

The background of the entire page is a photograph of a group of students in a classroom. They are all looking down at something on a table or desk in front of them, possibly laptops or papers. The lighting is warm and focused on the students' faces.

2022

AUDIT REPORT

**PREPARED FOR UNIVERSITY COLLEGE
LONDON (UCL) COMPUTER SCIENCE
DEPARTMENT**

BY

</> arkisites

University College London
Department of Computer Science
Diversity and Inclusion: Roadmap for the Future

Presented by arkisites

April 2022

Contents

EXECUTIVE SUMMARY	PAGE 4
INTRODUCTION	PAGE 5
KEYS	PAGE 6
STUDENT AUDIT	PAGE 7
INTAKE	PAGE 10
RETAIN & DEVELOP	PAGE 20
STAFF AUDIT	PAGE 26
INTAKE & RETAIN	PAGE 28
DEVELOP & PROMOTE	PAGE 37
CONCLUSION	PAGE 42
REFERENCES & RESOURCES	PAGE 44

Executive Summary

The audit looks to answer three key questions presented to arkisites by the department's EDI lead which included: (1) Why does the department receive so few applications from students and staff? (2) What are the barriers to career progression for black staff in the department? (3) How can the department provide better support to black students?

arkisites conducted interviews, and surveys, reviewed guidelines, data and policies around the intake, retention, development and promotion of students and staff and arrived at these findings relating to the questions above.

(1) The lack of engagement with community groups, social organisations and schools in the most diverse areas of London is a major factor in the lack of applications from students and staff for courses and roles in the department.

(2) Aside from the barriers to career progression that affects all staff (e.g lack of clear pathway for professional services staff), the lack of black senior staff within the department is a massive barrier. Especially considering the fact the senior managers and HoDs play such a pivotal role in the promotions process. This culminates in the makeup of the department reflecting the biases, conscious or unconscious of senior leaders and HoDs.

(3) Creating a sense of belonging, improving relations with black students and building a truly diverse organisation that is representative of the student body are ways that the department can provide better support to black students. This should result in the EDI team having a better understanding of the challenges that black students face in the department and institution, thus providing meaningful support would be easier.

N.B. The focus of the audit was on racial diversity, however, during the audit, we came across data that sat at the intersection of other types of diversity. This report may also share findings relevant to gender, sexual and neuro-diversity.

Introduction

arkisites engaged with University College London's Computer Science department as an external EDI consultant to undertake and review their student and staff activities and processes vis-à-vis black students and staff. The request for an Equity, Diversity and Inclusion (EDI) audit was made by the EDI lead of the department. This is part of a concerted effort to create a deeper understanding of the effects of institutional biases against their current (and prospective) students and staff.

As part of the audit process, arkisites was also charged with some objectives that may act as a foundation for future EDI initiatives. These included:

Data Gathering - Policies and Impact: arkisites collected data on the implementation of EDI related policies to determine whether they are in line with the department's and institution's goals and vision. We also investigated the perceived impact (from students or staff) of said policies on creating a more equitable department.

Data Analysis - Statistics: We collected, analysed and made sense of statistical data relating to the breakdown of students and staff in the department. The data and subsequent findings in this report are presented in a meaningful way.

Opportunities and Recommendations: This report proposed recommendations that support the department's efforts to make positive changes based on strengths, weaknesses, opportunities and threats identified during the audit process.

As a result of the audit, the department may create an EDI strategy in line with University College London's Equality, Diversity and Inclusion vision for 2020/2021 which states: "We aim to acknowledge, understand and tackle structural inequities and unjust social power imbalances that affect our communities across the institution. This means recognising how we got here and what needs to be done to ensure equity, inclusion and belonging for those who are not systemically privileged by our society".

Keys

We used a range of acronyms to describe an interviewee (non-descriptive) or as an abbreviation of a name or organisation.

Interview Descriptors

AD - Admissions Staff
AS - Academic Staff
CS - Computer Science (department or course)
F - Female
FE - Faculty of Engineering
M - Male
ML - Machine Learning
NB - Non-Binary
PG - Postgraduate
PS - Professional Services Staff
RS - Research Staff
SF - Staffing and Facilities
TS - Teaching Staff
UG - Undergraduate

Acronyms

BIS - Department of Business, Innovation and Skill
DoE - The Department of Education
EDI - Equity, Diversity and Inclusion
CS - Computer Science
FTE - Full-Time Equivalent
HoD - Head of Department
PGR - Postgraduate Research
SLC - Student Loans Company
UCAS - University and College Admissions Service
UK - United Kingdom

Student Audit

D&I Audit

Equity, Diversity and Inclusion from a student standpoint means more than just being accepted and tolerated by their academic peers and staff. It means that students, from minority ethnic backgrounds, can engage with the different types of individuals in an academic institution in a way that ensures that their identities and experiences are respected and valued.

Outside of the academic and intellectual facets of their student experience, academic institutions play a key role in supporting the emotional, psychological and wellness needs of their students. The Computer Science Department at University College London acknowledges the importance of supporting students in every phase of their academic journey; from application to admission, welcome week to graduation, and their transition into the workplace. From a racial diversity standpoint, many students may need additional support, including students who:

- Are from groups that are historically underrepresented in higher education.
- Are in "non-typical" areas of study for their demographic.
- Struggle with financial challenges.
- Are not studying in their "home" country.

The audit enabled arkisites to carry out an analysis of the activities of the department as it pertains to diversity and inclusion. It gives a snapshot of said activities and provides recommendations on how to improve diversity and inclusion practices in the department. This part of the audit relates to the intake, retention and development of students.

Overview

THE DEPARTMENT WANTS TO REMOVE BARRIERS AND UNDERSTAND WHERE TO FIND DIVERSE STUDENTS.

Admissions Officers and Tutors in the Faculty of Engineering Sciences shared information about the admissions process for the Computer Science Department. The department is tied to institutional (UCL) and legal boundaries when exploring what it can do to create a more diverse student body. The department has sought legal advice on preferential offers for prospective students. Institutionally, the faculty and department only work with the information provided by UCAS (for prospective undergraduates). Applicants applying through UCAS (i.e. UG degree students) can provide details such as ethnicity (for UK-domiciled only), to UCAS as part of their application form. This personal data is only released to UCL once the application cycle is fully complete. The individualised data is never made available to academic departments nor those in Admissions. Aggregated data isn't always made available to departments or admission teams making it more difficult to ideate and implement changes to the admissions process. During the audit, we found that there are communication issues between departments and the central admissions teams as well as the pre and post-16 engagement teams. This is especially concerning because any significant change may need an institution-wide approach.

That being said, there are two findings that arksites would like to highlight,

1. The Access UCL scheme is set up to give preparatory, foundational learning skills and contextual offers to applicants from underrepresented groups at UCL. The study preparation aspect of the scheme isn't widely offered by other higher education institutions. Similar programmes at other institutions have typically further requirements (being from an area local to the institution etc). The Access UCL scheme removes some barriers to entry for black and other underrepresented students.
2. Staff commented on the fact that the proportion of the intake cohort is the same or similar to those that apply. This shows that there isn't a diverse group of applicants for courses in the department. However, it suggests that the process, from the point of application, is not inequitable - this isn't to say that there's no room for improvement.

Exploring where to find and how to incentivise black student applicants would be a more effective solution to creating a more diverse student body.

Student Intake

Student Outreach: Building the Pipeline

OUTREACH PROGRAMMES THAT ENCOURAGE STUDENTS FROM DIVERSE BACKGROUNDS CAN TAKE MANY FORMS

Underrepresentation in academia is visible when looking at the breakdown of application and acceptance rates at higher education institutions, suggesting that barriers to entry typically appear early on in the education pipeline. Research has shown that black students (and other low-income groups) are less likely to apply to competitive institutions; despite having strong grades and test scores.

"A lot of my black peers looked at UCL as a potential option in my sixth form, however, only two black students ended up applying... one of them being myself" - (F-UG-CS)

The consequence of such can be seen as early on as open days and related events; prospective students from underrepresented groups will opt not to attend. The department needs to pinpoint the most effective places in the application process for intervention.

The department is involved in a number of outreach programmes that vary in type, length and offering. One of the ways they engage with further education students is through organisations that offer support services for those that are aspiring to pursue higher education and/or a career in a STEM subject. In2Science, Generating Genius and 3DAmi are examples of organisations that the department supports (through sponsorship, partnerships or any other means). This type of outreach is effective in equipping further education students with the skills they need to make a strong application to an elite higher education institution. The same can be said about providing mentorship opportunities and industry links to participants of the programmes that such organisations run. However, in these programmes, there's no focus on preparing students to apply for a course at UCL and talk less of the department.

Student Outreach: Building the Pipeline

OUTREACH PROGRAMMES THAT ENCOURAGE STUDENTS FROM DIVERSE BACKGROUNDS CAN TAKE MANY FORMS

It is recommended that higher education institutions should diversify their recruitment methods and practices. The department has supported, implemented and taken part in some programmes and/or schemes; including institution-wide initiatives. However, some of these methods have their limitations:

Access Scheme:

- The scheme can be described as a late-stage intervention; in terms of intake.
- The department only accepts around five students from the scheme every academic year.
- The strength of applications means that most students applying to the undergraduate courses meet the minimum requirements.
- Could argue that students on the scheme would have been accepted onto the course regardless of being on the scheme. Questions about effectiveness are raised.

Outreach via social mobility organisations:

- Limited influence with the content being shared.
- Doesn't equip students with the support needed to put forward a strong application at UCL.

Outreach via schools:

- Focused only on schools in the local area.
- No engagement with schools in regions that have the highest percentages of black pupils.

In addition to the specific limitations to each recruitment method, when interviewed, black students were not aware of any of the schemes that the department, faculty or institution run or supports. The vast majority of students didn't attend any open days or events (virtual or otherwise) before applying to a course in the department.

Student Perceptions: Impact on Applications

THE OPINIONS HELD BY AN UNDERREPRESENTED GROUP CAN AFFECT THE NUMBER OF APPLICATIONS RECEIVED FROM THAT GROUP

There are widely accepted perceptions about UCL from the student body across the nation and these are present amongst prospective students applying for a course in the department. Some perceptions and opinions attract students to apply for UCL with the most obvious ones being its reputation as an elite institution, its high employment (after graduation) rates and its location in Central London. More specific to the Department of Computer Science, black students mentioned that the following factors made UCL and the course in the department attractive:

- Exchange programmes.
- Practically of courses.
- Module flexibility (selection of modules from different departments).
- Quality and content of the syllabus (undergraduate).
- Many options for specialism (postgraduate - taught).

When reviewing the positive perceptions of UCL and the department, they all relate to the academic quality of the institution. The negative perceptions held by black students, both current and prospective, shed light on some of the places the department is falling short in its racial diversity and inclusion efforts. Some of the perceptions held by black students include:

1. Attending the institution is expensive
 - a. This is a consequence of the fact that the campus is in Central London.
2. UCL's admissions are biased against prospective students from lower-income postcodes (areas).
3. The institution is not seen as diverse within the black community.
 - a. Believes there is a lack of diversity amongst academic staff.
 - b. As a consequence, UCL loses diverse applicants to other elite institutions in the Western, Northern and Midland regions of England such as Warwick, University of Manchester, University of Bristol, University of Birmingham and others.
4. Coding parts of subjects put people off as they tend to write themselves off as incapable of learning if they have no prior experience.

Student Perceptions: Impact on Applications

THE OPINIONS HELD BY AN UNDERREPRESENTED GROUP CAN AFFECT THE NUMBER OF APPLICATIONS RECEIVED FROM THAT GROUP

There are steps that the department can take to mitigate the effect that some of the perceptions above have on the diversity of applicants for courses in the department. There is another perception that black students have about the admissions process; but at no fault to the department, faculty and institution.

Black students, both current and prospective, believe that they are more likely to receive lower predicted grades when compared to their peers. Knowing this can act as a psychological barrier to entry as mentioned in the previous sub-section. This perception is something that has been confirmed by the Department of Business, Innovation and Skills. Their report stated that black students are the most under and over-predicted ethnicity when it comes to grades. Although the department is not responsible for this phenomenon, there are ways in which they can support students in the sixth form.

The department needs to take advantage of the positive perceptions held by black students of UCL. On the flip side, the department needs to address some of the negative perceptions held by black students about the department (and institution; if there's scope). This is essential because the opinions held by underrepresented groups can affect the number of applications received from said group. The experiences of current students may influence the decisions of prospective students in their community. If black students do not believe that the department (cohort and staff) is not diverse and this opinion is made known to prospective students, they may be discouraged from applying. Knowing, understanding and acting on these opinions can aid in the department's diversity and inclusion efforts.

*Although shared as a negative perception, the team understands there isn't much action that can be taken to mitigate this.

Staff Awareness: Challenges for Prospective Students

BEING AWARE OF THE CHALLENGES IS JUST THE FIRST STEP

"Finances were an issue, I only applied to UCL because I lived in London. If I didn't live in London I wouldn't have applied as it wouldn't be accessible or feasible". F-UG-CS

"Students in my school were actively encouraged to pick more 'realistic' universities when making their UCAS applications". M-UG-CS

"I didn't tell my mum that I applied to and got into UCL. If she had known she wouldn't have let me attend because of the financial strain it would've put on the family. Luckily, I received financial support. However, a lot of black people don't get the help they need". M-PG-CS

"I received a lack of guidance and support from my college relating to university applications. Any sense of direction in this process could make a world of difference". F-PG-CS

Generally speaking, the staff interviewed were able to identify most of the factors black students consider when picking an academic institution (location, reputation, career progression etc). However, staff lacked awareness of some of the challenges that black students face in the admissions process. Furthermore, staff that were au fait to the issues black students face lacked sensitivity to their struggles. This is not to say that staff didn't care, but rather they weren't privy to the severity and impact of the challenges. We noticed that many of the challenges sit at the intersection of diversity and socioeconomic issues, however, this wasn't always the case. Understanding the challenges that black students face during the admissions process would inform how the department looks to create a diverse learning environment.

Staff Challenges: Appetite for Change

A STAFF BODY THAT FEELS SEEN AND HEARD IS MORE LIKELY TO COME UP WITH AND PUSH FOR NEW IDEAS

Generally speaking, there is a big appetite for change (admissions) within the department. Staff discussed other programmes and schemes as a potential solution to encourage black applicants, however, some of these ideas were not put forward to the relevant personnel in their department or faculty. What was alarming is that some staff do not feel empowered to advocate or push for change within the department.

"I don't know how to make improvements for racial equality". M-AS(R)-CS

"I think that we need an institution-wide approach and this is, unfortunately, several steps above my paygrade". F-PS-CS

"To me, it's clear that people in power do not know what is going on, however, I don't feel empowered or believe I can influence change". F-PS-CS

"I mean, I think that I will be listened to. But I do not have the power to create change". M-AS-FE

"Changes to the process are hard. Everything is controlled by the central administration. I would say that they are open to change but their processes are not transparent". M-AS(R)-CS

There seems to be a confidence issue amongst staff in the department. The general sentiment is that amongst staff is that they do not have the power or influence necessary to push for change. The stifling of ideas stems from the organisational structure of the academic institution. The clear delineation of roles and responsibilities between decision-makers and "everyone else" has resulted in a culture where staff may keep thoughts, opinions and ideas close to their chests.

Staff Challenges: Appetite for Change

A STAFF BODY THAT FEELS SEEN AND HEARD IS MORE LIKELY TO COME UP WITH AND PUSH FOR NEW IDEAS

The admissions process doesn't have the full confidence of staff within the department and faculty. Staff believe that changes are needed to make the admissions process more fair and equitable. The lack of changes to policies regarding a fairer admissions process apart from a modified personal statement template has left some staff feeling frustrated. In the past, the department and faculty have discussed different ways in which they can make the admissions process fairer. Some of the solutions discussed included:

Reduced (Preferential) offers for certain demographic groups

This wasn't received well by other members of staff who feel this is a cheap and ineffective fix to a complex problem.

- The department wants to maintain the quality of students.
- The number and quality of applications received means that the vast majority of black applicants will meet the standard entry requirements - making this redundant.

Strength-based interviews

Some of the staff mentioned the fact that they like the department to look for ambition, problem-solving skills, outside of the box thinking and the ability to overcome hardship in applicants. This was well-received by academic staff in the department and faculty. Some members of staff are worried that the focus on academic rigour may mean that the department may lose out on prospective students with complementary (soft) skills.

- Interviews should test for creative thinking, passion/motivation for the course, independent thinking, teamwork, and eagerness to learn among other variables.
- Difficult to design interviews in a way that doesn't allow for bias (external training and resources providers - as seen with Oxbridge interviews). The eventual subjectivity of interviewees is expected to cause some controversy.
- The department is small by design, student volume would be overwhelming.

Recommendations: Intake

- Create a scholarship programme that targets black students. The award would provide needed financial support for students throughout their time at university. Undergrad awards will mean that students will not pick up extra responsibilities that take time away from their studies. It will also incentivise prospective students that are worried about the costs of attending an institution in central London. Postgrad awards will attract a more diverse pool of applicants to the department. Looking further down the line this attracting a diverse pool of applicants for PGR degrees will result in having more diverse talent in the academia pipeline within the department. The funds for scholarships can come from within the institution or from industry partners. The department should offer industry partners incentives such as access to students as a result of financing the programme.
- Immediately develop a mentorship scheme with schools in the most diverse areas of London (Southwark, Lambeth and Lewisham). Although we believe that intervention should happen earlier we'd recommend that the department should start with sixth form students. The department should then work their way down the year groups as the programme is iterated and adapted for younger students. The programme should provide pastoral and academic support for students whilst encouraging them to apply for a course at the department.
- Empower staff within the department to share their ideas and show evidence that the ideas and thoughts of staff will be valued. This can be done through an ideation workshop (or something similar) that happens periodically (monthly, bi-annually etc). These workshops should lead to actionable points that relevant staff groups in the department work towards.
- Place information, policies and resources relating to EDI prominently on the departments' webpage. Expectations of the department, faculty and institution will be set early on by incoming students. It can also act as a hub for students to find relevant information about the EDI activities and initiatives within the department.

Recommendations: Intake

- Revamp the admissions process for courses in the department. We are aware that this would most likely mean institutional approval. Considering that most applicants will hit the minimum required grades, the department should explore ways to ensure that other complementary skills can be made visible in the admissions process. This can be done through interviews and aptitude tests. However, measures must be taken to ensure that the process cannot be gamified in a way that will disadvantage a student group.
- Create clear or improve current lines of communication between the central admissions teams and the department as it pertains to EDI.
- Record data (by ethnicity) of students that attend open days. Other relevant data would include what type of school and area the applicant comes from. Data from open days can be used to inform open day marketing strategies for the department.

Student Development and Retention

Workload Issues: Drawback of Academic Rigour

RESPONSIBILITIES OUTSIDE OF STUDENTS ACADEMICS MAY AFFECT THEIR PERFORMANCE

University College London is an elite institution and it is known, just like other elite institutions, for being academically rigorous. This ensures that only the best student candidates are accepted onto the course in the Department of Computer Science and even a smaller number finish the course. We asked both undergraduate and postgraduate students about their thoughts on workload and both groups of students acknowledged that workload can be an issue, however, there were two clear differences in their responses of both groups.

Postgraduate students, although they acknowledged that workload is an issue, believe that it was manageable. Whereas, undergraduates believed that the workload can easily become overwhelming. Every postgraduate student gave the same response (to other postgraduates) and likewise for undergraduate students.

"I never considered dropping out of my course, however, it was very stressful". F-PG-CS

"I considered dropping out during my first year due to the nature of the coursework on some modules". F-UG-CS

We found that every postgraduate student studying in the Department received some sort of scholarship. The same can't be said for the undergraduate students, none of whom were receipt of any financial aid apart from the loans provided to them by the Student Loans Company. At first glance, it seems that issues with workload and the potential unfavourable financial position of students are two unrelated problems. Concerning the retention of black students, especially, undergraduates in the department, the two are issues are connected.

Workload Issues: Drawback of Academic Rigour

RESPONSIBILITIES OUTSIDE OF STUDENTS ACADEMICS MAY AFFECT THEIR PERFORMANCE

A survey conducted by the SLC showed that when controlled for other factors black students have lower income averages than white students, rely more on other sources of student support, receive the least in familial support and are more likely to have dependents. So what does any of this have to do with the workload issue at the institution, especially for undergraduate students?

Well, financial issues that some black students face only exacerbate the problems that some students face as a result of workload. Some of the black students we interviewed work part-time to be able to support themselves and/or their families during their degrees. Thus some black students have fewer hours in a week to dedicate to their studies. This is in line with academic research that suggests that working students spend less time studying independently or reading than they would otherwise have done.

The snowball effect doesn't stop there, students that work part-time have claimed that working part-time with such academic rigour means that they have a lot less time to relax and carry out other social activities. Which can affect the type of experience they have whilst studying at university.

"The sudden jump in workload between my 1st year and 2nd year was surprising". M-UG-CS

"A friend of mine dropped out from the course, the workload piled on top of what she was going through was the final straw". F-UG-CS

The department needs to ensure that effective methods are in place to make sure that black students do not feel consistently overwhelmed throughout the academic year. Students expect there to be stressful periods during the academic year (the run-up to exam season and assessment deadlines), however, they believe that there is inadequate support for students struggling with workload (or connected issues) at the department.

Lack of Confidence: Support Structures

CURRENT OBSERVATIONS, BELIEFS AND EXPERIENCES MEANS STUDENTS ARE LESS LIKELY TO USE INSTITUTIONAL SERVICES

None of the students we interviewed has used or is currently using any support services offered by the institution. These include mental health helplines, mentorship programmes and reporting processes. Generally speaking, students are aware of such offerings by the department and the institution but are choosing to not use such services. Some of the most common themes we observed are as follows:

No Trust:

- Some students do not trust the disciplinary procedures at the institution.
- No student interviewed that has witnessed racial incidents reported them for the following reasons...
 - There would be racial biases in the investigative process.
 - Feel that they'd need a substantial number of reports before investigations begin.
 - Doesn't believe that the necessary action would be taken if a report were to be made.
- Black students have observed a lack of action after previous conversations surrounding race at the institution.

Lack of Representation:

- Black students have noticed that there is a lack of academic staff in the department.
 - As a result of this black students do not feel like they'll be heard.
- Black students doubt the effectiveness of some mentoring and counselling initiatives as they are likely to not be paired with someone that is sharing or has shared their experiences.

As a result of these experiences and opinions held, black students at the department will not use the services offered. Despite this, most black students admitted to the fact that the services offered (pastoral care, mentorship, helpline etc) by the department and institution are needed and important. However, how they are structured combined with past experiences means that black students do not find these systems adequate for supporting them during their academic journey.

Lack of Confidence: Development Capacity

CURRENT OBSERVATIONS, BELIEFS AND EXPERIENCES MEANS STUDENTS ARE LESS LIKELY TO USE INSTITUTIONAL SERVICES

The lack of confidence that black students had in institutional support structures is also present in development initiatives. By which we mean initiatives and programmes that are focused on the non-academic development of students. Again, all of the students interviewed are aware of the offerings of the career service (UCLCareers) at the institution, however, none of the students has ever used these services.

This suggests that black students are opting to not use services presented to them by the institution. When asked every student we interviewed said that they do not believe that they need career support for at least one of the following reasons:

- They have already got a job lined up (full-time or internship).
- They do not believe that UCLCareers adequately prepares students to work in the industry.
- They do not believe that UCLCareers adequately prepares students to make competitive applications for roles in the industry.

Although there are professional development modules (typically mandatory in the first year), students also made comments about the design of the CS course and its lack of professional development (mandatory or elective) modules.

"We are taught how to learn and perform well in exams and nothing else. Anything relating to careers has to be down in our own time; essentially". F-UG-CS

As a result of this black students opt to use the services of different organisations for their professional development. This includes sector-specific societies on campus, corporate organisations that run programmes and social mobility organisations.

Recommendations: Development and Retention

- Ensure that the topic of diversity is included and taught as a course to students. This can be done as an e-learning module before teaching starts or as a topic that is covered during the welcome week (orientation). Students should learn about the importance, benefits and necessity of an inclusive learning environment. The department can also use take this opportunity to set expectations and best practices with students.
- Co-create a mentorship programme and pastoral care with black students within the department, for black students within the department. Staff that participate in these programmes should be black (the department may look to faculty members for support due to a lack of black staff in the department). Students and staff can exchange experiences, lessons and strategies for academic success whilst navigating a predominately white department.
- Black students should be encouraged to use the current support structures surrounding mental health and reporting maltreatment by either other students or members of staff. The department should ensure that follow-up actions, investigations or escalations are carried out where necessary. Structures and processes should also be put in place for students that believe that their experiences and outcome was inadequate.
- Integrate more professional development standards into courses in the department. This can be done by introducing more professional development type modules into CS-related courses. Alternatively, some modules can be restructured (teaching methods, learning objectives and assessment types) to have a bigger focus on the professional development of students and replicate some of the experiences that students will have in industry.
- Leverage current and build new connections with corporate and social mobility organisations to deliver career-specific workshops for black students that want to enter a career industry. Ensure to integrate content for both technical and non-technical roles. Similar workshops can also be built, adapted and run for students that are interested in a career in academia.

Staff Audit

Overview

THE DEPARTMENT STRUGGLES TO CREATE A SENSE OF BELONGING FOR MARGINALISED GROUPS

Studies show that one of the most significant factors in the success and retention of students in higher education is having a sense of belonging. Although not widely researched for staff in academia, this has also been found to be true for the workplace.

The vast majority of interviewees and respondents to our survey stated that they are not able to bring their genuine selves to the workplace. We found that staff from an ethnic backgrounds did not have a sense of belonging in the workplace. In addition to this, none of the staff from other marginalised groups felt a sense of belonging. Some of the reasons that staff do not bring their genuine selves to the workplace include:

- Receiving anti-gay prejudice because of their voice.
- Fear of being judged due to political views.
- The environment is not inviting for one to be authentic to their ethnicity.
- Do not receive adequate support for their neurodivergence.

We found that staff are continuously suppressing parts of their character, almost masking who they are, to seem more palatable in the workplace. We found that this experience isn't exclusive to staff members from marginalised communities as staff members from non-marginalised groups reported that there is a "stereotype in what it means to be professional". Creating a sense of belonging and an inclusive environment is an essential factor in building a truly diverse workforce. It can affect the ability of the department to attract diverse applicants thus snowballing into issues relating to the retention of diverse staff and the development of diverse staff.

In the staff audit, we found that inclusivity and belonging were constant issues from the interview to promotions processes, across different marginalised groups and between different types of staff (professional services and academic).

Staff Intake and Retention

Community Outreach: Creating a Pipeline

THE DEPARTMENTS RECRUITING EFFORTS WILL BE ENHANCED BY INTERACTION WITH COMMUNITY GROUPS.

The department has partnered with some organisations and community groups for their student initiatives as it pertains to EDI. At the time of writing this report, we are aware that the department is currently engaged with arkisites and Fair Recruitment Specialists as part of the department's efforts to improve staff intake. The department EDI targets and goals should dictate its community engagement efforts. A basic framework for community outreach (or engagement) includes informing, consulting, collaborating and empowering a group.

The department and institution are currently implementing this model concerning students, through events, mentorship, outreach programmes, strategic partnerships, student research and more. Implementing such a model at a staff level would help both the department and black community groups in several ways.

The department would learn more about black communities, their expectations and how they interact with academia and the workplace. For example, studies suggest that...

- Black groups react differently to marketing materials than white groups.
- Black employees have a greater desire to have a blended working arrangement than other ethnic groups.
- The content of a job description can either encourage or deter ethnic minorities from applying to a role.

There is great importance in building ties with the community through partnerships. The department can take the insight gained, lessons learnt and adapt some of its recruitment practices to attract diverse applicants. Potential applicants will also become aware of the department, its commitment to EDI and future opportunities.

Staff Challenges: Appetite for Change

STAFF BELIEVE THAT HAVING A DIVERSE WORKFORCE IS BENEFICIAL TO THE DEPARTMENT.

"Increased diversity means that the department is populated more based on merit than a privilege, but also greater diversity means more perspective, more creativity and better ideas". M-AS-CS

"Fewer restrictions on talented persons joining us; better feeling of belonging and caring". M-AS-CS

Staff identified that having a diverse workforce is beneficial to the department. Improvements in performance, ideation and a greater feeling of belonging and empathy are some of the benefits that were highlighted. Some members of staff also pointed out the fact that having a diverse workforce also benefits students.

"It would increase empathy, understanding and also create a body of staff/students that UCL students can relate to and the personal belonging issue would be resolved." F-PS-CS

"Perhaps make the staff more representative of the student population so that in turn we can better try to understand the student needs". F-AS(L)

At the time of writing this report, there is a total of 0 black academic staff in the department and 0 senior professional services roles held by black staff. Achieving a diverse body of staff can act as a launchpad for future EDI initiatives and goals. The department will likely struggle to create an inclusive culture and working environment without a diverse workforce. The drawbacks of not having a diverse body of staff also extend to the students. Low diversity among faculty has been shown to harm the students - the very group the department is bound to serve.

Ramifications of a Leaky Pipeline

A LACK OF DIVERSITY IN THE INTAKE OF STAFF WILL IMPACT THE EXPERIENCES OF BOTH STUDENTS AND STAFF.

Failing to address some of the most salient issues regarding the intake of black staff can have implications in many areas of the department, faculty and institution. These implications can make attracting black candidates to the department a more difficult task than it already is. The implications can stretch from the students being taught to the community and include:

- PG students who consider EDI to be a priority may be discouraged from applying for academic roles.
- Potential candidates for academic (including research and teaching) and professional services positions may be similarly disinclined to be affiliated with the institution thus affecting staff intake and retention rates.
- It impacts the image of the department, faculty and institution.
- The lack of diverse staff in the department can be seen as an indication that EDI is not important to the department.
- It can go on to affect the student experience, course content, and teaching methodologies thus affecting student intake and retention rates.
- The relationships between the department (or faculty and institution) and local communities may be strained, especially the communities with a diverse makeup.

All in all these implications, irrespective of its intentions, will undermine the ability of the department to create a diverse workforce.

Staff Perceptions: Outperforming the Faculty

THERE ARE A WIDE RANGE OF MOTIVATIONS FOR STAFF IN THE DEPARTMENT

We found issues in the department and institution that can negatively affect the retention rate of staff. However, staff enjoy some aspects of working in the department. The experiences of staff at an academic institution affect the retention rates of staff at the said institution. Intuitively, this also applies to staff at a departmental level. Experiences relating to workload, job satisfaction, interactions with colleagues, salary, and perceived institutional support are all found to have an effect on retention and attrition rates at academic institutions.

The responses to our questions in both the interviews and surveys provided us with insight as to why staff are choosing to remain in the department. Some of the reasons why staff work within the department:

- The research environment and topic of research.
- The role is intellectually challenging.
- Enjoys working with students.
- Receives flexibility and understanding from colleagues and managers.
- Department is supportive of the personal responsibilities of some staff.
- Payment compensation is at the higher end.
- Department is less toxic than other areas of the faculty.

There is a range of reasons as to why staff choose to remain in the department from pay to more intrinsic reasons. The positive opinions held by staff indicate that they believe that the department is less toxic than other faculties in the institution. Staff also believe that the department is outperforming the institution regarding diversity and inclusion initiatives.

The department needs to continue to build on the aforementioned reasons. A more enjoyable working environment has been created when compared to the rest of the faculty. Building on these elements of staff experiences and addressing the negative elements of the staff experiences will play a part in bettering the retention rates of staff in the department.

Staff Perceptions: Negative Experiences

FAILING TO ADDRESS NEGATIVE EXPERIENCES WILL HAVE AN ADVERSE EFFECT ON RETENTION

Although there are many elements and reasons as to why staff have remained in the department, there are also reasons for why staff would leave the department. Most of the staff interviewed and surveyed have recently considered leaving academia to work in other parts of the public sector or industry. As previously mentioned, building on the positive experiences of staff within the department is one of the ways that the department can improve its retention rates. However, the department must also address some of the issues, incidents or factors that may cause staff to leave the department.

The responses to our questions in both the interviews and surveys provided us with insight as to why staff are choosing to remain in the department. Some of the reasons why staff would leave the department are:

- Lack of career progression opportunities.
- The departure of the line manager.
- Lack of a permanent contract.
- Saturated career or personal development.
- Not being adequately compensated for their role (salary).
- The passing of more "egregious policies" by the institution.
- The continuous unfair treatment of staff.
- Difficulties with commuting, personal life and managing staff.

The responses from the interviews and surveys suggest that the institution is doing more to push staff out of UCL than the department is. For many members of staff, factors surrounding the department are a big reason why they want to stay. However, for many members of staff, issues surrounding the institution as a whole are a big reason why they want to leave.

"I am honestly not sure how much more of UCL's bullsh*t I can take. This is no reflection on CS which I think is doing a good job of navigating and pushing back on the most egregious decisions."
F-PS

Equal in Name Alone: Academic vs Professional Staff

THE EXPERIENCES OF STAFF GROUPS HAVE AN IMPACT ON RETENTION

There are differences between the academic and professional staff in regards to their experiences and their opinions of the department as it pertains to EDI. Starting from their opinions of the institution most of the professional staff respondents stated that UCL does poorly (less than 6) in achieving diversity and inclusion. On the other hand, most of the academic staff rated UCL favourably (above 6). This finding is also true when it came to judging the institution's ability to create an inclusive environment for its staff; with most professional staff believing the institution does poorly in this manner (less than 6).

Professional staff have voiced their displeasure regarding the difference in the standards to which they are held when compared to their academic staff in the department. Some of the professional staff interviewed shared some of their experiences:

"There is still a huge divide between professional and academic members of staff". F-PS

"As professional staff, we are expected to allow to withstand awful behaviours". F-PS-SF

"As a professional member of staff, I feel that we are treated as less important than academic staff". F-PS

Professional staff notice the differences in standards and expectations. On a day-to-day basis, some members of professional staff are made to feel that they are not suited to their roles. The differences can also be seen in standalone cases such as the reporting and conclusion of maltreatment cases by other staff members. Despite this, professional services staff acknowledge that this is more of a reflection of how the institution is managed and not how the department treats its staff.

Workload Issues: Multiple Responsibilities

LIKE STUDENTS, WORKLOAD ISSUES CAN AFFECT THE PERFORMANCE OF STAFF

Although students and staff may not share the same problems, staff also experience workload issues. Responses to our interviews and surveys suggest that it is not uncommon for faculty to work or be in a position of responsibility outside of their main role. In some cases arkisites believes that some faculty are currently working at more than 1 FTE - this is especially the case for some of the voluntary EDI roles within the department that staff members have picked up. Our thoughts were echoed by some members of staff within the department.

"We all seem to be working on job descriptions that range from around 1.2 FTE to 2.5 FTE". F-PS

"UCL make me feel fairly consistently like I'm engaged in attritional warfare with the institution itself to do my job in running degree programmes well and providing a service to students". F-PS

"Systems and processes are all difficult to use and time-consuming - this erodes the amount of energy and time for innovation, improvement and generally being kind to people". - NB-PS

The workload is an issue for staff in the department and this is a reflection of the state of academia across the nation. The Department of Education has found that workload affects the performance, well-being and retention of staff. The current state of the department reflects the findings from The Department of Education. Staff in the department do not feel that they are not working efficiently and are bound by the processes and systems that are currently in place. Ongoing workload issues were the most popular answers when we asked staff what would cause them to leave academia. The department needs to find a way to reduce workload so that staff can perform to a high standard whilst gaining satisfaction from their roles.

Recommendations: Intake and Retention

- Provide formal and consistent EDI training to staff addressing conscious and unconscious bias in recruitment and hiring. The department should follow this up with a post-training evaluation process that seeks to measure accountability for changes in practice. Senior leaders should devise a strategy for ensuring that staff members receive the training.
- Build and strengthen partnerships with key stakeholders at a local level. Seek to partner with underrepresented community groups to improve the pipeline for a more diverse staff body. Partnerships can be as low res as advertising opportunities in relevant community spaces to more grassroots attempts (such as devising a programme).
- Conduct a compensation study of staff within the department to address any concerns about inequitable pay.
- Ensure that the composition of staff involved in the recruiting process (hiring staff/managers, interviewers etc) is diverse by gender, race and age.
- Black candidates are more likely to apply for a role and are hired if the job description is written broadly and when diversity and inclusion indicators are present. We recommend that the job description should become less cumbersome and communicate with the departments, faculty or institutions' commitment to EDI. Additionally, job descriptions should use neutral terminology that reflects the most recent research on gendered language.
- Recognise the value that professional service staff brings to the department, faculty and institution.
- Evaluate the FTE of each employee within the department and hire where necessary to reduce the workload of staff. Make more hires with EDI being the focus of the role.
- Launch a listening campaign targeted at professional services staff within the department. Listen to their grievances and co-create points of action that will result in professional service staff feeling like they are viewed and treated as equals to their academic colleagues.

Staff Development and Promotion

Workload Issues: Multiple Responsibilities

LIKE STUDENTS WORKLOAD ISSUES CAN AFFECT THE PERFORMANCE OF STAFF

During the audit, we found that there is a lack of formal staff development, more specifically mentorship opportunities for staff within the department. Staff that are seeking to be mentored by a colleague or mentor another colleague need to do so informally. Most of the respondents in our interviews and surveys are currently or have informally mentored a colleague a junior colleague. There is an appetite for staff to engage in activities and programmes that are relevant to their career development.

"I requested mentorship from my line manager, two years passed, nothing". NB-RS

From our research, the experiences of the above individual are not the norm for staff in the department. However, we have found that only 1 of our respondents have been offered some form of official mentorship from the department, faculty or institution. Even more concerning, none of the staff interviewed (from minority ethnic communities) was aware of any mentorship schemes or programmes offered in the institution.

Although we couldn't find any evidence of a departmental mentorship scheme, similar schemes are offered by the institution such as BMentor for both academic and professional staff (grades 5-7). The department should look to encourage their staff from minority ethnic backgrounds to participate in the programme where relevant so that they are supported. This would allow minority ethnic staff to reach their full potential, help advance their careers and could reduce feelings of an exclusive environment (especially for those who work in non-diverse teams or areas).

The benefits of providing minority ethnic staff with mentorship also extend to the department and institution. Multiple studies have shown that structured mentorship in Higher Education institutions can improve retention and attrition rates and improve the culture and working environment of said institution.

Promotions Guidelines: Lack of Clarity

THERE IS ROOM FOR BIASES UNCONSCIOUS OR NOT TO PRESENT THEMSELVES IN THE PROMOTIONS PROCESS

One of the most popular benchmarks for diversity and inclusion is comparing the workforce of an organisation to the ethnic makeup of the United Kingdom. By doing this the faculty (of Engineering Sciences) can be seen as a "diverse" one. However, further analysis of the ethnic breakdown of staff by grades shows that the workforce becomes less diverse as you go up the chain of seniority. Using the population breakdown (by ethnicity) as a benchmark the faculty is diverse for roles in Grades 1-6, it's even less so for roles in Grades 7-8. UCL then underperforms when comparing roles for Grades 9-10.

One of the reasons for such happening is that there may be room for bias in the promotions process. This is not to say that the promotion process set by UCL is racist, however, it may allow for the unconscious biases of individuals involved in the promotion process to surface.

The promotion guidelines set out by the institution for academic staff (including teaching and research) are detailed. The guidelines continuously refer to the Academic Careers Framework for promotion criteria. Both the promotions guidelines and careers framework consistently mention that the core and specialist criteria examples in the framework "are not exhaustive and no individual is expected to meet all of the criteria listed". This leaves a lot of room for interpretation from HoDs and senior managers. HoDs and senior managers may have a preference for certain traits or activities thus not fairly appraising or providing a reference for a prospective promotion.

This also applies, even more so, to professional services staff. The promotion guidelines for professional services staff are not as clear and are not as detailed as those set out by the institution for academic staff. Some departments point to the Ways of Working framework and other "supporting indicators" in their appraisal and promotions processes. After a certain grade, there is no clear track for promotion and staff may apply for secondment to get the relevant experience needed to apply for another role at a higher grade later on. The lack of a clear promotions track for professional staff in the department after a certain grade makes it difficult to 1) maintain staff and 2) ensure that diverse staff get fairly appraised.

Promotions Guidelines: Lack of Clarity

THERE IS ROOM FOR BIASES UNCONSCIOUS OR NOT TO PRESENT THEMSELVES IN THE PROMOTIONS PROCESS

HoDs and senior managers play an important role in the promotions process of staff; from providing advice to giving references/appraisals. To be adequately prepared for this process, HoDs should have attended promotions workshops and familiarised themselves with the promotions guidelines and the Academic Careers Framework.

The guideline communicates the importance of EDI in the promotions process. The institution understands the role that promotion plays in creating a truly diverse workforce, it states:

"HoDs and other senior academic managers must be aware of equality and diversity issues. Promotion is a key mechanism by which staff progress through UCL and outcomes have a significant impact on UCL's equalities objective to increase diversity at its highest grades".

Although HoDs and other senior managers are advised to make EDI a core consideration during promotions processes, they are not explicitly told what those considerations should be. A lot of emphasis is placed on mentorship and career development programmes for diverse staff, these include: Accelerate to Leadership, Emerging Leaders, BMEntor (Academic and Professional). Although these development programmes offer a proactive solution to guiding and promoting EDI in the institution there are still some gaps. We couldn't find evidence of a development programme for diverse academic staff in the institution after grade 7.

However, there are development opportunities for black professional services staff across grades 5-10 (BMEntor and Accelerate to Leadership). These development programmes are taking important steps in creating a more diverse workforce, but the lack of clarity surrounding promotions processes means that these programmes alone can't assuage the issue surrounding diverse staff at the higher grades .

Recommendations: Development and Promotion

- Increase transparency of the promotion criteria enabling staff and managers to be able to clearly gauge themselves or their direct reports, and progress according to the criteria during regularly scheduled career review sessions.
- Set up a promotion and career path workshop to explain to staff potential opportunities and existing limitations that block promotion pathways. Offer alternative career pathways (e.g. ownership of key projects, ability to explore projects that align with staff interests etc) for staff who are in roles that do not have promotion availability.
- Schedule bi-annual career discussions run by senior leadership within the department that cover best practices and anecdotal advice on how senior leaders have managed their careers, network, personal development and work-life balance.
- Identify and give formal credit (e.g. publish to social media/LinkedIn) to the staff that have made extraordinary contributions (actively engaging in efforts to enhance) to EDI. Provide rewards for staff who achieve these accreditations (e.g. days in lieu, vouchers, compensation) and consider recording these achievements as badges on an internal directory.
- Provide opportunities for members of staff to share best practices, skills and experiences during scheduled career discussions or departmental meetings as a spotlight. Consider also running an internal blog where curated ideas can be shared with the wider population of the university.

Conclusion

Considerations and Next Steps

The activities conducted for this University of London Equity, Diversity and Inclusion Audit encompassed the review of practices, procedures, and data as it related to EDI in the Department of Computer Science. We gathered perceptions and experiences from black and non-black students and staff representing a wide variety of perspectives. Our interviewees and surveys included students in different stages of their studies and staff in a variety of roles in the department and faculty.

In this audit report arkisites has attempted to provide a fair and balanced view of EDI efforts in the department and provided recommendations. We came across findings relating to do with gender, sex and neuro-diversity and these areas should be reviewed. These pieces fell outside of the scope and timeline for this project.

It would be incorrect to say that the department has not made progress on EDI efforts. arkisites believes that some effective and positive steps have been made to increase EDI efforts within the department and faculty including:

- A scholarship programme for black students.
- Building of a mentorship programme for sixth students in partnership with a school in South East London.
- Launching a series of events and focus groups targeted at hearing the voices of black students in the department.

Ultimately, arkisites hopes that this report acts as a guide that informs and inspires the change necessary to meet the goals of the department and institution. Lastly, we want to highlight the importance of the EDI committee to act as drivers of accountability, making sure that consistent progress is made. The committee should advocate for the necessary changes, in an appropriate order of implementation to at least meet the goals set out by the department. Where necessary this same group of stakeholders should attempt to push for change at a faculty level where appropriate.

arkisites wishes to thank everyone that contributed to the audit process, especially the EDI committee in the department.

References and Resources

References and Resources

- Crockford, J., Hordósy, R. and Simms, K.S., (2015). 'I really needed a job, like, for money and stuff': Student finance, part-time work and the student experience at a northern red-brick university. *Widening Participation and Lifelong Learning*, 17(3), pp.89-109.
- Bradley, S (2021). Academic career progression: rethinking pathways
- The McGregor-Smith Review (2017). Race in the workplace Issues faced by businesses in developing Black and Minority Ethnic (BME) talent in the workplace. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/594336/race-in-workplace-mcgregor-smith-review.pdf.
- Equality, diversity and inclusion at universities: the power of a systemic approach LERU position paper. (2019). [online] Available at: https://www.leru.org/files/LERU-EDI-paper_final.pdf.
- Nance-Nash, S. (n.d.). How corporate diversity initiatives trap workers of colour. [online] www.bbc.com. Available at: <https://www.bbc.com/worklife/article/20200826-how-corporate-diversity-initiatives-trap-workers-of-colour>.
- Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2010). *Student success in college: Creating conditions that matter*. John Wiley & Sons.
- Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S. and Higham, L. (2015) *Causes of Differences in Student Outcomes*. Bristol: Higher Education Funding Council for England, HEFCE.
- Robertson, A., Cleaver, E., & Smart, F. (2019). *Beyond the Metrics: Identifying, Evidencing and Enhancing the Less Tangible Assets of Higher Education*. QAA Scotland Enhancement Themes.
- UUK & NUS (2019). *BAME Student Attainment*
- Molefi, N., O'mara, J. and Richter, A. (2021). *Standards for Organisations Around the World*.

References and Resources

- Reason, R.D. (2003). Student Variables that Predict Retention: Recent Research and New Developments. *NASPA Journal*, 40(4).
- Investigating the Accuracy of Predicted A Level Grades as part of 2009 UCAS Admission Process. (2011). [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/32412/11-1043-investigating-accuracy-predicted-a-level-grades.pdf.
- NEU. (2021). The State of Education: Staff Workload, Wellbeing and Retention. [online] Available at: <https://neu.org.uk/state-education-staff-workload-wellbeing-and-retention>.
- King, V., Roed, J. and Wilson, L. (2018). It's very different here: practice-based academic staff induction and retention. *Journal of Higher Education Policy and Management*, 40(5), pp.470–484.
- theboar.org. (2022). The Boar. [online] Available at: <https://theboar.org/2021/02/how-bad-is-diversity-in-academia/>
- Molefi, N., O'mara, J. and Richter, A. (2021). Standards for Organizations Around the World. [online] Available at: <https://centreforglobalinclusion.org/wp-content/uploads/2021/06/GDEIB-APRIL-2021-1.pdf>.

UCL Webpages Visited

- https://www.ucl.ac.uk/equality-diversity-inclusion/sites/equality_diversity_inclusion/files/diversity_calendar_21-22_0.pdf
- https://www.ucl.ac.uk/human-resources/sites/human_resources/files/ucl_academic_staff.pdf
- <https://www.ucl.ac.uk/equality-diversity-inclusion/equalityucl/annual-staff-and-student-monitoring-data>
- https://www.ucl.ac.uk/human-resources/sites/human_resources/files/october_2021_l_staff_numbers_by_ethnicity_staff_group_and_faculty_area.pdf
- https://www.ucl.ac.uk/governance-compliance/sites/governance_compliance/files/hrpc-180418.pdf
- <https://www.ucl.ac.uk/human-resources/policies-advice/workforce-reporting-and-analytics>
- https://www.ucl.ac.uk/human-resources/sites/human_resources/files/october_2021_e_staff_numbers_by_ethnicity_and_faculty_areas.pdf
- <https://www.ucl.ac.uk/human-resources/policies-advice/ways-working/what-are-ways-working/how-use-ucl-ways-working>
- <https://www.ucl.ac.uk/human-resources/policies-advice/academic-careers-framework-and-promotions-processes/academic-promotions-guidance#intro5>
- <https://www.ucl.ac.uk/equality-diversity-inclusion/equality-areas/race-equality/inclusive-advocacy>
- <https://www.ucl.ac.uk/srs/student-statistics>
- <https://www.ucl.ac.uk/ucu/news/2019/jul/statute-18-under-threat-again>

UCL Webpages Visited

- <https://www.ucl.ac.uk/human-resources/learning-development/career-support-opportunities/accelerate-leadership/how-accelerate-leadership>
- <https://www.ucl.ac.uk/equality-diversity-inclusion/equality-areas/race-equality/b-mentor-professional-mentoring-scheme>
- <https://www.ucl.ac.uk/equality-diversity-inclusion/equality-areas/race-equality/b-mentor-academic-mentoring-scheme>
- <https://www.ucl.ac.uk/human-resources/learning-development/coaching-mentoring-and-team-development/mentoring>
- <https://www.ucl.ac.uk/human-resources/learning-development/coaching-mentoring-and-team-development/coach-ucl>
- <https://www.ucl.ac.uk/computer-science/about/equity-diversity-and-inclusion/race-equality>
- <https://www.ucl.ac.uk/computer-science/collaborate/schools-outreach>
- <https://www.ucl.ac.uk/equality-diversity-inclusion/equality-areas/race-equality>
- https://www.ucl.ac.uk/human-resources/sites/human_resources/files/academic_careers_framework.pdf
- <https://www.ucl.ac.uk/human-resources/learning-development/learning-academy/ucl-leadership-programmes/emerging-leaders>

"THE COMMUNITY SPRUNG FORTH AS THE WELL-NEEDED SOLUTION TO AN ISSUE OF A LACK OF DISCOVERABLE COMMUNITY FOR MINORITY ETHNIC DEVELOPERS, DESIGNERS AND OTHER KEY WORKERS WITHIN THE TECH SPACE"