Equality, Diversity in Higher Education Teaching & Learning
Presentation for HEDG Nov 2017

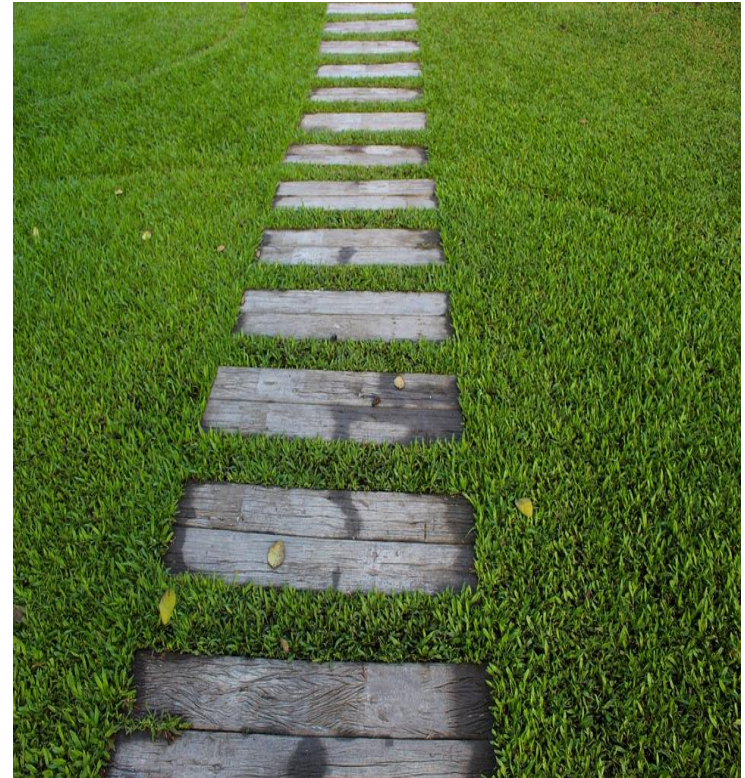**Jess Moody**

Senior Policy Adviser

@ECUJessM

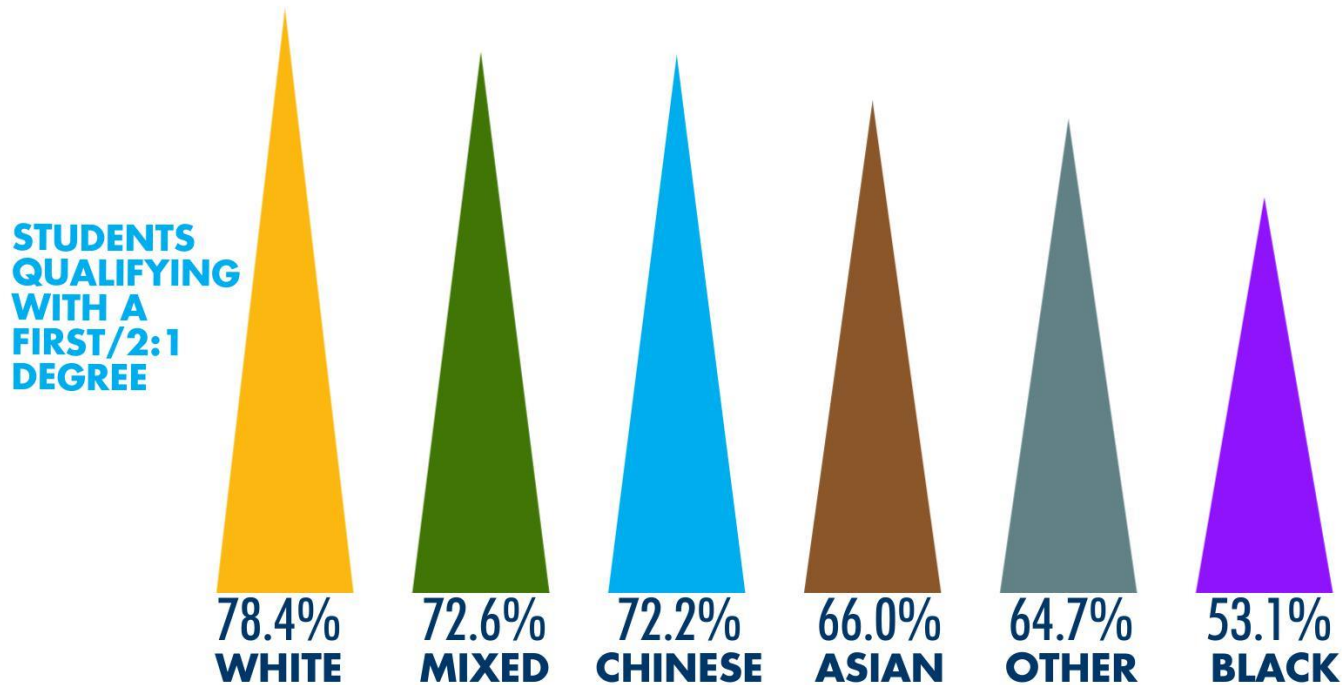Advancing equality and diversity in universities and colleges

@EqualityinHE

Outline

= The state of play

= Drivers for change

= Enablers of change

= Help?

?

Attainment gaps

STUDENT ATTAINMENT GAP ACROSS ETHNIC GROUPS

STUDENTS QUALIFYING WITH A FIRST/2:1 DEGREE

| 78.4% | 72.6% | 72.2% | 66.0% | 64.7% | 53.1% |
| WHITE | MIXED | CHINESE | ASIAN | OTHER | BLACK |

8: UK domiciled first degree undergraduate qualifiers with a First/2:1 degree by ethnic group, 2015-16

#ECUstats

ECU (2017), Equality in higher education statistical report 2017 - weighted by full person equivalent

Equality Challenge Unit

Advancing equality and diversity in universities and colleges

@EqualityinHE

Attainment gaps
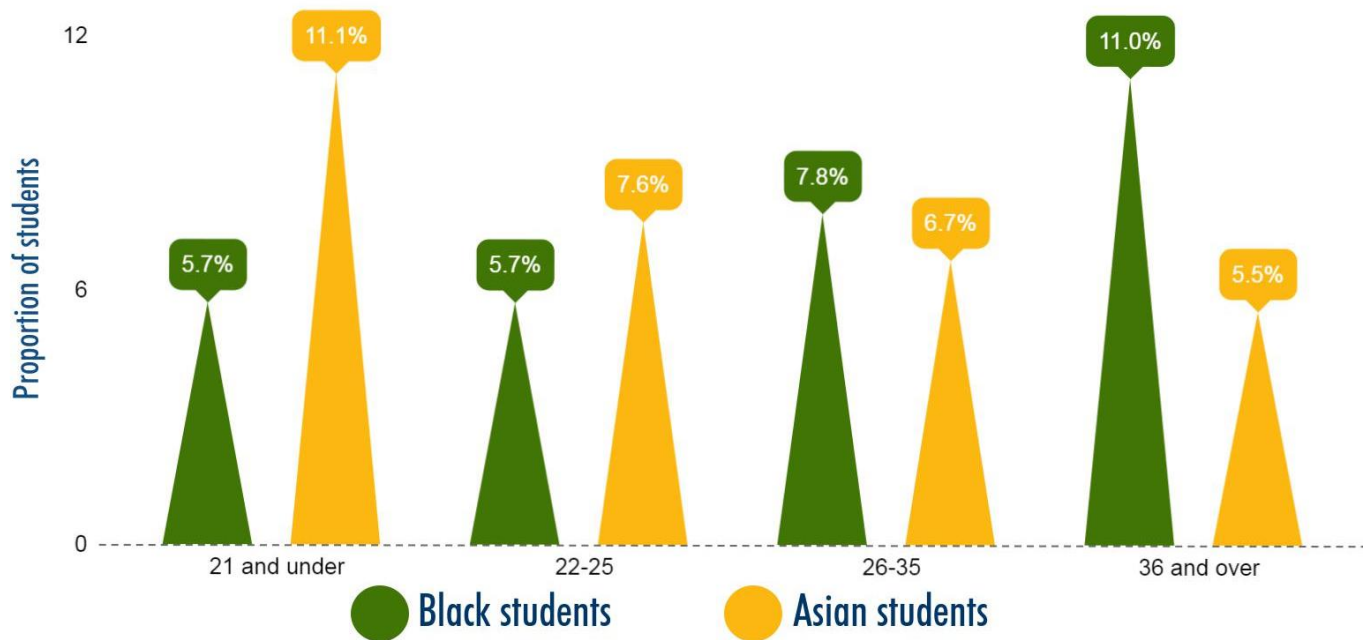
STUDENTS QUALIFYING WITH A FIRST/2:1 DEGREE

76.3% OF WHITE MALE STUDENTS

50.4% OF BLACK MALE STUDENTS

15: UK domiciled first degree male qualifiers with a First/2:1 degree by black/white identity, 2015-16

Advancing equality and diversity in universities and colleges

@EqualityinHE

Access

PROPORTION OF BLACK AND ASIAN STUDENTS BY AGE GROUP

16: Black and Asian students by age group, 2015-16

Advancing equality and diversity in universities and colleges

@EqualityinHE

Disclosure (1)

THE PROPORTION OF STUDENTS WHO DISCLOSED AS DISABLED SINCE 2003/04

Proportion of students (y-axis) vs **Year** (x-axis)

Year	Proportion
2003/04	5.4%
2004/05	5.9%
2005/06	6.3%
2006/07	6.8%
2007/08	7.2%
2008/09	7.3%
2009/10	7.4%
2010/11	8.0%
2011/12	8.6%
2012/13	9.5%
2013/14	10.0%
2014/15	10.6%
2015/16	11.3%

3: Proportion of students who disclosed as disabled over time
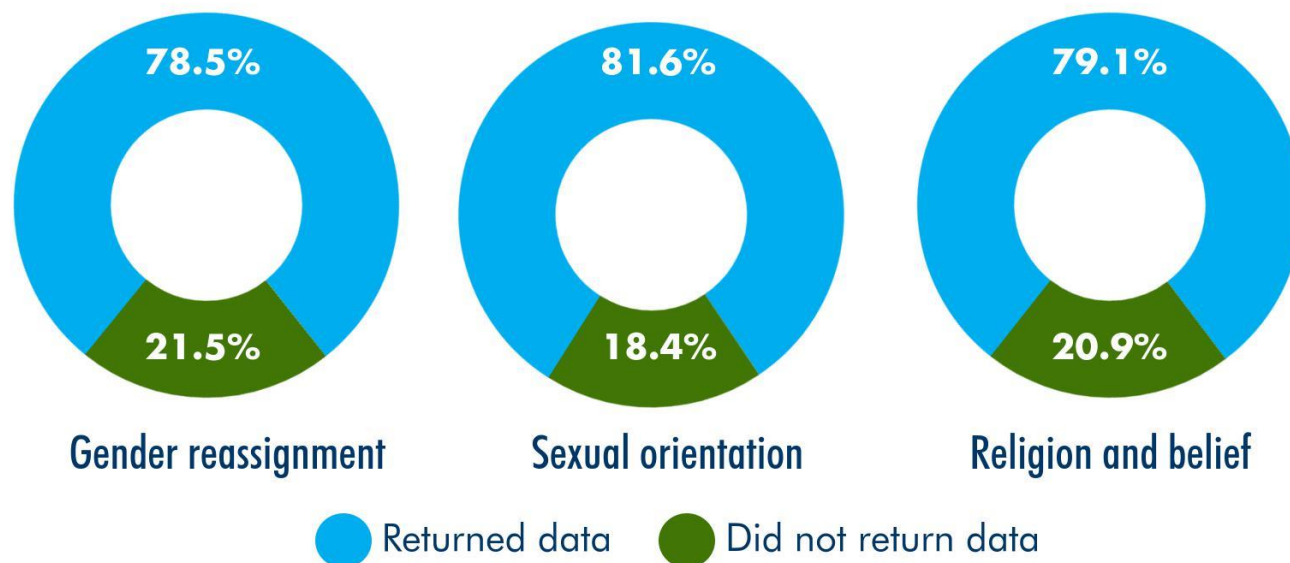
#ECUstats

ECU (2017), Equality in higher education statistical report 2017 - weighted by full person equivalent

Advancing equality and diversity in universities and colleges

@EqualityinHE

Disclosure (2)

INSTITUTIONAL RETURNS FOR GENDER REASSIGNMENT, SEXUAL ORIENTATION, RELIGION AND BELIEF

78.5%	81.6%	79.1%
21.5%	18.4%	20.9%
Gender reassignment	Sexual orientation	Religion and belief

Returned data　　Did not return data

17: Returned data from HEIs by gender reassignment, sexual orientation, religion and belief, 2015-16

#ECUstats

ECU (2017) Equality in higher education statistical report 2017 - weighted by full person equivalent

Advancing equality and diversity in universities and colleges　　@EqualityinHE

WHY ISN'T
MY PROFESSOR
BLACK?

Advancing equality and diversity in universities and colleges   @EqualityinHE

UK PROFESSORS BY ETHNIC GROUP

White 92.0% **Asian** 3.2% **Chinese** 1.9% **Other** 1.3% **Mixed** 1.0% **Black** 0.6%

8: UK professors by ethnic group, 2015-16

#ECUstats

ECU (2017) Equality in higher education statistical report 2017 - weighted by full person equivalent

Advancing equality and diversity in universities and colleges

@EqualityinHE

UK PROFESSORS BY GENDER AND BME/WHITE IDENTITY

- ● White male - 69.4%
- ● White female - 22.6%
- ● BME male - 6.2%
- ● BME female - 1.7%
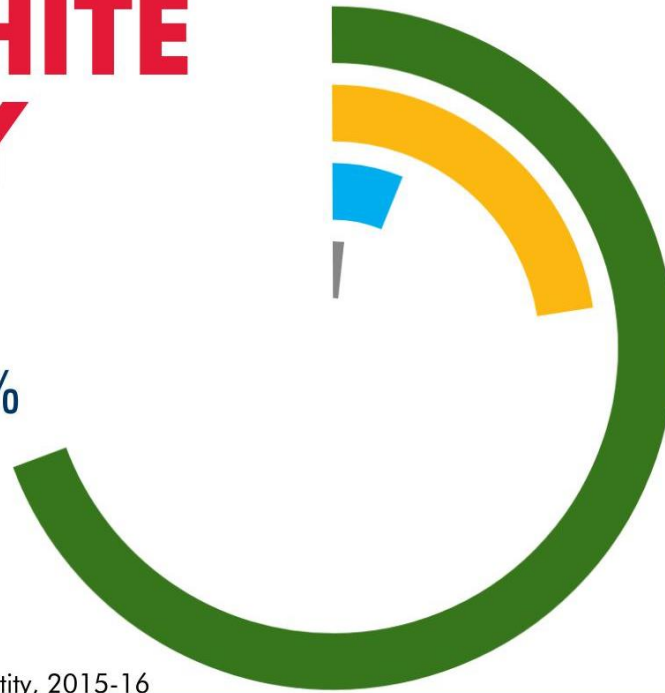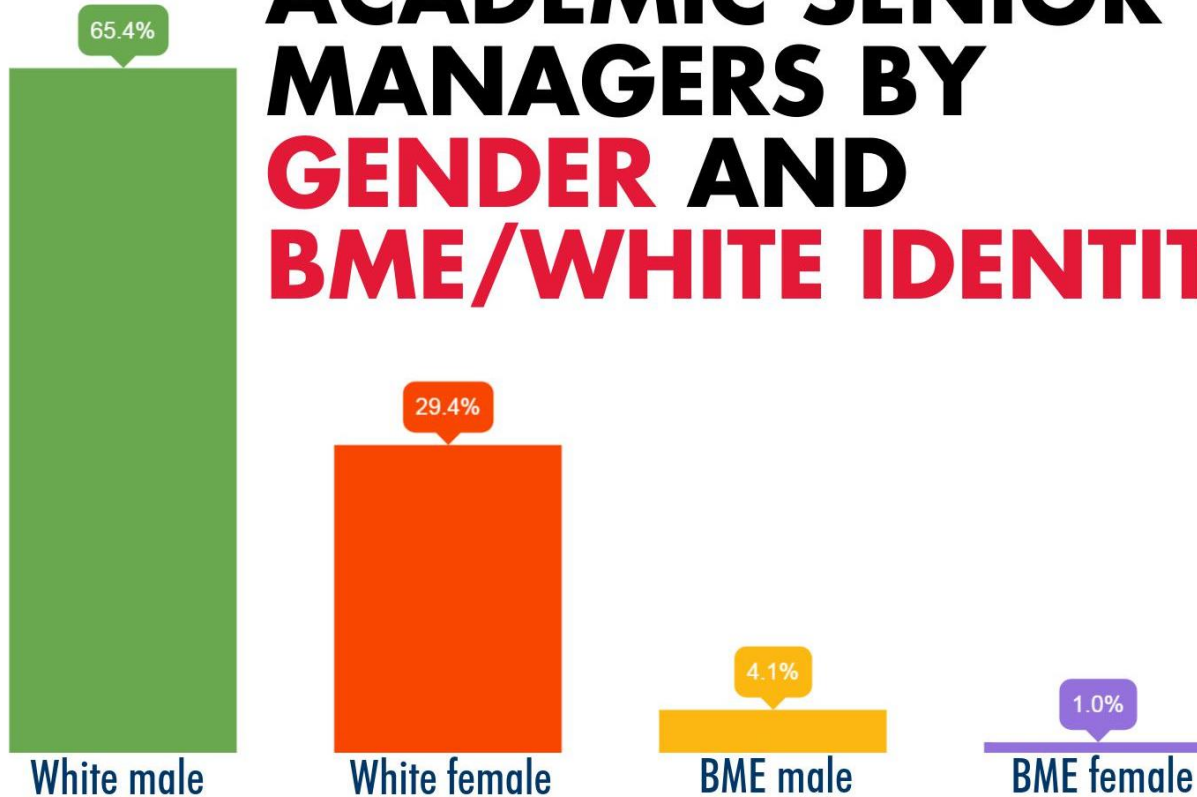
13: UK professors by gender and BME/white identity, 2015-16
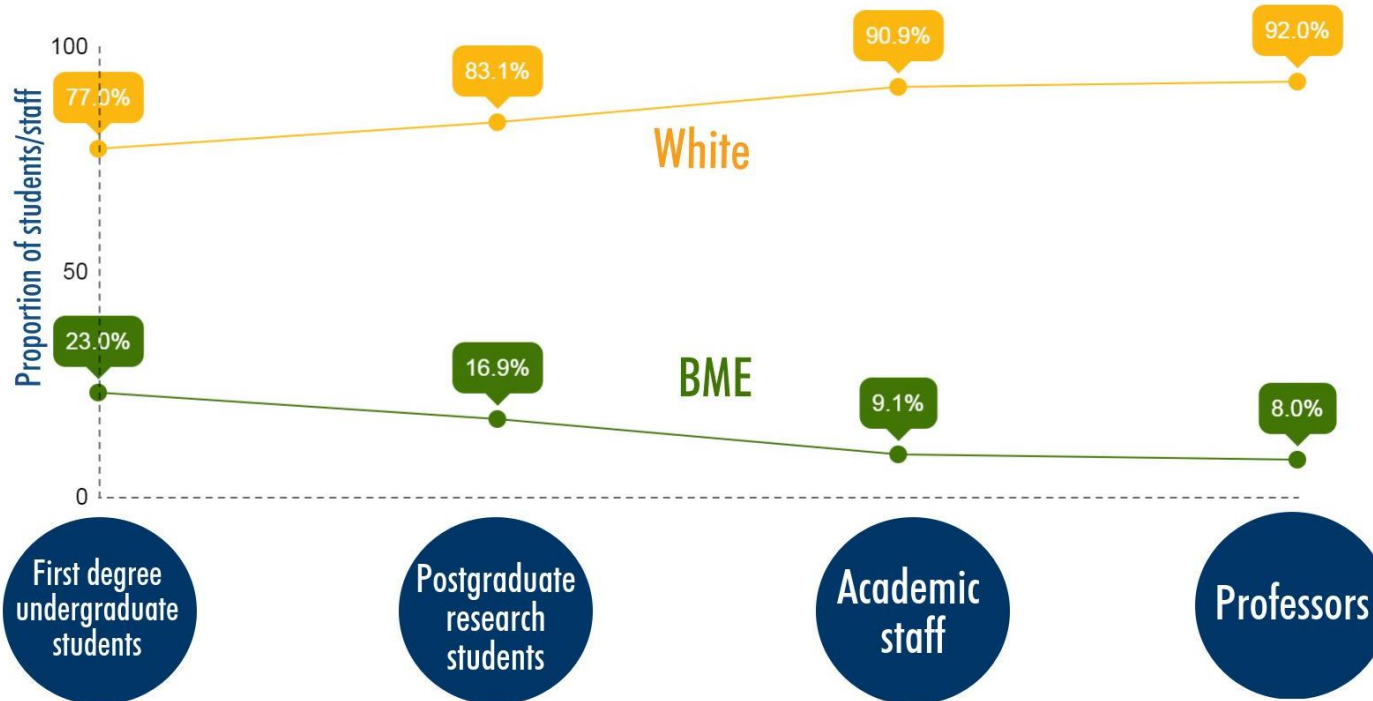
Equality Challenge Unit

#ECUstats

ECU (2017) Equality in higher education statistical report 2017 - weighted by full person equivalent

Advancing equality and diversity in universities and colleges   @EqualityinHE

ACADEMIC SENIOR MANAGERS BY GENDER AND BME/WHITE IDENTITY

65.4% — White male

29.4% — White female

4.1% — BME male

1.0% — BME female

14: Academic senior managers by gender and BME/white identity, 2015-16

Advancing equality and diversity in universities and colleges

@EqualityinHE

STUDENT/STAFF PIPELINE BY
BME/WHITE IDENTITY

Proportion of students/staff

100

77.0%   83.1%   90.9%   92.0%

White

50

23.0%   16.9%   9.1%   8.0%

BME

0

First degree undergraduate students   Postgraduate research students   Academic staff   Professors

9: UK domiciled students and UK staff proportions by BME/white identity, 2015-16
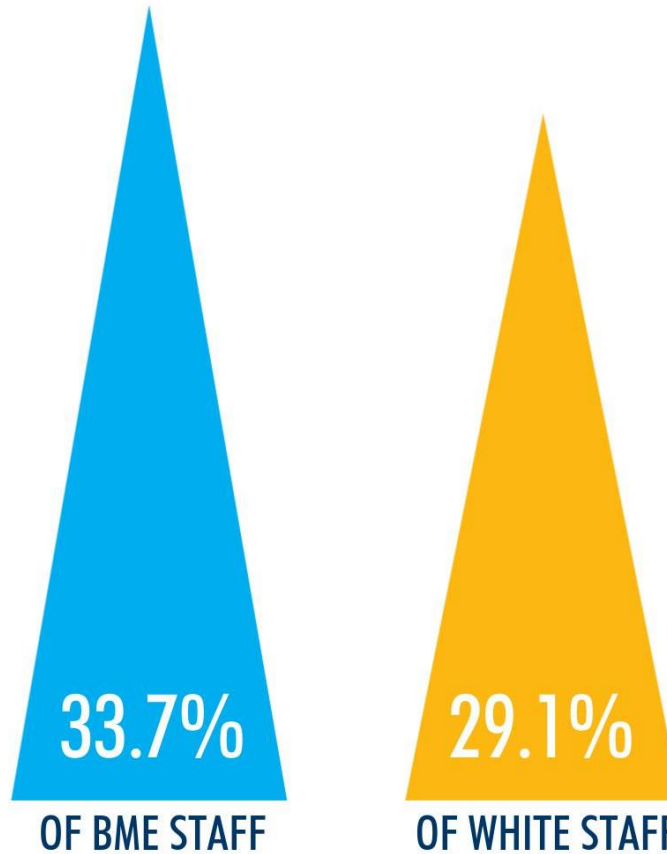
#ECUstats

ECU (2017) Equality in higher education statistical report 2017 - weighted by full person equivalent

Advancing equality and diversity in universities and colleges   @EqualityinHE
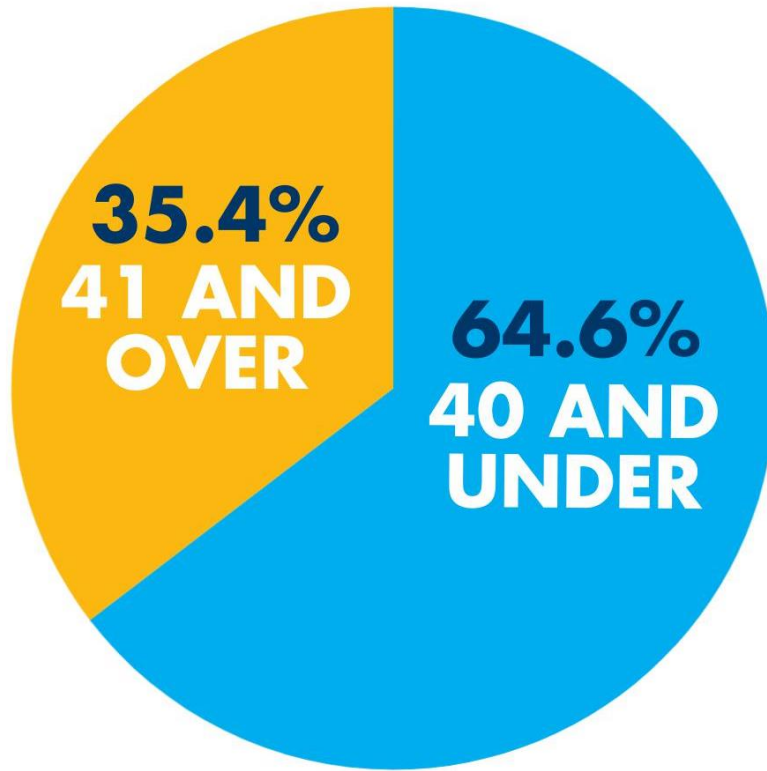
2: Academic staff on fixed-term contracts aged 40 and under/aged 41 and over, 2015-16

Advancing equality and diversity in universities and colleges

@EqualityinHE

UK BME AND WHITE ACADEMIC STAFF ON FIXED-TERM CONTRACTS

33.7%
OF BME STAFF

29.1%
OF WHITE STAFF

Equality Challenge Unit

7: UK academic staff on fixed-term contracts by BME/white identity, 2015-16

Advancing equality and diversity in universities and colleges   @EqualityinHE

Drivers for change

Reputation

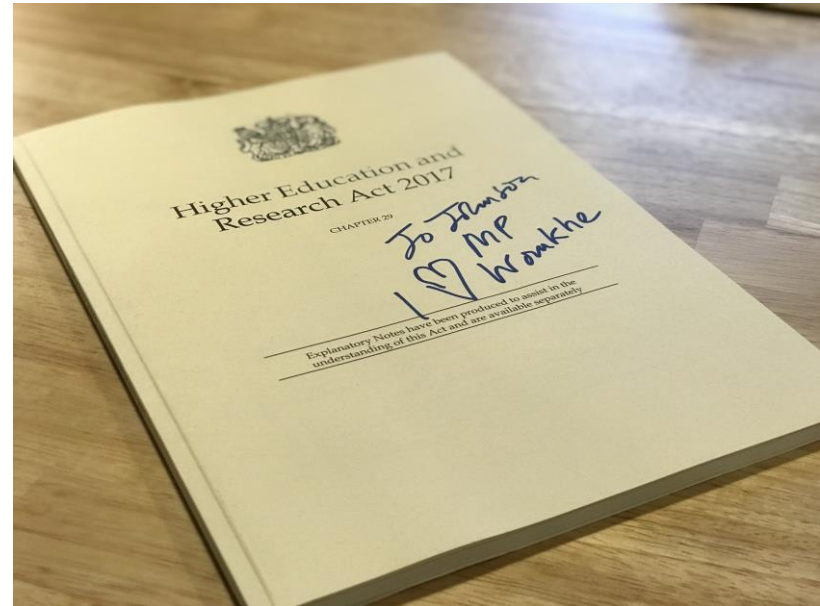Oxbridge bashing is an empty ritual if we ignore wider social inequities
Priyamvada Gopal

David Lammy is right to attack the lack of diversity at elite bodies, but the problems are far more deep seated

DONT DIVERSIFY DECOLONISE

WILL YOU LISTEN WHILE WE SPEAK?

Young Muslims in UK face enormous social mobility challenge

Regulation

Equality, Diversity & Inclusion

Options

Expectations

Protections

Advancing equality and diversity in universities and colleges
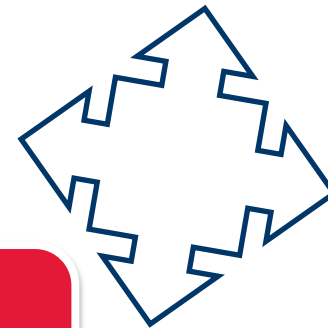
@EqualityinHE

Enablers of change

Equality, Diversity & Inclusion?

Advancing equality and diversity in universities and colleges

Digging deeper

"Whole institution approach": How to align strategies, resource, learning & expertise?

Intersectionality: Understanding how to research and identify multiple and specific structures of inequality and oppression

Data & benchmarking: presence, experience, expectations, perceptions

Equality Challenge Unit

Beware! Common responses

Equality Challenge Unit

Pockets of good practice
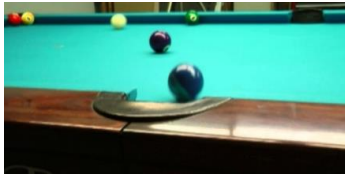
- Not sustained or widespread
- Reliant on individual goodwill

Avoidance, denial

- Competing priorities
- Lack of resource
- Work avoidance excuses
- Blamed on other factors (e.g. schools)

Celebratory events, e.g. BHM

- Organised in isolation (rather than part of a wider strategy
- Lack of clear aims and outcomes
- Trivialises the issues?

Deficit approach
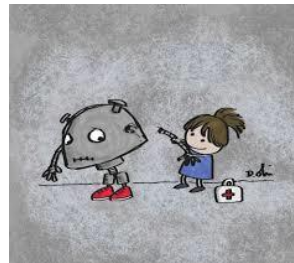
- Aimed at 'fixing' the individual
- Ignore structural, cultural and procedural barriers

Advancing equality and diversity in universities and colleges

@EqualityinHE

Start the right conversations

Equality Challenge Unit

Prior attainment ~~(crossed out)~~

They just don't apply ~~(crossed out)~~

Raising aspirations ~~(crossed out)~~

Confidence raising ~~(crossed out)~~

It's a pipeline issue ~~(crossed out)~~

Socio-economic background ~~(crossed out)~~

This is a very white area ~~(crossed out)~~

Bad admissions decision ~~(crossed out)~~

Advancing equality and diversity in universities and colleges   @EqualityinHE

Holistic approach

Environment
= Inclusive campuses?
= Diversity of staff?

Curriculum
= What is taught?
= Who is referenced?

Empowering students
= What are students' opinions and sense of belonging?
= Are expectations effectively communicated?

Pedagogy
= Who contributes/who is encouraged?
= Who gets the most feedback on coursework?

Advancing equality and diversity in universities and colleges

@EqualityinHE

Examples of good practice

Environment

Include BAMe
University of East London (UEL)

Curriculum

University of Birmingham
Kingston University London

Empowering students

University of Birmingham
nus — national union of students

Pedagogy

seed — Seeking Educational Equity and Diversity
The University Of Sheffield

Advancing equality and diversity in universities and colleges

@EqualityinHE

Help?

= ECU for policy advice, guidance, consultancy, training, data, resources on all things EDI
= Think local:

   – EDI teams/ Student inclusion & support

   – Staff networks

   – Student Unions

= peers
= Other sectors (NHS, government, private)
= International

What's ECU doing?

= Holistic approach

= Long term projects on recruitment of underrepresented groups

= Race Equality Charter

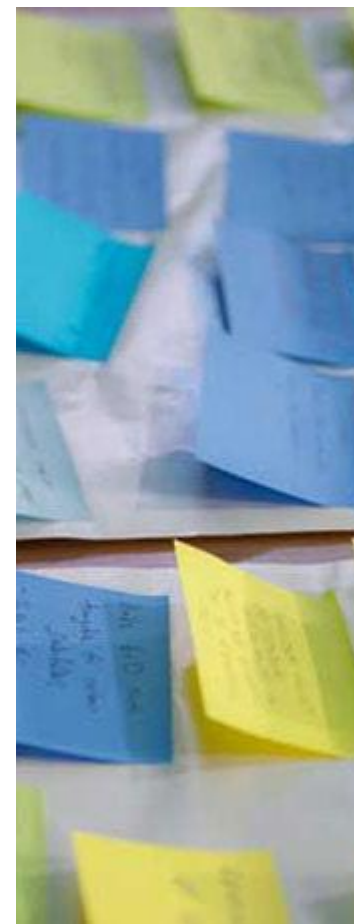= Specialist knowledge of context, history, monitoring and inclusion of different groups

Advancing equality and diversity in universities and colleges

@EqualityinHE

Further resources

Equality Challenge Unit

- = Guidance on inclusive student **recruitment, retention and attainment:** www.ecu.ac.uk/guidance-resources/student-recruitment-retention-attainment/

- = Inclusive Learning & Teaching: https://www.ecu.ac.uk/guidance-resources/student-recruitment-retention-attainment/student-retention/inclusive-learning-teaching/

  - = including **HEA/ECU** compendium of papers www.ecu.ac.uk/publications/ecu-hea-compendium/

- = ECU's UB literature review and training pack https://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/

Advancing equality and diversity in universities and colleges   @EqualityinHE

Any questions or comments?

Note on use of language in work on race and ethnicity

ECU acknowledges that the terms 'BME' and 'BAME' are not uncontested terms, and can be limiting and problematic . We have provided guidance on our approach to use of language in work around race and ethnicity equality and inclusion which may be useful for HEIs to consider in approaching their own context:

= https://www.ecu.ac.uk/guidance-resources/using-data-and-evidence/use-language-race-ethnicity/

Advancing equality and diversity in universities and colleges

@EqualityinHE