A Report on Current Research Related to Racism and Racialisation in the Social & Historical Studies and Arts & Humanities Faculties, UCL

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Executive Summary

This report is the outcome of an audit of current academic research relating to racism and racialisation by scholars across the Arts & Humanities and Social & Historical Sciences faculties at UCL. The audit, undertaken by a researcher in the Sarah Parker Remond Centre in 2022, involved both a review of all available online profiles of researchers and their projects, and in-depth, open-ended interviews with some thirty researchers in the fifteen departments across the two faculties.

Work undertaken by core staff in the Remond Centre is primarily research and teaching. However this audit was commissioned as a contribution to the process of assisting UCL's students, teachers and professional staff in the faculties of Humanities and Historical and Social Sciences in becoming more familiar with the intellectual and institutional impact of racialised inequalities and injustices. The SPRC was founded in response to activities around the Inquiry into the History of Eugenics at UCL. The publication of those reports was not the end of UCL's reckoning with its past but the start of a deeper, self-conscious engagement with those patterns and their continuing impact on what we teach, how we learn and the community we compose.

The report aims to embed specific examples of researchers' experiences across College within a broader set of themes and observations drawn from conversations, email exchanges, existing reports, online profiles, departmental webpages, and published intellectual work. These findings are detailed in part 2.0. of the report.

A key finding of this study was the need for UCL to have a serious and ongoing commitment to reckoning with its own histories, and not least its history of research in eugenics. Existing departmental dynamics and other infrastructural and circumstantial factors tend to inhibit the identification of connections between projects pertaining to questions of racism and racialisation within and across departments in College. UCL must continue to resource an infrastructure that can connect the existing community of researchers working on these topics across departments and Faculties. This work must necessarily engage more robustly with the question of how teaching manages related problems.

The report makes several recommendations that provide starting points for collaborative research, new projects, pedagogy, and interdisciplinary work. Part 3.0. makes 5 'structural' and 6 'targeted' recommendations. Section 3.1. of the report recommends that UCL:

1) Develop and sustain collective resources to support existing initiatives

2) Foster new initiatives that promote connection and co-production in research at UCL
3) Create awareness and capacity for training pertaining to racism and racialisation within each department across UCL
4) Encourage engagement with external stakeholders and community groups
5) Maintain and sustain the changes precipitated by the Eugenics Inquiry Report of 2018 and the summer of 2020.

Section 3.2. recommends that UCL:

1) Produce an audit of teaching
2) Fund a permanent post within the Sarah Parker Remond Centre to develop educational resources and courses for students across UCL
3) Fund the Sarah Parker Remond Centre to develop training on questions of racism and racialisation and on the history of eugenics at UCL
4) Systematically review the impact into public debates of UCL researchers' non-traditional publications
5) Review and update online material pertaining to research at UCL, and look to establishing a centrally hosted database
6) Develop a programme of targeted hiring practices across UCL

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1.0. Introduction

1.1. Project Rationale

Housed in the Institute of Advanced Studies at UCL, the Sarah Parker Remond Centre for the Study of Racism and Racialisation (SPRC) works across the Faculties of Arts & Humanities and Social & Historical Sciences. Its work encompasses the cultures, literatures, histories and social relations of the Black Atlantic, Europe, Africa and the Americas, but is not confined to those regions.

This report is the outcome of an audit undertaken with the aim of obtaining a sense of the current academic research relating to racism and racialisation— the Centre's topics of focus—by scholars across the Arts & Humanities and Social & Historical Sciences Faculties at UCL. Many research projects that explore these topics are conducted in parallel, but researchers are not necessarily aware of these connections until after their work is published, especially when there are significant differences in method, discipline, or field. The report is not an exhaustive account of current research relating to these topics across the two faculties; it aims, however, to provide a snapshot of current projects and experiences.

Foundational to this report is the work of those researchers in the Faculties of Arts & Humanities and Social & Historical Sciences who make their central or even sole focus questions of racism and racialisation. Many such researchers already have significant connections to the SPRC. The audit also, however, encompassed research whose engagements with questions of racism and racialisation might be oblique, partial, or hitherto unrecognised. The report aims to be exploratory rather than prescriptive, and to identify certain patterns to do with how researchers engage with the politics of racism and racialisation in their work. The hope is that illuminating the intellectual work currently being done by researchers at UCL will foster intellectual inquiry, collaboration, conversation, and collegiality. The report concludes with ten key recommendations to provide a starting point for collaborative research, new projects, and interdisciplinary work.

1.2. Methodology and structure of report

The audit began with a review of all available online research profiles of researchers in the fifteen departments across the Arts & Humanities and Social & Historical Sciences Faculties at UCL. This included, when relevant, researcher's professional websites, IRIS

profiles, departmental newsletters and events pages, the websites of working groups, research clusters, collaborative projects, and interdisciplinary centres. Researchers whose work engages with the topics of focus were invited by email to self-identify. The results of this part of the audit are included in the Appendix to this report in the form of a spreadsheet.

The second stage of the project involved interviews with some thirty researchers at UCL across fifteen departments. These conversations ranged from fifteen minutes to an hour in length, and their structure was not prescribed by any predetermined set of questions. The aim was to identify in more detail the work and experiences of researchers across the two Faculties. One aim was for deliberate disciplinary, departmental, generational, methodological, and career-stage diversity in the selection of researchers invited to interview. The selection includes researchers who responded to the call for self-identification and those who did not. In the interest of protecting researchers' confidentiality, this report does not explicitly identify interview subjects or quote them in a manner that would make them obviously identifiable. The aim is to embed specific examples of researchers' experiences across College into a broader set of themes and observations drawn from conversations, email exchanges, existing reports, online profiles, departmental webpages, and published academic work. The results from this part of the research are included in Section 2 of this report.

2.0. Findings

2.1. The appropriateness of 'race' and 'racialisation' as conceptual frameworks in varying contexts

A key finding of this study was that researchers shared a sense of the importance of the specificities of their research foci and methods. Many emphasised the importance of exploring how intellectual frameworks of race and racialisation might be useful in different contexts. One, for example, mentioned working with working-class, disabled, queer, black, and Asian communities, and emphasised both the necessity of contextualising the work in terms of historical particulars and recognising profound similarities in form and motivation across marginalised groups. Others pointed to the practical and intellectual difficulties of using certain terminology, especially when one attempts to carry these terms across disciplinary or methodological boundaries. Many researchers valued open conversations about racism and racialisation as conceptual frameworks and the boundaries and application of 'race' and its cognate terms in intellectual work. Some emphasised that thinking about these issues in overly broad terms is not productive or conducive to bringing about an empirical result; it permits 'no intellectual purchase' and erases difference. Many suggested that these questions around the uses of certain terminology and conceptual frameworks are important because it is part of the contested nature of racial questions and the possibility that studies into racism and racialisation work through related concepts, streams, themes, topics.

Several researchers also emphasised the importance of thinking about where Jewishness fits in to intellectual work at UCL relating to racism and racialisation. One researcher described Jewishness as central to the history of race in a European context and suggested that while race and racism are central intellectual concerns in Jewish Studies in North American universities, there are relatively few researchers with such a focus at UCL. Several researchers emphasised an intimate connection between antisemitism and antiblack racism. Interviewees foregrounded the need for open and ongoing conversation in the context of Jewish Studies about when thinking in terms of race is and is not useful in research pertaining to Jewish people in terms of religious, ethnic, and linguistic minority status.

2.2. The gulf between research on racism and institutional Equality, Diversity, and Inclusion (EDI) work

One researcher spoke of two types of decolonising work: one practical (managerial, infrastructural), and one conceptual. To give up on the latter, in the view of several

researchers, would be to de-radicalise the real potential of decolonising work. Several emphasised frustrations at the ineffectiveness of institutional change. One, for example, described herself and others as having been talking about the Colston statue for many years and being ignored. One doctoral student described expressing ideas for change to UCL management many times towards the end of the 2010s and being told there was no funding for any such projects. She remarked that people only started asking her how to change things after the murder of George Floyd.

Some researchers described UCL management as a 'stumbling block' to research. Several suggested that a focus on UCL as an 'international university' populated by 'international elites,' and an emphasis on 'image' and 'reputation' have led to the commodifying of intellectualism that can limit effective research. Some spoke of 'equality with the politics taken out' and 'cosmetic' initiatives; others mentioned growing difficulties of funding bids and over-politicisation, and identified as a factor in these new dynamics the enormous growth of management compared to other areas of College. Some suggested that areas of UCL 'fail to act in good faith' in 'the way they engage with and discuss culture wars.'

Researchers tended to describe institutional EDI initiatives as both necessary and flawed. One suggested that the UCL community tends to talk a lot about EDI in teaching and in hiring practices, but the way that this is reflected in research is 'less obvious.' One described being assigned to a committee long ago and instructed to produce a policy for internationalisation; his point is that this work was already being done all over UCL, and that the impulse is merely 'reinventing the wheel.'

Some expressed frustration that UCL and its departments are 'beholden to' the Research Excellence Framework (REF) 'rather than critiquing it.' One researcher described being instructed by management to send out an intuitional questionnaire about EDI concerns which was subsequently met with resistance from colleagues in her department, who complained that it 'looks like a REF questionnaire.'

Many researchers stressed a need for 'introspection' and for a critical orientation on UCL specifically. They emphasised a need for UCL to have a serious commitment to reckoning with its own histories, and not least its history of eugenics, whose hierarchies are central to imperialism. Accounts of experiences of conducting research related to the topics of racism and racialisation in College varied widely. One respondent felt that her department, and UCL in general, strongly advocates interdisciplinary scholarship, and scholarship on these topics specifically. Another researcher, on the other hand, described an atmosphere of 'inertia,' and expressed a desire to feel challenged and encouraged within the institution rather than precarious and uncomfortable.

Many foregrounded the importance of 'concrete anticolonial work,' and suggested that the antiracist impulse at UCL with which many feel closely engaged involves union activity, political campaigning, and working to support low-paid workers on campus. Some underscored the Eurocentrism of many initiatives, as well as the need for strong connections to contemporary politics in academic research pertaining to racism and racialisation; this might pertain to interventions in renaming UCL buildings, the outsourcing of workers, industrial action, or the casualisation of teaching staff, for example. Many expressed a resistance to 'advertising' and remarked that more fruitful initiatives are interdisciplinary centres putting on intellectual stimulating events; these are 'genuinely generative and collaborative.' Several researchers felt that their experiences might be 'ruined' if co-opted as illustrative examples as part of a managerial rhetoric.

2.3. The necessity to recognize UCL's own geography, history and location

Many researchers pointed to the influence of trends in North American academic discourses on their disciplines, a pervasive assumption that the US experience is a global one, and to disciplinary or departmental assumptions of a Euro-American outlook. Researchers in the Institute of the Americas suggested that while a US framework has sharpened existing discussions of racialisation in Latin America, the need for geographical and historical specificity remains. Several researchers foregrounded the local specificities and distinctions in racial politics and the emergence of race and racial categories. Many expressed their sense of a need for ongoing conversations at UCL about the specific challenges of working in a UK university and within particular disciplines.

2.4. Dis/articulations across College

Interviewees emphasised the importance of departmental structures in shaping research projects, pedagogy, and collaborative practices. Several suggested that existing departmental dynamics make it difficult to identify connections between projects pertaining to questions of racism and racialisation within and across departments in College. Several researchers described further reasons for disconnection between researchers working on projects related to the topics of racism and racialisation, including, for example, UCL's campus infrastructure and administrative and teaching workloads.

2.4.1. Departmental structures within UCL

- Several researchers in the School of European Languages, Culture and Society (SELCS) emphasised the significant size and scope of the department. SELCS brings together some 250 academic and teaching staff members and 70 PhD students working within a range of Humanities disciplines. Researchers in SELCS tended to emphasise the department's multidisciplinary—though not necessarily interdisciplinary—structure. Some suggested that such capaciousness might produce a sense of proximity of research projects without opportunities for interaction or collaboration. One effect is that feelings of alienation might be produced rather than mitigated. Several postgraduate researchers in SELCS described themselves as belonging to a disconnected and restricted group within a very large department. Some remarked that teaching outside one's home department creates opportunities for connections further afield but also compounds a sense of disconnection from the home department.

- Some researchers described a sense of disconnection between the Institute of Archaeology and the Department of Anthropology. At UCL, Archaeology and Anthropology are 'kept separate at every stage beyond the combined BA' degree.

- Researchers in the Institute of the Americas remarked that the fact that 'the department spans the whole of the Americas' can make the identification of potential collaborators difficult.

- Researchers in the Department of English described the need for a departmental 'opening out' to other areas of UCL to 'oxygenate the writing and the resources.'

- The Department of Hebrew and Jewish Studies at UCL is the only one in a UK university dedicated to the field. Researchers described the establishment of the department as an (institutional) precedent for minority history.

- Several respondents in the Department of Philosophy described the department as disproportionately 'white' and 'male,' and its research as 'America-centric.' Researchers in the department described a strong North American tradition of moral and political philosophy on race and a recent growth research on race and racial categories in both social ontology and moral and political philosophy but suggested that the department at UCL does not make these topics its focus. One respondent remarked that he was unable to think of any individual in the department with a primary research focus in race, while another suggested that the department lacks researchers who make questions of racism and racialisation their 'core business.'

2.4.2. Infrastructural and circumstantial barriers to connection

- One researcher suggested that UCL's central London location creates the sense of a 'fragmentary institution' unlike a campus university; it 'silos and disconnects.' Another mentioned the institutional changes brought by the development and imminent opening of UCL East, and a sense that Arts & Humanities subjects are 'being kept in Bloomsbury at all costs.'

- Researchers identified childcare responsibilities, living outside London, research leave, shielding during the pandemic, disability, and part-time student status as factors that exacerbate a sense of disconnection. One researcher, a parent, described the difficulty of socialising with colleagues in the department and feeling like an 'interloper.' The result is that he feels that his work is similarly detached from the work of others in the department.

- Many researchers described growing administrative workloads as a major barrier to research and collaboration. One researcher described the atomising impact of the advent of email, which 'escalated the bureaucracy.' When she first joined UCL, colleagues ate lunch together most days in a staff common room; this did not necessarily produce formal collaborations but did permit colleagues to discuss their research informally and keep abreast of others' work. Growing administrative workloads meant that colleagues soon ate lunch at their desks. Another researcher suggested that exam marking, summer course planning, and review meetings during the summer months all offer opportunities to connect with colleagues and discuss research informally that is not possible during the academic year.

2.5. Online absences

Webpages for departments, individual researchers, publication profiles, projects, research clusters, and centres at UCL are often inaccurate, incomplete, or out-of-date. Long-completed projects and defunct centres or clusters are often still listed on UCL webpages. Many researchers also mentioned new ongoing research projects—some collaborative or pedagogical—of which there is no trace online, on either UCL webpages or researchers' personal websites. Several researchers identified the need for a systematic overhaul and modernisation of the way current research focuses and projects are shared online within the UCL community and beyond it.

2.6. Teaching

Researchers tended to share a conviction that intellectual work relating to racism and

racialisation at UCL must necessarily engage with the question of how teaching manages related problems. Many described questions about diversifying and decolonising the curriculum as ones they consider as a matter of course when planning course content and reading lists.

A respondent in the Department of Classics emphasised a need for structural changes in undergraduate teaching and admissions to improve access to the discipline which would in turn have a significant impact on research topics and methods within Classics. Specifically, she suggests the provision of undergraduate and postgraduate taught modules dedicated to Near East studies and to ancient China, as well as modules that don't represent Africa by reference to Egypt alone. She also identified a problem of accessibility insofar as knowledge of Greek and Latin is a current entry requirement for BA Classics; the effect is that those students without a classical education in school must pay for a summer school to catch up with the language requirements in order to apply for the BA Classical Studies.

Many researchers across departments felt that students are motivated to engage intellectually with issues relating to racism and racialisation, and suggested further that current students are 'attuned more than other generations' to issues of inequality pertaining to these topics and 'have always been interested in activist questions.' One researcher described a small but vocal contingent of students who criticised new reading lists and a modified course structure as being merely 'lip service' to antiracism. He foregrounded the difficulty of responding to criticism from a small proportion of the student body who don't necessarily speak for their whole cohort. Many researchers described their departments as having seen a 'tangible shift' in course reading lists in the last two years, while others mentioned recent changes in which staff members lead courses in response to 'recent shifts in the discipline.' In general, researchers emphasised the ongoing urgency of questions of how to 'integrate difference' into the curriculum.

2.6.1. Examples of teaching initiatives at UCL

Researchers referred to several recent, ongoing, or future teaching initiatives that have fostered opportunities for pedagogy, research, and conversations relating to the topics of racism and racialisation at UCL.

- A new BA module on Colonial and Post-Colonial Literatures will be taught from 2022 in the Department of English.

- A Race, Ethnicity & Postcolonial Studies MA ran for the first time in the 2021/22 academic year. Its modules are taught by specialist teaching staff associated with the

SPRC and scholars working on aspects of race and social justice across various disciplines at UCL.

- In the Department of Geography, one early class in a core module takes all undergraduates to the Royal Geographical Society to deliver a field class teaching the problematic colonial histories of the discipline of Geography. An article has been published on this 'decolonial field class'.

- The Department of Philosophy offers no permanent class on feminism(s). There is no class with a specific focus on race and racism, though one researcher suggested there is a lot of student demand. A researcher in Philosophy described the name of the department's 'Equality' course as a 'very broad descriptor.' Since instructors can teach whatever they choose, the course might engage very closely, or indeed not at all, with questions of racism and racialisation.

2.7. Existing opportunities for fostering research on racism and racialisation at UCL

Researchers mentioned the positive impact of existing opportunities at UCL for collaboration, sharing intellectual work on racism and racialisation, and fostering a sense of collegiality. Many located these opportunities in academic centres in College.

2.7.1. The Sarah Parker Remond Centre for the Study of Racism and Racialisation

The SPRC's activities involve academic units and individuals researching 'race', racism, raialisation and related topics in many different locations across UCL. The SPRC also hosts public events, seminars, and a podcast. The Black Atlantic Innovation Network (funded by UCL Innovation and Enterprise) enables the SPRC to provide strategic support to arts, heritage and education organisations in taking stock of work already done to strengthen equality, diversity and inclusion and processes of ecological sustainability and decolonisation, exploring objectives, challenges and best practices, and facilitating the emergence of collaborative future strategies.

The SPRC also hosts the Racism and Racialisation PhD group. In interviews, postgraduate researchers described themselves as having collaborated with their direct supervisors, but as not necessarily having found other opportunities for collaborations outside the SPRC. One researcher foregrounded the opportunities for interdisciplinary encounters at the SPRC (and at the Institute of Advanced Studies more widely) as useful both for outreach and for producing a sense of empowerment and legitimisation. The SPRC's Colloquium was designed to build an infrastructure to bring people within UCL

to together to discuss work on racism and racialisation. The SPRC has had difficulty, however, getting affiliates to attend.

2.7.2. The Centre for the Study of the Legacies of British Slavery

The Centre for the Study of the Legacies of British Slavery builds on two earlier projects based at UCL tracing the impact of slave-ownership on the formation of modern Britain: *Legacies of British Slave-ownership* (2009-2012), and *Structure and significance of British Caribbean slave-ownership 1763-1833* (2013-2015). The Centre's most recent work involves focused research on the lives of enslaved people in the Caribbean.

2.7.3. The Centre for Early Modern Exchanges

A founder of the Centre for Early Modern Exchanges described the necessarily interdisciplinary nature of early modern studies, as well as feelings of vulnerability about the decline of Renaissance Studies, as primary motivators. The centre's focus was 'initially Eurocentric,' but grew to engage with contexts beyond Europe.

2.8. Past opportunities for fostering research on racism and racialisation at UCL

Researchers described past initiatives that have had a positive effect on academic work, teaching, and collaboration on topics relating to racism and racialisation.

- 'Cultures of Decolonisation at UCL' is a research initiative of the UCL's Grand Challenge of Cultural Understanding that sought to map and amplify decolonising research happening at UCL. This project, completed in August 2022, involved a survey of UCL staff and student groups to address the questions of decolonisation in research structures, norms, and practices at UCL. Its project team identified several emergent themes: the issue of the 'co-option of language' (the usefulness or limitations of terms such as 'inclusivity' and decolonisation), questions of co-production and engagement with colleagues and communities, and existing opportunities for, and constraints on, decolonising research. Its researchers produced a set of recommendations based on their findings.

- In 2021/22, the Institute of the Americas hosted its 'Caribbean Seminar Series and Race and Racism in the Americas' series, which involved internal and external scholars.

- The Department of English's 'Settler Colonialisms and Indigeneity: Further Perspectives on Decolonisation' reading group and writing workshop series began in 2019. The department also has plans for regular lunchtime works-in-progress

sessions for postgraduate students and staff to present and answer questions on their research in an informal context.

- Several researchers mentioned the opening debate of the ICS Classical Archaeology and Ancient History seminar series of January 2022: 'Disorienting the Classics. What should we do with the Classical?'

- UCL's Quo Vadis Festival of the Arts & Humanities, which took place in June 2022, addressed 'the function of values in our world.' Its broad range of events include a roundtable with the Ambassadors of Europe, screenings of four documentaries on contemporary London, and a workshop on research impact and sustainability. One researcher mentioned a Quo Vadis Festival event designed with the aim that scholars with recent publications would bring copies of their books for signings. Because turnout was low, there was a rare opportunity to present and share work with colleagues in other departments.

- The Institute of Advanced Studies held its online festival, 'Alternative Epistemologies,' in May 2021 to celebrate its fifth anniversary. This involved days of conversations and performances, some of which engaged with the topics of racism and racialisation.

- Several researchers mentioned the 'Connected Curriculum: Liberating the Curriculum (LTC)' working group. The group's work includes podcasts made by undergraduates about being Jewish at UCL, 'Black Germany' with Jeff Bowersox, 'Who Are You?' with Victoria Showunmi, and 'Engaging international students with reading lists' with Ariane Smart.

2.9. Opportunities beyond UCL

Researchers often foregrounded the importance of opportunities to engage with collaborators and communities beyond UCL when undertaking work relating to racism in racialisation. Many described community heritage work as inherently collaborative in a research capacity and also in terms of teaching, supervision, and building curricula. They emphasised the need for an approach to research that is not extractive, especially work that focuses on living people. Some described the importance of undertaking volunteer work within the communities or activist groups on which the research focuses.

One researcher in the Slade School of Art described productive collaborations with academics and curators in Asia and identified a shared 'commitment' to intellectual goals. Several researchers pointed to the positive effects of initiatives outside UCL that foster collaboration and intellectual work on racism and racialisation such as the

London Classicists of Colour. One researcher expressed a desire to see UCL support, promote, and fund such initiatives, and to encourage the development of new similar ones.

2.10. Timeline of key events

Many researchers working on questions of racism and racialisation narrated their experiences and research choices in response to events of the past five years and, in some cases, earlier. Many pointed to disruptions both debilitating and productive, on local, national, and global scales. The timeline below details key events during this period identified by interview subjects.

- *Ubiquity of social media (2007-).* One researcher described as a 'post-Facebook phenomenon' the burst of scholarship by black feminist scholars pertaining to algorithms of oppression, facial recognition technologies, and critical information. Several others pointed to general shifts in engagements with academic research by other academics and by members of the public since the advent of social media.

- *Dismantling the Master's House (2014).* In 2014, Nathaniel Adam Tobias ~~Coleman~~ led the critical race theory project 'Dismantling the Master's House (#DTMH)', a 'community of academics, administrative staff and students at UCL' aiming to interrogate 'Whiteness and Anglocentrism in the academy through 'scholarly comment, public events, and social media.' Several researchers mentioned ~~Coleman~~'s interventions of 2014. These include reading groups, the 'Why Is My Curriculum White?' campaign, and the 'Why Isn't My Professor Black?' talk. Several described participating in reading groups and being exposed to new intellectual traditions this illuminated; they also mentioned the impact of UCL's rejection of a proposed Black Studies MA and the non-renewal of ~~Coleman~~'s contract.

- *Industrial action at UCL (2017-).* Researchers described the present moment as a time when both jobs and funding are in 'freefall,' and several referred to the significance of industrial action over the last five years as shaping their research relating to the topics of racism and racialisation. Several also described the large pickets at Bedford Way and Malet Place as an environment for fostering collaboration and solidarity with colleagues and an instance of work relating to anti-racism and work against other forms of marginalisation.

- *Inquiry into the History of Eugenics at UCL (2018-2020).* Researchers mentioned Caroline Garaway's research into the academic work and correspondence of Galton and others in the early twentieth century, and emphasised how generative this research has been for producing new publications. An independent inquiry into the

history of Eugenics at UCL began in 2018, and the project team published its final report and recommendations in February 2020. A different set of recommendations was subsequently produced by the MORE subgroup of members of the Inquiry, who did not agree to sign off on the Report in its final form. UCL has publicly committed to giving '[g]reater prominence for the history and legacy of eugenics in [its] teaching and learning activities.'

- *UCL adoption of the IHRA working definition of antisemitism (2019)* Some researchers foregrounded the adoption of the International Holocaust Remembrance Association working definition of anti-Semitism by UCL in November 2019 without consultation with UCLU or with researchers in the Department of Hebrew and Jewish Studies. At UCL, a Special Meeting of Academic Board was held in December 2019 in response to a requisition calling for the establishment of a Working Group 'to advise on racism and prejudice that would investigate the proposed adoption of the IHRA definition of antisemitism and its consistency with/inconsistency with Academic Freedom at UCL.' The Academic Board resolved at that meeting to set up a Working Group 'to report to the Board so that it may advise Council on the matter of group-specific definitions of racism.' The Working Group began its work in February 2020, and its report was published in December 2020. In February 2021, a meeting of UCL's Academic Board voted to make an advisory recommendation to Council to find an alternative definition to the IHRA.

- *Founding of the UCL Sarah Parker Remond Centre (2019-).* Several researchers of various career stages expressed a desire to work more closely with the SPRC. One postgraduate researcher stated that while racism is not a central focus of his research, but comes out of a focus on colonialism and imperialism, and that he finds the SPRC PhD group to be a generative environment for testing out ideas relating to these topics.

- *COVID-19 pandemic (2020-).* Several interviewees cited the enormous impact of the COVID-19 pandemic on their ability to undertake research. One suggested that the lag between research and publication has been seriously exacerbated and predicted that perhaps a wave of delayed publications is coming.

- *Summer of 2020 and Black Lives Matter (2020-).* Many researchers described the summer of 2020 as 'a turning point for discussion' about racism and decolonisation. In Autumn 2020 and Spring 2021, according to one respondent, almost all departmental meetings and seminars were devoted to conversation. This conversation was predominant—or dominant—because it was so necessary; some anticipated that it might become less so in time when structural change has begun. Scholars described the past two years as a time that is 'political,' 'sometimes

fractious,' and a 'learning experience' marked by a great deal of confrontation and reflection on the 'positionality' of the disciplines.

2020 saw a wave of initiatives engaging with 'decolonising the curriculum.' A researcher in History of Art described recent changes in hiring practices (some of which preceded the summer of 2020) as having led to more diversity and having produced a general atmosphere of 'decentering' that has 'set standards for the sector.' In the Department of History of Art, three positions for scholars focusing on the Global South, for example, were made available in January 2020, and another in modernity and its histories beyond the west in 2022.

Many researchers expressed frustration at the pace at which institutional change happens. Some pointed to the global embrace of questions pertaining to racism following the summer of 2020, and the vast array of related initiatives at UCL that came about in less than a year. Some described this acceleration as a welcome change, but emphasised the importance of UCL sustaining and maintaining these changes structurally. Several described a sense of frustration at repeated declarations that something must be done—or, say, the establishment of another committee—but few actual steps being taken. One described developments in recent years as having created an 'opening to ask different kind of questions,' and made her 'excited about research.' Others described a sense there is, in general, more thought given to—as well as a different tenor to—conversations about the remit of researchers' work now than ten years ago.

One scholar completed a PhD in her department at UCL and was subsequently hired permanently. She described her experience as a PGTA as one of being exposed to internalised racism in the student body. She observed that three times as many students questioned her marking in comparison to her white and male colleagues. She recalls students claiming that her ideological biases were 'getting in the way of objective assessments.' Since the summer of 2020, she has seen a shift in 'the whole teaching transaction.' Researchers in various departments working on issues of racism and racialisation described their sense that while colleagues had perceived difference to be important, types of difference were seen as broadly interchangeable, as though marginalised groups were marginalised in broadly the same way. Several identified a palpable shift in the last five years towards more nuance.

- *Research Excellence Framework (REF) (2021).* Some researchers stated that the recent REF result means a profound lack of institutional and departmental interest in any research that does not take the form of a traditional monograph. The experience is one of constraint; some described feeling that their research was valued institutionally on account of its size, method, or focus, especially on questions of

racism and racialisation. One pointed to a sense of new parameters in recent years, suggesting that some of his previous publications would be seen less acceptable now in the wake of the REF result than they were when they were published several years ago. He described himself as relieved to have already published his work that is more generalist and popular than his current project.

- *The Bartlett Report (2022).* Several researchers mentioned the impact of the recent release of the Final Report of the investigation into the investigation into the culture, educational practices and environment at UCL's Bartlett School of Architecture. The report cites allegations of bullying, harassment, racism, and sexual misconduct, and highlights a 'toxic' culture spanning decades. Researchers identified this report as part of a broader institutional conversation about marginalisation and discrimination.

2.11. The challenges of research and teaching relating to racism and racialisation

Many researchers foregrounded the necessity of departmental and institutional support to combat anxieties about academic work and pedagogy relating to racism, racialisation, or decolonisation. Several mentioned the difficulty of acquiring resources 'when there is institutional resistance' and many articulated their own sense of both 'prohibitions and inhibitions' when it comes to working on these topics at UCL.

- One researcher suggested that colleagues are often overwhelmed with other research or administrative work such that they feel incapable of speaking to important issues with the requisite authority or expertise.

- Several noted that racism and racialisation are subjects their students find it difficult to talk about. One reported that the topic of racism 'makes people go silent' in class.

- A postgraduate researcher described her colleagues' and supervisors' wariness about her research conclusions because her findings are not understood to align with the 'critical consensus regarding the politics of race.' It has been suggested to her that she will find it difficult to defend a thesis with the conclusions she has reached or to secure an academic job thereafter.

- Several researchers described learning about racism and racialism 'second-hand' through associations with other researchers who tackle the questions more directly. One suggested that the ideas of colleagues whose primary research focuses are racism and racialisation topics 'rub off' on him and influence his research, but also that he feels an inclination to 'let them get on with it.' Several researchers described similar inclinations in ambivalent terms; some characterised them as indicative of a

respect for others' intellectual engagements and academic freedom, while others identified them as convenient excuses for complacency. Interviewees across departments described the deference of some colleagues as being, at times, a way to avoid engaging, and articulated a need for environments and opportunities that would foster such engagements.

- Several researchers expressed their frustrations that their experiences have been understood to be straightforwardly representative of the experiences of others. One described her feeling that any 'institutional interest' lies more in her ability to draw an international student cohort in classes than in her intellectual work.

- One researcher described a sense of generational disconnect in her department. She identified reluctance on the part of an earlier departmental generation to understand approaches that foreground questions of racism and racialisation—as well as her subfield more broadly—as appropriate for the department and the discipline.

- Many researchers located the crux of the problem in the lack of academic precedents for their area of focus or methodological approach. One referred to the development of her research as a 'personal excavation project.'

- Many articulated a need for opportunities at UCL to forge long-term, structural changes in academic conversations more widely.

3.0. Recommendations

3.1. Structural

1. **Develop and sustain collective resources to support existing initiatives.** Focus on and provide sustainable streams of funding to support existing initiatives and structures that allow staff, students, and other collaborators to engage with one another meaningfully, and foster opportunities at UCL to forge long-term, structural change in academic and pedagogical conversations about racism and racialisation.

2. **Foster new initiatives that promote connection and co-production in research at UCL.** Resource an infrastructure that can connect the existing community of researchers working on race, racism, and racialisation across and between faculties and departments. Maintain recent initiatives engaged with 'decolonising the curriculum.' Create and promote platforms and informal spaces across UCL where researchers can build confidence and expertise in the research areas in focus. This will involve creating spaces for researchers to 'think aloud' with colleagues, to be confronted and challenged, and to discuss experiences relating to research and teaching on the topics of focus. These spaces should cut across departments and faculties.

3. **Create awareness and capacity for training pertaining to racism and racialisation within each department across UCL.** Instil the administrative responsibility for this work at departmental level and provide the necessary institutional support to make this possible. Departments should devise plans of action and timelines for these training initiatives, but they should be resourced properly to do so.

4. **Encourage engagement with external stakeholders and community groups.** The institution should facilitate ways for UCL staff and students to work meaningfully with communities and partners beyond the institution, including those historically excluded from university spaces because of histories of racial exclusion. This should include efforts to streamline finance systems and simplify payment processes to make it easier to engage with community members, groups, partners, and guests from beyond College.

5. **Maintain and sustain the changes precipitated by the Eugenics Inquiry Report of 2018 and the summer of 2020.** The College has publicly committed to giving '[g]reater prominence for the history and legacy of eugenics in UCL's teaching and learning activities.' Such changes should be long-term, structural and

continue to be a priority for UCL reflected in its funding and resourcing priorities.

3.2. Targeted recommendations

1. **Produce an audit of teaching**. Many researchers described significant shifts in curricula and teaching assignments since 2020. The report recommends that College provide resource to gather and archive recent and current teaching materials and pedagogical strategies with an audit of teaching focused on gaps in particular disciplines. The audit should consider teaching not only in Arts & Humanities and Social & Historical Sciences, but across the entirety of UCL.

2. **Fund a permanent post within the Sarah Parker Remond Centre to develop educational resources and courses for students across UCL.** Working with Faculties across UCL, the post holder would develop short courses and programmes of study for students from across UCL. For example, by initially designing and delivering a course for students within the Faculty of Medical Sciences, with support from SPRC staff. In conversation with Deans and Heads of Department, these resources could be expanded and offered to all undergraduate students. If well resourced, such a scheme would ensure that a much wider range of students at UCL will be able to engage with questions of racism and racialisation.

3. **Fund the Sarah Parker Remond Centre to develop training on questions of racism and racialisation and on the history of eugenics at UCL**. Developing a programme will require a significant investment of time, expertise, and technological resources skills. The report recommends that UCL commit to funding a new post to develop and deliver training in the first instance. Once the training has been developed, it should be instituted within the programmes of mandatory staff training and both undergraduate and postgraduate student induction. This initiative should be designed in conversation with the Race Equality Steering Group at UCL.

4. **Systematically review the impact into public debates of UCL researchers' non-traditional publications.** This might take the form of open-forum discussions and workshops or an audit of non-traditional publications that seeks to provide an alternative to the Research Excellent Framework (REF), which may in turn feed into UCL's next REF environment statement.

5. **Review and update online material pertaining to research at UCL, and look to establishing a centrally hosted database.** Allocate resources to update web pages for departments, individual researchers, publication profiles, projects, research clusters, and centres. This initiative might provide the foundation for a

centrally hosted living database of completed projects and former UCL staff and students.

6. **Develop a programme of targeted hiring practices across UCL**. UCL must foster and sustain research relating to racism and racialisation with hiring practices across College. This should include support for researchers at entry level.