

# Five pillars of equity and inclusion

Equality, diversity and inclusion are all terms with an array of definitions and are differently understood. The definitions below are based on the definitions used in the UCL EDI Plan. UCL defines 'equality' as the absence of unjust social hierarchy such as those based on age, disability, ethnicity, gender, sexual orientation and religion, and 'diversity' as the presence of different cultural traditions and identities

**Equity:** Both equality and equity promote fairness, but equity achieves this by treating people differently based on their need. DIS will take an equity-based approach by targeting resources to those who are most disadvantaged. **Inclusion:** Inclusion is being attentive to the impact of social identities and putting the most disadvantaged members of our community at the centre of design and planning. What works for these groups will automatically benefit everyone. Inclusion celebrates 'difference' and values it as an asset, but it can require more thought, time, and resources to meaningfully accommodate it.

## 1. Hardwiring equity and inclusion into DIS

We will work towards embedding and mainstreaming equity and inclusion as an integral part of the way DIS thinks and functions. We will do this through better utilisation and more wide-spread, systemic sharing of data and insights and by building the infrastructure for more equity-based decision-making, so that it is integrated into our planning, processes, and culture. The voices of diverse staff and students are integral to this work.

## 2. Delivering an equitable and inclusive educational environment

The educational environment includes pedagogical approaches, academic support as well as cocurricular activity and student support and welfare. Our students are already experiencing deep unexpected changes and it is critical that no member of our community gets left behind or is further marginalised or disadvantaged by differences in the way DIS operates.

## 3. Empowering everyone to advance equity and inclusion

To be change-makers we need to listen to those who experience disadvantage and also equip our community with the skills and knowledge to take action. We will foster a community of people engaged in equity and inclusion activity and support and value the work they do.

## 4. Taking bold positive action to level-up opportunities

Positive action is the legal term for taking specific steps to meet a group's particular needs, lessen a disadvantage they might experience or increase participation and representation. We do this at UCL through the widening participation agenda and in employment through initiatives for staff.

## 5. Creating a greater culture of accountability

Where poor and unacceptable behaviours exist at DIS, we will challenge these and improve our ways of holding people to account. One focus will be on ensuring UCL communities are educated about race and racism, that people have the tools to be anti-racist and that any form of racial harassment or racialisation is prevented, challenged or effectively responded to.

### Pillar One: Hardwiring equity and inclusion into DIS

We will work towards embedding and mainstreaming equity and inclusion as an integral part of the way DIS thinks and functions. We will do this through better utilisation and more wide-spread, systemic sharing of data and insights and by building the infrastructure for more equity-based decision-making, so that it is integrated into our planning, processes, and culture. The voices of diverse staff and students are integral to this work.

Action One: Increase the diversity of the staff body to include the protected characteristics (age, sex, sexual orientation, gender reassignment, race, religion or belief, marriage and civil partnership, disability, pregnancy and maternity) and also class, socioeconomic status, religious and political views, nationality, and personality type.

	Planned actions	Success measures	Timescale	Accountability (consequences)	Responsibility (duty)
1.1	Identify and agree benchmarks (sector) to compare representativeness of staff body	Create EDI dashboard: Senior staff diversity, Staff minority ethnic ratios, Student minority ethnic ratios, % student population from single country, % buildings meeting accessibility standard, Minority ethnic award gap, Pay gap	End of Term 3	Head of department	Management group
1.2	Ensure all protected characteristics including non-binary gender identities and disabilities are represented in data by encouraging declaration from staff	Create EDI dashboard: Senior staff diversity, Staff minority ethnic ratios, Student minority ethnic ratios, % student population from single country, % buildings meeting accessibility standard, Minority ethnic award gap, Pay gap	End of Term 3	Head of department	Management group
1.3	Evaluate representation of teaching, academic, research staff (contract type, grade)	Create EDI dashboard: Senior staff diversity, Staff minority ethnic ratios, Student minority ethnic ratios, % student population from single country, % buildings meeting accessibility standard, Minority ethnic award gap, Pay gap	End of Term 3	Head of department	Management group
1.4	Implement Fair Recruitment specialist scheme from initial recruitment stages with all new posts	Pending UCLs transforming Fair Recruitment specialists / currently used for PS roles	Academic year 23-24	Recruitment panel chair	Recruitment panel
1.5	Use positive action to encourage applications from people from marginalised communities such as advertising in relevant publications, keeping posts open for longer period and making application requirements clear	Advertising through Talent Link through other channels and not only jobs.ac.uk so we increase diversity.	Currently taking place	Recruitment panel chair	Recruitment panel

1.6	Ensure recruitment panels have up-to-date training	Making sure to inform the panel before interview takes place	As soon as possible	Departmental manager	Recruitment panel
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**Action Two: Ensure Digital Accessibility when designing and delivering teaching materials**

2.1	Work with CoLeag to ensure Moodle pages are accessible	Annual Review, Peer Observation	Taking Place/On going	Director of Studies	Module tutors
2.2	Align Moodle content with Connected Learning Baseline	Peer Observation	Currently Taking Place	Director of Studies	Module tutors
2.3	<u>Make use of ISD Creating Accessible Content guides</u>	Email out to Module Leaders at start of academic year	2023/24	Director of Studies	Module tutors
2.4	Check accessibility of Moodle content through peer observation review process	Peer Observation	Currently Taking Place	Director of Studies	Module tutors
2.5	Organise additional training about creating digital accessible content for not standard text (e.g. maths, programming code).			Director of Studies	CoLeag
2.6	Identify funding for supporting activities for creating digitally accessible material, for example subtitling lecture videos.		To be started 2023/24 Academic Year	Director of Studies	Module tutors

Action Three: EDI represented throughout the DIS PGT and BSc programmes

3.1	Archives and Records Management - principles that underpin course participation that were newly introduced this year; we have also ensured that teaching about the history of UCL's link with Eugenics is included in our programme - it is actually a useful think piece for our students as UCL's archives were a central source in seeking to unpack these links, it also helps our students to think about institutions and their legacies and the ethical implications for individuals now working at the university to address and repair these injustices			Programme director	Programme team
3.2	Digital Humanities – we are strongly committed to decolonisation of our curriculum, and have revised material accordingly, with positive feedback from students. We will continue to do so. We see this in technical as well as more applied settings: for example, a discussion on database design to store people’s names and characteristics is a practical exercise, but one which can involve discussion of normative / Anglo-US defaults and assumptions about these items. We are also committed to regular review of our reading lists to ensure we use a diverse range of authors.			Programme director	Programme team
3.3	Knowledge and Information and Data Science - the KIDS programme continues to work on diversifying our cohort, and we have had success in achieving an even gender mix among participants in what is traditionally a male-dominated subject area. Our next focus will be on further diversifying the cultural and ethnic background of our student body. We are committed to addressing EDI issues wherever they relate to content of this technical programme, as exemplified by our coverage of the 'digital divide', and our emphasis on examining and revealing hidden cultural and gender bias in technologies that utilise 'big data'.			Programme director	Programme team

3.4	Library and Information Studies – includes EDI commitment in public facing documents and module descriptions, include EDI in learning outcomes, decolonisation of reading lists, course content, celebrate student work on EDI, collaborate with students in decolonisation initiatives, guest speakers from diverse backgrounds, encourage EDI dissertation topics and coursework	Include annual update in ALA accreditation self-study 2023-2024	2021-ongoing	Programme director	Programme team
3.5	Publishing – we have implemented key teaching to reflect our commitment to continued EDI representation, especially via our Publishing Ethics module, which allows students to explore issues around diversity, inclusion and sustainability in the publishing industry. We are looking at our assessments to ensure these align more helpfully for students with learning needs, especially those with dyslexia, and our reading lists and guest speakers reflect, where possible, a range of perspectives and backgrounds.	Success measures via Student Rep feedback and student CMD returns.	2021-ongoing	Programme director	Programme team
3.6	BSc Information in Society:			Programme director	Programme team

**Action Four: Effective succession planning for the EDI Group that maintains or improves representativeness of group**

4.1	Annual recruitment of two new staff, one PGR student representatives for the EDI team to replace staff and PGR representatives stepping down.	Three new staff members and one new PGR representative and one two PGT representatives actively participating in ED&I group meeting from Sept 2023.	Annually	EDI leads	EDI group
4.2	Annual recruitment of 2 PGT representatives to the EDI group		Annually	EDI leads	Programme directors

## Pillar Two: Delivering an equitable and inclusive educational environment

The educational environment includes pedagogical approaches, academic support as well as cocurricular activity and student support and welfare. Our students are already experiencing deep unexpected changes and it is critical that no member of our community gets left behind or is further marginalised or disadvantaged by differences in the way DIS operates.

### Action Five: Increase diversity of student body overall and within all programmes

5.01	Identify appropriate programme-related benchmarks to compare PGT programmes / PGR against	Create EDI dashboard: Senior staff diversity, Staff minority ethnic ratios, Student minority ethnic ratios, % student population from single country, % buildings meeting accessibility standard, Minority ethnic award gap, Pay gap	Annually	Programme directors	Admissions tutors
5.02	Monitor and evaluate PGT and PGR recruitment, attendance and award gaps, completion rates	Add agenda item to admissions meeting	End of 2022-23	Departmental manager	Admissions tutors
5.03	Review entry criteria for PGT (by programme)		End of 2022-23	Admissions tutors	Programme team
5.04	Develop programme-specific strategies to reach under-represented groups (eg outreach to undergraduates in post-1992 universities)		End of 2022-23	Admissions tutors	Programme team
5.05	Maintain parity of fees with similar institutions	Annual review	Annually	Head of department	Departmental manager
5.06	Identify existing bursaries / scholarships / funding for under-represented groups and provide clearer links in public-facing web pages	Increase in funded students	End of 2022-23	Admissions tutors	Programme team
5.07	Increase visibility of international collaborative research to attract people from other countries	Highlight international projects in the staff's personal pages and in the main DIS research page.	End of 2022-23	Director of research	Research-active staff
5.08	Provide financial support (sponsorship) of EDI events in associated professions	Include in budgets	Annually	Head of department / Departmental manager	Programme directors
5.09	Employ external agencies to assist in expansions of recruitment pools to new markets	Taking place now using Prospects for diversifying cohort and also working closely with UCL Recruitment	End of 2022-23	Head of department / Departmental manager	Admissions tutors

5.10	BSc Information in Society pipeline			Programme director	Admissions tutor
5.11	Establish summer schools that widen participation and expand networks, to engage a wider range of scholars, academics, and students.		Academic year 23-24	Director of studies / Departmental tutor	Programme directors

Action Six: Work proactively to improve inclusiveness of department for students and staff alike

6.1	Introduce inclusive induction materials developed by people with lived experience of international study	Annual ED&I project to review and develop current induction materials, with involvement of international PGT student reps.	Academic year 23-24	Departmental manager (staff) / Director of studies (students)	EDI group
6.2	Improve SORA articulation of reasonable adjustments	UCL SSW feel that the SORAs should not compromise personal data requirements. Discussions are ongoing.	Ongoing	UCL SSW	Departmental tutor
6.3	Gather better central information to understand student needs before they arrive	To check with new Faculty team / current students and prepare materials for next year	Academic year 23-24	Departmental manager	Professional services team
6.4	Increase diversity of invited speakers at departmental seminars, careers talks, and DIS lecture series	Annual review	Currently taking place	Head of department	DIS staff
6.5	Evaluate curriculum assessment formats to improve inclusivity (not rely on essay)	Annual Review, Exam Board Discussion	To begin 2023/24	Director of studies	Programme teams

6.6	Develop staff and student cultural competences to improve abilities to recognise the complexity of inclusion from different cultures and international perspectives where people may have come from different discourses and norms	Guidance to be sought on initiating this.	To be started Summer 2023	Departmental tutor	DIS staff
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Action Seven: Establish a departmental ECR (includes PGRs) mentoring scheme, and at least 80% ECR (includes PGR) and 50% ECR recruited in previous 12 months participating in the scheme.

7.1	Review current mentor scheme	Includes 80% ECR (includes PGR) and 50% ECR recruited in previous 12 months participating in the scheme.	End of Term 2	Head of department	Departmental manager
7.2	Investigate mentoring schemes of other departments for DIS staff (particularly ECRs). Decision: continue current scheme or implement revisions	Mentoring briefing document	End of Term 2	Head of department	Departmental manager

Action Eight: Increased success rate of funding applications submitted by women (PGR and Staff separately) based on number and total value of applications submitted annually compared to 2017-20 data for staff

8.1	Annual lunchtime information-sharing seminar for staff where previous applicants present lessons learned and recommendations.	Slides and recordings of the seminar will be made available to all staff on DIS Sharepoint	End of Term 3	Director of research	Research-active staff and PS team
8.2	Annual lunchtime seminar for PGR on submitting research applications, providing information on sources of funding, information required and writing tips.			Departmental graduate tutor	Research-active staff
8.3	Develop at least two activities to support PGR and staff submitting funding applications e.g. "Buddy-up system", similar to that implemented by CoLEAG.	The activities will be reviewed annually based on staff's and PGRs' feedback.	Academic year 23-24	Director of research	Departmental graduate tutor
8.4	Fortnightly 45-minute drop-in session for PGR with Graduate Tutor to seek advice and ask questions related to an application being submitted.			Departmental graduate tutor	Research supervisors



Action Nine: BSc degree with diverse curricula, teaching and student body ready to launch

9.1	Plan outreach activities in Stratford and Camden with UCL's Widening Participation Team	Annual programme of community outreach activities running from 2023-24.	Annually from academic year 23-24	EDI group	EDI leads / Programme director
9.2	Investigate possibility for bursary/ scholarship for BSc students.	One bursary/ scholarship identified by 2023-24.		Programme director	EDI leads / Programme director
9.3	Include EDI in all programme and module documentation, curricula and staffing	Included in ASER / Departmental Education Planning	Academic year 23-24	Head of department / Director of studies	EDI leads / Programme director

Action Ten: Close the racially minoritised award gaps within the different PGT programmes

10.1	DIS Teaching Committee review attainment data annually and develop plans to address imbalances			Departmental tutor	EDI leads / Programme director
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**Pillar Three: Empowering everyone to advance equity and inclusion**

To be change-makers we need to listen to those who experience disadvantage and also equip our community with the skills and knowledge to take action. We will foster a community of people engaged in equity and inclusion activity and support and value the work they do.

Action Eleven: Improve visibility of EDI issues and the work of the EDI group in the department and more widely

11.1	Establish and maintain dedicated DIS EDI webpage, and link to DIS and UCL social media channels.	Website regularly updated with new content (e.g. events and information on DIS ED&I priorities).	Ongoing	EDI leads	EDI leads
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Action Twelve: Continued exploration and review of EDI issues within the department

12.1	Triennial staff EDI survey	Feeds into dashboard	End of Term 3	Head of department	Management team
12.2	Annual student EDI survey (including experience of learning support; SORA specific question) + follow-up focus groups	Annual surveys and focus groups discussions with staff and Students from March 2023.	End of Term 2	EDI leads	EDI leads
12.3	Annual topic -based staff surveys + follow-up focus groups		End of Term 3	EDI leads	EDI leads
12.4	Include EDI question in module evaluations	Could be implemented through SEQs (anonymised and individually delivered) but not CMD	End of Term feedback evaluation	Director of studies	EDI leads

Action Thirteen: Empowering everyone to advance equity and inclusion

13.1	Active bystander and Report + support workshops for students	A workshop was run in 2021. We incorporated some materials into induction week in 2021 and 2022. We will look to build up this process for Summer 2023.	2021 and ongoing	Departmental tutor	EDI leads
13.2	Apply for UCL funding for cultural competences workshops for staff and students	UCL funding identified and applied for.	Ongoing from end of term 3	EDI leads	Departmental tutor

Action Fourteen: Improved staff induction

14.1	Establish feedback mechanism enabling new staff to comment on their induction 3-, 6- and 12-months post-induction.	DM to email new staff for feedback?	Academic year 23-24	Head of department	Departmental manager
14.2	Amend current induction process based on staff feedback annually as appropriate.	Annual review	Academic year 23-24	Head of department	Departmental manager

Action Fifteen: Improve inclusiveness of DIS for staff and students

15.1	Regular EDI training for DIS staff and students: Where do you draw the line, Unconscious bias, Anti-racism training, Leading on diversity, Recruitment panels	Mandatory ED&I training monitored through staff annual appraisals (see 16.1). ED&I Group identifies and organises one ED&I related training per year.	From September 2023.	EDI leads	Departmental tutor
15.2	Increase awareness of EDI related groups within UCL (e.g. Parents and Carers Together; Race Matters at UCL Network, Gender Equality Network, UCL Trans Network, LGBTQ+ steering group, Out@UCL, Friends of Out@UCL, Enable@UCL) starting with Keep Warm and Induction	ED&I related networks and groups highlighted on ED&I section of the DIS website and regular reminders about the groups at Staff meetings. Groups highlighted in "keep warm" induction materials sent to new students prior to starting at UCL.		EDI leads	Departmental tutor
15.3	EDI section included in annual appraisal to highlight EDI activities and trainings: Integrate scenarios and use cases that reflect and raise awareness on EDI issues and priorities	Include EDI in annual appraisal form	Academic year 23-24	Head of department	Departmental manager
15.4	Annual departmental review with all line managers on the appraisal process to facilitate sharing experience of and ideas for undertaking staff appraisals.	Annual review	Academic year 23-24	Head of department	Departmental manager
15.5	Ensure staff going on maternity/ paternity, shared parental leave aware of provisions, PC (parents and carers) group, KIT ('Keeping in touch') days, return to work seminars/ workshops	Include up to date UCL parental leave advice shared with staff	As soon as possible	Head of department	Departmental manager
15.6	Ensure staff with caring responsibilities are aware of PACT ('Parents and carers together'), the UCL Carer's Fund, Carer's leave etc	DM to email all staff	As soon as possible	Head of department	Departmental manager

**Pillar Four: Taking bold positive action to level-up opportunities**

Positive action is the legal term for taking specific steps to meet a group's particular needs, lessen a disadvantage they might experience or increase participation and representation. We do this at UCL through the widening participation agenda and in employment through initiatives for staff

Action Sixteen: Engage with central EDI pipeline interventions e.g. Fair Recruitment Specialists, Inclusive Advocacy programme to increase representation of racially minoritised people among DIS academic, research and teaching staff

16.1	Identify and apply sector benchmarks	Create EDI dashboard: Senior staff diversity, Staff minority ethnic ratios, Student minority ethnic ratios, % student population from single country, % buildings meeting accessibility standard, Minority ethnic award gap, Pay gap	End of Term 3	Head of department	Departmental manager
16.2	Summer schools to help graduates who would find it difficult to get the experience necessary to get on our course because of financial constraints	Regular Summer school programme starts summer 2024	Academic year 23-24	Head of department	Director of studies

Action Seventeen: Implement the use of Fair Recruitment Specialists for all Faculty-led roles and work with A&H departments to encourage their use for departmental roles

17.1	Fair Recruitment specialists participate in and review recruitment materials and activities	As in 1.5 -	As soon as possible	Head of department	Departmental manager
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Action Eighteen: Work proactively to increase diversity of the student body, work with UCL Development Office to develop fundraising strategy for students from diverse backgrounds

18.1	Identify and promote PGT/ PGR scholarships focussing on marginalised / under-represented groups		To be started 2023/24 Academic Year	Director of studies	Departmental manager
18.2	Develop departmental fundraising strategy in collaboration with A&H Advancement	Strategy agreed for implementation 2024-2025	Academic year 23-24	Head of department	Departmental manager
18.3	Work with commercial partners to expand awareness to new markets	Strategy agreed for implementation 2024-2025	Academic year 23-24	Head of department	Admissions tutor

**Pillar Five: Creating a greater culture of accountability**

Where poor and unacceptable behaviours exist at DIS, we will challenge these and improve our ways of holding people to account. One focus will be on ensuring UCL communities are educated about race and racism, that people have the tools to be anti-racist and that any form of racial harassment or racialisation is prevented, challenged or effectively responded to.

Action Nineteen: Challenge unacceptable behaviour, develop community which is educated about racism, recognise and celebrate staff and student contributions to EDI

20.1	More training for recruitment panels – unconscious bias and relevant scenarios and use cases	Requirement for interview panels	As soon as possible	Head of department	Departmental manager
20.2	Active bystander and Report + support workshops for staff and students	In development in conjunction with point 13 above		EDI leads	Departmental tutor
20.3	Account for EDI activities in staff workload	Workload model	End of 2022-23	Head of department	Head of department
20.4	Include EDI work in appraisal process	Appraisal form	End of 2022-23	Head of department	Head of department