attend key meetings (of my choice) with my baby; my line manager and other members of staff were extremely supportive. I was leading conference organisation, which entailed me chairing meetings with a baby, while this was an unusual situation, I wasn't made to feel out of place, and being able to bring a baby in meant greater flexibility before I had child-care arrangements in place" (Survey Female staff)*

While on leave, staff can access UoB staff vacancies, enabling them to apply for internal roles if they wish to.

There is broad concern about the issue of maternity leave for (fixed-term) staff on research projects. There is little provision built-in by funding bodies for replacements; experience from our focus group highlight cases where projects have been short-staffed due to lack of maternity cover where extending project end-dates was not feasible. However, it was also noted in the staff survey that the University struggles to meet the financial obligations of covering staff on research projects. As such, we will request RKTs to raise these concerns with funding bodies, contact similar units to gain insights into best practice, and recommend to our Institutional Athena SWAN team that the University address the issue [AP15].

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

*Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.*

A phased transition back into work is discussed by staff member, HR and HoS prior to return. It would be ideal for those returning to have a reduced teaching load, however, in a small department this isn't always practical, although aimed for wherever possible. The HoS operates an 'open-door' policy if there are immediate problems on return to work, and continuing issues may be addressed in biannual PDR meetings.

Flexible working is enabled through discussion with line managers in accordance with University Policy, which also enables a temporary move to part-term for two years. Regular meetings and a risk assessment are conducted upon return to work. However, staff reported missed communication on a number of key issues during maternity leave. We are in the process of implementing a system of keeping minutes/documents on shared spaces enabling access to information on return from breaks. The Faculty issues a weekly '2MinuteUpdate' that returnees are encouraged to read. The University supports a salary sacrifice scheme for nursery funding and has its own nursery.

There are competing pressures and stresses on parents returning from leave. In addition to newly appointed staff, we are prioritising assigning mentors for those

returning to work **[AP9]**, and will provide a staff handbook **[AP12]**. This will include signposting existing university support mechanisms e.g. counselling services and relevant staff networks.

Figure 5.11a, b, c: Bradford Science Festival welcomes young visitors (and children of SAFS staff)



From the staff survey, nine agreed the campus is family-friendly, seven neither agreed nor disagreed, and two disagreed. Eight agreed, and nine neither agreed nor disagreed, that University events are family-friendly. Steps have been taken to make the campus more family-friendly (Figures 5.11-5.13), including the creation of breastfeeding/expressing facilities for new mothers (near SAFS locations). Talks (including SAFS staff) are underway with Estates to review the Children on Campus policy, including recommendations such as ‘families welcome’ and ‘breastfeeding welcome’ signs **[AP15]**.

Figure 5.12: Children at conferences, Member of SAFS staff and child at Theoretical Archaeology Group, UoB, 2015



Figure 5.13: At the University (SAFS staff children at the Festival of Science)



#### (iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

A low number of staff have taken maternity leave during the last 5 years; two have now returned, and another is currently still on maternity leave (5 years' worth of data used to provide more than one data point). Both returnees are academic staff on permanent contracts, the other is on a fixed term research contract. For those who were able to return, 100% have done so.

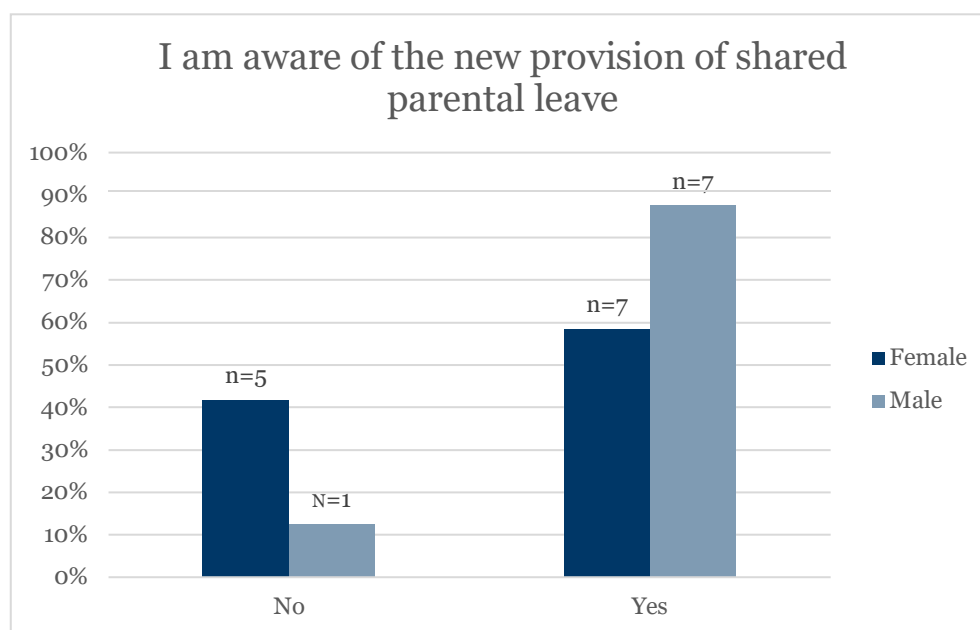
#### (v) Paternity, shared parental, adoption, and parental leave uptake

*Provide data and comment on the uptake of these types of leave by gender and grade.*

*Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.*

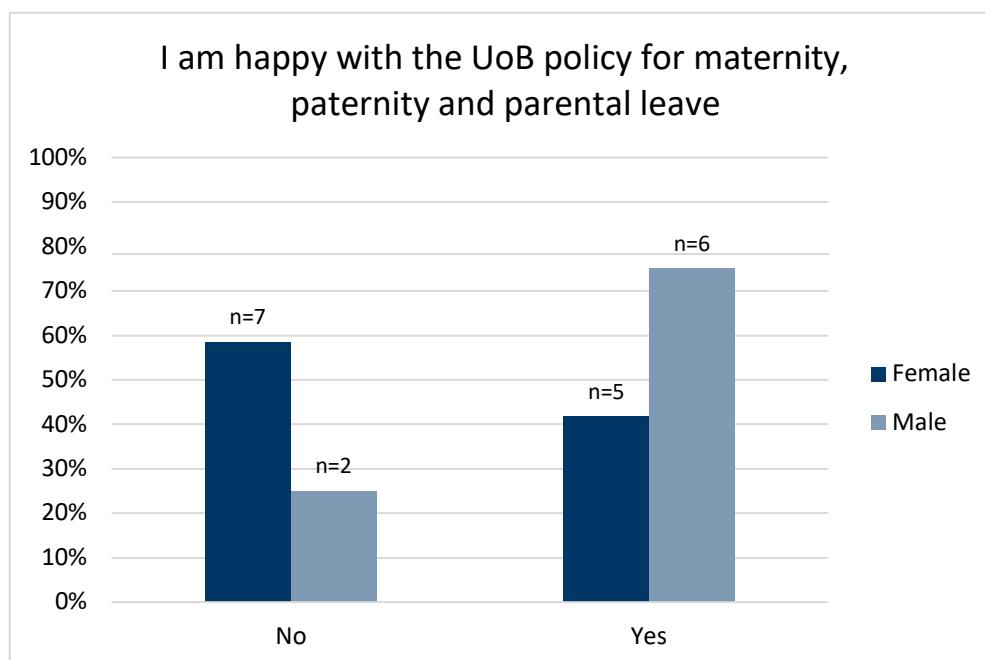
There has been no uptake of shared parental leave or adoption leave; all staff who had children took leave, women took maternity leave and 3 men took paternity leave; not shared leave. For men who responded to an additional email survey there were varied experiences of uptake of paternity leave. One member of staff had taken around one week's leave and worked some flexible hours. Other members of staff had taken the allocated 2 weeks. Our survey showed that 68% of staff (88% of Males, 58% of females) were aware of the new provision of shared parental leave (Fig.5.14). The availability of paternity leave will be highlighted in the staff handbook as well as a briefing session held in a staff meeting to outline the options of flexible working and to ensure maximum awareness of this provision [AP12; AP15].

Fig 5.14: Staff survey question feedback on awareness of parental leave policy



60% (75% of men and 42% of women) were happy with UoB policy on maternity, paternity and parental leave (Figure 5.15). The main reason for discontent (expressed in text comments from the survey) was discrepancies in pay between UoB and competitor departments. Chair of SEDC will communicate this issue to the wider University Centre for Inclusion and Diversity and speak to other units about their experiences, however we appreciate this is in the context of a financially challenging time for the University [AP16].

Figure 5.15: Staff survey question feedback regarding satisfaction with policies on maternity, paternity and parental leave



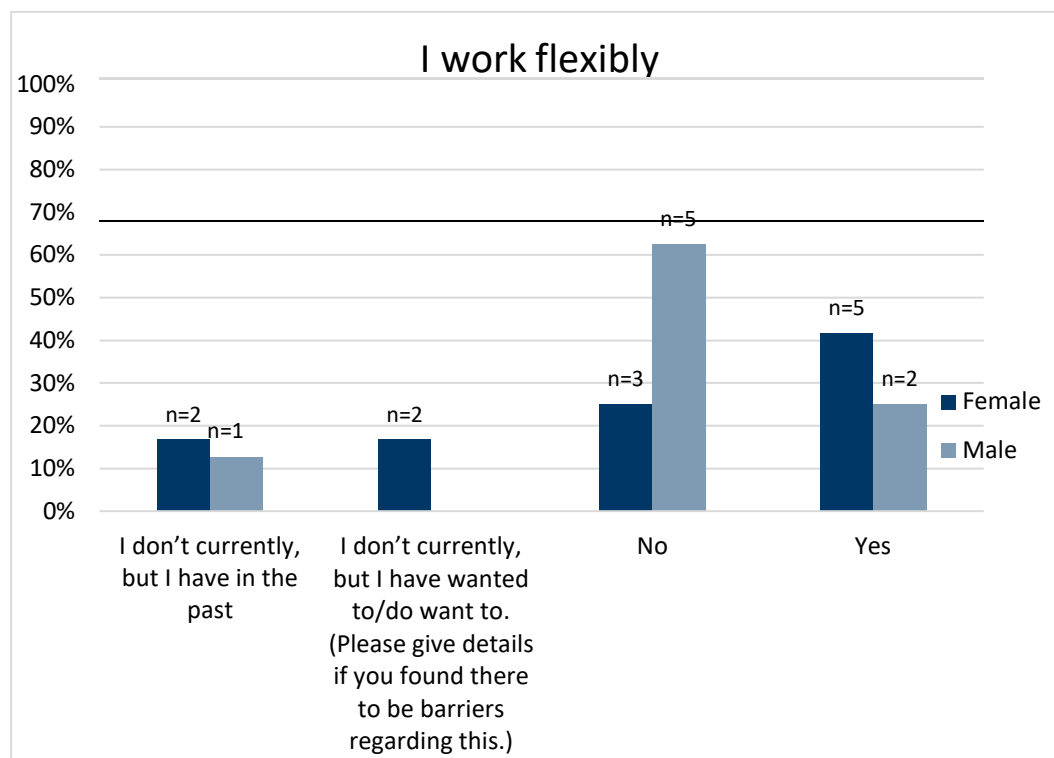
#### (vi) Flexible working

*Provide information on the flexible working arrangements available.*

The University has a policy enabling flexible working, including PT working. Normally this is on a permanent basis, but it is possible to shift to this from a FT contract for up to a 2-year period. Requests are made via HR.

From the staff survey, 75% of male and 75% of female staff are aware of the policy. Flexible working details will be included in the new staff handbook and discussed where appropriate in PDRs **[AP12]**. Currently, 42% of women and 25% of men in SAFS work flexibly (Figure 5.16).

Figure 5.16: Staff survey question feedback on whether they work flexibly



*"I like part-time and flexible working as it allows me to build other areas of my career. I find that there is too much work to fit into the time allocated however" (Survey, female staff)*

Two members of female staff noted that they have wanted to work flexibly but were unable to. The barriers were due to overtime payments for professional/support staff, and timetabling for academic staff. One member of staff reported that flexible working had been denied by their line manager at the time; this was a historic situation and today staff benefit from lessons learned from past issues. 100% in recent follow-up staff survey agreed that the situation had improved in the last year regarding timetabling, planning and individual staff caring responsibilities.

*"I was told by my line manager that it would take twice as long for a p/t member of staff to be promoted compared a full-timer" (survey, staff, reflecting on a historic situation), with an improved situation today from a different member of staff "Very supportive line manager enabling sensible flexibility"*

Fourteen (of 22) (67% of females, 63% of males) agreed that flexible working is supported in the school (with the remainder of responses being neither agree nor disagree, or NA). More women than men (42% vs 13%) disagreed (Figure 5.17) that flexibility impacts on progression, suggesting there is value to enabling flexibility, particularly for female staff. However, when role is examined (Figure 5.18), only academic staff agree it takes longer to progress if working flexibly (discussed below).

Figure 5.17: Staff survey question feedback on perception of the effect of flexible working on progression

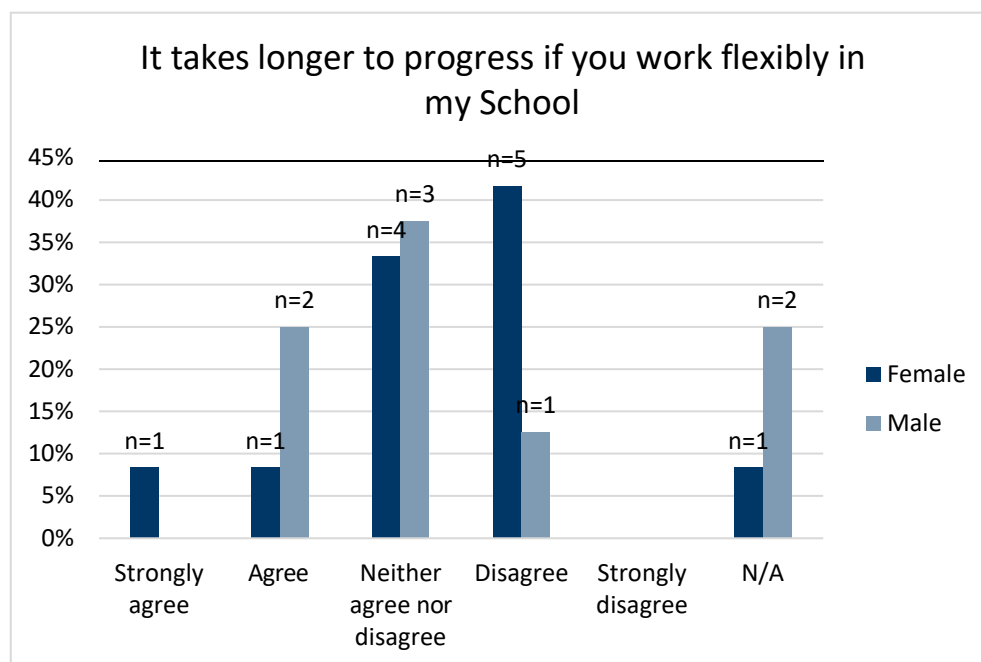
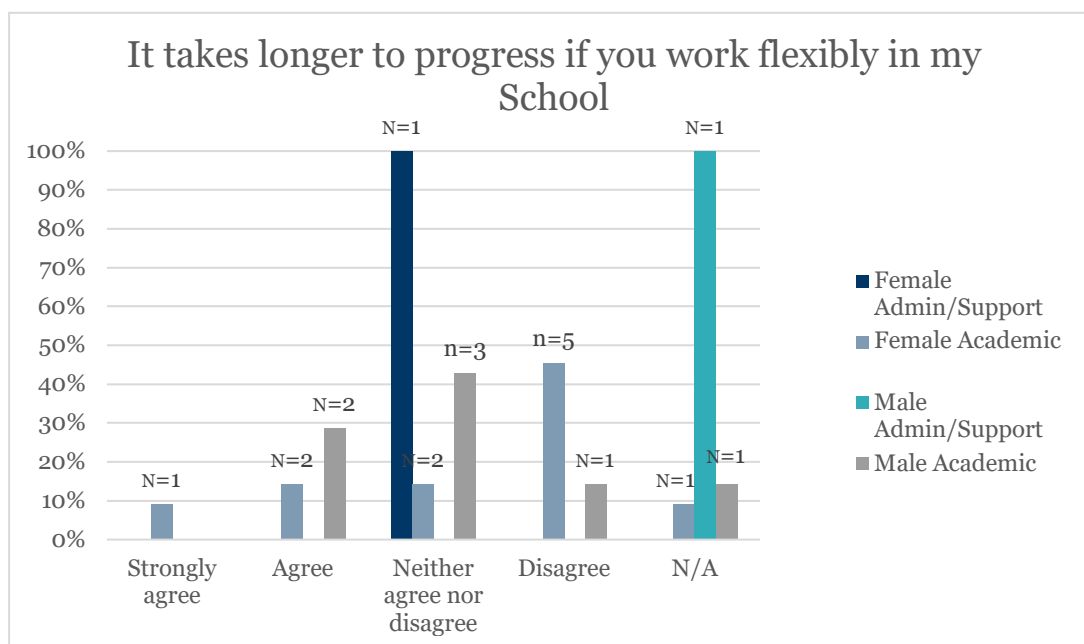


Figure 5.18: Staff survey question feedback on perception of flexible working and its effect on progression time scale (both academic and support staff)



However, there is a different picture when part-time working is considered, where 42% of females and 38% of males agreed/strongly agreed that working PT would negatively affect their careers (Fig 5.19). This is only an issue for academic staff, with support/professional service staff all selecting either N/A or neither agree/disagree.

Figure 5.19: Staff survey question feedback on part-time work and progression (both academic and support staff)

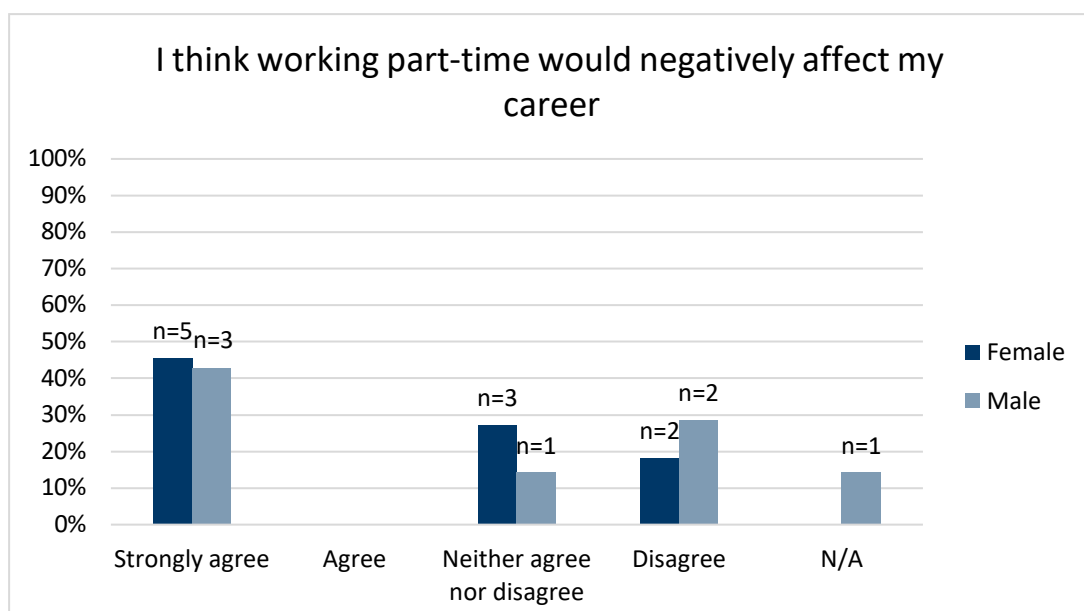
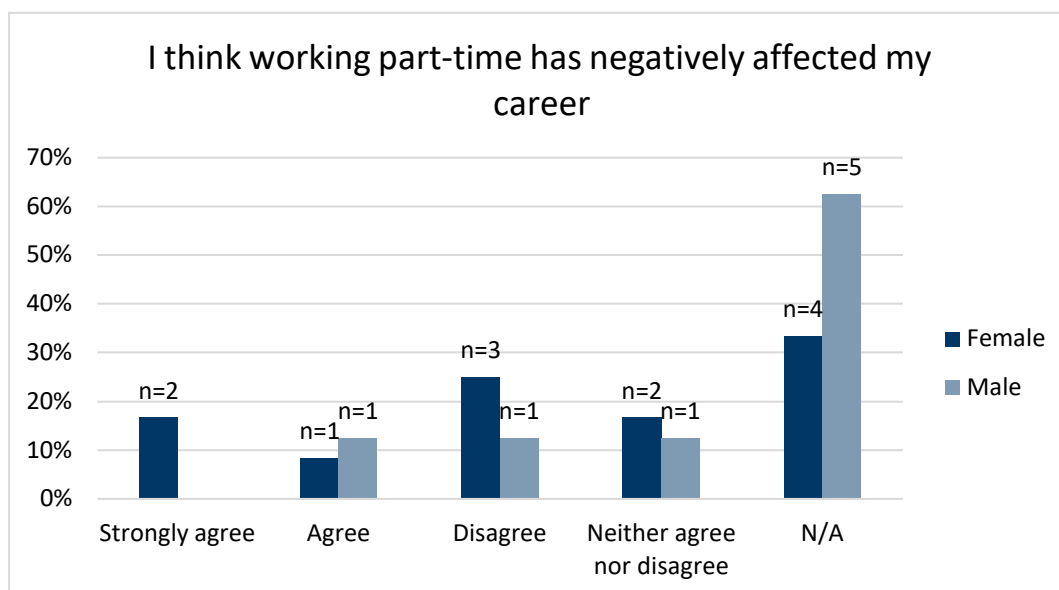


Figure 5.20: Staff survey question feedback on whether working part-time has a negative effect on one's career



Currently 42% of women and 13% of men work part-time, with one female member of staff working part-time when they would like to be full-time; the current financial circumstances mean this cannot be easily accommodated. 50% of female staff and 38% of male staff agreed that it takes longer to progress if working part-time (Figure 5.19), and 25% of women and 13% of men agree that working part-time has impacted their careers (Figure 5.20). Equal numbers of women agree and disagree that working part-time has negatively impacted their careers (25% each) and the same balance between agreeing and disagreeing is seen in men's answers, although at a lower 13%.

We are committed to a supportive environment for part-time working, flexible working and career breaks **[AP14]**. We will strive to provide positive messages concerning career trajectories, and implement mentors for returning staff, and will speak with other units to learn from their experiences, communicate funding streams that support returning staff, highlighting training for time management, and ensure correct communication about HR procedures. Back to work interviews are held for all returning staff where these issues can be discussed.

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

*Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.*

Staff returning from a career break are formally interviewed to establish an acceptable transition phase. This involves the option of PT working for a defined period as part of UoB's flexible working policy.

## 5.6. Organisation and culture

### (i) Culture

*Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.*

The Athena SWAN process is a standing item on our staff meeting agenda and will be replaced by a standing item on EDI following the re-designation of the SAT as the SEDC [AP2]. The School has strong EDI links at Faculty and University level: the E&D Officer (also chair of the SEDC) reports directly to the head of School and the staff meetings; Chair of the Athena SWAN SAT has recently been appointed Faculty Director for Equality and Diversity and is the elected academic representative on the University's Equality and Diversity Committee.

Online training in equality and diversity, and unconscious bias is mandatory for all staff (including PDRAs). Further optional training is available.



Figure 5.21 Challenging stereotypes at the 'Is gender still relevant?' event, external speaker, 2014 (above) and twitter screenshot of logo (below)



Figure 5.22a: Theoretical Archaeology Group rainbow logo, theme of 'Diversity', Bradford 2015



Figure 5.22b: Screenshot from Twitter, Chair of Plenary (with baby) and keynote Prof Timothy Taylor presenting as Krystina Tautendorfer



Most staff feel that success and achievements are celebrated. Many of our staff have received leadership awards, including for teaching and conference organisation, broadly split between genders (Figs. 5.23; 5.24).

Figure 5.23: Staff survey question feedback on whether individuals believe that successes and achievements are celebrated in the School

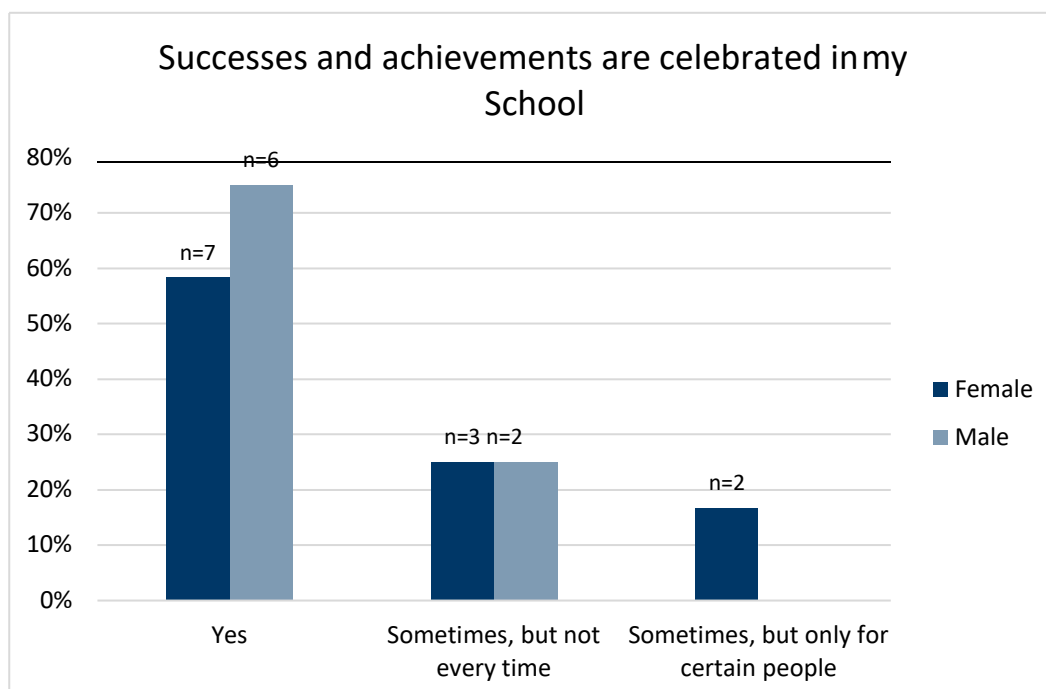


Figure 5.24: Celebrating success: Members of staff and students, VCs Award (for organising TAG conference)



Staff survey results confirm that numbers of men and women working additional hours are fairly balanced (83%F, 75%M), and 84% of women and 63% of men were satisfied or very satisfied with working in the school; only 8% of women and no men were dissatisfied.

*"I have found the current head of school to be very supportive, wise, understanding and approachable" (Survey, staff)*

However, in terms of work/life balance only 32% of women and 50% of men agreed/strongly agreed that they were happy with this; 45% of women and 13% of men disagreed, with the remainder neither agreeing nor disagreeing.

*"Mental health is not protected by the high workload and poor work/life balance which is the result of the wider University culture to expect unlimited commitment" (Survey, female staff)*

*"Because I don't have children, I don't think people recognise that I also need a healthy work/life balance" (Survey)*

We anticipate that the implementation of our action plan will further increase satisfaction figures, although it is recognised that larger University changes may impact on overall staff workloads and satisfaction levels. This will be monitored annually **[AP2]**

The School has a TeamApp site for communication around social events and news, open to the public (Figure 5.25).

Figure 5.25: Screenshot of the SAFS TeamAPP



## (ii) HR policies

*Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.*

The School has a designated HR Faculty Business Partner and HR policy changes are communicated to staff through the HoS; other lines of communication include university-wide staff/Faculty briefing. All staff attend compulsory training on equality and diversity. The induction process includes signposting to HR policies located on 'ServiceNow' and they will be included in the new staff handbook [AP12].

The School has a robust and caring attitude towards colleagues, we have not shrunk from confronting issues where staff and students have commented on potential bullying and where required, such discussions have been taken to senior management. However, serious complaints take time to go through process, which impacts on staff and students in terms of stress and wellbeing, as well as workload implications. This has been fed back to HR, who intend to review processes as a result.

In a staff survey, 14 out of 20 staff (70%) reported feeling able to report instances where they felt there had been unfair treatment, of themselves or of others, though there were some gender differences; women were less confident. All men and 67% of women and 67% women felt able to report instances [AP18]. The topic of standards of behaviour, and who to go to with concerns will be raised in induction events for students and in the staff handbook [AP12; AP7]. An explicit question on application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes will be added to the annual staff and PGR survey and monitored by the SEDC [AP2].

From discussion with the PGR/T students, it was noted they would value having issues of respect and dignity raised during induction, as well as processes for complaint. All processes are now included in the new programme areas on Canvas, and are highlighted at PGT, PGR and UG induction events.

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

*Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.*

Committee membership within the School is decided by role (e.g. Teaching and Learning Committee comprises Programme Leaders and chaired by Director of Studies) and

experience (e.g. Research Director is a Professor with significant research experience), with no specific gender consideration, although the recent development of deputies for many roles, resulting from previous AS submission (where possible of contrasting gender) has enabled greater consideration to be given to achieving a gender balance (see Figure 2.2).

There is not a specific term of office on School committees, although in practice roles are reviewed within the PDR process and many have changed over the period covered in this document. This reduces the problem of committee overload, by seeking as equitable a workload as possible. Staff are encouraged to sit on committees outside the School and the University, but the actual take-up of this has been mixed, usually dependent on staff being proactive (Table 5.5). Reliable data prior to this year are not available; the systematic collection of such information and its monitoring for gender patterns forms [AP17], and long term will become a function of the SEDC [AP2] [AP6]. Any such non-School or external committee membership can be included in staff workload models.

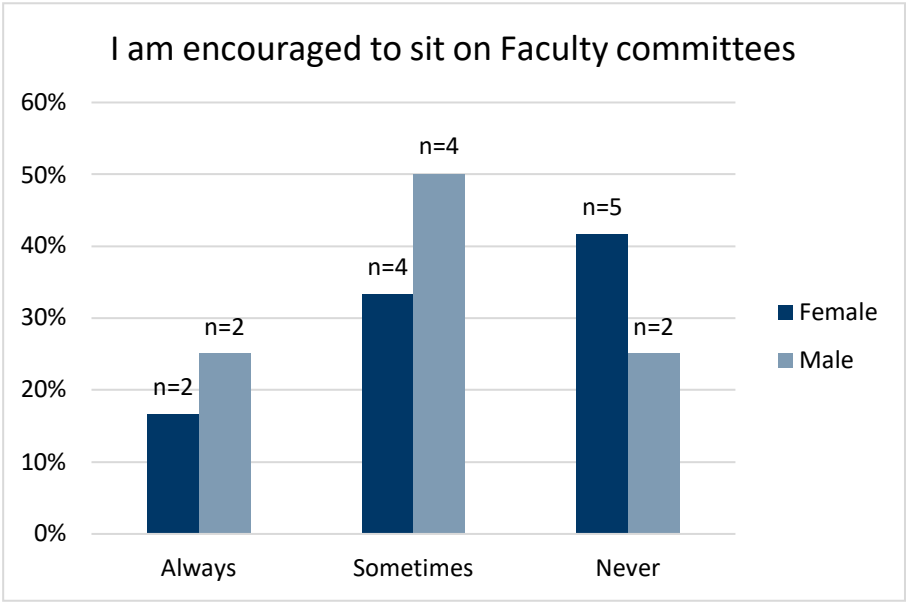
Table 5.5: The number of Faculty and University committees on which F/M SAFS staff currently sit (2018-19; note individual staff often sit on more than one committee)

| Gender | Faculty | University | Total |
|--------|---------|------------|-------|
| Female | 4       | 6          | 10    |
| Male   | 5       | 4          | 9     |
| Total  | 9       | 10         | 19    |

Equal proportions of male and female staff (75%) sit on School committees, however, only 25% of women compared to 63% of men sit on Faculty committees. This is likely tied to career stage, with more male professorial staff; the picture is likely to change with new appointments (such as the recent appointment of Faculty Director of E&D from the School), and the picture is more positive for University level committees where 50% men and 42% women are on University committees. However, there also appears to be differential encouragement to sit on Faculty committees, with 42% women and 25% men stating they are never encouraged to sit on faculty committees, and a similar pattern for those sometimes encouraged (Figure 5.26). Recognition is given in Workload Models and we actively work to ensure that all staff have a fair workload, reallocating tasks where appropriate.

Staff will be encouraged to sit on relevant committees through the PDR process, and through announcing committee vacancies at staff meetings to promote wider applications [AP18].

Figure 5.26: Staff survey question feedback on whether individuals are encouragement to sit on Faculty committees

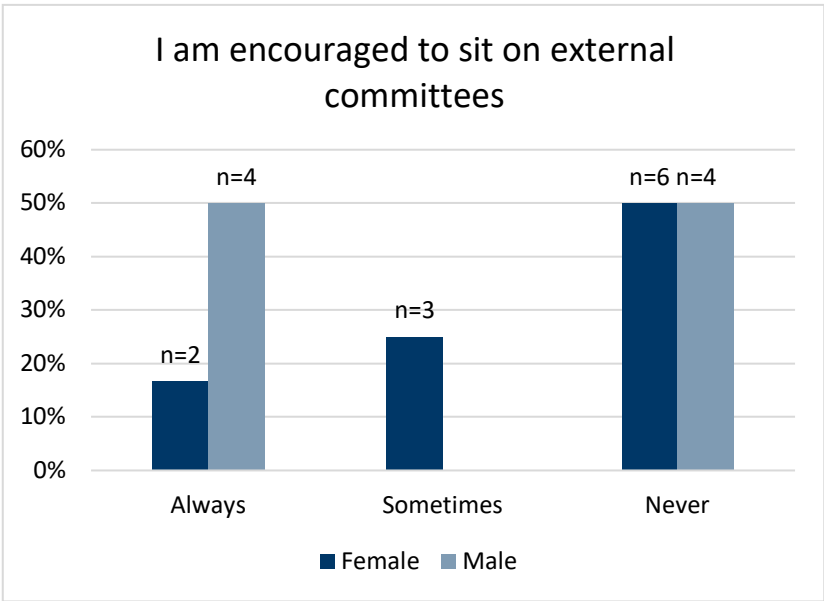


(iii) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

There is a gender imbalance with 33% women and 63% men stating they sit on external committees, although there is no formal mechanism for capturing this data. More men than women encouraged to sit on them, although with equal percentages not encouraged (Figure 5.27). We will ensure that staff are encouraged through the PDR process, and where relevant, known vacancies announced at staff meetings **(AP18)**.

Figure 5.27: Staff survey question feedback on whether individuals are encouragement to sit on external committees

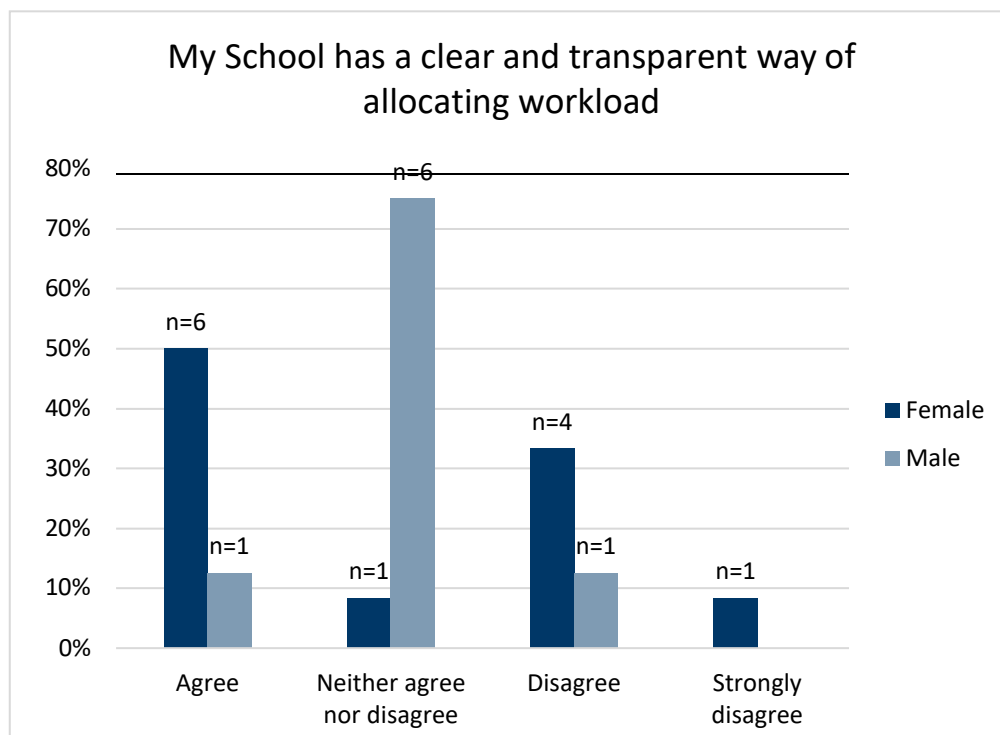


#### (v) Workload model

*Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.*

A workload model (WLM) was introduced in 2017/18 and allocation follows university-wide policy. Inaccuracies are being resolved but the WLM gives a snapshot of balances of workload. This will improve as the system is refined and as WLM data becomes transparent.

Figure 5.28: Staff survey question feedback regarding workload allocation within the School

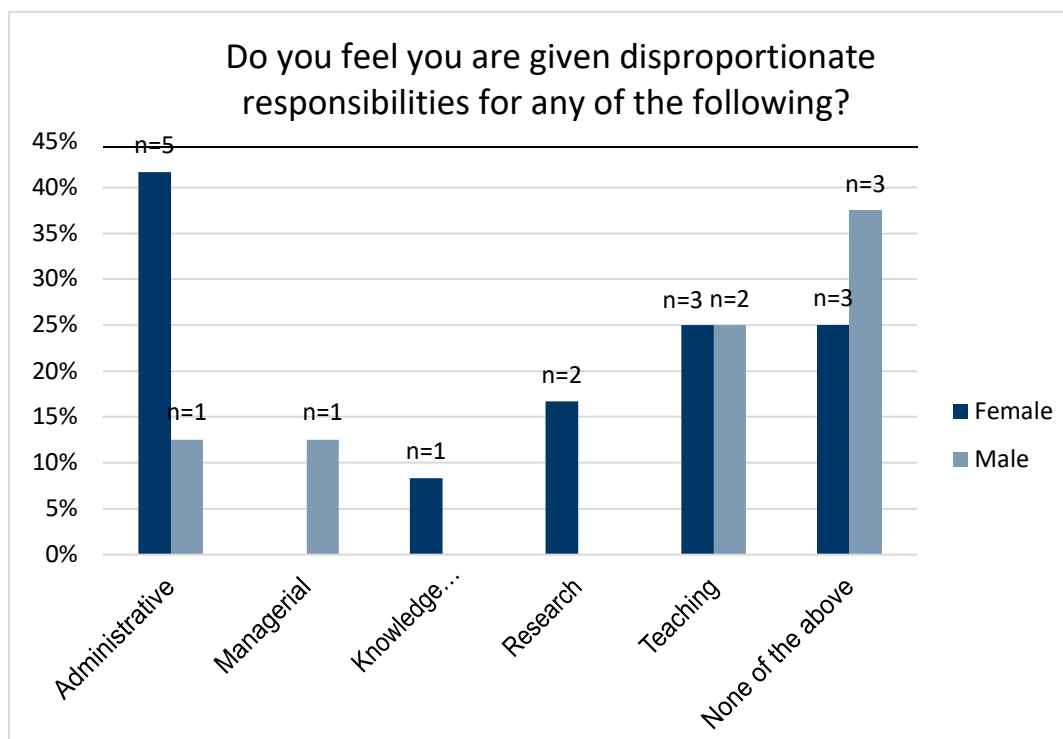


More women (50%) than men (13%) agree that there is a transparent allocation of workload, with most men neither agreeing nor disagreeing (75%) (Figure 5.28). Since the staff survey, in 2019 100% of men think things are the same; 80% women note an improvement.

While there are no set durations for roles, they are rotated in response to changing staff and School needs, and the HoS retains oversight of all WLMs ensuring equal and balanced distribution of roles. There is some unequal perception of responsibilities (Figure 5.29), with more women (42%) than men (13%) feeling they have a disproportional responsibility for administration, and a perception that greater managerial responsibilities allocated to male staff, however, numbers are low across all categories. Many roles were in place prior to implementation of the WLM and we are

using the WLM to address inequalities, and where possible, enable experience and leadership opportunities needed to progress to Grade 10 and above.

Figure 5.29: Staff survey question feedback on whether individuals feel they are allocated disproportionate responsibilities as part of workload



Currently the WLM applies to academic staff. The School will support University plans for the implementation of a WLM for support staff and researchers.

*"Give research staff a workload model because we get given teaching/admin responsibilities too" (Survey, male staff)*

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

*Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.*

Key meetings are always held during core hours of Mon-Thurs 10.00-16.00. Occasional work is required outside of core hours. For some, lectures are timetabled between 09.00-10.00 and 17.00-18.00 although requests can be made, with line-manager approval, to avoid these times. Most School meetings are held on Monday lunchtimes so that PT staff can include that within their schedule of working; University meetings are often on Wednesday afternoons; neither are general scheduled teaching slots.

Open days require some weekend work, as does clearing which involves early morning and late finishes. These duties are rotated around staff with advance notice, and flexibility is given through a collegiate approach to allocation of these duties. All these tasks are included in the workload model to ensure parity across all staff, with some gender imbalance as the Admissions Tutor is female.

Some social events are held in core hours, such as brown bag seminars (lunchtimes), which are informal research presentations (staff and PGR, with all students invited) and a weekly staff catch-up on Mondays.

Guest lectures take place outside of core hours at 5.15pm on Tuesday evenings (see section below vii). The issue of timing has been raised at staff meetings and a focus group with PGR students, and it was agreed that this is the preferred time slot. Schedules are usually circulated before the start of semester enabling time for relevant caring cover to be arranged where possible. Infants have been brought into the lectures to enable attendance. Annual fundraiser events, organised by students (such as the John McIlwaine fundraiser) and Christmas events take place out of hours, but with advance notice and a family-friendly policy with family attendance encouraged.

#### (vii) Visibility of role models

*Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.*

Staff survey shows that all staff agree there are male role models, possibly relating to more higher-grade positions. All men and 83% (n=10) of women agree there are female role models; 17% (n=2) disagree, with women requesting more visible role models at higher grades [AP20]. This picture is improving with one recent female promotion to Reader and the balanced gender representation of the current senior School leadership team.

Visibility of role models outside the school include a photograph board of female professors in the Atrium, aimed at promoting female professorial role models (Figure 5.30), and the University has a newly appointed female VC.

*"More positive role models [are needed], more conversations about these issues" (Survey, PGR)*

We are working to address these issues [AP7, AP9]. Two individuals attended the Bradford Leader programme, and two female staff members attended the Leadership

Foundation Aurora Programme; both successfully bid to a central fund for their places. The first attendee became a 'role model' in the following year. The courses have enhanced career aspirations for other members of staff who have gone on to become mentors, including mentoring in the wider Faculty, and taken leadership roles in the University (e.g. Senate and University Equality & Diversity Committee).

Figure 5.30 'This Prof Can' display in the Atrium (the main University building, central gathering space), University of Bradford, showcasing female professors



The School's Guest Lecture Series is a long-running and established part of the School's academic and social environment, with regular attendance from staff members, UG, PGT and PGR students, and members of the public. The School capitalises on its wide-ranging contacts within the discipline, attracting speakers who are specialists in their field, as well as providing a forum for early career researchers to disseminate their research, and members of staff to showcase current research projects. Social gatherings after the guest lectures facilitate interaction and discussion between staff, students, and individuals at different career stages. From 2008 to 2016 the guest lecture series was organised by a senior male member of staff within SAFS, but a proactive decision was made to hand the baton to two early career researchers (one male, one female), as a platform for expanding and drawing upon their own research networks, and for continued professional development. Table 5.30 lists the genders and career stages of all invited speakers from 2008/9-2017/8. Numbers of individuals vary to numbers of sessions in any year, and the number of speakers for any lecture. If more than one individual was involved in giving or authoring the guest lecture, their statistics have been included in the analysis.

Table 5.5: Gender and career stage of invited speakers for guest lecture series 2008-09 to 2017-18 (by academic year)

| Year           | M  | F  | PhD Candidate | Research Assistant | Dr (non-HE) | PDRA | Lecturer | Senior Lecturer/Reader/Associate Professor | Professor | Research Fellow/Honorary Researcher | Other (non-HE) |
|----------------|----|----|---------------|--------------------|-------------|------|----------|--------------------------------------------|-----------|-------------------------------------|----------------|
| 2008-09 (n=24) | 16 | 8  | 1             | 0                  | 5           | 2    | 2        | 7                                          | 5         | 1                                   | 1              |
| 2009-10 (n=24) | 12 | 12 | 2             | 0                  | 4           | 2    | 3        | 5                                          | 4         | 0                                   | 4              |
| 2010-11 (n=24) | 14 | 10 | 5             | 0                  | 5           | 1    | 5        | 2                                          | 2         | 0                                   | 4              |
| 2011-12 (n=19) | 16 | 3  | 0             | 0                  | 6           | 1    | 1        | 6                                          | 3         | 1                                   | 1              |
| 2012-13 (n=19) | 14 | 5  | 0             | 0                  | 8           | 1    | 1        | 1                                          | 4         | 1                                   | 3              |
| 2013-14 (n=22) | 18 | 4  | 2             | 0                  | 1           | 0    | 2        | 5                                          | 8         | 2                                   | 2              |
| 2014-15 (n=19) | 12 | 7  | 0             | 0                  | 3           | 2    | 4        | 3                                          | 4         | 1                                   | 2              |
| 2015-16 (n=19) | 14 | 5  | 0             | 0                  | 1           | 0    | 0        | 0                                          | 18        | 0                                   | 0              |
| 2016-17 (n=21) | 14 | 7  | 0             | 2                  | 6           | 3    | 2        | 3                                          | 4         | 0                                   | 1              |
| 2017-18 (n=24) | 11 | 13 | 1             | 0                  | 5           | 3    | 7        | 3                                          | 2         | 1                                   | 2              |

Figure 5.31: Gender split of invited speakers for guest lecture series 2008-09 to 2017-18 (by academic year)

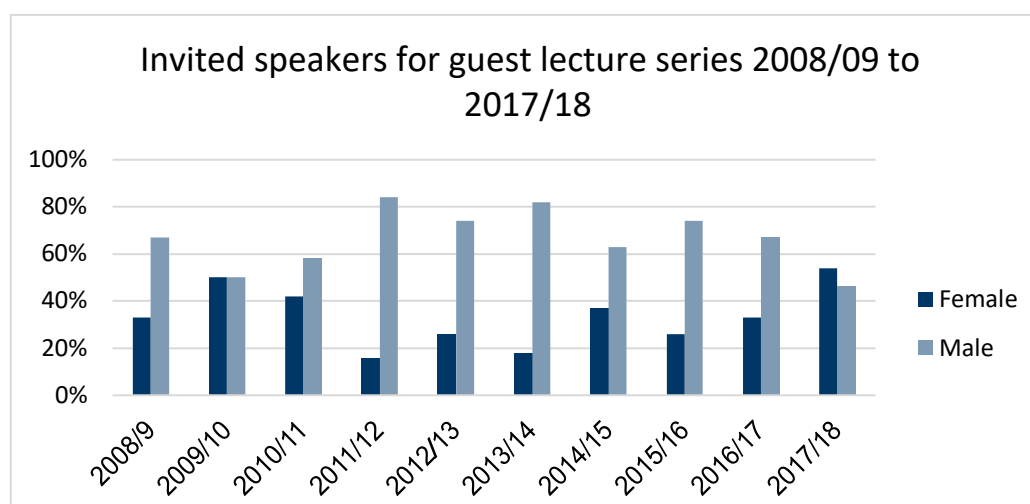


Figure 5.31 shows the gender split of invited speakers from 2008-9 to 2017-18, by academic year. Across ten years, seven indicate that a higher percentage of male individuals gave guest lectures, with a figure over 75% for two of these years; two years indicate a higher percentage of females, and in one year, the gender split was equal. Though this probably represents the current gender make-up of the academic sector, it is important that female achievement/role models are required, and 2017-18 figures reflect this understanding and a proactive decision to strive for greater gender representation.

The gender balance of individuals at different career stages is likely to reflect the discipline as it currently stands. For example, though most career stages (including early career researchers) are present across academic years, there is a high proportion of professors in 2015-16, the year that the School celebrated its 40<sup>th</sup> anniversary. The remit here was to gain maximum exposure for SAFS and demonstrate the excellent networks of which it is a part, by targeting invitations to specialists in their fields, and by extension, professors. This is visible in gender split for 2015-16 (with 74% male individuals), and reflects the disproportionate number of men holding more advanced career stage positions than women. Conscious effort was made to represent female professors, and the gender split for this year is not as great as in other years (as detailed above). In addition to monitoring gender and career stage, our talks will look for non-HE role models to demonstrate the diversity of career paths. We will also encourage discussion of career path by speakers when appropriate **[AP6; AP20]**. Guest lectures are promoted via emails and VLE, Staff Bulletins, and the School's TeamApp and Student society facebook group; the latter two include members of the public.

In addition to the lecture series, SAFS will have one seminar every term to promote research from different role models, including female speakers, but also researchers with disabilities, from minority backgrounds, transgender speakers, and other under-represented groups in the discipline **[AP20]**

Until recent coordinator changes, the organiser, a senior male academic, undertook most chairing. With the new organisers, the female organiser usually introduces and the male organiser chairs questions. At the recent TAG conference at UoB a female member of staff chaired the plenary session. At *ad hoc* seminars, the most appropriate member of staff research-wise chairs the session. Going forward, the issue of chairs will be raised at a staff meeting for discussion **[AP20]**.

In 2014 an 'Is gender still relevant?' interdisciplinary event was held, organised by the chair of the SAT; the event was predominately chaired and introduced by women, with a male keynote speaker. An 'imposter syndrome' workshop was held as part of the conference. Many early career and PGT/PGR students took part in organising and attending the conference.

All PGR students and members of academic staff have a staff profile on the new University website. This has recently (September 2019) gone live. All staff members and PGR have been asked to update their profiles. This year the school has also received

greater control over its webpages, enabling a conscious decision over representations of gender, ethnicity and disability.

(viii) Outreach activities

*Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.*

Academic staff support at Applicant Experience Days (AEDs) and Open Days.

Figure 5.32: shows a reasonably equal distribution of the individuals involved. Figure 5.34 suggests female staff assist on more individual occasions, skewed by a female admissions tutor attending all sessions

Fig 5.32: Numbers of Female and Male staff helping at AEDs (Applicant Experience Days) per staff members

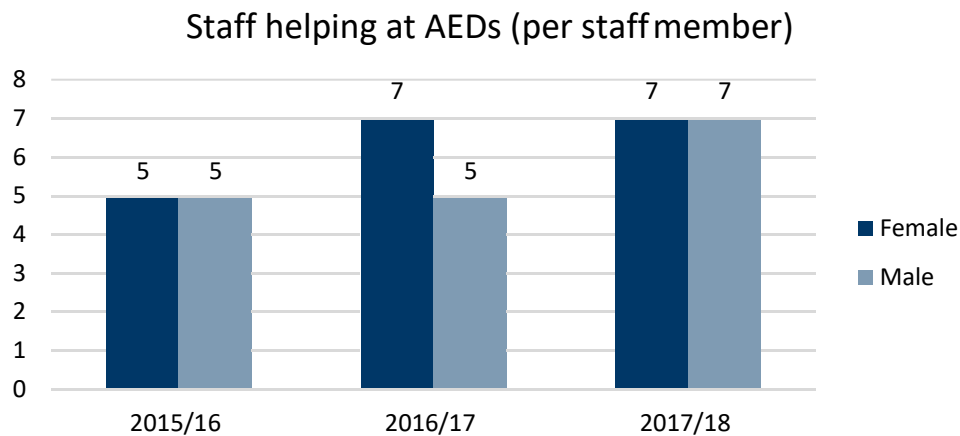


Fig 5.33: Numbers of Female to Male staff helping at AEDs (Applicant Experience Days) per occasion

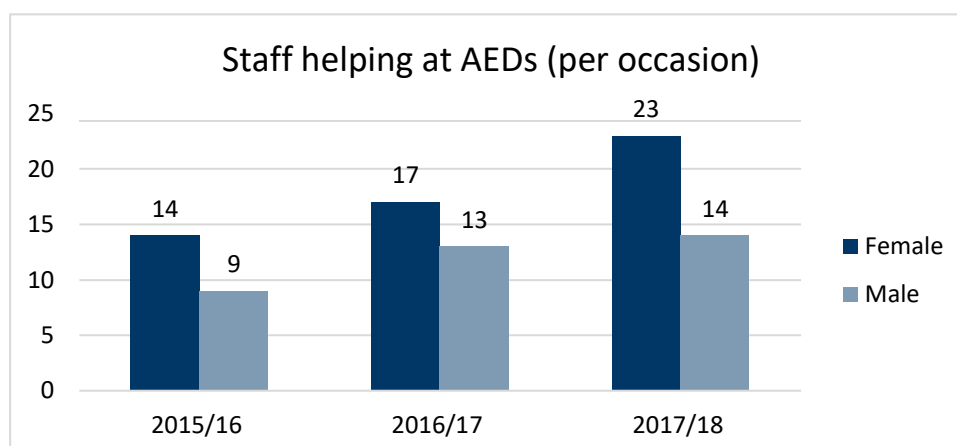


Table 5.6: Gender split of applicant numbers 2015 – 2018

| Applications | Male | Female | Total |
|--------------|------|--------|-------|
| 2018         | 97   | 182    | 279   |
| 2017         | 122  | 268    | 390   |
| 2016         | 86   | 198    | 284   |
| 2015         | 118  | 178    | 296   |

Table 5.7: Gender split of those attending AED's 2015-2018

| AED Attendees | Male | Female | Total |
|---------------|------|--------|-------|
| 2018          | 7    | 18     | 25    |
| 2017          | 8    | 19     | 27    |
| 2016          | 7    | 19     | 26    |
| 2015          | 15   | 23     | 38    |

Tables 5.6-5.-7 show that while there is broadly equal balance on Applicant Experience Days and Open Days, there remains a higher proportion of female attendees and female applicants. The issue may be a broader one relating to perceived careers and relates to broader action on under-representation of males **[AP3]** and conversion **[AP5]**. Where possible, we will ensure gender balance of staff on engagement events **[AP20]**.

Most members of staff, from professorial to junior grades, routinely take part in outreach activities (Figure 5.34, 5.35), although precise information is not consistently collected, this is an area we will investigate within the SEDC duties **[AP2]**.

Figure 5.34: Prof Vince Gaffney, outreach trip



Figure 5.35: Casting Thor's hammer in chocolate



**Word Count: 6683**

#### SILVER APPLICATIONS ONLY

##### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

**Recommended word count: Silver 1000 words**

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

##### 7. FURTHER INFORMATION

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

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

This is a resubmission, with the main feedback focusing on analysis of data and SMART action plan, points we have strived to address in this resubmission.

We continue to prioritise work to provide an inclusive working environment where all staff are able to flourish, regardless of gender or other protected characteristic. This aligns with the focus of the new Vice Chancellor (VC) who is committed to equality, diversity and social inclusion. In September 2019 UoB was named University of the Year

for Social Inclusion, measured by key inclusion achievements, including high BME intake, low socio-economic participation, and a low BME attainment gap.

Our main areas for gender improvement are:

- Early Career staff progression;
- Addressing the 'leaky pipeline' at Grade 10+;

We will continue to research and teach gender and identity-related content throughout SAFS where possible. Looking forward to Athena SWAN Silver recognition, we aim to incorporate more information about other protected characteristics and intersectionality.

The Athena SWAN assessment process has been an enlightening one. We anticipate that the implementation of our action plan will benefit staff and students and contribute to a positive working environment, creating an ever more diverse, enriching place to work and study within a School that celebrates its staff and students.

*"[I am] glad that the Athena SWAN process is allowing focus on these issues"*  
(survey, staff)

**Word Count: 205**



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## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

### SAFS ACTION PLAN

| Action No. | Section and Pages | Objective (Section Reference)                               | Rationale                                                                                                                                                                                                                    | Action                                                                                                                                                                                            | Responsibility*                  | Timescale                   | Success Criteria/Outcome Measures                                                         |
|------------|-------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------|-------------------------------------------------------------------------------------------|
| 1          | 3(ii)<br>4.1(ii)  | Engage UG, PGT and PGR students in EDI issues in the School | Currently, there is no existing formal route of communicating EDI matters to students.<br><br>Engagement works both ways and we would like to know more about student motivations, around issues such as studying part time. | a) Initiate student feedback groups for regular feedback on EDI issues                                                                                                                            | Director of Studies              | By February 2020            | Groups established and termly meetings scheduled                                          |
|            |                   |                                                             |                                                                                                                                                                                                                              | b) Use above groups to appoint UG and PGT representatives to SEDC                                                                                                                                 | SEDC Chair / Director of Studies | February 2020 to March 2020 | Process established for UG and PGT representation on EDI matters                          |
|            |                   |                                                             |                                                                                                                                                                                                                              | c) Incorporate campaign for PGR survey responses in to annual AS cycle.<br><br>Campaign to include supervisors encouraging PGR students to complete PGR annual survey, poster and email campaign. | SEDC Chair / Director of Studies | March to June 2020          | Campaign for PGR survey completion embedded in SEDC planning cycle. Response rate of 75%. |

|   |           |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|---|-----------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------|
| 2 | 3(iii)    | Monitoring and oversight of EDI issues in the School through transition of SAT into formal School Equality & Diversity Committee (SEDC) | To maintain the momentum of SAT team and to ensure oversight of AS action points, in addition to other matters arising relating to Equality, Diversity and Inclusion.                      | a) Formally constitute School Equality and Diversity Committee (SEDC) to analyse annual staff and PGR surveys, plan for change relating to EDI and implantation of AS action points. The SEDC will report to Staff meetings and feed into Faculty EDI meetings. | Athena Swan SAT Chair             | By February 2020   | SEDC established, reporting line to School Staff and Faculty EDI established and schedule of meetings in place.        |
|   | 4.1(ii)   |                                                                                                                                         |                                                                                                                                                                                            | b) Establishment of annual staff survey. Lessons learnt from poor timing of 2019 survey                                                                                                                                                                         | SEDC Chair                        | March – April 2020 | Survey takes place annually, with 80% response rate                                                                    |
|   | 4.1(iii)  |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|   | 5.1(ii)   |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|   | 5.1(iii)  |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|   | 5.3(i)    |                                                                                                                                         |                                                                                                                                                                                            | c) An annual review of membership will take place (unless needed more regularly, such as due to staff changes)                                                                                                                                                  | SEDC Chair; Head of School        | November 2020      | Annual review incorporated in AS cycle. First cycle for reviews held and membership changed to reflect make of School. |
|   | 5.3(ii)   |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|   | 5.5(i)    |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|   | 5.6(i)    |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|   | 5.6(ii)   |                                                                                                                                         |                                                                                                                                                                                            | d) Use staff survey to measure whether SEDC is providing a more informed understanding of EDI issues.                                                                                                                                                           | SEDC Chair                        | March 2022         | Staff survey confirms SEDC providing more informed understanding of issues. 75% of staff confirm this.                 |
|   | 5.6(iii)  |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|   | 5.6(viii) |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
| 3 | 4.1(ii)   | Encourage greater numbers of male students to UG, PGT and PGR programmes                                                                | Men are currently underrepresented on our programmes, particularly on Forensics UG programmes, and to a lesser degree on our PGT and PGR programmes. The underrepresentation in applicants | a) Gather data from Forensics and Archaeological professional bodies and colleagues in the fields on student numbers and strategies to recruit male students.                                                                                                   | Admissions Tutor / Head of School | By April 2020      | Data gathered on approaches to encouraging male students.                                                              |
|   | 4.1(iii)  |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|   | 4.1(iv)   |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |
|   | 4.1(v)    |                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                   |                    |                                                                                                                        |

|    |         |                                                                      |                                                                                                                                                                                                                                                                             |                                                                                                                                                                        |                               |                       |                                                                                                                                                    |
|----|---------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|    |         |                                                                      | feeds through to all stages of the student pipeline.                                                                                                                                                                                                                        | b) Consult University Marketing on how best to attract greater numbers of male students.                                                                               | SEDC Chair / Admissions Tutor | By April 2020         | Advice gathered from marketing                                                                                                                     |
|    |         |                                                                      |                                                                                                                                                                                                                                                                             | c) SEDC and Admissions Tutor to analyse data and consultation information to devise strategy to recruit male students, working Central admissions and marketing teams. | SEDC Chair / Admissions tutor | May 2020 – June 2020  | Plan established for realistic strategy for increase in male students.                                                                             |
|    |         |                                                                      |                                                                                                                                                                                                                                                                             | d) Implement plan (3c)                                                                                                                                                 | Admissions tutor              | June 2020 – June 2021 | Changes in practice over full cycle incorporated.                                                                                                  |
|    |         |                                                                      |                                                                                                                                                                                                                                                                             | e) Analyse recruitment figures to determine if actions have been successful, take appropriate revision steps if there is still a shortfall.                            | SEDC Chair / Admissions tutor | Nov 2022              | Rise in male students by 5%                                                                                                                        |
| 4. | 4.1(ii) | Address the disparity in ethnicity between forensics and archaeology | Currently Forensics programmes attract applicants from BME backgrounds, whereas archaeology programmes are predominantly white. While against a national picture Bradford recruits higher proportions of BME students to archaeology than many in the sector, there remains | a) Gather data from Forensics and Archaeological professional bodies and colleagues in the fields on ethnicity of students. Consult the UoB Race Equality Staff Forum. | SEDC Chair / Admissions tutor | By April 2021         | Data gathered on approaches to addressing underrepresentation of BME students on archaeology programmes and white students on Forensics programmes |

|   |                   |                                                                                          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                   |                               |                       |                                                                                                                                                                  |
|---|-------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                   |                                                                                          | <p>a large discrepancy in our programmes.</p> <p>While this is an action close to our hearts (see Section 5.6 on diversity as part of our identity), with a small staff we are prioritising gender in our first year of actions, and turning to ethnicity following this.</p> | <p>b) Consult University Marketing on how best to attract greater numbers of white students to Forensics and BME students to archaeology.</p>                                                     | SEDC Chair / Admissions tutor | By April 2021         | Advice gathered from marketing                                                                                                                                   |
|   |                   |                                                                                          |                                                                                                                                                                                                                                                                               | <p>c) SEDC to analyse data and consultation information to devise strategy to recruit BME and white students to degrees, working with admissions and marketing.</p>                               | SEDC Chair / Admissions tutor | May 2021 – June 2021  | Plan established for realistic strategy for increase in ethnic diversity                                                                                         |
|   |                   |                                                                                          |                                                                                                                                                                                                                                                                               | <p>d) Implement plan</p>                                                                                                                                                                          | Admissions tutor              | June 2021 – June 2022 | Changes in practice over full cycle incorporated.                                                                                                                |
|   |                   |                                                                                          |                                                                                                                                                                                                                                                                               | <p>e) Analyse recruitment figures to determine if actions have been successful, take appropriate revision steps if there is still a shortfall.</p>                                                | SEDC Chair / Admissions tutor | Nov 2023              | Rise in BME students to archaeology by 10% and White students to Forensics by 10% to address the underrepresentation on our Forensics and Archaeology programmes |
| 5 | 4.1(ii)<br>4.1(v) | Obtain greater conversion between application and enrolment, particularly male students. | Our overall conversion rate is close to 20% for Archaeology programmes, and can be as low as 6% for male students to Forensics programmes. Overall, the conversion rate for males,                                                                                            | <p>a) Establish and implement more robust post-offer communication strategy with applicants, including use of student ambassadors to communicate with applicants. Consider use of mentors for</p> | Admissions Tutor              | June 2021             | Plan established and implemented for effective communication with applicants.                                                                                    |

|   |                                                                                  |                                                                                |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                            |                            |                                                                                    |                                                                                     |
|---|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|   |                                                                                  |                                                                                | especially on forensics programmes, is too low.                                                                                                                                                                                                                                                                                                           | applicants. Gather information from professional bodies and other institutions about successful strategies |                            |                                                                                    |                                                                                     |
|   |                                                                                  |                                                                                |                                                                                                                                                                                                                                                                                                                                                           | b) Review application process and data to assess success, and determine further actions accordingly.       | Admissions Tutor           | November 2022                                                                      | Increase in rise of enrolments to 25% of applicants for male and female applicants. |
| 6 | 3.1(iii) 19                                                                      | Establish process of monitoring attainment gaps and devise actions accordingly | There is an attainment gap widening between male and female good degree outcomes since 2016/17. We suspect this related to us including Forensics programmes which have a higher proportion of female BME students. To better understand the picture, we need to gain more meaningful data on ethnicity, and whether issues of intersectionality are key. | a) Gather data on intersectionality of gender and ethnicity to inform our understanding of attainment gap  | Student Data / SEDC Chair  | Dec 2019 – March 2020                                                              | Data gathered on relationship between gender, ethnicity and attainment              |
|   | b) Use data gained to devise a benchmark and inform an action plan going forward |                                                                                |                                                                                                                                                                                                                                                                                                                                                           | SEDC Chair / Director of Studies                                                                           | March – October 2020       | Plan devised to tackle attainment gap                                              |                                                                                     |
|   | c) Implement action plan                                                         |                                                                                |                                                                                                                                                                                                                                                                                                                                                           | SEDC Chair / Director of Studies                                                                           | October 2020- October 2022 | Plan implemented                                                                   |                                                                                     |
|   | d) Assess success of action plan through annual student attainment data          |                                                                                |                                                                                                                                                                                                                                                                                                                                                           | SEDC Chair / Student data                                                                                  | November 2022              | Monitoring process established. Reduction in attainment gap of at least 10% a year |                                                                                     |
|   |                                                                                  |                                                                                |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                            |                            |                                                                                    |                                                                                     |

|   |                                          |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                         |                                                                                         |
|---|------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------|-----------------------------------------------------------------------------------------|
|   |                                          |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                         |                                                                                         |
| 7 | 4.2(i)<br>5.1(iii)<br>5.3(iii)<br>5.6(l) | Obtain proportionate gender representation at grades 10 and above. | <p>While we have a good overall female academic staff representation, at grades 10 and above we have just one female reader and no female professors (with 3 male readers and 2 male professors). While the numbers are not high, there is an imbalance and a notable lack of females in reader and professor roles.</p> <p>This is a significant and complex issue, with multiple causes, and relates to other actions within the action plan. Therefore, this action serves to keep track of impact of other actions on this agenda.</p> | a) Oversight of AP relating to gender representation at grades 10+. Specifically, ensure that links to promotion criteria are available in the new staff handbook [AP11]; Implementation of policy of discussing promotion at all PDRs. This has already started. Challenge perception of impact of career breaks and working PT [AP13?]; Communicate leadership opportunities effectively, through staff meetings, line management and email briefings [AP2, 11]; Encourage researchers, especially female researchers, to apply for larger research grants [AP12]; Family-friendly policy [AP15]; Promote female role-models, especially at higher grades [AP19]; implementation of mentor programme[AP8]. | SEDC Chair | June 2020-<br>June 2022 | Clear oversight gained of actions relating to underrepresentation of staff at grade 10+ |

|   |                     |                                                      |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                          |                             |                         |                                                                                                                                        |
|---|---------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
|   |                     |                                                      |                                                                                                                                                                                                                                                                                       | This will be undertaken by the SEDC who will establish a procedure for correlating above actions.                                                                                                                                        |                             |                         |                                                                                                                                        |
|   |                     |                                                      |                                                                                                                                                                                                                                                                                       | b) Measurement established for greater representation of female staff at grades 10+                                                                                                                                                      | SEDC Chair / Head of School | July 2022               | Rise in proportion of females at grade 10+ by 15%.                                                                                     |
| 8 | 4.2(ii)<br>5.3(iii) | Career support for early career and fixed term staff | It is a known issue in HE that Early Career and Fixed Term staff face additional career challenges, particularly the instability of not being on a permanent contract. In our submission, this is not a particularly gendered issue, but one that we feel would be beneficial to all. | a) PDR requirements for early career and fixed term staff made clear within line-manager PDRs, ensuring all line-managers are aware and required to fulfil their responsibilities for giving PDR and career advice to their researchers. | Head of School              | February – October 2020 | Full six-monthly PDR process has run and has embedded delivery of PDRs for early career and fixed term staff in all line manager PDRs. |
|   |                     |                                                      |                                                                                                                                                                                                                                                                                       | b) Take up of PDRs for early career and fixed term staff captured in annual staff survey                                                                                                                                                 | SEDC Chair                  | March – April 2021      | Take up of PDRs for early career and fixed term of 80%                                                                                 |

|   |                    |                                                          |                                                                                                                                        |                                                                                                                                                                                                                                                          |                                  |                                 |                                                                                                                                               |
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|   |                    |                                                          |                                                                                                                                        | c) Include those on fixed term contracts in the mentoring scheme [AP9]                                                                                                                                                                                   | Head of School                   | Jan 2020 - April 2022 [see AP9] | Review system is established and includes monitoring of take up of mentors for Early Career and Fixed term staff                              |
|   |                    |                                                          |                                                                                                                                        | d) Work with RKTS to support career development, including the option of career development within the RKTS team                                                                                                                                         | Head of RKTS;<br>Head of School  | January 2020 – June 2020        | Establishment of career development opportunities for early career researchers in RKTS                                                        |
|   |                    |                                                          |                                                                                                                                        | e) Through PDRs, encourage Line Managers to consider career progression, such as future grant proposals (encouraging applications as co-Is, leading to PI status through long-term planning of grants).<br><br>This can be done in conjunction with AP8a | Head of School;<br>Line managers | Feb – Oct 2020                  | All line managers briefed through PDRs about how to support early career and fixed term researchers.                                          |
|   |                    |                                                          |                                                                                                                                        | f) Establish monitoring of Early Career and Fixed Term staff through Annual staff survey and through HR data capture                                                                                                                                     | HRBP; SEDC Chair                 | April 2021                      | Annual evaluation system established with HR;<br><br>Satisfaction of early career and fixed term staff career support of 75% in staff survey. |
| 9 | 4.2(i)<br>5.3(iii) | Provide career development support for all staff through | Currently, new staff are given a mentor, and staff are able to request one to assist with specific objectives. Opening this out to all | a) Consult with Central HR team around their existing plans to implement mentor scheme; speak with School of Chemistry                                                                                                                                   | SEDC Chair                       | January 2020 – March 2020       | School has clear idea of other mentor schemes and their university context                                                                    |

|          |                  |                                                                                        |                                                                                                                                                |                       |                                    |                                                                                                                               |
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| 5.5(iii) | mentoring scheme | staff at all grades will provide greater access to mentoring around career development | and Biosciences piloting mentor scheme.                                                                                                        |                       |                                    |                                                                                                                               |
|          |                  |                                                                                        | b) If current HR plans cover all staff, support HR in implementing scheme locally                                                              | Head of School / HRBP | March - April 2020                 | Scheme applied                                                                                                                |
|          |                  |                                                                                        | c) If new HR plans do not cover all staff, work with HR to develop appropriate scheme. Ensure adequate workload model and training for mentors | Head of School / HRBP | May 2020 – Nov 2020                | Scheme developed                                                                                                              |
|          |                  |                                                                                        | d) Implement mentoring scheme for all staff appointments                                                                                       | Head of School / HRBP | January 2021                       | Scheme applied                                                                                                                |
|          |                  |                                                                                        | e) Analyse success of mentor system                                                                                                            | SEDC Chair; HRBP      | If b) April 2021, if d) April 2022 | Review system established as part of regular business of <b>AP2</b> , with satisfaction in career development of at least 70% |

|    |          |                                                             |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                               |                                    |                  |                                                                                                                                                                                              |
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| 10 | 4.2(iii) | Create more robust system of collecting staff leaving data. | Leaving staff do not all complete the HR leaving questionnaire (4.2 iii)                                           | a) We will make a recommendation to HR around the timing of exit questionnaires, which are currently sent out after exit, rather than during notice period. Recommendation that key feedback is passed back to Head of School. In addition, all leavers will be offered an exit discussion with the Head of School (attendance recorded locally and with HR). | Head of School; HRBP               | By December 2019 | Changed timing of HR questionnaire and implementation of local exit interview.                                                                                                               |
|    |          |                                                             |                                                                                                                    | b) Gain snapshot of completion of exit surveys and interviews from HR to assess effectiveness of new timing and local interviews. Take action as necessary if target is not met.                                                                                                                                                                              | SEDC Chair / Head of School / HRBP | By June 2021     | <p>Increase in receiving leavers feedback to 40% of leavers.</p> <p>While a higher percentage would be ideal, HR advise that historically it is difficult to gain high completion rates.</p> |
| 11 | 5.1(ii)  | Standardise local induction                                 | Lack of School-level induction process for new SAFS staff and a desire for this evidenced through the staff survey | a) Gather information on other Schools in the University around local induction process.                                                                                                                                                                                                                                                                      | School Administrator               | By May 2020      | Information gathered and passed to SEDC / HR / Head of School                                                                                                                                |

|    |                                                                                                                           |                                                                                                                                                                          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                               |                                                       |                                                                                                           |
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|    |                                                                                                                           |                                                                                                                                                                          |                                                                                                                                                                                                                                                                               | b) Consult with staff around topics to be covered by local staff induction, and develop local induction (with HR).                                                                                                                                                                                                                                                                                                                                                                                           | School Administrator; HRBP                    | June – October 2020                                   | Local induction developed and signed off by management.                                                   |
|    |                                                                                                                           |                                                                                                                                                                          |                                                                                                                                                                                                                                                                               | c) Implement new induction process                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Head of School                                | October 2020 - November 2020                          | School has local induction processes in place                                                             |
|    |                                                                                                                           |                                                                                                                                                                          |                                                                                                                                                                                                                                                                               | d) Evaluate effectiveness through annual staff                                                                                                                                                                                                                                                                                                                                                                                                                                                               | SEDC Chair                                    | April 2021                                            | Question on induction process embedded in annual staff survey. Satisfaction rate of 75%.                  |
| 12 | 5.1(ii) 46<br>5.3(i) 51<br>5.3(iii) 56<br>5.5(i) 59<br>5.5(ii) 61<br>5.5(iii) 63<br>5.5(v) 65<br>5.5(vi) 67<br>5.6(ii) 77 | Ensure more rigorous process of communicating core policies and services through single location of information in staff handbook and associated website/sharepoint site | Currently, there are areas of policy which not all staff are aware of, such as shared parental leave, flexible working, who to report incidents too, sources of support (e.g. counselling), Career and Employability Services, staff networks, and local induction processes. | a) Production of a staff handbook which details policy and sources for further information. A contents list and draft contents are already underway, we need to ensure timely completion. Establish a related sharepoint site for easy access to handbook.<br><br>b) Dissemination of handbook to all staff via email and on sharepoint site. Announced at staff meeting, including key areas of content such as parental leave and flexible working. Formally made part of new starters induction material. | SEDC Chair / HRBP<br><br>School Administrator | November 2019- - March 2020<br><br>March – April 2020 | Handbook and sharepoint site produced<br><br>All staff received handbook and link to its digital location |

|    |           |                                                            |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                   |                             |                              |                                                                                                        |
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|    |           |                                                            |                                                                                                                                                                                                                                                                                                            | c) Establish annual process of updating content                                                                                                                                                                                                                                                                                   | Head of School              | March – April 2020           | Process in place for updating content                                                                  |
|    |           |                                                            |                                                                                                                                                                                                                                                                                                            | d) Evaluate success through annual staff EDI survey                                                                                                                                                                                                                                                                               | SEDC Chair                  | March – April 2021           | Satisfaction rate of 75%                                                                               |
| 13 | 5.3(v) 58 | Encourage female research staff to apply for larger grants | While numbers of staff applying for grants is healthy, males tend to apply for larger grants, with few females applying for grants of more than £100,000. Since grant income is a major factor in promotions, addressing this will feed in to the picture of greater representation of women at grades 10+ | a) Research undertaken around how other areas of the University and other institutions encourage female academics to apply to larger grants.                                                                                                                                                                                      | SEDC Chair / RKTS           | February – July 2020         | Understanding of support measures available understood and lessons that can be learnt are synthesised. |
|    |           |                                                            |                                                                                                                                                                                                                                                                                                            | b) Action plan produced based on above research. This will also include grant income discussed at PDR and an annual research meeting, and staff being reminded of Central support, such as RKTS training, writing retreats (which can be used for grant application writing), and the availability of Research Development Funds. | SEDC Chair / RKTS           | August – November 2020       | Action plan produced for approval by Dean of Faculty and RKTS                                          |
|    |           |                                                            |                                                                                                                                                                                                                                                                                                            | c) Implementation of action plan                                                                                                                                                                                                                                                                                                  | SEDC Chair / Head of School | November 2020 – October 2021 | Action plan implemented, primarily in SAFS, but potentially across the Faculty and University          |

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|    |                         |                                                                                                         |                                                                                                                                                                                       | d) Evaluation of success built in to survey question in annual staff survey and data on grant pipelines from RKTS                                                      | SEDC Chair / RKTS           | April – July 2022          | 20% rise in £100,000 grant applications from female staff                   |
| 14 | 5.5(i) 61<br>5.5(vi) 71 | Address perception that taking career breaks and working part time negatively affect career development | Our staff survey data shows a perception that career breaks and working part time negatively impact on careers. At present, we have no data on whether this is perception or reality. | a) With HR, devise a system of analysing this, this will include research into other areas of the University and other institutions, to better understand the reality. | SEDC Chair / HRBP           | April 2020 - April 2021    | Understanding of reality gained, along with picture of potential solutions. |
|    |                         |                                                                                                         |                                                                                                                                                                                       | b) Hold an open workshop in the University to discuss analysis                                                                                                         | SEDC Chair                  | April – May 2021           | The workshop will provide a wider perspective to inform below action        |
|    |                         |                                                                                                         |                                                                                                                                                                                       | c) If the perception is a reality, devise action plan to address situation, based on good practice at other institutions, and agree timescale for implementation       | SEDC Chair / HRBP           | April 2021 – December 2021 | Action plan and timescale drawn up                                          |
|    |                         |                                                                                                         |                                                                                                                                                                                       | d) If the situation relates to perception rather than reality, use staff briefings, PDRs, handbook and staff meeting to communicate situation.                         | SEDC Chair / Head of School | April 2021 – July 2021     | Reality communicated through stated channels                                |

|    |                                         |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                               |                                                     |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|    |                                         |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                       | e) Evaluate perception change through embedding a question in annual staff surveys and through HR measure of career development.                                                              | SEDC Chair / HRBP                                   | If b) April 2022;<br><br>If a) a year after implementation of action plan | Perception of relationship between career break, part time working and career development addressed, with 40% increase in perception noted through annual survey                                                                                                                                                                                                                                                                    |
| 15 | 5.5(ii) 62<br>5.5(iii) 64<br>5.3(iv) 65 | Address issue of cover for fixed term staff on parental and other leave | Currently, there is not a formal system in place for supporting research projects during parental or other leave for fixed term researchers. There is a larger issue with disparity between funders, requiring a university-wide system to ensure parity of experience. Currently, it is detrimental to research projects if FT staff are on leave, with a potential impact on biases in recruitment. | Hold meeting with PVC for Research to escalate the issue and to encourage development of a university policy around cover for posts, while also discussing the issue with key funding bodies. | Faculty EDI; ADRKT / Institutional Athena SWAN team | By February 2020<br><br>February 2020 - July 2021                         | Issue raised for PVC's further action.<br><br>Assurance of university-wide policy to ensure parity of experience across the university. Contingency built in to budgetary planning for future years*<br><br>*to some extent this is beyond the School's control, however, this is our aspiration and we will work with the University to achieve this. A long timeframe given to enable adequate financial discussion and planning. |

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| 16 | 5.5(v) 66                 | Ensure there is a family-friendly campus and supportive environment for parents       | Staff noted in the survey that the campus could be more family-friendly, and that there is a difference in experiences of bringing families on to campus.                                                                                                                                                                                                                                                                        | a) Support the establishment of a university-wide parents' network, through the Faculty E&D and Central team                                                                                                                                                                 | Faculty E&D; SEDC; Chair                             | December – February 2020 | Network implemented                                                                                                 |
|    |                           |                                                                                       | Some actions are already under way, with steps taken since the previous submission to make the campus more family-friendly, including the creation of a new breastfeeding/expressing facilities for new mothers (near SAFS locations). Talks which include SAFS staff are underway with Estates to review the Children on Campus policy, including recommendations such as 'families welcome' and 'breastfeeding welcome' signs. | b) Add in section in new staff handbook [AP11] about issues relating to a family-friendly campus and supporting careers and career breaks, including paternity leave, PT and flexible working, and facilities on campus. Include staff briefing session to ensure awareness. | SEDC Chair / HRBP                                    | April 2020               | Section included in staff handbook and staff briefing session held                                                  |
|    |                           |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  | c) Establish question on annual staff survey to monitor success and satisfaction in family-friendly policy                                                                                                                                                                   | SEDC Chair                                           | March / April 2021       | Satisfaction on annual staff survey of 75%+                                                                         |
| 17 | 5.6(ii) 77<br>5.6(iii) 78 | Address differences in maternity/paternity pay compared to other institutions (5.5 v) | Staff report that maternity pay is less at Bradford than many other HEIs. This 'perception' is also confirmed through the GENOVATE parental survey (2014). This is a bigger issue than can be addressed at staff level, and relates to broader overall financial stability of the University, however, the School will do what                                                                                                   | Consult with Central EDI team and HRBP to discuss current provision and plans for the future, advising parity of a fair framework in line with other HEIs. Will strive for a commitment to address this once the University has firmer financial stability.                  | Faculty and School E&D Leads; HRBP; Central EDI team | By June 2020             | Discussions help with HR around the issue and commitment gained and communicated about future plans for this issue. |

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|    |                           |                                                                                           | it can to raise the profile of the issue and communication around it.                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                |                                                                           |            |                                                                                                                                                          |
| 18 | 5.6(ii) 78<br>5.6(iii) 79 | Ensure all staff and students know how to report incidences                               | In the staff survey and focus group with PGR students, 6 of 20 staff (all female) were not confident in knowing how to report incidences, such as bullying and harassment, if they arise. While we hope that such incidences are rare, it is important that all know there is a system in place, both locally and through HR, for dealing with them | a) Include a section on reporting incidences and the University dignity and respect policy is in the staff handbook [AP11] and on canvass student pages.                                       | SEDC Chair / HRBP<br><br>Director of Studies                              | March 2020 | Information included in staff handbook and student programme areas of Canvass                                                                            |
|    |                           |                                                                                           |                                                                                                                                                                                                                                                                                                                                                     | b) Ensure a section on dignity and respect, and reporting incidences is included in staff induction [AP10], and student inductions at all levels.                                              | SEDC Chair /Head of School; Director of studies; Head of PGT; Head of PGR | Oct 2020   | Information included in all induction materials                                                                                                          |
|    |                           |                                                                                           |                                                                                                                                                                                                                                                                                                                                                     | c) Include question in staff and student annual survey to ensure all are aware of policy and procedure and use AP1 to ensure communication on this is built into student communications on EDI | SEDC Chair                                                                | April 2021 | 90% staff and PGR surveys in feeling confident in reporting incidences should they occur, and satisfaction from students determined through AP1 process. |
| 19 | (5.6 iii) 78, 79          | Establish system of monitoring proportions of female staff on the Faculty, University and | Currently we do not know exact numbers of staff sitting on committees; this is exacerbated with external committee membership. An estimate has been collected through the staff                                                                                                                                                                     | a) Encourage staff to record committee commitments in WLM                                                                                                                                      | Head of School / administrator                                            | March 2020 | 90% of staff including committee obligations in their workload data submission                                                                           |

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|    |                                                       | external committees.                                | survey, and a question asked about encouragement to sit on committees which shows that 17% of women and 50% of men feel they are always encouraged to sit on external committees, and 75% of men and 50% of women feel they are encouraged to sit on Faculty committees.                                                | b) Include a section on committees in PDR process                                                                                                                                                                                                                                                 | Head of School / Line managers        | July 2020           | Section on committees included in six-monthly PDR paperwork                                                                                        |
|    |                                                       |                                                     |                                                                                                                                                                                                                                                                                                                         | c) Establish procedure for all committee vacancies from Faculty and University levels to be advertised at staff meetings, and for external committees where known                                                                                                                                 | Head of School / school administrator | March 2020          | Regular reporting of vacancies<br><br>Equal proportional participation of female staff at all levels                                               |
|    |                                                       |                                                     |                                                                                                                                                                                                                                                                                                                         | d) Use data from a and b to inform benchmark going forward and devise action plan if parity in representation and encouragement is not evident.                                                                                                                                                   | SEDC Chair                            | July – October 2020 | The School is able to determine whether perception around committee membership is perception or reality and devise action plan to act accordingly. |
| 20 | 5.3(iii) 55<br>5.6(vii) 83<br>5.6(vii) 865.6(viii) 88 | Female role models needed, especially at grades 10+ | Staff and PGR survey results noted lack of female role models at higher grades (only 83% of women compared to 100% of men agreed there were female role models). There has been a recent shift in proportions of female guest lecturers since 2017/18 and University level initiatives (including 'this prof can' and a | a) Through staff meeting, PGR focus group, and other actions in AP1, gather information from staff and students about how best to utilise guest lectures, such as what they would like to see, rotating gender of chairs, deliberate first questions from females, method of suggesting speakers. | SEDC Chair                            | Feb – June 2020     | Information gathered about good use of guest lectures and other ideas for promoting role models.                                                   |

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|  |  |  | new female VC); we are keen that this trend continues.                                                                                                                      |                                                                                                                         | SEDC / Administrator                                         | Feb – June 2020      | Information gathered about strategies for promoting role models.         |
|  |  |  | While not an immediate AS priority for Bronze, going forward the School are keen on monitoring and raising the profile of role models from other protected characteristics. | b) Gather data from other areas of the university, and through professional bodies, on ideas for promoting role models. |                                                              |                      |                                                                          |
|  |  |  |                                                                                                                                                                             | c) Use suggestions from a and b to form an action plan going forward                                                    | SEDC Chair                                                   | July 2020 – Oct 2020 | Action plan devised for tackling disparity in role models.               |
|  |  |  |                                                                                                                                                                             | d) implementation of action plan                                                                                        | SEDC Chair, Head of School and others identified within plan | Oct 2020 – Oct 2021  | Action plan in place                                                     |
|  |  |  |                                                                                                                                                                             | e) measurement of perceptions through staff and PGR surveys                                                             | SEDC Chair                                                   | April 2022           | Increase of at least 10% in staff and student perceptions of role models |

\*responsibility notes ultimate line of responsibility: In reality, many of the tasks will then be delegated, providing further leadership opportunities (e.g. for members of SEDC, reporting to the Chair)