Department Application
Bronze and Silver Award

AN 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.

Department application	Our word count	Silver
Word limit	**12,068**	**12,200**
Recommended word count		
1.Letter of endorsement	476+147	500 + 200 (new HOD)
2.Description of the department	512	500
3. Self-assessment process	802	1,000
4. Picture of the department	2,347	2,000
5. Supporting and advancing women's careers	6,327	6,500
6. Case studies	932	1,000
7. Further information	522	500

GLOSSARY

ASCP	ATHENA SWAN CHARTER PRINCIPLES
AS	ATHENA SWAN
AUA	ASSOCIATION OF UNIVERSITY ADMINISTRATORS
BAP	BRONZE ACTION PLAN
CQR	CENTRE FOR QUATERNARY RESEARCH
DB	DEPARTMENT STAFF BOARD
DM	DEPARTMENT MANAGER
DofG	DEPARTMENT OF GEOGRAPHY
DOGS	DIRECTOR OF GRADUATE STUDIES
DUGP	DIRECTOR OF UNDERGRADATE PROGRAMMES
E&D	EQUALITY AND DIVERSITY
ECS	EARLY CAREER SCHOLAR
GEOG-SOC	GEOGRAPHY SOCIETY
HOD	HEAD OF DEPARTMENT
PDRA	POSTDOCTORAL RESEARCH ASSISTANT
PG	POSTGRADUATE
PGR	POSTGRADUATE RESEARCH
PGT	POSTGRADUATE TAUGHT
REC	RACE EQUALITY CHARTER
R&E	RESEARCH AND ENTERPRISE
REF	RESEARCH EXCELLENCE FRAMEWORK
RGD	RESEARCH GROUP DIRECTOR
RGS	ROYAL GEOGRAPHICAL SOCIETY
RHUL	ROYAL HOLLOWAY, UNIVERSITY OF LONDON
ROWAN	ROYAL HOLLOWAY WOMEN'S NETWORK
SAP	SILVER ACTION PLAN
SAT	SELF-ASSESSMENT TEAM
TOM	TECHNICAL OPERATIONS MANAGER
UG	UNDERGRADUATE
WLP	WORKLOAD PRINCIPLES

Name of institution	Royal Holloway, University of London	
Department	Geography	
Focus of department	**STEMM**	
Date of application	April 2018	
Award Level	**Bronze- gained 2014**	**Silver-applying for**
Institution Athena SWAN award	**Date: April 2014 (renewal 2017)**	**Level: Bronze**
Contact for application Must be based in the department	Dr. Vandana Desai	
Email	v.desai@rhul.ac.uk	
Telephone	01784-443650	
Departmental website	https://www.royalholloway.ac.uk/geography/home.aspx	

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

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Dr Ruth Gilligan
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17th May 2018

Dear Dr Gilligan

I strongly endorse the Royal Holloway Geography Department's application for an Athena SWAN Silver Award and am personally committed to the Department's ambitions in relation to equality and inclusivity. I became Head of Department soon after the submission of our successful application for a Bronze Award in 2014, becoming the first female HoD of Geography at RHUL for over thirty years. The last four years have seen a significant change in the gender balance and culture in the Department, driven in no small measure by the actions that we adopted from the Bronze Action Plan.

Key actions and their outcomes include:
- Providing greater clarity and support in relation to the promotions process, and promoting university-level mentoring and promotions support (including the Women's Promotion Scheme). **Since Bronze four women have been promoted (all to Professor), with two of the female staff being promoted from Senior Lecturer to Professor during this period (BAP 3.7, 4.2)**
- Reviewing the processes for staff appointments, ensuring all staff on interview panels have undertaken unconscious bias training and that positive gender action statements appear on all job advertisements. **Since 2012-13 there has been a significant increase in female academic staff from 22% to 41% (BAP 3.2, 3.3, 3.6)**
- Promoting female role models on the website, in Departmental promotional materials and through outreach activities. **UG, PGT, PGR female representation (61%, 53% and 59% respectively) continue to meet or further exceed HESA benchmark (54%, 53% and 50% respectively for 2016/17). (BAP 5.5, 5.6, 6.4)**
- Promoting training and mentoring for female staff, ensuring appraisals for all staff are conducted annually, and inviting applications for Departmental leadership roles from all colleagues. **Since Bronze there has been in an increase in women taking up leadership roles in the Department.** Alongside myself as HoD, there have been two new women Research Group Directors and a female Director of Impact. **(BAP 4.2, 4.10)**

It has been a real privilege to lead a Department where women have not only become more numerous among with staff, but that that they have been making such visible and high-profile contributions. It is also very positive to see how the equality and diversity agenda has become embedded in what we do as a Department. This work will continue as we move forward and the Silver Action Plan lays out an ambitious set of activities which seek to build on what we have achieved so far. In particular, the focus on our early career staff and our technical and administrative staff is key. We will also be pushing forward our work around intersectionality, recognising the diverse experiences of and challenges faced by students and staff.

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

Yours sincerely,
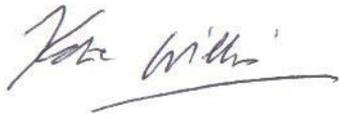
Professor Katie Willis

Current HoD (completes term of office July 2018)

[Word count: 476]

As the incoming HoD, I fully support the Department's Athena SWAN Silver Award application, and will build on the excellent progress the Department has made in the last four years as we have implemented the Bronze Action Plan. I have a strong commitment to supporting staff in their career development. This was recognised by the University in 2016 when I received the annual Excellence in Leadership Award for my mentoring work. The citation included quotes from female PhD students and early career staff stressing the importance of my mentoring role in their success. As HoD, I will be a member of the Equality and Diversity Committee (renaming of SAT from September 2018, see SAP 1.1) and I look forward to working with colleagues and students to extend and enhance our equality and diversity activities and achievements.

Yours sincerely,

Professor Philip Crang

Incoming HoD (from 1 August 2018)

[Word count: 147]

2. DESCRIPTION OF THE DEPARTMENT

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

The Department of Geography (DofG) at Royal Holloway, University of London (RHUL) has a distinctive research and teaching profile. We gained our Athena SWAN Bronze award in November 2014, and were =2nd overall in the 2014 UK Research Excellence Framework (REF). In the last five years, we scored an average 96% for overall student satisfaction in the National Student Survey. This is indicative of the commitment and energy that we put into research and teaching.

In 2016-17 the department had 32 academic staff (40.6% female), 10 research-focused staff (70% female), and three teaching-focused members of staff (1 female). Integral to our team are our 6 technical (80% female) and 5 administrative (83.3% female) staff (Figure 1). We have 40 postgraduate taught students (53% female), 85 postgraduate research students (59% female) 420 undergraduates (61% female) (Figure 2).

Figure 1: Staff by role (2016-17)

Role	RHUL				HESA[1]
	N Female	N Male	N Total	% Female	% Female
Academic	13	19	32	40.6	31.4
Research	7	3	10	70.0	47.5
Teaching	1	2	3	33.3	48.5
Technical	4	2	6	60.0	46.7
Administrative	4	1	5	83.3	83.9
Total staff:	30	24	54	55.6	45.0

[1] Cost centre for staff (124): *Geography and Environmental Studies* 2016/17

Figure 2: Students by level (2017-18)

Level	RHUL				HESA[1]
	N Female	N Male	N Total	% Female	% Female
PGR	50	35	85	59%	47.8 (Physical) 51.6 (Human) 49.6 (total)
PGT	21	19	40	53%	46.9 (Physical) 58.7 (Human) 52.6 (total)
UG	256	164	420	61%	50.7 (Physical) 56.3 (Human) 53.6 (total)

[1] JACS principle subjects for students: *Physical Geographical Sciences* AND *Human and Social Geography*.

Departments are RHUL's main academic unit, and we are led by our Head of Department (HoD), Prof Katie Willis (Figure 3). We admit 160 undergraduates annually (63 % female 2017-18), and our 13 undergraduate and postgraduate programmes include a both physical and human geography. Our personal tutor system oversees UG and PG students' progress, providing a consistent touchstone for academic and pastoral support.

Our three research groups (Centre for Quaternary Research; Social, Cultural and Historical Geography and Geopolitics, Development, Security and Justice- led by female professors) offer staff and students intellectual and administrative homes.

This application follows nearly 4 years of activity. In summary – evidenced throughout our application – our successes include:

- **UG, PGT, PGR female representation** (61%, 53% and 59% respectively) continue to meet or further exceed HESA benchmarks (54%, 53% and 50% respectively for 2016/17). Bronze actions promoting female role models in outreach and in promotional materials helped support this (5.5, 5.6, 6.4, 5.5).

- Bronze actions around positive role models and UG career support have supported an 20% increase in DofG **female UG students progressing to PG** (either staying at RHUL or going elsewhere) (1.4, 5.5-5.7,6.4).

- Increases in **female academic staff** from 22% (2012-13) to 41% staff (2016-17) were supported by positive gender action to widen the applicant pool and unconscious bias training amongst other things (BAP 2.1, 3.2-3.3).

- Doubling the **proportion of the female professoriate** from 20-40% (2 to 6 individuals, five through internal promotion (HESA benchmark 22%), including one BME professor. This was the result of fostering a mentoring culture, enhancing communication of promotion practices, and unconscious bias training (BAP 3.5, 3.6, 3.7, 4.2).

- Supporting female staff training, developing the appraisal process and a mentoring culture has strengthened the proportion of women in **female leadership positions**, including a new female HoD (2013/14) and Research Director (2016/17), Director of Impact and SAT Chair (see figure 3) (BAP 4.2, 4.10).

We have 7 SAP priorities, addressed throughout our application, but key amongst these include:

- Early Career Scholar (ECS) support, especially those on fixed term contracts (**SAP Priority 4**)
- Evolution of AS activities to include wider E & D issues, including integration of AS with Stonewall and Race Chartermark (Institutional award 2014) **(SAP Priority 7 and 1.1)**.
- Administrative and Technical staff career development (**SAP Priority 5**)

Figure 3: Simplified organogram including information flows between Department, Faculty and College and indicating our strong culture of female leadership
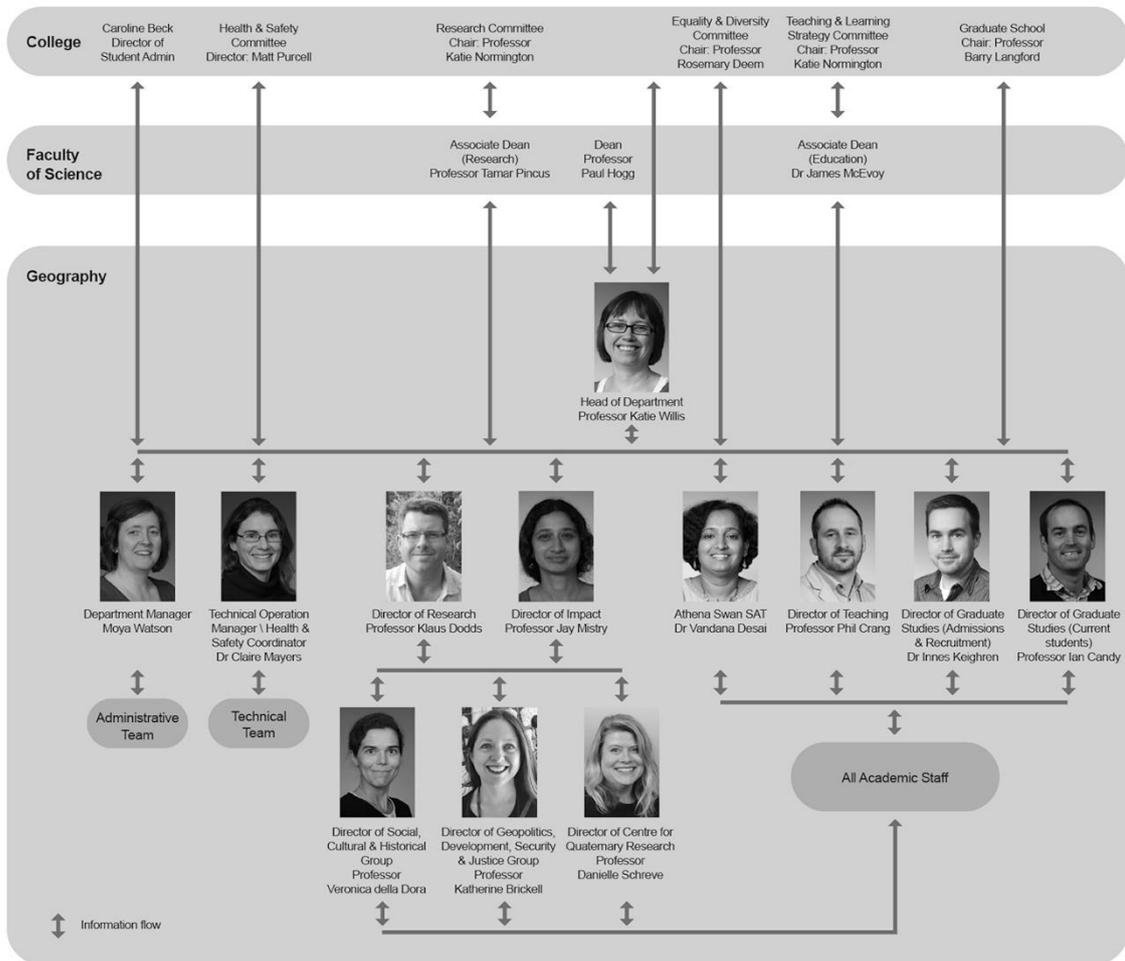
ACTIONS: DESCRIPTION OF DEPARTMENT

BAP: 1.4 Review PGT and PGR student recruitment to ensure good practice
BAP: 1.8 Identify whether new DTC/P process generates a gender bias
BAP: 3.5 Analyse and review female versus male progression speed through grades
BAP: 3.6 Ensure those on appointment and promotion committees have undergone unconscious bias training.
BAP: 3.7 In light of survey feedback make staff aware of how the promotion process works including details on assessment criteria.
BAP: 4.1 Analyse staff perceptions of gender equality and the working environment.
BAP: 4.2 Promote College mentoring scheme and other types of formal and informal development programmes in department at a variety of levels

SAP 1.1: Rename the SAT the Departmental Equality & Diversity Committee (E&DC), review its responsibilities and its relation with wider equality and diversity committees in RHUL
SAP Priority 4 – Supporting Early Career Scholars in their immediate roles and in career development.
SAP Priority 5 – Boosting career development opportunities for all
SAP Priority 7 – Promoting and Enhancing our inclusive community

3. THE SELF-ASSESSMENT PROCESS

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

The SAT membership (N= 10, Figure 4) spans a breadth of experience and roles and, whilst 80% female does demonstrate some gender and ethnic diversity. Following BAP and Bronze feedback, we have diversified our SAT to ensure a cross-fertilisation of information at Departmental and Institutional levels (**BAP 6.3**, **SAP 1.2**). **SAP 1.5** sees us invite UG, PGR and PGT student representatives to sit on the SAT and the new E&D committee (**SAP 1.1**).

Figure 4: SAT Membership

SAT members at the time of the application	Gender and FT/PT	Job Title and description	SAT Role	Notes on issues and experience bought to SAT
Vandana Desai	F (FT, was PT between 2004-2015)	**Senior Lecturer** Equality & Diversity Officer for the department	Chair DoG SAT University's Gender Equality Champion	Dual career academic family. Primary care-giver for two children. 11 years part time Research involves significant overseas fieldwork
Harriet Hawkins	F (FT)	**Professor** Co-Director Centre for the GeoHumanities	RA to SAT Chair	Mentor to large number of PhD students and postdocs. Strategic work for the discipline on mentoring and mental health.
Innes Keighren	M (FT)	**Reader** Director of Graduate Studies (DOGS)	Discussions of PG issues	Experience of paternity leave scheme and bringing up children in a dual academic career family
Celia Martin-Puertas	F (FT)	**Royal Society Dorothy Hodgkin Fellow**	Early Career Scholar	Dual academic career household, husband at RHUL Earth Science Dept. Primary care-giver for two young children. ECS experience of STEM
Claire Mayers	F (FT)	**Technical Operations Manager (TOM)**	Directs lab spaces and staff as well as ensuring maintenance of buildings and H and S Compliance.	Technical Team issues, small team working, issues with progression, training and leave practices.

Sofie Narbed	F (FT)	**Lecturer (teaching focused)** (FT- three years; previously, Teaching Fellow, and ESRC funded PhD)	Early Career Scholar Organises early career staff group	Experience of Departmental support for PhDs and ECS Experience of fixed term and teaching focused roles
Alistair Pinkerton	M (FT)	**Senior Lecturer** Departmental UG Admissions officer	Discussion of undergraduate recruitment	Father to two small children, experience of paternity leave scheme. Experience of family compatibility with fieldwork and heavy weekend workload as Admissions officer.
Danielle Schreve	F (FT)	**Professor** Director Centre for Quaternary Research	Former Athena SWAN SAT Chair (2010-2013), member of Research Staff Committee.	Experience as a female leader Primary care-giver for one school-age child, Serves on RHUL promotion and appointment panels
Moya Watson	F (FT)	**Departmental Manager** DofG	Admin staff issues	Brings extensive involvement in AUA and RoWan.
Katie Willis	F (FT)	**Professor** **Head of Department**	HOD	Experience as a female leader Member of University Academic Board Served on University promotions and appointments panels.

(ii)   an account of the self-assessment process

The SAT Chair works in close collaboration with the HOD (2x termly meetings) and reports to the termly Department Staff Boards (DB), where AS is a standing agenda item. Dialogue between DofG and RHUL initiatives is ensured by Dr Katerina Finnis's (HR E & D co-ordinator) attendance at all SAT meetings, as well as through Dr Desai's role on the Institutional AS SAT (2007-10, AS Bronze), the Faculty Level Women in Science Steering Group, the central Equality, Diversity and Inclusion Committee (EDI), and the E&D Champions Network (departmental E&D Champions who meet to discuss issues and share good practices). These Committees are chaired by Professor Rosemary Deem, the inaugural Vice-Principal of E&D (from April 2017).

Dr Desai is also involved in the central Race Equality Charter (REC) SAT who are working towards RH's REC Bronze renewal (to be submitted in February 2019). Dr Desai's E & D work is her DofG administrative contribution, and is recognised within the workload principles (WLP) as a key administrative role. The SAT committee's roles are recognised within WLP as part of the committee work all staff do.

Dr Desai is kept up to date with wider AS activity and best practice through her membership of the Royal Geographical Society Athena SWAN working group and regular meetings with Dr Finnis who attends regional Equality and AS network meetings.

Meetings:
Since 2014 the SAT has met termly, with sub-group strategic meetings convened as needed in order to:

i) monitor action plan progress (BAP 6.1)
ii) strategize action implementation and evolution
iii) develop assessment processes
iv) draft and finalise application

SAT members were required to attend 80% of all meetings (each 2 hrs long) and to contribute data and narratives to the application, with Dr Desai, Professor Harriet Hawkins (RA) and Professor Katie Willis (HOD) responsible for the final compilation. The draft application was circulated to the SAT and Dr Finnis for feedback before redrafting and circulating to the staff community whose feedback was incorporated into the final version.

Consultation:
We took a four-fold approach to data collection, consultation and engagement with staff and students:

1) 2016 staff survey and focus groups with staff and students, comparing findings with the 2013 survey.
2) Targeted discussions with relevant academic staff members, e.g Director of outreach, research group directors (RGD), undergraduate Geog-Soc committee
3) The creation of discussion groups aimed specifically at AS issues for ECS and senior female staff.
4) Presentation of executive summaries and draft documents circulated to all staff and discussed at DB.

Staff survey:
We conducted an anonymous all-staff survey in 2016. Open and closed questions enabled the evaluation of progress since the 2013 survey and identified future priority areas. Our 2016 response rate of 67% (increased from 60% in 2013) represents 33 staff: 55% female (increased from 52% female in 2013). We recognise issues with this process, including the need to conduct the survey more regularly in future, to evolve new survey questions in line with our priorities (**SAP 1.4**) and intersect with the College wide staff survey without replicating effort.

Focus group:
16 individual staff from across DofG participated in focus groups (see figure 4). Administered by Dr Finnis, topics included long-standing issues around workload, or promotion to assess our BAP progress, as well as information gathering around new concerns (e.g. a growth in fixed term teaching- focused ECR staff).

Figure 4: Staff and Student Focus Groups 2017/18

Focus group	Participants
Male Staff	5 participants [3 academic staff- 2 professors, one SL] [2 admin/technical]
Early Career	8 participants [3 females on open-ended contracts, 2 on fixed-term contracts] [3 males all on fixed term contracts]
Female Admin/Tech	3 participants [2 technical, 1 administrative]
BME students	5 participants [2 postgraduates, 3 undergraduates] 2 female UG, 2 female PG
Total	***21 (x females, x males) [16 individual staff, 5 students]***

NB. A female focus group was organised but the USS Strike prevented it occurring. This is currently being rescheduled.

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

In recognition of the intersection of the concerns of AS with those of REC and Stonewall, we will evolve a new Equality and Diversity Committee **(SAP 1.1).** This committee will continue SAT's termly meetings, departmental feedback and consultations, but will focusing on integrating E&D activities. Committee membership will combine diversity needs with the importance of balancing continuity of service and experience with workload demands.

This will address the following needs as we work towards a Gold award:

i)   Integration of SAT to address wider issues around E&D (**SAP 1.1**)

ii)   Embedding E&D more sustainably in the full range of Departmental administrative roles (**SAP 1.2**)

iii)   Developing the process of data collection as part of activities. Including an annual ECS focus group (**SAP 1.3-1.4, 4.4**)

iv)   Robust consultation with our student body to explore their experiences and engage them in AS and wider E&D activity (**SAP 1.6**). We will also promote student awareness of equality and diversity through new website student handbooks, induction events and posters around the Department (**SAP 1.7-8**).

v)   Provide a dedicated E&D budget for departmental activities **(SAP1.9)**

ACTIONS: THE SELF-ASSESSMENT PROCESS

BAP 6.1: Monitor implementation of this Action Plan point by point

BAP 6.3: Review the composition of the SAT in light of staff changes and suggest inclusion or rotation of members and/or roles

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SAP 1.1: Rename the SAT the Departmental Equality & Diversity Committee (E&DC), review its responsibilities and its relation with wider equality and diversity committees in RHUL

SAP 1.2: Add equality and diversity as a standing item on UG Teaching Committee, Postgraduate Committee and Staff-Student Committees for PG and UG students.

SAP 1.3: Formalise equality and diversity data collection and reporting mechanisms

SAP 1.4: Redesign staff survey and administer every two years
[see also specific new data to be collected listed in actions)

SAP 1.5: Add UG, PGT and PGR representatives to E&DC

SAP 1.6: Assess student awareness of equality and diversity issues through implementation of a survey and focus groups

SAP 1.7: Promote student awareness of E&D through student handbooks, induction, posters around the Department

SAP 1.8: Use the new university website (going live in June 2018) to showcase the Department's equality and diversity activities

SAP 1.9: Include Equality and Diversity activities as a separate budget line in the Departmental operating budget

SAP 4.4: Include specialised questions for our diverse early career community and their needs in the staff survey – see 1.4

Word count: 804

4.   A PICTURE OF THE DEPARTMENT
Recommended word count: Silver: 2357 words

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

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

N/A

(ii)   Numbers of undergraduate students by gender

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

In 2016/2017 we had 62.5% female students (sector average 55.1%).

Disaggregating our courses by Physical and Human Geography (51% of 2017/18 students were physical geographers) we exceed sector averages for female students Physical Geography (55.2% VS 52.7%) and Human Geography courses (69.5% VS 57.9%) (figure 5,6). Each year we have only 1 or 2 part-time students by programme.

Our 2012/13 female student numbers were strong (56% 2012/13, sector average 51%), and BAP **(1.1, 5.5, 5.6, 6.4)** around monitoring, reviewing promotional materials and female role models has increased our female numbers further.

Figure 5: Benchmarking Comparison (2016/17[2])

Physical/Human Geography	DofG- % Female	HESA[1] % Female
Physical	55.2	52.7%
Human	69.5	57.9%
Total/combined	62.5	55.1

Figure 6: DofG Courses

Physical Geography	Human Geography
BSC Geography (BScG)	BA Geography (BAG)
BSc Physical Geography (BScPG)	BA Human Geography (BAHG)
BSc Physical Geography and Geology (BScPGG)	BSc Geography, Politics and International Relations (BScGPIR)

[1]*JACS principle subjects for students: Physical Geographical Sciences AND Human and Social Geography.*

[2] *HESA data are only available for 2016/17*

Whilst our female student numbers meet or exceed HESA benchmarks, the gradual increase in students over the last 5 years (from 353 to 420, i.e. 18.9%) has not been evenly distributed by gender and course (figure 7, 8). Data by course is below, but key points include:

a) Physical Geography courses saw a lower increase in female student numbers than human geography courses (21.9% to 41.8 %). But, while small numbers, there was a 180% increase (our largest) in female students taking STEM focused *BSc Geography* (figure 11).

b) A 6.8% decrease in male students on Human Geography courses VS a 11.6% increase in male students on Physical Geography courses.

As our female %s remain healthy (over two AS periods) our SAP (**2.1, 2.2, 2.5**) turns to enhancing diversity within gender groups.

7.8% of our undergraduate cohort is BME (n=32) (5.1% are BME female and 2.7% are BME male). The sector average for UG Physical and Human/Social geography is 9.2% (5.3% female, 3.9% male).

Figure 7: UG Students (by Human/Physical Geography)

Course	2013/14		2014/15		2015/16		2016/17		2017/18	
	F (%)	M	F (%)	M	F (%)	M	F (%)	M	F (%)	M
Human	98 (57.3)	73	124 (62.9)	73	125 (61.0)	80	146 (69.5)	64	139 (67.1)	68
Physical	96 (52.7)	86	107 (58.8)	75	113 (60.1)	75	112 (55.2)	91	117 (54.9)	96
	353		379		393		413		420	

Note: 54.3% of our total UG female cohort are registered on Human Geography courses, with 45.7% registered on Physical Geography courses.
Note: 41.5% of our total UG male cohort are registered on Human Geography, with 58.5% registered on Physical geography.

Figure 8: UG Students (by course)

Course	2013/14		2014/15		2015/16		2016/17		2017/18	
	F (%)	M	F (%)	M	F (%)	M	F (%)	M	F (%)	M
BAG.	80 (58.4)	57	93 (62.4)	56	94 (60.3)	62	110 (71.0)	45	109 (69.4)	48
BAHG	9 (50.)	9	21 (67.7)	10	21 (65.6)	11	26 (70.3)	11	21 (63.6)	12
BScGPIR	9 (56.3)	7	10 (58.8)	7	10 (58.8)	7	10 (55.6)	8	9 (53.0)	8
BScG	87 (56.5)	67	96 (62.7)	57	98 (62.4)	59	96 (56.5)	74	103 (55.7)	82
BScPG	5 (23.8)	16	7 (31.8)	15	11 (45.8)	13	16 (48.5)	17	14 (50.0)	14
BScPGG	4 (57.1)	3	4 (57.1)	3	4 (57.1)	3	n/a	n/a	n/a	n/a
N Total	194	159	231	148	238	155	258	155	256	164
Total F%	*55.0*	*45.0*	*60.9*	*39.1*	*60.6*	*39.4*	*62.5*	*37.5*	*61.0*	*39.0*

UG Applications, offers and acceptances

Our % of female applicants has risen from 59% (2013/14) to 64% (2017/18) (figure 9), perhaps due to BAP around recruitment and outreach (1.1, 5.5-7).

Male applicants decreased in absolute numbers from 338 in 2015/16 to 246 in 2017/18, representing a drop from 41% to 36% of applications. We might link this to an increase in our required grades (ABB-BBB from BBB-BBC) thus favouring females' higher A-Level attainment. Royal Geographical Society data suggests in 2016 25.7% of male candidates VS. 38.7% of female candidates attained an A or A* grade. Our unconditional offers are based on GCSE grades, thus rewarding consistent performance thereby also favouring female applicants.

Figure 9: UG Applications, Offers and Acceptances

Total UG	2013/14	2014/15	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male	Female	Male
Apps	473 (59%)	316 (41%)	435 (56%)	338 (44%)	465 (61%)	301 (39%)	437 (64%)	246 (36%)
Off	409	266	381	289	442	249	408	222
% Off/app	86.5%	84.2%	87.6%	85.5%	95%	82.7%	93.4%	90.2%
Acc.	86	59	88	71	107	52	102	60
% Acc/off	21%	22.2%	23.1%	24.5%	24.2%	20.9%	25%	27%
% Acc/App	18.2%	18.6%	20.2%	21%	23%	17.3%	23.3%	24.4%

Analysis of applications and offers by our six courses (figures 10 – 15) indicates the following key points:

1) The STEM-focused **BSc Physical Geography** has lower % of female applicants than other courses, but this remains over 50% female applicants/year. We will continue to monitor the tendency for higher male offer/acceptances ratio, while noting that although numbers were small this course represented our largest % increase in female students.

2) The **BSc Geography and Geology** closed to applications in 2015/16 because most applicants transferred to single honours Geography in their first term. Geographers can still take Geology options.

Figure 10: Applications, Offers and Acceptances for BA Geography

Year	Applications		Offers (%offers/apps)		Acceptances (% accept/offers)	
	F	M	F	M	F	M
2013-14	218 (63%)	126 (37%)	190 (87.2)	115 (91.3)	33 (17.4)	22 (19.1)
2014-15	198 (59%)	135 (41%)	170 (85.9)	106 (78.5)	36 (21.2)	12 (11.3)
2015-16	185 (59%)	130 (41%)	164 (88.5)	121 (93.0)	38 (35.4)	28 (23.1)
2016-17	199 (68%)	95 (32%)	190 (95.5)	80 (84.0)	47 (24.7)	9 (11.3)
2017-18	178 (66%)	91 (34%)	172 (96.6)	85 (93.4)	37 (21.5)	19 (22.3)

Figure 11: Applications, Offers and Acceptances for BSc Geography

Year	Applications		Offers		Acceptances	
	F	M	F	M	F	M
2013-14	156 57%	118 43%	140 (89.7%)	92 (78.0%)	38 (27.1%)	22 (23.9%)

2014-15	172 60%	116 40%	149 (86.6%)	116 (100%)	38 (25.5%)	15 (12.9%)
2015-16	140 54%	120 46%	123 (87.9%)	103 (85.5%)	29 (23.6%)	23 (22.3%)
2016-17	160 57%	119 43%	152 (95%)	98 (82.4%)	35 (23.0%)	31 (31.6%)
2017-18	144 61%	94 39%	132 (91.7%)	86 (91.5%)	43 (32.6%)	30 (34.9%)

Figure 12: Applications, Offers and Acceptances for BA Human Geography

Year	Applications		Offers		Acceptances	
	F	M	F	M	F	M
2013-14	39 (54%)	33 (46%)	32 (82%)	26 (78.8%)	7 (21.9%)	5 (19.2%)
2014-15	60 68%	28 32 %	48 (80%)	20 (71.4.3%)	10 (20.8%)	3 (15%)
2015-16	41 53%	36 47%	35 (85.4%)	25 (70.0%)	4 (11.4%)	6 (24%)
2016-17	53 63%	31 37%	50 (94.3%)	27 (87.1%)	12 (24%)	2 (7.4%)
2017-18	51 65%	27 35%	44 (86.3%)	23 (85.2%)	8 (18.2%)	4 (17.4%)

Figure 13: Applications, Offers and Acceptances for BSc Geography and International Relations

Year	Applications		Offers		Acceptances	
	F	M	F	M	F	M
2013-14	29 66%	15 34%	21 (72.4%)	14 (93.3%)	2 (9.5%)	3 (21.4%)
2014-15	42 64%	24 36%	37 (88.1%)	19 (79.2%)	10 (27.0%)	4 (21.1%)
2015-16	32 57%	24 43%	27 (84.4%)	19 (79.2%)	7 (25.9%)	7 (36.8%)
2016-17	28 44%	36 56%	28 (100%)	26 (72.2%)	7 (25%)	5 (19.2%)
2017-18	36 65%	19 35%	34 (94.4%)	15 (78.9%)	7 (20.6%)	3 (20%)

Figure 14: Applications, Offers and Acceptances for BSc Physical Geography

Year	Applications		Offers		Acceptances	
	F	M	F	M	F	M
2013-14	14 (52%)	13 (48%)	12 (85.7%)	12 (92.3%)	0 (0.0%)	5 (41.7%)
2014-15	16 (50%)	16 (50%)	12 (75%)	11 (68.8%)	4 (33.3%)	4 (36.4%)
2015-16	17 (50%)	17 (50%)	15 (88%)	13 (76.5%)	3 (20%)	5 (38.5%)
2016-17	25 (56%)	20 (44%)	22 (88%)	18 (90%)	6 (27.3%)	5 (27.8%)
2017-18	28 (65%)	15 (35%)	26 (92.9%)	13 (86.7%)	7 (26.9%)	4 (30.8%)

Figure 15: Applications, Offers and Acceptances for BSc Physical Geography and Geology

Year	Applications		Offers		Acceptances	
	F	M	F	M	F	M
2013-14	17 (61%)	11 (29%)	14 (82.4%)	7 (63.6%)	6 (42.9%)	2 (28.6%)
2014-15	20 (69%)	9 (31%)	13 (65%)	8 (88.9%)	2 (15.4%)	0 (0.0%)
2015-16	20 (65%)	11 (35%)	17 (85%)	8 (72.7%)	7 (41.2%)	2 (28.6%)
2016-17	NA	NA	NA	NA	NA	NA
2017-18	NA	NA	NA	NA	NA	NA

Degree attainment

BAP 1.5 focused on gender and attainment. Across the last five years female students perform consistently better as a cohort than male students (figure 16):
- male and female achievement of firsts fluctuates between 15% and 23%
- since 2013/14 more women than men receive 2.1 degrees (female low of 65% and high of 73% vs. 46% and 66% of males)
- relatedly the proportion of female candidates achieving 2.2s decreased from 33% to between 11- 13 %
- males achieving 2.2s have increased from a low of 11 % to a high of 34%
- third class degree numbers are negligible.
- we are not demonstrating the same level of increase in firsts as we see nationally, therefore our students achieve fewer firsts than nationally (figure 17)
- gender distinctions are less pronounced in our cohort than nationally, where female students are consistently out performing males.

We will continue to monitor these trends, supporting all students, targeting low attaining students to enable them to achieve their full potential (**SAP 3.1**).

Figure 16: UG Degree Classification (by % Physical/Human)

Year	Award	Physical		Human	
		F	M	F	M
2012/13	1st	16.7	20.6	11.9	8.3
	2.1	52.8	61.8	49.2	66.7
	2.2	30.6	11.8	39.0	22.2
	3rd	0	5.9	0.0	2.8
2013/14	1st	21.4	14.3	5.9	18.2
	2.1	71.4	58.9	70.6	51.5
	2.2	3.6	23.2	23.5	21.2
	3rd	3.6	3.6	0.0	9.1
2014/15	1st	4.0	19.0	22.2	20.9
	2.1	72.0	48.3	74.6	60.5
	2.2	24.0	32.8	3.2	18.6
	3rd	0.0	0.0	0.0	0.0

2015/16	1st	22.9	8.2	16.9	13.7
	2.1	62.7	71.4	70.8	58.8
	2.2	12.0	18.4	12.3	23.5
	3rd	2.4	2.0	0.0	3.9
2016/17	1st	17.9	25.0	17.0	9.7
	2.1	64.1	41.7	72.3	51.6
	2.2	17.9	33.3	10.6	38.7
	3rd	0.0	0.0	0.0	0.0

Figure 17: HESA Benchmarking[1]

Year	Award	Physical		Human	
		F	M	F	M
2012/13	1st	18.2	11.8	18.8	12.7
	2.1	61.7	56.3	67.7	64,5
	2.2	18.3	27.4	12.5	21.4
	3rd	1.8	4.5	1.0	1.5
2013/14	1st	19.5	13.1	18.5	14.1
	2.1	62.2	57.1	69.4	64.7
	2.2	16.4	25.1	11.5	18.9
	3rd	1.8	4.7	0.7	2.3
2014/15	1st	21.5	15.3	21.7	13.0
	2.1	63.1	55.6	67.2	64.6
	2.2	13.3	24.5	10.2	20.7
	3rd	2.1	4.6	0.8	1.7
2015/16	1st	23.1	16.9	23.6	14.0
	2.1	62.3	57.4	66.9	66.9
	2.2	13.8	22.8	8.9	17.9
	3rd	0.9	2.8	0.6	1.2
2016/17	1st	25.3	15.6	24.8	15.5
	2.1	62.2	59.3	68.2	66.8
	2.2	10.9	20.9	6.4	15.8
	3rd	1.6	4.2	0.6	1.9

[1] Principal subjects (F8) Physical Geography and (L7) Human Geography

ACTIONS FOR UG STUDENT DATA

BAP 1.1: Obtain UG student data (applications, offers, acceptances) by gender.

BAP 1.5: Make all teaching staff aware of student performance on UG and PGT programmes by gender

BAP 5.5: Ensure gender balance in external speakers programmes both for department and research groups

BAP 5.6: Ensure gender balance in images of people on departmental webpages, promotional material, Twitter feed etc.

BAP 5.7: Monitor gender breakdown of instructors and participants of outreach activities within and outside the department

BAP 6.4: Investigate ways that positive female role models can be identified and promoted to UG, PGT and PGRs

SAP 2.1: Visual analysis of publicity material, social media and Departmental posters for representations of a range of intersectional identities

SAP 2.2: Diversify the profile of student ambassadors involved in outreach and applicant activities

SAP 2.5: Collect data on gender, school (& ethnicity of participants in outreach events, and develop action point based on data from 2018-19 to ensure that outreach events target a diversity of potential applicants

SAP 3.1: Provide targeted support to low achieving UG students at the end of Years 1 and 2

(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.

Monitoring and developing female PGT from an already strong base was the focus of **BAP 1.2, 1.5, 5.5 and 5.6**.

Across our five Masters programmes, female PGT representation in 2016/17 and 2017/2018 (63% and 53% respectively) equals or exceeds 2016/7 sector average of 53.2% (for Physical Geographical Sciences, and Human and Social Geography [PGHSG] combined).

There are no more than one or two students each registered part-time on our PGT courses with slightly more women than men studying part-time.

Like many Geography Departments, we have witnessed a 25 % decline in masters students (from 53 in 2013/14 to 40 in 2017/18), perhaps as a result of increasing competition in sector provision, a turn to vocational courses and UG fees.

Our decreases in student numbers display no clear gender pattern (figure 19).

Figure 18: Student Numbers by Masters Programme

	MA Cul. Geog.		MSc Geopol. & Sec		MSc practicing sust. Dvlp.		MSc Quat. Sc.		MSc Sustainability and Manag.		Total		Total
	F	M	F	M	F	M	F	M	F	M	**F**	**M**	
13/14	4 (44%)	5	2 (33%)	4	8 (57%)	6	11 (55%)	9	4 (40%)	6	**29 (55%)**	**24**	**53**
14/15	2 (29%)	5	4 (50%)	4	2 (40%)	3	12 (71%)	5	5 (71%)	2	**25 (57%)**	**19**	**44**
15/16	4 (50%)	4	2 (33%)	4	5 (71%)	2	3 (43%)	4	3 (60%)	2	**17 (52%)**	**16**	**33**
16/17	6 (75%)	2	2 (50%)	2	4 (57%)	3	9 (64%)	5	1 (50%)	1	**22 (63%)**	**13**	**35**
17/18	6 (67%)	3	5 (36%)	9	2 (100%)	0	5 (63%)	3	3 (43%)	4	**21 (53%)**	**19**	**40**

Applications, offers, acceptances

We note:

- a higher % of female applications overall

- no clear pattern in offers/acceptances ratio

- In the last 3 years a higher % of men (by over 15%) accepted our offers.

Given our female PGT numbers meet HESA benchmarks, we will monitor the situation and investigate if need be.

For all our masters courses, acceptances are automatically determined for those who meet entry requirements. All applicants who don't are passed to master's directors for exploration. Most rejected cases relate to failure to attain minimum English language reading and writing requirements.

Data is presented by course below, but key points include:

- **MSc Quaternary Science** (figure 20), our most STEM focused PGT course, steadily recruits over 50% female students, aside from one year of poor recruitment. Fluctuation is the story here, but we will monitor the recent % decrease in applications, 56% for females and 27 % for males.

- **MSc Practicing Sustainable Development** (figure 21) has a small and variable offer/acceptance ratio (female between 25% - 50 %, male between 33% -83%). Likely this is due to the significant proportion of applicants who come from Global South countries, with concomitant financial and visa challenges.

- **MSc Geopolitics and Security** (figure 22), the only course with consistently less than 50% female applications, has strong female application/offer and offer/

acceptance ratios, but the department's lowest female student population (36% - 50% female).

Given we meet or exceed sector data, our **SAP** around PGT **(2.1, 2.4)** and female role model promotion **(1.8, 2.1, 2.2, 3.6)** will aim to ameliorate any imbalances in applications, offers and acceptances. We will also begin to target BME applicants **(SAP 2.3).**

Figure 19: PGT Applications, Offers and Acceptances

	2013/14		2014/15		2015/2016		2016/2017		2017/2018	
	F (%)	M	F (%)	M	F (%)	M	F (%)	M	F (%)	M
Apps	48 (44%)	62	93 (56%)	73	78 (53%)	68	87 (59%)	60	74 (59%)	51
Offers	41	52	66	59	56	45	64	39	65	41
% off/app	85%	84%	71%	81%	71.8	66.2%	73.6%	65%	87.8%	80.4%
Accept.	24	30	36	30	26	25	28	23	25	22
% Acc/off	59%	58%	55%	51%	46.4%	55.6%	43.8%	59.0%	38.5%	53.7%

Nb. Our P/T students average less than one/ year female and male student across this period.

Figure 20: Applications, Offers, Acceptances MSc Quaternary Science

Year	Applications		Offers (% offers/apps)		Acceptances (%acceptances/offers)	
	F	M	F	M	F	M
2013-14	16 (59%)	11 (41%)	14 (87.5)	9 (81.8)	11 (78.6)	9 (100)
2014-15	13 (62%)	8 (38%)	12 (92.3)	6 (75.0)	12 (100)	5 (83.3)
2015-16	6 (50%)	6 (50%)	4 (67.0%)	6 (100)	3 (75.0)	4 (67.0)
2016-17	11 (61%)	7 (39%)	11 (100)	5 (71.4)	10 (91.0)	5 (100)
2017-18	7 (47%)	8 (53%)	6 (85.7)	7 (87.5)	4 (67.0)	3 (42.8)

Figure 21: Applications, Offers, Acceptances MSc Practising Sustainable Development

Year	Applications		Offers (% offers/apps)		Acceptances (%acceptances/offers)	
	F	M	F	M	F	M
2013-14	15 (42%)	21 (58%)	14 (93.3)	18 (85.7)	7 (50.0)	8 (44.4)
2014-15	17 (53%)	16 (48%)	10 (58.8)	12 (75.0)	4 (40.0)	4 (33.3)
2015-16	22 (63%)	13 (37%)	17 (77.3)	6 (46.2)	5 (29.4)	5 (83.3)
2016-17	18 (53%)	16 (47%)	11 (61.1)	12 (75.0)	4 (36.4)	7 (58.3)
2017-18	15 (79%)	4 (21%)	12 (80.0)	2 (50.0)	3 (25.0)	0 (0.0)

Figure 22: Applications, Offers, Acceptances MSc Geopolitics and Security

Year	Applications		Offers (% offers/apps)		Acceptances (%acceptances/offers)	
	F	M	F	M	F	M
2013-14	4 (17%)	19 (83%)	3 (75%)	15 (80%)	3 (100%)	8 (53%)
2014-15	12 (39%)	19 (61%)	11 (92%)	16 (84%)	7 (66%)	10 (63%)
2015-16	9 (32%)	19 (68%)	9 (100%)	15 (79%)	7 (78%)	9 (56%)
2016-17	12 (46%)	14 (54%)	11 (92%)	8 (57%)	3 (27%)	4 (50%)
2017-18	9 (30%)	21 (70%)	8 (89%)	17 (81%)	5 (63%)	11 (65%)

Figure 23: Applications, Offers, Acceptances MA Cultural Geography

Year	Applications		Offers (% offers/apps)		Acceptances (% acceptances/offers)	
	F	M	F	M	F	M
2013-14	13 (57%)	10 (43%)	10 (71%)	9 (69%)	3 (30%)	5 (56%)
2014-15	12 (60%)	8 (40%)	7 (58%)	8 (100%)	2 (29%)	6 (75%)
2015-16	8 (62%)	5 (38%)	5 (63%)	4 (80%)	4 (80%)	3 (75%)
2016-17	11 (69%)	5 (31%)	9 (82%)	5 (100%)	5 (56%)	3 (60%)
2017-18	9 (56%)	7 (44%)	8 (89%)	6 (86%)	6 (75%)	3 (50%)

Figure 24: Applications, Offers, Acceptances MSc Sustainability and Management

Year	Applications		Offers)% offers/apps)		Acceptances (%acceptances/offers)	
	F	M	F	M	F	M
2013-14	-	-	-	-	-	-
2014-15	39 (66%)	20 (34%)	26 (66.7)	15 (75.0)	11 (42.3)	4 (26.7)
2015-16	32 (56%)	25 (44%)	21 (65..6)	14 (56.0)	7 (33.3)	4 (28.6)
2016-17	33 (67%)	16 (33%)	21 (63.6)	8 (50.0)	6 (28.6)	3 (37.5)
2017-18	33 (77%)	10 (23%)	30 (56.6)	9 (90.0)	6 (20.0)	5 (55.6)

Figure 25: Applications, Offers, Acceptances PG Diploma in Practising Sustainable Development

Year	Applications		Offers (% offers/apps)		Acceptances (%acceptances/offers)	
	F	M	F	M	F	M
2013-14	0 (0.0)	1 (100%)	n/a	0 (0.0)	n/a	n/a
2014-15	0 (0.0)	2 (100%)	n/a	2 (100)	n/a	(50.0)
2015-16	1 (100%)	0 (0.0)	0 (0.0)	n/a	n/a	n/a
2016-17	2 (50%)	2 (50%)	1 (50.0)	1 (50.0)	(0.0)	1 (100)
2017-18	1 (50%)	1 (50%)	1 (100)	0 (0.0)	1 (100)	n/a

Attainment:

Due to low numbers, aggregate course attainment has been analysed.

Female students attain a slightly higher % of distinctions and merits than males, but % are high and the absolute numbers so small as to make any difference insignificant. We will continue to monitor attainment and support all students through the personal tutorial programme.

Figure 26: Post Graduate Taught Degrees Awarded

Term Awarded	2011-12		2012-13		2013-14		2014-15		2015-16	
	F	M	F	M	F	M	F	M	F	M
Distinction	6	10	7	2	12	6	10	10	6	4
Merit	13	12	12	9	11	14	11	6	6	6
Pass	7	8	3	4	2	4	2	3	1	1
Total	26	30	22	15	25	24	23	19	13	11
Term Awarded	2011-12		2012-13		2013-14		2014-15		2015-16	

	F	M	F	M	F	M	F	M	F	M
Distinction	23%	33%	32%	13%	48%	25%	43%	53%	46%	36%
Merit	50%	40%	55%	60%	44%	58%	48%	32%	46%	55%
Pass	27%	27%	14%	27%	8%	17%	9%	16%	8%	9%
% distinction and merit	73	73	86	73	92	83	91	84	92	91

ACTIONS FOR PGT

BAP 1.2: Obtain PGT student data (applications, offers, acceptances) by gender

BAP 1.5: Make all teaching staff aware of student performance on UG and PGT programmes by gender

BAP 5.5: Ensure gender balance in external speakers programmes both for department and research groups

BAP 5.6: Ensure gender balance in images of people on departmental webpages, promotional material, Twitter feed etc.

SAP 1.8: Use the new university website (going live in June 2018) to showcase the Department's equality and diversity activities

SAP 2.1: Visual analysis of publicity material, social media and Departmental posters for representations of a range of intersectional identities

SAP 2.2: Diversify the profile of student ambassadors involved in outreach and applicant activities

SAP 2.3: Encourage applications to PGT and PGR programmes from BME students

SAP 2.4: Ensure that women are encouraged and supported throughout the PGT application and conversion process

SAP 3.6: Provide students with a diverse range of role models at careers and employability events

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(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.

2013/2014- 2017/18 saw a shift in PhD funding to centralised doctoral training partnerships/centres for both AHRC and NERC (joining ESRC in this model). As a result, we committed to monitoring PhD student gender balance; reviewing PGR recruitment, including these new processes, to ensure good practice (**BAP, 1.3-4, 1.7-8**)

Our absolute PhD numbers declined from 102- 85, possibly due to enhanced competition in the larger competitions and reduced College provision, especially for overseas students.

However, perhaps down to our BAPs, our female PhD student numbers remain high, fluctuating between 59% and 66%. Sector PGSHSG average being 51.1% 2016/17.

Part time numbers remain low, with 3 females and 3 males in 2013/14, 2 females and 3 males in 2014/15, 2 females and 2 males 2015/16 and 2 females in 2017/18.

Figure 27: Numbers of PGR Students Registered

	Home		Total
	F (%)	M	
2014/15	67 (66%)	35	**102**
2015/16	61 (66%)	32	**93**
2016/17	50 (61%)	32	**82**
2017/18	50 (59%)	35	**85**

Applications, offers, acceptances

In the last five years (figure 28):

- female students constitute proportionally more applications (55%- 63%)
- the ratio of applications to offers fluctuates
- in last three years male students have a consistently higher offer/accept ratio (males 70%, 80 %, and 67% vs female 42 %, 55 % and 35%). This does not translate into higher numbers of male students.
  We suspect this relates to the award of funding, as those not awarded funding might accept a place but not actually commence studies.

We will continue monitoring practices to ensure we are not losing excellent female students between application and offer stage.

Figure 28: PGR students by Applications, Offers and Acceptances

Year	Apps		Offers		Accept.		% offers/apps		%acc/offers	
	F	M	F	M	F	M	F	M	F	M
2013-14	45 (63%)	27	22	16	15	10	49%	59%	68%	63%
2014-15	20 (54%)	17	17	8	10	5	85%	47%	59%	63%
2015-16	22 (55%)	18	12	10	5	7	55%	56%	42%	70%
2016-17	19 (58%)	14	12	8	6	7	63%	57%	50%	88%
2017-18	20 (57%)	15	11	9	7	6	55%	60%	35%	67%

PGR completion and withdrawal rates

Data generated from our BAP 1.6 commitment to monitoring student completion rates by gender (figure 29) suggests:

- Little consistent gender disparity in completion and withdrawal rates

- 2016/7 demonstrates a slight gender disparity in completions and withdrawals, with lower performing female students.

We will continue to monitor this. Anecdotally, maternity leave and family related extensions effected female students due to complete.

- 40% of our withdrawals are female students in the cohort consistently > 50% female

All students/supervisor teams explore interruption and extension options ahead of the last resort of withdrawal.

Whilst some students have severe mental health cases, the newly developed PhD Wellbeing programme is designed to help students in distress (**SAP 3.3**) and might help catch early warning signs to enable more targeted support.

Figure 29: PGR Completions and Withdrawals

	2013/14		2014/15		2015/16		2016/17		Totals
	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	
Completions	5	6	8	4	6	3	4	5	41 (56%)
Annual completions as % of cohort by gender			12%	11%	9%	9%	8%	14.2%	
withdrawals	1	1	0	2	0	2	3	1	10 (40% female)
Annual withdrawals as % of cohort (by gender)				6%		6%	6%	3%	
Total students registered	n/a	n/a	67	35	61	32	50	32	277

(v)   Progression pipeline between undergraduate and postgraduate student levels

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

BAP 1.1-3, 1.4 and 3.1 have supported a pipeline of female students from UG to PGT and PGR, which exceeds sector figures.

**Figure 30: Comparison Pipelines for DofG and HESA Benchmarking**

	DofG		HESA	DofG		HESA	DofG		HESA
	UG		HESA %female	PGT		HESA %female	PGR		HESA %female
	F	M		F	M		F	M	
2013/14	57.5%	42.5%	51.1	55%	45%	51.2	62%	38%	49.4
2014/15	60.9%	39.1%	52.6	57%	43%	51.2	63%	37%	49.3
2015/16	60.6%	39.4%	54.2	52%	48%	50.8	62%	38%	50.6
2016/17	62.5%	37.5%	55.1	63%	37%	53.2	57%	43%	51.1
2017/18	61.%	39.0%	-	62%	38%	-	57%	43%	-

Destination data from our own finishing students (see figure 31) indicates we are successfully supporting our own female UG students to progress to PG study (either with us or elsewhere).

- 2012-13 33% [n=21] of our progressing students were female; 2015/6, 70% female [n=23]; 2016-7, 53% [n=17] (figure 22).

Numbers remain low, but female progressing students (figure 43) cite strong departmental role models and support with applications (**BAP 1.4,5.5-6**) as significant for their decision to progress. We will continue good practices, **SAP** includes enhancing research cultures and new career development provision of PGT and PGR (**SAP 3.2, 3.4, 3.6**).

Figure 31: Progression from UG to PG of RHUL Geography Leavers

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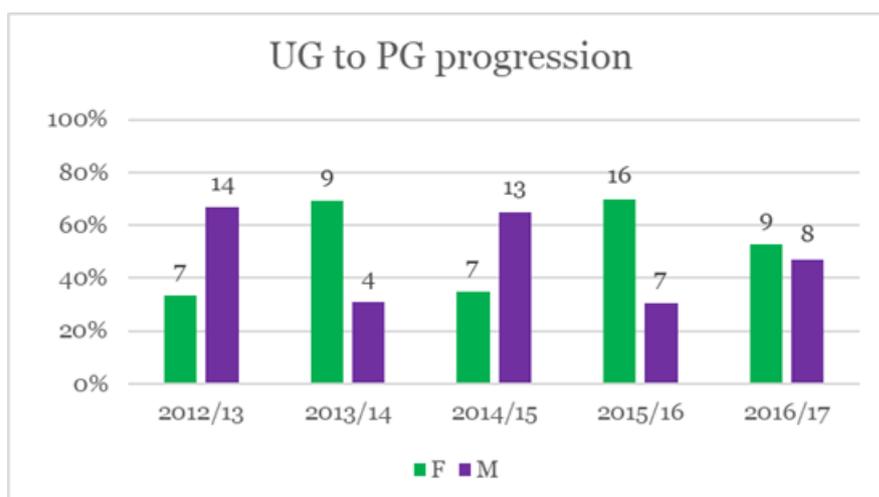
ACTIONS FOR PGR

BAP 1.1 : Obtain UG student data (applications, offers, acceptances) by gender.

BAP 1.2: Obtain PGT student data (applications, offers, acceptances) by gender.

BAP 1.3: Obtain PGR student data (applications, offers acceptances) by gender

BAP 1.4: Review PGT and PGR student recruitment to ensure good practice

BAP 1.6: Understand how PGR performance is influenced by gender in terms of completion and viva outcomes

BAP 1.7: Investigate how gender balance is implemented in the interview process of ESRC, AHRC, and NERC DTC/Ps

BAP1.8: Identify whether new DTC/P process generates a gender bias

BAP 5.5 Ensure gender balance in external speakers programmes both for department and research groups

BAP 5.6 Ensure gender balance in images of people on departmental webpages, promotional materials, twitter etc.

SAP 3.2: Run a series of annual careers sessions for PGT students highlighting academic and non-academic career routes

SAP 3.4: Promote awareness of Departmental research and pastoral support for PG students

B. 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.

The number of female academic staff has increased from 5 (22% of staff) in 2012/2013 to 13 (41%) in 2016/17 (sector average for Geography and Environmental Studies [GES] of 34.2%, 2016/17) (figure 32).

Other successes include;

a) An increase from 20 to 40% (4 internal promotions) of female professors, substantially higher than nationally (22.2% for GES).

b) An influx of female lecturers, increasing numbers from 1 to 6 (from 25% to 66.7% of the lecturer community).

c) A recovery of total researcher numbers to 2012/3 highs, 70% females (VS 47.9% for GES nationally).

We attribute positive stories to bronze actions around:

a) gender aware recruitment and selection practices- including unconscious bias training **(3.2, 3.3 and 3.6)**

b) the promotions process, including better information, support including appraisals, and unconscious bias training **(3.5, 3.6, 3.7, 4.2)**

c) overcoming key choke-points and points of attrition (eg. PhD to PDRA, PDRA to lecturer and female professorial promotions), through active gender search teams and support networks (**2.1,3.1**) and actions around the promotions process **(3.5, 3.6, 3.7, 4.2)**

Figure 32: Academic Staff Data

	2012-13		2013-14		2014-15			2015-16	2016-17	
	F	M	F	M	F	M	F	M	F	M
Professor- Prof banding	2 (20%)	8	3 (30%)	7	3 (30%)	7	5 (35%)	9	6 (40%)	9
Reader- grade 9	1 (25%)	3	2 (50%)	2	2 (40%)	3	1 (25%)	3	0 (0%)	2
Senior Lecturer- grade 9	1 (20%)	4	1 (16.7%)	5	1 (14.3%)	6[1]	1 (16.7%)	5[1]	1 (16.7%)	5[1]
Lecturer – grade 8	1 (25%)	3	0 (0.0%)	6	2 (40%)	3	3 (50%)	3	6[1] (66.7%)	3
Total academics	*5 (22 %)*	*18*	*6 (23%)*	*20*	*8 (30%)*	*19*	*10 (33%)*	*20*	*13 (41 %)*	*19*
Teaching Fellow – grade 8	-	-	-	-	1	0	1	0	1	0
Researchers Grade 7	6 (67%)	3	3 (60%)	2	4 (80%)	1	4 (80%)	1	7 (70%)	3
Total	*11*	*21*	*9*	*22*	*13*	*20*	*15*	*21*	*21*	*22*

Researchers 2014-15: 1xF ECR Fellow, 2xF PDRAs, 1xF RA, 1xM Senior Research officer
Researchers 2015-16: 2xF ECR Fellows, 2xF PDRAs, 1xM Senior Research Officer
Researchers 2016-17: 4xF Research Fellows (one is Dorothy Hodgkin), 2xECR fellows, 1xF RA, 2xM PDRAs

[1] Two are teaching-focused

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

Our staff indicate they feel it is inappropriate to assume that transitioning to academic roles is desirable for all technical staff. Since 2013-14, one male technician has transitioned to a research role, and in 2016-7 was promoted to senior research officer. Within this transition there were time pressures around balancing student facing work with the need for research time and profile building. **SAP 5.6-7** will address concerns about technician progression and training.

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.

Figure 33: Staff by Grade and Contract Type, by Gender

Staff group	Permanent/ fixed-term	2012-13 n academics = 23		2013-14 n academics =29		2014-15 n academics = 27		2015-16 n academics = 29		2016-17 n academics = 33	
		F	M	F	M	F	M	F	M	F	M
Numbers of Academics	Permanent	6 (26%)	17 (74%)	8 (28%)	21 (72%)	8 (30%)	19 (70%)	10 (34%)	20(69%)	14 (42%)	19 (58%)
	Prof banding	2 (9%)	8 (35%	3 (10%)	7 (24%	3 (11%)	7 (26%)	5 (17%)	9 (31%)	6 (18%)	9 (27%)
	Grade 9	2 (9%)	7 (30%)	3 (10%)	7 (24%)	3(11%)	9 (33%)	2 (8%)	8 (28%)	1 (3)%	7 (21%)
	Grade 8	1 (4%)	3 (13%)	0	6 (21%)	2 (8%)	2(8%)	3 (10%)	3 (10%)	6 (18%)	3 (9%)
	Fixed term- all grade 8	0	3 (13%)	0	0	1 (4%)	0	0	0	1(3%)	0
n- researchers			n- = 8		n-= 3		N=3		N=3		n-9
Numbers of Researchers	Permanent	0	1 (12.5%)	0	1(33%)	0	1 (33%)	0	1	0	1 (11%)
	Grade 9	0	0	0	0	0	0	0	0	0	1
	Grade 8	0	1 (100%)	0	1(100%)	0	1 (100%)	0	1 (33%)	0	0
	Fixed-term	6 (75%)	2 (25%	2 (67%)	1 (33%)	2 (67%)	0	2 (67%)	0	6 (67%)	2(22%)
	Grade 8	0	0	0	0	0	0	0	0	1	1
	Grade 7	6	2	2	1	2	0	2	0	5	1

We do not have any zero-hours contracts.

Academics: There is a steady increase from 26% to 42% of the proportion of permanent staff who female. There is also an increasing redistribution of female staff throughout the grades over the five-year period, seeing women moving into higher grades. We can attribute this to positive promotion stories (see above).

We rarely use fixed-term academic contracts, aside from in buy-out contexts (research or maternity leave), and from the five employed, 3 have been male, 2 female.

Researchers: 100% of our permanent research staff is male (n=1). His role is as Research Officer, combining technical duties with research. He is also the only grade nine researcher.

Consistently around 67 % of our fixed-term research staff are female. While these are fixed term posts, they are highly prestigious research fellowships, and very desirable post-PhD posts. We have had significant success (see sections 3Bi and iii) supporting them into permanent posts, with us or elsewhere. Researchers with significant experience or teaching roles are promoted to grade 8 (1 male, 1 female).

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

Leaver data is collected on the University's leaving form (online). Since 2014, 5 staff left and 2 shifted to more research focused roles within DofG (figure 34), of the total one was male, and he retired. One female professor progressed to a research professorship outside RHUL. The other 3 leavers found permanent jobs, and of the two who shifted roles internally both gained posts with greater research focus and a longer period of employment. This is indicative of our **BAP (4.2,4. 11)** support for ECSs through mentoring, appraisals and other mechanisms.

Figure 34: Academic Leavers

Year	Gender	Role	grade	New Role
2014-2015	Female	Six-month teaching fellowship, FT	Grade 8	Permanent Lectureship at Northampton
2015-2016	Male	Professor, FT	Professorial Banding	Retired
2015-2016	Female	Leverhulme Early Career Research Fellow, FT	Grade 7	Permanent Lectureship at Reading
2015-2016	Female	Professor, FT	Professorial Banding	Permanent Research Professorship at Sheffield
2016-2017	Female	Teaching Fellowship, six months, PT, PT RA role three months	Grade 8	Permanent Lectureship at Oxford Brookes
2016-2017	Female	Fixed term teaching fellow	Grade 8	Fixed term Lectureship at RHUL
2016-2017	Female	Fixed term lectureship	Grade 8 to Grade 7	British Academy Post-Doc at RHUL

ACTIONS FOR STAFF DATA

BAP 2.1 : Analyse and review numbers of staff at different levels by gender and how this changes over time

BAP 3.1: Encourage applications from PhD students and PDRAs (particularly female) for postdoctoral research fellowships

BAP 3.2 : Analyse and review the processes for staff appointments at application, shortlisting, interview and appointment stages to ensure good practice and to assess % numbers of female applicants.

BAP 3.3: Ensure positive gender action statement appears on all appropriate job advertisements to encourage female applicants.

BAP 3.5: Analyse and review female versus male progression speed through grades

BAP 3.6: Ensure those on appointment and promotion committees have undergone unconscious bias training

BAP 3.7: In light of survey feedback make staff aware of how the promotion process works including details on assessment criteria.

BAP 4.2: Promote College mentoring scheme and other types of formal and informal development programmes in department at a variety of levels

BAP 4.11: Extend the formal appraisal process to research staff

BAP 5.7 Monitor gender breakdown of instructors and participants of outreach activities within and outside the department

SAP 5.6 Offer formal meetings to discuss grant applications in the wake of unsuccessful applications

SAP 5.7 Promote the career development opportunities, including training, as part of the university's involvement in the Technician Commitment

Word Count: 2347

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Silver: 6500 words

5.1. Key career transition points: academic staff
(i)   Recruitment

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

From targeting excellent ECRs to supporting the application process (see figure 36 below), our **BAP (3.1-3.4)** emphasised female recruitment, successfully increasing permanent female staff at lecturer level through new hires from 1 in 2013/14 to 6 in 2016/17. Of the 16 jobs advertised since 2013-14, 13 went to females (figure 35). Key improvements included:

- Of 460 total applications, 55.6% were from females, up from 39% from the period 2011-2013 (in Bronze application data).

- Female applications exceeded or equalled males in 8 instances

Our **BAP (3.1-4)** targeted gender actions around recruitment and selection training helping to ensure fairness for female applicants. This was reinforced by RHUL's recent adoption of online shortlisting mechanisms and panel regulations around bias and gender balance. It seems that these were successful not only in increasing female applications but also in increasing the conversion of those applications to job offers.

Figure 35: Recruitment Data

		Apps		Short.		Offers.		Accept.		% Short. from apps.	
Year	Role	F	M	F	M	F	M	F	M	F	M
2013/14	L	21 (44.7%)	26	3	2	2	0	2	0	14.3%	7.7%
	RA G7 (fixed)	16 (64%)	9	5	1	2	0	2	0	12.5%	0.0%
2014/15	L –	32 (52.2%)	29	5	0	1	0	1	0	%	0
	Teaching Fell. fixed G8	12 (57.1%)	9	2	2	1	0	1	0	16.6%	22.2%
2015/16	L (TF) fixed RH8	18 (46.2%)	21	4	1	2	0	1	0	22.2%	4.8%
	L RH8	54 (51.0%)	52	7	1	2	0	1	0	13%	2%
	L/SL/R RH9	28 (66.7)	14	5	1	1	0	1	0	18%	7.1%
	Teaching Fell. RH8	10 (45.5%)	12	3	1	1	0	1	0	30%	8.3%
2016/17	Teaching Fell. fixed RH8	14 (66.7%)	7	3	0	1	0	1	0	21.4%	0%
	L (TF) fixed	5 (45.5%)	6	2	0	1	0	1	0	40%	0%
	L (TF) x 2 fixed	24 (53.3%)	21	3	3	1	0	1	1	12.5%	14.3%
	L	17 (41.5%)	24	2	3	0	1	0	1	11.7%	12.5%
	Teaching Fell. p/t fixed RH8	2 (100%)	0	0	0	0	0	0	0	0%	0%
	Teaching Fell. p/t fixed RH8	3 (50%)	3	2	1	1	0	0	0	66.6%	33.3%
Total		256 (55.6%)	204	41	16	14	1	13	2	18.3%	7.8%

Figure 36: Comments from a Female Lecturer Recruited in 2016 (via email)

'I found the department to be highly supportive during my application preparation and throughout the interview process and presentation to the department. The questions I asked pertaining to the variety of questions on the application form were answered quickly and with care. During the day of presentations and interviews, I found the department to be overwhelmingly welcoming and attentive. I was given an excellent tour of the department and a number of staff made me feel welcome in the group conversations.'

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.

All staff participate in University and DofG inductions.

The induction process is focused around four themes: welcome, orientation, job-related induction and statutory information/compliance. Pre-arrival a series of welcome emails are sent. The University level process continues with training and social events as well as introductions to teaching and research, feedback forms are administered at events. Staff are introduced to the LGBTQ Staff network, RoWan and the Staff Disability Forum.

DofG inductions begin with meetings with the HOD and TOM to discuss the role, to cover practical issues including health and safety and to complete the induction checklist.

New starters are allocated a mentor, who will, if relevant, support them throughout their probation process. Meetings occur termly on a formal basis and in a more ad hoc manner (see figure 37).

Departmental level inductions were reviewed with ECS (all our new starters) during their focus group. As a result mentoring processes are being reviewed, we are updating the staff handbook (implemented 2015/6) with new information and developing a new teaching focused handbook **(SAP 4.1-3)**.

Figure 37: Comments from new Female ECR lecturer (permanent) (ECS focus Group)

I have had the most incredible support from my probation mentor. He has met with me more often than is required, and has advised me on various administrative and departmental matters, the preparations for my third year course, my publication schedule and the different opportunities I might consider for grants and research income.
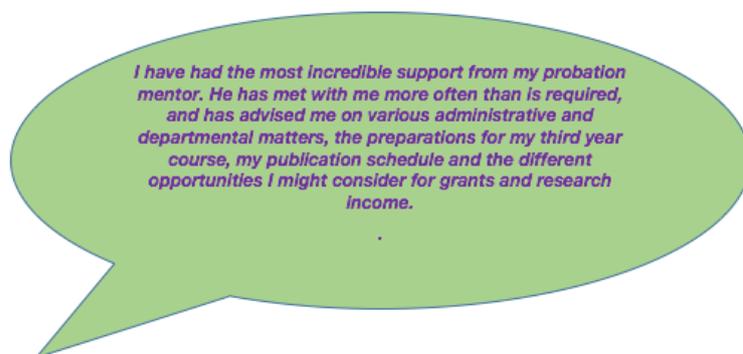
(iii)   Promotion

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.

Our **BAP 3.5-7, 4.2** actively sought to support women's promotion through a range of means, training committees in unconscious bias, through raising level of information about promotion (including the newly developed RHUL matrix) and through developing and encouraging departmental and RHUL mentoring schemes (see figure 39). The stand-out result here is four female professorial promotions (the previous 2 female professors were promoted in 2009, the first since the 1980s).

Further, given our **BAP 3.7** around enhancing information on the promotions process we are pleased see that in 2016 70% of female responders agreed or agreed strongly that there was sufficient information about the promotions process and criteria (up from 29% in 2013).

Since our Bronze Award in 2014 there have been 13 applications for promotion from 8 individual colleagues, 4 women and 4 men, all full time scholars and at a range of grades (see figure 38). All of these colleagues were promoted, including a female BME Reader to Professor (who was recruited at the department as lecturer in 1998 and promoted to Professorship in 2016). Our SAP sees us bring together AS with REC enabling us to track female BME staff more effectively and to ensure we are supporting their promotions as effectively (**SAP 1.1, 5.1, 5.4**).

Figure 38: Promotions

Year	Gender	From	To	FT/PT	Successful	Notes
2014-15	F	SL	R	FT	Y	
	F	SL	R	FT	Y	
	M	L	SL	FT	Y	
	M	SL	R	FT	Y	
2015-16	F	R	Prof	FT	N	Promoted in 2016-7
	F	R	Prof	FT	Y	Promoted on appeal after publication of a further monograph
	F	R	Prof	FT	Y	
	F	R	Prof	FT	Y	
	M	SL	R	FT	Y	
	M	SL	R	FT	Y	
	M	R	Prof	FT	Y	
2016-17	F	R	Prof	FT	Y	
	M	R	Prof	FT	Y	

Figure 39: Quotes regarding support for the promotions process from two female staff recently promoted to professor (via email)

It was a real pleasure to be able to nominate my departmental mentor for a Staff award, his supportive and empathetic engagement with my career has been a key factor in enabling me to so quickly navigate the promotions process

The women's promotion scheme enabled me to develop a really strong peer support network from across the university, sharing advice and our promotion forms to help us strategize, it made a daunting process feel much more approachable

Following institutional review (implemented post 2014) the promotions process has been;

a) Restructured: Recommendations to the Academic Staffing and Titles Committee are now made by a Faculty level committee not departmental professoriates

b) Anonymised: Individual CVs and application forms are now anonymised

c) Objectified: A matrix of criteria and Departmental norms have been introduced for each job title, including a new teaching focused route introduced 2016/17 **(SAP 5.2).**

Annually all academic staff (below professorial level) are invited to submit their CVs to the Departmental Review Committee constituted of the Professoriate (40% female) for feedback and advice on career development and promotion possibilities. In 2017-18 the uptake of this process was 66% (10 non-submissions, four female). Female staff noted this was due to getting enough advice from mentors and being early in their probation. **SAP 5.1** will address this lack of 100% submission of CVs. Two male staff related their non-submission to the teaching-focused nature of their contracts. **SAP 5.2** will specifically target teaching-focused staff to ensure we are maximising their promotion chances on the new teaching-track.

Feedback is given by HOD electronically and followed up by face-to-face meetings with relevant RGD and HOD if requested/required. Staff wishing to be considered for promotion work with RDGs, mentors and HODs to develop their applications.

Recent promotions of four female academics to Professorships have also been supported through the University scheme '*Enabling Women Academics Through the Promotion* Process' which won the 2016 THE Outstanding Contribution to Leadership Development Award (figure 39).

(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.

The 6% and 4% of staff non-submission for REF in 2008 and 2014 respectively is not statistically significant given the low numbers of staff involved. We will continue to monitor and ensure that these levels are maintained into REF2021 and beyond.

Figure 40: RAE/REF Submissions

	RAE2008		REF 2014	
	Eligible	Submitted (% from eligible)	Eligible	Submitted
Female	8	6 (75%)	9	7 (78%)
Male	21	17 (81%)	22	18 (82%)

> **ACTIONS**
>
> **BAP 3.1:** Encourage applications from PhD students and PDRAs (particularly female) for postdoctoral research fellowships

BAP 3.2: Analyse and review the processes for staff appointments at application, shortlisting, interview and appointment stages to ensure good practice and to assess % numbers of female applicants.

BAP 3.3: Ensure positive gender action statement appears on all appropriate job advertisements to encourage female applicants.

BAP 3.4: Discussion session for job candidates and standard induction for new starters at all levels to include information on flexible working, childcare and development opportunities

BAP 3.5: Analyse and review female versus male progression speed through grades

BAP 3.6 : Ensure those on appointment and promotion committees have undergone unconscious bias training

BAP 3.7 In light of survey feedback, make staff aware of how the promotion process works including details on assessment criteria.

BAP 4.2 Promote College mentoring scheme and other types of formal and informal development programmes in department at a variety of levels

SAP 1.1: Rename the SAT the Departmental Equality & Diversity Committee (E&DC), review its responsibilities and its relation with wider equality and diversity committees in RHUL

SAP 4.1: Produce a new 'Teaching in the RHUL Geography Department Handbook' for academic new starters

SAP 4.2: Formalise mentoring process of all ECSs.

SAP 4.3: Insert mentoring guidelines in Departmental Staff Handbook to ensure all mentors and mentees are aware of the requirements

SAP 5.1: Increase the % of staff submitting their CVs for feedback from the Departmental Review Panel (as part of the promotions process)

SAP 5.2: Support teaching-focused staff to apply for promotion using the university's recently-introduced teaching-focused promotion route

SAP 5.4: Promote staff training opportunities within the Department

SAP 5.8: Support technical and administrative staff in career aspirations through applications for regrading or seeking opportunities elsewhere in the university

Our high % of female technical and administrative staff (80% and 83 % respectively, vs HESA benchmark of 46.7 % technical and 83.9% admin) means support for these staff groups is of great concern (**SAP 5.7-9).**

i)   Induction:

All staff attend an induction day run by the College (as described in section 5.1(ii)). At introduction meetings, technical staff run through the HR induction list with the TOM., admin staff with the DM. New staff have termly probation meetings with TOM or DM as appropriate to discuss any issues and training requirements and review progress.

For technical staff TOM has put measures in place to ensure outgoing staff provide detailed calendars and instructions, and that the whole technical team supports the process of settling in and learning the job.

ii) Promotion

At RHUL, as across the UK HE sector, Admin and Technical staff are limited to two ways through which they can progress, either through HERA re-grading (since 2013/4, three of the Technical team have been re-graded [2 females, 1 male]) or through applying for other posts internally or externally at a higher grade than the one they currently occupy. Both routes have clear issues for staff and the department.

Given focus group discussion we are concerned about the impacts of this lack of opportunities for progression on our valued admin and technical teams. Thus our SAP includes actions around supporting the Technicians commitment and the College's new Equality objectives as well as other measures to help combat issues around progression for these staff groups **(5.6-8).**

ACTIONS TO SUPPORT ADMINISTRATIVE AND TECHNICAL TEAMS

SAP 5.7: Promote the career development opportunities, including training, as part of the university's involvement in the Technician Commitment.

SAP 5.8: Support technical and administrative staff in career aspirations through applications for regrading or seeking opportunities elsewhere in the university

SAP 5.9: Encourage administrative staff to shadow colleagues in other departments

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?

RHUL offers a broad range of training opportunities covering teaching, research and leadership development/personal effectiveness, including a programme of training in research techniques aimed at ECS in particular (On-Track).

Female academic staff have taken a wide range of training during the last four years (figure 41). In addition to mandatory health and safety training, E & D and unconscious bias training, female staff have attended:

- Leadership training, one BME SL women has taken two leadership courses, progressing to hold a major admin role

- courses enabling women's promotion

All staff are encouraged to discuss their training needs during the annual appraisal process (see below) and can access information in the DofG handbook as well as the RHUL site. Where training needs can't be met internally, funding can be provided for external training.

All internal courses are assessed using paper and online questionnaires at point of delivery.

Female staff attend more training courses than male staff, but despite **BAP 4.2** targeting training and development, the low numbers of 36 individual trainings over four years are concerning. Yet, 2016 staff survey data suggests that women feel supported to discuss appropriate training. 83% agreed or agreed strongly that they felt comfortable discussing training with their line manager, whilst 61% agreed or agreed strongly that they had been able to add to their skill set in ways that contributed to their career development. **SAP 5.3-4** will promote training, including ensuring appraisers are themselves trained to promote training.

Figure 41: Centrally held University data on Academic Staff Training.

N.B. these numbers do not include staff on their probation training which is focused on the On-Track research skills development programme, nor mandatory staff training (online) in unconscious bias, health and safety and E&D.

	13/14		14/15		15/16		16/17	
	F	M	F	M	F	M	F	M
RHUL Leadership and management	1		1		1		1	1
Inclusive Leadership Programme for Research Team Leaders' (funded by EPSRC) organised by 'People Opportunities'							1	
Stellar HE – Executive Development Programme for Diverse Leaders in Higher Education (funded by RHUL, recognised by the Institute of Leadership and Management (ILM) and supported by HEFCE)					1			1
Project Management							1	
On Track (Research)					2		2	2
Enabling women through the promotions process	1		2		1			
Academic promotions			2					
Emotional Intelligence	1							
CAPITAL [two year teaching programme data here is completion data]		3		1	1	1	3	
Appraisal Training	1						1	2
Total	*5*	*3*	*5*	*1*	*6*	*1*	*9*	*6*

(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.

Our Bronze application detailed the lapse of the appraisal process and its subsequent redevelopment in 2013 (**BAP 4.10, 4.11**). 2016/17 saw 100% uptake of appraisals. Further, 93 % of female staff (and 80 % of male staff) report benefitting from appraisals (Staff survey 2016).

Staff who are on probation (normally 1 year for PDRAs and 3 years for academic staff) are allotted a probation mentor (gender of their choosing) who has received mandatory RHUL probation mentor training for this role. The probation process supersedes the appraisal process. The probation mentor supports them in all aspects of their work, and

is responsible for the annual report (a standard HR form) reviewed by HoD and then the Dean. There is a mid-probation interview with the Dean to check progress and to review departmental support. The HoD reviews the success of the mentor relationship.

The annual appraisal process, mandatory for all non-probationary staff, is an opportunity to reflect on the year, set SMART objectives for the coming 12 months, identify training requirements and any specific support (financial, time) needed. The form is completed by appraiser and appraisee and then passed to the HoD for comments, before being returned to the appraiser and appraise for a final response. Academic staff are usually appraised by the HoD or RGD, or their mentor if a PDRA. All staff can ask for an appraisee of another gender if they wish (**BAP 4.10**). **SAP 5.3** will ensure relevant staff have been on appraisal training and that refresher courses are taken if needed.

(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.

Mentoring:

The DofG has a strong mentoring culture, which **BAP 4.2** aimed to enhance and develop. Since 2014 our staff have been recognised as mentoring role models (Prof Phil Crang [incoming HOD] was awarded an RHUL Staff Recognition Award for Leadership prize in 2016 for his mentoring). ECS feedback and focus group discussions (figure 42) makes clear that staff value the support this mentoring process offers, although some ECR have had a variable experience of it. This indicates a need to further formalise the DofG mentoring process for both mentors and mentees. Our **SAP 4.2, 4.3** will act on this need, including by adding information to the staff handbook. Staff can also request an additional mentor from beyond the department.

Training and information:

To support new staff and ECS, the University runs an on-track training scheme, including workshops on grant writing and research impact. We will continue to support and encourage our new ECS to make use of this through offering lighter teaching loads to allow training (**SAP 4.7**). We will also produce disciplinary targeted grant information to help support ECS to access funding opportunities (**SAP 4.8**), a key issue that emerged from the ECS focus group.

ECS peer-support group:

Aware of the growing number and diversity of our ECSs in 2016 the Department formalised an ECS peer-support group. We recognise that the needs of this growing community are diverse, and they can sit in tension, as some scholars enjoy the support and security of permanent jobs early in their career, whilst others are rendered increasingly precarious. **SAP Priority 4** for sees us focus attention on supporting this group (mainly female given the female profile of our researchers (70%) and our lecturers [67%]). Key to this will be to develop the information flow between ECS and the wider department, including targeted survey questions, an annual focus group, ensuring an ensuring an ECR representative sits on Departmental Research Committee, as well as on SAT. This will be included within their admin workload **(4.4, 4.5,4.6).**

Figure 42: Quotes about mentoring (ECS focus group and discussion)

> *I'm not too sure what to expect from the mentoring relationship. I am not sure what I can ask of my mentor. We don't talk about career plans at all. They are very good with the pastoral side of things, though (Male, fixed-term)*
>
> *While a fixed term lecturer, with the support of staff in the department I applied for and received a three-year post-doctoral fellowship, that further enables me to work from home and be flexible in relation to my daughter. I really believe I could not have gotten any better support to develop my career than what I have gotten at the Geography department at Royal Holloway (`female ECS)*
>
> *What I feel is really is unique about Professor Crang is the way he approaches mentoring, the time he took to really listen to my needs, fears and ambitions, to talk through with me how those might be realistically and healthily achieved, to challenge and guide me – gently but firmly. His mentorship has been one of the highlights of my RHUL career so far and is undoubtedly been a factor in my rapid promotion and grant success. He has provided me with an inspirational model of mentoring (Female professor)*

(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).

Following **BAP 1.1 and 1.5**, we conduct an annual meeting with the whole second year, as well as individual meetings with targeted high achieving students to discuss PGT and PGR processes, applications and funding. Support is given to those students wishing to apply to RHUL or elsewhere, with students being allotted a mentor to work with them on applications (if desired).

Our Masters students report feeling very supported (figure 43). They are encouraged to feel part of the DofG research culture and to be exposed to PhD and ECS role models (54 % of invited seminar speakers are women (see below) **(SAP. 3.4)**. They are also encouraged to discuss their PhD applications with their course mentors and other staff members. Applications for PGR study and funding are supported through application writing workshops and by mentors, including their potential supervisors.

In terms of the PhD community, the department has two DoGS, one focused on supporting current PG students. Each student has at least one supervisor and an advisor, and future academic careers are timetabled for discussion at Annual Reviews and especially the Upgrade process (from MPhil to PhD between months 18 and 24).

This annual monitoring and upgrade process evaluates progress and identifies support needed to explore academic career options and maximise progression possibilities. Students recognise the high quality of supervision that they receive from departmental staff (figure 43).

In addition to courses offered by the Graduate School, the departmental PGR series includes workshops on issues like time management and managing your supervisor, and research groups run seminars and writing workshops, as well as career development sessions (**SAP 3.2** will aim to increase these). Further, in 2017, in response to the recognised mental health concerns within academia, informal reports from supervisors regarding students in distress, and consistent numbers of interruptions (2014/5- 3; 2015/6-2; 2016/7-3) and extensions (2014/5- 2; 2015/6-2; 2016/7-1) the Department launched a PGR Wellbeing programme. This discusses issues around work-life balance, slow scholarship, imposter syndrome and supports writing through 'shut-up-and-write' groups. Feedback from five sessions, each attended by between 3-8 students, has been positive (figure 44). While recognising that addressing serious mental health conditions is beyond our training, this programme enables us to support students and perhaps detect early warning signs, we will continue to monitor and develop this programme **(SAP 3.3, 6.4).**

Figure 43 : Quotes from female PhD students about progression support before and during PhD (e-mail)

Had it not have been for those tutor meetings and the high levels of encouragement, I would not have had the confidence to complete my degree, let alone apply for Masters and PhD funding. This experience gave me confidence in knowing that I would be consistently supported during my postgraduate studies in the department (female PhD student also a UG and MA student at RHUL)

it is only with this support and the dedication and commitment of staff that I have been able to progress in the way that I have from undergraduate to PhD. My PhD supervisor and advisor and some of the leading female academics in the department have supported me at all stages both in terms of pastoral and academic development support. In particular, just having amazing female academics in the department gives me a sort of unspoken support in the faith that I know I deserve to be here... (female PhD student also a UG and MA student at RHUL)

Phil expands the notion of supervision - beyond successful completion of a thesis - to something much more unique: an ability to help students develop originality, creativity, confidence and ownership of their research whilst feeling totally supported and guided by his expertise. He manages to achieve this with an astounding degree of emotional and social intelligence (female ECS ex MA and PhD student of RHUL)

Figure 44: Student Feedback on the Wellbeing Programme (via email)

Thank you for putting so much care into the sessions, and raising a really important topic in our academic circle

A huge thank you for the session today – it was easily the most productive I've been in my PhD, which has been a massive motivator at a time when I really needed it. Also, the self-care sessions have made me feel much more inspired about my PhD already
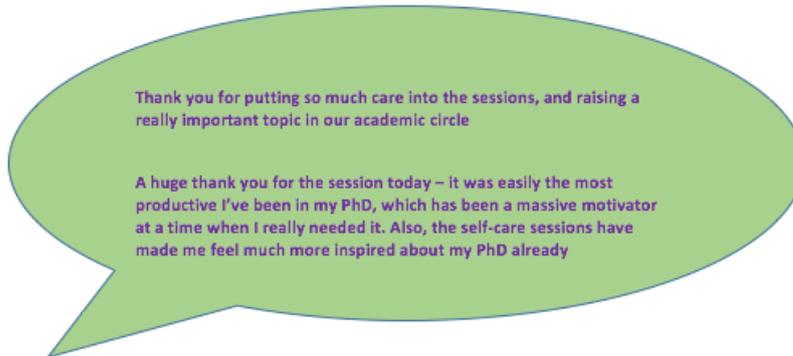
(v)   Support offered to those applying for research grant applications

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

Staff discuss grant applications with HoD, their RGD and/or mentor prior to formulation. In addition to formal grant writing support schemes (On-track), RGDs offer access to sample applications and direct staff to colleagues with relevant peer-review college expertise (we have male and female staff with experience across the RCUK funder portfolio as well as beyond). All grants are peer-reviewed internally ahead of submissions, and budget and impact development support is offered by R & E and the University Impact team. Unsuccessful staff are encouraged to discuss feedback and future options with RGD to support the resubmission of grants where appropriate **(SAP 5.6).**

ACTIONS

BAP 1.1: Obtain UG student data (applications, offers, acceptances) by gender.

BAP 1.5: Make all teaching staff aware of student performance on UG and PGT programmes by gender**.**

BAP 4:2: Promote College mentoring scheme and other types of formal and informal development programmes in department at a variety of levels

BAP 4.4: Ensure departmental policies on equal opportunities and Athena SWAN

engagement are visible and freely-available on web

BAP 4.10: Undertake annual appraisals and allow female staff to request a female appraiser if necessary

BAP 4.11: Extend the formal appraisal process to research staff

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SAP 3.2: Run a series of annual careers sessions for PGT students highlighting academic and non-academic career routes

SAP 3.3: Monitor and develop the PhD student wellbeing programme

SAP 3.4: Promote awareness of Departmental research and pastoral support for PG students

SAP 4.2: Formalise mentoring process of all ECSs.

SAP 4.3: Insert mentoring guidelines in Departmental Staff Handbook to ensure all mentors and mentees are aware of the requirements

SAP 4.4: Include specialised questions for our diverse early career community and their needs in the staff survey – see 1.4

SAP 4.5: Include an ECR representative on the Departmental Research Committee

SAP 4.6: Continue to support the ECS group.

SAP 4.7: Encourage ECRs to attend the On-track researcher training offered at University level

SAP 4.8: Produce a list of small grants and responsive funding for ECRs on a range of contracts to support in career development

SAP 5.5: Evaluate success of mentoring of staff through additional staff survey questions **(see SAP 1.4)**

SAP 5.4: Promote staff training opportunities within the Department

SAP 5.3: Ensure all staff undertaking appraisals have been on appraisal training

SAP 5.6: Offer formal meetings to discuss grant applications in the wake of unsuccessful applications

SAP 5.9: Encourage administrative staff to shadow colleagues in other departments**:**

SAP 6.4: Roll-out Well-being programme from PhD students to wider staff

i)   Training

Following the active encouragement of the DM and TOM (at induction, appraisal and more generally) all of our admin and technical staff have taken at least one training course in the last four years (figure 46). Numbers remain low. The Focus group (figure 45) noted; a lack of suitable courses (especially for technicians) and issues around time away from the dept when teams are small and skills specialised. Technical staff can request specialist external training, for which costs are split between DofG and Organizational Development. TOM and DM will continue their best practices of promoting trainings, and we will support training in general and the Technician's commitment in particular to help develop training and career progression for these job families (**SAP 5.4, 5.6- 8**). University level courses are assessed through feedback forms.

Figure 45: Quotes on Training from female Admin and Technical Staff (focus group)

They are supportive and encourage training, through funding it and giving us time to attend (female Tech staff)

I did springboard and was encourage to do it. I got a lot out of and really enjoyed it. It improved my network (female admin staff)

It would be good if they (RHUL) refreshed the range of courses offered... and offered different courses rather than the same ones (female tech staff)
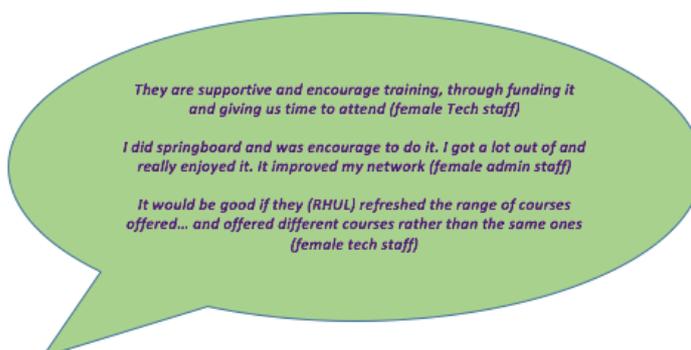
Figure 46: Administrative/Technical staff Participation in University led training Courses.

	2013/14		2014/15		2015/16		2016/17	
	F	M	F	M	F	M	F	M
Springboard			Adm. G1-5, adm (p/t) G1-5				Tech G8	
Confidence and Assertiveness					Admin G2			
Effective 1-2-1s and delegation							Tech G8	
Emotional Intelligence	Tech RH8							
Introduction to project management					Tech G8			
New to team leadership					Tech G8			
Notes and minute taking					Adm. RH1-5		Adm. RH1-5	
Transforming customer experience							Adm fixed/p/t RH1-5	
Understanding grading							Tech RH8	
Totals	*1*	*0*	*2*	*0*	*4*	*0*	*6*	*0*

N.b the specialist technical course taken by our technicians are not logged on this table nor are mandatory trainings around H &S, Equality and Diversity etc.

II) Appraisal and development review

100% of the Admin and Technical teams participate in the annual appraisal process. These follow the same format as the academic process (see above). This has helped increase the number of training courses staff in these teams attend, and in the focus groups was appreciated for the focused time for discussion given.

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

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

As noted above, career progression is a complex issue for admin and technical staff. We are proud that both the TOM and DM have been recognised by their staff, and in the DM's case the University, for their commitment to staff career progression. The following support is offered:

A) Administrative team:
The DM, Faculty Administrator of the Year (awarded by the SU, 2016) and also a 'Certificate of Commendation- Teamwork and Collaboration' (awarded by Registry) is a role model for administrative staff, developing best practice including engagement with:
  i)   Royal Holloway Women's Network (ROWAN)
The DM is co-chair of ROWAN, ensuring events are well publicized
  ii)   Association of University Administrators (AUA)
Active membership of the AUA and the attendance of events is supported with funding if needed.
  iii)   Shadowing programme (see **SAP 5.9**)
The DM has developed a shadowing programme which successfully placed two members of the admin team with members of RHUL admin staff working at higher

grades.

    iv)   The DM is a trained yoga teacher and organizes free classes to help enhance staff well-being.

B) Technical team:

The TOM reported to SAT, and focus groups comments reflect this, that the technical team feel limited in their career progression given the restricted opportunities they have (see figure 47). In 2017 RHUL signed up to the Science Council's Technician commitment, our **SAP 5.7**, will help support our staff to take part in this and lobby to ensure it is beneficial.

Figure 47: Quotes about progression from female Admin and Technical Staff (focus group)

I have been offered to take on new paths and increase my scope which led me to be regraded. But where do I go? What's next? I don't know what the other options are: only to go sideways or somewhere else... (Tech)

We are grade 4s, and there is a lot of disparity between grade 4 and grade 5... I feel that I have been working at grade 5 level for a long time. (Admin)
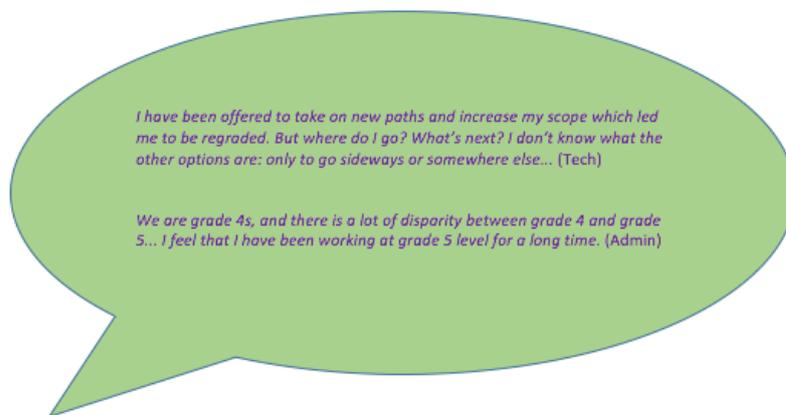
ACTIONS TO ADDRESS ADMIN AND TECHNICAL STAFF ISSUES

SAP 5.4: Promote staff training opportunities within the Department

SAP 5.7 Promote the career development opportunities, including training, as part of the university's involvement in the Technician Commitment.

SAP 5.8: Support technical and administrative staff in career aspirations through applications for regrading or seeking opportunities elsewhere in the university

SAP 5.9: Encourage administrative staff to shadow colleagues in other departments

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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.

Eight staff have taken maternity leave since 2013-2014, 6 academics, 2 admin/technical. staff (figure 48). Maternity leave is guided by University procedures, including meetings to discuss with HOD who arranges teaching cover with DofUGP, usually though buying in fixed-term staff. Given the nature of the labs and equipment within the department,

a maternity risk assessment is conducted once the parent-to-be advises HOD and TOM of her circumstances. The TOM reviews existing risk assessments and identifies and addresses anything requiring attention.

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

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

All women are entitled to 18 weeks leave at full pay, 21 weeks statutory Maternity pay and 13 weeks unpaid, so that one year's leave is possible. Temporary replacements are appointed to cover academic, admin and technical maternity leave. Staff are encouraged (but not required) to use their ten paid 'Keep in Touch' (KIT) days during maternity leave for key meetings or training they may want to undertake. Of the 8 staff taking maternity leave, only five used KIT days. **SAP 6.1** will collect further data on maternity leave takers and their experiences.

Figure 48: Maternity Leave: KIT Days

	2013-2014	2014-2015	2015	2016-2017	2017-2018
Academic staff, PDR, temporary contract	8				
Academic staff, SL, permanent contract		10			
Academic staff, L, permanent contract				6	
Academic staff, L, temporary contract				0	
Academic Research PDR, temp contract					Currently on leave
Academic Research PDR, temp contract				10	
Admin Staff Permanent contract					Currently on leave

Technical staff Permanent contract				10	

(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.

On the return to work (or just before, using a KIT day) it is normal practice to have a meeting with the HOD to develop a 'return to work plan'. This might include, catch-up meetings; updates on practice and policy, identification of training needs and the possibilities of flexible working.

(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.

100% of staff have returned to work after maternity leave, including 6, 12 and 18 months later (figure 50). No staff have had their contracts terminated while on maternity leave. One individual was promoted to Reader (from SL) whilst on maternity leave and 20 months post maternity leave was promoted to Professor, another returned from maternity leave and soon after gained a permanent academic job (previously a PDRA).

Figure 50 : Maternity leavers - Return to Work

Academic year	No, of Mat leaves	Job level	% returns	Six months After return	12 Months after return	18 months after return
2014-2015	1	Senior Lecturer (promoted to Reader while on Mat Leave)	100%	In Reader role	In Reader role	20 months after her return to work this individual was promoted to Professor
2015-2016						
2016-2017	3	a)Lecturer (temp) b) Lecturer c) Technical staff	100%	a)transferred to post-doc role b) still in post c) still in post	a)post-doc is three years lone	a) post doc is three years long

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.

Our one returning technical staff member is still in post almost a year after her return to work. Our administrative team member currently on leave has just been supported in her decision to extend her maternity leave by another three months.

(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.

The Department actively promotes parental leave policies in its staff handbook and online. The HoD meets all expectant parents and outlines the relevant processes. **SAP 6.1** will see these clarified in the staff handbook. Since 2012-3 all parents took agreed leave (figure 51), however male focus group comments indicate that not all fathers feel clear about the leave policies and their workloads on return to work, **SAP 6.1-2** will address this.

Figure 51: Paternity Leave Periods Taken

	No. 2 week pat leaves
2012/2013	1
2013/2014	2
2015/2016	1
2016/2017	0

(vi) Flexible working -

Provide information on the flexible working arrangements available.

Flexible working is available to all staff, with staff up to grade five requesting flexi-time. Figure 52 shows the applications since the centralisation of timetabling in 2015 which formalised previously informal departmental processes. Regarding the request turned down, the small size of the admin team means whilst ideal, it is not always practically possible to accommodate all requests for flexible working and still enable the department to run. The HOD continues to lobby annually for additional Admin team resources to enable the flexible working of all staff.

Figure 52: Flexible Working Applications

	Female applications / % successful	Male applications/ % successful
Academic Staff	4, 100%	4, 100%
Administrative Staff	2, 50%	0
Technical Staff	0	0

(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.

The University has no official policies to enable a transition from part-time to full-time work after career breaks. This will continue to be explored in the staff survey (**SAP 1.4**) and will continue to be discussed at departmental level and actioned through flexible working where possible.

ACTIONS

SAP 1.4: Redesign staff survey and administer every two years
[see also specific new data to be collected listed in actions)

SAP 6.1: Include details of university policies and procedures regarding parental leave, in the Departmental Staff Handbook.

SAP 6.2: Review return to work processes after short periods (less than one month) of parental leave.

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.

RHUL has its roots in Bedford New College, which was founded in 1849 as the first UK higher education institution for women. It has thus long recognised the need for academic culture to, as AS CP 1 puts it, take steps to be able to benefit from the talents of all. As a department we fully endorse this, and intend to celebrate the important role of women at RHUL in the department's Centenary in 2020 (**SAP 7.5**).

A high percentage (88% in 2016) of staff continue to regard the department to be a friendly and supportive place to work (see figure 53). Further, the female administrative and technical staff focus group noted how cultural changes implemented by our

previous HOD David Gilbert, and continued by our current HOD, had improved inclusivity. We cultivate this friendly culture through social activities with staff and students which we review regularly to ensure inclusivity. We recently founded a monthly 'cake catch-up' event (figure 58) in response to ECS focus group concerns around cliques (**SAP 7.1**). We will continue to work with GeogSoc to ensure student-orientated activities are E&D aware, and extend beyond alcohol focused events (**SAP 7.2**).

Figure 53: The Department is a Friendly and Supportive Place to Work
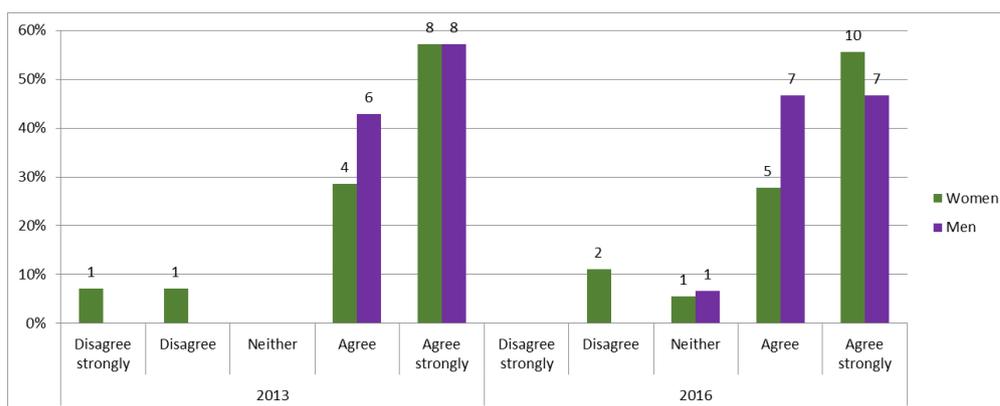
The department has a friendly working environments with cooperative colleagues (2013); The department is a friendly and supportive place to work (2016)

In line with ASCP 7 and 10 we are committed to working with colleagues involved in Stonewall and REC to ensure that we address issues related to intersectionality. This includes incorporating the SAT within a wider E & D committee (**SAP 1.1**). Our SAP also aims actively to engage our student cohort in these discussions (**7.2, 7.3, 7.4**). We will also work with E&D colleagues to adopt techniques such as the LGBTQ 'Allies' programme, connecting students to staff able to offer targeted support.

We recognise that strong female leadership is vital to our research culture, reflecting our commitment to AS CP 2, and the support of women into senior roles (as discussed above). Furthermore, between 2013 and 2016 staff felt that senior staff become more accessible (figure 54) something we believe to be important in helping academics progress through all stages of their careers (ASCP 3 and 5).

In line with ASCP 5 (and following **BAP 3.1**) we have been working to support the transition from PhD to a sustainable academic career and as discussion above suggests this has been successful. We are aware however of the increasingly diversity of issues faced by ECS, not least those who are most precarious. Thus our **SAP Priority 4** responds to issues raised and maintains flows of information to ensure we are able, following Athena SWAN CP 6, to 'address the negative consequences of using short-term contracts'. Further, as discussed in section 3B ii and figure 33, we consider it best practice to use fixed-term contacts sparingly, to replace replace colleagues who have research buy-out or are on maternity leave rather than as general means to increase teaching capacity.

Figure 54: Senior Departmental Staff are Accessible
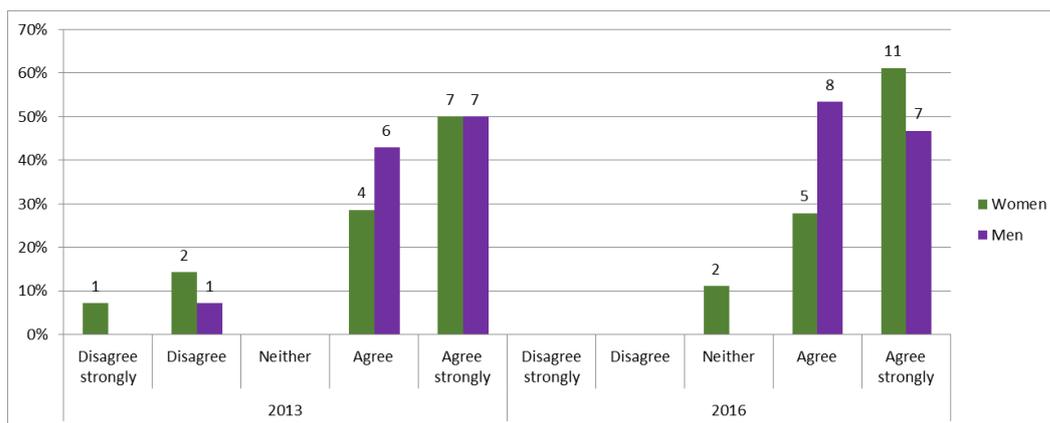
Senior departmental staff are accessible

SAP Priority 5 is committed to boosting <u>all</u> staff careers. Whilst we cannot as a department take responsibility for addressing the gender pay gap that exists in our institution (<u>AS CP 4)</u>, we can do our utmost to ensure that all staff are rewarded for the work they do (e.g. **SAP 5.1, 5.5, 5.6, 5.8**)

As we discuss below, we are concerned by issues of workload, but are gratified to see that between 2013 and 2016 we have improved the work-life balance of departmental staff. Our Bronze actions **(5.2, 5.4, 5.7-9 amongst others)** included core hours policies, good email practice and awareness of the time pressures posed by fieldwork and outreach events. We witness increasingly strong support for core hours policies (from 71 % of staff in 2013 agreeing or strongly agreeing with their implementation to 85% of staff in 2016). Further, we are delighted by a decline in staff who feel disadvantaged if they cannot work late. In 2013, 57% of women agreed or agreed strongly that they felt disadvantaged if they could not say late (as compared to 21% of men). By 2016, only 17% of women thought that they would be disadvantaged if they did not work late (as compared to 7% of men). Together these figures would suggest that we have drastically challenged the often damaging culture of extreme and late-night academic working practices, crucial in the context of wide-spread evidence of mental ill-health within the academy. Following discussion in the ECS focus group we will roll-out the Wellbeing programme from PhDs to wider staff (**SAP: 6.4**).

Our **SAP Priority 6**: **Enhancing staff work-life balance** will continue to build on these good practices. This includes **SAP 6.3** which will encourage a culture of taking days off in lieu, instilling good practices of staff recording and taking days off they are owed. This is important given the weekend working often necessary as a result of role of fieldwork within geography and the introduction of centralized policies of outreach and open days at weekends. We recognize however, that leave practices are especially challenging for small admin and technical teams (see figure 55). **SAP 5.6** enables us to support these groups in the Technicians commitment as well as wider RHUL E&D aims that will hopefully reflect on ways to ease these issues.

Figure 55: Quotes about leave from female Admin and Technical Staff (focus group)

> "It is difficult to find a convenient time to take leave in the summer that fits around everyone else's leave. I cannot plan for leave when I want to take it, but I am restricted to taking it when there is a window of opportunity" (Tech)
>
> "We support students so are expected to be here all the times" (Tech)
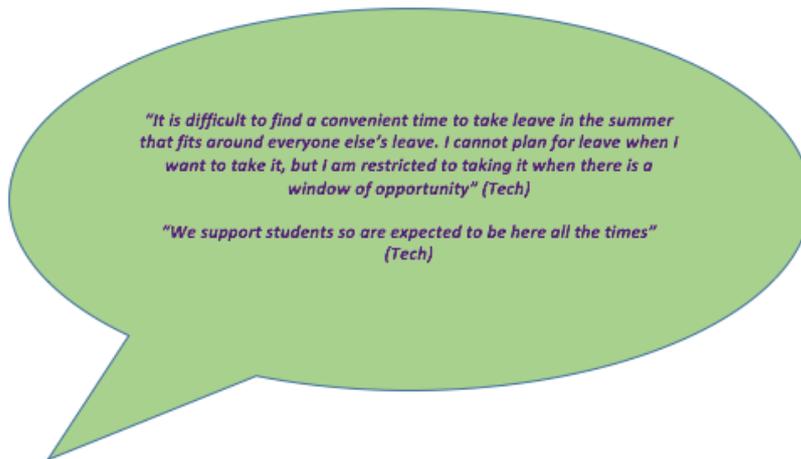
ACTIONS FOR CULTURE

BAP 3.1: Encourage applications from PhD students and PDRAs (particularly female) for postdoctoral research fellowships

BAP 5.2: Hold all key departmental meetings between 10.00 and 15.00 and give at least one month lead-in time.

BAP 5.4 Schedule departmental social events and lecture series so that those with caring responsibilities can attend.

BAP 5.5 Ensure gender balance in external speakers programmes both for department and research groups

BAP 5.6: Ensure gender balance in images of people on departmental webpages, promotional material

BAP 5.7: Monitor gender breakdown of instructors and participants of outreach activities within and outside the department

BAP 5.8: Ensure that during periods of countrywide holidays and discretionary days e-mail traffic is kept to a minimum and no responses are required to any e-mails

SAP 5.1 Increase the % of staff submitting their CVs for feedback from the Departmental Review Panel (as part of the promotions process)

SAP 5.5 Evaluate success of mentoring of staff through additional staff survey questions (see SAP 1.4)

SAP 5.6 Offer formal meetings to discuss grant applications in the wake of unsuccessful applications

SAP 5.8 Support technical and administrative staff in career aspirations through applications for regrading or seeking opportunities elsewhere in the university

SAP 6.3: Encourage academic staff to record and report their days off in lieu as part of the annual leave monitoring process

SAP 6.4: Roll-out Well-being programme from PhD students to wider staff

SAP 7.1: Continue the recently-established monthly cake catch-up event

SAP 7.2: Work with Geog-Soc to ensure a gender aware and BME aware set of student events

SAP 7.3: Run one Equality & Diversity event per year, liaising with university staff and student diversity networks where appropriate

SAP 7.4: Begin a Departmental discussion on teaching 'geography's diversity'

SAP: 7.5: Promote the role of women in the Department as part of the Department's centenary celebrations in 2020

(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 polices.

The 2016 RHUL *Dignity at Work: Anti-Bullying and Harassment Policy* (a guide for staff) contains information on manager responsibilities, complaints procedures (formal and informal) and useful contacts. It is available online and has been circulated to all staff. The HOD, RGD and other staff who act as mentors are aware of these policies, with the information being cascaded through RHUL communication channels by HR and HOD. All staff during the past four years have taken mandatory online E & D training which dealt with bullying and harassment. While DofG staff might be first port of call, HR has ultimate oversight over this process rather than the HOD.

(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.

Fulfilling **BAP 5.1** – 'render transparent and fair committee personnel practices'- we redesigned the staff handbook (2015-2016) including terms of reference for each committee. All committee roles are now advertised within the department by email and

staff are invited to discuss them with their RGD/mentor and apply if they wish. This application process is overseen by the DM, TOM and HOD. Key administrative roles rotate every 3 years. The 2016 Staff survey indicates a 14 % increase in the number of female staff who feel they have the chance to serve on important committees (from 36% in 2013 to 50% in 2016; male figures are 75% and 87%). We will continue the good practice, but there is clearly more work to do here. **SAP 5.3**, **5.4**, will address training and help appraisers to empower staff to seek and apply for these roles if they wish.

All staff (academic, technical-admin and research) are members of the Departmental Board. Other committees demonstrated a varied gender make up (figure 56). Contra to the university trend (see iv. below) women in the department are increasing being involved in prestigious committees. Points of note; female committee work has become increasingly focused on research leadership, rather than teaching; Departmental Review Committee consists of the professoriate reflecting its gender composition; and section 3 discusses the SAT.

Our workload principles (see below) monitor the gender balance on committees, ensuring that nobody, at any career stage, gets overburdened with committee duties.

Figure 56: Committee Composition

	2014-2015 a)Membership no b) % women c) gender of chair	2015-2016 a)Membership no b) % women c) gender of chair	2016-2017 a)Membership no b) % women (c) gender of chair
Departmental Board	20, 32%, F	19, 31.1% F	30, 36% F
Research Committee	8, 38 %, M	8,38 %, M	8, 63 %, M
Teaching Committee	7,14 %, M	7, 29%, M	7, 29 %, M
Post-Graduate Committee	8, 38%, M	6,17 %, M	7, 14%,M
Post-graduate Staff-Student Committee	Staff: 9, 44%, M Students: 8, 63%	7, 29%, M 10, 70%	7, 14%, M 10, 60%
Undergraduate Staff-Student Committee	Staff: 4,50%, M Students: 8, 50%	4, 50%, F 8, 75%	4, 25%,F 8, 50%
Promotions Advisory Committee, post 2015/2016 Departmental review committee	11, 27%, F	11, 27%, ,F	14, 43%, F
Athena Swan SAT	10,70%, M	8,75%, F	10,80%,F
Lab and Field committee	8,50%, M	9,56%, M	9, 56%, M
Departmental Administrative Group	4,75%, F	4, 75%,F	4, 75%, F

(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?

The recent Institutional Athena SWAN Bronze application noted 'major issues with the current committee structures', not only do women hold 50% fewer positions than men, but they also sit on committees with less prestige. DofG actively encourages participation through advertising roles, embedding discussion in the appraisal process, and also by accounting for these roles in both the promotion matrix and within workload principles.

(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.

BAP 4.3 set us action points around ensuring equitable workload and the cultivation of discussion regarding a workload model (WLM). RHUL enables Departments to choose to adopt WLMs, Geography is one of only two departments opting not to develop a WLM. Departmental consultation resulted instead in the development and implementation of a series of workload principles (WLP).

The WLP, introduced in 2014, are monitored by the HOD and staff roles are presented to termly DBs. The WLP covers five key elements allowing for the range of staff roles and contract types: 1) teaching at UG and PG levels; 2) PhD student supervision 3) Internal examining responsibilities; 4) Administrative duties including key roles, applicant visit days and committee work; 5) Research activities.

2016 staff survey results suggest that WLP are working in terms of perceived fairness, and appear to be working better for female staff than male. In 2013 only 21% of female staff agreed, or agreed strongly, that workload allocation around teaching was fair and open (compared to 57% of male staff). By 2016, 61% of female staff agreed teaching allocation was fair and open, compared to only 40% of male staff (the latter figure a drop of 17%, as compared to an increase of 40% for female staff). In terms of the distribution of admin workloads, in 2013 only 7% of female staff thought this was fair and open, as compared to 36% of male staff. By 2016, this had risen to 50% of female staff and 47% of male staff. Again women feel more advantaged by the WLP than men.

HOD allocates duties and discusses issues with line managers and individual staff to ensure that no member of staff is disadvantaged. The WLP are important in appraisals and relate directly to promotion criteria, incentivising all staff to take part in all aspects of WLP (unless their type of job ie. researcher or teaching focused does not require it).

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

2016 staff survey results demonstrate the increasing support for adherence to core hours, from 71 % of staff in 2013 agreeing or strongly agreeing with their implementation, to 85% of staff in 2016 (following **BAP 5.2**) (figure 57). This enables inclusivity around administrative decisions, the research culture and social environment. Best practice includes advertising a month in advance where events are outside core hours.

Figure 57: Departmental Social Events should be held in College 'core hours', 10am-3pm
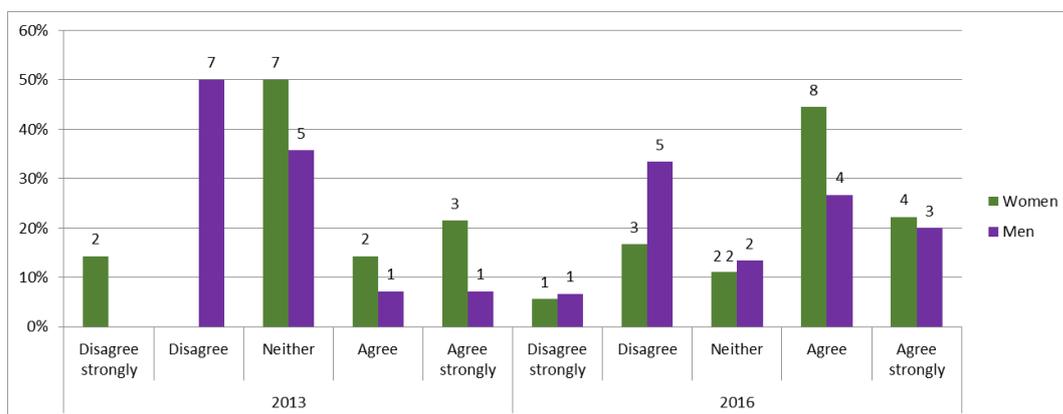
Departmental social events should be held in College 'core hours', 10am-3pm (2013) and Departmental social events should be held in College 'core hours', 10am-3pm, Mon-Fri (2016).

Social gatherings organised by and focused at staff, such as leaving parties, welcome events, or holiday celebrations, such as Christmas parties are held at lunchtime, whilst our monthly 'cake and catch-up' event is hosted at 11 am (**SAP 7.1**) (see figure 58).

Geog-soc hosts an annual programme of student oriented events, where they value staff attendance but do not expect it, and where staff often enjoy building the community. This includes day events, eg BBQs (figure 57) and gender inclusive sports events (e.g Rounders), as well as evening boat parties, formal dinners, and quizzes. Our **SAP 7.2** will help evolve a set of diversity-sensitive events for students (and staff).

SAP 6.3 commits to building a culture of 'in lieu' days, as the issues around the time demands of research fieldwork (often outside the UK) has become compounded of late with the growth of University organised outreach and open days that occur on Saturdays. Staff participation in the latter is via a rota system to ensure an equal division of labour, and Saturday attendance is incentivised to ease pressure on those who can't work weekends. This 'in-lieu' culture will enable staff to take the time owed from their participation in these out of work hours activities.

Figure 58: Top- Geography Cake and Catch-Up Event, below- the Annual Summer Leavers BBQ


(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.

Going to my first department meeting and seeing Katie, our Head of Department, Chairing and steering conversations to make sure that everyone was included, I thought was amazing

Figure 58: Quote around role models from female member of staff (ECS focus group)

With a female HOD, TOM and DM, as well as three female RGD directors and generally excellent female staff we have a strong culture of inspiring female role models (figure 3). Further, **BAP 5.5 and 5.6** helped ensure that these and external role models, as well as diverse student role models were visible within and beyond the DofG (e.g figure 59,60). Our media strategy (social media, web-profile, publicity and departmental boards) is undertaken by the HoD, the Admissions Officer (undergraduate), DOGs, and the Graphics Technician. The 2016 staff survey found that 78 % female staff agree that 'Women and Men are fairly represented in Departmental online and print materials'.

Figure 59: New Departmental Notice Board (renewed annually) Displaying Diverse Student Role Models
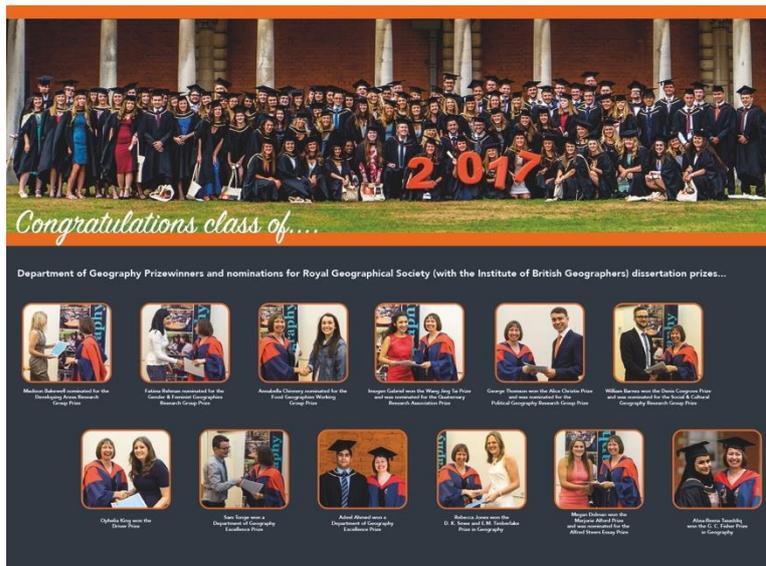
Our **SAP 2.1** will conduct a comprehensive analysis of our visual material, and ensure that this feeds into the presence of the material in the evolving new departmental website (**SAP 1.8**) and takes account of our evolving intersection of AS with BME concerns.

We work hard to ensure the visibility of women from outside the department. As figure 60 demonstrates our events programme (listing high profile and regular events only) includes 54% female speakers and usually includes a female chair (for 5 out of 8 types of events). This strong headline hides some variation which we continue to monitor and address.

Figure 60: External Speakers Invited to the Department

	2014-2015 total of speakers (nb not the same as events)	2014-2015 no of women and % female	2015-2016 total of speakers	2015-2016 no of women and % women	2016-2017 total of speakers	2016-2017 no. of women and % women	Total Speakers / % women
Annual Dept. level Gordon Manley level [nb external speaker usually a professor and HOD chairs] **Chairperson for seminar (HOD)**	2 (to make up for missing year)	1 50% male female	1	0 female	1	100% female	4 50%
Annual London Quaternary Lectures? **Chairperson for seminar Director CQR, external- Danielle Schreve**	2	1 50% female	2	0 female	2	1 50% male (as female unwell)	6 33%
Landscape Surgery (social and cultural research group seminars- sometime numerous speakers **Chairperson for Seminars- Harriet Hawkins and then Veronica Della Dora and more recently ECS Sasha Engelmann**	20	12 speakers women 60% 1 100%	18	13 women 72% 1 100%	28	15 women 54% 1 100%	64 63%
Geopolitics, Justice Development and Security seminars and research events **Klaus Dodds and from 2017 Katherine Brickell**	10	4 women 40%	9	4 women 44%	7	4 57 %	26 46 %
Total speakers and % women	34	18	30	17 57 %	37	57%	100 54%

(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.

Prof Simon Blockley runs outreach activities, supported by all staff and our Geog-Soc representatives and student ambassadors. Our core activities include the annual Science Open Day, a university wide festival that attracts 6000 visitors to celebrate the role of RHUL in promoting science education for women since 1849. College do not hold the data on attendance by gender, **SAP 2.5** will address this.

Over the last 3 years, of 50 staff and students outreach activities (n.b individuals especially HOD might do more than one event) 30 were carried out by female academics (60%) [13 were at grade 8, 7 were at grade 9 and 10 were profs]. A further 2 were carried out by technicians and 19 were carried out by students (figure 61). Events are diverse (from large events like Science Open Day involving multiple people, to smaller more focused lectures). We would note that outreach is accounted for in the WLP, that all staff are expected to play their part, and the diversity of staff grades would suggest this is the case.

A significant proportion of RHUL Geography ambassadors are female students. These are paid roles and also gain points in the RHUL Passport Scheme, which help boost student CVs. Following **BAP 5.7** we will continue monitoring outreach diversity, balancing staff workloads with offering role models. We will also continue to ensure it is worth the time of those largely female students who support activities, and we will work (**SAP 2.2)** to diversify the profile of student ambassadors, following our **SAP 1.1** integration of AS as part of the E&D committee work.

Figure 61: Outreach Activities

	2014-2015 no. speakers	2014-2015 % of women and grades	2015-2016 no of speakers	2015-2016 no. and % of women and grades	2016-2017	2016-2017 % of women and grades	Total speakers and % women
Monday Night lectures	4	50% F- G8 F- G9 M- G8 M- G9	2	50% -F- G9 - M- G9	2	50% M- G8 F- G8	8, 50%
Annual Science open day **This includes** **Speakers,** **Geog Soc Ambassadors**	10	60% Prof- 2 (2 Female) G9-1 (F) G8- 1 (M) UG Students: 6 (3 F)	12	67% Prof -2 (2 F) G8- 2 (1 F) Technical team: 2 (1 F)	N/A	N/A	22, 63%

				UG Students- 6 (4 F)			
Roadshows and multi-school events	N/A	N/A	N/A	N/A	11	64% Prof- 2 F G9-1 M G8- 1 M 4 UG Students 3 female 1 male 3 PG students 2 female 1 male	11, 64%
Major events in college	3	100% Prof G8 x 2F	6	50% Prof- F G9- F, M G8- 2M, 1 F	N/A	N/A	9, 75%

ACTIONS

BAP 4.3: Ensure equitable workload across the department

BAP 5.5: Ensure gender balance in external speakers programmes both for department and research groups

BAP 5.6: Ensure gender balance in images of people on departmental webpages, promotional material, Twitter feed etc.

BAP 5.1 Make explicit terms of reference and composition of all departmental committees, and ensure that there is fair gender distribution of membership

BAP 5.2 Hold all key departmental meetings between 10.00 and 15.00 and give at least one month lead-in time.

BAP 5.7 Monitor gender breakdown of instructors and participants of outreach activities within and outside the department

SAP 1.8: Use the new university website (going live in June 2018) to showcase the Department's equality and diversity activities

SAP 2.2 Diversify the profile of student ambassadors involved in outreach and applicant activities

> **SAP 2.5:** Collect data on gender, school (& ethnicity of participants in outreach events, and develop action point based on data from 2018-19 to ensure that outreach events target a diversity of potential applicants
>
> **SAP 5.3** Ensure all staff undertaking appraisals have been on appraisal training
>
> **SAP 5.4:** Promote staff training opportunities within the Department
>
> **SAP 5.5** Evaluate success of mentoring of staff through additional staff survey questions (see SAP 1.4)
>
> **SAP 5.6** Offer formal meetings to discuss grant applications in the wake of unsuccessful applications
>
> **SAP 6.3:** Encourage academic staff to record and report their days off in lieu as part of the annual leave monitoring process
>
> **SAP 7.1:** Continue the recently-established monthly cake catch-up event
>
> **SAP 7.2:** Work with GeogSoc to ensure a gender aware and BME aware set of student events

Word Count: 6327

> **SILVER APPLICATIONS ONLY**
>
> **6.   CASE STUDIES: IMPACT ON INDIVIDUALS**
> **Recommended word count: Silver 937 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.

word count: 932

7.   FURTHER INFORMATION

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

We are proud of DofG activities that support women in geography and that promote gender scholarship in research and teaching. During the recent UCU strike, the SAT lobbied Senior Management to recognise pensions as an E&D issue. In a public statement the Principal acknowledged the need to include E&D in future discussions. Highlights of our other activities include:

RoWaN and AUA:
DM Moya Watson co-chairs RoWaN and is an active AUA member. Her advocacy for administrative staff career development has positively shaped cultures within the DofG and RHUL.

Women in Quaternary Science:
Prof Danielle Schreve is an important role model. A former Dorothy Hodgkin Fellow, she was President of the Geologist's Association and Vice-President of the Quaternary Research Association, she was a Leadership Foundation Aurora Programme mentor (2014-15).

In addition to Celia our other female ECS role models include Dr Alice Milner, whose agenda setting DEFRA collaboration improves links between research and policy, and pioneering science communicator Dr Bethan Davies (e.g. AntarcticGlaciers.org).

Our postgraduates (50% committee female) organised the Postgraduate Quaternary Research Association Symposium (2017), including sessions on career development.

Royal Geographical Society:
Departmental Staff play key roles in the Royal Geographical Society (with Institute of British Geographers), a world leading Geography Societies and a key site for gender advocacy in Geography.

Prof Katie Willis, Vice-President for Expeditions and Fieldwork, is responsible at the highest disciplinary level for addressing issues around equality and diversity in Geography Fieldwork.

Dr. Vandana Desai is a founding members of the Race, Culture and Equality Working Group. Her 2017 paper 'BME students and Staff in Contemporary British Geography' contributed to the group's special issue on race in the academy.

Prof Katherine Brickell is Chair of the Gender and Feminist Geography Research Group (GFGRG) and Prof Harriet Hawkins is Chair of Social Cultural Geography Research Group and sits on GFGRG committee (since 2010). Here they advocate for the place and profile of female scholars and gender scholarship through; developing teaching resources; ensuring recognition for female role models via nominations for RGS Medals and Awards; advocacy for ECS wellbeing and mental health; development of mentoring schemes.

Other RGS activities include Drs Al Pinkerton's and Rachael Squire's organization of a Political Geography conference on 'Fieldwork' including addressing gender issues.

Postgraduates (committee 50% female) organized the Post-Graduate Forum Mid-Term Conference (2018), including sessions on mental health and career development.

Gender Scholarship and Teaching:
DofG is a key site for scholarship on the geographies of gender and the gendering of Geography (e.g by Profs. Brickell, Hawkins and Willis as well as Drs Dauncey, Desai and Keighren). Prof Brickell is editor of Gender, Place and Culture, Geography's leading gender journal. We teach gender across our undergraduate and master's curriculums, supporting undergraduate and masters dissertations on diverse topics e.g. everyday sexism in the University, gendered experiences of sustainability, and women's use of Informational communication technologies for development. We also support gender related PhD and Post-Doctoral topics, including violence against women and girls in Kenya, Cambodia and the UK, women in Japanese Social Movements; technology and female education in the global south, and migration and female genital mutilation.

word count: 522

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.

LANDSCAPE PAGE

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