

EQUALITY, DIVERSITY AND INCLUSION

ANNUAL REPORT 2018-2019

Foreword from the Director

At SOAS, our diversity is one of our greatest strengths.

Forty-three per cent of our students on campus are from other countries. Fifty-four per cent of our students, and 40 per cent of our staff, are from BME backgrounds.

That diversity gives us a unique perspective on the challenges facing the world, and enables us to build bridges across cultures and communities.

Equality, diversity and inclusion are cornerstone values in our School, and we continue to want to live those values. We have a commitment to inclusive learning and teaching. To be a place where every individual – staff and student – can fully participate and achieve their potential. To be a place where difference is celebrated.

But we are not complacent. We have a duty to maintain, and build upon, our successes in these areas. There is still more to be done - and we are intent on continuing to build on the progress we have made to date.

This year, I was pleased to be asked by Universities UK to co-lead a project with the NUS on addressing the higher education sector's BAME attainment gap. This is not just a national priority for me – it is also a priority for us at SOAS.

At SOAS, we want to become an exemplar of best practice across the sector – and to see equality, diversity and inclusion placed at the very heart of higher education practice.

Valerie Amos
Director
September 2019

1. Introduction

SOAS University of London is the leading Higher Education institution in Europe specialising in the study of Asia, Africa and the Near and Middle East.

SOAS is a remarkable institution. With a vast repository of knowledge and expertise on our specialist regions, it is uniquely placed to inform and shape current thinking about the economic, political, cultural, security and religious challenges of our world. Programmes are taught by respected academics engaged in fieldwork and research which influences government policy and the lives of individuals across the globe. SOAS scholars grapple with the pressing issues confronting two-thirds of humankind today: democracy, development, economy, finance, public and corporate policy, human rights, migration, identity, legal systems, poverty, religion, and social change.

2. SOAS University of London at a glance:

SOAS has 5,200 undergraduate and postgraduate students studying on campus. An additional 3,300+ students are registered on distance and online programmes.

57:43 ratio of undergraduates to postgraduates

54% of students are BME

44% of students come from outside the UK

40% of students spend a year abroad as part of their degree

24% mature students

There are over 300 academics who provide the largest concentration of specialist staff engaged in the study of Africa, Asia and the Middle East.

SOAS offers over 350 undergraduate degree combinations, with an additional 115 postgraduate programmes.

There are 1.5 million items in the SOAS Library

11.3:1, our student-staff ratio is one of the best in the UK

3. SOAS and the Community

Situated in the heart of Bloomsbury, SOAS is well-placed to involve Londoners in a wide range of activities associated with Africa, Asia and the Middle East. The School serves and supports London's diverse, multi-lingual and multicultural communities.

The Brunei Gallery houses frequent exhibitions in different media of art from Asia, Africa and the Middle East.

SOAS mounts various events and programmes for high schools in London in order to interest their pupils in the regions which SOAS studies and teaches.

The SOAS Language Centre provides courses at Introductory, Intermediary and Advanced levels in over fifty languages.

4. History of SOAS

The main campus is just off Russell Square and between 2002 and 2016 the School used a second campus at Vernon Square in Islington before the Paul Webley Wing, Senate House was renovated and opened.

The School was founded in 1916 as the School of Oriental Studies. It took its present title in 1938, by which time it had also established itself as a centre for African Studies. It moved to its present site in 1941.

The Scarbrough Report of 1946 recommended that the whole field of Asian and African studies should be developed in London in contrast to a restricted range of programmes in other universities, and there was a considerable expansion of the School's activities. In addition, after the Hayter Report of 1961, increased attention was given to the development of the social sciences.

Its expanded library, designed by the architect Sir Denys Lasdun, was opened in 1973. This national resource houses more than 1.5 million items.

SOAS continues to maintain its position as the major national centre for the study of programmes concerned with Asia, Africa and the Middle East.

5. Cultural Diversity

Camden is home to 10 other higher education institutions, as well as SOAS, including University College London (UCL), the London School of Hygiene and Tropical Medicine, Birkbeck and the University of London, with more than 26,500 higher education students, living in Camden, 54% of whom are from overseas. (Camden Profile - 2011 Census)

SOAS is committed to ensuring that the demographics of its students and staff reflect the wider and local demographics of its surroundings. The School is located in the richly diverse London Borough of Camden, and neighbours the equally diverse boroughs of Haringey, Islington and Westminster. Camden's population is ethnically diverse. In 2011, 34% of Camden residents were from black or minority ethnic groups¹⁶ (increased from 27% in 2011).

A further 22% are non-British White residents including Irish and others originating mainly from English-speaking countries in the new world, the EU, Eastern Europe and beyond. In 2016-17 the top 5 nationalities of Camden residents requesting National Insurance numbers to work in the UK were: Italy (13%), France (12%), Spain (7%), USA (5%) and Australia (5%)

According to the 2011 Census ethnic group categorisation, Bangladeshis form the largest minority group in seven Camden wards; Black African the largest minority in six, Other Asian in four and Chinese in one. In all wards at least 20% of the population is from black and minority ethnic groups; there are no wards in Camden where White groups form a minority.

Camden's largest communities with a distinctive cultural identity are the Bangladeshi, Black African and Irish communities, followed by Chinese and Indian. In common with other inner London boroughs, there are small but growing communities of migrants who are refugees or seeking asylum, as well as migrants resulting from EU enlargement.

According to the 2011 Census, 60% of Camden residents were born in Britain or Ireland. Of the remainder, 11% were born in other EU countries and 30% from elsewhere. After England, more Camden residents were born in the United States, Bangladesh, the Republic of Ireland, France, Scotland, Australia, Italy, Germany and Somalia than any other individual country in the world.

In Camden schools, Camden resident children speak 163 languages and dialects, with Bengali being the highest, followed by Somali. [Camden Demographics - Population Segmentation](#)

6. The Legislative Context

Our aim is to go beyond compliance to demonstrate best practice, becoming an exemplar of best practice in the Higher Education (HE) sector. Our commitments as set out in the [Equality, Diversity and Inclusion Strategy](#) (2016-2020) evidence how we meet the obligations under the Equality Act 2010 and beyond.

Our approach at SOAS is to have a cross-institutional plan, which addresses all aspects of studying and teaching within the institution. Our Strategy has three overarching objectives as follows:

- To recruit and teach diverse students
- To be an employer of choice
- Delivering inclusive central and professional services

This plan applies to all protected characteristics within the Equality Act: Age, Disability, Gender reassignment (trans); Pregnancy and maternity, Race (including ethnic or national origin, colour or nationality); Religion or belief (including lack of belief) Sex and Sexual orientation. The Equality Act 2010 further applies to marriage and civil partnerships but only in respect of the requirement to have due regard to eliminate unlawful discrimination in employment.

7. Governance

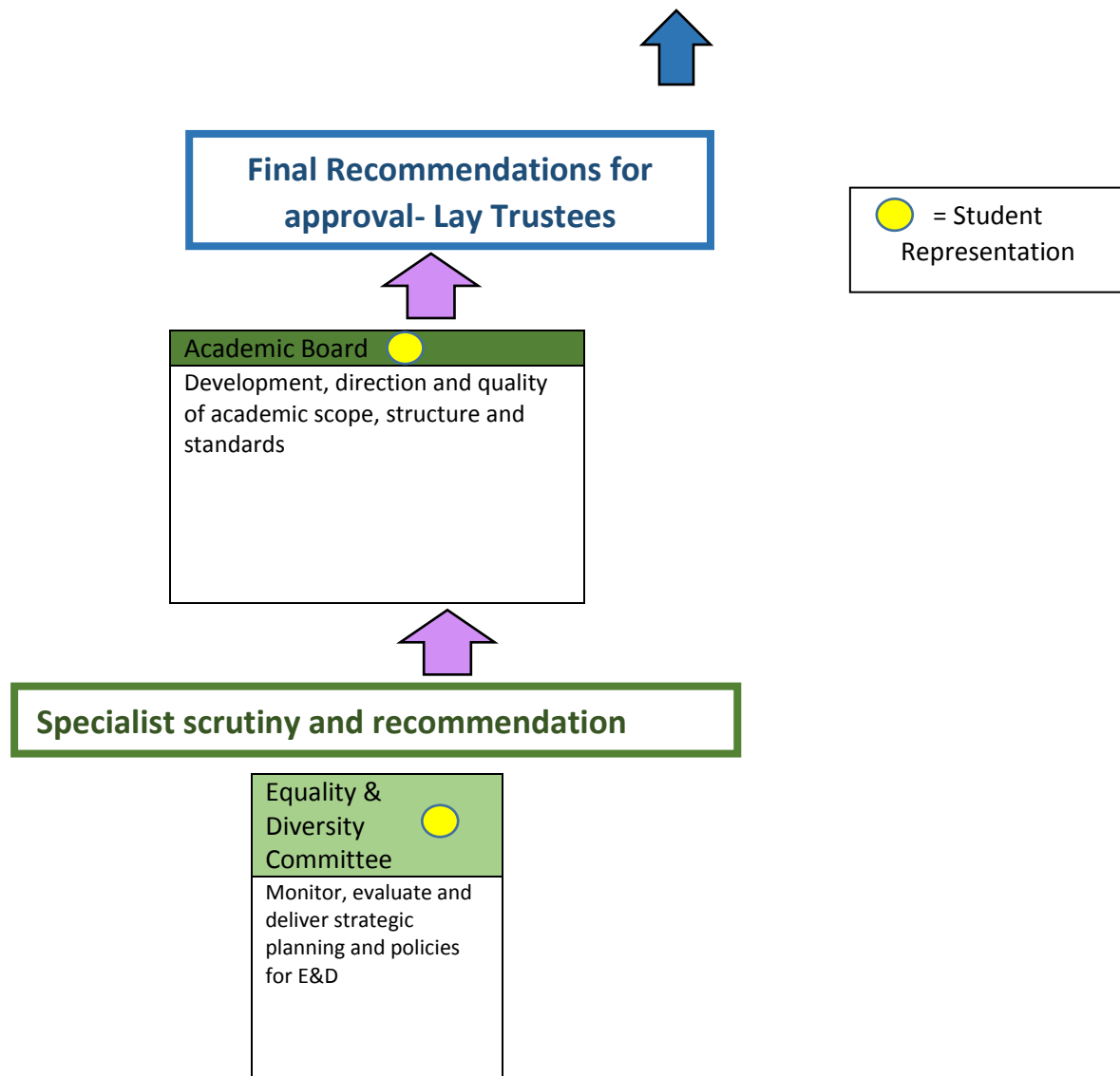
Our commitment to embedding Equality, Diversity and Inclusion into all aspects of the School is reflected in the fact that this function sits within our Legal and Governance Team. This enables SOAS to maintain a cross-cutting approach to this area of work.

The Equality, Diversity and Inclusion committee is responsible for maintaining a strategic overview and for ensuring that the School makes progress against its stated EDI objectives, advances equality of opportunity and promotes good relations between different groups. The Committee is chaired by the Pro-Director for Research and Enterprise and its membership is a balance of representation across SOAS, students, academic staff, professional services staff, and union representatives.

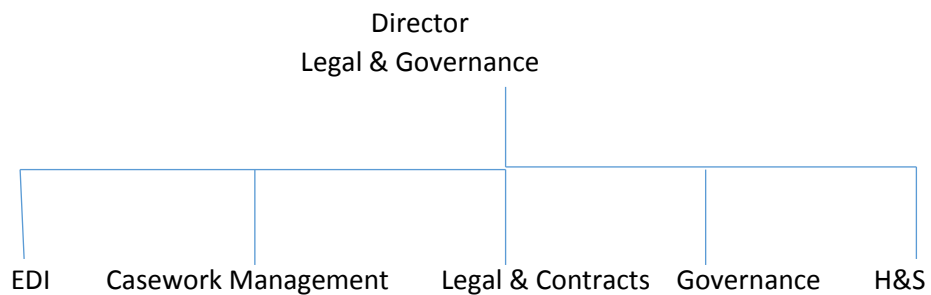
The Equality, Diversity and Inclusion Academic Lead is also a member of this committee.

The governance framework for EDI is set out in the organogram below:

COMMITTEE STRUCTURE



TEAM STRUCTURE



8. Progress against Objectives

Equality, Diversity and Inclusion are a cornerstone of our values at SOAS. Our commitment in this area remains strong and can be evidenced through our progress in the last twelve months in the following priority areas:

(a) Attainment Gap (National)

Addressing the BAME attainment gap has been an existing priority for SOAS, and our focus on this has included our work on Inclusive Teaching and Learning and Decolonising the Curriculum. Work had also been undertaken in relation to understanding our attainment gap data, and the development of an attainment gap action plan.

Current sector data shows that the attainment gap between White and BAME students obtaining a good (1st or 2:1) degree is 13%. Significantly during 2018/19, Universities UK (UUK) asked Valerie Amos, Director of SOAS, to lead on this project, working with Amatey Doku, Vice-President for Higher Education from the National Union of Students.

Over the last twelve months, work on this major project to identify the key issues behind the attainment gap has included the following:

- The development and communication of a survey, resulting in responses from 50 universities and more from Student Unions
- A roundtable event comprising of over 30 students, staff and other stakeholders
- A total of 5 regional evidence sessions at Aston, University of West of England, Glasgow Caledonian, London School of Economics and Sheffield Hallam
- Vice Chancellor Group, comprising eleven UUK members
- Collation of case studies

Key themes identified in the research included issues such as Leadership; Inclusive Environments; Conversations about Race; Understanding what works, and Engaging Students.

The findings and recommendations were published in a report in May 2019 entitled “Black, Asian And Minority Ethnic Student Attainment At UK Universities: #CLOSINGTHEGAP”

In June 2019, SOAS hosted a conference to share, discuss and increase awareness of this report. This was attended by 175 participants representing HEIs nationally. Attendees, speakers and workshop leads consisted of students, academics, and professional services staff.

The full report can be accessed by clicking the link below:

- [Closing the Gap](#)

(b) Attainment Gap (SOAS)

SOAS comparative data for the attainment gap for undergraduate white and black students for 2017/2018 shows a differential of 815%. (Students Whilst recognising that this figure is lower than the UK average gap for both BME students as a whole and for black students in particular, SOAS is committed to ensuring equality of outcome in relation to attainment.

To this end, during 2018 – 19 SOAS has made considerable progress on this priority. This has included further development and definition of our extensive twelve point action plan, examples of which include the following:

The adoption of strategic KPI's focused on BME student attainment (undergraduate students achieving a first class degree; percentage difference between the proportion of postgraduate black and white students achieving a distinction, and percentage difference in non – continuation rates between black and white students)

Increased and improved training for staff in this area

Development of departmental attainment gap dashboards

Promotion of inclusive assessment of modules

Improved staff training which includes unconscious bias training as a requirement

Improving the non – academic support for BME students

(c) Inclusive Learning, Teaching, and Assessment

We have delivered our two-day workshop with 5 departments. These mandatory workshops have covered EALC, LCL, F&M, Anthropology, and the School of Arts. We started with the attainment gap data, and the staff then look at the topics below. These cover a huge range of EDI issues, including an examination of the social model of disability, bias, inclusive assessment design and practice, and more. The course aims are encapsulated through the principle that inclusive learning and teaching recognises ***all students' entitlement to a learning experience that:***

- ***understands the social context of education***
- ***respects diversity, enables participation***
- ***removes barriers and***
- ***anticipates and considers a variety of learning needs and preferences***

It supports and guides the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant, empowering and accessible to all.

It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others.

(d) Decolonising the Curriculum

Following on from the [Degrees of Racism Report](#) we have continued to further develop our approach to learning, teaching and the development of inclusive curricula to ensure our approach is nuanced; recognising the impact of, and need to ensure that our teaching practice reflects and respects the diversity of our student body. To this end, we have developed our vision and commitment in this area, which has been agreed by our Executive Board. This is set out below:

Decolonising SOAS Vision

SOAS will continue to address the need for decolonisation by:

- Supporting further recognition and debate about the wide, complex and varied impacts of colonialism, imperialism and racism in shaping our university,
- Embedding within our policies and practices a deeper understanding that these impacts produce and reproduce injustices and inequalities within education,
- A stronger commitment to actively make redress for such impacts through ongoing collective dialogue within the university and through our public obligations,
- The provision of institution-level support to embed this understanding in SOAS's contribution as a public university in the service of the wider world.

This entails a commitment to:

1. A curriculum review process that addresses the preceding bullet points, challenges Eurocentrism and develops a toolkit to support further critical, nuanced and ongoing review of our teaching.
2. Student systems and pedagogy that seek to redress access, engagement and attainment gaps caused by structural inequalities at all levels of study.
3. Human Resources policies which seek to redress pay, workload, status and career path differentials for groups of staff subject to structural inequalities.
4. A research agenda which enables us to take forward a range of questions related to decolonisation.
5. Practices of reflective intellectual collaboration with institutions and researchers from the Global South as co-producers of knowledge.
6. Forms of public engagement within London, the UK and the world which support ongoing conversations about the past, present and future significance of imperialism and colonial

(e) Athena SWAN

Since our last report, we have reviewed the composition of the Athena SWAN Self-Assessment Team, (SAT) as well as the appointment of a new Academic Lead for Equality, Diversity and Inclusion, who is the Chair of the SAT.

This has had several advantages including a raised awareness in all departments of Athena SWAN and the Charter principles, increased engagement and ambition, including a commitment to individual departmental submissions, which in turn will enable the School to progress towards the Silver level award.

Moving forward, the School will for example have a greater focus on talent pipeline development from the point of attraction to better support and develop the careers of women academics.

The drivers behind our action plan are based on our commitment to ensuring that we have a nuanced approach to increasing gender balance at all stages of our attraction, recruitment selection and progression of our academic staff. This includes (amongst other things), key actions to support the gender balance of our academic talent pipelines.

The School has further committed to prioritising a number of departments for individual Athena SWAN departmental submissions, which will further support the School on its journey towards a Silver Award

(f) Mentoring

This academic year has seen the further development of our two flagship mentoring programmes, both of which are aimed at supporting BME students at SOAS. Whilst the core aims of each of these programmes is to ensure that students from BME backgrounds are supported and enabled to have a positive student experience (as well as obtaining good academic outcomes), there are differences in approach. The programmes are detailed below:

(i) SOSAS Breaking Barriers mentoring scheme

Breaking Barriers mentoring scheme, was established in 2017 to support BME students in realising and achieving their academic potential, in addition to fostering a sense of belonging to SOAS. The scheme is embedded in the School's Attainment gap strategy, in which SOAS commits to closing the attainment gap between BME students and their white peers. Using the School's data, it was identified that black students (of African and Caribbean heritage) had the largest attainment gap. It was therefore decided, in the pilot period of the initial three years, black Undergraduate and Masters students would be the target group. The structure of the scheme is as follows:

- A BME member of staff (professional services or academic) is paired with a black student.
- Fortnightly or monthly sessions (according to the mentees) from December 2018 to June 2019.
- Termly workshops/events on developing personal and academic goals.

There are currently 19 pairings on the scheme.

The aims of the scheme are:

- To provide support for BME students at SOAS in realising their potential and achieving their own personal and academic goals in the light of the attainment gap and institutional racism.
- Allow students to recognise and deal with institutional racism when it occurs.
- To create a network of staff and students to support students in feeling more connected to SOAS.
- To run a series of workshops to develop key skills such as leadership, networking and effective study practices

As part of the mentoring scheme, workshops were held aimed at tackling the objectives of Breaking Barriers. In January, there was a roundtable event on the black student experience, exploring anti-blackness in higher education, strategies to solve the attainment gap and other issues pertaining to the student experience of Afro-Caribbean students. The event served as a space for mentees and mentors to express their views/experiences, partake in discussion and help inform work going forward. As a result of the discussions held in the roundtable, the first workshop was on self confidence, networking and entitlement entitled: **No More Crumbs: Claiming Your Seat At The Table**. In April, there was an exam

workshop covering topics such as getting prepared in the run up to exams and also on the day of exams as well as tips for dealing with exam nerves.

At the time of writing this report, this programme is being evaluated, in order to inform the next iteration of this initiative from the start of the academic year 2019 – 2020.

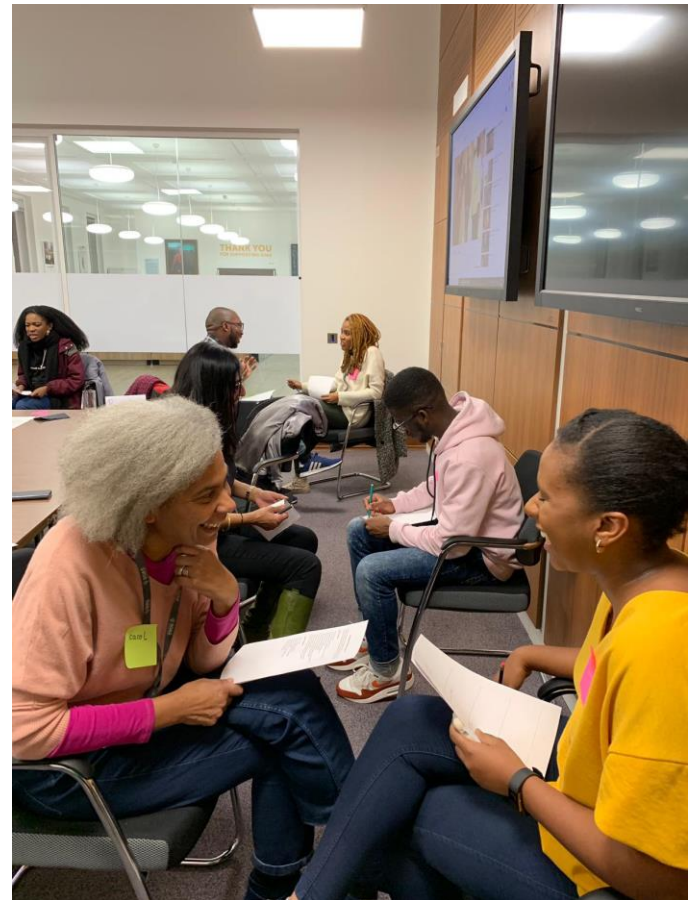
Feedback on the process:

“The mixer was an incredible opportunity to meet other people of colour on campus in an academic context. The atmosphere was so positive and supportive. Full of laughter and empowerment. As a student this is invaluable, and I cannot thank you enough for creating this space on campus for us... I hope this project exists for the students to come.”

“It was valuable being a mentor, teaching my mentee from mistakes I had made in the past whilst being reminded of my own development and the need for me to be undergoing the same process of realising my own potential.”

“I had a really positive experience with my mentee, we met over ten times in the 6 month period, and it's been great to see her development. She is currently applying for a fantastic job as a result of her increased confidence and she notes the mentoring scheme as a key factor.”

The scheme is funded for a final year before review, and is due to start again in September 2019.



Mentors and Mentees meet for the first time at the Breaking Barriers 'Speed Mentoring' event.

(ii) *Bridging the Gap: A Student Perspective*

This is a student led programme which was developed by a student whilst in the third year of her Law degree, together with a master's student.

Working in partnership with the Widening Participation Team, the central aim of this initiative is to tackle the racial attainment gap within the Law School.

This work began with all the class representatives from the Law department last academic year, and has now been commissioned by Widening Participation, with a broader scope.

Bridging the Gap is a Student Collective that aims to rally and support black and Asian students. The idea is that this programme will entail a stream of events over the academic year to on the one hand provide spaces and raise awareness of the way the racial attainment gap functions at SOAS, whilst on the other hand, empowering black and Asian students to succeed despite these obstacles.

This initiative has been co – designed with students, working at ground level to shape the programme in a way that students find useful and accessible.

What progress has been made/ events have been held?

Structural Change:

During the last year's focus groups it became apparent that pastoral care within the department is too vague and inaccessible. Students overwhelmingly feel that personal tutors need to be more aware and sensitive to an understanding of the racial element of the attainment gap in their dealings with students. The ideas and awareness raised through this dialogue with the Head of Department is a theme that we will further develop through the revised role of Academic Advisor.

Welcome Week:

The first aspect of the programme aimed to raise the issue of the racial attainment gap from early on in the academic year. During Welcome week we contributed to the Law School's welcome talk, and raised the issue, as it exists in the department. We used departmental data to show how students of colour are less likely to attain first class degree classifications, and tend to have higher non completion rates.

Students of all races and ethnicities were invited to get involved in the programme by attending events and spreading the word to other students. This initial engagement enabled engagement and participation with students, which enabled students to volunteer for the programme.

Panel Event:

The aim of this panel discussion was to raise the issues around the racial attainment gap in SOAS Law School and in the UK more widely; lack of representation in the legal profession; the reasons for this; and collective action to counter this.

Focus Group:

This aimed to discuss and consider ways in which students think about the ways in which this programme could work for and represent them. Attendees were predominantly black Law students, which raised the issue of how to make the space more inviting to Asian students and white allies. We discussed student experiences, and asked what events could make the scheme more useful.

Mentoring Scheme:

Another aspect of this programme is a mentoring scheme. The structure will be to create 4 groups of 4 students. We aim for the pods to work on two levels. Firstly, the groups will be able to provide peer support to one another on an academic level, as well as providing support for issues more widely associated with university life.

In addition to this each pod will also have a group mentor. They will meet with this mentor approximately once a month. The mentors will be from different professional backgrounds, namely: legal professionals, academics, or activists.

Group Therapy Session:

February is a particularly stressful time in the academic year for students. This is often because it is a time where there are many deadlines and exams are in sight. For this reason we partnered with a local charity to hold a group therapy session for students of colour, to release stress and be reenergised. This idea came from the student focus

group and demonstrates our commitment to bringing the desires of fellow students to fruition.

Working With Secondary Schools:

Much of our work has also been to do with reaching out to local communities. We have attended events such as the Black Child Agenda, to make links with charities that are already working on these issues, and work out how we can complement the work already being done locally. As such as we have begun to build relationships with local secondary schools. In July 2019 we will go into schools and hold workshops to empower black and Asian students to reach their potential and discuss with staff how they can prevent the oppressive trajectory that exists for many students of colour.

How will we measure progress?

We aim to evaluate the success of this programme through questionnaires and further qualitative research. During our focus group we collected both written and oral feedback on the situation in the law school and how aptly Briging the Gap was addressing the shortfalls. This will be collected and evaluated in a report at the end of the year.

(g) WOMENS Group

This year saw the development of the SOAS staff women's network. The group has chosen to call itself WARN – Women's Aspirations, Resilience and Networking Network. The tagline is "Women are Ready Now".

The strongest theme that emerged during this first meeting was that of development and empowerment for women here at SOAS.

This group held its first meeting, and plans to have future meetings run as facilitated workshops run by members. The plan is to create a calendar of events for the next academic year, which will be based on the issues that women feel they wish to consider in terms of their development going forward.

9 Summary of Progress against Priorities from 2017–2018

This section provides a summary of our stated commitments and progress against these during this current academic year. It further sets out our forward looking priorities for the forthcoming academic year.

In our last EDI Annual Report, we stated that we would focus on the following priorities:

Priority 1:

Athena SWAN actions to progress our work towards the next submission

Progress

As mentioned above, during this academic year we have undertaken a review and reconsolidation of the composition of the Athena SWAN Self-Assessment Team. This has already had a positive impact, evidenced by the fact that several departments have stated a commitment to undertake departmental level submissions.

This raised level of awareness and commitment to the principles of the Athena SWAN Charter at a departmental level across the School means that we will be able to further embed this, in order to continue to work towards improved gender equality here at SOAS.

This progress has been further enabled by the appointment of an Academic EDI Lead, who is the Chair of the Athena SWAN SAT, and a member of the EDI Committee.

The combination of this high level of commitment together with an improved governance structure will enable the School to review and monitor our progress against our Athena SWAN action plan in a more strategic and timely way going forward.

Priority 2:

Scope and identify key actions to begin to progress the work of the submission for the Race Equality Charter

Progress

The work of scoping the requirements of the Race Equality Charter has already started, and to this end for example, we have already begun to examine different models of staff networks that could support this work, for example, through focus groups and for feedback on our policies etc.

We have also begun to undertake a gap analysis of our data for both staff and students.

Priority 3:

Establishing employee resource groups

Progress

As mentioned above, we have established our Women's Network, and whilst this is in its infancy, the response has been very positive.

Priority 3:

Progress the recommendations arising from the Promotion Done Better initiative

Progress

The members of the group have undertaken a review of the initial report and recommendations and developed a revised action plan and terms of reference. There is a view that some of the initial recommendations have been delivered (such as having a policy to clearly advertise all internal vacancies). Future considerations for the membership include whether the initial aims and rationale for the creation of this group are still relevant, and if not, to examine what the future needs are.

Priority 4:

Develop a consistent approach to Equality Impact Assessments

Progress

We have scoped the priority areas requiring Equality Impact Assessments, and these will initially be aimed at ensuring that we meet the requirements of the Research Excellence Framework guidance for the next round of submissions.

To this end, we have established the actual numbers of staff who will be trained. We have

further developed a plan and timeline to ensure this happens from the beginning of the next academic year.

Priority 5:

Develop and deliver a data campaign designed to raise awareness of the importance of EDI data, to develop better insights on the data, and to create a culture of trust regarding our data

We ran an initial campaign for staff data, and we have planned to undertake a parallel campaign for students on enrolment for the next academic year. We will then communicate the highlights for both campaigns.

Progress

Priority 6:

Implement a revised governance, compliance and risk framework for EDI

Progress

This work has begun, in line with the appointment of a new Chair of the EDI Committee. This has included a review of the Committee membership to ensure broader representation across the School, especially with regard to Student voices.

Priority 7:

Undertake a review of the current EDI action plan, to ensure alignment with SOAS Strategy on a Page, and to ensure that actions in the plan are aligned with the appropriate Committees

Progress

Work to review the current plan is underway. This will be continued to be developed in collaboration with key stakeholders throughout the next academic year.

10 PRIORITIES FOR THE NEXT TWELVE MONTHS (2019-20)

The key areas will be:

- The development of a revised EDI Plan
- The development of the Departmental Athena SWAN SAT's, and support to progress departmental submissions
- Development of our plan to work towards the Race Equality Charter
- Continue to develop the staff networks
- Continue to review our EDI Training needs to ensure that EDI is embedded in all our work
- Continue to support and review our progress in relation to our BME attainment gap

11. SOAS EVENTS

Throughout the year, SOAS hosts a broad range of events exploring Africa, Asia and the Middle East, in addition to events celebrating our core values of promoting equality & diversity, fostering cultural understanding and creating a community. The School observes a multitude of religious days, festivals, holidays and important diversity dates.

There are SOAS wide celebrations for Black History Month, International Women's Day and Pride; with music, a series of talks, lectures, film screenings and panel discussions. This year, the SOAS Students' Union hosted a Black History Month Takeover throughout October including a conversation with Reni Eddo Lodge (author of *Why I'm No Longer Talking to White People About Race*) and Neneh Cherry. The Centre of African Studies (CAS) hosted a four-part documentary series, 'Slavery Routes', which examines the history of slavery and looks at how Africa ended up at the heart of the slavery route. The series was co-convened by SOAS scholar Dr Marie Rode. For International Women's Day, SOAS held a series of events including an event on the political agency of African women, violence against women in Palestine and an event on women in diplomacy. There were also events celebrating Chinese New Year, Nooruz and Pongol.

Events and projects that were founded at SOAS, such as Queer Asia and the Ramadan Tent Project, have gone from strength to strength. This year Queer Asia is being held at the British Museum, in addition to some home events here at SOAS. The Ramadan Tent Project, which was founded by SOAS students in 2013, hosted Open Iftar 2019 with the House of Lords in Trafalgar Square.

Following Universities UK and the NUS's report on 'Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap', UUK together with SOAS University of London, hosted a one day conference here, focusing on practical steps to tackling the attainment gap. Hosted by Baroness Amos, the conference explored the current issues surrounding BAME attainment, access, and diversity amongst students and staff. The School also hosted "Silence on Campus: making a noise about stammering", a conference featuring the latest research, findings and discussion of stammering, specifically within the higher education domain. SOAS' Pro-Director of Learning and Teaching, Professor Deborah Johnston gave a keynote on "Stammering and Inclusion in the Rapidly Changing Context of Universities".

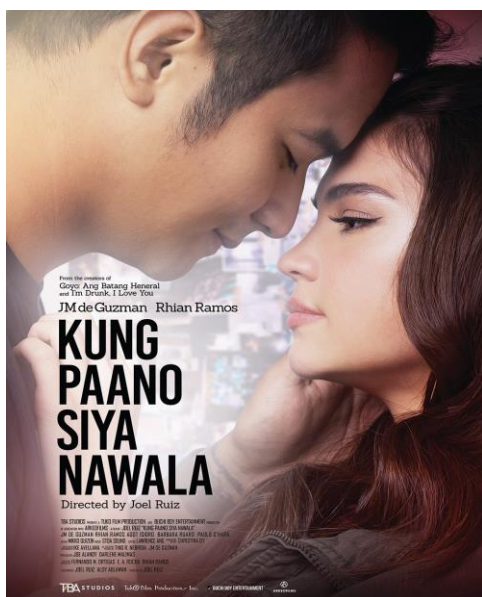
Here are some highlights from this year's calendar:



The **Ramadan Tent Project (RTP)**, which was started by SOAS students and is now in its sixth year, has teamed up with the House of Lords to hold the first ever iftar (breaking of the fast) in Trafalgar Square on 30 May.

SOAS South East Asian Film Festival

SOAS University of London's Centre of South East Asian Studies will be hosting a week-long festival showcasing South East Asian contemporary feature films from each of the ten member-states of the Association of Southeast Asian Nations (ASEAN): Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Singapore, Philippines, Thailand and Vietnam.



Dr Kehinde Andrews speaking at SOAS on 'The Politics of Black Radicalism'

SOAS World Music Summer School

Every summer SOAS offers an exciting summer school of world-wide music.



Silence on Campus: making a noise about stammering-

A conference featuring latest research, findings and discussion of stammering, specifically within the higher education domain.



'Women and Economics'

Financial Times and SOAS series

Following Universities UK and the NUS's report on '[Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap](#)', UUK together with SOAS, hosted a one-day conference to focus on next steps in making change happen.



Margaret Busby Launches New anthology 'Daughters of Africa' at SOAS

Reni Eddo Lodge in conversation with Neneh Cherry for Students' Union Black History Month Celebrations





SOAS Concert Series –This series brings together a range of established and up and coming international artists at SOAS with a total of 10 concerts. Performances this year included SOAS alumna Amrit Kaur Lohia (pictured) - a sārangī player and vocalist who specialises in Punjabi folk, jazz and soul.

Student Diversity and Inclusion

Student Demographic Data

Attraction, retention, engagement and attainment continue to be priorities at SOAS, as is evidenced in section 8 above.

Data in this section is taken from HESA and is benchmarked against London and UK HEI's.

1. Students by level of study

The SOAS population has increased constantly during the last 5 academic years. Both UG and PGT have seen fluctuating trends, but overall the School has grown by more than 800 (FPE).

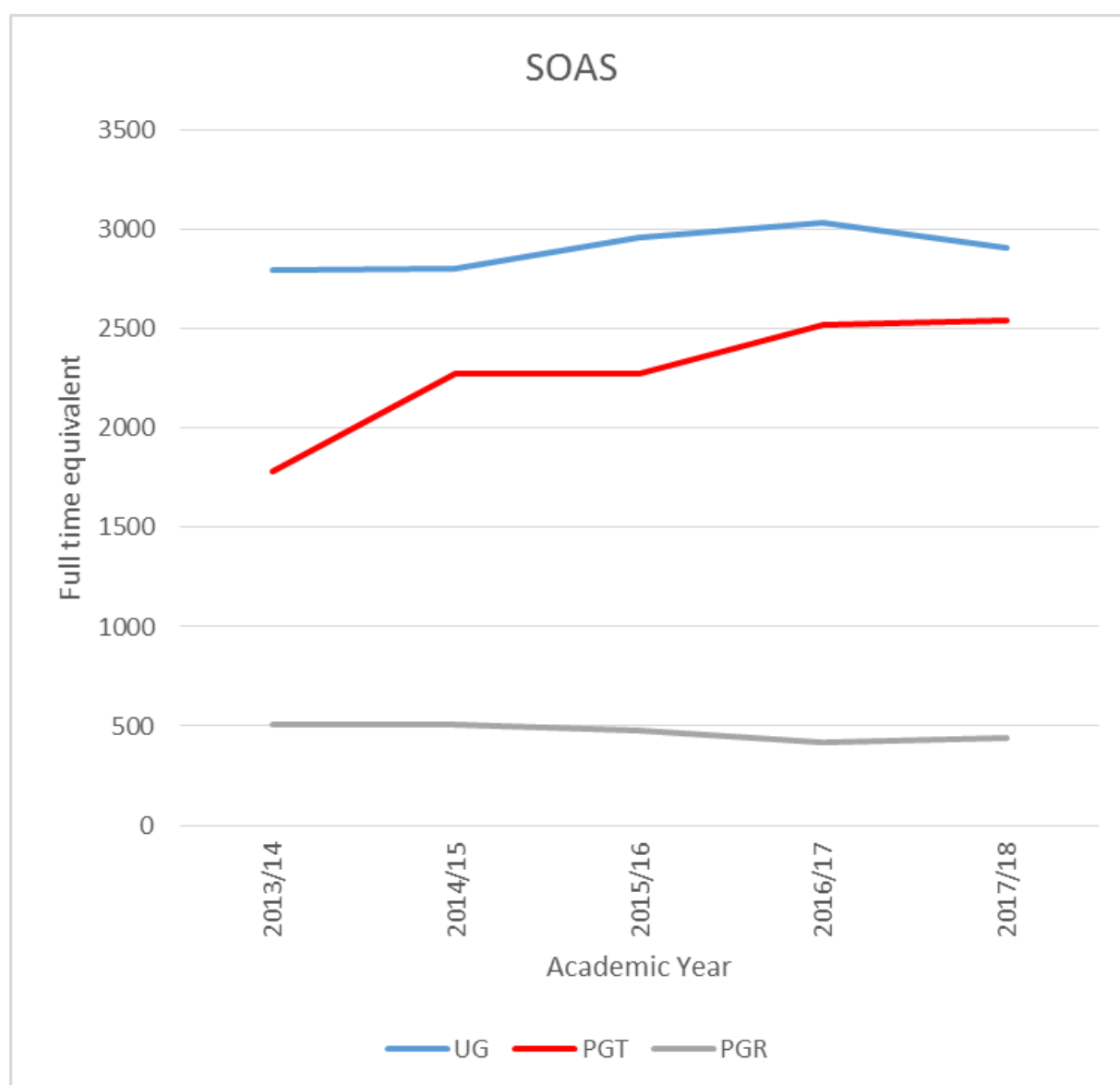
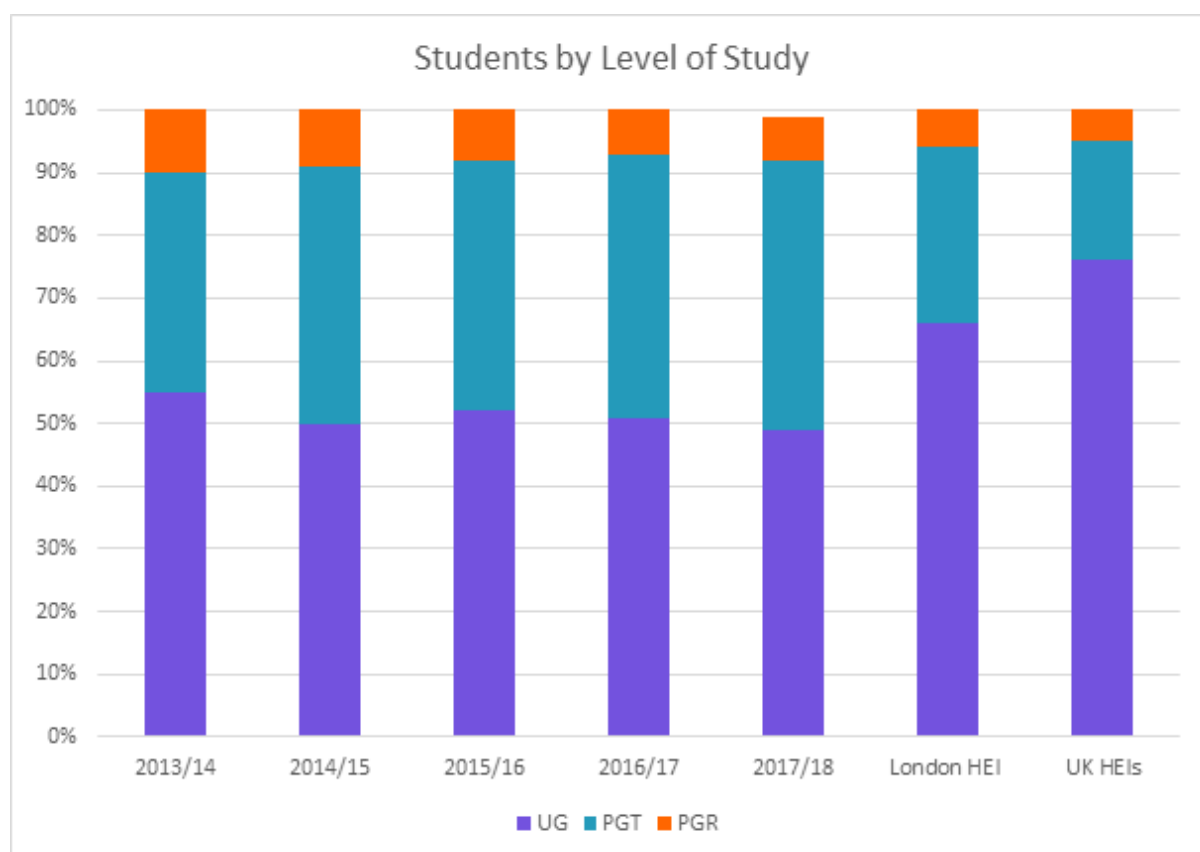


Figure 1 – SOAS Students by level of study

Figure 2 – SOAS Students by Level of Study and Percentage



The proportion of PGT students has increased from 35% in 2013/14 to 43% in 2017/18. However, SOAS is different from both London and all UK institutions trends, where UG dominates the sector.

Table 2 – Percentage of Students by Level of Study

SOAS	2013/14	2014/15	2015/16	2016/17	2017/18
UG	55%	50%	52%	51%	49%
PGT	35%	41%	40%	42%	43%
PGR	10%	9%	8%	7%	7%
Grand Total	100%	100%	100%	100%	100%

London Institutions	2013/14	2014/15	2015/16	2016/17	2017/18
UG	68%	67%	67%	67%	66%
PGT	26%	27%	27%	28%	28%
PGR	6%	6%	6%	6%	6%
Grand Total	100%	100%	100%	100%	100%

UK Institutions	2013/14	2014/15	2015/16	2016/17	2017/18
UG	77%	76%	77%	76%	76%
PGT	19%	19%	18%	19%	19%
PGR	5%	5%	5%	5%	5%
Grand Total	100%	100%	100%	100%	100%

3. Students by gender and level of study

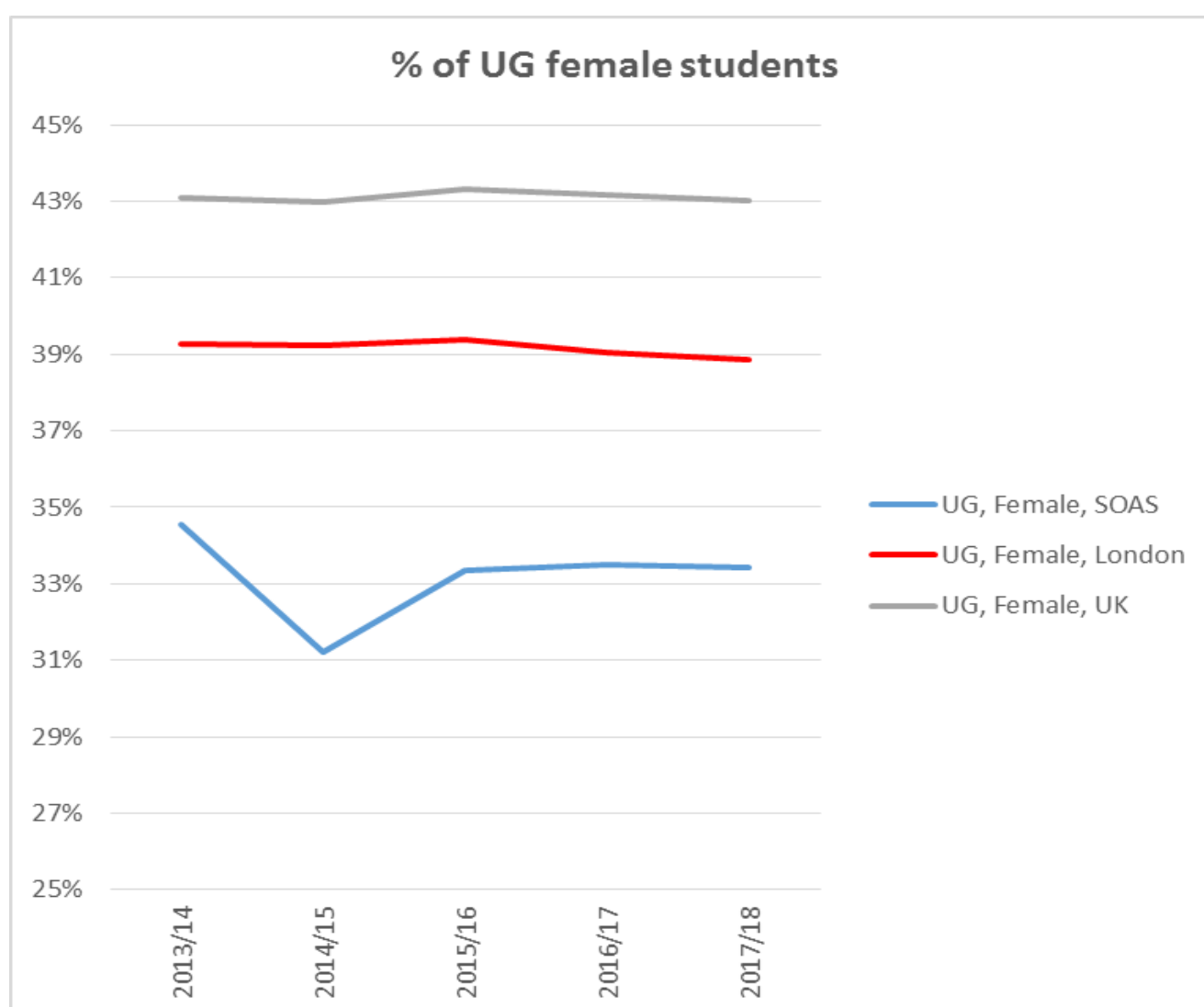
Note: SOAS did not record any students for the gender category 'Other' during the five years period.

SOAS students are predominantly female. This trend has not changed in the last five academic years.

Table 3 – SOAS Students by gender

Sex	2013/14	2014/15	2015/16	2016/17	2017/18
Female	64%	63%	64%	65%	66%
Male	36%	37%	36%	35%	34%
Grand Total	100%	100%	100%	100%	100%

Figure 3 – Percentage of Undergraduate Female Students



The proportion of female students at SOAS differs notably from both London and all UK institution by level of study. At UG level, SOAS has smaller percentage of female students as a proportion of all students. At PGT and PGR levels, SOAS has larger proportions of female students than both London and UK.

Figure 4 – percentage of postgraduate taught female students

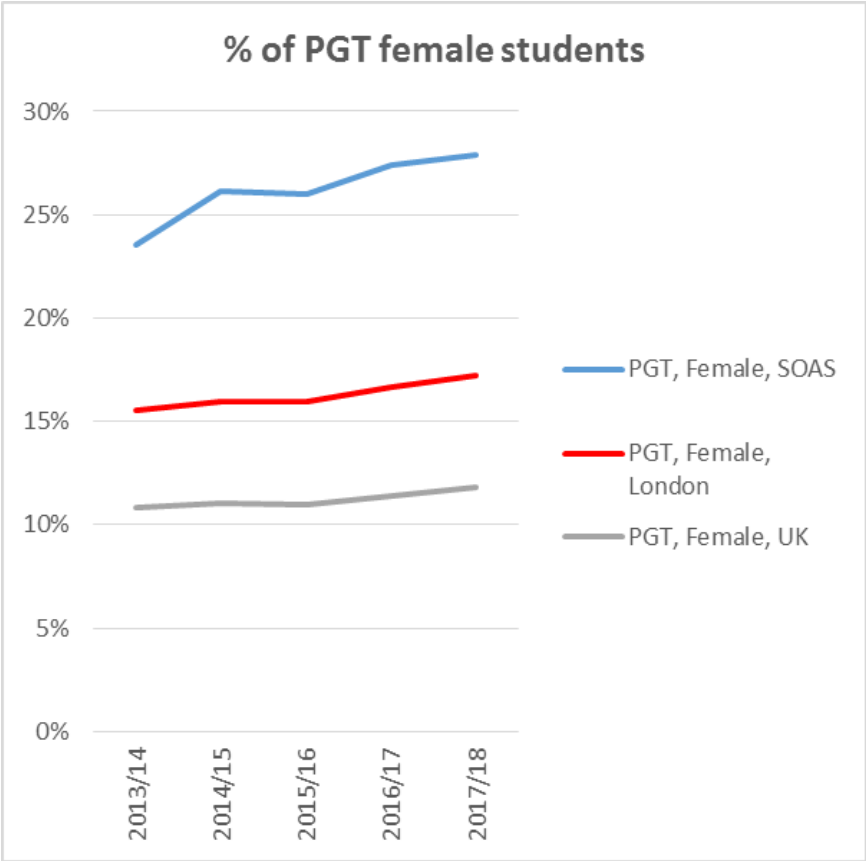
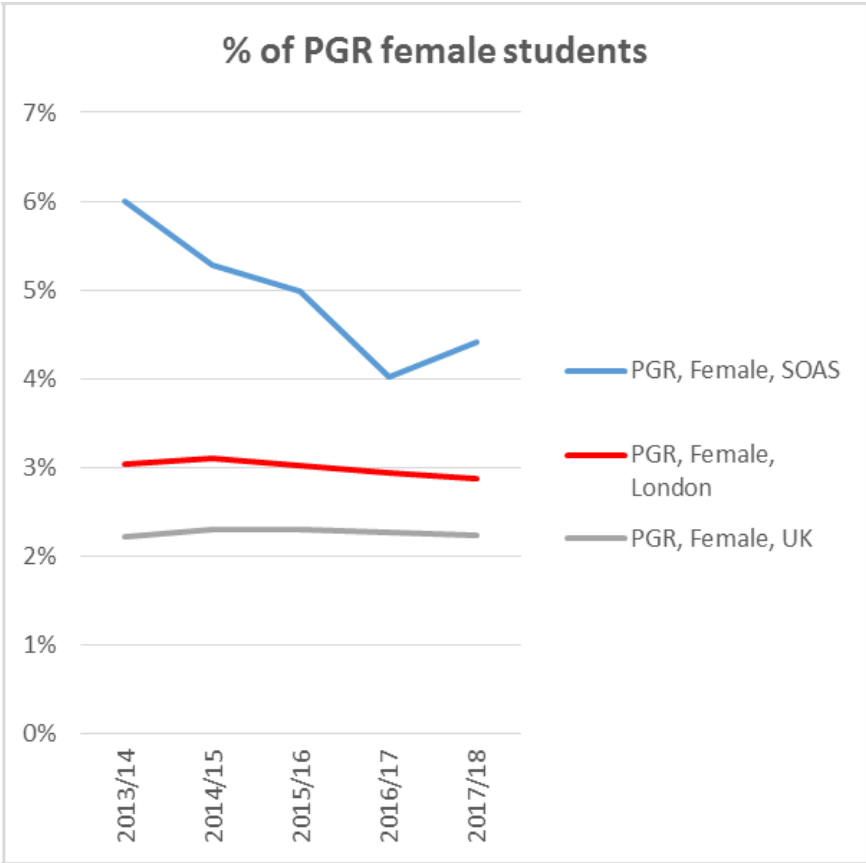


Figure 5 – percentage of postgraduate research female students



3. Students by age

Note: Sex id 'Other' and Age 'Unknown' were excluded from this analysis.

The students' age needs to be analysed by level of study.

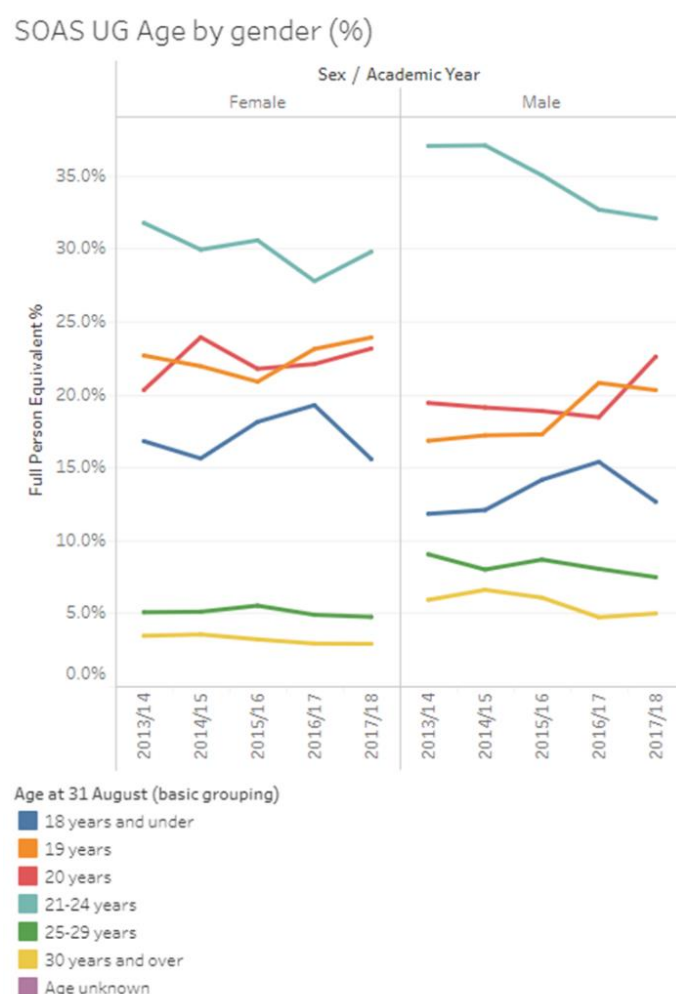
Both London institutions and sector wide show similar trends and proportions between male and female students in most age bands. However, in London there are generally smaller proportions of 18 years and under, 20 years and 30 and over. There is a larger proportion of 21-24 years for both male and female students.

At SOAS, female students are proportionally younger than their male counterparts, there are larger proportions of females in the three younger bands and less in the two older.

At PGT level, female students tend to be younger than their male counterparts. During the five years period of analysis the proportion of male students in the 21-24 band decreased from 37% in 2013/14 to 30% in 2017/18.

In London, the trend shows that female PG students between 21 to 24 years has grown and the 30 years and over has declined. In the UK sector, the trend shows a reduction in the gap

Figure 6 –SOAS UG
Age by Gender



between the proportion of students in the 21-24 years and the 30 and over bands.

London UG Age by gender (%)



Figure 7 –London UG Age by Gender

Age at 31 August (basic grouping)

- 18 years and under
- 19 years
- 20 years
- 21-24 years
- 25-29 years
- 30 years and over
- Age unknown

UK UG Age by gender (%)

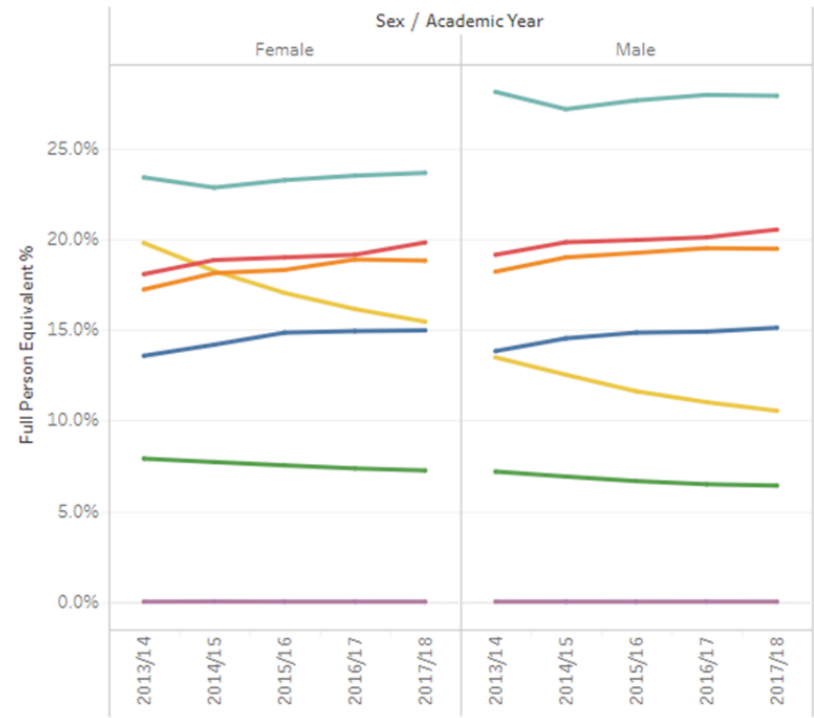


Figure 8 –UK UG Age by Gender

SOAS PG Age by gender (%)

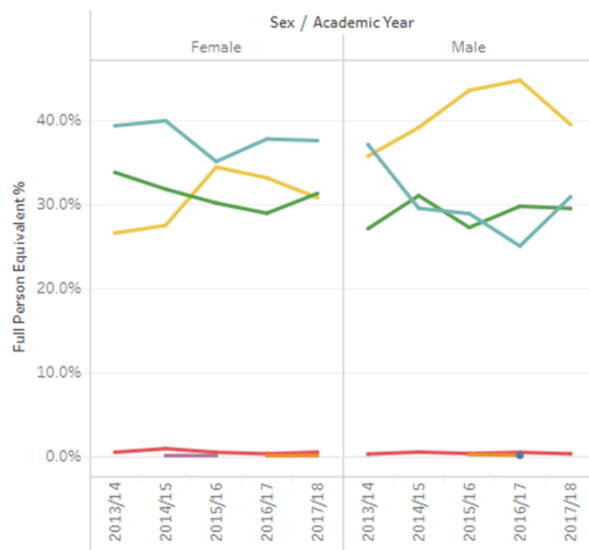


Figure 9 – SOAS PG Age by Gender

4. Ethnicity

Figure 10 – London PG Age by Gender

London PG Age by gender (%)

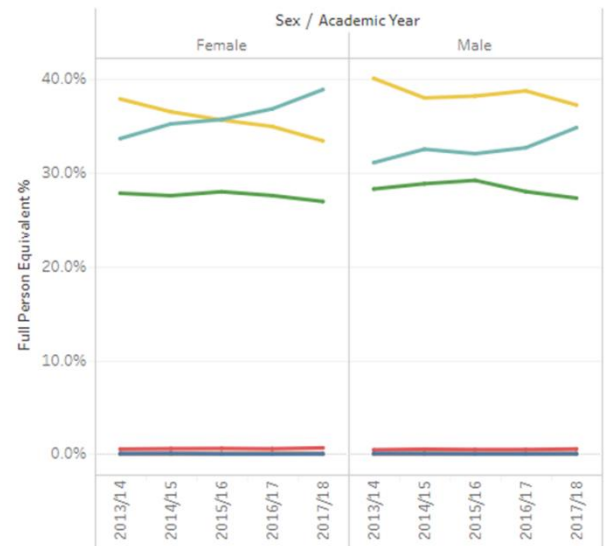
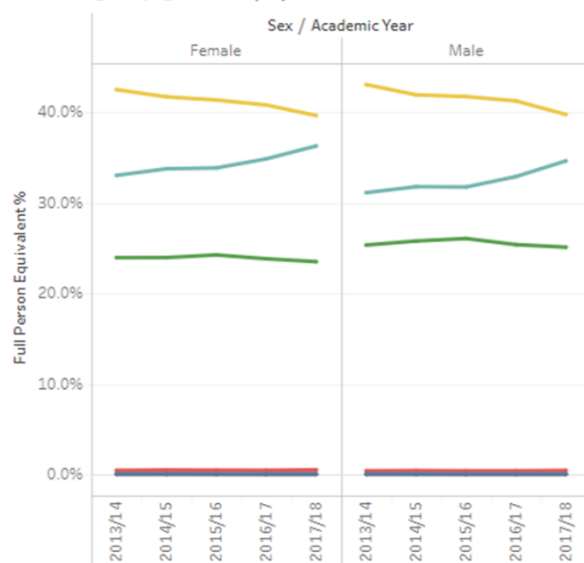


Figure 11 – UK PG Age by Gender

UK PG Age by gender (%)



Age at 31 August (basic grouping)

- 18 years and under
- 19 years
- 20 years
- 21-24 years
- 25-29 years
- 30 years and over
- Age unknown

In the last two academic years the UK-domiciled BME population at SOAS showed larger figures than white students for the first time. In London the gap between BME and white students has been constantly decreasing during the last five years. Both SOAS and London institutions have a more diverse picture than the UK sector as a whole.

Figure 12, 13 and 14 – SOAS, London Institutions and UK institutions by ethnicity.



The BME population at SOAS reached the 50 percent of all UK-domiciles students in 2016/17. These proportions are very different to the UK sector which showed figures near the 20 percent.

Table 3 – Percentage of BME Students 2013/14 -

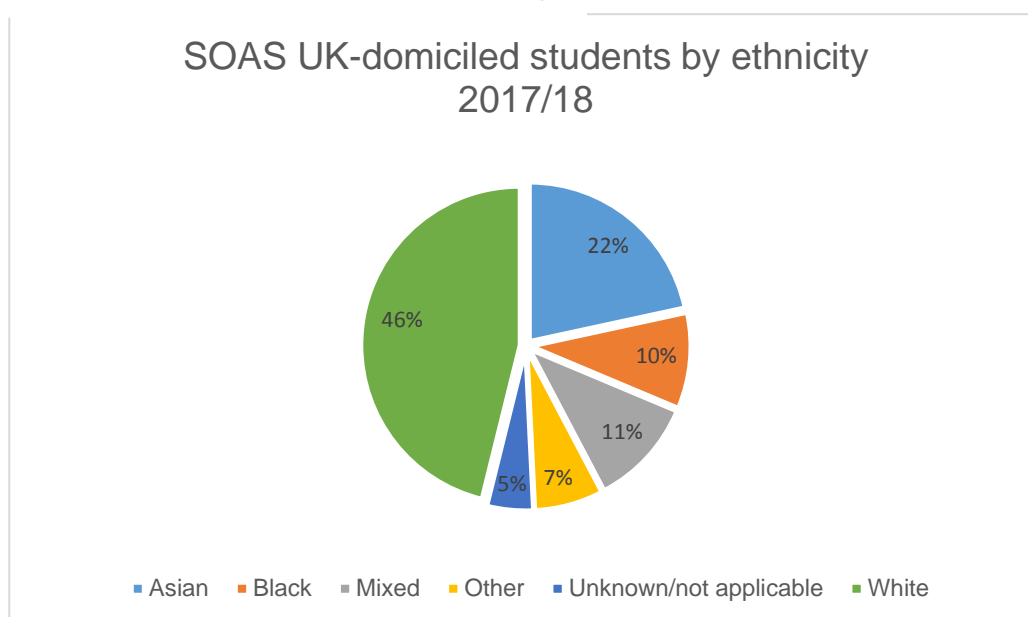
BME %	2013/14	2014/15	2015/16	2016/17	2017/18
SOAS	47%	47%	48%	50%	49%
London institutions	44%	45%	45%	46%	47%
UK institutions	19%	20%	20%	21%	22%

In parallel, during the five years period, the proportion of White students at SOAS has constantly decreased, from 51% in 2013/14 to 46% in 2017/18.

Table 4 Ethnicity profile of Students 2013/14 -2017/18

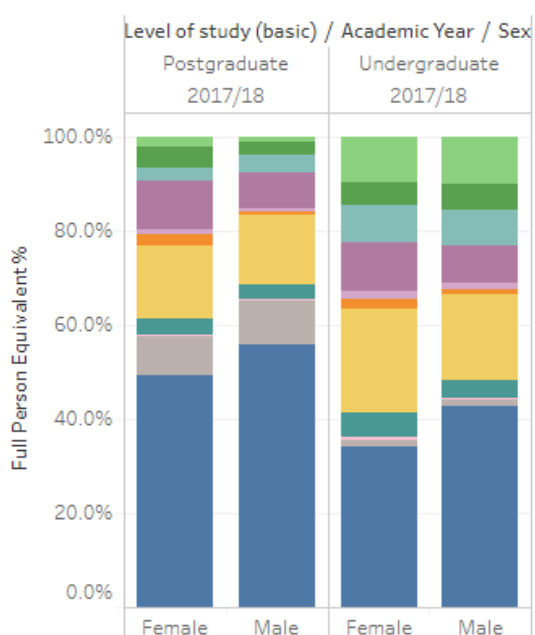
SOAS	2013/14	2014/15	2015/16	2016/17	2017/18
Asian	22%	20%	20%	21%	22%
Black	8%	8%	8%	11%	10%
Mixed	9%	11%	11%	10%	11%
Other	7%	8%	8%	8%	7%
Unknown/not applicable	3%	4%	3%	3%	5%
White	51%	49%	49%	46%	46%
SOAS Total	100%	100%	100%	100%	100%

Figure 15 – SOAS UK - domiciled students by ethnicity



At sector level, the proportion of white students is similar for both female and male students (between 73 and 75%) and levels of study. At SOAS, undergraduate level shows a larger

SOAS Gender-Ethnicity



UK Gender-Ethnicity

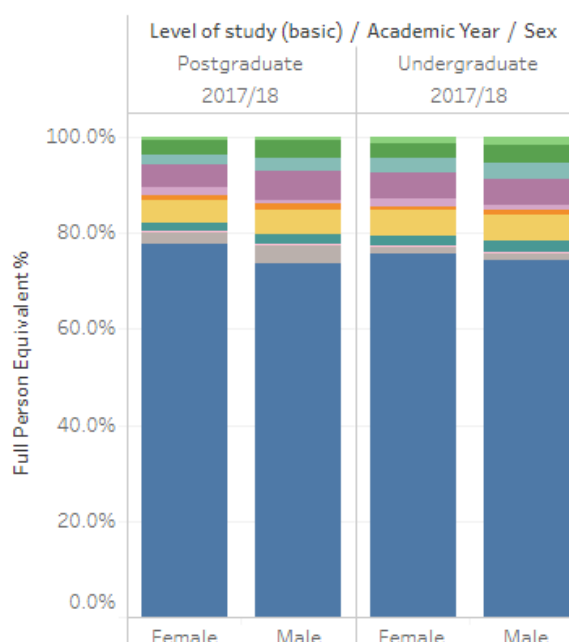
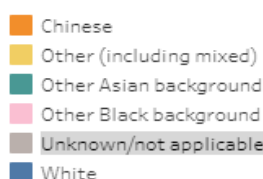


Figure 16 and 17, Gender and Ethnicity Profile of SOAS And UK students

ethnic diversity than the postgraduate for both genders.



5. Disability

The proportion of students with disability has increased by 3 percent points in SOAS over the five years period, from 6% in 2013/14 to 9% in 2017/18. These proportions are very similar to ones held by the London institutions.

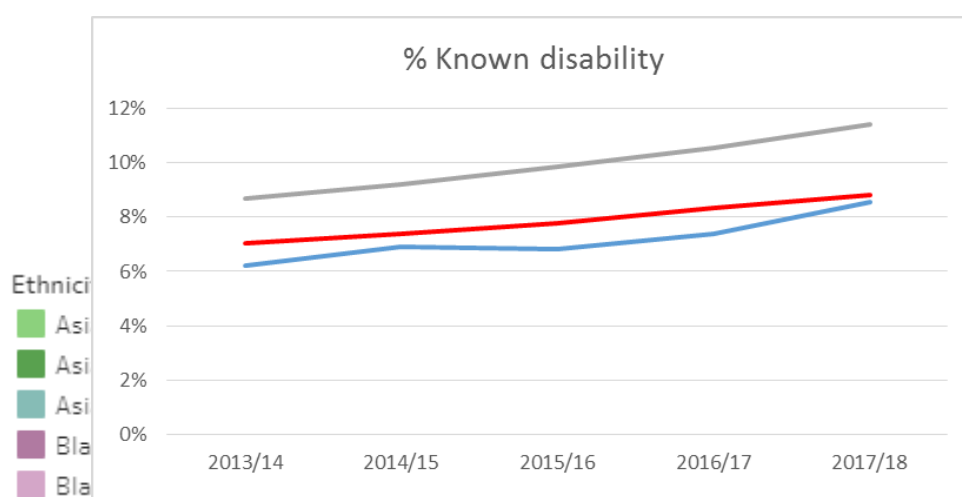


Figure 18, Percentage of students with a known disability 2013/14 – 2017/18

Overall the UK sector currently enrolls 11 percent of students with disabilities.

From the students that disclosed a disability, 46% had a mental health condition and 44% a specific learning condition.

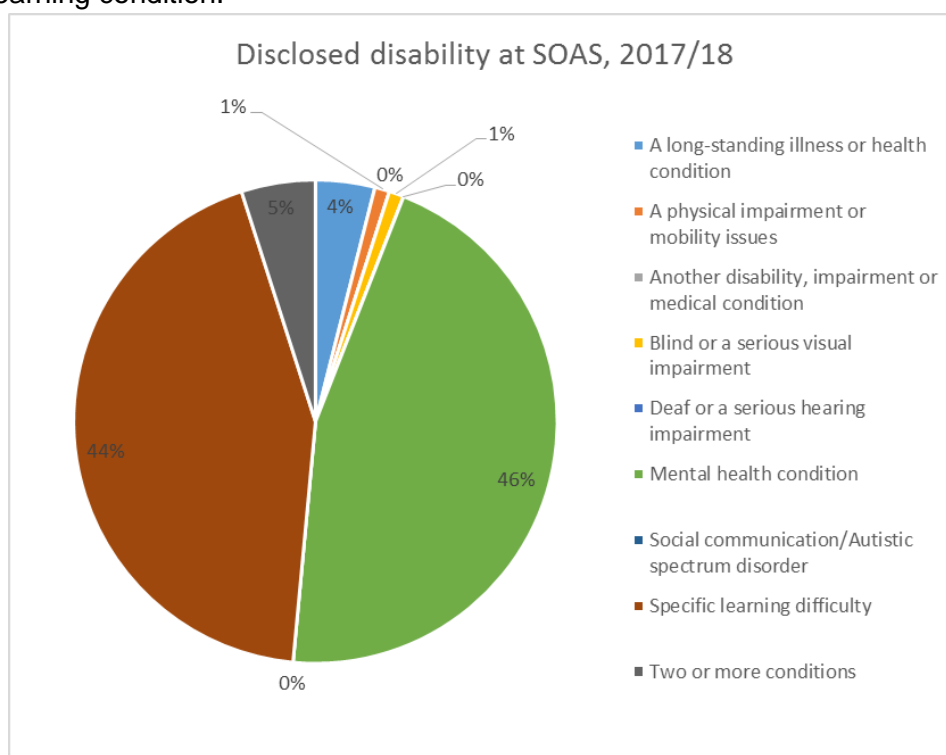


Figure 19, Disability Profile of SOAS students

6. Religion

The majority of SOAS students are recorded as 'No religion', however this percentage might include students with missing information. Students who effectively provided a religion belief said they considered themselves mainly Muslim (21%) or Christian (18%).

There is not data for sector level comparisons.

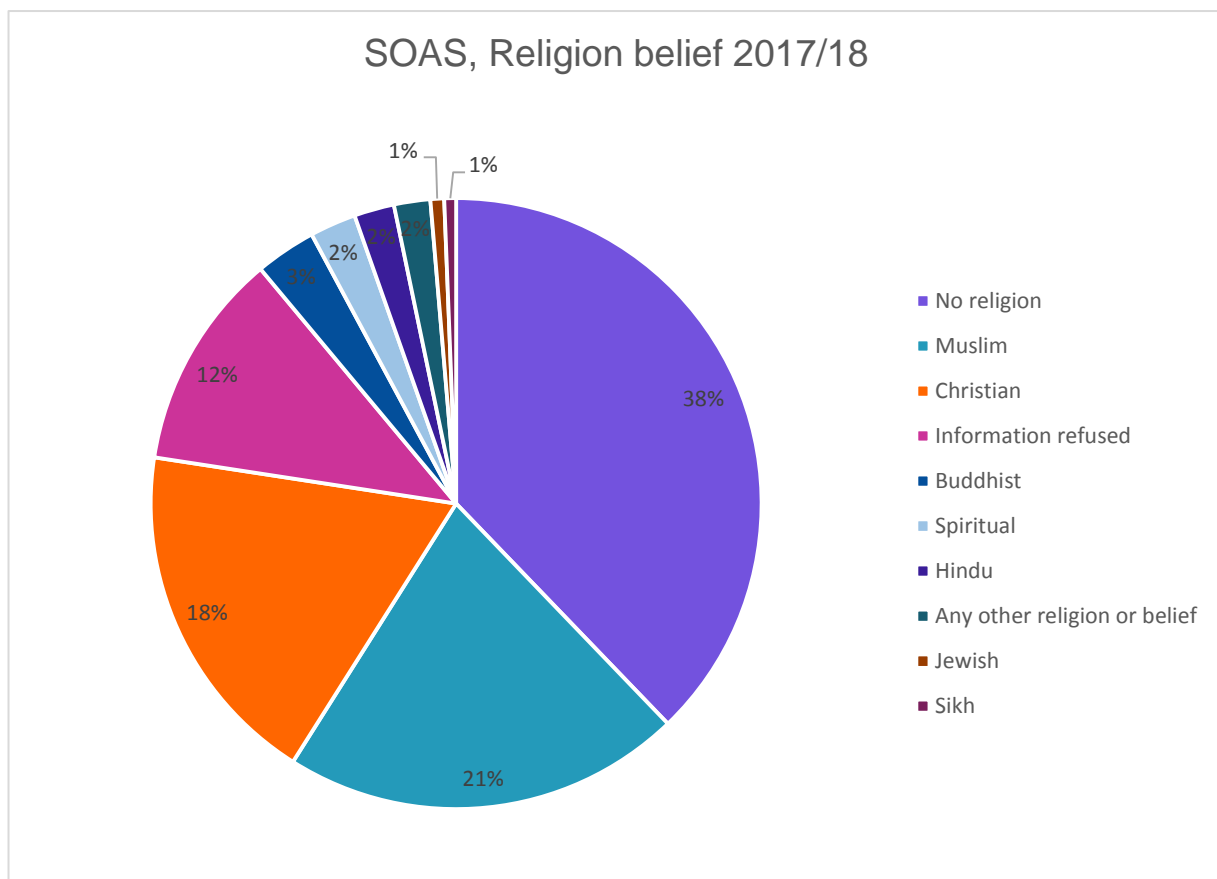


Figure 20, Religious Profile of SOAS students

Notes

All students' figures were extracted from Heidi Plus, except those related to Religion belief, which were derived from the institution's HESA Student Record from 2013/14 to 2017/18.

Staff Diversity and Inclusion

1 Staff Demographic Data

SOAS is committed to ensuring that the demographics of its staff reflect the diversity of its students and wider community. The data in this section provides some key highlights in relation to the makeup of our people.

Depending on the characteristic, data has been analysed using HESA Heidi Plus or Internal databases. SOAS data from HESA has the advantage that it can be benchmarked. SOAS data has been benchmarked against 40 London institutions and 166 UK institutions that are available in the HESA (Staff) record.

Some of the protected characteristics, such as sexual orientation and religion are not available in the HESA data, therefore they have been analysed using SOAS databases.

Depending on the source of data, the most recent available data has been used.

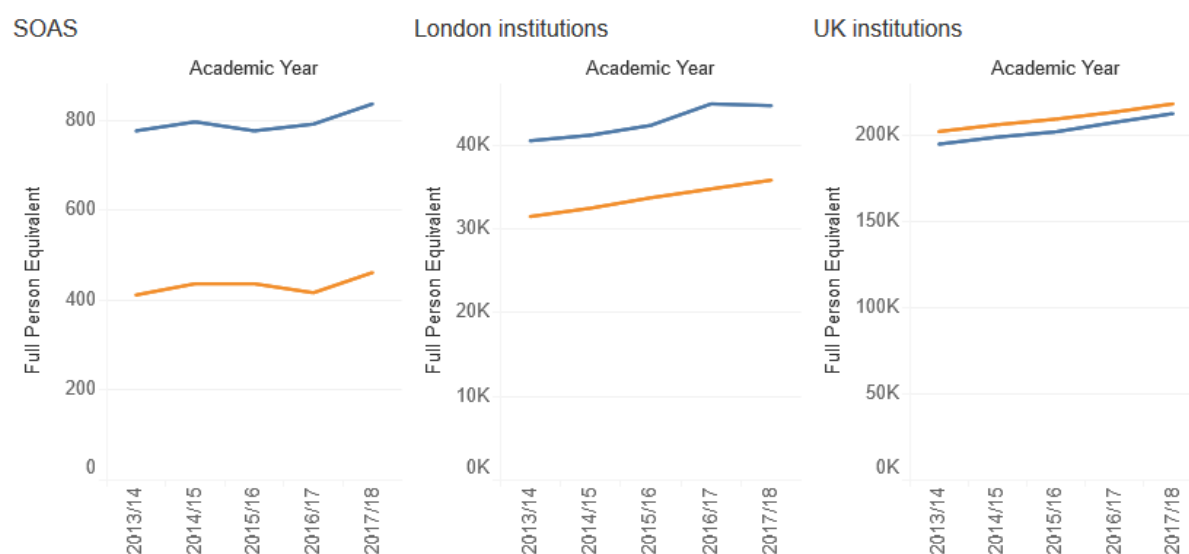
Key points about Staff

- The number of female academic staff at SOAS has increased by 19% since 2015/16, which is a faster increase than in any other group. Increase were seen in the age group '35 to 49' and also in '34 and under'. Female academics are the largest group at SOAS, while there are more male than female academics at London and UK institutions.
- A quarter of academic SOAS staff and 13% of non-academic SOAS staff have BME backgrounds. This compares to 7% and 6% at UK institutions respectively.

Numbers of Staff

- The number of academic staff at SOAS and at London institutions is far higher than the number of non-academic staff. This may be in part due to staff working part-time. At UK institutions overall, the number of non-academic staff is slightly higher.
- At SOAS, the number of academic staff has slightly increased in recent years, while numbers of academic staff at London institutions have slightly declined. As we see in the next paragraph, this may be due an increase in the number of female staff, some of whom may be working part-time.

Figure 1 Numbers of Staff



Academic staff = blue; Non-academic staff = orange

Table 1 Numbers of Academic and Non-academic Staff

Numbers					
SOAS	2013/14	2014/15	2015/16	2016/17	2017/18
Academic	775	795	775	790	835
Non academic	410	435	435	415	460
Total	1,185	1,230	1,210	1,205	1,295
London	2013/14	2014/15	2015/16	2016/17	2017/18
Academic	40,415	41,080	42,255	44,820	44,605
Non academic	31,370	32,365	33,610	34,670	35,715
Total	71,785	73,445	75,860	79,490	80,320
UK	2013/14	2014/15	2015/16	2016/17	2017/18
Academic	194,245	198,335	201,380	206,870	211,980
Non academic	201,535	205,500	208,750	212,835	217,580
Total	395,780	403,835	410,130	419,710	429,560

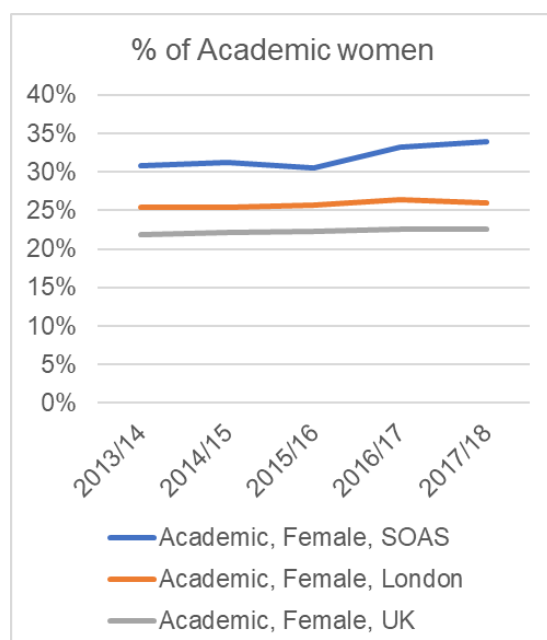
Table 2 Percentages of Academic and Non – Academic Staff

Percentages					
SOAS	2013/14	2014/15	2015/16	2016/17	2017/18
Academic	65%	65%	64%	66%	64%
Non academic	35%	35%	36%	34%	36%
Total	100%	100%	100%	100%	100%
London	2013/14	2014/15	2015/16	2016/17	2017/18
Academic	56%	56%	56%	56%	56%
Non academic	44%	44%	44%	44%	44%
Total	100%	100%	100%	100%	100%
UK	2013/14	2014/15	2015/16	2016/17	2017/18
Academic	49%	49%	49%	49%	49%
Non academic	51%	51%	51%	51%	51%
Total	100%	100%	100%	100%	100%

2. Gender of Staff

- At SOAS, the percentage of academic women has increased from 31% in 2015/16 to 34% in 2017/18. It is eight percentage points higher than at London institutions and eleven percentage points higher than at UK institutions.

Figure 2 Percentage of Academic Women



- Since 2015/16, the number of female academic staff at SOAS has increased by 19%, which is faster than any other group. Female academics are the largest group at SOAS, while there are more male than female academics at London and UK institutions.

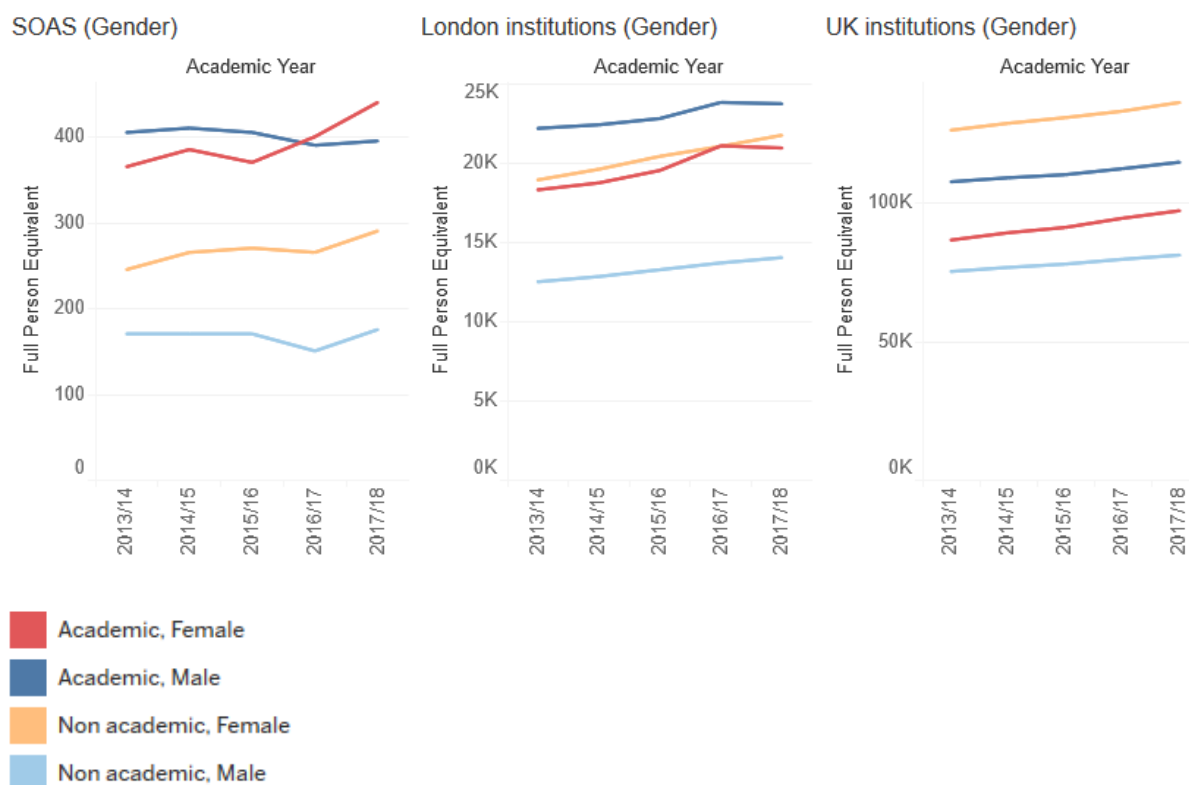


Table 3 Numbers of Academic and Non Academic Staff by Gender

Numbers					
SOAS	2013/14	2014/15	2015/16	2016/17	2017/18
Academic, Female	365	385	370	400	440
Academic, Male	405	410	405	390	395
Non academic, Female	245	265	270	265	290
Non academic, Male	170	170	170	150	175
Total	1,185	1,230	1,210	1,205	1,295
London institutions	2013/14	2014/15	2015/16	2016/17	2017/18
Academic, Female	18,270	18,705	19,490	21,040	20,905
Academic, Male	22,145	22,370	22,765	23,780	23,695
Non academic, Female	18,895	19,565	20,380	21,010	21,710
Non academic, Male	12,470	12,800	13,230	13,660	13,995
Total	71,785	73,445	75,860	79,490	80,310
UK institutions	2013/14	2014/15	2015/16	2016/17	2017/18
Academic, Female	86,590	89,225	91,150	94,475	97,200
Academic, Male	107,655	109,110	110,230	112,395	114,745
Non academic, Female	126,315	128,805	130,855	133,195	136,350
Non academic, Male	75,220	76,695	77,895	79,640	81,175
Total	395,780	403,835	410,130	419,710	429,470

Figure 3 Percentage of SOAS staff by gender

- There are 34% of female academics, 31% of male academics, 22% of female non-academics and 14% of male non-academics.

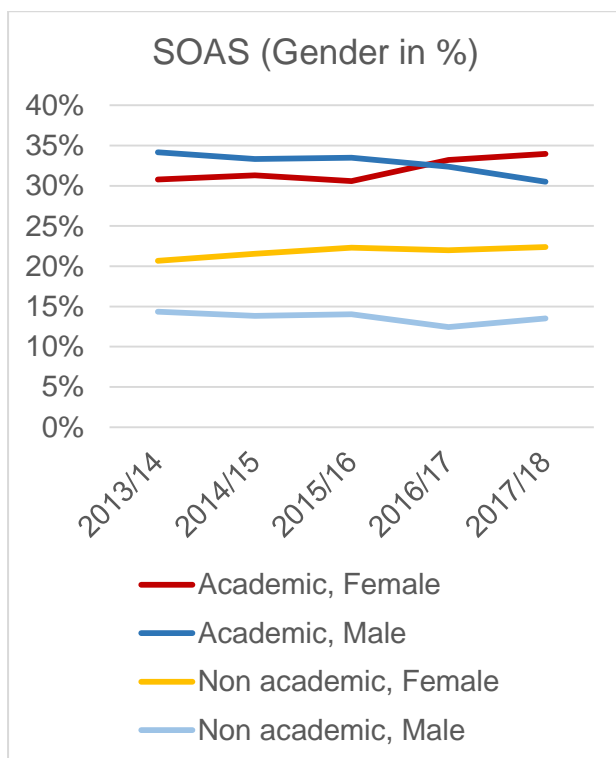


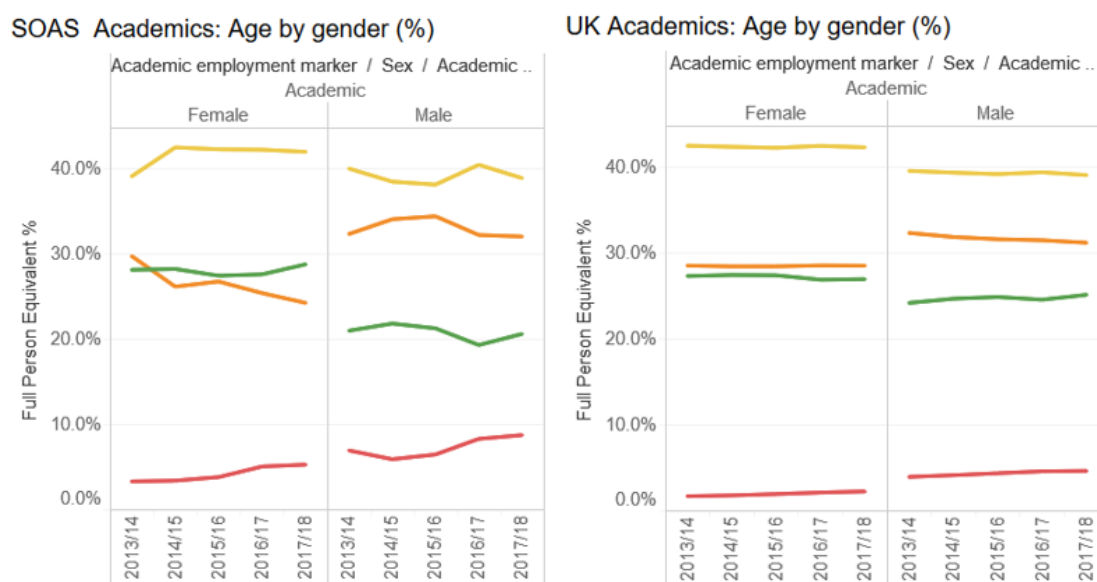
Table 4 Percentages of Academic Staff by Gender

Percentages					
SOAS	2013/14	2014/15	2015/16	2016/17	2017/18
Academic, Female	31%	31%	31%	33%	34%
Academic, Male	34%	33%	33%	32%	31%
Non academic, Female	21%	22%	22%	22%	22%
Non academic, Male	14%	14%	14%	12%	14%
Total	100%	100%	100%	100%	100%
London institutions	2013/14	2014/15	2015/16	2016/17	2017/18
Academic, Female	25%	25%	26%	26%	26%
Academic, Male	31%	30%	30%	30%	30%
Non academic, Female	26%	27%	27%	26%	27%
Non academic, Male	17%	17%	17%	17%	17%
Total	100%	100%	100%	100%	100%
UK institutions	2013/14	2014/15	2015/16	2016/17	2017/18
Academic, Female	22%	22%	22%	23%	23%
Academic, Male	27%	27%	27%	27%	27%
Non academic, Female	32%	32%	32%	32%	32%
Non academic, Male	19%	19%	19%	19%	19%
Total	100%	100%	100%	100%	100%

3. Age of Staff

- There is a higher percentage of female academics than male academics in the age groups under 34 and 35 to 49, both at SOAS and UK institutions. The balances switches with age and there are more male academics in the older age groups 50-65 and 66 years and over.

Figure 4 Academic staff by age group



Age at 31 August

- 34 years & under
- 35 - 49 years
- 50 - 65 years
- 66 years & over

Table 5 Number of Academic staff by Age group and Gender at SOAS, 2015/16 to 2017/18

Academic staff		34 years & under	35 - 49 years	50 - 65 years	66 years & over
Female	2013/14	105	145	110	10
Female	2014/15	110	165	100	15
Female	2015/16	100	155	100	15
Female	2016/17	110	170	100	20
Female	2017/18	125	185	105	25
Female	Total	550	815	515	80
Male	2013/14	85	160	130	30
Male	2014/15	90	155	140	25
Male	2015/16	85	155	140	25
Male	2016/17	75	155	125	30
Male	2017/18	80	155	125	35
Male	Total	415	785	660	145
Total	Total	965	1,600	1,175	225

Excludes age unknown. Source: Heidi Plus

Non-academic staff by age groups

- Numbers of non-academic staff by age groups and gender are relatively small to draw conclusions regarding trends. Overall, there has been a small increase or stability in numbers for most groups.

Table 6 Number of Non-Academic staff by Age group and Gender at SOAS, 2015/16 to 2017/18

Non-academic staff		34 years & under	35 - 49 years	50 - 65 years	66 years & over
Female	2013/14	70	115	60	0
Female	2014/15	75	125	65	
Female	2015/16	85	115	70	0
Female	2016/17	80	115	70	5
Female	2017/18	85	120	85	5
Female	Total	390	585	345	10
Male	2013/14	35	70	60	0
Male	2014/15	40	70	55	5
Male	2015/16	40	70	55	5
Male	2016/17	30	70	45	5
Male	2017/18	45	70	55	5
Male	Total	185	355	275	15
Total	Total	580	940	615	25

Excludes age unknown. Source: Heidi Plus

4. Disability

- The percentage of staff who declare a disability or have a disability has increased at UK institutions over the last few years. At SOAS, the percentage of staff known to have a disability (4.6%) is slightly below the UK average of 5.0%, but slightly higher than at London institutions (4.3%).

Figure 5 – Percentages of Staff who have declared a disability

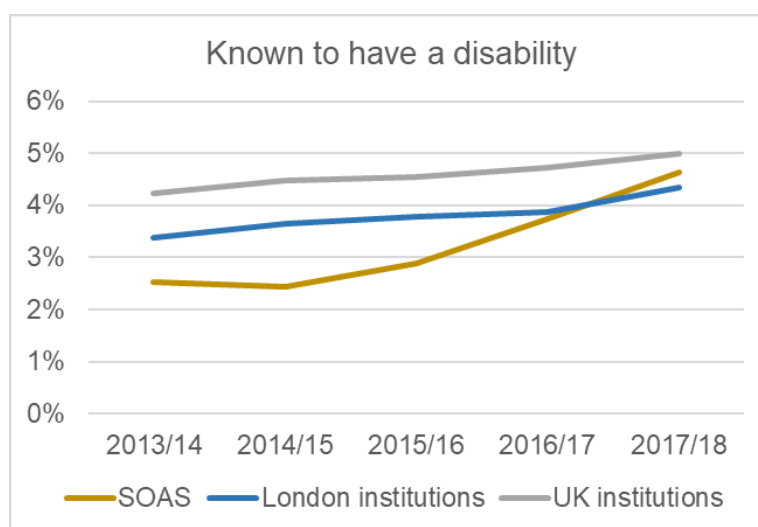


Table 7 Sector Numbers and Percentages of Staff with a Disability

- The number of staff with a declared disability is 60 at SOAS and 21,435 at UK institutions. This provides scope to learn about best practice from each other to support staff the best possible way.

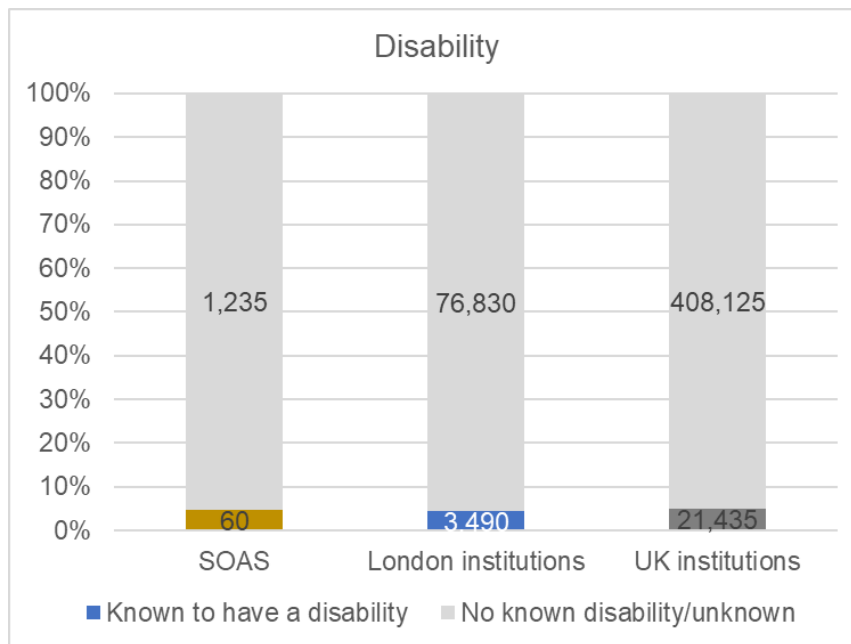


Table 8 Numbers of SOAS Staff who have declared a disability

Disability (basic), SOAS	2013/14	2014/15	2015/16	2016/17	2017/18
Known to have a disability	30	30	35	45	60
No known disability/unknown	1,155	1,205	1,175	1,160	1,235

5. Ethnicity

- SOAS staff, like SOAS students, are ethnically more diverse than staff at other UK institutions. A quarter of academic SOAS staff and 13% of non-academic SOAS staff have BME backgrounds. This compares to 7% and 6% at UK institutions respectively.

Figure 6 Ethnicity and gender of academic and non-academic staff at SOAS and UK institutions, 2017/18

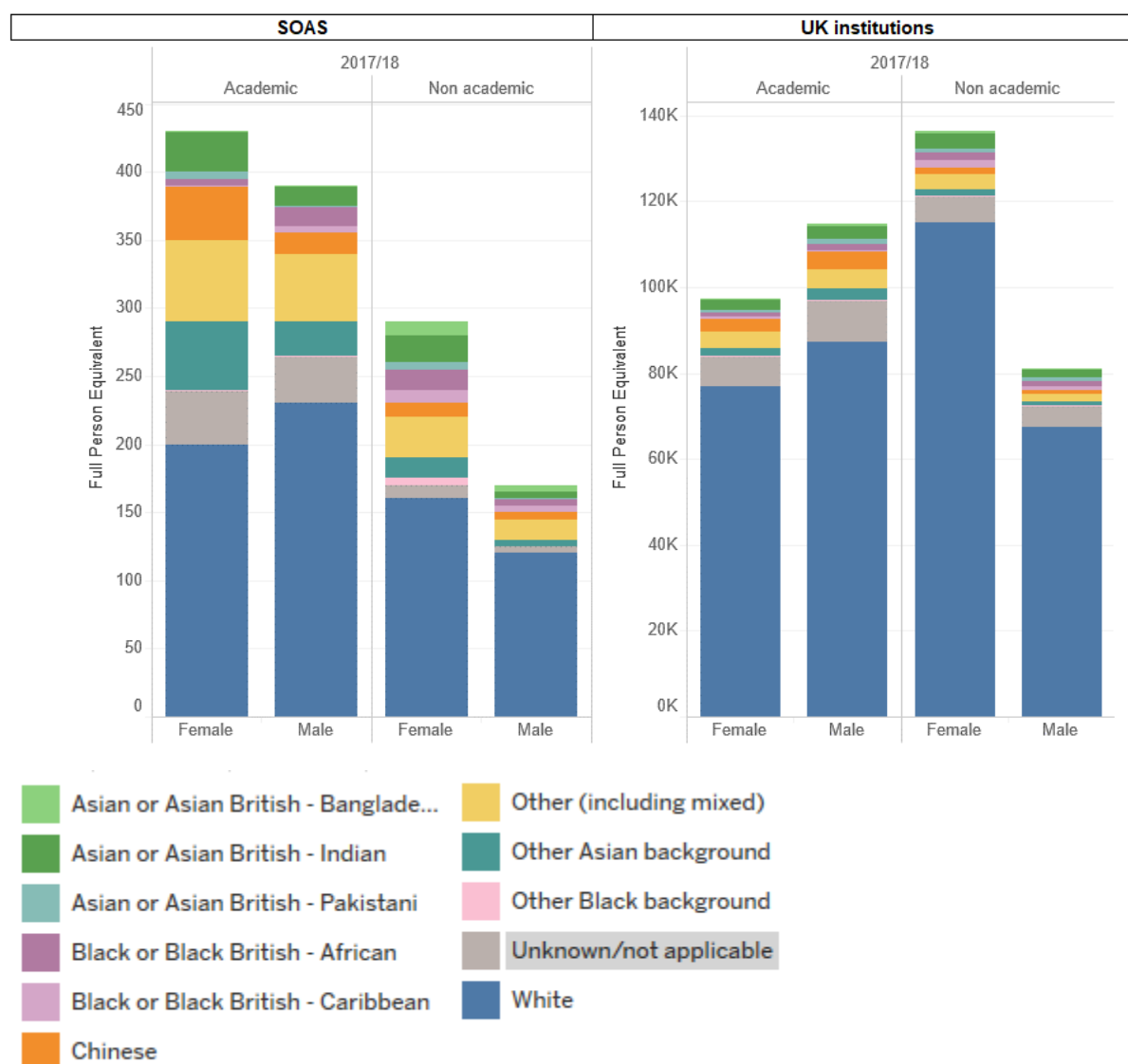


Table 9 Numbers and Percentages of SOAS Staff by Ethnicity

SOAS, 2017/18	Numbers			Percentages		
Ethnicity (detailed 12 way)	Academic	Non academic	Total	Academic	Non academic	Total
Asian or Asian British - Bangladeshi	0	15	15	0%	1%	1%
Asian or Asian British - Indian	50	30	75	4%	2%	6%
Asian or Asian British - Pakistani	5	5	10	0%	0%	1%
Black or Black British - African	20	20	40	2%	2%	3%
Black or Black British - Caribbean	5	20	25	0%	2%	2%
Chinese	55	15	70	4%	1%	5%
Other (including mixed)	110	40	150	8%	3%	12%
Other Asian background	75	20	95	6%	2%	7%
Other Black background	5	5	10	0%	0%	1%
Unknown/not applicable	70	15	85	5%	1%	7%
White	435	280	710	34%	22%	55%
Total	835	460	1,295	64%	36%	100%

6. Sexual Orientation

- In the academic year 2019, 4.2% of SOAS staff declared themselves as LGBTQ+ compared to 2.4% at UK institutions.

Figure 7 - Percentages of Staff by Sexual Orientation

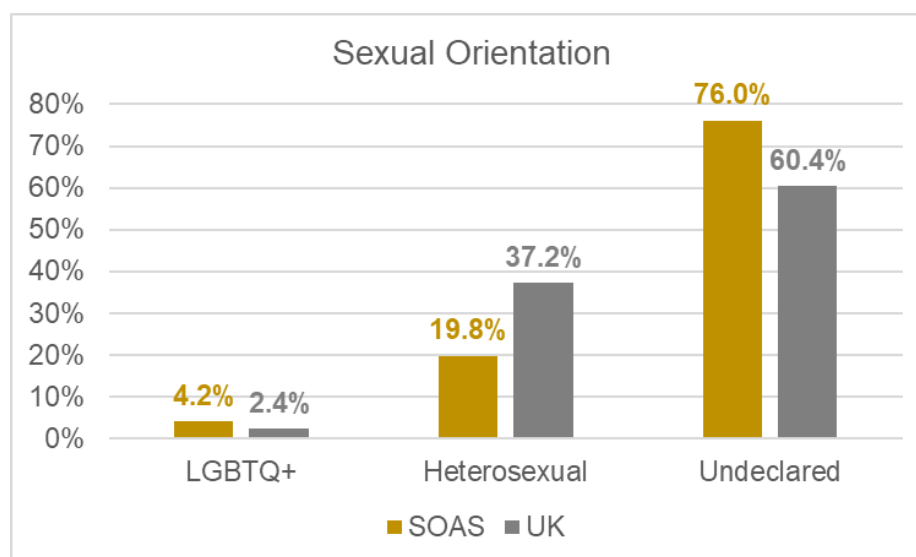
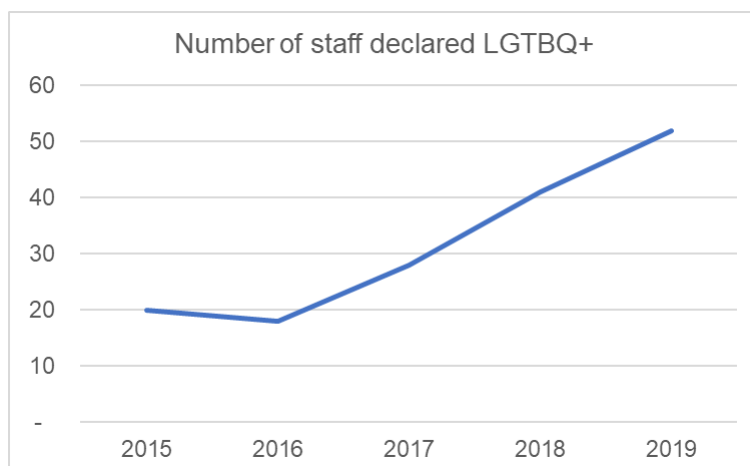


Table 10 – Numbers and Percentage of Staff by Sexual Orientation

2019	Numbers		In percent	
	SOAS	UK	SOAS	UK
LGBTQ+	52	10,065	4.2%	2.4%
Heterosexual	248	156,115	19.8%	37.2%
Undeclared	950	253,530	76.0%	60.4%
Total	1,250	419,710	100%	100%

- The number of staff who have declared their sexual orientation has increased since 2016.

Figure 8 – Number of SOAS Staff by Sexual Orientation over time



LGBTQ+ contains: gay man, gay woman/lesbian, bisexual and Other.

7. Religion

- The percentage of SOAS staff who have declared their religion has increased from 5% in 2015 to 15% in 2019.
- At SOAS and UK institutions nearly half of staff who answered this question declared that they have no religion. Nearly 30% at SOAS are Christian compared to 41% at UK institutions. 11% at SOAS are Muslim, compared to 3% in the sector.
- There is a slightly higher percentage of staff with other religions at SOAS than at UK institutions, which as expected due to the many languages and cultures taught at SOAS.

Table 11 – Percentage of SOAS Staff by Religion

2019	SOAS	UK
No religion	47%	48%
Christian	29%	41%
Muslim	11%	3%
Any other religion or belief	4%	4%
Spiritual	3%	1%
Hindu	2%	2%
Buddhist	2%	1%
Jewish	2%	1%
Sikh	1%	1%
Total	100%	100%