# Department Application
## Bronze and Silver Award

## ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

## ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

## COMPLETING THE FORM

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

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

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

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

## WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

| | |
|---|---|
| **Name of institution** | University College London |
| **Department** | Geography |
| **Focus of department** | STEMM  as well as AHSSBL |
| **Date of application** | April 28 2016 |
| **Award Level** | Bronze |
| **Institution Athena SWAN award** | **Date:** April 2015    **Level:** Silver |
| **Contact for application**<br>Must be based in the department | Dr Chris Brierley |
| **Email** | c.brierley@ucl.ac.uk |
| **Telephone** | 020 7679 0571 |
| **Departmental website** | www.geog.ucl.ac.uk |

## ACRONYMS

| | |
|---|---|
| ASER | Annual Student Experience Review (annual monitoring process) |
| BME | Black and Ethnic Minority |
| DEOLO | Department Equality Opportunities Liaison Office |
| DM | Department Manager |
| dHoD(E) | Deputy Head of Department (Education) |
| HoD | Head of Department |
| NERC | Natural Environment Research Council |
| PGR | Postgraduate Research (student) |
| PGT | Postgraduate Taught (student) |
| RGS-IBG | Royal Geographical Society (with the Institute of British Geographers) |
| SAT | (Geography) Self-Assessment Team |
| SHS | Social and Historical Sciences (UCL Faculty) |
| SSSC | Staff Student Consultative Committee |

## 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.

**Application for Athena SWAN Bronze Award from the Department of Geography, UCL**

I am pleased to write in support of this application for an Athena SWAN Bronze award from the Department of Geography at UCL. Our Department is wholly committed to fostering a collegiate and supportive working environment for all staff and promoting equality in all its forms. We view gender equality as fundamental to a broader vision that values and respects all students and staff, irrespective of background, gender, seniority or role within the university. We are proud of the diversity of our student body and the fact the academic progression and attainment are similarly excellent for undergraduate and taught postgraduate students irrespective of gender, nationality or ethnicity. At the same time, we have also made a conscious effort to put in place a flexible and supportive working environment that makes no distinction between academic, professional services or research staff.

Our Self-Assessment Team is drawn from a broad spectrum of roles and levels with our student body and reflects varied perspectives, working practices and work-life balance issues. We have deliberatively encouraged contribution from both men and women in the belief that all of us have a vested interest in building an inclusive, representative and fair academic community. I can confirm that the information (qualitative and quantitative) that is presented in the application is an honest, accurate and true representation of the department.

Despite good intentions, we present clear evidence of issues pertaining to gender equality that require urgent and concerted action. In common with a number of other UK Geography departments, we have a markedly divergent gender balance pathway that is actually biased towards females at undergraduate and even taught postgraduate level but leads into a sharply decline in female presence within our academic staff. Only 25% of our academic staff, and just 15% of professors, are female. Whilst even this dismal picture is better than that of some leading Geography departments, and is not far from a discipline-wide norm, some departments already do much better. At least one leading London Geography department has gender parity at all stages of the academic career pipeline. This provides a stern caution that gender inequality is not an inevitable facet of our discipline, nor can it be attributed solely to gender-specific barriers arising from a central London location. At the same time, it also offers encouragement to uncover and counter the myriad factors and conscious biases that hinder gender balance. Our Action Plan is a means to this end.

I, and my soon-to-be successor, Andrew Barry are wholeheartedly committed to seeing our Action Plan through, not simply because we believe in equality per se, but also because we are convinced that gender balance is fundamental to the health of our department and the discipline of Geography.

Yours sincerely,

Professor Jon French

Head of Department

Athena SWAN is an important initiative and I'm very pleased that the Department is applying for the Bronze Award, thanks to the hard work of the Self-Assessment Team. This is clearly only a start, but this report will help us reflect on the range of issues that need to be addressed and the actions that need to be taken to promote gender equality across the Department. I am fully committed to developing the engagement with the Athena SWAN process further over the coming years.

Professor Andrew Barry (incoming Head of Department)

## 2. DESCRIPTION OF THE DEPARTMENT
**[Word count: 502]**

The UCL Department of Geography celebrated its centenary in 2003 and is widely recognised to be one of the leading geography departments in the world. We have been highly rated in all six UK Research Assessment Exercises and the 2014 REF confirmed that more than 80% of the Department's research activity is considered World Leading (4*) or Internationally Excellent (3*). We are also 7th in the world in the 2016 QS World Geography Department rankings (from 8th in 2015). Within UCL, Geography is currently part of the Faculty of Social and Historical Sciences, having formerly also being affiliated with Mathematics and Physical Sciences. We are thus part STEMM(physical geography) and part AHSSBL (human geography) and our research and teaching covers a broad spectrum of the natural and social sciences (Figure 1). As of April 2016, we have 42 full-time academic staff, 21 professional services staff and 25 research staff.
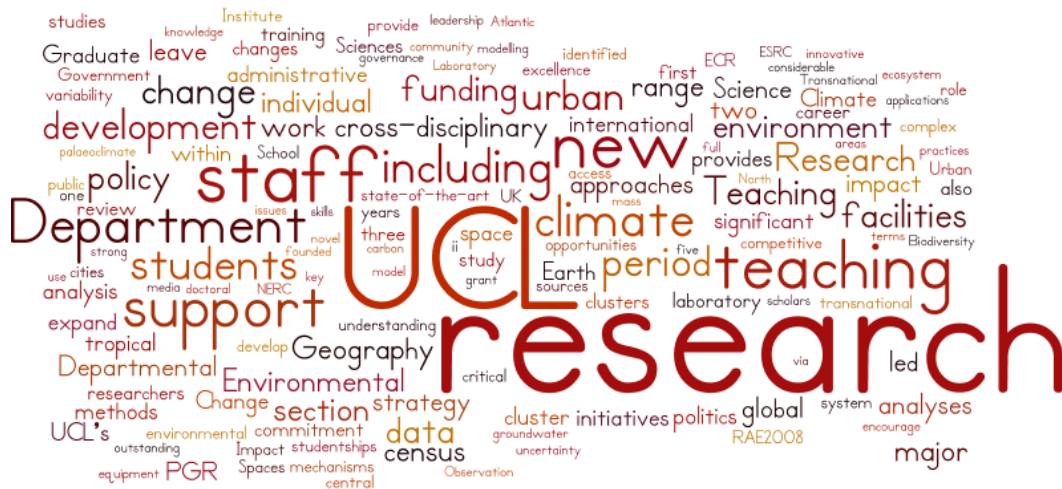


**Figure 1: Strands of UCL Geography**

We offer 6 undergraduate programmes (2 BA and 4 BSc) and 11 taught graduate programmes (all MSc). Combined, these consisted of 564 students in 2014-15, with a further 14 affiliate students. Our undergraduate intake over the past 3 years has been predominantly female (270 female; 175 male), and the same is also true of our MSc intake (249 female; 161 male). As a Geography department with a global outlook, we aspire to have a diverse student body and 38% of Geography students graduating in 2015 were from BME backgrounds. Most encouragingly, their final degree performance was no different to non-BME students and we see little systematic gender-based difference in progression or achievement either accordingly to the most recent 2014-16 datasets. The intake of new graduate research (PhD) students has been fairly evenly split by gender over the past 3 years (43 female; 41 male).

The gender balance of our staff has been a matter of concern and scrutiny over the last few years. Our academic staff are predominantly male (10 female; 32 male, with 3 vacancies currently advertised that will take our complement to 43.5). A similar, though smaller, bias is evident within our research staff (9 female; 14 male), although turnover of fixed-term research staff is obviously higher than for academic staff and both numbers and gender balance fluctuate. In contrast, professional services staff are predominantly female (14 female; 8 male). Staff who administer the teaching programmes are nearly all female, as are the Department Manager, Finance Administrator and Laboratory Manager. We have 3 full-time IT staff (1 female; 2 male).

We thus have a marked variation in gender balance between a female-dominated undergraduate and taught postgraduate population, a more-or-less balanced PhD student body, and a strongly male-dominated academic staff (Figure 2). This differs from some pure STEMM disciplines but is similar to many other Geography departments (Figure 3). We are particularly concerned to address the gender imbalance within the academic staff that increases with seniority such that only 2 of out 13.5 professors are female. This is one of our main targets for future action.

# UCL, DEPARTMENT OF GEOGRAPHY

Athena SWAN Charter Coordinator
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London  WCA 3LJ
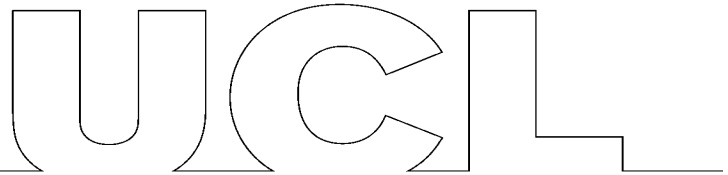
April 27, 2016

**Application for Athena SWAN Bronze Award from the Department of Geography, UCL**

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Our Self-Assessment Team is drawn from a broad spectrum of roles and levels with our student body and reflects varied perspectives, working practices and work-life balance issues. We have deliberatively encouraged contribution from both men and women in the belief that all of us have a vested interest in building an inclusive, representative and fair academic community. I can confirm that the information (qualitative and quantitative) that is presented in the application is an honest, accurate and true representation of the department.

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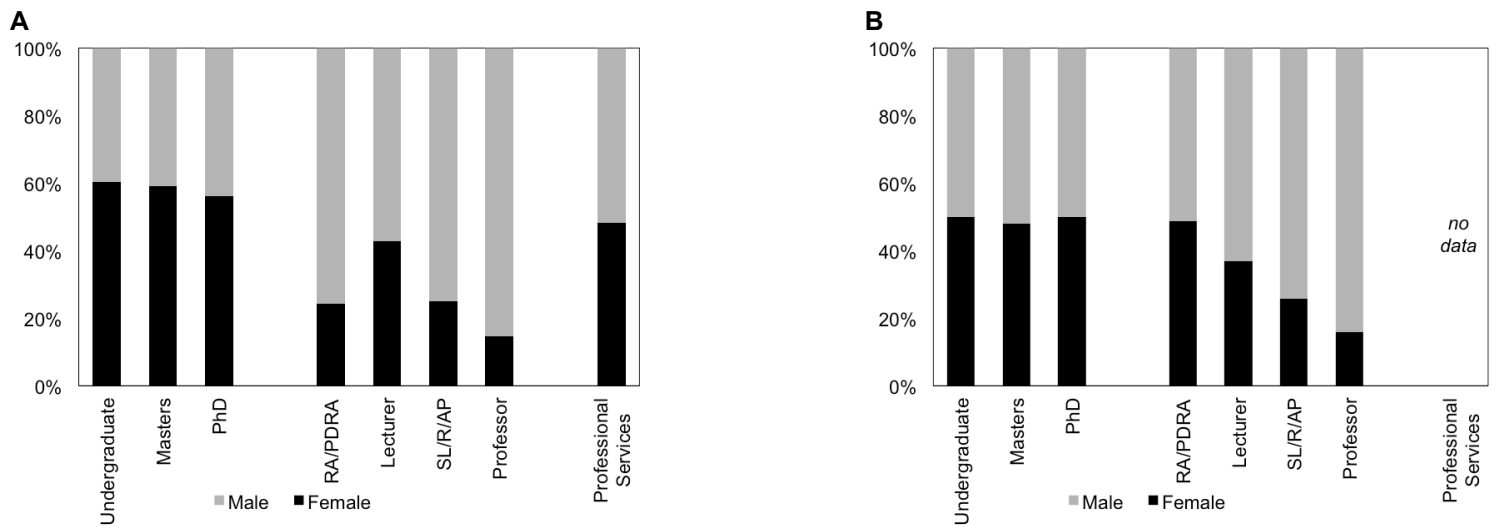Professor Andrew Barry (incoming Head of Department)

**Figure 2: Gender balance across student and staff in A) UCL Department of Geography and B) nationally [source: staff (2007-08) and student (2009-10) data from HESA].**
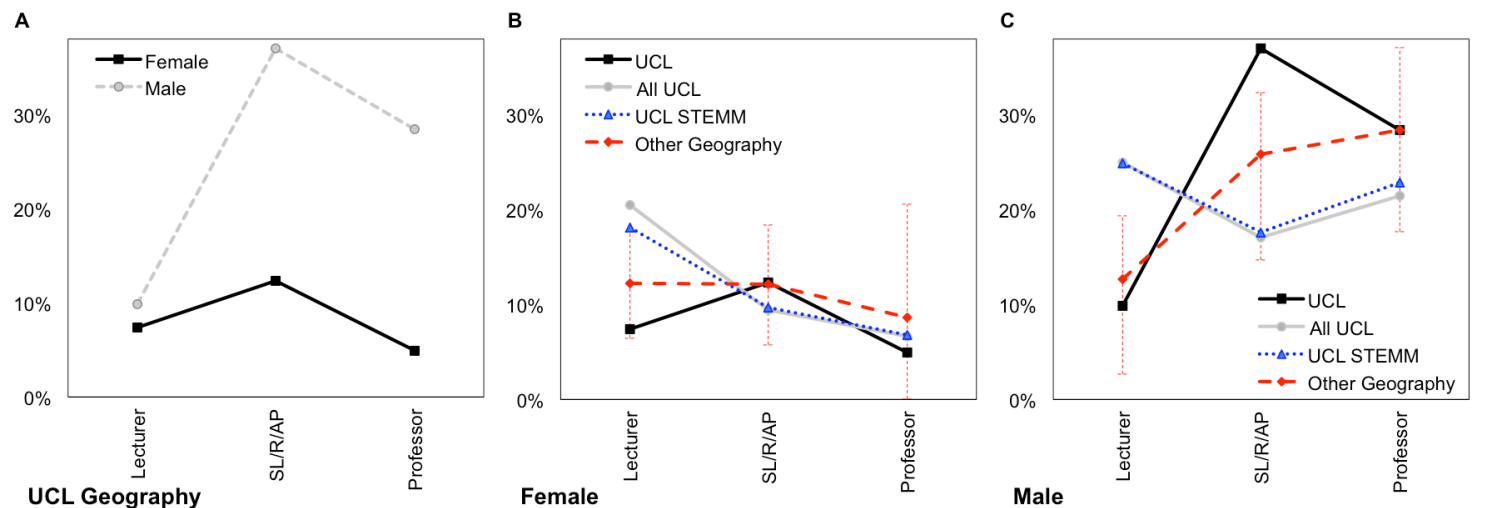


**Figure 3: Percentage of total staff for each grade and gender in UCL Department of Geography (A) compared with all and just STEMM departments at UCL, and a selection of competitor Geography departments (showing the mean and range) (B and C).**

## 3. THE SELF-ASSESSMENT PROCESS
**[Word count: 987]**

### (i) Description of the self-assessment team

Informal discussions of gender equality and diversity issues were initiated in 2014 in advance of the decision by the Head of Department (HoD) to submit an application for Athena SWAN Bronze. The Geography Self-Assessment Team (SAT) was formally established in autumn 2015, and has held five full team meetings and numerous sub-team 'breakout' meetings leading up to this application. The SAT currently has 13 members (5 men and 8 women) from the academic and professional services staff at all levels of seniority, and all stages of the student body. The HoD has been a key instigator and an active team member, and this application has the full backing of the Departmental management. As of April 2016, the members of the SAT are as follows:

| Name | Job title / Role | Contribution within SAT |
|---|---|---|
| Jen Adams | Postgraduate Research Student | Jen aims to understand and hopefully reduce the biases against females in STEMM will help her achieve a career in academia |
| Jan Axmacher | Senior Lecturer and Departmental Equal Opportunity Liaison Officer (DEOLO) | Married with two young children, sharing family responsibilities with wife who also works (part-time) as senior lecturer at UCL. |
| Chris Brierley | Lecturer and SAT Chair | Responsible for overall coordination of the Self-Assessment effort. He has benefitted from the flexible hours to balance childcare responsibilities. |
| Frances Brill | Postgraduate Research Student | Frances has published about gender discrimination elsewhere and would like to tackle the issue closer to home. |
| Helene Burningham | Senior Lecturer | Helene is keen to ensure that equality is achieved in all aspects of Department life and to engender a strong collegial network to help support this. |
| Ro Ebbesen | Taught postgraduate student 2015-16 | Ro is experienced with feminist and queer politics and he is particularly interested in pushing for increased recognition of transgender people. |
| Jon French | Professor and Head of Department (HoD) from 2011-2016) | Jon's term as HoD coincided with the birth of his twins and he has been keen to replace a traditional academic culture of long working hours with a healthier work-life balance. He has been active within the SAT since its inception, attending all bar one meeting held to date. |
| Anson Mackay | Professor, Faculty Vice-Dean of Research | Anson acts as liaison with wider Faculty initiatives and is the SAT team's LGBT |

| | | champion. |
|---|---|---|
| Fiona Mannion | Professional Services | Fiona works in postgraduate admissions and funding administration and is keen to participate in the advancement of gender equality: representation, progression and success for all. |
| Maria Meroi | Undergraduate student | Maria would like to understand why the mainly female students are taught by mainly male staff. |
| Jenny Park | Undergraduate student | Jenny is active in mobilising student-led womens' health and well-being initiatives. |
| Jasmine Puteri | Taught postgraduate student | Jasmine has looked at gender issues relating to project development and project implementation in her native Indonesia. |
| Jenny Robinson | Professor | Jenny has previously served as Deputy HoD(Research), and is particularly interested tackling biases against women in their everyday experiences as an academic. |

### (ii)    Account of the self-assessment process

As a Department that currently lies within the SHS Faculty, and has a strong commitment to the social as well as the natural sciences, this is the first time we have applied for an Athena SWAN award. We have followed the evolution of Athena SWAN with interest. Several departmental procedures were up for revision this year, and we was felt that starting the Athena SWAN process now would help embed equality principles from their inception. We have been encouraged and supported by the UCL Human Resources Division. We have received valuable support from the UCL Equalities and Diversity Team, especially Harriet Jones and Fiona McClement. The Geography SAT has specifically investigated the following key aspects of gender balance and equality:

• Thorough review (and creation of) datasets against which to evaluate gender balance and inequalities at each of the key transition stages from undergraduate to professor.

• A review of current Departmental policies and practices to identify potential sources of unconscious bias.

• Formulation of an Action Plan based on the evidence gathered.

Writing the application has been a collaborative and extremely collegial process with input from all team members. Concern over the possibility of a continued increase in the female bias at undergraduate level notwithstanding (section 4.1.ii), we have focused our initial effort on understanding what we see as a more urgent need to address gender imbalance within the staff, and its underlying causes. We have been guided by both qualitative and quantitative findings from a 2014 Gender Balance and Academic Career Progression survey within our Faculty; the SHS Faculty Equalities and

Diversity Action Plan (updated 2015); and 2015 UCL Staff Survey data for Geography. We have collated and analysed extensive datasets relating to staff and student recruitment, retention, promotion and turnover, and reviewed existing policies at Departmental level and across UCL more broadly. We have been able to draw on high quality centrally collated data that feed into various annual quality monitoring processes (e.g. our Annual Student Experience Review).

We see action on gender equality as an important element of a broader concern with equality and diversity in general and, where possible, we are aligning our effort in relation to Athena SWAN with actions to monitor and address the full spectrum of equality issues. Our HoD has also been actively involved in UCL's successful bid for Race Equality Chartermark Bronze accreditation in 2015.

### (iii)    Plans for the future of the self-assessment team

The SAT will continue meeting on a quarterly basis in order to monitor progress towards our goals. SAT membership will evolve, with student members rotating according to the duration of their study.  For academic year 2015-16, the SAT will continue to be chaired by Dr Chris Brierley. Professor Andrew Barry, who takes over as HoD from Professor Jon French in August 2016, will join the team and is fully committed to taking forward its Action Plan. Further engagement from staff outside of STEMM sub-disciplines is envisaged. Progress towards our goals will be measured through annual reviews of the background data for staff (in winter) and students (in spring, to take advantage of our ASER monitoring data).

Verbal reports on Athena SWAN progress will be made to all staff during our staff meetings and Athena SWAN will be a standing item on Staff Meeting agendas, as well as both the Research and Teaching Committees (**Action 5.2**). A written monitoring report will be distributed to the student body through formal discussion at the Staff-Student Consultative Committee meetings and via the Departmental website (**Action 1.6**).

## 4.   A PICTURE OF THE DEPARTMENT
**[Word count: 1967]**

### 4.1.   Student data
#### (i)    Numbers of men and women on access or foundation courses

N/A.
#### (ii)    Numbers of undergraduate students by gender

The proportion of female undergraduates enrolled within the Department is 61% for 2015-16 (250:163). This proportion has risen marginally over the last five years (from 59%), whilst our undergraduate population overall has expanded by 22%. Females significantly outnumber males on our main BA and BSc Geography programmes (Figure 4). BA and BSc can be used a crude proxy for 'human' and 'physical' geography, although our BSc Economics and Geography degree is generally more human geography. It is interesting to see that both the BA and BSc programmes have a similar gender imbalance in favour of females. In contrast, our smaller and/or new programmes (BSc Geography/Economics; BSc Geography International) appear to be more balanced.
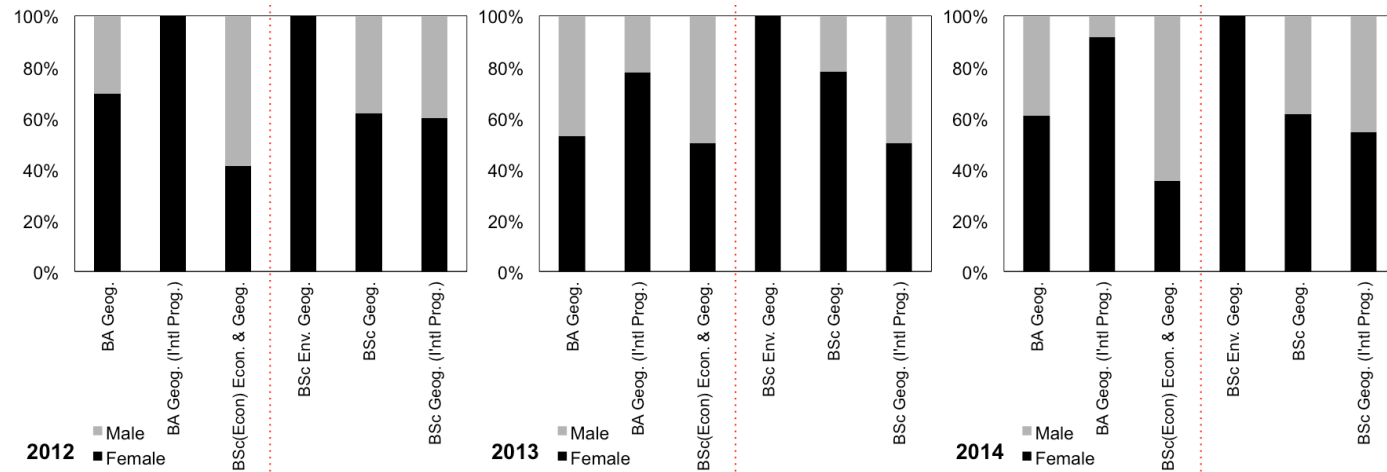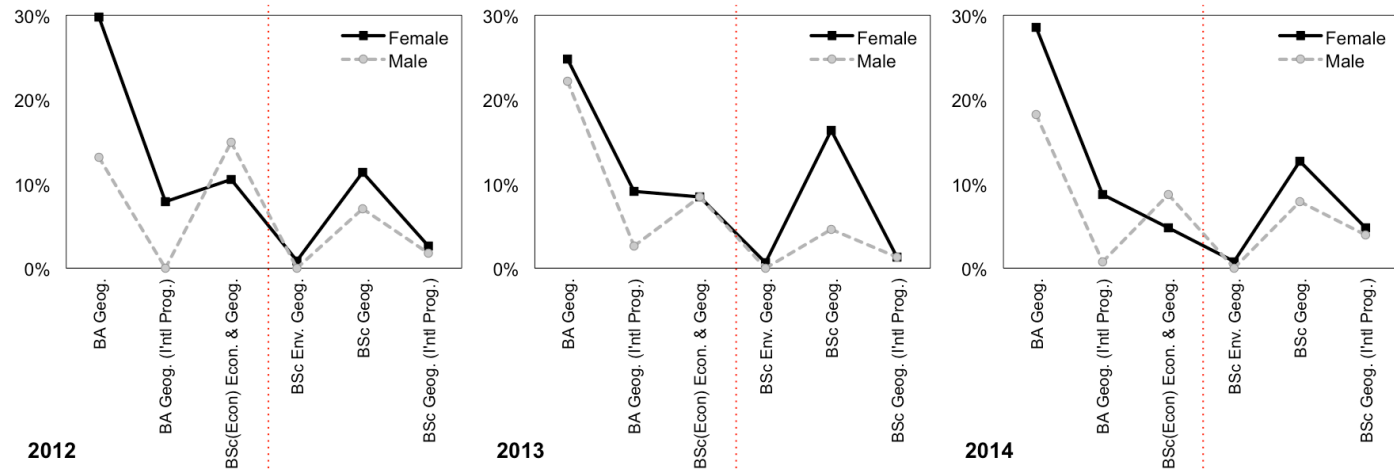
**Figure 4: Undergraduate intake numbers for UCL Geography programmes over the academic years 2012-13, 2013-14 and 2014-15 presented in terms of A) gender balance per programme and B) percentage of our total undergraduate body on each programme by gender. BA Geography (including International) and BSc Economics and Geography are *Human and Social Geography* programmes; BSc Environmental Geography and Geography (including International) are *Physical Geographical Science* programmes.**

HEI sector averages are available for both "Human and Social Geography" (57% female) and "Physical Geographical Sciences" (49%). Programmes falling under Human and Social Geography account for 74% of our undergraduate body. The proportion of females on our human and social programmes averages 60% female for the years shown above, which is slightly above the sector average. Our three physical programmes average 66% female (Figure 4) - substantially above the ratio for the sector as a whole.

Whilst we are encouraged not to have a classic STEMM male bias within our undergraduate enrolment, we have some concerns about any further significant increase in the female bias and its implications for our ability to achieve and sustain a diverse student body. Detailed analysis of our combined applications data shows that the Department receives more applications from females (57% for 2015/16). The percentage of female applicants is broadly in line with the HEI sector average. UCL collects no statistics of students with a non-binary gender (**Action 6.7**)

Our student enrolment has a higher female ratio than our applicant pool. The tendency increases by roughly equal amounts at both the offer and acceptance stages – resulting in an acceptance rate of 63% in 2015-16. The Department has revised its undergraduate open days this year driven mainly by a desire to improve our offer conversion rate (which dropped to 37% in 2015/16 from 42% the year before). The result of this change will be monitored from a gender perspective (**Action 6.2**). Offer letters are issued by central admissions via procedures that do not exhibit similar tendencies for other subjects. Therefore, the greater chance of a female candidate receiving an offer likely reflects attainment differences at A-level.

Gender appears not to influence student progression or achievement. Data on this are now scrutinised closely as part of an Annual Student Experience Review (ASER) process (**Action 6.2**). As shown by Table 1, female students appear to be out-performing males at the highest grades, although there is interannual variability and a more even balance in the last year. Averaged over the past five years, 16% of females received a 1$^{st}$ class degree compared to only 13% of males. We suspect this is a valid expression of the quality of the students, but will monitor the situation (**Action 6.2**).

| Degree | Year: | 2011 | 2012 | 2013 | 2014 | 2015 | % of M/F grades |
|---|---|---|---|---|---|---|---|
| 1st | Female | 11 | 11 | 13 | 5 | 18 | 16.1% |
| 1st | Male | 2 | 4 | 4 | 10 | 14 | 12.5% |
| | *%F* | *85%* | *73%* | *76%* | *33%* | *56%* | |
| 2:1 | Female | 37 | 53 | 23 | 50 | 87 | 69.3% |
| 2:1 | Male | 47 | 39 | 27 | 24 | 50 | 68.5% |
| | *%F* | *44%* | *58%* | *46%* | *68%* | *64%* | |
| Other | Female | 13 | 6 | 8 | 8 | 18 | 14.7% |
| Other | Male | 13 | 15 | 2 | 7 | 15 | 19.0% |
| | *%F* | *50%* | *29%* | *80%* | *53%* | *55%* | |
| **Totals** | **Female** | 61 | 70 | 44 | 63 | 123 | |
| **Totals** | **Male** | 62 | 58 | 33 | 41 | 79 | |

Table 1: Undergraduate attainment by gender. Numbers of students achieving 1st and 2(1) degree classifications and below in each of the past five years are tabulated, along with the percentage of those classifications attained by females (in italics). The final column shows the percentage of total females (or males) attaining each classification averaged over the five years.

(iii)    Numbers of men and women on postgraduate taught degrees

UCL Geography currently runs 10 MSc programmes. Changes in the degree portfolio mean that we have chosen to only analyse the last three academic years by degree (Figure 5; Table 2). MSc Globalisation (included in our analysis) is no longer offered and MSc Environment Science & Society is now Environment Politics & Society. Over this period, the proportion of female postgraduate taught (PGT) students ranges from 61 to 65%.

Degrees that are almost entirely within human geography show a strong imbalance (71% being females). Within physical geography, some (e.g. MSc Remote Sensing) though not all (e.g. MSc Aquatic Science, MSc Environmental Modelling) programmes have more male students. Aggregation of the MSc programmes into broadly Physical and Human & Social Geography classifications (Figure 5) shows that these have 52% and 66% female students respectively. Both these proportions exceed the HEI sectoral averages of 47% and 58% respectively and we are encouraged not to have any evidence of a classic STEMM male bias on our physical programmes. At PGT level, the proportion of female MSc students closely matches the pool of applicants.
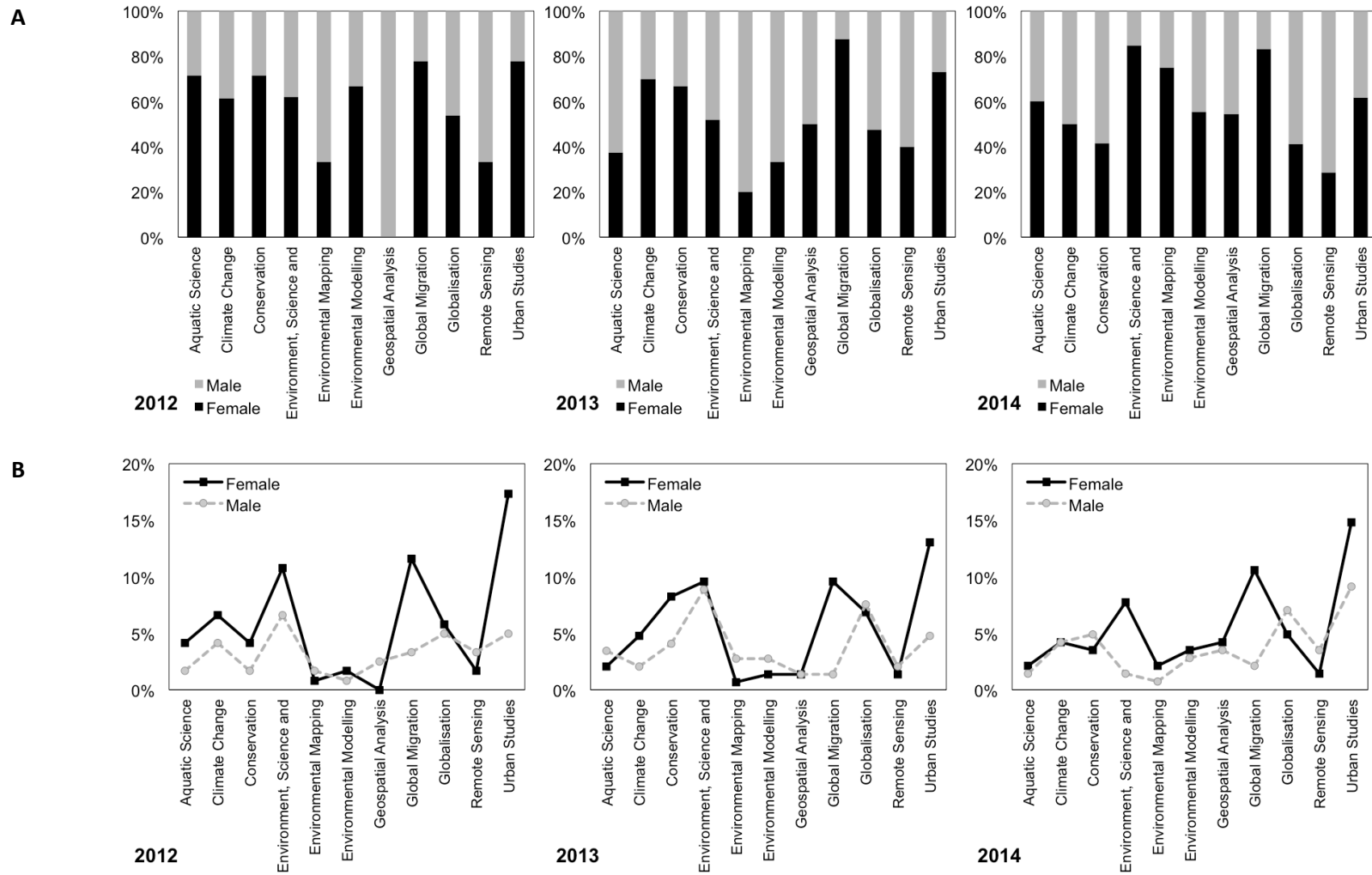
**Figure 5: Taught masters intake numbers for UCL Geography programmes over the academic years 2012-13, 2013-14 and 2014-15 presented in terms of A) gender balance per programme and B) gender distribution across all programmes.**

Since the individual degrees include some small cohorts, data from across all the PGT programmes have been combined to analyse attainment (Table 2). There do not appear to be any statistically significant differences between the genders. There is suggestion of greater spread in the grades of male students. This may not be anything untoward as a greater proportion of females study human geography – which traditionally sees less spread in grades. It does warrant further monitoring and investigation, especially with respect to dissertation grades across the two exams boards (**Action 6.5**).

| Degree | Year: | 2011 | 2012 | 2013 | 2014 | 2015 | % of M/F grades |
|---|---|---|---|---|---|---|---|
| Distinction | Female | 18 | 19 | 19 | 23 | 19 | 25.7% |
| Distinction | Male | 13 | 13 | 12 | 14 | 16 | 28.2% |
| | *%F* | *58%* | *59%* | *61%* | *62%* | *54%* | |
| Merit | Female | 18 | 26 | 29 | 15 | 30 | 30.9% |
| Merit | Male | 10 | 11 | 10 | 11 | 21 | 26.1% |
| | *%F* | *64%* | *70%* | *74%* | *58%* | *59%* | |
| Pass | Female | 31 | 48 | 24 | 36 | 27 | 43.5% |
| Pass | Male | 29 | 20 | 18 | 30 | 13 | 45.6% |
| | *%F* | *52%* | *71%* | *57%* | *55%* | *68%* | |
| **Totals** | **Female** | 67 | 93 | 72 | 74 | 76 | |
| **Totals** | **Male** | 52 | 44 | 40 | 55 | 50 | |

**Table 2: Taught postgraduate attainment by gender. Numbers of students achieving degree classifications of Distinction, Merit and Pass in each of the past five academic years are tabulated, along with the percentage of those classifications attained by females. The final column shows the percentage of females (or males) attaining each classification averaged over the five years.**

(iv)  Numbers of men and women on postgraduate research degrees

The postgraduate research student (PGR) population within the Department has increased dramatically in the past few years – from roughly 65 up to 114 in 2015/16. Full-time students have dominated this increase, and consequently the proportion of part-timers has reduced. Of the 10 part-time students currently undertaking postgraduate research, 5 are female and 5 are male. Before 2014/15 our body of postgraduate research (MPhil/PhD) students had a slight male imbalance (Table 3). After this point, UCL Geography became the host of the London NERC Doctoral Training Partnership, which takes 36 students a year, who are all based in UCL Geography for their first six months of training.  This has fed through into an increase in the number of physical geography PhD students overall from a low point in 2012. Expansion in PhD numbers has also been matched by shift to marginal female dominance followed by an even balance in 2015-16.

For each of the past five years, female applicants are slightly more likely to receive an offer of a place (see Table 3). This has not necessarily translated into greater female enrolment as less of those offers are accepted. Understanding the

reason for this is made difficult by the multiple application routes and so far we have only analysed combined statistics (**Action 6.4**).

There is no quantitative evidence of gender impacting PhD attainment (**Action 1.3**). The average time taken to complete a PhD for students starting between 2006-07 and 2010-11 is 4 years and 2 months for both males and females. This exceeds the UCL 4 year target and we are under some pressure to improve this rate. Measures include more rigorous tracking of progress (we already have a mandatory online graduate log) and compulsory training on writing and research skills. Qualitative data on success and the research student experience will be collected and analysed under our Action Plan (**Action 6.3**).

| | Academic Year | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|---|---|---|---|---|---|---|
| **Students Enrolled** | Female | 32 | 26 | 30 | 58 | 57 |
| | Male | 35 | 33 | 38 | 47 | 57 |
| | *% female* | *48%* | *44%* | *44%* | *55%* | *50%* |
| **Admissions Ratios (% female)** | Applications | 52% | 45% | 43% | 54% | 43% |
| | Offers | 55% | 53% | 48% | 60% | 46% |
| | Acceptances | 41% | 40% | 45% | 61% | 45% |

**Table 3: Summary of PhD student admissions and enrolment by gender.**

(v)    Progression pipeline between undergraduate and postgraduate student levels

Both undergraduate and taught postgraduate student cohorts have high proportions of females. There is a swing towards males at the transition from MSc to MPhil/PhD, although this has lessened in recent years. Our new NERC DTP has a more streamlined and transparent application procedure that uses objective points-based application grading criteria and draws on a broad selection panel drawn from the partner institutions. This may be a factor underlying the slight step up from a mean of 45% female PhD students between 2011-12 and 2013-14 to 53% between 2014-15 and 2015-16. It will be interesting to see whether the proportion of female PhD students continues to rise (and so reflect the ratio for taught students). We will continue to monitor PhD gender balance within the NERC DTP and the Department as a whole (**Action 6.4**).

**4.2.    Academic and research staff data**

(i)    Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

All academics at lecturer or above are expected to be active in research and to contribute to teaching. As a whole the academic staff is predominantly male – averaging 25% female at lecturer or above during the analysis period. Figure 6

summarises the gender balance on the academic staff pipeline using data for all academic years from 2012-13 to 2015-16. This analysis clearly shows how the proportion of female staff declines at higher grades. Most evident is the steep decline at professorial level, such that only 15% of professors are female.

As shown in Figure 2, this pipeline is similar to that found in many other Geography departments and there are a few departments with a lower proportion of female professors (e.g. KCL, Bristol). However, there are also Geography departments, such as QMUL, with a near-even balance. So we have a problem here that clearly can be resolved if we can identify any biases and implement appropriate recruitment, retention and/or promotion practices. Amongst the factors implicated (see also section 4.2.iii) are opportunities for immediate promotion elsewhere, especially in the REF 'poaching' window, avoidance of long commutes and unconscious bias within our recruitment processes (section 5.1.i).

Post-docs are hired on research-only contracts, but are increasingly encouraged to contribute to teaching as an important element of longer-term career development. Research staff numbers fluctuate given the higher turnover than for academic staff (some research projects last only 12 months). The gender ratios of the postdoc population can swing wildly. In 2013-14, over 80% of the postdocs were female (see Figure 6). However, a snapshot in mid-April 2016 shows that only 22% of current postdocs are female. These fluctuations partly reflect the success of PIs in securing research funding across various sub-disciplines, with the current post-doc staff including significant recent grant successes in the fields of earth observation and 'big-data' science, STEMM fields that remain male-dominated. Although the longer-term gender balance of postdocs has been roughly equal, we remain alert to this and to the dangers of persistent bias within sub-disciplines. This is something the SAT Action Plan will monitor (**Action 6.6**)

The 'Lecturer' category in our above analysis includes Teaching Fellows, who have been used in recent years to provide fixed term cover for teaching absences of permanent staff (e.g. arising from maternity leave, Research Fellowships, or sudden staff departures). The last few years saw us employ a larger than normal number of Teaching Fellows to cover staff shortages. We are currently in the process of recruiting for three academic posts and anticipate that future use of Teaching Fellows will be minimal.

**A**

2012 — Male ■ Female
2013 — Male ■ Female
2014 — Male ■ Female
2015 — Male ■ Female

**B**

2012 — Female — Male
2013 — Female — Male
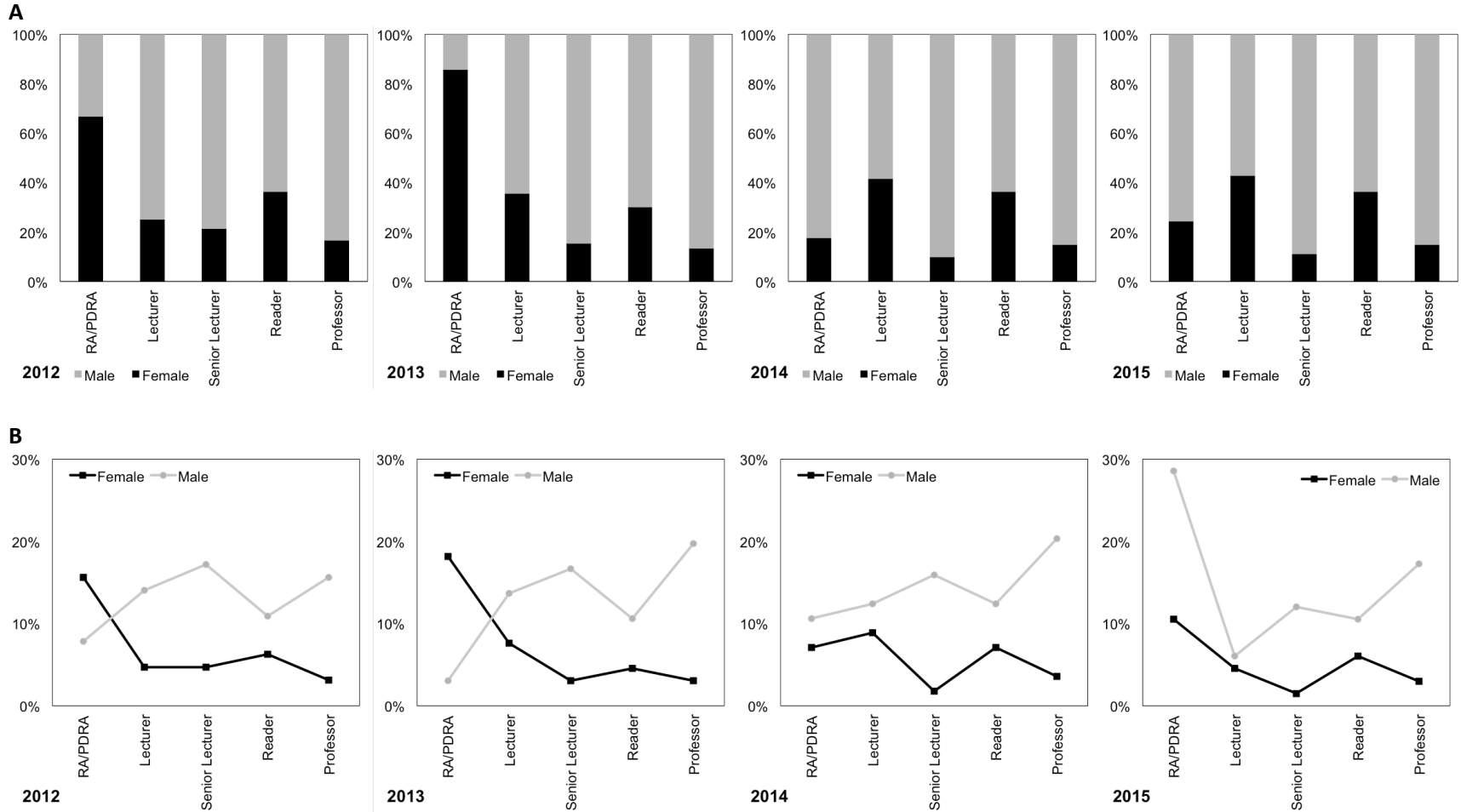2014 — Female — Male
2015 — Female — Male

Figure 6: Academic and research staff numbers, with breakdown by gender for academic years from 2012-13 to 2015-16: A) pairwise comparison within grades; B) comparison in terms of percentages of the whole academic and research staff body.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

We have no academic staff on fixed-term contracts or zero-hours contracts – all are on permanent contracts. Professional services staff are similarly on permanent contracts, with the exception of maternity cover. All research staff (research assistants and post-doctoral research associates) are on open-ended contracts with a specified funding end date, although given that funding is usually time-limited these are effectively fixed-term appointment. The gender balance of these research associates fluctuates on a year-to-year basis (see Sect 4.2.i and Figure 6). Teaching Fellow posts are approved only to cover a specified requirement over a defined term (e.g. maternity cover) and so are always fixed-term contracts. Teaching fellows in recent years have a gender balance undistinguishable from that of lecturers as a whole (see Figure 6).

All staff are able to benefit from the same provisions in relation to training and work/life balance and parental leave policies. Under the UCL Redeployment Policy any staff who are identified as at risk of redundancy (which within the Department are most usually Teaching Fellows at the end of the period of appointment and researchers for whom there is no further funding available), are able to access the UCL Redeployment System from three months prior to their end date. All positions are advertised internally for redeployees and external recruitment only commences if there are no suitable redeployees. In future, we will collate information about relevant funding opportunities for research associates near their funding end-date (**Action 2.4**)

(iii) Academic leavers by grade and gender and full/part-time status

Aside from retirements, we have had 6 academic staff departures between 1 October 2012 and 31 July 2016 at lecturer level or above. All leavers were full-time employees; three were female and three male. During the same period, we have had 21 research staff leave: 14 female and 7 male; of whom at least three were part-time.

We do not currently have a policy of automatic exit interviews (other than for staff who resign within 1 year of commencing employment). Instead, we follow UCL practice of asking leavers to complete an online survey. None of the recent leavers have elected to complete the survey, but we informally know the reasons for departure in all cases. In the case of the 6 non-retirement leavers from permanent contracts since 2012, the following general considerations are indicated:

- Promotion combined with positive lifestyle change (e.g. lower cost of living/avoidance of long commute/family circumstances) – 1 female; 1 male

- Sideways move combined with positive lifestyle change (e.g. lower cost of living/ avoidance of long commute/family circumstances) – 2 female; 1 male

- Other academic career development reasons – 1 male

Whilst academic factors (promotion; pursuit of new research opportunities etc.) factor in 50% of these cases, the challenges of maintaining a healthy work-life balance and sustaining lengthy commutes whilst fulfilling various caring responsibilities are prominent in the remaining 50% and feature to some degree in 5 out of 6 cases. This is clearly an aspect of life and work in our department that may be disadvantageous to the career progression of female academic staff in particular. Over the period covered by these data, 50% of our academic staff leavers were female (including 2 Senior Lecturer and 1 Reader), and this does appear to contribute to the low ratio of female to male Professors. The need to capture and understand reasons for staff departure (**Action 3.5**) and to improve our retention of female staff, especially mid-career, is therefore a key element of our Action Plan.

(Section 4: 2400 words)

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
[Word count: 5984]

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

The Department is fully compliant with UCL guidelines and procedures for recruitment. All interview panels are required to be at least 25% female, but Geography seeks to better this ratio where reasonably possible. All staff involved in any recruitment have completed Recruitment and Selection Training, which includes equalities issues. Recruitment for professional services staff is anonymised until invite to interview. However, the importance of publications for assessing a candidate's research means this is not implemented for academic appointments. These procedures have been designed to minimise gender biases and shown some success across UCL as a whole.

Within the Department, there is little evidence of gender imbalance in research associates over the last 5 years (section 4.2.i), which form the majority of hires. This implies little bias in the recruitment processes itself. However, of the 8 appointments made at lecturer grade and above since October 2010, only 2 have been female (25%). Additional scrutiny of recruitment for these types of hire is required (**Action 3.2**)

Data for academic posts advertised from 2012-13 to 2014-15 have been analysed in detail to uncover possible reasons for this. In this period there were 8 academic advertised posts. The recruitments with at lower grades and with broader disciplinary remits attracted many more applications. A call for a Chair/Reader attracted 22 applications of which only 6 were female. None of the 6 females made the shortlist of three individuals, and two males were hired from this advert. Our most recent completed recruited post was at lecturer level, and resulted in 99 applications with an equal split. Six candidates were invited to interview (3:3), and a female lecturer appointed.

The decision-making to determine the scope of the recruitment can be opaque (section 5.4.iii) and may contain gender biases. Given that the breadth of an advertisement correlates to the number of female applicants, the focus and/or existence of targeted hires warrants further open discussion (**Action 3.3**). We are also aware that some aspects of life and work in central London may appear preferentially unattractive to female applicants. We see some potential to address this through more effective promotion of our flexible working arrangements (**Action 3.1**).

### (ii) Induction

Induction processes begin on acceptance of an employment position, at which point a dialogue is initiated with the HoD or line manager. This covers the job description and role within the Department. Formal induction processes cover mandatory training in Equality and Diversity and Health and Safety, and specific training that includes Recruitment and Selection, and Research Student Supervision (completion being required to take part in either activity). In Geography, all probationary academic appointments are assigned a mentor and we are currently rolling out a new mentoring scheme to include all academic staff (**Action 2.1**) to supplement the mandatory Appraisal and Development Review process (section 5.2.ii).

### (iii) Promotion

Looking back over the past seven years, the ratio of successful promotion cases (Table 4) is 8 female to 25 male (including research staff). This percentage (24%) is in line with the staff ratio (noting that Professors cannot be promoted). We had only 1 unsuccessful case in this period (male) and our only part-time member of academic staff (male) has been promoted.

| | Swan Grade 1 | | Swan Grade 2 | | Swan Grade 3 | |
|---|---|---|---|---|---|---|
| | F | M | F | M | F | M |
| 2009 | 1 | 3 | 0 | 2 | 2 | 2 |
| 2010 | 0 | 0 | 1 | 0 | 0 | 3 |
| 2011 | 0 | 0 | 0 | 1 | 0 | 1 |
| 2012 | 0 | 0 | 0 | 1 | 1 | 2 |
| 2013 | 0 | 2 | 0 | 0 | 1 | 3 |
| 2014 | 0 | 0 | 2 | 0 | 0 | 0 |
| 2015 | 0 | 2 | 0 | 2 | 0 | 1 |
| **Total** | **1** | **7** | **3** | **6** | **4** | **12** |

**Table 4: Promotions over the past 7 years categorised by Athena SWAN staff grade and gender. These figures include research staff senior promotions.**

The promotion process is partly informed by our appraisal system (section 5.2.ii). Likely academic promotion candidates are also monitored informally by mini-

panel set up by the HoD, which also scrutinises draft promotion cases, drawing on further expertise within the Department as required. We are currently considering enlarging this academic promotion panel to include the whole appraisal team, which comprises about 10 of the Professors and Readers.

The UCL promotion process is well advertised and regular workshops are held to provide guidance to staff considering an application. These are widely circulated to staff, with HoD encouragement to attend. We do not operate any quotas for promotion and staff are supported in a bid for promotion as soon as they are ready, although candidates are advised not to apply when the risk of failure is significant. We are expected not to overload the promotion panel with marginal cases and, ultimately, the HoD and advisory team have to exercise judgement here. It is possible for candidates to apply directly without Departmental support but none have done so within memory.

The length of time until promotion has not been routinely collected as yet (**Action 6.1**), but it has been shown that women can be more reticent to put themselves forward. Female staff are less likely to consider UCL's promotion procedure clear than males (67% vs 75%) and much less likely to feel that it is fair (33% vs 69%). The SAT team will independently monitor female promotions and give early warning to individuals to help them prepare (**Action 3.4**).

Professional services staff are not promoted though this process but can be regraded to reflect certain changes in their job description or areas of responsibilities.

(iv)   Department submissions to the Research Excellence Framework (REF)

In 2008, 10.5 female and 32.85 FTE male staff members were submitted. The figures for 2013 were 9.0 FTE female and 31.2 FTE male staff. Whilst there are gender imbalances in both returns (24% females in 2008; 23% females in 2013), these reflect biases in the underlying make-up of the Department rather than discrepancies in the valuing of staff research.

Unlike a number of other Geography departments, we have deliberately pursued an inclusive policy, with nearly every eligible staff member being submitted under both RAE and REF. No female staff members were excluded. For the 2014 REF, we established an active mentoring scheme where all outputs were read and commented upon by nominated academics in the REF committee. Manuscripts in preparation are also read and commented upon, to provide feedback at the writing stage for how to improve manuscripts before their final submission (**Action 2.2**). Advice was also given as to where to publish articles in preparation, thereby improving final outputs (**Action 2.2**).

**5.2.   Career development: academic staff**

(i)   Training

Relevant to this application, it is mandatory for all staff who sit on appointment panels to undergo training in Recruitment and Selection Policy to ensure that the recruitment process is free from bias and discrimination. This training includes

advice on unconscious bias. Within 6 weeks of starting at UCL, new staff are also required to undergo online training in Equality and Diversity.

For all staff employed by UCL, there is an expectation that at least three development / training courses are taken per year. These are mainly provided centrally within UCL, with some configured 'on demand' to suit particular needs. In the current academic year (Oct 2015), HR provided bespoke training for Geography teaching staff to cover objective-setting in the context of annual reviews. The goal here was to better incorporate UCL values and core behaviours, including excellence, equality, diversity and openness in our appraisal process.

Anyone undertaking staff appraisals must also undertake mandatory training, tailored towards both appraisers of academic and research staff, and appraisers of professional services staff. DEOLOs must complete courses in Equal Opportunity. HR also provided training on team-working for Professional Services staff at their 'Away Day' in January 2016.

Further training is provided for both academic and professional services staff, relevant to their role. Probationary lecturers and research staff wanting to supervise for PhD students must complete the UCL training on 'Research Student Supervision at UCL', while Teaching Fellows must take Fundamentals of Teaching or Introduction to Teaching in Higher Education. We have made an effort to assist the career development of our Teaching Fellows and in 2015 we funded their attendance at the RGS-IBG Professional Development Day for those on teaching-focused contracts.

For PhD students, Geography augments UCL training courses with a specially tailored programme of 20 weekly sessions. Research students are also expected to participate in UCL's Doctoral Skills Development Programme, and also have the option to participate in the Bloomsbury Postgraduate Skills Network.

Participation in development and training courses is monitored through our annual appraisal system (for staff), UCL's Research Student Log (PhD students), or Personal and Professional Development at UCL (students).

Geography staff are encouraged to participate in a number of networking and social organization groups, including UCL Women (which welcomes women and men in STEMM from post-doc to professor) and Astrea (for women working in professional services). Several UCL Geography staff members also actively participate in out@UCL, UCL's social network for LGBTQ+ staff.

(ii)   Appraisal/development review

The Department operates the UCL appraisal system (formally termed the Appraisal Review and Development scheme). Our commitment to regular appraisal is founded on the belief that all staff have a right to a clear understanding of the expectations of them, an opportunity for detailed discussion of their contribution to the achievement of departmental and institutional goals and to feel valued. The process is designed to facilitate effective two-way communication and is a mechanism for identifying training and development needs.

Our appraisal process has moved from a 24 month to a 12 month cycle in 2014 and covers academic, research, professional services staff. UCL has a target of 95% completion rate and Geography met this target for academic year 2014-15. The appraisal system is common to all categories and grades of staff. The appraisee completes Part A, which sets out activities, achievements and factors that have affected their work over the last review period. This is accompanied by a CV and (where appropriate) a current job description. Part B is completed during the appraisal meeting and is intended to provide an open and honest joint review of past achievements, future goals and the assistance and support needed to achieve them. Training needs are specifically identified. Despite UCL's expectation of 3 training courses per year (section 5.4.i), this can often be overlooked during an appraisal. The appraisal system is not focused solely on preparation for promotion, but it can be used to identify those who may be ready and/or help staff work on specific aspects of their CV with a view to improving their readiness for promotion.

We operate a delegated system in which the HoD retains responsibility for professorial staff, with other academic staff appraisals being completed by a team of professors and readers. Professional support staff have a more formal line management chain, with HoD appraising a few staff including the Department Manager, Computer Systems Manager and Laboratory Manager. Research staff are normally appraised by the project Principal Investigator. Appraisals take account of performance against research, teaching and administrative objectives.

Attitudes towards the effectiveness of that appraisal system are impacted by gender. Females were less likely to feel realistic work objectives were laid out during an appraisal (44% positive versus 74% for males). Yet they more likely felt it was an accurate reflection of their performance (89% positive to 74%). These are consistent with females being less optimistic about their abilities. We have therefore evolved this system further in 2015-16 to enforce greater consistency objectives in accordance with broader departmental goals, and to explicitly take a more balanced account of teaching and research. We have also broadened the appraisal panel to include a number of Readers. This recognises their leadership potential, allows us to ensure a better gender balance (although this is currently still 30% female and 70% male), and provides expertise across the range of staff specialisms.

(iii)   Support given to academic staff for career progression

Progress against criteria for promotion is routinely discussed during appraisal. This provides an opportunity to discuss achievements, any issues or barriers to progress, and future career plans. Candidates who are close to and/or interested in promotion are directed to a more focused discussion with the HoD.  All probationary lecturers are allocated a mentor during induction (section 5.1.ii) and this scheme is now being extended to include all staff and to embed equality and diversity principles within it (**Action 2.1**).

The HoD also undertakes 'top-down' monitoring of likely promotion candidates, informed by in-depth knowledge of the promotion process and criteria as well as the performance of individuals relative to their peers. Over the last 5 years, the current HoD has made a conscious effort to ensure that younger staff are given every opportunity to acquire the administrative and enabling experience required to supplement research and teaching based achievements. This is important given that the normal pathway at UCL is from Lecturer, Senior Lecturer, Reader and then to Professor – with Senior Lecturer in particular emphasizing broader contributions to administration and enabling. The incoming HoD will continue this (**Action 5.2**)

The identification and evaluation of promotion cases are also informed by discussions between the HoD and senior colleagues. Likely cases are scrutinized by a mini-panel of senior colleagues. After compiling information on promotions over the past 7 years, several female staff members were identified who may want to consider applying for promotion next year. The SAT has approached these staff members to suggest that they explore this option and offered help.

As of 2016, we are instigating a mentoring scheme for all Research Staff (**Action 2.1**) through the Research Staff Forum led by the Deputy HoD [Research].

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

Every taught student, at both undergraduate and postgraduate level, is allocated a personal tutor. These are members of academic staff who meets regularly with the student throughout their time at UCL. This is a primarily pastoral role, of which one element is providing support and recommendations for further study. Additional support for academic career progression occurs through the dissertation supervisor, who often can provide more discipline specific support. Postgraduate taught students have access to mentoring programmes, which consist of academic staff and postgraduate research students. Additionally first year undergraduates are provided with a mentor from the year above through the auspices of the student-run Geography Society. Support for further study for taught students is also provided by the UCL Careers Service and several MSc programmes organise bespoke careers events.

PhD research students have access to the PhD mentoring scheme, offering support throughout the student postgraduate career which will be deployed throughout the department (**Action 1.1**). Training programs offered include sessions/workshops on grant applications, academic writing, and presentation skills. While UCL careers services also provide support for postgraduate research students who wish to transition to a sustainable career in academia include online writing seminars for academic CVs and personal statements, and academic career planning workshops, which are required for succeeding at the PhD and in academia.

Support exists for students at any stage in their academic career, who require maternity or paternity leave. These support plans exist at the institution level, and UCL's guiding principles related to financial services, studies and examinations, absences, and longer-term leave, are employed with the

Geography Department. Greater information about this support will be provided during PhD Training (**Action 1.2**)

Careers advice for students draws heavily on UCL careers services and events. Programs targeted specifically at UCL research students include interview techniques, career planning, job hunting, writing applications, and careers consultant-led skills workshops for both academic and non-academic careers.

(v)     Support offered to those applying for research grant applications

The Department has established a Grant Review Panel (GRP) comprising all Professors and Readers (**Action 2.3**). Members of the GPR are expected to review proposals at an early stage, usually within their field/cluster, as part of their normal duties. Applicants are encouraged to take account of feedback received, and for some calls (e.g. NERC Discovery Grants), further comments are made on a more complete version. Faculty Research Facilitators are also available to comment on grant proposals, especially with regard to readability and pathways to impact.

It should be emphasised however that whilst there is an expectation that staff apply for research grants, there is no expectation of the amount of funding they should each raise. Furthermore, there is no censure for unsuccessful applications. In recent years, despite the number of FTEs declining, our grant income has increased very significantly. Notable recent grants by female academics include major RCUK awards from AHRC (Dwyer), ESRC (Robinson) and NERC (Jones), and two Phillip Leverhulme Trust prizes in Geography (Bressey and Fiddian-Qasmiyeh). Our mentoring scheme (section 5.2.ii, iii) may also provide support for publication and grant proposals on a more informal basis, together with support following unsuccessful applications.

**5.3.    Flexible working and managing career breaks**
Note: Present professional and support staff and academic staff data separately

(i)     Cover and support for maternity and adoption leave: before leave

The Department Manager provides guidance on how to locate UCL's policies and access all necessary information in advance of the maternity and adoption leave. The Department aims to provide full support to minimize career disruption from periods of maternity leave. Administrative duties are reassigned as far as possible in good time to assist with handover and Teaching Fellow posts are requested and recruited for to back-fill for essential teaching.  Postgraduate supervision cover is arranged between staff.

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

Staff remain on all email circulation lists and continue to be involved in activities as they choose.  Any staff training events are open to those on maternity leave and recent attendees at such sessions have been one from academic staff and one from professional services staff.

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

The Department has a commitment to supporting breast-feeding on return to work, although there are no formal records of how staff have taken advantage of this. All staff have access to leave for family responsibilities through the Policy on Leave for Domestic and Personal Reasons including Carers leave and leave for urgent domestic crises.

On return to an academic post, the member of staff can request a term's sabbatical without mainstream teaching duties to provide them with time to get up to speed again, particularly in research. There have been five instances of such equalities sabbaticals being taken since 2011 (no requests have been refused).

(iv)   Maternity return rate

10 members of staff have taken maternity or adoption leave since October 2011, of which 6 were academics/researchers and 4 were professional services staff. Nearly all staff on maternity or adoption leave return to work. The sole exception was a Teaching Fellow, who was covering an academic's maternity leave. She did not return from her own maternity leave as the fixed term contract ended during the period.

(v)    Paternity, shared parental, adoption, and parental leave uptake

We have had 8 male staff take the UCL paternity leave (20 working days at full pay) since October 2012; one of which was related to adoption.  This is arranged locally between staff and their line manager (and reported to HR) and has been taken consistently. In addition, eligible staff are entitled to additional paternity leave (APL) at statutory maternity pay; so far there has been no uptake of APL since its introduction in April 2011. We have not had any staff use shared maternity leave or take unpaid parental leave.

(vi)   Flexible working

For several years now, the Department has pro-actively encouraged a healthy work-life balance for all staff and taken specific steps to ensure that child-care (and other caring or personal responsibilities) can be accommodated without any disadvantage. We fully recognise that our central London location presents increasing difficulties for the majority of staff who cannot afford to live close to UCL. Most staff commute some distance by public transport and, in addition to the financial burden, this places a strain on childcare in particular. The HoD and administrative team therefore endeavour to accommodate all reasonable flexible-working requests. In the case of the academic staff, no request for flexible timetabling has been unsuccessful over the last 5 years for which we have kept records. Whether all staff who would benefit, actually request flexible working arrangements is uncertain (**Action 4.2**). It is also recognised that Academic staff have considerable control over their own diaries and can adjust their office hours in relation to demands of teaching, examining, research

activities and personal needs and that many work flexibly as a matter of course or as an informal arrangement, without a formal application.

We need to consider further the differential experiences of men and women both in the home and in the academy (**Action 6.1**). It has been suggested that women feel less confident abandoning the complex timetables associated with academic life and requesting flexibility. The gendered interactions and expectations regarding meeting times and responsibilities mean that we need to achieve a much more subtle appreciation of what makes for good arrangements (**Action 5.4**).

Professional services staff have made requests for adjusted working hours or a reduction in FTE under the Work-Life Balance Policy. These requests are locally agreed and have been accommodated through discussion and agreement of core hours and essential services.  Similarly one-off requests for short term adjustments including remote working, carer's leave or domestic emergencies are considered within the spirit of enabling staff to have a beneficial relationship with the Department and no reasonable request is turned down.

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

We have not had anyone transition from part-time to full-time (unless they were very short adjustments in grant effort).

We have had two academic staff take maternity leave and return on the same hours; and we have had two Professional Services staff return from maternity and adoption leave on reduced hours.

**5.4.   Organisation and culture**

(i)   Culture

The Department endeavours to offer an open, inclusive environment, in which a healthy work-life balance can be sustained by all staff. All staff are considered to be part of a Departmental team and we made a deliberate effort to eliminate any sense of hierarchy between academic and professional services staff. All academic and professional staff attend termly staff meetings, and key professional services staff sit on all key departmental committees (section 5.4.iii).

In terms of general settings, the Department provides unisex toilets across the main Pearson building, a move which is clearly beneficial and more inclusive to transgender staff and students. This is our preferred model for restroom provision in all future refurbishments and space works. The potentially conflicting requirements of specific religions are addressed by the additional provision of gender-specific restrooms. Unfortunately, our subsidiary building in Bedford Way retained gendered restrooms and will press UCL Estates and Facilities for action to remedy this (**Action 5.5**).

Individual circumstances of staff members due to child care obligations or other specific personal circumstances are dealt with almost automatically. Key administrative roles in the Department are also genuinely shared across all academic staff members (section 5.4.v), although 'minor' roles may not be

rotated as frequently. In cases of grievances occurring, the DEOLO is a key person, addressing any issues relating to gender equality and inclusivity and acting as a main point of contact to deal with any arising issues.

The Department actively fosters networking and promotes several events throughout the year, some organised by staff, others by students. Our internal seminar programmes are organised by small teams comprising PhD students and staff with female/male ratios that reflect each community. We have three weekly lunch-time seminar series throughout term-time, which reflect research interests within the Department. Speakers are largely sourced from within the Department, and the gender balance reflects that of the Department. As the seminars engage across PhD students, research and academic staff, the overall contribution across genders is relatively equal due to the male-dominated staff profile and the now slightly female-dominated PhD student profile. With continued efforts to address within-group gender skew, we would hope that the overall balance within the seminar programmes is maintained (**Action 5.6**). Geography also plays a major role in developing networks across London (e.g. London Palaeoclimate Network; Refugee in a Moving World Network; UCL Urban Lab). These provide an important networking function for both female and male researchers to talk on an informal basis to other people from outside their own departments.

The Department also hosts prestigious annual events such as the Frank Carter Lecture Series and the Rick Battarbee Lecture Series. Gender balance was actively considered when putting into place future speakers in the Battarbee series, such that we have confirmed two female and two male speakers over the next 4 years, to ensure female visibility in STEMM was maintained at the highest level (**Action 5.6**). These evening events are advertised well in advance to allow childcare to be organised (**Action 4.3**). This academic session (2015-2016), the Department also hosted a student led conference, which sought to encourage both undergraduate and postgraduate students, and staff, from both human and physical geography to present and debate their research or geographical interests. The conference, supported by UCL ChangeMakers, was seen as such a great success, helping to foster collegiality across the student and staff bodies, that it will now become an annual event. We believe that this feeds into the Athena Swan process because it sought to encourage students to give equal representation to both female and male speakers and plenaries while they put the conference together.

The Department also promotes an informal culture, and funds a coffee morning every Friday (11 am) so that staff and postgraduates can meet and chat for an hour. The Department also co-runs (with Biology) the UCL Conservation Group. This largely student-led group, meets regularly to go for walks around the Bloomsbury campus, identifying wildlife, especially birds, plants, amphibians and insects, so that staff and students can get a better appreciation for urban biodiversity in central London. The Department also organises a successful UCL Geography Running Group, which meets twice a week during term time. Although one session occurs outside of core hours (early Monday evening), the second takes place on Friday lunchtime to ensure maximum potential

participation of all staff and students (**Action 5.3**). Overall, we hope that by having dynamic interactions between students and staff, that everyone finds the workplace a more fulfilling place to be.

(ii)    HR policies

The updating on HR policies relies on the attendance of the HoD, DEOLO and Departmental Manager (DM) at regular HR and Professional Services fora including the Faculty Heads of Departments meetings, the HR and Professional Services quarterly meetings attended by DM and the Research Administrator, and the annual HR Employment Law update training.  Details from these events are then cascaded through to PIs and other staff who are involved in line management processes.

All cases brought to the attention of the HoD and DM would be reviewed, along with line managers and PIs to ensure consistency and referred to the HR Business Partner for advice as necessary.

(iii)   Representation of men and women on committees

The main Departmental committees and working groups are summarised in Figure 7. The Management Group consists senior academics and administrators with a focus on short-term issues, which meets as needed – typically on a near-weekly basis. The two major committees are the Research and Teaching committee, which focus on short-term decisions and longer-term strategies for their respective remits.
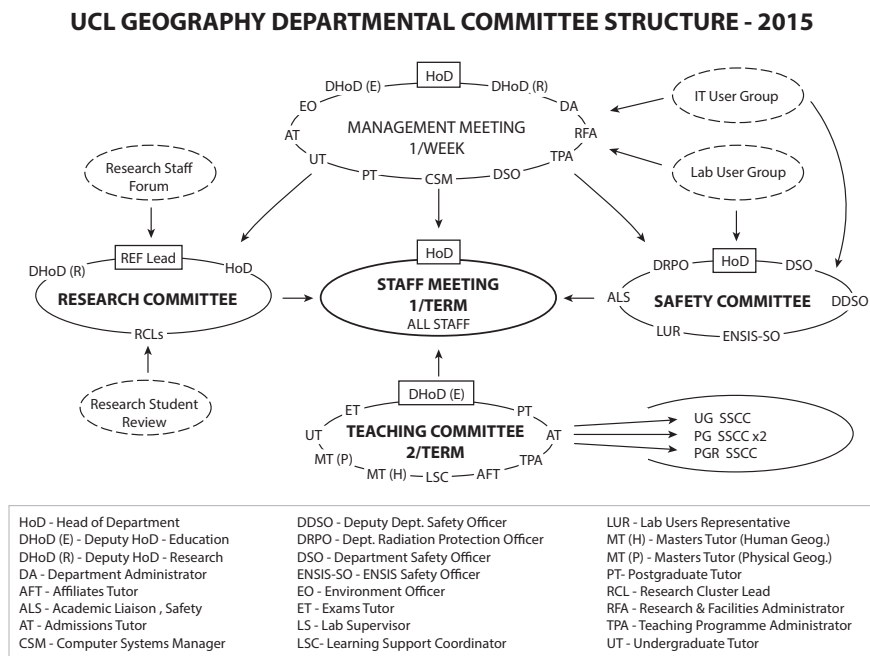


**Figure 7: schematic of the Geography committee structure. Dashed lines enclose less regular bodies that feed into the discussion. Abbreviations around the tables relate to administrative roles. SSCC denotes Staff-Student Consultative Committees.**

The Department communicates formally with the student population through a series of staff-student consultative committees (SSCC). This structure has been altered recently to incorporate much more regular meetings to facilitate more interactive behaviour (not least to address poor NSS feedback). The number of staff participating on them has been reduced, to make them less intimidating for students and encourage a shift from a 'defensive' to a 'listening' mode.

Other groups have informal, transient memberships. The IT user group is more of a mailing list for IT issues. The Lab User does have regular committee-style meetings and tries to ensure effective team-working within the extensive Pearson Building laboratories.

Committee and working group membership (Figure 7; Table 5) is determined more by administrative roles than personnel. There is currently no consideration given to the gender equality of these committees per se – rather consideration is given during the assignment of roles (section 5.4.v). Female academic representation on committees should be considered when assigning these roles in future (**Action 5.2**). The three most influential committees are heavily male dominated (Table 5), though less so than the senior academic staff body as a whole. Rather than indicating a larger burden of female academics with committee work, this rather arises from the inclusion of Professional Services staff (who are predominantly female) most of the committees.

| Committee Name | Females | Males | Proportion Female |
|---|---|---|---|
| Management Group | 4 | 7 | 36% |
| Research Committee | 3 | 5 | 38% |
| Teaching Committee | 3 | 7 | 30% |
| Lab User Group | 4 | 4 | 50% |
| *Undergraduate SSCC* | *7* | *1* | *88%* |
| *Physical MSc SSCC* | *4* | *8* | *33%* |
| *Human MSc SSCC* | *4* | *3* | *57%* |

**Table 5: Departmental committee membership by gender. All committees contain a mix of academic and professional services staff. The three staff-student consultative committees are italicised.**

The Departmental committees have been supplemented by ad-hoc teams or working groups to tackle a particular task or question. For example, a handpicked team of senior academics was assembled in response to recent NSS-related problems with the undergraduate teaching programme. The Department has undergone substantial changes in recent years to react to changing economic conditions and expanded student numbers. Whilst there is little evidence of bias arising from the creation of multiple rapid-response teams, it can lead to a

perception of opaqueness within the Department's decision-making structure (**Action 5.1**).

(iv)    Participation on influential external committees

The HoD and the two professors with faculty vice-dean roles dominate the Departmental representation on University-wide committees. The mechanisms through which women would be encouraged to participate in external committee are formally through appraisals or mentoring, as well as informally through peer suggestions.

(v)    Workload model

The Department does not operate a single all-embracing model that tries to balance all research, teaching and administrative activities. We adopted an inclusive approach to REF2014 and we start from the standpoint that all are equally engaged with research. In parallel, teaching and examining workload is handled by a 'top-down' model that was introduced in 2011. The teaching model accounts for proportional contribution to all core teaching activities (classes, fieldwork, tutorials, dissertation supervision etc.) at undergraduate, and taught/research postgraduate levels. This has been consistently applied with some success over five years with the aim of reducing maximum loads. All models attract criticism in respect of specific aspects of the weightings used but ours is simple and designed to avoid/discourage perverse outcomes (such as excessive 'elective' teaching or excessive PhD supervision). Analysis by gender shows no significant or persistent gender bias (see Figure 8) and the consistent operation of this load model over a 5-year period has led to a fairly stable overall load and gender balance. Colleagues with a large externally-funded (FEC) time commitment to research (typically in excess of 50%) may be supported by incremental relief from teaching and care is taken to ensure this is provided through additional research rather than be transferred to existing colleagues.
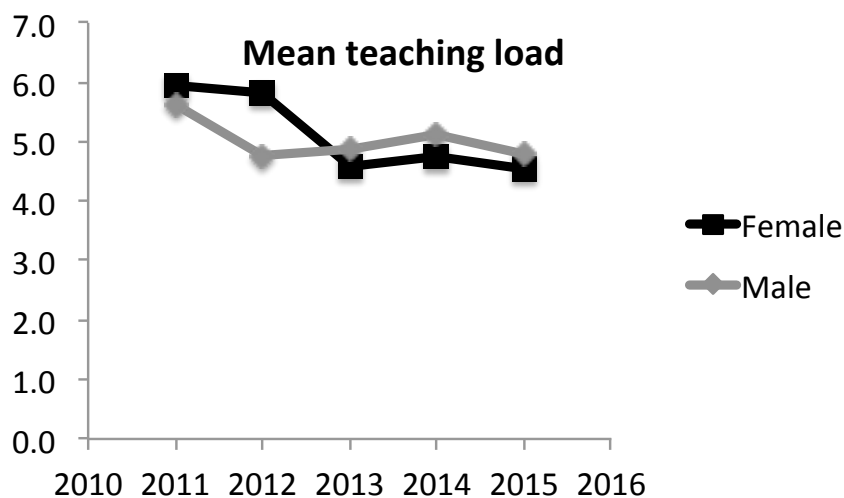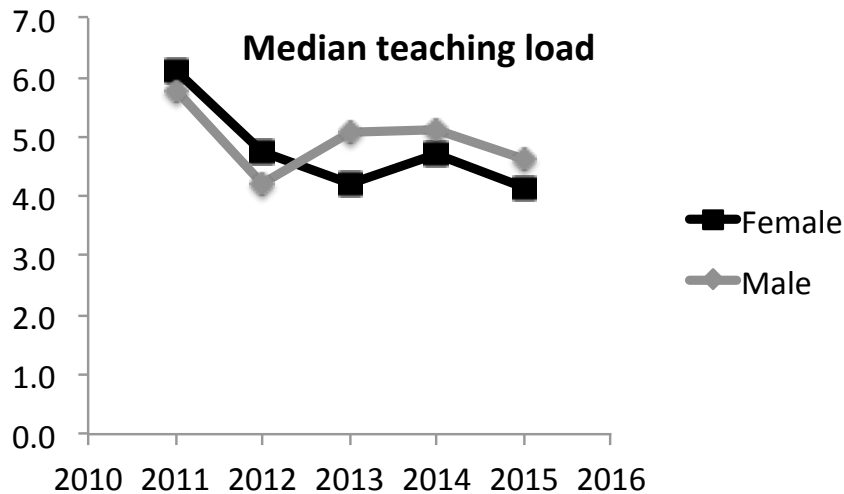
**Figures 7 and 8: Median and mean normalised teaching loads by gender over the 5-year operation of the current teaching load model. Vertical axis shows the number of equivalent half-unit courses.**

Administrative roles and tutorships are rotated between staff, with a typical term of 3 years. These roles have become increasingly numerous so most staff have at least one role. These responsibilities are noted, though not quantitatively captured, in the workload model. Analysis of tutorial role allocation over the last 10 years shows no discernible gender bias (Table 6).

It is noted that some roles seen as 'minor' like the convenorships of MSc programmes or careers liaison that can take up substantial amounts of time are often staying with a few selected individual staff members for very prolonged periods of time, and may not be appropriately considered in administrative role planning or appear generally appreciated at the present. These issues, while not linked primarily to gender, sexual orientation or other 'classic' inequality issues, will nonetheless require further monitoring (**Action 6.1**) and addressing to ensure that academia can fully benefit from the talents of all.

**Academic mangerial and administrative posts by gender**

| | 2007-8 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|
| **Head of Department** | MM | M | M | M | M | M | M | M |
| **Deputy Head of Department** | M,M | M,M | M,M | F,M | F,M | F,M | M,M | M,M |
| Chair: Teaching Committee | M | M | M | M | M | M | M | M |
| Chair: Support Services Committee | | | | F | F | F | F | M |
| Chair: Research Committee | | | | M | M | M | M | M |
| Chair: Resources Comm | M | M | M | M | M | M | M | M |
| Chair: Safety Committee | | | | | M | M | M | F |
| **Undergraduate Tutor** | M | M | M | M | M | F | F | F |
| Deputy UG Tutor | | M | M | M | | | M | M |
| **Postgraduate Tutor** | M | M | M | F | F | F | M | M |
| Deputy PG Tutor | M | F | F | M | | M | F | F |
| **MSc Tutor (Human Geography)** | | | | | F | F | F | M,M |
| **MSc Tutor (Physical Geography)** | | | | | M | M | M | M |
| **Examinations Tutor / Exam Board Chair** | M | M | M | M | M | M | M | M |
| Deputy Exams | F | F | M | M | M | | F | F |
| **Admissions** | F | F | M | M | M | M | M | M |
| Deputy Admissions | F | M | F | F | | F | F | F |
| Affiliate Student Tutor | M | M,M | M | M | M | M | M | M |
| G/Economics | M | M | M | M | M | M | M | M |
| MSc Globalisation | M | M | M | M | M | M | M | M |
| MSc Global Migration | | | | | F | F | F | F |
| MSc ESS | M | M | M | M | M | M | **M** | M |
| MSc Urban Studies | | M | M | M | M | M | M | M |
| MSc Conservation | M | M | M | M | M | M | **M** | M |
| MSc FACS/Aquatic Science | M | M | | M | M | M | M | M |
| MSc Climate Change | | | | | M | M | M | M |
| MSc Environmental Modelling | | | | | M | M | M | M |
| MSc Remote Sensing | | | | | M | M | M | M |
| MSc Environmental Mapping | | | | | M | M | M | M |
| MSc Geospatial Analysis | | | | | M | M | **M** | M |
| Student Careers | M | M | M | M | M | M | **M** | M |
| male | 14 | 17 | 17 | 18 | 23 | 22 | 24 | 24 |
| female | 3 | 3 | 2 | 5 | 5 | 7 | 7 | 6 |
| % female | 21.4% | 17.6% | 11.8% | 27.8% | 21.7% | 31.8% | 29.2% | 25.0% |

**Table 6: summary of administrative roles for 2012-13, 2013-14 and 2014-15 according to gender.**

(vi)    Timing of departmental meetings and social gatherings

Meetings are ordinarily scheduled within UCL's core hours of 10 am to 4 pm. The majority of Departmental teaching also occurs within these core hours and our HoD and administrative team make every effort to accommodate specific needs, especially in relation to child-care (e.g. avoidance of 9 am starts; freeing of particular days for home-working). All Departmental seminar series occupy lunch-hour timetable slots. A Departmental coffee hour (Friday 11 am both within and outside term) was initiated in 2014 to encourage more social interactions between academic, research and professional services staff (**Action 5.3**).

Nonetheless, the majority of prestigious, external research lectures occur after core hours - both within the Department and across the university. The intention here is to encourage (and permit) colleagues from outside the hosting department to attend. This has facilitated delivery of successful, high impact lectures and seminars that have been well attended by staff and students. Certain social activities (staff-student quiz, end of year parties etc.) usually extend into the evening thereby not disadvantaging those engaged with the teaching programme (although not desirable, room-booking decisions made by the University can impose teaching slots through to 6pm). This might disadvantage staff members with younger families in particular, but efforts are made to keep these activities to few in number (perhaps once or twice a term) that are scheduled well in advance with a relatively short time-commitment (**Action 4.3**). This keeps inconvenience to a minimum, provides some opportunity to accommodate home responsibilities and enables travel home at a suitable hour (as the majority of staff have a long commute).

(vii)   Visibility of role models

The Department itself has not so far sought to identify or highlight specific role models who would convey our efforts to achieve equality and provide support and guidance to others. At an institutional level, Dr Viv Jones was recently recognized as being one of UCL's 24 'Women at UCL: Presence and absence', while Dr Claire Dwyer also featured among the nine Social and Historical Sciences Faculty nominations. Our current DEOLO is male, and he faces many of the work-life challenges that have traditionally been attached to women through his wishes and needs to support and actively participate in family life with his partner (also an academic) and their two young children. We have a very diverse community within our staff and students, and on reflection we have several examples of non-traditional work and life challenges that might engender bias and inequality. To deliver a balanced working environment that accommodates such diversity is a challenge in itself, but we are already delivering on key statements such as flexibility that benefit not only families/parents, but also those with other carer responsibilities and complex home lives. Through the development of a programme to identify Athena SWAN role models, we would hope to improve the visibility of these different work-life contexts. And through these help to support and guide others within the Department and those hoping to join us.

The Department recognised in 2015 that its website was not an effective vehicle for the delivery of material to staff, current students or crucially, prospective students. Following this, a web-development team was formed to take forward discussion, and ultimately the planning of a significant transformation in our website architecture and content. The web-development team, with a gender balance that roughly matches the female to male ratio at Department level (25:75), has met on a monthly basis over the last 6 months to actively review the present website, and identify key weaknesses and any bias in the material it disseminates. Through these meetings, we recognised that the website lacked i) clear reference to equality, ii) statements that reflect our commitment to work-

life balance and the flexibility of our working environment, and iii) a celebration of within-Department diversity. On the whole, the website was inward-facing. It did however provide strong visual representation of gender balance within the Departmental programmes, particularly in its use of imagery from our various field classes - but much of this positive representation was buried in the multi-level website architecture. No information relating to equality is easily accessible (**Action 1.6**)

The focus of our efforts over the last few months has therefore involved re-designing the website to address a variety of external, and less so internal, audiences, and developing new content that publicises our multidisciplinary and diverse community and discipline. We will identify and promote role models within the Department (**Action 5.6**) and will also deliver new equality-focused material for the website (**Action 1.6**). Balance is at the heart of this process as we are keen to ensure that the diversity in our staff and student community is represented well. We are also acutely aware of the responsibility we have to highlight the STEMM components of our Geography programmes and research, and to demonstrate our commitment to equality in this regard. Central to this is visibility and access, to ensure that our engagement with elements of STEMM is effectively represented, and that the equality we achieve within this, and in particular the opportunities for women in our science and technology sub-disciplines, is also highlighted.

As well as identifying formal role models, it is also important to celebrate the achievements of females. Disappointingly only 22% of female staff in the department feel that their good performance is recognized (versus 47% of males). Often this occurs through online news feeds, newsletters and emails to all staff. A greater effort will be made to share success stories including females (**Action 5.6**)

(viii) Outreach activities

The department takes part in a wide range of outreach activities – both relating to staff members' individual research topics and geography as discipline. These range over A-level study days, public lectures, popular science and coffee table books. Staff members are also involved in organising science festivals, curating gallery exhibitions and developing school curricula.

The department does not coordinate outreach activities, with all activity being undertaken voluntarily. Nonetheless, there is an expectation that all staff contribute to outreach and such activities appear regularly in the departments newsfeed.

Information on outreach activities is not routinely collected (**Action 4.4**). We have no evidence to assess whether female are being disadvantaged by their outreach activities (or lack of them). Outreach is not formally recognised within the department, although it is evidenced through CVs and can contribute to a case for promotion.

## 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.

## 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.

| | Objective | Action | Timescales | Account-ability (SAT Member) | Responsibility | Success Measures |
|---|---|---|---|---|---|---|
| **1. Support for Students** | | | | | | |
| 1.1 | Establish PhD mentoring scheme to complement existing Training Programme | Recruit sufficient mentors for new cohort | July 2016 | Jen Adams | Graduate Tutor & NERC DTP | 100% new PhD students in assigned a trained mentor. |
| | | Training of mentors (via UCL's online uMentor system) | Sept 2016 | Jen Adams | Chris Brierley | |
| | | Assign mentors to new 1st year PhD students during induction. | Oct 2016. | Jen Adams | Graduate Tutor & NERC DTP | |
| 1.2 | Less reluctance to defer starting family for career reasons | Information about interruption of PhD study included in training programme | Oct 2016 [NERC DTP] & Jan 2017 | Jen Adams | Graduate Tutor & NERC DTP | Increased positive responses on survey about starting a family |
| 1.3 | Confirm no gender bias in PhD attainment | Analyse information about quality of PhD, rather than just completion rate [taken from surveys; Action 6.3] | Autumn 2017 | Jenny Robinson | Chris Brierley | No trends in degradation of PhD quality |
| 1.5 | Gender-balanced Year 1 undergraduate tutorials. | Ensure Year 1 tutorial groups (and hence groups of personal tutees) do not include isolated individuals by gender | Autumn 2016 | Anson Mackay | Linda Fuller & DHod(edu) | 100% of groups contain at least 2 members of the same gender |
| 1.6 | Greater awareness of student equality info | Revise webpage for current and prospective students | Spring 2016. Updates after ASER | Helene Burningham | Website Manager | Current ratios online. Policies online |

| | Objective | Action | Timescales | Account-ability (SAT Member) | Responsibility | Success Measures |
|---|---|---|---|---|---|---|
| **2. Support for staff at key transition points** | | | | | | |
| 2.1 | Mentors for female staff | Introduce refreshed programme for academic staff | Sept 2016 | Jon French | Claire Dwyer | 100% of female staff with mentor. |
| | | Advertise UCL's online mentor training and pairing site: uMentor | Summer 2016 | Fiona Mannion | DEOLO | 100% of female PS staff to have mentor if desired |
| | | Introduce mentoring system for postdocs and ECRs | Summer 2016 | Anson Mackay | DHoD (Res) | 100% of postdocs have a mentor |
| 2.2 | Mentoring for new research manuscripts authored by female staff | Assign mentor[1] who will have direct responsibility for providing feedback and advice on publications | Autumn 2016 | Anson Mackay | Research Committee | Ultimately improved REF scores in 2020 |
| 2.3 | Encourage quality grant submission | Guidelines in place for all new proposals to be commented upon | Autumn 2016 | Jon French | Research Committee | Increased average ranking of grants from RCUK panels |
| 2.4 | Alerts for researchers near contract end of new funding opportunities | Ensure that all ECRs are informed of upcoming grant opportunities | Summer 2016 | Chris Brierley | Research Administrator | 50% increase in ECR authored proposals |

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[1] The 'publication mentor' must have sufficiently closely aligned research discipline to assist with this aspect. They will most likely be someone different to the career-focused 'personal mentor' above in Action 2.1.

| | Objective | Action | Timescales | Account-ability (SAT Member) | Responsibility | Success Measures |
|---|---|---|---|---|---|---|
| **3. Recruitment, Promotion and Retention of female staff and students** | | | | | | |
| 3.1 | Increase the number of female applicants to permanent academic jobs | Rewrite Department descriptions to within job adverts to highlight our flexible working practises | At time of next position | Jon French | DEOLO / HoD | Gender balance across all vacancies by 2019 |
| 3.2 | Reduction of implicit bias in hiring process | Equality representative on panel for all permanent hires | Immediately | DEOLO | Head of Dept. | 100% inclusion on Panel membership |
| | | DEOLO to scrutinise shortlists determined by panels | Immediately | Jan Axmacher | DEOLO | Feedback on 100% of shortlists |
| 3.3 | Reduce proportion of targeted hires (as they are more often male) | Greater discussion about the need for, and focus of, targeted hires | For next vacant post | Anson Mackay | HoD | Vacancy decisions taken within committees |
| 3.4 | Encourage early planning for promotion by females | Active monitoring of time since last promotion. Contact initiated on earliest practical opportunity | March 2016[2] | Chris Brierley | SAT | All female staff contacted over next three years |
| 3.5 | Identify factors making females consider applying elsewhere | Qualitative survey collecting data on staff experiences | June 2016. Annually thereafter | Jenny Robinson | SAT team | 75% survey return rate from lecturer and above |
| | | Discussion about negative lifestyle impacts during appraisals | Annual staff appraisals | Anson Mackay | Appraiser pool | 5 potential reasons identified by Appraisers |
| | | Implement local exit interviews [for lecturers and above] | June 2016 | Jon French | HoD | Accumulation of exit reasons |

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[2] Completed in advance of faculty-run senior promotions workshop on 5th April 2016.

| | Objective | Action | Timescales | Account-ability (SAT Member) | Responsibility | Success Measures |
|---|---|---|---|---|---|---|
| **4. Career breaks, Workloads and flexible working** | | | | | | |
| 4.1 | Equitable sabbatical uptake | Continue to proactively implement sabbatical policy | Immediately | Jon French | dHoD[Edu] | All sabbaticals taken every cycle |
| 4.2 | Greater uptake of flexible working hours | Stricter adherence to UCL's core working hours | Summer 2016 | | | 10% less meetings outside 10am and 4pm |
| | | Advertisement of flexible working policy, during timetabling process | April 2016 [Annually] | Chris Brierley | Academic Admin. | Communications dispatched[3] |
| 4.3 | Allow preparation for influential events | Ensure that any events / meetings outside core working hours are advertised well in advance | Oct 2017 | Helene Burningham | Event organisers [via HoD] | Over 70% of such events have >1 month notice |
| 4.4 | Outreach not disproportionately female | Collate information about outreach activities during appraisals | Sept. 2016 | Anson Mackay | Appraiser Pool | Sufficient data for analysis by 2018 |

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[3] Email about flexible working policy sent on 14th April – the same day when input for the 2016-17 timetable was requested.

| | Objective | Action | Timescales | Account-ability (SAT Member) | Responsibility | Success Measures |
|---|---|---|---|---|---|---|
| **5. Culture, Communication and Departmental Organisation** |
| 5.1 | Greater transparency about gender decisions | Increased delegation of responsibility to committees | Autumn 2016 | Jon French | Head of Dept | >50% positive on survey question |
| | | Regular posting of committee minutes and memberships | Autumn 2016 | Chris Brierley | Dept. Manager | 70% of minutes up within 2 weeks |
| 5.2 | Greater female representation in departmental decisions | Active consideration of gender in assignment of administrative roles[4] | Spring 2017 (for roles in 2017/18) | Anson Mackay | Head of Dept | M, R & T Committees to include at least 1 female academic. |
| 5.3 | Greater female participation in informal networking events | Promote social activities such as coffee mornings, running club within core hours | Summer 2016 | Chris Brierley | Social Organisers | Increased participation in social activities |
| 5.4 | Greater discussion of equality issues within dept. | Add agenda item onto staff, research and teaching committee meetings | Summer 2016 | Jon French | Dept. Manager | Content under 10% of such items in posted minutes |
| 5.5 | More thoughtful facilities | Lobby for greater accommodation of transgender peoples | Winter 2017 | Anson Mackay | Facilities Manager | Unisex toilets in Bedford Way |
| 5.6 | Greater visibility of female academic role models | Identification of departmental Athena SWAN role models | Summer 2016 | Frances Brill | SAT | Individuals shown on website |
| | | Achievements of female researchers to be broadcast more often | Autumn 2016 | Jenny Robinson | Website Manager | > 40% of News items on females |
| | | Females to feature prominently in seminar and lecture series | October 2016 | Jen Adams | Series Organisers | Half of talks by females |

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[4] Gender needs to be incorporated responsibly into this decision – both so as to not overburden female staff and to not reduce the effectiveness of the current model, which has provided gender proportionality (see Table 6)

| | Objective | Action | Timescales | Account-ability (SAT Member) | Responsibility | Success Measures |
|---|---|---|---|---|---|---|
| **6. Equality Monitoring** | | | | | | |
| 6.1 | Better understanding of female staff experiences and workloads | Undertake department-specific staff survey | Annually | Ro Ebbensen | SAT Team | >75% return rate each year |
| 6.2 | Monitor Student Ratios | Continue to include gender-based analysis into standard analysis package. Expand to include raw admissions data | During ASER[5] | Jon French | Academic Administrator | Knowledge of programme specific trends |
| 6.3 | Greater knowledge of different PhD experiences | Undertake qualitative PhD surveys | Annually | Frances Brill | Graduate Tutor & NERC DTP | >75% return rate each year |
| 6.4 | Monitor applications to PhD programmes | Analyse the different PhD application routes individually | Sept 2016 | Helene Burningham | Graduate Tutor & NERC DTP | Identification of best practice |
| 6.5 | Uncover any bias in marking of MSc work | Analyse dissertation grades by gender across both Human and Physical exam boards. | Scrutiny to start with 2015/16 | Chris Brierley | MSc Tutors (Human & Physical) | Figures shown to Winter SAT meeting |
| 6.6 | Balanced Post-Doc population in long term | Monitor ECRs numbers overall and by research disciplines | Nov 2016 | Anson Mackay | dHoD[Res] | Quantification of annual fluctuation |
| 6.7 | Expansion beyond the gender binary | Lobby UCL to collect information outside of just female/male | Autumn 2016 | Ro Ebbensen | DEOLO | Additional category in official statistics |

[5] Student gender data were analysed and reported upon in January during the 2015/16 Annual Student Experience Reviews (UG and PGT) for enrolment, progression and attainment.