

Equality, diversity and inclusion report

**Royal
Geographical
Society**
with IBG

Advancing geography
and geographical learning

● June 2021 to May 2022

... Introduction

The Royal Geographical 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.

In June 2021, the Society's Council agreed that our approach to, and performance on, the broad range of equality, diversity and inclusion (EDI) issues would benefit from regular review and associated internal and external communication.

Additionally, it was agreed to bring an annual report to Council every June, and to present versions of this report publicly on the website and in the Trustees' Annual Report that is sent to all Fellows and Members.

Below is the report for June 2022 and it includes an overview and review of EDI-related activities across the Society in relation to the [Society's Strategic Plan](#). This is our second year of reporting and we have continued to build on our progress from last year. These reports give the Society a way to demonstrate and reflect on year-on-year progress against our objectives.

The nature of the organisation and the work delivered for different audiences necessitates a range of approaches. In the last year, the Research and Higher Education committee approved an action plan to guide work of that team at the Society and in partnership with the higher education community (see Appendix A). The Education team has also been active, focused on reports and a new project (*Geography for All*, supported by Council in December 2021). There has been considerable development of our hybrid event offering and digital access to our Collections, all of which has presented opportunities to take a more inclusive approach to these forms of engagement. The appointment of an HR Advisor in 2021 allows us to further develop our EDI work in relation to staff, including expanding our training and development offer. An overview of this range of approaches across the Society is illustrated in this report.

Equality, Diversity and Inclusion Advisory Group

The Society has been continuing to develop its understanding and practice across the broad areas of equality, diversity and inclusion through the course of 2021/22. The Equality, Diversity and Inclusion Advisory Group (EDIAG) meets to review and advise on the Society's work with respect to equality, diversity and inclusion, and it consists of the three Honorary Secretaries and the Director, supported by the Director's Executive Assistant: Projects. The group helps to create a

framework and format for collating relevant actions, reflecting on progress, and informing strategic and programme-based planning. A report is presented annually to Council each June.

The scope of this report relates solely to the Society's charitable activities. Policies and procedures relating to staff and contractors are attended to as part of the professional management of the organisation, although new elements of relevant policies and practices will be noted in the annual reporting cycle. Note that this report, and the work of EDIAG, does not seek to summarise or review the activities of Fellows and members related to these themes.

EDI activities and actions relating to the Society's Aims, as expressed in the strategy agreed in 2020

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

- **Advocate for geography and support its uptake, with specific support for under-represented groups**

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 (e.g. with the Department for Education and other school stakeholders for REF, QAA, UKRI; and at the Society, Education and R&HE Committee/Council, Editorships of the Books and Journals, Accreditation and Grants review Panels etc). This work is ongoing, pursuing opportunities as they are presented e.g. QAA SBS – Panel and Statement; TIBG Editorial Board; UKRI Peer Review (with Society Grants Reviewer training/panel); Editorial Boards and next-generation Editors; Accreditation panel.

Worked across the Society's core networks (in education, universities and professional practice) to share insights into EDI issues, key transition points, and highlighted and catalysed effective interventions. This is achieved through regular Heads, EDI-lead and Research Group meetings.

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, and career pathways for diverse geography professionals. Schools led: ongoing work focused on Careers profiles; Ambassador placement; resources for ITT and teachers more generally. Supported new network for ITT teachers of diverse backgrounds/in diverse schools.

Facilitated conversations between universities and schools around EDI generally, and more specifically on inclusive fieldwork and decolonising the curriculum.

Convened bi-annual meetings of undergraduate students from diverse backgrounds (across departments) to listen to them and to learn from their experiences; to better understand their needs and priorities; to amplify their voices; and to act on their recommendations.

Built on the 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.

Promoted teaching as a career to undergraduate students particularly from under-represented groups.



Commissioned research to learn more about attainment/achievement gaps across the geography student population; effective interventions to address inequalities; and convened meetings across departments and research groups to share these insights.

Supported the development of, and shared good practice in, the recruitment and supervision of PGT and PGR students from underrepresented groups. As part of this, we raised awareness of opportunities for positive action.

The team provided a chapter on 'Supporting young peoples' awareness and development of green skills' for the DfE commissioned Rapid Evidence Review to support the DfE's development of its Sustainability and Climate Change Strategy. This work noted that external research identified that for a number of groups, such as working-class respondents, green jobs were viewed as a 'bit of a punt'.

Commissioned a [blog](#) on *Geography: Righting the World?* for the *Diverse Educators* initiative which explored the Society's past and present work.

Following approval of a funding request by Council the Society's *Geography for All* programme started in summer 2022. Shanique Harris was appointed to the role of Project Coordinator: Geography for All in May 2022.

Earth Photo – this annual photographic competition and exhibition, which is annually hosted at the Society and at four Forestry England outdoor venues provided opportunities for local partnership and community engagement work. In 2019 the Society received funding from the Sun Institute to encourage young people from disadvantaged backgrounds to participate in a series of workshops led by the Pulitzer-Prize winning photographer Marissa Roth. Delayed by the pandemic these in-person and online activities will be piloted through the Earth Photo 2022 season.

Wiley Digital Fellowships – managed by Dr Sarah Evans, are designed to enable wider research access to the recently digitised Collections content made available through the Wiley Digital Archives project and are resulting in greater diversity of users and voices. Following their launch in 2021, the call for 2022 applications is now live.

- **Support the teaching and learning of geography and its uptake in schools and higher education**

A [consultation](#) response was made to the Africa All Party Parliamentary Group's Inquiry into Teaching about Africa. The inquiry's [report](#) included a full page on the work of the Society. The inquiry's chair Lord Paul Boateng has written a short overview to accompany the Society's EDI event on the 28 June.

In partnership with the Geographical Association, we are undertaking discussion with the Exam Boards for geography GCSE and A level to explore a range of issues in advance of the likely forthcoming review. These discussions include consideration of how schools' geography 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.

In partnership with the Historical Association, we will be running a CPD event in June titled History and Geography: Embedding quality, diversity and inclusion. Speakers in the geography strand will include Prof Tariq Jazeel, Dr Anjana Khatwa, Malica Scott and Shanique Harris



Podcasts. Our educational podcast series continues to feature a wide range of geographers reflecting a range of perspectives including for example [Yadvinder Malhi](#), [Dinko Haanan Dinko](#), and [Anjana Khatwa](#). Our podcast series has been shortlisted as a 2022 finalist in the Educational Resources Awards.

Our [Geography Superheroes](#) series continues to profile a range of diverse geography and themes including Dr Dawn Gill (chief scientist Esri) and Jane Rumble's (Head of Polar Regions FCO) work under the banner Pride in Polar Science.

The Society used the opportunity of the Geography QAA subject benchmark statement (SBS) review to foreground considerations of EDI, anti-racist positive action, and to embed a 'decolonial' approach to the teaching and learning of geography in the SBS. This contributed to a revised SBS with enhanced expectations that foreground a decolonial imperative, anti-racist action and inclusive teaching practices. They also embed Fieldwork Principles.

Drawing on the expertise of the community, the team collated and disseminated resources for teaching staff, including graduate teaching assistants, to encourage and facilitate the embedding of race and ethnicity in teaching across the discipline (at all levels, and in compulsory and optional modules) and the adoption of inclusive and anti-racist pedagogies. As a key element of this work, the team supported Research Groups (with funds and Society staff support) to deliver annual workshops on these topics.

We also worked with geography departments to undertake a review of where dimensions of diversity, particularly race and ethnicity, appears in their current provision and to encourage change to ensure these topics are taught at all levels, and in compulsory and optional modules. This will include a review of core modules to ensure that they incorporate an inclusive range of key theorists and works, and due consideration is given to their historical context. The next ambition is to encourage all geography departments to make sure these considerations are embedded in curricular review processes at programme and module level.

The Society will add an explicit question in the Society's undergraduate and postgraduate course accreditation application, to ask departments to report and reflect on the teaching of different dimensions of diversity, and the range of key theorists and key works included in the core reading lists. We will also be developing further resources and prompts for external examiners on these themes.

The team will continue to support and enable research on the Society's history, its Collections and building, and develop learning resources for undergraduate teaching to foreground critically inflected insights. There is ongoing development of teaching and learning (T&L) resources on the Society's history and Collections; funded CDA (Collaborative Doctoral) 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 CARICUK project developed new T&L resources that draw on the artistic interventions and film.

- **Convene and support the community to share knowledge and best practice**

We have been undertaking additional research to explore and share additional EDI perspectives within geography. These include:

- [I didn't have any teacher who looked like me](#). This report shared the experience of Black, Asian and minority ethnic trainee and early career geography teachers (October 2021).

- [Young peoples' views on subject choices, and careers](#). This report surveyed the views of 500 young people about their subject choices and future careers (March 2022).

The findings of these reports have been shared through presentations at the Geography Teacher Educators conference (Jan 2022), the GA annual conference (April 2022) and with a number of HE departments and PGCE programmes. The earlier [Geography of geography](#) research also continues to be widely cited and shared across the community.

We collect, collate and publish sector-level data on geography provided on an annual basis. These data will provide the evidence base for targeted interventions and a benchmark against which progress is assessed.

Periodically (every two to three years), and as appropriate we undertake more detailed analyses (e.g. the Geography of geography report) to better understand regional patterns and trends.

The Society:

- Continued to encourage departments offering Geography degrees to develop data collection mechanisms which monitor these same data at their institutions to inform local benchmarking and action plans.
- Convened meetings of Heads/department EDI leads and of Research Groups to share findings and to listen to their experiences and challenges.
- Monitored department level engagement with [Athena Swan](#), and institutional level applications for the Race Charter, with annual workshops, shared resources, and a jiscmail list to enable departments to share insights and pose questions.
- Repeated surveys of the geography higher education community to assess priorities, challenges and discipline specific needs, as well as to gather good practice.
- Through the Society's grants programme and journals/books, funded and published geographical scholarship on EDI issues in geography (UK and internationally)
- Adopted codes of practice that model best practice in terms of EDI for all R&HE activities – conferences and events; publishing; grants-funding etc. Significant work on code of conduct and safe and inclusive conference spaces and practices. Resources and training planned for Research Groups and session Chairs.
- Actively encouraged and support Editor-led initiatives around EDI and decolonising for the Society's publishing portfolio.
- Led sector-wide discussions (e.g., Editors of Geography journals), partner on initiatives (such as Author Aid), and lobby Publishers to improve on their practices.
- Monitored and shared widely scholarly research and other key HE-relevant reports and policies, actively collated and disseminated content through virtual issues, blogs, newsletters and social media (e.g., of UKRI, Leading Routes, Stuart Hall Foundation etc).
- Partnered with the HE community in funding bids to external bodies to better understand key issues and to deliver programmes to catalyse interventions and their uptake to accelerate positive change.
- Partnered with the HE community in funding bids to external bodies to better understand key issues and to deliver programmes to catalyse interventions and their uptake to accelerate positive change. Part-funded and supported eight [Black undergraduate student interns](#) this summer through the *Antipode Rights to the Discipline initiative*. Through the grants programme funded a research project to identify key issues and good practice in [supervising Black PhD students](#).
- With the Council of Heads of Departments (CHGHEI), convened meetings to share effective practice across the sector on, for example: staff recruitment and progression to



actively seek to address under-representation; inclusive and anti-racist workplace cultures.

- Maintained participation in the Exhibition Road Cultural Group which shares knowledge and best practice with our physical neighbours in South Kensington.
- **Support those undertaking fieldwork to ensure it is safe, ethical and inclusive**

We have a set of Fieldwork Principles that are agreed and adopted that are embedded in our grants <https://www.rgs.org/research/higher-education-resources/fieldprinciples/>

While emphasising the importance of fieldwork, the team highlighted the plurality of approaches and have been particularly attentive to inclusive fieldwork, the choice of fieldwork locations, and students' perceptions, anxieties and experiences. Fieldwork Principles were actively discussed by Heads; >30 departments now signed up. Supported roll-out and uptake (enhanced by resources from suite of NERC EDI projects).

The team enabled a new series in the Society's research blog *Geography Directions* on Pride in the Field and added new resources on inclusivity and accessibility to underpin the recently adopted Fieldwork Principles. The *Classics Revisited* series for our journal *Area* on fieldwork included conversations on disability, economic exclusions, and race and ethnicity and gender and intersectional issues (Papers forthcoming at time of writing). Kit Rackley's experience of fieldwork as a trans student has been shared via the *Geography Directions* blog.

Work is underway to radically refresh the digital *RGS Explore Handbook* which provides a set of resources and guidance for those going on expeditions. RGS Expeditions & fieldwork Advisor, Shane Winsor attended: an online workshop: Inclusion and Safety in Field-Based Environmental Sciences Research organised by Women in Fieldwork group - 16-17 May 2022. She also participated in a St George's House consultation at Windsor Castle: A Wild Future – sustainability and better inclusion in the outdoors – 11-12 April 2022.

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

- **Amplify the work of the Society and others**

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

The last year saw the planning phase for the Everest Exhibition 2022 – this exhibition, which focuses on the evolution of film and photography of the mountain in the 1920s offers significant opportunities to build on the work of the Society's '*Unlocking the Archives*' project. In addition to a programme of participatory activities being planned as part of a grant application to the NHLF linked to the exhibition, we are also exploring opportunities through the networks of Tibet House and approaching Lama Jabb, who is a research fellow / head of the Tibetan and Himalayan Studies Centre at Wolfson College, Cambridge, and the Instructor in Tibetan at the Faculty of Oriental Studies at Oxford.

Other Everests – an AHRC Network funded symposium was planned in this period, and will be held at the Society in July 2022: organised by RHED, the Collections will play an important role in the symposium, with reassessment and consideration of future engagement for public audiences with academic outputs from the symposium.

- **Celebrate success**

The Society has:

- Foregrounded and credited the contributions of Research Groups, and their members in all elements of inclusivity and diversity.
- Made awards, and support nominations, to showcase the diversity of geography and geographers (through Society and sector awards).
- Encouraged and supported nominations and showcase online (and in the building).
- Actively contributed to celebratory days/months (Black History Month; LGBTQ+ month; Disability month; International Women's Day etc) to showcase the diversity of geography and geographers.
- Made sure these achievements/contributions are shared widely, particularly to younger and public audiences.

- **Develop partnerships and use the Society's convening powers develop and maintain effective networks of influence**

For example, collaborations were built around funded projects, 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).

The team continued to build on the public interest in the role of the photographer as practitioner, and we are working to develop a pilot proposal seeking funding from the Arts Council to work with local partner galleries, museums or libraries around the UK to repeat the kind of responses and results that the community NHLF Shackleton project achieved in 2016-18.

We worked proactively with UK-based Geography organisations to share good practices and policies that promote EDI (e.g. Heads, Research Groups, COBRIG, Antipode, @Blackgeographers). Members of the team were invited participants in NERC [roundtables](#); Member Science Council Decolonising Forum; Environmental Professional Bodies EDI network; AcSS-ESRC EDI initiative; BA conversations and discussions on the above themes.

The Society partnered with other professional organisations and learned societies (e.g. BA, AcSS, RHS, BSA, BSG), to share practices and to lobby funders/sector bodies such as HEA to encourage, and give due support to, EDI initiatives.

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

3. Engage, serve and develop the Society's membership.

- **Actively seeking and enabling the participation of under-represented groups**

Physical accessibility of public events organised by the Programmes Team

Where at all possible, public events organised by the Programmes Team are hybrid – that is they are both in-person and live streamed for an online audience to extend their reach beyond the people who can travel to central London.

Recordings of public events are currently only available to members, but we are introducing functionality on the website that will allow tickets holders to watch the recordings for up to 30 days after the event.

Event recordings are captioned where possible and definitely on request. Plans are in place to increase the number of event recordings with captions. A hearing loop has been installed in Ondaatje Theatre.

The stair lifts between ground floors and to the stage have been repaired and checked on a regular cycle; although it remains a significant issue that there is no step free access to Council Room or Director's Office.

Physical accessibility of public events organised by regional committees

Physical accessibility (step free access/hearing loops etc) are part of the 'wish list' for venues used by the regional committees for their events, although not always possible to ensure, especially where historical venues are used.

Hybrid events are often not possible to arrange given the venues used by the committees, however most committees are now including a mixture of in-person and online-only events in their programmes.

Event design

The Society seeks diversity in its roster of speakers and chairs across the London and regional public event programmes. For London-organised events the gender/ethnicity/age of speakers and panellists are monitored during programming.

Regional event organisers undertook training in 2021 to raise awareness of EDI issues when programming events and to reduce unconscious bias. Such training will continue to be made available to these and other staff and volunteers on a rolling basis.

Where possible the ethnicity and gender of speakers/panellists are monitored for the regional programmes. The Society needs to find a way to improve this monitoring if it is to be used in any formal way (rather than simply to get a feeling for how the programmes are doing) but must demonstrate a clear use for the data before it starts collecting/storing. There are some key decisions to be made – Do we have any targets? i.e. a vision of what a diverse/inclusive programme of speakers looks like? Or are we aiming to reflect the make-up of the UK population?

Advice has been taken from relevant stakeholders on making events, in particular the annual Children's lecture, more accessible to autistic people. This has included ensuring the availability of a quiet room and entry timed to avoid crowds.

The Society has a [Code of Conduct](#) which sets out the principles of behaviour that govern all Fellows and members, volunteers, staff, and anyone who participates in any Society event or activity. Any contractors working at, or on behalf of, the Society are also expected to abide by the principles outlined in the code of conduct.

- **Increase, and better target, the use of digital media to communicate and engage with Fellows and members**

Website

The website needs to undergo a thorough accessibility audit over the coming three years and financial investment will be needed to make this happen (both to conduct the audit and implement necessary improvements). We know that some simple things have not been implemented (e.g., alt text tags on images) that should have been introduced during the build of the current website, and that there are other more complex issues such as ensuring screen readers can access all our content (e.g., it's not hidden in unreadable pdfs or in embedded media). These issues will be carried into the specification for a proposed new website build.

However, care is taken to ensure good representation of all genders/ethnicities/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).

An accessibility statement is being written that will be added to 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 identified by the audit.

Publications

The Society's membership publications (e.g., Bulletin, Annual Review) are now being published on our website as Adobe Spark embeds which not only makes them more attractive than a downloadable pdf (also available), but they are accessible by screen readers and 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 Fellows and members who subscribe) includes scalable text.

As with the website, a variety of images are used throughout publications to ensure good representation of gender/age/ethnicity. However, care has to be taken not to overuse particular images. We'd benefit from a greater range of images and the collection of these will take place over the coming year now that coronavirus restrictions have eased.

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.

- **Become more inclusive and diverse in terms of staff, members, trustees**

Monitoring

Historically, the Society has not monitored staff, members, volunteers or audiences/users in relation to EDI/protected characteristics in most of its work. Monitoring of equality-related considerations, and acting on the information, will demonstrate that the Society is following good practice guidance but more importantly it will provide us with baseline data from which to track future progress or highlight areas for improvement. We have recently introduced monitoring during recruitment and plan to progressively extend this to other areas, including building it into project proposals and business cases from the initial planning stages where appropriate.

Council, Committee, and Sub-Committee members

In accordance with the Conflicts of Interest Policy and Procedures, trustees are asked to provide an update on any potential conflicts at the time of each June Council meeting. We think that this would be an opportune time to ask them to complete an EDI monitoring form.

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

Recent achievements related to staff

The Staff Handbook was substantially revised and updated (in parallel with our employment contract) in 2018/19, and further updated recently. It will from now on be refreshed on a regular basis. For example, a new section attends to the fact that we anticipate significant increases in requests for flexible and home working, and hence we are working to give more detailed advice in this area to both managers and staff.

A draft Dress Code Policy has been prepared that outlines the type of attire that is acceptable for Society staff and takes into account religious/cultural clothing and accessories.

We are implementing a new HR system. At the moment this entails completing a detailed template with the personal details of employees for the creation of their records on the new system. The system is called YouManage and comes highly recommended by our HR services provider WorkNest who have used the same system for some time. Once the system is fully running, staff will be able to enter their own diversity information under their records.

The CIPD inclusion calendar was sent earlier in the year to the Communications Officer who mentions 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 will complete this and attach along with their CV and covering letter.

We now have a 'Why work for us' section on the website to showcase our benefits – these now appear under each vacancy. This allows candidates to read this before making an application.

[illegible]

The Society's HR lead will be starting a staff Working Values Group in coming weeks. The group will consist of at least one representative from each department and meet monthly to discuss ideas, suggestions and thoughts for employee welfare/the organisation.

The team are finalising the location and decoration of a prayer/reflection room as part of a redecoration and redesignation of some spaces in the building in Summer/Winter 2022.

- ### House Projects: redecoration and repairs

In order to mark the Society's experience of the COVID-19 pandemic, but also to present a more plural and engaging first expression of 'who the Society is' in the reception area, an oil painting was commissioned (without cost to the Society). This [Zoom portrait](#) by the artist Steve Russell features nine people who supported the Society, or worked closely with us, through the 'COVID era':

This commission links to a wider 'rehang project' which will progressively consider what images and objects are presented within the Society's headquarters 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.

Competitive tendering is in place for all our main contracts (with a COVID related exception in one case where we have delayed this). Hence, since 2019, the Society now has contracts for cleaning and security services that guarantee the London Living Wage for contractors' staff. This move has improved quality and reliability of service in addition to addressing a reputational risk, and without additional costs to the Society. 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.

- The work of the Collections team continues to support diaspora and community group engagement with the Collections, specifically providing access for largely 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.

In terms of the approach to the interpretation of potentially sensitive materials, the Collections team seek to provide a balanced and open approach to the display and contextualisation of potentially ‘difficult’ materials in the work that is undertaken online and in person at the Society. The framing of material, its relevance today and importance for research is clearly stated and the displays and activities in the Foyle Reading Room are open to all.

To support this work, we published *Working with the Society’s Collections* a guide on this work for new and future users from this audience sector. It is recognised that this important piece of work should be regularly revisited and updated, and that it is valuable to maintain regular training with staff and volunteers to support critical reflection on the Society’s practices.

The team have worked for greater visibility for the Collections online. As part of this the Collection tab will be migrated to the Society’s home page later this year, with the inclusion of new features, including a form to be added to the website for people to suggest correction of errors, correction of language, and addition of material to the catalogue, which would help to demonstrate engagement and interaction through a formal route and process. Narratives and content broadly aimed at wider public audiences will also become a feature of the new web pages.

Collections Advisory Group - we are actively working with the Collections Advisory Group’s input to open access to community users (internationally), to reassess our acquisitions policy and also consider appropriate actions linked to a limited number of sensitive items held within the Society’s historic collections. This work will be reported to Council.