



UNIVERSITY OF
CAMBRIDGE



Race
Equality
Charter
Bronze Award

Race Equality:

A Plan for Action

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What is the **VISION?**

Our University should be free from racism, discrimination, prejudice and harassment. Achieving this objective requires an honest acknowledgement of the detrimental impact that racism can have on the entire collegiate community. Racism is unacceptable. It undermines societies, it divides communities, and it prevents people from coming together with a shared purpose. It affects our staff and students by engendering feelings of isolation and dejection.

I want Cambridge to be a leader in defending equality and fostering inclusion. Our own research tells us that we have much work to do to improve the experience of many of our Black, Asian and Minority Ethnic (BAME) staff and students, to diversify our recruitment and our curriculum, to ensure that our courses are inclusive, and to achieve greater representation of BAME staff in senior leadership and in governance structures.

Our collegiate University can only bring about change through a collective and concerted effort from all members of the community. I am very heartened by — and fully supportive of — the University's bold and decisive plan of action to address these difficult and complex matters.



Professor Stephen J Toope
Vice-Chancellor

“The responsibility lies with each of us to robustly challenge racism, and to create an environment that is more conducive to openly discussing race-related issues.”

I am encouraged that the University's work on race and racism has been recently acknowledged with the Advance HE's Race Equality Charter (REC) Bronze award. Applying for the REC award was a complex and difficult journey which invited us to identify and reflect honestly on the impact of structural and other forms of racism on staff and students, and to embark on difficult conversations within the institution.

There is work to do. We have developed a three-year action plan to tackle any racialised inequalities and embed an inclusive culture. Our aim is to drive cultural and organisational change to ensure that we excel in attracting and supporting Black, Asian and Minority Ethnic staff and students, while creating an environment that is conducive to openly discussing race-related issues and challenging racism. Going forward, cultural change will come about through a commitment to listening, becoming educated about race equality and racism, and by acting.



Professor Eilís Ferran
Pro-Vice-Chancellor

“Our aim is to drive cultural and organisational change to ensure that we excel in attracting and supporting BAME staff and students.”

Statements from our Race Equality and Inclusion **CHAMPIONS**

I see my role as one that helps bring together all the work around race and racism at the University, as well as one that offers a critical voice to push for institutional change. There have been students, alongside some members of staff and some academics, that throughout the history of the University have been actively campaigning on these issues and demanding action and change.

We want to honour that work and strengthen it. Now we are in a momentum where we are pushing together for an anti-racist agenda where people can talk about racism in a way that can be better heard and digested. We are offering a vision where we all understand that for a better University we need to stop being distracted by racism, we need to respect each other, get along, and understand why we have been facing obstacles. We are opening up all the University to feel and understand what we are missing out by not letting some people in, by not being flexible in the ways we work and think, and how everyone would benefit from greater diversity, openness and collaboration. Can we imagine, as a collective, what would the university be like without oppression? The vision I want to propose is to all just imagine what we could achieve if we collaborate with each other. It is a very simple idea.



Dr Mónica Moreno Figueroa
Department of Sociology

“**The vision I want to propose is to all just imagine what we could achieve if we collaborate with each other.**”

The race equality drive is not just important for people who are Black, Asian and Minority Ethnic, it is important for everyone because it is about getting rid of a historical tool of oppression. Our institutions are structured in a way that inequality based on race (and also gender and class) persists over time. Our University will not be truly meritocratic as long as discrimination and marginalisation based on race continues to exist.

We want our staff and students to start realising how race affects people's careers and student lives around us, and be able to recognise patterns and biases in decision-making that serve to create and sustain unjustifiable stratification in our ranks. When we begin to succeed in this mission, we should begin to see the University of Cambridge as a more diverse, and dynamic place in which people of all racial groups are able to live their University life to the fullest.



Dr Kamal Munir
Judge Business School

“**Our University will not be truly meritocratic as long as discrimination and marginalisation based on race continues to exist.**”

What is the **CHALLENGE?**

Tackling racism robustly and normalising conversations about race is one of the University's key priorities. The University recognises that we have much work to do to make this a place of work and study where everyone feels truly included, and where challenging racial inequalities is understood as the responsibility of us all. Since 2017, a team of staff and students from across the University has met to complete an assessment to help us to understand the true challenges to addressing racial inequalities at the institution, and to prepare for the institutional application for the Advance HE's Race Equality Charter Mark. In November 2019 the University was pleased to be awarded a bronze award, in recognition of its ongoing commitment to tackle racial inequalities.

This award however, is not a reward. BAME candidates for employment are less likely to be recruited by the University, and there is a low representation of BAME staff at senior levels and in governance structures. Numbers of successful applications from BAME applicants for undergraduate courses need to increase, and an attainment / awarding gap for BAME students has to be removed. BAME staff and students report experiencing isolation and limited sense of belonging, and a lack of faith in the University's reporting procedures for discrimination and harassment. These issues cannot go unchallenged. The University is determined to effect lasting institutional change so that racism in all of its many forms is understood and challenged effectively, and the capacity of all staff and students to talk about race increases.

We have started to ACT



The University provides new training in race awareness and a new Inclusive Leadership programme. It has reinforced the opportunities for staff and students to engage on issues of race, white privilege and racism.



A BAME Staff Network was set up to provide a space for staff to come together to support the development of race equality at the University.



Each College now has a College Discrimination and Harassment Contact, whose role is to support the work of addressing inequalities and to ensure that Colleges and the University have clear communication channels regarding policy and practice.

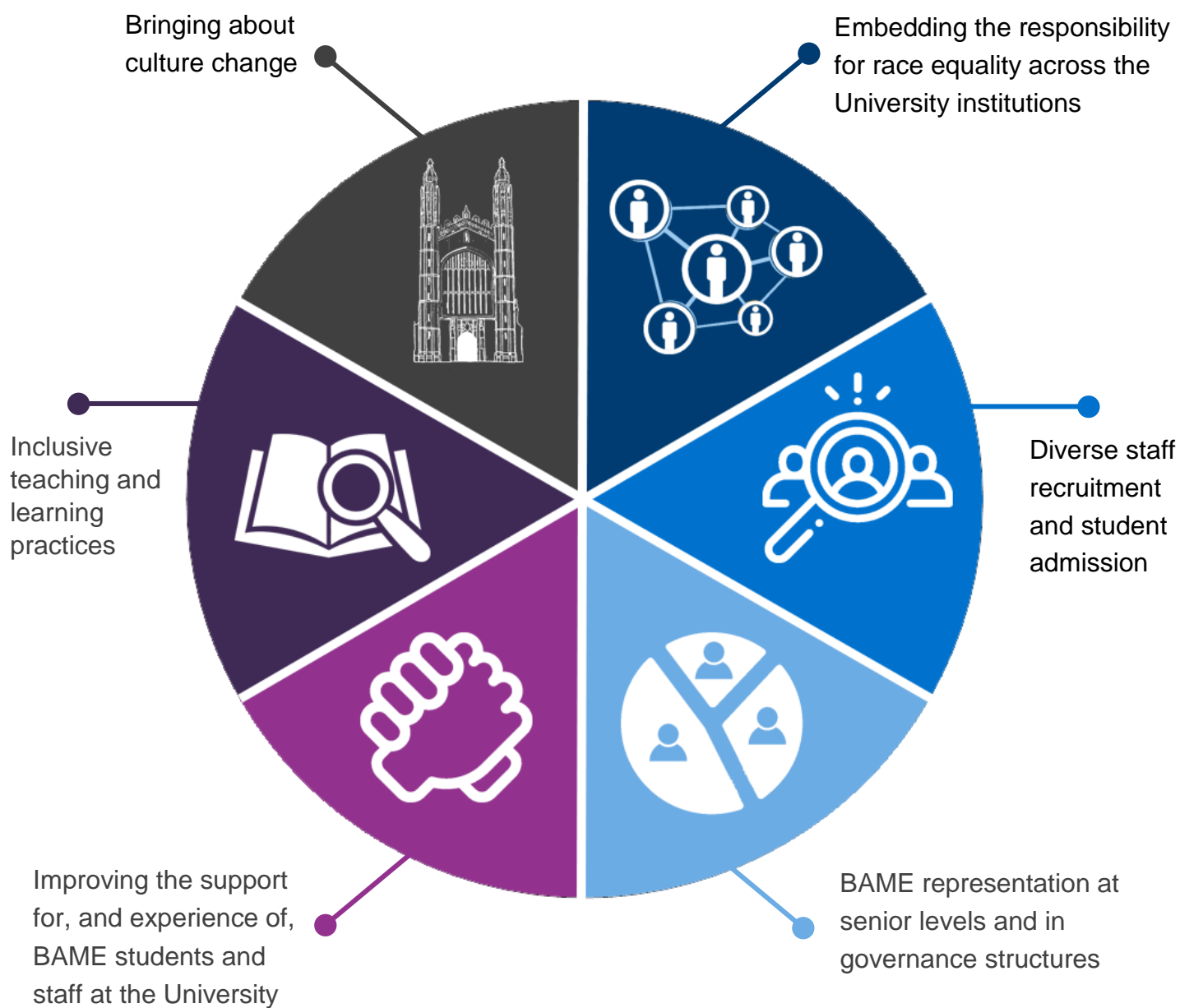


To increase the numbers of BAME students at the University, student societies and the University have strongly focused on access work that has resulted in a rise in the numbers of BAME undergraduates, particularly those who identify as black.



The Vice-Chancellor has announced a two-year review into ways in which the University contributed to, benefited from or challenged the Atlantic slave trade and other forms of coerced labour. We hope that engaging with the legacies of enslavement will encourage more serious conversations around race and racism at the University.

6 Priorities for ACTION



Looking FORWARD



Staff Recruitment

BAME applicants are less likely to be appointed than white candidates at the University, and BAME UK application rate is low.

Targets

- Increase in BAME UK applications for academic and research posts to 8% or higher by end 2022
- Increase in BAME applications for professional services roles to 30% by end 2022
- 90% of all staff and 100% of staff involved in recruitment, promotion and pay progression to have completed the E&D training by 2022
- >50% of all staff and 100% of staff involved in recruitment, promotion and pay progression to have completed Implicit Bias training

Actions

- Review of the recruitment process to improve its consistency, fairness and transparency
- Roll out of the Diverse Recruitment Framework with advice on recommended actions at each recruitment stage
- Briefing head-hunters so that they provide viable diverse lists of applicants



Student Admissions

Continue to pro-actively increase the number of successful applications from BAME applicants for undergraduate and postgraduate courses.

Targets

- Increase the proportions of successful applications from BAME backgrounds
- All interviewers to have accessed the E&D training

Actions

- Identifying opportunities for sponsorship of BAME applicants
- Encourage applications from students from black Caribbean and African groups through the 'Target Oxbridge' campaign
- Training staff involved in admissions in E&D, implicit bias, and race awareness
- Continue running outreach initiatives and events to encourage BAME students to apply



Representation

The University community needs to be more diverse. Some institutions have very low numbers of BAME students and staff, which may contribute to experiencing exclusion, while being hyper-visible at the same time.

Targets

- Proportions of BAME academic and professional services staff at the University to reach or exceed the moving national HE benchmarks by 2022

Actions

- Promoting and encouraging diverse recruitment through a new Diverse Recruitment Framework
- Provision of improved equality data to institutions to help identify local issues and interventions, and to help track progress against University's indicators
- Improvement of the support for and experience of BAME students and staff at the University



Career Progression

There is a leaky pipeline with proportions of BAME academics decreasing from lecturer to professor stage, and BAME staff are under-represented in key School and central committees.

Targets

- Increase in BAME applicants for Reader and Professorship roles to at least match proportions of BAME eligible pools by 2022
- Achieve the national benchmark in BAME professors by 2022

Actions

- Ensuring that Heads of Institutions actively encourage and support BAME staff to apply for promotion
- Prioritisation of training of line managers in inclusive leadership and race awareness to ensure they provide support to BAME staff in career progression
- Increasing the representation of BAME staff in senior committee membership



Awarding / Attainment Gap

There is an attainment / awarding gap between BAME and white undergraduate students at the University, particularly for black students in specific subject areas.

Targets

- Removal of attainment/awarding gap for Black students by 2025

Actions

- Removing the attainment/awarding gap for BAME undergraduates, particularly black students
- Provision of fora for students, senior leadership and academics to have honest conversations on race and attainment / awarding gaps
- Drafting a joint students-senior leadership statement with clear message that removing the racial inequalities linked to attainment / awarding gaps is crucial
- Encouraging Faculties and Departments to monitor their student attainment / awarding gap data



Diversity of the Curriculum

Students notice the limited presence of issues of race, racism and colonialism in the curriculum and identify that these issues are not referred to as a part of their everyday teaching and learning experiences.

Targets

- Next Race Equality Charter student survey to show that at least 75% BAME students agree that lecturers are confident and competent in facilitating discussions around ethnicity and race

Actions

- Embedding inclusive and diverse teaching and learning practices across the University and improve the capacities of staff to discuss race and colonialism and challenge racism
- Establishment of an Inclusive Teaching, Learning and Curriculum Advisory Group to facilitate improvement of the educational experiences of BAME students
- Sharing of expertise and inclusive teaching and learning practices by staff around issues of race, racism and colonialism



University Culture

Low numbers of staff and students report racism at the University through formal procedures. The ethnicity non-disclosure rates at the University are high.

Targets

- Decrease ethnicity non -disclosure to 8% by end of 2021, to 5% or lower by end of 2022
- Race Equality Charter surveys to show that at least 80% BAME staff & students feel that if they reported racial discrimination, the University would take an action
- Marked increase in reports of racism at the University by 2022 suggesting that people feel confident to report

Actions

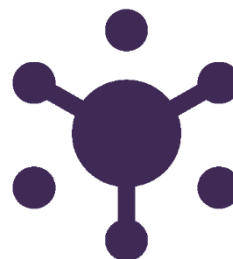
- Normalise the conversations about race and racism, educating the Collegiate University community to increase the capacity to see and challenge racism
- Revision of our procedures to clarify that reporting racial discrimination is encouraged
- Support BAME staff and students through College Discrimination and Harassment Contacts, Dignity at Work Contacts, and the BAME Staff Network. Support student-led campaigns

Further Information



www.race-equality.admin.cam.ac.uk

http://www.race-equality.admin.cam.ac.uk/files/uoc_rec_action_plan.pdf



www.race-equality.admin.cam.ac.uk/networks/bame-staff-network



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www.cusu.co.uk/about/cusu-campaigns/the-black-and-minority-ethnic-campaign/



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