



# Athena SWAN: Bronze and Silver department applications



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## Athena SWAN Bronze Department Awards

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

## Athena SWAN Silver Department Awards

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

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

## Completing the form

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

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

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

**Additional areas for Silver applications are highlighted throughout the form.**

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

## Word Count

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	IoA
<b>Word limit (including 500 for Covid-19 impact)</b>	<b>10,500</b>	<b>10,272</b>
<i>Recommended word count.</i>		
1. Letter of endorsement	500	495
2. Description of the department	500	500
3. Self-assessment process	1,000	1,093
4. Picture of the department	2,000	2,176
5. Supporting and advancing women's careers	6,000	6,008
6. Case studies	n/a	n/a
7. Further information	500	n/a

<b>Name of institution</b>	UCL	
<b>Department</b>	UCL Institute of Archaeology	
<b>Focus of department</b>	AHSSBL	
<b>Date of application</b>	28 May 2021	
<b>Award Level</b>	Bronze	
<b>Institution Athena SWAN award</b>	<b>Date: 2015</b>	<b>Level: Silver</b>
<b>Contact for application</b>	Kelly Trifilo	
<b>Must be based in the department</b>		
<b>Email</b>	ioa-director@ucl.ac.uk	
<b>Telephone</b>	+44 (0) 207 6797483	
<b>Departmental website</b>	<a href="https://www.ucl.ac.uk/archaeology/">https://www.ucl.ac.uk/archaeology/</a>	

## GLOSSARY

AP Action Plan  
ASER Annual Student Experience Review (annual monitoring process)  
AHRC Arts and Humanities Research Council  
BA Bachelor of Arts  
BSc Bachelor of Sciences  
BME Black and Ethnic Minority  
CIFA Chartered Institute of Field Archaeologists  
DM Department Manager  
EA Executive Assistant to the Director  
ECR Early Career Researcher  
EDI Equality, Diversity and Inclusion  
FT Full-time  
HEA Higher Education Academy  
HEFCE Higher Education Funding Council for England  
HoD Head of Department  
HR Human Resources  
IoA UCL Institute of Archaeology  
LAHP London Arts and Humanities Partnership  
MA Master of Arts  
MSc Master of Sciences  
PGR Postgraduate Research (Student)  
PGT Postgraduate Taught (Student)  
PhD Doctor of Philosophy  
PSS Professional Service Staff  
PT Part-time  
NSS National Student Survey  
REF Research Excellence Framework  
SAT (Archaeology) Self-Assessment Team  
SMT (Archaeology) Senior Management Team  
SHS Social and Historical Sciences (UCL Faculty)  
SSSC Staff Student Consultative Committee  
UCL University College London  
UG Undergraduate (Student)

# 1. Letter of endorsement from the head of department

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

27 May 2021

**Athena SWAN Charter Advance HE**

First Floor,  
Westminster  
Tower 3  
Albert Embankment  
LONDON SE1 7SP

**Application for Athena SWAN Bronze Award from the UCL Institute of Archaeology**

I strongly endorse the UCL Institute of Archaeology's (IoA) application for the Bronze Award scheme. This has my whole-hearted commitment. As a scholar of gender archaeology, and the first female Director of the IoA, I have long supported efforts to ensure gender equity in the discipline and the Department. In 2000, I co-established the IoA Women's Forum to look strategically at the role of women and their progression. I have taken active steps to ensure that our staff recruitment strategies are transparent and equitable. I regularly attend Athena SWAN Self-Assessment Team (SAT) meetings and our Senior Management Team (SMT) has fully endorsed our 5-year action plan, believing gender equality to be fundamental to the health of the IoA and our discipline. I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation.

Our SAT analysis shows that we have a markedly divergent gender balance pathway that is biased towards females at undergraduate (75%), postgraduate taught (79%) and postgraduate research (68%). However, females are under-represented within our Academic Staff (35%). This pipeline mirrors UK Archaeology departments, but our profile is more exaggerated.

The Athena SWAN process has identified several urgent areas for improvement by 2026, which are recognised in our Action Plan:

- Increase proportion of male students at UG, PGT and PGR by 5%.
- Increase proportion of female Academic Staff to 40%.
- Improve career development support for Grade 7/8 Research and Teaching Staff and integrate them more fully into departmental culture
- Increase number of female staff at Grade 10 Professor (4 by 2026) via targeted coaching
- Foster a culture amongst senior staff of participating fully in EDI activities
- Review our Workload system and address any disparity of workloads
- Explore how to better recognise and reward the expertise of our Professional Service (PS) staff
- Ensure Covid-19 does not have long-term repercussions on the career progression of women and those with caring responsibilities.

The Action Plan will be progressed by our new Equality, Diversity and Inclusion (EDI) Committee, which reports directly to SMT and will hold termly 'Town Hall' meetings to ensure our community

is engaged. The EDI Chairs and staff supporting data analysis will be released from other activities to enable them to fulfil these tasks. I have also created a budget to pay students to undertake data analysis/organise intersectional focus-groups.

Since we committed to adopting the ten principles of the Charter, we have used survey and focus-group data to introduce new practices to address inequity, e.g. implementing an IoA Code of Conduct to prevent harassment and bullying, introducing gender-neutral toilets, mentoring of Research Staff and pro-actively appointing female staff to management roles.

I am proud of what our SAT Team has achieved, despite the challenges of Covid-19. I fully recognise there is more work required to accelerate our positive trajectory towards gender equity and that this will involve enhanced, comprehensive gender-based data collection.



Professor Sue Hamilton  
Director, UCL Institute of Archaeology  
[495 words]

## 2. Description of the department

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

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



*Figure 1: The UCL Institute of Archaeology in Gordon Square*

The UCL Institute of Archaeology (IoA) is a world-leading institution in the fields of archaeology, heritage, conservation and museum studies. In 2020, it was ranked 3<sup>rd</sup> worldwide in the QS World University Subject Rankings, 2<sup>nd</sup> nationally in the Guardian League Table and received 100% overall satisfaction rating in the 2020 National Student Survey (NSS).

Founded in 1937 as a centre for archaeological training, the IoA moved to its current purpose-built 7-floor premises in Gordon Square in 1958 (Figure 1). We are a very close-knit community of staff and students: our location is in a single building with well-equipped archaeological laboratories, library, museum gallery, archaeological collections, teaching rooms and common-rooms. The IoA joined UCL in 1986 and is one of nine departments in UCL's Faculty of Social and Historical Sciences (SHS) (Figure 2). We are located in the Bloomsbury Knowledge Quarter of UCL's Campus (Figure 3).

**Key to departments**

- Professional Services**
  - Human Resources
  - Legal Services
  - Finance and Business Affairs
  - Information Services Division
  - Estates
  - Professional Services Hub
- Offices of the Vice-Provosts (OVP)**
  - Advancement
  - Enterprise | Innovation & Enterprise
  - Health
  - Education and Student Affairs
  - International | Global Engagement
  - Research
- Departments within OVPs**
  - Communications and Marketing
  - Student and Registry Services
  - Culture
  - Careers
  - Library Services
- Departments within the Provost's Office**
  - Equality Diversity and Inclusion
  - Planning
- School of Life and Medical Sciences**
  - Faculty of Brain Sciences
  - Faculty of Medical Sciences
  - Faculty of Life Sciences
  - Faculty of Population Health Sciences
- School of the Built Environment, Engineering and Mathematical and Physical Sciences**
  - The Bartlett Faculty of the Built Environment
  - Faculty of Engineering Sciences
  - Faculty of Mathematics and Physical Sciences
- School of Laws, Arts, Humanities, and Social and Historical Sciences**
  - Faculty of Arts and Humanities
  - Faculty of Social and Historical Sciences
  - Faculty of Laws
- UCL Institute of Education**
- Wholly owned subsidiary companies (within OVP)**
  - UCLB
  - UCLC



Figure 2: Position of UCL IoA within the organizational structure of UCL and SHS

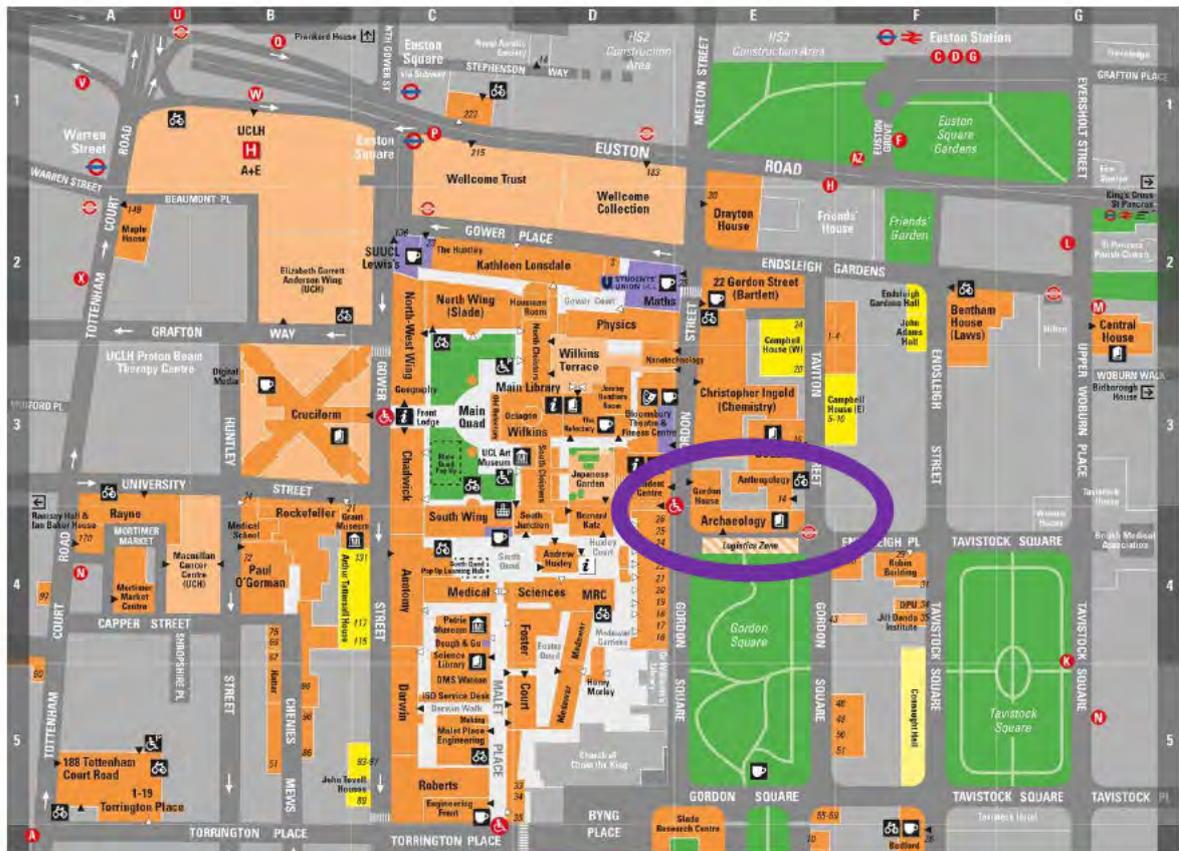


Figure 3: IoA (Archaeology)'s location on the Bloomsbury Campus

The IoA is led by the first female director in its history, herself an expert in gender archaeology. The Senior Management Team (SMT) (42%F) is made up of key post-holders, including two elected representatives from the 3 academic sections to which all Academic, Research and Teaching (ART) staff and postgraduate research (PGR) students belong (Figure 4). Figure 5 shows the organisational structure of Professional Services (PS) staff.

In 2019/20, SMT composition changed to reflect the IoA's new Strategic Operating Plan. This more formally integrates the Director of the commercial unit, Archaeology South-East (ASE) which has its own management structure, 2 separate premises and dedicated PS and technical staff. It also integrates a representative for the new UCL East campus, where new IoA staff will be housed from 2023. Both will be integrated going forward (Action 1.6).

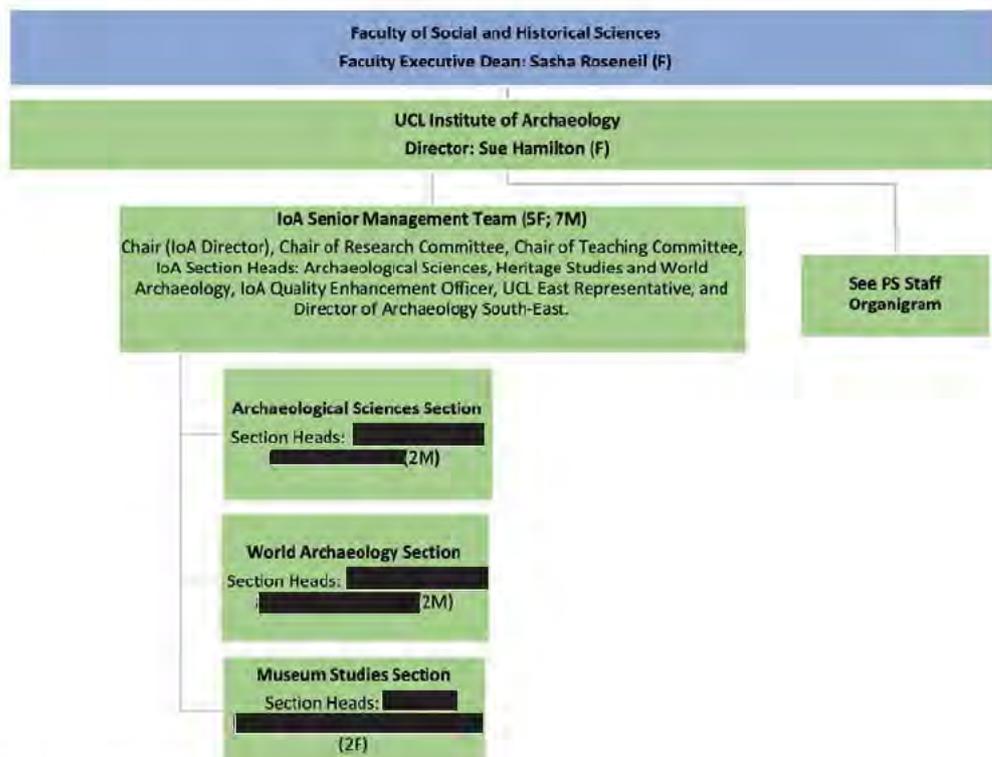


Figure 2: Organigram of IoA

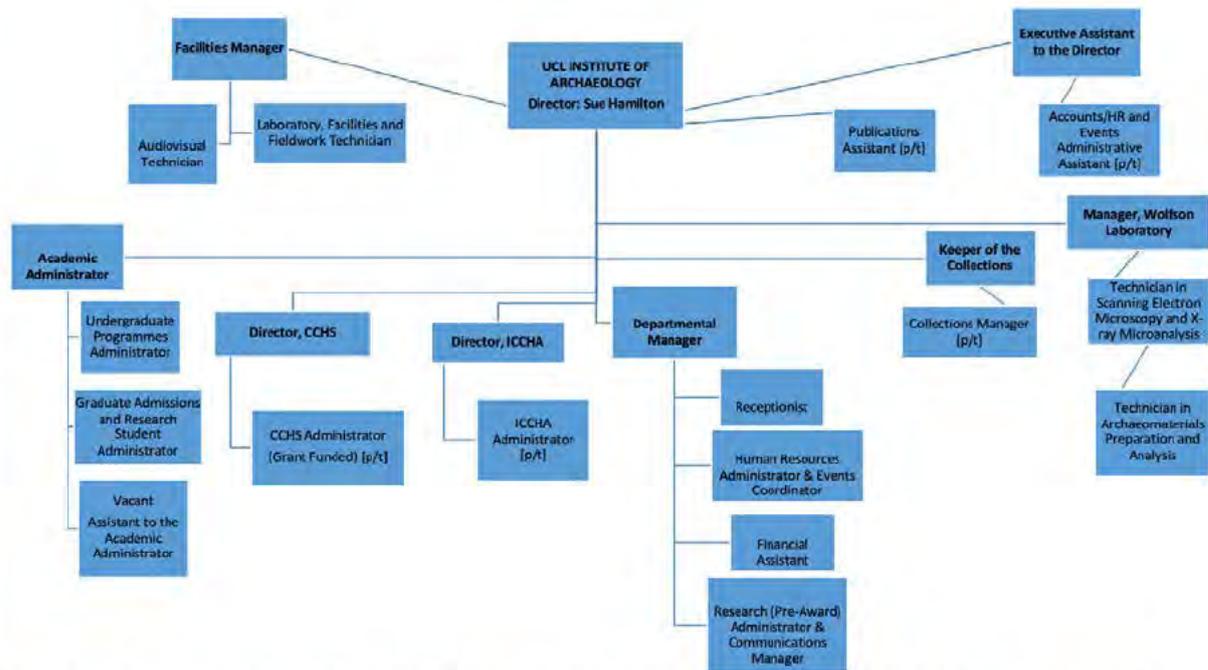


Figure 3: Organigram of IoA PS staff (CCHS = Centre for Critical Cultural Heritage Studies; ICCHA = International Centre for Chinese Heritage and Archaeology)

Category	Role	IoA 2019/20				HESA 2018			
		F	M	Total	%F	F	M	Total	%F
Students (2019/20)	UG	117	38	155	75%	1150	620	1770	65%
	PGT	197	49	246	80%	595	225	820	73%
	PGR	46	22	68	68%	320	235	555	58%
	<b>Total Student</b>	<b>360</b>	<b>109</b>	<b>469</b>	<b>77%</b>	<b>2065</b>	<b>1080</b>	<b>3145</b>	<b>66%</b>
Staff (2019/20)	Academic	17	31	48	35%	115	135	255	45%
	Research	9	11	20	45%	120	125	255	47%
	Teaching	4	3	7	57%	25	25	25	50%
	PS	14	3	17	82%	145	75	215	67%
	Technician	3	2	5	60%				
	<b>Total Staff</b>	<b>47</b>	<b>50</b>	<b>97</b>	<b>48%</b>	<b>405</b>	<b>360</b>	<b>750</b>	<b>54%</b>

Table 1: Student and Staff Headcount Numbers and Percentages 2019/20

The IoA offers 7 undergraduate (UG) degrees and 18 postgraduate (PGT) degrees. Our student body reflects our global reach with 469 students enrolled from 27 different countries in 2019/20. There is a gender imbalance of 75% female at UG level (155 students), which rises to 79% at PGT level (246 students) and drops to 68% at PGR level (68 students) (Table 1).

In October 2020, the IoA had 97 staff (48% female), however there is significant gender imbalance depending on contract type (Table 1). The IoA has 48 (35% female) Academic Staff (research and teaching), 17 PS staff (82% female) and 5 Technicians (60% female) on permanent open-ended contracts as well as 20 Research Staff (45% female), and 7 Teaching Staff (40% female) who are largely on grant-funded fixed-term contracts.

The gender imbalance of the IoA community has long been a matter of concern. The IoA has a majority female student body (77%F), 11% higher than sector average (66%F HESA). This is reversed at Academic Staff where females are the minority (35%F), 10% lower than sector average

(45%F HESA). There are also decreasing ratios of female Academic Staff in higher grades, such that only 2 of 17 (12%) Professors are female, significantly below UCL's average (29%F Professors). A key objective of the Athena SWAN process was therefore to address this gender disparity as well as identifying other issues that may affect gender equity.

[500 words]

<b>Action 1.6</b>	Include Archaeology South-East and UCL East in monitoring, data collection and data analysis going forward
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### 3. The self-assessment process

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

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team;

In 2000, IoA established a Women’s Forum to monitor gender imbalance in the student and staff body; increase female representation on IoA decision-making committees, increase female visibility in the IoA and address broader issues of inequity. In 2016, the HoD and SMT supported its proposal to form a self-assessment team (SAT) and apply for a Bronze Award.

The SAT was open to all staff and students; it currently has 14 volunteer members from academic and professional support staff, at all levels of seniority, and stages of the student body (Table 2). There are members who work full-time or part-time, as well as with flexible working arrangements. Most staff on the SAT have or have had caring responsibilities while at UCL, whether children or vulnerable or elderly dependents. The SAT Leads report to the Head of Department (HoD) (F, herself a SAT member) which provides a direct link to SMT, ensuring SAT recommendations are implemented. We recognise that females are significantly over-represented (79% overall) on the SAT due to an imbalance of those volunteering involvement (with Covid-19 preventing a re-balancing of the SAT last year). The over-representation of female staff in the SAT and other EDI activities is addressed in our Action Plan (Action 1.3).

Job Title/ Role	Name	Sat role	Experience
Academic Staff - ART (4F; 3M)			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
PS Staff (3F; 0M)			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Students (4F; 0M)			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Overall</b>			<b>11F; 3M</b>

Table 2: The SAT membership in 2019-21

(ii) [an account of the self-assessment process;](#)

This is the first time we have applied for Athena SWAN (AS) accreditation. Our Bronze submission has been a 5-year process. There have been at least 4 SAT meetings per year; communication between times is by email, and SAT members meet in smaller working groups focused on specific elements of data-collection and analysis. There has been wide engagement from staff and students alike and AS data and Action Points have been presented and discussed at all key Staff and Student Committees, as well as in focus groups (Table 3; Figure 6). One SAT Lead participates in UCL-wide AS mock panels and this application has been reviewed by UCL’s internal mock panel.

We had intended to submit our application in April 2020, however industrial action in the autumn and spring terms meant that we were unable to run our scheduled focus groups and town-halls (rescheduled in Autumn 2020). We therefore updated our data analysis to include the 2019-20 year and present four years of staff and student data (2016-20). Given our staff pipeline challenges, we present 7 years of department-held data for staff recruitment and promotion.

The final data analysis was conducted during Covid-19 and the national lockdowns in 2020-21, a challenging period for staff and students alike.

[REDACTED] (Action 1.1). We wish to acknowledge this fully. Due to Covid-19, it has not always been possible to access full, reliable data due to UCL closure, nor was it possible to conduct our planned bi-annual EDI survey. However, our analysis of gender equity has been enhanced by strong consultation and discussion within the IoA community throughout the year (Table 3). The Action Plan (AP) reflects our commitment to address inequality at the IoA and to positively impact structural and cultural change.

Year	Consultation and Engagement Activities
Spring 2016	Launch of IoA Athena SWAN process at International Women’s Day event (‘Lightning Talks’ by staff and students on gender equity issues).
Spring 2017	SAT presented preliminary staff/student data to Research Committee for discussion
Spring 2018	Athena SWAN surveys undertaken of IoA ART staff, professional services staff, and students. (Survey questions adapted from UCL Athena SWAN templates, tailored to IoA )
Spring 2018	SAT presented preliminary data and survey results to SMT and discussion of action points
Spring 2018	Staff-student focus groups on gender inequality in the IoA on International Women’s Day, to brainstorm action points (Figure 6).
Spring 2019	SAT data and action points discussed at Staff-Student Consultative Committee and Teaching Committee.

<b>2019 -2020</b>	<i>Planned presentations, focus groups and town-halls cancelled due to UCU industrial action and Covid-19 lockdown and mitigation.</i>
<b>Autumn 2020</b>	Presentations, focus-groups and town-halls held online to discuss action plan.
<b>Spring 2021</b>	Application and action plan presented to SMT and all staff and student committees for final discussion.

*Table 3: Staff and Student Engagement consultation between 2016-21.*



*Figure 6: Students and staff debating the action plan in Spring 2018 for International Women's Day*

This submission draws on trends and comments from:

**UCL's Bi-annual Staff Survey (The results were not disaggregated by gender)**

- 2013: 57% response rate (69 of 122).
- 2015: 35% response rate (48 of 138).
- 2017: 38% response rate (48 of 127).
- No survey took place in 2019 due to industrial action or in 2020 due to Covid-19.

**IoA Survey 2018**

- "Staff Survey": 56 responses (31F; 23M, 2 undeclared)
- "Student Survey": 103 responses (87F, 16M)

**Benchmarking Data**

- 'HESA' = HESA 2018 Archaeology benchmarking student and staff data from Russell Group Universities
- 'UCL Benchmark' = UCL 2019/20 staff data for benchmarking by grades (HESA data is incomparable with UCL staffing data; **Action 1.4**)

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

Moving forward, we wish to take an intersectional approach as students and staff may have multiple traits that impact on their progression (**Action 1.5**). Therefore, we will not be called the SAT, but have extended our remit as a new departmental EDI (Equality, Diversity and Inclusion) Committee established in January 2021 identifying and addressing key student and staff EDI issues including but not restricted to gender, race, ethnicity, disability and sexual identity. After submission, this Committee will take forward the IoA's Athena SWAN Action Plan as a key element in its strategy to diversify the student and staff body, improve representation of minority groups and to ensure an inclusive department (**Action 1.2**). It will meet termly (3 x year); its remit will include monitoring the SAT Action Plan on an annual basis, organising termly 'town halls' (3 x year) and conducting a bi-annual Staff and Student Survey (autumn 2021, 2023, 2025) and data analysis (**Action 1.7**). We will update progress on the EDI webpage on the Departmental website established in summer 2020 (**Action 1.10**).

The EDI Committee is a joint staff-student Committee co-chaired by the incoming SAT Leads (male professor and female PS) with representatives from the student body, staff and SMT (**Figure 7**). It includes a representative from Archaeology South-East to collate data which will be integrated into the next application (**Action 1.6**). The Committee reports to SMT and is a standing item on the termly agendas of Staff Meeting, Research and Teaching Committees, and Staff-Student Consultative Committee (**Figure 8**).

While the staff members of the Committee are primarily female (63%F), this already represents an improvement from the SAT (78%F); we aim for 50:50 F:M by 2026 and representation of different protected characteristics (**Action 1.3**). The SAT Leads will be given realistic workload scores to ensure that they are able to fulfil these tasks and data analysis and focus groups will be supported by the IoA Quality Enhancement Officer and paid student assistants (**Action 1.1**)

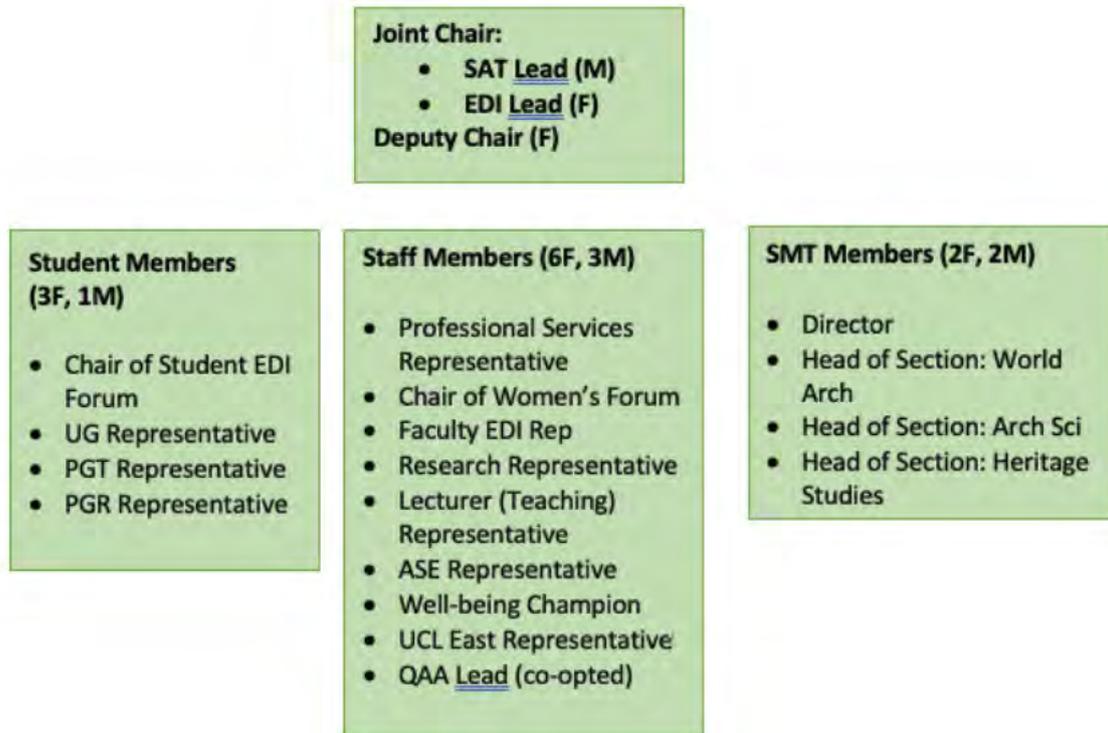


Figure 7: Composition of new EDI Committee which takes responsibility for implementing and monitoring the Action Plan

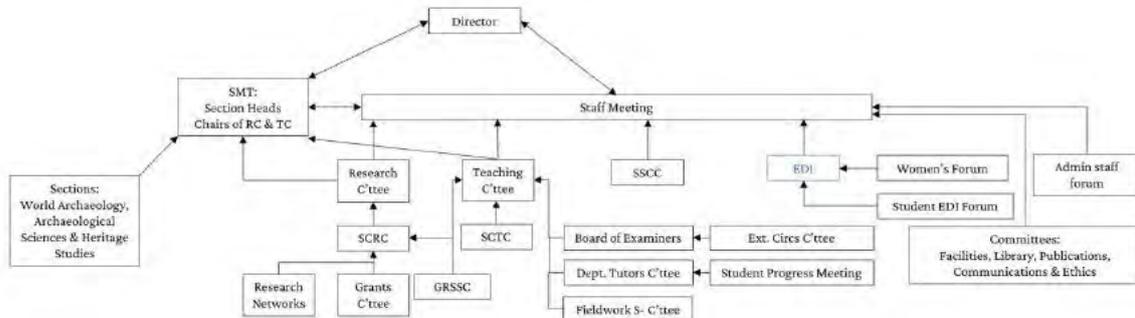


Figure 8: Reporting Structure of the IoA with the new EDI Committee. SCRC = Standing Committee of Research Committee; SCTC = Standing Committee of Teaching Committee, SSCC = Staff-Student Consultative Committee; GRSSC = Graduate Research Student Sub-Committee.

[1093 words]

<b>Action 1.1</b>	We are committed to adequately resourcing AS initiatives at IoA by reducing workloads of SAT-Leads and those supporting the data collection and monitoring
<b>Action 1.2</b>	Promote an intersectional approach to gender equity, and ensuring embed EDI issues formally within departmental structures

<b>Action 1.3</b>	Encourage and ensure diversity of EDI Committee membership by increasing male representation and representation of all protected characteristics on the EDI Committee.
<b>Action 1.4</b>	To achieve benchmarking of IoA within Sector with other UK Archaeology Departments, and more relevant benchmarking within UCL, within our Faculty
<b>Action 1.5</b>	Take an intersectional approach to UCL-provided data on students and staffing, focusing on student and staff pipeline, recruitment and promotion.
<b>Action 1.6</b>	Include ASE and UCL East staff in monitoring, data collection and data analysis going forward
<b>Action 1.7</b>	Conduct bi-annual IoA Staff and Student survey on EDI issues, comparing results over time
<b>Action 1.8</b>	All future staff and student surveys to include questions on protected characteristics
<b>Action 1.10</b>	Maintain and update IoA EDI pages on IoA website to provide accessible overview of departmental EDI contacts, UCL and departmental policies and progress.

## 4. A picture of the department

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

### 4.1 Student data

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

n/a

(ii) Numbers of undergraduate students by gender.

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

#### UG Summary

- 75% female current cohort
- higher female representation (75%) than HESA average (65%)
- majority female applications and acceptances
- possible difference in male and female degree attainment

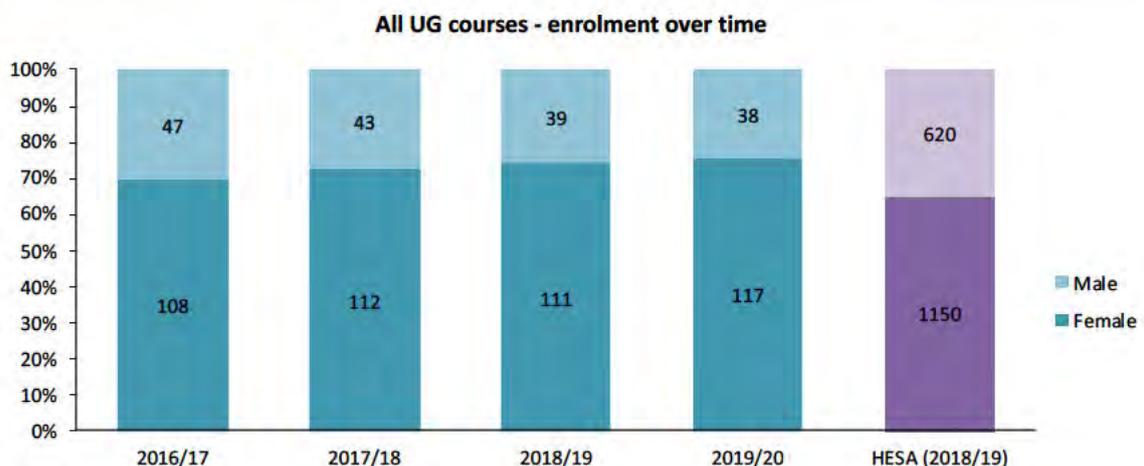


Figure 9: Undergraduate numbers with breakdown by gender for academic years 2016/17-2019/20 with comparison to HESA 2018 data

IoA offers full-time 3 or 4-year UG degrees. 75% female undergraduates were enrolled in 2019/20 (117F:38M), which is significantly higher than the 65% HESA average (Figure 9). During the assessment period, the overall proportion of female undergraduates has slightly risen whilst our total undergraduate population has reduced by 10%, reflecting an overall downward trend in UK archaeology. Variation is seen between degree routes (Figure 10), for example, BSc Archaeology has a higher proportion of male students in some years, but cohort sizes are small.

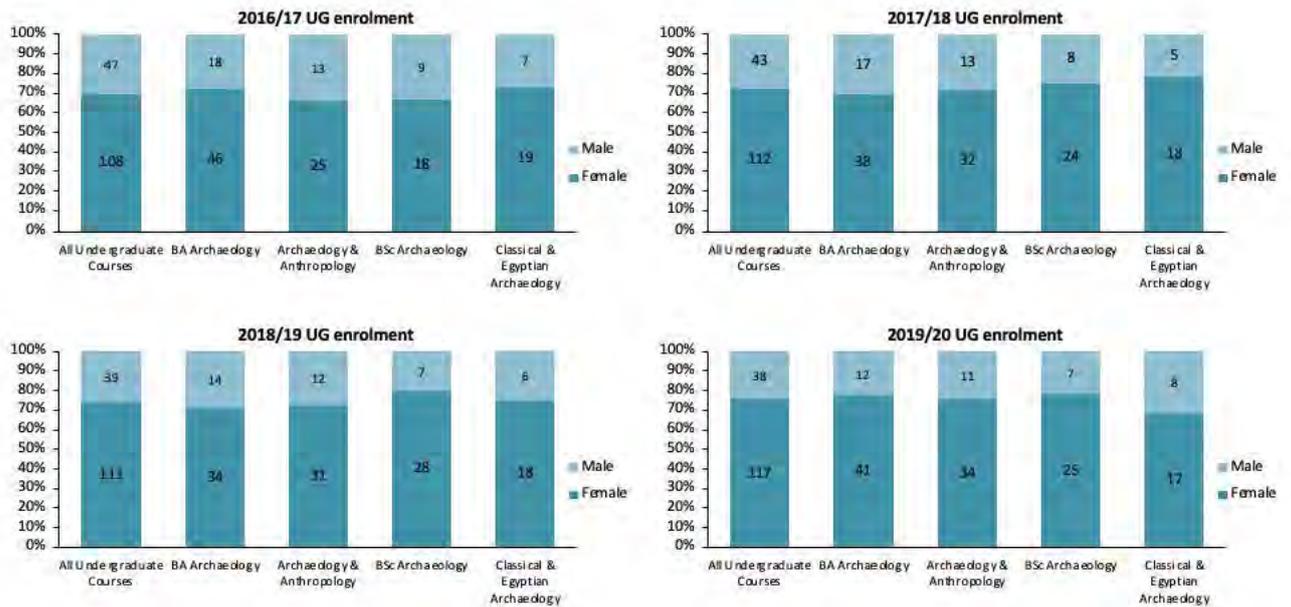


Figure 10: UG Enrolment by Programme and gender for academic years 2015-16 to 2019-20. Smaller cohorts were combined: BA Archaeology includes BA with a Year Abroad and BA Archaeology with a Placement Year; BA Classical Archaeology & Classical Civilization and BA Egyptian Archaeology are grouped together.

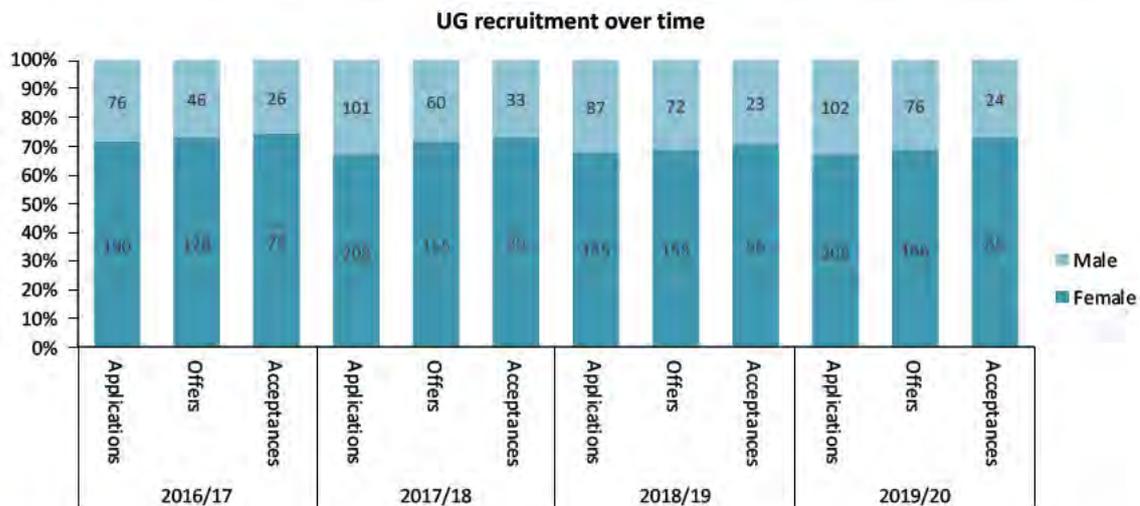


Figure 11: UG recruitment between 2016/17 and 2019/20

Between 2016/17-2017/18, female applicants were slightly more likely than males to be offered a place, but following the removal of admissions interviews in 2018/19, females and males are equally likely to be offered places which is very positive (Figure 11). In all years, females are slightly more likely to accept an offer than males. The higher proportion of UG female students than HESA average reflects the high proportion of female applications to study at the IoA. We need to understand why males do not apply to the IoA in similar proportions to other Archaeology departments; we aim to attract more male applicants with a view to achieving UG student gender parity (Action 2.1, Action 2.2, Action 2.3).

Gender appears to influence student attainment, though there is significant annual variation. Table 4 shows percentages of students achieving particular degree classes in a given year and suggests that male students are more likely to be awarded a First than female students. All marking is blind

(and fully blind second-marked), though final-year dissertations are marked by the relevant supervisor. This will be monitored and investigated further (Action 2.4).

Year	2016/17		2017/18		2018/19		2019/20		Average 2016-20	
Gender	F	M	F	M	F	M	F	M	F	M
First	18% (8)	41% (7)	31% (11)	43% (6)	39% (15)	36% (5)	33% (8)	25% (2)	30% (42)	38% (20)
2:1	82% (37)	59% (10)	66% (23)	57% (8)	55% (21)	64% (9)	58% (14)	50% (4)	67% (95)	58% (31)
Other	0% (0)	0% (0)	3% (1)	0% (0)	5% (2)	0%	8% (2)	25% (2)	4% (5)	4% (2)
Totals	45	17	35	14	38	14	24	8	142	53

Table 4: Undergraduate attainment by gender. The percentage of female and male students achieving First and 2:1 degrees are tabulated (raw numbers in parentheses) for each year. The final column shows the percentage of total females (or males) attaining each classification averaged over the four years.

The IoA also offers a full- or part-time 9-month Graduate Diploma considered a 9 month 'conversion course' for students who have a first degree in another subject; these are typically mature students who aim to do a PGT archaeology degree (Table 5). The Diploma has markedly lower proportions of female students (61%F over 4 years) than UG degrees and is closer to the HESA average (65%F). While numbers are small, there are significantly higher proportions of part-time male students (68%M) than part-time female students (27%F). Attainment is currently not recorded by UCL student snapshot data, because it is not, strictly speaking, a degree; we intend to collect and monitor this data internally (Action 2.4)

Gender	FT/ PT	2016/17	2017/18	2018/19	2019/20	Total (2016-20)	% by gender
Female	Part-Time	3	1	1	3	8	27%
	Full-time	8	5	6	3	22	73%
	Total	11	6	7	6	30	61%
Male	Part-Time	2	2	6	3	13	68%
	Full-Time	2	2	2	0	6	22%
	Total	4	4	8	3	19	39%
All	Total	15	10	15	9	49	

Table 5: Full-time and part-time enrolment on the Graduate Diploma in Archaeology by gender between 2016-/17-2019/20

Action 2.1	Conduct research to understand low application rates from male candidates.
Action 2.3	Redress gender imbalance at UG, PGT and PGR through gender aware recruitment and marketing strategies
Action 2.4	Monitor UG student attainment by gender to assess whether female/ male attainment trends are outside expected variation and collect data on student attainment by gender on the Graduate Diploma.

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

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

**PGT Summary**

- 80% female current cohort
- higher female representation (80%) than HESA average (73%)
- majority female applications and acceptances
- higher number of females on heritage/bioarchaeology programmes in line with national picture
- no significant difference in male/ female attainment

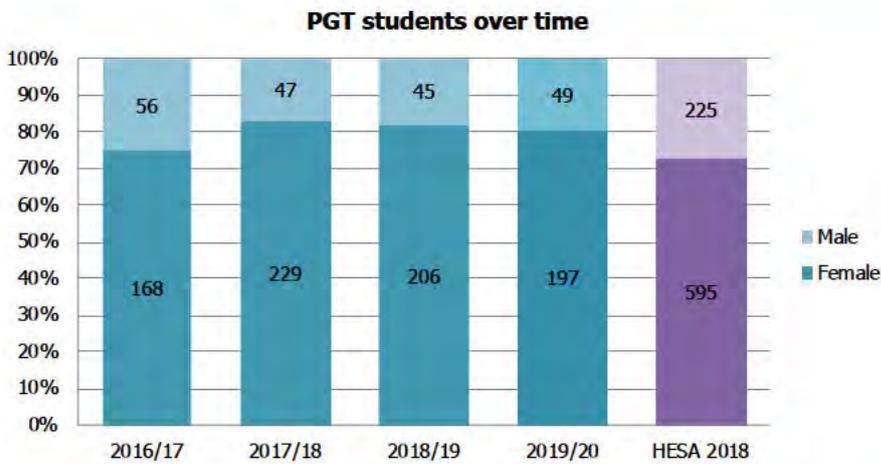


Figure 12: Enrolment of PGT students between 2016/17 and 2019/20 with comparison to HESA 2018 data

IoA offers 12 MA and 6 MSc full-time/part-time degrees. We are the largest national recruiter of PGT students; in 2018, 31% (251/820) of UK PGT students were enrolled at the IoA. In 2019-20, 80% of female PGTs (197F:49M) were enrolled, higher than the HESA 2018 average of 73% (Figure 12). This proportion of roughly 4 females for 1 male has remained constant over the past decade.

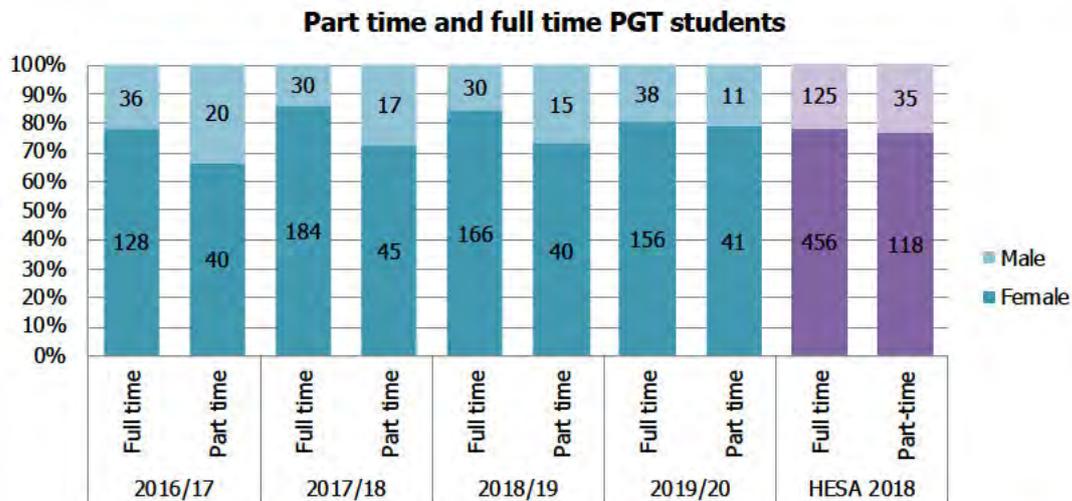


Figure 13: Graph showing full-time and part-time PGT students by gender between 2016/17 and 2019/20, with comparison to HESA 2018 data

Our degrees allow students to study flexibly: part-time students make up roughly one quarter of PGTs (Figure 13). There is a slightly higher proportion of part-time males between 2016/17 - 2018/19, a trend continued from the Graduate Diploma.

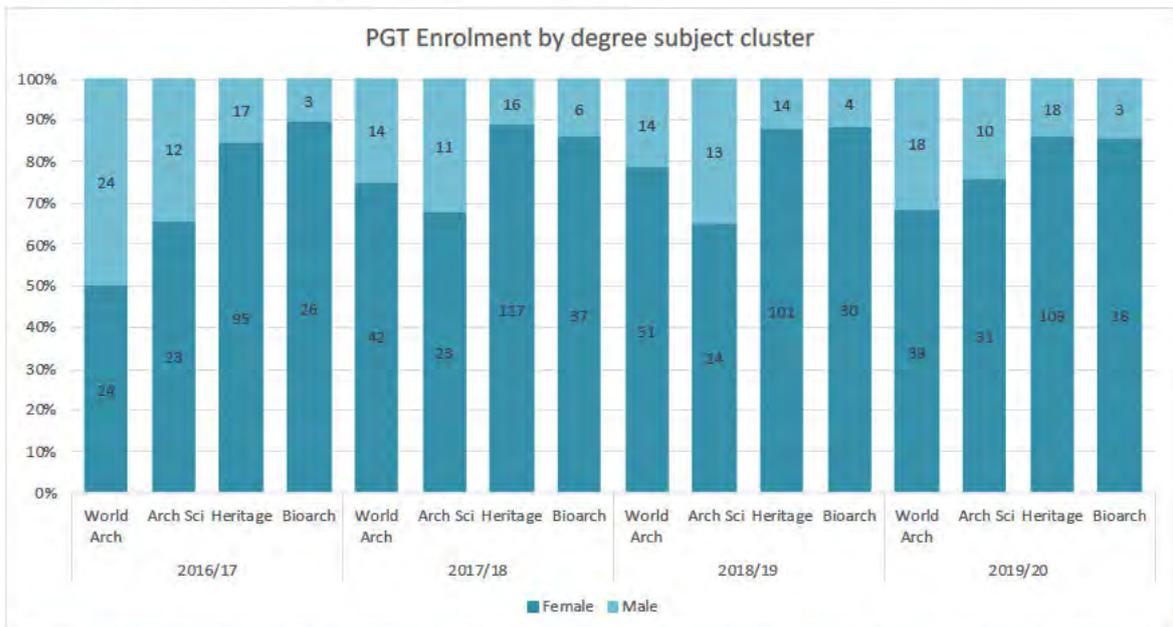


Figure 14: Graph showing PGT enrolment by gender and degree subject cluster (World Arch =World Archaeology; Arch Sci =Archaeological Sciences; Heritage; Bioarch = Bioarchaeology) between 2016/17 and 2019/20.

We have identified significant gender variation between degree subject clusters (Figure 14). High-recruiting Heritage and Bioarchaeology degrees consistently see very high proportions of females enrolled (85-90%). World Archaeology and Archaeological Sciences have lower proportions of females (50-78%), however, there is a significant increase in female representation in the past two years.



Figure 15: Graph showing recruitment (application, offer, acceptance) by gender between 2016/17 and 2019/20.

The higher than sector average of female PGT students is a straightforward reflection of those who apply to study at the IoA (Figure 15). Offer and acceptance rates are broadly consistent between genders over time. While we wish to increase male representation at PGT level (Action 2.1, Action 2.3), we feel this is a strength and will continue to monitor data to ensure that this trend is maintained.

Year	2016/17		2017/18		2018/19		2019/20		4-year Average	
Gender	F	M	F	M	F	M	F	M	F	M
Distinction	42.4% (70)	28.1% (9)	42.7% (56)	36.2% (17)	41.4% (77)	29.4% (10)	42.3% (66)	59.5% (22)	43.1%	38.7%
Merit	51.5% (85)	65.6% (21)	48.9% (64)	51.1% (24)	47.3% (88)	55.9% (19)	51.9% (81)	32.4% (12)	48.9%	50.7%
Pass	6.1% (10)	6.3% (2)	8.4% (11)	12.8% (6)	11.3% (21)	14.7% (5)	5.8% (9)	8.1% (3)	8.0%	10.7%
<b>Totals</b>	165	32	131	47	186	34	156	37	675	150

Table 6: PGT attainment by gender. The percentage of female and male PGT students achieving degree classifications are tabulated (raw numbers in parentheses) for each year. The final column shows the percentage of total females and males attaining each classification averaged over the four years.

Females are slightly more likely (43.1%) to achieve a distinction than males (38.7%) (Table 6); this warrants further investigation to determine whether this reflects attainment differences between different degree cluster pathways (Action 2.6).

FT/PT status		Full-Time		Part-Time		Total	
Year	Gender	F	M	F	M	F	M
2016/17	Intake	123	35	24	9	147	44
	Completion	118	35	20	8	138	43
	% Complete	96%	100%	83%	89%	94%	98%
2017/18	Intake	172	30	20	9	192	39
	Completion	163	28	14	6	177	34
	% Complete	95%	93%	70%	67%	92%	87%
2018/19	Intake	159	30	22	8	181	38
	Completion	132	28	*	*	132	28
	% Complete	83%	93%	*	*	73%	74%

Table 7: PGT Full-Time and Part-Time Completion rates by gender between 2016-17 and 2018-19. The latest year of data (2019/20) is not yet available \*= No data.

PGT completion rates fluctuate by gender annually, but broadly there seems to be no gender imbalance (Table 7) However, part-time students are less likely to complete their degrees than full-time students, and we will continue to monitor this and develop support mechanisms (Action 2.7).

<b>Action 2.1</b>	Conduct research to understand low application rates from male candidates.
<b>Action 2.3</b>	Redress gender imbalance at UG, PGT and PGR through gender aware recruitment and marketing strategies
<b>Action 2.6</b>	Monitor PGT student attainment by gender to assess whether attainment trends vary between different degree clusters.
<b>Action 2.7</b>	Monitor data on PGT completion rates by full-time and part-time status, and gender.

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

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

**PGR data**

- 68% female current PGR cohort, increasing female representation in past 2 years
- higher female representation (68%) than HESA average (57%)
- higher proportion of female part-time students (69%) than HESA average (54%F)
- majority female applications and acceptances
- no clear gender patterning in part-time study
- females take longer to submit PhD and have lower completion rates

**PGR students over time**

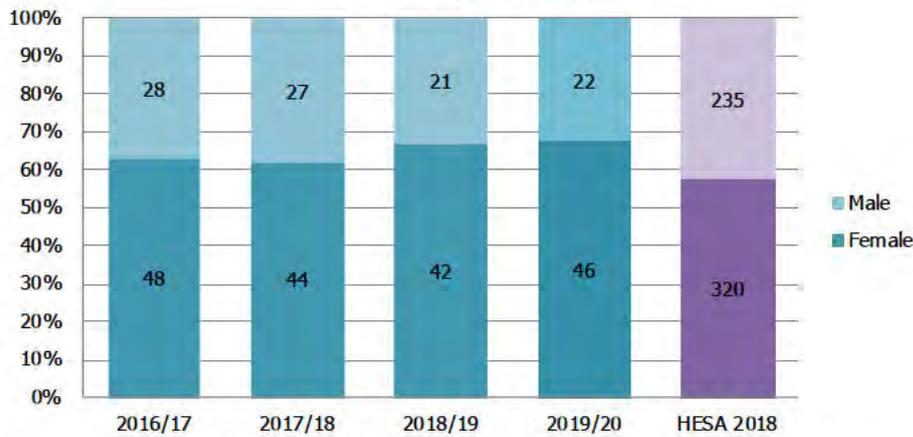


Figure 16: PGR Enrolment by gender for academic years 2016/17 to 2019/20, with comparison to HESA 2018 data.

IoA is the joint highest recruiter of PGR students nationally; in 2019/20 68% female PGRs were enrolled, which is higher than the HESA average (58%F) but a significant drop from UG and PGT at the IoA (Figure 16). There is a rise in the representation of female PGRs from 63% to 68% in the assessment period. While this is a positive step which reduces the loss of females from the pipeline, our aim is for gender parity at PGR (Action 2.1; 2.3).

**Part time and full time PGR students**

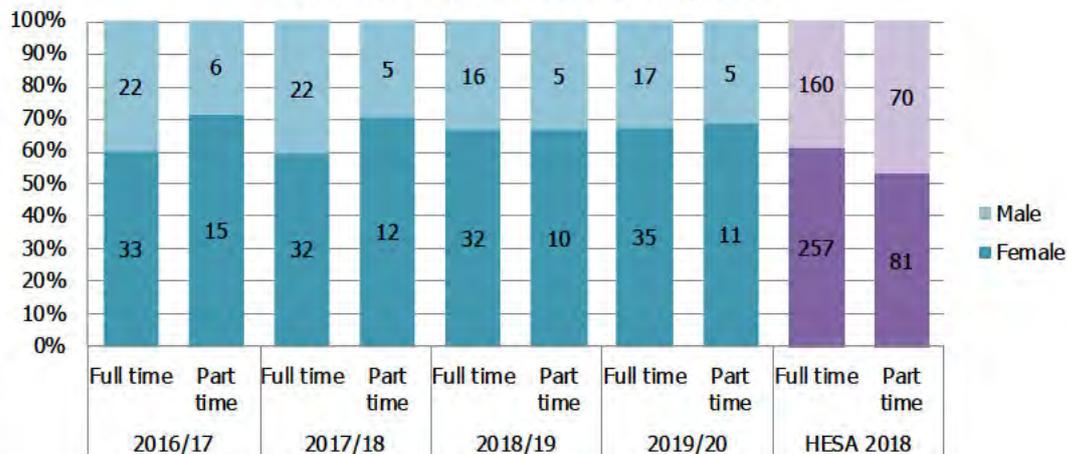


Figure 17: Full-time and part-time PGR student enrolment from 2016/17 - 2019/20.

Consistently, more females (67-71%) than males register for part-time degrees than the HESA average (54%F), (Figure 17). This recognises the support we offer for flexible PGR study, and note the positive shift from 2018/19 when female and male students begin to register for part-time degrees in roughly equivalent proportions to those studying full-time.



Figure 18: PGR recruitment (applicants, offers and acceptances) by gender between 2016/17 and 2019/20. The final column shows the average over the period.

Applications from female students have risen significantly in the assessment period from 58% to 75% (Figure 18) There is inter-annual variation, but overall the number of offers and accepts reflect those applying and is broadly consistent between genders.

FT/PT status		Full-Time		Part-Time		Total	
Year	Gender	F	M	F	M	F	M
2011/12	Intake	7	10	1	3	8	13
	Submitted	6	7		1	6	8
	% Submitted	86%	70%	0%	33%	75%	62%
2012/13	Intake	13	7	4	0	17	7
	Submitted	10	7	2	0	12	7
	% Submitted	77%	100%	50%		71%	100%
2013/14	Intake	11	5	3	2	14	7
	Submitted	9	3	1	0	10	3
	% Submitted	82%	60%	33%	0%	71%	43%
2014/15	Intake	10	10	2	2	12	12
	Submitted	6	6	1	0	7	6
	% Submitted	60%	60%	50%	0%	58%	50%
2015/16	Intake	13	7	3	1	16	8
	Submitted	4	4	1	*	5	4
	% Submitted	31%	57%	*	*	31%	50%
	Intake	54	39	13	8	67	47

<b>TOTAL</b>	<b>Submitted</b>	<b>35</b>	<b>27</b>	<b>5</b>	<b>1</b>	<b>40</b>	<b>28</b>
2011/12-2015/16	<b>% Submitted</b>	<b>65</b>	<b>69</b>	<b>39</b>	<b>13</b>	<b>60%</b>	<b>60%</b>

Table 8: Submission rates for PGR students enrolled between 2011/12 and 2015/16; more recent data is not available.

Female and male full-time students submitted PhDs in roughly similar proportions (65%F; 69%M); however part-time students have a significantly lower submission rate (30%F; 13%M) which we need to monitor (Table 8; (Action 2.8).

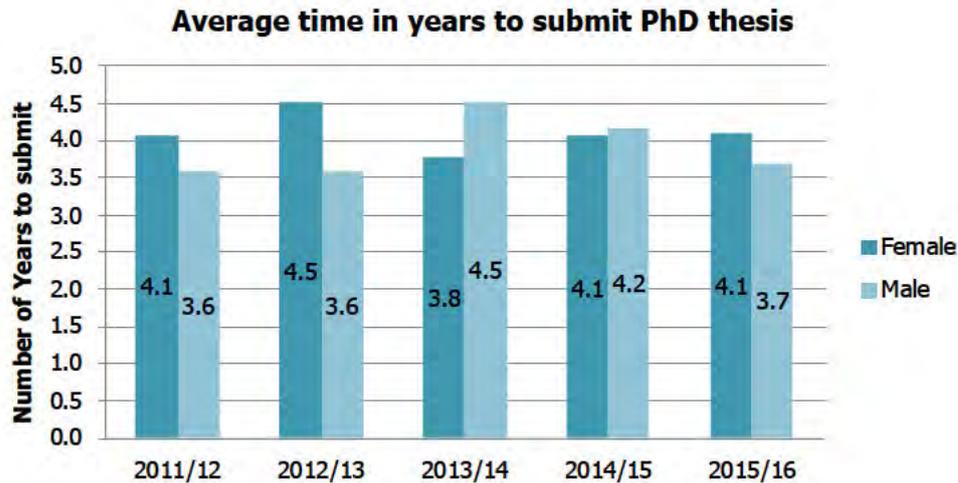


Figure 19: Average time in years to submit PhD by gender for full-time students enrolled between 2011/12 and 2015/16

Female full-time PGRs take longer than males to submit a PhD (Figure 19); they are more likely to take interruptions or request extensions, normally reflecting difficult personal circumstances. We need to understand these trends more thoroughly, including for part-time students (Action 2.8).

<b>Action 2.1</b>	Conduct research to understand low application rates from male candidates.
<b>Action 2.3</b>	Redress gender imbalance at UG, PGT and PGR through gender aware recruitment and marketing strategies
<b>Action 2.8</b>	Explore reasons for longer female PGR submission times, and lower submission rates for both male and female part time students, with emphasis on mitigating circumstances and the Covid-19 pandemic.

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

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

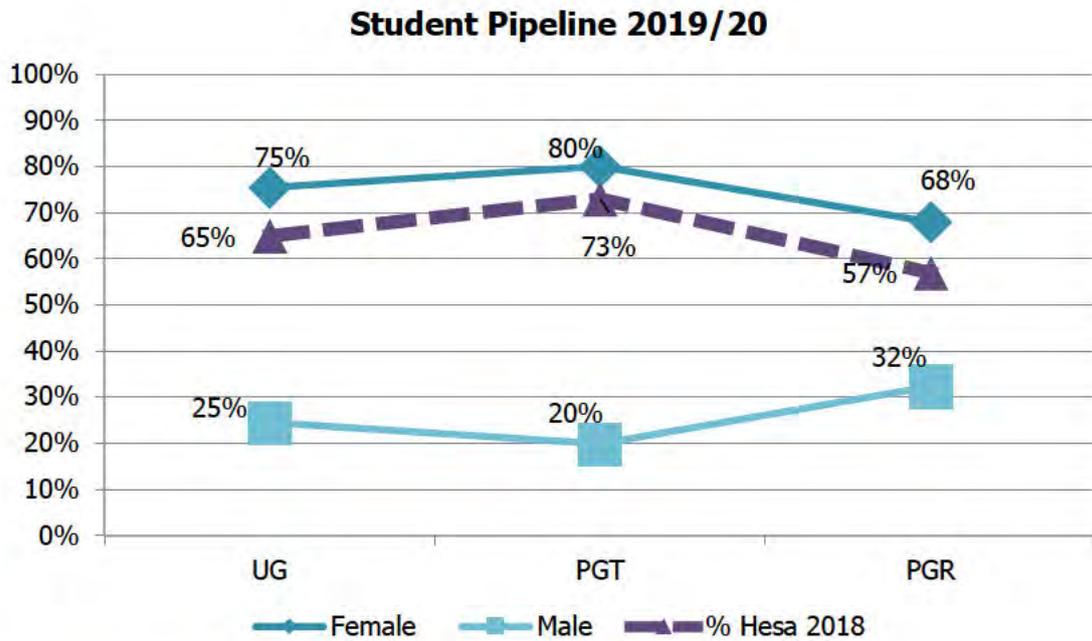


Figure 20: Student pipeline from UG to PGR in 2019/20 in relation to the sector benchmark

The pipeline from UG to PGR study reflects our strong female recruitment at every level (Figure 20) which seems to be increasing at both UG and PGR level in recent years. At PGT level there is higher female representation at the IoA (80%) and in the sector (73%F HESA 2018) than at other levels, which reflects the high number of female students on specialist PGT degrees with a vocational focus (heritage, conservation and museum studies). At PGR level (68%F), there is a swing towards males although this has lessened in recent years. It will be interesting to see whether the proportion of female PGR students continues to rise (and so reflect the ratio for taught students). While sector-wide archaeology attracts more female than male students, the IoA recruits ca. 7-11% more females than the HESA average at each stage. We have proposed a suite of actions, including conducting research refreshing to understand why males are less likely to apply to the IoA (Action 2.1), appointing a Widening Participation Tutor (Action 2.2) and refreshing recruitment materials (Action 2.1, Action 2.2, Action 2.3).

[1199 words]

Action 2.1	Conduct research to understand low application rates from male candidates.
Action 2.2	Create new role of Widening Participation Tutor to lead engagement activities aimed at diversifying student body
Action 2.3	Redress gender imbalance at UG, PGT and PGR through gender aware recruitment and marketing strategies
Action 2.4	Monitor UG student attainment by gender to assess whether female/ male attainment trends are outside expected variation and collect data on student attainment by gender on the Graduate Diploma.

<b>Action 2.6</b>	Monitor PGT student attainment by gender to assess whether attainment trends vary between different degree clusters.
<b>Action 2.7</b>	Monitor data on PGT completion rates by full-time and part-time status, and gender

## 4.2 Academic and research staff data

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

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

### Summary of data

- leaky pipeline from (G7/G8) Research posts to open-ended permanent Academic posts and senior positions
- Research (45% female) and Teaching (55%F) Staff typically at lower grades (G7/G8) less stable contracts
- minority of females (35%) Academic Staff, especially at higher grades (12% female G10) which is below UCL benchmark (29%F G10)

UCL Grade	SWAN category	UCL Academic, Research and Teaching (ART) roles
G10	6	Professor / Professorial Research Fellow / Professor Teaching
G9	4/5	Senior Lecturer/ Reader (2013-2017) / Associate Professor (from 2018)/ Principal Research Fellow / Associate Professor (Teaching)
G8	3	Lecturer B/ Senior Research Fellow / Lecturer (Teaching)
G7	2	Lecturer A (prior to 2019)/ Research Fellow/ Associate Lecturer (Teaching)
G6	1	Research Assistant

Table 9: Equivalence of UCL grades, SWAN category and UCL job titles for ART staff.

In 2017, UCL introduced a new Academic Career Framework; G9 Senior Lecturer and Reader title were renamed as G9 Associate Professor (Table 9). Staff were allowed to retain their original title if they chose.

The Career Framework comprises 3 principal tracks (ART): **Academic** (research and teaching positions), **Research** only, and **Teaching** only (Figure 21). Individuals lie within one of these tracks depending on their core activities. We present staff data using UCL grades and by headcount.

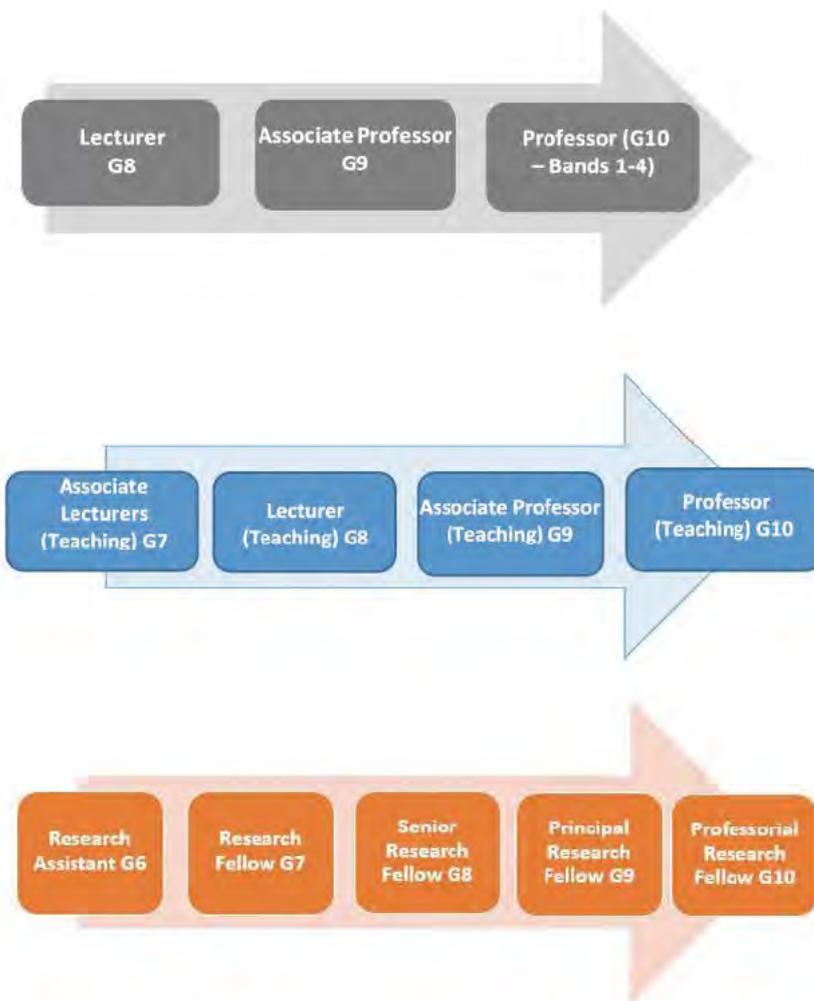


Figure 21: UCL Academic Career Framework, by grade showing A, R, T tracks

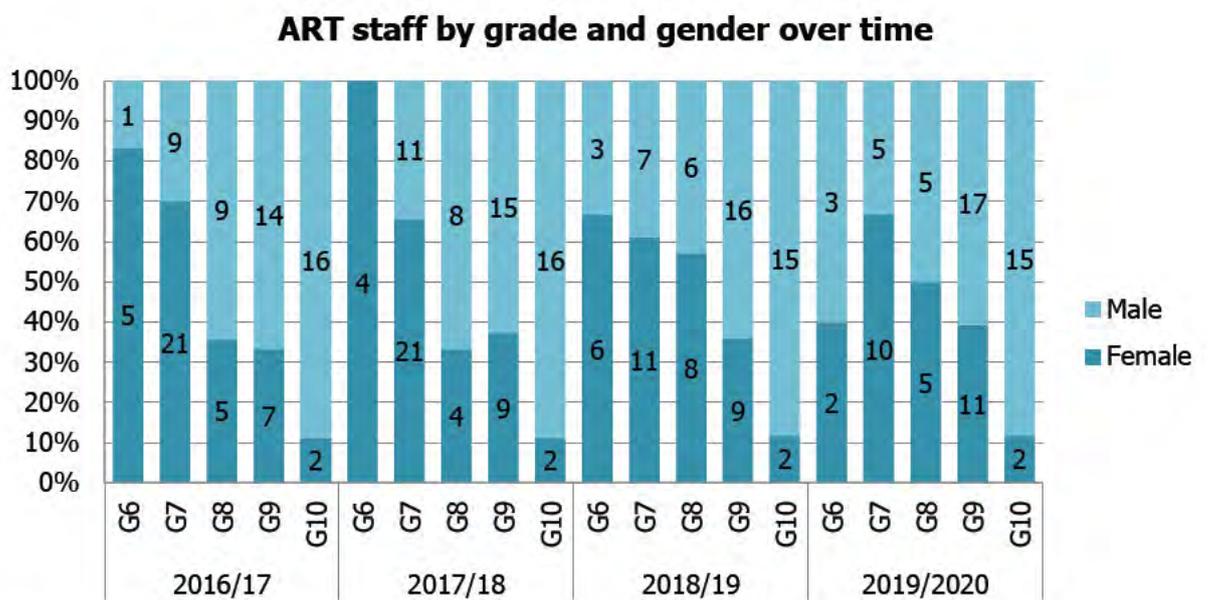


Figure 22: IoA ART staff by grade and gender over time.

Our current departmental profile by grade and gender also shows significant imbalance over time (Figure 22). Our overall profile has females in the lowest grades, and male staff in higher grades; with few female staff at Grades 9 and 10. This reflects a long-term departmental pattern, and IoA recognises the urgent need to address the leaky 'pipeline' (Action 3.7)

	Role	IoA Data				HESA 2018 Data			
		F	M	total	%F	F	M	total	%F
Staff (2019/20)	Academic	17	31	48	35%	115	135	255	45%
	Research	9	11	20	45%	120	125	255	47%
	Teaching	4	3	7	57%	25	25	25	50%
	<b>Total Staff</b>	<b>47</b>	<b>50</b>	<b>97</b>	<b>48%</b>	<b>405</b>	<b>360</b>	<b>750</b>	<b>54%</b>

Table 10: IoA ART staff profile in 2019-20 by gender and track, in comparison to HESA 2018 data.

In 2019/20, the IoA has 48 Academic Staff (35%F); 20 Research Staff (46%F) and 7 Teaching Staff (57%F) (Table 10). Our Academic Staff have lower female proportions than the HESA average (45%) and males outnumber females 2:1; this has remained consistent throughout the assessment period. Our Research and Teaching Staff are more in line with the HESA picture, though numbers fluctuate significantly annually by year.

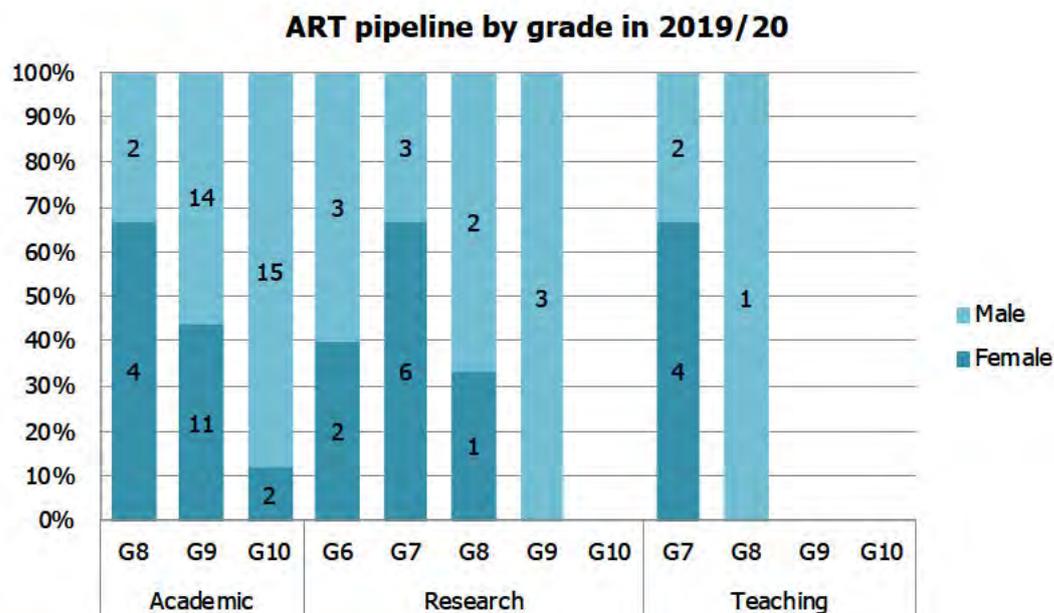


Figure 22: IoA ART pipeline by grade in 2019/20

	Grade	IoA		UCL	
		F%	M%	F%	M%
Academic	G8	67	33	53	47
	G9	44	56	40	60
	G10	12	88	31	69
Research	G6	40	60	nd	nd
	G7	67	33	53	47
	G8	33	67	49	51
	G9	0	100	41	59
	G10	0	0	33	67

Teaching	G7	67	33	54	46
	G8	0	100	59	41
	G9	0	0	56	44
	G10	0	0	50	50

Table 11: Comparison of ART staffing data (by %) of IoA and UCL overall data for 2019/20 only

Benchmarking staff grade data against HESA proved impossible because HESA uses a different category (payment) to measure career progression and is not directly comparable with UCL's grading system. We therefore benchmark staff grade data against UCL's staff profile. We plan to work with similar departments of Archaeology for sector benchmarking (Action 1.4).

There are significant imbalances by gender and contract type (Figure 22; Table 11). For Academic Staff, senior male G10 staff dominate; only 2 of 17 G10 Professors are female, one of whom is the HoD, significantly less than the UCL benchmark of 29% female. This marked imbalance is partly a product of hiring decisions made in the 1990s and 2000s when permanent posts were overwhelmingly offered to male staff, as well as a historic imbalance in promotion rates. The high number of female academic appointments in the past 7 years has meant that females are now better represented at Lecturer (G7/8) and Associate Professor (G9) level which are beginning to be more representative of the IoA student base and the discipline nationally. The expectation is that this will feed into promotion and increase the proportion of females at G10. The main point of attrition for women academics remains G9 to G10. We are committed to supporting females in senior roles and we continue to develop measures to support promotion success at all levels (Action 3.7).

The IoA has 3 G9 Research Staff on open-ended contracts, all of whom are male. It also has 17 grant-funded G7/G8 Research Staff hired on fixed-term contracts; staff numbers in this category fluctuate significantly and there is high turnover with implications for gender ratios (some research projects last only 12 months). Our 7 G7/G8 Teaching Staff (57%F) are employed to provide fixed term cover for teaching absences of permanent staff (e.g. arising from maternity leave, staff illness, Research Fellowships, or sudden staff departures).

Year	FT/PT	Academic		Research		Teaching		Total	
		F	M	F	M	F	M	F	M
2016/17	Full-time	13	28	16	12		1	29	41
	Part-time	1	4	7	3	3	1	11	8
2017/18	Full-time	16	27	16	9		3	32	39
	Part-time	1	5	5	4	2	2	8	11
2018/19	Full-time	17	25	8	6	1	3	26	31
	Part-time		6	9	7	1		10	13
2019/20	Full-time	17	24	4	5	4	2	25	34
	Part-time		7	5	6			5	14

Table 12: IoA ART staff by gender, full/part-time status and contract type over time (2016/17-2019/20)

There is gender imbalance in full-time and part-time status depending on contract type (Table 12). Academic Staff are primarily full-time, except for those who have taken flexible retirement (primarily senior males). There are far higher numbers of part-time Research Staff and more part-time females; this primarily reflects the use of fractional contracts due to grant-funding constraints. It is therefore pleasing to note that Teaching Staff are now fully on full-time contracts, in line with our commitment to avoid fractional contracts where possible.

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

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

	Grade	Permanent open-ended		Fixed-Term/ Funding end-date		Total
		F	M	F	M	
Academic	G8	4	2			6
	G9	11	14			25
	G10	2	15			17
Research	G6			2	3	5
	G7			6	3	9
	G8			1	2	3
	G9		3		3	6
	G10					0
Teaching	G7			4	2	6
	G8				1	1
	G9					0
	G10					0
<b>Total (% of total staff)</b>		17 (22%)	34 (44%)	13 (17%)	14 (18%)	78

Table 13: Contract type (2019/20) by gender and grade

The Department employs no staff-members on zero-hours contracts (Table 13). All Academic Staff (G8/G9/G10) and HEFCE-funded Research Staff (G9/G10) are on permanent open-ended contracts; the gender imbalance (22%F vs. 44%M) reflects IoA's staff profile. All G7/ G8 Research Staff are on open-ended contracts with a specified funding end-date, these are effectively fixed-term. G7/G8 Teaching posts are approved only to cover a short-term specified requirement (e.g. maternity cover) and are always fixed-term contracts. In 2019/20, there is near gender parity of staff on fixed-term contracts (13%F vs. 14%M), however, we note that this fluctuates significantly on a year-to-year basis depending on the gender balance of G7/G8 Research and Teaching Staff. The IoA recognises the challenges raised by precarious contracts and is committed – where possible – to avoiding fractional and academic-year contracts. All staff benefit from the same provisions for training, work/life balance and parental leave policies.

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

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

	Leaving Reason	2015/16		2016/17		2017/18		2018/19		Total			
		F	M	F	M	F	M	F	M	F	M	All	%F
G6	Redundancy/funding end-date					4	3	1	1	4	4	8	50%
	Resignation					1	1			1	1	2	50%
	Other											0	
G7	Redundancy/funding end-date	2	2	5	5	6	5	9	3	22	15	37	59%
	Resignation	2		1		2		1	1	6	1	7	86%
	Other					1						0	
G8	Redundancy/funding end-date						1		1		2	2	0%
	Resignation											0	
	Other		1	1	1					2	2	4	50%
G9	Redundancy/funding end-date											0	
	Resignation		1								1	1	0%
	Other											0	
G10	Redundancy/funding end-date											0	
	Resignation						1				1	1	0%
	Other											0	
<b>Total</b>											<b>62</b>	<b>56%</b>	

Table 14: Reasons for Academic, research and Teaching Staff leavers by gender (2015/16-2018/19). The 2019/20 data was not available from UCL HR at the point of submission.

Table 14 shows the reasons ART staff leave the department. Currently, we do not have leaving data by full/part-time status; UCL's HR system will be able to gather this data in the future. We have very low turnover in Academic Staff on open-ended contracts: only 4M and 2F staff (G8-G10) have left in the period. The majority of leavers (56/62) are expected as they are on fixed-term G6-G8 Research and Teaching contracts. The slightly higher proportion of female leavers (56%) reflects the higher numbers of female fixed-term Research Staff during the assessment period. More female (86%) than male G7 staff resign; this has been to take up permanent posts in other universities. The IoA does not have capacity to introduce bridging funding; however, it offers leavers a 6-month honorary association which allows them to have a formal affiliation as well as actively encourages staff at risk of redundancy to access UCL's Redeployment Pool. We plan further support for our leavers to make them more competitive on the job market (Action 3.16). All IoA and UCL positions are advertised internally for redeployees and external recruitment only commences if no suitable redeployees are identified.

[2176 words]

<b>Action 1.4</b>	To achieve benchmarking of IoA within Sector with other UK Archaeology Departments, and more relevant benchmarking within UCL and our Faculty
<b>Action 3.7</b>	Our long-term strategy is to increase the number of females applying for and being awarded promotion through multiple complementary schemes, including coaching and mentoring.
<b>Action 3.16</b>	Provide mock-interviews, academic cover letter and cv workshops for Research Fellows/Teaching Fellows on fixed term contracts, to support their career progress

# 5 Supporting and advancing women's careers

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

## 5.1 Key career transition points: academic staff

### (i) Recruitment.

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

Contract	Year	Applications				Shortlisted				Appointed		
		Total	F	M	% F	Total	F	M	%F	F	M	%F
<b>Academic (open-ended)</b>												
Geoarchaeology (G7/G8)	2013/14											
Mediterranean Archaeology (G7/G8)	2014/15											
Museum Studies (G9)	2015/16											
Bioarchaeology (G7/G8)	2016/17											
Cultural Heritage (G7/G8)	2016/17											
Egyptian Archaeology (G7/G8)	2016/17											
Archaeomaterials (G7/G8)	2017/18											
Isotopes (G7/G8)	2017/18											
<b>Total (9 posts)</b>	<b>2013-19</b>	<b>366</b>	<b>194</b>	<b>172</b>	<b>53%</b>	<b>41</b>	<b>25</b>	<b>16</b>	<b>60%</b>	<b>7</b>	<b>2</b>	<b>77%</b>
<b>Teaching (fixed-term)</b>												
<b>3 posts (G7)</b>	2013/14	20	9	11	45%	7	2	5	29%		3	0
<b>4 posts (G7)</b>	2014/15	62	36	26	58%	16	11	5	69%	3	1	75%
<b>3 posts (G 7)</b>	2015/16	58	35	23	58%	12	9	3	75%	2	1	67%
<b>1 post (G7)</b>	2016/17	37	17	19	46%	5	3	2	60%		1	0
<b>2 posts (G7)</b>	2017/18	35	26	8	74%	7	5	2	83%	2		100%
<b>3 posts (G7)</b>	2018/19	87	56	30	64%	17	14	3	82%	3		100%
<b>Total (16 posts)</b>	<b>2013-19</b>	<b>301</b>	<b>179</b>	<b>117</b>	<b>59%</b>	<b>64</b>	<b>44</b>	<b>20</b>	<b>69%</b>	<b>10</b>	<b>6</b>	<b>63%</b>
<b>Research (fixed-term)</b>												
<b>5 RF (G7)</b>	2013/14	30	21	9	70%	11	8	2	73%	3	2	60%
<b>5 RF (G7)</b>	2014/15	46	28	18	61%	16	8	8	50%	2	3	40%
<b>7 RF (G7)</b>	2015/16	44	23	21	52%	17	7	10	41%	2	5	29%

5 RF (G7)	2016/17	104	68	35	65%	18	16	2	84%	5		100%
8 RF (G7)	2017/18	54	33	21	61%	15	9	6	60%	3	5	38%
1 RF (G7)	2018/19	14	8	6	57%	6	4	2	66%	0	1	100%
<b>Total (31 posts)</b>	<b>2013-20</b>	<b>292</b>	<b>181</b>	<b>110</b>	<b>62%</b>	<b>83</b>	<b>52</b>	<b>30</b>	<b>63%</b>	<b>15</b>	<b>16</b>	<b>48%</b>

Table 15: Data from 2013/14 – 2018/19 for all ART recruitment, showing the total numbers of applicants, shortlisted applicants, and those accepted.

All vacant IoA posts are advertised via open recruitment in advertisements which emphasise Equal Opportunities (Action 3.1). Given the IoA's pipeline challenges, we have analysed recruitment data for 6 years by contract type. There is significant fluctuation in the numbers of applications received for all types of posts which relates to the specialist field as well as the length of fixed-term posts (Table 15).

77% of Academic appointments since 2013 have been female (7/9), which reflects the slightly higher application rate for women who make up 53% of applications and 60% of those shortlisted. This is very encouraging given the IoA's historic under-representation of women. One appointment (F), in 2015/16, was at G9 (Associate Professor); all other academic roles were advertised and appointed as G7/G8. Thus, while lower grades of Academic Staff are reaching gender parity, females remain under-represented at higher grades.

A similar pattern is clear for Teaching posts (10/16, 63%F), which again reflects the higher female application rate (59%). Most teaching fellow posts have been in cultural heritage/museum studies/bioarchaeology which are also female dominated at all levels (see 4.1).

Recruitment for Research posts (all fixed-term grant-funded), shows a more troubling picture: while females apply (62%) and are short-listed (63%) in the same proportions, they make up only 48% of appointments.

All IoA interview panels exceeds UCL's rule that panels must comprise of at least 25% female (Figure 23). All shortlisting and interviews are conducted by a panel of a minimum of three people usually including an external (Average size of panel: Academic: 6.25; Teaching: 3.84; Research: 3.33). Panel members must declare any conflicts of interest at the beginning of the process, and 100% of IoA staff on panels have undertaken training in fair recruitment, with at least one member having received disability awareness training. The department aims for a more equal gender ratio on recruitment panels wherever possible. Figure shows, females consistently make up a higher proportion of the panel for academic and teaching posts than they do for research posts, in part due to panels for grant-funded research posts being limited to 3. This is particularly striking given the drop between application/short-listing and appointment for fixed-term grant-funded. Since female staff already make up 48% (77/160) of panellists, the department will therefore aim to have 50:50 representation

on all future panels. It is important that there is a broad range of staff to draw upon for panels and we will increase the number of staff who have completed recruitment training (Action 3.1, 3.2).

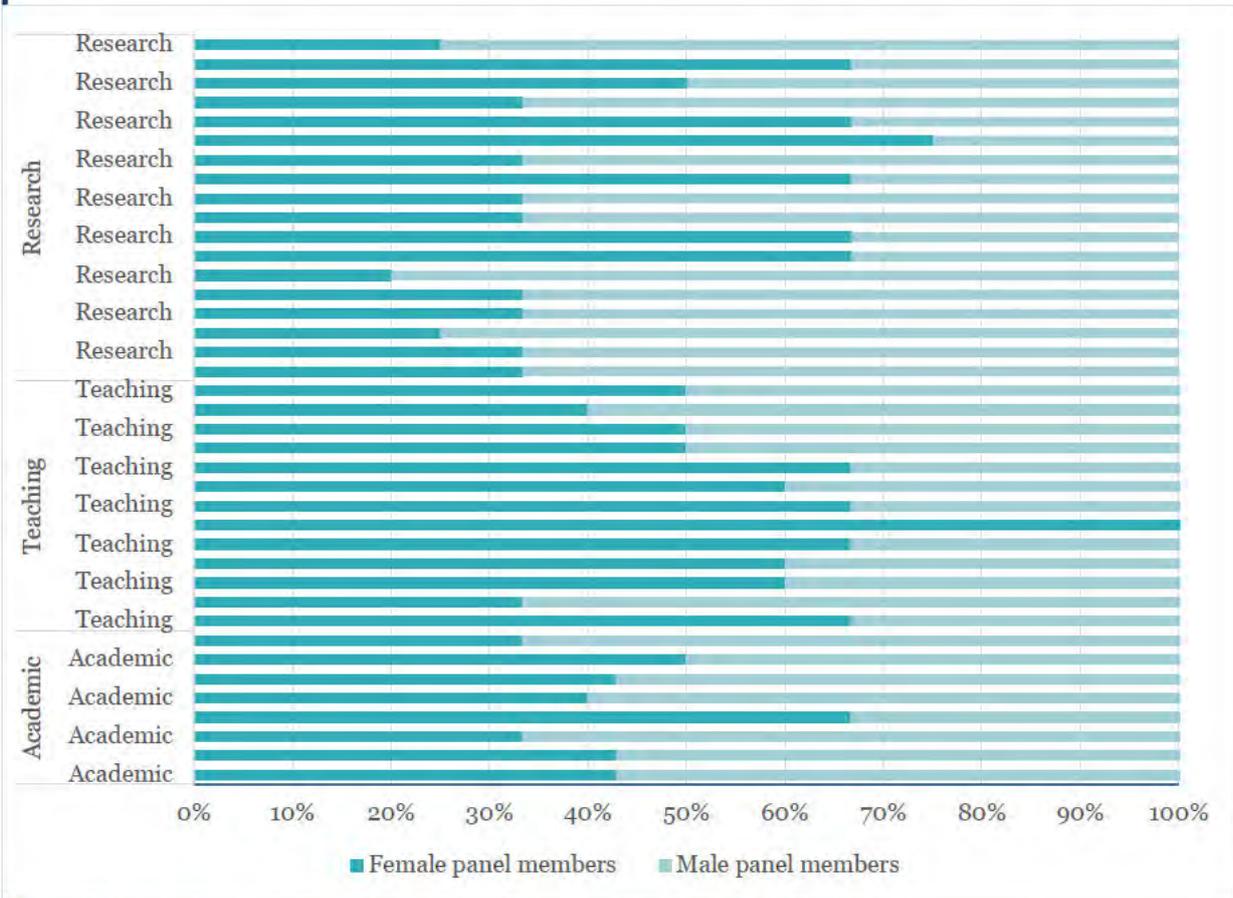


Figure 23: Gender breakdown of recruitment panels by job type between 201/143-2019/20

<b>Action 3.1</b>	We will continue to monitor interview panel balance annually and aim to diversify panels to ensure that female staff aren't over-burdened
<b>Action 3.2</b>	Aim to increase pool of staff who have completed UCL's mandatory training on Diversity, Unconscious Bias and Recruitment and Selections Essentials (UCL Recruitment Essentials) and ask all staff to refresh training on an annual basis

(ii) **Induction.**

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

IoA induction processes begin on acceptance of employment, when a dialogue is initiated with the Line Manager. Managers work through a detailed 'Induction checklist' in the first 6 weeks of employment to ensure that new staff have the information required to successfully begin their employment (e.g. job description, office keys, building tour, introductions to colleagues, fire safety briefing, work station assessment). The Department monitors completion of mandatory UCL induction e-training in Equality & Diversity, Health & Safety, GDPR, Freedom of Information and Information Security; there is a 100% completion rate. Probation reviews are undertaken at regular intervals (the length of an employee's probationary period is defined by their job role/grade) and an

employment contract cannot be confirmed without the completion of all mandatory training. New Academic and Teaching Staff receive a handbook with guidance on IoA teaching processes. We will create a new handbook for all new starters (Action 3.3), not just Teaching Staff, and host an induction event for all starters (Action 3.4). There is 100% uptake of existing induction processes, however we do not currently formally evaluate staff satisfaction; we will in future monitor induction via the staff survey and adjust if appropriate (Action 3.5).

All probationary Academic Staff are assigned a mentor. In 2018/19 the IoA began a new system for Research and Teaching Staff whereby each was assigned a mentor on entry, in addition to their Line Manager, in response to requests from the Research Staff community (via Women's Forum). Mentoring for new staff continues during their probation period (up to 3 years for Academic Staff), with mentorships often continuing informally. The IoA Staff Survey showed that 100% of non-professorial female staff wanted a mentor, if they did not already have one, however, only 44% of non-professorial male staff would like a mentor (93% F vs 23% M at all levels) (Action 3.6)

Action 3.3	Introduce induction handbook for new starters which includes information on EDI policies
Action 3.4	Introduce an induction event for new starters hosted by HoD
Action 3.5	SAT to ensure staff survey includes questions about effectiveness of induction processes
Action 3.6	Introduce mentoring scheme for all staff categories.

(iii) Promotion.

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

A new UCL Academic Promotions Framework was introduced in 2017 to provide clearer promotion guidance (the impact of career breaks and extenuating circumstances are considered as part of the process) for all staff on ART contracts.

The IoA takes a deliberately proactive approach to promotion. Table 16 shows promotions from G7 to G8. As per UCL policy, staff at Research Assistant (G6) are automatically promoted to Research Associate (G7) on completion of a PhD or after 4 years' service (assuming they meet G7 criteria) and Research Associate G7 are actively reviewed by the HoD once they have served for 12 (or more) months on the highest spine point of their current grade. UCL HR inform Faculty Managers of staff who have reached the maximum spine point of G7 in their Teaching Fellow or Research Fellow role so they can be actively reviewed. In 2019, UCL removed Lecturer G7 with all new Lecturer appointments starting at G8. In 2018/19, all relevant Lecturer G7 staff were re-graded to the lowest spine point of G8 with effect 1 May 2019 which explains the high (6) female promotions in that year.

Staff category	Academic		Research		Teaching	
	F	M	F	M	F	M
2012/13						

2013/14	[REDACTED]					
2014/15	[REDACTED]					
2015/16	[REDACTED]					
2016/17	[REDACTED]					
2017/18	[REDACTED]					
2018/19	[REDACTED]					
2019/20	[REDACTED]					
<b>Total</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>

Table 16: IoA ART Re-grades from G7 to G8

Our Senior Academic Promotion process applies to all ART staff on open-ended contracts seeking promotion to G9 and G10. There are two routes to promotions: the Regular Departmental Route and Direct Route (every member of ART staff has the right to propose themselves for promotion without going through the HoD. The procedure is the same as that for standard applications except that the candidate deals directly with the Faculty Dean). Given the pipeline challenges outlined in Section 4b.i, we have analysed promotions data for the eight-year period 2012-2020 (Table 1).

The promotion call is circulated annually to all staff inviting them to submit a CV and publication list which are reviewed by an internal Promotion Review Panel chaired by the HoD and two professorial staff members, ensuring a mix of genders (currently 1F, 2M) (Action 3.8). The panel also consider the full staff list to identify whether individuals who have not put themselves forward should be encouraged to apply. Those approved by the panel work closely with the HoD and EA until the very strongest case has been made for each candidate. The HoD meets staff considered not ready to proceed to discuss how to prepare for future rounds (which may include mentoring or encouraging application for sabbatical leave). All staff are advised that they have the right to make a Direct Route Case, including those not supported by the Promotion Review Panel. In the last 8 years, all 29 Regular Route promotion applications have been successful, confirming the internal panel's judgement and success of the Department's support system. We had only one unsuccessful case in this period: [REDACTED]

Staff category	G9		G10	
	F	M	F	M
2012/13		2		3
2013/14	2	2		2
2014/15	2	1		1
2015/16		4		1
2016/17	1	2		1
2017/18		1		
2018/19	1	1		
2019/20	2			
<b>Total</b>	<b>8</b>	<b>13</b>	<b>0</b>	<b>8</b>

Table 17: Successful Senior Promotion (G9/10) applications for ART Staff by promotion cycle year. Promotions are effective from 1st October in following academic year. All staff listed above are full-time.

Male staff were promoted to G9 more frequently than female staff (8F: 13M) and no females at all were promoted to G10 versus 8 male staff. The average time spent at G7/G8 before promotion to G9 is also longer for female (10.4 years) than for male staff (8 years) (Action 3.7).

In the 2018 IoA Staff Survey, 35% female and 22% male respondents at G7-G9 did not feel they understood the promotions process, and troublingly, 50% female and 78% male respondents at G7-G9 did not feel that they receive support and encouragement from the department to apply for promotion. Male respondents frequently mentioned that they were “advised against it” and needed to build their profile, whereas female respondents suggest that they are lacking in confidence: “It was a long time before I did apply for promotion, because I had not considered it, and my appraisers had never suggested it. (F staff, G9)”

To address these issues, in 2019 the HoD introduced an annual Staff Development Workshop on the new UCL Academic Promotion Framework which are well-attended and will be continued annually (Action 3.9). IoA initiatives including mentorship, targeted coaching for promotion, the inclusion of promotion aspirations in appraisals and UCL’s female leadership training programme may help build female confidence (Action 3.6, Action 3.11, Action 3.14).

<b>Action 3.6</b>	Introduce mentoring scheme for all staff categories.
<b>Action 3.7</b>	Our long-term strategy is to increase the number of females applying for and being awarded promotion through multiple complementary schemes, including coaching and mentoring.
<b>Action 3.8</b>	Continue to ensure Promotions Review Panel has female G10 representation
<b>Action 3.9</b>	Continue to raise awareness of UCL Academic Career Framework and Promotions processes through dedicated annual staff development workshop
<b>Action 3.11</b>	To better ensure career progression and promotion aspirations, workload and work-life balance are included in appraisal discussions.
<b>Action 3.14</b>	Targeted training of Female staff (ART and PS) for leadership to support career development.

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

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

	RAE 2008		REF 2014		REF 2021	
	Eligible	Submitted	Eligible	Submitted	Eligible	Submitted
<b>Headcount (FTE)</b>	65	65 (100%)	64	54 (84%)	72	64 (88%)
<b>F</b>	21	21 (100%)	18	15 (83%)	29	24 (82%)
<b>M</b>	44	44 (100%)	46	39 (85%)	44	40 (91%)

Table 18: Eligible and submitted staff by gender for RAE 2008, REF 2014 and REF 2021.

The overall gender imbalances in the three REF submissions (2008: 32% F; 2014: 27% F; 2021: 40% F) mirrors the changing gender profile of the department (Table 18), rather than reflecting gendered discrepancies in how staff research is valued.

In RAE2008, all eligible Academic and Research Staff were submitted.

In REF 2014, the department pursued a selective policy with eligible staff being submitted if their outputs included at least one item assessed at 3\* or 4\* by internal and external readers. We established an active mentoring scheme where all outputs were read and commented upon by members of SMT. Manuscripts in preparation were also read to provide feedback on the text and suitable publication venues before their final submission, thereby improving final outputs. ■ male staff ■ and ■ female Academic Staff were not submitted. As Table 18 shows, these proportions match the male/female ratio of the staff who were submitted. Where an individual was considered for non-submission, their outputs were also read by an external reader (both male and female). A College Appeals Process was made available, which no staff members opted to take up.

In REF 2021, 100% of Academic Staff (32M and 18F) and 52% (12/23) of eligible Research Staff were submitted. There is a seeming gender imbalance in Research Staff submitted which relates to our 3 male G9 Research Staff (no female staff are G9). At G7/G8, female and male staff were submitted in equal proportions (55%F (6/11); 55% M (5/9) and there is no bias.

### 5.3 Career development: academic staff

#### (i) Training.

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

All IoA staff are encouraged to undertake relevant development and training each year; opportunities are regularly advertised on staff mailing lists and discussed in appraisals (Action 3.11). The Department runs staff development days each year for ART Staff which provide training on a targeted topic (mental health; REF; grant writing) or guidance on new policies (e.g. online marking, online teaching, student support). We also run dedicated training sessions for PS staff and a PS forum meets termly to exchange good practice. For example, in 2019, 66 staff (62%) received UCL's bespoke bullying and harassment training 'Where do you draw the line?'. Table 19 shows that Research Staff attended in significantly lower proportions than other staff categories which is troubling (Action 1.12).

	Female Staff	Female Attendees	Male Staff	Male Attendees	Total Attendees
Academic	17	11 (65%)	31	24 (77%)	35 (73%)
Research	17	6 (35%)	13	5 (38%)	11 (37%)
Teaching	3	3 (100%)	3	2 (67%)	5 (83%)
PS and Technician	17	12 (70%)	5	3 (60%)	15 (68%)
<b>Total Staff</b>	<b>54</b>	<b>32 (59%)</b>	<b>52</b>	<b>34 (65%)</b>	<b>66 (62%)</b>

Table 19: IoA staff attendees by contract type and gender at 'Where do you draw the line?' training'. 3 sessions held in June and July 2019

Additional training is provided by UCL for ART and PS Staff, relevant to their developmental needs, as well as their job requirements (Action 3.8). For example, all staff who sit on appointment panels undergo training in Recruitment. All staff undertaking staff appraisals undertake mandatory training, tailored towards both appraisers of academic and Research Staff, and appraisers of PS staff; this is monitored. Staff have also taken training to be First Aiders (currently 7F, 5M) and Mental Health First Aiders (currently 1F, 1M).

Probationary lecturers and Teaching Staff must undertake Arena 2, UCL's professional development pathway for teaching accredited by the Higher Education Academy (HEA), or be able to demonstrate sufficient experience in order to be exempt, and obtain a qualification as Fellow of the HEA, while Research Staff (as well as PGRs) are strongly encouraged to take the Arena-Open scheme and obtain Associate Fellow or Fellow accreditation. Staff who supervise PhD students must complete the UCL training on 'Research Student Supervision'.

Participation in institutional development and training courses is recorded on UCL's online portal MyLearning which is fed through to the institutional HR platform (MyHR), as well as in appraisal paperwork (Action 3.8).

<b>Action 1.12</b>	Ensure all new staff take mandatory training on harassment and bullying and existing staff regularly undertake refresher training.
<b>Action 3.11</b>	To better ensure career progression and promotion aspirations, workload , training, and work-life balance are included in appraisal discussions.
<b>Action 3.13</b>	Monitor developments with UCL's MyHR to determine how training data can be extracted at an institutional level

(ii) [Appraisal/development review.](#)

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

The IoA prioritises appraisals as the key mechanism by which we can gain insight into and recognise staff achievements and aspirations and identify appropriate ways to support fulfilling progression. Staff members have a formally recorded appraisal annually. PS and grant-funded Research Staff are reviewed by their line managers; all other ART staff are reviewed by the HoD, Section Heads or G10 staff; the majority of appraisers are therefore male. The HoD appraises G10 staff and their performance is evaluated in relation to stretching objectives, which is tied to salary banding. All appraisers undertake dedicated appraisal training, including guidance on developmental conversations and setting SMARTER objectives (Action 3.11).

Covid-19 impacted our 2019/20 appraisal schedule, and 87% of staff appraisals were completed which is below UCL's 95% KPI for appraisal completion (Table 20) and we will increase our appraisals to 95% (Action 3.10).

Gender	Female	Male	Totals
Appraisals completed	33	43	76 (87)%
Appraisals outstanding (including staff on furlough, secondment, maternity leave)	8	4	12 (13%)

Table 20: Appraisals complete/ incomplete by gender for 2019/20

75%F and 58%M Academic Staff in the 2018 IoA Staff Survey agreed that their career progression is always helpfully discussed in appraisals and 94% felt that the advice on career development was good or satisfactory. However, there are discrepancies between academic and PS staff: 93.9% of

Academic Staff felt that the advice on career development they had received in the IoA was good or satisfactory, whereas only 80% of PS staff agreed with this statement. There are acknowledged challenges as there are no opportunities for PS career progression within the IoA; they either need to move role within UCL or seek alternative employment opportunities (Action 3.6; Action 3.11; Action 3.12).

<b>Action 3.6</b>	Introduce mentoring scheme for all staff categories.
<b>Action 3.10</b>	Increase % of appraisals completed each year
<b>Action 3.11</b>	To better ensure career progression and promotion aspirations, workload , training, and work-life balance are included in appraisal discussions.
<b>Action 3.12</b>	Targeted training of Female staff (ART and PS) for leadership to support career development.

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

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



Figure 24: Poster for academic CV workshop held in 2019 for all Research and Teaching Staff and PGRs

We aim to enhance our support for career progression through departmental mechanisms such as appraisals (Action 3.11), leadership training (Action 3.14), mentoring (section 5.1.3). All probationary Academic Staff and all G7/G8 Researchers receive a mentor who is not their line-manager to provide support for career development. New probationary Academic Staff members also receive a lighter workload to allow them to develop their research and teaching profile. The IoA Women's Forum has run several well-attended workshops aimed at Research and Teaching Staff and completing PhDs aimed at demystifying the job market (e.g. on academic CVs, postdoctoral fellowships) (Figure 22) (Action 3.16).

<b>Action 3.6</b>	Introduce mentoring scheme for all staff categories.
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<b>Action 3.11</b>	To better ensure career progression and promotion aspirations, workload , training, and work-life balance are included in appraisal discussions.
<b>Action 3.14</b>	Targeted training of Female staff (ART and PS) for leadership to support career development.
<b>Action 3.16</b>	Provide mock-interviews, academic cover letter and cv workshops for Research Fellows/Teaching Fellows on fixed term contracts, to support their career progress

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

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

The IoA Careers Tutor (female PS) organizes events for students at all levels, including dedicated sessions on CV-writing and interview techniques, an annual 'Careers in Ruins' day and alumni networking (Figure 25)

UG careers support focuses on the workplace and postgraduate study. The Chartered Institute for Archaeologists (CifA) has accredited all our undergraduate degrees which is recognised as a mark of the skills required for employment in sector and the professional experience our students gain through 70 funded days of fieldwork and museum placements. We offer a BA in Archaeology with a Placement Year with UCL's commercial unit, ASE, where students work on multiple projects while also engaging in a structured program of off-the-job training which mirror the requirements of a Level 5 apprenticeship. Undergraduate students complete the CifA 'skills passport', submit a CV each year to their Personal Tutor, regularly discuss career prospects with their Personal Tutor, and do mock-interviews with the Careers Tutor.

Our Careers Tutor offers bespoke PGT sessions focusing on transferrable skills and networking and organises alumni panels or 'speed-chatting' sessions to advise current students. Sessions for the entire cohort on career opportunities outside academia are organized in collaboration with UCL Careers Service. The MA Museum Studies students do short placements (minimum 20 days) to gain professional experience, and the two-year MSc in Conservation for Archaeology and Museums involves an eight-month internship. Students interested in an academic career are advised to use their dissertations as a proof-of-concept project, to gain practical experience in the field, laboratory or museum and to attend seminars and conferences. The Graduate Admissions Tutor and Graduate Admissions Administrator give dedicated sessions annually on applying for a PhD at the IoA. Supervisors and Degree Co-ordinators provide references, and where the student wishes to pursue doctoral research at the IoA, support in defining a project, writing a research proposal and applying for funding.

PGR students are offered a tailored programme within the IoA and UCL Doctoral School, including training courses, presentations of academic papers in progressively more challenging environments, organization of workshops and conferences. PGRs are strongly encouraged to gain teaching experience as a Postgraduate Teaching Assistant (PGTA); they receive a UCL induction to teaching, attend an IoA training day, and are encouraged to apply for Associate Fellow of the Higher Education Academy accreditation. When PhD students apply for posts in academia or the heritage sector, supervisors advise on the application process, give feedback on drafts and supply references (Action 2.9).

<b>Action 2.9</b>	<b>Increased career support for PGR students for jobs in academia, the heritage sector and outside academia</b>
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Figure 25: 'Career in Ruins' speed-chatting, 20th March 2019

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

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

Staff are encouraged to apply for eligible research grants. However, there is no expectation of the amount of funding staff should raise, or censure for unsuccessful applications. Funding opportunities are regularly circulated via email and staff are encouraged to discuss their planned applications in appraisals. The IoA Research Administrator works closely with applicants to prepare costings. The Chair of Research ■, IoA senior academics and Faculty Research Facilitators provide feedback on drafts, and resubmissions of unsuccessful grants. Notable £500k+ recent grants by female academics include grants from the European Research Council (x3), Arts and Humanities Research Council grants (x3), Leverhulme (x1), and the British Council (x1k).

## 5.5 Flexible working and managing career breaks

Note: Present professional and support staff and Academic Staff data separately.

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

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

Within the IoA, the EA provides guidance on UCL's policies and staff are signposted to UCL's Parental Leave toolkit and supported throughout the application process. UCL's policy allows pregnant employees the right to paid time off to attend appointments for antenatal care; an employee whose partner is pregnant can request time off to accompany to two such appointments. The HoD re-arranges teaching and administrative duties for Academic Staff as far in advance as possible to ensure smooth handover. If needed, fixed-term Teaching posts are requested to fill in for essential teaching. PGR supervision cover is arranged between staff. PS staff are usually replaced by temporary cover.

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

[Explain what support the department offers to staff during maternity and adoption leave.](#)

Staff on maternity and adoption leave receive the same support. 'Keeping in Touch (KIT) Days' and 'Shared Parental Leave in Touch Days (SPLIT)' allow staff and their manager to agree up to 10 KIT days during maternity/adoption/additional paternity leave or up to 20 SPLIT days during shared parental leave, in which they can attend work, undertake training, or keep in touch with work developments without bringing the period of leave to an end, or sacrificing statutory pay. The IoA currently keeps no formal record of KIT or SPLIT days, they are agreed informally by the member of staff and their line manager. Staff can remain on all Departmental and UCL email circulation lists and continue with involvement in activities or training events as they choose, however, there is no expectation of their response to communications/involvement in activities.

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

[Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.](#)

The IoA is committed to providing private, safe locations for women to express milk or feed babies. Staff inform their manager when they return to work to discuss specific arrangements, whether a risk assessment is required, and arrangements are made by the Department's Facilities Manager. Staff are encouraged to use UCL's Special Leave policy for urgent domestic crises and caring responsibilities.

Academic Staff returning from maternity, additional paternity, adoption or long-term carer's leave are entitled to one term of sabbatical leave without teaching commitments, to enable them to more quickly re-establish research activity. Two instances of such sabbatical leave have been taken since 2014 (100% of female Academic Staff who have taken maternity leave). We aspire to do more to support returning staff and will create a working group to understand what support staff would like or expect on return (**Action 4.4**).

<b>Action 4.4</b>	Create Working Group with F/M staff who have recently taken Parental Leave to determine particular challenges and issues they faced, especially keeping in touch whilst away and returning to work.
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(iv) Maternity return rate.

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

Year	G7	G8	G9	G10	Total
2014/15					1
2015/16					3
2016/17					0
2017/18					0
2018/19					1
2019/20					3
<b>Total</b>	6	1	1	0	8

Table 21: Maternity leave of ART staff by grade and gender over time (2014/15- 2019/20)

Within the IoA, 8 ART female staff have taken maternity leave since September 2014, the majority on G7 (Table 21).

2 female PS staff took maternity leave [REDACTED]

All staff on maternity leave returned to work, or intend to return if they are currently on leave. This is very positive, but we want to understand more about their experience of transitioning back to work and how the IoA can better support them (Action 4.4).

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Year	G7	G8	G9	G10	Total
2014/15					1
2015/16					2
2016/17					1
2017/18					2
2018/19					0
2019/20					4
<b>Total</b>	4	1	2	3	10

Table 22: Paternity leave of ART staff by grade and gender over time (2014/15- 2019/20)

UCL Paternity/Partner's leave is 20 working days at full pay. 10 ART staff at all grades have taken this leave since September 2014 (Table 22), a greater proportion at higher grades in contrast to

those taking maternity leave (Table 21). 3 male PS staff have taken paternity leave ( ). The IoA encourages uptake of leave. All staff on paternity leave have returned to work, or intend to return if they are currently on leave.

1 male, 2 female Academic and 1 female PS staff have made successful requests for Shared Parental Leave (none were denied), allowing them to share their maternity leave allocation with their partners. There has been no uptake of Additional Paternity Leave or requests for Unpaid Ordinary Parental Leave.

(vi) Flexible working.

Provide information on the flexible working arrangements available. Transition from part-time back to full-time work after career breaks.

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

The IoA proactively encourages a healthy work-life balance for all staff and ensures that responsibilities can be accommodated alongside work responsibilities, for example scheduling meetings during core hours of 10am-4pm. Many staff live outside of central London, often with a long and expensive commute, and require flexibility.

Since 2012-13 there have been 8 formal requests for flexible working under UCL's Work Life Balance policy ( ). All requests were approved. The low numbers of formal requests from ART staff reflects the considerable flexibility they have in managing their time. The 2018 staff survey confirms the success of these measures: 81% female and 83% male respondents currently work flexibly and 87% female and 91% male respondents agree that flexible working is supported and encouraged at the IoA.

Since 2012-3, there have been 6 requests for flexible retirement ( ). The gender imbalance reflects the dominance of male Academic Staff at higher age-profile of the department. No request has been denied.

No IoA staff have transitioned from part-time to full-time or taken a career break. UCL's Work-Life Balance Policy provides guidance on how to make requests for career breaks, changes in working hours and unpaid leave can also be taken for domestic and personal reasons.

Since March 2020, staff have almost exclusively worked from home due to Covid-19. A well-being questionnaire (100% completion) and regular check-ins allowed staff to identify their needs and challenges, and the relevant Manager followed up. An IoA Microsoft Teams site was established for staff with caring responsibilities, including support with home schooling which affected a large proportion of our staff. All staff have found the impact of Covid-19 challenging, particularly if they have had limited space to work from home, or their work required access to laboratories, special equipment, and libraries. We offer building access to those staff wishing to use their office. Risk assessments were undertaken for all staff returning to the IoA building. However, many staff with caring responsibilities, or long commutes, have welcomed this shift to more home working. The HoD will continue to support staff working flexibly on a case-by-case basis.

## 5.6 Organisation and culture

### (i) Culture.

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

The IoA is committed to gender equality, inclusivity and diversity and has had a staff Women's Forum since 2000 and staff-student EDI Forum since 2014. Both meet termly and the hosts numerous events and activity days throughout the year. The current HoD is the first female Director and a recognised advocate of gender equality. Under her leadership, the IoA has made strides in promoting the visibility of women, personally mentoring staff and ensuring transparent recruitment and promotion procedures.

Since we committed to adopting the ten principles of the Charter, the IoA Women's Forum and Equalities & Diversity forum have drawn on the SAT survey and focus-group data to introduce new policies and practices, including:

- Code of Conduct to prevent bullying and harassment on fieldwork in response to student demand.
- Mentors for all Research Staff assigned on entry.
- Introduction of gender-neutral toilets

The IoA has 2 Inclusion Leads (1F, 1M), who are introduced to all new students at the start of each session and information on Equality and Diversity, and UCL and IoA Codes of Conduct are circulated to all staff and students each academic year.

Table 23 shows that most student survey respondents agree that the IoA implements UCL's fair policies regarding gender and treatment. However, 34% of F/50% of M student respondents are not aware of those policies (Action 1.11). 26% (all F) felt there was unequal access to fieldwork opportunities with one quote being "trips are not accessible to those with jobs, caring responsibilities or disabilities" and other comments show that finances are clearly an obstacle to participation (Action 2.5). While financial limitations and disabilities may impact all student groups, caring responsibilities are more likely to be undertaken by female students.

Students	Has fair policies regarding gender? (%)		Has policies to prevent unfair treatment (%)		Would you be comfortable reporting unfair treatment (%)		Has equality of opportunity in learning* (%)		Has equal opportunity to participate in fieldwork (47 have done any fieldwork) (%)	
	F	M	F	M	F	M	F	M	F	M
Yes	70	44	60	50	76	75	91	88	64	67
Don't know	28	56	34	50	11	13	2	13	10	33
No	2	0	6	0	13	13	7	0	26	0

Table 23: Student responses (n=103) expressed as % to EDI questions (survey 2018) by gender (F/M) Total responses: n=103 (87 F, 16 M)

**Table 23 shows** Research Staff are unanimously aware of policies for fair treatment, but more than half reported that they wouldn't know where/who to go to if they were harassed at work (**Action 1.11**). All respondents find UCL's gender policies fair, although two noted that male postdocs tended to collaborate with senior male academics more, and that in the IoA male staff were promoted quicker. Troublingly, over half of the respondents did not feel valued or treated as equals by other members of staff. These responses highlight the difficult position of postdoctoral researchers, who we know to be predominantly female, in addition to the career progression difficulties experienced in getting an academic appointment.

Postdoctoral researchers	Are you aware of policies in place for fair treatment?	Do you think policies relating to gender are fair?	Would you know where to go if harassed or discriminated against at work?	Do you feel postdoctoral staff are valued and treated as equal by permanent members of staff?
Yes	11 (8F, 3M)	13 (9F, 3M, 1P)	5 (3F, 2M)	6 (4F, 2M)
No	2 (1F, 1P)	0	8 (6F, 1M, 1P)	7 (5F, 1M, 1P)

*Table 23: Postdoctoral researchers' responses (n=13) to Departmental EDI questions (survey 2018) by gender F=9; M=3; Prefer not to say=1.*

PS staff (**Table 24**) were aware of EDI policies in place; most knew who to consult if they felt harassed or discriminated against, and most said they would feel comfortable reporting unfair treatment. The majority had also undertaken EDI training. 6 PS staff reported regularly working extra hours to complete work, and one noted the need to work extra hours has increased in the last 5 years, spurred by the need to meet deadlines. The PS staff workloads are being borne primarily by female staff, and while all felt the IoA was supportive, inclusive and tolerant, 7 also reported feeling the environment was stressful (**Action point 4.3**).

Professional Support Staff	Do you feel fair policies are in place regarding gender?	Are you aware of policies in place to prevent unfair treatment?	Would you know where to go if you felt harassed or discriminated against?	Would you feel comfortable reporting unfair treatment?	Have you taken equality and diversity training?	Do you regularly work extra hours to get the workload done?
Yes	10 (6F, 3M, 1P)	10 (6F, 3M, 1P)	9 (5F, 3M, 1P)	9 (5F, 3M, 1P)	8 (5F, 2M, 1P)	6 (3F, 2M, 1P)
No	0	0	1 (F)	1 (F)	2 (1F, 1M)	4 (3F, 1M)

*Table 24: Professional Support Staff responses (n=10) to Departmental EDI questions (survey 2018) by gender.*

100% of male and 82% of female Academic Staff find IoA's policies regarding gender, harassment and discrimination and unequal treatment to be fair, and the majority had undertaken diversity training in 2018 (**Table 25**). The vast majority found the IoA a 'supportive, inclusive, tolerant and happy place to work' all but one respondent also found the environment to be stressful. Only 50% of female and 41% male Academic Staff Survey respondents were happy with their work-life balance (**Action 4.1**)

Academic Staff	Do you think the Dept has fair policies regarding gender?		Do you know where to go if feeling harassed or discriminated against?		Do you think there are policies in place to prevent unfair treatment?		Are you happy with your work-life balance?		Are successes and achievements celebrated at the IoA?		Have you taken diversity training?	
	F	M	F	M	F	M	F	M	F	M	F	M
Yes	13	17	14	15	15	17	8	7	14	17	13	13
No	3	0	2	2	1	0	8	10	2	0	3	4

Table 25: Academic Staff responses (n=33) to Departmental EDI questions (survey 2018) by gender; F=16, M=17

<b>Action 1.11</b>	Increase awareness of IoA and UCL policies and key contacts amongst students and Staff
<b>Action 2.5</b>	Aim to ensure equality of opportunity for all UG students to participate in archaeological fieldwork (fieldwork is not a major component of PGT programmes).
<b>Action 4.1</b>	Working Group (representative of Academic Staff) to develop new workload model for SMT to consider
<b>Action 4.3</b>	Monitor PS staff workloads and rebalance tasks where possible

(ii) HR policies.

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

HR policies and procedures are available to all staff on UCL's website. The IoA has 3.6FTE members of PS staff who cover its HR function, including a dedicated HR Administrator, the Departmental Manager, the EA and a part-time HR Assistant. The Departmental Manager and EA work closely with the UCL HR Business Partner, Faculty Operations Manager and the Director of Operations. The Departmental Manager and EA have monthly 1:1 meetings with the HR Business Partner to discuss HR cases and new HR policies, which are then cascaded to line managers and relevant staff. Staff are encouraged to approach their line manager or HoD directly if they have a concern or are experiencing difficulties in the workplace. We take all concerns and complaints seriously and support informal resolutions (including workplace mediation) through line management routes wherever possible. Any cases brought to the attention of the HoD and EA are reviewed, along with relevant line managers/PIs to ensure consistency and referred to the HR Business Partner for advice as necessary. We recognise more work is needed to improve communication of policies and reporting, especially to Research Staff (**Action 1.11**).

<b>Action 1.11</b>	Increase awareness of IoA and UCL policies and key contacts amongst students and Staff
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(iii) Representation of men and women on committees.

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

The 3 decision-making committees are the Senior Management Team (SMT), Standing Committee of Teaching Committee (SCTC) and Standing Committee of Research Committee (SCRC). SMT consists of senior Academic Staff (a PS staff is the secretary) and is responsible for strategic planning, finances, and implementing and monitoring UCL and IoA policies and initiatives. It meets fortnightly during term-time and outside of these times if required. SCTC and SCRC focus on short-term decisions and longer-term teaching and research strategies (Table 26), and meet termly. To ensure gender balance, SCTC and SCRC Chairs alternate between male and female Academic Staff. Table 27 shows the dominance of male G10 staff in 3 key IoA committees, reflecting the lack of female G10 staff. For these and the 11 sub-committees, the Chair and membership is usually *ex officio* and determined by the administrative post an individual member of staff holds.

Committee	Chair	Deputy Chair	Female members	Male members	%Female
SMT	F		3	6	33%
SCTC	M	F	6	9	40%
SCRC	F	M	6	9	40%
Grants	F		5	3	63%
GSRC	F		5	6	45%
SSCC	F		10	11	45%
Facilities	M		5	12	29%
Publications	F		9	9	50%
Library	F		4	0	100%
Department Tutors	F-M		6	8	43%
Ethics	F	F	5	3	63%
Archives	F	M	4	2	67%
Fieldwork	M		6	7	46%
Safety	F		1	3	25%
<b>Total</b>	<b>11 F/4M</b>	<b>2F/2M</b>	<b>75</b>	<b>88</b>	<b>46%</b>

Table 26: Main IoA Committees in 2019-20 by gender and % female. GSRC = Graduate Student Research Committee; SSRC = Staff-Student Consultative Committee.

Committee	G10 ART	G9 ART	PS
SMT	1F, 5M	3F, 1M	Not represented
SCTC	1F, 4M	4F, 4M	1F (G8)
SCRC	1F, 6M	3F, 3M	1F (G7)

Table 27. Breakdown of committee membership by grade, gender, Academic and Professional Support Staff, for three main IoA decision-making committees 2019-20 (Senior Management Team, Standing Committee of Teaching Committee, Standing Committee of Research Committee).

Key postholders	F	M	%Female
Section Heads	2	4	33%
Forums	4	1	80%
Tutorships	6	9	40%
PGT Degree Co-ordinators	6	11	35%
UG Degree Co-ordinators	2	4	33%
Other posts (EDI, Safety and QAA)	7	4	64%
<b>Totals</b>	<b>27</b>	<b>33</b>	<b>45%</b>

Table 28: IoA Postholders by gender in 2019-20, and % female

The 2019-20 data suggests that female staff have 'committee overload': female staff head 10 of 14 Committees and make up 46% of Committee memberships which is not representative of the gender ratio. As Table 28 shows, the only committees where females are not over-represented are Facilities Committee and Safety Committee. This needs to be addressed as while leadership roles facilitate the career development of female Academic Staff, we do not want to over-burden staff with administrative responsibilities which prevent them from conducting research and developing their career (Action 4.1).

<b>Action 4.1</b>	Working Group (representative of Academic Staff) to develop new workload model for SMT to consider
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(iv) Participation on influential external committees.

How are staff encouraged to participate in other influential external committees and what

Figure 4: Breakdown of Committee composition by gender in 2019-20

procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Encouragement to participate on external committees takes place at an informal level between staff and their line managers and/or colleagues. Workload scores are given for roles on external committees which acknowledges the importance of this work. 21 Academic Staff (6F; 13M) served on national and international committees and advisory boards between 2014-2020. New appointments are publicised on the IoA website.

(v) Workload model.

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

The IoA has a workload model for Academic Staff which allocates scores for teaching, administration, student support and other activities. Workload scores for new activities are agreed by SMT. The HoD is responsible for allocating work in a fair, equitable and transparent way that is responsive to departmental needs and an individual's career progression and aspirations. Cases for sabbaticals (relief from teaching and administration duties) are only considered if the staff member has a workload score at, or above, the floating mean workload score for at least 3 years since the previous sabbatical.

Mean workload scores in 2013-19 were consistently higher for male than female Academic Staff (Table 29) due to male staff having more senior committee roles in this period, and more PhD students which are highly scored; many female staff are newer in post, often still on lower probationary workloads and have not built up PhD cohorts. Workload ranges, however, show male staff to have far wider ranges than female staff, indicating that while some males have high workloads, others do not, while female staff are carrying more even workloads. This is consistent with the analysis in 5.6.iii showing 'committee overload'. While workload allocation scores are transparent, how departmental tasks are allocated to individuals is less so, with a perception that staff considered successful in undertaking administrative roles continue to be allocated similar tasks, rather than roles being fairly rotated between all staff. A working group will explore recognised issues including scores not reflecting actual hours spent on tasks, workload inflation and the link with sabbatical requests (Action 4.1).

**IoA Workload Score, mean & range by Gender (2013-2019)**

	FEMALE STAFF		MALE STAFF		F/M Difference
2013-14	Mean	36.84	Mean	38.63	1.79
	Range	37.39	Range	48.425	
	Count (no. of staff)	12	Count (no. of staff)	31	
2014-15	Mean	40.62	Mean	41.51	0.89
	Range	23.36	Range	55.56	
	Count (no. of staff)	12	Count (no. of staff)	32	
2015-16	Mean	34.97	Mean	40.34	5.37
	Range	31.24	Range	72.636	
	Count (no. of staff)	13	Count (no. of staff)	32	
2016-17	Mean	32.9	Mean	37.49	4.59
	Range	32.325	Range	53.541	
	Count (no. of staff)	12	Count (no. of staff)	31	
2017-18	Mean	34.58	Mean	38.41	3.83
	Range	24.495	Range	42.083	
	Count (no. of staff)	13	Count:(no. of staff)	25	

2018-19	Mean	33.79	Mean	41.31	7.52
	Range	18.16	Range	51.72	
	Count (no of staff)	11	Count (no. of staff)	24	

Table 29: IoA workload scores by gender, mean and range, 2013-2019

Staff workload has significantly increased due to Covid-19 and the move to online teaching in 2020/21: 88% (24/28) of staff responses to a Covid-teaching survey in November 2020 stated that they spent between 2-5 times as much time preparing and delivering teaching, as in previous years. (Action 4.2)

<b>Action 4.1</b>	Working Group (representative of Academic Staff) to develop new workload model for SMT to consider
<b>Action 4.2</b>	Ensure appropriate measures put in place to mitigate against long-term Covid-19 impact on career progression of women and staff with caring responsibilities

(vi) Timing of departmental meetings and social gatherings.

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

The IoA provides advance meeting information for the coming academic year. The 2018 IoA Staff Survey shows that 100% of staff agree that Committees are scheduled during UCL's 'core hours' of 10am-4pm. Part-time staff are never asked to attend departmental meetings outside their allocated working pattern. IoA social functions sometimes need to be timetabled after 4pm if there is no space in the working day, but Staff Parties (e.g. Christmas Party) always begin at 4pm to allow those with caring responsibilities to attend. However, only 56% female and 53% male IoA 2018 Staff Survey respondents agree that departmental research events (such as the IoA Research Seminar) are held at times that make it possible for them to attend (Action 4.5).

<b>Action 4.5</b>	Revisit timing of IoA Research Seminar series (as main weekly research event)
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vii. Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.



*Figure 26: Composite poster of the 'Women of the IoA' created for International Women's Day in 2019 and featuring staff and research students (Author: female PS)*

We actively promote and showcase role models of both genders in our events (**Figure 26**) (**Action 1.9**) The annual Gordon Childe Lecture is delivered by a distinguished international academic (alternatively female/male); it is followed by a panel discussion by IoA staff which aims to be 50% female. In 2019-20, our IoA Research Seminar was equally split in Term 1 (6F, 6M), while the Term 2 seminar 'Global Challenges, Archaeology and Heritage' was more female-heavy reflecting the composition of heritage academics (8F; 4M).

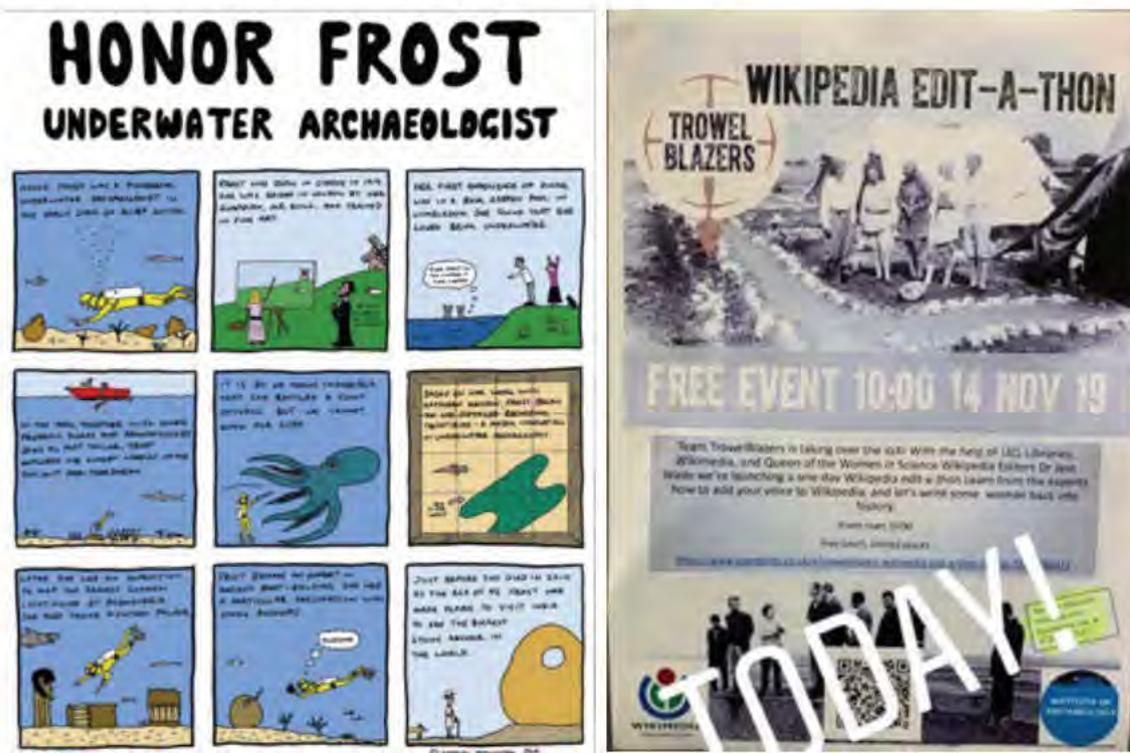


Figure 27: a) Cartoon celebrating achievements of Honor Frost (by male Academic); b) Poster for Trowelblazers Wikipedia Edit-a-thon (organized by female Research)

We aim for our website, prospectus and publicity material to have a balanced representation of female and male staff and students. Student and staff achievements are publicised on the IoA website and Social Media c (Twitter, Facebook, Instagram and Soundcloud), and we have a dedicated #FacesoftheloA tag which introduces staff and students to the wider community. During lockdown, the IoA ran a podcast series #Socially Distanced Parkaeology featuring interviews with IoA staff, students and alumni (32F; 14M).

Our HoD, EDI Forum, and Women's Forum have raised the visibility of important female archaeologists within IoA history. Prior to her tenure, all portraits of archaeologists in our building were male. We now have 3 portraits in common-areas of prominent IoA female archaeologists. One of our male academics has created a series of cartoons celebrating famous female pioneers in archaeology (Figure 27a). The EDI forum runs annual events featuring female archaeologists as role models for LGBTQ+ History Month, Black History Month, and Disability Month. For International Women's Day, we hold Lightning talks, Women of Bloomsbury Walk, and in 2020 planned a celebration of Tessa Verney Wheeler, the co-founder of the IoA to mark the unveiling of her new portrait (postponed due to Covid-19). In 2019, the IoA collaborated with Trowelblazers (an initiative to celebrate female pioneers in archaeology, palaeontology and geology set up by one of our female Research Staff) and Wikimedia UK to run a Wikipedia Edit-a-thon to write women into science (Figure 27b).

Action 1.9	Ensuring the IoA is a beacon for EDI work and initiatives in Archaeology, recognising and rewarding those staff who act as ambassadors
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(vii) Outreach activities.

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



Figure 28: World Archaeology Festival in June 2018

Outreach and public engagement is a crucial component of the disciplines of archaeology and heritage – indeed some of our staff and degree programmes specialise in this – and all IoA staff actively engage in outreach and engagement associated with their research, whether via exhibitions, broadcast and social media, talks at sites, museums and local societies, working with volunteers on fieldwork projects in the UK and worldwide, or engaging with local communities. Since it is an integral component of IoA Academic and Research Staff work and accounted for in their designated research time, the department does not monitor these activities. However, they are formally recognised in appraisals and promotion cases; they also underpin REF Impact Case Studies. Our staff are frequently recognised institutionally for their outreach, for example a male academic was awarded the 2017 Provost’s Award for Public Engagement for his work with local communities in Hertfordshire.

Each year, the IoA organises hundreds of events all of which are open to the general public; we are unable to collect participant uptake by gender due to the scale of activities (Table 30). For example, IoA PS Staff run an annual Festival of World Archaeology as a free family event with a wide range of archaeology-themed activities supported by staff and students at all levels (Figure 28)

Year	Attendees at IoA Events (run by IoA ART and PS staff)
2016/17	10,307

2017/18	8,402
2018/19	1,181 (poor response rate to audit)
2019/20	184,158 (includes a very successful Heritage Futures Exhibition)

Table 30: Attendees at IoA Events between 2016/17 and 2019/20 (no data by gender available)

As a department, we are strongly committed to widening participation. However, we recognise that female ART and PS staff conduct the majority of this work, and it is not systematically recognised in our workload system (**Action 1.9; Action 4.1**). Our Open Days for prospective students and offer-holders are run by predominantly female staff (ca. 60%F) and students (ca. 90%F). IoA staff and PhD students (60%F/40%M) also conducted activities with 5 London schools which we intend to increase as a priority led by our new Widening Participation Tutor (**Action 2.2**). IoA staff (2F (1PS), 1M) established the UK's first University Archaeology Day in 2017, now an annual event (2019: 160 attendees), which aims at widening participation and provides information about UK degree programmes, careers, and the latest archaeological research. UCL IoA talks have been given by women at each of the events. Female PS and Academic Staff also run annual Summer Schools for high-school students ('Bones of London' & 'You're Fired: Pottery'), and in 2017 a 10-day widening participation archaeological excavation in Elthorne Park Islington with support from UCL and Islington Council. The team worked alongside local schools and the Islington Youth Offenders team.

We embed outreach in our curriculum and we actively recognise student contributions to IoA's public engagement. Due to the Covid-19 cancellation of fieldwork in summer 2020, 11 staff created online projects for our first- and second-year students, including several outreach projects. Our PGT Museum Studies students create an annual exhibition in the IoA Leventis Gallery. Our PGR students actively lead outreach, for example, in 2020, a female PGR was awarded UCL Public engagement funding to create a manga-zine with teens in North London schools using digital replicas of objects.

<b>Action 1.9</b>	Ensuring the IoA is a beacon for EDI work and initiatives in Archaeology, recognising and rewarding those staff who act as ambassadors
<b>Action 2.2</b>	Create new role of Widening Participation Tutor to lead engagement activities aimed at diversifying student body
<b>Action 4.1</b>	Working Group (representative of Academic Staff) to develop new workload model for SMT to consider

[6008 words]

## 6 Further information

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

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

## 7 Action plan

Our 5-year Action Plan centres on four themes:

1. **Embedding EDI at the heart of the IoA**
2. **Ensuring a high-performing, gender-balanced student pipeline**
3. **Supporting staff at key career transition points and ensuring gender parity in career progression**
4. **Fostering an IoA departmental working culture which allows all staff and students to achieve their potential**

**Due to the ongoing significant impact of Covid-19 on staff and student workload and continuing challenges for scheduling in-person activities which will continue into Year 1 (2021/2022), our 5-year Action Plan defers some high-priority actions to Year 2 (2022/2023).**

Priority ratings = 1 (high/for immediate action), 2 (medium term actions), 3 (low priority actions can be later in plan)

No	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/ objective)	Key outputs and milestones	Timeframe (Start/ end date)	Person responsible (include job title)	Success Criteria and outcome	Priority
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## 1. Embedding EDI at the heart of the IoA

1.1	We are committed to adequately resourcing AS initiatives at IoA by allocating workload scores to SAT-Leads and those supporting the data collection and monitoring	The SAT struggled with lack of resources (mainly personnel) to gather data during the AS process, in part due to the increased pressures of Covid-19	<p>Increased workload scores and teaching/ administrative relief given to EDI Co-Chairs (new SAT leads) and QME Lead (data-analysis).</p> <p>Workload score given to EDI Committee Members.</p> <p>Paid student EDI assistant roles for running student-focused surveys, focus groups and data analysis</p>	June 2021	Ongoing	HoD; Department Manager	<p>Workload scores that reflect the scale of work involved in the AS process.</p> <p>Appointment of student EDI assistants</p>	1
1.2	Promote an intersectional approach to gender equity, and ensuring embed EDI issues formally within IoA structures	Our Head of Department's statement (section 1) and description of SAT team (section 3) both recognize the need to better embed EDI issues formally within IoA and Faculty structures, to ensure the implementation of the AS Action Plan, and to place AS actions within a broader intersectional context in future.	Committee to meet 3 x year.	June 2021	Ongoing	EDI Committee Chairs	The progress of EDI Committee's implementation of AS action plan to be reported to SMT annually (led by HoD) to monitor progress and to Faculty EDI Committee. Success measure will be to have all Priority 1 action points implemented within year 1. Ensure that all IoA policies and procedures take equality issues into account; develop a basis for Silver application; provide termly Minutes	1

No	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/ objective)	Key outputs and milestones	Timeframe (Start/ end date)	Person responsible (include job title)	Success Criteria and outcome	Priority	
		EDI committee became formal departmental committee in January 2021, with permanent committee status				available online on our intranet.		
1.3	Encourage and ensure diversity of EDI Committee membership by increasing male representation and representation of all protected characteristics on the EDI Committee.	<p>To ensure burden of equalities work is more evenly distributed between genders.</p> <p>To ensure all groups concerns are included and they have a voice.</p> <p>The current SAT is 71%F; 29%M. The new EDI Committee is 63%F; 37%M. These breakdowns lead to a need to spread the load of EDI activities more widely, and to provide role models for EDI work from across loA staff.</p>	<p>Gender representation on EDI Committee that reflects staff/ student gender profile.</p> <p>Different protected characteristic groups represented on EDI Committee (e.g. BAME, disability, LGBTQ+)</p>	April 2021	Ongoing	EDI Committee Chairs and HoD	EDI committee has a 50:50 male/female membership by 2026.	2

No	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective)	Key outputs and milestones	Timeframe (Start/ end date)		Person responsible (include job title)	Success Criteria and outcome	Priority
1.4	To achieve benchmarking of IoA within Sector with other UK Archaeology Departments, and more relevant benchmarking within UCL and our Faculty	Section 4.2.i explains that it is currently impossible to benchmark UCL staffing against HESA data because they use different categories to measure career progression. Given it has therefore proven impossible we aim to work with similar archaeology departments in future to rectify this. We also plan to benchmark within our institution at Faculty level (Social & Historical Sciences) rather than UCL wide.	By 2026 to have obtained comparable benchmarking data for IoA from other UK Archaeology Departments, and UCL's Faculty of Social & Historical Sciences	By 2026	2026	EDI Committee Chairs and Quality Enhancement Officer	2026 IoA staff and student data presentation and analyses will have direct comparison with at least one other UK Archaeology Department, and with UCL Faculty of Social & Historical Sciences	3
1.5	Take an intersectional approach to UCL-provided data on students and staffing, focusing on	To enable the EDI Committee to monitor issues affecting other protected characteristics,	2023: Produce an initial report of analysis of student and staffing data including intersectionality (protected characteristics, part-time/ full-	2023	2023 (initial) and 2026	EDI Committee Chairs; Quality Enhancement Officer	By 2026 to have all staffing and student recruitment and pipeline data analysed and presented including intersectionality.	2

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	student and staff pipeline, recruitment and promotion.	consider intersectionality, and have longitudinal data that enable issues to be identified, progress to be monitored and new actions to be introduced.	time status) to present to EDI Committee.					
1.6	Include ASE and UCL IoA East staff in monitoring, data collection and data analysis going forward	The commercial archaeology unit (ASE) is not included in the current AS analyses; we wish to include ASE and the soon-to-be appointed UCL IoA East staff in our analysis going forward	Continued representation by ASE and UCL IoA East staff on EDI Committee  Understanding of EDI issues in archaeological field employment  New structures at UCL East to include EDI initiatives developed at IoA	June 2021	Ongoing	ASE Director and ASE Women's Group; ASE Rep, UCL East Rep, EDI Committee Chairs	By Spring 2022, ASE Rep to present 'A picture of the organization: staffing data', by Spring 2023, ASE Rep to complete analysis of 'Supporting and advancing women's careers', and by Spring 2024, to produce ASE action plan.	1
1.7	Conduct biannual IoA Staff and Student survey on EDI issues, comparing results over time	The last IoA Staff and Student EDI survey was conducted in 2018 (with 2020 skipped due to Covid-19); the department is committed to regular monitoring	Staff and Student surveys in Autumn 2021, 2023, 2025.  Survey analyses and action points in Term 2 by the EDI Committee.	Autumn 2021	Every 2 years	EDI Committee Chairs, using and adapting AS template surveys	Bi-annual Surveys held in 2021, 2023, 2025.  Analysis of survey data presented at EDI town-hall each following spring.	1

No	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective)	Key outputs and milestones	Timeframe (Start/ end date)		Person responsible (include job title)	Success Criteria and outcome	Priority
		of staff and student responses that gauge effectiveness of EDI activities, and gaps where further work is needed.					60% completion rate by staff and students.  New actions introduced to address issues identified.	
1.8	All future staff and student surveys to include questions on protected characteristics	To enable the EDI Committee to monitor and be responsive to issues affecting other protected characteristics of our staff and student body, consider intersectionality, and have longitudinal data that enable issues to be identified, progress to be monitored and new actions to be introduced.	Biannual staff and student survey (see Action Point 1.7) to contain questions around race, disability, sexual orientation, stress and caring responsibilities (including option to not-disclose)	Summer 2021	Ongoing	EDI Committee Chairs	Ability to analyse survey data by protected characteristics and intersectional issues where appropriate  New actions to address intersectional issues by Autumn 2022	1
1.9	Ensuring the IoA is a beacon for EDI work and initiatives in Archaeology,	EDI work undertaken in the department to date has not	Record of EDI and widening participation work by IoA	April 2021, ongoing		HoD and SMT	Ability to accurately analyse the amount of EDI work by gender and other protected	1

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	recognising and rewarding those staff who act as ambassadors	consistently been given a workload score, despite much time and responsibility committed by staff (academic and PS).	<p>EDI and widening participation work made visible on loA website</p> <p>Scores allocated to EDI roles in loA workload system including EDI Committee (see 1.1)</p> <p>Nominate loA staff for UCL and external awards for their EDI activity</p> <p>Ensure widening participation in schools are given workload scores</p>				<p>characteristics where appropriate</p> <p>Greater recognition and visibility of ART and PS staff fostering a culture of EDI work</p> <p>loA staff receive UCL and external signs of esteem for EDI work</p> <p>Workload scores that reflect the scale of work involved in EDI work</p>	
1.10	Maintain and update loA EDI pages on loA website to provide accessible overview of local EDI contacts, UCL and loA policies and progress.	Section 5.6 (i) shows the need to increase student awareness of our EDI policies, and to increase means of communication on EDI issues.	<p>Termly open EDI meeting</p> <p>Termly e-mail bulletins (3 x year)</p> <p>Update EDI pages on website with AS dedicated page</p>	Summer 2021	Reviewed annually	EDI Committee Chairs and Communications Manager	Measure engagement with website on an annual basis and develop actions as necessary	1
1.11	Increase awareness of loA and UCL policies and key contacts amongst students and Staff	Only 63% of students surveyed are aware of policies to prevent unfair treatment at UCL (and 2 of 16	As above	Summer 2021	Annually	Inclusion Leads	Biannual survey by 2023 staff and students on EDI issues to show 80% students and all staff surveyed are aware of policies to prevent	

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		staff are unaware of where to find EDI help) leading to a need to increase local awareness of EDI policies and activities				unfair treatment at UCL, and to have increased awareness of EDI policies and activities.	
1.12	Ensure all new staff take mandatory training on harassment and bullying and existing staff regularly undertake refresher training.	While section 5.b.i. recognises wide scale take-up of EDI training in the department, e.g. 2019 'Where do you draw the line' sessions, there is a need to ensure all staff complete basic EDI training, and Senior Managers have appropriate EDI training, and that this is embedded into departmental practice.	New staff	Ongoing	HR Administrator and Executive Assistant	100% of new staff undertake mandatory harassment and bullying training, recorded on UCL's MyHR system within 6 weeks of start of employment.  Annual Refresher training	1

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## 2. Ensuring a high-performing, gender balanced student pipeline

2.1	Conduct research to understand low application rates from prospective male students	IoA receives overall more applications from female than male prospective students at UG, PGT and PGR, at between 9%-11% below the sector norm.	<p>Conduct student focus groups to understand programme choices (Spring 2022)</p> <p>Compare our programme offerings with peer-institutions to identify possibilities for new foci which may attract more diverse student body (Summer 2022)</p>	Spring 2022	Summer 2022	Undergraduate and Graduate Admissions Tutors	To achieve better information about reasons for lower levels of male candidate application to archaeology programmes in general, and to the IoA in particular by the start of 2022/23 recruitment season.	1
2.2	Create new role of Widening Participation Tutor to lead engagement activities aimed at diversifying student body	Section 4.1 shows an under-representation of male students applying for IoA programmes at Undergraduate, PGT & PGR levels. We recognize the need to attract higher proportions of male students to move to gender equality in the student body	Create new role of Widening Participation Tutor, to be male member of staff, to create a Team (40F: 60M) to consider outreach activities and materials and to carry out Action Point 2.3.	September 2021	Ongoing	HoD	Widening Participation Tutor to be in role by September 2021	1

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2.3	Redress gender imbalance at UG, PGT and PGR through gender aware recruitment and marketing strategies	IoA receives overall more applications from female than male prospective students at UG, PGT and PGR, at between 9%-11% below the sector norm.	Increase number of school visits, including all-boys  Review and modify existing promotional material in print and online; ensure descriptions and images reflect diversity of topics studied as well as of staff and students (2022)	Spring 2022		Widening Participation Tutor (see Action Point 2.2 above), Admissions Tutors, Graduate Admissions and Research Student Administrator, Student Recruitment and Experience Officer and Communications Officer	15 school visits a year. Increase number of boys' schools targeted in widening participation activities by 5% by 2026  Refresh promotional material for 2022/2023 UG admissions cycle;  Increase the number of applications, offers and enrolments to the Department's UG, PGT and PGR programmes by male candidates by 5% by 2026. Progress to be reviewed annually.	1
2.4	Monitor UG student attainment by gender to assess whether F/M attainment trends are outside expected variation and collect data on student attainment by gender on the Graduate Diploma.	Analysis shows that in 2016-20 a lower percentage of female UG students achieved the highest degree class than male UG students in the IoA (30% versus 38%) (see Section 4, Table 5).  UCL data does not report attainment on the Graduate Diploma	Report analysing attainment at both degree class and module level by gender to be considered by EDI committee and Departmental Exam Board	Summer 2021 (after UG Exam Board)	Annually if biases are identified	EDI Committee Chairs/SAT Lead and Chair of Board of Examiners	Understanding of potential F/M biases in attainment at UG year/module level; the analysis will determine future actions, i.e. where biases may lie and if the issue needs addressing.  Understanding of attainment by gender on the Graduate	2



No	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/ objective)	Key outputs and milestones	Timeframe (Start/ end date)		Person responsible (include job title)	Success Criteria and outcome	Priority
2.6	Monitor PGT student attainment by gender to assess whether attainment trends vary between different degree clusters.	Data in Section 4.1.iii presenting PGT attainment by gender (currently Table 6) show that females attain distinction in higher proportions than males (43.1% compares to 38.7%). Need to explore this within separate degree cohorts	Analysis of attainment data per PGT degree by gender, for consideration by Chair of Board of Examiners and EDI Committee	Autumn 2022	Summer 2023	EDI Committee Chairs; Chair of Board of Examiners	More nuanced understanding of degree attainment by PGT programme, and actions introduced if issues identified.	2
2.7	Monitor data on PGT completion rates by full-time and part-time status, and gender.	Data in Section 4.1.iii part-time students have lower completion rates than full-time students. Further monitoring required	Annual review of PGT full-time and part-time data, by gender, to identify any areas of concern and take appropriate action through additional targeted student support	Autumn 2022- Spring 2023 (when 5 <sup>th</sup> year of part-time completion data will be available).		EDI Committee Chairs; Graduate Admissions and Research Student Administrator	Aim for 70% completion rate of full-time student and 50% completion rate of part-time students by 2026	3
2.8	Explore reasons for longer female PGR submission times, and lower submission rates for both male and female part-time students, with emphasis on	Section 4, a. shows female PGR students to have longer PhD submission times than males (by c.4 months).  Part-time students (both male and	Hold focus groups (both part-time and full-time) in Spring 2022  Gather data on mitigating circumstances, including the effect of Covid-19 disruption on PGR students (by gender)	Spring 2022	Spring 2023	PGR rep, Graduate Tutor and Graduate Admissions and Research Student Administrator	Identification and introduction of new support measures for completion for PGR students  Understanding of impact of Covid-19 on	

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	mitigating circumstances and the Covid-19 pandemic.	female) have lower completion rates (0-50%), patterns which need better monitoring and understanding to address.					current and incoming PGR students and new actions identified where appropriate  No gender variation in full-time PhD submission times by 2026  Aim for 50% completion rates of part-time students by 2026.	
2.9	Increased career support for PGR students for jobs in academia, the heritage sector and outside academia	IoA 2018 Survey suggested PGR students would value more career development support.	Offer panels on working in academia, the heritage sector, and outside academia; practical training for CV, cover-letters, and interviews for academic jobs  Introduction of grant proposal workshop for PGR students  Introduction of mock interview panels	Summer 2022	Ongoing	Careers Tutor and Graduate Tutor  Graduate Tutor and Chair of Research Committee	2 PGR/Post-Doc focused career panels a year  Annual CV and cover-letters workshop for academic jobs  1 PGR grant proposal workshop per year	2

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### 3. Supporting staff at key career transition points and ensuring gender parity in career progression

3.1	We will continue to monitor interview panel balance annually and aim to diversify panels to ensure that female staff aren't over-burdened	Section 5.1 (i) shows the IoA exceeds UCL's policy of minimum 25% females on interview panels, and there is a need to ensure that women aren't over-burdened. The aim is to continue to ensure panels are fair and balanced (Fig 20) by increasing staff who have recruitment training (Action point 3.2)	Ensure gender parity on interview panels	Summer 2021	Ongoing	Executive Assistant and HR Administrator	Aim for 50F:50M female on recruitment panels (panels of 4 for TF/Research posts; panels of 6 for academic posts).	1
3.2	Aim to increase pool of staff who have completed UCL's mandatory training on Diversity, Unconscious Bias and Recruitment and Selections Essentials (UCL Recruitment Essentials)	As Action Point 3.1	Encourage more staff to undertake mandatory UCL training for interview panels.  Annual refresher training on "Diversity" and "Unconscious Bias"  Include UCL Fair Recruitment Specialists to	2021 and ongoing		Executive Assistant and HR Administrator	40-50% of Academic Staff to have completed interview panel training by end 2022  All G7+ interview panels to have UCL Fair Recruitment Specialist by 2026	1

No	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/ objective)	Key outputs and milestones	Timeframe (Start/ end date)		Person responsible (include job title)	Success Criteria and outcome	Priority
	Ask all staff to refresh training on an annual basis		avoid all-white interview panels					
3.3	Introduce induction handbook for new starters which includes information on EDI policies	<p>The IoA uses UCL's Induction Checklist, a wiki with departmental information and a handbook for new staff with teaching responsibilities, but information is scattered and not always up to date (Section 5.A.ii)</p> <p>Staff survey data shows that 8 of 13 (62%) Research Staff (our largest category of new-starters) are not fully aware of UCL's EDI policies (5.6(i))</p>	Induction handbook suitable for all staff categories which includes information on EDI policies and contacts (ART + PS)	Spring 2022 and annually thereafter	Autumn 2022	HR Administrator and Communications Manager	<p>Staff Survey results showing effectiveness of induction process. 80% satisfaction by 2023; 90% satisfaction by 2025</p> <p>Staff survey to show increase in the number of staff (to 70%) fully aware of UCL's EDI policies</p>	2
3.4	Introduce an induction event for new starters hosted by HoD	2018 Research Staff (main group of new starters) survey results showed 7 of 13 (54%) of Research Staff respondents didn't	2023 and 2025 Staff Surveys	2023, 2025	2025	HoD and Executive Assistant	Staff Survey results to show effectiveness of induction process (80% satisfaction by 2023; 90% satisfaction by 2025) and that Research Staff feel equally valued as	

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		feel as valued as permanent staff				permanent staff (80% by 2023).		
3.5	SAT to ensure staff survey includes questions about effectiveness of induction processes	For application period 2016/17-2018/19, there is no data for inductions as the IoA currently does not formally review the effectiveness of induction processes. (Section 5.A.ii)	Staff survey to include relevant questions on induction questions (for new starters) to assess effectiveness	2021	Ongoing	EDI Committee Chairs, HoD and HR Administrator	Staff Survey results showing effectiveness of induction process. 80% satisfaction by 2023; 90% satisfaction by 2025	2
3.6	Introduce mentoring scheme for all staff categories.	Currently only IoA probationary Academic Staff and G7/G8 Research and Teaching Staff have mentors. The 2018 Staff Survey showed that 48% of staff without a mentor would like one (8F, 3M).  Offer mentoring scheme to PS staff	Produce document outlining expectations of mentoring  All staff offered Mentor whether they take up mentorship opportunity or not.	Summer 2021	June 2020  Then regular intervals	HoD, Section Heads and relevant Line Managers	100% of non-professional staff to be offered a mentor by June 2022  'Expectations of Mentoring' document to be included in Staff Induction Handbook (AP 3.3)  2025 Staff Survey to give 75% positive feedback about mentoring scheme.	1
3.7	Our long-term strategy is to increase the number of females applying for and being	The IoA has a female academic pipeline leak at higher grades: 35%		Annually, autumn		HoD and Executive Assistant	At least 4 females to have successfully applied for promotion to G10 Professor by 2026	1

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	awarded promotion through multiple complementary schemes, including coaching and mentoring.	of Academic Staff are F (from data in Section 4, b, Fig 18, 19) but females make up only 12% of G10 staff, with female promotions taking longer than male Academic Staff (Section 5, iii, Table 10).					Parity in average time for female and male staff to successfully apply for promotion to G9 Associate Professor by 2026	
3.8	Continue to ensure Promotions Review Panel has female G10 representation	The IoA currently has only 2 female G10 Professors, but it is important that the Promotion Review Panel has female representation	At least 1 female on annual Promotions Review Panel	Annually, autumn	Ongoing	HoD	HoD to continue to ensure that annual Promotions Review Panel includes at least 1 female	1
3.9	Continue to raise awareness of UCL Academic Career Framework and Promotions processes through dedicated annual staff development workshop	Survey data of Academic Staff shows 8% of respondents had a lack of awareness of UCL's Academic Careers Framework and promotion processes (incl. expectations for different levels)	Annual email to all staff to advertise HoD-led promotion workshop  Section Heads to encourage constituents to consider eligibility for promotion  Appraisers to discuss promotion at annual appraisal meetings. Continue to email eligible staff advising of potential	June, Annually	Ongoing	HoD and Executive Assistant	IoA and UCL survey data to show 75% awareness of UCL's Academic Career Framework and expectations from 2022 and 2024 surveys.	1

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			for promotion if they have not put themselves forward					
3.10	Increase % of appraisals completed each year	In 2019/20, 87% of appraisals were completed (lower than target of 95% due to impact of Covid-19)	Ensure that loA appraisal rate increases to 95% in the next 3 years	Now	Ongoing	HoD and Executive Assistant	Baseline: to sustain loA's completion rate of 87%  Aim for 95% of completion rate by 2024 (allowing for staff on Maternity Leave/Sabbatical, long term sickness absence etc.)	2
3.11	To better ensure career progression and promotion aspirations, workload and work-life balance are included in appraisal discussions.	2018 Staff Survey showed 10 of 33 respondents (30%) (4F, 6M) felt their career progression was not always helpfully discussed during appraisal.	Introduce loA appraisal checklist for appraisers  Remind and encourage appraisers to explicitly discuss training needs (for career development) in appraisals	Now	Ongoing	HoD, Executive Assistant, Section Heads and relevant Line Managers	By 2022 Staff Survey, aim to see 80% of staff reporting that their career progression was helpfully discussed at appraisal.	1
3.12	Ensure and monitor uptake of staff with appraisal responsibilities appraisers attend appraisal training or refresher course every 3 years	Appraisers	Improve the effectiveness of the appraisal experience  100% of all staff with appraisal responsibilities to attend appraisal training/refresher every three years	Now	Ongoing	HoD and Executive Assistant	100% of staff with appraisal responsibilities undergo refresher training by 2022	1
3.13	Monitor developments with UCL's MyHR to	We were not able to collect data on	Data on annual uptake of training	Sept 2022	2023 and annually thereafter	Executive Assistant and HR Administrator	Baseline: currently this data is not collected.	2

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	determine how training data can be extracted at an institutional level	staff uptake of training				<p>Target: ability to analyse uptake of training by gender by end 2023</p> <p>By 2026 expect a 30% increase in staff undertaking training opportunities</p>	
3.14	Targeted training of Female staff (ART and PS) for leadership to support career development.	Female Academic Staff in IoA are promoted (to G9 and G10) less frequently than M, and not in proportion to their representation in the department (5 a (iii)). We note that the action is needed to support female career progression at all grades, including PS.	Annually identify and financially support 1-2 female PS/ART staff to participate in UCL's Women in Leadership Development Programme (G6-G7); Senior Women in Leadership Development Programme (G8 to G9) or 'Women in Research' (female ECRs and PGRs)	September 2021 and ongoing	HoD	<p>UCL to provide data on training uptake by gender to department which can be analysed. IoA to monitor increased training annually via MyHR</p> <p>At least 6 PS/ART females to have participated in leadership training by 2026.</p>	2
3.15	Increase grant support of ART staff, for career development and to maximize career success.	Low success rate of grant applications amongst Academic Staff (and postdoctoral researchers)	Annually examine grant application success and failure rates; provide guidance on appropriate target levels for projects (e.g. seed funding or major project award)	Term 3, Annually	Chair of Research Committee/SCRC, Departmental Manager and Research (Pre-Award) Administrator)	Chair of Research Committee to document and report success rates of grant applications annually at Term 3 Research Committee	2

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			Increase in number of grant-support workshops for post-doctoral researchers & Academic Staff			1 workshop per year on grant support	
3.16	Provide mock-interviews, academic cover letter and cv workshops for Research Fellows/Teaching Fellows on fixed term contracts, to support their career progress	Observed female pipeline loss at Senior Research Fellow and Lecturer grades (Section 4, b) (lii)	Career workshops, mock interviews to be provided, reported to Chair of Research Committee annually	Summer, Annually	Chair of Research Committee (convenor), UCL Careers staff and Section Heads	2 x Career workshops held a year	2

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#### 4. Ensuring a departmental working culture which allows all staff to achieve their potential

4.1	Working Group (representative of Academic Staff) to develop new workload model for SMT to consider	27% of Academic Staff surveyed do not feel the IoA has a clear and transparent way of allocating workloads; 36% of staff surveyed felt that workload issues were not dealt with. During Covid-19, workload pressures have increased, and the IoA should consider new workload models	<p>Summer 2021 WG to explore other UCL workload systems</p> <p>Present initial findings to staff June 2021</p> <p>Reevaluate scores given to different activities to ensure that EDI and widening participation work is allocated workload score</p>	Summer 2021	September 2022 (for academic year 2022/23)	Workload Working Group; SMT, HoD and Research (Pre-Award) Administrator)	<p>New workload model implemented (2022/23)</p> <p>Widening participation and EDI activities recognized in workload allocation.</p> <p>Staff survey 2023 to expect &gt;75% of Academic Staff to find the IoA has clear and transparent ways of allocating workloads.</p> <p>Review of workload analyses to be presented annually to SMT</p>	1
4.2	Ensure appropriate measures put in place to mitigate against long-term Covid-19 impact on career progression of women and staff with caring responsibilities	IoA staff have been severely affected by Covid-19 and we need to ensure that female career progression and aspirations are not affected disproportionately (particularly research	<p>Continue to cover impact of Covid-19 at appraisal</p> <p>Remind staff in appraisals of support available support options (early sabbatical, teaching/admin relief etc.)</p> <p>Include impact of Covid-19 questions in 2021 and 2023 Staff Survey</p>	Now	End 2023 (or later if needed)	HoD and Executive Assistant	70% of Staff Survey agree that they have been supported to mitigate the impact of Covid-19	

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		trajectory for Academic Staff)						
4.3	Monitor PS staff workloads	Survey information showed PS staff to regularly work beyond their weekly 36.5 contracted hours	PS staff to discuss and propose solutions to workload distribution through the year	September 2021	December 2021	Chair of PS staff Forum (Departmental Manager)	Discuss proposals with HoD/Line Managers	2
4.4	Create Working Group with F/M staff who have recently taken Parental Leave to determine particular challenges and issues they faced, especially keeping in touch whilst away and returning to work.	IoA 2018 Staff Survey data suggests female staff felt less supported than male staff on their return from parental leave.		Autumn 2022	Spring 2023	Chair of Women's Forum, HoD and Executive Assistant	Understand and improve support for staff returning from parental leave.  Ensure Line Managers are briefed about 'Keeping in Touch' while on parental leave (for those who wish to do so) and the return to work.	1
4.5	Revisit timing of IoA Research Seminar series (as main weekly research event)	Only 56% of female and 53% of male staff survey respondents agreed that IoA research events are held at times they can attend	Options presented at IoA Staff Meeting Dec 2022  Satisfaction monitored through bi-annual staff surveys (2021, 2023, 2025)	September 2022	December 2022	Chair of Research Committee and Research (Pre-Award) Administrator	By 2025 Staff Survey, increase to 65% of female and male staff who agree that departmental research events are held at times they can attend.	2