



UNIVERSITY
OF LONDON

Annual Equality and Inclusion Report 2019–20

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This report covers the operation of the University of London in respect of equality, diversity and inclusion for the period 1 August 2019 to 31 July 2020.

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1 Introduction

The University of London

The University of London is an inclusive and diverse community of 48,000 students in 190 countries. We have campuses in London and Paris, over 100 Recognised Teaching Centres in 44 countries, students studying face-to-face and online, and over 1 million alumni.

Our global network of students is supported by our staff and alumni who help them develop their study skills and deepen their learning, develop their employability skills, and look after their health and wellbeing. We continue to offer bursaries and forms of financial support and support them in volunteering and giving back.

We have over 3,500 students in intercollegiate halls in London, from across Member Institutions, enjoying the best pastoral care and personal development programmes to help prepare students for independent life.

The University of London was founded upon the principles of equality and established to provide education to all, based on merit. We are very proud of the fact that we were the first university to admit students regardless of their gender, race, or religion, the first to admit women to degree programme special examinations and, in 1865, the first to give students the opportunity to study our degrees anywhere across the globe.

Our approach to equality and inclusion

Our commitment to equality and inclusion remains a key institutional value enshrined in our Statutes. We recognise that embracing equality and inclusion is critical to the success of the University and that we can only achieve our vision of being a world-class, forward looking, confident university by recruiting, supporting, and developing staff and students from the widest variety of backgrounds.

We want to be a place where everyone can fulfil their full potential. Our strategic focus on equality and inclusion provides us with an opportunity to attract and retain high-quality staff and students and support higher levels of achievement in students from a broader range of backgrounds. When this is coupled with the simple moral argument that no one should experience inequality because of who they are, the case for supporting and promoting equality and inclusion becomes imperative for us.

However, we recognise that we can always do better to ensure equality and inclusion and that real change does not happen overnight. It requires cultural and operational change and for all of us at the University to work together. A lot of this is about making small changes that deliver a big impact and this has been the focus of our equality and inclusion activities in 2019-20.

In this context, the aim of our annual Equality and Inclusion Report is to take stock and provide a summary of our main equality and inclusion-related actions that have been taken over the last year to deliver the objectives that were set out in the University's Diversity and Inclusion Strategy (2016-2019).

The Strategy has eight key diversity and inclusion objectives that cover all areas of the University's functions by focusing on four distinct thematic areas of *Leadership*, *Employment*, *Student services* and *Central services*. These key objectives are listed in the table below:

Objective	Thematic Area
1 Demonstrate leadership on diversity, promoting the benefits of inclusive practices	Leadership
2 Advance equality of opportunity at all levels, including within senior management	Employment
3 Be an employer of choice for all, with high levels of staff satisfaction and performance	Employment
4 Provide a working environment that empowers all our employees to thrive and achieve their full potential	Employment
5 Recruit and support students from the broadest pool with accessible and inclusive teaching programmes	Student services
6 Adopt an inclusive approach to facilities management, working towards developing fully inclusive facilities when building new and improving accessibility for all users of our existing estate	Central services
7 Embed our commitment to diversity and inclusion into all our central services	Central services
8 Ensure systematic consideration of equality and diversity in our planning and compliance with our duties under the Equality Act (2010)	Central Services

The Equality and Inclusion Strategy is supported by an internal action plan that sets out the activities that we will focus on to deliver the objectives. This action plan is a live document that is used to plan and monitor our progress against the objectives in a clear and transparent way.





2. Overview of University of London's equality and inclusion work in 2019–20

In 2019-20, against the backdrop of the COVID-19 pandemic and its disproportionate impact on Black, Asian and ethnically diverse communities, a resurgence of the Black Lives Matter movement occurred (in response to the murder of George Floyd and numerous other killings), resulting in closer scrutiny of equality practices in the higher education sector. The collective response of the University's senior leadership team, staff and students was to reflect on the University's legacy and take action to ensure that equality issues in relation to race, gender, disability, sexual orientation, and other protected characteristics were comprehensively addressed.

For the University's equality and inclusion work, 2019-20 is a year that focused on developing an organisation-wide awareness of why equality matters and developing an understanding of our individual roles and collective responsibilities in addressing the agenda. Through listening to staff experiences and concerns about equality, and working in partnership with the University's Equality Group (REG), the Vice Chancellor's Executive Group strives to develop and deliver robust and targeted interventions to ensure that the University becomes a more inclusive place for staff and students from Black, Asian and minority ethnic communities.

In June 2020, the Vice-Chancellor (VC), Professor Wendy Thomson, reaffirmed the University's commitment to addressing racism and promoting race equality. The University's REG worked with staff and senior leaders to identify actions that the University can take in its role as an employer to make the workplace race inclusive. The University agreed to take forward all the suggested actions, and some of these actions have been completed. For example, a standard line in recruitment advertisements encouraging applications from Black, Asian, and Minority Ethnic (BAME) staff (who are underrepresented in certain levels) has now been adopted for all new roles. There has been renewed effort to ensure diverse recruitment and selection panels, and Unconscious Bias and Race Awareness training for all staff has been completed. Other actions, such as the review of the approach to staff appraisals, require significant further work and will run into 2021.

The University has also taken several Internal actions to respond to the EHRC's report on racism in the higher education sector and to ensure compliance with the UUK/OFS requirements on harassment. These include revising and consolidating internal student complaints procedures, updating the relevant UoL Ordinances and revising the staff code of conduct related to relationships. Plans are also in place to facilitate internal training on racial harassment.

The Vice-Chancellor, Professor Wendy Thomson is a member of the UUK's Advisory Group on Tackling Racism and has contributed to development of guidance for the sector on good practice in addressing harassment. The University of London's initiative to enable more consistent reporting and investigation of racist incidents across Member Institutions of the University of London is mentioned as a case study in the UUK guidance.

On the academic side, colleagues across the School of Advanced Study (SAS) have developed an inspiring programme of events and initiatives with a focus on race equality. These include the creation of an oral history of the Windrush Generation, the organisation of critically acclaimed seminar series on Black British History and the legacies of imperialism, national efforts to decolonise the History curriculum and the international Being Human festival that expands access to the humanities.

In addition, SAS is committed to inspiring research, providing resources, and facilitating conversations that promote the understanding and elimination of systemic racism, discrimination, and inequality. SAS actively supports the Solidarity Statement of the Consortium of Humanities Centres and Institutes, of which it is a member.

The Institute of English Studies, with financial assistance from the University's Convocation Trust, has established a Postdoctoral Research Fellowship as part of its Toolkit for Diversity and Inclusion in English Studies (TIDE) programme. The Fellow will explore forgotten BAME histories and participate in initiatives to decolonise the discipline, both within IES and externally with partners University English, the English Association, the Postcolonial Studies Association, and the University of East Anglia.

The University has also reviewed its governance framework for inclusion. Consequently, the renamed Equality and Inclusion Committee will work towards a more inclusive committee membership with the addition of independent external experts. Actions are also in place for the Nominations and Governance Committee to plan for more diverse representation across all committees in the new governance structure.



3. Governance and accountability framework for equality and inclusion

The University's legal obligations and commitment to diversity and inclusion

The Equality Act (2010) defines HEIs as public authorities and sets out their obligations under Section 149 and the Public Sector Equality Duty (PSED). The PSED requires institutions to have due regard to a number of general and specific duties. In summary, the University is obliged by the Act to eliminate discrimination, advance equality of opportunity and foster good relations in carrying out its functions as an HEI. This is in respect of nine defined 'Protected Characteristics'¹. It must also publish information demonstrating its compliance with the PSED, its equality objectives and relevant equality information.

Failure to comply with these legal obligations can result in an investigation by the Equality and Human Rights Commission (EHRC) or in legal challenge by judicial review, as the University is defined as a public authority by the Act. Such a challenge could also negatively impact on the reputation of the University and, in turn, its ability to recruit the best staff and students.

The University's Statutes set out the principles of equality on which it operates: *"The University shall promote equal opportunities and shall ensure that no unlawful discriminatory test be imposed on any person to enable them to become a holder of office at, or member of staff, student or graduate of, the University, or to receive any advantage or privilege by reason of such position"* (Statute 21).

Roles and responsibilities

i) The Board of Trustees

As the governing body of an HEI, the Board of Trustees is expressly responsible for ensuring that the University fulfils its duties as set out in the Equality Act (2010) and that the University is compliant with the Act and relevant regulations.

HEI sector best practice guidelines are clear on the responsibilities of governing bodies. Element 6 of The Committee of University Chairs *'The Higher Education Code of Governance'*² (2014) states that: *'The governing body must promote equality and diversity throughout the institution, including in relation to its own operation.'*

The Equality Challenge Unit's handbook³ states (page 5) that *'Since the HEI Governing Body is ultimately responsible for establishing and overseeing the institution's mission and strategy, it is also responsible for ensuring that equality and diversity are appropriately embedded within and advanced in support of that mission and strategy.'*

This annual report will assist Trustees by providing a means to ensure that they are able to discharge the duties as set out in the Act and in accordance with best practice.

ii) The Equality and Inclusion Committee

The Terms of Reference of the Equality and Inclusion Committee (EIC) require the promotion of equality, diversity, accessibility and inclusivity among staff, students, and users of the University, across all aspects of the University. The Committee, which meets on a termly basis, is appointed by and reports to the Board of Trustees.

Membership of the Committee comprises: an independent member of the Board of Trustees (Chair); the University Secretary and Director of Legal; representatives of UOL Worldwide, SAS, and the Senate House Library; the Head of Inclusion; the Director of Property and Facilities Management or their nominee; the Chair of the Race Equality Group; representatives from the recognised staff Trade Unions (Unison and UCU); a senior member of the academic staff of SAS; and the Director of HR and a member of the Communications Team (co-opted members). The full terms of reference and constitution of the Committee are set out in Ordinance 6, Annex 1.

iii) The Head of Inclusion

The Head of Inclusion role is the sole dedicated post and is responsible for ensuring that the University is aware of its legal obligations under the Equality Act (2010) and embeds its commitment to inclusion across all areas of its function as a Higher Education Institution.

¹ The Equality Act (2010) defines the Protected Characteristics: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

² www.universitychairs.ac.uk/wp-content/uploads/2015/02/Code-Final.pdf

³ 'Governing bodies, equality and diversity – A handbook for Governors of English HEIs' Equality Challenge Unit (November 2016)

4. Highlights of our equality and inclusion activity in 2019–20

4.1 Addressing the Gender Pay Gap

The University of London published its gender pay gap report in March 2020. This shows that the gender pay gap at the University has narrowed to a reasonably significant degree from the previous year. The continuing gap is a result of the higher numbers of women in lower paid roles and the greater number of men in the most senior roles.

The data shows that female members of staff continue to make up the majority of the University's workforce, with the ratio remaining relatively stable at 60:40 over the last three years. Female staff continue to be overrepresented in the lower two quartiles (65:35) and male staff continue to be in the majority in the upper quartile (52:48) albeit that this gap has narrowed compared to the previous year.

The University acknowledges that this pay gap is not acceptable and has developed a set of measures to reduce the gap further. The impact of these measures will be monitored and reported to our Board of Trustees on a regular basis to ensure that progress is made.

The following UoL figures are reported in accordance with the requirements of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. The total number of relevant employees for this period is 1,012 and is comprised of 413 male and 599 female employees:

Measure	31 March 2019	31 March 2018	% change
Mean Gender Pay Gap	9.67%	13.89%	- 4.22%
Median Gender Pay Gap	8.23%	11.69%	- 3.46%

Employee Quartiles ¹		Male %	Female %
Lower Quartile	-	36 (36)	64 (64)
Lower Middle Quartile	-	34 (36)	66 (64)
Upper Middle Quartile	-	41 (41)	59 (59)
Upper Quartile	-	52 (55)	48 (45)

¹ Last year's figures in brackets

Proportion of Workforce Receiving Bonus	113 people (13% of total)	75 Female (12.5%) 58 Male (14%)	-
Mean Bonus Pay Gap	-31%	-	
Median Bonus Pay Gap	-14%	-	-

Summary of gender pay gap analysis

- ▶ The University's mean GPG is calculated at 9.67 % and the median GPG at 8.23 %.
- ▶ The mean GPG and the median GPG are both significantly lower than the 2018 figures (13.89% and 11.69% respectively).
- ▶ The GPG in the lower and lower middle quartiles positively favours female employees (3.41% and 0.05% respectively).
- ▶ The GPG in the upper middle and upper quartiles positively favours male employees (1.08% and 10.29% respectively).
- ▶ The % of male and female staff in the lower and lower middle quartiles (35% male; 65% female) differ from the overall employee population's gender ratio (40% male; 60% female). The % of male and female staff in the upper middle quartile is broadly reflective of the overall employee population. Conversely, 52% of employees in the upper quartile are male although this is down from 55% in the previous year.

Comparators for gender pay gap

- ▶ The University's mean gender pay gap is 9.67 %
- ▶ UCL has a mean gender pay gap of 14.5%
- ▶ KCL has a mean gender pay gap of 17.8%
- ▶ LSE has a gender pay gap of 26.62%
- ▶ QMUL has a mean gender pay gap of 15.8%
- ▶ The Higher Education sector mean gender pay gap is 15% (reported UCEA)
- ▶ The UK workforce mean gender pay gap 17.9% (according to the ONS).



4.2 Race Pay Gap Review

As a part of its review of race equality at the University, a Race Pay Gap Report (RPG) was produced in October 2019, using the same methodology as the Gender Pay Gap Report. This is presented as a mean figure (the difference between the average of White and BAME pay) and median figure (the difference between the midpoints in the ranges of White and BAME pay)

Please note that the methodology employed calculates the gap between average salaries of the specified groups (colleagues defining themselves as BAME/White UK). It is not a like-for-like comparison of staff in comparable roles.

Mean and Median Pay Gap

Ethnicity	Totals	% pop	Mean hourly rate	Mean EPG	Median hourly rate	Median EPG
BME	260	27%	£19.98	17.37%	£18.95	12.87%
White	714	73%	£24.18		£21.75	

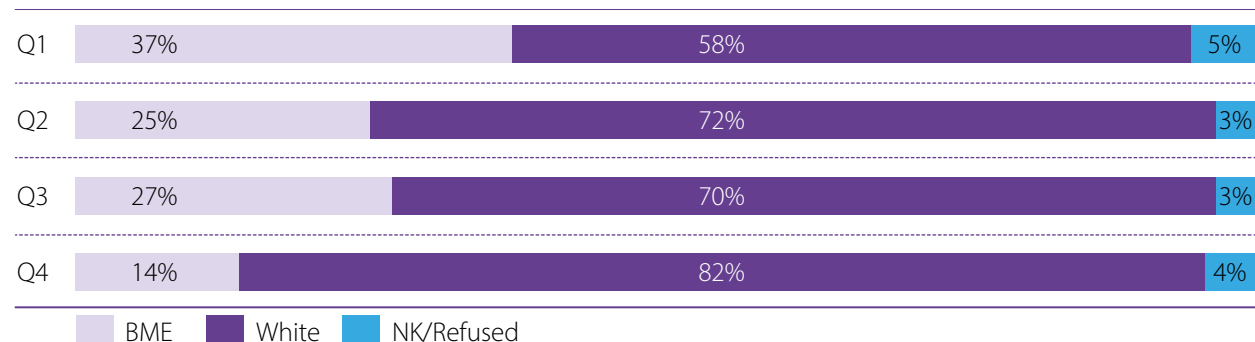
Mean and Median Bonus Gap

Ethnicity	Totals	Mean	Mean EPG	Median	Mean EPG	Bonus	Proportion	% of Pop
BME	34	£2,835.70	-4.26%	£1,500.00	25.00%	BME	27.87%	13.08%
White	88	£2,719.79		£2,000.00		White	72.13%	12.32%

Quartile split (a)

Quartiles	BME	BME%	White	White %	NK/Refused	NK/Refused
Q1	94	37.15%	146	57.71%	13	5.14%
Q2	63	24.90%	183	72.33%	7	2.77%
Q3	68	26.88%	177	69.96%	8	3.16%
Q4	35	13.83%	208	82.21%	10	3.95%

Quartile split (b)



Summary of race pay gap analysis

- ▶ The mean race pay gap is 17.37% and the mean race bonus gap is 12.87%
- ▶ The mean bonus pay gap is a -4.26%. The negative % for mean bonus gap indicates that BAME staff received a higher bonus.
- ▶ The median race bonus gap is 25%
- ▶ Quartile split shows under representation of BAME staff at upper pay grades in quartile 1 and over representation at lower levels in quartile 4

Comparators for the race pay gap

- ▶ The University has a 17.37% mean RPG
- ▶ Brunel University has a 20.49% mean RPG
- ▶ UCL has a 13.4% mean RPG
- ▶ The GLA has a 21% mean RPG
- ▶ Overall BAME London population is 41%; considering many employees travel from outside broader South East areas, the Q1 37% split is approximately in line, whereas Q2-4 are under-represented

It is worth noting that the production of a Gender Pay Gap Report is now a legislative obligation (Equality Act (2010)). However, there is no such requirement to produce a Race Pay Gap report. Consequently, the number of employers that have produced these reports is very limited and this makes finding useful comparators challenging.

4.3 The University of London Race Equality Group (REG)

The Race Equality Group (REG) for staff was set up in 2018 and celebrated its second year of activity in October 2020. During 2019-20, the REG continued to steer its work forward through hosting discussions that focused on topical themes related to race equality.

In 2020, due to the disproportionate impact of the pandemic on Black, Asian and ethnically diverse communities, a resurgence of the Black Lives Matter movement (in response to the murder of George Floyd

and numerous other people) and a closer scrutiny of practices in the higher education sector, the REG saw a particular surge in interest from staff in joining the group and developing their understanding of issues related to race equality at the University. The REG kept its agenda for discussion current to capture topical issues and consider appropriate actions to respond to them.

During 2019-20, the REG hosted three meetings with a focus on themes such as approaches to personal development, the Black Lives Matter movement, the disproportionate impact of the pandemic on Black, Asian and ethnically diverse communities, and decolonisation of the curriculum.

For the autumn 2019 event, the guest speaker was Elliott Rae, who was recognised as the UN Changemaker of the year by the United Nations' #HeForShe – Change Maker of the Year campaign. This was in recognition of his work promoting gender equality with a particular focus on the need for men to have honest conversations about issues such as mental health.

The spring and summer 2020 events were held virtually. A diverse range of staff attended with between 70-120 colleagues contributing to the discussions at each of the meetings.

During 2019-20, the REG also provided a forum for Black, Asian and Minority Ethnic staff to meet and share their personal experiences and initiate conversations on race issues. These conversations have helped enrich the University's understanding of the barriers that staff confront as well as the potential of peer mentoring. They have equipped managers to support staff more effectively through appreciation of cultural contexts, and have also enhanced representation of BAME staff in senior leadership.



4.4 Review of race equality practices and taking action to deliver improvements

In 2019-2020, the University focused on a number of activities to raise awareness of race issues, listen to, and understand the lived experiences of staff on race equality and consider immediate actions to respond to the challenges that staff face.

In partnership with the Race Equality Group and the Challenge Consultancy, the University hosted two focus groups to explore and understand the experience of Black, Asian and minority ethnic staff of working at the University. These focus groups were organised by the University to identify the key challenges that staff face and identify actions to address them.

The anonymised findings from the staff focus groups were shared with REG Steering Committee and used to identify tangible actions that the University could take to ensure that the recruitment, training, appraisal, and

development framework is inclusive and delivers fair outcomes for Black, Asian, and ethnic minority staff.

The actions suggested through the staff focus groups were agreed by the Vice-Chancellor's Executive Group (VCEG) and a number of these (listed below) were prioritised and completed over the summer of 2020:

The actions suggested through the staff focus groups were agreed by the Vice-Chancellor's Executive Group (VCEG) and a number of these (listed below) were prioritised and completed over the summer of 2020:

- ▶ A standard line in recruitment adverts encouraging applications from Black, Asian and Minority Ethnic staff (who are underrepresented in certain levels) has now been adopted for all new roles.
- ▶ Changes are being made to the recruitment procedure to ensure that interview panels are diverse.
- ▶ Unconscious Bias, Race Awareness training for all staff, and further training aimed at managers was rolled out, with a target for completing this programme by the end of 2020. All members of the VCEG committed to participating in and completing this programme of training.
- ▶ The University adopted the Allyship Toolkit developed by the Race Equality Group. This toolkit is informing wider leadership practice, having been included in the Chartered Management Institute's Race Guide.

4.5 Providing senior leadership on addressing harassment – responding to the EHRC inquiry into racial harassment

The University of London (UoL) is a federation of 17 independent member institutions, ranging from larger universities such as University College London to smaller specialised institutions such as the Royal Academy of Music. In May 2020, senior representatives of these member institutions agreed on a federal approach to meeting a number of the recommendations of the Equality and Human Rights Commission (EHRC) 2019 inquiry into racial harassment, with the goal of developing cohesive practices, simplifying reporting and promoting confidence in the institution's collective response to racial harassment.

The subsequent UoL project aims to promote a more consistent approach to addressing harassment. The initiative will address harassment in respect of all the protected characteristics as defined by the Equality Act 2010, but racial harassment will be a particular focus in recognition of the recent Black Lives Matter protests that have highlighted the prevalence of racism here in the UK and around the globe.

The six key objectives are:

1. Developing standards in respect of student and staff complaints procedures that can be adopted by member institutions to ensure prompt and robust investigations
2. Providing clarity on the details that can be shared with reporting parties without breaching confidentiality or duty of care
3. Establishing a central resource of support services for Universities across Greater London
4. Identifying effective training on the investigation of complex complaints, to develop skills and build confidence in processes
5. Considering the potential benefits of retaining expert external agencies to investigate the most serious complaints
6. Developing a protocol on responding to complaints involving geographically co-located institutions

As an initial step, member institutions are completing a survey describing their approach to addressing harassment. Responses to this survey will provide a detailed understanding of the actions currently being taken across the UoL federation, and identify opportunities for joint working, simplifying reporting and consistency in the investigation of complaints. It will be important to ensure that approaches will work within the unique setting and framework of each member institution and enable meaningful consultation with relevant stakeholders without losing the overall momentum of the initiative.

The UoL is committed to working with members and subject matter experts to develop standard practices and shared resources for a launch before the academic year 2021–22, although it is hoped that a number of the objectives will be achieved before that deadline.

4.6 Inclusive Academic Practices Working Group

The University set up an Inclusive Academic Practices working group in February 2019 to identify and address any barriers that may exist in the teaching, assessment and support provided to our Black, Asian and minority ethnic students.

During 2019-20 the Inclusive Academic Practices Working Group focused on identifying and sharing good practice across the University of London and the School of Advanced Study.

One key milestone of the groups work during the past year is the hosting of a SAS Academic Forum on 'Decolonising the UK Curriculum' in February 2020. This included a broad-ranging discussion on the question of 'decolonising' universities and the curriculum, prompted by the comments of an expert panel that consisted of Dr Shahmima Akhtar (IHR & RHS), Dr Hannah Elias (IHR), Professor Clare Lees (IES) and Dr Oscar Mwaanga (UoL WorldWide).



4.7 School of Advance Study (SAS) work on embedding equality and Inclusion

Within SAS, the work of the Inclusive Academic Practices Group took place alongside work on embedding and monitoring inclusive practices in our teaching, research, and events activities over the course of two years.

As a part of this, the **Institute of Historical Research**, for example, partnered with the Runnymede Trust to advance curriculum reform through the creation of an online guide to teaching British histories of race, empire, and migration at Key Stages 1-4, A-Level, and university. Launched in August 2020, the guide provides records and links to more than 100 free resources, websites, and collections—pulling together a vast and growing range of material that will make a positive and lasting contribution in reshaping History curricula.

The **Institute of English Studies** (IES) produced a new Events Policy including a best practice guide on organising inclusive events, which was agreed and shared with all our regular events' organisers. Similar policies are in place for SAS activities such as the Being Human festival.

As a part of the work on developing inclusive academic practices, IES launched the nation-wide *Decolonising the Discipline network*, a collaboration with three other national associations; University English, the English Association, and the Postcolonial Studies Association, in partnership with UEA. This launch took place in June 2020 at the English: Shared Futures Online Conference.

To continue this work, the IES made a successful bid to the UoL Convocation Trust for a one-year Postdoctoral Fellow to work on a Toolkit for Diversity and Inclusion in English Studies (TIDE). Dr Sarah Pyke was appointed to the role in summer 2020.

During the year, IES also worked on the development of the Sambrook Appeal, which was formally launched in September 2020, with a reading by poet, Patience Agbabi. For Keith Sambrook's major contributions to the Heinemann African Writers Series, see a summary here: www.alumni.london.ac.uk/institute-of-english-studies/sambrook-appeal-event-oct-2020.

The IES's African Writers Series itself featured on a BBC programme on Africa Turns the Page, presented by David Olusoga in August 2020.

The IES also has Diversity and Inclusion as a regular standing item on our management, staff, and Advisory Council agendas. See also www.ies.sas.ac.uk/about-us/diversity-inclusion.

Examples of other activities in the Institute in 2019-20 included:

- ▶ HOBAR (History of Books and Reading) seminar series on reading and wellbeing
- ▶ London-Paris Romanticism Seminar on environmental humanities and eco-criticism
- ▶ London Shakespeare Seminars held seminars on eco-criticism and Shakespeare, queer theory and Shakespeare, and decolonising Shakespeare.
- ▶ Book Collecting Seminar ran a seminar on queer collections and collecting
- ▶ IES Blogs, such as about queer author, Mary Renault, by Christopher Adams
- ▶ As an example of the inclusive cultural activities of the Newcastle-IES Online Poetry Festival, April-June 2020, poet Carolyn Forché featured in an event with Professor Sarah Churchwell for the Festival; see related IES Blogs: www.ies.sas.ac.uk/insidewriting



4.8 Equality and inclusion focused organisational and staff development activities

During 2019-20, the University offered a range of learning and development opportunities to support all staff. The training courses featuring a specific focus on equality and inclusion include:

Unconscious Bias training

The aim was to enable staff to define and understand unconscious bias, investigate why it is inherent in us all and how we can recognise and deal with it at work. Through the use of practical every day examples, the training session enabled staff to explore the psychology behind unconscious bias, understand the relationship between implicit association, unconscious bias, stereotypes and attitudes; recognise the impact of unconscious bias and suggested actions that we can take to reduce the effects of unconscious bias as individuals and within the organisation.

The feedback from participants who attended was positive and is summed up in the following comment from a participant on the most important thing learnt:

"To be more inclusive with colleagues; be mindful and more aware of the bias behind our actions"

Active Bystander training

The objective of this course was to provide staff with the knowledge and techniques to understand and challenge poor and unacceptable behaviour so that we can bring about change and create a safe and supportive community for all.

Its main aim was to empower staff to speak out and address issues around bullying, harassment, micro-aggressions and micro-inequities.

All participants who attended the session found it to be practical and useful, as summed in the comments below:

"The session provided a useful framework for thinking about ways to respond in situations where you might otherwise freeze; courage leads to courage, if one person stands up, so do others"

"This has given me the confidence to take action when inappropriate or unfair behaviours are displayed instead of waiting for someone else to".

Aurora (Leadership development programme for women)

11 female staff members were sponsored to attend the Aurora programme that is organised by Advance HE. This programme seeks to support women and their institutions to fulfil their leadership potential through thought provoking activities, collaborative problem solving and sharing motivating stories supported by inspirational women role models. Participation in this programme provides a strong network for women across the sector to share best practice, insights and experiences.

The impact of the programme on those who attended is summed up in the feedback below:

"The bit of Aurora that had the most impact was the opportunity it provided to meet so many women who were working in different areas of higher education and to talk to them about their experiences."

"Learnt a huge amount from the mentoring scheme"

4.9 Becoming a Living Wage Employer

In November 2019, the University was accredited as a Living Wage employer by the Living Wage Foundation. The accreditation is recognition of the University's long-standing commitment (since 2012) that all our employees and those staff working within our contracted-out services receive, as a minimum, the London Living Wage.



More information about the Living Wage Foundation can be found here www.livingwage.org.uk.

4.10 Celebration of International Women's Day at the Women of the World (WOW) Festival

At the University of London, we are committed to gender equality and are proud of the role we played in opening up higher education to women, from offering the first-degree courses to women back in 1868 to celebrating the contributions of 150 Leading Women with our year-long celebrations in 2018.

Almost 60% of our staff at the University are female, and we are working to ensure we have an inclusive environment that supports women in both academic and professional services staff to progress in their careers and achieve their full potential.

In March 2020, we celebrated International Women's Day (8 March) **by contributing to and participating in** the tenth anniversary of WOW – *Women of the World Festival* at London's Southbank that took place between 6-8 March.

It was a privilege for the University to be invited by the WOW festival organisers to furnish one of only five enhanced stalls in the festival's famous Marketplace. Over three days of the festival, a line-up of world-class speakers, activists and performers including Naomi Wolf, Deborah Frances-White, Scarlett Curtis, Sandi Toksvig, Emma Dabiri and Shazia Mirza were joined by thousands to explore the state of gender equality across the globe and tackle the subjects that matter most to women and girls across the world today.

Through our stall at the WOW festival, we highlighted the University's on-going contribution to gender equality through our exhibitions, research and post-graduate courses, as well as our flexible on-line degree courses that make higher education accessible to women locally and around the world. We also offered 'speed mentoring' to festivalgoers to help them explore the benefits that our flexible approach to higher education can offer them.

We also used our presence at the WOW festival to acknowledge the transformative potential of education to realise a truly inclusive understanding of the global challenges faced by all humanity, and shared our mission of making education and research accessible on a global scale.



4.11 University of London, philanthropic work with an equality and inclusion focus

Through its philanthropic activities, communications and opportunities for engagement, the Development Office supported several initiatives that have an equality and inclusion focus.

Building on the University's long history of addressing inequality through opening access to education, the Development Office fosters philanthropic support from alumni and friends by growing scholarship provision for students, including those from low socio-economic backgrounds and students from a range of nationalities and national origins. The **Váradí Scholarships**, which were established thanks to a £1.2 million donation over 10 years from alumnus József Váradí, were awarded this year to students from Bangladesh, Brazil, Czech Republic, Kenya, Kosovo, Malawi, Nigeria, Venezuela, and Zimbabwe. **The 2020 Student Support Appeal**, which provided bursaries to students who had been impacted financially by the COVID-19 pandemic, supported more than 40 students from countries including: Pakistan, India, the United Kingdom, Malaysia, Egypt, Singapore, Japan, Mexico, South Africa, Costa Rica, Bahamas, Canada, Guyana, Sudan, and Mauritius.

In 2020, the University relaunched its **Alumni Ambassadors programme**, which enables alumni to volunteer their support by sharing their study experience with current and prospective students. The new cohort of Alumni Ambassadors reflects the diversity of the University's student and alumni community. There are currently 89 Alumni Ambassadors residing in 34 countries, comprising 54 male and 35 female alumni.

The Development Office collaborates with colleagues in the School of Advanced Study and its institutes to raise funds to support projects and research initiatives that address issues of race and inequality. During 2019-20, this included work with the **Refugee Law Initiative** to secure philanthropic grants totalling £155,000 to establish the Refugee Law Clinic. This vital initiative will provide free legal services to one of the most marginalised and under-served sectors of the wider London community: refugees seeking to make fresh claims for asylum.

The Development Office also worked with colleagues in the **Institute of Commonwealth Studies** to secure additional funding for important research into the Windrush scandal. The project focused on the community groups and law professionals involved, and their experiences and attitudes towards the British state. The Development Office is also continuing to work with the Institute of Historical Research on the feasibility of establishing a programme focusing on Black British History.

5. Conclusion

In 2020, the University set out its future plans through a new strategy for 2020-25, [Transforming Education... Creating Futures](#). A focus on equality and inclusion is integral to the delivery of the strategy and is embedded in the University's mission "To transform people's lives through education, driven by a commitment to diversity, inclusion and access and a belief in their power to create new ways of knowing", and is reflected in our Values that focus on:

- ▶ Enabling social good – societal advancement is in our heritage and our institutional DNA. We are enablers of public and social good through the promotion of deeper, shared understanding.
- ▶ The power of collaboration – harnessing the firepower of our network, connecting across our collective in, for and from London.
- ▶ Reaching for new horizons – actively learning from our progressive past, encouraging individuals to realise their potential.

As a part of developing enabling plans for the University's Strategy for 2020-25, we are finalising our key equality and inclusion objectives, the accompanying delivery plan, and the Key Performance Indicators we will use to manage and monitor progress towards key objectives.

As an institution we will continue to focus on the key areas of developing leadership, management, awareness, and community to understand and address our equality and inclusion issues. This will involve making space to hold and participate in open discussions around inequality; in so doing, we will acknowledge often very different lived experience, and continuously look at ways to make the experience of working or studying at the University of London a positive one which recognises the breadth of talent that our diverse community offers us. These conversations are an important tool in our work to promote equality and inclusion, challenge ignorance and intolerance, and continue to instil the belief internally, externally, and internationally that the University of London is a place that values diversity and where anyone with talent can thrive.

If you would like more information, please visit london.ac.uk or contact:

Yasmin Ahmed
Head of Inclusion

Email: yasmin.ahmed@london.ac.uk

Telephone +44 (0) 20 7862 8339

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Please contact **yasmin.ahmed@london.ac.uk**

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