

Redacted



Race equality charter application form

Name of institution

University of East London

Level of award application:

Bronze

Main contact for the application and contact details:

Dr Marcia Wilson, Head of School, m.wilson@uel.ac.uk, 020 8223 4276

Clare Matysova, Equality, Diversity & Inclusion Manager, c.matysova@uel.ac.uk , 020 8223 7069

Before completing this form, please refer to the Race Equality Charter handbook which has additional advice and information.

This application form is accurate for the purpose of applications made after:

20 January 2016

1 Letters of endorsement from vice-chancellor/principal and UEB members

Office of the Vice-Chancellor and President



11th February 2019

Dear Race Equality Charter team

In writing this letter, I am fully endorsing our Race Equality Charter (REC) Application and thank our Race Equality self-assessment team for their contribution.

Upon commencement of my tenure as Vice Chancellor & President in September 2018, colleagues provided a comprehensive update on the work of our Equality Diversity and Inclusion (EDI) committee, which included an in-depth evaluation of findings from the Race Equality self-assessment process. There is a clear need to address racialised inequalities across the sector. For the University of East London's diverse community of students and staff, addressing the impact of this is a fundamental priority. As such, addressing racial inequality is now a core principle of our newly approved 10-year Vision 2028, which aims to ensure our graduates are amongst the world's most prepared to access and succeed in their career and life goals in a constantly changing world; working with industry and professional partners to increase the diversity and inclusivity of local, national and global talent pipelines. You will note in the 'framework of accountability' (action plan section 2d), that the EDI portfolio is embedded into every strategic objective and each action 'owned' by a University Executive Board (UEB) sponsor, led by myself.

It is clear that the University of East London has a track record of addressing racialised inequalities:

- our submission demonstrates that for the period 2013/14-2016/7, the attainment gap between white and black students has reduced from 30% to 27% - initial analysis for 2017/18 demonstrates a further reduction of the attainment gap between black and white students to 20% (with an increase in the % of black students receiving a good honours degree by 7% to 62%, up from 55% in 16/17);
- progress has been made in staff progression including BME representation on the professoriate which has increased from 23% to 25% (we now also have 40% BME representation on University Executive Board);
- professional services Band H BME % has gone up from 16 to 24%, and BME academic appointment offers have increased by 8%

There remains significant challenges to address within our institution and as such, the comprehensive nature of our action plan is evidenced, demonstrating our commitment to deliver this, further developing and reflecting on our practice, policy and strategy, with the purpose of becoming best practice leaders across the sector.

I have participated in the Race Equality self-assessment since starting at the University of East London. I felt it was important for staff and students to know how important this work is to myself and to guiding the future direction of our educational mission. I have taken the opportunity to publicly acknowledge the need to address inequalities at our REC action plan consultation events and within my weekly communications to all staff. Given the importance of this to our Vision 2028, I decided to take the institutional leadership for EDI. I now chair our University EDI committee, a key mechanism to promote, steer and progress inclusivity and equity at UEL and I have fully embedded accountability and

responsibilities for each of the UEB members to be reflected in annual performance development reviews and key performance indicators.

Despite the progress made at the University of East London, the race equality self-assessment has highlighted stark gaps in the progression and attainment of our students and of our staff. Decolonising and developing a more inclusive curriculum, which reflects the lived experience of our students and through which issues of race and racial justice are discussed, have been key priorities highlighted by staff and students through the Race Equality self-assessment:

- The Learner Journey transformation project (as part of Vision 2028), aims to enhance student experience at all stages, provides opportunities to focus on UEL's institutional approaches to defining and developing inclusive teaching, learning and assessment practices. Similarly, as committed to within our REC action plan, a key focus will be on developing staff awareness, confidence, competence and accountability required at all levels to embed these practices.
- The UEL Career Passport: developing professional fitness and mental wealth Vision 2028 transformation project aims to support the employment preparedness of all our students including the development of social capital and our commitment to cultural proficiency, addressing, in partnership, the structural challenges of racial inequality in the talent pipeline.

We are also aware of issues in the representation and progression of our minority ethnic staff, of which we are concerned and committed to changing. Our workforce is fundamental to the culture of our institution, and we want all our staff to feel like they belong within that culture. The development of an ambitious new talent management framework will ensure that positive action strategies are embedded as key elements. This includes reciprocal mentoring and sponsorship, ensuring these are not developed through a deficit approach, but meaningfully and with staff involvement. A key element of our approach will be to embed key cultural awareness and unconscious bias development for our line managers to tackle the differential experience of our staff.

Reflecting on the importance of UEL's position in the local community, I am fully committed to ensuring the excellent work undertaken via 'Step up to Stop Hate' is continued within both UEL and the local community, through our Connected campus programme, and in tackling bullying and harassment within the institution. I see this as a priority in promoting good relations and tackling racial injustice within our university and wider community.

I, therefore, as Vice-Chancellor and President of University of East London recommit to tackling racial inequality across our institution and confirm my support and endorsement of our Race Equality Charter Application. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Yours sincerely,



Professor Amanda J. Broderick
BA (Hons) PhD DipM DipMRS PGCTL FRSA MBGS FCIM FHEA
Vice-Chancellor & President

7th February 2019

Dear Race Equality Charter Team

As the Senior Management of the College of Applied Health and Communities, we have welcomed the opportunity to engage in the Race Equality Charter, the self-assessment process has acted as a useful management tool, as with Athena SWAN.

Within the College, the School of Psychology was the first UEL School to successfully achieve Athena SWAN Bronze in 2018 and the School of Health, Sport and Bioscience (HSB) is due to submit in April 2019. The Race Equality Charter has starkly highlighted specific issues in relation to race equality that require urgent action to improve experiences of our staff and students. Despite our high representation of UK BME students (71% HSB and 67% Psychology), the self-assessment has highlighted structural barriers to progression seen through 'leaks' in the pipeline from UG to PG and then onto academia (21% in both HSB and Psychology).

Our College Equality and Diversity Committee, which reports to our College Management Team, is responsible for identifying and implementing specific actions locally. We have identified several key priorities for the College. These include interventions and actions, which address the 'leaky' pipeline from PGT to PGR and transition to early career academia, decolonization of the college's curricula and library resources (expanding progress achieved in Psychology to the Health, Sport & Bioscience subject areas) and addressing the under-representation of BME academic staff across the College. We have agreed to pilot the proposed UEL minimum stipulation of BME shortlisted candidates in every recruitment drive.

We fully support the University's work in preparing the REC submission and we are committed to developing local responses.



Dr Marcia Wilson
Head of School
Health, Sport & Bioscience



Professor Fary Cachelin
Executive Dean
College of Applied Health & Communities



Dr Aneta Tunariu
Head of School
Psychology

8th February 2019

Dear Race Equality Charter Team

Letter of Support from the Senior Management Team in the College of Professional Services

As the management team for College of Professional Services, we are fully committed to progressing the Race Equality Charter action plan within the Schools of Business & Law and Education & Communities. To this end, alongside our commitment to Athena SWAN, we have recently re-formed and re-invigorated the College EDI committee, which will mirror the UEL-wide EDI committee chaired by our Vice Chancellor.

Within our Education and Social Sciences subject areas, we have a wealth of relevant expertise that offer opportunities to share learning across the university. For example, via our MA Education and Leadership programme and through organising such events as 'Decolonising the Curriculum' with guest speaker Asanda Ngoasheng from Cape Peninsula University, South Africa.

We also, however, recognise that different demographic and disciplines across the college will require specific strategies; for example, despite the fact that we successfully train more BAME teachers and Social Workers than other HEIs in London, we are acutely conscious that fewer of our own BAME undergraduates progress to these PG routes than proportionately expected. This highlights one of the particular challenges that we are keen to address.

We have also recently undertaken as a management team bullying and harassment training with a view to piloting for the institution and rolling out training with staff. This will augment the unconscious bias awareness training which staff completed as an online activity. Most importantly, the Senior Management Team within the College are committed to addressing the student attainment gap, which demonstrates disparities in the outcomes for different groups of students, by ethnicity, regardless of entry tariff. The College of Professional Services is committed to reducing such inequality through demonstrable action and strong leadership in this area.

We look forward to working with you to achieve our goals of equality.

Yours faithfully,



Dr Carrie Weston
Acting Executive Dean
Mobile: 07872 424058



Annette Cast
PVC/Dean College of Professional Services
020 8223 3000



Richard Harty
Head of Cass School of Education and Communities
020 8223 7538

31st January 2019

Dear Race Equality Charter Team

Letter of Support from the College of ATI Senior Management team

We are very pleased to support the institutional Race Equality Charter submission on behalf of the College of ATI.

The demographic profiles of the Schools within the College are very different with BME students making up 53% of our UG students within the School of ADI and 72% within ACE to some extent reflecting the disciplines. The self-assessment has highlighted that one of our most concerning and urgent issues is the attainment gap for students being awarded good honours across the college, which is over 30% for both Schools.

We recognize that we need to commit to a significant team effort and to this end have now formed a college EDI committee at which both Heads of Schools will attend, reporting to College Board. To focus the work of this committee, and further to participating in the Race Equality Charter workshops, our next step will be to organise a College specific development day to enable identification of actions to tackle the attainment gap over the next three years and beyond. Recognising issues raised in relation to Dignity at Work and Study, we have arranged a workshop for our management team to then be rolled out across the College.



Professor Hassan Abdulla
Executive Dean



Professor Simon Robertshaw
Head of School, ADI



Dr David Tann
Head of School, ACE

5 February 2019

Letter of Support from Director of HR

I am delighted to endorse and support the Race Equality submission and action plan.

Since starting at UEL in early 2018, I have been keen to engage in the REC self-assessment process that has highlighted to me and my team stark gaps in the recruitment and progression of minority ethnic staff. These findings have informed the development of key HR strategies through which to embed specific actions to progress race equality at UEL.

For example, I have committed to introducing a minimum stipulation for interview shortlists and have recently appointed a Resourcing Manager who will be leading on diversifying our recruitment strategies such as developing an employer brand synonymous with diversity and inclusion and creating a diverse pool of trained recruiters to improve representation on interview panels.

Further, in developing our '#fUELing Potential' talent management strategy, we will ensure that positive action initiatives such as reciprocal mentoring and sponsorship are not standalone but are embedded as key elements of our talent management strategy.

Finally, I fully support the urgent need to include cultural awareness as part of our on boarding and line management development.

Yours sincerely

A handwritten signature in black ink that reads 'Peter Gregory'.

Peter Gregory
Director of Human Resources

As Head of Corporate Services, I fully support the staff strategies outlined above and the broader REC submission and action plan.

Yours sincerely

A handwritten signature in blue ink that reads 'Dean Curtis'.

Dean Curtis
Chief Financial Officer / Head of Corporate Services

10th January 2019

Charles B W Prince, Ed.D.
Acting Chief Operating Officer
University of East London
University Way
London E16 2RD

Executive Officer:
Berit Zimmermann
E: b.zimmermann@uel.ac.uk
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Dear Race Equality Charter (REC) Committee,

It is with great pleasure that I write this support letter for the submission of the University of East London. As Acting Chief Operating Officer, I am responsible for student-facing services key to ensuring our students are successful at the university. It is also my responsibility to support staff and academic colleagues in making UEL a place where all students from all backgrounds learn and achieve their ultimate dreams.

I am committed to the principles of the REC and to ensuring progression of key commitments coming under my remit within UEL's REC action plan. Through our data-driven decision-making process, we plan to further improve use of metrics to understand gaps regarding student progression and to develop and implement interventions which effectively enable students' transition to HE and improve progression rates from UG to PG and beyond.

Further, I am fully committed to developing a culture of accountability and building an environment within our services that recognises talent and reward individuals for innovative projects as well as supporting team development that motivates staff to reflect on their individual and collective contribution to the university.

Sincerely,



Charles B W Prince, Ed.D.
Acting Chief Operating Officer
University of East London

Section 1 word count: 1980

Colour Key for Application Navigation

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Consultation Process	
REC Survey / UELSS Finding	
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Abbreviations

ACE	School of Architecture, Computing and Engineering
ADI	School of Arts and Digital Industries
AEFR	Academic Employment Framework Review
BDO	External Auditors
BME	Black and Minority Ethnic
BoG	Board of Governors
B&H	Bullying and Harassment
B & L	School of Business and Law (Also RDSBL)
Cass	Cass School of Education and Communities
CELT	Centre for Excellence in Learning and Teaching
CfSS	Centre for Student Success
DAN	Dignity Advisors Network
DHLE	Destinations of Leavers of Higher Education
DL	Diversifying Leadership (Advance HE Leadership Programme)
DLT	Director of Learning and Teaching
DoR	Director of Research
ECU	Equality Challenge Unit
ECR	Early Career Researcher
E&D	Equality and Diversity
E&DM	Equality and Diversity Manager
E&DC	Equality and Diversity Committee
EDI	Equality, Diversity and Inclusion
EPA	Equal Pay Audit
FT	Full Time
FTC	Fixed Term Contract
FTE	Full Time Equivalent
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
HERA	Higher Education Role Analysis
HPL	Hourly Paid Lecturer
HR	Human Resources
HSB	School of Health Sport and Bioscience
IIP	Investors in People
ILM	Institute of Leadership and Management
KPI	Key Performance Indicator
L&D	Learning and Development
LFHE	Leadership Foundation for Higher Education
LGBT	Lesbian, Gay, Bisexual and Transgender
L&T	Learning & Teaching
LTF	Learning and Teaching Framework
Management	Management Grades
NSS	National Student Survey
OfS	Office for Students
PDR	Professional Development and Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PSS	Professional and Support Staff
PT	Part-time

PVC	Pro Vice Chancellor
QAE	Quality Assurance and Enhancement
RDSBL (B&L)	Royal Docks School of Business and Law (Also B&L)
RDF	Researcher Development Framework
RDP	Researcher Development Programme
REC	Race Equality Charter
REF	Research Excellence Framework
REP	Review and Evaluation Process (UEL's annual academic monitoring programme)
ReDS	Research and Development Support
RKE	Research and Knowledge Exchange
SAT	Self-Assessment Team
SMART	Specific Measurable Achievable Realistic Timebound
SMT	Senior Management Team
UEL	University of East London
UEL AEFR	UEL Academic Employment Framework Review
UELSS	UEL Staff Survey
UELSU	UEL Student Union
UG	Undergraduate students
UEB	University Executive Board
VC&P	Vice-Chancellor & President
WP	Widening Participation

2 The self-assessment process

2a Description of the self-assessment team

Our former Vice Chancellor, Professor John Joughin, formally signed up to the REC charter in March 2017 by which time he had instigated the formation of the REC SAT. REC SAT members responded to an open call via email and e-newsletter, which provided an overview of the REC in January 2017. Following the call, identified gaps for specific areas were followed up via Directors / PVC Deans. Three UEL colleagues attended the Advance HE facilitated REC workshop in February 2017. Our initial REC SAT meeting in March 2017 provided an outline of the REC self-assessment process and representative expectations. Further volunteers joined the REC SAT as we progressed through the process and we have co-opted members to ensure links with other institutional work-streams, for example, BME staff network, Organisational Development, UEL’s Access and Participation Plan, Strategic Planning and our Business Intelligence Unit. Our new Vice Chancellor and President (VC&P), Professor Amanda Broderick, started at UEL in September 2018 and has offered firm support for the REC.

UEL's REC SAT includes representation across grades, academic and professional and support staff, career points and student representation. Breakdown by gender / ethnicity shown in table 1 and membership in table 2. We have UG, PG and Student Union representation on the REC SAT.

Table 1 – REC SAT demographic breakdown

BME		White	
n	%	n	%
14	52%	13	48%
Female		Male	
n	%	n	%
19	70%	8	30%
Academic		PSS	
n	%	n	%
14	52%	13	48%

The REC SAT terms of reference detail constitution and reporting as shown in Chart 1 (next section). The representative role description details expectations including workload and reporting arrangements within their own Schools and services.

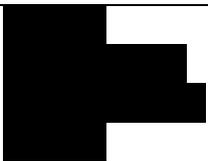
From the outset and throughout the self-assessment process, the REC SAT were clear that achieving the charter mark was not an end in itself but an opportunity or framework to instigate cultural change throughout the organisation.

During the self-assessment period, the BME staff network ‘Spectrum’ has been re-initiated following a period of inactivity. The Chair of the BME staff network has been involved in the REC consultation and going forward representation and reporting between the REC implementation group and BME staff network will be formalised ([Action 27](#)).

Table 2 – REC SAT membership

Name / job role	School / Service	Subgroups	Role within the REC SAT
Dr Marcia Wilson, Head of School	School of Health, Sport & Bioscience	Consultation	Lead Chair of SAT, REC Comms / REC Consultation sub groups
Prof Fary Cachelin, Executive Dean	College of Applied Health and Communities	None	Co-Chair and link to University Executive Board
Clare Matysova, Equality Charters Manager	Human Resources	Consultation, Data analysis, Comms, Staff / Teaching & Learning sections	Project management of the REC self-assessment process and ensuring this is embedded within broader HR and EDI strategies
Dr Anthony Gunter, Principal Lecturer in Criminology	Royal Docks School of Business & Law	Staff sub-group	Worked alongside colleagues in attempting to affect real and transformative change at UEL - with regard to race equality - for both students and staff
Dr Terri Kim, Reader	Cass School of Education and Communities	Data sub-group / Staff sub-group	Leadership Foundation for Higher Education (LFHE) expertise through Advance HE project contributor. Contributing to the Staff research focus
Paulet Brown- Wilsher, Programme Leader, Early Childhood Studies Extended Degree	Cass School of Education and Communities	Consultation sub- group	Contributing programme leadership experience for high progression rates from foundation. Striving for of an integrated community, where diversity is valued and respected, free from fear of discrimination, prejudice and racism
Michael Cole, Senior Lecturer	School of Health, Sport and Bioscience	Comms sub- group / Teaching and Learning sections	Contribution of ideas, action, and solidarity towards a key goal that of an antiracist, decolonized UEL learning experience
Dr Rachel Jane Liebert, Senior Lecturer	School of Psychology	Consultation sub group / Teaching and Learning sub group	Ethnic and racial diversity gives UEL a unique and powerful ability to respond to contemporary social issues (including around 'decolonisation'), but this is threatened by institutional whiteness and racism

Dr Stephanie Davis, Lecturer	School of Psychology	Consultation sub group	Scholar-activist interested in the intersections of race, gender and sexuality and critical community psychology. Concerned with questions of 'decolonising' academia and bell hooks' 'education as the practice of freedom'
Lorraine Jones, Senior Lecturer	Cass School of Education and Communities	Consultation subgroup	Contributing research / academic expertise in relation to race and representing the Department of Sociology and Social Work
Quevarra Moten Director of Learning and Teaching	College of Applied Health and Communities	Teaching and Learning sub group	I aim to be a voice for inclusive teaching practices and learning environments for students. My efforts partnered with other REC members work towards building an institutional culture of inclusion.
Andrea Didier, Head of Student Success	Centre for Student Success (CfSS)	Communications sub group / Teaching and Learning sub group	Contributing CfSS experience and ambitions to celebrate and promote the successes and achievements of underrepresented students and staff and to address systemic and institutional barriers which lead to racial inequality
Lee Pinkerton, Communications Officer	Communications	Communications Subgroup	Through his role in the corporate communications department, supported the communications subgroup and facilitated dissemination of UEL's efforts and achievements on race equality both internally and externally
Florence Achen-Owor, Assistant Campus Library Manager	Library and Learning Services	Consultation sub group	As an ethnic minority staff, influence and contribute to UEL's aims for achieving racial equality but more importantly, I will share ideas and experience with like-minded colleagues in the group
Ian Clark, Academic services librarian for psychology and counselling	Library and Learning Services	Teaching and Learning section subgroup	Responsible for developing psychology collection in context of racial equality and collaborating with academics to ensure suitable teaching resources are available.

			Contributed this experience to inform the REC action plan
Santanu Vasant, Head of CELT	Centre for Excellence in Learning and Teaching (CELT)	Teaching and Learning section subgroup	Responsible for Technology Enhanced Learning and platforms that support this within UEL. Provided evidence of CELT's role in embedding equality and diversity in academic development, e.g. through inclusive teaching workshops
Lisa Pomfrett, Quality Assurance Manager	Quality Assurance and Enhancement	Teaching and Learning section subgroup	Knowledge and experience gained in my role as the Quality Manager (Student Engagement) used to assist with preparations for the REC submission and embedding REC actions within QAE processes
Gail May, Head of Civic Engagement	Student Recruitment and Marketing	Data subgroup	Contributed from perspective of UEL's drive to improve civic engagement. Sharing links and oversight with the Access and Participation Plan reflected in the Overview section
Carol Hughes, Library & IT Assistant	Library & Learning Service	Communication and consultation sub groups	Staff representative. Contributing awareness of university dynamics from experiences working in front line services meeting users of the library resources and manifestation of racism in the work and study environment
Mariam Irshad, Student Conduct Officer	Student Support Services	Comms sub group	Staff representative from Student Support Services and, as project manager for the project, key link for the Step up to Stop Hate project
Darshan Darbhi, Sabbatical Officer	Student Union	None	Focusing of empowering the student voice, developing an inclusive environment for students and equality for all students at UEL. Work on REC action plan on behalf of SU
	Royal Docks School of Business & Law / Human Resources	Communication subgroup	Under-graduate student representative

Recently Joined			
<i>Bryony Quinn, Senior Lecturer</i>	<i>School of Architecture, Computing & Engineering</i>	<i>None</i>	<i>The SAT is the most important opportunity I've had to listen and to enact changes that will have such a positive impact on all of my students and colleagues</i>
	<i>Cass School of Education and Communities</i>	<i>None</i>	<i>PhD student researching issues of racism in HE and an equality-training specialist. Contribution to the REC from a student perspective</i>
Left UEL part way through the self- assessment			
<i>Dr Deanne Bell, Senior Lecturer</i>	<i>School of Psychology</i>	<i>Consultation sub group</i>	<i>Passionate about collaborating with colleagues to realize the goal of racial equality at UEL. SAT is potentially an incredible space in which to do this</i>
<i>Dr Julie Botticello, Programme leader for MSc Public Health</i>	<i>School of Health, Sport and Bioscience</i>	<i>Many Voices co- ordinator / Survey subgroup</i>	<i>Passionate about making higher education equitable, representative and meaningful to a diversity of learners</i>
<i>Dr Jana Javornik, Programme Leader and Director of the Noon Centre</i>	<i>Cass School of Education and Communities</i>	<i>Data sub group</i>	<i>Contributed EDI expertise, external links facilitated through role of Director of the Noon Centre. Policy expert and aimed to influence the quality and direction of policies</i>

2b The self-assessment process

Chart 1 shows the reporting structure for the REC SAT, to both the institutional Equality, Diversity and Inclusion (EDI) committee, which meets four times annually, and University Executive Board (UEB) at specific points during the self-assessment process. It also shows how we structured the REC SAT through sub-groups according to areas of expertise / interest / position to make the most effective use of staff time and participation manageable:

- Phase 1 - Communications, consultation and data analysis
- Phase 2 - Communications, student and staff sub-groups

Table 3 below outlines all full and sub-group SAT meetings including meeting aims and attendance.

The team has communicated via email and an online SharePoint site used from the outset to share meeting papers, reports as well as interesting articles. In between meetings, the group have been extremely active via discussion and debate online.

Chart 1 – REC SAT structure and reporting

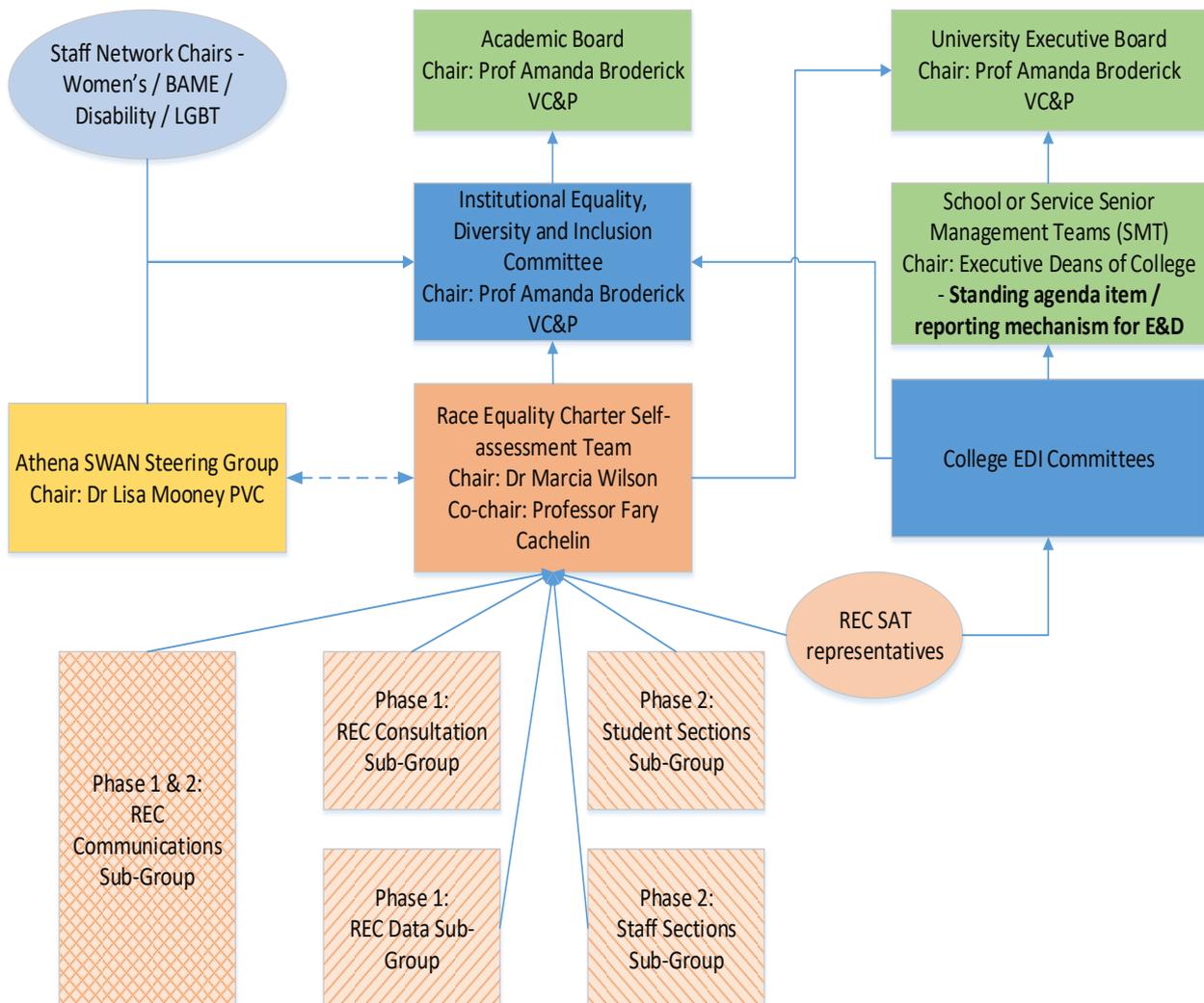


Table 3 – Details of REC SAT meetings (*= core SAT meetings)

Date	Meeting	Attendees (n)	Main discussion topics
06/03/2017	REC SAT*	17	Presentation about the REC and the self-assessment process, including individual roles / responsibilities, initial discussion of the consultation process and communications
26/04/ 2017	REC SAT*	13	Initial discussion of data and next steps for the data sub-group. Initial discussion of the REC staff and student surveys and next steps for the consultation group
17/05/2017	Data sub-group	6	Presentation, discussion and analysis of student data / Planning for further data analysis
22/05/2017	Consultation sub-group	7	Discussion of ECU survey guidance, planning the survey timing and promotion / communication plan
23/05/2017	Communications sub-group	5	Discussion of REC communication strategy and development of communications action plan including promotion / dissemination of the REC survey
20/06/2017	REC SAT*	13	Data, communication and consultation sub-groups update and discussion
20/06/2017	Consultation sub-group	6	Discussion of survey content, tailoring of questions and additional questions to add
08/09/2017	Communications sub-group	4	Planning for survey launch and promotion, EDI strategy launch and video, REC event planning
08/09/2017	Data sub-group	6	Presentation and discussion of student data and student data
20/09/2017	REC SAT*	11	Discussion of student REC representation group and ToR. Sub-groups update
19/10/2017	Communications sub-group	6	Review of progress in REC survey completion and planning for further promotion
01/11/2017	REC SAT*	10	Sub-groups updates and discussion / agreement on next steps
06/12/2017	Communications sub-group	5	Wrap up of survey completion. Discussion of events planning
13/12/2017	Consultation sub-group	4	Discussion and reflection on the survey response rate. Planning for analysis of survey finding.
16/01/2018	Meeting with SU	8	Planning for REC student engagement
16/01 and 24/01/2018	Consultation sub-group	5 and 4	Two group sessions undertaking analysis and discussion of qualitative data

30/01/2018 2018	REC SAT*	9	Sub-group updates and discussion / agreement of next steps
07/03/2018	REC SAT*	15	Teaching and learning reflective practice presentation and Library update on School of Psychology reading lists review / discussion
04/04/2018	Consultation sub-group	4	Review of REC survey report to finalise before circulation.
23/04/2018	Communications sub-group	8 inc Coms team	Discussion / planning of REC survey report dissemination, updated infographic, 'Talking about race' intranet page development
11/07/2018	REC SAT*	12	EDI governance and reporting, REC submission drafting planning via newly formed sub-groups, Communication sub-group update, Update on UEL's Access and Participation plan and presentation from Business Information team on attainment gap analysis intersections with entry qualifications, tariff points and IMD
05/09/2018	Student focused sections sub group	8	Scoping roles in completing sections, discussion of new teaching and learning framework, way forward for gathering good practice / case studies and formation of ongoing inclusivity working group
18/09/2018	REC SAT*	11	Recruitment paper discussed, T&L group update and discussion of transfer to ongoing inclusivity working group
08/10/2018	Student focused sections sub group	6	Progress of T&L section and discussion on key gaps including recognition and reward. Update on resource request
30/10/2018	Student focused sections sub group	8	Review of T&L section, discussion of future of the self-assessment team post-submission
25/10/2018	Staff focused sections	6	Staff sections discussed – Recruitment, Training, PDR, Academic promotion
05/11/2018	REC SAT*	17	Committee representation paper, first draft of action plan, discussion of next steps for action plan consultation and executive sponsor / endorsement letters, progress update on gaps and steps to address
4/12/2018	Staff focused sections	5	Latter staff sections discussed – Research related, profile raising, PSS sections
9/01/2019	REC SAT*	15	External Review feedback and final planning for submission

The REC SAT met on eleven occasions from March 2017 – January 2019. The group is highly engaged and table shows all members. Members who left UEL or joined the group during the self-

assessment have been noted. Some of the members had expertise in specialist areas (such as data analysis and communications) so they contributed to the sub-groups. Where possible, we had more than one REC SAT member from each School or Service to act as alternative representatives.

Engagement has extended to socials and attending culturally relevant events.

2c Involvement, consultation and communication

Data - Our Business Intelligence team had, prior to commencing the REC self-assessment process, developed use of Qlikview for data analysis and visualisation purposes – covering admissions, enrolment, retention, progression and employability. All available via the online platform. This enabled the REC SAT data sub-group to progress with student data analysis quickly. Working with Business Intelligence, Strategic Planning and QAE teams in relation to student data highlighted lack of awareness at School level of issues, for example, the attainment gap. This led to the development of a ‘Programme Analytics’ hub module (Action 45). Similarly, previous work on our Athena SWAN submissions meant that we were able to produce staff data relatively easily and the data sub-group was able to focus on analysis of the data.

Communications - Our specific Race Equality communications plan, developed by the REC comms sub-group, targeted communications to promote the surveys, engagement with the consultation, survey findings and key points of the action plan. Channels of communication have included development of specific intranet pages (including who we are, what we are doing, meeting minutes, how to get involved), specific infographics (pre and post consultation), social media, blog, staff and student newsletters as well as emails. We have ensured that emails and communications have filtered from UEB, senior management and from Executive Deans and Directors.

Photo redacted

Consultation - We have held awareness raising and consultation events throughout the self-assessment process, detailed in table 5, involving students and staff. The surveys were based on templates provided by Advance HE and tailored to UEL. The response rates are detailed in table 4. UEL’s biennial staff survey (UELSS) has also been used throughout where relevant.

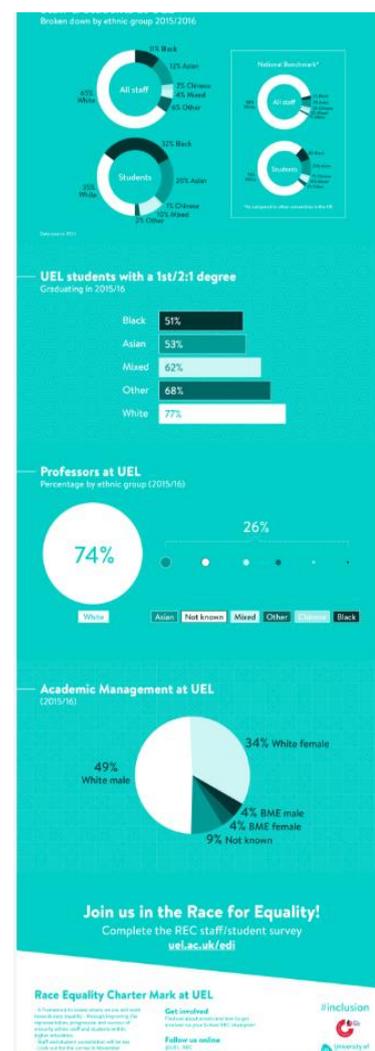
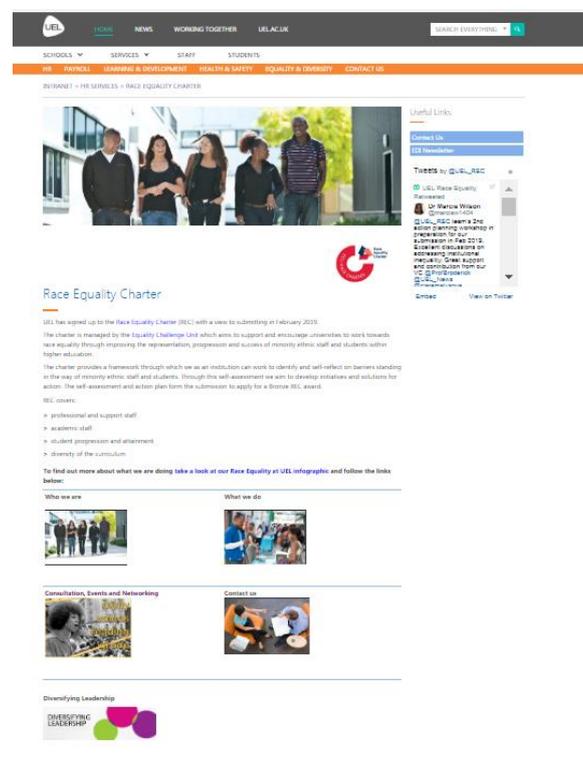


Table 4 – REC Survey response rates

Staff	Blank / Unknown			Yes			No		
Do you consider yourself to be from a minority ethnic background?	28 (5%)			214 (38.5%)			314 (56.5%)		
	Not White	White	Unknown	Not White	White	Unknown	Not White	White	Unknown
How would you describe your ethnicity?	7	3	18	128	32	54	13	255	46
Student	Blank / Unknown			Yes			No		
Do you consider yourself to be from a minority ethnic background?	21 (2.5%)			418 (50.5%)			389 (47%)		
	Not White	White	Unknown	Not White	White	Unknown	Not White	White	Unknown
How would you describe your ethnicity?	9	1	11	351	41	26	140	228	21

Through the consultation, terms such as race, ethnicity, BME were discussed and recognised as highly problematic as they raise issues of identity, ethnicity, nationality, geography, migration, racialisation arising from a legacy of European colonialism. The terms raise issues of what is understood by 'minority' and minoritisation in comparison to the 'global majority'. Some students/staff from countries where they are not the minority encounter being a minority/minoritisation when they arrive in Europe. This meant that in the survey analysis we were not able to make assumptions about whether people are white or not based only on whether or not they identified as being from a 'minority ethnic background'. Some respondents equated minority to numbers, racism was understood to be an individual experience rather than a structural force, which led to some claims of 'reverse racism'. Understanding and knowledge of racism and equality issues at UEL was inconsistent across both staff and students. (Actions 5 & 6)



As part of the self-assessment we held facilitated consultation events using a world café format to ensure all views were heard and to ensure everyone could hear what others were saying, recognising the different levels of seniority and power dynamics.

Students were involved in all events, but we also held a specific student consultation in collaboration with the Student Union via an EDI student conference.

There were three tranches of events:

- Initial data presentations to Schools and services.
- ‘REC workshops’ with staff and students which focused on the survey results and data analysis to facilitate discussion and development of action ideas.
- ‘REC action plan consultation’ to enable discussion of the resulting draft action plan.

In the workshops, issues were prioritised by participants to enable focused discussion on all themes; the order below reflects the priority given across the workshops as a whole:

- Organisational culture
- Learning and Teaching (inc attainment and progression)
- Bullying and harassment (staff and students)
- Staff recruitment & representation
- Staff career progression (and transparency of policies / processes)
- Student Employability

Organisational culture was a clear first priority selected by all the workshops, which guided and helped prioritise our action plan.

We also:

- Commissioned Advance HE to facilitate specific focus groups on bullying and harassment. The nature and sensitivity of concerns required independent facilitation (See section 4c).
- Managed to embed consultation within broader UEL activities, such as UEL’s Teaching and Learning Framework launch event (July 2018) enabling focus on supporting academics and PSS staff to develop and embed race equality and decoloniality within the curriculum.
- Worked with Citizens UK on broad community led activities such as Step Up to Stop Hate which feeds into our approach to tackling hate crime as well as work with the Sharan project on forced marriage and honour-based violence.

Table 5 – REC consultation events

Date	Format	Participation
24/10/ 2017	Presentation to University Leadership Team	24
26/01/ 2018	Inside the Ivory Tower event	150 approx.
11/01/2018	Library and learning x 2	Whole Library and Learning teams on each campus
09/01/2018	Communications team	Whole communications team
17/01/2018	School of ACE	10

06/02/2018	Schools of Psychology and HSB	15
13/02/2018	CfSS	13
02/03/2018	School of Business & Law	8
06/03/2018	School of ADI	6
21/03/2018	Student EDI Conference	50
May 2018	An evening with Afua Hirsch – Author of Brit(ish) – On Race, Identity and Belonging	100
9, 24, 31/05/2018	REC workshops	49
02/07/2018	Teaching and Learning Framework Launch - x 4 workshops	250
14/11/2018	Update to UEB / Contribution to Action Plan	12
3/12/2018	Consultation on Action Plan	20
13/12/2018	Consultation on Action Plan	14
December 2018 – January 2019	External Review	1
January 2019	UEB / E&DC sign off	12

Ivory Tower event (26th January 2018)

Photos redacted

Student EDI conference (21st March 2018)

 **UEL Students' Union**
@uelunion Following

UEL and UELSU's first Equality, Diversity and Inclusivity Student Conference 2018 bringing students together!



8:51 AM - 21 Mar 2018

5 Retweets 16 Likes



1 5 16

Afua Hirsch event (3rd May 2018)

 **UEL Race Equality** @UEL_REC · May 3
Deanne bell talking @EcuRaceCharter at @UEL_News not a tick box exercise



8 14

REC workshops (May 2018)

UEL Race Equality @UEL_REC · May 9

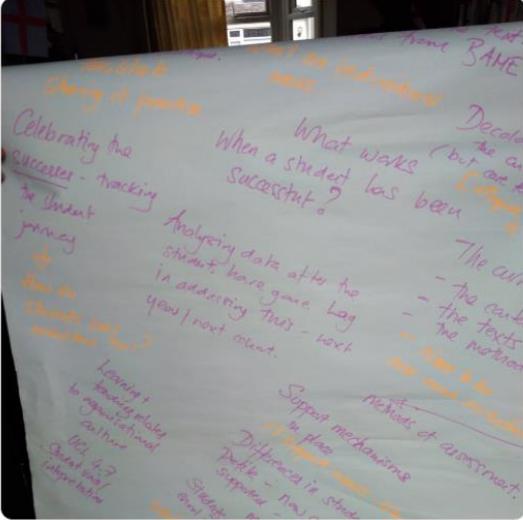
Very productive first @UEL_REC action planning workshop today, next 24th and 31st May. Make contact to get involved!



1 2 14

UEL Race Equality @UEL_REC · May 24

2/3 @UEL_REC workshops led by @marciaw1404, sharing data and survey findings, ideas and call to action



Handwritten notes on a large sheet of paper include:

- Celebrating the successes - tracking the student journey
- What works? When a student has been successful?
- Analyzing data after the student have gone. Log in addressing this - text you / not count.
- Support mechanisms in place
- Differences in student support - how?
- Support mechanisms
- Decoding the data (but are they...)
- The case - the cards - the texts - the motion
- Learning + teaching plan to institutional culture
- Diff. in interpretation
- Support mechanisms
- Support mechanisms
- Support mechanisms

REC Action plan consultation (December 2018)

Dr Marcia Wilson @marciaw1404

Following

Consultation on the @UEL_REC action plan in preparation for our submission in Feb 2019.



2:31 AM - 3 Dec 2018

2 Retweets 18 Likes

1 2 18

UEL Race Equality Retweeted

Dr Marcia Wilson @marciaw1404 · Dec 13

@UEL_REC team's 2nd action planning workshop in preparation for our submission in Feb 2019. Excellent discussions on addressing institutional inequality. Great support and contribution from our VC @ProfBroderick @UEL_News @clarematysova



1 8 29

BME Staff Network (December 2018)

Photos redacted

Reach out to Kids (ROK) – Outreach mentoring services to secondary school pupils and university students

Photos redacted

REC Survey findings infographic



Join us and help finalise UEL's Race Equality Action plan

uel.ac.uk/rel



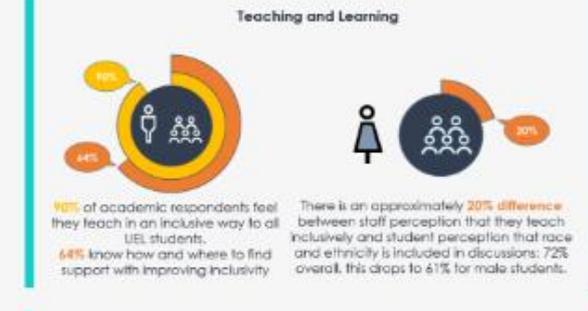
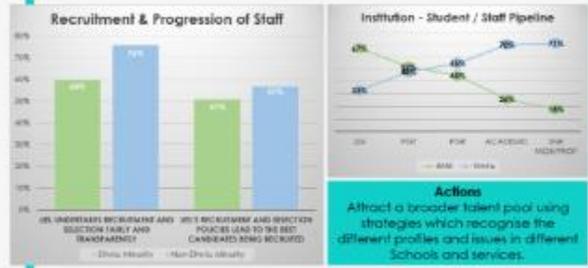
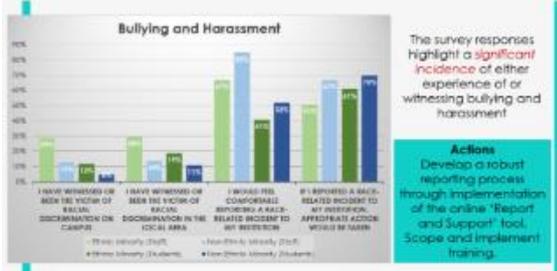
Check out our Infographic below which highlights key findings and recommended actions.

Would you like to contribute to the final action plan?
All are invited to our REC action plan consultation events:

Monday 2nd December, 10am, Stratford, UH CW0 5B
or
Thursday 12th December, 2pm, Docklands, EB1 07 (Amanda will be in attendance)

Thursday 12th December, 2pm, Docklands, EB1 07 (Amanda will be in attendance)

Email: email.equity@uel.ac.uk to confirm your attendance



2d Future of the self-assessment team

The REC SAT agreed that an identifiable race equality implementation group needs to oversee monitoring and implementation of the action plan so it is not diluted within a broader EDI remit (Action 1). To ensure the work of the REC is implemented across the University, a framework of accountability (Chart 2 - below) will guide governance and reporting lines across Colleges and central Services. The newly formed REC implementation group will be responsible for oversight of the REC action plan and reporting to relevant institutional committees as well as oversight via the EDI Committee.

In all the below staff and student sections we have provided data institutionally as well as by School. College Executive Deans and Heads of School have all engaged with the data and REC consultation through Schools specific briefings and participation in the REC workshops (detailed in section 2c). Conscious that implementation of the action plan requires local activity (as well as institutional), where previously Schools had 'EDI leads' reporting to the institutional EDI committee, we have recommended that going forward a team is identified (or re-focused where previously in existence) to progress strategies set out within the action plan at a local level with support from the institutional EDI team. The EDI team will support College EDI teams to build and develop resources, capability and accountability (Action 2).

We have further identified the need to scope and rationalise the current 'School inclusivity champions' with a view to building and clearly allocating resource within Colleges aimed to work locally in progressing actions to improve teaching and learning inclusivity and collaborate across the institution via an 'Inclusivity Working Group' (Actions 4, 44 and 46).

18 months prior to the next submission, at the end of 2020, we will establish our next full SAT, which will be tasked with the next self-assessment (Action 3). When individuals leave, new colleagues joining, either the implementation group or new REC SAT once formed, will be inducted to ensure continued action and engagement (Action 3).

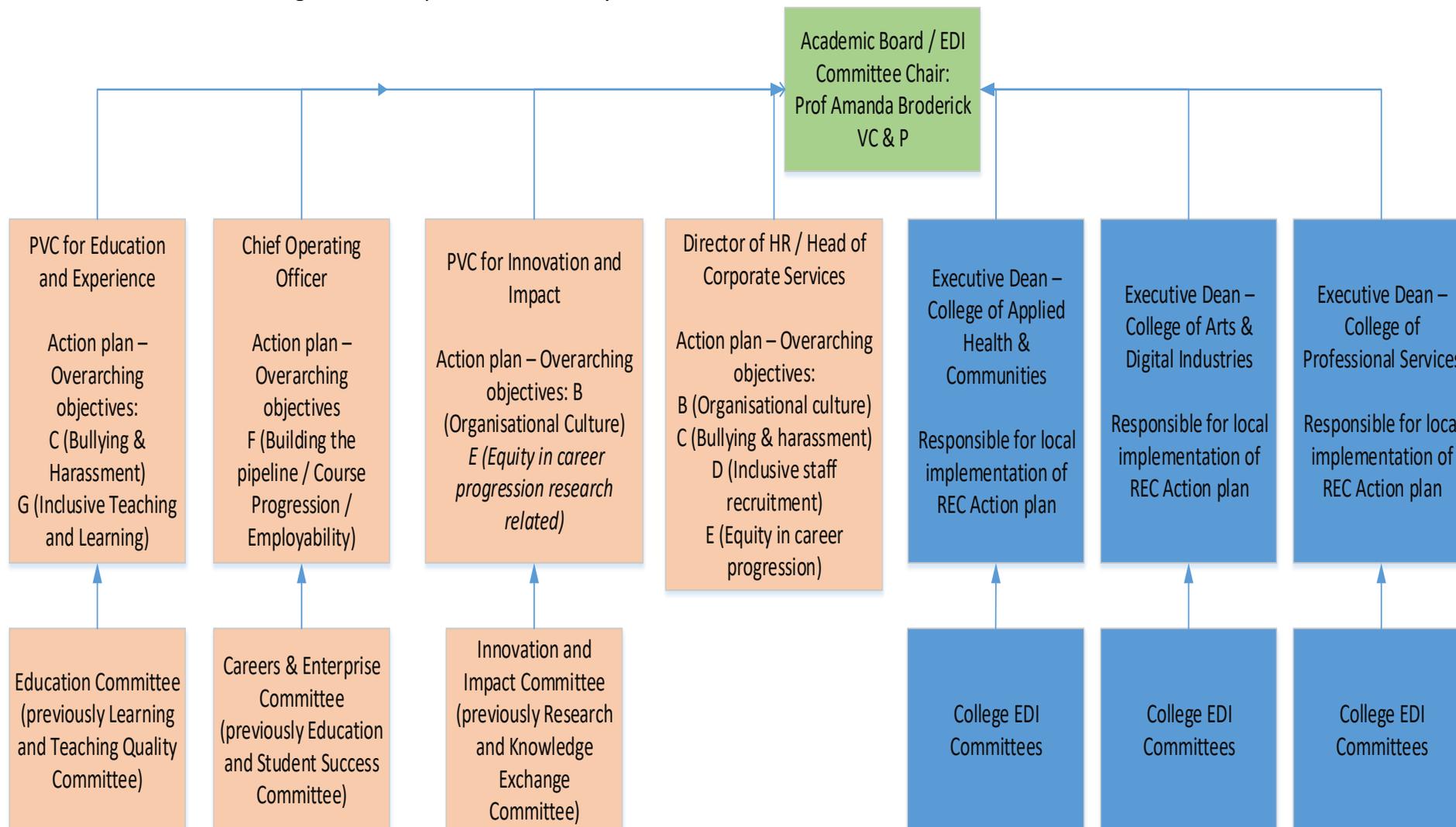
Actions

1. Constitute a REC implementation group to oversee the implementation of the Race Equality Charter Action Plan
 2. Constitution and implementation of local EDI committees
 3. Re-form REC SAT 18-months prior to next submission and organisation induction for new members
 4. Constitute an inclusivity working group to support the delivery of specific actions in relation to developing inclusive teaching and learning
 5. Meaningfully embed values of inclusivity and specifically racial justice within and throughout organisational communications and culture
 6. Embed / Promote / Make mandatory a stronger understanding of and commitment to UEL values including in relation to race equality and cultural competency
 7. Improve engagement with BME staff regarding race equality, working environment and career progression
- (See also Actions 44 - Define UEL's approach and aspiration to decolonising or liberating the curriculum within the context of inclusive teaching and learning and 46 - Improve

accountability, reward and recognition of developing inclusive teaching and learning practices)

Section 2 Word Count: 1573

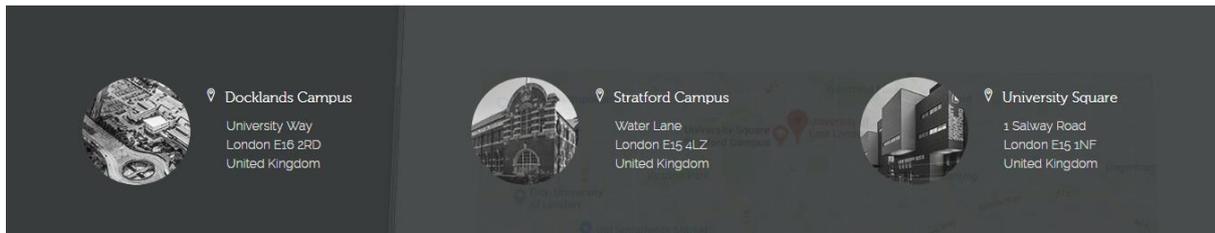
Chart 2 – Framework outlining REC action plan accountability



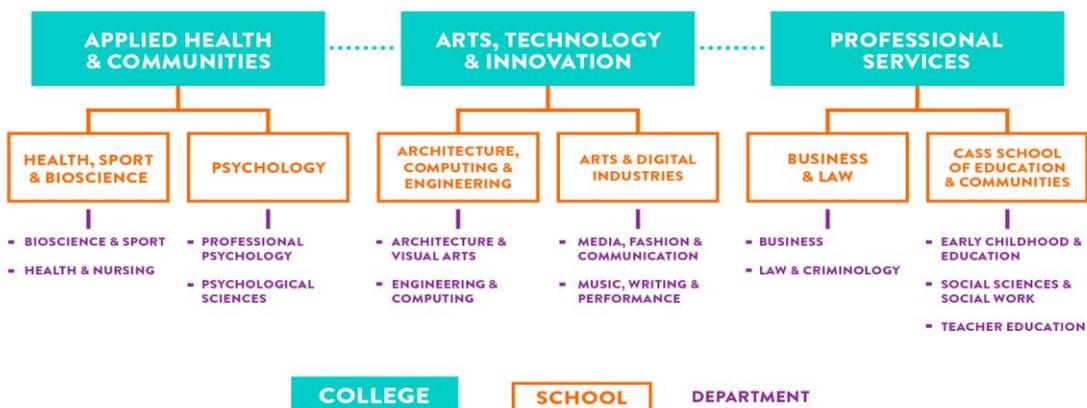
3 Institution and local context

3a Overview of your institution

A university at the heart of its local community: The University of East London (UEL) is based in one of the most dynamic and rapidly-changing parts of London. UEL has over 11,000 students (Source – 2017-18 Census data, derived from 2017 HESES return) from 120 nationalities studying a range of subjects across our campuses in Stratford and Royal Docks in the London Borough of Newham.



UEL COLLEGE STRUCTURE



UEL’s vision is to become the premier careers-intensive University for a changing world, realising talent and potential wherever and whenever it is found. Our objective is to increase the economic, social and cultural impact of our education, applied research and enterprise activity to the communities we serve.

Our vision for the future, led by our newly appointed VC&P, Professor Amanda Broderick, builds on our long-standing commitment to serving our local communities, working in partnership to address local challenges and to widen access to higher education. We seek to transform our campuses into vibrant careers and enterprise zones, connected to our communities and delivering a safe, inclusive and sustainable campus environment that prioritises the health and well-being of students, staff and our wider community (Action 12).

We offer extensive outreach in our local communities working in partnership with schools, colleges and local authorities. Our activities and programmes are designed to support mature students (approx. 50% of our student population) into and through higher education and include the Times Higher Education award-winning *New Beginnings* programme which supports access and academic readiness for those who do not have traditional entry qualifications.



Our values place diversity at the heart of everything we do: *diversity*, *passion* and *courage* define our commitment to equality in attainment, to equality of access to graduate employability and career progression and to increasing social mobility and health and well-being for our local communities. (Actions 5 & 7)

Vision 2028 Values

- To achieve equality of access to participation & attainment of higher education
- To achieve equality of access to employment & career progression
- To increase access to social mobility in UEL communities through youth safety, engagement & empowerment



- Learning & researching to help people & planet
- To connect our community in a safe environment, supporting health & well-being

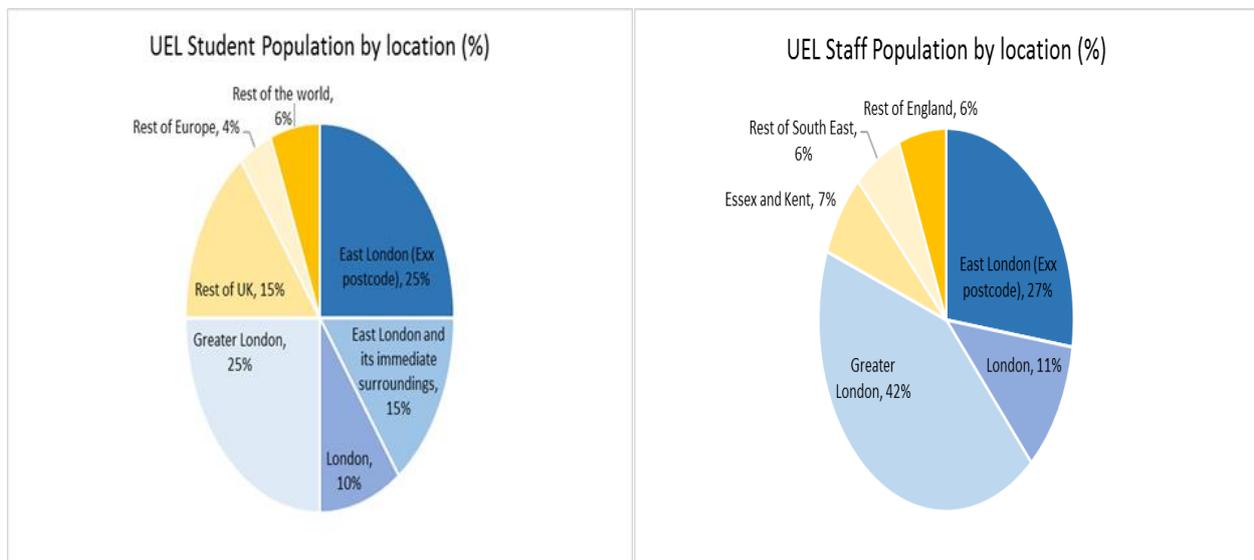
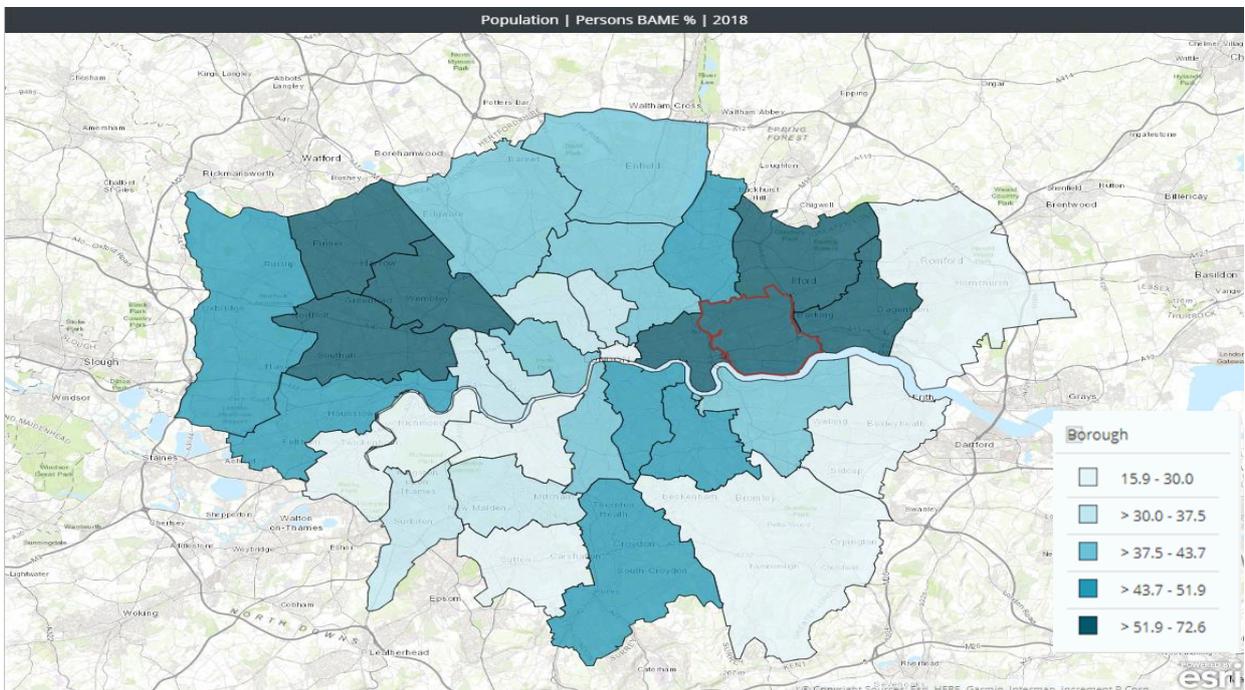
- To increase the diversity & inclusion of those 'employment-prepared'
- To co-produce with industry a ground-breaking 'showcase' skills gap solution for a changing world
- To be recognised locally, nationally & internationally as a beacon of equality, diversity & inclusion advocacy & impact

3b Overview of the local population and context

A high proportion of our students are from minority ethnic backgrounds reflecting the diversity of East London and the surrounding area. Approximately 40% of our students come from the local East London boroughs and surrounding areas (Chart 3). Many of UEL students come from the most deprived areas of England, including areas local to the University. Analysis by UEL’s Business Intelligence Team revealed that almost half of our Destinations of Leavers of Higher Education (DLHE) population live within the 30% of the most deprived areas in England.

Our staff population (Chart 4) comes from London and greater London not dissimilar from our student population through with a more significant profile from Greater London, a greater proportion of PSS staff from local boroughs while academics are recruited from a broader region.

Chart 3 – UEL student population by location & Chart 4 – UEL staff population by location

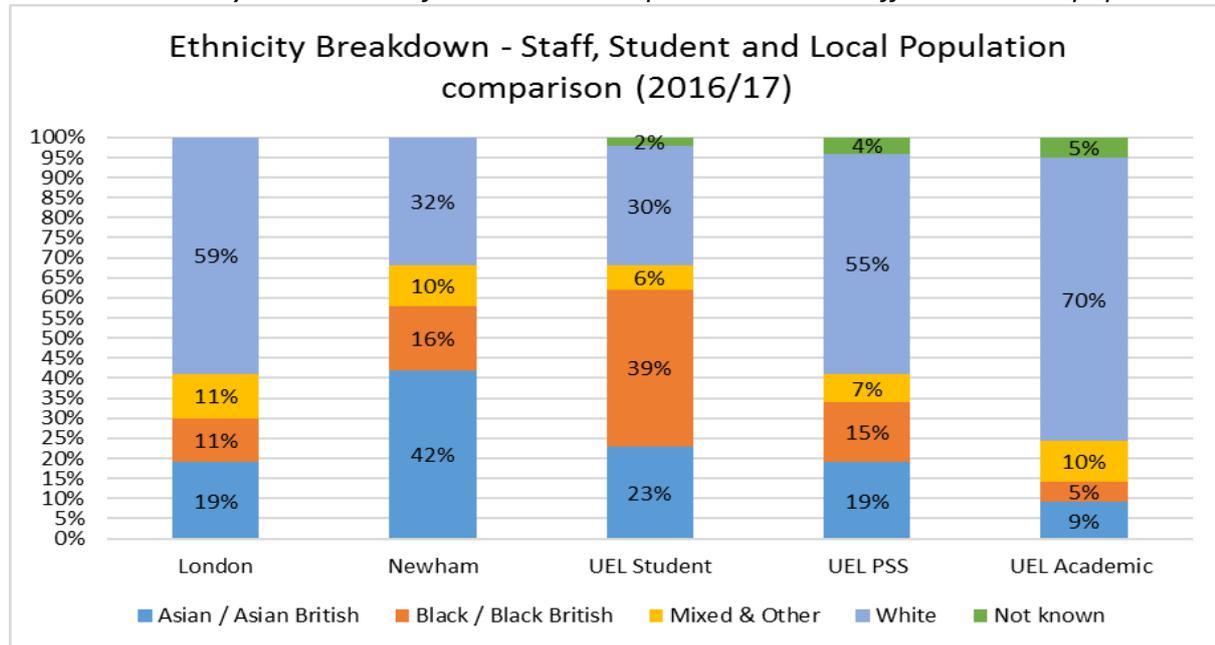


Approximately 50% of our students are mature (i.e. 21 years+ on entry) and the breakdown of mature students by ethnicity is shown in table 6. The higher proportion of Black students in comparison to the local and London population suggests we are attracting Black students from a wider region (Chart 5).

Table 6 – Breakdown of mature students by ethnicity

Mature Students Ethnicity	%
Asian	16.77%
Black	38.40%
White	32.76%
Other/Mixed (includes 'prefer not to say')	12.07%

Chart 5 – Ethnicity breakdown of the local in comparison to UEL staff and student populations



Charts 6-7 show an overview of UEL’s staff and student population giving a picture of our overall pipeline. This is discussed further in Sections 4 and 7.

Chart 6 – UEL Staff / Student pipeline – snapshot at 2017

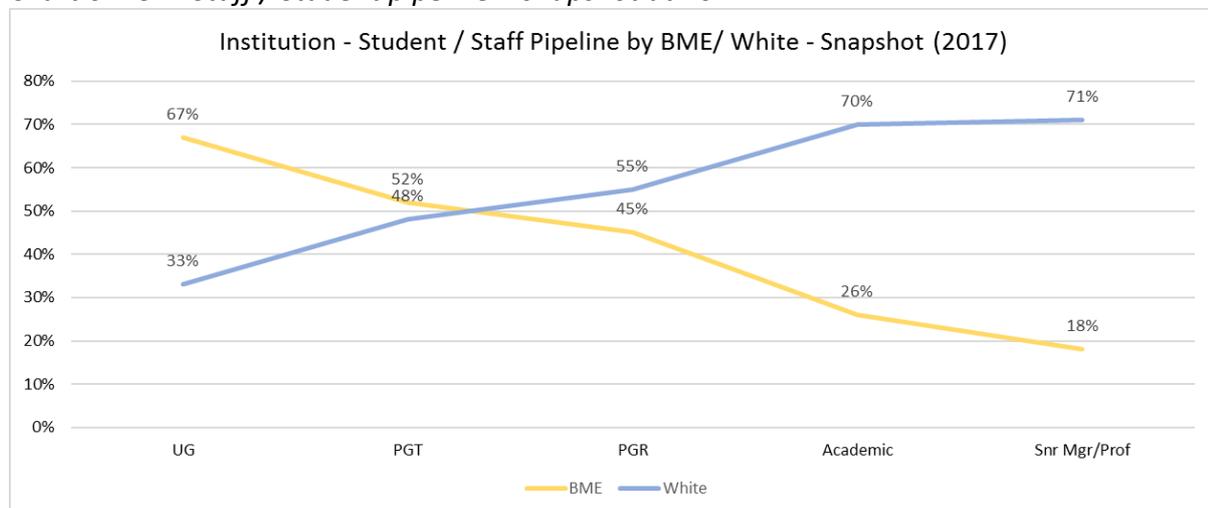
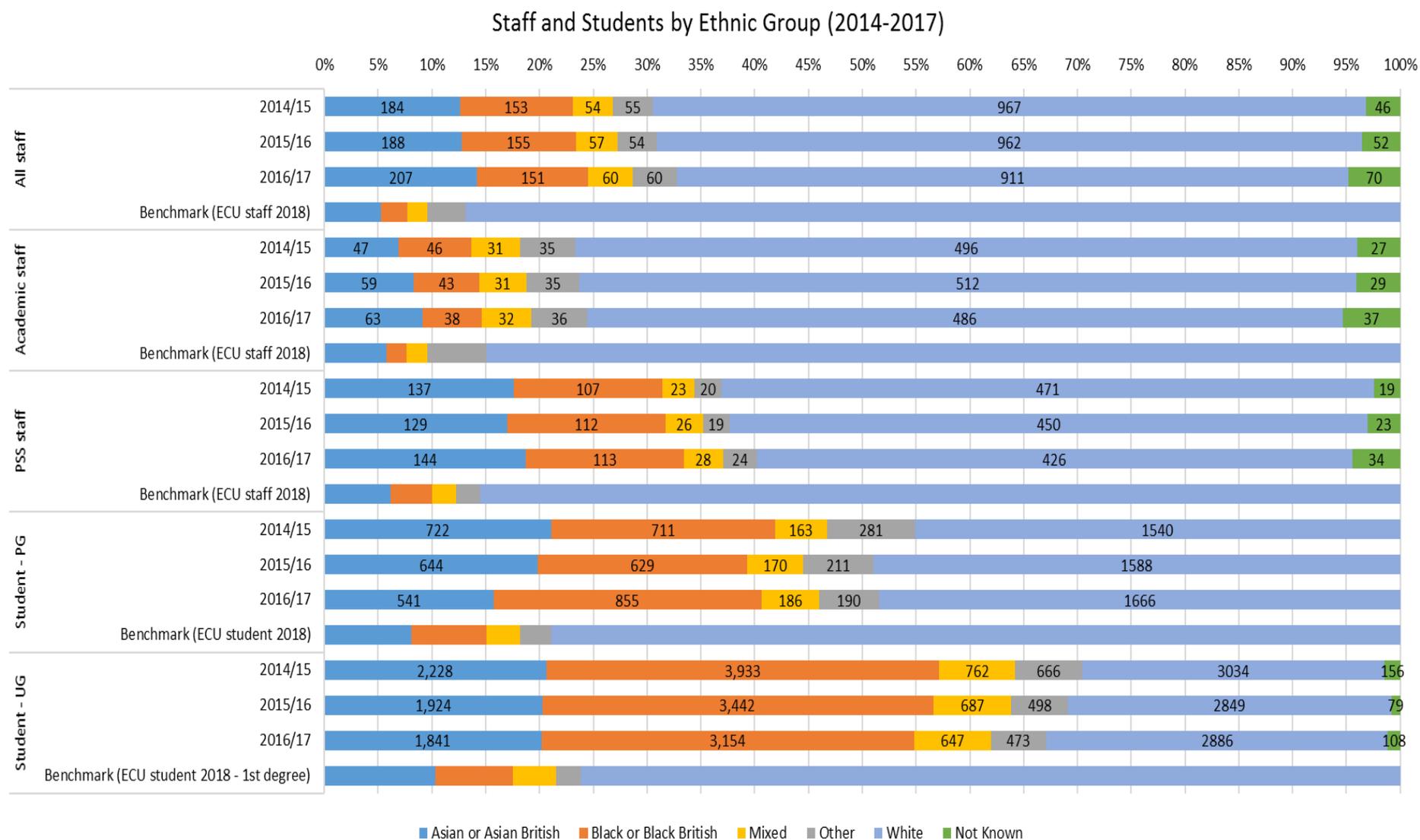


Chart 7 – Overview of staff and student populations by ethnic group



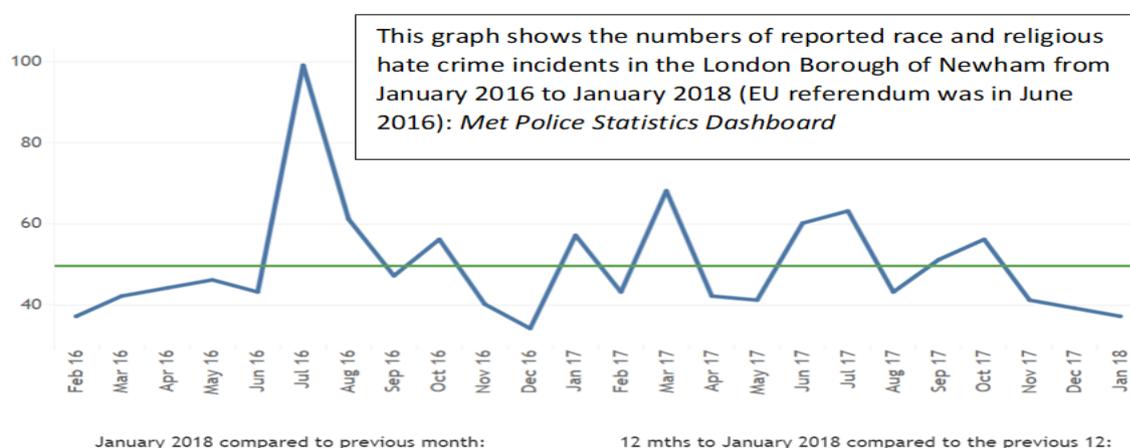
UEL has a history of working closely with our communities to address local challenges, a number of which we see reflected through the REC consultation. Staff and student responses showed awareness of local racial tensions, this being made worse by recent political events and a wariness of local police presence (table 7):

‘Had to sit between white racist youth who was berating young Muslim woman about BREXIT to break this racist interaction and focus him on me instead.’ (White / Male staff)

Table 7 – REC survey response analysis

REC Staff Survey		All (n = 556)	Male (n=190)	Female (n=273)
2.1 The ethnic/racial diversity of the local population impacts on my day-to-day life.	Ethnic Minority (n = 214)	70%	70%	73%
	Not Ethnic Minority (n=314)	69%	71%	66%
	All (n = 556)	70%	71%	69%
2.2 I am aware of ethnic/racial tensions within the local community.	Ethnic Minority (n = 214)	66%	71%	65%
	Not Ethnic Minority (n=314)	64%	64%	65%
	All (n = 556)	65%	66%	65%
REC Student Survey		All (n=828)	Male (n=234)	Female (n=566)
2.1 The ethnic/racial diversity of the local population impacts on my day-to-day life.	Ethnic Minority (n=418)	54%	43%	59%
	Not Ethnic Minority (n=389)	34%	34%	34%
	All (n=828)	44%	38%	48%
2.2 I am aware of ethnic/racial tensions within the local community.	Ethnic Minority (n=418)	62%	61%	63%
	Not Ethnic Minority (n=389)	49%	47%	51%
	All (n=828)	56%	54%	57%

For example, *Step Up to Stop Hate* was developed by our academics and students in response to the rise in hate crime in our local communities following the Brexit referendum.



UEL students were trained as peer educators to work with young people in local schools and colleges. In turn, the young people were trained to work with their peers and their tutors to inform, support and empower local communities to tackle hate crime.

Further, *Many Voices in the Community* (see also 8c) brought staff, students and communities together to celebrate diverse and courageous voices challenging the inequality they witness and experience.

Many Voices in the Community – 20-23rd March 2018

Many Voices in the Community with Kondwani Fidel

March 20th - 23rd | Four days of workshops, readings, open mic, spoken word and much more. **FREE ENTRY** to all events.

Many Voices in the Community with Kondwani Fidel **READ!**

March 20th - 23rd | Four days of workshops, readings, open mic, spoken word and much more. **FREE ENTRY** to all events.

Tuesday 20th March
In Other Words, Open Mic - 7pm
 Manor Park Library, SS5-593 Romford Rd
 Manor Park, London E12 5AD

Wednesday 21st March
Capital Letters, Poetry Reading and Discussion - 6:50pm
 21 Old Ford Road Bethnal Green, London E2 9PL

Thursday 22nd March
Stratford Poetry Group, Workshop - 6pm
 Stratford Library, 9 The Grove, London E15 1EL

Friday 23rd March
Spoken Word and Music Performances - 6pm
 Gerry's Kitchen, 2 Gerry Raffles Square, London E15 1BG

For more information:
 @_ManyVoices, @KondwaniFidel, @CapLetLDN
 www.stratfordpoetrygroup.com, j.botticello@uel.ac.uk

Gerry's STRATFORD EAST Friday 23rd March - 6pm
 Gerry's Kitchen, 2 Gerry Raffles Square, London E15 1BG
 Followed by an open mic evening of spoken word and live music

UEL many voices reading group Newham London

"Based on the fact that I stay within a particular borough. We tend not to be treated fairly even when we faced with life issues. We're seen as the no one to nothing citizens. Our voice and views never count." (EM student)

Greater engagement with the local population was called for through the REC consultation and a further recent 'SU on tour' consultation campaign, for example, cultural events building on events held in the past. This links to developing 'Connected Campuses' as outlined in Vision 2028 (Actions 5 & 6, 12).

"simply about learning about who lives around through community events where there can be sharing of culture (food, music etc). This would likely improve pedagogy and build community within UEL by default." (Asian / Male staff)

"Raise awareness by facilitating a "My Story" event. Where individuals or groups can share their stories of their culture, race, ethnicity via, song, poetry, sketches, etc." (Black / Female student)

Actions:

5. Meaningfully embed values of inclusivity and specifically racial justice within and throughout organisational communications and culture
6. Embed / Promote / Make mandatory a stronger understanding of and commitment to UEL values including in relation to race equality and cultural competency throughout staff and student experience
7. Appropriate Branding of UEL: 4.0 Industry - UEL as the place that *all* students have an equal chance of success
12. Embed work towards race equality within Connected Campus transformational programme

Section 3 Word Count: 641

4 Staff profile

We have provided throughout the staff section, data at institutional and School level wherever possible. As detailed in section 2d, College Executive Deans, Heads of School and Directors of Services have all engaged with the self-assessment process. Accountability for implementation of action is expected both centrally and locally within schools – as detailed in the action plan and chart 2. The following table provides data context.

Table 8 – Data Context

Academic Function	Teaching and Research contracts – Applicable to the majority of our academic staff.	
	Research only contracts – Mainly within our research institutes and a small number of Research only staff within Schools.	
	Teaching only – Most, though not all, of our Teaching only staff are currently Hourly Paid Lecturers (HPL). Employed on a different basis, so they do not distort our staff profile, analysis does not include HPLs except where specifically relevant – by contract type and academic function.	
Academic Staff not within Schools	There are small number of academics who do not sit within Schools, mainly within Learning and Teaching central functions and UEB.	
School of Social Sciences	This School moved into the Cass College of Education and Communities at the start of 2017/18.	
Grades / UEL Bands		
Summary Band – As shown throughout the application	UCEA or XpertHR defined contract level	Roles / Bands included
Band E	XpertHR level L	<ul style="list-style-type: none"> Research Assistant
Band F	XpertHR level K	<ul style="list-style-type: none"> Research Fellow Lecturer
Band G	XpertHR level J	<ul style="list-style-type: none"> Snr Research Fellow Senior Lecturer
Band H	XpertHR level I	<ul style="list-style-type: none"> Principal Research Fellow Principal Lecturer Reader
Professor	UCEA level 5A	<ul style="list-style-type: none"> Including all professors (band 1 – 4)
Management	Includes: UCEA level 3A UCEA level 3/4A1 UCEA level 3/4A2 UCEA level 3/4A3 UCEA level 4A UCEA level 5B	<ul style="list-style-type: none"> Band I Management Grade 1 - 3
Hourly Paid Lecturers (HPL)	<ul style="list-style-type: none"> Hourly paid / Permanent hourly paid Not included in pipeline analysis / in contract and academic function analysis only. 	

4a Academic staff

Around 24% of UEL academics (19% / 37% UK / Non-UK) identify as being from a minority ethnic background, which is more diverse than the national average, but given our location, ethos and student profile, is an underrepresentation.

Within our minority academic ethnic staff:

- 5% identify as Black or Black British (4% / 7% UK / Non-UK), compared to 39% of our students and 11% of London.
- 9% identify as Asian or Asian British (6% / 16% UK / Non-UK), compared to 23% of our students and 19% of London
- 5% identify as mixed (4% / 6% UK / Non-UK), compared to 6% of our students and 11% of London

Charts 8 – 11 show analysis by ethnicity intersecting with UK / Non-UK. It is difficult to set a specific benchmark for what our academic profile should be: we need to aim to be as diverse as our student body in the long term as they are the academics of the future, but we need to also be realistic in how long it will take to achieve.

In comparison to our overall 24% BME academic staff population,

- ACE (38%), Business and Law (42%) and Social Sciences (35%) have a higher BME representation.
- ADI (15%), Cass (19%) HSB (20%) and Psychology (17%) have an underrepresentation.

It is recognised by the College Executive Deans that specific strategies will be needed in these areas.

Chart 12 - 20 shows Academic staff by grade across the institution. By grade, the figures have been aggregated due to small numbers

- There are 'leaks' in the pipeline at each grade transition, especially from Band G (SL) to H (Reader / PL) overall. The proportions are fairly static across the period with the exception of 'not known'.
- for BME UK academics there are significant leaks at Band H to Professor with a significantly higher proportion of BME Non-UK Professors.
- Non-UK BME academics in management are particularly underrepresented.

Exploring the reasons for our academic profile, we have reflected on both our external recruitment strategies (section 5a) as well as our internal promotions (section 5d).

Explored in more detail in section 5d, internal progression from G to H to Professor shows bias and areas for improvement. In 2016 we commenced a review of our Academic Employment Framework (AEFR) via a cross-institutional working group which aimed to proactively reframe our career tracks and progression routes and provided an excellent opportunity to address the internal progression barriers identified. Alongside the AEFR, there are plans to develop a more comprehensive academic development programme. Both of these strands will be discussed in more detail in section 5d.

Chart 8 – Academic Staff by Ethnic Group

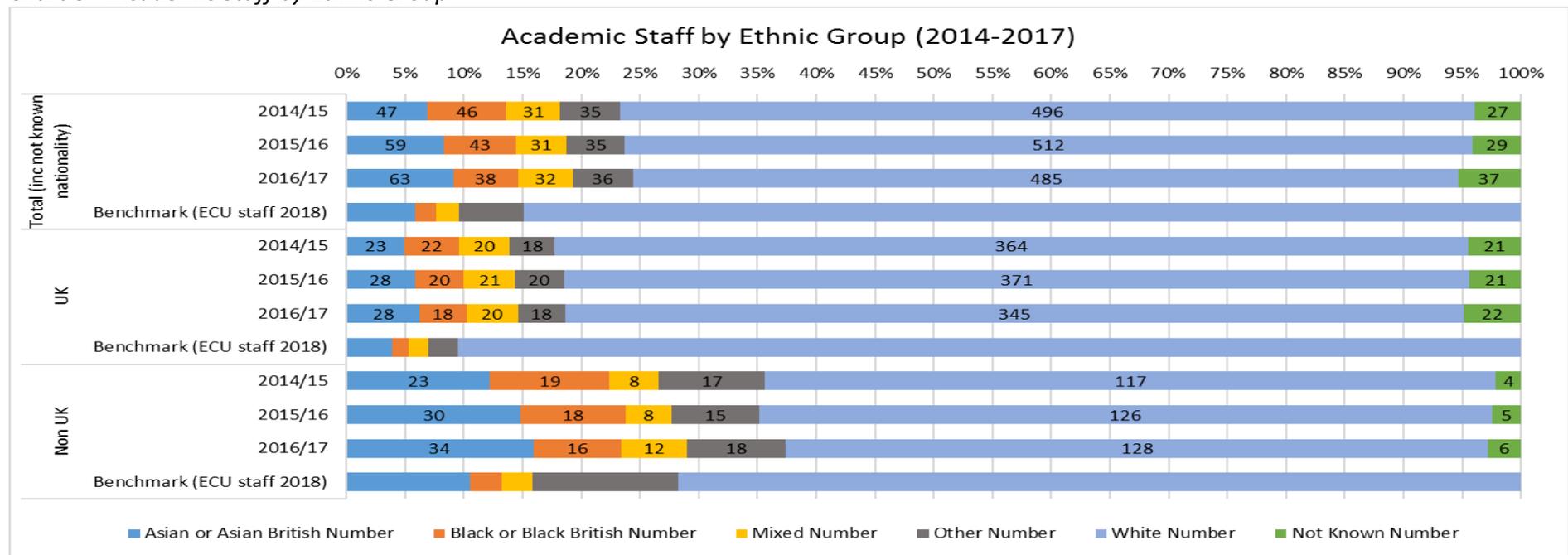


Table 9 - Academic Staff by Ethnic Group (Number and %)

		Asian or Asian British		Black or Black British		Mixed		Other		White		Not Known	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Total (inc not known nationality)	2014/15	47	7%	46	7%	31	5%	35	5%	496	73%	27	4%
	2015/16	59	8%	43	6%	31	4%	35	5%	512	72%	29	4%
	2016/17	63	9%	38	5%	32	5%	36	5%	486	70%	37	5%
	Benchmark (ECU staff 2018)	11,000	6%	3,415	2%	3,670	2%	10,385	5%	160835	85%		
UK	2014/15	23	5%	22	5%	20	4%	18	4%	364	78%	21	4%
	2015/16	28	6%	20	4%	21	4%	20	4%	371	77%	21	4%
	2016/17	28	6%	18	4%	20	4%	18	4%	345	76%	22	5%
	Benchmark (ECU staff 2018)	5,160	3%	1,895	1%	2,205	1%	3,450	2%	120805	64%		
Non UK	2014/15	23	12%	19	10%	8	4%	17	9%	117	62%	4	2%
	2015/16	30	15%	18	9%	8	4%	15	7%	126	62%	5	2%
	2016/17	34	16%	16	7%	12	6%	18	8%	128	60%	6	3%
	Benchmark (ECU staff 2018)	5,840	10%	1,520	3%	1,465	3%	6,935	12%	40030	72%		

Chart 9 – 12: Snapshot (2016/17) of academic staff overall and by School – BME / White – All / UK / Non-UK

Chart 9

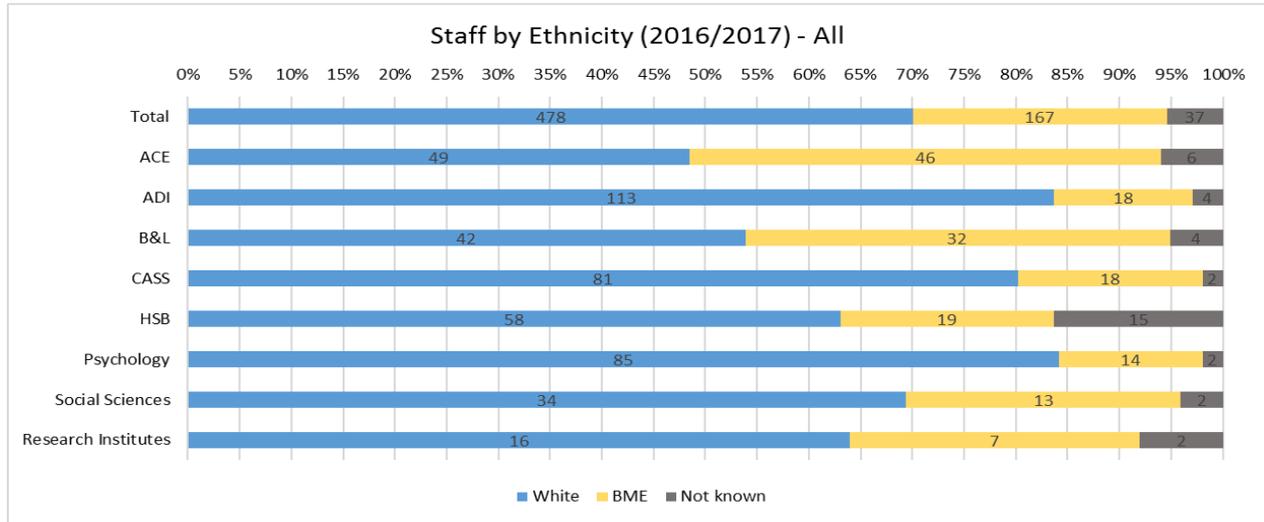


Chart 10

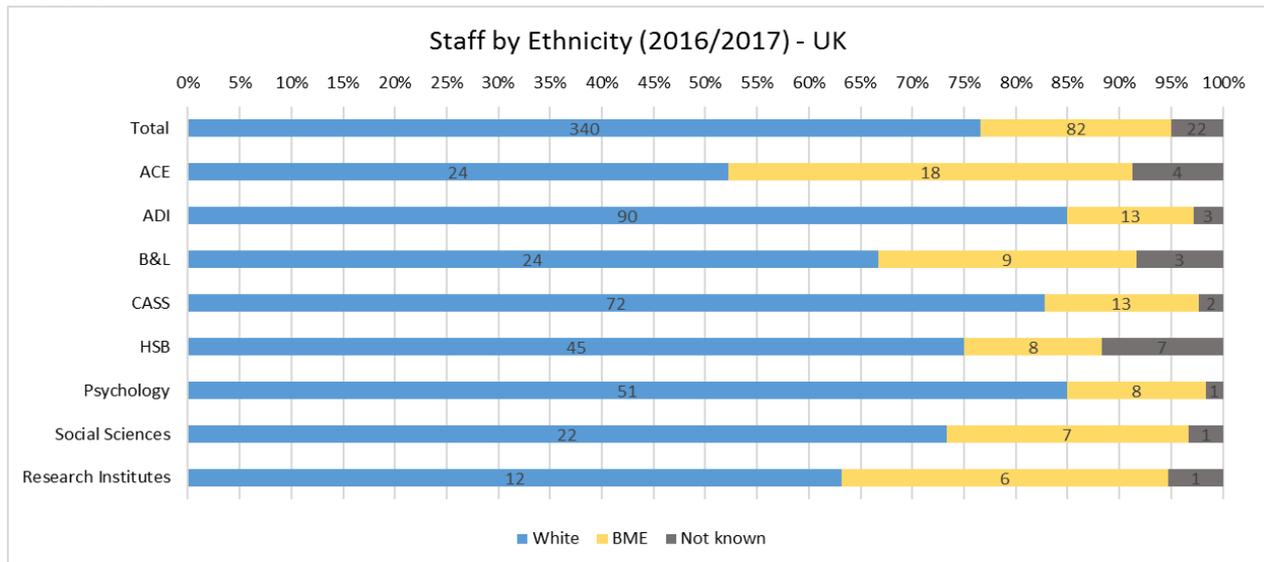


Chart 11

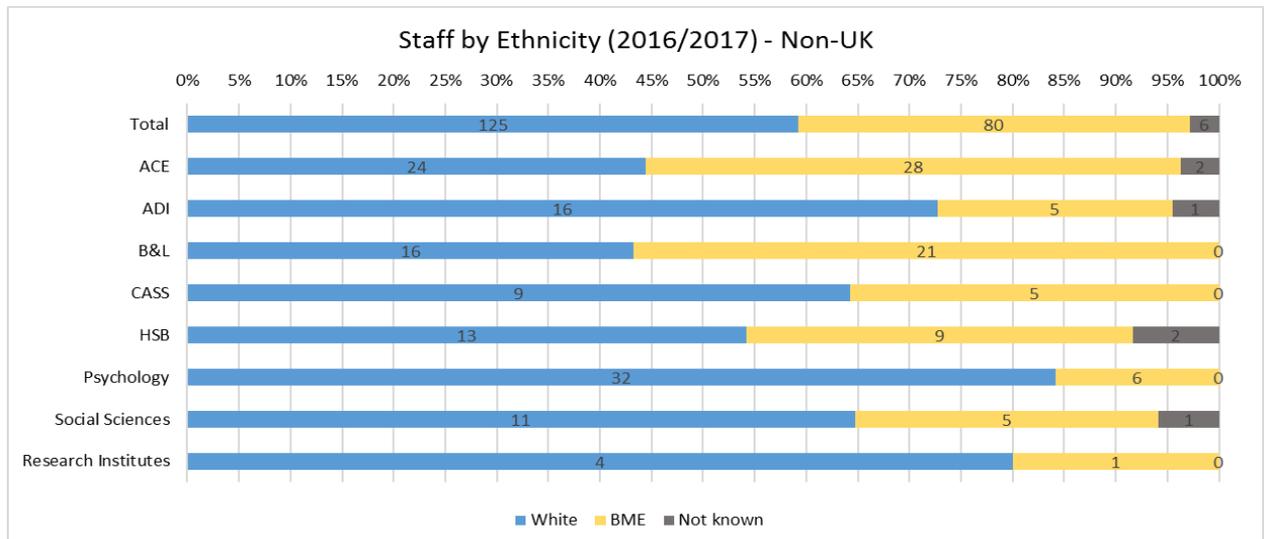


Chart 12 - Academic Staff Institutional Pipeline by Grade – BME / White and UK / Non-UK

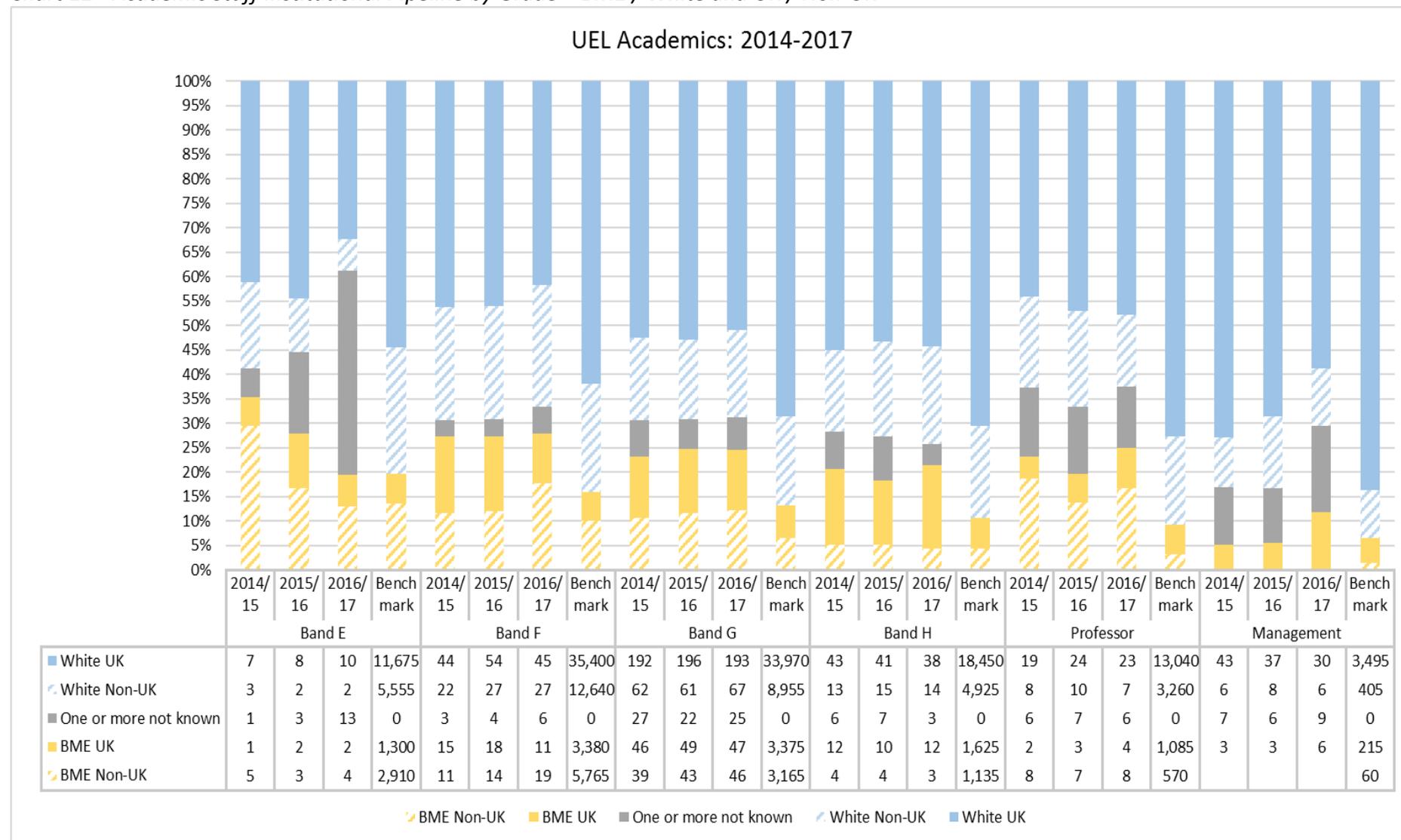


Chart 13 a: Academic School Staff Pipelines by Grade – BME / White and UK / Non-UK

Chart 13 – School Pipeline - ACE

Chart redacted

Chart 14 - School Pipeline - ADI

Chart redacted

Chart 15 - School Pipeline - RDSBL

Chart redacted

Chart 16 - School Pipeline – Cass

Chart redacted

Chart 17 - School Pipeline - HSB

Chart redacted

Chart 18 - School Pipeline - Psychology

Chart redacted

Chart 19 - School Pipeline – Social Sciences

Chart redacted

Chart 20 - School Pipeline – Research Institutes

Chart redacted

Academic Staff by Academic Function

Table 10-11 / Chart 21-26 shows our academic profile by academic function. As a non-research intensive university, our Research only numbers are very small (approx. 35) and have decreased over the period. Though proportionally our BME Research only staff number has increased. Teaching and Research staff has not changed significantly over the three-year period. Our Teaching only staff numbers have increased – i.e. our employment of HPLs – this is considered further in the next section.

Table 10 – Academic Staff by Academic Function and Ethnicity

Academic Staff by Ethnicity / Academic Function (2014-2017) - All		White		BME		Not known	
		Number	%	Number	%	Number	%
Total (inc neither teaching nor research)	2014/15	622	70%	218	24%	52	6%
	2015/16	645	71%	220	24%	47	5%
	2016/17	672	69%	246	25%	57	6%
	Benchmark (ECU staff 2018)	160,835	85%	28,470	15%		
Research only	2014/15	32	68%	13	28%	2	4%
	2015/16	26	65%	10	25%	4	10%
	2016/17	20	59%	12	35%	2	6%
	Benchmark	34,480	78%	9,735	22%		
Teaching and Research	2014/15	456	73%	144	23%	25	4%
	2015/16	478	73%	154	23%	24	4%
	2016/17	455	71%	154	24%	33	5%
	Benchmark	81,695	87%	12,230	13%		
Teaching only (Majority HPLs)	2014/15	130	60%	60	28%	25	12%
	2015/16	135	65%	54	26%	19	9%
	2016/17	191	65%	80	27%	21	7%
	Benchmark	43,360	87%	6,385	13%		

Chart 21 – All Academic Staff by Academic Function

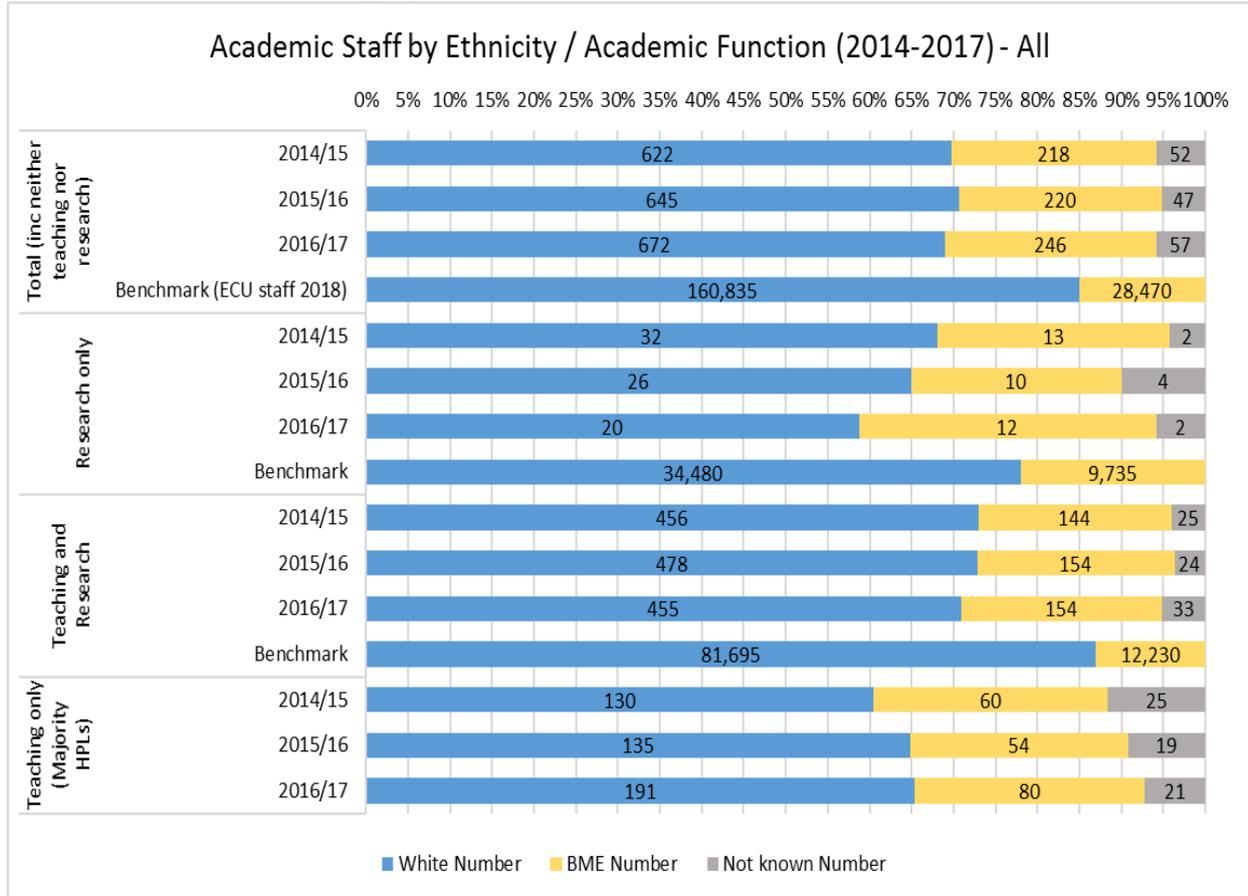


Chart 22 – UK only Academic Staff by Academic Function

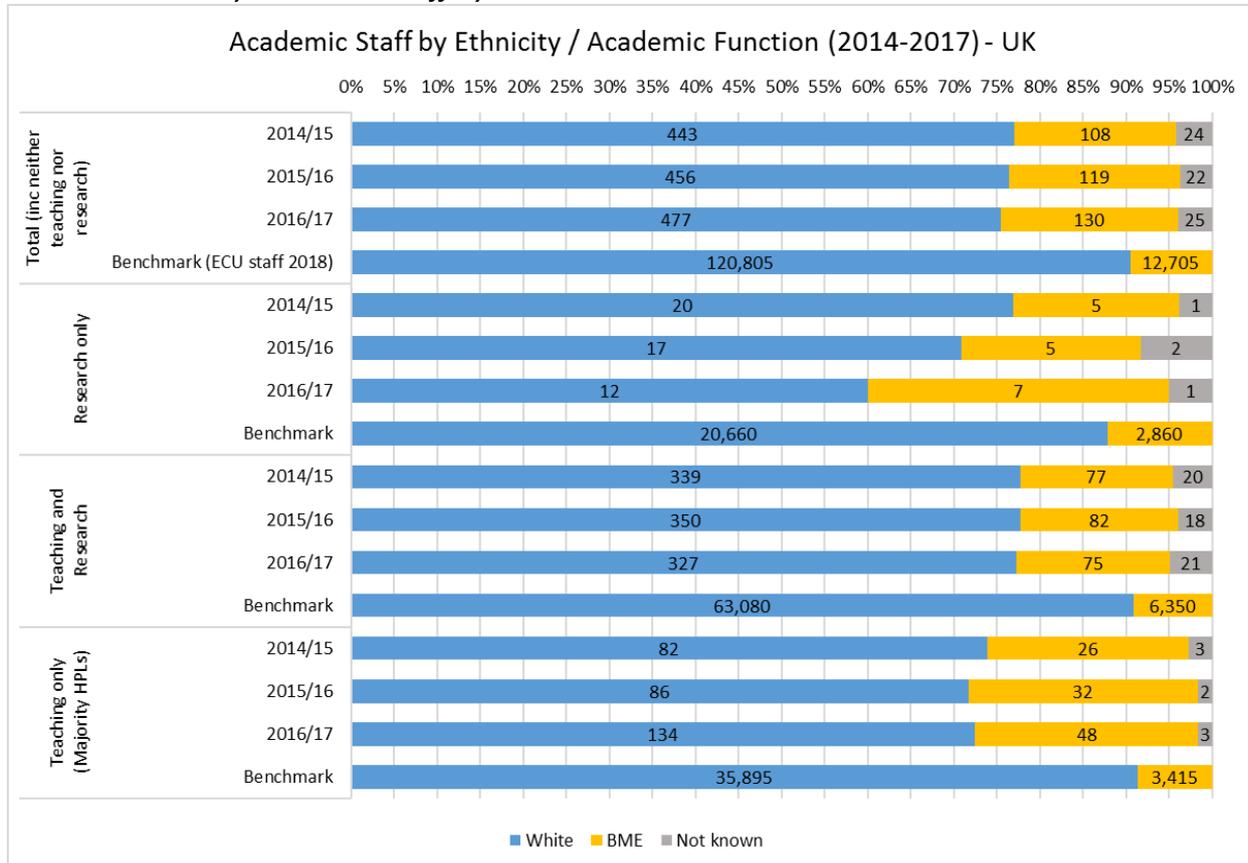


Chart 23 – Non-UK Academic Staff by Academic Function

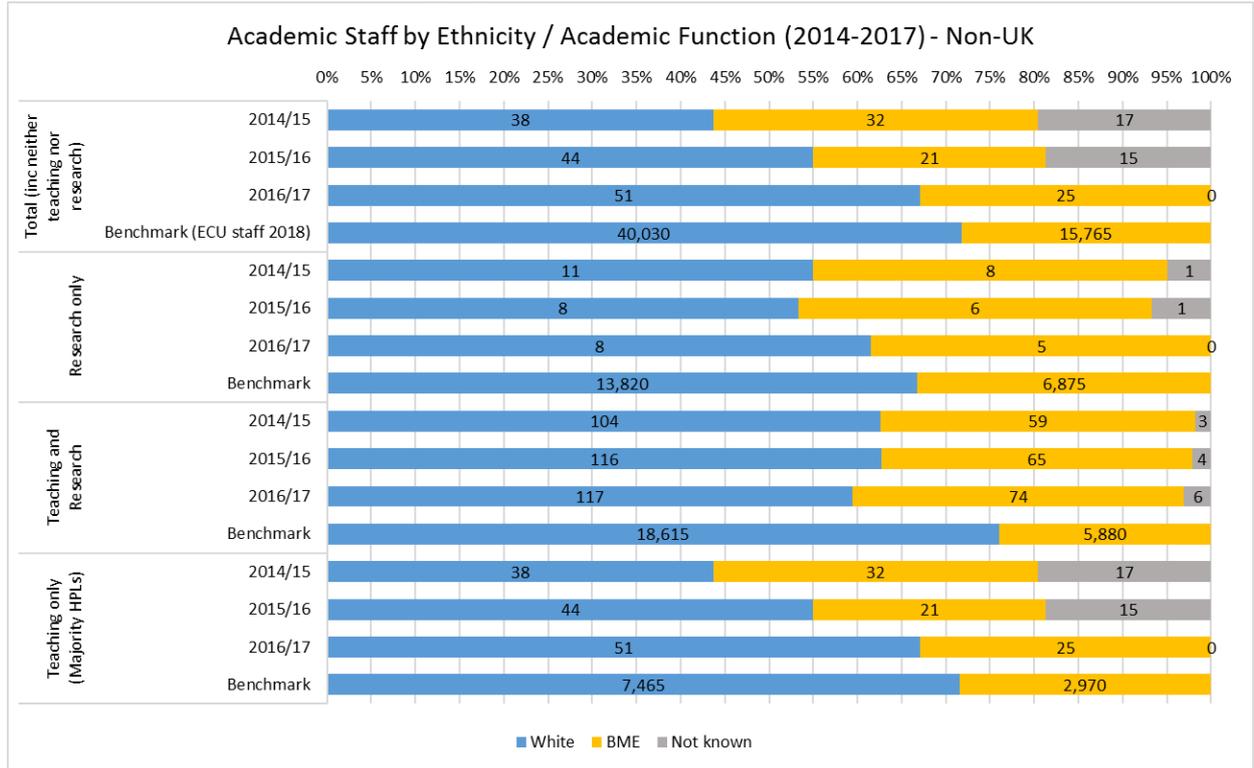


Chart 24 - All Academic Staff by Academic Function and Ethnic Group

Chart redacted

Table 11– Academic Staff by Academic Function and ethnic groups¹

Table redacted

Chart 25 – UK only Academic Staff by Academic Function and Ethnic Group

Chart redacted

Chart 26 – Non-UK only Academic Staff by Academic Function and Ethnic Group

Chart redacted

¹ Note that this analysis by academic function includes HPLs as they make up the majority of our teaching only staff

Academic Contract type

Our proportion of fixed term contract staff is low (3%) and including HPLs, total 35% which is below the sector benchmark of 42% (tables 12-13). FTC staff are mainly employed to cover maternity or specific pieces of work. Overall the proportion of staff on FTC is lower than benchmark perhaps linked to our low % of Research only staff and where only used to cover fixed period vacancies such as maternity leave.

Employment of HPLs is strictly restricted to short term and specialist teaching cover. However, our hourly paid staff profile has gone up in the last few years (32% BME / 28% White in 2017). By ethnic group, Black / Black British academics have the highest proportion of HPL staff (charts 24-26). Looking at this intersectionality with gender, we note that BME males have the lowest proportion of permanent contracts (chart 29). The new VC&P is firmly recommending reduced reliance on HPLs from 2018/19. ([Action 29](#))

Action:

29. Manage employment of HPLs to ensure career progression is supported

Table 12 – BME Academic Staff by contract type

Table redacted

Table 13 – White Academic Staff by contract type

Table redacted

Chart 27 – BME Academic Staff by Contract Type

Chart redacted

Chart 28 – White Academic Staff by Contract Type

Chart redacted

Chart 29 – Academic Staff by Contract Type and by Gender

Chart redacted

Chart 30 – Breakdown of Academic Staff by Contract type and by Ethnic group

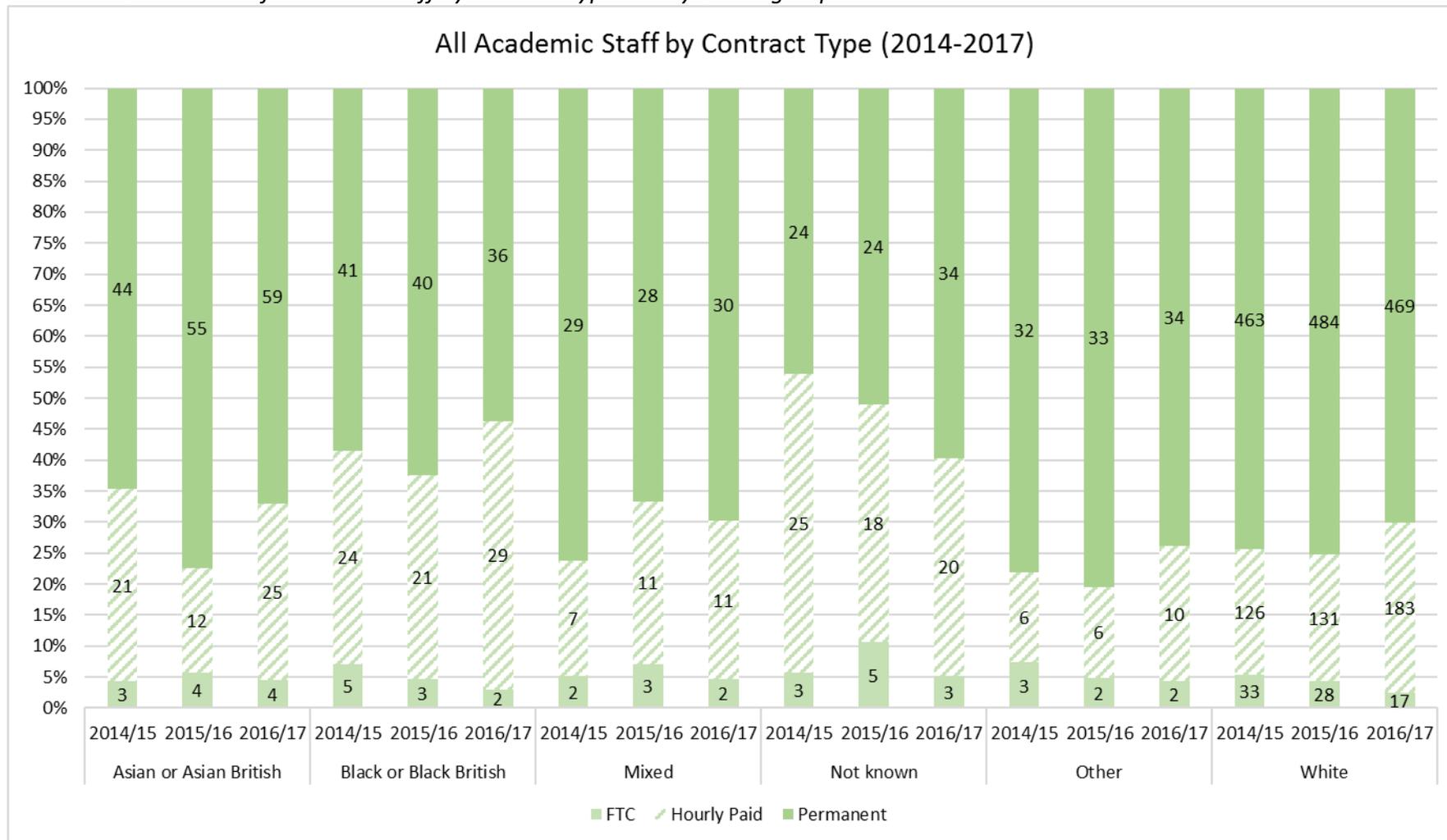


Chart 31 - School Academic Profile by Contract type – ACE

Chart redacted

Chart 32 - School Academic Profile by Contract type – ADI

Chart redacted

Chart 33 - School Academic Profile by Contract type – RDSBL

Chart redacted

Chart 34 - School Academic Profile by Contract type – Cass

Chart redacted

Chart 35 - School Academic Profile by Contract type – HSB

Chart redacted

Chart 36 - School Academic Profile by Contract type - Psychology

Chart redacted

Chart 37 - School Academic Profile by Contract type – Social Sciences

Chart redacted

Chart 38 - School Academic Profile by Contract type – Research Institutes

Chart redacted

Academic Working Pattern

A lower proportion of BME academics (17%) work part time than is reflected in the overall population and in comparison to White academics (33%). Across the Schools this is a fairly consistent picture except in ADI, Psychology and the Research Institutes where there is higher proportion of part time BME staff. Some schools have a higher proportion of academics working part time often because they also work in their own private creative practice (e.g. ADI).

Table 14 – BME Academic staff by working pattern

Table redacted

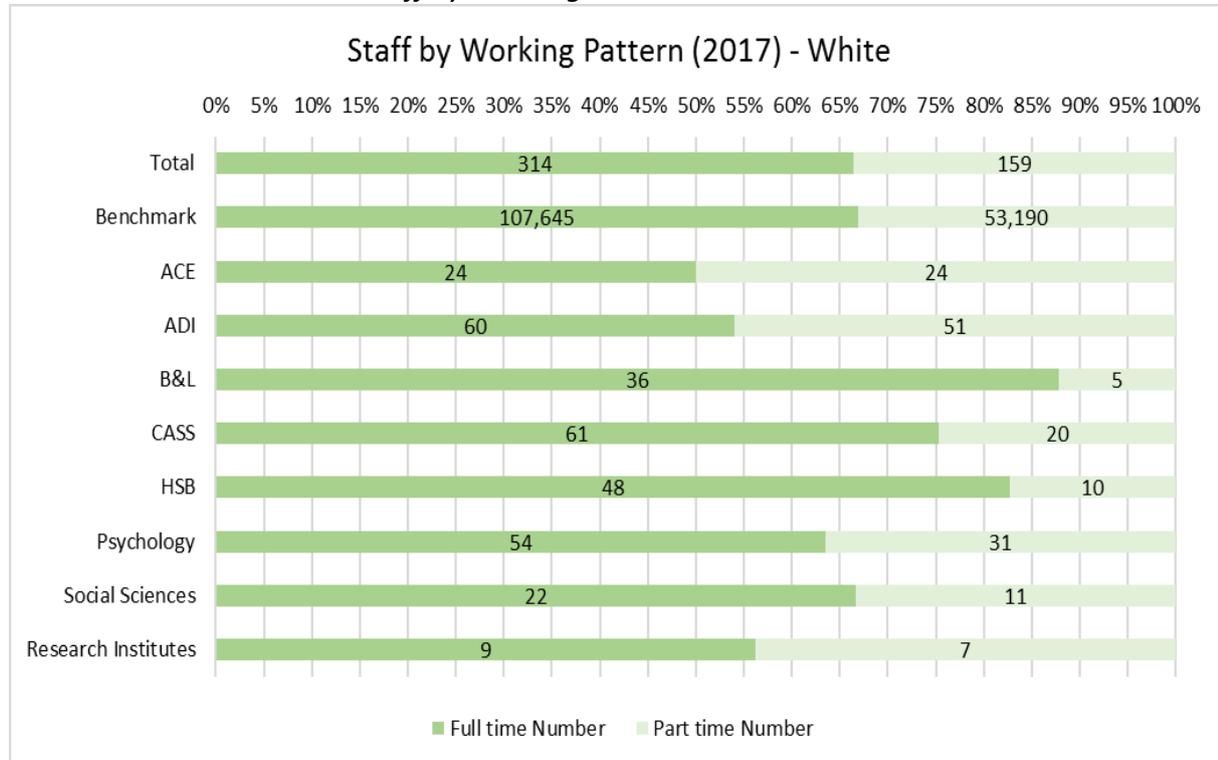
Table 15 - White Academic staff by working pattern

Academic Staff by Ethnicity (Snapshot 2017) (not inc HPLS) - White	Full time		Part time	
	Number	%	Number	%
Total	305	67%	152	33%
<i>Benchmark</i>	<i>107,645</i>	<i>67%</i>	<i>53,190</i>	<i>33%</i>
ACE	24	50%	24	50%
ADI	60	54%	51	46%
B&L	36	88%	5	12%
Cass	61	75%	20	25%
HSB	48	83%	10	17%
Psychology	54	64%	31	36%
Social Sciences	22	67%	11	33%
Research Institutes	9	56%	7	44%

Chart 39 - BME Academic Staff by Working Pattern

Chart redacted

Chart 40 - White Academic Staff by Working Pattern



The REC survey feedback does not evidence significant differences in terms of perception (in contrast to PSS staff – see section 4b), showing that the differences seem more significant between gender and type of job role rather than whether identifying as from an ethnic minority or not. However, overall awareness of formal flexible working processes is low (49%) as is perception of supportiveness of management (46%) while use of informal flexible working is relatively high (79%).

Qualitative comments appear to suggest that working flexibly is a way of working for academics more so than for PSS, which was also found in our Athena SWAN work. There were positive examples in relation to retaining and motivating staff but the need for consistency across all Schools was also called for.

"really supported in our school to be professional and manage your own work load including timings, which actually makes staff more productive" (Academic – White / Female)

"make this option more transparent. This is not a factory, so working in different ways and locations should be supported." (Academic – White / Female);

Via our Athena SWAN work we are working to develop a more inclusive flexible working environment for all staff through facilitating culture change and providing more supportive processes and networks for parents and carers. To date we have piloted team training

specifically on Flexible Employment and will be rolling out further sessions for both Schools and PSS. We have also developed an online resource which brings together and highlights good practice both internally and externally (Action 26).

<p>Action: 26. Address issues of race and differential experiences in relation to flexible working</p>
--

Table 16 – REC survey response analysis

REC Staff Survey		All (n = 556)	Academic (n=223)
8.1 I am aware of the formal flexible working polices and arrangements at the institution, for example, part time working or condensed hours.	Ethnic Minority (n = 214)	59%	54%
	Not Ethnic Minority (n=314)	61%	46%
	All (n = 556)	59%	49%
8.2 If I formally requested flexible working arrangements, I am confident that the request would be granted if at all possible.	Ethnic Minority (n = 214)	46%	47%
	Not Ethnic Minority (n=314)	53%	46%
	All (n = 556)	49%	46%
8.3 I am able to take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in later.	Ethnic Minority (n = 214)	64%	78%
	Not Ethnic Minority (n=314)	75%	80%
	All (n = 556)	69%	79%
8.4 My manager is supportive of flexible working.	Ethnic Minority (n = 214)	60%	63%
	Not Ethnic Minority (n=314)	66%	67%
	All (n = 556)	61%	65%

Chart 41 - School Academic Staff by Working Pattern - ACE

Chart redacted

Chart 42 - School Academic Staff by Working Pattern - ADI

Chart redacted

Chart 43 - School Academic Staff by Working Pattern - RDSBL

Chart redacted

Chart 44 - School Academic Staff by Working Pattern - Cass

Chart redacted

Chart 45 - School Academic Staff by Working Pattern - HSB

Chart redacted

Chart 46 - School Academic Staff by Working Pattern - Psychology

Chart redacted

Chart 47 - School Academic Staff by Working Pattern – Social Sciences

Chart redacted

Chart 48 - School Academic Staff by Working Pattern - RDSBL

Chart redacted

Academic Leavers and Turnover

Turnover of academic staff is overall comparable to that of the sector (21% / 17% (BME / White) in comparison to 21% / 16% in the sector in 2017) though this has fluctuated. This is the case for UK and non-UK academics. There is higher turnover amongst Research only staff but the numbers are small so it is difficult to extrapolate from this. Trends between Schools vary.

HR invites leavers to complete an exit interview survey on notification of their resignation. However, completion of this survey is low and the REC consultation reported a reluctance to complete it, for example due to potential lack of anonymity (Actions 6 & 11). Completed surveys reflect themes in relation to career progression, a disconnect between policy and practice and a need for greater competence on the part of line managers in creating a positive and inclusive culture (Actions 13, 25 & 30). Additionally, recent inactivity of the BME staff network has meant that this has not been an effective forum for staff to raise concerns (Action 27).

Actions:

- 6. Embed / Promote / Make mandatory a stronger understanding of and commitment to in race equality and cultural competency throughout staff and student experience
- 11. Improve engagement mechanisms which facilitate better understanding of race equality issues within decision making / university executive board
- 13. Embed culture free of bullying and harassment role modelled by UEB
- 25. Reduce bias evidenced in line management of staff
- 27. Improve engagement with BME staff regarding race equality, working environment and career progression
- 30. Improve experience and transparency of PDR processes which promotes discussion of career progression

Table 17 – Academic Leavers by ethnicity and UK / Non-UK

Table redacted

Table 18 – Academic leavers by ethnicity broken down by School

Table redacted

4b Professional and support staff

We have a higher proportion of minority ethnic PSS staff in comparison to academic staff. As is reflected in the overview (section 3a), we recruit more of our PSS staff from the local community and London and our PSS profile roughly reflects the wider London population by ethnic group, though not the local community.

Our PSS staff numbers have remained fairly static over the period.

The breakdown of representation by grade (chart 49) shows a decrease in representation of BME staff as we progress through the grades to management. Representation is significantly above benchmark and bands A – D also represent the proportion of BME people in the local community (between 45-60%). While still significantly above benchmark at the higher grades, from band E representation drops from band E (40%), band F (30%), band G (26%), band H (26%), management (20%). This has not changed significantly over the period although there has been improvement at band H which is good.

Charts 50-52 show the profile of each service and split between student facing and not student facing. Some services reflect a higher proportion of BME staff, e.g. our CfSS, Finance and Academic Registry, possibly relating to specific occupational segregation as benchmark data suggests.

PSS within Schools are shown below but not by each School as numbers are low, most PSS staff supporting schools are structurally situated within Academic Registry.

As with our academic staff, we have looked at the reasons for this profile in more details in terms of our **recruitment** (section 6a) and **internal promotion** (section 6d).

Explored in more detail in section 6d, there are no formal **internal progression** routes and the pipeline shows need to address the 'leaky' pipeline in particular from band E to F which reflects initial moves into management roles.

Chart 49 – All Professional & Support Staff Institutional Pipeline by Grade – BME / White and UK / Non-UK

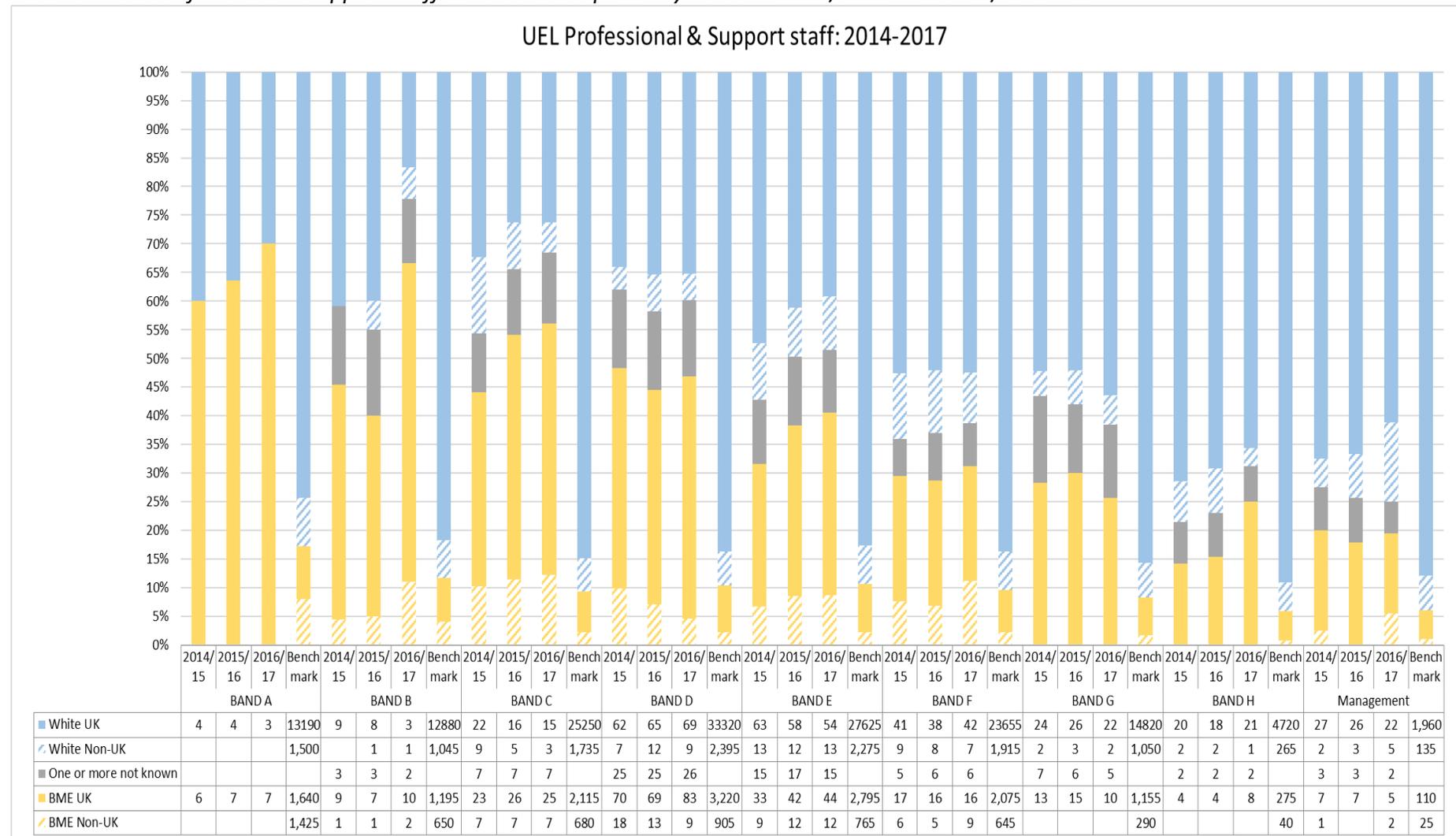


Chart 50 – Breakdown of Professional & Support Staff in Student Facing Departments – BME / White and UK / Non-UK

Chart redacted

Chart 51 – Breakdown of Professional & Support Staff in Not Student Facing Departments – BME / White and UK / Non-UK

Chart redacted

Chart 52 – Breakdown of Professional & Support Staff in Research, Innovation and Enterprise – BME / White and UK / Non-UK

Chart redacted

Chart 53 – All Professional & Support Staff Institutional Pipeline by Grade and Ethnic Group



Chart 54 - UK only Professional & Support Staff Institutional Pipeline by Grade and Ethnic Group

Chart redacted

Chart 55 – Non-UK only Professional & Support Staff Institutional Pipeline by Grade and Ethnic Group

Chart redacted

PSS Contract type

Analysis of PSS staff by contract type (chart 56) shows we have a relatively low number of FTC staff overall. However, we have a higher and disproportionate number of BME FTC staff which needs to be better understood and addressed ([Action 23](#)). We also at how contract type intersects with gender which showed a fairly consistent by gender for BME staff though not for White staff (chart 57).

Chart 56 – Professional and Support Staff Profile by Contract type

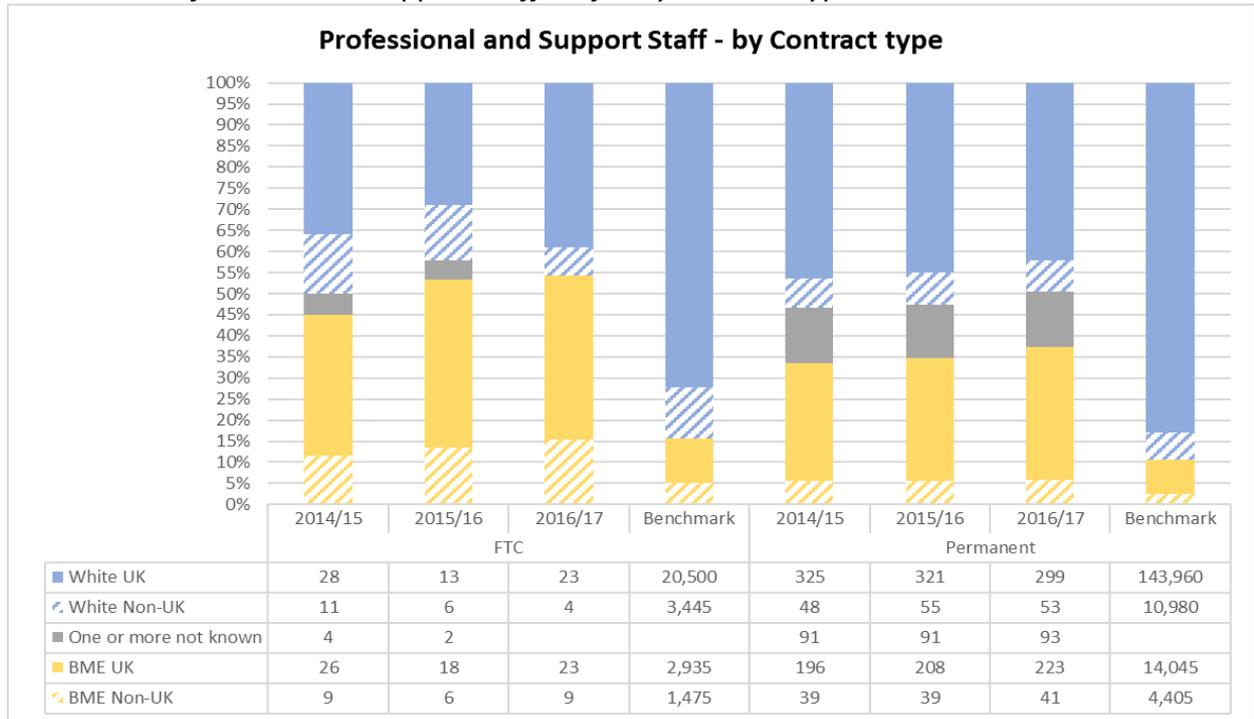


Chart 57 – BME Professional and Support Staff by Contract Type and by Gender

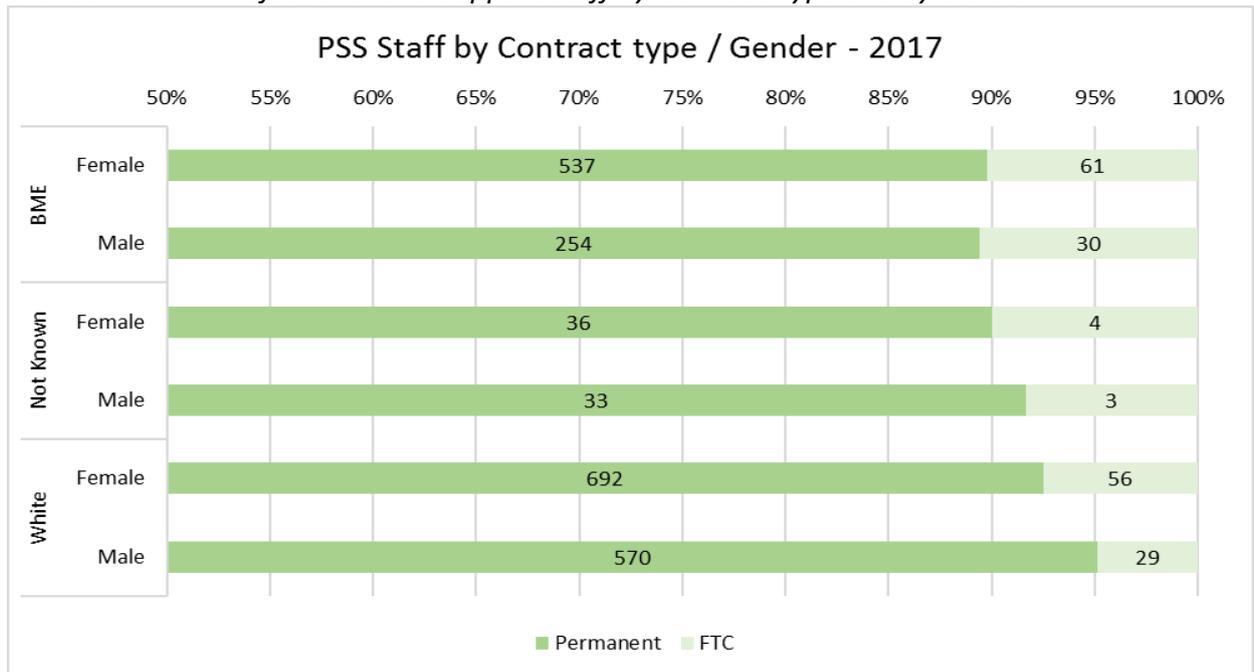
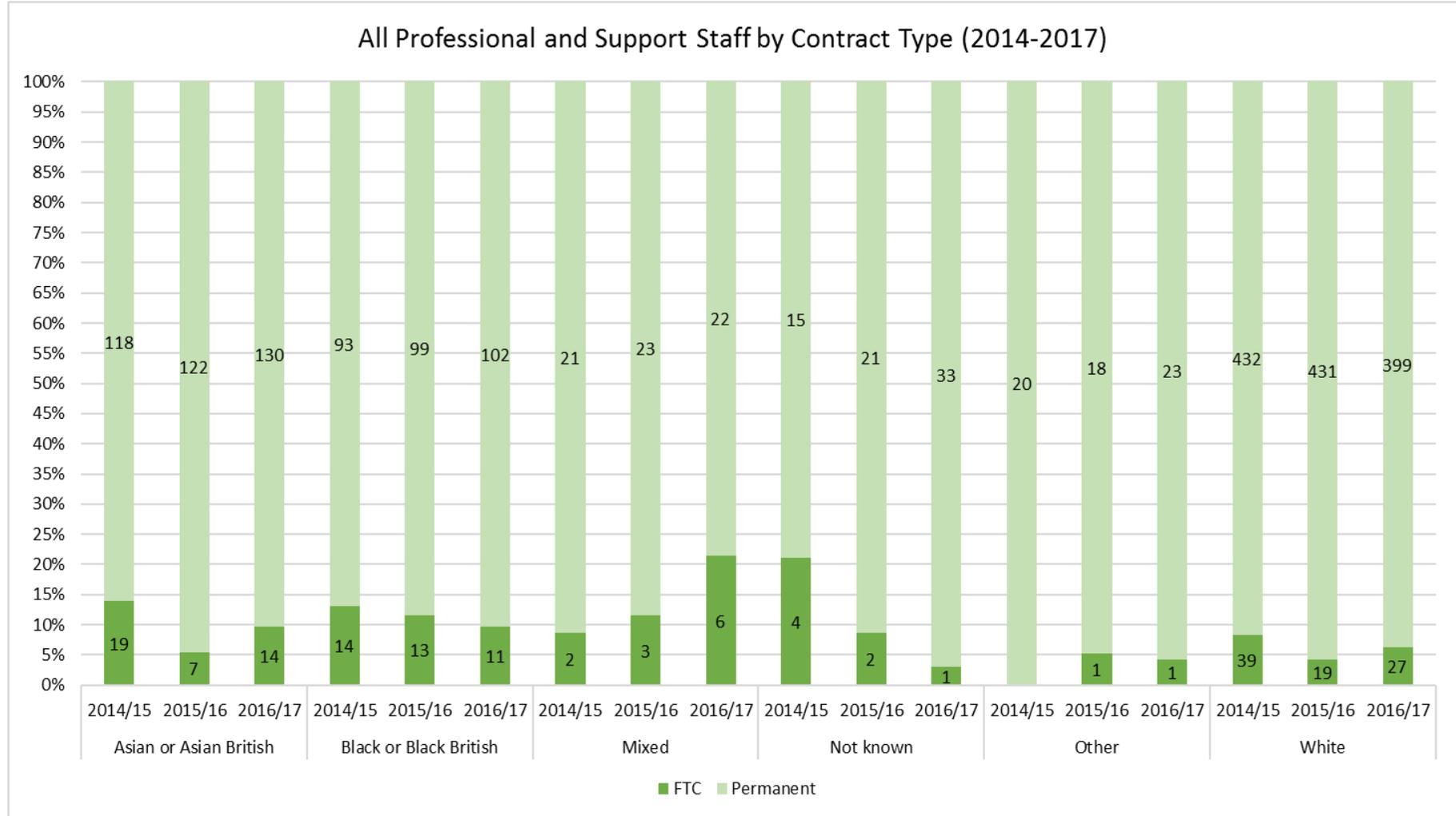


Chart 58 – BME Professional and Support Staff by Contract Type and by ethnic group



PSS Working pattern

Analysis of the qualitative comments suggest inconsistent perception and implementation of flexible working particularly across PSS.

"Flexible working is applied varyingly within different departments and those in front facing roles aren't encouraged due to limited staffing." (PSS – BME / Female)

"I believe there is a wide gap between organisational units when it comes to accessibility of flexible working and work-life fit, which should be revised and openly discussed." (Prefer not to say – White / Female)

This issue has been picked up via the Athena SWAN action plan and some progress made (see section 4a). However, the REC survey results highlight the need to ensure intersectional experiences are considered (Action 26). In contrast to academic perception of flexible employment, there is greater difference in perception between minority ethnic and not minority ethnic PSS staff. For example, a 10% difference in perception e.g. on ability to take advantage of flexible working informally (61% / 74% respectively). These findings suggest a race-specific issue, in addition to gender, and that BME staff are being treated differently to their white counterparts and perhaps differing levels of line manager trust. (Action 25)

Actions:

23. Address the disparity in higher proportion of BME PSS staff on FTC

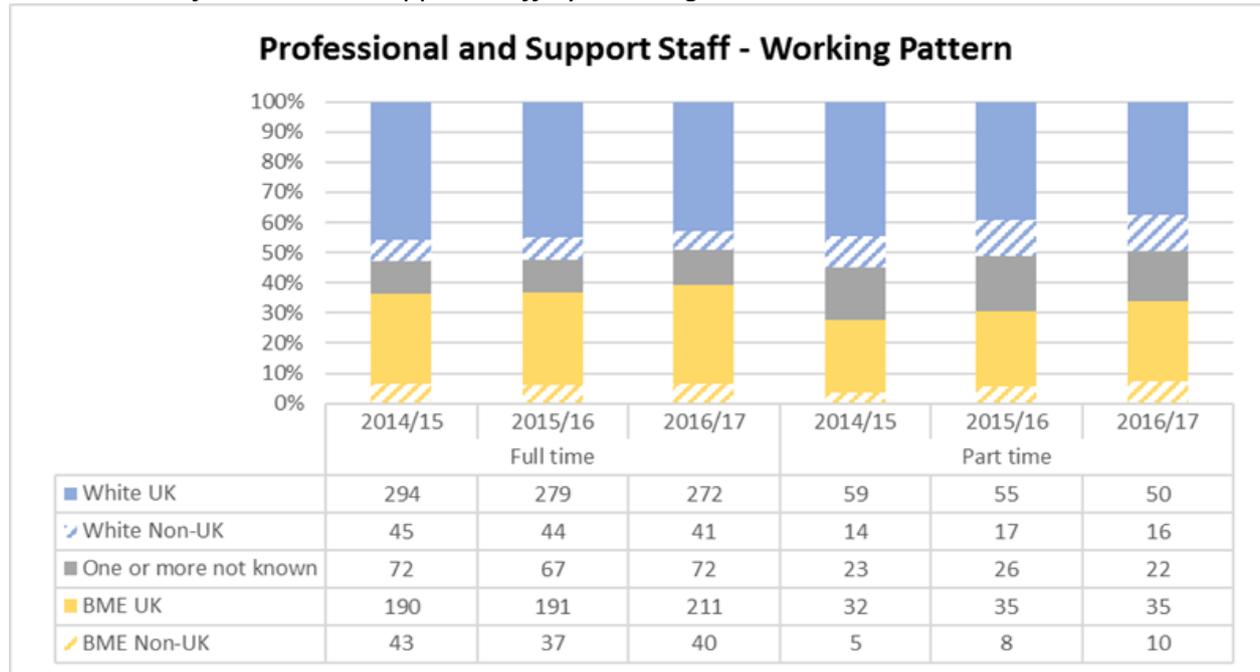
25. Reduce bias evidenced in line management of staff

26. Address issues of race and differential experiences in relation to flexible working

Table 18 – REC survey response analysis

REC Staff Survey		All (n = 556)	Professional (n=214)
8.1 I am aware of the formal flexible working polices and arrangements at the institution, for example, part time working or condensed hours.	Ethnic Minority (n = 214)	59%	65%
	Not Ethnic Minority (n=314)	61%	74%
	All (n = 556)	59%	70%
8.2 If I formally requested flexible working arrangements, I am confident that the request would be granted if at all possible.	Ethnic Minority (n = 214)	46%	52%
	Not Ethnic Minority (n=314)	53%	61%
	All (n = 556)	49%	57%
8.3 I am able to take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in later.	Ethnic Minority (n = 214)	64%	61%
	Not Ethnic Minority (n=314)	75%	74%
	All (n = 556)	69%	68%
8.4 My manager is supportive of flexible working.	Ethnic Minority (n = 214)	60%	58%
	Not Ethnic Minority (n=314)	66%	66%
	All (n = 556)	61%	62%

Chart 59 – Professional and Support Staff by Working Pattern



PSS Turnover

PSS staff turnover is higher than for academic at 27% (BME) and 30% (White) in 2016/7. As with for academics, the exit interview process is not as effective as it could be so as to understand the issues and feedback to management (Action 27). Where feedback has been given, this again reflects themes regarding career progression, concerns regarding bullying and the need for a more inclusive organisational culture. There has also been reflection on the importance of the history and diversity of UEL to staff commitment. (Action 6 & 13)

Table 19 – Professional and Support staff leavers by ethnic group and UK / Non-UK

PSS Leavers	2014/2015			2015/2016			2016/2017			
	Leavers	Staff in Post	Turnover	Leavers	Staff in Post	Turnover	Leavers	Staff in Post	Turnover	
All	BME	62	287	22%	45	286	16%	84	309	27%
	White	94	471	20%	80	450	18%	128	426	30%
	Not Known	7	19	37%	7	23	30%	11	34	32%
UK	BME	52	222	23%	33	226	15%	58	246	24%
	White	67	353	19%	59	334	18%	92	322	29%
	Not Known	3	13	23%	4	15	27%	9	22	41%
Non-UK	BME	5	48	10%	11	45	24%	16	50	32%
	White	13	59	22%	15	61	25%	18	57	32%
	Not Known	2	2	100%	1	2	50%	0	5	0%

Actions:

- 6. Embed / Promote / Make mandatory a stronger understanding of and commitment to in race equality and cultural competency throughout staff and student experience
- 13. Embed culture free of bullying and harassment role modelled by UEB
- 27. Improve engagement with BME staff regarding race equality, working environment and career progression

4c Grievances and disciplinaries

Assessment of where we are now

During the three-year period there were 32 disciplinary cases and 33 grievance cases, of which 34% / 39% involved white staff and 47% / 45% involved BME staff. Only one case was recorded as race specific. The percentage of disciplinary cases which involve BME staff does not reflect UEL demographic, suggesting bias. This suggests that line managers may be more likely to start formal proceedings against BME staff than white staff, perhaps reflecting research that highlights BME staff are more scrutinised than their white counterparts (Action 25).

Table 20 – Disciplinary and Grievances by Ethnicity - Includes theme of case if known (Race / Gender / Both / Bullying (not specified))

Table redacted

UELSS and REC survey show a concerning incidence of bullying and harassment and a low rate of confidence in reporting incidents (Table 21) and identifies an urgent need for the institution to understand what is taking place and how this intersects with protected characteristics, especially race and gender.

"Having experienced and reported bullying, and nothing was done about it, I have little faith that the senior management would do anything about a race related incident."
(BME / Female)

"I am happy to challenge discrimination and support others experiencing discrimination, however I can't say I am confident the outcome here in UEL will be honest, non-bias, fair or without backlash." (Prefer not to say)

What we have done / plan to do

The topic of bullying and harassment was prioritised as a discussion topic in our REC workshops (See 2c). We also asked Advance HE to facilitate focus groups (See 2c) to further consider bullying and harassment relating to UEL's culture, reporting and support systems. The following summarises themes and actions.

Culture

Bullying and harassment needs to be tackled more meaningfully at all levels, through better definitions of bullying behaviours, behaviours we want to encourage and developing wider community understanding and respect for people's lived experiences which may differ from our own. Account needs to be taken for structural inequalities, how this impacts power dynamics and people's confidence to speak out or be active bystanders, specifically in relation to racism. (Actions 6, 13).

"power and voice and who is heard and who can act" (White / Female).

"There is a real fear of talking about race and challenging" (BME / Male)

Reporting

Both promotion of and access to reporting processes need to be improved evidenced by lack of awareness and the requirement for staff to raise their concerns with the bully / harasser which

can be uncomfortable and unrealistic. Subtlety of some incidents and difficulty gathering evidence was also highlighted. When evidence is gathered that it is '*hushed*' and if you report '*you're the one who's the problem*' (Actions 14, 15).

A successful OfS catalyst funding bid aimed to implement a 'Step up to Stop Hate' campaign and work has commenced on implementing 'Report and Support' online due Spring 2019 (Actions 14,15).

Support & training

Different levels and forms of support and training will be developed covering responding effectively, understanding and applying the policies, and for all staff, greater understanding of different terms and developing confidence as active bystanders (Action 16).

"More training on how we can be interveners or how race related issues should be dealt with would be helpful because sometimes you have the desire but not sure how to do the right thing." (White / Female)

We will also consider proactive messaging within our university-wide Healthy Campus strategy (Action 17).

Table 21 - REC survey response analysis

REC Staff Survey		All (n = 556)	Academic (n=223)	Professional (n=214)
3.1 I have witnessed or been the victim of racial discrimination on campus.	Ethnic Minority (n = 214)	29%	38%	23%
	Not Ethnic Minority (n=314)	13%	16%	8%
	All (n = 556)	20%	24%	14%
3.2 I have witnessed or been the victim of racial discrimination in the local area.	Ethnic Minority (n = 214)	30%	34%	33%
	Not Ethnic Minority (n=314)	14%	15%	14%
	All (n = 556)	21%	22%	22%
3.3 I would feel comfortable reporting a race-related incident to my institution.	Ethnic Minority (n = 214)	67%	65%	75%
	Not Ethnic Minority (n=314)	85%	87%	85%
	All (n = 556)	78%	79%	81%
3.4 I would feel comfortable challenging a race-related incident if I witness one.	Ethnic Minority (n = 214)	75%	76%	85%
	Not Ethnic Minority (n=314)	82%	89%	79%
	All (n = 556)	79%	84%	81%
3.5 If I reported a race-related incident to my institution, appropriate action would be taken.	Ethnic Minority (n = 214)	51%	59%	74%
	Not Ethnic Minority (n=314)	67%	73%	80%
	All (n = 556)	60%	68%	78%
3.6 I feel comfortable and confident supporting a student or a colleague if	Ethnic Minority (n = 214)	54%	54%	54%
	Not Ethnic Minority (n=314)	65%	61%	68%

they report a race-related incident.	All (n = 556)	61%	59%	62%
3.7 I feel confident that my line manager would know how to deal with a race-related incident.	Ethnic Minority (n = 214)	53%	47%	55%
	Not Ethnic Minority (n=314)	66%	61%	72%
	All (n = 556)	61%	56%	65%

Actions:

- 6. Embed / Promote / Make mandatory a stronger understanding of and commitment to in race equality and cultural competency throughout staff and student experience
- 13. Embed culture free of bullying and harassment role modelled by UEB
- 14. Develop communications campaign which reflects UEL's response to bullying and harassment
- 15. Develop, implement and evaluate a robust reporting process which includes robust triage process and effective seniority of triage team
- 16. Implement development programme which enable UEL and UEL managers / programme leaders to respond to and deal with cases of bullying and harassment effectively
- 17. Ensure EDI, race equality and Step up to Stop Hate are embedded within our Healthy Campus strategy
- 25. Reduce bias evidenced in line management of staff

4d Decision-making boards and committees

Assessment of where we are now

Analysis of committee representation data (table 21-22) details representation by ethnicity up to 2017/18. BME representation has improved over the period reported and mainly reflects the UEL staff population (28% academics / 41% PSS in 2016/17). Committee chairs are overwhelmingly white. While we have made progress in improving diversity on decision-making committees and, on the whole, this now better represents the demographic of UEL's population, it is not clear how systematic, and so sustainable, these improvements are.

What we have done / plan to do

Under-representation of minority ethnic staff within the broader population impacts on decision-making representation within the institution; it is often the 'same faces' attending committees resulting in limited opportunity for others and committee workload is an impact for those attending. Consultation feedback reflected a need for greater consideration on how people are selected and how the composition of committees are regulated. For example, considering whether membership is *ex officio*, *through* election or nomination; where committees are largely made up of *ex officio* members, the limitations of this due to under-representation within more senior grades ([Action 8 and 9](#)). It was suggested that remit and responsibilities should be more clearly defined for effective reporting back to services and to facilitate development opportunities through shadowing ([Action 8 and 9](#)). Monitoring and equality analysis is not currently systematic and there is a lack of transparency of decision-making through publishing of committee meeting minutes (data protection allowing) ([Action 8, 10 and 11](#)).

Actions:

8. Improve representation on and transparency of institutional decision-making committees
9. Improve representation on and transparency of School committees
10. Embed equality impact assessments into all policy and change management
11. Improve engagement mechanisms which facilitate better understanding of race equality issues within decision making / university executive board

Table 21 – Analysis of institutional committees by ethnicity

Table redacted

Table 22 – Analysis of School Management teams by ethnicity

Table redacted

4e Equal pay

Assessment of where we are now

As noted above, UEL has a higher proportion of BME PSS staff (40%) than academic (25%). BME staff are most highly represented in support grades D, E, Hourly Paid Lecturer and Senior Lecturer, and are under-represented in management grades. This is reflected in the overall 11% mean and 6% median pay variance in comparison to 14% and 12% London benchmark pay gap. The equal pay audit did not include an analysis by different ethnic groups (Action 28).

Overall 50% of respondents feel they are paid the same as their colleagues (statement 9.1); with an 8% difference between those who identified as from an ethnic minority and those that do not. There is also, perhaps as expected, a perceived difference by gender. The biggest difference, over 20% (34% / 55%), is for academics. Perception regarding pay awards show only 34% of all respondents feel these are transparent (statement 9.2). Qualitative responses reflect concerns regarding a lack of transparency in pay awards and in grading.

"I do not know what my colleagues are paid. I do not know when or how to apply for pay awards so the process is not transparent" (White / Female);

"From one service to the next, there are big disparities in what people are paid for comparable roles. Furthermore, there are examples of people being placed into roles that didn't previously exist and being paid considerable sums" (Ethnic Minority / Prefer not to say)

Table 23 – REC survey response analysis

REC Staff Survey		All (n = 556)	Academic (n=223)	Professional (n=214)
9.1 I think I am paid the same as my colleagues who do the same job.	Ethnic Minority (n = 214)	46%	34%	62%
	Not Ethnic Minority (n=314)	54%	55%	54%
	All (n = 556)	50%	48%	58%
9.2 Pay awards and increases are allocated fairly and transparently.	Ethnic Minority (n = 214)	32%	30%	36%
	Not Ethnic Minority (n=314)	36%	32%	43%
	All (n = 556)	34%	32%	40%

Table 24 – Analysis of Ethnicity Pay gap 2015 and 2017

Year	Mean Ethnicity Pay Gap (%) All staff	Benchmark (ECU 2018) – London Mean pay gap	Median Ethnicity Pay Gap (%) for All Staff	Benchmark (ECU 2018) – London Median pay gap			
2015	12.8%		NA				
2017	11.8%	14.7%	6.1%	12.5%			
Mean Annual Salary (£)				Pay Difference (£)		% Pay Gap	
White	White	BME	BME				
2015	2017	2015	2017	2015	2017	2015	2017
41,036	42,208	35,778	37,250	5,258	4,958	12.80%	11.80%

What we have done / plan to do

It is anticipated that actions to increase the number of BME staff in higher-graded and senior management roles and to improve equity in progression routes to address the significant overall pay gap between BME and White staff. (Actions 20, 22, 31, 32) As above, we will ensure future pay audits include analysis by specific ethnic groups. We will also investigate disparities in starting salaries. (Action 28)

Actions:

- 20. Attract a broader talent pool using strategies which recognise the different profiles and issues in different Schools and services
- 22. Reduce inequalities in selection processes
- 28. Improve transparency of pay progression and understanding of specific pay disparities
- 31. Improve internal progression which addresses specific 'leaky' pipeline points for PSS in the context of new talent management framework
- 32. Increase the proportion of BME academic staff at band H, professor and management

Section 4 word count: 2541

5 Academic staff: recruitment, progression and development

UEL's recruitment process was reviewed in 2015 and changes implemented during 2016/17 academic year. Changes included introduction of anonymous shortlisting (initially for PSS and then all posts), requirements for at least one BME panel member (alongside previous gender representation requirements) and compulsory unconscious bias training for all recruitment panel members. An E&D statement is in all job adverts and E&D requirements are included within all person specifications.

5a Academic recruitment

Assessment of where we are now

Between 2014-2017, 45% of academic post applicants were BME, which is positive. However, in comparison only 33% of academic offers were BME and analysis shows bias within the recruitment and selection processes (Table 25). Comparison between Application / Shortlist / Offered ratios shows a drop of 7% and a further 5% respectively. For 2017/18, the first full year of anonymous shortlisting introduced in 2016/7, this drop decreased to 5% at shortlisting stage. This will need to be monitored to understand if significant ([Action 19](#)). Analysis for each year - chart 61 / table 28-29.

Table 25 – Overview of academic recruitment - % BME applicant / shortlist / offered (2014-2017 shown in comparison to 2017/18 as first full year following above recruitment changes) – Table 28 & 29 show detailed breakdown

Academic	% BME Applicants	% BME Shortlisted	% BME Offered
2014/5-2016/7	45%	38%	33%
2017/8 All	44%	39%	41%
2017/8 UK	37%	39%	42%
2017/8 Non-UK	53%	41%	41%

We are only able to compare by UK/Non-UK for 2017/18, which shows a drop from application to offer for Non-UK academic posts and the opposite for UK. Addressed via our Athena SWAN action plan, our recruitment recording systems has allowed analysis by grade with effect from 2017/18 by grade (chart 69). Analysis by grade shows **specific issues at higher grades** as is reflected in our population profile.

Following application:

- White candidates are most likely to be successful with a success rate of 7%
- Asian applicants had a 5% success rate
- Mixed, Other, Black and Chinese applicants had success rates of 4%, 4%, 3% and 2% respectively.

The recruitment profile **differs significantly between the schools** both in proportion of BME applications and through selection processes (Charts 62-68). For example, particularly stark picture for Cass (chart 65), issues with shortlisting within HSB (chart 66) and lower attraction

rates for ADI and Psychology (charts 62 & 67). This reflects the complexity of issues at different recruitment stages and requiring development of both institutional and School specific recruitment strategies, which has been recognised by College Executive Deans as key areas of focus (Actions 18 & 20).

The REC consultation provides useful insight into experiences and perceptions of fairness (Table 26) with 54% of minority ethnic academic staff responding positively compared to 72% of respondents who do not identify as minority ethnic (statement 5.1).

Table 26 – REC survey response analysis

REC Staff Survey		All (n = 556)	Academic (n=223)
5.1 From what I have seen, UEL undertakes recruitment and selection fairly and transparently.	Ethnic Minority (n = 214)	60%	54%
	Not Ethnic Minority (n=314)	76%	72%
	All (n = 556)	70%	66%
5.2 UEL’s recruitment and selection policies lead to the best candidates being recruited.	Ethnic Minority (n = 214)	51%	49%
	Not Ethnic Minority (n=314)	57%	54%
	All (n = 556)	55%	53%
5.3 My UEL interview panel was diverse.	Ethnic Minority (n = 214)	57%	49%
	Not Ethnic Minority (n=314)	57%	44%
	All (n = 556)	57%	46%

What we have done / plan to do

Attracting a broader talent pool

We are not attracting a diverse applicant pool consistently for all Schools or for management grade posts. Currently, our external recruitment / jobs web pages do not represent UEL’s brand, work environment or ethos.

Rather than using our current generic EDI statement in job adverts, we plan to use more specific and targeted statements for specific grades and protected characteristics. (Action 20)

Staff feedback suggests that essential criteria in person specifications can unnecessarily restrict the potential talent pool where direct experience is a requisite. Transferable skills should be considered through review of person specifications. Analysis of recruitment source (Chart 60) shows that white applicants are more likely to be recruited through ‘Jobs.ac.uk’ while black applicants are more likely to be recruited directly via our website or internally. (Action 20)

Specific strategies are needed at School level as well as institutionally. We have recently recruited to a Resourcing Manager role who will have a key role in developing and implementing recruitment strategies in collaboration with Executive Deans.

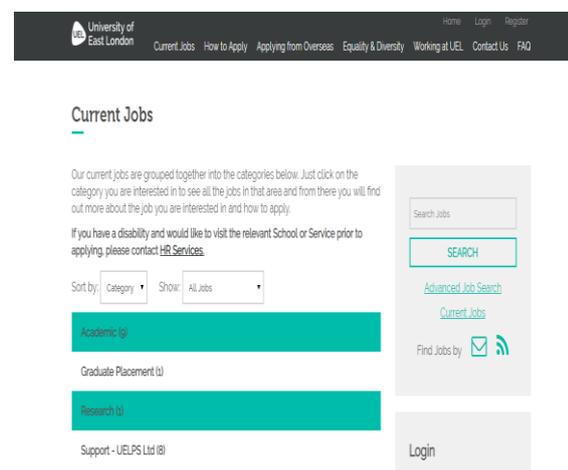


Chart 60 – Analysis of source of staff recruitment applications



Shortlisting / Selection processes

Further to implementation of the above strategies to attract a greater pool of applicants, we plan to trial stipulations for minimum levels of diversity for shortlists - for specific Schools / services (both internally managed recruitment and when using head-hunters). This will be managed alongside clear KPIs agreed and accountable to Deans and Directors in the trial areas and improved Chair's guidance (Action 19) as well as consideration for our internal talent management strategies (see section 5).

Feedback on management of recruitment panel composition suggests that while we currently stipulate a diverse panel, the system is not as effective as it could be. The same BME staff are repeatedly asked to sit on recruitment panels, while others have been recruitment trained but are not asked.

'I do think that there is a better way of ensuring ethnic representation on interview panels - it feels at the moment a little tokenistic' (White / Female)

We plan to introduce a more transparent approach by identifying and training a pool of BME staff to participate in recruitment panels, which would enable panel selection based on experience and academic background match rather than ethnicity alone. Panel participation also provides career development. (Action 22)

Table 27 - Analysis of applicant numbers by job vacancy and grade – Data only available for 2017/18

Grade	Number of jobs	Total Number of BME applicants	Total Number of White applicants	Average number of BME	Average number of white applicants	Number of jobs with no BME applicants	% of jobs with no BME applicants
A	21	330	118	16	6	2	10%
B	4	145	34	36	9	1	25%
C	16	190	141	12	9	1	6%
D	44	807	341	18	8	3	7%
E	40	435	291	11	7	0	0%
F	94	664	630	7	7	14	15%
G	40	154	186	4	5	8	20%
H	12	24	43	2	4	2	17%
Management	17	92	172	5	10	2	12%

Internal recruitment / progression

REC consultation feedback suggests that UEL could improve internal recruitment and supporting staff's career progression through encouraging applications for posts and supporting preparation for interview. (Action 21)

Given the lower attraction of BME applicants externally, we plan to develop internal talent management particularly for senior management posts which will be embedded within UEL's new '#fUELing Potential' talent management framework (see 5b/d).

Recruitment and EDI training

Unconscious bias online training has been in place since the start of 2016/17 but completion rate is at 30% approx. REC survey feedback suggests an ongoing need for this training and communication on race equality, our action plan and its rationale.

'the driver for race equality can sometimes have too great a focus. I believe the person with the best qualifications for a job should get it and whether they are male, female, BME etc should not be taken into consideration. Sometimes the drive for equality can lead to inequality.' (White / Female)

Our online modules are now embedded within our induction module, launched December 2017. Recruitment and selection training is mandatory for all panel members but does not specifically cover unconscious bias, which as research suggests is more effective when embedded. (Action 22)

Improving transparency of recruitment processes

REC consultation feedback suggests that recruitment practices are not always consistent or are not perceived to be so and would benefit from consistent and transparent interview scoring mechanisms (Action 19).

'recruitment decisions seem very arbitrary on many levels, and definitely little thought seems to be given on increasing the diversity of the workforce.' (BME / Male)';

'I have seen people being placed in jobs with limited advertising and so no, ethnic diversity or best candidate is not/not always on the agenda.' (White / Female)'

Actions:

18. Scope data profile / requirements to enable transparent planning and reporting
19. Improve the transparency of recruitment
20. Attract a broader talent pool using strategies which recognise the different profiles (including intersection with gender) and issues in different Schools and services
21. Improve internal recruitment feedback
22. Reduce bias in selection processes

Chart 61 – Analysis of Academic Recruitment by Ethnic group

Chart redacted

Table 28 – Analysis of academic recruitment by ethnic group for 2014/5-2017/18 (2014-2017 shown in comparison to 2017/18 as first full year following above recruitment changes)

Table redacted

Table 29 – UK / Non-UK only systematically recorded from 17/18

Table redacted

Chart 62 - Analysis of School Academic Recruitment by BME / White - ADI

Chart redacted

Chart 63 - Analysis of School Academic Recruitment by BME / White - ACE

Chart redacted

Chart 64 - Analysis of School Academic Recruitment by BME / White - RDSBL

Chart redacted

Chart 65 - Analysis of School Academic Recruitment by BME / White - Cass

Chart redacted

Chart 66 - Analysis of School Academic Recruitment by BME / White - HSB

Chart redacted

Chart 67 Analysis of School Academic Recruitment by BME / White - Psychology

Chart redacted

Chart 68 Analysis of School Academic Recruitment by BME / White – Social Sciences²

Chart redacted

² 2017/18 not included for this School as Social Sciences moved into Cass School start of 2017/18

Chart 69 – Analysis of Academic Recruitment by BME / White by Grade (grade systematically recorded from 17/18)

Chart Redacted

5b Training

Assessment of where we are now

'Training' is interpreted here broadly as professional development which at UEL is provided via L&D, CELT, IT, Health and Safety, Graduate School and locally via School/service as outlined below.



Planning and evaluation

L&D provision is reviewed annually in terms of strategic alignment, demand, feedback evaluation. Feedback on L&D gathered via UELSS (table 30) showed no significant difference by ethnicity.

Table 30 - Responses on learning and development within UELSS 2017

UELSS 2017	BME	White
Q22. When I started my current role I had an effective School/Service based induction	57.00%	51.26%
Q23. I am encouraged to develop my skills and knowledge at UEL	58.70%	61.79%
Q24. I am able to access the right learning and development opportunities when I need them	58.70%	53.46%
Q25. I am confident I have the skills and knowledge to do my job effectively	88.05%	87.89%

Promotion and take up of training

Centrally managed training / development opportunities are communicated through the L&D bulletins, intranet pages and stalls such as at L&T symposiums. Training needs are identified on an individual basis through PDR. Our online PDR form (*see 5c*) continues to evolve to enable us to more easily analysis individual development needs.

L&D attendance (table 31) shows that attendance of training is roughly in proportion to the BME population and does not raise concerns regarding take up.

However, the REC survey and workshop discussions raised concerns regarding selection and transparency in how development opportunities are distributed locally (*discussed in 5g*). ([Action 35](#))

Table 31 – Analysis of Academic learning and development attendance

	L&D attendance		Population	
	White	BME	White	BME
ACE	38%	54%	56%	38%
ADI	82%	14%	80%	15%
B&L	55%	37%	49%	42%
CASS	81%	18%	77%	19%
HSB	74%	21%	63%	20%
Psychology	86%	13%	82%	17%
Social Sciences	72%	25%	62%	35%
All academics	71%	25%	69%	25%

What we have done / plan to do

UEL's new '#fUEling Potential' talent management framework will allow more systematic alignment with institutional goals through a focused learning and development portfolio addressing expected skills and behaviours.

Induction

UEL's recently launched online induction module introduces EDI to new staff. Online unconscious bias module has been a mandatory requirement for all new starters since 2016. Both will be developed in response to the identified need for greater cultural competency / awareness reflected throughout this submission ([Action 6](#)). This will be considered alongside

our current new starter buddy process including training of buddy's to support new starters throughout probation.

Leadership and management development

'Aspiring Managers' is an established L&D programme and current managers are supported by workshops including accredited ILM courses (Table 32). We plan also to better embed EDI within management courses (Action 24 &25).

Photo redacted

The EDI team have run an externally accredited mentoring programme linked to Athena SWAN since 2015/16. In developing this programme consideration was given to all protected characteristics from the outset. While initially focusing on female academics, in 2017/18, the programme was expanded to cover PSS. In 2017/18, we funded two spaces on the Advance HE Diversifying Leadership (DL) programme, in addition to Aurora, and running alongside our mentoring programme. The DL programme requires sponsorship from a senior colleague who play a proactive role in creating opportunities to increase the visibility, provide access to networks and act as an advocate which research indicates is more effective. BME staff could be better represented in our internal mentoring programme. DL applications were low but feedback very positive from the participants (Chart 70). (Action 31)

"...A key element of the DL programme is to understand the concept of 'authentic leadership' which helped me to think critically about my cultural capital and how these valuable personal elements will contribute to being the leader I want to be." (UEL DL participant 17/18)

Conscious that our approach should not result in a deficit approach and the potential for DL to align to UEL's internal talent management strategies, our engagement with DL and mentoring / sponsorship provision will be embedded within broader internal progression strategies. (Action 31)

This also links to our recruitment and resourcing strategies (see 5a) and lower attraction of applicants externally at higher grades.

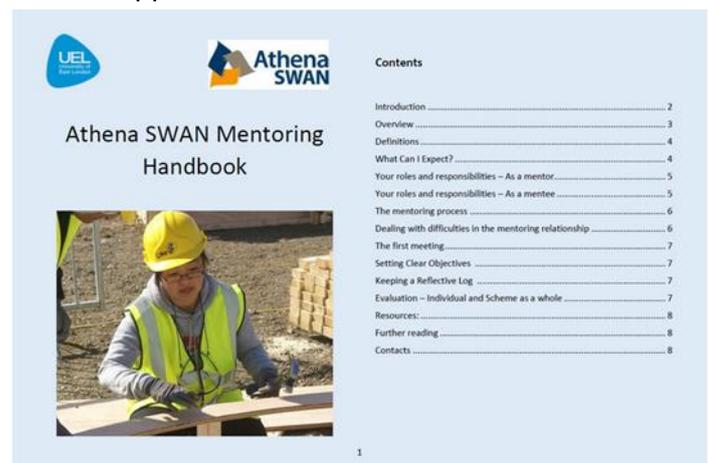


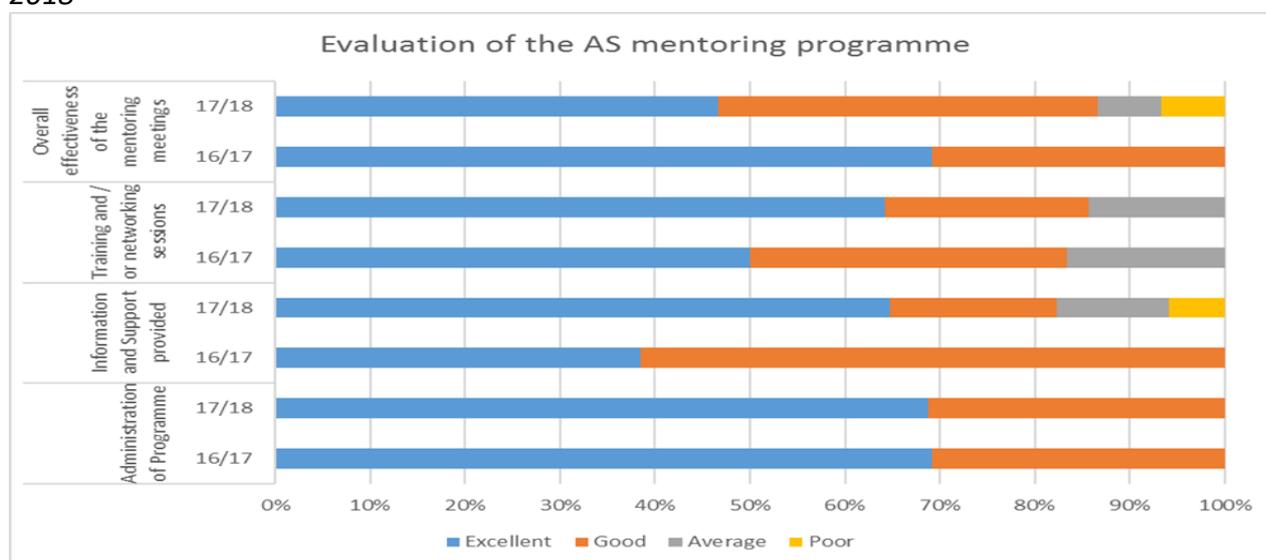
Table 32 – Analysis of participation in management and mentoring programmes – Academic and PSS

Accredited Management Courses					
	Course Title	Participants (n)	Applicants (n)	White	BAME
2015/16	ILM Level 3 Leadership and Management Skills Course	11	NK	36%	64%
	ILM Level 5 Award in Leadership and Management Skills	8	NK	63%	38%
2016/17	ILM level 3 Leadership and Management Skills Course	11	NK	54%	45%
Mentoring and Advance HE Leadership programmes					
2016/17	Mentoring Programme Mentees	33	33	NK	NK
	Mentoring Programme Mentors	26	26	NK	NK
2017/18	Mentoring Programme Mentees	32	32	81% (26)	19% (6)
	Mentoring Programme Mentors	28	28	89% (25)	11% (3)
	Aurora	10	(2BME / 14Whi)	80% (8)	20% (2)
	Diversifying Leadership	3	2		100%

Table 33 – Participation in mentoring related development events in 2017/18

Mentoring Programme Events 2017/18	Number of Attendees
Induction to AS mentoring (September 2017)	21
Coaching Skills (January 2018)	12
Discussing career development barriers within the mentoring context (April 2018)	14
Aurora / Mentoring evaluation event (May 2018)	39

Chart 70 – Analysis of evaluation feedback for the Athena SWAN mentoring programme 2016-2018



Actions:

- 6. Embed / Promote / Make mandatory a stronger understanding of and commitment to UEL values including in relation to race equality and cultural competency throughout staff and student experience
- 24. Embed EDI, cultural awareness, values training within induction processes and staff / management training
- 25. Reduce bias evidenced in line management of staff
- 31. Improve internal progression which addresses specific 'leaky' pipeline points for PSS in the context of new talent management framework
- 35. Ensure distribution of local development opportunities through transparent and fair mechanisms (responsibility Deans of Schools)

5c Appraisal/development review

Assessment of where we are now

UEL's online PDR system was implemented in 2015/16. Following implementation, evaluation included usage data, online survey (188 staff / 16% sample of all PDR eligible staff) and 24 semi-structured interviews identified the need for better alignment of individual, School or Service objectives to improve the quality and linking to UEL strategy. The BDO (internal) audit, carried out in October 2016, identified PDR training and communication as an area of good practice.

The overall PDR completion rate for the institution was 75%, lower for academics at 65% (70% for BME academics and 64% for White academics) in 2015/16. For 2016/17, use of the online PDR system were put on hold for academics following institutional restructure and transition from Schools to Colleges which resulted in significant changes to reporting lines and larger cohorts of staff.

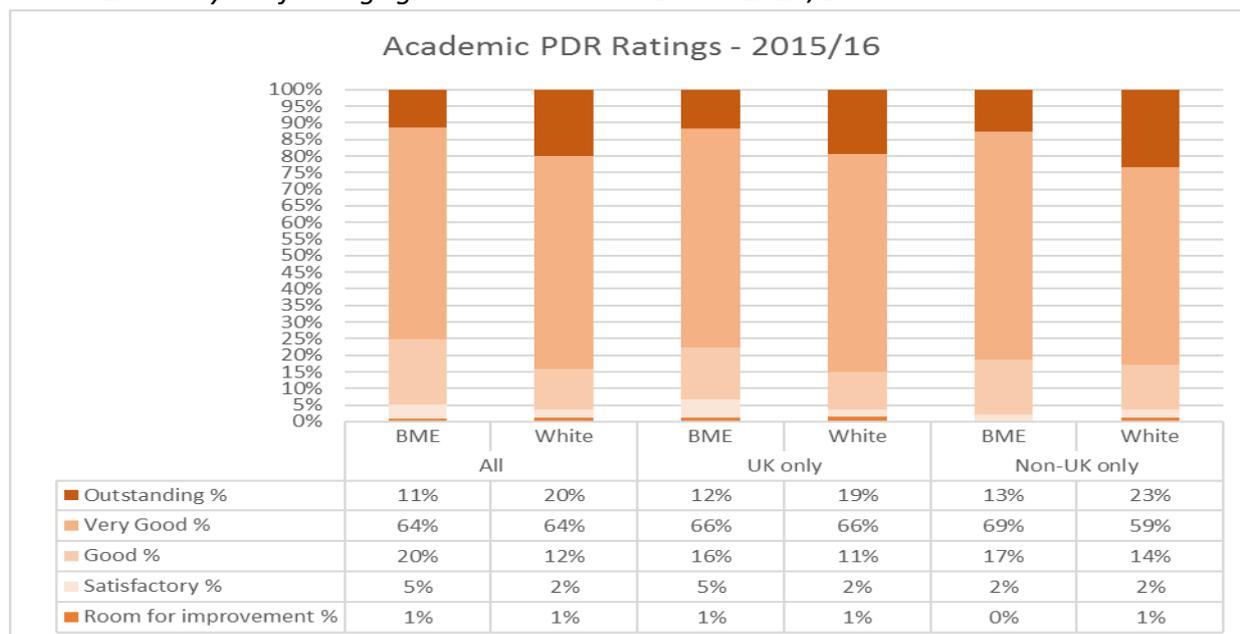
The REC survey (table 34) found a 10% difference in reporting of completion of PDRs ([statement 7.1](#)) between academic staff identifying as from an ethnic minority (56%) and not (67%) which does not reflect completions monitored but may be linked to online recording of PDRs being on hold in 2016/17.

Some staff reflected on PDR as a 'tick box exercise'; perceived as a negative management tool in the context of reported poor line management or too many staff to manage to make the process effective. Perception of PDR as evidence-based ([statement 7.2](#)) differed by 8%. Cross-referencing this to PDR ratings for 2015/16, there was a 10 % difference in ratings for outstanding / very good (Chart 71) ([Action 25 & 30](#)). REC survey results also suggest lower incidence of discussions around personal development.

Table 34 – REC survey response analysis

REC Staff Survey		All (n = 556)	Academic (n=223)
6.1 There are opportunities for me to develop within my role.	Ethnic Minority (n = 214)	50%	54%
	Not Ethnic Minority (n=314)	61%	54%
	All (n = 556)	57%	54%
6.2 My line manager makes time to discuss my personal development and progression.	Ethnic Minority (n = 214)	57%	47%
	Not Ethnic Minority (n=314)	66%	57%
	All (n = 556)	63%	53%
7.1 I have annual PDRs with my manager.	Ethnic Minority (n = 214)	64%	56%
	Not Ethnic Minority (n=314)	75%	67%
	All (n = 556)	69%	63%
7.2 My manager ensures my PDR is evidence-based and transparent.	Ethnic Minority (n = 214)	52%	49%
	Not Ethnic Minority (n=314)	63%	57%
	All (n = 556)	58%	55%
7.3 I find the PDR process useful.	Ethnic Minority (n = 214)	35%	32%
	Not Ethnic Minority (n=314)	40%	37%
	All (n = 556)	37%	35%

Chart 71 – Analysis of ratings given in Academic PDRs in 2015/16



What we have done / plan to do

Line management of large teams is particularly an issue for academics following restructure in 2016/17 and is evidenced by academic reviewer / reviewee ratios. This is being addressed through delegation to alternative academic management grade reviewers within the college by Directors of Learning & Teaching and Directors of Research, who do not have direct line management responsibility.

Counter-signer training is available but take up has been low and further discussion continues around moderation panels. Unconscious bias training is mandatory but as noted elsewhere take up is low and will be reviewed, including for line managers ([Action 25](#)). PDR is due to be evaluated in Spring 2019 and this will include further analysis of trends and development of actions to address issues arising ([Action 30](#)).

Actions:

25. Reduce bias evidenced in line management of staff

30. Improve experience and transparency of PDR processes which promotes discussion of career progression

5d Academic promotion

Assessment of where we are now

Lecturers (F) ‘progress’ to **Senior Lecturer (G)** on reaching the top of the grade based on satisfactory evidence that their outputs meet the criteria for Senior Lecturer. There are no examples of non-progression.

Research Fellow (F) need to apply for re-grading to **Senior Research Fellow (G)** providing evidence they are undertaking full duties of a higher HERA graded research role.

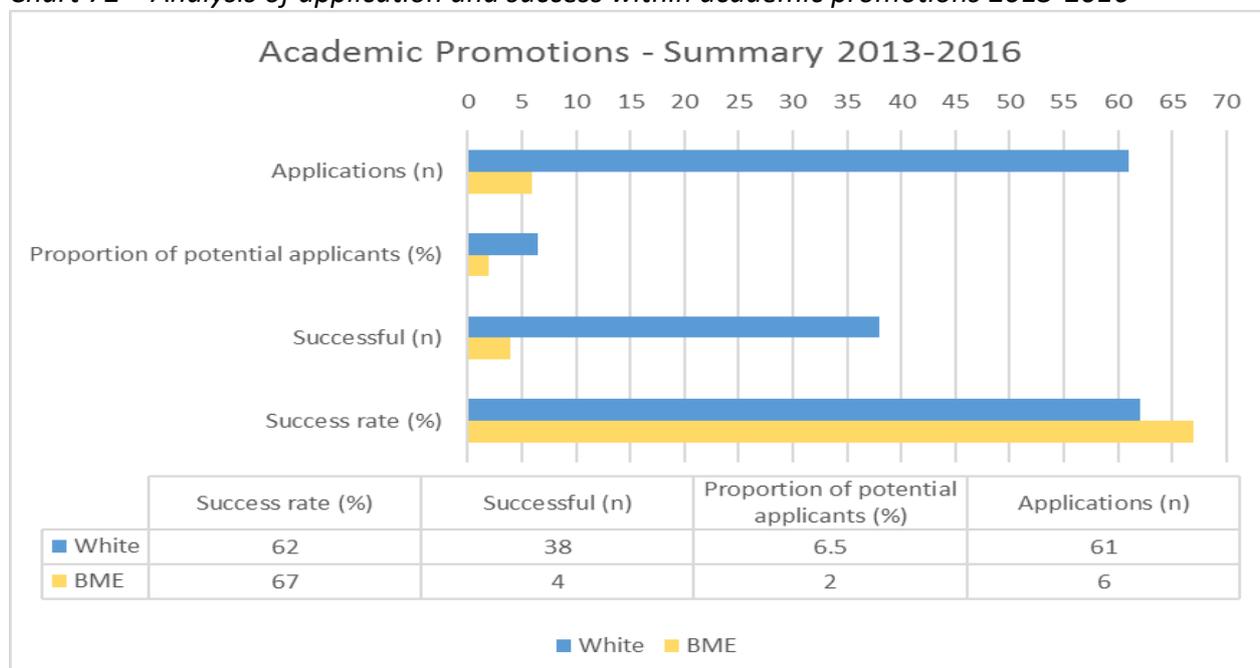
Promotion to **Reader (H)** or **Professor** is via a university-wide call for applications and assessed through demonstration of academic achievements in teaching and learning, research and scholarly activity, knowledge transfer and / or academic management. Deans approve applications which are submitted to a panel for consideration.

Analysis of promotions shows a lower BME academic application rate and a higher success rate (table 35 / chart 72). Due to restructures, the promotions round was on hold for 2016-2018.

Table 35 – Analysis of Academic Promotions (NB – no promotions rounds 2016-18)

Table redacted

Chart 72 – Analysis of application and success within academic promotions 2013-2016



Reflecting on the academic pipeline (section 4a), there is a ‘leak’ from Band H to Professor in particular for BME UK academics with a higher proportion of BME Non-UK professors at that grade. Themes from the REC consultation reflect on a greater need for support with progression and improved management understanding of race and unconscious bias (Action 25).

“I have seen Black members of staff passed over time and time again for promotion. I have also seen white members of staff get whispers in the ear as to available opportunities. Whereas, Black members sometimes with higher qualifications are expected to do the same work/research.” (Ethnic Minority / Prefer not to say)

“There is no long term vision or planning, no avenues that guide or support for career progression. You are just supposed to firefight on the daily crises and all is well. Nobody is keen to hear to your problems and none seem to be interested in solving them.”
(Ethnic Minority / Male)

Table 36 – REC survey response analysis

REC Staff Survey		All (n = 556)	Academic (n=223)
6.8 For academics - I have been encouraged to apply for promotion.	Ethnic Minority (n = 214)	28%	28%
	Not Ethnic Minority (n=314)	27%	27%
	All (n = 556)	27%	27%

Promotions workshops have been offered but on a rather ad hoc basis and take up / feedback is not monitored. It was felt that the current progression process is biased towards research and consequently not allowing an avenue for progression via a teaching focused career track. (Action 32 & 33).

What we have done / plan to do

The ‘#fUELing Potential’ talent management framework includes plans to better set out expectations required for promotion and define more clearly research / teaching / practitioner focused career tracks. The AEFR working group tasked in 2015/16 with developing and implementing the new academic framework provides the opportunity to tackle the identified barriers and embed fairness and equity in the criteria and process. This is due to be implemented by September 2019. Expectations will more clearly be set out for both research and teaching focused career tracks.

We have ensured this working group is representative and that these findings are considered. An equality analysis will be completed as part of the AEFR as well as ongoing consultation during the transition period and development of the new progression process (Action 32).

Plans are also in place to improve quality of applications through the support mechanisms and academic development via the talent management framework (referenced above). To this end Academic CVs have been introduced in 2018/19 linked to the PDR process which will enable academic staff to better plan their develop career progression. (Actions 30, 32, 33)

Actions:

- 25. Reduce bias evidenced in line management of staff
- 30. Improve experience and transparency of PDR processes which promotes discussion of career progression
- 32. Increase the proportion of BME academic staff at band H, professor and management
- 33. Review and development of provision of academic mentorship allowing for longer term career mapping and support

5e Research Excellence Framework (REF)

For REF 2014, the proportions of staff included in the REF by ethnicity reflected our Academic staff profile. Analysis by UK / non-UK was not undertaken.

Table 37 – Analysis of academic staff included in REF 2014

		Profile of Academic Staff		Profile of Staff Included in REF		Proportion of Staff Recommended for Inclusion in REF		Proportion of Staff Not Recommended for Inclusion in REF	
		No.	%	No.	%	No.	%	No.	%
Ethnicity	BAME	163	25	37	25	37	23	126	77
	White	485	75	112	75	112	23	373	77

Our Annual Research Review (ARR) process assesses the quality of research outputs for all research-active staff, across the University, by research unit and School; contributing to our preparations for REF2021. Equality impact assessments (EIA), mandatory for REF2021, are conducted after each ARR on research output review scores across research units and Schools. EIA outcomes are now monitored by the newly formed REF2021 Task and Finish Group; and University Research and Knowledge Exchange and Equality and Diversity committees for action beyond the REF. A preliminary analysis for ethnicity from the first EIA does not show an overall bias although there are some inconsistencies within Schools. The second EIA will give a clearer picture of these inconsistencies allowing recommendations to be made (Action 34) and testing UEL's definition of 'significant responsibility for research', required for REF2021.

Our Research Excellence Team run workshops on the REF and research impact and environment, which all staff and doctoral students are invited to.

Action:

34. Ensure planning, preparation and submission to REF2021 reflect an inclusive Research Environment

Chart 73 – Analysis of Research Outputs via Internal Annual Review – by Ethnicity

Chart redacted

Chart 74 – Analysis of Research Outputs via Internal Annual Review – by UK / Non-UK

Chart redacted

5f Support given to early career researchers

Assessment of where we are now

Issues raised via the REC consultation in relation to research include the balance of importance given to research in relation to teaching and setting of expectations via PDR processes – as reflected in previous sections.

“Every time I have set goals in a PDR they have been made impossible by structural changes. The only goals I meet are my research goals which I achieve despite working at UEL rather than because of it.” (Not ethnic minority / Prefer not to say)

Lack of transparency in workload allocation in practice is reported, despite the institutional workload allocation policy which has been in place since 2013. (Action 36)

“There should be a clear process of accountability and responsibility. The workload distribution is also very unfair in XXX. This means some members of staff have little possibility to engage meaningfully with research and other personal development related activities.” (Not ethnic minority / prefer not to say)

What we have done / plan to do

Our **Researcher Development Programme**, aligned to Vitae’s Researcher Development Framework, is managed by the Graduate School and open to PGR students, supervisors and research-active staff. In practice, take up is predominantly PGR students. The Graduate school is currently working with CfSS on a specific career coaching programme aimed to address the ‘leaky pipeline’ from UG to PGT to PGR (see 7e).

Research and Development Services (ReDs) provides support to all academic staff in sourcing opportunities, developing applications and post award; including monthly one-to-one grant bid development workshops delivered facilitated by Grantcraft. These workshops cover grant writing designed for all types of grant applications, highlighting common mistakes when writing proposals and some useful techniques that can be used to optimise applications. Further, a Grants Academy three-day training programme, is offered which will equip staff with the knowledge and skills to optimally structure proposals.

ReDs organise an annual research conference which provides an opportunity to showcase, share and network. UEL will be hosting the 3rd BME ECR conference in April 2019.





Research interns – The annual UEL Undergraduate Research and Knowledge Exchange Internship Scheme gives undergraduate and masters level students experience of working with staff on real research and knowledge exchange projects and culminates in a research poster competition.

ECR specific support via Schools

In 2016/17, the **Research Sabbaticals** programme has moved to a more strategic and match funded profile whereby every research active member of staff will have the opportunity to attain a research sabbatical at least once within a 3/5-year cycle. From 2017/18, School RKE Committees report annually to the institutional committee on the uptake and outputs of sabbaticals

which includes an equality analysis ([Action 35](#)).

Research mentoring is arranged locally within colleges, mainly via Readers and Professors groups and mentors being allocated to new academics. However, DoRs have noted that there is variability in how mentors are matched, mentor training and expectations for example in terms of frequency and scope of meetings. Linking to section 5d (Academic promotion) academic mentoring was identified as needed to support career progression ([Action 33](#)).

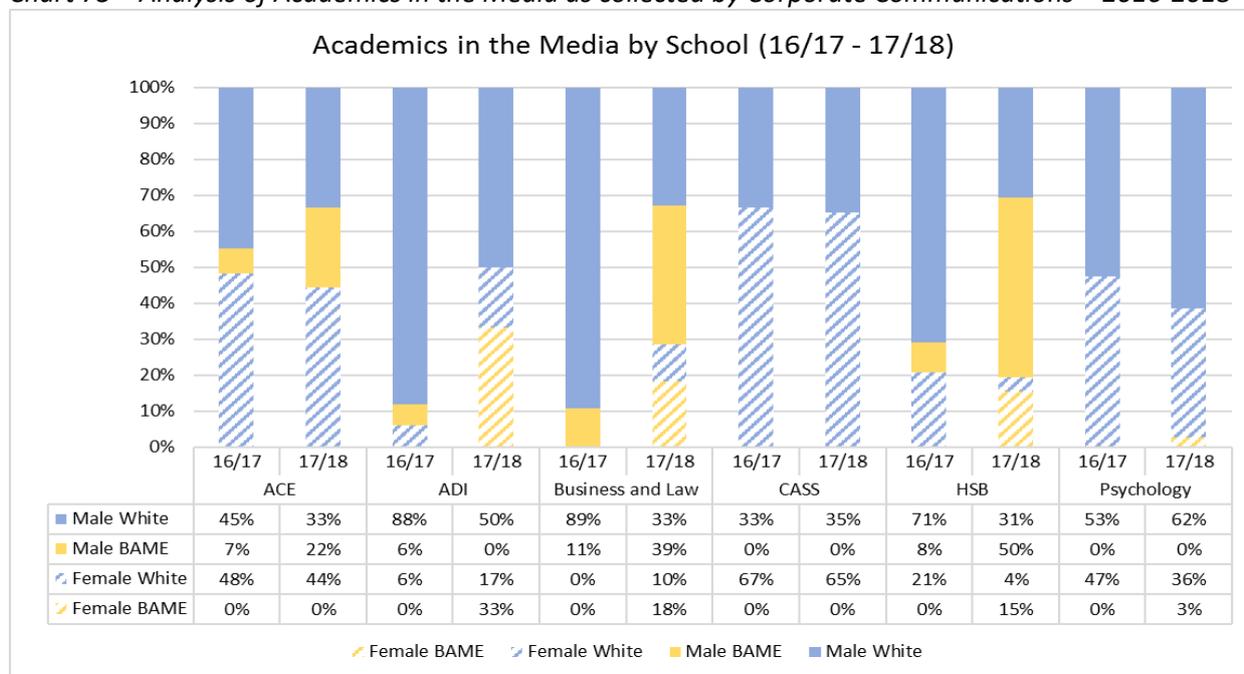
We will be applying for **HR Excellence in Research Award**, to support our research planning and development ([Action 34](#)).

- Actions**
- 30. Improve experience and transparency of PDR processes which promotes discussion of career progression
 - 33. Review and development of provision of academic mentorship allowing for longer term career mapping and support
 - 34. Ensure planning, preparation and submission to REF2021 reflect an inclusive Research Environment
 - 35. Ensure distribution of local development opportunities through transparent and fair mechanisms
 - 36. Ensure the workload allocation system is implemented fairly and transparently and equality analysis undertaken.

5g Profile-raising opportunities

The REC survey shows approx. 50% of staff perceive a diverse range of role models. We undertook an equality analysis of academics in the media in 16/17 and noted the stark disparity in terms of representation, partly but not wholly attributable to the academic staff profile. This has improved in some areas for 17/18.

Chart 75 – Analysis of Academics in the Media as collected by Corporate Communications – 2016-2018



The Communications team have been proactive in supporting BME academics with potential media opportunities and will be running media training.

In terms of the allocation of potential informal opportunities, through the REC consultation, it became apparent that staff do not perceive these opportunities as allocated fairly or transparently, from opportunities to attend conferences to awareness of potential doctoral students, highlighting again the need for line manager training on potential bias (Action 25). Additionally, the need for local mechanisms to ensure fairer distribution of opportunities (Action 35).

“I was not given relevant information about doctoral students' research themes in my school, nor was I offered any opportunity to supervise doctoral students in my subject areas - despite my strong research profile and supervision experiences...” (BME / Female)

“There should be monthly meetings with the Dean and a standing item on the agenda should be job roles, new opportunities etc so all know.” (Ethnic minority / Prefer not to say)

Actions:

- 6. Embed / Promote / Make mandatory a stronger understanding of and commitment to in race equality and cultural competency throughout staff and student experience
- 25. Reduce bias evidenced in line management of staff

35. Ensure distribution of local development opportunities through transparent and fair mechanisms

Table 38 - REC survey response analysis

REC Staff Survey		All (n = 556)	Academic (n=223)
6.3 Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.	Ethnic Minority (n = 214)	33%	37%
	Not Ethnic Minority (n=314)	35%	28%
	All (n = 556)	34%	31%
6.4 UEL uses a diverse range of staff as visible role models for the promotion of teaching.	Ethnic Minority (n = 214)	51%	57%
	Not Ethnic Minority (n=314)	55%	57%
	All (n = 556)	54%	57%
6.5 UEL uses a diverse range of staff as visible role models for the promotion of research.	Ethnic Minority (n = 214)	42%	48%
	Not Ethnic Minority (n=314)	43%	41%
	All (n = 556)	43%	44%
6.6 UEL uses a diverse range of staff as visible role models for the promotion of management roles.	Ethnic Minority (n = 214)	40%	39%
	Not Ethnic Minority (n=314)	47%	40%
	All (n = 556)	44%	39%

Section 5 word count: 2814

6 Professional and support staff: recruitment, progression and development

6a Professional and support staff recruitment

Analysis of recruitment data shows that for PSS posts over the three-year period 2014-2017, 57% of applicants are BME, however, only 46% are shortlisted, a drop of 11%. 44% were successful. However, as for academic staff, anonymous shortlisting was introduced for PSS staff also during 2016/17. For 2017/18, % of BME applicants shortlist has risen, the drop has gone down to 8%. This will need to be monitored to assess for significance over a longer period of time. Analysis for each year is shown in chart 76 and table 41/42.

Table 39 - Overview of PSS recruitment - % BME applicant / shortlist / offered (2014-2017 shown in comparison to 2017/18 as first full year following above recruitment changes) – Table 41 & 42 show detailed breakdown

PSS	% BME Applicants	% BME Shortlisted	% BME Offered
2014/5-2016/7	57%	46%	44%
2017/8 All	61%	53%	49%
2017/8 UK	62%	55%	53%
2017/8 Non-UK	58%	52%	48%

White candidates have the highest success rate 7% over this period, followed by Asian (5%), Mixed (4%) and Black (3%) and Chinese (3%). While overall 79% of PSS respondents felt that UEL's recruitment processes are transparent, 69% of minority ethnic respondents responded positively in comparison to 86% of not minority ethnic respondents.

'I had an interview here at UEL which was terrible. I was shut down by the chair and this had an awful effect on me. I had a subsequent interview at the institution, and I was not myself.' (BME / Male)

'Could more BME staff of all grades be trained for recruitment panels so you are not just asking the same few people over and over?' (White / Female)

Table 40 - REC survey response analysis

REC Staff Survey		All (n = 556)	Professional (n=214)
5.1 From what I have seen, UEL undertakes recruitment and selection fairly and transparently.	Ethnic Minority (n = 214)	60%	69%
	Not Ethnic Minority (n=314)	76%	86%
	All (n = 556)	70%	79%
5.2 UEL's recruitment and selection policies lead to the best candidates being recruited.	Ethnic Minority (n = 214)	51%	61%
	Not Ethnic Minority (n=314)	57%	62%
	All (n = 556)	55%	62%
5.3 My UEL interview panel was diverse.	Ethnic Minority (n = 214)	57%	68%
	Not Ethnic Minority (n=314)	57%	73%
	All (n = 556)	57%	71%

Grade has been systematically collected from 2017/18, showing a lower attraction rate for BME applicants (Chart 77).

Detailed discussion of actions going forward is detailed under section 5a.

Actions:

- 19. Improve the transparency of recruitment
- 20. Attract a broader talent pool using strategies which recognise the different profiles (including intersection with gender) and issues in different Schools and services
- 21. Improve internal recruitment feedback
- 22. Reduce bias in selection processes

Chart 76 – Analysis of PSS Recruitment by Ethnic group

Chart redacted

Table 41 - Analysis of PSS recruitment by ethnic group for 2014/5-2017/18 (2014-2017 shown in comparison to 2017/18 as first full year following above recruitment changes)

Table Redacted

Table 42 – UK / Non UK only systematically recorded from 17/18

Table Redacted

Chart 77 - Analysis of Academic Recruitment by BME / White by Grade (grade systematically recorded from 17/18)

Chart Redacted

6b Training

Assessment of where we are now

The training provision described in section 5b is applicable to PSS staff also. Analysis of attendance of learning and development does not show any discrepancy by ethnicity (table 43).

Table 43 – Analysis of PSS learning and development attendance

	L&D attendance		Population	
	White	BME	White	BME
PSS	56%	42%	55%	41%

We have successfully employed a number of apprentices which provides the opportunity for professional training and qualifications. We currently employ six high level apprenticeships in our IT department / School of ACE and a further five level-3 apprentices across other Professional Services.

See also table 30 (section 5b) which does not show significant difference by ethnicity for staff experience on learning and development gathered via UELSS.

What we have done / plan to do

Our induction plans, 'Aspiring Managers' programme, mentoring programme and linked participation in Aurora and DL (described in section 5b) are open to all staff including PSS. Participation in Aurora and DL shows approximately a 50/50 split between academics and PSS. PSS specific development opportunities will be considered further alongside development of our '#fUELing Potential' talent management framework such as via specific job networks, acting up and project opportunities. (Action 31)

We also recognise the need to address specific career development challenges for PSS staff who, unlike academics, do not have a formal progression route. Also linked to our Athena SWAN work and supporting PSS career progression and development opportunities more broadly, we plan to form a PSS specific sub-committee in a similar model for the Colleges. (Action 2)

Actions:

2. Constitution and implementation of local EDI committees
31. Improve internal progression which addresses specific 'leaky' pipeline points for PSS in the context of new talent management framework

6c Appraisal/development review

Assessment of where we are now

As for academics, the PDR process has been online since 2015/16 and completions rates are good, 86% in 2015/16 and 97% in 2016/17, which is consistent across ethnicities. However, the REC survey suggested a difference of over 10% (82% / 69%) for completion of annual PDRs ([statement 7.1](#)). Given the completion rate was 97% for PSS staff, this may be a historical reflection or on regularity of meetings. In terms of the extent to which staff felt PDRs are evidence based ([statement 7.2](#)), this differed as for academics and by approximately 14% (56% / 70%) – (table 44).

Table 44 - REC survey response analysis

REC Staff survey		All (n = 556)	Professional (n=214)
7.1 I have annual PDRs with my manager.	Ethnic Minority (n = 214)	64%	69%
	Not Ethnic Minority (n=314)	75%	82%
	All (n = 556)	69%	77%
7.2 My manager ensures my PDR is evidence-based and transparent.	Ethnic Minority (n = 214)	52%	56%
	Not Ethnic Minority (n=314)	63%	70%
	All (n = 556)	58%	65%
7.3 I find the PDR process useful.	Ethnic Minority (n = 214)	35%	44%
	Not Ethnic Minority (n=314)	40%	42%
	All (n = 556)	37%	43%

In the qualitative feedback, fewer occurrences of PDR meetings and less transparency is reported by staff identifying as ethnic minority.

“We were told not to discuss our PDR with other colleagues. Some are given a bigger work load than others as we can clearly see what each other is doing without even asking.” (BME / Female)

The following comment suggests reasoning for this difference around difficulties in discussing race in line management conversations:

“PDR should be a chance to raise issues and discuss concerns with aim to find agreed workable solutions and progress but as a black staff member I have experienced otherwise. Concerns ignored and when incidents are referred to manager’s response was to treat with micro-aggressive behaviour.” (BME / Female)

Disparity and potential bias is also reflected in the analysis of the ratings shown in Chart 78 a & b.

Chart 78a – Analysis of ratings given in PSS PDRs in 2015/16

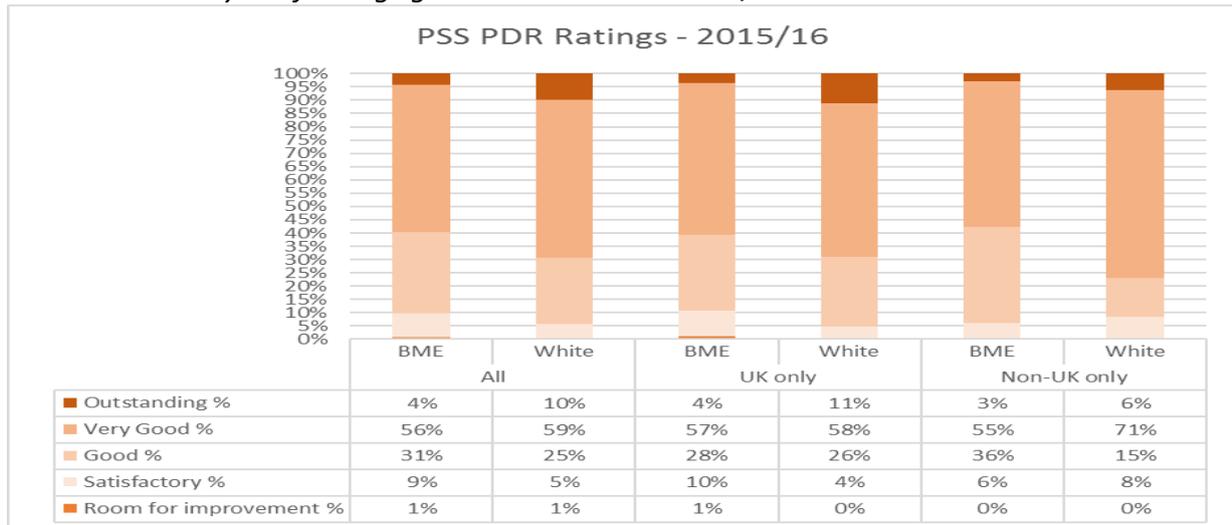
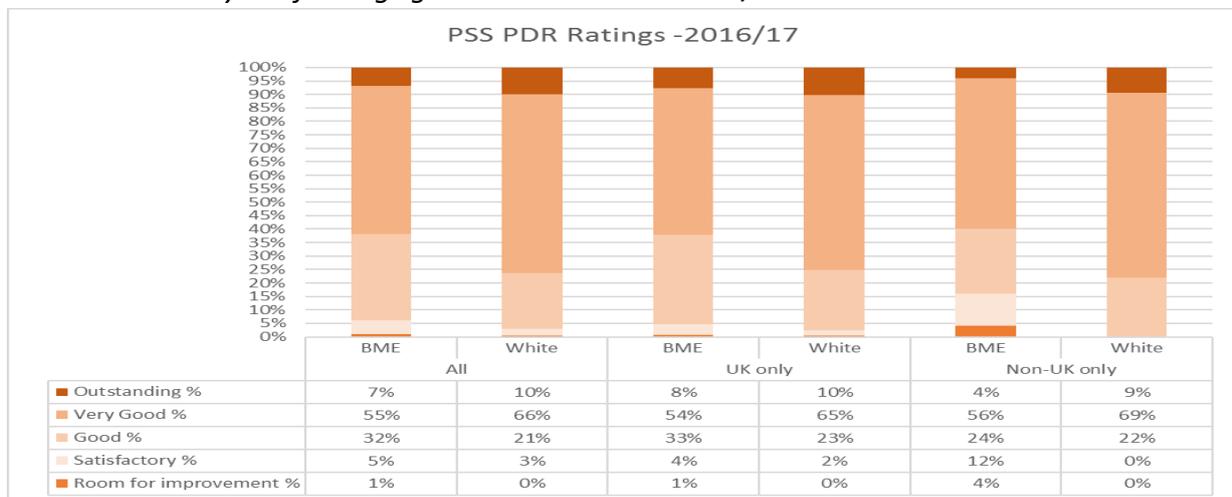


Chart 78b – Analysis of ratings given in PSS PDRs in 2016/17



What we have done / plan to do

As with for academics, counter signer training is available but take up has been low as has been the case for unconscious bias training. We will be scoping and developing race equality, cultural competency and unconscious bias development which will be incorporated within management training (Action 25). Further, PDR is due to be evaluated Spring 2019 and this will include further analysis of trends and development of actions to address identified issues. (Action 30)

Actions:
 25. Reduce bias evidenced in line management of staff
 30. Improve experience and transparency of PDR processes which promotes discussion of career progression

6d Professional and support staff promotions

Assessment of where we are now

There is no formal promotion process as such and promotion is achieved through application to a new role. Vacancies are often recruited internally first to allow for internal progression. As noted above our progression pipeline shows ‘leaks’ especially from band E and upwards into management positions (see 4b).

REC Survey feedback on the career progression suggests need for improvement for all staff. Ethnic minority staff experience less opportunities to develop, [statement 6.1](#), (55% / 70%) and to discuss development and progression, [statement 6.2](#), (54% / 67%) - table 45.

Qualitative feedback suggest experiences of being ‘boxed in’ within a hierarchical culture.

“UEL is very hierarchical. I was recommended to act up by my line manager, but his manager did not see that as suitable for someone of my grade; there was no regard for potential or previous experience. I had been boxed in to a grade” (White / Female)

“In my experience and what I have seen, those who look to develop get a hard time for it. Management would rather you ‘Stay in your lane’, ‘know your place’, this is the feeling that normally comes across” (Ethnic minority / Prefer not to say)

Table 45 - REC survey response analysis

REC Staff Survey		All (n = 556)	Professional (n=214)
6.1 There are opportunities for me to develop within my role.	Ethnic Minority (n = 214)	50%	55%
	Not Ethnic Minority (n=314)	61%	70%
	All (n = 556)	57%	64%
6.2 My line manager makes time to discuss my personal development and progression.	Ethnic Minority (n = 214)	57%	54%
	Not Ethnic Minority (n=314)	66%	67%
	All (n = 556)	63%	62%
6.3 Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.	Ethnic Minority (n = 214)	33%	32%
	Not Ethnic Minority (n=314)	35%	44%
	All (n = 556)	34%	39%
6.4 UEL uses a diverse range of staff as visible role models for the promotion of teaching.	Ethnic Minority (n = 214)	51%	48%
	Not Ethnic Minority (n=314)	55%	56%
	All (n = 556)	54%	53%
6.5 UEL uses a diverse range of staff as visible role models for the promotion of research.	Ethnic Minority (n = 214)	42%	37%
	Not Ethnic Minority (n=314)	43%	44%
	All (n = 556)	43%	41%

6.6 UEL uses a diverse range of staff as visible role models for the promotion of management roles.	Ethnic Minority (n = 214)	40%	46%
	Not Ethnic Minority (n=314)	47%	55%
	All (n = 556)	44%	51%
6.7 For professional and support staff - I have been encouraged to apply for jobs at a higher grade and/or have my role regraded.	Ethnic Minority (n = 214)	29%	29%
	Not Ethnic Minority (n=314)	35%	35%
	All (n = 556)	32%	32%

What we have done / plan to do

As with previous sections evidence suggests line manager bias and a need for line manager development on potential bias within decision-making ([Action 25](#)). Further, as detailed above, it has been recognised both via Athena SWAN and REC, that to progress PSS career development, a PSS sub-committee, similar to the Colleges, is needed as a specific resource and forum ([Action 2](#)).

UEL's '#fUELing Potential' talent management framework will allow greater alignment between individual development and institutional goals through a focused learning and development portfolio. Within this framework, Organisational Development will be piloting a Talent Management Development Programme for Grade D/E PSS staff during 2018/19. The programme will feature the completion of meaningful 'senior sponsored and high visibility' UEL projects, career coaching and related self-development opportunities. Particular focus will be paid to BME staff at grade D/E staff who are under-represented at grades F and above. ([Action 31](#))

Actions:

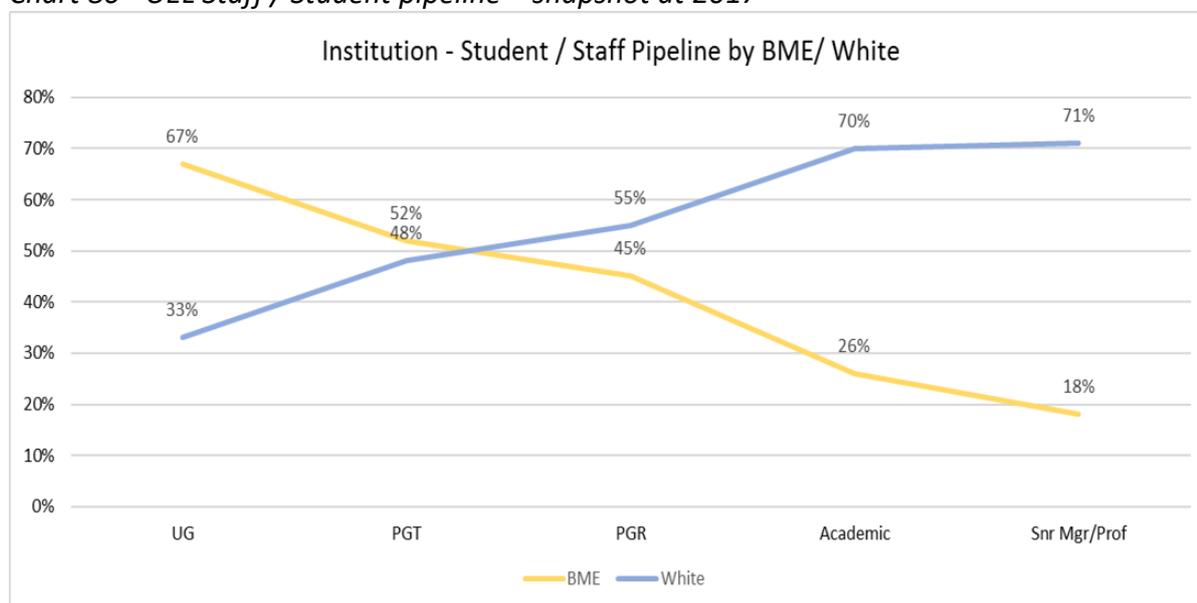
- 2. Constitution and implementation of local EDI committees
- 25. Reduce bias evidenced in line management of staff
- 31. Improve internal progression which addresses specific 'leaky' pipeline points for PSS in the context of new talent management framework

Section 6 word count: 835

7 Student pipeline

With our high proportion of BME students and lower representation of BME academics and management, we are particularly conscious of our demographic profile and stark 'leaks' in the pipeline as is demonstrated by the following overall chart (referred to in section 3a).

Chart 80 - UEL Staff / Student pipeline – snapshot at 2017



We are crucially aware of the stark gaps in progression and attainment of our students, in particular the significant attainment gap, slightly above the sector average. Outlined in section 3a, as a widening participation university, the diversity of our students is reflected through previous educational experience which intersects with other characteristics such as age (50% mature students) as well as ethnicity. Tackling progression, retention and attainment are core to UEL strategies and we recognise the complexity in addressing issues of different entry levels, through more effectively supporting the transition to HE and progression, as well as attainment within the institution. The REC self-assessment process has been essential in understanding the issues in more detail from a race equality perspective and identifying both existing and new strategies to tackling these issues. These are outlined in the section 7 and 8 below.

As with the staff sections, we have provided data both institutionally and at School level.

Accountability for delivering against these as detailed in 2d and the action plan.

Through our action plan, we have developed an accountability framework through which to progress these over the next three years and beyond.

7a Admissions

Charts 81 – 89 show applications by tariff points and decision. The University is committed to providing a professional admissions service that supports fair and transparent admission policies and processes. Regulations underpin the delivery of academic excellence by setting clear standards for entry that are applied fairly and consistently. Interviews may be used to assess applications. Where this is the case, all candidates whose applications meet the academic criteria for entry, will be interviewed. A proportion of candidates may also be interviewed where, for example, the application does not provide enough information to make a decision, where applicants are presenting non-standard qualifications, or where the applicant is a mature candidate. Completing unconscious bias training is not currently required for staff involved in admissions ([Action 24](#)).

The majority of our students are BME. In contrast to universities with a much smaller proportion of BME students, we do not consider the UG admissions process to be our key priority (in comparison to progression and attainment). However, we do have an active widening participation team that support our access strategies, as part of our Access and Participation Plan, taking into account intersectional characteristics.

Outreach activities cover a range of areas including raising awareness, developing skills and knowledge (to inspire, engage and increase understanding of expectations of HE study) and increasing attainment (to achieve the necessary qualifications to progress to HE). Our widening participation team prioritise activity based on specific criteria such as working within our local boroughs and postcodes with low progression to HE.

We have a recent Times Higher Award winning Widening Participation programme - New Beginnings for mature students (referenced in section 3a). The course has run for approximately 15 years. In 2017-18, nine New Beginnings courses were delivered to 250+ students with 76% pass rate which is significantly above standard access course attrition. Internal longitudinal research demonstrated the programme was highly successful with 72% of students who completed their degree after passing through New Beginnings awarded a good honours. Going forward, there are plans to deliver in Barking (Barking Learning Centre), an area of low HE activity, and to work with Redbridge Institute of Adult Education (OFSTED Outstanding). The team proactively share good practice through internal CELT seminars and L&T symposia as well as externally.

We also recognise the need to better support students' transition into HE which is covered in 7c.

Action:

24. Embed EDI, cultural awareness, values training within induction processes and staff / management training

Chart 81 – Institution level analysis by tariff points (2014-17 amalgamated)

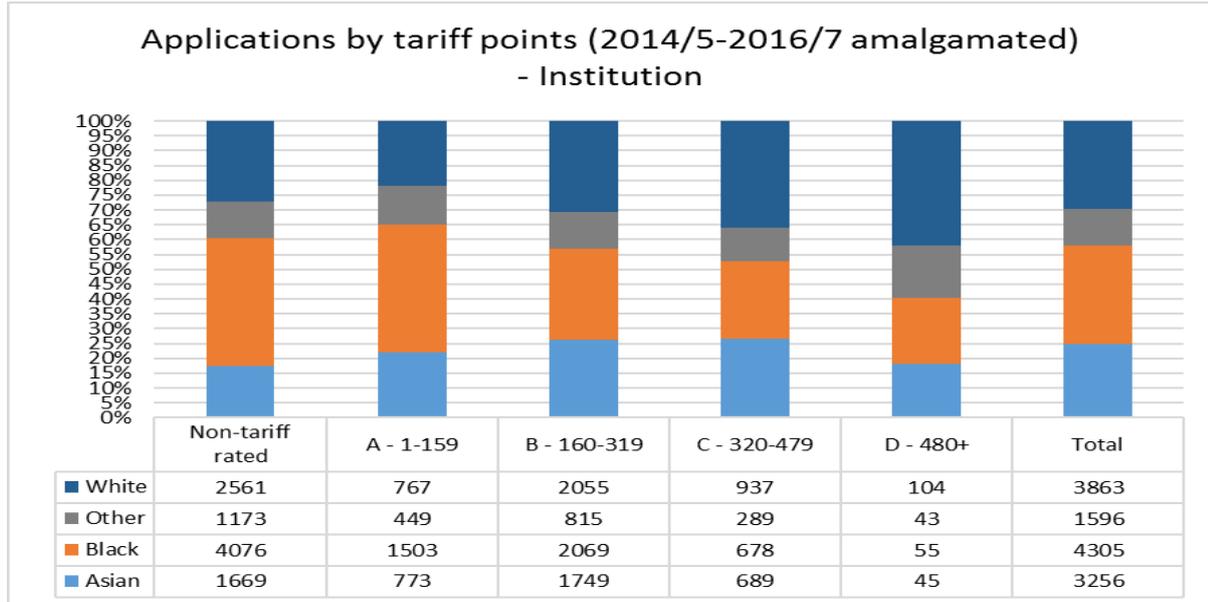


Chart 82 – Institution level analysis by tariff points (2014-17 amalgamated) – UK only

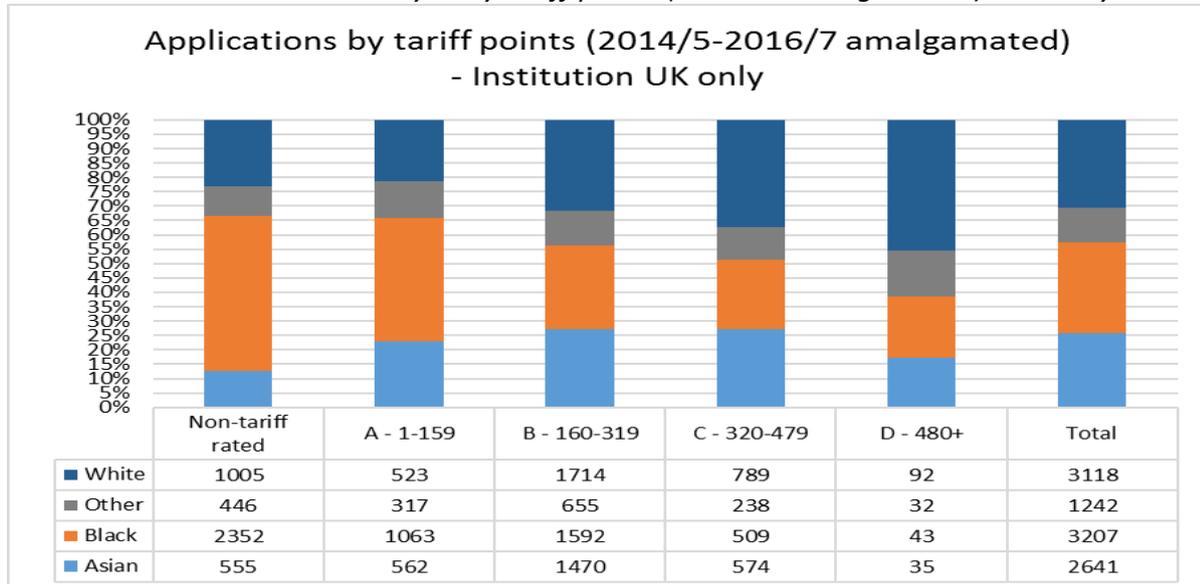


Chart 83 - Institution level analysis by tariff points (2014-17 amalgamated) – Non-UK only

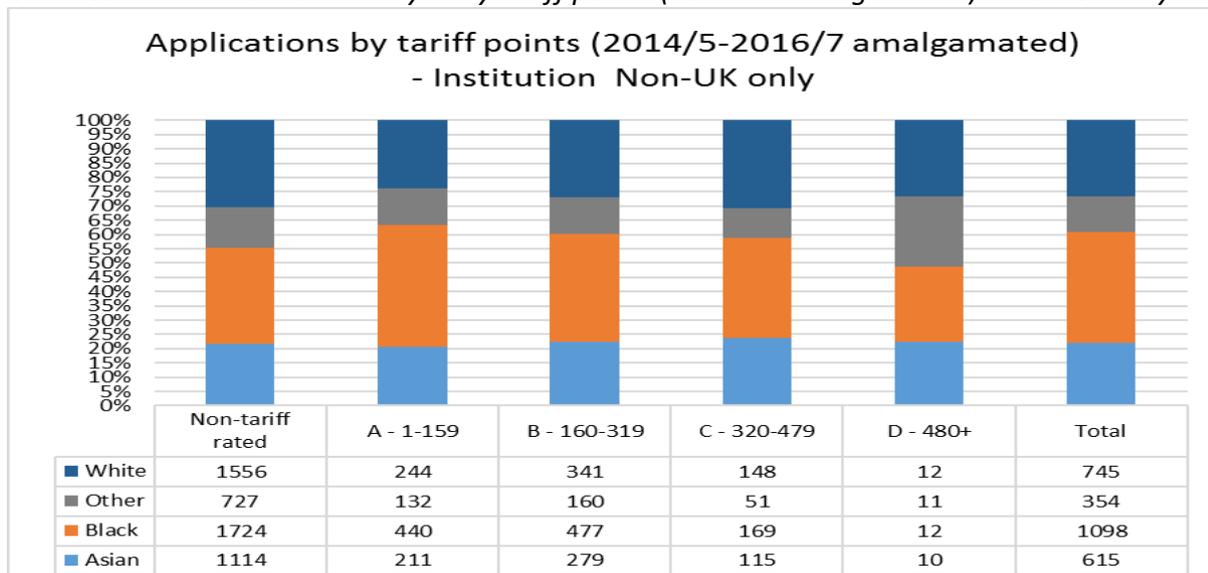


Chart 84 - Institution level analysis by tariff points **and** decision (2014-17 amalgamated)

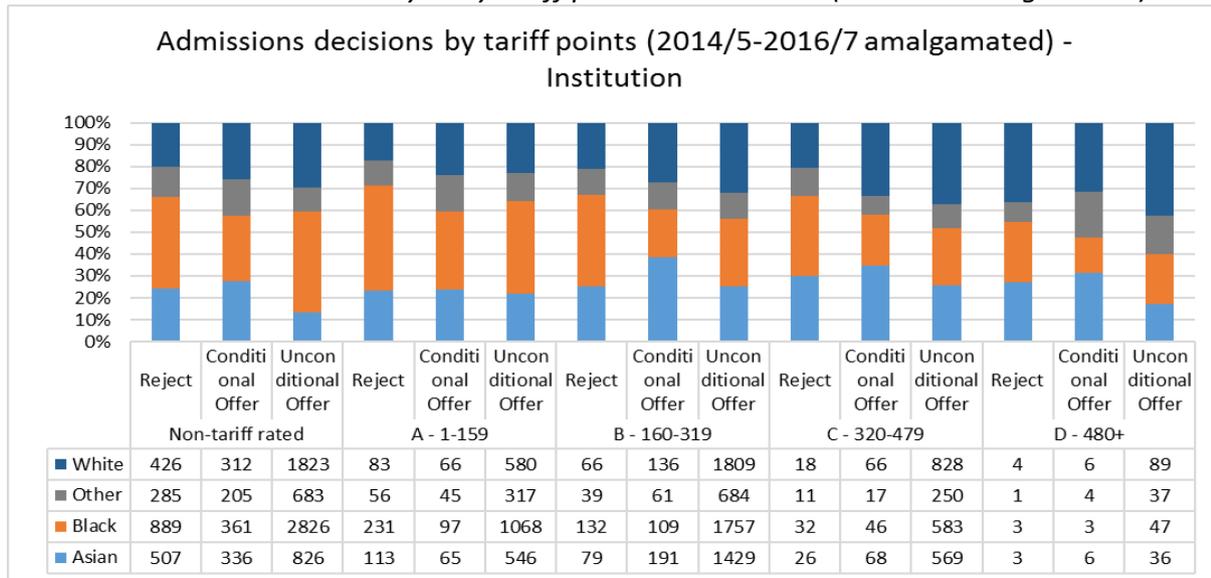


Chart 85 - Institution level analysis by tariff points **and** decision (2014-17 amalgamated) UK only

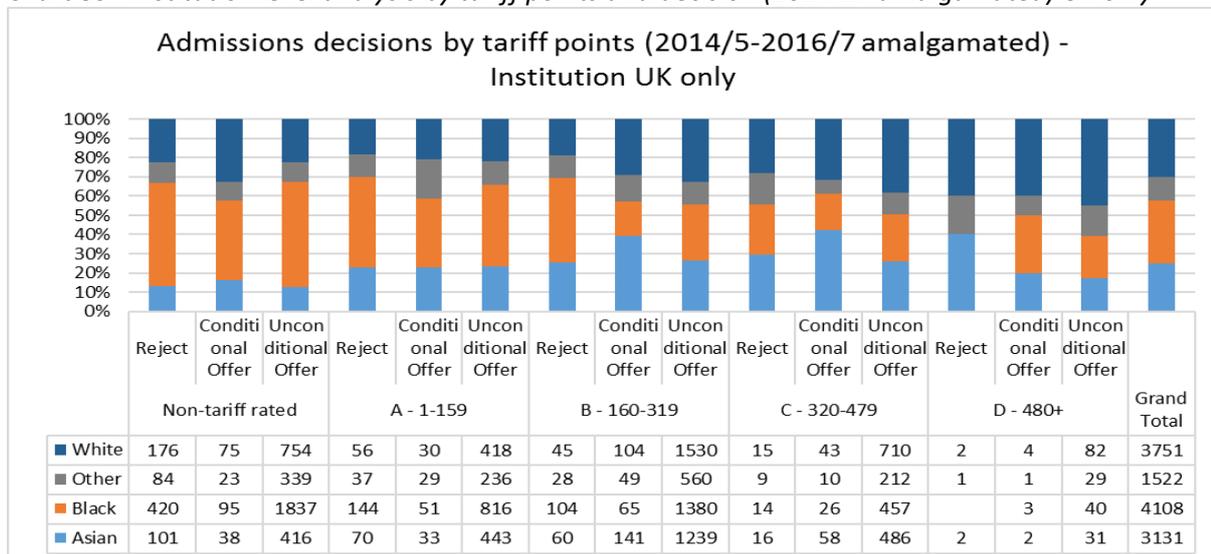


Chart 86 - Institution level analysis by tariff points **and** decision (2014-17 amalgamated) non-UK only

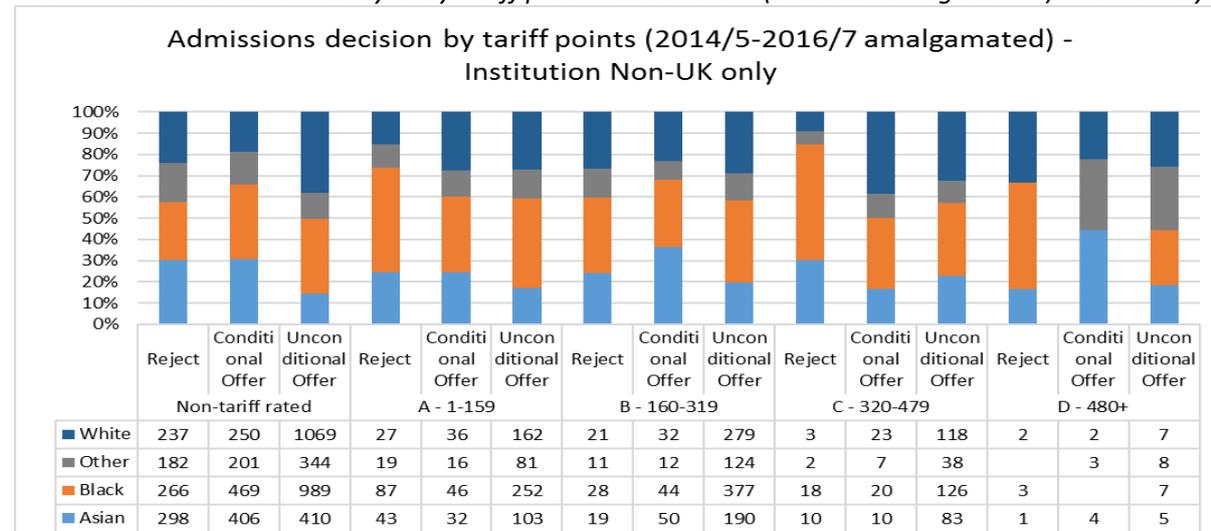


Chart 87- Institution level analysis by decisions broken down by year (2014-17 amalgamated)

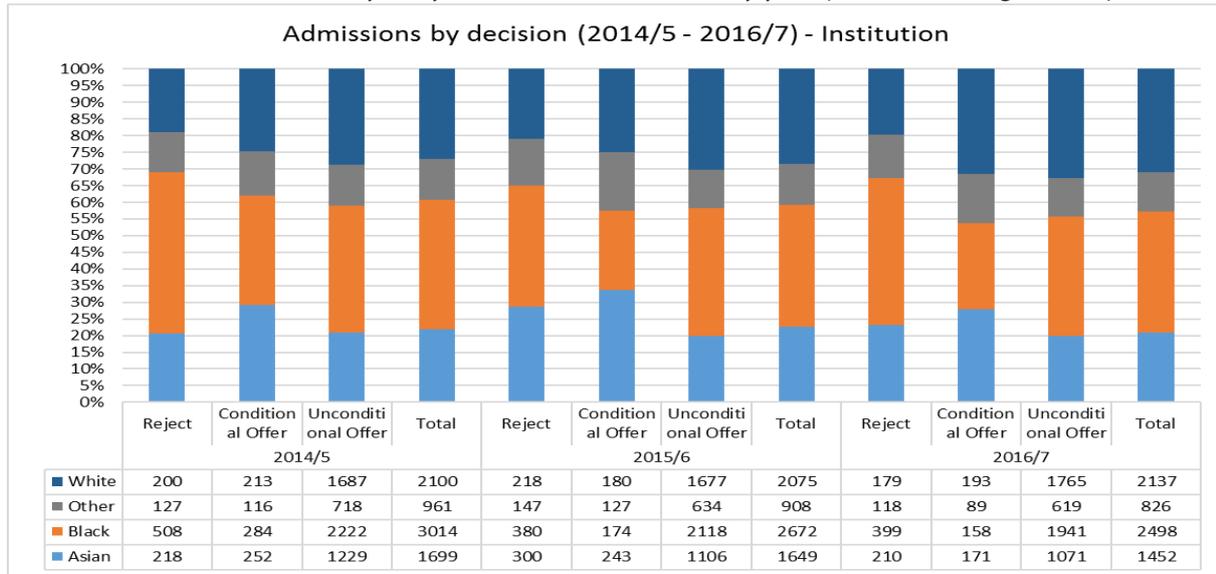


Chart 88- Institution level analysis by decisions broken down by year (2014-17 amalgamated) UKOnly

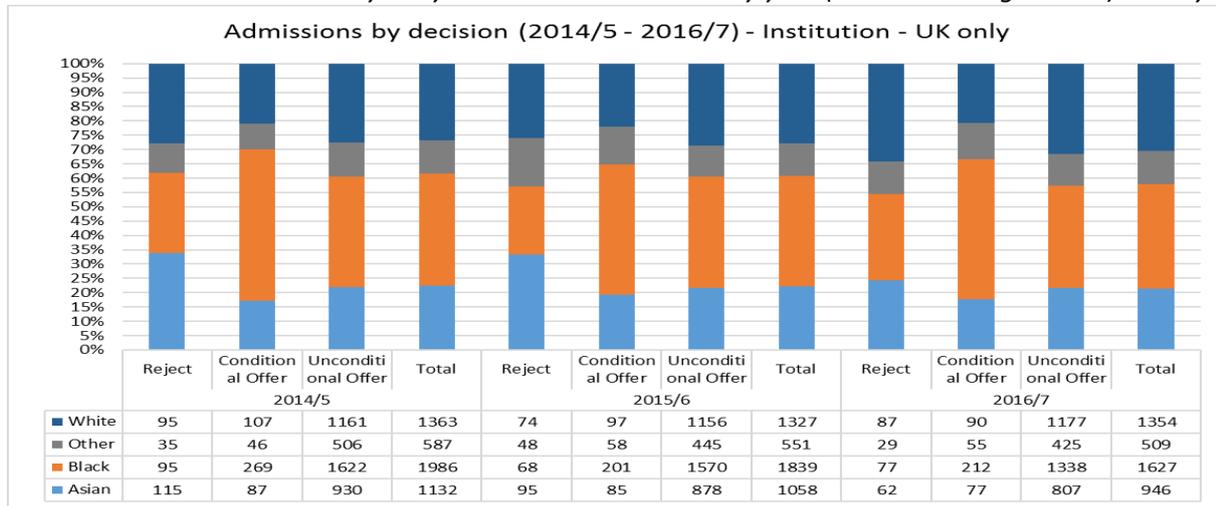
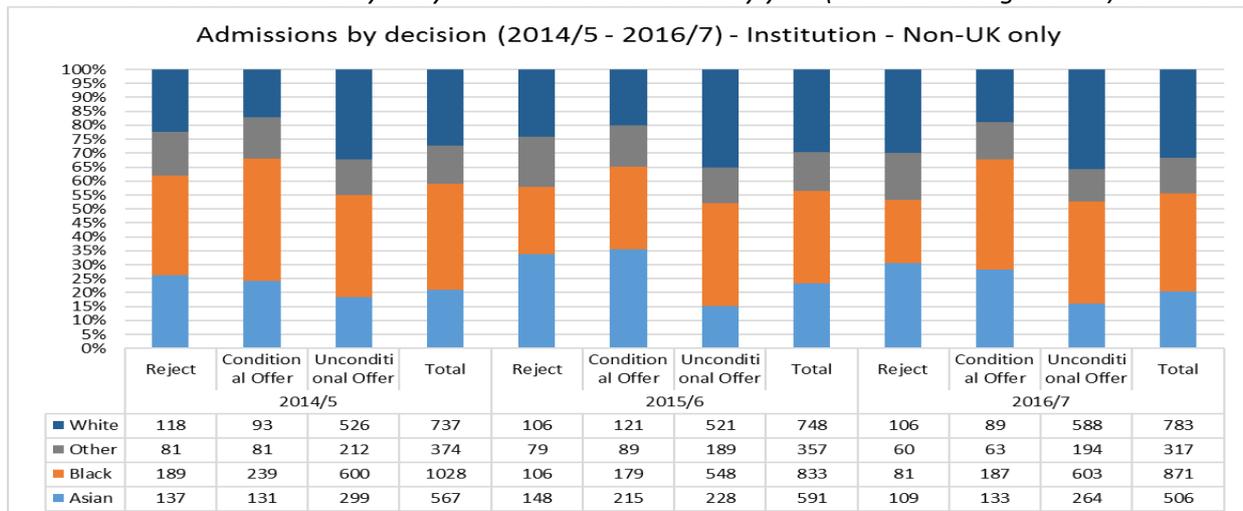


Chart 89- Institution level analysis by decisions broken down by year (2014-17 amalgamated) NonUKOnly



Admissions data by Schools:

Chart 90 – Admissions decisions by year - ACE

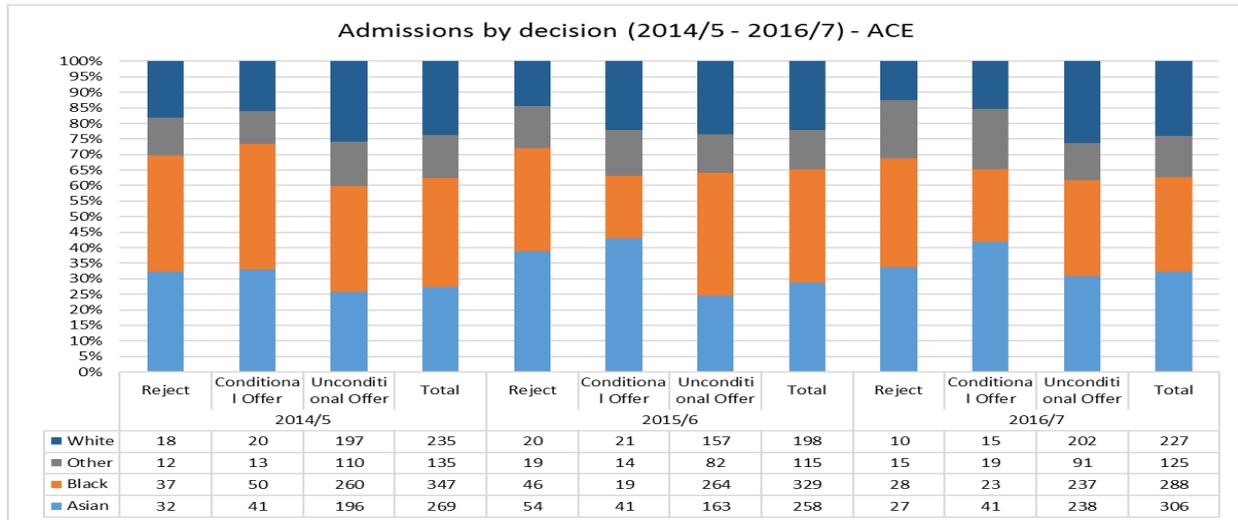


Chart 91 – Admissions decisions by year - ADI

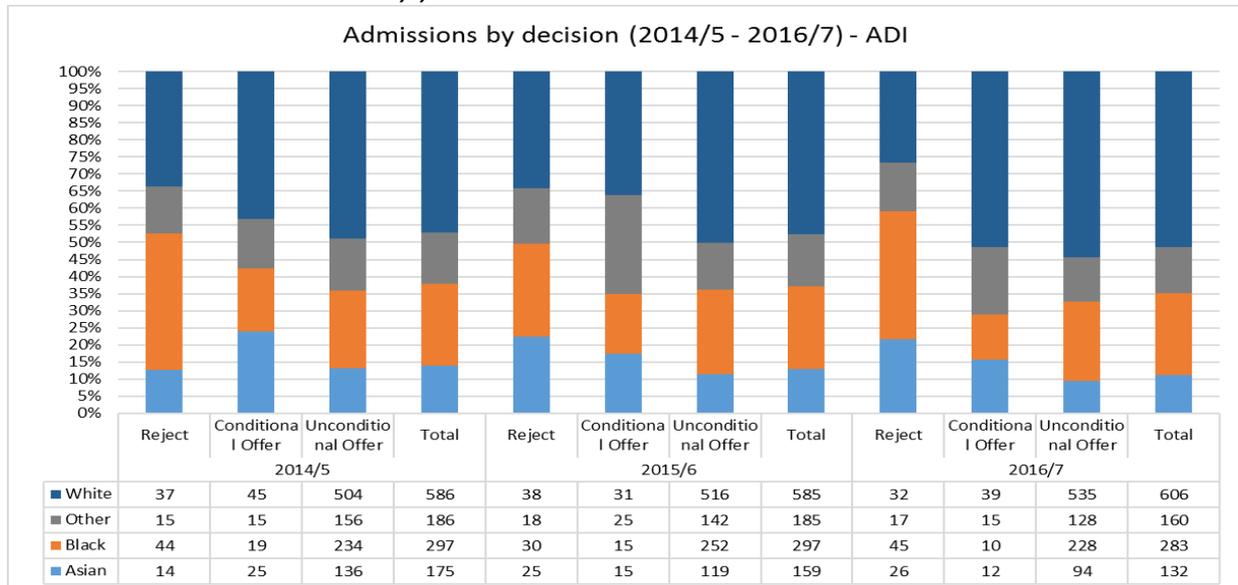


Chart 92 – Admissions decisions by year - RDSBL

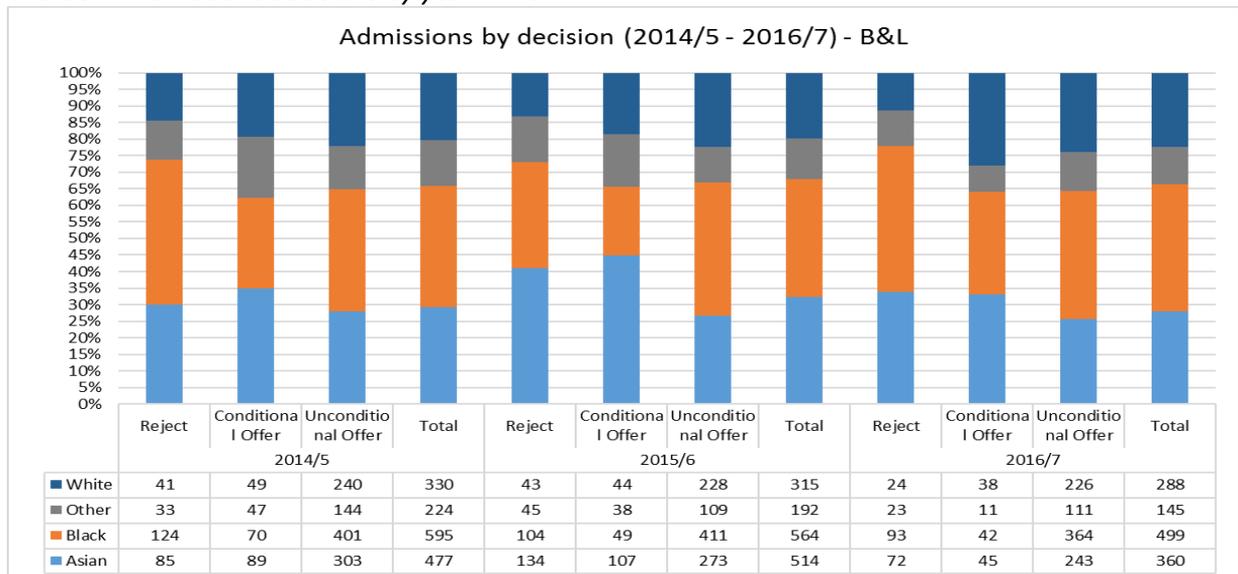


Chart 93– Admissions decisions by year - Cass

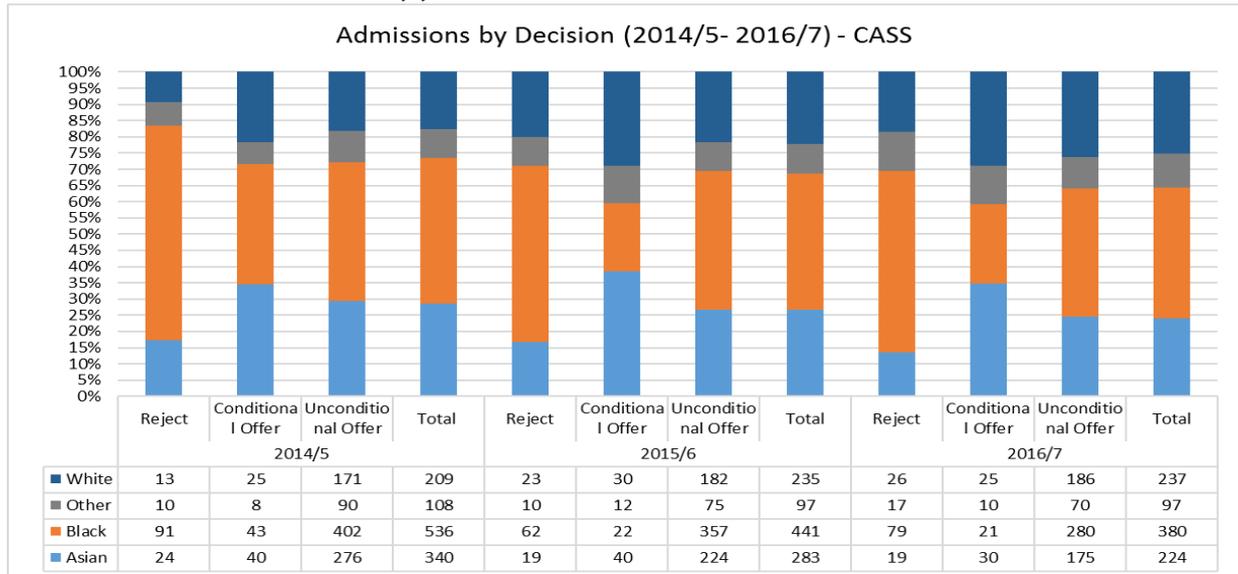


Chart 94– Admissions decisions by year - HSB

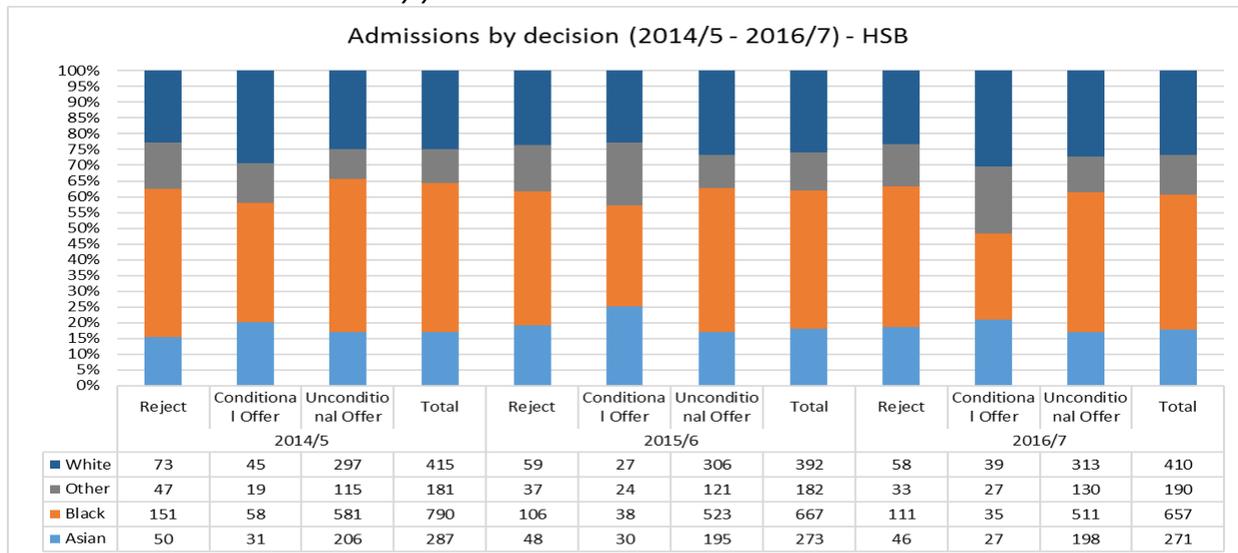


Chart 95– Admissions decisions by year - Psychology

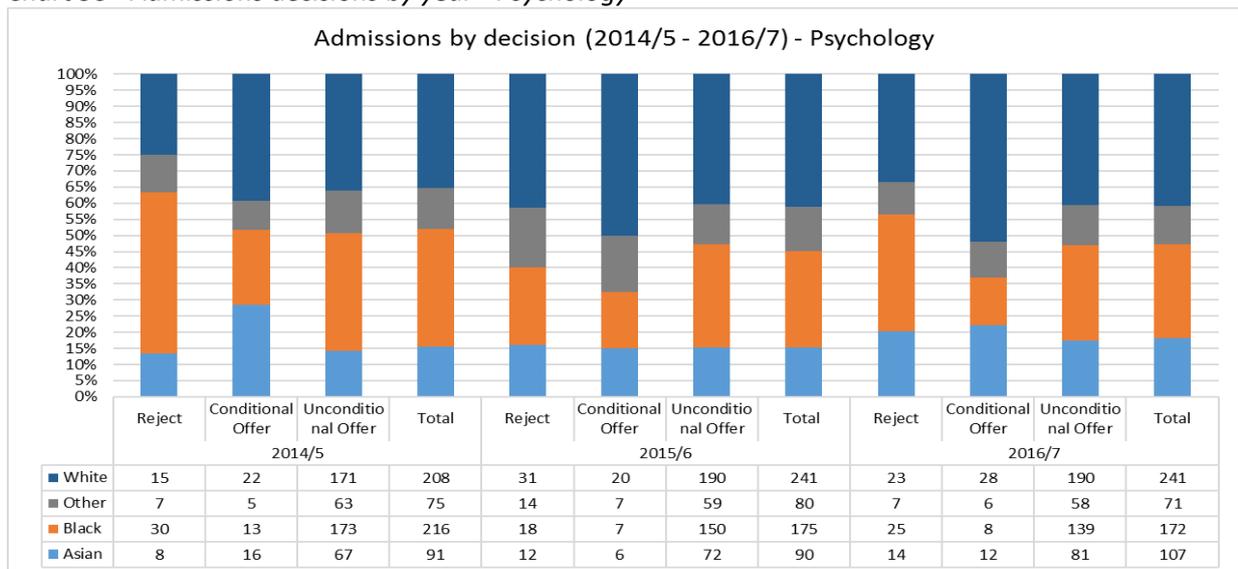
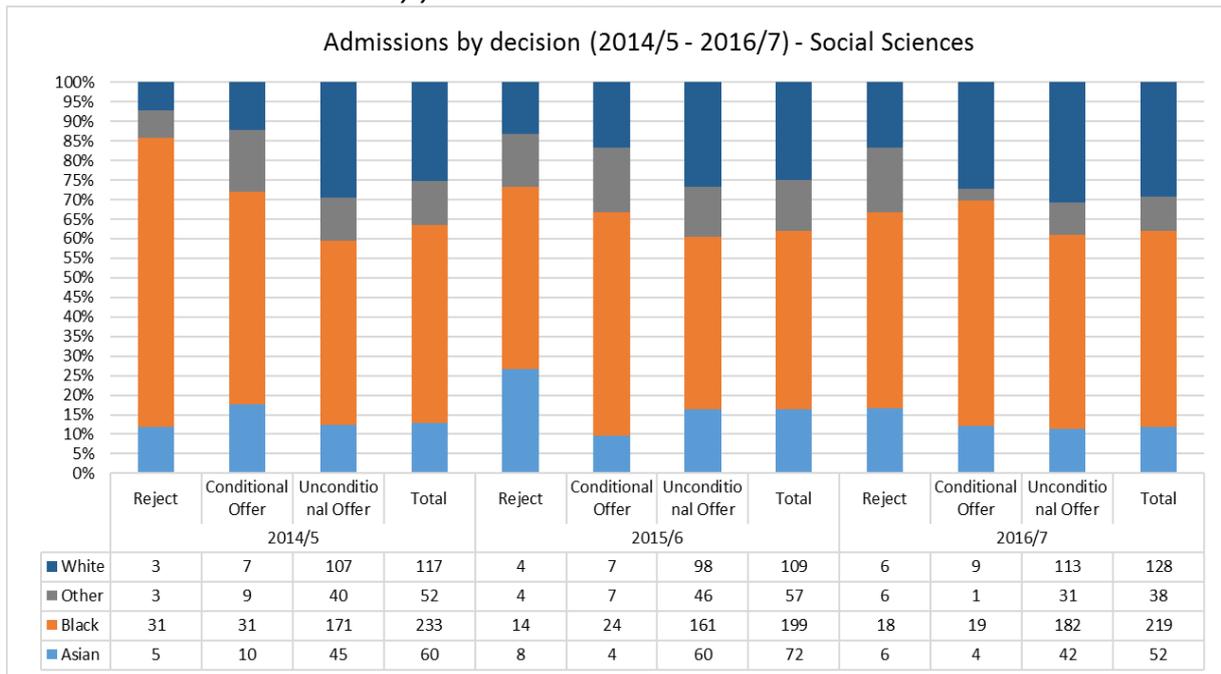


Chart 96– Admissions decisions by year – Social Sciences



7b Undergraduate student body

Assessment of where we are now

Approximately 65% of our students are BME, 47% non-UK / 71% UK (Chart 97/Table 47/48). There has been an increase in the proportion of white students from 28% to 32% and a corresponding drop in BME students.

The profile by subject areas is different with the lowest proportion of BME students in ADI (approx 50%) and Psychology (65%) in comparison to ACE (approx 80%), Business and Law (approx 80%), Cass (approx 80%) - Charts 98. The proportion of BME students is above benchmark in all discipline areas (table 46).

Table 46 – Analysis of UEL’s Undergraduate student body by ethnic group and discipline benchmark data

Undergraduate Student body by ethnic	Asian	Black	Chinese	Mixed	Other	Unknown	White
Institution	20%	35%	1%	7%	5%	1%	32%
Architecture, Computing & Engineering	26%	31%	2%	6%	7%	2%	26%
Benchmark (ARCH + COMP + ENGI)	12%	7%	1%	3%	2%		74%
Arts & Digital Industries	11%	21%	1%	10%	4%	1%	53%
Benchmark (ARTS)	4%	5%	7%	5%	1%		85%
Royal Docks School of Business and Law	25%	35%	1%	8%	6%	1%	24%
Benchmark (BUSI + LAW)	14%	10%	1%	4%	4%		69%
Cass School of Education and Communities	30%	41%	0%	5%	4%	1%	20%
Benchmark (EDUCATION)	7%	14%	0%	2%	1%		86%
Social Science	13%	46%	0%	6%	4%	1%	29%
Benchmark (SOCIAL STUDIES)	8%	10%	1%	4%	1%		76%
Health, Sport & Biosciences	18%	43%	0%	5%	4%	1%	28%
Benchmark (BIOS + SUBJ)	9%	8%	1%	3%	1%		78%
Psychology	15%	31%	0%	9%	4%	1%	40%

Table 47 – Analysis of UEL’s Undergraduate student body by ethnic group – All / UK / Non-UK - Numbers

Undergraduate Student body by ethnic group (n)		Asian	Black	Chinese	Mixed	Other	Unknown	White
Institution	2014/15	2228	3933	79	762	587	156	3034
	2015/16	1924	3442	57	687	441	79	2849
	2016/17	1841	3154	58	647	415	108	2886
UK	2014/15	2023	3615	55	615	398	60	2389
	2015/16	1775	3142	40	569	324	35	2189
	2016/17	1700	2837	40	537	327	54	2175
	<i>Benchmark (ECU Student 2018 - London)</i>	<i>50,545</i>	<i>41,600</i>	<i>4,205</i>	<i>15,945</i>	<i>10,725</i>		<i>133,145</i>
Non- UK	2014/15	205	318	24	147	189	96	645
	2015/16	149	300	17	118	117	44	660
	2016/17	141	317	18	110	88	54	711

Table 48– Analysis of UEL’s Undergraduate student body by ethnic group – All / UK / Non-UK - %

Undergraduate Student body by ethnic group (%)		Asian	Black	Chinese	Mixed	Other	Unknown	White
Institution	2014/15	21%	36%	1%	7%	5%	1%	28%
	2015/16	20%	36%	1%	7%	5%	1%	30%
	2016/17	20%	35%	1%	7%	5%	1%	32%
UK	2014/15	22%	39%	1%	7%	4%	1%	26%
	2015/16	22%	39%	0%	7%	4%	0%	27%
	2016/17	22%	37%	1%	7%	4%	1%	28%
	<i>Benchmark (ECU Student 2018 - London)</i>	<i>20%</i>	<i>16%</i>	<i>2%</i>	<i>6%</i>	<i>4%</i>		<i>52%</i>
Non- UK	2014/15	13%	20%	1%	9%	12%	6%	40%
	2015/16	11%	21%	1%	8%	8%	3%	47%
	2016/17	10%	22%	1%	8%	6%	4%	49%

Chart 97 – Analysis of UEL’s Undergraduate student body by ethnic group – All / UK / Non-UK - %

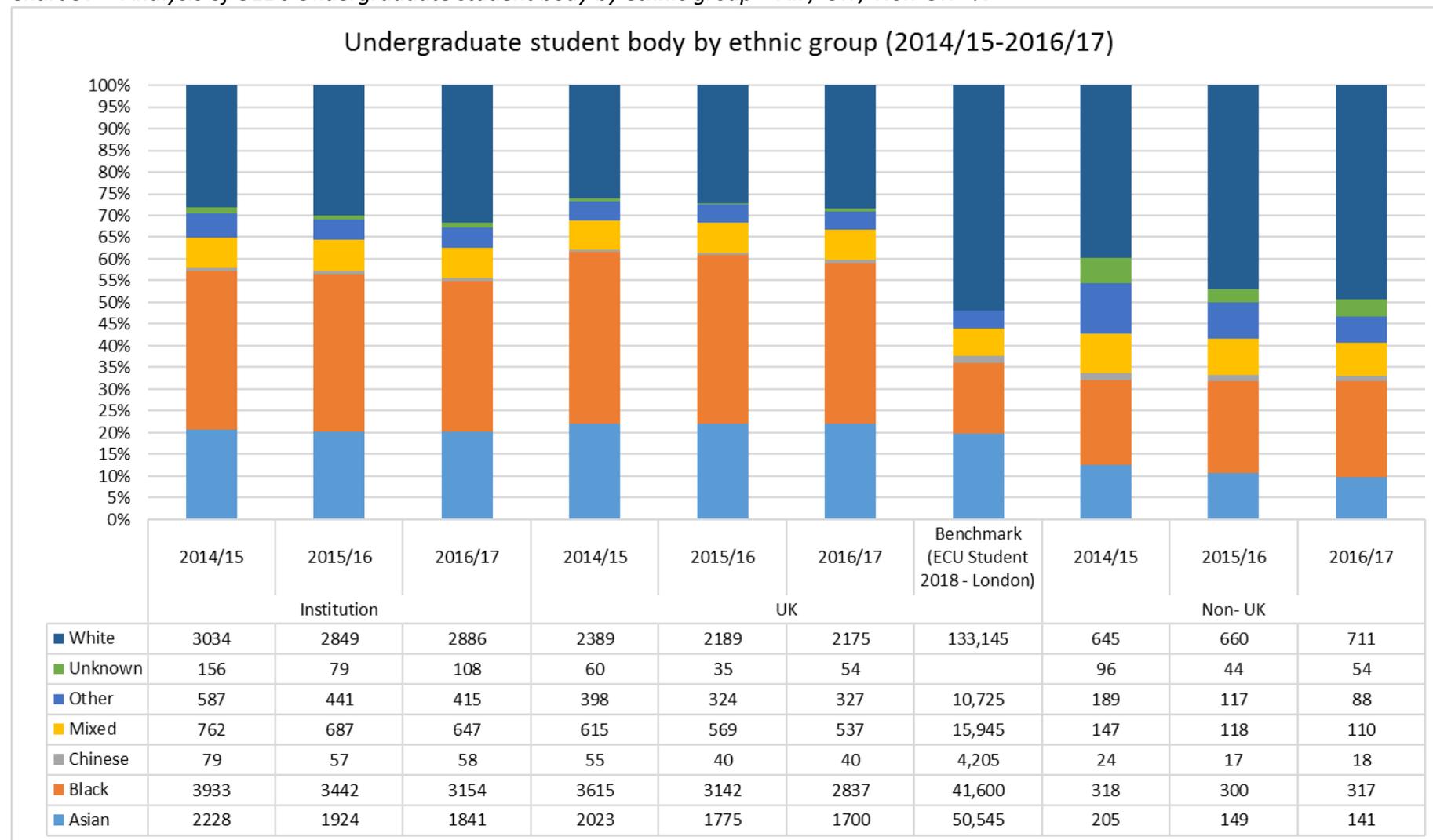
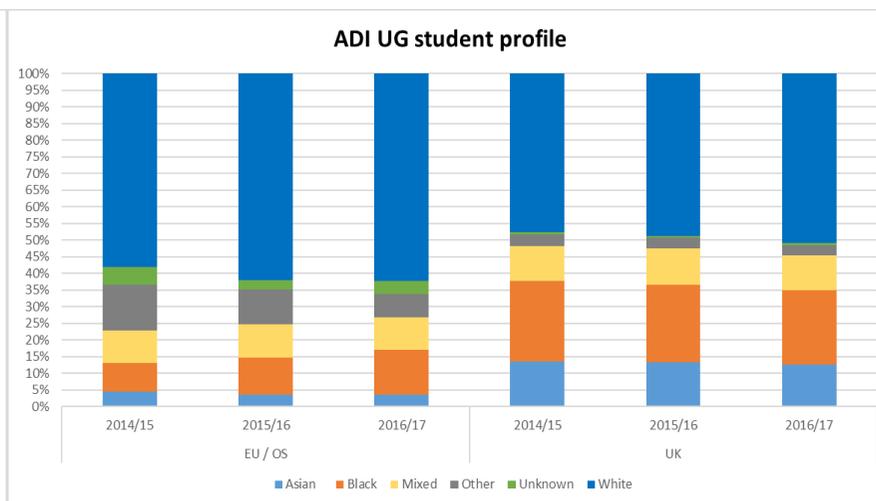
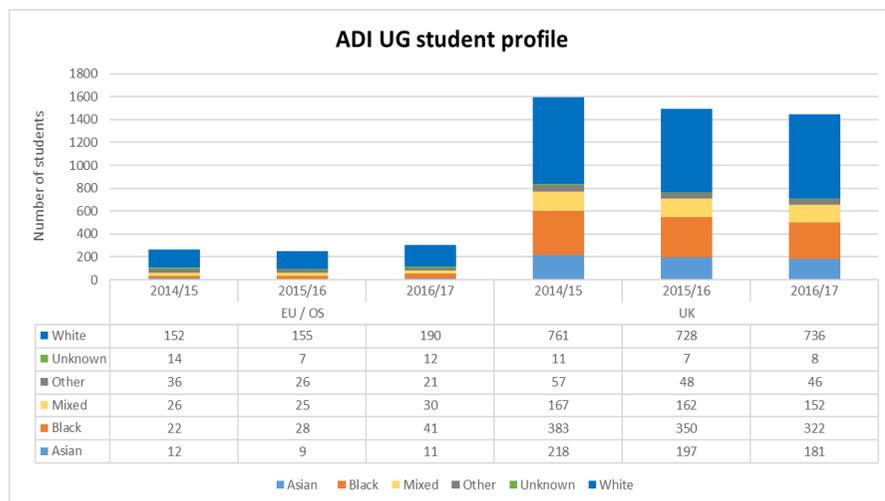
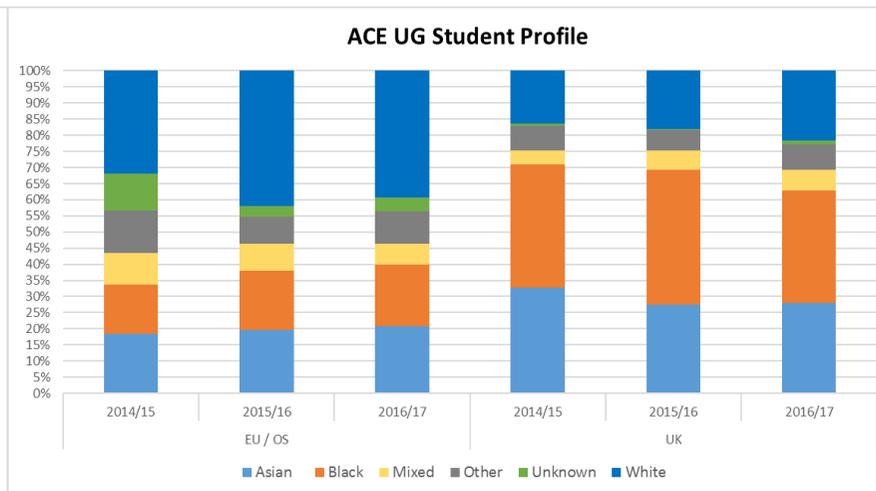
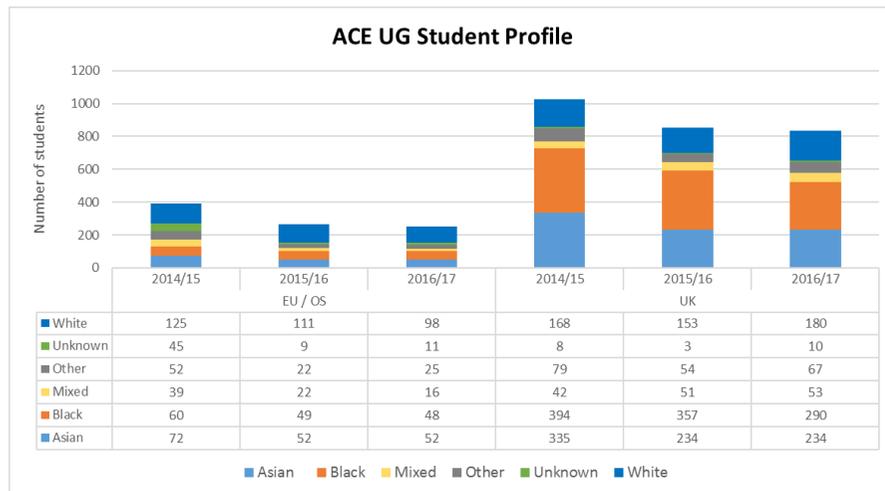
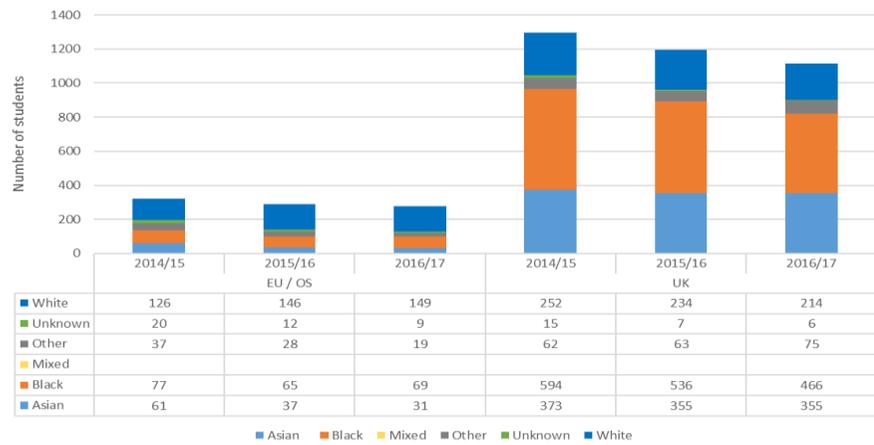


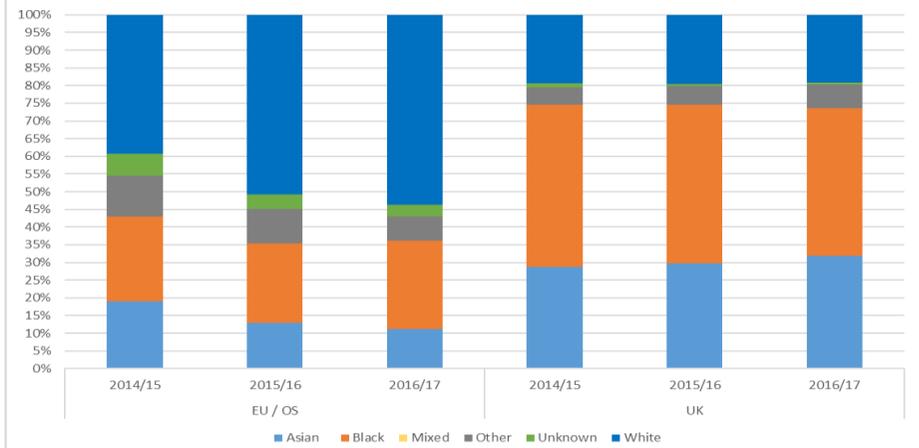
Chart 98 (a – n) - Analysis of UEL's Undergraduate student body by ethnic group – All / UK / Non-UK - % and number by each School



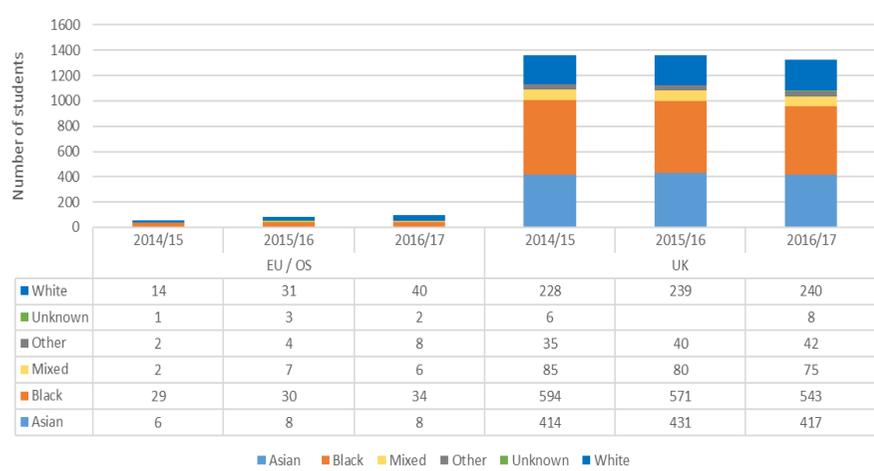
Business & Law UG student profile



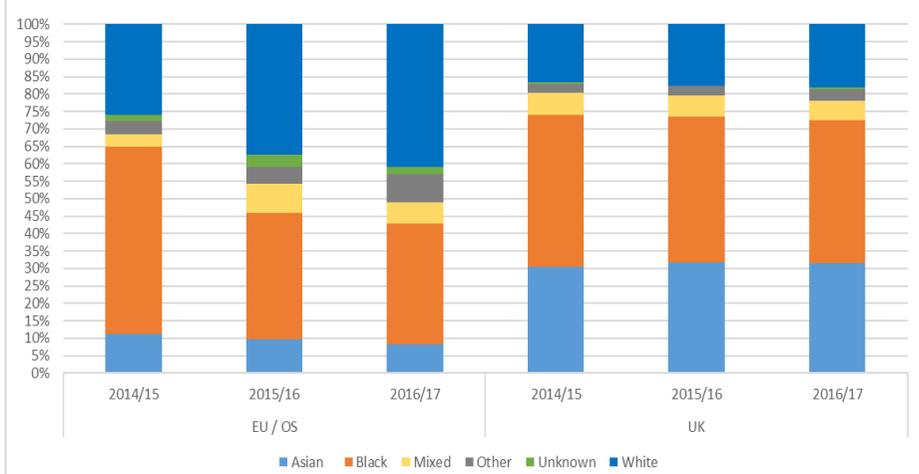
Business & Law UG student profile



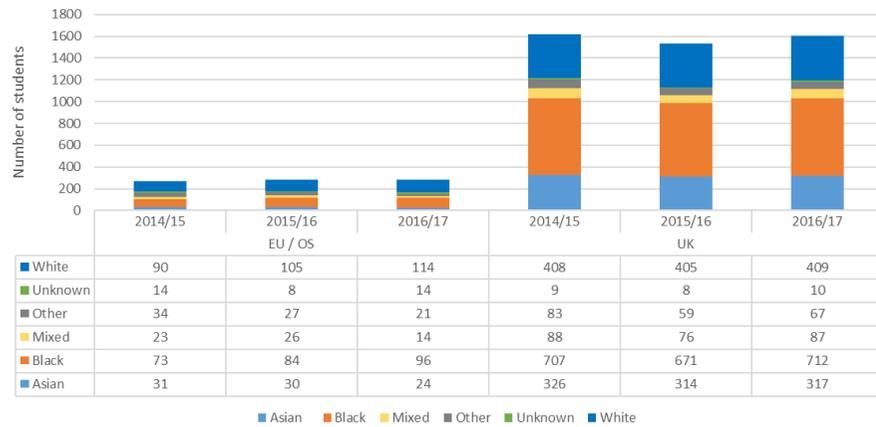
CASS UG Student Profile



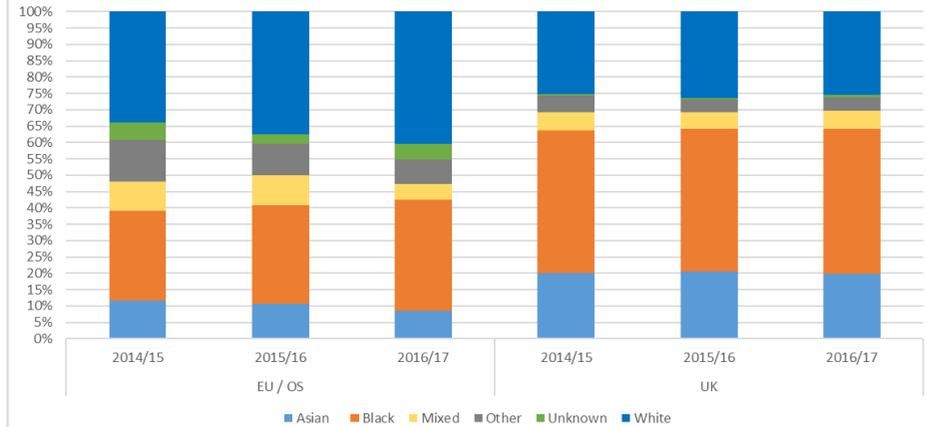
CASS UG Student Profile



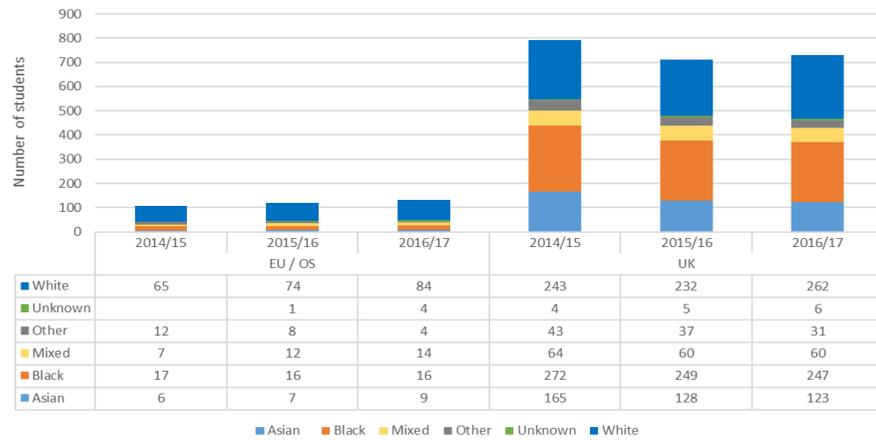
HSB UG student profile



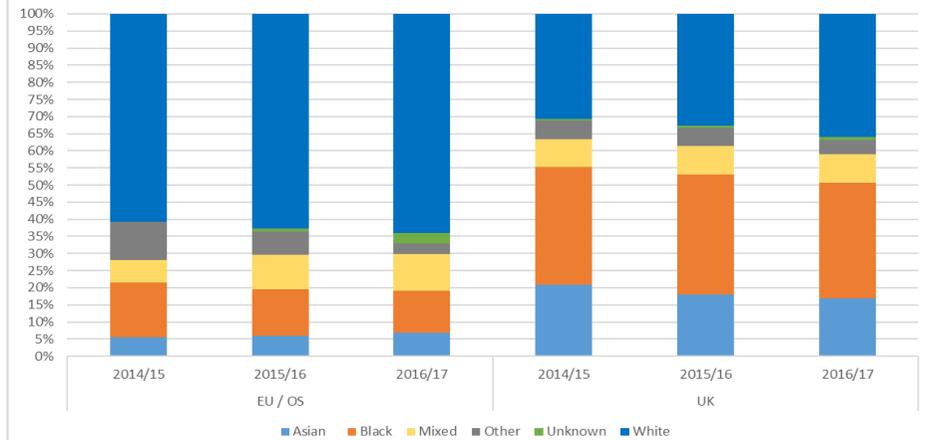
HSB UG student profile



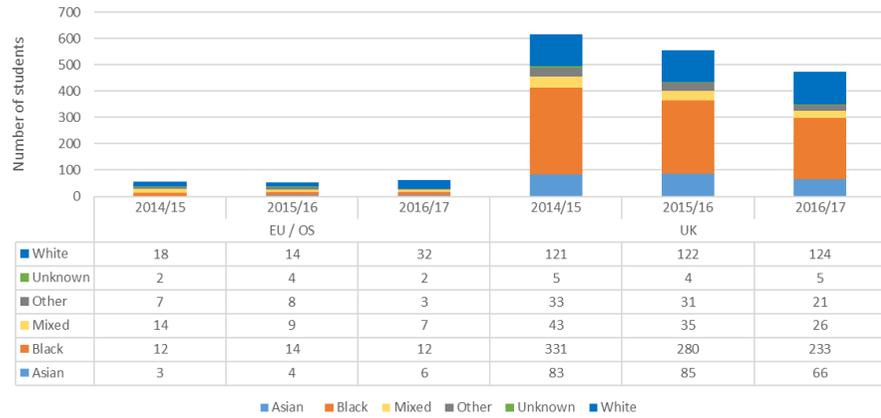
Psychology UG student profile



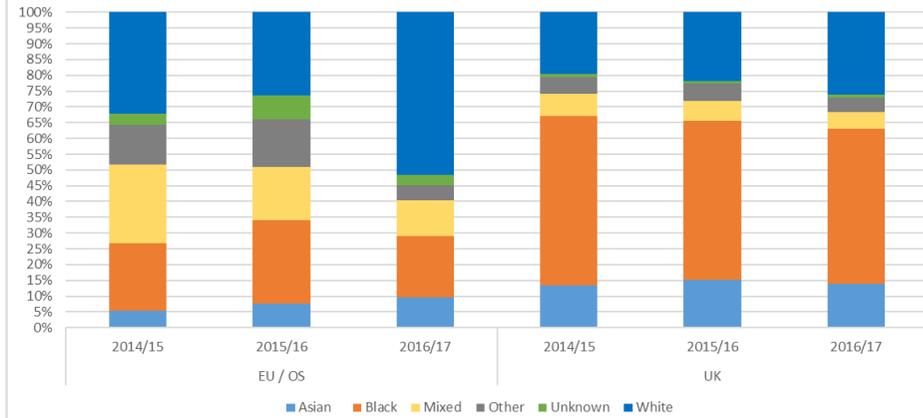
Psychology UG student profile



Social Sciences UG student profile



Social Sciences UG student profile



7c Course progression

Assessment of where we are now

Charts 99 (a-f institutional) show progression rates for specific cohorts, starting years 2012/3 and 2013/4 over the duration of the degree. Cohort 1 (chart 99a) shows a 18% gap in progression from year 0 dropping to 16% for cohort 2 (chart 99b); 17% dropping to 9% for progression from year 1. The profile for UK only students roughly mirrors the whole cohort while Non-UK students show a more inconsistent profile due to particularly small cohorts for some Schools.

Improving retention and progression is core to UEL strategy. Reflecting on our overall UEL student demographic outlined in the section 3, this progression gap may be attributed to a number of reasons including difficulties transitioning to HE. The majority of students reported that feel they are progressing well (table 49) with no difference by ethnicity.

Table 49 - REC survey response analysis

REC Student Survey		All (n=828)	Male (n=234)	Female (n=566)
5.1 I am progressing well in my course	Ethnic Minority (n=418)	88%	90%	88%
	Not Ethnic Minority (n=389)	90%	89%	91%
	All (n=828)	89%	90%	89%

Analysis of the qualitative commentary help reflect on issues highlighting positive experiences, lack of awareness of race equality issues (or colour blindness) and awareness of the effects that lack of diversity in academia produces.

"My only gripe is that the lecturers don't look like me. They're Caucasian or Asian. ... I always wished I had an African/African Caribbean lecturer I can relate to. It matters to me! Diversity should be a global issue, not just re: students." (Student – Other / Not disclosed)

Themes around belonging, the importance of student voice and intersectional student demographic such as balancing study and work / caring responsibilities are key as well as reflections on experiences of lack of transparency in how issues in relation to race are handled.

"I came from a school ... where I was surrounded by only white kids, and being the only brown person in classes was difficult at times ..., so, coming to UEL ... where the diversity was so prone was very important to me because I really wanted to feel like a part of a community". (Student – Asian / Female)

"the teaching staff on my programme do not reflect the diversity of the local East London community. ... both staff and students ... occasionally respond differently, and more negatively, towards students who are from different ethnic backgrounds. This negatively affects my sense of belonging on the programme." (Student – Black / Female)

Absence of discussion on race, lack of confidence or cultural competency and lack of representation within the staff demographic were all noted as barriers to reporting of race related concerns. Negative or defensive responses highlighted the need for greater cultural competency amongst staff to allow greater co-curricular collaboration and self-reflection (Actions 6). See also section 9.

"There is a general reluctance to talk about issues pertaining to race. I have observed both bullying and persistent micro-aggressions but this is not challenged. When this has been raised with staff they do not know what to do and I think it may be due to fear of the political backlash" (Student – Mixed / Female)

"Students from ethnic backgrounds are less likely to address race in their projects because the markers will be ignorant of the culture." (Student - Black / Female)

What we have done / plan to do

UEL's new Centre for Student Success (CfSS), established in 2017, provides academic and professional development support for students from first year through to graduation and beyond, including learning support services, career services and units dedicated to student engagement and retention. CfSS develops retention and out-reach programmes for students who are academically at risk through:

- Using predictive analytics to identify 'at risk' students and target interventions;
- Developing of pre-induction programmes for 'at risk' students;
- Delivery of enhanced academic advising and referral student support and development services.

Recognising the importance of belonging, UEL's extensive pre-entry and induction programmes, including school specific activities, aims to ease the transition to HE and improve retention. Pre-entry initiatives include a calling campaign introduced in 2017/18, through which all students with unconditional offers were provided transition support and guidance, and the Headstart Summer academy piloted institutionally in 2018/2019 following a pilot in HSB in previous years. These 1-2 day programmes aimed to build community, sense of belonging and inclusive environments for new students entering university. Results suggest that these early interventions have positive impact on students from BME backgrounds and can help to reduce attainment gap.

Table 50 – Average module mark of respondents and non-respondents to calling campaign 2017/18

2017/18 calling campaign	Non-respondents	Respondents
Young White	54.5%	59.4%
Young Black	44.1%	51.8%

Impact of the Headstart programme are pending. However, students who attended fed back that the programme built confidence, fostered a sense of belonging and provided an opportunity to begin to build relationships with lecturers, and peers, and feel able to ask for support required to help enable success at an early stage. These OfS funded programmes will

be developed further aiming to reduce progression and attainment gaps through early interventions (Action 38).

Further, we recognise the need for greater representation of BME academics (Action 32).

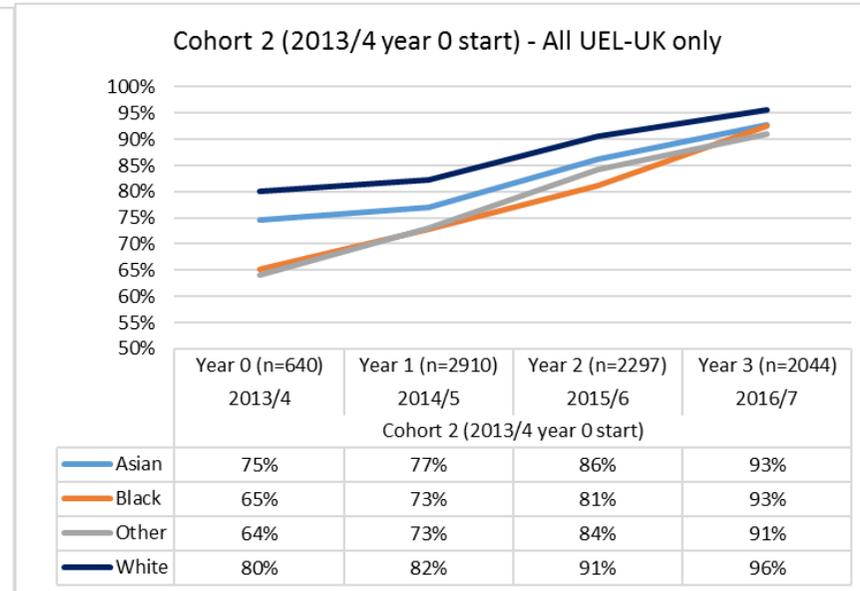
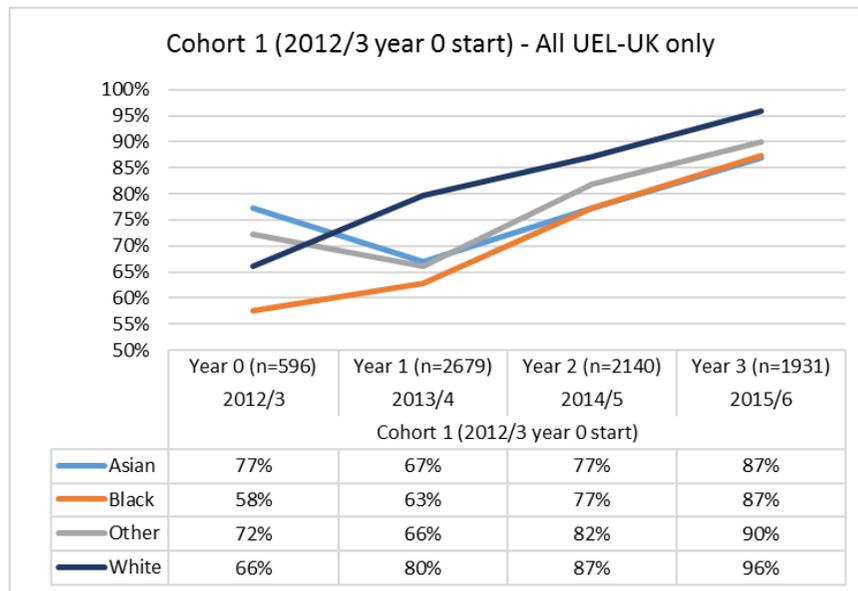
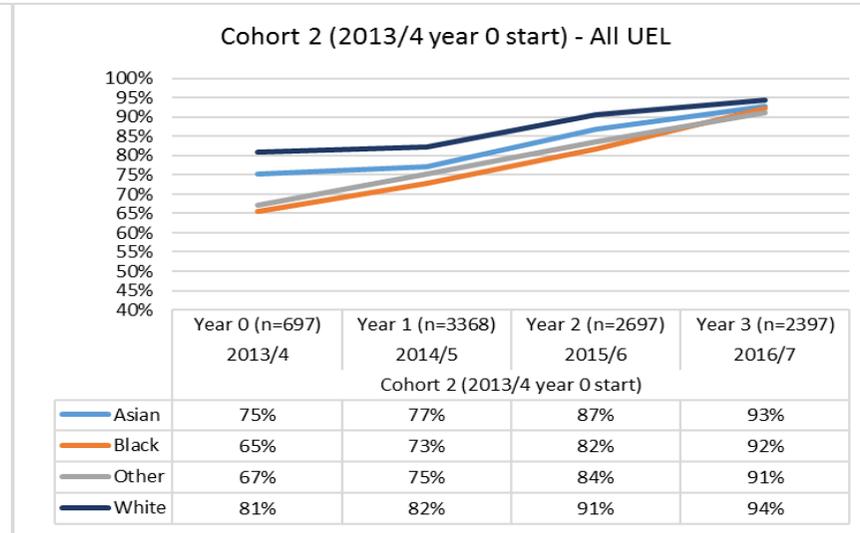
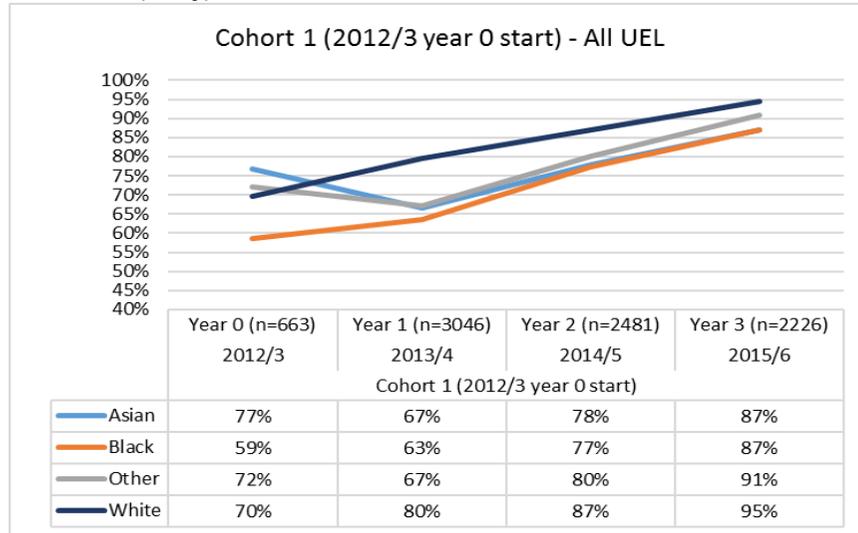
Actions:

6. Embed / Promote / Make mandatory a stronger understanding of and commitment to in race equality and cultural competency throughout staff and student experience

32. Increase the proportion of BME academic staff at band H, professor and management

38. Develop, implement, evaluate effective interventions which address the needs of groups of students joining UEL and barriers which are impeding effective transition to HE and implement

Charts 99 (a – f) - Institutional

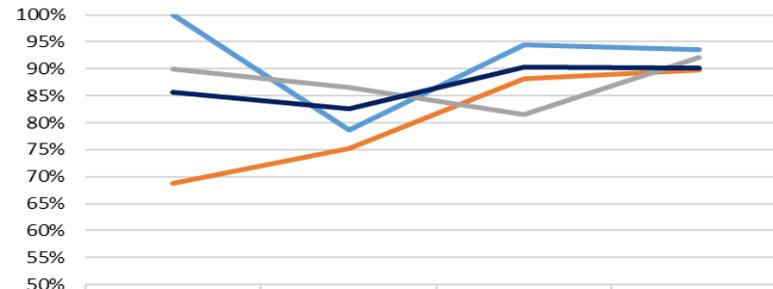


Cohort 1 (2012/3 year 0 start) - All UEL-Non-UK only



	Year 0 (n=67) 2012/3	Year 1 (n=367) 2013/4	Year 2 (n=341) 2014/5	Year 3 (n=295) 2015/6
Cohort 1 (2012/3 year 0 start)				
Asian	69%	63%	84%	88%
Black	75%	74%	80%	84%
Other	73%	71%	75%	93%
White	85%	79%	86%	88%

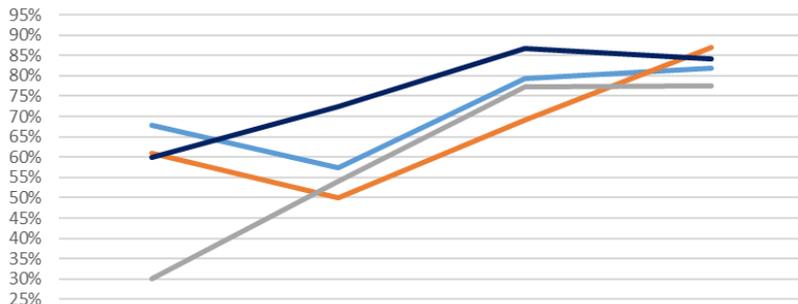
Cohort 2 (2013/4 year 0 start) - All UEL- Non-UK only



	Year 0 (n=57) 2013/4	Year 1 (n=458) 2014/5	Year 2 (n=400) 2015/6	Year 3 (n=353) 2016/7
Cohort 2 (2013/4 year 0 start)				
Asian	100%	79%	94%	94%
Black	69%	75%	88%	90%
Other	90%	87%	82%	92%
White	86%	83%	90%	90%

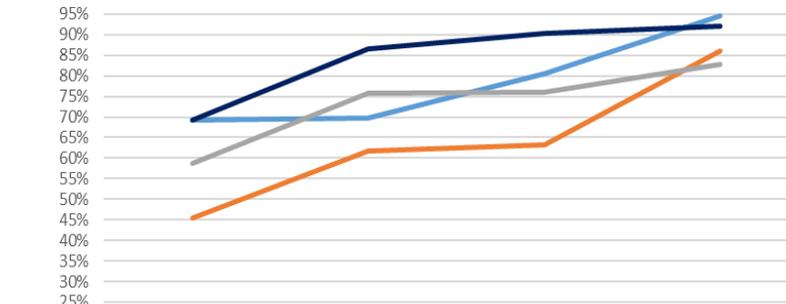
Chart 100 (a – n) All (School level – includes UK & NON-UK)

Cohort 1 (2012/3 year 0 start) - ACE



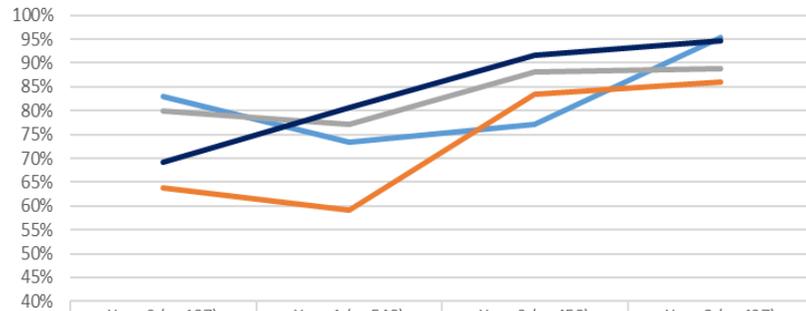
	Year 0 (n=152) 2012/3	Year 1 (n=370) 2013/4	Year 2 (n=297) 2014/5	Year 3 (n=243) 2015/6
Asian	68%	57%	79%	82%
Black	61%	50%	69%	87%
Other	30%	54%	77%	77%
White	60%	72%	87%	84%

Cohort 2 (2013/4 year 0 start) - ACE



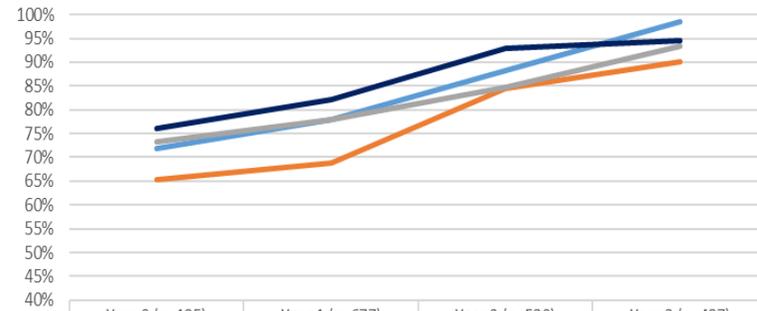
	Year 0 (n=116) 2013/4	Year 1 (n=376) 2014/5	Year 2 (n=310) 2015/6	Year 3 (n=241) 2016/7
Asian	69%	70%	80%	95%
Black	45%	62%	63%	86%
Other	59%	76%	76%	83%
White	69%	87%	90%	92%

Cohort 1 (2012/3 year 0 start) - ADI



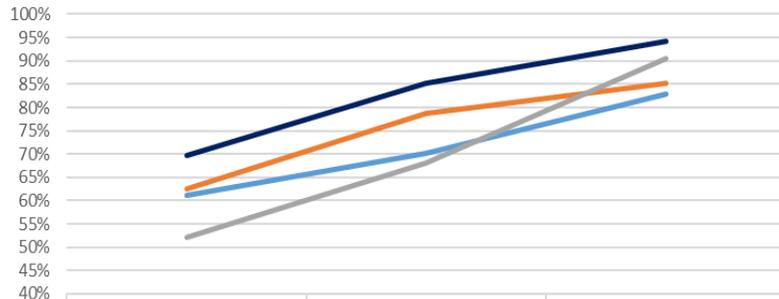
	Year 0 (n=187) 2012/3	Year 1 (n=548) 2013/4	Year 2 (n=458) 2014/5	Year 3 (n=427) 2015/6
Asian	83%	73%	77%	95%
Black	64%	59%	84%	86%
Other	80%	77%	88%	89%
White	69%	81%	92%	95%

Cohort 2 (2013/4 year 0 start) - ADI



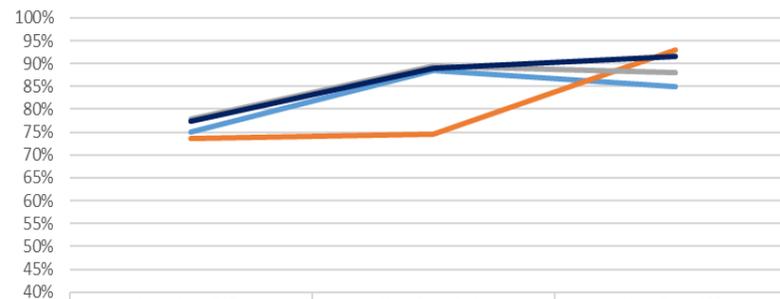
	Year 0 (n=195) 2013/4	Year 1 (n=677) 2014/5	Year 2 (n=530) 2015/6	Year 3 (n=487) 2016/7
Asian	72%	78%	88%	98%
Black	65%	69%	85%	90%
Other	73%	78%	85%	93%
White	76%	82%	93%	95%

Cohort 1 (2013/4 year 1 start) - B&L



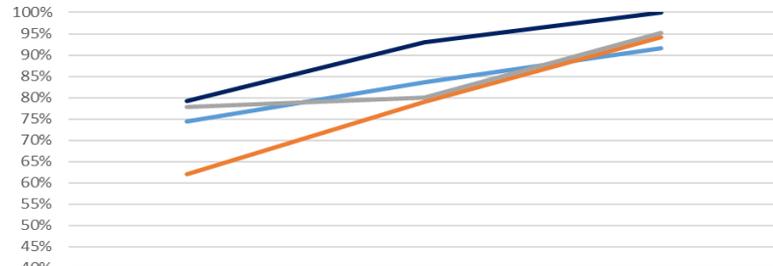
	Year 1 (n=488) 2013/4	Year 2 (n=383) 2014/5	Year 3 (n=402) 2015/6
Asian	61%	70%	83%
Black	62%	79%	85%
Other	52%	68%	90%
White	70%	85%	94%

Cohort 2 (2014/5 year 1 start) - B&L



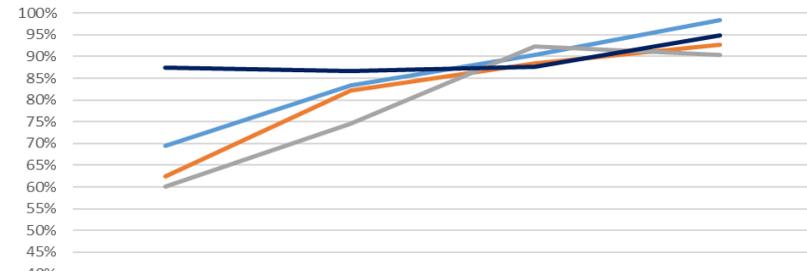
	Year 1 (n=645) 2014/5	Year 2 (n=511) 2015/6	Year 3 (n=460) 2016/7
Asian	75%	88%	85%
Black	74%	74%	93%
Other	78%	89%	88%
White	77%	89%	92%

Cohort 1 (2013/4 year 1 start) - CASS



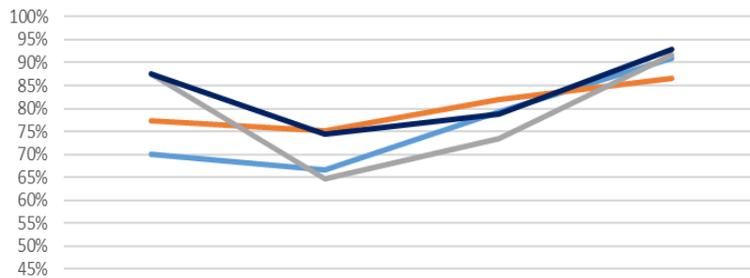
	Year 1 (n=373) 2013/4	Year 2 (n=305) 2014/5	Year 3 (n=282) 2015/6
Asian	75%	84%	92%
Black	62%	79%	94%
Other	78%	80%	95%
White	79%	93%	100%

Cohort 1 (2013/4 year 0 start) - CASS



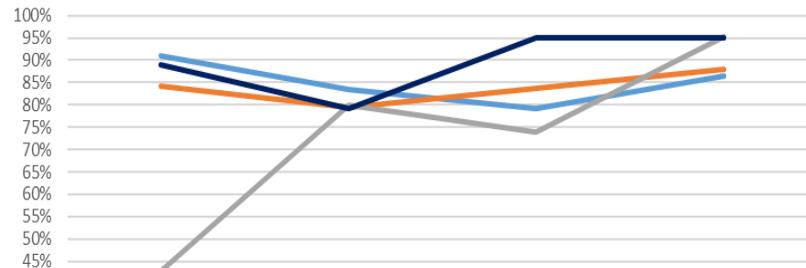
	Year 0 (n=52) 2013/4	Year 1 (n=518) 2014/5	Year 2 (n=432) 2015/6	Year 3 (n=384) 2016/7
Asian	70%	83%	90%	98%
Black	63%	82%	88%	93%
Other	60%	74%	92%	90%
White	88%	87%	88%	95%

Cohort 1 (2012/3 year 0 start) - Social Sciences



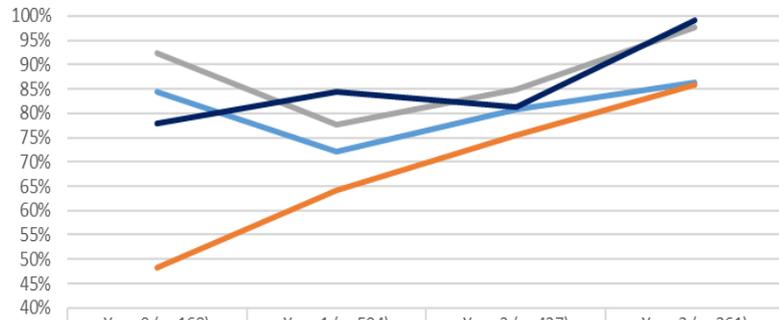
	Year 0 (n=58) 2012/3	Year 1 (n=224) 2013/4	Year 2 (n=190) 2014/5	Year 3 (n=165) 2015/6
Asian	70%	67%	79%	91%
Black	77%	75%	82%	87%
Other	88%	65%	73%	92%
White	88%	74%	79%	93%

Cohort 2 (2013/4 year 0 start) - Social Sciences



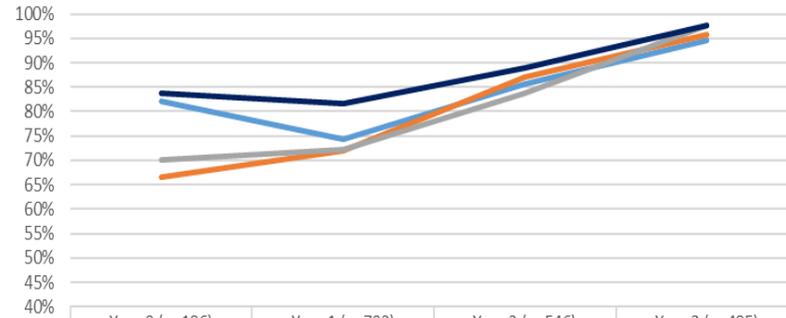
	Year 0 (n=47) 2013/4	Year 1 (n=190) 2014/5	Year 2 (n=158) 2015/6	Year 3 (n=144) 2016/7
Asian	91%	83%	79%	86%
Black	84%	80%	84%	88%
Other	43%	80%	74%	95%
White	89%	79%	95%	95%

Cohort 1 (2012/3 year 0 start) - HSB



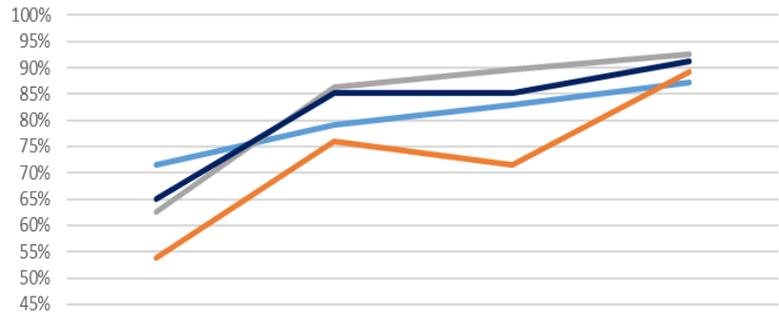
	Year 0 (n=168) 2012/3	Year 1 (n=504) 2013/4	Year 2 (n=427) 2014/5	Year 3 (n=361) 2015/6
Asian	84%	72%	81%	86%
Black	48%	64%	76%	86%
Other	92%	78%	85%	98%
White	78%	84%	81%	99%

Cohort 2 (2012/3 year 0 start) - HSB



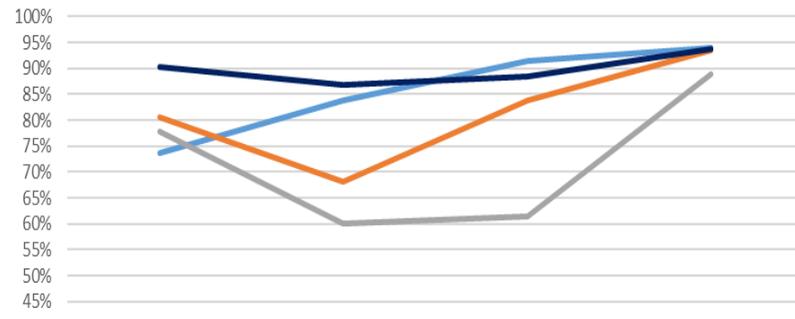
	Year 0 (n=186) 2013/4	Year 1 (n=702) 2014/5	Year 2 (n=546) 2015/6	Year 3 (n=485) 2016/7
Asian	82%	74%	86%	95%
Black	67%	72%	87%	96%
Other	70%	72%	84%	98%
White	84%	82%	89%	98%

Cohort 1 (2012/3 year 0 start) - Psychology



	Year 0 (n=98) 2012/3	Year 1 (n=220) 2013/4	Year 2 (n=202) 2014/5	Year 3 (n=171) 2015/6
Asian	71%	79%	83%	87%
Black	54%	76%	71%	89%
Other	63%	86%	90%	93%
White	65%	85%	85%	91%

Cohort 1 (2013/4 year 0 start) - Psychology



	Year 0 (n=97) 2013/4	Year 1 (n=258) 2014/5	Year 2 (n=203) 2015/6	Year 3 (n=183) 2016/7
Asian	74%	84%	91%	94%
Black	81%	68%	84%	93%
Other	78%	60%	62%	89%
White	90%	87%	88%	94%

7d Attainment

Assessment of where we are now

We have an overall attainment gap of 27% between Black and White students in 2016/17, 27% for UK students, 25% for non-UK. Through initial analysis for 2017/18, we have noted a reduced attainment gap between black and white students with an increase in the % of black students receiving a good honours (62%). However, a slight decline for Asian students within this cohort was noted (from 62%-60%).

Table 51 shows these gaps by School which shows a range from 18% to 37% in comparison to a sector benchmark of 24%. In terms of UK / non-UK differences between the schools – most of the schools have a low number of international / EU students overall making it difficult to identify trends. Charts 102 show school level analysis.

Table 51 – Summary of gap in good honours degrees awarded 2016/17 – See charts 101 and 102 for institutional and School detail respectively

School	White (1st / 2:1)	Black (1st / 2:1)	Attainment Gap
ACE	82%	52%	30%
Arts, Digital Industries	82%	45%	37%
Business and Law	84%	54%	30%
Cass	71%	47%	24%
Social Sciences	90%	64%	26%
Health, Sport & Bioscience	81%	63%	18%
Psychology	90%	69%	21%
UEL	82%	55%	27%
Benchmark (<i>Attainment 16/17 / ECU benchmark data – source HESA 2016/17 'UK domiciled first degree'</i>)	80%	56%	24%

As with the previous section on progression, the attainment gap is complex and can be attributed to a number of factors including need for greater inclusive teaching and assessment practices, a sense of belong and how this is impacted by staff demographic as well as differences in cultural capital and psychosocial factors impacting how students experience HE³.

What we have done / plan to do

Section 8 covers strategies in relation to teaching and learning including defining our approach to inclusive teaching and learning, developing more effective use of data analytics at programme level, improving accountability and developing resources and development programmes to support academics ([Actions 45-48](#)). As detailed above, we will be developing our framework of accountability to ensure support mechanisms are developed centrally to enable delivery of these strategies and to ensure action is taken locally within Schools. We also

³

http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Causes,of,differences,in,student,outcomes/HEFCE2015_diffout.pdfanatory factor

recognise the link between student attainment (and progression) to representation of BME staff within academia (Action 32).

Actions:

32. Increase the proportion of BME academic staff at band H, professor and management

44. Define UEL’s approach and aspiration to decolonising or liberating the curriculum within the context of inclusive teaching and learning.

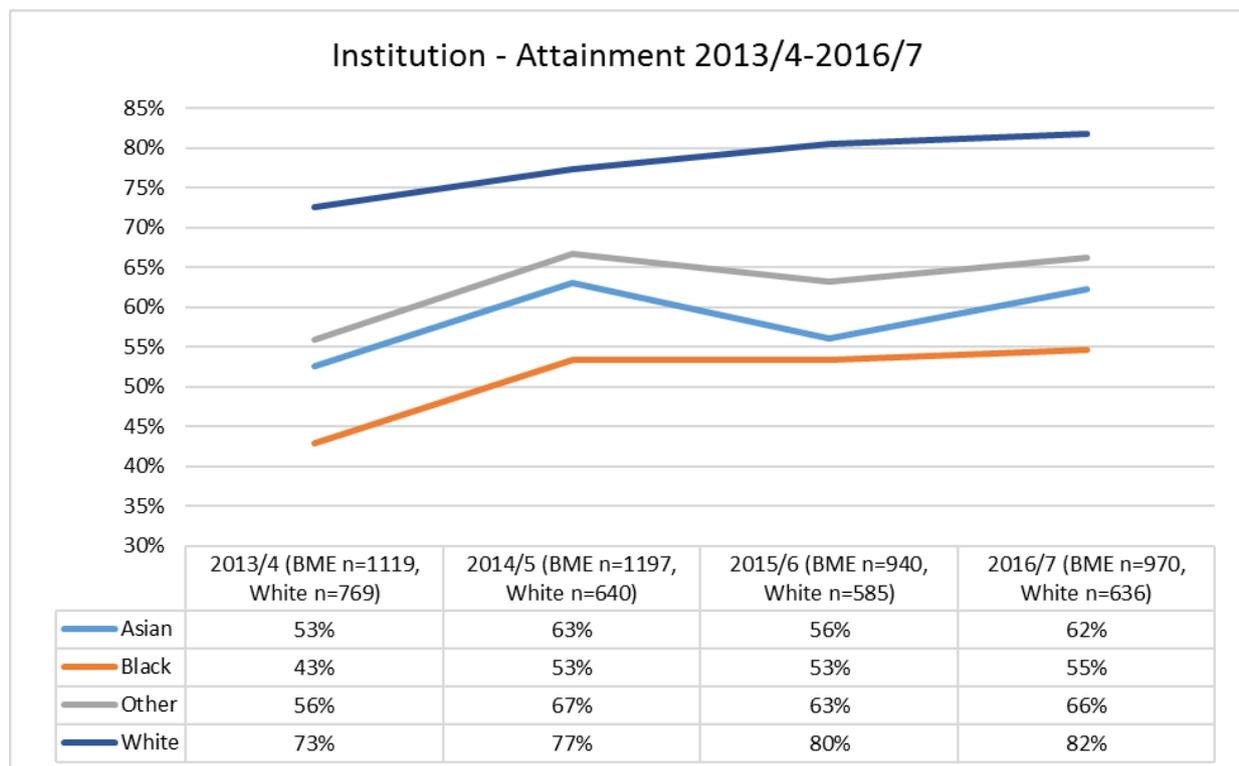
45. Implement new ‘Programme Analytics’ hub (via Qlikview) to ensure accessible and timely data is available to better enable data-driven planning at school, course, lecturer level

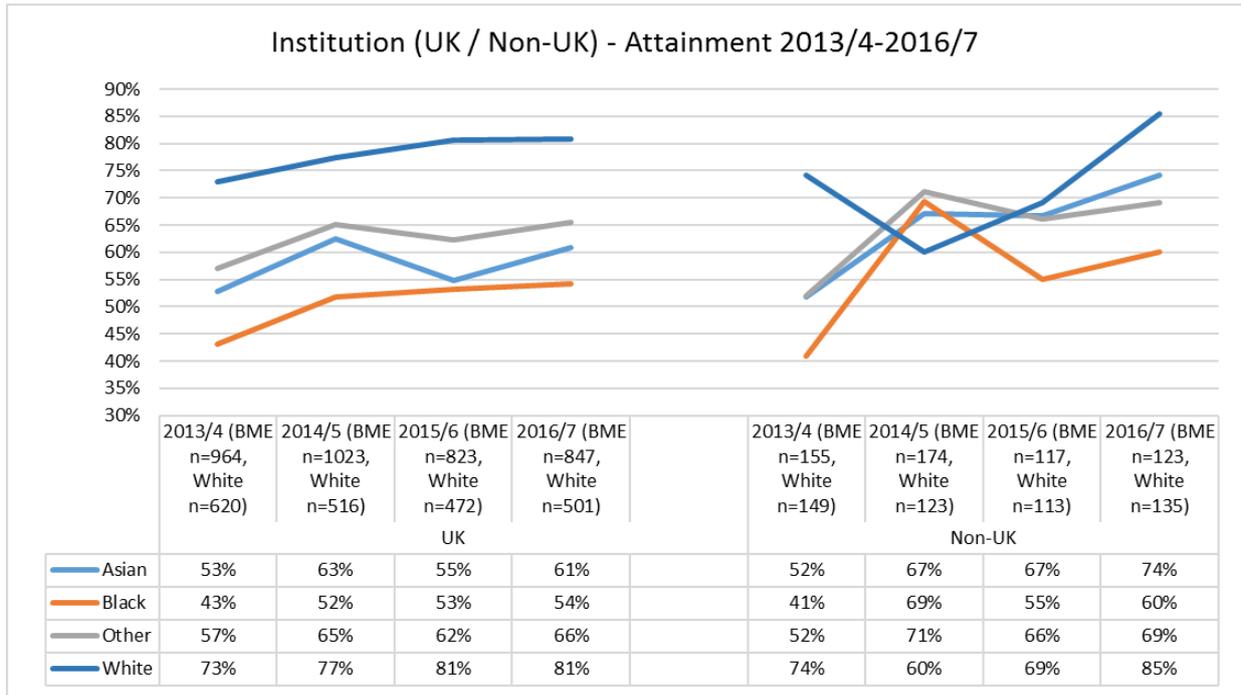
46. Improve accountability, reward and recognition of developing inclusive teaching and learning practices

47. Develop an online toolkit / repository as a one-stop-shop for programme and module leaders to find key principles, resources and information to help them design learning and teaching materials to reduce attainment gaps, promote inclusive practice and raise awareness of issues surrounding inequality.

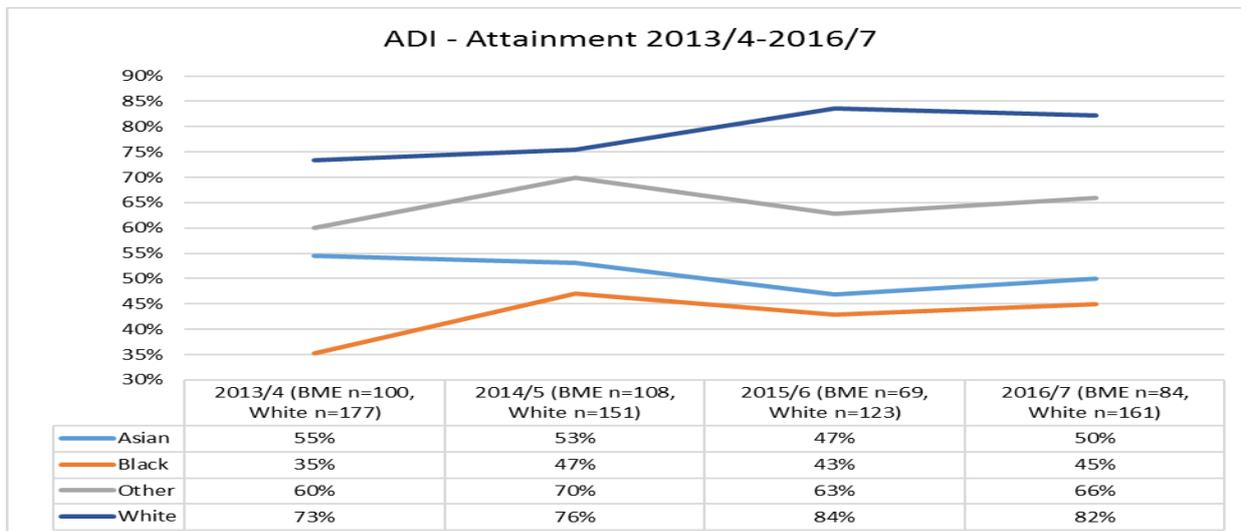
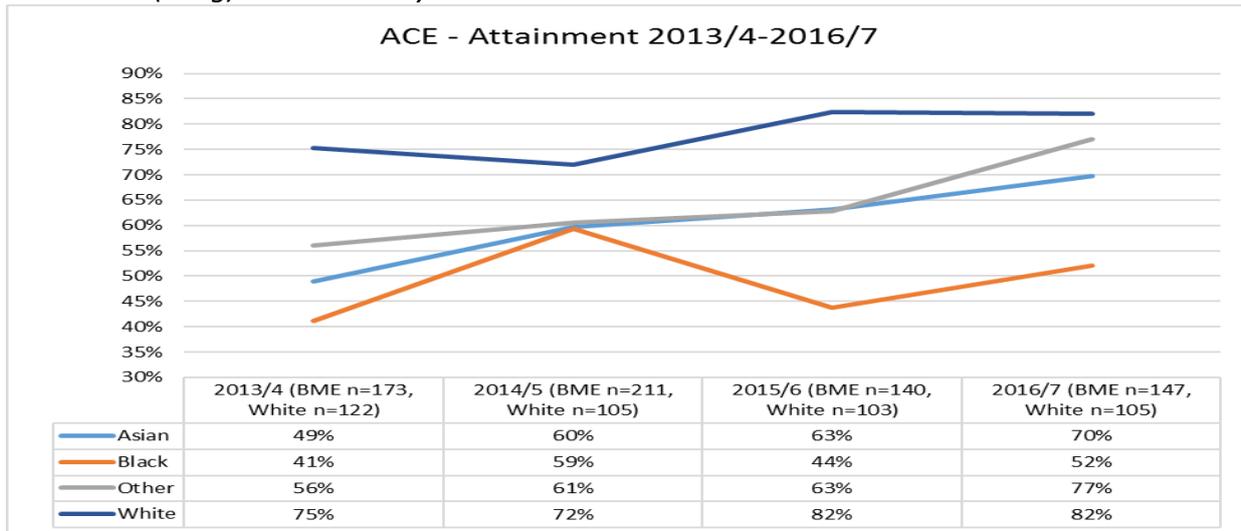
48. Review, develop and implement an academic development programme which reflects UEL’s aspirations (obj 34) and builds academic confidence

Charts 101 (a – b) - Institutional

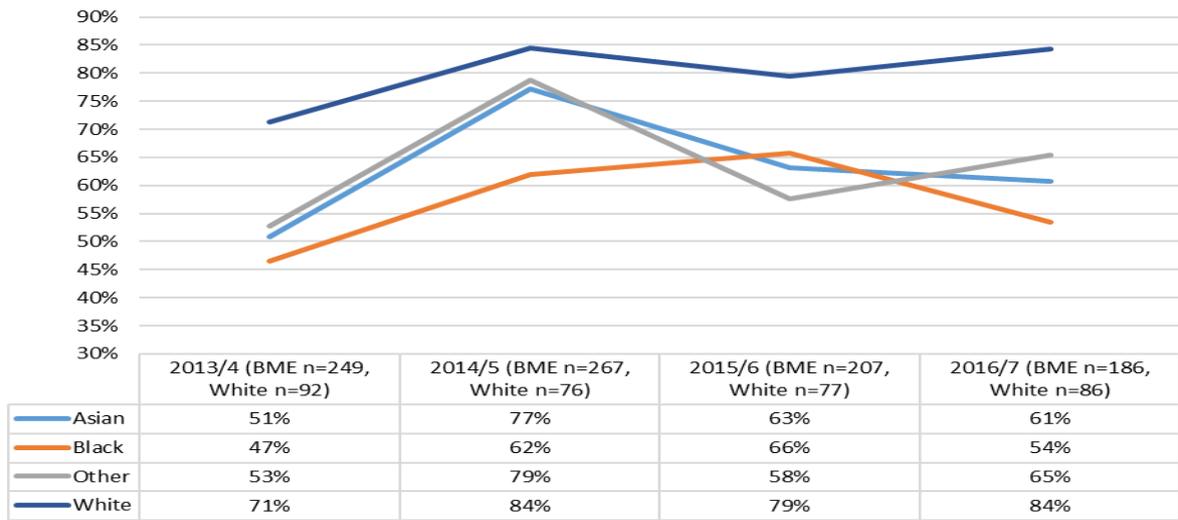




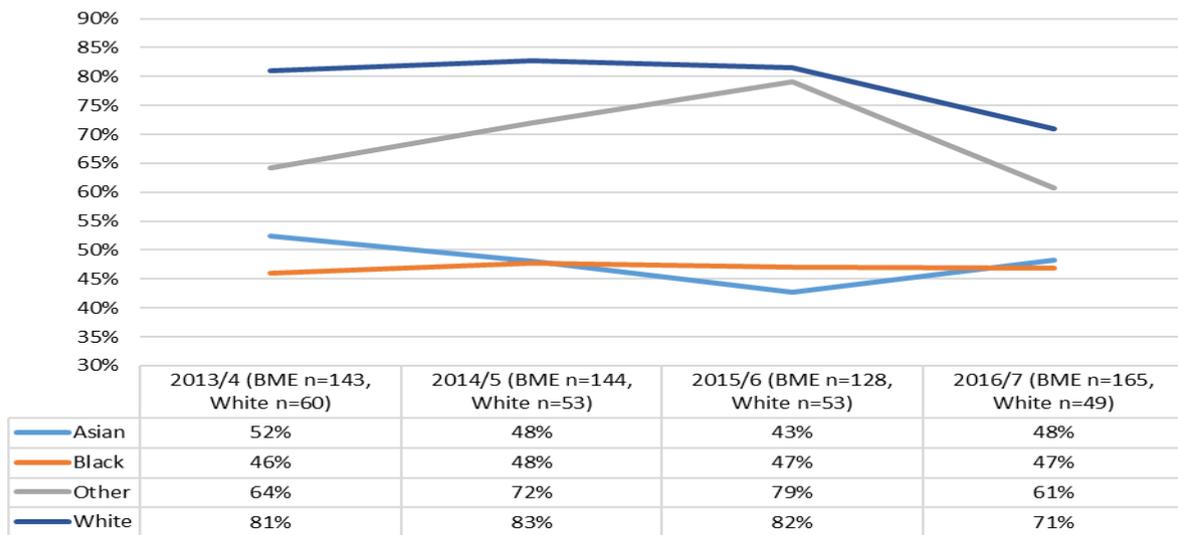
Charts 102 (a – g) – School analysis



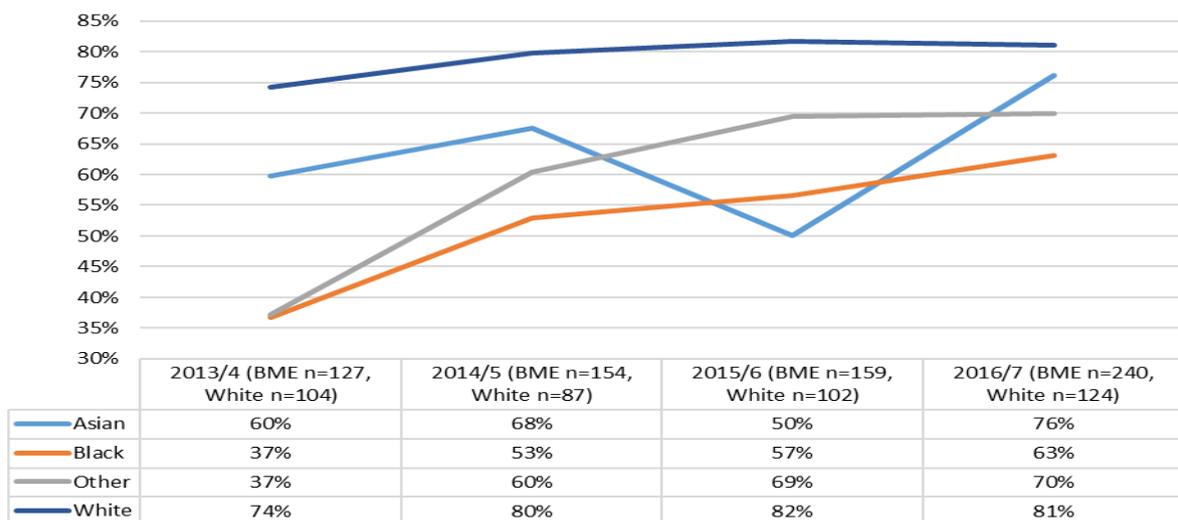
B&L - Attainment 2013/4-2016/7



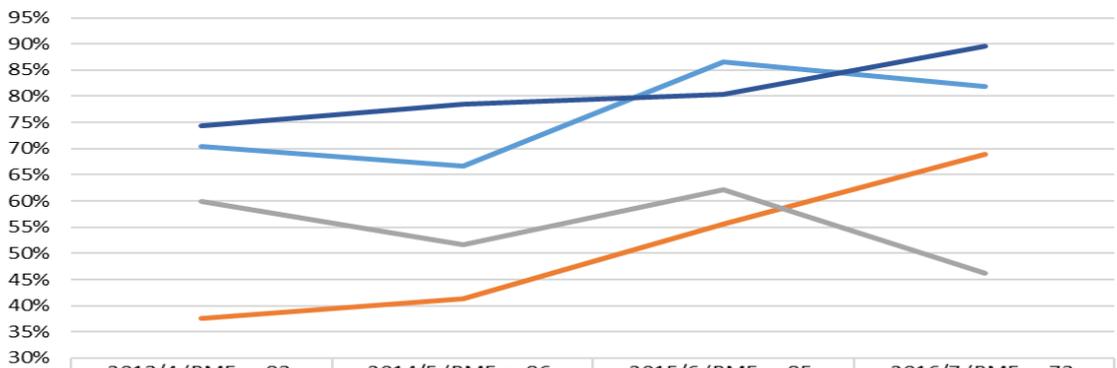
CASS - Attainment 2013/4-2016/7



HSB - Attainment 2013/4-2016/7

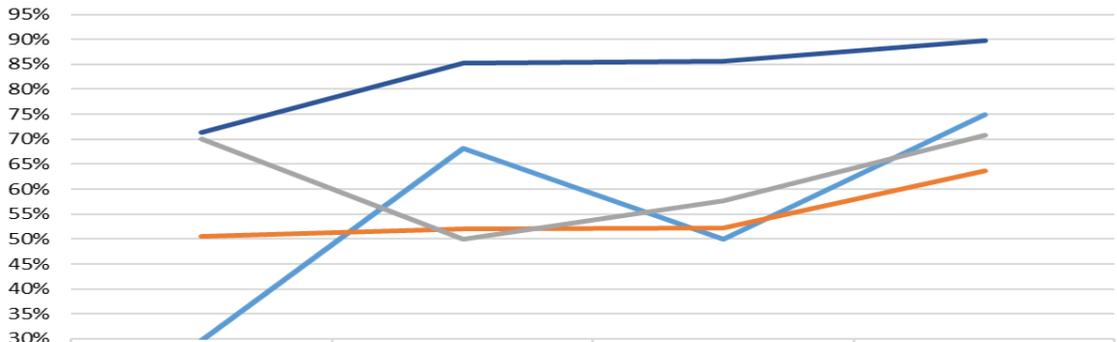


Psychology - Attainment 2013/4-2016/7



	2013/4 (BME n=83, White n=55)	2014/5 (BME n=86, White n=66)	2015/6 (BME n=85, White n=49)	2016/7 (BME n=73, White n=69)
Asian	70%	67%	86%	82%
Black	38%	41%	56%	69%
Other	60%	52%	62%	46%
White	74%	79%	80%	90%

Social Sciences - Attainment 2013/4-2016/7



	2013/4 (BME n=71, White n=30)	2014/5 (BME n=74, White n=23)	2015/6 (BME n=74, White n=24)	2016/7 (BME n=67, White n=35)
Asian	30%	68%	50%	75%
Black	51%	52%	52%	64%
Other	70%	50%	58%	71%
White	71%	85%	86%	90%

7e Postgraduate pipeline

Assessment of where we are now

Charts 103 – 106 show institutional analysis and 107 School level analysis. Individual school PG profiles vary considerably with some schools having very small numbers of PG students while making up a large proportion of students within our School of Psychology and Cass. The School of Psychology, recently awarded an Athena SWAN bronze, noted the intersectional issues and drop in proportion of BME students from PGT to PGR. The School pipeline charts show ‘leakage’ at different points suggesting the need for different local strategies as well as institutional interventions ([Action 2](#)).

Chart 103 – UEL Staff / Student pipeline – snapshot at 2017

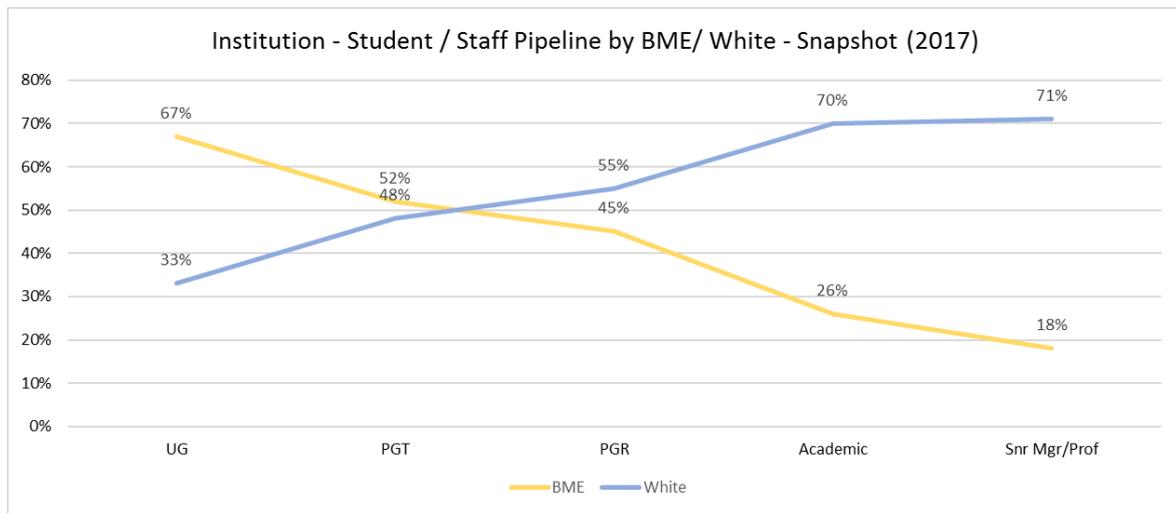


Chart 104 – Postgraduate student profile

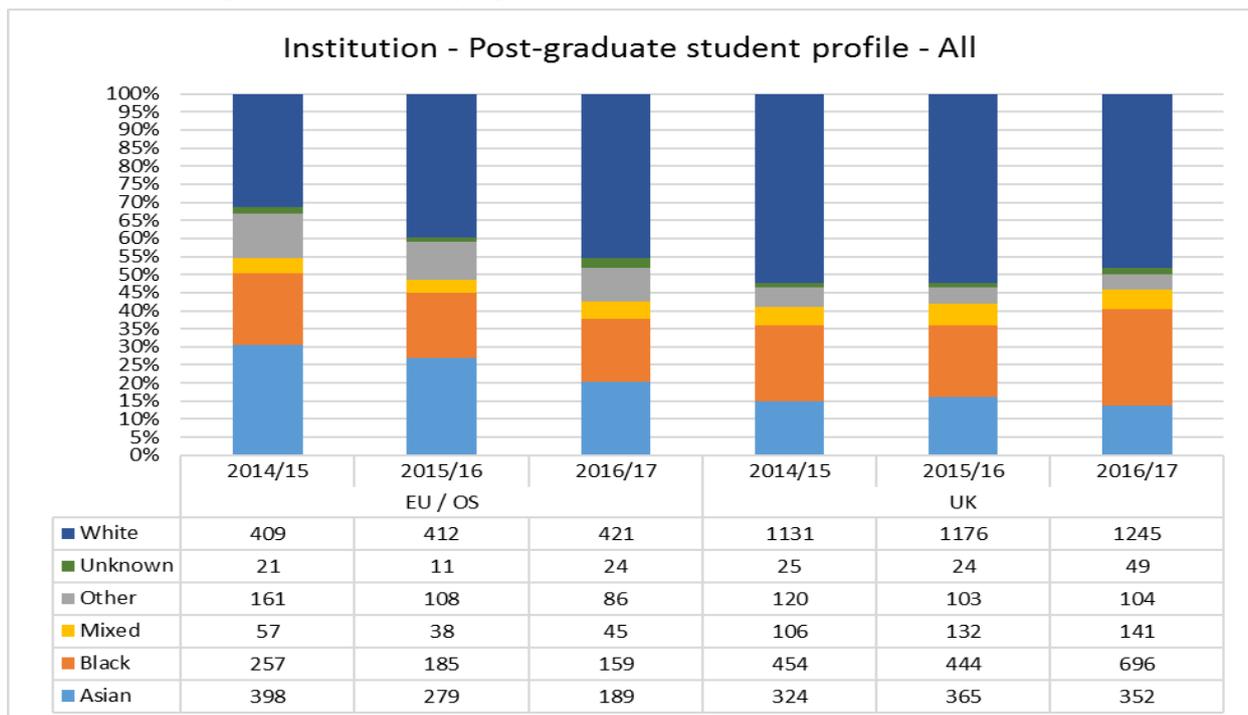


Chart 105 – Postgraduate student profile – PGT only

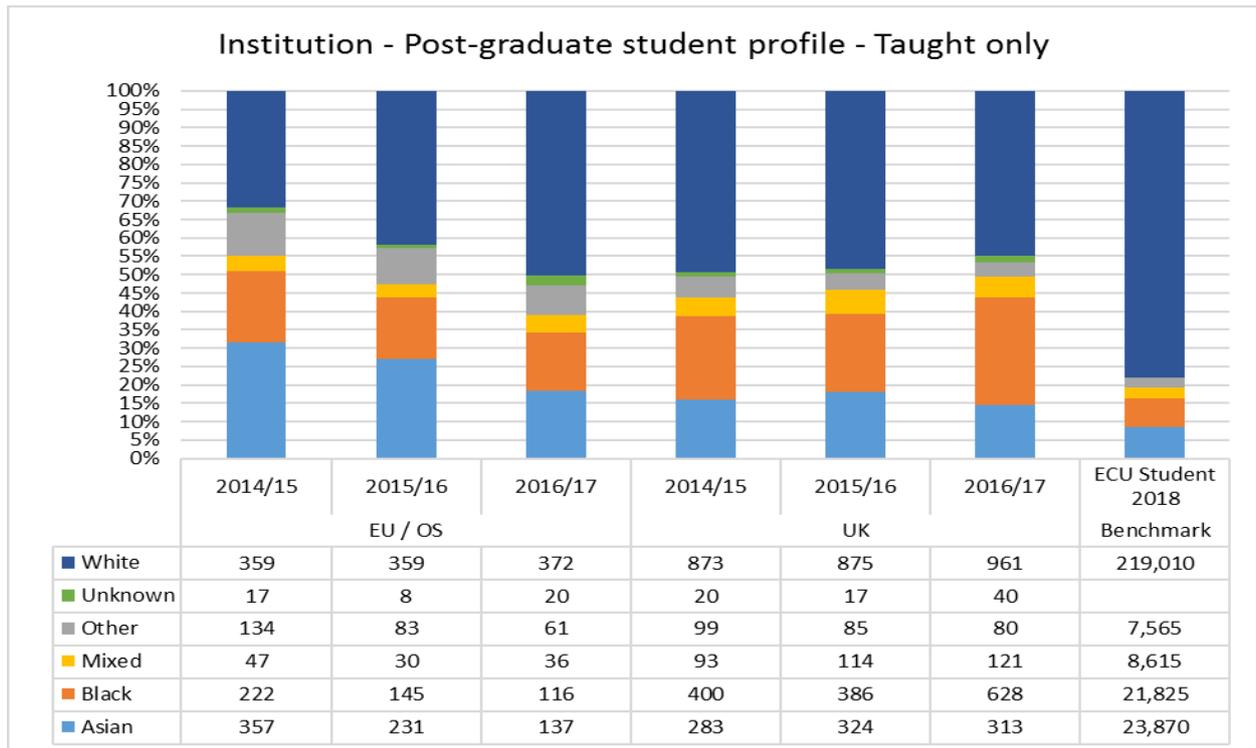
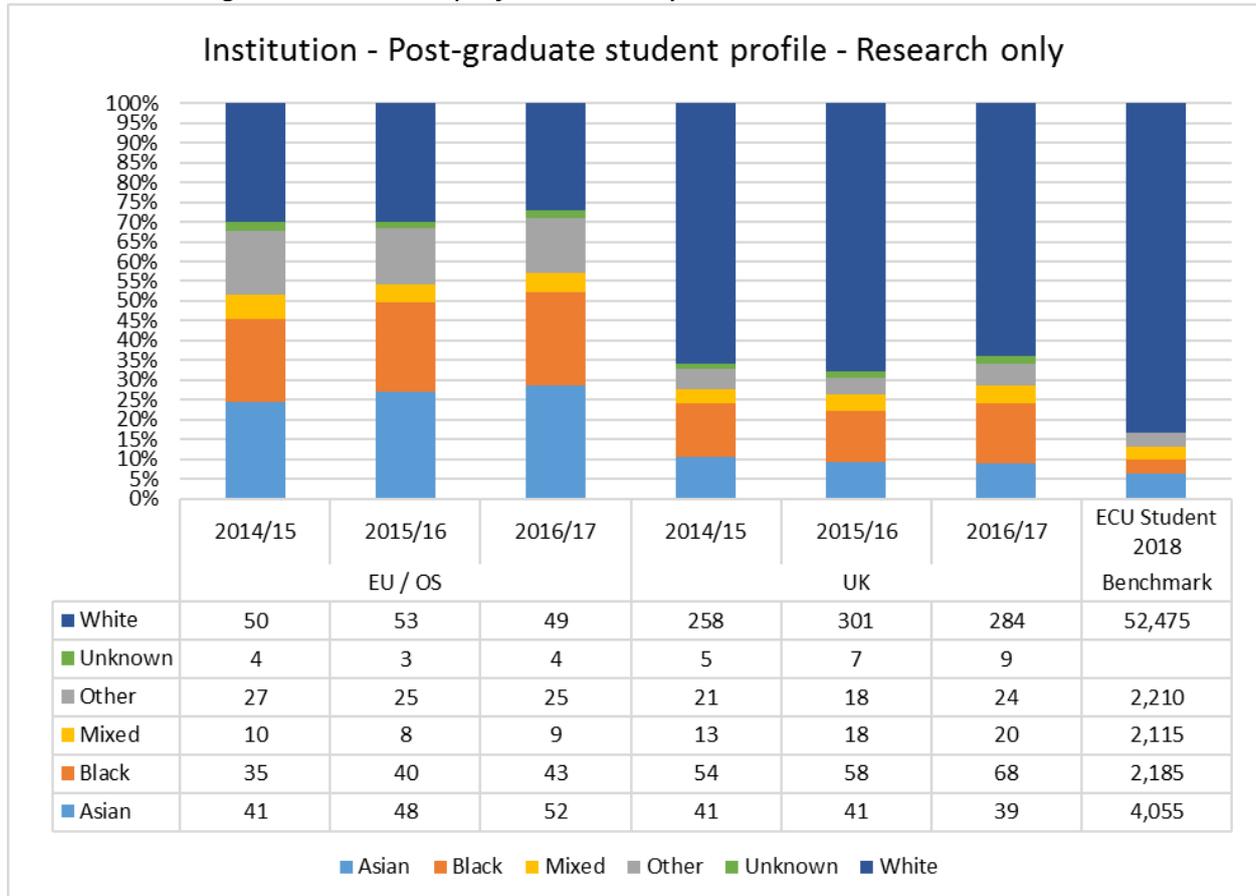


Chart 106 – Postgraduate student profile – PGT only



The REC survey (table 52) shows positive affirmation on considering post-graduate study, (statement 6.1), progressing to do a PhD (statement 6.2) and considering a career in academia (statement 6.3). However, figures do not correlate with the progression of ethnic minority students onto postgraduate study in the School data profile reports.

Table 52 - REC survey response analysis

REC Student Survey		All (n=828)	Male (n=234)	Female (n=566)
6.1 Where relevant, I would consider a postgraduate course	Ethnic Minority (n=418)	80%	74%	82%
	Not Ethnic Minority (n=389)	75%	72%	77%
	All (n=828)	78%	73%	79%
6.2 Where relevant, I would consider a PhD once I have completed my master's degree	Ethnic Minority (n=418)	61%	62%	61%
	Not Ethnic Minority (n=389)	60%	57%	62%
	All (n=828)	61%	59%	61%
6.3 I would consider a career in academia	Ethnic Minority (n=418)	50%	54%	49%
	Not Ethnic Minority (n=389)	46%	45%	47%
	All (n=828)	48%	49%	49%

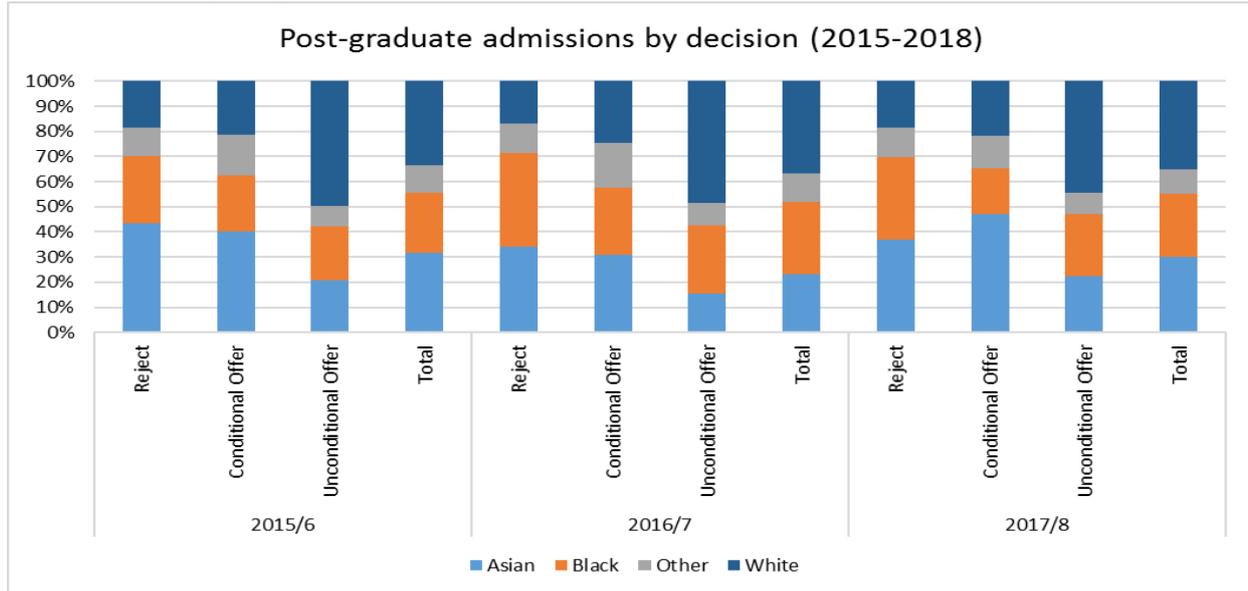
This may be impacted in part by the attainment gap acting as a barrier to progression. Qualitative comments provide more insight with a mixed picture, including indecision, cost and mixed experiences within UEL – some bolstering confidence, others being discouraged from pursuing a post-graduate degree.

"Academia still feels inaccessible due to my race, as it is still rigidly adhering to archaic traditions in order to survive...these traditions exclude diversity and diverse experiences, especially marginalised ones." (Student – Other / Female)

"It can be difficult to approach course tutors whom you have previously experienced as racist." (Student – Asian / Female)

Positive aspirations were linked to the encouragement of some staff at UEL, the confidence to pursue further studies and experiencing a sense of belonging based on good relationships with lecturers who are 'down to earth'. Others expressed how hard it is to study and succeed in a system that 'holds low expectations' and a greater need for guidance. Initial analysis of PG admissions (Table 53) also suggests possible bias which needs to be explored further (Action 24, 39).

Table 53 – Analysis of PG admissions



What we have done / plan to do

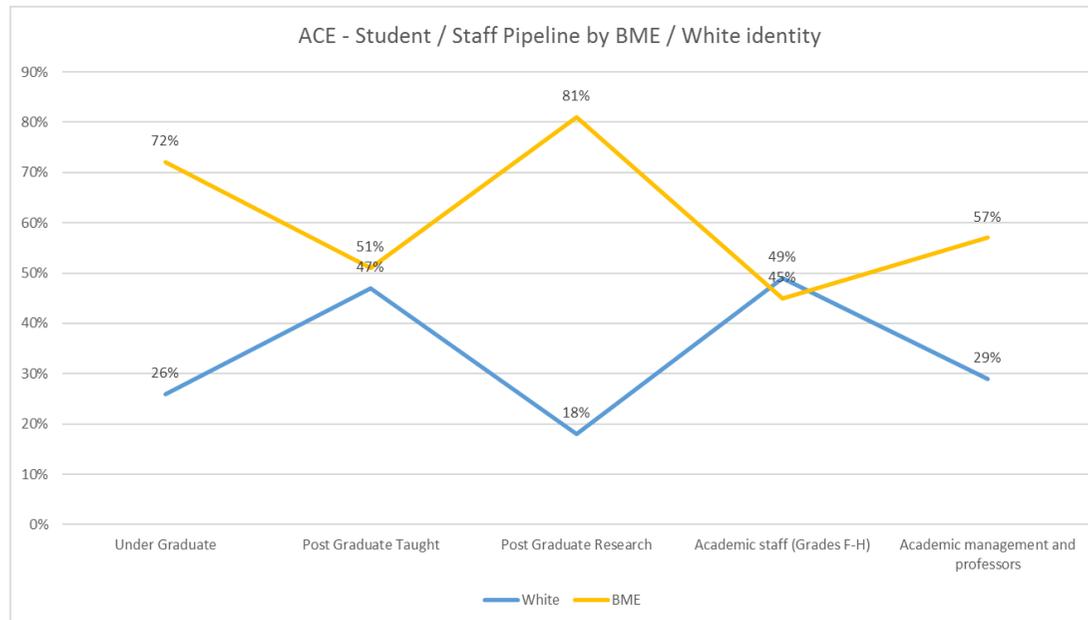
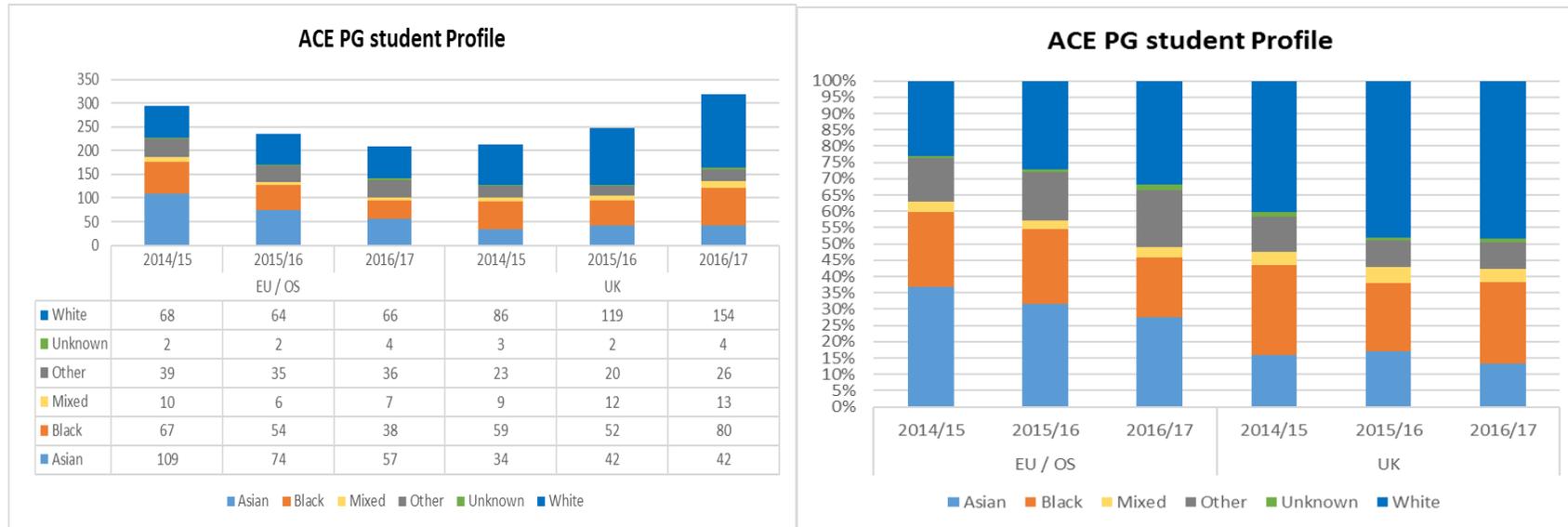
Mentoring programmes run by CfSS provide role models and support for students as they progress through the different stages of their academic career and employment following graduation. A pilot OFS funded mentoring scheme matches successful graduates with current students within the same subject area with the aim of providing a means of navigating through the academic stages successfully and addressing the 'leaky' pipeline from UG to PGT to PGR in relation to ethnicity and gender. Where possible we aim to match the requirements of both mentee and mentor, for example in relation to protected characteristics (Action 39).

In addition, Alumni panels provide students with the means to speak to those who have succeeded within their studies and identify a pathway to success, both academically and professionally. This will be developed further through careers / employability sessions which focus specifically on postgraduate and professionally accredited study (Action 39).

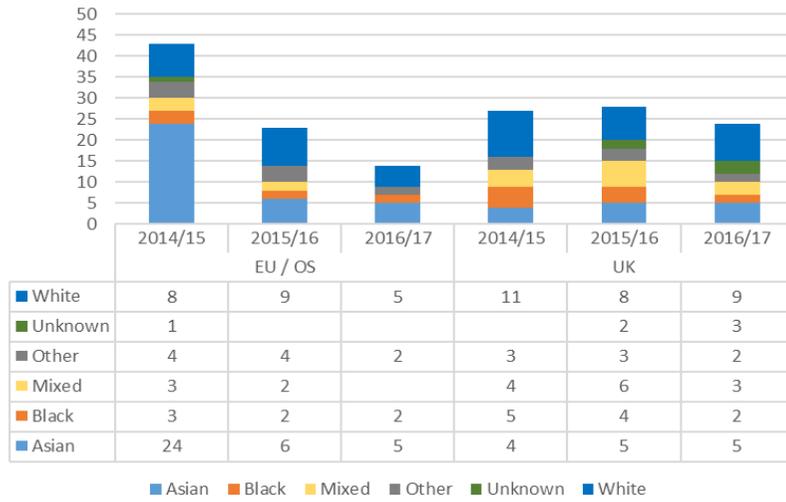
The School of HSB has developed a "Demystifying Research" initiative in response to both student and staff calls for showcasing research and encouraging new projects including teaching and learning action-research. The aim of the initiative is to "Demystify Research" experience, generate a "talking heads" library of brief video clips of researchers from diverse HSB disciplines, giving inspirational narratives about their 'Eureka' moments (inspiring them to become researchers) and narrate career pathways.

- Actions:**
- 2. Constitution and implementation of local EDI committees
 - 24. Embed EDI, cultural awareness, values training within induction processes and staff / management training
 - 39. Continue targeted interventions aimed to build the BME pipeline Improve progression rates from UG to PGT and PGR include impact evaluation and review

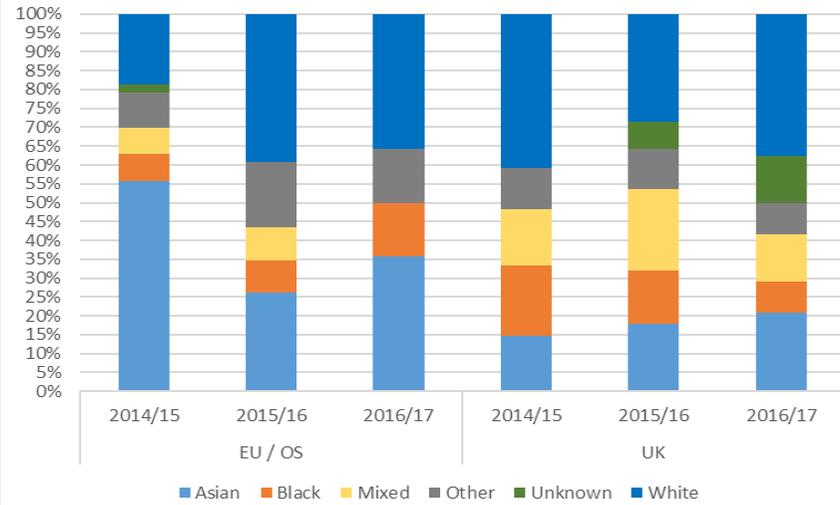
Charts 107 a-t (pipeline charts for 2017)



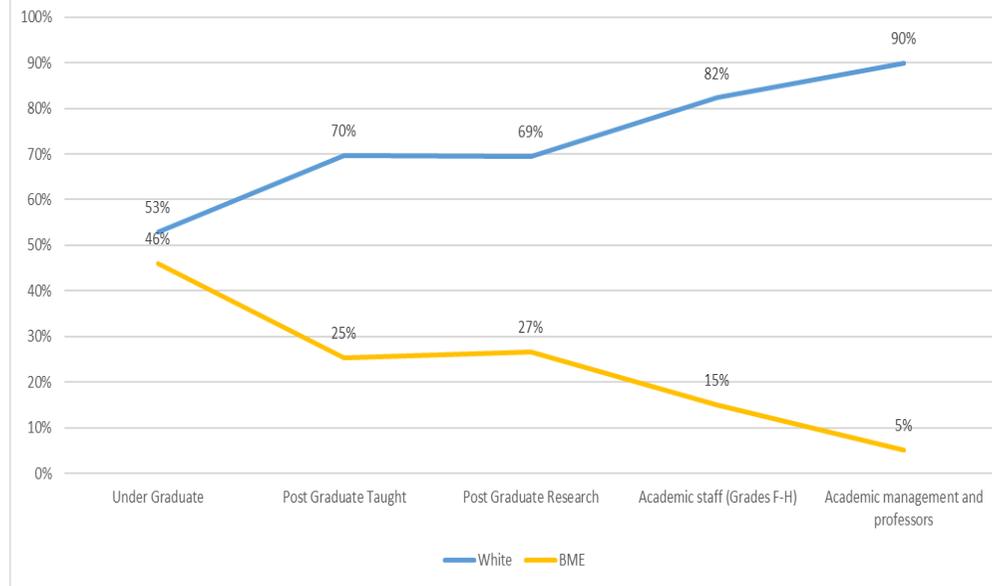
ADI PG student profile



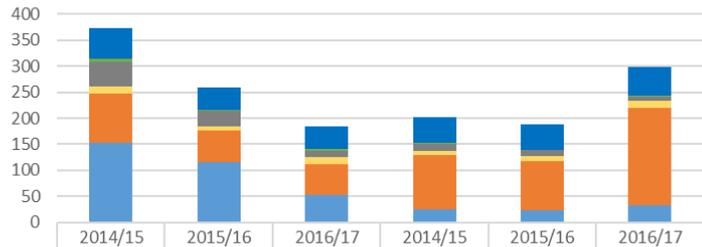
ADI PG student profile



ADI - Student / Staff Pipeline by BME / White identity



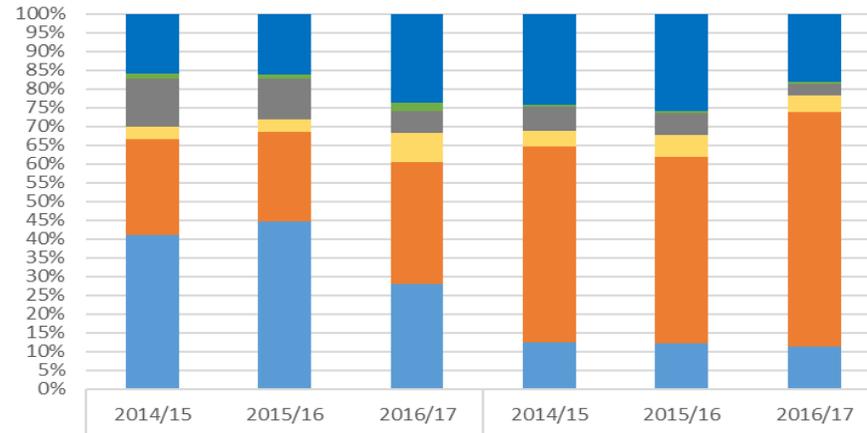
B&L PG student profile



	EU / OS			UK		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
White	59	42	44	49	49	54
Unknown	6	3	4	1	1	2
Other	47	28	11	13	11	9
Mixed	13	8	14	8	11	13
Black	95	62	60	105	94	186
Asian	153	115	52	25	23	34

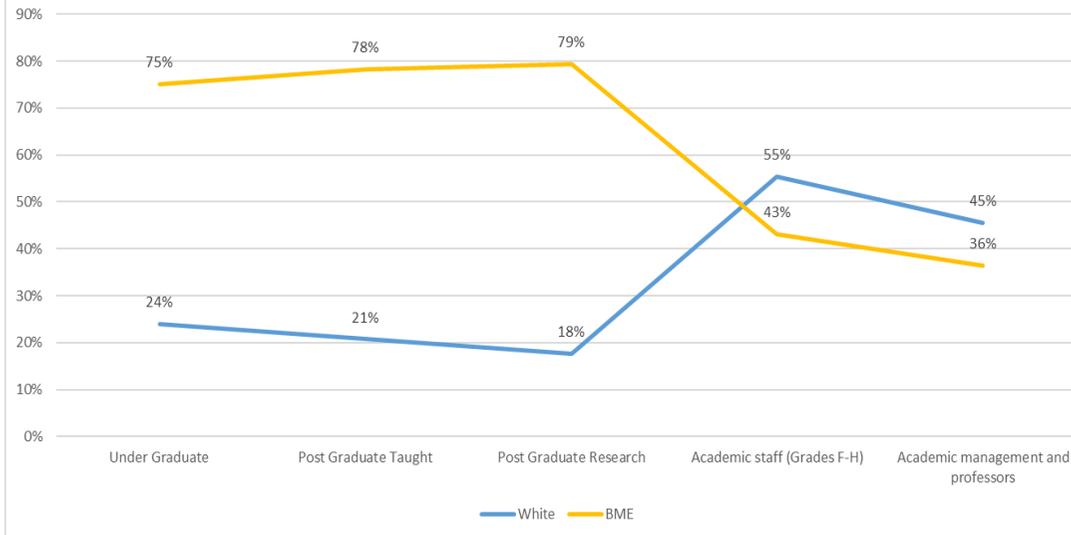
Asian Black Mixed Other Unknown White

B&L PG student profile

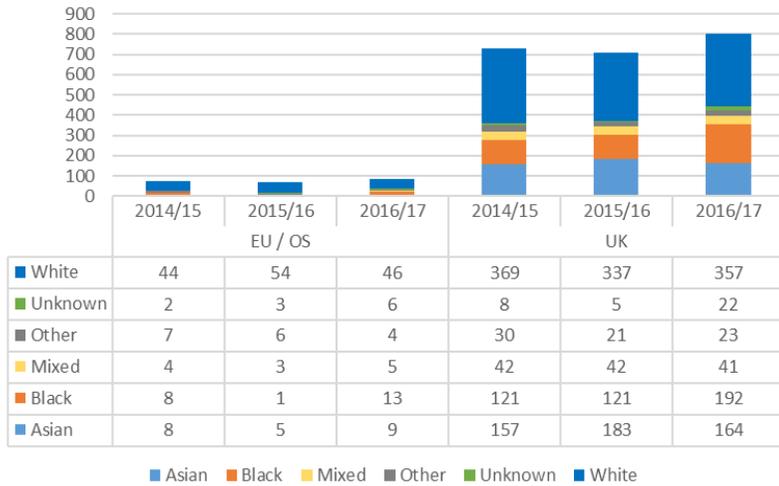


Asian Black Mixed Other Unknown White

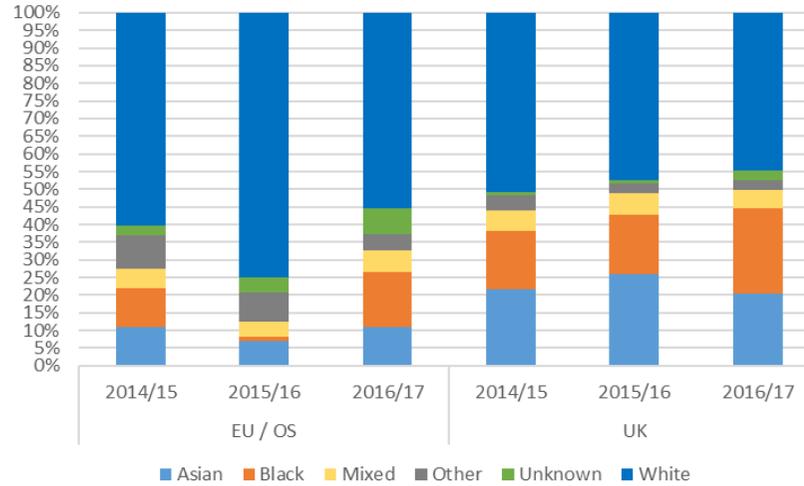
B&L - Student / Staff Pipeline by BME / White identity



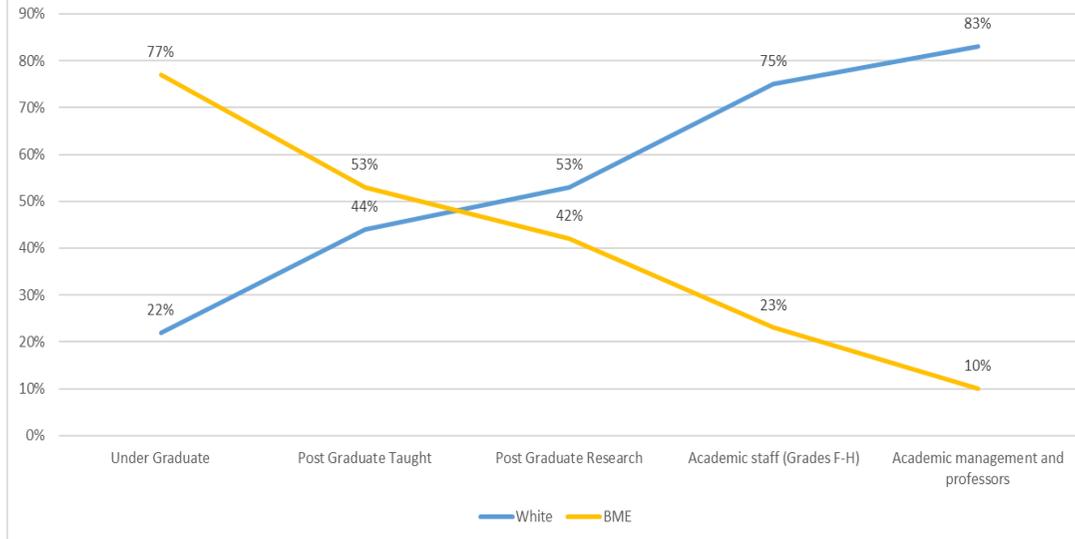
CASS PG student profile



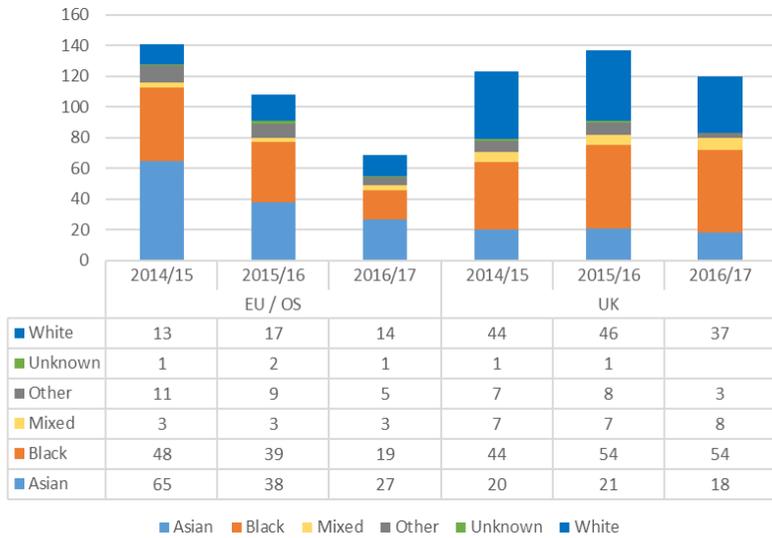
CASS PG student profile



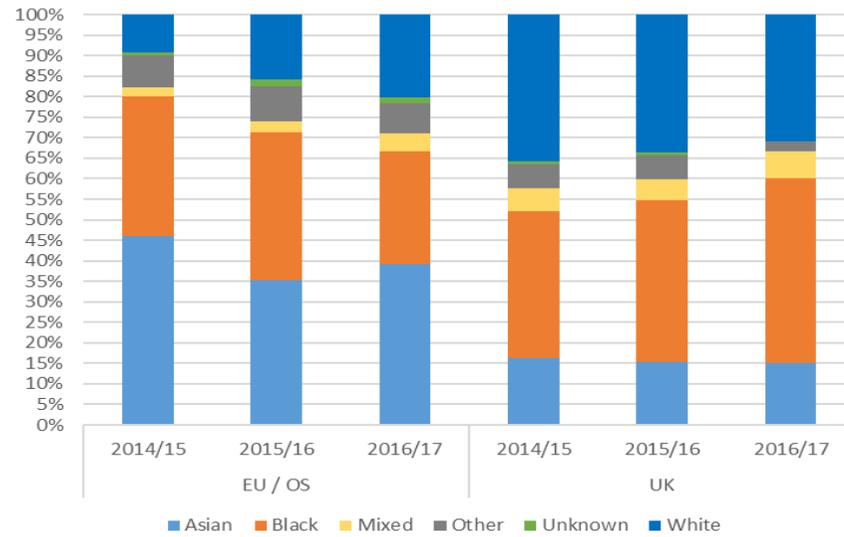
CASS & Social Sciences - Student / Staff Pipeline by BME / White identity



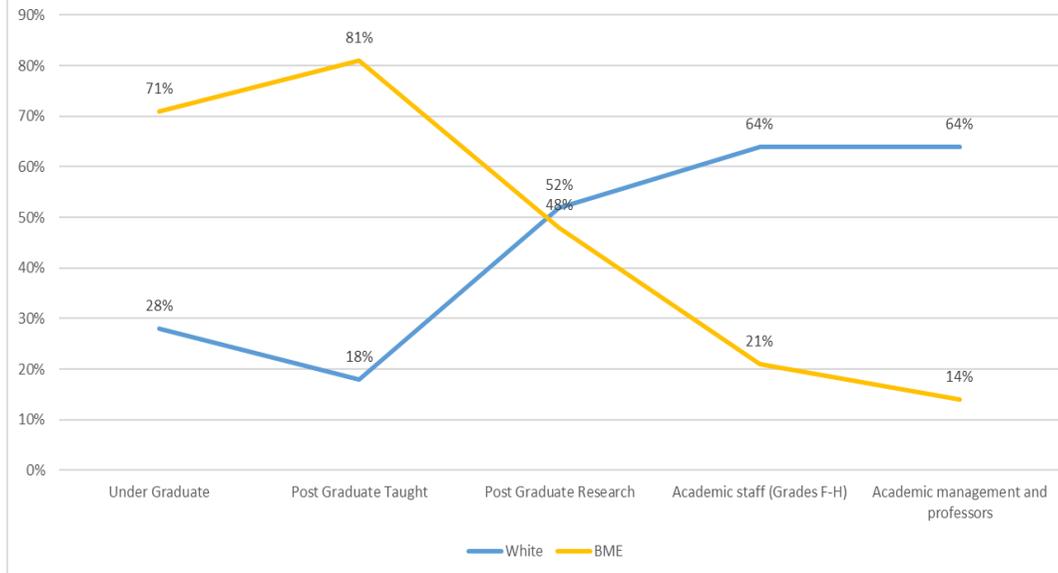
HSB PG student profile



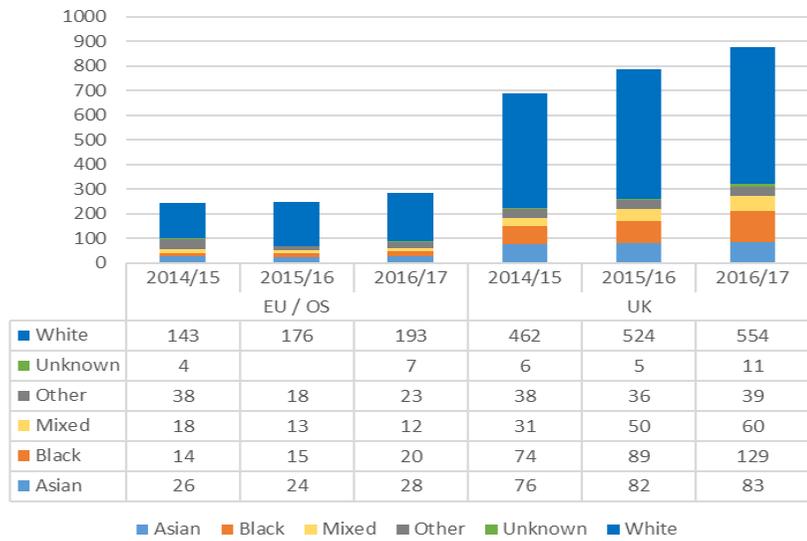
HSB PG student profile



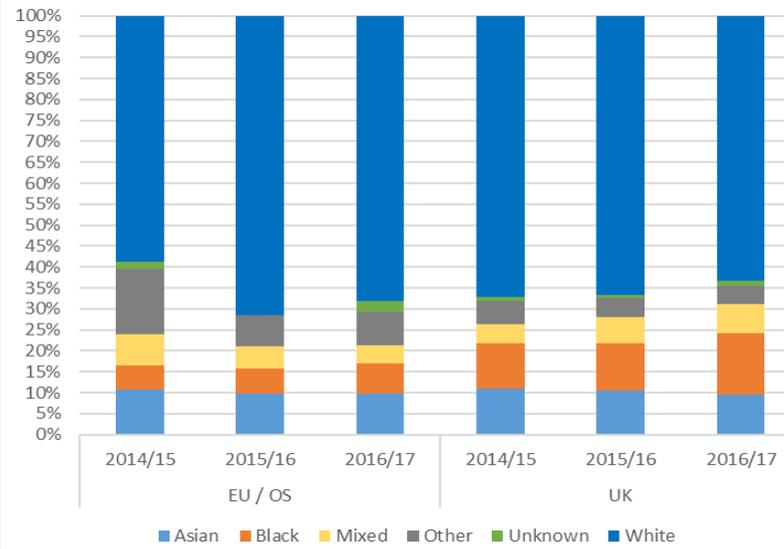
HSB - Student / Staff Pipeline by BME / White identity



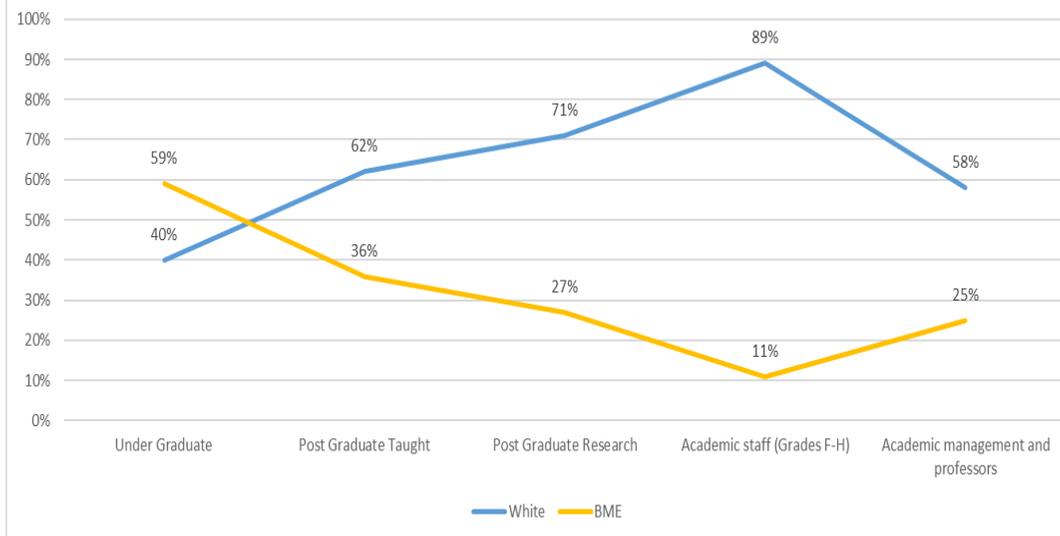
Psychology PG student profile



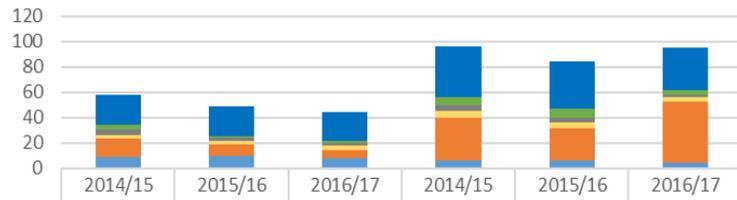
Psychology PG student profile



Psychology - Student / Staff Pipeline by BME / White identity



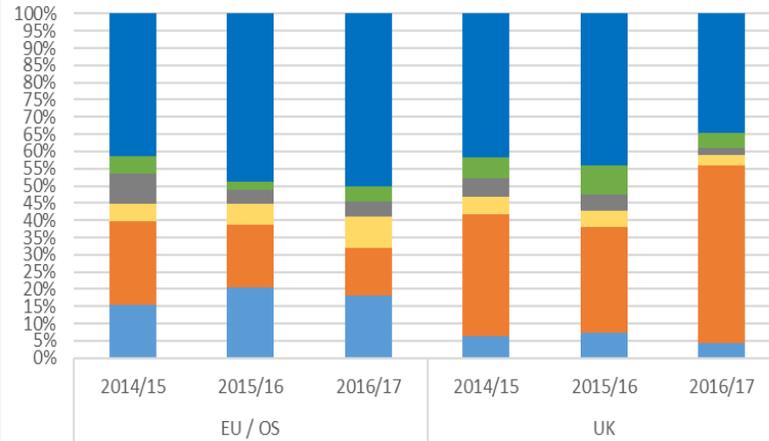
Social Sciences PG student profile



	EU / OS			UK		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
White	24	24	22	40	37	33
Unknown	3	1	2	6	7	4
Other	5	2	2	5	4	2
Mixed	3	3	4	5	4	3
Black	14	9	6	34	26	49
Asian	9	10	8	6	6	4

Asian Black Mixed Other Unknown White

Social Sciences PG student profile



Asian Black Mixed Other Unknown White

7f Postgraduate employment

Assessment of where we are now

At institutional level employability has increased for all ethnicities in the period 2013/4 to 2015/6 (Chart 108); though a lower increase for Asian graduates is noted. Improving employability is a key organisational strategy and focus of the CfSS as well as within Schools. Charts 109 show differences between Schools.

Feedback received via the student REC survey did not show up any significant differences by ethnicity but it should be noted that a high proportion of the respondents were year 1.

Table 54 - REC survey response analysis

REC Student Survey		All (n=828)	Male (n=234)	Female (n=566)
7.1 I have a good understanding of the graduate-level employment opportunities available to me.	Ethnic Minority (n=418)	71%	78%	68%
	Not Ethnic Minority (n=389)	74%	80%	71%
	All (n=828)	71%	78%	69%
7.2 UEL has helped me develop the skills I need to apply for graduate-level jobs	Ethnic Minority (n=418)	61%	63%	60%
	Not Ethnic Minority (n=389)	63%	69%	61%
	All (n=828)	62%	66%	60%

What we have done / plan to do

CfSS provides opportunities and activities designed to improve progression, professional skills and employability of all students and graduates. Initiatives such as mentoring, career coaching, internships and bespoke targeted workshops, including OfS funded support via our AAP, have strengthened graduate employability potential, confidence and skills of our BME students. In addition, branded “Skills academy” workshops introduce students to industry covering topics from presentation skills and leadership to communication skills and social media awareness.

In line with UEL’s strategic Vision 2028, the Employer Engagement team work with employers who are keen to address underrepresentation in their organisations. This means we can advise employers on diversifying their recruitment strategies (such as anonymous shortlisting⁴) as well as to support students to access jobs and industries which would be otherwise hard to penetrate. Exposure to a wide range of industry professionals enables students to build social capital through networks which are critical to finding and securing employment. This area of work will be developed further through the Career Passport work programme embedded within Vision 2028 (Actions 40, 41, 42).

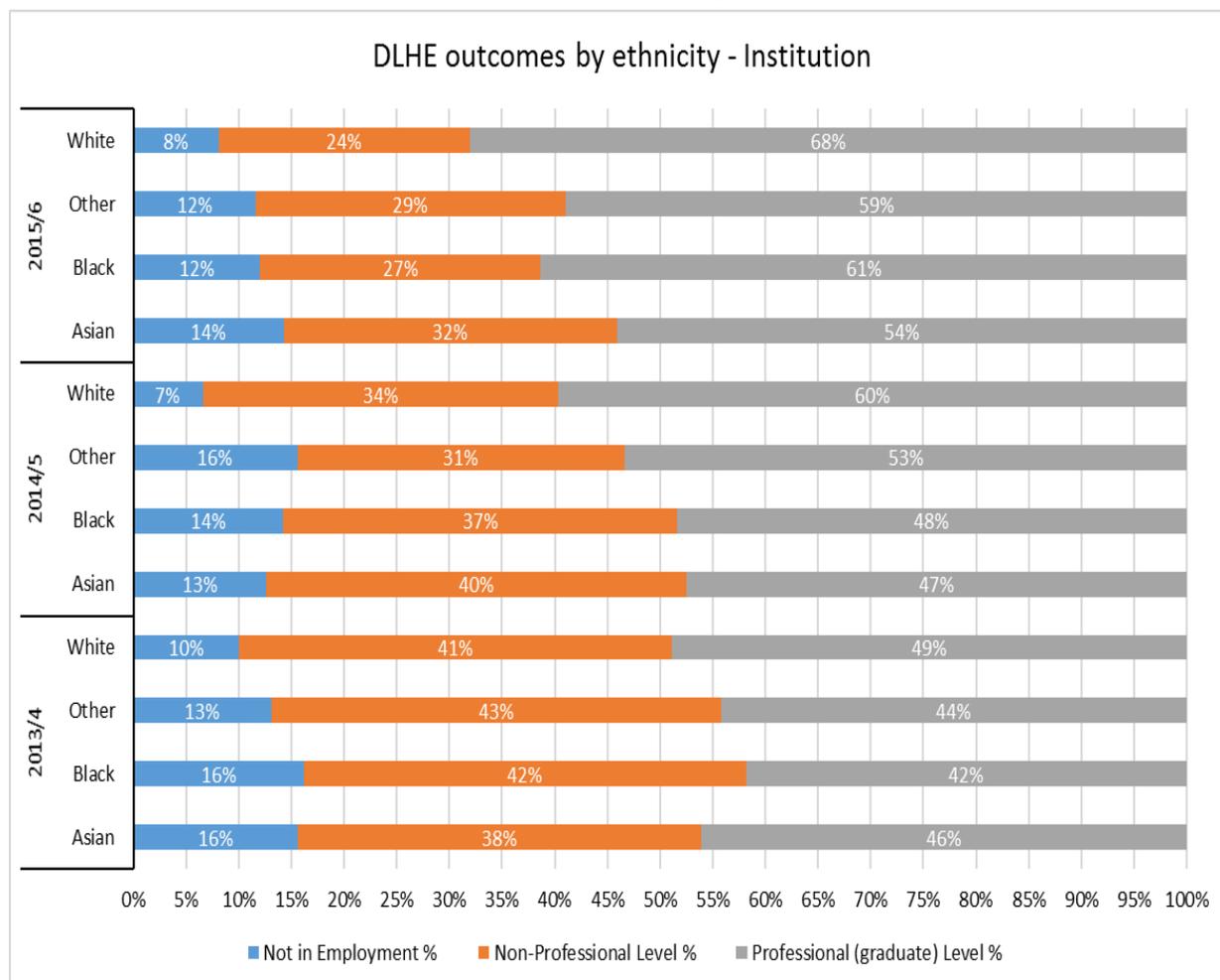
Actions:

40. Continue to engage students and alumni (targeting recent graduates) in employability initiatives aimed at reducing the employability gap

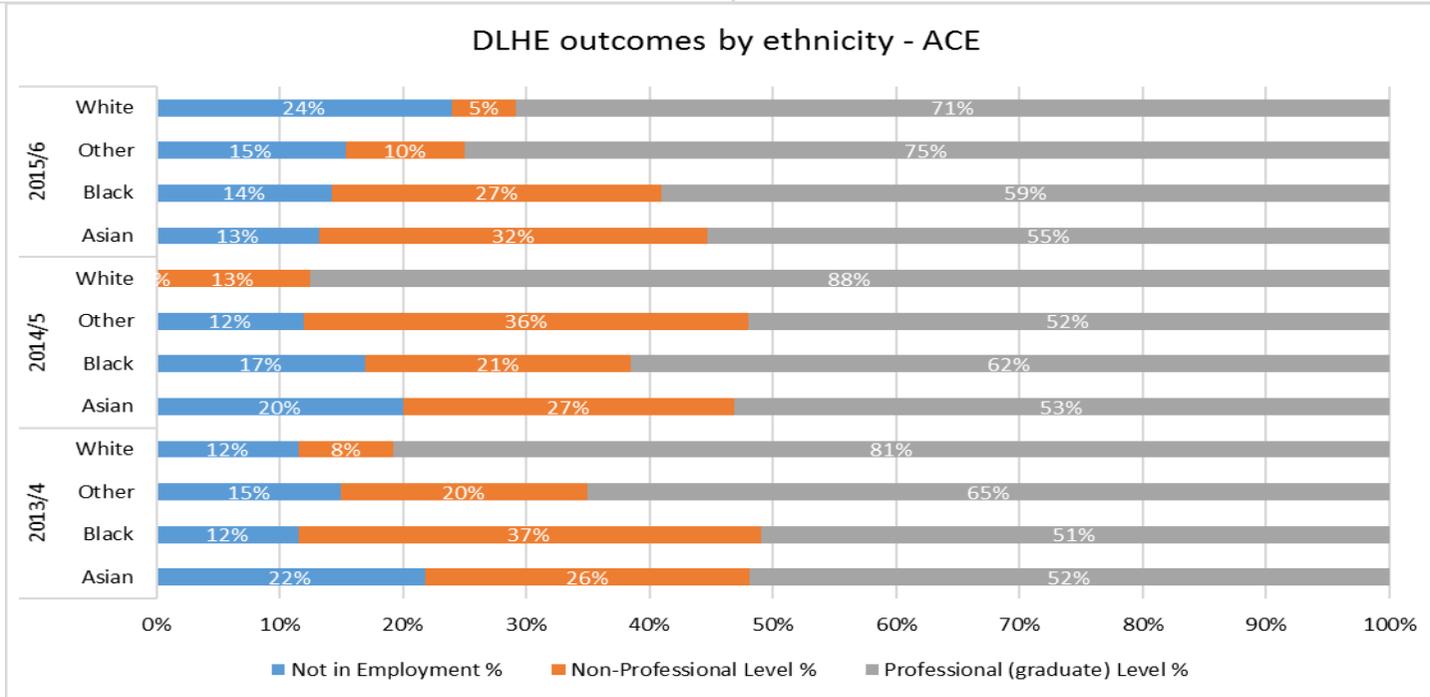
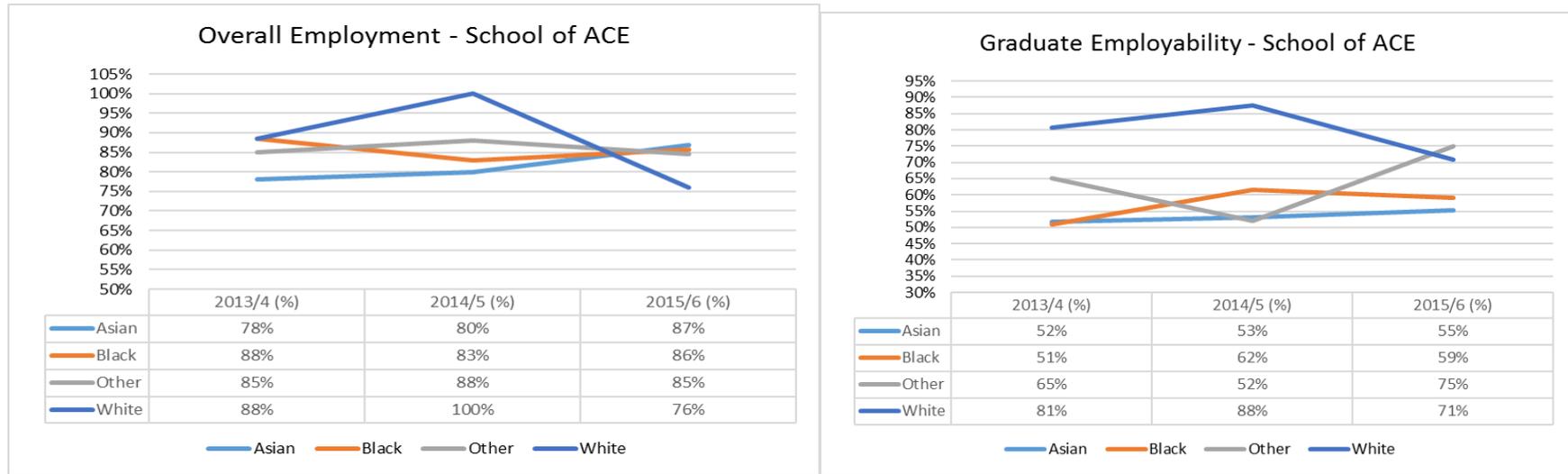
⁴ <https://www.growthbusiness.co.uk/name-bias-corporate-britain-adam-likely-get-hired-mohamed-2549590/>

- 41. Continue to engage with employers to tackle local unemployment rate and support their commitment to diversify the work force to support reducing the employability gap
- 42. Work with / support Schools to develop specific strategies to both engage disciplines specific employers and to engage students / alumni in employability initiatives

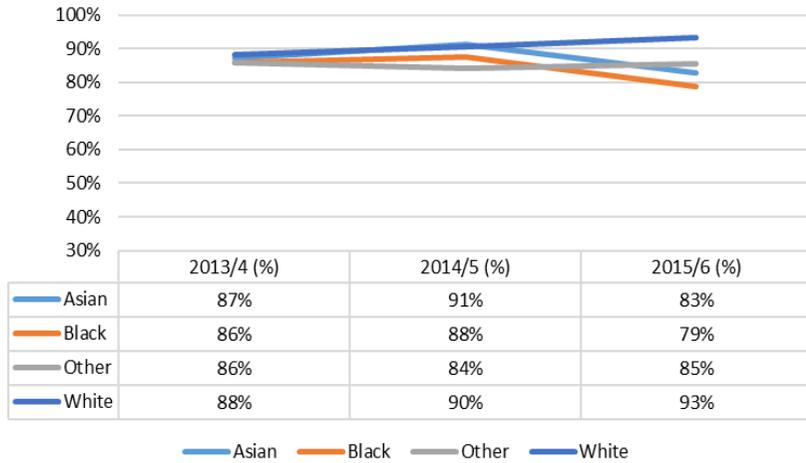
Chart 108 – DLHE analysis of employment and professional graduate level employment



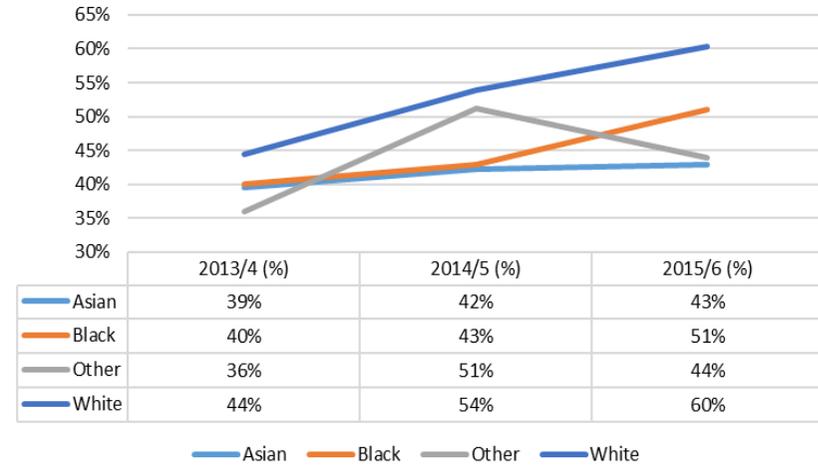
Charts 109 (a- s) – DHLE employment and graduate employment analysis by School



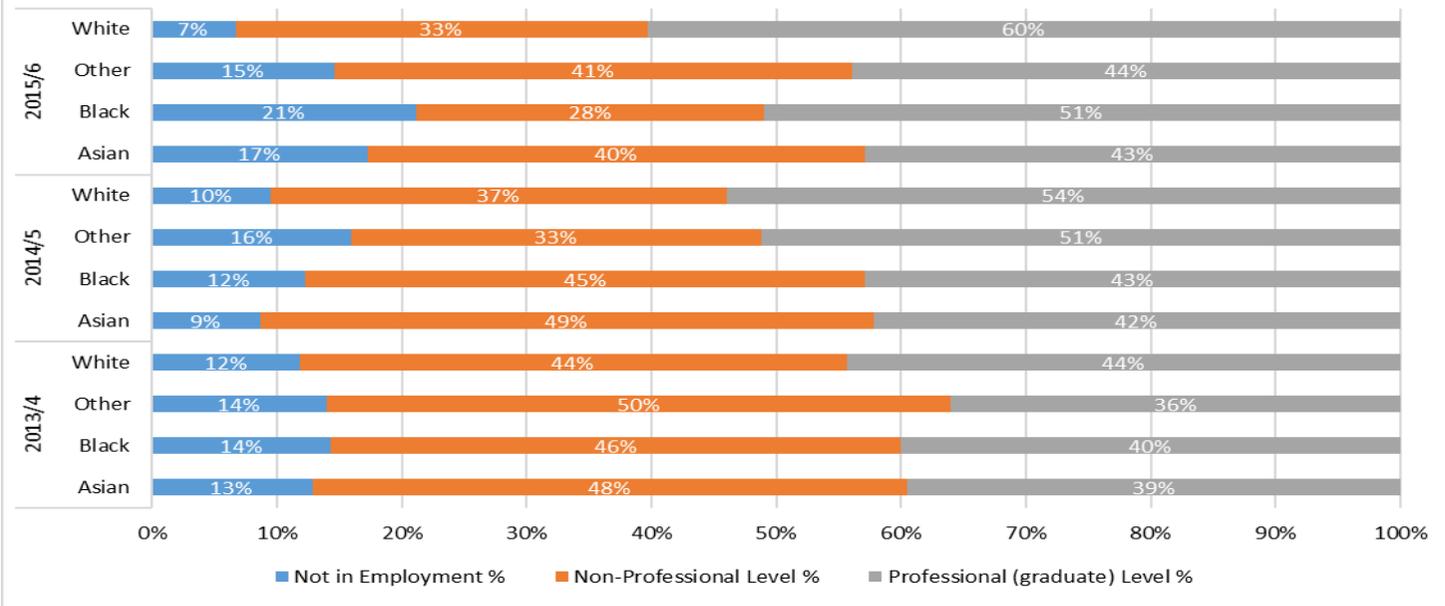
Overall Employability - ADI



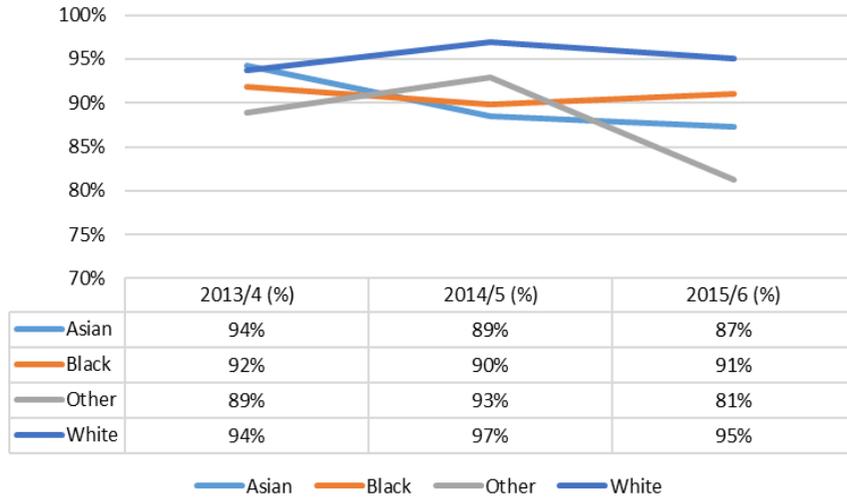
Graduate Employability - ADI



DLHE outcomes by ethnicity - ADI



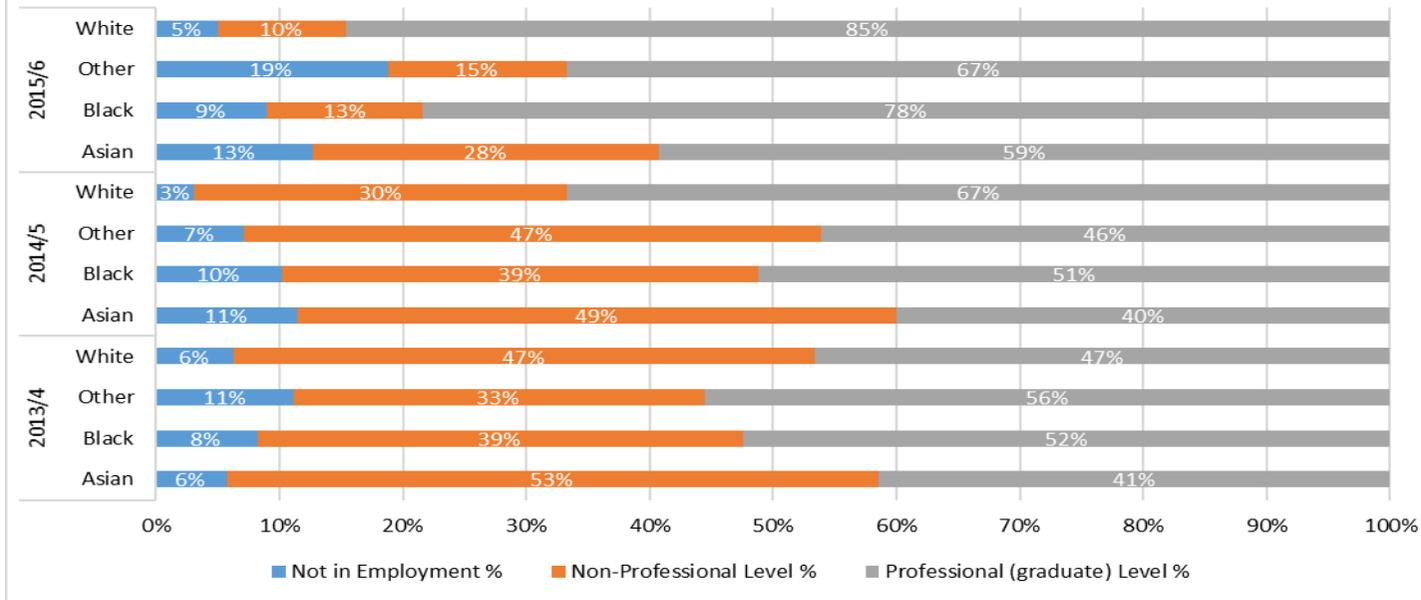
Overall Employability - CASS



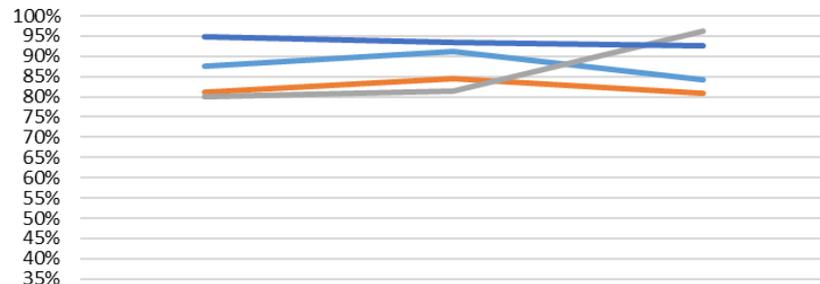
Graduate Employability - CASS



DLHE outcomes by ethnicity - CASS



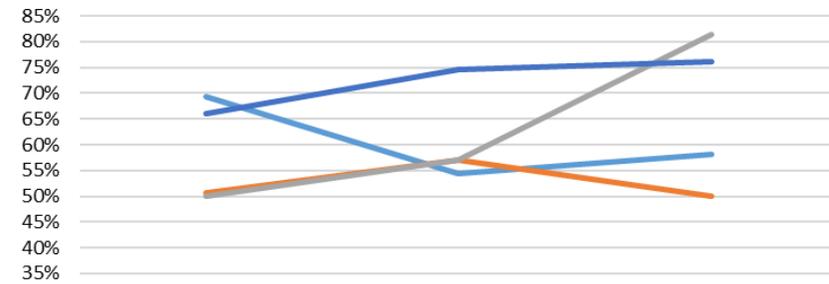
Overall Employability - HSB



	2013/4 (%)	2014/5 (%)	2015/6 (%)
Asian	88%	91%	84%
Black	81%	85%	81%
Other	80%	81%	96%
White	95%	93%	93%

Asian Black Other White

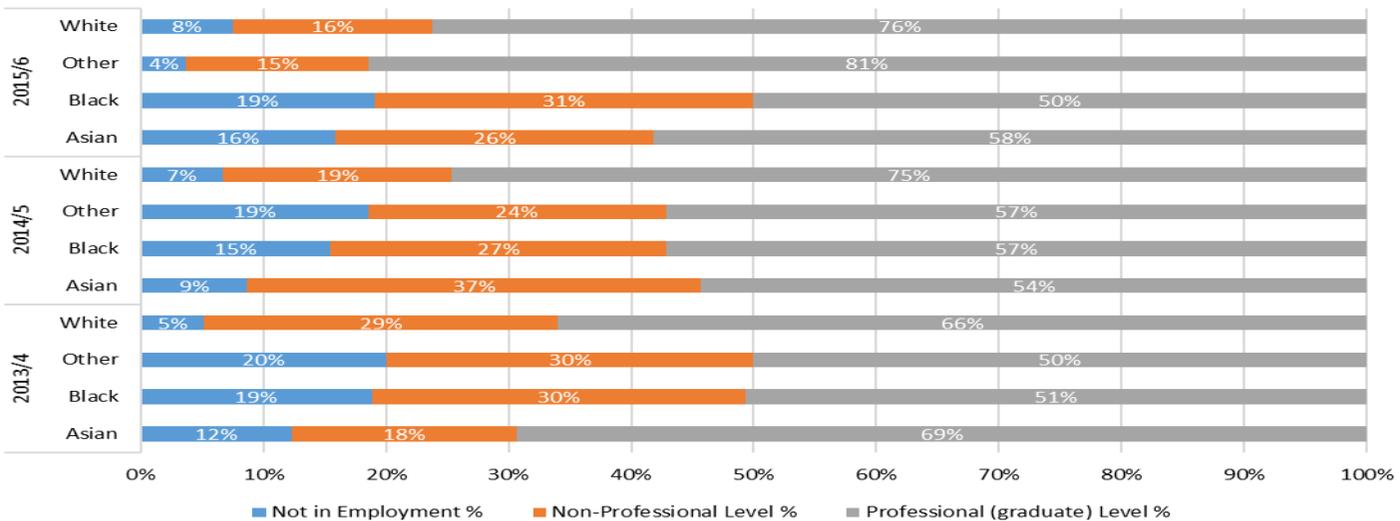
Graduate Employability - HSB



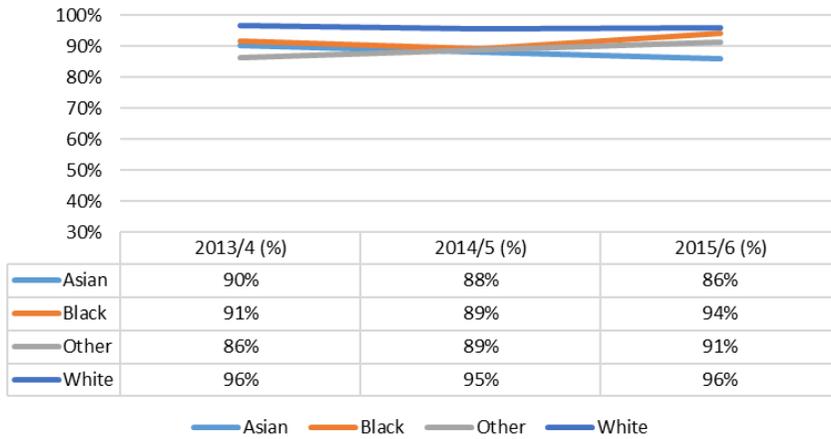
	2013/4 (%)	2014/5 (%)	2015/6 (%)
Asian	69%	54%	58%
Black	51%	57%	50%
Other	50%	57%	81%
White	66%	75%	76%

Asian Black Other White

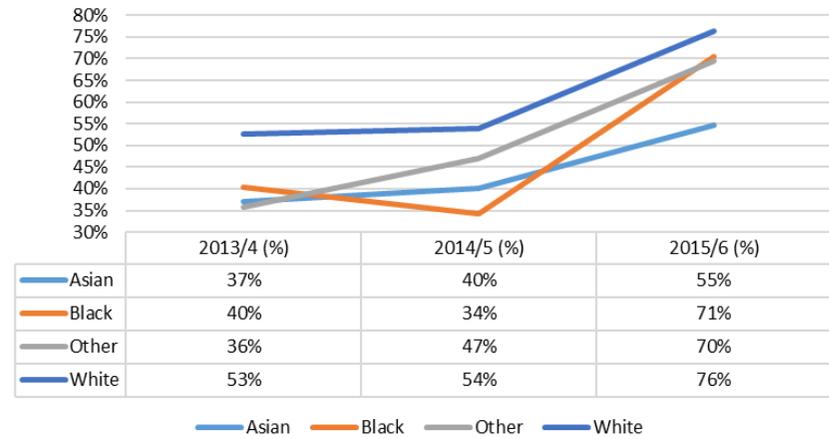
DLHE outcomes by ethnicity - HSB



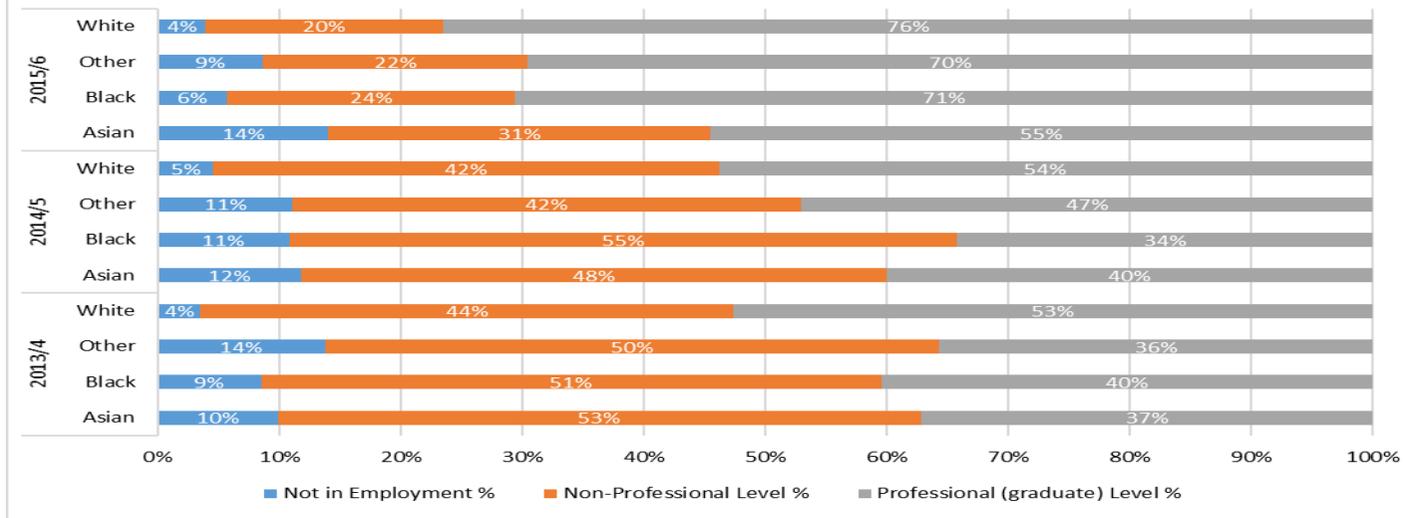
Overall Employability - Psychology



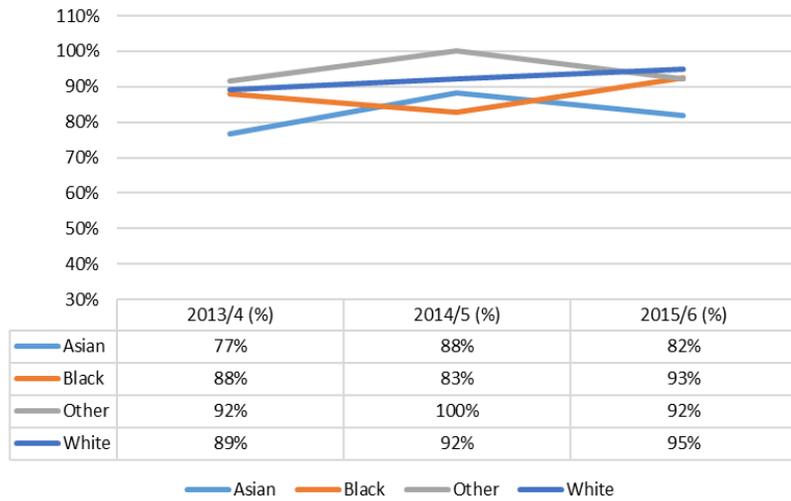
Graduate Employability - Psychology



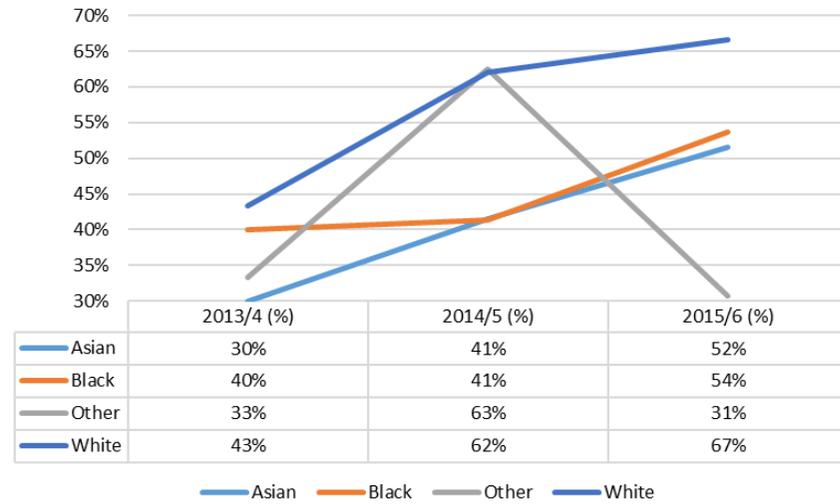
DLHE outcomes by ethnicity - Psychology



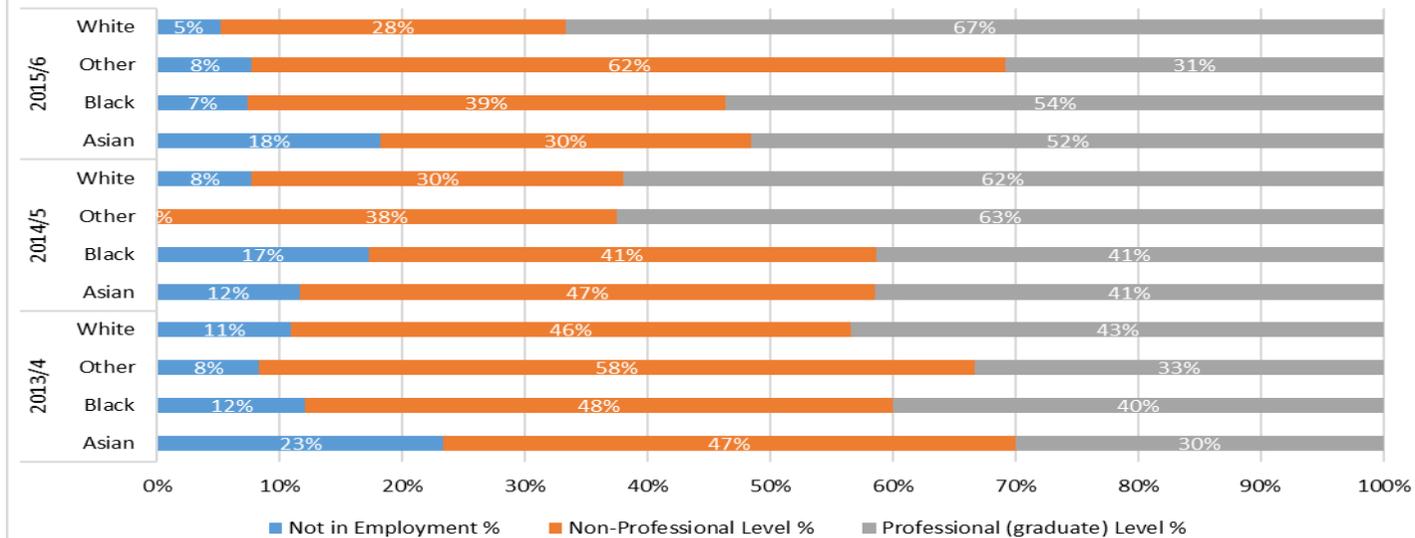
Overall Employability - RDBL

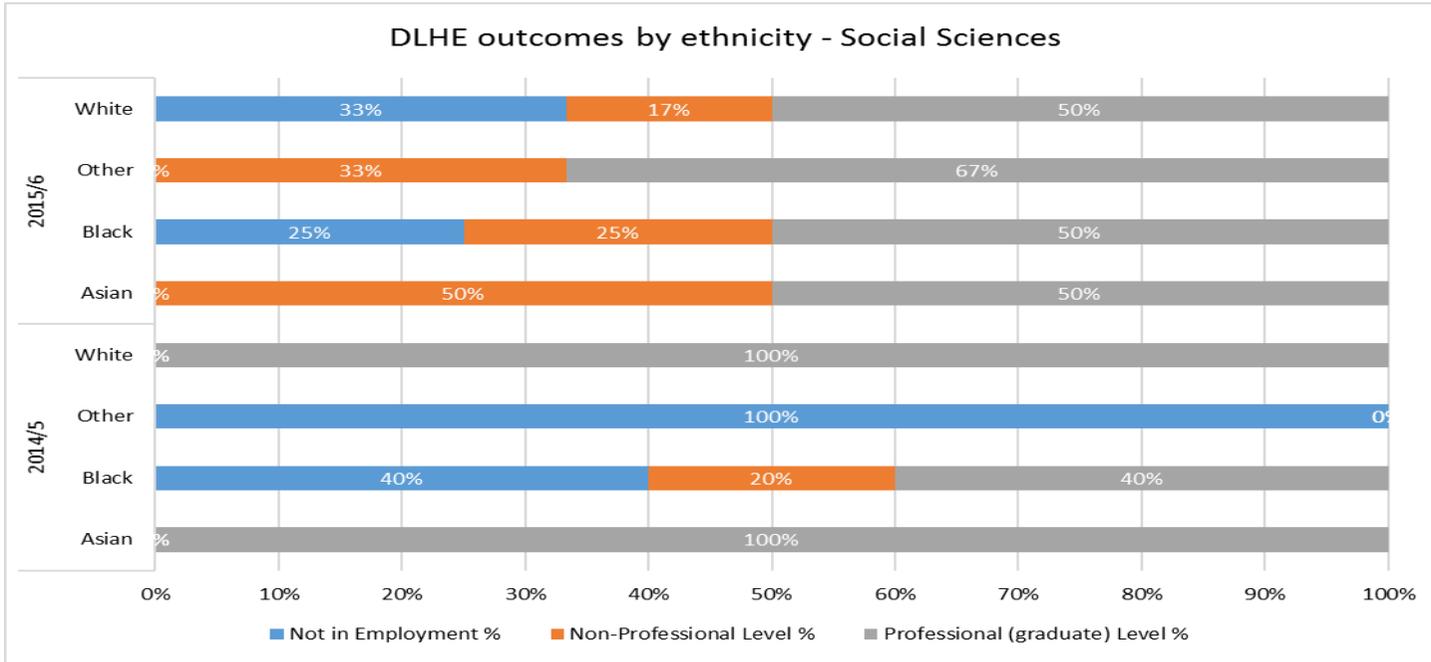


Graduate Employability - RDBL



DLHE outcomes by ethnicity - RDBL





Section 7 word count: 2273

8. Teaching and learning

UEL vision / overarching framework for inclusive teaching and learning

Assessment of where we are now

UEL's Learning & Teaching Framework (LTF), developed during 2017/18, reflects the result of six months of consultation and critical reflection of practice in the University. Consultation included student focus groups and meetings with academics, PSS, student union representatives and senior management. The resultant LTF is a 'living' strategy organised under streams of activity aimed at improving student retention and employability and reducing attainment gaps.

The LTF is overseen by the PVC Education & Experience, with support from Directors of Learning & Teaching (DLT) within each of the three Colleges with progress reported through the institutional Education Committee (previously Learning, Teaching & Quality Committee (LTQC)) and thereafter to Academic Board. At School level, progress is managed via senior management teams and School LTQ meetings.

The key issues identified through this REC submission and through development of the LTF include clearly defining inclusive practice and our aspirations for decolonising or liberating the curriculum and addressing the disparity of experience and attainment.

What we have done / plan to do

Teaching and Learning Framework – development and launch

Launch and implementation of the LTF is planned during the 2018-20 academic years followed by re-evaluation to assess effectiveness and continued applicability. Programme and departmental Review and Enhancement Process (REP) will detail interventions and their evaluation.

Clearly defined accountability framework

Work on both the LTF and the student facing sections of this REC submission highlighted the need for an ongoing institution-wide working group focusing specifically on collating, developing, sharing inclusive practice via an 'inclusivity toolkit' within UEL. This newly formed group will report progress to E&DC as well as Education Committee. A key initial responsibility of the group will be to define UEL's approach / aspiration to decolonise or liberate the curriculum. (Actions 4, 44).

As identified in section 7, we recognise the need to prioritise addressing race equality and, in order to progress, the need for clear accountability at all levels. Responsibility and accountability mechanisms have been introduced by the VC&P via agreed KPIs both centrally (via PVC Deans) and locally (via College Executive Deans) - outlined in 2d. At local level, DLTs are currently supported by 'Inclusivity Champions' who have fractional workload allocated though the models vary across the Schools. This will be reviewed to ensure specific resourcing is in place (Action 46). This programme of work will be embedded within Vision 2028 'Learner Journey' transformational programme.

Systematic reflection on and responding to data – at School, Programme and individual level

In order for a more evidence-based approach at module, programme and School level and to raise awareness of issues / enable greater reflection and response locally, (e.g. attainment gaps), a new 'Programme Analytics' hub on Qlikview contains more accessible data including enrolments, student satisfaction results, progression and attainment which can be reviewed by protected characteristics such as gender, ethnicity (Action 45). Set within the 'Data Governance' transformational programme, further data development is planned in response to questions raised on presenting, for example, attainment data, including consideration of presenting degree attainment data controlled for, by example, prior attainment such as Kingston's Value-Added model (Action 45).

Finally, the Personal Tutoring app provides information on each student individually, including attendance, module results, engagement metrics and progression, to allow data to be further nuanced, and student-focused action planning to be made through the Academic Advising system.

Actions:

4. Constitute an inclusivity working group to support the delivery of specific actions in relation to developing inclusive teaching and learning
44. Define UEL's approach and aspiration to decolonising or liberating the curriculum within the context of inclusive teaching and learning.
45. Implement new 'Programme Analytics' hub (via Qlikview) to ensure accessible and timely data is available to better enable data-driven planning at school, course, lecturer level
46. Improve accountability, reward and recognition of developing inclusive teaching and learning practices

8a Course content/syllabus

Assessment of where we are now

Equality and diversity is embedded within UEL's annual academic monitoring process (REP). In 2016/17, via our Athena SWAN self-assessment, it was identified that reporting required at subject and programme level was not reflected at School level which was rectified in 2017/18 to enable systematised reporting of EDI related issues, actions / initiatives and sharing of good practice.

Through validation and review, programmes are required to demonstrate that they conform to UEL's E&D policy through encouraging participation from under-represented groups. Students' ethnic and cultural/historical background is treated with respect and reflected in curriculum content and teaching methods wherever possible. Through planning meetings and the eventual validation teams are required to identify how each module and related assessment meet diverse curriculum expectations.

However, while this is the expectation and relevant course data such as attainment / survey responses by ethnicity is considered, course validation and review templates do not explicitly require comment on how course content considers and includes diversity e.g. opportunities to discuss perspectives, materials, reading lists, resources reflecting diversity. The same is the case for periodic Academic Reviews, which runs every 4-6 years. (Action 49)

Through the REC staff and student consultation, disparity was noted between the emphasis on the importance of equality to the ethos of the institution and its absence from staff and student inductions to UEL (Action 6), and specifically reflections of equality and race within the curriculum.

"I've been bitterly disappointed at the lack of attention paid to issues of race and gender within the curriculum. I've been told they are "integrated" in the lectures, when in fact they're entirely absent. It's left to the students to bring up these questions, which is an unfair burden." (Prefer not to say / Female)

This disparity is reflected between high positivity (Table 55) towards course content matching expectations while also being referred to as being 'white-washed'.

"Our contextual studies tutor almost only shows work made in England. Never further afield than America really. I'd love to learn about more diverse films Where is the use of Black inventors, philosophers, authors, prolific writers, literature, ground-breaking research and such? UEL needs to do far better." (Mixed / Female)

"3 modules failed to do this. Only on my last lecturer's modules... on race and ethnicity ... openly addressed as we covered slavery, empire, eugenics, white supremacy. This lecturer was good. My previous lecturers only used a perspective

as white middle class and often moved away from challenging or other experience." (Black / Female)

However, where race is discussed, feedback emphasises its importance educationally and impacting on belonging and engagement.

"my cohort was encouraged to share what our race, ethnicity and culture meant to us ... Tutors offered a safe, secure and supportive settings to share our personal views. It is rare to have such an opportunityI feel closer to my cohort and more accepted of who I am." (White / Male)

Student and staff perception relating to academic confidence in discussing race (discussed further under 8c – Actions 44-48) differs as well as experiences in terms of meaningful student engagement / student voice.

Table 55 - REC survey response analysis

REC Student Survey		All (n=828)	Male (n=234)	Female (n=566)
8.1 The content of my course matches my expectations and includes what I thought it would include	Ethnic Minority (n=418)	81%	86%	80%
	Not Ethnic Minority (n=389)	84%	84%	84%
	All (n=828)	82%	85%	81%
8.2 The content of my course reflects the opinions of a wide variety of people	Ethnic Minority (n=418)	80%	85%	79%
	Not Ethnic Minority (n=389)	79%	78%	79%
	All (n=828)	79%	81%	79%
8.3 When relevant, issues of ethnicity and race are included in academic discussions	Ethnic Minority (n=418)	72%	61%	76%
	Not Ethnic Minority (n=389)	72%	66%	76%
	All (n=828)	72%	63%	76%
8.4 When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race	Ethnic Minority (n=418)	77%	72%	79%
	Not Ethnic Minority (n=389)	78%	72%	81%
	All (n=828)	77%	72%	80%
8.5 UEL has a diverse student population - the learning materials provided in your module are reflective of diverse cultures and communities	Ethnic Minority (n=418)	76%	75%	77%
	Not Ethnic Minority (n=389)	82%	76%	86%
	All (n=828)	79%	75%	81%

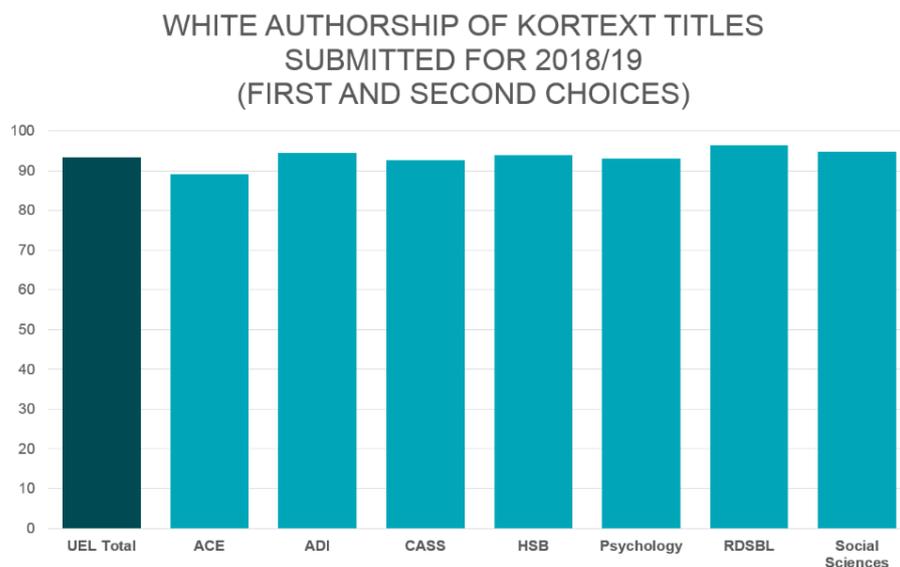
What we have done / plan to do

UELSU use the Student Engagement Partnership (TSEP) Academic Representation Benchmark Tool to assess the effectiveness of UEL's programme representation system and as a result will now track demographic data with a view to monitoring diversity of programme reps. Further

work is planned such as ensuring inclusivity is included in programme representative training. (Actions 56 and 57)

During 2018, Library and Learning Services (LLS) undertook an equality analysis of module leader choices of free Kortext book covering race and gender where possible to identify. This was used to understand the extent these texts reflect the student body and to which white authors were represented for each school as well as for the whole university. In total, 93.45% of the texts chosen that had identifiable authors were by white authors (Chart 110). Only one school within the university had below 90% of its selections being by white authors (ACE – 89.08%).

Chart 110 – Analysis of Kortext Titles authorship



Findings were shared at our Learning and Teaching conference (September 2018) and embedded within our student programme rep training as a first step to raise awareness to actively engage academic staff and students in the work that LLS plan to support the institution in reviewing the curriculum and the learning materials.

LLS intend to build on this work by introducing systematic equality analysis of reading lists and development specific resources. LLS has also commenced working with School of Psychology in supporting review of learning resources and supporting formation of a reading group. This will be developed further both within Schools and across the institution. (Actions 50 and 51)

Actions:

- 6. Embed / Promote / Make mandatory a stronger understanding of and commitment to UEL values including in relation to race equality and cultural competency throughout staff and student experience
- 49. Review QAE processes (i.e. validation, monitoring and review) to ensure that equality, racial justice, liberation are meaningfully embedded and implemented

50. Develop the library as a place that supports inclusivity and provides access to resources which reflect the lived experience of our students
51. Develop and signpost to readings in inclusive / decolonising the curriculum in relation to curriculum resources and embed within inclusivity toolkit (Ref action 47).
56. Develop the framework for institutional student engagement in curriculum development to meaningfully engage student voice
57. Ensure Student Voice mechanisms are representative and students are empowered to work

8b Teaching and assessment methods

Assessment of where we are now

The REC consultation did not show significant discrepancies in relation to teaching and learning by ethnicity (Table 56). However, qualitative responses highlighted greater need for variety of teaching methods as well as issues of ‘anxiety’. Being anxious and a lack of confidence were key emotions expressed in terms of students feeling 'nervous, 'judged', and some tutors that are 'not responsive to needs': *"I do not always feel confident participating in some seminars / group work, surrounding particular topics. As I do feel as if i am an outcast, do not feel part of the uel community."* (White / Female) *"I think that group discussions on my course often privilege the contributions of white students."* (Black / Female)

However, quite a few students expressed being 'confident' in expressing themselves in smaller groups. Overall, students found their tutors 'helpful' and 'approachable', 'easy to talk to': *"Teachers are easy to talk to. Lecturers are available to discuss coursework content and I feel comfortable speaking to or approaching them. They are approachable"* (Black / Female).

Comments on teaching style tended to emphasise preference for a mix of approaches including lectures, discussions, practicals, group work: *"I enjoy practicals as we have loads of time to practice with equipment and samples. Its never rushed! Also enjoy lectures that have engaging lecturers that don't just read off their slides!"* (Asian / Female)

Most students know where to seek **pastoral and academic support** although some students expressed a need for greater flexibility and frequency of availability. A few found the Academic Advisor meetings unhelpful i.e. *'academic advisors need to be more sympathetic and engaging, it feels we are a burden on them when we ask to meet etc'*. (Asian / Female)

Some students expressed their discord at **assessments** for reasons including over focus on essay writing and exams e.g. at PG level and a desire for more diverse assessment methods.

Analysis of 2018 NSS, PTES and PRES scores show that white students record an overall satisfaction score higher than BME students. NSS 2018 results also demonstrate Academic Support as an area where white students record higher levels of satisfaction.

As part of the self-assessment process, in collaboration with UELSU, we held a student EDI conference (March 2018). The focus of which was race equality. Discussion of the above REC student survey findings sparked reflection on the importance of belonging, being able to talk about race, having a **safe space** was especially emphasised in which to talk about obstacles. (Action 6, 11, 56) Further, the need to be better connected with **mental health, pastoral services and support networks / groups** recognising the specific needs that arise as a result of balancing studying with other responsibilities. (Action 43)

Table 56 - REC survey response analysis

REC Student Survey		All (n=828)	Male (n=234)	Female (n=566)
9.1 I enjoy the way my course is taught	Ethnic Minority (n=418)	83%	81%	83%
	Not Ethnic Minority (n=389)	87%	86%	89%

	All (n=828)	84%	84%	85%
9.2 I am comfortable contributing to group discussions	Ethnic Minority (n=418)	84%	88%	84%
	Not Ethnic Minority (n=389)	81%	80%	82%
	All (n=828)	83%	84%	83%
9.3 I am comfortable approaching course tutors with any questions or queries	Ethnic Minority (n=418)	85%	90%	84%
	Not Ethnic Minority (n=389)	87%	90%	87%
	All (n=828)	86%	90%	85%
10.1 I am happy with the way my course is assessed	Ethnic Minority (n=418)	81%	90%	78%
	Not Ethnic Minority (n=389)	85%	83%	87%
	All (n=828)	83%	86%	82%
10.2 I know where to go to get additional academic support if and when I need it	Ethnic Minority (n=418)	88%	88%	87%
	Not Ethnic Minority (n=389)	87%	85%	89%
	All (n=828)	87%	87%	87%

What we have done / plan to do

Personal tutoring was reviewed in 2017/18, moving to an **academic advising** framework supported by an online platform to capture meetings and action plans. In 17/18 30% of students engaged with the platform and their advising sessions. Evaluation of the first phase of the new approach indicated an enhanced online system would improve useability and effectiveness. The above discussed feedback also suggests there are improvements to be made relating to academic confidence ([Action 48](#)) as well as a more proactive and flexible approach to academic advising ([Action 54](#)).

In addition to the above-mentioned strategies to developed academic awareness, confidence, competence and accountability in relation to teaching and learning ([Actions 44 – 48](#)), the LTF aims to embed a ‘student-centred, collaborative teaching’ approach and includes specific initiatives including:

- restructuring classroom layouts to enable a more vibrant classroom environment. Further work is planned to evaluate and support corresponding changes to pedagogic approach ([Action 53](#))
- implementation of an ‘Active Blended Learning Environment (ABLE) model’ alongside upgrade of our current VLE capability using Microsoft Teams ([Action 53](#))

Through the development of Mental Wealth and Career Passport (Vision 2028), there will be a greater emphasis on live applied projects linking to industry and the community. This provides an opportunity to review our current approach to **assessment** reflecting on student feedback on an over-emphasis on exams and essays ([Action 55](#)).

In relation to wellbeing and pastoral services, our Student Wellbeing Services continue to develop links and resources to meet the specific needs of our students ([Action 43](#)). Wellbeing Services are also collaborating with a student led mental health awareness campaign launched in 2016.



Further, as mentioned above, in order to more meaningfully engage student voice on an ongoing basis, QAE and UELSU are working on improving student engagement mechanisms (Actions 56 and 57). Related to student engagement, we have also started the process of developing and collating case studies - examples below - which will be included within the inclusivity toolkit. (Action 47).

Case Studies

Many Voices

The ‘Many Voices’ reading group formed in 2016 and led by Dr Julie Botticello, School of HSB, aims to bring many voices, from within and outside the university, into academia for dialogue, collaborative learning and sharing. (See also section 3b)

“Sitting in a circle and reading out loud is a very powerful way of opening up a discussion and creating community. Dialoguing together creates a space where the heart is at the centre and people feel safe to share their own experiences in an equitable and non-judgmental environment.”

Wednesdays, 2:00-3:30 pm
Room RB1.17

Readings are available via email from: julie7@uel.ac.uk
Printouts also available from office doors:
AE 4.45; AE 4.35; AE 5.35

many voices reading group

12 October
Lorde, Audre (1977). 'The transformation of silence into language and action.' *Sister outsider*, pp. 40-44

26 October
Adichie, Chimamanda Ngozi (2014). *We should all be feminists*, pp. 26-46

2 November
Wardere, Hibo (2016). *Cut: One woman's fight against FGM in Britain today*, pp. 1-17

23 November
Davis, Angela (2003). 'Abolitionist alternatives.' *Are prisons obsolete?*, pp. 105-115

7 December
Banks, Taunya Lovell (1995). 'Two life stories: reflections of one black woman law professor.' *Critical race theory*, pp. 329-334



@KondwaniFidel in conversation about Baltimore, racism, reading, writing, poetry, hip hop, critical consciousness and grandmothers.



Photo redacted

Body Equality in Athletic Therapies (B.E.A.T)

Photo redacted

Co-founded by students and by Michael Cole, Senior Lecturer in HSB to support and improve inclusive teaching practices, strengthen equitable peer approaches to communal learning, and increase awareness of social justice issues. Using an intersectional focus, aims to enhance student engagement and develop staff and students' cultural competencies around gender inequalities.



“Sharing stories provides group solutions that are then translated to the practical rooms and taken to placement experiences. Hopefully we are becoming more aware of different barriers and we can be more supportive with our patients”



Actions:

43. Ensure our student support mechanisms and resources are effective in responding to the diverse needs of our students
47. Develop an online toolkit / repository as a one-stop-shop for academics, programme and module leaders to find key principles, resources and information to help them design and deliver learning and teaching materials
48. Review, develop and implement an academic development programme which reflects UEL's aspirations in relation to race equality and inclusivity (obj 44) and builds academic confidence
53. Ensure curriculum delivery, learning and teaching, is inclusive
54. Impact of Academic Advisor process in relation to equality
54. Evaluate and increase engagement with the Academic Advisor process - Ensure opportunities are open to everyone and use "positive action" e.g. knock on their doors rather than waiting for them to knock on yours
55. Develop more inclusive assessment practices
56. Develop the framework for institutional student engagement in curriculum development to meaningfully engage student voice
57. Ensure Student Voice mechanisms are representative and students are empowered to work with the university on decolonising the institution.

8c Academic confidence

Assessment of where we are now

The Centre for Excellence in Learning and Teaching (CELT) has an extensive online staff development hub of resources to support staff from induction and on all aspects of learning and teaching. New staff are proactively provided access to these resources and workshops.

UEL runs an HEA accredited scheme 'Crafting Reflective Educators for Student-centred Teaching' (CREST) which includes seminar series, covering the attainment gap, widening participation and inclusive education. We also host Annual Learning and Teaching Symposiums. In 2018/19 160 staff, including externals, attended. The theme was Inclusive Design, Inclusive Practice, and included workshops specifically on decolonisation of the curriculum. Staff awards are given within this symposium which recognise inclusive teaching practice. The New to Teaching module being used by the Graduate School, starts with Dr Christopher Emdin, Associate Professor of Mathematics Education, author of *For White Folks Who Teach In the Hood...and the Rest of Y'all Too: Reality Pedagogy and Urban Education*.

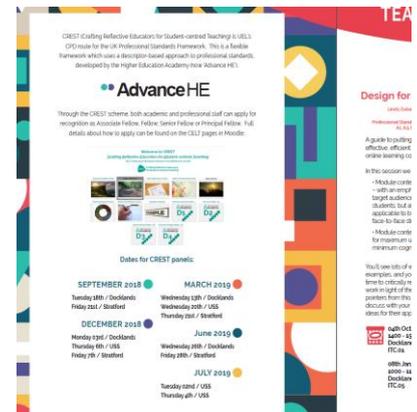
However, the REC consultation illustrated an inconsistent understanding of what is meant by inclusive teaching and predominant focus on disability rather than race by the term 'inclusivity' and a lack of confidence in some areas.

90% of academic respondents feel they teach in a way that is inclusive of all UEL students and a similar proportion have adjusted their teaching. 64% know how and where to find support with improving inclusivity which is lower.

"I don't understand what "inclusive" means here: if it means make it easier so that students will get an unreal 90% pass rate even if they do nothing, then they should not be "inclusive" otherwise we are not a university, but a scam like many others stamping useless degrees." (Prefer not to say)

"I have worked hard to make my teaching more inclusive, including changing my readings and the way I frame the classroom experience. I don't think many colleagues take this seriously, however, which is a huge problem given how many staff are unaware of their white privilege." (White / Female)

There is an approximately 20% difference between staff perception that they teach inclusively and student perception that race and ethnicity is included in discussions; 72% overall, dropping to 61% for male students. The qualitative comments are more informative about improvements that are needed.



"Our course content is very white-washed. Most of my tutors and lecturers don't seem particularly confident or competent at facilitating discussions around race and ethnicity." (Asian / Female)

"Providing inclusivity is much easier if class size is small, but in courses where there are way more students than can be comprehensively supported by staffthen that is a massive issue. " (Prefer not to say)

Overall the findings suggest a need to develop academic confidence in relation to engaging with race discourse more openly as well as to better and more meaningfully engage with students in curriculum development, mentioned above. We recognise this is a crucial area of ongoing development.

What we have done / plan to do

The LTF includes specific actions to develop and deliver training covering curriculum design, delivery and assessment alongside the development of an online repository of good practice. During the LTF launch, we ran five workshops specifically on race in relation to teaching and learning. These sessions aimed to identify staff development needs. (Actions 44, 47 and 48)

Which would be most useful to developing your teaching and learning practice?



Further, UEL's recently introduced Peer Enhancement policy which includes evaluation of learning and teaching in terms of inclusivity and identification of development requirements (Action 46 and 48).

Actions:

- 44. Define UEL's approach and aspiration to decolonising or liberating the curriculum within the context of inclusive teaching and learning.
- 46. Improve accountability, reward and recognition of developing inclusive teaching and learning practices
- 47. Develop an online toolkit / repository as a one-stop-shop for programme and module leaders to find key principles, resources and information to help them design learning and teaching materials
- 48. Review, develop and implement an academic development programme which reflects UEL's aspirations (obj 44) and builds academic confidence

Section 8 word count: 2127

9 Any other information

Response to bullying and harassment – Student focus (Staff – see section 4c)

Assessment of where we are now

For students, as noted for staff in section 4c, there is a concerning incident of racial discrimination both on campus and in the local area and low confidence in challenging or the institutional response.

Confidence in programme leaders (statement 3.7) is 80% overall, there is an approx. 10% between those who identified as ethnic minority and not. However, only 46% of respondents felt comfortable challenging an incident if witnessed (statement 3.4).

"I think in honesty, I would not report it. This is because I would not know how to tell someone about that sort of stuff. ... If a race-related incident occurred, I would need face to face interaction to suss out if the person understands or would understand." (Black / Female)

"Sadly, I don't believe I'm treated equally by fellow students, because I am not the same race/ethnicity/colour as them. Create a space where everyone can sit down and just talk about their true feelings on race & have it lead to a positive solution/conclusion (Maybe even record it)" (Other / Male)

In contrast, approx. 90% of student respondents would feel comfortable supporting a fellow student (statement 3.6).

Table 57 - REC survey response analysis

REC Student Survey		All (n=828)	Male (n=234)	Female (n=566)
3.1 I have witnessed or been the victim of racial discrimination on campus.	Ethnic Minority (n=418)	12%	15%	12%
	Not Ethnic Minority (n=389)	5%	3%	6%
	All (n=828)	9%	9%	9%
3.2 I have witnessed or been the victim of racial discrimination in the local area.	Ethnic Minority (n=418)	19%	17%	20%
	Not Ethnic Minority (n=389)	11%	8%	13%
	All (n=828)	15%	12%	17%
3.3 I would feel comfortable reporting a race-related incident to my institution.	Ethnic Minority (n=418)	70%	71%	70%
	Not Ethnic Minority (n=389)	74%	72%	75%
	All (n=828)	71%	71%	72%
3.4 I would feel comfortable challenging a race-related incident if I witness one.	Ethnic Minority (n=418)	41%	35%	43%
	Not Ethnic Minority (n=389)	52%	53%	51%
	All (n=828)	46%	44%	47%
3.5 If I reported a race-related incident to my institution, appropriate action would be taken.	Ethnic Minority (n=418)	61%	66%	60%
	Not Ethnic Minority (n=389)	70%	67%	72%
	All (n=828)	65%	66%	66%
	Ethnic Minority (n=418)	88%	90%	87%

3.6 I feel comfortable and confident supporting a fellow student if they report a race-related incident.	Not Ethnic Minority (n=389)	93%	94%	92%
	All (n=828)	90%	92%	89%
3.7 I feel confident that my programme leader would know how to deal with a race-related incident.	Ethnic Minority (n=418)	79%	78%	80%
	Not Ethnic Minority (n=389)	81%	81%	82%
	All (n=828)	80%	79%	81%

What we have done / plan to do

As mentioned in sections 3b and 4c, UEL's successful OfS catalyst funding bid to support development of our 'Step up to Stop Hate' campaign has led to the development of a 'Report and Support' tool for students (and staff - see section 4c) (Action 15). This is due to go live in Spring 2019 alongside a communications campaign (Action 14) and implementation of a development programme (Action 16).

Actions:

14. Develop communications campaign which reflects UEL's response to bullying and harassment
15. Develop, implement and evaluate a robust reporting process which includes robust triage process and effective seniority of triage team (see above point re UEB PVC level lead responsible)
16. Implement development programme which enable UEL and UEL managers / programme leaders to respond to and deal with cases of bullying and harassment effectively
17. Ensure EDI, race equality and Step up to Stop Hate are embedded within our Healthy Campus strategy

Section 9 word count: 149

10. Action Plan

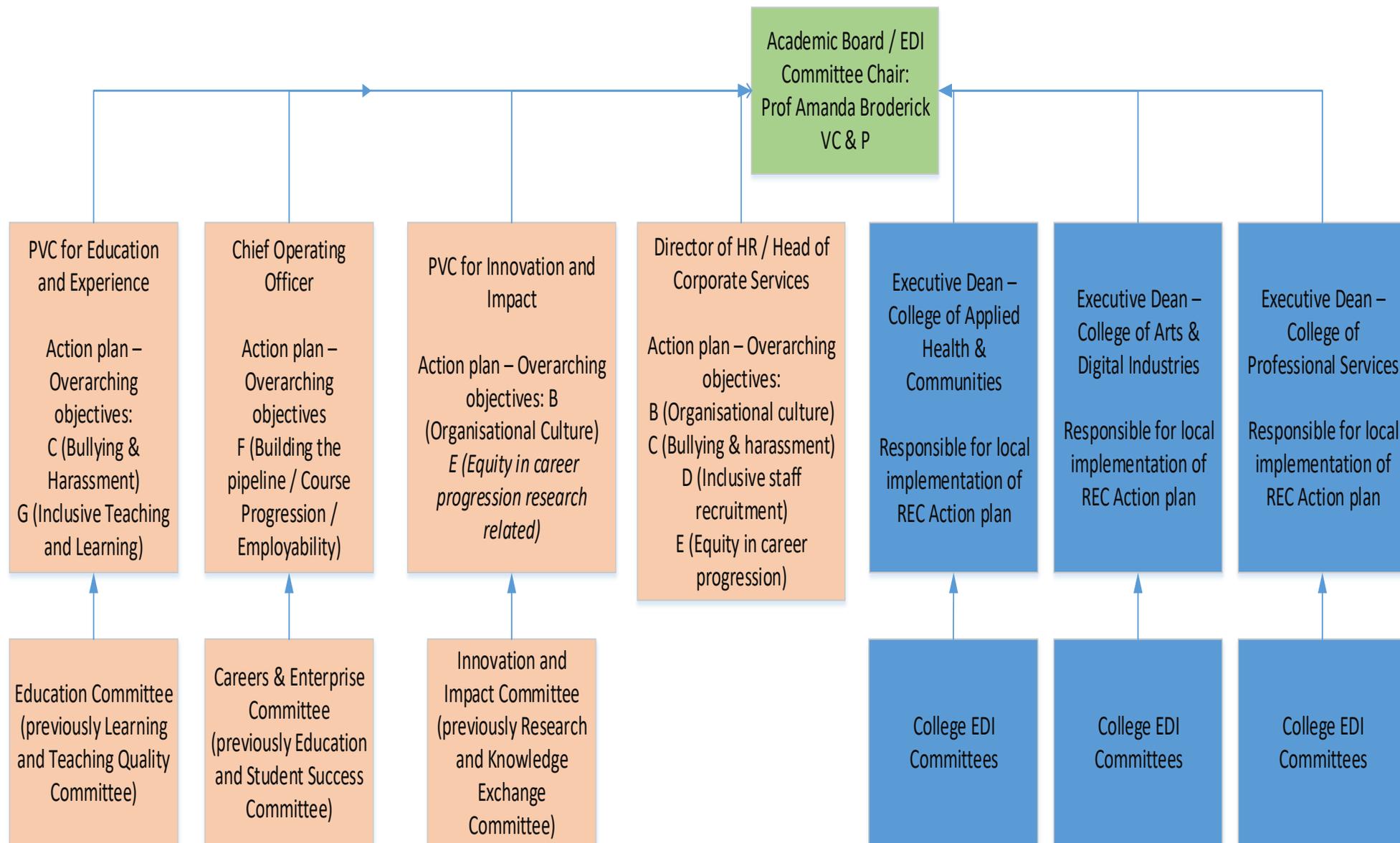
The following is our action plan which has resulted from our thorough self-assessment process and was developed through consultation with staff and students via the REC workshops and further specific Action Plan consultations (detailed in 2c). REC Workshops decided on the following priorities which are reflected through the action plan.

- Organisational culture
- Learning and Teaching (inc attainment and progression)
- Bullying and harassment (staff and students)
- Staff recruitment & representation
- Staff career progression (and transparency of policies / processes)
- Student employability

The action plan is broadly organised along the lines of these priorities through overarching objectives. Actions are staggered incrementally within each overarching objective.

The action plan is ambitious in our aim to ensure progressing race equality is embedded across the institution. We have recognised the need for clear responsibility and ownership for actions which are spread across the organisation. Members of the University Executive Board have been detailed within the action plan as 'person responsible' meaning the person accountable for ensuring implementation of the action plan. This is reflected within the following chart and as detailed in section 2d of our submission.

The chart below also details changes to institutional committees which have been with effect from 2018/19.



Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
A. Overarching objective – To ensure UEL has governance and management structures in place for effective implementation of the Race Equality Action plan				
1. Constitute a REC implementation group to oversee the implementation of the Race Equality Charter Action Plan (Rationale – see p.29)	<p>A new group will be convened following the submission of the REC in February via identification of appropriate central services links and a call for expressions of interest across the Schools and Services.</p> <p>REC will be a standing item on relevant institutional committees (Education, Careers & Enterprise, Innovation & Impact) and College Management Board Meeting agendas as well as the institutional EDI committee. (Link to Action 44 and 46)</p> <p>REC Implementation Group constitution and effectiveness reviewed annually</p>	<p>Formation of the group.</p> <p>Action plan implemented and impact monitored.</p>	<p>February 2019 – September 2019</p> <p>February 2019 – September 2019</p> <p>February 2020 and annual</p>	Chair of EDI committee / VC&P
2. Constitution and implementation of local EDI committees (Rationale – see p.29, p.117)	<p>Local EDI committee terms of reference and constitution reviewed and confirmed (where not already in existence)</p> <p>Support and resources from institutional EDI committee developed including further development of SharePoint to share resources</p>	<p>All EDI committees formed and functioning effectively</p> <p>Support and resources available to support the EDI committees</p>	February 2019 – September 2019	College Executive Deans / Director of HR (EDI)
3. Re-form REC SAT 18-months prior to next submission and organisation induction for new members (Rationale – see p.29)	<p>Organise call for REC SAT members including consideration of the REC implementation group, and continuity of membership from the original SAT.</p> <p>Ensure induction is in place for new members on an ongoing basis</p>	<p>REC SAT formed</p> <p>REC submission completed</p>	July 2020 – Feb 2022	REC SAT Chair

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
4. Constitute an inclusivity working group to support the delivery of specific actions in relation to developing inclusive teaching and learning (Rationale – see p.29)	Review function of the Teaching and Learning REC sub-group in order to develop terms of reference and constitute an Inclusivity Working Group – Carried forward via Action 44 and 46 – to identify, scope and agree remit.	Inclusivity Working Group formed	February 2019 – September 2019	PVC Education and Experience
B. Overarching objective: To facilitate organisational culture change which progresses race equality at UEL				
5. Meaningfully embed values of inclusivity and specifically racial justice within and throughout organisational communications and culture (Rationale – see p.22, p.33)	Develop communications plan, which will inform all staff and students of UEL’s commitment to improving racial justice through communication of key Race Equality objectives, actions and implementation mechanisms / accountability from VC&P and UEB.	Establish baseline in terms of awareness and set target for improvement	2018/19	PVC Innovation and Impact
	Use communications mechanisms such as ‘You said, we did’ which demonstrates the impact of implementation of the race equality action plan on a regular basis		Annual review – reporting to E&D committee	
	Develop mechanisms and collaborations with other institutions through which to act as a beacon for racial justice and creating spaces to discuss decolonising / liberating the curriculum and institution		2019/20	
	Implement and review		2020 - 2022	
6. Embed / Promote / Make mandatory a stronger understanding of and commitment to UEL values including in relation to race equality	Continue to host race awareness events throughout the academic year as core to institutional programme, and linked to REC priority areas Develop Reading groups (within Schools and across institution wide)	Increased engagement at race-specific events / Evaluation of race-specific events to document internal and external impact	2018/19 - and ongoing 2019/20 - and ongoing	Director of HR (EDI team)

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
and cultural competency throughout staff and student experience	Through 'Connected Campus', identify channels to engage with the community in response to calls from survey and further SU consultation		2019/20	
(Rationale – see p.29, p.66, p.81, p.82)	Support Schools / Services with local workshops aimed at developing race awareness broadly and in relation to the curriculum. Need and effectiveness to be informed by local EDI Committees and central EDI team	Increased engagement at race-specific events / Evaluation of race-specific events to document internal and external impact	2019 – 2021 – and ongoing	Director of HR (EDI team) / College Executive Deans (Local EDI teams)
	Scope and develop cultural awareness / competency development requirements for management, staff and students to include race, racial micro-aggressions, white privilege and racial justice awareness – including consideration of required resource to develop and deliver	Cultural awareness / competency development programme launched	February 2019 – September 2019	Staff - Director of HR (Organisational Development / EDI team)
	Facilitate cultural awareness and structural inequalities workshop (covering the above) to University Executive Board – to initiate launch of the programme – then cascaded to key university decision-makers (action 8). Embed above as a sustainable programme of development which is core to UEL's training, staff and student induction offer to be agreed and supported by University Executive Board Embed within new starter buddy / mentoring to ensure mentors are confident in supporting new staff to develop their cultural awareness	Evaluation of programme demonstrates impact of increasing understanding	September 2019 - ongoing September 2019 – 2020 September 2020 - ongoing	Student – PVC Education and Experience

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
7. Appropriate Branding of UEL: 4.0 Industry UEL as the place that <i>all</i> students have an equal chance of success (Rationale – see p.33)	Develop / re-develop UEL’s belong, believe, achieve campaign aimed to develop a sense of belonging and ensuring race equality is embedded this within staff and student inductions and beyond	Increase % positivity response in REC survey on questions relating to ‘sense of belonging’	September 2019 - 2020	PVC Innovation and Impact
8. Improve representation on and transparency of institutional decision-making committees (Rationale – see p.85)	<p>Ensure members of all institutional committees are required to undertake above training (action 6) to raise awareness of race equality and white privilege in decision-making</p> <p>Review of committee constitution to provide explicit guidance and greater transparency in representation including minimum stipulations against the demographic population as a baseline and how people are selected to sit on committees – covering where possible the option for non ex-officio membership.</p> <p>Systematic annual equality analysis of institutional committee membership and college committee membership reported to EDI Committee against the above agreed baseline</p> <p>All committees to issue guidance on role and remit of committee representatives and reporting structures</p> <p>Committee minutes shared on SharePoint</p>	<p>Committee member training complete / evaluated.</p> <p>Clear role / remit of committee meeting attendees</p> <p>Committee representation reflects UEL demographic</p> <p>Guidance and minutes of committee meetings available</p>	<p>September 2019</p> <p>September 2019 - 2020 - and ongoing</p> <p>September 2019 – 2020 - and ongoing</p> <p>September 2019 - ongoing</p>	University Secretary / Director of HR (EDI)

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
9. Improve representation on and transparency of School committees (Rationale – see p.85)	Replication of the above at School level	As above	2021 - 2022	Heads of School / Director of HR (EDI)
10. Embed equality impact assessments into all policy and change management (Rationale – see p.85)	Review equality impact assessment process to ensure that all policies incorporate equality analysis including consideration of use of language ensure use of plain English and accessibility	Policy review schedule in place All policies impact assessed	March 2019 – September 2019 2019/20 and ongoing	University Secretary / Director of HR (EDI)
11. Improve engagement mechanisms which facilitate better understanding of race equality issues within decision making / university executive board (Rationale – see p.85)	Pilot a reciprocal mentoring programme between executive members and students / staff at lower grades Implement a reciprocal mentoring programme between executive members and students / staff at lower grades Link also to BME staff network objective 27 and to Student voice objective 56	Evaluation of pilot for feedback from both participants	2019/20 2020/21	Director of HR / Director of CfSS
12. Embed work towards race equality within Connected Campus transformational programme (Rationale – see p.33)	Explore use of physical spaces on campus to better reflect and celebrate our diversity (for example through art work / murals / development of social spaces)	Physical space diversified to reflect the student body	2020-22	PVC Innovation and Impact

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
C. Overarching objective: To eliminate bullying, harassment and racial discrimination and to promote good relations within UEL				
13. Embed culture free of bullying and harassment role modelled by UEB (Rationale – see p.82-4)	Review and implement UEB level accountability / responsibility for safeguarding which includes communication of zero tolerance from management of bullying and harassment Review the Dignity at Work and Study policy (alongside the Grievance Policy) in response to staff feedback and to ensure a clear accessible policy / procedure	UEL staff survey and REC surveys improved against baseline % positivity responses to relevant questions	2018/19 2019/20	Director of HR / PVC Education and Experience
14. Develop communications campaign which reflects UEL’s response to bullying and harassment (Rationale – see p.82-4, p.184)	Develop ‘Step up to Stop Hate’ communications plan to increase awareness and as call to action Raise awareness and importance of discussions of race / racism (also links to other protected characteristics) through ongoing series of events and inclusion within staff and student inductions – (Ref objective 6)	UEL staff survey and REC surveys improved against baseline % positivity responses to relevant questions	Launch of comms plan – Sept 2019 Evaluation – July 2019 and annual	Director of HR / PVC Education and Experience
15. Develop, implement and evaluate a robust reporting process which includes robust triage process and effective seniority of triage team (Rationale – see p.82-4, p.184)	Develop advice, guidance and signposting through ‘Report and Support’ which are clearly linked to relevant services i.e. HR, Dignity Advisor Network, Student Support Development of triage process for non-anonymous ‘Report and Support’ tool Launch the ‘Report and Support’ anonymous reporting tool alongside ‘Step up to Stop Hate’ communications campaign for report and support and the Dignity Advisor Network (above 14)	Report and Support tool launched Establish baseline for reporting and response to claims of bullying via Report and Support UEL staff survey and REC surveys improved against baseline % positivity	April 2019 April 2019 April 2019 – 2020 (and ongoing)	Director of HR / PVC Education and Experience / Chief Executive, UELSU

Action (Rationale – <i>please note page numbers are based on the full / non-redacted version</i>)	Milestone	Success Measure	Timeframe	Person responsible
	<p>Develop process for monitoring of incidents via Report and Support.</p> <p>Use of reporting statistics strategically to identify patterns of behaviour/hot spots of bad practice to enable tackling.</p> <p>Evaluation of the report and support tool and communication of progress made to staff and students to highlight action taken to reduce incidents and improve behaviour</p> <p>Evaluation of use and effectiveness of 'Report and Support', Dignity Advisor Network and the Mediation service in improving staff and student experience and reporting of bullying and harassment</p> <p>Implementation of Student Union case management to monitor student cases in relation to racism, identify trends and establish links to above systems as appropriate</p> <p>Development of interventions to address trends identified and use of case management to monitor and evaluate interventions</p>	<p>responses to relevant questions</p> <p>Reduced staff turnover as a result of bullying and harassment</p> <p>Reduced student and staff incidents / reporting of racism</p>	<p>April 2019 – 2020 (and ongoing)</p> <p>April 2020 –Sept 2020</p> <p>September 2018 – September 2019</p> <p>September 2019 - 2022</p>	
16. Implement development programme which enable UEL and UEL managers / programme leaders to respond to and deal with	<p>Develop a development programme which targets different groups of staff and is embedded accordingly (e.g. within induction for all staff / within management development for managers)</p> <p>Broadly this should include:</p>	<p>UEL staff survey and REC surveys improved against baseline % positivity responses to relevant questions</p>	<p>September 2019 – September 2020</p>	<p>Director of HR (Learning and Development) / / PVC Education and Experience</p>

Action (Rationale – <i>please note page numbers are based on the full / non-redacted version</i>)	Milestone	Success Measure	Timeframe	Person responsible
<p>cases of bullying and harassment effectively</p> <p>(Rationale – see p.82-4, p.184)</p>	<ul style="list-style-type: none"> • Provide all management with training on the impact of bullying and how to effectively deal with reports of bullying and / or harassment • Processes and policies • Understanding and responding to micro aggressions and understanding the impact of these so as not to isolate an individual on an ongoing basis. • Having conversations about racism (or other forms of discrimination), how to have difficult conversations, not to be defensive in these conversations / how to deal with race / racism and have conversations exploring the issues experienced. • Better use of informal mediated processes to resolve B&H incidents / grievances where possible <p>Step up to Stop Hate - Development and roll out of bystander training</p>	<p>Managers feel more confident having conversations with staff about race and racism – measured via development evaluation</p>		
<p>17. Ensure EDI, race equality and Step up to Stop Hate are embedded within our Healthy Campus strategy</p> <p>(Rationale – see p.82-4, p.184)</p>	<p>Explore opportunities to proactively signpost to health and wellbeing in relation to Step up to Stop Hate and race equality</p>	<p>Staff / students increased awareness of support available via staff and student survey</p>	<p>2019 - 2021</p>	<p>Director of HR (Health & Safety)</p>

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
D. Overarching Objective: To develop inclusive recruitment strategies which are data driven and tailored accordingly at institutional and School / service level.				
18. Scope data profile / requirements to enable transparent planning and reporting (Rationale – see p.90-3, p.114-115)	Ensure systematic reporting mechanisms have been identified and have senior management buy-in via strategic planning Develop HR processes for systematic regular provision of staff recruitment data at School level and agree KPIs which are accountable to College Executive Deans and Service Directors. Reporting against KPIs to be incorporated into annual School reporting	Regular provision of timely and accurate data School engagement with data through specific actions developed to address issues	Sept 2019 – August 2020 Annually from Sept 2020 onwards Annually from Sept 2020 onwards	Director of HR (HR Systems and Reward Manager)
19. Improve the transparency of staff recruitment processes and outcomes (Rationale – see p.90-3, p.114-115)	Ongoing recruitment monitoring and evaluation of impact of anonymous shortlisting and anonymous use of the equality step (summary of demographic profile) Review and update all recruitment guidance, ensure link to guidance and checklist provided to all recruiting managers. Introduction, via above guidance, recruitment chairs responsibility for commenting on number of underrepresented applicants and shortlist and completing checklist on completion of recruitment task Trial for specific Schools / Services stipulations regarding minimum diversity of shortlists prior to progressing to interview (I.e. Rooney Rule) Review minimum stipulation trial and Implement stipulations across all Schools and Services	REC surveys improved against baseline % positivity responses to relevant questions Improvement against 2018 baseline in success rates for BME applicants comparable to White applicants	2018/19-21 2019/20 2019/20 2020/21	Director of HR (Resourcing Manager)

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
<p>20. Attract a broader talent pool using strategies which recognise the different profiles (including intersection with gender) and issues in different Schools and services</p> <p>(Rationale – see p.90-3, p.114-115)</p>	Recruit a Specialist Recruitment and Selection expertise within HR (as per HR Budget 2018-19)	Completion of UEL recruitment rebrand	January 2019 – and ongoing	Director of HR (Resourcing Manager)
	Development of inclusive recruitment strategies and targets which are data driven (objective 18) and tailored accordingly at institutional and School / service level	Increase in proportion of BME applicants at higher grades where currently under-represented	January 2019 – September 2019	
	Rebrand / redevelopment of UEL’s recruitment pages (to include EDI charter marks) to ensure the employer brand is synonymous with diversity and inclusion, challenges stereotypes through positive role models, presents an attractive place for diversity to flourish and includes expected employee values in relation to inclusion.	Improvement against 2018 baseline in success rates for BME applicants comparable to White applicants	2019-2022	
	Development of School web pages to ensure these reflect values (reflecting REC and Athena SWAN)			
	Ensure EDI messages are included in all job adverts which are specific to the grade and underrepresentation		January 2019 – and ongoing	
Systematic review of person specifications which include essential criteria that may act as unnecessary barriers to attracting applicants and includes expected values				
Expand use of social media (e.g. LinkedIn) and networks including discipline specific platforms which more effectively enables targeting of potential underrepresented applicants			January 2019 – and ongoing	
<p>21. Improve internal recruitment feedback</p> <p>(Rationale – see p.90-3, p.114-115)</p>	Feedback to internal candidates / internal selection support to be provided by interview chair to help personal development and individual performance / confidence at future interviews.	Embedded as standard practice for internal candidates	September 2020 – and ongoing	Director of HR (L&D)

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
22. Reduce bias in selection processes (Rationale – see p.90-3, p.114-115)	Development of a promotional video to promote and recruit a specific pool of minority ethnic staff to improve representation on interview panels	Increased number of available BME staff to participate in recruitment panels	January 2020 – December 2020	Director of HR (Resourcing Manager) and Director of Communications
	Evaluation of above	Evaluation of experience of recruitment panel participants Improvement against 2018 baseline in success rates for BME applicants comparable to White applicants	September 2020 – September 2021	
	Ensure completion of unconscious bias training is embedded within probation process (Action 24)	Recruitment training includes unconscious bias	September 2019 – September 2020	Director of HR (L&D and EDI teams)
	L&D review of the current recruitment training and unconscious bias training in collaboration with the EDI team to include consideration of power differences within recruitment panels / learning to listen. Refresher training every 2 years	Improvement against 2018 baseline in success rates for BME applicants comparable to White applicants	September 2020 – September 2021 2019/20 – 2020/21	
E. Overarching objective – To achieve equity in career progression at UEL and improved transparency of career development related processes				
23. Address the disparity in higher proportion of BME PSS staff on FTC (Rationale – see p.77)	Explore causes for higher proportion of PSS FTC and make recommendations Implement recommendations	Reduced differential proportion of BME staff on FTC	September 2019 – September 2020	Director of HR

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
24. Embed EDI, cultural awareness, values training within induction processes and staff / management training (Rationale – see p.100)	Review current induction provision in relation to EDI and scope requirements – see objective 6 – including cultural competency and unconscious bias to ensure that: <ul style="list-style-type: none"> • EDI is broadly embedded within online induction module, recruitment, management training courses • It includes specific face-to-face sessions on unconscious bias which is compulsory within the probation process. 	Differentials in experience reflected in the REC Survey are reduced (including recruitment, PDR, Flexible working) so comparable between BME and white staff	September 2019 – September 2020	Director of HR (Organisational Development / EDI team)
25. Reduce bias evidenced in line management of staff (Rationale – see p.79, p.82, p.100, p.103, p.105, p.112)	Scope and develop specific line manager training which aims to tackle bias and enables managers to manage difficult conversations and respond effectively to concerns regarding racism Roll out as standard within line management training programme	Differentials in experience reflected in the REC Survey are reduced (including recruitment, PDR, Flexible working) so comparable between BME and white staff	September 2019 – September 2020	Director of HR (Organisational Development / EDI team)
26. Address issues of race and differential experiences in relation to flexible working (Rationale – see p.62, p.79)	Incorporate consideration of racial bias in relation to working conditions and flexible working are included within line manager training (Action 24) Cross-referencing between Athena SWAN and REC steering groups – ensure that for example case studies include diverse representation	Differentials in experience reflected in the REC Survey are reduced (flexible working) so comparable between BME and white staff	September 2020 - 2022	Director of HR (Organisational Development / EDI team)
27. Improve engagement with BME staff regarding race equality, working environment and career progression	Re-establish BME staff network through effective support mechanisms and UEB sponsorship Development of an anonymous portal to provide feedback to enable people to freely share issues	BME staff network meets regularly and has an effective channel of communication to UEB Differentials in experience reflected in the REC Survey	2018/19 2020/21	Director of HR (EDI team)

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
(Rationale – see p.12-13, p.62, p.79)		are reduced (including recruitment, PDR, Flexible working) so comparable between BME and white staff		
	Develop and establish effective facilitation of exit interviews and analysis of exit interview survey data. Through identification of trends prioritise face to face exit interviews. Quarterly HR data reports – to include information on leavers / turnover / reasons for leaving	Turnover reduced against 2018 baseline Differentials in experience reflected in the REC Survey are reduced (including recruitment, PDR, Flexible working) so comparable between BME and white staff	2019/20	Director of HR (HR systems / HR business partners)
28. Improve transparency of pay progression and understanding of specific pay disparities (Rationale – see p.88)	Continue completion of pay audits biannually and will include analysis broken down by specific ethnic groups as well as by BME. Include pilot analysis of starting salaries in order to identify disparity and need for further analysis. Review how pay awards are communicated in order to improve transparency and staff understanding of how remuneration and reward functions at UEL	Reduce ethnicity pay gap from 11.8% (2017) to 5% by 2022 and 0% by 2025 Improve positivity rating for relevant REC survey question	September 2019 – March 2022 April - September 2019 – and annually	Director of HR (Organisational / Learning Development / EDI)
29. Manage employment of HPLs to ensure career progression is supported (Rationale – see p.53)	Review employment of HPLs – including by ethnicity and gender – to ensure contracts are made permanent HPLs in accordance with our policy	HPLs transfer to permanent HPL contract in line with / compliance with our HR policies	September 2020 – 2021 2020 - 2022	Director of HR (Organisational / Learning Development / EDI)

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
	Ensure relevant career progression opportunities are made available and that HPLs are considered within development of UEL’s talent management programme			
30. Improve experience and transparency of PDR processes which promotes discussion of career progression (Rationale – see p.104, p.119-20)	<p>Improve communications about the purpose of PDR and how this relates to career development and progression (as well as performance review – i.e. need to emphasis the ‘development’)</p> <p>Review PDR training to embed unconscious bias considerations and link to line manager training (reference objective 25).</p> <p>Review of moderation of PDR ratings and countersigner training</p>	<p>Increased positivity for PDR in UELSS / Decreased differentials in experience reflected in the REC Survey are reduced (PDR) so comparable between BME and white staff</p> <p>Decreased differential of PDR rating outcomes for BME and White staff</p>	<p>January 2019 – and ongoing</p> <p>September 2019 – September 2020</p> <p>September 2020 – September 2021</p>	Director of HR (Organisational / Learning Development / EDI)
31. Improve internal progression which addresses specific ‘leaky’ pipeline points for PSS in the context of new talent management framework (Rationale – see p.100, p.118, p.122)	<p>Scope and pilot development programme for PSS staff (linked to participation in Advance HE Diversifying Leadership / Aurora programmes) including establishing effective sponsorship mechanisms</p> <p>Evaluate pilot programme</p> <p>Roll out programme</p>	<p>Improved % positivity REC survey responses in relation to career progression</p> <p>Increase the proportion of BME PSS staff from band F to management grades</p> <p>Reduce ethnicity pay gap from 11.8% (2017) to 5% by 2022 and 0% by 2025</p>	<p>Spring 2019 – 2020</p> <p>2020 - 2021</p>	Director of HR (Organisational / Learning Development / EDI)

Action (Rationale – <i>please note page numbers are based on the full / non-redacted version</i>)	Milestone	Success Measure	Timeframe	Person responsible
<p>32. Increase the proportion of BME academic staff at band H, professor and management</p> <p>(Rationale – see p.105-6, p.138-40, p.146-7)</p>	<p>Equality analysis of the Academic Employment Framework proposals and resulting transition planned for September 2019</p> <p>Ensure implementation of the Academic Employment Framework does not negatively impact under-represented groups and addresses current under-representation of BME applications by developing strategy for supporting promotion aspirations and encouraging staff to apply for promotion</p>	<p>Increase in promotion application rate of BME academics in line with demographic</p> <p>Reduce ethnicity pay gap from 11.8% (2017) to 5% by 2022 and 0% by 2025</p>	<p>January 2019 – September 2019</p> <p>Strategy developed by Sept 2019</p> <p>Evaluation post implementation</p>	<p>Director of HR</p>
<p>33. Review and development of provision of academic mentorship allowing for longer term career mapping and support</p> <p>(Rationale – see p.105-6, p.111)</p>	<p>Scope current mentoring provision within Schools and centrally</p> <p>Make recommendations for how academic mentoring is approached going forward</p> <p>Implement recommendations</p> <p>Evaluation of mentoring provision</p>	<p>Improved % positivity in UELSS / REC and Differentials in experience reflected in the REC Survey are reduced (career development) so comparable between BME and white staff</p>	<p>2019-2020</p> <p>2020</p> <p>2020 – 2021</p> <p>2021 - 2022</p>	<p>PVC for Innovation and Impact (Directors of Research) / Director of HR</p>
<p>34. Ensure planning, preparation and submission to REF2021 reflect an inclusive Research Environment</p> <p>(Rationale – see p.108, p.111)</p>	<p>Undertake EIAs of Annual Research Review in preparation for REF</p> <p>Undertake equality analysis of research sabbaticals reported to URKEC</p> <p>Develop appropriate actions in response to issues identified through EIAs for the REF2021 Task and Finish Group, the University Research and Knowledge Exchange Committee and the Equality and Diversity Committee.</p>	<p>Baseline established</p> <p>Differentials in research outputs decreased</p>	<p>2019 – 2021</p>	<p>PVC for Innovation and Impact (Directors of Research / ReDs)</p>

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
	Support Schools / Units of Assessment in identifying gaps in their Research Environment and developing actions to address these Complete submission for HR Excellence in Research Award to support development of above.		Completion by 2021	
35. Ensure distribution of local development opportunities through transparent and fair mechanisms (Rationale – see p.98-99, p.110-111, p112)	Continue School RKE committee monitoring and reporting of uptake of sabbaticals and plans developed to address differentials Development, implementation and communication of how development funds and opportunities are distributed within Schools (Link actions 32 – 34)	Improved % positivity in UELSS / Differentials in experience reflected in the REC Survey are reduced (career progression) so comparable between BME and white staff	Ongoing September 2020 – 2022	College Executive Deans
36. Ensure the workload allocation system is implemented fairly and transparently and equality analysis undertaken (Rationale – see p.110)	Review workload allocation model as aligned to Academic Employment Framework (Link action 32) Implementation Evaluation	Improved % positivity in UELSS (manageable workload) / Differentials in experience reflected in the REC Survey are reduced (career progression) so comparable between BME and white staff	April 2019 – April 2020 April 2020 – September 2020	Director of HR / College Executive Deans
F. Overarching Objective - Developing the pipeline from transition to HE to course progression and graduate employability and / or transition into academia				
38. Develop, implement, evaluate effective interventions which address the needs of groups of students joining UEL and barriers which	Continuation of pre-entry 'Calling Campaign' Further development of Headstart programme to include all subject clusters at levels 3 and 4	Improvement in progression rates / reduction of progression gaps (based on 2018 baseline)	Ongoing Pre-entry for 2019	Chief Operating Officer

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
<p>are impeding effective transition to HE and implement (– i.e. students not progressing beyond year zero or year one)</p> <p>(Rationale – see p.138-140)</p>	<p>Pilot Headstart summer academy interventions with levels 5 & 6</p> <p>Evaluation and impact of Headstart summer academies in terms of progressing race equality and in order to develop further interventions</p>		<p>Pre-entry for 2020</p> <p>2018 - 2021</p>	
<p>39. Continue targeted interventions aimed to build the BME pipeline Improve progression rates from UG to PGT and PGR include impact evaluation and review</p> <p>(Rationale – see p.151-4)</p>	<p>Monitor impact of OfS funded mentoring programme to evaluate effectiveness and review / further develop accordingly including in relation to ethnicity</p> <p>Develop and facilitate careers and employability sessions around the labour market and benefits of postgraduate and professional accreditation study</p> <p>Evaluate HSB’s ‘Demystifying Research’ initiative with a view to expanding</p> <p>Further exploration of PG admissions rates to understand disparities in relation to the admissions processes and identification of interventions to address</p>	<p>Decreased disparities in PG admissions (based on 2018 baseline)</p> <p>Increase % BME PGT and PGR students</p>	<p>2018 – 2019 (and ongoing)</p> <p>2019-2020</p> <p>2019-2022</p> <p>2020 - 2022</p>	<p>Chief Operating Officer</p>
<p>40. Continue to engage students and alumni (targeting recent graduates) in employability initiatives aimed at reducing the employability gap</p>	<p>Develop alumni work or volunteer schemes at UEL, targeted at recent graduates who have struggled to secure highly skilled employment, including support with building discipline specific networks and social capital</p> <p>Evaluate and review</p>	<p>Increase in graduate employability and decrease in employability gap between ethnic groups (based on 2018 baseline)</p>	<p>2018 - 2021</p>	<p>Chief Operating Officer</p>

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
(Rationale – see p.162)				
41. Continue to engage with employers to tackle local unemployment rate and support their commitment to diversify the work force to support reducing the employability gap (Rationale – see p.162)	Build networks of London-based employers and advise / work with them on developing inclusive recruitment practices such as anonymous shortlisting and to engage employers in supporting students network / build social capital. Evaluate and review	Increase in graduate employability and decrease in employability gap between ethnic groups (based on 2018 baseline)	2018 - 2021	Chief Operating Officer
42. Work with / support Schools to develop specific strategies to both engage disciplines specific employers and to engage students / alumni in employability initiatives (Rationale – see p.162)	Promote use of subject specific DLHE Analytics and opportunity to work with CfSS Analysis & Impact Team for more granular insight into demographic trends and industry/career destinations at programme or School level. Support schools in shaping interventions and providing information to current students on possible future destinations at School level. Evaluate and review	Increase in graduate employability and decrease in employability gap between ethnic groups (based on 2018 baseline)	2018 - 2021	Chief Operating Officer
43. Ensure our student support mechanisms and resources are effective in responding to the diverse needs of our students	Continue to develop productive links to specific student wellbeing / support groups to ensure specialist support is accessible	Evaluation baseline set and improvements targets made	2019 – and ongoing	Chief Operating Officer

Action (Rationale – <i>please note page numbers are based on the full / non-redacted version</i>)	Milestone	Success Measure	Timeframe	Person responsible
(Rationale – see p.77)	Continued ongoing evaluation of student support system for students: <ul style="list-style-type: none"> - Academic advisor role - Wellbeing - Peer mentoring 			
G. Overarching objective: To develop inclusive teaching and learning practice across UEL to improve progression and attainment (Please note the following section has been split into the following areas: <ul style="list-style-type: none"> • Developing Academic (and PSS) Staff Awareness, Confidence, Competence and Accountability • What is being taught – Course content / syllabus • How – Teaching, assessment and support methods • Role of student voice / engagement 				
<i>Developing Academic (and PSS) Staff Awareness, Confidence, Competence and Accountability</i>				
44. Define UEL’s approach and aspiration to decolonising or liberating the curriculum within the context of inclusive teaching and learning. (Rationale – see p.29, p.146-7, p.171-2, p.178, p.181-2)	Establish the Inclusivity Working Group (Obj 4) remit, reporting and objectives to include central services as well as ‘School inclusivity champions’ (roles to be defined – obj 46). Clearly define and embed UEL’s approach to inclusive teaching and learning / liberating the curriculum – covering environment, what is being taught, delivery – and reflexive practice	Inclusivity Working Group established with clear remit, reporting and defined objectives	February 2019 – September 2019 September 2019 - 2020	PVC Education and Experience
45. Implement new ‘Programme Analytics’ hub (via Qlikview) to ensure	Training of all UG and PG programme leaders and heads of departments by DLTs and Business Intelligence unit. Use of data in the REP process and feedback gathered.	Increased academic staff awareness of data at local level and improved use within the REP and annual planning	October 2018 – September 2019	PVC Education and Experience / Director of Strategic Planning

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
<p>accessible and timely data is available to better enable data-driven planning at school, course, lecturer level</p> <p>(Rationale – see p.21, p.146-7, p.171-2, p.178, p.181-2)</p>	<p>Guidance developed for wider use of the ‘Programme’ Analytic’ and data literacy support for awareness, understanding and use of data</p> <p>Rolling programme of data literacy devised and delivered – including for incorporation within academic induction</p> <p>As part of the ‘Data Governance Framework’, evaluation and scope for potential further development of the ‘Programme Analytics’ hub (e.g. a value-added model)</p>		<p>2018 – September 2019</p> <p>September 2019 - ongoing</p> <p>2019 - 2022</p>	
<p>46. Improve accountability, reward and recognition of developing inclusive teaching and learning practices</p> <p>(Rationale – see p.29, p.146-7, p.171-2, p.178, p.181-2)</p>	<p>Scope and re-define ‘School inclusivity champions’ with a view to clearly defining workload allocation / resource supporting DLTS and academics locally in developing their reflective and inclusive teaching and learning practices.</p> <p>College and School KPIs established and cascaded via the management chain – College Executive Deans / Heads of School / Heads of Department.</p> <p>Inclusive curriculum design and delivery improvements included within PDRs (as well as the REP – point 45) with link to completion of probation and promotion criteria.</p> <p>Investigate, scope and develop specific processes which ensure inclusive teaching practice is celebrated and rewarded for example through specifically embedding into the Learning and Teaching conference awards and ensure such a reward process is itself representative.</p>	<p>‘School inclusivity champions’ in place with defined workload allocation</p> <p>KPIs embedded within Strategic KPI planning and reporting against which to monitor progress</p> <p>Attainment and retention gaps reduced</p>	<p>March - September 2019</p> <p>March – September 2019 and ongoing</p> <p>September 2019 – 2020 and ongoing</p> <p>September 2019 – 2020 and ongoing</p>	<p>PVC Education and Experience and College Executive Deans</p>

Action (Rationale – <i>please note page numbers are based on the full / non-redacted version</i>)	Milestone	Success Measure	Timeframe	Person responsible
<p>47. Develop an online toolkit / repository as a one-stop-shop for academics, programme and module leaders to find key principles, resources and information to help them design and deliver learning and teaching materials</p> <p>(Rationale – see p.146-7, p.171-2, p.178, p.181-2)</p>	<p>Via the Inclusivity Working Group (Obj 3) to develop the toolkit content</p> <p>Working with CELT, design the toolkit on the internal VLE including repository of good practice case studies</p> <p>Plan events and communications to ensure awareness of toolkit is raised – e.g. via termly seminar, lunch and learn or lecture based (within the CELT programme of seminars) and embedding updates within the EDI e-newsletter and or general Staff InFocus.</p> <p>Development of external facing / beacon of good practice</p>	<p>Toolkit live – Internal / External</p> <p>% increase shown in academic response to knowing how and where to find support with inclusivity (REC survey – 64%)</p>	<p>September 2019 – 2020</p> <p>September 2020 - 2021</p> <p>September 2021 - 2022</p>	<p>PVC Education and Experience</p>
<p>48. Review, develop and implement an academic development programme which reflects UEL’s aspirations in relation to race equality and inclusivity (obj 44) and builds academic confidence</p> <p>(Rationale – see p.146-7, p.171-2, p.178, p.181-2)</p>	<p>Aligned to UEL’s talent management framework, DLTs to oversee scoping and development of portfolio of academic teaching and learning development programme (in collaboration with Organisational Development and CELT) which includes focus on improving engagement with race discourse</p> <p>Academic staff development programme which includes specifically reflection on race equality / inclusivity rolled out</p> <p>Implementation of UEL’s new Peer Enhancement policy ensuring that inclusivity and reflection on race equality is embedded within.</p>	<p>% increase shown in academic response to knowing how and where to find support with inclusivity (REC survey – 64%)</p> <p>% increase shown in students responses regarding course tutors and lecturers inclusion of, confidence and competence in facilitating discussions around ethnicity and race (REC survey)</p> <p>Attainment and retention gaps reduced</p>	<p>September 2019 – 2020</p> <p>September 2020 – ongoing</p> <p>September 2019 – 2020 and ongoing</p>	<p>PVC Education and Experience and Director of HR</p>

Action (Rationale – please note page numbers are based on the full / non-redacted version)	Milestone	Success Measure	Timeframe	Person responsible
	Evaluation of Peer Enhancement policy from perspective building academic confidence in relation to race equality		September 2020 – 2021	
What is being taught – Course content / syllabus				
49. Review QAE processes (i.e. validation, monitoring and review) to ensure that equality, racial justice, liberation are meaningfully embedded and implemented (Rationale – see p.173-5)	‘Inclusive curriculum checklist’ to be developed (and validation and review processes to be amended to include checklist) in order to support and clarify accountability for developing inclusive curriculum within each programme Roll out of revised validation and review processes and effective use of the ‘inclusive curriculum checklist’ Evaluation of the above	Inclusive curriculum checklist live. Inclusion and addressing of inclusivity within REP / re-validation processes evidenced Attainment and retention gaps reduced	September 2019 - 2020 2020/21 2021/22	PVC Education and Experience
50. Develop the library as a place that supports inclusivity and provides access to resources which reflect the lived experience of our students (Rationale – p.175-6)	Review the Library collection policy to ensure systematic review and embedding equality analysis of reading lists Ensure engagement with student voice in development inclusivity of the library through supporting and working with Student Union campaign on decolonising the curriculum (Ref to action point 57 below)	Policy reviewed and systematic equality analysis of reading list in place Attainment and retention gaps reduced % increase shown in academic response to knowing how and where to find support with inclusivity (REC survey – 64%)	2019/20 - 2020/21 2019/20 – and ongoing	Chief Operating Officer (Director of Library and Learning)
51. Develop and signpost to readings in inclusive / decolonising the curriculum in relation to curriculum resources and	Identify resources on the catalogue to develop a specific collection or readings on decolonisation of the curriculum within library resources	Resources in place and accessed Attainment and retention gaps reduced	2019/20 – 2020/21	Chief Operating Officer (Director of Library and Learning)

Action (Rationale – <i>please note page numbers are based on the full / non-redacted version</i>)	Milestone	Success Measure	Timeframe	Person responsible
embed within inclusivity toolkit (action 47). (Rationale – p.175-6)	Resources on the intranet for people access on library good practice – Link to above development of toolkit (action 47) Support good practice development events in collaboration with CELT (internal and external service) Support Psychology ‘Learning & Teaching Working Party’ in specific work on review of reading lists with a view to supporting other Schools in the longer term Roll out similar process across Schools to support other Schools in specific work on review of reading lists	% increase shown in academic response to knowing how and where to find support with inclusivity (REC survey – 64%) % increase shown in students responses regarding course tutors and lecturers inclusion of, confidence and competence in facilitating discussions around ethnicity and race (REC survey – 61% / 72%)	2019/20 and ongoing 2019/20 2020/21 - 2021/22	
How – Teaching, assessment and support methods				
53. Ensure curriculum delivery, learning and teaching, is inclusive (Rationale – p.177-9)	Curriculum delivery (as well as design) to be incorporated within Actions 44 – 48. Further specific initiatives: ‘Vibrant Classroom environment’ - Evaluation of room layout changes and development of workshops which support corresponding pedagogic changes ‘UEL Active Blended Learning Environment (ABLE) model’ - implementation through increased VLE capability via introduction of Microsoft Teams functionality.	Attainment and retention gaps reduced	2019 – 2022 (detailed above) September 2018 – 2019 September 2019 – 2021 and ongoing	PVC Education and Experience

Action (Rationale – <i>please note page numbers are based on the full / non-redacted version</i>)	Milestone	Success Measure	Timeframe	Person responsible
54. Evaluate and increase engagement with the Academic Advisor process - Ensure opportunities are open to everyone and use "positive action" e.g. knock on their doors rather than waiting for them to knock on yours (Rationale – p.177-9)	Evaluation of the academic advisor process in relation to take up / usage / monitoring and reflection on feedback from students / staff on the process Scope upgrade to system aims to support academic advising Implementation of academic advisor system upgrade alongside academic development programme	Engagement with Academic Advisors is increased (30% in 2017/18) Decreased disparity in satisfaction of academic support between White and BME students (NSS scores)	September 2019 – 2020 September 2020 – 2021 September 2020 – 2022	PVC Education and Experience
55. Develop more inclusive assessment practices (Rationale – p.177-9)	Review of assessment practices as part of embedding the 'Mental Wealth and Career Passports' to include consideration race equality	Range of assessment methods in place Improved student feedback on assessment	September 2019 – 2020 and ongoing	PVC Education and Experience
56. Further develop the framework for institutional student engagement in curriculum development to meaningfully engage the student voice (Rationale – p.177-180)	Develop documentation clearly outlining the role of UELSU and the University in the Programme Representation System Develop a pilot scheme for student reps to co-chair or chair meetings Pilot scheme for student reps to co-chair or chair local programme meetings Evaluate scheme and roll out	Improve to 'outstanding' on the Student Engagement Partnership (TSEP) Academic Representation Benchmark Tool in the areas of 'inclusivity' and 'partnership' (currently 'established' and 'enhancing' respectively)	2018/19 2018/19 2019/20 2020/21 - 2021/22	PVC Education and Experience (QAE) and Chief Executive, UELSU

Action (Rationale – <i>please note page numbers are based on the full / non-redacted version</i>)	Milestone	Success Measure	Timeframe	Person responsible
<p>57. Ensure Student Voice mechanisms are representative and students are empowered to work with the university on decolonising the institution</p> <p>(Rationale – p.177-180)</p>	<p>Set up process to monitor student representative demographic data with a view to monitoring diversity of programme reps and to improve communications mechanisms for promoting Programme Representation to the wider student body</p> <p>EDI / inclusivity included in annual programme representatives training (started in 2018/19)</p> <p>Continue annual EDI student conference to cover race as well as other EDI related issues. Plan to make these more accessible by streaming online / allowing questions to be asked via social media, for example.</p> <p>Scope and develop campaign to raise awareness and student engagement in relation to the attainment gap. This will include speaking to other universities to see how they have managed</p> <p>Launch and roll out the campaign calling on programme reps to get involved</p>	<p>Baseline established for diversity of programme reps and target set</p> <p>Improve to ‘outstanding’ on the Student Engagement Partnership (TSEP) Academic Representation Benchmark Tool in the areas of ‘inclusivity’ and ‘communications’ (currently ‘established’ and ‘enhancing’ respectively)</p>	<p>2018/19 - ongoing</p> <p>2018/19 - and annual</p> <p>2017/18 - and annual</p> <p>2018/19 - 2019/20</p> <p>2019/20 - 2020/21</p>	<p>Chief Executive, UELSU and PVC Education and Experience (QAE)</p>