

**ual:** university  
of the arts  
london

## **en>route**

**Progress Report May 2014**

# Race and Ethnicity

## Staff Profile

Ethnicity data is available for 1,952 (77%) of Salaried staff and 965 (39%) of Hourly Paid staff. The following analysis relates to staff who have provided details of their ethnicity on Employee Self Service (ESS). The proportion of BAME staff has decreased by 1% from 14% in 2011/12 to 13% in 2013/14.

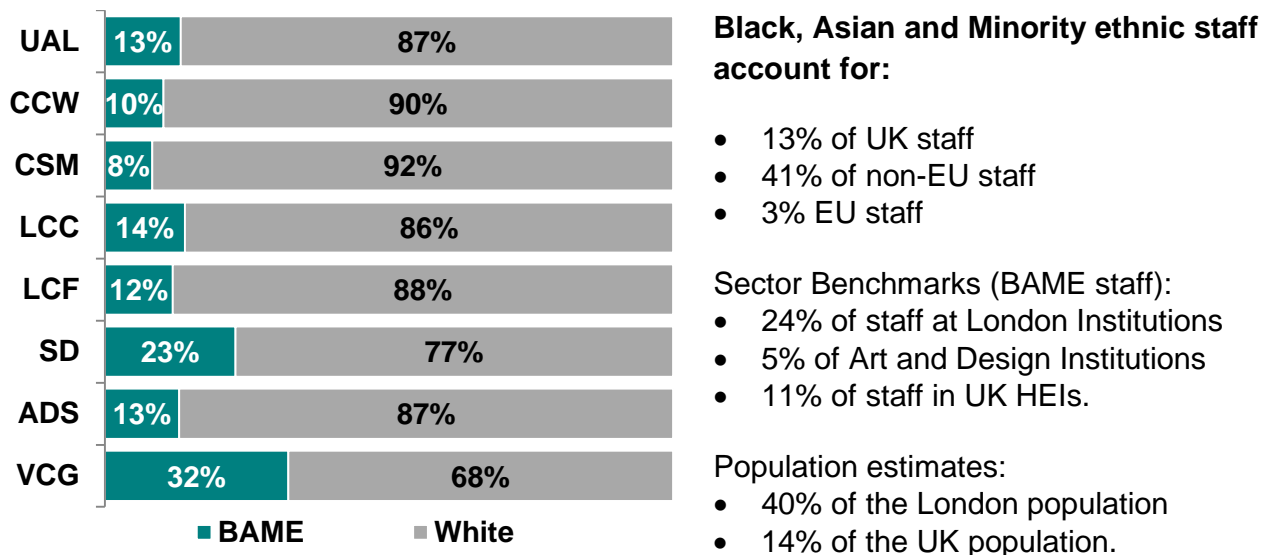


Table 1

## Progress on Race Objectives

**Objective: Increase the proportion of Black, Asian and Minority Ethnic (BAME) staff within grade 7+ and academic professions across the University**

**KPI: To increase the percentage of BAME staff in grade 7 and above by at least 3% by 2015**

The number of BAME staff in grades 7 and above fell from 21 in 2011/12 to 17 in 2014, representing a reduction of 1.1%. There continues to be a significant variation in the representation of BAME staff in different grades.

	BAME	White	Total	% BAME
Grade 1+2	48	176	224	21.4%
Grade 3+4	178	858	1036	17.2%
Grade 5+6	137	1186	1323	10.4%
Grade 7	12	139	151	7.9%
Individual	5	107	112	4.5%
Grade 7 +	17	246	263	6.5%
Total	380	2466	2846	13.4%

Table 2

### 'Individual Contract'

The most significant under-representation appears at 'Individual Contract' level. Of those who have disclosed their ethnic origin on Employee Self Service, 5 are from a BAME background and 107 are white.

'Individual Contracts'	BAME	White	Total	% BAME	Unknown
EB Group	0	7	7	0%	2
Director	0	11	12	0%	2
Deputy Director	2	24	26	7.7%	3
Dean	0	10	10	0%	7
Associate Dean	0	23	23	0%	0
Prof A	1	6	7	14.3%	4
Prof B	1	14	14	7.1%	8
Prof C	0	10	10	0.0%	0
Chair	1	2	3	33.3%	5
<b>Total</b>	<b>5</b>	<b>107</b>	<b>112</b>	<b>4.5%</b>	<b>31</b>

Table 3

### Senior Academic and Senior Manager roles.

The proportion of BAME people in grade 7+ is significantly lower in Academic and Research positions than in Professional and Administrative positions.

Grade 7+ by Professional Role	BAME	White	Total	% BAME
Academic and Research	8	164	172	4.7%
Professional and Administrative	9	82	91	9.9%

Table 4

### KPI: Increase percentage of BAME staff in academic professions by at least 3% by 2015

#### % BAME staff by profession

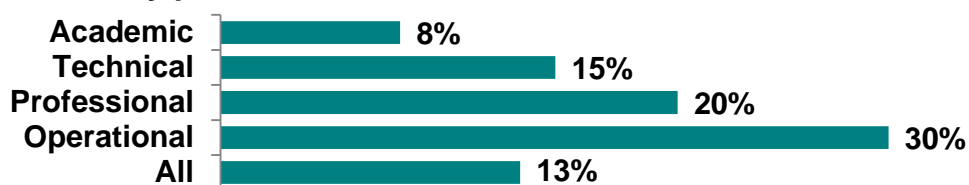


Table 5

8% of staff in academic roles are from BAME backgrounds, this is consistent with the percentage of academic staff in 2011/12. The actual number of BAME staff decreased from 131 in 2011/12 to 125 in March 2014.

**Staff profile by College:** There is a slight variation in the representation of BAME academic staff in the colleges; ranging from 7.2% in CSM to 11.6% in LCC.

Academic Staff	CCW	CSM	LCC	LCF	ADS	SD	VCG	UAL
<b>BAME</b>	26	30	26	26	15	2	0	125
<b>White</b>	281	387	199	311	218	39	1	1436
<b>Total</b>	<b>307</b>	<b>417</b>	<b>225</b>	<b>337</b>	<b>233</b>	<b>41</b>	<b>1</b>	<b>1561</b>
<b>% BAME</b>	<b>8.5%</b>	<b>7.2%</b>	<b>11.6%</b>	<b>7.7%</b>	<b>6.4%</b>	<b>4.9%</b>	<b>0.0%</b>	<b>8.0%</b>

Table 6

The proportion of BAME staff is consistent across all academic job roles, apart from Deans (none of whom are from a BAME backgrounds) and Researchers (who have a higher proportion of BAME staff than all other academic job groups)

Academic Staff	BAME	White	Total	% BAME
<b>Lecturers</b>	39	455	494	8%
<b>Associate Lecturers</b>	74	865	939	8%
<b>Researchers</b>	9	51	60	15%
<b>Deans / Assoc Deans</b>	0	32	32	0%
<b>Professors</b>	3	33	36	8%
<b>Total</b>	<b>125</b>	<b>1436</b>	<b>1561</b>	<b>8%</b>

Table 7

## Staff Milestones: Race and Ethnicity

The table below demonstrates that while a high proportion of applicants are from BAME backgrounds, they are less likely to be appointed than their White counterparts. Turnover is higher for BAME staff than for White staff. Despite higher participation in Development and Learning activities, BAME staff are less likely to be promoted to grades 5, 6 and 7. BAME staff are over-represented amongst those staff making a complaint and subject to disciplinary action (though numbers are small).

	BAME	White
<b>2013/14 Profile</b>	<b>13%</b>	<b>87%</b>
<b>Recruitment and Progression</b>		
Applied	25 %	74.9%
Appointed	15.2%	84.8%
Promoted	20.5%	79.5%
Promoted to Grades 5, 6 & 7	7.6%	92.4%
Promoted to 'Individual Contract'	0 (0%)	8 (100%)
<b>Development and Learning</b>		
ODL training courses	20%	80%
Management development courses	14%	86%
CLTAD MA Academic Practice	13%	87%
Turnover	16.34%	8.57%
Length of service (years)	8.0	9.1
Complaints	3 (20%)	12 (80%)
Disciplinary cases	8 (47%)	9 (53%)

Table 8

\*This analysis excludes Strategic Development because data for agency applicants has not been received, making it difficult to compare success rate at shortlist and interview.

### **Research Excellence Framework 2014.**

The percentage of BAME researchers submitting to REF2014 (9%) was moderately higher than that evidenced within the University as a whole (+2.69%).

**GEMS (Group for Equality of Minority Staff) Chairs:** Tanicia Payne & Aisha Richards  
GEMS is a staff network which aims to collate the voice and perspective of Black, Asian and Minority Ethnic (BAME) staff for the strategic progress of all UAL staff and students. In the past 12 months GEMS membership has increased by 22%. The group has hosted events such as 'It's our turn' (Nov 2013), established a book club and arranged film screenings. GEMS has made a contribution to the Race Equality Charter Mark and supports institutional programmes such as en>route and Shades of Noir. Aisha Richards (co-chair of GEMS and founder of Shades of Noir) was elected as a staff representative to Academic Board in 2013.

### **UAL Staff Survey 2014**

The UAL 2014 Staff Survey found that 63% of BAME staff agree that the University respects individual differences (compared to 75% of white staff). 62% of BAME staff agreed that UAL is an Equal Opportunity Employer (compared to 77% of white staff).

## en>route programme

---

### Inclusive Culture

#### 1. The en>route Network

The Diversity Team has established the en>route Network which now comprises over 200 members. A termly en>route Bulletin is sent to the Network to publicise UAL jobs, research and development opportunities, as well as information on race equality developments in arts / higher education. A LinkedIn and Facebook page is also being developed.

#### 2. UAL Race Survey

UAL's first ever Race Survey was disseminated during Black History Month 2013 aiming to elicit feedback on potential UAL positive action interventions. There were 100 respondents, 49% BAME, 43% White and 8% Preferred Not to Say. 80% of respondents felt that UAL demonstrated its commitment to race equality and inclusive culture through its support of the en>route programme.

The main themes emerging from the Survey were:

**Rationale:** Respondents appeared to be in favour of a rationale for greater staff ethnic diversity that enhanced the student experience and the strategic and academic aspirations of the University. This was particularly the case for over 88% of BAME respondents. Respondents Strongly Agreed or Agreed benefits would include:

1. Positive, empathetic role models to students  
91% (BAME n.48 / White n.38)
2. Enhance and authenticate design, content and delivery of curricula to be relevant to diverse learners  
88% (BAME n.45 / White n.36)
3. Cultural insights into UAL's Internationalisation aspirations  
85% (n.44 / n.35)
4. Enrich creative practice and research  
84% (BAME n.44 / White n.36)
5. Inform institutional strategies to address ethnic differentials in retention, attainment and progression  
84% (BAME n.44 / White n.36)
5. Distinguish UAL as an international / multicultural university that values cultural diversity.  
83% BAME (BAME n.43 / White n.34)

**Recruitment:** Respondents Strongly Agreed or Agreed with positive action measures that promoted Arts HE to under-represented groups or ensured that recruitment processes were transparent and could be monitored rigorously.

- Promoting arts HE as a viable and complementary career option to BAME creative professionals.  
87% (BAME n.42 / White n.38)
- Anonymous Shortlisting of Applications  
73% (BAME n.36 / White n.32)

- Monitoring of applications, shortlisting and appointment by ethnicity.  
68% (BAME n.31 / White n.32)

In all responses, positive action measures that targeted and specifically encouraged BAME groups to *participate* in a recruitment process were particularly popular for BAME respondents, with Strongly Agree or Agree responses to:

- Invitations to BAME Visiting Lecturers or Practitioners in Residence to widen UAL networks.  
88% (BAME n.44 / White n.37)
- Encouragement of eligible, internal BAME staff to apply for advertised positions  
80% (BAME n.40 / White n.34)
- Using targeted advertising in publications, networks and recruitment agencies known to reach more BAME applicants  
78% (BAME n.40 / White n.33)
- Graduate Trainee Schemes that encourage applications from ethnic groups that are under-represented in our workforce.  
78% (BAME n.42 / White n. 31)
- Headhunting to diversify recruitment pools.  
61% (BAME n.36 / White n.22)
- Training on unconscious bias for recruiting managers.  
81% (n.41 / White n.33)

**Staff Development:** There were significant differences between BAME and White respondents on targeted staff development. The most popular options appeared to be those that a) addressed the awareness of line managers and b) provided opportunities to the 'next generation of potential academics' i.e. postgraduates and Alumni. Strongly Agree and Agree responses included:

- Race equality / awareness training for line managers  
91% (BAME n.47 / White n.37)
- Widening participation initiatives for postgraduate study  
89% (BAME: n.45 / White n.38)
- Unconscious bias / cultural competence assessment and coaching for line managers  
85% (BAME n.46 / White n.34)
- Encouragement to BAME Alumni to undertake teaching experience and qualifications  
85% (BAME n.47 / White n.32)

### 3. en>route Pledges

Over 2013/14, the Diversity Team briefed 13 departments, senior management teams, groups and forums. The following Pledges and commitments were made in support of the aims of the en>route programme:

<p><b>Academic Development Services SMT agree to the following actions in support of the en&gt;route programme's aim to encourage greater staff ethnic diversity at UAL:</b></p>	
<p>1. <b>Diversity Team as part of the Director of Widening Participation's Portfolio</b>, to lead on the en&gt;route programme, established to promote greater staff ethnic diversity at UAL. Action: Mark Crawley, Director of Widening Participation</p>	In progress
<p>2. <b>Research Management</b> to undertake an Equality Impact Assessment of the UAL Research Excellence Framework. This led to subsequent consultation with GEMS, the race staff group and encouragement of submissions from BAME staff who historically have been under-represented in these exercises. In 2014, the percentage of BAME researchers submitted to REF2014 (9%) was moderately higher than that evidenced within the University as a whole (+2.69%). All REF Panels were also required to undertake equalities training. Action: Simon Wilmoth, Director of Research Management</p>	Completed
<p>3. <b>CLTAD</b> to encourage BAME academics to participate in the UAL Fellowship Scheme. This is to be included as a priority in UAL's The Praxis Project: The 2020 UAL Academic Practitioner as part of the Higher Education Academy's programme on Promoting Teaching Excellence. Action: Susan Orr, Dean of Learning, Teaching and Enhancement</p>	Forthcoming
<p>4. At least three members of ADS SMT to serve as mentors on the en&gt;route Mentoring Scheme. Action: Peter Watson, Mark Crawley and Pat Christie.</p>	Completed and in progress
<p>5. At least three ADS Senior managers to offer Senior Shadowing Placements to BAME staff. Action: Mark Crawley, Susan Orr, Peter Watson.</p>	Completed
<p>6. Four ADS senior managers to participate in Cultural Competency workshops of July 2013. Action: Diane Lucas, Mark Crawley, Peter Watson and Orianna Badeley.</p>	Completed
<p>7. ADS Deans to participate in the en&gt;route Equality and Diversity Forum chaired by the Dean of Students and Director of Widening Participation, to explore how academic staff diversity could be progressed at UAL. Action: Mark Crawley, Dean of Students and Orianna Badeley, Dean of Research</p>	Completed
<p>8. ADS to support the newly appointed Chairs of Black Art and Design. Action: Phillip Broadhead, Deputy Vice Chancellor.</p>	In progress
<p><b>Overall Lead: Phillip Broadhead, Deputy Vice Chancellor, Academic Development Services</b></p>	



<p><b>Strategic Development SMT agree to the following actions in support of the en&gt;route programme's aim to encourage greater staff ethnic diversity at UAL:</b></p> <ol style="list-style-type: none"> <li><b>1. HR Department</b> to conduct an Equality Impact Assessment of Recruitment policy and procedures to ensure fairness and transparency; and to support the promotion and take up of en&gt;route staff development schemes. Action: Nick Rogers, Director of HR</li> <li><b>2. Communications and External Affairs</b> department to promote en&gt;route within UAL, and to support responses to external media queries on the programme and staff and student race equality issues. Action: Director of Comms and DVC, Strategic Development in interim</li> <li><b>3. Alumni Relations and Development</b> department to promote en&gt;route programme through Alumni registration, the monthly Alumni Bulletin and scholarship initiatives. Action: Karen Doyle, Director of Development and Alumni Relations</li> <li>The Deputy Vice Chancellor Strategic Development and UAL Race Champion to promote UAL's first ever Staff Race Survey to every member of staff via an all-staff email and staff intranet publicity.</li> <li>Three members of Strategic Development SMT to serve as mentors on the en&gt;route Mentoring Scheme. Action: Stephen Reid, Nick Rogers, Karen Doyle.</li> <li>Strategic Development Senior managers to be encouraged to offer Senior Shadowing Placements to BAME staff. Action: Stephen Reid, DVC Ezri Carlebach, Former Deputy Director Communications and Alistair Aldous, Enterprise Development Manager</li> <li>Strategic Development senior managers to be invited to attend Cultural Competency workshops of July 2013. Action: Stephen Reid (eight attended with you: Nick Rogers, Steve Howe, Director of Estates, John Brown, Director of IT, Derek Paxman, Head of Facilities, Hamish Clifton, Isobel Child, Study Abroad Manager, Karen Doyle, Anna Petts, Head of ODL.)</li> </ol> <p><b>Lead: Stephen Reid, Deputy Vice Chancellor Strategic Development</b></p>	<p>In progress</p> <p>In progress</p> <p>In progress</p> <p>Completed</p> <p>Completed and In Progress</p> <p>Completed</p> <p>Completed</p>
--	--

<p><b>The Development and Alumni Relations team have agreed to the following actions in support of the en&gt;route programme's aims to encourage greater staff ethnic diversity at UAL:</b></p> <ol style="list-style-type: none"> <li>Feature the stories and experiences of BAME alumni who are current UAL staff in the Alumni Bulletin on a termly basis. Action: Diversity Team and Alumni Relations</li> <li>Invite BAME alumni to join the en&gt;route mailing list in UAL's Alumni Bulletin, through an 'opt in' box on the Alumni sign-up forms and via UAL social media mechanisms.</li> </ol>	<p>In progress</p> <p>Outstanding</p>
--	---------------------------------------

<p>Action: Alumni Relations Team</p> <p>3. Include links to UAL Jobs at the end of monthly Alumni Bulletins to attract a greater diversity of applicants. The UAL Jobs webpage now includes 'encouragement statements' to members of under-represented groups to apply. Action: Alumni Relations Team</p> <p>4. Publicise the en&gt;route programme to International and Home BAME beneficiaries of postgraduate scholarships who may be interested in HE Arts teaching careers. Action: Development Team</p> <p><b>Lead: Karen Doyle, Director of Development and Alumni Relations</b></p>	<p>Outstanding</p> <p>Outstanding</p>
---	---------------------------------------

<p><b>Student Enterprise and Employability en&gt;route Pledge</b></p> <p>"SEE recognises that whilst many creative practitioners may pursue careers in the creative industries, teaching or arts administration, people from BAME backgrounds continue to be under-represented in these fields. SEE supports the aims of UAL's en&gt;route programme to encourage more diverse students and graduates to consider careers in arts higher education. We will do this in 7 practical ways:</p>	
<p>1. Monitor and report on the ethnicity of participants on SEE programmes and the first destination (employability) of graduates from BAME backgrounds.</p>	<p>In progress</p>
<p>2. Collaborate on an HE careers session targeted at a diverse student / postgraduate audience including inspirational HE academics and creative practitioners from BAME backgrounds. Action: Victoria Fabri SEE and Tili Andoh, Diversity Team.</p>	<p>Outstanding</p>
<p>3. Link to the UAL Jobs website from the Creative Opportunities website. Action: Christine Lang-and Stephen Beddoe, SEE and Kate Burrell, HR</p>	<p>Outstanding</p>
<p>4. Include a termly en&gt;route feature on inspirational BAME Alumni working at UAL in our SEE e-Bulletin. Action: Laura North and Adam Hayes, SEE and Bethan Williams, Diversity Team</p>	<p>Outstanding</p>
<p>5. Include 'encouragement statements' in SEE job adverts, events and initiatives to appeal to under-represented ethnic groups to apply. Action: Stephen Beddoe.</p>	<p>In progress</p>
<p>6. Feature the link to Creative Opportunities jobs website in the termly en&gt;route Bulletin and fortnightly UAL Jobs Alert. Action: Laura North and Adam Hayes, SEE and Bethan Williams, Diversity Team</p>	<p>In progress</p>
<p>7. Link to forthcoming en&gt;route social media accounts such as Linked In and Facebook. Action Adam Hayes, SEE and Bethan Williams, Diversity Team</p>	<p>Outstanding</p>
<p><b>Overall Lead: Stephen Beddoe, Director of Student Enterprise and Employability</b></p>	

<p><b>HR Services (Recruitment, Organisational Development and Learning and Management Information) have agreed to the following actions in support of the en&gt;route programme’s aim to encourage greater staff ethnic diversity at UAL:</b></p> <p><b>1. Recruitment - to implement the recommendations from the Equality Impact Assessment of Recruitment including:</b></p> <ul style="list-style-type: none"> <li>a) ‘Encouragement Statements’ welcoming applications from under-represented BAME groups in all academic and grade 7+ job adverts.</li> <li>b) Publicising the rationale and opportunities of the en&gt;route programme in recruitment and induction materials.</li> <li>c) Supporting the creation and training of a pool of BAME staff that can participate on interview panels.</li> <li>d) Briefing head-hunting agencies on the aims of the en&gt;route programme for grade 7+ posts.</li> <li>e) Informing recruiting managers of the feasibility of using positive action provisions in interview ‘equal merit tie break’ situations.</li> <li>f) Offering Unconscious Bias assessments to recruiting managers.</li> <li>g) Anonymous shortlisting whereby candidates’ names and salaries will not be revealed until interview stages.</li> </ul> <p><b>Action: Kate Burrell, HR Manager and UAL Diversity Team</b></p>	<p>In progress</p> <p>In progress</p> <p>Outstanding</p> <p>In progress</p> <p>Outstanding</p> <p>Outstanding</p> <p>In progress</p>
<p><b>2. Staff Development</b></p> <ul style="list-style-type: none"> <li>a) Members of the HR Senior Management Team to participate in the en&gt;route Mentoring Scheme. (Nick Rogers, Claudia Otoo and Kate Burrell).</li> <li>b) Organisational Development and Learning to provide expertise and support for the development of the en&gt;route mentoring scheme; and to embed staff race equality themes throughout mainstream management training. The UAL Coaching Network to be offered staff development in unconscious bias as part of members’ Continuing Professional Development</li> <li>c) en&gt;route mentoring, Senior Shadowing, Career Workshops, Managing Diversity Skills and Cultural Competency for Managers workshops to be promoted through the Staff Development monthly Bulletin.</li> </ul> <p><b>Action: Nick Rogers, Director of HR and Anna Petts, Head of Organisational Development and Learning</b></p>	<p>In progress</p> <p>In progress</p> <p>In progress</p>
<p><b>3. HR Management Information and Staff Ethnicity Data Monitoring</b></p> <ul style="list-style-type: none"> <li>a) Staff Employment Cycle - to continue to monitor data pertaining to the experience and progression of BAME staff by recruitment, promotion, retention and staff engagement survey results on an annual and College / Service basis.</li> <li>b) Reward and Recognition – The Praxis Project: The 2020 Academic Practitioner - to monitor the ethnicity of those participating in the</li> </ul>	<p>In progress</p> <p>Outstanding</p>

<p>forthcoming UAL Fellowship Scheme and any subsequent changes in reward, recognition and equal pay.</p> <p>Action: John Hallam, Deputy Director of HR, Clive Holden Human Resources Planner, Sureka De Mel, Head of HR Systems, and Anna Petts, Head of Organisational Learning.</p> <p><b>Overall Lead: Nick Rogers, Director of HR</b></p>	
<p><b>Communications and External Affairs have agreed to the following actions in support of the en&gt;route programme's aim to encourage greater staff ethnic diversity at UAL:</b></p> <ol style="list-style-type: none"> <li>1. Promote the en&gt;route programme through the Vice Chancellor's All Staff Briefings and intranet page in May 2013.</li> <li>2. Publicise the following events and initiatives: <ul style="list-style-type: none"> <li>• UAL's first-ever Race Staff Survey via the Race Champion, Stephen Reid, Deputy Vice Chancellor Strategic Development in October 2013 via all-staff email and on my arts intranet.</li> <li>• Launch of en&gt;route mentoring scheme in January 2014 on my arts intranet</li> <li>• en&gt;route staff development schemes – Mentoring, Senior Shadowing and Career workshops in Staff e-Bulletin</li> </ul> </li> <li>3. Support the university's response to media enquiries about en&gt;route and staff and student race equality at UAL.</li> </ol> <p><b>Action: Director of Communications, Stephen Reid, DVC Strategic Development.</b></p>	<p>Completed</p> <p>Completed and In Progress</p> <p>In Progress</p>
<p><b>The People Managers Forum has agreed to the following actions in support of the en&gt;route programme's aim to encourage greater staff ethnic diversity at UAL:</b></p> <ol style="list-style-type: none"> <li>1. To publicise the aims of the en&gt;route programme and positive action provisions in recruitment procedures and interview selection training for recruiting managers.</li> <li>2. Action: Kate Burrell, HR Manager and Anna Petts, Head of ODL</li> <li>3. To encourage managers to publicise en&gt;route development schemes to other managers and BAME staff (e.g. Mentoring, Senior Shadowing, Career Workshops, Managing Diversity Skills, Cultural Competency) through their supervision and PRA sessions.</li> <li>4. Action: HR Business Partners</li> </ol> <p><b>Lead: John Hallam, Deputy Director of HR and Chair of People Managers' Forum</b></p>	<p>In progress</p> <p>In progress</p>

<p><b>The Group for the Equality of Minority Staff has agreed to the following actions in support of the en&gt;route programme’s aim to encourage greater staff ethnic diversity at UAL:</b></p> <ol style="list-style-type: none"> <li>1. To publicise the aims of the en&gt;route programme in their It’s Our Turn event on 21 November 2013.</li> <li>2. To disseminate the en&gt;route termly Bulletin, Jobs Alerts and development opportunities to GEMS members.</li> <li>3. To consult on the recommendations emerging from EIA Recruitment.</li> <li>4. To encourage members to participate in Selecting the Best training so that they can join the en&gt;route Interview Panellist Pool.</li> </ol> <p><b>Action: Tania Payne and Aisha Richards, Chairs</b></p>	<p>Completed</p> <p>In progress</p> <p>In progress</p> <p>Outstanding</p>
--	---

<p><b>Participating Members of the Deans’ Group agreed to the following actions in support of the en&gt;route programme’s aim to encourage greater staff ethnic diversity at UAL:</b></p> <ol style="list-style-type: none"> <li>1. Actively seek and extend invitations to BAME creative professionals working in the creative and cultural sectors to apply and compete for UAL positions e.g. Permanent posts, Visiting Lecturers/Tutors, Associate Lecturers, External Examiners or Practitioners in Residence.</li> <li>2. Include criteria in Job Descriptions and Person Specifications for essential knowledge and experience of developing course design, content and delivery to be relevant and engaging to diverse learners.</li> <li>3. Personally encourage eligible, internal BAME colleagues to apply and compete for advertised jobs, secondments, acting up roles or professional development opportunities as appropriate.</li> <li>4. Personally participate on en&gt;route staff development initiatives: e.g. mentoring, senior shadowing or coaching schemes.</li> </ol> <p>Leads include participating Deans’ Group Members (11): Alexandra Lumley, Andrew Hughes, Anne Smith, Hilary Grainger, Ian Storey, Jason Copley, Jonathan Barratt, Mark Dunhill, Nancy Turner, Oriana Baddeley and Mark Crawley.</p> <p><b>Action: Individual members of the Deans Groups</b></p>	<p>In progress</p>
--	--------------------

## **en>route: Development Update**

### **Mentoring Scheme for BAME staff:**

Following the success of the pilot BAME Mentoring scheme, a UAL wide scheme was launched in January 2014.

- 15 Mentors have been trained.
- 9 Mentees have been recruited and trained and all 9 have been matched with senior managers
- A further Mentee cohort is planned for the autumn of 2014.

### **Career Development Workshops for BAME staff:**

30 BAME UAL staff have taken up the opportunity to participate in the career development workshops funded by the Diversity Team and delivered by the Black Leadership Initiative.

### **Senior Shadowing Scheme:**

6 members of staff have taken up the Senior Shadowing opportunities through this scheme. Senior managers such as Natalie Brett, George Blacklock and Prof. Frances Corner have offered up their time to share knowledge and experience of how some of UAL's senior committees operate.

### **Diversity Training for managers:**

- 32 staff members took part in the Managing Diversity Skills training
- 20 Academic staff participated in Cultural Competency workshops

## en>route: Recruitment Update

HR and the Diversity Team undertook an Equality Screening of the UAL Recruitment Policy and Procedures in December 2013. The screening identified a continuing disparity in the success rates of BAME applicants compared to White applicants, particularly at interview. Analysis showed that 1 in 4 White applicants were appointed after interview, compared to 1 in 6 BAME applicants.

### Comparison with BAME staff profile

CCW, CSM and LCC appointed a smaller proportion of BAME applicants compared to the overall BAME staff profile of the college. LCF, ADS, Strategic Development and the Vice Chancellor's Unit appointed a higher proportion of BAME applicants compared to their representation within the overall staff profile.

	White	BAME	Total	% BAME Appointments	BAME staff profile
CCW	16	1	17	6%	10.3%
CSM	41	3	44	7%	8.4%
LCC	28	3	31	10%	14.1%
LCF	75	22	97	23%	11.9%
ADS	17	2	19	11%	13.1%
Vice Chancellor's Unit	1	1	2	50%	32.3%
Strategic Development	57	41	98	42%	23.0%
UAL	235	73	308	24% *	13.4%

Table 9

\*This total includes Strategic Development; it therefore differs from the appointments data outlined in table 31.

### Comparison with BAME staff profile: Academic and Grade 7+ positions

A higher proportion of BAME applicants were appointed to academic and grade 7+ positions, compared to the overall profile of that staff group.

Appointments	White	BAME	Total	% BAME	BAME staff profile 2014
Academic (Salaried only)	72	9	81	11%	8.0%
Grade 7+	30	5	35	14%	6.5%

Table 10

## **en>route recruitment**

### Key achievements:

1. Using the en>route Network established by the Diversity Team, UAL jobs, research and development opportunities are publicised to applicants from diverse backgrounds
2. All Grade 7+ and Academic job adverts include positive action encouragement statements, targeting BAME applicants and linking to the en>route programme
3. The 'How Did I Get Here?' webpage includes profiles of BAME staff, in order to highlight routes into careers in art and design HE
4. HR is developing an Online Application System with the capacity to keep in touch with prospective applicants, including 'runners up', and create talent pools to which applicants can apply speculatively. This will enable the University to maintain links with candidates from diverse backgrounds
5. HR has clarified procedures for recruiting ALs, and will be introducing a formal, transparent recruitment process for ALs from 2015, in conjunction with the Online Application System
6. HR has reviewed staff competency frameworks to place a stronger emphasis on diversity, including awareness of race, ethnicity and cultural competency.

### **Priorities for 2014/15:**

1. Introduce anonymous short-listing in order to minimise bias at short listing stage
2. Establish a pool of diverse interview panellists. Encourage recruiting managers to involve at least one colleague from another department/ HR and ensure interview panels are diverse in terms of gender and ethnicity
3. Inform recruiting managers of the tie-break provisions set out under the Equality Act.
4. Offer of Unconscious bias awareness, as part of 'Selecting the Best' training courses. This will encourage staff to develop an awareness of their individual biases, how this might impact on their selection decisions and strategies that can reduce the risk of bias affecting their recruitment decisions
5. HR and the Diversity Team will support the development of local college strategies and projects that will progress en>route recruitment and development aims.