

URGE

Unlearning Racism in Geoscience



URGE Demographic Data for Cardiff University

This document details what was found by the School of Earth & Environmental Sciences URGE Pod at Cardiff University on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data. Please note that throughout this document we use the term BAME (Black, Asian, and Minority Ethnic) to remain consistent with the terminology used by Cardiff University, although we recognise that this verbiage has associated problems.

1. EDI Goals & Initiatives at Cardiff University

Cardiff University publicly declares its commitment to equality and diversity on its website (<https://www.cardiff.ac.uk/public-information/equality-and-diversity>). The University's equality and diversity policy can be downloaded from this section of the website. The University makes the following declarations at the above link:

'We are committed to supporting, developing and promoting equality and diversity in all our practices and activities. We aim to establish an inclusive culture free from discrimination and based upon the values of dignity, courtesy and respect. We recognise the right of every person to be treated in accordance with these values. We are committed to advancing equality on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief (including lack of belief), sex and sexual orientation and to fostering good relations between different groups.'

The University actively promotes equality and diversity through the implementation of its Strategic Equality Plan (SEP) (<https://www.cardiff.ac.uk/public-information/equality-and-diversity/strategic-equality-plan>), in line with the 2010 Equality Act. The most recent SEP was published on March 27th 2020; covering the period 2020 – 2024, this report can be downloaded from the University's website. Progress with respect to this strategic equality plan is measured, monitored and recorded in the University's publicly published annual monitoring report (<https://www.cardiff.ac.uk/public-information/equality-and-diversity/strategic-equality-plan/annual-monitoring-report>). The most recently published annual monitoring report covers the period 2018 – 2019.

In addition, the University published its 'Strengthening Race Equality' resource guide in August 2020. This document sought to acknowledge the problem of racial inequality within the UK higher



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education landscape and to 'expand knowledge and understanding of existing initiatives within the University and suggest approaches that can be embedded across the University to prioritise engagement with race equality'.

Initiatives detailed in the Strengthening Race Equality resource guide (https://www.cardiff.ac.uk/data/assets/pdf_file/0003/2436627/StrengtheningRaceEquality_Final.pdf) include:

- **Talking Race Equality Discussion Panel** that meets three times per year (two hours per session) that offers 'space to engage in trusted discussions amongst a diverse range of students and staff focusing on a range of issues associated with racial inequality. For example, this year the three sessions will 'focus on conversations to raise awareness of the need to create inclusive curricula'.
- The **Race Equality Supervisory Panel** is a panel to which incidences of racial discrimination can be reported. The panel aims to 'facilitate raising awareness and encourage the reporting of race hate crimes or incidents' and improve staff response to race-based discrimination.
- The **BAME Awarding Gap Group** aims to 'develop understanding of the issues contributing to the awarding gap for BAME students' by conducting focus groups and interviews and reviewing available relevant data. The group meets monthly for the continued development of an action plan designed to evaluate the impact of University culture, admissions, curriculum content, learning environment and student support and to make recommendations of best practice going forward.
- **The Vice-Chancellor's EDI Advisory Board** provides 'informal external expertise' to the University on an ad hoc basis on matters relating to equality, diversity and inclusion.
- The **#itooamcardiff** initiative is a social media campaign, launched in 2016, that aims to 'build relationships with BAME, EU and International students and to provide role models that represent an authentic Black experience' while 'raising awareness around issues of racial inequality in higher education'.
- **BME+ Book Club Café** brings together all members of the University community in an open and inclusive environment to explore culturally diverse literature, share thoughts and listen to different perspectives.
- The **BAME+ Staff Network** is a university wide network comprised of staff who identify as BAME or who have an interest in equality. The network meets to discuss and explore ideas to increase diversity and inclusion, and celebrates the achievements of the University's BAME staff.
- The **Race Equality Steering Group** is a subgroup of the University's EDI committee that informs and influences the University's approach to race equality by identifying areas for



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change and promotes equality for BAME staff and students by involvement and consultation on the University's plans and policies.

2. Demographic Data Published by Cardiff University

2.1 University & College Level

The demographic data collected by Cardiff University at a University-wide level is publicly available to download from the website (<https://www.cardiff.ac.uk/public-information/equality-and-diversity/strategic-equality-plan/annual-monitoring-report>). However, this information is, mostly, University-wide information. At most, this information is broken down to college level. Data for staff is, however, broken down by job role and by nationality (UK, EU, International).

Staff Summary

- 9% of all staff identified themselves as being BAME, 83% as White, 2% preferred not to say and 6% had not made a disclosure.
- When nationality is taken into consideration 6% of those who have recorded their nationality as British are from a BAME background.
- When considering job role 5.0% of those with a Professional and Support Services role are from a BAME background compared to 13% of those on an Academic contract.
- Cardiff University offers a comparison of publicly available university-wide figures. Of UK staff declaring ethnicity, 9.8% identified themselves as coming from a BAME background. In Wales this figure is 4.3%. Hence, Cardiff University is higher than Wales overall, but lower than the UK average.

Student (UG & PG) Summary

- 13% of all enrolled students at Cardiff University described themselves as BAME. Across the student body, 14% of undergraduates, 13% of taught postgraduates, and 9% of research postgraduates identify as BAME.
- Cardiff University offers a comparison of publicly available university-wide figures. Of UK students declaring ethnicity, 24% identified themselves as coming from a BAME background. In Wales this figure is 11%. Hence, Cardiff University is higher than Wales overall, but lower than the UK average.
- Cardiff University has an attainment gap (10.9%) similar to the UK average between BAME & White students. Black overseas students are most likely to achieve lower than the average, especially in the college of Physical Sciences and Engineering.
- The highest proportion of BAME students study at undergraduate level (14%). Fewer PGT students are BAME (13%) and even fewer PGRS are BAME (9%).



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- The number of BAME UG students has increased over the last six years (+ 5.5%), but the number of BAME PGT students has stabilised and the number of BAME PGRs has declined to its lowest level in six years.
- The university provides public data for applications, enrolment, continuation and attainment.
- For applications, undergraduate data is patchy due to inconsistencies in the collection of ethnicity data at application. For PG students, Arab applicants are most likely to be successful, while Black applicants are least likely to be successful. Asian students are less likely than average to be successful. White applicants are more likely than average to be successful.
- The attainment of White students is highest; these students are more likely to receive a 1st class degree and least likely to receive a 2:2. The opposite is true of Black students; these students are least likely to receive a 2:1 or 1st class degree and most likely to receive a 2:2, 3rd or pass. Attainment levels in White students have improved consistently over the last 5 years. Attainment levels for Asian students (except Chinese students) has decreased and for Black students exhibited no significant change over the same time interval.

Table 1 Percentage (%) of staff and students, university-wide, identifying themselves as being from a BAME background during each academic year (2013 - 2018).

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Staff (ALL)	7	7	7	8	9	9
Student (UG&PG)	11	12	9	13	14	13

2.2 School Level

Data collected at the School level does not appear to be publicly available online. Requests were made to School-level management for staff, PGR and UG data.

Staff

Staff data is not publicly available at the School-level. EDI monitoring information is collected at the applicant stage, but is not published. Given the small number of staff, especially BAME staff, in the School there are confidentiality issues associated with making this data available outside the University's HR department.

Postgraduate Researchers (PGRs)



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Again, due to issues with confidentiality as a result of small numbers of applicants, this data is not publicly available at the School level. Requests were made to the appropriate School contact on February 18th and March 2nd. As yet, no data has been received by the URGE pod.

Undergraduate (UG)

School management readily provided data showing UG student demographic for applications, offers and acceptances in the School of Earth & Environmental Science along with equivalent sector-wide data provide by UCAS. This data is not public.

13% of all enrolled students at Cardiff University described themselves as BAME. In 2019, the proportion of students accepting an offer of study in the School of Earth & Environmental Sciences who identify themselves as Mixed, Asian or Black account for 4.65% and 7.07% of geology and physical geographical sciences, respectively. This is lower than both the proportion of all enrolled students that describe themselves as BAME University wide (13%) and the sector-wide equivalents of 12.37% and 9.63% for geology and physical geographical sciences, respectively. The proportion of Mixed, Asian or Black UG students in the School of Earth & Environmental Sciences has not changed significantly in the last five years.

Of particular concern to the School, and a target of several initiatives, is the current attainment gap. Similarly to the situation across the University, there is a significant attainment gap between White and BAME students. White students are more likely to be awarded a first class or upper second class degree than BAME students, while BAME students are more likely to be awarded a lower second class degree than White students. The awarding gap for the School of Earth & Environmental Sciences is 20.3% (academic years 2016/17 to 2018/19); significantly higher than the University awarding gap of 10.9%.

Invited Speakers

Information not recorded as speakers have not been asked to self-report any protected characteristics.

3. EDI Initiatives in the School of Earth & Environmental Sciences

There are no publicly available goals related to School-level demographics/representation. However, the School is embarking on several initiatives to address issues related to racial inequality, with a particular emphasis on reducing the attainment gap.

Undergraduate Curriculum



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The undergraduate curriculum was redesigned over the last two years and as part of that, efforts have been made to de-colonialise the curriculum. Modules will be subject to equality impact assessments, and the selection of historical geoscientists discussed and highlighted are reviewed.

Task and Finish Group

The School is setting up a group that will investigate issues related to racial inequality in the School of Earth & Environmental Sciences. This group will work closely with members of the teaching and EDI committees. The group will take a bottom-up approach to tackling issues and will place particular emphasis on listening to and learning from the experience of BAME individuals in the School, from undergraduate and postgraduate students to postgraduate and postdoctoral researchers to academic staff. This group aims to reflect on the experiences of these individuals and implement appropriate changes in the School.

Increasing Diversity of Assessment

The School is currently evaluating ways in which assessment methods can be diversified. It is hoped that this will particularly help reduce the disadvantages faced by some international students whose first language may not be English.

Anonymisation

The School is evaluating the ways in which anonymisation in recruitment, assessment and marking may help to reduce the impact of unconscious bias.

BAME Scientist Visibility

It was agreed by the EDI committee to increase the visibility of BAME geoscientists by placing posters around the School.

Outreach Task and Finish Group

EDI committee has agreed to set up a task and finish group whose aim is to explore ways to reach more diverse communities in the School's outreach activities.

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