

Race Equality Implementation Group: Interim Report

Background

In 2020, the Covid-19 pandemic and the global Black Lives Matter movement have rendered even more evident the racial inequalities that exist throughout all sections of UK society.¹

UCL is a leader in tackling pressing societal concerns, working from the position that addressing structural racialised inequity and racism should first and foremost start from within. In this spirit, in September 2020, the Provost requested the creation of the Race Equality Implementation Group (REIG) to develop a cohesive and holistic institutional plan, drawing together various sets of recommendations to advance progress on racial equity at UCL.² The primary set of recommendations arose from the ‘town hall’ event held in June 2020 - ‘A conversation about race at UCL: a lived experience’ - the purpose of which was to provide a space to share lived experiences of racism amongst colleagues of African heritage in the context of the Black Lives Matter movement. REIG was also asked to incorporate relevant recommendations referred by the Eugenics Inquiry Response Group,³ and to determine how all the recommendations could be aligned with the institutional Race Equality Charter (REC) action plan. In June 2020, UCL was successful in renewing its Bronze REC award and the action plan is a key part of this. REIG was asked to develop a costed implementation plan by December 2020. The group is co-chaired by Dr Mike Sulu (co-chair of the Race Equality Steering Group) and Professor Sasha Roseneil, Dean of Social and Historical Sciences. Please see appendix 1 for the terms of reference and membership of the group.

Method

REIG has met 5 times thus far, with two additional subgroup meetings. The recommendations from the three sources mentioned above were collated and amalgamated into themes. A matrix was developed to score the recommendations in relation to impact, cost and ease of implementation, and REIG members were surveyed to gather their feedback, as well as discussing the recommendations in the meetings.

Approach and Vision

Given the challenging timescale to produce a fully costed report, it was determined by the Provost and co-chairs that an interim report setting out priorities and actions for the next 12-18 months and describing the future direction of travel would be more achievable. All members of REIG believe strongly that UCL must focus on the deeply-rooted systemic challenges that will have the greatest impact, rather than small-scale disparate actions and initiatives that may provide low-level, positive cumulative impacts but that are likely to be perceived as ‘window-dressing’ by Black, Asian and minority ethnic communities at UCL.

¹ The SAGE ethnic subgroup established to understand the drivers of higher mortality rates in ethnic minority communities concluded that economic and health inequalities are a feature of wider social contexts such as power relations and structural racism: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925135/S0778_Drivers_of_the_higher_COVID-19_incidence_morbidity_and_mortality_among_minority_ethnic_groups.pdf

² Although both concepts promote fairness, equality achieves this by treating everyone the same regardless of need, while equity achieves this by treating people differently dependent on need. In this report, REIG will openly take an equity-based approach by targeting resources at those who are most disadvantaged by structural racialised inequity and racism at UCL

³The Response Group, of UCL representatives including senior academic staff, equality experts and the Students’ Union, was formed to consider the recommendations from the Inquiry: <https://www.ucl.ac.uk/laws/news/2020/jun/prof-dame-hazel-genn-chair-response-group-inquiry-history-eugenics-ucl>

Whilst this paper focuses on realisable actions for the next 12-18 months, they are all focused on ensuring that we have a firm, committed and dynamic overarching and long-term plan for tackling the systemic and structural barriers to race equity that must be dismantled, if UCL is to make meaningful progress.

Important note: this interim report is primarily focused on staff race equity issues. Work on the student elements of this report is ongoing and will be incorporated into the full, final report.

REIG's vision is for this report to be a catalyst for greater senior commitment and action from all SMT members and in all sections of UCL leadership, and for greater accountability and transparency across UCL. The report should also catalyse enhanced partnership working and meaningful collaboration on race equity between key central functions and faculties and a fresh desire to 'level-up' and ensure that good practice is celebrated and more consistently replicated across UCL.

REIG also recognises the need for sector-wide action against institutional racism and part of the vision for this report, and the final action-plan, is to serve as a beacon of best practice across the sector.

Above all else, REIG would like an institutional assurance that Black, Asian and minority ethnic student and staff voices will be listened to and will be at the centre of driving this transformation effort. REIG particularly urges that the Race Equality Steering Group (RESG) is closely consulted on all developments and is able to scrutinise this work. It is also important that new mechanisms are established to create greater Black, Asian and minority ethnic student engagement in policy development and scrutiny of practice.

Principles:

The following principles were agreed by REIG to develop the actions for the next 12-18 months:

1. Recommendations or actions that have clear community support from Black or racially-minoritised students and staff should be given precedence
2. Recommendations or actions that are supported by compelling data (quantitative or qualitative) should be given more weight
3. The over-arching institutional Equity and Inclusion Plan 2020-21 is already ambitious and will see the central EDI team working to full capacity. Where appropriate, recommendations will be incorporated or aligned into existing commitments, whilst ensuring there is a clear race-specific focus. Actions endorsed by REIG that are not already covered by resourcing attached to the Equity and Inclusion Plan should be regarded as requiring additional investment (set out on page 5)
4. The actions endorsed by REIG should be regarded as a whole-institution approach – culture change as set out by this plan requires commitment from SMT but also, requires action at all levels and in all parts of UCL, with accountability held throughout the institution
5. Some of the recommendations relate to Black staff and students and some relate more broadly to BAME people. REIG will be specific in stating which group each recommendation is addressing.

Glossary of terms:

BAME – Black, Asian and Minority Ethnic

EDI - Office of the President and Provost (Equality, Diversity & Inclusion)

EDI COP – Equality, Diversity & Inclusion Community of Practice

HoD – Head of Department

HR – UCL Human Resources

KPI – Key Performance Indicators

OVPs – Offices of the Vice-Provost

OVPEA – Office of the Vice-Provost Education & Student Affairs

OVPR – Office of the Vice Provost (Research)

PS – Professional Services

PSDF- Provost Strategic Development Fund

SMT – Senior Management Team

REIG – Race Equality Implementation Group

RESG – Race Equality Steering Group⁴

Actions for the next 12 months

Strategy and Culture

Vision for strategy and culture: UCL will be an institution where race equity is mainstreamed into the way we think and function, with a consistent level of engagement and good practice across our academic units, professional services and student community. UCL will achieve this through better utilisation and more wide-spread and transparent sharing of data and insights to understand racialised inequity, and by integrating engagement with race equity data into planning processes and everyday practices. UCL will present and critically analyse data with integrity and in a way that reveals uncomfortable realities. UCL will be an institution that is informed and educated about racialised inequity and racism, starting with senior leaders. UCL will commit to fostering full engagement from academic units, professional services, and students, and will provide the support and resources needed to co-design effective race equity interventions. The voices of Black, Asian and minority ethnic students and staff will be integral to this work, and their contribution to advance racial equity in the institution will be fully acknowledged. HoDs and managers in departments must visibly commit to listening to and protecting Black, Asian and minority ethnic staff and students who face retaliation or disadvantage as a result of engaging in this work. Any form of racism or racialised bias that is brought to the attention of UCL's managers will be dealt with swiftly and sufficiently. Finally, UCL will develop meaningful indicators to assess progress (see point 2.3) and will report annually to RESG and SMT, and will publicly publish progress against these recommendations.

1. Building the competency of UCL leaders and senior managers

- 1.1. Deans' and Directors' Pledges on race equity to be peer-reviewed this year to ensure consistent and achievable level of ambition across faculties and filmed and published on faculty websites for greater visibility and enhanced demonstration of personal commitment. Next year all Deans will collaboratively develop their Pledges in open meetings, with the BAME staff and students in their faculties.

⁴ Race Equality Steering Group: <https://www.ucl.ac.uk/equality-diversity-inclusion/committees-and-social-networks/race-equality-steering-group>

Race Equality Steering Group Members: <https://www.ucl.ac.uk/equality-diversity-inclusion/committees-and-social-networks/race-equality-steering-group/race-equality-steering-group-members>

- 1.2. Race allies workshops to be developed and rolled-out to all members of the Provost's Leadership Forum and to leaders and managers in departments
 - 1.3. Increase the partnering capacity of EDI to provide greater support directly to Deans, Vice Deans of EDI, Heads of Departments and Directors of PS divisions through the creation of two additional EDI Manager posts
- 2. Consistent and wide-spread use of race equality data and insight to inform strategic planning**
- 2.1. EDI, HR and Planning to work collaboratively to develop faculty and departmental race equity and intersectional race, ethnicity and gender data and insight dashboards on the Tableau server. OVPESA and OVPR to also integrate student and research grant data into these dashboards. Amend Planning and HR templates so that faculties must describe how they have utilised this data to help inform their Strategic Operating Plans and People Plans. Faculties must include an appendix to their plans, summarising their investment in EDI which can be benchmarked through the Planning review process
 - 2.2. Publish the faculty data dashboards online for greater transparency, benchmarking and community accountability, in the spirit of UCL's commitment to open access within the law.
 - 2.3. EDI team to work collaboratively with a range of stakeholders, including the RESG, to develop new KPIs on race equity that will be brought to SMT for discussion and endorsement. HR and EDI to develop a plan for how the KPIs can be widely publicised and also embedded in senior staff appraisal objectives
 - 2.4. Greater provision of data to the Race Equality Steering Group. The RESG to develop an annual timetable for data that it would like to scrutinise, for example on the ethnicity pay gap, staff welfare issues, bullying and racial harassment, restructuring data, staff on fixed-term contracts, leavers data, anonymised within grade pay data, and any other properly anonymised data requested. The relevant lead from HR or elsewhere will be asked to attend RESG to present and discuss the data.
- 3. Valuing and incentivising race equity activity**
- 3.1. HR EDI Committee and EDI to establish a joint working group / workstream to develop and pilot new models for valuing staff contributions to EDI activity. It will explore enhancing value through the academic promotions process, workload allocation models and potential pay and reward mechanisms. It may be argued that EDI activity is already considered as part of 'institutional citizenship', however REIG has identified that there is a discord between policy/guidance and reality in this regard and that race equity activity is not currently sufficiently recognised or rewarded
 - 3.2. A new £40,000 EDI Contribution and Engagement Fund to be established for the next two years to incentivise and reward race equity activity undertaken by students and staff and to encourage greater co-creation of local race equity / anti-racism action plans. (£15,000 can be allocated from existing EDI monies). Allocation and impact of the funding will be evaluated and reported back to RESG and SMT to inform longer term discussion and strategy. The fund will recognise and help address the highly specific forms of emotional labour that are asked of BAME staff and students when undertaking this work for the institution.
 - 3.3. Establish an EDI community of practice (EDI COP) to bring together staff from across UCL who perform EDI functions to share good practice and provide opportunities to learn from each other.
 - 3.4. An annual compendium of good race equity practice and innovation within academic units and professional services to be developed by the EDI COP and shared widely to help 'level-up' good practice, Deans, HoDs and directors of professional services to utilise this to enable more consistency of good practice across the areas for which they are responsible
 - 3.5. A new self-assessment framework will be co-developed by EDI, the Student's Union, RESG, Vice Deans of EDI and participating departments to support departments to identify non-inclusive or harmful EDI practices and to develop targeted action in response. The self-assessment will also measure meaningful engagement in initiatives such as the BAME Degree Awarding Gap project. Departments will be able to benchmark themselves against others.

4. **Ensuring more diverse and representative decision-making**
 - 4.1. SMT to commit to having no all-white committees by 2023.⁵ The Chief Operating Officer to lead a review of UCL formal committees (including the prevalence of ex-officio positions) in term 3 with support from Academic Services and publish new guidance and expectations on diversity. Deans to review faculty committees and publish a plan for ensuring they are diverse by 2023.
 - 4.2. Students' Union to report on a proposed radical overview and rationalisation of student representatives based on mirroring structure with SU roles. As part of the review, consideration will be made to ensure a student presence sits on each Faculty EDI committee, and a specific recommendation that the UCL Education Committee includes representation from the BME Students Officer and the Race Equality Steering Group will be submitted as part of the Committee review outlined in 4.1. Existing good practice from the Bartlett can be replicated institutionally in terms of paying students for their contributions.
5. **Responding to complaints about racism / racial bias**
 - 5.1. The Provost's View newsletter should specifically highlight the illegality associated with the use of the N-word and other derogatory racist slurs or labels the workplace and education environment and encourage individuals to report such behaviour confidentially and anonymously through Report and Support.
 - 5.2. Employee Relations Team in HR to implement race equity training for hearing and appeals panel members and recruit more BAME staff to be on panels
6. **Race Equity impact assessing policies, processes and practices**
 - 6.1. EDI to launch a new online tool for impact assessing all new policies to ensure there are no negative impacts on BAME groups and positive benefits are being maximised. The Chief Operating Officer to include this in the committee review in point 4.1 and ensure proposals brought before committees have a race equity impact assessment.

Staff Recruitment

Vision for recruitment: REIG would like SMT to formally commit to the appointment of 50 Black academics over the next 3 years (there are currently 15 Black academic staff at UCL out of 2,813 who have disclosed their ethnicity). This is in addition to focusing on developing and creating opportunities for existing talent – particularly in relation to UCL Black staff on fixed-term, part-time teaching only or research only contracts (Please see next section: Pay, Retention and Staff Progression). UCL will routinely and systemically undertake 'effortful' recruitment to ensure it always have a diverse pool of appointable candidates for academic roles. UCL will significantly improve the appointment rate of BAME PS staff and will expose the myth that UCL does not receive enough applications for PS roles from BAME candidates. Further to the goal of appointing more Black academics, UCL should fund and offer 5 PhD studentships (4+3) per annum and follow on junior lectureships (supported by the Inclusive Advocacy scheme) to Black scholars through a competitive process in order to create a pipeline of excellence.

7. **Improving our policies and processes**
 - 7.1. Commission research into the factors that lead to significant differentials for BAME applicants at UCL*
8. **Develop and publish an institutional diversity hiring strategy**
 - 8.1. HR / HR EDI Committee to develop publish and monitor, in partnership with RESG, EDI and the Vice Deans of EDI an institutional diversity hiring strategy with clear KPIs to take to Human Resources Policy Committee for endorsement. Examples of what it could include are:

⁵ A formal committee of UCL is a body formally established by UCL Council, which is authorised to take decisions according to prescribed terms of reference and/or delegated powers. UCL Committees Code of Practice: <https://www.ucl.ac.uk/srs/governance-and-committees/committees/ucl-committees-code-practice>

- Alignment with Athena Swan to ensure that the strategy is intersectional (Race and Gender) as white women are often the beneficiaries of 'diversity hiring strategies'
 - More centralised recruitment process
 - A renewed focused on ensuring clear, concise and realistic criteria. The REIG suggests that over-specific criteria, with a focus on metrics such as grant income, reduces the talent pool and prevents new ideas from entering UCL.
 - Expanding the academic application processes to include candidate-department interactions as this is associated with better outcomes
 - The creation of faculty diversity hiring committees
 - The use of positive action waivers to pilot innovative recruitment mechanisms
 - The creations of new talent pools, so that if a BAME candidate comes second, they are automatically offered the next similar post that comes up
 - A plan for re-introducing new, high quality, blended mandatory recruitment training for panel members (face-to-face recruitment training used to be mandatory but this has been replaced by online training that has poor uptake). The training can explore notions of 'cultural fit' and the implicit racial bias of this and empower interview panellists to identify and callout racism and racial bias from fellow panellists.
9. **Expand the Fair Recruitment Specialist (FRS) to meet institutional demand.**
- 9.1. Pilot and evaluate the impact of paying post-doctoral BAME researchers to become FRS utilising the EDI Contribution and Engagement Fund referred to in point
10. **Improve our monitoring data.**
- 10.1. The proportion of unknowns or withholds in our HR data has increased from 3-% to 15% over the past few years; HR to set out a method for reducing this.

Pay, retention and staff progression

Vision for pay, retention and progression. REIG would like SMT to commit formally to abolishing the ethnicity pay gap and the gender gap in the next 5 years. UCL must firmly adopt an intersectional approach to abolishing these pay gaps with the acknowledgement that Black, Asian and minority ethnic women are often overburdened by emotional labour and this form of labour should also be recognised and reflected in their pay.

UCL will be an institution where race/ ethnicity is not correlated with lower pay, insecure job contracts or stagnant career progression. It will address the barriers to promotion and progression for Black, Asian and ethnic minority members of staff and highlight the important role HoDs and managers play in supporting Black, Asian and ethnic minority staff members to progress (see recommendation 1- Building competency of UCL leaders and senior managers). REIG's vision is for UCL's senior staff body to be much more racially/ ethnically representative of our student and staff populations and London location. UCL will continue to build on the recent move to equalise pay and terms and conditions for outsourced workers and will join other London institutions committing to insource workers where practicable, the majority of whom are from Black and minority ethnic groups. UCL will commit to a firm principle that each time a contract with an external vendor ends, insourcing is developed as a valid option. If insourcing is not chosen, UCL will show full transparency on the reasons why.

11. Ethnicity and Gender Pay Gaps

- 11.1. **HR, EDI and key stakeholders to convene a symposium on the gender and ethnicity pay gap** in term 3 of this academic year. The purpose will be to develop a strategy to abolish the ethnicity pay gap. *In line with the recommendations from the Eugenics Inquiry a second symposium on Ethnicity, Disability and Gender will be convened in 2021-22*
- 11.2. **HR to undertake detailed analysis to understand the 'hidden' factors that contribute to the overall pay gap.** The analysis will be reported to RESG and feed into the above symposium. Analysis could include:
- The spine points that BAME and white staff are appointed on

- Any differentials on the proportion of BAME and white staff on discretionary increments
- Variances in market pay rates at Grade 10.

12. Increase Black, Asian and Minority Ethnic staff representation in senior grades

- 12.1. **Undertake a fact-finding exercise to understand departmental variance of local processes in considering staff for academic promotion.** REIG believes that local 'gate-keeping' and informal support and sponsorship shaped by implicit racialised bias is more likely to benefit white majority academic staff and disadvantage BAME staff. The aim should be to 'level-up' the best and most inclusive practice across academic units.
- 12.2. **Expand the Inclusive Advocates programme** so that is widely available to BAME staff in all faculties, PS directorates and the OVPs. Work towards embedding the programme in faculties from 2022. This is dependent on additional project officer capacity in EDI.
- 12.3. **Create greater engagement in Accelerate to Leadership** Deans and COO to encourage all of their departments and PS Division Directors to engage in Accelerate to Leadership programme as the default (this sees BAME staff placed in Grade 9 and 10 development positions for 3-12 months before they are externally advertised)*

13. Insourcing

- 13.1. During the next year, the Chief Operating Officer will develop a 3-5-year roadmap that could see UCL insource its security, catering and cleaning workers. During the next year UCL will also focus on:
 - Equalising terms and conditions for outsourced workers
 - Equalising policy provisions for outsourced workers (for example sick leave, parental leave and pensions)
 - Creating a better culture for outsourced workers and monitoring how they are treated, with a specific action to set up an EDI committee for outsourced workers to protect their rights and pay.

Teaching, learning and research

Vision: REIG wants UCL to commit to embedding actions to eradicate the degree-awarding gap by 2024/ 2025. Degree Awarding Gap work must be attentive to what students are demanding of their curriculums – for example, there appears to be tension between UCL's 'inclusive curriculum' approach / language and students and academics speaking the language of 'decolonising'. A firm principle should be followed whereby all UCL students are expected to graduate as 'global citizens' with an understanding of the impact of their disciplines' theories, research and practice in the real world and in shaping the experiences of all people. REIG would like to reiterate UCL's commitments-through the Eugenics Recommendation Group to funding resources towards promoting the teaching of the history of Eugenics and to fostering research at the doctoral and post-doctoral level in this area. However, REIG would like to emphasise that Eugenics is not a thing of the past, it continues to manifest in the workings of government, law, the arts, culture, science, technology and social life. REIG wants UCL to also commit to promoting research on the present and the future of Eugenics.

14. Degree Awarding Gap

- 14.1. **Identify a senior academic member of staff (Grade 9 – 10) to hold responsibility for UCL's work to abolish the degree awarding gap by 2024/ 2025.**
- 14.2. **Provide degree awarding gap data to departments at programme and module -level.**
The data is currently too-high-level to enable sufficient understanding and intervention
 - Assess the efficacy of the Inclusive Curriculum Health Check and the UCL Annual Student Experience Review (ASER) process in providing awarding gap data to department and programme leads
- 14.3. **Undertake factfinding exercise to gauge student engagement with the current degree awarding gap work and improve it as much as possible.**

15. Curriculum and Pedagogy

- 15.1. **Departments to dedicate time and resources to collectively explore antiracist pedagogy and decolonising their curriculum** through staff away days.⁶ These away days will lead to department-level action plans on how to incorporate critical diversity teaching into curriculums and embed inclusive classroom atmospheres. The aim is to provide a safe space for academics to co-design, test and evaluate new methods and share best practice, with guidance from faculty EDI committees, a new Associate Professor (Teaching) on Inclusive Education co-sited in the Arena Centre and EDI team and the UCL Education Committee. These plans must be reviewed within regular quality assurance mechanisms, such as teaching committees, in consultation with student representatives, annual monitoring reviews, external examiners, and the AIG, and assessed in relation to student evaluations and departmental town halls.
- 15.2. **In order to engage students in the remodelling of the curriculum and to routinely capture the student voice**, taught course assessments throughout UCL should include the following: questions that address: a) the value of the course/ module to contemporary society, b) the inclusive nature of the curriculum and c) the inclusive classroom atmosphere created by the lecturer/ teacher/ facilitator.
- 15.3. **UCL to promote teaching and learning in UK schools on the legacy of colonialism, Britain and Empire**, and the ways in which this history informs present-day British culture and institutions;
- The Sarah Parker Remond Centre, the Centre for the Study of the Legacies of British Slave Ownership and Institute of Education with the support of the EDI team to host a conference in term one of the 2021/21 academic year.
 - The conference will bring together teacher educators, teachers and school leaders to exchange ideas, discuss research and current debates on the legacies of Eugenics and how they manifest in education practices.

16. Research

- 16.1. **Fund a Grand Challenge on Justice and Equity (which focuses on how societal structures perpetuate and sustain inequities)** A call for interest for an internal-facing research project could be launched, specifically in relation to researching differentials in UCL recruitment outcomes (see 7.1)
- 16.2. **Foster critical research in the area of race, racism and the complex legacies of Eugenics.** Creating three post-doctoral roles at the Sarah Parker Remond Centre aimed at researchers specialising in cross-disciplinary research on race, racism and the complex legacies of Eugenics.

⁶ Two departments in Arts and Humanities are piloting these away days.

Appendix 1

Race Equality Implementation Group: Terms of Reference

1. To review recommendations arising out of the Town Hall on Race
2. To agree a pragmatic set of principles against which recommendations should be taken forward / prioritised
3. To incorporate relevant recommendations from the Eugenics Inquiry in this work as referred by the Eugenics Inquiry Response Group, to ensure all work is aligned and to avoid duplication
4. To determine how the collective set of recommendations could be taken forward and aligned with institutional action plan and commitments produced for the Race Equality Charter to produce an integrated set of recommendations
5. To produce a costed implementation plan by December 2020 to sit alongside the REC institutional plan and the Eugenics Inquiry Response plan

REIG Members

Sasha Roseneil (*Co-Chair*)

Michael Sulu (*Co-Chair*)

Matthew Blain

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Donna Dalrymple

Clare Goudy

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