	Prioriotised actions						
No.	**Objective**	**Action**	**Rationale**	**Start date**	**End date**	**Responsibility**	**Success measure**
1	To embed further EDI in school governance structures.	Continue practice of co-chairing EDI committee and circulate membership more frequently, maintaining M:F balance, to increase exposure to, and familiarity with, AS; schedule triannual GEIC committee meetings. Ensure committee memberships are 50:50 M:F, and an equal distribution of major administrative posts. Have EDI as a standing item on the Staff-Student Liaison Committee, with a member of the SAT to be on that committee too.	The importance of engagement with Athena SWAN is not fully appreciated (see Fig. 14). 78% of staff (three in four) canvassed in the self-assessment process responded. The F cohort in the School (≈ 45%) is lower than the M cohort (≈ 54.17%) and yet it was more responsive, with 52.9%. Only 4 of 10 committees have equal M:F representation; the remainder being 60:40 (majority M or majority F). there is an imbalance in F directors of major administrative posts (only two) in the School of Archaeology. The low response rate to EDI surveys by students (14.1%) suggests that the School's commitment has not trickled down to the student body.	Jan 2023	Sept 2024	HoS School Executive Committee	Staff response to the self-assessment process increases from 78% to 95%, the rate in 2018, with proportions of respondents matching the gender-breakdown in the staff. Committee memberships and administrative roles are distributed. The response rate to EDI surveys returns to 2018 level (45.4%) from 2022 level (14.1%) as indicator of engagement with School EDI.

| 2 | To integrate EDI policies into all aspects of the lives of School of Archaeology staff and students. | Invite College HR partner to selected meetings to help embed HR policies/opportunities (see PAP 3.2; milestone 6).

Encourage staff, through P4G and in the Workload Model, to avail of training opportunities.

Facilitate all PG/Post-doc members of the community who are involved in teaching in taking UCD EDI/teaching courses.

Discuss EDI policies and policy updates at biannual Town Hall presentations.

Circulate its guidelines on expectations and appropriate behaviour in off-campus (fieldwork and work-placement) contexts.

Make the School's commitment to EDI more visible. | The staff is not fully familiar UCD policies which pertain to core EDI matters, with a majority professing no knowledge of policies pertaining to ten matters (Fig. 24).

Not all members of the School of Archaeology community (5, consistently, in total – 1M, 4F) have availed of appropriate training opportunities pertinent to the AP goals.

There is at present no expectation in the School that PGs and Post-docs who teach have EDI training

The Town Hall forum is a space for information-flow and discussion which is common to staff and students, and is the best context in which the School can communicate directly to the student body its EDI commitment.

A significant component of School teaching/work | Jan 2023 | Sept 2024 | HoS

EDI Committee | A minimum 75% majority of staff reports knowledge of UCD policies, with the current 100% knowledge of Dignity & Respect policies maintained.

Staff participation in training courses relevant to EDI, currently less than 20%, rises to 100%, with all staff attending at least one in the next AS cycle.

100% of PGs and Post-docs have some EDI training.

Observed improved engagement at Town Hall meetings, with the School.

Guidelines circulated at start of each academic year, and all participants in fieldwork/work placement sign off on them at the start of every project or exercise (these vary in timing during the year). The efficacy of the guidelines will be reviewed at the start of every academic year, after the summer season of fieldwork is over. Invite D&R |

			experience is off-campus. There is no visual evidence of the School's EDI commitment or AS success other than the AS logo attached to emails.				Support Staff to deliver D&R placement/fieldwork training Notice boards in School of Archaeology facilities highlight EDI and the AS Bronze award.
3	To maintain efforts in the School to foster inclusivity.	Restore the School of Archaeology Away Day for staff to the calendar. Encourage School of Archaeology Academic staff to attend more regularly its student-organised social events, especially of the student Archaeology Society, by recognising this in the Workload Model.	Anecdotally, the Away Day helped to foster inclusivity at staff level, as a forum where there was time and space for open discussion outside of the regimented committee structures. Attendance by staff at student-organised events is known to be low, although the School has not formally measured it.	Jan 2023	Sept 2023	HoS	The Away Day is re-established as an annual fixture. Every member of Academic staff attends at least one student-organised event per academic year.
4	To eliminate discrimination and unfavourable treatment.	Accommodate Dignity & Respect and Unconscious Bias training in the Workload Model for staff. Address, in consultation with students via the Staff-Student Liason Committee, how and why there are some negative perceptions of School culture.	An average of 20% of members of staff have perceived discrimination, personally or in respect of others (Fig. 21). 100% of respondents reported familiarity with UCD's Dignity & Respect policies (Fig. 24), but there is evidence in the 20% statistic that not all are familiar with their content.	Jan 2023	Sept 2024	HoS Chair of the Staff-Student Liaison Committee EDI Committee	All members of the School community have received Dignity & Respect and Unconscious Bias training training. Promote D&R training for managers (target: 100%). Embed campaignes by D&R support Service in School communications

		Strategise with UCD EDI to address how best to resolve 'occasional' experiences among some students of misogynistic, homophobic, biphobic or transphobic behaviour. Rescheduling the twice-yearly Town Hall meetings to in-semester slots to encourage UG students to attend, and thus have a greater sense of the School's commitment to addressing issues. Highlight in the School of Archaeology Handbook its unambiguous commitment to Dignity & Respect statement, with guidelines for proper behaviour for all members of the School of Archaeology community (staff and students) both in the classroom and in the field, and information on the safe reporting of anything improper.	Among students, since 2018 there has been a decline in scores for four metrics pertaining to School culture (Fig. 30). One quarter of student respondents (25.7%) reported experience or perception misogyny, homophobic, biphobic or transphobic behaviour from other students (Fig. 32). Scheduling Town Hall meetings out-of-semester reduces the number of UG students likely to attend. Module handbooks address EDI matters, but there is no overarching statement by the School itself.				All Casual Staff are made aware of their obligations and responsibilities as part of their contract/agreement with the School of Archaeology. All metrics pertaining to School culture exceed 2018 scores (see Fig. 30). 100% of School of Archaeology students complete UCD's online Dignity & Respect courses. The Town Hall attendance by UG students increases, necessitating relocation to a bigger meeting space than is used at present. The School of Archaeology Handbook has a section devoted to EDI matters.
5	To ensure the physical-health safety of staff	In consultation with UCD SIRC Office, review	Some laboratory activities could impact the	Jan 2023	Sept 2023	School Health &	Safety guidelines are prominently displayed and

	and students working in School of Archaeology premises.	signage and other forms of information-flow for School of Archaeology activity areas where potentially harmful or hazardous activities are being undertaken.	health and well-being of staff or students (see PAP 5.15).			Safety Officer Individual module co-ordinators who use these facilities	communicated, with improved signage, if recommended, in every space where potentially harmful activities are taking place.
6	To ensure the full integration and full awareness of EDI policies on equality in all opportunities offered by and within the School of Archaeology.	Articulate clearly of guidelines about gender equality issues in the hiring of short-term staff. Declare in all advertisements issued from the School of Archaeology that EDI policies are being observed, and direct potential applicants to those policies. Opening of all School roles to application/competition – for example, participation in fieldwork, teaching, and committee membership. Signposting of PhD teaching opportunities as equal-opportunity. Online booking forms instituted for School of Archaeology resources – for example GPS, geophysics	Addressing gender-equality in hiring has not been systematic or consistent. The School has depended on potential applicants being informed by UCD about equal opportunities rather than being independently procative. Issues were raised in staff and PG consultations re a lack of transparency in how opportunities are signalled and roles are filled (for staff, see for example Fig. 22). PhD teaching opportunities are ad hoc, as is information-flow regarding training opportunities. Accessibility to resources is ad	Jan 2023	Sept 2023	HoS EDI Committee PhD supervisors	All hiring processes are reviewed by the School EDI committee; the School keeps a record of all applications and can document fair practice. Liaise with Resourcing Consultant and embed UCD search committee guidelines with a focus on enhancing diversity Documentation pertaining to all positions advertised by the School are reviewed by the EDFI Committee. All roles have a review/selection process within the School; the School keeps a record of all applications and can document fair practice. All PhD students report teaching opportunities,

		equipment, laboratory equipment and consumables (purchasing), field equipment.	hoc, so there is no oversight of gender-balance in how resources are distributed.				offered and taken up/rejected, in their RPDPs. Applications for resources are logged and there is end-of-year oversight to ensure equal distributions amd allocations; the School keeps a record of all applications and can document fair practice.
7	To address and rectify gender imbalance in *progression* from UG to PG (see PAP 4.5, 4.7): M are not continuing from UG to PG, leaving F disproportionat ely represented in the PG community (see Figs 3, 5).	Obtain anonymised GPA data for classes/years/co urses. Seek data on UG to PG progression from other institutions/depa rtments of Archaeology in Ireland and the UK (PAP 4.3 called for discipline trends / benchmarking with other institutions, but data could not be accessed). Encourage progression to PG among M students by the HoS writing to M students who have performed well at UG level and inviting them to consider further studies.	The School does not have the full range of empirical data needed to determine whether GPA might be a factor. Anecdotal evidence suggests external factors, particularly the the job market, might explain the gender-imbalance in progression trends. Data from other institutions/depa rtment of Archaeology would illuminate whether the UCD Archaeology trends are typical or atypical. Relatively low numbers of M students at PG level does not reflect the	Jan 2023	Sept 2024	HoS School Teaching & Learning Committee School Graduate Committee	Anonymised data gives the School of Archaeology a clearer picture by 2026. Work with the T&L and GC Committees to collate and analyse data. The School might be able distinguish between factors unique to it and factors which are common to Archaeology as a university discipline, and then consider how to address the imbalance accordingly. An upturn in the number of M progressing to PG, returning at least to 2018 numbers. The M:F ratio is conditional on the numbers of F, and the

		gender profile of the entire student cohort, and might be discouraging students, both M and F, from considering progression to PG.				School obviously does not discourage F progression, so success is measured in absolute numbers, not in proportions.
8	To address and rectify gender imbalance in *achievement* at UG and PG levels (see PAP 4.2 & 4.3).	Collate evidence of achievement as collected from UCD and, locally, at School SMEC meetings.\n\nReview student feedback on modules, especially at UG, to detect any factors which might impact on the gender balance in achievement.\n\nSeek data on UG to PG progression from other institutions/departments of Archaeology in Ireland and the UK (PAP 4.3 called for discipline trends / benchmarking with other institutions, but data could not be accessed).\n\nIntroduce mentorship of individual students at PG level, with discussion of their resourcing needs.	Patterns are noted but not recorded systematically, and metrics are needed to identify and address issues. Imbalances might also help to explain issues with Progression (see item 7 above).\n\nStudent feedback is not analysed; it is used solely for improvement in how modules are taught.\n\nData from other institutions/departments of Archaeology would illuminate whether the UCD Archaeology trends are typical or atypical.\n\n'Mentorship' at PG level is currently restricted – formally – to academic supervision, and the holistic dimension is overlooked.	Jan 2023	Sept 2024	HoS\n\nSchool Teaching & Learning Committee\n\nSchool Graduate Committee	Imbalances in achievement between genders are not statistically significant.\n\nStudent feedback is reviewed annually by the HoS with a view to identifying signifiers relevant to understanding imbalances in achievement.\n\nThe School might be able distinguish between factors unique to it and factors which are common to Archaeology as a university discipline, and then consider how to address the imbalance accordingly.\n\nPeriodic anonymised evaluation of PG mentorship by the EDI committee to determine its efficacy.
9	To encourage gender	Increase outreach to	The previous goal of	Jan 2023	Sept 2024	HoS	In anticipation of benchmarking

| | diversity and equality in student numbers (see PAP 4.6, 4.7, 4.8). | second-level schools and enhance career guidance for final-stage UG students to grow greater gender diversity.

Improve visibility of role models to encourage gender diversity (see PAP 4.7).

Continue annual workshop in UG Year 2 and Year 3 to promote career benefits of PGT programmes, with care taken to highlight in particular the benefits to M.

Draw attention to career opportunities, nationally and internationally, in Archaeology but also in other areas for which Archaeology provides a good training for M and F.

Promote research degrees as stepping stones in career progression, using M and F alumni to explain how Archaeology enhances career prospects in general.

Assesses enrolment figures every | achieving M/F equal numbers was not met, despite previous actions, although some progress was made; the School has little control over its intake of UG students. PGT students in 2016/17 were 34% M. The previous goal was to increase this by 15%, so that there would be no less than 39% M by February 2022. Sept 2022 Infohub reports 32% M.

An increase in visibility of M and F staff at Open Days, on the website, on social media, in public-facing fieldwork, and in recruitment and advertising materials, might assist in achieving gender balance in the UG and PG cohorts. | | | School Teaching & Learning Committee

School Graduate Committee | data being available by 2026, the gender-balance ratio in the School student cohorts match those in the Third-Level sector at UG and PG levels.

Greater parity in M:F balance amongst UG students, and an increase M students in PGT programme to 40%.

Empirical evidence that the student body is availing of the affordances which issue from the School of Archaeology's links with outside agencies: a target 10% of UG students, gender-balanced, taking Archaeology as a Major, and 5% of PGT Archaeology students, gender-balanced, availing of work-placement opportunities not provided by the School. |

		year, monitor systematically destinations of graduates 9 months post-graduation for information on career choices and progressions, and liaise with UCD Careers Development Centre Develop to access and assess data by gender.					
10	To improve career guidance for UG, PG and Researchers.	Organise careers talks during the teaching semesters. Have relevant online links of the School web-page.	Despite previous attempts by the School of Archaeology (see PAP 4.6, 4.9), there remain problems, as expressed by students and researchers in the 2022 focus groups.	Jan 2023	Sept 2024	HoS School Graduate Committee	Using statistics collected in the four-year window, the School identifies that its initatives have been successful and can set a success benchmark on which to build post-2026.
11	To improve support for students transferring from full-time to part-time studies at PGR, and address any imbalance issues in that process (see PAP 4.4).	Obtain data from UCD for the EDI Committee (for equality matters), and to the School of Archaeology Executive Committee, and the Teaching & Learning and Graduate Officers , to identify any issues which need to be addressed.	Data are still unavailable re gendered differences in FT/PT transfers. Some data are available for PGR but not sufficiently so to identify trends and, therefore, any issues.	Jan 2023	Sept 2024	HoS School Graduate Committee	Students who transfer report positively on the process, via 2026 surveys, and the School might identifty an increase in the number of transfers.
12	To map destinations after graduation to clarify career choices and progression (see PAP 4.8).	Obtain data on graduate destinations for Archaeology students from UCD and through direct outreach to graduates.	Career choices post-graduation are not fully documented, and the School of Archaeology has little secure empirical evidence to use	Jan 2023	Sept 2026	HoS School Graduate Committee	The School has publishable data to demonstrate how the subject allows a diversity of careers.

				Jan 2023	Sept 2023		
			in attracting students and in balancing gender profiles at different levels.				
13	To improve staff mentorship within the School of Archaeology, internally, and by directing staff members to the university's offerings.	Provide mentorship internally to new and junior members of staff Recognise mentoring – its delivery and its receipt – within the Workload Model. Alert all staff, at staff meetings and in in the P4G process,to mentorship offerings within the university.	Guidance provided internally to new and junior members of staff is ad hoc; 73.3% of staff report having no mentor A small percentage of staff – average 15% - is unaware of career supports (Fig. 24).	Jan 2023	Sept 2023	HoS EDI Committee	All members of staff below Professor and Full Professor levels have formally-instituted mentors. The School annually canvasses mentors and mentees to evaluate impact and make adjustments as needed
14	To support academic staff in making successful promotion applications, including through leveraging of P4G (see PAP 4.10).	Institute formal support system for promotion applications, with P4G reviewers providing guidance on applications.	The School has had promotion success, so there is knowledge of the process. A number of F applications are in progress at the moment.	Jan 2023	Sept 2023	HoS Senior professors in School	All applications for promotion, whatever the grade to which the application is being made, *continue* to pass the *prima facie* stage of the promotions process.
15	To ensure workload does not overburden individuals with administrative tasks, which might affect progression of their career (see PAP 4.11).	Review at end-of-year annually the Workload Model by a sub-committee of the School. Rotate committee roles to ensure an even distribution of administrative activities, and to allow individuals research time.	Workloads do change, as sabbaticals impact on school governance, and student enrolments in modules increase the burdens on co-ordinators. Workloads change during academic years, so end-of-year reviews are necessary to monitor	Jan 2023	Sept 2023	HoS Specially convened sub-committee	In every three-year cycle, 100% of Academic staff has served on at least two committees, simultaneously or concurrently, and has chaired a committee in every four-year cycle. In advance of promotion applications, the HoS and the P4G reviewer will ensure that

		encroachments of individuals' time. Committee participation is the main administrative burden on individuals, but is necessary for promotion.				workloads allow candidates for promotion to document that they have met the *prima facie* benchmarks for the grades to which they are applying.
16	To support the development of promotions pathways, and other career-development strategies, for all staff.	Encourage applications, offer supports, and accommodate the time-commitment by making Workload Model adjustments where necessary, and draw attention to courses / qualifications which might assist applications (e.g. Certificates in Teaching & Learning). Support, within CoSSL and UCD, the argument that support staff should have an equitable promotion system, recognising that many members of the community denied promotion are F administrators.	Flexibility is an essential feature of the Workload Model and adjustments should take cognisance of individual career plans. The lack of promotion opportunities for support staff remains an issue in the university.	Jan 2023	Sept 2026	HoS School Graduate Committee	Members of Academic staff report work-balance close to the optimal 40-40-20 breakdown (Research-Teaching-Administration). Although outside the capacity of the School to deliver, School advocacy has contributed to support staff members having pathways to promotion.
17	To provide local-level support for staff who are	Encourage unsuccessful candidates to discuss	Annual reports of the Faculty Promotions Committee	Jan 2023	Sept 2026	HoS	The School maintains its record of no unsuccessful

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	unsuccessful in their applications for promotion (see PAP 5.8).	feedback with HoS and/or senior colleagues, and encourage reapplications when appropriate.	record rates of reapplication by unsuccesful candidates within the university. Although not recorded, slow rates of reapplication might reflect a lack of encouragement at School level. The School should adopt a culture of encouragement.			Senior professors in School	application for promotion. HoS to organise follow-up meeting with unsuccessful candidates and identify a plan to support applicant to reach benchmarks.
18	To establish a formal record of gender on appointment review panels (see PAP 5.1)	Review gender balance on every appointment panel, with the School of Archaeology to maintain a formal record of this. Unconscious bias interview panel training is promoted annually in the school. All panel members to have received Unconscious Bias training for interview panels.	Appointment panels, especially for contract positions, have been ad hoc. There has been no formal check on Unconscious Bias training.	Jan 2023	Sept 2026	HoS EDI Committee	3-people panels to have a 60:40 balance; 4-people+ panels to be 50:50. 100% of appointment panel members have taken unconscious bias for interview panel training Uptake of training is reviewed annually and action taken to promote further as required.
19	To review of recruitment processes, and career development policies and strategies for Casual staff, and monitor	Delegate oversight of hires to a sub-committee, which ensures equal-opportunity and gender-balance.	Significant numbers of individuals in the School of Archaeology are hourly paid: this cohort comprises mainly, but not	Jan 2023	Sept 2026	HoS Specially convened sub-committee	End-of-year reviews show a gender balance in Casual staff hires and amongst tutors being within a 45:55 bracket.

	gender imbalances in that cohort.	Extends the current practice of 1st year tutor hiring by opening competition to certain other courses which many individuals are able to teach.	exclusively, tutors, fieldwork assistants and module coordinators. There is a perception that hiring policies are *ad hoc*, but also that some individuals are favoured over others repeatedly.				
20	To obtain anonymised data from UCD HR on Casual Staff per annum.	Lobby for anonymised reports from UCD on Casual Staff.	Collecting data on casual Staff at School level is onerous, non-anonymous, and complex, as these staff begin and end at variable times.	Jan 2023	Sept 2026	HoS EDI Committee	The School of Archaeology has the data on Casual Staff – an essential part of the School community – which will inform its own strategic planning.
21	To improve conditions for Casual staff (See PAP 4.13).	Appoint a Casual staff representative, who will attend School of Archaeology staff meetings. Give Casual staff a clear presence on the School of Archaeology website. Lobby for Casual Staff to be part of AS process.	Casual Staff are an important part of the School of Archaeology community but are rarely factored into decision-making processes which might impact on them. Casual staff were not included in the AS templates provided for 2021/22.	Jan 2023	Sept 2026	HoS	2026 surveys show that casual Staff are satisfied that their voices are heard in the School of Archaeology, and that the School is alert to their needs and takes actions accordingly.
22	To improve support, locally and within UCD, for staff and students with caring responsibilities.	Introduce flexibility into individual Workload Model allocations where there are caring responsibilities. Encourage staff to familiarise	Despite UCD's initiatives in this regard, the 2021 survey indicates a perception that supports are inadequate and difficult to access.	Jan 2023	Dec 2023	HoS Senior professors in the School	Survey in 2026 establishes 100% of staff with caring responsibilities professed a sense that the School of Archaeology itself made allowances for

		themselves with UCD policies pertaining to caring responsibilities. Actively encourage all staff and students with caring responsibilities to avail of and utilise UCD policies, and to consult through P4G, HR, the Student Office and/or HoS, where additional needs should arise. Lobby UCD for greater clarity and efficiency in respect of policies pertaining to short-term leave for family reasons.	75% reported caring responsibilities. Just over half the respondents (57.1%, with equal proportions of M and F) professed a sense that the School of Archaeology itself made allowances for caring responsibilities					caring responsibilities Survey to establish whether respondents are happy with the support provided locally (the School) and by the university.
23	To ensure gender balance in events which take place out of regular work hours, such as Open Days and outreach events (see PAP 5.28 & 5.32).	Maintain a rota for such events, with at least 60:40 gender balance. Factor such activities into the Workload Model; in that context, recognises that participation at such events impinges on family time, and makes appropriate accommodations in the Model where needed.	Participation in these events is *ad hoc*. Anecdotally, gender-balance has tended to lean toward F, which may explain a percieved lack of M role models (Fig. 26)	Jan 2023	Sept 2023	HoS EDI Committee	Gender-balance (within a 45:55 bracket) in how the School is represented outside normal work hours.

24	To make the School of Archaeology Handbook, in both printed and online recensions, the document which states the School's aspirations to achieve its EDI goals, and the policies it has enacted accordingly.	Complete and circulate the Handbook for the next academic year. Review and update the Handbook every September, not least in respect of EDI matters as appropriate.	The Handbook has been under development for several years (see PAP 5.5) but the School of Archaeology has been remiss in not finalising it.	Jan 2023	Sept 2023	HoS	The Handbook is available, and future surveys of the School community record 100% awareness of its EDI policies.
25	To ensure gender balance among speakers, chairs and scientific committee memberships of all one-off lectures, symposia and conferences.	Create a log of speakers, chairs and scientific-committee memberships, and review in the plannings tage of every event.	Gender imbalance in such important aspects of the School of Archaeology's intellectual culture undermine student faith in the School's commitment to EDI matters and are damaging to the School's reputation.	Jan 2023	Sept 2023	HoS All conference organisers in the School	Gender balance is maintained in the aggregate.
26	To accommodate attendance at School of Archaeology seminars by ensuring they take place at reasonable times.	Monitor seminar times in order to determine the optimal times, and it considers hybrid options in order to expand to expand participation. Attendance is recognised in the Workload Model.	The seminar series should be timetabled at the most optimal time for staff and students, at very least within the core hours. Gender balance in the audience, which might be impacted upon by timing issues, needs to be monitored.	Jan 2023	Sept 2023	HoS School Research Committee	Changes in timing improve attendance. A minimum three Academic staff members attend each event.
27	To continue and expand Alternative Histories project (See PAP 5.19)	Continue to celebrate the School's history through posters in the School's corridor and on the website of F members of staff.	Historically a M-dominated school, the School of Archaeology should acknowledge and celebrate the contribution	Jan 2023	Sept 2026	HoS EDI Committee in consultation with members of staff	By 2026, the remainder F staff members in the School's history have had their careers celebrated in this project, and the first cohort.

		Explore how the Alternative Histories project night be expanded to include past students from diverse backgrounds.	of F members of staff, and the diversity – cultural and ethnic – within its student body.				