Athena Swan Bronze application form for departments

Applicant information

Name of institution	University of Oxford
Name of department	School of Archaeology
Date of current application	31.03.22
Level of previous award	N/A
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Section	Words used
An overview of the department and its approach to gender equality	Recommended 2500 **2402** (excluding SAT table)
An assessment of the department's gender equality context	Recommended 3500 **3999** but this *includes* 500 word extension for COVID elements and *excludes* 341 Action Point References (in green).
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	**6401** - As an application submitting in 2022, we have used the 500 word extension to the application word limit to discuss the impacts of the Covid-19 pandemic. Wordcount is otherwise calculated according to the guidance on page 58 of the Information Pack for Departments.

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

Overall word limit: 6000 words

[This version of the application has been amended and redacted for publication following Advance HE guidance: personal or confidential information about individuals has been removed; in datasets relating to identifiable groups of individuals raw numbers have been removed or rounded to the nearest 5, and percentages have been removed where these are based on a group size of 22.5 or smaller.]

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

Wordcount 2402 (excluding SAT table of 113)

1.1 Letter of endorsement from the Head of the Department (HoD)

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York YO10 5BR
United Kingdom

30 March 2022

Dear Athena Swan Charter team,

I became Head of the School of Archaeology in October, 2019. My motivation was to continue the work of my predecessors in making the School a more equal, diverse and inclusive place to study and work. I am a scholar with a strong interest equality – including the archaeological study of long-term (in)equality – and *[redacted]*. The Athena Swan process offers the opportunity to pass on and amplify these benefits.

The changes and initiatives we have framed in our Bronze Award application stem from consultation with colleagues and students, through surveys and workshops, and through the work of the EDI committee, which evolved from the Athena Swan Self-Assessment Team convened to undertake this process. I am particularly grateful to Dr Claire Perriton, our Head of Administration, and to my co-academic lead on the Athena Swan SAT, Professor Rick Schulting.

We aim to support students and staff at all stages of their career development, through mentorship, training, reviews, research group activities, flexible working and supporting funding applications. It is evident from our workshops and staff consultations (section 2) that more work is needed to do improve some of these areas, including some notably different responses between binary genders. These areas are the focus of our Action Plan.
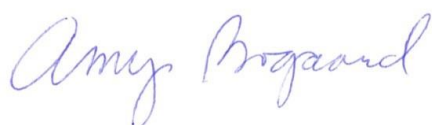
Our key priorities identify actions relating to gender balance at senior academic level, induction, professional development, a new statement of School values, systematic monitoring and management of workloads, enhanced transparency of decision-making, local clarity on relevant University policies and procedures, diversity of representation in research seminars and improved capture of career paths. These priorities align with the principles of the Athena Swan Charter.

The School's success in securing research grants means that we have a large cohort of fixed-term researchers, officially represented on School committees through the University's first established postdoctoral society, SPECTRA. A number of our Athena Swan priorities recognise the need to enhance career and professional development for this key cohort.

I have sought to build on the work of my predecessor, Professor Julia Lee-Thorp, who with Dr Perriton implemented a weekly School newsletter to improve communications and to reduce the flow of redundant emails. Ably led by our communications officer, Robyn Mason, during the pandemic the newsletter has become a vehicle not only for sharing practical information but also promoting inclusivity and equality by disseminating news from across our community. We have also expanded our 'intranet' to encompass the ever-evolving flow of information pertaining to on-site working during the global health crisis. Our priorities will expand the intranet further to enhance communications and transparency.

Finally, I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Yours sincerely

Professor Amy Bogaard
Head of School

1.2. Description of the department

The School of Archaeology (SoA) takes in the full scope of human history as well as the environmental settings in which they existed. We work in just about every inhabited part of the world using the full range of theories, methods and techniques available to archaeologists.

The SoA was formed in 2000 from the merger of two departments, the Institute of Archaeology (IoA) and the Research Laboratory for Archaeology and the History of Art (RLAHA). It sits within the Social Sciences Division (SSD) of the University of Oxford.

The SoA experienced a period of significant growth from around 2012, reflecting an ongoing successful track record of securing large research grants, particularly from the European Commission. The footprint of the SoA could not accommodate this expansion and groups were housed outside the main SoA sites. For example, in 2016-2017 we occupied seven sites within Oxford. Whilst it has not yet been possible to accommodate the entire department in a single building, the SoA was successful in securing funding to renovate accommodation in the South Parks Road (SPR) area during the period 2016-2018, and we are now based in just two main hubs in central Oxford (Figure S1.1).

Figure S1.1 – location of main SoA hubs

🟩 Palaeobarn	🟪 Ashmolean Museum
🟦 Dyson Perrins/RLAHA	🟥 Sackler Library
🟨 1 and 2 South Parks Road	🟩 Pitt Rivers Museum
🟥 Institute of Archaeology	🟩 Museum of Natural History
	🟪 Ioannou Centre
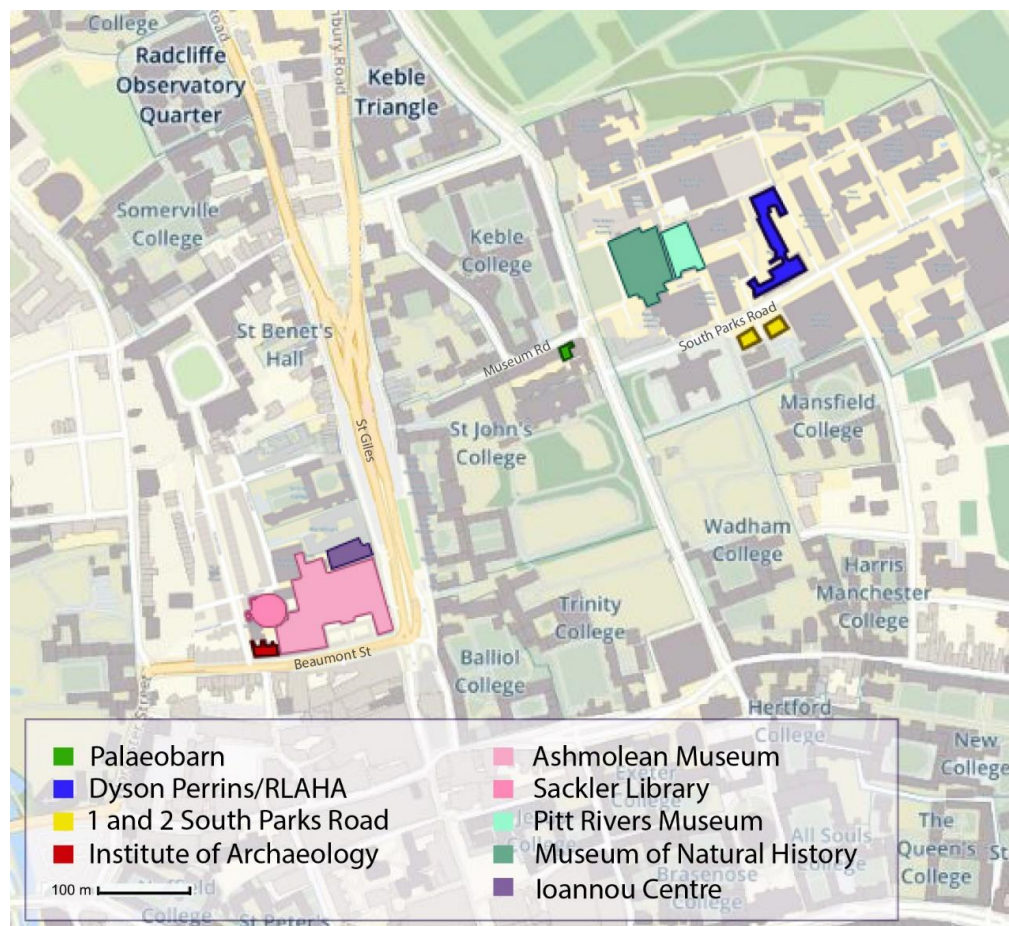
We work closely with the University museums and cognate departments in the humanities and sciences. These include the School of Anthropology and Museum Ethnography (SAME), with whom we share an undergraduate degree. We also administer and manage the Classical Archaeology postgraduate degrees. We are proud to act as an "umbrella" hub for archaeologists employed by other departments or colleges.

Although our physical separation is much reduced it continues to present challenges to our sense of cohesion and inclusivity. This has been further hampered by the pandemic which also because it disrupted the "settling in period" following the completion of the SPR renovations in 2018.

1.3. Governance and recognition of Equality, Diversity and Inclusion (EDI) work

The SoA's governance structure is shown in Figure S1.2.

Figure S1.2 – School of Archaeology Governance Structure
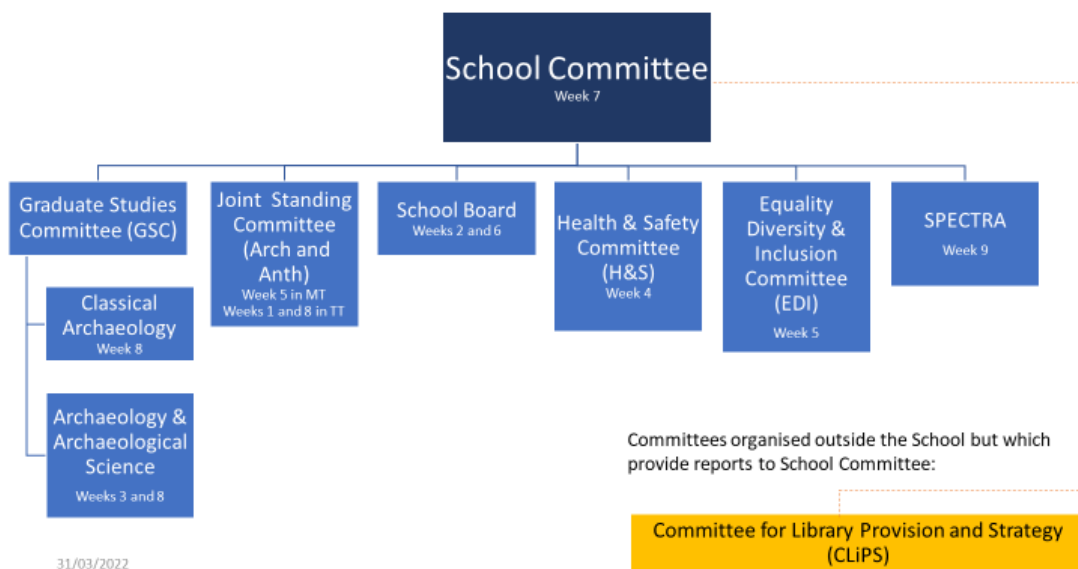
All committees consider School-wide business and all have representation from each constituent archaeological community, with student and postdoctoral representation (for unreserved business). Membership is reviewed annually. Since the Athena Swan (AS) process began, gender balance has become more of a consideration for examining boards or recruitment panel and is now monitored annually by the EDI committee. Gender balance can be a challenge because we have fewer senior female academic staff, several of whom are relatively new appointments and are in the earlier stages of their careers. We therefore need to weigh the need for balanced representation on committees and panels with supporting colleagues to develop their careers and manageable workloads. This message came through in the cohort and staff surveys and ways to address this form a significant element of our Key Priorities (KP) and Action Plan (AP)(discussed further in Section 2).

We fully support the University's commitment, aligned with AS principles, to foster an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all our staff and students are respected[1]. Prior to embarking on the

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[1] *https://edu.admin.ox.ac.uk/university-policy-on-harassment#collapse1321471*

AS process, we had no formal structure or representation for EDI work in the department. HR Members of the EDI committee now belong to the SSD EDI Network, and SSD also runs a Divisional EDI committee upon which our co-chairs sit. Together, these networks enable the SoA to receive and share best practice and support, as well as to contribute to the development and feedback on University policies and working practices.

As a relatively small department, we do not have dedicated EDI staff. EDI work is, however, recognised in committee work allocation, monitored by the HoD and is explicitly included in the 'citizenship' aspect of promotion criteria for academic staff. EDI work is also an eligible criterion for the Reward and Recognition scheme for non-academic staff.

Our discipline, like many others, shares a complex history with intersectional identity. The AS process has prompted us to listen carefully to voices across our School and in the wider discipline and for all these reasons, the Self-Assessment Team (SAT) evolved into the EDI committee with a remit to consider *all* potential areas of inequality. The EDI committee is now a formal part of the School's governance structure and will continue to meet termly.

1.4. Development, evaluation and effectiveness of policies

As with other key policies, EDI policy is shaped by the central University, which develops a framework that is passed to departments either directly or through the SSD. The primary role of the SoA is in local implementation, but there is also flexibility in setting priorities. University and departmental policies and working practices are monitored for effectiveness by feedback from staff and students in the following ways:

- University biennial Staff Experience Surveys (SES).
- The SoA ran student-specific surveys as part of the AS self-evaluation process.
- The HoD offers a 1:1 meeting with every staff member each year and is chair of the School Committee.
- Personal Development Reviews (PDRs) offer an opportunity for staff to feed back to their line managers.
- All unreserved business from the School's committees is shared and open for comment to all staff and student representatives.
- Postgraduate Taught (PGT) students are invited to contribute to course-specific surveys each year.
- Graduate Supervision Reports (GSR) run for all graduate students every term.
- The University runs annual Student Barometer Surveys (SBS) for all Undergraduate (UG) and Postgraduate (PG) students.
- During the COVID pandemic regular "Town Hall" sessions were run for staff and postgraduate students.
- As part of the AS process, we ran cohort-specific workshops to further develop some of the themes from the surveys.

Within the University, the SoA is subject to an internal review every five years organised by the Education Committee (EdC). They consider the quality of our academic activities, including research, academic programmes, organisation and financial position. The results of this with proposed actions are fed back to the HoD and School Committee.

External to the University, the School is required to submit an "Environment statement" as part of its submission to the Research Excellence Framework (REF) (which assesses the quality of research in UK

Higher Education Institutes (HEIs)). The REF assessment requires a statement on staffing strategy and staff development; support mechanisms for, and evidence of the training and supervision of PGR students; and evidence of how we promote equality and diversity.

In all the examples above, the feedback/data are reviewed by the first recipient(s), then fed through the appropriate channels/committee structure until ultimately presented to School Committee either for information or for endorsement. Where we are asked to contribute to University policies, the appropriate committee approves a response to be fed back by the HoD (or another officer as appropriate). The measures above enable a constant cycle of evaluation, review and improvement.

1.5. Athena Swan self-assessment process

The SAT was first convened in February, 2019 as we began the AP process. The SAT was originally formed from those with an interest in EDI matters to represent all SoA constituencies while also maintaining gender balance. Its membership is listed below in Table S1.3.

Table S1.3 – SAT membership (currently F:10, M:9)

Name	Role in department	Staff type (specific role on SAT)
Diane Baker	HR Manager/Deputy HoA	Professional, Technical, and Operational (PTO)
Amy Bogaard	HoD	Academic (co-chair/co-author)
Ryan Brown	Graduate Studies Administrator	PTO
[redacted]		Undergraduate (UG)
Peter Ditchfield	Laboratory Manager	PTO/Academic
Carol Neville/Marta Galante/Elise Cochrane	HR administrator/officers	PTO (secretary)
Catherine Goodwin	Planning and Equality Manager, SSD	PTO (SSD representative)
[redacted]		Postgraduate Taught (PGT)
[redacted]		Postgraduate Research (PGR)
Robyn Mason	School Communications Officer	PTO
Claire Perriton	HoA	PTO (secretary/co-author)
Mark Pollard	Academic staff	Academic
John Pouncett	Academic staff	Academic
Victoria Sainsbury	Postdoctoral researcher	PTO
Rick Schulting	Academic Staff	Academic (co-chair/co-author)
Irene Torreggiani		PGR
Alexander Weide	Postdoctoral researcher	Research
Barbora Ziackova		PGR

Meetings were held monthly to discuss the basis of the application, to recommend the adoption of EDI more formally within the SoA and to consider data as they were collated. Meetings became termly from October, 2021 following the formation of the formal EDI Committee.

The University has central databases from which we could derive the majority of staff and student data included in the appendices. We also collected feedback from the Staff Experience Survey (SES) (run biennially by the University), SoA-specific student surveys and Student Barometer Surveys (SBS). SAT also commissioned cohort workshops (Figure 1.10 onwards) which provided important qualitative data to supplement the quantitative data. Consultation response rates are shown in Table 1.11. Most data and documentation (with the exception of data that identifies people which is kept on the HR

folder and shared only in aggregated form) have been shared between members of the EDI Committee via OneDrive.

Analyses of the data led to the identification of four key priority (KP) areas and specific Action Plan (AP) objectives (Table S1.4) and which are referred to throughout the remainder of the application. EDI Committee members then developed a series of actions to address these objectives and these formed the basis of our AP in Section 3.

Table S1.4 - Key Priorities and objectives	
KP1: Address gender inequality of senior roles, PTO staff, research seminars and curriculum	
AP1.1	Continue to develop and follow institutional good practice in recruitment to new/replacement senior posts to ensure overall gender balance within the SoA
AP1.2	Improve gender balance of senior roles within the SoA
AP1.3	Improve and maintain gender balance of PTO staff within Administration and Technical cohorts
AP1.4	Improve and maintain gender balance within the programme of speakers in our research seminars
AP1.5	Improve and maintain greater gender balance of authors whose works contribute to our curriculum
KP2: Improved support for career development	
AP2.1	Introduce annual PDR opportunity for all
AP2.2	Improved effectiveness of PDR process for all and to close the gender gap
AP2.3	Improving career support for everyone and with a particular focus on female career progression at all levels
AP2.4	Improved support for those who line-manage staff
KP3: Improve sense of cohesion and inclusion	
AP3.1	Develop a fully comprehensive induction/welcome process/package for all staff and students
AP3.2	Establish a statement of values for the School with respect to equality and diversity, wellbeing and respectfulness to which everyone will be held accountable
AP3.3	Improved sense of transparency over decision making
AP3.4	Increase visible support for those with protected characteristics by adopting University good practice in SoA internal and external communications
KP4: Improve well-being and workload	
AP4.1	Ensure that the division of work is fair, appropriate and that staff are supported if they begin to struggle
AP4.2	Improved sense of wellbeing among all staff and students with a particular focus on male staff
AP4.3	Ensure that staff are sufficiently supported as well as being recognised for undertaking senior roles

The EDI committee's Terms of Reference (ToR) sets out a responsibility to implement and monitor the AP, reviewing and adjusting as necessary. This ensures progress will be reviewed and reported at least termly. EDI committee membership will be reviewed annually in common with other SoA committees.

Raising the profile of equality issues within the School through reports by SAT and then EDI also led to the introduction of several initiatives by the SoA in parallel to the AS application. These include:

- The inclusion of PTO staff as well as academic staff as members of the School Committee
- The development of the departmental EDI webpage that sets out our commitment to EDI matters and provides a source of information and useful links
- A review of gender balance across committees and in our seminar series
- A review of our reading lists and curriculum

In summary, the growth of the School in the past 10 years increased pressure on all the elements that underlie the principles of AS – namely culture, inclusion and belonging. We felt this was a timely opportunity to engage formally with the AS process and to consider an evidence-based assessment of our culture. In turn, this enabled us to identify inequalities and key areas of need which are identified as our KPs.

Section 2: An assessment of the department's gender equality context

Wordcount 3999 including 500 additional words for COVID elements and excluding 341 in Action Point References (in green).

2.1 Culture, inclusion and belonging

The SoA is aware of the challenges it faces as a result of being based across multiple sites, and has made conscious efforts to increase the cohesion of the School. Whilst not always deliberately from a gender perspective, our actions have always focussed on being fully inclusive:

- Student and postdoctoral organisations, seminar series and committees are representative of the full School
- A regular weekly newsletter updates all staff and students
- All our administrative team now engage with the full school
- Our internal and external communications promote the School as a whole whilst recognising the value of its constituent elements

We aim to ensure that individuals feel welcome from the outset; we currently offer annual welcome sessions for new students and HR provide a 1:1 induction session for all new staff. We recognise from feedback that we would benefit from developing this further ([KP3](#)).

Students are encouraged to meet with their supervisor at least three times a term. The Director of Graduate Studies (DGS), Director of Undergraduate Studies (DUGS) and colleges all form an extensive support network to help students with pastoral care. It is evident that we need to ensure we continue to listen and signpost potential support effectively ([KP3](#))

PDRs take place for many PTO staff but these are *ad hoc* and have not yet become routinely introduced for academics. The current HoD introduced annual 1:1s with all academic and PTO staff and these have been well-received. We aim to roll out a more effective form of PDR (or informal equivalent for those who prefer) to all on an annual basis, and intend to continue the 1:1 with the HoD ([KP2](#)).

We are fortunate that behavioural or disciplinary problems are relatively rare. Where formal complaints have arisen, they have been dealt with as swiftly as possible and in accordance with University policy. The School has two harassment officers (one of each binary gender) to help informally, and the colleges and student welfare services are set up to support students. We are keen to focus on the possibility of prevention in this area, hence our work to develop a statement of values to which everyone is held accountable *(AP3.2)*

AP3.2	*Establish a statement of values for the School with respect to equality and diversity, wellbeing and respectfulness to which everyone will be held accountable*

Whilst not driven specifically by gender, the SoA has already adopted some relevant good practices as a matter of course:

- Requiring those involved in admissions and recruitment to undertake implicit bias training
- Awareness of gender balance on recruitment panels and exam boards
- Review of examination and admission gender data at SC and GSC meetings
- Addressing bullying/harassment claims as swiftly as possible

In addition, the SoA follows University procedure for supporting carers and parents to include:

- Meeting with expectant mothers to undertake appropriate risk assessments
- Managing Keeping In Touch days during parental leave
- Maintaining a sympathetic approach to flexible working following return to work
- Offering shared parental leave
- Offering generous top-up pay for mothers to full salary
- Disseminating opportunities for prioritised University nursery places, and
- Obtaining an SoA place for the University's Returning Carers' Fund

A summary of those who have taken Maternity, Paternity or Shared parental leave is provided in Figure 2.37.

The pandemic required us to support our staff in many new ways, and shone a light especially on the pressures faced by those with caring responsibilities. At the start of the pandemic, our HR team arranged 1:1s with everyone in the School and we ran periodic surveys to establish well-being and home-working needs. The University's furlough scheme was extended to support those unable to work effectively from home, and we offered practical support and equipment for those how needed to work from home. We enabled those for whom their home working environment was sub-optimal to return to on-site working as soon as possible, even if it was not the norm elsewhere. Many groups ran MS Teams meetings that had a social/keeping in touch element and the University continues to promote well-being advice and support. A move to MS Teams was beneficial in that School-wide meetings and seminars were able to reach a wider audience than if they had been held in person.

The School ran Return to On-Site Working (RTOSW) sessions for the whole school just before MT20 and regular weekly or twice-weekly communications have been sent to staff during the pandemic. The University imposed sympathetic mitigations for students during COVID such as extension periods for DPhil students, and additional examination and assessment mitigations for those sitting examinations or submitting coursework. The SoA supplemented this with graduate "Town Hall" meetings. Course-specific meetings were also held for taught course students in order to establish specific support needs during the pandemic.

As government restrictions lifted, the University encouraged departments to consider New Ways of Working which "*support the needs and circumstances of staff working in different ways, building on our experiences during the pandemic"*. We are about to embark on an exercise to review working patterns that offer flexibility but which still address the operational needs of the SoA. Line managers will be encouraged to consider sympathetically such requests for more flexible working patterns so as to help colleagues achieve a more successful work-life balance. This has been received very positively although it is still work in progress whilst COVID levels remain high.

The following section considers the data we collected for this process. This revealed some interesting insights that subsequently helped to identify our KPs and future AP.

1. Gender and population data

Our demographic data are readily visible and we felt this was an important contextual element when considering the culture of the School.

UG, PGT and PGR population data (Figures 2.1 – 2.6) show a relatively constant proportion 64%F for all degrees. Our data appear consistent with archaeology degrees at RG Universities (Figure 2.2)

Application data show a broader gender gap for UG (74%F) (Figure 2.9) and a trend towards fewer male PGR applications (Figure 2.10). In addition, male applications for PGR courses have declined in

the past five years. We discuss the importance of having more senior female role models later in this application (*AP1.2*), but these data remind us that male role models remain equally important.

> ### AP1.2 Improve gender balance of senior roles within the SoA

Comparing the population data at all career stages suggests a concerning picture of gender inequality at senior academic level (G9+) (30%F) in comparison to students (64%F) and postdoctoral researchers (50%F) (Figure 2.23). Our academic staff population (G7-SP inclusive) is 42%F and comparable to the 44%F staff figure in Russell Group (RG) archaeology departments (Figure 2.18).

Our staff profile reflects several decades of recruitment practice. Current practice is described earlier (p.12), and recruitment outcomes to (senior) academic posts post-2014 (60%F) contrasts significantly that prior to 2014 (36%F) (Figure 2.22). A similarly balanced pattern of recruitment is also seen at G7 postdoctoral researcher[2] which has averaged at 47%F and 49%M (data averaged over 5 years from 161 applicants to 12 positions) (Table 2.28), although there is some variation between the years.

Together, these data suggest that our current working practices are effective at achieving gender balance in academic staff appointments since 2014 and that our senior academic population reflects historical recruitment practices. Whilst not indicative of an ongoing trend, an awareness of the current demographic data for senior researchers is important as we seek to present a more equal gender balance of senior roles (KP1).

Our PTO gender balance is steady overall and is currently 64%F (Figure 2.26a) however gender proportion is very different when considering administrative (mostly female) and technical staff (mostly male) separately (Figure 2.26b). This is not out of step with the rest of the University for these types of roles, but we might helpfully try to reduce in future (*AP1.3*)

> ### AP1.3 Improve and maintain gender balance of PTO staff within Administration and Technical cohorts

2. Gender and measures of success

Our data indicate that achievement, as measured by course outcomes in the SoA, does not differ significantly by (binary) gender (Figure 2.12 – 2.17) for any degree course. There is no evidence for any temporal trends at any degree level, with the exception of a welcome decline in the proportion of females withdrawing from their PGR course between 2003/04 and 2014/15 (r = -0.774, p = 0.003) (Figure 2.17).

All applications for academic promotion have been successful (Table 2.29); however, we note that the majority of staff who have not yet applied for promotion are female (and 50% of the female academic population), compared with just [redacted] male ([redacted]% of the male academic population). This

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[2] *G8-9 researchers are generally direct appointments made to those who hold a mid-career individual research fellowship. Associate Professor and Professorial positions generally are advertised upon retirement by the substantive post-holder. Departmental Lecturer posts are very occasional and appointed when substantial teaching cover is required for a sabbatical or research leave. We have very little turnover on permanent academic posts (except through retirement) resulting in a large legacy effect that carries through the years*

is partly due to the career stage of the individuals, but we must ensure that is not due to inequality of opportunity. This will be reviewed prior to this year's PDRs (KP2).

University policy is that job-descriptions (JD) are graded according to the Higher Education Role Analysis (HERA)[3]. All G1-10 JD (which cover researcher and PTO staff) are developed based on the need of the role and then graded by a trained HERA analyst. Whilst each grade has a series of scale points through which the individual will automatically progress, there is no automatic opportunity for progression between the grades. The potential negative effect on career development has been raised through the SES and cohort meetings. More recently, it has formed a central component of the Researcher Concordat for which Oxford is about to publish its Action Plan.[4] Career progression therefore forms an important element of our own AP (*AP2.3*).

AP2.3	*Improving career support for everyone and with a particular focus on female career progression at all levels*

Regrading opportunities are uncommon for fixed-term staff since they depend on structural changes that are unlikely during the relatively short fixed-term of the position. It is more likely for permanent staff since needs are likely to change over a longer period. A summary of regrading requests and outcomes are shown in Figure 2.30, and the success rate is similar for both binary genders. Career progression for PTO staff is covered in section 2.2.

3. Staff feedback (quantitative and qualitative)

The SES attracted a 54% response rate. Within this context, the value of colleagues to one another was clearly evident and the area in which we scored most highly. These included: good relationships with colleagues (96%F, 95%M), being treated well by colleagues (85%F and 85%M), feeling integrated well into their team (80%F, 85%M), job satisfaction (85%M and 92%F), bullying and harassment (92%F, 96%M)[a high score here means a low experience of bullying and harassment] and having a voice in their research team (92%F, 85%M) (Table 1.1 and Figure 1.8)

Female responses for 10 out of the 14 SES themes (Figure 1.2) were more positive than those across the University. Areas within the SoA that are comparatively weaker were clustered around PDR, mentoring, transparency of decision making/work allocation and pay and benefits. We seek to address the former elements in our KPs since these are within our control. We are unable to influence pay and benefits. Our KPs are particularly aimed at reducing the gender gap of responses to the usefulness of departmental induction (F71%, M100%) and the PDR (F50%, M82%) (Table 1.1) (AP3.1, AP2.1, AP2.2)

AP3.1	*Develop a fully comprehensive induction/welcome process/package for all staff and students*
AP2.1	*Introduce annual PDR opportunity for all*
AP2.2	*Improved effectiveness of PDR process for all*

Male responses were mostly less positive than the University's responses in all but Induction (Figure 1.2). The most negative responses were clustered around engagement, being managed, being a manager, decision making/work allocation These are addressed in (KP2-4). In particular, we noted a

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[3] *an analytical job evaluation scheme designed for the higher education sector.*

[4] *The Concordat to Support the Career Development of Researchers is an agreement between universities, research institutes and funders to support the career development of researchers in the UK*

much lower response from males around managing staff (although the female scores were very high) and a difference in feeling that health and wellbeing is adequately supported at work (F69%, M45%). These are specifically addressed in (AP2.4 and AP4.2).

| AP2.4 | Improved support for those who line-manage staff |
| AP4.2 | Improved sense of wellbeing among all staff and students with a particular focus on supporting male staff |

From a role-specific perspective (Table 1.7), the themes with greatest concern for academics are pay, decision making and mentoring. For PTO, these are mentoring, decision making and PDR. As above, all these are targeted in our KP with the exception of pay.

We were pleased to see from the SES that the SoA's commitment to equality and diversity was already relatively well-recognised (F69%, M75%) (Table 1.1 Q60). This is particularly encouraging since the survey was undertaken six months *before* the formal implementation of the EDI committee within the School.

The cohort workshops (Table 1.12) brought out similar themes to those raised above with more detailed suggestions for action, and together these data contributed to the identification of our KPs and development of our AP.

4. Student feedback

We used SBS data Student survey data from 2015-2020 inclusive with an overall pool size in each case of 113 (UG), 211 (PGR) and 173 (PGT). Whilst the feedback was generally very positive and very similar by gender for UG and PGT students, there was a wider gap between the satisfaction levels of PGR students with respect to living experiences and support services whereby the female experience was reported to be less satisfactory than the male.

In addition, the SoA ran its own student surveys in June, 2021 however this had a very low response rates: 9% (6 out of 70) for undergraduate (Figure 1.15) and 11% (20 out of 188) for postgraduate students (Figure 1.16). This was likely due to survey fatigue and COVID; however, we plan to encourage higher response rates in the future by promoting it earlier in the year. Whilst the response rate was small, it is noticeable that in the majority of categories, male students were more satisfied than female students. This is something we should monitor closely in future.

Again, the cohort workshops (Table 1.12) brought out essential qualitative data that supplemented the above and was instrumental in helping us to form our KPs and AP.

5. Intersectionality and inclusion

The relatively small sample size and low rates of disclosure prevents meaningful evaluation of intersectional inequalities at this stage. In future, we aim to consider the intersection between gender and race. In common with other UK Archaeology courses, the SoA has historically had limited representation from visible ethnic minorities, with the notable exception of a consistent presence of Chinese PG students. We are involved in a joint Oxford-Cambridge pilot project to increase access specifically for Black and Minority Ethnic (BME) PGR students and are keen to examine in future the impact of these initiatives.

Another important (but less visible) factor is socioeconomic background, which influences the decision of school-leavers to apply to university; selective institutions can be perceived as being unattainable or unwelcoming to students from certain backgrounds (Anders 2012; Burgess et al. 2018; Chowdry et al. 2013). The School has been actively involved in outreach via undergraduate and postgraduate open

days and Oxford's UNIQ summer school programme, and again we are keen to measure the impact of this in future including how this intersects with gender.

The EDI committee recognises the importance of understanding the themes of the SES from the viewpoint of those with Protected Characteristics (PCs) (as defined in the University's Equality policy[5]). Whilst small numbers makes this difficult to measure, we remain determined however to ensure that our department visibly promotes equal support of individuals from all backgrounds throughout all our public facing and recruitment materials (KP3). From a non-binary perspective, we intend to explore ways of making our support more evident, such as include promoting the use of gender-neutral language when leading a class or event or in a JD or similar, advocating for gender neutral changing facilities and encouraging use of preferred pronouns on email sign-off. We plan also to review the University's Equality policy as part of the EDI Committee business this coming year to establish other areas of good practice that can be readily adopted within the SoA.

AP3.4	*Increase visible support for those with protected characteristics by adopting University good practice in SoA internal and external communications*

2.2 Key priorities for future action

Key Priority 1: Address gender inequality within senior roles, research seminars and curriculum

Our data reflect a trend long recognised across North America and Europe, whereby increasing numbers of female students have not led to concomitant changes in their proportional representation in permanent teaching/research positions, especially at the more senior level (Alper 1993; Carter et al. 2019).

Our own picture is more complex since we do not have the means to comprehensively record the career outcome of all those students or our staff who pass through Oxford. We also need to take care to avoid the risk of portraying an ongoing career in academia as the only measure of career success.

Research suggests the importance of role models at all levels, particularly through the proportion of women in senior academic positions (González-Pérez et al. 2020; Herrmann et al. 2016), but also to those presenting seminars and to reading lists assigned for courses.

All our senior roles (e.g. HoD, DGS, DUGS, course directors) have been undertaken by male and female staff during the census period. Care, however, needs to be taken when trying to address the imbalance of females in senior positions that we do not go too far the other way. Our goal is therefore to reach and maintain a gender *balance* of role models at senior level at any one time rather than any single gender having more prominence than the other (*AP1.1, AP1.2).*

AP1.1	*Continue to develop and follow institutional good practice in recruitment to new/replacement senior posts to ensure overall gender balance within the SoA*
AP1.2	*Improve gender balance of senior roles within the SoA*

Similarly, we wish to aim for a better gender balance within our administrative and technical staff (*AP1.3*)

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[5] *to include age, disability, gender reassignment, marital or civil partnership status[1], pregnancy and maternity, race (including colour, nationality and ethnic or national origins), religion or belief (including lack of belief), sex, or sexual orientation*

AP1.3	*Improve and maintain gender balance of PTO staff within Administration and Technical cohorts*

Consideration of author identity in assigned reading lists and case studies used in teaching was an area of our work that was reviewed by a special working group convened in 2020-21. As a result of that initial scoping study, we plan to actively increase the diversity of authorship in UG and PGT readings, particularly with respect to gender and ethnicity (Brazier 2019). (*AP1.5)*

AP1.5	*Improve and maintain greater gender balance of authors whose works contribute to our curriculum*

The School has a rich culture of seminars, with 38 different series running over the period 2014-2020 ([Figure 2.35](#)). There is marked disparity in the (binary) gender of speakers in some series, though not always towards males. There is evidence of bias towards male speakers over the six-year period (54% vs. 46% of 1652 speakers, *p* = 0.003) ([Figure 2.36](#)), this is less that the disparity in female academic staff in UK university archaeology departments. We need to continue to monitor this and retain a broad equality of gender with invited speakers. (*AP1.4)*

AP1.4	*Improve and maintain gender balance within the programme of speakers in our research seminars*

Key Priority 2: Improve support for career development

We recognise that PDRs are not widely carried out and we intend to prioritise these following the SES and cohort feedback. (*AP2.1)*

AP2.1	*Introduce annual PDR opportunity for all*

We intend to improve the overall framework of career planning from recruitment, through induction and then PDR (or informal equivalents to those who prefer). We recognise that people will have differing priorities and whilst some are looking to progress, others are happy where they are, or looking to step back or retire, and others have circumstances that place career progression on hold temporarily. We need to ensure that our processes support all these circumstances.

We are especially keen to support those in early career research positions and will look to the University's recommendations on the Concordat to frame our approach. Our intention is to establish a set of postdoctoral researcher-specific induction and PDR resources to maximise the support we can offer. (AP2.2 and AP2.3)

AP2.2	*Improved effectiveness of PDR process for all and to close the gender gap in its perceived value*
AP2.3	*Improving career support for everyone and with a particular focus on female career progression at all levels*

Studies have also shown that fewer women apply for postdoctoral research grants (Goldstein et al. 2018). A similar trend is seen in the three major national sources of funding for archaeology in the UK (Arts and Humanities Research Council (AHRC), The British Academy (BA), and Natural Environment

Research Council (NERC[6])) as well as our own SoA data (AP). Our research fellowship scheme pages present information to attract potential applicants, including a list of past and present fellows. We plan to improve these further by cross referencing the work we are developing around induction, PDR, communication and the statement of school values.

PTO staff have more opportunities across the collegiate University as a whole because there are more obvious career trajectories for administrative and support staff. By way of illustration, a snapshot of job vacancies at the time of writing is provided (Table 2.26d). This should be carefully managed in PDR but can also usefully be flagged as part of recruitment and induction as a matter of course.

We have not routinely provided structure or support for line-managers except on an *ad-hoc* basis where specifically requested. Line management can be mutually valuable; however, it needs to be undertaken carefully and the implications of getting it wrong are far-reaching. We need to recognise this and provide/signpost support and training to all those who manage staff. (AP2.4)

AP2.4	*Improved support for those who line-manage staff*

Key Priority 3: Improved sense of cohesion and inclusion

Our induction framework will be improved in line with suggestions from the cohort workshops. These will include physical tours, a staff handbook with key information pertinent to the School's operating procedures, and a career framework that extends into PDRs. A suite of role-specific templates will be developed to support managers in welcoming new colleagues to maximise the value to the individual. (AP3.1)

AP3.1	*Develop a fully comprehensive induction/welcome process/package for all staff and students*

We received unanimous support for adopting a statement with respect to equality and diversity, wellbeing and respectfulness to which everyone will be held accountable. We need to agree what constitutes "acceptable" and establish an effective means to counter those whose communication or behaviour departs from this. Once established, we will promote this statement both internally and externally. (*AP3.2*)

AP3.2	*Establish a statement of values for the School with respect to equality and diversity, wellbeing and respectfulness to which everyone will be held accountable*

Transparency of decision making received low scores in the SES (Table 1.1, Q49-51). We aim to address this in part by better communication around SoA policies, committee work and working practices. This will be managed through our website, PDR and in all internal communications (*AP3.3*).

AP3.3	*Improved sense of transparency over decision making*

Staff and student cohort workshops raised issues around those with PCs, and transgender in particular. This led to a discussion about other protected characteristics. We are aware we need to develop our policy in this area and suggestions around supporting transgender issues from cohort meetings are

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[6] *The fourth major UK funder of archaeology, the Leverhulme Trust, was also contacted but replied that they were unable to disaggregate applications by subject.*

included in our Action Plan together with an intent to develop our Equality policies more broadly within the SoA.

AP3.4	*Increase visible support for those with protected characteristics by adopting University good practice in SoA policies and communications*

Key Priority 4: Improved support for workload, health and well-being

Workload was a common issue faced by academic staff and students and academic staff responses were especially low in this area ([Figure 1.3](#)). Workload will become a key element of PDR and supervisors' meetings in future. We aim to provide more support for academic staff by collecting data from departmental sources on individual workload prior to the annual meetings/PDRs. It is hoped that this will help the HoD and individual to have an evidence-based discussion of priorities so as to more effectively help with workload management for the coming year. This will also ensure the HoD has a better overview of workload across the SoA. (*AP4.1*)

AP4.1	*Ensure that the division of work is fair, appropriate and that staff are supported if they begin to struggle*

Support for health and well-being received particularly low values from male colleagues within the School. We are keen to understand the background to this and have developed a series of action points under AP4.2 to tackle this directly.

AP4.2	*Improved sense of wellbeing among all staff and students with a particular focus on male staff*

Senior academic roles have increasingly large managerial and administrative components that can impact negatively on the holders' research careers. Proportional support and recognition (e.g. additional remuneration, and/or research or teaching support) needs to be provided to mitigate the impact. We also need to retain good practices from the flexible working opportunities developed during the pandemic (*AP4.3*)

AP4.3	*Ensure that staff are sufficiently supported as well as being recognised for undertaking senior roles*

Section 3: Action plan based on Key Priorities

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
KP1 : Address gender inequality within senior roles, PTO staff, research seminars and curriculum							
AP1.1	Continue to develop and follow institutional good practice in recruitment to new/replacement senior posts to ensure overall gender balance within the SoA	Current demographic data show an apparent contrast in gender balance across the various career stages (Figure 2.23) such that the most senior grades are held mostly by males (Figure 2.20). This has a potential negative affect on students and early career researchers.	a. HoD and HoA to work with HR Business partners to develop a search strategy to target under-represented groups and approve the use of specific positive action measures in academic recruitment, including: a. institutional targets for the representation of women in academic posts; b. the optional use of a positive action statement in Associate Professor recruitment: 'Applications are particularly welcome from women and black and minority ethnic candidates, who are under-represented in academic posts in Oxford'; and c. the requirement to pause the recruitment process before proceeding to interview if the shortlist is insufficiently diverse. b. SoA through HoD and HR to continue to apply University good practice in recruitment and selection (see p.12) but document it for the benefit of future panels	MT25-27 MT22 onwards	HoD/HoA and HR	To achieve a gender balance of senior appointments to act as role models for all early career stage staff and students	Gender balance of senior SoA staff to be improved within 5 years EDI Committee will monitor senior roles annually

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
			c. Ensure our public facing materials emphasise our EDI principles (see AP3.1)	MT23 onwards			
AP1.2	Improve gender balance of senior roles within the SoA	As above	a. Develop a strategic approach to succession planning (currently reactive) for senior roles to allow for a more even spread of gender at any one time in major roles (Note will be also be affected by KP4)	MT22 - MT24	HoD/HoA	To achieve a gender balance of senior SoA roles to act as role models for all early career stage staff and students	Gender balance of senior SoA roles to be reached and maintained within 2 years EDI Committee will monitor Senior Roles annually
AP1.3	Improve and maintain gender balance of PTO staff within Administration and Technical cohorts	Current demographic data show contrast of gender breakdown between administrative (89%F) and technical (30%F) (Figure 2.26b).	a. Work with HR Business partners to develop search strategy to target under-represented groups when recruiting	MT23-MT24	HR/HoA	Achieve and maintain gender balance within admin and technical staffing groups	Gender balance of admin and technical staff to reach AR by MT25. EDI Committee will monitor PTO roles annually
AP1.4	Improve and maintain gender balance within the programme of speakers in our research seminars	Desire from cohorts for greater diversity and equality of representation of gender and intersectionality in the School. Fits also with AP1 in terms of leading by example of gender equality as a cultural standard for the school.	a. EDI Committee to develop good practice guidance document for Seminar Convenors to include section on choice of speakers and balanced gender representation and requirement to provide data to EDI committee annually b. EDI Committee to monitor gender balance and review Seminar convenors' reports	MT23-MT24	Guidance document initially to be prepared by EDI, with seminar convenors responsible for its implementation	To promote gender equality in teaching and research	Seminar series as a whole to reach AR by MT26. EDI Committee will monitor PTO roles annually

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
AP1.5	Improve and maintain greater gender balance of authors whose works contribute to our curriculum	As per AP1.3	a. EDI Committee to work with teaching colleagues to develop good practice guidance for course co-ordinators in selecting and diversifying choice of authors and case studies	MT23-MT24	EDI GSC/SC	To promote greater diversity in the curriculum of each course	To achieve an AR of gender balance of authors by MT27 across all degree courses
			b. Relevant teaching committee to require each course to indicate against its reading lists the proportion of male and female authors	MT25-MT26	EDI GSC/SC/course convenors		For all teaching committees to review 20% of curriculum each year starting MT24
			c. EDI committee to review and monitor gender balance of authors, making recommendations for change where appropriate	MT26-MT27	EDI Committee		
			d. Teaching committees to have a standing annual item requiring 20% of course convenors to review their curriculum every year	MT26-MT27	GSC/SC		
KP2: Improved support for career development							
AP2.1	Introduce annual PDR opportunity for all	Desire indicated from staff surveys and workshops. Very low scores on SES with regard to having had a PDR at all ([Table 1.1](#)) and large gender difference between male and female staff in	a. All staff to be reminded by HR/EDI Committee that they can raise these issues in their regular catch-ups or at anytime with HR during the year b. All staff to be offered a PDR or equivalent (e.g. an informal chat, or a	MT22 – MT23	HR/Line Managers/ HoD	For all staff to be offered annually a PDR and/or opportunity to meet 1:1 with the HoD	100% of staff to be offered a PDR or similar by MT23. >60% of staff each year to be

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
		terms of whether or not they had been offered one (F:38%, M:55%).	formal PDR, or an academic appraisal) on an annual basis c. Continue practice of offering 15-20 minute 1:1 with HoD for all PTO and academic staff				returning PDR records by MT24
AP2.2	Improved effectiveness of PDR process for all and to close the gender gap	SES indicated gender difference in the extent PDR had been useful (F:50%, M:82%). (Table 1.1). Staff responses mostly show a lower satisfaction with availability of PDR compared with RG universities generally. COVID also took its toll so many staff have not had a review for 18 months.	a. Ensure that the design of the PDR process includes clear signalling of purpose and desired outcome to increase usefulness to all b. Ensure line managers are comfortable to lead PDR discussions c. Enable alternatives to line managers for PDR discussions if preferred d. Develop standard format/checklist of PDR questions to ensure nothing important is missed that is pertinent to that particular cohort (e.g. ensure there is a section on career development opportunities) e. Ensure training materials further customised for FTC staff so there is a recognised plan and trajectory to maximise the value of their time in post for their career progress. To include matters around mentoring, skills learned, training completed and the opportunity to have access to have	MT22-23 MT22-23 MT22-23 MT22-23 MT22-23	HR/Line Managers (a-f) DGS/DUGS/Degree Programmes Manager (DPM) (g)	Greater staff satisfaction that personal/career development has been useful	Reduction of gender satisfaction level differences regarding career development opportunity discussions to <15% in SES 2023 All staff responses to >60% in SES 2023

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
			some aspects of the PDRs conducted by someone other than the line manager				
			f. Ensure that all personal development guidance includes recognition that personal development can take many forms and includes elements such as (to include career breaks, flexible working, retirement planning) as well as progression and development) is available to those who desire it	MT22-23			
			g. DGS and Degree Programme Manager (DPM) to develop equivalent guidance materials for use by supervisors when they meet with their students	MT23-24			
AP2.3	Improving career support for everyone and with a particular focus on female career progression at all levels	Career support was identified as an issue by both binary genders: Low % of male staff reported being actively encouraged to take up career development opportunities (F:54%, M:20%) ([Table 1.1](#)). Feedback from staff survey indicated that of the	a. EDI to commission and run further consultation studies to establish what is mean by "success" and potential reasons why this is not currently felt to be the case. Need to understand what more we can do to address and support this from grass roots b. Consider carefully the factors we know to feed into this e.g. current role models in department/field, recruitment practices (panels and field are selected with gender balance in mind), and	MT22-MT23 MT22 - MT23	EDI Committee EDI Committee/ Comms. Officer/ PDM	Our female student and ECR feel more confident their careers will proceed positively All staff feel that they have access to clear career support guidance	Increase to >60% in SES 2023 question about perception of likely success in career for all academic staff

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
		respondents, 50% (M) and 35% (F) felt that it is likely for males and females to have an equally successful career (Table 1.1.). Academic promotion (e.g. RoD or Professorial Merit Pay) are common across the School but it is noticeable from the data that of the staff potentially eligible for RoD all four are female (Table 2.29). There may be valid career reasons (several are earlier in their career than others) but it is crucial that all are offered the opportunity to further develop.	ensure that we publicise support for all those with caring responsibilities in our internal and external materials c. Ensure this is a specific area considered under PDRS and induction (see AP2.1 and AP2.2) d. Line Managers to encourage uptake of the University's personal development courses (e.g. Springboard) that are aimed at females and include preparation for research and/or leadership (noting there are male specific courses that can be recommended as appropriate) e. HR to develop guidance document signposting career options and to introduce the idea that careers outside of academia constitute a positive outcome as a viable option for our ECRs (through induction, communication and PDRS) f. Ensure all who are eligible for RoD or Professorial Merit Pay are given the appropriate support at PDR by HoD to develop applications if so desired by the individual in the following year.	MT22 - MT23 MT22 onwards MT22 - MT23 MT23- MT24	HR Line Managers Line Managers HoD HR HR Line Managers HoD		

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
AP2.4	Improved support for those who line-manage staff	There is a gender gap (30-40%) with males appearing to have much lower confidence to manage staff, particularly around performance and careers. ([Table 1.1 Q25-30](#)) Feedback from workshops also suggested line management training and personnel/welfare support would be desirable for PIs and academic supervisors.	a. HR to prepare a guidance document for line managers and present a session at School Committee to set out core principles b. Require all line manages to take the online courses available to University staff and the appropriate staff recruitment training c. Encourage line managers to talk to HR who are trained and are able and willing to advise on any issues d. Ensure that line management/supervision issues are regular part of PDR process to establish what training needs may remain (e.g. targeted 1:1 sessions can be arranged with HR to support individual managers)	MT23-MT24 MT23-MT24 MT23 - MT24 MT22-MT23	HR (b-d) HR/Line Managers	Equip managers with the appropriate information, training and skills to feel more confident and able to perform in a way that better supports all staff	Improved confidence from male staff about being a manager and reducing the gender difference in that category of SES question in 2025 to <15%
KP3: Improve sense of cohesion and inclusion							
AP3.1	Develop a fully comprehensive induction/welcome process/package for all staff and students	Need identified from staff surveys and workshops. Two main points to address: 1) Large (29%) difference between rating of usefulness of induction between male and female	a. With the support of SSD, HR to develop standard induction template for new permanent academic staff and their mentors, including clarity on roles and responsibilities b. HoD/HoA to explore with Academic staff i) where we can improve so as to apply to new staff ii) what would still be beneficial to do for current staff	(a-b) MT23-MT24 c-i – MT24 onwards	(a-b) HR/HoA/SSD and HoD (c-d) HR (e) PDM/HR (f-i) HR	To promote greater sense of belonging and understanding of the SoA from the outset. For those interested in career development to have this as a focus from	Narrowing the gap between male and female ECR induction satisfaction to <15% in SES 2025 Induction records being

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
		fixed term academic staff (Table 1.1). 2) Especially low rating returned by permanent academic staff (Figure 1.4) From 2016, HR delivered a basic standardised 1:1 induction covering the basic HR process but this could be improved with respect to the academic research perspective (particularly those on FTC) and needs complete overhaul for permanent academic staff who have so far fallen between the cracks of department vs division, and HR vs HoD and academic mentor.	c. HR to develop standard induction materials that are tailored to each type of role (e.g. academic, PTO etc.) where appropriate to include links to University induction and initiation of career development plan to be followed up in PDRs d. Such documentation should also promote EDI themes in order to support individuals from all backgrounds and ensure effective signposting to key policies such as bullying and harassment e. PDM to work with HR to develop equivalent resources for student/supervisors f. With the input of SPECTRA, SSD, Research Officer, HR team to identify ways to make the induction process more satisfactory for female ECR g. HR to develop a FTC/ECR-specific induction template that has been designed to address needs identified in (a) as well as including points raised in cohort workshops. Also, to include a focus on establishing how to make the best of this opportunity and it is recognised as a journey rather than necessarily one with a particularly destination			the outset, particularly those on FTC.	submitted for >70% of new staff in SES 2025. Achieving an increase to >70% positivity rating for all staff in next staff survey in SES 2025.

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
			h. Improve template to include "an induction log" of initial training needs identified, develop equivalent for line managers. Ensure induction log is specifically included and linked to PDR process i. Include tour of buildings and introductions to key support staff (e.g. HoA, Finance, IT, Lab Managers)				
AP3.2	Establish a statement of values for the School with respect to equality and diversity, wellbeing and respectfulness to which everyone will be held accountable	Desire from staff through surveys and workshop consultation, including with regard to professional behaviour and responsiveness. Noting a gender disparity around the extent to which health and wellbeing are adequately supported at work (F:69%, M: 45%).	a. EDI committee to develop final statement for approval by School Committee of values/code of conduct (to include commitment to equality, respect, inclusion and diversity) and definitions b. HoD/HoA/Line Managers to lead by example to demonstrate clear support of these values and behaviours c. HoA/appropriate comms or committee officers to ensure effective communication and increased visibility of statement of values on headed paper, website, school templates, committee papers, staff/student handbooks d. Include its importance as part of induction and PDRS for all staff and students. Include a question on how we can improve health and wellbeing	MT24-MT25	EDI committee HoD/HoA/Line Managers HoA/communications officer/committee chairs HR/Line Managers	Greater equity, respect, an improved culture among members of staff at the School	Publication of the School's statement of values on its website. Clear visibility on all committee papers, email and letter templates.

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
AP3.3	Improved sense of transparency over decision making	Staff survey showed a large difference in positive responses between male and female permanent academic staff in particular (F:53%, M:26%).	a. HoA and Comms and teaching support to increase visibility of School/University policies and working practices in key areas such as pay/recruitment/regrading/space usage/career opportunity/workload b. Develop a dedicated intranet space for committees including remit and representation and papers c. Include questions around transparency as part of PDR process so there is a regular chance to ask questions of either line manager or HoD	MT23-MT24	HoA/Comms/DPM HoA HR/Line Managers	Increased positivity and satisfaction of decision making and improved clarity of communication	Improved scores for transparency of decision-making in next Staff Experience survey to at least 60% and then beyond.
AP3.4	Increase visible support for those with protected characteristics by adopting University good practice in SoA internal and external communications	Desire from cohort meetings to visibly show and provide support non-binary staff/students but which led to discussion about other protected characteristics. We need to develop our policy in this area and suggestions included from cohort meetings are included with a broader action to develop this further.	a. EDI committee to consider University's equality guidance and develop a good practice guide for the School for policies and communications b. HoD to endorse use of preferred pronouns in email signature by all to normalise this statement to support trans people c. Replace all single use toilet signs with gender neutral signage	MT25-MT26 MT23 - MT23 MT22-MT23	EDI Committee HoD HoA	Strengthen the messaging that the department openly supports trans people	Guidance document prepared >50% of staff to have email signatures with preferred pronouns For all single use toilets to be indicated as gender neutral
KP 4: Improve well-being and workload							

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
AP4.1	Ensure that the division of work is fair, appropriate and that staff are supported if they begin to struggle	Desire from staff surveys and workshops. Very low positivity rating for workload and wellbeing from academic staff survey (M:42%, F:44%) that was lower than both University (59%) and RG average (55%) (Support staff (71%) had higher than benchmark positivity ratings).	a. HoA to collect data annually relating to supervision, teaching, examining, staff management, other School duties, and external obligations. b. These data should form part of the annual discussions/PDR with HoD. c. HOD to review this data annually to inform workload allocation decisions and ensure that colleagues carry a workload that is reasonable, achievable and fair	MT22-MT23	a.HoA (b-c) HoD	More comfortable workload for individuals	Higher positivity scores for staff for workload and well-being in SES 23 survey and to match at least University benchmark of 59%
AP4.2	Improved sense of wellbeing among all staff and students with a particular focus on male staff	Results from SES indicate (Table 1.1) lower positive response levels from males in particular around areas such as: receiving constructive feedback (Q7:35%), meeting job requirements without excessive hours (Q42:35%, health and wellbeing adequately supported (Q44:45%).	a. EDI Committee to run additional workshops for male academic staff to explore these issues further to enable better b. HoD and Line managers to be reminded of the importance of positive feedback c. Ensure that positive feedback and wellbeing is regularly considered as part of regular meetings with line managers and within PDR process d. HR and comms to develop materials for handbooks/website to deal specifically with wellbeing and advice e. Consider role of colleagues in lowering pressure on others by being more	MT22-MT23 MT22-MT23 MT23 - MT23 MT23-MT24 MT23-MT24	EDI Committee/HoD HoD/Line Managers HoD/Line Managers HR/HoA/Communications All	Male staff to feel more confident that their health and well being are better supported	Achieve >60% positivity rating for wellbeing questions in SES 2025 for all staff Decrease in gender disparity (<15%) in SES 2025 in terms of how health and wellbeing are supported

Action Point	Priority/objective	Driver	Planned action	Timeline	Person responsible	Desired outcome	Measure of success
			sympathetic regarding deadlines or responses		EDI committee		
			f. Revisit past experiments around email/meeting amnesties and explore regular options each year	MT23-MT24			
			.				
AP4.3	Ensure that staff are sufficiently supported as well as being recognised for undertaking senior roles	Recognition that senior roles (e.g. HoD, DGS and UGS and course co-ordinators) require a significant time input that can also detract from teaching and research capacity.	a. HoA/EDI Committee Undertake a benchmarking exercise with SSD to establish how other departments recognise and support these posts and propose SoA approach to be approved at School Committee.	MT22-MT23	HoA/EDI Committee	Established protocols to support new postholders in these senior roles to minimise detriment to teaching/research of role-holder Better work-life balance for all staff	For all HoD, DGS and UGS to have a Guidance Document and for there to be an established support package proportional to each role
			b. DPM/DGS/DUGS Undertake a review with existing/recent postholders in to understand the role better and how tasks were successfully balanced with other work	MT23-MT24	DPM/DGS/DUGS		
			c. DPM (with input from DGS/DUGS) to prepare Roles and Responsibilities document/guidance notes/suggestions for good practice for those new in post that also sets out support package	MT24-MT25	DPM		
			d. HoA/HoD to identify informal mentoring opportunities for role holders	MT23-MT24	HoD/HoA		

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Herrmann, S.D., Adelman, R.M., Bodford, J.E., Graudejus, O., Okun, M.A. and Kwan, V.S.Y. 2016. The effects of a female role model on academic performance and persistence of women in STEM courses. *Basic and Applied Social Psychology* 38(5): 258-268.

Appendix 1 – Culture survey data

Table 1.1 – Questions asked in the survey with positivity of response by gender.

The University's 2021 survey ran from 27 April to 19 May and achieved an average response rate of 59% (the SoA achieved 54% response rate). Table 1.1 indicates the questions asked and the response from the SoA disaggregated by gender. The percentages refer to the proportion of respondents who "strongly agree" or "agree" to each question.

- Largest differences (>30%) are indicated in pink, <20% in orange).
- Green indicates an area of focus which had a more negative response from females
- Blue indicates an area of focus which had a more negative response from males

Induction		Female	Male	Diff.
Q1.	I was offered an induction when I started in my current post	88%	100%	12
Q2.	My departmental induction was useful	71%	100%	29
Q3.	My University induction was useful	57%	50%	7
Being managed				
Q4.	I am actively encouraged to take up career development opportunities	54%	20%	34
Q5.	I am supported to think about my professional development	62%	40%	22
Q6.	I feel valued and recognised for the work that I do	81%	65%	16
Q7.	I receive regular and constructive feedback on my work	58%	35%	23
Career development				
Q8.	I am aware of the revised Researcher Development Concordat signed by Oxford in 2021 (Researchers only)	25%	23%	2
Q9.	I am clear about the training and development opportunities available to me	50%	45%	5
Q10.	I feel comfortable discussing my training and development needs with my line manager/supervisor	73%	65%	8
Q11.	I have the opportunity to develop and grow here	65%	55%	10
Q12.	I take time to reflect on, and plan for, my career development	65%	70%	5
Q13.	In the last 12 months, have you done anything to develop yourself professionally or personally?	77%	70%	7
Q14.	In the last year, I have spent at least 10 days (pro rata) on professional development (Researchers only)	8%	8%	0
Personal Development Review				
Q15.	I have had a review within the last two years	38%	55%	17
Q16.	My personal development review (PDR/CDR etc) was useful	50%	82%	32
Q17.	PDR: I would have liked the opportunity to have had one	56%	44%	12
Mentoring				
Q18.	I found mentoring useful	86%	100%	14
Q19.	I have been mentored by someone other than my line manager since taking up my current role	27%	30%	3
Q20.	I have been offered a mentor	%	14%	14
Researcher Voice				
Q21.	I can have a voice on issues within my department	75%	54%	21
Q22.	I can have a voice on issues within my research group	92%	85%	7

Q23.	I can have a voice on issues within the University	33%	15%	18
Q24.	I have heard of the Oxford Research Staff Society (OxRSS)	75%	62%	13

Being a manager

Q25.	I am confident Applying HR policies in managing or advising my staff (e.g. sick leave, family leave)	100%	60%	40
Q26.	I am confident Conducting probationary and personal development reviews	75%	70%	5
Q27.	I am confident Managing projects and finances	71%	80%	9
Q28.	I am confident Managing staff performance and giving feedback	100%	70%	30
Q29.	I am confident Recruiting staff	75%	78%	3
Q30.	I am confident Supporting my staff to think about their careers	100%	70%	30

Bullying and Harassment

Q31.	Have you reported (formally or informally) being harassed or bullied at work?	100%		100
Q32.	I am aware of the harassment policy and procedure for University staff	96%	80%	16
Q33.	I know how to contact a Harassment Advisor	88%	55%	33
Q34.	In the last year, whilst working for the University, I have experienced bullying/harassment (reversed scale)	96%	100%	4
Q35.	In the last year, whilst working for the University, I have witnessed bullying/harassment (reversed scale)	92%	95%	3

Relationships

Q36.	I feel able to be myself at work	81%	70%	11
Q37.	I feel included in my department's social/networking activities	58%	50%	8
Q38.	I feel integrated into my department	73%	60%	13
Q39.	I feel integrated into my team	80%	85%	5
Q40.	I have good relationships with my colleagues	96%	95%	1

Wellbeing & Workload

Q41.	I am able to strike the right balance between my work and home life	42%	50%	8
Q42.	I can meet the requirements of my job without regularly working excessive hours	50%	35%	15
Q43.	My department takes people's caring responsibilities into account when scheduling meetings	68%	70%	2
Q44.	My health and wellbeing are adequately supported at work	69%	45%	24

Leadership

Q45.	Communication in my department is open and effective	62%	50%	12
Q46.	My department sets clear expectations of behaviour	60%	60%	0
Q47.	Senior leaders make the effort to listen to and communicate with staff	81%	63%	18
Q48.	There has been a positive cultural change in my department over the last two years	38%	40%	2

Decision-making

Q49.	I have the opportunity to contribute my views before changes are made which affect me	60%	45%	15
Q50.	Management and decision-making processes are clear and transparent in my department	42%	35%	7
Q51.	There is a fair and transparent way of allocating work in my department	38%	35%	3

Pay & Benefits

Q52.	Considering my duties and responsibilities, I feel my pay is fair	50%	55%	5
Q53.	I am satisfied with the total benefits package	42%	40%	2
Q54.	Engagement			

Q55.	I am proud to say I work for the University	100%	80%	20
Q56.	I would be happy to recommend this University as a place to study	88%	80%	8
Q57.	I would recommend my department as a great place to work	77%	70%	7
Q58.	I would recommend the University as a great place to work	81%	60%	21
Q59.	Overall, I am satisfied in my job	92%	85%	7
Q60.	Working here makes me want to do the best work I can	88%	65%	23

Questions set by SSD

Q61.	My department is committed to promoting equality and diversity (SSD)	69%	75%	6
Q62.	My department supports me to carry out fieldwork	71%	85%	14

Questions set by SoA

|				
Q63.	Appointments in SoA are made fairly, without discrimination	65%	70%	5
Q64.	Female and male academics are equally likely to have a successful career in academia	35%	50%	15
Q65.	I am treated as well as others by my colleagues	85%	85%	0
Q66.	I am treated as well as others by students	85%	61%	24
Q67.	The timing and format of research seminars organised by the SoA adequately take account of the needs of people with caring responsibilities.	65%	55%	10

Figure 1.2 - Staff survey 2021 – all staff by gender

Staff survey 2021 - All staff by gender (n=47)

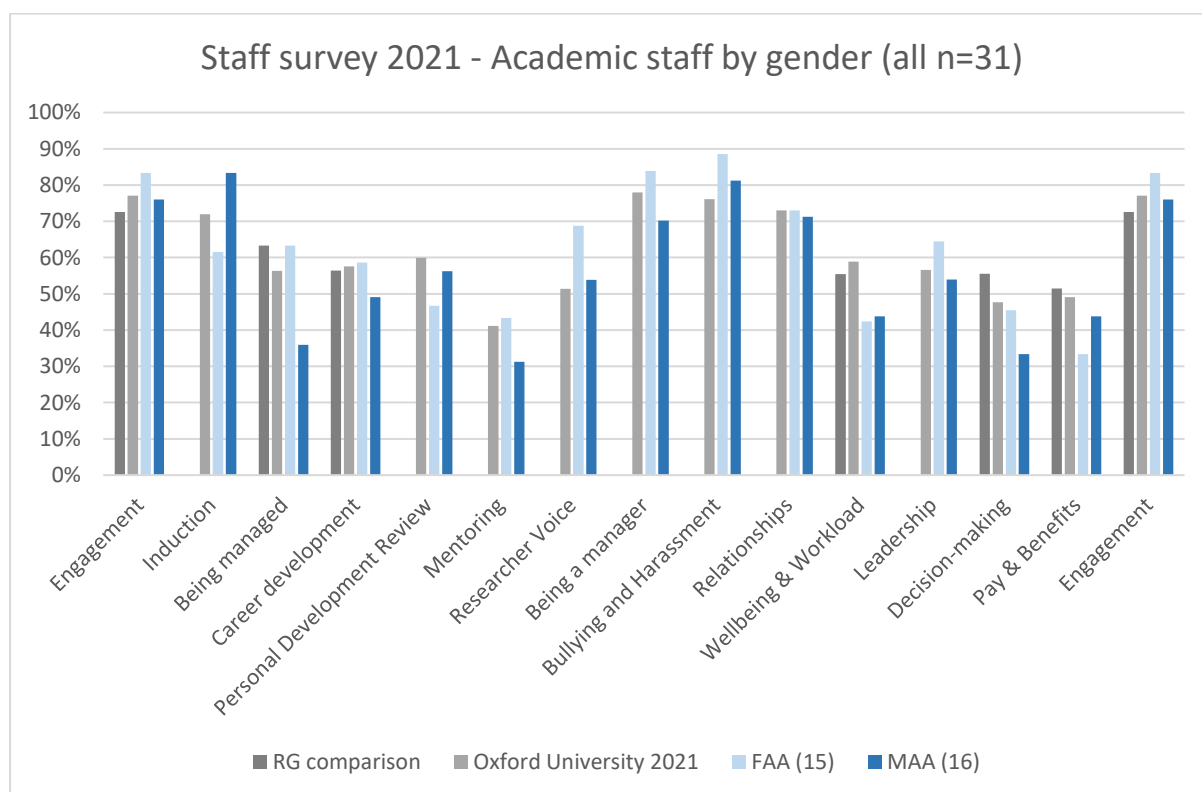Legend: RG comparison, Oxford University 2021, F_all, M-all
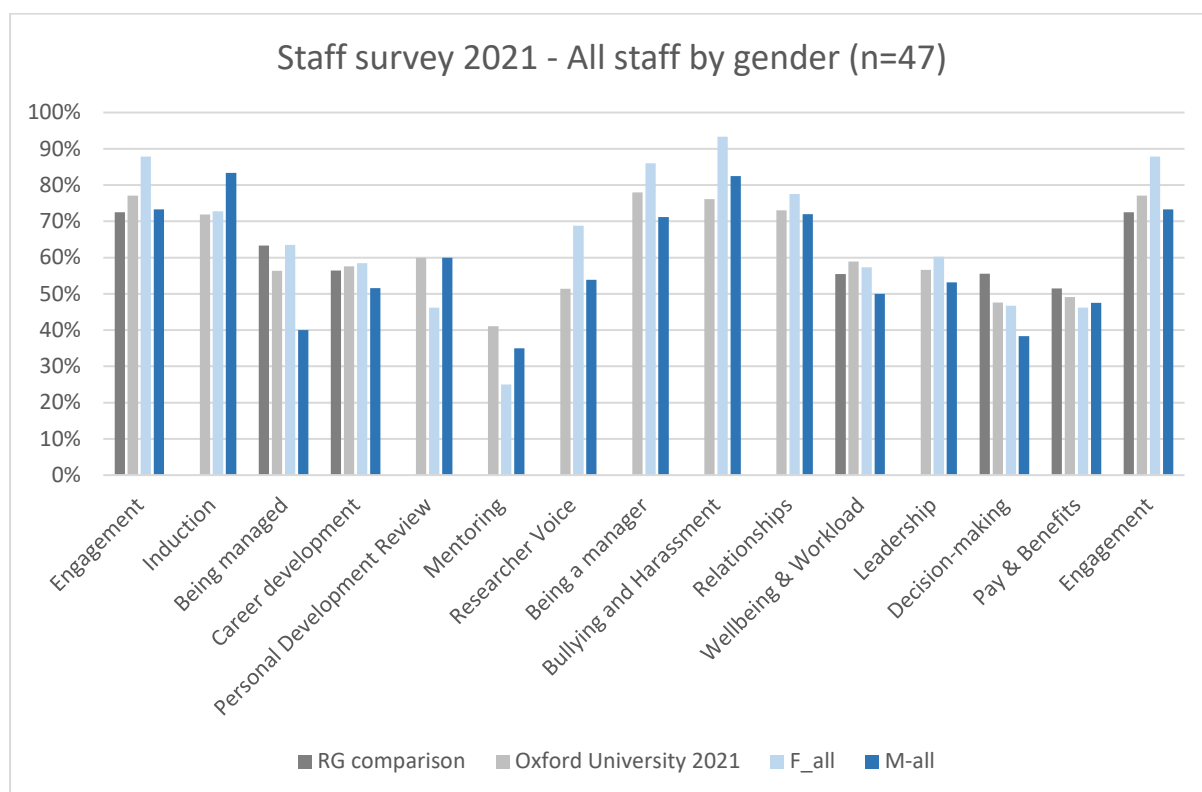
Figure 1.3 - Staff survey 2021 – academic staff by gender

Staff survey 2021 - Academic staff by gender (all n=31)

Legend: RG comparison, Oxford University 2021, FAA (15), MAA (16)

Figure 1.4 - Staff survey 2021 – Permanent Academic staff by gender

Staff survey 2021 - Permanent Academic staff (n=14)

Legend: RG comparison, Oxford University 2021, FAP (5), MAP (9)
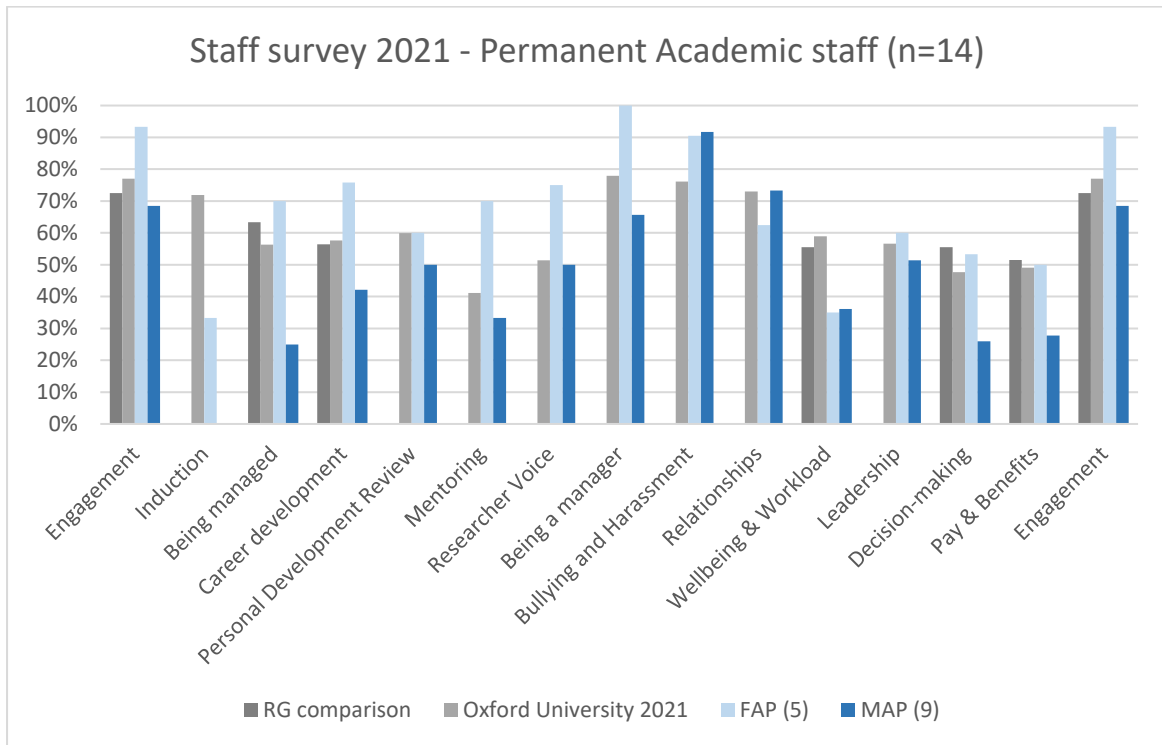
Figure 1.5 - Staff survey 2021 – Fixed-term Academic staff by gender

Staff survey 2021 - Fixed-Term Academic staff (n=17)

Legend: RG comparison, Oxford University 2021, FAFT (10), MAFT (7)
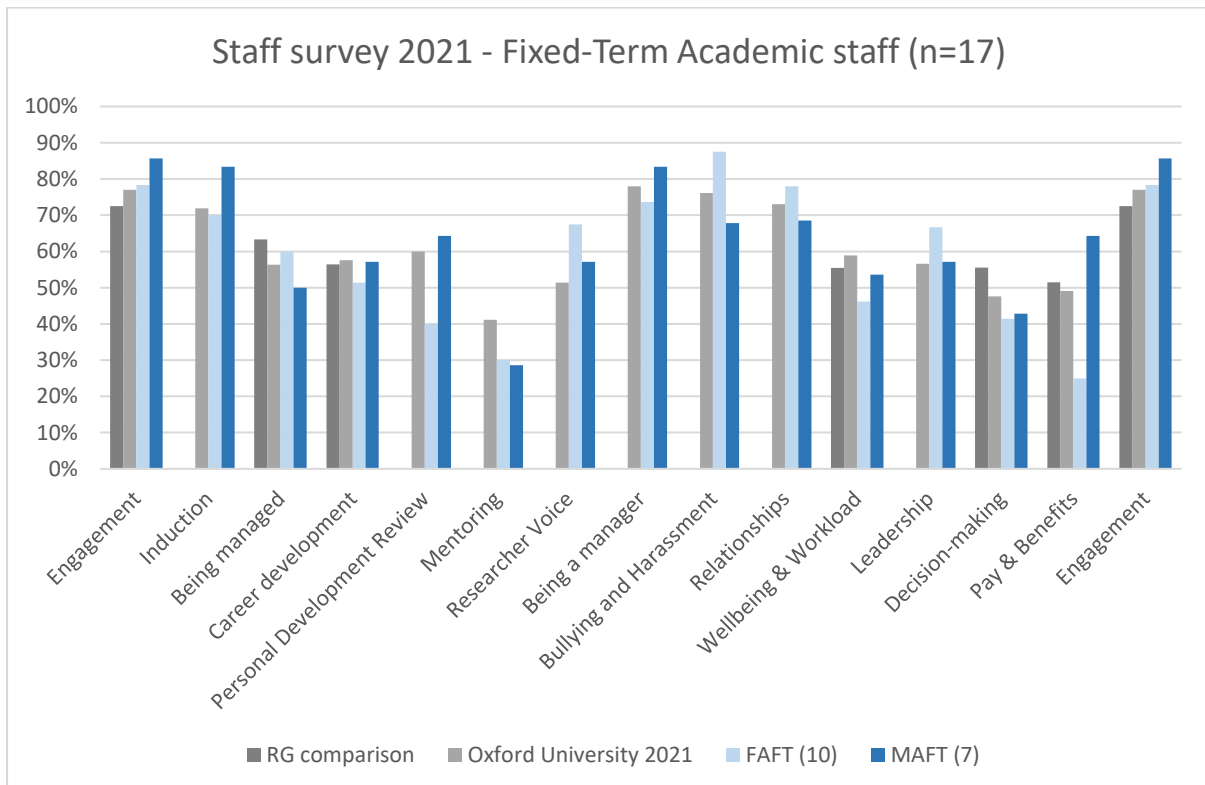
Figure 1.6 - Staff survey 2021 – PTO staff by gender

Staff survey 2021 - Professional, Technical and operational staff by gender (n=18)

Legend: RG comparison, Oxford University 2021, PTO_F (11), PTO_all (18)
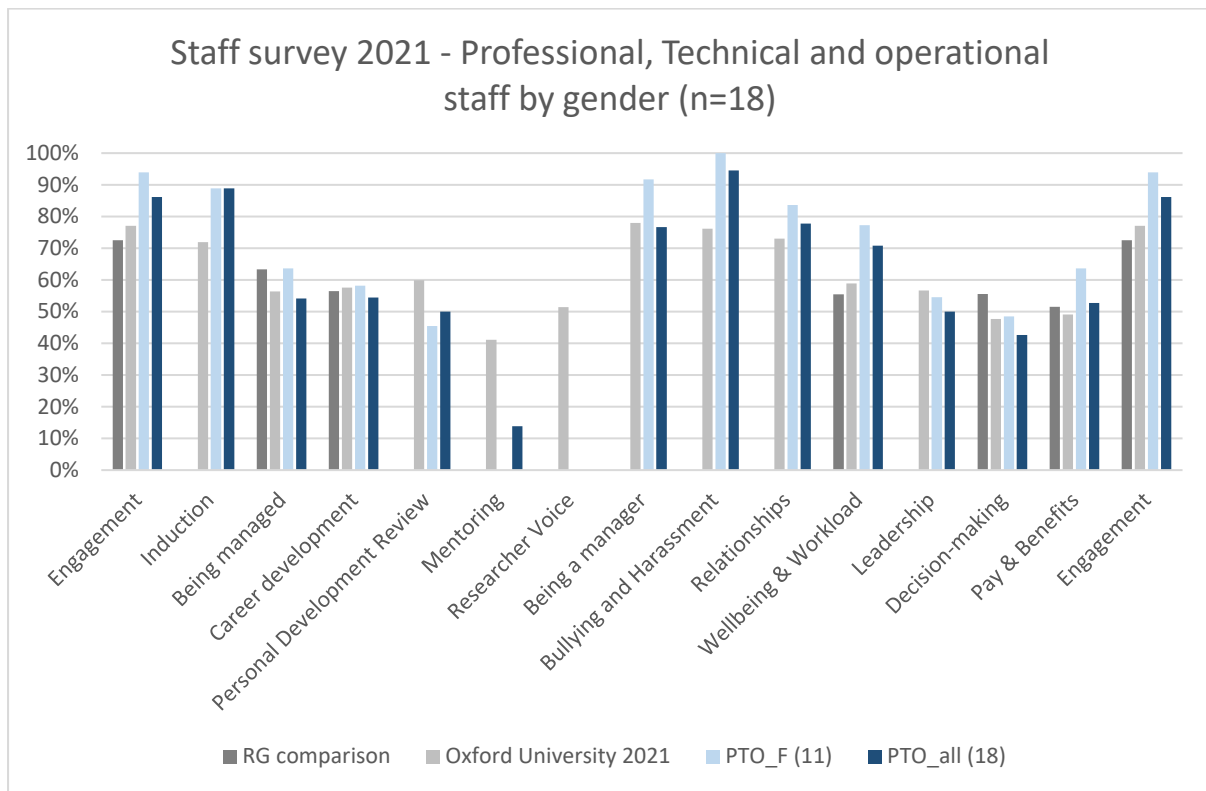
Table 1.7 – Staff survey results from 2021 for all staff – summary data

Theme	RG comparison	Oxford University 2021	FAP (5)	FAP	MAP (9)	MAP	FAFT (10)	FAFT	MAFT (7)	MAFT	FAA (15)	FAA	MAA (16)	MAA	PTO_F (11)	PTO_F	PTO_all (18)	PTO_all	Acad_all (31)	Ac_all	F_all	F_all	M-all	M-all
Engagement	73%	77%	93%	5	69%	9	78%	10	86%	7	83%	15	76%	16	94%	11	86%	18	80%	31	88%	26	73%	20
Induction	n/a	72%	33%	1			70%	4	83%	2	62%	5	83%	2	89%	3	89%	3	68%	7	73%	8	83%	2
Being managed	63%	56%	70%	5	25%	9	60%	10	50%	7	63%	15	36%	16	64%	11	54%	18	49%	31	63%	26	40%	20
Career development	56%	58%	76%	5	42%	9	51%	10	57%	7	59%	15	49%	16	58%	11	54%	18	54%	31	58%	26	52%	20
Personal Development Review	n/a	60%	60%	5	50%	9	40%	10	64%	7	47%	15	56%	16	45%	11	50%	18	52%	31	46%	26	60%	20
Mentoring	n/a	41%	70%	5	33%	9	30%	10	29%	7	43%	15	31%	16	%	11	14%	18	37%	31	25%	26	35%	20
Researcher Voice	n/a	51%	75%	2	50%	6	68%	10	57%	7	69%	12	54%	13					61%	25	69%	12	54%	13
Being a manager	n/a	78%	100%	2	66%	6	74%	4	83%	2	84%	6	70%	8	92%	2	77%	5	76%	14	86%	8	71%	10
Bullying and Harassment	n/a	76%	90%	5	92%	9	88%	10	68%	7	81%	15	81%	16	100%	11	95%	18	85%	31	93%	26	83%	20
Relationships	n/a	73%	63%	5	73%	9	78%	10	69%	7	73%	15	71%	16	84%	11	78%	18	72%	31	78%	26	72%	20
Wellbeing & Workload	55%	59%	35%	5	36%	9	46%	10	54%	7	42%	15	44%	16	77%	11	71%	18	43%	31	57%	26	50%	20
Leadership	n/a	57%	60%	5	51%	9	67%	10	57%	7	64%	15	54%	16	55%	11	50%	18	59%	31	60%	26	53%	20
Decision-making	56%	48%	53%	5	26%	9	41%	10	43%	7	45%	15	33%	16	48%	11	43%	18	39%	31	47%	26	38%	20
Pay & Benefits	51%	49%	50%	5	28%	9	25%	10	64%	7	33%	15	44%	16	64%	11	53%	18	39%	31	46%	26	48%	20
Engagement	73%	77%	93%	5	69%	9	78%	10	86%	7	83%	15	76%	16	94%	11	86%	18	80%	31	88%	26	73%	20
SSD	n/a	70%	80%	5	82%	9	63%	10	75%	7	69%	15	79%	16	73%	11	67%	18	74%	31	70%	26	79%	20
SSD (School of Archaeology)	n/a	n/a	60%	5	66%	9	66%	10	68%	7	64%	15	67%	16	71%	11	66%	18	65%	31	67%	26	64%	20

Figure 1.8 - Word cloud: 'what is the best thing about working in the SoA?'

Figure 1.9 - Word cloud: 'what single thing do we most need to do to improve [the SoA]?'
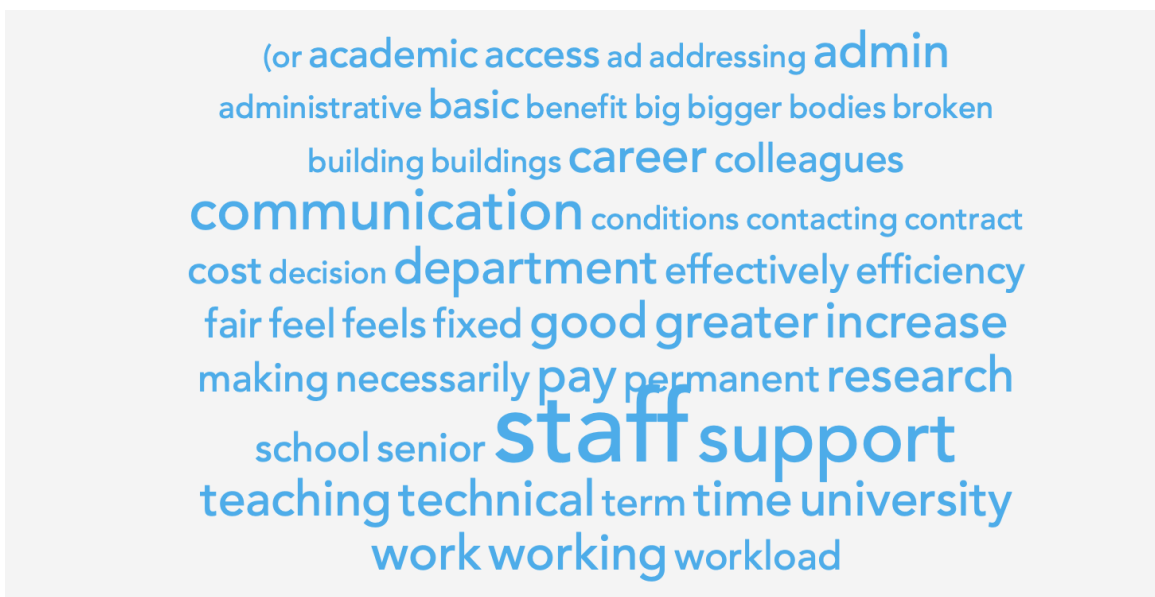
Figure 1.10 – Copy of email introducing the cohort workshops

[Sent to all staff and students] 10 December 2019]

Dear all

At its most recent meeting, the Athena Swan Self Assessment Team (SAT) decided to arrange a number of events in 2020 to enable a series of discussions within similar cohorts on various matters that have arisen as common themes from previous surveys from staff and students. The purpose of the first set of these events (each no longer than 2 hours) will be to workshop a number of key areas (listed below), to explore your thoughts on these matters and with the aim of reporting back suggestions for improving or establishing good practice in this area for the School to adopt in future.

These include:
a) Career Development
b) Department environment
c) Induction Processes
d) The University's Harassment policy and process
e) Work-life balance (particularly for those with caring responsibilities)
f) Wellbeing whilst in post/on course
g) Equality and diversity (not only gender, but issues regarding different treatment on all types of protected characteristics – e.g. age, race, career status, religion etc.).

Everyone is invited to attend one of these sessions, and it is intended that these will take place in Week 5 of Hilary Term, with the potential of one additional meeting later in the term if there is sufficient demand from those unable to attend a week 5 meeting. In order that we can plan suitable venues (and sufficient refreshments!) please could you indicate your provisional availability using the following link. [link removed]

The groupings are intended as follows (please pick the one most appropriate to you if you feel you span more than one):

- Academic and senior research staff
- Early career/postdoctoral researchers
- Support staff (administrative, reception & technical)
- Undergraduate students
- Postgraduate research students
- Postgraduate taught students

Many thanks in advance for your help and please let me know if you have any questions (although noting that realistically I will not be able to respond now until the New Year).

With kind regards

Claire

Dr Claire Perriton
Head of Administration, School of Archaeology
 t: +44 01865 278246 **w:** www.arch.ox.ac.uk

[Data which could lead to the identification of individuals has been rounded to the nearest 5: >2.5 is rounded to 0 – rounded figures are shown in green. Data on survey respondents is not rounded as the groups responding to the surveys are not identifiable within the larger populations.]

Table 1.11 – Attendance and response rates across School cohorts, including by gender

Cohort	Workshop attendance (gender)	Survey response (gender)
Academic/senior research	20 (10 F, 10 M)	31/59 = 53% (15 F, 16 M)
Research staff	5 (5 F, 5 M)	
Support staff	10 (5 F, 5 M)	18/31 = 58% (11 F, 4 M, 3 non-binary/undisclosed)
PGR	10 (5 F, 0 M, 0 non-binary)	20/158 = 13% (17 F, 3 M)
PGT	5 (5 F, 0 M, 0 non-binary)	*SBS data over 5 years was 173 (PGT) and 211 (PGR)*
UG	0 (0 F)	6/62 = 10% (3 F, 2 M, 1 non-binary) *SBS data over 5 years was 113 responses*

Table 1.12 – Cohort workshop key themes and suggested actions

Academic/senior researchers: 21 January 2021
20 (10 F, 10 M)

- Good to have seminars at family friendly times and important to be in person if possible since this is good for student interaction
- Work/life balance:
- Encourage strict office hours
- Email volume remains a problem as well as implicit pressure to respond immediately
- Induction – it is important for new people to be welcomed. Very patchy experience but where it has happened, it makes a lot of difference, particularly being taken around
- Career Development
- Important to protect younger colleagues to have mentors and discouraged from saying yes to everything
- Important to have younger people in decision making

Postdoctoral researchers: 18 January 2021
5 (5 F, 5 M)

- Researchers should have role review/PDR at least annually with possibility of it not being their line manager.
- PIs reminded to cost role-related training and visa for Ras in to research grant applications
- Career-related training opportunities within the University should be flagged
- PIs required to undertake a line management course within the University at least every 5 years
- Anecdotal reports of tendency for administrative tasks to be more usually assigned to female rather than male project staff.

- Improved communication around equipment usage/failure and acknowledgement of email enquiries
- Compliance with University policy on toilet signage with particular reference to exploring options for gender neutral assignment on disabled toilet at SPR
- Increased diversity on committees in terms of non-white staff.
- Improved induction (University, School and role)
- Raised awareness of School's equality and anti-harassment policies e.g.
- Inclusion at induction
- Specific workshops
- Regularly communicated to all staff and students – e.g. the start of each academic year

Administrative and Technical support staff – originally 27 Feb 2020 updated 26 Jan 2021
10 (5 F, 5 M)

Career Development
- Greater flagging of University resources and policies locally
- Representation of support staff on School Committee – currently feel left out [now included as a matter of course]

Workload management including email management
- We receive a lot of emails and it can get overwhelming.
- As well as volume, tone and expectation can be problematic
- Circulate good practice including what is acceptable/unacceptable behaviour. Start with ourselves – think about impact of emails that we send and awareness of potential issues
- Increase understanding clarity of roles and responsibilities
- Use of messaging in teams and teams generally is felt to have helped with the quick responses
- Remember to be kind to colleagues – consider emails and how they sound and how other people may feel or be feeling

Work-life balance
- University pretty flexible and fair. Quite caring and was good.

Wellbeing
- Wellbeing – more of the same, very supporting and encouraged to find a balance.
- Expectation management (in addition to email management) that support staff are often in receipt of a high volume of emails and cannot always drop everything to response immediately or to everything.

Gender or other bias affecting you or colleagues in the workplace?
- International students - Most social events with GAO are associated with alcohol, need variety.
- Important that people are held accountable in the event that they do not behave in a way that fits with the environment we imagine.

Department environment
- Institute vs SPR1 and SPR2 AND RLAHA still obvious at times
- Need to provide more and VARIETY reasons to get together to better enable integration. Eg family/dog friendly (pub) walks

Values:

- Ensuring that people are aware of what their role is with respect to witnessing difficult issues
- Include Explicit statement of diversity and how we value and welcome new staff
- To include values relevant to the professional activities of the School of A– e.g. fieldwork, antiquities, collaboration, artefacts who do we want to be associated
- Higher attention to environmental issues

Induction (close to running out of time so this was brief)

- Considered to be crucial
- More information about everything would be good
- non-naff buddy system to introduce to all buildings and common FAQ to joining a department within such a broad organization.
- Recognition that Oxford doesn't always get it right, is a big although well-meaning beast and is very different to the outside world. So important that new staff have their expectations managed from outset.

Postgraduate Research Students – 11-14 Jan 2021
10 (5 F, 0 M, 0 non-binary)

1. Town Hall meetings and 1:1 meetings held during the pandemic were welcomed and encouraged to continue
2. COVID had a major impact on students' welfare and ability to complete research
3. Students would like to see SoA take a more active role in welfare and pastoral support and for supervisors to receive training in pastoral care particularly around mental health issues
4. Improved clarity about complaint procedures and how to raise complaints or concerns about supervisors
5. Praise for having good representation of women in postdoctoral and senior academic posts, however noting vast majority of support staff are women and are seen to be treated with less respect.
6. Ethnic diversity considered to be very low
7. Asymmetries in college wealth
8. Career development support and teaching opportunities and training seen as insufficient

Postgraduate Taught course Students – Trinity Term 2021
5 (5 F, 0 M, 0 non-binary)

1. Increase awareness for importance of equality through low threshold events and changes:
   a. review seminar series: achieve gender balance among speakers and invite speakers of diverse backgrounds
   b. highlight positive behaviour: include discuss campaigns/individuals within the department/university/broader context in school newsletter
   c. organise low threshold events involving equality, e.g. hold coffee mornings collecting for a charity aimed at equality e.g.
      - https://www.fawcettsociety.org.uk/: general gender equality
      - https://www.westskills.org.uk/: promote women in non-traditional careers
      - https://supportingwomeninscience.org/: women in STEM
      - https://www.refuge.org.uk/: Help for women and children against domestic violence
2. Improve communications between the school and students to strengthen action against discrimination:
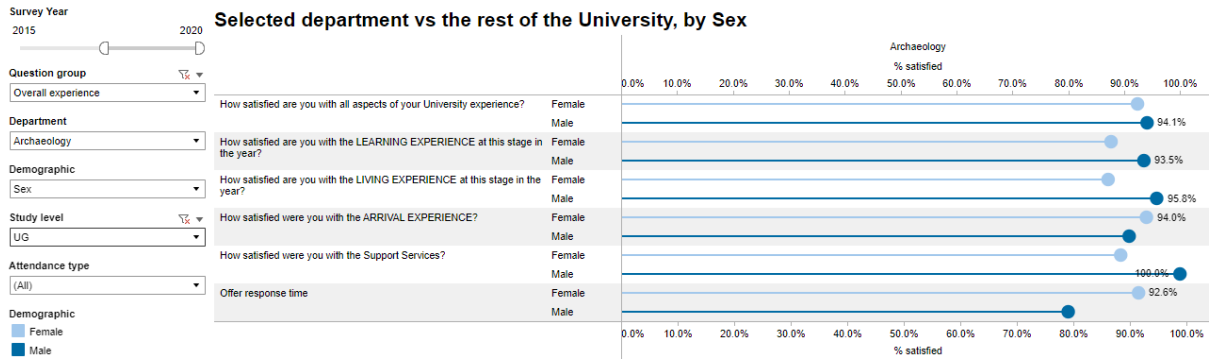
3. rebrand harassment officer to improve approachability, e.g. equality advisor
4. review department questionnaires: options not just for ethnicity and gender, but also for outside perceived ethnicity and gender
5. create a webpage to the school websites explaining values of the school, discrimination, harassment and reporting procedures
6. Improve communication and create resources to give equal access to information on academic processes to all students:
7. create communication guidelines that inform students on how prompt they can expect a response from supervisors/staff and how to raise concerns
8. make information on course relevant details e.g. instructions on writing transfers/confirmation and grant options available online
9. provide introductory lectures online with subtitles

Table 1.13 - Theme headlines of concern (relative to University 2021) in different gender/role cohorts in the SoA
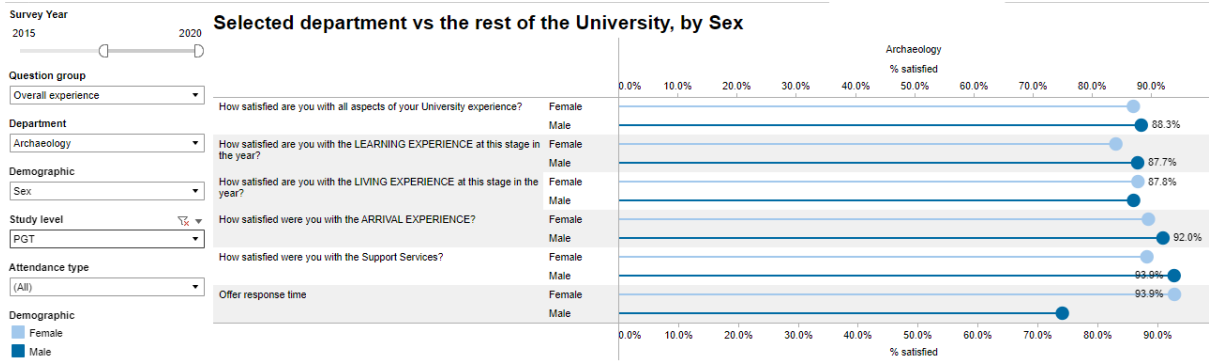
Theme headlines		FT Acad F	Perm Acad F	PTO F	FT Acad M	Perm Acad M	PTO M
career development	*career progression*	▪				▪	
induction	*career progression*	▪	▪				
mentoring	*career progression*	▪			▪	▪	
pay/benefits	*career progression*	▪				▪	
PDRs	*career progression*	▪		▪		▪	▪
being a manager	*management/leadership*	▪				▪	▪
being managed	*management/leadership*				▪	▪	▪
decision-making	*management/leadership*	▪			▪		▪
leadership	*management/leadership*			▪	▪	▪	
bullying/harassment	*representation/relationships*				▪		
engagement	*representation/relationships*					▪	
relationships	*representation/relationships*		▪		▪		
researcher voice	*representation/relationships*					▪	
wellbeing/workload	*workload*	▪	▪		▪	▪	

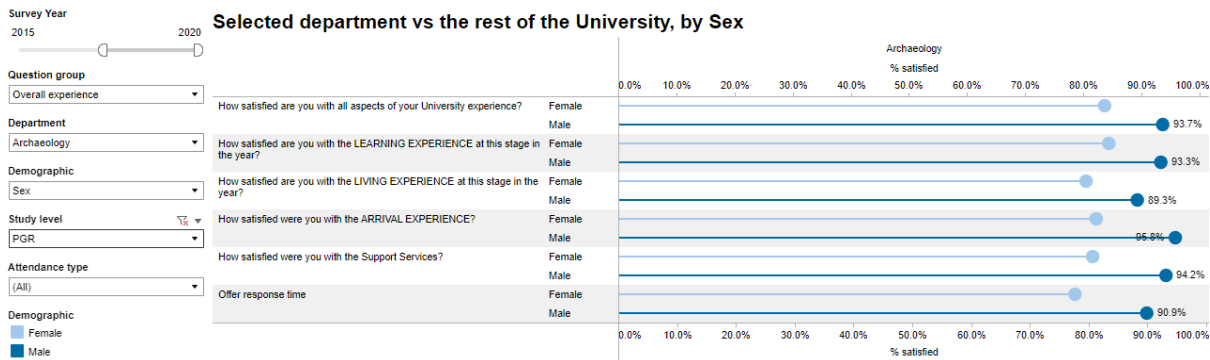**Table 1.14 – Student Barometer data for 2015-2020**

Data are based on student responses in the years 2015-2020. Not all students answered all questions. Pool sizes are 113 (UG), 211 (PGR) and 173 (PGT).

Selected department vs the rest of the University, by Sex

Answers are broken down by the selected department (**Archaeology**) and the selected demographic (**Sex**). Questions are sorted in the order they appeared in the questionnaire.

To see how many students answered the question, hover your mouse over the mark. If fewer than 10 students from any demographic or department answered a question, it is excluded from the chart.

Selected department vs the rest of the University, by Sex

Answers are broken down by the selected department (**Archaeology**) and the selected demographic (**Sex**). Questions are sorted in the order they appeared in the questionnaire.

To see how many students answered the question, hover your mouse over the mark. If fewer than 10 students from any demographic or department answered a question, it is excluded from the chart.

Selected department vs the rest of the University, by Sex

Answers are broken down by the selected department (**Archaeology**) and the selected demographic (**Sex**). Questions are sorted in the order they appeared in the questionnaire.

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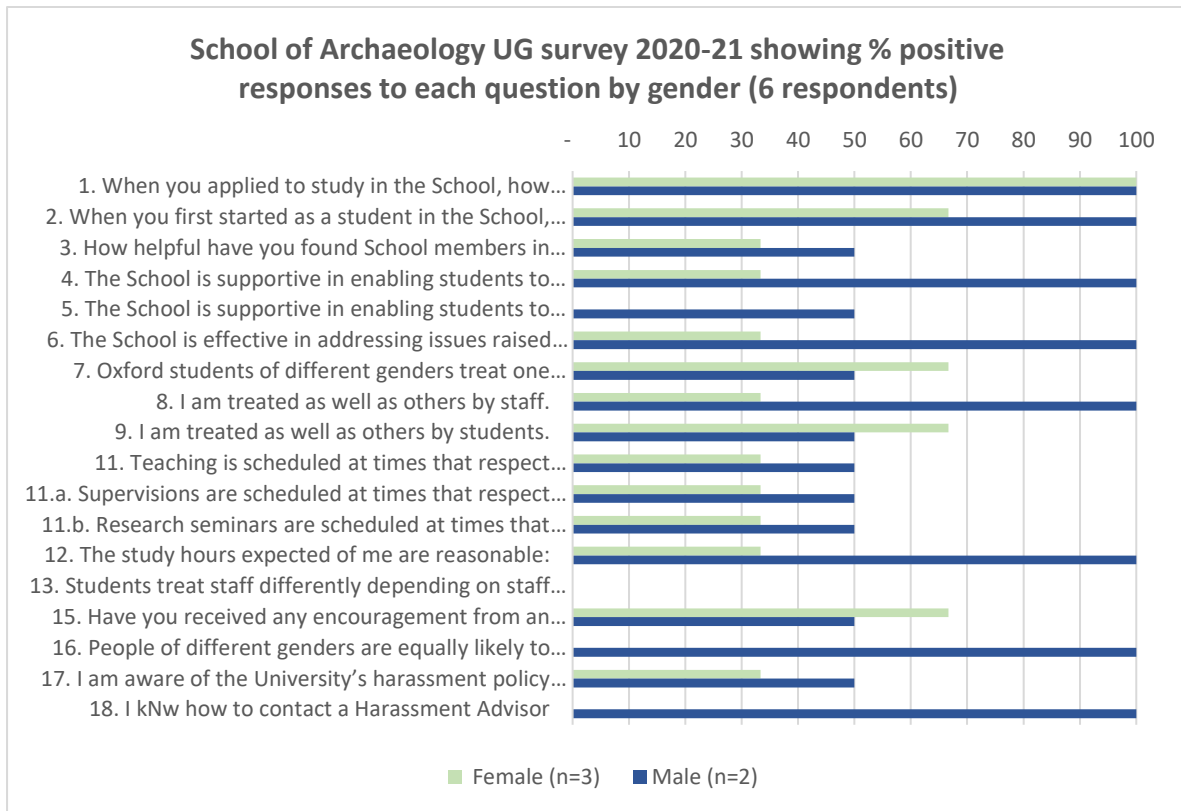
Table 1.15 – UG Culture Survey 2020-21

School of Archaeology UG survey 2020-21 showing % positive responses to each question by gender (6 respondents)

	-	10	20	30	40	50	60	70	80	90	100

1. When you applied to study in the School, how…
2. When you first started as a student in the School,…
3. How helpful have you found School members in…
4. The School is supportive in enabling students to…
5. The School is supportive in enabling students to…
6. The School is effective in addressing issues raised…
7. Oxford students of different genders treat one…
8. I am treated as well as others by staff.
9. I am treated as well as others by students.
11. Teaching is scheduled at times that respect…
11.a. Supervisions are scheduled at times that respect…
11.b. Research seminars are scheduled at times that…
12. The study hours expected of me are reasonable:
13. Students treat staff differently depending on staff…
15. Have you received any encouragement from an…
16. People of different genders are equally likely to…
17. I am aware of the University's harassment policy…
18. I kNw how to contact a Harassment Advisor

■ Female (n=3)   ■ Male (n=2)

Table 1.16 – PG Culture Survey 2020-21

School of Archaeology PG survey 2020-21 showing % positive responses to each question by gender (20 respondents)

	-	10	20	30	40	50	60	70	80	90	100

2. When you first started as a student in the School,…
3. How helpful have you found School members in…
4. The School is supportive in enabling students to…
5. The School is supportive in enabling students to…
6. The School is effective in addressing issues raised by…
7. Oxford students of different genders treat one…
8. I am treated as well as others by staff.
9. I am treated as well as others by students.
11. Teaching is scheduled at times that respect…
11.a. Supervisions are scheduled at times that respect…
11.b. Research seminars are scheduled at times that…
12. The study hours expected of me are reasonable:
13. Students treat staff differently depending on staff…
15. Have you received any encouragement from an…
16. People of different genders are equally likely to…
17. I am aware of the University's harassment policy…
18. I kNw how to contact a Harassment Advisor

■ Female (n=17)   ■ Male (n=3)

Appendix 2: Data Tables*[7]

Figure 2.1* - BA Arch and Anth annual starting populations

[numbers in all years and percentages in some years redacted before publication]

BA Archaeology and Anthropology - annual starting populations
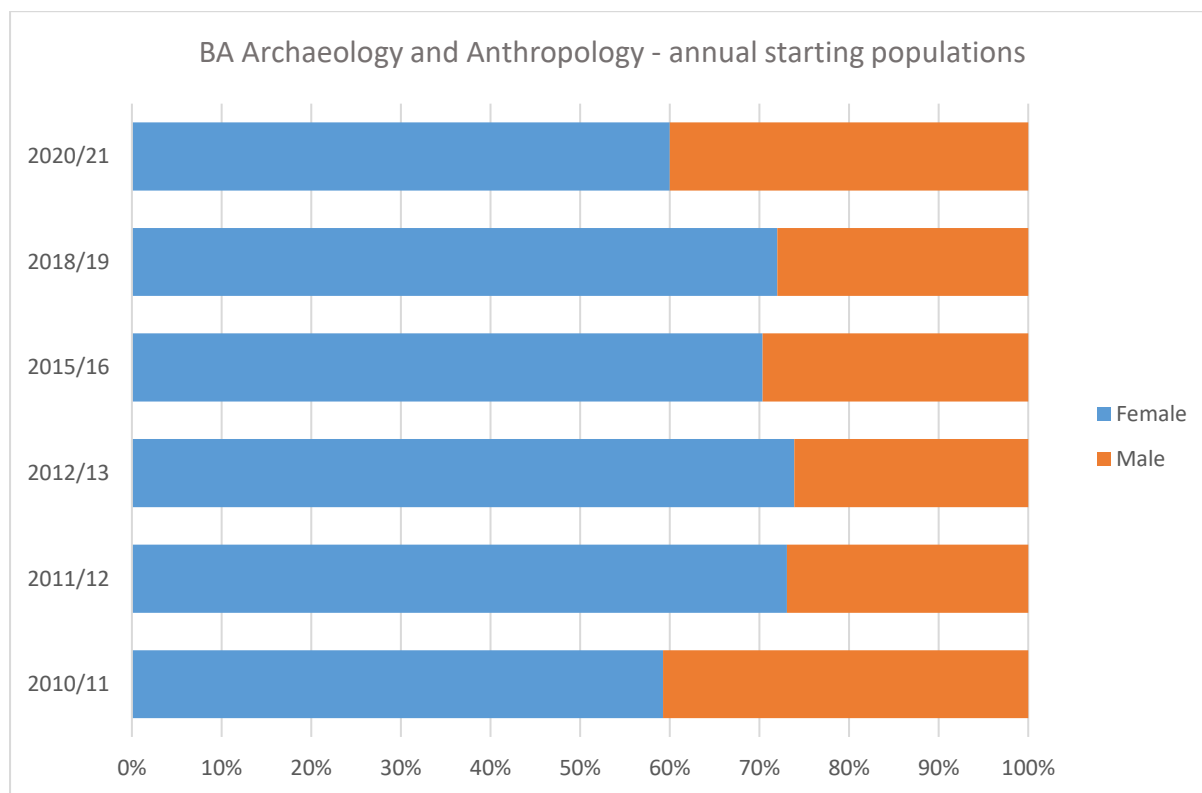
Comments: Data show starting populations for the first year of the degree. Student numbers capped by University.

Figure 2.2 - Comparison of undergraduate admissions in the SoA (n = 179) and Russell Group (headcount for year rather than admissions) in archaeology departments (to 2020) (https://www.hesa.ac.uk)

[data redacted for publication due to small numbers in each year]

Figure 2.3 - UG Archaeology & Anthropology applications and admissions 2014-2020

[data redacted for publication due to small numbers in each year]

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[7] Those with an asterisk are designated compulsory for Bronze Department submissions

Comments: Data show starting populations for the first year of all PGT courses managed by the School across all disciplines (e.g. Archaeology, Classical Archaeology and Archaeological Science). Student numbers capped by University except in 2020/21 (due to pandemic) and 2017/18 (an exceptional year)

[numbers in all years and percentages in some years redacted before publication]

SoA - Postgraduate taught course annual starting populations

PGT admissions

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
SoA	0.67	0.68	0.58	0.61	0.64	0.56	0.66	0.72
Russell Group	0.66	0.69	0.67	0.71	0.71	0.70	0.67	

Figure 2.6* - Postgraduate research - annual starting populations

Comments: Data show starting populations for the first year of all PGR courses managed by the School across all disciplines (e.g. Archaeology, Classical Archaeology and Archaeological Science). Student numbers capped by University except in 2020/21 (due to pandemic) and 2017/18 (an exceptional year)

[numbers in all years and percentages in some years redacted before publication]

SoA - Postgraduate research student annual starting populations
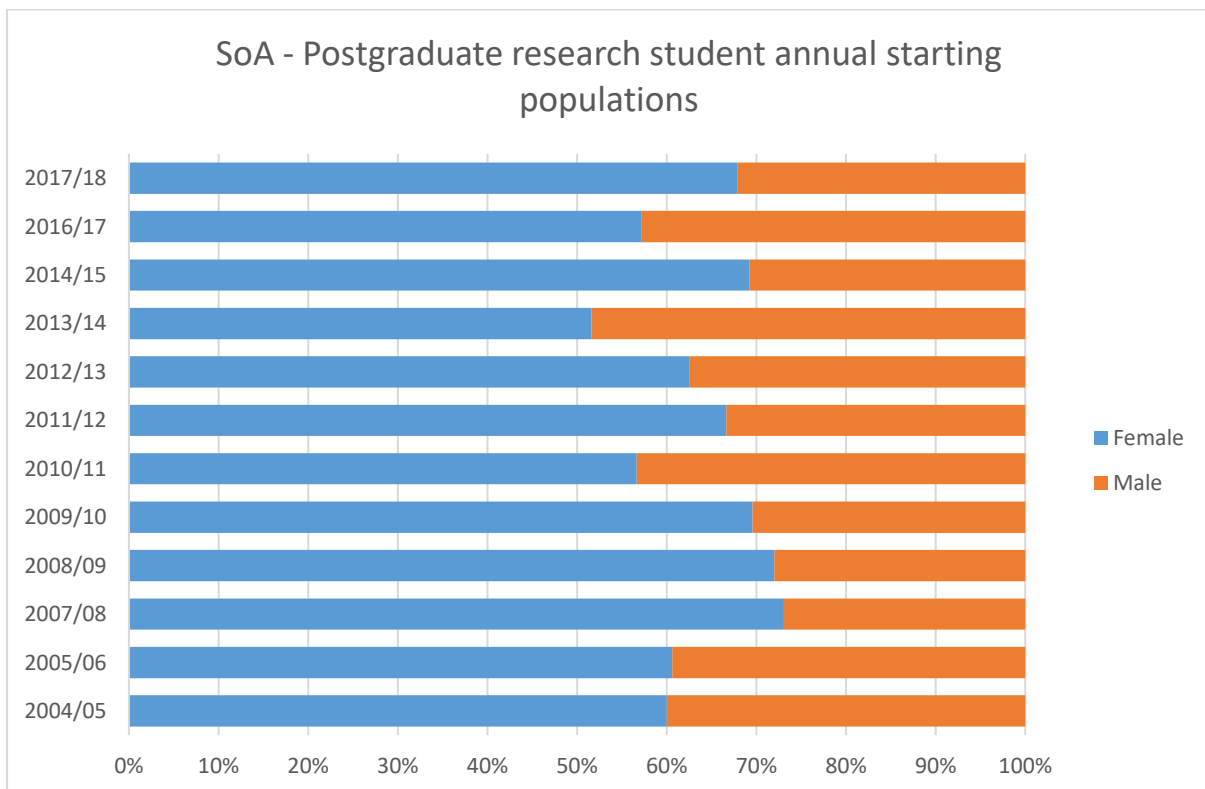
Figure 2.7 - Comparison of PGR admissions in the SoA (n = 179) and Russell Group archaeology departments (to 2020) (https://www.hesa.ac.uk)

[data redacted for publication due to small numbers in each year]

Table 2.8 - proportion of admissions by gender for all degrees compared to RG equivalent entry for Archaeology degrees

[data redacted for publication due to small numbers in each year]

Figure 2.9 – UG application data

UG Applications (volume)

Legend: Applications (V) Female — Applications (V) Male

UG Applications (%)

Legend: Female — Male
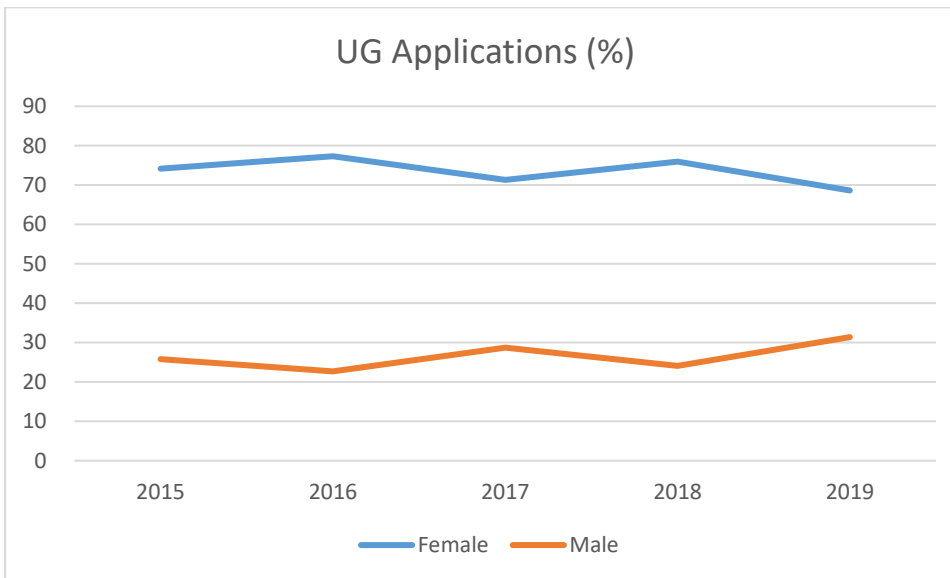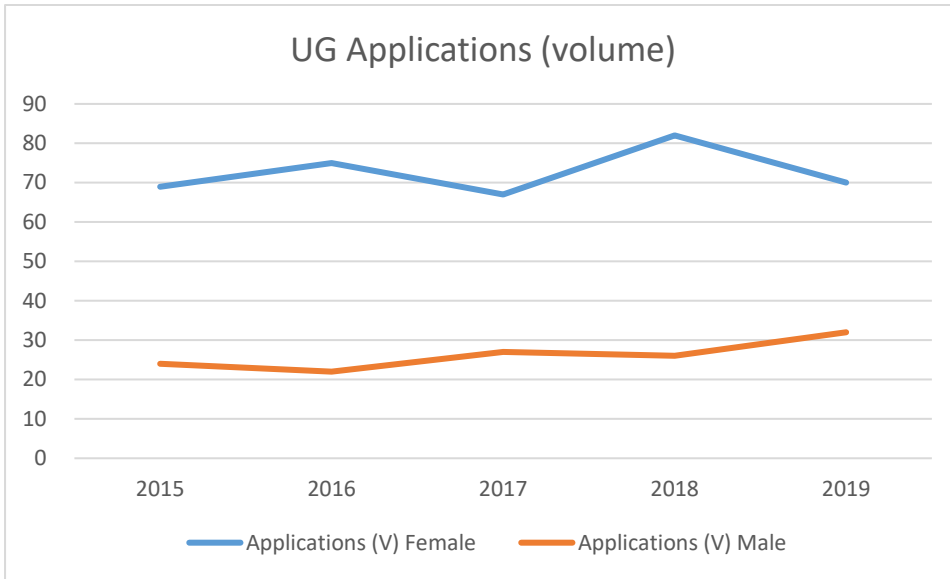
Figure 2.10 – PGR application data
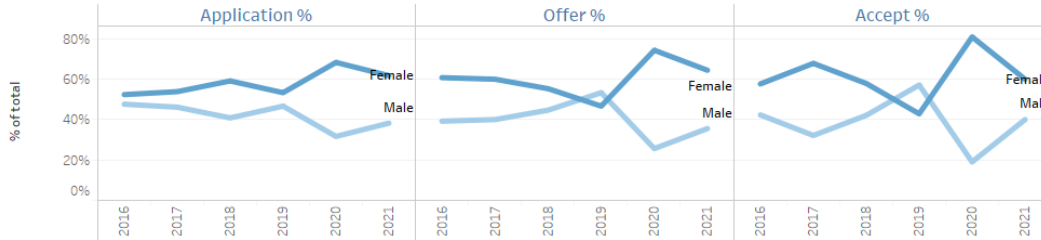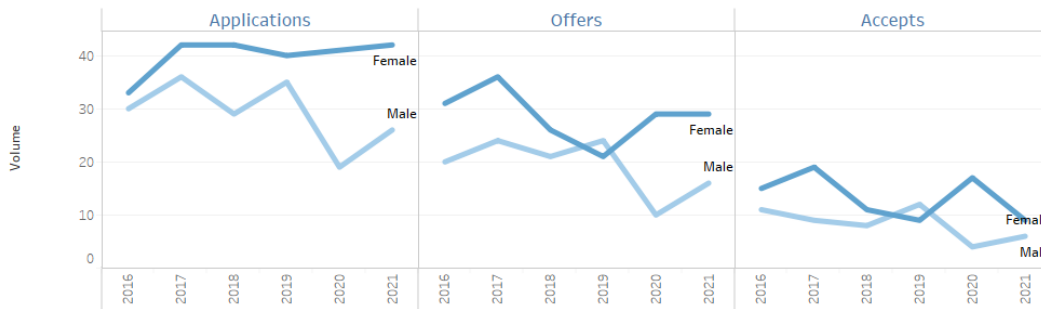
Figure 2.11 – PGT application data
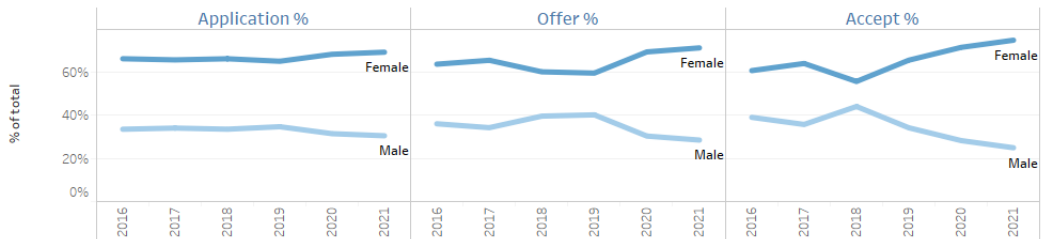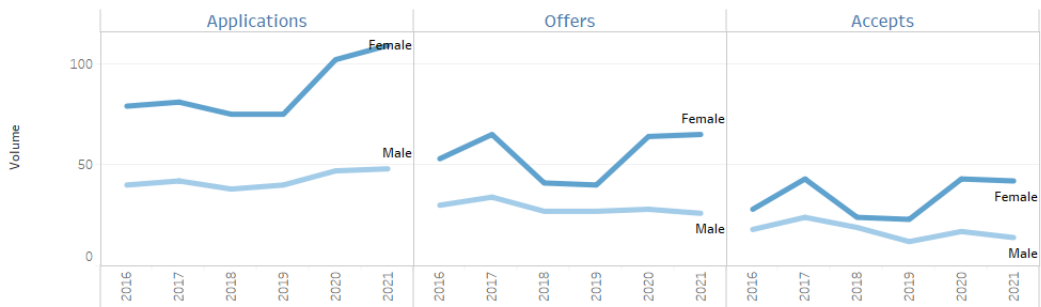
Figure 2.12* - BA Archaeology and Anthropology - outcomes by gender

Comments: Data show outcomes for all students who sat final examinations.

[data redacted for publication due to small numbers in each year]

Figure 2.13 - Proportion of female and male UG students achieving First class degrees, 2012-21

[data redacted for publication due to small numbers in each year]

Figure 2.14* - Postgraduate taught course - outcomes by gender

Comments: Data show exit data for the PGT courses managed by the School across all disciplines (e.g. Archaeology, Classical Archaeology and Archaeological Science). These will differ to on course/exiting numbers because the MPhil is a two-year course.

[data redacted for publication due to small numbers in each year]

Figure 2.15 - Proportion of female and male PGT students achieving Distinctions, 2014-20 (n = 310)

[data redacted for publication due to small numbers in each year]

Figure 2.16* - Postgraduate Research - outcomes by gender

Comments: Table shows outcome details for cohorts e.g. all students who began in the year indicated.

[data redacted for publication due to small numbers in each year]

Figure 2.17 -Proportion of female and male PGR students withdrawing before completion, 2004-15

[data redacted for publication due to small numbers in each year]
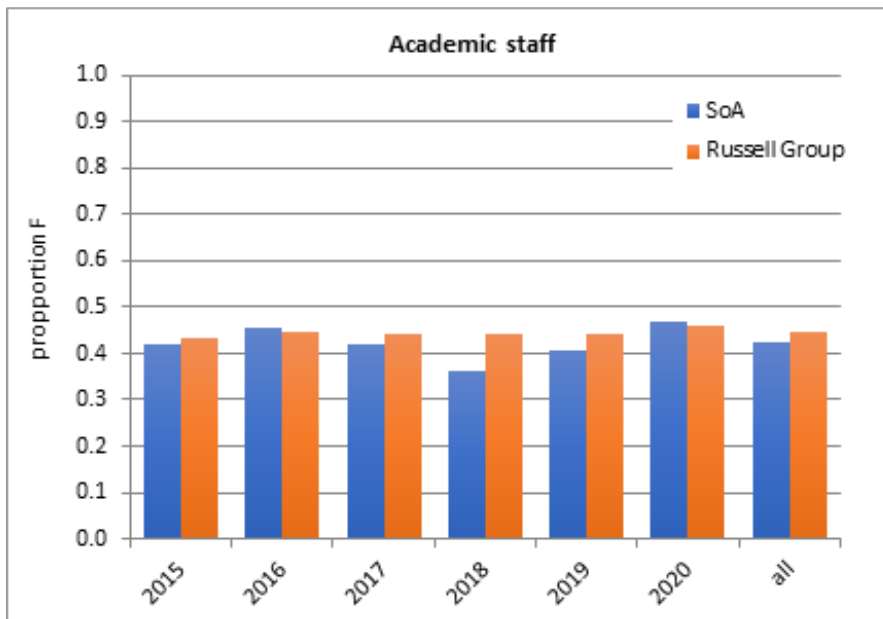
[continued on next page]

Figure 2.19* - Academic staff by contract function for teaching and research

Comments: Data drawn from snapshot staff listings at 31 Jan each year. Date then reviewed and cleansed by HoA, and categories added to match Athena Swan definitions. Contract function groupings are prepared as follows: Research Fellow (G7-8) – Externally funded researcher with own project funding (e.g. BA or Leverhulme postdoctoral research fellow), Researcher (G7-8) – externally funded PDRA, Senior Researcher (G9-10) – externally funded research only post. Most teaching and research posts are permanent staff on internal funding (exception is Shadreck Chirikure who is externally funded Senior Researcher): Stat/Associate Prof – internally funded for teaching and research, Researcher (G7-8) but internally funded, Senior Research Fellow (G9-10) and internally funded.

[data redacted for publication due to small numbers in each year]

Figure 2.20* - Academic staff by grade and gender

Comments: Chart shows all academic staff (see previous AS definition) both internally and externally funded by grade and gender.

[data redacted for publication due to small numbers in each year]

Figure 2.21* - Academic staff by contract type

Comments: Chart shows all academic staff (see previous AS definition) both internally and externally funded by contract type. We rarely use casual contracts for such posts as the University's rules for appointing casual staff are strict and are intended for <12 weeks.

[data redacted for publication due to small numbers in each year]

Figure 2.22 - Academic staff by year of contract start date

[data redacted for publication due to small numbers in each year]

Figure 2.23 – Gender split at career stage in the School of Archaeology

[data redacted for publication due to small numbers in each year]

Table 2.24* - Professional, technical and operational (PTO) staff by job family

Comments: Figures provided are headcount and include both externally (few) and internally funded (most) posts. The drop in administrative staff 2021 is due to the holding on refilling an 0.8 HR post, a reduction in FTE elsewhere and reception post resignations.
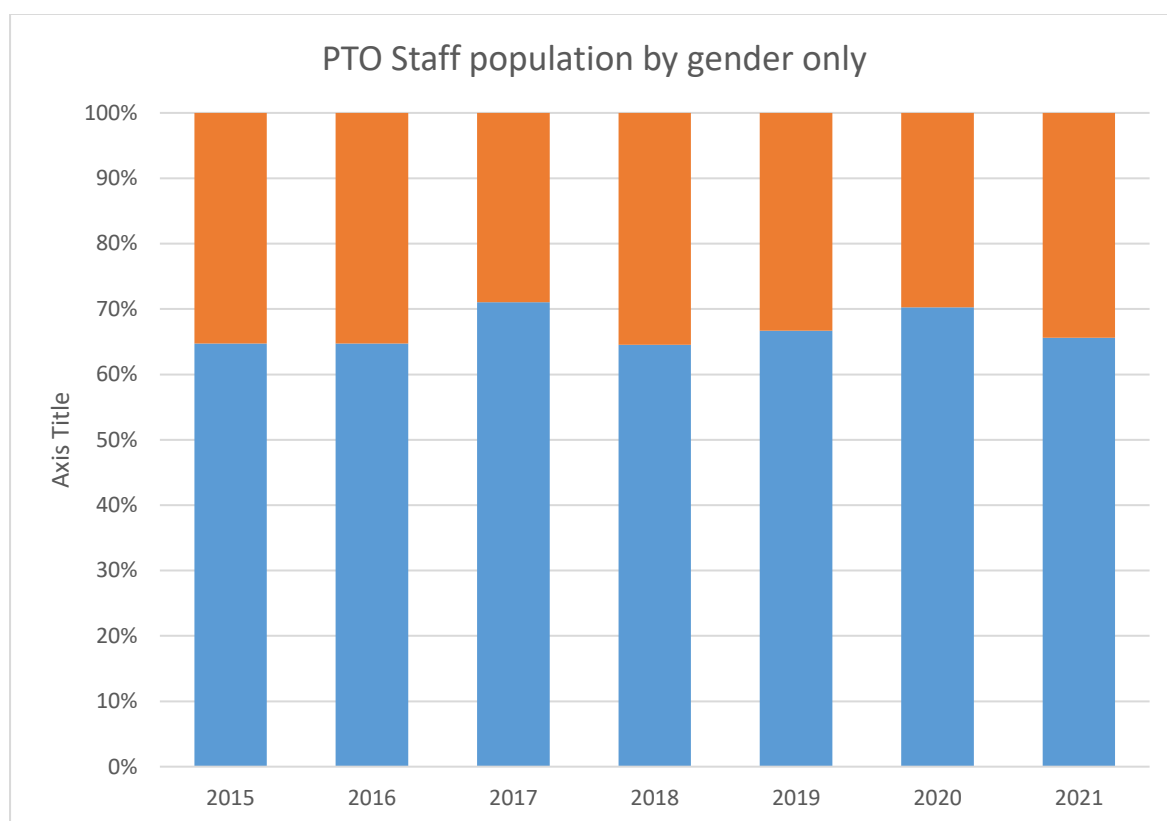
[data redacted for publication due to small numbers in each year]

Table 2.25* – Professional, technical and operational (PTO) staff by contract type

Comments: Data shown are headcount rather than FTE (the pivot table shows a count of FTE rather than a sum). Most PTO roles (except research project support) are permanent but fixed term contracts would have been used to backfill for periods of maternity leave (e.g. HR posts), secondment (e.g. student support posts), temporary trial prior to permanent appointment (e.g. PA posts) or temporary additional need (e.g. receptionists or REF support)

[data redacted for publication due to small numbers in each year]

Figure 2.26a – Breakdown of permanent PTO staff

PTO Staff population by gender only

[raw numbers removed]

Figure 2.26b – Breakdown of permanent PTO staff by admin/technical

[data redacted for publication due to small numbers in each year]

Figure 2.26c -Breakdown of permanent PTO staff by grade/gender

[data redacted for publication due to small numbers in each year]

Table 2.26d – Table of Job Opportunities on University website w/c 21 March 2022

Table showing numbers of roles advertised for PTO job themes as a single snapshot in March 2022

	G3	G4	G5	G6	G7	G8
Student support		4	5	2	2	
HR			1	2	1	
IT			2	1	3	4
Facilities	3			1	1	1
Laboratory		3	1		2	
Finance	1					1

Table 2.27* - Applications, shortlist and appointments made to academic and PTO posts

Comments: Gender split of applicants and shortlisted candidates are in the second table. Top table included to indicated scale of recruitment.

[data redacted for publication due to small numbers in each year]

Table 2.28 - Table showing recruitment data by gender for research positions

[data redacted for publication due to small numbers in each year]

Table 2.29* - Applications, and success rates for academic promotion (current permanent staff only)

Comments: All applications have been successful.

[data redacted for publication due to small numbers]

Table 2.30* Applications and success rates for PTO progression (current permanent staff only)

Comments: Data are based on individual headcount of current staff not FTE

[data redacted for publication due to small numbers]

Figure 2.31 - AHRC data 2012/13 to 2018/19 on female/male applications and success rates

British Academy Archaeology (2013-2019)
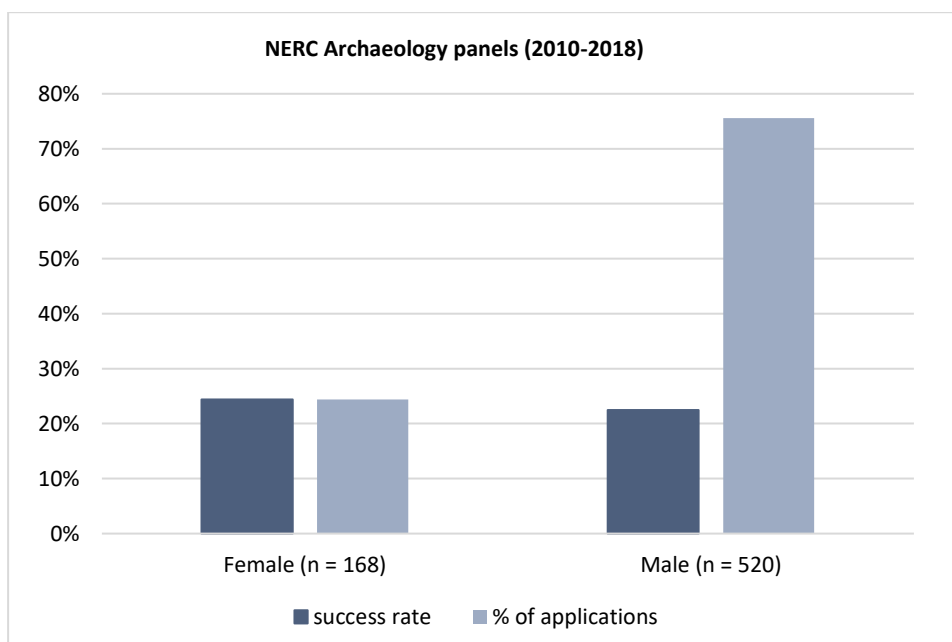
NERC Archaeology panels (2010-2018)

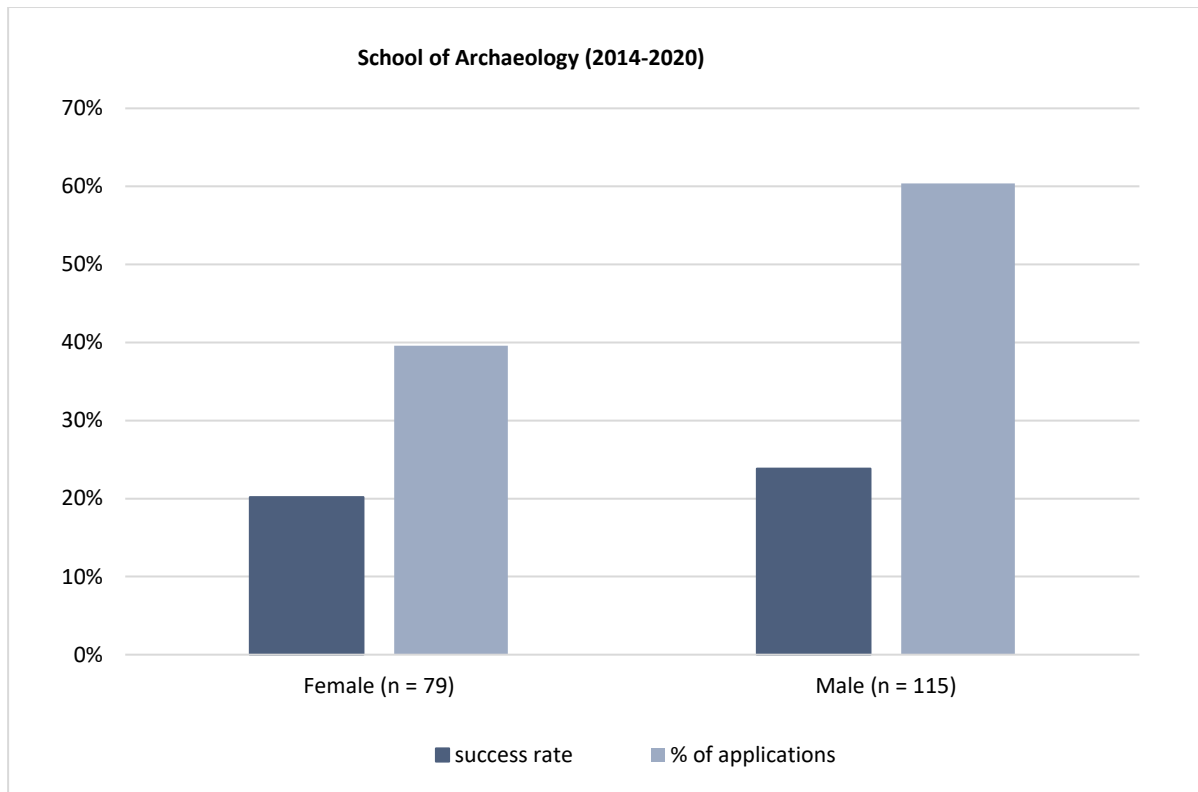**Figure 2.34 - School of Archaeology male/female research funding applications and success rates for 2014-20**

Figure 2.35 –Presentation by (binary) gender in all SoA seminar series, 2014-2020 (note that gender was based on an assessment of first names)
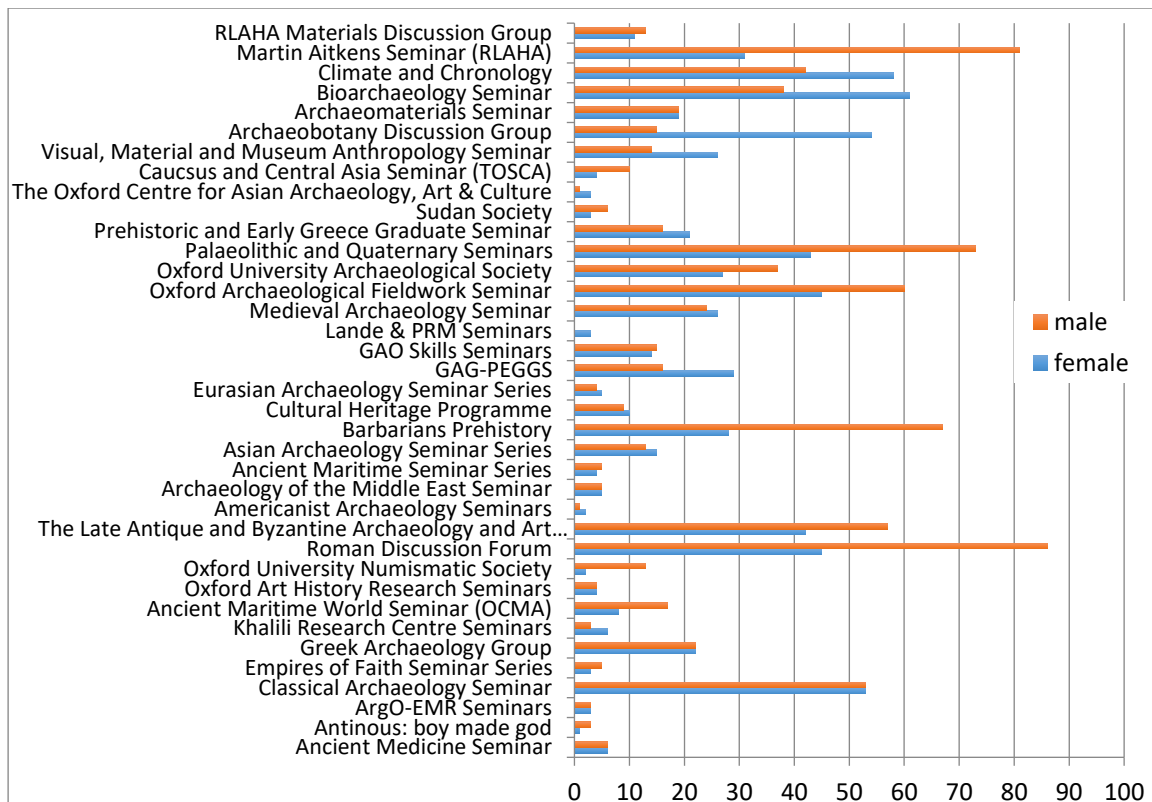
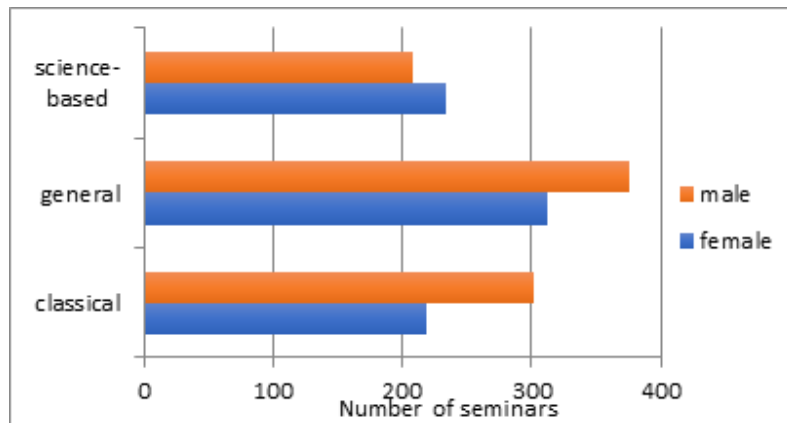**Figure 2.36 - (Binary) gender of SoA seminar speakers by thematic groupings (data in Fig. 2.22)**

Figure 2.37 – Parental leave in the SoA

[data redacted for publication due to small numbers]

Appendix 3: Glossary

A&A	Archaeology and Anthropology
AHRC	Arts and Humanities Research Council
AP	Action Point
BA	The British Academy
BME	Black and Minority Ethnic
CLiPS	Committee for Library Provision and Strategy
DGS	Director of Graduate Studies
DPM	Degree Programme Manager
DUGS	Director of Undergraduate Studies
EdC	Education Committee
EDI	Equality, Diversity and Inclusion
GDPR	General Data Protection Regulation
GSC	Graduate Studies Committee
HEI	Higher Education Institute
HERA	Higher Education Role Analysis
HoA	Head of Administration
HoD	Head of Department
IoA	Institute of Archaeology
JD	Job Description
KP	Key Priority
LGBT	Lesbian, Gay, Bisexual and Transgender
NERC	Natural Environment Research Council
PDR	Personal Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
PTO	Professional, Technical & Operational
REF	Research Excellence Framework
RG	Russell Group
RLAHA	Research Laboratory for Archaeology and History of Art
RTOSW	Return to On-Site Working
SAME	School of Anthropology and Museum Ethnography
SAT	Self-Assessment Team
SC	Standing Committee
SES	Staff Experience Survey
SoA	School of Archaeology
SPR	South Parks Road
SSD	Social Sciences Division
ToR	Terms of Reference
UG	Undergraduate