BAME Researcher Practices, Policies & Processes
at UK Higher Education Institutions

A Scoping Report
April 2021
By Dr. Althea-Maria Rivas, Dr. Gabriela Raymond-Beckles, and Dr. Brandi Simpson

Insights into Research Practices, Policies & Processes to Scholars of Colour within UK Higher Education Institutions

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Abbreviations

BAME	Black, Asian, and Minority Ethnic
BLM	Black Lives Matter
BME	Black and Minority Ethnic
CCCU	Canterbury Christ Church University
DMU	De Montford University
EDI	Equality, Diversity, and Inclusion
GRE	Graduate Record Examinations
HEIs	Higher Education Institutions
KPI	Key Performance Indicators
OU	The Open University
Penn State	Pennsylvania State University
RAG	Race Awarding Gap
REF	Research Excellence Framework
SOAS	SOAS, University of London
UCL	University College London
UEL	University of East London
UoL	University of London
UK	United Kingdom
UKRI	UK Research and Innovation
YorkU	York University

1.1   Background

The inequalities in United Kingdom (UK) higher education institutions (HEIs) reflect and reproduce historical and systematic structural racism in wider society. Persistent educational injustice impacts the lack of access to education and the experiences of global majority[1] staff[2] and students within UK HEIs. There is an ever-growing body of research and policy papers, however, aimed at exploring racism and intersectional domination within the British academy (ECU 2009, Shilliam 2014, Tate and Gabriel 2017, Mirza and Arday 2018, Rollock 2019). This work has consistently documented the wide range of challenges faced by global majority academics and tells the story of persistent, entrenched, and pervasive inequalities that impact students and faculty at every level of higher education in the UK. Despite this wealth of information and evidence, it appears that the academy in the UK is still struggling to appropriately conceptualise and name the challenges before it. That is, if indeed, it does want a fairer, more inclusive, sector that works toward an intersectional justice agenda as opposed to one that produces and reproduces domination and inequality.

Since 2014, growing awareness of the race awarding gap[3] and the student-led movement to *decolonialise the university[4]* (Gabriel et al, 2018; Liyanage, 2021) and diversify the faculty has increased public discourse around racism in UK HEIs. In 2020, the Black Lives Matter (BLM) protests which took pace globally in the aftermath of the murder of George Floyd gave renewed force to the call for a direct engagement with realities of racism, inequality, and violence across

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[1] The term 'global majority' was coined by Rosemary Campbell Stephens. It is 'a collective term that refers to people who are Black, Asian, Brown, dual-heritage, indigenous to the global south, and or have been racialised as 'ethnic minorities'. Globally, these groups currently represent approximately eighty per cent (80%) of the world's population. See Campbell Stevens (2020) Global Majority: Decolonising the language and Reframing the Conversation about Race, p1.

[2] Throughout the report we have chosen to use the term global majority scholars rather than BAME (Black, Asian and Minority Ethnic) for the most part. However, BAME is a common sector-wide and policy term in the UK and therefore at times for accuracy and sense the report does use the term.

[3] The *race awarding gap* is also commonly referred to as the BAME Attainment Gap. The former term has been chosen as it correctly reframes the conversation to focus on the institutional deficient as opposed to suggesting the gap is a result of a student deficit which is implied by the latter term.

[4] See also the National Union of Students campaign #NUSDecoloniseEducation Available at: https://www.nus.org.uk/decoloniseeducation

the world and what moving towards racial justice would really look like. Building on the momentum of the student movements, significant work by both racialised and white academics in the UK, the BLM protests sparked a series of public statements by HEIs across the UK which often promised to address racism and discrimination within their organisations and at times the sector with renewed urgency. Global majority scholars and students, however, while hopeful, have viewed this dearth of pledges with caution, many having long struggled against a deeply racist educational system. Historical inequalities, the power dynamics, elitism and a lack of accountability within the HE sector to faculty and students of colour are challenges that require addressing if real educational justice is to be advanced. The translation of the recent public discourse, and official statements into concrete action and change is not yet clear.

1.2   About this Report

The Open University (OU) is exploring ways to address racial inequalities and to create an inclusive culture and environment. To inform this process, a team of researchers was commissioned to conduct a short study on the intersections of race and the UK research environment and the impact of BLM on UK HEIs and research funding councils. The overall goal of this research, which took place from December 2020 to March 2021, was to gain a better understanding of the practices, processes, and protocols in relation to supporting Black, Asian, and Minority Ethnic (BAME) researchers and research programmes at UK HEIs. This report provides an overview of the findings from the study. The key objective of this report is to provide insight into the current landscape of practices and programming in the UK HEIs to support global majority scholars and inclusive research to identify areas for improvement, and to highlight best practices in the UK and internationally which can contribute to a wide programme of work at the OU and other UK HEIs.

1.3   Methodology

This research employed a mixed methods approach to the study which included a desk review of secondary literature, an online survey of a selected number of UK HEIs and follow-up correspondence and interviews. Given the limited time frame of the study the mixed methods

approach allowed the research team to gather a variety of responses and data aimed at providing an insight into the UK landscape.

The desk review included academic literature, higher education industry and policy reports, research council documents, data and statements, and relevant specific institutional documents. Additional information about work relating to, what is commonly located under the banner of equality, diversity, and inclusion (EDI), was also reviewed, including university strategic planning and governance documents, research frameworks and Knowledge Performance Indicators, where available. The survey included 14 multiple choice questions with space for further commentary and a request for institutional statistics regarding global majority researchers and funding in two areas, specifically 1) researchers that have applied for research funding as a principal or co-investigator in the last three years; and 2) PhD students over the last three years, including their funding status.

Given the large number of universities in the UK the survey focused on institutions that had received the Race Equality Charter (REC). This decision was made in line with the study objectives of identifying best practices within the UK regarding support for global majority researchers and research. The REC is a framework administered by Advance HE through which UK HEIs can 'identify and self-reflect on institutional and cultural barriers standing in the way of global majority staff and students' (Advance HE, n.d). REC member institutions can then apply and potentially be awarded a bronze, or silver award based on their level of progress towards the 'develop[ment] of initiatives and solutions for action' (Advance HE, n.d.) to advance racial equality. Therefore, the REC awardee institutions have been identified as making significant progress in the areas that are of key interest to the study. To date of the 80 REC member institutions, 17 have received bronze awards. No silver awards have been allocated.

The survey was sent out to 22 institutions.[5] In total, 19 REC member institutions were contacted, including 9 REC awardee institutions, and 10 institutions that were REC members but had not yet received an award or completed their process. In addition, three UK HEIs that were not REC

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[5] See Annex II: List of REC Member Application Documents and Annex III: List of HEI EDI Research and Reports.

members were also contacted. Though not REC members, these institutions are known for critical decolonial research and have specific programmes which focus on global majority communities or other relevant practices. The survey response rate was 43.4%, however, not all participants completed the entire survey or submitted the statistical breakdown request. Seven institutions completed the full survey, four sent the additional data request, and three institutions provided information by email or telephone as part of the follow-up interview process. Where available, the REC documents for awardees also formed part of the literature review. Follow-up discussions and semi-structured interviews were held with staff from the University of Brighton, SOAS, University of London (SOAS) and Sussex University and staff from two international best practice case studies, York University and the Pennsylvania State University.

It should be noted that it was difficult to elicit responses from many institutions that were contacted to participate in the study. One factor behind the low response rate was COVID-19 and the timing of the study. The survey was launched in early January during the second UK lockdown and during the home-schooling period. Three institutions cited COVID-19 related workplace challenges as a reason why they declined to participate in the survey. More importantly, however, the researchers noted a general hesitation on the part of several institutions to participate in the study. Three institutions asked about the ethics of the project specifically concerned about receiving the final report if their data was going to be used. After further correspondence, these concerns were adequately addressed. Seven universities, however, did not participate because they were unwilling to share the information, said they did not have the information, or they were unable to identify the responsible persons. Two institutions refused to participate, both citing the lack of a legal obligation to provide information on the issue. This was an interesting response particularly since the survey questions were designed to closely follow the REC data requests. Therefore, most of the REC member institutions would have in theory made much of this information public in the recent past, should have had the data readily available or at least been able to identify the key office holders responsible for work in this area. We discuss the implications of this further on in the report.

2.1   The UK HEI Landscape

This study looked at three core areas across the UK institutions involved: 1. Systems and Frameworks; 2. Investment and Resources and 3. Practices and Protocols. Each section contains a general picture of what HEIs reported they are doing to support global majority research and researchers and a discussion of key themes that arose from the findings.

2.1.1 SYSTEMS AND FRAMEWORKS

Understanding intersectional racism within the academy as structural is key to its eradication (Tate and Bugguley 2018). **The findings from this research indicate that the majority (71.4%) of respondent HEIs included EDI in their strategic plans and/or had a designated EDI strategy that was understood as functioning alongside or as complementary to the HEI's main strategic plan.** Half, three out of six respondents, noted that their EDI strategy was set out in their REC Action Plan and this was a trend observed across many of the REC awarded HEIs, while others, like the University of Birmingham for example, as a function of embarking on the REC application process, committed to adding their EDI objectives into their overall strategic plan.[6] Additionally, HEIs publish their own EDI reports annually, which would also be expected for HEIs applying for or awarded the REC as the Bronze award requires the demonstration of at least three years of EDI monitoring and reporting. EDI strategies and reports must rightly cover all protected characteristics. The extent to which intersectional inequalities and/or racial inequality is prioritised in any given HEI depends on a variety of factors, including location, global majority representation at the strategic leadership level, faculty priorities, student demographics and political context to name a few.

Despite the EDI work at many HEIs having the goal, in many ways, to meet the expectations set out by the REC, no institution has yet been awarded the Silver level award. **This might reflect a major finding from this research, namely the lack of an intersectional approach to EDI work,**

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[6] See See Annex II and III

both strategically and in terms of data collection, monitoring and reporting. Applying an intersectional framework in the context of HEIs means HEIs being able to identify and analyse numerous factors across multiple hierarchies at the same time. Second it would require them to locate categorical inequalities and injustices as structural and systemic, using black women's experiences as the litmus test for justice - the logic being if an organisation addresses the concerns of the most disadvantaged, the injustices experienced by those at other intersections of those singularly disadvantaged will also have their needs met (Crenshaw 1989 and 1991).

The lack of an intersectional approach was observable in the various institutional responses to the survey, and additional information that is publicly available through their websites, including their Race Equalities Charter (REC) applications, strategic visions, action plans, and policies. One exception was Birmingham City University, the institution which founded the UK's first Black Studies degree, which included the idea of intersectionality in their strategic plan. Their annual EDI report stated, "The widening participation agenda now covers the intersections of disadvantage such as the indices of multiple deprivation and ethnicity and revised targets include 'reducing the gap in participation between White most (POLAR Q5) and White least (POLAR Q1) represented from 8.2% to 3.5% by 2024/25 and work towards elimination of the gap by 2030/31." (See BCU 2019 Annual EDI Report). That being said, BCU is yet to apply for the REC award and their report did not include intersectionality analysed data.

Indeed, although other institutions, such as Cambridge, Brighton, and Keele[7] noted the need for and/or intent to consider race along with other categorical intersections like gender, **the data presented in all but one of the REC applications, analysed inequality across race/ethnicity as a singular category.** This was true even in cases where, like the University of Cambridge, an institution had added monitoring of an ethnicity pay gap as a new metric (see Cambridge REC application). The one exception - perhaps not surprisingly - was the University of East London (UEL), whose REC application was led by one of the aforementioned handful of black women professors. This institution's REC application had the most mentions of intersectional aims and objectives including targets that related to student admissions, staff contract types, and the,

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[7] See Annex II: List of REC Member Application Documents

"interventions and actions, which address the 'leaky' pipeline from PGT to PGR and transition to early career academia" (see UEL REC Action Plan).

The HEIs mentioned above, attempting to acknowledge the need for an intersectional approach, stated that the work done through the REC process would be considered in conjunction with work that was done through Athena Swan. **This either reflects a lack of understanding of what intersectionality means in terms of strategic objectives, data monitoring and reporting or the result of EDI work being driven by what REC and other award frameworks are determining as good practice.** The establishment of the REC as separate from Athena Swan and by the REC framework itself, which only recognises the need for an intersectional approach at the Silver level of award, disincentivises an intersectional approach on both counts and leaves pressing questions of intersectional injustices, such as lack of black female faculty, career progression, pay and research funding disparities in HEI unnamed and unaddressed. Indeed, especially in the context of data-driven metrics, this conceptual narrowing of the scope and nature of intersectional injustices in the academy is a very real concern. To date, no HE institution in the UK has received the Silver level award.   For universities to make meaningful change, they will need to tackle the full range of barriers and obstacles, not just those that show up readily on predetermined data sets.

Recently, my previous university was highlighted in the Guardian as being a leader in the number of BAME staff and black staff in particular at the University. I left a few years ago and 8 other black staff left within 2 years. All of us because of horrible experiences often around racism. And there are hardly any black staff there...even before all of us left there were hardly any black staff there. I wrote the paper and they said they got the info from Advance HE. When I contacted Advance HE they said they have no way to verify the information provided by Universities…- Staff Interview, REC member institution

An example of a lack of understanding of how to put an intersectional approach into practice was observed in the University of Brighton's 'Positive Action' approach to address lack of representation in a number of areas. In the case of hiring, for example, it pointed to plans for "Positive action in tie break situations to be introduced to enable the selection of underrepresented BME applicants where they are of equal merit to a White candidate where no other underrepresentation issues exist e.g., gender" (See Brighton REC Action Plan). Here, despite the demonstration of an intent to address inequality, the very issues intersectionality seeks to address, are observed as being replicated due to poorly worded policies. On one level, there is the conceptual erasure of black women who appear to be excluded from the category gender. In addition, there is here an implied narrative of positive action only being warranted in 'tie-breaker' situations. However, worded in this way, such a policy fails to assert a principle of intersectional justice in situations of unequal merit, where an 'othered' candidate of higher merit would be placed at a disadvantage precisely because of the operationalisation of a logic that presumes the only time global majority candidates miss out is when they are of equal merit as opposed to when they are a better candidate and are still looked over (Rollock 2019, Bhopal 2015).

Another pattern this study observed in both the survey findings and the research, was a failure to tackle systemic/structural questions of inequality as they pertain to research and researchers. **While most institutions were confident about the inclusion of an EDI agenda in their university's overall strategic plan, when asked about the inclusion at the strategic level of key performance indicators targeting BAME researchers, the majority (57.1%) said these were not included.**

Chart 1: Survey Question 3: Are there any specific key performance Indicators (KIPS) targeting BAME researchers that relate to the university's research centre and/or the grad school
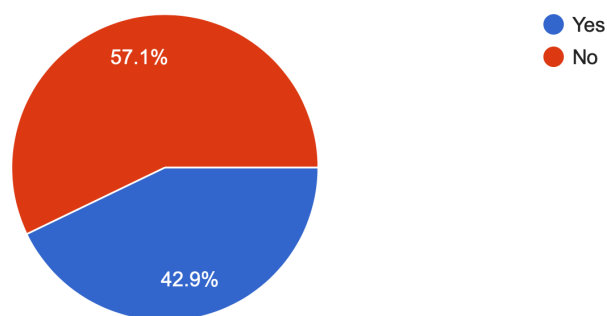
Of the remainder who said they were included, there was a lack of certainty in some responses about how they were being tracked. For example, one respondent said, 'These [KPIs for BAME researchers] are new so I am unsure what they are, but they relate to demographics and REF.'[8]

No-one. The focus is ENTIRELY on the 'Attainment Gap' for black students. The only representation of BAME researchers and grad students is yours truly as co-chair, and my co-chair of the Staff BAME network - Survey Question 6

This is particularly noteworthy given HEIs are research institutions. Research - the use, production and dissemination of it - and researchers - their employment, development, and wider promotion - are core functions of a university. Moreover, one of the most glaring examples of inequality in UK HE is the lack of black women professors - of the less than 1% of black professors in the academy only 25 of those are women (Rollock 2019). Additionally, issues of inequality and the persistent barriers global majority faculty encounter in the workplace and broader academic environment have been increasingly in the public eye. See for example, the Why Isn't My Professor Black? campaign 2014, Staying Power Report (2019), the Phenomenal Woman exhibition (2019), and Leading Routes (2019) report on UKRI funding (discussed in more detail below). However, these discussions have tended not to translate into an institutional understanding of the need to address the systemic barriers to research and researcher development.

2.1.2 INVESTMENT AND RESOURCES

The level of resources allocated by an institution to addressing a particular issue and where those resources are located are key indicators of the extent of institutional political commitment. **In UK HEIs, there is a tendency towards demonstrating through reporting rather than action or resource support.** This is in part driven by the REC framework whose requirements for successful award at the Bronze level are troublingly low. Advance HE states, "At Bronze level it is anticipated that your institution will have developed specific actions and initiatives, albeit these may not have

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[8] Response to Survey Question 6.

yet been implemented."[9] Overall, the REC requires no demonstration of improvement across any equalities metrics, this is despite the application process, similar to the Athena Swan process, being a long and arduous one that requires a significant amount of resources and time (HEIs are guided to expect the process to take at least two years). So, while resources clearly have been dedicated to the development and submission of REC applications, far less emphasis has been put on actually tackling intersectional injustice in the academy. As Ahmed (2007, p 590) puts it, "You end up doing the document rather than doing the doing."

More specifically, there was a lack of clarity on where the leadership for the oversight of strategic work regarding global majority researchers resided in the majority of the universities surveyed and in the REC documentation. In reply to Survey Question 6 'Who leads on the implementation of the university strategy pertaining to BAME researchers and graduate students?', two respondents identified senior level officials: Associate Pro-Vice Chancellor for Diversity & Inclusion and Pro-Vice-Chancellor for Institutional and International Relations. Others seemed to be unclear, with "no idea" being one candid response. Another said, "The Doctoral School?" This lack of oversight was also pronounced regarding research funding. For example, a crucial variable for graduate researchers is whether they are funded or unfunded. Only one respondent reported that their institution records the funding status of their PhD students and similarly only one respondent reported that their institution could identify whether global majority faculty researchers have applied for funding as principal or co-investigators. This is noteworthy given that survey respondents were employees specifically tasked with leading and/or overseeing the REC application and/or EDI in their respective institutions and as such were best placed to have an informed response.

From the surveys and in the REC action points, which typically included race forums, BAME staff networks, and EDI lecture series, we see that what has been reflected in the literature is aligned with the findings of this study. T**here was a clear tendency within HEIs towards global majority staff and/or student led initiatives that put the unpaid work of pushing forward institutional change on those who are most burdened by intersectional injustice and least**

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[9] See the Advance HE REC FAQ section: https://www.advance-he.ac.uk/equality-charters/race-equality-charter/FAQs/starting
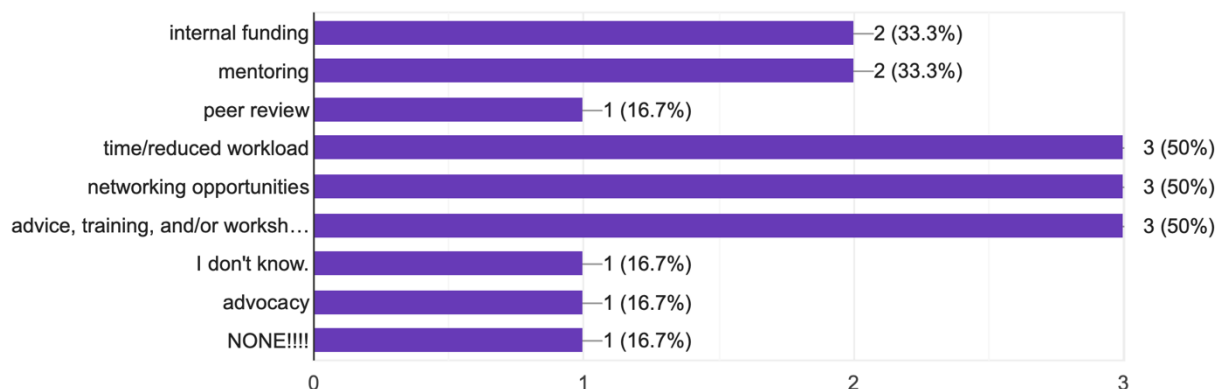
structurally positioned to do anything about it. When asked explicitly about the allocation of institutional resources, both human and financial, to support the institutional equalities agenda, many of the initiatives specifically put in place to advance the institutions EDI agendas failed to consider the needs of global majority researchers. Several institutions noted having identified resources for EDI support roles and opportunities for staff to buy out their time to work on improving systems. Such roles, however, would require the incumbent to abandon or greatly reduce their own research time to focus on fixing the very system that is limiting their research production and development.

This overburden of EDI work on global majority staff and faculty is repeatedly reported in the literature as a barrier to global majority faculty advancement and is itself an example of the injustices global majority staff face (Rollock 2019, Bhopal 2015, ECU 2009, Arday and Mirza 2018). Yet, neither the University and College Union (UCU) nor any institution has taken up Rollock's (2019) recommendation "to recognise in workload allocation models, appraisals and other formal and informal time- recording mechanisms, the extra contribution made by Black academics in providing support to each other and to Black students. Where such work is carried out, Black academics should be explicitly recognised and rewarded for such contributions as part of promotion considerations."

It is apparent that there is a lack of engagement with global majority researchers about how best to support their work, with less than half of those surveyed reporting any specific consultations with BAME staff. When consulted, global majority staff reported that time or reduced workload, opportunities to network and advice, training or workshops are the kinds of support they would like. However, in response to the question of what initiatives have been put in place to support global researchers, the most common response (71.4%) was peer mentoring.

Chart 2: Survey Question 13: What areas have been identified by BAME researchers at your institution as the key areas of support needed to assist them to build their research and funding portfolios?

Category	Value
internal funding	2 (33.3%)
mentoring	2 (33.3%)
peer review	1 (16.7%)
time/reduced workload	3 (50%)
networking opportunities	3 (50%)
advice, training, and/or worksh…	3 (50%)
I don't know.	1 (16.7%)
advocacy	1 (16.7%)
NONE!!!!	1 (16.7%)

Where consultations had been conducted, these took a variety of forms from department-led initiatives to personal conversations, while others were still unsure of whether or how the consultation was undertaken.

2.1.3 PRACTICES AND PROTOCOLS

One of the focal points of this report was to consider how intersectional inequalities regarding global majority researchers are dealt with at the structural level. This is in part because the research noted above that catalogues the barriers facing global majority faculty, speaks to the need for a systemic and systematic response. We now consider how the strategic aims are being translated at the operational level.

A range of initiatives and objectives including increasing data monitoring, implicit bias training, decolonising the curriculum, seminar series, and scholarships for BAME graduates, were put forward in REC action plans. EDI units of forums were often identified as having a role in addressing racialized inequality at the university and as mentioned above, are often promoted as important hubs for this work in the strategic planning documents. In three institutions, however, participants also called into question the commitment of leadership to these agendas and the choice of leadership.

> *The people who are put in charge of these committees often aren't very interested in the real issues and just see the position as being an opportunity for career advancement. You can't challenge them because you don't have any power and they are often quite senior and on the way to being more senior in the institution. - Staff Interview, Non-REC member institution*

In fact, in one case it was suggested that the leadership of these committees is often strategically chosen by senior management to ensure certain issues are not advanced. One can also question the insistence on implicit bias training in this vein, given the research has shown it to be ineffective at reducing racial bias and in some cases even increases racism (Gully and Leisch n.d., Beckles-Raymond 2019). The lack of committed university leadership to champion racial justice acted as a source of frustration among faculty. Global majority staff with experience and commitment to these issues reported leaving committees or refusing to participate in such structures because of the disappointment from the lack of action.

> *The EDI spaces are often led by white women who don't understand race and are sometimes very hostile to even talking about these issues. I was the only black person on our University EDI Committee when I tried to bring up race. I actually was told, 'Oh, not this old potato again - Staff Interview, REC member institution*

In addition to frustrations about the lack of commitment, the findings also reflect disconnects between strategic objectives and organisational structure. For example, it was common for institutions to note the role of their EDI officer or one designated individual responsible for monitoring EDI data.[10] And while it is clearly important to have a named role to oversee the EDI

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[10] See Annex II and III.

agenda (whether an EDI officer or more senior VP), it was unclear whether and how that designated role could or would translate into a whole systems approach to accountability, implementation, and measurement. For example, in response to the question of whether data monitoring is done for BAME researchers and graduate students, one respondent replied, 'Again, I suspect they do, but the data isn't made public to us, unless we request it.'[11] Another participant, responding to the question about KPIs for BAME researchers and graduate students said,

> For the answers so far, I want to say 'I don't know'. I suspect not. I am an EDI Lead in a university school of education and social work and we have just developed a scholarship for BAME students. When we asked whether there is existing targeting to indicate the under-representation of BAME PhD students, we couldn't find the data easily.[12]

This is perhaps unsurprising, given that only 57.1% reported tracking data for global majority researchers and graduate students (Chart 3: See Survey Question 5) and 57.1% said that their institution did not have KPIs for BAME researchers and graduate students that relate to either the university's research centres or graduate school (See Chart 1: Survey Question 3).

Chart 3: Survey Question 5: Does the institution track EDI/BAME data for BAME researchers and/or graduate students?
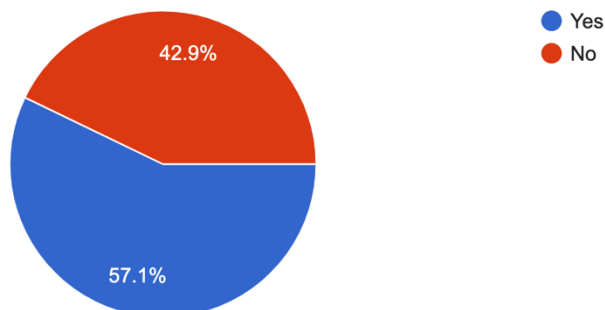
Even when data is being tracked, the scope and relevance of that data is unclear. Generally, across these REC awarded institutions there seemed to be more emphasis on promoting and sharing EDI initiatives through online communications such as internal staff bulletins and/or on their intranet/website than embedding the achievement of EDI performance indicators into the structural mandates of the institution.

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[11] Response Survey Question 5.
[12] Response Survey Question 3.

*It is part of the research culture agenda, but it is not
a specific priority for research… - Survey Question 6*

Overall, the most glaring disconnect appears to be between what is reported and presented about any given HEI's work towards intersectional justice and the lived experiences of global majority students and faculty. The institutions surveyed in this study are among the seventeen HEIs which hold an REC award and/or those who have a reputation for being progressive with respect to racial justice. However, beyond the REC award and public presentation, a cursory scan of the media exposes many of these institutions' poor track record on intersectional justice. This is especially true when intersectional justice means a regard for how global majority faculty and research students are treated**.** Oxford, for example, was given its Bronze award in the wake of rejecting the demands of the largest global anti-racism/anti-colonialism student movements of late - Rhodes Must Fall (Rhodes Must Fall Oxford 2018). The University of Cambridge were likewise awarded their REC award in 2019 in spite of very public student and staff protests denouncing the institution's use of David Starkey in a promotional video and his appointment as a visiting scholar that were ignored. Canterbury Christ Church were publicly applauded for being the first HEI to appoint a Vice Chancellor from the global majority, Dr Rama Thirunamachandran. However, under Thirunamachandran's watch, CCCU was the HEI with the nation's widest attainment gap (Adams 2019). Thirunamachandran also appointed Starkey as a visiting professor after the protests at Cambridge and also after Starkey had his employment at the University of Kent terminated. Likewise, SOAS who also celebrated the appointment of its first black woman Director, Valerie Amos (Durrant 2019), have alarmingly low numbers of permanent full-time global majority faculty, and in the aftermath of Amos have continued to reckon with issues around race, racism and discrimination (Glover 2021).

The fate and decision-making of these figureheads serves as a cautionary tale about the limitations of a representational approach to intersectional justice. UCL and Leeds Beckett also urge us to scratch beneath the surface presentation of progress. While celebrating their anti-racism and decolonial work on their websites and REC applications, both failed to retain the global majority faculty responsible for pioneering the projects and initiatives to which they refer, Professor Shirley

Anne Tate, one of the twenty-five black women professors in 2015 in the UK, took up a post in Alberta Canada and queer, black scholar, Nathaniel Tobias Coleman's contract at UCL was not renewed (Lusher 2015). Similarly, the black female professor who led UEL's REC successful application also left not long after publishing an article that stated, "[m]ost universities have done very little to acknowledge and dismantle the institutional and structural racism" (Wilson and Jones 2020).

For those institutions yet to make the pages of the media, there is still a long way to go. Keele University, for example, who are trying to position themselves as a leader in the HE decolonising movement, provides a list of anti-racist resources on their website that does not include any material by any of the UK's global majority academics. Further, although there is representation on its EDI teams there are no global majority members on its executive team, research committee, or student and staff voice committees. While becoming an anti-racist institution is clearly a long and ongoing journey, establishing benchmarks and criteria for success that provide a transparent and honest account of where HEIs are at any given point is important for the integrity of the process. It is perhaps unsurprising that some respondents described their institution's efforts as paying lip service. One respondent's comment summed up the issue, 'There is ALWAYS informal, non-accountable lip service paid in a liberal progressive manner. but there is NO official integration.'[13][14] In the following section, we look in more detail at whether the recent Black Lives Matter protests have had any impact in terms of pushing the research funding bodies in the UK beyond lip-service.

I and colleagues constantly write, disseminate, discuss, and campaign for this. but the moment of covid-crisis affords institutions to defer this systemic change. - Survey Question 8

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[13] Emphasis included is from the original quote.
[14] Response Survey Question 8.

This section of the report considers how the BLM movement and demands for racial justice have impacted the UK Research and Innovation (UKRI)[15] approach and programming in relation to racialised scholars and scholarship. The BLM movement and the specific actions of global majority students and faculty have catalysed a response from the UKRI including public statements and race-specific funding programmes in some cases and created greater visibility of the problem. There is a failure to connect the dots, however, between the marginalisation of racialised scholars and students and reproduction of the mechanisms, attitudes and beliefs that maintain discrimination in HEIs within the RCs themselves. This coupled with a common assumption that funding is driven based on merit and technical skill, and a lack of transparency around the research grant evaluation and assessment process, brings into question what the above actions will mean in concrete terms and to what extent they are driving meaningful change.

3.1   Responses to Black Lives Matter

The ability to secure research funding is an important career marker for academic faculty and postgraduate students. In the hierarchy of funding organisations, although philanthropic organisations are becoming more prominent within academia, with a few exceptions[16], Research Council funding remains the gold standard. As such UK HEIs tend to devote significant resources to supporting faculty to secure funding. There has been little research, however, into the ways in which the UKRI facilitates or create barriers to racialised students and faculty acquiring funding. Despite the growing recognition that inequality exists throughout the UK HEI sector, until recently the ways in which these percolate within the Research Council environment has been less central to ongoing conversations.

On 09 June 2020, the UKRI Executive Team released a statement in response to the BLM protests taking place in the aftermath of George Floyd's murder. The statement ended with the following:

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[15] The UKRI brings together the seven Research Councils, Innovate UK, and Research England
[16] The Leverhulme and Ford Foundations for example are non-Research Council affiliated organisation that maintains prestige within academic circles.

We have begun work to address our structures, our work environments and the ways that we may be perpetuating problems – in terms of who we represent, who we invite to the table, who we partner with and fund. This is something that we will be focusing our energies on as we do the work that is needed to right the systemic wrongs that racism creates. Alongside this will be a renewed dedication to listen to, support, and continue to champion the many researchers, innovators, organisations and community advocates who have been doing this work for a very, very long time. We are challenging ourselves, and the entire research and innovation sector, to reflect on whether we as individuals, and as a community, are doing enough to eradicate racism. Everyone deserves opportunity and a future, and that cannot happen in a world in which anti-blackness remains. Black Lives Matter.[17]

The UKRI statement was in line with those of many other academic institutions and departments that were produced in response to the protests that has erupted in the UK around the world calling for a recognition of pervasive and systemic racism and racist violence in the summer of 2020.Ironically, on 20 August, only a few weeks after the UKRI statement on George Floyd and the BLM protests, this commitment was called into question.

Transparency regarding the racialized breakdown of grant awardees has not been readily available to the public and is a key factor in understanding the barriers to global majority researchers to UKRI funding. In an open letter, entitled *Knowledge is Power* was sent to the UKRI on 09 August 2020 signed by 10 black female researchers, students, and community organisation leaders. The letter highlighted the inconsistency within the UKRI's recent 'explicit commitment to change and their actions' using the example of 'a 2020 UKRI and NIHR funding call to explore Covid-19 and its disproportionate impact on BAME' communities in the UK, where £0 of £4.3 million was awarded to Black academic leads.[18] The group called for a review of the UKRI funding mechanisms and the embedded racism in the system. In response to the letter and public outcry, the UKRI promised to meet with the group to discuss their concerns. Seemingly it was the actions of this group of scholars and activists and their willingness to make a public statement more than the commitment of the UKRI to advancing racialized inequality in the funding systems that forced a conversation about UKRI practices.

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[17] See the full letter here: https://www.ukri.org/our-work/supporting-healthy-research-and-innovation-culture/equality-diversity-and-inclusion/black-lives-matter/
[18] See the full letter here: https://www.researchprofessionalnews.com/rr-news-uk-views-of-the-uk-2020-8-knowledge-is-power-an-open-letter-to-ukri/

Furthermore, in December 2020, major disparities between different racial groups were revealed when the UKRI published detailed ethnicity data for funding applicants and awardees, across the UKRI's seven research councils, for the first time. The data gave insight into the breakdown of applicants and recipients for different categories including principal investigator (PI) and co-investigators (Co-I) grants, fellowships, and PhD studentships from 2014/15 - 2019/20. The data revealed significant under-representation in academic job market-share, funding application submission (particularly and PIs and for PhD studentships) and significant differences in terms of the awarding of funding to different groups. A number of commitments emerged or were reinforced by the UKRI in the wake of these findings and their publication, including a review of internal recruitment and hiring practices, the creation of a new committee to spearhead racial equality and diversity in research and innovation, a commitment to the regular publication of further data, the introduction of a standardised CV format for grant applications, increased funding allocated to topics that highlight marginalised voices and experiences, a range of listening exercises with various groups in the research community, the establishment of a series of roundtables and Summits on Race Equality among other things.

Relatedly, specific research councils have created funding calls and initiatives promoted as addressing what has been highlighted as a rage of problematic practices within the UKRI. In 2020, the Arts and Humanities Research Council (AHRC), in collaboration with BBC Radio 3, developed a funding call for projects to explore Black, Asian, and ethnically diverse classical music composers across the centuries.[19] In March 2021, awards were given to seven researchers, five of whom were from global majority communities.[20] The AHRC also listed the members of the selection committee on their website. Another example of the new commitments has come from the Engineering and Physical Sciences Research Council (EPSRC). The council created an incentive for 'their Fellows to allocate 20 – 50% of their time to create positive change in the

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[19] See AHRC Celebrating classical composers from diverse ethnic backgrounds Fund Award, https://www.ukri.org/opportunity/celebrating-classical-composers-from-diverse-ethnic-backgrounds/
[20] See the AHRC website: https://www.ukri.org/news/celebrating-classical-composers-from-diverse-ethnic-backgrounds-2/

research community defined as doing work on topics such as equality, diversity and inclusion, responsible research and innovation or public engagement to improve research culture.[21]

In October 2020, a joint funding call issued by the UKRI and the Office for Students and Research England. **The framing of the grant reflects a lack of understanding and acknowledgement of the ongoing work that has been done to support these students which is often carried out by global majority staff on a voluntary basis and is often poorly funded by internal or departmental funds.** The fund was specifically tied to the BLM protests and Covid-19 and framed as an initiative created to address 'particular inequalities in higher education and to improve access and participation for Black, Asian and Minority Ethnic groups in postgraduate research study.'[22] The funding call is a concrete action taken by the UKRI to support new initiatives across the sector which seek to improve the recruitment retention and success of global majority postgraduate students. One of the criteria for applying to the fund is that the initiatives should be new, not existing programmes much of which tends to be not only racialized but also gendered. Moreover, it precludes those best placed and most in need, from getting the financial remuneration and support for the work they do. This work tends to be not only racialized but also gendered. Therefore, the invisibilisation of these efforts undermines and sidelines the efforts of global majority faculty and suggests a lack of understanding of the resistance to structural inequalities that they have championed for decades. The deadline for application to the grant is May 2021. Moving forward it will be important to conduct a careful racial analysis of how and to whom the funding is allocated and benefits.

While the above initiatives are important and hopefully will produce meaningful outcomes, this remains to be seen. In addition, there has been little in the way of concrete action to support global majority researchers in accessing UKRI funding or an acknowledgement and review of the reproduction of Eurocentric bias in the allocation of funding to explore issues of race and racism with the UK and globally. It is unclear whether the initiatives that have been actioned recognise the realities and complexity of global majority faculty and students in the UK HEI sector today.

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[21] See EPSRC website: https://epsrc.ukri.org/blog/update-on-epsrcs-equality-diversity-and-inclusion-edi-activities/
[22] See UKRI Website: New fund to improve postgraduate research participation and access, https://www.ukri.org/news/new-fund-to-improve-postgraduate-research-participation-and-access/

It is difficult to speak of 'best practice' in terms of tackling intersectional racism and related forms of domination in UK HEIs because while the evidence of racial injustice and inequalities dates back some decades, it is only relatively recently that a more widespread conversation within the mainstream of the sector has emerged. The HEA began the development of the REC in 2010 with the official launch taking place in 2016. At the time of this report, only seventeen HEIs had been awarded an REC charter mark. Moreover, there is yet to be a review about the REC framework itself, which, given the institutions that have been awarded appears to need more discerning criteria for success and a more critically astute evaluation process. Minimally, we need to understand the gap between evidence of racial injustice at the institutional level, and the awarding of best practice awards like the REC at the sector level. In this section of the report we look at three best practices in the UK and two international case studies that offer us some insights into how institutions can go about advancing their intersectional justice agenda.

4.1   UK Best Practices

In line with the findings above, very little of the focus on racial equality in the UK HE sector has been aimed at improving outcomes and creating a supportive environment specifically for global majority faculty and doctoral researchers. Notable efforts at creating networks and community building among global majority academics and researchers have been initiated outside of the formal HEIs. The Free Black University has recently launched a postgraduate network[23] and the British Black Academics Association has been in existence for several years. At the sector level the focus has been on developing and obtaining REC memberships and awards. Institutions, as stated above, have developed anti-racism and equality statements, and set up issue- or group-specific committees and working groups. These strategies, such as the University of Sheffield Race and Equality Strategy Action Plan (2019) often prioritised rolling out racism awareness training and workshops. In 2020 in response to the BLM movement the 17 independent institutions under the University of London (UoL) took a slightly different approach at the senior management levels which aimed at developing a consistent approach to addressing racial harassment across the

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[23] See: https://www.freeblackuni.com/

member institutions. This included commitments to improve diversity in recruitment and reviewing the staff appraisal and complaints, reporting and investigation procedures of racist incidents as well as racial harassment training (University of London, 2020). Individual UoL institutions have developed a range of programmes with a focus on race equality. For example, 'the Institute of English Studies has established a Postdoctoral Research Fellowship as part of its Toolkit for Diversity and Inclusion in English Studies programme to explore forgotten BAME histories and participate in initiatives to decolonise the discipline' (University of London, 2021, pp5-8).

Another area of focus has been on student-focused initiatives on narrowing the BAME Student Award Gap and decolonising the curriculum. A slightly different approach was adopted by the University of Cambridge who in 2019 launched a University Diversity Fund to 'support bottom-up staff and student-led initiatives' with a focus on projects aimed at tackling racism. The funded projects included the development of a one-day Anti-racism in Pedagogy workshop led by faculty in History and Education. The workshop was aimed at raising awareness of the history, theory and practice of anti-racist education in Britain and created in response to the students' responses to the University's REC survey which identified diversity of curriculum as an important issue. IN addition, many Universities have set up decolonising the university working groups or committees.

At SOAS, the decolonising working group has moved beyond the curriculum and hosted a series of workshops for staff and produced a Decolonising Research Statement (SOAS, 2021). DMU has tied their decolonising work to creating a community of practice and tried to integrate the decolonising agenda into professional development opportunities such as the Postgraduate Certificate in Academic Practice (DMU, 2021). Staff engagement with the various programmes, however, are a challenge across both institutions. Ultimately, while there are a range of statements, public events, toolkits and other resources particularly to student-focused programmes, that have recently and in response to BLM, very little exists in terms of concrete and successful initiatives focused on addressing racial and intersectional equality faced by researchers and promoting inclusive research practices. Two good practice initiatives are detailed below along with the challenges that they have faced.

4.1.1 NURTURING BLACK SCHOLARS AND SUPPORTING COLLABORATIVE INITIATIVES (SOAS)

The Ebony Initiative is a collaborative faculty-led programme run by SOAS. The aim of the initiative is to encourage and nurture Black scholars to pursue research careers and postgraduate education. The programme was developed to increase the pipeline of Black scholars progressing to PGT and PGR degrees and academic positions in UK HE. This faculty-initiated programme takes a multi-pronged approach which includes academic skills building sessions, community building spaces, career mentoring and funding support and guidance. Monthly workshops and special events are run by the faculty and are specifically designed to speak to the Black postgraduate experience. A second component is a six-week paid summer programme for undergraduate students. The funding for the programme was provided by several different units of the School. The programme was created and launched in October 2020 by a small team of global majority faculty and specific streams of the project are supported by white faculty members. While the programme is run by global majority faculty it has been given concerted support by the senior management who have also participated in some of the workshops and there has been participation in the events by various units of the University from the research office to the Careers service. In the first year of the programme over 65 students have so far participated and benefited from the programme, including several alumni.

4.1.2 A SAFE SPACE FOR CRITICAL ENQUIRY (CANTERBURY CHRIST CHURCH, BIRKBECK AND LEADING ROUTES)

What is now the Post-Graduate African Diaspora Seminar, hosted by Leading Routes and Birkbeck University, is a research space that is designed to provide global majority graduate students and those thinking about pursuing graduate studies, with a safe space to share their work and engage in robust, critical academic dialogue. Moreover, the program provides informal emotional support, networking opportunities, mentoring, a place to share resources, advice, viva preparation, and information about further opportunities like appropriate conferences, funding opportunities, and calls for papers. The program has helped graduate recruitment and retention and has helped ensure students successful completion of their graduate degrees.

The seminar was originally founded by a small group of global majority faculty from Canterbury Christ Church and Birkbeck Universities but due to lack of institutional support was relaunched in collaboration with Birkbeck and Leading Routes (CCCU are no longer affiliated), who now provide administrative support. When the program was relaunched in was oversubscribed within days and students travelled from Birmingham, Brighton and other locations outside London to participate. During Covid-19, the group moved sessions to an online format, which has enabled students from across the country to participate and has also attracted students from HEI's outside the UK. The initiative now also includes a two-hour writing space, which is held three days a week throughout the academic year, which has been particularly important during Covid-19.

In the sense that the initiative remains financially unsupported by Birkbeck and neither of the global majority convenors (one faculty and one independent researcher), nor Leading Routes are compensated for their time and work, this initiative does not reflect good institutional practice - it reproduces the kinds of global majority faculty exploitation discussed above. Moreover, insofar as the initiative already exists, the wording of the recent UKRI funding bid, which calls for 'new initiatives', precludes it from seeking support from a fund that was designed precisely to facilitate the kind of provision the Post Graduate African Diaspora Seminar offers. However, insofar as it represents just the kind of initiative HEI's should be supporting and developing as the benefits for global majority researchers are immeasurable, we have included the program as an example of best practice.

4.2   International Case Studies

4.2.1   THE WHOLE OF SYSTEMS APPROACH (PENNSYLVANIA STATE UNIVERSITY, USA)

A study (Botts et al 2014) investigating the state of Black Philosophers in the US academy cited Pennsylvania State University (Penn State) as one of the 'hot spots' for Black academics and graduate students in the discipline. It noted the dismal numbers of Black people in the discipline, "Blacks make up just 1.32 percent of the total number of people professionally affiliated (as graduate students or faculty) with U.S. philosophy departments and approximately 0.88 percent of U.S. philosophy Ph.D. students are black." These alarming numbers, which are replicated in the

UK (Why Isn't My Professor Black? 2014, Universities UK 2018), raised the question of how to account for the hot spots, especially one such as Penn State who accounted for 69% of the affiliated black women philosophers. Indeed, Penn State significantly contributes to the equal distribution of men and women in the discipline; something not achieved in the non-racialised academic philosophy population (Botts etc at 2014).

The story at Penn State begins with the University of Memphis, another of the study's 'hot spot' institutions. At the institutional level, led by the work of Professor Robert Bernaconi, the University of Memphis made a commitment to help change the face of philosophy both in terms of who did philosophy and what philosophical scholarship included. They set out to recruit African-American and African diaspora graduate students and faculty. A scholarship scheme which provided full funding for qualified students was implemented and leading African-American scholars were recruited to teach and research, and a rich research environment was cultivated, which included a black student led graduate conference, named after civil rights activist Ida B. Wells. To date, the University of Memphis has produced the highest number of Black philosophy PhDs, including Dr. Kathryn Sophia Belle. Dr. Belle, Associate Professor of Philosophy and African-America Studies, is founder of the Collegium of Black Women Philosophers and now at Penn State, heading the Philosophy graduate program. Professor Bernasconi is also now at Penn State and so, along with Dr. Belle, the model that begun in Memphis has now been replicated and expanded at Penn State.

There are numerous features of the Penn State program that account for its success. In addition to the common pattern of one dedicated member of faculty pushing the intersectional justice agenda, substantive structural support and financial commitment underpins that work. There is space on the website dedicated to 'diversity' on both the departmental and college platforms[24] and consistent messaging across all pages about where the departmental and university priorities with respect to intersectional justice. This is not just lip-service as we see the messaging connected to research, publications and active initiatives taking place within the department and across the school and being led at the senior leadership level by people from the global majority and including faculty and students on EDI committees and indecision-making roles.

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[24] See for example: https://philosophy.la.psu.edu, https://la.psu.edu/about/diversity-equity-and-inclusion

Indeed, all graduate students regardless of racial or ethnic classification, which means students avoid the experience of being the one person of colour in a department or even in an entire school. There is also a focus on building a strong research profile and community by tackling the barriers that inhibit the cultivation of a diverse and productive research community. For example, Philosophy majors can pursue dual degrees in African American and Diaspora Studies, Classics and Ancient Mediterranean Studies, or Women's, Gender, and Sexuality Studies; thus demonstrating a commitment to pushing the boundaries of what is recognised as philosophy - the policing of what counts as 'real' philosophy is one of the major ways in which global majority students and researchers are excluded from the discipline (Botts et al 2014 and Dotson 2012). The department has also stopped using GRE scores as an admissions metric. GRE scores are notoriously racially biased but remain one of the premier tools for determining graduate admissions (Jaschik 2018). There are a host of programs and systems in place that are joined up cross-departmentally, institutionally, and externally to underpin the commitment to becoming a national leader in increasing the diversity and inclusiveness of our discipline. Crucially, all such initiatives are all fully funded and so, not only free for participants, also serve to demonstrate the commitment to the messaging around EDI.

Programs are not ad hoc or for fixed periods of time but rather are part of what the department and College do as a matter of course. Such programs include the annual conference of the Collegium of Black Women Philosophers, the Latina/x Feminisms Roundtable, and Cultivating Underrepresented Students in Philosophy (CUSP) workshops held in summer and fall, which are directed toward prospective graduate students in philosophy from traditionally underrepresented groups (including African Americans, Chicano/as and Latino/as, Native Americans, and Asian Americans). These workshops include a visit to campus, where students are exposed to the life of philosophy and to the discipline by attending classes, speaking with graduate students and faculty. Students also receive individual mentoring designed to develop the skill sets necessary to excel in philosophy.

Another program is the Philosophy in an Inclusive Key Summer Institute (PIKSI), which is run out of the Rock Ethics Institute, a research centre housed in the College of Liberal Arts, who work in conjunction with the department. Here we see the Philosophy department's 'diversity' agenda

fully supported by and connected to one of Penn State's major research centres and as such the student development framework is integrated with faculty and researcher development initiatives like the Critical Philosophy of Race Initiative. The CPR Initiative seeks to:

- promote the recruitment, retention, and graduation of racial minorities both at the graduate and undergraduate levels
- sponsor workshops on contentious issues with a view to promoting interracial understanding
- be a clearing house for resources that promote the study of the history and current state of race thinking and racism
- mentor young philosophy faculty toward tenure
- become a site for interdisciplinary engagement with issues of race both in the Penn State system and more broadly
- set up global as well as local partnerships at every level with a view to promoting a better-informed discussion of racial issues

The Rock Ethics Institute also sponsors the Critical Philosophy of Race journal, which was founded by Bernasconi and is regarded as the premier journal in this area. The journal thus provides an industry recognised forum where researchers can publish their work, and their work can be cited and engaged with on its own terms in ways that facilitate faculty progression. This commitment to intersectional justice and to diversifying faculty and research is not limited to one department, rather it is a College-wide approach, that included a 'cluster hire' of nine faculty who have an expertise in African American and African Diaspora life and culture in 2019 (Burlingame 2019) and will further expand through the support of a $3.1million grant from the Andrew Mellon Foundation, the foundation's largest to date (Burlingame 2021). Penn State recognises that there is still much more to do, but what it appears to have realised is that a commitment to really transforming the face of higher education is not a matter of giving handouts or lowering standards, but rather it is good for business and for the business of a university in terms of student recruitment at the graduate and undergraduate levels, for faculty and research production and institutional reputation.

4.2.2 RECRUITING FOR SUCCESS (YORK UNIVERSITY, CANADA)

Last year, in response to the BLM protests, York University (YorkU) created several recruitment programmes specifically aimed at increasing the number of faculty members from underrepresented groups. One of new recruitment programmes is the Provost's Postdoctoral Fellowships for Black & Indigenous Scholars at YorkU, which aims to recruit 4 new postdoctoral

fellows a year for a two-year postdoctoral fellowship from the identified groups. The programme emerged in the aftermath of the BLM protests but aims to respond to a much historical and much broader agenda on addressing racial inequalities embedded in the sector. There is also a clear and linked policy framework for the programme. The programme contributes to priorities identified within both the Indigenous Framework for York University[25] and the York Framework to Anti-Black Racism[26] to support an inclusive research culture that values diverse voices and knowledge, as well as enabling and supporting the next generation of Indigenous and Black scholars. In addition, it is also aligned with strategies in the York University Academic Plan 2015[27] and the national Principles on Indigenous Education[28] developed by Universities Canada in 2015. The background rationale for the programme includes the following text:

> Under-representation of Black and Indigenous scholars in many disciplines and fields of the research and associated careers can become self-replicating without conscious and sustained efforts of supportive mentorship and encouragement. While gaining a foothold to begin a career can be difficult, too often Black, and Indigenous scholars face the additional challenges of racism and systems structured implicitly or explicitly to protect others' privilege.

YorkU adopted a holistic and considered recruitment strategy. In addition, to its competitive salary, the programme is also designed to provide a range of other resources to support the career-development of black and indigenous scholars. For example, scholars are recruited in groups rather than in a piecemeal fashion. The goal was to create and foster a sense of community among the scholars as well as providing additional network opportunities from those structures already existing within YorkU, and at the international level such as the US-based National Centre for Faculty Development and Diversity (NCFDD).[29] In addition, the programme emphasises not only the importance of increased representation but also the necessary knowledge contribution of the scholars across a wide variety of fields.

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[25] See: https://indigenous.yorku.ca/files/2017/08/Indigenous-Framework-for-York-University-A-Guide-to-Action.pdf
[26] See https://www.yorku.ca/vpepcdev/wp-content/uploads/sites/310/2021/02/FrameworkToAddressAntiBlackRacism-11.pdf
[27] See https://secretariat.info.yorku.ca/files/UAP-2015-2016-Final.pdf
[28] See: https://www.univcan.ca/media-room/media-releases/new-principles-on-indigenous-education/
[29] See: https://www.facultydiversity.org/membership

This is markedly different to the current UK recruitment drives to increase the number of BAME faculty which tend to focus on improving access to the institution but fails to recognise the range of institutional obstacles faced by faculty and students inhibiting their success that are created by the institution itself. Such an approach can continue to perpetuate the deficit mentality that has also characterised much of the BAME award gap conversation, which suggests that the problem is a result of deficiencies with the potential faculty and students, not the institutions. Ultimately, putting more global majority staff and students in institutions that continue to maintain racist and exclusionary cultures and systems only sets them up to fail. The YorkU programme recognises the need to increase the number of racialised scholars in the higher education sector but also aims to create an environment that will be conducive to their success at the University. This considered approach reflects an acknowledgement of the barriers created by systematic institutionalised racism in the university sector and puts the onus on the institutions to change.

5   Conclusion

The report sought to provide insight into the range of practices, protocols and processes that are being used across the UK HEI and Research sector to support global majority scholars and inclusive research. It outlined a variety of initiatives located within UK HEIs, identified areas for improvement, and highlighted several best practices in the UK and internationally. In surveying the field, however, the lack of understanding of the complexity of the realities of global majority researchers, the multiple manifestations of institutional racism in the UK HEI and the gap between discourse and action were persistent issues and major causes of frustration for those who participated in the study. These findings resonant with what is a growing body of literature on the subject. As such we hope that both the examples of good practice and the analysis of the stonewalls and challenges to advancing racial equality in higher education and for global majority scholars equally inform future practice at the OU and other UK HEIs.

The problem, of course, with racism is that protest dynamizes piecemeal action and anti-racist change is not sustained," she says. "For example, part of the piecemeal approach is institutional working groups focused on change and ideas being fed through the state institutional EDI…machinery to make it appear that social justice transformation is happening, but we still have some of the same issues of racism raised in the 1980s and 1990s as we do now. - Shirley Anne Tate, 2020

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Annex II: List of REC Member Application Documents

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Annex IV: List of Institutional Participants

1. De Montfort University
2. Kingston University
3. University College London
4. Keele University
5. University of Birmingham
6. University of Brighton
7. University of Cambridge
8. University of East London
9. University of Oxford
10. University of Bristol
11. Goldsmiths
12. Sussex
13. SOAS
14. Birmingham City
15. Canterbury Christ Church University
16. Abertay University
17. Leeds Beckett University
18. London South Bank University
19. University of Edinburgh
20. University of Exeter
21. University of Leicester
22. University of West England
23. University of Pennsylvania State
24. York University

Part 1: Institutional/ Strategy

1.Is racial or intersectional equality and diversity included in the University's strategic plan?
a.   Yes
b.   No
If so, please describe.

2.Is racial or intersectional equality and diversity included in the University's strategic research agenda?
a.   Yes
b.   No
If so, please describe.

3.Are there specific key performance indicators (KPI's) targeting BAME researchers that relate to the University's research centres, and/or the graduate school?
a.   Yes
b.   No
If so, please describe.

4.How are these strategic aims disseminated/ communicated across those research centres and/or departments? For example,
a.   staff emails,
b.   internal bulletin,
c.   team meetings and
d.   meeting minutes,
e.   internal website/ intranet.
f.   Other. please specify

5.Does the institution track EDI/BAME data for BAME researchers and/or graduate students?
a.   Yes
b.   No
If so, please describe.

6.Who leads on the implementation of the university strategy pertaining to BAME researchers and graduate students?

7.How is the university strategy pertaining to BAME researchers and graduate students supported by the institution in terms of both human and financial resources?

Part 2: BLM Impact

8. Have the BLM protests that took place in the wake of George Floyd's murder, had an impact of the university's approach to its EDI/BAME strategies, policies, procedures or practices outlined above?
a.   Yes
b.   No
If so, please explain with specific examples e.g. KPI's, programs, strategies, etc..?

9. Have the BLM protests that took place in the wake of George Floyd's murder, had an impact of the university's approach to its EDI/BAME graduate students and/or researchers?
a.   Yes
b.   No
If so, please explain with specific examples e.g. KPI's, programs, strategies, etc...?

Part 3: Research and Development Unit

10. Can you provide a breakdown of the number of researchers that have applied for research funding as a principal or co-investigator in the last five years according to racial categories?
   a. Yes - If so, please complete the 'BAME Researchers and Funding Breakdown' form
   b. No, and have not collected this information
   c. No, and have not considered this to be relevant information for the university
   d. Not willing to share this information
   e. Other

11. What is the nature of the support initiatives that you have in place to specifically support BAME researchers to develop their research and funding profile?
   a. 1-2-1 advice sessions
   b. group workshops
   c. peer mentoring
   d. peer review college
   e. internal financial support: small research grants
   f. internal financial support: conference travel grants
   g. internal financial support: networking or seed funding grants
   h. Other: please specify

12. Have targeted consultations been held with BAME researchers to identify the key areas of support needed to assist them to build their research and funding portfolios?
   a. Yes
   b. No
If so, how was this carried out?
   i.   department initiatives
   ii.   research-office led initiative
   iii.   personal discussions
   iv.   informal chats
   v.   Other. Please specify

13. What areas have been identified by BAME researchers at your institution as the key areas of support needed to assist them to build their research and funding portfolios?
Please tick all that apply below:
a. internal funding
b. mentoring
c. peer review
d. time/reduced workload
e. networking opportunities
f. advice, training, and/or workshops
g. other…..

14. Can you provide a racial breakdown of the PhD students at your institution over the last three years, including their funding status?

a. Yes - If so, please complete the 'BAME Researchers and Funding Breakdown' form
b. No, and have not collected this information