



UCL

Labours of Love: Understanding, Indexing and Redressing the Hidden Labour of Black Staff and Students at UCL

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Introduction

This report is intended to detail the rationale for the research, the methods and ethical considerations of the research, a discussion of findings, and an initial set of recommendations. A draft of this report was shared with all participants for comment before submission. Further outputs – amongst them a journal article and an accessible audiovisual format – will follow in 2024. We are grateful to UCL’s EDI team for supporting this research, and the knowledge and reflection it is producing.

This project researched the various forms of hidden labour that are undertaken by Black staff and students at UCL. This work is informed by recent scholarship on the 'deliberate, intentional work'¹ that is necessary to create a more just institution. We gathered this data in three ways: anonymous questionnaire, staff or student focus groups (1 hour), and individual interviews (30-minute). The project gives precedence to the lived experience and knowledge of Black (for the purpose of this research, we mean of African or Caribbean descent, including mixed) people in the academy and is led by a Black researcher; we invited all members of UCL's community - students, academic staff, professional services staff - who identify as such to share their experiences. The data and insights produced by this research have produced an index of undervalued labour performed by already-marginalised scholars, and a set of recommendations for both compensation of such labour, and future transformations to UCL’s culture at large.

The title of this report is also our entry point to the work: love and community care as a motivator for the labour of redressing and transforming the environment for Black students and staff. UCL should take the lead from the participants in this study: motivated by a desire that ‘it should be better for others in future’. What would it look like for UCL to take on a similar commitment to being better for staff and students going forward, to use *institutional* energy, care, attention, strategy to make it so?

¹ Walcott, R. in Arday, J. & Thomas, D. (eds.), p. 253

Rationale

Black staff and students at UCL

In 2021/22 UCL recorded 513 Black staff from a total of 16,360. 382 of these were professional staff, 131 were academic, representing 3.13% of total staff – this data does not disaggregate the career stages of the academic staff into lecturer vs. professor vs. leadership roles etc., as due to the low numbers of Black academics at UCL overall disaggregating this data makes individuals identifiable. In that year, from a total of 47,884 students, UCL recorded 2137 Black students, 224 of which were PGR, 968 PGT and 945 undergraduate. This represents 4.46% of the total student population.

The [Ethnic Representation Index \(ERI\)](#) highlighted in its survey of 105 HEIs that ‘for Black students, UCL [...] could do more too, as they stand out for their limited access for Black students relative to their regional ethnic composition’. Whilst demographic makeup of our institution is worthy of note, the focus of this report is on retention and support for current Black members of the academy. The issues contained herein would not be ameliorated purely by an increase in staff numbers; the environment is currently inhospitable in a number of ways, and solutions require going beyond recruitment - i.e. simply sharing the burdens between more Black people is not the desired outcome, but rather sharing burdens with the UCL population more broadly, and ideally lifting those burdens entirely via transformation of institutional cultures.

The data from our research shows a serious pipeline issue that could occur if the environment does not change for Black students and staff, meaning that what is currently not good enough (see Appendix 1) could get worse if Black students and staff are unable to keep going in the academy under current conditions. We see the pipeline issue (as documented in Rollock 2022) play out in this study as within our sample of respondents the burdens expressed were not ameliorated with career progression, but rather the dwindling numbers of Black members within the academy at upper levels led to steadily increasing labour demands at an unsustainable rate, leading to reports of high-levels of exhaustion; negative impacts on work outputs and career progression; and disenfranchisement from the institution, among other issues explored more fully in the discussion section of this report.

Anti-racist work in the academy involves moving from ‘signals of intent (promissory notes)’ to ‘proof of purchase’ and ‘receipts’². This report aims to provide more tangible, actionable options for UCL in making that move.

² Thomas, D. & and Mikel, M. in Arday, J. & Thomas, D. (eds.), p.333

Motivators for action

“Why don't you be the change that I want to see? I'm tired.”

In addition to love, three further motivators for action emerge to support the recommendations herein: that such work is needed to enable UCL to thrive; that the work of antiracism and justice in the academy is a growing national imperative that it would be prudent to be involved with; and that acting on feedback in order to develop is core to the pursuit of excellence.

Thriving

We think UCL wants to enable staff and students to thrive (and by extension, to thrive as an institution), but what enables that is different for historically oppressed groups. Therefore a system in which we can all thrive is likely to be agile and dynamic, responsive to the needs and circumstances that vary according to lived experience of oppression. Furthermore, where the environment is prohibitive to the success of some, solely individual or reactive solutions are unlikely to help everyone; rather, long-term transformational change and a commitment to the diverse whole, may do so better.

This work ‘requires uncovering hidden legacies of colonialism’³ that have yet to be flushed out. We acknowledge that some of these findings are entangled with ‘the racism entrenched by institutions of capitalist society at large’⁴ and therefore that there is no neat boundary to this work, or complete solution to these problems, to be found within the academy. This does not validate a decision to do nothing.

Aligning with national impetus for change

To enact forward-thinking, even experimental change now will likely be less taxing than potentially acting too late and appearing not to take antiracism seriously. In addition to embedded national policies, the [Ethnic Representation Index \(ERI\)](#) – a new annual appraisal of the progress made by 105 universities in England – is intended to be a useful driver of real progress against institutional and structural racism within higher education institutions. A participant framed this in this way:

“To introduce some sort of racial climate report. I want them to be held accountable in a public manner. The Bartlett one came out and they were embarrassed - they made changes.”

³ Tuitt, F. & Stewart, S. in Arday, J. & Thomas, D. (eds.), p.109

⁴ Nagdee, I. & Azfar, S. in Arday, J. & Thomas, D. (eds.), p.145

If the situation does not improve it carries reputational risk and concurrent effects on important indicators such as the REF. When the TES pulled out three stats from the REF21 report, “female academics ‘much less likely’ to be submitted”, “Black staff were much less likely to be submitted than white academics, with just 53.4% of potentially eligible black staff selected for the REF compared with 75.3% of white eligible staff”, and “those academics who disclosed a disability were also less likely to have been submitted to the REF, with 64% submitted compared with 77% who did not disclose a disability”, commenters knew what factors were contributing to that, but had little faith institutions would face them:

“best know that these statistics will not move the research councils or institutions. They will find "reasons". NONE of those reasons will be workload, pastoral labour, impossible odds at funding/research leave/teaching/admin relief, biased peer review, working in toxic and hostile environments with notable pay gaps, being silo'd into roles because of expertise that no one can cover... (don't forget the gaps in awarding rate for research council funding and the related enormous under-representation of Black researchers and and other minoritised folk on key decision-making panels @UKRI_News.)”⁵

If restitution and transformations of the kinds recommended herein are undertaken, some of these root causes can be tackled.

Acting on feedback

Some of the key principles of academic life resonate with the response UCL might have to findings such as these. Students and staff are expected to be responsive to feedback in their pursuit of academic excellence, and it seems UCL ought to be similarly responsive to academic critique. In this case, we are talking about ‘sustained reflection’ as well as ‘organised, united, coordinated, and disrupting / healing / preventative acts’ towards justice and systemic change.⁶

Just to listen and take material action would in and of itself be powerful. Participants report having to continually self-advocate in the face of disbelief, excuses and defensiveness. UCL has an opportunity to show Black students and staff a very different response simply by taking on board their recommendations.

Indeed, what has repeatedly prevented universities from moving forward is structures that obstruct action flowing from insights; after these are gathered,

⁵ Robbins, H. (2023)

⁶ Cole, M. in Arday, J. & Thomas, D. (eds.), p.287

“Then what happens... nothing. This tells me that the weakness is that the decision-making process is in the hands of a few people. Unless the university is prepared to **empower people to investigate the problems and come up with solutions** it won't work, because universities don't work like that. Therefore, it makes it difficult to change things. The decision-making process in universities is not democratic, it is autocratic. Hence, people will always find excuses as to why they can't make changes.”⁷

So now, we would encourage UCL to follow through on the empowering of participants to come up with solutions by bringing those solutions to fruition wherever possible.

⁷ Hakim Adi, H. & and Thomas, D. in Arday, J. & Thomas, D. (eds), p.76

Methodology and Ethics

In conducting this study, we used three methods of data collection in parallel, with participants choosing whether to participate in 1, 2 or all three methods. This led to some overlap in participants. The interviews were conducted by Rianna Walcott, based on her similar work on decolonisation conducted at KCL. In particular, Rianna's lived experience of performing EDI work based on hypervisibility as one of few Black staff/students in British higher education created a vital entry point to this study, and allowed for the elicitation of rich data in interview and focus groups through shared experience.

Participation in this study had two criteria for eligibility:

1. Academic and professional staff, and students, at UCL. Recruitment via internal email lists and groups.
2. Participants must be Black (of African-Caribbean Heritage),
3. Participants must be adults, i.e. aged 18 or over.

The three phases of the study were as follows:

1. Questionnaire

The initial phase of the research (questionnaire) contains no identifying information - the survey is anonymous and took approximately fifteen minutes to complete.

0. Individual Interview

A 30-minute semi-structured interview with Rianna Walcott over Zoom.

0. Focus Group

A 1-hour focus group facilitated by Rianna in-person on UCL campus, with either (1) other staff or (2) other students. The text used to describe the content of these stages was as follows:

The questions or discussion topics that make up each of these stages are designed to collect your ideas about what kind of hidden labor staff and students are undertaking, how this draws time and energy away from other work, what forms of redress/ compensation you might welcome, and beyond that, what better futures for university life we can imagine.

A separate sign-up form for the interview and focus group stages was disseminated alongside the recruitment email via Microsoft Forms, as is required by UCL's data security regulations. Completion of the questionnaire was not required to access the sign-up form for the interviews and focus groups, as a secondary recruitment email was sent for this.

Both of these methods required consent to record:

*Stages 2 and 3 of the research (interview and focus group) will be recorded and transcribed by the interviewer. Any potential loss of confidentiality will be minimized by **storing data in the secure location of a password protected computer**, and by using secure, institutionally supported repositories.*

Consent to being recorded is a requirement for participation and this form is intended to obtain your informed consent to being recorded, with options to withdraw from participation without penalisation.

Please do not share anything discussed during the group with others who were not involved.

The interviews were semi-structured and guided by predetermined questions, but also open to directions taken in conversation.

Ethics

GDPR requirements

Microsoft Forms for sign-ups to interviews and focus groups were linked to Dr Reilly's UCL institutional account in accordance with the host institution's data security regulations, only accessed on the password-protected network account, and shared with Dr Walcott securely via password-protected encrypted documents.

Personally identifiable information was only obtained in order to contact potential participants (i.e. using email addresses and first names) but no identifiable information was collected beyond this point, and it is not possible to link any research data to participants. Interviews and focus group collected first names, but these and other unintentionally identifying features were anonymized before being shared beyond Dr Walcott and Dr Reilly: participants will be numbered in any reference within research outputs. Audio recording of interviews was for transcription purposes only, and the audio recordings are to be deleted on completion of an anonymised transcript, and within 6 months of recording. Only the investigators involved with the research process have access to these recordings and transcripts, i.e. Drs Walcott and Reilly.

Consent forms

Signed consent forms were solicited from all participants in stages 2 and 3 of the research, but due to the requirements of anonymity for the questionnaire stage we did not provide a consent form for this part of the study. Voluntary participation in the survey was taken as consent for responses to be included

in the study, and no identifiable information is accessible to researchers following participation.

Accessing demographic data

We were granted access to a set of Staff and Students Equality data in a password-protected spreadsheet from the UCL Tableau Data & Insight Reporting Service. This gave us aggregate data on demographics (e.g. role type, faculty) across the university before drawing a representative spread of participants.

Ensuring anonymity in outputs

In practice, ensuring anonymity required detailed attention during the transcription and anonymisation process to redact overly-identifying information and case studies. Testimonies from interviews became difficult to quote in outputs, because the level of detail given in that setting would equate to a loss of anonymity if shared in the findings, due to the low representation in departments. In research with cohorts that are underrepresented in the academy, diligence is especially crucial, because anonymity could so easily be compromised by people becoming identifiable in the write-up.

In written reports/articles about this research project, your identity will be protected to the maximum extent possible - no identifying information will be included in any written outputs.

Participants were also given the opportunity to review the completed report prior to submission to ensure their words were adequately represented, and to withdraw any information they felt made them identifiable.

Right to Withdraw

All participants were given the opportunity to withdraw from the research without penalty – no-one availed themselves of this opportunity, but the text we used to express this is as follows:

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

If you are an employee or student, your employment status or academic standing at UMD or UCL will not be positively or negatively affected by your participation or non-participation in this study.

If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the

research, please contact the investigator

Compensation

Due to the nature of this research, offering compensation was critical – it would have been hypocritical to ask for yet more free labour in transforming the academy from those who are already so overburdened, and all participants expressed their agreement with this stance. The text included explaining this compensation was as follows:

You will receive £25 per hour's participation in the interview and/or focus group. You will be responsible for any taxes assessed on the compensation. Only your name and BACS transfer information will be collected to receive compensation, or your email address if you prefer to receive a gift card. If participants refuse compensation they may still participate.

The exception was the questionnaire, which we were unable to compensate for, due to the requirements of anonymity in its completion. We noted that participation in the questionnaire aspect of the study was lower than anticipated, even though it had a lower barrier to participation than the interview and focus group aspects. Conversely, the interviews and focus groups were oversubscribed, likely due to the fact that they were compensated. We were very successful in recruiting participants for the interview and focus group stages, indeed more than we could accept for the size of project/funds, which speaks to the interest in and importance of the issue, as well as the necessity of paying for such labour so as not to reproduce the labour inequity we seek to address.

We found the focus groups provided such rich detail, to the point future projects may choose to focus on this method instead of, or more than, interviews. Focus groups have the additional benefit of providing communal validation and safety, in contrast to the dismissiveness, denial or indignation encountered when these experiences are raised elsewhere, as reported by participants.

Towards a Black Feminist ethos of care

In conducting this work we centre a Black Feminist ethics of care, as outlined by Collins in 1989. Collins refers to the 'ethic of caring' as being made up of three interrelated components: 1) an emphasis on individual uniqueness, and allowing for personal expressiveness to guide and be expressed in research, 2) the appropriateness of emotions in dialogue, i.e. valuing and reclaiming that personal, emotive expression, and finally, 3) developing the capacity for empathy between interviewer and interviewee. This allows for 'an epistemology of connection in which truth emerges through care', a connected and embodied sense of knowing that is antithetical to white, Eurocentric and patriarchal epistemologies. This ethic of care is in direct opposition to 'Eurocentric masculinist criteria for methodological adequacy' because it privileges the epistemologies of Black women, who are 'unwilling or unable to

legitimate their claims using Eurocentric masculinist criteria for consistency with substantiated knowledge'.⁸

In the interview space, Rianna treated interviewees as co-collaborators in knowledge production, regardless of structural systems (e.g. the university) that seek to circumscribe and differentiate our social positions. In practice, this meant that during interview her interlocutors would express distinctions between what was said on versus off record, and in several cases speak openly, trusting that Rianna 'would know what to include' – an understanding between interviewer and interviewee that demonstrated the 'capacity for empathy' outlined above, and contingent on a shared experience of racialised oppression and precarity within the academy.

Excerpts are widely drawn from interview in the discussion section to allow interlocutors to speak for themselves, reflecting a form of knowledge production that centres the directly marginalised in guiding research. Emotion was also made central to the process, as is necessary when discussing intangibles such as the 'cost' of labour. As these costs are so variable for different participants – how do we quantify time? Energy? Sadness? – so are the desires for restitution, and centring emotive expression was key to quantifying the intangible.

Part of our ethical considerations also required informing participants of potential discomforts as a result of the topics discussed, as in the below text:

There is the (unlikely) potential for mild emotional discomfort as a result of the subject matter - discussing experiences of labor practice, for some participants, may link to broader experiences of systemic oppression. However no sensitive, confronting, or overtly personal questions will be asked. You do not have to answer any question that makes you uncomfortable.

There is the (unlikely) potential for the loss/breach of confidentiality - the focus group component to the research study means that while we discourage it, we cannot guarantee the confidentiality of comments made at this stage, which may be shared outside of the focus group by other research participants, though we will request focus group participants do not share any information discussed in group outside of the focus group.

⁸ Collins, p.753

Discussion

Overview

Participants noted that UCL is impacted by and implicated in larger (racist, economic, hierarchical) systems; nonetheless, the discussion produced actionable steps the University can take to improve its own environment, the principles and components of which would ultimately lead to a better environment for all members of the community. Participants also recognised that giving these reports and suggestions is a reproduction of the issues they face – they are being asked to problem-solve their own marginalisation – but were motivated to do so by the same love and desire for change that motivates the ongoing hidden labour they have to undertake. In their positive response to the study, participants expressed the need for this issue to be addressed and hope that this study would lead to action; the indices and recommendations are given to assist UCL in making tangible a corresponding labour of love on its part towards anti-racism and transformation.

The questionnaire, interview, and focus group data have been brought together to produce:

- an index of labours, arranged by 6 categories
- an index of costs to staff/students of these labours, arranged by 4 categories
- a set of recommendations for redress, arranged by 6 categories
- a set of recommendations for transformation, arranged by 6 categories

Each of these are substantiated with descriptors, examples, and a sample of illustrative quotes.

These represent common experiences across respondents, but are not exhaustive lists; the recommendations include allowing for flexibility, individual choice, and continued receptivity to hearing from Black staff/students. The second set of recommendations offers exciting, meaningful opportunities for change that could tangibly improve Black students/staff ability to thrive at UCL (and in turn, for UCL itself to), and the more rich those transformations, the less the need for the kinds of redress as detailed in the first set of recommendations.

We also include a set of examples that illustrate the ways in which the costs of labours might map onto the forms of redress, with the intention of mitigating the impacts on these staff/students (and in turn, on all the university could be achieving in terms of e.g. attainment, retention, research output).

Index of Labour

These tables serve to index the types of hidden/uncompensated/undervalued labour commonly undertaken by members of the Black community at UCL. This is by no means an exhaustive list, but does contain common experiences that were ubiquitous across responses. In addition to detailing the labours performed, and collaboratively constructing the 'categories' of labour, Black UCL members were asked to detail the costs of that labour to themselves.

Table 1: A table identifying commonly cited forms of labour undertaken by Black members at UCL, followed by illustrative quoted examples of each type of labour.section

Labour	Description	Examples		
Emotional	Mental activity and emotional regulation resultant from lived experience of oppression and drawing on that lived experience to make change	Constant performance: 2x as hard for half as much	Using lived experience as teaching tool	Regulation after micro-aggressions
Pedagogical	Responsibility to teach both peers and seniors, to be a spokesperson for Black life and interests	Correcting lecturer/peers in class	Teaching colleagues	Becoming representative of all race issues
Pastoral	Feeling responsibility to take care of fellow marginalised people	Mentoring incoming Black staff/students	Peer-to-peer support	Advising with racialised complaints
Institutional Transformation	Responsibility to 'fix' racism in the university as a secondary job alongside work/study	Recruitment work	Outreach	Unpaid/under paid EDI work
Administrative	Either unofficial liaison/representative roles, or undervalued ones that are expected of Black staff/students rather than opted into	Unpaid student-to-staff liaison roles	Black staff expected to take on EDI roles	Peers rely on Black students to communicate work expectation
Physical	Asked to perform racialised/gendered tasks	Female lecturer left to wash dishes after event	Male lecturer asked to carry boxes	

Emotional

“I'm constantly being reminded of the very factors that make it difficult for someone like me to move through academia, because I can see that the hurdles I've faced, are being reproduced at every level.”

“But I also feel torn because the advert for the job I applied for said 'we're especially interested in BAME applicants.' And I was like 'Yeah! I would love to pay my rent, now that would be awesome!' And then I got the role and I realised, 'I'm gonna have to really open up my guts, as part of my job and talk about personal experiences and make connections that other people won't find obvious.' And it's kind of bittersweet. It's exactly what I signed up for and now that I have it, it is really hard. And I feel like I shouldn't complain, because that might be why they hired me. It's very uneasy. “

“I got to the point where I didn't want to do it anymore. And I did it in a personal way to suit myself. I didn't do it in a public way in the workplace. Because I was actually worn out by all the sad stories. It's battle fatigue.”

Pedagogical

“When I was doing my undergrad I had this pressure of 'if I don't say this right now, everyone's going to leave this room believing what the lecturer has said.' And that feels like a responsibility to fix everyone else's education.“

“Explaining or expanding on examples given in class settings where the lecturer/academic does not have sufficient context (e.g. in passing saying this applies to "Africa" or hotter climates). There is an expectation that correcting or expanding on something on the topic of Blackness or otherness in the UK means that you are the person who will do this every time any topic comes up.”

“Everybody else benefits from my engagement, suggestions, feedback and support. Still, I, in return, do not get to benefit from that. It is a tedious task I resent having to do.”

Pastoral

“The supporting and pastoral role I play for students and staff from minority ethnic backgrounds who approach me because they are seeking someone who not only looks like them but has lived experience of what they are going through.”

“I'm actually happy to be here and be in that role. But it's also strange that I never signed up for it in that way...when we had the open day, the three Black offer holders came to me to ask about funding, and bursary stuff, even though I'm not British, so I have no idea. So, I mean that's also pastoral. Because these students can't see lots of people who look like them, they assume “well this person who looks like me could help and understand me”. And sometimes I can't.”

Institutional Transformation

“I am aware that I am included in some meetings, networks etc or asked to do certain tasks because I am Black and [more senior]. I understand the need to have a representative voice. Luckily, I believe this is important work and I enjoy doing it. I would like the credit for it though as I am expected to do the same amount of work as everyone else plus that which is specific to my minority status.”

“I also feel like I was expected to do all of this [public facing] work because [UCL was] criticised as [being too white]. [...] So it becomes another thing you have to write, and give to people, and think about.”

“The university, as it is structured, still maintains a system of garnering a lot of work from student-led movements on a grassroots level. Labeled as activism, Black students carry out independent research, do outreach programmes and educate our peers and elders, and Universities only recognize our efforts after the fact, and we are only rewarded awards and labels. Instead the university could open up spaces for us to share and gather knowledge, open up access points of knowledge for us to share with our communities as well. We continue to do the work of filling in organizational gaps by supporting each other via mutual aid networks. We also fill in organizational gaps that are systematically embedded to exclude us and this work is not recognized as work, and neither is it paid. The solution is not to recognize this work and compensate us, the solution is to fill in those organizational gaps and ensure that Black students are at university to study and not politically organize due to systemic failures.”

Administrative

“She does all of the work. She would be the one to set up the meetings, create the templates for the presentations, she is the one to delegate and she's not recognised for it. I think it's hard to categorise [as hidden labour], because part of it is just being a hardworking student and wanting to get the right grades. And there are other students of other races that also do this. But why is she having to do so much work and put so much time and effort in? Why is she having to chase members of her group? And why is she having to spend hours in the evenings rewriting or redoing what someone has done? And getting zero credit for it.”

“I feel colleagues think it is okay to ask me to do things for them (like scan documents, which is NOT my job) and I say yes. I often have to find things for one colleague (e.g. ‘where do you do this’, ‘how do you do that’ questions). I also spend a lot of time doing event clean up or set up, and that's not my job either. I spend a lot of extra time teaching- not regular teaching, but like explaining to people about racism and why things are unacceptable.”

Physical

“There was a tea party once that I wasn't invited to because they forgot. So I joined late, but everything was nearly done. But they just left their stuff there and I ended up just doing the washing up. If there were other people helping, it wouldn't have been bad, but they all left. Things like that to me felt like a sort of unspoken 'you'll do it.'”

“Earlier on during my time at UCL if something needed to be moved, I would always be asked. And then after a while, it was questioned why I was personally asked to move, and they were like, because I'm big. And I'm not the biggest person in my department, So I'd be like, 'so you also asked these people as well?' and they'd say 'No.' They're bigger than me. So you should probably ask them to move things too. And then I said 'actually I just don't want to do it any more.' So I equated it to slavery. And I said 'just to make sure that isn't, what you should do is, before you ask me, you should ask my mom if I should do it.' And she is very unpleasant. No one has met her but everyone hears stories about her because of me. That just essentially meant no one asked me to do anything anymore.”

“There is always going to be a huge gender difference - because of the stereotypes between Black women and Black men - between some of the microaggressions. The ones I get are very different to the ones that Black women would get. So I'm rarely going to be asked to do something that I shouldn't be. I'm more likely to be perceived as a physical threat than to be perceived as someone who should do the photocopying for instance.”

Index of Costs

Table 2: A table identifying the commonly cited costs of the labour undertaken by Black members at UCL, followed by illustrative quoted examples of those costs.

Costs	Description	Examples		
Health/Wellbeing	Exhaustion, deteriorating mental health, resultant from consistently dealing with racial trauma	Stress, anxiety, burnout *Greater exposure to sickness for student-facing PS staff *Stress of job insecurity for security staff	Forced to relive traumas in pursuit of equity	Forced to take recovery / decompression time
Opportunity	Outputs suffered, as time and energy are devoted to labour that is not valued as an output by the institution	Lower grade attainment	Fewer publications / career progression	Degree interruptions
Time	Time and energy spent performing labour	Time devoted to outreach work by staff	Student organising, creating safe spaces for Black students	Time on university service roles such as EDI
Social	Damaged social relationships with colleagues, institution, senior staff	Isolation from needing to perform perfection	Calling out peers and seniors	Loss of time to socialise outside of work

*Note: these are examples of intersectional issues - the [treatment](#) of security staff at UCL, covered in the national press, is racialised; Black professional services staff are impacted by hierarchies in academia in ways that academic staff may not be e.g. inability to work from home and exposure to sickness is not acknowledged or compensated for

Health/Wellbeing

"I'm dealing with the traumas of students who are marginalised. I'm solving their issues, and I'm being this font of wisdom. And then when they leave, I'm so angry, because I've taken on everything that they've had."

"So it's a lot of time spent doing that. But the emotional side has the bigger impact because of the mental and psychological distress it causes. At one point I was just going to leave the board just because of the interaction with those people. So that's the impact of what happens afterwards."

"And what we have seen from other people in the EDI space, is that when they stop doing the work, it is for mental health reasons and wellbeing. And they will essentially be like, 'I'm not being looked after well enough within the institution to carry on doing this work, that is harming me. So I'm going to stop doing it.'"

"I got to the stage eventually, where I got depleted by the heavy lifting that these race subjects in EDI created. So eventually, I got to the point where I didn't want to do it anymore. Because I was actually worn out by all the sad stories. It's battle fatigue. And it was that battle fatigue around having really serious significant conversations in toilets, as opposed to in meeting rooms. And about supporting students and staff members - my friends at work with no real justice to the outcome of their situation. So we'd go through the process, but then the outcome is still the same. And I just got worn out by it all so I made a decision that I wasn't going to volunteer myself for those types of roles."

"There was a cost to my wellbeing, obviously, because it's hard labour. It's time consuming, but also it's very draining to work on controversial issues. [...] It also takes up some brain space that I can't then use on other things."

Student 1: "If you're black and you break down it kind of just looks like you're weak. So I think you do have to have that mental fortitude."

Student 2, replying: "You've opened something in my mind because I actually act like that all the time but I've never realized it. And now I'm thinking it. I literally got burns [from material in the lab] on my hands the other day and I didn't say anything. I just sorted it out myself."

Opportunity

"All of the intellectual and emotional energy I had to spend on these matters meant I was not focusing on my studies, which meant I performed poorly in assignments."

"I feel there is hardly any time at all for research. That part of my job has been completely overtaken with other things [particularly since

2020, and the EDI work] just exploded [and plus teaching]. So it's just been impossible to do research.”

“I feel like it will be very draining to stay [in academia]. I just don't know if I can do it.”

“I'd love my grades to be better, because absolutely my grades suffered as a result of [poor treatment from others in group work] [...] And it's, it's ridiculous to me that – despite having put more time in – I got the lowest grade [...] I [knew] that my grade was going to be bad, because these [white] boys erased me from the work. So, what can I do? And [the lecturer] basically told me that I just have to do extra work.”

“I told her that this [EDI work] was really affecting my research, and I thought we should re-assess the kind of teaching buy-out that I got. [it's a big institutional failing], refusing to compensate me properly for the loss of my research time. [...] It wouldn't have been that difficult to give me a term of sabbatical or to give me more of a buyout.”

“Maybe if you want me to do these extra lectures, then you need to pay me more on my TA side, because you're asking me to do extra work that helps your class. For the other PGTAs that are not asked to do that, we're still getting paid the same amount. [...] I'm like, my classmates have [time to write] publications. And I don't really have any.”

“I would give you an economist's perspective. There's this thing called opportunity costs. Which is when you lose out on potential made money because you're entertaining something else. That's what we're losing out on: the opportunity to put our energy into learning about something you're passionate about, versus educating those who choose not to educate themselves.”

“I'm on an interruption [...] that's the decision that I've made. And the impact of that is that my degree is being pushed back a year.”

Time

“I think that what I lose is time. I lose time for my own research. I lose time that I can't devote to other areas of my life, because it's kind of sucked up.”

“It's a difficult area to discuss hidden labour, just because there's so much of it. I don't have any solutions. But the main thing I'd say I've lost out on is time and that's not something I can get back.”

“I have not in all of my years been asked to be on a recruitment panel until post George Floyd. Since then, every other week, I'm going to be on a panel. It takes ages to do the work – well that's the thing, there was no one else to ask. And now they're like '[name] is the person to

go to in our department if there are any issues in terms of racism.' And I was like 'hold on, why am I going to all these additional meetings?'"

Social

"I will say relationship wise, I feel I've lost some connection with people. At the start of my career, I was quite focused, like, 'I need to prove myself', but I feel I actually got burnt out in the end. I do lose a lot of relationships in the process. I wasn't able to do things I should be doing at this point in my life, like traveling, meeting up with friends and socializing a little bit more. I have lost relationship connections. And I will say I've also lost time to actually better myself."

"It's very taxing and draining to have to keep having those battles with staff rather than just being taken on merit and taken seriously. And you know, being able to come as I am and get on with things rather than having to battle with every situation."

"If the team decides on the limit [of tutorials staff should give], and you end up giving 10, because that's what your students need. What happens is that students then compare and all of a sudden, there's this lack of collegiality and the department starts to turn against you because [you're giving more than other staff and making them look bad]. And there's no solution. Unless you fall in line, and for some of us it's just never going to happen."

Recommendations

There are two sets of recommendations. The first concerns suggestions for retroactive redress of past and current labour, the second set of recommendations concerns institutional transformations that would mitigate future experiences of uneven work cultures.

The better the second set is actioned, the less the first set will need to be applied. These lists are not exhaustive and should always allow for further suggestions from affected people.

The costs expressed by participants are many and varied, commensurate with differences in experience and expectations of labour at their level within the institution. Some of the following options for restitution attempt to directly apply the costs to the form of redress, but translating intangible or hard-to-quantify costs and needs into institutional processes and objects is not easy. For example, unpaid time might be paid back as time off, or a teaching buy out, or something else. Moreover, different people will place different weightings on costs, and find repair through different means; how they express a cost will vary as will how they express what would match that in redress.

Therefore, the redress offered ought to be in menu form, and it ought to be left to the affected individual to choose what is appropriate in their case. A programme of redress should be adaptive, agile, and centre love and care, which includes de-centring single-perspective thinking. The concept of 'reasonable adjustments' from within disability justice is helpful here; we allow for different frames of reference, needs and contexts, recognising that they may be different from our own.

Our discussion of recommendations is two-fold: 1) for redress of already actioned labour, that suggests appropriate compensation for prior work, 2) suggestions for actionable steps to mitigate future 'hidden labour', and imagining fairer alternatives, not only for this group, but for delegation of labour evenly across all members of the UCL community.

Recommendations for Redress

Table 3: A table identifying the potential forms of redress for the labour undertaken by Black members at UCL, followed by illustrative quoted examples of those needs.

Redress	Description	Examples		
Financial	Tangible compensation for labour	Compensated participation in research studies	Compensation in money rather than vouchers	Compensation for performing labour outside of role
Recognition	Acknowledgement that the labour exists and is valued by the institution	Apologies from the institution	Institutional rather than interpersonal recognition	Lived experience expertise valued
Wellbeing Support	A dedicated centre providing tailored support for Black people, with Black staff	Retreats	Formalising peer-to-peer support networks	Wellbeing days Extra sick days for front facing staff
Time	Difficult to quantify, much less compensate time lost in a tangible way.	Reduced workloads	Sabbaticals, or time off in lieu	Extra time to complete work
Grades	Addressing attainment gaps resultant from labour demanded elsewhere	Extenuating circumstances	Reconsidering metrics of attainment	Valuing hidden labour as academic attainment
Career Support	Support that understands and negotiates racialised labour inequalities and resultant lost opportunities	Making labour career-legible	Administrative support for Black staff	Tailored opportunities and support

Financial

“I think that the repair, the reparation would be to increase my student stipend. The reason I say that is because it's tangible. And if I could sustain my bills, and everything, I would not need to do as much on the outside in order just to live. And so that would be a way of getting time back so that I could put more into my work.”

“Acknowledgement, apology, remuneration.”

“Talks given on race [should be] paid”

“In a more junior role [my part-time job that I do alongside studying], [...] they give cultural context: as the only Black person working on [a project you] are acknowledged and paid a bit more. [You are] compensated more than you would be on another project.”

“[This would be similar to] student athletes who are paid to be at the university because of what they bring to the university.”

“They employ you for your skills and your qualifications and your experience, but they don't want to pay for that. [...] They'll tell you 'thanks' and 'well done', but it's not linked to pay. And then you just see other people catapult ahead of you.”

“[I would want] to let them know that 'this is how much we have put in and this is how much we're getting paid.' So looking at the discrepancy between that. [...] Because they're definitely exploiting people's faces and the work that they're doing to promote themselves as an institution, and it's not fair.”

Recognition

“For repair, there needs to be recognition that it took place.”

“So for me, the first example was bettering your course, improving the course content. That is an academic thing, regardless of whether you're Black, white, or Asian, if you have improved the course, it's always nice to get recognition.”

“I don't know to what extent that it would be public, but maybe something in written form. And something more general, almost reflective. So there's a sense of what they've done, what they should have done and what they're going to do differently. That for me would be helpful.”

“But I just wish that when [the minority student gets the internship I've been helping them apply for] that the head of the department would be like 'hey, that was really good that you spent time with her and helped her do this thing. That was good, thank you.’”

Wellbeing Support

“Provide intersectional transcultural racial trauma therapy for Black students, employing and working with experienced racial trauma clinicians who can support staff and students from racialised groups. This can be from within the SSW or through external partners; Intersectional support teams to advocate and support students who experience intersectional discrimination—for example, anti-Black racism, sexism, misogyny, ableism and classism.”

“The B-Mentor scheme, and last year's writing retreat for black doctoral students are initiatives that have been hugely beneficial to me. Creating dedicated space in which black students can flourish has been a welcome addition to the UCL landscape.”

“Offering or putting something in place such as 'wellbeing days' - giving people back their time and giving them the chance to take it the way they want to. Sometimes they will suggest things where it seems like it's for everyone but not everyone fits in that box. So I think giving people that opportunity to have their own way of how they want to take back their time. And leaving that space so it doesn't feel like it's a forced way of doing it.”

Time

“I like what you said about [time to] decompress. Maybe we could even incorporate that in the contract. Say 'we could give you over 25 hours to do more research. But we also give you hours to decompress from the trauma that you will experience doing it.’”

“Building in a block of hours that are dedicated to mentorship - knowing that it's likely to come up organically. And for me, I would appreciate it because I would say, 'Okay the work that I'm doing in that arena is seen, but it's also being compensated.’”

“But what I would like to see is my workload reduced to enable me to survive. Because it has its own toll on my own mental and physical well being. And even just from an institutional point of view, it diminishes my academic ability because I'm so exhausted.”

“[In context of e.g. Black History Month] even an acknowledgement from UCL that we're likely going to be experiencing strain at that time. So in the same way that we're thinking about how PGAs of colour might benefit from extra time built in - maybe that wellbeing provision is going to be more in use in October. And straight away there's an acknowledgement of that. [And this could even be anticipated at the outset of a role] and then there could be a dialogue about what they as an *individual* need, to not feel burdened going forward in the role if they were to accept it. And that could be beneficial presumably to HR of the departments. But then also coming into the role, that person can feel supported, and that there's a way forward.”

“I'd suggest getting time off in lieu. If you are quantifying how many hours you're putting in, working on a specific extra project. Then you can say 'boom these are my four hours, can I take them off somewhere?' ”

“Give me more time to continue to complete my course. Because of the intensity of the course and the impact it has on your health, there are some of these things you can't get back, you can't get back your time.”

Grades

[A student on performing extra labour in seminar, teaching peers and answering questions directed at her rather than at the lecturer, and late with her own work as a result] ‘I wish I could get the late penalties waived because I now realise in this conversation, that my workload is so much higher than everyone else's.’

“I would get rid of all my late penalties. So all the late penalties that have been put on my essays, they would just be removed, because, quite clearly, I can produce those essays at a high standard. So the only penalty is being late and there's not been any investigation done as to why I'm missing deadlines.”

“I'd love my grades to be better, because absolutely my grades suffered as a result of that sort of stuff.”

“I end up with the same degree as everyone else in the room, even though they weren't teaching the teacher. We're graded the same, but we don't do the same work in the classes, so I don't know, maybe a recognition of some kind with your degree.”

Career Support

“When we get evaluated for promotions or in the career place, that EDI work should definitely count for that.”

“Or recognition, I think, could look like an elected class representative post in my situation? Because then it would be your classmates that are electing you into this position, and they know that you are most suitable for this role, you've been carrying it out. I can put it on my CV, and everything that I'm doing can be recognized professionally.”

“To be able to write it somewhere on your CV 'I contributed to changing the module.' You've had some sort of academic administrative input into the actual curriculum. And that's a very big thing - employers would want to see that.”

“I did a couple of seminar series with my department. [One teacher] was like, ‘you were one of the most consistent candidates’, letting me know that [he] saw the work that I was doing, and now I know I can get that letter of recommendation from him when I need to. And that

recognition was very fulfilling, his recommendation will be very valuable if I ever wanted to go and pursue further research, or academic projects.”

“When I do talks, or if I offer feedback on how you can improve certain dimensions of other people's work, if there's some sort of remuneration or recognition that could help me because I'm a young scholar, I'm trying to emerge. These are the types of things that could help me later on.”

“I think that because there is an expectation of public facing work and impact as part of your job, which I think is great. But it should actually be acknowledged as working hours or people should be given training. And not asked to do it in a rush. I don't think they've thought through my worries about that [...] They've not acknowledged your vulnerability, and they don't give media training. [If you're] used on the front-line to make UCL look good [they] need to think about making you feel safe.”

Recommendations for Transformations

“I don't know if reparative or restorative justice is really what's going to fix things. Because, as people have mentioned, you can't get your energy or time back. I think it should be more pre-emptive. Like awareness, I suppose.”

Table 4: A table identifying potential transformations, followed by illustrative quoted examples of these ideas.

Transformation	Description	Examples		
Training	More effective, and compulsory training to mitigate the extra labours performed, and training that is relevant to oppressed groups rather than aimed at teaching other groups how to	EDI training for incoming students	EDI training for all student-facing roles	Consistent and repeating training

	accommodate for us			
Evenly-shared labour	Labour to be shared between all staff and students rather than disproportionately undertaken by Black members of UCL	Incentives for participation in EDI work	Requirement for participation as part of job	Labour that can only be conducted by Black members to be offset
Dedicated Community Support Centre	Centralised space within university handling redress requests, with funding for community uplift	Advocacy support	Community events	Black ombudsman
Funding	Dedicated funding for EDI initiatives and participation to be fairly paid	Compensation for mandated EDI training	Funding existing peer support networks	Funding EDI research
Demographics	Increased numbers of Black staff and students, but not to continue spreading burdens solely among this demographic	Addressing pipeline issues with Black staff in leadership positions	Hiring Black staff across the board, not just in 'Black' disciplines	Supported school outreach to encourage Black applicants
Recognition and Visibility	Valuing the labour of transforming the academy appropriately	Regular reporting and accountability on progress	As important an output as teaching/research	Platforms highlighting Black presence & work

Training

“I don't want more shoddy EDI training. I want EDI training that assumes, at the bare minimum, that somebody in the room might be black. And that somebody in the room might be queer, and that somebody might be disabled. I want actual useful tools. Like what to do if you're overwhelmed by microaggressions? What to do if there's no escape plan for [disabled people] on the fire plan? I want training that doesn't just assume that I am a white upper middle class guy. Because that's useless to me and it's an insult, frankly.”

“In terms of students what does each department do to support transition of students into their courses eg training in resilience, understanding of privilege, basic courses in what makes university different from school and college - if you refer to research or mine your own insights from students you can gain an appreciation of what their educational journey has been like before university. That combined with insights from black staff on what / where / or how black students struggle in their transition to university. Please remember these students are already high achieving as they have made it to UCL so what do we need to do to give them the support they deserve.”

Evenly-shared labour

On opting in/out of labour - “if there's a component of your job you aren't doing (i.e. EDI), then what happens is that you take a sum from that salary or you lower how much they've been compensated and you move that to give money to someone else to do it well.”

“Prioritise the EDI department in the division and promote or recruit accordingly ensuring that there is someone at all pay scale levels 7, 8 and 9 to give the just importance this deserves, instead of using minority ethnic individuals who are in full time jobs and cannot devote the time needed to immerse themselves in these important roles”

“For a lot of us the onus is on us to teach others – when they should already be doing their own self education – to instead say 'how about we collaborate?' instead of everything being on you. Lightening the load, essentially.”

Dedicated community support centre

“Ensuring that racial issues are embedded in policy to give space to black students to access education, educational faculties such as books, journals etc. And also ensure that black students have spaces to meet to organize and celebrate our culture and history. The

university could also benefit by building networks with other black students and academics from across the world.”

Note: Many of the other ideas for redress and transformation could be brought together by a centre led by Black staff that are supported by the institution, and with funding for support and activities. For an example, see [DePaul University's Cultural Centres](#), which have the goal of supporting personal and academic success, increased satisfaction with the DePaul experience, fostering a sense of belonging, physical space of comfort and support for students, and deepening the understanding of associated sociocultural realities in the entire DePaul community.

Funding

“You have a budget and you pay for your electricity, because you know you need electricity. I see it the same way as that. I say 'you already recognise that universities have got this level of toxicity. And that they need to finance issues like mental health.' It has to be part of the operating costs of the university. Because when they're funded, that means there's going to be evaluation, check-ins etc. Let's say 'okay, we're going to shift extra resources into the sexualities department, and into the race department.' And that's it. So there's no more competition, or angst and anger about fighting for results. Which is actually another hidden labour – the labour is having to always make the case.”

“There are people in our department that look for funding - they know where all the funding applications are and they go out and chase the money to get funding bids. Well, we need people to do that for the work that we do. So that I don't even have to think about it. That would be a great relief of mine, removing the labour of having to conceptualise a solution **then** start looking around for a source of funding, which normally isn't there, so you do it out of your own pocket and time.”

Demographics

“If we have the right environment we wouldn't need Black staff taking on additional labour to address the deficits. Consider how we create a sense of belonging for staff and students at UCL. Look at the low numbers of staff across the grades and students. Look at promotion rates and demographics of those in leadership roles that can actually affect change. To create a strong pipeline of Black academics at UCL look at how we support current students to engage in post graduate study and how we support existing Black staff. There are so few that you could actually track this and ring fence development funds for staff.”

“They also need to hire Black teachers, lecturers, faculty members - not just in the African American Studies, or African Studies, or African-Caribbean Studies Department, but across all of these different units. I

think part of the problem is that at the departmental meeting - there's no people who look like us in there. And they get away with this craziness.”

“There's times where I just break down, or like, I'm consumed with stress, anxiety. And I just know, if I just had someone there that I could reach out to or relate to and be like ‘this is what I'm struggling with’, I could release some of those emotions, but instead I'm just holding on to them”

Recognition and Visibility

“Vice Deans working on research or education were given a much bigger buyout because you know, these are "important" things. I often had these feelings in what was called 'faculty executive meetings' that whenever white men were speaking about what they did, it was applauded much more enthusiastically than when I spoke.”

“So I would say it's about voice. If they could give us one thing, it would be a respected platform to air these issues. And recognition - proper recognition through increase in status. 'Look what this person has done. Let's shout about it.' Let's see them say 'this has changed because of this person. Here is recognition!' Or some kind of award. But if there was some kind of award or platform. Or a group or panel of people within UCL. Or externally. I mean, maybe there could be something for all of the universities - if we have a panel of Black academics from different levels who could put things forward to say 'look I've done this, and we've got this thing going on here.' And then they sort of highlight it in some kind of report and give some awards. With perhaps some kind of financial reward and aid or something.”

“I think that most people just want to be treated properly, from here forward. And that's it. It's such a small ask. Which is why spending years doing work to just get people to be treated fairly is tiring.”

Example of Mapping Cost and Redress

This table provides an example of how a Black member of UCL might communicate their desire for redress, with their own statement of the cost of their labour placed alongside potential options for redress. This would have to be responsive to an individual's cited needs and experiences, but may be a method of making redress tangible and reflexive.

“There needs to be flexibility. It's really difficult to create a process that is both rigid and flexible. It does need to be flexible to allow for the fact that a) certain things affect some people more than others. And b) people have different needs. I think you should be able to say 'yeah, it's affected me this much and what would normally happen is I get 10 hours of protected research time or half a semester of protected

research time. But what I would prefer is something else that's equivalent to that. Some way of getting some flexibility into it would be really useful”

These forms of redress are suggested to be applied retroactively as well as contemporaneously. For example, if we are to understand that these labours create costs in terms of outputs for disproportionately burdened Black students leading to attainment gaps, then a retroactive form of redress might reference, for example, the ‘personal circumstances’ and ‘direct route (self-proposals)’ sections of the UCL academic promotions guidance which take into account factors that affect output, while a form of current redress may be applied much like an extenuating circumstances form, for a deadline extension on assignments or similar, or the ability to successfully use peer-support and student rep work as the case for AFEA status, with Arena support.

Table 5: A table illustrating potential mapping of costs onto forms of redress.

Labour	Cost	Suggested Redress
Emotional	Health/Wellbeing	If participant A suggests they have performed emotional labour in their navigation of racialised oppression and efforts to ... at a cost to their mental health , and might suggest that they desire funding for sessions with a Black mental health specialist, or a community space for peer-to-peer support with other Black members of UCL, or to take a wellbeing day for recovery .
Pedagogical	Time, Health/Wellbeing	If participant B suggests they have performed pedagogical labour by correcting their class and teacher when insufficient context is given - e.g. in classes referring to ‘Africa’ as a homogenous whole - at the expense of their time , and wellbeing in navigating this fraught situation. They may ask for recognition of this labour as an official teaching aide to the class, and/or extra credit to their grades .
Pastoral	Time, Health/Wellbeing	If participant C explains that they spend an undue amount of time performing pastoral care for Black students, outside of their role as Black students gravitate towards Black staff for support, leading to a loss of time , that they may quantify in hours over the semester, and adverse impacts on their health and wellbeing ,

		they may request time in lieu or reduced workloads in other areas as redress.
Institutional Transformation	Time, Opportunity	If participant D explains that their service work towards institutional transformation , including participation on multiple hiring panels, outreach work, and DEI roles, which has cost them career progression due to not having time to publish academic outputs, they may ask for a research sabbatical to regain time to focus on their own research interests.
Administrative	Time, Opportunity	If participant E explains that they are expected to perform extra administrative work , dealing with HR, or payroll in negotiating fair treatment, or in classes when peers contact them with questions rather than their teacher. This takes time away from the work they would otherwise be doing. They may ask for recognition of this labour and for it to be compensated as work outside of their remit, or for career support to negotiate the missed opportunities as a result.

Conclusion

By mapping out the current realities for Black staff and students, and proposing recommendations for the future, this research offers UCL a set of tangible anti-racist measures that will have real meaning and impact. To guide their implementation, there are many effective and forward-thinking examples, some within UCL, to draw from. These range from resourced Black-led centres at US universities, to borrowing conceptualisations from disability justice, to impactful financial choices by other British universities: some of these are pointed to below.

Learning from examples of better practice within UCL

- Examples were most commonly highlighted by Black respondents among the professional services staff:

“The kind of labour that would normally not be rewarded or recognised at work (e.g. reminding people about Black history month, pushing for better representation within our collections) is actually recognised by my manager and my team members. [For an EDI project], I'm given defined time to work on it, supported with materials and advice, and praised if it goes well. I've never experienced this before - it's really refreshing.”

“I'm happy that even though my managers encourage me to speak out on issues I've spotted, they are also supportive when I tell them that I feel too exhausted or unqualified to speak or campaign publicly about a topic. In those situations, they've offered to advocate for me.”

(Conversely, professional services staff reported being more likely to be under-supported in terms of working from home and exposure to sickness particularly surrounding student-facing roles during the Covid-19 pandemic, and having significant labour required in managing students' emotion. Professional service staff respondents suggested that these demands are more acute for staff of colour.)

- Building on Athena Swan (gender equality) work at UCL to also encompass racialised inequities.
- Learning from disability justice, including the concept of 'reasonable adjustments and the ability to approve SORAs – are there reasonable accommodations Black members of UCL deserve?
- Compare faculties that might allocate more budget/admin support for EDI Vice-Deans, as well as e.g. 25% teaching buyout, followed by one term sabbatical at the end of the term of the role; similar models could also be considered for other Black staff besides Vice-Deans who regularly undertake EDI support roles without recognition.

- Knowledge in the Widening Participation and Bartlett Promise teams could be drawn upon for application to potential options Black students more generally
- B-MEntor, for the importance of speaking to people with similar lived experience
- Gender Expression Fund
- Time/funds to be together on or off-campus: students who attended Rianna's Writing Lab Retreat for Black Students said they 'didn't have words to describe how grateful they were for the offering' and hoped it would be 'the first of many'.

Learning from initiatives beyond UCL

- The [Black Cultural Center](#) at DePaul University, which provides an inclusive environment to support student success, serves as a liaison and partner to other parts of the university, and supports access, retention and attainment of Black students.
- Consider drawing parallels between treatment of service work within the US university system, and the ubiquity of Diversity statements in job applications, which makes service labour and DEI legible in the context of career progression.
- Example of policy from a U.S. university that addresses these labour inequities included 1) recording mechanisms for service labour as part of standard workload policy, which is then used to 'identify inequities and help ensure that anyone, particularly staff on lower grades or with non-tenured employments, women, and people of colour, are not overburdened', and 2) in-built incentives and support for service work, including teaching releases for significant service and/or financial recompense.
- Student 'extenuating circumstances' process should be responsive to issues of race.
- Much like UCL have embedded time for CPD as a percentage of workload, something like 5% of an employee's time can be given to work towards EDI goals.
- The University of Cambridge gave all employees [£1000](#) in recognition of their work during the difficult period of the pandemic.
- Black student programme at SOAS: '[The Ebony Initiative](#)', a multi-pronged approach to addressing the broken pipeline that includes academic skills building sessions, community building spaces, career mentoring, and funding support and guidance.

Multiple respondents spoke to the difficulty of asking for support, or even of explaining these experiences – evidently ubiquitous among Black staff and students at UCL – in a way that is legible to non-Black members of the university. We hope that this framework will facilitate conversations about labour and its consequences by providing tangible examples of current inequities Black members of the university are experiencing. By centring the knowledge of Black people on these matters, we resist common institutional responses that demand 'from people of colour judicial levels of evidence

about the salience of racism whose validity only [they] can approve [thus reflecting] a pattern of power that white people maintain even if they state ambitions and arguments to the contrary.⁹

Centering care, love, and justice in the academy in this way is the kind of 'disruptive thinking' - and action – that is considered characteristic of UCL. This report details some ways in which that centering can happen in practice, and help UCL move from those promissory notes to receipts. Several of these recommendations might usefully be drawn together in an achievable way; we can imagine, for example, resources being directed to the creation of a Black staff/student hub/centre/space, through which people could access community, targeted support and guidance, networks, funding, and, until it ceases to be necessary, the administration of redress.

⁹ Rollock, p.10

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Appendix 1

Extract of UCL line on page 25, [Ethnic Representation Index - Black](#), with 11 of 16 indicators (including awarding gap, and presence or lack of an anti-racism strategy) shown as red [negative score], 3 shown as amber, and only 2 green.

Ethnic Representation Index – Black

Institution	Black Students (%)	Black Academics (%)	Black Professors (%)	Black Governors (%)	Black Executives (%)	Black Award Gap (%)	Black Cont. Gap (%)	NSS Teaching Black Gap (%)
University College London	5.5	0.7	0.3	low		2.0	3.0	-9.3

NSS Assessment Black Gap (%)	NSS Academic Support Black Gap	Black Access Gap (%)	Black Access Gap Ratio	Black Offer Rate Gap (%)	Anti Racism Strategy	Decol. Scheme	REC Member	REC Bronze Award
-7.5	-5.7	-6.0	-0.5	-2.2	N	N	Y	Y