



Department Application

Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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


Name of institution	King's College London	
Department	Geography	
Focus of department	AHSSBL	
Date of application	30 April 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: August 2016	Level: Bronze
Contact for application Must be based in the department	Cathy McIlwaine	
Email	Cathy.mcilwaine@kcl.ac.uk	
Telephone	020 7848 2243	
Departmental website	www.kcl.ac.uk/geography	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

School of Social Sciences and Public Policy Department of Geography	Strand Campus London WC2R 2LS Telephone 020 7848 2632/2612 Fax 020 7848 2287 http://www.kcl.ac.uk/geography	 University of London
--	--	--

07.04.2019

Dear Athena SWAN Assessment Panel,

I am writing to confirm my support for the application of the Department of Geography for Athena SWAN Bronze. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

I also take this opportunity to state my commitment to ensuring that a fair and inclusive working environment for all is embedded in our culture and practice. As a Department we have positioned the Athena SWAN committee, a Diversity & Inclusion (D&I) Champion and a widening-participation lead as key roles in Departmental governance. D&I is a standing item on our steering committee (our decision-making group) and Departmental staff meeting agendas as well as student-staff liaison committees. Through these fora we take responsibility for D&I across our staff and student cohorts, raise awareness and action the changes necessary to address inequalities. The Department steering committee of 11 comprises colleagues from all career stages, including 5 women and 7 men, reflecting the ratio of female to male academic staff.

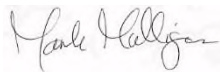
Geography as a discipline, and our location in central London, attracts a diversity of students and staff from all over the world. Our Undergraduate and Masters cohorts are majority women. Though our staff cohort is not there yet, it is catching up rapidly with almost all recent appointments being taken up by female candidates. Indeed, diversity in our staff has increased significantly in the last decade and most of our recent professorial appointments have been female. We still have low numbers of female readers and professors since almost all those staff that have been with us for >10 years are male whilst the majority of those with us for <5 years are female.

Our appraisal (PDR) returns are ~ 100% for academic staff and growing rapidly for research staff. PDR feeds directly into mentorship, recognition pay and promotion processes. Promotion is tied to our transparent academic performance framework and all colleagues that meet the criteria are encouraged to apply and are well-supported by a promotion committee

of ten academic staff drawn from all genders and career stages. Our workload allocation model is fair and transparent. It strives to achieve equity in loads across career stages, considering all teaching, funded time on research projects, internal and external administrative, supervisory and leadership roles. Our average FTE teaching loads for men and women are within 1 hour of each other and are also equal for professors and non-professors. We operate a compassionate system of flexible working arrangements for our staff with caring commitments (female and male) and encourage colleagues to keep meetings and other communications within core working hours.

The Department has transformed in recent years, assisted by a large number of recently appointed staff including some who are leading researchers with societal impact on gender issues in culture, environment and development, globally. This research and broader issues of D&I are now embedded in our teaching and our working culture, but we still have much to do. As shown in our submission, significant legacy and external challenges remain, but we have a clear action plan and departmental buy-in. I am proud of what we have achieved and fully committed to supporting our future actions.

Yours sincerely,



Dr Mark Mulligan

Head of Department, Department of Geography, King's College London

Word Count: 545/500

DATA NOTES

(i) BENCHMARKING

National staff benchmarking data were provided by the Research and Higher Education Division of the RGS/IBG (cited as HESA/RGS-IBG) based on HESA data from 2014/15 (the most recent available).

- (124) Geography & environmental studies

National student benchmarking data uses combined HESA categories:

- (F8) Physical geographical sciences
- (L7) Human & social geography

Both staff and student benchmarks are hereafter referred to as 'national benchmarks'.

(ii) GENDER

Male and female staff and students are denoted by M and F respectively.

Gender has been recorded as Male and Female up until 2016, then recorded as Male, Female, and Other when KCL HR systems were updated.

GLOSSARY

AEP	Academic Education Pathway
APF	Academic Performance Framework
AP	Action Plan
AS	Athena SWAN
BA	Bachelor of Arts
BAME / BME	Black, Asian and Minority Ethnic / Black, Minority Ethnic
BM	Benchmark
BSc	Bachelor of Science
Co-I	Co-Investigator
ECR	Early career researcher (defined here as including post-doctoral research assistants, research fellows and teaching fellows)
D&I	Diversity and inclusion
DA	Directly allocated
Dean	Executive Dean of Faculty
DoA	Director of Administration
DTP	Doctoral Training Partnership
ESRC	Economic and Social Research Council
F	Female
FT	Full-time
FTC	Fixed-term contract
FTE	Full-time equivalent
GeogSoc	KCL Geography Society (undergraduate)
GTA	Graduate Teaching Assistant
HoD	Head of Department
HoS	Head of School
HoSA	Head of School Administration
HESA	Higher Education Statistics Agency
HR	Human Resources
IGS	Independent Geographical Study
IPCC	Intergovernmental Panel on Climate Change
KCL	King's College London
KC&ES	King's Careers & Employability Service
LSE	London School of Economics & Political Science
M	Male
MA	Master of Arts
MSc	Master of Science
NB/O	Non-binary/other gender
OEC	Open-ended contracts
PCF	Parents and Carers Fund
PDR	Performance Development Review
PDRA	Post-doctoral research assistant
PGeogSoc	KCL Geography Society (postgraduate)
PGR	Postgraduate Research student
PGT	Postgraduate Taught student
PhD	Doctor of Philosophy
PI	Principal Investigator
PS	Professional Services
PT	Part-time

QS	Quacquarelli Symonds (global higher education company ranking system)
REF	Research Excellence Framework
RGS/IBG	Royal Geographical Society (with the Institute of British Geographers), the UK's learned society for geography
SAT	(Geography) Self-assessment team
SL	Senior Lecturer
SMP	Statutory maternity pay
SS1	Staff Survey of academic and research staff organised by SAT (long version)
SS2	Staff survey of academic staff organised by SAT (short version)
SSPP	Faculty of Social Science and Public Policy
T&R	Teaching and Research contract
TEL	Technology enhanced learning
UG	Undergraduate
WAM	Workload allocation model
w/o	without

2. DESCRIPTION OF THE DEPARTMENT

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

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

KCL's Department of Geography is one of the larger in the UK with over 100 academic, teaching and research staff and more than 700 students. Since 2016, the Department has been located within the new School of Global Affairs, part of the Faculty of Social Science and Public Policy (**FIGURE 1**). The Department is characterised by its interdisciplinarity and has an excellent reputation for its research and teaching (ranked 26th in the world according to the 2018 QS rankings of universities and departments and 10th in the UK).

KCL's geographers are keen to make a difference in relation to social, economic and environmental challenges globally. Our research is organised around five research domains: Contested Development, Environmental Dynamics, Risk and Society, Geocomputation and Urban Futures, alongside four activity hubs: King's Water, King's Climate, the Centre for Integrated Research on Risk and Resilience and Earth Observation and Environmental Remote Sensing.

We teach across human, physical and environmental geography, offering BA and BSc degrees in Geography and an unparalleled range of 14 MA and MSc programmes. At UG level, 67% of our students are human geographers and at PGT, 69% are enrolled in human geography masters in 2017/18. We also supervise over 100 PhD students and participate in several doctoral training partnerships.

We actively promote equality of opportunity and are proud that the Department exceeds the national benchmarks for female students at UG and PGT levels, bucking the trend in the proportion of women taking BSc degrees. Being a London university with a diverse student body, we are also mindful of intersectionality. In 2017/18, 42% of KCL's Geography UG students were BAME, compared to the national average of 20%.ⁱ

Many aspects of our research also address gender equalities, with recent subjects including violence against women in the UK, Brazil, India and Pakistan (Datta, McIlwaine and Mustafa), sexualities and the city in the UK and Brazil (Hubbard), and the 'leaky career pipeline' in academia by gender and ethnicity (Reades). Several staff and PGR students are involved in the KCL Gender Studies Network and as a department, we are involved in a range of KCL networks around diversity and inclusion (**FIGURE 31**).

However, we also acknowledge the need to develop greater inclusivity among our student body, and that our staff profile does not mirror our student profile in gender or ethnicity.ⁱⁱ

As of 31.07.2018,¹ the department had 103 academic, teaching and research staff (approx. 42 academic and the remainder research and GTAs) of which 38% were female. There were also 730 students of which 62% were female (**TABLE 1**). We

¹ At the time of submission, this increased to 107 total staff of which 48% were female. This has been excluded from our formal analysis which reports staff data at 31 July on any given year.

acknowledge that the proportion of female academic staff is low and are prioritising addressing this.

Although several staff and students identify as non-binary or agender, HR has only included all genders since 2016. However, we have actively developed an inclusionary approach to all genders; for example, we introduced gender neutral toilets on all floors of our building following a move in 2018.

FIGURE 1A & 1B: DIVERSITY IN ACTION: UG SPAIN FIELDTRIP AND WAYFINDING IN NEW DEPARTMENT SPACE AT BUSH HOUSE



TABLE 1: PERCENTAGE AND NUMBER OF KCL GEOGRAPHY STAFF (ACADEMIC, TEACHING [T], RESEARCH [R]) AND STUDENTS BY GENDER 2017/18

		Female % (#)	Male % (#)	Female Benchmark %	Female Variance from Benchmark (% points)
Staff	Academic (T&R)	31% (13*)	69% (29)	34%	-3
	Academic (T&R as above), plus teaching only and research only	42% (29*)	58% (40)	40%	+2
Students	Undergraduate Yr 1 to Yr 3	61% (275)	39% (178)	53%	+8
	Postgraduate Taught	66% (162)	34% (85)	52%	+12
	Postgraduate Research	44% (25)	56% (32)	50%	-6

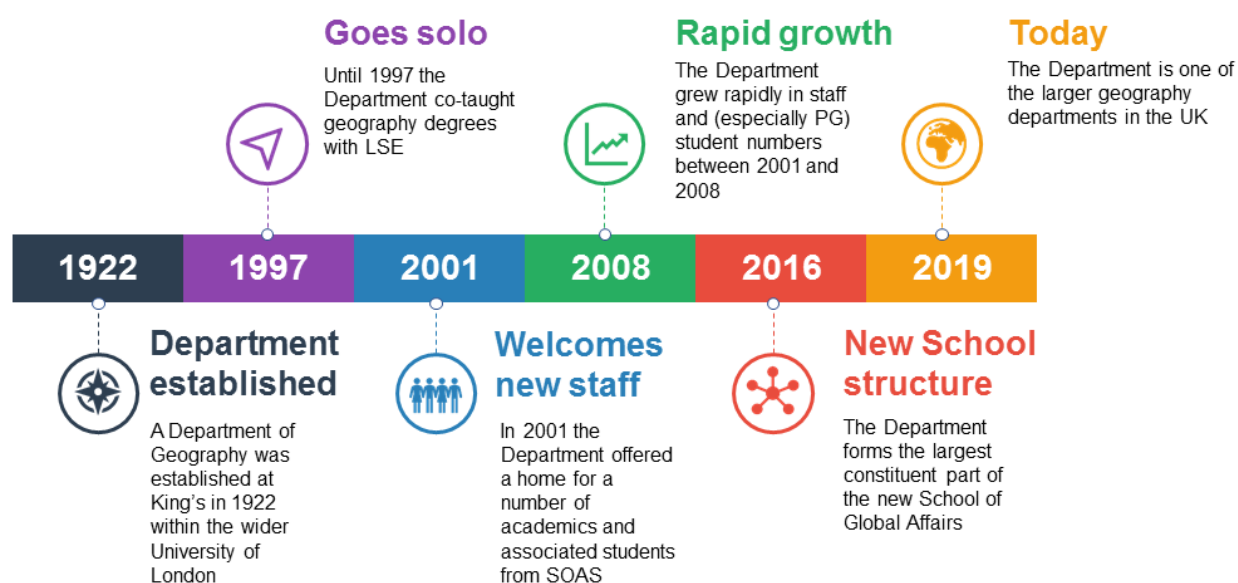
Notes:

- * includes 2 staff on maternity leave and 1 on unpaid leave.
- PS staff are shared at School level and are excluded above.
- see note on benchmarking on p6.

FIGURE 2: EVOLUTION OF KCL GEOGRAPHY FROM 1922 TO 2019

Department of Geography

A brief history



Word Count:565/500

3. THE SELF-ASSESSMENT PROCESS

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




3.1 A DESCRIPTION OF THE SELF-ASSESSMENT TEAM (SAT)







Departmental interest in pursuing an Athena SWAN submission gained traction in 2017 via the expressed commitment of the School leadership and the arrival of female professors (Professors Cathy McIlwaine & Sarah Bracking). McIlwaine and Head of School Administration (HoSA), Fernandez, brought with them prior experience of leading/working on successful Bronze Athena SWAN submissions.







The team was established following a launch event to explain the nature of Athena SWAN and its importance for the Department. It was drawn from volunteers among staff in the Department, as well as others invited to join to ensure gender representation across all levels of seniority and with different experiences of the following: balancing caring responsibilities and work; flexible working arrangements; dual-career families; career breaks; and transitioning from part-time to full-time after a career break.

TABLE 2: THE SELF-ASSESSMENT TEAM (SAT)

P= PARENTING RESPONSIBILITIES, C= CARING RESPONSIBILITIES, P/T=HAS WORKED PART TIME

	Name	Gender	Study/Career path & FTC/open ended	Title/ Lead role
	Prof Cathy McIlwaine	F	Open ended	Professor of Development Geography, Joint SAT Chair, executive team and writing group member. P, P/T
	Sabrina Fernandez	F	Open ended	Head of School Administration, Joint SAT Chair, executive team and writing group member. P, P/T
	Dr Mark Mulligan	M	Open ended	Head of Department, Reader in Physical Geography, writing group member. P

	Prof Bruce Malamud	M	Open ended	Professor of Natural and Environmental Hazards, Deputy Head of Department, data group lead.
	Anna Laverty	F	Open ended	Strategic Project Manager, Project lead for submission, writing group member, executive team.
	Georgina Lonergan	F	Open ended	Staff & student data analysis & graph design.
	George Warren	M	Student (PhD)	PhD student, writing group member, student representative.
	Dr Naru Shiode	M	Open ended	Reader in Geocomputation and Spatial Analysis, flexible working group member. P, C
	Dr Luke Dickens	M	Open ended	Lecturer in Urban Futures, flexible working group member. P

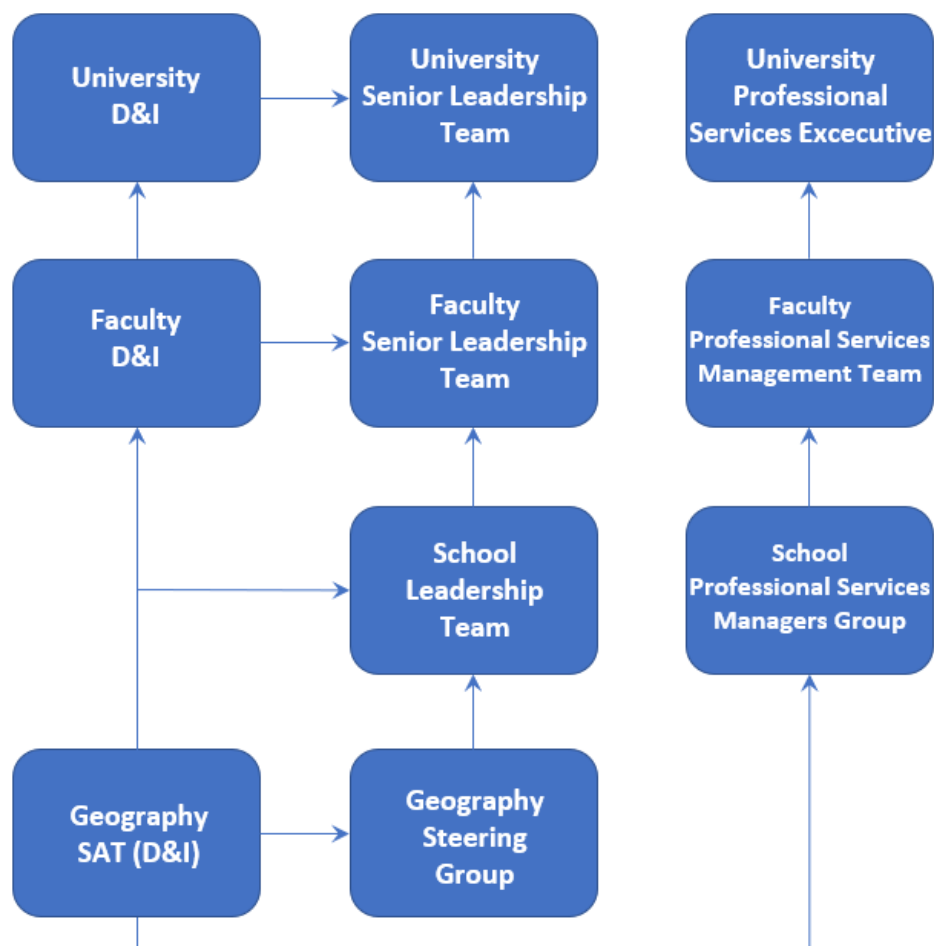
	Dr Anneleen Kenis	F	Fixed term	Lecturer in Geography, flexible working group member. P
	Dr Ayona Datta	F	Open ended	Reader in Urban Futures, D&I departmental lead. P
	Dr Daniel Schillereff	M	Fixed term	Lecturer in Physical Geography, data group member.
	Prof Phil Hubbard	M	Open ended	Professor of Urban Studies, organisation and culture working group member. P
	Dr Christine Barnes	F	Fixed term	Lecturer in Geography, organisation and culture working group member
	Dr Helen Adams	F	Open ended	Lecturer in Geography, organisation and culture working group member.

3.2 AN ACCOUNT OF THE SELF-ASSESSMENT PROCESS

Since September 2017, the SAT has met nine times, with sub-groups meeting as necessary and regular email communication between the full meetings. We have convened fortnightly executive group meetings to work on our application in detail together with other colleagues in the School who are preparing Athena SWAN submissions.

The executive team are also part of the KCL's Athena SWAN Champions' Network, which meets every two months to share best practice and the Faculty D&I Committee. The SAT Chair reports to the Department Steering Group and the School Leadership Committee, ensuring strong senior engagement with our Athena SWAN activities (**FIGURE 2**). The SAT Chair has relief in her teaching duties this year in recognition of the additional workload and is supported by our Project Manager, Anna Lavery.

FIGURE 3: GEOGRAPHY SAT REPORTING STRUCTURE



Our core data gathering activities were supplemented through the following:

- Academic and research staff survey 1 (SS1) (conducted in May 2018 n=55 and 80% response rate which included 22 F/29 M, 4 prefer not to say)
- Follow up academic and research staff survey 2 (SS2) conducted in January 2019 (n=42 and 61% 17F and 25M)
- PhD focus group (conducted January 2019 n=6)

- PhD survey (conducted February/March 2019 n=20 13F, 6M, 1 non-binary/Other)
- Senior female academic staff focus group (conducted March 2019 n=7)

Through this self-assessment process, we have identified the following main areas of concern:

- **Enrolment of female PGR students below BM**
- **Low ratio of female to male at professorial level**
- **Slow progression (promotion) of female staff from Lecturer to Senior Lecturer and Reader**
- **Perception that promotion is unfair, especially among women**
- **Timetabling and nature of social events not always inclusive**
- **Limited visible female role models at all levels**
- **Perception among some staff of differential participation in departmental decision-making and administrative responsibilities by gender and seniority**

But we have also identified the following positive findings and developments:

- **Proportion of women at UG and PGT exceeds BM**
- **Proportion of female academic staff has increased over time from 31% in 2015 to 40% in 2018 now exceeding the BM**
- **Department is overwhelmingly viewed as collegiate and supportive to all**
- **Wide range of teaching and research on gender and inclusion issues and a broad understanding of these among staff and students**

In developing the submission, we have ensured the widest possible diversity of views were considered. We have liaised with other universities (Anna Lavery spent two days at Queen's University Belfast with their AS team), with the RGS (on benchmarking), and the KCL D&I team who provided detailed feedback. An earlier draft was circulated to the SAT and key staff in the Department for comment, with our key findings and Action Plan presented at a departmental meeting for consultation with all staff (February 2019).

We have already actioned some changes to address some of our findings, including the development of a new departmental promotions support process, and the inclusion of D&I as a Standing Item in key departmental committees. We will further focus on promoting positive female role models among students and staff, especially at more senior levels, embed the new and more diverse promotions process and encourage greater uptake of Performance Development Review (PDR) among research staff. We will also explore further the reasons for the low proportions of male UG students taking BSc degrees and improve guidance to encourage more women to apply for PGR degrees.

3.3 PLANS FOR THE FUTURE OF THE SELF-ASSESSMENT TEAM

The SAT will become a permanent D&I Committee and its Terms of Reference will be refreshed, merging the current AS Chair and D&I Lead roles. It will continue to meet twice per term to drive our action plan forward and embed actions into departmental practice (eg routine collection and monitoring of D&I data) (Action 3.1). SAT composition will change to include greater UG, PGT and PGR membership (Action 3.2).

The D&I Chair will be the go-to person for those with D&I concerns and will be instrumental in working with the HoD and Steering Group to implement the action plan. The D&I committee will also oversee relevant actions that are the responsibility of other committees/roles within the department. The D&I Chair and committee members will undertake training to ensure efficacy of the group ([Action 3.3](#)).

A dedicated Geography D&I web page will be developed and linked to staff and student handbooks, alongside existing D&I resources, to signpost guidance and to provide a reporting function for issues ([Action 3.4](#)).

D&I data will be collected every two years via staff and student surveys and focus groups. We aim to increase the response rate on the staff survey to 85% by 2023 ([Action 3.5](#)). This will be overseen by a newly created D&I analytics lead ([Action 3.6](#)).

The inclusion of D&I as a standing item in all departmental staff meetings, UG, PGT and PGR staff-student liaison committees, has improved awareness and evidenced our commitment in this respect. This will be rolled out to all committees. The D&I Chair will continue to report to the School Leadership Committee and Departmental Steering Group. Both D&I lead and HoSA are members of the newly established SSPP Faculty D&I Committee. Progress will be monitored ([Action 3.7](#)).

Word Count: 969/1000

4. A PICTURE OF THE DEPARTMENT

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

FIGURE 4: KCL UG GEOGRAPHY SOCIETY AT 2019 INTERNATIONAL WOMEN'S DAY CAREERS EVENT © ANASTASIA VORONINA



4.1 STUDENT DATA

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

(i) NUMBERS OF MEN AND WOMEN ON ACCESS OR FOUNDATION COURSES

N/A

(ii) NUMBERS OF UNDERGRADUATE STUDENTS BY GENDER

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

We offer full-time UG degree programmes in human geography (BA) and physical geography (BSc). We exceed national benchmarks on proportions of female students (BM = 53%) from a low of 59% in 2015/16 to a high of 64% in 2016/17 (**FIGURE 5**). We also exceed the BM (20%) for BAME at 40 percent in 2017/18 (**FIGURE 6**). It is therefore vital we take an intersectional approach in our D&I action planning.

FIGURE 5: ALL FIRST YEAR (ENTRY) UG STUDENTS BY GENDER 2014/15 TO 2017/18

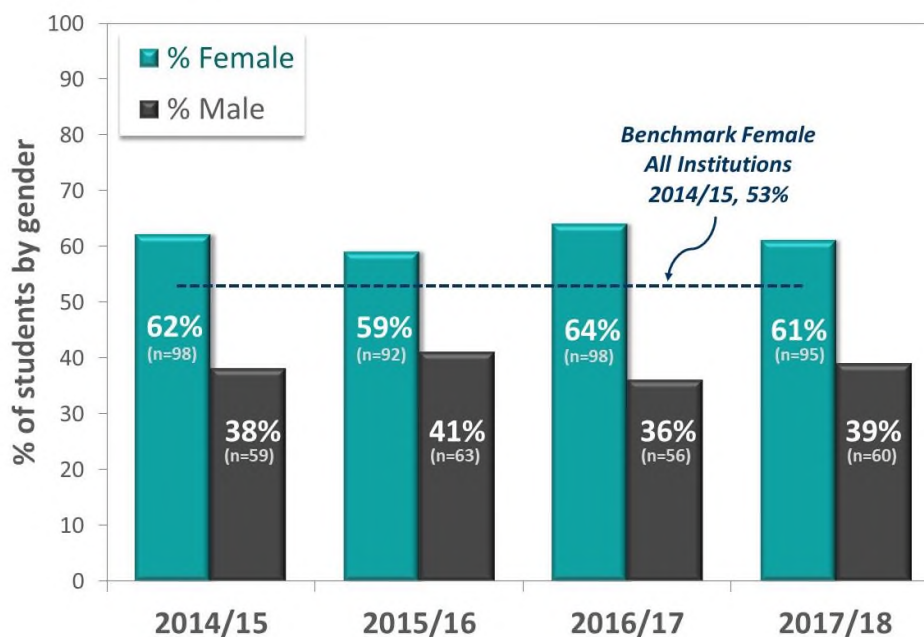
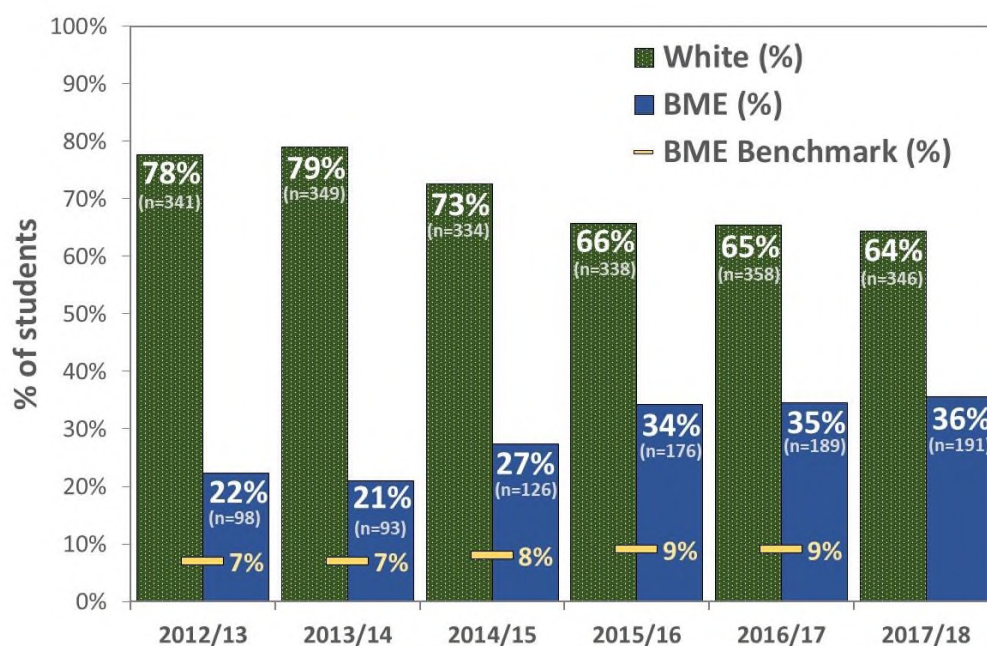


FIGURE 6: ALL GEOGRAPHY UG STUDENTS (YR 1 TO YR 3) BENCHMARKED BY ETHNICITY AGAINST JACS SUBJECT BENCHMARK: “PHYSICAL GEOGRAPHICAL SCIENCES AND HUMAN & SOCIAL GEOGRAPHY” 2012/13 TO 2017/18



The proportion of female students entering to study for a BA has remained stable between 2014/15 and 2017/18 hovering around the BM (57%). The proportion of men enrolling was also stable (**FIGURE 7**).

However, there were many more female than male students entering for BSc degrees, far exceeding the BM (44%) in every academic year. The trend is upward with 63% female in 2014/15 and 68% in 2017/18 (**FIGURE 8**).

FIGURE 7: ALL FIRST YEAR (ENTRY) UG BA STUDENTS BY GENDER, 2014/15 TO 2017/18

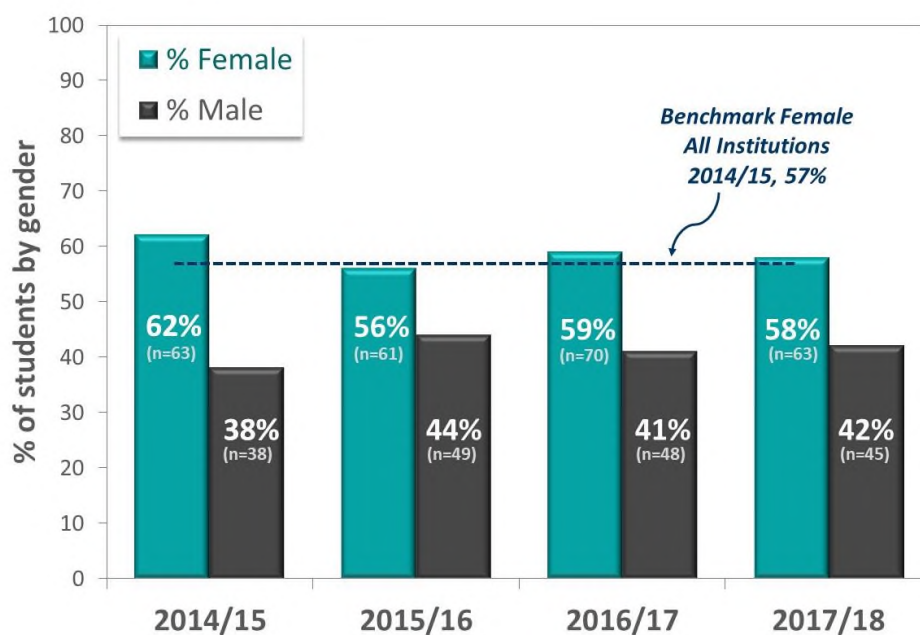
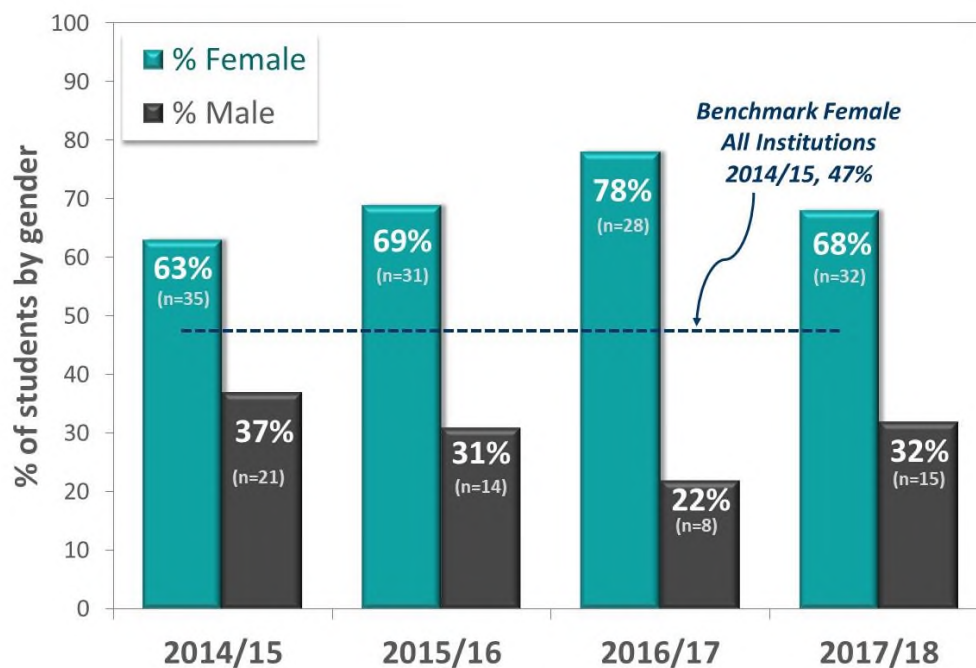


FIGURE 8: ALL FIRST YEAR (ENTRY) UG BSC STUDENTS BY GENDER, 2014/15 TO 2017/18.



Student applications data

Women are more likely to apply to study Geography than men and to accept places and enrol compared with their application rates. More women who are offered places accept than men, but a lower percentage of women who are offered a place enrol vs men. In 2017/18, 65% of all applicants were women, but only 61% enrolled; 35% of all applicants were male, yet 39% enrolled (**FIGURES 9 and 10**).

FIGURE 9: UG STUDENT APPLICATIONS, OFFERS AND ACCEPTANCES, 2014/15 TO 2017/18

	Female #	Female % & Male %		Male #
2014/15				
(A) Applications	398	63%	37%	235
(B) Offers	382	64%	36%	218
(C) Acceptances	155	65%	35%	85
(D) Entrants	98	62%	38%	59
2015/16				
(A) Applications	492	56%	44%	391
(B) Offers	467	63%	37%	275
(C) Acceptances	174	64%	36%	99
(D) Entrants	92	59%	41%	63
2016/17				
(A) Applications	500	62%	38%	301
(B) Offers	477	63%	37%	278
(C) Acceptances	157	60%	40%	105
(D) Entrants	98	64%	36%	56
2017/18				
(A) Applications	507	65%	35%	268
(B) Offers	481	66%	34%	244
(C) Acceptances	177	71%	29%	74
(D) Entrants	95	61%	39%	60

FIGURE 10: UG STUDENTS: % OF APPLICANTS GIVEN AN OFFER, % OF OFFERS THAT ACCEPT A PLACE, % OF ACCEPTANCES THAT ENTER, BY GENDER, 2014/15 TO 2017/18.

		% of APPLICANTS Given an OFFER	% of OFFERS that ACCEPT a Place	% of ACCEPTANCES that ENTER
2014/15	Female	96%	41%	63%
	Male	93%	39%	69%
2015/16	Female	95%	37%	53%
	Male	70%	36%	64%
2016/17	Female	95%	33%	62%
	Male	92%	38%	53%
2017/18	Female	95%	37%	54%
	Male	91%	30%	81%

We aim to increase the numbers of men applying to our BSc programme to make it more gender balanced. We will monitor and keep this under review ([Action 4.1](#)). We also propose to improve our offer to accept to enrol rate and to monitor the gender dimensions ([Action 4.2](#)).

Our analysis of the prospectus and marketing shows that there are more female than male student voices ([Action 4.3](#)). Our pre- and post-offer Open Days aim to be gender

inclusive in terms of academic staff and student ambassadors, although there is scope to attract more male students to be ambassadors (Section 5.6) (Action 4.4).

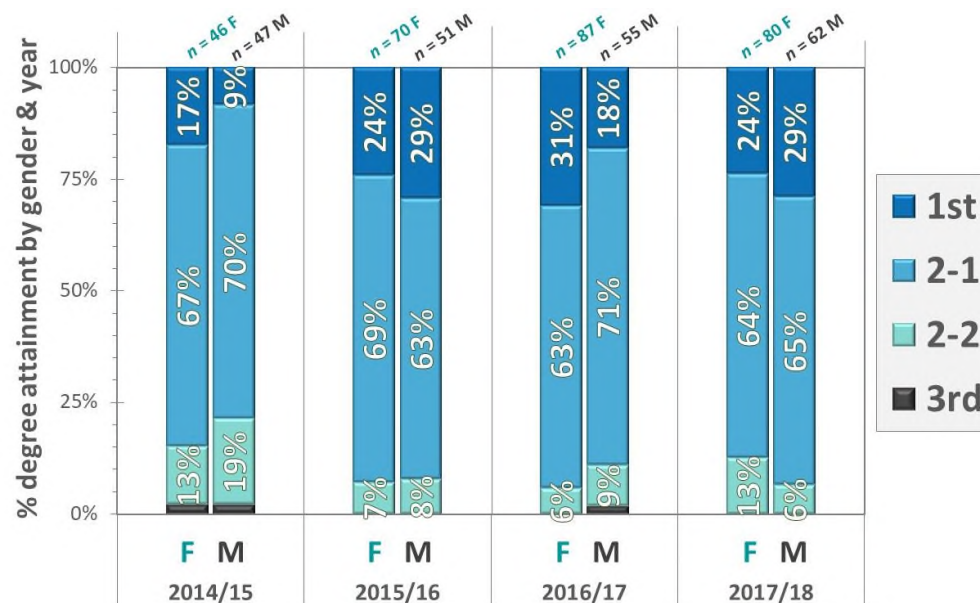
The Department has one £9,000 UG bursary available per year based on academic performance, experience and a personal statement. We plan to use this to attract particular types of students to our BSc (Action 4.5).

Degree classification by gender

There are no clear patterns of attainment by gender, with women outperforming men some years and the opposite in others. The proportion of women achieving firsts is above the BM (22%) every year except 2014/15, when the proportion was also low for men (9% compared to BM of 14%). However, in 2017/18, men outperformed women at 1st class (FIGURE 11).

For 2:1 degrees, there are no clear patterns, with women exceeding the BM (65%) in 2014/15 and 2015/16, but not in 2016/17 and 2017/18. Among men, the BM (59%) is exceeded every year from a low of 63% in 2015/16 to a high of 72% in 2016/17. Small proportions of students attain a 2:2 degree, with men slightly more likely. Only three 3rd class degrees were awarded across the time period (2M and 1W) (FIGURE 9). Our Exam Boards will continue to monitor gendered performance patterns with a view to capture intersectionality in the future (Action 4.6).

FIGURE 11: UG STUDENTS ATTAINMENT BY GENDER 2014/15 TO 2017/18



(iii) NUMBERS OF MEN AND WOMEN ON POSTGRADUATE TAUGHT DEGREES

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

We have a large number of Masters programmes across human and physical geography (14 excluding MA/MSc variations) (TABLE 2).

TABLE 2: DIVISION OF PGT PROGRAMMES INTO CATEGORY A “HUMAN GEOGRAPHY” AND CATEGORY B “PHYSICAL GEOGRAPHY”

Category A “Human Geography”

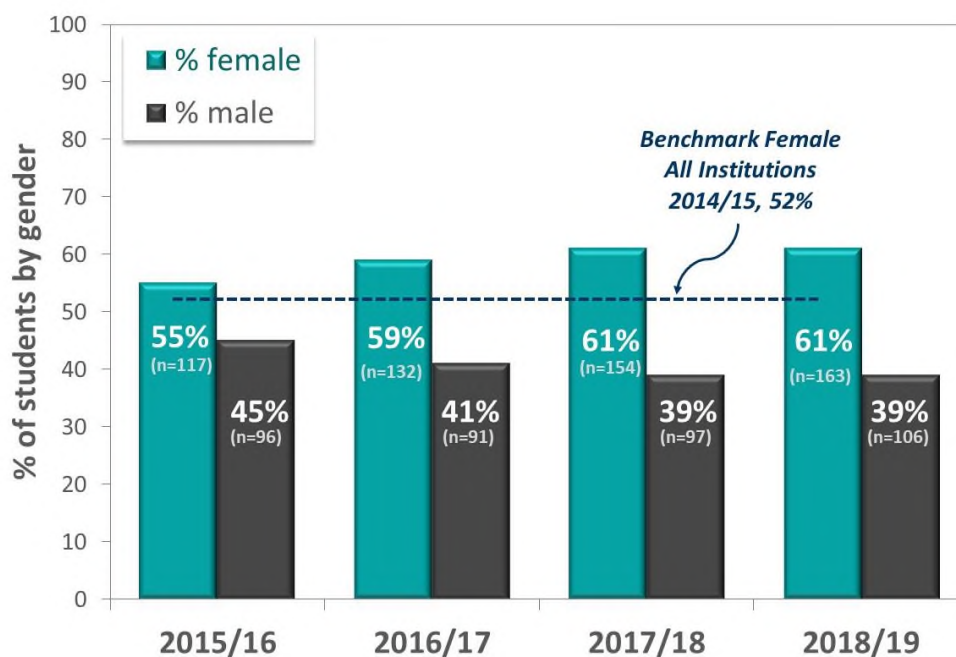
MA Climate Change: History, Culture, Society
MA/MSc Disasters, Adaptation and Development
MA/MSc Environment and Development
MA/MSc Environment, Politics and Globalisation
MA Geography
MA Geopolitics, Territory and Security
MA/MSc Sustainable Cities
MA/MSc Tourism, Environment and Development

Category B “Physical Geography”

MSc Climate Change: Environment, Science and Policy
MSc Water: Science and Governance
MSc Environmental Monitoring, Modelling and Management
MA/MSc Risk Analysis
MSc Geography
MSc Aquatic Resource Management

There are more females enrolled on all programmes, with an upward trend from 55% in 2015/16 to 61% in 2018/19 which is higher than the BM (52%) for both FT & PT (**FIGURE 12**).

FIGURE 12: PGT GEOGRAPHY ALL PROGRAMMES ENTRY BY GENDER, 2015/16 TO 2018/19*.



*Gender not specified for 0.4 to 9.4% of applications, and 0.8 to 8.6% of offers.

However, there are some variations according to programme. In human geography, there have been more female students than male between 2015/16 and 2018/19, with the percentage increasing (**FIGURE 13**). The gap in physical geography is less marked, although there are also more women, and an increasing percentage (**FIGURE 14**).

FIGURE 13: PGT STUDENTS ENROLLED IN CATEGORY A ('HUMAN' GEOGRAPHY) PROGRAMMES BY GENDER, 2015/16 TO 2018/19

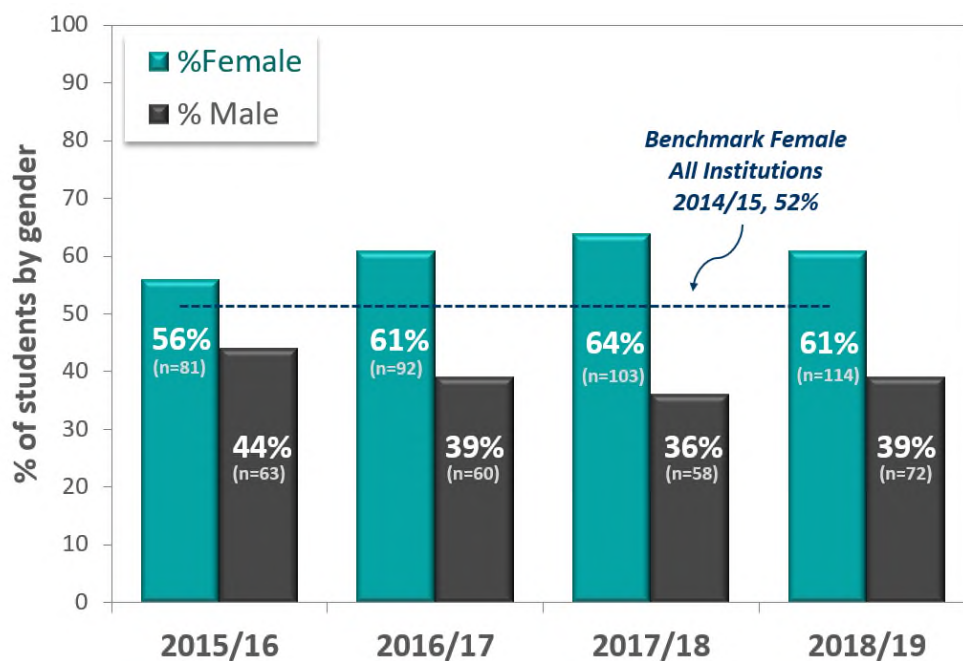
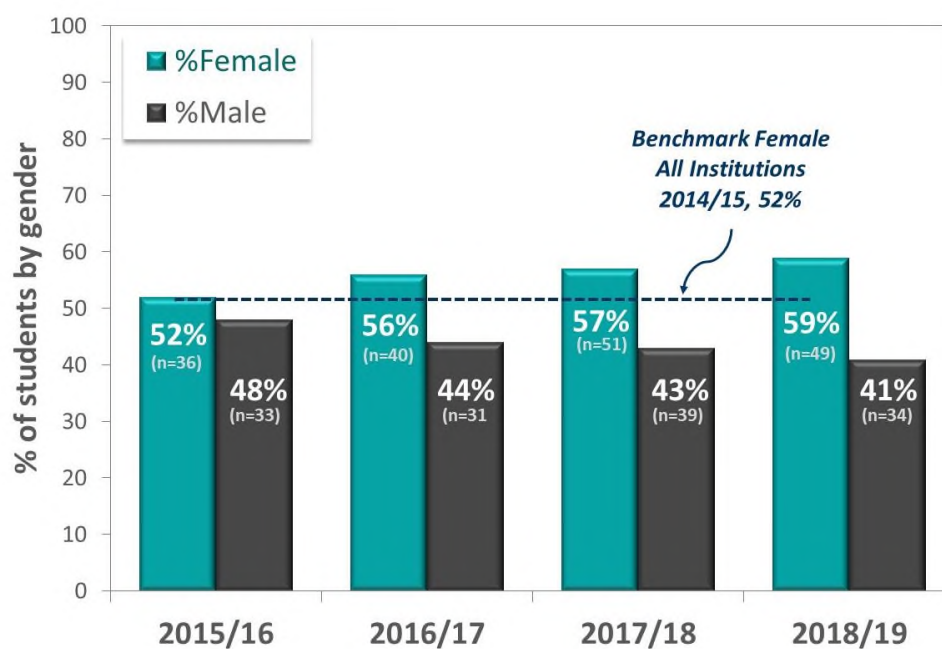


FIGURE 14: PGT STUDENTS ENROLLED IN CATEGORY B ('PHYSICAL' GEOGRAPHY) PROGRAMMES BY GENDER, 2015/16 TO 2018/19



PGT applications by gender

There have been more female than male applicants across all programmes, increasing from 56% in 2015/6 to 61% in 2018/19. Offers to women increased to 61% in 2018/19, with female entrants also increasing to 61% (**FIGURE 15**).

















Although fewer men apply than women, they are slightly more likely to enrol. In 2018/19, 71% of women who applied were offered places, with 41% enrolling; among men, 73% were offered places but 48% enrolled (**FIGURE 16**). This suggests we need to encourage more men to apply to generate more gender balance in enrolments (**Action 4.7**).

FIGURE 15: PGT GEOGRAPHY ALL PROGRAMMES APPLICATIONS, OFFERS AND ENTRANTS BY GENDER, 2015/16 TO 2018/19*

	Female #	Female % & Male %		Male #
2015/16				
(A) Applications	615	56%	44%	483
(B) Offers	412	56%	44%	321
(C) Entrants	117	55%	45%	96
2016/17				
(A) Applications	561	60%	40%	377
(B) Offers	404	59%	41%	275
(C) Entrants	132	59%	41%	91
2017/18				
(A) Applications	527	62%	38%	317
(B) Offers	399	64%	36%	221
(C) Entrants	154	61%	39%	97
2018/19				
(A) Applications	556	65%	35%	305
(B) Offers	396	64%	36%	222
(C) Entrants	163	61%	39%	106

*Gender not specified for 0.4 to 9.4% of applications, and 0.8 to 8.6% of offers.

FIGURE 16: PGT GEOGRAPHY ALL PROGRAMMES, % OF APPLICANTS GIVEN AN OFFER, % OF OFFERS THAT ENTER, BY GENDER, 2015/16 TO 2018/19

		% of APPLICANTS Given an OFFER		% of OFFERS that ENTER	
2015/16	Female		67%		28%
	Male		66%		30%
2016/17	Female		72%		33%
	Male		73%		33%
2017/18	Female		76%		39%
	Male		70%		44%
2018/19	Female		71%		41%
	Male		73%		48%

The numbers of PT students enrolled on human and physical geography are relatively small with a slight increase between 2014/15 and 2017/8. There are slightly more PT students on physical geography programmes and slightly more male PT students (**FIGURE 17**).

FIGURE 17: ADMISSIONS FOR FULL-TIME (FT) AND PART-TIME (PT) CATEGORY A “HUMAN GEOGRAPHY” AND CATEGORY B “PHYSICAL GEOGRAPHY” STUDENTS, PGT 2014/15 TO 2017/18*

PGT Programme Category	A	A	A	A	A	A	A	A	A		% of all F or all M students who are PT
Attendance Mode (FT or PT):	FT	FT	FT	FT	PT	PT	PT	PT	FT+PT		
Gender:	F	M	O	F+M+O	F	M	O	F+M+O	F+M+O	F	M
2014/15	81	38		119	12	6		18	137	13%	14%
2015/16	70	49		119	13	9		22	141	16%	16%
2016/17	73	46	2	121	21	12	0	33	154	22%	21%
2017/18	94	47	7	148	18	10	0	28	176	16%	18%

PGT Programme Category	B	B	B	B	B	B	B	B	B		% of all F or all M students who are PT
Attendance Mode (FT or PT):	FT	FT	FT	FT	PT	PT	PT	PT	FT+PT		
Gender:	F	M	O	F+M+O	F	M	O	F+M+O	F+M+O	F	M
2014/15	23	22		45	4	5		9	54	15%	19%
2015/16	23	15		38	3	7		10	48	12%	32%
2016/17	25	24	0	49	5	6	1	12	61	17%	20%
2017/18	36	18	0	54	10	7	1	18	72	22%	28%

PGT Programme Category	A+B (all)	A+B (all)	A+B (all)	A+B (all)	A+B (all)	A+B (all)	A+B (all)	A+B (all)	A+B (all) Total		% of all F or all M students who are PT
Attendance Mode (FT or PT):	FT	FT	FT	FT	PT	PT	PT	PT	FT+PT		
Gender:	F	M	O	F+M+O	F	M	O	F+M+O	F+M+O	F	M
2014/15	114	63		177	17	12		29	206	13%	16%
2015/16	97	70		167	17	16		33	200	15%	19%
2016/17	101	72	2	175	27	18	1	46	221	21%	20%
2017/18	132	70	7	209	30	17	1	48	257	19%	20%

*Note that total numbers for PGT Programmes FT + PT students is not the same as given in other figures, due to how PT students are calculated (going across two years) and data above being obtained from a different database.

We will monitor enrolment patterns to ensure a consistent gender balance across all programmes and by PT and FT status (**Action 4.7**). Analysis of our online materials for PGT programmes revealed no obvious gender bias.

PGT attainment

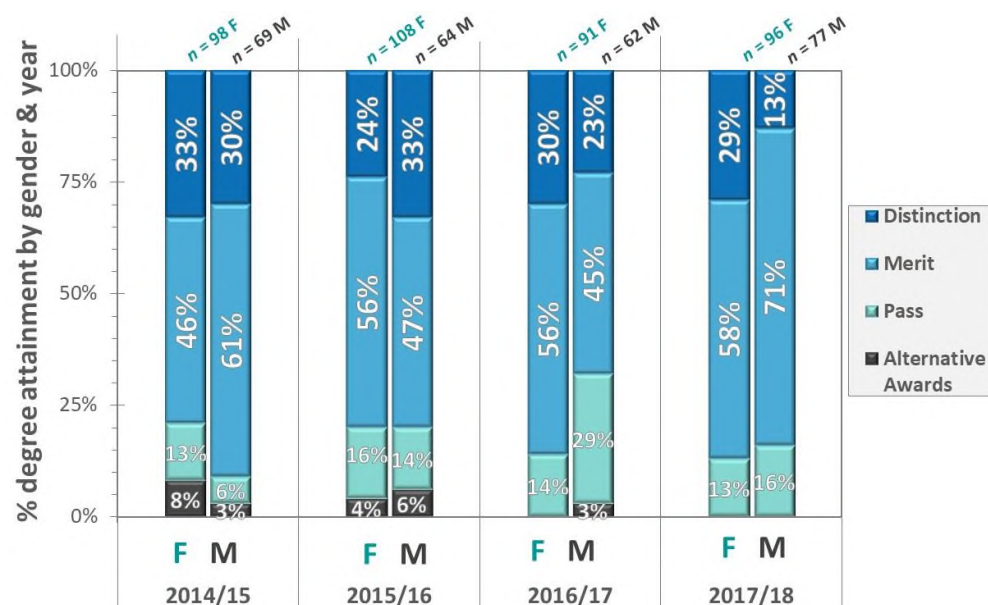
There has been a decline in attainment since 2014/15, especially among men. While the proportion of women attaining a distinction declined from 36% in 2014/15 to 29% in 2017/18, the decrease among male students was from 30% to 13% (**FIGURE 18**).

The proportion of female students attaining a merit remained steady over time after 2015/16, while variations more marked among male students; while only 47% attained a merit in 2016/17, this increased to 71% in 2017/18 (**FIGURE 18**).

The proportions attaining pass degrees are much lower, with more fluctuations among male students, from only 6% in 2014/15 to 29% in 2016/17 (**FIGURE 18**).

There is clearly an issue with the decline in male PGT students attaining distinctions which needs to be examined (**Action 4.8**).

FIGURE 18: PGT STUDENTS ATTAINMENT BY GENDER 2014/15 TO 2017/18



(iv) NUMBERS OF MEN AND WOMEN ON POSTGRADUATE RESEARCH DEGREES

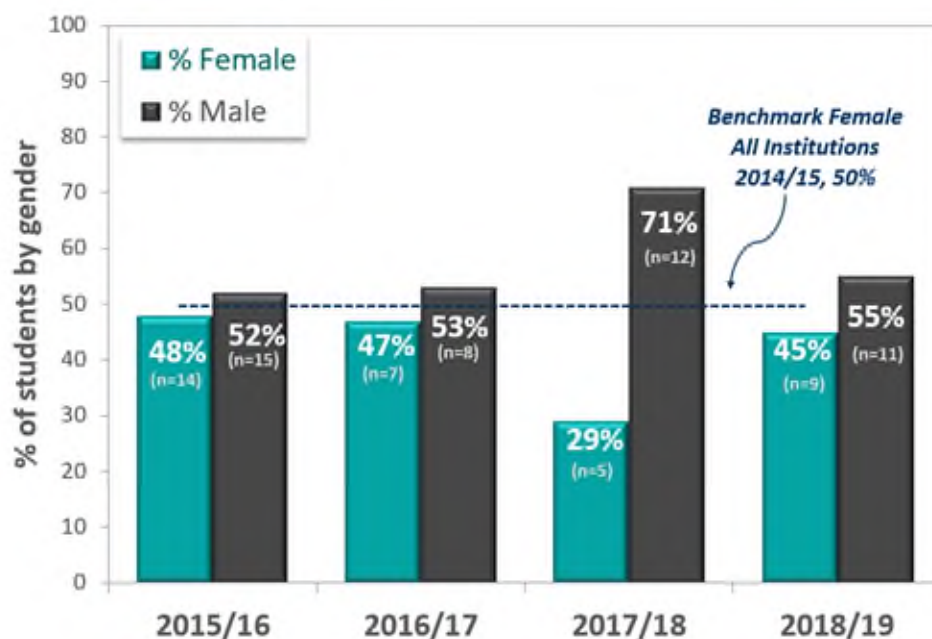
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

There were 81 fully registered PGR students in 2018/19² of whom 35 were women (43%) which is below the BM (50%). Since 2015/16, there have been more men than women enrolling. Part-time enrolments have been very small with a total of 4M and 2F students since 2015/16 (**FIGURE 19**).

Women are more likely to enrol for human geography with this increasing over time. 56% of those who enrolled in 2015/16 were female, increasing to 61% in 2018/19. The proportions registering for physical geography were consistently lower and declining from 48% in 2015/16 to 41% in 2018/19.

² 'Fully enrolled students' does not include those dormant (4) or on interruptions (8).

FIGURE 19: ALL PGR ENROLMENTS (ENTRANTS IN A GIVEN YEAR) BY GENDER 2015/16 TO 2018/19*



*Data shown is for FT (Full Time) + PT (Part Time) students.

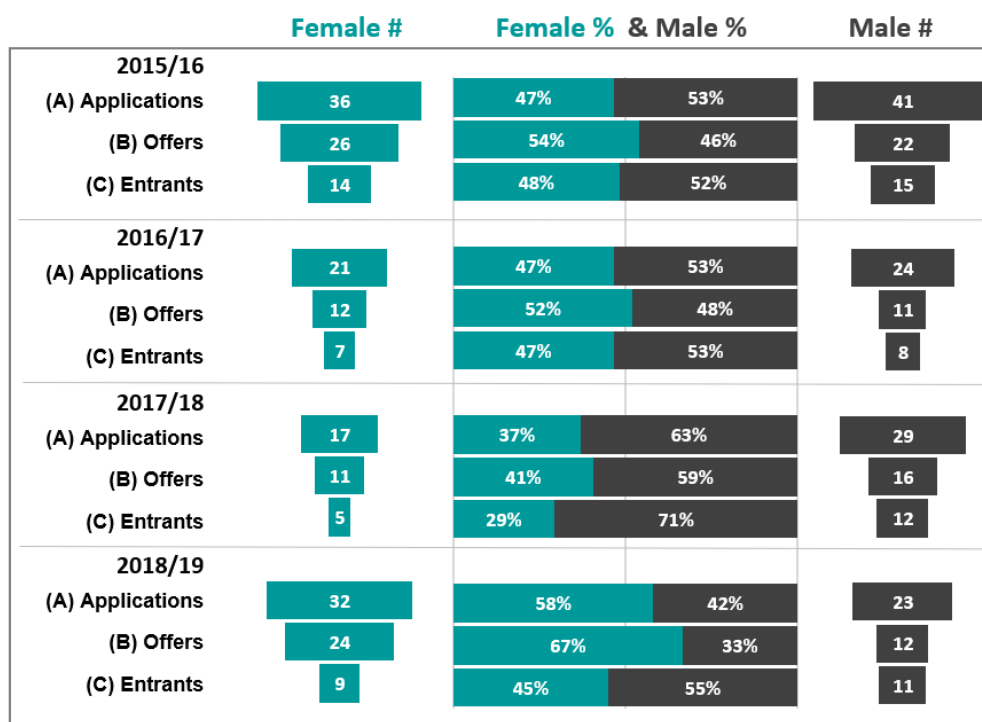
The # of PT entrants per year were: 2015/16: 0
 2016/17: 1 M
 2017/18: 1 M
 2018/19: 2 F + 3 M

Since 2015/16, 48% of all PGR *applications* have been from women. 54% were offered places, but only 43% enrol. A lower proportion of men were offered places (46%) but 57% of these enrol (**FIGURE 20**). In 2018/19, 75% of female applicants were offered a place, with only 38% of those with offers entering (28% of original applicants). Only 52% of male applicants were given an offer, yet 92% of those offered entered (48% of original applicants) (**FIGURE 21**).

There is currently no formal system for monitoring applications, offers and enrolments at departmental level; some potential supervisors interview candidates while others do not. Concerns were raised through our PhD survey (n=20) where 7 respondents stated that they did not feel supported in their application process (6 women). Applications, offers and enrolments will be monitored by gender moving forward with compulsory interviews being introduced and clearer guidance on student maternity/paternity leave and managing career breaks provided (**Actions 4.9 and 4.11**).

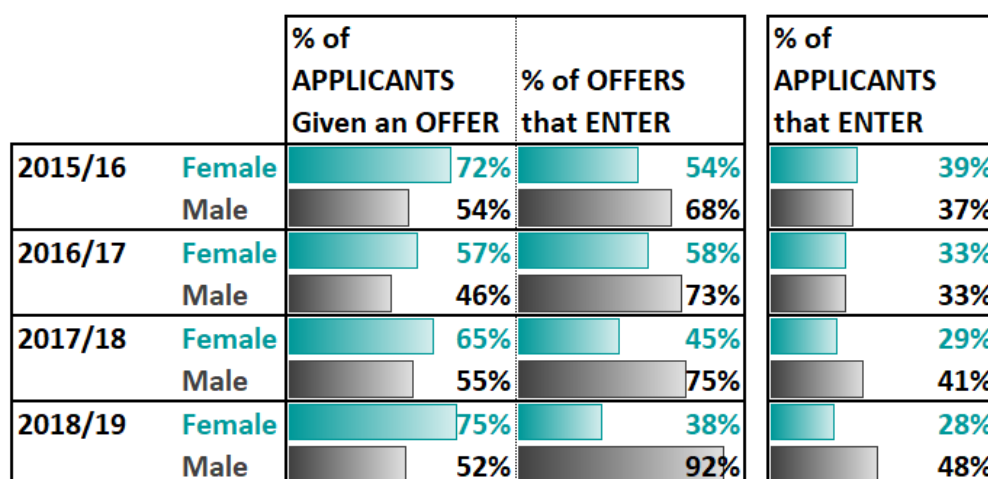
PGR offers are made if the candidate meets our entry requirements and there is a member of academic staff willing to supervise them. Currently, 20% of students are first supervised by a female staff member (from a total of 33% eligible), whereas 80% are supervised by male staff (from a total of 66% eligible). This suggests that female staff should be supported and encouraged to attract and take-on PGR students (**Action 4.10**).

FIGURE 20: PGR APPLICATIONS, OFFERS AND ENTRANTS BY GENDER, 2015/16 TO 2018/19



*For 2017/18 and 2018/18, 2% and 8% respectively of applicants did not specify gender.

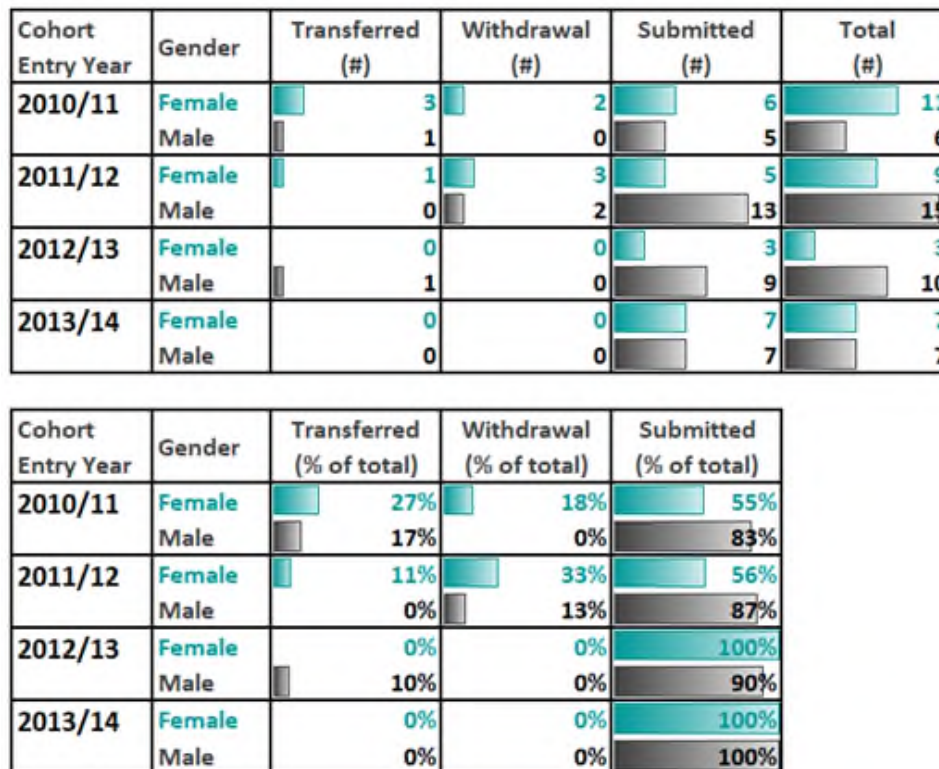
FIGURE 21: PGR GEOGRAPHY, % OF APPLICANTS GIVEN AN OFFER, % OF OFFERS THAT ENTER, AND % OF APPLICANTS THAT ENTER, BY GENDER, 2015/16 TO 2018/19



Attrition in female enrolments may also be linked with funding availability. The process for recruiting studentships is not always clearly defined and data is not systematically collected. We plan to try to attract more women to apply to undertake PhDs through formalising the process and working with DTPs to ensure their processes are fair (Actions 4.9, 4.10 and 4.11).

In terms of attainment by gender, there were slightly more women transferring, withdrawing and submitting (**FIGURE 22**). However, there have been improvements over time with fewer transfers and withdrawals and more submissions (100% for women for the 2012/13 and 2013/14 cohorts).

FIGURE 22: PGR ATTAINMENT BY GENDER, COHORTS THAT ENTERED 2010/11 TO 2013/14



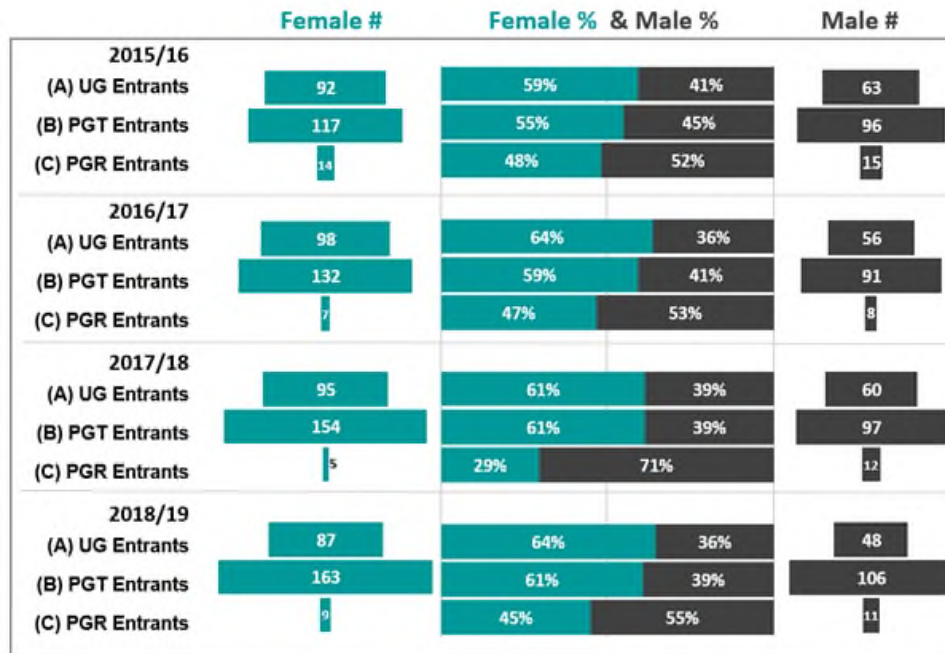
(v) PROGRESSION PIPELINE BETWEEN UNDERGRADUATE AND POSTGRADUATE STUDENT LEVELS

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

We are proud that there are substantially more women at UG and PGT levels than the BMs, with high proportions among BSc Geography, which is traditionally male-dominated. However, there is a pipeline issue with a decline in the proportion of women at UG to PGT to PGR. In 2018/19, women comprised 64% of students at UG, 61% at PGT and only 45% at PGR (**FIGURE 23**).

Our priority is to increase female representation at PGR level and to make UG and PGT more gender balanced. We propose to improve the pipeline by providing more information online and workshops about PGT and PGR study through 'Continue at King's' events for 3rd year undergraduates and dedicated events for PGT students (**Action 4.12**).

**FIGURE 23: PIPELINE FROM UG TO PGT TO PGR STUDENT ENROLMENT BY GENDER
2015/16 TO 2018/19**



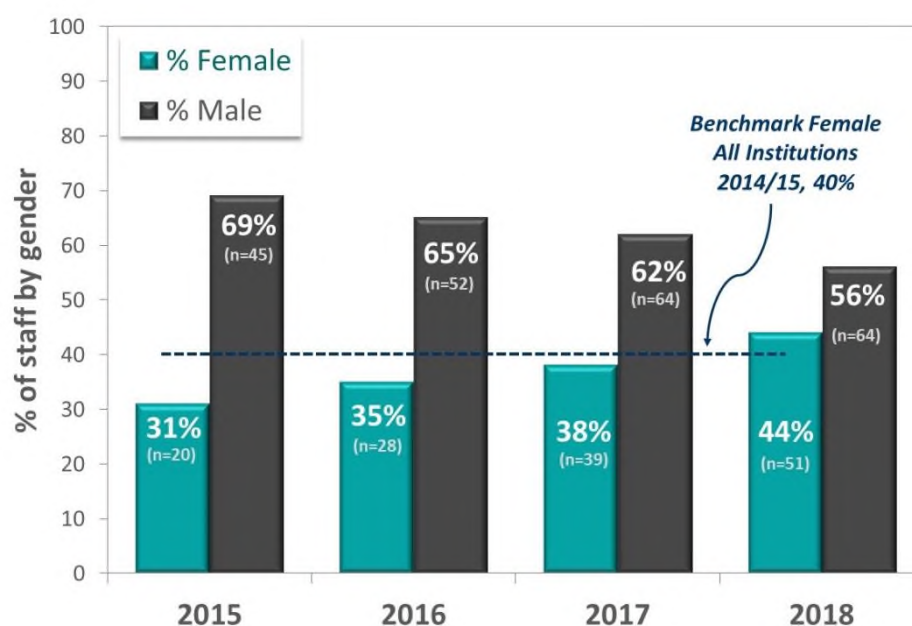
4.2

ACADEMIC AND RESEARCH STAFF DATA

(i) ACADEMIC STAFF BY GRADE, CONTRACT FUNCTION AND GENDER: RESEARCH-ONLY, TEACHING AND RESEARCH OR TEACHING-ONLY

Following the departure of several academic staff prior to the reporting period, a strategy was developed to improve female representation at all levels. As a result, the percentage of female staff has increased from 31% in 2015 to 44% in 2018 and now exceeds the national BM of 40% (**FIGURE 24**).

FIGURE 24: ACADEMIC, RESEARCH AND GTA STAFF BY GENDER 2015 TO 2018 (VALUES FROM JULY OF EACH YEAR)



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

The gender balance within the Department varies by career stage. At the lower end among teachers (GTAs), post-doctoral research assistants and teaching fellows, there are relatively high proportions of women. These proportions decline with seniority indicating a 'leaky pipeline' (**FIGURE 25**).

While the national BM of 39% is exceeded for Lecturer and SL levels by 2018, Reader and Professor levels are substantially below. In 2018, we were below the BM for Lecturer (42%), at the BM (40%) for SL, at the BM (33%) for Reader and below (23%) for Professor.

FIGURE 25: ALL ACADEMIC AND RESEARCH STAFF BY JOB TITLE & GENDER, 2015 TO 2018 (VALUES FROM JULY OF EACH YEAR)

	Female #	Female % & Male %		Male #
2015				
(A) Teacher (GTA)	5	31%	69%	11
(B) Research Assistant	2	100%		
(C) Post-Doc	5	42%	58%	7
(D) Teaching Fellow				
(E) Lecturer	4	36%	64%	7
(F) Senior Lecturer	1	17%	83%	5
(G) Reader	2	33%	67%	4
(H) Professor	1	8%	92%	11
2016				
(A) Teacher (GTA)	9	35%	65%	17
(B) Research Assistant	2	67%	33%	1
(C) Post-Doc	8	53%	47%	7
(D) Teaching Fellow	1	50%	50%	1
(E) Lecturer	5	42%	58%	7
(F) Senior Lecturer	1	17%	83%	5
(G) Reader	2	33%	67%	4
(H) Professor		100%		10
2017				
(A) Teacher (GTA)	15	38%	62%	24
(B) Research Assistant	1	50%	50%	1
(C) Post-Doc	9	56%	44%	7
(D) Teaching Fellow	2	40%	60%	3
(E) Lecturer	7	44%	56%	9
(F) Senior Lecturer		100%		4
(G) Reader	3	43%	57%	4
(H) Professor	2	14%	86%	12
2018				
(A) Teacher (GTA)	22	48%	52%	24
(B) Research Assistant	2	100%		
(C) Post-Doc	10	53%	47%	9
(D) Teaching Fellow	4	67%	33%	2
(E) Lecturer	6	40%	60%	9
(F) Senior Lecturer	2	40%	60%	3
(G) Reader	3	33%	67%	6
(H) Professor	2	15%	85%	11

Currently, there are 7 women and 21 men (approximately 1/3 female) in senior posts (SL, Reader, Professor). The proportion of female professors is low reflecting the fact that 10 of 11 male professors have been in the Department >10 years. The pipeline indicates that a trend towards greater gender parity (**FIGURE 25**). However, we need to ensure progression from Lecturer to Senior Lecturer and Reader for female staff with equality at all levels being our ultimate goal.

More of our newer staff are female but further recruitment at senior levels is necessary (**Action 4.13**) as is more communication of the new, gender-balanced departmental support process for promotion (**Action 5.9**).

(ii) **ACADEMIC AND RESEARCH STAFF BY GRADE ON FIXED-TERM, OPEN-ENDED/PERMANENT AND ZERO-HOUR CONTRACTS BY GENDER**

There has been an increase in fixed-term contracts (FTCs) as we have appointed more teaching fellows and maternity and research leave cover since 2015. There has been an increase from 56% of FTCs held by women in 2015 to 61% in 2018 (**FIGURE 26**).

The number of open-ended contracts (OECs) has also increased since 2015 with the proportion held by women increasing from 18% to 29% in 2018 (**FIGURE 27**).

FIGURE 26: ACADEMIC AND RESEARCH STAFF (EXCLUDING GTA) ON FIXED-TERM CONTRACTS 2015 TO 2018 (VALUES FROM JULY OF EACH YEAR)

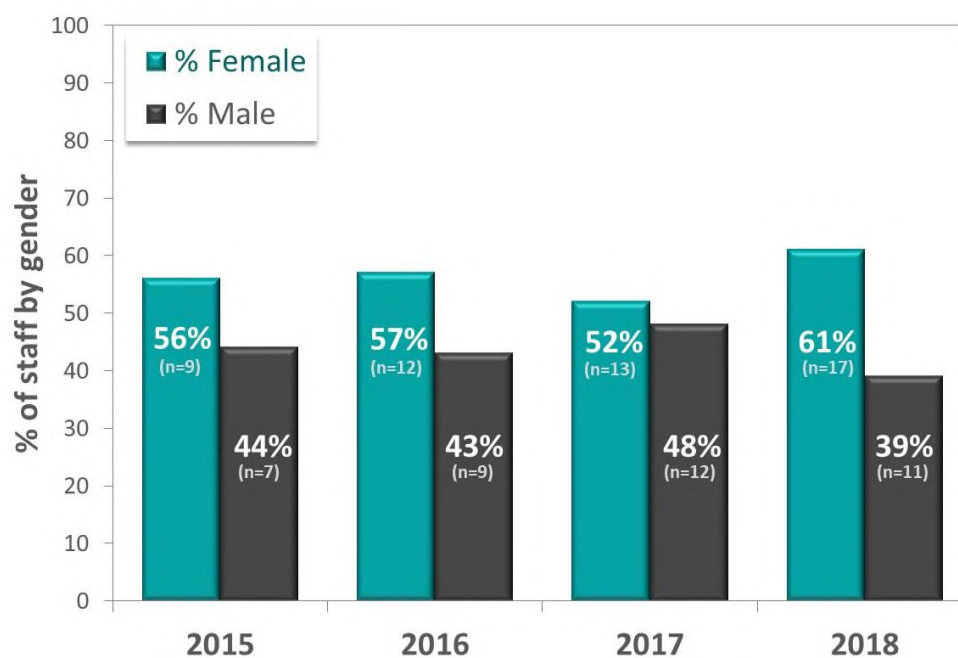
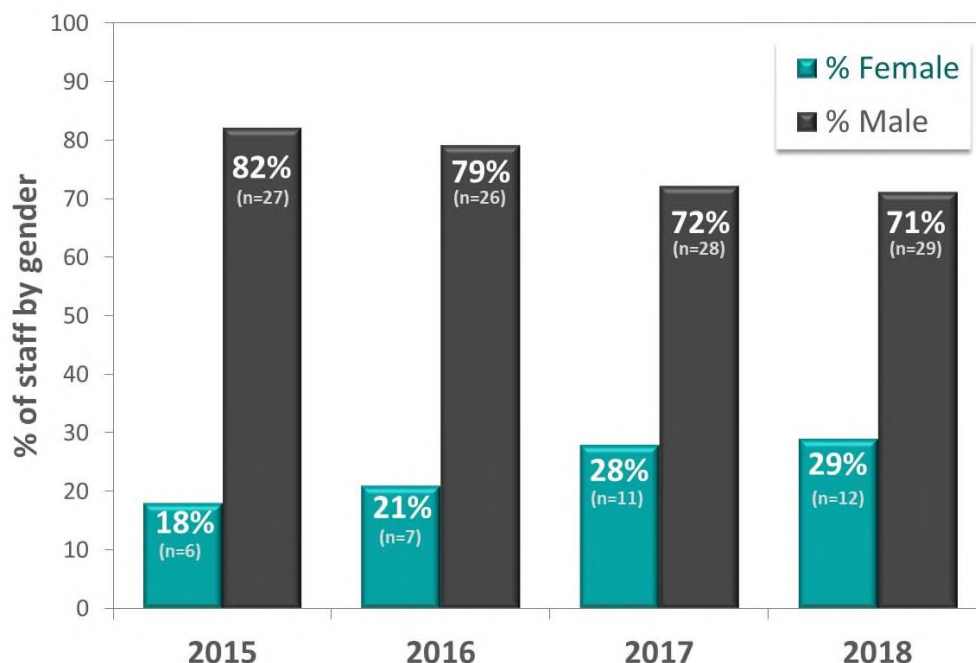


FIGURE 27: ACADEMIC AND RESEARCH STAFF (EXCLUDING GTA) ON OPEN-ENDED CONTRACTS 2015 TO 2018 (VALUES FROM JULY OF EACH YEAR)



Most academic and research staff are on full-time contracts (**FIGURE 28**). Numbers working PT are small despite an increase over time. In 2015, there was only 1M working PT increasing to 3M and 5F by 2018 (**FIGURE 29**). None of these were linked with caring or parental responsibilities.

FIGURE 28: ACADEMIC AND RESEARCH STAFF (EXCLUDING GTA) ON FULL-TIME CONTRACTS FROM 2015 TO 2018 (VALUE FROM JULY OF EACH YEAR)

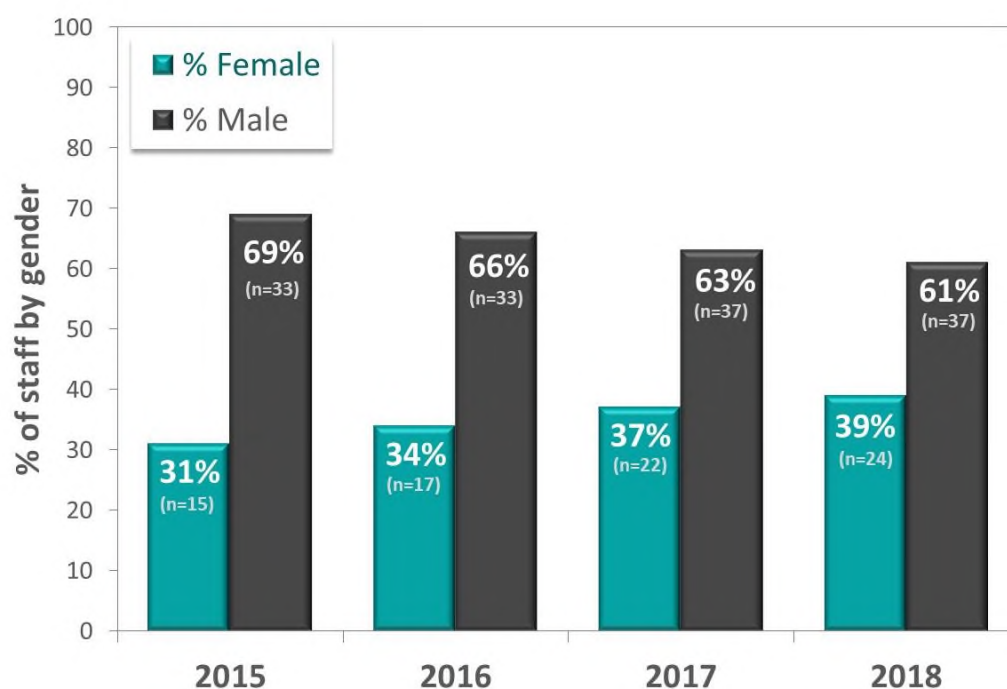
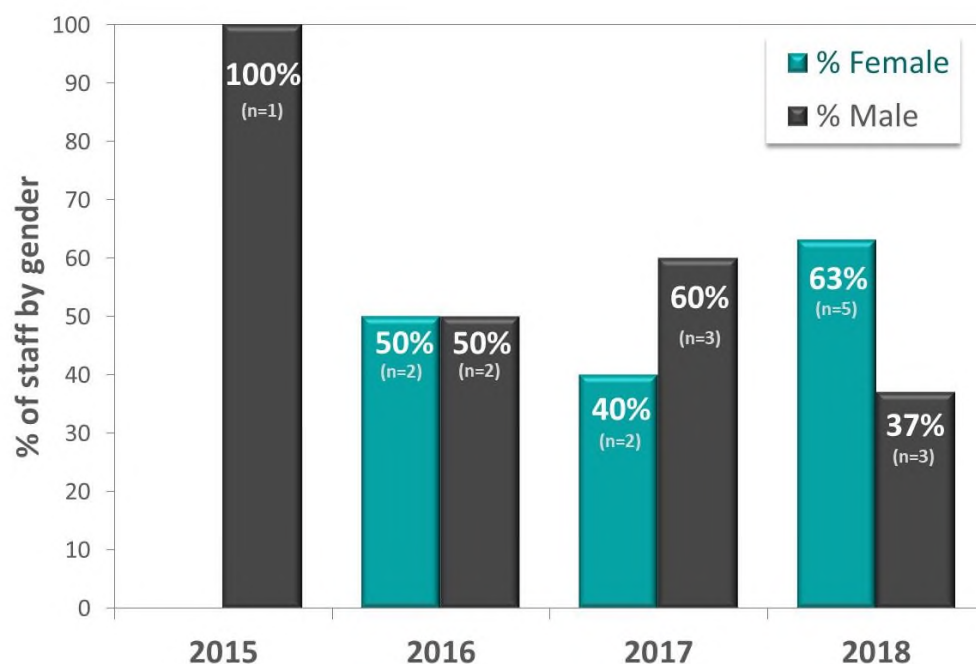


FIGURE 29: ACADEMIC AND RESEARCH STAFF (EXCLUDING GTA) ON PART-TIME CONTRACTS FROM 2015 TO 2018 (VALUE FROM JULY OF EACH YEAR).



(iii) ACADEMIC LEAVERS BY GRADE AND GENDER AND FULL/PART-TIME STATUS

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

Recently, there have been no gender differences in academic staff leaving (TABLES 3 and 4). Among those on FTCs, the main reasons have been contracts ending, challenges of living in London, commuting, BREXIT or health.

TABLE 3: NUMBER OF ACADEMIC AND RESEARCH STAFF (EXCLUDING GTA) WHO HAVE LEFT THE DEPARTMENT BY LATEST TITLE AND GENDER, 2016, 2017, 2018

	2016			2017			2018		
	F	M	Tot	F	M	Tot	F	M	Tot
Research Assistant	1	0	1	0	1	1	1	0	1
Post-Doc	1	3	4	2	1	3	3	2	5
Lecturer	1	0	1	0	0	0	0	2	2
Senior Lecturer	0	0	0	0	1	1	0	0	0
Reader	0	0	0	1	0	1	1	0	1
Professor	1	1	2	0	0	0	0	1	1
Total	4	4	8	3	3	6	5	5	10

TABLE 4: NUMBER OF ACADEMIC AND RESEARCH STAFF (EXCLUDING GTA) WHO HAVE LEFT THE DEPARTMENT BY GENDER AND CONTRACT TYPE, 2016 AND 2017

	2016			2017		
	F	M	Tot	F	M	Tot
Fixed Term	3	3	6	2	2	3
Open Ended	1	1	4	1	1	3
Total	4	4	10	3	3	6

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

There is no difference between male and female leavers and our highest rate of leavers is among FTC postdoctoral staff. We will monitor leaver rates among the latter group ([Action 4.14](#)) and ensure that 100% PDR completion by research staff prepares them for permanent careers. All staff approaching the end of a FTC are offered a consultation meeting where redeployment options are discussed. Recently, 1F postdoc has been redeployed to a teaching FTC role, and 1M teaching fellow to a longer-term FTC academic role.

Exit interviews for all staff are not currently undertaken; these will be conducted in future ([Action 4.14](#)).

Word Count: 2084/2000

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

FIGURE 30: LAUNCH OF THE GEOGRAPHY FEMALE SENIOR STAFF WOMEN'S NETWORK



5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

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

(i) RECRUITMENT

Departmental recruitment policies align with those of the university. We recognise the need for greater awareness of our recent work towards improved gender equality.

Job opportunities are advertised on the Department and King's websites, on external sites (such as jobs.ac.uk), in job centres and via relevant electronic mailing lists. Our job packs emphasise the university is an Equal Opportunities employer and include links to Staff Benefits webpages covering career development, work-life balance, parenting and childcare.

We have tested our adverts on the augmented writing platform Textio, which highlights coded words and offers alternative language to attract a more diverse pool of talent. Analysis has shown that our commitment to equal opportunities is not always apparent in online advertisements. We will ensure a statement is included in all job adverts moving forward; that enablers such as flexible working and job share opportunities are highlighted; and we will include the availability of care funding for candidates attending interviews (**Actions 5.1 and 5.6**). Staff have also been encouraged to use their networks to approach suitable candidates, especially senior women.

An unconscious bias workshop was held for all Geography staff in 2015. As awareness of our Athena SWAN work has risen, staff have sought refresher and further training. All recruitment panel chairs have undertaken D&I training and are responsible for monitoring candidates' gender profile. We aim to ensure that everyone who sits on recruitment panels has D&I training by 2020 and all staff, including GTAs, have it by 2023 ([Actions 5.2 and 5.3](#)).

Panel chairs are responsible for drawing together a balanced and representative interview panel. All panels for academic staff now have a good gender balance; during the period under review all included at least one female academic. Our SS1 (n = 55) shows that 36% of women and 31% men were involved in recruitment activities in previous 3 years. It is essential to maintain diversity of panels for all job levels ([Action 5.4](#)).

Current HR systems do not allow for the composition of the applicant field (gender/ethnicity) to be recorded and evaluated against the eventual shortlist and appointment. However, an improved data capture and analysis system is being implemented which should allow for this ([Action 5.5](#)).

Since 2015, we have made 41 academic appointments, 25 of which (61%) were female staff. Of note is our recruitment to senior academic positions, for which we attained a 50:50 gender split to professorial and reader posts. We have also increasingly appointed female staff to research positions (63% female) ([TABLE 5](#)). Due to lack of data, we sampled one recent appointment to Senior Lecturer/Reader in April 2018, a total of 27 applications were received, of which 15 were from women (56%). Five people were short-listed, of which three were women, with a woman appointed.

TABLE 5: RECRUITMENT TO ACADEMIC AND RESEARCH POSTS 2014 TO 2018

	Post Name	F % (#)	M % (#)	Total #
Category A: ACADEMIC (including Teaching Fellows)	Grade 6	56% (5)	44% (4)	(9)
	Grade 7	67% (4)	33% (2)	(6)
	Grade 8	100% (1)	0% (0)	(1)
	Reader	50% (1)	50% (1)	(2)
	Professor	50% (2)	50% (2)	(4)
Category A Total		59% (13)	41% (9)	(22)
Category B (Research, including PDRAs)	Grade 5	100% (4)	0% (0)	(4)
	Grade 6	36% (4)	64% (7)	(11)
	Grade 7	100% (2)	0% (0)	(2)
	Personal Salary	100% (2)	0% (0)	(2)
Category B Total		63% (12)	37% (7)	(19)
Total (Categories A + B)		61% (25)	39% (16)	(41)

(ii) INDUCTION

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

Academic staff induction comprises a meeting with the HoD to set targets and outline mentorship and probation, Deputy HoD (Education) for an introduction to Departmental teaching and TEL practice, and the School PS team. This is followed by meetings with an academic mentor, and a centrally organised 'Welcome to King's' event. Research staff have a further induction meeting with their research line manager. 100% of new academic staff since 2016 have completed the programme. We plan to undertake a systematic review of induction processes since the new system was implemented in 2016 (**Action 5.7**).

Despite considerable effort, concerns remain that some research staff may not be as well inducted or integrated as they might be. From 2018/19, we started a presentation day for all research staff to discuss their work (planned and completed) and to aid in building a community. Further training may be needed for line managers to adopt greater oversight of this process (**Action 5.8**).

(iii) PROMOTION

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

Promotion discussions take place during Performance Development Reviews (PDRs). Additionally, the Departmental Steering Group (DSG) carries out an annual review to identify staff ready to apply, with specific reference to D&I issues. They actively approach people whom they consider to be ready for promotion (especially those who are less likely to put themselves forward). There are two academic promotion pathways: one for Teaching & Research, the other an Academic Education Pathway (AEP). Applications are assessed against the published criteria (**TABLE 6**).

TABLE 6: PROMOTION CRITERIA

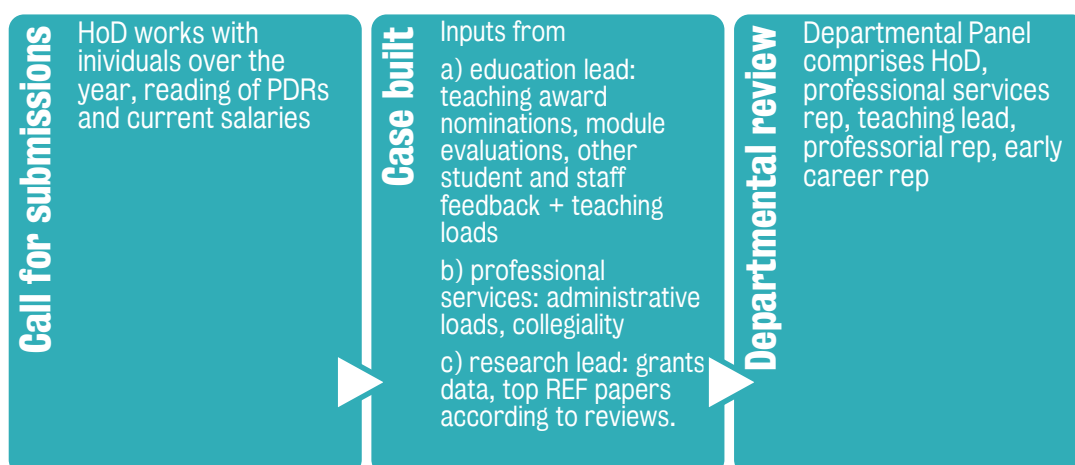
	T&R	AEP
Education	<i>Teaching quality, students' learning support, overall experience of studying at university.</i>	<i>As T&R plus evidence of excellence / leadership in education</i>
Research	<i>Outcomes, impact and future plans. Appropriate research excellence indicators.</i>	<i>N/A</i>
Innovation, impact and knowledge dissemination	<i>Research/teaching innovation and impact</i>	<i>Impact upon education at King's and beyond, pedagogy and/or students' learning.</i>
Academic leadership and administration	<i>Departmental / College roles (and beyond)</i>	<i>As T&R</i>
National and international esteem	<i>Committees, keynotes, and other indicators</i>	
Service and other information	<i>Service to society</i>	<i>As T&R</i>
Grants, publications and research degree supervision		<i>N/A</i>
Inclusion and support	<i>Creation of inclusive environment where colleagues are valued and able to succeed; development of self and others; communication that enables people to excel (eg participation in Athena SWAN steering groups)</i>	<i>As T&R</i>
Education and employment history		

The *range* of criteria has expanded recently with panels' decision-making informed by Academic Performance Frameworks (APF) and KCL's Principles in Action. Additionally, personal circumstances can be declared, meaning career breaks can be factored in.

An academic promotion workshop, organised by HR, provides an informal forum for those planning to submit applications to ask questions and hear from recent, successful applicants.

Staff submit their applications to a departmental promotions panel who provide feedback and support. Recent changes in 2018/19 have ensured that promotion requests are now assessed by members of the DSG (rather than a panel comprising the professoriate as previously), which is more gender and career-stage diverse (**FIGURE 30**).

FIGURE 30: DEPARTMENTAL PROCESS FOR PROMOTIONS



Our SS1 showed most staff understand the promotion guidance, criteria and processes. However, only 36% think that they are fair, with more women (41%) than men (24%) having a negative perception of the process. Redressing this perception is critical; efforts are needed to communicate the transparency and fairness of the new promotion process ([Action 5.9](#)).

These results may also reflect the lack of a transparent promotions procedure for research staff. Promotions have occurred without the same oversight and input from a representative departmental group, and are often led by the PI, and reviewed on an ad hoc basis by the Dean. The Departmental research committee will now maintain an overview of research staff promotions applications ([Action 5.10](#)).

There is also a university-wide Recognition Pay process for all staff. Again, cases are identified through the PDR process and other datasets and brought to the DSG who rank, approve and support applications before they are submitted to a university panel.

TABLE 7: ACADEMIC PROMOTIONS 2016-2018

	Gender	Not promoted	Promoted to Senior Lecturer	Promoted to Reader	Total
2016-17	Female	0	2	0	2
	Male	2	1	2	5
	Total	2	3	2	7
2017-18	Female	0	0	0	0
	Male	0	2	1	3
	Total	0	2	1	3

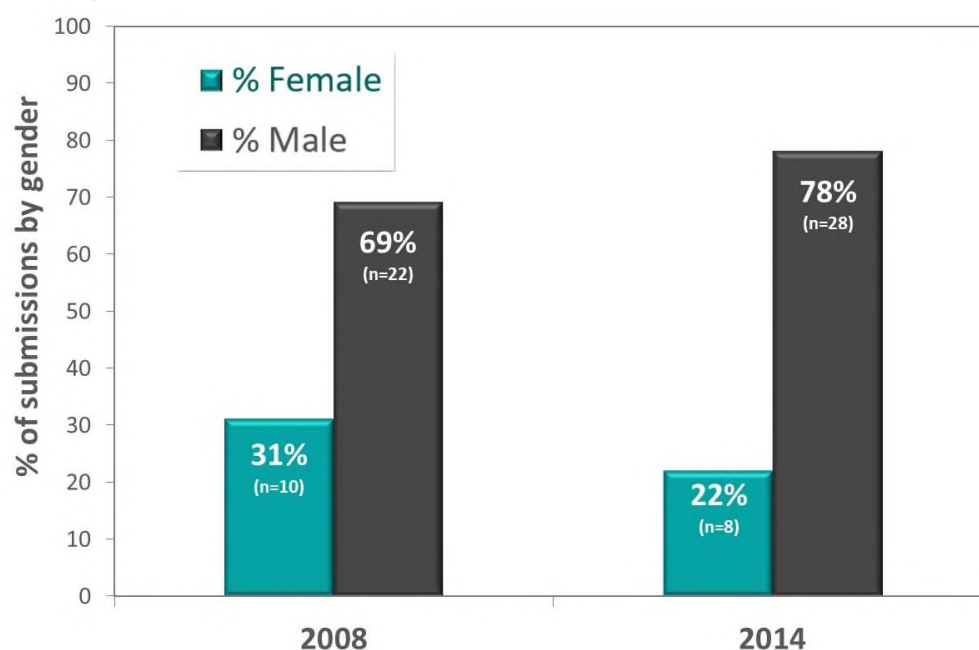
2F and 6M have been promoted since 2016 in line with the M:F ratio. All women who applied have been successful while two men have been unsuccessful ([TABLE 7](#)).

(iv) DEPARTMENT SUBMISSIONS TO THE RESEARCH EXCELLENCE FRAMEWORK (REF)

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

The percentage of female staff submitted to the REF in 2008 and 2014 reflects the overall percentage of female staff in the department at the time (**FIGURE 31**).

FIGURE 31: SUBMISSIONS TO THE RESEARCH EXCELLENCE FRAMEWORK (REF), BY GENDER, 2008 AND 2014



Preparations for the next REF suggest a 70% male: 30% female submission, in keeping with the current profile of eligible staff. The Department's Research Chair and SAT Member) has also reviewed REF output scores so far for any systematic bias and found none, with data showing female staff with an average of 2.95 and men 2.89 ($F=0.532$, $P=0.467$). All items to be submitted to REF will have been read by at least 6 people, male and female, to mitigate any bias in the panel. Oversight of the gender balance will continue in ongoing preparations for REF submission in 2020 (**Action 5.11**).

5.3 CAREER DEVELOPMENT: ACADEMIC STAFF

(i) TRAINING

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

The Department and School are responsible for implementing institutional staff development policies.

Probationary staff in teaching roles, and/or those new to teaching, are expected to take the Learning & Teaching Programme (LTP), a first qualification in academic practice. This leads to a Higher Education Academy (HEA) Recognition Programme Fellowship or Senior Fellowship.

Training is monitored via the annual PDR process described below, but it is not recorded in a way that enables analysis of trends over time. The HoD discusses an overview of training needs and provision as part of a PDR wrap-up session with the Dean.

An annual professional development fund of £1250 is provided for external training and networking. Our SS2 showed that out of 42 staff members, 10F and 13M had undertaken some form of training in the last year, including Diversity Matters, PhD supervisor training and first aid (all provided free). Our SS1 showed that only around half felt that enough training courses were available.

We need to encourage and better enable women to pursue career development opportunities, especially leadership training ([Action 5.12](#)). These opportunities aim to provide a supportive environment for risk-taking.ⁱⁱⁱ The female academic staff group will provide training for PGRs and ECRs once per term, potentially including 360° leadership feedback assessment and peer coaching through social activities ([Action 5.13](#)).

(ii) APPRAISAL/DEVELOPMENT REVIEW

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

Performance Development Review (PDR) is an annual process to facilitate staff development through objective feedback, planning and support. It is a requirement for all academic and teaching staff following probation and is strongly encouraged of research staff. The PDR is an essential component of KCL processes for promotion, recognition pay and professorial pay reward and, more generally, for professional development. The recently agreed Academic Performance Framework (APF) — generic at Faculty level, but tailored locally to Geography (see above) — has been very helpful with regard to clearly considering promotion claims, performance reward schemes and annual PDRs.

TABLE 8: PDR PARTICIPATION BY GENDER AND CONTRACT TYPE (OP = ON PROBATION) FOR YEARS 2016 TO 2018

Year	Academic		Research		Prof Services	
	M	F	M	F	M	F
July 2016	100% 21 (+2 OP)	100% 4 (+3 OP)	*	*	100% 2.5	100% 8
July 2017	96% 25 (+5 OP)	75% 3 (+7 OP)	38% 3	38% 3	100% 8 (+1 OP)	100% 13 (+2 OP)
July 2018	100% 25 (+5 OP)	100% 8 (+8 OP)	75% 6	70% 7	100% 6	100% 18 (+2 OP)

* data not available

Participation in PDRs is high among academic and PS staff, and monitored and encouraged by the HoD, Dean and HoS. Participation was low among research staff, but increased after a concerted effort in 2018, including the £1250 professional development fund tied to completion. We will continue to monitor this (Action 5.14).

Our SS1 showed that only 50% of women and 55% of men established a clear action plan for their career development as a result of their PDR. Training for reviewers and reviewees is available, but uptake and awareness of resources remains low. Checklists, feedback tools, videos on preparing for a PDR and e-handbooks are all available for reviewees. PDR reviewer workshops are also available. We have recently instituted a pre-PDR briefing meeting between the HoD and reviewers and a post-PDR review of outcomes. These are:

- To ensure that reviewers understand the Department's and Faculty's priorities, and how to conduct the PDR conversations with consistency across the Department.
- To ensure that reviewers and reviewees in the department are well-matched, based on an initial analysis of research outputs and teaching evaluations. Staff facing greater challenges in meeting expectations would normally be reviewed by the HoD.

An alignment meeting follows completion of all PDR meetings in the Department. In this the HoD and reviewers meet to discuss outcomes and common issues, with a view to making the necessary changes to policy and process.

(iii) SUPPORT GIVEN TO ACADEMIC STAFF FOR CAREER PROGRESSION

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

New academic staff are allocated a Departmental mentor, normally an established member of staff at Reader level or above, to provide advice, support and encouragement on career development and progression. All academic and research staff have access to a formal mentor and we also encourage informal mentors. Part of the mentoring process is to encourage training for career development where appropriate (TABLE 9). Research domain meetings provide a further forum for sharing advice through various types of activities.

TABLE 9: SAMPLE OF FACE-TO-FACE COURSES OFFERED BY KCL TO SUPPORT CAREER PROGRESSION

<i>Steps to Becoming a PI</i>
<i>Supporting Students doing Research</i>
<i>The Strategic Academic</i>
<i>Transitioning from PhD to Post-PhD</i>
<i>Building your Academic Career</i>
<i>Career Inspiration for Researchers</i>
<i>CVs & Applications</i>
<i>Interviews</i>
<i>Networking & 'Elevator Pitches'</i>
<i>Planning your Career</i>
<i>The Higher Education Landscape in the UK</i>
<i>Working Overseas as an Academic</i>

Our SS1 showed that 45% of women and 62% of men felt that they had been provided with opportunities to be a mentee, while only 27% of women and 31% of men felt they had opportunities to be a mentor. This suggests there needs to be better communication of the mentoring opportunities available to all staff, but especially new and research staff (Action 5.15). The Centre for Research Staff Development provides support specifically for research staff and ECRs to achieve their potential. We have not routinely monitored uptake of training among our research staff nor identified common themes. We aim to improve this in various ways especially for our female staff on FTCs, including building on this in our pre- and post-PDR reviewer meetings (Action 5.16)

(iv) SUPPORT GIVEN TO STUDENTS (AT ANY LEVEL) FOR ACADEMIC CAREER PROGRESSION

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

Students are encouraged to make full use of King's Careers & Employability Service (KC&ES) via departmental student newsletters and personal tutors. In the last year, 66% of our students, at all levels, participated in KC&ES careers events. However, female and other gender students are not registering for these events as often as male students (TABLE 10). The Department was recently awarded Faculty funding to build a careers data repository to identify any uneven representation across different student groups and to record careers events beyond those that the KC&ES organise. The repository will include gender monitoring to aid the Student Experience Committee in developing a better understanding of factors preventing participation (eg. timing, content) (Action 5.17).

I RECOGNISED THAT WOMEN WERE NOT BEING INTRODUCED TO STRONG WOMEN ROLE MODELS [TO HELP] THEM EXPLORE A DIVERSE RANGE OF OPTIONS FOR THEIR CAREERS AFTER UNIVERSITY... I WANTED WOMEN TO LEAVE THE EVENT INFORMED, INSPIRED, ENCOURAGED AND OPTIMISTIC ABOUT THEIR CAREERS.
Female UG GeogSoc rep

TABLE 10: PROPORTION OF UG STUDENTS ATTENDING CAREERS EVENTS BY GENDER

	Unique individuals that attended careers events 1/18 – 1/19*	# of students in cohort	% of cohort attending
Male	253	300	84%
Female	254	464	55%
NB/ Other	2	8	25%
Total	509	772	66%

*Attendances at all career events were greater, with 475 F, 468 M, and 4 NB/O, i.e. many students attended more than one event.

Employability is embedded into the curriculum and a wide range of career support is available to students. Our students have taken part in the King's Undergraduate Research Fellowship Scheme which offers the opportunity to work on a research project alongside academic staff over the summer, giving them invaluable professional and networking experience. We also run 'Continue at King's' events for 3rd year undergraduates interested in staying on for Masters or PhDs, alongside careers events (working in charities and international development, policy work, CV writing) (see also [Action 4.12](#)). Through our Masters internship module we support our students to gain work experience with prestigious organisations/companies in London.

Specialist support and information is available for international students, PhD students and researchers. PhD students and researchers have been encouraged to apply to become GTAs, with two PhD students progressing to Teaching Fellow roles within the Department.

(v) SUPPORT OFFERED TO THOSE APPLYING FOR RESEARCH GRANT APPLICATIONS

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

Since 2014, the profile of grant holders has diversified, with more junior staff now included in grant applications as Co-Is. We aimed to increase the number of PIs in the Department, by more pro-actively supporting grant applications and improving access to scoping funds among more junior staff. There are now a growing number of staff active across several significant grants (male and female) and many more consistently winning smaller pots of money and/or being involved as Co-Is ([FIGURE 32](#)). Our system of offsetting directly allocated time on grants from teaching workload, facilitates all staff to prioritise grant capture for some of their time.

Staff and PGR students work closely with the School Research Team who provide pre-award support, highlighting opportunities, drawing up budgets, and assisting with the writing of supporting documents. The Arts & Sciences Research team complement this by aiding with peer review and large centre applications. Overall departmental application levels have increased over the last 3 years since this enhanced support has been in place.

Staff are supported to apply for Departmental/Faculty Research Funds, and Departmental/Faculty Impact Funds. These funds are for pump-priming or collaborative work and offer useful opportunities for peer review and feedback. Our data show that female staff are applying for many grants as PIs,³ including high value grants. However, it also shows that the larger research council grant applications are led by senior male academics (**FIGURE 34**).^{iv}

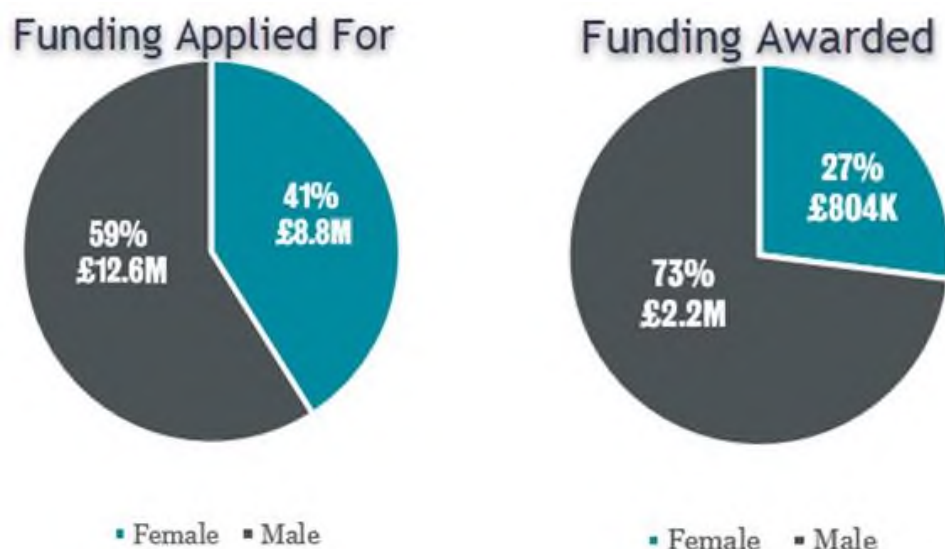
FIGURE 32: GEOGRAPHY RESEARCH GRANT APPLICATIONS BY GENDER AND BY FUNDING SOURCE 2015/16 TO 2017/18 (PI = PRINCIPAL INVESTIGATOR).

Proposal Application Type	PI F #	PI M #	% of total PI F applications	% of total PI M applications
Research Councils	26	43	54%	63%
Charity/Other	14	10	29%	15%
EU	3	9	6%	13%
Government	3	6	6%	9%
Industry	2	0	4%	0%
Total	48	68		

Female staff have not been as successful in obtaining grant awards as male (**FIGURE 33**). Indeed, among all female staff applicants, only 10% secured funding compared with 17.5% of male staff. Our research committee will further investigate the reasons for this; initial analysis has shown, for example, that female staff are more likely to apply to charities. We will look at factors such as the perception of certain funders being more inclusive, or more demanding of risk-taking, and the coded language used in grant feedback (**Actions 5.18**).

³ We do not equate only being a PI with success; we have many successful grant holders who are Co-Is, many on large scale international collaborative projects.

FIGURE 33: PERCENTAGE AND SUM OF FUNDING APPLIED FOR AND AWARDED BY GENDER, AUGUST 2015 TO SEPTEMBER 2018*



* does not include outline bids for major centres, of which two have been awarded to male staff

5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

(i) COVER AND SUPPORT FOR MATERNITY AND ADOPTION LEAVE: BEFORE AND DURING LEAVE

Prior to leave: Staff meet with line manager(s) to establish what support/adjustments they need and to discuss cover during absence. Maternity leave guidance is provided for managers, including advice on workload distribution and cover, communication, PDRs and options for return.

Guidance on maternity and adoption leave is available via a toolkit on the HR website. Some staff remain unclear on the difference between leave entitlement and pay entitlement, so we developed an infographic for the departmental handbook (**FIGURE 34**).

FIGURE 34: MATERNITY LEAVE AND PAY INFOGRAPHIC FOR STAFF HANDBOOK



*for staff with 26 weeks' continuous service and intention to return to work

Enhanced adoption pay provision is the same as maternity. Staff employed on FTCs have the same entitlement to annual leave maternity/adoption/paternity leave as staff on open-ended appointments. Staff with a minimum of one year of continuous service are also eligible to receive paid fertility treatment leave for up to five days in any one year. An Occupational Surrogacy Leave and Pay Scheme is currently under consideration.

Maternity/adoption/paternity pay are all funded from dedicated central budget at KCL for all staff. This information will be further highlighted to reassure staff and managers that the individual's salary budget is available for their cover ([Action 5.19](#)). A no-cost extension is usually sought for grant funded staff, but in rare occasions where a grant ends during maternity leave, shortfalls have been covered by departmental funds.

King's Maternity Leave Guidance for Managers helps ensure staff are appropriately supported before, during and after maternity or adoption leave. However, staff are less clear on paternity and adoption leave. New guidance has recently been made available on Occupational Paternity/Partner's Leave and Pay Scheme, Shared Parental Leave and Pay Scheme, and the Surrogacy and Adoption Leave and Pay Schemes. We need to develop a departmental checklist on paternity leave for managers and to review our current checklist for maternity and other forms of parental leave and keep this updated ([Action 5.19](#)).

(ii) COVER AND SUPPORT FOR MATERNITY AND ADOPTION LEAVE: DURING LEAVE

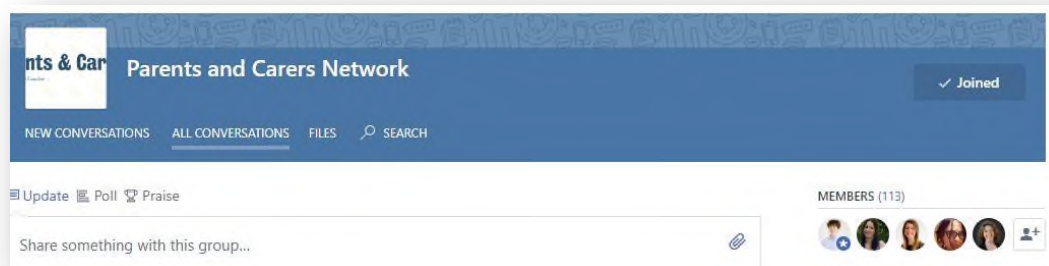
Managers maintain contact, keeping staff up-to-date with training, events, social gatherings and other changes within the department. Staff can take up to 10 paid Keeping in Touch (KIT) days throughout maternity/ adoption leave, and they are also encouraged to visit informally when they wish. Cover posts are advertised externally and internally and usually result in a fixed-term hire.

(iii) COVER AND SUPPORT FOR MATERNITY AND ADOPTION LEAVE: RETURNING TO WORK

Line managers communicate regularly with returning staff to plan their return to work. However, only 54% of our staff in the SS1 were aware of institutional support such as family-friendly policies, the Parents & Carers Network, and return-to-work funds. The PCF is a competitive fund open to all academic and research staff who have returned to

work after a period of maternity/adoption/additional paternity/caring responsibility leave in the last 12 months. Eligible staff can apply for up to £10,000 to mitigate the impact of extended leave on career progression due to suspension of research activities. One (female) member of academic staff has received this fund following maternity leave recently. The PCF also enables HoDs to support staff returning from career breaks through the appointment of others to cover some of their duties. More effort is required to raise awareness of these pre-existing opportunities (Action 5.19).

FIGURE 35: KCL parents & carers network



According to our SS1, 64% believe that parental/caring responsibilities have had an adverse effect on attending conferences and/or disseminating their research, especially among women. Not all were aware that there is a KCL Carers' Career Development Fund which can provide up to £250 every 12 months to support care costs incurred as a result of attending events which fall outside normal working hours. We will allow our PGR travel fund to be used in the same way by those with such responsibilities (Action 5.20)

HR collates up-to-date information on government childcare schemes and staff are also eligible to apply to nurseries run by nearby NHS partners⁴ and LSE. There are also six Parenting Rooms at KCL (one on the Strand campus where the Department is located).

⁴ St Thomas', King's College Hospital and South London and Maudsley NHS Foundation

(iv) MATERNITY RETURN RATE

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

TABLE 11: MATERNITY RETURN RATE, 2014-18

	Career path	Full time	Part time	FTC	OE	Returned	Contract changes after leave
2014/15	PS	✓			✓	✓	Part-time, FTE 0.6
2015/16	N/A						
2016/17	Academic	✓			✓	✓	
	PS		✓		✓	✓	
2017/18	Academic	✓		✓		✓	
	Research		✓	✓		✓	

Between 2014-2018, two academic staff took maternity leave (one OEC, one FTC) and both returned to work. One PS staff member took two periods of leave and returned to work. Our data does not indicate any issues with maternity return rates and staff at all grades are returning.

However, our SS1 shows considerable concern over childcare limitations for those based on the Strand campus. Also noted was the lack of an attractive part-time pathway for academic staff. Academic staff (male and female) have often returned full-time, with few aware of case studies for part-time working across the university ([Action 5.21](#)).

Our SS1 indicated greater clarity is needed on who to contact for advice on maternity leave, pay and contracts, and with case studies for flexible working. We have now updated our staff handbook to include more of this information.

(v) PATERNITY, SHARED PARENTAL, ADOPTION, AND PARENTAL LEAVE UPTAKE

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

Between 2014-2018, three members of staff took paternity leave. We have had no requests for shared parental or adoption leave within the department. We will include information on paternity and shared parental leave on our new D&I website. Our new paternity checklist will encourage staff to take-up such leave ([Action 5.19](#)).

TABLE 12: PATERNITY RETURN RATE, 2014-18

	Career path	Full time	Part time	FTC	OE	Returned	Contract changes after leave
2014/15	Academic	✓			✓	✓	
2015/16	N/A						
2016/17	Academic	✓			✓	✓	
2017/18	Academic	✓			✓	✓	

(vi) FLEXIBLE WORKING

Provide information on the flexible working arrangements available.

All staff can request flexible working arrangements, e.g. to help with caring responsibilities. Requests are reviewed by the HoD and HoS (for PS staff by HoSA and DoA) and HR to ensure fair considerations.

Five formal requests (2M, 3F) for flexible working by academic staff have been received over the last 3 years, relating to caring or health issues. All were approved. Many PS staff supporting the department work flexibly.

Most academic and research staff work flexibly without a formal arrangement. For teaching arrangements, staff may put forward soft constraints, including to begin teaching later or finish earlier on up to two days of the week (submitted to Timetabling). 83% of our staff say colleagues respect working arrangements, e.g. by not scheduling meetings on their working from home days. Timetabling also allows for one nominated research day, enabling those with caring responsibilities, or other needs, to plan accordingly.

However, additional actions are required, including flexible working being proactively highlighted to new staff during induction and staff being allowed to use development funds to claim for one-off childcare associated with their attendance at a conference, subject to university spending rules ([Action 5.21](#)). Staff will also be encouraged to take their full annual leave as part of improving work-life balance and minimising burnout ([Action 5.22](#)).

(vi) TRANSITION FROM PART-TIME BACK TO FULL-TIME WORK AFTER CAREER BREAKS

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

There is only one part-time academic appointment in the Department (male). As success is traditionally viewed on the ability to publish in quality journals on a regular basis and on grant applications, working part-time is perceived negatively. One anonymous respondent from a working group discussion said: *'I am apprehensive to have a career break as I assume it would be very difficult to get back into academia.'*

Further work is needed to understand perceptions around part-time work and its feasibility in the Department. Our SS1 showed 57% disagree that part-time staff are treated the same as full-time staff in terms of development opportunities and fair workload ([Action 5.21](#)).

5.6. ORGANISATION AND CULTURE

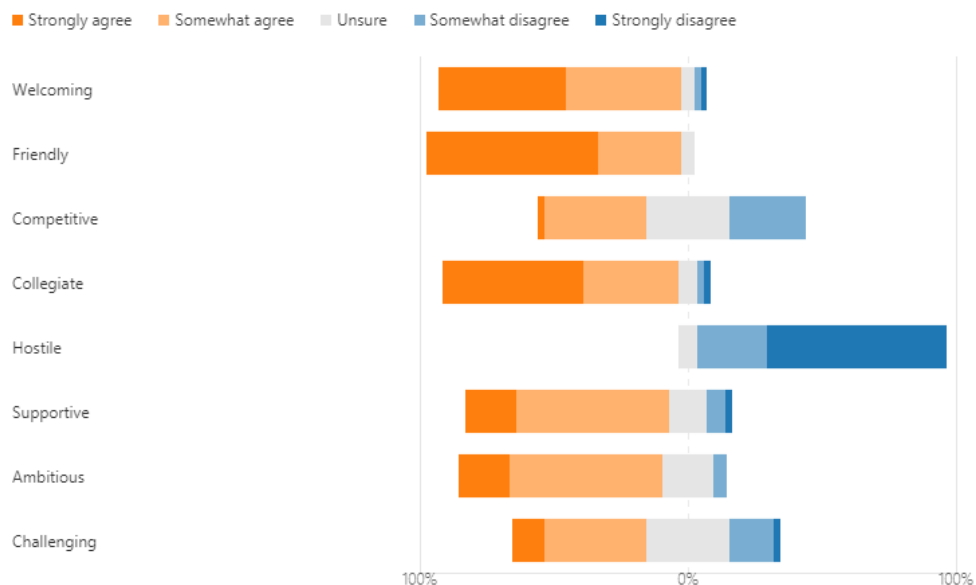
(i) CULTURE

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

There have been strategic pushes over the last decade to shift the culture in the department. The last two HoDs have brought in a number of positive changes, such as

systematising workload modelling and taking team-based approaches to leadership. The SAT observed that Departmental culture has improved significantly in recent years. We have a supportive senior management team, panels to ensure participation in decision-making, and departmental meetings re-designed to allow and encourage participation from all staff. This observation is backed up by our SS2's positive findings below (**FIGURE 36**) and in the SS1 where 82% of women and 83% of men stated there was a supportive culture.

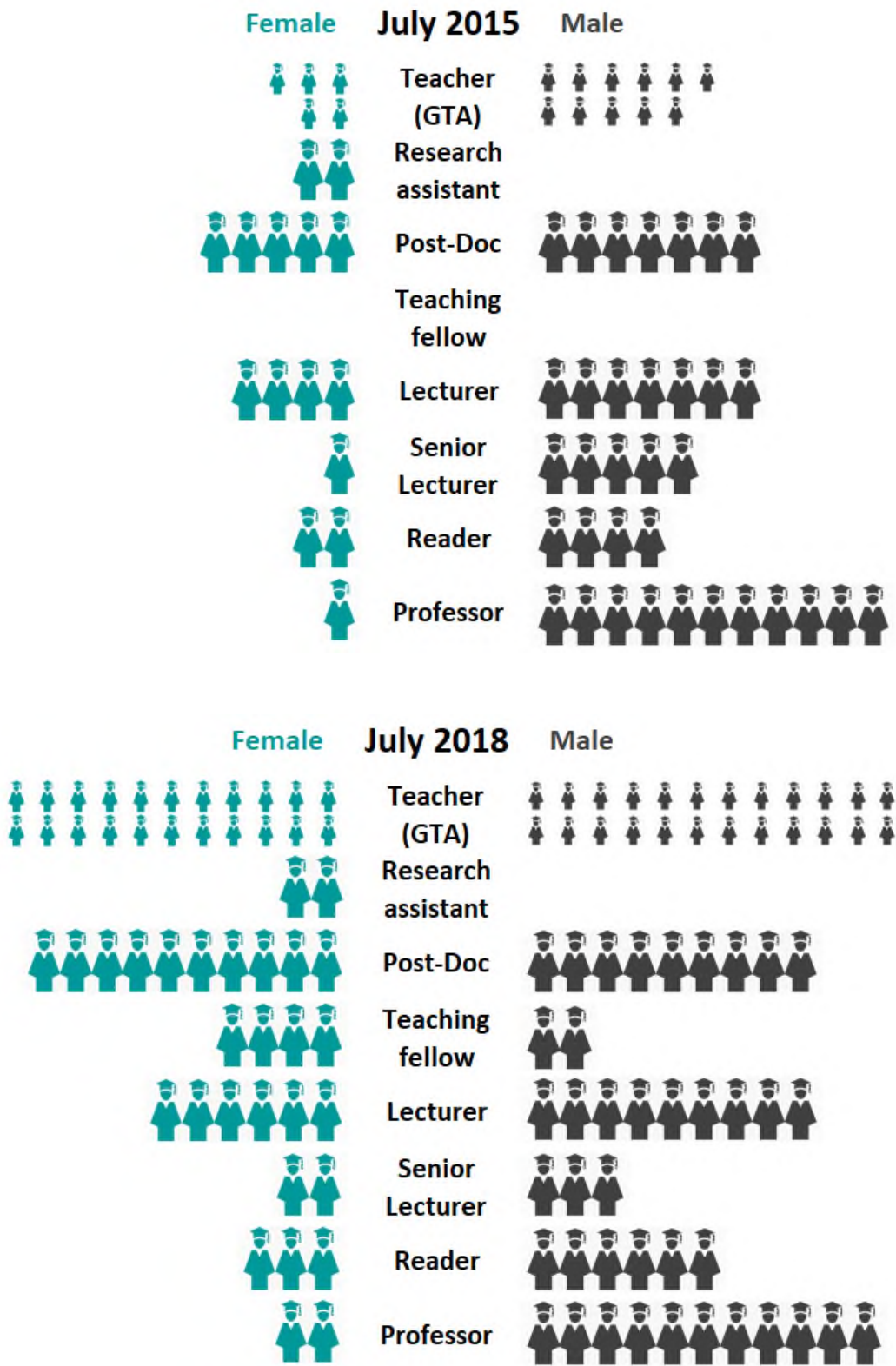
FIGURE 36: STAFF SURVEY 2 - DEPARTMENTAL DESCRIPTORS



Consultations revealed a perception persists among junior staff of an 'old guard' unevenly contributing to departmental life. This is not borne out by the data which indicates balance in teaching contributions by gender and career stage: our professors teach the same proportion as our lecturers.

A core of 24% (11) of T&R staff have been in post more than 10 years (10M: 1 F) with 51% (23) T&R staff currently in post less than 5 years (9M: 14 F). This explains the current career pattern in which these 10M are more advanced in their careers than the 14F (**FIGURE 37**).

FIGURE 37: GEOGRAPHY STAFF PIPELINE BY GENDER, 2015-2018



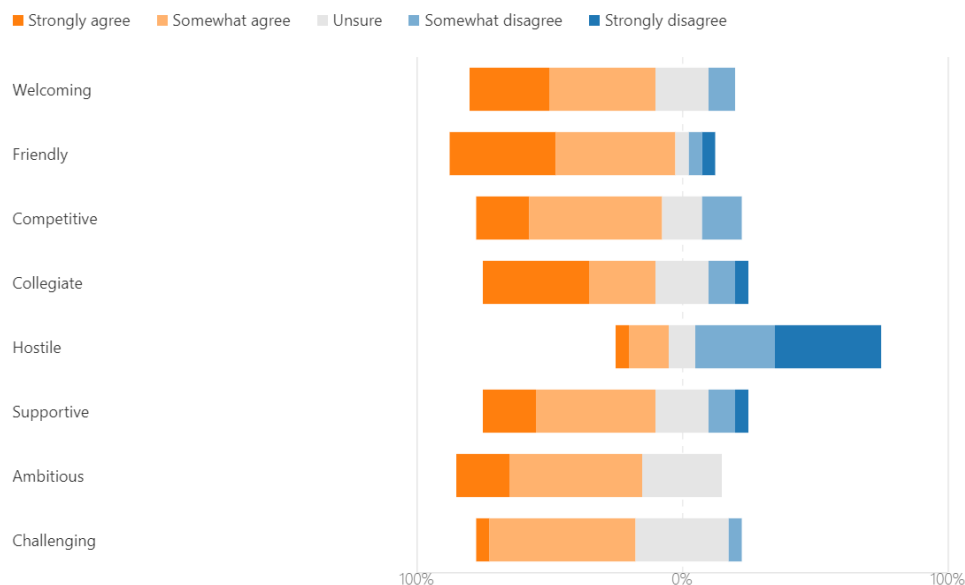
SAT members have observed that, on occasion, behaviours and language used by *some* senior male staff in meetings can belittle other staff (irrespective of gender) and stifle open contributions. Active efforts have been made to redress this in departmental meetings but there is still work to do. KCL's recently developed 'Principles in Action' toolkits can be utilised to ensure all staff are aware of the impact of their behaviours and language, modifying as appropriate. Strong leadership will be needed to embed the use of the resources within PDRs ([Action 5.23](#)).

Our new Bush House accommodation has gender neutral toilets on each floor which are clearly indicated on signs. This is a concrete example of our commitment to gender inclusivity for all our staff and students. In 2018, KCL launched its Trans Awareness campaign which is part of the university D&I strategy; the Department has signed up to this.

The PGR survey (n=20) showed that while the overall findings were positive ([FIGURE 38](#)) and 14/20 strongly or somewhat agreed that the department was welcoming, four were unsure (2F, 1M, 1NB/O) and 2F somewhat or strongly disagreed. In addition, four strongly or somewhat agreed that the department is hostile (2F, 1M, 1NB/O), with two unsure (1F, 1M). The reasons for this are unclear and may reflect recent moves to new accommodation. We will continue to encourage participation in surveys so that we have meaningful data to analyse going forward. We will also seek to improve the opportunities for inter-cohort interaction, including a termly workshop event and training, in addition to the existing department-supported integration activities ([Action 5.24](#)).

The PGR focus group and survey reported a lack of visible female role models, especially at senior levels ([FIGURE 39](#)). There were also comments around the need to address intersectional gender issues more fully. For example, one female respondent stated: 'just seeing a woman of an ethnic minority (in academia) at a faculty level was encouraging' and another: 'As a British BME student, I feel the staff body is extraordinarily white for such an interdisciplinary and urban-centred department.' The workshops and training for PGR students will address female/intersectional role models ([Action 5.24](#)).

FIGURE 38: PGR STUDENT SURVEY (N=20) – DEPARTMENTAL DESCRIPTORS





(ii) HR POLICIES

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

Our School PS team and an (independent) HR 'People Partner' advise on application of policies and procedures to ensure consistency. Of the very small number of grievance cases raised, all have been resolved by consultation with relevant senior managers, HR and central functions to ensure fairness and mitigate bias. All policies are detailed online. Changes are usually highlighted by HR at the monthly meetings held with the Faculty Senior Leadership Team (including HoSAs) to ensure understanding and cascading of information.

Our SS1 (n=55) did not reveal any major issues in this area with 71% agreeing the Department does not tolerate 'bullying, harassment, or discrimination of any kind.' However, fewer women felt this was the case (64%) compared with men (79%).

(iii) REPRESENTATION OF MEN AND WOMEN ON COMMITTEES

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

Our Department Steering Group (DSG) comprises academics and PS staff. Academic staff on DSG are defined by their role: HoD (M), 2 x Deputy HoDs (Education & Student leads, M and F), Research Chair (M), D&I lead (F). It also includes Rotating Senior staff w/o portfolio (1F and 2M), a Lecturer w/o portfolio (F) and 2 PS staff (HoSA, F and dept support, M).

The HoD is responsible for allocating committee roles, which are agreed in discussion with individuals with reference to PDR, skills and workload, and confirmed with all staff at the start of the year. The HoD attempts to maintain a gender balance, and to ensure roles appropriate to levels of seniority, experience, skills and interest. Academic administrative roles rotate normally at least every three years, and the allocation is inclusive of staff at Professorial level.

In our SS1, 32% of women felt there were gender imbalances in the allocation of administrative roles, compared to 14% of men. Females are over-represented on the SSLC committees, in part reflecting predominantly female PS staff and students who attend SSLC, and in part because of embedded gender norms associating women with student-facing roles. Women are underrepresented on research committees (**TABLE 13**). These imbalances need to be addressed and this data will be routinely analysed to inform allocations going forward. In addition, a pilot will be instituted to advertise administrative roles when they become available (**Action 5.25**).

TABLE 13: GENDER BREAKDOWN OF GEOGRAPHY DEPARTMENT COMMITTEES (DOES NOT INCLUDE SCHOOL OR FACULTY) 2015/16 TO 2018/19. NUMBERS INCLUDE STAFF (ACADEMIC & PROFESSIONAL SERVICES) AND STUDENT REPRESENTATIVES

Committee*	2015/16					2016/17					2017/18					2018/19				
	Chair	F	M	NB/ O	% F	Chair	F	M	NB/ O	% F	Chair	F	M	NB/ O	% F	Chair	F	M	NB/ O	% F
Steering group	M					M					M	6	7		46%	M	5	7		41%
Res Com	F	2	6		25%	F	2	6		25%	M	4	7	1	36%	M	4	7	1	36%
Stu Exp Com						M	10	7		59%	M	16	9		64%	M	16	9	1	64%
UG BoS	M	2	5		29%	M	2	6		25%	M	2	7		22%	M	4	7		36%
PGT BoS	M	2	5		29%	M	2	5		29%	M	2	5		29%	F	3	7		30%
PGR BoS											M	1	3		25%	M	2	2		50%
UG SSLC	M	5	7		42%	M	5	6		45%	M	6	4		60%	M	8	4		75%
PGT SSLC	F	7	5		54%	F	9	5		64%	F	11	7		61%	F	10	5	1	75%
PGR SSLC	M	4	3		50%	M	3	4		43%	M	4	5		44%	M	3	3		50%
Safety Com	M	4	2		67%	F	3	3		50%	F	3	3		50%	F	3	4		43%

*HoD Advisory = Departmental Steering Group (HoD), with Chair the HoD; Res Com = Research Committee; Stu Exp Com = Student Experience Committee; BoS = Board of Study; SSLC = Staff Student Liaison Committee.

(iv) PARTICIPATION ON INFLUENTIAL EXTERNAL COMMITTEES

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

In our SS1, 86% felt that staff of all genders were represented on influential external committees (eg. REF panels, peer review colleges). Our data supports this positive perception: 13 staff are on these committees - 7 female (54%), 6 male (46%). The SAT felt this reflected recent improvements with appointments of senior female staff, and the celebration of their invitation to sit on influential committees in departmental communications and meetings, eg. McIlwaine: REF Panel, Herrick, Datta: ESRC peer review colleges, Adams: IPCC. Female staff are encouraged to join prestigious committees via the PDR process. Significant external committee work is reflected in teaching loads.

(v) WORKLOAD MODEL

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

All staff convene and contribute to module teaching annually (permanent teaching). In addition, team teaching and academic tutorials (small group teaching/support) are allocated annually on grounds of need, discipline, availability of staff and permanent teaching, and also includes directly allocated (DA) research and administrative loads.

The norms for full-time academic T&R staff are:

- a 40:40:20 split across teaching: research: administration.
- an average of 100 primary teaching hours (across UG and PGT) per academic year with appropriate reductions for sabbatical leave.

Workload is pro-rata for part-time staff or those seconded for a proportion of their time, as well as those with DA time on research grants. Each administrative role is indexed from 0.1 (e.g. risk assessment reviewer) to 5 (Head of Department).

Teaching loads are calculated on a full-time equivalent (FTE) basis, accounting for buyouts, part-sabbaticals and DA time (as above). Load includes lectures, seminars, field teaching, annually allocated teaching, academic and personal tutorials. PhD supervision, PGT dissertations, UG IGSs (dissertations) and module convening are also factored in.

Academics self-declare their permanent teaching in their account, while tutorials and annually allocated teaching are centrally managed by the HoD. The HoD sets the workload model (WAM) and reviews regularly for parity, ensuring academic staff can conduct research as well as teaching and administration.

The WAM is fully transparent and is documented in the staff handbook. For roles involving out-of-hours work (e.g. field courses), caring responsibilities are always accepted as a reason to provide alternative annually allocated load.

Our SS1 (n=55) indicated that 73% agreed that work is allocated on a fair and transparent basis irrespective of gender. It is notable that 83% of men felt this compared with 68% of women despite the teaching accounts including a breakdown by gender and career stage, which indicates parity between male and female staff and between lecturers through to professors. This perception may be linked with the legacy of the department's previous staff profile and a formerly opaque model, and it will take time to change these attitudes. However, there is scope to communicate the democratic nature of the WAM more explicitly ([Action 5.26](#)).

(vi) TIMING OF DEPARTMENTAL MEETINGS AND SOCIAL GATHERINGS

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

A departmental meeting calendar is published ahead of each academic year, with meetings set during core working hours, between 10-4pm. Any deviation from this is communicated well in advance (eg. occasional Away Days). A strong theme that emerged from the SS1 was around the culture of key extra-curricular seminars being scheduled at 4/5pm and followed by alcoholic drinks. This has been identified as a potentially exclusionary practice for those with other commitments.^v

Alternate timings of seminars from 4:00-5:00 and lunchtimes (replacing current 4-5:30 and 5:15-6:15 seminars) will be introduced from September 2019 (Action 5.27). Family-friendly socials have begun, eg. a Saturday Thames Estuary walk (Action 5.28). Our PhD student survey and our GeogSoc reps have similarly reported that some students prefer not to attend evening events with alcoholic drinks. Efforts have already been made to ensure alternative events; for example, the Department collaborates with GeogSoc to offer a range of other cohort building activities, including a CV writing workshop and a soft play event.

(vii) VISIBILITY OF ROLE MODELS

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

In our SS1, 79% of staff stated there are visible role models of successful senior staff of all genders in our department; marking a positive shift from the previous staff profile. However, our PGR student focus group and survey considered there to be low visibility of female role models (see above). This may reflect the dominance of male supervisors of PhD students: all those supervisors in the Department with more than 5 PhD students are male (Action 4.10). Our planned workshops with PGR students will be run by senior female staff in an effort to highlight the role models that already exist (Action 5.13).

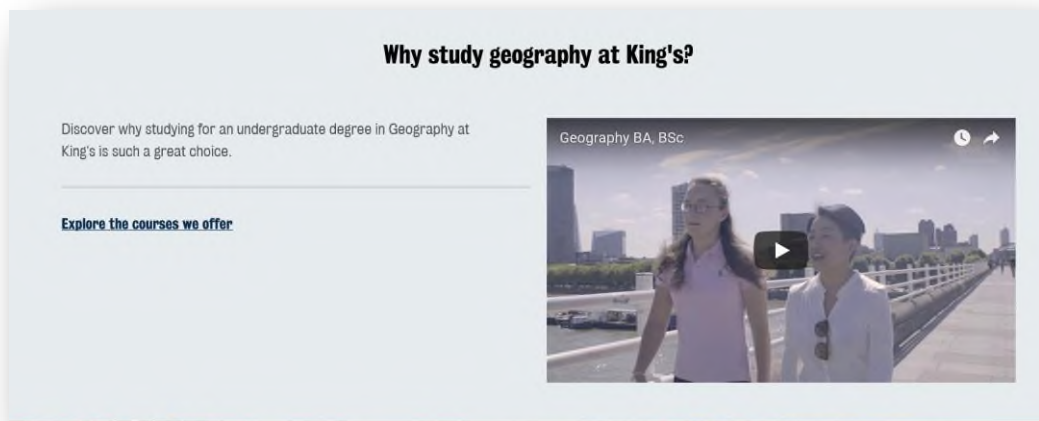
FIGURE 40: INTERNATIONAL WOMEN'S DAY EVENT 2019, PROFESSOR CATHY MCILWAINE DISCUSSING RESEARCH ON VIOLENCE AGAINST WOMEN AND GIRLS



More can be done to improve the gender balance of speakers: 82% of Human Geography seminars speakers have been female (2016-2018) but only 37% of Environmental Dynamics seminars speakers (2018) were women. This differential partly reflects gender differences within the two sub-disciplines nationally with many fewer female physical geographers. Where possible a gender balance in chairing of seminars is ensured (e.g. there were 5F:5M chairing the human geography seminars between January-March 2019) although this needs to be monitored. We have also had female speakers bring children to events and authorise travel and subsistence budgets for seminars to be used for speakers' childcare costs. This will be communicated more explicitly in the future ([Action 5.29](#)).

Concerted efforts are being made to employ alternatives to gender-coded words on our relaunched website. The SAT reviewed the 2019 prospectus and found one *student voice article* (female BA student). The promotional video addressing the BA and BSc features 2F:1M students (with 2M staff speaking) ([FIGURES 41, 42, 43](#)). There is therefore scope to address these gender imbalances and our Communications Officer and Student Experience Officer will attend future D&I committee meetings to ensure Departmental imagery and language remains gender balanced. Given our low numbers of male students at undergraduate level we may also increase the number of male *student voice articles* ([Action 5.30](#)).

FIGURES 41/42/43: KCL GEOGRAPHY WEBSITE HOME PAGE SHOWCASING FEMALE REPRESENTATION ON OUR PAGES DESCRIBING UG, PHD PROGRAMMES AND SCHOLARSHIPS & FUNDING



(viii) OUTREACH ACTIVITIES

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

Our outreach activities are run by 1 female SL (with support from central Marketing PS staff). Outreach is regarded in a gender-balanced way within the department: 1 male Professor runs our student experience activities.

We ran 18 outreach events last year with contributions from Lecturers to Readers, and including student ambassadors. Last year (2017/18) 78% featured male staff; 22% female (25% were BAME). We have representation from the Laboratory team at every open day – formerly 3 male staff. The recent recruitment of a female technician should help us begin to challenge stereotypes that still exist around scientific roles.

In terms of student involvement, 100% of PGT ambassadors were female, and 82% of UG ambassadors were female. We have not monitored uptake of events in terms of gender or other intersections as our enrolment data is insufficient to do so.

FIGURE 44: UNDERGRADUATE FIELD TRIP TO HONG KONG (SECOND YEAR UNDERGRADUATES)



Word Count: 5,451/6000

7. FURTHER INFORMATION

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

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

**TABLE 14 HOW WE INTEGRATE GENDER ISSUES INTO OUR TEACHING AND RESEARCH
(FEBRUARY 2019 SURVEY ON GENDER RESEARCH/TEACHING IN GEOGRAPHY)**

	Name	Area of teaching/research
	Dr Majed Akhter	Teaching <ul style="list-style-type: none"> UG and PGT modules – lectures on Gendered dimensions of water access/security
	Dr Andrew Brooks	Teaching <ul style="list-style-type: none"> UG module on Global Health - lecture on maternal health in the Global South
	Dr Ruth Craggs	Teaching <ul style="list-style-type: none"> PGT Tourism and Development focuses on gendered experiences UG Critical Geopolitics includes lecture on Feminist Geopolitics Historical geographies of urbanism – lecture on gendered and radicalised understandings of urban planning and housing UG second year Kerala field trip – students often explore gender in their work, as it relates to development, government and grassroots empowerment projects
	Prof Phil Hubbard	Research Gender, sexuality, space and the city especially in relation to sex work in the UK and Brazil Teaching <ul style="list-style-type: none"> UG and PGT on a gendered right to the city and sexualities and the city
	Prof Bruce Malamud	Teaching <ul style="list-style-type: none"> UG module: perception of natural hazards (and the influence of gender on perception)
	Prof Cathy McIlwaine	Research Gender, poverty, Violence Against Women and Girls (VAWG), urban violence and migration in cities, in Latin America and London. Diversity among university students. Teaching <ul style="list-style-type: none"> UG module on 'Gender and development in the global South' PGT session on 'Gender and urban livelihoods'



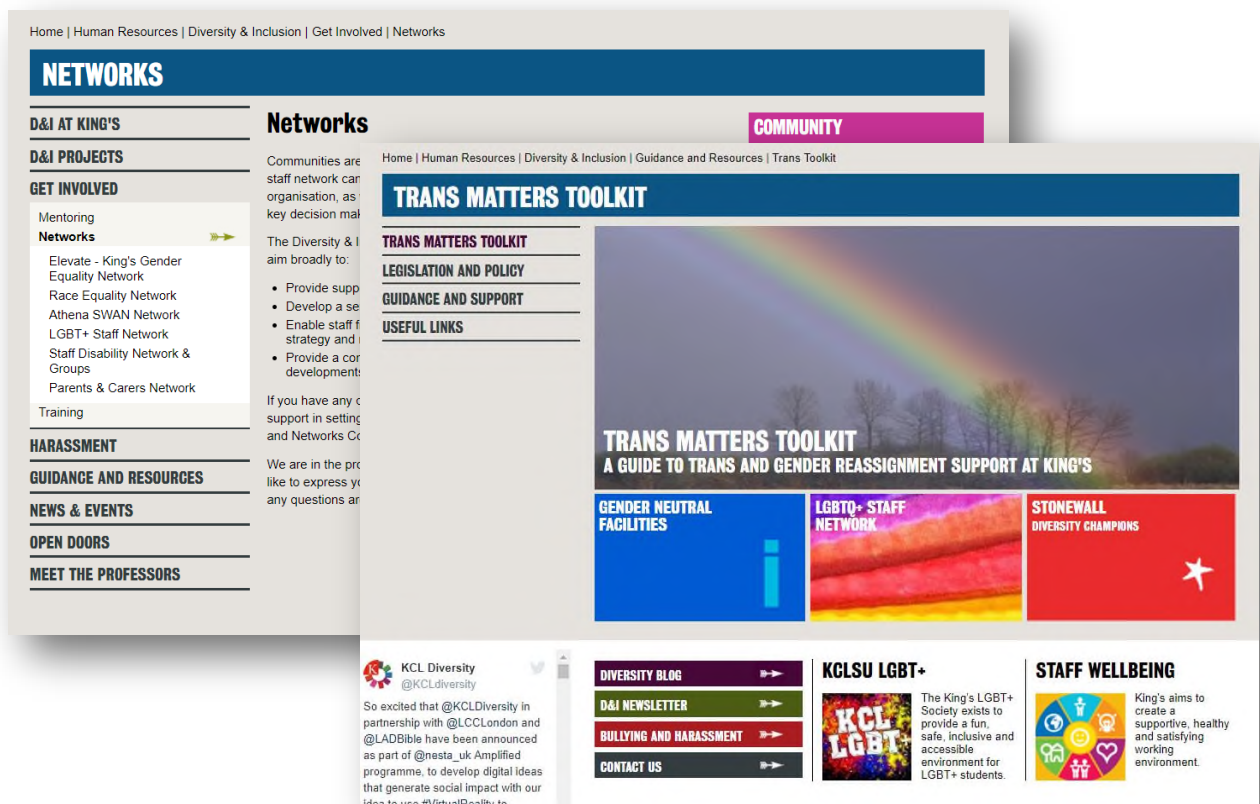
	Dr Daanish Mustafa	<p>Research</p> <ul style="list-style-type: none"> Gender & violence in urban Pakistan, gender based early warning systems, gendered vulnerability in rural Sindh <p>Teaching</p> <ul style="list-style-type: none"> UG Hazardscapes – lectures on gendered vulnerability UG Geography in Action – lecture on global terror and gendered violence PGT Environment and Development – gendered throughout PGT Disasters and Development modules - gendered throughout
	Dr Kate Schreckenber	<p>Teaching</p> <ul style="list-style-type: none"> PGT module Community-based tourism and Indigenous tourism - gendered throughout PGT module on Environment, Livelihoods and Development in the South - gendered throughout

FIGURE 31: NETWORKS & TOOLKITS PROMOTED TO KCL GEOGRAPHY STAFF



The screenshot displays the KCL Diversity and Inclusion website. The main navigation bar includes links to Home, Human Resources, Diversity & Inclusion, Get Involved, and Networks. The 'NETWORKS' section is highlighted, showing a list of networks on the left and a detailed view of the 'TRANS MATTERS TOOLKIT' on the right. The toolkit includes sections for Legislation and Policy, Guidance and Support, and Useful Links. Below the toolkit, there are links to Gender Neutral Facilities, LGBTQ+ Staff Network, and Stonewall Diversity Champions. The footer contains a Twitter feed for KCL Diversity, a Diversity Blog, KCLSU LGBT+ information, and Staff Wellbeing resources.

Word Count: 289/500

Total word count: 9,903/10,500

REFERENCES

- ⁱ Maddrell, A., Strauss, K., Thomas, N. J., & Wyse, S. (2016). Mind the gap: Gender disparities still to be addressed in UK Higher Education geography. *Area*, 48, 48–56.
- ⁱⁱ McIlwaine and Bunge (2018) Placing diversity: student attainment and progression in Geography at university in the United Kingdom, *Area*. <https://doi.org/10.1111/area.12506>
- ⁱⁱⁱ Parker, P., Hewitt, B., Witheriff, J. and Cooper, A (2018). Frank and Fearless: Supporting Academic Career Progression for Women in an Australian Program, *Administrative Sciences*, 8:5, 1-18.
- ^{iv} McAllister, D., Juillerat, J., Hunte, J (2016) *Towards A Better Understanding of Issues Affecting Grant Applications and Success Rates by Female Academics*. BBSRC: London.
<https://bbsrc.ukri.org/documents/1511-understanding-app-rates-by-female-academics/>
- ^v Maddrell et al (2016)



This guide was published in May 2015. ©Equality Challenge Unit May 2015.

Athena SWAN is a community trademark registered to Equality Challenge Unit: 011132057.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited. Alternative formats are available: pubs@ecu.ac.uk

8. ACTION PLAN

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

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

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

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

Department of Geography, King's College London: BRONZE Action plan 2019-2023

**** PLEASE NOTE ****

To ensure continuity of long-term actions, **roleholders** are listed (not named individuals) as some roles change annually. This is deliberate to ensure sustained departmental commitment to the action plan. For example, the Exam Board Chair is responsible for ensuring diversity is reviewed when looking at attainment data, irrespective of who is in post in any given year.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
3	Future of the self-assessment team					
3.1	Create a permanent D&I committee to replace SAT	Clearly defined and identifiable body for D&I issues.	Merging of the AS lead and D&I Lead roles Regular committee meetings to be arranged (twice per term)	AS Chair (future D&I committee chair)	September 2019	New D&I Committee up and running with TORs D&I Lead in post. Staff/student awareness improved in next culture survey.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
3.2	Refresh SAT TORs for more student involvement	Currently no UG and PGT representation.	<ol style="list-style-type: none"> TORs will be refreshed Review membership for diversity Establish an annual review point to refresh committee membership 	<ul style="list-style-type: none"> D&I Chair; in liaison with HoD 	<p>TORs: September 2019</p> <p>Student involvement at all levels: January 2020</p>	<p>TORs established</p> <p>More diverse D&I committee membership in place</p>
3.3	Training for D&I Chair and committee members to ensure efficacy of group	<p>To acknowledge the time and resilience required to lead D&I work effectively.</p> <p>To upskill those new to dealing with D&I issues (recognise what is/isn't a D&I issue, conducted a measured review and reporting mechanisms)</p>	<p>Identify and implement training for Chair and committee members – eg</p> <ul style="list-style-type: none"> Influencing without authority Dealing with bullying and harassment Policy awareness Leading change management How to be an effective student rep (advocacy training) 	<ul style="list-style-type: none"> D&I Chair HoSA 	<p>Identified: October 2019</p> <p>Training: ongoing</p>	Training identified and all members of SAT booked on to programmes.
3.4	A dedicated Geography D&I web page will be developed to include a reporting section	To improve visibility of D&I resources and improve clarity on reporting of issues. There is no dedicated departmental web page with links to the wide range of institutional support and reporting mechanisms.	<ol style="list-style-type: none"> Review current content Draft content in collaboration with D&I committee Circulate to department upload and maintain. 	<ul style="list-style-type: none"> D&I Chair in liaison with Schools Comms Officer 	<p>Website: December 2019</p> <p>Awareness: October 2020</p>	<p>Website established and functioning with links to new Faculty SSPP website.</p> <p>70% of students/staff demonstrating awareness of how to report, what fora to discuss D&I issues (measured by staff/student survey)</p>

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
3.5	Staff and student consultation on D&I issues every two years via surveys and focus groups.	There is currently no longitudinal data available about change. We also aim to increase our staff survey response to 85% by 2023.	<ol style="list-style-type: none"> 1. Review current survey for relevant questions 2. Set as standing survey biannually embedded with School Business team/comms officer 	<ul style="list-style-type: none"> • D&I and cohort committees 	Survey: April 2021 & April 2023	First set of surveys and focus groups to have been conducted by 2021.
3.6	Creation of D&I analytics lead role	There is currently no longitudinal D&I data collection or analytics available.	<ol style="list-style-type: none"> 1. Role advertised 2. Role appointed and accounted for in workload model 3. Training on data sources available from Analytics team 	<ul style="list-style-type: none"> • HoD & D&I Chair 	Recruitment: August 2019 Training: April 2020	Roleholder appointed Datasets available
3.7	Monitor and assess impact of D&I as a standing item in all key departmental committee meetings.	To improve visibility of D&I and demonstrate our commitment to it	<ol style="list-style-type: none"> 1. HoD & HOSA to ensure embedded into leadership meetings 2. Develop flowchart to provide clarity on reporting of D&I issues 3. D&I lead to review 	<ul style="list-style-type: none"> • School Business/ Education Managers • HoD • HOSA 	D&I added: December 2019 Efficacy review: April 2021/22/23	Annual review of number and type of D&I issues raised.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
4	Key area to be addressed: a picture of the Department (UG)					
4.1	Increase the numbers of men applying for BSc degrees.	There are proportionately more women in BSc degrees (above the national BM).	<ol style="list-style-type: none"> 1. Initiate focus groups (in proportion of demographic M:F) with BSc applicants 2. Add question to entry survey on why intake chose KCL 3. Work with RGS on national trends 4. Explore findings & possible actions 	<ul style="list-style-type: none"> • Deputy HoD (students) • UG Admissions Lead (in liaison with Faculty Marketing Officer) 	First review: April 2020 Actions: April 2021	First round of analysis to have been undertaken by UG recruitment committee in liaison with D&I committee Any actions implemented
4.2	Improve offer to accept to enrol rate (O:A:E) at undergraduate level	To remove any D&I barriers	<ol style="list-style-type: none"> 1. Initiate focus groups 2. Explore findings and possible actions 	<ul style="list-style-type: none"> • Deputy HoD (students) 	Focus groups: June 2020 Analysis and actions: April 2023	F O:A:E rate closer to M O:A:E rate.
4.3	Address all gender imbalances of student and staff in marketing materials.	Student voices are more likely to be female than male.	<ol style="list-style-type: none"> 1. Review materials and improve 2. Brief marketing roles to be aware of this 3. Implement in next round of marketing materials 	<ul style="list-style-type: none"> • D&I committee • Comms Officer 	January 2020	New material to have better gender balance
4.4	Attract more male students to be ambassadors at pre-offer Open Days	Many more women are ambassadors at open days	<ol style="list-style-type: none"> 1. Identify good role models and encourage to apply and monitor survey for gender 	<ul style="list-style-type: none"> • D&I Committee • UG recruitment committee 	Recruitment: January 2020 Analysis: June 2020 Further actions: April 2023	More male ambassadors recruited

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
4.5	Ensure new initiatives such as UG bursary remain accessible to all by gender and other protected characteristics	This bursary is a new initiative and guidance needs to be developed to eliminate any bias in the review mechanism.	<ol style="list-style-type: none"> 1. Research guidance on bursaries and best practice. 2. Ensure that highest marks criterion does not bias diversity outcomes 	<ul style="list-style-type: none"> • UG Admissions Tutor 	Guidance: August 2019 Data: August 2019 Review: May 2020/21/22/23	Diversity of awards over next 4 years
4.6	Aim to understand better any gendered (and intersectional) performance patterns in degree classification attainment	No clear patterns currently but longitudinal analysis must be maintained.	<ol style="list-style-type: none"> 1. Exam Boards to consider gender breakdown of attainment as a tabled agenda item 	<ul style="list-style-type: none"> • Deputy HoD (Education) • UG Exams Board Chair 	Exam Boards: Sept 2019 RGS: June 2020	Monitoring will have taken place annually as part of exam boards and any trends identified to better understand causes.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
4	Key area to be addressed: a picture of the Department (PGT)					
4.7	Aim for gender balance within each of our PGT degree programmes and by FT and PT by attracting more men to apply	More women enrol in PGT degrees than men with more marked gender differences in 'physical' programmes and by PT status.	<ol style="list-style-type: none"> 1. Initiate focus groups (in proportion of demographic M:F) 2. Add question on why intake chose KCL/degree to entry survey 3. Set review point with committee to explore findings & possible actions 	<ul style="list-style-type: none"> • Deputy HoD (students) • PGT Admissions Tutor • Postgraduate Board of Studies Chair 	<p>Focus groups: January 2020</p> <p>Analysis: June 2020</p> <p>Actions: April 2023</p>	<p>First round of analysis undertaken by PGT recruitment committee in liaison with D&I committee</p> <p>Any actions implemented</p>
4.8	Examine and take actions to mitigate decline in male PGT students attaining distinctions.	There has been a marked decline in male PGT students attaining distinctions. The proportion of women attaining a distinction declined 7% between 2014/15 to 2017/18, the decline among male PGT students over the same period was 18%. This has been reported as a national trend.	<ol style="list-style-type: none"> 1. Monitor use of study cafes (gender/race) 2. Work with RGS to look at external landscape for trends 3. Exam Boards to consider gender breakdown of attainment as a tabled agenda item 4. Initiate actions & initiatives 	<ul style="list-style-type: none"> • Deputy HoDs (students) • PGT Exams Board Chair 	<p>Exam Boards: Sept 2019</p> <p>RGS: June 2020</p>	Monitoring will have taken place annually and any trends identified to better understand causes for gendered performance, advising any actions.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
4	Key area to be addressed: a picture of the Department (PGR)					
4.9	Improve enrolment rates for female PGR students	Our analysis shows our female enrolment rates are low due to women being less likely to accept an offer and enrol than men. We need to further explore the reasons for this as our offer rate is gender balanced. Literature suggests motherhood has profound implications for doctoral-level study and clearer information and case studies could boost female application: enrolment rates.	<ol style="list-style-type: none"> 1. Analyse intake over next recruitment period and add question on why intake chose KCL/degree on entry survey 2. Work with RGS on national trends 3. Set review point with committee to explore findings & possible actions 4. Develop clearer guidance on student maternity/paternity leave and managing career breaks and promote on our website 	<ul style="list-style-type: none"> • PBOS Chair 	RGS: April 2020 Analysis: June 2020 Actions: April 2023	Trends identified to better understand obstacles to female enrolment and actions to mitigate these developed. New guidance on maternity/paternity developed and posted on website.
4.10	HoD in consultation with PGR Committee to encourage female staff take up roles as PhD first supervisors.	Currently, 20% of students are supervised by female staff (of a total of which 33 % are eligible to supervise) whereas 80% are supervised by male staff of which 66% are eligible to supervise).	<ol style="list-style-type: none"> 1. PGR committee to monitor supervision by gender 2. Early career academics encouraged to act as second supervisor and transition to first supervision 	<ul style="list-style-type: none"> • HoD • D&I committee • PGR committee 	December 2019	Proportionate percentage of students supervised by female staff by 2023 (eg 40%)

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
4.11	Collect and monitor data relating to all PhD applications and for Doctoral Training Programme (DTP) scholarships.	Relevant data is not currently collected due to different host organisations. PhD survey suggests formal advice is not available prior to or during the application processes except from prospective supervisors.	<ol style="list-style-type: none"> 1. Provide more support and advice for prospective PhD students through interview and additional support beyond supervisor through PGR BOS 2. A new process for assessing PGR scholarship applications to be established, including KCL interview 	<ul style="list-style-type: none"> • PGR Committee Chair 	Process: December 2019 Guidance: September 2020	Female PGR student numbers increase to BM, particularly on DTP scholarships.
4.12	Improve retention rates of women between UG, PGT and PGR study	Our female student pipeline drops from UG 61% > PGR 43%.	<ol style="list-style-type: none"> 1. In addition to Continue at King's: <ul style="list-style-type: none"> • 3rd year UG workshops to include flexible working role models • Highlight support structures/peer buddy schemes/flexible working • Highlight women who have been successful in academia as researchers, teachers and administrators. 	<ul style="list-style-type: none"> • Deputy HoDs (Education) 	Workshops: April 2020 Awareness: September April 2021	Gender balance improved across levels of study with pipeline flattening

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
4	Key area to be addressed: a picture of the Department (Staff)					
4.13	Develop high level strategic plan to enhance the proportion of women in senior academic posts.	There are now 7 women at senior level (SL, Reader, Professor), versus 21 men (1:3 instead of the F:M ratio of 1:2). This reflects the legacy of 10 men (vs. 1 female) having been at King's >10 years. The resulting imbalance needs to be addressed in future senior appointments to achieve better balance in senior roles.	At College Level: To continue to recruit more diverse staff at senior levels. 2. At Department level: HoD to improve communications & raise awareness of the new departmental promotions support process, thereby removing perceived barriers to female promotion applications (these are no longer reviewed by a predominantly male professoriate) D&I Committee to monitor perceptions of new promotions process via staff survey D&I Committee to review application and promotion success rates data annually.	<ul style="list-style-type: none"> Executive Dean (Faculty) HoD D&I chair Senior HR Partner 	Phase 1 2014 to 2019 complete Phase 2 2019 to 2023	Applications for promotion from female staff in balance with the M:F ratio beyond probation

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
4.14	To ensure D&I issues are not affecting continuity of employment	Need to conduct exit interviews for all staff. These need to be monitored to identify if diversity and inclusion have been part of the decision-making processes.	Work with HR to develop exit survey and establish if data can be shared at dept level	<ul style="list-style-type: none"> HoSA 	April 2020	Former staff completing exit interview allowing for meaningful analysis of data
5	Key area to be addressed: career transition points for academic staff (recruitment)					
5.1	Ensure a statement on equal opportunities including flexible working and job share opportunities is highly visible in all job advertisements.	Equal opportunities information is not always highly visible and our commitment to gender equality is not as visible as it could be.	<ol style="list-style-type: none"> 1. Draft new statement 2. Review with D&I committee 3. Liaise with HR on updating job advert template (at source) to ensure systematic inclusion across the College. 4. Liaise with HR on updating interview letter to include specific links to family friendly policies. 5. Investigate including childcare costs as a permitted interview expense 	<ul style="list-style-type: none"> HoSA D&I committee 	<p>Statement: June 2019</p> <p>HR and finance aspects: December 2019</p>	<p>Advert and interview letter changed</p> <p>Impact assessed via staff survey</p>

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5.2	Diversity Matters training for all interview panel members by 2020.	To ensure panels have consistent diversity and gender equality awareness and training. Staff to take refresher courses every two years due to changing society, terminology and legislation.	<ol style="list-style-type: none"> 1. HoD to ensure commitment by making training compulsory for panel members 2. All-staff training to take place at staff meeting. 	<ul style="list-style-type: none"> • HoSA • HoD • D&I Chair 	<p>HoD statement: Summer 2019</p> <p>Training: by April 2020</p>	100% of panel members trained
5.3	Diversity Matters training for whole department, including GTAs by 2023	To ensure all staff, regardless of role, have consistent diversity and gender equality awareness and training to embed in all areas of their work.	<ol style="list-style-type: none"> 1. Gather HR data on completion rates of centrally provided course. 2. Staff meeting to host bespoke (45min) session to ensure greater uptake and meaningful discussion amongst all colleagues. 	<ul style="list-style-type: none"> • D&I Chair 	<p>Data: August 2019</p> <p>Bespoke Training session: by April 2022, remainder: April 2023</p>	<p>80% via Staff meeting</p> <p>Remainder via bespoke GTA course and booking centrally</p>
5.4	Ensure diversity of interview panels for jobs at all levels	To ensure panel members are consistently diverse and representative giving due consideration of intersectionality without over-burdening under-represented groups	<ol style="list-style-type: none"> 1. Biannual review of panel members at D&I committee 2. Guidance developed and disseminated to Panel Chairs on common pitfalls, best practice and how to mitigate bias. 	<ul style="list-style-type: none"> • HoSA in liaison with School Business Manager • D&I committee • D&I data lead 	<p>Data review (new HR system pending): December 2019</p> <p>Guidance: December 2019</p>	Report set up to enable systematic tracking of panel representation.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5.5	Improved data capture and analysis provided by new HR system. This will allow annual review of gender/ethnicity records on shortlisting	At present limited data is recorded at application, shortlisting stage for new appointments.	<ol style="list-style-type: none"> 1. Training on new system for HoSA, D&I Chair and HoD 2. Present and action any findings with D&I committee 	<ul style="list-style-type: none"> • HoSA • HoD • D&I chair 	Data review (new HR system pending): December 2019 Training: December 2019	Report set up to enable systematic tracking of panel representation.
5.6	Indicate availability of care funding for candidates attending interviews in job advertisements	To show support for those with caring responsibilities and to promote an inclusive and flexible work place. Consideration of other intersections should be given at the same time.	<ol style="list-style-type: none"> 1. Review of positive actions taken by other employers in this regard. 2. Liaise with HR to develop statement to include on job ad 3. Monitor impact by use of funds and feedback from candidates 	<ul style="list-style-type: none"> • D&I Chair • Senior Business Support Officer 	April 2019	Care funds are used and support a range of candidates
5	Key area to be addressed: career transition points for academic staff (induction)					
5.7	Systematic review of induction processes	All our inductions should strive to set expectations, our values, and build loyalty and commitment so all staff can perform at their best. Investing time in new employees also keeps turnover low	<ol style="list-style-type: none"> 1. Set up working group 2. Develop review criteria/checklist 3. Random sample reviews throughout year 	<ul style="list-style-type: none"> • HoSA • D&I chair 	April 2020	Staff survey shows improvement in induction uptake and in awareness of full range of processes/values etc.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5.8	Training for line managers on research staff inductions to include D&I training.	Research staff inductions do not currently include D&I training and signposting.	<ol style="list-style-type: none"> 1. Communicate changes to line managers with links to training 2. Put new information in staff handbook 3. Implement in next round of inductions 4. Reinforce in Dept/School communications channels 	<ul style="list-style-type: none"> • School Business/ Research Manager • School comms officer 	April 2020	Staff survey shows improvement in induction uptake and in awareness of full range of processes/values etc.
5	Key area to be addressed: career transition points for academic staff (promotions)					
5.9	Continue to communicate and monitor the transparency and fairness of the promotion process	Recent changes in 2018/19 have ensured that promotion requests are now assessed by members of the Departmental Steering Group (who are diverse in terms of grade and gender) instead of the (mostly male) professoriate (the previous system).	<ol style="list-style-type: none"> 1. Communicate in dept newsletter & intranet pages 2. Set review point annually to monitor 	<ul style="list-style-type: none"> • D&I chair • School Comms Officer 	Awareness (PDR/promotion) : May 2019 (linked to Action Point 5.3)	Staff survey shows improvement in female staff perception of promotion. All gender groups applying for promotion and succeeding at equal rate.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5.10	To ensure there is an overview of research staff promotions applications	SS1 identified a lack of a transparent promotion procedure for research staff.	<ol style="list-style-type: none"> 1. Communicate in dept newsletter & intranet pages 2. Lobby for workshop in liaison with Faculty on research staff promotions (similar format to academic promotion workshop) 	<ul style="list-style-type: none"> • Research Committee Chair 	<p>Awareness: Aug 2019</p> <p>Workshop: Aug 2020</p>	Staff survey shows improvement in research staff perception of promotion. All gender groups applying for promotion and succeeding at equal rate.
5	Key area to be addressed: department submissions to REF					
5.11	Ensure that D&I issues are taken into account at all stages in REF preparations in working with the REF Oversight Group (college level).	To ensure all staff are reviewed and returned to REF in a proportionate gender-balanced way	<ol style="list-style-type: none"> 1. Gender-balanced reading review panels 	<ul style="list-style-type: none"> • Research Chair 	<p>June 2019 (next REF reading round)</p> <p>November 2020 (submission of REF)</p>	REF results show all genders submitted at proportionate rate.
5	Key area to be addressed: career development (staff & students)					
5.12	Encourage and enable women to pursue career development opportunities, especially leadership training	Women are in the minority at senior levels, both by grade and positions of leadership. This reflects the fact that our professors have tended to be at King's longer than 10 years, and have tended to be men, reflecting our gender balance in the 1990s.	<ol style="list-style-type: none"> 1. Systematically review PDRs for training uptake data by gender and other intersections 2. Identify any particular training needs for women 3. Explore any gendered barriers to training participation (eg caring responsibilities) 	<ul style="list-style-type: none"> • HoD in liaison with PDR reviewers 	<p>Review: July 2020</p> <p>Analysis & action: July 2021</p>	<p>Staff survey and PDRs show increase in training uptake.</p> <p>Increase in F staff in senior roles</p>

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5.13	Provide training for PhD and ECRs on dealing with gender-related challenges in career development	Our PhD survey identified lack of female role models and lack of information about how to develop a career as a female academic as an issue.	Development of training sessions by female staff group	D&I Committee with the female staff group	Sessions once per term	Sessions completed once per term.
5.14	PDR participation among research staff to be increased	Our analysis shows that less than 50% of research staff complete their PDR, though this has risen to >75% on recent intervention	<ol style="list-style-type: none"> 1. Make PDR compulsory for Research staff by bringing it under the Dean's remit (as per academic staff) 2. Follow up on those that haven't participated 3. Maintain PRSA funds for independent research for those that have taken PDR 	<ul style="list-style-type: none"> • Executive Dean of Faculty & Faculty D&I lead • Line managers • HoD via budget 	May 2019	Staff survey and PDRs show uptake in participation
5.15	Improve mentoring for all staff, but especially new and research staff	Consultations, staff survey and data shows that when new staff join they request or receive mentorship from senior staff inconsistently. Research staff often get overlooked. Existing staff can become complacent about the need for mentoring	<ol style="list-style-type: none"> 1. Review current mentoring processes and training given to mentors/mentees 2. Improve and implement any new process including a check that meetings are taking place 	<ul style="list-style-type: none"> • HoD • D&I committee & chair 	<p>Awareness: June 2019</p> <p>Review: June 2020</p> <p>Analysis & actions: June 2021</p>	Staff survey and PDRs show improved awareness and uptake in mentoring/ sponsorship

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5.16	Enhance ECR career development and representation	We have a high number of female fixed term early career staff. Precarity is a concern for this group and our data shows this is a key transition point where female staff can drop out of academia.	<ol style="list-style-type: none"> 1. Set up working group to explore in more detail with the D&I committee 2. Working group to set up realistic initiatives to improve and promote career development in FTCs with the buy-in of Faculty budget holders 3. Discuss ECRs at pre- and post-PDR reviewer meetings. 	<ul style="list-style-type: none"> • D&I committee's ECR representative • Executive Dean • Departmental Steering Group 	Working group set up: April 2020	Staff survey shows improvement in awareness of career development opportunities.
5.17	Encourage participation with King's Careers and Employability Service and improve reporting	To increase sign ups to career related events to ensure female students can progress at same rate as male. To improve recording of careers events data as wide range of careers opportunities.	<ol style="list-style-type: none"> 1. Funding secured (April 2019) to develop pilot database 2. Data analysed and trends identified 	<ul style="list-style-type: none"> • Student Experience Committee chair 	December 2020	Increased number of sign ups. Student survey shows improvement in career development awareness.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5	Key area to be addressed: support offered to those applying for research grant applications					
5.18	Track and evaluate any gender imbalance in research grant applications and awards	Female staff apply at same rate but are not being awarded at same rate as male staff. This likely reflects different career stages of our female and male staff (with experienced grant writers more likely to be successful). Initial analysis also shows that female staff are more likely to apply to charities rather than research councils.	<ol style="list-style-type: none"> 1. Explore mechanisms to track and evaluate grant capture by gender 2. Research Committee review grant capture by gender as part of annual research review day 3. Tie-in with seminar series and ensure successful female research council-grant winners are invited to speak (eg lunchtime seminar followed by afternoon workshop on steps taken to achieve their grant) 	<ul style="list-style-type: none"> • Research Committee Chair 	Sept 2020 Talks: Sept 2020 – 2021 (and annually thereafter)	Report set up to enable systematic tracking of gendered grant application and award. Increased number and value of research council funded grants awarded to F staff

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5	Key area to be addressed: flexible working and managing career breaks					
5.19	Raise awareness on maternity/paternity/parental leave and develop a department checklist on paternity leave for managers and review maternity/parental leave checklist. Staff to be encouraged to take-up relevant leave.	Staff not always aware that parental leave comes from central budget or the types of support available. There is currently an institutional paternity check list which is not personalised to departments, and could be adapted to ensure it is more widely used at department level.	<ol style="list-style-type: none"> 1. Review current check lists with D&I committee 2. Consult with wider department for input 3. Develop materials on awareness of leave provisions to be included in our D&I website. 	<ul style="list-style-type: none"> • D&I committee • HoD • D&I chair 	April 2020	Staff survey shows improvement in awareness of paternity/maternity and other parental provisions. D&I website to include information and sign-posting to KCL policies on maternity/paternity/other parental leave.
5.20	PGR students' permitted to use PGR travel fund to pay for additional care costs or keeping-in-touch days.	PGR travel fund not currently used for care costs or keeping in touch days. It has been campaigned for among PGR students to ensure they have access to similar funding accessible to academic staff.	<ol style="list-style-type: none"> 1. Communicate availability of PGR travel fund for caring responsibilities or keeping in touch days. 2. Monitor eligibility 3. Review impact and efficacy of award 	<ul style="list-style-type: none"> • School Business Manager • HoSA • D&I chair 	Sept 2019	Awards made for care costs and career development for PGR students. Student survey demonstrates fund attracts more F students to department.
5.21	Department D&I Committee to help communicate flexible working policy to all staff including funding provisions provided for one-off childcare associated with their attendance at conferences etc (PRSA funds permitted for this).	Need for better communication and routine monitoring of summary information by the D&I committee.	<ol style="list-style-type: none"> 1. Communicate flexible working in new induction process 2. Communicate new process via new D&I website 3. Communicate that PRSA funds permitted for 	<ul style="list-style-type: none"> • D&I chair 	Process: December 2020	Information on flexible working included on D&I website. Increased number of flexible working applications. Staff survey shows improvement in work-life balance and on caring responsibilities vs networking.

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
			childcare to attend conferences.			
5.22	Offer more support and encouragement for staff to take their full annual leave as part of improving their work-life balance	Annual leave is not currently recorded. Staff should be encouraged to understand the importance of taking time out.	<ol style="list-style-type: none"> 1. Senior staff to discuss work-life balance during PDRs and act as positive role models 2. Consider whether to use new HR system to record annual leave and monitor if leave is NOT being taken in order to incentivise positive work-life balance 	<ul style="list-style-type: none"> • PDR reviewers • HoD 	PDRs: June 2019	Staff start recording annual leave Staff survey shows improvement in work-life balance.
5	Key area to be addressed: organisation and culture					
5.23	Improve understanding of D&I issues and ensure culture of diversity and gender inclusivity are embedded in the department Recognition that certain behaviour is not appropriate in the workplace - linked to need to highlight KCL's 'Our Principles in Action'.	There is uneven understanding of these issues among staff and students	<ol style="list-style-type: none"> 1. D&I standing item on all key committees, including staff meeting 2. Regular updates from AS Committee (and post transition to D&I committee) on D&I issues 3. PDRs to include a checklist on engagement with 'Our Principles in Action' 	<ul style="list-style-type: none"> • HoD • Departmental Steering Committee • D&I lead 	Sept 2019	Staff survey to better recognise Department as inclusive environment

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5.24	To raise awareness of recent female hires within the department to empower female PGR student voice and representation	Focus group and survey indicated voice/representation was an issue for female students. Half of respondents (n=20) identified lack of female role models.	<ol style="list-style-type: none"> 1. Workshops run by female staff once per term on various aspects of academic career planning 2. Promote existing student voice channels 3. Promote existing training (eg <i>Influencing without Authority</i> run for staff could be opened to PGR students) 	<ul style="list-style-type: none"> • D&I Committee • Geography Women's Group 	<p>Workshop schedule: July 2019</p> <p>Awareness: December 2019 - April 2023</p>	<p>12 workshops taken place.</p> <p>Surveys demonstrate greater awareness of visible role models up from 50% to 75%.</p>
5.25	Gender distribution of admin roles to be monitored and roles to be advertised openly ahead of allocation	There are some concentrations of female staff on some committees (SSLCs). Admin roles often go to those with capacity, rather than being advertised and open for those that need opportunities to prove leadership & career progression	<ol style="list-style-type: none"> 1. Explore process to ensure fair and inclusive distribution of admin roles. 2. Implement new advertising of available positions policy 3. Review outcomes 	<ul style="list-style-type: none"> • HoD • Senior Business Support Officer 	July 2019	Staff surveys indicate approval of allocation and mechanism
5.26	Perceived inequalities on grounds of gender and seniority in workload model needs to be addressed; the objective fairness of the model needs to be communicated more effectively	SS1 indicates that some staff, especially women, perceive the workloads in the department as unequal	<ol style="list-style-type: none"> 1. Outline the gender/seniority parity in the Departmental Handbook more explicitly 2. Note this parity in the new departmental D&I webpages 	<ul style="list-style-type: none"> • HoD • D&I chair 	January 2020	Staff surveys indicate a higher proportion perceiving the workload model as fair

Key area	Objective	Rationale	Key Milestones/ specific action	Responsibility	Timescale	Success Measured
5.27	Alternate timings of seminars from 4:00-5:00 and lunchtimes (replacing current 4-5:30 and 5:15-6:15 seminars)	To maintain work life balance by keeping formal activities within the working day and ensure those with caring responsibilities are considered.	1. HoD to communicate 2. Put alternate seminars into place	<ul style="list-style-type: none"> HoD Seminar leads 	Sept 2019	More staff attending seminars, including those with caring responsibilities
5.28	Family friendly social at the end of term 2	To support a collegiate and friendly work place, that is inclusive of those with caring responsibilities, and flexible working	1. Pick date 2. Communicate to department 3. Monitor responses to ensure it is inclusive & representative of dep	<ul style="list-style-type: none"> HoD 	May 2019	1 st event held, positive feedback and high participation. Held annually thereafter
5.29	Monitor the gender of seminar presenters and chairs and explicitly offer to cover childcare costs for speakers where appropriate	Need to address gender imbalances in speakers, especially in the physical geography seminar series and promote female role models. Need to ensure that there more gender balance in seminar chairs (where possible and not to overload existing female staff).	1. Seminar leads to review gender of presenters and chairs and ensure equality to the extent possible	<ul style="list-style-type: none"> D&I committee Seminar leads 	May 2020	Staff and students clearer on female role models in discipline
5.30	Ensure gender balance in online marketing for all students.	Most marketing is gender and ethnically balanced. However, there is a tendency to include more women than men in imagery. Greater balance is therefore needed	1. Content reviewed 2. New imagery launched	<ul style="list-style-type: none"> Marketing lead 	Sept 2019	Gender and ethnic balance in all student-facing marketing.