

# **UCL Mathematical and Physical Sciences Faculty (MAPS) Equity, Diversity and Inclusion (EDI) Strategy 2022 - 2027**

**Created by:**

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## 1.1 Background

To formulate the MAPS EDI Strategy 2022 - 2027, we have taken into consideration the gender, ethnicity, and disability data for MAPS from 2016 - 2021. We have also considered key institutional EDI priorities for the next five years as well as the impact of the MAPS and UCL EDI initiatives and actions developed during 2019 - 2022.

MAPS gender data from 2016 - 2021 shows that the gender gap among undergraduate students (UG) has been continuously decreasing at a significant rate<sup>1</sup>. The same is not observed for higher education and academic levels (from PGT to academic staff), where the gap increases as the academic levels are higher and the change within each level is slow<sup>2</sup>. In contrast, the gender gap for professional services staff in MAPS has been decreasing continuously in the last five years.

From 2016 -

All the above facts align with the growing body of research showing that historically disadvantaged and excluded groups in academia face structural barriers and hostile environments that negatively impact their lived experiences and progression, resulting in a loss of talent. In moving forward, actions to accelerate cultural change and reduce the barriers faced by different disadvantaged groups at all levels must be at the centre of the MAPS EDI agenda.

A most crucial step towards the desired cultural change in MAPS, and in the wider context of UCL, is to effectively communicate the benefits and impact that meaningful (not performative) EDI work has for everyone in the university, and for research, education, and society.

## 1.2 MAPS EDI Strategic Goals 2022 - 2027

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**Goal 1:** Realise and widen participation in structured conversations around the issues of respect, structural barriers, and imbalances in power dynamics in academia and higher education.

*Key areas of work:*

- 1.1 Discuss effective ways of collectively addressing the barriers faced by:
  - Women (and all staff and students) based on their ethnicity
  - Staff and students with disabilities
  - Staff and students with neurodivergence
  - Staff and students belonging to the LGTBQ+ community
- 1.2 Discuss effective ways of implementing an EDI agenda on **gender equity** that recognises the non-binary character of the category gender.
- 1.3 Understand effective ways of addressing barriers faced depending on staff category.
- 1.4 Provide practical information for a broad audience on how to be an effective ally.

Related UCL Initiatives:

[Male Allies Network](#)  
[Friends of Out@UCL](#)

**Goal 2:** Embed EDI principles, with emphasis on an intersectional approach, across all areas of work in the faculty as a means to reduce systemic barriers for different ethnic and gender groups, groups with disabilities, as well as the barriers faced depending on staff category.

*Key areas of work:*

- 2.1 Increasing gender and ethnic diversity of shortlisted candidates for all positions. As part of this key area, improving the diversity of original applicants should also be investigated.
- 2.2 Development of a recognition system that appropriately rewards effective EDI work by the different members of the community. This implies developing recognition schemes that are meant for professional services staff members and technicians, students, research staff, and for academics. For instance, the MAPS faculty can create the EDI equivalent to the current

2.4 Developing effective communication channels between EDI, Education and Research committees both at the faculty and departmental level.

Related UCL Initiatives:

[Fair Recruitment Scheme](#)

[Race Equality Tool](#)

[Reasonable Adjustments](#)

[Disability Equality Guidance Materials for Staff and Managers](#)

**Goal 3:** Improve the ethnic and gender diversity, sense of belonging, and overall work experience of our staff body ensuring parity of esteem and care for all members of our community.

*Key areas of work:*

Positive action to recruit women and women BAME researchers at all levels, particularly senior levels, in line with the institutional priority. In this context, for example, equality law allows positive action to be used in recruitment before or at the application stage.

Ensure departmental and faculty **race equity** work and initiatives align with institutional priorities. Particular attention needs to be given to the anti-racist agenda and consolidation of anti-racist structures. Continue with departmental race pledges and accountability on those.

Related UCL Initiatives:

[Accelerate to Leadership Scheme](#)

[B-Mentor Professional Mentoring Scheme](#) & [B-Mentor Academic Mentoring Scheme](#)

**Goal 4:** Develop targeted actions to improve the study experiences and sense of belonging of the different ethnic groups of students.

*Key areas of work:*

4.1 Understanding the awarding gap, study experience and sense of belonging of different ethnic groups of students.

4.2 Understanding the gender and ethnicity gap in progression from undergraduate to postgraduate study (PGT and PGR).

Related UCL Initiatives:

[Access UCL Scheme](#)

[Student BME Networks](#)

[BAME Awarding Gap Project](#)

**Goal 5:** Promote collective responsibility in consolidating hostility-free and caring work and study environments.

*Key areas of work:*

5.1 Demystifying Report and Support process to encourage non-anonymous reporting.

5.2 Preventing escalation of unacceptable behaviour.

Related UCL Initiatives:

[Report & Support Tool](#)

[Full Stop Campaign](#)

[Where do you draw the line? Training](#)

[Dignity Advisors](#)

[Employee Assistance Programme](#)

**Goal 6:** Strengthen the links, impact, and visibility of the EDI activities across the faculty departments and institutes and promote the sharing of best practices.

*Key areas of work:*

6.1 Continuous funding of local EDI initiatives.

6.2 Levelling up EDI in all departments by sharing best practices.

6.3 Develop an effective communication campaign highlighting the benefits of EDI for all.







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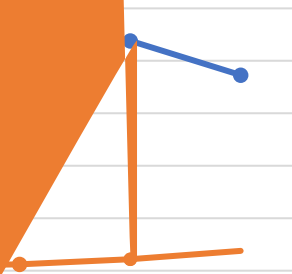
\*ART (Academic-Research-Teaching)



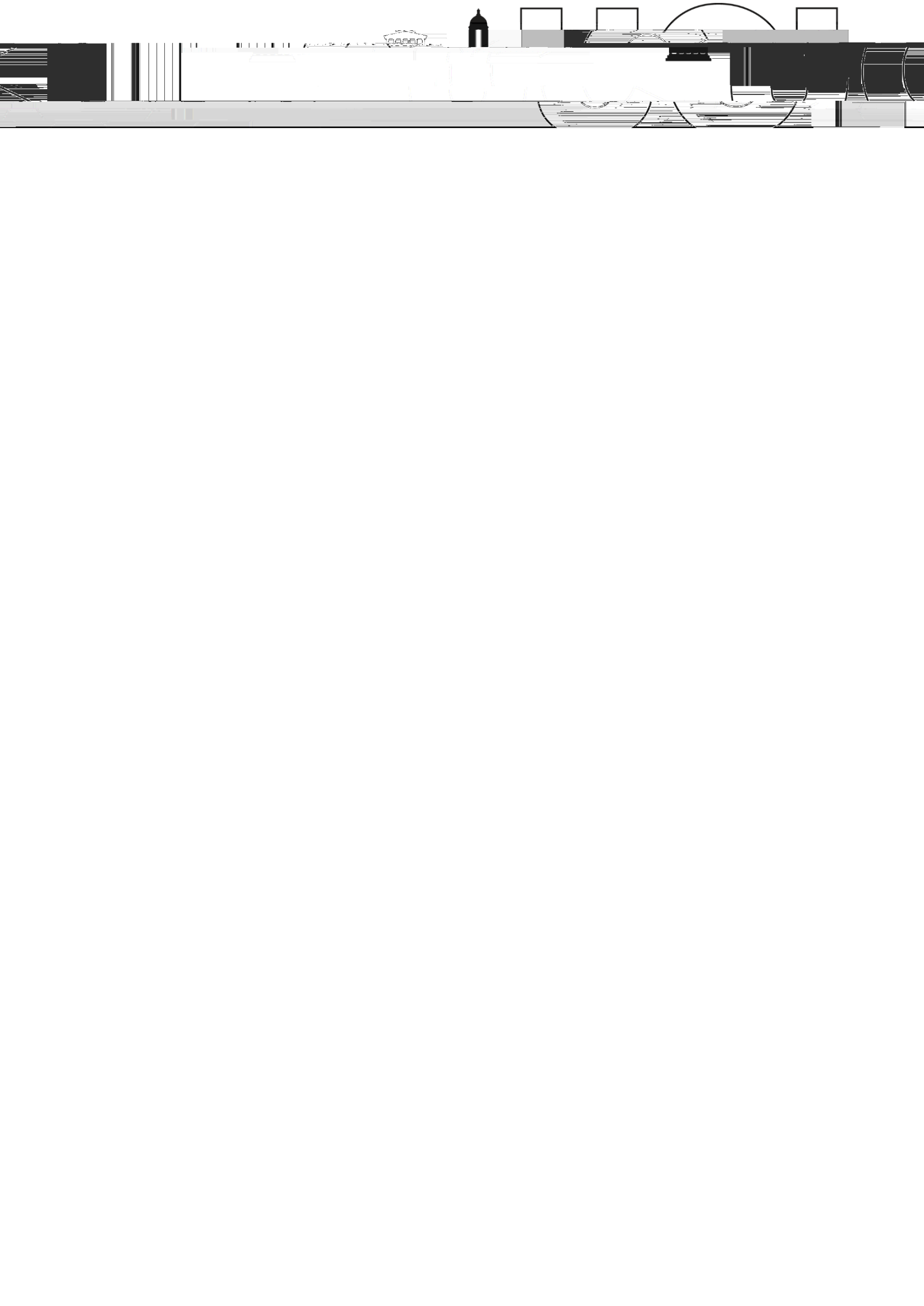
**Appendix D: Students Disability Data, Faculty of Mathematical and Physical Sciences EDI  
Data Report June 2022**

<b>Academic Year</b>	<b>No known disability</b>	<b>Disabled</b>	<b>Unknown</b>	<b>Grand Total</b>
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Known	Grand Total
172	920
147	922
162	969
163	1029
82	1029
206	1152







All Ethnicity Breakdown	Academic year							
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
White	1719	1816	1754	1810	1710	1657	1730	1637
Chinese	799	894	985	1085	1221	1497	2123	2107
Asian or Asian British	512	543	570	652	669	661	765	768
Mixed heritage Black or Black British	150	198	195	213	210	214	240	243
	76	83	96					