School of Geography Queen Mary University of London Department Application

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	Silver	Actual word count
Word limit	**12,000**	**11,866**
Recommended word count		
1.Letter of endorsement	500	851
2.Description of the department	500	531
3. Self-assessment process	1,000	1026
4. Picture of the department	2,000	2146
5. Supporting and advancing women's careers	6,500	6250
6. Case studies	1,000	832
7. Further information	500	230

Notes:

1. ECU benchmarking data does not include a standalone Geography category. We collaborated with colleagues from the School of Geography at the University of Nottingham to work on HESA-sourced benchmarking data (Table 5a) for 2014/15 (undergraduate students (UG) and academic staff). We have continued to use the Royal Geographical Society with Institute of British Geographers (RGS-IBG) benchmarking data (up to 2012/13) for postgraduate taught (PGT) and postgraduate research (PGR) students, research and teaching assistants, and professional services (PS) staff (Table 5b). Where HESA or RGS-IBG data is absent, we have used the data from the ECU document Equality in higher education: statistical report 2015 Part 1: staff (Geography and Environmental Science or where necessary the overall data).

Abbreviations

APXX	Action point XX
BME	Black and Minority Ethnic
CAPD	Centre for Academic and Professional Development
E&D	Equality and Diversity
ECR	Early Career Researcher
ERS	Engagement, Retention and Success
FTC	Fixed Term Contract

FTE	Full time equivalent
GESAT	Gender Self-Assessment Team
HoA	Head of Administration
HoS	Head of School
House of Commons Report	House of Commons Report, Science and Technology Committee - Sixth Report Women in scientific careers, January 2014
HSS	Facility of Humanities and Social Sciences
OE	Open ended
PGR	Postgraduate Research
PGT	Postgraduate Taught
PS	Professional Services
QMUL	Queen Mary University of London
RACE	Royal Geographical Society with Institute of British Geographers; Race, Culture and Equality Working Group
RGS-IBG	Royal Geographical Society with Institute of British Geographers
SAT	School of Geography's self-assessment team
SMG	School of Geography's School Management Group
TA and AL	Teaching Associate and Associate Lecturer
T&R	Teaching and Research
UG	Undergraduate
WLM	Workload model

Word Count: 268/500, 268/12000

Name of institution	Queen Mary University of London	
Department	School of Geography	
Focus of department		**AHSSBL**
Date of application	April 2017	
Award Level	**Bronze**	**Silver √**
Institution Athena SWAN award	**Date: November 2013**	**Level: Bronze**
Contact for application Must be based in the department	Professor Alison Blunt and Dr Anna Dulic-Sills	
Email	a.m.blunt@qmul.ac.uk	a.dulic-sills@qmul.ac.uk
Telephone	+44 207 882 8128	
Departmental website	http://www.geog.qmul.ac.uk	

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.

![Queen Mary University of London logo]

School of Geography
Queen Mary University of London
Mile End Road
London E1 4NS

28 April 2017

Dr Ruth Gilligan
Athena SWAN Manager
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

Dear Dr Gilligan,

As the Head of School (HoS) and co-chair of the School of Geography's Equality and Diversity (E&D) Committee I am delighted to submit our application for a Silver award. This application is a true and accurate reflection of our data and findings.

The School was delighted to receive a Bronze award. The feedback has helped shape our work since then. Over the past year, our Self-Assessment Team (SAT) has become part of our new E&D Committee, which has ensured our continued and dedicated focus on gender equality whilst developing our work on intersectionality.

Our journey from Bronze to Silver represents our continued commitment to gender equality. Our 2015-19 strategy this commitment is evidenced by:
- Teaching our first-year students about E&D, the Athena SWAN Charter and showing a video about unconscious bias (c.100 students annually);
- Athena SWAN Charter principles included in induction talks for all UG, PGT and PGR students and induction meetings for all new staff;
- Unconscious bias training for all staff;
- A new prize for inclusivity in our annual photography competition.

The implementation of our action plan has resulted in:
- Gender equality at Professorial level (50%F: 50%M) exceeding the benchmark of 21%;
- Near gender equality of seminar speakers (47%F: 53%M);
- Two E&D positions on our student society committee;
- 96% of staff in 2017 (51% F: 42%M :7% undeclared) agreed that there were female and male role models (51% in 2016);

- Most meetings are held in core hours resulting in 83% (50% F: 45%M :5% undeclared) of staff agreeing that meetings are held to enable those with caring responsibilities to attend (60% in 2016);
- Changes to our recruitment procedures have supported six fixed term contract staff to gain open-ended contracts;
- New exit procedures, with 100% completion rate;
- An increase in female committee representation (80%F from 20%F) and as chairs;
- 100% of staff complete appraisals, with 82% (50% F: 44%M: 6% undeclared) finding their appraisals helpful;
- 100% of staff complete one-to-one induction with HoS or Head of Administration (HoA);
- Gender-balanced REF Working Group and reviewers for internal reading.

Our work has changed the strategy, policy and practices of Queen Mary University of London (QMUL). Our recommendation that Athena SWAN and E&D more widely should be included in the QMUL annual Planning and Accountability Review process has been implemented. Presentations by SAT members to the Faculty of Humanities and Social Sciences (HSS) Awayday, and to three other Schools, have influenced their decision to join the Charter. Our proposal to the Faculty Executive for a dedicated faculty E&D post has been supported.

We are pleased to learn from, share and work with others including the Royal Geographical Society (with Institute of British Geographers) (RGS-IBG), other Geography departments and external partners. Following a presentation I gave at an RGS-IBG event on the Charter, one participant wrote that our best practice 'will be the benchmark for my institution'.

As the first female HoS, I have found it invaluable to work in a School committed to equality, diversity, inclusivity and flexibility. I feel it is imperative to offer the same support and opportunities to others. I will continue to champion equality through my research, teaching and leadership. Key future priorities are to increase gender equality amongst PGT and PGR students and to develop our work on intersectionality. I feel ownership of this process, am proud of what we have achieved and fully committed to supporting our future actions and developing impact at QMUL and beyond.

Yours sincerely

Alison Blunt
Professor of Geography and Head of School
Word Count: 851/500, 851/12000

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.

The School (established 1894), has an excellent reputation for teaching and research in geography (human and physical) and environmental science. Ranked fifth in the UK for research outputs quality (REF2014) and within the world's top 100 geography departments (QS World Rankings by Subject, 2015), students and researchers work together in a strong, supportive and forward-thinking department.

The School is based at QMUL's Mile End campus and is part of the HSS Faculty. It has 38 full time equivalent (FTE) academic and research staff and 11.6 FTE Professional Services (PS) staff. Our two academic career paths are: Research and Teaching (32 FTE) and Research (post-doctoral) (6 FTE). Our student profile is: 44 PGR, 32 PGT and 373 UG students. The average entry qualification is ABB-BBB (c. 50%).

Data Set 1: FTE of academic staff, professional services staff and students in 2015/16

	Female	% Female	Male	% Male	Total
UG	199	53%	174	47%	**373**
PGT	13	41%	19	59%	**32**
PGR	23	52%	21	48%	**44**
PS Staff	9.6	83%	2	17%	**11.6**
Research Staff	4	67%	2	33%	**6**
Academic Staff	16.2	51%	15.8	49%	**32**

Figure 1: School Staff (Academic and Professional Services)

Our research is organised via four main themes: Culture, Space and Power; Earth Surface Science; Economy, Development and Social Justice; and Health, Biosciences and Security and six research centres: The Centre for Studies of Home (with the Geffrye Museum), The City Centre, Centre for the Study of Global Security and Development, The Centre for the Study of Migration, Centre for Childhood Cultures (with the V&A Museum of Childhood) and Centre on Labour and Global Production. We collaborate with a wide range of organisations and have optimised these links to widen the range of

role models for students and staff. We have a strong commitment to research and teaching gender, equality and diversity.

Our UG students share a common first year, followed by specialist options and independent research in their second and third years. Fieldwork is a core aspect of our teaching and sees students applying what they learn in the classroom to diverse places in London and further afield. Our Fieldwork Diversity Policy ensures that support is in place for equal access to fieldtrips and, if attendance is not possible due to exceptional circumstances, that alternative assessments are put in place (addressing feedback from our Bronze award) (AP1.39). This, like all of our policies, follows the QMUL Equal Opportunities Code of Practice.

Impact: *Our Fieldwork Diversity Policy has been shared with the RGS-IBG, forwarded to 15 Geography departments and posted on the RGS-IBG E&D webpages. Feedback from one department is that 'the policy looks very helpful. Hopefully we can now come up with our own policy.' One participant at the RGS-IBG Athena SWAN workshop noted that 'Alison Blunt's presentation – examples of good practice, e.g. fieldwork diversity policy' was the most useful part of the day.*

Figure 2a: Third year students and staff on a fieldtrip in Mumbai, India, 2016

Figure 2b: First year students and staff on a fieldtrip, Liverpool, 2017

Our vibrant Graduate School is home to our PGT and PGR students. We attract Research Council and QMUL funding for full- and part-time PGR studentships, and are part of the NERC Doctoral Training Programme (DTP) and the ESRC London Interdisciplinary Social Science DTP.

The School has maintained gender balance at UG level at a time of significant growth (90 to 120 in 2011/12) and programme changes. There have been small increases in our staffing numbers during this period, and a significant improvement in the seniority of female academic staff. For the first time, the School has **50% female and 50% male professors** (18 in total), which significantly exceeds the national average (21%) and has improved since our Bronze award (42%).

Word Count: 531/500, 1382/12000

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

(ii)   an account of the self-assessment process

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

Our SAT has 14 members including representatives from each career path, at all levels and the student body (UG, PGT, PGR). The SAT is a part of our new E&D Committee. This has ensured our continued and dedicated focus on gender equality – with Athena

SWAN the prime focus of the meetings – whilst enabling us to develop our work with other protected characteristics and intersectionality. The membership is reviewed annually and as a result male representation has been gradually increasing (AP1.1).

Table 1: SAT membership

Name	Gender	Study/Career Path & FTC/Open Ended	Title/ Lead role
[1] Members with parent/carer responsibilities *Members of the School Management Group (SMG)			
Akile Ahmet[1]	F	T&R, FTC	Lecturer, Human Geography. Research on equality and diversity. Developing an inclusive curriculum.
Najma Ali	F	Student (UG)	UG, Human Geography. Research on BME career progression at QMUL.
Alison Blunt*[1]	F	T&R, Open Ended	Professor of Geography, HoS, SAT Co-Chair. Writing sub-group. Past PT employment.
Eleanor Coe	F	Student (PGT)	PGT student, Human Geography. PGT representative. Organised staff survey and PGT focus group.
Fran Darlington-Pollock	F	T&R, FTC	Lecturer, Human Geography. Researches ethnicity. Early Career Academic representative. Completed data analysis.
Lucy Diggens	F	PS, FTC	Lead for Technical Staff. Takes minutes of meetings and works on E&D newsletter.
Anna Dulic-Sills*[1]	F	PS, OE	Head of Administration, SAT Co-Chair, QMUL GESAT member. Writing sub-group. Flexible working arrangement.
Leon Kennedy	M	Student (UG)	UG, Human Geography. Geographical Society E&D representative.
Ashok Kumar	M	Research, FTC	Leverhulme Fellow in Human Geography. Early Career Research representative.
Andrew Loveland	M	PS, OE	Research Manager, Lead for Researcher support (including PGR). Writing sub-group.
Cathy McIlwaine[1]	F	T&R, OE	Professor of Geography. Researches and teaches on gender. Writing sub-group. Past PT employment.
Olivia Sheringham[1]	F	Research, FTC	Postdoctoral Fellow in Human Geography. Early Career Research representative. Currently on maternity leave.
Yasmin Walley	F	Student (PGR)	PGR student, Physical Geography. PGR representative.
Philippa Williams[1]	F	T&R, OE	Senior Lecturer, Human Geography. Flexible working arrangement post-

Name	Gender	Study/Career Path & FTC/Open Ended	Title/ Lead role
			maternity leave. Application case study.
Ex-officio SAT members			
Vicki Baars	F	PS, OE	QMUL HR Diversity Inclusion Officer, Athena SWAN adviser and Champions Advocates Lead.
Sandra Brown[1]	F	PS, OE	QMUL HR Diversity and Inclusion Manager. Application reviewer.

We established our SAT in September 2014, prior to the Charter expansion in May 2015, to understand the Charter, the changes to include AHSSBL, and to start the process of self-reflection, drawing on co-chair Dr Dulic-Sills's experience as a former member of the School of Biological and Chemical Sciences (QMUL) SAT (Silver, 2013) and as a member of the university Gender Equality SAT (GESAT). SAT members were sought through self-nomination.

The SAT met six times during 2016/17 (Table 2). We began the self-assessment process by analysing staff and student data (a full-day analysis meeting) and outcome of the PGT focus group. This approach led us to conduct staff and student surveys and helped us plan the staff focus group. The School's research mentoring scheme was evaluated in 2017. A writing sub-group has had four meetings to draft this application. SAT membership forms part of our workload model (WLM).

Table 2: SAT meetings 2016/17

Meeting	SAT Focus
1	Follow up from Bronze award submission
2	Reports on networking events, delivery of action plan
3	Reports on networking events, delivery of action plan, Silver application discussion, agreeing on case studies
4	Reports on networking events, discussion of further development and review of action plan, including the contribution from students
5	One-day meeting to analyse data and impact
6	Held on 8 March to celebrate International Women's Day. Silver application discussion, including results analysis from surveys and focus groups, delivery of action plan.
7-8	Drafting Silver application
9	Revising Silver application draft following feedback from a 'critical friend'
10	Finalising Silver application

Table 2a: Review of actions since Bronze Award

Actions	Completion (number/percentage)
Completed/embedded actions	40 / 89%

Part-completed actions (some are an extension of completed actions), expected completion date beyond April 2017	11 / 24%
Actions not completed	5 / 11%

Figure 3: E&D reporting strands
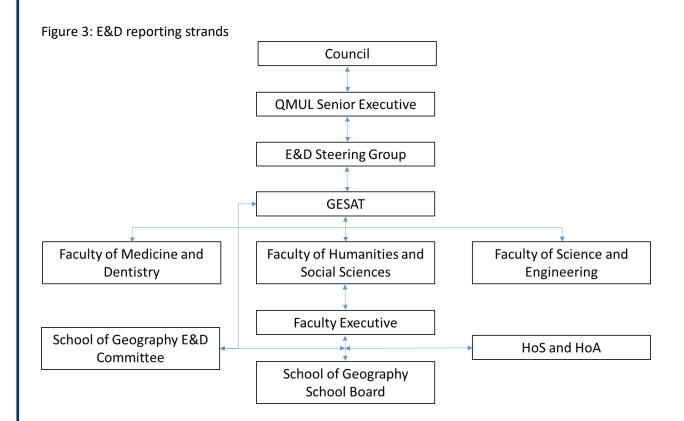
Table 3: School of Geography SAT representation at QMUL and external meetings 2016/17

Meeting	Role
GESAT (4 meetings)	Sharing of best practice by Anna Dulic-Sills
HSS Awayday	Presentation by co-chairs, Alison Blunt and Anna Dulic-Sills, on our Athena SWAN journey
QMUL Athena SWAN champions (2 meetings)	Attended by Andrew Loveland and Fran Darlington-Pollock
Schools at QMUL (3 meetings)	Presentations by Anna Dulic-Sills to the Schools of English and Drama, History and Business and Management on our Athena SWAN journey
Athena SWAN regional meeting	Sharing of best practice and areas for development by Alison Blunt
RGS-IBG E&D meetings (3 meetings)	Attended by Anna Dulic-Sills, Fran Darlington-Pollock and Alison Blunt. Presentation by Alison on our Athena SWAN journey.

Table 4: Evidence of SAT Impact since Bronze Award

Impact in the School of Geography

- Enhanced communication and feedback on Athena SWAN and E&D: E&D feedback box suggestions being implemented; E&D newsletter; website
- Greater visibility of female and male role models: 96% staff agreed in 2017 (51% in 2016)
- Lecture to 100 first year students on E&D, the Athena SWAN Charter and unconscious bias training via Royal Society video
- Staff survey (response rate 94% 2017, 93% 2016), first year UGs and PGRs surveys; staff and PGT focus groups (results reported throughout the application)
- Unconscious bias training for all staff
- New 'inclusivity' prize in the School's annual photography competition

Impact at QMUL

- Athena SWAN Presentation by co-chairs at HSS Faculty Awayday
- Presentations by co-chair to Schools of English and Drama, History and Business and Management
- Senate received presentation from QMUL Diversity and Inclusion Manager upon the School's co-chair recommendation
- Recommendation to Faculty Executive that we should seek to secure investment in a new E&D post in HSS accepted by the Vice-Principal
- Recommendation accepted that Athena SWAN and E&D are included in the annual Planning and Accountability Review process

Impact beyond QMUL

- Sharing of best practice at regional Athena SWAN meetings and at RGS-IBG E&D meetings
- Feedback from co-chair's presentation at RGS-IBG included: 'best practice – will be benchmark for my institution'; 'excellent, effective, encouraging;' 'great ideas about how to leverage senior management buy-in.' Highlights of the day for two participants were our 'awayday – PS staff included – and culture; how to communicate vision' and 'examples of good practice'.
- Our fieldwork diversity policy has been forwarded to 15 Geography departments and posted (together with co-chair's presentation) on the RGS-IBG E&D webpages
- Uptake of E&D feedback box by another institution: email received by co-chair following RGS-IBG presentation saying 'I shared your feedback box idea in our College SAT yesterday and it was very well received, with a number of colleagues clearly noting it down as an idea for their Departments.'
- Recommendation by co-chair that Athena SWAN is an item on the next agenda for the Heads of UK Geography Departments meeting approved and noted by chair as 'an excellent idea.'
- Impact on work with external partners including (i) swift response to student feedback to ensure a key external partner changed the Facebook photographs to effectively represent the diversity of participants at a joint event; and (ii) successfully proposing that our joint commitment to E&D is included in a Memorandum of Understanding between QMUL and a major external partner.

Table 5a: HESA-sourced benchmarking data

Staff or Student level	% Female 2014/15	% Male
JACS F8 and L7 codes students (combined for Russell Group HEIs)	58%	42%
Professor (HESA 111 and 124 codes combined)	19%	81%
Reader (HESA 111 and 124 codes combined)	28%	72%
Senior Lecturer (HESA 111 and 124 codes combined)	37%	63%
Lecturer (HESA 111 and 124 codes combined)	46%	54%

Table 5b: RGS-IBG benchmarking data

Staff or Student level	% Female 2012/13	% Male 2012/13
Masters	52%	48%
PhD	50%	50%
Research and Teaching Assistant	55%	45%
Professional Services (all grades)	71%	29%

Due to the availability of data, our time period runs from the academic year 2012/13 to 2015/16 for students and staff. 2016/17 data is included where it is available.

We have shared best practices and challenges with internal and external colleagues and we thank them for sharing their experiences and knowledge (AP1.4). We thank our critical friend, Candice Carboo. We carried out an Equality Impact Assessment of our work (AP1.15).

The SAT will continue to meet at least four times a year and to report via the E&D standing item on the School Board and Staff-Student Liaison Committee agendas. We will include a feature on Athena SWAN in a new alumni newsletter, which will reach 3000 people in the UK and beyond (AP1.2). Our co-chairs will continue to be active participants in the QMUL GESAT, reporting on the progress of the action plan at each meeting, as well as dynamically engaging with RGS-IBG.

Word Count: 1026/1000, 2408/12000

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

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

There are no Foundation Courses for Home students. The School provides two staff (1F: 1M) for the Geography course on the HSS International Foundation Programme. Successful students are guaranteed progression to our linked degrees, or can study at other universities.
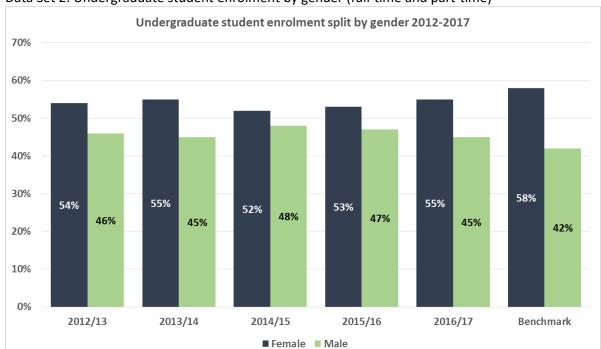
Word Count: 40/2000, 2448/12000

(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.

The **overall gender balance is equal and has remained stable** during the data period (Data Set 2), with a slightly higher proportion of male students (46%) than the benchmark (42%). The low female and no male take up of part-time study is in line with HESA's data analysis report (2015/16; 38% decline in part-time first year students in the last five years). Our part-time students have changed their registration to accommodate personal circumstances (all requests were approved).

Data Set 2: Undergraduate student enrolment by gender (full-time and part-time)

Undergraduate student enrolment split by gender 2012-2017

Undergraduate students split by gender (full-time and part-time)						
Year	Full- or Part-time	Female	% Female	Male	% Male	Total
2012/13	Full-time	196	54%	166	46%	**362**
	Part-time	1	100%	0	0%	**1**
2013/14	Full-time	201	55%	166	45%	**367**
	Part-time	1	100%	0	0%	**1**
2014/15	Full-time	184	52%	171	48%	**355**
	Part-time	1	100%	0	0%	**1**
2015/16	Full-time	199	53%	174	47%	**373**
	Part-time	0	0%	0	0%	**0**
2016/17	Full-time	232	55%	188	45%	**420**
	Part-time	0	0%	0	0%	**0**
Benchmark			58%		42%	

Our UG prospectus review confirmed that **male and female students reflecting ethnic diversity feature as case studies, with positive images of both genders (staff and students)**. We are investing School resources in photographic stock to further build on this (AP1.8). New and planned recruitment films are gender inclusive and reflect the ethnic diversity of our students.

Impact: *a new prize for 'inclusivity' was included in the School's annual photography competition (> 100 entries from students, staff, and alumni). Figures 4a, 4b and other photographs will be used in the School's promotional material.*

Figure 4a: Photographic Competition 2017: Eithne Nightingale 'Afternoons at An Viet, Hackney, 2016.' Overall winner

Figure 4b: Photographic Competition 2017; Roger Lee 'An inclusive place in the world, Tamil Nadu, 2017.' Winner category: Inclusivity
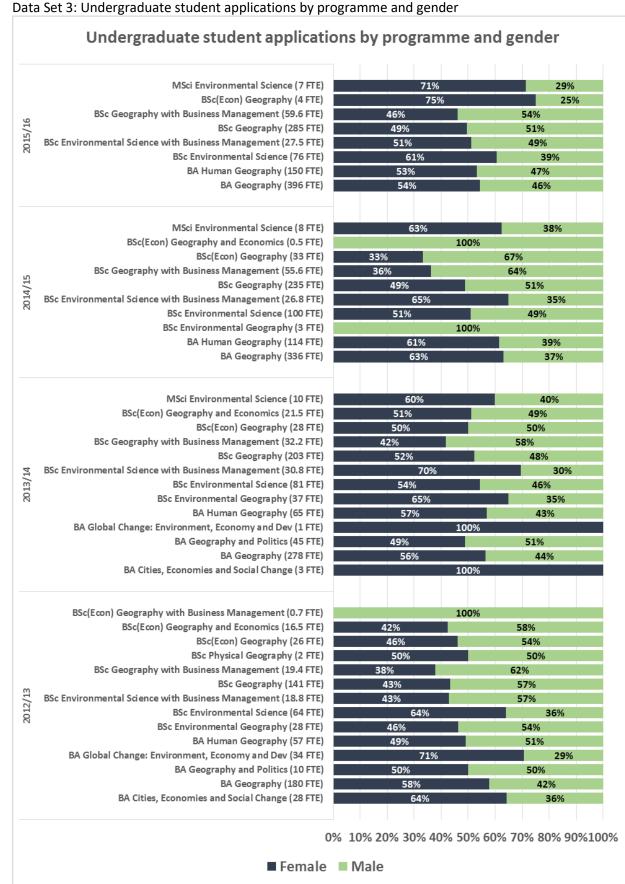
Applications for **our largest programmes** (BSc and BA Geography, >100 students) are **gender-balanced** (Data Set 3) over the data period (offers and acceptances). Across all programmes, offers and acceptances have a (small) higher percentage of male students. The rates of applications and acceptance are almost equal in that the percentage of F:M students applying at UG level is the same as those who accept offers. Programmes showing 100%F or 100%M have very low number of students. All graphs indicate the full time equivalent (FTE) numbers.
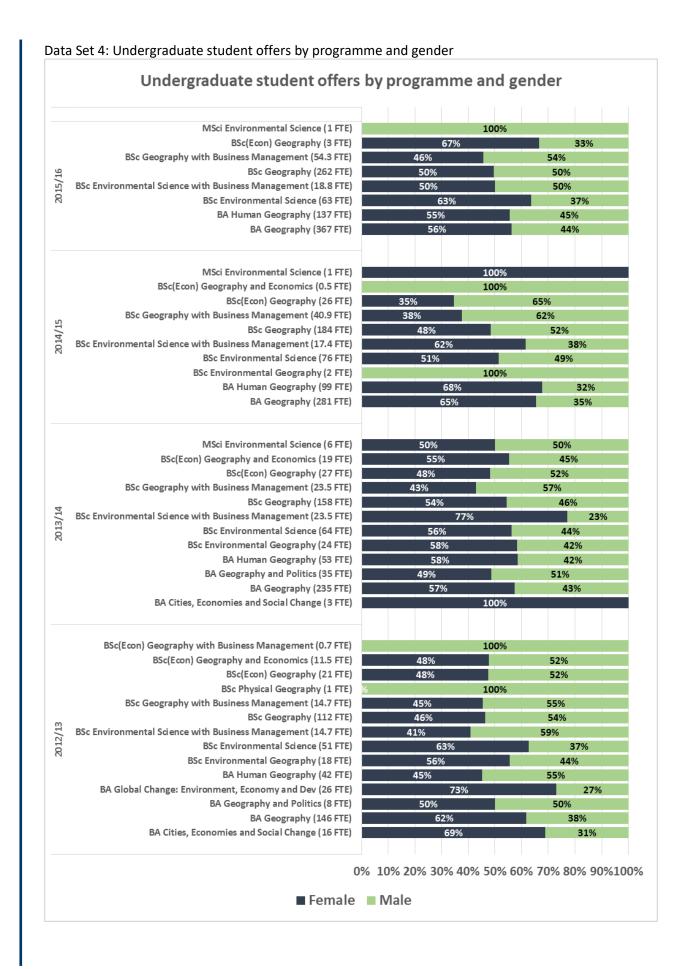
A first year UG survey (October 2016) evaluated reasons for applying and accepting the offer (response rate: 83%; 181 total). Key factors included: the reputation of QMUL and our School; employability; offer; location, campus and facilities; UG programme. No gender issues were raised.

Word Count: 338/2000, 2746/12000

Data Set 3: Undergraduate student applications by programme and gender

Undergraduate student applications by programme and gender

2015/16

Programme	Female	Male
MSci Environmental Science (7 FTE)	71%	29%
BSc(Econ) Geography (4 FTE)	75%	25%
BSc Geography with Business Management (59.6 FTE)	46%	54%
BSc Geography (285 FTE)	49%	51%
BSc Environmental Science with Business Management (27.5 FTE)	51%	49%
BSc Environmental Science (76 FTE)	61%	39%
BA Human Geography (150 FTE)	53%	47%
BA Geography (396 FTE)	54%	46%

2014/15

Programme	Female	Male
MSci Environmental Science (8 FTE)	63%	38%
BSc(Econ) Geography and Economics (0.5 FTE)		100%
BSc(Econ) Geography (33 FTE)	33%	67%
BSc Geography with Business Management (55.6 FTE)	36%	64%
BSc Geography (235 FTE)	49%	51%
BSc Environmental Science with Business Management (26.8 FTE)	65%	35%
BSc Environmental Science (100 FTE)	51%	49%
BSc Environmental Geography (3 FTE)		100%
BA Human Geography (114 FTE)	61%	39%
BA Geography (336 FTE)	63%	37%

2013/14

Programme	Female	Male
MSci Environmental Science (10 FTE)	60%	40%
BSc(Econ) Geography and Economics (21.5 FTE)	51%	49%
BSc(Econ) Geography (28 FTE)	50%	50%
BSc Geography with Business Management (32.2 FTE)	42%	58%
BSc Geography (203 FTE)	52%	48%
BSc Environmental Science with Business Management (30.8 FTE)	70%	30%
BSc Environmental Science (81 FTE)	54%	46%
BSc Environmental Geography (37 FTE)	65%	35%
BA Human Geography (65 FTE)	57%	43%
BA Global Change: Environment, Economy and Dev (1 FTE)	100%	
BA Geography and Politics (45 FTE)	49%	51%
BA Geography (278 FTE)	56%	44%
BA Cities, Economies and Social Change (3 FTE)	100%	

2012/13

Programme	Female	Male
BSc(Econ) Geography with Business Management (0.7 FTE)		100%
BSc(Econ) Geography and Economics (16.5 FTE)	42%	58%
BSc(Econ) Geography (26 FTE)	46%	54%
BSc Physical Geography (2 FTE)	50%	50%
BSc Geography with Business Management (19.4 FTE)	38%	62%
BSc Geography (141 FTE)	43%	57%
BSc Environmental Science with Business Management (18.8 FTE)	43%	57%
BSc Environmental Science (64 FTE)	64%	36%
BSc Environmental Geography (28 FTE)	46%	54%
BA Human Geography (57 FTE)	49%	51%
BA Global Change: Environment, Economy and Dev (34 FTE)	71%	29%
BA Geography and Politics (10 FTE)	50%	50%
BA Geography (180 FTE)	58%	42%
BA Cities, Economies and Social Change (28 FTE)	64%	36%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Female ■ Male

Data Set 4: Undergraduate student offers by programme and gender

Undergraduate student offers by programme and gender

2015/16

Programme	Female	Male
MSci Environmental Science (1 FTE)		100%
BSc(Econ) Geography (3 FTE)	67%	33%
BSc Geography with Business Management (54.3 FTE)	46%	54%
BSc Geography (262 FTE)	50%	50%
BSc Environmental Science with Business Management (18.8 FTE)	50%	50%
BSc Environmental Science (63 FTE)	63%	37%
BA Human Geography (137 FTE)	55%	45%
BA Geography (367 FTE)	56%	44%

2014/15

Programme	Female	Male
MSci Environmental Science (1 FTE)	100%	
BSc(Econ) Geography and Economics (0.5 FTE)		100%
BSc(Econ) Geography (26 FTE)	35%	65%
BSc Geography with Business Management (40.9 FTE)	38%	62%
BSc Geography (184 FTE)	48%	52%
BSc Environmental Science with Business Management (17.4 FTE)	62%	38%
BSc Environmental Science (76 FTE)	51%	49%
BSc Environmental Geography (2 FTE)		100%
BA Human Geography (99 FTE)	68%	32%
BA Geography (281 FTE)	65%	35%

2013/14

Programme	Female	Male
MSci Environmental Science (6 FTE)	50%	50%
BSc(Econ) Geography and Economics (19 FTE)	55%	45%
BSc(Econ) Geography (27 FTE)	48%	52%
BSc Geography with Business Management (23.5 FTE)	43%	57%
BSc Geography (158 FTE)	54%	46%
BSc Environmental Science with Business Management (23.5 FTE)	77%	23%
BSc Environmental Science (64 FTE)	56%	44%
BSc Environmental Geography (24 FTE)	58%	42%
BA Human Geography (53 FTE)	58%	42%
BA Geography and Politics (35 FTE)	49%	51%
BA Geography (235 FTE)	57%	43%
BA Cities, Economies and Social Change (3 FTE)	100%	

2012/13

Programme	Female	Male
BSc(Econ) Geography with Business Management (0.7 FTE)		100%
BSc(Econ) Geography and Economics (11.5 FTE)	48%	52%
BSc(Econ) Geography (21 FTE)	48%	52%
BSc Physical Geography (1 FTE)		100%
BSc Geography with Business Management (14.7 FTE)	45%	55%
BSc Geography (112 FTE)	46%	54%
BSc Environmental Science with Business Management (14.7 FTE)	41%	59%
BSc Environmental Science (51 FTE)	63%	37%
BSc Environmental Geography (18 FTE)	56%	44%
BA Human Geography (42 FTE)	45%	55%
BA Global Change: Environment, Economy and Dev (26 FTE)	73%	27%
BA Geography and Politics (8 FTE)	50%	50%
BA Geography (146 FTE)	62%	38%
BA Cities, Economies and Social Change (16 FTE)	69%	31%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Female ■ Male

Data Set 5: Undergraduate student acceptances by programme and gender

Undergraduate student acceptances by programme and gender

2015/16

Programme	Female	Male
BSc(Econ) Geography (3 FTE)	67%	33%
BSc Geography with Business Management (28.1 FTE)	40%	60%
BSc Geography (105 FTE)	55%	45%
BSc Environmental Science with Business Management (6 FTE)	11%	89%
BSc Environmental Science (27 FTE)	48%	52%
BA Human Geography (62 FTE)	60%	40%
BA Geography (178 FTE)	53%	47%

2014/15

Programme	Female	Male
BSc(Econ) Geography and Economics (0.5 FTE)		100%
BSc(Econ) Geography (14 FTE)	57%	43%
BSc Geography with Business Management (24.1 FTE)	33%	67%
BSc Geography (87 FTE)	41%	59%
BSc Environmental Science with Business Management (8.7 FTE)	54%	46%
BSc Environmental Science (29 FTE)	48%	52%
BSc Environmental Geography (1 FTE)		100%
BA Human Geography (43 FTE)	63%	37%
BA Geography (140 FTE)	59%	41%

2013/14

Programme	Female	Male
MSci Environmental Science (1 FTE)		100%
BSc(Econ) Geography and Economics (11.5 FTE)	43%	57%
BSc(Econ) Geography (21 FTE)	48%	52%
BSc Geography with Business Management (11.4 FTE)	47%	53%
BSc Geography (80 FTE)	51%	49%
BSc Environmental Science with Business Management (14.1 FTE)	81%	19%
BSc Environmental Science (34 FTE)	65%	35%
BSc Environmental Geography (9 FTE)	56%	44%
BA Human Geography (33 FTE)	55%	45%
BA Geography and Politics (22 FTE)	45%	55%
BA Geography (124 FTE)	61%	39%
BA Cities, Economies and Social Change (2 FTE)	100%	

2012/13

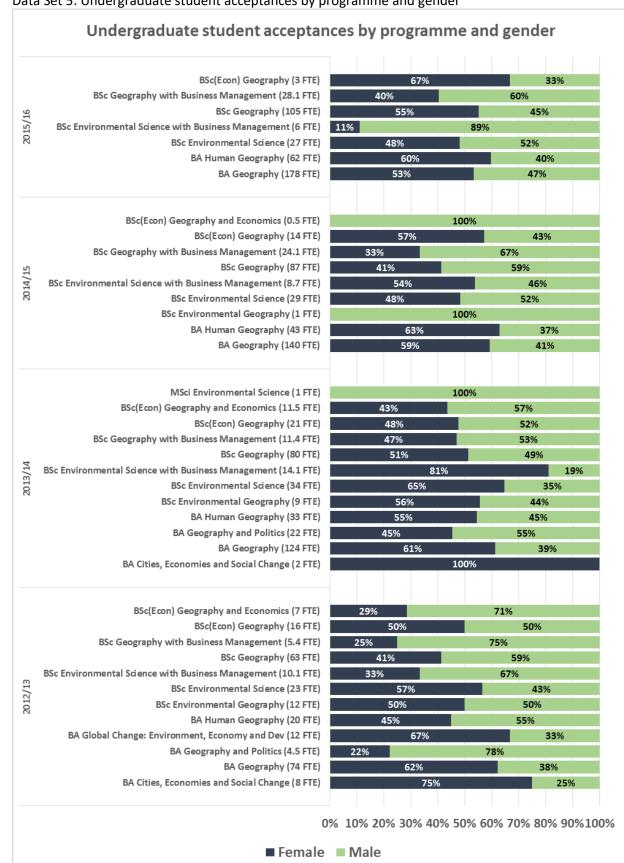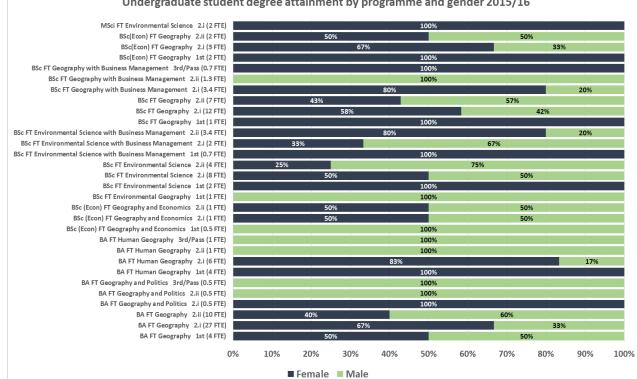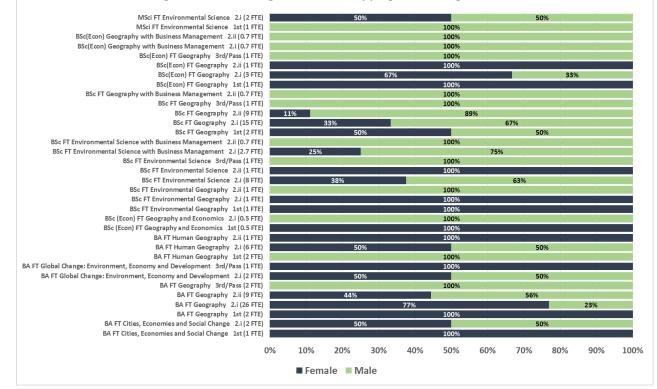| Programme	Female	Male
BSc(Econ) Geography and Economics (7 FTE)	29%	71%
BSc(Econ) Geography (16 FTE)	50%	50%
BSc Geography with Business Management (5.4 FTE)	25%	75%
BSc Geography (63 FTE)	41%	59%
BSc Environmental Science with Business Management (10.1 FTE)	33%	67%
BSc Environmental Science (23 FTE)	57%	43%
BSc Environmental Geography (12 FTE)	50%	50%
BA Human Geography (20 FTE)	45%	55%
BA Global Change: Environment, Economy and Dev (12 FTE)	67%	33%
BA Geography and Politics (4.5 FTE)	22%	78%
BA Geography (74 FTE)	62%	38%
BA Cities, Economies and Social Change (8 FTE)	75%	25%

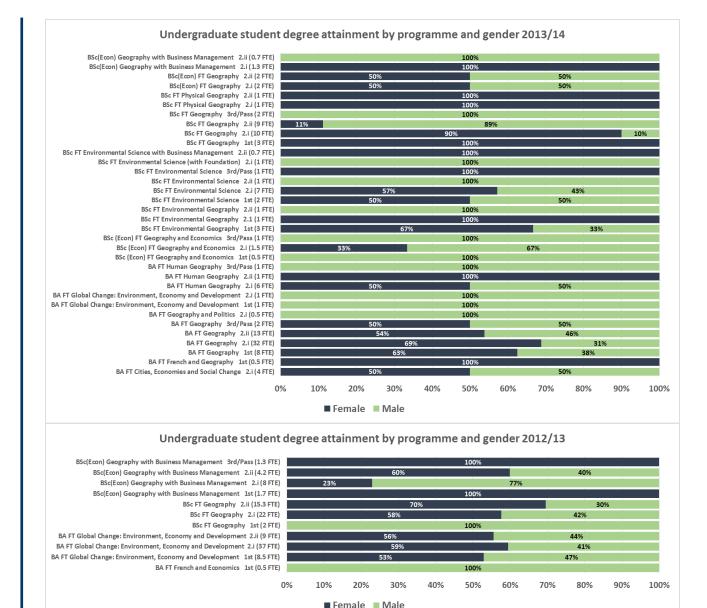0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Female ■ Male

Data Set 6: Undergraduate student degree attainment by programme and gender

Undergraduate student degree attainment by programme and gender 2015/16

Programme	Female	Male
MSci FT Environmental Science 2.i (2 FTE)	100%	
BSc(Econ) FT Geography 2.ii (2 FTE)	50%	50%
BSc(Econ) FT Geography 2.i (3 FTE)	67%	33%
BSc(Econ) FT Geography 1st (2 FTE)	100%	
BSc FT Geography with Business Management 3rd/Pass (0.7 FTE)	100%	
BSc FT Geography with Business Management 2.ii (1.3 FTE)		100%
BSc FT Geography with Business Management 2.i (3.4 FTE)	80%	20%
BSc FT Geography 2.ii (7 FTE)	43%	57%
BSc FT Geography 2.i (12 FTE)	58%	42%
BSc FT Geography 1st (1 FTE)	100%	
BSc FT Environmental Science with Business Management 2.ii (3.4 FTE)	80%	20%
BSc FT Environmental Science with Business Management 2.i (2 FTE)	33%	67%
BSc FT Environmental Science with Business Management 1st (0.7 FTE)	100%	
BSc FT Environmental Science 2.ii (4 FTE)	25%	75%
BSc FT Environmental Science 2.i (8 FTE)	50%	50%
BSc FT Environmental Science 1st (2 FTE)	100%	
BSc FT Environmental Geography 1st (1 FTE)		100%
BSc (Econ) FT Geography and Economics 2.ii (1 FTE)	50%	50%
BSc (Econ) FT Geography and Economics 2.i (1 FTE)	50%	50%
BSc (Econ) FT Geography and Economics 1st (0.5 FTE)		100%
BA FT Human Geography 3rd/Pass (1 FTE)		100%
BA FT Human Geography 2.ii (1 FTE)		100%
BA FT Human Geography 2.i (6 FTE)	83%	17%
BA FT Human Geography 1st (4 FTE)	100%	
BA FT Geography and Politics 3rd/Pass (0.5 FTE)		100%
BA FT Geography and Politics 2.ii (0.5 FTE)		100%
BA FT Geography and Politics 2.i (0.5 FTE)	100%	
BA FT Geography 2.ii (10 FTE)	40%	60%
BA FT Geography 2.i (27 FTE)	67%	33%
BA FT Geography 1st (4 FTE)	50%	50%

■ Female ■ Male

Undergraduate student degree attainment by programme and gender 2014/15

Programme	Female	Male
MSci FT Environmental Science 2.i (2 FTE)	50%	50%
MSci FT Environmental Science 1st (1 FTE)		100%
BSc(Econ) Geography with Business Management 2.ii (0.7 FTE)		100%
BSc(Econ) Geography with Business Management 2.i (0.7 FTE)		100%
BSc(Econ) FT Geography 3rd/Pass (1 FTE)		100%
BSc(Econ) FT Geography 2.ii (1 FTE)	100%	
BSc(Econ) FT Geography 2.i (3 FTE)	67%	33%
BSc(Econ) FT Geography 1st (1 FTE)	100%	
BSc FT Geography with Business Management 2.ii (0.7 FTE)		100%
BSc FT Geography 3rd/Pass (1 FTE)		100%
BSc FT Geography 2.ii (9 FTE)	11%	89%
BSc FT Geography 2.i (15 FTE)	33%	67%
BSc FT Geography 1st (2 FTE)	50%	50%
BSc FT Environmental Science with Business Management 2.ii (0.7 FTE)		100%
BSc FT Environmental Science with Business Management 2.i (2.7 FTE)	25%	75%
BSc FT Environmental Science 3rd/Pass (1 FTE)		100%
BSc FT Environmental Science 2.ii (1 FTE)	100%	
BSc FT Environmental Science 2.i (8 FTE)	38%	63%
BSc FT Environmental Geography 2.ii (1 FTE)		100%
BSc FT Environmental Geography 2.i (1 FTE)		100%
BSc FT Environmental Geography 1st (1 FTE)		100%
BSc (Econ) FT Geography and Economics 2.i (0.5 FTE)		100%
BSc (Econ) FT Geography and Economics 1st (0.5 FTE)		100%
BA FT Human Geography 2.ii (1 FTE)		100%
BA FT Human Geography 2.i (6 FTE)	50%	50%
BA FT Human Geography 1st (2 FTE)		100%
BA FT Global Change: Environment, Economy and Development 3rd/Pass (1 FTE)		100%
BA FT Global Change: Environment, Economy and Development 2.i (2 FTE)	50%	50%
BA FT Geography 3rd/Pass (2 FTE)		100%
BA FT Geography 2.ii (9 FTE)	44%	56%
BA FT Geography 2.i (26 FTE)	77%	23%
BA FT Geography 1st (2 FTE)	100%	
BA FT Cities, Economies and Social Change 2.i (2 FTE)	50%	50%
BA FT Cities, Economies and Social Change 1st (1 FTE)	100%	

■ Female ■ Male

Undergraduate student degree attainment by programme and gender 2013/14

Programme	Female	Male
BSc(Econ) Geography with Business Management 2.ii (0.7 FTE)		100%
BSc(Econ) Geography with Business Management 2.i (1.3 FTE)	100%	
BSc(Econ) FT Geography 2.ii (2 FTE)	50%	50%
BSc(Econ) FT Geography 2.i (2 FTE)	50%	50%
BSc FT Physical Geography 2.ii (1 FTE)	100%	
BSc FT Physical Geography 2.i (1 FTE)	100%	
BSc FT Geography 3rd/Pass (2 FTE)		100%
BSc FT Geography 2.ii (9 FTE)	11%	89%
BSc FT Geography 2.i (10 FTE)	90%	10%
BSc FT Geography 1st (3 FTE)	100%	
BSc FT Environmental Science with Business Management 2.ii (0.7 FTE)	100%	
BSc FT Environmental Science (with Foundation) 2.i (1 FTE)	100%	
BSc FT Environmental Science 3rd/Pass (1 FTE)	100%	
BSc FT Environmental Science 2.ii (1 FTE)	100%	
BSc FT Environmental Science 2.i (7 FTE)	57%	43%
BSc FT Environmental Science 1st (2 FTE)	50%	50%
BSc FT Environmental Geography 2.ii (1 FTE)		100%
BSc FT Environmental Geography 2.1 (1 FTE)		100%
BSc FT Environmental Geography 1st (3 FTE)	67%	33%
BSc (Econ) FT Geography and Economics 3rd/Pass (1 FTE)		100%
BSc (Econ) FT Geography and Economics 2.i (1.5 FTE)	33%	67%
BSc (Econ) FT Geography and Economics 1st (0.5 FTE)		100%
BA FT Human Geography 3rd/Pass (1 FTE)		100%
BA FT Human Geography 2.ii (1 FTE)		100%
BA FT Human Geography 2.i (6 FTE)	50%	50%
BA FT Global Change: Environment, Economy and Development 2.i (1 FTE)		100%
BA FT Global Change: Environment, Economy and Development 1st (1 FTE)		100%
BA FT Geography and Politics 2.i (0.5 FTE)		100%
BA FT Geography 3rd/Pass (2 FTE)	50%	50%
BA FT Geography 2.ii (13 FTE)	54%	46%
BA FT Geography 2.i (32 FTE)	69%	31%
BA FT Geography 1st (8 FTE)	63%	38%
BA FT French and Geography 1st (0.5 FTE)	100%	
BA FT Cities, Economies and Social Change 2.i (4 FTE)	50%	50%

Female ■ Male ■

Undergraduate student degree attainment by programme and gender 2012/13

Programme	Female	Male
BSc(Econ) Geography with Business Management 3rd/Pass (1.3 FTE)	100%	
BSc(Econ) Geography with Business Management 2.ii (4.2 FTE)	60%	40%
BSc(Econ) Geography with Business Management 2.i (8 FTE)	23%	77%
BSc(Econ) Geography with Business Management 1st (1.7 FTE)	100%	
BSc FT Geography 2.ii (15.3 FTE)	70%	30%
BSc FT Geography 2.i (22 FTE)	58%	42%
BSc FT Geography 1st (2 FTE)		100%
BA FT Global Change: Environment, Economy and Development 2.ii (9 FTE)	56%	44%
BA FT Global Change: Environment, Economy and Development 2.i (37 FTE)	59%	41%
BA FT Global Change: Environment, Economy and Development 1st (8.5 FTE)	53%	47%
BA FT French and Economics 1st (0.5 FTE)		100%

Female ■ Male ■

(iii)   Numbers of men and women on postgraduate taught degrees
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Data Set 7 shows a pipeline leak for UG to PGT male students. The percentage of male PGT students increased following the Athena SWAN Bronze award (42% to 59% in 2015/16), but has since declined in line with previous years, indicating unpredictable recruitment fluctuations. We note, however, the highest proportion of male PGT part-time students in 2016/17 (43%), and we will enhance our promotion of part-time opportunities (AP1.8). Applications from female students are around double those received from males, which translates into offers and acceptances (AP1.8). PGT recruitment has been challenging in recent years. We will continue investing effort and resources with an emphasis on gender balance (AP1.8).

We explored male engagement through a PGT focus group (peer-facilitated). Students were concerned about the need for greater ethnic diversity amongst students and staff; male students might be more likely to select more vocational PGT programmes; and students are increasingly likely to take paid employment before PGT study. We therefore created PGT marketing material showing employment opportunities for each programme; a diverse range of staff and student role models; and opportunities for part-time and full-time study. We are developing alumni mentors for students at all levels. The gender balance of PGT teaching staff will become more balanced from 2017/18.

PGT numbers are small, with annual variation but broad consistency across programmes. It is too early to assess whether PGT student loans from 2016 have had a positive effect. Initiatives to increase PGT recruitment (AP1.6, 1.8, 1.34, 1.40) include:
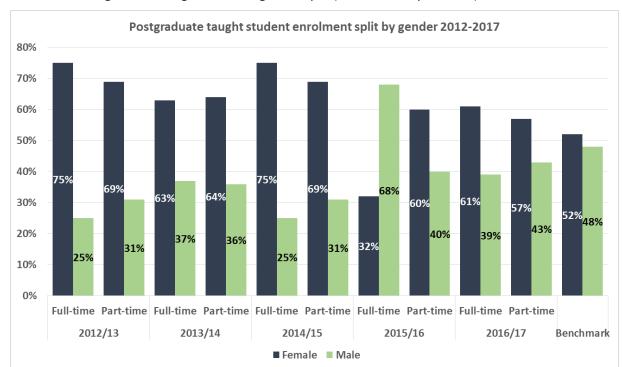
- four new programmes;
- reception and taster sessions to promote PGT opportunities to our UG students (AP1.10);
- international student event;
- promotion of funding opportunities;
- third year UG tutorials, including a flow chart showing PGT study options, deadlines and support;
- male and female PGT ambassadors, providing role models and information for all applicants.

A review of the School's Destination of Leavers from Higher Education (Figure 5) (AP1.3) showed that over three year period 56 UG alumni (31F: 25M) proceeded to PGT study at QMUL and elsewhere. This broad gender balance is encouraging.

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Figure 5: Percentage of the School's UGs who are undertaking PGT programmes six months after graduation
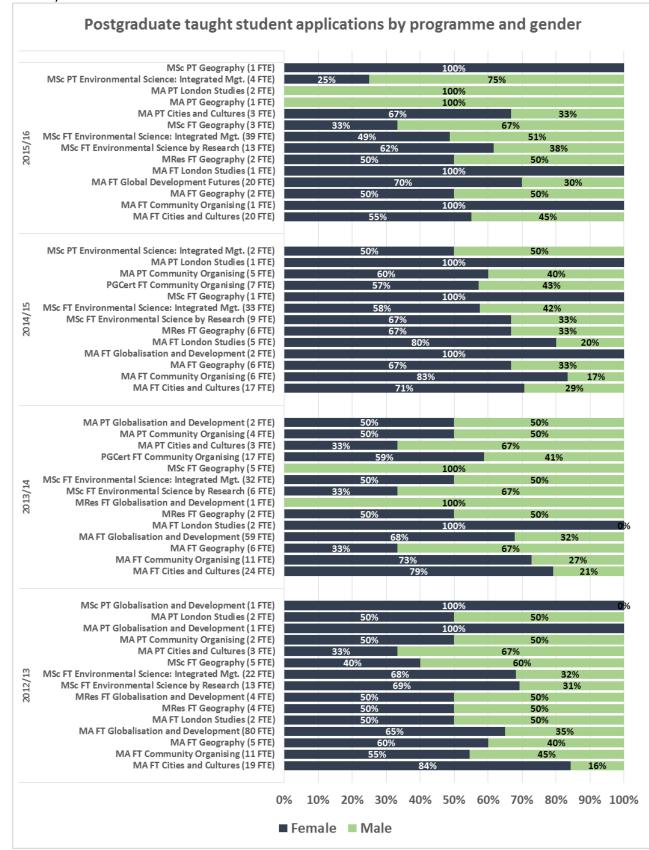
Year	Female	% Female doing MA	Male	% Male doing MA	Grand Total
DLHE 2011/12	8	62%	5	38%	13
DLHE 2012/13	8	53%	7	47%	15
DLHE 2013/14	7	64%	4	36%	11
DLHE 2014/15	8	47%	9	53%	17
Total	31	55%	25	45%	56
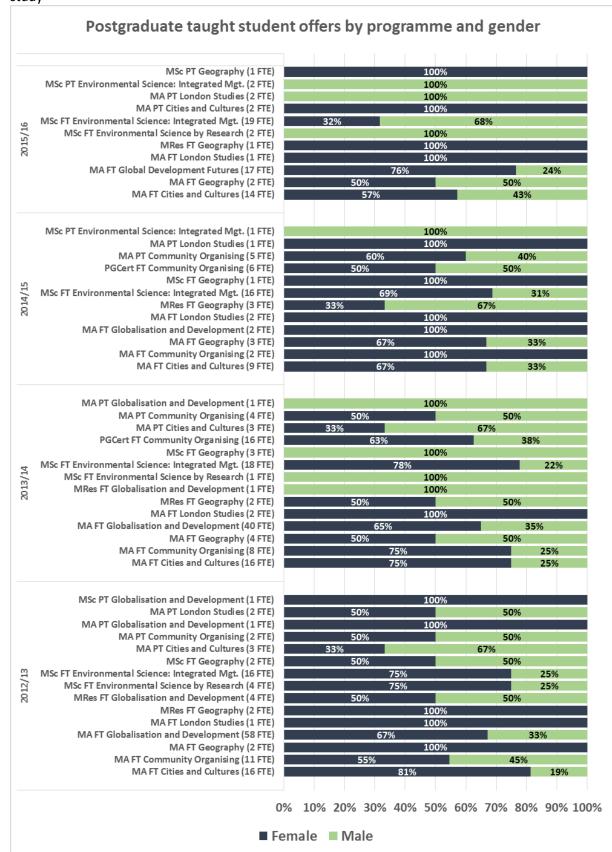
Data Set 7: Postgraduate taught students gender split (full-time and part-time)

Postgraduate taught student enrolment split by gender 2012-2017

Year	Full- or Part-time	Female	% Female	Male	% Male	Total
Postgraduate taught students split by gender (full-time and part-time)						
2012/13	Full-time	18	75%	6	25%	**24**
	Part-time	11	69%	5	31%	**16**
2013/14	Full-time	24	63%	14	37%	**38**
	Part-time	7	64%	4	36%	**11**
2014/15	Full-time	18	75%	6	25%	**24**
	Part-time	11	69%	5	31%	**16**
2015/16	Full-time	7	32%	15	68%	**22**
	Part-time	6	60%	4	40%	**10**
2016/17	Full-time	14	61%	9	39%	**23**
	Part-time	4	57%	3	43%	**7**
Benchmark			52%		48%	

Data Set 8: Postgraduate taught student applications by programme, gender and mode of study

Postgraduate taught student applications by programme and gender

2015/16

Programme	Female	Male
MSc PT Geography (1 FTE)	100%	
MSc PT Environmental Science: Integrated Mgt. (4 FTE)	25%	75%
MA PT London Studies (2 FTE)		100%
MA PT Geography (1 FTE)		100%
MA PT Cities and Cultures (3 FTE)	67%	33%
MSc FT Geography (3 FTE)	33%	67%
MSc FT Environmental Science: Integrated Mgt. (39 FTE)	49%	51%
MSc FT Environmental Science by Research (13 FTE)	62%	38%
MRes FT Geography (2 FTE)	50%	50%
MA FT London Studies (1 FTE)	100%	
MA FT Global Development Futures (20 FTE)	70%	30%
MA FT Geography (2 FTE)	50%	50%
MA FT Community Organising (1 FTE)	100%	
MA FT Cities and Cultures (20 FTE)	55%	45%

2014/15

Programme	Female	Male
MSc PT Environmental Science: Integrated Mgt. (2 FTE)	50%	50%
MA PT London Studies (1 FTE)	100%	
MA PT Community Organising (5 FTE)	60%	40%
PGCert FT Community Organising (7 FTE)	57%	43%
MSc FT Geography (1 FTE)	100%	
MSc FT Environmental Science: Integrated Mgt. (33 FTE)	58%	42%
MSc FT Environmental Science by Research (9 FTE)	67%	33%
MRes FT Geography (6 FTE)	67%	33%
MA FT London Studies (5 FTE)	80%	20%
MA FT Globalisation and Development (2 FTE)	100%	
MA FT Geography (6 FTE)	67%	33%
MA FT Community Organising (6 FTE)	83%	17%
MA FT Cities and Cultures (17 FTE)	71%	29%

2013/14

Programme	Female	Male
MA PT Globalisation and Development (2 FTE)	50%	50%
MA PT Community Organising (4 FTE)	50%	50%
MA PT Cities and Cultures (3 FTE)	33%	67%
PGCert FT Community Organising (17 FTE)	59%	41%
MSc FT Geography (5 FTE)		100%
MSc FT Environmental Science: Integrated Mgt. (32 FTE)	50%	50%
MSc FT Environmental Science by Research (6 FTE)	33%	67%
MRes FT Globalisation and Development (1 FTE)		100%
MRes FT Geography (2 FTE)	50%	50%
MA FT London Studies (2 FTE)	100%	0%
MA FT Globalisation and Development (59 FTE)	68%	32%
MA FT Geography (6 FTE)	33%	67%
MA FT Community Organising (11 FTE)	73%	27%
MA FT Cities and Cultures (24 FTE)	79%	21%

2012/13

Programme	Female	Male
MSc PT Globalisation and Development (1 FTE)	100%	0%
MA PT London Studies (2 FTE)	50%	50%
MA PT Globalisation and Development (1 FTE)	100%	
MA PT Community Organising (2 FTE)	50%	50%
MA PT Cities and Cultures (3 FTE)	33%	67%
MSc FT Geography (5 FTE)	40%	60%
MSc FT Environmental Science: Integrated Mgt. (22 FTE)	68%	32%
MSc FT Environmental Science by Research (13 FTE)	69%	31%
MRes FT Globalisation and Development (4 FTE)	50%	50%
MRes FT Geography (4 FTE)	50%	50%
MA FT London Studies (2 FTE)	50%	50%
MA FT Globalisation and Development (80 FTE)	65%	35%
MA FT Geography (5 FTE)	60%	40%
MA FT Community Organising (11 FTE)	55%	45%
MA FT Cities and Cultures (19 FTE)	84%	16%

■ Female ■ Male

26

Data Set 9: Postgraduate taught student offers by programme, gender and mode of study

Postgraduate taught student offers by programme and gender

2015/16

Programme	Female	Male
MSc PT Geography (1 FTE)	100%	
MSc PT Environmental Science: Integrated Mgt. (2 FTE)		100%
MA PT London Studies (2 FTE)		100%
MA PT Cities and Cultures (2 FTE)		100%
MSc FT Environmental Science: Integrated Mgt. (19 FTE)	32%	68%
MSc FT Environmental Science by Research (2 FTE)		100%
MRes FT Geography (1 FTE)	100%	
MA FT London Studies (1 FTE)	100%	
MA FT Global Development Futures (17 FTE)	76%	24%
MA FT Geography (2 FTE)	50%	50%
MA FT Cities and Cultures (14 FTE)	57%	43%

2014/15

Programme	Female	Male
MSc PT Environmental Science: Integrated Mgt. (1 FTE)		100%
MA PT London Studies (1 FTE)	100%	
MA PT Community Organising (5 FTE)	60%	40%
PGCert FT Community Organising (6 FTE)	50%	50%
MSc FT Geography (1 FTE)	100%	
MSc FT Environmental Science: Integrated Mgt. (16 FTE)	69%	31%
MRes FT Geography (3 FTE)	33%	67%
MA FT London Studies (2 FTE)	100%	
MA FT Globalisation and Development (2 FTE)	100%	
MA FT Geography (3 FTE)	67%	33%
MA FT Community Organising (2 FTE)	100%	
MA FT Cities and Cultures (9 FTE)	67%	33%

2013/14

Programme	Female	Male
MA PT Globalisation and Development (1 FTE)		100%
MA PT Community Organising (4 FTE)	50%	50%
MA PT Cities and Cultures (3 FTE)	33%	67%
PGCert FT Community Organising (16 FTE)	63%	38%
MSc FT Geography (3 FTE)		100%
MSc FT Environmental Science: Integrated Mgt. (18 FTE)	78%	22%
MSc FT Environmental Science by Research (1 FTE)		100%
MRes FT Globalisation and Development (1 FTE)		100%
MRes FT Geography (2 FTE)	50%	50%
MA FT London Studies (2 FTE)	100%	
MA FT Globalisation and Development (40 FTE)	65%	35%
MA FT Geography (4 FTE)	50%	50%
MA FT Community Organising (8 FTE)	75%	25%
MA FT Cities and Cultures (16 FTE)	75%	25%

2012/13

Programme	Female	Male
MSc PT Globalisation and Development (1 FTE)	100%	
MA PT London Studies (2 FTE)	50%	50%
MA PT Globalisation and Development (1 FTE)	100%	
MA PT Community Organising (2 FTE)	50%	50%
MA PT Cities and Cultures (3 FTE)	33%	67%
MSc FT Geography (2 FTE)	50%	50%
MSc FT Environmental Science: Integrated Mgt. (16 FTE)	75%	25%
MSc FT Environmental Science by Research (4 FTE)	75%	25%
MRes FT Globalisation and Development (4 FTE)	50%	50%
MRes FT Geography (2 FTE)	100%	
MA FT London Studies (1 FTE)	100%	
MA FT Globalisation and Development (58 FTE)	67%	33%
MA FT Geography (2 FTE)	100%	
MA FT Community Organising (11 FTE)	55%	45%
MA FT Cities and Cultures (16 FTE)	81%	19%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Female ■ Male

Data Set 10: Postgraduate taught students acceptances by programme, gender and mode of study

Postgraduate taught student acceptances by programme and gender

2015/16

Programme	Female	Male
MSc PT Geography (1 FTE)	100%	
MSc PT Environmental Science: Integrated Mgt. (1 FTE)		100%
MA PT London Studies (1 FTE)		100%
MA PT Cities and Cultures (2 FTE)	100%	
MSc FT Environmental Science: Integrated Mgt. (17 FTE)	35%	65%
MSc FT Environmental Science by Research (2 FTE)		100%
MA FT London Studies (1 FTE)	100%	
MA FT Global Development Futures (8 FTE)	75%	25%
MA FT Geography (1 FTE)		100%
MA FT Cities and Cultures (5 FTE)	40%	60%

2014/15

Programme	Female	Male
MSc PT Environmental Science: Integrated Mgt. (1 FTE)		100%
MA PT Community Organising (4 FTE)	75%	25%
PGCert FT Community Organising (6 FTE)	50%	50%
MSc FT Geography (1 FTE)	100%	
MSc FT Environmental Science: Integrated Mgt. (9 FTE)	78%	22%
MRes FT Geography (2 FTE)		100%
MA FT London Studies (1 FTE)	100%	
MA FT Globalisation and Development (1 FTE)	100%	
MA FT Geography (1 FTE)	100%	
MA FT Community Organising (1 FTE)	100%	
MA FT Cities and Cultures (2 FTE)	100%	

2013/14

Programme	Female	Male
MA PT Community Organising (2 FTE)	50%	50%
MA PT Cities and Cultures (3 FTE)	33%	67%
PGCert FT Community Organising (16 FTE)	63%	38%
MSc FT Geography (2 FTE)		100%
MSc FT Environmental Science: Integrated Mgt. (10 FTE)	80%	20%
MRes FT Geography (2 FTE)	50%	50%
MA FT London Studies (2 FTE)	100%	
MA FT Globalisation and Development (13 FTE)	62%	38%
MA FT Geography (3 FTE)	67%	33%
MA FT Community Organising (5 FTE)	60%	40%
MA FT Cities and Cultures (7 FTE)	86%	14%

2012/13

Programme	Female	Male
MA PT London Studies (1 FTE)	100%	
MA PT Globalisation and Development (1 FTE)	100%	
MA PT Community Organising (2 FTE)	50%	50%
MA PT Cities and Cultures (2 FTE)	50%	50%
MSc FT Geography (1 FTE)	100%	
MSc FT Environmental Science: Integrated Mgt. (10 FTE)	70%	30%
MSc FT Environmental Science by Research (4 FTE)	75%	25%
MRes FT Globalisation and Development (1 FTE)		100%
MA FT Globalisation and Development (13 FTE)	85%	15%
MA FT Geography (2 FTE)	100%	
MA FT Community Organising (7 FTE)	57%	43%
MA FT Cities and Cultures (2 FTE)	100%	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Female ■ Male

Data Set 11: Postgraduate taught student degree attainment by programme and gender
(D – distinction, M – merit, P – pass)

Postgraduate taught student degree attainment by programme and gender 2015/16

Programme	Female	Male
MSc PT Environmental Science: Integrated Management of Freshwater Environments D (1 FTE)		100%
MA PT Geography M (1 FTE)	100%	
MA PT Community Organising M (2 FTE)	100%	
MA PT Community Organising D (1 FTE)		100%
MA PT Cities and Cultures P (1 FTE)		100%
MA PT Cities and Cultures D (1 FTE)		100%
MSc FT Environmental Science: Integrated Management of Freshwater Environments P (3 FTE)	67%	33%
MSc FT Environmental Science: Integrated Management of Freshwater Environments M (7 FTE)	29%	71%
MSc FT Environmental Science: Integrated Management of Freshwater Environments D (3 FTE)	33%	67%
MSc FT Environmental Science by Research M (1 FTE)		100%
MSc FT Environmental Science by Research D (1 FTE)		100%
MRes FT Geography P (2 FTE)		100%
MRes FT Geography D (1 FTE)	100%	
MA FT London Studies M (1 FTE)	100%	
MA FT London Studies D (1 FTE)	100%	
MA FT Global Development Futures M (1 FTE)		100%
MA FT Geography D (1 FTE)		100%
MA FT Community Organising D (1 FTE)	100%	
MA FT Cities and Cultures P (1 FTE)		100%
MA FT Cities and Cultures M (2 FTE)	100%	
MA FT Cities and Cultures D (1 FTE)		100%

■ Female ■ Male

Postgraduate taught student degree attainment by programme and gender 2014/15

Programme	Female	Male
MA PT London Studies P (2 FTE)	100%	
MA PT Globalisation and Development P (1 FTE)	100%	
MA PT Community Organising M (1 FTE)	100%	
MA PT Community Organising D (1 FTE)	100%	
MA PT Cities and Cultures M (1 FTE)		100%
PGCert FT Community Organising P (5 FTE)	60%	40%
PGCert FT Community Organising M (4 FTE)	75%	25%
PGCert FT Community Organising D (5 FTE)	40%	60%
MRes FT Geography P (1 FTE)		100%
MRes FT Geography M (1 FTE)		100%
MRes FT Geography D (1 FTE)	100%	
MRes FT Globalisation and Development P (1 FTE)	100%	
MSc FT Environmental Science: Integrated Management of Freshwater Environments P (6 FTE)	100%	
MSc FT Environmental Science: Integrated Management of Freshwater Environments M (1 FTE)		100%
MSc FT Environmental Science: Integrated Management of Freshwater Environments D (3 FTE)	67%	33%
MSc FT Environmental Science by Research P (1 FTE)	100%	
MA FT London Studies D (2 FTE)	100%	
MA FT Globalisation and Development M (2 FTE)		100%
MA FT Globalisation and Development D (1 FTE)	100%	
MA FT Geography M (1 FTE)		100%
MA FT Geography D (1 FTE)		100%
MA FT Community Organising P (1 FTE)		100%
MA FT Community Organising M (2 FTE)	100%	
MA FT Community Organising D (1 FTE)	100%	
MA FT Cities and Cultures P (1 FTE)	100%	
MA FT Cities and Cultures M (2 FTE)	100%	
MA FT Cities and Cultures D (1 FTE)	100%	

■ Female ■ Male

Postgraduate taught student degree attainment by programme and gender 2013/14

Programme	Female	Male
MA PT London Studies M (1 FTE)	100%	
MA PT Geography D (1 FTE)		100%
MA PT Community Organising P (2 FTE)	50%	50%
MA PT Community Organising M (1 FTE)	100%	
MA PT Community Organising D (2 FTE)	50%	50%
MSc FT Geography D (1 FTE)	100%	
MSc FT Environmental Science: Integrated Management of Freshwater Environments P (2 FTE)	50%	50%
MSc FT Environmental Science: Integrated Management of Freshwater Environments M (1 FTE)	100%	
MSc FT Environmental Science: Integrated Management of Freshwater Environments D (2 FTE)	50%	50%
MSc FT Environmental Science by Research P (1 FTE)		100%
MSc FT Environmental Science by Research M (1 FTE)	100%	
MSc FT Environmental Science by Research D (1 FTE)	100%	
MA FT Globalisation and Development P (4 FTE)	75%	25%
MA FT Geography P (1 FTE)	100%	
MA FT Geography D (1 FTE)	100%	
MA FT Community Organising P (2 FTE)	50%	50%
MA FT Community Organising D (3 FTE)	67%	33%
MA FT Cities and Cultures M (1 FTE)	100%	

■ Female ■ Male

Postgraduate taught student degree attainment by programme and gender 2012/13

Programme	Female	Male
MA PT Globalisation and Development P (2 FTE)	100%	
MA PT Globalisation and Development M (2 FTE)	50%	50%
MSc PT Integrated Management of Freshwater Environments P (1 FTE)	100%	
MRes FT Geography D (2 FTE)	100%	
MSc FT Environmental Science: Integrated Management of Freshwater Environments P (1 FTE)	100%	
MSc FT Environmental Science: Integrated Management of Freshwater Environments M (3 FTE)	67%	33%
MSc FT Environmental Science: Integrated Management of Freshwater Environments D (4 FTE)	75%	25%
MA FT Globalisation and Development P (7 FTE)	57%	43%
MA FT Globalisation and Development M (6 FTE)	50%	50%
MA FT Globalisation and Development D (3 FTE)	33%	67%

■ Female ■ Male

(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.

Data set 12 shows a pipeline leak for PGRs, with a steady decrease in the proportion of
male PGRs since 2015/16 (AP1.48). This reflects the proportion of F: M PGT students,
and recent growth of female PGRs following a gender balance in line with the
benchmark (50%F: 50% M) in previous years.

In response to ECU feedback on our Bronze application we conducted a PGR survey
(AP1.6). As with the PGT cohort, students were more concerned about the lack of
ethnic diversity amongst PGRs and staff rather than the gender imbalance (AP1.8), as
well as economic precarity (AP1.49). There were no gender traits in reasons for
accepting offers. To recruit both genders we have ensured:
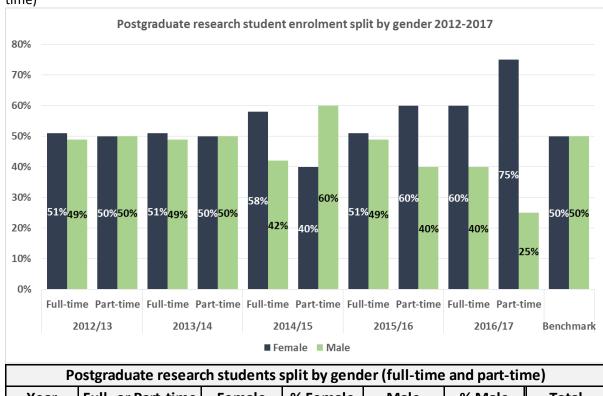
- The PGR prospectus and publicity feature male and female case studies. All PGR advertisements include our commitment to E&D (AP1.13);
- 100% of staff interviewing PGRs are trained in fair selection;
- All panels are mixed gender and include two or more academic staff;
- All staff will complete unconscious bias training by the start of 2017/18 (AP1.12).

The SAT is liaising with others at QMUL and beyond to address our pipeline leak to PGR, including (i) QMUL Faculty of Science and Engineering about a project to review PGR recruitment materials; and (ii) the RGS-IBG Race, Culture and Equality Working Group (RACE) to address BME role models for PGRs (AP1.13, AP1.17). A member of the SAT (Akile Ahmet) has submitted a funding application to study experiences of BME geography PGRs in England.

PGRs are funded via external or QMUL studentships. The School has no self-funding students. Some funders require PGRs to study across multiple partners/locations, which can be detrimental to students with family responsibilities. There is a clear, well-established process in place to support students who have families or become pregnant during their studies (AP1.11). Evidence of success can be seen from the numbers of PGR students taking parental leave (including one period of paternity leave).
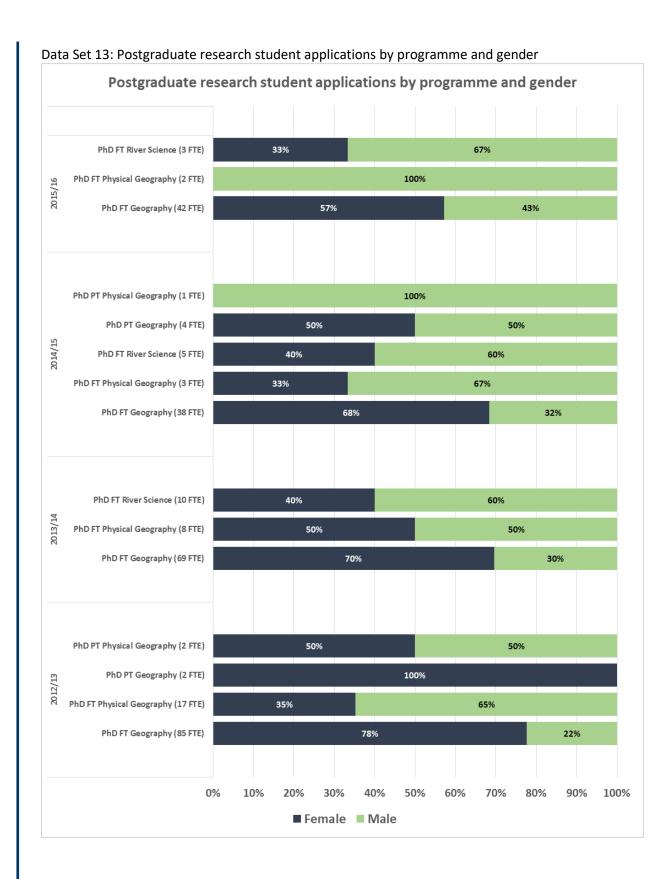
Doctoral Training Partnerships (DTPs) have similarly robust procedures. As our ESRC and NERC DTPs have no mobility requirements, the disruption to family life and the requirement to relocate is limited. This may account for the increasing number of female applicants and acceptances and subsequently higher percentage of female PGRs (63%), exceeding the national Benchmark (50%).

Impact: *following our request, the ESRC LISS DTP will analyse PhD applications by gender (applicant and proposed supervisor). We are liaising with the UCL Geography SAT to ensure that the NERC DTP does the same (AP1.12).*
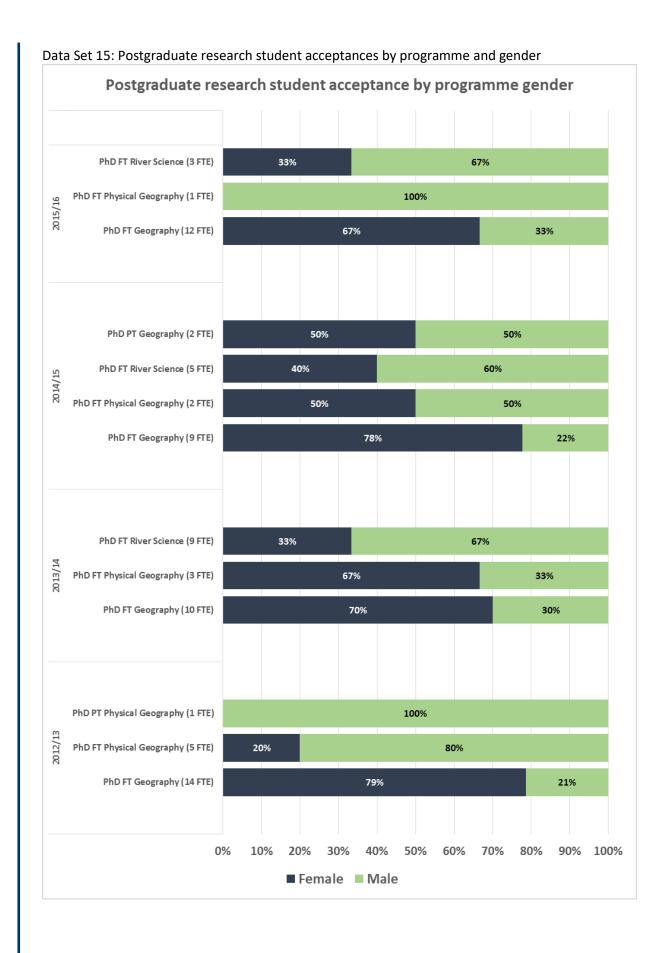
Data Set 12: Postgraduate research student enrolment gender split (full-time and part-time)

Postgraduate research student enrolment split by gender 2012-2017

Postgraduate research students split by gender (full-time and part-time)						
Year	Full- or Part-time	Female	% Female	Male	% Male	Total
2012/13	Full-time	22	51%	21	49%	43
	Part-time	1	50%	1	50%	2
2013/14	Full-time	28	51%	27	49%	55
	Part-time	1	50%	1	50%	2
2014/15	Full-time	29	58%	21	42%	50
	Part-time	2	40%	3	60%	5
2015/16	Full-time	20	51%	19	49%	39
	Part-time	3	60%	2	40%	5
2016/17	Full-time	27	60%	18	40%	45
	Part-time	3	75%	1	25%	4
Benchmark			50%		50%	

Data Set 13: Postgraduate research student applications by programme and gender

Postgraduate research student applications by programme and gender

2015/16
- PhD FT River Science (3 FTE): Female 33%, Male 67%
- PhD FT Physical Geography (2 FTE): Male 100%
- PhD FT Geography (42 FTE): Female 57%, Male 43%

2014/15
- PhD PT Physical Geography (1 FTE): Male 100%
- PhD PT Geography (4 FTE): Female 50%, Male 50%
- PhD FT River Science (5 FTE): Female 40%, Male 60%
- PhD FT Physical Geography (3 FTE): Female 33%, Male 67%
- PhD FT Geography (38 FTE): Female 68%, Male 32%

2013/14
- PhD FT River Science (10 FTE): Female 40%, Male 60%
- PhD FT Physical Geography (8 FTE): Female 50%, Male 50%
- PhD FT Geography (69 FTE): Female 70%, Male 30%

2012/13
- PhD PT Physical Geography (2 FTE): Female 50%, Male 50%
- PhD PT Geography (2 FTE): Female 100%
- PhD FT Physical Geography (17 FTE): Female 35%, Male 65%
- PhD FT Geography (85 FTE): Female 78%, Male 22%

■ Female ■ Male

Data Set 14: Postgraduate research student offers by programme and gender

Postgraduate research student offers by programme and gender

2015/16

	Female	Male
PhD FT River Science (3 FTE)	33%	67%
PhD FT Physical Geography (1 FTE)		100%
PhD FT Geography (14 FTE)	57%	43%

2014/15

	Female	Male
PhD PT Geography (2 FTE)	50%	50%
PhD FT River Science (5 FTE)	40%	60%
PhD FT Physical Geography (2 FTE)	50%	50%
PhD FT Geography (9 FTE)	78%	22%

2013/14

	Female	Male
PhD FT River Science (9 FTE)	33%	67%
PhD FT Physical Geography (3 FTE)	67%	33%
PhD FT Geography (11 FTE)	64%	36%

2012/13

	Female	Male
PhD PT Physical Geography (1 FTE)		100%
PhD FT Physical Geography (7 FTE)	14%	86%
PhD FT Geography (17 FTE)	76%	24%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Female ■ Male

Data Set 15: Postgraduate research student acceptances by programme and gender

Postgraduate research student acceptance by programme gender

2015/16
- PhD FT River Science (3 FTE): Female 33%, Male 67%
- PhD FT Physical Geography (1 FTE): Male 100%
- PhD FT Geography (12 FTE): Female 67%, Male 33%

2014/15
- PhD PT Geography (2 FTE): Female 50%, Male 50%
- PhD FT River Science (5 FTE): Female 40%, Male 60%
- PhD FT Physical Geography (2 FTE): Female 50%, Male 50%
- PhD FT Geography (9 FTE): Female 78%, Male 22%

2013/14
- PhD FT River Science (9 FTE): Female 33%, Male 67%
- PhD FT Physical Geography (3 FTE): Female 67%, Male 33%
- PhD FT Geography (10 FTE): Female 70%, Male 30%

2012/13
- PhD PT Physical Geography (1 FTE): Male 100%
- PhD FT Physical Geography (5 FTE): Female 20%, Male 80%
- PhD FT Geography (14 FTE): Female 79%, Male 21%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Female ■ Male

Data Set 16: Postgraduate research student classifications by programme and gender

Year	Full- or Part-time	Programme	Classification	Female	% Female	Male	% Male	Total
Postgraduate research student classifications by programme								
2013/14	Full-time	PhD FT Geography	Pass	1	100%	0	0%	1
		PhD FT Physical Geography	Pass	0	0%	1	100%	1
2013/14 Total				**1**	**50%**	**1**	**50%**	**2**
2014/15	Full-time	PhD FT Geography	Pass	3	60%	2	40%	5
		PhD FT Physical Geography	Pass	0	0%	3	100%	3
		PhD FT Research in River Science (EMJD SMART)	Pass	4	44%	5	56%	9
2014/15 Total				**7**	**41%**	**10**	**59%**	**17**
2015/16	Full-time	MPhil FT Physical Geography	Pass	0	0%	1	100%	1
		PhD FT Geography	Pass	4	80%	1	20%	5
		PhD FT Physical Geography	Pass	1	33%	2	67%	3
		PhD FT Research in River Science (EMJD SMART)	Pass	0	0%	4	100%	4
	Part-time	PhD PT Physical Geography	Pass	0	0%	1	100%	1
2015/16 Total				**5**	**36%**	**9**	**64%**	**14**

The SAT continues to review PGR supervisors by gender. Although there is a broad gender balance of students and supervisors in some years of the data period, we are addressing a trend towards increased male primary supervision and a decrease in male PGRs (Data Set 17) (AP1.12, AP1.14). The Graduate School has a strong completion rate, with 100% of all PGRs completing within four years since 2011.

Data Set 17: PGR students and supervisors by gender

Year	Students					Primary supervisor				Secondary supervisor			
	F	%F	M	%M	Total	F	%F	M	%M	F	%F	M	%M
2012	12	67%	6	33%	18	9	50%	9	50%	8	44%	10	56%
2013	8	67%	4	33%	12	1	8%	11	92%	6	50%	6	50%
2014	6	55%	5	45%	11	5	45%	6	55%	6	55%	5	45%
2015	6	67%	3	33%	9	6	67%	3	33%	4	44%	5	56%
2016	3	75%	1	25%	4	1	25%	3	75%	2	50%	2	50%

Word Count: 1150/2000, 3558/12000

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

QMUL-funded research led by SAT-member Prof McIlwaine explored UG progression and attainment, 2011-2014. Quantitative and qualitative research (i) cross-tabulated progression and attainment against variables including gender, age, ethnicity, origin, disabilities, socioeconomic background, and entry qualifications; and (ii) analysed how these variables affect the probability of attaining high marks (1st and 2.1).
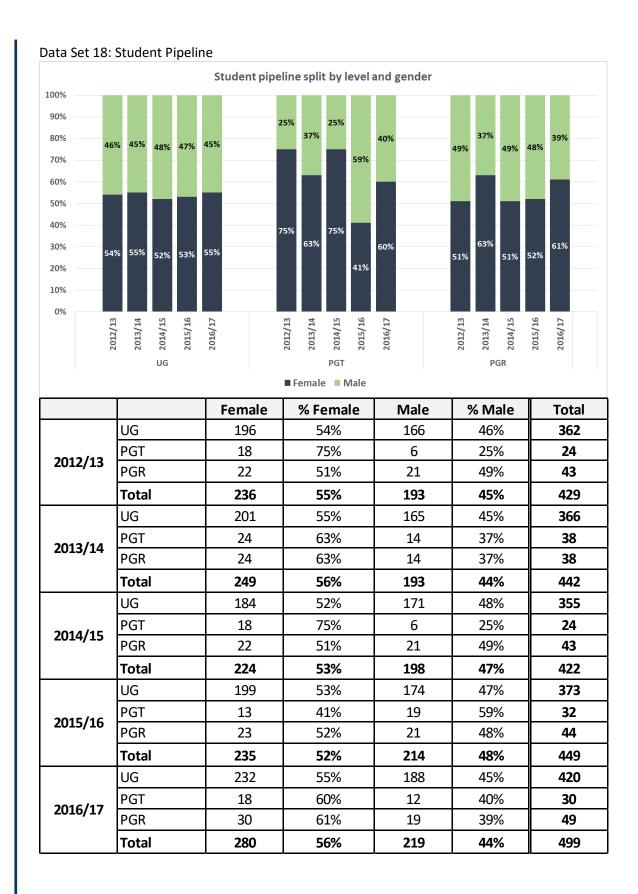
Key findings include:
- Entry qualifications were important predictors for university attainment;
- White students were more likely to achieve high marks and first class degrees;
- Students from lower socioeconomic backgrounds performed slightly better than the rest;
- Students with disabilities performed similarly to the rest;
- Female students were more likely than males to achieve high marks.
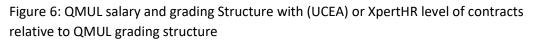
The School's first academic lead for Student Engagement, Retention and Success (ERS) has continued to monitor ERS across our UG programmes since 2016. We are working to increase our UG entry tariff and Good Honours results, which should result in more applicants for PGT study. The pipeline leak between PGTs and PGRs reflects the gender imbalance at PGT level, and measures to address the latter should help to improve the former. Another ongoing priority is to increase the ethnic diversity of PGT and PGR students in line with our UG students.
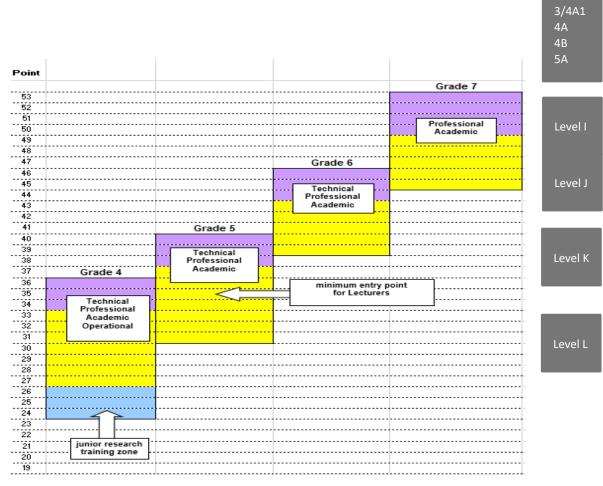
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Data Set 18: Student Pipeline

Student pipeline split by level and gender

		Female	% Female	Male	% Male	Total
2012/13	UG	196	54%	166	46%	**362**
	PGT	18	75%	6	25%	**24**
	PGR	22	51%	21	49%	**43**
	Total	**236**	**55%**	**193**	**45%**	**429**
2013/14	UG	201	55%	165	45%	**366**
	PGT	24	63%	14	37%	**38**
	PGR	24	63%	14	37%	**38**
	Total	**249**	**56%**	**193**	**44%**	**442**
2014/15	UG	184	52%	171	48%	**355**
	PGT	18	75%	6	25%	**24**
	PGR	22	51%	21	49%	**43**
	Total	**224**	**53%**	**198**	**47%**	**422**
2015/16	UG	199	53%	174	47%	**373**
	PGT	13	41%	19	59%	**32**
	PGR	23	52%	21	48%	**44**
	Total	**235**	**52%**	**214**	**48%**	**449**
2016/17	UG	232	55%	188	45%	**420**
	PGT	18	60%	12	40%	**30**
	PGR	30	61%	19	39%	**49**
	Total	**280**	**56%**	**219**	**44%**	**499**

4.2. Academic and research staff data

Figure 6: QMUL salary and grading Structure with (UCEA) or XpertHR level of contracts relative to QMUL grading structure

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only
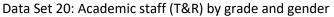
Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Our academic and research staff are employed on Teaching and Research (T&R) or Research (R – mainly on funded projects) contracts, with none on Teaching and Scholarship contracts.

Data Set 20 shows Academic staff on T&R contracts by grade and gender. Throughout the data period we have maintained close to overall parity between female and male posts, exceeding national benchmarks in all years. For **Professorial posts** we **have achieved complete gender balance (50%F: 50%M)** which is significantly **above both benchmark comparators (HESA: 19%F: 81%M; ECU: 21%F: 79%M)** and provides senior role models for students and other staff. For Early Career Academics (grade 5) we have been close to parity throughout the data period, although we recognise the School is
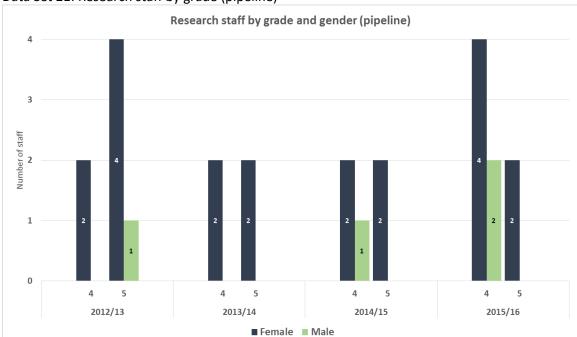
'top-heavy' at grade 7 and above. Five new posts (grades 5/6) will start in September 2017 and will begin to redress this imbalance: two permanent lectureships; a two year fixed-term lectureship (new summer school); a one-year fixed-term lectureship (sabbatical cover); and a 10-month lectureship (T&S) (maternity cover). The last post will be our first T&S contract, and the HoS will ensure a careful workload balance for this new role.

Data Set 20: Academic staff (T&R) by grade and gender

Number of contracts by function and gender

	Contract Function	Female	% Female	Male	% Male	Total
2012/13	Professional (PS)	6	75%	2	25%	**8**
	Research (R)	6	86%	1	14%	**7**
	Academic (T&R)	16	43%	21	57%	**37**
	TA	4	50%	4	50%	**8**
	Total	**32**	**53%**	**28**	**47%**	**60**
2013/14	Professional (PS)	9	90%	1	10%	**10**
	Research (R)	4	100%	0	0%	**4**
	Academic (T&R)	18	49%	19	51%	**37**
	TA	3	60%	2	40%	**5**
	Total	**34**	**61%**	**22**	**39%**	**56**
2014/15	Professional (PS)	12	86%	2	14%	**14**
	Research (R)	4	80%	1	20%	**5**
	Academic (T&R)	17	47%	19	53%	**36**
	TA	3	38%	5	63%	**8**
	Total	**36**	**57%**	**27**	**43%**	**63**
2015/16	Professional (PS)	12	86%	2	14%	**14**
	Research (R)	6	75%	2	25%	**8**
	Academic (T&R)	17	47%	19	53%	**36**
	TA	6	60%	4	40%	**10**
	Total	**41**	**60%**	**27**	**40%**	**68**

Research-only staff (Data Set 21) are attached to externally-funded research projects. Numbers remain low, although a slight upward trend reflects an increase in externally-funded projects with staffing (e.g. PDRAs, RAs). As numbers are small, it is difficult to account for the gender split, although the research focus may affect recruitment (e.g. a project on violence against women and girls attracted a high volume of PDRA applications from women).

Data Set 21: Research staff by grade (pipeline)

	Grade	Female	% Female	Male	% Male	Total
2012/13	4	2	100%	0	0%	**2**
	5	4	80%	1	20%	**5**
	Total	**6**	**86%**	**1**	**14%**	**7**
	Benchmark	215	46%	255	54%	**470**
2013/14	4	2	100%	0	0%	**2**
	5	2	100%	0	0%	**2**
	Total	**4**	**100%**	**0**	**0%**	**4**
	Benchmark	230	46%	270	54%	**500**
2014/15	4	2	67%	1	33%	**3**
	5	2	100%	0	0%	**2**
	Total	**4**	**80%**	**1**	**20%**	**5**
	Benchmark	265	49%	280	51%	**545**
2015/16	4	4	67%	2	33%	**6**
	5	2	100%	0	0%	**2**
	Total	**6**	**75%**	**2**	**25%**	**8**

Word Count: 1602/2000, 4009/12000

(ii)   Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

There has been a small increase in T&R and R staff. Our figures compare favourably to the benchmark for open-ended (OE) contracts (ECU: 42.7%F: 57.3%M). A small number of fixed term contracts (FTC) provide cover for existing staff (maternity, research leave, faculty buy-out etc.) or are externally funded.
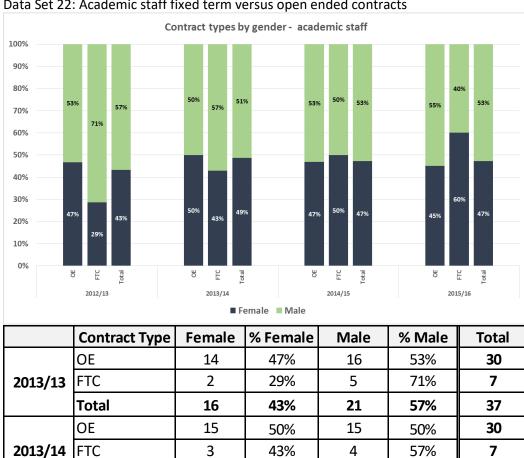
The proportion of female staff on FTCs has increased. We will monitor this, but due to the low overall numbers we do not think this shows a significant trend.

In the data period, **six FTC staff secured OE academic posts within the School.** Support includes:

- All FTC academic staff discuss career development with the HoS and develop grant/fellowship applications with the Research Manager;
- Support from the Centre for Academic and Professional Development (CAPD), Careers Service and postdoctoral researcher network;
- The HoS supports staff on FTCs in applying for permanent posts and provides references when requested;
- The School works in line with the QMUL HR Code of Practice on reviewing FTCs.

Data Set 23 shows a low number of OE research contracts prior to 2014/15, when these were part of traditional technical contracts supporting research. Since 2013/14 technical contracts have incorporated research support as a part of the job description, and are included under PS staff.

Data Set 22: Academic staff fixed term versus open ended contracts

Contract types by gender - academic staff

	Contract Type	Female	% Female	Male	% Male	Total
2013/13	OE	14	47%	16	53%	**30**
	FTC	2	29%	5	71%	**7**
	Total	**16**	**43%**	**21**	**57%**	**37**
2013/14	OE	15	50%	15	50%	**30**
	FTC	3	43%	4	57%	**7**
	Total	**18**	**49%**	**19**	**51%**	**37**
2014/15	OE	15	47%	17	53%	**32**
	FTC	2	50%	2	50%	**4**
	Total	**17**	**47%**	**19**	**53%**	**36**
2015/16	OE	14	45%	17	55%	**31**
	FTC	3	60%	2	40%	**5**
	Total	**17**	**47%**	**19**	**53%**	**36**

Data Set 23: Research staff fixed term versus open ended contracts

Contract types by gender - research staff

	Contract Type	Female	% Female	Male	% Male	Total
2013/13	OE	3	100%	0	0%	**3**
	FTC	3	75%	1	25%	**4**
	Total	**6**	**86%**	**1**	**14%**	**7**
2013/14	OE	2	100%	0	0%	**2**
	FTC	2	100%	0	0%	**2**
	Total	**4**	**100%**	**0**	**0%**	**4**
2014/15	OE	0	0%	0	0%	**0**
	FTC	4	80%	1	20%	**5**
	Total	**4**	**80%**	**1**	**20%**	**5**
2015/16	OE	0	0%	0	0%	**0**
	FTC	6	75%	2	25%	**8**
	Total	**6**	**75%**	**2**	**25%**	**8**

New QMUL contracts for Teaching Associates (TA) and Associate Lecturers (AL) from September 2016 provide improved pay and standardised hours (including office hours, preparation, training and appraisal). The School was represented in the consultation by a PGR and a TA. There is now a single pay spine for QMUL, ensuring consistency across Schools. This benefits PGRs in gaining work experience for future academic employment, particularly as student tutors. HR is developing a new standardised contract for PGR demonstrators to ensure consistency in pay and conditions. The HoS supports career development for all staff e.g. TAs being part of QMUL Women's Mentoring Scheme for the first time at QMUL. One TA has since developed a new

Women's Mentoring Scheme in Geography, launched at the Annual Meeting of the Association of American Geographers (2016), with >100 participants.

Data Set 24: Teaching associate contracts

Teaching Associate contracts

	Grade	Female	% Female	Male	% Male	Total
2013/13	TA	4	50%	4	50%	**8**
2013/14	TA	3	60%	2	40%	**5**
2014/15	TA	3	37.5%	5	62.5%	**8**
2015/16	TA	6	60%	4	40%	**10**

TA contracts are broadly gender-balanced (52%F: 48%M) over the data period. Yearly differences partly reflect the PGR cohort.
Impact: *new paid training sessions for TAs during 2016/17 had 100% attendance (10F, 2M) (AP1.49).*

Data Set 25 reports the gender balance of external examiners for PGRs over the data period. The 35%F: 65%M split reflects national benchmarking data for senior academic appointments, but differs from the gender profile of our PGRs. A new mechanism has been put in place to address this imbalance (AP1.48).

Data Set 25: Annualised hours contracts (PhD examiners)

Years 2012-17	Female	% Female	Male	% Male	Total
Internal University of London examiners	18	35%	34	65%	52
External examiners	18	35%	34	65%	52

Word Count: 2023/2000, 4430/12000

(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.

To comply with Data Protection Regulations for low numbers, Data Set 26 does not include grades so that individuals cannot be identified. Staff turnover is largely due to

FTC and two retirements (Data Set 26). The higher number of female leavers reflects the higher number on FTCs and as PS staff.

Data Set 26: Number of leavers by gender

	Female	% Female	Male	% Male	Total
2012/13	12	60%	8	40%	**20**
2013/14	6	75%	2	25%	**8**
2014/15	8	73%	3	27%	**11**
2015/16	7	70%	3	30%	**10**

We have a culture of collegiality with many internationally renowned staff remaining with us for long periods. The School has 11F and 14M academic staff in post for >five years, many much longer.

Impact: *the School has formalized exit interviews between leavers and line managers (100% take-up) (AP1.18). Reasons for leaving included moving closer to family (M/F), to another post, and out of HE (PS staff). No gender trends have been identified.*

Word Count: 2146/2000, 4554/12000

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

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

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

All vacancies advertised on QMUL webpages contain information about Athena SWAN and staff benefits (including parent and carer information). Recruitment is supported via HR documentation with full job descriptions. Since 2011 an electronic system has ensured transparent criteria for shortlisting.

Potential applicants are invited to speak to a School contact, normally HoS, and are encouraged to discuss flexible working and work-life balance. Interview panels are mixed gender. Skype provides flexibility to conduct interviews for applicants unable to attend in person (e.g. due to caring responsibilities).

24 posts have been recruited in the data period (7 OE and 17 FTC). Each post attracted gender balanced applications, which translated into near gender balanced shortlisting (Data Set 27a, 50%F: 50%M; 47%F: 53%M). Our research staff appointments are gender equal (50%F: 50%M). We note a shift towards an increased gender inequality (more F than M) throughout the recruitment cycle in the last 18 months and our academic staff appointments overall are 62%F: 38%M. We are investigating this and analysing the gender balance of appointments carefully and ensure that our recruitment strategy is adjusted as required (AP1.20).

Our intersectional approach has resulted in candidates being more diverse in ethnicity (AP1.20).

Data Set 27a: Academic and Research Staff recruitment

Year	Position	Academic/ Research	Grade	Fixed-term/ Open-ended	Applications				Shortlisted				Appointed	
					Female	% Female	Male	% Male	Female	% Female	Male	% Male	% Female	% Male
2012/13	Lecturer	Academic	5	FT	8	53%	7	47%	4	80%	1	20%	100%	0%
	Lecturer	Academic	5	FT	6	33%	12	67%	2	50%	2	50%	100%	0%
	Lecturer	Academic	5	FT	5	33%	10	67%	3	60%	2	40%	100%	0%
	Lecturer	Academic	6	OE	20	31%	44	69%	3	60%	2	40%	100%	0%
	Lecturer	Academic	6	OE	32	44%	40	56%	3	60%	2	40%	100%	0%
	Researcher	Research	5	FT	7	58%	5	42%	2	67%	1	33%	0%	100%
2013/14	Lecturer	Academic	5	FT	15	68%	7	32%	3	75%	1	25%	0%	100%
	Lecturer	Academic	5	OE	14	28%	36	72%	1	20%	4	80%	100%	0%
	Lecturer	Academic	5	FT	2	29%	5	71%	2	50%	2	50%	100%	0%
	Lecturer	Academic	5	FT	10	40%	15	60%	2	40%	3	60%	0%	100%
	Lecturer	Academic	5	OE	10	36%	18	64%	0	0%	5	100%	0%	100%
	Researcher	Research	5	FT	15	63%	9	38%	1	50%	1	50%	100%	0%
2014/15	Lecturer	Academic	5	OE	10	36%	18	64%	0	0%	5	100%	0%	100%
	Lecturer	Academic	5	FT	34	46%	40	54%	2	50%	2	50%	0%	100%
	Lecturer	Academic	5	FT	38	46%	44	54%	2	40%	3	60%	100%	0%
	Lecturer	Academic	5	FT	9	56%	7	44%	2	40%	3	60%	100%	0%
	Researcher	Research	3	FT	11	44%	14	56%	2	50%	2	50%	0%	100%
	Researcher	Research	4	FT	17	55%	14	45%	2	33%	4	67%	0%	100%
	Researcher	Research	4	FT	14	48%	15	52%	3	60%	2	40%	100%	0%
	Researcher	Research	5	FT	15	52%	14	48%	2	40%	3	60%	100%	0%
2015/16	Lecturer	Academic	5	OE	18	62%	11	38%	2	67%	1	33%	100%	0%
	Lecturer	Academic	5	OE	62	74%	22	26%	2	40%	3	60%	100%	0%
	Researcher	Research	4	FT	23	79%	6	21%	3	100%	0	0%	100%	0%
	Researcher	Research	4	FT	43	61%	27	39%	3	50%	3	50%	0%	100%
Total (Academic and Research Staff)					**438**	**50%**	**440**	**50%**	**51**	**47%**	**57**	**53%**	**62%**	**38%**

In the same data period, we recruited to 17 PS posts (8 OE and 9 FTC). Female applicants have been more successful throughout the recruitment cycle (Data Set 27b). This is due to QMUL recruitment regulations requiring initial internal advertisement of all PS posts, drawing from a female-dominated pool of applicants (AP1.20).

Data Set 27b: Professional Services Staff recruitment

Year	Position	Grade	Fixed-term/Open-ended	Applications				Shortlisted				Appointed	
				Female	% Female	Male	% Male	Female	% Female	Male	% Male	% Female	% Male
2012/13	Marketing and Communications Officer	4	OE	28	61%	18	39%	3	75%	1	25%	100%	0%
	Field Technical Officer	3	FT	2	17%	10	83%	1	25%	3	75%	0%	100%
	Director of Administration	7	OE	4	67%	2	33%	2	50%	2	50%	100%	0%
2013/14	Instrument technician	4	OE	5	38%	8	62%	3	75%	1	25%	100%	0%
	Laboratory Manager	5	OE	2	67%	1	33%	1	50%	1	50%	100%	0%
	Laboratory Manager - secondment	4	FT	1	100%	0	0%	1	100%	0	0%	100%	0%
	Teaching Support Administrative Officer	2	FT	7	50%	7	50%	4	80%	1	20%	100%	0%
	Research Manager	5	OE	3	75%	1	25%	2	67%	1	33%	0%	100%
	E-learning Officer	3	FT	2	67%	1	33%	2	100%	0	0%	100%	0%
	Postgraduate Administrator	4	OE	3	60%	2	40%	2	67%	1	33%	100%	0%
	Teaching Support Administrative Officer	2	OE	1	100%	0	0%	1	100%	0	0%	100%	0%
	Laboratory Technician	3	FT	1	100%	0	0%	1	100%	0	0%	100%	0%
2014/15	WP Officer	3	FT	8	67%	4	33%	4	80%	1	20%	100%	0%
	T&L Manager	5	FT	2	100%	0	0%	2	100%	0	0%	100%	0%
	Field Technical Officer	3	FT	1	33%	2	67%	0	0%	0	100%	0%	100%
	Marketing and Communications Officer	4	OE	1	100%	0	0%	1	100%	0	0%	100%	0%
2015/16	Postgraduate Studies manager (secondment)	5	FT	2	50%	2	50%	2	100%	0	0%	100%	0%
Total (Professional Services Staff)				73	56%	58	44%	32	73%	12	27%	82%	18%

Impact: *100% of staff on selection panels have completed fair selection training. 65% of staff have completed unconscious bias training and all are required to do so before sitting on selection panels (AP1.12). All interview panels are mixed gender. If only candidates of one gender are shortlisted, the panel considers the highest ranked candidate of the other gender to validate the selection process. 98% of staff (2017 survey) agreed that the School was successful in encouraging women and men to apply for posts where they are underrepresented.*

Word Count: 334/6500, 4888/12000

(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.

QMUL

All new staff are invited to QMUL induction (three times/year). It enables new staff to network across QMUL and covers E&D, flexible working, child-care vouchers and staff development.

School

A one-to-one induction with either the HoS (academic/research staff) or Head of Administration (HoA) (PS Staff) – **100%** completion rate:
- Issuing of a Staff Handbook summarising key information (updated annually) and the School Strategy (including E&D as one of the School's fundamental commitments);
- A discussion about work-life balance, the balance of workload across the week and at different points of the year for academic and research staff, stressing the need to protect research time and the ability to work away from the office when not required to teach or attend meetings (AP1.31);
- All new academic staff (including Researchers and FTC staff) individually meet both the Research Manager and Resources Manager to discuss their needs and support available (AP1.42);

- All new academic staff are allocated a probation mentor who they meet on commencement (AP1.26);
- At the start each academic year the HoS and Director of Taught Programmes hold a meeting for all new staff (AP1.35);
- The Chair of Examinations holds an induction meeting for all new staff to explain marking and moderation.

Impact: *Staff focus group feedback indicates that new academic staff were especially positive about the treatment of women in the School and felt they had been treated fairly.*

Word Count: 563/6500, 5116/12000

(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.

Data Set 28 shows the number of promotion applications and awards made, all to full-time staff. Whilst there is a promotion route available for Research staff, no applications have been received to date, in part reflecting the low numbers of Research staff.

Data Set 28: Promotions

Year	From - To	Applied					Successful				
		Female	% Female	Male	% Male	Total	Female	% Female	Male	% Male	Total
2012/13	Lecturer to Senior Lecturer	1	33%	2	67%	3	1	50%	1	50%	**2**
	Senior Lecturer to Reader	2	100%	0	0%	2	1	100%	0	0%	**1**
	Reader to Professor	1	100%	0	0%	1	0	0%	0	0%	**0**
2013/14	Lecturer to Senior Lecturer	1	50%	1	50%	2	1	100%	0	0%	**1**
	Senior Lecturer to Reader	0	0%	0	0%	0	0	0%	0	0%	**0**
	Reader to Professor	1	100%	0	0%	1	0	0%	0	0%	**0**
2014/15	Lecturer to Senior Lecturer	1	50%	1	50%	2	1	100%	0	0%	**1**
	Senior Lecturer to Reader	0	0%	1	100%	1	0	0%	1	100%	**1**
	Reader to Professor	1	50%	1	50%	2	1	50%	1	50%	**2**
2015/16	Lecturer to Senior Lecturer	0	0%	1	100%	1	0	0%	1	100%	**1**
	Senior Lecturer to Reader	1	100%	0	0%	1	1	100%	0	0%	**1**
	Reader to Professor	1	50%	1	50%	2	1	50%	1	50%	**2**
Total		**10**	**56%**	**8**	**44%**	**18**	**7**	**58%**	**5**	**42%**	**12**

There have been promotions at each career stage for male and female staff. The number of applications is linked to the numbers of staff in these groups and the "balance" of staff at higher grades. During 2016/17 there were five additional promotions; 2F and 1M to Professor, 1F to Reader and 1M to Senior Lecturer.

Impact: *since our Bronze award, 92% (51%F: 44%M: 5% undeclared) agreed in the 2017 staff survey that staff are treated on their merits irrespective of gender (86% in 2016; Bronze AP1.1). 79% (54%F: 43%M: 3% undeclared) of staff agreed that they understand the promotion process (a significant increase from 29% in 2016; Bronze AP1.21)).*

We note a decrease in the percentage of staff agreeing that the School values the full range of an individual's skills and experience in promotions (from 94% to 85%). This has occurred during the year when HR launched new criteria for promotion. The SAT will publicise these in the E&D newsletter in September 2017 in advance of the January 2018 deadline for applying for promotion (AP1.21).

We are keen to ensure support for promotion continues (AP1.21, 1.26):
- Promotion discussions take place during appraisal, Research Mentoring Scheme, QMUL Women's Mentoring Scheme, and end-of-year individual meetings with the HoS;
- As not all staff instigate promotion discussions, an SMG subgroup carries out an annual review to identify staff ready to apply;
- The School encourages participation in HR Pathways to Promotion workshops.

Word Count: 841/6500, 5393/12000

(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 School embraced the guidance provided by the REF 2014 E&D Advisory Group to adhere to a code of practice to collect and review information about individual staff circumstances to ensure any cases were considered fairly, using transparent and consistent processes (AP1.42). At the REF census date the School had 36 staff eligible for submission. Six out of eight staff circumstances cases were agreed (50%F: 50%M). In line with REF equality guidance, staff who had been on maternity leave and/or fractional contracts during the assessment period submitted fewer outputs to REF2014 (including current HoS). **In total, 17 female and 16 male staff were submitted (100%F: 84%M eligible staff), the same overall number as in RAE2008.**

Inclusive practices have been established for REF2020, which will be reviewed once full guidance is released by HEFCE.

Impact: *since the Bronze Athena SWAN award, the School has established a gender-balanced REF Working Group (2F, 2M) and gender-balanced reviewers for the internal reading process. The HoS will have individual meetings with all staff to provide feedback to ensure transparency (AP1.42).*

Word Count: 1016/6500, 5570/12000

5.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF
(i)   Induction

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

All new PS staff attend the QMUL and School induction, followed by probation meetings with their line manager (100% uptake). All new PS staff have weekly meetings with their line manager, which are later scheduled at two-weekly intervals.

(ii)   Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.
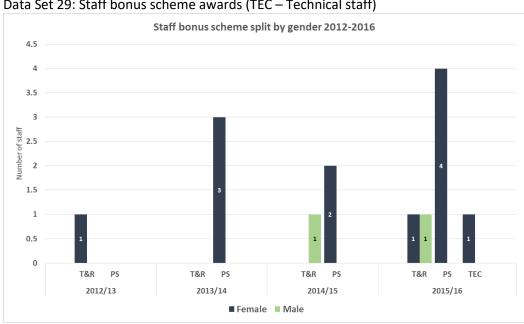
As elsewhere in HE, PS staff can gain promotion either via re-grading within the existing post or by applying to a higher grade post. Re-grading occurs if the business needs of the School change. Three permanent members of staff (all full time, 2F: 1M) have benefitted from such opportunities. Applications to another post are a personal choice. HoA encourages PS staff to take up developmental opportunities such as QMUL's Process Improvement Manager secondment (an accredited management training course). Annual appraisals review developmental needs and training plans to enable staff to further their careers. Dedicated funding supports staff development and training.

Eight PS leavers in the data period (7F: 1M) include 2F who moved to higher-grade roles elsewhere at QMUL.

The annual Staff Bonus Scheme enables nominations or self-nominations for a salary increment or one-off payment. The School takes a proactive approach, with 100% of nominations since 2014 submitted by HoS (academic) or HoA (PS) rather than relying on self-nominations. **100%** of staff nominated for the Staff Bonus Scheme have received an award since 2014 (Data Set 29), and in 2016/17 **57%** of total increments awarded within the Faculty were granted to the School's nominations for female staff.

Impact: *two female members of staff (one academic, one PS) were supported by the HoS to complete the QMUL High Potential Leaders Scheme (AP1.22).*

Word Count: 1275/6500, 5829/12000

Data Set 29: Staff bonus scheme awards (TEC – Technical staff)

Staff bonus scheme split by gender 2012-2016

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?

Staff receive a training brochure at the start of each academic year and regular emails.

The School's Strategic Plan (2015-19) includes provision for School level training (AP1.22), including:
- Research workshops (e.g. publications, impact and workload management for all T&R and R staff);
- Conference funding;
- Alumni network for PGRs.

Training options are tailored to the needs of the individual career path of i.e. Academic, Researcher and PS. Additionally there are "standard" training options which cover all groups (including induction) and School-specific "tailored" training at away days. Recent topics include:
- Research Mentoring Training: 27 staff (13F and 14M);
- Mental health training (to support students, and staff to deal with students with mental health problems): six staff (4F and 2M);
- Email 'Hell to Heaven' training (to support work-life balance): 18 staff (13F and 5M);
- Research Impact workshop: 28 staff and PGR students (16F and 12M).

Training is delivered via different QMUL departments and records are not integrated. We raised this at QMUL-level and received an improved set of records in 2016/17 (AP1.3). Workshops are evaluated and feedback refines provision. Staff discuss training needs and provision during probation and appraisal meetings.

Impact: *in the 2017 staff survey, **75%** (46%F: 49%M: 5% undeclared) agreed that they are encouraged to take up career development opportunities (68% in 2016). Line managers focus on training needs and career development during one-to-one meetings with staff and in probation and appraisal meetings (AP1.22).*

Data Set 30: Standard Training

Training topic	Number of staff requiring training					Uptake by gender				
	Female	% Female	Male	% Male	Total	Female	% Female	Male	% Male	Total
Recruitment and selection	24	57%	18	43%	**42**	18 (24 eligible)	75%	16 (18 eligible)	89%	**34**
Appraisal training (for appraisers)	8	57%	6	43%	**14**	8 (8 eligible)	100%	6 (6 eligible)	100%	**14**
Unconscious bias training	27	59%	19	41%	**46**	17 (27 eligible)	63%	13 (19 eligible)	68%	**30**

Professional Training for staff and PGR students focuses on the skills needed for the post/studies.

Data Set 31: Professional training for PGRs, Academic and Research staff

Category of Staff/Student	Academic Year	Total Training Workshops Completed	Total Female Delegates	%Female	Total Male Delegates	%Male	Total Delegates
PGR Students	2012-13	26	65	64%	37	36%	102
	2013-14	24	53	69%	24	31%	77
	2014-15	22	40	71%	16	29%	56
	2015-16	35	62	70%	27	30%	89
Early Career Researchers	2012-13	0	0	0	0	0	0
	2013-14	1	0	0%	1	100%	1
	2014-15	0	0	0%	0	0%	0
	2015-16	3	4	80%	1	20%	5
Academic	2012-13	8	21	60%	14	40%	35
	2013-14	8	4	25%	12	75%	16
	2014-15	10	3	10%	28	90%	31
	2015-16	18	22	65%	12	35%	34
PS	2012-13	0	0	0%	0	0%	0
	2013-14	4	7	100%	0	0%	7
	2014-15	7	8	80%	2	20%	10
	2015-16	14	25	93%	2	7%	27

The Researcher Development and Learning Development teams run a seminar series 'Academic Progressions,' focusing on academic career progression and researcher development.

Word Count: 1544/6500, 6098/12000

(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.

The appraisal scheme applies to all OE and FTC staff once they have completed
probation.

The HoS appraises all professors. Professors then act as appraisers for less senior
colleagues (matched by research focus). In addition to QMUL appraisal training, the HoS
runs annual internal training to ensure consistency (including career development and
work-life balance) (AP1.31). Appraisees can request to change their appraiser. All forms
are completed on-line so training and development requirements can be progressed
(AP1.21, 1.24).

Impact: *the School has maintained its high level of engagement with appraisal (100%
completion in 2014/15 and 2015/16) and has been asked in two consecutive years to
provide information about our best practice for the benefit of other Schools at QMUL.
82% of staff in the 2017 survey (50% F: 44%M :6% undeclared) found their appraisals
helpful (72% in 2016).*

However, the staff survey revealed a decrease in respondents agreeing that the School
values an individual's skills in appraisal (including pastoral and outreach work) (97% in
2016 to 85% in 2017). This will be addressed in appraisal training and will be monitored
carefully (AP1.24).

The new TA contracts include paid hours for appraisal (2 hours). The HoS will appraise
all TAs and agree objectives for future teaching, training and career development.
Word Count: 1752/6500, 6306/12000

Data Set 32: Appraisal completion rates for staff

	Female	% Female	Male	% Male	Total staff	Completed	% Completed
2014/15	17	52%	16	48%	**33**	33	100%
2015/16	17	52%	16	48%	**33**	33	100%
20116/17	22	56%	17	44%	**39**	39	100%

(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.

All staff with research duties gain support for career progression through CAPD.

QMUL's Researcher Development Programme has been developed in accordance with
the Concordat and the European Charter for Researchers. Topics include: writing

proposals, impact and public engagement, career management, and leadership skills. Specialist careers advice is also available for Early Career Researchers (ECR) and PGRs through the Careers and Enterprise Office.

Through probation and appraisal, targets for career development (e.g. applying for early-career funding schemes) are identified and follow-up meetings are held with the School Research Manager.

Mentoring is available to all staff through: (i) probation mentoring (mandatory); (ii) the School's Research Mentoring Scheme (optional); and (iii) QMUL Women's Mentoring Scheme (optional). The School's Research Mentoring scheme - launched in May 2015 (AP1.26) and including 19 members of academic staff (10F and 9M) - was designed to provide time to discuss research beyond formal appraisal.

27 academic staff (13F, 14M) received training on research mentoring at the 2015 School Awayday. The scheme is separate from appraisal, and no-one acts as appraiser/mentor to the same appraise/mentee. Key findings from an evaluation in 2017 are that the scheme provides space for staff to reflect on research objectives and develop a research strategy.

The Teaching Recognition project is a QMUL-wide initiative for '100% of staff who teach to have, or to be working towards, a teaching qualification by 2018/19' (AP1.22). 85% of our staff either hold or are working towards a teaching qualification. This taught route enables staff to achieve Higher Education Academy (HEA) recognition. Researchers are encouraged to gain teaching experience where possible within the terms of their funding to enhance their employability.

School Research Seminars (AP1.42) are held every Tuesday lunchtime during term-time. All ECR staff are encouraged to present their work, aiding career development: in 2016/17, c.1/3 of seminar speakers were ECRs. We will consolidate the gender balance of speakers (2014-17: 47%F: 53%M – total 51 speakers; 2014-16: 43%F: 57%M – total 35 speakers). In 2015/16, we introduced new guidelines to enhance inclusivity, particularly by involving PGRs in inviting speakers.

Each Research Theme (staff and PGRs) meets regularly during core hours. Meetings are informal, offering networking and discussion on matters of mutual interest (e.g. methodology, ethics, publishing, reading draft papers).

Word Count: 2121/6500, 6675/12000

Figure 7: Mentoring Framework

Mentoring for Staff on Probation					
School's Research Mentoring Scheme					
QMUL Women's Mentoring Scheme					
PS	Researchers	Lecturer	Snr Lecturer	Reader	Professor

(iv) Support given to students (at any level) for academic career progression

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

Careers and employability are embedded across UG, PGT and PGR programmes, e.g. lectures on CV writing for first year UGs and third year tutorials on careers (including PGT opportunities). All third year UGs are invited to PGT taster sessions.

Students on 1+3 PG programmes receive research training to equip them for a future academic career. Other PGT students discuss PGR research and funding opportunities with their supervisors. Particular modules and programmes provide experience of working with external partners (e.g. MSc Integrated Management of Freshwater Environments; AHRC CDAs; 1+3 ESRC CASE studentships).

Regular sessions for PGRs focus on publishing and applying for lectureships, research posts or fellowships. We distribute a monthly funding bulletin, which includes information on post-doctoral opportunities. First year PGRs present at an annual Conference Day. We have had a number of mature students, some of whom have changed to part-time study and/or taken parental leave. We ensure that there is flexibility within our training provision to enable their participation. The QMUL Careers Service provides opportunities for students to work on research projects via QProjects, a number of which have been based in the School. It also provides one-to-one sessions, workshops and seminars. PGRs also benefit from training organized by CAPD and Thinking Writing (courses and writing retreats).

Tailored training support is provided for students with disabilities, coordinated by the School with QMUL Disability and Dyslexia Service and external support providers if required.

Training workshops attended by PGRs has increased to 35 in 2015/16 (22 in 2014/15, Data Set 31). The gender balance reflects the gender profile of PGRs. QMUL PGR survey results demonstrate improved satisfaction with professional development, with 82.9% of PGRs in 2015 agreeing that their ability to communicate information effectively to diverse audiences has developed during their programme (68.4% in 2013) and 85.7% in 2015 agreeing that the development of contacts of professional networks had developed during their programme (78.9% in 2013).

Impact: *since 2016/17 the School has enhanced career development opportunities for PGRs, including co-authoring papers, applying for funding and public engagement work with supervisors; as TAs for first year tutorial group; as demonstrators; and in administrative work.*

Impact: *SAT postdoctoral representative, Dr Sheringham contributed to QMUL's successful application for the HR Excellence in Research Award (June 2016). The action plan includes targeted support for women researchers; greater researcher engagement*

through analysis of QMUL researcher surveys data; improvements to induction, mentoring, and the Researcher Development Programme; and continuation of the QM Postdoc Association.

Word Count: 2529/6500, 7083/12000

(v)   Support offered to those applying for research grant applications
     Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The School has a dedicated Research Manager who provides full pre- and post-award support for research grants, including: one-to-one meetings to discuss research ideas and identify funding sources, drawing up budgets, reading drafts and assisting with supporting documents. All staff (including FTC, TA and PGR) are informed of funding opportunities through a monthly funding bulletin. Calls with a specific remit are sent to research groups and/or individuals. Staff are encouraged to sign up to Research Professional, an online funding database. Adverts are placed on jobs.ac.uk and EURAXESS for expressions of interest for early-career fellowship schemes (e.g. Leverhulme Trust and Marie Skłodowska-Curie Fellowships). All applicants receive full support from the Research Manager, a mentor/supervisor, and internal peer review. PGRs receive training on applying for post-doctoral fellowships.

All grants >£10,000 are peer-reviewed by at least one member of staff not directly involved in the project. This is especially valuable to ECRs who may have limited experience of preparing applications. All staff can seek further advice on funding applications via the probation or Research Mentoring scheme.

A section of QMUL's virtual learning environment, QMPlus, is dedicated to research support in the School for all staff and PGRs with information on: funding deadlines; pre- and post-award processes; internal peer review; sample applications; open access; mentoring; impact. Sections on E&D and Support for Research Careers have been added (AP1.2).

Support for unsuccessful grants is provided by the Research Manager to explore options for resubmitting, or submitting to other funders. Any feedback is used during this process.

Word Count: 2780/6500, 7334/12000

SILVER APPLICATIONS ONLY

5.4.   CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF
(i)   Training

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

QMUL's CAPD offers training and development courses to all staff. All PS staff are encouraged to take training opportunities according to their needs, which are discussed

at the annual appraisal and followed up at fortnightly meetings with line managers. All training opportunities are advertised via CAPD newsletters and discussed at weekly team meetings. Tailor-made training is available in negotiation with CAPD. A new on-line video-library provides a wide range of courses for PS staff. Training is also supported in provision of time off for professional development. Last year, one member of staff (F) completed an externally provided course for administrative management leaders, whilst another (F) completed a High Potential Leaders Programme.

Word Count: 2891/6500, 7444/12000

(ii)   Appraisal/development review

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

All PS staff are part of the appraisal scheme following the completion of probation. The uptake for all staff is 100% (Data Set 32). Training needs are then discussed by HoA and HoS to allocate funding, aiming to meet all requests. Data Set 31 shows the increase of training courses completed by PS staff (zero in 2012/13 to 14 in 2015/16). The gender balance reflects the low number of male PS staff. In our staff survey **75%** of all staff stated that they are actively encouraged to take up development opportunities, although we cannot breakdown the response rates further as the low numbers would compromise confidentiality.

Word Count: 2997/6500, 7551/12000

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

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

In addition to training described above, other opportunities offering increased employability skills such as Process Improvement Manager secondments (section 5.2 (ii)) are discussed at appraisal. In the 2017 staff focus group PS staff asked for more secondment opportunities (AP1.47). We have several members of staff who have secured promotions within QMUL as well as externally.

Word Count: 3051/6500, 7606/12000

5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS
(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

The School actively supports all staff prior to a period of leave. Adjustment to duties are tailored to the needs of individuals. We meet the recommendation of the House of Commons report on women in scientific careers i.e. having an independent person for staff to consult (a named HR contact). This is particularly important when planning maternity/adoption leave. For FTC staff an addendum to QMUL's family leave policies

stipulates that QMUL or the funding body will cover the salary costs of the member of staff, depending on the terms and conditions of the funding body; in most circumstances a no-cost extension to the grant will be granted by the funding body. The principal investigator on the grant and/or the Research Manager will liaise with the researcher and the QMUL Joint Research Management Office to implement these changes prior to the period of leave.

To formalise this practice we are developing a checklist to support staff taking Parental and Carer Leave (AP1.23). This will be included in staff inductions and the Staff Handbook.

Word Count: 3224/6500, 7778/12000

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

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

Cover is routinely funded for academic and PS staff. The HoS meets with academic staff to plan their research prior to departure and following their return, and how best to use keeping-in-touch days if desired. Parental/adoption leave does not affect eligibility to apply for sabbatical leave.

We recognise the importance of staff members not feeling excluded whilst they are on leave so consideration is given to changes e.g. office moves would not take place until the staff member returns and can be included in discussions.

We celebrate successes if a member of staff is on leave (e.g. promotion or grant success).

Word Count: 3325/6500, 7879/12000

(iii)   Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Staff meet the HoS (academic and research) or HoA (PS) on return to discuss options for support, which can be flexible or home working, adjustment to teaching timetables, compressed hours, or changing FTE. Staff focus group feedback demonstrated positive attitudes towards those on leave linked with the high percentage of male and female staff who openly discuss their childcare activities.

The HoS agrees an 'individual support plan' focusing on research and the resources/support available. The School budget allocates £900/year for conferences for academic staff (OE and FTC). There is flexibility in how this funding is used, particularly for colleagues returning from parental leave (e.g. one colleague used these funds to purchase a laptop to enable flexible working; another used funds to transcribe research interviews).

Word Count: 3449/6500, 8003/12000

(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.

All academic, research and PS staff have returned to work following maternity leave. Two Professors (both SAT members, including current HoS) returned on a part-time basis for a fixed period. Three others returned and their requests for flexible (compressed week over four days) or part-time working were approved.

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

The majority of staff returning from maternity leave remain in their posts. One OE staff member re-located to another HEI 12 months after returning from leave due to commuting time and another left at the end of a FTC (Data Set 33).

Data Set 33: Maternity Return Rate

	Career Path	Full-time	Part-time	FTC	OE	Remaining in post
2012/13	Academic	✓			✓	✓
2013/14	Academic	✓			✓	12 months
2014/15	Academic	✓			✓	✓
	Academic	✓			✓	✓
2015/16	PS	✓			✓	✓
	Academic	✓		✓		2 months

Word Count: 3539/6500, 8093/12000

(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.

There have been no cases of adoption leave in the data period or requests for shared parental leave. In addition to Data Set 34, one PGR (M) has taken parental leave.

Staff at all levels of seniority have taken leave and openly discussed caring responsibilities. The School celebrates the arrival of all new family members, ensuring inclusivity for same-sex parents. HoS and HoA offer confidential and discrete support and flexibility to those undergoing fertility treatment. HR provides updates on changes to legislation.

The staff focus group discussed uncertainty over whether parental leave is feasible on FTCs, the difficulties of discussing this, and the uncertainty about what happens if a FTC ends during parental leave. AP1.30 will clarify parental leave to staff on FTC in the staff handbook and in meetings with HoS or HoA.

Another outcome of the staff focus group concerned uncertainty for academic staff about including parental leave on CVs (e.g. to explain breaks in publications). AP1.23 will clarify this by liaising with the E&D Manager and CAPD to provide guidance and include this in CV and promotion workshops.

Data Set 34: Paternity Leave

	Career Path	Full-time	Part-time	FTC	OE
2013/13					
2013/14	Academic	✓			✓
2014/15	Academic	✓			✓
2015/16					

Word Count: 3720/6500, 8274/12000

(vi)   Flexible working

Provide information on the flexible working arrangements available.

Information is included in the Staff Handbook and is highlighted to new staff during induction. Staff are afforded their rights under employment legislation with a number of staff taking up options to adjust their hours around caring and other responsibilities and personal interests. Requests for flexible working are considered (and usually approved) via School and HR to provide consistency and ensure the decision is not made by one person, thereby reducing the possibility of unconscious bias.

We encourage flexible working, with a large proportion of academic, research and support staff working flexibly, at home and outside standard working hours when requested.

Feedback from the staff survey indicated a drop in respondents agreeing that line managers are supportive of flexible working (83% in 2016 to 72% in 2017). Whilst there is still a clear majority in agreement, the decrease is disappointing. AP1.14 will promote support for flexible working in the next E&D Newsletter and by reviewing information in the Staff Handbook. In line with the recommendations from the House of Commons report on women in scientific careers that male and female staff be equally recognised as carers, we were pleased to see our Staff Survey showed that 91% of respondents agreed that **both genders were recognised as carers** in the School (89% in 2016).

Word Count: 3933/6500, 8487/12000

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

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

Two female Professors (including the HoS) have returned from part-time to full-time work. Since 2013 staff have been supported in such transitions with a clear discussion about workload and timing. AP1.23 will further develop this support.

Word Count: 3969/6500, 8523/12000

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.

We have a reputation for being friendly, inclusive and sociable. **94% of staff in the 2017 survey agreed that the School's work-related social activities are welcoming to all genders (89% in 2016).**

We have an on-site nursery and staff members' children are welcome in the School. Our common room is used for coffee mornings, informal gatherings and other events, which encourages internal networking.

We celebrate success in all its forms, including announcements of successful PGR vivas; news of research success by staff who have won awards, secured grants and published books; recognition on LinkedIn/Twitter; social events; and the announcement of new family members to enable staff to send their good wishes and recognise male and female staff with caring roles. A number of School social events e.g. the summer BBQ take place in core hours and children of staff are invited.

Impact: *The "soft" measures of the School's environment are important to nurturing an inclusive culture. Our 2017 staff survey showed that:*
- *94% (51%F: 44%M: 5% undeclared) (92% in 2016) agreed that inappropriate stereotypical images are not accepted in the School,*
- *92% (51%F: 44%M: 5% undeclared) (86% in 2016) agreed that staff are treated on their merits irrespective of gender,*
- *87% (49%F: 49%M: 2% undeclared) (83% in 2016) agreed that inappropriate language and behaviour were unacceptable and therefore didn't occur. However, 13% of staff disagreed with this statement and we are arranging for a workshop on 'Working well together' at the next School Awayday (all staff) to achieve 100% agreement (AP1.46).*

Open Days are gender inclusive (staff and student ambassadors). Our Festivals of Geography (one-day events for UG offer-holders) provide additional opportunities for **inclusive role models (by gender and ethnicity)** via student ambassadors (Figure 7), information stands, and staff and alumni talks (AP1.8).

Our student-led Geography Society (GeogSoc; >700 members) has continued to focus on the gender balance of their committee and to address E&D in its events. GeogSoc introduced an E&D representative on its committee in 2016/17, which has increased to two representatives (1F, 1M) from 2017/18. These representatives sit on the School's SAT and are involved in delivering student-led E&D events.

We worked with students to enhance the diversity of attendance at GeogSoc events as these were attended predominantly by female (70%F: 30%M) and white students. After consultation with the SAT, GeogSoc is diversifying its events, locations and timing, and

always ensures alcohol-free options. GeogSoc will also promote events via QMPlus and lectures as well as social media, and will monitor attendance by gender and ethnicity at future events wherever possible.

The School staff ensure that they cite mixed gender academic authors in teaching and ensure everyone has the opportunity to participate in tutorial and other discussions. The School is working towards an inclusive curriculum across UG and PGT programmes (AP1.25).

Figure 8: Student Ambassadors in February 2017

The School Strategy (2015-19) has E&D built into it as part of its five core values. The HoS has developed Key Principles for the School following input from committees and SMG. These aim to provide clarity on ways of working, and link closely with our Charter work. Examples are:
  • Foster a culture amongst staff and students that is collegial and mutually supportive;
  • Embed and develop our commitment to E&D and to improve the work-life balance of staff;
  • Equality of opportunity for all of our students and staff;

- Nurture a culture that is mutually supportive and committed to the development of its individual members;
- The School has a collective expectation that emails will only be answered during working hours.

During 2015/16 and 2016/17, the School held three team-building workshops led by an external facilitator, and included sharing of best practice on time management (academic and PS staff).

Word Count: 4578/6500, 9132/12000

(ii)   HR policies

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

We are supported by named professionally-qualified independent HR staff who are involved at an early stage in the application of policies and procedures and provide advice to managers to ensure consistency of application. All casework is recorded on the HR Management Information System and regular reports are provided for Employee Relations and Diversity and Inclusion teams where consideration is given on equality impact assessment.

All policies are detailed online and links are included in the Staff Handbook. Updates are communicated via e-Bulletin and Connect (QMUL all-staff email and intranet) e.g. the new Shared Parental Leave Policy was communicated on Connect with details of drop-in sessions. Changes are highlighted by HR at monthly meetings with HoSs and HoAs. HR attends School meetings to give bespoke updates. Future changes will be reported to all staff via the School's E&D newsletter (AP1.2).

The QMUL Dignity at Work Policy statement defines harassment and bullying and the code of practice to deal with it.

Impact: *The HoS made a clear statement to all staff at the January School Board meeting that all communication between colleagues should be respectful and professional, and that all concerns should be reported to either the HoS (academic staff) or HoA (PS). The workshop at the School Awayday (for all staff) will focus on working well together, and will address bullying, harassment and intimidation (AP1.46).*

Word Count: 4802/6500, 9356/12000

(iii)   Representation of men and women on committees
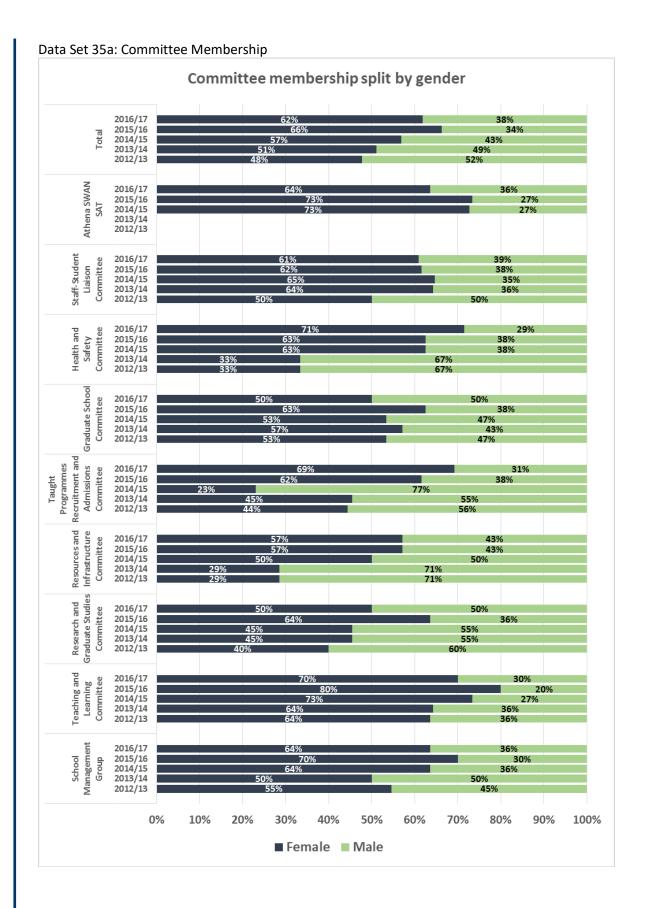
> Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is 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.

Data Set 35a shows the composition by gender of our committees. Our SMG comprises academics and PS staff: HoS, HoA, Deputy HoS, the directors of the four main School committees (Teaching and Learning; Research and Graduate Studies; Taught Programmes Recruitment and Admissions; Resources and Infrastructure) and Directors of Graduate Studies. The HoS is responsible for allocating administrative roles for academic staff, which are agreed in discussion with individuals. The HoS attempts to maintain a gender balance on committees and across administrative roles, and to ensure roles appropriate to levels of seniority, experience, skills and interest. Administrative roles rotate between academic staff, normally at least every three years, and the allocation includes all staff (with lighter loads for ECRs).

The percentages of women on committees reflect our work to provide female staff with opportunities at various stages in the pipeline to support their career progression. Our committees include staff across different levels. SMG includes Senior Lecturers, Readers and Professors (eight out of 18 of professors). A **significant increase in female representation in School committees and Chairs has been evident (Data Set 35a).**

Until 2016/17, three of our senior male staff held Faculty-level appointments and are now on extended sabbatical leave. These colleagues have been exempt from School committee duties during their appointments and sabbaticals. These Faculty roles have contributed to the decrease in male percentages as committee members and Chair.

Word Count: 5031/6500, 9585/12000

Data Set 35a: Committee Membership

Committee membership split by gender

Committee	Year	Female	Male
Total	2016/17	62%	38%
	2015/16	66%	34%
	2014/15	57%	43%
	2013/14	51%	49%
	2012/13	48%	52%
Athena SWAN SAT	2016/17	64%	36%
	2015/16	73%	27%
	2014/15	73%	27%
	2013/14		
	2012/13		
Staff-Student Liaison Committee	2016/17	61%	39%
	2015/16	62%	38%
	2014/15	65%	35%
	2013/14	64%	36%
	2012/13	50%	50%
Health and Safety Committee	2016/17	71%	29%
	2015/16	63%	38%
	2014/15	63%	38%
	2013/14	33%	67%
	2012/13	33%	67%
Graduate School Committee	2016/17	50%	50%
	2015/16	63%	38%
	2014/15	53%	47%
	2013/14	57%	43%
	2012/13	53%	47%
Taught Programmes Recruitment and Admissions Committee	2016/17	69%	31%
	2015/16	62%	38%
	2014/15	23%	77%
	2013/14	45%	55%
	2012/13	44%	56%
Resources and Infrastructure Committee	2016/17	57%	43%
	2015/16	57%	43%
	2014/15	50%	50%
	2013/14	29%	71%
	2012/13	29%	71%
Research and Graduate Studies Committee	2016/17	50%	50%
	2015/16	64%	36%
	2014/15	45%	55%
	2013/14	45%	55%
	2012/13	40%	60%
Teaching and Learning Committee	2016/17	70%	30%
	2015/16	80%	20%
	2014/15	73%	27%
	2013/14	64%	36%
	2012/13	64%	36%
School Management Group	2016/17	64%	36%
	2015/16	70%	30%
	2014/15	64%	36%
	2013/14	50%	50%
	2012/13	55%	45%

■ Female ■ Male

Data Set 35b: Committee Chairs

Chairs (some chairs change during the academic year to accommodate workload and sabbaticals)	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Athena SWAN SAT	0	0	0	0	1	0	1	0	2	0
Staff-Student Liaison Committee	1	0	1	0	1	1	1	0	1	0
Health and Safety Committee	1	0	1	1	1	0	1	0	1	0
Graduate School Committee	0	1	0	1	1	0	1	1	1	1
Taught Programmes Recruitment and Admissions Committee	1	1	0	1	0	2	0	1	0	1
Resources and Infrastructure Committee	0	1	0	1	1	0	1	0	1	0
Research and Graduate Studies Committee	1	1	1	0	1	0	1	0	1	0
Teaching and Learning Committee	1	1	1	1	1	0	1	1	0	1
School Management Group	0	1	0	1	1	0	1	0	1	0
Total (number / %)	5 / 45%	6 / 55%	4 / 40%	6 / 60%	8 / 73%	3 / 27%	8 / 73%	3 / 27%	8 / 73%	3 / 27%

(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?

Staff are supported in developing their profile and influence beyond QMUL, via mentoring, appraisals and HoS. Evidence is included in promotion applications, School publicity and REF submissions. Many staff are/have carried out high profile external duties e.g. Council members of the RGS-IBG, chair of the Geography HoDs committee, National Maritime Museum Trustees Collections and Research Committee, Leverhulme Major Fellowship Committee and assessment panels for AHRC, ESRC and NERC. Our HoS is featured in RGS-IBG's portraits of 'female firsts' as the first female editor of the leading journal *Transactions of the IBG* (2008-13).

Impact: *AP1.43 addressed the disappointing result in the 2016 Staff Survey that only 45% of staff felt that they were encouraged/given opportunities to represent the School. We have ensured that staff are aware of and can take up internal and external leadership opportunities and to represent the School/Subject area (AP1.43), and are pleased that the 2017 Staff Survey reflects a significant increase to 79% of staff agreeing that they are encouraged/given opportunities to do so.*

Word Count: 5198/6500, 9752/12000

(v)   Workload model

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

The School's WLM is based on a 40:40:20 split across research, teaching and administration for full-time academic staff. The HoS finalizes the WLM annually. Pastoral care and administrative responsibilities are built into workload planning and recognised at appraisal and in promotion. Workload is pro-rata for part-time staff.

There was a slight drop in the staff survey with 81% of staff agreeing in 2017 that work is allocated on a clear and fair basis irrespective of gender (89% in 2016). The HoS, SMG and SAT will improve communication about the allocation of work to all staff (AP1.31).

The HoS ensures that all academic staff conduct research as well as teaching and administration within the usual working week. Teaching allocation meetings for human and physical geography are chaired by the HoS each January to confirm the teaching programme, convenors and teaching teams (with individual meetings before and after these wider meetings). There are clear expectations about the balance of duties (outlined in Staff Handbook) with some variation because of significant administrative roles, fieldwork teaching and high numbers of PGR students. ECRs have lighter administrative roles than senior colleagues.

Academic staff teach an average of 2.5 modules (across UG and PGT programmes) each academic year, with reductions for sabbatical leave. Staff teach core and specialist modules. All academic staff can apply for sabbatical leave, and are supported in taking their full annual and other leave entitlement (e.g. parental leave, compassionate leave, time off in lieu).

Annual teaching meetings with all academic and key PS staff ensure the transparent allocation of teaching duties. A major curriculum review has ensured that staff teach larger blocks of modules, improving the fair allocation of teaching. Staff with major leadership roles have some reduction in their teaching load. All staff have benefitted from TAs taking weekly first year tutorials from 2016/17.

The School's key principles for fieldwork recognize that residential fieldtrips may be difficult for staff with caring responsibilities. Options include staff teaching on shorter and/or London-based fieldtrips and support for staff whose children have accompanied them on fieldtrips. Arrangements are made on a case-by-case basis (e.g. the School paid travel costs of grandparents to provide childcare for both parents to teach on a fieldtrip; (AP1.50)).

Word Count: 5566/6500, 10118/12000

(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.

School meetings are scheduled between 10 am and 4 pm. If meetings have to be scheduled outside of these times, as much possible notice is given so staff can make a decision about whether they can attend. Most social gatherings are held during the working day to enable all staff to attend. Within UK Geography departments, the average commuting time is two hours/day (RGS-IBG). As a London-based University we are conscious of the travel commitments of our staff and the negative impact long commutes can have on work-life balance.

Impact: *83% of staff in the 2017 survey agreed that we have succeeded in holding meetings in core hours (60% in 2016). From 2016/17 a School calendar with key dates and meetings was circulated in the Staff Handbook, and will be updated annually. Committee meetings are usually timetabled for Wednesday afternoons during term-*

time to ensure that colleagues can block meetings and protect research time.

Word Count: 5719/6500, 10273/12000

(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.

We recognise the importance of inclusive role models. We therefore:
- Improved female committee representation and the number of female Chairs;
- Improved gender balance of seminar speakers, with 47% F: 53%M speakers (51 seminars) in 2014-17, compared to 43% F:57% M (35 seminars) in 2014-16;
- Work with RACE to identify ways to increase BME role models (AP.1.17);
- Support all staff through promotions at each level, providing role models for more junior staff;
- Achieved a gender balance of mentors in our School Research Mentoring Scheme;
- Promote gender inclusive role models as supervisors for PGRs (AP1.14);
- Ensure gender and ethnic diversity amongst our student ambassadors.

Impact: *96% of staff agreed that women as well as men are visible role models in the 2017 Staff Survey (51% in 2016).*

Our website shows a range of positive images and we are increasing male case studies, identifying more BME role models and investing in further inclusive photographic and video stock (AP1.8).

Word Count: 5875/6500, 10429/12000

(viii) Outreach activities

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

The School's Outreach activities are primarily focused around 58 partner schools, spanning secondary schools in Tower Hamlets to sixth form colleges in Farnborough, Brighton and Cambridge. With the appointment of a Widening Participation Officer (F, PS) and the allocation of dedicated time in the WLM to two academic staff leading on outreach (1F, 1M), the School has robust links to these schools and is expanding our partner schools.

The School's Stepping Stones mentoring scheme provides a supported entry route into university for under-represented groups. Trained UGs mentor Year 12 pupils from local schools and aim to promote access to HE and enhance social mobility for students from East London and the Thames Gateway with little previous exposure to university. Recent QMUL funding has enabled us to increase the schools and pupils in this scheme.

Staff give talks in schools, local societies, and QMUL taster days, and contribute to debates on key contemporary issues e.g. tsunami hazards at RGS-IBG.

Our Outreach activities are underpinned by online resources for students, parents and teachers. A series of Succeed videos featuring male and female UGs provides role models for school pupils. Ten new online resource pages provide a range of material and role models for schools to use and cite.

In 2015/16 we captured data on staff/students contributing to our Outreach activities (staff: 9F, 5M, Lecturer to Reader, grades 5-7, and a dedicated PS post, grade 3; students: 17F: 3M). From 2016/17 we have begun to record participant uptake of these activities by gender (Data Set 36) (AP1.44). Students participating in Stepping Stones are 14F: 5M in 2016/17. A key priority is to improve the gender balance of academic speakers at outreach events (AP1.44).

Data Set 36: Outreach events held in 2016/17

Event	Audience size	% Female	% Male	Support staff	Academic delivery	Teacher workshop component and resource creation
Lecture	125	62%	38%	1F PS/1M Academic	External female academic	Internal female PS
Lecture	46	59%	41%	1F PS/1M Academic	Internal male academic	Internal female PS
Half-day teacher CPD	24	67%	33%	1F PS	Internal male academic	Internal female PS
Half-day teacher CPD	20	53%	47%	1F PS	Two external male speakers	Internal female PS and two external males

Impact: *the School launched an unconditional offer scheme for UG applicants (high achievers and those with clear potential), which involved interviews at post-offer interview days. All interviewers have completed fair selection training. Three female and two male academics interviewed applicants (lecturer to HoS).*

Impact: *funding for student Ambassadors increased during 2016/17 (16F, 7M). They are key contacts and role models in our outreach and recruitment work. Ambassadors reflect other protected characteristics, notably ethnicity and religion. Future priorities include further widening the diversity of Ambassadors, particularly by recruiting more white men from working class backgrounds (AP1.8).*

Word Count: 6250/6500, 10804/12000

6. CASE STUDIES: IMPACT ON INDIVIDUALS – SECTION UNAVAILABLE
Recommended word count: Silver 1000 words

7 FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

During 2016/17, the School ran two-weekly one-hour British Sign Language (BSL) classes for students and staff (Figure 9). This was prompted by wanting to enhance communication with a profoundly deaf UG student starting his studies in the School. The classes have been attended by 11 students and four members of staff, and have included deaf awareness training as well as BSL. 10 participants took the first level of BSL and passed their test. Funding was provided by a private sponsor in the first year, and the School will apply for funding to continue these classes into the future (with one class for ongoing participants and another for new students and staff).

Figure 9: One of the signing classes with the teacher Sister Marika Rebicsek

The School is fully committed to the new QMUL curriculum development project, the QMUL Model, which will be launched in 2017/18. Two FTC lecturers (including one SAT member) and one FTC PS colleague have been appointed to enhance our work around employability, networking, and study abroad opportunities. A key part of the School's work in this context is to decolonize the curriculum to enhance diversity in reading lists and examples (AP1.25).

The School draws on research by staff and students to inform our actions, including Prof McIlwaine's research on student progression and attainment (Section 4.1 (v)), an UG dissertation on Black academics (in preparation, by an UG SAT member), and PhD research in Business Management on gender and REF.

Word Count: 230/500, 11866/12000

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.

Queen Mary University of London; School of Geography Athena SWAN 2017

2016 – 2020

This Action Plan has been created to following analysis of our pipeline taking into account consultation with staff and students via surveys, focus groups, anonymised feedback box and any other anonymised communications. Actions have been organised into the on-going bronze actions, completed bronze actions and silver actions. Future actions have been prioritised as high (H), medium (M) or low (L).

The action plan is updated prior to each Geography SAT meeting and forms part of the School's business planning processes. It is used to monitor the progress of actions and help measure the impact of actions. It is also reported to the School and university Athena SWAN GESAT, and to the university Executive annually. Those actions marked ** are a direct result of SAT's consultation with staff and students.

KEY: | Embedded bronze actions | | Continuing actions | | Silver actions |

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
1.1	Establish a School of Geography self-assessment team	**BRONZE**						
		School of Geography SAT established and embedded within the School's committee structure	HoS	09/15	Recurrent; Membership reviewed annually (2015-2018)	M	Active and engaged SAT; SAT recognised by QMUL and included in QMUL level Charter work	Six meetings held in 2016/17, including sub-groups, and additional meetings with HR and Planning
		Time allocated and recognised in the workload model for Charter duties	HoS	9/15	Embedded	H	Charter work recognised	SAT membership fully recognised in workload model

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		Expand the remit of the School of Geography SAT beyond gender to other protected characteristics	HoS, SMG	10/16	Review 04/18	M	Insights into intersectionality of other protected characteristics	First review of intersectionality data for staff in 02/17; see actions 1.8, 1.17 and 1.19
		SILVER Ensure the gender, research theme and interdisciplinary interest representation on SAT	HoS	10/19	Recurrent; Membership reviewed annually	M	A steady increase of male representation, and staff with intersectionality interest on SAT; Aspiring to achieving gender balance	
1.2	Communicate Athena SWAN Charter principles within the School and beyond	**BRONZE**						
		Talks built into all student inductions and UG tutorials**	HoS	09/15	Embedded; Reviewed annually in September to ensure up to date information	H	96% positive response to survey question on School's gender equality activities	C. 470 UG students engaged though induction and tutorials
		Standing agenda item at each School Board meeting and all School committees	SMG	9/15	Embedded	H	Athena SWAN Charter principles embedded within the School	Practice embedded and evidenced via meeting minutes
		Athena SWAN information included in	HoA	9/15	Embedded;, Reviewed annually in	H	Athena SWAN information available to all staff	C. 50 staff have an instant and up to date access to

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
		the School Staff Handbook			September to ensure up to date information			information in Staff Handbook
		School web homepage and QMPlus webpages updated to include E&D information	HoA, Research Manager	02/15	Embedded;, Reviewed annually in September to ensure up to date information	H	Informal positive feedback from staff, students and visitors and RGS-IBG on the sharing best practices at national meetings	Newsletter produced after each E&D committee meeting and circulated to all students (c. 550) and staff (c. 55) via email, QMPlus and noticeboard
		"Did You Know" poster campaign; communicating our data analysis using infographics**	Research Manager	02/16	Completed	H	Feedback from students and staff via surveys	Excellent written feedback from university-wide and international meetings (Ohio, USA) on sharing best practices
		SILVER "Did You Know" poster campaign; communicating new and up to date data analysis using infographics	Research Manager	04/17	04/18	M	Monitor the feedback and awareness via focus groups and surveys, aiming for 100% staff awareness	
		Publish an annual report for staff and students on Charter Activities	The School's SAT Co-Chairs	06/16	Embedded; Reviewed annually in		Maintain or increase staff survey results on knowledge of	Annual report published on the public website;

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
					June to ensure up to date information		gender equality activities	Staff survey indicates 96% staff acknowledges gender equality activities
		SILVER QMPlus pages dedicated to E&D and Support for Research Services	Research Manager	02/17			Pages regularly updated with relevant information and available to staff	Information available to all staff
		Feature Athena SWAN in alumni newsletters	The School's SAT Co-Chairs and Marketing and Communications Officer	09/17	Recurrent; At each edition of newsletter		Audience of c. 3000 in the UK and beyond receiving the letter	Significant increase of Athena SWAN principles awareness amongst alumni
		Increasing the overarching awareness of all protected characteristics**	The School's SAT members	09/18			Increase awareness via staff survey, feedback box, focus groups; Aiming for 100% staff awareness	
1.3	Analysis of data to reflect on the impact of interventions, identify possible problems and assess the impact	**BRONZE**						
		Initial data gathering, then additional data set received (02/16)	QMUL E&D Manager, HoA	12/15	Data updated twice per year	H	Report to SMG and QMUL GESAT on findings and disseminate to staff/students;	67% of data related-actions have been fully completed, 33% of such actions

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
	of strategies put in place						SAT work forms part of the School's business plan and Strategic Plan	are pending completion
		Added analysis of the Destination of Leavers in Higher Education (DLHE) data and supervision of PhD students by gender	The School's SAT Co-Chairs	03/16	Data updated twice per year 2016-2019	M	Annual checks that the actions are having the positive impact we expected and, if not, assessing alternative actions	DHLE data changing nationally; Review once new methodology is available
		Work with QMUL to identify areas where more gender data is needed and ensure that this is available in the future e.g. training data	The School's SAT representative on QMUL GESAT	09/16	Embedded	H	Full and clear data on all elements of the pipeline	Evidenced by data improvements from HR and student dashboards which were piloted in the School
		Explore sources of data regarding ethnicity to reflect on intersectionality	The School's SAT Co-Chairs and E&D Manager	09/16	09/17	M	Full and clear data on all elements of the pipeline and links between gender and ethnicity	Identify and create actions to address any issues arising
1.4	Identify best practice to inform our actions	**BRONZE**						
		SAT actively engaged with E&D team and QMUL GESAT to seek out internal/external sources	The School's SAT	05/15	Each term 2015-2020	M	Learn from others, share experiences	14 events attended by the SAT members

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
		Attendance at RGS-IBG/ECU workshops	The School's SAT members	03/16	Bi-annually		Identifying and sharing best practices	HoS presentation at RGS national meeting in March 2017 sharing best practices
		Sharing our experience of applying for an award with other AHSSBL schools within QMUL	HoA, HoS	10/16	10/17	M	Additional AHSSBL departments engaging in Charter activities	100% of AHSSBL schools signed up and working on Charter; Four meetings attended by c. 150 staff
		Sharing Athena SWAN Charter best practices more widely at QMUL and at the national level	The School's SAT Co-Chairs	09/16	Recurrent; Reviewed bi-annually at SAT meetings	M	Sharing best practices via meetings, emails, Skype calls; Influencing collaborators on E&D issues	Changes of QMUL policies; Field work diversity policy shared via national RGS-IBG meeting; Influenced third party collaborators
1.5	Athena SWAN staff survey	**SILVER**						
		Staff survey	The School's SAT members	02/16	Recurrent; Repeat survey in 12-18 month periods	M	The quantitative data used for further action plans and the priorities of the SAT, and can be compared year on year	High completion rate of 94% in survey conducted in 02/17; The last survey informed bronze action points 1.15, 1.17, 1.21, 1.22, 1.24,

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
								1.26, 1.29, 1.31, 1.37, 1.38, 1.43
1.6	Staff and Student Focus Groups	**BRONZE**						
		Staff and student focus groups	The School's SAT members	10/16	10/17	H	Feedback incorporated into action plan via: AP1.2, AP1.8-12, AP1.17, AP1.23-24, AP1.30, AP1.41, AP1.47, AP1.49	Ambition to increase male PGT numbers by 15% by 2018/19. PGT numbers fluctuating but male engagement have increased since SAT began
1.7	Research into UG student progression	**BRONZE**						
		Data (quantitative and qualitative) analysis of student progression including review of progress by gender and ethnicity	The School's SAT member; Prof McIlwaine	12/14	02/16 Completed	H	Research used to inform our action plan and Periodic Subject Review; Feedback incorporated into action plan	Research expanded beyond School of Geography
1.8	Promotion of positive role models to prospective students	**BRONZE**						
		Reviewed the prospectuses to check for equality in marketing and images	Marketing and Communications Officer	12/15	Recurrent; Reviewed annually each March	M		Both male and female students featured in the prospectus and include positive images of both genders and a diversity of BME

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
		Gender inclusive role models (staff and students) at Open days and Festival of Geography	Marketing and Communications Officer	02/15	Recurrent; Reviewed annually each March to check for inclusion	M	Staff and student ambassadors are gender and BME balanced; Continued School investment in gender and BME inclusive promotional materials; aiming to increase proportion of white working class background male ambassadors	The School has invested additional £7.5K towards the improvement of promotional materials
		Increase number of male PGT case studies	Marketing and Communications Officer	01/17	01/18	H	Increase in male PGT role models	Added three new male PGT cases to the new PGT prospectus (an increase of 150%)
		SILVER Enhance our promotion of part-time and full-time opportunities, with the aim to increasing interest from male PGT applicants	Taught Programmes Recruitment and Admissions Committee	09/18		M	Increase in PGT student numbers on all available options of study, with the aim of increasing applications from and offers to male PGT students to achieve a greater gender balance	

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
		Identify ways of increasing PGR student BME diversity**	The School's SAT members and Co-Chairs	09/19		M	Increased numbers of BME PGR student applications	
1.9	Geography Society (Student Union) support gender inclusion	**BRONZE**						
		Student E&D Representative of Geography Society is a member of the School's SAT and Staff Student Liaison Committee; Society has engaged with the SAT to build gender equality (and other protected characteristics) into the Society's structure**	Geography Society E&D Representative	09/14	Recurrent; Reviewed annually	M	Inclusive gender and BME representation in the first instance, with the view of integrating other protected characteristics, evidenced by the Geography Society membership	Gender and BME inclusive committee; representative on SAT and engagement with SAT
		E&D Society events being planned by Geography Society**	Geography Society President	03/16	03/17	H	Increased level of student engagement and understanding in E&D matters	Six events held in 2016/17; Four out of six events were inclusive of gender and religions, compared to no inclusivity consideration last year
		Geography Society looking at the intersectionality of	Geography Society E&D Representative	10/16	10/18	M	Student-led project; Results to be communicated and inform E&D	

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
		protected characteristics**					Committee of further actions	
1.10	Information on academic careers	**BRONZE**						
		Clarity on postgraduate study options, processes and deadlines documented with personal tutors leading student discussions**	Postgraduate Studies Manager	01/16	Embedded	H	First tutorial taken place in 01/16	All students (c. 470) within the School have at least one scheduled tutorial dedicated to PG study options and availability of a personal tutor to provide personalised advice
		Third year UG academic careers tutorials and PGT "taster sessions"**	Masters Director/personal tutors	01/16	01/2019	H	Ambition to increase male PGT numbers by 15% by 2018/19	
1.11	Improvement of the processes to support students with families or students who are pregnant during their studies	**SILVER**						
		Review effectiveness of support and visibility of information for all other student categories, including parental leave**	Directors of Taught Programmes and Graduate Studies	09/17		H	Clear and applicable framework of support across all study provision, to 100% of student population with an easy access to information	QMUL Doctoral College now runs a PhD 'caring sessions' at their annual PhD event based on the School's recommendation
1.12		**BRONZE**						

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
	Identify and resolve any unintentional bias in PGR recruitment processes	PhD processes assessed and clarified**	Directors of Graduate Studies and HoA	11/15	Embedded	H		100% staff selecting PGR candidates trained in Recruitment and Selection; Selection carried out by more than one person; Panels are gender inclusive
		Exploring options for extending unconscious bias training**	The School's SAT representative on QMUL SAT	09/16	09/17	H	100% of staff involved in selection to have completed unconscious bias training	Increase from 7% to 65% of staff completed unconscious bias training since December 2016
		SILVER Formulate an approach to increase postgraduate BME population**	Directors of Graduate Studies, Director of Masters and SMG	12/17	09/20	H	Identifying a method to put in place for an increased BME PG population	
		Identify ways of achieving gender balance amongst PGR population	Directors of Graduate Studies	09/19	09/20	M	Achieving a greater gender balance in PGR population, aspiring to meet the national benchmark	
		Requesting that the ESRC LISS DTP analyse PhD applications by	The School's academic staff leading on DTPs	09/18		M	An improved gender awareness and subsequent gender	

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
		gender (applicant and proposed supervisor); Liaising with the UCL Geography SAT to ensure that the NERC DTP does the same					balance within DTPs, aspiring to meet the national benchmark	
1.13	Review the format and advertising of PhD opportunities to ensure inclusive approach	**BRONZE**						
		Review all PhD advertising materials	HoA, QMUL HR Business Partner	11/15	Embedded	H	Inclusive language used and advert encourages applications from underrepresented groups	100% of adverts have inclusive language
		Seek advice from QMUL Marketing on using social media to expand advertising options	HoS, HoA, Marketing and Communications Officer	10/16	09/17	L	To encourage an increase in diverse applications from currently underrepresented groups	
1.14	Breakdown of PGR supervisors (primary/secondary and joint supervisors) by gender	**BRONZE**						
		Data for 2013-2015 reviewed	Postgraduate Studies Manager	01/16	Embedded	M	Gender balance in PGR supervision with a range of role models	Data shows an onset of an increased male primary supervisors – to be addressed by the new AP below
		SILVER Address the drift towards an increased	Directors of Graduate Study	09/2018	Recurrent; at	M	Gender balance in PGR supervision with a range of role	

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
		proportion of male primary supervision allocation			recruitment stage		models; aspiring to achieve the gender balance	
1.15	Carrying an Equality Impact Assessment on the Action Plan	**BRONZE**						
		Equality Impact Assessment	HoA, QMUL E&D Manager	04/17	Completed	H	Assessment of the likely (or actual) effects of the plan on people in respect of disability, gender, including gender identity and racial equality	
1.16	E&D Training for staff and students	**BRONZE**						
		Information on staff completion rates obtained	HoS	01/16	Recurrent; Reviewed annually in January	H	48% of staff completed training as of April 2016	Current completion rates for Recruitment training have increased by 34% to 82% for all staff; appraisal training completion is at 100%
		Assess which student programmes (UG/PGT/PGR) have E&D as part of learning outcomes and identify provision for gaps	Directors of Taught Programmes and Graduate Studies with Teaching and Learning Committee	09/16	07/18	L	All student programmes to include E&D by 18/19	QMUL investment towards staff resources to ensure this action has taken place for UGs by 09/2017

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
1.17	BME role models within the school particularly within the postgraduate and staff population	**BRONZE**						
		Contribute to and be members of RGS-IBS Race, Culture and Equality Working Group (RACE)**	The School's SAT member	11/15	Embedded	M	Diversity of outreach activities across the country, including speaking at schools and museums specifically to encourage BME students to study Geography	Two members of staff are actively involved with RACE; one is member of SAT and provides reports
		Identify via RACE appropriate options for promoting BME role models	The School's SAT Co-Chairs and SAT members	10/16	07/18	M	Clear indication of options and plan for going forward; Staff awareness of this plan and associated actions	
		Work with RGS-IBG to gain data insights in the UK profile of Geography departments and the intersectionality of their staff by gender and BME**	HoS, RGS-IBG's Project coordinator: Learning and teaching accreditation	04/16	10/17	M		Celebrate and have visible BME role models at each stage of the study and career pipeline
1.18	Exit questionnaires and interviews	**BRONZE**						
		Improve record keeping for exit discussions	HoA, Line Managers	09/15	01/17, then review in 01/18	H	Analyse data to identify any trends	100% leavers have exit interviews; Low turnover of staff

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
								makes it difficult to identify trends
1.19	Assess gender and BME balance of honorary fellows and honorary degrees	**BRONZE**						
		Gather data on current profile of honorary fellows	HoA, QMUL HR Business Partner	12/16	07/18	M	Assess current profile to check for inclusivity	Evidence via sourced data
		Consult with the Faculty on honorary degree nominations	HoS	11/16	03/18	M	When considering honorary degree nominations to ensure inclusive representation	Increase inclusivity for underrepresented groups
1.20	Staff Selection and Recruitment	**BRONZE**						
		Interview panels are gender inclusive	Chair of interview panel, HoA	05/13	Embedded	H	Ambition for 100% of panels to be gender inclusive	100% panels are gender inclusive
		Advertisements use gender inclusive language, have links to family friendly policies and include QMUL's commitments to E&D	HoA, QMUL HR	2010	Embedded	H		Maintained gender balance in applications and shortlisting
		All panel members have completed QMUL selection and recruitment training	QMUL HR	2010	Recurrent; Reviewed annually until 100% reached	H	100% of panel members are compliant with procedures	82% of staff are compliant with the training; 100% panel chairs are trained
		Obtain recruitment data with added information of BME	The School's SAT representative on QMUL SAT	12/16	12/17	M	Identify any trends, and formulate	

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
							actions to be put in place	
		SILVER Identify and resolve any unintentional bias in academic appointment process	HoS, HoA	05/17	Recurrent; Monitor annually	H	Analyse trends; Inform about possible bias towards female appointments and look into adjusting appointment strategy	Aim to increase gender balance in academic post appointments
		Work with QMUL HR to identify opportunities for external advertising for PS posts	HoA, QMUL HR partner	09/17	Recurrent; when opportunities arise	H	External advertisement for PS posts	Aim to increase gender balance in PS staff and to meet the national benchmark by 2021
1.21	Promotion Support	**BRONZE**						
		Promotion and training discussions at appraisal	HoS, Appraisers	05/15	Recurring; Reviewed annually each May	H	HoS briefs appraisers to ensure promotion and training discussions take place	Increase in staff satisfaction in staff appraisal from 72% in the last survey to 85% in 02/17
		HoS and SMG sub-group identify staff and encourage promotion applications	SMG sub group led by HoS	07/14	Recurring; Annually each September	H	Support staff in applying for promotion in a timely manner	Increase in from 29% in the last staff survey to 79% (02/17) of staff agreeing they understand

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priority	Success Measure (monitoring mechanisms and indicators of success)	EVIDENCE/IMPACT
								the promotions process
		HoS individual staff meetings including discussions on career progression	HoS	09/15	Recurring; Annually each May-July	H	Provide strategic input and advice for individual staff on their career progression	100 % staff taken this opportunity
		Promote the Pathways to Promotion Workshops	Line Managers	07/16	Recurring; When the programme runs	H		Practice embedded with 100% line managers supporting this initiative
		SILVER Ensuring the new HR criteria for academic promotions is communicated to staff via E&D newsletter and via emails; Publicise HSS workshops introducing the new criteria	The School's SAT Co-Chairs, HoS	12/17		H	Staff awareness of the new criteria, assessed via staff survey	
1.22	Provide a range of staff training to suit the needs of the staff and encourage uptake	**BRONZE**						
		Training options (QMUL and School based) promoted to staff via email and training brochures	CAPD, HoS	09/14	Recurring; Annually each September	M		An increase from 68% in the last staff survey to 75% (in 02/17) in staff agreeing they are encouraged to

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								take up career development opportunities
		School based training options built in School Strategy	SMG		Plans span 2015-2019	M	68% of staff survey respondents indicated they were actively encouraged to take up career development opportunities in 2016; Ambition to increase this to 90% by 2018	92% of respondents in 02/17 staff indicated they were actively encouraged to take up career development, a jump of 24%
		Participation in QMUL High Potential Leaders Programme	HoS	02/16	11/16, and 11/18	M		Two participants successfully completed the programme
		Identify opportunities for staff to be involved in the Teaching Recognition project to gain a teaching qualification and enhance their professional development	CAPD	03/16	07/19	M	100% of staff who have teaching duties to be working towards (or have) a teaching qualification	Currently, 85% of our staff either hold or are working towards a teaching qualification
1.23	Develop support package for family leave (maternity/adopti	**BRONZE**						
		Development of a managers' and staff checklist to ensure	HoS, HoA, QMUL HR Business Partner	04/16	09/17	M	Checklist is being complied with direct	Effectiveness of the package will be measured by

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	on /paternity/shared parental/ carer)	consistency and range of support					experiences of staff within the School	assessing experiences of staff taking leave in the future
		SILVER Clear information and guidance about parental leave, particularly to FTC staff and provided via CAPD at CV and promotion workshops	HoS, HoA, Line managers, CAPD, QMUL E&D Manager	09/17	N/A	H	Information communicated at induction, probation and appraisal meetings	Assessed via next staff survey
		Develop support in transition from part-time to full-time work following return from parental leave	HoS, HoA	As and when cases arise	As and when required	H	Staff transitioning successfully from part-time to full time work; Follow up via individual meetings to assess effectiveness	
1.24	Staff appraisal	**BRONZE**						
		Greater access to data held on online system	QMUL HR, HoS, HoA	05/17		H		Access to defined parts of the system so that training and promotion discussions can be assessed, whilst maintaining staff confidentially

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		SILVER Training to appraisers ensuring the awareness of valuing individual's skills such as pastoral and outreach work**	HoS	06/2017	Review after appraisals in 2017 to asses if further action required	H	100% appraisers trained; Outcomes assessed in the next staff survey	
1.25	Review of the curriculum content to ensure the academic experience in our School is equitable and reflective of diversity	**BRONZE**						
		Ensuring course materials are equitable and reflective of diversity	SMG and Teaching and Learning Committee	09/16	07/20	L	Discussions taking place at the School Away Day (05/16) to identify a method of review and build this action into the School's new Key Principles for any new course content	Outcomes of Away Day being implemented; two full time members of staff currently reviewing the curriculum
1.26	Include a range of School and QMUL Mentoring Schemes available for staff and students	**BRONZE**						
		Probation and Women's Mentoring Network in place	QMUL HR	09/14	Embedded	H	Aiming for as many staff members as possible to take up this opportunity	QMUL Women's mentoring is currently being re-launched
		School Research Mentoring Programme commenced	HoS, Research Manager	05/15	Review 05/17	M	Gender balance of mentors achieved and evidence of uptake of mentoring in place	Staff survey indicates 75% of staff find mentoring useful
1.27	Analysis of funding data by	**BRONZE**						
		Raised by HoS at QMUL Annual Research Review	VP Research	09/16	09/17	L	Analysis and dissemination of	

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	funding provider by gender e.g. • Funding for Fellowships • Funding applications and awards	(with Vice-Principals for Research and HSS)					information with regards to funding and gender at QMUL level	
1.28	Commission a "diversity in QMUL" School of Geography video	**BRONZE**						
		Funding identified to commission a student led video	HoS, Staff Student Liaison Committee	10/16	10/17	M	Monitor the hits on social media	Analyse statistics and feedback from video "hits"
1.29	Maintain transparency of appointments to School management roles	**BRONZE**						
		Roles discussed and agreed before circulating information to the School, maintaining balanced workload and transparency	HoS	09/2006	Embedded	H	Our committees are broadly gender balanced	Continue ensuring of gender balance on committees
1.30	Effectively promote the new provision of Shared Parental Leave	**BRONZE**						
		Publish Case Studies featuring staff members who have taken shared leave	HoS, HoA	04/16	01/18	L		As staff take up this new provision, gather case studies to publish to encourage others
		SILVER Provide details of an HR contact for an impartial	HoA	04/17		H	Clear and concise guidance to staff on their entitlements	Monitor the awareness via staff focus group and survey

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		advice on parental leave**						
1.31	Maintain transparency of workload model	**BRONZE**						
		Consultative work load model in place, which is discussed openly and freely with all staff members	HoS, School Board	09/14	Embedded	H		89% of staff indicated in the staff survey that work load was allocated fairly
		Increase capabilities of extracting and recording work load data	HoS, HoA	09/16	09/17	M	Analyse workload data to ensure no gender bias in work load distribution	
1.32	Equal Pay Audits	**BRONZE**						
		QMUL has conducted an equal pay review and found there are no significant differences between genders or ethnicities in average basic pay for staff in grades 1-7	QMUL HR	09/12	09/16	M	New Equality Pay and Audit legislation published by the government in 2016. QMUL are working with the HR information systems team to: monitor the outcome of the latest consultation to establish the final calculations set up the metrics and review the results	Staff Bonus Scheme applications and awards in the Faculty are gender balanced; QMUL improved gender pay gap to 3%
1.33		**BRONZE**						

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	Promote the CAPD teaching qualification	Requested data on current uptake by grade and gender	The School's SAT Co-Chair and Centre for Academic and Professional Development	01/16	07/17	M	SAT has requested additional data to analyse any trends by gender	
1.34	Survey current PGTs on career aspirations	**BRONZE**						
		Identify any additional support needed and assess existing support	Masters Director	09/16	09/17	M	Identify any support needed to stem the pipeline "leakage" at PGT	
1.35	Staff Induction	**BRONZE**						
		All staff invited to attend QMUL and School induction	QMUL HR Business Partner, HoS, HoA	09/14	As new starters arrive	M		100% completion rate
		All new academic staff attend meeting at start of term	HoS, Director of Taught Programmes	09/14	Recurrent; Start of each academic year	M	100% completion rate by 07/17	Achieved 100% completion rate
1.36	Establish a pilot ECR Network – given small number of Researchers in department – and bring in support from across the faculty for peer networking	**BRONZE**						
		Director of Research discussing the option of a network with the Faculty Executive/HSS Research Advisory Group	Director of Research	11/16	Review 11/17	M		Additional peer support for research staff where numbers are low within a School

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1.37	E&D and Wellbeing webpage	Creation of a web page to gather events, actions, profiles and associated links (e.g. family friendly policies) in one place	Web Manager	08/17	08/18	M		Staff and students are more aware of the support mechanisms which are in place as measured by survey
1.38	Family friendly events	**BRONZE**						
		Inclusive events in place e.g. summer BBQ, staff parties, inaugural lectures, team building or networking events	SMG	09/12	Embedded	H		89% of survey respondents in 02/17 agreed (with 49% strongly agreeing) that the School work related social activities are welcoming to all genders
1.39	Diversity in Fieldwork Policy	**SILVER**						
		Policy to be revised in light of suggestions received via Feedback box to consider LGB+ safety on field trips	SMG, Teaching and Learning Committee	09/17		H	Ensure that policy is inclusive of LGB+ issues considering safety of students and staff whilst abroad	Policy in place and available to all staff and students via handbooks, email and QMPlus
1.40	PGT Bursary	**BRONZE**						
		Identified funding to offer eight PGT bursaries per annum for the next five years and to	SMG	04/16	11/17	H	Increased PGT student numbers and increased gender balance	Increased applications and interest in our programmes and

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		promote funding widely to all prospective students						gender balance to match the national benchmark by 2020
1.41	Flexible working	**BRONZE**						
		Communication of flexible working options to all staff (academic, research and PS)	HoS, HoA	09/14	Embedded	H	Clear guidance and information contained in Staff Handbook, QMPlus and at induction	Staff survey 02/17 indicated that 79% of respondents agreed that line managers are supportive of flexible working
		SILVER Ensuring that line managers are aware and support flexible working**	Line managers	09/17		H	Measure the staff perception via staff survey and aim to increase the proportion of satisfaction	
1.42	Research Support	**BRONZE**						
		Individual support meetings for academic and research staff who are new to the School	Research Manager, Resources Manager	01/14	Embedded	H		Discuss individual needs and provide information and guidance on procedures
		Implement the E&D REF Code of Practice	SMG	05/13	Embedded	M		Transparent and inclusive REF

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								submission process
		Weekly Research Seminars	Director of Research, Research Manager	09/14	Embedded	M		Increased gender balance of speakers, well attended events
		Peer review and PS support for grant applications and post award	Director of Research, Research Manager	09/14	Embedded	M		Clear support for early career and experienced academics and researchers
		Promote the QMUL Development Programme (Researcher Development Programme)	CAPD	02/12	Recurring; When the programme runs	M		Programme meets the requirements of the Concordat and Vitae; Increase participation of researchers by 20% by 2018
		Expand the time for Weekly Research Seminars and have dedicated slots for PGR presentations	Director of Research, Research Manager	09/16	Review 09/17	H	Support for PGRs to gain first academic role	PGRs have dedicated time for research discussions and presentations
		SILVER Providing feedback on the internal REF review to ensure transparency	HoS	07/17	Recurring annually until REF submission	H	HoS holding individual meetings with all academic staff	

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		throughout REF preparations						
		BRONZE						
1.43	Leadership roles within and beyond QMUL	Opportunities are circulated to staff; staff discuss prospective applications with HoS/HoA; If these roles include staff buy-outs this is included in workload allocation; Staff achievements are celebrated	SMG	09/13	Recurrent; Reviewed after staff surveys take place	M	Staff Survey results in 02/16 showed that 45% of staff agreed they were encouraged/given these opportunities; Nominations to High Potential Leaders Programme	Staff Survey in 02/17 showed a significant increase in staff who agree that this support is in place by 34% to 79%
		Explore findings of staff survey via focus groups to identify further ways of supporting staff to take leadership roles	SMG	04/16	07/18	M	Increase staff survey results to 90% by 2018	Focus group outcomes concerned PS staff and reflected in AP1.47
		SILVER Increase participation in future focus groups via electronic participation	The School's SAT Co-Chairs	04/18		M	Increase participation in focus groups to 50% by 2019	
		Targeted focus groups with new staff, junior staff, ECRs	The School's SAT Co-Chairs	04/19		M	Identify issues relating to induction and career progression that will inform future action planning	
1.44	Outreach	**BRONZE**						

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		Outreach recognised and valued in work load allocation, promotion and appraisal	SMG	03/14	Embedded	M	Comprehensive programme measured by the QMUL/HSS benchmarks annually	Outreach work is recognised and in place
		Outreach programme including mentoring, Stepping Stone project and BME engagement activities in place	HoS, the School's Widening Participation Officer	09/14	Recurring; review annually in Summer	M	Programmes in place and successfully run; BME engagement activities to be set up	Mentoring and Stepping Stone projects in place for three years and supporting students in their transition
		Increase availability of outreach activity data to analyse trends	The School's Widening Participation Officer	12/16	12/17	H	Deeper evaluation of participants by gender and BME	New action point created (below)
		SILVER Outreach events show a gender bias towards male speakers	TPRAC and The School's Widening Participation Officer	09/19		L	Gender balanced choice of speakers	
1.45	Consult and agree on School's Key Principles	**BRONZE**						
		School's Key Principles discussed at School Away Day and a revised version approved at School Board incorporating staff input	HoS	05/16	05/18	H	Defined principles on ways of working within the School	Questions to measure the impact of having Key Principles will be included within our next

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								School Staff survey
		School's Key Principles communicated to all staff in the Staff Handbook	HoS, HoA	09/16	Recurring; Annually each September	H		Staff survey indicated that 94% of staff feel that the School is a good place to work
1.46	Action against unsupportive behaviour amongst colleagues	**SILVER**						
		Addressing unsupportive behaviour; Staff survey indicated that only 2% of staff indicated experience of this, but the School is taking a positive action to address any such instances	HoS, HoA, Centre for Academic and Professional Development	05/17	Recurring; Assess the outcome of each staff survey	H	Training on 'working well together' at the mandatory Away Day; then monitor if there are any future instances	100% staff to receive training
1.47	PS staff promotion	**SILVER**						
		Addressing the lack of promotion opportunities within the School**	HoA, CAPD	09/19	Recurring; Annually to review the progress	L	Working with CAPD to identify mechanisms for PS staff promotion	
		Opportunities for PS staff secondments for professional development	HoA, CAPD	09/19	Recurring; Annually to review the progress	L	Working with CAPD and other Schools to identify opportunities for secondments and/or shadowing within the School	

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1.48	External examiners for PGRs	**SILVER**						
		Greater gender balance in external examiner appointments	Directors of Graduate Studies, PGR supervisors	09/19	Recurring; Annually to review the progress	M	Increase a number of female external examiners, aiming for a gender balance	
1.49	Extended support for PhD students	**SILVER**						
		Providing advice and support for PGR students with regards to career path in the light of economic changes**	Directors of Graduate Studies, PGR supervisors	09/16	09/17	M	Identifiable, confidential and available sources of advice to PGR students in terms of academic career progression (incl. teaching opportunities)	
		Teaching-experience opportunities via new Teaching Associate contracts, in preparation for academic career	HoS, Director of Taught Programmes	09/16	Review in 09/2018	M	Contracts offered to PGR students, new training sessions organized for Teaching Associates	12 TA contracts taken up, 100% attendance at the training sessions
1.50	Supporting staff with caring duties	**SILVER**						
		Lobby with the university for free childcare to be provided for all staff and student ambassadors working on Saturdays e.g. open days	The School's SAT Co-chairs	03/18		M	Free childcare available for staff and student ambassadors at all weekend events	
		School funds the costs associated with childcare when staff are	HoS, HoA	10/16		H	Providing funding for staff to take children on trips	Funding made to four members of staff in 2016/17

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		undertaking field trips if other arrangements cannot be made						