



## Race equality charter mark application form

**Name of institution: University College London**

**Main contact for the application and contact details:**

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## List of abbreviations:

ECR	Early Career Researchers
EDC	Equalities and Diversity Committee
DARO	Development & Alumni Relations
GSS	Graduate Support Scheme
HoD	Head of Department
HRPC	Human Resources Policy Committee
KWI	Key Workforce Indicators report
PS	Professional Services
PGT	Postgraduate Taught students
PGR	Postgraduate Research students
REC	Race Equality Charter
RESG	Race Equality Steering Group
SAT	Self Assessment Team
SMT	Senior Management Team
UG	Undergraduate students
WP	Widening Participation

# 1 Letter of endorsement from vice-chancellor/ principal

I am writing this letter to give the strongest possible endorsement to our Race Equality Charter application. In March 2014, I chaired an event titled '*Why isn't my professor black?*'. It was attended by 350 staff, students and members of the wider community and has now been viewed online almost 3,000 times. It was an extraordinary event. I can still hear the clear, often impassioned voices of our black and minority ethnic staff and students explaining how our aspirations on equality and inclusion can often be rather different from lived reality.



My starting point for trying to address these problems has been to publicly acknowledge that racialised inequalities exist here, just as they do elsewhere. In many fora and large events, I have made it clear that I expect our university to brave the discomfort of talking honestly about racialised inequality, and to take meaningful, sustained action to remove it.

Our aspiration is nothing less than to become the most hard-working and self-reflective university on 'race' in the UK. We have begun exploring how to become a beacon, for researching, teaching, and studying 'race', racialisation, and racial injustices. This scholarly endeavor will be interwoven with our efforts at institutional improvement. For example an original initiative entitled '*UCL faces Race: Past, Present, Future*' was funded by our Grand Challenge grants, and explored the legacy of the university having previously had the only Professor of Eugenics.

In a number of ways, I believe that our university is taking dynamic, pioneering steps and we are beginning to see this bear fruit. The university has had an Equalities and Diversity Accountability Framework in place since 2013, and this is firmly embedded in the annual appraisal process of my Senior Management Team. Each Dean and Vice Provost has equality objectives for their area, and both Council and I scrutinise performance against those objectives every year. The performance of individual Deans and Vice-Provosts against the achievement of their equality objectives, amongst other elements, informs their performance related pay. Moreover, equality and diversity is a key priority area in our 20 year strategy, 'UCL 2034'.

In recruitment, we have taken bold measures, such as formally endorsing the use of the 'tie-break' provisions of the Equality Act 2010 and training all staff on how to use this mechanism; our online recruitment system is anonymised for professional services shortlisting and executive search firms now have contractual requirements to put forward diverse long lists of candidates. The student union has the first and only full time BME Student Sabbatical Officer in the country, who played a significant role in initiating a BME Student Attainment Project and a BME alumni network. I admire the honesty of the '*Why is my curriculum white?*' campaign, which was started by our typically tenacious and dedicated students.

But as Co-Chair of the SAT (along with the Vice Provost - International) I am mindful of the areas where it is critical for us to improve. It is entirely unacceptable to me that differentials still exist in degree attainment between ethnic groups. Linked to this, black students are consistently much less satisfied with regard to teaching, academic support and feedback. I am adamant that we will improve the experience of students from these groups, through diversifying our curriculum and offering better academic and pastoral support which is responsive to the different needs of students. Other priority areas are to increase the proportion of black students at undergraduate and doctoral level, ensure more BME academic staff are progressing from senior lecturer level and to ensure there are clear career progression pathways for PS staff in mid-grade roles, where BME staff are concentrated.

I would like to thank the Race Equality Steering Group for being instrumental in shaping and driving forward this crucial agenda. I am also very grateful to SAT members for such active involvement in this process.

The challenges before us are significant but I am confident that we can make a difference in the next 5 years. It will be a collective and sustained effort and one which I will be very proud to lead.

A handwritten signature in black ink, appearing to be 'M. Arthur', written in a cursive style.

**Professor Michael Arthur,  
UCL President and Provost**

## 2 Details of the self assessment team and process

### 2a Please describe your self-assessment team:

Name and Position	Faculty	Further Information
Professor Michael Arthur, President and Provost	N/A	Throughout his career, Provost has worked hard to remove inequalities in the workplace and to be supportive of the highly creative momentum brought about by embracing diversity in a university. Like many institutional leaders he had tended to focus on gender equality, but in his relatively short time at this institution he has provided leadership in addressing the racialised inequalities that manifest throughout our higher education system. It is his intention to use his position as Provost to set a new tone for the sector and to significantly improve the prospects of BME staff and students. SAT role: Co-Chair
Dame Nicola Brewer, Vice Provost (International)	Senior Management Team	As the former founding CEO of Britain's Equality and Human Rights Commission, Nicola is committed to improving minority ethnic diversity and was delighted to find that her new employer had signed up to pilot the Race Equality Charter. Nicola wanted to be part of making the Charter a success for the university. SAT role: Co-Chair
Professor Aroon Hingorani, Head of Department	Faculty of Population Health Sciences	Aroon is one of the few HoDs from a minority ethnic background. He has overseen his department's Athena SWAN Silver application. SAT role: REF lead
Ms Charlotte Croffie, Director of	Human Resources	Charlotte has a long history of working to improve equity for disadvantaged groups. Being part of the SAT provides the opportunity to continue to influence this agenda and as a black woman, Charlotte offers intersectional insights to the process.

Organisational Development		In addition, in her capacity as Organisational Development lead, Charlotte can help the university review its behaviours, processes and procedures to deliver the outcome required to redress the issues identified. SAT role: staff and researcher development.
Mr Diran Solanke, Head of Research Contracts	Finance and Business Affairs	Diran has worked within Professional Services in the HE sector since 2004, beginning at the University of Cambridge and moving to UCL in 2008. He is particularly interested in ensuring that BME members of staff enjoy equality of treatment and opportunity, in order to succeed professionally and personally. SAT role: PS staff lead
Ms Fiona McClement, Equality and Diversity Advisor	Human Resources	Previously Fiona worked for the Coalition for Racial Equality and Rights in Scotland, a community-controlled Indigenous organisation in Australia and as a Parliamentary Researcher on equality and social justice issues. She believes UCL has become a very exciting place to work at in the past 2 years due to developments on equality. SAT role: Project co-ordinator
Ms Hajera Begum, BME Student Sabbatical Officer	University College London Union	Hajera is the only full-time Black Students' Officer in the country. It is therefore important to her that UCL continues to lead the way in achieving liberation. Having graduated from the university, Hajera is keen to ensure we offer an inclusive space for everyone. SAT lead: Student issues
Professor Dame Hazel Genn, Dean	Faculty of Laws	Hazel has a longstanding commitment to inclusion and diversity. Since being Dean of the Faculty of Laws she has worked closely with colleagues to increase diversity among students and staff in the Faculty. Hazel has worked with the judiciary for many years on diversity issues and was a member of the Lord Chancellor's Advisory Panel on Judicial Diversity. SAT lead: Grievances, disciplinaries, staff issues
Dr Hiranya Peiris, Reader	Faculty of Mathematical and Physical Sciences	As a person of colour and a female working in a field (physics) in which both of these categories are in minorities both at the university and in general, Hiranya is committed to promoting the development of a workplace culture in which minorities can achieve their full potential. SAT lead: Research issues

Professor Ijeoma Uchegbu, Chair	Faculty of Life Sciences	Ijeoma chose to be involved as she felt that it would give her a chance to improve the BME person's experience at UCL. Ijeoma would like the staff promotion and student attainment data to show no significant racial biases. This culture change will impact positively on all of UCL's staff and students. SAT lead: Data analysis and staff issues
Dr Katherine Woolf, Senior Lecturer	Faculty of Medical Sciences	On a personal level, Katherine's research aims to understand and redress inequalities in medical education. As co-Chair of the Race Equality Steering Group, Katherine sees her role as facilitating positive change for BME students and staff across faculties. She hopes that the Race Equality Charter process will support this. SAT lead: Student issues
Dr Kenneth Tong, Senior Lecturer	Faculty of Engineering Sciences	Before joining UCL, Kenneth has been working in Hong Kong, China, and Japan. He believes his experience in the Asian countries can provide wider views to the SAT. SAT lead: Student issues
Dr Kristy Warren, Research Associate	Faculty of Social and Historical Sciences	Kristy completed an MA in Race and Ethnic Studies and a PhD in Sociology at the University of Warwick; while working at The National Archives, she was a member of the Positive Action Group, which aimed to promote equality and diversity within the organisation. SAT lead: Postgraduate student issues
Professor Anthony Finkelstein, Dean	Faculty of Engineering Sciences	Anthony is Senior Management Team Champion for Race, Religion and Belief. He believes that diversity is a vital contributor to an institution that aims to change the world through disruptive thinking and creative endeavour. As the son of refugees from discrimination and racially motivated hatred, Anthony is personally motivated to address unfairness and inequity. SAT lead: Academic and research staff issues
Ms Marcia Jacks, Institute Manager	Faculty of Population Health Sciences	Marcia is Co-chair of the Race Equality Steering Group. She is interested in promoting equality and is particularly keen to see the under-representation of senior BME staff addressed. For this reason, Marcia is motivated to work with other interested staff

		to undertake the necessary actions to bring about change. SAT lead: Professional services staff issues
Professor Michael Berkowitz	Faculty of Arts and Humanities	Michael is a historian of antisemitism and the Holocaust. The study of race is integral to his research and teaching. His home department, Hebrew and Jewish Studies, is the only one of its kind in the UK, and UCL was the world's first university to pursue Jewish academic subjects outside of a Christian framework.
Dr Nathaniel Coleman, Research Associate	Faculty of Arts and Humanities	Nathaniel has been, on two, temporary, one-year-long contracts, as Britain's, first and only philosopher hired with the specific mandate to research, teach, and engage the public on the Critical Philosophy of 'Race'. He is racialised as black. SAT lead: Curriculum and pedagogy
Dr Shafaq Sikander, Research Associate	Faculty of Medical Sciences	Shafaq is a postdoctoral researcher in Biomedical Research and a member of the Race Equality Steering Group. Providing equal opportunities for everyone is the foundation of UCL and an important attraction to working here. Shafaq hopes that the actions of the Race Equality Charter will ensure diversity and equality of opportunity in all student and staff levels of our global university. SAT lead: Data analysis
Dr Sushrut Jadhav, Senior Clinical Lecturer	Faculty of Brain Sciences	Sushrut is a Clinician - Anthropologist practising, teaching and researching on mental well-being and cultural identity at the margins of societies across cultures. As Co-Director of an internationally unique Cultural Consultation Service at UCL, his work addresses critical issues at the interface of culture with pedagogic content and process. His expertise has contributed to the addressing the core principles of the Race Equality Charter. SAT lead: Cultural issues
Ms Wendy Appleby, Registrar and Head of Student and Registry Services	Student and Registry Services	Wendy has over 25 years' experience in university administration. As Registrar, she is responsible for processes that underpin the student life-cycle from access and



		admissions to award of qualifications. An unequivocal commitment to 'race' equality is vital to all aspects of this work. SAT lead: Student issues
Ms Ammara Khan, Equality and Diversity Manager	Institute of Education	Ammara leads on equality and diversity for the Institute. Race equality is a priority for the Institute as they have previously taken part in an ECU race equality programme. SAT lead: Institute issues
Ms Neema Kontaya, Undergraduate Student	Faculty of Engineering Sciences	Neema is a Computer Science student who is interested in equality and diversity. She is an active member of the BME Student Network and wanted to engage in discourse in race at the university. Neema has a passion for data analysis and working on the Race Equality Charter has been an invaluable experience for her. SAT lead: Student data

The majority of SAT members are from a minority ethnic background, both British and international, academic and professional, representing different levels of seniority and 10 out of 11 faculties at UCL.

Provost invited members to be on the SAT, following consultation with the Race Equality Steering Group (RESG). All members had a compelling reason to be included, which varied from having research expertise in 'race', to being a RESG member or a senior leader that could effect change in critical Race Equality Charter areas.

## **2b Please describe the self assessment process:**

The SAT met 6 times between September 2014 and March 2015. It was also supported by a Student and a Staff Sub Group which met 3 times each. Membership of the sub groups was porous, i.e. a number of undergraduate and postgraduate students participated in them and contributed to the analysis and action plan.

It was agreed early in the process that for the Race Equality Charter (REC) to be meaningful and to achieve sustainable and long-term impact, it would require commitment from the whole institution. A project plan distilled the REC criteria into key areas of institutional activity and appropriate organisational leads were appointed for each. (These leads were not on the SAT.) The Provost then wrote to the leads asking them to:

- review data on experiences and outcomes for BME staff / students;
- consider existing issues and make recommendations; and,
- help draft the submission.

Each lead was matched with a lead on the SAT, who acted as a 'critical friend' by ensuring thinking and actions took meaningful account of issues of racialisation. In this way, SAT leads had an important responsibility and there was active engagement in the REC process across the university. By way of example, the organisational leads included Directors in HR, Research Planning, Admissions, the Doctoral School, Vice Provosts and so forth.

### **HoD Engagement**

In tandem to this, the Provost issued a direct call to all HoDs to join a REC 'coalition'. He also wrote an article dedicated to race in the all-staff newsletter and held his termly HoD 'Leadership Forum' on the REC. Following these initiatives, 20 HoDs joined the REC coalition and then attended a specially commissioned 2 hour workshop on 'Critical Race Theory', delivered by Prof Kevin Hylton from Leeds Beckett University . The HoDs were joined at this workshop by the Provost and most of the Senior Management Team (SMT) The HoD coalition are due to meet with the RESG in mid-May to begin devising innovative activities.

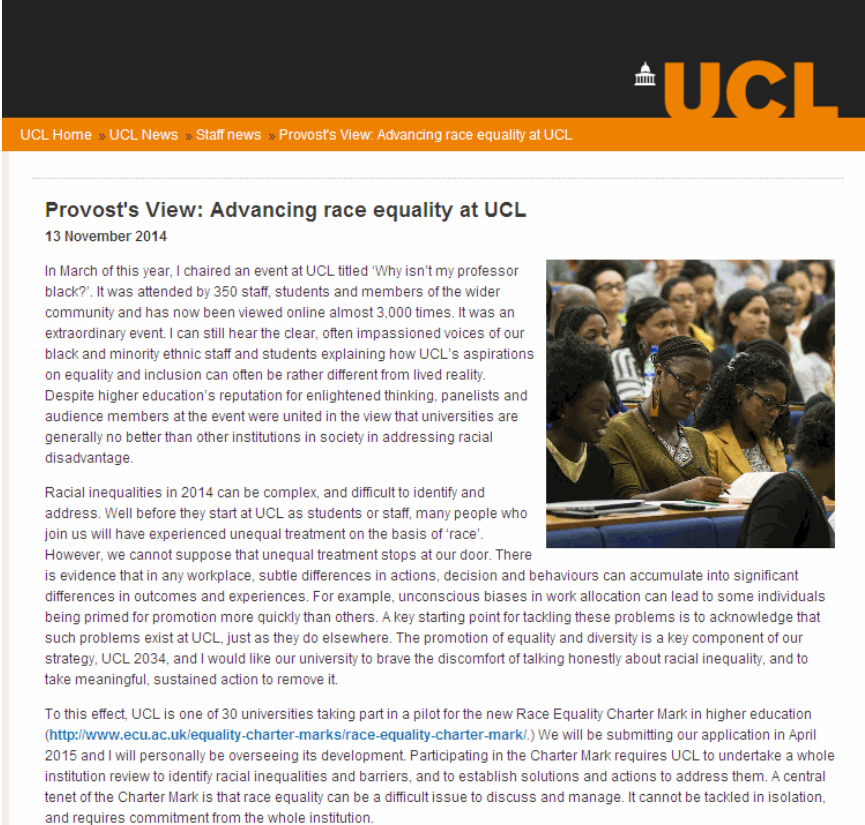
## Committees

The submission and action plan was discussed and endorsed by 3 key committees in March; (Equality and Diversity Committee, Education and Research Degrees Committee) and by members of Human Resources Policy Committee.)


## 2c Please describe the process of involvement, consultation and communication with reference to the following:

### REC Surveys

In November 2014, the Provost published an article in the all-staff e-newsletter dedicated to the topic of 'Advancing race equality'. It was a candid article that acknowledged that racism could exist at the university. This article promoted the REC and the online surveys.



The screenshot shows a UCL website page with a navigation bar at the top containing 'UCL Home', 'UCL News', 'Staff news', and 'Provost's View: Advancing race equality at UCL'. The main content area features the article title 'Provost's View: Advancing race equality at UCL' and the date '13 November 2014'. The article text begins with 'In March of this year, I chaired an event at UCL titled 'Why isn't my professor black?'. It was attended by 350 staff, students and members of the wider community and has now been viewed online almost 3,000 times. It was an extraordinary event. I can still hear the clear, often impassioned voices of our black and minority ethnic staff and students explaining how UCL's aspirations on equality and inclusion can often be rather different from lived reality. Despite higher education's reputation for enlightened thinking, panelists and audience members at the event were united in the view that universities are generally no better than other institutions in society in addressing racial disadvantage.'



Racial inequalities in 2014 can be complex, and difficult to identify and address. Well before they start at UCL as students or staff, many people who join us will have experienced unequal treatment on the basis of 'race'. However, we cannot suppose that unequal treatment stops at our door. There is evidence that in any workplace, subtle differences in actions, decision and behaviours can accumulate into significant differences in outcomes and experiences. For example, unconscious biases in work allocation can lead to some individuals being primed for promotion more quickly than others. A key starting point for tackling these problems is to acknowledge that such problems exist at UCL, just as they do elsewhere. The promotion of equality and diversity is a key component of our strategy, UCL 2034, and I would like our university to brave the discomfort of talking honestly about racial inequality, and to take meaningful, sustained action to remove it.

To this effect, UCL is one of 30 universities taking part in a pilot for the new Race Equality Charter Mark in higher education (<http://www.ecu.ac.uk/equality-charter-marks/race-equality-charter-mark/>.) We will be submitting our application in April 2015 and I will personally be overseeing its development. Participating in the Charter Mark requires UCL to undertake a whole institution review to identify racial inequalities and barriers, and to establish solutions and actions to address them. A central tenet of the Charter Mark is that race equality can be a difficult issue to discuss and manage. It cannot be tackled in isolation, and requires commitment from the whole institution.

A reminder went out the following week and the survey was promoted via the staff race equality network, forwarded to every department and promoted through divisional e-bulletins. It was promoted to students by the Student Union (through their weekly newsletter and the BME Student network), through faculty tutors and on UCL's Moodle homepage.

The results were discussed in the December SAT meeting and in the sub groups. The response rate was:

Background	Staff (387 total)	Students (265 total)
Arab		* (2%)
Asian	55 (14%)	78 (29%)
Black	35 (9%)	36 (14%)
Chinese	12 (3%)	35 (13%)
Mixed race	24 (6%)	31 (12%)
Other	13 (3%)	* (2%)
White	243 (63%)	76 (28%)

Whilst the response rate was disappointing, the SAT decided to consider the results alongside UCL's 2013 Staff Survey results and National Student Survey (NSS) results. Both of these surveys ask similar questions, have a much higher response rate (5493 staff responses, 3380 student responses) and disaggregated by ethnicity are a rich source of qualitative information.

We plan to run an amended survey with the cleaning, catering and security staff that are employed by external companies (Action 8.8).

In addition, 52 respondents (93% BME) answered the survey when it was published at the Institute of Education in February. The results will help inform the development of a localised equality action plan (now required as part of the Equalities Accountability Framework.)

### Further Consultation

Focus groups had already taken place with BME students in early 2014 as part of the Student Attainment Project (see Section 7C). As part of REC, focus groups were also held with BME Masters students (see Section 7D), professional services staff (see Section 4B) and academic staff (see Section 6A).

A consultation session was held at the Institute of Education in February 2015. A cross section of BME academic and professional services staff attended it. The outcomes of this informed the action plan via input from the Institute's Equalities Manager.

### Networks

The university has had a race equality network since 2009 which currently has 89 members from different ethnic backgrounds. The RESG evolved from this and has 18 fixed members (academic and professional staff). The RESG is a strategic group that meets at least once a term and formally reports to Equality and Diversity Committee. The Provost met with the group within his first few months

in office and the group is routinely consulted on emerging policy and strategy e.g. the new Dignity at Work Statement and Global Engagement Strategy. 8 members of the RESG are on the SAT. Activities between groups are therefore co-ordinated; however it is important to note that the RESG has a broader remit than RECM e.g. planning Black History Month events.

There is a BME student network, coordinated by the BME Student Sabbatical Officer, that has 420 members and a recently established BME alumni network with 230 members.



The Institute for Education has its own Race Equality Network that organises events and provides support, and is open to BME staff. It is due to meet with the RESG shortly.

## **2d Please describe the ongoing role of the SAT and action plan**

An Equalities Accountability Framework has been implemented for Provost's SMT since 2013, after it was endorsed by UCL Council. The framework entails:

- Data-driven and stretching equality objectives being set annually for each member of SMT in the annual appraisal process. Progress is appraised by Provost and linked to any performance-related remuneration subject to the approval of the Remuneration and Strategy Committee of Council, which also scrutinises SMT performance in this area.

- Action plans based on faculty workforce and student data and are drawn up by Deans and Vice-Provosts for their respective areas. Key Workforce Indicators relating to equality are published in an annual report to Council. From April 2015 the faculty action plans will embed REC actions, in addition to faculty-specific issues.
- Action 6.1 commits us to better embedding the Accountability Framework at the departmental level and incorporating equality objectives into HoDs' appraisals.

The Equalities Accountability Framework is considered to be a beacon of good practice in the sector.

The university also commits to ensuring:

- the Provost will re-convene the SAT annually to monitor progress against the REC action plan;
- the RESG and Equality and Diversity Committee will scrutinise progress on an ongoing basis; and,
- any concerns about the action plan will be fed back to SMT for follow up.

In 3 years' time, the SAT will be a mixture of existing and new members, to ensure both continuity and fresh thinking.

## 3 Institution and local context

### 3 A) Overview of the Institution

UCL is among the world's top ranked multidisciplinary global universities. It is the top-rated university in the UK for research strength, according to REF 2014, and a member of the Russell Group. It was founded in 1826 as a radically different university, opening up English higher education for the first time to people of all beliefs and social backgrounds.

It is a large and complex institution, with 11 faculties covering a range of subject disciplines from arts to physical sciences and biomedicine. There are 77 academic departments and 10 professional services divisions. Departments present different equalities challenges and profiles, though none are representative of the local BME workforce at all levels. In 2014, there were 16,491 undergraduates and 14,060 post graduates. For the same period there were 10,823 staff (headcount), of whom 41% were in professional services and 58% were in academic, research, teaching, or NHS- related roles.

### **Institute of Education Merger**

In December 2014, UCL merged with the Institute for Education (IoE). The IoE is now a single faculty of the university. Originally, the IoE intended to submit to REC as well, however following the merger the Equality Challenge Unit instructed a single UCL, incorporating IoE, application to be submitted.

Due to the large, complex and ongoing challenge of migrating the IoE's data into different systems, and how recent the merger was, in some places it has not been possible to present all of their data or present it consistently. Also, the Institute still has distinct TUPE policies, procedures, cultural issues and networks that has had led to difficulties in producing a single application.

The IoE has 9 departments, over 7000 students (of whom over 90% were postgraduate) and 927 staff, of whom 49% are in professional services and 51% are in academic roles.

Following the merger, we are the largest postgraduate institution in the UK.

### **3b Local population**

UCL is situated in one of the most diverse cities in the world. In our local borough, Camden, nearly 35% of the local population are from a BME background and 22% are White non-British.

Looking more widely at London, 45% of the population is White British with a further 15% identifying as other white groups. The next largest ethnic groups are Indian and Black African each making up around 7% of the population.

#### **Racial tensions linked to the institution**

In 2009 a former student was arrested after a failed terrorist attack. This event led to much media speculation about radicalisation and a formal independent inquiry, which concluded there was no evidence to suggest that the radicalisation had happened at UCL. The events surrounding the police investigation were distressing, however, to many Muslim members of the student community.



## Community Engagement

There are many examples of community engagement relevant to the REC at UCL, from large scale strategic projects to grassroots activities. For example:

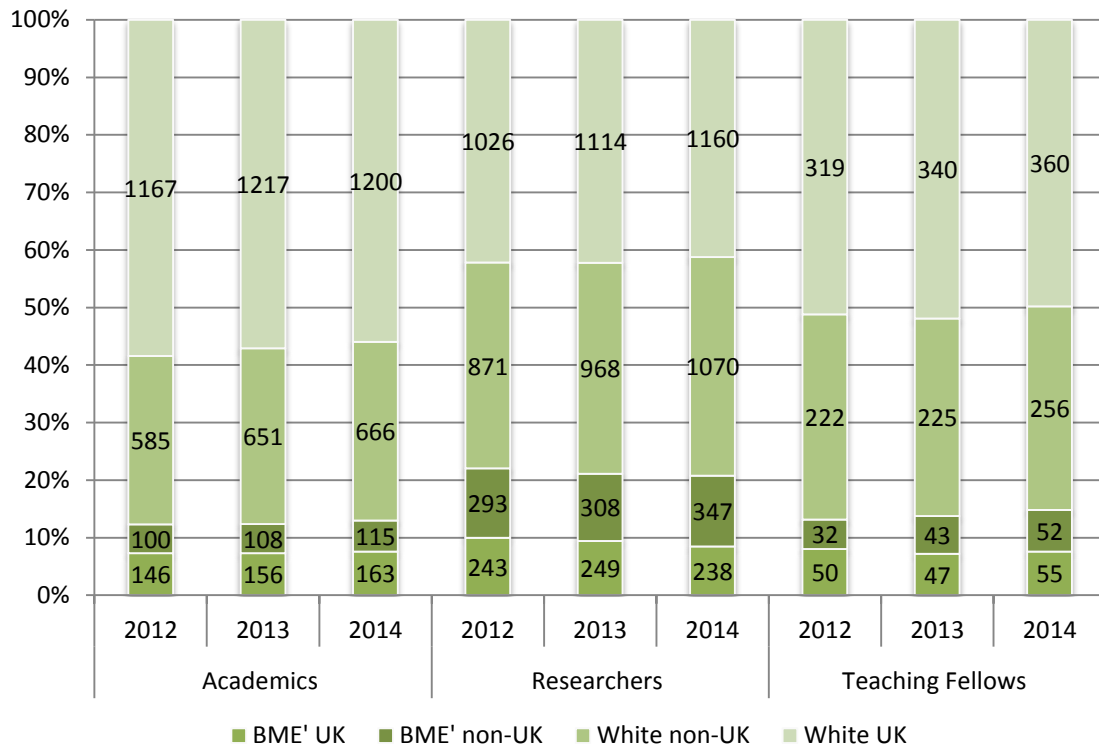
- In 2014, Ego Ahaiwe Sowinski won the Provost's Public Engagement Award for '*We are Here*', a project bringing together black women from across the UK together to explore Black British feminism.
- In 2014 the university's Science, Medicine and Society Network organised an exhibition featuring the art of asylum seekers from the local community. As a direct result of the event, funding was provided for an art therapist and studio to be rented on an ongoing basis for the participants
- UCL provided a £5000 grant for a RESG project aimed at increasing organ donation rates in BME communities. It consisted of an educational campaign targeted at patients, clinicians, BME community groups and schools.



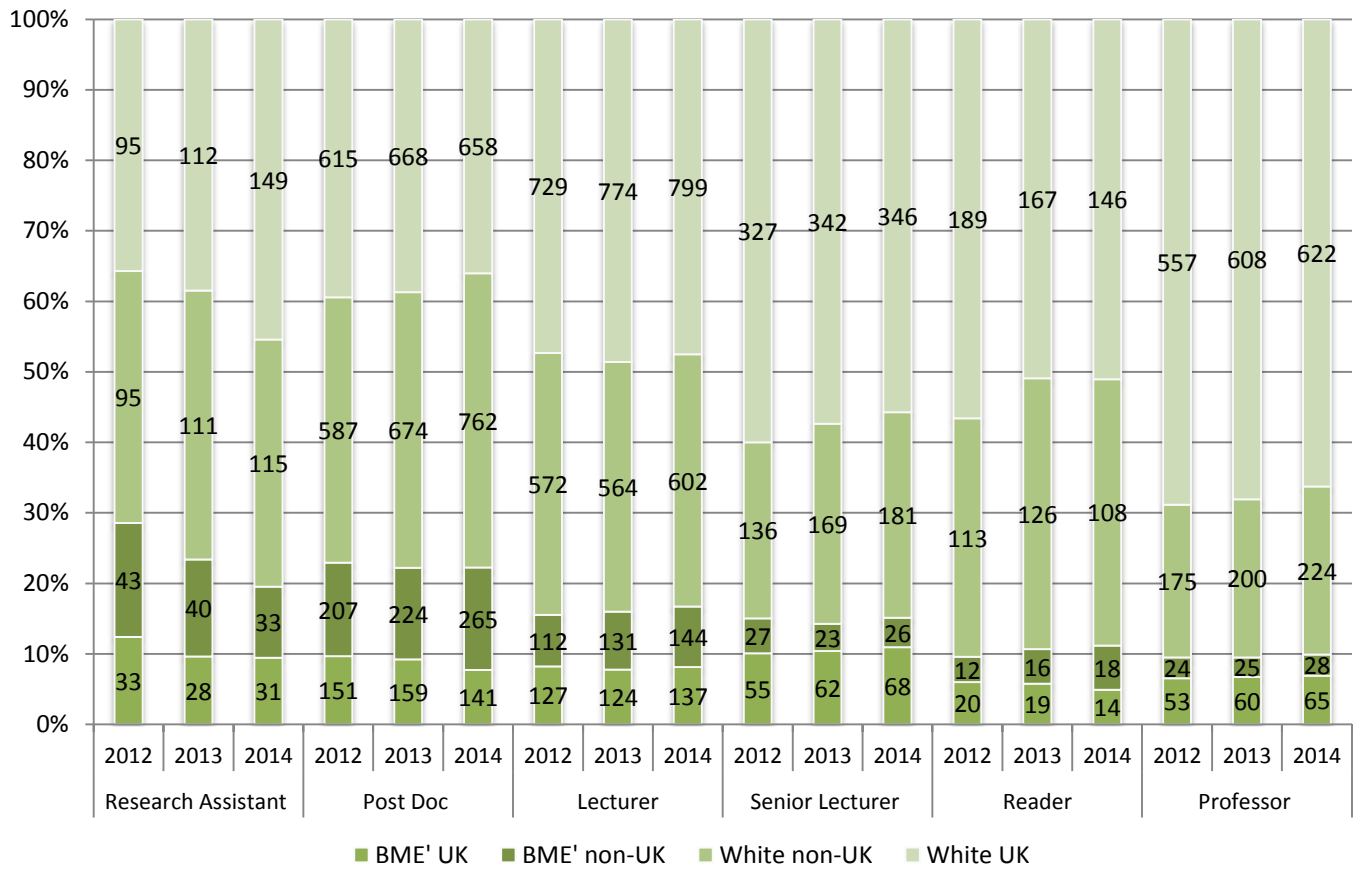


#### 4A) Staff Profile: Academic Staff

**Graph 1: University overall academic, research, teaching staff 2012-14 (excluding unknowns)**



**Graph 2: University overall academic 'pipeline' 2012-14 (excluding unknowns)**



**Table 1 & 2 : Academic, research and teaching Staff, 2014 snapshot, all ethnic groups**

(\* is used throughout this application to indicate a number too small to publish (i.e.: less than 5), due to data protection and confidentiality reasons)

<b>Ethnic Group</b>	<b>Number</b>
Other Ethnic Background	134
Asian/Asian Brit.-Bangladeshi	22
Asian/Asian British-Indian	236
Asian/Asian British-Other	117
Asian/Asian British-Pakistani	38
Black/Black British-African	32
Black/Black British-Caribbean	10
Black/Black British-Other	7
Chinese	227
Information refused	135
Mixed Race White & Asian	51
Mixed Race White & Black African	*
Mixed Race White & Black Caribbean	8
Mixed Race - Other	68
Not Known	572
White - British	2442
White - Irish	120
White - Other	2087
(blank)	61
<b>Total</b>	<b>6371</b>

<b>Ethnic Group</b>	<b>Percent</b>
Other Ethnic Background	2%
Asian/Asian Brit.-Bangladeshi	0%
Asian/Asian British-Indian	4%
Asian/Asian British-Other	2%
Asian/Asian British-Pakistani	1%
Black/Black British-African	1%
Black/Black British-Caribbean	0%
Black/Black British-Other	0%
Chinese	4%
Information refused	2%
Mixed Race White & Asian	1%
Mixed Race White & Black African	0%
Mixed Race White & Black Caribbean	0%
Mixed Race - Other	1%
Not Known	9%
White - British	38%
White - Irish	2%
White - Other	33%
(blank)	1%
<b>Total</b>	<b>100%</b>

### Note on the ethnic categories

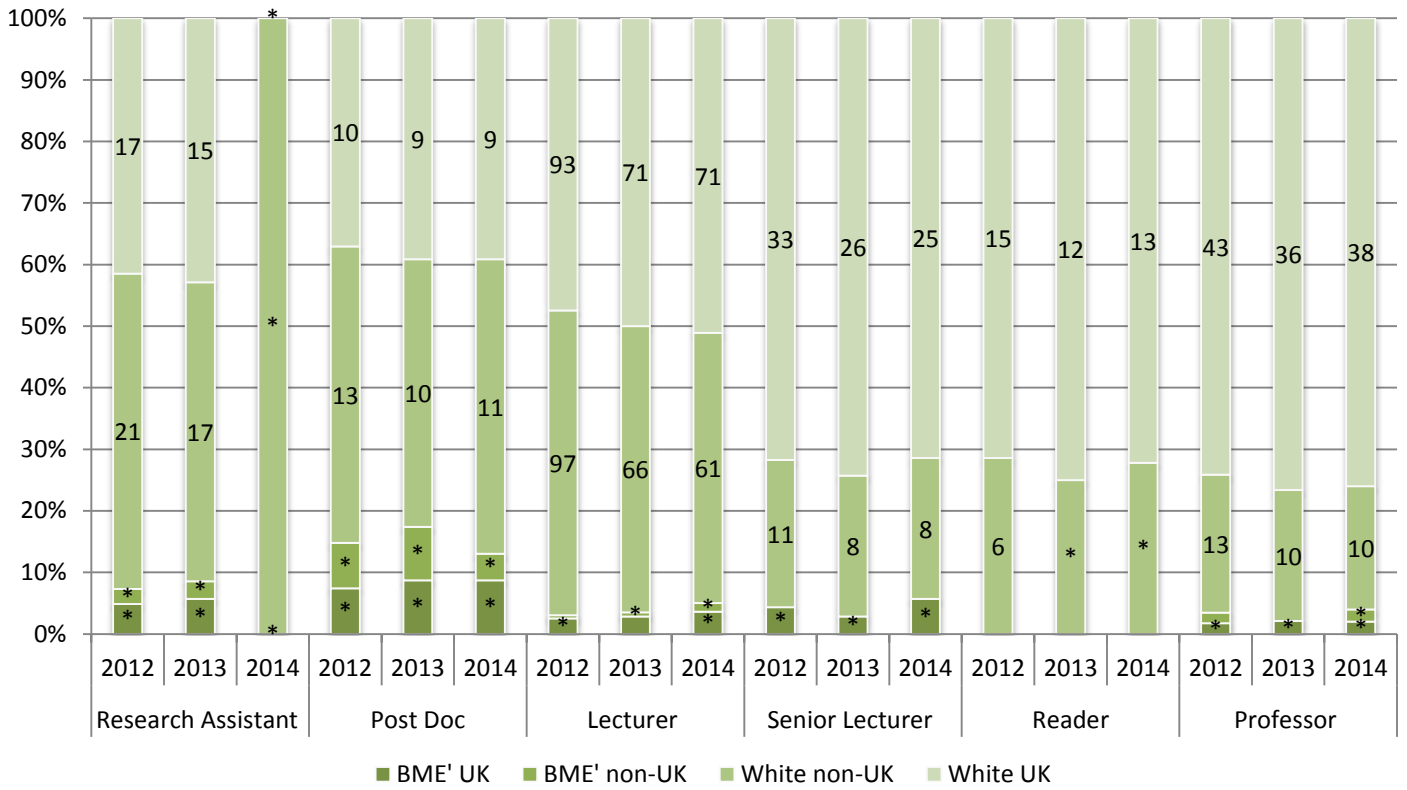
We found using the HESA categories deeply problematic, given that they present a mixture of ethnicity, nationality, geographical region and racialisation that is derived from a legacy of colonialism. We believe that through using these confused and unclear categories, it is very difficult to understand how racialisation and ethnicity affect staff and students. As such, we suggest that future surveys should have additional questions separating racialisation from ethnicity.

When we refer to 'BME', we have excluded 'White Other'. This is because an analysis by nationality of staff who identified as 'White Other' are from the UK (presumably Scottish, Northern Irish and Welsh), Europe or the US and Australian. Whilst we fully recognise that e.g. Eastern European staff may be subject to biases and specific barriers, low numbers make meaningful analysis of this group impossible. We have therefore made broad assumptions about which groups may represent 'people of colour' and chosen to focus on these.

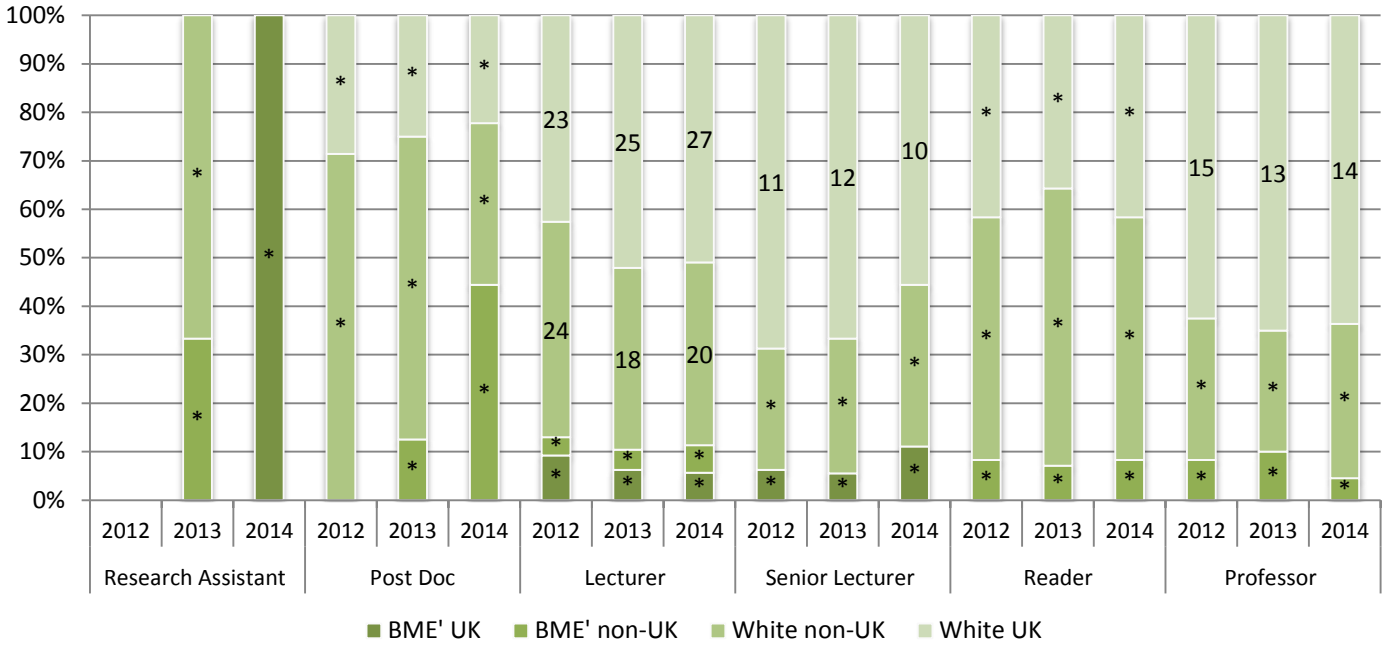
**Table 3: 'White other' analysis by nationality and staff number, 2014**

Top 20	Nationality	Staff Numbers
1	United Kingdom	381
2	Italy	355
3	Germany	286
4	Greece	200
5	France	179
6	USA	172
7	Spain	157
8	Poland	100
9	Australia	89
10	Netherlands	77
11	Portugal	72
12	Canada	53
13	Belgium	38
14	Hungary	35
15	Russia	34
16	New Zealand	31
17	Finland	30
18	Austria	29
19	Sweden	27
20	Denmark	26

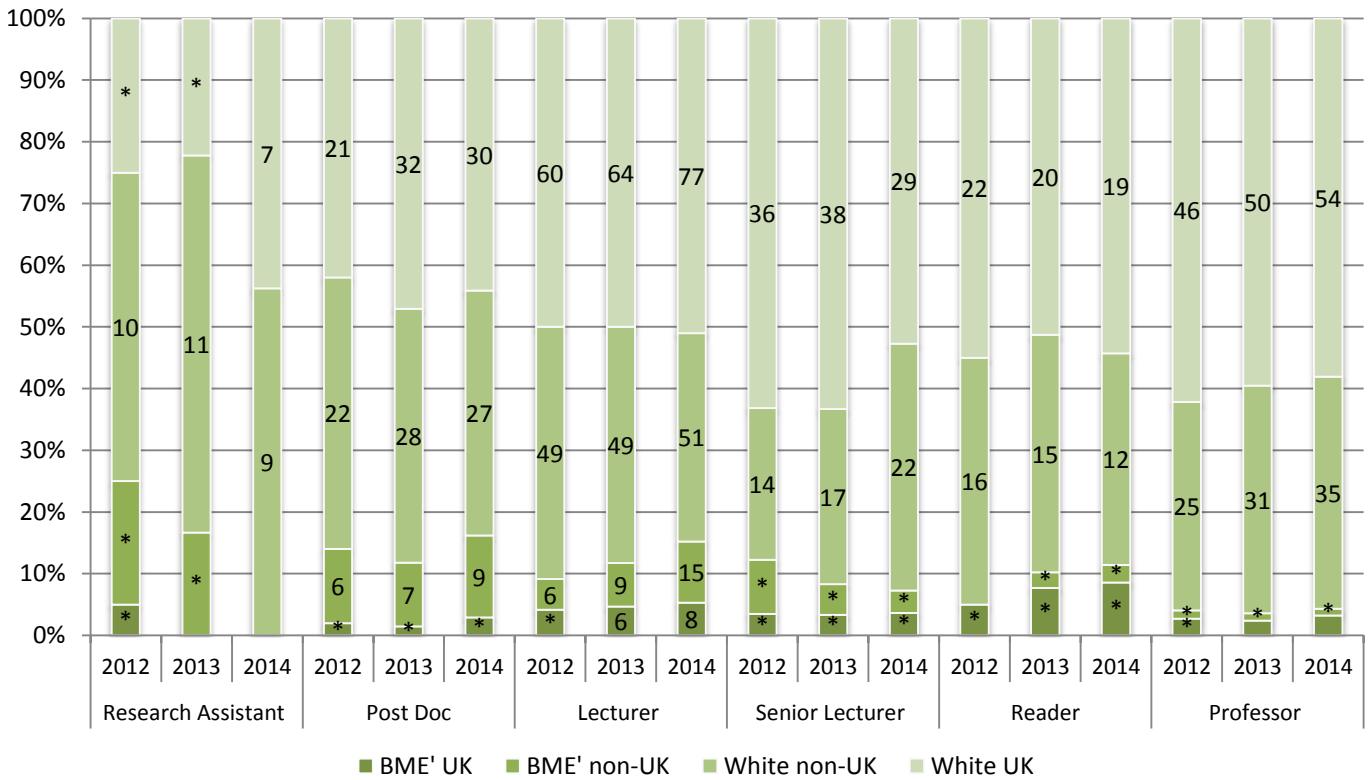
**Graph 3: Faculty of Arts & Humanties 2012-14**



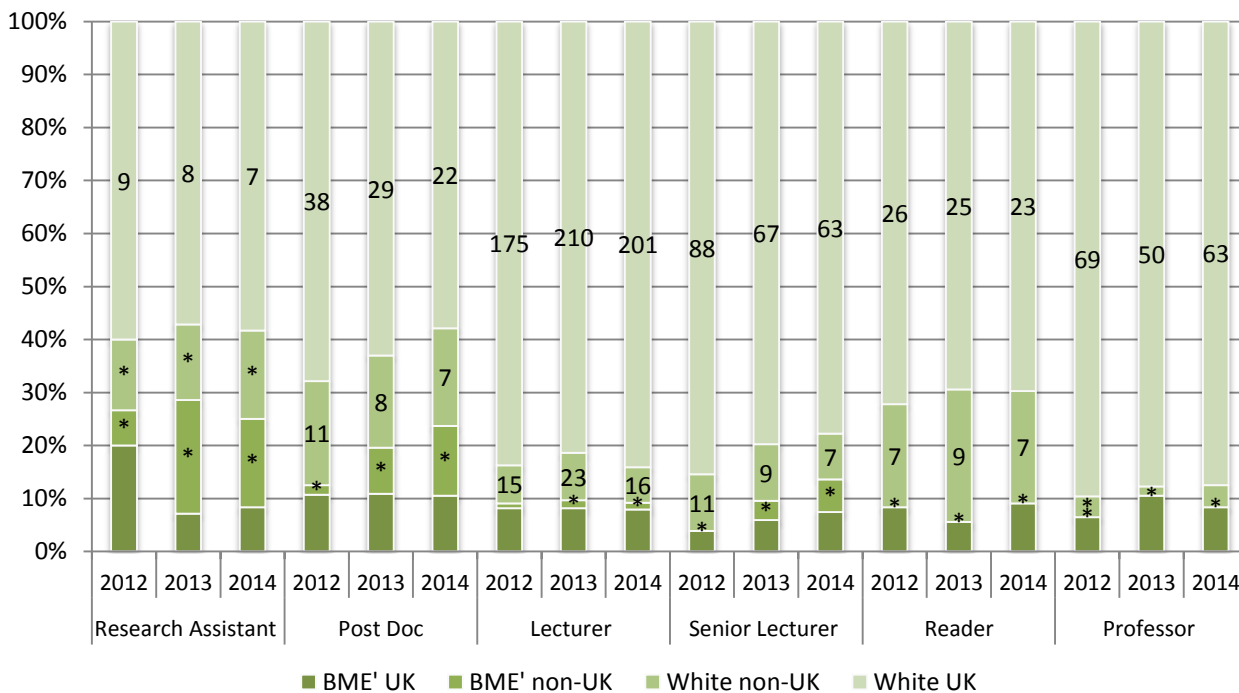
**Graph 5: Faculty of Laws 2012-14**



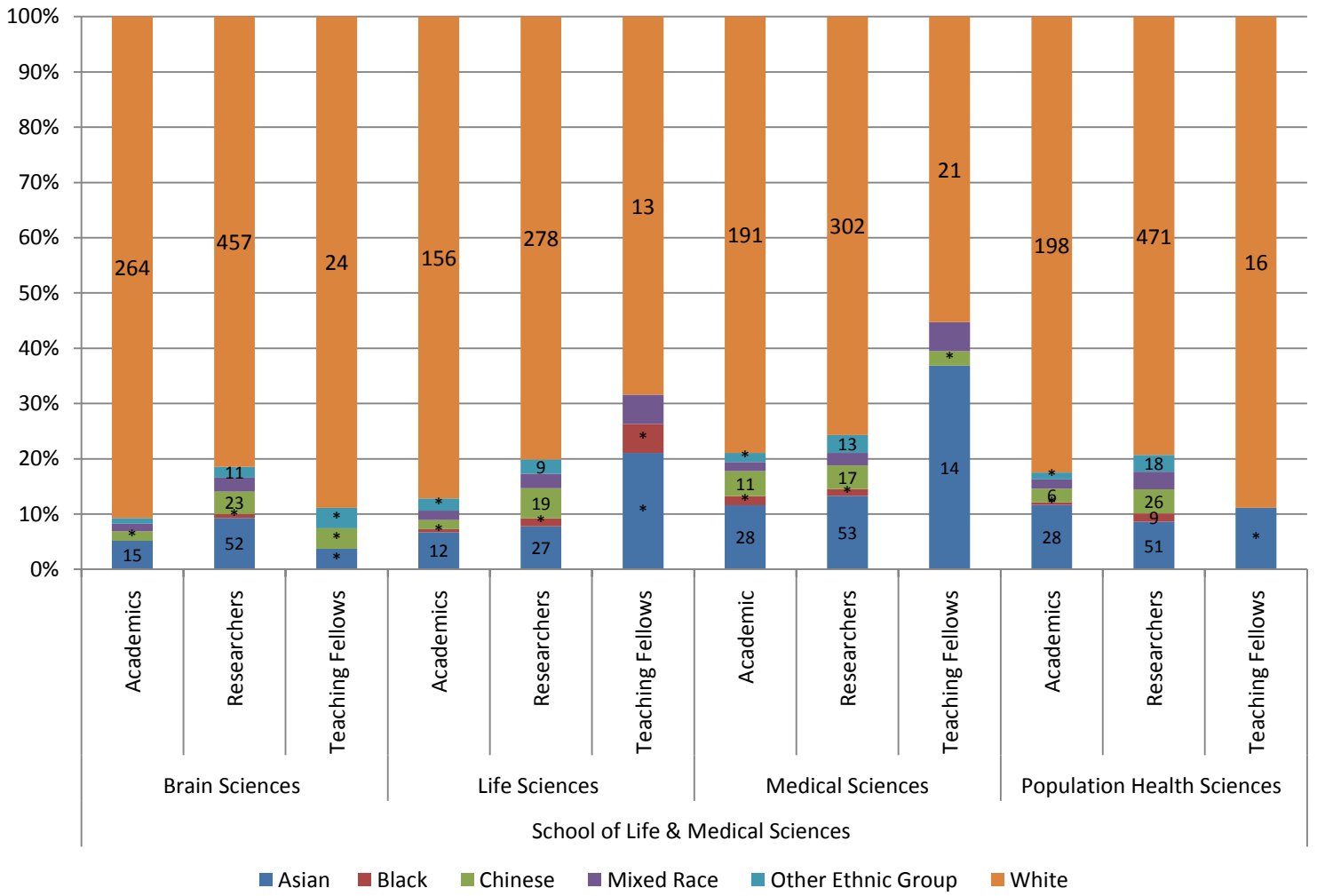
**Graph 6: Faculty of Social & Historical Sciences 2012-214**



**Graph 7: Institute of Education 2012-14**

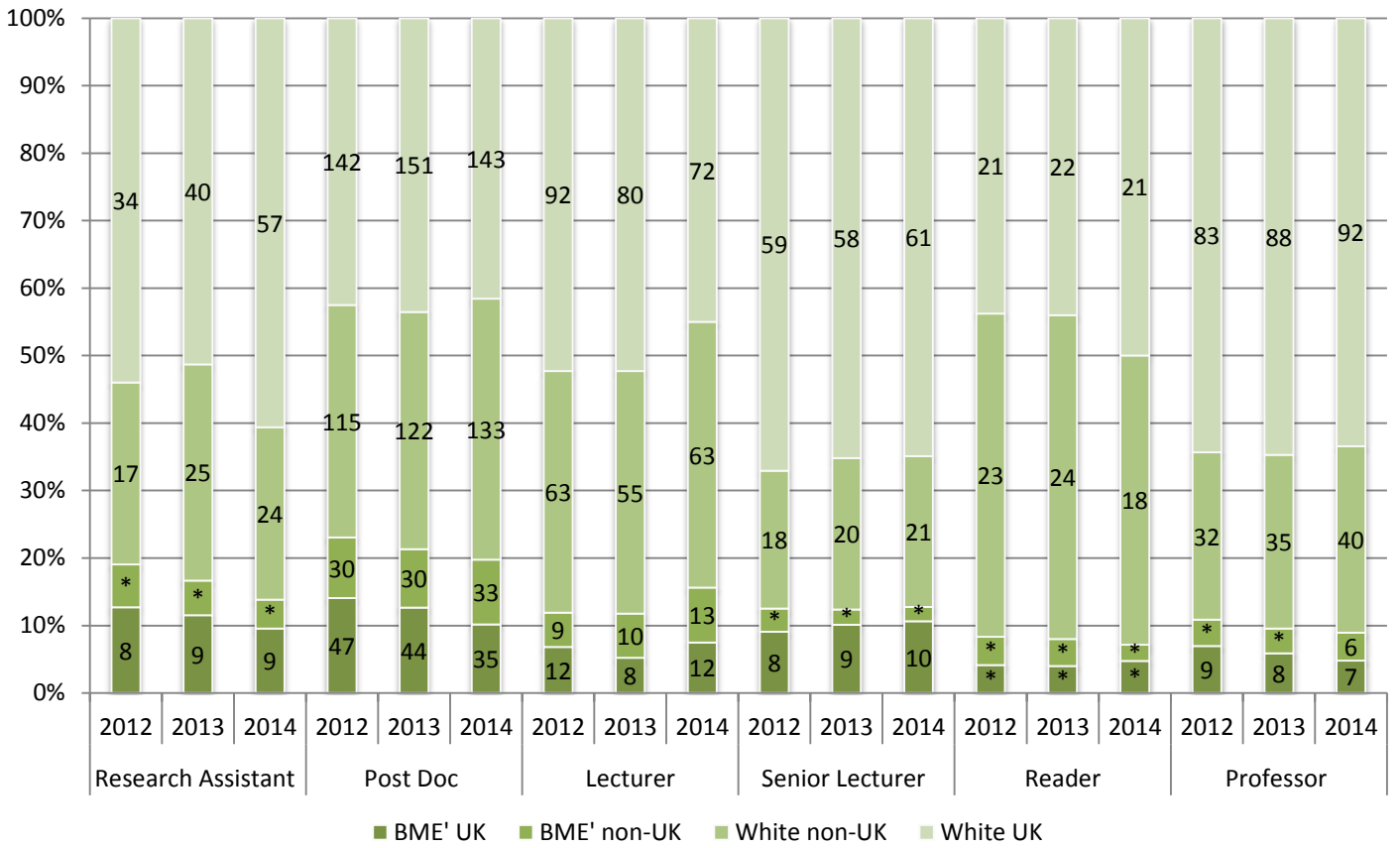


**Graph 8: UK & non UK, main ethnic group 2014 snapshot**

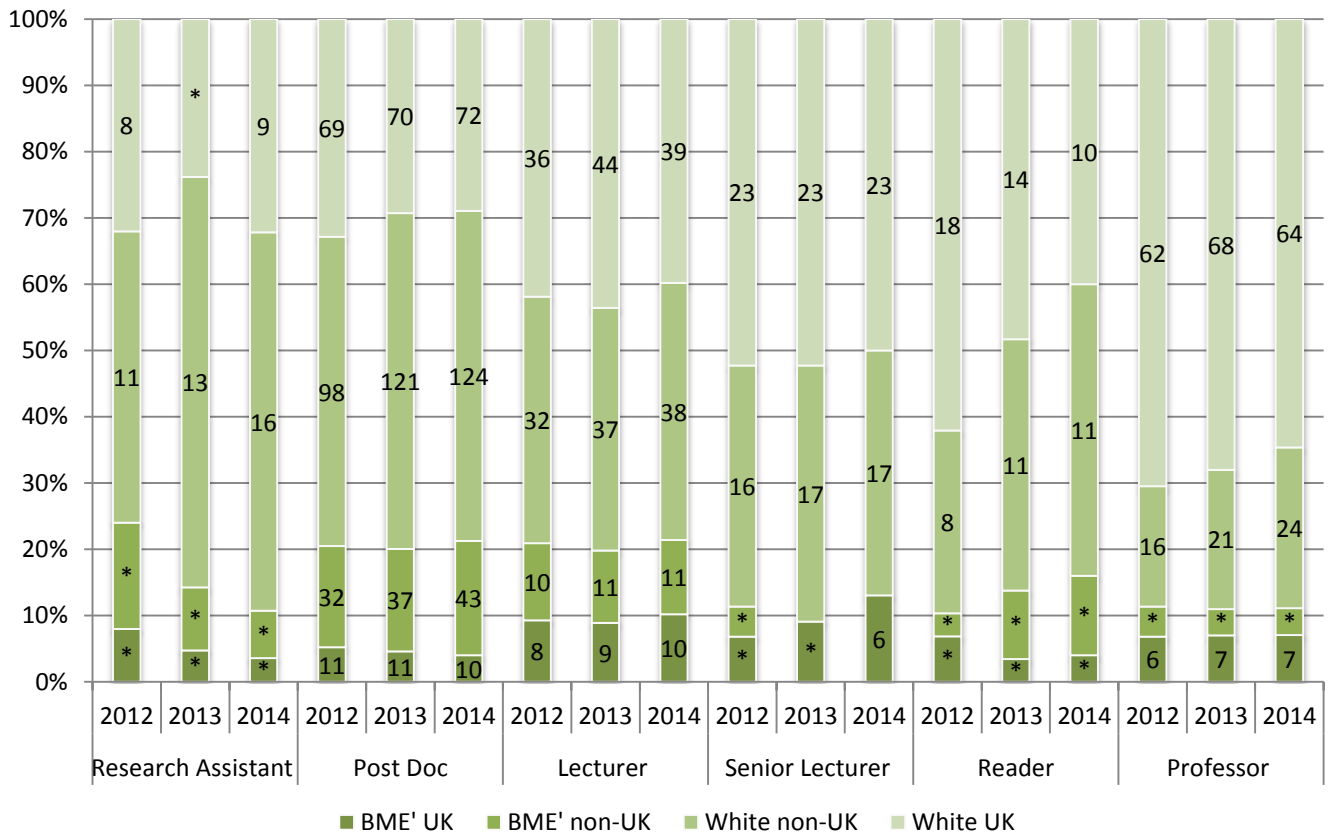




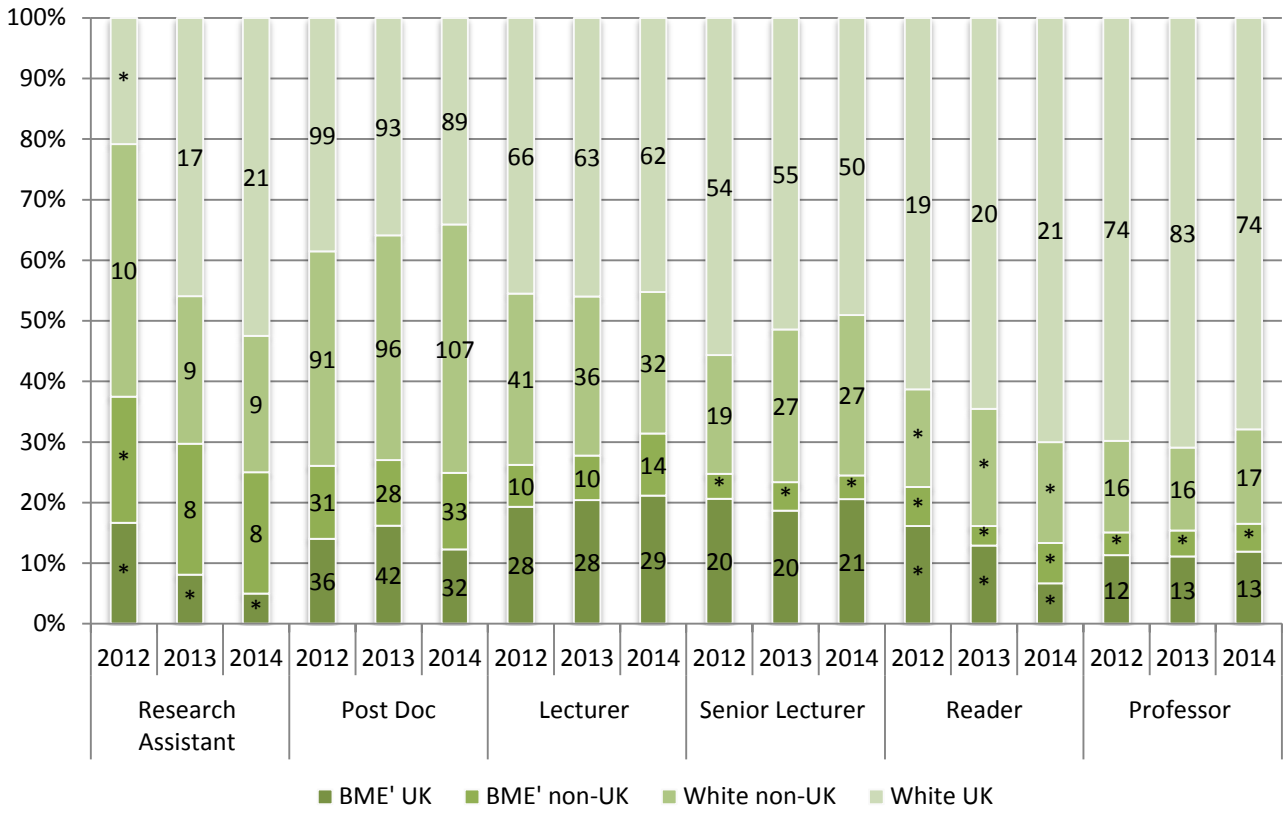
**Graph 9: Faculty of Brain Sciences 2012-14**



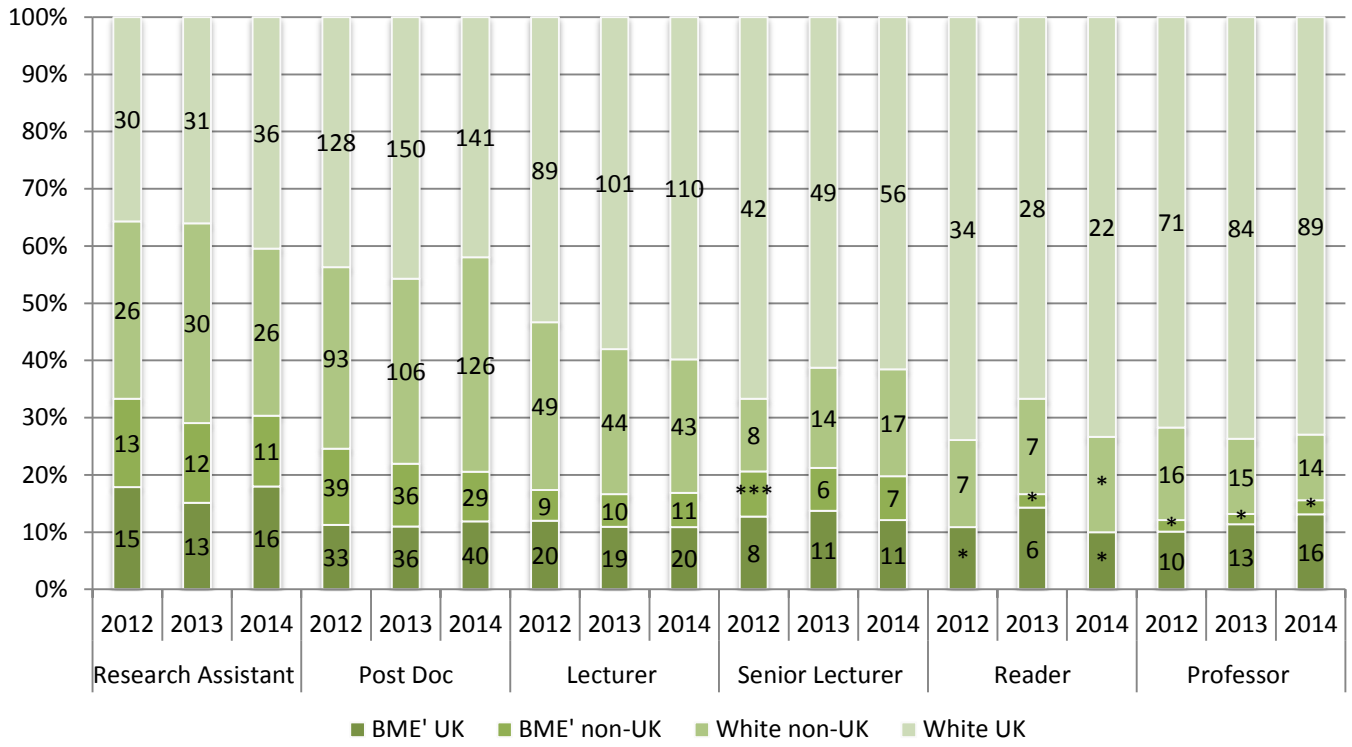
**Graph 10: Faculty of Life Sciences 2012-14**



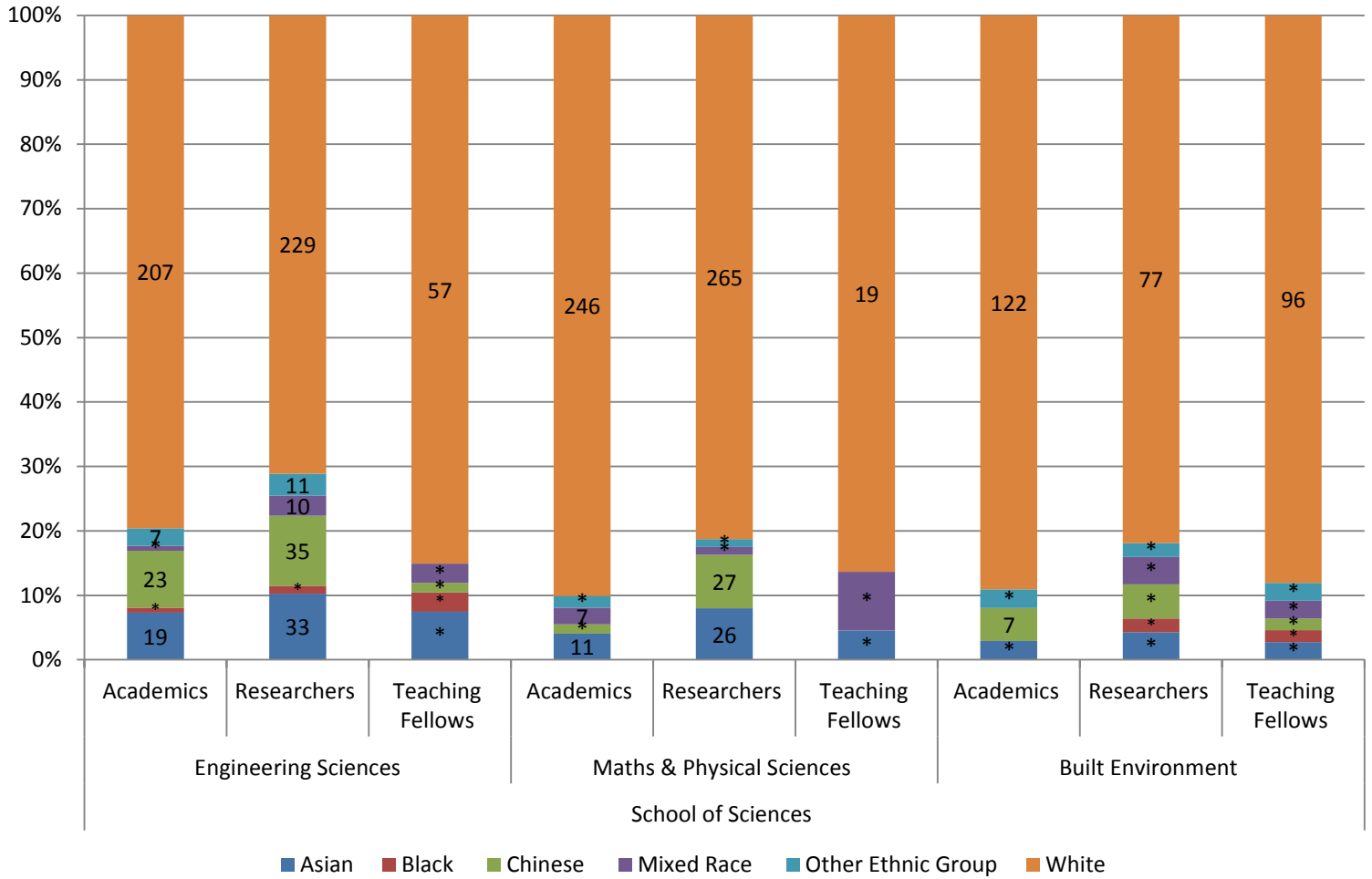
**Graph 11: Faculty of Medical Sciences 2012-14**



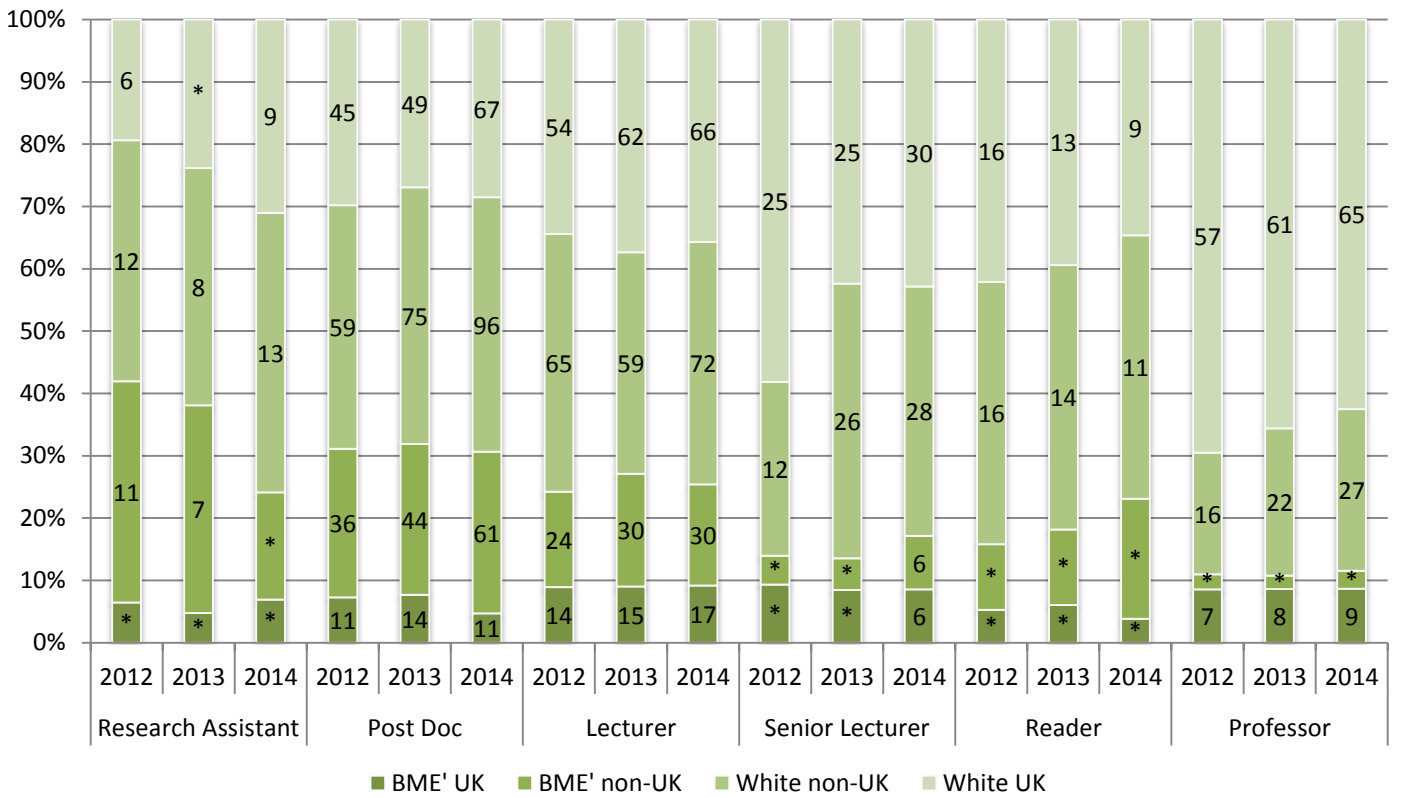
**Graph 12: Faculty of Population Health Sciences 2012-14**



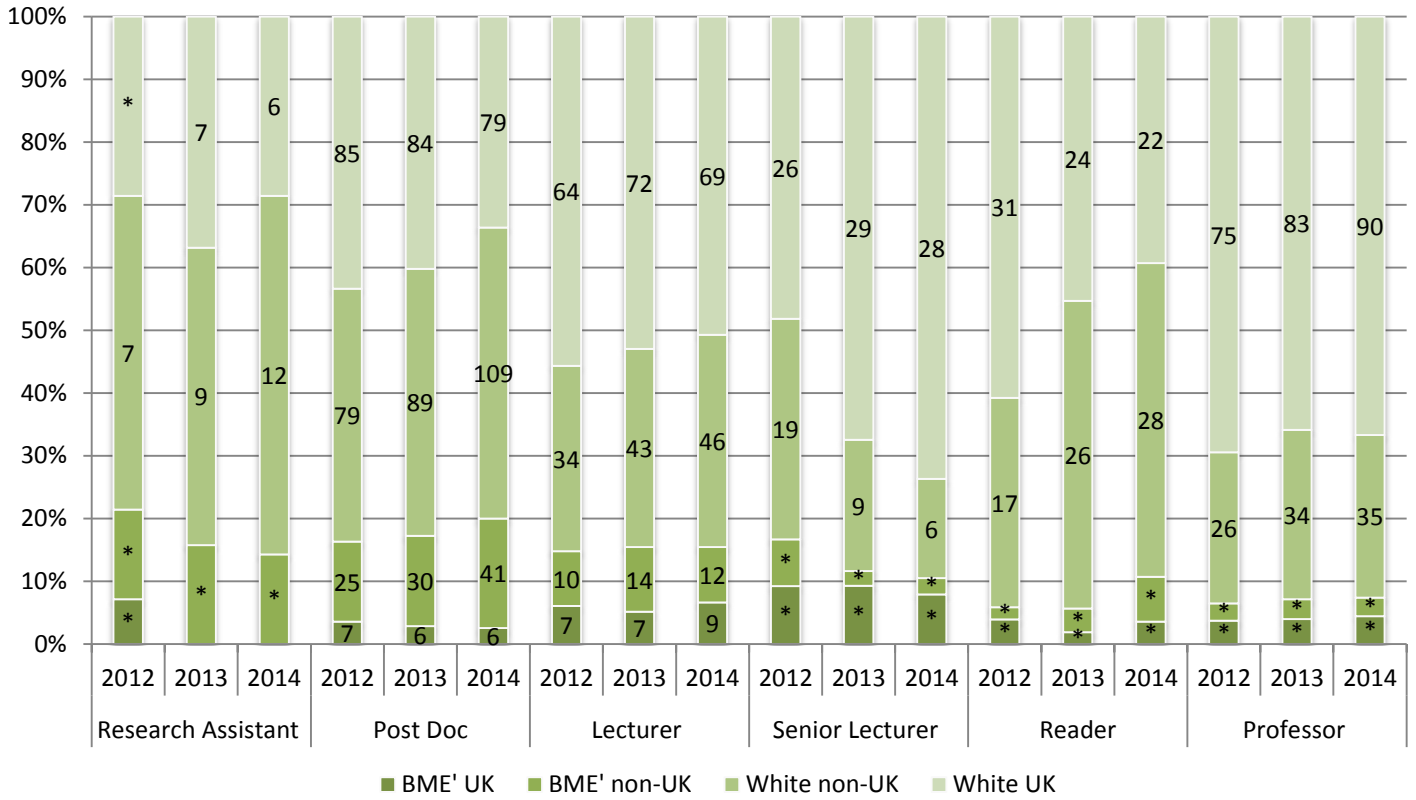
**Graph 13 : UK & non UK, main ethnic group snapshot 2014**



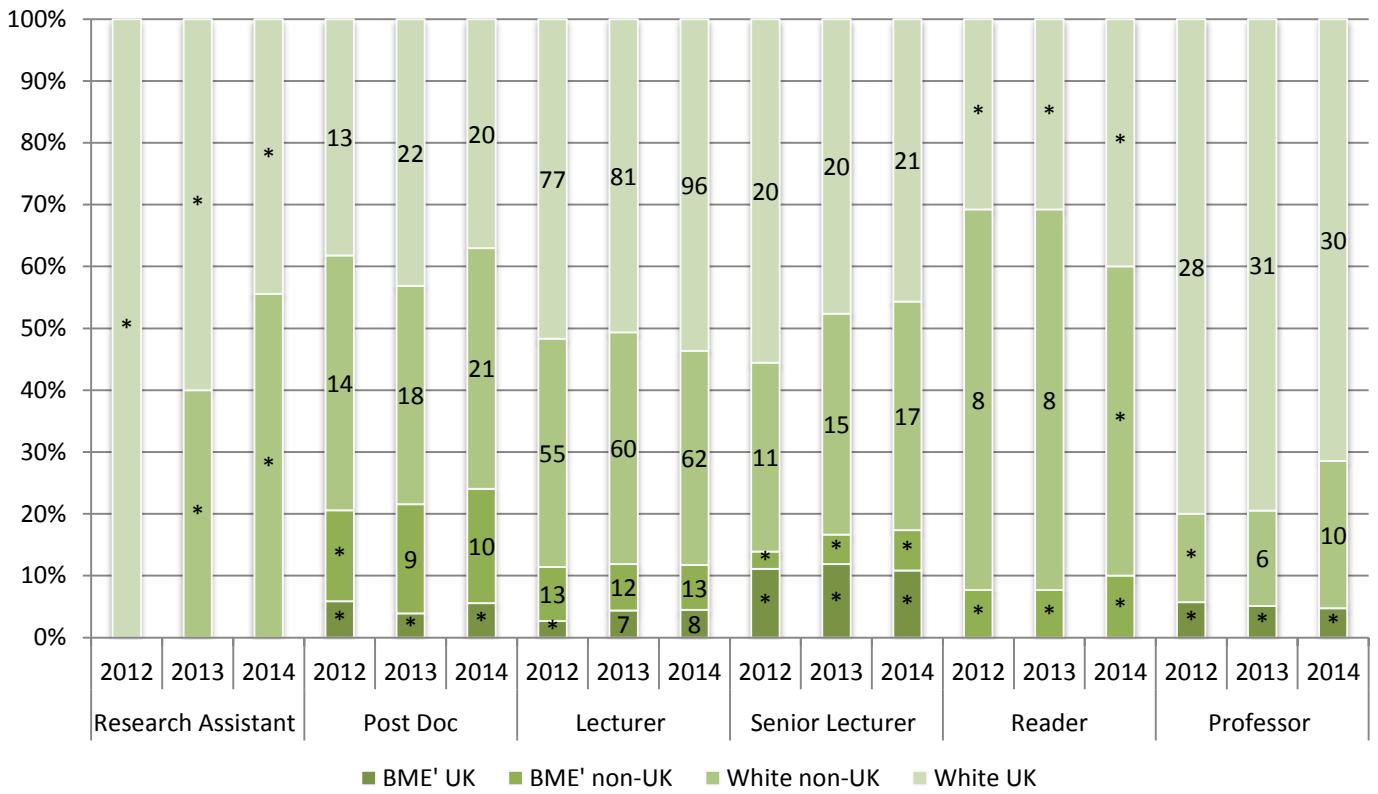
**Graph 14: Faculty of Engineering Sciences 2012-14**



**Graph 15: Faculty of Mathematical & Physical Sciences 2012-14**



**Graph 16: Faculty of the Built Environment 2012-14**





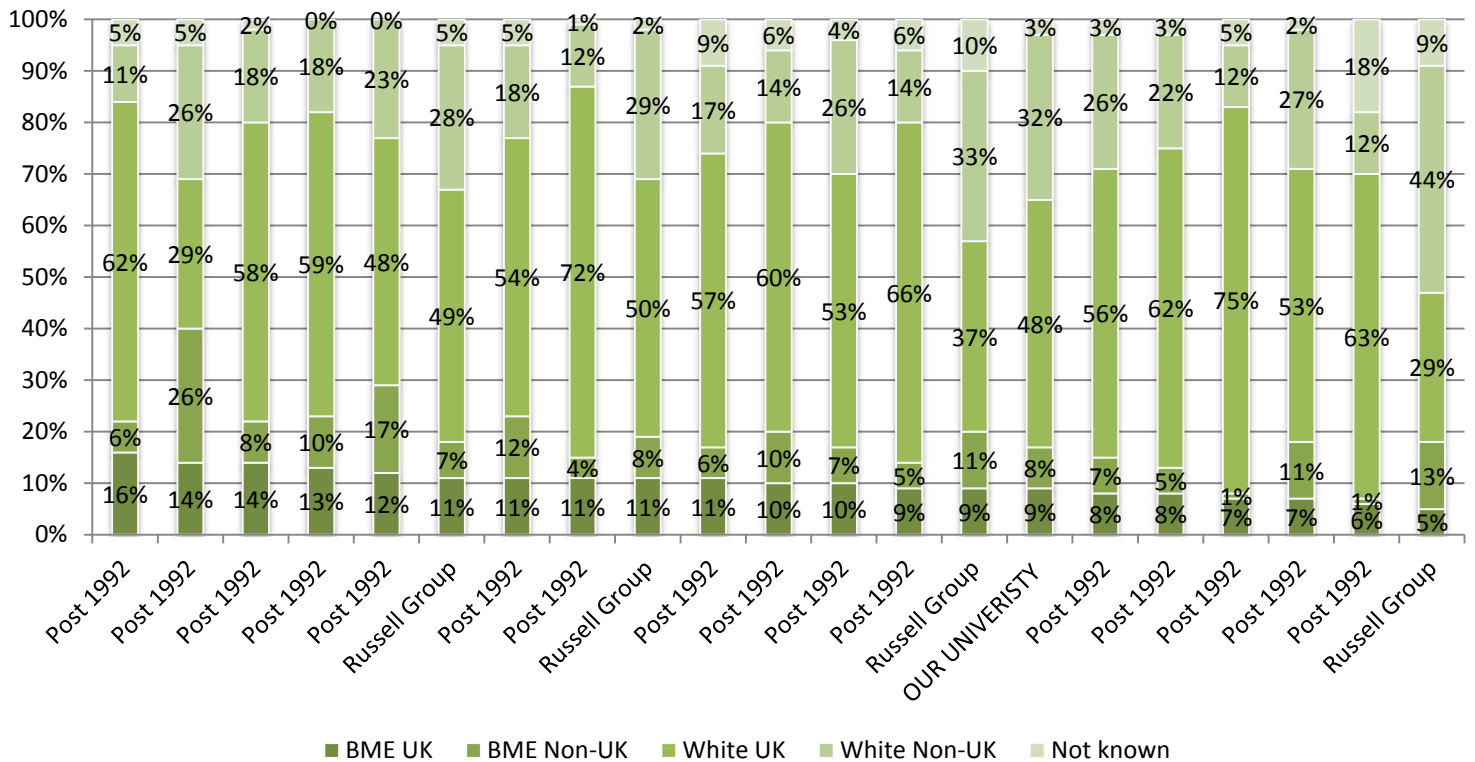
Overall 12% of academics, 17% of researchers and 12% of teaching fellows are from a BME background.

In 2014, 163 (58%) of the BME academics who disclosed their ethnicity were UK nationals and 115 (41%) were non-UK. Of the UK academics, by far the largest group were Indian (56 staff) and Chinese (30) staff and the smallest groups are Caribbean and African. Of the non-UK BME academics, the largest group was Chinese (35) followed by Indian (23). The highest proportions of BME academics are in Medical Sciences (35%) and Life Sciences (22%), dropping to 4% in Arts and Humanities.

In 2014, 238 (40%) of our BME researchers were UK nationals and 347 (59%) were non UK. 55 (51%) of our BME teaching fellows were from the UK and 52 (49%) were non UK. Again ethnic diversity mostly derives from Indian and then Chinese staff – both UK and non UK.

Benchmarking data shows that we employ a similar proportion of BME academic staff to other Russell Group institutions in the area. (170 words)

**Graph 17: Neighbouring universities 2013: BME and White Staff Employed on Academic Contracts**



## Key Areas of Concern

### Low representation of BME academics in some faculties

Action 7.4 will see faculties taking more targeted recruitment exercises to address this, by utilising whole department networks to identify highly promising, nearing completion BME PhDs. The Department of Philosophy undertook this approach with regard to gender and doubled the number of female academics in a year.

### BME staff are more likely to be researchers

The vast majority of research staff are appointed on open-ended contracts. For example out of 10,824 staff in 2014, only 392 staff were legally on fixed-term contracts (defined as a contract of 9 months or less). Of these 258 (65%) were White staff and 16% were BME. For the purposes of this submission, we have taken 'fixed-term' to mean 'time-limited funding' contracts.

BME staff are at a comparative disadvantage, in career progression terms, by being concentrated in research roles. The challenges and stress associated with time-limited funding contracts are well understood. An analysis to see if BME teaching fellow and researchers were typically on shorter contractors than White colleagues found no differentials. The turnover data shows a higher turnover rate for BME staff which is largely accounted for by occupational segregation in time-limited funding contracts. (178)

**Table 4: Turnover of Academic Staff 2013/14**

BME/White	Employed at end of 2013/14	Leavers 2013/2014	Total Number of employees 2013/14	Turnover rate
Asian	124	*	131	2.3%
Black	9		9	0.0%
Chinese	60	*	65	3.1%
Mixed Race	33	*	34	5.9%
Other	40	*	40	5.0%
<b>BME Total</b>	<b>266</b>	<b>9</b>	<b>279</b>	<b>3.2%</b>
White	1856	69	1866	3.7%
<b>Grand Total</b>	<b>2122</b>	<b>78</b>	<b>2145</b>	<b>3.6%</b>

**Table 5: Turnover of Research and Teaching Staff**

BME/White	Employed at end of 2013/14	Leavers 2013/2014	Total Number of employees 2013/14	Turnover rate
Asian	290	65	308	21.1%
Black	48	10	44	22.7%
Chinese	146	32	171	18.7%
Mixed Race	103	20	115	17.4%
Other	89	18	98	18.4%
<b>BME Total</b>	<b>676</b>	<b>145</b>	<b>736</b>	<b>19.7%</b>
White	2757	553	2983	18.5%
<b>Grand Total</b>	<b>3433</b>	<b>698</b>	<b>3719</b>	<b>18.8%</b>

**Table 6: Time limited funding contracts and Permanent contracts 2014**

<b>Time limited / Permanent</b>	<b>UK / Non UK</b>	<b>Asian</b>	<b>Black</b>	<b>Chinese</b>	<b>Mixed Race</b>	<b>Other</b>	<b>White</b>	<b>Grand Total</b>
Time limited	Non UK	127	15	108	53	49	1076	1428
	UK	112	18	42	27	22	1157	1378
Time limited Total		239	33	150	80	71	2233	2806
Permanent	Non UK	63	*	44	17	34	915	1077
	UK	122	12	35	36	30	1564	1799
Permanent Total		185	-	79	53	64	2479	2876

<b>Time limited / Permanent</b>	<b>UK / non UK</b>	<b>Asian</b>	<b>Black</b>	<b>Chinese</b>	<b>Mixed Race</b>	<b>Other</b>	<b>White</b>	<b>Grand Total</b>
Time limited	Non UK	4.5%	0.5%	3.8%	1.9%	1.7%	38.3%	50.9%
	UK	4.0%	0.6%	1.5%	1.0%	0.8%	41.2%	49.1%
Permanent	Non UK	2.2%	0.1%	1.5%	0.6%	1.2%	31.8%	37.4%
	UK	4.2%	0.4%	1.2%	1.3%	1.0%	54.4%	62.6%

**Academic staff progression**

There are proportionally fewer promoted academic BME staff working at the university (Table 7 and Graph 18) when compared to promoted White staff, with promoted Black staff particularly less likely to be working here. There are only 3 promoted Black academic staff working at the university.

The median time spent on Grade 8 (Lecturer) for Asian, Other Ethnic Minority, Chinese and “all BME” staff is longer when compared to White staff (Table 9 and Graph 19).

There therefore appear to be more barriers to BME staff being promoted. (See section 6A) . (91)

**Table 7 and 8 : Number and percent of promoted staff**

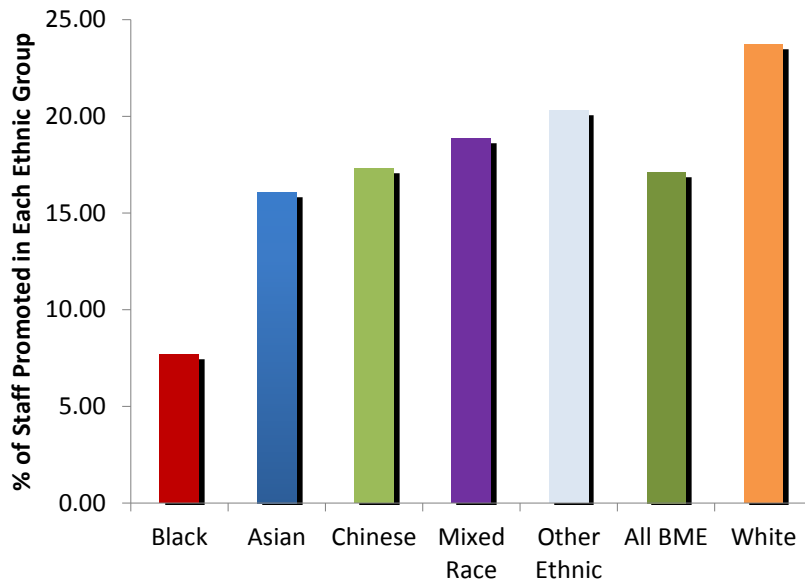
	All Staff	Black Staff	Asian Staff	Chinese Staff	Mixed Race Staff	Other ethnicity staff	All BME Staff	All White staff
<b>Total Staff</b>	4832	39	280	208	122	128	777	4055
<b>Promoted</b>	1095	*	45	36	23	26	133	962
<b>Grade 7-9 never promoted</b>	3151	34	215	158	92	94	593	2558
<b>Not promoted and Grades 7,8 for five years or more</b>	395	*	27	16	*	12	63	332

	All Staff	Black Staff	Asian Staff	Chinese Staff	Mixed Race Staff	Other ethnicity staff	All BME Staff	All White staff
<b>Promoted</b>	22.7%	7.7%	16.1%	17.3%	18.9%	20.3%	17.1%	23.7%
<b>Grade 7-9 never promoted</b>	65.2%	87.2%	76.8%	76.0%	75.4%	73.4%	76.3%	63.1%
<b>Not promoted and Grades 7,8 for five years or more</b>	8.2%	7.7%	9.6%	7.7%	4.1%	9.4%	8.1%	8.2%

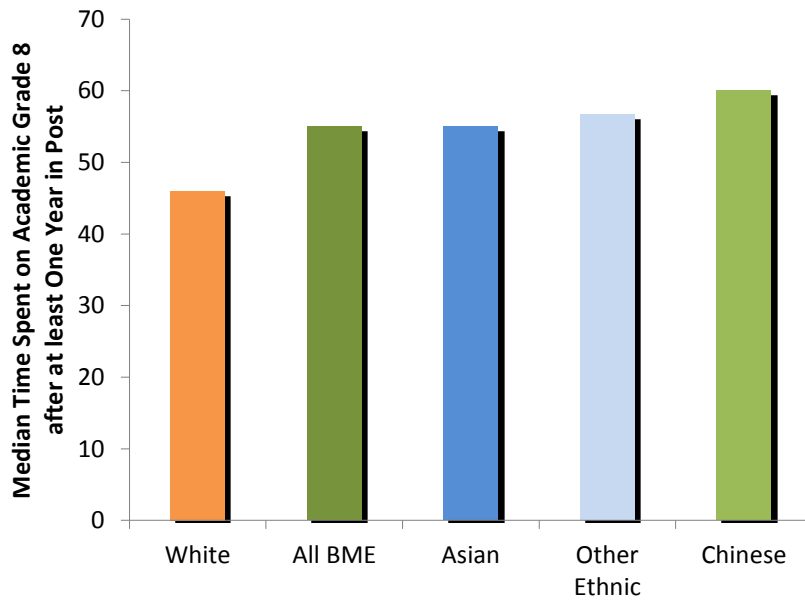
**Table 9: Median time (in months ) spent on Grade 8**

	Median Time Spent on Grade 8 after at least 12 months in Post and Not Promoted (months)	Staff Numbers
<b>Asian</b>	55	27
<b>Black</b>	26	7
<b>Chinese</b>	60	22
<b>Mixed Race</b>	34	*
<b>White</b>	46	595
<b>Other Ethnic Group</b>	57	12
<b>All BME</b>	55	73

**Graph 18 : Staff Promoted in Each Ethnic Group (only staff numbers in excess of 3 staff plotted)**



**Graph 19 : Median Time Spent by Academic Staff on Grade 8 (only staff numbers in excess of 10 staff plotted)**



## Clinical Academic Staff Progression

There are proportionally fewer promoted BME clinical staff working at the university when compared to White clinical staff. There are no promoted Black, or Other Ethnic clinical staff working at the university.

When examining the residence time at the lower grades, there appeared to be a slightly shorter time spent, without promotion by BME staff (33 months) when compared to White staff (38 months) on Grades 8 – 9 (70)

**Table 10 & 11: Full and Part Time**

Head Count	Main ethnic group						
Pt Ft	Asian	Black	Chinese	Mixed Race	Other	White	Total
FT	352	47	209	104	105	3755	4572
PT	67	7	20	28	28	945	1095
Total	419	55	229	133	134	4716	5686

Percent	Main ethnic group						
Pt Ft	Asian	Black	Chinese	Mixed Race	Other	White	Total
FT	8%	1%	5%	2%	2%	82%	100%
PT	6%	1%	2%	3%	3%	86%	100%

White academic staff overall are slightly more likely to work part time. We are doing work under the Athena SWAN to destigmatise part time work and exploring the possibility of creating more senior part time positions. (36)

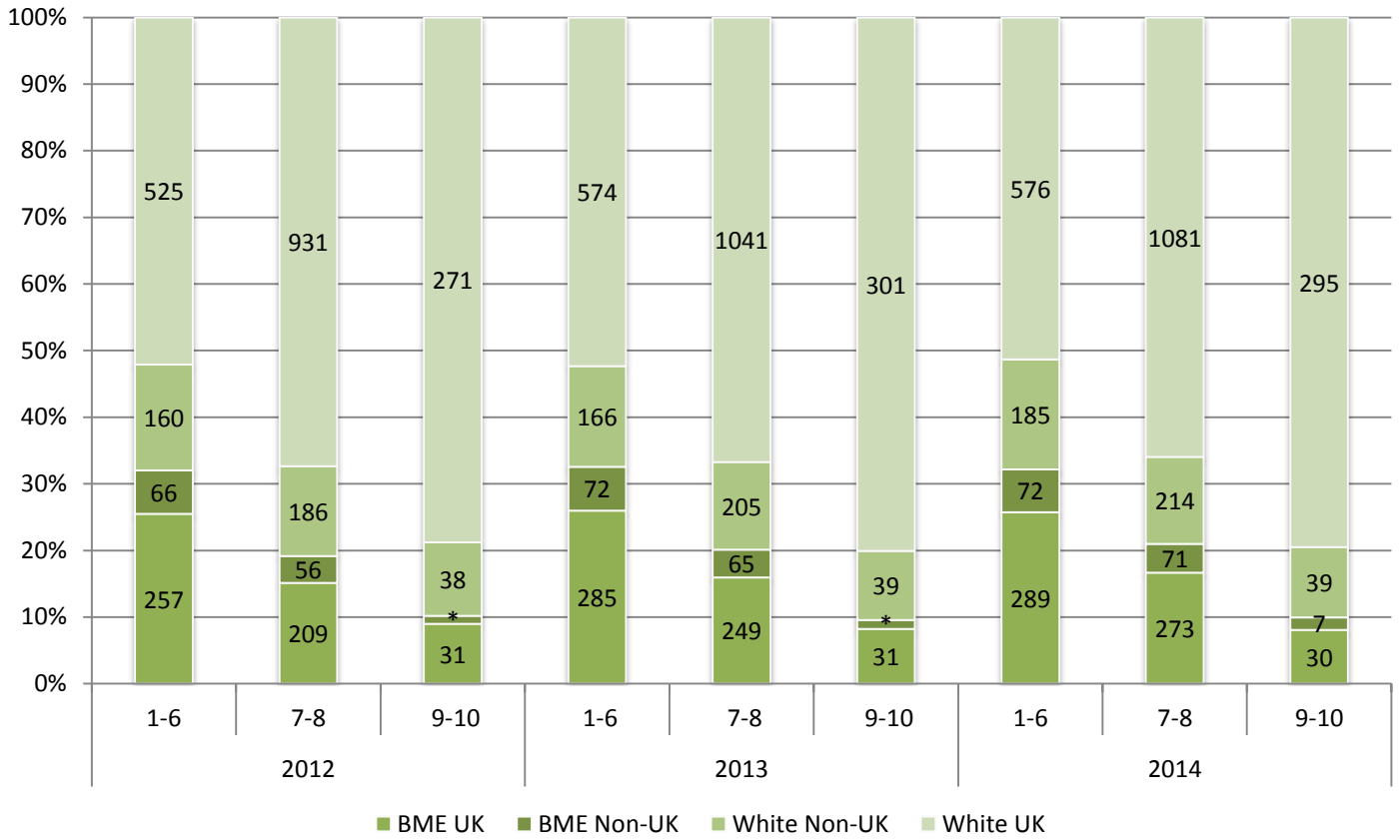
**4b Please provide details of the ethnic profile of your professional and support staff:**

**Table 12 & 13 : PS staff, all ethnic groups 2014**

Ethnic Group	Number
Other Ethnic Background	87
Asian/Asian Brit.-Bangladeshi	52
Asian/Asian British-Indian	191
Asian/Asian British-Other	97
Asian/Asian British-Pakistani	43
Black/Black British-African	120
Black/Black British-Caribbean	124
Black/Black British-Other	17
Chinese	82
Info not yet received	*
Information refused	91
Mixed Race White & Asian	53
Mixed Race White & Black African	10
Mixed Race White & Black Caribbean	21
Mixed Race - Other	56
Not Known	277
White - British	2387
White - Irish	100
White - Other	684
(blank)	18
Total	4511

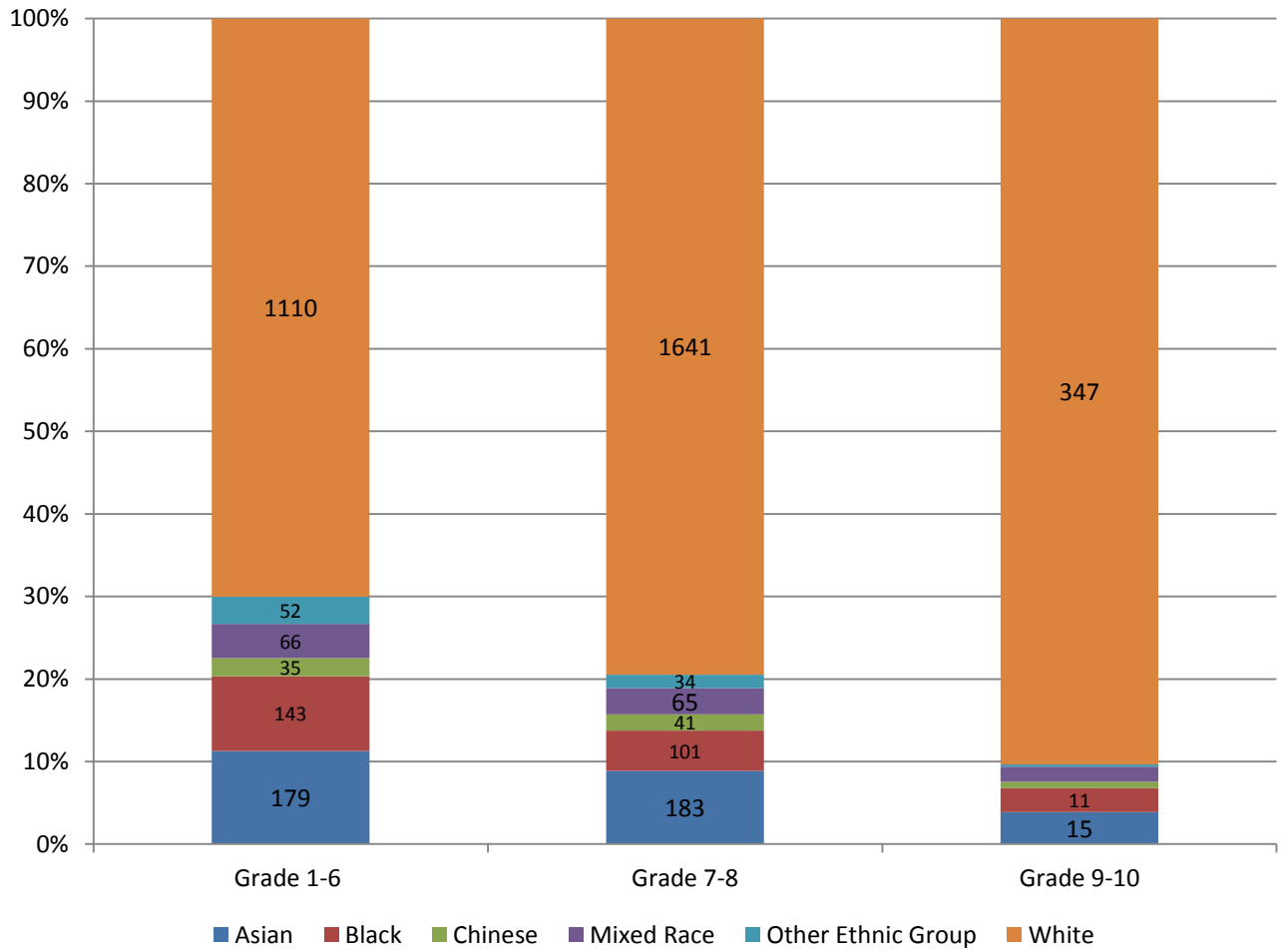
Ethnic Group	Percent
Other Ethnic Background	2%
Asian/Asian Brit.-Bangladeshi	1%
Asian/Asian British-Indian	4%
Asian/Asian British-Other	2%
Asian/Asian British-Pakistani	1%
Black/Black British-African	3%
Black/Black British-Caribbean	3%
Black/Black British-Other	0%
Chinese	2%
Info not yet received	0%
Information refused	2%
Mixed Race White & Asian	1%
Mixed Race White & Black African	0%
Mixed Race White & Black Caribbean	0%
Mixed Race - Other	1%
Not Known	6%
White - British	53%
White - Irish	2%
White - Other	15%
(blank)	0%
Total	100%

**Graph 20: All Professional Services Staff : 2012-14 by Grade**

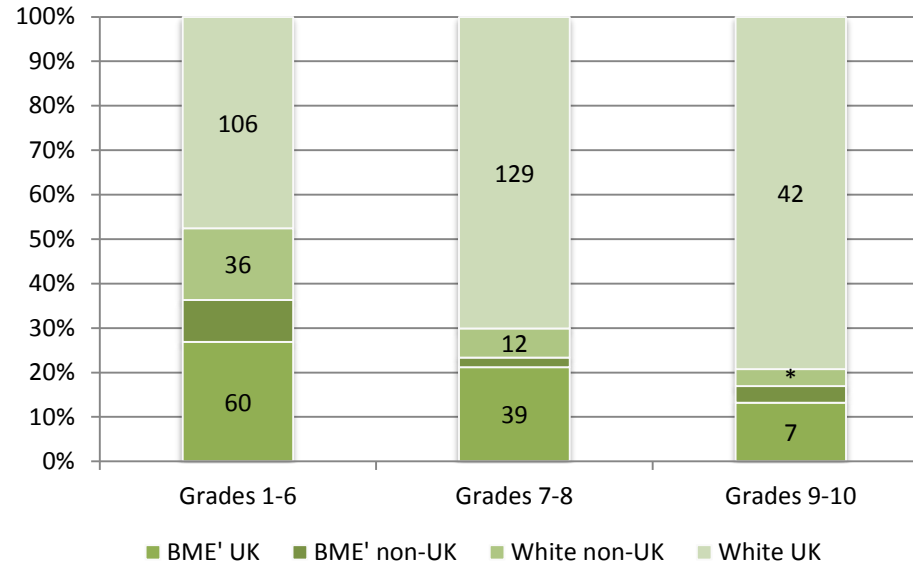




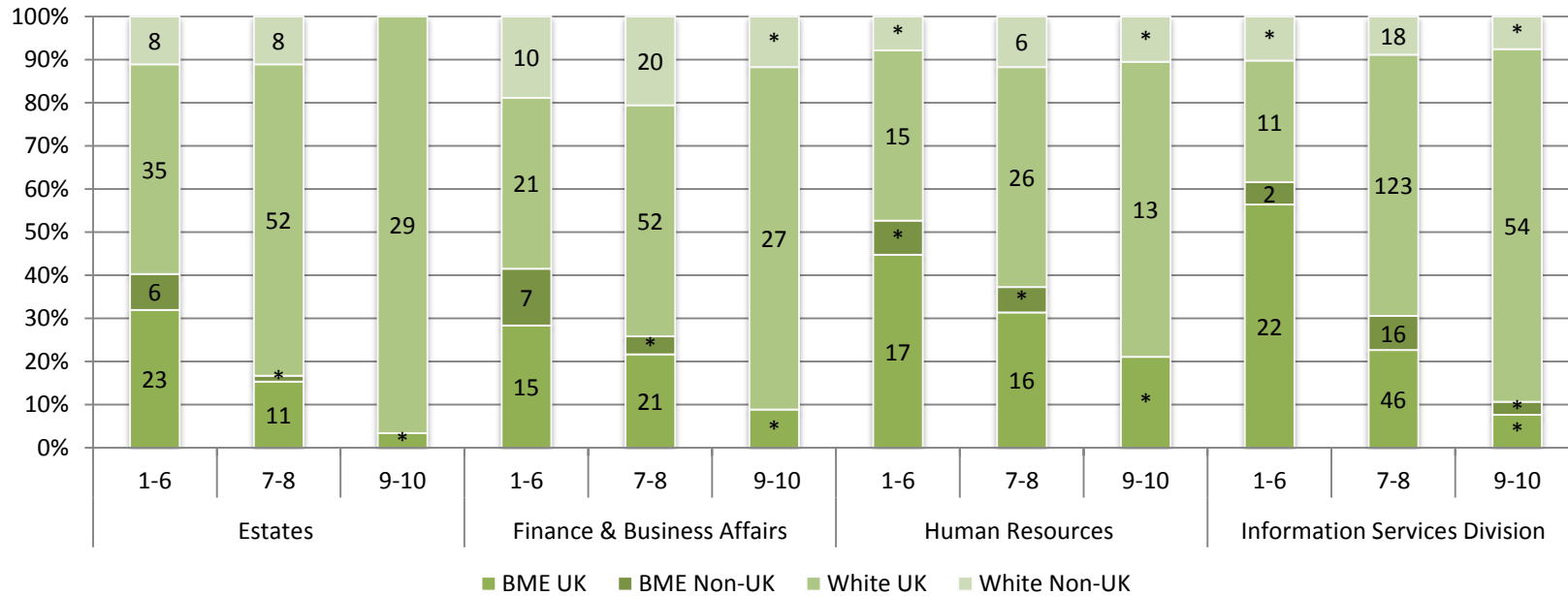
**Graph 21: Professional services, overall university, 2014 snapshot**



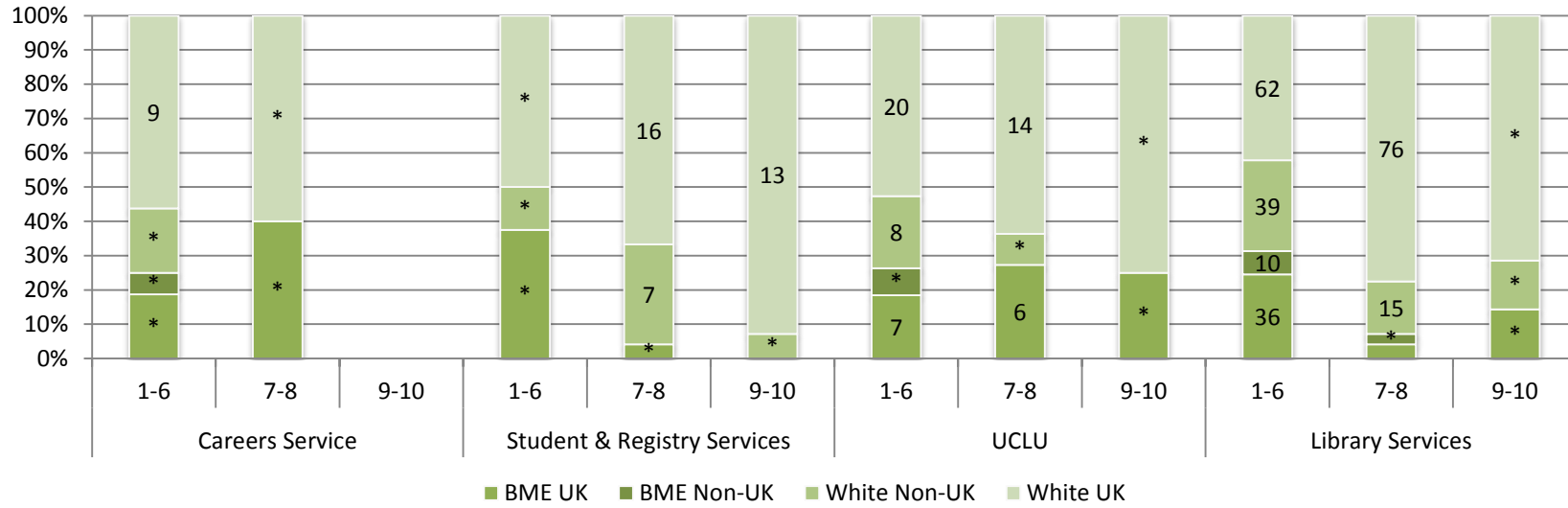
**Graph 22: Institute of Education 2014**



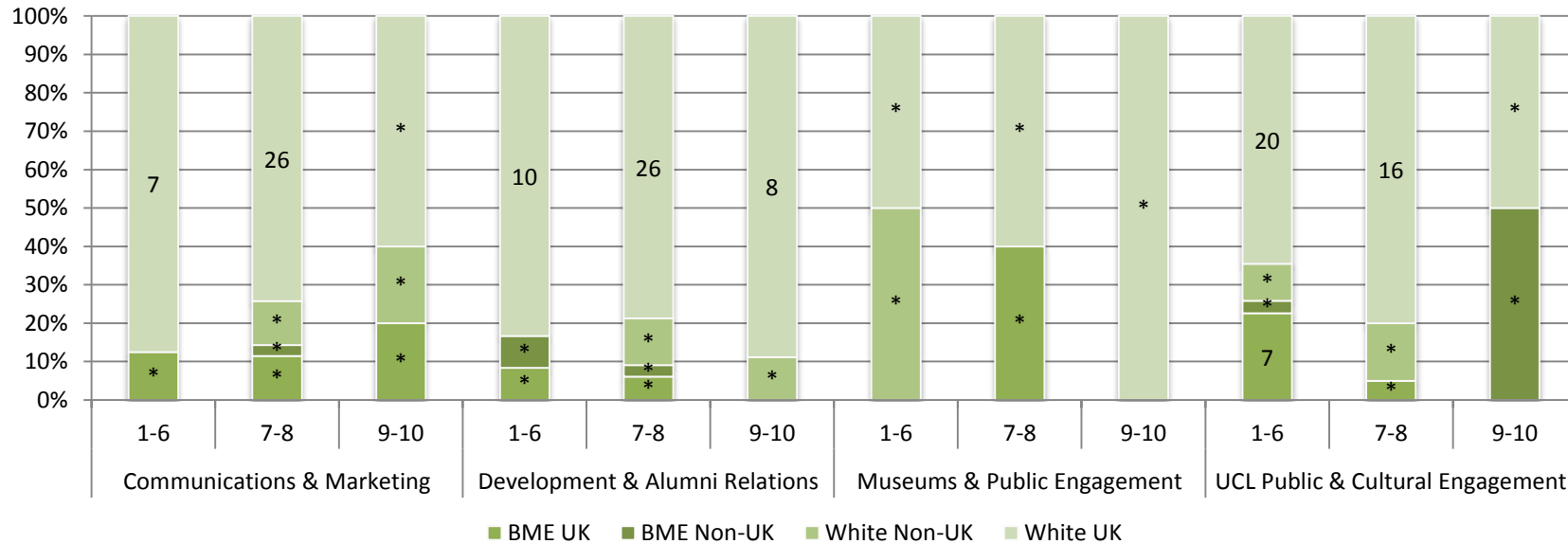
**Graph 23: Professional Services Divisions by Grade 2014 Snapshot**



**Graph 24: Professional Services Divisions by Grade 2014 Snapshot**



**Graph 25: Professional Services Divisions by Grade: 2014 Snapshot**



When analysed by grade, there are quite different career profiles for BME and White PS staff. For UK staff the proportion of BME staff reduces sharply from 33% at grades 1-6, to 21% at grades 7 and 8, down to only 9% at the most senior grades 9 and 10. Similarly for non UK nationals, there is a very similar profile.

The starkest decrease by grade occurs in the Information Services Division, where the percent of BME staff in grade 7 and 8 drops to 31% from 62% in grades 1-6 (largely Asian staff.)

An in-depth analysis was done of rates of ‘promotion’ for PS staff - i.e. moving to a more senior grade by applying for a more senior post - by ethnicity but numbers were small.

However what is very apparent from the data is that the median time spent without promotion on Grades 2 – 5 and Grades 6 – 8 is longer for Black staff than for White staff (Tables 14 and 15). The median time spent, without promotion, by Black staff on Grades 2 – 5 is 78 months, compared to 43 months for White staff. The median time spent, without promotion, by Black staff on Grades 6 – 8 is 64 months, compared to 48 months for White staff. (211)

**Tables 14 & 15 : Median time without promotion**

Ethnic Group	Median Time Spent on Grades 6 - 8 with No Promotion (Months)	Staff Numbers
Asian	41	152
Black	64	100
Chinese	34	33
Mixed Race	41	42
Other Ethnic	50	29
White	48	1221
All BME	46	356

Ethnic Group	Median Time Spent on Grades 2-5 with No Promotion (Months)	Staff Numbers
Asian	28	23
Black	78	33
Chinese	65	9
Mixed Race	19	8
Other Ethnic	32	9
White	43	186
All BME	47	82

The following key initiatives will be central to improving the representation and progression of BME PS staff:

- Design and implementation of a flagship ‘sponsorship scheme’ for BME staff (Action 6.2). A feasibility study has been conducted by the Co-Chair of the RESG. We are not aware of any university that offers sponsorship and aim to be a sector leader in this.
- Expected to open in 2018, our new campus will be one of the most diverse boroughs in the country (Action 5.4)
- Job Families project (Action 6.1) This will enable more internal career progression, with the aim of opening up opportunities for the considerable numbers of BME staff in grades 5, 6 and 7 to move upwards
- Career surgeries (Action 6.7) (121)

**Table 16 & 17 : Part time/ full time 2014**

<b>Head Count</b>	<b>Main ethnic group</b>						
<b>Pt Ft</b>	<b>Asian</b>	<b>Black</b>	<b>Chinese</b>	<b>Mixed Race</b>	<b>Other</b>	<b>White</b>	<b>Total</b>
FT	306	212	66	103	67	2600	3354
PT	69	40	14	34	19	495	671
Total	377	255	80	138	87	3104	4041

<b>Percent</b>	<b>Main ethnic group</b>						
<b>Pt Ft</b>	<b>Asian</b>	<b>Black</b>	<b>Chinese</b>	<b>Mixed Race</b>	<b>Other</b>	<b>White</b>	<b>Total</b>
FT	9%	6%	2%	3%	2%	78%	100%
PT	10%	6%	2%	5%	3%	74%	100%

**Table 17 & 18: Fixed Term / Open Contracts**

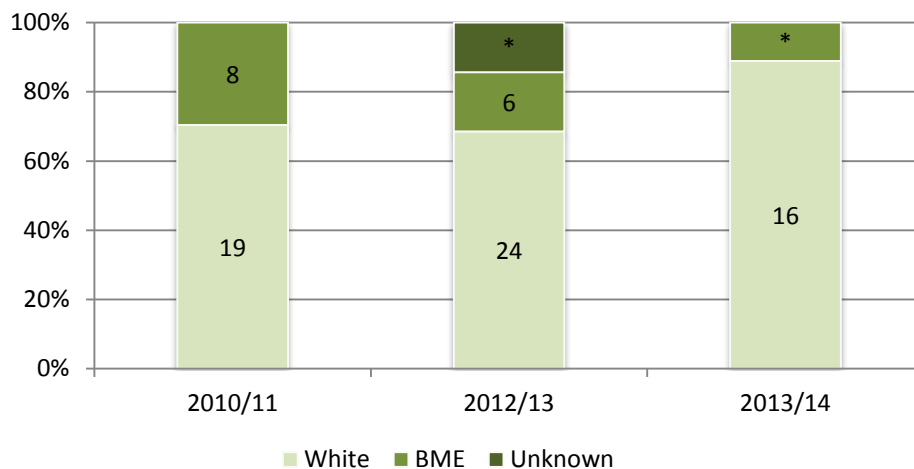
	<b>BME</b>	<b>White</b>	<b>Total</b>
<b>Fixed term</b>	20	81	101
<b>Open</b>	927	3041	3968

	<b>BME</b>	<b>White</b>	<b>Total</b>
<b>Fixed term</b>	20%	80%	100%
<b>Open</b>	23%	77%	100%

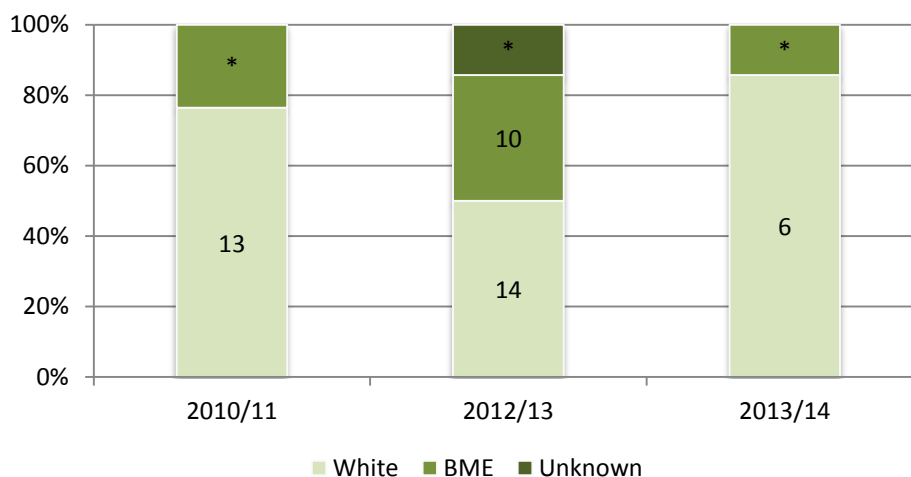
No issues were identified with part time working or fixed term contracts for PS Staff. (15)

**4c Please provide details of the ethnic profile of any grievances/ disciplinarys at institutional level.**

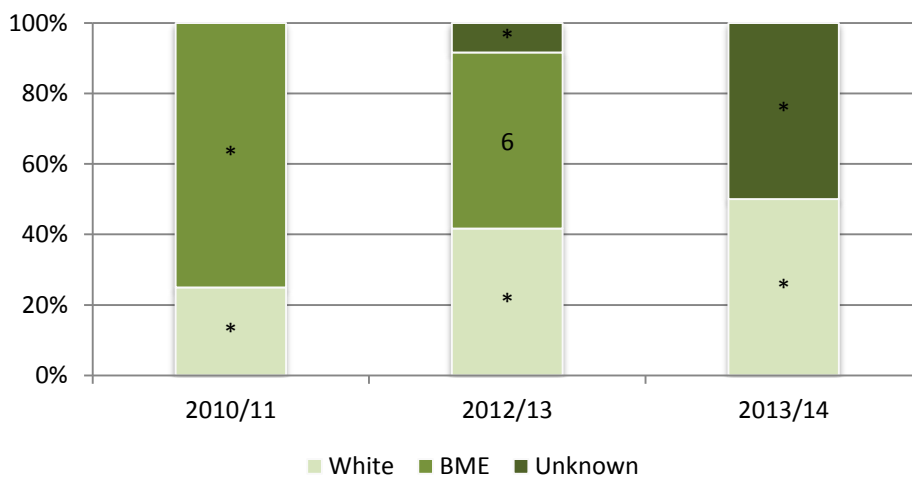
**Graph 26: Disciplinarys**



**Graph 27: Grievances**



**Graph 28 : Harrassment & Bullying**



The number of formal cases is minimal when compared to the size of the workforce. There are no concerning findings with the proportion of disciplinary cases against/made by BME staff. In 2012/13 there was a slightly higher rate of grievances made by BME staff (10 out of 28).

The harassment and bullying (H&B) data is very concerning and suggests that a relatively high number of BME staff have instigated proceedings i.e.12 cases in 2012/13 out of which 6 were BME staff, 4 cases in 2010/11 out of which 3 were BME.

The university's Staff Survey asks: : *"I would feel able to report bullying and harassment without worrying that it would have a negative impact"* In response to this question, 67% of White staff responded positively in comparison to only 59% of BME staff. It is clear from this and the RECM survey that African, African Caribbean and Chinese staff are much more likely to perceive that they would be subject to victimisation if reporting H&B than their white peers.

Taking all this together, it suggests that under-reporting for fear of repercussions following a formal complaint is likely to be a significant issue. We are interested in the work that Manchester University has done in this area, with the use of an online 'support' or 'report' tool. Pending an evaluation of the initiative, we may emulate it here (Action 8.5)

In January 2015, the university simplified its procedures for making a complaint about H&B. A new Dignity at Work statement was also published that sets out explicit examples of unacceptable behaviour and the expectations on managers to address this. The RESG had input into the development of this. A campaign is planned for later in the year and we will recruit more Dignity at Work Advisors (there are currently 4 fully trained advisors from diverse backgrounds that are available to all staff.) (Action 8.1)

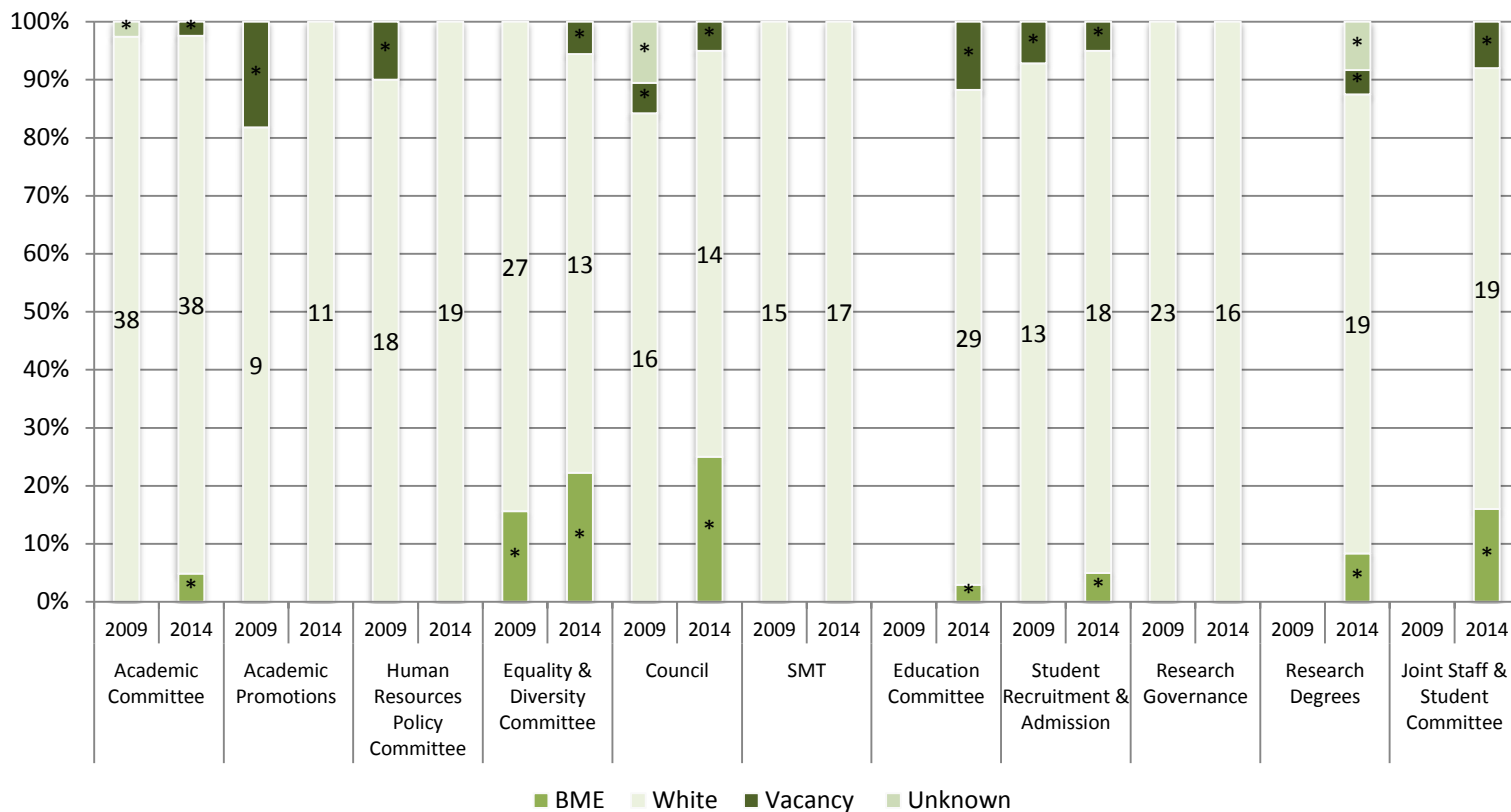
The university also has a one-of-a-kind Cultural Consultation Service that gives advice and support to any member of staff or student who may be experiencing an inter-personal issue which they think may have an inter-cultural dimension. The service is run by clinical academics. They are supported by a team of consultants from across the teaching and student community. Since its formation at the end of 2011, the service has received 103 individual referrals and interacted with many more staff through bespoke workshops and tailored group interventions. (402)



Dr Sushrut Jadhav and Dr Caroline Selai, Co-founders of UCL's Cultural Consultation Service (with Dr Cecil Thompson, former chair of the Race Equality Steering Group and Ms Sonal Bharadva from the Equalities Team)

**4d Please provide details of the ethnic profile (by specific ethnic group as far as possible) of your decision making boards and committees.**

**Graph 29: Formal Committees**



In 2009 SMT reviewed the committee system in the light of concern that the university’s formal structure was unnecessarily complex and not a good use of staff time.

Many committees were disestablished and replaced by lead officer arrangements. The data presented is shown for pre and post committee review. The biggest improvement is at board level, as Council increased the number of BME members from zero to five, followed by Academic Committee which again was formerly exclusively white and now has 2 BME members (although we still consider this very poor.)

Membership of executive committees, such as Academic Promotions Committee, are entirely ex officio and increasing representation of BME members on these committees without amending their terms of reference will be dependent on increasing the representation of BME staff amongst the constituent staff populations from where the ex officio members of the committees are drawn.

The action plan commits us to a new review of the committees which will seek to address the lack of diversity in key decision-making forums (Action 5.3) and also more widespread faculty and departmental shadowing initiatives (Action 5.2) ( 183 words)



## 4e Equal pay audits

Equal pay audits were conducted following guidelines that where significant gaps (over 5%) are identified between groups undertaking like work, further analysis should be conducted to determine which aspects of the pay system are contributing to this.

The tables below compare the average base salaries of BME staff in a particular grade or staff group against the average base salaries of white staff in the same grade or staff group. A negative figure in the table below means the average BME salary is lower. All data has been rounded to one decimal place. (93)

**Table: 19 Professional Staff Grades 1-9**

Grade	2011 BME % of White Pay	2014 BME % of White Pay
1	1.0	0.0
2	0.3	0.0
3	0.1	-1.4
4	-0.7	0.3
5	0.2	0.5
6	-0.3	0.6
7	-1.4	-1.3
8	-0.2	0.4
9	-0.5	-0.7

Looking at grade 10 there is a -2.6% gap in pay between white and BME staff which is not considered significant according to the guidelines. (25)

**Table 20: Academic Staff- Grades 7-9**

Academic	BME as a % of White pay 2014
Grade 7 Lecturer	0.5%
Grade 8 Lecturer	1.2%
Grade 9 Senior Lecturer/ Reader	-1.1%

**Graph 29: Professorial Bands**



Within professorial bands any gaps have reduced to insignificant levels from the position in 2011. This is particularly evident in band 2 where the average pay of a white band 10.2 professor was 11.4% higher than the average for a BME band 2 professor.

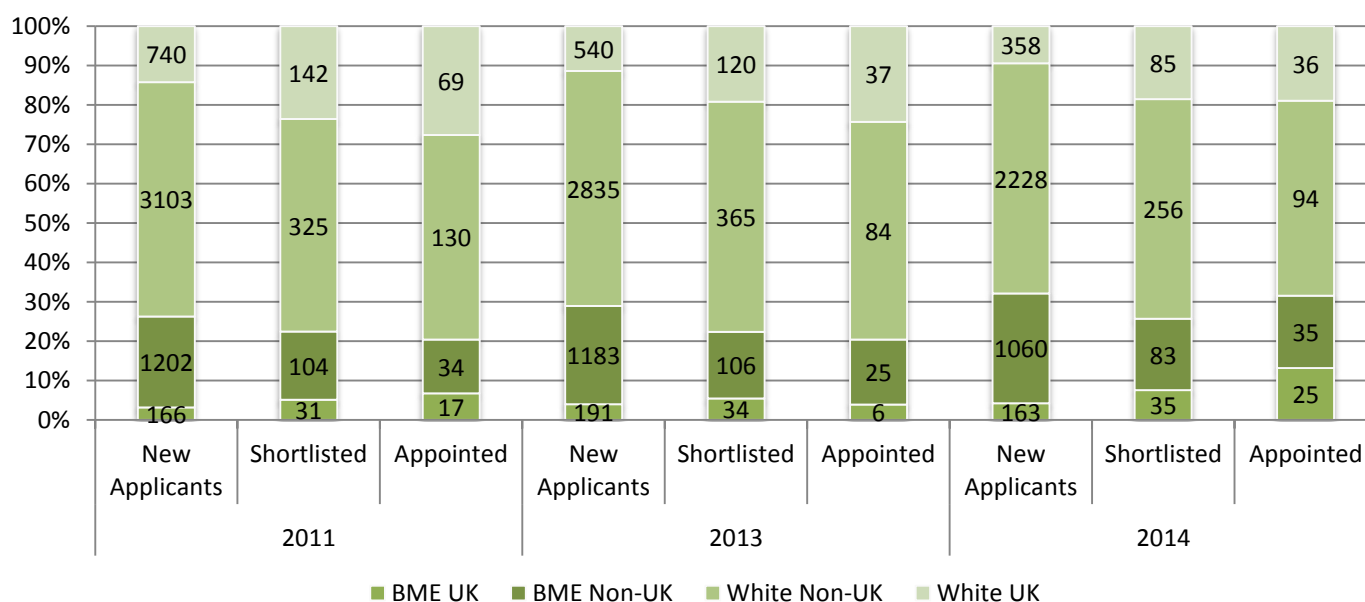
Following the 2011 audit Deans were supplied with salary data and took action to address any significant (>5%) in band gaps in their faculty. Amongst other outcomes, this action led to the reduction in the gap in band 10.2 by ethnicity. ( 85 )

## 5 Recruitment and Selection

### 5a Please provide details of the ethnic profile of academic recruitment

Our academic positions are highly sought after and appointments are most commonly determined by access to a prestigious PhD and research/ fellowship roles within a small set of globally leading institutions. UK BME students who have not been afforded these opportunities, and who are more likely to come from an urban post-92 university, are therefore significantly less likely to be able to compete, even with exceptional performance. The most critical intervention is thus at the entry to doctoral study programmes. (Action 1.6) (82)

**Graph 30: Academic Recruitment 2011-14**

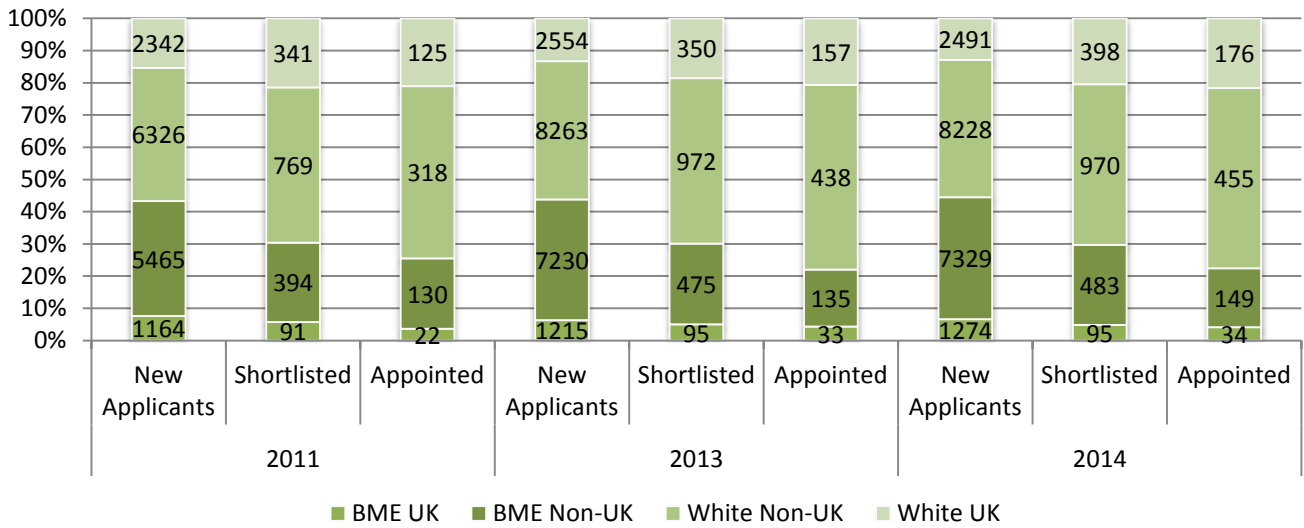


Overall, however, academic recruitment data show a very positive improvement from 2013 to 2014, specifically for UK BME staff. In 2014, 4% of applications were from UK BME candidates and but 13% of all appointments made were to this group. This means that UK BME candidates were more than 3 times likely to be appointed than white candidates. This is an extraordinary improvement from 2013 (4% of applications were from UK BME candidates and 4% of appointments made were to this group.)

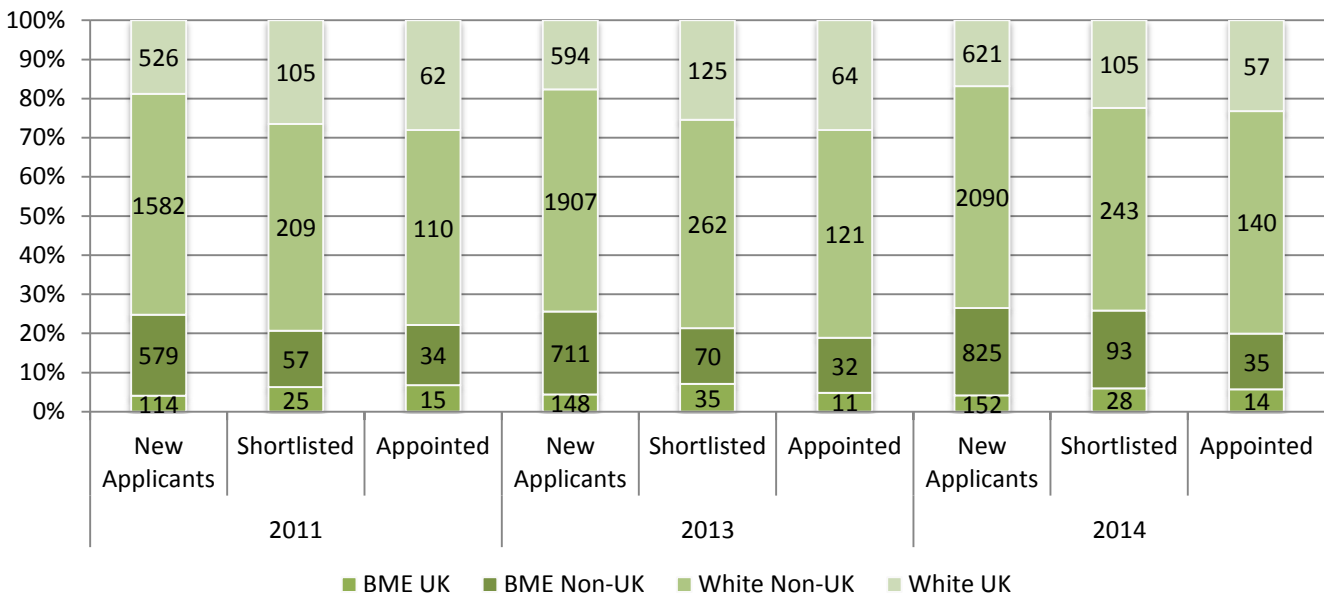
Non-UK BME staff continue to be disadvantaged between application (28%) and short-listing (18%), however once shortlisted these candidates were appointed at an equitable rate (18%). This could be due to perceptions and biases about overseas universities and these qualifications being less prestigious or visa restrictions.

When looking at recruitment to research and teaching fellow positions, significant differentials are shown consistently for BME candidates. For example, in 2014 BME UK candidates accounted for 7% of applications and 4% of appointments and BME non-UK candidates accounted for 38% of applications and 18% of appointments. (174)

**Graph 31: Researcher Recruitment 2011-14**

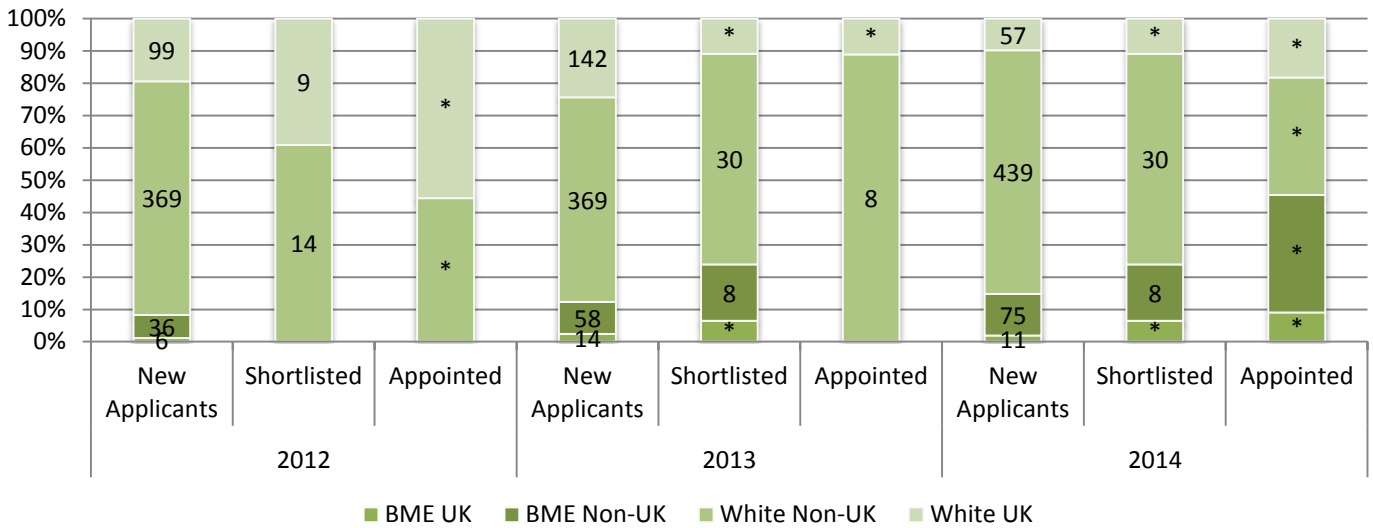


**Graph 32: Teaching Recruitment 2011-14**

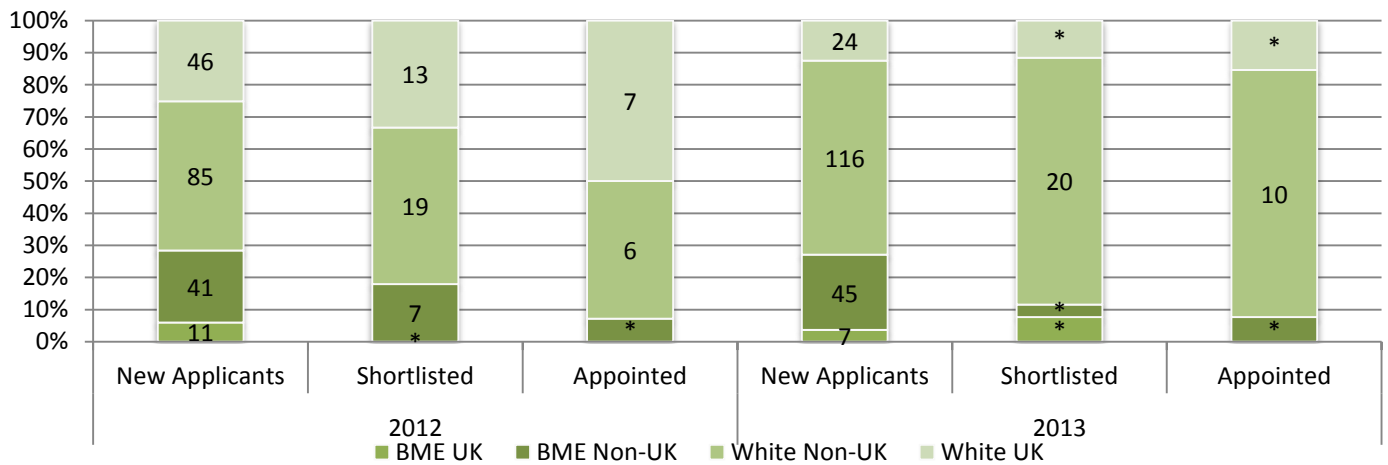


Ethnicity recruitment data is provided to faculties annually as part of the data set that supports the Equalities Accountability Framework, however data is incomplete for some faculties due to local recording and administrative issues. The analysis we were able to do show a very mixed picture. (46)

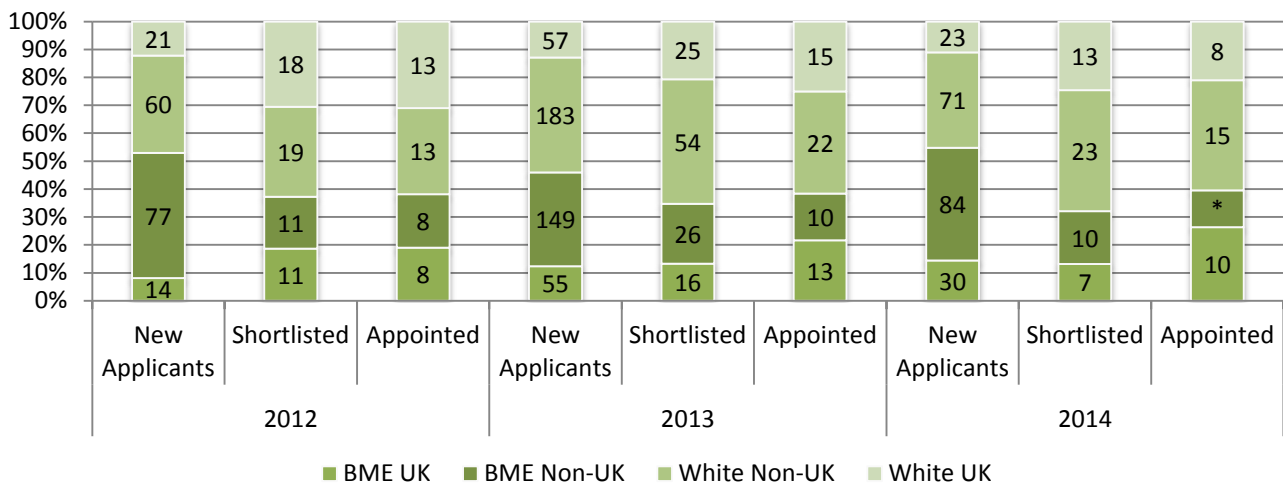
**Graph 33: Arts & Humanities - Academic Only**



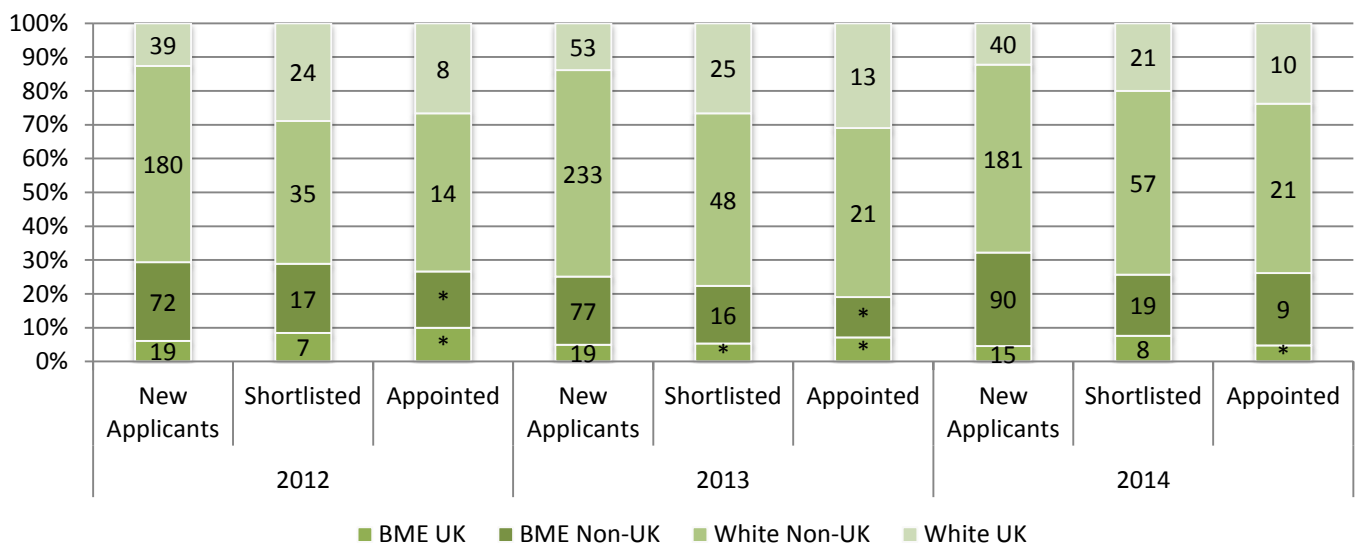
**Graph 34: Life Sciences - Academic Only**



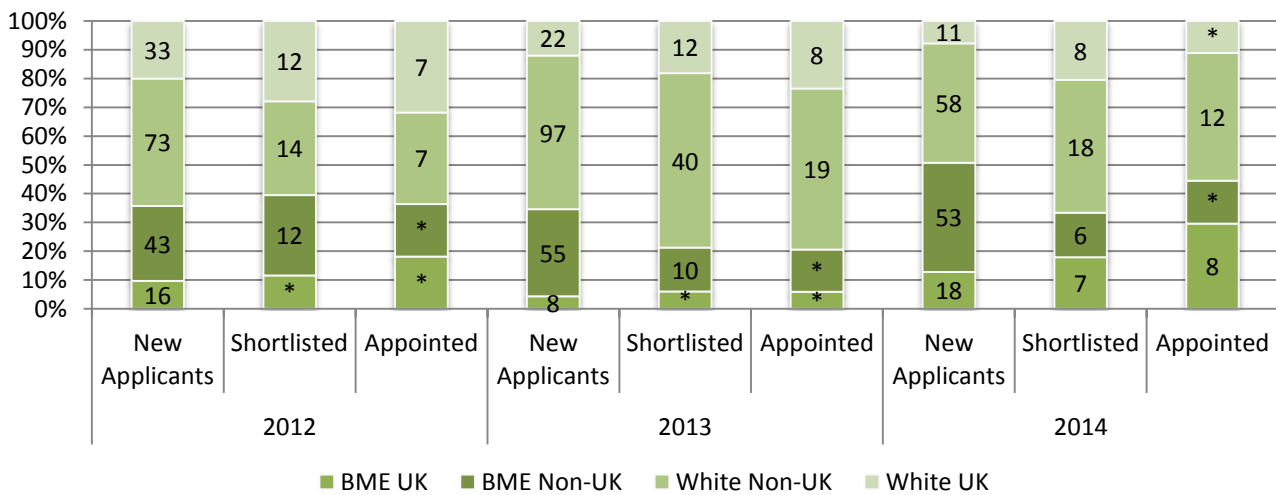
**Graph 35: Medical Sciences - Academic only**



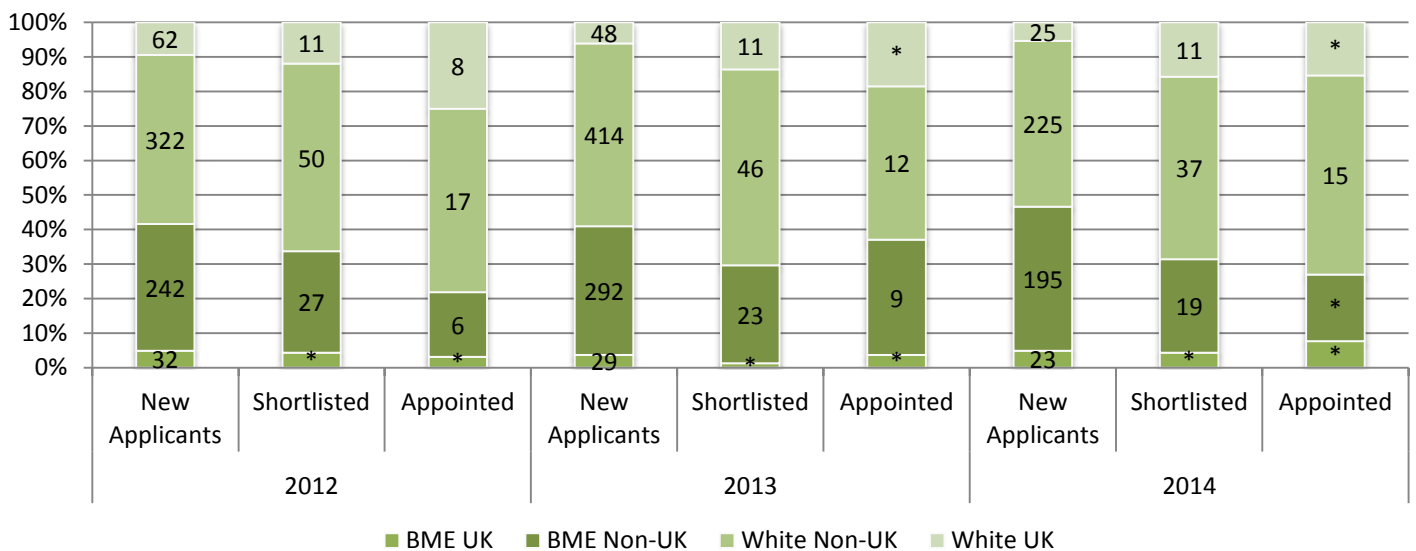
**Graph 36: Brain Sciences - Academic only**



**Graph 37: Population Health - Academic only**



**Graph 38: Engineering - Academic Only**



## Positive or Mixed Trends

In Medical Sciences UK BME applicants are very successful in securing academic appointments compared to UK White applicants. In 2014, 13% of the applicants for academic positions were UK BME people but made up 25% of appointments. The majority of these appointments were to Clinical Academic staff from Asian backgrounds. During this same period, however, 37% of the applicants for academic positions were non UK BME candidates and they only secured 13% of appointments. This again could point towards issues around international accreditation, perceptions about the prestige of overseas universities, English language ability or implicit bias (Action 7.6)

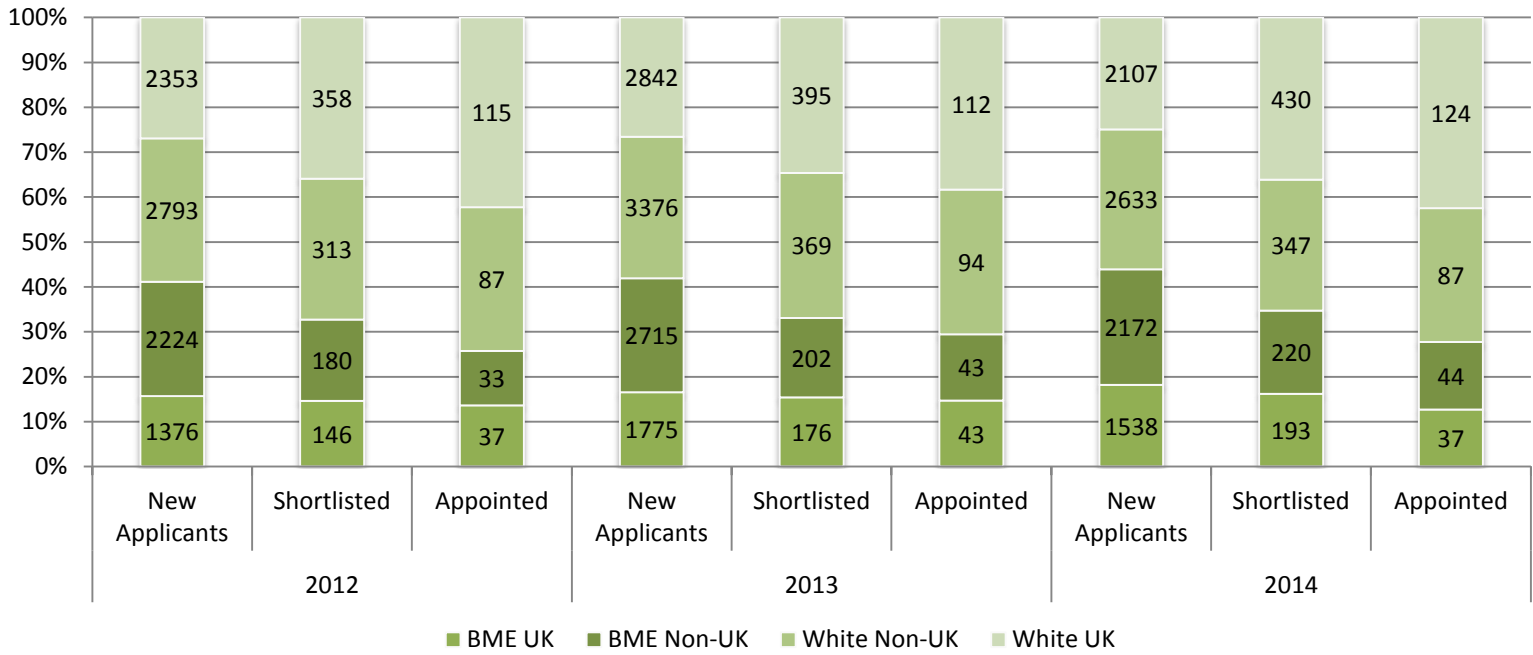
There are other positive trends. In 2014 in Arts and Humanities overall BME candidates accounted for 14% of applications but 45% of appointments.

Overall, the 2014 recruitment data is exceptionally encouraging. Whilst it is not possible to attribute this to anyone factor, high profile events such as '*Why isn't my professor black?*', widespread unconscious bias training and the Equalities Accountability Framework may have contributed to this improvement. (169)

## 5b Professional Services Recruitment



**Graph 39: Professional Services 2012-14**



**Recruitment data by ethnic group**

Ethnic Group	Applicants	Interviews	Appointments
Asian	2035	309	39
Black	1401	188	25
Chinese	363	46	*
Mixed Race	421	64	12
Other Ethnic Group	461	62	7
White	5708	1168	200
Total	10389	1837	288

Ethnic Group	Applicants	Interviews	Appointments
Asian	20%	17%	14%
Black	13%	10%	9%
Chinese	3%	3%	2%
Mixed Race	4%	3%	4%
Other Ethnic Group	4%	3%	2%
White	55%	64%	69%

There continues to be differentials in application and appointment rates for BME PS candidates, mostly for non- UK candidates. Analysis shows that the large majority of these candidates are non-EU nationals, notably from India. The largest drop is from application to short-listing, which could indicate visa restrictions or that the written quality of the application form / a lack of understanding about how to address all of the criteria could be factors. (Action 7.6)

In 2013 we introduced anonymised recruitment for all PS posts. The online system now automatically removes candidates' names and addresses from the application form so it is much more difficult to infer a candidate's ethnicity. Interestingly this has not led to an improvement in the shortlisting figures for BME candidates. Nevertheless, we consider anonymisation an important tool in fair recruitment and it gives us more confidence that bias may be less of a feature in shortlisting than the potential legitimate reasons outlined above.

For BME UK candidates, the differentials could be due to a complex range of factors i.e. inequitable access to good careers advice / networks reflected in poor applications, the perceived quality of schools and universities attended and potential bias around social backgrounds and modes of expression i.e. not speaking using 'received pronunciation'.

For the very large majority of positions, our policy is to recruit through an open, competitive process by wide advertisement of posts. Paradoxically, it is possible that open recruitment could actually be having an adverse equality impact. Internal staff have to compete for higher grade positions with external candidates, who may perform well at interview, be from the same ethnic group ('in group') as the interviewers and have the benefit of being an unknown quantity. On the surface open recruitment appears meritocratic, but in reality very capable and committed internal staff could be disadvantaged. This may particularly affect BME professional staff concentrated in mid-grade roles. This view strongly came out of the focus groups conducted for RECM;

*"You've done the role, so you know you can do it, so [you think] there is no way they will get someone else..."*

*"I find that people from BME, they have not only to equate but to exceed their white counterparts.... It's very common and a very sad that people from BME have to work twice as hard to prove themselves"*

In what would be a radical departure from current policy, we will explore piloting and evaluating internal recruitment in a large, diverse PS division (Action 7.3) (413)

### **5c Please outline how you ensure recruitment and selection is conducted transparently and without racial bias:**

All staff that sit on a recruitment panel are required to attend a 2 hour briefing session on 'Fair Recruitment' which is co-delivered by the Equalities Team. It includes legislation, an overview of our policy, good practice in objective scoring and a section on unconscious bias. In 2013, the university's Council formally endorsed the use of the 'tie-break' provisions of the Equality Act 2010. In the training, staff are now legally briefed and actively encouraged to use the provisions to address the under-representation of BME staff.

In addition, 124 senior staff, including most HoDS received unconscious bias training delivered by Pearn Kandola, in 2012. Since then a growing number of departments have also received bias training from other facilitators, including Equalities Team members, and we will continue to roll this out (Action 8.2)

Since January 2015, we have a preferred supplier list of executive search firms who underwent a competitive tendering process that included consideration of diversity as a key criterion. The firms on our list are now contractually required to supply us with diverse longlists and this will be scrutinised by

HRPC. They are also contractually bound to actively support BME and other applicants through the selection process.

An issue that has repeatedly arisen regards the lack of ethnic diversity on recruitment panels. Some departments struggle with this as they have low numbers of BME staff and there is also a concern about 'over-burdening' those staff. To remedy this, the School of Life and Medical Sciences have created a database of BME staff who have been trained in recruitment and who are willing to sit on panels. This is being promoted as a development opportunity for junior BME staff and will be replicated across the university (Action 7.2).

In its faculty equality action plan, Arts and Humanities committed to exploring how they could short-list every BME academic candidate that met the person specification. Whilst in practice this presents challenges in terms of keeping the shortlist to a manageable size, there has been a very positive increase in the proportion of BME academics and so the resolve to do things differently clearly has an impact (see Section: 5A)

Recruitment to researcher and fellowship roles is less well coordinated with responsibility falling upon academics holding grants, and while we can be relatively confident of policy compliance in relation to other roles this may be less clear in relation to researcher recruitment. The data clearly show that white staff are much more likely to be appointed to these roles. The School of Life and Medical Sciences have already begun promoting Fellowship opportunities in a much more transparent way on their websites, and again this is good practice that will be rolled out further. (448)

## Career progression and development

### 6a Please provide details of the ethnic profile (by specific ethnic group where possible) of academic staff promoted

**Tables 23 & 24 Academic Promotions Data 2012-2014 (Aggregated)**

	Applications			Successful			Unsuccessful		
	BME	White	Total	BME	White	Total	BME	White	Total
Arts and Humanities	*	40	42	*	35	37	*	*	*
Laws	*	11	13	*	11	13	*	*	*
Social & Historical Sciences	*	73	78 (1 withheld)	*	71	75	*	*	* (1 withheld)
Brain Sciences	*	65	67	*	64	66	*	*	*
Life Sciences	*	39	44	*	34	39	*	*	*
Medical Sciences	12	47	59	7	42	49	*	*	10
Population Health Sciences	9	68	77	8	53	61	*	14	16
Engineering Sciences	15	63	78	13	61	74	*	*	*
Maths & Physical Sciences	9	64	73	9	62	71	*	*	*
Built Environment	*	25	27	*	22	23	*	*	*

	Overall average % BME Academic staff in Faculty	% of Promotions applicants who are BME	% BME Applicants who were Successful	% BME applicants who were unsuccessful
Arts and Humanities	4%	5%	100%	0%
Laws	7%	15%	100%	0%
Social & Historical Sciences	7%	5%	100%	0%
Brain Sciences	8%	3%	100%	0%
Life Sciences	10%	11%	100%	0%
Medical Sciences	22%	20%	58%	42%
Population Health Sciences	16%	12%	89%	11%

Engineering Sciences	17%	19%	87%	13%
Maths & Physical Sciences	7%	12%	100%	0%
Built Environment	10%	7%	50%	50%

The above data demonstrate how small the number of promotions applicants is each year. Although the numbers of are very small, the data for Medical Sciences is concerning and possibly also for Engineering Sciences and the Built Environment.

Promotion is based on a complex set of criteria that largely address research, education and knowledge exchange as well as service ('enabling'). One commonly arising concern expressed by staff involved in Athena SWAN is the opportunity for bias where informal development processes and the selection by HoDs of who to put forward with 'Departmental Support' occur. Historically practice has varied significantly and sometimes personal preferences may prevail over the clearly expressed intent of the promotions process. Feedback from the university's Staff Survey shows that 35% of White staff (4419 responses) believed the promotions process is applied fairly compared to only 28% of BME staff (1074 responses). This figure fell further for staff who identified as Black / Black British (23%).

Failure to secure departmental support demonstrably impacts promotions cases as few candidates proceed without it. We believe that having one annual promotions round may be disadvantaging women and BME staff, who may wait longer (either intentionally or because they are not being afforded the right balance of opportunities) and so discussions for ongoing, rolling promotions are taking place.

### **Promotions review**

In late 2014, the Vice Provost (Education) began leading a review of academic promotion, the purpose of which is to help the university understand how different groups of staff are affected by the current promotions policy, how it could be improved and if there are ways of improving the process itself and the support offered.

A survey went out to all academic staff in December 2014, followed by a focus group for BME staff. Feedback from BME staff indicates that they are often more likely to undertake community engagement activities and thus placing a higher value on this would be beneficial for promotion.

The outcome of the review will be a revised set of promotions criteria and guidance by summer 2015 which will then be subject to formal consultation. Following this, the new criteria will form the basis of the 16/17 promotion round. (Action 6.4) (362)

### **6b Please provide details of the ethnic profile (by specific ethnic group where possible) of professional and support staff promoted**

The concept of promotion does not formally apply to PS roles. Individual roles are graded in accordance with the work value of each position. While outstanding performance in a role can be rewarded through discretionary increments and there is a defined process to support this, PS staff cannot be promoted in the same role. PS staff need to apply for a job at a more senior grade to effectively be promoted.

The numbers overall are very small (154 staff received an accelerated increment and 118 staff received a discretionary increment) but 2013 - 2014 data show that Asian, Chinese and Mixed Race staff were proportionally less likely to be in receipt of an additional discretionary increment and Black staff were proportionally less likely to be in receipt of an accelerated increment (Action 6.8) (133)

**Table 25: Accelerated and discretionary increments**

<b>Ethnic Group</b>	<b>% of staff overall</b>	<b>% in receipt of accelerated increment</b>	<b>% in receipt of discretionary increment</b>
Asian	8%	9%	5%
Black	3%	1%	3%
Chinese	3%	4%	1%
Mixed Race	3%	2%	0%
Other Ethnic Group	2%	2%	3%
White	80%	78%	84%

The lack of career progression opportunities for PS staff, particularly in grade 5, 6 and 7 (where BME staff are concentrated) has been identified as a critical issue. In addition to the action referred to in Section 4B, a key initiative is going to be the piloting and evaluation of internal recruitment in a large PS division (Action 7.3) (59)

**6c : Please provide details of the ethnic profile (by specific ethnic group where possible) of staff submitted for the Research Excellence Framework 2014, and if possible the Research Assessment Exercise 2008.**

Staff selection for REF2014 was governed by a Code of Practice which outlined the process for the fair and transparent selection of staff.

The equality impact assessment data is presented for each REF main panel and for BME staff collectively. The statistics are taken as a percentage of staff considered to be eligible for REF2014

**Tables 26-30: REF return rates**

<b>Panel A: Clinical Medicine, Public Health, Dentistry, Nursing, Pharmacy, Psychology, Psychiatry, Neuroscience, Biological Sciences</b>			
<b>Ethnicity</b>	<b>Total</b>	<b>Selected</b>	<b>Not Selected</b>
Number of eligible BME staff	176	160	16
Percent rate		90.91 %	9.09 %
Number of eligible white staff	1,012	948	64
Percent rate		93.68 %	6.32 %
Number of eligible staff with ethnicity unknown	89	86	*
Percent rate		96.63 %	3.37 %

<b>Panel B: Earth Systems, Chemistry, Physics, Mathematical Sciences, Computer Science all areas of Engineering</b>			
<b>Ethnicity</b>	<b>Total</b>	<b>Selected</b>	<b>Not Selected</b>
Number of eligible black or minority ethnic staff	83	78	*
Percent rate		93.98 %	6.02 %
Number of eligible white staff	468	435	33
Percent rate		92.95 %	7.05 %
Number of eligible staff with ethnicity unknown	17	16	*
Percent rate		94.12 %	5.88 %

<b>Panel C: Architecture, Geography, Archaeology, Economics, Business &amp; Management, Law, Politics, Sociology, Anthropology, Education</b>			
<b>Ethnicity</b>	<b>Total</b>	<b>Selected</b>	<b>Not Selected</b>
Number of eligible black or minority ethnic staff	49	46	*
Percent rate		93.88 %	6.12 %
Number of eligible white staff	399	363	36
Percent rate		90.98 %	9.02 %
Number of eligible staff with ethnicity unknown	22	21	*
Percent rate		95.45 %	4.55 %

<b>Panel D: Area Studies, Modern Languages, English Language and Literature, History, Classics, Philosophy, Theology, Art and Design, Music, Drama, Communication</b>			
<b>Ethnicity</b>	<b>Total</b>	<b>Selected</b>	<b>Not Selected</b>
Number of eligible black or minority ethnic staff	11	11	
Percent rate		100.00 %	
Number of eligible white staff	255	246	9
Percent rate		96.47 %	3.53 %
Number of eligible staff with ethnicity unknown	8	8	
Percent rate		100.00 %	

The equality impact assessment determined that no significant differentials were found in the selection rates for BME staff compared to the eligible staff pool. (79)

**6d Please describe how you ensure the following are conducted transparently and without racial bias, and provide any ethnicity data you have on:**

**Appraisals**

A simple analysis of current staff flagged up as having an overdue appraisal on the HR system shows that BME staff are not disproportionately affected (20% BME staff and 80% white). However, the overall number of staff overdue an appraisal was high (1682). Furthermore the university's Staff Survey results show that Asian and White staff were much more satisfied with the efficacy of the appraisal process and outcomes than Black and Chinese staff.

The appraisal process is under review and a number of proposals are currently going through a consultation process. We plan to move to an annual process (already in place in some faculties) from the current biennial requirement. In addition to the discussion around training needs, it is proposed appraisals more explicitly focus on supporting long term career development (including promotional readiness) and consider requests for changed ways of working.

**Workload Allocation**

A paper on workload allocation is being prepared by the 50:50 Gender Equality Group that will be discussed at HRPC in the summer. The paper will summarise good practice in departments (ie; the Division of Psychology) to prompt discussion on whether the university wishes to take a more consistent approach to this issue.

**Training and Career Development**

All staff are expected to undertake at least 3 training events each year (either internal or external) and this is monitored as part of appraisal. A menu of programmes and courses are accessible to all staff on payroll.

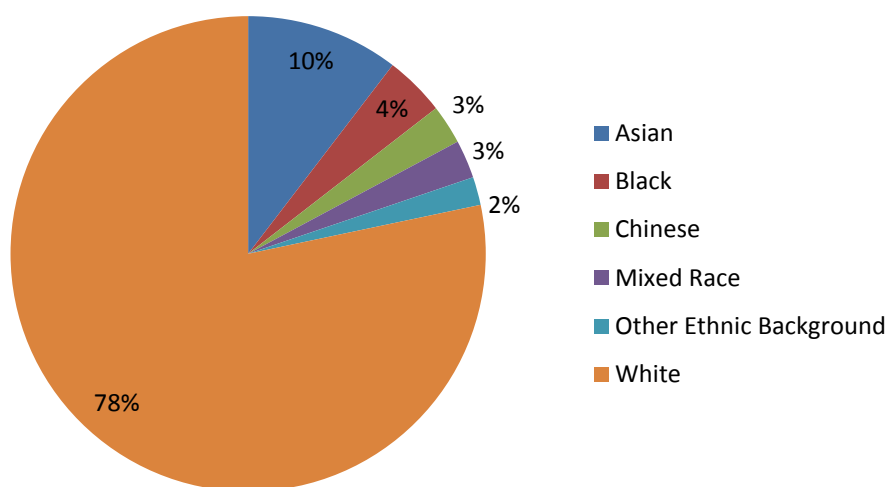
Looking at the management and training courses held over the past 3 years, the number of programmes has increased each year but participation by BME staff has decreased slightly. (266)



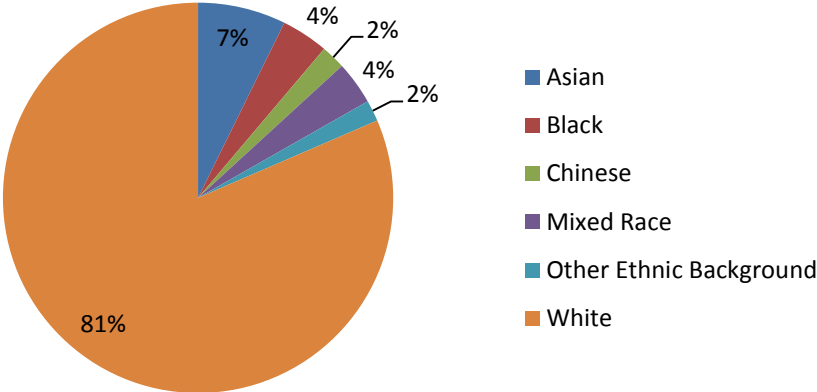
**Table 31: Leadership and management training and staff numbers**

Year	2011-12	2012-13	2013-14
<b>Number of courses held</b>	<b>34</b>	<b>50</b>	<b>66</b>
Asian / Asian British - Bangladeshi	18	13	20
Asian / Asian British - Indian	71	102	103
Asian / Asian British - Pakistani	13	16	14
Black / Black British - African	34	52	38
Black / Black British - Caribbean	24	35	70
Chinese	39	45	50
Information Refused	21	26	42
Mixed - White and Asian	16	31	43
Mixed - White and Black African	*	*	*
Mixed - White and Black Caribbean	6	9	13
Not Known	45	63	151
Other Asian Background	50	32	52
Other Black Background	*	39	*
Other Ethnic Background	28	37	39
Other Mixed Background	15	536	52
Other White Background	316	8	556
White British	787	1208	1909
White Irish	41	70	77
	<b>1527</b>	<b>2325</b>	3236

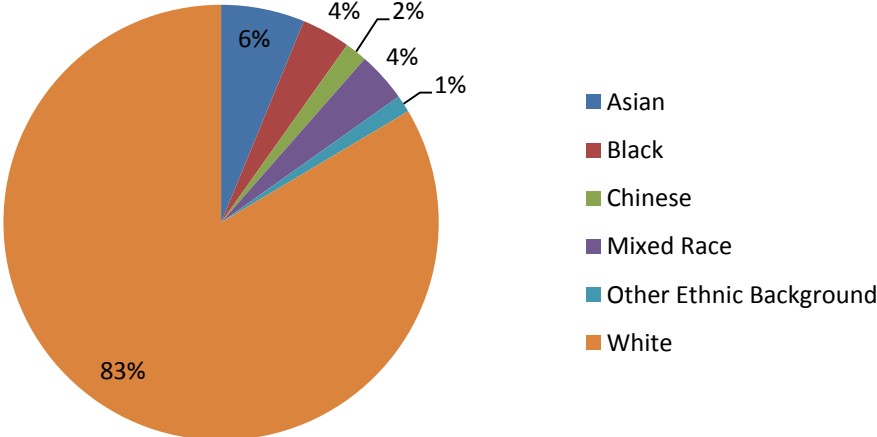
**Chart 1: Leadership & Management Training 2011-2012**



**Chart 2 :Leadership & Management Training 2012-2013**



**Chart 3: Leadership & Management Training 2013-2014**

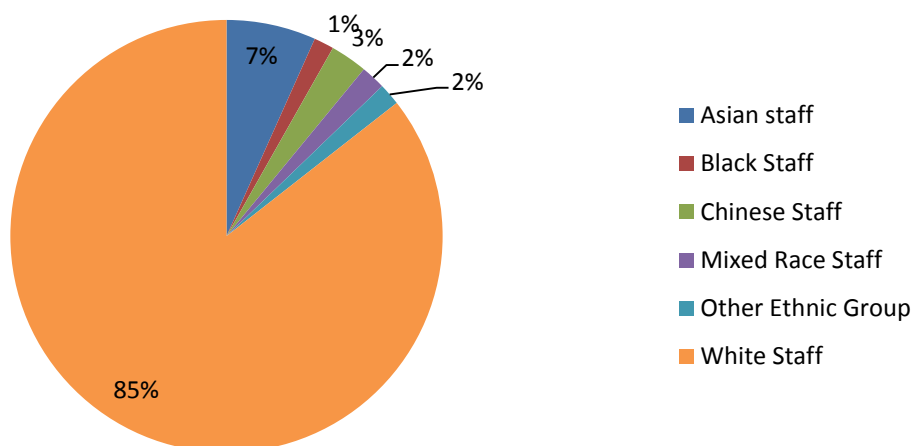


A snapshot analysis of the 2014 data against the pool of potential staff that are eligible for the training (Grade 8, 9 and 10) shows that Asian and Black staff attended management and leadership training at a slightly higher rate relative to the eligible pool, whereas other ethnic groups were under-represented. (51)

**Table 32: Number of staff eligible for leadership training**

Grade	Asian staff	Black Staff	Chinese Staff	Mixed Race Staff	Other Ethnic Group	White Staff	Total
<b>Total</b>	278	62	115	76	68	3550	4149
<b>Grade 8</b>	140	41	61	45	37	1531	1855
<b>Grade 9</b>	56	14	33	17	17	942	1079
<b>Grade 10</b>	82	7	21	14	14	1077	1215

**Chart 4: Pool of potentially eligible staff for training 2014**



### Positive Action Programmes

The university runs 2 flagship positive action programmes specifically for BME staff: Stellar HE and B-Mentor. Stellar HE was developed at another university but has been hosted by our university since 2013. It is an executive development programme for BME staff aspiring to leadership positions. It places diversity as a distinctive strength at the core of authentic leadership development. The university funds the placement of 4 staff on the programme each year with other universities participating.

B-Mentor is a pioneering mentoring scheme for BME early career researchers and lecturers. It is a partnership initiative, led by the university, with 3 other prestigious universities from the same city. It has been nominated for ENEI and Race for Opportunity awards. Mentees get at least 5 mentoring sessions per year from trained mentors as well as thematic workshops on topics like grant writing and political astuteness, which incorporate networking opportunities.

## Staff Survey Results and Focus Group

The Staff Survey results show that BME staff are less satisfied about access to training and career development. In response to the question “I believe I have the opportunity for personal development and growth”, 68% of white staff responded positively compared to 62% of BME staff overall. In the RECM focus group on career development, deep dissatisfaction was expressed by all participants regarding career development. For example:

*“I’m not getting that opportunity to go to the next level, so I just feel a bit stuck. If I was to ask, “Oh, could I go on this aspiring leaders’ course?” I’d probably get the answer that it’s not relevant to my role, so therefore it’s wasting a training session where you could do something to help your current role... but I want to progress, I don’t want to stay in the same role.”*

Concerns were also raised about the lack of departmental funding available, bias in who was encouraged to take up training, a lack of information about available training and uneven provision for academics and PS staff.

In addition to Actions 6.1 to 6.9, remedies under discussion include:

- The introduction of quotas for all programmes, particularly those linked to talent management
- Creating a training catalogue for staff which lists the development that they should pursue at particular times in their career path to progress to the next level.
- Creating an electronic ‘skills passport’ that can be used as a portfolio of evidence of works undertaken and as an indicator of potential. Alternatively, it could be used to create a directory of BME staff who are available for projects, committees or strategic partnership opportunities.

## Nominations and Prizes

Due to the university’s prestige, large numbers of staff and students are nominated for prizes or awards. There is, in general, no systematic process for this. In many cases, the most relevant department will take ownership of nominating staff for awards or allowing self-nomination of a professional or awarding body. Because of this scale and diversity, we have not recorded nominations for prizes, nor do we have ethnicity data on awards received, but plan to do so in future (Action 9.3)

Underrepresented minorities often suffer from ‘imposter syndrome’ and might incorrectly think that it would be unwelcome if they approach their managers to ask to be nominated for a prize. Therefore, prizes, deadlines, and proactive encouragement will feature more in divisional newsletters. (555)

## 6e Please describe how career development and promotion is considered by individual departments and how they are accountable for outcomes in their area.

Many departments have made great strides in improving the transparency and departmental processes for promotion through Athena SWAN:

- Several departments have, or plan to have, committees who review all staff in the department and assess whether they are eligible for promotion, rather than relying on staff to self-select for promotion e.g. Mathematics, Biosciences, the Medical School

- The feedback provided to applicants who are not supported by the Departmental promotions committee has been improved in many departments and some departments have paired unsuccessful applicants with 'promotion buddies' or mentors
- The Cancer Institute is establishing a mock promotions committee
- Cardiovascular Science plan to run a department event for clinical and non-clinical staff to discuss promotion, grading and review, followed by networking and speed-mentoring.

This good practice benefits all academic staff in the department. Future action must be focused on replicating this good practice more consistently across all departments (Action 5.1) and for it to be underpinned by the new criteria and guidance coming from the Academic Promotions Review (Action 6.4)

Images from Black History Month 2014

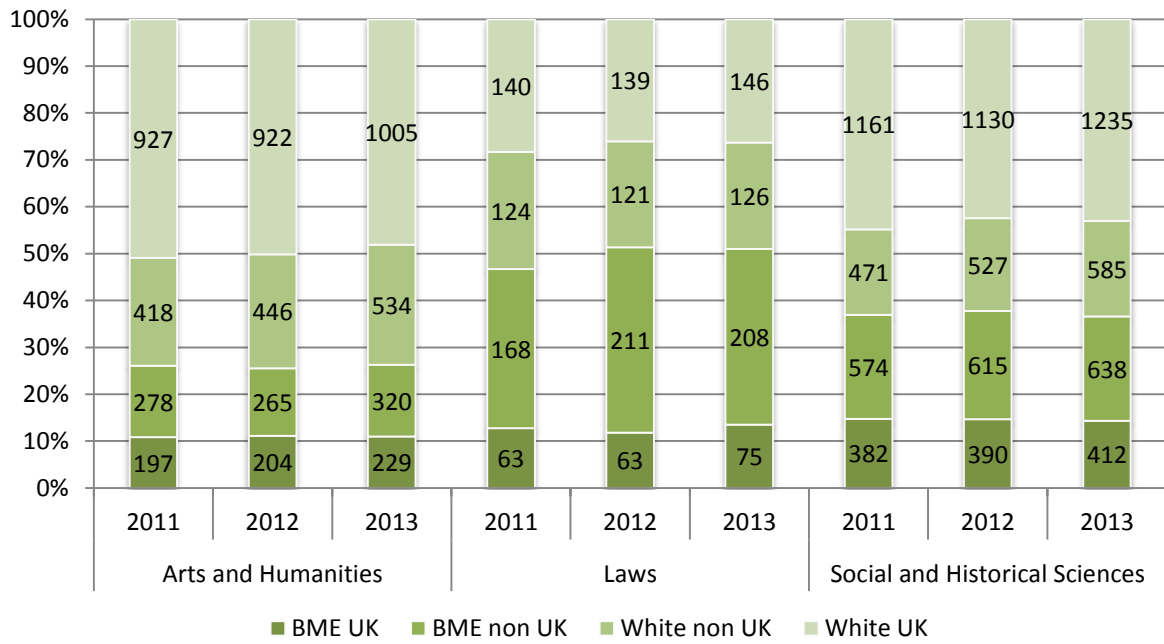


## 7 Student Pipeline

Table 32 & 33: Undergraduate student body, 2012-14

Ethnic Group	UK Undergraduate			Non-UK Undergraduate			Ethnic Group	UK Undergraduate			Non-UK Undergraduate		
	Asian or Asian British							Asian or Asian British					
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Bangladeshi	178	186	226	25	25	20	Bangladeshi	2.0%	2.0%	2.3%	0.4%	0.4%	0.3%
Indian	989	1005	1060	162	169	204	Indian	11.0%	10.7%	10.9%	2.8%	2.7%	3.0%
Pakistani	314	322	313	65	59	63	Pakistani	3.5%	3.4%	3.2%	1.1%	0.9%	0.9%
Other	436	440	466	736	679	636	Other	4.8%	4.7%	4.8%	12.8%	10.9%	9.4%
	Black or Black British							Black or Black British					
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African	256	284	321	67	78	75	African	2.8%	3.0%	3.3%	1.2%	1.2%	1.1%
Caribbean	39	42	56	10	9	7	Caribbean	0.4%	0.4%	0.6%	0.2%	0.1%	0.1%
Other	11	9	15	14	8	10	Other	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%
	Chinese							Chinese					
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Chinese	365	383	397	2042	2347	2562	Chinese	4.0%	4.1%	4.1%	35.4%	37.6%	37.9%
	Mixed Race							Mixed Race					
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
White & Asian	285	314	328	92	91	121	White & Asian	3.2%	3.3%	3.4%	1.6%	1.5%	1.8%
White & Black African	37	46	52	14	17	16	White & Black African	0.4%	0.5%	0.5%	0.2%	0.3%	0.2%
White & Black Caribbean	54	58	61	7	9	7	White & Black Caribbean	0.6%	0.6%	0.6%	0.1%	0.1%	0.1%
Other	196	192	199	62	77	83	Other	2.2%	2.0%	2.0%	1.1%	1.2%	1.2%
	White							White					
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
White	5338	5611	5761	2007	2328	5233	White	59.2%	59.7%	59.2%	34.8%	37.3%	77.5%
	Other/Information refused or not known							Other/Information refused or not known					
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Other Ethnic Background	309	303	308	195	207	664	Other Ethnic Background	3.4%	3.2%	3.2%	3.4%	3.3%	9.8%
Information refused	198	194	172	181	84	221	Information refused	2.2%	2.1%	1.8%	3.1%	1.3%	3.3%
not known	11	3	4	90	61	60	not known	0.1%	0.0%	0.0%	1.6%	1.0%	0.9%
<b>Total</b>	<b>9016</b>	<b>9392</b>	<b>9739</b>	<b>5769</b>	<b>6248</b>	<b>6752</b>	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Graph 39: Undergraduates: School of Arts & Social Sciences**



**Chart 5: 3 year aggregated average by main ethnic group, UK and non-UK**

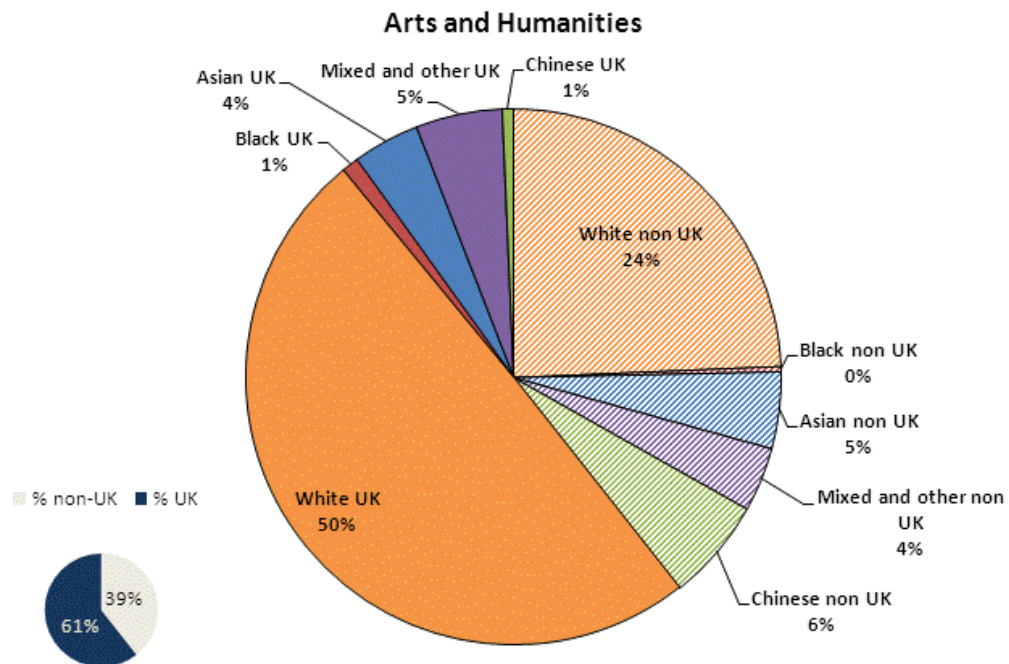
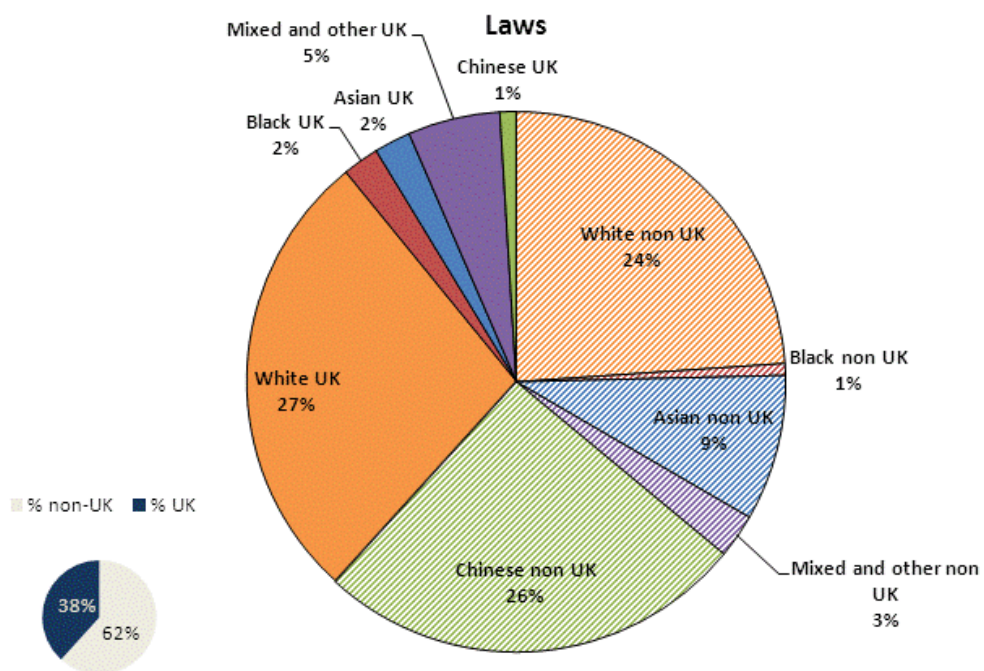


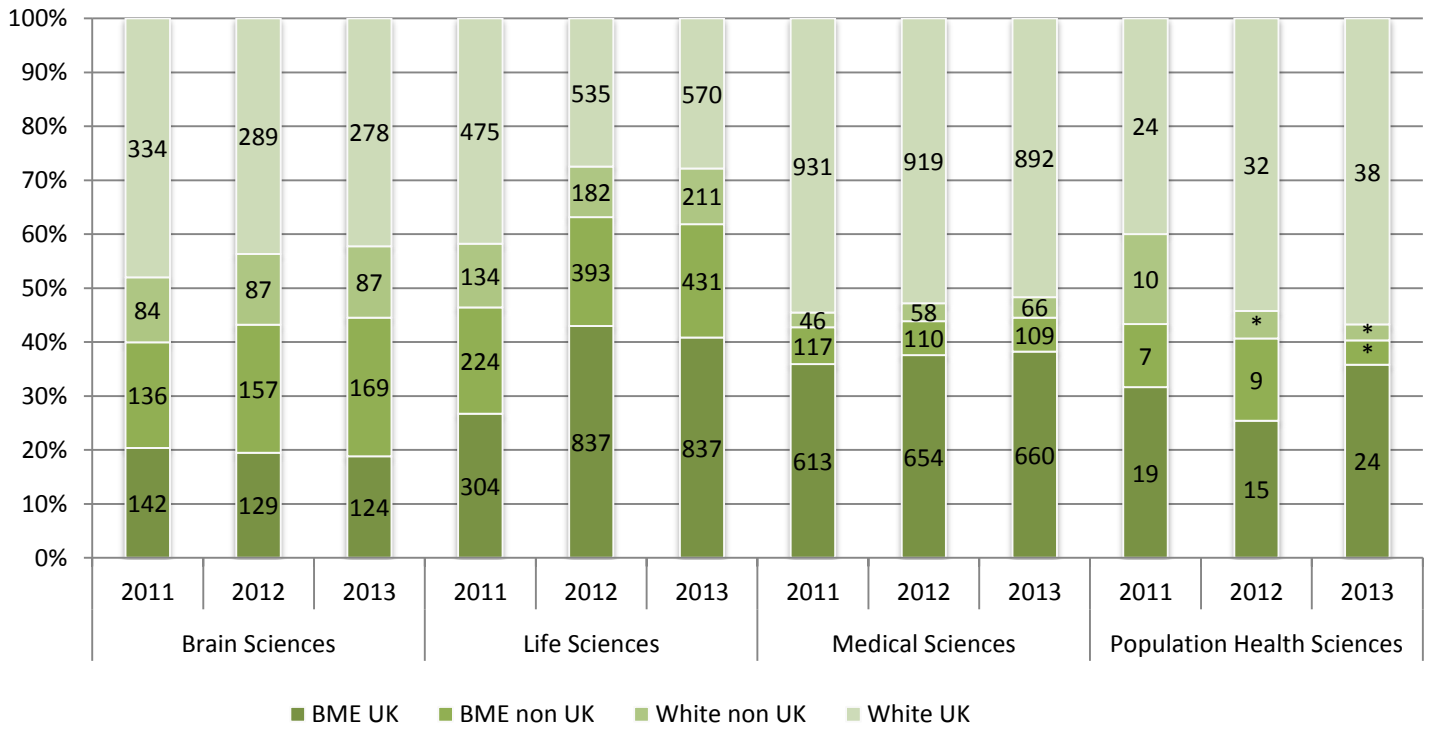


Chart 6 & 7: 3 year aggregated average by main ethnic group, UK and non-UK

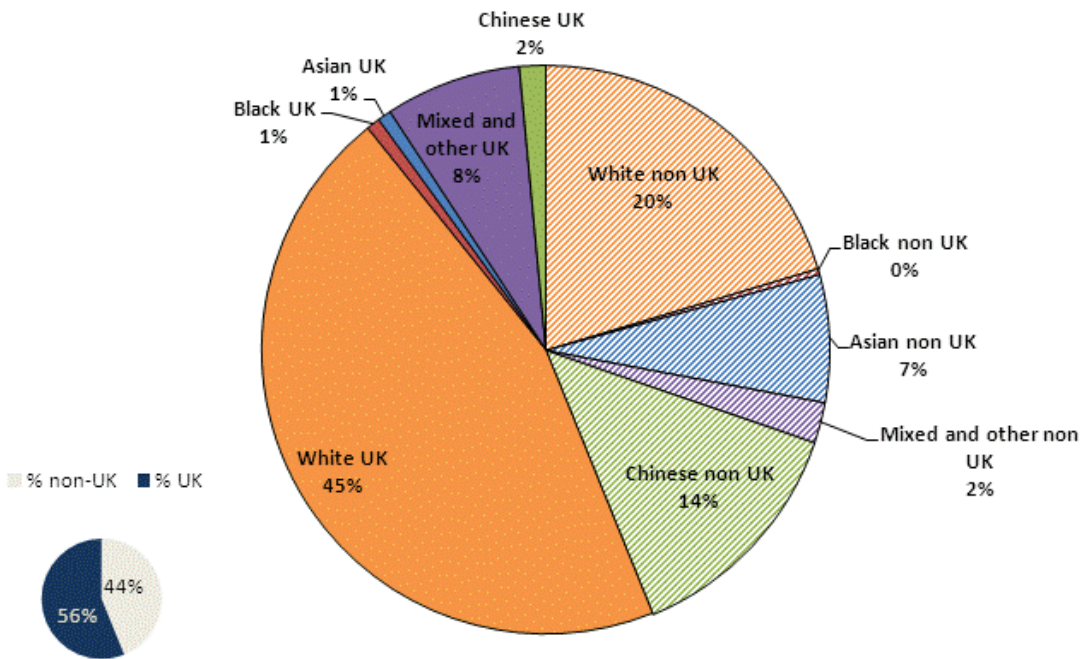




**Graph 32: Undergraduates: School of Life & Medical Sciences**

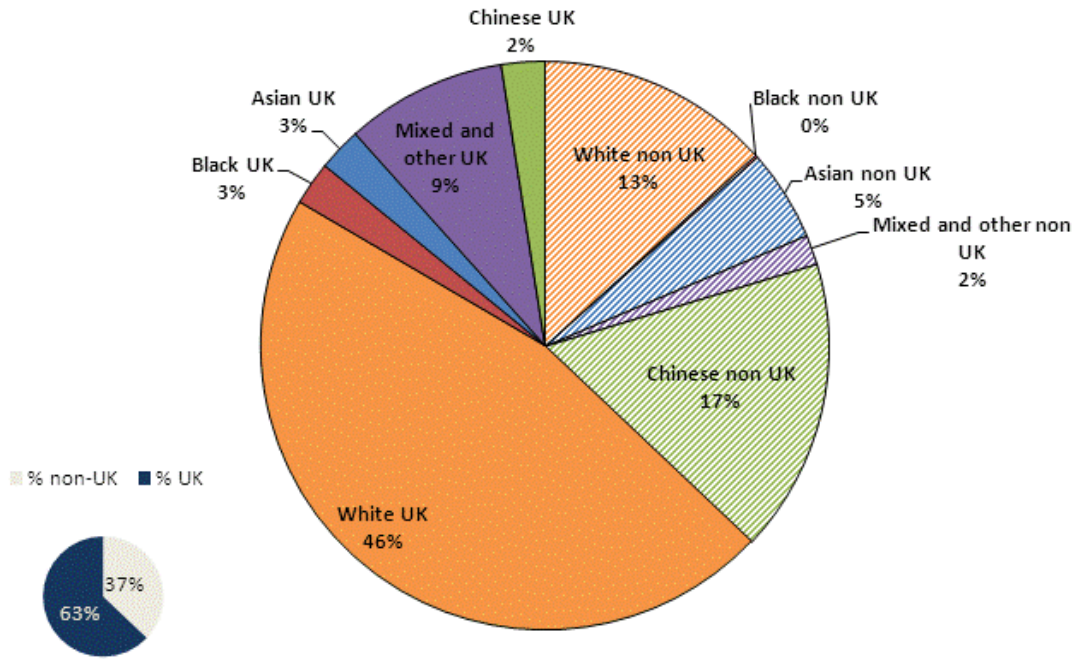


**Social & Historical Sciences**



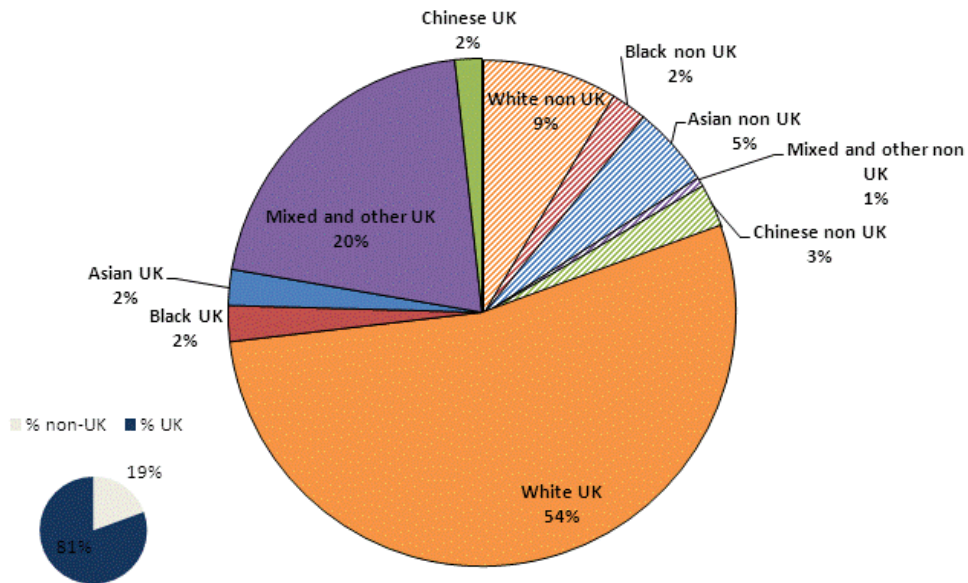
**Chart 8: 3 year aggregated average by main ethnic group, UK and non-UK**

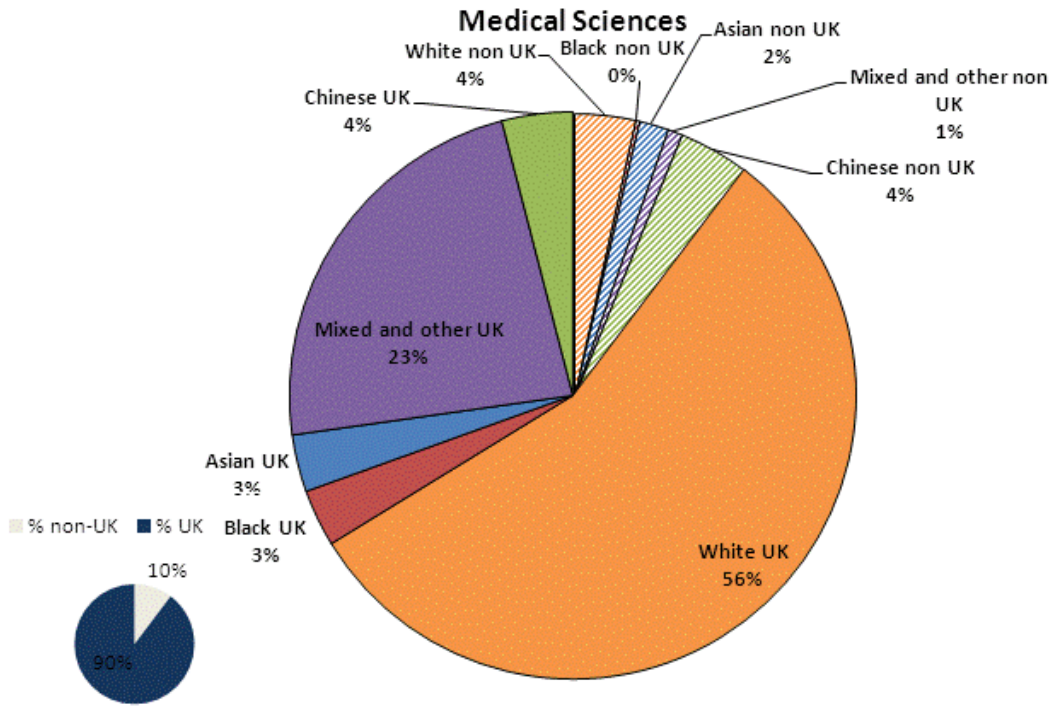
### Brain Sciences



Charts 9& 10: 3 year aggregated average by main ethnic group, UK and non-UK

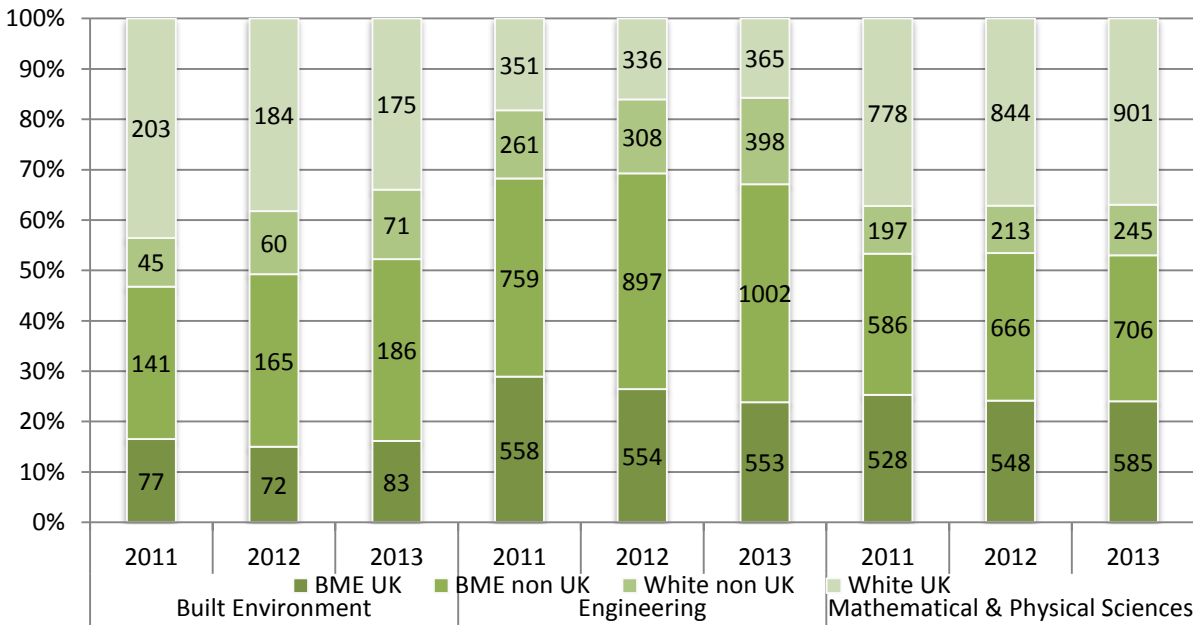
### Population Health Sciences

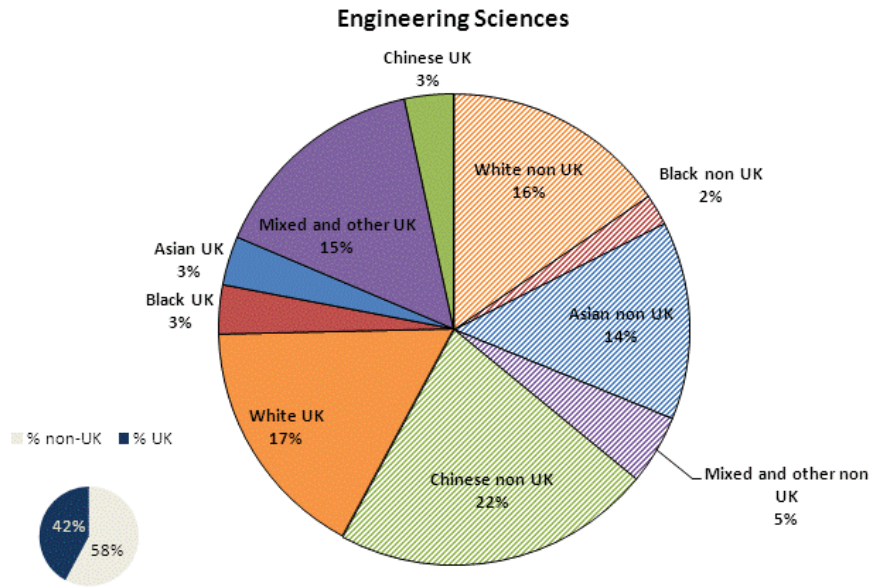




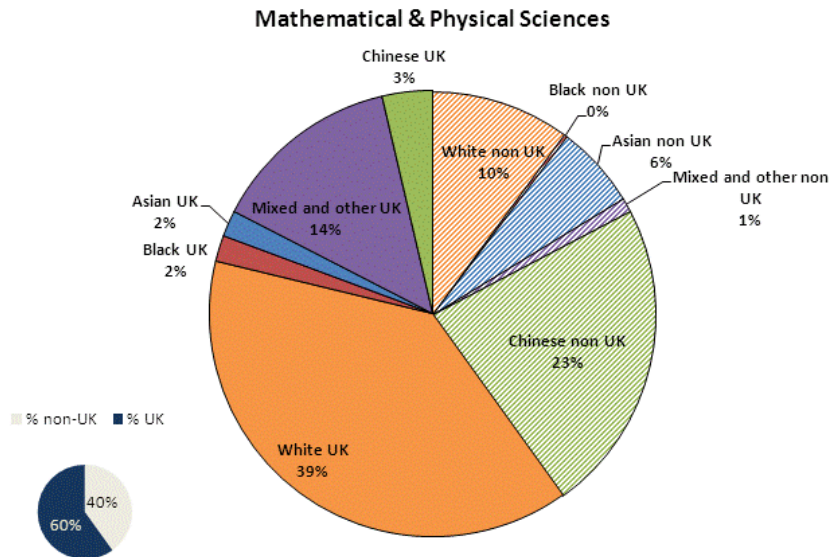
**Chart 11: 3 year aggregated average by main ethnic group, UK and non-UK**

**Graph 33: Undergraduates: School of Sciences**





**Charts 12 & 13 3 year aggregated average by main ethnic group, UK and non-UK**



62% of students are UK domiciled and 38% non-UK domiciled. Our UK students are largely from London and the South East and 37.9% are from BME groups. 60% of our undergraduates from Greater London are BME.

The distribution of ethnic groups differs across the faculties, reflecting the different proportions of international students and the fact that some degree programmes tend to be more popular with students from some BME groups. This is notable in the Faculty of

Engineering Sciences where the majority of students are non-UK (57%) and BME (68%), in comparison to Arts and Humanities where 39% of students are non-UK and 26% are BME.

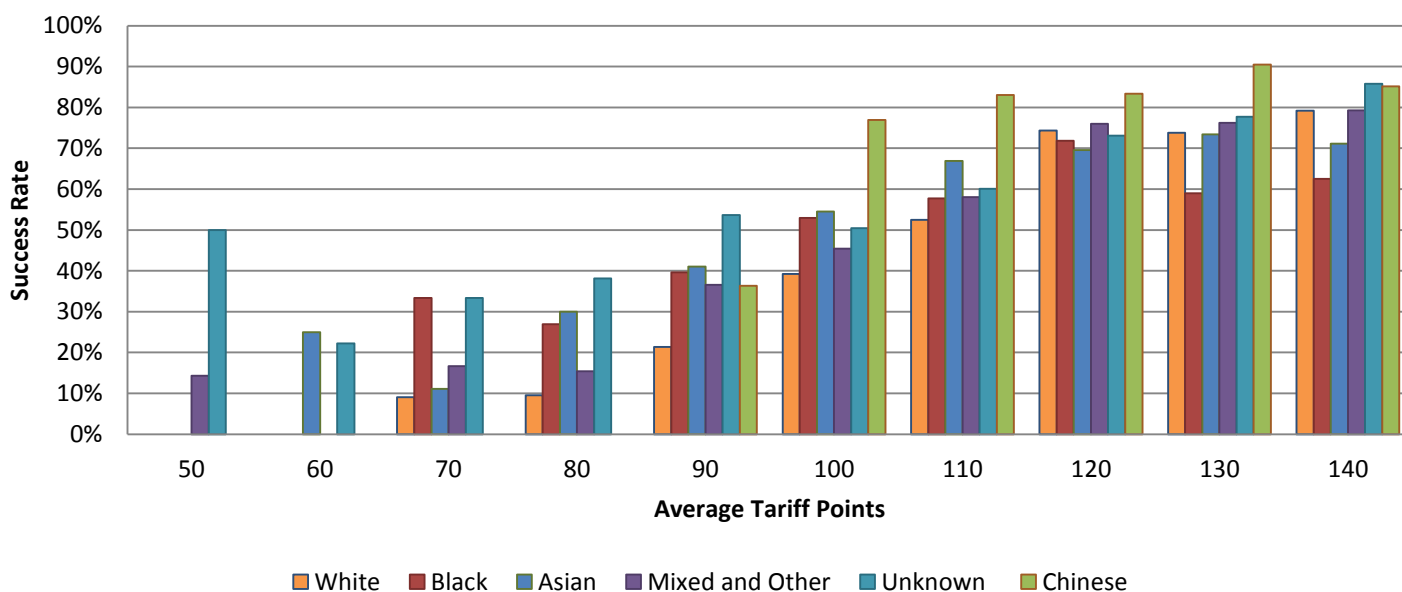
Compared to the national average (23.6% against 37.9%) we have a high proportion of UK BME students overall. However, the university is in the most ethnically diverse area in the UK and our proportion of UK BME students is very slightly lower than the 40% of residents who are from BME groups. So while we are outperforming the national average by a considerable margin, this is undoubtedly due to our location, more than any proactive measures.

We are also aware that some BME groups are better represented than others e.g. UK Asian students in STEMM. However, our cohort of UK students from a Black background is particularly low, peaking at 4% of the total population in the Faculty of Life Sciences but comprising only 1% in the Faculties of Arts and Humanities and Social and Historical Sciences. For the 2013/14 entry, Black Caribbean students made up 0.6% of the overall intake, although Black Caribbean people make up 4.6% of the local population. Similarly, Black African students make up 3% of our intake, but 6.9% of the local population.

We analysed ethnicity and average A-level grades for UK students and found that, in some faculties (such as Life Sciences and Engineering) students of Black African and Black Caribbean heritage are less likely to gain an offer of a place than other ethnic groups, even with the top predicted grades. However in other faculties Black students are more likely to be offered a place (Brain Sciences and Laws) In all faculties Chinese students were the most likely to receive offers. We do not know why this is, especially as the applications are anonymised, but we will undertake a study of personal statements to see if this is a factor (Action 1.7).(395)

### Example of A-level application success rate data for Life Sciences

**Application Success Rate by Average Tariff Points**





Work is established within our undergraduate recruitment activities to address these issues. For example, we work with the Amos Bursary, the Social Mobility Foundation, Generating Genius and African Caribbean Diversity, charities that support students from Black African and Caribbean backgrounds in their HE ambitions. Activities include:

- Ring-fenced places on our outreach schemes;
- Tailored visits to campus;
- Masterclasses and taster days; and
- A bursary scheme (in conjunction with the Amos Bursary) for African and Caribbean undergraduate students.

We are currently in talks with Generating Genius (a third sector organisation that promotes HE amongst underrepresented groups) to develop a Black African and Caribbean achievement project for Year 10/11 students.

Our Access Agreement, as approved by OFFA, includes a target to increase applications from Black Caribbean and Black African students who have attended our outreach programmes. We have a target for 30% of Black Caribbean and Black African programme participants to make an application to us over the period 2013-2017 with an annual milestone of a 7.5% increase.

We are concerned that Arts, Humanities and Social Science programmes are particularly underrepresented in terms of their undergraduate profile. We have a stream of funding (c.£260,000 per year) which goes to support departments in tackling underrepresentation in areas specific to them. This year, 45% of this funding went to departments in these areas, the majority going to support programmes that work with inner-city schools with high BME populations.

We are conscious of the importance of diverse role models in attracting students to study here and ensure that our Student Ambassador scheme reflects the community around us. Our Student Ambassador population is currently 48% White, 26% Asian, 11% Black, 8% Mixed/Other, and 7% Chinese and therefore BME students are very well represented,

We will also continue to explore ideas for adjusting entry criteria for students from poorly performing schools who nonetheless do relatively well at A level. (Action 1.2) The SAT believes that contextual or average grade admissions would significantly benefit BME students who are over-concentrated in these schools, especially in our city. Currently, departments have the discretion to adjust entry requirements by one A-level grade and there is evidence that this has been happening with some success. The History Department utilises this approach and in the past 2 years the proportion of UK BME students has increased significantly each year.

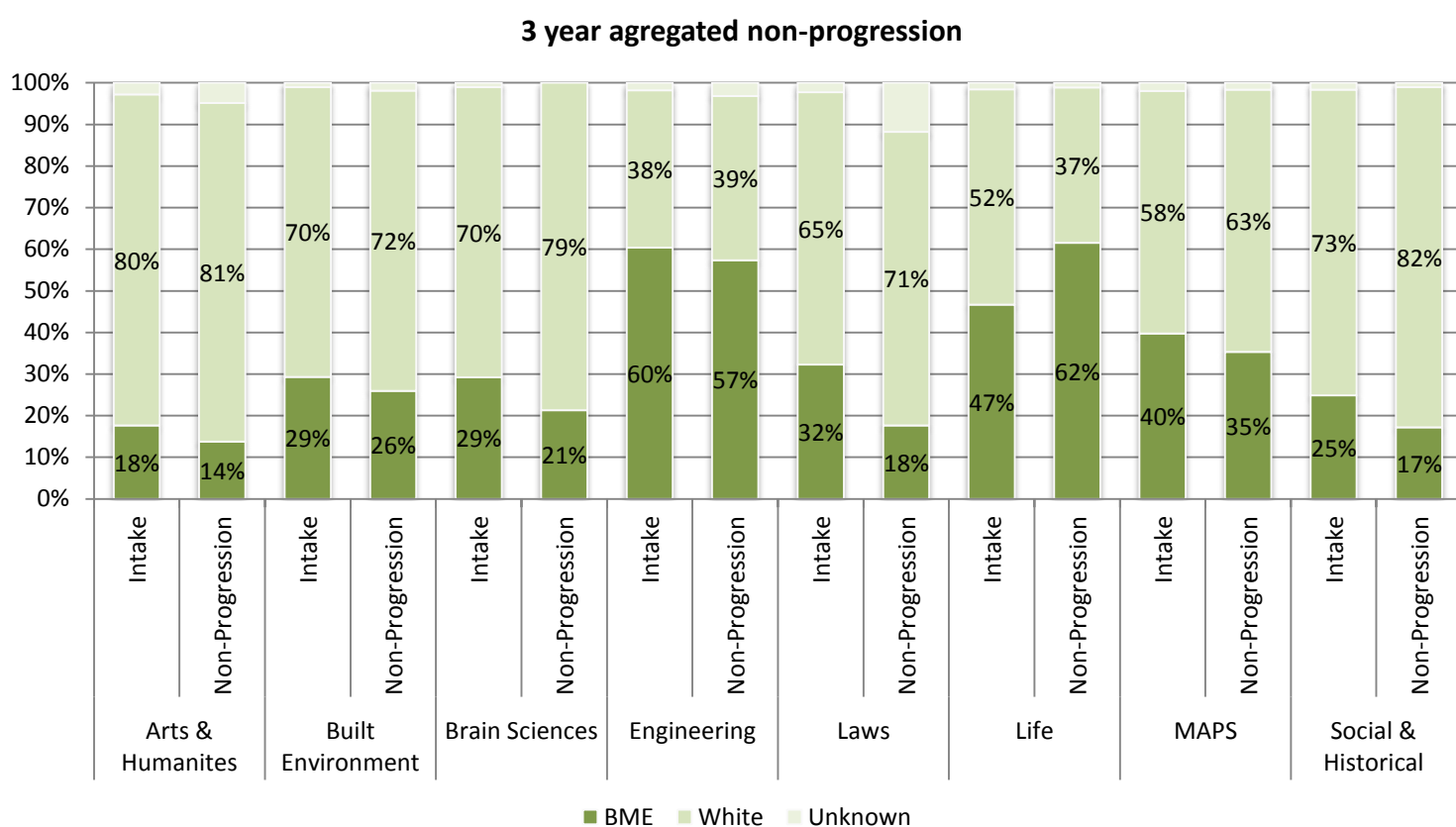
Another measure that features in our action plan is a commitment to revisiting foundation programmes. (Action 1.1) In March 2012 a feasibility study in foundations was conducted as the forthcoming opening of a new campus presents a timely opportunity to further explore this idea. The target audience would be learners who had received fewer or worse quality educational opportunities but who demonstrated potential and that successful completion of

the programme would lead to automatic progression onto a number of undergraduate degree programmes where BME students are underrepresented. Running the programmes from the one of the most ethnically diverse boroughs in the UK would have clear benefits in terms of widening participation for under-represented ethnic groups.

The Institute’s student data returned a very high proportion of unknowns, so it is not currently possible to analyse this effectively. This will be remedied when the Institute fully migrates onto our data system. (534)

### 7b Undergraduate students’ continuation rates through their course (i.e. progression rates from one year to the next until graduation).

Graph 39: Proportion of non-progressors by ethnicity in comparison to intake by ethnicity



**Table 33: 3 year aggregate of non-progressors**

		<b>BME</b>	<b>White</b>
<b>Arts &amp; Humanities</b>	Intake	390	1758
	Non-Progression	20	118
<b>Built Environment</b>	Intake	164	389
	Non-Progression	14	39
<b>Brain Sciences</b>	Intake	228	543
	Non-Progression	10	37
<b>Engineering</b>	Intake	956	598
	Non-Progression	90	62
<b>Laws</b>	Intake	142	288
	Non-Progression	*	12
<b>Life</b>	Intake	770	854
	Non-Progression	56	34
<b>MAPS</b>	Intake	957	1404
	Non-Progression	65	116
<b>Social &amp; Historical</b>	Intake	817	2407
	Non-Progression	32	152

Overall, we have a high continuation rate with approximately 90% of UG's progressing from year to year without interruption and then graduating. Progression from different ethnic groups largely mirrors the student body with no significant differentials for ethnic groups apart from Chinese students' who are much less likely to leave (11% of leavers compared to 17% of the student body).

Whilst no significant disparities in progression rates were evident between ethnic groups, the reasons why students permanently left the university showed some clear trends. Black students were more likely to leave for financial reasons (1% of white students and 6% of black students) and BME students overall were more likely to leave because they failed the course (17% of white students, 30% of Asian students, 33% of Chinese students and 55% of black students). White students were most likely to leave of their own accord i.e. because they did like the course or it was not suitable. These differences are very concerning.

Our main initiative to help all students progress well is its Transition Programme that is accessible to all first year students. Departments provide students with workshops covering topics such as study skills and a mentor in the form of a current later year undergraduate. The programme aims to address the issues students report that they are most concerned about, including academic standards, workload and making friends. However, it is evident from the RECM survey and NSS results that some BME groups may not be accessing the Transition Programme or other support as often as other students or that the support available is not meeting their needs adequately. For example, in response to the RECM survey question: *"I know where to go to get additional academic support if and when I need it"*, 82% of white students responded positively in comparison to 66% of Asian students and only 58% of black students. In response to the question: *"The academic support available to me is*



good”, 80% of white students agreed, for Asian students this figure fell to 74% and to 65% for Chinese students and 55% for black students.

A number of respondents made comments such as: *“I don't know where to go to obtain additional assistance, nor do I know who my personal tutor is.”* And *“I would like extra writing support and it is only available if English isn't your first language. I have done the online activities but it isn't enough”*.

Even in departments where concerted efforts are made to ensure first year students do have access to a 2<sup>nd</sup> or 3<sup>rd</sup> year mentor, it became apparent from SAT discussions that sometimes this can be unhelpful. Examples of mismatches between mentors and mentees were described, for example students who do not drink alcohol were matched with mentors who simply expected them to assimilate into a drinking environment. This indicates training for mentors can be improved (Action 2.1)

We have identified developing a ‘life cycle’ approach to student support as a priority area for the RECM. The support students receive should be of the highest level and match our academic reputation, and integrating equality and diversity considerations into it is a crucial to achieving this aim. Currently, it may be falling short of this aspiration for some students.

Going forward, the university intends to explore how it can address the concerns of students from individual ethnic groups and then design student support and intervention programmes accordingly. From August 2015, funds designated for WP research will be used to better understand and evidence ideas for targeted support interventions. From August 2016, this research will be used to design and implement new programmes. (Action 2.1) Another idea that has been suggested involves piloting more initiatives with the student union i.e. working with the Islamic Society’s “buddying” system.

As part of a major institutional initiative, the Connected Curriculum, a Working Group has been established on Tutoring, Supervising and Mentoring. This group will be tasked with overhauling the personal tutor system, to ensure all students experience a high standard of support. This group will also take account the findings uncovered by the RECM regarding student support. (685)

### **7c Undergraduate degree awarding rates by classification:**

For some time the university has been concerned about the attainment gap between white and BME students. In 2011, a ‘Think Piece’ was developed and circulated to all HoDs by the university’s Senior Champion for ‘Race’ (the Dean of Engineering Sciences.) The Think Piece included faculty statistics and asked academic colleagues to engage with the data. Following this, around 20 departments requested more data and representatives from these departments met with Dr Gurnam Singh, from Coventry University, to learn more about the attainment gap.

In 2013, the senior 'Race' Champion also funded a BME student attainment filmmaking project. Students were invited to submit proposals for ideas for a short film exploring our attainment gap. 4 BME students were then selected to take part in a fully-funded 2 week documentary film-making course. The films produced by the students were shown during the opening of Black History Month in 2014 and there are plans for more widespread dissemination of them to teaching staff (Action 4.7).

In 2014 a BME Student Attainment Project, initiated by the BME Student Sabbatical Officer, was formally established to collect both quantitative and qualitative data on the attainment gap.

Quantitative data analysis was carried out by statisticians in the Faculty of Brian Sciences and was based on historic data (2011-2013).

For the project, analysis of variance (ANOVA) was used to investigate the effect of ethnicity, WP groups, gender and faculty on the final percentage score which forms the basis for degree classification. Seven faculties were included in the analysis. The analysis showed a significant main effect of ethnicity in six of the seven faculties looked at, with White students on average scoring higher than BME students. The difference in performance varied across faculties; Arts and Humanities showed no significant effect of ethnicity, and for other faculties the percentage differences between White and BME students for their final degree grades varied between 1.4 percentage points (Brain Sciences) and 3.6 percentage points (Built Environment).

To examine the effect of ethnicity on performance in more detail, a further ANOVA was conducted with ethnic group (8 categories), gender and faculty as independent variables and mean percentage score as the dependent variable

There was a significant effect of ethnic group (367)

**Mean percentage score as a function of ethnic group.**

White	African-Caribbean	South Asian	Chinese	Other Asian	Mixed: African-Caribbean	Mixed: Asian	Other
66.2	63.0	65.1	64.6	63.7	64.7	65.1	64.6

An ANOVA was conducted on UK students only to investigate the effect of ethnicity (white vs BME), WP groups (from low performing schools), gender and faculty. There were 5463 UK students in the cohort with full data available for 78% (4256) of them.

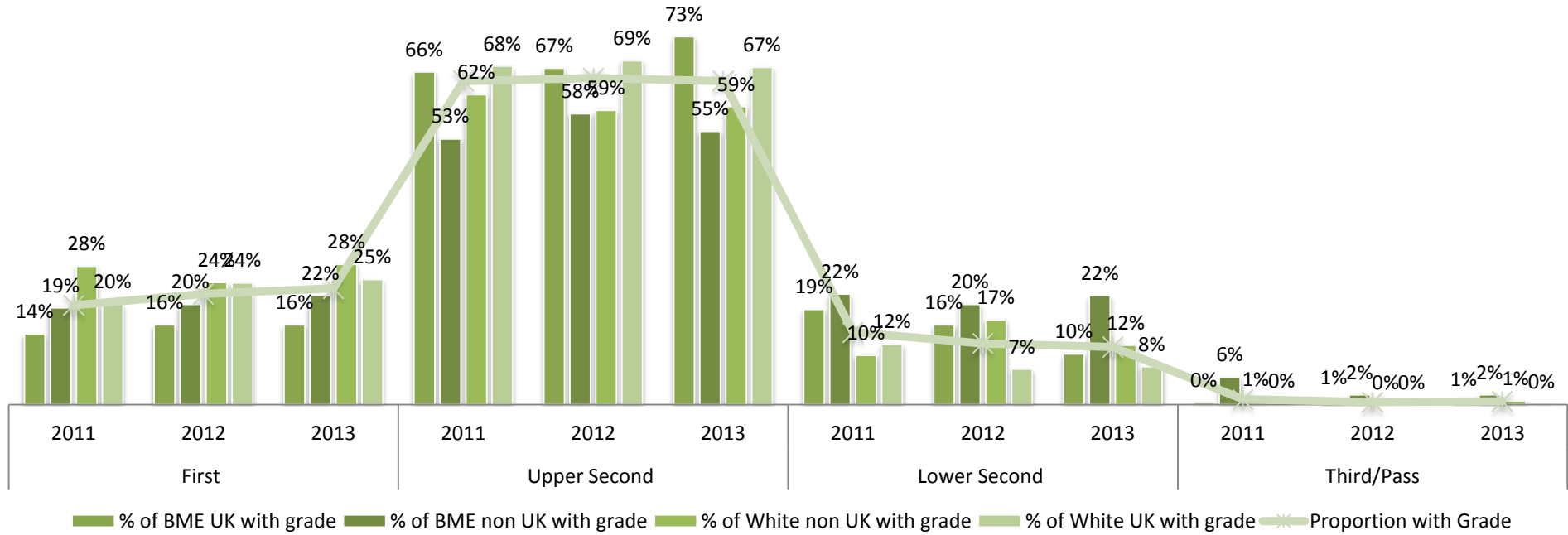
Again, there was a significant main effect of ethnicity, with white students score significantly higher than BME students (66.0% vs. 64.8%) (64)

**Table 34 : Summary of findings of percent score by faculty**

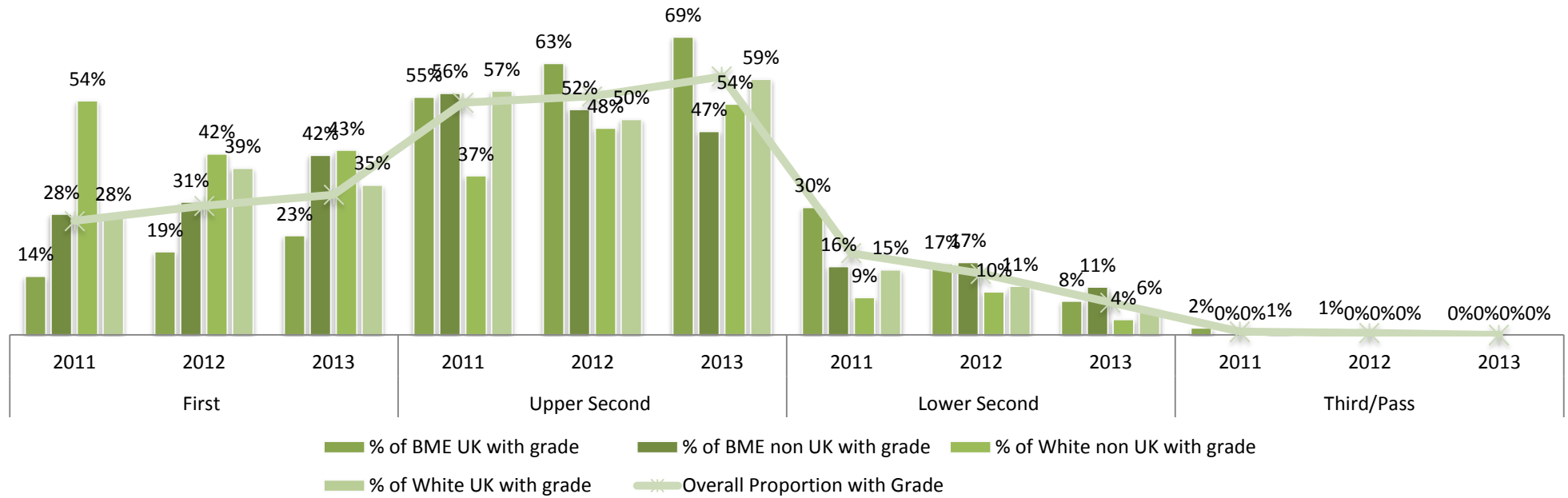
<b>Faculty</b>	<b>Effect of ethnicity</b>	<b>Percent score White</b>	<b>Percent score BME</b>
Arts & Humanities	None	65.1%	64.3%
Brain Sciences	Significant	67.0%	65.6%
Built Environment	Significant	66.0%	62.4%
Engineering Sciences	Significant	67.6%	64.2%
Life Sciences	Significant	66.2%	63.6%
Mathematics & Physical Sciences	Significant	68.7%	66.7%
Social & Historical Sciences	Significant	65.2%	62.8%

Whilst for most of the faculties there were significant differences in performance as a function of ethnicity, often these differences were small – and on the Honours degree scheme, it was concluded that the average BME student would obtain the same degree classification as the average White student. This conclusion raised some concern, however, as a cruder analysis (presented below) looking at degrees obtained shows that there are differentials in actual degrees obtained. We will understand this more when degree attainment is embedded in the university’s Annual Monitoring exercise (see below.) (90)

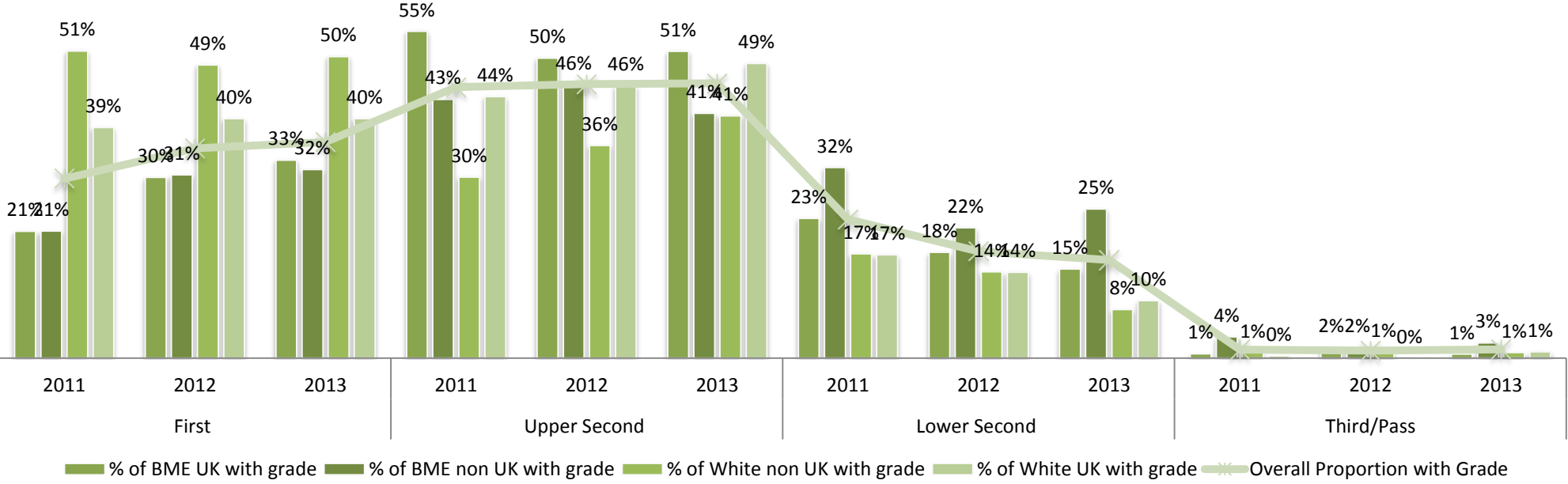
**Graph 40: Classification of Degrees awarded from 2011 - 2013 by the School of Arts and Humanities**



**Graph 41: Classification of Degrees awarded from 2011 - 2013 by the School of Life and Medical Sciences**



**Graph 42: Classification of Degrees awarded from 2011 - 2013 by the School of Sciences**



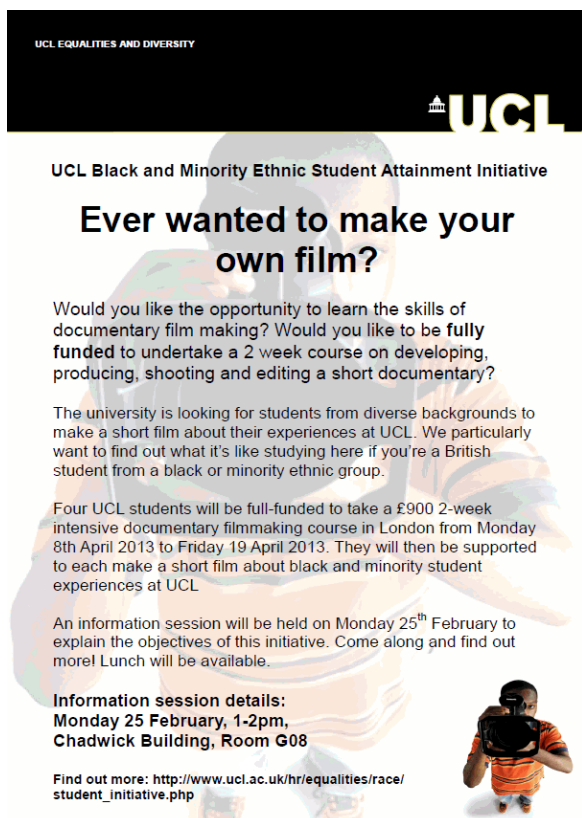
The outcome of the BME Student Attainment project was an action plan that was agreed by Education Committee in June 2014 (actions are embedded in the RECM action plan, see actions 4.5-4.8) A key action is that from July 2015, attainment data by ethnicity will be included in formal Annual Monitoring (AM) data to departments (Action 3.4), AM is one of the university's key quality management and enhancement processes. Embedding BME student attainment in these processes is therefore a crucial advancement in mainstreaming ownership and accountability at departmental level. The RESG will be consulted on the design of this data set.

Furthermore, improving BME student degree attainment is one of 5 objectives featured in the university's Equalities and Diversity Strategy 2015-2020. Under the Equalities and Diversity Accountability Framework, all faculties will be required to develop local actions plans to address this, where there is an issue.

BME alumni videos are also planned to showcase the experiences of a diverse range of students during induction and open-day events. Working with different departments, particularly those which have significant BME underrepresentation, these short films will constitute a 'belonging intervention'. (Action 4.8)

Finally, the university has a ChangeMaker programme, whereby students are offered £500 to undertake a research project that contributes to enriching education here. A couple of ChangeMaker projects in the pipeline will focus on BME student attainment. For example, one current project is looking at 'belonging and performance' for BME students.

(239)



UCL EQUALITIES AND DIVERSITY

**UCL**

**UCL Black and Minority Ethnic Student Attainment Initiative**

## Ever wanted to make your own film?

Would you like the opportunity to learn the skills of documentary film making? Would you like to be **fully funded** to undertake a 2 week course on developing, producing, shooting and editing a short documentary?

The university is looking for students from diverse backgrounds to make a short film about their experiences at UCL. We particularly want to find out what it's like studying here if you're a British student from a black or minority ethnic group.

Four UCL students will be full-funded to take a £900 2-week intensive documentary filmmaking course in London from Monday 8th April 2013 to Friday 19 April 2013. They will then be supported to each make a short film about black and minority student experiences at UCL

An information session will be held on Monday 25<sup>th</sup> February to explain the objectives of this initiative. Come along and find out more! Lunch will be available.

**Information session details:**  
**Monday 25 February, 1-2pm,**  
**Chadwick Building, Room G08**

Find out more: [http://www.ucl.ac.uk/hr/equalities/race/student\\_initiative.php](http://www.ucl.ac.uk/hr/equalities/race/student_initiative.php)

Flyer from the BME Student Attainment Filmmaking initiative

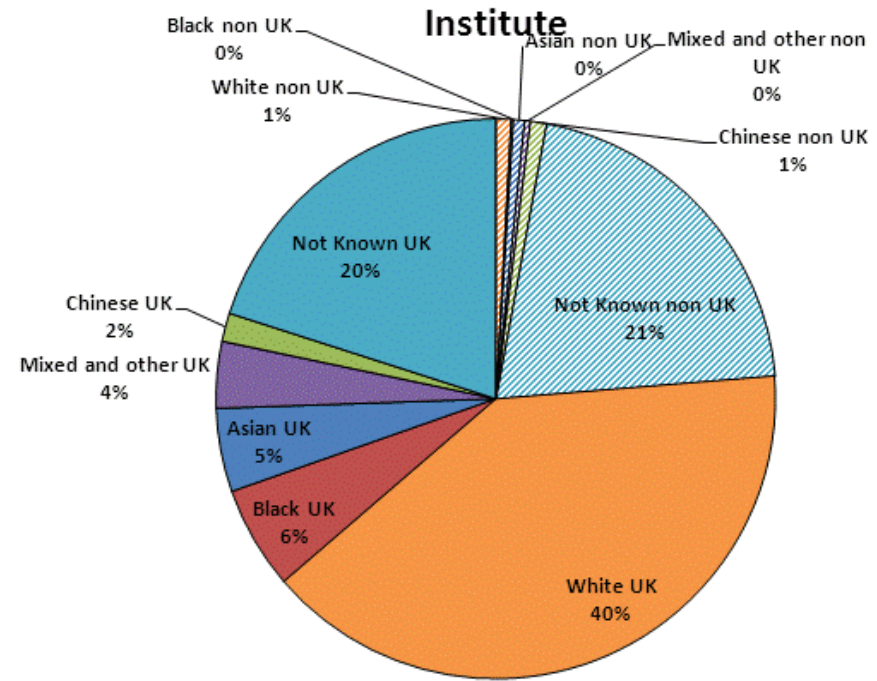
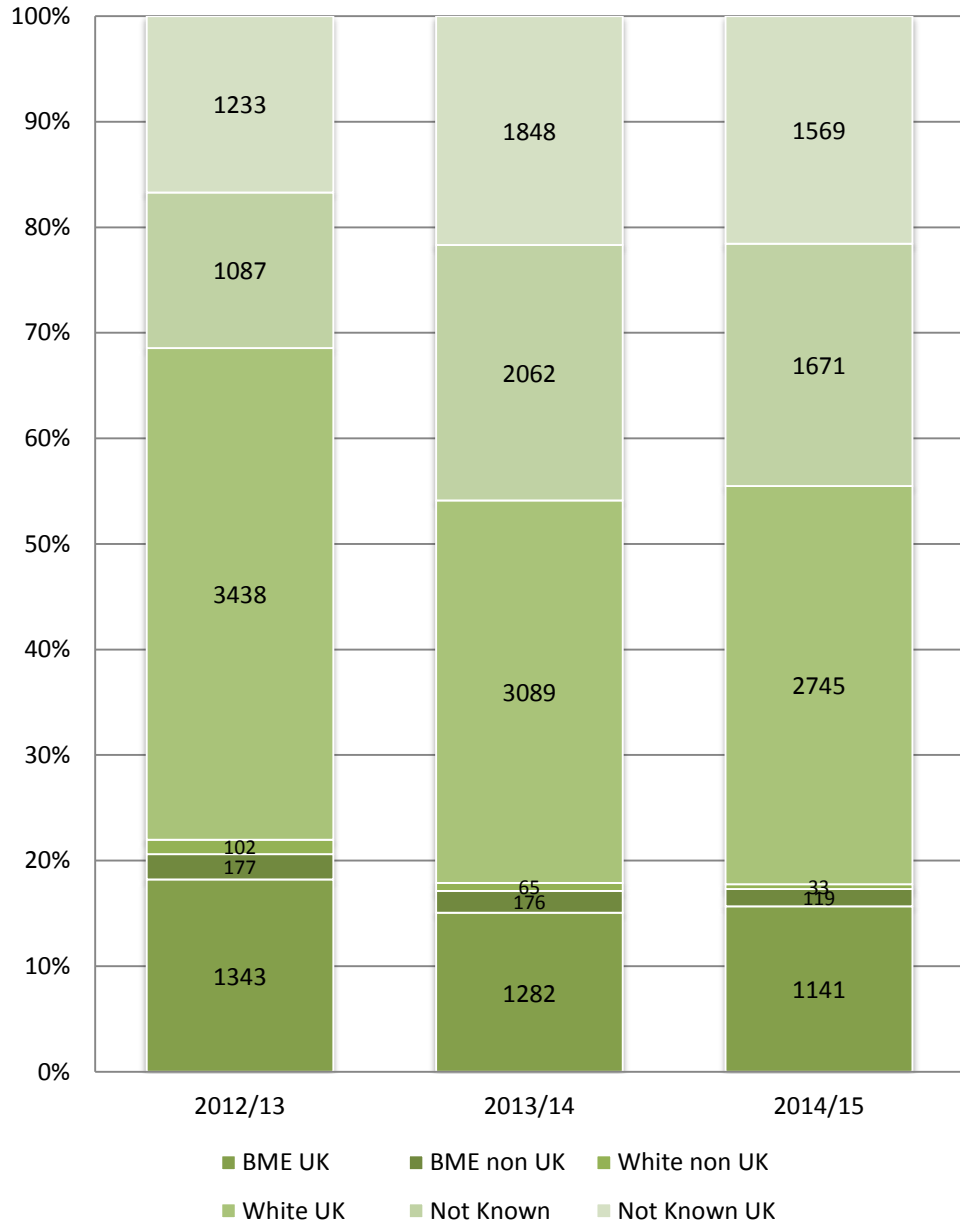
**7d Postgraduate student body**

Ethnic Group	UK Graduate			Non-UK Graduate			Ethnic Group	UK Graduate			Non-UK Graduate		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Asian or Asian British</b>							<b>Asian or Asian British</b>						
Bangladeshi	50	56	59	9	16	19	Bangladeshi	0.7%	0.8%	0.8%	0.2%	0.3%	0.3%
Indian	552	594	585	227	230	233	Indian	8.2%	8.3%	7.6%	4.3%	3.8%	3.6%
Pakistani	132	145	149	49	47	40	Pakistani	2.0%	2.0%	1.9%	0.9%	0.8%	0.6%
Other	247	273	287	467	529	627	Other	3.7%	3.8%	3.7%	8.9%	8.7%	9.8%
<b>Black or Black British</b>							<b>Black or Black British</b>						
African	207	213	259	122	167	161	African	3.1%	3.0%	3.4%	2.3%	2.7%	2.5%
Caribbean	53	49	62	11	14	21	Caribbean	0.8%	0.7%	0.8%	0.2%	0.2%	0.3%
Other	11	15	14	33	32	27	Other	0.2%	0.2%	0.2%	0.6%	0.5%	0.4%
<b>Chinese</b>							<b>Chinese</b>						
Chinese	214	218	262	1241	1652	1751	Chinese	3.2%	3.1%	3.4%	23.8%	27.2%	27.3%
<b>Mixed Race</b>							<b>Mixed Race</b>						
White & Asian	97	120	120	36	46	52	White & Asian	1.4%	1.7%	1.6%	0.7%	0.8%	0.8%
White & Black African	20	25	33	6	10	17	White & Black African	0.3%	0.4%	0.4%	0.1%	0.2%	0.3%
White & Black Caribbean	20	33	34	9	11	14	White & Black Caribbean	0.3%	0.5%	0.4%	0.2%	0.2%	0.2%
Other	158	164	190	150	182	213	Other	2.4%	2.3%	2.5%	2.9%	3.0%	3.3%
<b>White</b>							<b>White</b>						
White	4481	4789	5169	2374	2602	2629	White	66.9%	67.1%	67.5%	45.5%	42.8%	41.0%
<b>Other/Information refused or not known</b>							<b>Other/Information refused or not known</b>						
Other Ethnic Background	228	215	243	324	392	459	Other Ethnic Background	3.4%	3.0%	3.2%	6.2%	6.4%	7.2%
Information refused	207	221	188	147	149	142	Information refused	3.1%	3.1%	2.5%	2.8%	2.4%	2.2%
Not known	17	7	1	14	3	0	Not known	0.3%	0.1%	0.0%	0.3%	0.0%	0.0%
<b>Total</b>	<b>6694</b>	<b>7137</b>	<b>7655</b>	<b>5219</b>	<b>6082</b>	<b>6405</b>	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

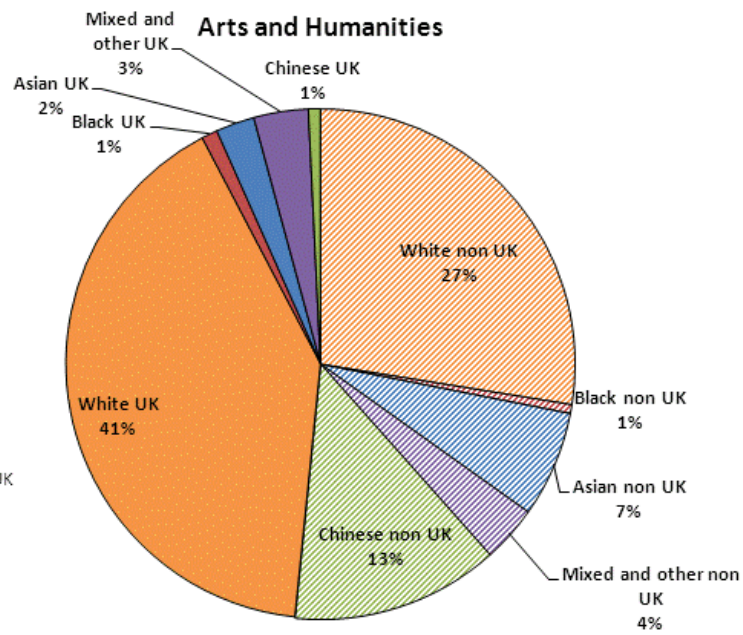
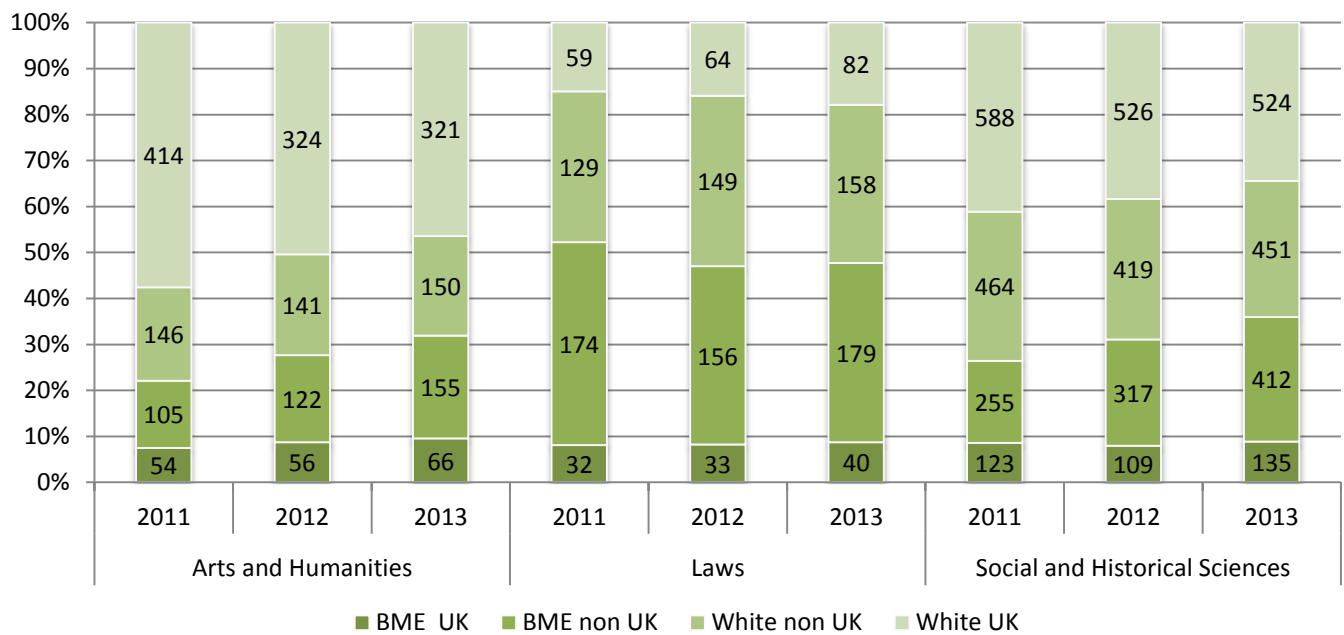
**Tables 35& 36 : Postgraduate students 2012-14**

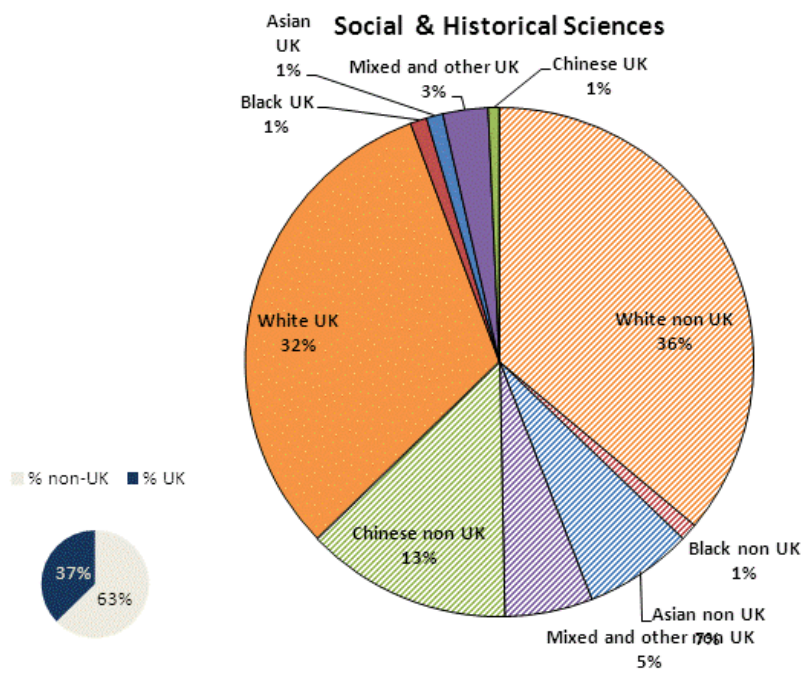
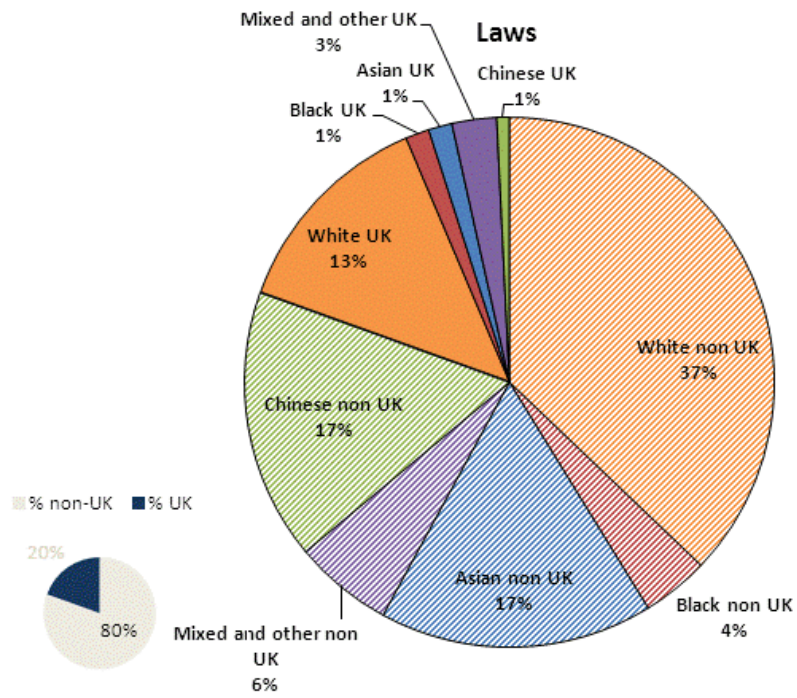


**Graph 35: Institute of Education Postgraduates**



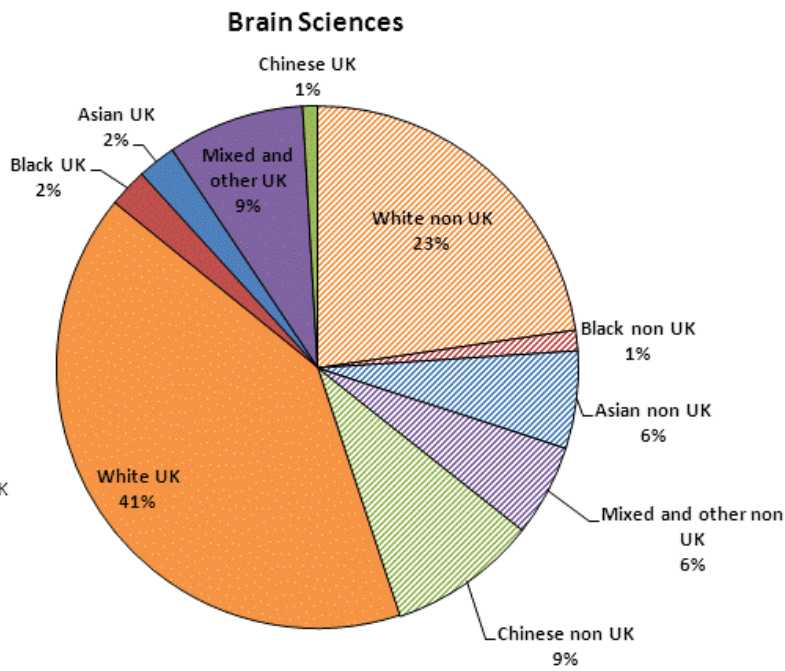
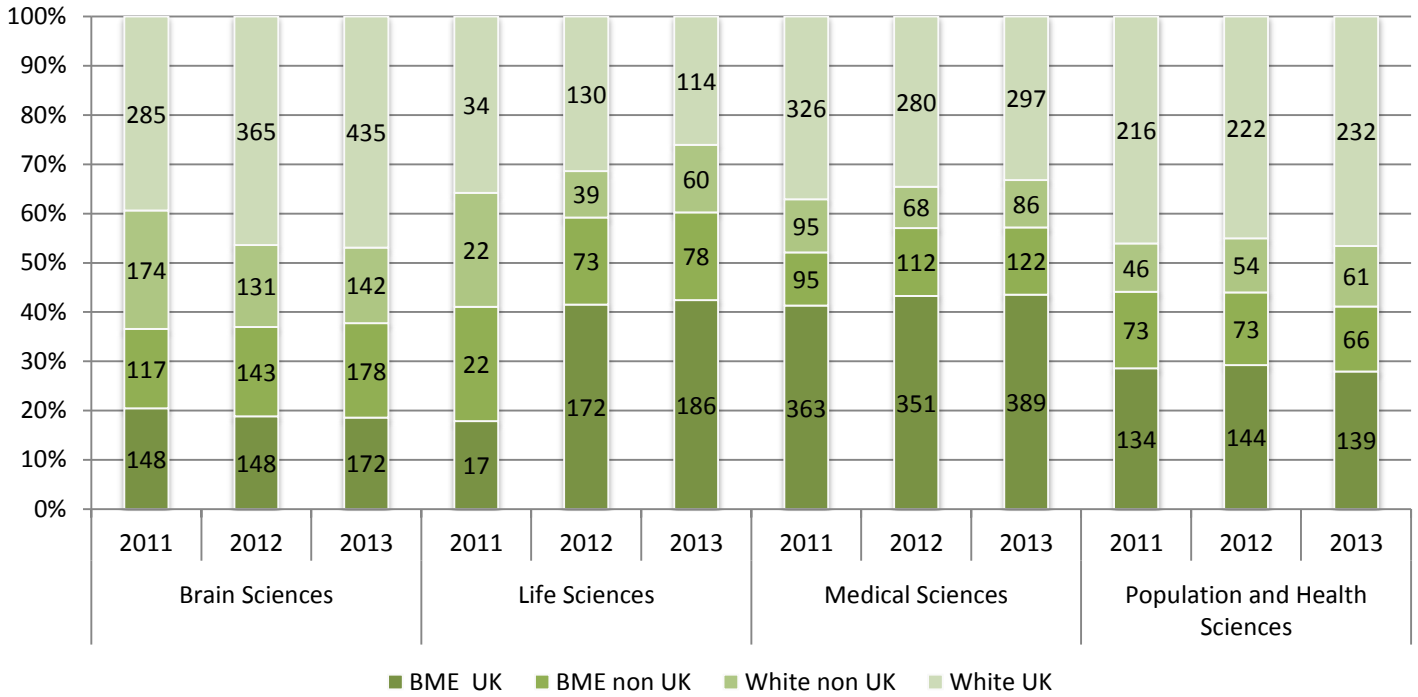
**Graph 36: Taught Masters Students : School of Arts and Humanities 2011 - 2013**





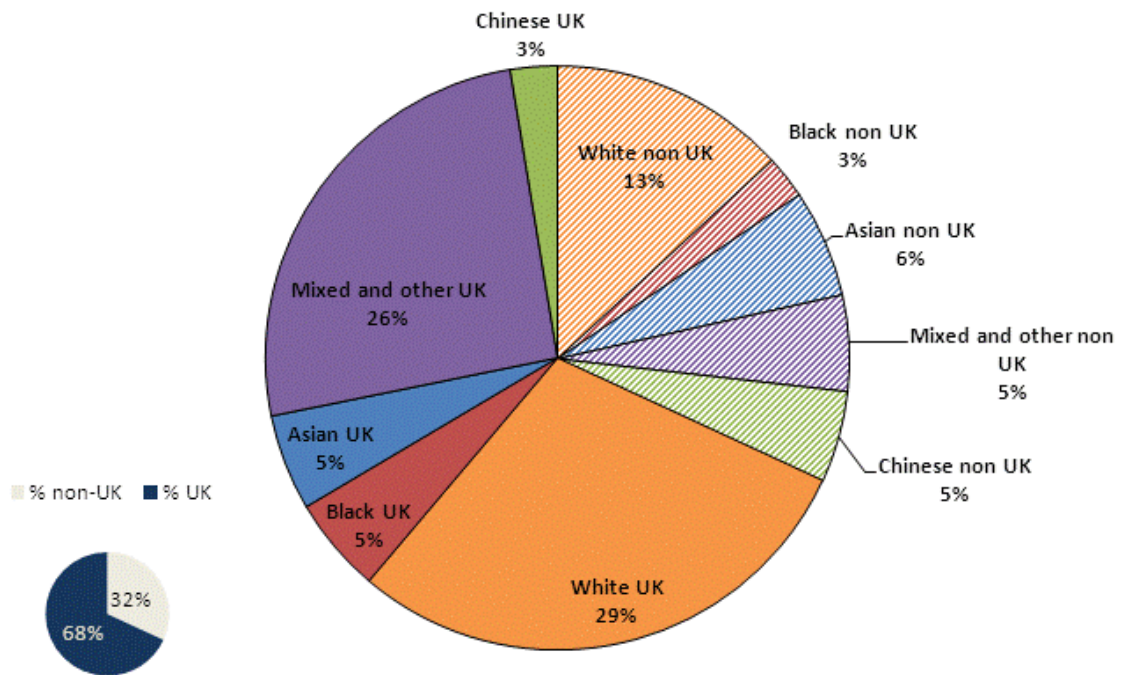
Charts 12, 13, 13: 3 year aggregate average by main ethnic group, UK and non UK

**Graph 37: Taught Masters : School of Life & Medical Sciences 2011-13**

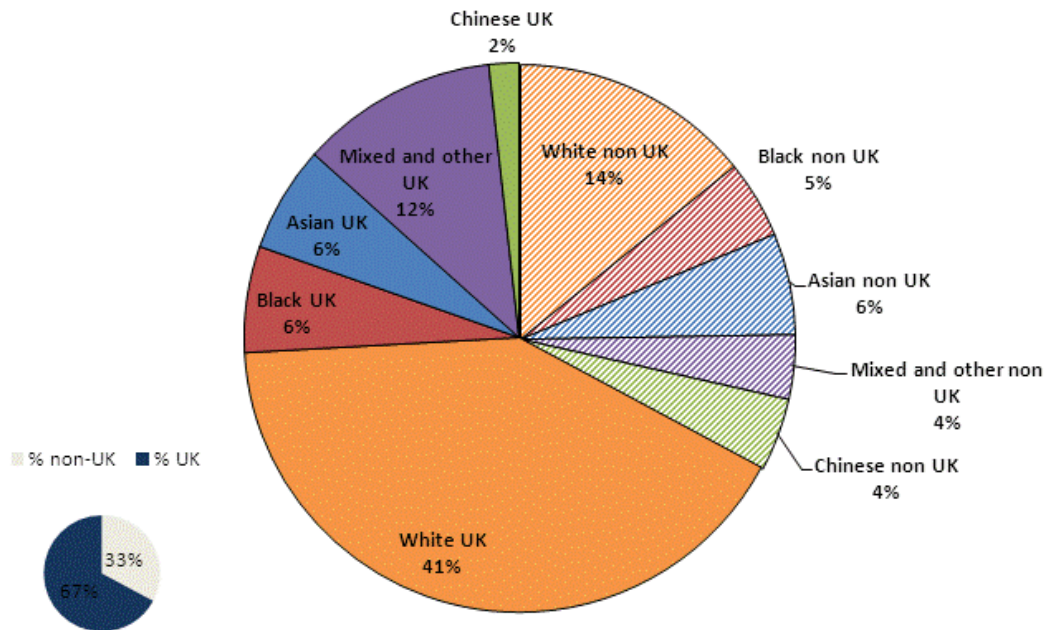




### Life Sciences

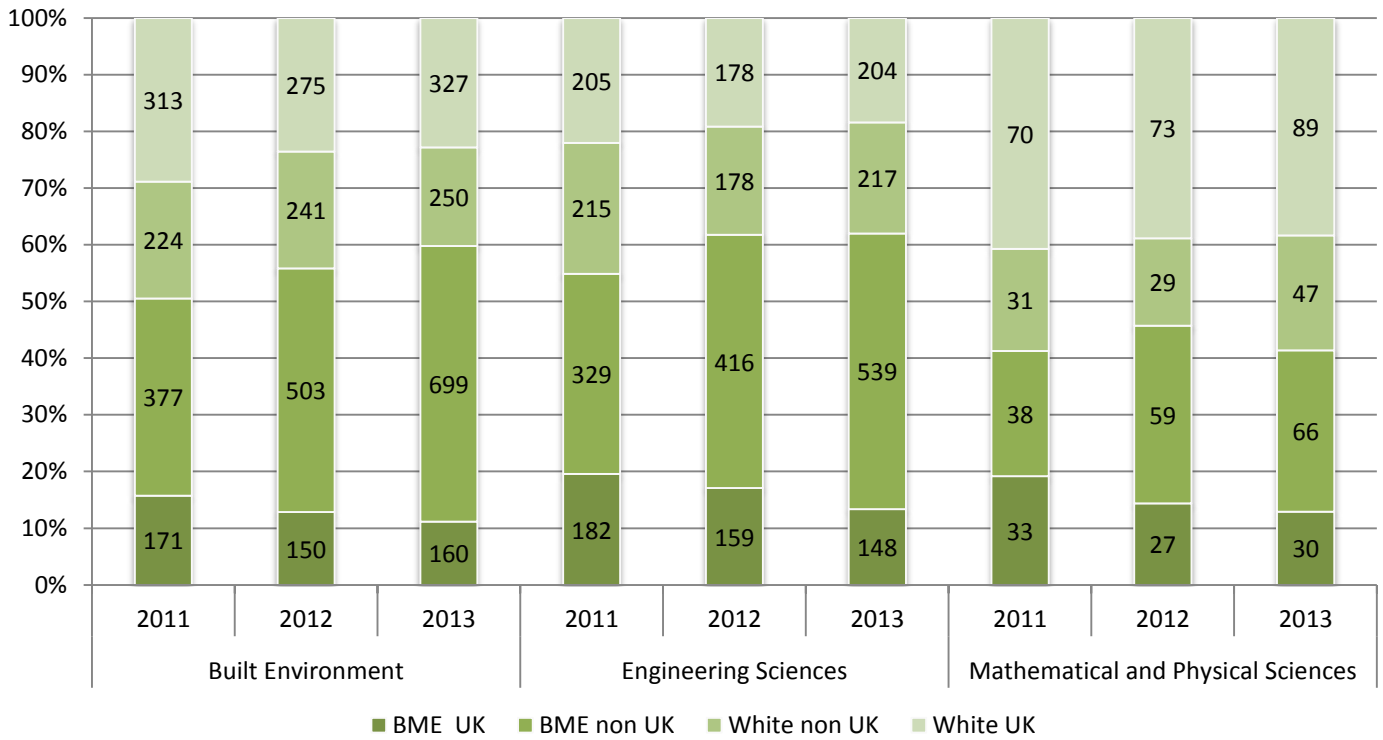


### Population Health Sciences

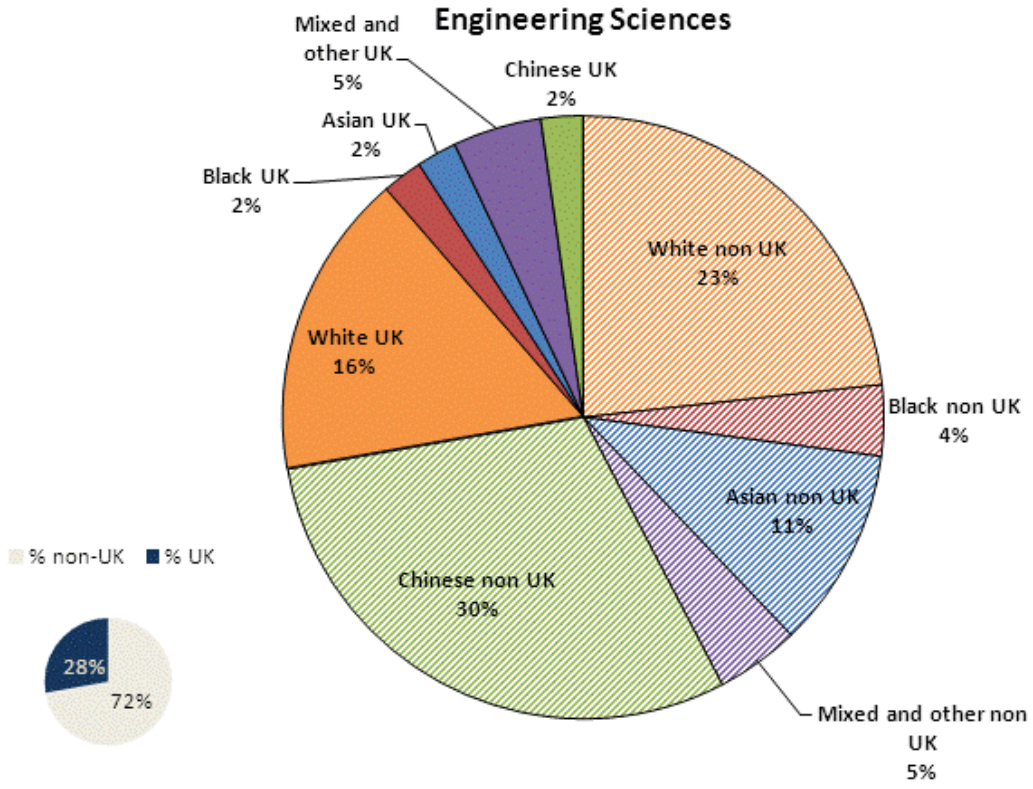


Charts 16,17 and 18: 3 year average aggregate by main ethnic group

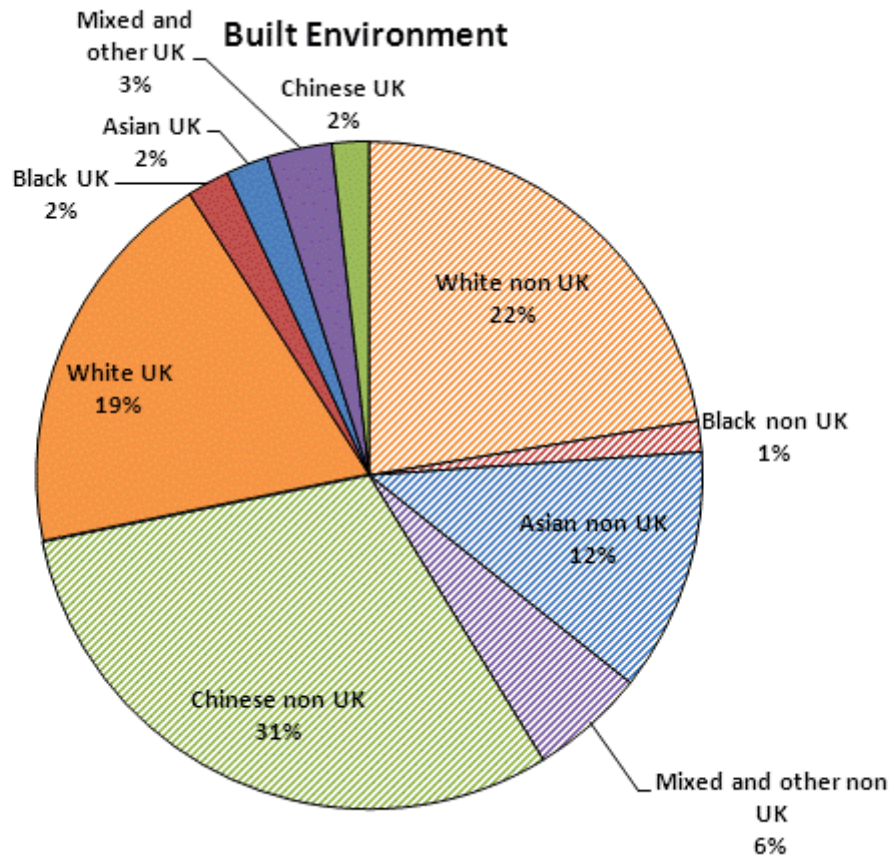
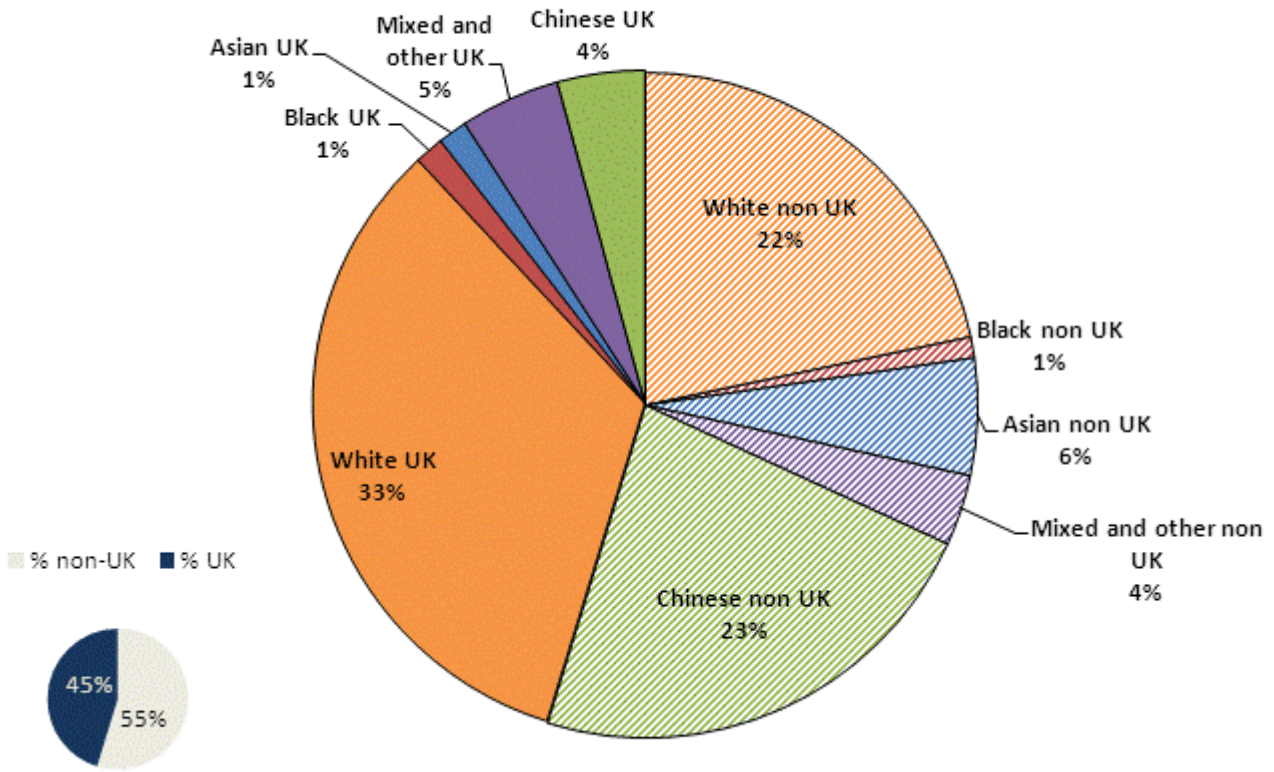
**Graph 38: School of Sciences: Taught Masters 2011-13**



# Engineering Sciences



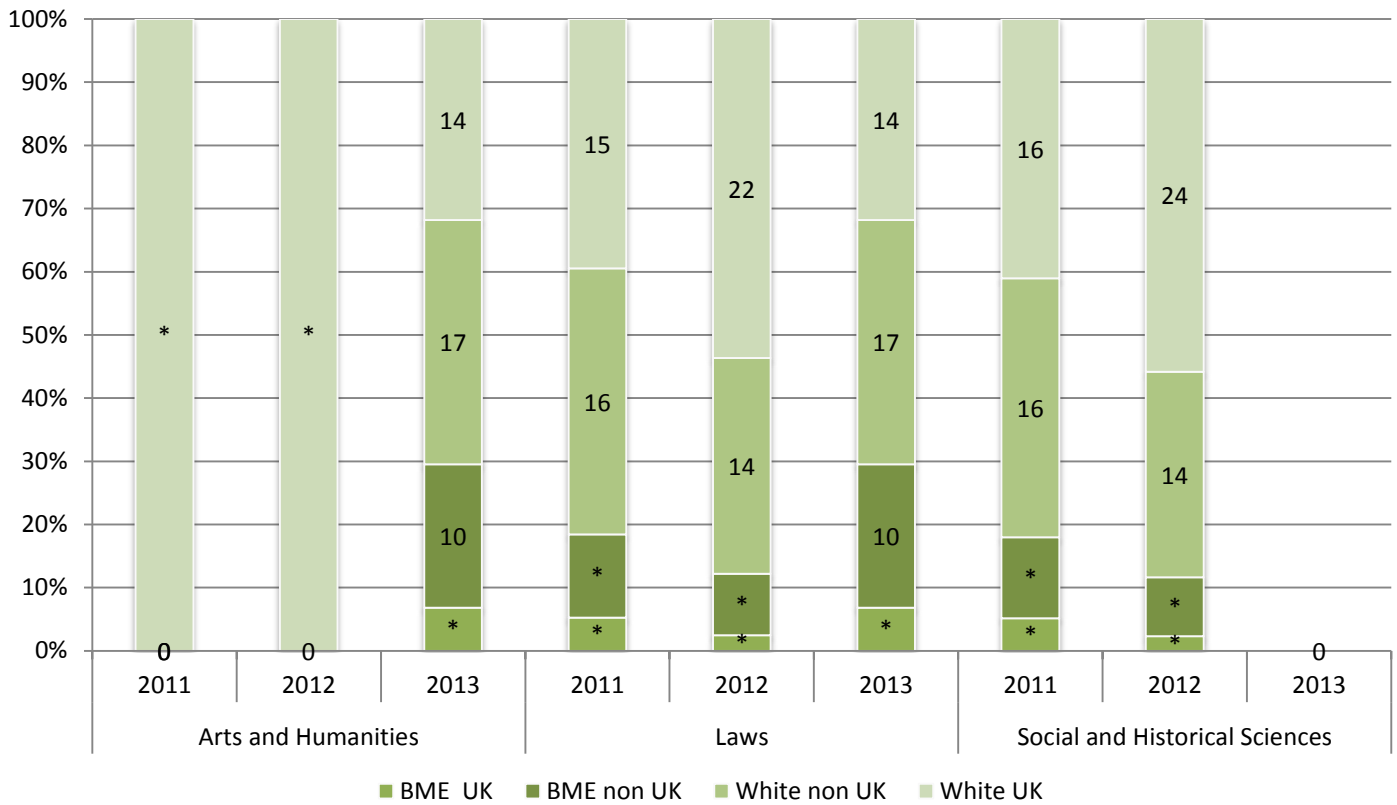
### Mathematical & Physical Sciences



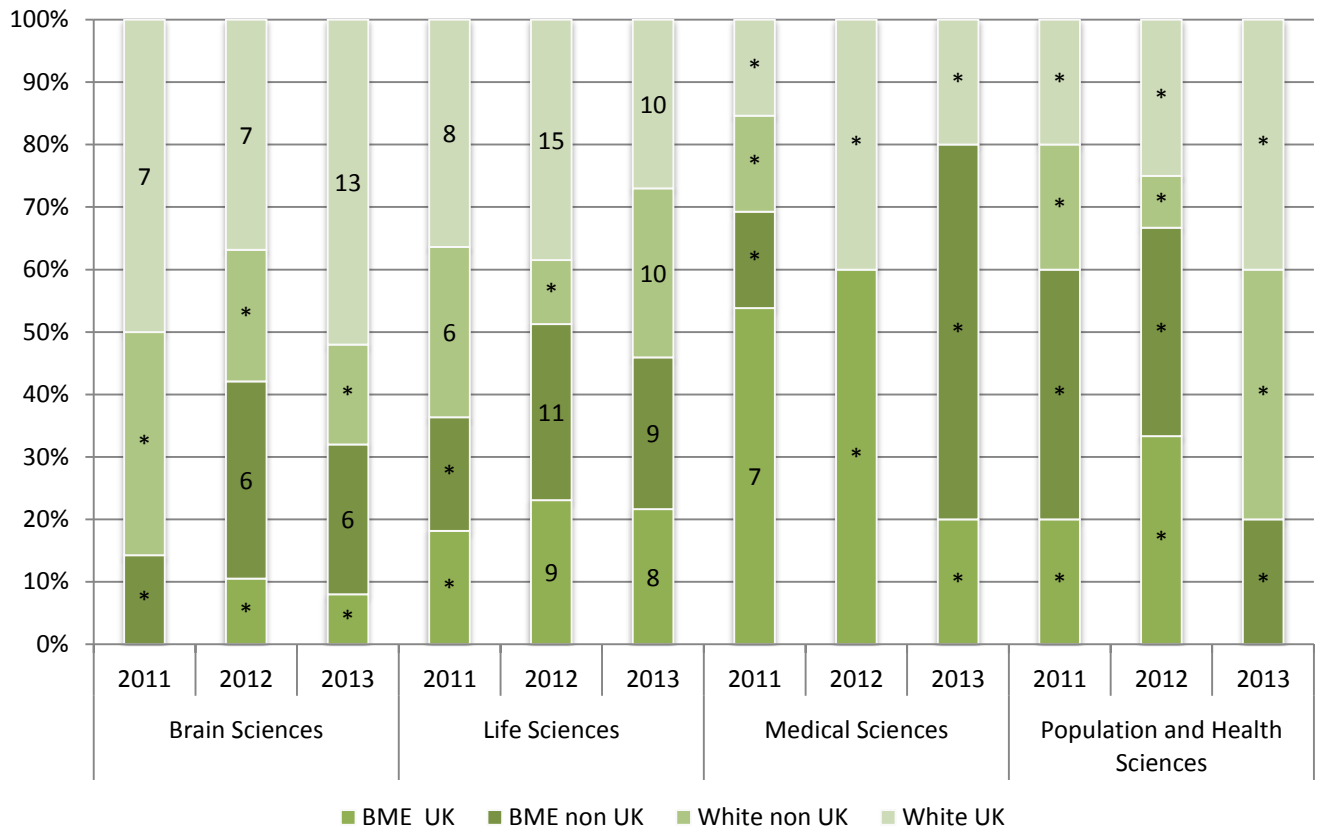
Charts 19, 20 & 21: 3 year aggregate average by main ethnic group



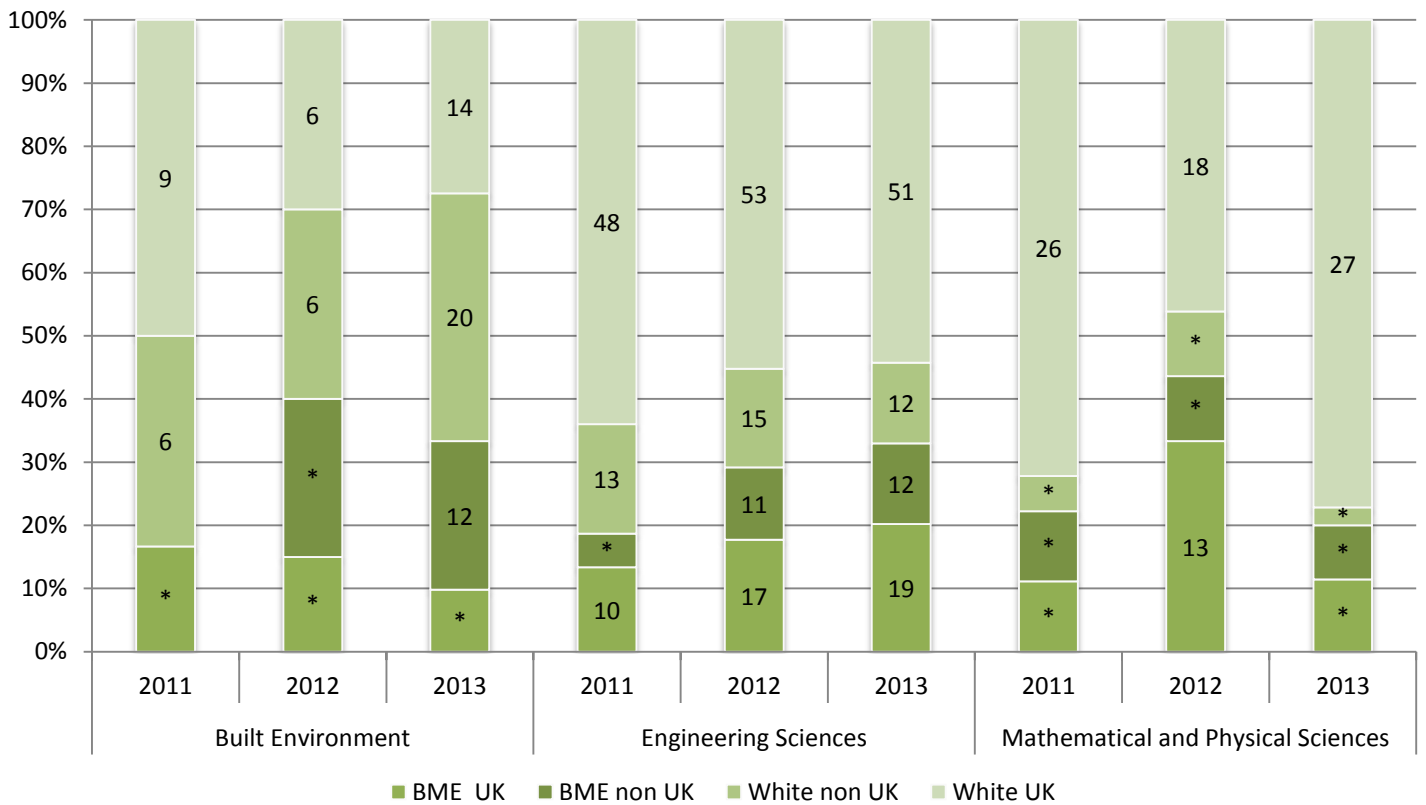
**Graph 40: BME UK/non-UK Research Masters Students in the School of Arts and Humanities from 2011 - 2013**



**Graph 41: BME UK/non-UK Research Masters Students in the School of Medical and Life Sciences from 2011 - 2013**

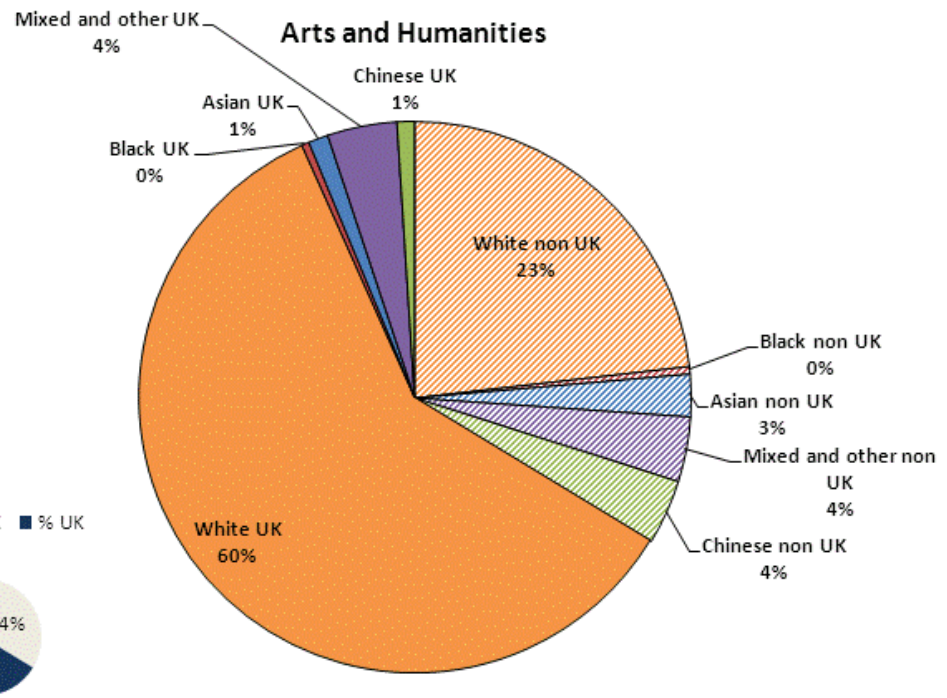
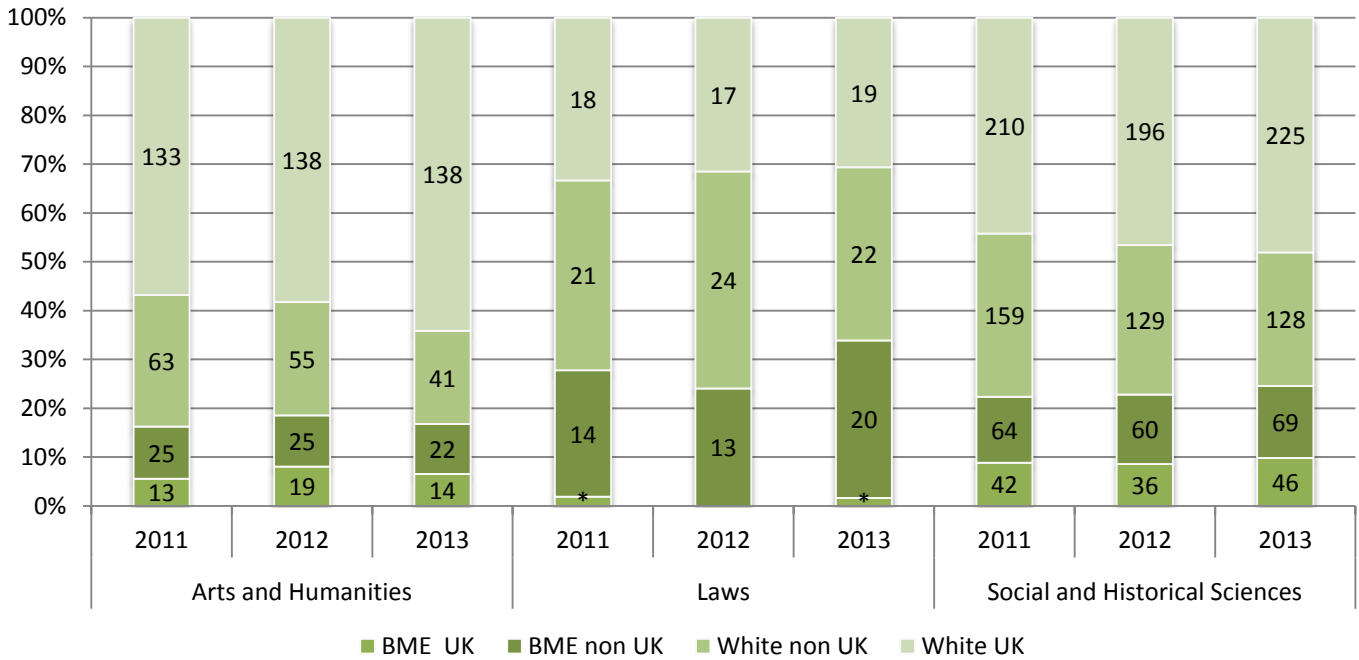


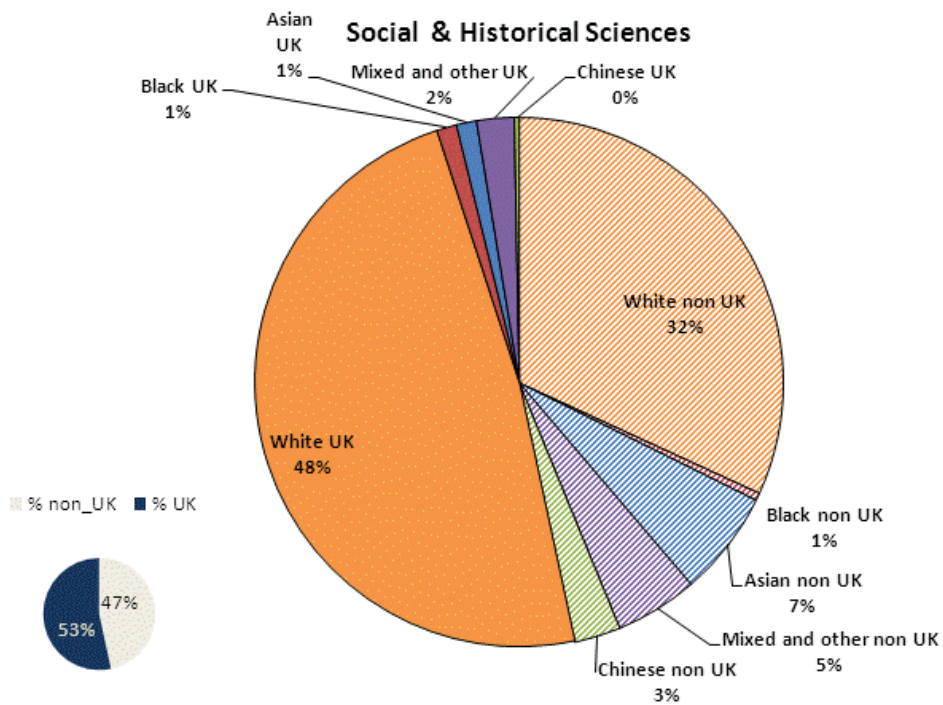
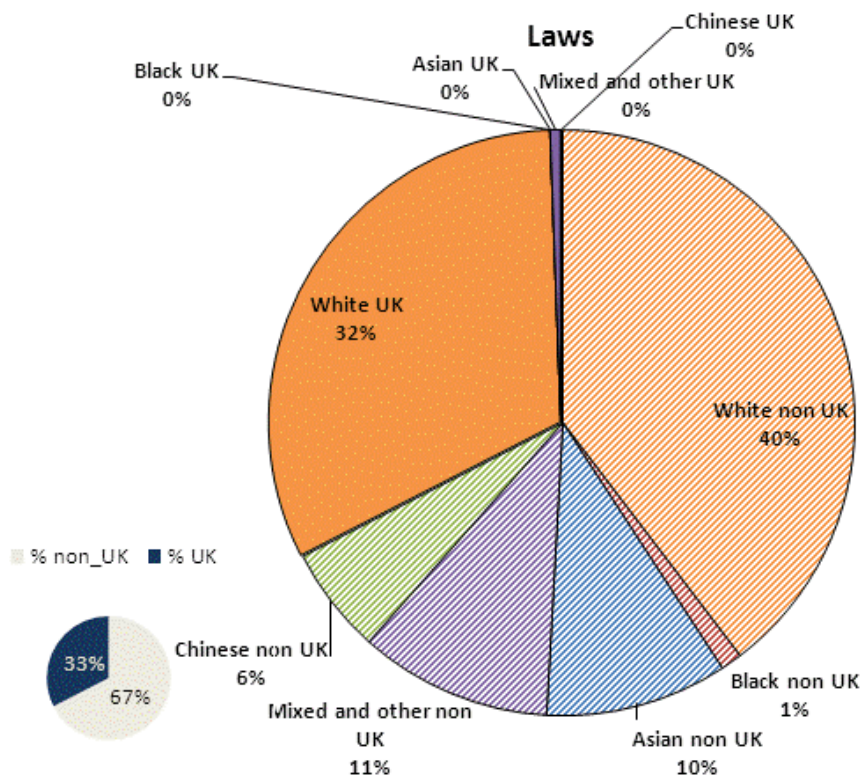
**Graph 42: BME UK/non-UK Research Masters Students in the School of Sciences from 2011 - 2013**



# Postgraduate Research Student Data

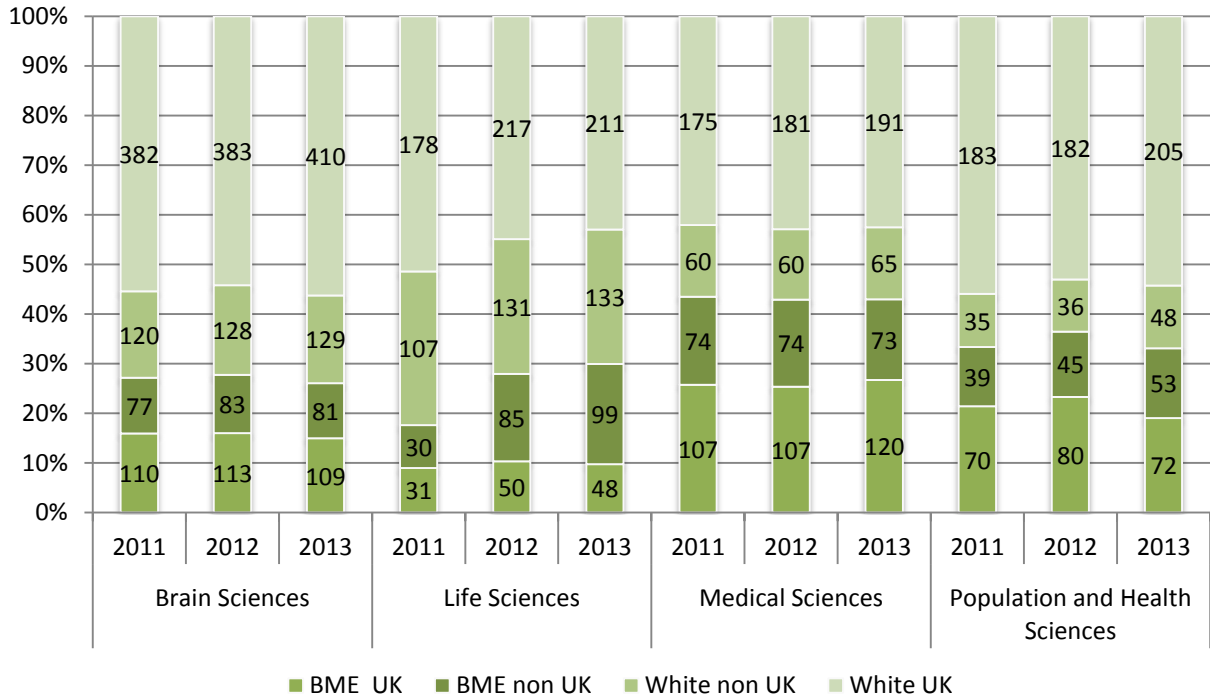
**Graph 43: BME UK/non-UK PhD Students in the School of Arts and Humanities from 2011 - 2013**



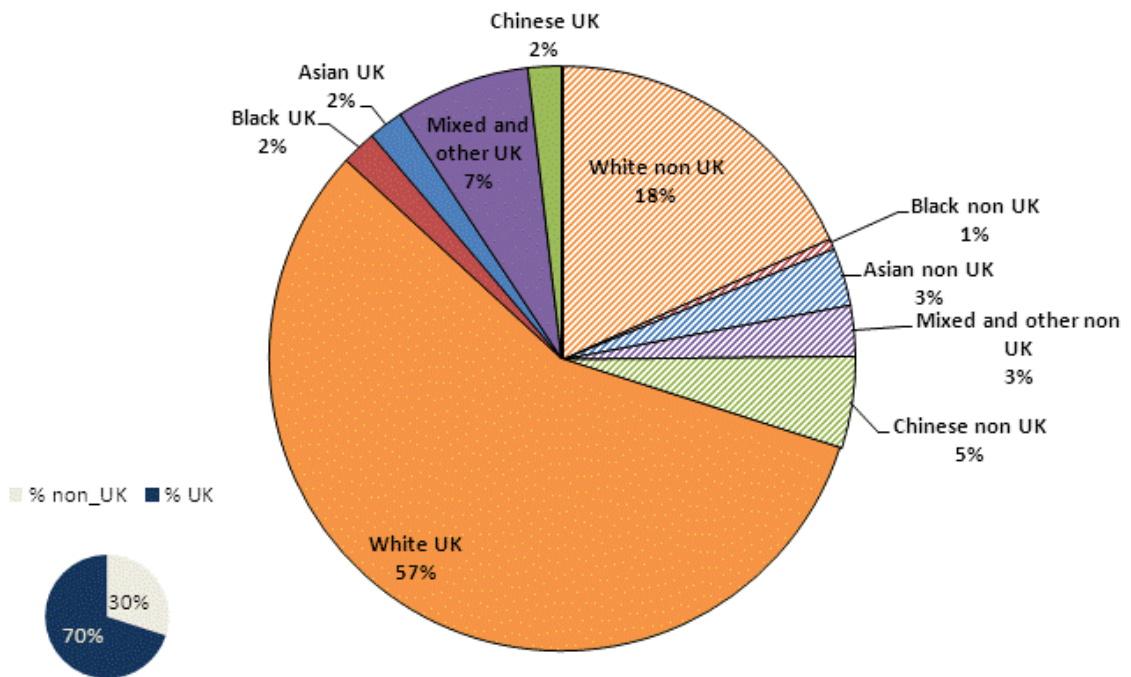


Charts 22,23 and 24: 3 aggregate average by main ethnic group, Uk and non UK

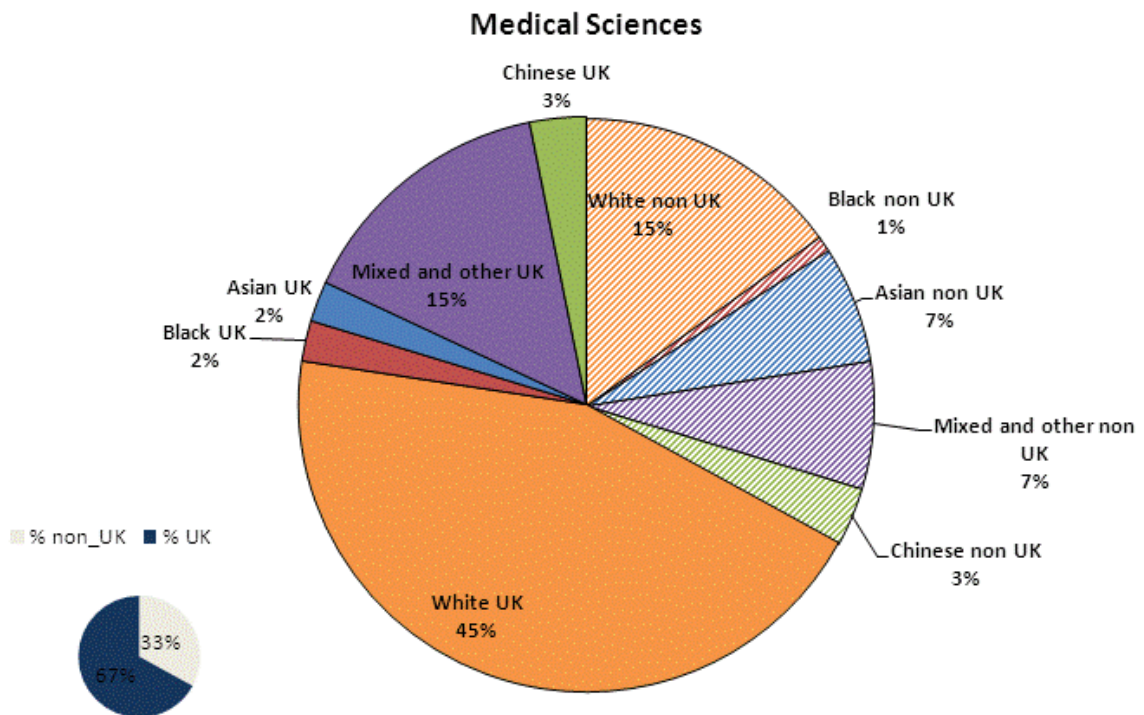
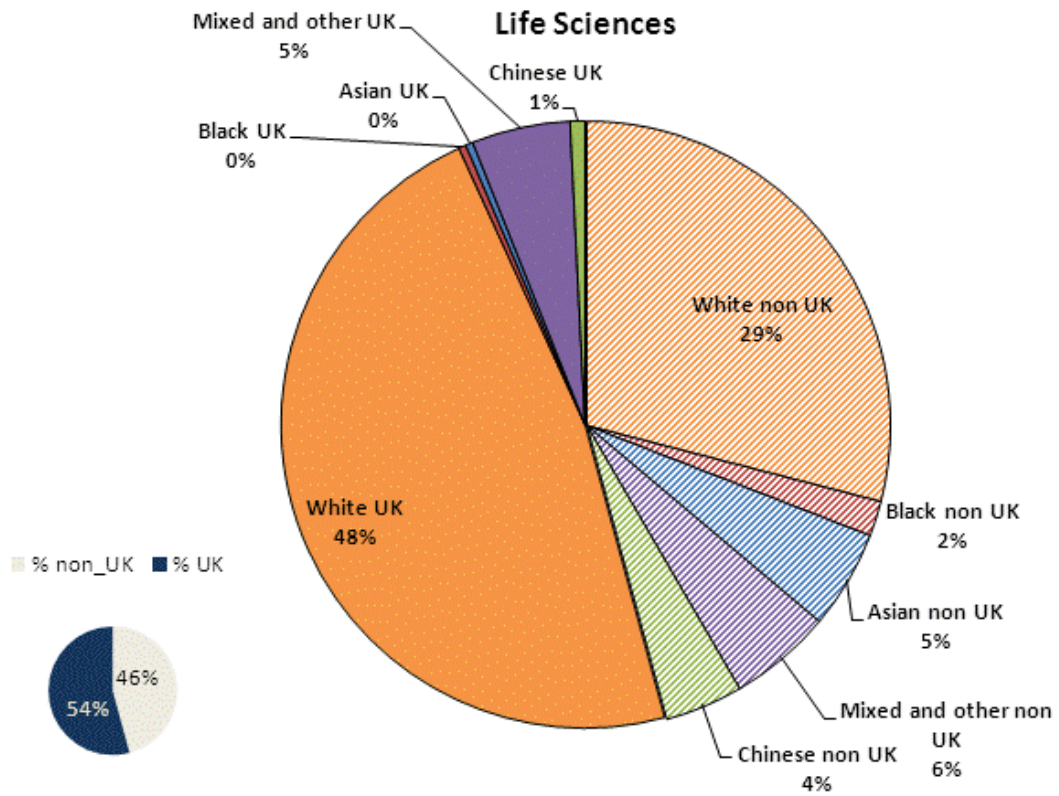
**Graph 43: BME UK/non-UK PhD Students in the School of Medical and Life Sciences from 2011 - 2013**



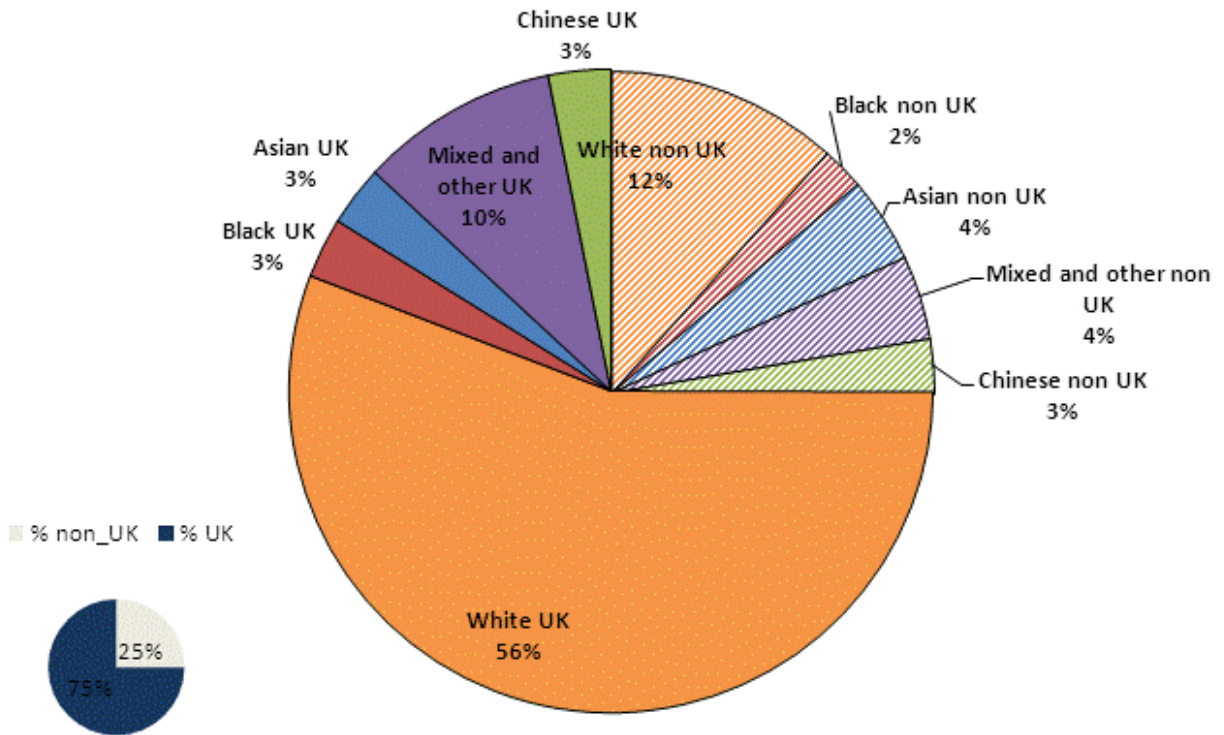
**Brain Sciences**





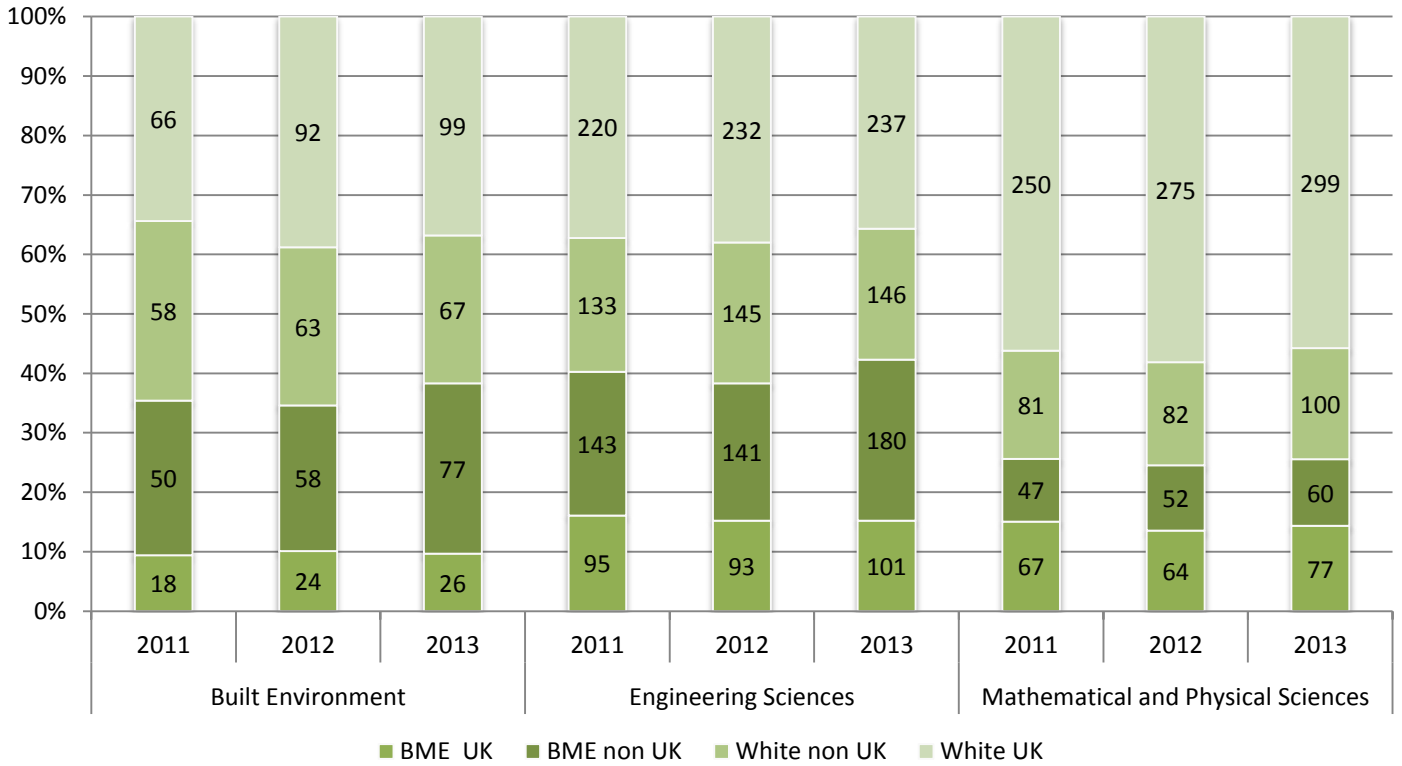


### Population Health Sciences

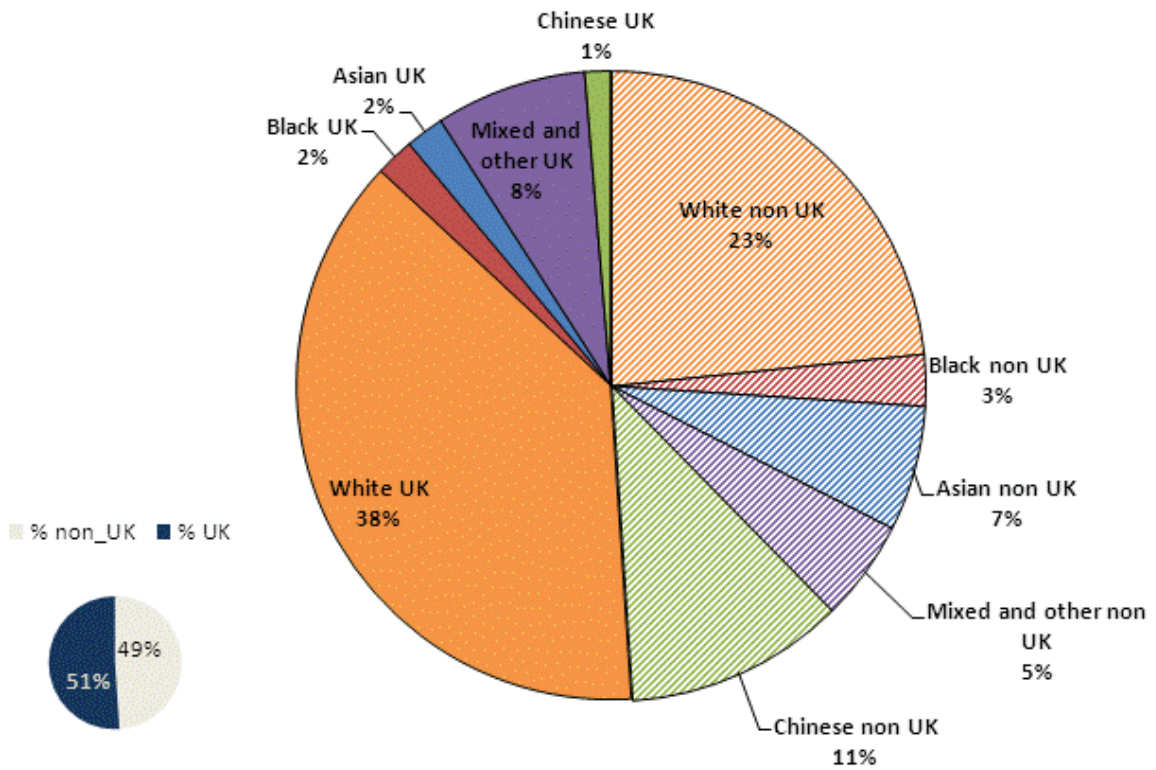


Charts 25,26,27 and 28: 3 aggregate average by main ethnic group, Uk and non UK

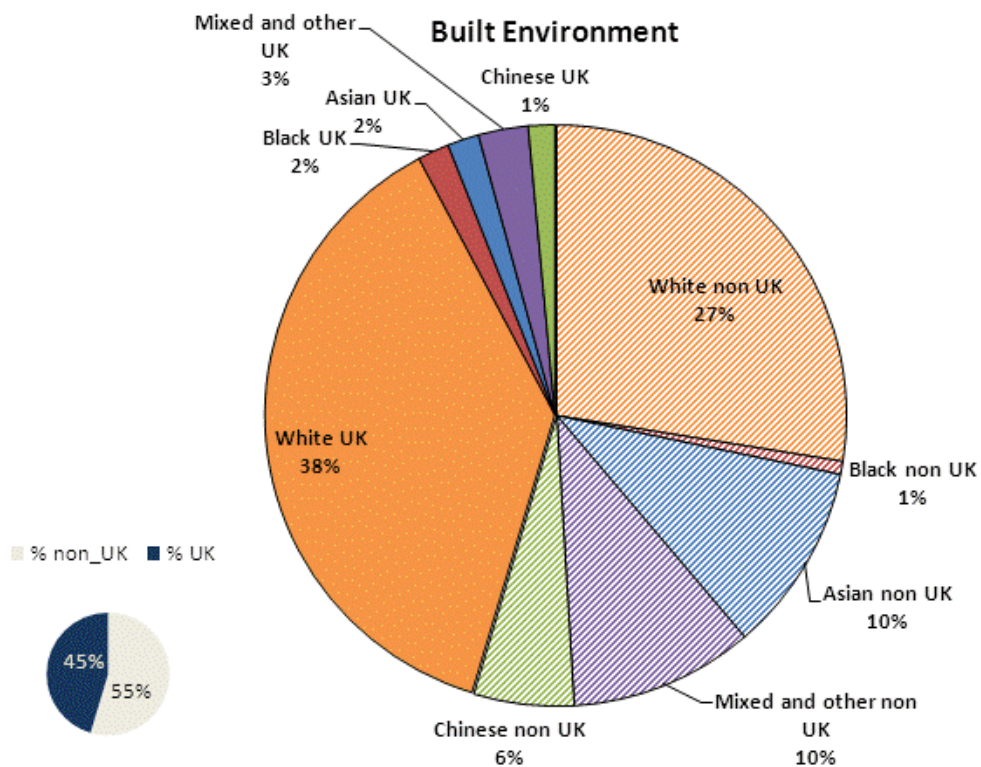
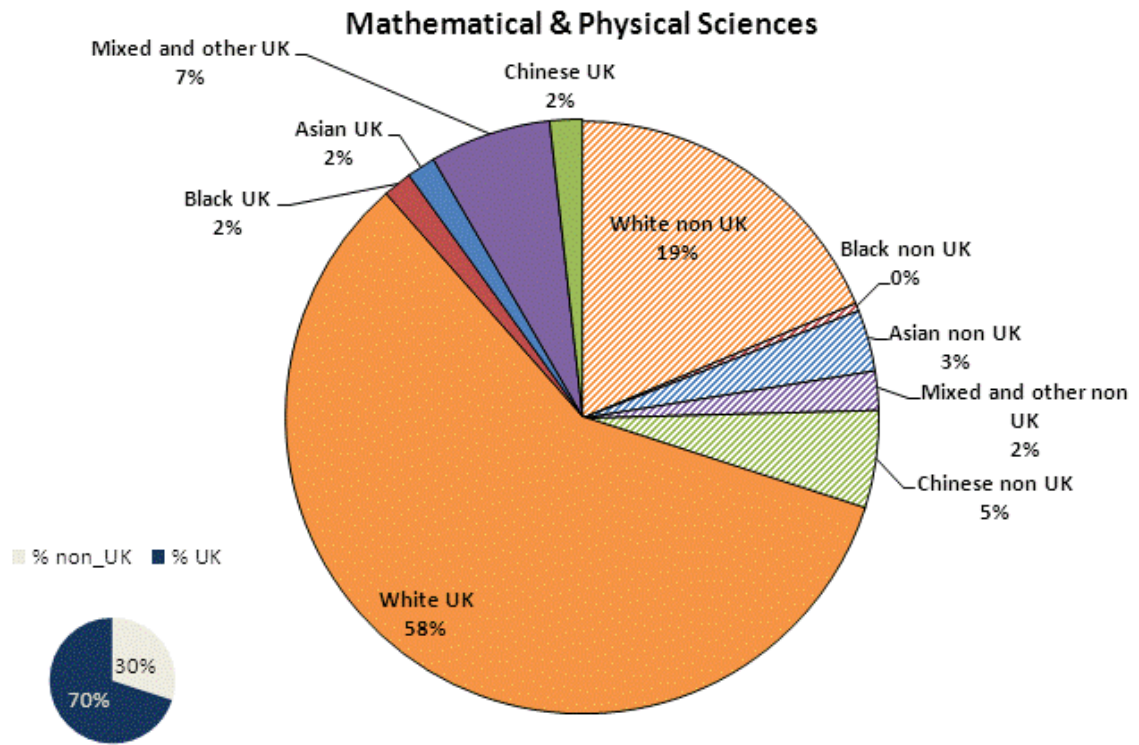
**Graph 44: BME UK/non-UK PhD Students in the School of Sciences from 2011 - 2013**



**Engineering Sciences**

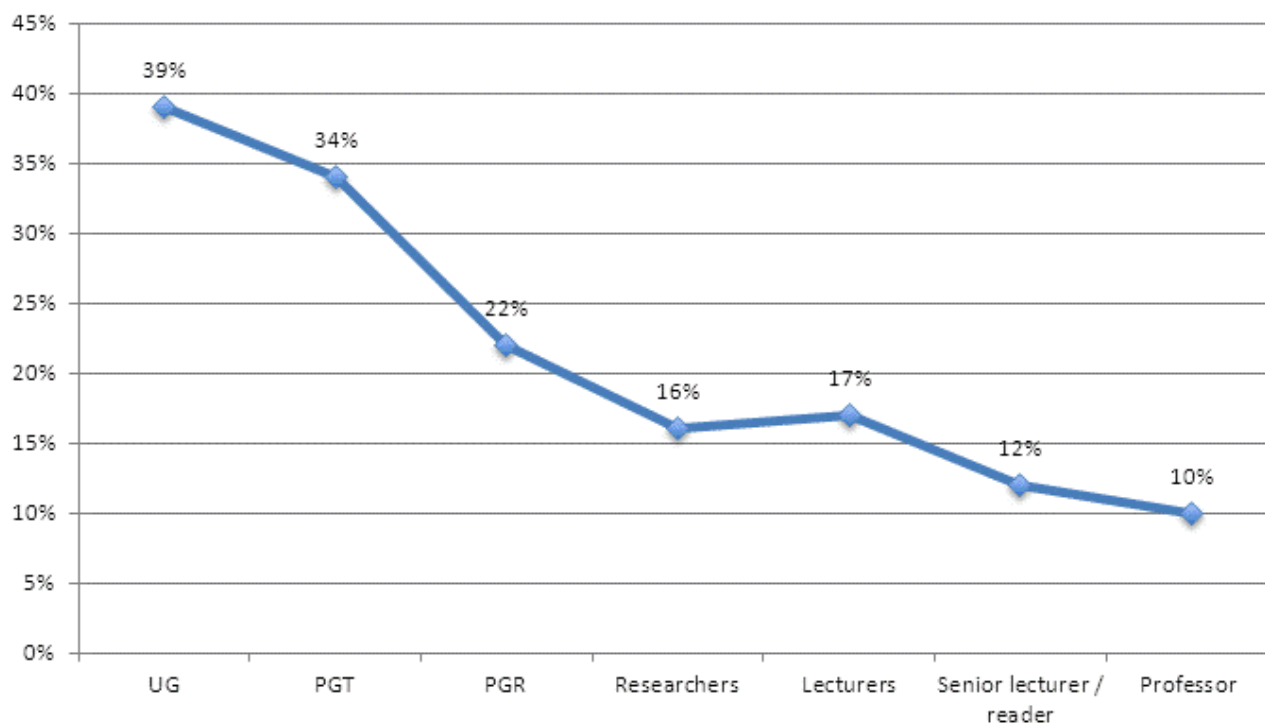






Graphs 28, 29, 30: 3 year aggregate average by main ethnic group, Uk and non UK

## Snapshot: UK BME 'pipeline' 2013



**Graph 45: 'Pipeline' of UK BME students / staff**

### Overall trends

The data shows that the largest attrition point in the academic 'pipeline' for BME (UK and non UK) students is from Masters to PhD. At Masters level we are doing well in retaining BME students. Not unexpectedly, there are differences between faculties and larger, more diverse faculties such as Engineering largely account for this favourable retention figure. For UK BME students overall, however, there is a 12% drop from PGT to PGR and for black students (our most under-represented group) the proportion more than halves from 5% to 2%.

In comparison to the Russell Group average, the university performs very well and has a much higher proportion of UK BME students at all levels.

### Postgraduate Taught

In the academic year 2014-2015, the university competed for, and was awarded £2.341 million from HEFCE for an initiative entitled 'evaluating mechanisms to attract and retain underrepresented PGT students'. With these funds, throughout the academic year 2014-2015 we have implemented the Graduate Support Scheme (GSS), which aims to identify and remove perceived barriers to wider participation in PGT study and to enhance diversity. The GSS included providing 93 students with a bursary of £10,000 for living costs alongside the payment of tuition fees.

The GSS bursaries were allocated primarily on the basis of economic need; however the project targeted its advertising to BME students i.e. by posting adverts in the Facebook newsfeeds of users from postcodes with high BME populations and advertising at undergraduate institutions with a high proportion of BME students. The Equalities Team also utilised national networks to ensure information about the scheme was circulated to student union BME clubs and societies.

The data on participation is in the process of being analysed to understand how effective the GSS bursary scheme and GSS Summer Schools were in increasing participation from BME communities. However, early data shows that 35.5% of participants in the Summer School were from UK BME backgrounds (compared to 29% in the overall university's postgraduate population in 2012). Particularly significant was the increased participation from Black Caribbean and Bangladeshi communities (3.9% and 5.3% of summer school participants respectively compared to less than 1% each in the university's postgraduate population.)

A series of focus groups also took place with current BME Masters students in late March 2015, facilitated by Dr KW from the SAT. The focus groups included themes such as career aspirations and perceptions of the barriers to postgraduate study for BME students.

Whilst there has not been time to include the findings in this submission, the data from these groups will feed into the evaluation of the GSS programme. A full evaluation report with recommendations for future PG WP activity will be presented to Education Committee in September 2015. It is hoped that the evaluation will influence good practice on widening participation for BME students at PGT level in the sector. (Action 1.3)

## UCL Graduate Bursary Scheme

3 March 2014

UCL is one of the world's leading universities with a tradition of accessibility which dates back to its beginning. It was founded in 1826 to open up education in England for the first time to students of any race, class or religion. It was also the first university to welcome female students on equal terms with men.



The Graduate Support Scheme 2014 continues UCL's tradition of making high quality education accessible. A total of 93 bursaries, consisting of a fee waiver and a living allowance of £10,000, are available for students from underprivileged backgrounds on a range of courses. There is also childcare support to assist parents whilst studying, and a range of other activities including summer schools for most participating programmes.

For more information, and to download a bursary application form, go to:

[www.ucl.ac.uk/prospective-students/graduate/fees-funding/support-scheme/](http://www.ucl.ac.uk/prospective-students/graduate/fees-funding/support-scheme/).

The closing date for applications onto the scheme is 30<sup>th</sup> June 2014. Applicants must also have submitted a separate application to study their chosen Masters programme by that date in order to be considered.

## Postgraduate Research

Whilst we may compare favourably to the Russell Group average, the merger means that we are now producing the highest concentration of PhD students in the UK. We believe that the reasons why BME students are deterred from taking PhDs are complex and manifold. The SAT believes there may be more expectation and pressure for students from these backgrounds to go into occupations where BME people are more visibly successful. In addition to more enticing career options, scarce funding opportunities and an overwhelming lack of role models who can understand and respond to specific cultural reference points may also be deterring factors.

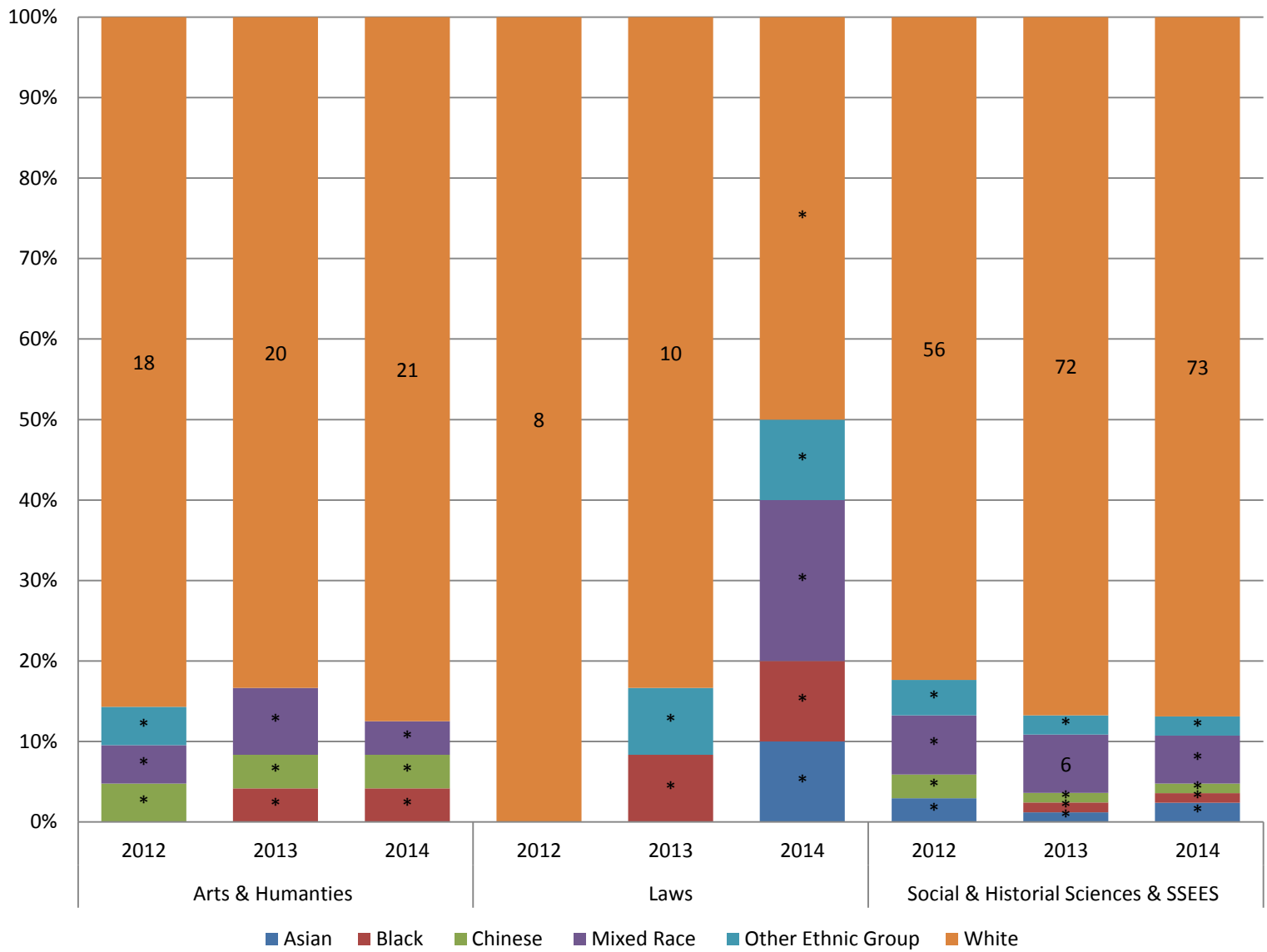
We have participated in a National Science Foundation research project examining emerging and continuing patterns for select minority groups at Postgraduate STEM courses in the UK. This American-funded project, run in collaboration between Penn State University and the Institute aims to influence university and wider policy strategies that US urban doctoral universities might undertake to promote greater participation by underrepresented groups. The researchers involved in this project have interviewed our research students and will be submitting the research to our Doctoral School.

It has been agreed that a key mechanism for stemming the attrition of BME students from Masters to PhD is through the new Faculty Doctoral Strategy Planning process. This will encourage faculties to focus on ethnicity issues in relation to PGR students, and allow the Doctoral School to take an institutional level view of the issues and necessary actions (Action 1.6)

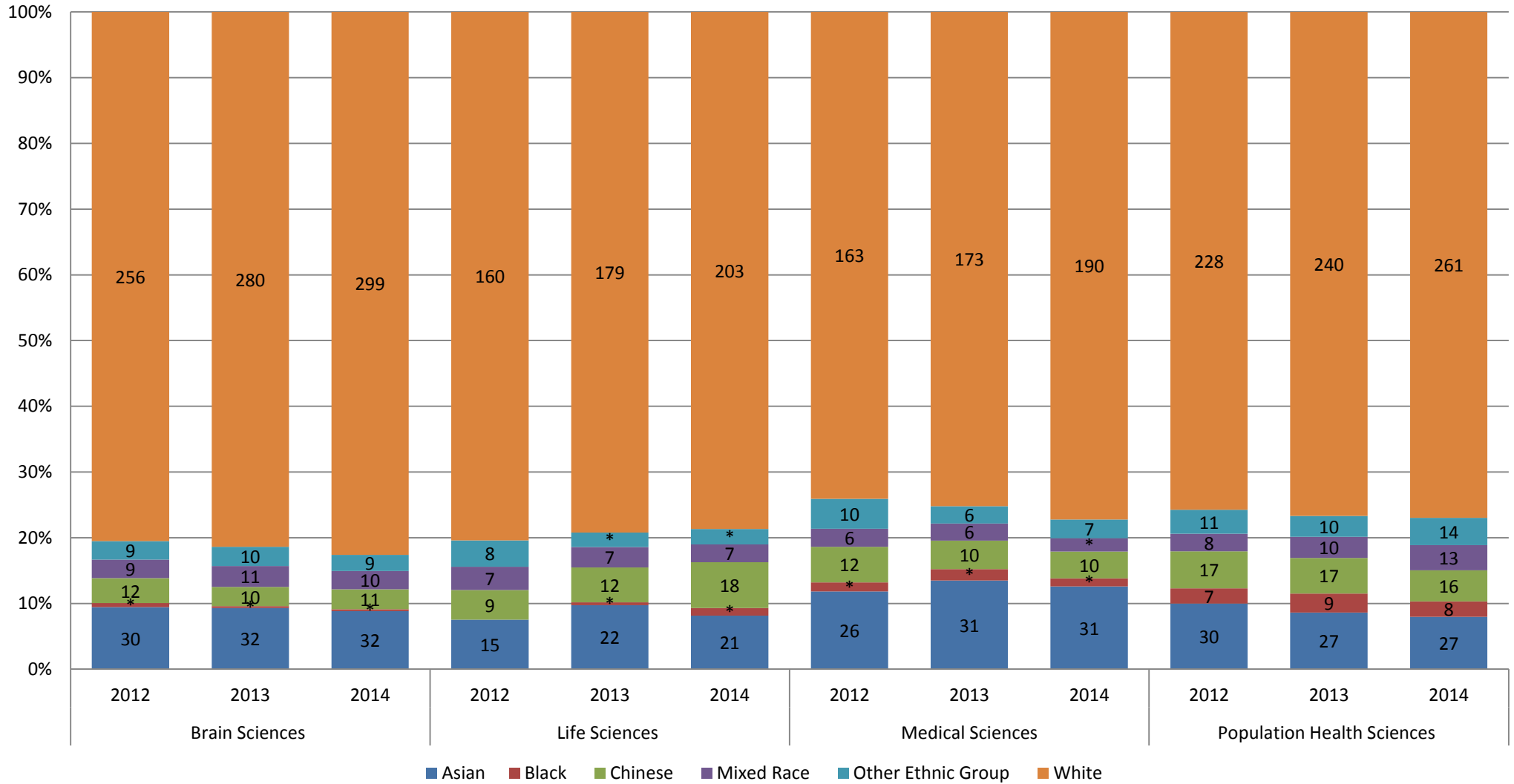
DARO are also designing a fundraising campaign with the intention of developing PhD scholarships for BME UK students. Early discussions are looking at 20 scholarships per year with fees and maintenance grants means we will be hoping to raise £1.4 million for this. We are keen to test the limits of positive action in this regard and see this as a continuation of our radical history. (Action 1.4) (791)

## 7e Early career researchers (or equivalent grade)

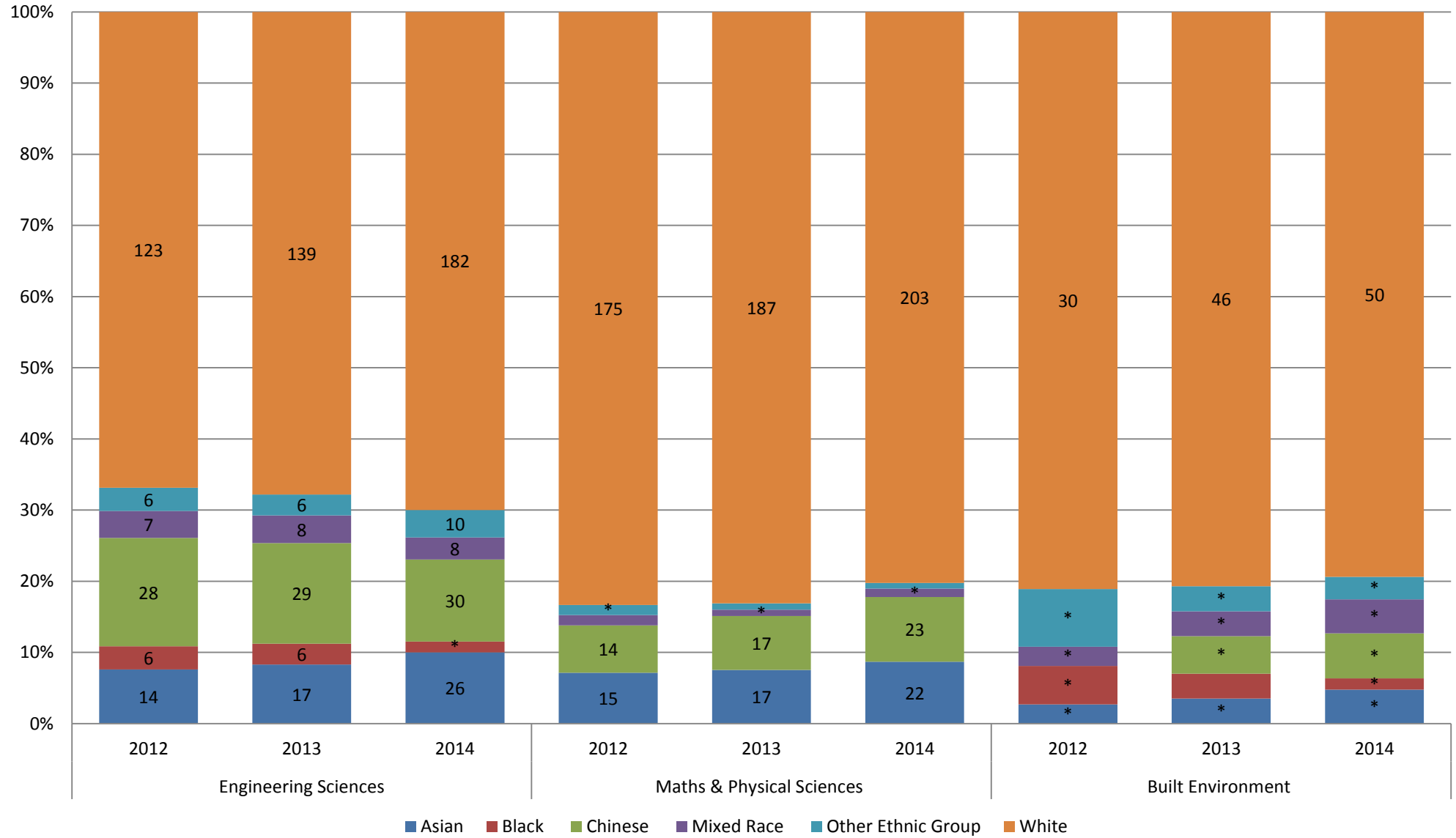
Graph 46: Early Career Researchers School of Arts & Humanities



**Graph 47: Early Career Researchers School of Life & Medical Sciences**



Graph 48: Early Career Researchers School of Sciences



**7f Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education with specific reference to individual departmental responsibilities.**

As a consequence of widespread engagement in Athena SWAN there are many departmental actions that are having a positive impact on early researcher career (ECR) development, support and departmental culture in STEMM areas.

Many departments have focussed on the jump between Post Doc and Lecturer as a key transition point. In response, departments have implemented a range of activities, but some common examples are networking and career events.

To ensure ECRs have access to networking opportunities, peer support, and information on career development, departments have established ECR Networks (for example, in Psychology, the Ear Institute and Neurology). These networks have received very positive feedback and are now run by the post doc community

A large number of departments have established annual careers events aimed specifically at ECRs. Topics covered in these events have included: funding opportunities and writing grant or fellowship applications, writing a good CV, 'from post doc to PI', etc.

In 2013, the School of Life and Medical Sciences established an Academic Careers Office (ACO). The ACO has been highly successful, and is now being rolled out to other Faculties including Engineering. Information and advice is available on the ACO website for both clinical and non-clinical career paths, such as applying for a PhD, finding a supervisor and applying for funding. The ACO has run a number of mentoring and leadership initiatives to support the career development of ECRs.

BME staff are over-represented in junior research roles. The key issues are therefore now to ensure all departments are replicating this good practice (especially non-STEMM departments) and to ensure that departmental and faculty ECR activities are inclusive and that BME women and men are benefiting from them to the same degree as white colleagues. Our good practice guidance on supporting ECRs disseminated to all departments under the auspices of Athena SWAN features a section on intersectionality and encourages departments to audit their ECRs support activities to ensure BME staff are participating equitably.

Going forwards, we aim to ensure there is more joined-up activity between Athena SWAN Faculty Leads and the RESG to ensure greater engagement with additional challenges BME ECRs may face (Action 6.9) The HoD coalition will also consider and consult on targeted activities for BME ECRs.

The Organisational Development Team coordinates a number of initiatives that are of particular benefit to ECRs. These include:

- uMentor, an online mentoring platform. All staff are encouraged to sign up as a mentor and/or a mentee. All mentors and mentees must first complete an online training package. Mentors and



mentees can then create a personal profile outlining the topics they wish to discuss as part of a mentor relationship.

- The Leadership in Action programme – a 3 day course designed to develop leadership skills in researchers.
- An online programme called ‘Professional skills for researchers’
- An annual Research Staff Conference (468)

## 8 Diversity in curriculum and pedagogy

**8a & 8b Please outline how you address race inequalities in the curriculum. / Please outline how you address inclusivity in pedagogy.**

### Liberating the Curriculum

We recognise that to liberate is to go beyond merely recognising “diversity”, by acknowledging the present legacies of historical oppression, and by acting now to address them. The curriculum encompasses not only “pedagogy”, but also three other elements which can be thought of as the “what”, “how”, “who”, and “where” of the curriculum:

- 1) Syllabus: the choice of topics, resources, examples or case studies
  - 4) Process: the teaching methods and learning activities
- Participants: the students and tutors on the programme
  - Environment: the rooms and buildings, the signs and statues, and the local area, taking into consideration the accessibility of these spaces, both physically and socially.

### Where we are now

The experiences of students with regard to curriculum in the RECM Survey included some positive responses:

*“As an archaeologist, race and cultural diversity are an integral part of the research, specifically as I study the spread of an ancient migratory group”.*

Other responses were more apathetic:

*“The issue of race/ethnicity is not relevant to the material”.*

Such apathy is troubling, given our broad definition of “curriculum”. However, crucially, several responses were negative:

*“In chemistry there is no talk about diversity and the scientists we cover are European with a few exceptions”.*

*“The contributions of, impact on and opinions of a variety of cultures are not addressed at all. The history of Physics and Mathematics is seen to have been developed only by the ancient Greeks and then in the “Age of Enlightenment” in Europe. This is appalling. Any other contributions are mentioned in footnotes, if that”.*

In addition to the “what” and the “how”, student feedback emphasised the “who” of the curriculum, which may suggest problems relating to inappropriate remarks, racial sensitivities being ignored, and an apparent lack of awareness of issues:

*“Staff members need further support to handle people of different races and any specific issues they may face. It would be good to appoint someone to this role within each department”.*

### **What we've done already**

Two campaigns have set a solid foundation for future institutional action. ‘Why isn't my Professor Black?’ focussed on the “who” of the curriculum and ‘Why is my Curriculum White?’ broadened our focus to encompass not only the “who”, but also the “what”, “how”, and “where” of the curriculum. The former led the Department of English to amend its first-year curriculum and the latter led the Philosophy Society to submit, to the Department of Philosophy, a set of proposals to improve “representation” in its curriculum and led the student union, in collaboration with the project ‘Dismantling The Master's House’, to convene a weekly #DTMH Reading Group.

These campaigns, and the progress to which they have led, complement:

- the [Arena](#) staff development scheme, accredited by the Higher Education Academy, in line with the [UK Professional Standards Framework](#);
- the termly seminar, employing case studies (devised in consultation with the SAT and RESG) that explore teaching methods in e.g. mixed nationality classes, led by the Head of Equalities and Diversity, targeted at probationary lecturers, and
- the Cultural Consultation Service which deals with culturally related conflicts and misunderstandings between students and staff of different cultural backgrounds.

### **What we plan to do**

The ‘Why Is My Curriculum White?’ campaign is currently compiling texts, bibliographies, and audio/visual lectures, using the existing Facebook Group and —with the help of E-Learning Environments and the Centre for the Advancement of Learning and Teaching — Wikitechnology, including new Educational Repair Editathons of Wikipedia. ELE and CALT will signpost staff and students to the new online platform.

The [Connected Curriculum](#), part of the [university](#) strategy, is being led by a cross-racial Steering Group and Development Group. Additionally, the Quality Assurance Working Group (Action 3.3) will look at how we can use regular Institutional Quality Review to analyse and improve racialised inequalities in the curriculum. These groups are supported by a “Liberating the Curriculum” Working Group (Action 4.1), made up of around 30 members from across the university, responding to student feedback, and looking at:

- Syllabus: course content and sources used/cited
- Process: how critical analysis of, and alternatives to, Eurocentrism, is considered in the development of new courses e.g. in the Programme Initiation Questionnaire (PIQ) and how student feedback, especially feedback from BME students, informs the curriculum

- Participants: monitoring BME student retention/attainment and how departments and faculties discuss the curriculum at decision-making committees and are accountable for the actions they take on the curriculum
- Environment: creating a more inclusive environment

These groups will report on progress at regular intervals to the Senior Academic Committee. It is recognised that "Liberating the Curriculum" is challenging because the ownership of curriculum is so disaggregated, with members of programme teams often working at some distance from one another. The university has over 1500 programmes and thousands of modules, and the latter can differ from each other greatly, even in the same programme. There is also potential slippage between the principles of curriculum as designed and accredited, and the implementation of it as lived practice. However, we are pleased to say that we have already secured the following commitments:

- a new Faculty of Mathematical and Physical Sciences Diversity in Science Faculty Writing Award, offering cash prizes for students who write articles that draw attention to counter-Eurocentric scientific endeavours,
- more works by BME and female philosophers on reading lists in the Department of Philosophy, and
- the rolling out, to all students, of the successful Global Citizenship programme, via a new online module, which engages race-critically and white-critically with our "radical tradition"(Action 4.2).(911)

## Exploring the 'white curriculum': challenges and potential solutions

17 April 2015

Jamilah Jahi, 4<sup>th</sup> year medical student at UCL, shares her thoughts on what a 'white curriculum' means in terms of working towards a connected curriculum.



Jamilah's UCL Teaching and Learning conference presentation began by outlining the broad definition of a curriculum: the syllabus (what you learn), the processes (how you learn) and the participants (who is teaching and learning). Jamilah added a final component worth considering: the environment (where you learn) a dimension which is often overlooked.

Jamilah described how the term 'white curriculum' refers to the Eurocentrism many perceive in UCL and other UK universities. "With Eurocentrism focusing on European culture and history (Western civilisation) and excluding a wider view of the world, it means that at university, students are extensively exposed to figures and ideas from the West, and sometimes focusing on the greatness involves omitting more negative aspects."