

Equality, diversity and inclusion report

June 2022 – May 2023

**Royal
Geographical
Society**
with IBG

Advancing geography
and geographical learning



Introduction

The Society states as one of its seven overarching principles:

“The Society works towards greater equality, diversity and inclusion within its practices and activities as well as across the wider geographical community.”

While the nature of the organisation and the work delivered for different audiences has resulted in a range of approaches, this year's equality, diversity and inclusion (EDI) report attempts to integrate work across the organisation.

The Research and Higher Education committee have an action plan to guide work of the Research and Higher Education team at the Society and in partnership with the higher education community. The Education team has also been active, particularly through the [Geography for all](#) project. There has been considerable development of our hybrid event offering and digital access to our [Collections](#), all of which have presented opportunities to take a more inclusive approach to these forms of engagement.

The appointment of a HR Advisor in 2021 has allowed us to further develop our EDI work in relation to staff, including expanding our training and development offer. It has also allowed us to begin collecting EDI monitoring data on staff, job applicants, and our trustees and committee members. An overview of this range of approaches across the Society is illustrated in this report.

During 2023-2024, the Society commits to:

- Improve and extend our approach to data collection in relation to EDI characteristics to include, for example, grant applicants, grant recipients, attendees and speakers at key events, and medal and award recipients, and, crucially, to use this data to inform interventions where needed.
- Improve our approach to documenting the impact of our activities in relation to EDI.
- Use our position to communicate and promote the role geography and geographers have in promoting EDI.
- Continue to advocate for, and increase the visibility of, geographers from under-represented groups to ensure decision making roles and processes are inclusive of the diversity of geographers across school, higher education and professional realms, for example through extending our commitment to the Geography for all project.
- Ensure that the Society's building and our events are welcoming and accessible to all.
- Maximise our convening power across core networks to promote EDI objectives and the role of geography and geographers.
- Actively promote accessible and inclusive fieldwork.
- Reinforce EDI as everyone's responsibility and a key part of advocacy for geography and of being a contemporary geographer.

Executive summary

This report reports on our activities related to EDI across the past year under each of the four strategic aims of the Society: empower, amplify, engage, and sustain. It includes case studies that highlight the Society's achievements in this area.

Key Initiatives:

Improved accessibility

The Society continues to improve our hybrid offer, online and physical accessibility, and membership categories. This makes the Society more inclusive for Members and Fellows across a diverse range of characteristics and locations.

Significant work has been done on our code of conduct and safe and inclusive conference spaces and practices, including resources and training for Research Groups and session chairs.

Geography for all

The *Geography for all* project aims to address EDI in geography focusing on under-representation by income and ethnicity by:

- Piloting, evaluating and sharing direct work with young people that are under-represented in geography.
- Establishing a network of geography teachers to particularly support the capacities of geography teacher trainees and early career geography teachers in addressing EDI within their practice.
- Engaging with, and supporting, universities and employers to better promote and support pathways into higher education and the workplace for geography students.

TIBG editorial board

A new board has been appointed for the Society's journal *Transactions of the Institute of British Geographers (TIBG)* following an open application process, bringing in mid-career scholars more representative of the diversity of geographers who will be mentored and gain experience in such roles to strengthen future applications to editorial roles.

Governance and monitoring

Until May 2023, the role of the Equality, Diversity and Inclusion Advisory Group (EDIAG), consisting of the three Honorary Secretaries and the Director, supported by the Director's Executive Assistant: Projects, was to review and advise on the Society's work with respect to EDI. Following the changes to the Society's governance structure voted for at the SGM in 2022, from June 2023 the retiring Honorary Secretaries will be replaced by members of Council co-opted onto the new [Equality, Diversity and Inclusion and Sustainability Review Group](#), allowing the most suitably qualified and experienced trustees to be selected. The group will continue to help

create a framework and format for collating relevant actions, reflecting on progress, and informing strategic and programme-based planning. This in turn informs the report that is presented annually to Council each June.



EDI activities and actions relating to the Society's aims

1. Empower and support geographers, and those applying geographical expertise and approaches, in the development and sharing of geographical knowledge.

In terms of fulfilling this aspect of the strategy in relation to EDI, we have:

- Advocated for, and actively solicited nominations of, geographers from under-represented groups to ensure decision making roles and processes are inclusive of the diversity of geographers across school, higher education and professional realms. This work is ongoing, pursuing opportunities as they are presented.
- Used our convening power across our core networks (in education, universities and professional practice) to share insights into EDI issues, key transition points, and highlighted and catalysed effective interventions, in partnership with networks of teachers and university departments. This has been enabled by the *Geography for all* project, drawing on the [Geography of geography](#) evidence base. This has also involved facilitated conversations between universities and schools around EDI generally, and more specifically on inclusive fieldwork and decolonising the curriculum.
- Demonstrated the value of geography to further study and careers, showcasing the importance

of the subject to a diversity of issues that young people from different backgrounds care about, drawing on insights from [Young people's views on subject choices, further study and careers](#), and career pathways for diverse geography professionals. This report surveyed the views of 500 young people about their subject choices and future careers (March 2022). We have also supported a network for ITT teachers from diverse backgrounds/in diverse schools. The Society has also promoted teaching as a career to undergraduate students, particularly from underrepresented groups.

CASE STUDY

Research Groups – networks

A number of the Society's Research Groups, most notably the [Gender and Feminist Geographies Research Group](#), the [Race, Culture and Equality Working Group](#), the [Space, Sexuality and Queer Working Group](#), and the [Geographies of Health and Wellbeing Research Group](#), promote the study of their respective areas, encourage and facilitate the exchange of information and ideas, and disseminate information through newsletters, social media and publications. Each provide a lively and supportive network. In 2022, a new network for [Geographies with/of Disabilities](#) was launched.



- Built on the existing body of webinars and resources for undergraduate students to support their progression to further study and/or employment in geography-oriented roles, putting in place a mentoring programme for geography students from under-represented backgrounds.
- In partnership with the NERC-funded [Equator project](#), supported the development of, and shared good practice in, the recruitment and supervision of postgraduate taught (PGT) and postgraduate research (PGR) students from under-represented groups. As part of this, we raised awareness of opportunities for positive action.
- In partnership with the Geographical Association, held discussions with the exam boards to advance how geography in schools can better respond to the wider context such as consideration of EDI and how the subject has drawn on knowledge formed through colonial science and imperial geographies.

Education resources

Our award-winning [educational podcast series](#) continues to feature a wide range of geographers reflecting a range of perspectives including, for example, [Decolonising Frank Oates: a snapshot in time during the Victorian era of exploration](#) and [Migrant Remittances and COVID-19 - Professor Kavita Datta and Dr Elaine Chase](#), amongst many others.

Our [Geography Superheroes](#) series continues to profile a diverse range of geographers including Francisca Rockey, founder of [Black Geographers](#), and Prem Gill, Polar Conservationist working with The Scott Polar Research Institute, WWF and the British Antarctic Survey. This series has achieved significant traction on social media. For example, the profile of Earth scientist Professor Chris Jackson proved very popular with almost 300 likes and many retweets and comments.

CASE STUDY

Through the Society's grants programme, journals and books, we have funded and published geographical scholarship on EDI issues in geography (UK and internationally) and actively encouraged and supported editor-led initiatives around EDI and decolonising for the Society's publishing portfolio, as well as lobbying publishers to improve their practices.

For example, projects funded through the [Ray Gildea Award](#) by Dr Tom Rolands (University of Exeter) on decolonising the curriculum and Dr Vandana Desai (Royal Holloway, University of London) on undergraduate student academic mobility.

TIBG and Black geographers (articles in last year)

Over the last few years, the Society has made an active effort to increase the visibility of Black geographers and Black geographies in its journals, including through well-publicised themed interventions in *Transactions of the Institute of British Geographers (TIBG)*. In the last year our journals have continued to be a key location for Black geographies, with several more papers being published in *TIBG*, *Area* and *The Geographical Journal*. These include, '[Extraction is not a metaphor: Decolonial and Black geographies against the gendered and embodied violence of extractive logics](#)' by Amber Murrey and Sharlene Mollett; '[Intimate extraction: Geological matter, extractive afterlives, and the denial of a Black sense of place in Southern Louisiana](#)' by Manannan Donoghoe; and '["We are a people": Sovereignty and disposability in the context of Puerto Rico's post-Hurricane Maria experience](#)' by Stacy-ann Robinson, Andrea Vega Troncoso, J. Timmons Roberts, and Matilda Peck.

TIBG editorial boards (pathway for Editors)

In 2022, the Society re-formulated its editorial board for *TIBG*, drawing directly on EDI concerns. The aim of the board was to give a more diverse set of mid-career academics the opportunity to gain active editorial experience under the guidance and mentorship of the journal's editors, allowing them to gain experience in such roles to encourage and strengthen future applications to editorial positions. One member of the board, Dr Sneha Krishnan, has already been offered the role of editor of *Gender, Place and Culture*, demonstrating the value of this new approach.

CASE STUDY

Professional development event for teachers: *History and geography curricula at GCSE and A Level: embedding equality, diversity and inclusion*

On 16 June 2022, 57 geography and history teachers from around the country came together for a face-to-face event at the Society entitled *History and geography curricula at GCSE and A Level: embedding equality, diversity and inclusion*. Run in partnership with the Historical Association, this event focused on curriculum content and the work that is being done to ensure the teaching of both subjects at examination level is more inclusive and representative. It is a common theme across both history and geography that both subjects have suffered from a lack of representation in content and teaching in the past.

Anjana Khatwa, Earth scientist and TV presenter, spoke about why diversity and representation matter in history and geography, and Shanique Harris (*Geography for all* Project Coordinator) led delegates through tips for incorporating EDI into the classroom and geography fieldwork. A keynote session from Professor Tariq Jazeel, UCL, about geographical knowledge production now and in the past finished the day.

The Society aimed to provide opportunities to attend this day to people who may otherwise not have been able to attend. A small number of free tickets were available to teachers whose schools did not have the funds to send them on the course, and several teachers took this offer. Two delegates were also able to bring their toddlers with them to the day, as they would have otherwise been unable to attend due to childcare.

"I really appreciated being able to bring my son with me. I would encourage the Society to openly support parents, particularly those on maternity/paternity leave to be able to bring their infants with them to courses."

Some other feedback from a delegate on the day:

"Really enjoyed the day. Good to know that what we are doing so far is what is needed and very useful case studies included."

Evidence of impact: 100% of respondents found the event 'extremely useful' or 'very useful'. 100% of respondents said they were 'very likely' to use information from the day in their teaching and 100% were 'very likely' to recommend future courses with us to a colleague.



Fieldwork

The Fieldwork Principles, developed in partnership with the Council of Heads of Geography Departments in Higher Education, have been developed along with new resources to support their implementation, and they have been embedded into the Society's grants programme. [Principle 4](#) is specifically about accessible and inclusive fieldwork.

These principles have also been embedded in the Geography QAA Subject Benchmark Statement (SBS), which places in the foreground considerations of EDI, anti-racist positive action, and decolonial approaches to the teaching and learning of geography. The SBS underpins the Society's accreditation of undergraduate and Masters programmes. In 2022-23, the programmes of 30 universities have been evaluated against these new expectations.

[Geography Directions](#) regularly posts blogs about inclusivity and accessibility in fieldwork. For example, [Pride in the field](#).

Through the grants programme, [Fieldwork Apprenticeships](#) give students from disadvantaged backgrounds the opportunity during the summer to work for a number of weeks on a research project either in the UK or overseas, led by an academic member of staff at their university. These awards are supported through the generous donation of John and Anne Alexander and are part of a portfolio of grants, the Alexander Awards, to support and enthuse students from less advantaged backgrounds through fieldwork. In 2022, three students benefitted through fieldwork in Svalbard and the Congo.

A workshop on inclusive expeditions practice, delivered by the [Equal Adventure Foundation](#), to share knowledge and experiences and create new opportunities formed part of the Expeditions and Fieldwork Festival in 2022. For the past 30 years, the Society has worked in partnership with Equal Adventure to design and deliver solutions and programmes for people of all abilities to be involved in outdoor activities.

The Education team have commissioned a survey of secondary-school geography teachers to see whether they are doing the same, more, or less fieldwork than before the Covid-19 pandemic. The data collected will be broken down by Ofsted grading and by levels of disadvantage. The work will be completed in June 2023. Qualitative feedback on teachers' reasons for any changes will also be collected.

CASE STUDY

Workshop: Parachuting in? Towards more ethical and inclusive conservation practice

A full-day programme and international line-up of speakers brought 95 delegates from 34 conservation organisations together to discuss how best to avoid 'parachute science' by researchers from the Global North, as part of our joint efforts to improve ethical field research practices.

Alongside the Society, the workshop was organised by the African Conservation Centre, National Geographic Society, Newcastle University, Oceanswell, University of Exeter, and the Zoological Society of London, and enabled by funding and other resources provided by the Society.

Speakers at the event included Dr Asha de Vos (Director of Oceanswell), Shannon Bartlett (Chief Diversity, Equity, and Inclusion Officer at the National Geographic Society), and Lucy Waruingi (Director of African Conservation Centre). The panel discussion was on the thematic question: who are the gatekeepers for change?

The key output was a blueprint for future change that was shared with donors and participating NGOs. The aim was to provide some key guidance and stimulation for stakeholders to have the debate within their organisations as to what the future of ethical and inclusive conservation practice should look like.



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- ▲ 2022 Fieldwork Apprenticeship recipient Alice Jardine releasing a weather balloon during fieldwork on the role of the Congo Air Boundary (DRY-CAB).

2. Amplify the contribution that geography makes to understanding the world and how it makes a difference to everyone's lives.

The Society's team have made a commitment to 1) make visible and public the work that the Society is already undertaking in the EDI realm, in order to encourage others to do the same, and 2) to strategically expand the work that the Society is undertaking. This is demonstrated by the EDI section of the website and the use of 'EDI' as a tag to collate content from our [latest news](#) channel.

Through this the Society has:

- Foregrounded and credited the contributions of Research Groups and their members in all elements of inclusivity and diversity.
- Encouraged and supported diverse nominations for Society and other awards that serve to showcase the diversity of geography and geographers (through Society and sector awards, and more).
- Showcased relevant awards online (and in the building) in order to further encourage and support appropriately diverse nominations.
- Made sure these achievements/contributions are shared widely, particularly to younger and public audiences.
- Formed diverse partnerships to create educational resources.

- Worked with our publisher Wiley to define our EDI goals, including reporting, in relation to our scholarly publications.
- Progressed the *Geography for all* project to address under-representation in geography.
- Held workshops on decolonising geography fieldwork/inclusive practice.
- Worked towards widening the definition of geography and who it involves.



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- ▲ Dr Paula Kahumbu being awarded the Esmond B. Martin Royal Geographical Society Prize by Society President, Nigel Clifford

CASE STUDY

Esmond B. Martin Royal Geographical Society Prize

The inaugural Esmond B. Martin Royal Geographical Society Prize was presented to Dr Paula Kahumbu at an event at the Society celebrating the life and work of renowned geographer and conservationist Esmond Bradley Martin, whose generous bequest created the Prize.

Dr Paula Kahumbu is a Kenyan biologist and ecologist, and an inspiring and committed advocate for international wildlife conservation in Africa. For over 35 years Paula has shown outstanding achievements in the application of innovative conservation practice, knowledge and education, with far reaching impact across Africa. Her vision is to change the narrative, so Africans become the primary storytellers about African wildlife and the future of community conservation.

Currently CEO of WildlifeDirect, a Nairobi-based environmental NGO, Paula is the producer and presenter of *Wildlife Warriors*, Africa's first wildlife documentary series made by Africans, which seeks to transform the conservation literacy in Africa by shining a light on the continent's front-line conservationists and their work.

On being awarded the Prize, Paula said: "Like many conservationists, I admired Esmond deeply for his commitment to uncovering the details of the global ivory trade. Receiving this award is hugely humbling and I hope that I live up to his legacy".

Projects in partnership

As examples, collaborations were built around funded projects with UK research funding bodies, notably those of NERC on [EDI](#) and AHRC-NERC on [Hidden histories of environmental science](#) (full lists of the projects funded in both can be seen from the links).

A senior member of the Society team, Catherine Souch, is Co-PI on the recently funded EDICa project supported by the [UKRI/British Academy Innovation Caucus](#). The new network of researchers aims to improve EDI in the research and innovation sector, which is vital to UK economic growth through evidence reviews, focused research, and a network for sharing impactful interventions. Three work programmes focus on the career lifecycle, research process, and the organisation of work.

The Society has also worked alongside other professional bodies, grassroots organisations, academic institutions, and the public sector on the [Equator project](#) – a six-month project, funded by NERC, focused on improving equality, diversity and inclusion in geography, earth, and

environmental science (GEES) research. The Equator project aimed to widen access and dismantle barriers to postgraduate GEES research and research careers, increasing participation and retention of Black, Asian and minority ethnic students in postgraduate research.

The Society was delighted to partner again with [AuthorAid](#) to provide writing support to researchers based in low- and middle-income countries, with targeted additional support for researchers based in the Caribbean. AuthorAid's [award-winning](#) online research writing courses have trained over 11,000 participants since 2015.

The Society signed the [International Geography Community Declaration on Indigenous Languages](#).



CASE STUDY

Geography for all

The *Geography for all* project works with colleagues and organisations across the geographical community. The Society recognises that there is an existing and developing range of support and good practice and we wish to share such initiatives and experiences within and beyond this network.

It is important to set out that we recognise that great work is already being done by individuals and groups to address EDI within the geography school curriculum and we want to be able to highlight this work, provide a space to share the work and initiatives of those with expertise and knowledge among the community, and connect trainee and early career geography teachers.

As part of the network, teachers have free access to online and face-to-face CPD events that are run as part of the *Geography for all* project.

Direct work with under-represented young people

Support teachers through creation of a network and offering free CPD

Engagement with employers and Higher Education institutions

Evidence of impact:

- 480 teachers signed up to the network.
- CPD events for teachers held on inclusive fieldwork, representation of distant places, and improving teaching of Africa.
- Seven pilot schools (in London, Sheffield, Manchester, Northampton and Portsmouth).
- 19 mentors (undergraduate and postgraduate geographers) trained.
- Two to three mentors per school.
- Challenges of school engagement with workload and strikes.

Collaborations:



Feedback:

“We loved the session, thank you so much it has really sparked discussion in our department and reflect on what we are currently doing and how we can make it better. Also love the focus on takeaway resources and how to integrate the examples used into curriculum.”

Teacher delegate from online CPD session (Improving the Teaching of Africa)

“[The mentors] have immediately challenged student perspectives of geography being a "white" subject and were able to illustrate that topics covered in geography go far beyond the school curriculum.”

Head of Geography at London Pilot School

CASE STUDY

Annual Conference 2022

The RGS-IBG Annual International Conference is a useful case study in event design taking [EDI considerations](#) into account.

All participants have to abide by the [Code of Conduct](#), a creche is available, there is a category of registration for those on low-incomes, a recovery area is available for in-person attendees, accessibility considerations are prioritised, online attendance options are provided, and training and resources made available, including inclusive chairing and bystander training.

Conference interns

The conference is supported by Black geography student interns, a scheme led by the [Black Geographers](#), financially supported by the Society.

With a range of interests across the discipline, the interns, and a mix of undergraduate and master's students from universities across the UK, worked to support the virtual and in-person elements of the conference and to run their own event focused on Black Futures. Each student is mentored by a member of the Society's [Race, Culture and Equality Working Group](#).

Cynthia Nkiruka Anyadi from Black Geographers said: "For Black Geographers, the Fi Wi Road internship programme grew from a desire to create opportunities that we wished had been available to us as students. Although building new skills and producing novel research were key aims for the internship, the possibility of bringing together Black geography students from different institutions across the UK, and with very different research interests, was one of the most exciting prospects for the project."

This project is one example of how we are using positive action to affect change and work towards a geographical community where all sections of society are represented.



Membership

Associate Fellowship is a new category of low-cost membership for early career/recent graduates.

Monitoring

Monitoring of EDI-related considerations has been introduced in the past year for staff, Trustees and committee members, and job applicants. Collecting this data will provide us with baseline data from which to track future progress and highlight areas for improvement. We plan to progressively extend this to other areas, including building it into project proposals and business cases from the initial planning stages where appropriate.

We use the [ACAS Equality and Diversity Monitoring Form Template](#) as the basis for the questionnaire.

Data will be stored securely and in compliance with GDPR. Data can be benchmarked against comparator data, such as national, regional or sectoral demographic statistics, other organisations, and the previous year's data. An annual summary will be written to record the survey results and any subsequent actions or conclusions.

The Society is in the process of implementing a new CRM database called Oomi. This will allow collection of demographic data on our membership.

Recent achievements related to staff

The Society has introduced new working practices based around two to three core days to be worked in the office, with the option to work from home on the other days if the role allows. We have developed more detailed advice on flexible and home working for both managers and staff.



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A dress code policy has been added to the staff handbook that outlines the type of attire that is acceptable for Society staff and takes into account religious/cultural clothing and accessories. The staff handbook has also been checked to ensure that the language used is inclusive and gender neutral.

The Society has implemented a new HR system, YouManage, into which staff are able to enter their own diversity characteristics under their record, if they choose to.

The CIPD inclusion calendar was sent to the Communications Officer who mentions selected key dates/holidays/religious events and awareness months in the weekly staff newsletter emails and, as relevant and appropriate, in outgoing social media.

Job vacancies on the website now have a 'diversity monitoring form' for potential candidates who are applying for a role with us. They complete this and attach along with their CV and covering letter.

Website

Care is taken to ensure good representation of all genders, ethnicities and ages through the imagery used on the site, and inclusive language is used throughout. Attention is also paid to the readability of the text (avoiding jargon where possible and aiming for a reading age of 12-14 years).

There is an accessibility statement on the website outlining the actions that are possible to make the site more accessible (e.g. variable font size), those that we are working on (e.g. adding alt text tags to images), and those on our longer-term development list.

The website is currently being rebuilt and the specification includes the site meeting the industry standard WCAG AA level of accessibility.

Publications

The Society's membership publications (e.g. Bulletin, Annual Review) are now being published on our website using Adobe Express which makes them more accessible by screen readers and they have larger, clearer text than the pdf or printed version.

All Society membership publications are available in large print on request.

Geographical magazine is published under contract by an external publisher. The digital edition (which

is available to all Members and to Fellows who subscribe) includes scalable text.

Social media

The Society uses social media to communicate to a wide range of audiences. In planning the content that we share, we consider that a range of voices are used and that we do not highlight one area of our work to the detriment of others. In particular, we use social media to publicly celebrate and recognise the breadth of geography and geographers.

We also use social media to mark external 'celebrations' such as Black History Month, International Women's Day and LGBTQ+ History Month by creating and sharing content that showcases relevant geographers and geography.

Alt text should be included on all images to allow people using screen readers to access our content, but this is sometimes overlooked in the rush to publish content. We need to get better at doing this.

All videos shared via social media are captioned at the point of production.

- ▼ 'Zoom', Steve Russell (2021) – a portrait of Society volunteers, a member of staff and people recognised in our medals and awards programme during Covid-19 lockdowns.



4. Sustain the reputational, financial and institutional future of the Society.

Corporate Partners

In early 2023, the [Inflexion Foundation](#) committed to becoming a Corporate Benefactor, comprising a charitable donation specifically to support our work to widen access to geography (and also the *Earth Stories* initiative). This will see further investment into our *Geography for all* programme, working with colleagues and organisations across the discipline to improve EDI in geography at school, with a focus on under-representation by income and ethnicity.

[Esri UK](#) partners with the Society to support, promote and enhance our [Geography Ambassadors Programme](#), as the programme's Corporate Partner. The nationwide Geography Ambassadors Programme brings geographical inspiration and knowledge to young people every year through Ambassador visits to their classrooms.

House project: redecoration and rehang

The Interpretation Project will progressively consider what images and objects are presented within the Society's

building and add interpretation as appropriate. Research and planning have been undertaken and the rehang plans are being integrated with ongoing redecoration of the public/semi-public spaces. This project will help to contextualise the often-complex history of these materials, but also to engage and excite the tens of thousands of people who move through our building each year.

External contracts

Competitive tendering is in place or scheduled for all of our main contracts. The Society has contracts for cleaning and security services that require that the London Living Wage is paid to contractors' staff. Contractors are also required to comply with the code of conduct that was published in 2019 where they work at the Society's building in South Kensington.

Collections

The work of the Collections team continues to support diaspora and community group engagement with the Collections, specifically providing access for non-academic community partners to use the Collections as a resource in planning exhibitions and projects, and, where practical, in providing opportunities for the development of dialogue and improving access to the Collections for wider use.

[Other Everests](#) – an AHRC Network-funded symposium was held at the Society in July 2022. This focused on critically assessing the legacy of the Everest expeditions, and re-evaluating the symbolic, political and cultural status of Everest in the contemporary world.

There is ongoing development of teaching and learning resources on the Society's history and Collections; funded Collaborative Doctoral Award projects actively working on these themes, and the Society is partner on three new bids under the NERC Hidden histories of environmental science call. The [Creative Approaches to Race and In/security in the Caribbean](#) (CARICUK) project developed new teaching and learning resources that draw on the artistic interventions and film.

The Collections Advisory Group reassessed the Society's acquisitions policy and will continue to consider appropriate actions linked to contemporary understanding of the Society's historic Collections.

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