

Equality and Diversity in UK Academia

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Nanoscience

UCL Provost's Envoy
for Race Equality

Pro-Vice Provost for
Africa and the Middle
East





- Diversity and organizational benefits
- Inequality
- Diversity and inclusion at UCL
- What should be done about race inequality
- What you can do

Diverse Leadership Good for Innovation



London companies with diverse management are more likely to introduce product innovations when compared to companies with homogeneous top teams.

Nathan and Lee, *Economic Geography*, 2013, 89: 367, ESRC Funded research

Diverse Teams are Smarter



They focus more on facts

An ethnically diverse mock jury was less likely to make factual errors when discussing a case

Sommers, 2006, *Journal of Personality and Social Psychology*, 90, 597-612

They process facts more carefully

Ethnically diverse stock pricing teams were 58% more likely to price stocks correctly

Levine et al, 2014, *PNAS*, 111, 18524–18529

Diverse Teams Net Higher Rewards



A 2020 McKinsey report on 1000 companies in 15 countries found that those in the top quartile for ethnic diversity in their executive teams were 35% more likely to be profitable (earnings before interest and tax).

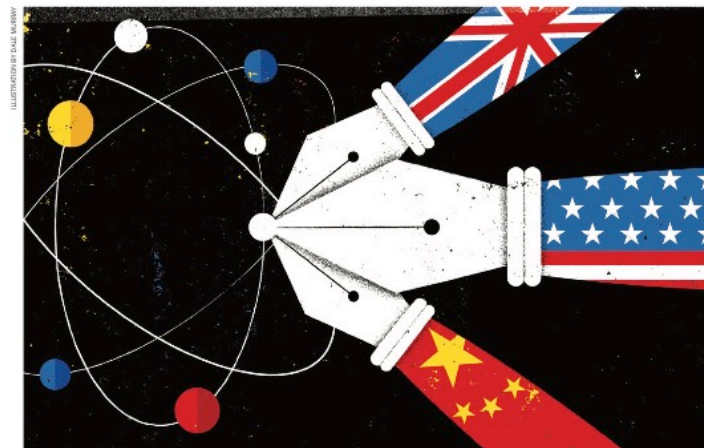
A 2020 McKinsey report on 1000 companies in 15 countries found that those in the top quartile for gender diversity in their executive teams were 25% more likely to be profitable.

The results replicated their 2014 and 2017 findings.

“And, as we have previously found, there continues to be a higher likelihood of outperformance difference with ethnicity than with gender.”

<https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>

Diverse Teams Net Higher Rewards



The fourth age of research

Jonathan Adams analyses papers from the past three decades and finds that the best science comes from international collaboration.

Research has progressed through three ages: the individual, the institutional and the national. Nations competed to be at the cutting edge because this contributed to the wider economy through knowledge, new processes and products.

Today, we are entering a fourth age of research, driven by international collaborations between elite research groups. This will challenge the ability of nations to conserve their scientific wealth either as intellectual property or as research talent^{1,2}. Tensions are

growing: between the knowledge a country needs to remain competitive and the assets it can exclusively secure, and between the collaborative and domestic parts of the research base. Institutions that do not form international collaborations risk progressive disenfranchisement, and countries that do not nurture their talent will lose out entirely. To explore the scale of this challenge, I analysed data on research articles and reviews from Thomson Reuters Web of Science between 1981 and 2012. I included

papers in a country's tally if one or more author addresses included that country, but no weighting was applied for the number of authors or addresses on each paper. For the 25 million papers I included in my analysis, I calculated the balance of international and domestic research collaboration for established economies (the United States, the United Kingdom, Germany, France, the Netherlands, Switzerland) and emerging ones (China, India, South Korea, Brazil, Poland). I looked particularly at all

Papers published by groups involving international collaborations were more likely to be cited

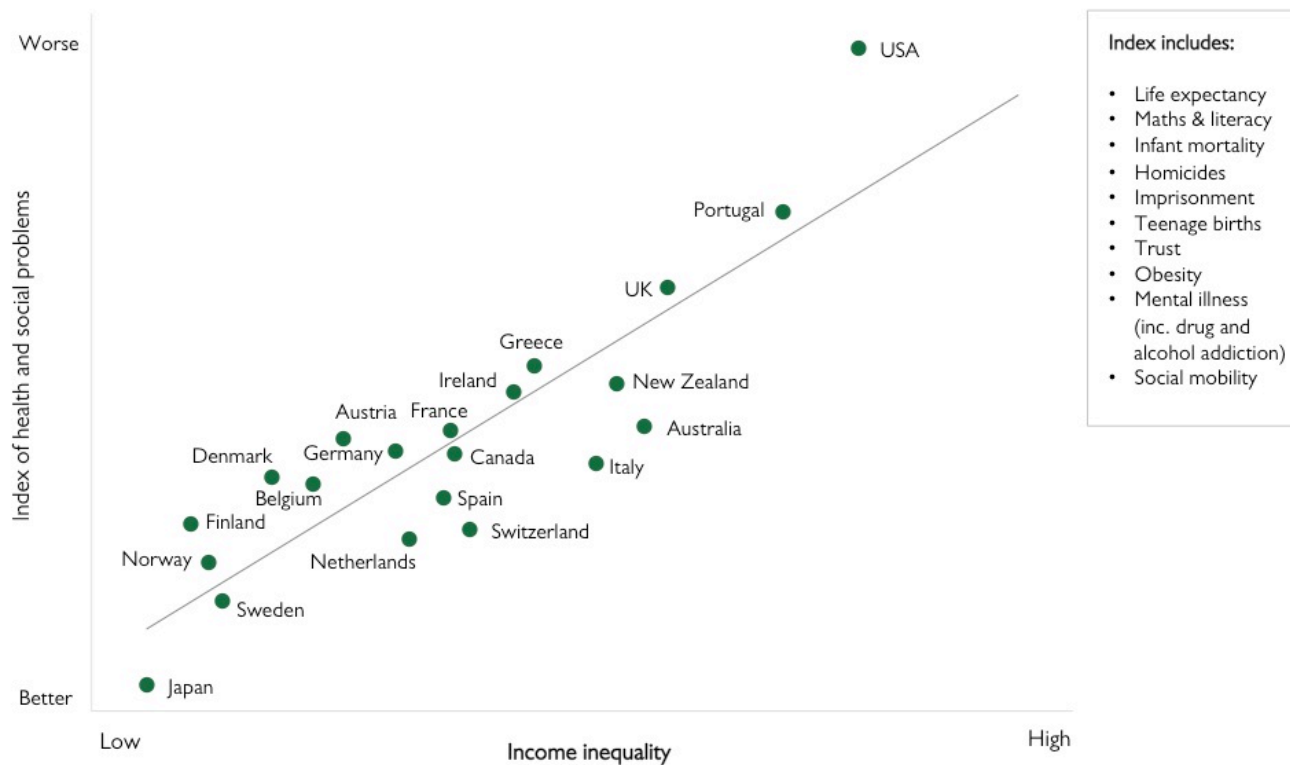
In the established economies, research papers published by scientists that are all from one country are falling in number

Analysis of 9 million publications found that papers with ethnically diverse authors generated more citations, “we find that ethnic diversity is the strongest predictor of a field’s scientific impact”

Adams, 2013, Nature 497, 557–560, Alshebli et al, 2018, <https://arxiv.org/abs/1803.02282>

Inequalities harm populations

Health and social problems are worse in more unequal countries



UK Undergraduate Students



Ethnicity	Percentage of students				
	2014/15	2015/16	2016/17	2017/18	2018/19
White	79	78	77	76	76
Black	7	7	7	7	7
Asian	10	10	10	11	11
Mixed race	4	4	4	4	4

- The proportion of Black and minority ethnic students is growing
- In 2018/19, 22% of UK domiciled students enrolled on UK degrees were from an ethnic minority background
- Pupils from ethnic minority families are more likely to go to university
- An opportunity for universities

UK Students



57% of UK students are female

22% of UK students are from an ethnic minority background

54% of UCL students are from an ethnic minority background

Three Drivers for Equality and Diversity



Diverse teams make better decisions

Ethnic minority students are over represented in UK higher education

Inequality leads to societal health and social problems

Awards and the Education Sector



- KEY STAGE 2 (10 – 11 years)
- 80% of Chinese pupils reach the standard
- 75% of Indian pupils reach the standard
- 67% of Black pupils reach the standard
- 67% of White pupils reach the standard

- A LEVELS (18-19 years)
- 24% of Chinese pupils achieve 3 As
- 14% of Indian pupils achieve 3As
- 11% of White pupils achieve 3 As
- 5% of Black pupils achieve 3 As

- DEGREES (21 – 22 years)
- 79% of White students obtain a good degree
- 72% of Chinese students obtain a good degree
- 71% of Indian students obtain a good degree
- 51% of Black students obtain a good degree

An ethnicity award gap exists in the UK

UK Government data 2019

Some people want to be scientists – 2018/19 PhDs



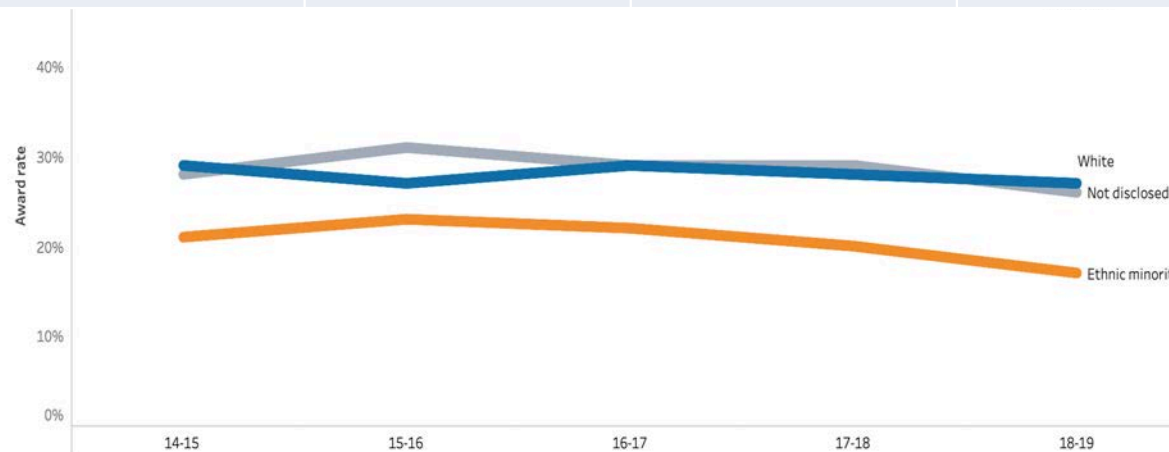
- 18% of PhD science students were from Black, Asian and minority ethnic backgrounds
- 9% of UKRI funded PhD studentships awards were made to students from Black, Asian and minority ethnic backgrounds – 29% did not disclose their ethnicity however.

Ethnic minority students are more likely to opt for a science qualification
Ethnic minority students appear less likely to receive government funding

Some people want to be scientists - UKRI Awards



Percentages – EPSRC Grant Reviewers in 2018/2019				
Ethnicity	Reviewer pool – EPSRC peer review college	Reviewers submitting useable reviews	Grant prioritisation panel	Grant prioritisation panel chair
White	77	75	74	80
Black, Asian or minority ethnic	15	18	8	4
Not disclosed	8	7	18	15



EPSRC Fellowship Application Success Rates (2016/2017)

White = 22%
 Black, Asian and minority ethnic = 13%
 Not disclosed = 0%

Ethnic minority scientists are less likely to be funded

Data analysis provided by Lia Li, UCL

Inequality in UK Academia



76% of UK academic staff are White

13% of UK academic staff are Black, Asian or Minority Ethnic

10% do not declare or declare as “other”

13% of the UK population are Black, Asian and Minority Ethnic

83% of UK professors are White

8% of UK professors are Black, Asian or Minority Ethnic

0.7% are Black

46% of UK academics are women

25% of UK professors are women

0.2% of UK professors are female and Black

Women and ethnic minority academics are less likely to be promoted

2019 HESA data

2011 Census data

Inequality in UK Academia



20% of White academics earn above £60,000

25% of male academics earn above £60,000

15% of female academics earn above £60,000

10% of Black academics earn above £60,000

Black and female academics find it hard to attract higher salaries

2019 HESA data
2011 Census data

A photograph of a classical building facade with a row of six white, fluted columns topped with ornate Corinthian capitals. The columns are set against a dark, textured wall.

200 Years of Research and
Teaching Excellence

Established 1826

Situated in the heart of London

UCL East – A new campus on
the site of the Olympic park
opening ... soon

Global top ten university



Top in research strength (£) in the last Research Excellence Framework

8,500 members of academic staff

5,700 professional services staff

41,000 students

29% of students from outside the European Union

54% of students from a Black, Asian or ethnic minority background

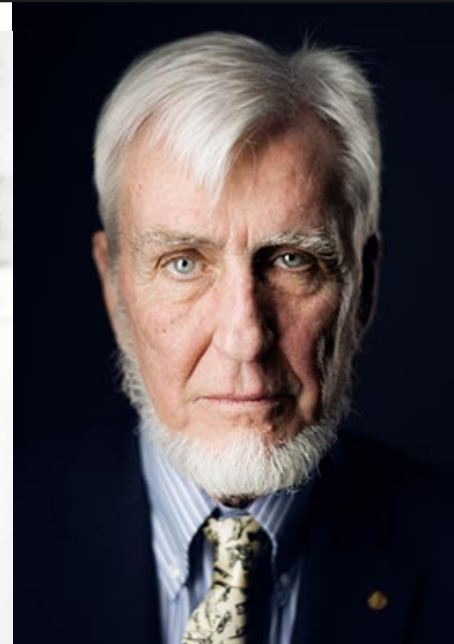
Research Excellence



Rabindranath Tagore
1913 Literature



Christiane Nüsslein-
Volhard
1995 Physiology and
Medicine



John O'Keefe
2014 Physiology and
Medicine

Nobel Prize Winners

29 Nobel Prize winning staff and graduates

11 Nobel Prize winning honorary staff or graduates

DIVERSITY AND INCLUSION AT UCL

UCL Ethnic and Gender Pay Gap 2018



| 3% ethnic pay gap
| 6% gender pay gap

ARTICULATE A VALUE ADDED CASE

Activities to promote race equality

- Race Equality Charter application 2015 and 2020
<https://www.advance-he.ac.uk/equality-charters/race-equality-charter/members>
- Annual data sharing roadshow with Faculties and Professional Services Departments: 2018, 2019 and 2020 resulting in public Deans'/ Directors' pledges
<https://www.ucl.ac.uk/equality-diversity-inclusion/equality-areas/race-equality/deans-and-professional-services-directors-race-equality-pledges-2020>
- Candid UCL-wide conversations on race inequality: UCL Town Hall on race resulting in the Race Equality Implementation report
<https://www.ucl.ac.uk/news/2020/jun/town-hall-conversation-about-race-ucl-lived-experience-friday-19-june-2020-10am-12pm>
<https://www.ucl.ac.uk/human-resources/news/2021/jan/race-equality-implementation-group-interim-report>
- Challenge historical links with racism – UCL Eugenics Inquiry
<https://www.ucl.ac.uk/provost/inquiry-history-eugenics-ucl>
- Acknowledge racism – UCL statement on race
<https://www.ucl.ac.uk/equality-diversity-inclusion/equality-areas/race-equality/ucl-statement-race>

Key Performance Measure 4:
“To eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white students and black students by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31”



Race Charter Initiatives - Inclusive Advocacy Scheme



Jamila Khatun
Research Coordinator UCL

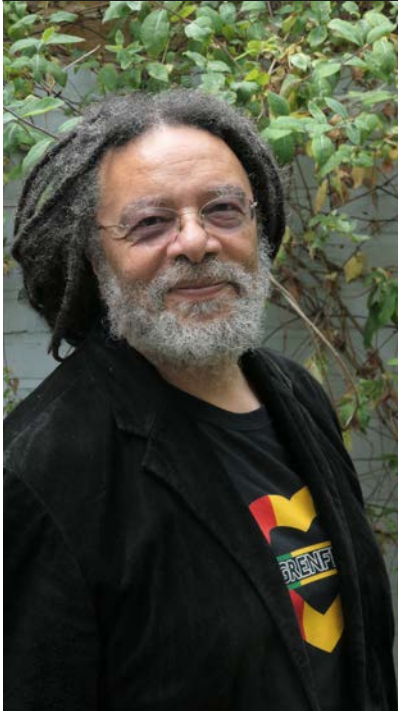
“Within 3 and a half years I progressed from grade 5 to 8 at UCL. Each progression was fairly easy, except from the progression to grade 8, which is why I joined the Inclusive Advocacy Scheme.

My advocate, Marcia Jacks, told me exactly what I was missing and what I had to do in order to secure a grade 8 role. Marcia informed me about opportunities that I was completely unaware of. Marcia also arranged for me to meet other senior members of staff so that I could learn from them.

I took so much away from my one to one meetings with Marcia. I would also bring her Job descriptions for new roles that I was applying for and she would give me guidance.

I’ve never had any sort of mentor before and I wish I had joined the programme sooner as the experience was invaluable. I would highly recommend the Inclusive Advocacy Programme to everyone.”

Race Equality Initiatives



UCL Centre for the Study of Race and Racism
Director: Professor Paul Gilroy
Winner of the US\$700,000 Holberg Prize in 2019



UCL History of Eugenics at UCL Enquiry
Chairperson: Professor Iyiola Solanke
Professor of European Law and Social Justice, University of Leeds

UCL Statement on Race

“Action for race equality exists because racism exists in our daily lives, our institutions and society at large. Racism is the exercise of historic power relations that produce discrimination and is ideologically driven. It means students and staff who identify and are identified as part of the white ethnic majority enjoy a position of relative and typically unspoken and unacknowledged privilege over Black, Asian and Minority Ethnic students and staff. Racism manifests at work, in student attainment, staff appointments and promotions. Racism must be fought by everyone. This statement names the challenge.”

UCL renames building and rooms named after prominent eugenicists

Victorian scientist Francis Galton coined the term eugenics and endowed UCL with his personal collection and archive

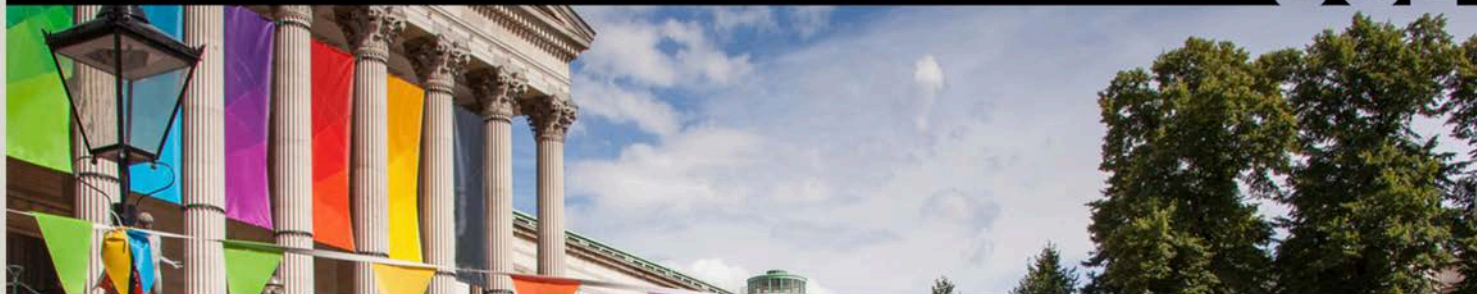
Joe Gammie | Friday 19 June 2020 20:51



Race Equality Actions



OFFICE OF THE PRESIDENT AND PROVOST (EQUALITY, DIVERSITY & INCLUSION)



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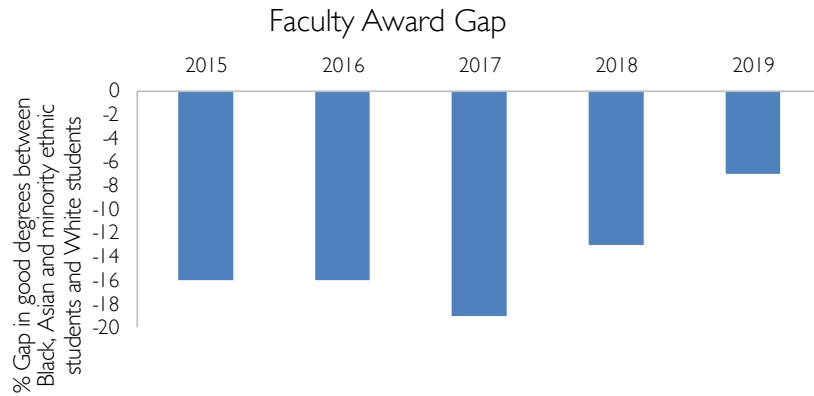
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[Deans and Professional Services Director's Race Equality Pledges 2020](#)

Deans and Professional
Services Director's Race
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Deans and Professional Services Director's Race Equality Pledges 2020

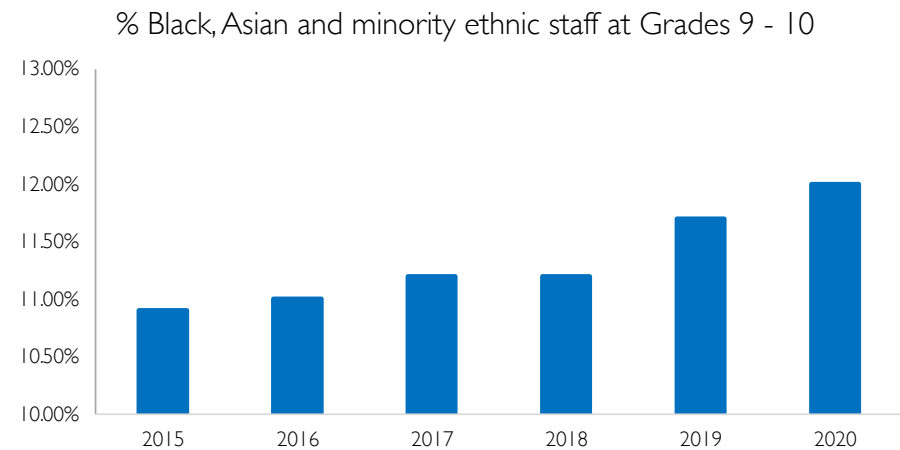
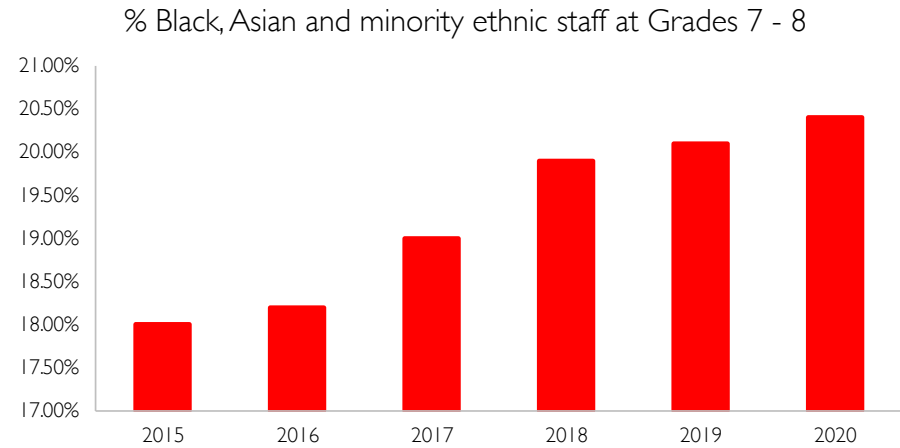
Arts and Humanities

UCL Black, Asian and Minority Ethnic Staff and Students



Decreasing Award Gap

4 faculties have decreased their Award Gap over the last 3 years



Increasing numbers of Black, Asian and minority ethnic staff promoted

- Diverse decision making leads to superior outcomes
 - A race equality strategy is needed across the whole education sector
 - Schools should be rewarded for eliminating ethnicity award gaps
 - The Office for Students have a target - eliminate the awarding gap between Black and White students by 2024/2025
 - Office for Students Access agreements should reward universities that meet the award gap target
 - Annual race equality data should be published by the research and education sector and race equality addressed with interventions

What can you do?



Institutional

1. Articulate a *value added* vision for race equality
2. Formulate an institutional race equality action plan with quantifiable deliverables
3. Lead from the top – head of the institution must be seen to lead on race equality
4. Engage staff and students

Interventions

1. Fair recruitment specialists on every interview panel
2. Inclusive Advocacy Scheme
3. Challenge intentional and inadvertent discrimination immediately
4. Work with colleagues to eliminate the award gap

Personal

1. Build a support network of peers and mentors
2. Apply for promotion
3. Always seek *real* feedback after a rejection
4. Negotiate a competitive pay package

HOW?



DATA

VALUE-ADDED

ACT

MONITOR

REPEAT

Physician–patient racial concordance and disparities in birthing mortality for newborns

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Edited by Christopher W. Kuzawa, Northwestern University, Evanston, IL, and approved July 16, 2020 (received for review August 2, 2019)

Recent work has emphasized the benefits of patient–physician concordance on clinical care outcomes for underrepresented minorities, arguing it can ameliorate outgroup biases, boost communication, and increase trust. We explore concordance in a setting where racial disparities are particularly severe: childbirth. In the United States, Black newborns die at three times the rate of White newborns. Results examining 1.8 million hospital births in the state of Florida between 1992 and 2015 suggest that newborn–physician racial concordance is associated with a significant improvement in mortality for Black infants. Results further suggest that these benefits manifest during more challenging births and in hospitals that deliver more Black babies. We find no significant improvement in maternal mortality when birthing mothers share race with their physician.

racial bias | birthing outcomes | concordance | mortality | health care

approaches to address this pressing social issue. Furthermore, to the extent that newborns cannot verbally communicate with their physician, we are able to observe the effects of concordance without trust or communication issues affecting the patient–physician relationship. Inasmuch as prior research has struggled to disentangle the mechanisms behind concordance’s effect (10, 26), the setting allows us to explore concordance in the absence of one invoked mechanism—communication. Thus, if concordance effects manifest, we are able to rule out communication as the exclusive mechanism.

Research posits that racial concordance between a newborn and their physician may mitigate disparities for at least two reasons. First, research suggests concordance is not only salient for adults. Indeed, a growing body of literature explores the question of whether actors exhibit different levels of bias toward both children and adults. Wolf et al. (27), for example, examine whether adults’ spontaneous racial bias toward children differs

Findings suggest that when Black new-borns are cared for by Black physicians, the mortality penalty they suffer, as compared with White infants, is halved. Strikingly, these effects appear to manifest more strongly in more complicated cases, and when hospitals deliver more Black new-borns.

Greenwood et al, 2020, PNAS, 117, 21194