



# Race Equality Toolkit

# Glossary

BAME	Black, Asian and Minority Ethnic
CEAs	Clinical Excellence Awards
DRC(s)	Dignity and Respect Champion(s)
EDI	Equality, Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee
EDISG	Equality, Diversity and Inclusion Steering Group
FMD	Faculty of Medicine and Dentistry
HoS	Head of School
LGBTQIA+	Lesbian, Gay, Bisexual, Trans, Non-Binary, Queer, Inter-sexual, Asexual (ACE)+
NEP	New English Programme
PS	Professional Services
REC	Race Equality Charter
REAG	Race Equality Action Group
SEAL	South East Action Learning
SED	School of English and Drama
WHEN	Women's Higher Education Network

# Foreword

Queen Mary has developed this Race Equality Toolkit to support staff in implementing the University's strategic objective – to be the most inclusive University of its kind by 2030. Queen Mary is committed to race equality and to recognising and increasing the contribution that our race equality initiatives make towards the development of a genuinely inclusive environment.

This Toolkit has been developed as one of a number of initiatives to highlight the importance of promoting anti-racist practices, valuing cultural diversity and in providing an appropriate and professional service to all people irrespective of colour, culture or ethnic origin.

The Toolkit is not prescriptive. It does not provide a blueprint for how race equality should be addressed at Queen Mary but rather it comprises a collection of ideas and good practice used by the University, Faculties, Schools and Professional Services (PS) Directorates within Queen Mary for advancing race equality. It will not be, however, a 'quick-fix' for Queen Mary to apply in the expectation that racism will magically disappear – this Toolkit is about making fundamental changes that will have long-lasting effects.

It includes guidance, briefings and case studies and the aim of the Toolkit is to disseminate and promote good practice. It also incorporates initiatives such as our review of language and terminology, in support of our efforts to move towards a shared understanding of the language we choose to use at Queen Mary. Our intention is to provide all staff with tools to introduce or develop their own initiatives, inspired by the work of others.

The Toolkit acknowledges the work of everyone at Queen Mary who is committed to the promotion and advancement of race equality and anti-racism, and would like to thank the many students and staff concerned for their valuable contributions and input. The work you are doing is inspiring and Queen Mary is incredibly grateful to you all.

Advice and support on the implementation of any of these suggestions is available from the Equality, Diversity and Inclusion (EDI) team. Please contact [hr-equality@qmul.ac.uk](mailto:hr-equality@qmul.ac.uk) for further information or to obtain the contact details of the relevant person/people within Queen Mary.

\*Please note Queen Mary currently use the term 'BAME', as this reflects the way the University collects and stores staff and student data and it aligns with reporting obligations and the majority of other Higher Education institutions. However, please be aware that this term is considered by some to be problematic.



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# Section 1

## Promoting an Inclusive Culture

# Race Equality Action Group (REAG)

In August 2020, Queen Mary set up [REAG](#) to bring together colleagues and students from across the institution to reinforce and recognise the University's on-going commitment to address race equality issues. The Group uses the Race Equality Charter (REC) as a framework within which race equality issues can be addressed in a broad and inclusive manner to progress the agenda on race equality and to make progress in addressing relevant issues relating to staff and students.

REAG acts as an advisory, implementation and consultative forum in relation to all aspects of race equality at Queen Mary and identifies activities to progress the agenda around race equality issues.

REAG maintains an oversight of, and coordinates activity on race equality across the University. In particular, the Group:

- Undertakes research and data analysis in respect of race equality issues and makes recommendations to the University and relevant committees on priorities for action at institutional level, (and any targets to be associated with these objectives)
- Make recommendations to the University and relevant committees on any positive action initiatives needed to address the under-representation of BAME groups
- Has established working groups to look at specific issues identified by the data analysis and previous research in relation to race equality at Queen Mary
- Takes responsibility for the implementation of race equality activities and initiatives at institutional level and hold Faculties and PS departments accountable for implementation at a local level
- Considers race equality issues of strategic significance, and make recommendations to the Equality, Diversity and Inclusion Steering Group (EDISG) on how the University should respond
- Supports members to act as ambassadors for race equality and communicate about related initiatives and activities
- Identifies emerging issues that are likely to require attention in the future to protected characteristics.

# Data

Good quality, accessible data is the foundation of any successful EDI initiative or strategy. Over the past two years, Queen Mary has made huge improvements in making equalities data both high quality and more accessible to the staff community via the development of several dashboards. There are dashboards that offer access to student data and others that relate to staff.

Guidance has been created to inform staff about who can access data, how to access it, and what kind of data they can access. Additional information is available on the Queen Mary website on EDI Data which provides further information about access and content. Queen Mary use Microsoft Power BI as their main reporting tool, which provides instant, dependable self-service information and enables staff to support the university's students and strategy.

Dashboards are designed and built by data experts with input from the subject matter experts, replacing time-consuming manual processes with automation. The service is governed by data and IT leads to ensure relevance, consistency and quality

There are three access levels for Queen Mary Power BI dashboards: Bronze, Silver and Gold

- Bronze Dashboards contain publicly available information (such as league tables and student numbers). All staff can view Bronze dashboards.
- Silver Dashboards contain potentially sensitive information (such as admissions figures and student outcomes). Some roles such as Head of School (HoS) will have automatic access to all Silver dashboards. Other staff with legitimate reasons for this level of access and sign-off from a School Manager, HoS or PS Director can request this from the Strategic Planning Office by emailing [planning@qmul.ac.uk](mailto:planning@qmul.ac.uk).
- Gold Dashboards are built for specific users. They may contain highly sensitive or personal information (such as salary information). This level of access is given to individuals on a dashboard-by-dashboard basis.

Many of Queen Mary's dashboards include filters for EDI characteristics which can be used to analyse populations and outcomes. Availability depends on the sensitivity of the data with more granular filtering options usually available only in Silver level dashboards. If staff have a legitimate business need to view more detailed EDI data, Silver access can be granted by contacting the Strategic Planning Office. Correspondence should include written sign off from a HoS, School Manager or Director of PS.



# Black History Month

Every year in October, Queen Mary and the Students' Union marks and celebrates Black History, achievements and contributions that people of the African diaspora have made to the UK, with a series of events and activities. These range from a compilation of reading lists, film screenings, hosting a Black-Owned Business Fair, to holding talks and panel discussions. Previous topics have included 'Mental Health in the BAME Demographic', 'Building the Anti-Racist Classroom' and 'Black History in Islam.' The Curve creates and prepares a Black History Month themed menu in celebration of the month.

REAG has a working group dedicated to Understanding and Celebrating Race and Ethnicity. Anyone with an idea for an activity for Black History Month who would like some help promoting this to a wider audience, please contact the EDI team by emailing [hr-equality@qmul.ac.uk](mailto:hr-equality@qmul.ac.uk).



# Language and Terminology

Queen Mary is developing a document to offer context and information around different terminology and language relating to race and ethnicity. The wide range of different terms used in relation to race and ethnicity can be confusing and overwhelming. A fear of ‘saying the wrong thing’ can get in the way of having thoughtful, productive and honest conversations about race equality at Queen Mary.

This document is currently in the process of development, but it is important to note that it is not possible to develop guidance that will definitively tell people what terms they ‘should’ use or provide an exhaustive list. This is because language is always changing and developing across social groups and culture, and over time will evolve with each new generation. Instead, the document will provide the context and meaning of some commonly used terms, including why some people or groups use these terms, while others find them limiting and problematic. The objective is to enable people to feel more informed when using different terminology to talk about race.

All feedback from staff and students at Queen Mary is welcomed, and anyone who would like to contribute to the discussion can contact the EDI team [hr-equality@qmul.ac.uk](mailto:hr-equality@qmul.ac.uk). In the meantime, these are some general points to consider when using language or terminology about race.

The most important thing is to be sensitive to and understanding of the fact that different people will use different language to describe their experiences and identity in relation to race and experiences of being racialised. Where appropriate, you should aim to reflect the language used by an individual to describe their own identity and experiences.

In general, it is vital to refer specifically to who you mean at any one time and avoid using homogenising acronyms where possible. For example, if you are talking specifically about Black British people, use the term ‘Black’ or ‘Black British’, not Black, Asian and Minority Ethnic (BAME), ‘people of colour’ or other groupings.

When using any term, it’s important to be aware of the limitations of it, and to listen to others who don’t feel comfortable with it. If you make a mistake, or use a term someone else isn’t comfortable with, apologise and ask what alternative they would feel more comfortable with.

# Report + Support

In November 2019, Queen Mary launched [Report + Support](#), an online, secure reporting platform where staff and students can report incidents of bullying, hate crime, harassment or sexual misconduct. The tool allows anyone to report an incident (anonymously if you wish) and/or access support. The first anonymised annual report on data trends and insights has been published, and is entitled, '[Tackling Sexual Violence, Harassment and Hate Crime](#)'. Some of the key actions taken in response to reports include:

- Targeted conversations with leaders where there are multiple reports in one area to notify them of a reporting trend, and working with them to address concerns locally through organisational development interventions
- Discussions with students on options for taking forward complaints and disciplinary cases
- Targeted communications to a specific cohort to draw attention to expected behaviour and to encourage students and staff to continue to utilise Report + Support, in addition to signposting for local support and advice
- Improved working relationships between the Advice and Counselling Team and local advice and support agencies, such as East London Rape Crisis and Victim Support. This includes improved and standardised referral processes and arrangements for case workers to come to campus to meet students, either with or without a welfare adviser present

Queen Mary urges anyone who has experienced bullying, harassment or hate incidents to report it. All staff, students and visitors on campus can access support information about specialist external services or make a report to the University to discuss options for support and possible action.

Report + Support is not just for those experiencing bullying, harassment or hate incidents, it also open to anyone who has witnessed an incident, or worried about someone else to make a report, which can be anonymous. All reports shape the data trends and inform future targeted intervention and prevention work.





## Section 2

### Initiatives for Staff

# Dignity and Respect Champions Network

Dignity and Respect Champions (DRCs) are volunteer members of staff who have been trained to offer confidential, impartial, one-to-one advice and support for people having issues with harassment or bullying. They can help staff to feel supported and to have a better understanding of their rights and the options available to resolve their issues.

Queen Mary encourages staff to consider talking to a DRC as a first step before taking any other action in relation to their issue. By discussing through what has happened and their feelings with a DRC, staff can help see the options available, and what to do to decide on the best way forward.

For more information about the role of the DRCs and how to get in touch, including information and background of all current DRCs, please visit the [Workplace Support](#) section of the HR website.

## Ethnicity Pay Gap Reporting

Since 2018 Queen Mary has been publishing ethnicity pay gap data in addition to the statutory requirements of reporting. Since reporting began Queen Mary's mean ethnicity pay gap has reduced from 21.9% in 2018 and 20% in 2019 to 19.4% in 2020. The median pay gap has continued to reduce, from 14.9% in 2019 to 14.6% in 2020. Analysis also shows a reduction in the bonus pay gap which included a zero median bonus gap including and excluding Clinical Excellence Awards. This reflects significant work carried out during 2019/20 to ensure greater consistency and equality in Queen Mary's internal bonus processes.

Although previous action has led to some positive effects, further work is needed with the most recent data showing a higher proportion of BAME staff in the lowest grade (grade 1 – 61.7% BAME) and a lower proportion of BAME staff in the higher grades with grade 8 only having 13.5% BAME staff.

Full copies of published [Gender and Ethnicity Pay Gap reports](#) are available on the EDI Webpages.

# Training and Development

Queen Mary offers many training and development initiatives available to all staff. However, these are particularly important to BAME staff, as many of them experience barriers to progression that mean leadership positions are still largely held by white men.

## Coaching and Mentoring

Business in the Community's (BITC) research reveals that BAME people value mentors more than other ethnic groups. They are more likely to want a mentor and more likely to value the impact of having one. Employees from Black, Asian, and ethnic minority backgrounds display high levels of career ambition but often feel a lack of opportunity for career progression in their workplaces. Research also shows that many BAME employees do not have access to the social networks or prospects required to successfully climb the career ladder.

Guidance and advice from a senior figure like a mentor could be the difference between someone progressing in their career and not. Simple initiatives such as mentoring programmes can help people to build stronger employee networks, feel confident in their choices and take the next step to further their careers. A mentor can help people to develop their strengths and potential and identify changing needs, values and aspirations.

A significant lack of BAME role models in high ranked management positions is another factor in limiting the advances of BAME employees. Mentoring can overcome this and provide relationships that demonstrate to ethnic minority staff that they too can aspire to leadership positions.

Coaching is another, more formal way, to help people create action plans to achieve their goals and career ambitions. Working with a career coach provides people with the tools, techniques, and strategies to create long-lasting change and success.

Queen Mary has a network of qualified coaches who are able to offer 1-on-1 sessions from anywhere across the institution, no matter their role. Research suggests that working with a workplace coach allows individuals the time and space to reflect on their career ambitions.

Workplace coaching can be used for opportunities, issues, difficult decisions and situations or long-term career planning. All staff are encouraged to apply for coaching by completing [the request form](#).



## Introducing Inclusion

Queen Mary introduced mandatory [online 'Introducing Inclusion' training](#) for all staff in 2020. One of the key ways in which Queen Mary has underscored its commitment to inclusion is making this training available in an alternative format (a workbook both in printed format and as an interactive pdf for those staff who find e-learning problematic for whatever reason). The training has been written in a clear, straightforward style designed to make it easy and accessible for all staff. In addition, the workbook has been translated into several different languages particularly targeted at staff in the Estates and Facilities team to ensure that all Queen Mary employees have access to the training, whatever their background or culture. Complete the training [here](#):

This course will be supplemented by specific training on race equality issues starting in 2021-22 academic year.

## Active Bystander

Active Bystander workshops are targeted at supporting staff to address any unwelcome or unacceptable behaviours in the workplace. The training equips people with the skills to respond to instances of bullying, intimidation, sexual harassment, or any other behaviours that contribute to a toxic culture.

All sessions include tried and tested decision-making and personal effectiveness techniques to overcome the initial fear of tackling challenging situations. All staff are encouraged to enrol onto the workshop: [Becoming an Active Bystander](#).



# Development Opportunities

## B-Mentor

[B-Mentor](#) is a cross-institutional London-wide mentoring scheme for Academic and PS staff from BAME backgrounds, run in partnership with University College London, University of Arts London, Kings College London and St Georges University London. Mentees receive at least six Mentoring sessions per year from trained mentors as well as thematic workshops on topics including grant writing and political astuteness. BAME staff are encouraged to join the scheme because they are significantly underrepresented as academics, researchers and at senior levels at Queen Mary. The scheme is also open to PS staff at any grade, including staff in roles including Assistant, Administrator, Advisers, Officer and Co-ordinator.

This scheme will help address these inequalities by:

- Ensuring staff from BAME backgrounds are supported to reach their potential
- Helping to advance the careers of BAME staff sharing information outside the usual networks and encouraging applications for promotion to senior positions
- Reducing feelings of isolation for staff who do not work in ethnically diverse areas

Mentors can:

- Gain fulfilment from facilitating personal development and encouraging others
- Network with like-minded colleagues
- Assist others along a path on which they have already been successful
- Advance equality and diversity in higher education
- Enhance skills such as coaching and constructive criticism

Mentees can:

- Obtain career advice and direction
- Receive help with identifying and clarifying issues, problems and obstacles
- Source new ideas and practices
- Gain the opportunity for networking across a broader spectrum than provided by the day-to-day environment

The ability to deliver this programme is reliant on having enough mentors to support the ever growing number of applications from mentees. Mentors can be from any ethnic background and must be at Senior Lecturer level or above for Academic Staff. PS staff should be in a leadership role which may include jobs of Manager, Director, Head of, or Senior Advisor/Officer.

# Development Programmes

Although the programmes below are not specifically targeted at BAME staff, they provide additional development opportunities for staff who are currently underrepresented at senior levels within Queen Mary.

## **Aurora**

[The Aurora Leadership programme](#) is for women, and those who identify as women up to and including senior lecturer level, or the Professional Services equivalent, working in a University, College or related organisation, who would like to develop and explore issues relating to leadership roles and responsibilities.

## **Springboard Women's Development Programme**

[The Springboard programme](#) is an award-winning international development programme, specifically designed for women from all backgrounds, ages and at various stages in life and careers, and is open to all staff who identify as women, in academic and professional services roles.

Springboard is all about personal and professional development for women who want to develop further in their career. It offers participants the opportunity to undertake a substantial review of their work and personal life, and take more control by making good quality decisions about the right way forward. It can help participants shape the change they want in practical and realistic ways helping to reflect on their goals, develop their strengths and practice skills such as assertiveness and goal setting and workplace coaching.

## **South East Action Learning Programme**

[The South East Action Learning \(SEAL\) programme](#) provides a space for women in leadership roles to voice their work and career challenges. A combination of development workshops and discussion groups help members to discover both the power and leadership qualities needed to take action to overcome them.

The action learning component of the Aurora leadership programme (above) has been consistently reported as a very valuable aspect of that initiative and so the SEAL programme develops skills in facilitating action learning across teams/departments.

Action learning empowers people to resolve complex problems in a safe and confidential space. It is about promoting courageous choice: helping people take action that is meaningful for them, and supporting them to identify their own solutions, much like group coaching.



## **Leading Together Framework**

Queen Mary has developed a new leadership and management framework called “Leading Together”. All the pathways within the framework incorporate objectives that link to five key areas:

- Inclusive
- Self-aware
- Strategic
- Enabling
- Influencing/Motivating

The programme offers five different pathways depending on the starting point:

- Preparing for leadership and management  
This will cover staff with career expectation of moving into supervisory or management role within the next 12 months.
- Stepping into leadership and management  
This will cover staff in first line management roles.
- Established managers, emerging leaders  
This will relate to staff in established management roles.
- Transition to organisational leadership  
Aimed at staff established in senior roles, with ambition to lead at a School, Institute, or Department level.
- Leadership development for professional services staff  
This pathway will cover those in roles with strategic influence, aiming at Faculty/ Institutional leadership.

Some pathways can be accessed via self-nomination, whilst others involve an application process. Content will be delivered in a variety of formats, and each pathway will offer a range of electives.

## **UNique for Early Career Researchers**

UNique is designed specifically for women researchers at the early stage of their career and offers the opportunity to build strong networks with other universities and develop their career options in and out of the university sector.

The programme focuses on learning tools to help set goals, build long-term action plans and understand the career options open to women based on their personal values.

## Women's Higher Education Network (WHEN)

The Women's Higher Education Network provides women in Queen Mary's staff community with access to a wide range of events, recordings of webinars, and a host of resources.

WHEN's space brings women together to share experiences and stories, exchange ideas and learn from and with our peers. The network is for all women, from all backgrounds, who work in any role in the higher education sector. WHEN recognises everyone is different, but shares a unique set of challenges and celebrates these differences.

Previous WHEN has run a number of events, including:

- 100 Black Women Professors NOW
- Love leadership: celebrating compassion
- You, the Menopause, your brain and your body
- Women on Boards and in non-exec Director Roles
- Networking for mothers of babies and toddlers
- Taking control: How to say when it's not ok.







## **Section 3**

### Academic Staff



# Academic Promotions

An analysis of academic promotions data from 2015-2020 established that there was no significant male/female difference in either:

- a) The likelihood of submitting an application for promotion; or
- b) the likelihood that an application submitted would be successful

However, the data also showed although there was no significant impact of ethnicity on the likelihood of an application for promotion being submitted, there has been a significant impact of ethnicity on the likelihood of such an application being successful.

[A new framework was therefore developed](#), with a view to improving clarity and increasing the likelihood of BAME applicants being as successful as white applicants.

The following improvements were made to all the promotion processes and documentation with a view to increasing diversity at all levels of Queen Mary's academic career structure.

- The creation of an Academic Careers Framework that is both used for academic promotion applications, and also used in preparing for appraisals/annual reviews, discussing career trajectories/plans, and identifying development opportunities.
- Thresholds have been built into the Academic Careers Framework to clarify the minimum requirements/criteria at each level.
- The expectation that all academics should demonstrate their Citizenship and Inclusion within Queen Mary, by reference to the University values and also (as appropriate) their activity within the Citizenship and Inclusion Area of Contribution. Citizenship and Inclusion as an Area of Contribution replaces Management and Collegiality.
- Education criteria have been reviewed and amendments made to reinforce that leadership is as important as innovation in Education; the criteria also includes curriculum development, such as blended/on-line learning.
- Professional Practice criteria have been reviewed and amendments made to make this Area of Contribution relevant for professions in Humanities and Social Sciences such as Law and Accounting; the criteria also include the development of an external reputation in the professional field.
- Reinforcement in the Guidelines that the academic promotion process is one of self-application by an eligible member of staff and that there is no requirement for prior approval or nomination by the line manager or any other senior member of staff.
- Annual mandatory (refresher) training in inclusion and unconscious bias is a requirement for all panel members and decision-makers involved in the process.
- Mandatory training is provided to all promotion panel members on the application of the criteria.

# The Inclusive Curriculum Framework

[An inclusive curriculum](#) is universal and intended to improve the experience, skills and attainment of all students including those in protected characteristic groups. It aims to ensure that the principles of inclusivity are embedded within all aspects of the academic cycle.

The Inclusive Curriculum Framework is based on a number of key principles:

**Empower** - Empower all students to thrive in diverse environments.

Queen Mary aim to develop graduates with a global outlook who will flourish in diverse multilingual communities locally and around the world (and who can make a difference to those communities). Graduates should recognise and respect their own, and each other's, individual worth.

Queen Mary offers students of all backgrounds, cultures and identities a wide range of critical cultural and intercultural encounters both within programmes and in broader community engagement.

**Co-create** - Co-create with students to enrich the learning environment.

Students and staff work in partnership on curriculum development and/or co-curricular areas to create “a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways” (Cook-Sather, Bovill & Felten, 2014, pp. 6–7).

Co-creating involves shared decision-making and commitment, encourages respectful interactions between students and staff and fosters student engagement. Students can really help staff to think about what an inclusive learning environment looks like.

**Diversify** - Diversify the curriculum and broaden intellectual horizons so that students can see themselves reflected and reach beyond themselves.

Queen Mary encourages students to think about their own experiences and how these intersect with the intellectual material they encounter.

Queen Mary aim to acknowledge and address structural inequalities by including diverse voices, perspectives and identities so that the curriculum is exciting, challenging and relevant.

Graduates should be open-minded, confident about engaging with contrary perspectives, and responsive to feedback.

**Enable** - Enable student engagement and success through inclusive pedagogy

Traditionally, when discussing an inclusive curriculum or decolonising the curriculum, there seems to be an emphasis on content; making “what is taught” more diverse and inclusive. Inclusive pedagogy relates to “how we teach”, therefore, focusing the inclusion lens onto the teaching approach, regardless of the content.

**Develop** - Develop students’ confidence to participate in disciplinary discourse and community

Students should be able to engage in, and contribute to, disciplinary conversations and communities.

Language is a critical tool for developing thinking and understanding in the disciplines. Learning a discipline or subject means learning a disciplinary language and ways of thinking supported by it. Nobody is a native speaker of Science and Engineering language, or any other discipline, even if it is expressed through the medium of languages in which we may or may not be fluent. Therefore, a powerful way of dismantling barriers to academic inclusion is to focus on decoding disciplinary language and making it accessible.

Queen Mary builds students’ confidence and enables them to foster connections by including them in disciplinary communities of practice and specialities.

**Reflect** - Reflect on our language to promote an inclusive learning environment

Queen Mary aims to be welcoming and to communicate with accuracy, care and respect throughout the learning environment. Using appropriate language can help to reduce fear, othering and feelings of exclusion.

Queen Mary recognises that language is constantly changing and evolving and that sometimes people inadvertently make mistakes or misinterpret what others say.

**Value** - Value student feedback

Queen Mary welcomes feedback and engagement from students about their learning experiences, recognising that “engaged student learning is positively linked with learning gain and achievement” (Healey, Flint & Harrington, 2014: 7).

Queen Mary encourage students to tell the University what they think, so Queen Mary can reflect on what works and what doesn’t and act together on what to improve.



**Encourage** - Encourage all students through inclusive advising and mentoring

Effective and inclusive advising plays a key role in supporting students with a range of different backgrounds and experiences to succeed. It is recognised that not all students come to Queen Mary fully equipped to take on academic study. Inclusive advising can support all students “to attain academic success and achieve desired qualifications” (Smith, 2005: 45).

Peer mentoring fosters a sense of belonging in new students, eases the transition into university and supports student engagement by means of “collective sharing of knowledge through facilitated group discussion” (Spedding, Hawkes & Burgess, 2017: 145).

QM Academy has also compiled a selection of case studies from across the University demonstrating good practice.







## **Section 4**

### Support for Students

# Careers and Enterprise

The [Careers and Enterprise Team](#) offers a wide range of support for students, regardless of their background or future plans. Support includes:

- Encouragement for those wanting to start a business or social enterprise
- Information, advice and one-to-one guidance through workshops and careers appointments on all aspects of career
- A range of placement opportunities, including student consultancy, internships and temporary jobs as well as an online jobs board
- Mentoring for students from a low-income background
- Careers events and fairs, to connect students with alumni and employers, showcasing a range of opportunities and create networking spaces

In September 2020 the Careers and Enterprise Team started a 'Diversifying Speaker Panels' initiative, which aims to ensure employer and alumni panels match the diversity representative of Queen Mary students, as role models is an important part of career decision making. During those panels, questions of social justice, equality, diversity and inclusion are asked to make sure that students have a real insight into the challenges and opportunities for individuals of different backgrounds when transitioning into work.

As part of this, the team have featured stories from alumni on their blog including stories of students from BAME backgrounds, looking at the issues and challenges they encounter:

[Diversity Matters: Being a Muslim Woman of Colour in Banking](#)

[Diversity Matters: Being a Black Candidate in the Jobs Market](#)

The team also have a [dedicated page on their website](#) for students from BAME backgrounds, signposting to organisations, employers and jobsites dedicated to supporting their employability.



# Global Opportunities Office

## Global Opportunities Ambassadors

Global Opportunities Ambassadors are students and alumni who have either studied abroad at Queen Mary, or who have gone abroad to one of the University's international exchange partner universities as part of their Queen Mary degree. They are available to answer any questions degree-seeking or Associate students might have about their experience abroad and about Queen Mary. The Ambassadors know what it's like to study in and experience a new country and culture, so their peer-to-peer advice is invaluable. The Global Opportunities Ambassadors share their knowledge and insights with students through email exchanges, virtual meetings via Teams and Zoom and in-person social activities.

## Study Abroad Student Blog

The Study Abroad Blog includes lots of helpful information by students for students. Highlights include:

- Esiri [reviews her time studying abroad](#) in South Korea as a young Black woman, and some of the challenges that posed.
- Emmanuel [looks at his experiences studying abroad](#) in California and touches on racism in the US.
- Bakdaulet studied abroad from the US with us and [writes about how he retained](#) his Kazakh identity as an international student who studied abroad in London.
- Jahmir [reviewed salons in London](#) where he and his friends could get good afro haircuts in the city.

## Scholarships

There are a number of sources of funding available for Undergraduate, Masters and PhD students for 2022/23 entry. These include a significant package of competitive Queen Mary bursaries and scholarships in a range of subject areas, as well as external sources of funding. [The database](#) enables students to search for scholarships via study level, school, country or all.

# PhD Students

One of the major issues at Queen Mary is the lack of progression from Undergraduate to Postgraduate students, particularly to Postgraduate Research (PGR) level.

To address this imbalance, the University is introducing [a number of initiatives](#), aiming to build a pipeline of talented researchers who will go on to drive innovation and discovery, in both the Queen Mary research community and in industry. This will also help to contribute to the existing strategic target to diversify all levels of Queen Mary's research community by 2030. The project will address the key areas of BAME student exclusion identified by the 2019 report '[The Broken Pipeline – Barriers to Black PhD Students Accessing Research Council Funding](#)', through a series of practical interventions shaped around and supported by the University's Access and Participation Plan. Current BAME PGRs have been consulted on the plans, and their feedback has helped shaped the University's responses to the development of the plans.

The aims and objectives of the project are as follows:

- To build a 'new pipeline' for BAME student to access PGR study.
- To support BAME students through the pipeline through role-modelling and mentoring activities both within academia and within industry, government and third sector collaborators.
- To support BAME PGR students into research careers within academia or industry on completion of their studies.
- To identify and address barriers created by internal processes, behaviours or cultures at Queen Mary, which may inadvertently deter BAME students from accessing PGR.

The diversity already present in Queen Mary's Undergraduate and Postgraduate taught community puts the University at an excellent advantage in beginning to tackle 'leaky pipelines' in a short space of time, whilst allowing further engagement with wider attainment and structural issues across the whole research pipeline.



## **Section 5**

### Faculty and School Initiatives



# Faculty of Medicine and Dentistry (FMD)

The Faculty has developed a number of initiatives, including setting up an [Anti-Racism Steering Group](#) which won the Principal's prize in 2020 for a collaborative student-staff partnership. The group aims to start and continue meaningful conversations about diversity in the University, and to improve the quality and representation of issues on race and diversity in the curriculum.

Other initiatives through the Faculty include:

- Hosting EDI webinars, which include events by Black speakers
- Signing up to the BAME Race Equality Charter
- Recording all lecturers and seminars in the Faculty, and publishing them online
- Setting new targets to improve diversity throughout the Faculty. This includes aiming to have 25% BAME and 50% female representation across all boards and panels within the Faculty by August 2022.

The Faculty has also developed a new action plan following the murder of George Floyd in May 2020, and the uprising of the Black Lives Matter movement. The action plan includes initiatives including raising awareness of EDI across all FMD Institutes. In addition to this, the plan proposes setting up a new EDI discussion forum and networks, with some focused specifically on race. These will identify resources for learning and make them available to all staff.

# School of English and Drama (SED)

The School of English and Drama has undertaken a number of initiatives over 2020/2021, including hosting three anti-racist workshops which were mandatory for all academic staff to attend. These sessions considered the way that research practices including peer-review, supervision and reference-writing may uphold racist structures and in turn what can be done to amplify and uplift the work of BAME colleagues and students. To continue this work, mandatory anti-racist training will now be held as part of the suite of training activities offered to all Teaching Assistants/Teaching Fellows at the start of the next academic session.

Other initiatives throughout the School include:

- A new form launched in Welcome Week allows students and staff the ability to record a phonetic recording allows others to learn the correct pronunciation of their name(s). Recordings are available to advisers, module convenors and seminar leaders. By allowing staff and students to record the correct pronunciation of their name, the School hopes to avoid negative classroom experiences that can be deeply invalidating, and are more likely to affect BAME students and colleagues. It is hoped the form will help promote the classroom as a place for building stronger cross-cultural relationships.
- In September 2020, the School launched its New English Programme (NEP) at Level 4, the culmination of a two-year review that placed the principle of decolonisation at the front and centre of its guiding principles. The new Level 4 module 'Global London' models what the School are seeking to achieve, not only through the materials it teaches, but also through its commitment to helping students adjust to university life by offering additional support in a range of key areas such as essay writing.
- The School has also launched a Student Initiative Fund to support the work of students organising activities that promote EDI within the school. To date there have been two successful applications, including one to support the work of Diaspora Speaks, a student-run magazine for BAME students.

# School of Biological and Behavioural Sciences (SBBS)

The School has intensified its efforts to encourage the diversification of the teaching curriculum, with a message from the Equality, Diversity and Inclusion (EDIC) with ideas for diversifying teaching sent out to all teaching staff once a year. Staff members have been successful in receiving funds on diversifying teaching portfolio: in the last year there were two grants awarded to academics at the School by the Royal Society of Chemistry Diversity and Inclusion Fund. In addition to this, a dedicated page on QMplus has published diverse role models and has received positive feedback from students.

Since 2020 a new Working Group on Intersectionality have been trying to implement a new action to reduce bias in module evaluations. The first steps towards implementing this have been already taken and the pilot is planned for the Semester A modules in 2021/22. There are also plans on developing the PhD series to engage with UG students from underrepresented groups (this has not started yet).

EDIC have revised their Action Plan to include actions focusing on race equality, including:

- Increase the visibility of non-white role models in research and teaching, and to improve the BAME representation of PGT/PGR student cohorts.
- Encourage teaching staff to include/expand teaching resources/reading lists and to generate lists of examples of research by non-white academic researchers throughout the modules and their teaching activities.
- Host a Town Hall event to inform students about the possibilities for PG research and to better understand the barriers to PG progression.
- Improve BAME representation in the School at all levels, including the proportion among Postdoctoral researchers and amongst academic staff.
- Refresh the images of staff around the School to represent the current diversity of staff.
- To raise awareness of race within the School by collating a list of resources, sharing educational materials and videos with staff through email newsletters and at staff meetings.



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## Section 6

# Community Engagement



# Tower Hamlets Anti-Racist Pledge

The Tower Hamlets Anti-Racist Pledge aims to send a clear and consistent message that racism will not be tolerated in the borough. Organisations who sign up to the Pledge will commit to a shared set of principles and actions to address racial inequality and improve access to services and employment. Committing to be an anti-racist organisation is a commitment to:

- Not tolerate racist behaviour;
- Call out acts of racism; and
- Train employees on what being anti-racist means.

It complements the ambitions of the [No Place for Hate Pledge](#) and signifies a commitment to challenging all forms of discrimination wherever it may exist in the borough.

The Tower Hamlets BAME Inequalities Commission sets out an aim for Tower Hamlets to become an anti-racist borough by 2025. Organisations will work together to make radical changes that close inequality gaps by advancing opportunities and ensuring the experience of racism within structures and institutions is eradicated.



# Black Pride

[Black UK Pride](#), an organisation that started in 2006, was created to raise the awareness around the experiences of UK's Black Lesbian, Gay, Bisexual, Trans, Non-Binary, Queer, Intersexual, Asexual (ACE)+ (LGBTQIA+) community and promote equality and inclusion. UK Black Pride is Europe's largest celebration for LGBTQIA+ people of African, Asian, Caribbean, Latin American and Middle Eastern descent.

BAME people are viewed as “other” in the mainstream British LGBT communities. Not only are these marginalised LGBTQIA+ groups subject to homophobia, biphobia, transphobia and acephobia, they may also be subject to other forms of discrimination and harassment. It is important to recognise that our identities do not exist in isolation and that there are a number of intersections. We are all individuals and have a unique lived experience. Stonewall research shows that over half of BAME LGBT people (51%) have faced discrimination from within the LGBT community.

UK Black Pride produces an annual celebration during pride month, as well as a variety of activities throughout the year in and around the UK, which also promote and advocate for the spiritual, emotional, and intellectual health and wellbeing of the communities we represent.

UK Black Pride is a safe space to celebrate diverse sexualities, gender identities, cultures, gender expressions and backgrounds and UK Black Pride foster, represent and celebrate Black LGBTQIA+ and BAME LGBTQIA+ culture through education, the arts, cultural events and advocacy. Importantly, UK Black Pride promotes unity and cooperation among LGBTQIA+ people of diasporic communities in the UK, as well as their friends and families. Queen Mary is committed to marking and celebrating UK Black Pride.



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## **Section 7**

### Proposed and Future Initiatives



# Equal Merit Provisions

## Introduction

The new positive action provisions mean that it is not unlawful to recruit or promote a candidate who is of equal merit to another candidate, if the employer reasonably thinks the candidate:

- Has a protected characteristic that is underrepresented in the workforce; or
- That people with that characteristic suffer a disadvantage connected to that characteristic.

This advice summarises the scope for the University to use positive action measures under the Equality Act 2010 when taking recruitment decisions, in order to address the under-representation of women or BAME employees in particular disciplines/roles/grades. In particular, the focus is on using positive action at the shortlisting stage to improve the diversity of shortlisted candidates.

## Relevant Law

Under the Equality Act it is unlawful to treat a job applicant more favourably or less favourably than another on the basis of their respective protected characteristics. However, Section 159 of the Act creates a limited “positive action” exception to that principle. The 4 conditions that must be satisfied for lawful positive action under Section 159 are as follows:

- The employer must reasonably think that the targeted protected group is under-represented in the relevant roles/grades, in the sense that their representation is disproportionately low.
- The positive action measure only allows the relevant protected characteristic to be taken into account when deciding between candidates who are as qualified as each other (“qualified” meaning merit when assessed against the recruitment criteria).
- The employer must not have a policy of automatically treating persons who share the protected characteristic more favourably in connection with recruitment or promotion than persons who do not share it
- The positive action measure must be objectively justified – i.e., be a proportionate (reasonably necessary and appropriate) means of achieving the aim of increasing representation of the under-represented group in the relevant roles/grades.

## Proposed Methodology

In terms of applying positive action during shortlisting, the proposed approach would be:

- The candidates would be assessed as normal against the criteria for the role. A longlist is created for candidates who meet all essential criteria;
- Those candidates are then banded into categories of equivalent merit – e.g., (for illustration) “outstanding”, “strong”, “good”, “average” etc. It is recommended that this is done using pre-determined banding criteria and that the categories are sufficient in number/granularity to genuinely group together candidates of equal merit (this does not mean identical merit);
- Assuming, say, eight interview places to fill, shortlisting is then carried out by working from the highest band downwards. If the number of candidates in any band is less than the number of remaining interview places, positive action would be applied to prioritise candidates with the relevant protected characteristic over others who are rated as equivalent in merit. For example, if there are three interview places left, and the relevant band contains two women and six men, the two women are shortlisted (in the absence of any balancing factor) and the remaining place goes to one of the men. The purpose of the positive action rule is to avoid a scenario in which three men and no women are shortlisted from this band;
- Candidates are interviewed as normal and an appointment decision made.

Pilots of how the equal merit provision will work are currently underway. More information about the scheme will be published in due course.

# Proposed Network to Support BAME Staff

Queen Mary is seeking to establish an official network to represent and speak on behalf of our BAME colleagues. The specific objectives of the network will be to:

- Provide a safe and confidential environment to meet other BAME staff and share experiences, opinions, concerns and ideas.
- Promote race equality (while retaining a critical engagement with the concept of 'race') through active involvement and consultation on the University's strategy, policies and guidance on race equality relating to staff in particular.
- Create opportunities for BAME staff to engage with other networks within the University.
- Help create a culturally inclusive campus.
- Signpost members to information about relevant research, policy development and support.

The proposed roles within the network will be Chair/Co-Chair, Secretary, Communication Officer and Events Co-ordinator.

If you are interested in being involved in one of these roles, please contact Lorna Ireland ([l.ireland@qmul.ac.uk](mailto:l.ireland@qmul.ac.uk)).







## Section 8

### Appendices

# Inclusive Curriculum in Geography

The School of Geography has introduced a module checklist - Towards Decolonising Geography: Questions for Module Convenors. This document provides a starting point for redressing forms of disadvantage associated with racism and colonialism, making concrete steps towards decolonisation across the pedagogy and content of our modules. Before we can take action, we need to identify and recognise the intellectual limits and racialised structural disadvantages or exclusions that may be embedded in our curricula (i.e., content of modules and programmes) and pedagogies (i.e., teaching, assessment and feedback methods).

## Content

- To what extent does the content presume a particular profile/mindset of students and their orientation to the world, and could consideration be given ways of thinking about it from different perspectives? Are some students and their knowl edges and experiences structurally marginalised by the content in ways that could be addressed?
- Do the assumptions that frame the content reproduce global histories of Western domination, thereby limiting what counts as authoritative knowledge and whose knowledge is recognised? Can the way in which knowledge is made (epistemology) be examined more critically to open up other practices and experiences?
- Should the module allow students to understand the origins and purposes of the field of study in its historical context? If so, to what extent does it already facilitate this, and/or how can the development of such an understanding be introduced? Can 'origin stories' be considered in how they shape the discipline and its recognised participants in shaping knowledge practices?
- Does the module allow for, encourage or support a critical approach to relevant literature and other sources as a central feature of study, in particular in relation to intersectional colonial power relations (such as patriarchy, gender, disability, sexuality and othering)?
- Could particular topics, readings, or field sites be potentially traumatic or painful to students either in general or in particular? If so, should they be examined (are they necessary?), signalled, or managed in some way that acknowledges those painful racialised histories?
- Are there opportunities for students to feed into the content design of the module? Are there recent developments in the field or relevant current events that address systemic racism, which can be a focus for discussion?

- Are there opportunities for students to reflect on the political economy of higher education in the UK and its effects on their position as learners and the formation of knowledge across/within disciplines? (E.g., the university embedded in a neoliberal system, the politics of knowledge, black in STEM)
- To what extent does my module acknowledge/cultivate an appreciation for diverse entry points around a particular subject?
- Does the demographics of the authors that are represented reproduce white and western privilege? What is the effect of this on the diversity of views with which the students learn? And, is there an effect on student engagement because of a lack of diversity? How can issues of equity in research be addressed and discussed?

Action: Making a space for collective reflection and action. We suggest that in the first and final lecture a space is made to reflect on the relation of their discipline to coloniality, and students are given a chance to use their experiences to examine why this issue matters in the present.

## **Pedagogy**

- To what extent could pedagogical changes, designed to level the playing field for students from different backgrounds and with different needs, be (a) identifiable and (b) achievable? And, how are these effected by teaching in a digital medium?
- To what extent could students be engaged in decolonising the module (co-creation)?
- Is my/our pedagogy transparent in terms of a) what students are expected to learn, b) how they are expected to learn it and demonstrate their learning, and c) how it is assessed?
- Do the dynamics of the lecture/seminar/tutorial/office hour help to engage students who have been discouraged from actively participating or taking risks in academic work as a result of structural and/or interpersonal racism?
- Are module convenors aware of racialised patterns of attainment in the module? Are there areas of overturn forms of racialised disadvantage that need to be addressed?
- Are there adequate means of giving feedback on how teaching is delivered that are open to students and staff, in line with the questions raised above?
- Are teachers and students encouraged and enabled to reflect on our own positionality and lived experience in relation to the module's subject matter (this may be a discussion of white privilege, a sense of belonging and being represented in the discipline)?
- Are students given opportunities in their learning to widen their circles of contact or experience?



- To what extent are teachers and students aware of what might constitute racist or racialising behaviour in a learning context? Do staff and students know how to challenge and report this if it occurs? Are we teaching students how to identify, recognise and responsibly take action for an anti-racist classroom?

Action: Developing inclusive pedagogies means seeking to level the playing field for students with diverse backgrounds and needs, by challenging and countering the inequalities produced by structures influenced by relations of racialised colonial difference. Decolonising Geography can mean encouraging, supporting and empowering students to understand and navigate their environments, and to cultivate their own critical thinking and practice.

The above is adapted from the Decolonising SOAS Learning and Teaching Toolkit for Programme and Module Convenors May 2018, downloadable [here](#).



# Notes

