



## Department Application Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

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

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

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

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

## **COMPLETING THE FORM**

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

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

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

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

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

## **WORD COUNT**

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

### ACTUAL WORD COUNT

Department application	Silver
<b>Actual Word Count</b>	<b>11,037</b>
1. Letter of endorsement	499
2. Description of the department	492
3. Self-assessment process	936
4. Picture of the department	1964
5. Supporting and advancing women's careers	6,498
6. Case studies	648
7. Further information	0

Word counts do not include figures, tables, boxes, or associated figure legends.

<b>Name of institution</b>	Durham University	
<b>Department</b>	Anthropology	
<b>Focus of department</b>	Social Sciences	
<b>Date of application</b>	10 <sup>th</sup> December 2019 (ext for strike action)	
<b>Award Level</b>	Silver	
<b>Institution Athena SWAN award</b>	Date: GEM (2014)	Level: Bronze
<b>Contact for application</b> Must be based in the department	Prof Gillian Bentley	
<b>Email</b>	g.r.bentley@durham.ac.uk	
<b>Telephone</b>	0191 334 1114	
<b>Departmental website</b>	<a href="https://www.dur.ac.uk/anthropology/">https://www.dur.ac.uk/anthropology/</a>	

**Table 0.1: Abbreviations**

AS	Athena Swan
ADR	Annual Development Review
BAME	Black and minority ethnic
BoS	Board of Studies
BA	Bachelor of Arts degree
BSc	Bachelor of Science degree
DM	Department Manager
DPPC	Department Progression and Promotion Committee
EDI	Equality, diversity and inclusion
F	Female
F-M	Female to male ratio
FT	Full-time
HoD	Head of Department
HR	Human Resources
HTA	Human Tissue Authority
LGBT+	Lesbian, gay, bisexual and transgender, plus others
M	Male
MA	Master of Arts degree
MSc	Master of Science degree
N&G	Nominations and Governance
NSS	National Student Survey
ONS	Office of National Statistics
PDRA	Postdoctoral Research Associate
PG	Postgraduate
PGT	Postgraduate taught students
PGR	Postgraduate research student
PhD	Doctor of Philosophy degree
PS	Professional (non-academic) staff
PT	Part-time

RA	Research Assistant
SAT	Self-assessment Team
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TA	Teaching Assistant
TF	Teaching Fellow
UG	Undergraduate
VC	Vice Chancellor
WLM	Workload Model

## Data

Comparative data from UCL comes from their publically available student registry services <https://www.ucl.ac.uk/srs/student-statistics> (accessed Oct 2019). National data have been drawn from ONS [1] HESA data for Anthropology [2], and DIUS [5]. International data for Anthropology were drawn from Ginsberg 2017 [3] and QS World Rankings [4].

## References

1. Office of National Statistics (ONS) <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity> (last accessed October 2019).
2. HESA data for Anthropology <https://www.hesa.ac.uk/data-and-analysis/students/what-study/characteristics> (last accessed October 2019).
3. Ginsberg D (2017) Trends in Undergraduate Bachelor's degrees. <http://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/IPEDS%20anthro%20bachelors%20degrees.pdf> (last accessed October 2019).
4. QS World Rankings (<https://www.topuniversities.com/university-rankings/university-subject-rankings/2019/anthropology>).
5. Broecke S, Hamed J (2008) Gender Gaps in Higher Education Participation: An Analysis of the Relationship between Prior Attainment and Young Participation by Gender, Socio-Economic Class and Ethnicity. Department for Innovation, Universities and Skills DIUS Research Report 08 14. <https://dera.ioe.ac.uk/8717/1/DIUS-RR-08-14.pdf> (last accessed October 2019).
6. Balart P and Oosterveen M (2019) Females show more sustained performance during test-taking than males. *Nature Communications* 10:3798 [doi.org/10.1038/s41467-019-11691-y](https://doi.org/10.1038/s41467-019-11691-y).

**Table 0.2: Pay Grades at Durham University**

Grade	Teaching Staff	Research Staff	Academic (Research and Teaching) Staff	Professional and Support Staff (PS)
2-6				Grades 2-6
Grade 5	PGR Teaching Assistants (TAs)			
Grade 6	Teaching Fellows			
Grade 7	Lecturer	Research Associate	Assistant Professor	Dept Manager etc
Grade 8		Senior Research Associate	Associate Professor	
Grade 9		Senior Research Associate	Associate Professor	
Professorial Band		Band 1, 2 and 3 Professors	Band 1, 2 and 3 Professors	Senior Management Roles (e.g., Head of College, Head of Research Institute)

The data presented are broken down into binary categories (female, male) and “other”. Individuals were able to choose their own description for their gender in the Staff and Student Survey but, for ease of presentation and given the very small numbers concerned, we have placed non-binary categories into this “Other” category.

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

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

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

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



*Shaped by the past, creating the future*

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Mr James Lush  
Athena SWAN Charter  
Advance HE  
First Floor, Napier House  
24 High Holborn  
London  
WC1V 6AT

28<sup>th</sup> November 2019

Dear James

As joint Heads, we enthusiastically endorse our Athena Swan application for a Silver Award and congratulate all our staff who contributed to its completion. We confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department of Anthropology. We have made several strides towards achieving greater equality, diversity, and inclusion (EDI) since our GEM Bronze Award in 2014. We now have equal numbers of men and women at junior and mid-career levels, and an astonishing reversal to a 67:33 ratio of women to men at Professorial levels. Within the same period, we have become among the most diverse Department at Durham University with a high proportion of BAME academics.

Many anthropologists are involved in EDI initiatives within our Department and across the University. For example, Professor Jane Macnaughton was instrumental in setting up a University-wide Women's Network, Dr. Kris Kovarovic helped to establish a Network for Mothers, Professor Nayanika Mookherjee was a cofounder of the new BAME Network, and Dr Hannah Brown initiated the University's First Generation Scholars Network that was pioneered in Anthropology. Several female academics sit on influential University committees, including those investigating gender equality in pay, as well as EDI issues teaching and learning. Since 2014, we have also met targets for improving other aspects of EDI, such as having almost all staff trained in EDI issues, achieving gender balance in Departmental Seminar speakers, holding events at times that are family-friendly, and increasing work-life balance for staff.

Our Action Plan for the future is ambitious and targeted. Our greatest challenge is to achieve a better gender balance in undergraduate (UG) student numbers and to increase the *number of men* attracted to Anthropology; we remain heavily female-

biased here, reflective of national statistics. Our surveys and wider research suggest this is related to perceived career options for Anthropology graduates and a male bias towards STEM subjects. We intend to improve market outreach by training students and staff to deliver a programme to increase the number of men taking UG anthropology degrees. As a broad-based Department that covers both the biological and social sides of Anthropology (we have three departmental laboratories for research and teaching), we believe we are well-positioned to do this; our programme will be the first of its kind in the UK. Our analyses of data from the past five years have also shown that our UG BAME students require more support in order to achieve parity in their degree classifications. We will remedy this by appointing a BAME Champion in the Department specifically to assist these students throughout their career at Durham.

To address staff issues that have emerged during our data analyses, we will be instituting an *annual* EDI Away Day with Focus Groups to find ways to make improvements. These initiatives are all outlined in our Action Plan. By focusing on these ambitious but achievable goals, we believe we can make substantial progress in tackling remaining EDI issues in our Department.

Yours sincerely



Professor Kate Hampshire  
Joint Heads of Department



Professor Russell Hill



## 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.

### 2. Description of the Department (500 words)

**Overview:** Anthropology has, from its inception, had strong female role models (e.g., Margaret Mead, Jane Goodall, Mary Leakey) and even BAME female anthropologists (e.g., Zora Hurston) (Figure 2.1). Durham Anthropology was founded in 1967, having formerly been a sub-discipline in Geography since 1930, and became even then a leader in gender equality with two female academics out of five, including one Reader.

**Fig. 2.1 Notable female anthropologists from the inception of the discipline**



Zora Hurston  
1891-1960



Mary Leakey  
1913-96



Margaret Mead  
1902-1978



Jane Goodall  
1934-

Currently, the Department totals 40 academics of whom 60% are female, with two-thirds of Professors being female, and otherwise equal gender proportions at Associate and Assistant Professorial levels. Fifteen percent of academic staff originate from other countries (EU and elsewhere) while 8% are BAME, nearing BAME representation in England and Wales (11%).<sup>1</sup> The Department now ranks as having among the highest proportion of BAME academics in Anthropology across the country, as well as in other Departments in Durham. We also have 6 professional, non-academic staff (100% white, British female), and 15 PDRAs (54% F, 33% BAME). We were one of the first departments to win a GEM bronze award in 2014.

We are among the few broad-based anthropology departments in the UK with staff covering teaching and research in the three main subject areas of anthropology: social, evolutionary and health. We are also the only Department in the country offering fieldwork for UGs with locations in 5 countries. At present, we capture approximately 10% of the UK UG market share for anthropology (22% of Russell Group). UG student numbers are predominantly female (80:20) reflecting patterns in anthropology, both nationally (76:24 for 2018)<sup>2</sup> and internationally (73:27 in the USA).<sup>3</sup>

We offer three Single Honours UG programmes (BA Anthropology, BSc Anthropology and BSc Health & Human Sciences) and two Joint Honours programmes with Archaeology and Sociology. UGs total 333 in all programmes for 2018-19 (80%F, 13% BAME); we also contribute modules to Natural Sciences and Combined Honours in Social Sciences and two other Joint Honours Programmes (Psychology and Biosciences). PGTs total 51 across 4 Master's programmes (45%F, 67% BAME), while PGRs number 44 (60%F, 24% BAME). UG numbers in anthropology have declined nationally over the past five years. A major goal is to achieve greater gender parity, as well as to create new cross-disciplinary programmes with other departments.

*Figure 2.2. Pictures of the Department of Anthropology*



*Dawson Building, Dept of Anthropology*



*Students outside the Dawson Building*



*Dr Kris Kovarovic teaching a palaeoanthropology class before her maternity leave*



*Students at the Sri Lanka Field School September 2018*

**Research and Teaching:** In REF 2014, we ranked in the top 10% of UK Anthropology Departments, and 24<sup>th</sup> in the 2019 QS World Rankings.<sup>4</sup> NSS results overall for student satisfaction reached 90% in 2019 based on a 74% completion rate by students, the second highest in our Faculty.

**Stability and Growth:** We completed a Size and Shape Review in July 2019 which concluded that, despite the attraction of Durham University for anthropology UGs overall, we face challenges in maintaining future recruitments given the larger number of new Anthropology competitors.

## Improvements and Challenges since our GEM Bronze Award 2014:

The Department has witnessed improvements and engaged in a number of initiatives to improve equality since its GEM Award which are summarised in Table 2.1 below.

Table 2.1. Improvements in EDI in Anthropology since GEM Bronze 2014

Improvements in Equality and Diversity in Anthropology since 2014	Sections
<ul style="list-style-type: none"> <li>Dramatic improvement in staff training in EDI issues from 5% in 2014 to 80% in 2018.</li> </ul>	5.3.1
<ul style="list-style-type: none"> <li>Improvement of staff knowledge and understanding of University policies concerning promotion, discrimination, parental and carer's leave, flexible working and harassment that showed a "lack of knowledge" from the 2014 Staff Survey to approximately 80% awareness of University policies.</li> </ul>	5.5.6 and 5.6.2
<ul style="list-style-type: none"> <li>Achieved gender balance and rotation of women as <u>HoDs</u> First female <u>HoD</u> 1.8.2013 to 31.7.2016 Shared F:M role 2018-present</li> </ul>	5.6.1
<ul style="list-style-type: none"> <li>Greater representation of female staff in influential, visible University roles with multiple roles filled by Anthropology women in 2018-19.</li> </ul>	5.6.4
<ul style="list-style-type: none"> <li>Improvement of work/life balance for staff with a 15% reduction between 2014-19 in the number of staff who admitted to working more than their contracted hours and having a poor work/life balance</li> </ul>	5.6.5
<ul style="list-style-type: none"> <li>Improvement of scheduling of department meetings and events in core hours to assist those with caring responsibilities -- 80% of staff now agree that meetings are held in core hours.</li> </ul>	5.6.6
<ul style="list-style-type: none"> <li>Gender balance achieved in Departmental Seminar speakers from 35% F:M in 2014 to 50% in 2018.</li> </ul>	5.6.7
<b>NEW INITIATIVES IN THE UNIVERSITY STARTED BY ANTHROPOLOGY STAFF</b>	<b>Dates</b>
<ul style="list-style-type: none"> <li>Establishment of MAMS (Mothers and Mothers-to-be Support Network (MAMS) by Dr Kris <u>Kovarovic</u> and others for all staff and students in the University</li> </ul>	2014 onwards
<ul style="list-style-type: none"> <li>Establishment of BAME Network by Professor <u>Nayanika Mookherjee</u> and others for staff across the University</li> </ul>	2017 onwards
<ul style="list-style-type: none"> <li>Establishment of <u>Women@DU</u> Network by Professor Jane <u>Macnaughton</u> and others for all staff in the University</li> </ul>	2018 onwards
<ul style="list-style-type: none"> <li>Establishment of the First Generation Scholars Network by Dr Hannah Brown across the University</li> </ul>	2018 onwards
<ul style="list-style-type: none"> <li>Establishment of Coffee Afternoons for Disabled Students by <u>Amelia McLoughlan</u>, UG student in Anthropology</li> </ul>	2018 onwards

492 words

### 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
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team



#### (i) A description of the self-assessment team





Our SAT team doubles as the Departmental EDI Committee (Table 3.1.1) and reflects a range of diverse characteristics, comprising 10 women and 4 men (2 BAME). It includes both UG and PG students, one HoD, and staff from all levels including PS.

Table 3.1.1. Membership of the SAT Team (listed in alphabetical order by surname)

<p>Nasima Akhter (F)</p> 	<p>Assistant Professor (research)</p>	<ul style="list-style-type: none"> <li>• Joined the University as a fixed-term researcher in Oct 2013</li> <li>• Was recently promoted from fixed term to non-fixed term in 2019</li> <li>• Currently a single mother</li> <li>• South Asian in ethnic origin</li> </ul>
<p>Gillian Bentley (F)</p> 	<p>Professor (academic) and EDI Lead in the Department</p>	<ul style="list-style-type: none"> <li>• Joined the Department as full-time Professor in health anthropology in 2006</li> <li>• First generation university student</li> <li>• Had two children whom she raised as a single mother and who are now at university</li> <li>• Had caring responsibilities in the past two years for an elderly mother living 300 miles away</li> <li>• White European in ethnic origin</li> </ul>
<p>Trudi Buck (F)</p> 	<p>Associate Professor (teaching)</p>	<ul style="list-style-type: none"> <li>• Joined the University as a fixed-term teaching fellow in 2007</li> <li>• Promoted to indefinite position as Assistant Professor (teaching) in 2015</li> <li>• Promoted to Associate Professor (teaching) in 2017</li> <li>• Has represented SAT Committee since 2017</li> </ul>

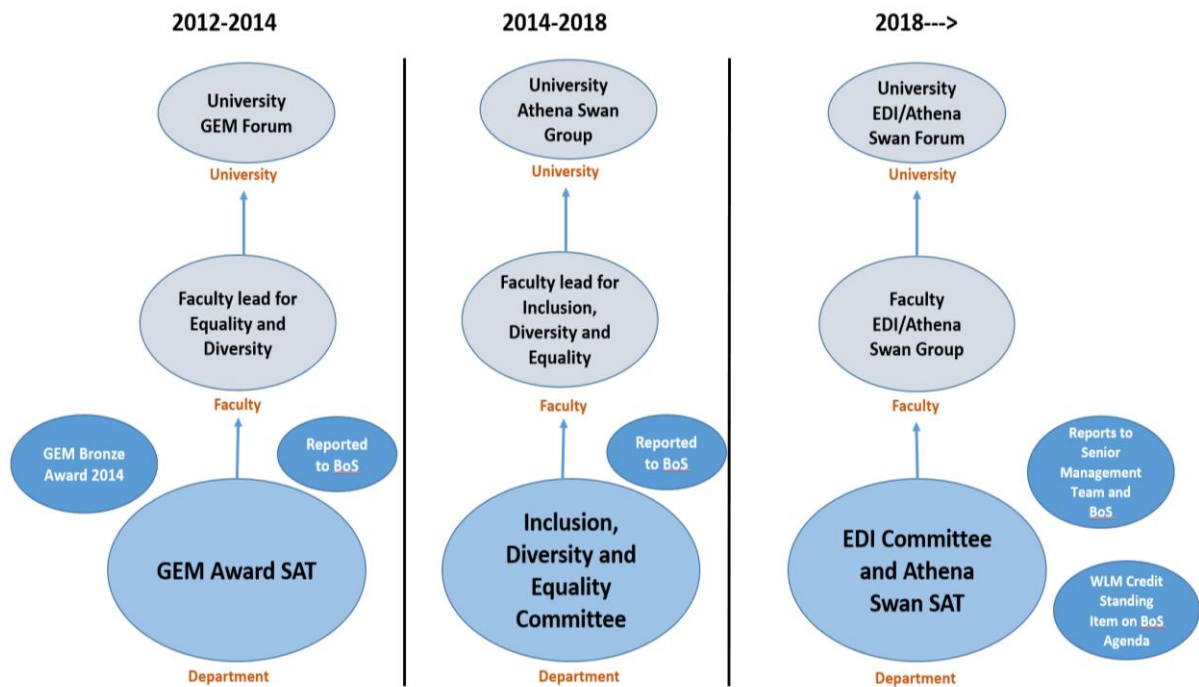
		<ul style="list-style-type: none"> <li>• Member of university Inclusive Teaching Special Interest Group</li> <li>• White European in ethnic origin</li> </ul>
<p>Holly Chalcraft (F)</p> 	Postgraduate research student	<ul style="list-style-type: none"> <li>• Previously a Durham UG</li> <li>• Second year of PGR study (joined 2017)</li> <li>• White European in ethnic origin</li> </ul>
<p>Rachel Dickins (F)</p> 	Department Manager	<ul style="list-style-type: none"> <li>• Joined the University in 1999 as PDRA in Chemistry.</li> <li>• Royal Society Dorothy Hodgkin Research Fellow 2000-2004</li> <li>• Part-time (0.6) Lecturer in Durham Chemistry 2004-2011</li> <li>• Part-time (0.6) UG administrator Durham Chemistry 2011-2014</li> <li>• Part-time (0.8) UG administrator Durham Chemistry 2014-2019</li> <li>• Joined the Department in 2019 as FT administrator</li> <li>• Has three children aged 13, 11 and 9</li> <li>• Previously on Chemistry SAT and EDI Committee</li> <li>• White European in ethnic origin</li> </ul>
<p>Lara Dorman (F)</p> 	Undergraduate student (Joint Honours)	<ul style="list-style-type: none"> <li>• BA Anthropology and Archaeology student in 3<sup>rd</sup> year</li> <li>• White European in ethnic origin</li> </ul>

<p><b>Drew East (F)</b></p> 	<p>Postgraduate taught student</p>	<ul style="list-style-type: none"> <li>• Joined the University in 2015 and currently studying for a Masters in Anthropology</li> <li>• Currently conducting research on the prevalence of sexual violence at Durham</li> <li>• First generation university student</li> <li>• Moroccan and White European in ethnic origin</li> </ul>
<p><b>Kate Hampshire (F)</b></p> 	<p>Professor (academic) and joint HoD</p>	<ul style="list-style-type: none"> <li>• Joined the University as a lecturer in Anthropology in 1998;</li> <li>• Three children aged 17, 15 and 12 (two daughters and one trans-gender son).</li> <li>• Travels frequently to Sub-Saharan Africa for research, sometimes with children in tow.</li> <li>• White European ethnic identity</li> </ul>
<p><b>Adetayo Kasim (M)</b></p> 	<p>Associate Professor (research)</p>	<ul style="list-style-type: none"> <li>• Joined the University as full-time research statistician in 2010</li> <li>• Joined the Department in 2017</li> <li>• Has two children aged 11 and 8</li> <li>• Black African in ethnic origin</li> </ul>
<p><b>Fire (Kris) Kovarovic (F)</b></p> 	<p>Associate Professor (Academic)</p>	<ul style="list-style-type: none"> <li>• Joined the University as Assistant Professor in 2009</li> <li>• Promoted to Associate Professor (academic) in 2014</li> <li>• Has taken two periods of maternity leave</li> <li>• Has two children aged 3 and 5</li> <li>• Co-organiser of the Mothers and Mothers-to-be Support (MAMS) Network</li> <li>• White European (Canadian) in ethnic origin</li> </ul>

<p>Kate Payne (F)</p> 	<p>Research Administrator</p>	<p>Joined the Department professional support team in 2008 Currently works PT Two children aged 1.7 and 7 White European in ethnic origin</p>
<p>Andrew Russell (M)</p> 	<p>Professor (academic)</p>	<ul style="list-style-type: none"> <li>• Joined the University as part-time lecturer in 1992</li> <li>• Promoted to full Professor in 2019</li> <li>• Formerly the department's disability representative</li> <li>• Has two children aged 27 and 17</li> <li>• White European in ethnic origin.</li> </ul>
<p>Jed Stevenson (M)</p> 	<p>Assistant Professor (academic)</p>	<ul style="list-style-type: none"> <li>• Joined the University in 2018 as FT assistant professor (academic)</li> <li>• Has two children aged 8 and 2</li> <li>• Parent of child with disability (visual impairment)</li> <li>• Dual-national (British / American)</li> <li>• White European in ethnic origin</li> </ul>
<p>Tom Widger (M)</p> 	<p>Associate Professor (academic)</p>	<ul style="list-style-type: none"> <li>• Joined the University as a full-time academic in social anthropology in 2016</li> <li>• Has two children aged ?? and ??</li> <li>• Sat on SAT Committees since 2017</li> <li>• White European in ethnic origin</li> </ul>

We increased gender equality since GEM submission in 2014 and have had EDI groups (under diverse names) in place since then (Figure 3.1.2). The first GEM SAT team (n=11) did not include students, but did have representation across academic and PS (n=2). The gender balance was 7F and 4M. The GEM team was then incorporated into a new committee (2014-18), renamed as the Inclusion, Diversity and Equality Committee (IDE) that met once a term. The IDE reported directly to BoS, comprising all academic and PS staff in Anthropology. In 2016/7 the IDE increased to 26 people (16F and 10M).

Figure 3.1.2. Evolution of Equality, Diversity, Inclusion Groups within the Department and in Relation to the University Since 2012



In 2018, the IDE was renamed the Equality, Diversity and Inclusion (EDI) Committee, reflecting changes at university level, and considered EDI issues beyond gender. The current EDI lead regarded 26 members to be too large and unwieldy for the Athena Swan SAT and the number was reduced to 13, representing men and women crossing levels of seniority from both academic and PS, as well as UG and PG student representatives. Termly EDI meetings are timetabled directly by the Departmental Manager (DM) along with other departmental meetings. Supplementary meetings are also organised by the EDI Lead along with members of the EDI Committee. The EDI Lead also reports termly to BoS and sits on the Departmental Management Committee. The position of EDI Lead is allocated 15 credits in the WLM the same as Directors of PG Studies, and UG admissions. In comparison, the Directors of Education and Research are given 25 credits, and HoDs 50. There is no credit awarded for being a member of any departmental committee.

Our current SAT team is constituted to reflect diverse characteristics typical of the Department. Both EDI and SAT Team are equivalent in order to address ongoing issues in the Department, and brought that experience to compiling our AS Silver Submission.

Members of the EDI Committee/SAT team also sit on diverse Departmental and University Committees (Table 3.1.3) where they have the opportunity for mutual learning and influence concerning relevant activities and developments.



Table 3.1.3. Membership of Departmental and University Committees by EDI Committee Members

**EDI Membership on Departmental (Left) and University (Right) Committees and Networks (below)**

<b>Board of Studies:</b>	EDI academics, DM	<b>Athens SWAN Univ Forum:</b>	EDI Lead
<b>Board of Exams:</b>	TB	<b>Athena SWAN Faculty Forum:</b>	EDI Lead
<b>DPPC:</b>	EDI Lead, DM, <u>HoD</u>	<b>HTA Committee:</b>	EDI Lead
<b>Dept Management Team:</b>	EDI Lead, DM, <u>HoD</u>	<b>N&amp;G Committee:</b>	EDI Lead
<b>Disability Group:</b>	AR	<b>University Teaching Group:</b>	TB
<b>Education Committee:</b>	TB	<b>Research Methods Centre:</b>	AK
<b>Research Committee:</b>	<u>HoD</u>	<b>University Senate:</b>	FK, <u>HoD</u>
<b>BAME Network:</b>		NA, AK	
<b>MumsGroup:</b>		FK	
<b>First Generation Scholars:</b>		EDI Lead, DE	

(ii) An account of the self-assessment process

Details of the SAT meetings, including any consultation processes that were undertaken with staff or individuals outside of the university, and how these have fed into the submission

The SAT Team has met formally three times per term to discuss EDI issues in the Department and elsewhere. The Team also organised activities relating to events across the Year such as International Women’s Day when we used posters to profile past and present influential women in Anthropology, and Wear Red Day to show our support for fighting racism. Additional meetings were organised separately with student representatives to discuss items more specific to this group, such as designing the student survey.

Broader consultation was undertaken with students, staff and individuals outside of the Department in the following ways:

- **Athena Swan Submission:** This was distributed to the entire department in drafts prior to Faculty and Full Submission. Subsequent edits were incorporated into the final version.
- **Surveys:** All members of the Department (staff and students) were surveyed at the end of spring term to monitor progress in issues of gender and other protected characteristics. Two thirds of all staff and students completed the survey. Earlier staff surveys of the Department have been conducted every other year, but there were no student surveys previously to address EDI issues. Supplementary surveys were also run in summer 2019 to request additional information among PS, PGRs, PGTs, PDRAs and staff.
- **Departmental Support** – The EDI Committee and Athena SWAN-related activities have been supported by the Department’s senior management team.

The EDI Lead sits on the Senior Management Committee (SHEDS) where regular updates are given on EDI activities; one (F) HoD is on the SAT team. BoS also receives termly updates on EDI activities. A weekly Departmental newsletter to students and staff provides information on EDI-related activities.

- **Faculty and University Support** – The University now runs a termly Athena Swan Forum led by the head of the University EDI Group. Here, EDI issues are updated and ideas exchanged between EDI leads in relation to Athena Swan. More recently, a new faculty level support group was set up to share ideas specific to social sciences.

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

*Such as how the team will continue to meet and how the dept will deal with turnover of team members, any reporting mechanisms and in particular how the SAT intends to monitor implementation of the action plan*

The EDI Committee will continue to meet formally once a term, and also in sub-groups to address specific Actions where necessary. We will improve departmental monitoring of our Action Plan by adopting a project management approach with delegated responsibilities for delivery to specific individuals, and with clear deadlines for implementation (**Action 3.1**). We are also instituting an annual EDI Away Day (**Action 3.2**) discussed further in Section 5 (**Action 5.1**), where specific issues can be debated, and EDI progress monitored.

The EDI lead will continue to be represented on the Departmental Management Committee, to attend Faculty and University Athena Swan Forums and will report activities BoS. The EDI lead will also continue to compile annual data as these are released by the University to keep databases current, and will ensure these are easy to understand by successors (**Action 3.1**).

There will be turnover of EDI Committee members since some will, for example, take research leave, some may move to other positions and third year UGs and PGT students will graduate. Replacement individuals will be sought each year, while ensuring continuity in diversity (**Action 3.3**). The EDI Committee will advertise vacancies at the beginning of each academic year to solicit applications from interested individuals. The EDI Lead is expecting to take research leave in the academic year 2020-21 and will be shadowed by a co-Chair replacement from winter (Epiphany) term onwards (**Action 3.4**).

**936 words**

## 4. A PICTURE OF THE DEPARTMENT

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

### 4.1. Student data

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

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

Between 2014-18, only six students (2F, 4M) entered Anthropology from a Foundation Programme.

(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.

**FINDINGS:** UG females consistently outnumber males (4:1 ratio) (Figure 4.1.1); this is reflected nationally (Figure 4.1.2),<sup>2</sup> and internationally.<sup>3</sup> It remains unclear why Anthropology attracts more females, but it mirrors a trend that more females enter higher education nowadays, particularly in social sciences.<sup>5</sup>

**ANALYSES:** Our 2018-19 Student Survey asked UGs why they thought more women are attracted to Anthropology. About half of respondents (49%, n=76) thought men are more interested in STEMM subjects leading to careers with higher financial returns. Over a quarter (27%) said women are more interested in topics that are “social” and require “empathy”. Eighty four percent of students (n=69) also said they were taking Anthropology because they were “interested in the subject”, and a further 34% (n=28) because “they liked the sound of it”. Only one student ticked the box “good career option”.

Figure 4.1.1 Proportion of Undergraduate Students by Gender in Anthropology at Durham University 2012-19

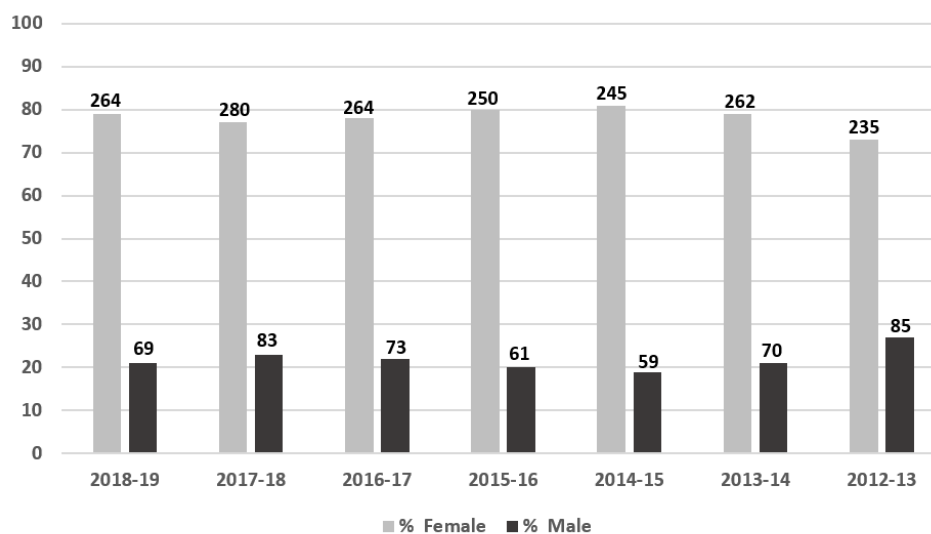
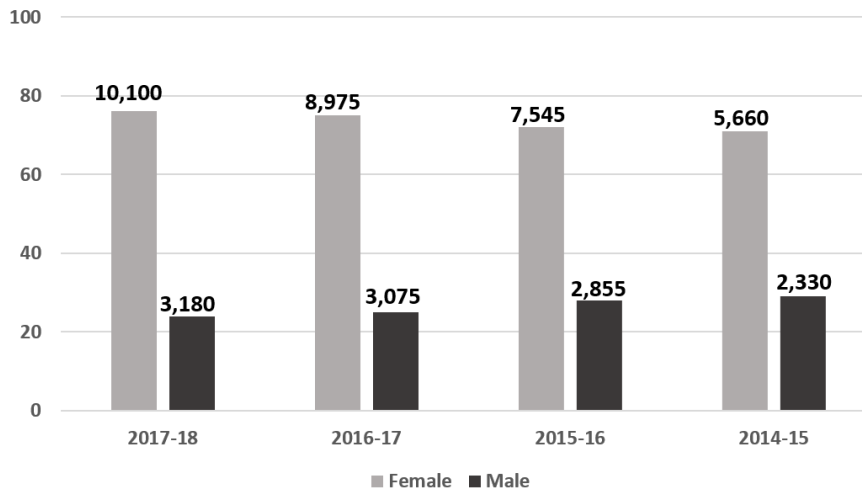
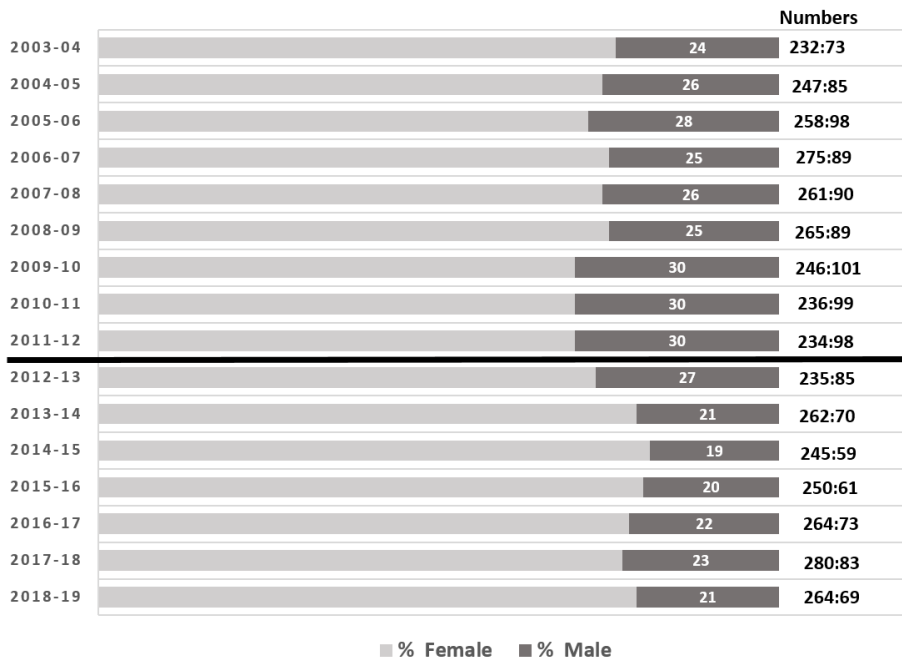


Figure 4.1.2. Proportion of Undergraduate Students by Gender in Anthropology Nationally, 2014-18<sup>2</sup>



In comparison with GEM, 2014, the ratio of F:M has even increased slightly from 70:30 (Figure 4.1.3), which happened around 2012 when higher fees were introduced.

Figure 4.1.3 Gender Divide in UG Students in Anthropology from 2003 to 2019. (The ratio changes at around 2012-13 when new higher fees were introduced).



The data here show anthropology is not favoured as a career pathway for males *relative to investment in degree costs*. Anthropology at Durham, however, is both social and biological, and we have laboratories (physical activity, sleep studies and endocrinology). Anthropology is also an excellent stepping stone to several careers; our UGs graduate to diverse careers or PG courses in many subject areas (Table 4.1.1).

**ACTION:** Our *primary Action Plan* is to train students to deliver an Anthropology Careers Roadshow at schools using materials to attract more men. We will also improve promotional materials stressing STEM aspects of anthropology and the diverse career pathways open to graduates (**ACTION 4.1A-B**). Preliminary plans to develop these programmes will be discussed at the Anthropology Easter EDI Away Day (see **ACTION 5.1.2**).

*Table 4.1.1 Results from the anthropology leavers survey specifying jobs that students go to immediately after graduating.*

Job Category	2013-14				2014-15			
	Female	Male	Total	% Total	Female	Male	Total	% Total
Higher education anthropology	8	6	14	13	2	3	5	5
Higher education NOT anthropology	9	2	11	10	16	3	19	20
Medicine (MBBS)	5	1	6	6	1		1	1
Education training (schools)	5		5	4	2		2	2
Charity/NGO	5	1	6	6	7	3	10	11
Museums		1	1	1				
Research assistant	1		1	1	2	1	3	3
Politics		1	1	1	1	3	4	5
Local government					1	1	2	2
Church		1	1	1				
Military/police								
Law/paralegal						1	1	1
Chartered Surveyor					1		1	1
Engineering								
Finance/accountancy					1	3	4	5
Banking	1		1	1				
Business management	4		4	4	2		2	2
Events management		1	1	1	1		1	1
Marketing	4		4	4	1		1	1
Recruitment		1	1	1	1		1	1
Public relations/communications								
IT	1	1	2	2	1		1	1
Data Management	2		2	2	1		1	1
Property Management								
Graduate schemes retail	1		1	1				
Telemarketing/sales	2		2	2	1	1	2	2
Retail/sales	5	1	6	5	2		2	2
Administration/clerical	2		2	2	4	1	5	5
Media (TV/film)		1	1	1	3	1	4	5
Sports industry					1		1	1
Nursing/caring	2		2	2	1	1	2	2
Healthwork (admin)	2		2	2	2		2	2
Community development								
Farming								
Catering	4	3	7	7	1		1	1
Hospitality (e.g., hotels)	3		3	3	1		1	1
Artist/Graphic design	1		1	1	4	1	5	5
Musician								
Picture framer						1	1	1
Unemployed	11	1	12	11	3	2	5	5
Unknown	1	4	5	5	4	1	5	5
<b>SUM</b>	<b>79</b>	<b>26</b>	<b>105</b>	<b>100</b>	<b>68</b>	<b>27</b>	<b>95</b>	<b>100</b>

Table 4.1.1 continued . . .

Job Category	2015-16				2016-17			
	Female	Male	Total	% Total	Female	Male	Total	% Total
Higher education anthropology	5	1	6	9	5	2	7	11
Higher education NOT anthropology	14	1	15	23	10	2	12	19
Medicine (MBBS)								
Education training (schools)		1	1	1	1	1	2	3
Charity/NGO	3		3	5	2		2	3
Museums	1		1	1		1	1	2
Research assistant	2		2	3	2		2	3
Politics	1	1	2	3				
Local government					1		1	2
Church								
Military/police	1		1	1				
Law/paralegal								
Chartered Surveyor								
Engineering								
Finance/accountancy	4	1	5	8				
Banking								
Business management		1	1	1	2		2	3
Events management	2		2	3	1		1	2
Marketing	2		2	3	5	1	6	9
Recruitment						1	1	2
Public relations/communications								
IT								
Data Management	1		1	1	2		2	3
Property Management					1	1	2	3
Graduate schemes retail						1	1	2
Telemarketing/sales					1		1	2
Retail/sales	4		4	6	2		2	3
Administration/clerical					1		1	2
Media (TV/film)	2		2	3				
Sports industry					1		1	2
Nursing/caring	1		1	1	3		3	5
Healthwork (admin)					2		2	3
Community development								
Farming		1	1	1				
Catering	2	1	3	5				
Hospitality (e.g., hotels)	1		1	1				
Artist/Graphic design								
Musician								
Picture framer								
Unemployed	5	1	6	9	2	2	4	6
Unknown	7		7	11	4	3	7	11
<b>SUM</b>	<b>58</b>	<b>9</b>	<b>67</b>	<b>100</b>	<b>48</b>	<b>15</b>	<b>63</b>	<b>100</b>

Table 4.1.1 continued . . .

2017-8				
Job Category	Female	Male	Total	% Total
Higher education anthropology	4	3	7	9
Higher education NOT anthropology	11	5	16	20
Medicine (MBBS)				
Education training (schools)	1	1	2	2
Charity/NGO	1		1	1
Museums				
Research assistant				
Politics				
Local government	3	1	4	5
Church				
Military/police	1		1	1
Law/paralegal				
Chartered Surveyor				
Engineering	1		1	1
Finance/accountancy	4	4	8	10
Banking				
Business management		1	1	1
Events management	2		2	2
Marketing	4		4	5
Recruitment				
Public relations/communications	3		3	4
IT	2	1	3	4
Data Management				
Property Management				
Graduate schemes retail				
Telemarketing/sales				
Retail/sales	1	2	3	4
Administration/clerical	2		2	2
Media (TV/film)		1	1	1
Sports industry				
Nursing/caring				
Healthwork (admin)	3		3	4
Community development				
Farming	3	1	4	5
Catering				
Hospitality (e.g., hotels)				
Artist/Graphic design				
Musician	1		1	1
Picture framer				
Unemployed	3		3	4
Unknown	8	3	11	14
<b>SUM</b>	<b>58</b>	<b>23</b>	<b>81</b>	<b>100</b>

**FINDINGS:** Figures 4.1.4a and b show the proportion of FT UG female and male students who applied to anthropology, received offers, and accepted those offers (2012-17). PT UGs in Anthropology do not exceed 3 each year not permitting any detectable patterns. We do not privilege gender when making UG offers, but females are slightly more likely to be given offers (Figure 4.1.5) and generally less likely to accept these relative to males; why is not clear (Fig 4.1.6).

**ANALYSIS:** We analysed the data for proportional F-M differences between applications and offers to see if they demonstrated higher female attainment at A-level,

perhaps reflecting predicted grades,<sup>4</sup> but there was no particular pattern by gender in either predicted or attained grades.

Figure 4.1.4a and b. Proportion of full-time, UG student applications, offers and acceptances 2012-17 -- a (upper) is females; b (lower) is males (shown up to 60% for ease of viewing)

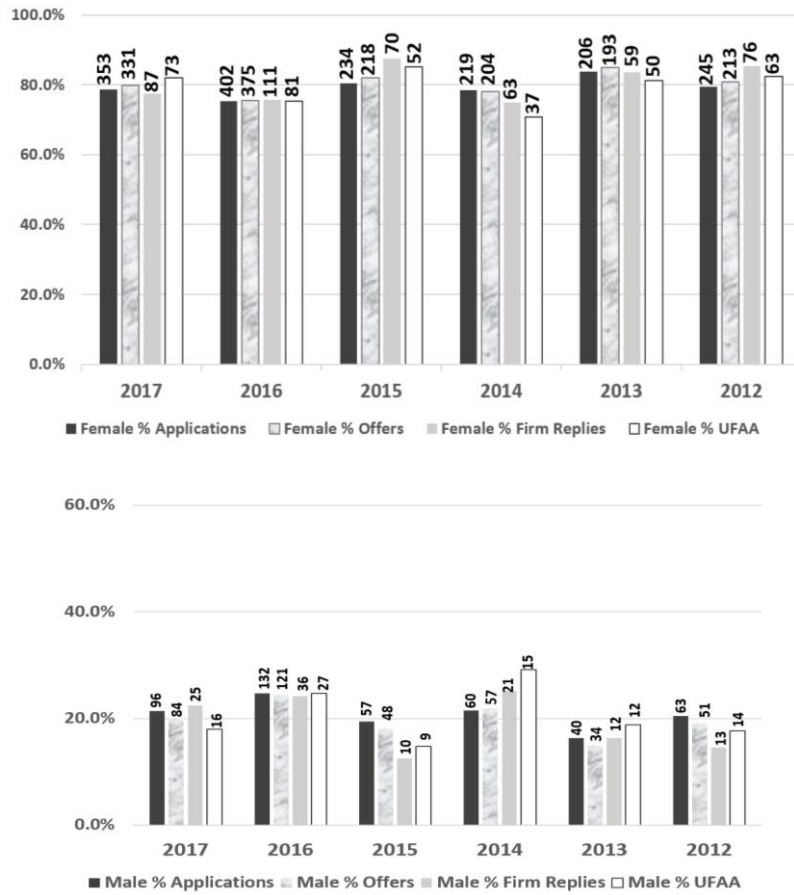


Figure 4.1.5. Relative conversion of female students to acceptance and entry 2012-17

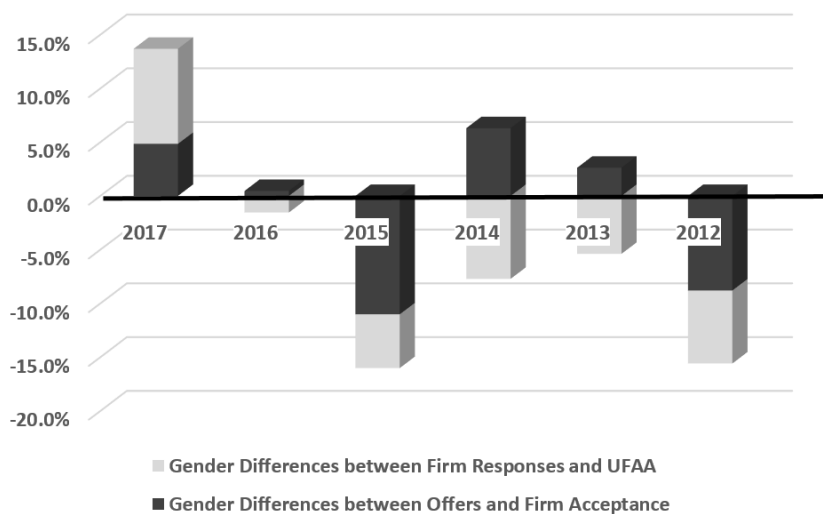
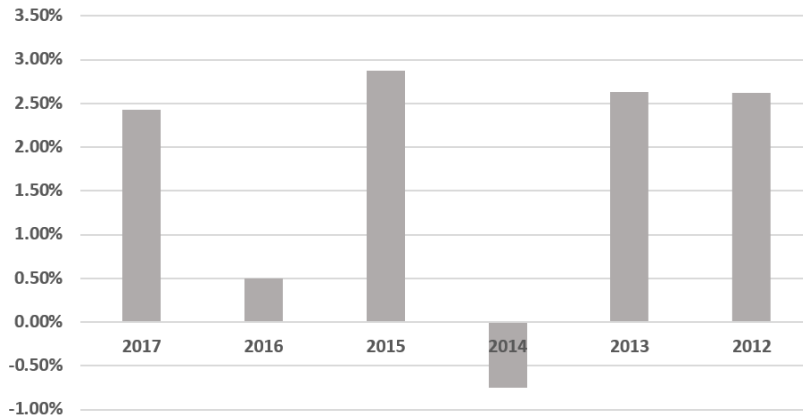




Figure 4.1.6. Offers to females relative to males, 2012-17



Patterns for degree class attainment by gender remain consistent across years (Figure 4.1.7). There are fewer males than females potentially skewing the data. We have clearer data for 2014-18, when 50 students obtained 2.2s, 3rds, Passes or were “Required to Withdraw”. Of these 50, 38% were men, significantly higher than the overall 20% proportion of men in the programme. In particular, more men than women received a Pass (58%, no=7, Figure 4.1.8).

Figure 4.1.7. Undergraduate degree categories by gender 2012-19

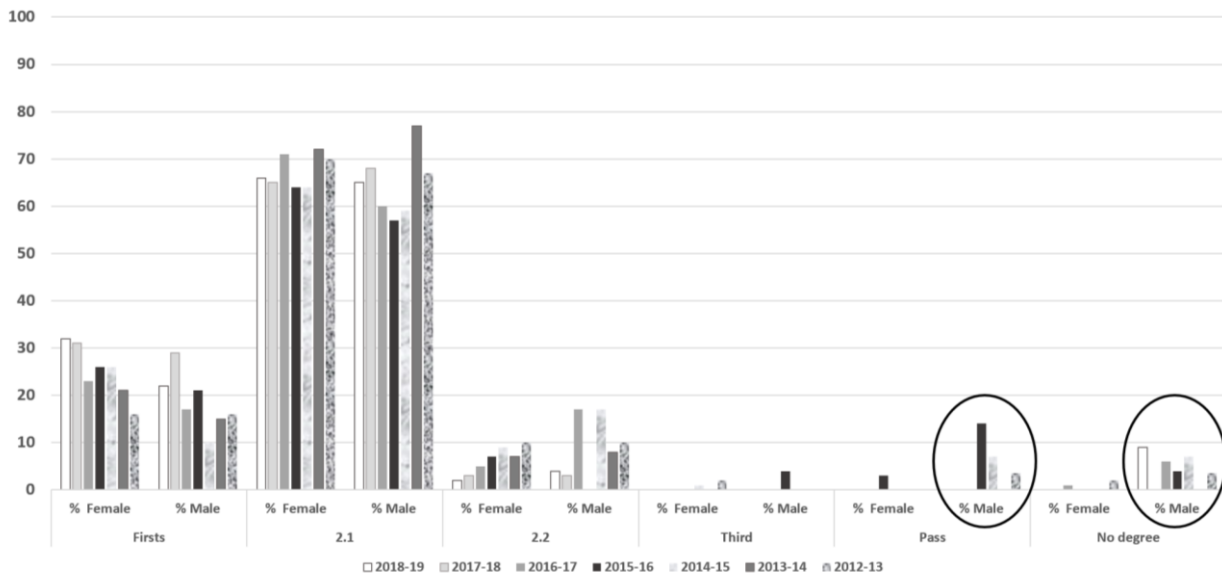


Figure 4.1.8: Undergraduate degree attainment by gender 2014-18

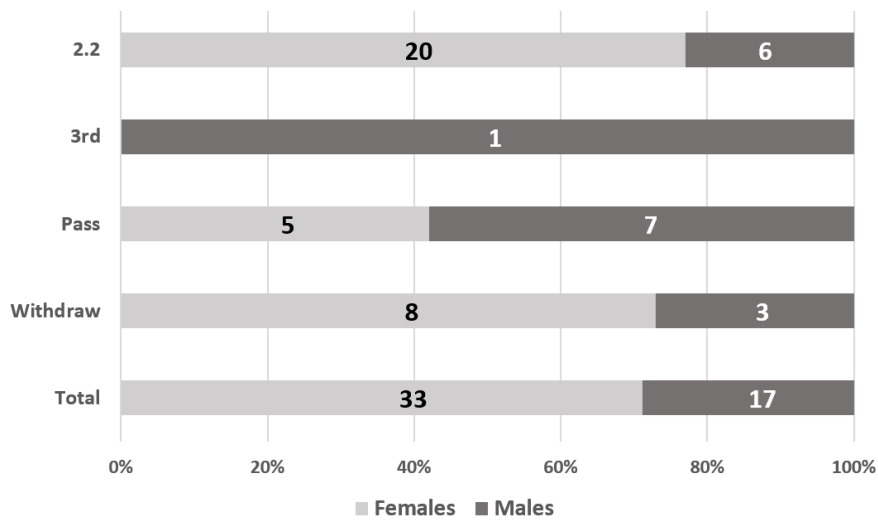


Figure 4.1.9 shows the overall proportion of BAME UG students in Anthropology from 2014-18. BAME students are disproportionately represented in lower degree categories, particularly the 60% BAME females receiving 2.2s (Table 4.1.2). The majority of these BAME students are also international (84%), suggesting language issues might be a problem. Out of international BAME students, however, 32% originate from a country (e.g., India, Zimbabwe) where English is a national language. Nevertheless, language along with other factors, such as different academic, cultural traditions, as well as structural inequalities may affect the ability of BAME students to do well in their degrees.

Figure 4.1.9: Proportion of UGs by Ethnicity

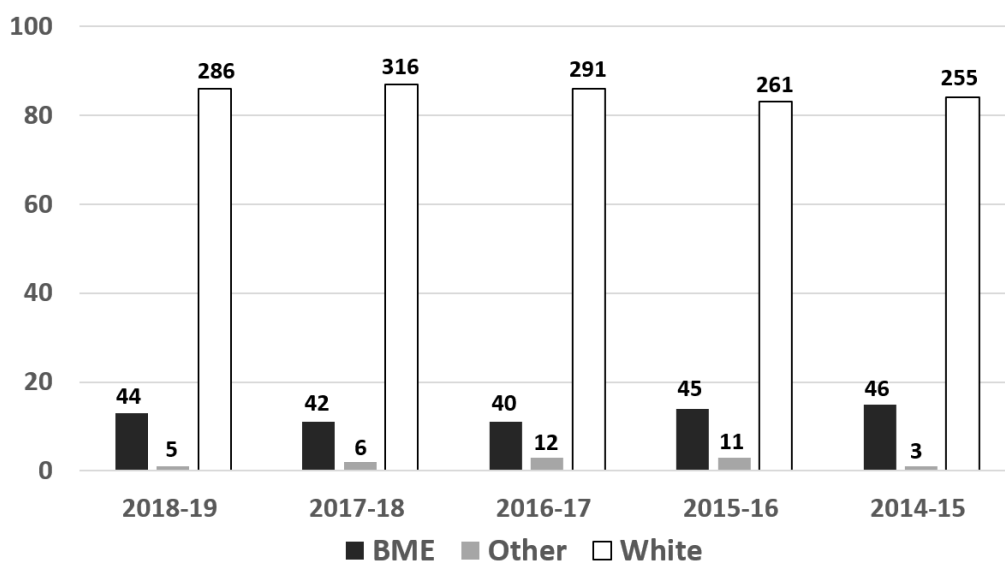


Table 4.1.2: Number of BAME students by gender obtaining lower degree marks 2014-18

	BAME Females	White Females	Total Females	BAME Males	White Males	Total Males
1st	8	87	95	0	17	17
2.1	16	175	191	4	31	35
2.2	12	8	20	2	4	6
3rd	0	0	0	0	1	1
Pass	1	4	5	0	7	7
Withdraw	0	8	8	0	3	3
<b>Total</b>	<b>37</b>	<b>282</b>	<b>319</b>	<b>6</b>	<b>63</b>	<b>69</b>

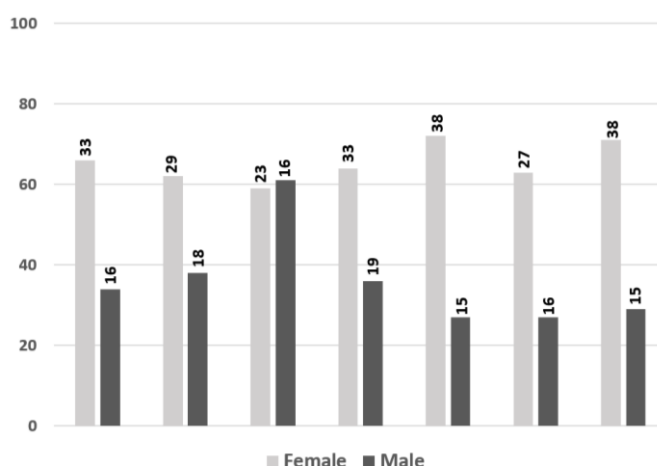
**ACTION:** We will appoint a staff Champion for BAME students and, particularly, international BAME students (**ACTION 4.2A-D**). (S)he will meet with students at least once a term to check on their progress and wellbeing (**4.2A**). We will also run special induction sessions for international students to acquaint them with various routes for help if they struggle with coursework or other issues (**4.2B**). Year Tutors who undertake pastoral and academic counselling for all students will be alerted to help these individuals (**4.2C**). At year end, when overall marks are assessed, we will track students by gender and BAME status to monitor improvements (**4.2D**).

(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.

**FINDINGS:** The yearly number of PGT entrants is approximately half that of UGs (Figure 4.1.10). Proportions have remained static for the past four years, with a lower (60:40) F:M ratio compared to UGs.

Figure 4.1.10. Proportion of all PGTs by gender 2012-19



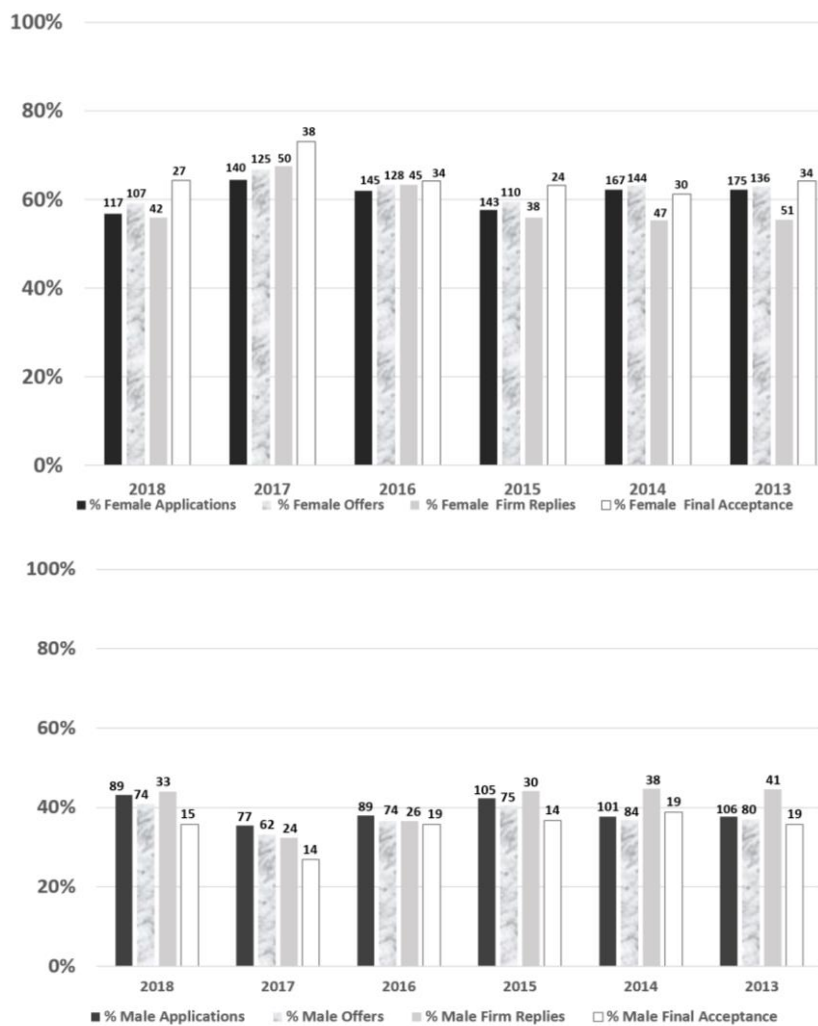
Some Master's degrees appear more attractive to males, such as *Energy and Society* and *Evolutionary Anthropology*, but numbers are small and changes create large apparent differences (Table 4.1.3).

Table 4.1.3. PGTs by course and gender 2012-19

		Evolutionary Anthropology	Social Anthropology	Research Methods	Medical Anthropology	Sustainability, Culture & Development	Evolutionary Medicine	Energy & Society	TOTAL
2018-19	Female		12	2	5	6		7	32
	Male		7	1	0	2		5	15
	PT Female		1						1
	PT Male		3						3
2017-18	Female		10	2	6	9		2	29
	Male		6	1	2	3		5	17
	PT Female								
	PT Male		1					2	3
2016-17	Female		7	2	8	3		3	23
	Male		2	1	2	4		7	16
	PT Female								
	PT Male								
2015-16	Female	2	11	2	5	5	2	6	33
	Male	2	0	3	3	4	4	3	19
	PT Female								
	PT Male								
2014-15	Female	7	9	1	6	6	5	3	37
	Male	5	3			2	2	2	14
	PT Female				1			1	1
	PT Male	1							1
2013-14	Female	3	6	2	5	6	3	1	26
	Male	3	3		2	1	2	4	15
	PT Female				1			1	2
	PT Male	1	1						2
2012-13	Female	6	11	2	5	3	9		36
	Male	4	2	1	6	1	0		14
	PT Female	2			1				2
	PT Male	1	1						2

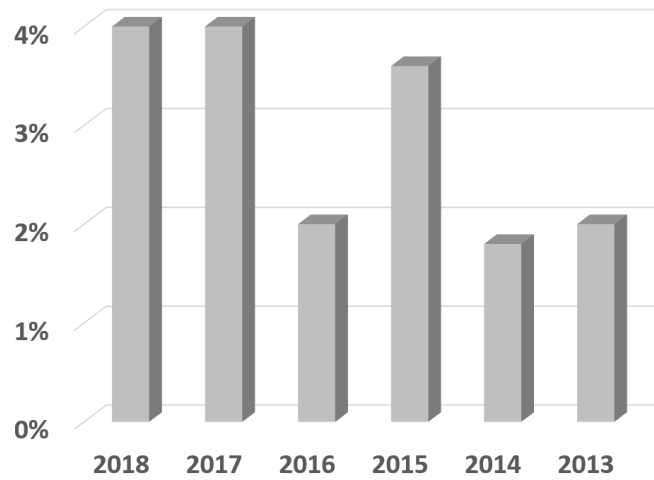
The proportion of PGT female and male students applying to anthropology, given offers, and accepting those offers has again remained fairly static over the past five years (64% for females and 36% for men) (Figure 4.1.11).

Figure 4.1.11a (Above) Proportion of Female PGTS with Offers, and Acceptances 2013-18; b (below) Proportion of Male PGTS with Offers, and Acceptances 2013-18



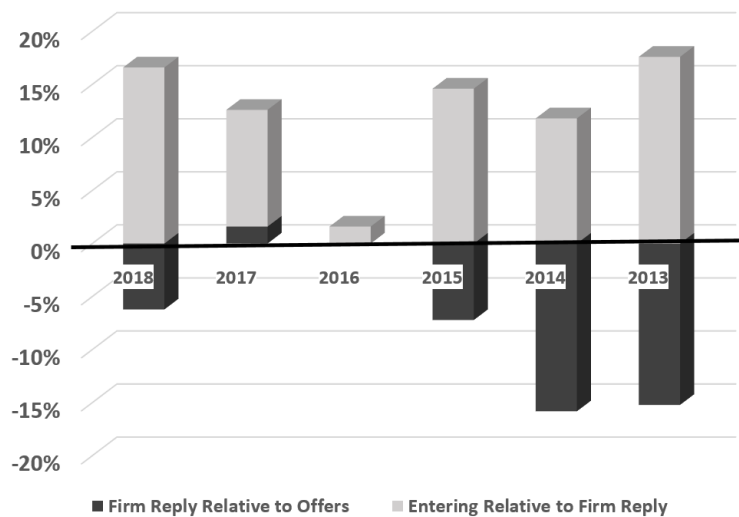
Like Anthropology UGs, female PGTs are slightly more likely (up to 4%) to receive offers compared to males (Figure 4.1.12), a consistent picture since 2013. Unfortunately, the University does not have available, comparative data for 2014-18 on whether increased female offers are related to qualifications on application since these differ greatly across international students. We have requested such data are collected in future.

Figure 4.1.12. Proportional Difference in Likelihood of Females Receiving Offers Relative to Applications



Female PGT students are less likely to affirm acceptance after an offer (suggesting they apply more widely than males), but are more likely to come to Durham after accepting than males (Figure 4.1.13). It is also possible that male applicants might not have met their entry grades or lack funds for study, but we lack such data at present; again we have requested central admissions to collect these in the future.

Figure 4.1.13. Likelihood of Females Converting from Offers to Entry Relative to Males



(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.

**FINDINGS:** Numbers of PGRs by gender in Anthropology are small and subject to wide swings if single numbers of entrants change yearly (Figure 4.1.14). Overall, the proportion is two-thirds females, although there is a trend towards equality in numbers of FT PGRs. The proportion of PT F:M students is 3:1 and there is much greater fluctuation across years, but with very small numbers overall.

Figure 4.1.14a (above) FT PGR Students by gender, 20212-19.  
b. (below) PT PGR Students by gender

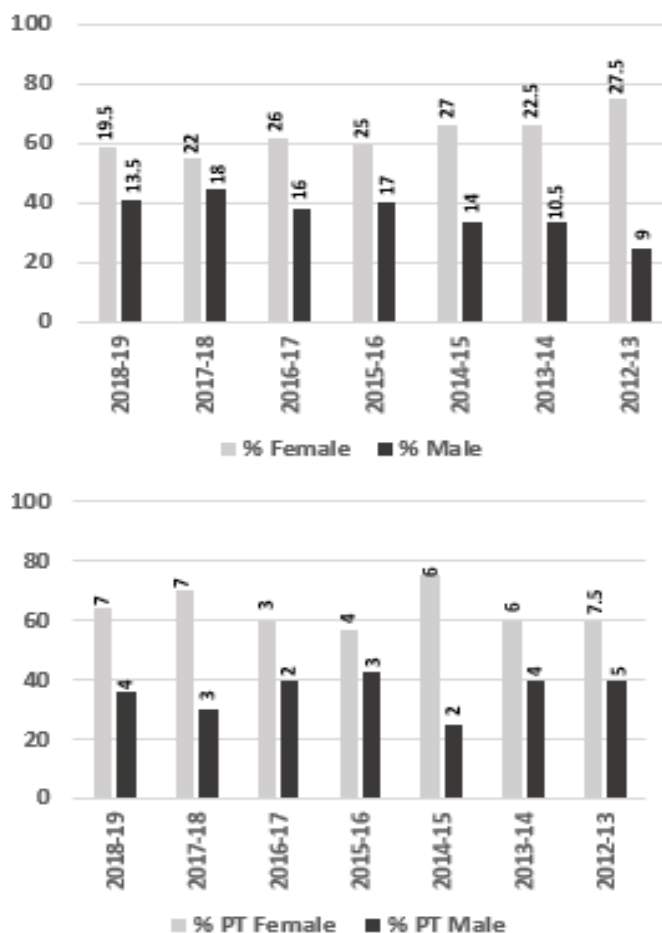
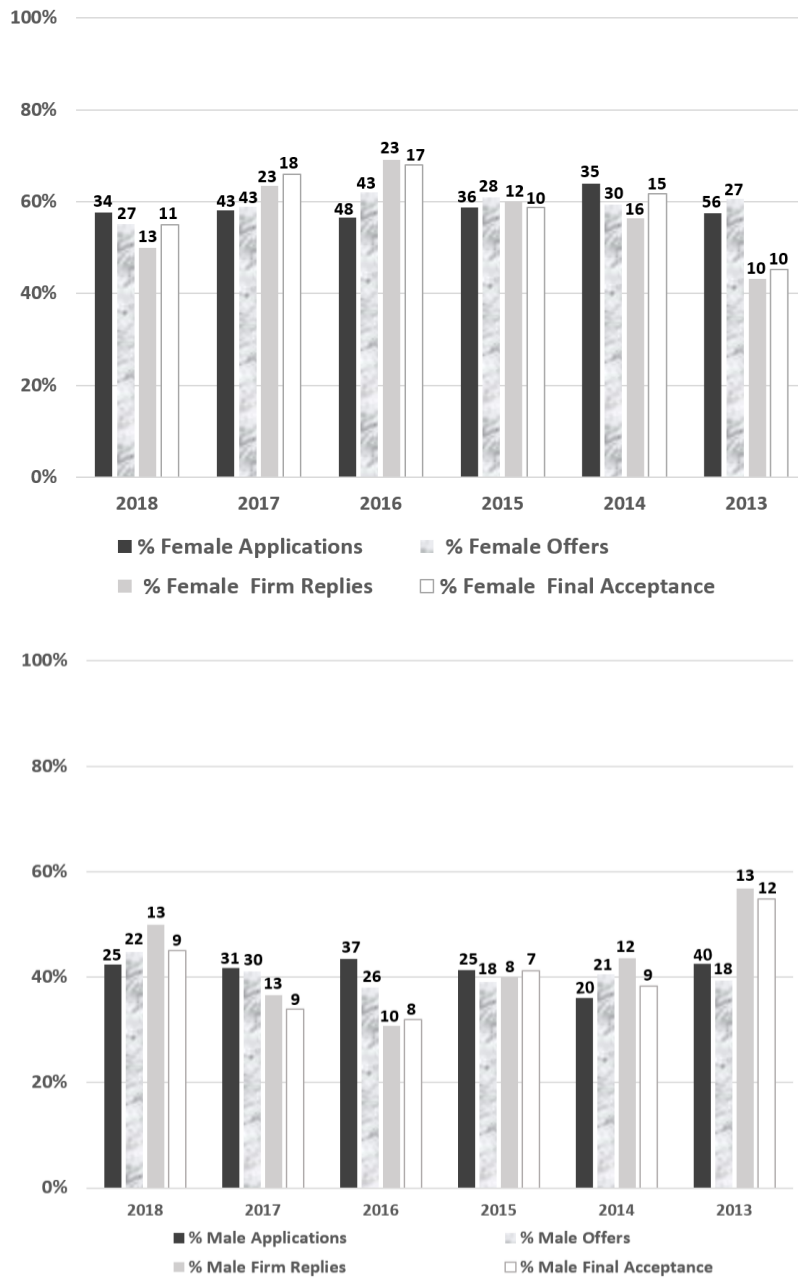


Figure 4.1.15 shows the proportion of PGR students by gender who apply, receive offers and accept places in Anthropology. Since the total number who accept offers ranges between 17 and 27, small differences can translate into large swings. The overall picture though is one of relative stasis.

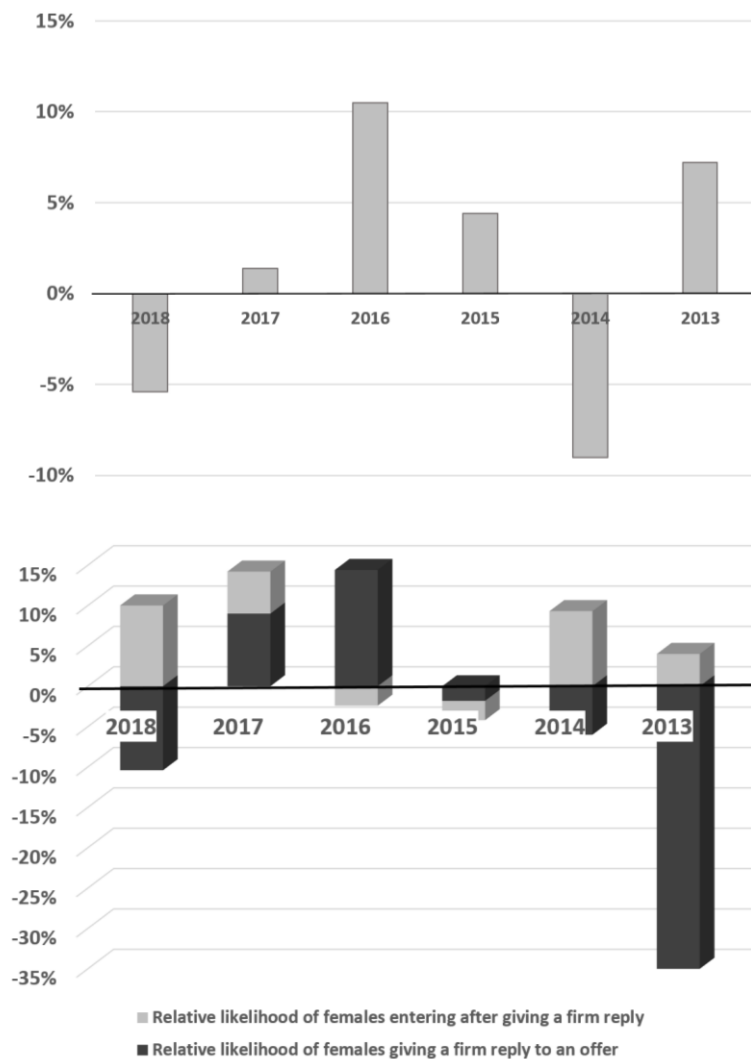
Figure 4.1.15 a (Above). PGR Applications, Offers and Acceptances for Females, 2013-18. b (Below). PGR Applications, Offers and Acceptances for Males, 2013-18.



Those who receive an admission offer against proportion of applications, and the likelihood of converting from offer to entry varies yearly with no particular gender bias, in contrast to UG and PGT data (Figure 4.1.16).



Figure 4.1.16 a (above). Relative Likelihood of Females Receiving Offers against Applications; b (below) Relative Likelihood of Females Converting from Offer to Entry.



(v) Progression pipeline between undergraduate and postgraduate student levels

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

**ANALYSES:** It would be easy to assume that differences in gender balance between UGs and PGs reflect a leaky pipeline, and that women are disadvantaged either in their applications or because of lack of opportunity, but the picture in an inter-disciplinary subject like anthropology is more complicated. First, many UGs do not necessarily progress to PG, but enter into a wide range of careers (Table 4.1.1 above). In the Student Survey, only 8% (n=6) of students, responding to the question about career pathways, said they would seriously consider becoming an academic anthropologist, whereas 46% (n=34) would consider a career relating to anthropology in some way. From 2013-18, 5-13% of students proceeded to a higher degree in anthropology, compared to 10-23% who opted for PGT or PGR degrees in other subjects. There is no

consistent pattern across years by gender in who opts for continuation in anthropology as a potential academic career pathway.

Secondly, our market for PGTs is considerably more international than at UG level (88% of PGT students were international in 2018-19, with 71% non-EU), *meaning we draw on a different market for PGTs*. For example, we offer a conversion degree in social anthropology that perennially commands the largest proportion of PGTs, many from China. We also offer PGT courses that are inter-disciplinary (e.g., *Sustainability, Culture and Development*, and *Energy and Society*). Both of these attract students from disciplines like engineering where the gender balance is male-oriented, and where a student's first degree is unlikely to be in anthropology. In fact, only 35% of PGTs had UG degrees in anthropology, and many were in unrelated subjects (e.g., business studies, theology). Moreover, less than half of PGT students (47%) came to a Master's degree immediately after UG, and a significant proportion (41%) had between 1-5 years' work experience. When questioned, only 47% said that they wanted to progress to PhD, again meaning there is no straight pathway between PGT and PGR.

Similarly, with PGRs, 63% are international with 54% non-EU. Fifty two percent of PGRs had UG degrees in anthropology, although more were likely to have related degrees (e.g., psychology, geography). Fifty one percent worked 1-5 years post-bachelor's before progressing to PGR. A higher proportion (63%) had a Master's degree in Anthropology before progressing. Fifty percent of PGRs stated they wished to continue in academia post-PhD, but 23% were unsure about career options, and 27% were definitely planning on other sectors for work.

These PGT and PGR survey results are reflected in statistics from the Staff Survey where only 23% have an UG degree in anthropology, 46% a Master's degree, and 56% a PhD in the discipline (Figure 4.1.17). Similarly, 67% of PDRAs have a PhD in Anthropology, 43% a Master's and 67% an UG degree. Figure 4.1.18 shows these statistics from PGTs to staff. In conclusion, we consider changes in gender proportions through degree levels in Anthropology at Durham reflect specific market issues rather than a leaky pipeline that needs fixing.

Figure 4.1.17. Relative Proportions of Anthropology Staff with Degrees in Anthropology

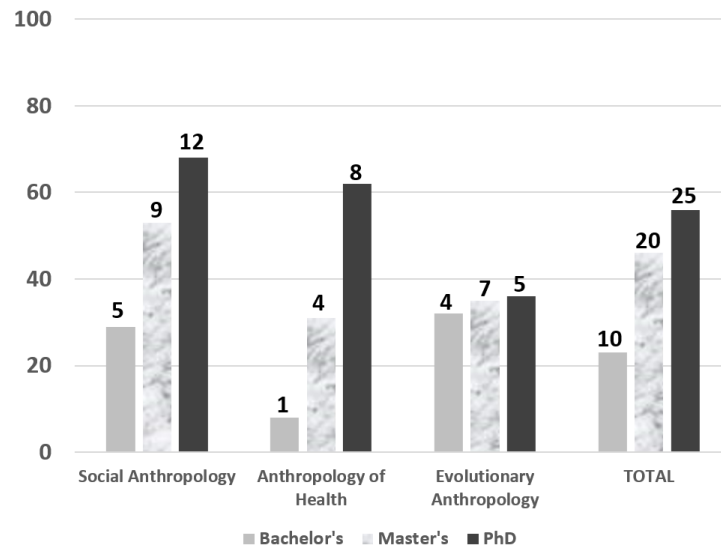
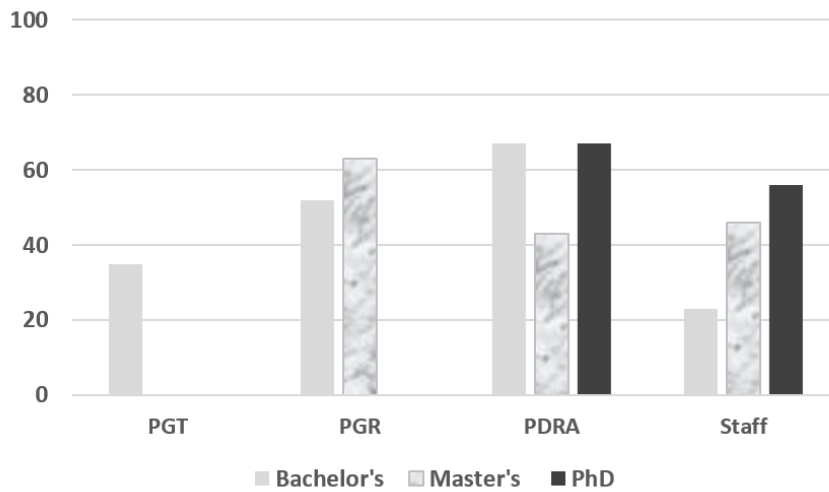


Figure 4.1.18. Proportions of PGTs, PGRs, PDRA and Staff with Degrees in Anthropology from 2018 Surveys



## 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.

Table 4.2.1. Summary of Progress for Staff since GEM 2014

Improvements in EDI since 2014	Section
<ul style="list-style-type: none"> <li>Reversal of 67:37 M:E ratio of full professors.</li> </ul>	4.2.i
<ul style="list-style-type: none"> <li>Equalisation of gender balance at Assistant and Associate levels.</li> </ul>	4.2.i
<ul style="list-style-type: none"> <li>Dual career recruitment consideration to prevent loss of staff members to other institutions</li> </ul>	4.2.iii

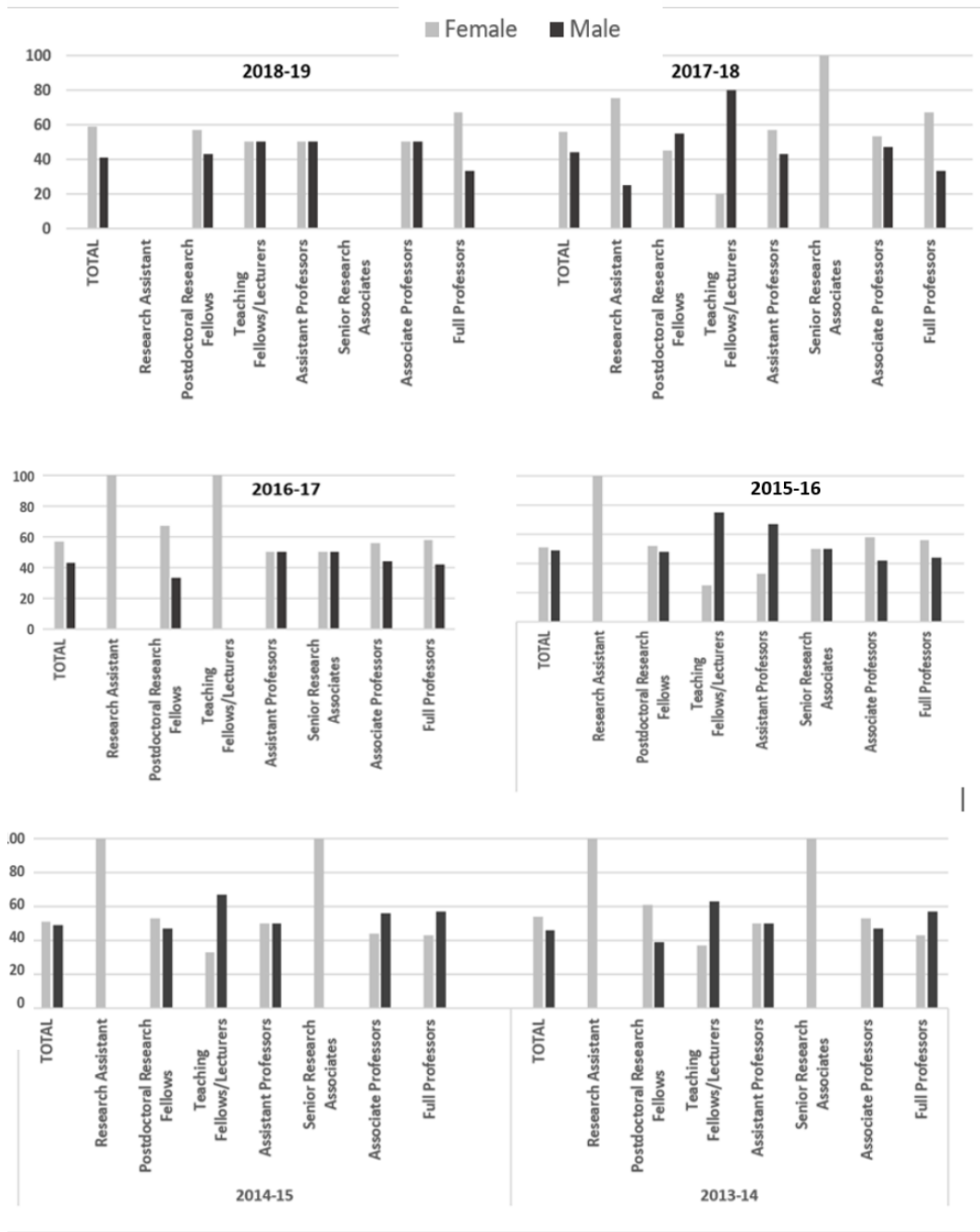
**FINDINGS:** Anthropology currently has 41 academics (24F,17M) with open-ended/permanent staff contracts. There are also 16 (9F,7M) academics on fixed-term contracts, mostly PDRAs (7F,7M) or TFs (1F,1M). The Department is supported by 6 female PS.

Compared to GEM 2014, female Professors now outnumber males (67%), reversing the earlier picture (Table 4.2.2, Figure 4.2.1). Before GEM 2014, junior women were more heavily represented, but now reach equal proportions. The current high percentage of female Professors reflects promotion of these junior staff.

Table 4.2.2. Staff Numbers by Gender in Anthropology 2013-19

	TOTAL	Research Assistant	Postdoctoral Research Fellows	Teaching Fellows/Lecturers	Assistant Professors	Senior Research Associate	Associate Professors	Full Professors
<b>2018-19</b>								
Female	32		8	1	3		6	14
Male	23		6	1	3		6	7
<b>2017-18</b>								
Female	34	3	5	1	4	1	8	12
Male	27	1	6	4	3		7	6
<b>2016-17</b>								
Female	29	1	12	1	3	1	9	7
Male	22		6		3	1	7	5
<b>2015-16</b>								
Female	33	1	12	1	2	1	11	5
Male	31		11	3	4	1	8	4
<b>2014-15</b>								
Female	28	2	9	2	1	3	8	3
Male	27	0	8	4	1		10	4
<b>2013-14</b>								
Female	33	1	11	3	5	2	8	3
Male	28		7	5	5		7	4

Figure 4.2.1. Proportion of Academic Staff by Contract Type and Gender 2013-19



**SILVER APPLICATIONS ONLY**

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

N/A

(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.

**FINDINGS:** Currently, only two individuals (1F, 1M) are on one-year, fixed-term contracts as TFs, while two females are on open-ended, research contracts, both of whom had previously been fixed-term. Recently, the University moved to minimize hiring fixed term TFs, now only recommended where unexpected leaves are announced mid-year, or there are delays in permanent staff hires; this will benefit all staff. Anthropology has never had staff on zero-hour contracts.

Anthropology always has PDRAs on fixed-term contracts relating to research grants (Fig. 4.2.2). Females generally number slightly higher here than males. Females are also more likely to be hired into longer-term posts (Fig. 4.2.3). Any temporary, fixed term, teaching staff are encouraged to apply for eligible, permanent positions if they become available in the Department. They also receive mentorship concerning future career goals, as well as assistance in preparing for job applications and interviews (e.g., practise interviews, and one-to-one mentoring).

Figure 4.2.2. Proportion of Fixed Term Researchers by Gender 2013-19

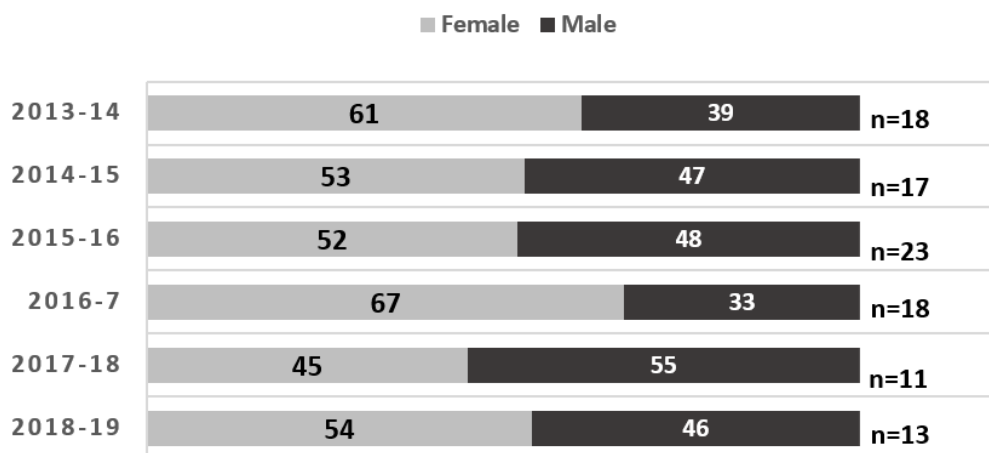
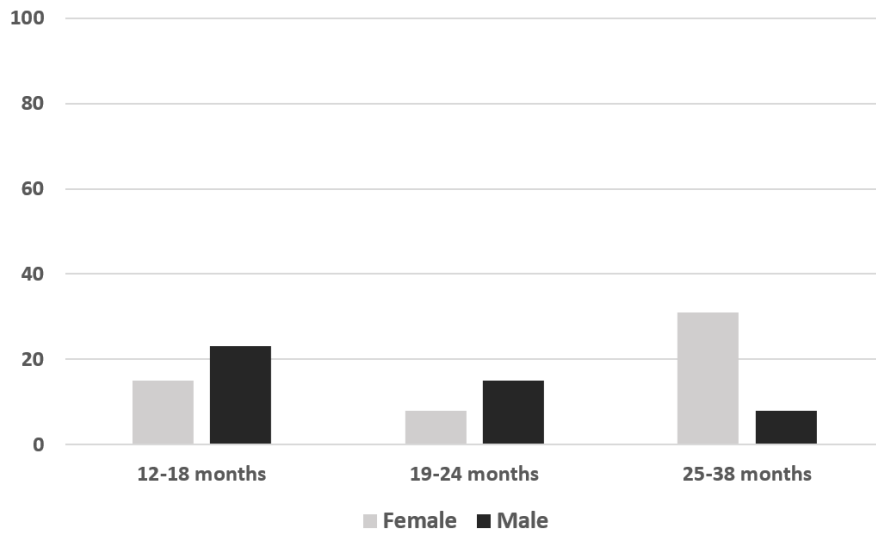


Figure 4.2.3. Proportion of Individuals by Length of Contract and Gender 2018-19.



The proportion of academic staff who work PT has significantly declined (partly reflecting new University policies), but also by gender particularly in the last few years (Figures 4.2.4 -4.2.5). There are more females in PT, fixed-term positions due to caring responsibilities. There are slightly more males on PT contracts among permanent staff, mostly senior Professors nearing retirement who reduced their hours; some also have caring responsibilities.

Figure 4.2.4. Proportion of staff working part-time 2013-19

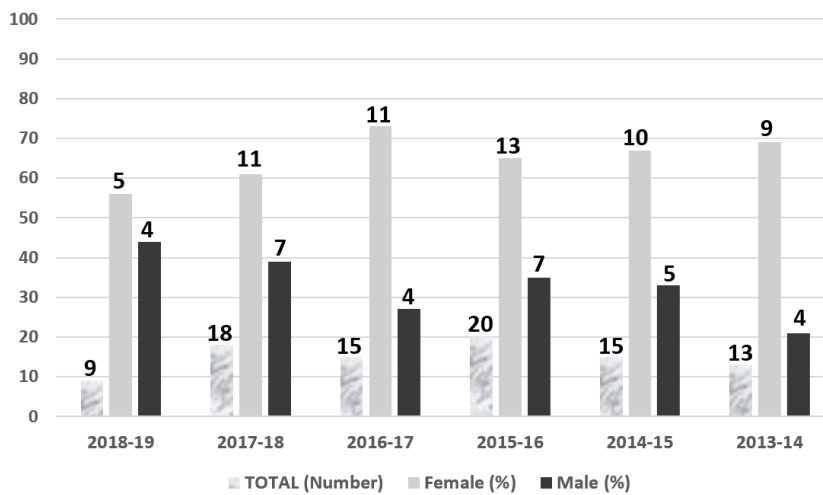
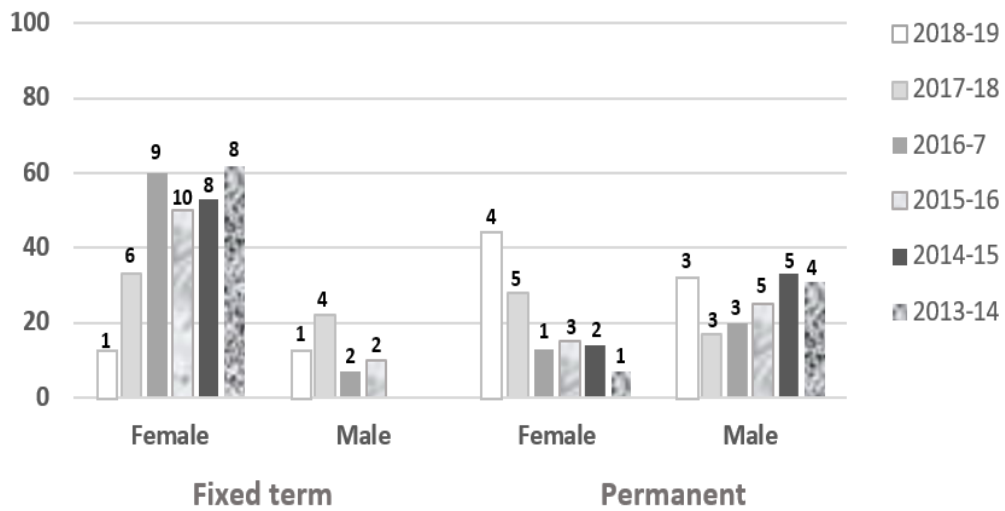


Figure 4.2.5. Proportion of Staff by Gender and Contract Working Part-time 2013-19



(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.

**FINDINGS:** The number of people leaving Anthropology from 2012- 2019 ranged from 5-11 (Figure 4.2.6-4.2.7). The majority were PDRAs on fixed-term contracts supported primarily by research grants, although some Assistant Professors also left. There is no fixed pattern by gender, although overall more females leave, in proportion to the greater number of females in fixed-term research positions generally (Fig. 4.2.5 above).

Figure 4.2.6. Academic Leavers by Gender 2013-18

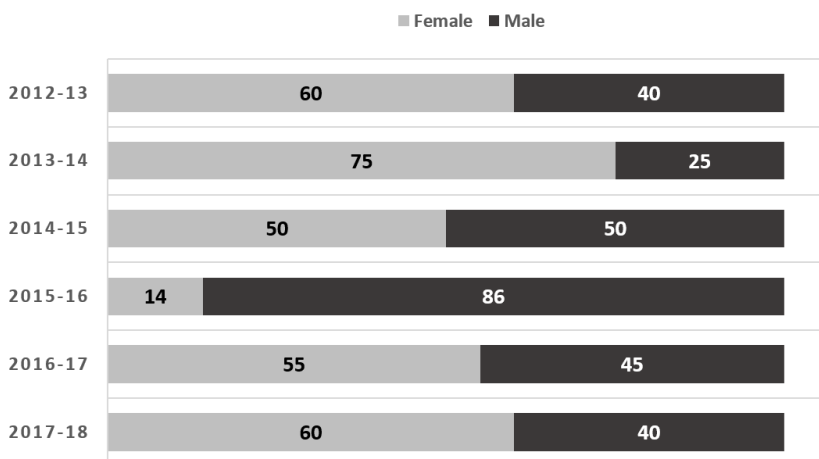
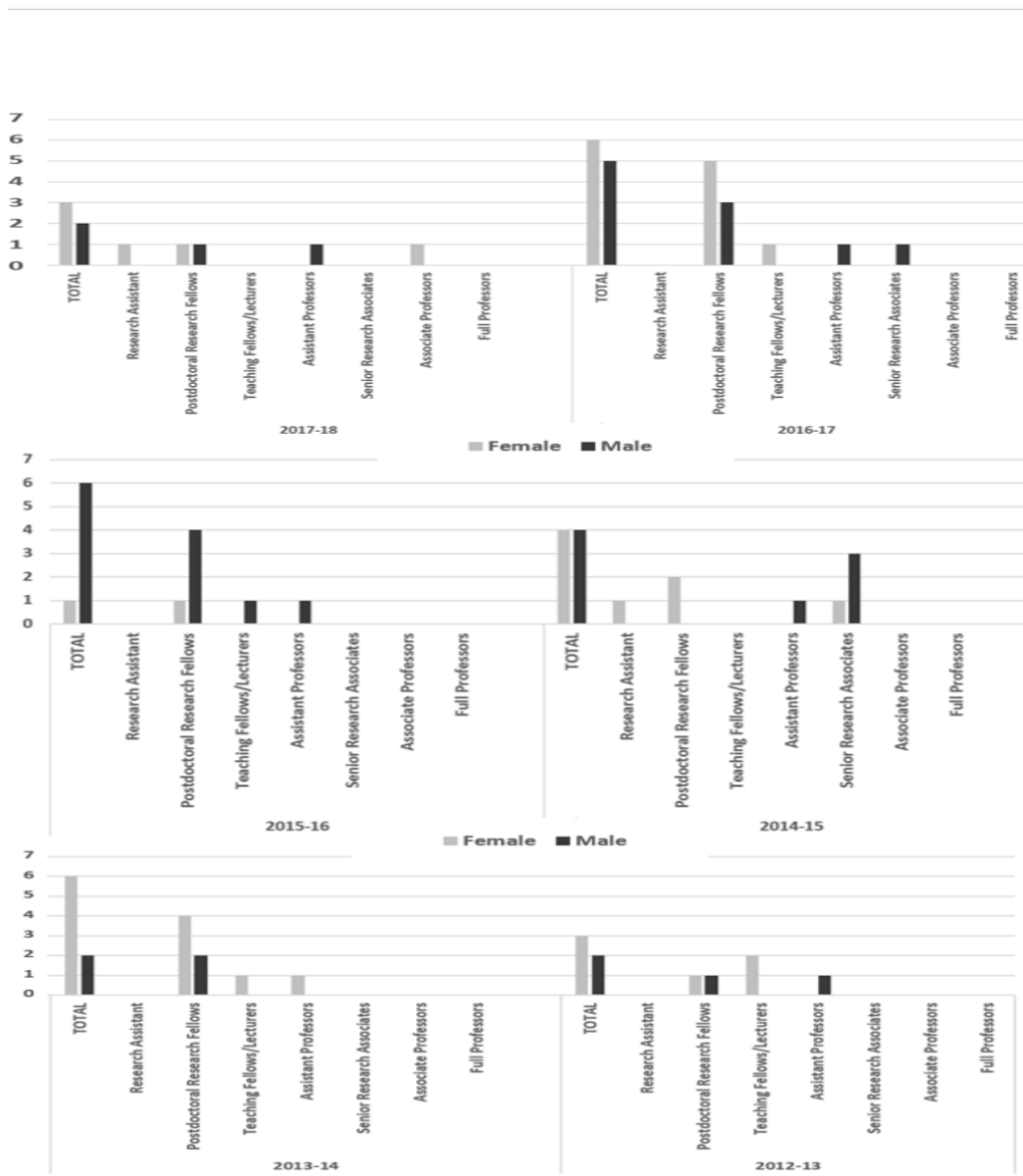




Figure 4.2.7. Academic Leavers by Gender and Contract Type, 2013-18



**ANALYSES:** Since GEM 2014 pursued better exit interviews from leavers. Information move south, or for unexpected promotions elsewhere. To prevent individuals leaving due to dual-career family issues, the University and Department (where possible) proactively make dual hires. We currently have two dual-career couples in Anthropology.

1964 Words

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

We present a summary of our progress in Table 5.1

Table 5.1. Improvements in EDI in Anthropology since our GEM Award 2014

Improvements in Equality and Diversity in Anthropology since 2014	Sections
<ul style="list-style-type: none"><li>Dramatic improvement in staff training in EDI issues from 5% in 2014 to 80% with training in 2018.</li></ul>	5.3.1
<ul style="list-style-type: none"><li>Improvement of staff knowledge and understanding of University policies concerning promotion, discrimination, parental and carer's leave, flexible working and harassment that showed a "lack of knowledge" from the 2014 Staff Survey to approximately 80% awareness of University policies.</li></ul>	5.5.6 and 5.6.2
<ul style="list-style-type: none"><li>Achieved gender balance and rotation of women as HoDs. First female HoD 1.8.2013 to 31.7.2016. Shared F:M role 2018-present</li></ul>	5.6.1
<ul style="list-style-type: none"><li>Greater representation of female staff in influential, visible University roles with multiple roles filled by Anthropology women. Improvements visible from 2013 onwards.</li></ul>	5.6.4
<ul style="list-style-type: none"><li>Improvement of work/life balance for staff with 15% reduction in staff saying they have to work beyond their contracted hours (2013 survey to 2018 survey).</li></ul>	5.6.5
<ul style="list-style-type: none"><li>Improvement of scheduling of department meetings and events in core hours to assist those with caring responsibilities where 80% of staff agree that meetings are held in core hours.</li></ul>	5.6.6
<ul style="list-style-type: none"><li>Gender balance achieved in Departmental Seminar speakers from 35% in 2014 to 50% in 2018.</li></ul>	5.6.7

**ACTION 5.1:** Our major Action Plan for this Section is to hold an EDI Away Day in spring 2020 when many remaining issues requiring further resolution can be discussed in dedicated Focus Groups. These issues are referred to more specifically below in the different sections. The EDI Away Day will become an annual event.

### 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.

Figures 5.1.1-5.1.3 show the proportions of academics who applied to, were short-listed, and given offers for positions (2014-18). There were frequently more females than males, reflecting gender balance across the discipline. In the last few years, the

Department's efforts to reach gender parity across academics is visible with increasing proportionality in short-listing and offers. HR in Durham has oversight for wording of advertisements to ensure gender equality which guidelines we follow. Individual staff are also encouraged to use contacts for outreach, especially where male or female applications are imbalanced. Future hires will be monitored as part of EDI Management Processes (**ACTION 3.1**).

Figure 5.1.1. Proportion of Applicants by Gender Applying for Academic Positions 2014-18

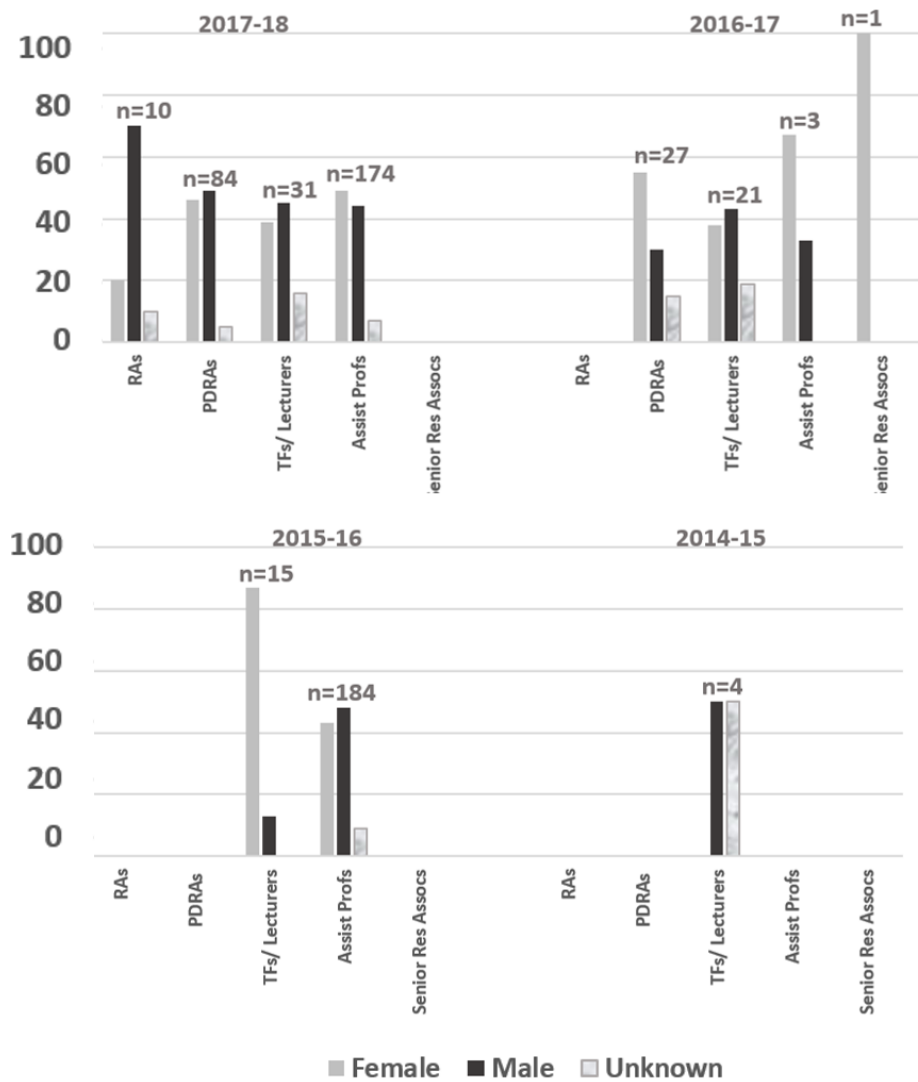


Figure 5.1.2. Proportion of Shortlisted Applicants by Gender, 2014-18.

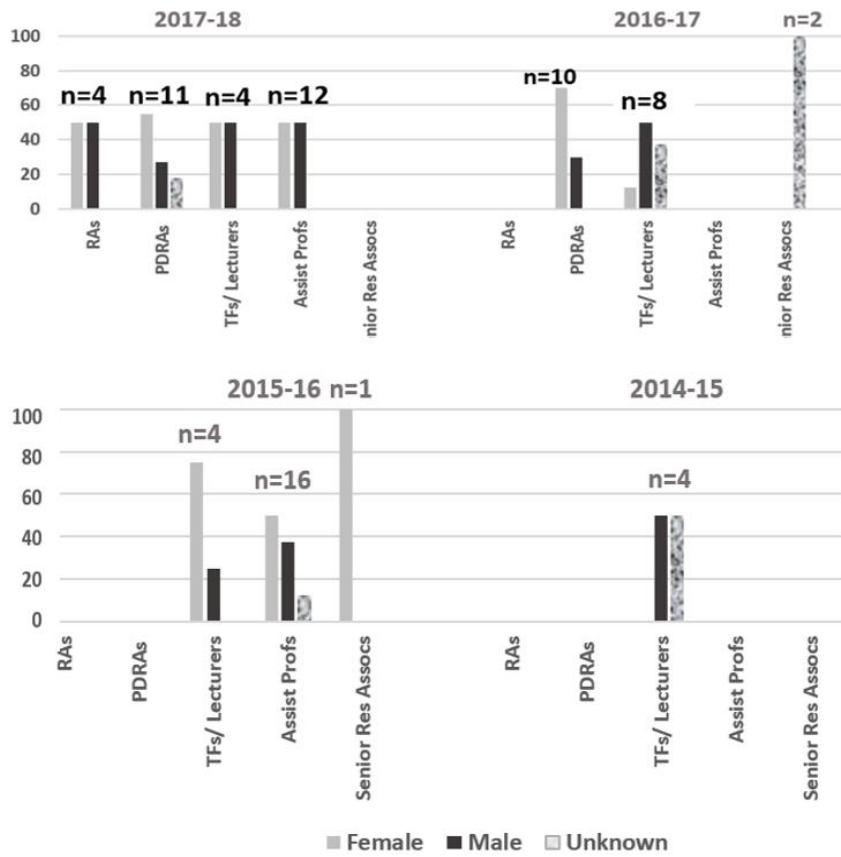
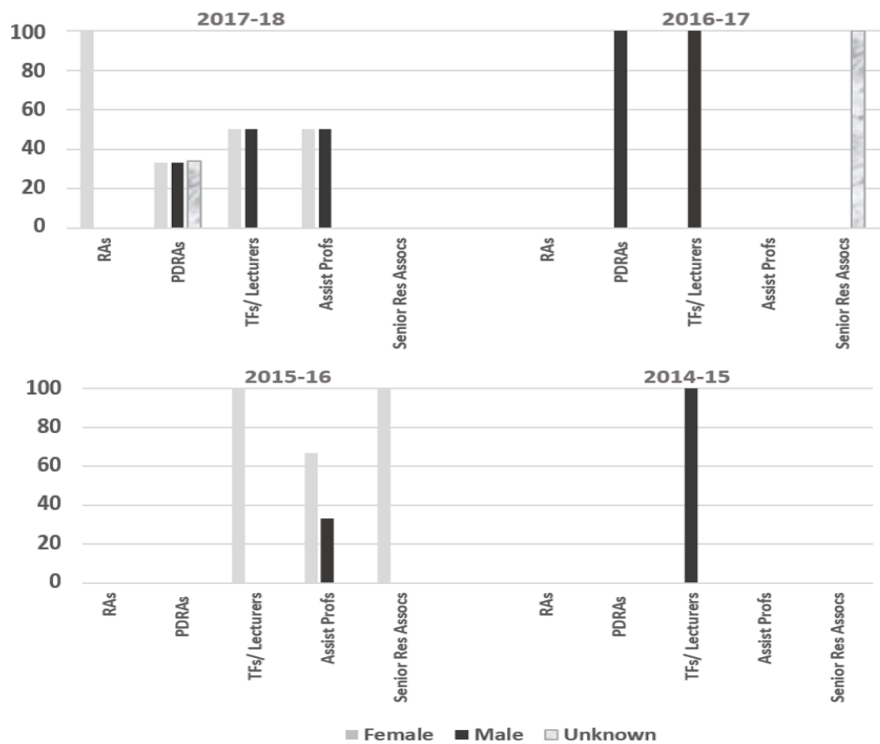


Figure 5.1.3. Proportion of Offers Made to Short-listed Applicants by Gender 2014-18



## (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.

The University has specific guidelines for induction of new staff including provision of information about EDI, health and safety, parking, IT, sexual harassment, etc. Materials are also online. Several people are involved in induction, including line managers and mentors. Checklists ensure relevant information has been received and digested by new staff. Departmental mentors are assigned with participation and approval of staff to ensure good fit, and the mentor has usually been in role for some time in order to help the new hire.

Recently hired staff were surveyed to evaluate their uptake and opinions of induction. All but one (a previous PDRA) had participated in induction at both University and Departmental levels. University induction was ranked as mostly “okay” (67%) or “very good” (33%) while Departmental induction was rated as “good” (50%) or “excellent” (50%). Comments were made, however, that Departmental induction is relatively “informal” and new staff felt there was still much to be learned on the job, particularly relating to teaching. Part of the problem was that the Department had no Departmental Manager (DM) for two years while the University was restructuring, leading to an out of date Staff Handbook. Following the hire of a new DM in 2019, an immediate priority has been to update the Handbook (**ACTION 5.2**). All new staff (100%) were happy with Departmental mentoring arrangements, rating it as either “very good” or “excellent.”

## (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.

In 2018-19, Durham University transformed its promotion process by requiring *all* staff to be reviewed yearly by a progression committee (DPPC), in order to provide equal opportunities to all staff members who might be hesitant otherwise to put themselves forward. This is likely to have a positive impact on gender equality. Anthropology took a leadership role in the review preceding these changes. Individuals can still nominate themselves individually if the DPPC does not agree that current timing is suitable. We will continue to monitor how new processes affects promotion.

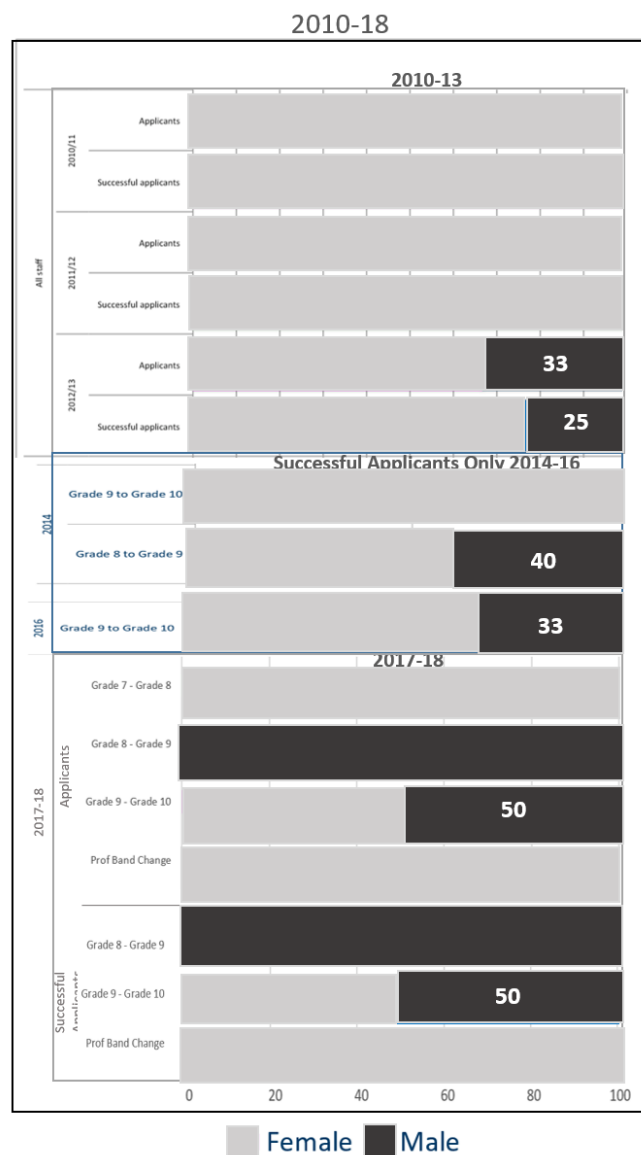
Before these changes at University level, and following our GEM Bronze award, we had already modified our practises to highlight gender issues. The predominance of women being promoted, as well as the exceptional success in achieving a structure with a high number of women at senior levels, is likely due to these proactive processes, as well as the larger pool of women eligible for promotion from 2013 onwards (Figure 5.1.4).

Before 2018-19, the University had run an annual progression process that was advertised through HoDs. Individual staff members then decided whether or not to put themselves forward to the University Promotions Committee, aided by evaluation and

mentoring during an Annual Staff Review. The Department shared successful applications in subsequent years and used these as a basis for improvements. There was a 100% success rate in promotions in 2014-17, reflecting these improvements. Lengthy and time-consuming forms, however, did apparently hinder some staff from applying.

Changes in University processes, along with the disparate nature of data collection on departmental promotions from 2014-2019, make comparisons difficult across years. Different indices are therefore presented below for promotions by gender from 2010-18 (Figure 5.1.4). There will be more uniform data in the future.

Figure 5.1.4. Proportion of applicants by gender for promotion 2010-18



From the Staff Survey, 80% (n=23) of respondents (n=30) said that they were aware of, and had access to, information about University promotion processes, but 17% (n=7)

did not find this useful, 30% (n=9) said they did not understand the promotion process and criteria, while half (n=15) did not think these were fair. Forty percent of respondents (n=12) said feedback was not particularly useful. Figure 5.1.5 shows the proportion of responses by gender. Women and four individuals who categorised themselves as non-binary, or preferred not to say, seemed less happy about the newer promotion criteria and processes compared to males, but individual comments did not relate to either departmental or gender issues. The Survey asked two other gender-related questions concerning promotions: “What is your perception about equality of treatment (promotion) with respect to men/women.” Both genders were more likely to say men are slightly more advantaged than women (Figure 5.1.6), but the numbers are too small to read much of significance. Given these responses, we will run a Staff Workshop to demystify promotion processes and improve perceptions (**ACTION 5.3**).

Figure 5 1.5. Response to staff survey by gender about promotion processes

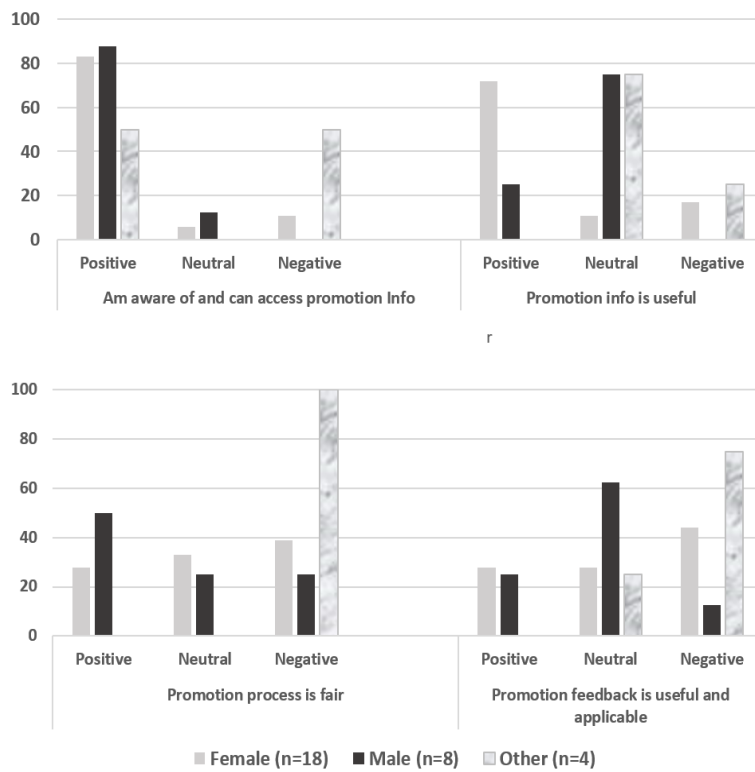
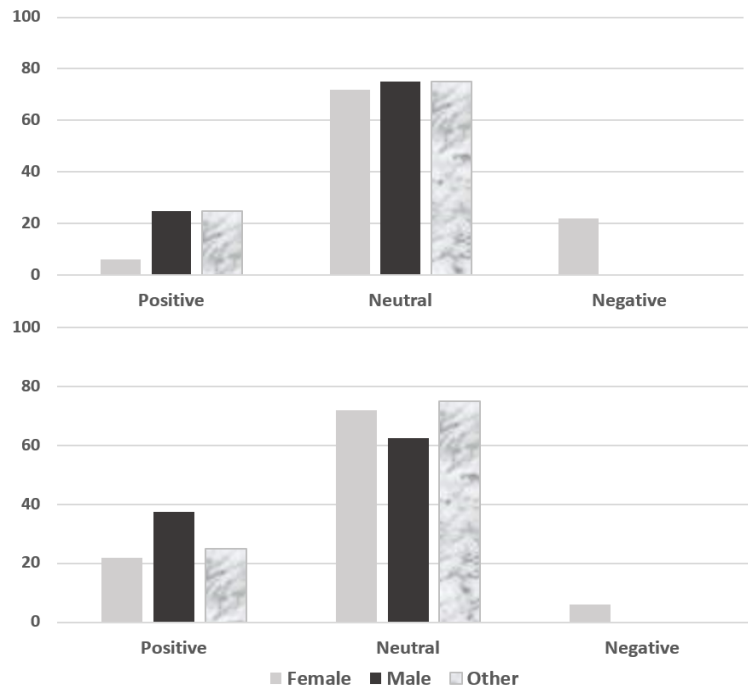


Figure 5.1.6. Staff Responses by Gender (n=30) Concerning Equality of Treatment in Promotion Processes

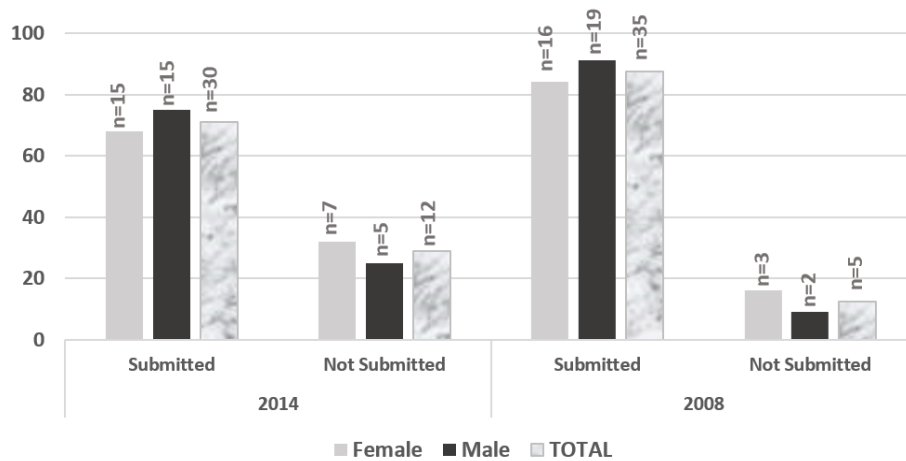


(iv) Department submissions to the Research Excellence Framework (REF)

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.

Figure 5.1.7 shows the proportion of staff by gender who were submitted to REF 2014 (15/22 eligible women and 15/20 eligible men) and RAE 2008 (16 out of 19 eligible women and 19/21 eligible men). Men slightly outnumber women in these statistics. For REF 2014, Committee consisted of 3F and 1M. For REF 2021, which plans a full submission from Anthropology, the Committee is 3F and 3M.

Figure 5.1.7. Proportion of Staff Submitted to REF 2014 and RAE 2008





## SILVER APPLICATIONS ONLY

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

#### (i) Induction

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

#### (ii) Promotion

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

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

#### *(i) Induction*

While University guidelines exist for induction of PS, this is delegated to Departments and line managers with online guidance. As with academic staff, a checklist is provided to ensure processes have been completed. Staff are then reviewed at three and six months during their probation. Due to recent University restructuring, the only PS hire made in Anthropology in the past few years has been a new DM in 2019, who moved from another department in the University. Future hires are planned for 2019-20.

#### *(ii) Promotion*

For the past few years, Durham University has been restructuring PS promotion processes such that PS can only be promoted by moving sideways to another position. There are therefore no recent valid statistics for Anthropology PS promotions. The rationale for change was that individuals were promoted within departments to reward long service without necessarily changing job descriptions. This led to imbalances in pay between new and older staff who were essentially fulfilling the same roles. Instead, the University created “Job Families” and is encouraging all PS to acquire different skills to permit promotion. PS staff are encouraged to fill in “training workbooks” where they can log transferrable skills in preparation for potential moves. These workbooks can be shared (voluntarily) with line managers and discussed during ADRs. The University runs a series of extensive training courses across the year (e.g., “Realising Your Potential”) where staff can obtain more information about how to improve their chances of promotion.

### 5.3. Career development: academic staff

#### (i) Training

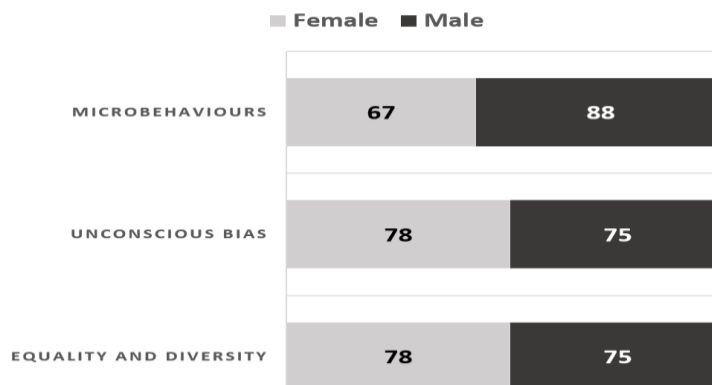
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The University runs several free training courses for all staff ranging from IT, to teaching small courses, to EDI issues such as unconscious bias. These are regularly advertised via the University weekly newsletter (*Dialogue*) and through Departmental emails. Some courses are compulsory, such as health and safety training with compliance monitored online. Some are compulsory for particular staff roles, such as chairing interview panels.

In our 2014 GEM survey, 95% of staff had not participated in any courses in unconscious bias. The 2018-19 survey indicated a large improvement in uptake of classes covering EDI issues. Currently, 80% of staff have taken a general course in EDI, and 80% in unconscious bias, while 70% received microbehaviours training. Figure 5.3.1 gives the proportion of males and females who responded to the Departmental Survey with information about their EDI training. These proportions are very close except for microbehaviours where men (88%) were more likely to have taken a course than women (67%).

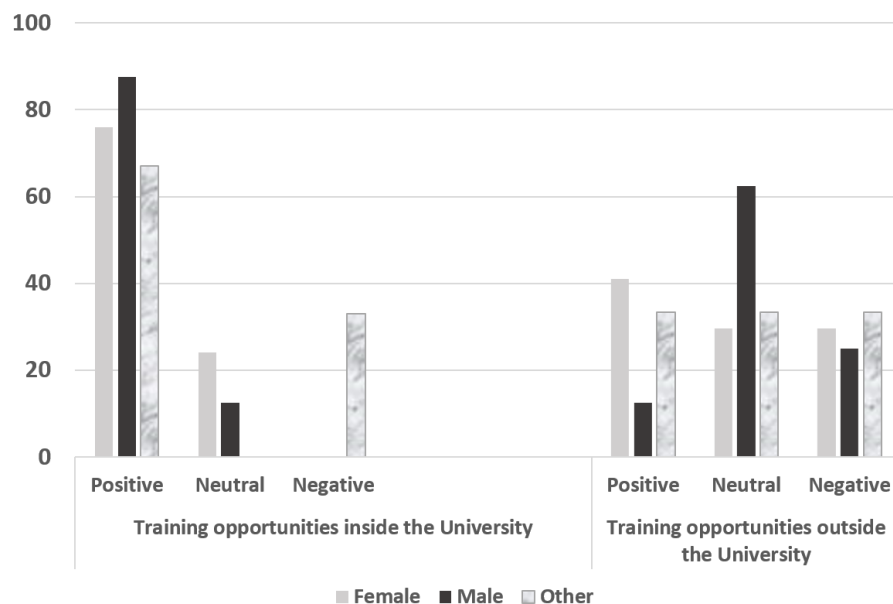
Staff at all levels are encouraged to take additional development courses each year and this forms part of promotion evaluation. New staff, during induction, discuss training needs with line managers and mentors, and are encouraged to avail themselves of opportunities. Training courses are evaluated for effectiveness by follow-up surveys. Occasionally, specific training needs are made available to individuals or the Department on an *ad hoc* basis and may be supplied by external providers, paid for by the Departmental budget from which £5,000 is set aside as a training fund. Staff members can also apply for bespoke training as part of their £1,000 personal allowance that can be spent on research needs, and travel to conferences. For example, in recent years, one female staff member received money for French language training prior to fieldwork in West Africa, while another female took an external statistics course on structural equation modelling.

Figure 5.3.1. Proportion of Staff by Gender Who Have Taken EDI Courses



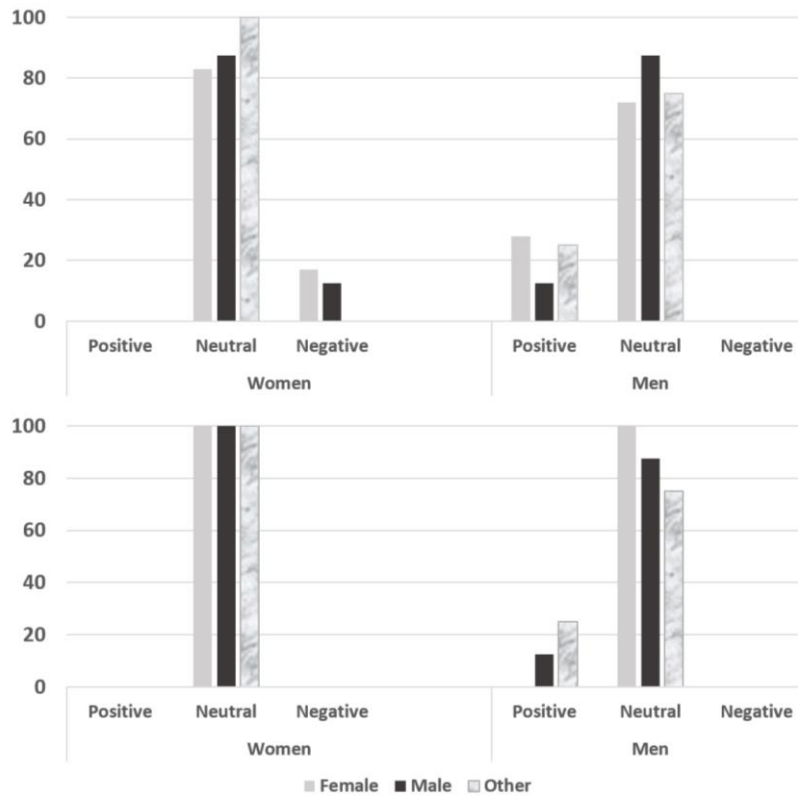
In response to the question in the Staff Survey, “I am encouraged to undertake the following activities which contribute to a stronger career portfolio/CV”, 69% of all individuals (n=28) were positive and 14% neutral about training opportunities within the university, but fewer (35%) were positive and more were neutral (36%) about training opportunities *outside* the university. Figure 5.3.2 shows the gender divide on this issue, bearing in mind the relatively low numbers overall. Slightly more men than women were either neutral or negative about training opportunities outside the university despite the fact that two women have been the most recent recipients of external training. Information about the training fund is being circulated more frequently to remind staff about its availability.

Figure 5.3.2. Responses by Gender (n=30) Concerning Training Opportunities Within and Outside the University



In response to the Staff Survey questions, “What is your perception about equality of treatment in Anthropology with respect to women/men” in relation to: a) career development opportunities, and b) access to funding (including training and staff development), both genders responded that men are somewhat advantaged, but again the numbers are small (Figure 5.3.3). During our EDI Away Day, we will run a Focus Group to explore these areas further (**ACTION 5.1A**).

Figure 5.3.3. a (above) Staff Responses (n=30) Concerning Perceptions of Equal Treatment of Men and Women in Relation to Career Development Opportunities and b (below) in Relation to Access to Funding (Including Training)



(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.

In the past few years, the University has experimented with different methods to appraise staff and reward merit. Until 2018-19, all staff in the Department (including PDRAs) completed an ADR as well as a Personal Research Plan (PRP) as advocated by the University. Both were conducted with an assigned reviewer of equal or greater seniority. The PRP fed into the promotion process. Both the ADR and PRP were meant to provide opportunities for reflection, discussion of training needs, and other activities which could enhance individual career prospects. They also included consideration of factors that might have interfered with normal staff activities (e.g., parental leave or caring responsibilities).

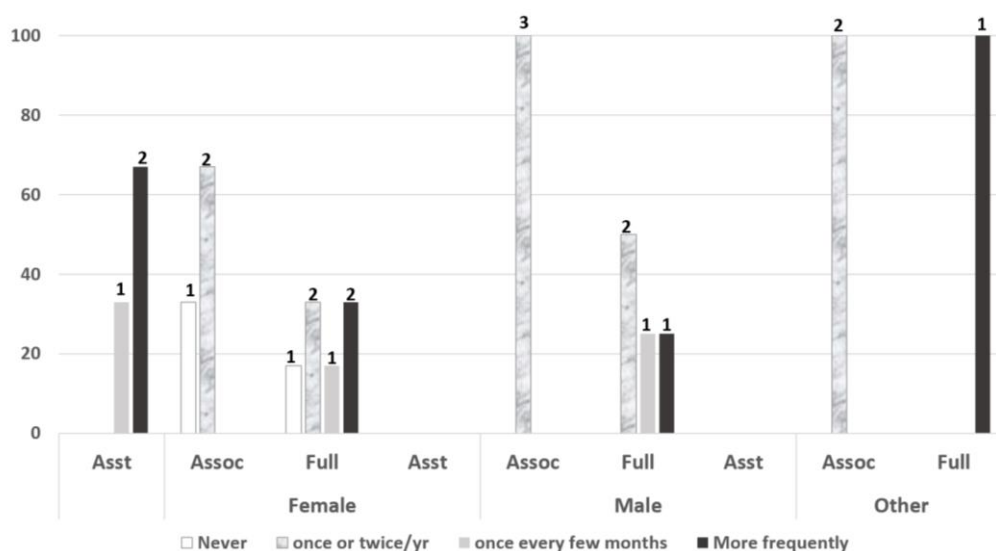
In 2018-19, promotion consideration for all staff was implemented quickly in the University. Staff receive written feedback on their submissions within two weeks of DPPC meetings, and later one-to-one verbal feedback with HoDs.

(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.

The Department has a robust system of staff mentoring through which individuals can explore opportunities for career progression. From 2018-19, there is also a Department Mentoring Lead (currently also the EDI lead) to whom training has been provided by the University. A list of mentors is distributed annually at the beginning of the academic year. Mentors are reviewed on an annual basis and staff are encouraged to meet termly with their mentees to discuss progress. Mentees propose names of those whom they would prefer as mentors. New staff on probation are expected to meet more frequently with mentors. The 2018-19 Staff Survey asked respondents how frequently they meet with their mentor. Only 4% (n=10) said “never” while 33% (n=8) met once a year, 17% (n=4) met twice a year, while 44% met much more frequently. Figure 5.3.4 depicts the proportion of staff by gender and rank in frequency of their meetings with a mentor. While there is no specific pattern by gender, Associate Professors appear to meet the least frequently and this could be cause for concern for both men and women. During our EDI Away Day, a Focus Group will explore why mid-career individuals are less likely to seek mentorship (**ACTION 5.1B**).

Figure 5.3.4. Frequency of meetings with mentors by gender and rank



There are three research groups (Social Anthropology, the Anthropology of Health, and Evolutionary Anthropology) to which individual staff members belong (and sometimes more than one). These groups meet either weekly or every other week during term time to engage in academic and social activities, ranging from reviewing staff research grants, reading papers, or hearing talks from staff/students/PDRAs. If the latter have upcoming job interviews, the Research Groups often organise practise sessions and offer constructive advice. This kind of mutual support is very important to develop individual careers. Staff also write letters of recommendation for PDRAs and regularly circulate job advertisements.

The Staff Survey asked a number of questions about career progression: “I am informed about internal positions in the University to which I can apply”. Only 10% of people answered “no” to this question with no junior staff among these. Only one person who identified as “female” was among this group while the rest identified as “other” in their gender designation (n=2). The primary source of internal positions is through email circulation. Such positions (e.g., Assistant Professorships, TFs) are means by which PDRAs can potentially progress their careers within Durham. In response to whether staff felt they received encouragement and/or support from the Department in applying for internal positions (such as help in writing applications), 79% answered positively (n=8) or neutrally (n=15) for “encouragement” and 21% (n=6) answered negatively, while 83% were positive (n=4) or neutral (n=20), and 17% (n=5) negative for “support.” The negative answers were exclusive to more senior staff such as Associate or Full Professors, but were evenly divided between genders.

The Staff Survey also asked whether people are encouraged to undertake specific activities that would contribute to a stronger career portfolio (Table 5.3.1). One female Assistant Professor disagreed about being encouraged to attend and present at conferences, as well as to offer service to the wider discipline. Otherwise, where responses were negative, they were more likely to come from senior staff, and from females or those who “preferred not to say” in regard to gender identity. Patterns concerning career development will be explored more fully in a dedicated Focus Group during the EDI Away Day (**ACTION 5.1A**).

*Table 5.3.1: Response to the Staff Survey concerning whether Career Development Activities are Encouraged [percentages (numbers)].*

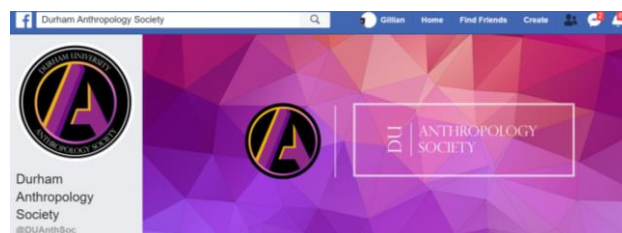
<b>CAREER DEVELOPMENT ACTIVITIES</b>	<b>Positive</b>	<b>Neutral</b>	<b>Negative</b>
Attending conferences	48 (14)	38 (11)	14 (4)
Presenting at conferences	52 (15)	34 (10)	14 (4)
Undertaking fieldwork	38 (11)	41 (12)	21 (6)
Applying for grants	69 (20)	38 (8)	3 (1)
Developing an Impact Case Study	55 (16)	41 (12)	3 (1)
Supervise PhD students	80 (23)	10 (3)	10 (3)
Sit on Departmental committees	72 (21)	14 (4)	14 (4)
Sit on University committees	41 (12)	52% (15)	7 (2)
Give service to the discipline outside the University	35 (10)	31 (9)	34 (10)
Apply for research leave	62 (18)	24 (7)	14 (4)
Networking opportunities inside the University	55 (16)	28 (8)	17 (5)
Networking opportunities outside the University	34 (10)	31 (9)	35 (10)
Volunteering opportunities	21 (6)	55 (16)	24 (7)

(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).

UGs are assigned to a Year Group Tutor with whom they meet regularly in small groups. Students can also contact their Tutor for individual discussions on any issue. Since Durham is a collegiate university, students also have an assigned college tutor. During their third year dissertation, students work closely with a supervisor in individual sessions. These supervisors, as well as Year Tutors and module leaders, frequently advise UGs about career options and write letters of recommendation for Master's courses or jobs. At this stage, or earlier, students can visit the University Career's Centre to explore options. A small proportion of anthropology UGs progress to a Master's degree in Durham or elsewhere, but many go on to completely different careers where an anthropology background is advantageous. The UGs also run an Anthropology Society where students can make presentations, discuss anthropological issues, hold social events, and practise useful skills. There are occasional talks by staff at the Society which also has a PG Liaison Officer (Figure 5.3.5).

Figure 5.3.5. The UG Anthropology Society



Master's students work with the Director of their individual programme throughout the year, and meet every other week in groups to discuss ongoing issues including careers. PGTs are also assigned an individual supervisor with whom they work on a research dissertation, and frequently discuss issues relating to academic career progression.

PhD students are the most likely to seek an academic career. They receive mentoring from their supervisor(s) with whom they meet every other week throughout their time at Durham. PGRs can also benefit from Research Group activities, and often give practise job talks for postdoctoral positions or present research grants in process. Courses during the first year for PGRs focus on skills like Grant Writing, CV preparation, Making Presentations and Writing Skills, and there is also a third year dissertation Writing Group.

Each PGR can apply for £200 per annum, in addition to any research money they receive from stipends, in order to help fund training needs, fieldwork, or travel to meetings. Recent examples of such funding include a male PGR who received training in recording and analysing non-human primate vocalisations as well as statistical network analysis, Yiddish language training for a female PGR working with Orthodox Jews in Israel who eschew speaking Hebrew, and a course on processing data from accelerometers for a female PGR studying sedentariness among pregnant women.

Durham PGRs also organise an annual PGR Conference, themselves, where they can present their own work and receive feedback from staff and students. This well-attended Conference often receives delegates from other universities, and is excellent preparation for a future academic career. Other opportunities included an annual joint research conference in Medical Anthropology organised with Edinburgh University, where students are particularly encouraged to present, and the Wolfson Research Institute Early Career Researcher Conference where PGRs and PDRAs can present their work (Figure 5.3.6).



Figure 5.3.6. Anthropology PGR Conference (top left), Wolfson ECR Conference (top right), and Durham-Edinburgh Anthropology Research Conference (below)



(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.

The Department offers robust support to individuals applying for research grants. The Director of Research regularly circulates information concerning potentially relevant grants, and draft proposals are frequently discussed and critiqued within Research Groups. The University also requires peer review of all research grants to improve their chances for success. Staff from the University Research Office visit the Department every other week and hold office hours for consultations. For individuals whose grants might progress to interview, opportunities are provided for practise interviews. Peer support and encouragement is provided in more informal ways to those individuals whose grant applications are declined, and suggestions made for new places to submit. Mentors are particularly helpful in this respect. In the staff survey, 69% of all staff said that the Department encouraged the submission of research grants, and only one person responded negatively about this.

Table 5.3.2 presents data for successful grant capture by gender from 2013-18 including amounts awarded and length of grant tenure. From 2014, more women than men were awarded grants, although not always for higher sums. In the past two years, a single male Associate Professor with a primarily research post has submitted several grants, skewing the data towards men.

Table 5.3.2. Grants Awarded to Anthropology by Gender from 2013-2018

	No of Grants Awarded	Total Sum Awarded (£)	Duration in Months				
			0-12	13-24	25-36	37-48	49-60
<b>2013</b>							
Female	8	286,856	4	2	2	0	0
Male	8	831,136	2	1	3	1	1
<b>2014</b>							
Female	6	132,067	3	2	1	0	0
Male	4	488,867	0	3	1	0	0
<b>2015</b>							
Female	12	636,326	5	6	0	0	1
Male	8	317,397	4	2	2	0	0
<b>2016</b>							
Female	6	426,788	1	3	1	0	1
Male	5	390,957	2	1	2	0	0
<b>2017</b>							
Female	7	1,208,901	2	2	1	0	2
Male	5	452,142	2	0	1	2	0
<b>2018</b>							
Female	6	506,218	4	0	2	0	0
Male	9	591,998	2	0	4	2	1

#### SILVER APPLICATIONS ONLY

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

###### (i) Training

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

###### (ii) Appraisal/development review

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

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

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

#### **4.6 Career development: professional and support staff**

##### *(i) Training*

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

An extensive range of training courses are available to all staff throughout the University. All PS staff in Anthropology are currently female so there are no gender differences to examine. Durham University has an extensive list of staff training courses that are freely available to book online through the Course Booking System. At the time of compiling this document, there were >200 courses on offer. PS are encouraged to avail themselves of these courses during their ADR, and there is follow-up on their effectiveness with their line manager. The University also has an evaluation system for each course to monitor whether they are useful.

When surveyed about training opportunities, PS staff mentioned 14 different courses they were planning to take during the year. All staff said that the Department was either encouraging (80%) or enthusiastic (20%) about their participation. Most of the respondents also mentioned that support for their development had increased in the Department.

##### *ii. Appraisal/development review*

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

PS have an ADR each year run by their Line Manager – usually the DM (the DM is reviewed by HoDs). PS ADRs are compulsory. Appraisers take required courses offered by the University, and additional optional courses exist such as “Enhancing Performance and Engagement” and “Motivating Staff.” The new DM entered the Department after the 2018 ADR, and there was a two-year absence of a DM while the University was restructuring.

##### *iii. Support given to professional and support staff for career progression*

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

As discussed in Section 5.2.2, “training workbooks” are used among PS to develop transferable skills and log courses which can be used as a basis for potential career progression. The ADR is also used as a medium to discuss potential career moves.

## 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.

The University has a clear and comprehensive policy concerning maternity leave that provides guidance to Departments concerning their obligations to support a pregnant individual whether PS or academic. An individual must inform the University of their pregnancy and plans for parental leave around gestation week 25 to ensure forward planning. Individuals can then discuss confidentially their proposed period of leave, and any other issues that might arise. Once a Department is informed of a pregnancy, they must undertake a risk assessment to ensure the individual and their unborn child are safe in the working environment. There is clear information concerning these policies on the University website.

Once a pregnancy is known, the staff member meets with the HoD to discuss their needs. The HoD and HR then ensure that the staff member is aware of all university policies and entitlements, including paid leave for antenatal care, shared parental leave, requests to return PT, return to work dates, adoption, and research leave following maternity. The staff member also meets with the Director of Research to discuss potential research opportunities that might arise during their leave, recognising that teaching and administrative tasks can be redistributed during leave, but research cannot easily be put 'on ice'. The research leave 'clock' for accruing time continues during parental leave.

In the Staff Survey, all individuals responded that they were aware of, and could access, information concerning University policies on parental leave and most (67%) agreed it was useful information, or were neutral in their responses ("neither agree or disagree"). The most recent parental leave in the Department was 2 years ago. Staff were also asked if they thought taking parental leave would affect their career negatively. Twenty three percent (n=7) answered affirmatively (two of these responses were from males and one from "other"), while 50% (n=15) were neutral on the issue and 27% disagreed (n=8). Seven percent (n=2) responded that taking parental leave *had* damaged their career at another institution in the past (one female and one "other"), while double that (14%, n=4) said they thought taking parental leave had damaged their career at Durham (one male, one "other", two females). When asked if they were supported by the Department before taking parental leave, 3% (n=1) said "no".

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

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

The Department keeps in touch with staff taking parental leave to inform them of major events, potential courses in the future and other relevant information, while protecting employees from every-day emails and circulars. The University also instituted KIT days

(Keeping in Touch Days) whereby a staff member can work for a maximum of ten days (full or half days) during their leave, and at least two weeks post-natally, in a pattern agreed between the person's line manager and themselves. These days could involve training events. This allows staff on leave to still keep in touch. When asked if they were supported by the Department during parental leave, 11% (n=3) said "no".

(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.

Staff returning from parental leave can choose to work FT, PT or flexibly to accommodate schedules affected by having a young child. The University has its own nursery to which staff can apply and that can accommodate breast-feeding mothers if requested, although the nursery is situated some distance away from the main campus and Anthropology (15-20 minute walk). Facilities are also provided to enable mothers to store breast milk. There have been some issues specifically in the Anthropology building about private places where returning mothers can pump milk, which will be discussed during the EDI Away Day (Action 5.1C). A further risk assessment is taken for breastfeeding mothers on their return to the workplace.

Staff continue to accumulate research leave while on parental leave and some members of staff have been able to avail themselves of one term of research leave (at the end of maternity leave of 26 weeks or more) in order to make the return to work easier; this must be taken within 12 months of return; this is in addition to any accrued leave time. Where possible, the Department uses funds to support staff members on fixed-term contracts enabling them to extend their contracts so that they can return and complete their full-term.

When asked if they were supported by the Department after taking parental leave, 3% 18% (n=5) said "no" (3F). Two individuals added more qualitative comments about their experience of taking parental leave at Durham, and were generally negative. Clearly, this is one area where the Department has significant room for improvement, and will take action in the future to ensure that more support is in place (**ACTION 5.1C**).

One member of the Department co-established the University's Mothers and Mothers-to-be Support Network (MAMS), for informal discussion about experiences with maternity leave which will help with formulating new policies (Box 5.5.1). This individual sits on the EDI Committee.

#### Box 5.5.1 Establishment of MAMS (Mothers and Mothers-to-be-Support Network)

*"MAMS is run by Kris Kovarovic (Anthropology), Michelle Dixon (RIS) and Sarah Woodroffe (Geography) and welcomes mothers and expectant mothers from all academic staff, PS and students at Durham University. It started as a grass-roots movement in 2014 and meets about twice a term. Activities have included a shared parental leave panel with fathers, a lunch with NHS breastfeeding support staff, an Inspiring Women's Network seminar talking about how women's careers have benefitted from having children, and raising money to help women who become pregnant "too soon" (i.e., before a year of employment has passed). Dr Fire Kovarovic.*



#### (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.

#### SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Three members of academic staff took maternity leave between 2014 and 2019, and all have returned to work and are still in post.

#### (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.

Staff may take up to two weeks of paternity leave post-natally or post-adoption (where the other parent is taking adoption leave). For children adopted/born on, or after, April 5<sup>th</sup>, 2015, the university offers a parental leave option in which parents can share 50 weeks of parental leave between them. Only one male staff member has ever taken paternity leave for a six month period (September 2014-March 2015).



*"My 6 month paternity leave was an extremely rewarding period of my life and I'd whole-heartedly recommend that fathers consider taking this up. I suspect that my research career was slightly slowed because of this, but to my mind this was vastly outweighed by the benefits"*

*Dr Jeremy Kendal, Associate Professor.*

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University adheres to the Children and Families Act 2014 and allows employees with caring responsibilities who have worked continuously at Durham University for 26 weeks to request annually the right for flexible working arrangements. This is usually implemented before the beginning of the academic year so that timetabling arrangements for teaching can accommodate potential requests. Employees with less service to the University can also speak to their HoDs for consideration. Generally, such requests concern the timing of lectures and seminars during the day without reducing overall working hours or workload. Employees fill in a simple form to make these requests, which are considered by their line managers and then Faculty where final decisions are usually made. Several reminders are issued by email to staff members to make their request in a timely fashion, and links are provided to the relevant information and application forms.

In the 2018-19 Staff Survey, 83% of respondents (n=25) said they were aware of and could access information about the University policy on flexible working arrangements, while only 1 person disagreed, and 13% were neutral. However, only 50% (n=16) of respondents said that the information about flexible working was useful while 13% (n=4) did not. Again, in the recent Staff Survey, 77% of respondents (n=23) said that they currently have a flexible working arrangement in place, and a further 20% (n=6) said that they had worked with such an arrangement in the past. This means that the majority of the Department did or do work flexibly.

Figure 5.5.1 provides the gender breakdown for staff members with or without flexible leave arrangements; the majority are women, which probably reflects the still primary responsibility of women for childcare/other caring. Furthermore, 53% (n=16) believed that the Department supported and encouraged flexible arrangements, while only 13% (n=4) did not. Only 23% (n=7) of survey respondents believed that working flexibly might affect their career negatively, compared to 40% (n=12) who did not, and 37% (n=11) who were neutral on the issue. Figure 5.5.2 breaks down these responses by gender and whether individuals have had or do have a flexible working arrangement. This figure reinforces the impression that women, even with this kind of arrangement, are more likely to believe working flexibly does not affect their career negatively.

Figure 5.5.1. Proportion of Staff by Gender who Work Flexibly

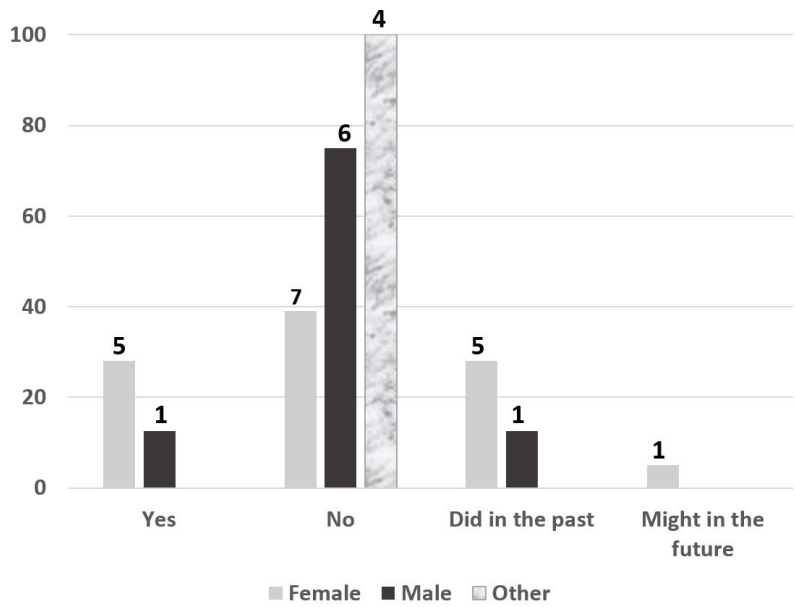
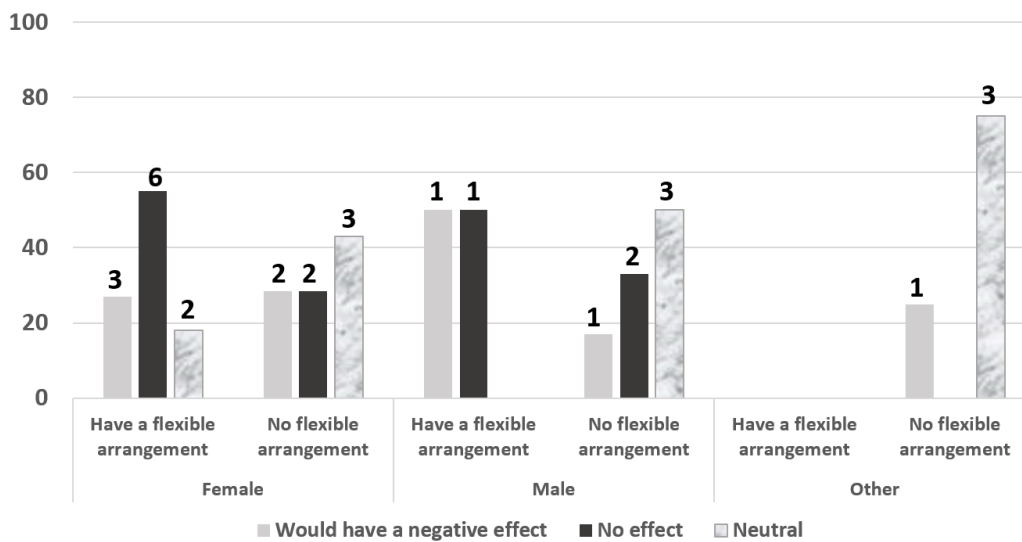


Figure 5.5.2. Relative Proportion of Staff by Gender on Effects of Flexible Leave



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

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

Only a few staff between 2014-19 have experienced a career break such as parental leave. Three academic staff members came back from such leave to FT work, while one



PS member returned to work PT, but had previously been PT beforehand. Due to the small numbers involved, the Department does not have a set policy for such transitions, but this is being included in the new and revised Staff Handbook (**ACTION 5.2**).



*“I have felt very supported by the Department during two periods of maternity leave, and returning to work part-time on both occasions. I was given the space to enjoy the time at home, and there was no expectation to undertake any work commitments. My request for a flexible working pattern on return was considered and approved very quickly - without hesitation really! My job role hadn't really altered so there were no surprises, and I felt there was an understanding it might take a little time to get back up to speed again. I feel very lucky to be part of such a flexible department with supportive management, where a good work-life balance is encouraged.”*

*Mrs Kate Payne – Senior Research Administrator*

## 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.

As outlined in Section 2 (Description of the Department), Anthropology has been gender inclusive since its inception at Durham. Following our GEM 2014 Award, we have worked towards embedding EDI awareness into all our activities, particularly in relation to gender and BAME issues. We have added a proforma for all items requiring approval at BoS, which includes a statement on “Implications for EDI”. In the Staff Survey, 90% respondents said that the Department made it clear what actions are being taken in relation to gender equality, and 93% said that the Department made use of women as well as men as visible role models. From 2020, we will have an annual, dedicated EDI Away Day which will allow us to discuss both EDI progress and other issues that might arise (**ACTION 3.2**).

Examples of other activities include the 2019 International Women’s Day when the EDI Committee used posters to profile both visible and “invisible” women who have made major contributions to Anthropology. We explained why the profiled women were invisible in order to highlight obstacles women have faced in gaining appropriate recognition. The posters were put up around the Dawson Building for a week (two shown in 5.6.1a and b).

Figure 5.6.1a and b: Examples of posters set up in the department to profile invisible women and their important contributions to anthropology



## INTERNATIONAL WOMEN'S DAY


### Forgotten Women in Primatology

#### Ada Watterson Yerkes



Out of the Shadows	Biography	Contribution
<p>Ada Yerkes (1873-1963) was an accomplished biologist and botanist who collaborated with, but lived in the shadow (as many women did in the early to mid twentieth century) of her husband, Robert Yerkes. He was a pre-eminent primatologist who founded one of the first Regional Primate Laboratories in Florida, U.S.A.</p> <p>Mrs Yerkes was sufficiently invisible that her obituary merely referred to her as the "widow of Robert M Yerkes, noted authority on apes and monkeys" (Figure 1).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>WIDOW OF AUTHORITY ON APES DIES AT 89</b></p> <p>NEW HAVEN, Oct. 17—(AP)—Services will be conducted tomorrow in Yale university's Dwight Chapel for Mrs. Ada Watterson Yerkes, widow of Robert M. Yerkes, noted authority on apes and monkeys.</p> <p>Mrs. Yerkes, 89, died yesterday at her home here.</p> <p>She collaborated with her husband, a Yale professor, on his book "The Great Apes," published in 1929. Yerkes founded the Yale Laboratory of Primate Biology at Orange Park, Fla.</p> <p>Survivors of Mrs. Yerkes include a daughter, a son and one grandchild.</p> </div> <p>Figure 1: Obituary for Ada Yerkes who died in 1963 aged 89.</p> <p>Similarly, her tombstone is shared with her husband. Ada Yerkes lived at a time when it was difficult for women to forge their own independent careers.</p> <div style="text-align: center;">  <p style="font-size: small;">Ada Yerkes grave where she is buried together with her husband Robert Yerkes.</p> </div>	<p style="text-align: center;"><u>Biography</u></p> <div style="text-align: center;">  <p style="font-size: small;">Ada Watterson as a young girl</p> </div> <p>Ada Watterson was born in Ohio, in 1873 to prominent white settlers in the American Mid West who came from business backgrounds. One branch originated from New York in 1788, another also originated from New York in the first third of the nineteenth century while the Watterson's, her paternal family, originated from England in 1826.</p> <p>Ada went to Barnard College for her undergraduate degree which she completed in 1898, and obtained a teaching position there in botany. It is not clear where she met Robert Yerkes whom she was to marry in 1905 while he was teaching at Harvard University. She was described in one book as the "lifelong companion and supporter of her husband" and as a "fascinating and versatile woman" (Dukelow 1995:112). According to Dukelow, Ada also was responsible for the landscaping of Orange Park where Yerkes' first primate colony was established. This was achieved using rare, semi-tropical species with the effect of a botanical garden.</p> <p>It has been difficult to find much written about Ada's life with her husband but Robert Yerkes (1930) wrote this in praise of his wife in his biography:</p> <p><i>"In 1905, when I was fairly started in my career as a psychobiologist, began a partnership with Ada Watterson (Yerkes), which perfectly blended our lives and incalculably increased our professional and social usefulness. . . . Moreover, from 1905 my professional autobiography is no longer mine alone. At this moment our partnership is publishing jointly, as the outcome of six years of continuous preparatory labor, a book on anthropoid life, The Great Apes."</i></p>	<p style="text-align: center;"><u>Contribution</u></p> <p>Ada Watterson taught botany at Barnard College, the prestigious women's college of Columbia University, New York, before marrying Robert Yerkes. She obtained both her bachelor's and master's degrees from these institutions. She wrote a number of papers on both botanical and behavioural topics and was sufficiently well known in 1915 that she had an entry in the Who's Who of America (Figure X).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; font-size: x-small;"> <p><b>YERKES, Ada Watterson</b> (Mrs. Robert M. Yerkes), 3 Fuller Pl., Cambridge, Mass. Born Cleveland, O.; dau. Robert F. and Carrie T. (Norris) Watterson; ed. Cleveland High School; Barnard Coll., A.B. '98; Columbia Univ., A.M. 1900 (cum. Kappa Alpha Theta); in. Twi-ght Park, N.Y., 1906; Robert M. Yerkes; chil-dren: Roberta Watterson, David Norris. Ass't in botany and zoology, Barnard Coll., 1898-1902; tutor in biology, Teachers' Coll., Columbia Univ., 1902-03. Author of various papers on botany and animal behavior. Presbyterian. Mem. Associate Alumnae of Barnard Coll., Women's Educational and Industrial Union, Women's Auxiliary to Mass. Civil Service Reform Ass'n, Nat. Child Labor Com., Nature Study Soc., Barnard Botanical Club.</p> <p style="font-size: x-small;"><a href="https://www.wikisource.org/wiki/Who's_Who_of_America,_1914-15/ye#ye289">https://www.wikisource.org/wiki/Who's_Who_of_America,_1914-15/ye#ye289</a></p> </div> <p>Ada co-authored one of her husband's best known books called <i>The Great Apes</i>, where she is listed as a second author (1923). A later reprinted edition (1953) omitted her name.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p style="font-size: x-small;">The 1923 first edition of the Great Apes, co-authored with Ada Yerkes (left) and the fourth reprint (1953) where only Robert Yerkes name appears on the cover.</p> </div> <div style="text-align: center;">  </div> </div> <p>Ada conducted experiments with some of the chimpanzees held at Orange Park. She also produced a booklet detailing the history of the Park, and continued to co-author papers or help her husband with his work.</p> <p>As Yerkes' wife, she also provided the social foundation for their interactions with other scholars and students, especially in their summer home in New Hampshire which had the dual purpose of also being a Field Station (Montgomery 2015: 31).</p> <div style="text-align: center;">  <p style="font-size: x-small;">Ada and Robert Yerkes in later life</p> </div>
<p><u>References</u></p> <p>Dukelow, WR (1995) <i>The Alpha Males: An Early History of the Regional Primate Research Centers</i>. Univ Press of America, Hagerstert (1995) Robert Mearns Yerkes 1878-1936. A Biographical Memoir. Natl Acad of Science, Washington DC. <a href="https://www.nps.gov/learn/education/our-history-of-memoirs/memoir-3266.htm">https://www.nps.gov/learn/education/our-history-of-memoirs/memoir-3266.htm</a></p> <p>Montgomery GM (2015) <i>Primates in the Real World: Escaping Primate Politics and Creating Primate Science</i>. Univ of Virginia Press, Charlottesville, VA.</p> <p>Yerkes R (1930) <i>Autobiography of Robert Mearns Yerkes</i>. First published in Murchison, Carl, (ed.) (1930). <i>History of Psychology in Autobiography</i> (Vol. 2, pp. 361-407). <a href="http://psychclassics.yorku.ca/Yerkes/murchison.htm">http://psychclassics.yorku.ca/Yerkes/murchison.htm</a></p> <p>Western Heritage Historical Society (accessed Feb 2019) containing a short biography and old photo of Ada Watterson. <a href="https://www.westernheritage.com/ada-watterson-1873-1963/">https://www.westernheritage.com/ada-watterson-1873-1963/</a></p>		

Figure 5.6.1.b









## INTERNATIONAL WOMEN'S DAY

### Making Women Visible

### Rachel Fleming

Created by Xiao GE



<p style="text-align: center;"><b>Out of the Shadows</b></p> <p>Rachel Fleming (1882-1968) would today be called a biological anthropologist specialising in growth/auxology and providing a defense against racism, but her important work was forgotten until recently.</p> <p><i>"Rachel Mary Fleming is one of the category of people who are often invisible even in institutional histories, one of those who do their work with quiet devotion, playing a pivotal structural role in the 'back room' rather than the 'front room' of the discipline"</i> (Maddrell, 2005, pp. 132).</p>  <p>Dr. R. M. Fleming undertook to find out how the physical qualities showed themselves in a group of mixed whites and blacks, and whites and Chinese, in an English port city.</p> <p style="text-align: center;"><b>"Results of mixing the races,"</b> by Dr. W.A. Evans, Birmingham Age Herald</p> <p>Source: <a href="https://www.dialic.org/view/14143-Results-of-mixing-the-races-by-Dr-W-A-Evans-Birminga">https://www.dialic.org/view/14143-Results-of-mixing-the-races-by-Dr-W-A-Evans-Birminga</a></p>  <p>Source: <a href="http://www.mia-d.org/museum/timeline/rachel-fleming-anthropometric-study">http://www.mia-d.org/museum/timeline/rachel-fleming-anthropometric-study</a></p> <p>In 1932, the Daily Express reported that Fleming had given a speech 'warmly defending marriages between negroes and whites'. Fleming asserted that,</p> <p><i>"There was nothing in anthropology or in biology to indicate that racial mixture was bad. Each race brought something of value, and the sorting out of hereditary genes in new combinations brought possibilities of effecting new capacities."</i></p> <p><b>References</b></p> <p><a href="https://www.mia-d.org/museum/timeline/rachel-fleming-anthropometric-study">https://www.mia-d.org/museum/timeline/rachel-fleming-anthropometric-study</a> accessed February 2019, containing short biography of Rachel Fleming</p>	<p style="text-align: center;"><b>Biography</b></p>  <p style="text-align: center;">There are no known surviving photographs of Rachel M. Fleming</p> <p>Rachel Fleming, born in 1882 in England, was a prominent eugenicist scholar of her time. She worked as the assistant of Professor HJ Fleure in the Department of Geography and Anthropology, University of Wales, Aberystwyth from 1922 to 1932 (Caballero and Aspinall, 2018; International Directory of Anthropologists). She was also a geographer, a folklorist and had studied Russian literature.</p> <p>Fleming worked part-time in her earlier years of research beginning in 1919 before she received a grant from the Medical Research Council in 1927 to devote herself full-time to her research (Bogin, 2015). The University of Wales granted her M.Sc. honoris causa. She also served as Librarian of the Royal Anthropological Institute (RAI) in London and later resigned due to ill health in 1934. She spent the rest of her life in the Isle of Wight.</p>  <p style="text-align: center;">Source: Mary Evans Picture Library Ltd</p> <p>In 1924, Rachel Fleming, as Fleure's assistant, accepted a request from the Secretary of the Eugenics Society to investigate 'families of mixed Chinese and English (or Irish)' in Liverpool. This 'race crossing' project studied children of Chinese and white and black and white families in Liverpool, Cardiff and East London. Fleming concentrated on measurements of the children's heads, faces and bodies, a genre of physical anthropology (termed anthropometry) popular at the time. She was the first person to conduct longitudinal studies of child growth in the British Isles.</p>	<p style="text-align: center;"><b>Contribution</b></p> <p>Her study was proposed by Professor HJ Fleure who wanted to establish the permanence of "racial types". Fleure considered the idea of "biological plasticity" (which was coined by Franz Boas) to be extreme and "should be discarded as serious anthropology" (Bogin, 2015).</p> <p>Using her longitudinal data, Fleming revealed features of the human adolescent growth spurt, including the well-known different features of growth at adolescence between girls and boys, therefore prefiguring some of the later work conducted by James Tanner.</p> <p>Fleming's work identified the prominent role of nutrition in children's growth, which paved the way to later discoveries that nutritional requirements are divided between maintenance, growth and repair of the body (Bogin, 2015).</p> <p>Following Fleming's finding that "racial types" are a product of nutritional status, social policy was changed, for example, the introduction of free school lunch programs for undernourished children and the need to identify such children was acknowledged. Fleming's work also formed a basis of the creation of the Liverpool Association for the Welfare of Half-Caste children and the notorious 'Fletcher report' of 1930 which greatly stigmatised mixed race people and families. Yet Fleming herself did not believe that racial mixing was inherently problematic; rather, it was wider social attitudes that caused issues.</p>  <p>One of Fleming's most important contributions to the longitudinal study of growth. The Project measured 4,293 children totalling 12,616 measurements in all. It was published in 1933.</p>
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Moreover, Anthropology staff and students have initiated a number of new endeavours to support women and BAME individuals not just in the Department, but across the university (Boxes 5.6.1-5.6.4). Altogether, the Department has much to be proud of in terms of gender equality as well as EDI in other protected area.

#### Box 5.6.1 Establishment of the Women@DU Network

*"W@DU Network was established in 2018 by Jane Macnaughton (Anthropology) and Lorna Wilson (RIS) as joint chairs, and supported by the University EDI team, to bring everyone identifying as female to share experiences, advantages and problems of being a woman working at Durham University. W@DU explicitly and uniquely includes all women such as in accommodation and commercial services (ACS) who have often been excluded from such networks, PS and academics. Attendance at meetings has been overwhelming and women appreciate the positive, friendly and open atmosphere where people are encouraged to speak their minds. A full programme is being organised and will include sessions on menopause at work and dealing with imposter syndrome. Members of the network have commented on the sense of friendship and fun the Network promotes." Professor Jane Macnaughton*



#### Box 5.6.2 Establishment of Durham University's first Black Asian and Minority Ethnic (BAME) Network

*"Durham's BAME network was co-established by Professor Nayanika Mookherjee (Anthropology) with Dr Nadia Siddiqi (Education) and Professor Anoush Ehteshami (School of Government) in October 2017, in collaboration with the EDI unit, to provide a voice for all BAME staff and postgraduate students at the University. The network has not only provided valuable networking opportunities and peer support, but also seeks to promote race equality through active involvement and consultation on University strategy, policies and guidance on these issues. The network has made a valuable contribution to amending university support in instances of emergencies. Network members value the space to come and share their experiences and gain strength from the network. Professor Nayanika Mookherjee.*



#### Box 5.6.3 Establishment of First Generation Scholars (FGS) Network

*"The FGS Network was started in 2018 by Hannah Brown (Anthropology) and Vikki Boliver (Sociology) following a trial in Anthropology. We started the network because students and colleagues had described prejudice directed at FGS, including issues of economic and social privilege. FGS can feel excluded, and struggle during the transition to University. They also often internalise these difficulties, potentially damaging efforts to increase access from under-represented groups. We therefore set up a network and organise FGS meetings termly. We received funding from the University to carry out an interviews to understand better the experiences of FGS at Durham and to organise interventions." Dr. Hannah Brown.*



#### Box 5.6.4 Establishment of Coffee Afternoons for Students with Disabilities

*In 2018, Anthropology 3<sup>rd</sup> year student, Amelia McLaughlin, set up coffee afternoons in the Anthropology Department to bring together UG and PG students with disabilities. All staff and students are invited. This provides students an opportunity to discuss any ongoing issues with concerned staff and peers, and to find ways of remedying existing problems. Amelia has since gone on to become the 2019-20 Durham Student Union Welfare and Liberation Officer.*



(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.

Durham University has robust policies in place to deal with any form of bullying and harassment in the work place. In recent years, it has instituted “Respect at Work/Study” policies. Information about how to make complaints about such matters are available on University web pages both in HR and EDI locations. The University has a network of 12 trained academic, and PS, female and male advisors who can provide confidential advice about how to deal with bullying and harassment, as well as to explain University’s policies. These are the first people to whom individuals who have experienced problems are encouraged to approach. Alleged cases of grievance can go to mediation in an attempt to resolve them. Mentors and HoDs can also provide advice and assistance in problematic situations. There are more formal procedures, should all else fail, through which individuals can file a complaint to the University.

HoDs and the DM are kept apprised of recent University developments in policies and procedures relating to bullying and harassment, while staff and students are also kept informed through University circulars such as the *Dialogue* e-newsletter.

The Staff Survey asked respondents if they were aware of and could access information relating to University policies on bullying, harassment and discrimination. Seventy seven percent answered affirmatively for both, while 7% and 10% responded neutrally (“neither agree nor disagree”) and 13% and 17% answered negatively for each, respectively. In terms of whether staff felt the information was useful, 67% replied positively for bullying and harassment and 53% for discrimination. Thirty three percent responded neutrally for the former (either “not applicable” or “neither agree nor disagree”) and 30% for the latter. Only 3% responded negatively in relation to discrimination. When examined by reported gender, slightly more females than males were positive about being aware of and being able to access information about bullying, harassment and discrimination (Figure 5.6.2).

Figure 5.6.3 presents the staff responses by gender about whether they found University information about bullying/harassment and discrimination to be useful. The information is slightly more negative with fewer individuals although more individuals were “neutral” and may simply never have had the occasion to check.

Figure 5.6.2. Responses to staff survey by gender concerning access to information about bullying and harassment (left) and discrimination (right)

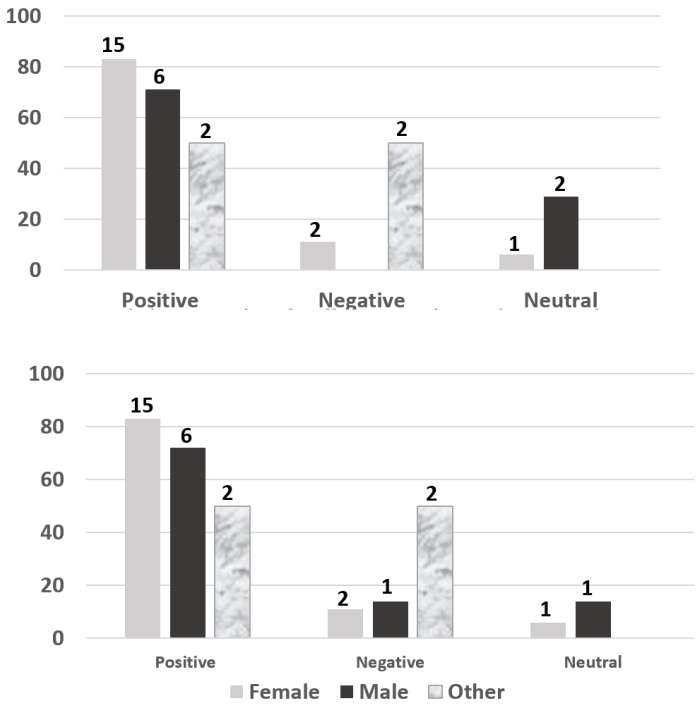
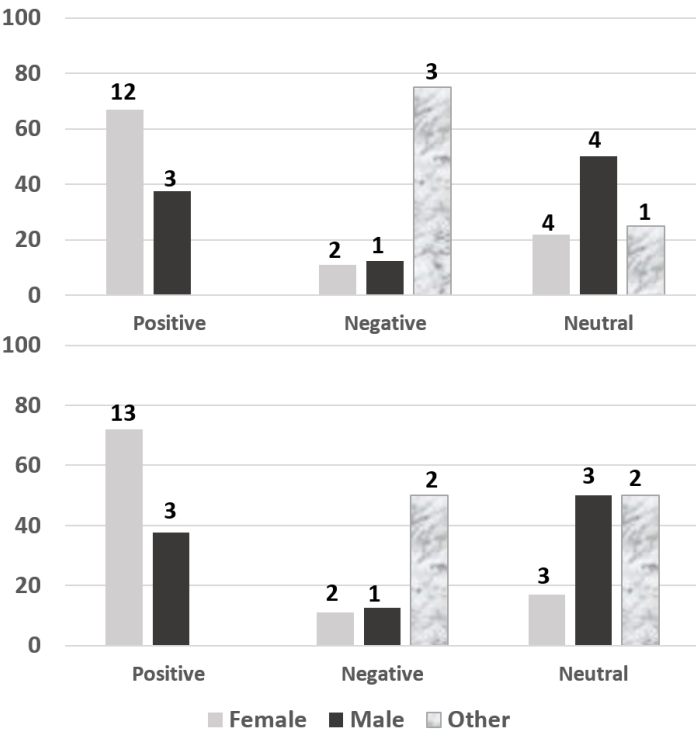


Figure 5.6.3. Responses to staff survey by gender concerning whether information about bullying and harassment (above) and discrimination (below) is useful



(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 Department has a management committee that meets every other week and comprises the two HoDs (1F and 1M), the DM (F), the Director of Education (M), the Director for Research (F), the EDI lead (F), and three subject co-ordinators (2 F, and 1 M). Females therefore outnumber males here by 2:1. Our BoS, representing all teaching and research staff comprises 26F and 16M, namely 62% female. Table 5.6.1 shows the gender representation of departmental committee chairs by gender from 2014 to the present and shows the high number of women in these positions matching the composition of the Department.

Table 5.6.1. Gender representation for staff members in leading departmental roles

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-19	
	F	M	F	M	F	M	F	M	F	M	F	M
Chair BoS												
Deputy Chair BoS												
EDI Lead												
Director of Education												
Director of Research												
Director PG Studies												
Director UG Studies												
Deputy Director of Research												
Director PGT Studies												
Chair Board of Examiners												
Evolutionary Group Convenor												
Health Group Convenor												
Social Group Convenor												
<b>Total</b>	7	4	8	2	7	2	6	2	6	3	7	4
<b>Proportion</b>	64%	36%	80%	20%	78%	22%	75%	25%	67%	35%	64	36

(iv) Participation on influential external committees

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

Vacancies on influential external committees in the University are advertised on the Weekly *Dialogue* e-circular, and are recirculated by the Department. HoDs and mentors encourage staff members to stand for positions that arise. HoDs and Heads of Colleges or Research Institutions within the University automatically sit on Senate giving them access to influential decision-making within the University.

Women are currently highly visible in influential roles across the University. Specifically, two female members of staff sit on Senate (one senior and one junior), one senior female is on the University Council, one senior female Professor sits on the Nominations and Governance Committee and the Research Management Committee, another sits on the University Research Committee, one senior female is Head of a College, while another is Head of a major research Institute. We have joint Heads of Department (one female and one male), while major departmental committee roles (education, research, EDI) are occupied by two females and one male. One of our BAME male staff is Director of a University Research Centre, while one mid-career male, one senior and one junior female are co- or sole Directors of other research centres. Since 2013, six (junior and senior) women, including PDRAs, have taken leadership courses such as Aurora (Advance HE).

(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 Department has had a WLM for a number of years and, this year, introduced an EDI tab to explore gender distribution of roles and potential bias. Table 5.6.2 presents data for the coming year (2019-20) in the five main areas of workload distribution: Teaching, Research, Administration, Supervising PGRs and any Special Allocations. Across all staff, research time is influenced by patterns of leave taken by some staff, and gender differences year to year among those on leave will affect distributions. Similarly, special allocations are largely driven by staff members with buyout or probation (Assistant Professors) and, secondarily, by the development of impact case studies for REF, again driven by relatively few staff. Overall, gender differences are small.



Table 5.6.2. Work load Distributions by Gender and Level for 2019-20

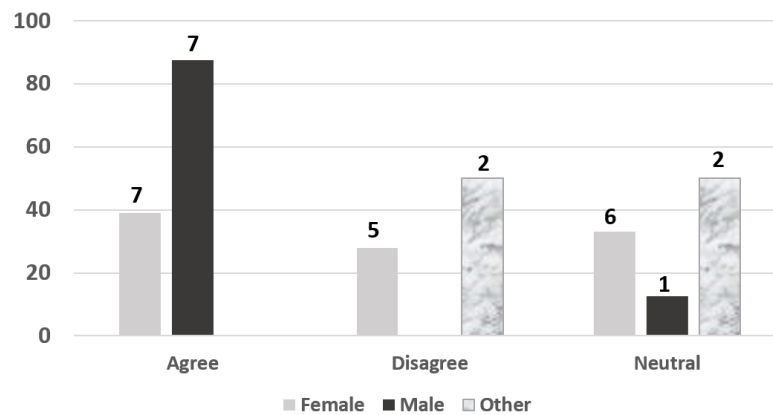
	Research	Teaching	PGR	Admin	Special Allocation	Total
Male	38.2	29.6	6.3	22.4	5.4	101.8
Female	39.0	30.7	4.9	16.7	9.8	101.2
Prof	38.0	27.3	5.7	18.7	13.2	102.9
Assoc	41.3	29.9	6.4	20.6	2.3	100.6
Assist	31.3	43.3	0.7	13.0	10.6	98.8

Nb: Many workloads are above 100% such as HoDs and 2 staff members on research leave who contributed to field schools. This inflated results.

Staff remain in specific administrative roles for 3 years. Since research leave is given after every 5 years, staff take on one major administrative role between these 5-year periods. Major roles, such as Director of Education, are advertised across the Department but minor roles (and particularly those that do not need year-to-year continuity) tend to be allocated later, based on how the WLM develops. New junior staff (assistant professors) are not allocated major administrative roles in their first few years and also receive an additional 10% allocation for research. Otherwise, the Department attempts to balance development opportunities for individuals (with a view to promotion and progression) and experience across roles. Gender balance in the senior management group is actively monitored.

The Staff Survey asked whether staff considered Anthropology to have a transparent way of allocating workloads. Forty seven percent (n=14) agreed, while 30% (n=9) were neutral, and 23% disagreed. When this is broken down further by gender, more women disagree with the statement while the small number of individuals who categorised themselves as “Other” or “preferred not to say” also disagreed (Figure 5.6.4). Further work is warranted to explore these gender differences and to explain the WLM better, since it is calculated using a complicated algorithm (**ACTION 5.1D**).

Figure 5.6.4. Proportion of staff by gender reporting on the transparency of the WLM



The Staff Survey also asked about current work-life balance. In GEM 2014, 95% of respondents said they worked more than their contracted hours; this reduced to 80% in 2018.

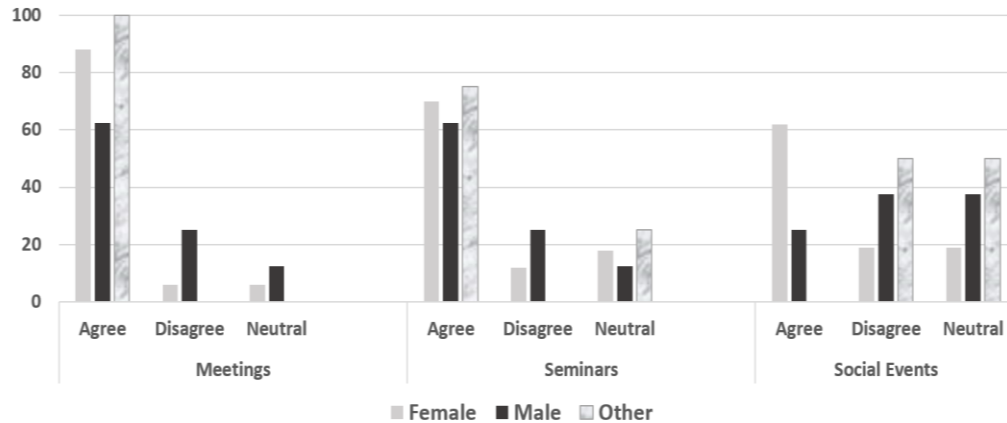
(vi) Timing of departmental meetings and social gatherings

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

A specific action point from our previous Bronze Gem award was to ensure departmental meetings are scheduled within core hours, ideally between 10:00 and 16:00. As far as possible, due to constraints of the University timetable, we have been able to achieve this goal. Major departmental meetings are now scheduled on Wednesdays between these times. The Departmental Seminar runs from 15:00-16:30, also on Wednesdays, but individuals who have to leave early still miss post-Seminar questions and a reception. Otherwise, the primary social gathering during term-time is a weekly coffee morning on Wednesdays. Seasonal celebrations are usually scheduled in afternoons allowing individuals with caring responsibilities to attend.

In the Staff Survey, 80% of respondents agreed that Departmental meetings are held at times they could attend, while 14% disagreed and 6% were neutral. Similarly, 69% of people said that Departmental Seminars are held at times they could attend while 14% disagreed and 17% were neutral. The responses were slightly more mixed for social events where only 41% agreed with the statement, 28% disagreed and 31% were neutral. When broken down by gender, despite small numbers, males were more likely than females to disagree that events in the Department were held at times they could attend (Figure 5.6.5). During the EDI Away Day we will explore using a Focus Group why individuals feel they are less able to attend social events (**ACTION 5.1E**).

Figure 5.6.5. Staff Responses by Gender about Timing of Departmental Events

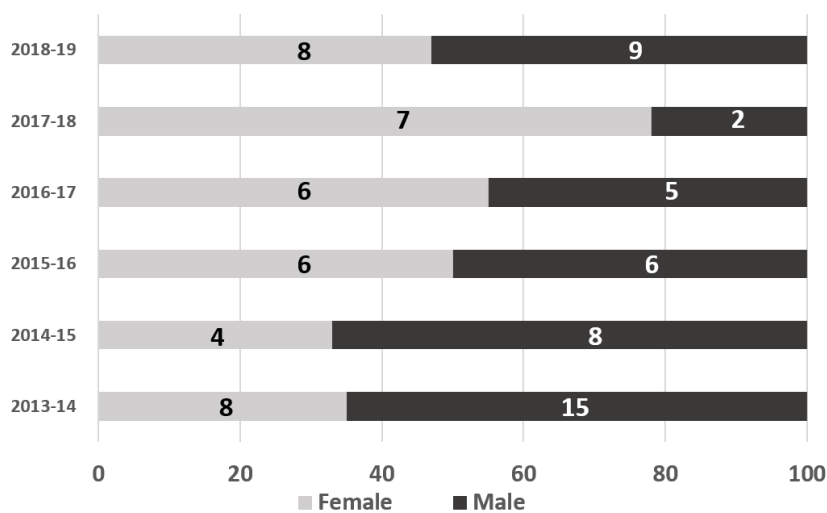


(vii) Visibility of role models

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

Women now figure prominently in Anthropology events. Seminars are held every other week with visiting scholars. In our previous 2014 GEM submission, there was a consistent male bias in seminar speakers. Figure 5.6.6 shows the gender balance in Seminar Speakers from 2013-2019 and illustrates the preponderance of men up to 2015. The balance since then has been closer to 50:50 (within the constraints of speaker availability), and one year was balanced in favour of women. We also try to balance Speaker hosts/Chairs across the Years with an opposite gender host.

Figure 5.6.6. Gender Balance of Departmental Speakers 2013-19



As outlined in Section 5.6.1, women in Anthropology hold prominent positions both within the Department and University as a whole. In addition, one of our female Professors recently won a

Queen's Anniversary Prize for her work on Sleep Research (Figure 5.6.7). The research of our female staff members also figures prominently on the University research news online (<https://www.dur.ac.uk/research/news/>). Out of 104 profiled pieces of research, work by 5 Durham female anthropologists was highlighted (4.8% of the total); one male anthropologist was a collaborator on one project (Figure 5.6.8).

*Figure 5.6.7. Professor Helen Ball accompanied by Durham's VC, receives the Queen's Anniversary Prize at Buckingham Palace in 2018 for her work on infant and parent sleep*



*Figure 5.6.8. Work by departmental female anthropologists profiled on Durham University's research news website*

### How to keep sleeping babies safe

(11 March 2019)



How best to keep babies safe when they're asleep has been a focus of research by our specialists for more than 20 years.

Working together with other organisations, our Durham Infancy & Sleep Centre has helped to reduce rates of Sudden Infant Death Syndrome (SIDS) by giving health professionals and parents informed guidance.

#### **Guidance for new parents**

Now, our researchers have teamed up with the Lullaby Trust, Public Health England and Unicef UK Baby Friendly Initiative to ensure more parents than ever before are given safer sleep information from the moment their baby is

born.

They want all new mums and dads to know what they can do to keep their babies safe when they're asleep so that risks of SIDS can be reduced.

The organisations have come together in light of a recent rise in the number of deaths from SIDS.

## Figure 5.6.8 . . . continued

Work by departmental female anthropologists profiled on Durham University's research news website

### Why humans take so long to grow up

(18 September 2019)



Why do our children take so long to grow up, compared to other animals?

We all know that humans have big brains. In common with apes, we grow relatively slowly and generally have long lives.

What is not yet entirely clear is why we have this slow steady development and live longer than species with smaller brains.

One theory is that species with big brains are more intelligent and flexible in their behaviour and therefore survive better for longer.

However, our anthropologists may have found a different answer, which flips on its head the idea that certain areas of the brain are fairly 'primitive'.

They suggest that a large and complex brain simply takes longer to grow and 'wire up' meaning that large-brained species mature later.

#### Find out more

- Read the full research paper in the Proceedings of the Royal Society B [here](#)
- The research was conducted by Lauren Powell, Rob Barton and Sally Street in our [Department of Anthropology](#).
- If you're interested in studying anthropology, have a look at [undergraduate](#) and [postgraduate](#) opportunities

### #BalanceforBetter: A royal celebration of Women, Peace and Security

(8 March 2019)



Two of our leading researchers celebrated International Women's Day at an event in Buckingham Palace to mark 20 years of Women, Peace and Security.

Dr Catherine Turner, from Law, and Professor Nayanika Mookherjee, from Anthropology, are seeking to speed up gender balance and raise women's voices in the area of international peace and security.

#### Sexual violence during conflict

Nayanika's research within political anthropology looks at sexual violence committed during the Bangladeshi War of Independence, the war crimes tribunal and 'war babies' linked to the war of 1971.

It is estimated that over 200,000 (official and contested numbers) women were raped during the conflict and in 1971 the Bangladeshi government designated the term birangonas (brave women) to honour the survivors.

Nayanika has studied the impact of this approach on the affected communities as well as the public memories of these wartime acts of sexual violence.

Working with the Gender Equality team of the Foreign and Commonwealth Office and Research Initiatives Bangladesh (RIB), she has developed a survivor-led guideline and graphic novel to be used by individuals such as human rights activists, teachers, lawyers, journalists and filmmakers.

The graphic novel (in both Bangla and English) is aimed at girls and boys aged 12 and over and looks at what happens when a young girl uncovers a family secret when talking to her mother and grandmother about their memories of the Bangladesh War. Both the graphic novel and the guideline provide guidance for those who record testimonies of sexual violence in conflict.

Figure 5.6.8 . . . continued

Work by departmental female anthropologists profiled on Durham University's research news website

### Chimpanzees can sniff out strangers

(24 October 2018)



Chimpanzees' sense of smell is more sophisticated than we thought with a new study showing that our closest relatives use their noses to smell danger.

The study shows that chimpanzees can smell who is a stranger and who is part of their family.

It was previously thought that they relied more heavily on their eyes than on their noses.

Knowing who is in their inner circle helps the chimps to not only spot a suitable ally but also avoid mating with close relatives or attacking their own offspring.

#### Who carried out the research?

[Professor Jo Setchell](#) from the Department of Anthropology at Durham University who is an expert in primate behaviour and Dr Stefanie Henkel from the University of Leipzig and the Max Planck Institute for Evolutional Anthropology in Germany.

#### Where is the research published?

In the Royal Society Proceedings B. You can also see it in Durham Research Online.

### Leading social scientists awarded Fellowships of the Academy of Social Sciences

(9 October 2019)



Following an extensive peer review process, five of our academic colleagues have been awarded Fellowships by the Academy of Social Sciences, the UK's national academy of academics, learned societies and practitioners in the social sciences. They are recognised for the excellence and impact of their work through the use of social science for public benefit.

#### Professor Vikki Boliver (Department of Sociology)

Vikki joined the Department of Sociology in September 2011 and was awarded a Durham University Excellence in Learning and Teaching Award in 2014. Vikki's current research focuses on social inequalities of access to

higher status universities and patterns and processes of social mobility across multiple generations.

#### Professor Veronica Strang (Institute of Advanced Study)

Veronica is a cultural anthropologist whose research focuses on human-environmental relations and, in particular, people's engagements with water. Working with diverse cultural groups, UNESCO and the UN, this work explores issues of ownership and management, governance, cultural beliefs and values in relation to water, and human and non-human rights. As the Executive Director of the IAS, Veronica has also led internationally acclaimed research on interdisciplinarity.

Our website was revised in 2018-19 to ensure it shows equal numbers of male and female staff and students as well as other diversity characteristics (Figure 5.6.9).

Figure 5.6.9. Department of Anthropology Website Showing Page for Undergraduate Study (accessed November 2019).

[About us](#) | [A-Z Index](#) | [Emergency contacts](#) | [Accessibility](#) | [Applicant portal](#)

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Anthropology studies all aspects of humanity from our evolutionary origins to our extraordinary social and cultural diversity – and unity. Through studying anthropology you learn to think about our world from completely new perspectives. We give you a wide range of qualitative and quantitative skills and teach you to think critically about when and how to use them. Our degrees allow you to embrace the full breadth of Anthropology or to specialise after the first year.

"I have loved studying anthropology at Durham as it teaches you the skills to tackle global, contemporary human problems, through studying the past, to shape the future. The diversity of the subject is my favourite aspect of studying anthropology, I can choose what to study and learn flexibly with top experts in the subject!"

Riya Bhatia, BSc Health and Human Sciences

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"The Anthropology degree gives you a thorough grounding in anthropology: offering interesting optional modules enabling you to explore people's customs, health care systems and cultures all over the world both past and present. I feel lucky to have found a degree that grabbed my interest from the onset. Since graduating, I've qualified as a teacher and as a Careers Advisor working in graduate positions."

Jane Gemmel, BA (Hons) Anthropology

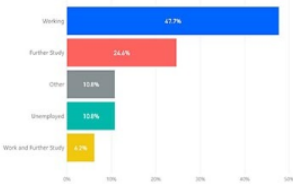
Of those students who graduated in 2017:

- 78% are in paid employment or further study 6 months after graduation across all our programmes

Of those in employment:

- 85% are in a professional or managerial job
- Average salary of £21,000 (compared to the average UK salary for similar courses of £19,000)

(Source: <https://unistats.ac.uk>)



Category	Percentage
Working	47%
Further Study	24.4%
Other	10.9%
Unemployed	10.9%
Work and Further Study	4.8%

**What can I do with an Anthropology degree?**

With an anthropology degree our students acquire a knowledge base which is both fascinating and useful as well as having an unusual mix of intellectual and practical skills. This combination is much sought after by employers worldwide and particularly so where creativity, curiosity and the ability to understand human culture and society are at a premium.

Our graduates use their anthropology directly in fields such as health, community work, conservation, education, international development, culture, and heritage. A significant number progress into careers which utilise the broad understanding of human society and behaviour as well as the many transferable skills that come with the study of Anthropology. Employment fields falling into this category include advertising, publishing, journalism, human resource management, public relations, finance, law, consultancy and marketing.

A large proportion of our students progress onto higher level study following their degree in Anthropology. Many remain within their academic field of interest and pursue higher level anthropological research, notably at Durham but also other prestigious institutions including Imperial, University College London, Manchester and York. Others take a different route and pursue professional postgraduate programmes in both related and non-related fields.

Figure 5.6.9 continued .... Department of Anthropology Website Showing Page for Undergraduate Study (accessed November 2019).



(viii) Outreach activities

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

The Department has limited data from past years for staff involvement with outreach and engagement, and has not routinely collected such data from its students. The most recent statistics from 2017-18 show the different kinds of activities in which staff were involved and their distribution by gender (Figure 5.6.10). The Staff Survey asked respondents to consider the responsibility given both for “impact activities” and “outreach or knowledge transfer”. In response, 42% (n=12) (impact) and 35% (n=9) (outreach) said this was not applicable to them. Of the remainder, 46% said it was “the right amount” for both sets of activities while those who said it was either too much or too little were <10%.



Figure 5.6.10. Proportion of Staff Engaged in Outreach Activities

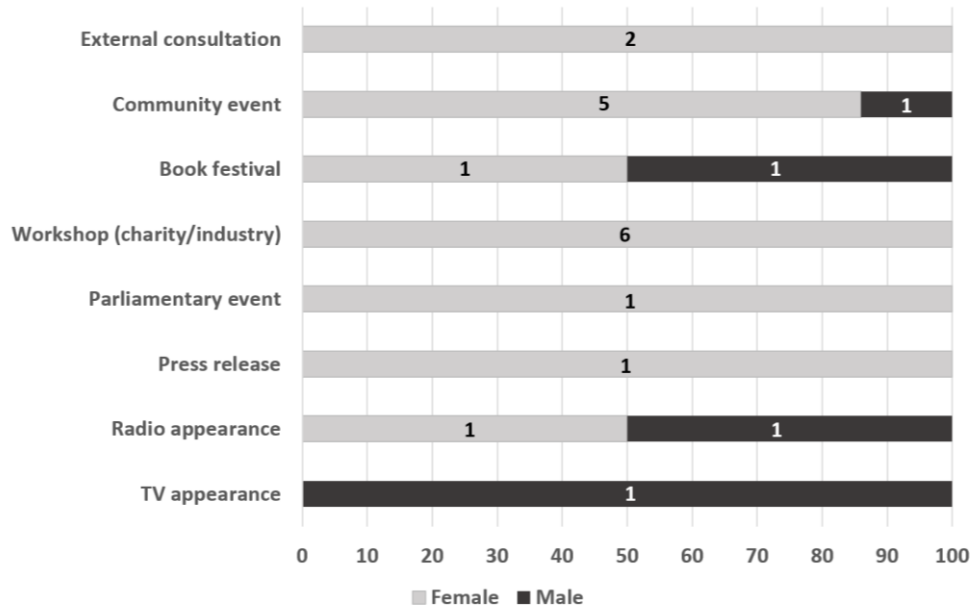
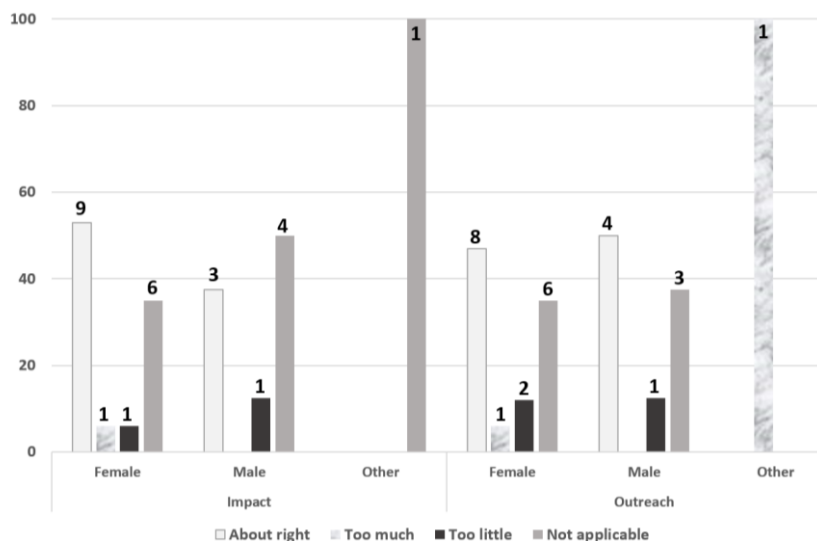


Figure 5.6.11 shows the proportion of these responses by gender. The numbers are small, but slightly more women than men thought that the responsibilities for impact were about right, while this was reversed for outreach. More males than females had ticked “not applicable” which may reflect their lack of engagement in these activities. A focus groups during the EDI Away Day will uncover why more men than women in Anthropology feel this way (**ACTION 5.1F**).

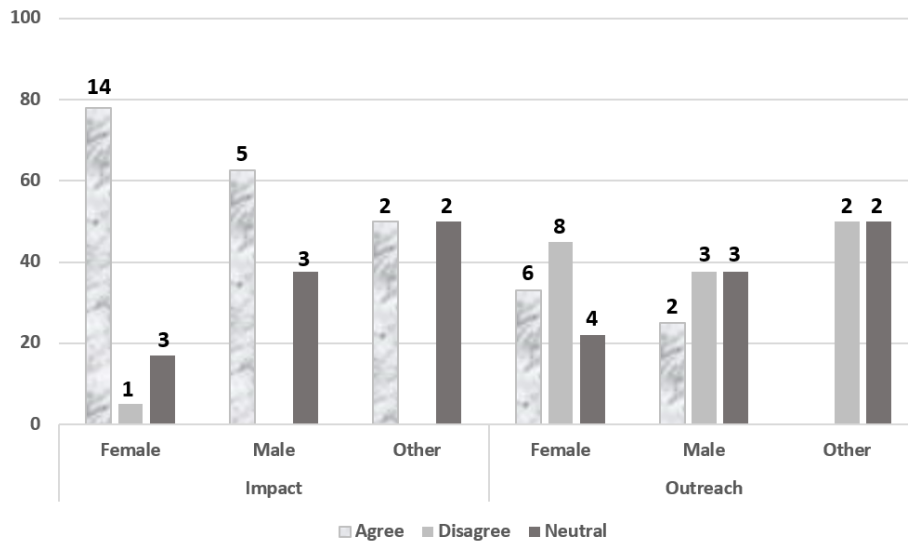
Figure 5.6.11. Staff responses to their engagement in impact and outreach activities



The Staff Survey also asked whether respondents felt both Impact and Outreach are valued by the Department. In response, 69% answered affirmatively for Impact but only 27% for Outreach. Conversely, only 3% of individuals felt that Impact was not

valued, but 43% thought Outreach was not; the rest were neutral. Women were less likely to remain neutral in their responses to these questions (Figure 5.6.12).

*Figure 5.6.12. Proportion of Staff by Gender Responding about the Value of Impact and Outreach Activities*



6498 words

## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

### CASE STUDY 1.

#### **Nasima Akhter, Assistant Professor (Research)**

After finishing my PhD, I first joined Anthropology in October 2013 for a one-year maternity cover role as a part time Research Associate. I was lucky to be able to continue working at Durham University since I was then recruited for a new PDRA role at one of its research institutes in 2014, and re-joined Anthropology as an Assistant Professor (Research) in 2018. Whether working as a junior part-time staff member, or as a full time researcher, being in Anthropology has been a rewarding experience overall. I have felt included in various activities, mentored and supported, and acknowledged for my contributions. I have had the opportunity to supervise undergraduate and MA dissertations, sit on interview panels, and take up more responsibilities. The Department has provided a supportive environment that enabled me to submit PhD student applications for faculty level PhD scholarships. Despite being relatively junior, I now supervise two Bangladeshi female mature students, who succeeded in winning competitive funding. I have engaged in a number of roles in Anthropology, and am currently a member of the EDI committee, the Ethics Committee and am Research Staff Coordinator. All these platforms gave me ways to share my views, and ideas, and make me feel welcome and valued.

On a personal level, I highly value the flexible work policy offered by our University. It allows me to remain fully committed to producing quality outputs, but also to prioritise family commitments as needed. During the first year of my son's sixth form college, he became quite anxious and stressed but, due to the flexible work policy, I was able to support him. It is a pleasure now to see him admitted to University, and to be happy and well-engaged. Anthropology has also supported my out of round promotion to become an independent researcher, and remain committed to job and family. I do not feel disadvantaged being Asian, female or junior. The Department provides a collegial environment, where fairness and transparency are valued and promoted. Our Heads of Department maintain an open door policy to help staff. I feel the Department is supportive of my aspirations, and that I can aim high, irrespective of my ethnicity or sex.

**363 words**

## CASE STUDY 2.

### JEREMY KENDAL, ASSOCIATE PROFESSOR BIOGRAPHY

I joined the department on an RCUK fellowship in 2007, which transferred to a lectureship in 2012. I am currently an associate professor in the department. My wife, Rachel Kendal, joined the same department as a lecturer at the same time as me.

I have three kids, and the second and third were born while I was at Durham. The second was born in 2008 for which I took the standard paternity leave. The third was born in 2014 and in this case Rachel and I split her year-long maternity leave so that she took the first 6 months and I took the remainder. Rachel and I have exactly the same contractual obligations and Durham University and the Department of Anthropology were happy to facilitate this arrangement. This occurred one year before the Government altered tax laws to allow long paternity leave (e.g. 6 months).

My 6 month paternity leave was an extremely rewarding period of my life and I'd whole-heartedly recommend that fathers consider taking this up. I suspect that my research career was slightly slowed because of this, but to my mind this was vastly outweighed by the benefits; in addition to the non-work-related benefits, I also enjoyed the time to step back from my immediate research and reflect on broader academic ideas that interested me. During the period of leave, the department were excellent at not emailing me.

I don't think my leadership progression in the university has been hampered by this arrangement, as I've since gone on to be Chair of Exam Board, Director of Research, and Co-Director of Durham Research Methods Centre.

I've found the Department of Anthropology to be a supportive environment for my career, and enjoy working here.

**285 words**

## 7. FURTHER INFORMATION

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

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

N/A.

## 8. ACTION PLAN

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

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

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

See the awards handbook for an example template for an action plan.



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## ACTION PLAN

Ref	Objective	Rationale	Specific actions/ implementation	Timescale/ priority	Person(s) Responsible	Success Criteria/Outcome Measures
3.1	Improve monitoring of Action Plans adopting project management approach.	1) EDI statistics need regular monitoring to track data.  2) Action Plans need on time delivery with clear responsibility across individuals.	1) Create detailed EDI calendar on an annual basis with dates of incoming data, surveys, focus groups, and other activities.  2) Delegate individuals/groups to deliver specific actions by time table	1. Start compiling data Jan 2020, complete by July 2020 and on yearly basis.  2) Individuals given responsibility for specific tasks.	EDI Lead, and DM	<ul style="list-style-type: none"> <li>• Clear processes for accessing relevant data each July beginning 2020.</li> <li>• Delivery of action plan assessed and achieved, measured against number of actions progressed and on target.</li> <li>• Progress reviewed annually (July) by EDI Lead, DM, HOD.</li> </ul>
3.2	Institution of an Annual EDI Away Day	To ensure regular review and discussion of EDI issues	EDI Team to plan activities during the year based on incoming student data and annual survey results.  DM and EDI Lead to organise venue and date each year.	Begin spring term 2020 and ongoing on annual basis	DM and EDI lead in consultation with HODs	Ongoing measure of progress of EDI issues targeted in the Action Plan and annual departmental review.
3.3	Review and replace EDI Committee members	Staff take leave, students leave at end of degrees; new individuals need recruiting.	Recruit enthusiastic staff members to EDI team and acquire fresh ideas.	End October each academic year.	EDI Lead and Committee	Steady membership numbers for EDI Committee with representation across wide diversity of staff & students.
3.4	Introduce EDI Lead Shadow role for next EDI Lead	Previously has been little continuity in role and this has hampered continuity in Actions as new person adopts role	Recruit EDI Shadow to follow current lead. Institute shadow for whenever Lead is replaced (every 3 or so years).	March 2020, and in years when EDI Lead is replaced (anticipated as every 3 years).	EDI Lead and HODs	<ul style="list-style-type: none"> <li>• Have shadow in place for March 2020 when current Lead has Research Leave in Sept 2020 (1 year)</li> <li>• Appointment of shadow appointment in year prior</li> </ul>

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4.1	Recruit more male UG students	To achieve better gender balance in UG numbers	<p>A) Train UG and PG students to deliver an Anthropology Careers Roadshow at their local secondary schools using materials that should attract more males to the discipline. Use males as role models.</p> <p>B) Improve written and online promotional and informational materials emphasising career prospects and STEMM aspects of anthropology; add more male testimonials; improve marketing materials to reflect career prospects.</p>	<p>A) i) Jan 2020 -- Develop Business Case and seek funding from University</p> <p>ii) Develop programme by June 2020 with student training</p> <p>iii) Pilot in schools in Oct- Dec 2020 and revise as needed</p> <p>iv) Roll out full programme in October 2021</p> <p>B) June/July 2020 for 2020-21 UCAS applications</p>	<p>A) i) EDI Lead and team members (develop sub-group with students)</p> <p>ii) EDI subgroup, admissions team</p> <p>iii) EDI subgroup, student trainees, observers</p> <p>iv) trained students and staff observers Director of Education, PSS in liaison with University recruitment team.</p>	<p>Increase in male student numbers with ratio of M:F at:</p> <ul style="list-style-type: none"> <li>• 30:70 by 2022-23 intake, and</li> <li>• 40:60 by 2025-26 intake</li> </ul>

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4.2	Improve degree outcomes for international BAME students	To reduce inequalities in degree attainment across groups of students	<p>A) Appoint staff BAME champion to meet with &amp; advise international BAME students and BAME students in general.</p> <p>B) Run specific induction sessions in Anthropology for international students to provide clearer information about advice &amp; assistance they can access.</p> <p>C) Apprise Year Tutors to pay special attention to international BAME students.</p> <p>D) Ongoing collation at end of each academic year to assess marks for BAME and International students and to <u>monitor</u> improvements.</p>	<p>October 2020 for the 2020-21 academic year.</p> <p>October 2020 during Induction. Repeat each year.</p> <p>Immediate</p> <p>June 2020</p>	<p>HODs and DM in consultation with BAME representatives.</p> <p>Education Director and Year tutors</p> <p>Education Director</p> <p>EDI Lead and Committee</p>	<ul style="list-style-type: none"> <li>Increased representation of BAME students in degree categories of 1sts, 2.1s and 2.2s degrees beginning with end of year results in June 2021 to reflect proportions of BAME students per year.</li> <li>Elimination or significant reduction in marks disparity by 2023. Thirds, passes and withdraws to reflect BAME proportion in the wider student body for each year.</li> </ul>



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5.1	EDI Away Day Focus Groups	1) Opportunity to run several focus groups on one day to tackle specific issues emerging from the Staff Survey.	<p>Explore gender imbalance across different staff areas:</p> <p>A) Perceived gender imbalance in relation to training opportunities/ external development courses/career development</p> <p>B) Discuss why Associate Profs meet less frequently with their mentors</p> <p>C) Explore ways to improve satisfaction with transition back to work after parental leave including provisions for breastfeeding mums.</p> <p>D) Improve transparency and demystify the WLM.</p> <p>E) Discuss how timing of social events in the Department can be more inclusive.</p> <p>F) Improve gender balance in outreach and engagement activities</p> <p>2) Student reps with staff to begin organising materials for Roadshows.</p>	<p>December 2019: fix date and book venue.</p> <p>Hold the event in late April or Early May 2020 (beginning Easter term).</p>	<p>1) EDI Committee will organise a series of round-table focus groups across the day including members likely to be able to contribute to discussions and offer improvements. Each table to be led by a facilitator.</p> <p>2) EDI sub-committee to organise student panels to being planning for Careers Roadshow.</p>	<p>Raise positive responses to access to training opportunities outside the University from 35% to 65% by 2021/22 Staff Survey. Eliminate gender perception that men are slightly more advantaged in these.</p> <p>B: Eliminate negative responses concerning parental leave by 2025 (assuming future parental leaves occur by then).</p> <p>C: Raise responses concerning transparency in the WLM from 47% to 75% by the 2021/22 Staff Survey for both genders.</p> <p>D) Raise perceptions of good timing of social events from 41% to 80% in 2021/22 staff survey.</p> <p>E: Raise statistics for staff engagement in outreach from 27% to 50% by 2022. Achieve gender parity in outreach and engagement activities by 2024.</p> <p>F: Increased frequency of meetings with mentors by associate professorial staff to match statistics of other staff levels by 2021. Raise proportion of those meeting with mentors</p>

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						frequently from 44% to 65% by 2022 Staff Survey.
5.2	Update Staff Handbook and keep it updated on an annual basis	Up to date information is essential for all staff who need information about processes when they join the Department	Update Handbook with appropriate information.	Jan 2020  Check and update on annual basis.	DM and HODs.	Complete updating by July 2020.  Request staff feedback that new version is useful and valuable.
5.3	Run a Staff Workshop concerning Promotion and Progression processes	To demystify these processes in light of dissatisfaction from Staff Survey	Set up and run an appropriate workshop	Easter 2020	DM and HODs.	Halve the proportion of those answering negatively about the promotion and progression processes in the 2018/19 Staff Survey. Therefore, in the 2020/21 Staff Survey: <ul style="list-style-type: none"> <li>• 10% reduction in those who did not find information about University promotion processes useful.</li> <li>• Reduction to 10% (from 30%) in those who did not understand promotion criteria and processes.</li> <li>• Reduction to 25% (from 50%) in those who said the processes are unfair.</li> <li>• Reduction to 20% (from 40%) of those who said feedback from promotion process was not useful.</li> </ul>