Race, Ethnicity & Equality in UK History:

A Report and Resource for Change

ROYAL HISTORICAL SOCIETY

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Attendeees at the January 2018 RHS Public History Prize award ceremony, including Dr Sadiah Qureshi (an author of this report) and Kavita Puri (whose *Partititon Voices* won both the Radio & Podcasts category and the overall prize).

Contents

"The worst is being the only BME member of staff in a department. Whenever I tried to discuss it with my colleagues (all of whom were non-BME), I was told unequivocally that I was imagining it."

Executive Summary

Recent research in Black history, histories of migration and ethnicity, and histories of race, imperialism and decolonisation has transformed our knowledge and understanding of the British, European and global past. Against this backdrop of intellectual change, the racial and ethnic profile of students and staff in UK university History departments has remained overwhelmingly White. In UK universities, Black and Minority Ethnic (BME) students and staff in History have disproportionately negative experiences of teaching, training and employment. Attainment of BME History students persistently lags behind that of their peers. The taught curriculum for secondary school pupils and university undergraduate and postgraduate students likewise fails to fully incorporate the new, diverse histories produced by UK and international researchers. These problems have distinct origins and trajectories. But they are also intertwined. Individually and cumulatively, they detract from the quality of teaching, learning and research in History in the UK. Addressing and rectifying these systemic problems is essential for the health of the discipline of university-based History. More broadly, change is imperative to enhance public understandings of the past in Britain.

This report identifies major obstacles to racial and ethnic diversity and inclusion in UK university History, tracing under-representation from schools through postgraduate training and postdoctoral employment. It documents substantial levels of bias and discrimination experienced by historians in UK universities, and recommends pragmatic steps to enhance the representation and experience of BME students and staff. It identifies the limited intellectual and substantive diversity of UK History curriculums—in secondary schools and at universities—as an impediment to racial and ethnic diversity and inclusion in History departments. It offers practical discipline-specific recommendations for change to university teachers, research

supervisors, and editors, as well as guidance for secondary school and university teachers on accessing additional resources and support.

Underrepresentation:
BME students and staff are underrepresented in UK History departments according to Advance HE's Equality Challenge Unit. This underrepresentation is particularly acute for Black students and staff.

- Historical & Philosophical Studies (H&PS)[1] undergraduate student cohorts are overwhelmingly White, and have lower proportions of BME students (11.3%) than the overall UK undergraduate population (23.9%);

- BME representation in H&PS departments diminishes further at postgraduate level, with just 8.6% of H&PS UK postgraduate research students from BME backgrounds, compared to 16.8% of all UK postgraduate research students;

- History academic staff are less diverse than H&PS student cohorts, with 93.7% of History staff drawn from White backgrounds, and only 0.5% Black, 2.2% Asian and 1.6% Mixed.

Discrimination, Bias and Harassment:
History students and History staff typically experience university study or employment primarily through their individual departmental and disciplinary affiliations. Yet the evidence, interpretative literature and guidance on racial and ethnic inequality in universities rarely map discrimination and bias at these granular levels. Drawing from a Royal Historical Society (RHS) survey of 737 historians working in UK Higher Education (HE), the report documents significant and disproportionate levels of discrimination, bias and harassment experienced by BME postgraduate students and staff:

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1 In national datasets, History students are aggregated together with students in Archaeology, Heritage Studies, Philosophy and Theology & Religious Studies, rendering discipline-specific evidence difficult to access and interpret.

- Discrimination or abuse based on race or ethnicity had been witnessed by 18.8% of all respondents to our survey. 29.8% of BME respondents had directly experienced such discrimination or abuse;

- Most reported discrimination was from other academic staff, but a significant proportion (20.5%) was from students, and 14.5% was from the public;

- Awareness of university policies and national legislation designed to prevent and protect again discrimination and abuse is poor. Over a third of respondents were unaware of the Equality Act 2010; this figure was higher for non-UK, BME and early career respondents;

- Most BME respondents (76.5%) who had made use of their university's equality and inclusion policies were dissatisfied with them.

Curriculum and research:
The RHS survey of historians, its focus groups and interviews all suggest that the narrow scope of the school and university History curriculum is an obstacle to racial and ethnic diversity in History as a discipline. Programmes of study and research grounded uncritically in White histories and Eurocentric approaches to the past are part—but only part—of the problem. Stereotyping of BME students' and researchers' interests, dismissive comments about BME historians' language competence, funding constraints on research conducted outside the UK and a pervasive unwillingness to grapple with difficult histories all contribute to the underrepresentation of BME students and staff in our discipline. Significant initiatives to address these problems are ongoing in UK History departments, although responses to them are mixed:

- Efforts to rethink the curriculum are widespread: 86.3% of respondents reported that their department had sought to widen its curriculum beyond Britain and Europe in recent years;

- 58% of respondents reported recent efforts to incorporate histories of race and ethnicity into History curriculums, but 17.5% reported resistance to such initiatives.

Recommendations:

Our recommendations for university History staff and students include the need for:

- Significant enhancement of equality and inclusion training in History departments to ensure dignity in the workplace, with attention to discipline-specific characteristics of bias and discrimination in History;

- Improved data collection on the incidence and causes of BME attainment gaps in the discipline, coupled with proactive collaboration with BME students and staff to enhance the equality of experience and attainment;

- Increased understanding and use of Positive Action as a mechanism of change in student and staff recruitment and progression in History, to improve the racial and ethnic diversity of the UK historical community within and beyond universities;

- The imperative need to widen taught History curriculums in schools and universities to challenge the racial foundations of the discipline and to reflect the full diversity of human histories.

Foreword

Margot Finn
President, Royal Historical Society
Professor of Modern British History, UCL

In *Why I'm No Longer Talking to White People about Race*, Reni Eddo-Lodge makes a clarion call for systematic attention to racial and ethnic inequality in twenty-first-century Britain. In doing so, she poses a fundamental question: 'Who really wants to be alerted to a structural system that benefits them at the expense of others?'[2] This report grows out of the wider commitment of the Royal Historical Society (RHS) to equality in historical teaching, research and practice, a commitment signalled in 2015 by the publication of our report on gender inequality in UK higher education (HE).[3] But it also reflects our increasing recognition that to make any broad commitment to equality both manifest and effective, the RHS needs to ask itself hard questions about our own place in systems of racial and ethnic privilege. We offer this report to the UK historical community inspired by the writings and policy-work of Black and Minority Ethnic (BME) scholars and their collaborators, committed to fostering the academic rigour of our discipline and activated by an acute awareness of how much it matters to our students and our colleagues that we confront and diminish racial and ethnic bias. We are cognisant of the scale of this task.

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2 Reni Eddo-Lodge, *Why I'm No Longer Talking to White People about Race* (London: Bloomsbury, 2017, 2018 expanded edition), 3.

3 Royal Historical Society, Gender Equality and Historians in UK Higher Education (London: RHS, 2015): https://5hm1h4aktue2uejbs1hsqt31-wpengine.netdna-ssl.com/wp-content/uploads/2015/02/RHSGenderEqualityReport-Jan-15.pdf.

Four broad convictions underpin this report:

- **First,** as a learned society dedicated to fostering excellence in the practice of History, we are alive to the vital role that new interlocutors, new research questions and new methodologies play in enhancing historical research and interpretation. The intellectual dynamism of History as a practice feeds on a substrate enriched by multiple, often disputing voices. In this context, developing effective policies of diversity and inclusion constitutes an essential, integral component of our wider pursuit of excellence and innovation in the discipline;

- **Second**, race and ethnicity are protected characteristics in England, Scotland and Wales under the Equality Act 2010 and in corresponding legislation passed in 1998-2003 for Northern Ireland.[4] Representing, promoting and advocating on behalf of practising historians is a core purpose of the RHS. As a Society, we have an obligation to ensure that our UK members abide by and benefit from this equalities framework;

- **Third,** as a charity with a global membership but a UK institutional base, we recognise the imperative to ensure the future vitality of the personnel of the profession in Britain. History's record of racial and ethnic diversity in the UK is poor. British BME populations are rising, constituting for example more than 30% of school-age children in England. This demographic change demands that we acknowledge and improve upon our past failures. History in UK universities recruits students and staff both nationally and internationally. We aspire to recruit rising generations of historians from the UK population as a whole, thereby securing for our discipline the best intellects and advocates for the study of the past;

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4   The Equality Act 2010, chap. 15: https://www.legislation.gov.uk/ukpga/2010/15 pertains in England, Scotland and Wales; for legislation passed from 1998-2003 for Northern Ireland, see https://www.ecu.ac.uk/wp-content/uploads/external/anti-discrimination-law-in-ni.pdf.

- **Fourth,** previous studies have extensively documented the persistence of racial and ethnic inequality in UK universities. A smaller evidence base on BME issues in university-level History complements this literature. Like the established experts whose important work we build upon, our Working Group has found emphatic evidence that BME students and historians face serious barriers to equal and fair participation in university History. The 2017-2018 academic year, moreover, saw racist incidents against students at several UK campuses—so severe that they resulted in student expulsions following disciplinary hearings. We are an evidence-led discipline. Having followed the evidence, we consider racial and ethnic equality to be an ethical imperative for all UK historians today. Addressing this unacceptable learning and working environment is our responsibility. It is simply the right thing to do.

These four core rationales—intellectual, legal, demographic and ethical—overlap, and are not listed in a priority order. They do not constitute an exhaustive list, nor are they intended as a comprehensive justification of the Society's Race, Ethnicity & Equality initiative. We are, moreover, well aware that equality and inequality are shaped by intersectionality. That is, multiple ascribed identities as well as socio-economic factors configure access to resources, perceptions of and by others, and power relations.[5] We have developed our discussion of BME equality in dialogue with the production of the RHS's second report on gender equality, which will be published in November 2018. We recognise that other forms of bias and discrimination—for example, relating to class, religion, disability and to LGBTQ+ identities—also merit attention as the Society works to develop more robust equalities policies.

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5 For the critical formulation of intersectionality, see Kimberlé Crenshaw, 'Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Colour', *Stanford Law Review*, 43: 6 (1991), 1241-1299.

How might individuals and groups best make use of this document? We've sought to match our assessments of problems with suggested solutions. Although very conscious of the entrenched nature of many of the inequalities discussed below, in addition to underlining the need for substantive, long-term reforms we have used data from our survey, interviews and focus groups to recommend several relatively simple steps that individuals and/or departments can take now—in the 2018-2019 academic year.

The RHS is keen to work with the sector to build on these foundations and will organise and/or facilitate a programme of bespoke events and discussions to that end during 2018-2019. The Society accepts that its own thinking and practices need to change to promote and embed racial and ethnic equality in UK-based History. A preliminary roadmap for change is accordingly included below (Part 5). We hope that other History subject associations will join in these efforts and are heartened by the evidence that this is already happening. The Past & Present Society has generously funded a two-year postdoctoral research position at the RHS which will allow us to build on this report, and to work collaboratively with departments and subject associations undertaking racial and ethnic equality initiatives.

This report represents many months of difficult, often distressing intellectual and strategic labour from the Society's Race, Ethnicity & Equality Working Group. I am enormously grateful to them, individually and collectively, for their generosity, tenacity, insight and forbearance. The RHS and the wider UK historical community are the richer for it.

Abbreviations

BME: Black and Minority Ethnic
DfE: Department for Education
ECR: Early Career Researcher
(for example, postdoctoral researcher)
ECU: Equality Challenge Unit
(now incorporated into Advance HE)
FSM: Free School Meals
H&PS: Historical & Philosophical Studies
(HESA student category comprising History,
Archaeology, Heritage Studies, Philosophy and Theology
& Religious Studies)
HE: Higher Education
(post-secondary education)
HEI: Higher Education Institution
HEP: Higher Education Provider
HESA: Higher Education Statistics Agency
Jisc: Joint Information Systems Committee
OfS: Office for Students
(In England, a successor to HEFCE, responsible for
student-facing aspects of the university system)
ONS: Office for National Statistics
PGR: Postgraduate Research
(students or programmes)
PGT: Postgraduate Taught
(students or programmes)
RHS: Royal Historical Society

Key Terms

Black

A common way that people of African descent describe themselves in countries such as South Africa, the US and parts of Europe. In the UK the term was also used (and can still be) as a political identity by other non-White minority ethnic groups, especially Asians, on the basis of their shared experience of racism and joint anti-racist organising. Black is capitalised throughout this document, in keeping with standard usage in the relevant secondary literature. For consistency of format, the term 'White' has also been capitalised. This usage neither reflects nor implies the attribution of fixed identities, meanings or characteristics to the persons so described.

BME

Black and Minority Ethnic (BME) is the terminology normally used in the UK to describe people resident in the country who are of non-White descent. Typically this refers to people who through one or both parents descend from non-White populations in Africa, Asia (from East Asia to the Near and Middle East), Latin America, or the First Nations populations of North America and Australasia. Sometimes Black, Asian and Minority Ethnic (BAME) or 'People of Colour' are used instead.

BME has been used throughout the report in lieu of alternative terms, such as BAME and People of Colour. There is no consensus within UK BME populations concerning these terms; indeed, members of our Working Group have different preferences on this score. Our decision to use BME consistently (other than in direct quotations) reflects the prevalence of this term in the secondary literature on race and ethnicity in UK universities, and in associated UK statistical data. In a document which—like the UK university sector more broadly—is awash

with acronyms, the decision to use this descriptor is intended to promote clarity of evidence and argument. The selection of BME is utilitarian. It is not a value judgment and is not intended to imply a fixed or uniform set of identities, characteristics or experiences. We also recognise that BME is an official category which greatly reduces complex ethnic, cultural and religious differences.

Our use of BME in our analysis of the RHS Survey results requires further explanation. We have included as BME any respondent who did not select any of the White options as their ethnic category, including those who selected the option 'Other'. It is possible that respondents identified as BME do not meet the definition above. However, despite this possibility, the Working Group preferred BME to the less precise 'non-White' as its use does not centre White ethnicity as normative. The decision to use it also provides a consistent terminology throughout the report.

Department

In this report, the term 'department' is used to describe the full range of administrative units in which History is taught and researched at UK universities. It encompasses, for example, History subject-units that are located within wider multi-disciplinary groupings, as well as History units that are denominated departments, faculties and schools. The term is used for clarity and convenience, not to imply preference or esteem for one form of organisation over any other.

Implicit bias

A bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences. Akin to 'unconscious bias' (see page 18), but the term questions the level to which these biases are unconscious, especially due to increasing awareness of them. Once recognised and acknowledged, ways to mitigate the impact of these biases on behaviour and decisions can be found.

Intersectionality

An approach to understanding discrimination, inequality and disadvantage that foregrounds the impact of power structures upon interlinked aspects of people's identities, especially their race, gender, sexuality and disability, without treating these categories as discrete or separable.

Micro-aggression

A term developed to capture the subtle, brief and everyday indignities, whether intentional or not, that suggest, imply or directly communicate prejudice.

Positive action

Measures which can be lawfully taken in England, Scotland and Wales under the Equality Act 2010 to encourage, train, recruit and promote people from underrepresented groups (with 'protected characteristics', see below) to help them overcome disadvantages in competing with other applicants. In recruitment and promotion, these measures allow for an employer to select a candidate from a group underrepresented within their workplace over candidates not from that group, when the candidates are of equal merit.

Positive discrimination

Measures which are generally unlawful for helping under-represented groups (including those with 'protected characteristics', see below) overcome disadvantages in the workforce. In recruitment this would include hiring a candidate because they come from an underrepresented group when they are not the best candidate, or setting quotas to recruit a specific proportion of staff from a particular underrepresented group.

Protected Characteristics

The nine characteristics protected by the Equality Act 2010. It is unlawful for employers, and others, to discriminate against people on the basis of these characteristics. The nine protected characteristics are: age; sex; pregnancy and maternity;

sexual orientation; gender reassignment; race; religion or belief; marriage and civil partnership; and disability.

Structural Inequality

The condition in which one category of people have an unequal status in relation to others. It is structural because this unequal status is perpetuated and reinforced by the historically-conditioned differential allocation of societal, economic and political roles, rights, resources and opportunities.

Unconscious Bias

A bias that we are unaware of and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.

Xeno-racism

A non-colour-coded racism which is directed specifically towards people perceived to be foreign on the basis of their status as migrants, cultural differences or religious practices.

"I find that race is barely acknowledged as being an issue."

"The whiteness of the institution - student body and staff - has an effect on the culture. Questions of 'race' and ethnicity seem to be treated as 'elsewhere'."

1. Introduction

Racial and ethnic inequality is a pressing issue facing the historical discipline. Bias and inequality are entangled and multi-dimensional problems, involving both low up-take of History as a subject at school by BME pupils and low-levels of undergraduate admission to History for BME students. In History, this underrepresentation continues and intensifies at higher levels in postgraduate training and academic staffing. The suggestion that this is purely a pipeline issue is refuted by comparison with other fields. According to the data, racial and ethnic inequality affects History more acutely than most disciplines.

The ***evidence base*** for discipline-based analysis of UK university History study and employment is limited and problematic. Devolution and the distinctive legal frameworks that operate within the four nations of the UK significantly complicate assessments that encompass (or, indeed, differentiate between) England, Northern Ireland, Scotland and Wales. We are acutely aware that this report is England-centric. Statistics connected to BME participation and progression in university History are, moreover, difficult to extract. For students, the Higher Education Statistical Agency (HESA) bundles History into the category 'Historical and Philosophical Studies' (H&PS), a rubric encompassing History, Archaeology, Heritage Studies, Philosophy and Theology & Religious Studies; subject-specific data is often not publicly available. Improving the available data itself deserves urgent attention by History departments, to help us in benchmarking change in our discipline.

Within these constraints, two headline figures motivate our concern with *representation*:

1. **As of 2018, of all History academic staff 93.7% were White and 6.3% were BME, with just 0.5% Black. History staff are less diverse than UK university staff as a whole, of whom 15% are BME.**

2. **89% of students in Historical & Philosophical Studies are White, with 11% BME; this compares to 77.3% White and 22.7% BME for all subject cohorts.**

Statistics alone, however, do not give the full picture of race and ethnicity bias and inequality: racial and ethnic equality is also about *experience and inclusion*. Our findings confirm that the underrepresentation of BME historians in universities has a significant impact on student and staff experience. They also attest that racism is common in BME experiences of university study and employment. This impact is felt both by British-born BME students and staff and by international students in the UK, and overseas nationals working as university historians. We recognise that whilst there are many points of intersection in the experiences of these BME groups, issues of diversity and inclusion also affect them differently. A single or generic departmental or university strategy is unlikely to be equally effective for all staff and students. Nonetheless, consideration of these issues under the broad BME rubric provides a starting point for analysis and change.

The racism encountered in our discipline includes the stereotyping of historians by equating ethnicity with skills (connected to writing, exam-setting or public speaking, for instance). It also includes forms of exclusion and silencing (in meetings, seminars and conference participation, for example). Such behaviour is discriminatory for the individual, and at worst abusive. Its occurrence within History departments cannot be ignored. *Speaking out* about racist behaviours will require new cultures in many UK History departments, as well as greater understanding of university policies and national legislation.

The **curriculum** powerfully shapes student and staff experiences of History in both universities and schools. Curriculum review is a standard part of university teaching. Our report highlights the need to embed attention to race and ethnicity within this existing quality framework, echoing earlier guidance by the Qualifications and Curriculum Authority (2005), Ofsted (2007, 2011) and the Historical Association (2011).[6] There is substantial evidence in our survey that UK History departments have recently been proactive in globalising and diversifying their teaching curricula. To be sure, questions of representation and inclusion are not solved by reforming the curriculum: the content and diversity of the curriculum do not map directly onto issues of BME equality. But evidence from both students and staff suggests important linkages between them. A White-centred and Eurocentric curriculum is a racial problem within the discipline.

The Working Group conducted focus groups at City & Islington College, London and St. Thomas of Aquin's School, Edinburgh. The focus group participants' responses were emphatically clear. If History wishes to improve its recruitment of BME students and to present a broad and inclusive range of perspectives on the past, the privileging of an 'island story' of Britain (in both school-teaching and university-teaching) will need to be addressed. Against this backdrop, it is encouraging to realise both that there is a keen appetite for change within academic History and that substantial initiatives and resources are now available for this work. Pioneering efforts by individuals and groups within History and cognate subjects have laid essential groundwork. The Black and Asian Studies network; the *History Matters* group and annual conference led by Professor Hakim Adi of the University of Chichester; the *What's Happening in Black British History?* conference organised each year by the Institute of Commonwealth Studies; the teaching resources of the AHRC-funded Runnymede Trust project *Our Migration Story:*

6   Claire Alexander and Debbie Weekes-Bernard, 'History Lessons: Inequality and Diversity and the National Curriculum', *Race Ethnicity and Education*, 20:4 (2017).

The Runnymede Trust's *Our Migration Story,* winner of the RHS Public History Prize 2018 (Online Resources Category).

(Left to right) Prof. Claire Alexander (University of Manchester), Prof. Joya Chatterji (University of Cambridge), Dr Omar Khan (Director, Runnymede Trust), Sundeep Lidher (Runnymede researcher), Dr Malachi McIntosh (Runnymede project lead), Dr Debbie Weekes-Bernard (Joseph Rowntree Trust), Lester Holloway (Runnymede).

The Making of Britain—and the many initiatives promoted by the professionals who belong to *Museum Detox* have for example all made formative contributions.[7]

New initiatives that have emerged during the period of the RHS Working Group's research for this report attest to accelerating commitment to racial and ethnic equality. In 2018, these have included a survey (prompted in part by the RHS's initiative) of the staffing and teaching of American History undertaken collaboratively by three subject association groups; Manchester University's *Race—Roots—Resistance* group; and the Social History Society's new BME historian network.[8] Appendix I lists many of these initiatives and resources.

In our ***recommendations***, we recognise that many of the identified problems extend beyond History, and are shaped by the wider university sector. Resources such as the Equality Challenge Unit (ECU) and its Race Equality Charter for universities provide essential reference points in this context.[9] But as historians, we must accept primary responsibility for addressing discipline-specific inequalities alongside these wider initiatives.

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7   For *History Matters* see https://www.chi.ac.uk/humanities/public-humanities/reshaping-historical-knowledge/history-matters; for the ICS see https://commonwealth.sas.ac.uk/about-us; for *Our Migration Story* see https://www.ourmigrationstory.org.uk/; the Museum Detox website is http://museumdetox.com/.

8   For the American History survey, see the HOTCUS website: https://hotcus.org.uk/american-history-in-the-uk-survey/; for the Manchester initiative, https://racerootsresistance.wordpress.com/; for the Social History Society BME network: https://socialhistory.org.uk/2018/08/03/network-for-bme-historians/

9   See https://www.ecu.ac.uk/equality-charters/race-equality-charter/about-race-equality-charter/, and Appendix I.

We hope that this report will stimulate conversation, acknowledgement, research and action in UK History departments. Specifically, we recognise the need to address:

- **History in schools**: Failing to engage BME students with the study of History at school poses a genuine threat to our ability to maintain strong university History departments and to train up new generations of high-calibre historians in them. Both BME and White pupils in our Edinburgh and London focus groups spoke eloquently about the barriers posed to further study in History by current school curricula;

- **History in undergraduate programmes**: Part 2 documents the underrepresentation of BME students in UK History undergraduate programmes and BME attainment gaps at university. Given departments' equal duty of care to all students, scrutinising our teaching environments, habits of student socialisation, feedback and marking practices to test for implicit and explicit bias—as recommended in Part 4—is clearly needed. Like the secondary school pupils in our focus groups, many respondents to our survey viewed the lack of diversity in the curriculum as a barrier to BME engagement with History. Our survey also provided substantial evidence that curriculum change is already in process, with an increasingly 'global' university History offer;

- **Postgraduate study of History**: The underrepresentation of BME students increases at postgraduate level, in turn limiting the number of BME staff in the pipeline for academic employment. Both BME attainment levels in undergraduate programmes and limited funding opportunities are potential obstacles to postgraduate entry. Interviews also suggest the need to draw the attention of BME students much earlier to the potential for postgraduate study and postgraduate funding;

- **Early career historians**: The early postdoctoral years in History are typically characterised by great precarity.

Qualitative responses to our survey suggest that this may disproportionately affect BME historians, further diminishing an already restricted career pipeline;

- **Academic staffing and workplace cultures**: Part 2 underlines the low proportion of BME academic staff in UK History. Many survey respondents noted the absence of any BME academic staff in their departments (see especially Part 3); our recommendations in Part 4 suggest mechanisms for engaging with BME diversity and inclusion in this context. For departments with BME staff, the report will make sobering reading. It documents substantial exposure of BME historians to behaviours fundamentally inimical to equality and dignity in the workplace. Acknowledging that this discrimination and abuse occurs and addressing those overt forms of discrimination deserve to be a clearly-articulated institutional aim backed by knowledge, policies and good will.

"My institution does not employ any BME academics to teach history".

"The discrimination is structural in that there are no BME colleagues, and hardly any BME students."

2. History in Context

To provide a context for our **Survey Results** (**Part 3**) and **Recommendations** (**Part 4**), this section situates **data on race and ethnicity for History within wider educational contexts**. It begins with secondary school student profiles, progressing through undergraduate and postgraduate students to university academic staffing.

Highlights of the data in this section include:

- University History staff in the UK are overwhelmingly White (93.7%), more so than university staff as a whole (85%) and more so than almost every other subject;

- Historical & Philosophical Studies (H&PS) students are also overwhelmingly White (89%), more so than wider university student cohorts (77.3%), and more so than almost every other subject area;

- The proportion of BME students in H&PS is lower at post-graduate level than undergraduate level;

- BME pupils appear to be less likely than White pupils to choose History in school examinations;

- There are notable racial and ethnic inequalities in UK secondary education that filter into A-level choices and attainment, university applications and admissions, and university student populations. These racial and ethnic inequalities intersect with other inequalities, such as socio-economic status and gender.

Section 2.a: University Students:

2.a.1: Race & Ethnicity at Key Stage 4:

Student choices and attainment at Key Stage 4 (in particular through GCSE examinations) affect pathways to university study and subject choices at HE level. History is one of the most widely available GCSE examination options, and was the sixth most popular GCSE subject in 2018, with 248,925 papers sat.[10] History or Geography can count towards the Government's 'English Baccalaureate' ('EBacc') combination of subjects.[11] A number of studies have estimated the proportion of GCSE students taking History is roughly one third, and there is evidence that pupils in some BME groups are slightly less likely to choose History than White pupils.[12] Department for Education (DfE) analysis has also indicated that Black pupils are notably less likely to choose Humanities subjects in general, and that BME pupils in general are more likely to choose 'vocational' subjects.[13]

There are differences in GCSE attainment between particular ethnic groups, and these filter into the options and pathways for further study.[14] Various analyses indicate that these differences in attainment by race and ethnicity strongly intersect with socio-economic, gender, regional, and other inequalities.

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10 Ofqual (2018): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/712450/Report_-_summer_2018_exam_entries_GCSEs_Level_1_2_AS_and_A_levels.pdf

11 https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc

12 Carmen L. Vidal Rodeiro, 'Uptake of GCSE and A-level Subjects in England by Ethnic Group 2007', Cambridge Assessment Statistics Report Series No. 11 (2009): http://www.cambridgeassessment.org.uk/Images/109903-uptake-of-gcse-and-a-level-subjects-in-england-by-ethnic-group-2007.pdf; Morag Henderson, Alice Sullivan, Jake Anders & Vanessa Moulton, 'Social Class, Gender and Ethnic Differences in Subjects Taken at Age 14', *The Curriculum Journal* 29:3 (2018), 298-318: https://doi.org/10.1080/09585176.2017.1406810

13 https://www.gov.uk/government/publications/subject-and-course-choices-at-ages-14-and-16-amongst-young-people-in-england-insights-from-behavioural-economics

14 See Henderson et al (2018)

There are particularly high levels of socio-economic disadvantage in some BME communities, with 23% of Black pupils, 19% of Mixed, and 18% of Asian eligible for 'Free School Meals' (FSM). The DfE currently measures KS4 attainment by measures of progress over Key Stage 4 ('Progress 8'), GCSE results ('Attainment 8'), and achievement of the 'EBacc' (see Figure 2.a.1.1). Levels of attainment are notably high in some BME groups (for example Chinese and Indian pupils), but much lower in others, such as amongst Black Caribbean and Pakistani pupils. White pupils eligible for FSM are the lowest attaining major group.

Figure 2.a.1.1

Key Stage 4 Attainment by Selected Ethnic & Socio-Economic Groups

	'Progress 8'	'Attainment 8'	'EBacc'
All Pupils	-0.03	50	25%
FSM-eligible	-0.46	39	10%
White	-0.09	50	24%
FSM-eligible White British	-0.68	37	6%
Asian	0.31	53	31%
Indian	0.47	57	41%
Pakistani	0.13	49	22%
Black	0.17	49	23%
Black Caribbean	-0.15	45	16%
Mixed	-0.04	51	27%
Chinese	0.68	62	52%

Sources: https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training
'11 to 16 Years Old' (latest releases accessed September 2018)

2.a.2: Race & Ethnicity at Key Stage 5:

History was the sixth most-taken A-level subject in 2018 (with 44,900 entries), and recent analysis has shown it to be the fourth most 'popular' subject, with a 17.8% uptake.[15] Cambridge Assessment has examined the impact of ethnicity on A-Level subject choices, and found some differentials in the choices of White and BME students. The analysis found that 22.2% of White students at A2 level took History, but only 15.4% of BME students. White students were more likely to choose Humanities subjects including English Literature, English Language, Drama, and Modern Foreign Languages, while BME students were more likely to choose science and practical subjects including Maths, Biology, Chemistry, Business Studies, and ICT.[16]

A-Level attainment directly affects university admissions and offers, and therefore the make-up of university student populations, especially on competitive courses and at 'higher-tariff' HEPs. As at GCSE level, there are differences in attainment by ethnic group: students of Chinese background do exceptionally well, and Indian students also perform above the national average, whereas very few Black or Pakistani students receive 3 As. These disparities are significantly inflected by socioeconomic class and other inequalities.

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15 Ofqual (2018): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/712450/Report_-_summer_2018_exam_entries_GCSEs_Level_1_2_AS_and_A_levels.pdf; Cambridge Assessment (2017): http://www.cambridgeassessment.org.uk/Images/420520-uptake-of-gce-a-level-subject-2016.pdf

16 http://www.cambridgeassessment.org.uk/Images/109958-as-and-a-level-choice-factsheet-3.pdf

Figure 2.a.2.1

A-Level Attainment by Selected Groups (2016)

	% AAA+
All Pupils	13
White	11
Asian	10
Indian	14
Pakistani	7
Black	5
Black Caribbean	3
Mixed	11
Chinese	24

Source: https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training/a-levels/draft-percentage-of-students-achieving-3-a-grades-or-better-at-a-level/latest (latest releases accessed September 2018)

2.a.3: Undergraduate Admissions:

Student admissions are affected by many factors including student choice, family influence, school guidance, previous attainment, predicted grades, differing competition for different courses, and institutional admissions decisions. Many universities now use contextual data in making under-graduate admissions—a policy endorsed by the Sutton Trust. Socioeconomic status is the focus of most universities' contextual offer policies; the Runnymede Trust has underlined the need to integrate race and ethnicity into such programmes, while the Fair Education Alliance has recently called for HEPs to be publicly transparent about the contextual data they use, to encourage confidence about widening access amongst

teachers, careers advisers, applicants and their families.[17] Some HEPs are beginning to make admissions data by ethnicity (and other categories of disadvantage) publicly available, including data on admissions by subject: these have emphasised differences in BME students' subject choices and the intersection of different forms of disadvantage.[18]

There remain persistent differences in university offer rates for different ethnic groups – particularly at 'higher tariff' providers – although UCAS analysis of these differences has indicated that most (but not all) are explained by prior attainment and application choices, with large numbers of BME applications to highly competitive 'vocational' and profession-oriented courses including Medicine and Law.[19]

2.a.4: History Undergraduate Applications:

BME applications to History programmes through UCAS are lower than to many other subjects, and lower than the BME proportion of the wider population (in the 2011 census, 18.3% of 17-24 year-olds were from BME backgrounds, and over 20% of KS4 pupils are BME). A 2015 UCAS analysis noted that there was little difference between the offer rates for different ethnic groups of applicants to the 'Historical & Philosophical Studies' subject area, once differences in predicted grades and course competition were accounted for.[20]

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17 For the Sutton Trust's report, see https://www.suttontrust.com/wp-content/uploads/2017/10/Admissions-in-Context-Final_V2.pdf; for the Runnymede Trust's June 2018 recommendations, see https://www.runnymedetrust.org/blog/three-things-wrong-with-cambridge-universitys-statement-on-diversity; for the Fair Education Alliance's July 2018 report, see https://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/5b4456f2758d46c38661be76/1531205398488/FEA+Putting+Fairness+in+Context+Report+July+2018.pdf

18 For example University of Oxford (2018): https://www.ox.ac.uk/sites/files/oxford/Oxford%202018%20Annual%20Admissions%20Report.pdf

19 https://www.ucas.com/sites/default/files/gbanalysis_note_2015_05_web_0.pdf. See also David Morris, "Are university admissions racist?", *Wonkhe* (24 June 2018): https://wonkhe.com/blogs/are-university-admissions-racially-biased/

20 https://www.ucas.com/sites/default/files/gbanalysis_note_2015_05_web_0.pdf

Figure 2.a.4.1:

UCAS 2017 UK-domiciled End of Cycle Applications, History (V1, V2, V3)

	Total	White	BME	Asian	Black	Mixed	Others/ Unknown
Applications	42,305	87.9	12.1	4.9	1.6	3.9	1.7

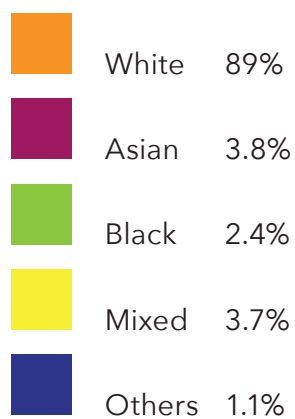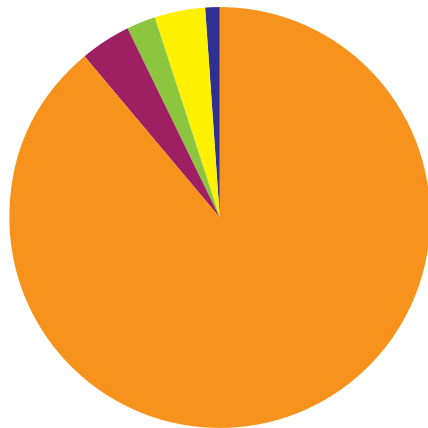Source: https://www.ucas.com/file/139181/download?token=QnCuiSa0

2.a.5: 'Historical & Philosophical Studies' Undergraduate and Postgraduate Students:

Students in 'Historical & Philosophical Studies'[21] are more likely to be White than UK university student cohorts over-all, and indeed more likely to be White than students in most other subject groups. This is true for first degree undergraduates (see Figure 2.a.5.3), postgraduate taught (Figure 2.a.5.4), and postgraduate research students (Figure 2.a.5.5), with all three levels approximately 90% White (Figure 2.a.5.1). At all levels, H&PS is one of the 'Whitest' subject areas in UK Higher Education. The ethnic diversity of student cohorts varies considerably by subject area, with arts, humanities and some science subjects considerably less diverse than professionally-oriented subject areas such as medicine and law. We have included a selection of other subject areas for comparison (2.a.5.2). It is also important to note that both the BME population and levels of BME students at universities vary considerably by region.

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21 HESA publishes conglomerated student data for the subject area "Historical & Philosophical Studies" (H&PS), which includes History alongside other subjects including Archaeology, Heritage Studies, Philosophy and Theology & Religious Studies. There is little publicly available evidence to indicate the extent to which History student cohorts mirror or diverge from H&PS data; this poses challenges for subject associations and learned societies in examining subject-specific inequalities. The BME proportion of 2017 end-of-cycle UCAS applications to History was 12.1%, while for H&PS as a whole it was 14.7%.

Total UK-domiciled Students by ethnic group

**Historical &
Philosophical Studies**
Total 74,200 students

All Subjects
Total 1,425,665 students

	Historical & Philosophical Studies		All Subjects
White	89%	White	77.3%
Asian	3.8%	Asian	9.6%
Black	2.4%	Black	7%
Mixed	3.7%	Mixed	3.7%
Others	1.1%	Others	2.3%
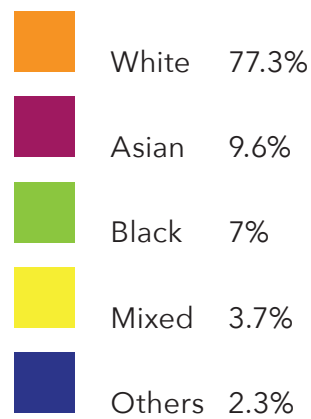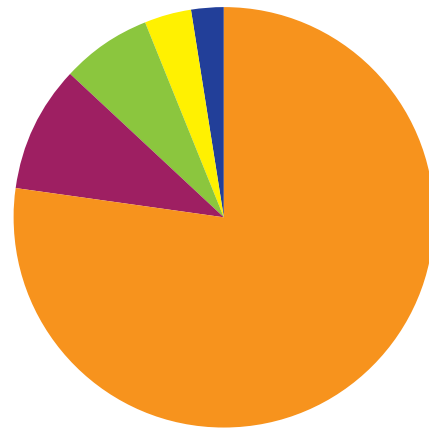
Source: Advance HE Equality Challenge Unit (ECU), *Equality in Higher Education:
Statistical Report 2018*, Student Data

Figure 2.a.5.1:

UK-domiciled Historical & Philosophical Studies students by ethnic group

	Total	% White	% BME	% Asian	% Black	% Mixed	% Others
First Year First-degree Undergraduates	19,225	87.2	12.8	4.4	3.0	4.3	1.1
All First-degree Undergraduates	60,620	88.7	11.3	4.0	2.4	3.9	1.0
Other Undergraduates	1,915	87.2	12.8	6.7	2.8	1.8	1.4
Postgraduate Taught	6,995	90.7	9.3	2.8	2.3	1.5	2.7
Postgraduate Research	4,670	91.4	8.6	2.5	1.7	2.7	1.7
All H&PS Students	**74,200**	**89.0**	**11.0**	**3.8**	**2.4**	**3.7**	**1.1**

Source: ECU Students 2018

Figure 2.a.5.2:

All UK-domiciled students by ethnic group & selected subjects

	Total	% White	% BME	% Asian	% Black	% Mixed	% Others
Historical & Philosophical Studies	**74,200**	**89.0**	**11.0**	**3.8**	**2.4**	**3.7**	**1.1**
All Subjects	1,855,770	77.3	22.7	9.6	7.0	3.7	2.3
Languages	86,820	85.7	14.3	4.9	2.9	4.7	1.8
Creative Arts & Design	143,480	85.2	14.8	3.7	4.5	4.9	1.7
Physical Sciences	78,785	85.8	14.2	6.2	2.6	3.6	1.9
Social Studies	177,240	74.3	25.7	9.0	10.3	4.5	1.9
Business & Administrative Studies	208,005	67.3	32.7	14.4	11.3	3.8	3.2
Medicine & Dentistry	53,765	64.5	35.5	22.2	3.8	4.5	5.1
Law	65,645	65.9	34.1	15.9	10.9	4.5	2.8

Source: ECU Students 2018, 3.6

Figure 2.a.5.3:

UK-domiciled first degree undergraduates by ethnic group & selected subjects

	Total	% White	% BME	% Asian	% Black	% Mixed	% Others
Historical & Philosophical Studies	**60,620**	**88.7**	**11.3**	**4.0**	**2.4**	**3.9**	**1.0**
H&PS First Year Students	**19,225**	**87.2**	**12.8**	**4.4**	**3.0**	**4.3**	**1.1**
All Subjects	1,354,525	76.1	23.9	10.3	7.2	4.0	2.3
Languages	73,175	85.6	14.4	5.0	2.9	4.9	1.5
Creative Arts & Design	124,675	84.8	15.2	3.8	4.6	5.0	1.7
Physical Sciences	65,430	85.5	14.5	6.5	2.6	3.7	1.8
Social Studies	135,945	73.3	26.7	10.0	10.0	4.7	2.0
Business & Administrative Studies	158,065	66.1	33.9	15.6	11.2	4.0	3.1
Medicine & Dentistry	39,220	63.0	37.0	23.9	3.6	4.7	4.7
Law	52,825	65.5	34.5	16.4	10.6	4.7	2.8

Source: ECU Students 2018 3.7/3.7a

Figure 2.a.5.4:

UK-domiciled postgraduate taught students by ethnic group & selected subjects

	Total	% White	% BME	% Asian	% Black	% Mixed	% Others
Historical & Philosophical Studies	**6,995**	**90.7**	**9.3**	**2.8**	**2.3**	**1.5**	**2.7**
All Subjects	280.885	78.0	22.0	8.5	7.8	3.1	2.7
Languages	5,835	86.8	13.2	4.0	2.6	4.1	2.6
Creative Arts & Design	11,475	87.3	12.7	2.9	3.5	4.2	2.2
Physical Sciences	4,580	86.4	13.6	4.7	4.0	2.9	2.1
Social Studies	26,810	74.6	25.4	5.7	13.7	4.0	2.0
Business & Administrative Studies	34,790	69.2	30.8	11.1	12.4	3.3	4.0
Medicine & Dentistry	8,580	64.7	35.3	20.3	5.8	3.6	5.6
Law	10,090	66.0	34.0	14.2	12.8	3.9	3.1

Source: ECU Students 2018 3.10

Figure 2.a.5.5:

UK-domiciled postgraduate research students by ethnic group & selected subjects

	Total	% White	% BME	% Asian	% Black	% Mixed	% Others
Historical & Philosophical Studies	**4,670**	**91.4**	**8.6**	**2.5**	**1.7**	**2.7**	**1.7**
All Subjects	63,040	83.2	16.8	6.4	3.5	3.4	3.5
Languages	3,125	89.0	11.0	3.2	1.2	3.7	2.9
Creative Arts & Design	2,795	90.8	9.2	2.3	1.7	3.4	1.9
Physical Sciences	7,365	88.6	11.4	4.6	1.2	3.2	2.4
Social Studies	4,725	82.4	17.6	4.9	5.6	4.3	2.8
Business & Administrative Studies	2,675	71.0	29.0	10.2	10.5	2.8	5.5
Medicine & Dentistry	5,625	73.4	26.6	14.0	2.5	3.7	6.4
Law	1,055	78.8	21.2	6.8	8.1	2.6	3.7

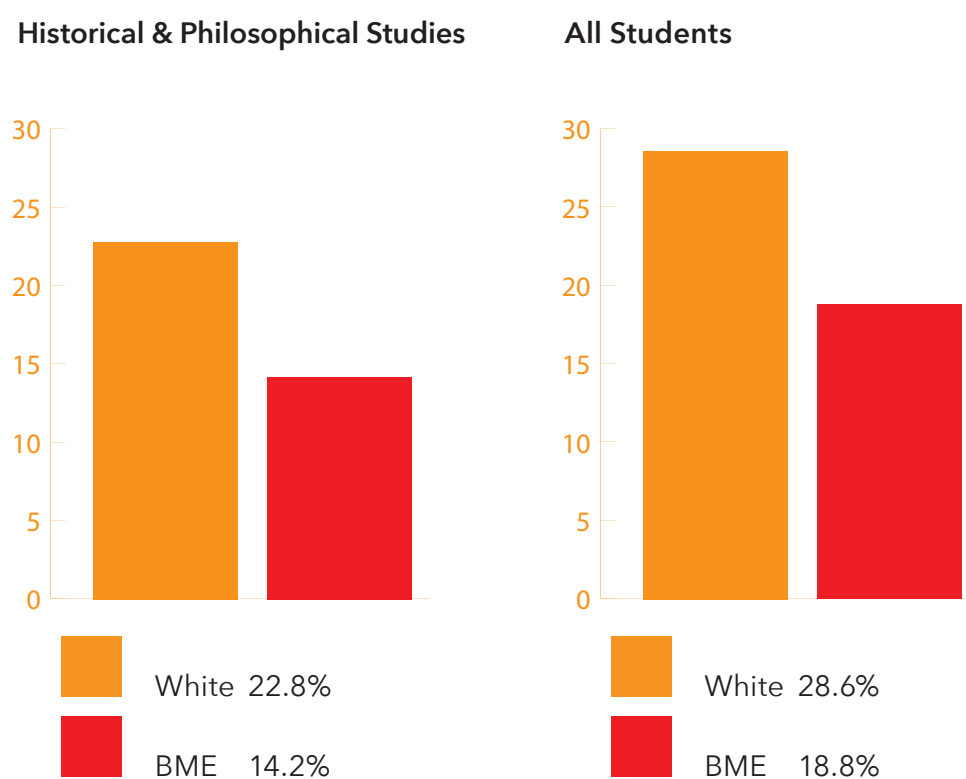Source: ECU Students 2018 3.9

2.a.6: BME Student Attainment:

The relatively low levels of BME student attainment at university —the so-called BME attainment gap—are in 2018 the subject of a major initiative by Universities UK and the National Union of Students. A report is due in late 2018. Similarly, the newly-established Office for Students has committed to redressing attainment gaps at university.[22] Lower attainment at undergraduate level may have a significant dampening effect on BME postgraduate study, in terms of applications, acceptances, funding and completions.

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22 See https://www.universitiesuk.ac.uk/news/Pages/tackling-gaps-in-bme-students-achievements.aspx for UUK and NUS, and https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/ for OfS.

There is little difference by ethnic group in the proportion of students attaining 2:1 degrees (BME 64.2%; White 62.6%) but White students are more likely to obtain First Class degrees than their BME peers (see Figure 2.a.6.1). The gap is slightly lower amongst H&PS students.

Figure 2.a.6.1:

UK-domiciled first degree undergraduate first class degrees by ethnic group

Historical & Philosophical Studies   **All Students**

White 22.8%

BME   14.2%

White 28.6%

BME   18.8%

	% White	% BME	% Gap
Historical & Philosophical Studies	22.8	14.2	-8.6
All Students	28.6	18.8	-9.8

Source: ECU Students 2018, 3.17

2.b: University Staffing:

2.b.1 BME and White Academic Staff Profiles at UK Universities:

Staff in History departments at UK universities are overwhelmingly White and History staff are more likely to be White than both general university academic staff and staff in most other subjects (see Figure 2.b.1.1). There are lower numbers of BME staff amongst UK-national staff (Figure 2.b.1.2) than amongst international staff (Figure 2.b.1.3) who are more diverse. The very low levels of BME History staff are evident across all groups, but this is especially acute for Black BME historians. We have included some other subjects for comparison. It is notable that staff bodies are less diverse than student bodies, but that subjects with higher diversity at student level often also have greater diversity amongst staff, e.g. in profession-oriented subjects such as Law and Clinical Medicine.
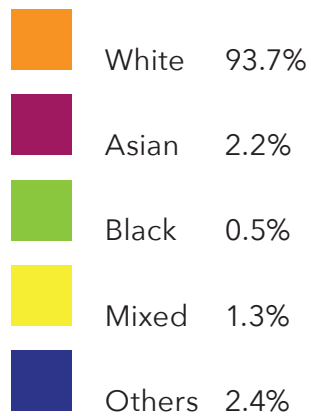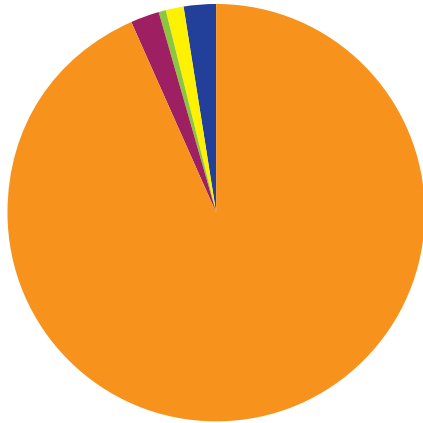
Figure 2.b.1.1:

All Academic Staff

	Total	% White	% BME	% Asian	% Black	% Mixed	% Others
History	3,160	93.7	6.3	2.2	0.5	1.6	2.0
All Academic Staff	**189,295**	**85.0**	**15.0**	**5.8**	**1.8**	**1.9**	**5.5**

Source: Calculated from ECU Staff Data 2018

Total Academic Staff by ethnic group

History Staff
Total 3,160

All Academic Staff
Total 189,295

	History Staff
White	93.7%
Asian	2.2%
Black	0.5%
Mixed	1.3%
Others	2.4%

	All Academic Staff
White	85%
Asian	5.8%
Black	1.8%
Mixed	1.9%
Others	5.5%
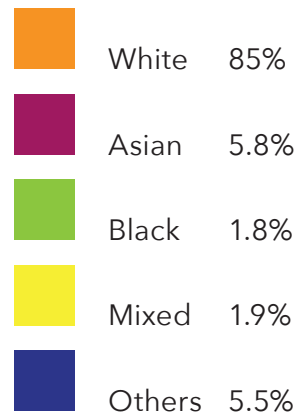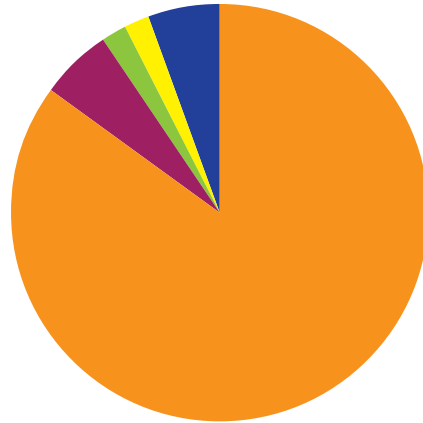
Source: Calculated from ECU Staff Data 2018

Figure 2.b.1.2:

UK-national Academic Staff

	Total	% White	% BME	% Asian	% Black	% Mixed	% Others
History	2,275	96.1	3.9	1.4	0.3	1.4	0.9
All Academic Staff	133,505	90.5	9.5	3.9	1.4	1.7	2.6
English Language & Literature	3,635	94.3	5.7	1.9	0.6	2.1	1.2
Physics	2,545	93.0	7.0	2.8	0.3	1.7	2.1
Politics & International Studies	1,765	90.8	9.2	4.1	0.5	2.3	2.2
Clinical Medicine	15,005	85.2	14.8	7.9	1.1	1.9	3.8
Law	3,760	89.3	10.7	4.2	2.5	2.3	1.7

Source: Calculated from ECU Staff 2018, 3.16a/3.17a

Figure 2.b.1.3:

Non-UK Academic Staff

	Total	% White	% BME	% Asian	% Black	% Mixed	% Others
History	885	87.2	12.8	4.5	0.9	2.3	5.1
All Subjects	55,790	71.7	28.3	10.5	2.7	2.6	12.4
English Language & Literature	905	85.8	14.2	4.4	1.4	5.1	3.3
Physics	2,055	76.5	23.5	10.1	0.5	2.8	10.1
Politics & International Studies	1,315	81.9	18.1	5.5	1.3	3.6	7.6
Clinical Medicine	7,105	72.3	27.7	11.1	2.3	2.7	11.6
Law	1,495	76.4	23.6	5.5	6.0	3.0	9.1

Source: ECU Staff 2018 3.18a/3.19a

2.b.2: Staff Seniority and Pay

Of 1,145 senior leaders in UK universities, only 65 (5.7%) were from a BME background.[23] At Professorial level, 91.6% of UK-national Professors are White, with extremely low numbers of Black Professors (see Figure 2.b.2.1). There is a differential in the proportion of UK academic staff who are Professors, although it is not large: 11.2% of White staff, 9.7% of BME.[24] Non-UK Professors are a more diverse group, though there is a higher differential in the proportion of total academic staff who are Professors: 9.0% of White, 3.7% of BME.[25]

There is also a pay gap between White and BME academic staff. In ECU's 2018 analysis, 18.1% of White UK-national academic staff were on the top pay spine of £59,400 and over, compared to 17.0% of UK-national BME staff. The median pay gap between White and BME UK-national academic staff is 2.0 percentage points; the mean gap is 2.4 percentage points. There are more significant ethnic pay gaps amongst non-UK na-tional staff: only 6.1% of non-UK BME staff are on the top pay spine (compared to 14.1% of non-UK White), with higher median (8.5) and mean (12.4) percentage point pay gaps.[26]

Figure 2.b.2.1:

Professors by Ethnic Group

	Total	% White	% BME	% Asian	% Black	% Mixed	% Others
All Professors	18,950	90.4	9.6	3.9	0.6	1.0	4.0
UK Professors	14,770	91.6	8.4	3.3	0.6	1.1	3.3
Non-UK Professors	4,180	86.0	14.0	5.9	0.7	0.9	6.4

Source: ECU Staff 2018, 3.20

23   ECU Staff 2018 3.23
24   ECU Staff 2018 3.21
25   ECU Staff 2018 3.22
26   ECU Staff 2018, 3.28, 3.30, 3.31

"It seems extraordinary to me that my largish department has not, despite making a large number of permanent hires over the 8-9 years that I've been there, succeeded in recruiting any person of colour."

RHS SURVEY RESPONDENT, 2018

"Until this survey I have never once been asked to comment on race and ethnicity issues and experiences in my field and institution."

3. RHS Survey

Our online survey was conducted from late April to the end of May 2018. It used the Jisc (Joint Information System's Committee) Online Surveys platform – with the assistance of the University of Edinburgh, Information Services. It drew a total of *737 responses*. The survey can be accessed at: https://royal-histsoc.org/racereport; its methodology is detailed below (section 'a'). Section 'b' offers an overview of the survey results, followed by a more granular analysis of the survey results (section 'c').

3.a Survey Methodology

The survey was distributed widely to the RHS membership (over 3,000 UK-based historians), to our contacts in all HEP UK History departments and through our social media. We recognise that (like many historians) some of the survey respondents may not have been employed within History departments. Many were Masters and PhD students—some but not all of whom were also academic staff. The number of respondents represents a significant sample of UK academic historians. Many respondents gave full and detailed answers to the survey's open questions. The qualitative data comprised hundreds of pages of text. We have fully anonymised these responses when we have used them below.

The high level of response to the survey notwithstanding, the sample is not wholly representative of the wider demographic breakdown of academic historians. Women are overrepresented, making up 51.2% of survey respondents, while representing only 41.6% of History staff. Academic staff holding posts as Lecturers, Senior Lecturers and Professors (or their equivalent titles) represent just 53.3% of respondents. PhD students, many of whom

are employed to teach in UK universities alongside their studies, contributed 25.1% of the responses. In terms of ethnicity, 82.1% of respondents identified as a category of White. This contrasts with the most recent ECU data showing that 93.7% of academic staff in History Departments, and 91.4% of History Post-Graduate Research students, are White (ECU 2018). Overall, this suggests a proportionally stronger engagement with the survey from women, early career historians, temporary and casual staff and BME historians.

The sample of respondents is also potentially unrepresentative in terms of the age and location of their institutions. Historians working in London made up 21.9% of all respondents, with the South East following as second highest representing 13.7% of responses. For BME respondents the figure for those working in London was higher at 27.7%. Without data available to bench-mark this latter figure, it is not possible to say whether this reflects a reality of where BME historians are located or is a skew in who responded to the survey. Relatively few respondents were employed in the North East of England or in Northern Ireland, together making up just 4.3%. The majority of respondents were from 'Red Brick' institutions (founded between 1800 and 1960), making up 50.4% of the total, and respondents from 'Ancient' institutions also represented a large group at 23.6%. Conversely, respondents from post-1992 universities only made up 8.2%. Overall then, the survey covers most strongly the older HEPs located in the South East of the UK.

The survey employed a number of different categories to capture the range of the respondents' backgrounds, including their ethnicity. Ethnic categories are inherently contested and unstable descriptive labels.[27] For the purposes of this survey we used the 18 standardised ethnic categories devised by the Office

27 Many of these complexities are discussed in the Key Terms section.

for National Statistics (ONS). This categorisation – like our use of the term 'BME' – was chosen in order to enable the survey to produce data that would be widely comparable. These were the categories used in the 2011 UK Census.[28] Our use of these categorisations is not an endorsement of either their descriptive efficacy or their political implications.

Historians in UK higher education institutions are employed on a diverse range of contracts and perform an array of roles. In order to ensure that the survey asked questions relevant to the respondents' experiences, there were three different pathways. Which pathway respondents completed depended upon their position within their institution, for example whether they were a PhD student, Teaching Fellow, Professor, etc. The first part of the survey, which covered policies and experiences relating to ethnicity and diversity in institutional units, was completed by all respondents. The second part, which focused on fostering and developing a diverse history curriculum and student body, was separated into three pathways. This allowed the survey to capture the distinct experiences of respondents whose primary engagement with their institutional environments was: as students; as researchers; or as staff directly engaged in designing and delivering core teaching. In hindsight, and in light of the survey responses, we recognise the limitations of confining our survey to academic and student respondents. Administrative and professional services staff in History departments play vital student- and academic-staff facing roles, and should be included fully in future surveys.

28 At that time the ONS produced an extensive explanation of their rationale and preference for this categorisation, which can be found here: https://bit.ly/2M9LSBl.

3.b: Survey Results: Overview

One of the clearest findings of the survey is the highly-concerning extent of discrimination or abuse on the basis of race or ethnicity reported by students and staff. Overall, 18.8% of respondents had themselves witnessed discrimination against, or the abuse of, a colleague. BME respondents[29] were more than twice as likely to have witnessed discrimination or abuse (32.6%) in comparison to their White colleagues (15.8%). The initiators of this discrimination or abuse were predominantly staff within the respondent's department (36.7%), followed by students (27.1%). Nearly a tenth (9.5%) of all respondents had directly experienced discrimination or abuse. This figure was nearly three times higher for BME respondents: 29.8% of BME respondents had themselves directly experienced discrimination or abuse on the basis of their race or ethnicity. Again departmental colleagues (39.3%) and students (20.5%) were the most common initiators. 52.8% of respondents had not experienced either unconscious or implicit biases. However, 43.9% of BME respondents had been impacted upon by the unconscious or implicit biases of others, in comparison to 22.6% of White respondents. Women were also more likely to have been affected (30.3%) in comparison to men (21.5%), indicating a crucial area of intersectional prejudice to be recognised and combatted.

Institutional policies and practices were found wanting by many respondents. Less than half of the survey's respondents thought that their institution's policies, practices and outcomes were fair in regard to race and ethnicity (40.1%). 36.3% of all respondents perceived barriers to progression in HEIs, marginally less than the 37.4% who did not believe there to be any barriers. BME respondents were more likely to perceive barriers to progression than White respondents (40% to 35.6%). Women were considerably more likely to be aware of barriers to progression than men (41.2% to 30.1%).

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29 See explanation for the usage of BME in the Key Terms section.

The survey's qualitative evidence provides us with examples and patterns of how biases, abuse, discrimination and barriers have manifested themselves within universities. The more overt examples of racism included cases of bullying and the use of racist language by students and staff. Several BME respondents reported assumptions on the basis of their perceived race leading to misrecognitions of their background and status. In a similar vein, BME respondents reported the common assumption that they lacked competency in English. An elision between race and language proficiency was also exposed in some of the comments from White respondents who suggested improving language support as a way of improving access for BME historians. In terms of everyday work, respondents reported that any teaching covering race or BME populations was often allocated to BME staff regardless of the specific subject's proximity to their own specialism. At the same time, BME respondents noted that histories of places in the Global South were valued less by their colleagues and institutions, both in terms of teaching provision and research expertise. Unfairness and bias in recruitment and promotions processes were also highlighted.

Objections to simplistic conflations between BME historians and BME histories were frequent. Throughout the survey, respondents highlighted the distinction between increasing the number of BME students and staff and increasing the teaching and research of BME histories. While many saw diversifying curriculums as important in attracting more BME students into History programmes, BME respondents also pointed out that assumptions that they would only study the history of their 'own' communities limited their choices and work as historians.

In addition to the racism faced by BME historians, the qualitative responses to the survey contained examples of antisemitic, anti-Irish and xeno-racist (non-colour coded racist) prejudice. Incidents of xeno-racism were linked by respondents to Brexit. They represent one among many examples of intersectional bias revealed by the survey.

The qualitative data also revealed, from a small number of respondents, hostility towards the prospect of any attempt being made to ameliorate the effects of the structural inequalities faced by BME historians or to address underrepresentation in the discipline. To these respondents, the RHS survey itself manifested corrosive 'identity politics'. An unwillingness to recognise or acknowledge the existence of specific problems within the discipline regarding race was also apparent in comments that located the most pressing issues to be around gender inequality. These comments questioned the rationale for the survey's focus on race and ethnicity. Several respondents reported that institutional equality and inclusion policies tended to focus on gender to the exclusion of other categories. Institutional responses such as these, explicitly dismissive of the notion of there being any racial disadvantage in the discipline and/or hostile to issues of intersectionality, are an indicator of the challenging terrain for bringing about change.

The survey results also indicate that levels of knowledge of, and the extent of institutional training on, key equalities issues were low. 57.8% of all respondents reported that they had not received any equalities and inclusion training specifically with reference to race and ethnicity. Very worryingly, over a third (34.1%) of respondents were ignorant of provisions of the Equality Act 2010 on protected characteristics. Of those aware of this legislation, fewer than half (48.8%) had become aware of it through their current or past HEIs. The survey results on institutional practices also suggest limited departmental engagement with addressing inequality, underrepresentation and prejudice. Only 15.4% of respondents had received any training on harassment or bullying on the basis of race or ethnicity. Only 10.7% of respondents reported that their department used anonymised shortlisting of job candidates. And only 22.5% of respondents were aware of any mentoring for new staff members.

Overall, the survey results are very concerning. High numbers of BME staff reported instances of overt racism, as well as more subtle

forms of prejudice. Across respondents, there were low levels of confidence and trust in institutional policies and processes. The responses to the survey's questions on training and knowledge imply a staff body ill-equipped to act to improve the situation. Furthermore, the data suggests that regarding unconscious and implicit biases, and barriers to progression, gender and race intersect compounding the circumstances for BME female historians.

3.c: Survey Results: Detailed Analysis

Scrutiny of the survey's quantitative responses and the substantial commentary in its free text boxes highlighted several areas of particular concern. Experiences of *discrimination and bias* based on race and/or ethnicity were reported by a substantial proportion of BME respondents. Awareness of university and legislative protections against discrimination and bias was worryingly low; at *university level*, there was little evidence that History staff believed that racial and ethnic equality was a core value or goal. Many respondents commented on problems relating to *BME student recruitment* at under-graduate and postgraduate level. Obstacles to *BME academic staff recruitment* were often highlighted, with little evidence of concerted action to address the underrepresentation of BME staff or the especial lack of senior BME historians. For both under-graduate and postgraduate students, the absence in many departments of *BME historian role models* was a matter of serious concern. At departmental level, a pervasive reluctance to engage directly with matters of racial and ethnic equality (often contrasted with departments' willingness to engage with gender equality issues) was registered by many respondents. In contrast, although respondents registered substantial frustration with barriers posed by a lack of diversity in university *History curriculums*, there was also substantial evidence of development on this front in recent years.

3.c.1 Discrimination and Bias:

Many respondents noted a pervasive discriminatory and exclusionary **working environment** in their institutions. A BME respondent reported that 'BME academics often feel ignored or neglected in academic social events, such as socializing occasions after seminars/conferences'. A British Asian lecturer commented that 'casualised disregard for BME students and staff is seen at every level'. One lecturer who works with a union commented that BME staff are 'frequently subject to bullying, harassment and victimisation'.

Experiences of bias and discrimination figure prominently in our survey results. 43.9% of BME respondents reported facing unconscious and/or implicit bias around race and ethnicity in their employment, as did 30.3% of women and 28.1% of non-UK respondents. Nearly a third of BME (32.6%) respondents, and a quarter of women (25.1%) and non-UK (24.6%) respondents reported witnessing discrimination or abuse of colleagues and/or students based on race or ethnicity during their academic employment. 29.5% of BME respondents reported having experienced such discrimination or abuse themselves, as did 15.4% of non-UK respondents.

There were three main reported **sources of discrimination and abuse**. Most discrimination or abuse was from other staff (both departmental and institutional colleagues and staff from other institutions), but a significant amount was from students (20.5%) and members of the public (14.5%). A White lecturer reported that an African PhD student she supervised had received both overt and covert 'severe racial discrimination' from students, including one complaining that 'they did not want someone foreign (and from Africa) telling them about their own national history'. A BME lecturer reported that female Muslim students often faced racist and sexist harassment from other students. Another BME respondent noted 'absolute silence amongst staff/ colleagues' regarding high-profile incidents of student racism at

Figure 3.c.1:

BME historians' experiences of bias and discrimination regarding race and ethnicity in their employment
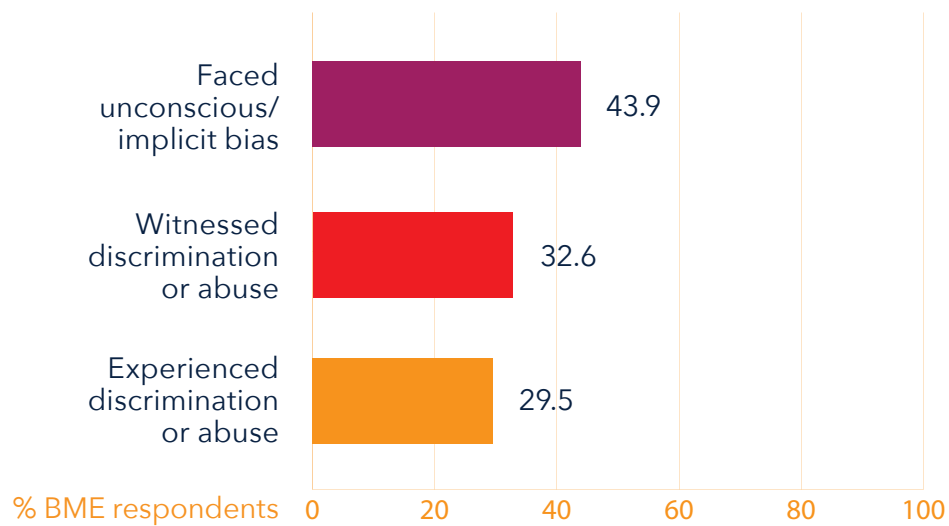
Source: RHS Survey 2018

their institution. A mixed-background respondent reported having 'received racist feedback from students, as have my colleagues, and little was done by the department'. They and other respondents raised concerns about ***racial and gender bias in student feedback*** in the context of its use in promotion and TEF metrics. Racial profiling by university security was reported by many BME respondents. A number of respondents reported incidents of ***antisemitic remarks*** about and to colleagues and students: a Jewish respondent commented that the issue was widespread enough that 'one does not want to appear too Jewish', while another reported that incidents of antisemitism were 'brushed over'.

Respondents repeatedly identified ***international students and staff*** as subject to racialised bias. Many respondents noted discrimination and implicit bias against international students with English as a second language, particularly those from China and East Asia, who one White British respondent said face

'a relentless series of micro-aggressions'. One PhD student of Chinese background commented that 'there is frequently the assumption that I do not speak or write English very well, even though it is my first language.' Staff too reported stereotyping on the basis of language: 'As a BME historian working in the UK', commented one respondent, 'I find that the basic assumption among colleagues is that my English language skills are not as good as theirs'. There were also reports of discrimination and bias against non-BME international staff. Some European respondents reported that Brexit has increased xenophobia on campus, with one commenting that 'xenophobia/anti-immigrant sentiment/anti-[European] stereotype are nearly daily experiences'. There were a number of reports of anti-Irish comments from colleagues.

3.c.2 Policies and Processes:

More than a third of respondents (34.1%) were unaware of the Equality Act 2010 and its provisions for protected characteristics.[30] *Awareness* was even lower among certain groups of respondents, for example non-UK staff (47.4%), BME staff (46.4%), and Early Career/temporary staff (46.2%). Less than half of respondents (48.8%) who were aware of the protections afforded by the 2010 Act had found out about them through their university. Nearly a third of BME (31.8%), women (30.5%), and Early Career/ temporary (33%) staff said they were not aware of 'the mechanisms/policies for reporting/raising issues of ethnic or racial discrimination' in their institution. Only 40.1% of respondents (and only 30.6% of women) felt their institution's 'policies, processes and outcomes are fair with respect to race and ethnicity'. More than a third (34.8%) of BME respondents answered that these were unfair.

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30 Over 98% of respondents were based in England, Scotland and Wales, where the Equality Act 2010 obtains. The number of responses from Northern Ireland was too low to make any meaningful comment on awareness of Northern Irish equalities legislation.

Figure 3.c.2:

Assessments of HEI policies & practices regarding race and ethnicity
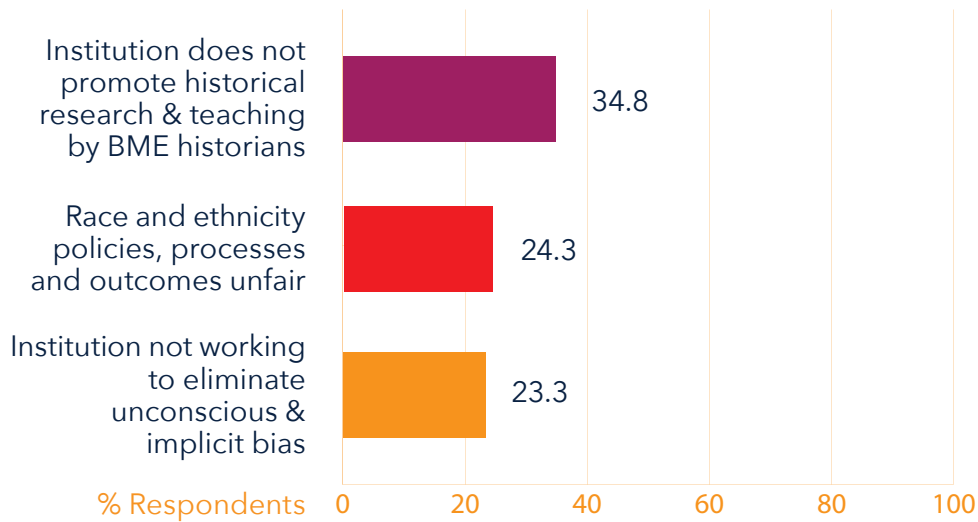
Source: RHS Survey 2018

Experiences of universities' equalities processes were not positive. Respondents who had used institutional processes to raise issues of racial or ethnic discrimination were often dissatisfied: 76.5% of BME and 66.7% of Women respondents who had done so said they felt their institution had not responded satisfactorily. A mixed-background non-UK respondent reported that when they inquired about the process for some BME students to make a complaint they had raised about one of their teachers, the students were officially discouraged, apparently because the person handling the complaint was a friend of the teacher who faced the complaint. A Black British respondent reported that after a BME student made a complaint about a racist comment from a staff member, the university was dismissive of the issue and took no further action, meaning 'BME students lose further faith in university commitment to anti-racism and understanding of racism and micro aggression'.

Both *institutional approaches* to racial and ethnic equality and knowledge/implementation of positive action lacked high visibility. Less than half (only 46%) of respondents felt that their institution was working to eliminate unconscious and implicit bias; 30.8% were unsure. 34.8% of respondents said that their institution does not promote historical research and teaching by BME historians. Dozens of respondents noted that they could not say if their institution did so due to the absence of BME staff: 'my institution does not employ any BME academics to teach history', commented one such respondent.

57.8% of respondents said they had not received *equality and inclusion training* regarding race and ethnicity. This figure rose to 86.4% amongst research student respondents, and was 68.7% among BME. Many felt training had amounted to a 'tick box exercise' or 'total lip service'. There were concerns that such training was often not tailored to specific academic disciplines, and that as a result staff attitudes were poor: 'colleagues were allowed to make light of the training in the room', reported one British Asian respondent. However many other respondents were positive about the effects of training: one White British respondent commented that it 'has led me to be a great deal more conscious about how I behave.'

3.c.3: Student Recruitment and Postgraduate Progression:

Respondents repeatedly raised the issue of *low BME admissions to undergraduate History* programmes, noting issues such as the 'image and perception' of the subject as 'white' and 'middle class'; concerns about 'employability' for History graduates; the narrowness and 'whiteness' of school and university curriculums; and limited attempts to attract more diverse students. Only 18.3% of respondents felt that their institution's undergraduate programme was successful in sending or recruiting BME students into postgraduate programmes.

Throughout the survey, respondents highlighted how problems in the recruitment of BME students into undergraduate History degrees limited the ***diversity of future postgraduates and staff***, and the importance of increasing the appeal of History in schools. 'Unless we can convince more minority students to study history (and love it) in high school and undergrad', wrote one Asian-American respondent, 'we will constantly fail to make the academy represent society.'

Many respondents noted ***cultural challenges***. 'Much progression depends on understanding the HE system', noted a mixed-background British research student, 'which can be opaque to first generation students and those who do not have a network of peers to call upon'. ***Stereotyping*** featured prominently in survey replies. Many noted limiting assumptions around BME students' choice of research topics: 'we're largely expected to study our own communities', commented an Asian PhD student, 'and therefore serve as native informers'. 'The environment of unconscious bias can be discouraging', commented a female PhD student. An international PhD student highlighted 'the mental and emotional labour' required for BME students to deal with micro-aggressions and exclusionary attitudes. A Black PhD student noted 'the lack of community and channels to express oneself culturally, and the sense of belonging amongst peers at institutions that are predominately white'. Other respondents were more positive: 'I have not faced any barriers at Masters or PhD level', commented one Black research student.

The need to ***actively encourage BME postgraduate study*** was a common theme. Respondents emphasised that a more diverse history profession would encourage more BME students to continue into and beyond postgraduate study. One British Asian lecturer called for 'a comprehensive, integrated approach that recognises the fact we lose many bright BME students between undergraduate and postgraduate levels - this is often the greatest leap for BME students'. Many noted the effect of low BME staff numbers on postgraduate recruitment. 'Actually employ some more BME staff!', wrote one White British Teaching Fellow,

'the odds are stacked against ECRs enough already, but for BME students it must add terrifically to the sense that this isn't for you, if everyone above you is white, male and middle aged'. Black students, one Black PhD student noted, rarely see 'evidence that Black British historians are employed by British universities, that it's a viable career path; I didn't come across one until I started my PhD even though I'd studied history at undergraduate level'. A British Asian masters student commented that 'I inevitably look up to my supervisors/tutors as mentors, but not being able to see someone from a similar background/upbringing makes it difficult to see how I can break barriers placed [by] academia.' 'A more welcoming attitude by fellow academics/students towards BME students would help', one East Asian research student commented, 'as I personally know students considering leaving the field/the country after graduation because of the implicit discrimination they experienced as a minority'. It would be a major encouragement, wrote a Black PhD student, 'simply to be taken seriously and not treated as a novelty or outlier'.

When asked about **barriers to progression at postgraduate level** that may apply especially or disproportionately to BME students, respondents highlighted the issue of funding. A British Asian PhD noted the 'highly limited funding available' to all students, and a number of respondents noted how that impacts most on those from poorer backgrounds. An Indian PhD student commented that there is a 'dearth of research funding to support projects run by BME historians', with many noting that was especially true for those who do research on non-British subjects, due to greater travel costs. There was the suggestion to introduce travel and research grants aimed at BME students, more grants for research in Black and global history, and national/institutional PhD scholarships for BME students.

3.c.4: Hiring and Academic Appointments:

Respondents highlighted **restrictions on hiring** as limiting the opportunities for departments to increase the diversity of staff. A respondent at Senior Lecturer level reported a 'hiring freeze at Faculty level (with pressure from centre) since 2012. We cannot appoint any new BME historians because we cannot appoint anyone'. Other respondents identified the wider job market as the crucial bottleneck. A female research student summarised the problem as 'too many applicants for too few jobs'.

Positive action, as enabled by the Equality Act 2010, sections 158-159, had low visibility and was poorly understood in reported departmental hiring practices. Just 17.4% of respondents reported that equality and diversity training had led to departmental recruitment taking race and ethnicity into account in their department; 39.5% of White respondents and 48.3% of BME respondents said it had not. Only 10.7% reported moves towards anonymous shortlisting of applicants in response to equality and diversity training. Some respondents felt that hiring committees were affected by 'unconscious/implicit bias'. An Indian postdoc reported that 'Academics sitting on interview boards and recruiting committees often hesitate to offer a permanent position to BME academics'. A mixed-background female research student commented that 'the old academic guards can have a distinctive club-feel to it. Put slightly pointedly, the club is white, male and composed of native English speakers', and people in those categories were more likely to be viewed as 'a more capable candidate'. A Black British postdoc called for 'more open recruitment', while many respondents called for departments to make explicit efforts to hire more diverse staff. A White British postdoc called for a 'concerted drive to recruit and promote BME scholars', to achieve staff bodies that reflect the 'social mix' of institutions' local communities.

3.c.5: Career Progression:

Large numbers of respondents (36.3%) felt there were **barriers to career progression** in their institution, but roughly the same number (37.4%) felt there were no barriers. Early Career/ Temporary staff (43%), Women (41.2%), and BME staff (40%) were more likely to say that barriers existed than Men (30.1%) or UK staff (29.1%). Respondents felt the barriers to progression that applied most to BME staff were (in ranked order by frequency):

• 'Colleagues/peers unwilling to discuss/acknowledge race and ethnicity';

• 'Lack of support and mentoring from institution';

• 'Lack of knowledge/guidance provided on how to progress'.

The 'precarious' and temporary/'casual' contracts increasingly used to employ **Early Career staff** in History departments were repeatedly highlighted as discriminating against BME historians and those from other disadvantaged groups (for example women and those from low-income backgrounds). A mixed-background respondent noted that 'the precarity of ECR employment makes it hard for people who don't have significant financial savings to "stay in the game"', disproportionately affecting those with less family wealth. A Teaching Fellow noted that the 'creation and accelerating enlargement of a tier of precariously-employed junior scholars as a fundamental part' of UK HE, disproportionately disadvantaged those from BME and low-income backgrounds. Many respondents viewed these as **intersectional challenges** (especially with regard to class and gender). One respondent noted that 'part-time contracts make it more difficult financially' for those with low incomes/savings or caring responsibilities 'to give sufficient time to develop their research (as incomes must be made up in other ways)'.

Only 4.9% of respondents reported that equality and diversity training had led to **promotion practices** taking race and

ethnicity into account; 47.5% said it had not. Respondents made a number of negative comments about promotion processes, and the way that they may disadvantage certain categories of staff, including BME historians. A female teacher on an hourly-paid contract called for departments to 'clearly outline progression aims so that if you hit those targets you automatically progress. Stop moving the goalposts'. A postdoc highlighted widespread concerns about 'using student evaluation data to decide probation and progression', given significant evidence that such evaluations are biased against women, BME, and international staff. Many respondents highlighted the intersectionality of barriers to promotion, especially regarding extra commitments beyond teaching and research, from caring to administrative tasks. A mixed-background British respondent noted that while the time-consuming public engagement activities of women and BME staff in her institution were 'celebrated', male staff 'who did not undertake such commitments seemed to be promoted more quickly'.

3.c.6: Curriculum, Diversity and Inclusion:

Many respondents perceive existing school and university *History curriculums as overly narrow* and believe that this limited scope is a barrier to BME inclusion in History. As one Asian PhD student commented, 'the curriculum focuses on western (white) histories from GCSE level to the undergraduate level'. Many respondents highlighted calls to make the history we teach more diverse in order to widen the discipline into areas of History it has previously ignored, to 'decolonise' curriculums and to attract a more diverse range of students. A South Asian PhD student called on departments to 'seriously decolonise the curriculum' and 'ensure that 20 to 30% of reading lists (at least) are by POC [People of Colour], especially women/non-binary scholars'. A White British Masters student commented that 'a more inclusive curriculum in regard to ethnic minority history at the secondary school and college level' would 'draw a more diverse range of interest in the subject'.

Many BME respondents believe there are structural reasons for the ***absence of difficult and challenging histories*** such as Empire and decolonisation from school and university history curriculums: 'It's an ingrained problem within British society that has to be challenged from school', commented a research student from a Black Caribbean background; 'White Britons need to be able to discuss uncomfortable histories without becoming defensive'.

The survey, however, also provided substantial evidence of relevant ***curriculum reform***. 86.3% of staff respondents reported that their institution had sought to widen the History curriculum beyond Britain and Europe, while 58% reported attempts to widen the curriculum with regard to histories of race and ethnicity. Respondents indicated some resistance to such moves: 26.7% said there has been resistance to widening beyond Britain and Europe, and 18.5% regarding race and ethnicity. Reports of resistance were much higher from BME respondents: 35.3% and 31.1% respectively. One respondent described concerns that curriculum reform would lead to 'too much fragmentation' as 'a red herring': 'top tier universities like mine have the resources to offer language training where necessary, as well as specialised supervision, it just needs to be prioritised'. Some respondents reported that attempts to widen the curriculum have at times been seen as 'not "real" history', or implied to students that more diverse histories were 'somehow marginal to scholarship or something that can be covered in a single seminar'. 'I think students can sense how token some of the teaching here is', noted a White international lecturer.

3.c.7: Links between Teaching and Research:

Respondents drew attention to the effect that the content of taught curriculums has on research. 'More innovation in teaching', commented a British Asian postdoc, 'can break us out of heavy emphasis on Europe, Britain and the US'. The traditionally limited focuses of curriculums, respondents commented, ***limit the range of research topics*** that students pursue: 'undergraduate

curriculum structures channel postgraduates towards a narrow range of postgraduate research topics', commented a female research student.

While many respondents highlighted the **_diversity and innovation of research_** being done in UK History departments, many felt that there remain limitations on the topics chosen and pursued for research, some of which relate to issues of race and ethnicity, and what one Asian research student called 'colonial attitudes' amongst those who set research agendas and distribute funding.

3.c.8: Postgraduate Research:

Funding for research was identified as an obstacle to postgraduate research projects that diversify the substantive content of historical analysis. 'The availability of funding', wrote a Black PhD student, 'plays a main role in undertaking projects on wider world history.' Many respondents felt that **_funding bodies_** were more reluctant to fund projects 'considered outside the mainstream' (as one put it), or were oblivious to the funding requirements of globally-oriented projects. Postgraduates 'working on African history', wrote one international respondent, 'tend to be given the same kinds of material resources as those studying (say) the history of Shropshire, despite wildly different research costs'. A Black PhD student noted funding body 'expectations that research focused on elsewhere must ultimately be tied back to Britain', again limiting topic choice. A PhD student at an ancient university noted how perceptions of career options limited research through 'fear of being segregated or pigeon-holed in academia and narrowing your job prospects because your topic is too "niche"'. The 'research experience is impoverished', they wrote, by such fears, and by the bracketing of so many diverse topics as 'world history'.

Foreign language expertise surfaced as an important issue. Many respondents emphasised the negative effects of what one PhD student described as UK historians' 'lack of foreign language

ability', and how that limits the research conducted in UK History departments. 'So many white academics are monolingual', wrote one Asian respondent, and 'thus won't research histories apart from their own'. 'This stems from poor language teaching from secondary school onwards', wrote an Asian PhD student, and many respondents highlighted students' and staff members' 'lack of language skills, if they have come through UK education'; an international respondent was among a number of respondents who noted a culture of 'linguistic self-centredness in Britain'. Respondents were concerned about cuts to language training resources, and the limited opportunities to learn or improve non-European languages skills, limiting future directions for research. The current structure of undergraduate and postgraduate programmes, one respondent warned, meant that 'adequate language skills are impossible to acquire, pushing grads to fall back on anglo or francophone imperial/colonial history'. These responses resonate with the British Academy's longstanding concern about the state of UK foreign language provision.[31]

Many respondents highlighted the lack of ***supervision options*** for those seeking to research topics with a non-Western focus, and particularly topics exploring race in history. A Black PhD student reported that 'finding a supervisor willing and able to engage in these topics is challenging. I would say there are only a handful across the country.' 'When I did my Masters' at a large English university', wrote a research student of Black Caribbean background, 'there were no Caribbeanists or scholars engaged in colonial histories except for one whose area of expertise was South Africa.' An East Asian respondent highlighted the 'Eurocentric composition of regional specialities at a faculty level'.

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31 See for example https://www.britac.ac.uk/british-academy-briefing-languages and https://www.britac.ac.uk/publications/languages-state-nation.

3.c.9: Focus on Race:

Throughout the survey respondents repeatedly called for a greater focus on race and ethnicity issues in UK HE. Respondents highlighted the ***lack of discussion of racial and ethnic inequality*** in their institutions and departments. 'There is no evident discussion at all on these matters in my department, which is one of the largest in the UK', wrote one Jewish lecturer. 'The approach seems to have been one of working towards equality and diversity with an "ethnicity-blind" approach', commented a female professor. 'We need to talk about "Racism", not "Race"', commented a female lecturer, 'and our senior management and academics need to be required to do so, because they will not do it automatically'. 'This area needs continual and active efforts by those in power to redress the imbalance within employment and research', commented a British postdoc. 'There should be attention paid to [race and ethnicity] issues in terms of shortlisting and recruiting applicants to jobs, as well as to matters of admission and funding for students', wrote one White lecturer.

Respondents made a wide variety of suggestions for specific **Positive Action** to address inequality. A number highlighted the example of Athena SWAN in forcing departments to survey and discuss gender issues.[32] They called for it to be extended or replicated for racial issues. 'Athena SWAN is not helpful in only focusing on gender', commented one professor. 'Perhaps some strict guidelines and a system like [Athena SWAN] could work on some level', suggested a European postdoc. A number of respondents called for what one respondent described as 'a protracted period of "positive discrimination" in hiring', while others suggested 'discussions about quotas' for BME student admissions. A female Indian lecturer suggested 'an actual survey of

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32   https://www.ecu.ac.uk/equality-charters/athena-swan/

the curriculum to spot gaps, followed by a commitment to a three to five year hiring plan explicitly designed to address these gaps, both in terms of personnel and curriculum'. Large numbers of respondents repeatedly called for more funding to be made available to BME students through specific scholarships and fellowships.

Some respondents raised ***examples of good practice*** regarding inequality issues. One highlighted the Mellon Mays fellowship programme in the United States.[33] Another noted Cambridge University's 'Breaking the Silence' campaign on sexual misconduct and harassment.[34] A number of respondents reported positive experiences on workshops about race and ethnicity issues. 'I attended a useful half-day workshop on running an anti-racist classroom', wrote one White European lecturer, 'and it was really eye-opening to hear from BME students directly talking about their experiences (feeling excluded from certain topics and discussions, for example)'.

One respondent noted the importance of such events being institutionally-endorsed and paid, rather than provided by volunteers: 'we need to have constructive debates about [race], on a regular basis, with BME people in the room - but BME people in discussions about race need at least to be paid and empowered; they cannot be a token or be expected to do the work of explaining for free'.

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33   https://www.mmuf.org/
34   https://www.breakingthesilence.cam.ac.uk/

3.c.10: Intersectionality:

Respondents repeatedly raised the importance of considering questions of inequality and discrimination intersectionally. 'A major barrier' for BME historians, commented a British post-doc, 'is a lack of institutional knowledge and networks', which 'overlaps with issues of class and first-generation higher education families'. 'I think it's really important that issues of class and gender are considered closely alongside race', wrote a female teaching fellow.

An Asian research student was one of many who noted the *interplay of gender and race*: the effects of discrimination, she wrote, 'aren't the same for non white men and non white women - think about intersectionality'. 'I see many female BME colleagues who face multiple discriminations', wrote another. A large number of respondents viewed action on racial inequality in the light of action on gender inequality. 'All focus is on gender right now (because of Athena SWAN)', commented an international postdoc, 'to the detriment of race and disability issues'. 'Massive investment on gender bias' reported a male lecturer, 'none on race'. 'All equality matters in my institution focus exclusively on matters of gender', commented a Black lecturer. 'In white spaces, like my department', reported a European postdoc, 'we talk about gender A LOT now because of Athena SWAN, but we never talk about race'. 'I wish we could take BME issues as seriously as we do Athena SWAN applications', wrote one female lecturer.

Respondents raised a number of *other inequalities* that they felt need attention and action within the profession. 'I find age discrimination is the most overlooked type of discrimination', commented one. 'The issue of class/socio- economic background should also be considered', noted a British postdoc. 'No-one is talking about the barriers faced by disabled academics right now, and they should be', wrote a female research student.

3.c.11: Responses to the Survey Itself:

There were a small number of ***negative reactions*** to the RHS undertaking this survey at all, mostly (but not exclusively) from White respondents. 'This is just a box ticking exercise', wrote one White Professor. A number of respondents opposed a focus on racial inequality as discriminatory: 'special treatment for minority groups is not the same as equality', wrote one research student.

However, there was a much larger number of ***positive responses***, revealing (like the high number of completed surveys and the extensive qualitative feedback) a substantial appetite for engagement and change. A British Asian respondent commented: 'I am thankful that the RHS is finally addressing this issue. It is long overdue and awful that this has been previously ignored'. Many White respondents noted that completing the survey had made them more aware of racial inequalities in their discipline. One wrote that 'trying to answer the questions in this survey has strikingly exposed my shamefully privileged ignorance of my university's equality and diversity policies and initiatives with regards to race, ethnicity, supporting BME students etc'. Some comments reported that the survey had generated discussion of racial issues amongst colleagues. One wrote: 'You have started a conversation in my department'.

"There is a complacency in the upper reaches of the profession about the idea of recruitment on the basis of narrow and unexamined ideas of 'merit' and 'excellence', which has negative effects in terms not only of BAME recruitment and representation, but also of gender and class."

"White academics need to do more of the emotional labour around issues of BME equality (raising issues, organising workshops, taking responsibility for their own training if they are going to be on interview panels)."

4. Recommendations and Advice

As a starting point we suggest that all departments create opportunities for **substantive discussion of this report** as a collective group as well as in appropriate sub-groups. To encourage departments to make a start on what we recognise may seem a formidable and intractable set of problems, the recommendations are sub-divided to reflect different staff responsibilities within departments. Although this inevitably leads to some duplication of material, it is intended to provide colleagues with effective insertion points for change.

Our recommendations are based on the premise that the best way of tackling systemic racism within academia is to accept that it exists and that we are all responsible for playing a role in securing racial equality. We reject the assumption that individuals either are or are not prejudiced and that prejudice can be reduced to a discrete presence or absence. Rather, we recognise that **prejudice operates along a spectrum**. Our focus is on raising awareness of inappropriate behaviours, and promoting best practice so that everyone is better equipped to speak up and secure change.

We also work from the premise that racism needs to be approached **intersectionally** together with attention to inequalities connected to gender, class, religion, sexuality and disability, for example. Recognising the importance of intersectional issues, however, must not become a barrier to addressing racial and ethnic inequality. The challenge is to recognise where and when efforts to promote equality and diversity for different protected groups can be developed in concert, whilst recognising areas of difference.

4.a: For all Staff:

Addressing issues openly (*speaking up*) is an essential component of effecting *cultural change* in institutions. This 10-point strategic guide is designed to encourage an approach to racial and ethnic equality in keeping with the *evidence-based* nature of History as a discipline. White staff should not assume that effecting change is the responsibility of BME staff; they should proactively pursue positive change. Abundant sector-wide advice and guidance is also available in Appendix I. **Materials from the Race Equality Charter**[35] of Advance HE are especially relevant.

1. **Consider your own subject position(s):** Both White and BME-identified staff may be convinced by years of university experience that they 'know' 'their' students or colleagues, and are aware of these staff and students' subject positions. Students may similarly share erroneous preconceptions about staff and other students' attitudes, identities and experiences. Awareness of one's subject position(s) opens up productive spaces for self-reflection, dialogue and analysis. For persons racialised as White, a simple and useful tool for exploring racial and ethnic subject positions is the *Museums Detox* White Privilege Test.[36]

2. **Learn about the issues**: As historians, we boast excellent research skills. If you are new to this issue, read up on race and ethnicity in the UK and in the discipline. Share the labour of being aware.

3. **Ask an expert before you consolidate your own views or strategies, and include a broad range of expertise**: Experts in BME equality work in many roles. They include students, staff and colleagues at every stage of the profession as well as community-based historians, staff in museums, university professional services staff engaged

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35   https://www.ecu.ac.uk/equality-charters/race-equality-charter/

36   Both the text and an accompanying video can be accessed from: https://museumdetox.files.wordpress.com/2017/11/white-privilege-test.pdf

with widening participation and/or BME initiatives and academics based at universities other than your own. Appendix I identifies several initiatives orchestrated by historians with longstanding and effective records of achievement in this area.

4. **Assess the quality and the character of your evidence**: Discipline-specific data for UK History programmes is scarce. This can discourage departmental initiatives. Yet, as historians, we routinely navigate problematic evidence, using strategies that include listening for silences, reading across the grain and open acknowledgement of the limits of our own knowledge. These strategies, in combination with basic attributes of collegial behaviour such as respect for others and recognition of mutual duties of care, can help underpin effective collaboration even when the available evidence is patchy and the topic is fraught.

5. **Gather new and better evidence and make it easily available**: Take responsibility for improving the evidence and for pushing deans and central administrators for better data.[37] If you are an external examiner and are not provided with evidence on BME student numbers and attainment, ask for it, both in examination boards (where this request should be minuted) and in your formal report.

   For student-facing topics in particular, ***engage students*** to help you, bearing in mind that your students are the academic historians and researchers of the next generation and that by so doing you are sending a powerful message about the importance to your department of BME equality. Ask colleagues in other departments at your university and in other universities what evidence they have and whether they can share it.

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37   For guidance on managing equalities data, see https://www.ecu.ac.uk/guidance-resources/using-data-and-evidence/.

6. **Choose accessible insertion points**: Access to resources and to influence varies widely within institutions, among staff, students and over time. Inequality has a long and tenacious history. To subvert it, choose how best to use your resources, identify allies and effect change. Securing substantial progress is urgently important; even modest revisions can make a valuable difference, especially if several are made at the same time.

7. **Don't under-estimate the importance of visual and textual representations**: Websites, teaching aids, hand-books, reading lists, PowerPoint slides, Twitter accounts and other forms of communication send overt messages of inclusion and exclusion. Take action to make the various representations in your department more inclusive and rectify them when they are exclusive.

8. **Be aware of the impact of micro-aggressions**: The cumulative impact of micro-aggressions causes students and staff severe distress and harm. As documented in section 3, this was conspicuous in recurrent concerns expressed by many survey respondents. Assess the various ways in which micro-aggressions are operating in your work environment. Use equality and diversity training to challenge these behaviours and ensure that they are taken seriously.

9. **Work collaboratively, not in isolation**. Effecting change requires concerted and collaborative action (allyship). This both equalises labour and renders it sustainable. Collaborative and community action also has advantages of scale. For BME staff in particular it may mean the difference between being isolated, building new networks of colleagues with shared identities and carefully choosing allies. As discrimination and abuse based on race and ethnicity are psychologically and institutionally damaging, try to limit this damage—for yourself and for others—by working in formal or informal teams, both within and beyond your institutions. Include students actively in

collaborative work, both to access their knowledge and to send strong signals about your commitment to diversity and inclusion.

10. **Speak up, keep a record, and don't accept unacceptable behaviour:** Pay attention and speak up. If practices require change, say so and/or encourage better-positioned allies to speak out, or to work with you in so doing. If you witness racial or ethnic bias, harassment or bullying, make a record of it. Calling out behaviours that are degrading to human dignity or illegal is vital. *Document* such instances as close to the time of their occurrence and where possible prior to discussing them with others. (Write an email to yourself as an aide memoir, generating a date-stamped record). Resist the temptation to act defensively, whether through denial, making excuses or even bullying in order to silence concerns. Staff in leadership roles should take time and effort to make such scrutiny and critique both possible and welcomed.

4.b: For Heads of Department/Senior Teams/ Appointment Panels:

If a *culture* of acknowledging and removing racial and ethnic inequality and discrimination is to flourish in our universities, proactive *structural* engagement will be essential. Departmental leaders—heads of department or heads of school—should be especially careful to exercise their duty of care in this respect: the Equality Act 2010 employs the term 'protected categories' for good reason. All staff are responsible for the wellbeing of their colleagues and students. But if you are in a position of formal authority, you have accepted added responsibility for the culture, practices and policies of your department. Recommended actions based on our research include:

1. **Ensure that staff and students know your university's policies, and the law**: Both the RHS Race & Ethnicity Equality survey and our two successive Gender surveys have revealed that many History staff (and students) have little knowledge of local or national equalities frameworks. Your ability to support cultures of inclusion will increase if your staff and students both know what is legally mandated and what your university's policies and processes are to protect their rights. Equality policies should be *readily accessible* in student and staff handbooks. They should also be *actively discussed* with students and with staff and students—not relegated to handbooks or included only in induction meetings.

2. **Improve upon your own organisation's training**: 57.8% of survey respondents reported that they had not received equality and diversity training; only 16.1% said the training was both informative and that it made a difference. If institution-wide workshops are not effective, departments should *take steps to go beyond them*. A number of resources are listed in Appendix I. They help to place us all squarely within the problems of racial and ethnic inequality, providing an intellectual and pragmatic

basis for developing training on how to be a good ally and thus a good colleague.

3. **Facilitate student-led change**: Many BME and White students are eager to enhance the diversity and inclusion of History programmes. Make use of the ***knowledge and expertise of students*** to establish priorities for addressing issues such as recruitment, attainment gaps and postgraduate study.

4. **Evaluate the use of teaching evaluations:** Teaching evaluations are increasingly used to assess 'excellence' and to rank 'competing' institutions. At some institutions, they play prominent parts in appointments and/or promotions. However a substantial, and growing, secondary literature attests to racial (and gender) bias in student teaching evaluations, both nationally and internationally. Studies using careful controls have demonstrated the power of this form of bias.[38] ***Discussing these data with students*** on taught programmes—who complete assessment forms—and postgraduate teaching assistants and other staff—who are subject to these assessments—is urgently important

5. **Scrutinise your department's use and writing of academic references**: Many critical progression points depend on assessments in reference letters: postgraduate admissions, grant assessments, hiring staff and awarding promotions. Research shows that such processes are often biased against marginalised people.[39] Both staff who write

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38 See for example Dana Williams, 'Examining the Relation between Race and Student Evaluations of Faculty Members: A Literature Review', Modern Languages Association (2007); https://www.timeshighereducation.com/news/growing-evidence-anti-female-bias-student-surveys; https://www.insidehighered.com/advice/2018/02/09/teaching-evaluations-are-often-used-confirm-worst-stereotypes-about-women-faculty

39 The existing literature and guidance is stronger on gender bias than on race and ethnicity. But see for example https://www.tandfonline.com/doi/pdf/10.1080/0309877X.2017.1301410; https://wff.yale.edu/news/resources-avoiding-gender-bias-reference-letters.

reference letters and staff who use references to assess applicants should be *familiarised with the available literature*.

6. **Think critically about Athena SWAN and the Race Equality Charter:** The relationship between these two mechanisms for change is a matter of debate. However, many History departments have engaged with Athena SWAN processes and Athena SWAN now requires attention to race and ethnicity. At institutional level, many HEPs have applied for the Race Equality Charter Mark, another important tool for equality work. Using existing structures such as these can both *reduce the transaction costs* of new equalities initiatives and help to weave them firmly into established departmental structures. If your department is not engaged with these existing schemes, consider setting up an equality and inclusion committee.

7. **Be proactive in recruiting and promoting BME historians at all levels**: The conspicuous absence of BME historians in UK university departments was one of the most frequently-mentioned issues in our survey responses. Given the low numbers of BME historians employed in UK universities, many students will leave university never having been taught by a BME historian. BME historians are especially important role models for BME students. In advertising new positions, committees should consider how to word the advertisement in order to attract a diverse field,[40] making use where appropriate of the provisions for *Positive Action* enabled by the Equality Act 2010,[41] and corresponding legislation for Northern Ireland. If we diversify the teaching staff, a corresponding diversification of students in the subject may follow.

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40 The 2018 report by UK-based historians of America provides important evidence of the extent to which different sub-fields of History embody different levels of BME and gender representation: https://hotcus.org.uk/american-history-in-the-uk-survey/.

41 For guidance, see especially https://www.equalityhumanrights.com/en/advice-and-guidance/positive-action.

8. **Be inclusive and proactively supportive of BME historians in post**: Departments need to recognise ***the difference between being diverse and being inclusive***. Hiring people of different ethnicities may make an institution more diverse; it does not automatically make that institution a safe and welcoming environment for BME colleagues. This is especially the case when they may be the only or one of very few BME staff. Many respondents to our survey reported distressing experiences at work, ranging from inappropriate comments to bullying. Institutions need to ***make it easier and safer to report bullying and discrimination*** at all levels.

9. **If the department doesn't have BME academic staff, be proactive and creative**: In this context, it becomes more urgent (for example) to ***include BME speakers within your seminars and lecture programmes***. Invite BME colleagues from related fields, other departments, an area studies centre, or an independent scholar or community historian, to address your researchers and students (see Appendix I for examples and suggestions). The absence of BME staff in a given department neither obviates the need to introduce students to BME historians and historical scholarship nor precludes departments from so doing.

4.c: For Teaching Staff:

Curriculum and the range of its content emerged repeatedly in our survey and focus groups as barriers to BME student engagement with History at both university and school level. Diversifying the curriculum requires us to think both about which topics are taught (and thus signalled to students as important) and which historians' works are used to teach these topics (and thus signalled as analytically excellent). Responding to important new intellectual developments in the discipline, many History departments have chosen to diversify their curricula, for example by 'globalising' the histories on offer.[42] The recommendations below are designed to advance these developments.

1. **Broaden coverage throughout the curriculum:** It is important that the history of race and ethnicity is integrated fully into the curriculum, rather than being relegated to a dedicated session or course. Likewise, the presentation of global histories as optional extras (supplementing the 'core' histories of Britain or Europe) was identified as a barrier to undertaking historical study at university and an indicator of the continuing legacy of the discipline's racial and colonial past. The history of race and ethnicity should not be seen as a subject that only applies to modern history. World history survey courses and specialist offerings should not begin with or exclusively consist of European imperial history or history after 1500. Concerns with *wider connections and comparisons*, the hallmark of world history, can benefit every area of the discipline. Historical practitioners should be diverse, and historical explanations and study should encompass diverse agents, times and places. Appendix I has a series of resources with which to address these issues.

2. **Question the absence of BME historians from reading lists:** The absence of work by BME scholars was also identified as a barrier to BME inclusion. Given that all subfields of history include the work of BME historians, all

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42   Other disciplines are also actively engaged in self-scrutiny, see for example the Royal Geographical Society working group cited in Appendix 1.

subfields of history should reflect on how to *include and draw attention to* the work of BME historians on reading lists—beginning in students' first year of study. Systematic scrutiny and revision of reading lists—a standard part of every department's quality assurance processes—provides a further opportunity to understand and engage with race and ethnicity in History.

3. **Address the absences of Black British history:** A 2013 study found that over 40% of all UK-based academic historians work in British history, a higher proportion of 'own nation' specialists than is found in the USA or Canada.[43] The histories of BME communities in Britain are, however, often absent from school and university curricula. Even when those histories are present, a seemingly relentless *focus on enslavement, abolition and exploitation* is viewed by students as intellectually limiting and, at times, alienating. In diversifying the curriculum, it is especially important to go beyond these limited vantage points.

4. **Diversify the content of core methods and theory courses:** It is easy, using existing curricula, to construct a syllabus for 'theory courses' composed primarily or entirely of White (or White male) European authors. Yet a wealth of essential theory has been produced by generations of BME thinkers. Including works by these authors *sends a clear message to students (and colleagues)* about intellectual equality and the range of rich writing that they can draw upon in the discipline. Choosing not to include works such as these re-centres Whiteness and Eurocentrism in the curriculum and in postgraduate research. To introduce students to the full range of historiography, courses on history and theory should *include race and ethnicity as distinct topics* and *introduce a broad range of BME theorists*.

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43   https://www.historians.org/publications-and-directories/perspectives-on-history/may-2013/its-a-small-world-after-all

4.d: For First-year Tutors, Personal Tutors and Directors of Studies:

Although BME students are drawn from all socio-economic groups, in many departments they will disproportionately come from working-class backgrounds and/or be in the first generation of their family to attend UK universities, or university more broadly. This, together with the experience of studying at an institution where BME students constitute a visible minority, poses a substantial challenge to attainment and progression. Our recommendations include generic as well as subject-specific suggestions, designed to address student needs from entry into university through to graduate careers and postgraduate study.

1. **Articulate the value of a History degree:** Interviews with BME students underline the importance of ***clear and informed careers advice***. Students may have had to ***justify studying for a History degree*** to anxious family members because an undergraduate History degree does not have a self-evident career progression. This will also assist students for whom university study poses a substantial financial challenge. Encourage your students to use your university's career services, and also draw their attention to bespoke schemes, such as the UK Civil Service Diversity Summer Internship Programme.[44]

2. **Support the transition from school to university:** The adjustment from post-16 to higher education poses challenges to all students. University prospectuses and Open Days often project a diversity that their intakes might not match, as in many cases universities are characterised by a lack of ethnic and racial diversity. This may ***differ substantially from students' experiences at school***. Both local and national resources can, however, help combat isolation and provide support in challenging contexts. At individual universities, student History,

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44   https://www.faststream.gov.uk/summer-diversity-internship-programme/

Bangla and Caribbean societies, for example, combine social events with academic engagement; at national level, the NUS's Black Student Campaign[45] represents students of African, Asian, Arab and Caribbean descent on all issues affecting them.

3. **Ensure that induction processes specifically address racial discrimination**: 2017/18 saw an upsurge of racist incidents on university campuses and in halls of residence against BME students. NUS leaders report that BME students often feel unsafe, and that universities—mindful of reputational risks—are reluctant to address these fears openly. Departmental and university policies on student conduct—including how to recognise and report racial abuse—need to be ***made clear to incoming students***. But they should also be ***readily accessible*** from student handbooks and student sections of departmental websites. Do not assume that a passing reference to racial and ethnic equality in induction week is sufficient. ***Personal tutors and module tutors*** can and should participate in improving this flow of information and its absorption. Challenging racism is everyone's responsibility.

4. **Develop a holistic approach to students:** Identifying whether BME students in your department are or are not disproportionately ***commuting students, students with caring responsibilities or mature learners*** can help determine whether all students enjoy equal access to departmental events. Careers workshops and socialisation scheduled for evenings may unintentionally exclude some students. ***Engaging BME students proactively*** in a review of access to departmental activities organised outside lecture, seminar and tutorial times is an obvious step to take. Reviews undertaken by History students at KCL and Warwick in 2017-18 provided rich new information on BME students' perceptions and experiences of university History.

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45   https://www.nus.org.uk/en/who-we-are/how-we-work/black-students/

5. **Identify and close the BME attainment gap:** BME students in the HESA subject category that includes History on average graduate with *lower degree results* than White students. This BME attainment gap is a serious concern in itself, and also has important implications for progress to postgraduate study and to access to postgraduate funding. A first pragmatic step departments can take toward BME student equality is to *request, or generate, data* on their own students' attainment. Where a BME attainment gap is identified, steps can and should be taken to address it. Studies show that clear (not implicit) articulation of the expectations and requirements of your programme can mitigate this attainment gap. Section 5.1 of Appendix I identifies several resources on this topic.

6. **Facilitate student progression into postgraduate study:** The RHS is very keen to encourage BME students to undertake postgraduate study in History. Many students are unaware of the availability of fee-waivers and, crucially, *maintenance grants for postgraduate study*. The earlier BME students' attention is drawn to such funding, the more likely we are to increase the representation of BME students in our graduate programmes.

7. **Raise awareness of BME students to join the next generation of university historians:** Many undergraduate students are unaware that both a Masters' and a doctoral degree are required for entry into university teaching and research positions. Clearly articulating the pathway from the undergraduate degree to a university career is imperative given the significant underrepresentation of BME academic staff in our departments.

4.e: For Teachers and Supervisors of Postgraduates:

In UK History departments, the underrepresentation of BME students increases between undergraduate study and postgraduate research. Here we identify preliminary steps for addressing this deficit for the use of both postgraduate supervisors and directors of postgraduate studies.

1. **Being aware of subject positions in postgraduate supervision:** If the profession is to be more diverse, it is critical that postgraduate supervisors are aware of their subject position as well as that of their students. Check to see whether your institution's *training for supervisors addresses issues of BME equality*. If it does not, take steps to address that deficit either at university or departmental level. More generally, we recommend that there is discussion in departments about how racial and ethnic inequality intersects with postgraduate supervision and with the progression of postgraduate students.

2. **Including equality best-practice as a regular part of postgraduate training and induction:** In many History postgraduate programmes, this will mean considering both generic issues of racial equality and inequality as they apply to all BME students, and also specific forms of racism and prejudice encountered by international students—many of whom find themselves newly constituted as 'minority' races or ethnicities in the UK. Assuming that these disparities do not exist or have no impact is unlikely to provide a welcoming environment for postgraduate students. Careful planning to ensure that *events are inclusive* should be a priority, and will send a clear message to students about the department's commitment to equality and diversity.

3. **Diversifying departmental senior leadership:** The answers to our survey from postgraduate students emphasised the Whiteness of those who hold senior departmental positions,

who are gatekeepers. This generated: a ***lack of BME mentors***, a ***lack of intellectual support for projects*** which do not fit a traditional research outlook, and a ***lack of doctoral supervisors***—regardless of background—able and willing to take such projects further. Many respondents perceived that this had a negative impact on the outcomes of their applications. We recommend then that every department critically reflects on the diversity of their postgraduate programme leaders, without however placing a disproportionate burden on BME staff. If diversity is lacking at this level, consider what steps can be taken (for example, by allying with other departments or using external experts) to address this deficit.

4. **BME mentorship:** BME postgraduates reported that in predominantly White departments, and in specific subfields which were almost totally White, their need for mentorship is more acute. We recommend that units discuss and set in place ***forms of mentorship and networks of support*** for BME postgraduate historians (see Appendix I). ***Role models*** should be introduced at critical points in a department's life: for instance at the entry of undergraduates to the department or when the department is holding an open day for postgraduate students, or on its website. If your department does not have BME historians, approach scholars ***beyond your institution***. External experts should be ***paid for this work***.

4.f: For Conference & Seminar Organisers:

Recent years have seen important efforts to diversify the gender balance of academic conferences and seminars. Proactive measures should likewise be taken to address the underrepresentation of BME historians and BME histories at such events. Doing so sends strong signals to existing and aspiring student and staff cohorts. To this end, we recommend:

1. **Including BME scholars in defining the intellectual remit of events:** When organising events, include BME scholars in meaningful discussions about the intellectual scope and content of the event from the outset. For example, solely asking BME scholars for suggestions for speakers to help make a conference more diverse after its agenda has been set takes advantage of their expertise without giving them a chance to contribute to the overall intellectual framing of an event.

2. **Including BME speakers:** Before confirming your preferred speakers, routinely ask the question: does this event feature only White historians, and if so, why? To ensure that your students are not socialised into thinking that there are no excellent BME historians, start keeping an account of seminar speakers and ensure that you invite BME speakers to address one or more seminars over the course of a year. There are excellent BME historians now working in the UK, both within and outside universities.

3. **Don't tokenise BME speakers:** Invite BME scholars at the outset of your event planning in a timely manner and in ways that recognises their research expertise to avoid tokenising colleagues. For example, BME colleagues should be invited to present their research and not merely to chair sessions or to speak about their racial identity in panels about diversity. Likewise, it is inappropriate to ask BME colleagues to be added to an all-White panel at a late stage

because due consideration was not given to diversity and inclusion in early planning.

4. **Don't assume a relation between race and ethnicity and research expertise:** It is important for departments or seminars series to ask BME scholars to speak on the full range of historical topics. Many BME respondents to our survey found it frustrating and even offensive when their racial identity was assumed to be a determinant of their research expertise. BME scholars work on many topics beyond histories of race and ethnicity, and of course, well outside the specific areas of the world connected to their heritage or identity. In intellectual discussions, at seminars and conferences, it is unacceptable to assign chairing duties or even to divert specific questions to people in the audience on the basis of their ethnicity rather than their research expertise.

5. **Consider the culture of socialisation around seminars and conferences:** Respondents to our survey noted the exclusive character of sociability that can follow a regular seminar or lecture. It is vital to ensure that post-event sociability is inclusive for everyone.

4.g: For Authors and Editors:

While our survey did not specifically ask respondents to detail their experiences publishing academic historical work, having research articles appear in peer-reviewed journals is an essential part of a historian's career progression. As such, it is incumbent upon History staff who are members of journal editorial boards to make sure that the publications that they work with are supporting the research of BME scholars equally with that of White historians. To act proactively:

1. **Get the data on your publication and diagnose any problems:** Do an audit of the racial and ethnic identities of authors of submitted articles, and rejected and accepted articles, to ascertain if particular groups are underrepresented. If this data is not currently recorded, begin keeping records on the background of authors so that it is possible to monitor any problems. Introduce an equal opportunities form, or a space on your online submission portal, for prospective authors to provide information that can generate data on racial and ethnic equality.

2. **Proactively encourage submissions from BME authors:** As the survey has uncovered, BME historians face numerous everyday battles and institutional barriers in the academic workplace. Submitting writing to peer-reviewed journals can consequently be an especially difficult task due to a lack of mentoring support, feelings of isolation, and little institutional validation. Look out for interesting conference and seminar papers delivered by BME historians and encourage them to submit. Consider how to engage with BME practitioners outside a university context.

3. **Use book reviews and invited features and forums to build relationships with BME authors:** While few journals invite submissions for research articles, most

approach academic historians with the offer to review books, to write review essays or to contribute to increasingly common forums of various kinds. Approaching historians from under-represented groups to contribute, without unduly burdening BME historians, can be a useful way of fostering a connection with a new author that may facilitate the publication of research articles further down the line.

4. **Make sure that you have a diverse board**: A diversity of identities means that a wider range of perspectives and critical judgements can be voiced. It can help an editorial board surface up any issues, policies or processes that may be discouraging, or detrimental to, BME historians' submissions.

5. **Diversify your content:** While BME historians do not only research and write about subjects connected to their heritage, and being mindful not to reinforce this pernicious stereotype, broadening a journal's content can be beneficial. The publication's mission statement might encourage submissions that broaden the range of articles in at least three ways: in geographic scope (e.g. topics on the Global South); in subject matter (e.g. discussing race); and in methodological approach (e.g. a decolonial lens).

6. **Raise racial and ethnic inequality with your press:** Editors of journals and editors of book series can raise the need to diversify authorship in History with presses and with press editors, so that this need is addressed across the publishing sector. The publication of a first book is a critical bottleneck for any historian, and it is especially important given issues of representation and inclusion highlighted throughout this report, for BME historians to have their book proposals seriously considered and to receive sustained advice and feedback from presses as well as from series editors

7. **Encourage BME authors to submit their work for article and book prizes:** Many authors (mistakenly) assume that their editor or press will submit their work for relevant

prizes. Any historian's chance of winning a prize (or being named onto a prize short-list) is increased by self-nomination. Postgraduate supervisors and departmental mentors can proactively support BME careers by recommending excellent research by BME historians for academic prizes.

Several members of the REE Working Group
(left to right, from back): Sujit Sivasundaram,
Christopher Kissane, Adam Budd,
Suzanne Bardgett, (left to right, front)
Sadiah Qureshi, Margot Finn, Jonathan Saha.

5. RHS Roadmap for Change

In making its recommendations, the RHS is fully conscious that our own record of racial and ethnic diversity and inclusion is poor. We recognise that our own subject position is located inside—not outside or above—the structural, intellectual, cultural and intersectional biases identified in the Working Group's research for this report. Neither our membership nor our trustees (Council and Officers) are as diverse as the History profession in the UK, or the wider UK population; our programme of public lectures and our symposia have often reflected—rather than systematically questioned—many of the limitations of the wider discipline of History critiqued in this report. Our substantial work with Early Career Researchers (ECRs) has hitherto focused on their ECR status, rather than thinking systematically about wider issues of diversity and inclusion. In sum, we recognise that the Society needs to direct its attention to its own practices as an integral part of encouraging the discipline to grapple with race and ethnic inequality in the UK.

Addressing these issues will take time and will require further discussion and thought. However, there is also no time like the present. Having invested substantially in the production of this report since May 2017, we are committed to continue and improve upon these efforts in the coming years.

What follows is a preliminary roadmap for the coming year (November 2018-2019). The Society will report on the progress toward these goals in its November 2019 newsletter, setting out further goals for 2019-2020. In each case, an RHS Officer, Council member or committee is assigned primary responsibility for ensuring that action is taken, and reporting on this action to Council.

1. Maintain the Race & Ethnicity Equality Working Group beyond the launch of this report, adding to its membership as needed, and continuing to fund its operation. Responsible: the President;

2. With the assistance of the new Past & Present Research Fellow, develop a UK-based programme of workshops using this report, establishing what aspects of the report need revision or augmentation, and keeping records of new material to be added to a revised edition (in either 2019 or 2020). Responsible: the President;

3. Seek to engage all UK History heads of department/heads of subject, with the report, and in September 2019 survey them to determine how many and which History Departments have actively discussed this report in full or in part, and which if any changes have ensued. Report to Council and the Fellowship/Membership on these data, identifying examples of best practice. Responsible: the President;

4. In the RHS General Purposes Committee, review the past 5 years of speakers and the current forward programme for BME diversity and inclusion, and use these data proactively to improve our record for 2020-21 (the next year to be scheduled). Responsible: the Hon. Secretary;

5. In the RHS Membership Committee and in Council, discuss and devise specific strategies for attracting more BME Members and Fellows and proactively encouraging BME nominations to Council. Responsible: VP Equality & Inclusion, and Chair of the Membership Committee;

6. Review the content of our *Historical Transactions* blog, the Society's *Transactions*, Camden series and monographs as well as our website with a critical eye for diversity and inclusion. Revise our (outdated) membership leaflet in ways that clearly signpost the Society's commitment to BME

equality and inclusion. Responsible: the Literary Director(s) and Hon. Director(s) of Communication;

7. Work proactively with other UK-based History organisations to establish agreed practices and policies that promote BME equality, for example shared guidelines for conference and workshop organisers. Together with these organisations, advocate for new funding streams to conduct research on best practice for race and ethnicity equality in the Humanities and Social Sciences, for example at our annual meeting with the AHRC and ESRC. The EPSRC has recently funded 11 initiatives to address equality and diversity in Engineering and the Physical Sciences; the Wellcome Trust established a new team to advance these goals in 2017. Convincing our funding councils to join proactively in this activity should be a high priority in our discussions with them. Responsible: the President and the VPs for Research and Education;

8. Work more proactively with schools and teachers to address the obstacles at this level identified in the report to BME students' study of History. Responsible: VP Education;

9. Work proactively with History departments and with other bodies to improve the quality of the quantitative data on History as a discipline available to us. Responsible: Co-Hon. Directors of Communications;

10. Seek further external funding, beyond the Past & Present Research Fellowship, for BME equality initiatives. Responsible: the Hon. Treasurer and President.

11. Report annually to Council and to our membership on progress made, or failure to make progress, on improving our record on BME inclusion and diversity: Responsible: Chairs of Educational Policy, General Purposes, Research Policy and Membership Committees.

RHS Race, Ethnicity and Equality Group

The Royal Historical Society's Race & Ethnicity Equality Working Group was first convened in May 2017, and has met a total of eight times since then.[46] The group brought together academics, teachers, researchers and community-facing historians, with a view to providing multiple perspectives on how racial and ethnic inequality are manifest in History in UK universities. A core team was responsible for the research and writing of the report: Hannah Atkinson (Imperial War Museums), Suzanne Bardgett (Imperial War Museums), Adam Budd (University of Edinburgh), Margot Finn (UCL), Christopher Kissane (RHS), Sadiah Qureshi (University of Birmingham), Jonathan Saha (University of Leeds), John Siblon (City & Islington College) and Sujit Sivasundaram (Cambridge University). Hannah Atkinson drafted and administered the survey. Christopher Kissane analysed the qualitative and quantitative data generated by the survey, while also setting the RHS survey data in the wider context of the discipline and the Higher Education sector in the UK. This team benefited from the expertise of the wider Working Group, which included Alana Harris, Miranda Kaufman, Heidi Mirza, and Patrick Vernon. Further assistance was rendered by the individuals noted in the Acknowledgements, who provided informed insights, access to additional resources and perspectives and/or feedback on the report's penultimate draft.

The Working Group undertook a quantitative and qualitative survey of UK university historians, ranging from Masters-level students through to emeritus academic staff. The survey is available on the RHS website at https://royalhistsoc.org/racereport.

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46 Further information on the Working Group is available on the RHS website: https://royalhistsoc.org/policy/race/.

Focus groups with school pupils in London and Edinburgh explored attitudes to History in the school curriculum in England and Scotland, and students' perceptions of the barriers to undergraduate study of History at university. These research methods were supplemented by individual interviews with students and experts in widening participation. During the course of its research the Working Group also benefited from receiving information about other discipline-specific efforts to examine race and ethnicity equality and inequality in History, which we have sought to incorporate into these findings.

Acknowledgements

Appendix I: Further Reading & Online Resources

Table of Contents:

Part 1: Further Reading:

Part 1.1: Academic Articles, Blogs, Reports and Monographs:

Claire Alexander and Debbie Weekes-Bernard, 'History Lessons: Inequality, Diversity and the National Curriculum', *Race Ethnicity and Education*, 20: 4 (2017): Engaging with the 2014 History National Curriculum revision, this article explores the challenges of and opportunities for teaching diverse histories in schools. It addresses both the increasing fragmentation of the school system in England and the attitudes of young people and their teachers to the History school curriculum, noting that both the Qualifications and Curriculum Authority (QCA, 2005) and Ofsted (2007, 2011) as well as the Historical Association (2011) have issued reports critiquing the absence of attention to Black and multi-ethnic histories in the school curriculum.

Jason Arday and Heidi Safia Mirza (eds), *Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy* (Palgrave, 2018). A collection of essays by scholars in Race and Education studies exploring the roots of structural racism. Focusing on British higher education, it underscores the persistence of White privilege in UK universities notwithstanding racial equality legislation and claims that 21st-century postcolonial Britain is 'post-race'.

Anushka Asthana and Helena Bengtsson, 'Audit Lays Bare Racial Disparities in UK Schools, Courts and Workplaces', *The Guardian*, 9 October 2017: Summarises findings of a Cabinet Office audit of race equality in the UK. Findings underline both BME pupil disadvantages and low performance (relative to BME pupils) of White children in schools: https://www.theguardian.com/uk-news/2017/oct/09/audit-lays-bare-racial-disparities-in-uk-schools-courts-and-workplaces.

Jocelyn Barrow, Colin Prescod, Irna Mumtaz Qureshi, Hakim Adi, Caroline Bressey, Hilary Carty, Augustus Casely-Hayford, Stella Dadzie, Morgan Dalphinis, Melissa D'Mello, Lee Hong

Fulton, Shreela Ghosh, Raminder Kaur, Chandan Mahal, Ken Martindale, Maxine Miller, Heidi Mirza, Ron Ramdin, Sajid Rizvi, Patrick Vernon, *Delivering Shared Heritage: The Mayor's Commission on African and Asian Heritage* (London, 2005). This publication looks at institutional inequality in the heritage sector and the way that this holds back participation of BME students and researchers in history.

Khalwant Bhopal, *White Privilege: The Myth of a Post-racial Society* (Policy Press, 2018): Building on a strong statistical base and case studies based on interviews, Bhopal argues against the paradigm of 'post-race society' in 21st-century Britain and the US. The relationship between the persistence of racism and White privilege, on the one hand, and neoliberalism, on the other, is underlined. Experiences of BME marginalisation in higher education are contextualised within wider contexts such as schools, neighbourhoods and workplaces.

David Bryan, Katherine Dunleavy, Keri Facer, Charles Forsdick, Omar Khan, Mhemooda Malek, Karen Salt and Kristy Warren, *Common Cause Research: Building Research Collaborations between Universities and Black and Minority Ethnic Communities* (University of Bristol and AHRC, 2018): This report both identifies obstacles to the creation and operation of research collaborations between UK academics and BME communities and provides advice and guidelines on overcoming these obstacles. Its recommendations offer specific guidance for university leaders; academics; community, civil society and creative organisations; funding bodies; and other national bodies.

Cabinet Office, *Race Disparity Audit: Summary Findings from the Ethnicity Facts and Figures Website* (2017, revised 2018): Reports the results of an audit ordered by the Prime Minister in 2016, encompassing topics that include health, education, employment and the criminal justice system. For a summary, see Asthana and Bengtsson (2017), below: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/686071/Revised_RDA_report_March_2018.pdf.

The summary findings are at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/686071/Revised_RDA_report_March_2018.pdf.

Ashlee Christoffersen, *Research Insight: Migrant Female Academics in Higher Education* (London, 2018): available from the Advance HE website (you will need to register and login, but there is no charge for access: https://www.ecu.ac.uk/publications/research-insight-migrant-female-academics-higher-education/). Using 2015/2016 HESA data, the author examines the impact of non-EU nationality and ethnicity on the roles and positions in UK universities of migrant female academics. The report indicates that in addition to gender, race and ethnicity, place of origin and age are salient factors: intersectional analysis suggests a significant intersection between age and ethnicity, rather than ethnicity alone.

Heaven Crawley, 'Migration and Education in Wales' (Wales Migration Partnership, 2014): Outlines the parameters of student numbers in Wales, noting that surplus places in 25% of primary and 33% of secondary schools mean that the addition of migrant children has contributed to the maintenance of some under-subscribed schools. Underlines the importance of international students to the Welsh university sector, with 8% of undergraduate and 39% of postgraduate students at Welsh universities recruited from outside the EU: https://pureportal.coventry.ac.uk/en/publications/migration-and-education-in-wales.

Robin DiAngelo, *White Fragility: Why It's So Hard for White People to Talk about Racism* (Beacon Press, 2018): Focusing on the 21st-century US, the author examines why White Americans find acknowledging the persistence of racism, and their place within racialized systems of privilege, so difficult to discuss. Insulation from day-to-day racism, in this analysis, makes White Americans prone to 'racial triggers' and encourages the elaboration of avoidance mechanisms designed to short-circuit substantive discussions of racial inequality.

Stefanie Doebler, Ruth McAreavey & Sally Shortall, 'Is Racism the New Sectarianism? Negativity towards Immigrants and Ethnic Minorities in Northern Ireland from 2004 to 2015', *Ethnic and Racial Studies* (2017), 1-19): https://livrepository.liverpool.ac.uk/3009950/3/Doebler%20et%20al%202017%20Negativity%20towards%20immigrants%20and%20ethnic%20minorities%20in%20NI%20from%202004%20to%202015.pdf: Using data from the Northern Ireland Life and Times Survey and the British Social Attitudes Survey, the authors argue that whereas anti-immigrant attitudes in Northern Ireland are consistent with wider UK data, attitudes to Muslims and Eastern Europeans in NI are significantly more negative in NI than elsewhere in Britain, and are becoming more hostile, especially among adults in the 18-24 age range.

Equality Challenge Unit (now part of Advance HE), *Experience of Black and Minority Ethnic Staff in HE in England* (2011): Topics include data and monitoring; management practices; relationships and support frameworks; leadership and development opportunities; and recommendations: https://www.ecu.ac.uk/publications/experience-of-bme-staff-in-he-final-report/.

Equality Commission for Northern Ireland, *Key Inequalities in Education*: Working across a wide range of groups subject to inequalities (including Roma and Traveller populations), this report is also attentive to religion, disability, ethnicity, race and gender: https://www.equalityni.org/KeyInequalities-Education.

feministkilljoys: A blog by feminist scholar Sara Ahmed exploring a range of issues with direct relevance to university curricula (decolonising the curriculum), sexual harassment as an institutional problem, and much more: https://feministkilljoys.com/2018/05/30/the-time-of-complaint/.

Alison Flood, 'Only 1% of Children's Books have BAME Main Characters – UK Study', *The Guardian* (17 July 2018): A survey funded by Arts Council England found that of UK children's books published in 2017, only 4% featured BME characters and only 1% had a BME main character. In 2017, 32.1% of English school children were BME: https://www.theguardian.com/books/2018/jul/17/only-1-of-uk-childrens-books-feature-main-characters-of-colour.

Zubaida Haque and Sian Elliott, *Visible and Invisible Barriers: The Impact of Racism on BME Teachers* (2016): Commissioned by the National Union of Teachers, this Runnymede Trust report presents the findings of a survey and qualitative analysis of the experiences of BME teachers in England and identifies race-based discrimination as a significant barrier to BME career progression for teachers: https://www.teachers.org.uk/sites/default/files2014/barriers-report.pdf.

Higher Education Policy Institute (HEPI), *Institutional Diversity in UK Higher Education* (2012): Available in both summary and full report forms, it provides a snapshot of the diminution of institutional diversity in the UK HEI sector, with some attention as well to widening participation: http://www.hepi.ac.uk/2012/01/25/institutional-diversity-in-uk-higher-education/.

Gary R. Howard, *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*, 3rd edn (2016): Explores issues of pedagogy and white privilege from the perspective of US schools and teaching: https://books.google.co.uk/books?hl=en&lr=&id=et6cDgAAQBAJ&oi=fnd&pg=P-P1&ots=HAWh-R-W5-&sig=OYfFxK0DMv3ZTmR82nB-uI-Kx4y0#v=onepage&q&f=false.

H.S. Mirza and V. Meeto, *Respecting Difference: Race, Faith and Culture for Teacher Educators* (London, 2012): Focusing on UK Post-Graduate Certificate in Education (PGCE) courses and their approach to race, faith and culture, this practical guide offers many examples of best practice with respect to recruiting and supporting BME students.

Jess Moody, 'Time to Talk about Race Equality', *Wonkhe* (24 June 2018): https://wonkhe.com/blogs/time-to-talk-about-race-equality/. A critical analysis of the state of play, outlining issues relating to terminology (BAME, etc.), student numbers and contextual admissions, leadership issues and curriculum reform. Forms part of a cluster of Wonkhe blogs of this date on diversity and inclusion (https://wonkhe.com/tag/ethnicity/) including 'Benchmarking Ethnicity in TEF', 'Who Do Students Expect to See on Campus', 'Let's Fix the Black Attainment Gap' and 'Are University Admissions Racially Biased?'. Each blog provides useful links to relevant reports and data.

Runnymede Trust, *Aiming Higher: Race, Inequality and Diversity in the Academy,* ed. Claire Alexander and Jason Arday (2015): A collection of chapters by multiple authors addressing changing institutional cultures, widening participation, the student experience and staffing: https://eprints.soton.ac.uk/374244/1/__userfiles.soton.ac.uk_Users_slb1_mydesktop_Aiming%2520Higher.pdf.

Runnymede Trust, *Race, Education and Inequality and Inequality in Contemporary Britain* (2015): A collection of chapters by multiple authors exploring ideologies, BME pupil attainment, teaching and teacher training, school cultures and educational practices: https://www.runnymedetrust.org/uploads/The%20School%20Report.pdf.

Paul Wakeling and Gillian Hampden-Thompson, *Transition to Higher Degrees across the UK: An Analysis of National, Institutional and Individual Differences* (Higher Education Academy, 2013): Discusses nature of available datasets and well as patterns of progression and transition.

Part 1.2: Critical Race Theory and Beyond: A Very Introductory Bibliography:

Yomi Adegoke and Elizabeth Uviebiné, *Slay in Your Lane: The Black Girl Bible* (London, 2018).

Hakim Adi, *Pan-Africanism: A History* (Bloomsbury, 2018).

Sara Ahmed, *Living a Feminist Life* (Duke University Press, 2017).

Kwame Anthony Appiah, *The Lies that Bind: Rethinking Identity* (London, 2018).

Patricia Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (London, 1990).

Kimberlé Crenshaw, 'Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Colour', *Stanford Law Review*, 43: 6 (1991), 1241-1299.

Robin DiAngelo, "White Fragility." *The International Journal of Critical Pedagogy* 3.3 (2011).

David Dabydeen, John Gilmore and Cecily Jones (eds), *The Oxford Companion to Black British History* (Oxford, 2007).

Reni Eddo-Lodge, *Why I'm No Longer Talking to White People about Race* (London, 2017).

Deborah Gabriel and Shirley Ann Tate (eds), *Inside the Ivory Tower: Narratives of Women of Colour Surviving and Thriving in British Academia* (Trentham Books, 2017).

Paul Gilroy, *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation* (London, 1987).

Achille Mbembe (trans. Laurent Dubois), *Critique of Black Reason* (Durham, NC, 2017).

Ashis Nandy, *The Intimate Enemy: Loss and Recovery of Self under Colonialism* (Oxford, 1983).

Claudia Rankine, *Citizen: An American Lyric* (Graywolf, 2014).

Nikesh Shukla (ed.), *The Good Immigrant* (London, 2016).

Gayatri Chakravorty Spivak, *In Other Worlds: Essays in Cultural Politics* (London, 2012).

Part 1.3: Resources on Bullying & Harassment:

Several respondents to the RHS survey reported race- or ethnicity-based bullying or/and harassment, either as a personal experience or as a witness. All universities have policies to combat bullying and harassment, which provide a first port of call. Additionally, the following organisations offer excellent guidance:

Acas: (national guidance, not specific to university settings): www.ucu.org.uk/harassmentwww.acas.org.uk/index.aspx?articleid=1864.

Equality Challenge Unit: (designed for higher education contexts): https://www.ecu.ac.uk/guidance-resources/employment-and-careers/development-progression/bullying-harassment/.

Gov.uk: (UK government advice and guidance, including employment tribunals): https://www.gov.uk/workplace-bullying-and-harassment.

Northern Ireland Health & Safety Executive Guidance: https://www.hseni.gov.uk/articles/workplace-bullying-and-harassment-good-practice.

UCU Bullying & Harassment Toolkit: (designed for higher education contexts): https://www.ucu.org.uk/harassment.

Part 1.4: Networks, Organisations and Conferences:

Advance HE: Equality Challenge Unit (formerly Equality Challenge Unit)
The ECU works to further and support equality and diversity for staff and students in higher education institutions across all four nations of the UK. It sponsors the Race Equality Charter: http://www.ecu.ac.uk/equality-charters/race-equality-charter/members-award-holders/. The unit includes the Higher Education Race Action Group http://www.ecu.ac.uk/higher-education-race-action-group-herag/ Mailing list: https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=HERAG.

African Studies Association UK (ASAUK)
Holds an annual conference on African Studies (including African History). The ASAUK newsletters and conference programmes as well as videos of keynotes and features on prize-winners offer departments and conference organisers information on excellent established and emerging scholarship on African history and culture that can be used to diversity teaching and research: http://www.asauk.net/.

Black and Asian Studies Association (BASA)
Association to foster research and to disseminate information on the history of Black peoples in Britain: http://www.blackandasianstudies.org/newsletter/newsletter.html.

Black British Academics
Network dedicated to tackling racial inequality in higher education and its impact on staff and students of colour. Sub groups for women (Black Sister Network) and PhD students: http://blackbritishacademics.co.uk/about/

Black British History Project (Institute of Commonwealth Studies)
The project organises annual workshops on 'What's Happening in Black British History?', and the website also provides links to a number of online resources for BME histories (https://blackbritishhistory.co.uk/workshops/whbbh7/).
https://blackbritishhistory.co.uk/

Black Female Professors Forum

Forum for UK female academics 'of African, Caribbean, Asian and Arab descent'. Crosses all academic disciplines, but at the time of writing has no Historians. https://blackfemaleprofessors-forum.org/

Black History Studies

Social enterprise company which aims to empower the African and Caribbean community and enable them to develop self-knowledge and identity through Black History and Culture. http://www.blackhistorystudies.com/

Black European Academic Network

A space for network, knowledge exchange and support for primarily Black European academics from the growing field of Black European studies. http://beaneu.org/about-us/

Black Sister Network

'To empower women of colour within and beyond academia and promote intersectionality in theory and practice around gender equality.' See also their *Inside the Ivory Tower* (2017). http://blackbritishacademics.co.uk/networks-2/black-sister-network/

British Association for South Asian Studies (BASAS)

The organisation hosts conferences and provides funding for research groups. Its website includes podcasts and other resources useful for teaching the history of South Asia. Its resources offer departments and conference organisers information on excellent established and emerging scholarship on South Asian history and culture that can be used to diversity teaching and research. http://basas.org.uk/news-events/

Common Cause Research

This AHRC-funded project is intended to diversify and enhance UK Arts & Humanities research by enabling more effective research collaboration with BME communities outside the HE sector.

The website offers both case studies and online resources: https://www.commoncauseresearch.com/

Everyday Muslim Heritage and Archive Initiative
This project situates ordinary Muslim stories in the fabric of broader heritage and history, rather than as marginalised or peripheral voices: http://www.everydaymuslim.org

History Matters (University of Chichester)
Black historians and teachers with concerns about the under-representation of students and teachers of African and Caribbean heritage within the History discipline. A rich programme of activities including an annual conference. http://www.chi.ac.uk/department-history-and-politics/research/history-matters

Institute of Commonwealth Studies Black British History
This project aims to foster creative dialogue between researchers, educationalists, archivists and curators, and policymakers. https://commonwealth.sas.ac.uk/events/event/7819

Leeds University – Centre for Ethnicity and Racism Studies
A vehicle for building interdisciplinary and regional collaboration in this field in order to develop research interests and ideas, generate joint research activities and projects, and attract research funds and graduate students: http://cers.leeds.ac.uk/about/. Workshop held in April: https://www.leeds.ac.uk/arts/news/article/4747/call_for_participants_black_and_minority_ethnic_historians_workshop.

Museum Detox
A networking group for BAME professionals in museums and heritage. Resources on their blog include a White Privilege Test: https://museumdetox.wordpress.com/2017/11/19/got-white-privilege/.
https://museumdetox.wordpress.com/

NUS (National Union of Students)

The NUS has Black student network https://www.nusconnect.org.uk/liberation/black-students. Also published report on the experiences of Black students in further and higher education https://www.nus.org.uk/PageFiles/12238/NUS_Race_for_Equality_web.pdf and staff experience: https://www.nus.org.uk/PageFiles/12238/Race%20Matters%20Report%202015.pdf.

Race-Roots-Resistance

A collective of staff, students and community members based in Manchester dedicated to the critical study of race and its impact on the lived experiences of people across temporal and spatial boundaries. It stretches across the Arts, Humanities, Social Sciences and Natural Sciences.
https://racerootsresistance.wordpress.com/about/

Royal Geographical Society, Race, Culture & Equality Working Group

Established in 2015, the RGS Working Group is taking positive action to address curriculum development and broader issues of racism in Geography as a disciplne. Their programme includes a mentoring, an undergraduate prize, events and more: https://raceingeography.org/news/

Runnymede Trust

Blog, *Race Matters*: informed commentary on a broad range of issues connected to race, ethnicity and education.
https://www.runnymedetrust.org/blog/

UCU (University and College Union)

In addition to providing support for academic staff, the UCU policy hub has some excellent resources on widening participation, including (for example) information on the accuracy of predicted grades and on BME doctoral students' perceptions of academic careers (https://www.ucu.org.uk/article/5418/Widening-participation).
https://www.ucu.org.uk/

Young Historians Project

This non-profit organisation was established by and for young people (16-25) and encourages the development of young historians of African and Caribbean heritage in Britain. They orchestrate a host of dynamic projects focused around BME histories. The YHP developed from the annual History Matters conferences led by Professor Hakim Adi of Chichester University (https://www.chi.ac.uk/humanities/public-humanities/reshaping-historical-knowledge/history-matters).
https://www.younghistoriansproject.org/about-us

Part 1.5: Current University & HEI Initiatives:

Birmingham and **Manchester** are working on a programme of student ambassadors to help improve diversity and inclusion (with £400K HEFCE funding) http://www.birmingham.ac.uk/news/latest/2017/03/Birmingham-leads-on-pioneering-student-ambassador-programme.aspx.

BMEntor Mentoring scheme for BAME students at QMUL, KCL, UCL and LSE.
http://www.hr.qmul.ac.uk/equality/race/bmentor/index.html

Glasgow has published (September 2018) a major analysis of its history's complex entanglement with the histories of slavery and abolition: https://www.gla.ac.uk/schools/humanities/slavery/report2018/#d.en.606332.

KCL has a scheme to close the attainment gap: https://www.kcl.ac.uk/hr/diversity/D&I%20for%20Students/Our-projects-and-campaigns-/BME-Student-Success.aspx.

Kingston

Kingston's award-winning Equality, Diversity and Inclusion Unit has a mentoring programme, KPI's relating to BAME attainment, and an inclusive curriculum framework. 51% of students are BAME, the highest level in the country.

http://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/

Kingston, Hertfordshire & Wolverhampton Universities: 'What works in approaches to the BME attainment gap: project overview': https://www.heacademy.ac.uk/individuals/strategic-priorities/retention/bme-attainment-gap.

Manchester Metropolitan University has undertaken research into the attainment gap and published a toolkit: https://www.celt.mmu.ac.uk/inclusion/bme_success.php.

Progression to, and success in postgraduate study, for students from BAME and low participation backgrounds (Leeds, Manchester, Sheffield, York and Warwick Universities): project designed to increase the diversity of students progressing to postgraduate taught study: https://psstoolkit.leeds.ac.uk/progression-success-postgraduate-bame-low-participation/.

Sheffield University has undertaken a literature review of projects exploring the attainment gap: https://www.sheffield.ac.uk/polopoly_fs/1.661523!/file/BME_Attainment_Gap_Literature_Review_EXTERNAL_-_Miriam_Miller.pdf.

Universities UK (UUK), *Tackling Gaps in BME Students' Achievements at University* (6 June 2018): Announcement of a UUK initiative led by Baroness Amos designed to improve BME student attainment and experiences: https://www.universitiesuk.ac.uk/news/Pages/tackling-gaps-in-bme-students-achievements.aspx.

Many universities, including **Liverpool, Leeds, UCL** and **Nottingham**, have BME staff and student networks. This document gives some example of outreach work by Russell Group universities: https://www.russellgroup.ac.uk/media/5361/evidence-to-the-women-and-equalities-committee-inquiry-on-employment-opportunities-for-muslims-in-the-uk.pdf.

Part 2: Online Resources:

Part 2.1: Teaching resources designed for schools:

BBC Bitesize

A range of online resources suitable for use from primary through secondary and post-16 education in England, Northern Ireland, Scotland and Wales. GCSE History resources (https://www.bbc.com/education/subjects/zj26n39) include for example resources on migration to Britain over the centuries (https://www.bbc.com/education/examspecs/z2d4rdm) relevant for English and Northern Irish examinations, and Scottish National 4 History resources on topics such as migration and empire and the Atlantic slave trade (https://www.bbc.com/education/subjects/ztyfr82). For Welsh students taking WJEC's GCSE History, resources explore topics such as immigration and religion and race (https://www.bbc.com/education/examspecs/zwwxqhv).
https://www.bbc.com/education

OCR African Kingdoms

This new A level examination focuses on the Kingdoms of Songhay, Kongo, Benin, Oyo and Dahomey c.1400 – c.1800 and thus affords perspectives on both pre-colonial and colonial African histories. In addition to the open access website (below), the course's EBook, by Dr Toby Green, FRHistS, provides a wealth of information: http://www.ocr.org.uk/Images/208299-african-kingdoms-ebook-.pdf . The website hosts a wide range of detailed teaching aids, including a detailed scheme of work. https://africankingdoms.co.uk/.

Oxford History Faculty Resources for Schools

PDF resources designed specifically for Key Stage 4 by Oxford historians, this project currently spans ten topics, but will be adding more. Current offerings include for example: 'Why were the Jews expelled from England in 1290?', 'Boston King and the Black Loyalists of the American Revolution', ' Ayahs, Memsahibs and Their Children: Empire Migrants', 'Samuel Ajayi Crowther,

Black Victorians and the Future of Africa' and 'Was the Gold Coast 'decolonised' or did Ghana win its independence?'.
https://www.history.ox.ac.uk/resources-schools

Our Migration Story: The Making of Britain
This website is designed for GCSE-level students, but has resources suitable for both A-level and university students as well. Resulting from a project orchestrated by Professors Claire Alexander and Joya Chatterji and the Runnymede Trust, it offers short videos by experts on the history of British migration AD 43-1500, 1500-1750, 1750-1900 and 1900-2000s. In each chronological section, a selection of primary sources is made available and contextualised, with suggested questions and activities for students.
https://www.ourmigrationstory.org.uk/

Part 2.2: Primary source guides and datasets that illuminate BME histories:

BBC/University of Sussex: 100 Voices That Made the BBC: People, Nation and Empire
Archival documents, newsreels and other materials from the BBC under a series of thematic rubrics, which include for example 'Beyond London: The North', Caribbean Voices', 'Empire and Europe', 'The Empire in India', and 'LGBQT'.
https://www.bbc.co.uk/historyofthebbc/people-nation-empire

Becoming Coolies
An AHRC-funded project at Edinburgh and Leeds Universities explored nineteenth century South Asian labour migration in and around the Indian Ocean. The website offers an array of resources suitable for educational use and research.
https://www.coolitude.shca.ed.ac.uk/

Black Cantabs Research Society Website
This recent initiative explores the history of Black students at and alumni of Cambridge University from the late 19th-century to

the present day. The Society also hosts speakers and Black History month activities.

https://blackcantabs.herokuapp.com/

Black Cultural Archives

The Archives' Learning Department offers teachers educational resources through its Schools programme and an electronic mailing list:

https://blackculturalarchives.org/learning/

British Film Institute (BFI)

The BFI's bespoke educational resources include its 'Black Star Education' resource (for primary students and Key Stages 4 and 5), exploring race and representation on screen (https://www.bfi.org.uk/education-research/education/black-star-education). BFI's 'Colonial Film: Moving Images of the British Empire' (http://www.colonialfilm.org.uk/) can be searched by place or topic. Some footage is open access. To search the BFI collections: https://www.bfi.org.uk/archive-collections/searching-access-collections

British Library Black Britain and Asian Britain

A one-stop hub for the Library's guides to historical and contemporary resources textual, visual and sound) on the experience of people of African, Asian and Caribbean heritage in Britain.

https://www.bl.uk/subjects/black-britain-and-asian-britain?_ga=2.134256497.1051609095.1533468705-910629666.1531466595

Cambridge HSPS (Human, Social, and Political Sciences) Graduates and Student

Recommended readings and introduction to decolonisation of the curriculum at Cambridge: https://docs.google.com/document/d/1s3nIXibK680_y_xhau3vbrVQ7WFVKocjKI1Vy2r81A0/edit

City of London: Migration, Settlement and Activities of New Communities

This resource links to guides and resources on Black and Asian settlers and communities in London since the 17th century. Resources span Black and Caribbean, Chinese, Jewish and LGBQ+ archives: https://www.cityoflondon.gov.uk/things-to-do/london-metropolitan-archives/the-collections/Pages/migration-settlement-and-activities-of-new-communities.aspx

Legacies of British Slave-ownership (UCL)

A project tracing the ways in which British society, politics and economic development were shaped by British men and women's ownership of human 'property'. A database allows tracking of compensation payments made to the slave-owning class in 1834 when Parliament abolished slavery; maps help locate slave-owners in Britain, Jamaica, Barbados and Grenada; blogs assess the cultural, social and material legacies of slave-ownership in Britain and the Caribbean. Guidance for researching British slave-ownership is also offered.
https://www.ucl.ac.uk/lbs/

The National Archives (TNA)

TNA has over 60 online guides to primary source collections, some of which are also available online. Topics include immigration and naturalization and military service records (http://www.nationalarchives.gov.uk/help-with-your-research/research-guides/?letter=&search=&research-category=online#). TNA's Education webpages (below) feature teaching resources on a range of topics that feature BME histories, for example under the rubrics 'Black Presence', 'Caribbean History Revealed' and 'Industry and Empire'.
http://www.nationalarchives.gov.uk/education/

Runaway Slaves in Britain: Bondage, Freedom and Race in the Eighteenth Century

This searchable database is the result of a Glasgow University research project led by Professor Simon Newman. It reproduces

over a thousand newspaper advertisements for enslaved persons (of African, Caribbean and Asian origin) who escaped from their British 'masters'. The project website (https://www.runaways.gla.ac.uk/) and its blog (https://runaways.gla.ac.uk/blog/) help to contextualise the importance of these documents and what they can tell us about resistance to British slavery: https://www.runaways.gla.ac.uk/database/

Tiger Bay and the World
Currently under development, this heritage project is designed 'to promote public awareness and understanding of Cardiff and Wales as a culturally diverse country'. The website currently features historical photographs; volunteers are collecting oral histories.
https://www.tigerbay.org.uk/

Untold Lives
This British Library Blog is not specifically focused on BME histories, but often illuminates them. It uses primary sources (archival documents and images) in the BL's collections to illuminate forgotten histories of men, women and children in the past, with frequent references to lives shaped by British imperialism.
http://blogs.bl.uk/untoldlives/

Appendix II: School Focus Group Questions

Focus Groups:

The focus group held (by John Siblon and Suzanne Bardgett) at City and Islington College and repeated (by Adam Budd) in Edinburgh at St. Thomas of Aquin's School provides an excellent model for other secondary schools, sixth forms and tertiary colleges as well as university admissions and widening participation staff to open dialogue with their students about the desirability of a career in History and the barriers which they perceive to limit access to this. A 1-2 hour session using these questions as a starting point will provide university-based staff with new, critical perspectives on History in schools and the media.

Format:

Individual Question:
Are you intending to study history at university and why/why not?

Group questions:

Q1   What might be some reasons that only a small proportion of BME students study history at university?

Q2   What obstacles to equality do BME students face in their historical studies at school level?

Q3   What obstacles to equality do BME students face in their historical studies at Sixth Form College?

Q4   Is a student's 'race' or ethnicity an issue pre-university level? Explain your answer.

Q5   Have you ever experienced discrimination in your time as a student pre-university level? Explain your answer. What was the effect of this?