

Athena Swan renewal application form for departments

Applicant information

Name of institution	Royal Holloway, University of London
Name of department	Department of Geography
Date of current application	31 st July 2023
Level of previous award	Silver
Date of previous award	18 th October 2018
Contact name	Dr Vandana Desai
Contact email	V.Desai@rhul.ac.uk
Contact telephone	

Section	Words used
An overview of the department and its approach to gender equality	2953 words 453 additional words used for restructure and COVID-19 discussion in both HOD's letter and across the text.
An evaluation of the department's progress and issues	3769 769 additional words used for restructure discussion and COVID-19 discussion across the text.
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	6722 [allowed total 6750] 5500 plus 1250 from additional word count allowed- see email below.

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

From: Athena Swan <Athena.Swan@advance-he.ac.uk>

Sent: Wednesday, May 10, 2023 8:16 AM

To: Desai, V <V.Desai@rhul.ac.uk>

Subject: [EXT] RE: Additional Word Allocation- Geography (Silver renewal application), Royal Holloway

Dear Vandana,

Many thanks for your email regarding this. Yes, I can confirm that you are eligible to use the additional 500 words to address the impact of the Covid-19 pandemic and up to 750 words to address the organisational restructure. Please paste this email into your application at the start so that the panel are aware of the additional word allowance. Please also note in the word count table where you have used additional words.

There is further detail of the word allocations and use on page 59 and 60 of the Departmental Information pack, available for download here: [Transformed UK Athena Swan Charter: Information pack and application forms for departments | Advance HE \(advance-he.ac.uk\)](#)

Do let us know if you have any further queries regarding this.

Kind Regards

Liz

Equality Charters Team

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SECTION 1: AN OVERVIEW OF THE DEPARTMENT AND ITS APPROACH TO GENDER EQUILITY

1.1 Letter of endorsement from the Head of the Department



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18/7/2023

Dear Athena SWAN Assessment Team,

As Head of the Department of Geography, Royal Holloway University of London (RHUL), it gives me great pleasure to support this Athena SWAN Silver award renewal application and to confirm our pledge of commitment to the Athena SWAN Charter principles. I took up the role in August 2021 and at that point re-joined the SAT and the EDI committee, having chaired the SAT between 2012-2014, leading our first Bronze award application. As someone actively involved in championing women in science, including as mentor for Royal Society early career researchers and for the Aurora Programme, it is a pleasure to be able to bring this experience to the committee.

Since our successful 2018 Silver award, the positioning of EDI in RHUL has undergone a step-change, including the launch of RHUL's 2023-2028 EDI Framework, championed by Senior Management and informed by all-staff consultation. We have new female leadership at the highest institutional level, including our new Principal, Professor Julie Sanders (from Autumn 2022). In Summer 2023, a new EDI leadership structure was launched including a Vice-Dean for EDI at School level. This strategic support will enable us to progress towards our 2028 goal of an Athena SWAN Gold Award.

Since our Silver Award our Department's working life has undergone significant changes, with considerable impacts for our EDI action plan. In 2019, RHUL reorganised departments into Schools, consolidating administrative functions, resituating leadership roles, and bringing possibilities for shared learning. This major restructure, together with the impacts

of Covid-19, has brought many challenges, but we are excited for the possibilities it offers and proud of our progress in three key areas:

- 1) **Embedded EDI** – Unifying the 7 priorities of our 2018 action plan (PAP) and in line with the Athena SWAN charter (1a) was our concern to embed EDI across all aspects of our research and teaching activity and ensure cross-departmental ownership of EDI work. Our actions have resulted in 93% of the department confirming their awareness of EDI activities, and 78% of the department attending an EDI event between 2020-22) [data from SS22/23]. Our FAP is designed to continue to enhance EDI ownership across the department.
- 2) **Intersectionality** – like the AS charter (4), our PAP recognised the imperative for EDI excellence to be framed by intersectional concerns. While our small size presents challenges for intersectional data collection and reporting, we have made significant progress in this area, with nationally recognised activities to support students of colour from pre-HEI to Doctoral level. Our FAP recognises that more work is needed in both ensuring we have detailed data sources and appropriate actions.
- 3) **Modelling Good Practice** – A number of our 2018 PAP actions, and those emerging since 2018 have become models of best practice within the School, RHUL, the wider discipline and sector. Our FAP draws on new EDI leadership at School and Institutional level to enable us to scale up our activity and to evolve our data collection practices to inform our AS Gold application.

Our priorities over the next five years have been designed to help us take advantage of the benefits School structures offer for our EDI work as well as monitor challenges, including around workload. We are prioritising three areas of action:

- 1) **Enhancing feelings and practices of inclusivity:** While 81% of staff and 92% of students agree the department is a welcoming, friendly and supportive place, this represents a drop in staff agreement and student data reveals some groups have less positive departmental experiences. Our FAP includes actions to address a range of dimensions of this issue.
- 2) **Supporting and empowering our students:** While our department meets or exceeds gender and ethnicity HESA benchmarks, resonating with AS Charter point 2 we will ensure we continue to empower all our students to achieve their potential. This includes our discipline-leading mentor programme and our buddy support system.
- 3) **Facilitating career development opportunities for all staff:** FAP actions will tackle the complex picture presented by staff experiences of career development and support. This includes the challenges faced by our hugely valued Technical staff who face sector-level challenges around career advancement.

In each of these areas we will ensure that EDI remains embedded across all we do; that our EDI actions are informed by intersectionality, and that we continue to share our best practice. We are excited by the possibilities RHUL's new structures offer to help us both to achieve our EDI aims and to act as a beacon of good practice for the sector.

Yours faithfully



Danielle Schreve

Head of Department, Geography

1.2 Description of the department and its context

The Department of Geography (DofG) is based in the School of Life Sciences and the Environment at Royal Holloway, University of London (RHUL) (Figure 1). We are based in a single building on the main campus in Egham, Surrey and conduct some PGR work in RHUL's base in Bloomsbury, central London. We have a distinctive, ambitious research and teaching profile, and in UK REF 2021 were placed = 5th (by GPA) in Geography and Environmental Studies and in the last four years, we scored an average 93% for overall student satisfaction in the National Student Survey and in 2022 were 4th in the UK for Student Experience (Times Good University Guide). Reflecting our philosophy of wider engagements and influence (Table 28), our staff lead on major EDI projects across the discipline, including with the Royal Geographical Society (Desai *Geography for All*; Squire, *States of Precarity- The Effects of Early Career Academic Precarity*) and the wider sector (*Racial Justice Fellowships*, Hawkins, UKRI/ AHRC). This is indicative of the commitment and energy that we put into research, teaching and the creation of inclusive departmental and disciplinary cultures.

In the UK context, we are a medium-sized geography department. In 2022 the department had 29 academic (teaching & research) staff (45% female, up from 41% in 2017), three teaching-focused members of staff (all male) and eight research-focused staff (50% female, down from 70% female in 2017) (Tables 14-16). Integral to our team are our five professional and technical operations staff (80% female, (Table 20). Administrative staff, other than one on a large research project, are now homed at School level (a change from our 2018 award). While our staff numbers appear relatively stable (see Table 14) workload concerns have been intensified by the number of staff with buy-out, including research grants or through the uptake of strategic School leadership roles (see Figure 2). Whilst some research grants bring in additional temporary staff, the School roles do not, leading to a loss of department resource despite staff numbers appearing stable. Departmental policy is to avoid short-length fixed-term contracts wherever possible, designing our posts to maximise career development for all our talented ECS. Our fixed-term staff (9 in 2022; 60% female) fall into two categories; i) fixed-term researchers, who hold prestigious research fellowships from the British Academy or Leverhulme or are linked to UKRI/ERC grants (8 in 2022), and ii) multi-year teaching, or teaching and research lectureships (1 in 2022) which enable us to position staff to take up research fellowships or permanent academic roles (Tables 16, 17 & 18).

Our student numbers have fluctuated since 2018, reflecting challenges across the sector and within Geography in particular. We admit 80-100 undergraduates (61 % female 2022-23) annually, with a consistent gender profile and in line with sector HESA data (59% female) and exceeding sector figures for ethnic diversity (Table 34). While we offer both BA and BSc degrees, programme flexibility means there is no simple division between BSc focusing on science-based geography and BA on a more social science or humanities approach. Of our annual intake of 25-30 PGT students, the gender profile varies considerably from year to year in all programmes (Table 10). Our 10 undergraduate and postgraduate programmes include both physical and human geography. Our personal tutor system oversees UG and PG students' progress, providing a consistent touchstone for academic and pastoral support. We have 74 postgraduate research students (72 % female up from 59% female in 2018, with the pattern over the last five years being about two-thirds female (Table 10). Our three research groups (Centre for Quaternary Research; Social, Cultural and Historical Geography and Geopolitics, Development, Security and Justice) offer staff and students intellectual and administrative homes within the wider department.

Since our Athena SWAN Silver award (10/18) we have undergone a major institutional restructure. In 2019, our departments were reorganised into Schools, with the latter superseding departments as the primary administrative and academic units of RHUL (Figure 1). Geography was placed within the School of Life Sciences and the Environment, alongside Biological Sciences, Psychology and Earth Sciences (thus spanning Science, with some Social Science and limited Arts and Humanities scholarship). This process was originally intended to have primarily administrative functionality offering shared administrative support and streamlined leadership aiming to build cross-School capacity and reduce costs and workloads.

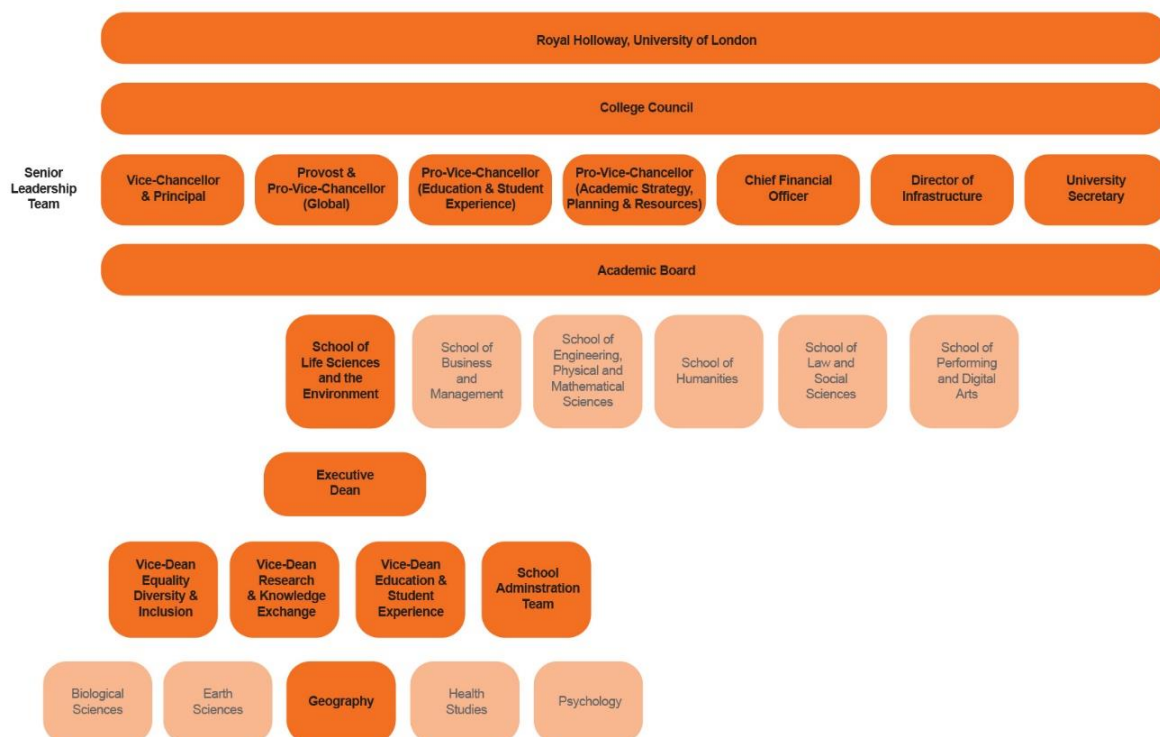


Figure 1: Royal Holloway’s organisational structure, Summer 2023

The creation of Schools included new leadership structures (see Figure 2). The Executive Dean for LSE is Professor Klaus Dodds (Prof Tamar Pincus, 2019-2022), activity is supported by a range of cross-School directorship posts and all departments retain their own Head of Department (Figures 2 and 3). For Geography in 2018-2021 this was Professor Philip Crang, and from 2021-current this is Professor Danielle Schreve. In 2022 some of the School directorships (Research, Education and EDI) were replaced by Vice-Dean roles with additional time buy-out and financial reward in recognition of required leadership.

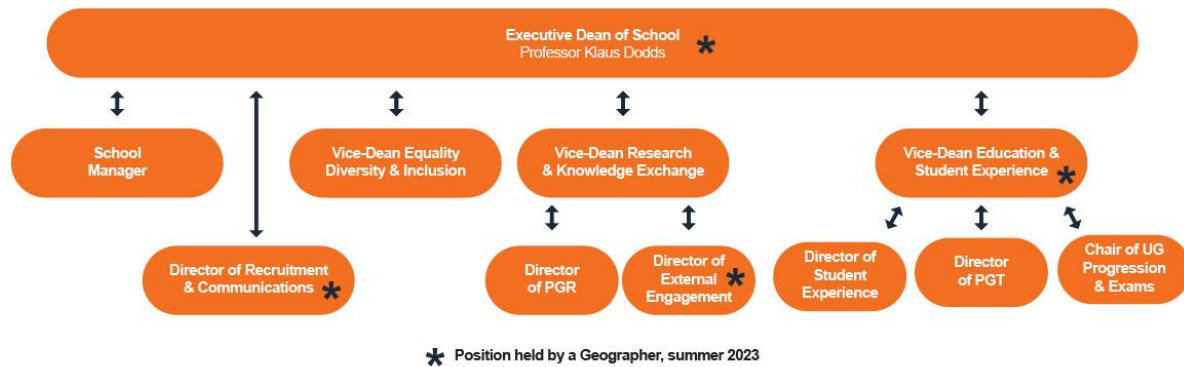


Figure 2: Administrative structure of the School of Life Sciences and the Environment, Summer 2023

Within the Department we have retained key administrative roles to coordinate departmental research and teaching activity, and unit functionality (including EDI, communications, lab and field infrastructure) (Figure 3). The role-holders liaise with their School level counterparts and organise regular meetings with relevant DofG staff. The terms of reference for these roles and coordinating groups/ committees are available in the Departmental Staff Handbook. All staff are expected to take on administrative roles as part of our workload principles (WLP).

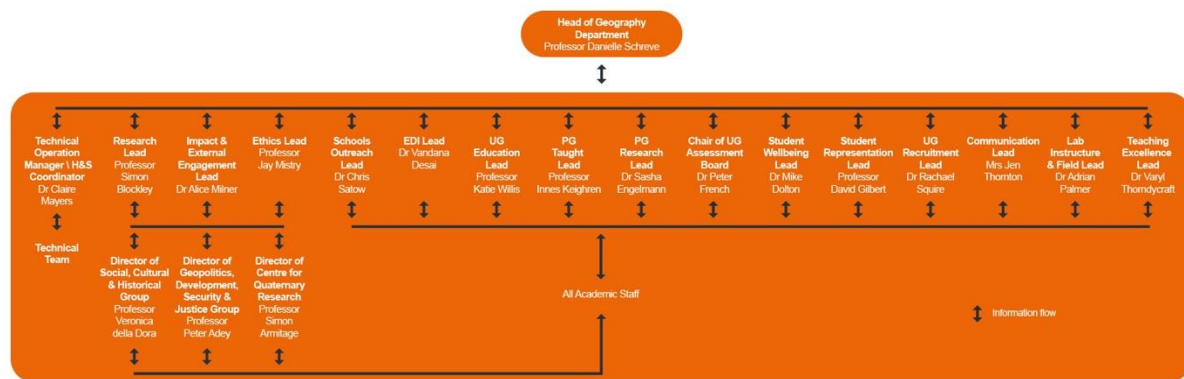


Figure 3: Administrative structure of the Department of Geography, Summer 2023

We have been advancing our AP (Action Plan) since submission of our application for AS Silver in Spring 2018. We had hoped to be in the position to apply for AS Gold, however, COVID-19 combined with this major institutional restructure (unforeseen at time of application) impacted activities. Despite some challenges, across this form we highlight three key departmental EDI achievements since our 2018 award; embedding EDI across the Department; adopting an intersectional

approach; and modelling good practice within the Department, institution, the discipline and the sector.

3. Athena Swan self-assessment process

1) Description of the self-assessment team

The SAT membership (N= 13, Table 1) is constituted by the Department's Equality, Diversity and Inclusion committee. This committee evolved as a result of **PAP 1.1** and **1.5** and is formed of staff across job roles, contract types and demographics to ensure a diversity of perspectives. The HoD and EDI Lead are on the SAT due to their administrative roles. There are also UG and PG student representatives. Dr Desai's work as EDI lead and SAT Chair is her DofG administrative contribution and is recognised within WLP as a key administrative role. The SAT committee's roles are recognised within WLP as part of the committee work all staff do. Our SAT and our EDI committees overlap to ensure that we consider EDI intersectionally, and, to facilitate the incorporation of SAP actions into departmental EDI activities and enable wider EDI discussions to inform the evolution of the action plan.

Table 1: SAT Membership, academic year 2022/23

	Sex	Job Title and description	Experience brought to SAT
Kanisha Ananthan	F	2 nd year Undergraduate student	UG student EDI Rep
Vandana Desai	F	Senior Lecturer FT open-ended contract (PT, 2004-15)	Dept EDI Lead & SAT Chair. Led Silver Athena Swan application 2018.
Sasha Engelmann	F	Senior Lecturer FT open-ended contract.	Dept PGR Lead. ECR rep on School Research Committee.
Harriet Hawkins	F	Professor FT open-ended contract	Co-Director of the RHUL Centre for the GeoHumanities (2015-23) & Lead on AHRC Techne DTP (2018-23; SAT member Silver Athena Swan application 2018. RA to SAT Chair.
Jasmine Joanes	F	ESRC funded PhD student	PG EDI student rep. Leads DofG EDI Reading Group
Innes Keighren	M	Professor FT open-ended contract	Postgraduate Taught Lead. SAT member for 2018 Athena Swan application.
Bushra Khalfan	F	3 rd year Undergraduate student	UG student EDI rep
Celia Martin-Puertas	F	Postdoctoral Researcher: UKRI Future Leader Fellow Open-ended FT lecturer contract on	ECR in STEM. SAT member for 2018 Athena Swan application

		completion of fellowship	
Claire Mayers	F	Technical Operations Manager (TOM) FT open-ended contract	Line manager for DofG technical team. SAT member for 2018 Athena Swan application
Chris Satow	M	Teaching-focused Lecturer FT, fixed-term contract	Joined dept since last Athena Swan application. Fixed-term TF staff. Schools and Outreach Officer
Danielle Schreve	F	Professor FT open-ended contract	Current HoD. Former Athena SWAN SAT Chair (2010-2013), SAT member for 2018 Athena Swan application.
Aadil Sonvadi	M	3 rd year Undergraduate student	Undergraduate student EDI rep
Katie Willis	F	Professor FT open-ended contract	Undergraduate Education Lead. HoD for Silver Athena Swan application 2018.

II) The self-assessment process

Central to our self-assessment process are the following six overlapping activities:

1) The SAT has scheduled termly meetings (x3 a year)

The SAT meet termly within EDI committee meetings. During COVID-19 these meetings moved online and specific discussions were held around both maintaining the continuity of EDI activities and evolving new actions to support the challenges faced by staff and students. In the wake of the restructure the action plan required major review and refinement (discussed further below). SAT members are required to attend 80% of all meetings (each 2 hrs long).

2) Working Groups were convened around specific strategic objectives

- i) To achieve specific PAP) actions and to evolve/ deliver new actions (e.g. ring-fenced PhD funding for BGM (Black and Global Majority) students)
- ii) To reflect on and incorporate feedback on our Silver application into the PAP
- iii) To monitor and evaluate data collection practices, especially in the context of the restructure
- iv) Coordinate the data analysis and final assessment processes for the renewal
- v) Draft the application, act on consultation results and finalise the application.

3) Embedding of PAP within the department

The PAP and its monitoring and evaluation by the SAT is embedded within the activities of the department through both SAT composition (described

above) but also through the following practices; i) regular (x2 termly meetings) between the SAT chair and HOD, and ii) termly reports at departmental meetings where EDI is a standing agenda item; iii) from Autumn 2023 one departmental meeting a year will be dedicated to EDI data reporting and AP strategy at departmental level (**FAP action 1.9**).

4) SAT Integration with wider institutional EDI activities

The SAT Chair is also the DofG EDI Lead and in this latter role sits on the School EDI committee, ensuring dialogue between DofG, LSE and RHUL initiatives. Dr Desai has also been part of the teams that have successfully renewed institutional AS Bronze (2017) and RACE Charter Mark Bronze (2019) and achieved a Stonewall Gold Award (2023). Dr Desai also shapes discussions of AS activity within the wider discipline through her membership of the Royal Geographical Society AS working group. Departmental, School and Institutional activities are supported by Dr Katerina Finnis (RHUL EDI Manager) and her administrator, and by Professor Narender Ramnani (LSE Vice-Dean for EDI, starting Summer 2023). Institutionally, our VC Professor Julie Sanders, alongside our University Council, have overall responsibility for EDI. The RHUL EDI Committee (including all EDI Vice-Deans) is chaired by Professor Tracy Bhamra (our PVC) and drives the development and implementation of the Equality Framework 2023-2028. The EDI Committee reports to the University Executive Board and works with key EDI groups and leads in Professional Services to embed all EDI Principles.

5) Staff and student survey

Our **PAP (1.4)** identified the need to evolve the anonymous all-staff departmental survey to ensure we captured the data needed and to develop a student survey (**PAP 1.6**). Our initial plan to run these new surveys every 2 years (from summer 2019) was challenged by the restructure's initial lack of clarity over EDI leadership, and then by COVID-19. In 2020/1 and 2021/2 both RHUL and UCU ran staff surveys including COVID-19 monitoring. Low response rates were understood to indicate survey fatigue and so we delayed our own survey until early 2022/23 (SS22/23 when cited). Students too reported survey fatigue, especially at PGR level, and as such we also delayed this survey until 2022/3 (STS22/23 when cited). In addition to the AS cultural survey questions, our survey included open and closed questions and covered wider EDI concerns. Our response rate of 74% increasing from 67% in 2016 and 60% in 2013, we believe reflects our work on departmental buy-in around EDI. We are unable to express response rates by sex and/or gender, as this would be to identify people and also risk a failure to respect people's wishes around gender identification (see also section 2.1 below). Our student response rate was 15% (N=50) and of respondents 74% identified as female, 22% as male and 4% other/preferred not to say. Our **FAP Priority 1** contains a series of actions aiming to raise awareness of EDI activities amongst students and hopefully boost these response rates in future. Further, we will work with the School Vice-Dean for EDI to hopefully streamline data collection

processes intersecting them more strategically with institutional monitoring (**FAP 1.9**).

6) Consultation

Staff and students were involved in the development of this application in the following ways:

- i. Separate staff and student workshops to present preliminary survey analysis and open discussion about actions to address issues of concern. These fed directly into FAP priority and specific action development.
- ii. Targeted discussions with staff in particular roles to help in the development of SMART actions and the overall application narrative.
- iii. Circulation of draft action plan for feedback from staff and student representatives.

Writing the Renewal Application:

Application writing was led by a SAT strategic sub-group, made up of the SAT chair Dr Desai, and two other members of the team, Professors Willis and Hawkins, both of whom supported the production of the Silver application. This sub-group worked alongside the wider SAT and Dr Finnis to assemble, analyse and present the collected data and the results of the consultation processes, and to draft application materials including the FAP.

III) Future plans for SAT

Our five-year goal is to work towards an application for Athena SWAN Gold. As well as delivering on, reviewing and extending our action plan we will do the following:

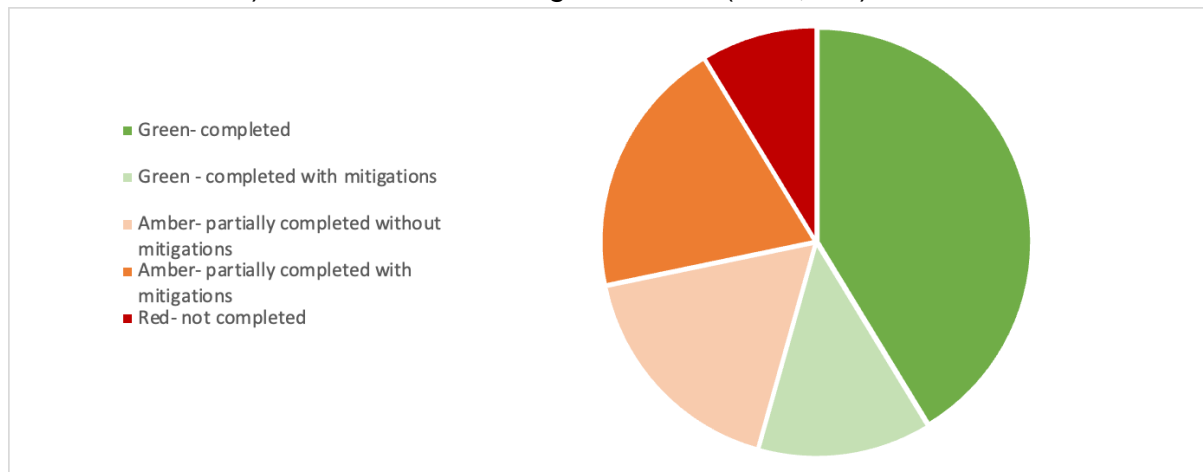
- i. Regular meetings: The SAT will remain embedded within the EDI Committee, with termly scheduled meetings, departmental feedback and consultations. Its constitution will be reviewed every two years to ensure representation from roles and grades and boost staff buy-in, and will change as people move on from their departmental leadership roles (usually a three-year term, see **FAP 3.6**). We will also focus one whole-departmental meeting a year on EDI activities, including data presentation and action review (**FAP 1.9**).
- ii. New support from Senior EDI Leadership, including the Vice-Dean for EDI will help streamline activities including data-collection and tackle workload challenges whilst enabling us to scale-up the ambition and reach of our activities (**FAP: 1.8; 1.9; 3.6; 3.7**).
- iii. The monitoring of the FAP will continue to be an agenda item at EDI committee meetings and we will conduct annual RAG ratings to monitor and evaluate actions, their progress and success.

SECTION 2: AN EVALUATION OF THE DEPARTMENT’S PROGRESS AND ISSUES

2.1 Evaluating progress against the previous action plan

Methods of implementation, iteration and evaluation

The implementation of the AP is the responsibility of the Departmental EDI committee, SAT and individual staff with actions in their administrative role’s remit. Action review is a standing item on EDI meeting agendas, and reports on specific actions are presented as appropriate. An annual review of all actions and action plan occurs at the start of the academic year. Actions are monitored and evaluated using quantitative and qualitative data including surveys, workshop discussion and departmental meetings and events, including EDI events. Actions are refined, added or marked as ‘Red’ as appropriate. For example, restructuring relocated administrative staff to School level and so related actions were either mitigated and edited (**PAP 5.7, 5.8, become FAP 3.1**) or marked as no longer relevant (**PAP, 5.9**).



Action Status	No of actions	% of total actions
Green	25	54%
Completed without mitigations	19	
Completed with mitigation	6	
Amber	17	37%
Partially completed without mitigations	8	
Partially completed with mitigation	9	
Red Not completed	4	9%
Total Actions	46	

Figure 4: Status of actions from the 2018 Silver Action Plan

Main barriers and facilitators

The assessment of our actions undertaken in Autumn 2022 (Figure 4) indicates that since 2018 we successfully completed 54% of our 46 actions (with or without mitigations). 17 actions (37%) were either rated amber, or amber with mitigations in progress, and 4 actions (9%) were not delivered. Further, 33% of our total actions required mitigation (both green and amber rated). Below we reflect on four key barriers and facilitators of these results (restructuring; Covid-19; data collection; support for Technical Staff), our responses and main learnings.

1)Restructuring

The move to a School structure has been both a barrier and a facilitator to our action plan, responsible for 100% of red-rated actions and for 80% of the mitigations. Key dimensions of this impact include:

1.

A) Process centralisation

The move to Schools significantly reshaped staff and student-facing processes. Impacts include the relocation of Departmental administrative support teams (including finance and student support) and some processes (such as promotion and training) to School level, reducing overall and targeted support for staff and students, impacting especially **PAP Priority 3 and 4**. Aspects of our PGR activity have been centralised to the new Doctoral School. As such, our actions have shifted from programme delivery to monitoring, supplementing and advertising Doctoral School work (e.g **PAP; 3.2; 3.3; 3.4; 3.6**). Our commitment to understanding and supporting the needs of our departmental Early Career staff group remains, but our actions had to evolve, for example the School Early Career network replaced our departmental group (**PAP 4.6**). Budgets were also centralised to School level, restricting our autonomy over activity development (e.g. **PAP 1.9** ended).

Other aspects of activity, such as admissions and outreach are now led from the Institutional centre, requiring action refinement or ending, especially in **PAP Priority Area 2 'Encouraging diversity in Applications at UG, PGT and PGR'** (e.g. **2.2; 2.3**). In recognition of this, and our outperforming of HESA benchmarks for UG (gender and BGM) and PGT/PGR (gender) (see **PAP 2.1**) our **FAP Priority Area 2 foregrounds 'Supporting and Empowering Our Students'** and renews focus on key actions such as **FAP 1.5** around PGT pipeline issues, taking advantage of the collective action which might be possible with EDI organised at School Level.

As the Schools bed down, we are leveraging their possibilities within our EDI work (see C below), as well as developing actions to monitor their effects on our department (**FAP 1.9; 3.6**). We have committed as a group of staff to maintaining our departmental culture, ensuring we continue and evolve our PAP actions (**7.1;7.2;7.3;7.5**) around inclusive departmental community building and support networks (transferred into **FAP priority one**, and across FAP including **3.3; 3.7**).

B) Transition issues

The transition to Schools in 2019 and their bedding down was impacted by COVID-19, meaning that many benefits (economies of scale; best practice sharing) are only now being realised. At present Departments have retained (for administrative, intellectual and pastoral reasons) many of the roles and committees that School structures were imagined to supersede (see Figure 2). EDI work is a good example of resulting (hopefully) short-term workload challenges. In the case of EDI, it was clear that a School-level EDI lead could not deliver on Departmental EDI needs, including embedding ownership of EDI, evolving tailored activities and conducting Athena SWAN work (our School does not qualify as a single unit).

More widely, the Department faces staffing and workload challenges as Geographers take up School roles without any departmental cover or reduction in the internal roles required (Figure 2). These issues have potentially contributed to the decline in staff wellbeing visible in our survey results, only 44% of staff (and 40% of female staff) were able to respond positively to the statement 'My mental health and wellbeing are supported' (Table 7). In response we evolved **PAP Priority Area Six (Enhancing staff work-life balance)** especially **PAP 6.4** around work-load principles and well-being support. We also formalised new actions in **FAP Priority Area Three (Facilitating Career Development for all)** including around sabbaticals and promotions (**FAP 3.2; 3.3**) well-being (**FAP 3.7**) and workload principles (**FAP 3.6**).

C) Cross-School scaling and learning

We have yet to reap fully the benefits of Schools, but it is clear that there is much potential in upscaling and streamlining some activities, and in sharing best practice at School level, which will support us in our ambition to apply for a Gold award. DofG is already an active contributor to best-practice sharing including, our personal tutorial system; our mental health and well-being programme for PGRs and ECRs and our EDI committee's inclusion of student reps (related to **PAP, 1.5; 3.5** and their refinements including **FAP 1.1;1.8**). We anticipate that the School Vice-Dean of EDI role will further enable these activities.

Main learnings: Ensure we seize the possibilities Schools offer while also monitoring possible impacts of the restructure.

Affected actions (PAP): **Priorities 2, 3 and 4**, concerning encouraging diversity, supporting our existing students and boosting staff career opportunities.

New/continued actions (FAP): Throughout, but specifically **1.8;1.9; 3.3; 3.6;3.7**

2) COVID-19

COVID-19 brought significant challenges to the Department with only 10% of staff noting that the pandemic did not affect their role (Table 29). 35% noted a severe or very severe impact on their ability to do their role (Table 30). At the pandemic's height,

we adapted many of our activities and practices, including our EDI actions, some adaptations were positive and have been retained (see **FAP Priority Area 2**). Many mitigated actions focused on **PAP Priority 6 ‘Enhancing staff work-life balance’**, and **Priority 7 ‘Promoting and Enhancing our inclusive community’** offering both in the moment and lasting learnings. Adaptions included the movement of in-person social activities online (e.g. **PAP: 7.1; 7.2; 7.3**), and new monitoring and evaluation actions, many of which have since been superseded. While we had to cancel our centenary celebrations of the role of women in the Department and Institution, the EDI seminar series which replaced this, based on staff and students sharing lived experiences, brought about (feedback shows) a step change in EDI awareness and ownership across the department (evolved **PAP 7.5; FAP 1.1; 1.4; 1.8; 1.9**).

COVID-19 also prompted the review and refinement of actions around support for staff and students in an ongoing way. At UG level this involved reviewing additional pandemic support and ensuring its benefits continued. This included the use of mentoring programmes and special learning technologies to support students registered with the Disability and Neurodiversity Team (DNT) and commuting students (e.g., **PAP 3.1; FAP 2.1; 2.2; 2.3**). During the pandemic we tried to focus our efforts on supporting the well-being and progression of PGTs, PGRs and ECRs (**PAP; 3.2; 3.3; 4.4- 4.8**, including the ‘PhD during lockdown resource’ and staff-led writing sessions). It is notable that female PGR students had higher withdrawal rates and lower completion rates than their male counterparts during the pandemic (Table 13). Qualitative data suggests that this relates to caring responsibilities and health challenges. We will monitor this (as part of **FAP 1.9**) to see if this is a continuing trend requiring further action.

The survey data does not reveal a clear gendered impact of COVID-19 in our Department (Tables 29 & 30). Caring responsibilities greatly affected staff during the pandemic and given that a greater percentage of male colleagues have these responsibilities (61% compared to 53% of females), this may help explain the lack of a clear gendered impact. Longer term however, women seemed more likely to be managing ongoing impacts, with male staff more likely to report they could mostly return to previous working practices (Table 31).

We are concerned that this is reflected in the work-life balance challenges that emerged from the pandemic, which combined with the restructuring process have had a significantly debilitating effect on staff well-being. In SS22/23 only 44% of staff could answer positively that their mental health and well-being are supported within the department (Table 7). Within this only 40% of women, as compared to 56% men could answer positively. As such, we have evolved new actions to explore and address this, recognising that some aspects of this including workload are often beyond our control (e.g. **FAP 3.6; 3.7**).

Main learnings included mechanisms for staff and student support in challenging contexts, questions of work-life balance, progression, inclusion, accessibility and for DNT/SLN students.

Affected actions (PAP): Priority 6; Priority 7

New/continuing actions (FAP): Much of FAP Priority Area 2; 1.9; 3.6; 3.7

3) Data Collection

Our SAT and wider EDI processes face data collection challenges with workload implications. It is hoped that the new EDI institutional structures, including the School Vice-Dean EDI role will both ease these issues and enable further strategic action.

A) Departmental size

Our relatively small size presents challenges for data collection and presentation in terms of adhering to best practice and ensuring staff anonymity, confidence and comfort. As well as the issue around gender reporting noted above, another good example concerns the feedback from our 2018 Silver SA application to develop further qualitative evidence around flexible working, family leave and career breaks. The small numbers of staff with these experiences (in total and in any given year) makes people uneasy about attending focus groups or answering detailed questions. Our FAP actions (**1.9**) will work with School EDI Vice-Dean to take advantage of the School structures to scale up data collection, and develop School level discussions with larger staff groups to collect data in these circumstances to support targeted action development.

B) Data centralisation

The restructure centralised data collection and restricted data access. This left the SAT team reliant on central staff to have the time and knowledge to produce data, to do so in the form needed and with the appropriate metadata to enable its meaningful use. This was a significant challenge and as such, SAT work was more time-consuming, involving multiple follow-ups and missing data. In response we evolved our own data collection actions (e.g. **PAP 1.3; 1.4; 2.5**) including seeking to shape School-level process to ensure they support Departmental EDI needs (e.g. **FAP 1.9**).

Main learnings: School level processes hold much potential for positive impacts on our EDI knowledge base and hence action development.

Affected Actions (PAP): 1.3; 1.4

New/Continued Actions (FAP): 1.9; 3.6

4) Support for Technical Staff

While our administrative staff have been centralised to School level (mitigating or ceasing **PAP 5.7;5.8;5.9**) our Departmental technical staff continue to face struggles around access to training, promotion and with work-life balance due to understaffing. We have been able to support TOIL (**PAP 6.3**) reporting (used by 86% of technical staff in 2022/3) helping some work-life balance issues. Frustratingly, though these issues are largely out of departmental control, as budgetary lines (for training or additional staff) sit at School or institutional levels, and a previously agreed line was frozen due to budget issues. Further, issues with job roles and promotion practices for technical staff are sectoral issues, as reflected in the Technician Commitment (central to **PAP 5.7**). We are committed to understand and promote awareness of the issues (e.g. through a departmental seminar on 'Being a Technician' Spring 2023); to advocate for our technical staff at institutional level and to take action where possible, including ensuring recognition for research contributions (**FAP 3.1**).

Main-learnings: The department needs to do what it can and ensure technical staff feel confident in raising concerns even if we are largely powerless to address them.

Affected Actions (PAP): 5.7; 5.8; 5.9

New/ continued actions (FAP): 3.1; 3.7

2.2 Key priorities for future action

Our FAP consolidates our PAP and learnings into three core priorities informed by AS charter principles and our concerns to; i) ensure cross-departmental EDI ownership; ii) address intersectional issues; and, iii) lead EDI initiatives for the Department, institution and discipline. Our three priorities are as follows:

1)Enhancing feelings and practices of inclusivity

We are proud of our departmental community and are pleased that, even with a restructure, staff continue to feel a sense of belonging and ownership of EDI across departmental practices. 81% of staff (and 85% of women) agree or agree strongly that the department is a friendly and supportive place to work (SS22/23) with only 6% disagreeing. Whilst 92% of students (UG, PGT and PGR, STS22/23) agree or agree strongly that the department is a welcoming place, closer engagement with student data reveals disparities. The numbers are small, but postgraduate students, commuting students, students with caring responsibilities and students from BGM backgrounds are disproportionately represented amongst those who do not feel a sense of belonging. Our FAP has developed a series of actions to address these organisational and cultural issues (e.g., **FAP 1.1-1.4**).

We are concerned by the divided picture our data presents around staff bullying and harassment. Responding to questions around departmental handling of bullying and harassment, staff expressed almost equal levels of satisfaction and dissatisfaction,

with negligible difference between genders aside from stronger male dissatisfaction (Table 5). Overall, this represents a significant decline since 2018, when 91% of staff responded positively, with 9% being neutral. In response, **FAP 1.6 and 1.7** focus on providing clearer information regarding bullying practices and building strong peer support networks.

After committing to developing and promoting EDI focused activities (e.g. **PAP 2.1 and Priority 7**) we are pleased that 93% of staff (100% of male staff, SS22/23) and 75 % of students (STS22/23) are aware of departmental EDI activities. Further, 78% of staff (84% of women;78% of men, SS22/23) attended an EDI event in the last 2 years, with student feedback reporting that 'EDI seminars have been helpful.' However, within the student awareness of EDI activities, there was variation across activities (awareness of mentoring schemes was low at 30%) and it was clear that PhD and MSc students disproportionately lacked awareness of these activities. Our FAP includes actions designed to enhance awareness of activities and ensure they are meeting needs (e.g. **FAP 1.1;1.3;1.4**). Such activities are important to ensure we continue to retain departmental engagement with EDI work. This will be enhanced by ensuring annual reporting of EDI data across our areas of committee work (see Figure 3, **FAP 1.9**).

We are pleased that we have been able to develop a dedicated departmental BGM PhD studentship, which has supported three students of colour since its foundation in 2019. Action is still needed at PGT level to ensure we exceed HESA benchmarks for BME students at this level. This is also an intersectional issue that at present we lack the scale and data to tackle. We will begin to take steps in this direction through working with LSE and RHUL Senior Management (**FAP 1.5**).

2) Supporting and empowering our students

Over the period of the PAP, the diversity of our UG students has increased significantly (eg. along the axes of ethnicity, neurodiversity, POLAR quartile). This reflects departmental outreach work (**PAP Priority 2**) and the ongoing institutional work since the restructure. This diversity is a very positive addition, but it can bring some challenges in supporting students to succeed. Alongside this is the decline in average entry grades of incoming students and the cumulative effect of COVID-19 disruptions to School learning. Degree outcomes do not reflect this change (2017/18 19% of students gained a 2.2 or lower, while in 2021/22 the figure was 12%) however, the COVID mitigation regulations mean that comparison is difficult. Importantly, in 2021/22 11 finalists needed to resit or repeat modules (unclassified in the data on Table 11). Our progression figures remain very strong, but there is a slow increase in students failing to progress (5% non-progression Year 1 to Year 2 in 2020/21 compared to 8% in 2022/23), with no single demographic characteristic standing out. In addition to this quantitative data, feedback through the UG SSC

indicates that both Year 1 and Year 2 students sometimes struggle with the transition from School to university and then from Year 1 to Year 2. Our FAP actions aim to intervene at appropriate stages and with targeted support to enhance students' abilities to progress and achieve positive degree outcomes. **FAP 2.1 and 2.2** provide across cohort support through the embedding of our tutorial buddy scheme for Year 1 students (**FAP 2.1**), expansion of transition to university study activities along with the introduction of new start of Year 2 support sessions (**FAP 2.2**). Our pilot UG mentoring programme has demonstrated progression success in supporting students with poor academic performance who come from groups usually marginalised in HE, and **FAP 2.3** focuses on embedding its operation. This is part of our student-centred, intersectional approach to considering EDI.

Fieldwork is a key part of our UG programmes and our MSc in Quaternary Science. It is frequently mentioned as a highlight of students' degree experience in NSS and PTES. Given its importance and issues raised by EDI reps we included a question about fieldwork in the EDI Student Survey. While 61% of UG and PGT students agreed that their specific needs were considered in fieldtrip arrangements, 12% said that they were not (the rest neither agreed nor disagreed). **FAP 2.6** develops an inclusive fieldtrips guide, including a 'check list' for all fieldtrip leaders. We are planning to share and learn from good practice from other School departments (notably Earth Sciences and Biological Sciences) through events enabled by the Vice-Dean of EDI (**FAP 1.8**).

Support for future careers is a crucial part of the degree experience at all levels, including career events and placements. 28% of students responded that they hadn't been able to apply for placement opportunities during their degree (STS22/23) Because the numbers are small and there are clear issues of intersectionality, we need to be wary, but figures are higher for PhD students, for men and for BGM students. All the applications in 2022-23 for available placements were from women. Qualitative feedback from UG SSC and from RHUL alumni also indicates that BGM careers events would have been beneficial for some BGM students. Our actions relating to placement data and EDI and careers support (**FAP 1.9; 2.4; 2.5**) seek to address these issues.

3)Facilitating career development for all staff

Our third priority focuses on facilitating *career development* for all.

We are very concerned to see that only 50% of staff responded positively to the statement 'The Department has given me the support I need to advance in my career,' with 28% disagreeing or strongly disagreeing (Table 33). This is a downturn from our previous position in AS2018 application where while only 60% of staff felt supported, only 9% actively disagreed with the statement. Further survey responses and targeted

Departmental discussions enabled us to tailor our FAP priority three actions accordingly.

We are concerned we have failed to meet our target (**PAP 4.2**) of 80% of ECS respondents (PDRAs/Lecturers, see glossary) replying positively to the statement about career support. Moreover, it is clear our different ECS categories have different experiences (SS22/23, Table 33). This is however a complex picture, with other data suggesting that while formal career support (PDRAs and promotion processes) are often experienced in negative or neutral ways, many ECS report strong informal departmental support networks as key to career development; with 87% of PDRAS reporting support from peers, and 75% of Lecturer (research and teaching) reporting support from peers at RHUL and Senior Colleagues at RHUL are being important. As such we have worked to develop our FAP (**1.7;3.3-3.5**) to respond to both challenges with formal progression processes and the value gained from informal support networks.

We are concerned that the restructure has impacted on the progression of our female academic staff. Our data indicates that our promotion rate 2018-22 has been higher for male academics than female academics (37% women; 75% men, Figure 5 page 52). We are concerned that this might be a function of the disciplinary variations in CV judgement (e.g. varied use of metrics) and the devaluing of certain kinds of labour in the School system (e.g. departmental admin roles). Staff also noted issues with information about promotion, only 44% of academic staff consider they have enough information on the promotions criteria (SS22/23, down from 71% of academic staff in 2018) and concerningly, only 32% of women do so, compared to 56% of male staff (SS22/23). Neither figure is high enough, but the low figure for female staff is very concerning.

In Summer 2023 the institution is undertaking a wholesale review of the promotions process. Alongside this centralised process FAP actions at departmental level around mentoring aim to help with general career development (**FAP 3.2; 3.3**) offer process support and information, including around new promotion criteria such as achieving AdvanceHE Fellowships and impact activities (**FAP 3.4; 3.9**). This approach is informed by the positive data the staff survey offered around departmental support from colleagues. 79% of staff report that their peers are very or fairly important to their career progression, while 69% of staff report that senior colleagues are very or fairly important to their career progression (SS22/23).

Technical staff continue to face considerable career development challenges. We are pleased that 80% of technical staff feel comfortable discussing career progression with their line manager, however 0% can offer a positive response to departmental support for career advancement, with 40% disagreeing or disagreeing strongly (SS22/23). Feedback from staff indicates this is largely the expression of a sector-wider issue with progression. As a result, **FAP 3.1** focuses on where we can effect change, including

exploring training options, further strengthening our involvement within the Technician Commitment and holding the institution accountable.

A key part of career development is staff wellbeing and mental health, and the SS22/23 figures show only 44% of staff feel that the Department supports their wellbeing and mental health (Table 7). Increases in workload (see earlier discussion of School restructuring) and workload allocation (22% of staff did not agree that their workload is allocated fairly, SS22/23) have informed our FAP, most notably through a review of workload principles (**FAP 3.6**) and actions relating to addressing overall workload and peer support (**FAP 3.3; 3.7**).

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PAP – Past Action Plan

RHUL Department of Geography Updated Silver Action Plan, September 2022

Mitigated action indicates where we have evolved the action since the original SAP due to factors noted above.

Our Priorities

1. Enhancing and extending the Department's existing good work in Equality & Diversity
2. Encouraging diversity in applications at UG, PGT and PGR
3. Supporting and empowering our PGRs, PGTs and UGs
4. Supporting early career staff in their immediate roles and career development
5. Boosting career development opportunities for all
6. Enhancing staff's work-life balance
7. Promoting and enhancing our inclusive community

Priority 1: Enhancing and extending the Department's existing good work in Equality & Diversity							
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes	RAG
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.	While the Department has had an Equalities & Diversity Officer for many years, the SAT has acted as the main committee structure for discussions of equality & diversity issues. To highlight and facilitate examination of equality & diversity issues across our activities, and to have a more explicit focus on intersectionality, renaming the group and reviewing its responsibilities is important.	Chair of SAT (E&DC) and HOD	June – Sept 2018	June 2018: E&DC to meet to review Terms of Reference (ToR). Sept 2018: E&DC ToR included in Staff Handbook. Reviewed annually as with all Departmental committees	Revised ToR included in Staff Handbook, reviewed annually. Target: 75% of the respondents to the staff survey in Autumn 2022 reporting staff are aware of EDI activities and feel they are successful.	G
1.2	Add equality and diversity as a standing item on agenda for departmental meetings (including Staff-Student Committees).	Equality & diversity issues are currently agenda items for some key departmental committees (including the whole departmental meeting). Embedding EDI in all key committees relating to both staff & students is	HoD, PGR lead, Undergraduate Programme lead; SSC Staff	June 2018 onwards	By Sept 2018: Revise ToR of all relevant committees to include E & D issues.	Revised ToR for all committees to be included in the Staff Handbook form 2018-9. E & D issues reported in committee minutes Targets: 75% of the respondents to the staff survey in Autumn 2022 reporting that the Equality &	G

		imperative to raise the profile of EDI issues further.				Diversity Committee has been a success. 75% of the respondents to the 2023 student survey (PAP 1.6) reporting that they are aware of the Department's Equality & Diversity activities.	
1.3	Assess EDI data collection and reporting mechanisms within the School (LSE) and institution. Ensure that the department is collecting any additional departmental level data needed MITIGATION	The evolution of Schools and the enhancement of institutional EDI data collection centralised ED and I data collection. We need to ensure we are able to get the data we need to enable our departmental work.	EDI Lead	June 2019 onwards	Annual assessment of School and institutional data collection. Annual identification of data collection needs for AP monitoring. To be reported to EDI committee.	Annual EDI reporting presented to Departmental meetings and EDI meeting.	A
1.4	Redesign staff survey and administer every two years or as appropriate based on RHUL's central survey practices. MITIGATION	Our staff survey needs to continually evolve to take into account the changes made centrally. We need to ensure we have bench-marking data to explore needs faced by a range of departmental constituencies.	EDI Lead & Committee	June 2019	Administer new staff survey every two years	Survey administered as appropriate, if circumstances allow every 2 years.	A
1.5	Add UG, PGT and PGR representatives to E&DC	Our activities relating to the BAP largely focused	Leads of Undergraduate	Sept 2018	Elections for student	Target: 75% of the respondents to the student survey in 2023	G

		on staff experiences. To maintain and enhance our ambitions to be an inclusive and supportive department for all it is vital that students are included more directly in our equality & diversity work.	and Graduate studies as well as PGR; SSC staff chair; EDI lead		representatives on Departmental meetings	reporting that they are aware of the Department's equality and diversity activities	
1.6	Assess student awareness of equality and diversity issues through implementation of a range of methods including surveys and focus groups.	Need to benchmark student awareness to assess impact of interventions	EDI Lead, HoD	Sept 2018 - ongoing	Annually review data collection plan including appropriateness of survey.	Target: 75% of the respondents to the student survey in 2023 reporting that they are aware of the Department's equality and diversity activities.	G.
1.7	Promote student awareness of equality and diversity through student handbooks, induction, posters around the Department	Our activities relating to the BAP largely focused on staff experiences.	Lead of UP, Lead of PGT and PGR, EDI lead	Sept 2018 - ongoing	Annual review of UG, PGT and PGR student handbooks. To ensure they and induction sessions for each group include information on ED and I.	Target: 75% of the respondents to the student survey in 2023 reporting that they are aware of the Department's equality and diversity activities.	G
1.8	Annual review of departmental website on to ensure it showcases the Department's equality and diversity activities.	Website will help highlight and support our E & D activities.	EDI lead	June 2018 onwards	Conduct an annual review	Up-to-date pages available annually	G

1.9	Include Equality and Diversity activities in the Departmental budget.	Moving to Schools changed how budget practices operate meaning that we no longer have a Departmental EDI budget.	HoD	August 2018		Equality & Diversity budget	R
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Priority 2: Encouraging diversity in applications at UG, PGT and PGR							
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes	
2.1	Visual analysis of publicity material, social media and Departmental posters for representations of a range of intersectional identities.	Importance of presenting positive role models to current students & possible applicants.	EDI lead	June 2018	Annual review Summer 2023 produce basic guidelines for each media form to ensure consistency when individuals change roles.	<p>Targets: Maintain % of female students at UG, PGT and PGR above HESA benchmark.</p> <p>All HESA benchmarks (20-21/21-22) HESA benchmark UG Geography: Female 59.1% Male 40.8 % RHUL UG Geography: Female 64.3% Male 35.7%</p> <p>HESA benchmark PGT Geography: Female 48.7% Male 51.3% RHUL PGT Geography Female 62.3% Male 37.6%</p> <p>HESA benchmark PGR Geography: Female 51.1 % Male 48.9% RHUL PGR Geography Female 64.1% Male 35.8%</p> <p>Target: Exceed HESA benchmark for BME students at UG by 2020-2021 academic year and for PGT and PGR students by 2021-22.</p>	G

						<p>All HESA benchmarks (20-21/21-22) (see table 34 for more info)</p> <p>Geography UG Asian- HESA 5.3 % / RHUL 14.3% Black- HESA 1.4% / RHUL 3.3 % Mixed-HESA 3.9% / RHUL 6.0% Other- HESA 0.6% / RHUL 1.1% White- HESA 88.8% / RHUL 75.3%</p> <p>Geography PGT Asian - HESA 4.8% / RHUL 12% Black - HESA 3.3% / RHUL 3% Mixed - HESA 4.7% / RHUL 4% Other - HESA 0.8% / RHUL 2% White- HESA 86.4% / RHUL 79%</p> <p>Geography PGR Asian- HESA 3% / RHUL 7% Black- HESA 2% / RHUL 1% Mixed- HESA 2.6% / RHUL 4% Other - HESA 1% / RHUL 3% White- HESA 91.4% / RHUL 85%</p>	
2.2	Diversify the profile of student ambassadors involved in outreach and applicant activities	Our student ambassadors for UG applicant visit days (AVDs) and open days are predominantly women (c.80% each year) and in the last three years we have had no BME student ambassadors. To attract a more diverse UG student body we need	Admissions Tutor & Outreach Officer	June 2018 onwards	June 2018: Circulation of university student ambassador recruitment to all students with strong encouragement to male and BME students.	<p>Target: During 2018-19 AVDs and open days have on average 30% male ambassadors and 15% BME ambassadors involved in Departmental activities</p> <p>Reach BME targets by dates laid out in 2.1</p> <p>Overridden by School and RHUL level processes</p>	R

		to have much better representation of our current student body.			Sept 2018: Similar process for Departmental ambassadors.		
2.3	Encourage applications to PGT and PGR programmes from BME students	Clear from applications from our own UG students that while many BME students go on to PGT courses, most do not stay at RHUL.	Leads for PGR and PGT, and EDI Lead	Sept 2018	Annual review and updating of publicity material. Advertise and support the BME doctoral studentship	Target: Exceed HESA benchmark for BME students at PGT and PGR by 2021-22 All HESA benchmarks (20-21/21-22) Geography PGT Asian - HESA 4.8% / RHUL 12% Black - HESA 3.3% / RHUL 3% Mixed - HESA 4.7% / RHUL 4% Other - HESA 0.8% / RHUL 2% White- HESA 86.4% / RHUL 79% Geography PGR Asian- HESA 3% / RHUL 7% Black- HESA 2% / RHUL 1% Mixed- HESA 2.6% / RHUL 4% Other - HESA 1% / RHUL 3% White- HESA 91.4% / RHUL 85%	A
2.4	Ensure that women are encouraged and supported throughout the PGT application and conversion process for our new combined masters in Global Futures and our masters in Quaternary Science.	After strong application numbers for Global Futures in 20-21 from applicants identifying as female (80%) numbers have dropped to 40%. For Quaternary Science applicants identifying as female remain consistently over 50%	Leads; for PGT and PGR	Sept 2018-ongoing	Annual: Review of data and ongoing update of publicity materials and evolution of other actions if needed.	Target: Ensure women consistently make up at least 45% of applicants to MSc Global Futures and MSc Quaternary Science	G

		with conversion rates to offers and applications similar for candidates identifying as male and female			publicity material. Ensure with admissions and PG directors that there is follow up with all PGT applicants.		
2.5	Develop a data collection policy for gender, ethnicity and School of all participants in our outreach events. Develop annual action plan based on previous years data to ensure outreach events target a diversity of potential applications. MITIGATION	Institutional changes and COVID-19 has altered the form and staffing of our outreach activities centralising control of many of these activities. There is no centrally collated data on who attends our outreach events. A systematic collection of data will help inform our outreach activities and our ambitions to increase the diversity of our student body.	Outreach Officer	July 2018 onwards	September 2023: Agreement with University School's Engagement team about data collection on centrally-organised outreach activities. Departmental process for data collection for internal activities	Outreach data to be reported to EDI committee annually	A

Priority 3: Supporting and empowering our PGR, PGT and UG students							
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes	
3.1	Provide targeted support to low achieving UG students at the end of Years 1 and 2 MITIGATION	While the proportion of students getting 1sts & 2.1s is increasing, there are still a significant number of students who do not perform to their full potential. Men are disproportionately gaining 2.2 degrees (34% in 2017 compared with 13% of women). Monitoring is needed post COVID-19 to explore what happens when support introduced during the pandemic is reduced.	Lead of Undergraduate programmes, and Departmental Educational Support Officer (DESO) if appropriate	June 2018 onwards	Annual activities: June: Contact students with low marks in Years 1 and 2. Provide targeted advice & support. Sept: Meetings with these students will focus on plans for the year, including offering mentoring for students with 3 rd and 2.2. averages. Regular meetings throughout year. Involvement of DESO, Dyslexia & Disability Service, Centre for Academic Skills if needed.	Target: 20% of male students getting 2.2 degrees annually	G
3.2	Liaise with the Doctoral School to ensure a series of annual careers sessions for PGR students highlighting both academic and non-academic career routes and monitor our students attendance. MITIGATION	PG SSC and ECR focus groups reported the challenge of precarious job market and concerns with how to negotiate this issues which have intensified post-covid.	Post Graduate Research Lead	Sept 2018 onwards	Promote the Doctoral School career offering and monitor our students attendance and feedback. Plan additional sessions around academic and non-	Target: 50% of PGR students to have attended at least one careers event annually Target: 85% of the respondents to the annual PRES survey reporting that they feel supported in their career development.	G

					academic careers as needed.		
3.3	<p>Promote LSE School organised and Doctoral School organised PhD student wellbeing programmes</p> <p>MITIGATION</p>	<p>Reports of the growing mental health issues amongst PhD students indicate the importance of a offering a safe and supportive space for students to engage with these issues and gain tools to support wellbeing. COVID-19 both intensified these issues but also ensured greater support measures were put in place at institutional level.</p>	Post-graduate research lead	June 2018-ongoing	<p>Promote programme to departmental students.</p> <p>Monitor student feedback on these sessions and act on any identified issues or gaps.</p>	<p>Information about wellbeing activities to be posted around Department and on website at start of each term.</p> <p>Target: reduction in need for extension requests in final year of PhD.</p> <p>Continue to monitor this as the effects of COVID-19 abate, which increased the number of students seeking extensions.</p>	A
3.4	<p>Promote awareness of pastoral and research support offered by the Doctoral School, by LSE and by the department.</p> <p>MITIGATION</p>	<p>PhD student feedback informally through supervisors & in SSC regarding some confusion about where to access support. Has also been a lack of clarity about university policies on PhD students parental leave</p>	Post-Graduate research lead.	Sept 2018	<p>Annual review of PGT and PGR Handbooks to ensure details of where to get information on the support available.</p> <p>Ensure this information is also flagged at PGT and PGR induction meetings and is regularly circulated throughout the year.</p> <p>Ensure supervisory staff awareness of the support available.</p>	<p>Target: 75% of PG students responding to PGR PRES survey saying they are aware of where to access support</p>	G

3.5	<p>Enhance student engagement in the Department and School academic representation processes</p> <p>MITIGATION</p>	<p>RHUL Students' Union consultancy report (March 2018) noted the university wide need to improve inclusion of student voice in academic representation in departments, faculty & university level.</p>	<p>HoD, PGR and PGT leads and directors of masters' programmes and SSC Staff Chair</p>	<p>Sept 2018 onwards</p>	<p>Sept 2018: HoD to stress importance of student voice in induction events for UG, PGT and PGR students.</p> <p>UG and PG SSCs to discuss ways of enhancing student engagement and contributions to the development of the academic programme</p> <p>UG, PGT and PGR leads to monitor inclusion of students in School processes.</p>	<p>Targets: In NSS 2019 we scored in the top quartile for Q24 'Staff value students' views and opinions about the course' and Q25 'It is clear how students' feedback on the course has been acted upon' but the student numbers were low so we need to monitor this.</p> <p>In PTES 2019 over 80% of respondents agreed with the statement 'I have appropriate opportunities to give feedback on my experience'</p> <p>In PRES 2019 over 80% of respondents agreed with the statement 'My institution values and responds to feedback from PhD students'.</p>	A
3.6	<p>Monitor the range of role models offered at careers and employability events within the department and Schools (LSE and Doctoral).</p> <p>MITIGATION</p>	<p>The Department has enhanced its careers & employability support supported by additional programmes at School level, but we need to ensure that across the event profile there is a diversity of role models is offered.</p>	<p>Employability Officer</p>	<p>Sept 2018 onwards</p>	<p>Annual review of previous year's speakers and diversification of speakers if needed.</p>	<p>Data on career and employability event speakers at Departmental and School level to be reported annually to the EDI committee.</p> <p>Target: 50% female speakers at these events</p>	

Priority 4: Supporting early career staff in their immediate roles and career development							
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes	
4.1	Ensure information provided for new starters supports their engagement with Teaching in the Department.	ECS's noted the difficulty of getting information on some aspects of their work. This was noted as especially difficult for short-term contract staff who did not always get the same lead-in time on their roles as newly-appointed permanent staff. They identified an induction handbook as what would be of use.	Leads of UG and PGT and PGR programmes; Chair of exam board with advice from ECS members of EDI	May 2018-ongoing	Handbook produced 2018. Reviewed annually and at major points of change, e.g. the move to Schools.	Target: 75% of staff responding positively in staff surveys to the statement 'I am given sufficient information to perform roles/tasks well in Departmental roles' 2022 results saw 75% agreement from Lecturer (Research and Teaching Focused) and 100% agreement Lecturer (teaching focused)	G
4.2	Formalise mentoring process of all ECSs. All new starters to have a mentor no matter the form of the contract; all mentors to follow a formalised schedule of meetings altered to accommodate contract length; all mentors to use formal appraisal and probation paperwork and timetables used for permanent staff to help guide career goals.	Historically the participants in the ECS focus group noted the variable nature of the mentoring process. Some on short term contracts don't have formal mentors, others have mentors with varied practice	HoD	Summer 2018 ongoing	Ensure the formal process for ECS mentoring is being followed. HOD to receive appraisal paperwork for all staff annually. ECS questions in the staff survey	Target: 100% of EC Staff being allocated a mentor - achieved Target of 80% of EC staff respondents replying positively to the statement 'I have received good career development support from the department' in the Staff survey was missed. SS22/23 43% of PDRAs; 50% of Lecturers (research and teaching) but 100% of Lecturers (teaching) responded positively to this question.	A

4.3	Insert mentoring guidelines in Departmental Staff Handbook to ensure all mentors and mentees are aware of the requirements and that this information covers the distinctions between academic, teaching and technical staff.	During focus groups it became clear that there was a diversity of mentoring experience (for mentees and mentors) and an unclear sense for some of what these roles were and what could be expected from them	HoD	Summer 2018	Mentoring guidelines to be included in the staff handbook and induction handbook from	Target 75% of PDRA staff and 75 % of lecturer level staff responding positively to questions around career development support 2022 staff survey- 43% of PDRAs; 50% of Lecturers (research and teaching) but 100% of Lecturers (teaching) responded positively to this question.	A
4.4	Include specialised questions for our diverse early career community and their needs in the staff survey – see 1.4	As our EC community grows and diversifies we need to be able to effectively monitor and respond to their needs.	EDI lead and HOD	May 2018	New questions added to staff survey Report of outcomes of ECS needs to be discussed with ECS representatives	Provision of coherent and useful dataset over time around ECS needs and experiences Positive responses to the question, I feel my contribution to the department is valued varied across ECR staff. 71% of PDRAS responded positively; 100% Lecturers (Teaching Focus) but only 50% of Lecturers (Research and Teaching) responded positively)	A
4.5	Include an ECR representative as part of the staff group involved in the Departmental Research Meeting	ECRs continue to be an important group within the department which needs to be represented in research discussions	HoD and Research Lead	Sept 2018 onwards	Research Lead to arrange	ECR concerns to be minuted in the Research Meeting minutes and acted on as appropriate	G

4.6	Continue to support the ECS group.	ECS have faced increasingly challenges during COVID-19 and with ongoing work-load issues. While as a department we continue to support ECS our departmentally specific early career group has been replaced by one at School level with financial support for their activities.	HOD and EDI Lead	May 2018 ongoing	ECS contributions to EDI Committee and research committee throughout year	ECS group is now supported at School Level. But ECS do feel that they have clear information and support from the department - positive responses to the Question 'i am given sufficient information to perform roles/ tasks well – 100% lecturer (teaching); 75% (lecturer research)	R
4.7	Encourage ECRs to attend the On-track researcher training offered at University level	On-track programmes are designed to enable academic staff career development in relation to research, yet Department uptake is very low.	HoD, ECR mentors	May 2018-ongoing	Summer 2018: Identify with ECS group why attendance is low Develop new action points with HOD to address this where possible	Target: 50% of ECRs to attend at least one On Track event annually. Target: 70% of ECRs noting that they were comfortable discussing career development with their mentors.	G
4.8	Support all individuals including ECRs to access grant money to support career development.	Focus group with ECS revealed issues around access to funds for conference attendance for ECRs without access to research grant monies.	Research lead	Sept 2018 To be reviewed annually	Termly circulation of list of small grants to all staff Annual production of Individual Grant Income Plans (IGIPS)	Target: 3 ECR grant applications submitted during annually	G

					Aims at being an aspirational document and their discussion with research group directors.		
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Priority 5: Boosting career development opportunities for all							
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes	
5.1	Increase the % of staff submitting their CVs for feedback from the Departmental Review Panel (as part of the promotions process)	All non-professorial academic staff are invited to submit their CVs, but not all do.	HoD	Sept 2018	Expansion of information in Staff Handbook about the Departmental Review Panel process & career development for academic staff Regular reminders to all staff to submit CVs Follow up discussions with HOD where CVs have not been submitted to explore why	Target: 95% of staff to submit CVs in January 2019 review process 69% submitted CVs in 2019; People chose not to submit CVs due to promotion the previous year. 2020 promotion was frozen due to Covid-19 100% submitted CVs in 2021	G
5.2	Support teaching-focused staff to apply for promotion using the university's recently-introduced teaching-focused promotion route	Teaching-focused promotion route has been developed at university level.	HoD	Summer 2018	Discussions between HoD and individual TF staff Departmental Review Panel to provide feedback to TF colleagues	Target: one TF academic to attend TF promotions workshops annually	G

5.3	Ensure all staff leading PDRs(line-managers/ research group directors) have been on the institutional appraisal training	This is a vital part of career support. Currently all appraisers have been trained, but need to ensure that this continues	HoD	June 2018	HoD to check annually with HR that all appraisers have been trained. Ensure that those who haven't are booked onto training course before conducting appraisal meetings	Target: 100% of appraisers to be trained. Target: 85% of staff responding to staff survey in Autumn 2022 feel they have had a useful and constructive appraisal the last 12 months. All staff groups did not achieve 80% varied from 43% positive response PDRAs to 100% positive research teaching focused lecturers).	A
5.4	Promote staff training opportunities available within the School and the Institution. MITIGATION	Staff uptake of university training programmes is low.	HoD, all appraisers; TOM	June 2018	New staff appraisal forms including specific questions about training needs.	Target: 50% of all Departmental staff to have attended a training event annually.	G
5.5	Evaluate success of mentoring of staff through additional staff survey questions (see 1.4)	Staff survey did not have dedicated questions on mentoring. We need to evaluate our processes for all staff in order to be responsive to needs of staff a different career stages	ED and I lead	June 2019 ongoing	New series of questions to be developed for staff survey on mentoring	Develop an annual dataset to inform future action points Targets: 80% of respondents aware of range of mentoring schemes available. Of those who have been formally mentored, 80% responding positively about the usefulness of the mentoring process.	A

5.6	Develop open discussion process before, during and after grant applications to help ensure this is an aspirational process that is part of a wider career vision, rather than focusing on the success or failure of a single grant.	Staff are well supporting in the writing of applications through the research group system and the setting-up process if successful through support from the research and finance teams, and the HoD, but feedback from staff focus groups suggested further support needed in relation to unsuccessful applications	HOD, Research Lead, Research Group Directors	Sept 2018 ongoing	All staff produce an annual individual grant income plan - an aspirational document that encourages a research vision Annual review of these with research group directors including follow ups on grant applications.	Target: 90% of academic staff replying positively to staff survey question about Departmental research grant support In the Autumn 2022 survey 60% of academic staff reported that they	A
5.7	Promote the career development opportunities, including training, as part of the university's involvement in the Technician Commitment MITIGATION	Technical staff have been ignored in university staff development activities. Clear feedback from technicians in department in staff survey and focus groups.	TOM	June 2018 onwards	As part of appraisal process TOM to highlight career development activities available & to collate training requests TOM to report to & feedback from Technician Commitment group of which she is a member	Target: 80% of technical staff responding to staff survey providing positive replies to the questions about support for career development	A

5.8	Support technical staff in career aspirations through applications for regrading or seeking opportunities elsewhere in the university	There are limited opportunities to move up the grades within the Department if on a technical contract. Concerns have been repeatedly raised in staff survey	TOM and Institutional leader for Technicians Commitment	June 2018	TOM to discuss career aspirations and required support as part of annual appraisal process. Follow-up with individual staff, HoD and HR as appropriate	Target: 80% of technical staff responding to staff survey providing positive replies to the questions about support for career development	A
5.9	Encourage administrative staff to shadow colleagues in other departments	As part of the commitment to increasing career development opportunities for administrative staff (see SAP 5.8), shadowing provides insight into other job roles and shares good practice	DM	June 2018	DM to discuss possible shadowing requests as part of the annual appraisal process. Follow-up with individual staff as appropriate	Target: 80% of administrative staff responding to the staff survey in June 2019 providing positive replies to questions about support for career development ADMIN STAFF NO LONGER ASSOCIATED WITH DEPARTMENT	R

Priority 6: Enhancing staff work-life balance							
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes	
6.1	Review School and Institutional documents annually to ensure clarity over details of university policies and procedures regarding parental leave. MITIGATION	Some confusion about policies reported in staff focus groups	HoD	Sept 2018	Annual review	Target: 80% of respondents to staff survey aware of university policies regarding parental leave	G
6.2	Review return to work processes after short periods (less than one month) of parental leave	Male staff focus group raised issue of male staff returning from paternity leave sometimes faced with large teaching and admin load. This is difficult to juggle with a new baby.	HoD	Sept 2018 onwards	HoD to include discussions about workload after parental leave with individual staff as part of parental leave discussions which currently take place.	Target: Male staff reporting positive experiences of return to work after parental leave in staff survey	G
6.3	Encourage academic staff to engage with School level processes around reporting time off in lieu and support them in taking their annual leave. MITIGATION	Since the move to Schools, staff log annual leave on their My View account to get this agreed by their line manager (either the TOM (technical staff), grant PI (for research staff) or HOD (all other staff). Weekend working due to applicant visit days, open days and field teaching, should be	HoD and School Manager	Sept 2018	Circulate School guidance on TOIL and annual leave processes. Include information about leave and TOIL reporting in Staff Handbook and remind staff in start of year emails and once admissions and	Target: 70% of academic staff reporting TOIL by June 2021 Our TOIL reporting numbers remain low for academic staff (only two in 22/23, or 4%), technical staff are regular reporters of TOIL with 86% of staff reporting in 22/23. .	A

		taken as time off in lieu (TOIL), but this is not done as a matter of course by academic staff (Technical & Admin staff do this).			fieldtrip season starts		
6.4	Ensure staff engagement with university level discussions around well-being. MITIGATION	Feedback from ECS focus group in 2018 suggested that they felt that mental health and well-being support was focused on PhDs and they would like this too. During and since COVID-19 it is clear that there are ongoing issues with well-being and stress amongst staff, especially around workload issues.	HoD and EDI lead	Sept 2018-ongoing	Encourage staff to engage with the RHUL 'Working Well programme' and the annual programme of stress awareness workshops	Monitor staff (especially ECS) uptake of programme events Target: 70% of staff giving a positive response to the question 'My mental health and wellbeing are supported in my department' 2022 survey: 44 % respond positively; but only 12 % in the negative; but numbers vary women; 40% agree, 10% disagree; male, 54% agree.	A

Priority 7: Promoting and enhancing our inclusive community							
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes	
7.1	Continue the monthly cake catch-up event -online	The Department has had a core hours policy since our Bronze application for both key departmental meetings & social activities (BAP 5.2, 5.4). However, in some cases this has meant there are fewer social events. A more regular core hours social event was introduced in early 2018 and is very popular.	HoD	May 2018 ongoing	Monthly cake catch-up event held in Department or online (during COVID-19) during core hours.	Target: 90% of staff survey respondents reporting that the Department is a friendly and supportive place to work	G
7.2	Work with GeogSoc to ensure a set of student events that take account of EDI dimensions (including gender, sexuality, religion and race/ethnicity)	In 2018 feedback from BME student focus group suggested the need for more student-facing activities that were not organised around alcohol. More recently there have been concerns raised about the need to support commuting students including those at PhD and Masters level. Since COVID-19 there have been ongoing issues with ensuring the	HOD, EDI Lead, GeogSoc Committee, Research Group Directors	May 2018 ongoing	Annual programme of events	Targets: One GeogSoc event per term where there is a clear no alcohol policy (e.g. film showings) Student survey to report feeling a sense of belonging within the department	G

		maintance and development of student community.					
7.3	<p>Run one Equality & Diversity event per term within the department and liaise with university EDI teams and staff and student diversity networks where appropriate to ensure advertisement of Institutional and School diversity events.</p> <p>MITIGATION</p>	<p>In order to create a welcoming environment, raise awareness and ensure EDI is a community responsibility and embedded across our activities we will run at least one departmental discussion event a term. As part of our ambition to engage more directly with issues around intersectionality we will benefit from engaging with the range of diversity networks across the university to inform our work</p>	ED I lead	May 2019	<p>September: Develop plan for coming academic year of departmental events (1x per term)</p> <p>Advertise School and Institutional level events</p>	Target: 50% of Geography staff attended an E&D event by Autumn 2022	G
7.4	Continue the Departmental discussion on teaching 'geography's diversity'	<p>RHUL Students' Union has highlighted debates around the dominance of the work of white, male scholars in many curricula. Some Geography teaching staff have been considering this in their teaching for many years, but this has not been a cross-Departmental activity. Students also report an unevenness of</p>	Teaching Committee, EDI committee SSC (UG & PG), all staff	Sept 2018 onwards	<p>Departmental teaching peer review groups have diversity within the curriculum as a standing discussion point.</p> <p>It is a standing agenda item at the annual teaching symposium</p>	Target: All teaching staff involved in annual peer review discussions about diversity within the curriculum	G

		staff discussion of edi issues in their teaching.			There is a Teams channel and folder for key readings		
7.5	Promote the role of women and wider minority groups in the Department MITIGATION	We originally planned to celebrate the role of women during our centenary celebrations in 2020, but Covid-19 led to a cancellation of the focused celebrations. Instead, we have arranged a series of events which served a similar function.	EDI and HOD	Ongoing	Plan annual events especially in dialogue with the institutional history of women's education.	50% of staff to have attended an EDI event annually	A

Section 3: RHUL Department of Geography Silver Action Plan, July 2023

Our Priorities for 2023-2028

1. Enhancing feelings and practices of inclusivity
2. Supporting and empowering our students
3. Facilitating career development for all staff

Priority 1: Enhancing feelings and practices of inclusivity						
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes
1.1	Embed EDI activities in UG and PGT curricula	Discussions around diversifying the curriculum, decolonisation and anti-racist pedagogy have been a key part of the Department's teaching peer review since 2021. This reflects broader discussions in the discipline and the academy more generally. Additionally, responses to STS22/23 (71% of UG and PGT students agreed that there was a diversity of approaches and voices in the curriculum) and discussions from student reps at the EDI Committee, highlight the need to engage more explicitly with EDI issues in the UG and PGT curricula.	UG Ed Lead, EDI Lead, SSC, Teaching Excellence Lead, PGT Lead, PG SSC	Sept 2023 - ongoing	Sept-Oct 2023: Workshops with students & staff on proposed UG curriculum changes Jan 2024: Submit revalidation documents for UG programmes Feb 2024: PG SSC to consider EDI in curriculum. PGT directors to follow up as needed	Target: 85% UG and PGT students respond positively to the diversity of approaches and voices in the curriculum in STS24/25
1.2	Develop series of activities to enhance PGR students' sense of belonging to the Department	STS22/23 identified that PGR students were less likely to feel a sense of belonging (69%) in the Department than UG or PGT students (79%)	PGR Lead & PG SSC, Research Group Leads	Sept 2023-ongoing	Dec 2023: Proposed timetable of Departmental PGR activities circulated to all PGR students.	Target: 75% of PGR students responding to STS24/25 feel a sense of belonging in the Department.
1.3	Work with GeogSoc to build on diversification of activities taking into	GeogSoc has diversified activities to include daytime events and a PG rep, but in	HoD, EDI Lead, GeogSoc Committee	Sept 2023 - ongoing	Annual programme of events, including	Targets: PG rep elected every year.

	account EDI dimensions and the needs of PGR and PGT students	STS22/23, BGM students and PG students reported lack of involvement and some feelings of exclusion. Overall 57% of student respondents had attended GeogSoc events, but this figure was 45% for both BGM students and PG students			Committee elections	One GeogSoc event every term which is held during core hours. 55% of BGM and PG students responding to STS23/24 survey to have attended a GeogSoc event
1.4	Promote PGR and PGT awareness of EDI activities through student handbooks, Moodle pages and induction	Lower levels of awareness & involvement in Departmental EDI activities among PGR and PGT students than UG students. For example, 57% of PGT respondents to STS22/23 were unaware of the EDI rep system (compared to 85% of UG students). In 2022-23 there was no PGT rep on the EDI Committee.	PGR Lead, PGT Lead, EDI Lead	Sept 2023 - ongoing	Update PGR and PGT handbooks to include more on EDI. Expand EDI section on PGR and PGT Moodle pages. Include EDI section in PGR and PGT induction. Review material every year and update as necessary.	Targets: 75% of PGR and PGT respondents to STS23/24 reporting that they are aware of the Department's equality and diversity activities. PGT representative on Departmental EDI Committee every year.
1.5	Enhance financial support for PGT students	A key gap in the pipeline to develop a more diverse academic community is the funding of PGT courses. Students with significant academic potential are unable to take this step because of the lack of funding.	PGT and PGR Leads	Sept 2023- ongoing	Work with HoD, School PGT Lead and Executive Dean to explore possibilities of using some of the current PGR funding for PGT support. Update list of PGT financial support for potential MSc/ MRes students.	Target: Exceed HESA benchmarks for the ethnic diversity of students at PGT. Currently (PAP 2.1) data shows that overall we exceed sector benchmarks for and sometimes exceed benchmarks but as we are London based we should be ambitious in exceeding them

1.6	Provide clearer information about policies relating to bullying and harassment, and where to get support.	37% staff in the culture survey were not satisfied with how bullying and harassment are addressed in the department. It is not clear if they are aware of the RHUL institutional processes around this, or support available.	HoD	Aug 2023	HoD to add section to the Staff Handbook and remind staff of the policies and procedures	Target: 75% of staff responding positively to the questions about bullying and harassment in SS24/25
1.7	Explore possible staff peer support mechanisms around experiences of bullying and harassment	37% of staff in the culture survey were not satisfied with how bully and harassment are addressed in the department. This was also a theme discussed at the staff EDI workshop and a number of schemes in operation in other institutions were raised as possible models.	HoD	June 2024	HoD to lead working group to explore options on staff peer support schemes. Feb 2024: Present options at Departmental meeting. If agreed, implement from 2024-25	Target: 75% of staff express satisfaction with practices of dealing with dealing with bullying and harassment in SS24/25
1.8	Sharing the Department's experience of EDI good practice	The Department has implemented a range of EDI initiatives in recent years and RHUL Geography staff have been leading a number of external projects. As part of our commitment to enhancing inclusion and diversity in Geography and HE more generally, we are keen to share our experiences.	EDI Lead	Sept 2023-ongoing	EDI Lead to include sharing good practice beyond the Department in annual plan of EDI activities	Target: At least one externally-facing EDI lessons activity per year (publication, event, blogpost)
1.9	Review of data collection practices and annual reporting of Departmental EDI data.	The restructure has created some significant issues with data collection and reporting	LSE School Vice-Dean of EDI, EDI Lead with	Sept 2023 – ongoing	EDI Lead to liaise with LSE School Vice-Dean of EDI to	Target:

		<p>across the institution. Data is not being collected in formats departments need for Athena SWAN, there is uneven reporting, access challenges and uneven support in developing the data needed for EDI work.</p> <p>We need to ensure we supplement the institutional and School level data with appropriate departmental monitoring and evaluation data.</p> <p>It is essential that reporting takes place on this data within the Department to ensure local ownership over EDI practices.</p>	<p>support from colleagues</p>		<p>streamline data collection.</p> <p>EDI Lead to work with Vice-Dean to ensure access to data held at institutional level</p> <p>EDI Lead to produce guidelines on EDI data reporting to be embedded in the job descriptions for each departmental role.</p> <p>EDI Lead to collate the departmental EDI data into an annual data report for the department for circulation and discussion at a dedicated annual all-department meeting.</p>	<p>Production of an annual Departmental EDI data review</p> <p>Athena SWAN survey questions to be embedded in School/Departmental EDI surveys.</p> <p>Staff survey to be run biannually</p> <p>Student survey to be run annually</p>
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Priority 2: Supporting and empowering our students						
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes
2.1	Embed the Year 1 tutorial buddy scheme in the Department's student support activities	Feedback from Year 1 student reps on UG SSC regarding difficulties in transition from School to university. This also contributed to non-submission and attendance issues for some year 1 students. A tutorial group buddy scheme was trialled in Sept 2022.	UG Education Lead & Wellbeing Lead	Sept 2023-ongoing	Sept 2023: Recruit Year 2 and 3 students as buddies, run training session and set out start of term activities Mid-October 2023: Check all tutorial groups have had buddy meetings.	Target: All year 1 students to have group meetings with tutorial buddy by the end of October 2023.
2.2	Enhance Year 1 welcome to university sessions and introduce new start of Year 2 transition sessions	Year 1 and Year 2 student rep feedback in UG SSC about challenges of transition. Increase in non-progression rates from Year 1 to Year 2. Decline in % of students getting 2.1 or 1 st class degrees (91% in 2018/19; 78% in 2021/22, although COVID-19 mitigation issues may have had an impact on finalists' ability to do resits). No gender difference in 2021/22 compared whereas in 2018/19 there was a significant difference (90% women getting 1 st / 2.1 compared to 77% of men)	UG Education Lead; CeDAS staff	Sept 2023-ongoing	Sept 2023: Expand Year 1 transition to university sessions & activities, including Year 2 and 3 student perspectives. Run new sessions for Year 2 students in conjunction with CeDAS staff on study skills	Targets: Non-progression from Year 1 to Year 2 to <5% in 2023/24 85% of all students getting 1 st / 2.1 in 2024/25

2.3	Expand the UG mentoring programme	The programme has been an important new innovation in the Department's EDI work since 2021, but this has been at a small scale to pilot the approach.	EDI Lead and UG Education Lead	Sept 2023-ongoing	Sept 2023: Recruitment of PGR students as mentors & promotion of the scheme to Year 2 and Year 3 UG. Annual review of programme, with adaptations made as necessary.	Target: 85% of all students getting 1 st / 2.1 in 2024/25
2.4	Develop careers events drawing on diverse range of alumni to run targeted events to inspire our entire student cohort	The Department runs a series of careers events throughout the year. Attendance at these events does not reflect the profile of our student body. Exact data were not collected but attendance appeared to be largely by White women.	Careers Lead	Sept 2023-ongoing	Oct 2023: Draft timetable of Departmental careers events for the year following discussions with Careers Service, alumni and current students.	Targets: Run at least one careers event a year bringing in alumni from diverse backgrounds to discuss their career journey. By 2025-26 attendance at Departmental careers events to reflect profile of Department in relation to gender and ethnicity
2.5	Encourage take up of placement opportunities among UG, PGT and PGR students	STS22/23 showed that 28% students felt they hadn't had opportunities for placements, with higher figures for PhD students, students identifying as male and BGM students. At the same time take-up of the UG dissertation-based placements has been declining.	Careers Lead; PGR Lead; PGT Lead	Sept 2023-ongoing	Sept 2023: Placement opportunities to be highlighted at induction for all students. Oct 2023: Promotion of dissertation-based	Target: 80% of dissertation-based placements taken up in 2023-24 Target: 85% of students responding to STS24/25 state that they have had opportunities to do a placement.

					<p>placement opportunities bringing in past students.</p> <p>Jan 2024: Review of first term of Egham Museum placement scheme after first term of operation</p>	<p>Target: By 2025-26 gender profile of departmental placement applications to reflect that of relevant student cohort.</p>
2.6	Develop a Departmental guide to inclusive fieldtrips	STS22/23, fieldcourse module questionnaires and some informal feedback on Year 2 fieldtrips in 2023 indicated that not all students felt that the fieldtrip arrangements were inclusive.	UG Ed Lead and EDI Lead	June 2024	<p>Dec 2023: Draft inclusive fieldtrip guide to be produced through workshops with students & staff.</p> <p>Jan-March 2024: Guide to be used to inform Year 1 and Year 2 fieldtrips through an inclusive fieldtrip audit.</p> <p>June: Finalisation of inclusive fieldtrip guide. To be reviewed every year</p>	<p>Target: 75% of UG and MSc Quaternary Science students responding in ST24/25 that their individual needs were met in fieldtrips.</p>

Priority 3: Facilitating career development for all staff						
	Description of Action	Rationale	Responsibility	Start-End	Key outputs and milestones	Success criteria and outcomes
3.1	Enhance the career development opportunities for technical staff	Technical staff continue to highlight limited career progression and training opportunities in staff surveys and in the presentation given by technical staff in the EDI Seminar series	TOM, HoD, HR	Sept 2023 - ongoing	<p>Explore the potential of renaming technical posts to reflect grade (e.g. Senior Technician)</p> <p>TOM to promote training opportunities provided as part of the Technicians' Commitment</p> <p>Training opportunities identified by technical staff in annual PDR process to be fed into Technicians' Commitment training provision</p>	<p>Targets: Renaming of technical roles to reflect grade</p> <p>30% of technical staff reporting positively about career development opportunities in SS 24/25.</p> <p>50% of technical staff responding positively around training opportunities in SS 24/25.</p>
3.2	Support teaching-focused staff in career aspirations through sabbaticals and promotion applications	Institutional development of a teaching-focused career track has opened up new possibilities and we need to ensure our career facilitations measures are supporting colleagues on this	HoD, Teaching Excellence Lead	Sept 2023- ongoing	<p>HoD to discuss sabbatical and promotion plans in PDRs with TF staff.</p> <p>HoD to promote TF promotions</p>	<p>Targets: One TF colleagues to apply for sabbatical before next AS application.</p> <p>75% of TF staff to have attended a TF career</p>

		track as take-up of opportunities has been limited so far.			workshops to relevant staff TEL to support TF colleagues in sabbatical and promotions applications as appropriate	development workshop by Sept 2026
3.3	Enhance existing academic promotions support within the Department	SS22/23 reflects significant dissatisfaction with the academic promotions system and feedback received from School/ College. The Academic promotions system is undergoing a significant institutional review and Departmental staff have contributed to this process.	Sept 2023-ongoing	HoD	HoD to hold individual meetings after promotions decisions (both successful and unsuccessful) to discuss feedback and next steps. HoD to explore development of a mid-year promotions mentoring process within the Department. 2024/25: If staff peer support groups developed (FAP 1.7) explore role in career/ promotions support.	Target: 70% of staff to be satisfied with the promotions process in SS24/25
3.4	Support all TF and T&R academic staff to apply for AdvanceHE Senior Fellowship	AdvanceHE Senior Fellowship is required within the RHUL promotions criteria for promotion to professor for	Teaching Excellence Lead	Sept 2023-ongoing	TEL to run series of events in collaboration with the Educational	Target: One successful AdvanceHE Senior Fellowship application each year

		staff on teaching-focused and teaching & research contracts.			Development (ED) to support colleagues in their applications	
3.5	Encourage all academic staff to complete appraiser and recruitment training, and to put this training into practice.	Evidence for leadership in RHUL academic promotion criteria includes acting as an appraiser in the annual PDR process and sitting on appointment panels. Departmentally the appraiser role has usually been filled by members of professorial staff.	HoD	Sept 2023-ongoing	HoD to promote recruitment and appraiser training to all colleagues. HoD to review allocation of appraisers in PDR process from summer 2024 to provide opportunities for trained colleagues to act as appraisers where possible. HoD to provide appointment panel chairs with list of trained colleagues who could act on panels.	Target: 50% of non-professorial academic staff to have completed appraiser training by Sept 2025. All staff who want to act as an appraiser have been able to have that experience within 24 months of training. 50% of non-professorial academic staff to have completed recruitment training by September 2025
3.6	Review workload principles and allocation for members of academic staff	While workload allocation is generally seen as fair by staff (62% agree/ strongly agree that allocation is fair SS22/23), 22% disagreed/ strongly disagreed) and significant concern about overall workload has been raised in staff workshops. The move to Schools is seen	HoD; all staff	Sept 2023-ongoing	HoD to lead collective discussions on current workload principles and possible workload models drawing on practice elsewhere at RHUL and in other	Target: June 2024: Updated workload principles (or workload model) for academic year 2024-25 agreed at Departmental Meeting. 75% staff respond positively to question

		to increase workloads, alongside increasing demands and expectations in all elements of academic life.			<p>Geography departments.</p> <p>HOD to lead collective discussions on succession planning and length of service for departmental administrative roles</p> <p>All staff to feed into RHUL review of Schools to take place in 2023-24.</p>	about workload allocation in SS24/25
3.7	Support staff wellbeing and work-life balance	Only 44% of respondents SS22/23 responded positively to question about departmental support for staff wellbeing and mental health. Workload issues have been raised in EDI workshops. The move to Schools is seen to increase workloads, alongside increasing demands and expectations in all elements of academic life.	HoD; all staff	Sept 2023-ongoing	<p>All staff to feed into RHUL review of Schools to take place in 2023-24.</p> <p>Sept 2023: HoD to remind all staff about process for applying for TOIL. To email all relevant staff after weekend working (fieldtrips/ open days) to encourage TOIL application.</p> <p>June 2025: Review operation of peer support groups (FAP 1.7) as mechanism</p>	<p>Targets: 70% of staff giving positive response to the question 'My mental health and wellbeing are supported in my department in SS24/25</p> <p>Include direct question on workloads in future staff surveys</p> <p>50% of academic staff reporting TOIL by June 2025</p>

					for contributing to staff wellbeing	
3.8	Support teaching-related professional development	In the survey and workshop academic staff highlighted the challenges of finding time to enhance their technical skills (e.g. GIS, statistical packages, coding) that would be helpful in teaching.	Teaching Excellence Lead & HoD	Sept 2023-ongoing	TEL and HoD to lead development of principles about time for significant skills enhancement. These principles will feed into the workload discussions (3.5).	Targets: Skills enhancement principles to be agreed by June 2024 and included in workload principles. Add question to SS24/25 about support for development of technical skills for teaching
3.8	Promote availability of support for impact activities within Department, School and College	While 68% of colleagues feel that impact is valued in the department (SS22/23), it is clear from workshop discussions that colleagues are not always clear how to develop impact from their own work.	Research Lead; Impact Lead	Sept 2023 ongoing	Develop and advertise a series of departmental impact workshops for all staff to attend Ensure all impact funds and opportunities are advertised to all staff Develop and share a database of impact case studies to enable staff to explore these	Target; 75% of colleagues reporting that they feel they are supported in developing impact from their research activities

Appendix 1: Culture survey data

Table 2: My Contributions are valued in my department.

	Female Academic (%)	Female PTO (%)	Male Academic (%)	Male PTO	Total (%)
Strongly Agree	4 (40%)	0	4 (29%)	0	8 (28%)
Agree	5 (50%)	3 (100%)	8 (57%)	1 (50%)	17 (59%)
Neither Agree nor Disagree	1 (10%)	0	2 (14%)	0	3 (10%)
Disagree	0	0	0	1 (50%)	1 (3%)
Strongly Disagree	0	0	0	0	0
Not Applicable	0	0	0	0	0
Don't Know	0	0	0	0	0
Prefer Not to Say	0	0	0	0	0

Table 3: Departmental leadership actively supports gender equality.

	Female Academic (%)	Female PTO (%)	Male Academic (%)	Male PTO (%)	Total (%)
Strongly Agree	8 (73%)	1 (33 %)	3 (28%)	0	12 (41%)
Agree	1 (9%)	2 (67%)	8 (62%)	1 (50%)	12 (41%)
Neither Agree nor Disagree	2 (18%)	0	2 (15%)	0	4 (14%)
Disagree	0	0	0	1 (50%)	1 (3%)
Strongly Disagree	0	0	0	0	0
Not Applicable	0	0	0	0	0
Don't Know	0	0	0	0	0
Prefer Not to Say	0	0	0	0	0

Table 4: The Department enables flexible working.

	Female Academic (%)	Female PTO (%)	Male Academic (%)	Male PTO (%)	Total (%)
Strongly Agree	8 (73%)	0	4 (31%)	0	12 (41%)
Agree	3 (27%)	3 (100%)	7 (54%)	1 (50%)	14 (48%)
Neither Agree nor Disagree	0	0	2 (15%)	0	2 (7%)
Disagree	0	0	0	1 (50%)	1 (3%)
Strongly Disagree	0	0	0	0	0
Not Applicable	0	0	0	0	0
Don't Know	0	0	0	0	0
Prefer Not to Say	0	0	0	0	0

Table 5: I am satisfied with how bullying and harassment are addressed in my department

	Female Academic (%)	Female PTO (%)	Male Academic (%)	Male PTO (%)	Total (%)
Strongly Agree	1 (11%)	0	1 (8%)	0	2 (7%)
Agree	2 (22%)	2 (67%)	3 (23%)	0	7 (26%)
Neither Agree nor Disagree	1 (11%)	0	1 (8%)	0	2 (7%)
Disagree	3 (33%)	0	3 (23%)	1 (50%)	7 (26%)
Strongly Disagree	1 (11%)	0	2 (15%)	0	3 (11%)
Not Applicable	0	0	0	0	0
Don't Know	0	1 (33%)	3 (23%)	1 (50%)	5 (19%)
Prefer Not to Say	1 (11%)	0	0	0	1 (4%)

Table 6: My line manager supports my career development.

	Female Academic (%)	Female PTO (%)	Male Academic (%)	Male PTO (%)	Total (%)
Strongly Agree	5 (45%)	0	4 (31%)	0	9 (31%)
Agree	2 (18%)	2 (67%)	4 (31%)	0	8 (28%)
Neither Agree nor Disagree	2 (18%)	1 (33%)	3 (23%)	2 (100%)	8 (28%)
Disagree	1 (9%)	0	0	0	1 (3%)
Strongly Disagree	0	0	2 (15%)	0	2 (7%)
Not Applicable	0	0	0	0	0
Don't Know	0	0	0	0	0
Prefer Not to Say	1 (9%)	0	0	0	1 (3%)

Table 7: My mental health and wellbeing are supported in my department.

	Female Academic (%)	Female PTO (%)	Male Academic (%)	Male PTO (%)	Total (%)
Strongly Agree	1 (10%)	0	1 (8%)	0	2 (7%)
Agree	3 (30%)	2 (67%)	6 (46%)	0	10 (37%)
Neither Agree nor Disagree	5 (50%)	1 (33%)	4 (31%)	2 (100%)	12 (44%)
Disagree	1 (10%)	0	2 (15%)	0	3 (12%)
Strongly Disagree	0	0	0	0	0
Not Applicable	0	0	0	0	0
Don't Know	0	0	0	0	0
Prefer Not to Say	0	0	0	0	0

Table 8: My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff

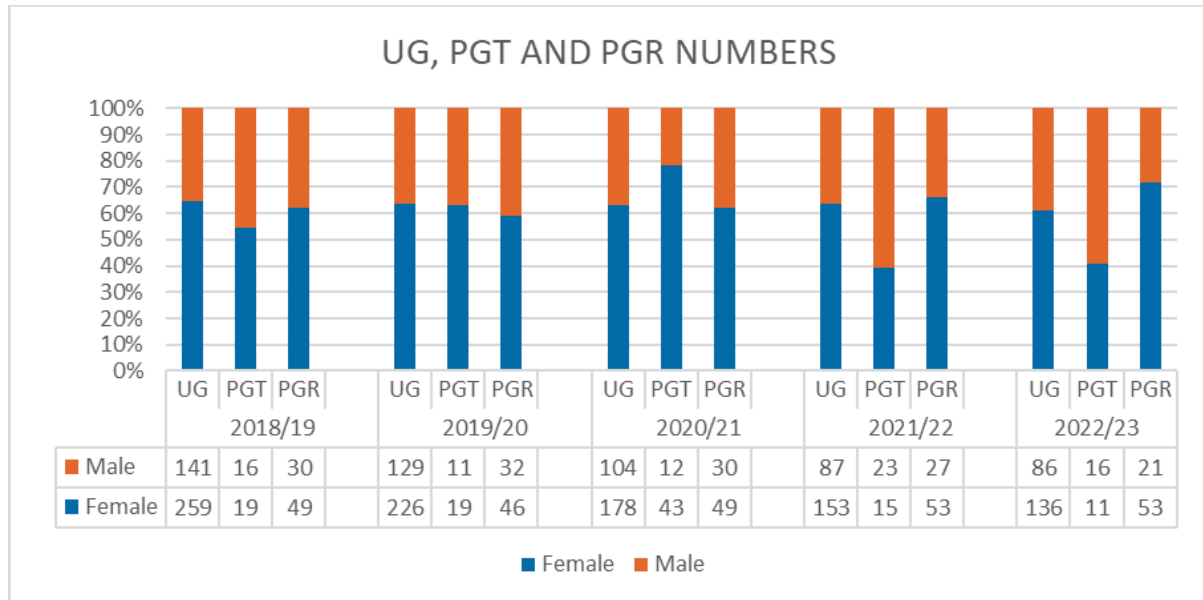
	Female Academic (%)	Female PTO (%)	Male Academic (%)	Male PTO (%)	Total (%)
Strongly Agree	1 (10%)	0	0	0	1 (4%)
Agree	3 (30%)	1 (33%)	3 (22%)	1 (50%)	8 (29%)
Neither Agree nor Disagree	2 (20%)	0	6 (46%)	0	8 (29%)
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0
Not Applicable	0	0	0	0	0
Don't Know	4 (40%)	2 (67%)	4 (31%)	1 (50%)	11 (39%)
Prefer Not to Say	0	0	0	0	0

Appendix 2: Data tables

1) Students at Foundation, UG, PGT and PGR levels

We do not have any foundation-level students.

Table 10: Students at UG, PGT and PGR levels



2) Degree attainment and/or completion rates for students at UG, PGT and PGR

Table 11: Degree attainment for UG students

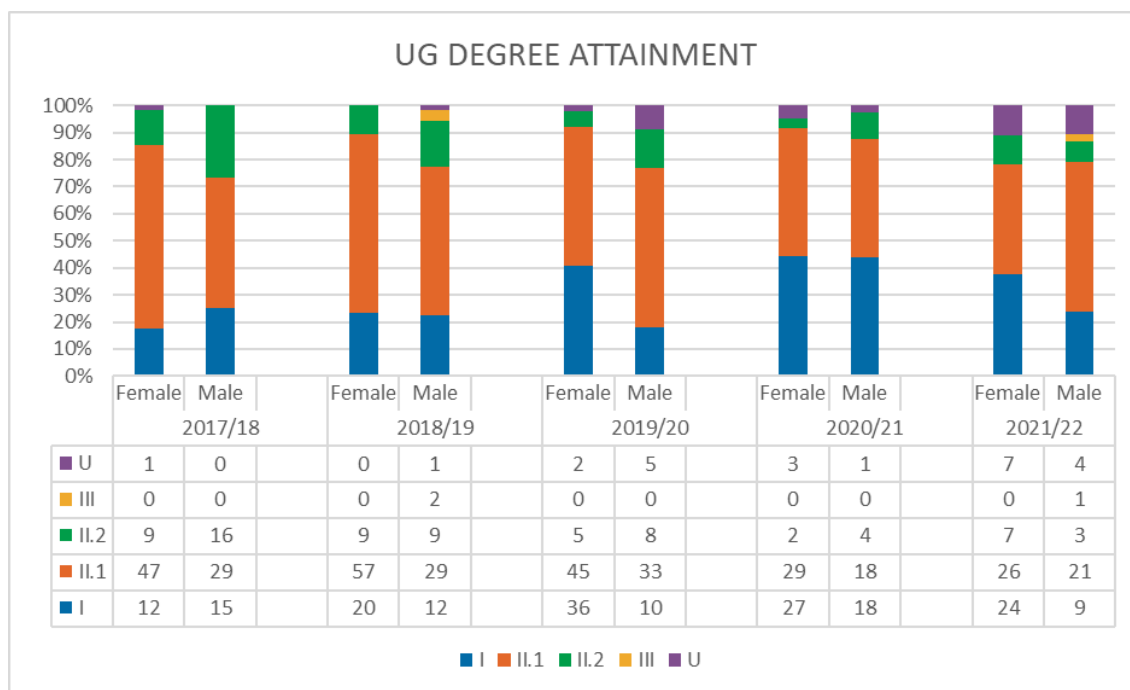


Table 12: Degree attainment for PGT students

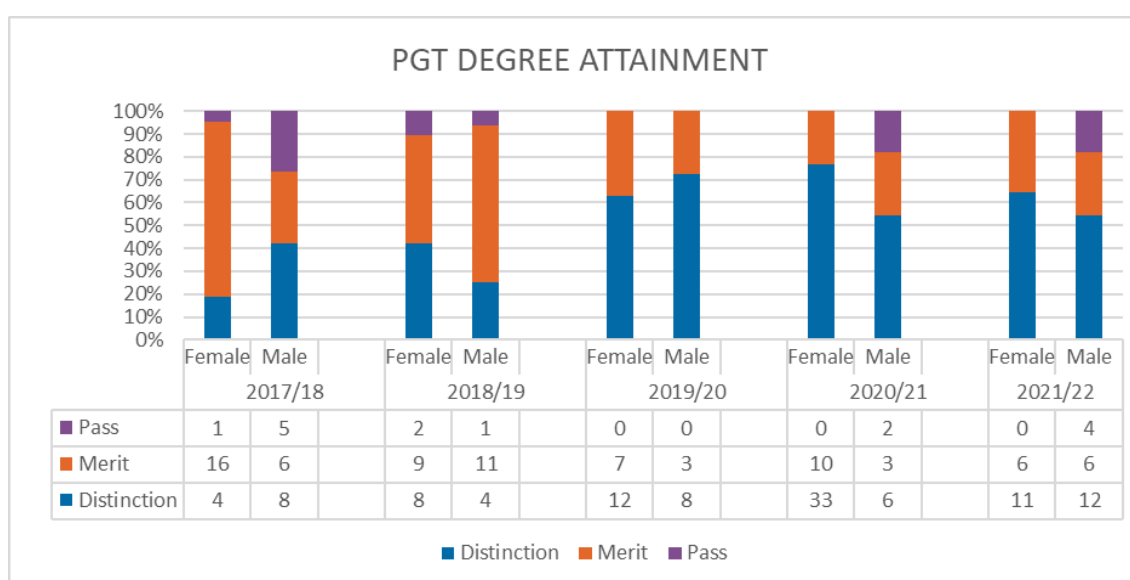
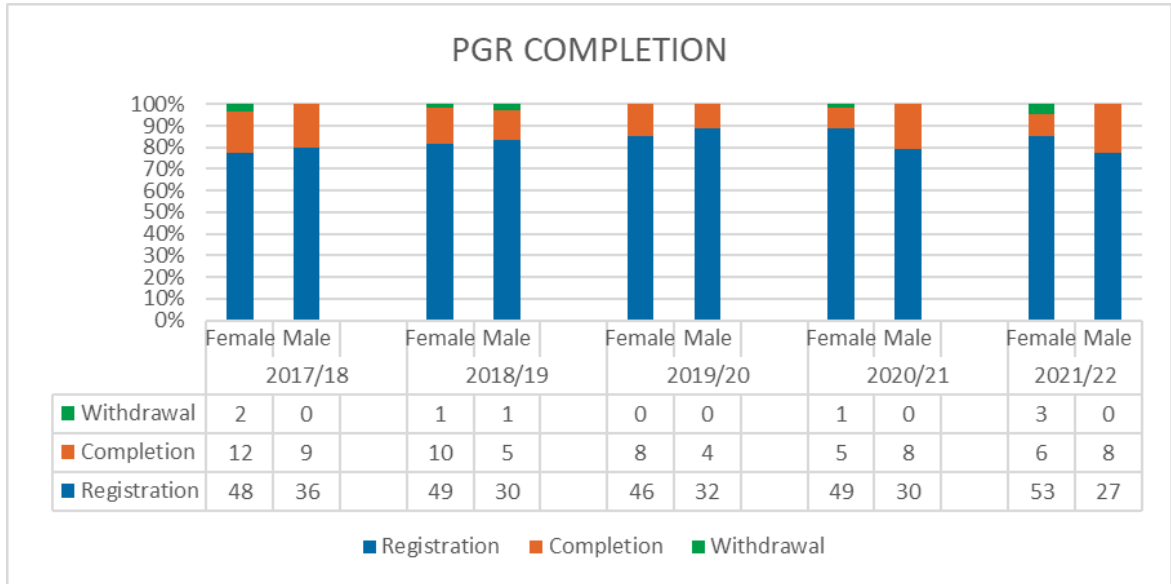
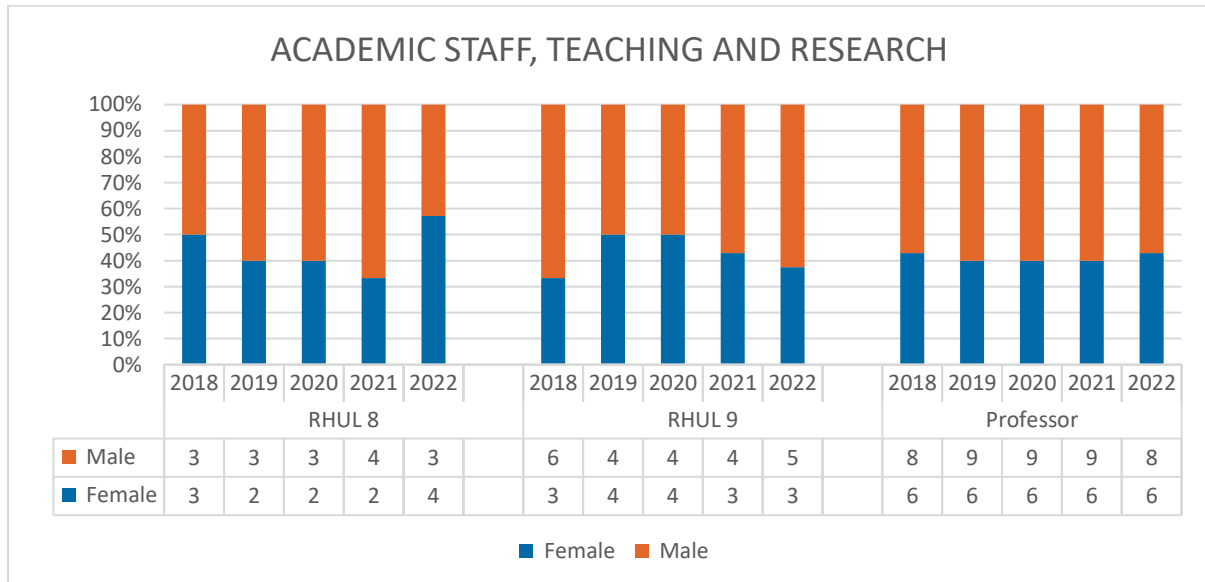


Table 13: PGR student completion and withdrawal



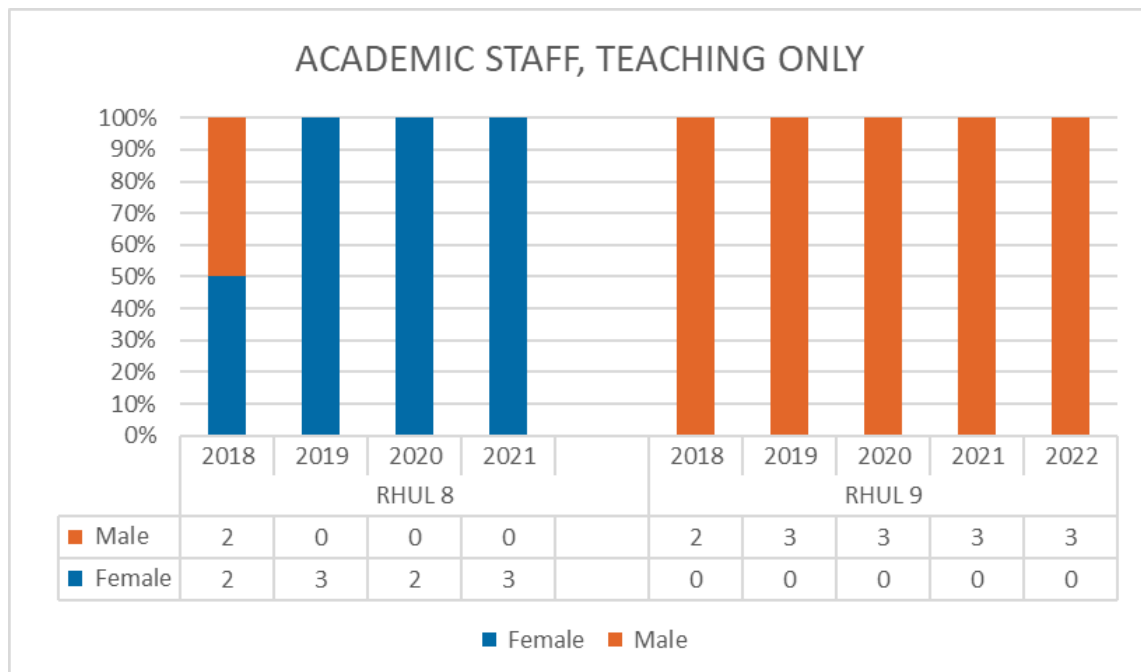
3) Academic staff by grade and contract function

Table 14: Academic staff (teaching and research)



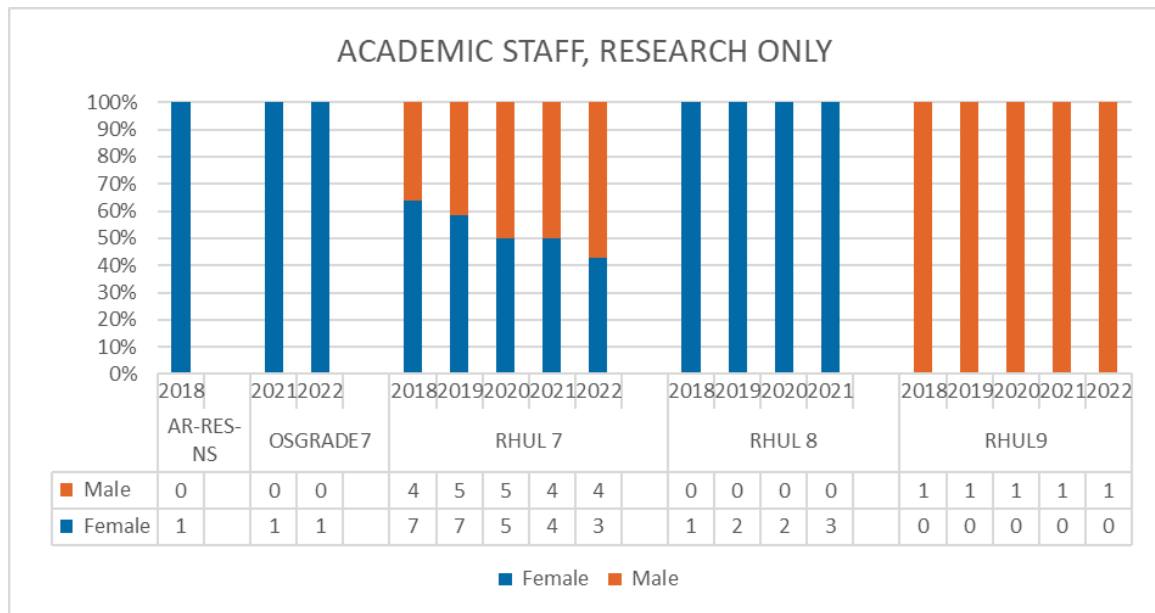
Note: Here Grade 8 equates to Lecturer level; Grade Nine to Senior Lecturer and Reader Level.

Table 15: Academic staff (teaching-focused)



Note: This data reflects the split in our teaching focused staff, between those on open-ended contracts who have achieved Senior Lecturer status (at Grade nine) and those on fixed-term contracts at Grade 8.

Table 16: Academic staff (research only)



Note: RHUL grade 7-9 on this table refer to research staff grades

4) Academic staff by grade and contract type

Table 17: Academic staff on open-ended contracts

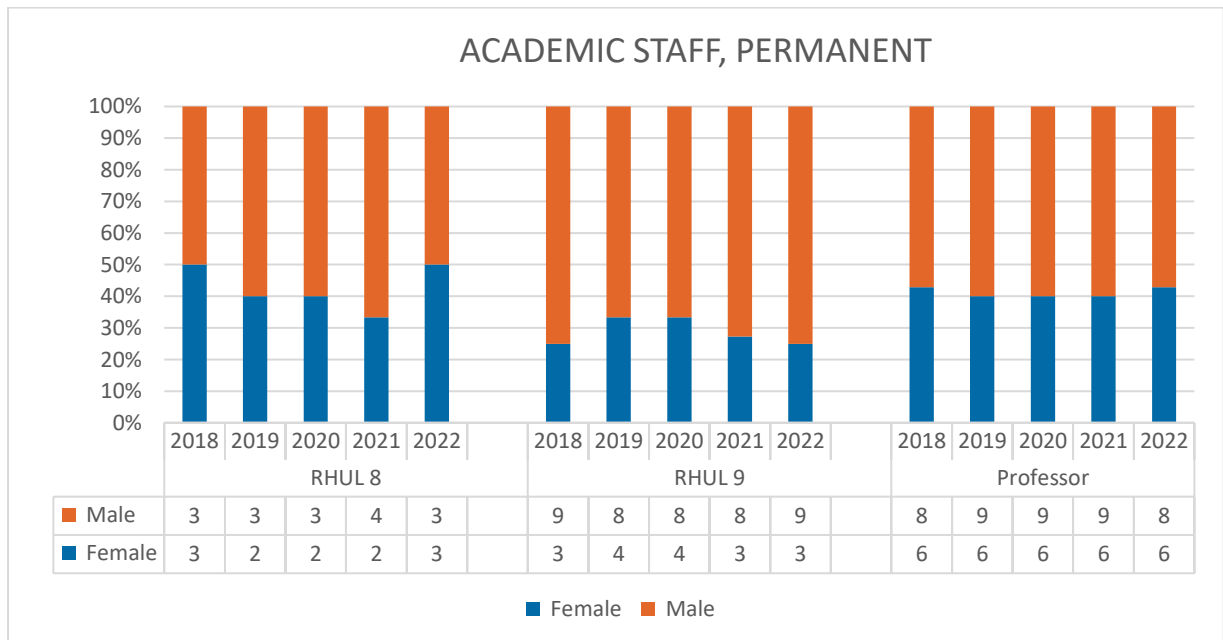
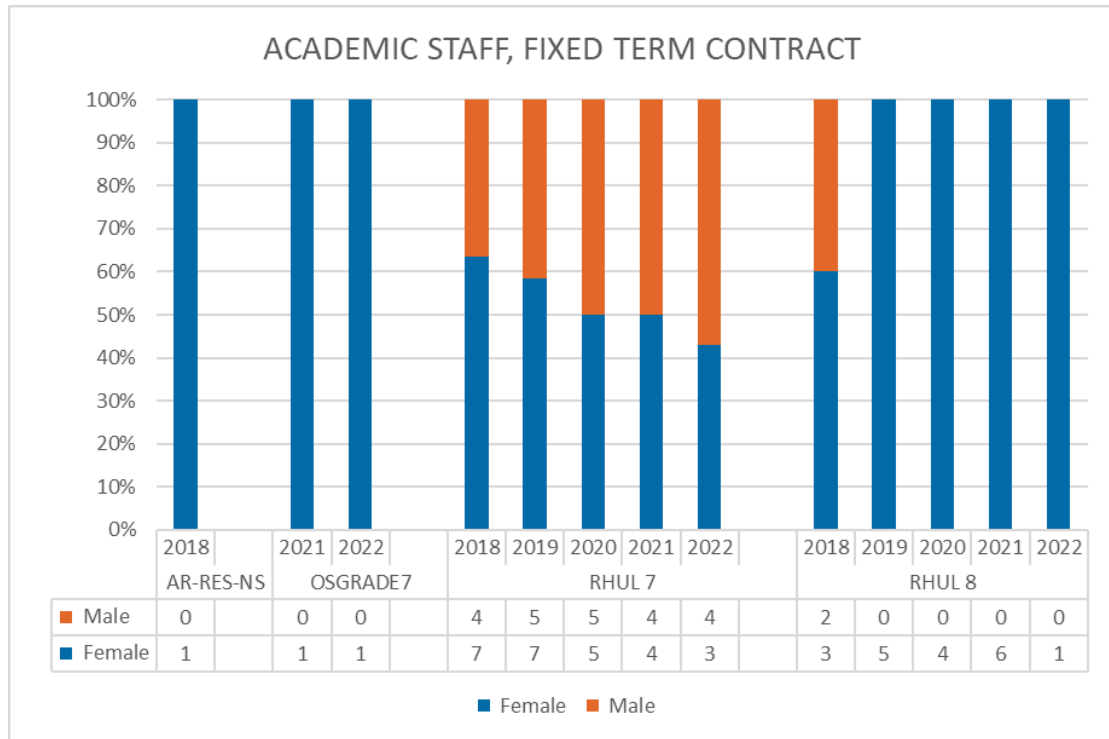


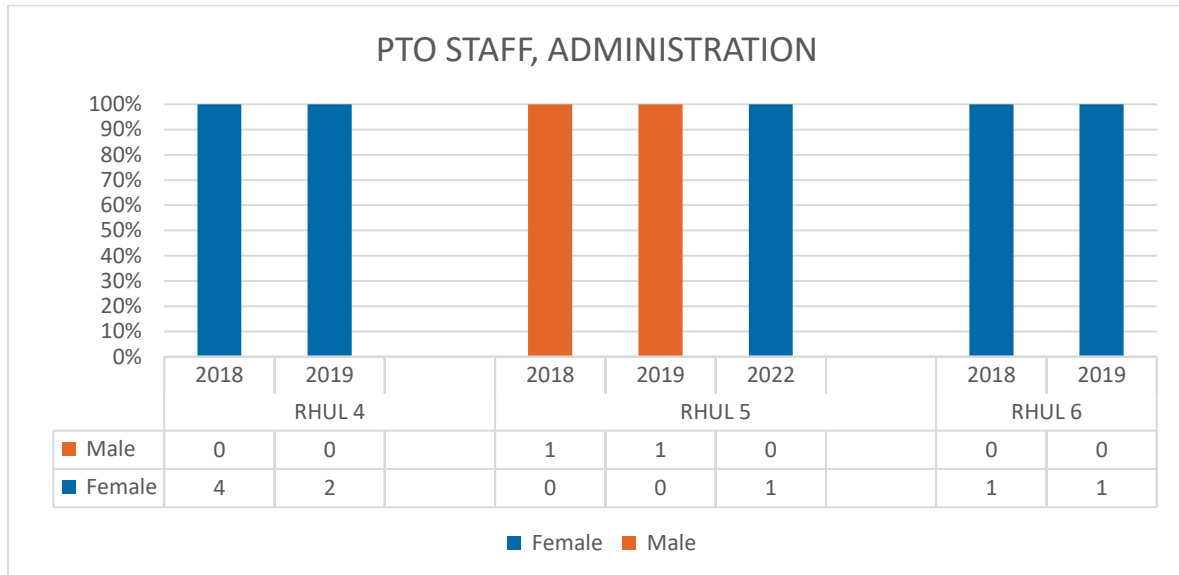
Table 18: Academic staff on fixed-term contracts



Note: RHUL grade 7-9 on this table refer to research staff grades

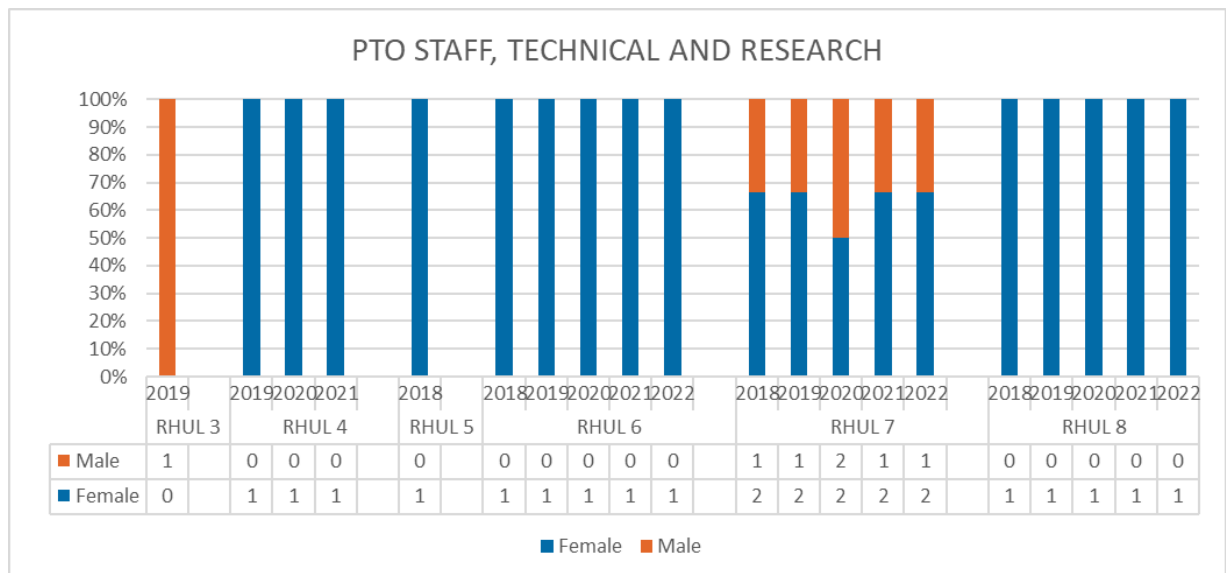
5) Professional, technical and operational (PTO) staff by grade and job family

Table 19: Administrative staff



Note: After 2019 all administrative staff moved to School level, aside from those associated with academic research grants.

Table 20: Technical and research staff



Note: The DofG has an additional member of technical staff in the building involved in everyday teaching and research support, but they are line managed by IT services, so are not included in the data presented here. Because they are part of the Department, they are invited to participate in all staff activities, including staff surveys.

6) PTO staff by grade and contract type

Table 21: PTO staff on open-ended contracts

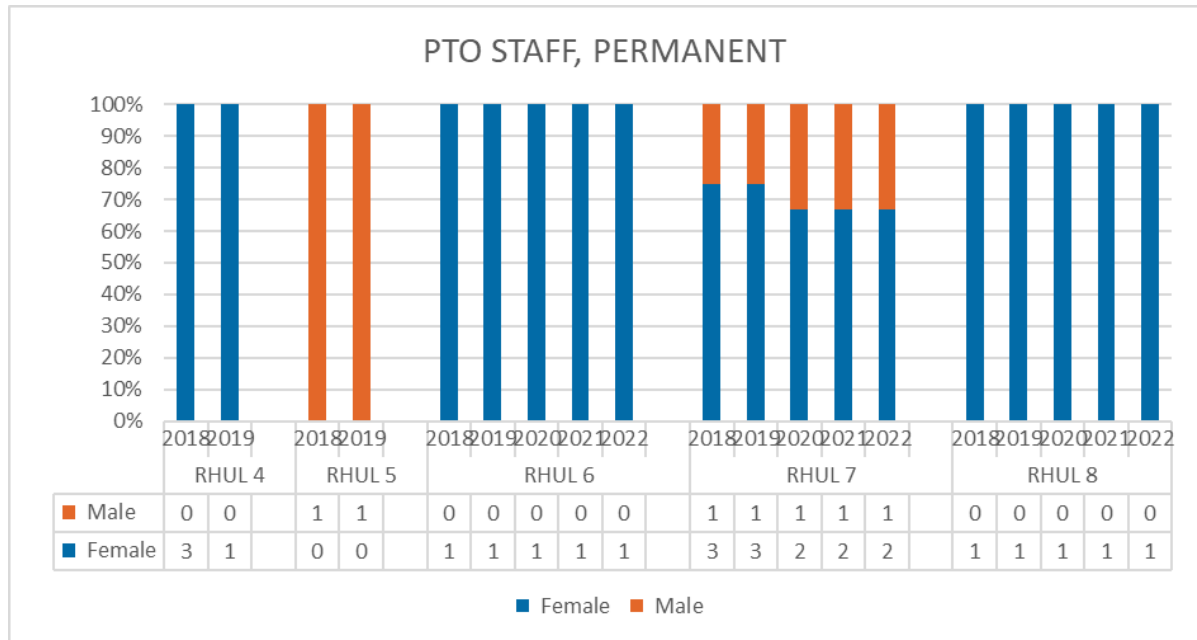
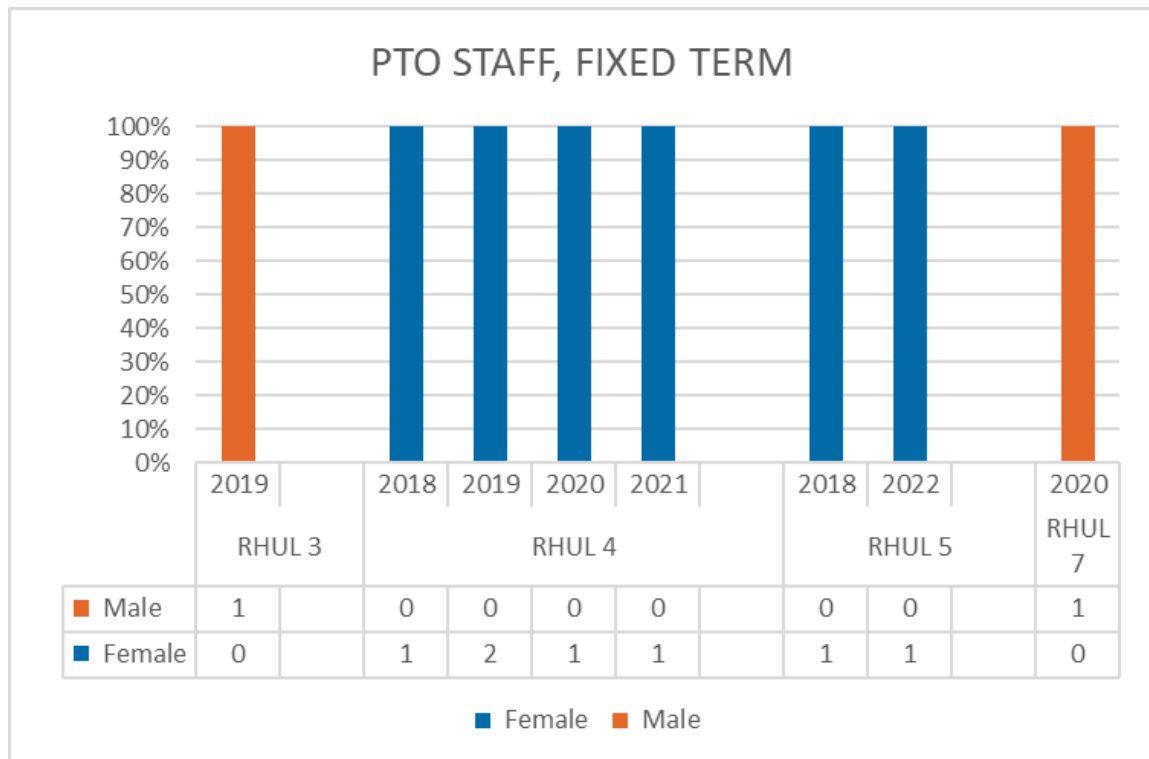
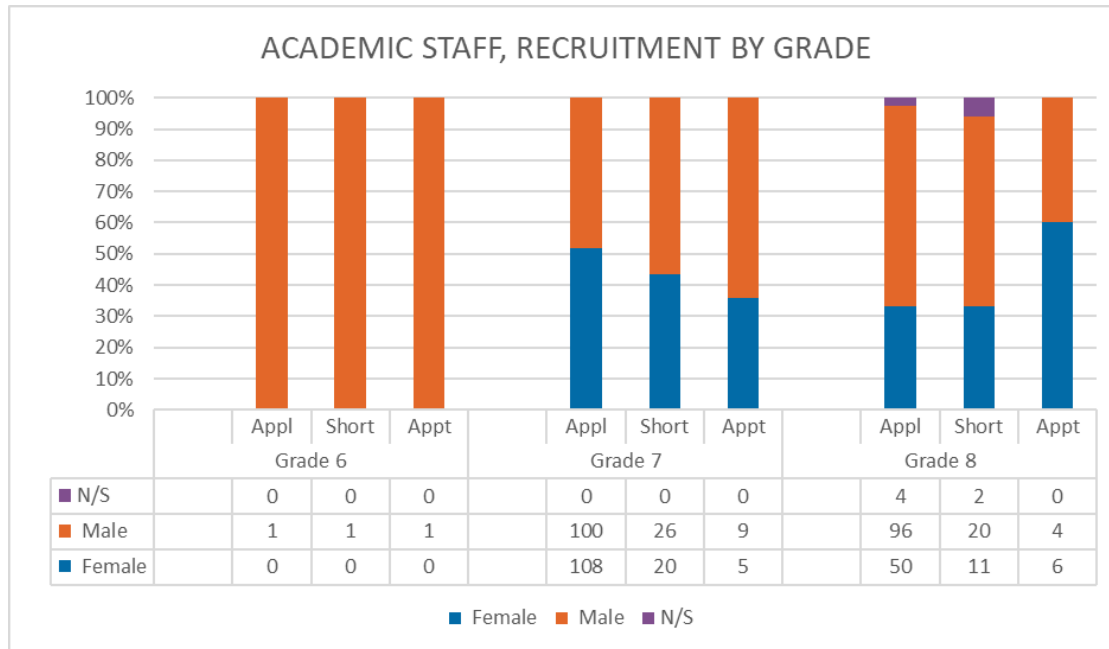


Table 22: PTO staff on fixed-term contracts



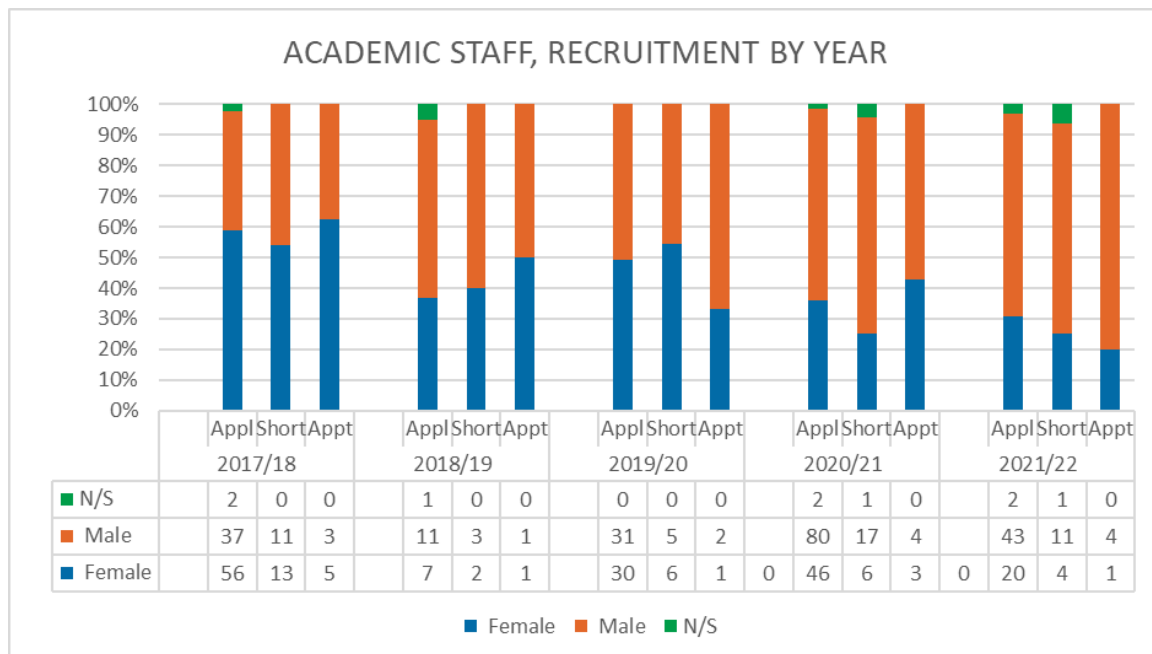
7)Applications, shortlist and appointments made in recruitment to academic posts by grade

Table 23: Applications, shortlists and appointments made in recruitment to academic posts by year



Note: N/S = Not specified

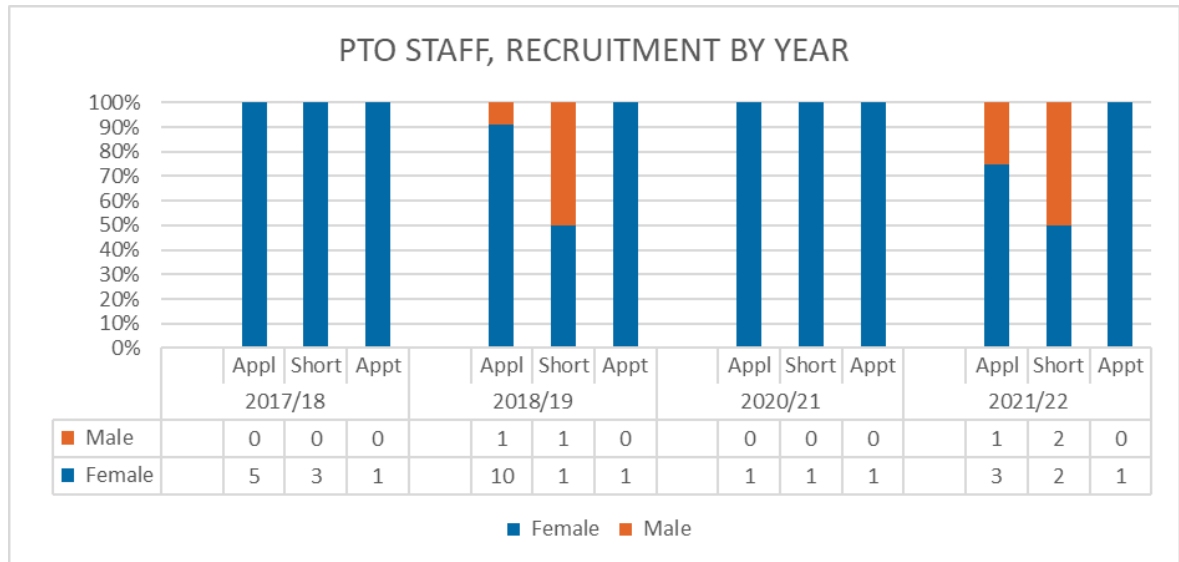
Table 24: Applications, shortlists and appointments made in recruitment to academic posts by grade 2017-22



Note: N/S = not specified

8) Applications, shortlist and appointments made in recruitment to PTO posts by grade

Table 25: Applications, shortlists and appointments made in recruitment to PTO posts by year



9) Applications and success rates for academic promotion by grade

Table 26: Applications and success rates for academic promotion from Grade 8

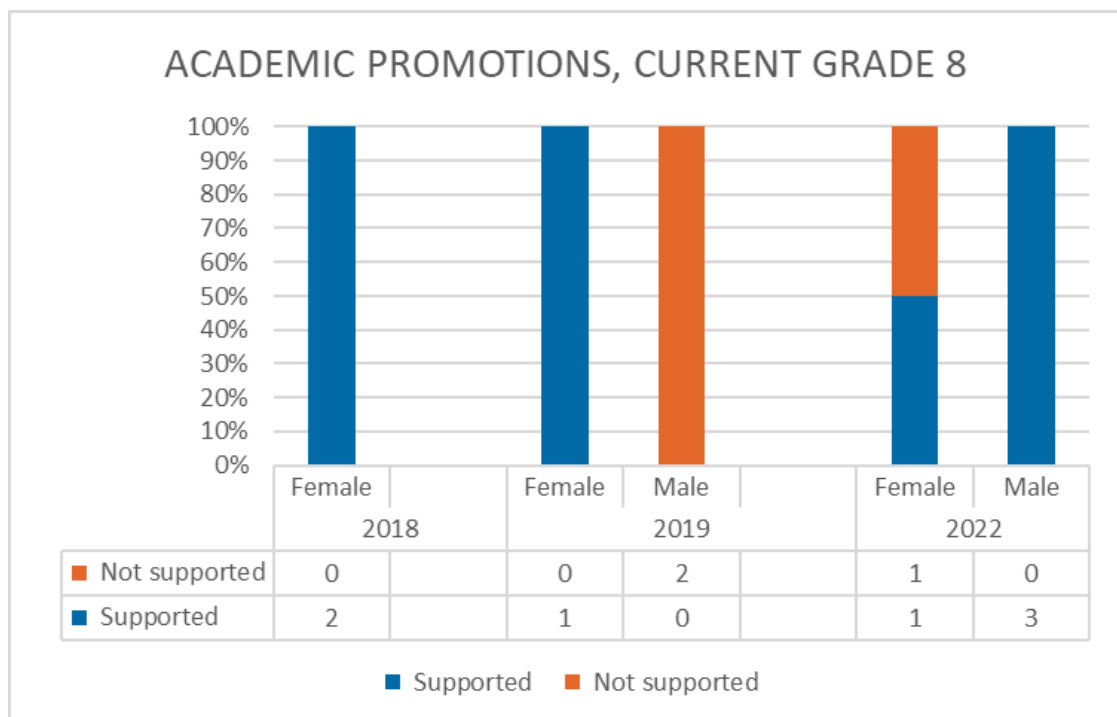


Table 27: Applications and success rates for academic promotions from Grade 9

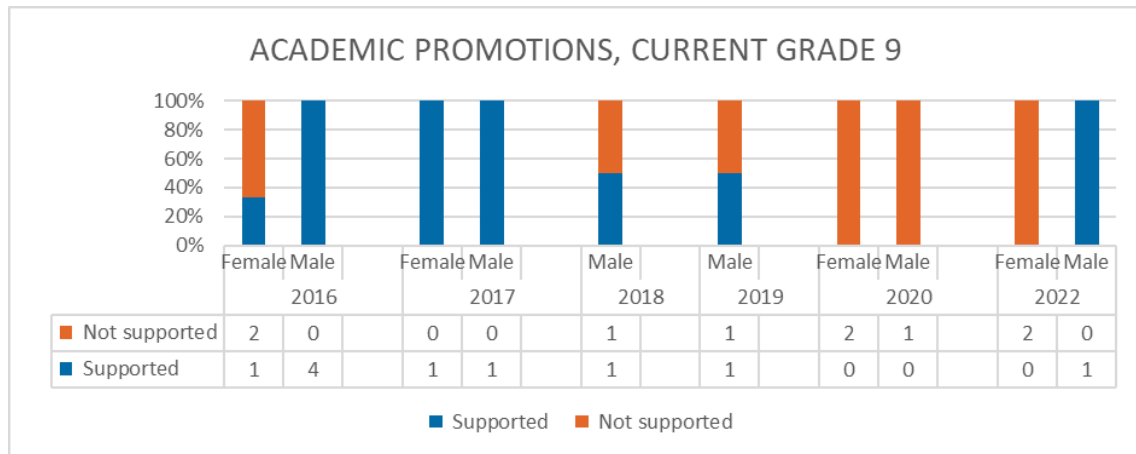
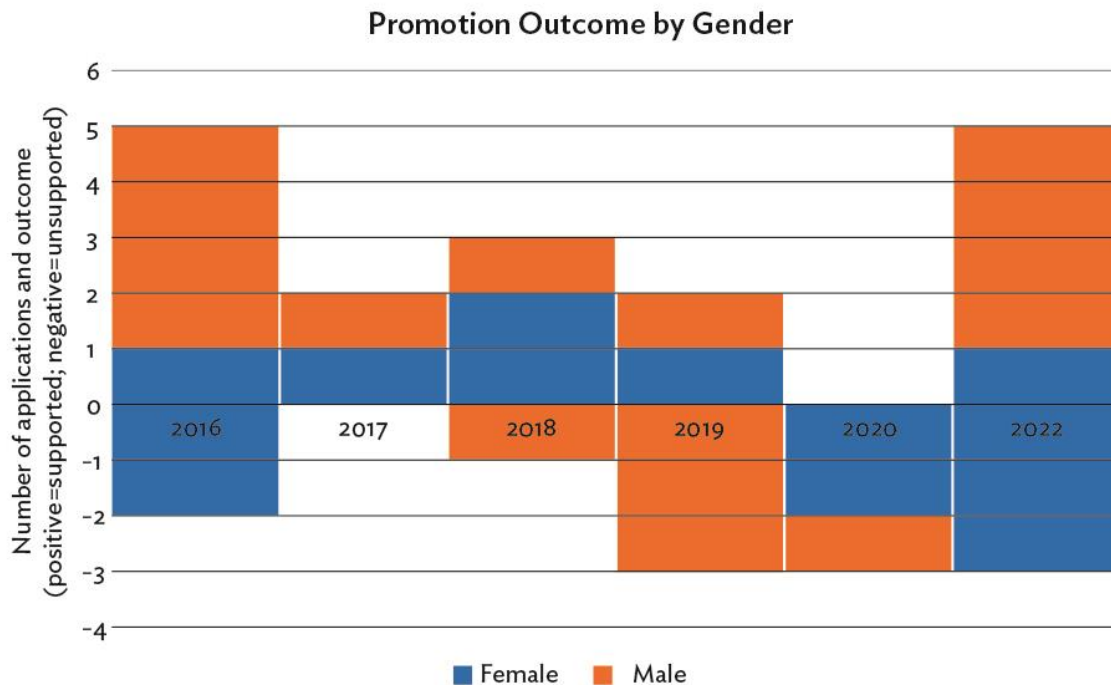


Figure 5: Promotion outcomes by gender



10) Applications and success rates for PTO progression by grade (where they are formal routes for progressions)

We are unable to provide this table as our PTO do not have formal routes for progression. FAP action 3.1 seeks to begin to address this issue.

Appendix 2.2: Additional Data

Table 28: Selected Externally-held positions in the last three years

Responses	Responses	%
Member of editorial board of an academic or professional journal	17	43
International advisory/expert group member	12	30
Research Council per review college or panel member	12	30
Professional Society Council/Board member or senior office holder	6	15
Editor of an academic or professional journal	4	10
N/A	6	15
Other (Please specify)	3	8
(Did not answer)	9	23
Total Responses	69	

Source: SS22/23

Table 29: Was your role affected by the COVID-19 pandemic?

	Extremely	Very	Moderately	Slightly	Not at All	Did not Answer	Total
Male (%)	3 (16.67%)	6 (33.33%)	5 (27.78%)	2 (11.11 %)	2 (11.11 %)	0	18
Female (%)	3 (15.79%)	5 (26.32%)	9 (47.37%)	1 (5.26%)	2 (10.53 %)	0	20
Other response* (%)		3 (100%)					3
JOB TITLES							
PDRA Researcher	0	4 (57.14%)	1 (14.29%)	0	2 (28.57%)	0	7
Lecturer Teaching focussed	0	2 (66.67%)	2 (66.67%)	0	0	0	4
Lecturer (R&T)	1 (25%)	0	2 (50%)	1(25%)	0	0	4
Senior Lecturer/Reader (R &T)	2 (22.22%)	0	4 (44.44%)	2 (22.22%)	1 (11.11%)	0	9
Professor R&T	2 (16.67%)	6 (50%)	4 (33.33%)	0	0	0	12
Technicians	1 (20%)	2 (40%)	1 (20%)	0	1 (20%)	0	5

Source: SS22/23

*Note: The 'other response' category here includes all responses that noted; 'non-binary'; 'in another way' 'prefer not to say' 'did not answer' to ensure anonymity. We have also ensured we do not present these responses by staff role to ensure anonymity.

Table 30: What impact has COVID-10 had on your ability to engage with your role?

	Very Severe	Severe	Moderate	Slightly	Not at All	Did not Answer	Total
Male (%)	2 (11.11%)	5 (27.78%)	5 (27.78%)	3 (16.67%)	3 (16.67%)	0	18
Female (%)	0	5 (26.32%)	10 (52.63%)	3 (15.79%)	3 (15.79%)	0	21
Other Responses* (%)		2 (66.67%)	1 (33.33%)				3
JOB TITLES							
PDRA/Researcher	0	4 (57.14%)	1 (14.29%)	0	2 (28.57%)	0	7
Lecturer Teaching focussed	0	2 (66.67%)	2 (66.67%)	0	0	0	4
Lecturer (R&T)	0	1 (25%)	1 (25%)	1 (25%)	1 (25%)	0	4
Senior Lecturer/Reader (R &T)	1 (11.11%)	1 (11.11%)	5 (55.56%)	1 (11.11%)	1 (11.11%)	0	9
Professor R&T	1 (8.33%)	3 (25%)	5 (41.67%)	3 (25%)	1 (8.33%)	0	13
Technicians	0	1 (20%)	2 (40%)	1 (20%)	1 (20%)	0	5

Source: SS22/23

*Note: The 'other response' category here includes all responses that noted; 'non-binary'; 'in another way' 'prefer not to say' 'did not answer' to ensure anonymity. We have also ensured we do not present these responses by staff role to ensure anonymity.

Table 31: Following the lifting of the COVID-19 restrictions, can you resume your role in the same manner?

	Mostly	Partially	Barely	Not at All	Did not answer	Total
Male (%)	16 (88.89%)	1 (5.56%)	1 (5.56%)	0	0	18
Female (%)	14 (73.68%)	5 (26.32%)	0	0	0	19
Other Responses* (%)	1 (33.33%)	2 (66.67%)	0	0	0	3
JOB TITLES						
PDRA/Researcher	3 (42.86%)	4 (57.14%)	0	0	0	7
Lecturer Teaching focused	2 (66.67%)	1 (33.33%)	0	0	0	3
Lecturer (R&T)	3 (75%)	1 (25%)	0	0	0	4
Senior Lecturer/Reader (R &T)	8 (88.89%)	0	1 (11.11%)	0	0	9
Professor R&T	10 (83.33%)	2 (16.67%)	0	0	0	12
Technicians	5 (100%)					5

Source: SS22/23

*Note: The 'other response' category here includes all responses that noted; 'non-binary'; 'in another way' 'prefer not to say' 'did not answer' to ensure anonymity. We have also ensured we do not present these responses by staff role to ensure anonymity.

Table 32: Responses to the statement ‘I am confident that my line manager will deal effectively with problems relating to harassment.’

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A**	Did not Answer	Total
Male (%)	3 (16.67%)	2 (11.11%)	1 (5.56%)	7 (38.89%)	5 (27.78%)	0	0	18
Female (%)	3 (15.79%)	0	6 (31.58%)	1 (5.26%)	8 (42.11%)	1 (5.26%)	0	19
Other Responses* (%)				2 (66.67%)	1 (33.33%)			3
JOB TITLES								
PDRA/ Researcher	0	0	1 (14.29%)	1 (14.29%)	4 (57.14%)	1 (14.29%)	0	7
Lecturer Teaching focussed	0	0	1(33.33%)	0	2 (66.67%)	0	0	3
Lecturer (R&T)	1 (25%)	1 (25%)	2 (50%)	0	0	0	0	4
Senior Lecturer/Reader (R&T)	4 (44.44%)	0	1(11.11%)	4 (44.44%)	0	0	0	9
Professor R&T	1 (8.33%)	1 (8.33%)	2 (16.67%)	4 (33.33%)	4 (33.33%)	0	0	12
Technicians	0	0	0	1 (20%)	4 (80%)	0	0	5

Source: SS22/23

*Note: The ‘other response’ category here includes all responses that noted; ‘non-binary’; ‘in another way’ ‘prefer not to say’ ‘did not answer’ to ensure anonymity. We have also ensured we do not present these responses by staff role to ensure anonymity.

Table 33: Responses to the statement ‘The Department has given me the support I need to advance my career’

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A**	Did not Answer	Total
Male (%)	2 (11.11%)	4 (22.22%)	1 (5.56%)	8 (44.44%)	3 (16.67%)	0	0	18
Female (%)	2 (10.53%)	1 (5.26%)	6 (31.58%)	6 (31.58%)	3 (15.79%)	1 (5.26%)	0	19
Other Responses * (%)		2 (66.7%)	1 (33.33%)					3
JOB TITLES								
PDRA/ Researcher	0	1 (14.29%)	3 (42.86%)	1 (14.29%)	2 (28.57%)	0	0	7
Lecturer Teaching focussed	0	0	0	3 (100%)	0	0	0	3
Lecturer (R&T)	1 (25%)	0	0	1 (25%)	1 (25%)	1 (25%)	0	4
Senior Lecturer/Reader (R&T)	2 (22.22%)	2 (22.22%)	2 (22.22%)	3 (33.33%)	0	0	0	9
Professor R&T	0	3 (25%)	0	6 (50%)	3 (25%)	0	0	12
Technicians	1 (20%)	1 (20%)	3 (60%)	0	0	0	0	5

Source: SS22/23

*Note (1): The ‘other response’ category here includes all responses that noted; ‘non-binary’; ‘in another way’ ‘prefer not to say’ ‘did not answer’ to ensure anonymity. We have also ensured we do not present these responses by staff role to ensure anonymity.

Note (2) By ECS we mean PDRA/Researcher and Lecturer (Teaching Focussed) and Lecturer (Research and Teaching) job families. See glossary for further details.

Table 34: Ethnicity of UG Geography students

Ethnicity	Royal Holloway Geography	Geography Sector
Asian	14.3%	5.3%
Black	3.3%	1.4%
Mixed	6.0%	3.9%
Other	1.1%	0.6%
White	75.3%	88.8%

Source: Higher Education Statistics Agency (HESA). The view is filtered on Ethnicity (Asian, Black, Mixed, Other and White) vs. Royal Holloway. The CAH level 3 filter keeps (26-01-01) Geography (non-specific), (26-01-02) Physical geographical sciences, (26-01-03) Human geography and (26-01-05) Others in geographical studies. The level of qualification awarded filter keeps "First degree". The Academic Year filter keeps 2020/21 and 2021/22. Royal Holloway INSTID is 0141 & UKPRN 10005553.

Appendix 3: Glossary

AHRC – Arts and Humanities Research Council

AP – Action plan

AS – Athena SWAN

BAP – Bronze Action Plan

BGM – Black and Global Majority (used instead of BAME)

CeDAS – Centre for the Development of Academic Skills

DofG- Department of Geography

DNT- Disability and Neurodiversity Team

DTP – Doctoral Training Partnership

EC – Early career, we mean early career here to be x and y and z....

ECR – Early-career researcher

ECS- Early-career staff. Here we use PDRA/Research and Lecturer (Teaching Focussed) and Lecturer (Research and Teaching) as job categories to denote EC status. We recognise that there might be issues with this grouping and in future staff surveys will introduce a question to capture years since PhD and use UKRI definitions of Early Career as years since a PhD to identify this group.

ED – Educational Development

EDI- Equality, diversity and inclusion

ERC – European Research Council

ESRC – Economic and Social Research Council

FAP- Future Action Plan

GIS – Geographical Information System

GPA – Grade point average

HE – Higher education

HoD – Head of Department

HR – Human Resources

LSE- School of Life Sciences and the Environment

PAP- Past/Previous Action Plan

PDRA – Post-Doctoral Research Assistant

PDR – Performance Development Review [was previously called appraisal]

PGR – Postgraduate Research (PhD)

PGT- Postgraduate Taught (Masters)

POLAR – Participation of Local Areas (used as a criterion for widening participation strategies)

PVC – Pro-Vice-Chancellor

REF – Research Excellence Framework

RHUL- Royal Holloway, University of London

SAT Self-Assessment Team

SS22/23- Staff Survey 2022-23

SSC – Staff-Student Committee

STS22/23- student survey 2022-23

TEL – Teaching Excellence Lead

TF – Teaching-Focused

TOM – Technical Operations Manager

T&R – Teaching and Research

UCU – University and College Union

UG – Undergraduate

UKRI – United Kingdom Research and Innovation

WLP- Workload Principles

VC – Vice-Chancellor