

 **AdvanceHE**



‘The Road Ahead’: a reflection on the journey so far

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Advance HE

- Formed through the merger of the Equality Challenge Unit, Higher Education Academy and Leadership Foundation for Higher Education in March 2018
- We bring together HE-focused expertise in teaching and learning; equality, diversity and inclusion; leadership; and governance, to help institutions deliver world-leading teaching, research and scholarship; civic mission and student outcomes.
- We do this through the provision of specialist knowledge and resource, externally recognised benchmarking and recognition schemes and a member-focused, collaborative approach.

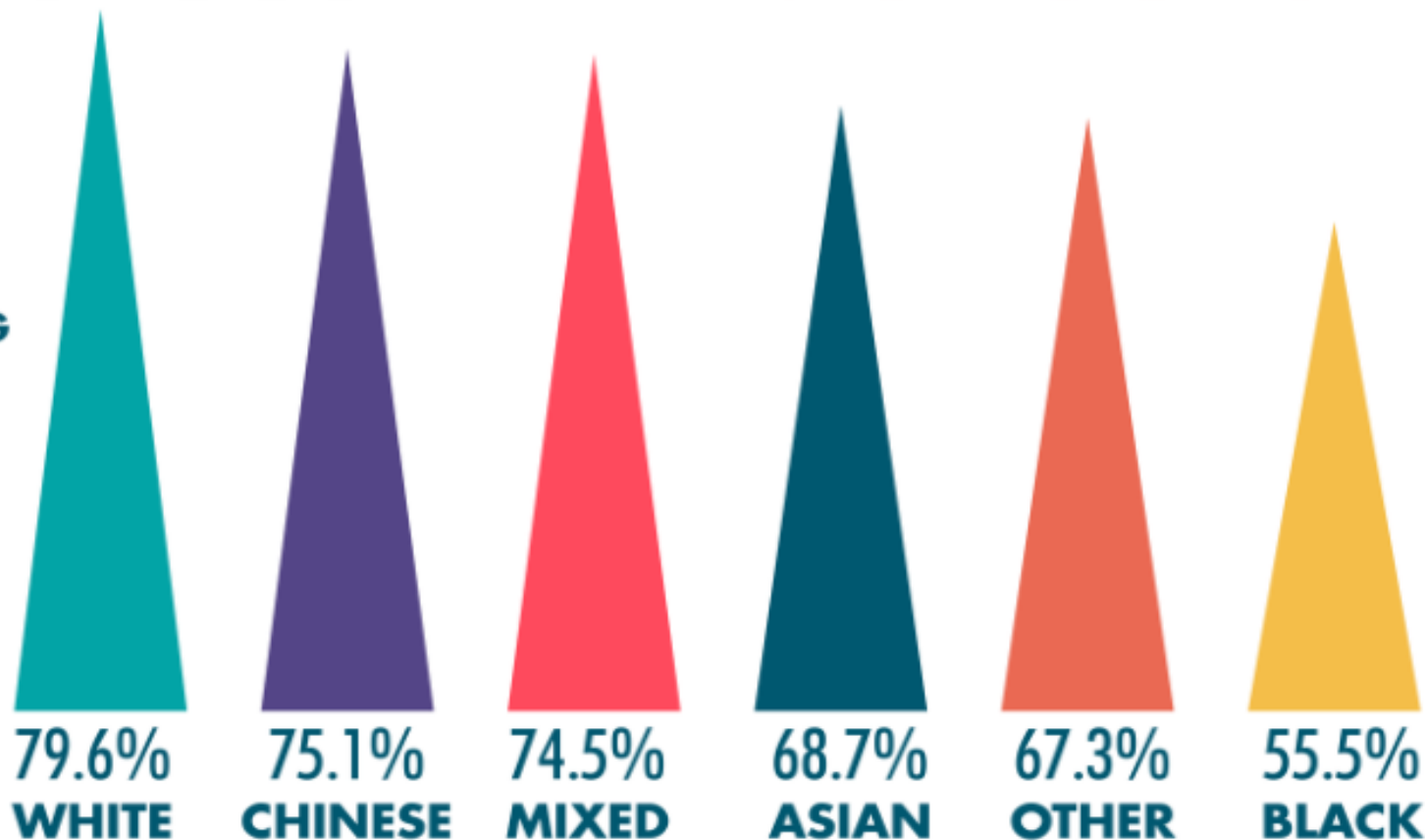


A brief history of equality law (in Great Britain)

- From the Race Relations Act 1965 to the Equality Act 2010
- Changing understanding over time:
 - Developing understanding of concepts: direct, indirect, victimisation, harassment
 - Cultural and systemic barriers
- Equality of what? Opportunity? Outcome

STUDENT ATTAINMENT ACROSS ETHNIC GROUPS

STUDENTS
QUALIFYING
WITH A
FIRST/2:1
DEGREE

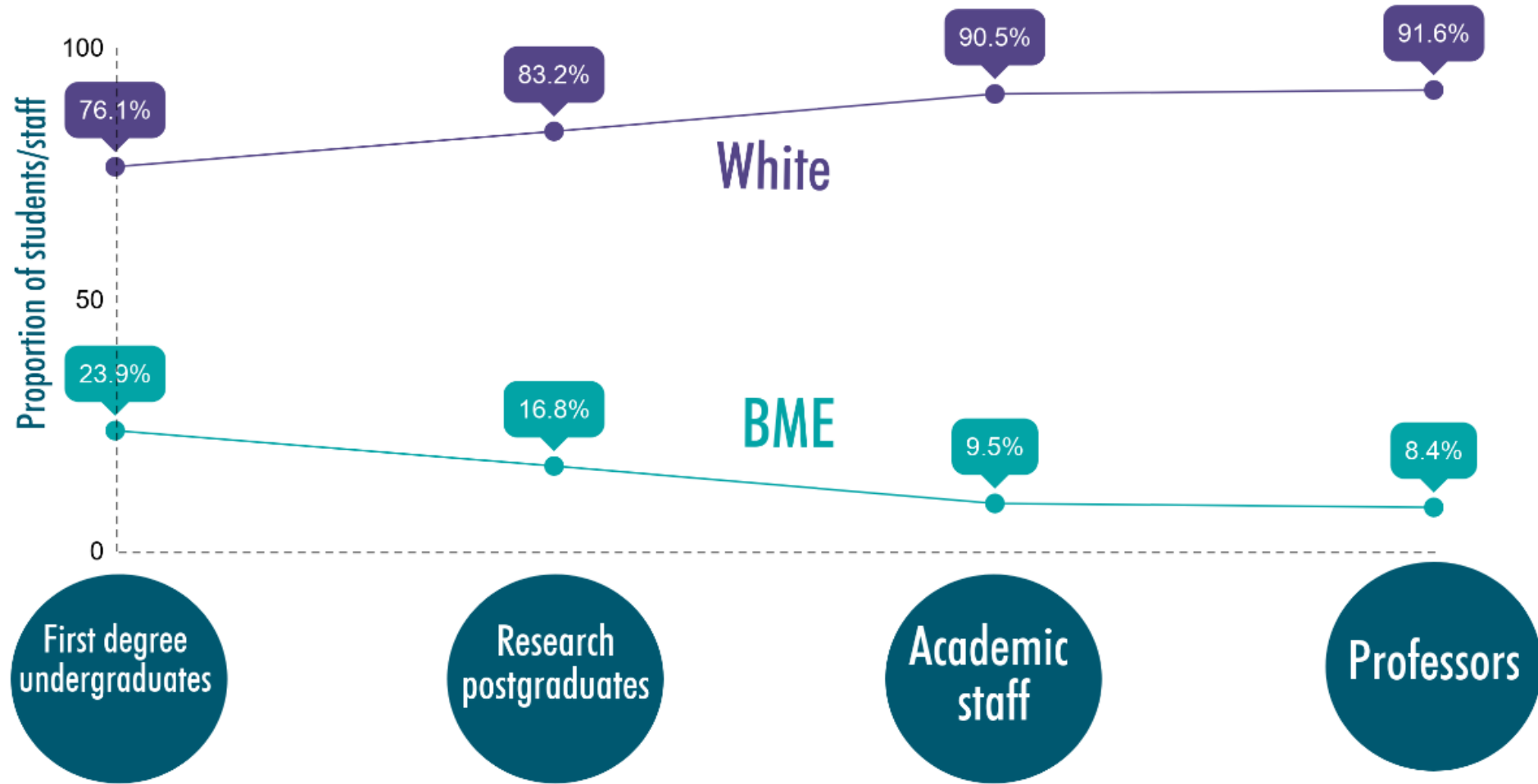


6: UK domiciled first degree undergraduate qualifiers with a First/2:1 degree by ethnic group, 2016-17

ECHR Report – Oct 2019

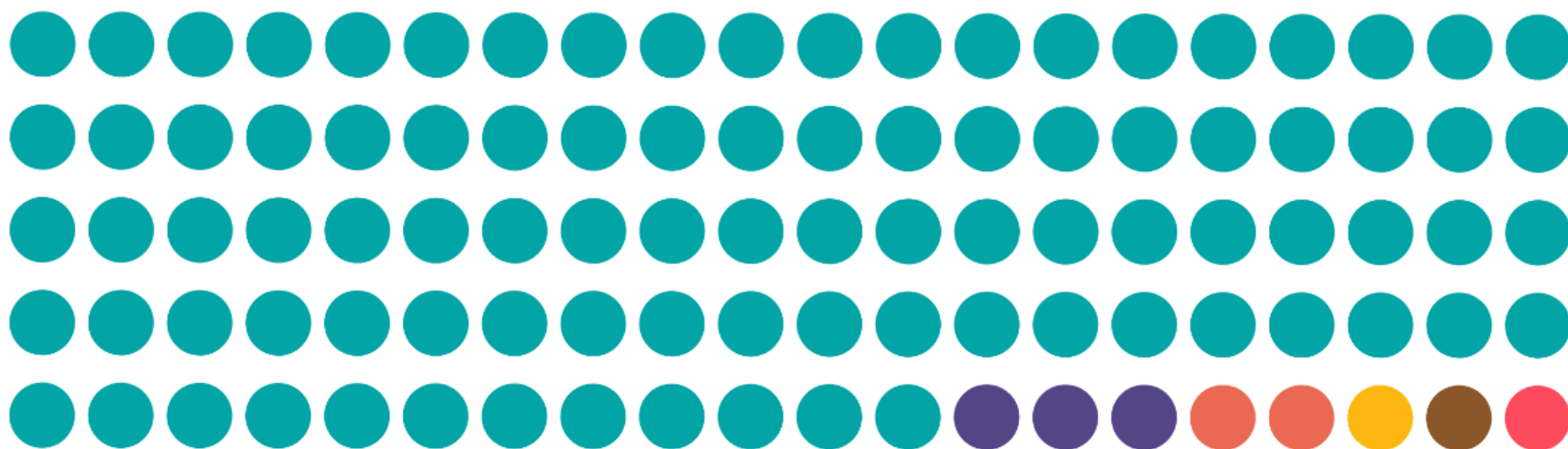
- The inquiry found that: 24% of ethnic minority students had experienced racial harassment
- Of these, 20% had faced physical assaults, the majority had experienced name-calling and other things including **micro-aggression**.
- More than a quarter of staff said they experienced racist name-calling, insults and jokes. Much of this harassment took place in office environments, frequently in plain sight of their colleagues.
- International students highlighted about feeling unwelcome, isolated and vulnerable.
- The report suggests that Universities are overconfident in their systems and processes, although some progress has been made, the reality is that the culture is about the institutions reputation first, and culture second.

STUDENT/STAFF PIPELINE BY BME/WHITE IDENTITY



7: UK domiciled students and UK staff proportions by BME/white identity, 2016-17

UK PROFESSORS BY ETHNIC GROUP



White
91.6%

Asian
3.3%

Chinese
2.0%

Other
1.3%

Mixed
1.1%

Black
0.6%

6: UK professors by ethnic group, 2016-17

UK PROFESSORS BY GENDER AND BME/WHITE IDENTITY

- White male - 68.5%
- White female - 23.1%
- BME male - 6.5%
- BME female - 1.9%



11: UK professors by gender and BME/white identity, 2016-17

'I don't want to be the UK's only black female history professor'

🕒 19 November 2018



🔗 Share



The UK's first black female history professor says she hopes she's not "the only one" for long.

Race Equality Charter (REC)



***Improving the representation,
progression and success of minority
ethnic staff and students within
higher education***

REC is a framework that offers UK higher education institutions a strategic and holistic approach to advancing race equality – it focuses on both the staff and students

Guiding principles of REC

1. Racial inequalities are **not necessarily overt, isolated incidents** and can manifest themselves in **everyday situations**, processes and behaviours.
2. UK higher education cannot reach its full potential until individuals from **all ethnic backgrounds can benefit equally** from the opportunities it affords.
3. Solutions to racial inequalities must **focus on institutional culture change**, avoiding a deficit model
4. Black and minority ethnic staff and students are **not a homogenous group**.
5. All individuals have multiple identities, and the **intersection of those identities** should be considered wherever possible.

The road ahead...

- Collect your and look at your evidence
- Have and start the right conversations about race (and listen)
- Pay attention to lived experiences
- Use these to inform actions to change systems
- Be an active leader on race equality
- Be an ally (a verb – not a noun)



For more information

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