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ANTI-RACISM *ACTION* PLAN

UAL Anti-racism action plan summary

INTRODUCTION

The murder of George Floyd in May 2020 and the subsequent protests around the world were a significant turning point in the fight for racial equality. It was a painful reminder that radical change is needed within society in general as well as for organisations like ours.

As a response to the Black Lives Matter movement, we pledged to work with students, staff, graduates and partners to dismantle systemic racism within our university and the creative industries. We are not starting from scratch as many colleagues have worked on social justice and race-related interventions for a number of years. But we must build on existing initiatives, create new ones, learn from our mistakes and make sure the pace of change is accelerated.

The UAL Anti-racism action plan has been developed following a comprehensive consultation with staff and students and this is the next step on that journey.

From this plan will flow demanding targets and measurable commitments. To be able to call ourselves anti-racist, we must deliver enduring change, grounded in the experience of students, alumni and staff, in academic insight, and in our data. We acknowledge that successful delivery of the plan will mean significant change not only to our systems and processes but also to our culture. We will ensure we have the right resources in place to enable us to make effective and sustainable progress as we work together to create a university which can truly be described as anti-racist.

James Purnell
President & Vice-Chancellor

Naina Patel
UAL Race Champion and Human
Resources Director

OBJECTIVES

**Visible accountability
and allyship on race equality**

**Disaggregate statistics
and KPIs**

Decolonising the curriculum

**Improve reporting, monitoring
and resolution process**

**Extend numbers
of BAME Visiting Lecturers**

**Eliminating the continuation
and degree awarding gap**

**Align anti-racism action plan
with UAL EDI strategies**

**Increase the proportion of
BAME students**

**Anti-racism education across
the University**

**Increase the proportion of
BAME staff**

Visible accountability and allyship on race equality

Accountability

Implement all Equality, Diversity and Inclusion (EDI) strategies, complying with duties as a public body.

Implement citizenship contribution to UAL as part of Performance, Review and Appraisal (PRA) process.

Allyship and role modelling

Deliver ally training for all staff including senior management.

Agree terms of reference for UAL ally roles, monitor and evaluate impact.

Implement reverse mentoring.

Enhance visibility of BAME communities

Implement a funded structure for the collaboration between Arts SU and UAL events, delivering a series of initiatives to enhance visibility of BAME communities and people.

Communicate the work of the Centre for Race and Practice Based Social Justice, Decolonising Arts Institute and Research Centres.

Demonstrate leadership and visible allyship, by EB members initiating, leading and actively participating in events and initiatives.

Undertake a comprehensive web content audit, ensuring we are showcasing the work of BAME people.

Improve visibility of communities already in place for BAME students .

Improve reporting, monitoring and resolution process

Reporting

Implement a combined online reporting mechanism for staff and students to report bullying and harassment.

Publish an annual summary of outcomes of racial harassment and discrimination cases.

Review and combine UAL's Dignity at Work Policy for staff and Bullying and Harassment Policy for students.

Set up a trained network of dignity at work advisors.

Provide online bystander training for staff and students.

Monitoring

Undertake fortnightly review of progress on student complaints and staff grievances and report the length of time cases take.

Review uptake and impact of mediation in grievance cases.

Analyse staff disciplinary and grievance cases by protected characteristics annually and report to Executive Board.

Resolution

Undertake a comprehensive review of the resolution process of staff and student complaints.

Deliver dedicated race equality training for all staff investigating complaints.

Commission BAME investigators where appropriate.

Align anti-racism action plan with UAL EDI strategies

Align strategies

Align UAL anti-racism action plan with staff EDI Strategy.

Produce student EDI Strategy in line with anti-racism action plan, Access and Participation Plan (APP) and Equality and Human Rights Commission (EHRC) recommendations.

Align anti-racism action plan with APP.

Align anti-racism action plan with the forthcoming Race Equality Charter action plan.

Anti-racism education across the University

Foundational equality training

Roll out foundational EDI training to staff from May 2021 and students from October 2021 and monitor completion rates to the end.

Anti-racism training

Implement mandatory anti-racism training for all staff and create action learning sets.

Disaggregate statistics and KPIs

Extend numbers of BAME Visiting Lecturers

Disaggregate statistical reporting

Audit all data held on staff and students regarding race, nationality and ethnicity.

Scope data requirements of the Race Equality Charter and identify gaps.

Establish what data can be disaggregated for publishing by race and ethnicity within GDPR guidelines.

Recruit an EDI Data Officer.

Review publishing of pay gap data

Conduct Pay Equity Audits by protected characteristics, including race and inter-sectionality of race and gender.

Review disaggregated pay gap figures and appropriate statistical analysis.

To publish ethnicity pay gap data.

Representation of BAME Visiting Lecturers

Understand, review and reform if necessary processes to capture more comprehensive data on Visiting Lecturers.

Consider putting in positive action measures when inviting Visting Lecturers, to ensure BAME representation.

Increase the proportion of BAME students

Access and Participation Plan

Ensure Access and Participation Plan (APP) commmitents are met to increase participation in HE by new Home undergraduate students from under-respresented groups.

Support the review and implementation of the new 'Fairness and Equality in Student Selection' (FESS) training across the University.

Recruitment

Analyse statistics and trends which report on UAL's performance in relation to contextual admissions and recruitment, including applications, offers, and enrolments, as well as benchmarking data and processes against sector/competitor performance.

Monitor Home pupil/student demographics in partner schools and colleges to ensure they have the highest proportions of students of colour.

Develop a new project to meet our equality duty, fostering positive action measures.

Continue to deliver mandatory inclusive admissions training for staff involved in selecting students, including addressing unconscious bias.

Increase the proportion of BAME staff

Current EDI targets

Increase representation of BAME academic staff (excluding Associate Lecturers) by 15%.

Analyse all employment and benchmarking data as part of the REC, and consider setting targets or objectives for representation.

Increase representation of BAME staff at grade 7 and individual contract level by 50%.

Recruitment

Require executive recruitment companies to give strong diversity credentials and produce a long list of diverse candidates.

Continue the role of the University's Race Champions Forum as a community of good practice.

Produce annual reports for services and colleges of the percentage of BAME staff recruited from internal and external pools.

Ensure line manager PRAs include discussion about promoting/developing BAME team members.

Ensure everyone involved in the recruitment process has completed the EDI module, Breaking Bias, Effective Interviewing and anti-racism training.

Continue to invest in the delivery of positive action programmes with the aim of recruiting greater numbers of BAME colleagues into academic posts.

Continue to run Teaching Within as a pipeline for recruitment of academic staff.

To embed positive action measures introduced for the Academic Development Fund into future academic recruitment.

Implement good practice initiatives established on the Academic Development Fund project, to ensure fair treatment of BAME candidates throughout the recruitment process.

Consider mandatory completion of a refresher EDI training module every 24 months for recruitment panellists.

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Increase the proportion of BAME staff

Associate Lecturer (AL) representation

Assess recruitment processes of Associate Lecturers (ALs) and recommend actions for increased openness and transparency.

Undertake a programme-by-programme audit of diversity of the current ALs and identify positive action measures to improve representation.

Setting targets for BAME representation

Review BAME staff representation targets to stretch all parts of UAL to be truly diverse.

Decolonising the curriculum

Supporting the process of decolonising the curriculum

Encouraging student engagement in the decolonising initiative

Decolonisation at the heart of the agenda

Audit existing online resources and create an accessible online space to to support and encourage asynchronous staff engagement.

Coordinate production of materials and resources to limit possible overlap/duplication.

Produce materials which enhance teaching practice and support student learning and experience.

Undertake a detailed evaluation of impact to inform further development of resources.

Develop a student-facing campaign and student-facing resources.

Develop and roll out workshops which invite students to critique library collections and descriptions.

Create a sustained agenda which brings decolonisation into the heart of all curricula.

Recognise the work of colleagues to further the decolonising agenda through curriculum and pedagogy.

Set and monitor new objectives and core KPIs related to decolonising the curriculum agenda.

Increase investment in and accelerate the acquisition of resources which profile BAME culture and authorship so students can access more dverse materials.

Audit and review existing collections and resources, and encourage students to suggest resources reflecting their social and cultural backgrounds.

Collaborate and produce subject guides on Black History and on race and racism and anti-racism, as well as review existing and new LibGuides to ensure they profile resources which are appropriately diverse in the coverage.

Eliminating the continuation and degree awarding gap

Inclusive practices

Meet our Access and Participation Plan targets to close and then eliminate the gap in continuation and attaiment rates between white and BAME Home students.

Ensure our pedagogy, assessment practices, curriculum, enhancement processes and student support structure support equal continuation and attainment outcomes and are informed by our research and evaluation.

All course teams preparing for revalidation to be offered support to ensure they adopt approaches to curriculum development which foster inclusion.

Develop our partnership with students and Arts SU in relation to addressing attainment differentials in the area of race, ethnicity and decolonising the curriculum.

Implement new assessment regulations with a particular focus on our assessment criteria.

Deliver the rollout of the Thinking Teaching workshop across UAL.

Continue the rollout of the Library and Student Support Strategy 2018 – 21.

Undertake strategic measures to ensure implicit bias and stereotype threat do not impact negatively on attainment rates for students from our priority groups.

Offer Creative Mindsets workshops for students as part of the induction to courses which are in AEM.

Deliver workshops for teaching staff which foster compassionate pedagogy and belonging.

Support students who face financial challenges which could impact on their success.

Continue to deliver a hardship scheme for students from low-income backgrounds.

Students' access to employment and enterprise networks

Continue to provide our 'Connect To' programme, to partner with key industry leaders through the 'Industry Series' and to offer employability focussed mentoring.

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Eliminating the continuation and degree awarding gap

Work-based learning opportunities for students from our priority groups

Advertise a wide range of creative work opportunities.

Provide paid work experience opportunities to students within the University and develop a wrap-around model to support them.

Incorporate the Creative Attributes Framework (CAF) at validation and revalidation events.

Offer internships within the University and provide links across our placement and internship programme.

CREDITS

Note: UAL recognises and acknowledges some of the terminology used in this plan, such as Black, Asian and Minority Ethnic (BAME), is contested and may be offensive to some people. Such terms are currently widely used in the EDI world and across sectors for benchmarking, and there is no consensus view on alternative terminology.
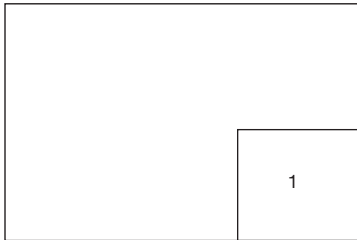
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Working in the screenprint studio, Central Saint Martins, UAL

Photography Alys Tomlinson
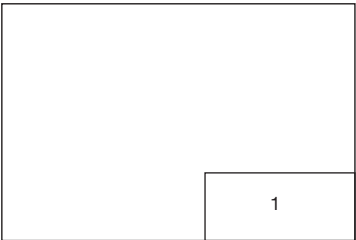
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Students at Chelsea College of Arts, UAL

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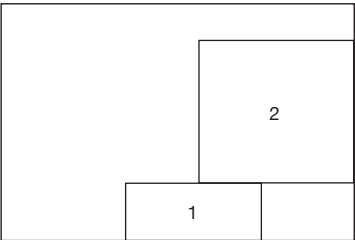
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Embroidery Workshop at Chelsea College of Arts, UAL

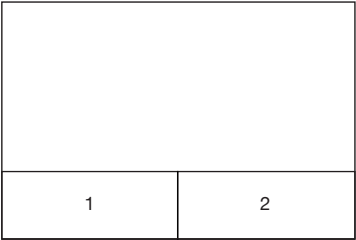2 Working in the screenprint studio, London College of Communication, UAL

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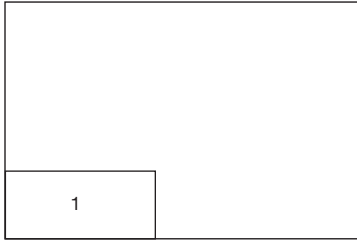
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Students in Gardens House student hall, UAL
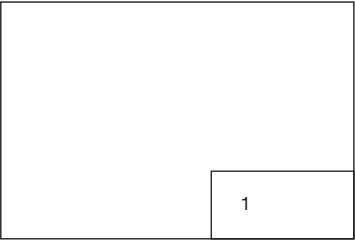
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Students at the Summer Show, Chelsea College of Arts, UAL

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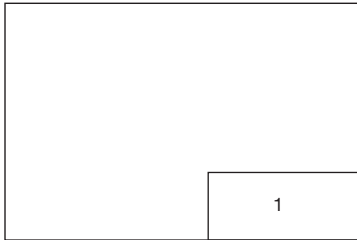Students in the canteen, Wimbledon College of Arts, UAL,

Photography Alys Tomlinson

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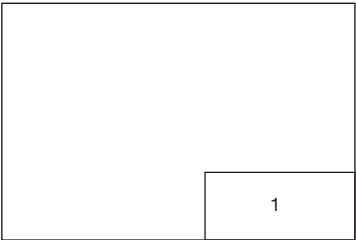
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Students at Central Saint Martins, UAL

Photography Alys Tomlinson

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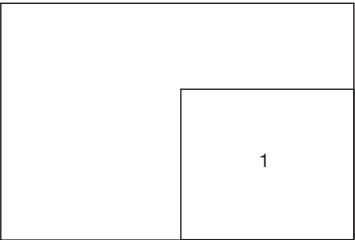Working in the digital spaces, Camberwell College of Arts, UAL

Photography Alys Tomlinson

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Working with textiles, 2018 BA textile design, Central Saint Martins, UAL

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Students visiting the Summer Show, 2019 Communication and Graphic Design, Chelsea College of Arts, UAL

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