



UNIVERSITY
OF LONDON

Equality and Inclusion Annual Report

2021–2022

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Executive Summary

1 Annual Equality and Inclusion Report 2021–2022

The University of London is an inclusive and diverse community of c. 45,000 students studying in 190 countries, with campuses in London and Paris, and over 100 Recognised Teaching Centres in 44 countries.

Our commitment to embracing equality and inclusion is vital to the success of the University and achieving our vision of being a world-class, ambitious university depends on recruiting, supporting, and developing students and staff from diverse range of backgrounds.

This requires all of us at the University to work together to create an inclusive environment and to address equality and inclusion challenges.

2 Highlights of our strategic Equality and Inclusion work in 2021-2

2.1 Gender equality and the Athena SWAN Bronze Award

The University has received an Athena Swan Bronze Award in recognition of its ongoing efforts to improve gender representation, career progression, and the working environment for all staff, and for identifying and addressing related challenges. The award is an important recognition of the University's commitment to inclusion and the positive actions that it has taken to promote gender equality and it marks a key point in our journey to sustain and further develop our gender equality policy and practice. Specifically, through our work on Athena SWAN application, we have identified 8 gender equality priorities that the University will focus on over the next five years.

2.2 Gender Pay Gap

The University of London shares the sector wide commitment, to reduce the gender pay gap. The Universities workforce which unlike the sector is predominantly made up of professional services staff is split 56% female / 44%. In the last year the gender mean pay gap has increased by 0.04% and the median by 2.18% but in both cases the gap overall gap is minimal (mean 1.2%/ median 4.82%) compared with HE (mean of 16.2%) and UK workforce mean 15.4%) and remains a marked improvement on the University's gender pay gap as it was in 2019. While the widening of the gap is disappointing the analysis does not point to a causal change of practice nor yet a trend. The University remains committed to minimising or negating the gender pay gap, but welcomes the fact that its gender pay gap remains significantly below that of the UK workforce as whole.





2.3 Race Equality Group and the Race Equality Charter

The Race Equality Group (REG) for staff was set up in 2018 and celebrated its fourth year of activity in October 2021. During 2021–2022, the REG forum was used to listen to and engage with staff on race equality issues and two meetings of the group were hosted to begin conversations on the Advance HE Race Equality Charter and how the University could work in partnership with staff and students using the Charter as a framework to develop and improve race equality policy and practice for staff and students. We have now initiated workstreams to use AdvanceHE's Race Equality Charter (REC) framework to systematically assess our current policy and practice on race equity, agree areas that we should focus on to define improvements, and develop an action plan to deliver them. To support our commitments to equality and inclusion and specifically the Race Equality Charter we have also recruited an Equality and Inclusion Officer (Race).

2.4 Key equality and inclusion events

The theme for LGBT+ History Month 2022 was 'The arc is long'. During the month, staff and students were encouraged to commit to finding time to develop our personal understanding of LGBT+ inequity issues and to become an ally. We also took place in the Pride in London parade which marked its 50th anniversary in 2022.

On **International Women's Day** we hosted a meeting for all staff where shared updates on findings from the Athena Swan staff survey on gender equality and sought feedback on key actions that we should take to deliver improvements for gender equality. In the evening Senate House was lit up in purple to mark the day, and to celebrate the social, economic, cultural, and political achievements of women; to raise awareness against discrimination and bias and to inspire and empower us all to act for equality. We also partnered with the **Women of the World Festival (WoW)** to celebrate women and their contributions to society.

The theme for **Black History Month October 2021** was "**Proud to Be**" we invited staff to share their stories, experiences and tell us what they are proud of and shared them across the University as well as hosting the following events: "*The Legacies of the 1962 and 1971 Immigration Acts: Historians and Lawyers in conversation*" (SAS); "*Ain't I a Woman?: The 'Black Woman' in Historical and Contemporary Context*" (Goldsmith's and ICS).

2.5 Developing University-wide knowledge and good practice on inclusion

During the year the University offered a range of learning and development opportunities to support staff and training developed by the Equalities Challenge Unit these included: *Understanding and addressing Unconscious bias*, *Managing race and diversity*, *Let's talk about race*, as well as sessions on Disability and Neurodiversity; we also supported 10 staff to attend the Aurora (Leadership Development Programme for Women) programme.

2.6 The Development office - Philanthropic activities with an inclusion focus

The Development Office has raised significant funds to support our inclusion work. Their work and the generosity of donors has supported:

- Funding for scholarships and hardship funds for students including the launch of the University of London Scholar Programme.
- Funding and pro bono support for the Refugee Law Clinic.
- Support for Council for At Risk Academics (CARA).
- The annual Holden lecture which focused on The Paul and Adelaide Joseph Archive which documents the struggle against apartheid in South Africa.
- Open Society Foundations support for human right advocacy and the decriminalisation of poverty in the Commonwealth.

3 Highlights from our University-wide equality and inclusion work

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 activities around student wellbeing, and the provision of 28 new scholarships for refugee and displaced students, to providing appropriate support through our inclusive practice panels for students who require reasonable adjustments due to dyslexia and other diagnostic assessments, as well as ongoing work relating to internationalising the curriculum and embedding inclusion in the work of Centre for Online and Distance Education (CODE).

The expanded portfolio of scholarships builds on our existing provision which includes scholarships and bursaries for the MA Refugee Protection and Forced Migration Studies in partnership with the UNHCR, Norwegian Refugee Council and Danish Refugee Council. This important work was highlighted in a landmark report by the British Council in October 2022, The Value of Transnational Education (TNE) Partnerships, which sets out evidence for the impact of TNE in contributing to achievement of the UN's Sustainable Development Goals.

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.

Since 2020 ULIP has been running a regular seminar series to address the daily struggles of hidden peoples in ULIP and beyond. These seminars emerged from student-led discussions around decolonising the classroom, ableism, racist microaggressions, and systemic gender and class inequalities in the academy. The seminars are interdisciplinary and intergenerational in scope, with undergraduates, alumni, and lecturers from across QMUL and ULIP joining in a democratic conversation about the critical frameworks and vocabularies needed to talk to about what is so often silenced.





3.3 The Careers Group (TCG) work on embedding equality and inclusion

In summer 2022, four colleagues from The Careers Group (TCG) community of staff were appointed to become the first Panel Members of this new Advisory Panel set up to help tackle structural inequality across TCG. Two of the Panel Members are employed by the University of London and deployed to Member Institutions, and two are employed directly by Member Institutions. The panel is a pilot project, focused on race inequality in the first instance. The Advisory Panel will work in parallel with the leadership team of TCG, considering the same strategic questions and decisions and integrating into the leadership decision-making process to diversify the perspectives on the key decisions shaping the Group. TCG has also launched an Inclusion Series on the staff intranet site to provide better support to our colleagues, our managers and through them, our students. Every month we share a range of resources and informative content on various topics relating to inclusion, ranging from Carers or Menopause, to Allyship, Social Mobility, Neurodiversity, Inclusive Language, or Intersectionality.

3.4 University of London Libraries equality and inclusion focused initiatives

With the support of the Research Committee, work to further inclusion across the University of London's libraries has been channeled into the formal establishment of the University of London Library Inclusivity Working group. It is made up of members from Senate House Library (SHL) and the libraries of the School of Advanced Study (SAS). The group is committed to University-wide collaboration to explore, openly debate and, wherever possible, redress all such harmful presentations arising from our collections, practices, and strategies.

Over the course of 2021–2022, the Group has agreed on its Terms of Reference, extended its membership across all SAS Libraries, held regular meetings, and initiated constructive dialogue with Federal Member Institution libraries. We have extended the online presence of this work on the website of Senate House Library, and are exploring a home on the UoL website, to reflect the shared effort.

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

- **Institute of English Studies (IES)** The IES has run a number of Equality and inclusion focused events over the last few years, including events such as '*Diversifying Victorian Studies*,' which launched the network of the same name.
- **Institute of Modern Languages Research (IMLR)** Funding for Early careers fellowships was awarded by Research England Enhancing Research Culture.
- **Institute of Advanced Legal Studies (IALS)** During 2021–2022 IALS continued to work with partners in the developing world and the global South to help capacity-build and develop the skills of legislators, with the aim to increase the Institute's impact beyond the academy in the Anglosphere.
- **Institute of Philosophy** The Institute of Philosophy is working with Society for Women in Philosophy (SWIP) on representation of women in Philosophy.

- **Institute of Historical Research (IHR)** The Connected Curriculum network includes 10 core members from across the UK, including research historians and history teachers, who meet online. 20 local colleagues, including academic researchers, policymakers, teachers, exam boards, and people working for local heritage organisations who have an interest in education or curriculum reform meet at the regional online workshops.
- **Institute of Classical Studies** The ICS has made arrangements to host the website of the *London Classicists of Colour*.
- Embedding equality, diversity, and inclusion in **the Being Human Festival** In 2021–2022, the Being Human Festival team took actions to ensure equality, diversity and inclusion were embedded throughout the festival, in our processes, programming and guidelines.
- **Doing the Work? Questions and Conversations about Diversity and Inclusion at the School of Advanced Study** – Between January and June 2022, the School of Advanced Study (SAS) held a series of six seminars exploring questions relating to inclusion and diversity in SAS.

Conclusion

In 2021–22, the University has focused on initiating work to deliver the key objectives (and associated actions) that we have set out in the Equality and Inclusion Strategy 2021–2025. It has also proactively engaged with and beyond its public sector equality duty and done so across all its areas of work and expertise.



Equality and Inclusion Strategy Delivery Plan

E&I Objective	Key Deliverables	Core activity	Timelines	Lead (s)
1. Achieve the Race Equality Charter (Bronze) award	1.1 Formally sign up to the principles of Advance HE's Race Equality Charter and use it as an improvement tool to further our work to identify and address structural race equality issues.	<ul style="list-style-type: none"> Organise event (with speakers from MIs) to inform staff of the culture change that the REC work delivers and seek their involvement Recruit a project lead, to strengthen organisational capacity for REC activity and collate base-line data required for submission Work to revive the staff Race Equality Group Formally sign up to AdvanceHE REC Charter Set up the REC Self-Assessment team, plot out activities to initiate an internal review of race equity. 	<p>May 22</p> <p>By June 22</p> <p>June 22 onwards</p> <p>March 23</p> <p>Nov 2022–March 23</p>	<p>Director of HR</p> <p>Head of EDI</p>
2. Improve the confidence of our staff and students in reporting harassment and discrimination and seeking support.	<p>2.1 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.</p> <p>2.2 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.</p>	<ul style="list-style-type: none"> Develop a single UoL Complaints Policy and Procedure (through an EDI lens) that enables all students and staff to raise concerns with ease and be confident that a consistent framework of support is available to them. Organisation wide communication to roll out new policy and procedure and encourage its use. Review and take a decision on purchasing the Report and Support online tool, developed by Culture Shift through which students and staff can report issues of harassment, bullying, hate crime or sexual misconduct anonymously or through an Advisor to discuss. (Link to OfS Standards) Use regular Student and Staff Surveys to seek feedback on the experience of accessing and using the policy to seek support for issues of discrimination and harassment using the Complaints Policy and Procedure. 	<p>Oct 22 – July 23</p> <p>Sept – Oct 23</p> <p>Oct 22 – July 23</p> <p>22/23 (to establish baseline data)</p>	<p>PVC: Partnerships & Governance</p> <p>Director of Governance, Policy & Compliance</p>

E&I Objective	Key Deliverables	Core activity	Timelines	Lead (s)
3. Adopt a systematic approach to ensuring a genuinely international curriculum	<p>3.1 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.</p> <p>3.2 Expand this approach to cover academic research activities in SAS and the library collection.</p>	<ul style="list-style-type: none"> • Programme Directors' Forum to initiate review of current work on decolonising the curriculum and broaden it to ensure that the curriculum is looked at through a broader international lens. • Identify a specific WW programme to pilot the international review of curriculum and share learning and outcomes • Carry out an Inclusive Libraries review and use findings to develop further activities • Host a SAS Research Seminar series on inclusion in the Humanities for Early Career, Postgraduate and Independent Researchers • Revive the Inclusive Academic Practices Group with broader representative from SAS, ULIP and WW. • Develop proof of concept and deliver a programme of research training and support for Early Career Researchers on participatory approaches to embed inclusion in research across the Humanities. • Work in partnership with British Philosophical Association to carry out research on Inclusivity in Philosophy profession across the UK • As a member of the Even Up Network work with members across the UK to contribute to research on inclusion in peer review and publishing. 	<p>Presentations to Forum; Programme directors discussions as basis for action during 23</p> <p>Sports Management Programme taking this forward; 22 to 23</p> <p>July 22- complete</p> <p>Jan -June 22 -complete</p> <p>Complete</p> <p>Programme complete, and now running for 2nd year.</p> <p>Appointment made and work ongoing.</p> <p>Complete.</p>	<p>PVC: International, Learning & Teaching</p> <p>PVC: Research & Engagement</p>

E&I Objective		Key Deliverables	Core activity	Timelines	Lead (s)
4. Improve our students' attainment		4.1 Provide appropriate and tailored support to enable students to achieve the very best in educational attainment.	<ul style="list-style-type: none"> Project set up in UoLWW to ensure Student Continuation, Attainment and Graduate Employment Metrics are met in line with OfS thresholds 	Student outcomes project set up as part of Education Roadmap Programme approved in autumn 22 with a suite of projects now underway through 23 to improve student outcomes	PVC: International, Learning & Teaching
		4.2 Improve attainment of our UK distance learning education students. 4.3 Improve attainment of all our students.	<ul style="list-style-type: none"> Project to look at the factors influencing student outcomes. This will include Learning, Wellbeing, Assessment and Administration. 	Student outcomes road-map focused on all elements of this; regular reporting to Academic Board and VCEG through 23.	
5. Develop an inclusive career development pathway and advancement pipeline for all our staff, including our early career academics		5.1 An agreed inclusive methodology for identifying staff with potential for progression. 5.2 A development framework that encourages career ownership through increased access to opportunities and improved visibility of progression options. 5.3 Proportionate and visible representation at all levels of the institution of staff currently underrepresented in senior management and leadership across the University.	<p>Work on planning and delivering activities related to this objective is an integral part of the University's People Strategy. Immediate actions to include:</p> <ul style="list-style-type: none"> Develop and roll out an Academic Progression Framework that provides clarity on criteria and success markers that will be used for academics as well as a pathway for those in academic research / support roles Use the implementation of the Target Operating Model to engage with staff groups and colleagues in specialist professional services departments / to establish clear pathways for career development and progression. 	<p>July 23</p> <p>Oct 23</p>	<p>Director of HR</p> <p>PVC: Finance & Operations</p>

1 Introduction to the University of London

The University of London is an inclusive and diverse community of more than 45,000 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.

1.3 Our Equality and Inclusion Strategy 2021–2025

In 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 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 to anticipate the university of the future.

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- 25** that we have set for the University are:

	Objective	Key deliverables
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 assessment and improvement tool to further develop our work to identify and address structural race equality issues.
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.
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.
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 the attainment of our UK distance learning education students. Improve the attainment of all our students.
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.

2 Highlights of our strategic Equality and Inclusion work in 2021–2022



In 2021–2022, we have worked on activities that provide the building blocks for the strong foundations that we need to deliver and sustain work on the University's Equality and Inclusion objectives for 2021–2025.

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.

2.1 Progressing work on gender equality – Achieving an Athena SWAN Bronze award

During 2021–2022, the University of London completed work on its application for a Bronze award for the [Athena Swan Charter](#); an Advance HE framework used by institutions across the higher education sector to improve gender equity practices.

The submission was made in May 2022 and University has now received an Athena Swan Bronze Award in recognition of its ongoing efforts to improve gender representation, career progression, and the working environment for all staff, and for identifying and addressing related challenges.

The Athena SWAN Bronze award is an important recognition of the University's commitment to inclusion and the positive actions that it has taken to promote gender equality. The award is the beginning of a journey to deliver the improvement plan and ensure that we sustain and further develop our gender equality policy and practice.

Through our work on the Athena SWAN application, we have set out **8 gender equality priorities** that the University will focus on over the next five years.

- 1 Improve the quality and quantity of data that we gather on ethnicity, on Professional, Technical and Operational (PTO) progression and development, on recruitment and retention, and on culture and ensure sustainability of action plan implementation and Equality, Diversity, and Inclusion (EDI) activity.
- 2 Remove the leaks in the pipeline for academic women– increasing the representation of women in the Professoriate to 45% by 2027.
- 3 Identify and remove barriers preventing access to Professional, Technical and Operational (PTO) progression at level 5-7 for men, and PTO grades 8-10 for women – moving towards gender parity at all levels and removing any step changes between grades.

- 4 Provide career development, progression, and promotion opportunities for Professional, Technical and Operational (PTO) staff that are, and perceived to be, fair, transparent, and accessible to all.
- 5 Embed a gender equality awareness and engagement culture within working practices of line managers, committees, and individuals across UoL via setting expectations around participation in gender equality or EDI discussions and actions, adding standing items to meetings etc.
- 6 Increase the feeling of academic women that mental health and wellbeing are supported, that workload is manageable and allocated fairly.
- 7 Increase women's confidence in policies and processes around bullying and harassment.
- 8 Update and modernise flexible working, caring and parental leave, and trans-inclusion policies and produce guidance for managers and employees.

We have also developed and agreed a **5-year gender equality (Athena SWAN) Improvement Plan** to deliver against these priorities. This improvement plan contains actions aimed at improving the gender outcomes within **7 operationally themed groups**.

- 1 Recruitment
- 2 Appraisals
- 3 Promotion and Progression processes
- 4 Policies
- 5 Equality Diversity and Inclusion Awareness, Engagement and Training
- 6 Work-life balance, mental health, and wellbeing
- 7 Infrastructure and reporting/evaluating

The key actions that the University will focus on delivering in year one (2022-23) of the Improvement Plan include:

- 1 Review and relaunch appraisals with greater emphasis on career development discussions, increased relevance to the variety of staff roles, improved guidance for managers and more follow-up in terms of progress and needs
- 2 Draft and implement new academic promotions policy which includes a consistent application process, including explicit guidance for line managers on how to review who might be ready for promotion soon,
- 3 Introduce additional support measures for Early Career staff to mitigate against impact of short-term contracts and meet needs of Millennial hires.
- 4 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
- 5 Review and update relevant policies (including trans-inclusion, parental leave, caring, flexible working, adoption leave) for inclusive language, unconscious bias, gender-based assumptions.
- 6 Develop "inclusive leadership and management training" for all line managers and make Foundation EDI courses an essential requirement for all those managing staff

A Gender Equality (Athena SWAN) Implementation Group is now being set up to provide continued leadership and accountability for gender equality work at the University and to oversee the delivery of the improvement plan.

2.2 Addressing the gender pay gap

Context

The University of London shares the sector wide commitment, to reduce the gender pay gap. The sector continues to be dominated by women, 54% female: 46% male, and in particular professional services staff are 63% female, however contrary to this norm, male staff lead the way in academia at 53% (HESA, 2020-21).

The University of London shares similarities to the sector with differences around the proportion of academic staff and professional services staff employed. The data this year suggests a small growth of female members of staff making up the majority of the university's workforce 56%:44% in comparison to last year.

Gender pay gap calculations

The gender pay gap reporting requires two lists of employees: relevant employees and full pay relevant employees. This year there are 1018 relevant employees who will be used for the bonus gap calculations and 1004 for the gender pay gap calculations. The difference of 14 is spread equally in both genders. In line with the regulations, the 14 were omitted for reasons which related to receiving less than their full pay due to leave.

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

Measure	31 March 2022	31 March 2021	31 March 2020	31 March 2019	% Change between 2021 and 2022
Mean Gender Pay Gap	1.20%	1.16%	5.30%	9.67%	0.04%
Median Gender Pay Gap	4.82%	2.64%	5.10%	8.23%	2.18%

The following figures are reported in accordance with the requirements of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

Table 2 - Gender quartiles from last three years

Employee Quartiles	Male %				Female %			
	2019	2020	2021	2022	2019	2020	2021	2022
Lower Quartile	36	44	53	50	64	56	47	50
Lower Middle Quartile	34	35	35	31	66	65	65	69
Upper Middle Quartile	41	40	43	43	59	60	57	57
Upper Quartile	52	52	48	49	48	48	52	51

Table 3 - Quartile analysis by grade – full pay relevant employees

Gender	L01	L02	L03	L04	L05	L06	L07	L08	L09	L10	Not on Scale	Grand Total
Q1	76	8	59	55	46	4	1	-	-	-	1	250
Q2	2	-	-	7	80	57	103	1	-	-	1	251
Q3	1	-	-	-	1	23	133	92	1	-	-	251
Q4	4	-	-	-	1	1	2	98	83	55	7	251
Grand Total	83	8	59	63	128	85	239	191	84	55	9	1004

Table 4 - Quartile analysis by grade – female

Gender	L01	L02	L03	L04	L05	L06	L07	L08	L09	L10	Not on Scale	Grand Total
Q1	34	7	18	34	30	1	1	-	-	-	1	126
Q2	-	-	-	4	54	37	76	-	-	-	1	172
Q3	-	-	-	-	-	11	79	51	1	-	-	142
Q4	1	-	-	-	-	1	1	49	45	27	3	127
Grand Total	35	7	18	39	84	50	157	100	46	27	5	568

Table 5 - Quartile analysis by grade - male

Gender	L01	L02	L03	L04	L05	L06	L07	L08	L09	L10	Not on Scale	Grand Total
Q1	42	1	41	21	16	3	-	-	-	-	-	124
Q2	2	-	-	3	26	20	27	1	-	-	-	79
Q3	1	-	-	-	1	12	54	41	-	-	-	109
Q4	3	-	-	-	1	-	1	49	38	28	4	124
Grand Total	48	1	41	24	44	35	82	91	38	28	4	436

Quartile	Female headcount	Female - Avg. Hourly Rate	Male headcount	Male - Avg. Hourly Rate	Total headcount	Total Avg. of Hourly Rate	Difference - £	Difference - %
Q1	126	£13.83	124	£13.16	251	£13.51	-£0.70	-5.30%
Q2	172	£18.61	79	£18.71	251	£18.64	£0.10	0.52%
Q3	142	£23.10	109	£23.58	251	£23.31	£0.48	2.03%
Q4	127	£38.54	124	£36.55	251	£37.55	-£1.99	-5.45%
Total	568	£23.13	436	£23.42	1004	£23.25	£0.29	1.26%

Bonus Pay Gap

Year	Gender	Totals	Mean	Mean GBG	Median	Median GBG
2022	Female	2	£ 21,145.63	51.2%	£ 21,145.63	51.2%
	Male	2	£ 43,312.50		£ 43,312.50	

Year	Gender	Proportion
2022	Female	0.35%
	Male	0.45%

Summary Findings of the Gender Pay Gap Analysis

- The University's mean Gender Pay Gap is calculated at 1.20 % and the median at 4.82 %.
- The mean and median Gender Pay Gap figures have both increased since 2021 (1.16 % and 2.64 % respectively).
- Despite the increase, the mean GPG is lower than the most recently published HE sector average (16.2% reported UCEA) and the UK workforce (7.9% according to the [ONS](#)).
- The primary factor contributing to the widening median pay gap is a change in the balance of the University's workforce in the lower quartiles; specifically a significant reduction in the number of male colleagues in these quartiles compared 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.

Reflections on the Gender Pay Gap Analysis

While the widening of the gap is very disappointing the analysis does not point to a causal change of practice. Although not complacent, the University welcomes the fact that its gender pay gap remains significantly below that of the UK workforce as whole. The University will continue with its efforts to ensure gender equity in pay; and there are number of actions in the comprehensive action plan developed as part of its Athena Swan application that are focused to this end.

2.3 Developing our work on race equality

The Race Equality Group

The Race Equality Group (REG) for staff was set up in 2018 and celebrated its fourth year of activity in October 2021. During 2021–2022, the REG forum was used to listen to and engage with staff on race equality issues.

During 2021–2022, two meetings of the group were hosted to initiate conversations on the Advance HE Race Equality Charter and how the University could work in partnership with staff and students to use the Charter as a framework to develop and improve race equality policy and practice for staff and students.

Initiating work on Race Equality Charter

Through our [Equality and Inclusion Strategy 2021–2025](#), the University of London reiterated its commitment to build on the work that has taken place over the past few years to understand and address issues of disadvantage and inequity related to race and ethnicity that some staff and students have experienced.

During the year, we initiated the formative stage of the work to use [AdvanceHE's Race Equality Charter](#) (REC) framework to systematically assess our current policy and practice on race equity, agree areas that we should focus on to define improvements, and develop an action plan to deliver them.

A learning and engagement event was hosted in April 2022 to develop knowledge of good practice and to start planning the activities that we need to undertake to work on the REC. The guest speaker for the event was Sarah Guerra, Director of Equality, Diversity, and Inclusion at Kings College London (KCL). Sarah shared the learning from KCL's experience of using the REC framework to understand organisation specific race equity issues, described the partnership work with staff and students that was vital to develop good practice and enabled KCL to deliver both the cultural and structural transformation that is required to move towards becoming an anti-racist organisation.

A second learning and engagement event was hosted in June 2022. This was used to share information on the guiding principles of the Race Equality Charter and the activities that will be undertaken as a part of the self-assessment work. It was highlighted that work on the REC will involve collaboration and engagement with staff and students through surveys to understand experiences and specific challenges, collation and review of both quantitative and qualitative information on race specific issues, review of the recruitment, retention and progression processes for staff and students focus

groups, review of learning and development resources on race and equity issues, reviewing the culture of the organisation and the sense of belonging and well-being in relation to race and using the findings from these assessments to develop a race equality improvement plan. Feedback was also sought from participants on the issues they feel are important and how they could or would like to contribute to work on the REC.

Both events were well attended by both staff and students who actively contributed to the conversation and discussion on how we should continue our work at the University of London to improve race equity. The feedback from both these events has been used to set up the University's *REC Self-Assessment team and map out the REC work programme*.

The University has also invested resources in the creation of an Equality and Inclusion Officer (Race) post that is leading on co-ordinating and supporting work on the Race Equality Charter and ensuring that work of the University's Race Equality Group is strengthened.

2.4 Celebrating and developing awareness of key equality and inclusion events

Marking LGBT+ History Month 2022

In the UK, February is marked as LGBT+ History Month. It is an annual celebration of lesbian, gay, bisexual, trans, and non-binary history - including the history of LGBT+ rights and related civil rights movements - that encourages us to develop our understanding of matters affecting the LGBT+ community. It aims to promote a safer and more inclusive society where the varied spectrum of sexuality and gender is universally accepted and spoken about openly.

LGBT+ History Month has focused its activities on a different theme each year and the theme for 2022 was 'The arc is long' (paraphrased from Dr Martin Luther King Jr's quote 'The arc of the moral universe is long, but it bends towards justice').

To mark the month, the University's **Institute of Historical Research's** History and Public Health Seminar in February 2022 featured UCL's Rebecca Jennings on 'They all thought I was a crank': Lesbian mothers and public health professionals in Britain and Australia, 1970s-1990s'.

During the month, staff and students were encouraged to commit to finding time to develop our personal understanding of LGBT+ inequity issues and to become an ally. We shared information on events and learning opportunities hosted by member institutions and other partner organisations.



Marking International Women's Day and Women's History Month

March is Women's History Month, with [International Women's Day](#) (IWD) celebrated on 8 March. The International Women's Day 2022 campaign theme was: **#BreakTheBias**.

We marked International Women's Day by hosting a meeting for all staff. We share updates on findings from the staff survey on gender equality that was undertaken to support our Athena SWAN Charter work and sought feedback on key actions that we should take to deliver improvements for gender equality.

On 8 March, in the evening, the University's Senate House building was also lit up in purple to mark International Women's Day, to celebrate the social, economic, cultural, and political achievements of women; to raise awareness against discrimination and bias and to inspire and empower us all to act for equality. Purple, green and white are the colours of International Women's Day and signify justice, dignity and hope.

The University of London also partnered, with the **Women of the World Festival (WoW)** to celebrate women and their contributions to society. The WoW Festival took place between 11-13 March at the Southbank Centre and is a celebration of women's achievements in arts and sciences, a cause which closely aligns with the University's mission. The University of London was the only educational institution that was selected to host a stall at the festival marketplace. Our staff volunteers hosted the stall, spoke to festival goers and volunteers to highlight 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 informal mentoring sessions to festivalgoers to help them explore the benefits that our flexible approach to higher education can offer them.



At the University of London, we are committed to gender equity and are proud of the role we played in opening-up higher education to women. The University was the first to offer first degree courses to women back in 1868. It was also the first to appoint a female lecturer and Vice-Chancellor. English Literary critic and lecturer Caroline Spurgeon was appointed as the first female University professor in 1900, and in 1948 Dame Lillian Penson was appointed as the first female Vice-Chancellor in any University in the Commonwealth. In 2018, we celebrated the contributions of 150 Leading Women with our year-long celebrations in 2018. Today, almost 60% of our staff at the University are female, and we are working to ensure we have an inclusive environment that supports women as both academic and professional services staff to progress in their careers and achieve their full potential.

Participation in Pride in London parade 2022



2022 marked the 50th anniversary of the Pride in London Parade and the University of London joined the event to mark this milestone.

More than 20 staff and students from University of London, London School of Hygiene and Tropical Medicine and Queen Mary University of London took part in the 50th annual Pride Parade in London on 2 July. The team braved strong winds, inflatable arches, traffic lights, and some tricky road signs to manoeuvre the University's distinctive seven-metre-wide mortar board around the streets as part of the parade. The parade was London's biggest ever, with more than one million people taking part, and it was a joyous day of celebration throughout

As University is often the first place that young LGBTQ+ people find that they are able to be themselves, it was also an opportunity for us to show common purpose and commitment with other London universities where students experience similar life-enhancing experiences

Black History Month

October is Black History Month in the United Kingdom, when we pay special attention to the often-untold history, experiences, and contributions of black people to this country and to the wider world. Over the last year, the Black Lives Matter events have brought to the forefront the issues of systemic racism and social inequalities. Black History Month provides us the opportunity to understand the background of these events, and to listen to the experiences of people who have suffered and continue to experience discrimination in many areas of their lives for no other reason than their race or colour of their skin.

The University of London marked Black History Month in October 2021. The theme for this month was **"Proud to Be"**. This campaign aim was to make Black History Month 2021 personal and unique to individuals, families and communities, focusing on how we're all making history all the time in our own ways, as well as the contributions and achievements of Black people throughout history. At the University of London. We invited all staff to share their stories, experiences and what they are proud of via email or social media, including video and audio clips that was shared on our webpages.

The University also hosted the following events:

"The Legacies of the 1962 and 1971 Immigration Acts: Historians and Lawyers in conversation"

21 October 2021

Hosted by the School of Advanced Study's AHRC-funded Windrush oral history project and the Institute of Historical Research's History and Policy network, this

special round table discussion for Black History Month considered the legacies of the 1962 Commonwealth Immigrants Act and the 1971 Immigration Act from historical and legal perspectives. Between them, the acts created a web of restrictions and obligations the complexity of which continues to cause confusion even to specialists in this area. They provided the legal backdrop to the Windrush scandal in which many people from BAME communities found their right to live in the UK challenged by agents of the state. An expert panel attempted to disentangle this issue, considering the intended and unintended consequences of the two acts. The key speakers included, Nadine El-Enany, author of '(B)ordering Britain: Law, Race and Empire') and Ian Sanjay Patel, author of 'We're here because you were there: Immigration and the end of empire'.

"Ain't I a Woman?: The 'Black Woman' in Historical and Contemporary Context"

27 -28 October 2021

This online two-day conference was co-hosted by Institute of Commonwealth Studies and Goldsmith's University of London showcases emergent research and provides fresh perspectives into the phenomenal lives and contributions of Black Women past, present and into the future upon the societies in which they live. This event was organised by three Black Female Historians - Dr Juanita Cox, 'The Windrush Scandal' project, The Institute of Commonwealth Studies; Dr Angelina Osborne, '100 Great Black Britons' (2020), Independent Scholar; and Dr Elizabeth Williams, 'The Politics of Race in Britain and South Africa (2017), Goldsmiths, University of London and invited celebrated black women to share with the audience, experiences and perspectives from their own professional careers and achievements.

2.5 Developing University-wide knowledge and good practice on inclusion

During 2021–2022, the University offered a range of learning and development opportunities to support staff. The training courses delivered were aimed at developing an individual understanding of equality and inclusion, with others taking on an institution wide perspective. Staff were encouraged to participate in a range of training around the broader theme of equality, diversity, and inclusion, with the aim of promoting inclusive cultures where open dialogue is supported. At the core of this training was an essential training package focused on race developed by the Equalities Challenge Unit, the elements of which were:

Understanding and addressing Unconscious bias

This course took a practical approach to discussing how unconscious bias can affect the decisions people make; and how people communicate with others every day.

Discussions and activities were built around defining unconscious bias, recognising its impact, and how to take steps both as an individual and as an organisation to reduce the effects of unconscious bias.

Managing race and diversity

This session 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.

Let's talk about race

This 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 staff to feel confident using language in relation to race and to instigate conversations with colleagues.

Other learning interventions to highlight include:

Disability and Neurodiversity

This workshop offered staff the opportunity to become more proactive in supporting their journey to becoming more diverse and inclusive through increasing their knowledge about Disability / Neurodiversity whilst sharing their experiences of being neurodiverse or working with staff who are neurodiverse.

- 'The session was very useful'
- 'I thought the course was fantastic.'
- 'The testimony from the staff member was very powerful and relevant.'

Aurora (Leadership Development Programme for Women)

10 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.

2.6 The Development office - Philanthropic activities with an inclusion focus

Funding for scholarships and hardship funds for students

In 2021–2022, the Development Office continued to raise hundreds of thousands of pounds in scholarship and hardship support funds across Worldwide, SAS and ULIP. These funds, for example the Váradi Scholarships, 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.

This year, we launched the **University of London Scholars Programme**, a new £2m initiative as part of its commitment to closing the attainment gap between students. The initiative will support 30 students every year across the University of London federation. Its central purpose is to support the University of London's strategy to help young people across London flourish – while narrowing social, economic and health inequalities to close the attainment gap between students. Its central purpose is to provide significant funds to help with tuition fees and the cost of living for 'estranged' students, those from ethnic minority backgrounds, and students with experience of living under the care of a local authority.

Through this programme, the University will make an annual commitment of up to £700,000 of funding – available to 30 new students who are registered for a course of study at the University or any of its 17 independent federal member institutions. This will include 20 students who are resident in London and a further 10 students from anywhere in the UK, who will be eligible to receive free accommodation at one of the University's halls of residence.

The programme will complement and build on the substantial resources which are already being invested in the delivery of widening access and participation programmes across the University of London federation. Collectively, the 17 independent federal member institutions are investing more than £200m over a five-year period (2020–25).

Funding and pro bono support for the Refugee Law Clinic

During 2021–2022, the Development Office continued to secure funding for the Refugee Law that was established in 2020 and is an innovative project providing pro bono legal advice for refugee clients. Our work provides some of the most disadvantaged communities with access to fair and equal legal representation, a basic human right which many asylum seekers in the UK struggle to find.

The clinic is supported by the Central University and by 10 of the University's Member Institutions. It is based on a model of Clinical Legal Education for the University's diverse student body and facilitates practical experience for students working on real cases under the supervision of a qualified expert lawyer. Delivered in partnership with two law firms, the Refugee Law Clinic also provides the opportunity for lawyers to undertake pro bono work within the clinic.

The clinic's main legal focus is on advising and preparing fresh claims for asylum, an area identified as underserved in the current legal landscape and aims to complement the work of law firms and other service providers in London.

The clinic currently receives financial support from two charitable trusts. We also receive support in training materials from HJT Training, and broader support from an Expert Panel, and the clinic's Governing Board. In 2021–2022 the Development Office raised more than **£180,000** for the clinic.

Support for Council for At Risk Academics (CARA)

The University is working closely with the Council for At-Risk Academics (CARA) to assist them in their efforts to help at-risk academics.

The Paul and Adelaide Joseph Archive

In June 2022, the Friends of Senate House Library, supported by the Development Office, hosted the

annual Holden Lecture, which highlighted the new acquisition of the Paul and Adelaide Joseph Archive by Senate House Library. The Archive documents much of the South African anti-apartheid struggle and contains several letters and cards from University of London alumnus Nelson Mandela, posted from Robben Island Prison. The Archive was donated by Paul and Adelaide and their family earlier this year. More information on the Archive can be found on our website: london.ac.uk/shl-friends-joseph-archive-2022

You can watch the Holden Lecture in full on our website: london.ac.uk/events/holden-lecture-2022-paul-and-adelaide-joseph-archive

Open Society Foundations

In October 2021, the Foundations awarded a grant of USD 150,000 to the University in support of an advocacy project in human rights with a focus on decriminalisation of poverty in the Commonwealth.

Promoting the work of UoL alumni globally

The University regularly features the achievements of our alumni, 90% of whom are based outside the UK and whose talents contribute to their communities globally. These include [Mohammad Taqi Yasir](#) who was included in Forbes Asia 30 Under 30 2022 list; [Khadija Siddiqui](#), who has won a prestigious British Council Alumni Award in Pakistan, in the Social Action category; and [Branishka Lewis](#), former Acting Director of the Bahamas National AIDS/HIV Centre.



3 Highlights from our University-wide equality and inclusion work

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 activities around Student Wellbeing, scholarships offer for refugee and displaced students, supporting students who require reasonable adjustments due to dyslexia and other diagnostic assessments, as well as ongoing work relating to internationalising the curriculum.

Supporting student experience and wellbeing

Situated in the Online Education Directorate, the Student Life team leads the Student Wellbeing provision on behalf of Worldwide, working across departments to build a scalable provision that specialises in supporting students online from a distance. This support, which focuses on the promotion of positive health and wellbeing, prevention of ill health, and early intervention – includes the following:

- Developing tailored policies and business continuity for distance and flexible online student community.
- Promoting student wellbeing and providing pastoral support and intervention at key lifecycle stages.
- Leading on the TalkCampus partnership to provide peer support, Samaritan standard counselling, and a 24/7 365 crisis support helpline.
- Creating digital resources and self-reflective exercises to support wellbeing.

Scholarships offer for refugee and displaced students

In the wake of Russia's illegal invasion of Ukraine, we have redoubled our efforts to diversify and augment our scholarships offer for refugee and displaced students. Since March 2022, in collaboration with Member Institutions and Coursera, we have set up 28 new full-fee awards for undergraduate and postgraduate study:

- LLB (5 scholarships).
- BSc Computer Science and MSc Data Science (5 scholarships).
- BSc Business Administration, BSc Marketing, MSc Project Management (5 scholarships).
- MSc Accounting and Financial Management (2 scholarships).
- MSc Professional Accountancy (3 scholarships).
- LLM (5 scholarships).
- Global MBA (2 scholarships).
- MA Global Diplomacy (1 scholarship).



To date, 22 awards have been made to refugee and displaced students from Ukraine, Myanmar, Afghanistan, Iran, Somalia, Burundi, DR Congo, Albania, Cameroon, and Zimbabwe. All are individuals that have fled their country of origin and are now in countries that include Malaysia, Canada, Lebanon, Turkey, Germany, and the UK. Others have been displaced within their own country, for example in Ukraine and Pakistan.

This expanded portfolio builds on our existing provision that includes scholarships and bursaries for the MA Refugee Protection and Forced Migration Studies in partnership with the UNHCR, Norwegian Refugee Council and Danish Refugee Council. This important work was highlighted in a landmark report by the British Council in October 2022, *The Value of Transnational Education (TNE) Partnerships*, which sets out evidence for the impact of TNE in contributing to achievement of the UN's Sustainable Development Goals.

The role of higher education in helping to achieve the UN's Sustainable Development Goals (SDGs) has never been more to the fore. The interconnectedness arising from increased globalisation means that challenges such as access to education, health and wellbeing, climate change, conflict and forced migration can only be addressed through global collaboration; and higher education is integral to this.

The University of London has long recognised this. Important contributions to most SDGs manifest not only from the achievements of our graduates, but flow from our global networks of connection and collaboration; our historic mission and purpose; our uniquely interdisciplinary offer; and our unparalleled worldwide profile and reach. Our overarching commitment is to SDG4: Quality Education, with which all the other 16 SDGs are closely interlinked; and through which the University also brings a particular focus on the SDGs for health and wellbeing; gender equality; decent work and economic growth; reduced inequalities; sustainable cities and communities; and peace, justice, and institutions.

Supporting students who require reasonable adjustments

Worldwide has embedded inclusive practices in its delivery of courses and assessments that benefit all students, and particularly those with dyslexia and other specific learning disabilities. Moving away from the provision of hard copy learning materials and providing them online allows dyslexic students to access the materials using special software such as Dragon, to change background colours, and to use the accessibility functionality of Adobe Acrobat.

In addition, for the last three years assessments have been conducted online allowing students to type answers, which is particularly helpful to those with dyslexia and other disabilities for whom handwriting can be challenging. The work of the Inclusive Practice Arrangements Panel continued in 2022, considering individual access arrangements alongside the work of the Inclusive Practice Panel which looks into developing more inclusive practices for disabled students, including those with dyslexia.

In 2022, Worldwide secured funding (£10,000) from the University of London Convocation Trust to support students who require dyslexia diagnostic assessments. These diagnostic assessments are conducted by educational psychologists and are important as they are needed in order for the University to consider access arrangements for individual students. They are also valuable in terms of helping students understand their needs and can be used to make reasonable adjustments at a workplace.

Decolonising and internationalising the curriculum

The Deans' and Programme Directors' Forum is involved in an ongoing discussion which aims to investigate current practice at UK institutions and to develop context-relevant recommendations for both Worldwide and the whole of the University. Dr Oscar Mwaanga (Programme Director of the PGCert International Sports Management) and Dr David Baume, CODE Fellow, have run webinars on decolonising the curriculum for students on the International Sports Management and Teaching and Learning in HE Certificate programmes. Dr Mwaanga also participated in two events which took place in Zambia earlier in 2022: a public lecture at Kwame Nkrumah University entitled 'Building a World-Class University of Zambia - is Decolonization Necessary', and meetings aimed at exploring partnership on internationalisation across Kwame Nkrumah University (Zambia), the University of London (UK) and the University of Toronto (Canada).

The teams propose to work towards a collaboration to underpin and support the authentic decolonisation of the three institutions, bringing into scope research, postgraduate training, exchange programmes and curriculum development. As a part of the decolonisation agenda, Dr Oscar Mwaanga and the PGCert International Sports Management team are also exploring the incorporation of the Ubuntu Pedagogy as an alternative and non-Eurocentric pedagogy to help promote a sense of community and humanistic approaches to teaching.

Embedding inclusion in the work of Centre for Online and Distance Education (CODE)

The Centre for Online and Distance Education (CODE) is one of the Centres for Excellence at the University of London. The Centre has recently increased the number of [Fellows](#) to create a more inclusive and diverse membership. There are currently 42 CODE Fellows drawn from across the University of London member institutions, and from other UK and international institutions.

The Fellowship brings together an inclusive representation of thought leaders in the sciences, research, academic practice, and leadership in online and distance education. The Fellows' roles include teachers, course leaders, senior managers, researchers, educational technologists, learning designers and policy advisors. CODE and its Fellows are ensuring that its commitment to improving equality, diversity and inclusion is evident in its strategic activities, educational innovations, and research.

CODE runs large scale conferences, workshops, and webinars. Hosted online and hybrid, we reach a global audience, with strong representation from colleagues working in the Global south in both the audience and as presenters. All of our events are made available as Open Educational Resources, with videos hosted on YouTube and materials and reports on the sessions available on our [website](#).

In 2021/22 our programme of events included:

- [Supporting Student Success workshop](#) – our fourth annual workshop, took place in January 2022, was entitled 'Fulfilling the potential of Online and Distance Education'. The programme included parallel sessions that focused on topics such as "From students to professionals" and "Responding to learners' needs"
- Our annual [Research in Distance Education](#) conference (RIDE) 2022, took place in June, and included input from colleagues in over 20 countries. Themes explored in the conference included decolonization; accessibility awareness; compassionate teaching; ensuring equality in distance education and assessment; impact of Covid-19; Inclusive Course Design; supporting student wellbeing.
- Our [Experiences in Digital Learning webinar series](#), was co-hosted with ULIP, and included webinars on "Approaches to Inclusive Online Practices" led by Maha Bali, American University in Cairo and Virna Rossi, London Ravensbourne University.

CODE also supports a scheme for [Student Research Fellows](#) drawn from across the globe. This is an initiative whereby University of London distance learning students are given the opportunity to gain transferable skills through collaborating with CODE Fellows on current projects and programmes funded and led by the Centre. It is unique in providing hands-on research training for students at a distance.

CODE supports capacity building and staff development in a number of ways, including two strategic partnerships:

- with the National Universities Commission in Nigeria, where we work with university leaders to develop large-scale high-quality distance education to support the pressing need for an expansion of tertiary education.
- and with the Open University of China (OUC), where we train teaching staff and host visiting scholars in London. Our work with OUC is [pioneering](#) approaches to bi-lingual collaborative education.

CODE leads the University of London Postgraduate Certificate Learning and Teaching in Higher Education, and inclusive practice is built into the programme through assessments, learning and practice. The cohorts are drawn from across the Globe. Participants are themselves teaching in diverse settings and the programme provides all participants with the opportunity to deepen their understanding of intersectionality in access to success in higher education.

CODE has a number of special interest groups (SIGs), which lead research and practice development. Two particularly relevant to our work in equality, diversity and inclusion are our Inclusion SIG and our Decolonising online and distance education SIG.

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.

Over the past three academic years, ULIP has demonstrated its commitment to the urgent questions of diversity, inclusion, and equality in the academy through research events and discussions, a staff-student seminar series, and a British Academy funded Outreach and Access project, and by discussing and addressing these issues on a pedagogical and institutional level.

'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 has since 2020 been running a regular seminar series 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 about the critical frameworks and vocabularies needed to talk to about what is so often silenced. Sessions are led by student representatives who act as the key interlocutors for all participants. Both in content and approach, the series foregrounds a horizontal approach to exploring diversity, tackling separatism, and learning from diverse geographical contexts that challenge the myopia of a national prism.

2021–2022 topics included:

- Black history continued: James Baldwin (1962) and 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

2021–2022 Student Union Diversity Officer, Linnéa Batey, testimonial:

'Hidden People has provided a wonderful forum and space where students and lecturers alike can have conversations about issues that might be difficult to discuss but nonetheless must be spoken about. This includes conversations on topics such as racism and decolonization. It has allowed for this conversation to happen beyond the classical hierarchy in a classroom between teachers and students and instead in a safe space where we are all encouraged to learn from each other.'



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 2021–2022.

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, UK 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:

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. 2021–2022 events:

'Cultures of Care' (November 2021)

'Cultures of Care' was the first of a new series of discussions that focuses on psycho-social care for marginalized and precarious migrants, addressing questions relating to addiction, depression, and other psycho-social pressures concentrated in and around the localities where people live and work most directly under the hostile forces generated by contemporary immigration regimes and excess policing. Key questions include:

- What does it mean to make care our standpoint (in addition to rights, in recognition of the obstacles to achieving rights)?
- How does care for vulnerable, displaced, and mobile people intersect with or manage depend upon care within the more sedentary structures of activist networks?

- How does access to institutional types of care, e.g., medical care, mental health care, relate to care within community and informal groups? What sorts of reciprocal support between institutional and 'informal' or autonomous structures exists or can be fostered?

The event featured contributions from Dr Maria Pisani (University of Malta) on care in the context of Malta; Professor Lynne Segal (Birkbeck) on the Care Manifesto (Verso, 2020); Caoimhe Buttelry (Comhlamh), speaking from Athens and Lou Hemmerman on their recent project, a collaboration between Ulex, Comhlamh and others, supporting organisations working in the Mediterranean.



Photo credit: *InfoMigrants: Le Bus de la Solidarité*

'Invisible Work' (January 2022)

For many, the 'work' of migration remains massively under-acknowledged and more often invisibilised. For undocumented and vulnerable people on the move, work, and self-organization for one's own continued subsistence, as well as in support of others, is often largely obscured by the threat of criminalization and/or represented through the prism of 'passivity' that conditions the perception of victims of forced displacements.

Meanwhile, for volunteers and many activists, the expectation of uncounted labour, of a perpetual capacity to function beyond the call of duty as such, shapes experiences of engagement and belief in one's capacity to build towards a more welcoming world. Moreover, these expectations are often characterized by a strongly gendered bias towards established patterns

of invisibilised female labour in situations of daily care, resulting in work-life (im)balances that are major factors in the questions of sustainability and resistance that were discussed in the previous session 'Localities of Welcoming – Cultures of Care' in November 2021.

In this session, the second chaired discussion of the 2021–2022 cycle, the pressures of working in these conditions were discussed, along with questions of who is doing the work of welcoming, at what costs, and with what effects to local economies and livelihoods. Presenters: Theodoros Fouskas (University of West Attica, Greece); Pru Waldorf (Refugee Solidarity Summit); Abel Mavura (La Casa, Paris).

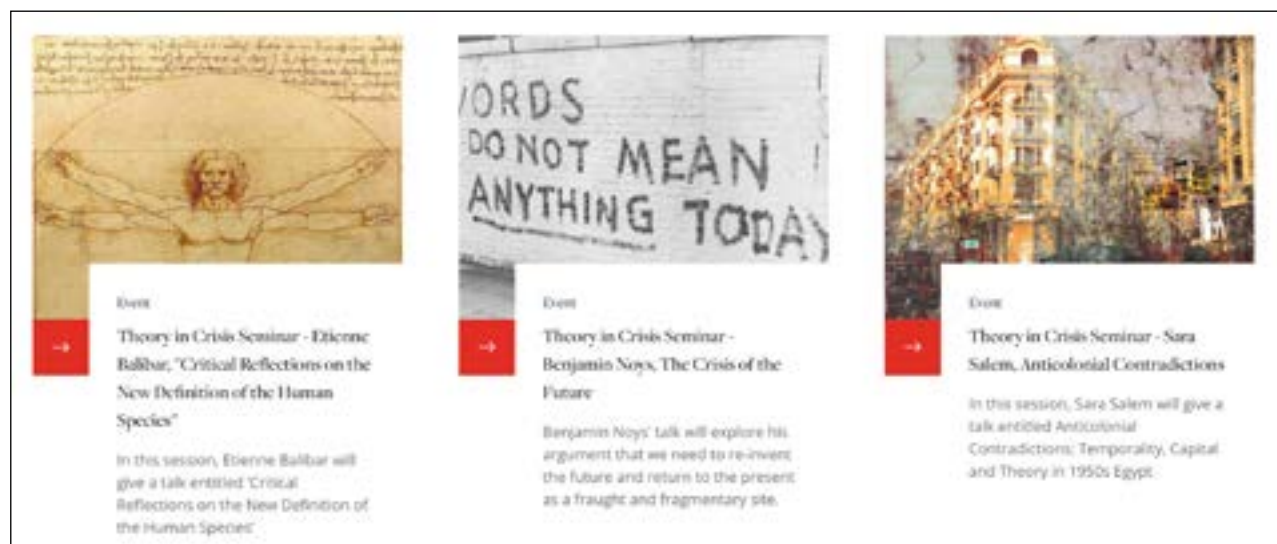


'Theory in Crisis' research seminar (2020–2022)

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. 2021–22 seminars included:

- Verónica Gago on 'Feminist International: Political Alliances and Challenges'
- Engin Isin on planetary movements and solidarity between oppressed, dispossessed, and displaced peoples
- Sandro Mezzadra on 'the capitalist virus: mutations of capitalism in the pandemic conjuncture'
- Aaron Benanav on post-scarcity economics and the foundations of life after capitalism
- Brenna Bhandar on colonial continuities in warfare, property, and law
- Geoff Gilbert on aesthetic realism and crisis
- Alberto Toscano on theories of fascism and contemporary analyses of reactionary politics

- Achille Mbembe discussing his 2020 book *Brutalisme*
- Deborah Cowen on the connections between infrastructure and imperialism
- Etienne Balibar on 'Critical reflections on the new definition of the Human Species'
- Benjamin Noys on 'the crisis of the future'
- Sarah Salem on decolonisation in Egypt in the 1950s and 60s and histories of anti-colonial struggle
- Abdou Maliq Simone on changing forms of 21st-century urbanisation, with a focus on the volatile extended regions of cities



Bannister Fletcher Fellowship (2020–ongoing)

As the significance of shared culture and robust exchange between the cities of London and Paris comes increasingly to the fore, the University of London in 2020 announced the endowment of a global fellowship opportunity piloted by the University of London Institute in Paris in partnership with the Bartlett School of Architecture (UCL) and Queen Mary University of London (QMUL), the University's leading centres of research and learning in urban history, culture, design, and theory.

For the second iteration of the fellowship in 2021–2022, ULIP welcomed Dr John Bingham-Hall (Director of Theatrum Mundi) to lead a programme of research that explored some of the implications of the new focus on 'green infrastructures' as they are playing out in the cities of Paris and London. Entitled 'Commons, Wilds, Infrastructures,' the work took an experimental approach to developing new understandings of urban natures and their capacities to produce (counter) publics by using sonic and choreographic walking methods to produce a critical cartography of connections between human and non-human cultures. These participative walks were supported and developed by a series of seminars and a public lecture, programmed through Spring 2022. Throughout the events, a focus was given to spaces of queer sociality and the events expanded the scope of ULIP's public. Events included:

- 3 March 2022, Public Ecologies: Imaginaries of Urban Nature-Culture
- 5 May 2022, Walk 1: Green Infrastructures and the Democratic Public (Paris)
- 19 May 2022, Walk 2: Wild Nature and Queer Counter-Publics (Paris)
- 7 June 2022, Walk 3: Communal Nature and the Commons (London)





‘Reclaiming the Universalist Credo’ discussion with Mame-Fatou Niang and Julien Suaudeau (March 2022)

In 2019, Mame-Fatou Niang and Julien Suaudeau spoke out against the racist artwork commemorating the abolition of slavery in the entry corridor of the French National Assembly. Their words were judged scandalous and an insult to the integrity of the artist, to the freedom of art, to the innocence of the unsuspecting eye. Three years later, in the context of the 2022 election campaign in France, they published a book entitled *Universalisme* (Éditions Anamosa).

During this event, they discussed what it means to reclaim the term and the ground of ‘universalism’ in a political climate governed increasingly by the right-wing and an intolerant conception of *laïcité*. What is at stake in the current scaremongering about the influence of American campuses? What do these debates reveal about the circulation of ideas and critical thinking in classrooms today, in universities and also in schools? And what are the reasons and the risks for them in embarking on the joint authorship of this short essay?



Student volunteering: *Anglais pour tout le monde*

Anglaise pour tout le monde delivers free English classes to asylum-seeker and refugee people, with weekly sessions taking place on ULIP premises, among other locations across Paris. In 2020–21, ULIP students were involved in language classes, and in 2021–22, ULIP students ran an additional programme in a refuge centre for women in the 18th arrondissement of Paris on Saturday mornings, teaching predominantly young women and supporting the group in passing their English exams at school. 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. For further details, please see the website:

https://www.eptlm.com/?fbclid=IwAR3aAxA6qvVBVx6C4ZnIYrfGHBGN1c0O6DU0V3oUCmRYmkD2s_XgPEiXPgl



Inclusive conversations about race training



Following on from its initiation in 2020, ULIP once again ran two 2-hour 'Let's talk about race' staff and student sessions, this year in person, in August and September 2022. The sessions offered practical, action-focused training for incoming ULIP students. Topics included:

- Historical and contemporary issues and responses to racial injustice
- Defining of racism, anti-racism, and intersectionality
- Recognising barriers to inclusion, as well as privilege and allyship
- Awareness of inappropriate behaviour
- Open conversations and getting language right
- Speaking up models
- Further resources

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

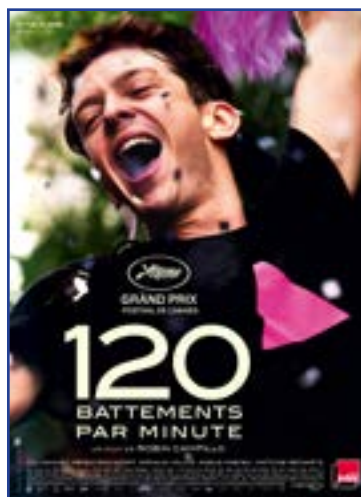
To demonstrate ULIP's responsiveness to student demands around questions of equity, separatism, and epistemic justice in the classroom, a small working group of academics was established with the following mandate:

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.

LGBTQ+ History Month

In February 2022, Kim Lê Minh, Head of ULIP's library, organised a display of collection highlights during UK LGBTQ+ History Month.

On 25 February 2022, ULIP hosted a screening of Robin Campillo, dir., 120 BPM (Beats per Minute) (2017). The film was introduced by journalist Christophe Martet, an active member of Act Up–Paris (AUP) in the 1990s, who also participated in a Q&A after the screening.



3.3 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 Careers Group Central Team have EDI-related objectives to work towards in 2021/22

The Careers Group key equality and inclusion initiatives include

TCG Advisory Panel for Colleagues who are Black, Asian and of Diverse Heritage

In summer 2022, four colleagues from The Careers Group (TCG) community of staff were appointed to become the first Panel Members of this new Advisory Panel set up to help tackle structural inequality across TCG. Two of the Panel Members are employed by the University of London and deployed to Member Institutions, and two are employed directly by Member Institutions.

The panel is a pilot project, focused on race inequality in the first instance. The Advisory Panel will work in parallel with the leadership team of TCG, considering the same strategic questions and decisions and integrating into the leadership decision-making process to diversify the perspectives on the key decisions shaping the Group.

The appointment process to the Panel was defined by removing and reducing as many barriers to application and appointment as possible. The key focus was 'Come as you are,' the premise being that throughout their journey from application to appointment to delivery Panel Members should feel enabled to bring their full selves to the Panel.

The appointment process began with applicants submitting a video, podcast or any other form of expression that enabled them to best capture their answer to four questions:

- Please reflect on the unique combination of skills and strengths, beliefs, and values that you have.
- Please share your insights about how you think you will make a difference to the Panel, and how the Panel will make a difference to you and your future professional development.
- Please share an example of a time when you thought differently about a problem to progress or resolve it.
- Please share your ideas and intentions for how the Panel can create change.

The interview process was 'flipped' so that Panel Members led the discussions with the diverse heritage-only interview panel, and demonstrated just three core competences: curiosity, the ability to progress a discussion, and the commitment to enabling and delivering change.

Panel Members are undertaking a development programme during autumn 2022 which again recognises the skills they already bring and enables them to harness them in new ways for new purposes. The Panel will begin considering the strategic questions facing The Careers Group in early 2023.

Inclusion Series of resources

We have launched our *Inclusion Series* on our staff intranet site to provide better support to our colleagues, our managers and through them, our students. Every month we share a range of resources and informative content on various topics relating to inclusion, ranging from Carers or Menopause, to Allyship, Social Mobility, Neurodiversity, Inclusive Language or Intersectionality.

Internal communications

We provide our colleagues with continuous support and learning opportunities to broaden our understanding and knowledge in relation to equality, diversity, and inclusion by providing them information through various channels:

- Every edition of each of our newsletters feature EDI related content. For example, our Research Updates has analysed data on gender pay gaps around the world, our general newsletter shares events and training on EDI topics, our technology newsletter examines online accessibility, and our vacancies newsletter features internship schemes aimed at ethnic minority students.
- EDI events page on our intranet where we collect all internal and external webinars, online events, and training opportunities
- TCG Monthly Forum which is a townhall style online event where we share our latest developments and news with our staff. This includes updates from our various EDI communities of interest that include Careers Education for Social Justice and Widening Participation
- Team meetings and working groups where we share what work we've done and are planning to do in relation to EDI

EDI Community of Interest

The Careers Group's (TCG) Diversity and Inclusion community was relaunched in Summer 2021 with the goal of supporting TCG and College employed Staff in their personal learning and professional development on EDI in these ways:

- Educate staff on the diverse groups we work with
- Build awareness of EDI best practice when engaging with key groups and stakeholders
- Support staff in embedding EDI in aspects of their day-to-day work
- Help staff feel empowered as a member of a diverse organisation

In April 2022, the EDI community conducted a survey of TCG staff to ascertain EDI priorities and what support

the community could provide to enable all staff to achieve their objectives. We identified three areas of immediate focus:

1. Review of self-directed learning resources, flagging up under-represented groups or areas,
2. Provide opportunities for sharing ideas and good practices via guidance forums, community conversations and other initiatives
3. Sourcing and co-designing solution-focused training provided by external facilitators on topics such as allyship, understanding power and privilege

EDI Action planning

In summer 2021 a group of colleagues developed an EDI Action plan for The Careers Group's teams based centrally. Some of our actions in the 21-22 academic year are:

- Adding EDI as a standing item at monthly team meetings.
- Running an EDI-focused study day in February 2022 where staff each researched a different aspect of EDI and presented their findings to colleagues.
- Incorporating EDI into induction for new staff members.
- Making recruitment more inclusive and attracting more diverse applicants to roles by implementing recommendations of the Making Manager Recruitment Better project.
- Adding at least one EDI-related objective to all staff appraisals

3.4 University of London Libraries equality and inclusion focused initiatives

Libraries and archives have an important role to play in improving diversity and inclusion. University of London Library is committed to maximising the diversity of voices and opportunities in our collections and services and is taking a number of actions to ensure inclusivity is at the heart of collection strategies and decision making in the future.

University of London Library Inclusivity Working Group

With the support of the Research Committee, work to further inclusion across the University of London's libraries has been channelled into the formal establishment of the University of London Library Inclusivity Working group. It is made up of members from Senate House Library (SHL) and the libraries of the School of Advanced Study. The group is committed

to University-wide collaboration to explore, openly debate and, wherever possible, redress all such harmful presentations arising from our collections, practices, and strategies. Over the course of 2021–2022, the Group has agreed on its Terms of Reference, extended its membership across all SAS Libraries, held regular meetings, and initiated constructive dialogue with Federal Member Institution libraries. We have extended the online presence of this work on the website of [Senate House Library](#), and are exploring a home on the UoL website, to reflect the shared effort.

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. We will seek to use these examples as drivers to engage our readers, our professional colleagues, academic and local communities in this work, to draw in wider collaboration.

- The eugenics legacy in psychology as reflected in SHL's collections, in partnership with the British Psychological Society
- Exploring the prominence (or the silencing) of SHL's Anglophone Caribbean Literature Collection
- Enslavement in the archives at SHL
- Legacy of a 1937 donation of books to the University by Nazi Germany in 1937, led by IHR
- Revisions to poetic drafts of Rabindranath Tagore by Thomas Sturge Moore held in the archive as an exploration of colonial power relationships

Alongside these case studies, the member libraries of the University of London Library Inclusivity Working Group have also been engaged in the following activities:

- SHL has added new subject guides including [black history](#); IHR library continues to maintain portals of freely accessible resources, [Teaching British Histories of Race, Migration and Empire](#) and [Open and Free Access Materials for Research](#) which includes a section of resources on LGBTQ+ History
- SHL, working with the Digital Humanities Research Hub, UCL Centre for Digital Humanities and the UoL Press, is preparing an annotated digital edition of

manuscripts by Rabindranath Tagore as an illustration of colonial influence

- SHL presentation at SAS 'Doing the Work' seminar, February 2022
- IHR and SHL library staff took part in the [Researching Imperial and Commonwealth History](#) session about the Chinese diaspora in the British Empire. This also led to an accompanying collection guide about [Migration History](#)
- The Group hosted a talk for colleagues in the central and federal UoL on decolonising efforts across our services, with 60 attendees.
- SHL Staff have been active members in a sector-wide [Task and Finish Group](#) on Diversity in academic libraries.

Acquisition processes review

We are actively seeking to broaden suppliers and make a conscious effort to purchase and solicit for material in genuinely global markets. IHR Library staff in particular have for several years been proactively increasing the diversity of titles and continue to acquire items from publishers in the Global South via our book suppliers including titles from India (via Houtschild), Lusophone Africa (via Susan Bach), Latin America, especially Brazil (again via Susan Bach and Libros Centroamericanos) and the Caribbean (via Houtschild). These contacts were fruitfully shared with the Group, and we have had initial conversations about placing shared orders for smaller suppliers who struggle with the logistics of small international orders. We have also submitted a list of unrepresented publishers to our major book supplier, and they have established links with seven firms across South America and Africa as a result.

We plan as a matter of priority to raise the issue of international supply, and critically the tension between representation and digital first acquisition policies, with the Federal Libraries Group of the University in 2022/23.

We are also planning to open dialogue specifically around truly global supply with the London Universities Procurement Consortium (LUPC).

Metadata enhancement

Over 400 offensive subject headings have been removed from 50,000 catalogue records and a statement about outdated, offensive terminology has been added to SHL's Archive catalogue.

We aim to subscribe to an automated service to identify and correct Subject Headings which are updated by the Library of Congress during 2022/23. This will free staff resource to pursue more subjective manual review of categorisation decisions.

Next steps

The University of London Library Inclusivity Working Group aims to initiate direct, mutually beneficial contact with groups and communities depicted in our collections and which are within the scope of this review. We hope to develop relationships where holdings are digitised and made available to interested audiences, to openly share our content but to also harness their greater knowledge and understanding of our materials in our descriptions. We are also very interested in seeking funding to explore collaborative, creative outputs from this work, raising awareness of our collections, their legacies and their contested future. At present, we have identified two potential audiences:

- Working with Gay's the Word bookshop and their community of readers and activists, to explore our holdings that reflect struggles for liberation and rights in the 1970s and 1980s against the repressive actions and legislation of successive governments. The Haud Nominandum collection, amassed by Dr Jonathan Cutbill, will be key here
- To work with established groups amongst the British Guianan diaspora, to explore colonial and neo-colonial shadows in our holdings, and to reflect upon the meaning of such materials being held in London University's Equality and Inclusion Annual Report 2021/22

We hope to progress conversations with the UoL Press about how best to capture this work, with input from Federal Member libraries, to publish an edited collection.

In addition to maintaining our focus on extending our geographic reach, and reporting progress statistically, the Group aims to explore the potential to collaborate more broadly across the federal University, to identify and hopefully unite with related drives elsewhere. We will be requesting time at a forthcoming Federal Libraries Group meeting as a first step.

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

Institute of English Studies (IES)

- The IES has run a number of Equality and inclusion focused events over the last few years, including events such as **'Diversifying Victorian Studies,'** which launched the network of the same name. This network hosts a Victorian Diversities page on the IES website, which is designed as a one-stop shop for anyone interested in expanding, widening and 'undisciplining' their nineteenth-century teaching and research. Seminars and Events have been hosted

focussing on issues such as race, trans and queer readings, queer, and black publishing.

- The IES also hosts the annual **Young Muslim Writer award**. There are a number of external partners for the event, and it is supported by various funding sources.
- The collaborative network **'Decolonising the Discipline'** is lead led by Clare Lees and Ellie Hardy, is an ongoing project, in collaboration with University English and the English Association, which aims to develop platforms for discipline-wide conversations that can foster and support collaborative action across English literature, language and creative writing. 'Decolonising the Discipline' seeks to draw attention to the breadth of activities and stakeholders within the discipline of English studies and the group are committed to building a network of interventions, to gathering and sharing ideas and to providing strategies and resources for collective and individual action.
- **'Toolkit for Diversity and Inclusion in English Studies'** - A one-year postdoctoral fellowship, was offered to Sarah Pyke to develop this toolkit. It was funded by Convocation Trust/Lucas bequest and recovered neglected or overlooked accounts of inclusion and diversity from the history of IES staff members and Fellows, enabling the Institute to tell different stories about its own past. The fellowship also included documenting and promoting examples of best practises for diversity and inclusion in teaching and research, and collaboration with IES partners, University English, and the English Association.

Institute of Modern Languages Research (IMLR)

- **Early Career Fellows: Inclusion, Participation and Engagement** - The Institutes of Classical Studies, Institute of English Studies and Institute of Languages, Cultures and Societies, offered fellowships to four Early Career Fellows to scope a programme of activities to promote inclusion, participation, and engagement in the Humanities. Funding for these fellowships was awarded by Research England Enhancing Research Culture.
- **'Modern Languages and Inclusivity: Sharing Ideas and Practices'** - this ongoing symposium, led by Charles Burdett and Joseph Ford, brings together discussion from subject associations, schools, and universities to develop future initiatives for the discipline of Modern Languages around inclusivity. The symposium is partnered with the Alliance of Modern Languages, Area Studies and Linguistics Associations UK (<https://modernlanguages.sas.ac.uk/about-us/amluk>).

- **‘Decolonising Languages Network’**—This ongoing project, led by Joseph Ford, in collaboration with Emanuelle Santos, Modern Languages, University of Birmingham, aims to develop a hub for Decolonising and Inclusion work at the IMLR that captures the range of work going on across the disciplinary area in the UK and beyond.

Institute of Advanced Legal Studies (IALS)

During 2021–2022 IALS continued to work with partners in the developing world and the global South to help capacity-build and develop the skills of legislators, with the aim to increase the Institute’s impact beyond the academy in the Anglosphere.

Director’s Seminar Series, ‘Law and the Humanities in a Pandemic’:

The Director’s Seminar series is an ongoing project that began as a response to the COVID pandemic and has continued throughout 2021–2022.

These seminars are **funded by Research England** and are a series of online events exploring socio-legal aspects of the pandemic, highlighting issues such as the gendering of policy, the impact on refugee and human rights law, and legal responses in non-Western countries. The series has completed its second year of events and has also resulted in an Open Access edited collection of essays, published with UOL Press.

Hart Workshop 2022: ‘Responding to the Crises: Law, Alternative Economies and Activism’.

This high-profile workshop was hosted in June 2022 and brought together experienced academics, who are often on the leading edge of legal and socio-legal research. This year’s workshop had a more practical focus, and academic leadership for the event was provided by partners in Birkbeck and the University of Kent. Non-academics including activist lawyers and trade unionists were also actively involved in the planning and delivery of the event.

Institute of Philosophy

- **Research on equality, diversity, and inclusion in Philosophy** – The institute is hiring and co-funding a post-doctoral researcher to design and undertake a qualitative and quantitative research project amongst UK staff and students on equality, diversity, and inclusion in Philosophy to determine the extent of under representation and to investigate the experiences of under-represented groups in the discipline. A report will be produced outlining experiences of under-represented groups in the discipline.

- **Work to improve the environment for and representation of women in philosophy** - The Institute of Philosophy is working with Society for Women in Philosophy (SWIP) on representation of women in Philosophy. SWIP is an organisation of UK women in philosophy, including students and professionals, working within or outside academic departments, which aims to end discrimination against women in philosophy.

Institute of Historical Research (IHR)

The Connected Curriculum Network – This partnership project is led by Hannah Elias (IHR Associate Fellow and Goldsmith’s) and Jason Todd (University of Oxford) and funded by the Arts and Humanities Research Council (AHRC). The focus is to:

- critically examine ‘decolonisation’ as a research practice, and its impact on education.
- explore the utility of a ‘connected histories’ approach to the research, study, and teaching of British history, one that contextualises British history as part of a global story, where Britain created and benefited from processes of colonialism and enslavement.
- draw on the established national profiles of our partnering organisations to develop lasting links, dialogue, collaboration and exchange between researchers, educators and third sector.
- investigate the efficacy of actions currently being taken that can remediate the structural institutional barriers that have limited Black, Asian, and Minority Ethnic participation UK history departments.
- support Black, Asian and Minority Ethnic early-career researchers taking part in the network by showcasing their evidence-based research on identity, learning, and attainment.
- encourage broad public engagement with our research questions, fostering an active dialogue between network participants, local communities, online publics, and the media.
- produce a strategy report based on the research questions, findings, discussions, and recommendations that can set the agenda for further research and action.

The network includes 10 core members drawn from across the UK, including research historians and history teachers, who meet online. At our regional online workshops, we are engaging with 20 local colleagues, including academic researchers, policymakers, teachers, exam boards, and people working for local heritage organisations who have an interest in education or curriculum reform. At each meeting we aim to ensure

that representatives from all four nations of the UK are present. The network will close with the release of a report based on the findings from our conversations, which will be launched in Parliament with the support of the Runnymede Trust.

- **Black British History: Concepts, Geographies, Debates** – This seminar series is hosted by the IHR and covers all aspects of Black British history from the ancient to the contemporary. Encompassing research from within and beyond the university, the seminars bring together scholars, activists, artists, and heritage practitioners to push the boundaries of this vital and growing field of historical enquiry.
- **What's Happening in Black History?** – This is an ongoing bi-annual event deals with the latest research in Black British history and is led by Michael Ohajura, Miranda Kaufmann, and Philip Murphy. This is a joint project between the Institute of Historical Research and the Institute of Commonwealth Studies. The fourteenth event in the series was hosted on 14 May 2022. The event focused on Welsh Black History, with a keynote from Professor Charlotte Williams, OBE, followed by sessions exploring the latest developments in Wales, histories from the Victorian Age through to the interwar years, and artistic and poetic responses.

Institute of Classical Studies

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

The ICS has 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 <https://london-coc.blogs.sas.ac.uk/>

The ICS continues to host the website of the **CUCD (the Council of University Classical Departments)** <https://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 <https://wccuk.blogs.sas.ac.uk>

- Beyond 'Notability': Re-evaluating Women's Work in Archaeology, History and Heritage in Britain, 1870 – 1950

Led by Professor Katherine Harloe, this project brings together academic researchers with expertise in intellectual and social history, information science and digital humanities in partnership with the Society of

Antiquaries of London in order to recover the broad landscape of women's work in archaeology, history, and heritage and their intellectual networks in 19th and 20th-century Britain via detailed investigation of two significant cultural-institutional archives.

This three-year Arts and Humanities Research Council (AHRC) funded research project will result in a book, journal articles, conference paper and datasets. Through this project. We will write a new history of archaeology, history, and heritage in 19th- and 20th-century Britain, which will reveal the extent of women's contributions to the shaping, practice, and institutionalisation of these fields.

Embedding equality, diversity, and inclusion in the Being Human Festival

The **Being Human Festival** is the UK's national festival of the humanities and is led by the School of Advanced Study at the University of London. The annual festival runs for 10 days in November and works in partnership with the Arts and Humanities Research Council and the British Academy to support humanities public engagement across the UK.

The festival actively welcomes content which celebrates equality, diversity, and inclusion, and we aim to keep learning and improving processes. All applicants need to show how they have considered EDI in their applications and agree to specific terms and conditions to be part of the festival.

In 2021–2022, the Being Human Festival team took the following actions to ensure equality, diversity and inclusion is embedded throughout the festival, in our processes, programming and guidelines:

- Developed a statement of intent outlining Being Human's aims and standpoint on equality, diversity, and inclusion
- Produced a training toolkit on Equality, diversity and inclusion help those who are developing humanities public engagement initiatives
- Developed a code of conduct for those attending Being Human activities
- A short presentation was given at an online Being Human training workshop for the 2022 cohort of festival organisers
- Organisers were given a presentation at a Being Human masterclass, focussing specifically on EDI in a public engagement context. The aim was to ensure that the team can provide relevant guidance and advice to researchers around the UK on programming inclusive public engagement activities

It is expected that the above actions will lead to a more

inclusive festival programme and contribute to wider public engagement projects around the country. In addition, festival audiences will be held to a code of conduct at events, ensuring a more welcoming and inclusive environment.

Doing the Work?: Questions and Conversations about Diversity and Inclusion at the School of Advanced Study

Between January and June 2022, the School of Advanced Study (SAS) held a series of six seminars exploring questions relating to inclusion and diversity in SAS. Convened by Dr Sarah Pyke (Postdoctoral Research Fellow for the Toolkit for Inclusion and Diversity in English Studies at the Institute for English Studies) and Dr Joseph Ford (Lecturer and co-founder of the Decolonising Languages Network in the Institute of Languages Cultures and Societies), *Doing the Work?* led to a series of substantive recommendations, which are currently being implemented in SAS.

Crucially, SAS will ensure the sustainability and legacy of the series by establishing an Equality, Diversity and Inclusion (EDI) committee, reporting both to the school's directorate and the University of London's Equality and Diversity committee. Part of the new committee's work will be to gather data and report on the school's working practices and identify where these can be improved. The committee chairs will also be empowered to set up appropriately resourced staff-student networks which report back about specific issues relating to, for instance, race/racism, gender, LGBTQI+ identities, age, disability/neurodiversity, and precarity.

Other recommendations to be put in place include fostering a greater sense of cross-School working on questions of inclusivity, the establishment of a webpage where students and staff can access information about mental health support, and a commitment to establishing more funding opportunities for groups currently underrepresented at the School – an example of this can be seen in the University's commitment to set up a £2-million [new scholars programme](#) to support 'estranged' students,¹ those from ethnic minority backgrounds, and students with experience of living under the care of a local authority.

Conceived as a series of seminars that would look beneath the 'buzzwords' around inclusion and diversity, *Doing the Work?* initiated conversations with staff, beginning with an 'open forum' event, during which

staff were encouraged to discuss and share experiences around race and racism, gender, LGBTQI+ identities, age, disability and precarity. This open session was followed by four focused sessions: the first on Social Justice and Senate House Library, where colleagues Richard Espley, Argula Rublack, Leila Kassir, and Fran Frenzel shared ongoing work on investigating colonial power dynamics, enslavement in the archives, the Anglophone Caribbean Literature Collection, and outdated, inappropriate and occasionally offensive terminology in the Library's classification systems.

The next seminar focused on the question of precarity and its intersections with inclusivity and diversity at SAS and beyond. External speakers, including Eleanor Beal from Manchester Metropolitan University's Anti-Casualisation Network, Rhian Elinor Keyse from the UCU Anti-Casualisation Committee and Sanaz Raji, the founder of Unis Resist Border Controls, discussed the impossibility of broaching questions relating to inclusion and diversity without considering the deeper structural implications of the kinds of exclusionary employment practices that exist in universities – from the use of short-term insecure contracts to the university performing the role of border regime.

In the fourth seminar of the series, entitled 'Diversion and Inconclusivity: The Difficulties of Doing the Work', Sarah Pyke spoke on how institutional histories and memories can inform contemporary EDI work and how SAS and others might retool their existing approaches in light of a more thorough examination of their institutional histories. A student-led session brought the focused sessions to a close, and allowed students from within SAS to put forward recommendations to the convenors, while the sixth meeting of the series consisted of a final open forum, during which colleagues were able to discuss and compile a series of draft recommendations for the School's senior management team.

At the core of this series was a desire to hear from members of the School and to enact recommendations that came directly from students, staff and fellows. In asking what it means to actually 'do the work' of diversity and inclusion, the series was a starting point for more sustained conversations in and beyond SAS to reflect on the language of diversity and inclusion and the ways we might seek to actually change working practices in a more meaningful and impactful way, starting always from within.

The seminar series has produced a series of resources (recordings) for staff to watch back and a report with recommendations on creating space for these conversations to continue.

¹ A person aged 25 or under at the time of enrolment and has experienced an irrevocable breakdown in their relationship with both of their biological or adoptive parents and often their wider family, for a significant period of time (usually 12 months). This includes students who have been living in foyer or hostel accommodation, have been disowned or are estranged from their parent or guardian.

4 Conclusion



In 2021 -22, the University has focused on initiating work to deliver the key objectives (and associated actions) that we have set out in the Equality and Inclusion Strategy 2021–2025. It has also proactively engaged with and beyond its public sector equality duty and done so across all its areas of work and expertise.

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.

This material is available in alternative formats upon request.
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