



UNIVERSITY
OF LONDON

Equality and Inclusion Annual Report

2020–2021

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1 Introduction to the University of London



The University of London is an inclusive and diverse community of more than 50,000 students studying 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 one million alumni.

The University of London is a Federation of 17 world renowned London-based Member Institutions and collaboration is at the heart of all our work. The University is the UK's leading provider of distance learning worldwide and uses this exceptional foundation of knowledge to deliver globally respected academic programmes through flexible and distance learning, offering students around the world life-changing access to education, whoever and wherever they are.

Our global network of students is supported by our staff and alumni who help them develop their study skills, encourage their curiosity, and deepen their learning, develop their employability skills, and look after their health and wellbeing, whilst supporting them to use the diversity of thought and experience they possess to leverage creativity and innovation.

We also have over 3,500 students in intercollegiate halls in London, from across Member Institutions, who make use of the pastoral care and personal development programmes that we offer to help prepare them for independent life.

With a mission to transform lives through knowledge, the University of London brings benefits to society through its research in the humanities and connects enquiring minds across the world through public engagement – transcending geographic, social, and cultural barriers.

1.1 Our commitment to equality and inclusion

The University of London was founded upon the principles of equality and has been providing an ‘education for all’ since it was founded in 1836. 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 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, ambitious university by recruiting, supporting, and developing both students staff from a wide and diverse range of backgrounds.

1.2 Our vision for equality and inclusion

Our vision is to be a place where everyone can access and benefit from the opportunities that higher

education can provide and fulfil their potential. We believe that a strategic focus on equality and inclusion provides us with an opportunity to attract and retain high-quality staff and students from a broader range of backgrounds and support them in achieving higher levels of attainment and progression. This vision, coupled with our founding principles of “education for all” and the simple moral argument that no one should experience inequality because of who they are, focusing on equality and inclusion is a core business imperative for us.

We recognise that to ensure fair access to educational and development opportunities and to improve outcomes for all our students and staff, we need to focus on not only understanding and addressing the causes of structural inequality but also on transforming the organisational culture so that it enables every member of the community to feel safe, supported, valued, respected and able to realise their potential.

This requires all of us at the University to work together to create an inclusive environment where open and honest conversations on experiences of equality and inclusion are encouraged, diversity of thought and opinion is respected, and staff and students are actively supported to engage in co-creating and delivering activities that help us in addressing specific equality and inclusion challenges.



2 Highlights of our strategic Equality and Inclusion work in 2020–2021

Our Equality and Inclusion Strategy 2021–2025 is focused on enabling the delivery of the following 3 objectives that are set out in the University Strategy:

1

Furthering our position as the UK's leading provider of distance learning worldwide delivering cutting-edge programmes, to increased numbers of people who can benefit most from education.

2

Stimulating innovative intellectual exchange and effective public engagement, drawing on our expertise across the University in the humanities, distance learning, careers and employability, and inclusivity/widening access.

3

Developing and continuously adapting our organisation and capacity, we will continue to lead and innovate across the sector so that together we can transform lives through education and embody the university of the future.

2.1 Developing the University's Equality and Inclusion Strategy 2021–2025

In 2020–2021, we formally reviewed our priorities for equality and inclusion and developed the University's Equality and Inclusion Strategy 2021–2025. This new strategy aims to build on and enable the delivery of University of London's mission, values and strategic objectives that are set out in the University Strategy "Transforming education.....Creating futures (2020–2025)".

The University of London's strategic aim as set out in the University Strategy 2020–2025 is:

“To enrich our academic work in the pursuit of excellence in education, research and knowledge exchange through collaboration with our Member Institutions; developing academic programmes, networks and partnerships that further our federation's goals across London, the UK and internationally. ”

Our **ambition** for Equality and Inclusion as set out in the University Strategy is:

- 1 To ensure that our commitment to equality, inclusion and access is a key business imperative that underpins the actions we take to transform people's lives through education.
- 2 To use the lens of equality and inclusion in all areas of our work with students, staff, and partners and co-create solutions to widen participation, improve access and ensure success.
- 3 To actively tackle racism, sexism, homophobia, disablism, religious and all other forms of discrimination and exclusion and enable our students and staff to realise their full potential.
- 4 To collaborate with member institutions and other partners (within London and beyond) to develop thought leadership, and innovative policy and practice that supports us to improve equality and inclusion outcomes.

The strategic equality and inclusion objectives and associated deliverables for 2021–2025 that we have set for the University are:

Objective	Key deliverables	Senior Sponsor
1 Achieve the Race Equality Charter (Bronze) award	<ul style="list-style-type: none"> Formally sign up to the principles of Advance HE's Race Equality Charter and use it as an audit and improvement tool to further develop our work to identify and address structural race equality issues. 	Director of Human Resources
2 Improve the confidence of our staff and students in reporting harassment and discrimination and seeking support.	<ul style="list-style-type: none"> Develop and roll out a new Complaints and Compliments Policy (including review and refinement of associated protocols), through engagement with students and staff and organisation wide communication and training to embed the new policy and its practice. Seek regular feedback (through surveys) from students and staff on their experience of reporting and seeking support for harassment and discrimination or any challenges related to the use of the policy. 	Pro VC International Teaching and Learning
3 Adopt a systematic approach to ensuring a genuinely international curriculum	<ul style="list-style-type: none"> Pro-actively engage with our global student population and involve them in supporting us to review our curriculum from the outside, with an international lens. Expand this approach to cover academic research activities and the library collection. 	Pro VC International Teaching and Learning Pro VC Research and Engagement and Dean of School of Advance Study
4 Improve our students' attainment	<ul style="list-style-type: none"> Provide appropriate and tailored support to enable students to achieve the very best in educational attainment. Improve attainment of our UK distance learning education students by x% Improve attainment of all our students by x% 	Pro VC International Teaching and Learning
5 Develop an inclusive career development pathway and advancement pipeline for all our staff, including our early career academics	<ul style="list-style-type: none"> An agreed inclusive methodology for identifying staff with potential for progression. A development framework that encourages career ownership through increased access to opportunities and improved visibility of progression options. Proportionate and visible representation at all levels of the institution of staff currently underrepresented in senior management and leadership across the University. 	Chief Financial Officer

We have started work on the delivery of these objectives that will continue in 2021–2022. We believe that through a focus on embedding work on a select few most critical equality and inclusion objectives we can progress further on our journey to become a more inclusive organisation and provide fair and more equitable opportunities and outcomes for all our students and staff.

2.2 Strengthening leadership and accountability on equality and inclusion

At the University of London, we recognise that robust leadership at all levels of the organisation is vital to deliver our strategy and ensure equity and inclusion for all staff and students. During 2020–2021, we have taken several actions to strengthen accountability on equality and inclusion. We have reviewed the membership and Terms of Reference of our Equality and Inclusion Committee and agreed governance structures to embed leadership and cascade accountability at all leadership levels within the University.

The agreed roles and responsibilities of some the governance and accountability groups mentioned below and other staff across the University in strengthening and cascading governance and leadership on equality and inclusion are summarised in the table overleaf:



Governance Structure	Key Role and Responsibilities
Board of Trustees	<ul style="list-style-type: none"> As the University's Governing Body, the Board is ultimately responsible for establishing and overseeing the institution's mission and strategy. It is also responsible for ensuring that equality and inclusion is appropriately embedded within and advanced in support of that mission and strategy.
Chair of the Equality and Inclusion Committee	<ul style="list-style-type: none"> On behalf of the Board, provide scrutiny and accountability for ensuring that the University's strategic equality and inclusion objectives and associated outcomes are delivered.
Equality and Inclusion Committee	<ul style="list-style-type: none"> Provide leadership and accountability on equality and inclusion by setting the strategic direction of travel. Review equality and inclusion performance to ensure that we meet our regulatory and legislative obligations. Ensure that the University provides an inclusive and accessible environment for staff and students.
Senior Executive Team	<ul style="list-style-type: none"> Ensure that appropriate leadership, resources, and governance - arrangements are in place to deliver the University's equality and inclusion vision and strategy objectives. <p>Members of Senior Executive Team to take on a lead sponsor role for equality and inclusion for a specific thematic area of activity.</p>
Equality and Inclusion Steering Group	<ul style="list-style-type: none"> The membership of this group will consist of a senior representative from all departments of the University who will work with the Head of Inclusion to lead on: Mainstreaming equality and inclusion within specific business streams and /or in their department Defining the annual equality and inclusion annual objectives for the University, reviewing progress on enabling plans and set targets for improvements. Cascade information on individual responsibilities and good practice within teams Collating and sharing good practice on equality and inclusion.
Departmental Senior Management Teams	<ul style="list-style-type: none"> Lead on developing and implementing an equality and inclusion plan as a part of the annual planning process for the department. Use the plan as a tool for service improvement - cascade information, identify and share good practice within teams.
University of London staff, students, and partners	<ul style="list-style-type: none"> Responsible for understanding and applying the University's equality and inclusion values, standards, and behaviours in their interactions with each other.
Federal Inclusion Network	<ul style="list-style-type: none"> To encourage collaboration and partnership work on equality and inclusion. To enable member institutions to share good practice and where appropriate develop federation wide equality and inclusion initiatives.
Head of Inclusion	<ul style="list-style-type: none"> Provide strategic advice and professional expertise to enable the University to mainstream equality and inclusion. Work with the Federal Inclusion Network to support the sharing of good practice and enabling the use of a partnership approach to address issues that require a coordinated response from member institutions. Support Staff Networks (such as the Race Equality Group) to strengthen staff engagement and involvement in shaping the equality and inclusion vision and priorities for the University.

2.3 Addressing the gender pay gap

The current gender pay gap (analysing data from March 2020) at the University of London has closed to a reasonably significant degree from the previous year and is much reduced from the 2018 figure. The progress that has been made is welcomed albeit that it is recognised that there is no room for complacency and that work remains to be done.

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 overly represented 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 will continue to reflect on the measures necessary to reduce the gap further. The impact of any measures will be monitored and reported to our Board of Trustees on a regular basis to ensure that progress is made on this critical issue.

The mean and median gender pay gap

The following figures are reported in accordance with the requirements of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. The total number of full pay relevant employees for this period is 1,070 and is comprised of 457 male and 613 female employees.

Table 1. Mean and median gender pay gap figures from last three years

Measure	31 March 2020	31 March 2019	31 March 2018	% change between 2019 and 2020
Mean Gender Pay Gap	5.30%	9.67%	13.89%	-4.37%
Median Gender Pay Gap	5.10%	8.23%	11.69%	-3.13%

The figures suggest in 2019 women earned 92p for every £1 that men earn when comparing median hourly wage with a median hourly wage of 8.2%. In 2020, women earned 95p for every £1 that men earn, with a median of 5.1%, this suggests the median gender pay gap has improved by 3p over the year.

When comparing mean hourly wages, women's mean hourly wage between 2019 and 2020 we can see an improvement of 4.37% over the year suggesting the difference between the mean women pay and the mean male pay has dropped over 2020.

Table 2. Gender quartiles from last three years

Employee Quartiles	Male %			Female %		
	2018	2019	2020	2018	2019	2020
Lower Quartile	36	36	44	64	64	56
Lower Middle Quartile	36	34	35	64	66	65
Upper Middle Quartile	41	41	40	59	59	60
Upper Quartile	55	52	52	45	48	48



Table 3. Bonus pay gap from last three years

	Proportion of Workforce Receiving Bonus		Median Bonus Pay Gap	Mean Bonus Pay Gap
	Female	Male		
2020	81 (13.0%)	61 (13.3%)	0%	5.7%
2019	75 (12.5%)	75 (12.5%)	14%	31%
2018	113 people (13%)		-25%	-25

Summary Findings of the Gender Pay Gap Analysis

- The University’s mean GPG is calculated at 5.3% and the median GPG at 5.10%.
- The mean GPG and the median GPG are both significantly lower than the 2019 figures (9.67% and 8.23% respectively).
- The mean GPG is lower than the most recently published HE sector average (15% reported UCEA) and the UK workforce (15.5% from 17.4% according to the ONS, April 2020) (ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2020).
- 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 is broadly the same (40% male; 60% female), both figures comparative to the overall employee population (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 relative to the previous year.

The difference between the gender pay gap and equal pay calculations

- Equal pay calculations identify differentials in the rates paid to women and men for the same or comparable work.
- Gender pay gap reporting is a comparison of the average male and female salaries in the institution and takes no account of the roles or work involved.
- Analysis of senior roles at the University reveals that the cause of the gender pay gap remains the relative under-representation of women specifically in the more senior and more highly paid roles.

2.4 Developing University-wide knowledge and good practice on inclusion

During 2020-2021, 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

Scheduled as essential training for all staff to complete; 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 everyday 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 is summed up in the linked [infographic](#).

Let's Talk About Race training

This essential training course was designed to increase understanding of how race can impact on equality in Higher Education Institutions and to enable all staff to feel more confident in having discussions about race. The training helped staff to recognise race issues that commonly arise in Higher Education and workplace settings and enabled them to feel confident using language in relation to race to instigate conversations with colleagues.

The feedback from participants who attended is summed up in the linked [infographic](#).

Managing Race and Diversity training

Forming part of our essential training package, this workshop was developed specifically to enable line managers to feel confident in talking with their teams about race and deal confidently with the issues and concerns which can arise in managing diversity. The training enabled managers to instigate conversations



with their team and individuals about race, speaking confidently about race inequalities and facilitating discussions that encourage participants to share their views. It focused on recognising the impact of privilege and what is needed to address it whilst identifying actions to foster inclusivity in the working environment.

The feedback from participants who attended is summed up in the linked [infographic](#).

Active Bystander training

The objective of this essential training 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, microaggressions and micro-inequities.

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

"The session equipped me with tools and a useful framework to challenge behaviours and situations that make myself and others feel uncomfortable and/ or upset."

"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)

Seven 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:

“A programme was very engaging and has a great balance between reflection time and group participation to share learning. The guest speakers in particular were really inspiring.”

“I enjoyed the experience of reflecting and learning. It was a great overview on leadership, identity and confidence building, paired with excellent mentoring.”

Diversifying Leadership (Leadership Development Programme tackling under-representation of Black, Asian and minority ethnic leaders)

Four colleagues were sponsored to attend the Diversifying Leadership programme that is organised by Advance HE. It is designed to support early-career academics and professional services staff from Black, Asian and minority ethnic backgrounds who are about to take their first steps into a leadership role. It explores themes of power and influence, demystifying leadership, cultural identity, and cultural capital, increasing your visibility and authentic leadership and features leadership stories from high-profile HE leaders.

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

“The programme provided a safe space with likeminded people to share our experiences.”

“My sponsor provided a senior ally who can vouch and advocate for my work in the organisation and help raise my profile.”

2.5 University of London’s Race Equality Group

The Race Equality Group (REG) for staff was set up in 2018 and celebrated its third year of activity in October 2021. During 2020-21, the REG continued to steer its work forward through hosting three conversation and discussion sessions that focused on topical themes related to race equality.

The meeting in October 2020 was a celebration of two years of the establishment of the University’s REG as well as an opportunity to mark Black History Month. The guest speaker was Rob Neil OBE, who shared a presentation **“Involve to Evolve”** that contained his insights from his longstanding professional experiences at the Ministry of Justice and the Department for Education, where he set up and chaired successful staff race equity networks. Rob’s presentation engaged colleagues in an explorative discussion of black history in the UK. It highlighted the importance of Black History month as a tool to celebrate and remember



key individuals who have made valuable contributions to wider society and their British communities and have provided a narrative that is born out of the Black experience that is often deemed as a counter narrative to the cultural norms.

The second REG meeting was hosted in February 2021, as a part of the University of London's contribution to UK's first Race Equality Week from 1–7 February 2021. The Race Equality Group (REG) Steering Committee organised a panel event on *"Exploring Structural Inequalities: a conversational approach"*. The panel was comprised of two external speakers **Ola Lagunju** - OD and Inclusion Consultant, Dr Ian Phillips, Educator, Coach and **Kate Daubney**, Director of The Careers Group and Director of University of London Centre of Excellence for Careers and Employability. The panel created an experiential space to explore the conversations we have, conversations we never have, and conversations we could have on race and racism in our society and our role in challenging this as individuals and at the organisational level.

On 27 April 2021, the REG hosted a virtual event on the theme of "Addressing Structural Inequalities through allyship". The guest panelists included, Ellie Highwood, Diversity and Inclusion Consultant, Equasense; Timothy Wade, Director of Student and Academic Services, University of London; Gianina Harvey-Brewin, Head of Careers, Student and Academic Services, Royal Holloway, University of London; Santosh Sinha, Co-Chair, Black, Asian and Minority Ethnic Staff Network at the University of Reading and Bolanle Adebola, Co-Chair, Black, Asian and Minority Ethnic Staff Network at the University of Reading

The panelists continued the conversation on the why to the how of addressing structural race inequalities. They looked at the perspectives on White Fragility, intersectionality and allyship. They also delved into the role of networks to identify next steps for us within the University of London, and as influencers within the sector overall.

During 2020–2021, 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 and learning. They have also equipped managers to support staff more effectively through the appreciation of cultural contexts and have also highlighted the importance of representation of racially diverse staff in senior leadership roles.

2.6 The Development office – Philanthropic activities with an inclusion focus

Holden Lecture 2020

In October 2020, the Development Office and Senate House Library supported the Holden Lecture (the annual lecture of the Friends of Senate House Library) which that year focussed on the Haud Nominandum collection of queer literature. The speaker, Dr Justin Bengry, is Director of the Centre for Queer History at Goldsmiths, University of London. More information on the collection, as well as a recording of the lecture, can be found on our website: london.ac.uk/holden-lecture-2020.

Funding and pro bono support for the Refugee Law Clinic

During 2020–2021, the Development Office worked with academics in SAS to secure funding and pro bono support for the Refugee Law Clinic. You can read more about the clinic and watch the opening lecture on our website: rli.sas.ac.uk/refugee-law-clinic The clinic is supported by 10 of the University of London member Institutions. The Development Office raised more than £150,000 for the clinic.

Funding for scholarships and hardship funds for students

In 2020–2021, the Development Office continued to raise hundreds of thousands of pounds in scholarship and hardship support funds across Worldwide, SAS and ULIP. These funds help to address issues of socioeconomic disadvantage, allowing those who would not otherwise be able to afford to study the opportunity to undertake one of our academic programmes.

3 Highlights from our University-wide departmental equality and inclusion activity

3.1 University of London Worldwide equality and inclusion activities

Equality and inclusion focused activities undertaken by the University of London Worldwide ('Worldwide') over the last year ranged from work on decolonising the curriculum and supporting students with specific online assessment needs, to various activities around Student Experience and wellbeing.

Working towards a truly international curriculum

Dr Oscar Mwaanga, Programme Director for the PGCert in International Sports Management is leading a Teaching and Research Award (TRA) project, through the University's Centre for Distance Education, on the decolonisation of the HE curriculum. The project aims to develop internal and external partnerships to understand the historical and socio-political contexts and processes that are associated with the coloniality of knowledge reproduction and epistemic violence; identify and understand what the individual and institutional challenges and opportunities are; promote a courageous and progressive conversation

on decolonisation among programme developers, academics, support staff and students, and develop the promotion of a culture of authentic and progressive decolonisation practices among this same audience.

As part of the data collection for the TRA project, the research is focused on seeking views to understand:

- Has the global anti-racism movement shifted members' approaches to decolonisation (and, if yes, to what degree)?
- What are the current practices with regards to authentic decolonisation in the context of the Covid pandemic and the global anti-racism movement?
- What collective ideas do we have to help us progress towards an authentic decolonisation of the University of London Worldwide curriculum in the context of Black Lives Matter and the Covid pandemic?

This project will strengthen the foundations of our university-wide work on decolonisation and internationalisation of the curriculum. A Decolonisation Working Group (DWG) comprised of six academic members from University of London Worldwide, member institutions, has been set up to lead on this area of work. The DWG, will continue the conversations and research on decolonisation and aims to inspire, lead, and support collective work towards the decolonisation of the University of London Worldwide curriculum and pedagogy. The DWG has met regularly during the year and has so far hosted two webinars on decolonisation.

With 90 per cent of the University's distance and flexible students located overseas, we recognise that the student view, and that of Recognised Teaching Centres, could contribute enormously to this topic and activities will be planned to seek their involvement. Colleagues from across the University will work collaboratively and continue the conversations.

For Worldwide, decolonising the curriculum will ultimately lead to the development of a truly international,



empowering, rehumanising and contextually relevant curriculum that will benefit all students.

Supporting Inclusive practice - The Inclusive Practice Arrangements Panel

Throughout the COVID-19 pandemic, University of London Worldwide has continued to support students with disabilities and made access arrangements to support them with their studies

- The Inclusive Practice Arrangements Panel met several times throughout the year to review individual access arrangements for students with disabilities, to meet their needs in terms of online assessment.
- Online assessment allowed for greater flexibility in terms of meeting the access requirements of students with disabilities. This included the use of specialist software, where needed, and the ability to add extra time for those with exam access arrangements.
- The availability of question papers in an accessible electronic format permitted students to adjust font size and change background colours to meet their individual needs.
- Several programmes made their learning materials available in electronic format on the VLE and textbooks available on the Online Library. This provided greater flexibility to students with disabilities and allowed them to access materials using assistive technology to meet their individual needs.

Student Experience and wellbeing

Throughout the pandemic, Worldwide has continued to provide students with pastoral support to aid their health and wellbeing. This includes promoting TalkCampus, a free peer support app for Worldwide students launched in March 2020; wellbeing content in our Mental Health Wellbeing hub on the Portal; Student Experience pastoral messages outlining our support options; publishing and sharing relevant

wellbeing articles and curating blogs written by students for students.

On social media, the campaigns #UoLWellbeing, #IFeelBetterWhen, #UoLStudytips and #MyUoLStory provided motivational and supportive student-generated content. University of London Worldwide also participated in UUK's #WeAreTogether campaign which promoted messages of solidarity, support, and gratitude at a challenging time.

A chatbot was launched in April 2020 and it continues to provide 24/7 enquiry management support. Information streams for all programmes have been created for prospective and current students, including the most up-to-date information regarding online assessment.

Additional career drop-in sessions and webinars on the impact of COVID were developed for students to participate in, and online societies and a wellbeing podcast created a further sense of community and support.

University of London performance on OfS metrics: undergraduate students studying in the UK

With its focus on distance and flexible learning, the University has performed strongly on the proportion of UK domiciled undergraduate entrants that are mature.

The University also sits comfortably above the part-time sector benchmark for BMEG entrants. Our portfolio is dominated by business, management, finance, social sciences, computing and law subjects which are generally more attractive to BMEG students at Higher Education sector level. Around 30 per cent of BMEG part-time undergraduate entrants are studying these courses.

The table below shows the proportion of underrepresented groups compared to competitor and part-time sector benchmarks:

Metric	Category	Latest year	University of London performance	Competitor benchmark	OfS part-time sector benchmark	Performance against benchmarks
Access [source: HESA UK student return 2020/21]	Mature (21 and over)	2020/21 entrants	89%	88%	88%	↑ 1%
	BMEG		36%	11%	13%	↑ 25%/23%

3.2 University of London Institute Paris (ULIP) equality and inclusion practices

Over the past two academic years, ULIP has demonstrated its commitment to the urgent questions of diversity, inclusion, and equality in the academy. Inaugurating research events and discussions, a staff-student seminar series, and a British Academy funded Outreach and Access project, we have sought to tackle these issues on a pedagogical and institutional level.

Decolonising and Diversifying the Curriculum / Responding to the Pandemic

In April 2020, Dr Joanne Brueton was selected as one of eight early career researchers from the University of Oxford, QMUL, Bristol, QUB, Aberystwyth and Exeter to participate in a British Academy-funded Modern Languages Outreach and Engagement project. Sharing best practice on research-led outreach, running a nationwide engagement event, and producing resources for schools, researchers, and UK policy makers, the project ‘Rethinking with languages’ had four objectives:

- 1 Liaise with UK policy makers, Lead Fellow for Languages at the British Academy, and researchers at Oxford, Birmingham, and Exeter about Outreach initiatives for 2021–2022.
- 2 Curate pedagogical material for Key Stage 3 and 5 students studying remotely.

- 3 Launch a ‘Text-a-Week’ programme based on non-canonical, non-Eurocentric texts to diversify the A-Level curriculum and promote an intellectually expansive syllabus
- 4 Develop eight university taster sessions to be delivered by educators in schools (Brueton on contemporary Maghrebi literature) and organize a nationwide event in February 2021. With colleagues in German and French from QMUL, six ULIP and QMUL student ambassadors, we delivered a lecture on ‘Decolonizing the Curriculum’: Shakespeare’s *The Tempest* and Aimé Césaire’s *Une Tempête* to 188 Year 12 students from around Greater London.

Student Testimonials: london.ac.uk/institute-in-paris/news/decolonising-modern-languages-curriculum

Example Resources: ‘Decolonising French Literature: Aimer ou tuer la langue française?’ mloeorg.wordpress.com/2020/10/28/decolonising-french-literature-aimer-ou-tuer-la-langue-francaise/

‘Hidden People’ Staff-Student-Alumni Seminar Series

Emerging from student-led discussions around decolonising the classroom, ableism, racist microaggressions, and systemic gender and class inequalities in the academy, ULIP inaugurated a seminar series in July 2020 to address the daily struggles of hidden peoples in ULIP and beyond. The seminar is interdisciplinary and intergenerational in scope, with undergraduates, alumni, and lecturers from across QMUL and ULIP joining in a democratic conversation



Ta-Nehisi Coates (2015)

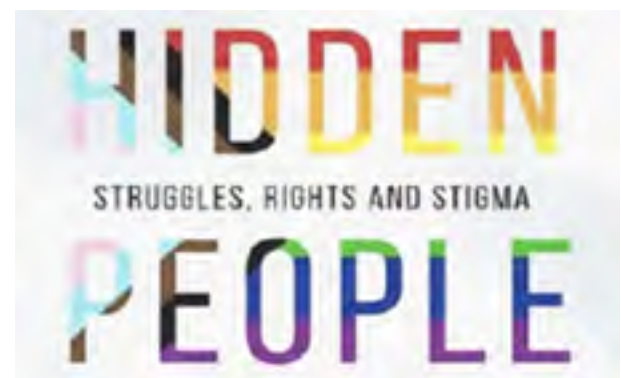
- Cancel culture: Achille Mbembe (2017) and Priyamvada Gopal (2021)
- Female Masculinity and Toxic Maleness: Judith Halberstam (1998)
- #DalitLivesMatter: 'Untouchables' and the Caste system

Student Union president, Anshima Varma, testimonial:

- Stuart Hall 'Race: the floating signifier' (1997)
- Trans-exclusionary feminism and Judith Butler (2020)
- Glottophobia, accents, working-class culture in Raymond Williams (1957)
- Critical disability and Sami Schalk's 'disabling' methodologies for learning (2017)

'The hidden people discussion group provides a safe, non-judgmental space for students to have intellectual debates beyond the teacher-student dynamic of the classroom. We're free to experiment with ideas, draw on anecdotes, and learn from our peers in an engaging and informative way. We get to tackle difficult and important conversations in a really open forum, it's been great.'

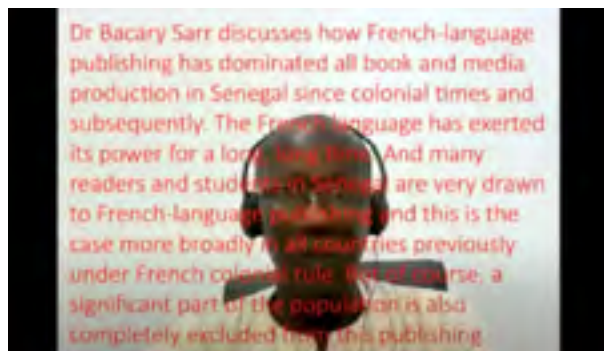
- Black history continued: James Baldwin (1962) and



A Diverse Roster of Research Events

ULIP's commitment to outreach, access, and inclusive public engagement has generated an impressive roster of research events throughout 2020. From the intersections of the lived city and refugee-oriented work to the highly successful research series, 'Theory in Crisis', which welcomes scholars of international repute from Argentina, Canada, South Africa, and France, our research community is invested in developing global pathways that allow for information to be promoted and exchanged beyond the intellectual myopia of a Western-centric academy. Notable events include:

'Being Human Festival - How Do 'New Worlds' Come into Print? Professor Anna-Louise Milne, Dr Joanne Brueton, Dr Eugene Brennan, and Dr Bacary Sarr (Université Cheikh Anta Diop) offered an insight into North-South explorations of new worlds in print. From the underground poetry of the Nazi Occupation to counter cultural world-building in the British music press; how a bookshop in Tangiers catapulted the Maghreb into the Western literary consciousness, to Senegalese literature and the role of national and colonial languages, the event explored how writing exerts change on a geo-political scale.



Localities of Welcoming in Hostile Times (2020 – 2022): Galvanised by Professor Anna-Louise Milne (ULIP) and Professor Sue Clayton (Goldsmiths)'s publication of *The New Internationalists: Activist Volunteers in the European Refugee Crisis* (Goldsmiths Press 2020), an informal and non-hierarchical network of people living and working in European city quarters where refugee arrivals are concentrated has been established. The objective is to discuss long-term strategies for

welcoming and working with refugee communities, and support initiatives that these communities are taking themselves towards self-determination and integration. And to develop a critical framework of ideas with a particular interest in intersections between refugee-oriented work and other forms for critical opposition, including movements such as Cities of Sanctuary and Black Lives Matter



'Theory in Crisis' research seminar (2020 – 2022):

This successful seminar series addressed the radical measures taken by state and non-state actors in response to different manifestations of crisis, with particular attention to race and racialisation. Eurocentric accounts of crisis can potentially elide the ways in which crisis has been violently present for racialised populations far before the 'long downturn', at least since the birth of capitalism (Danowski and Viveiros de Castro 2016, Ajari 2019), while conversely Achille Mbembe (2013) has suggested that a 'Becoming Black of the world' is one way of understanding the continuities and expansion of racial capitalism today.

Previous seminars include:

- Achille Mbembe discussing his 2020 book *Brutalism*
- Deborah Cowen on the connections between infrastructure and imperialism
- Verónica Gago on 'Feminist International: Political Alliances and Challenges'
- Etienne Balibar on 'Critical reflections on the new definition of the Human Species'
- AbdouMalik Simone on changing forms of 21st-century urbanisation, with a focus on the volatile extended regions of cities



Student volunteering: *Anglais pour tout le monde*

Anglais pour tout le monde delivers free English class to asylum-seeker and refugee people with the involvement of ULIP students. This arrangement has widened access to our learning resources, enabled city-facing activities for students, and built connections

between language-learners of very different social and linguistic experiences. It builds on a variety of activities established by the Paris Centre for Migrant Writing and Expression since 2016 (workshops in local Parisian libraries and social centres in particular), which were suspended during the pandemic-related restrictions



Unconscious bias training to respond to institutional discrimination

Reacting to complex complaints around varied forms of discrimination, ULIP ran a ‘Let’s talk about race’ compulsory staff and student webinar with Challenge Consultancy on 4 December 2020. This offered practical, action focused training for the entire ULIP community. Topics included:



- Language challenging and building politically conscious vocabularies
- Micro aggressions
- The impact, rather than intention, of bullying and harassment
- Differentiating race, ethnicity, nationality, culture
- (Institutional discrimination - how the messages posted an institution can yield unconscious domination and oppression).

Student Union Diversity Officer, Linnea Batey, testimonial:

‘As an international student, I found that the ‘Let’s talk about race workshop’ was an integral part of kickstarting hard conversations amongst students. It provided valuable insight along with the tools required to articulate and navigate conversations around race. The workshop had a visible positive impact on the ULIP culture and continued to do so with the incoming class of 2021.’

Programme review working group to address equity and inclusion in our teaching

To demonstrate ULIP’s responsiveness to student demands around questions of equity, separatism, and epistemic justice in the classroom, a small working group of academics has been established with the following mandate:

- 1 To draft the terms of an external review process of our two main programmes: International Politics and French Studies
.....
- 2 To ensure we continue to improve our pedagogical approach to generating safe spaces for students and staff to broach incendiary political debates
.....
- 3 To be reactive to specific student queries around our commitment to anti-extremist and anti-racist pedagogies.
.....

3.3 Senate House Library's equality and inclusion focus initiatives

A systematic inclusion review of Senate House Library's collections 2020–2021

Libraries and archives have an important role to play in improving diversity and inclusion. Senate House Library is committed to maximising the diversity of voices and opportunities in our collections and services, and to ensuring inclusivity is at the heart of collection strategies and decision making in the future.

Senate House Library has begun a process of meaningful reflection and critical assessment of the entirety of our collections, practices, and strategies through the lens of inclusion.¹ With over 2 million volumes and 150 years of history, however, we are approaching the work with the open acknowledgement that it is a formidable task, and one which we will never finish. We are striving not to complete the process but embed it permanently into our practice. Ultimately, we hope to use the formidable cultural power of the institution to further social justice. We are engaged in a programme of investigation in three broad areas:

Assessment of existing collections

In a critical and reflective process, we are identifying a range of material where the content, provenance, or reasons for collecting betray ideologies which are racist, sexist, homophobic or otherwise in conflict with the University's strategies on inclusion. We are also highlighting those materials in our collections which have been left undiscoverable, a process which might have contributed to the cultural silencing of oppressed or marginalised voices. The process has begun with the identification of a set of powerful case studies:

- The eugenics legacy in psychology as reflected in the library collections
- Exploring the prominence (or the silencing) of Senate House Library's Anglophone Caribbean Literature Collection
- Oral histories of the Institute of Commonwealth Studies Library and Archive, to explore the attitudes implicit in their creation
- Enslavement in the archives at Senate House Library
- Legacy of a 1937 donation of books to the University by Nazi Germany in 1937



¹

For the purposes of this review, we define inclusion as embracing all protected characteristics set out in the Equality Act 2010, with the addition of socio-economic class; we recognise also the University's Strategic Objectives 2 and 3.

- Revisions to poetic drafts of Rabindrinath Tagore by Thomas Sturge Moore as an exploration of colonial power relationships
- We will be publicising progress on these throughout 2022 and incorporating feedback and responses into the next phase of the project. To date, the work has been highlighted:
- Online london.ac.uk/senate-house-library/our-collections/diversity-and-inclusion
- Via an Institute of English Studies Unfinished Business Seminar organised by Dr Sarah Pyke, the IES's Fellow for the Toolkit for Inclusion and Diversity in English Studies (TIDE)
- Via an interview with Dr Sarah Pyke has been accepted as an article for the forthcoming 'Decolonising English Studies' issue of the journal English

Acquisition processes review

We are seeking to assess the diversity of the voices, authors, and publishers in our collections. We have compiled statistical reports on places of publication within our collections by continent. Across the last ten years, the Library has, for example, sourced only 2% of our holdings from Africa, while we identify many countries within Africa as amongst our core strengths. We will be proactively working to publish analysis of these figures against historic and current collecting and striving to increase the diversity of our holdings. We will simultaneously be inviting discussion with library colleagues across the central and federal University to explore the barriers to making progress and considering federal tables of collection spread.

As a first step, we have submitted a list of unrepresented publishers to our major book supplier, asking them to explore entering into direct commercial relationships. We have also reactivated accounts with specialist suppliers operating across the Global South. We have also developed in-house resources, drawing on the expertise of all staff, such as a **Padlet** of 'Black Lives Matter' and related resources.

Descriptive terminology review

This year, we have also focused on identifying problematic, outdated, or offensive terminology and distinctions in our own systems, notably our catalogues. In multiple ways, these terms can be shown to betray historic and unconscious structural bias and prejudice. To date, we have altered 218 separate headings (including 'The handicapped' and 'Negroes'), across tens of thousands of records.

We have also made direct changes to our online categorisation of e-resources subjects, for example adding Black Histories and Studies and LGBTQ+ Studies.

Communication and engagement

In the year ahead, we will be speaking to as broad a range of audiences as possible, describing our work and, crucially, inviting contributions to it.

Senate House Library staff have already given talks about these issues at internal and external events, including the '**The Coast is Queer**' literary festival, discussions of both queer publishing and the handling of pornography at the SAS Book and Print Initiative.

The Library also hosted the **Holden Lecture 2020** at which Dr Justin Bengry spoke on Dr Jonathan Cutbill's 'Haud Nominandum' collection.

We have revised our research skills training sessions to explicitly focus on related issues, with intersectional research resources. Each session was run by librarians with a guest academic speaker:

- Researching Black London with SHL Collections & Resources with guest speaker Dr Juanita Cox talking on Black British publishing
- Researching Queer London with Senate House Library Resources with guest speaker Dr Sarah Pyke on Queer Bloomsbury
- Uncovering Victorian Culture with guest speaker Dr Caroline Bressey on Researching Black Victorians

During the year, a range of blog posts have been written and published on aspects of access and inclusion: **Black History Month; Windrush Day; LGBT History Month**

Library staff have been active members in a sector-wide **Task and Finish Group** on Diversity in academic libraries

3.4 School of Advance Study (SAS) events with a focus on equality and inclusion

The Warburg

Breaking and Remaking Memory: British Monuments in the time of Black Lives Matter.

An invitation only workshop held at the Warburg Institute, held in summer 2020, with speakers from, UCL, University of York, University of Pittsburgh and Goldsmith's. This workshop brought together a panel of art historians and curators and group of participants with expertise in the visual cultures of empire, Black diasporic art, sculpture history, and heritage studies, to consider the role and contribution of our related professions at this time of controversy and change.

A series of events on Premodern Disability Histories.

In collaboration with the Wellcome Institute, The Warburg Institute ran a series of events on Premodern Disability Histories. The lecture series was organized by Jess Bailey (UC Berkeley) and Felix Jäger (Bilderfahrzeuge Project / Warburg Institute) and complemented a workshop and a public keynote presentation centered on "technologies of disability" in the Wellcome and Warburg collections.

The series aimed to discuss, and challenge accepted historical discourses around disability and around the study of historical disability and how they have fed into current discourse around disability.

- May 2021: Premodern Disability Histories | Disability, the Face and Technologies of Empire – a lecture by Dr Emily Cock from Cardiff University
- June 2021: Premodern Disability Histories | Learning How to See Crip: (Non-)Visual Cultures of Disability in the Middle Ages – a lecture by Dr Bianca Frohne, University of Kiel.

Recordings of the events are here: warburg.sas.ac.uk/whatson/premodern-disability-histories.



Institute of Classical Studies

Towards a more inclusive Classic's

An online international workshop hosted on 1–2 July 2021, by the Institute of Classical Studies and supported by the Council of University Classics Departments. The hosts and organisers included Professor Barbara Goff (University of Reading, UK), Dr Arlene Holmes-Henderson (King's College London/University of Oxford, UK), and Dr Alexia Petsalis-Diomidis (University of St Andrews, UK)

Launch of Council of University Classical Departments (CUCD), Equality and Diversity in Classics Report 2020 (25 November 2020)

This event hosted by the Institute of Classical Studies, marked the launch of the Council of University Classical Departments (CUCD), report on Equality and Diversity in Classics, released on 16 November 2020.

The report was the final output of the CUCD Equality and Diversity Project 2019–2020, funded by UCL. The aims of the Project were to gather data on the current state of Classics, principally by undertaking a survey of the field, and to produce a report based on the data.

The launch event included brief presentations by the co-authors of the report, Helen Lovatt (University of Nottingham) and Victoria Leonard (University of Coventry/Institute of Classical Studies). A panel of experts presented their responses to the report, followed by discussion, and finally a Question-and-Answer session.

The discussion will inform CUCD's development and promotion of guidance and recommendations.



Hosting websites that highlight and discuss equality and inclusion in the classics

The ICS made arrangements to host the website of the **London Classicists of Colour**, an upcoming society, led by a committee of UCL Classicists, hoping to create a safe space, community, and support network for students of colour across the whole of University of London. The society is also committed to continuing the education of all classicists in matters surrounding decolonisation and race. The link to access the site is london-coc.blogs.sas.ac.uk

The ICS continues to host the website of the CUCD (the Council of University Classical Departments) cucd.blogs.sas.ac.uk which is the prime site for discussion of EDI issues in UK Classics, and continues to host the website of the WCC UK wcc-uk.blogs.sas.ac.uk

Institute of Advanced Legal Studies (IALS)

IALS Being Human Festival Event: Reimagining Same-Sex Histories (16 November 2020)

As part of the Being Human Festival, this 'author meets reader' session featured Professor Aleardo Zanghellini of the University of Reading School of Law, who has published widely on legal philosophy and on law, gender, and sexuality; in conversation with the Director of the Institute of Advanced Legal Studies, Professor Carl Stychin.

IALS Fellow's Seminar - Disallowing Legislation: Colonial Rule of Law and Continuities of Illiberal Power (2 December 2020)

Professor Hakeem Yusuf, IALS Visiting Research Fellow, Chair in Law and Global Studies, University of Derby and Professor Catharine MacMillan, IALS Senior Associate Research Fellow. Professor of Private Law, KCL shared their research and views on The Power of Disallowing legislation (PoD) that has its initial origins in Roman law but was recrafted and popularised by British colonialism from the 16th century, for governance and the administration of justice in the Empire to protect British interests. PoD has remained an important feature of Commonwealth constitutions and even beyond. This research is an investigation of the past, present and future of PoD in an age

of decolonisation, liberal democracy, participatory governance, and human rights. The research examines how the PoD has shaped the construction of law, contemporary law making and administration of justice in six countries/territories: Australia, Canada, Gibraltar, Hong Kong, Nigeria, and the US.

The Directors Seminar Series – Law and Humanities in a Pandemic: (21 April 2021)

Gendering the Pandemic

Kim Barker and Olga Jurasz, from the The Open University in their presentation highlighted the fragility of women's rights protection during COVID-19 and explored the 'untold story' of the gendered dimension of COVID-19, with a particular focus on women's activism online and the backlash suffered as a result.

Bahraini Family Laws During the COVID-19 Pandemic: Questioning the Re-emergence of Gendered and Sectarian Identities

Fatema Hubail, from Georgetown University in Qatar shared findings of her research that explores to what extent has the COVID-19 pandemic amplified the inequalities and expectations present within the Bahraini Family Law of 2017. Through rereading

and analysing the family law articles, this research highlighted the implications of these articles on women in light of the pandemic. The research emphasised that due to the emergence of the COVID-19 global pandemic, the questions of gender, sect, and class have been re-introduced in Bahraini media. Individuals and groups belonging to a specific gender, sect, or class are transformed in the media as examples, spectacles, and objects of critique. The implications of the family laws already pose risks on women and the family structure, but the COVID-19 pandemic magnifies these implications, further reifying the existing socio-political conditions. The pandemic does not only carry a health risk, but it has also become a means of social-conditioning, surveillance, and the reification of difference on the basis of gender, sect, class, and nationality.

Law's Invisible Women: The Unintended Gendered Consequences of the COVID-19 Lockdown

Lynsey Mitchell and Abertay Michelle Weldon-Johns, University of Abertay presented a paper that examined the unintended gendered consequences of lockdown on women's rights, particularly those related to women's health and wellbeing. Situating their





assessment within wider feminist legal scholarship, which exposes the gendered nature of law and the tendency to legislate in a way that prioritises a privileged male legal subject, they highlighted that the legislation and guidance fail to centre women's lived experiences and so deprioritise women's needs. The conclusion of the research is that lessons need to be learned regarding how future emergency responses are implemented to mitigate the impacts on women and ensure gender is mainstreamed within the law-making process.

Algorithmic Discrimination and Decolonisation: Regulation and Design (17 June 2021)

This interdisciplinary online workshop included an and international panel of experts from law and the humanities and the field of STEM who examined and discussed a major EU report recently published on **Algorithmic Discrimination in Europe** and how its key findings speak to the concept of decolonisation.

The critical themes and cutting-edge issues of public interest explored included:

- The implications of AI-based systems on human rights and society more broadly
- Whether the current legal regimes ensure against unfair discrimination are fit for purpose
- The EU's proposed regulatory framework on AI
- The critical discourse to date on the decolonisation of AI; and
- What frameworks and strategies may be applied to adequately and effectively address the problem of algorithmic discrimination.

The key speakers were Prof. Dr. J.H. (Janneke) Gerards, Professor of Law, Economics, and Governance School of Law Utrecht University and Dr Raphaële Xenidis, Lecturer in Law, University of Edinburgh.

The discussants included Dr Rachel Adams Human Sciences Research Council, South Africa and Professor Rafael A. Calvo Dyson School of Design Engineering, Imperial College. The session was Chaired by Dr Nóra Ní Loideain, Director and Lecturer in Law, Information Law & Policy Centre Institute of Advanced Legal Studies, University of London

3.5 The Careers Group work on embedding equality and inclusion

As a federation of careers services of many of the Member Institutions of the University of London, The Careers Group (TCG) has significant reach when it comes to consideration and practice of equity, equality, diversity, and inclusion. We are focused both on how we can enact our commitments with our students, academic partners, and employers, as well as within our own professional and colleague community through these lenses. This is reflected in the complexity of work that has surfaced since the summer of 2020 with a resurgence of the Black Lives Matter that 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 Careers Group has its own Equality, Diversity and Inclusion Plan based on four commitments:

- Recognise, acknowledge, and understand the lived experiences of others, and how they differ from our own
- Recognise and address the conditions of oppression and privilege and the systems that sustain them
- Build equitable practices in our community
- Contribute to shaping a culture that welcomes, celebrates, and is strengthened by its diversity

The actions that have been taken to deliver these include:

- Each college careers service in the Group has its own EDI teams and EDI plans, which align with the plans of their own college, and which focus on students and employer partnerships, as well as commitments as a team of colleagues; they include innovative practice on developing students, employer partnership, and the language of inclusion



- Created and agreed principles for creating a psychologically safe space in Group activities, to support colleagues from under-represented and minoritised groups to bring their full selves to collective and community activities
- Rolled out a programme of whole community and local careers service training and reflection
- Added Equality, Diversity and Inclusion to criteria used to evaluate third party software, tools, and platforms
- Engaging employers to share their approaches to encourage more diverse applicants, and promote good practice in embedding more inclusive recruitment
- All staff in the The Careers Group Central Team have EDI-related objectives to work towards in 2021/2022

The Careers Group - Key equality and inclusion initiatives include:

Inclusive recruitment checklists

Following a review of manager recruitment, a small and diverse team of staff from across TCG drafted a set of checklists on inclusive recruitment and selection practices.

The aim of the checklists is to provide prompts to managers involved in recruitment to consider good practices at each stage and, it represents an organisational commitment to tackling embedded inequalities. The topics covered are:

- Writing job descriptions
- Advertising vacancies
- Application shortlisting
- Interviews
- Selection exercises
- Providing candidate feedback

We have also increased our collection and analysis of recruitment and progression data to monitor and measure impact.

Advisory Panel for Colleagues of Diverse Heritage

We have worked on establishing a new Advisory Panel for Colleagues of Diverse Heritage to act as a shadow board to the leadership of The Careers Group. This Panel will be in place in 2021–2022, to diversify the perspectives shaping strategic decision-making in The Careers Group and strengthening our planning and operation.

It will also offer professional development opportunities to support staff from under-represented groups into leadership and career progression. In doing so, it will contribute to our commitment to tackle structural inequality in our community and teams.

University of London Worldwide Careers Service

Our services for **Worldwide** students have a strong focus on diversity:

- Students were encouraged to attend MyPlus events for students with disabilities that support entry to a range of sectors
- Our Career Planning Micro Module includes diversity resources such as *The face of leadership and strength of diversity* and video of UoL Diverse Leadership panel event
- All our video content has been built to best practice for accessibility to be as inclusive as possible and all our imagery within our webinar content is chosen to be as inclusive as possible

School of Advanced Study - Positive Action Initiatives document

Our services for students in the School of Advanced Study included a Positive Action Initiatives document specially developed for this cohort.

It is designed to help Black, Asian and Diverse Heritage students and graduates discover recruitment schemes that promote access for under-represented groups and encourages the use of recruitment schemes which counter structural and institutional racism.

4 Conclusion

In 2020–2021, the University set out its future vision and ambition for equality, diversity and inclusion through its Equality and Inclusion Strategy 2021–2025. We are now working on the enabling plan to deliver the key objectives that we have set out in the strategy and defining the performance matrix we will use to monitor and review impact.

As an institution, we will continue to focus on the key areas of developing leadership, cultural competence,

and community to understand and address equality and inclusion issues. This will involve making space to hold and participate in open discussions around inequity; 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.





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