

UAL Anti-Racism Strategy

Student Consultation

Table of Contents

1. Context.....	3
2. Written Submissions	4
2.1. Are the proposed actions in the anti-racism strategy the right actions?	4
2.2. Are there any gaps you can identify that you would like to add?	7
2.3. Is there any best practice that you can think of happening at UAL at the moment that could be included in the Strategy?.....	10
3. Suggestions and Comments Raised in the Panel Meeting	11
4. Additional Recommendations Made by the Panel	13
5. A Note on the Project Authors.....	15

1. Context

On 1 June 2020, UAL issued a statement in response to George Floyd's murder in which they described themselves as "proudly anti-racist." Following criticism from those who felt this was not the case, UAL issued a new statement on 11 June 2020 in which they pledged to become a truly anti-racist university.

At this point, UAL initiated a period of engagement with Black, Asian and minority ethnic staff and student bodies about the University's progress on dealing with racism. GEMS designed and led a session at the Executive Board away day on 17 June 2020 where they challenged EB members to reflect on their own experience and past actions. Governors also heard student concerns via the Student Experience Advisory Group on 23 June 2020. Concurrently, a [change.org](#) petition¹ made a series of demands of UAL in relation to race.

In July 2020, the University published a consultation paper setting out their proposals for the development of their anti-racism strategy, which they intend to use to supplement their existing commitments on attainment and equality, diversity and inclusion. The strategy will become a core objective of the UAL operating plan.

Arts SU Student Officers and staff have been in a continuous conversation with students of colour and in 2019 conducted a major piece of research into the racism experienced by students at UAL. Following this consultation, a number of recommendations were made including the formulation of an overarching strategy to address racism at UAL.

In December 2020, the Students' Union formed a panel comprised of 13 students of colour from across UAL including all of the Arts SU Student Officers. Each member of the panel submitted individual written responses to the consultation paper before convening to provide further verbal feedback on the proposed actions in the strategy. This report summarises the key themes from the written submissions made by the panel members, the suggestions and comments raised in the panel meeting, and the key recommendations made by the panel.

We would encourage you to read this response alongside the Arts SU Attainment Report – 2019.

¹ [change.org - change.org/p/nigel-carrington-we-want-an-end-to-racism-at-ual](https://change.org/change.org/p/nigel-carrington-we-want-an-end-to-racism-at-ual)

2. Written Submissions

This section will be divided under the three questions students were asked to answer in their written feedback:

1. Are the proposed actions in the anti-racism strategy the right actions?
2. Are there any gaps you can identify that you would like to add?
3. Is there any best practice that you can think of happening at UAL at the moment that could be included in the strategy?

2.1. Are the proposed actions in the anti-racism strategy the right actions?

Only one student said that they felt the proposed actions were the right actions without any caveats. The remaining students felt that the proposed actions were a positive beginning but highlighted that they needed to take place amongst other actions and/or needed more concrete plans to ensure that they are properly executed. No student felt that the proposed actions were entirely negative.

One student felt that “instead of ‘targeting’, which is evident quite a bit throughout this paper, I think the focus needs to be on learning and understanding.”

One student said that while the actions were right, “How they are practically expressed, and their degree of impact will determine how ‘right’ they are. To measure impact, the following indicators should be considered:

- Do they have generational effectiveness, meaning will the policies still have weight over the next decades?
- Does the strategy create systematic change that is beneficial to the collective, meaning the ‘oppressors’ and the ‘oppressed’?
- Has it contributed to the cohesion of our society? Or created more separatism or division?”

Specific responses to actions are outlined below:

Action One

One student specifically highlighted this action as sounding “very promising,” expressing that they felt allyship training as well as reverse mentoring “could result in a more inclusive working environment for BAME staff.” Another student echoed this sentiment.

One student felt that this action was too ambiguously worded to ensure that responsibility for raising awareness around race does not continue to fall predominantly on the shoulders of Black, Asian, and minority ethnic students and staff.

One student said that while they feel the need for visibility to be increased, they were worried that this action could potentially be carried out in such a way that “makes the students of colour feel like zoo animals.” Highlighting the need for consistent, dedicated change, the student voiced their worry that UAL would be guilty of “performative allyship.”

Action Two

One student specifically cited the Tell Someone initiative as positive, however, they felt that “most students are not aware of this” and that it needed to be better advertised for BAME staff and students to benefit from it fully. This was wholeheartedly echoed by another student, who said that

Tell Someone sounded “great,” but despite being at UAL for four years, attending University weekly, and consistently checking their emails, they hadn’t “seen this promoted or talked about anywhere.”

Action Three

One student said that while they felt the strategies in action three should have been in place from before, they were glad the University was now committed to it. Citing that they had been told in their first year to enjoy collaboration across pathways to understand the value of communicating with other groups of people, the student felt that staff should follow the same ethos and work collaboratively to ensure anti-racist strategies are actioned positively and appropriately.

Action Four

One student hailed Breaking Bias as a “stepping stone,” but also expressed a desire for anti-racism training to be mandatory for all staff. This student said that despite working for UAL through ArtsTemps, they have never been asked to complete any anti-bias training.

One student voiced positive support for action four, saying that it sent a message that UAL is passionate about “building values and understanding others” beyond academia.

While one student agreed that the University required anti-racism education, they expressed worry that this action could lead to performative rather than genuine allyship if not executed with care.

Action Five

Three students specifically highlighted action five as positive and necessary. To highlight how crucial this action was, one student cited that at LSE, 53% of Chinese students in the 2019-20 academic year were awarded first-class degrees — higher than the 47% of white students who were awarded a first-class degree. However, only 17% of Pakistani students, 20% of Black Caribbean and 21% of Black African students were awarded first-class degrees. By disaggregating data, split targets can be set to better address the individual issues faced by each minority ethnicity, as well as to highlight the extent of the attainment gap.

One student also said it would be beneficial for UAL to monitor the number of students who are the only member of their ethnic background in their year group “to begin to understand numbers of students who will be facing particular issues that come from being on your own.”

Action Six

Two students specifically cited this action as positive.

Action Seven

One student specifically cited this action as positive.

One student disagreed with this action, saying they felt students should be admitted based on merit, “not as a number to add to a statistic that shows you have increased the proportion of BAME students.” Another student echoed this sentiment, saying that it appeared as though UAL were not truly committed to becoming a truly diverse and equal University, but rather, had set goals in order to fit quotas. This student suggested that “instead of ‘targeting’ students, the University should learn about what BAME students are interested in and what aspects of their course they do and don’t enjoy.” Suggested ways to do this include working with ethnic communities such as the Student’s Union’s ACS to hold feedback forums in order to “give the University a proper understanding of what BAME students look for in courses, and what topics/modules they might be interested in or resonate more, therefore allowing the University to tailor events or make courses more inclusive of these interests.”

Action Eight

Two students specifically cited this action as positive, however, one felt that it would be unnecessary if action six is appropriately actioned.

Action Nine

One student specifically cited this action as problematic and not properly explained, saying that they felt the University were not being transparent enough for students to judge whether or not “UAL has internationally recognised research and knowledge exchange activity in this area, and a range of practitioners and researchers who have developed an understanding and response to decolonisation over a number of years.”

Action Ten

One student specifically praised UAL’s resources for decolonising the curriculum, citing the availability of non-Western resources in the library and the circulation of the Decolonising the Arts Curriculum Zines as positive indicators of the University’s commitment to being anti-racist.

One student specifically cited this action as problematic and not properly explained, suggesting the inclusion of concrete targets such as expanding the availability of literature on non-British cultures to match the size of the catalogue for British culture. They also felt that removing artists who use black face from inspiration slides must be done, citing the example of Cindy Sherman, and also emphasised the need for all tutors to talk to students “with fair language and without discrimination.”

2.2. Are there any gaps you can identify that you would like to add?

Only one student did not identify any gaps in the strategy.

Several students felt that the strategy failed to consider the intersectionality between race, class, disability, and sexuality. One student highlighted that not all people of colour are aware of challenges faced by their community, citing Nathan Hare's 'The Black Anglo-Saxons', which explores the Black middle-class and their failure to advocate for all Black people. This student emphasised the need for the University to avoid a scenario where "the system stays the same and the players change."

One student emphasised the need for programming and events outside the core curriculum to be inclusive through measures such as including BAME curators.

One student felt that end-of-year student surveys should also address racism so students can monitor how the situation is improving or worsening and hold the University to account.

Four students highlighted that UAL do not have an action in plan to respond to demand 14 of the change.org petition. These students felt that in order to be truly anti-racist, the University needed to extend consideration and act to support not only students and academic staff of colour, but also, cleaning staff, with one saying that they felt that support outsourcing is "hypocritical and puts the rest of the strategy into disrepute." Another student said that "It puts in to doubt UAL's understanding of race and class issues which then means the confidence students and staff can having in the strategy as a whole is put in doubt."

Specific responses to actions are outlined below:

Action One

One student felt that this action failed to disaggregate Black, Asian, and minority ethnic groups, and that emphasis on Black History Month without consistent efforts to help the black community throughout the year is insincere. Two students suggested that one way to be an ally would be to extend invitations to local communities, highlighting the disconnect between the local black community and Camberwell College of Arts, as well as the new building in Elephant and Castle and the impact that has on the local community.

Action Two

Three students highlighted that in order for this action to bring about positive change, it requires black and minority ethnic students and staff to feel empowered to make use of the reporting, monitoring, and resolution processes available. If black and minority ethnic individuals do not feel comfortable reporting racist incidents or feel as though it would be fruitless to do so, then it effectively doesn't matter how high the quality of these processes are. Therefore, in addition to improving the quality of these processes and advertising their availability, UAL must, in their own words "create a degree of psychological safety for its participants to feel able to open up, reflect, make mistakes and share."

Two students felt that before launching the new Report and Support system, the University must thoroughly explain what concrete follow-up actions one can expect after making a report. Two students said that it must be made clear that if a student reports a tutor for racist behaviour, said tutor cannot penalise them through their grades.

One student said that after a group of students received threats due to voicing their political stance on Hong Kong and reporting it to the University, they were either ignored or received a “negative response.” Subsequently, some of these students were discouraged from reporting the harassment they’d faced as they were worried about the negative consequences from other students of doing so.

One student suggested that increasing the visibility of Tell Someone through measures such as putting it on the front page of the UAL app could be beneficial.

Two students identified that beyond incidents of racial harassment, people of colour are also disproportionately affected by other issues, such as sexual assault and harassment: a report by Trendence for Empowered Campus found that “black and minority ethnic students are twice as likely to be sexually assaulted in a classroom, lecture room or laboratory compared with their white peers, while white students reported being sexually assaulted in the students’ union at twice the rate of BAME students.”² Subsequently, they felt that the support strategy for counselling services overall need to be adjusted with these issues in mind, and a need for counsellors to be trained to support students who have experienced traumas that are exclusive to or heightened in their communities, such as displacement, premature deaths, and abuse.

Action Three

One student felt that positive discrimination is contradictory to the Executive Board reflection that “The responsibility for raising awareness of issues of race, and holding UAL to account, has fallen too often on the shoulders of Black, Asian and minority ethnic colleagues.” While inclusion is necessary, performative allyship is also an act of racism, and therefore must be avoided at all costs. This sentiment was echoed by another student, who highlighted that tokenism perpetrates the trope of the ‘white saviour’ by providing privileges to those of colour purely based on the colour of their skin. This is not true equality and fails to ensure that “everyone is treated equally and valued.” Two other students also agreed that the aforementioned EB reflection was of the utmost importance, and that there was little to no concrete action to support it.

Action Four

One student felt this issue hadn’t been discussed in thorough enough detail in the paper, and felt that it is necessary for the University to have consistent rather than one-off education sessions on the necessity of racial and cultural diversity and inclusion.

One student cited the case of a Vietnamese student in the US who was asked by a professor to Anglicise their name³, and highlighted that such requests are an unacceptable form of racial intolerance. While staff and students may have initial trouble learning new names, especially those that are from another culture, they must take personal responsibility to learn them and not expect students to Anglicise or shorten their names to make things ‘easier’ for them.

One student felt that staff required better education on the various cultures that their student come from, citing that despite there being a large intake of Indian students every year, they were asked by a member of staff when they commenced their studies whether they could speak ‘Indian’.

² Times Higher - Trendence for Empowered Campus - [timeshighereducation.com/news/one-five-female-students-uk-is-victim-sexual-assault](https://www.timeshighereducation.com/news/one-five-female-students-uk-is-victim-sexual-assault)

³ New York Times - [nytimes.com/2020/06/21/us/phuc-bui-diem-nguyen-laney-college.html](https://www.nytimes.com/2020/06/21/us/phuc-bui-diem-nguyen-laney-college.html)

Action Five

One student said that beyond disaggregating races, they would also like to see the extent of the pay gap in management positions and to see whether BAME staff are equally distributed throughout the organisation.

Action Six

One student felt that UAL urgently needed to employ a more diverse group of tutors for every year group of a course. Another student emphasised that there was a specific need not just for more BAME staff in general, but specifically for more senior posts within the University.

Action Nine

Two students said that course content needed to be adjusted to make sure that it was inclusive. Examples cited include the need to teach students on hair and makeup courses how to work with different skin tones and hair textures beyond those of white individuals, and the exclusion of African ceramics in the BA Ceramic Design at UAL. Highlighting that there are colonial reasons why Japanese and Chinese ceramics are privileged in the West but African ceramics are not, the curriculum must go beyond including some elements of non-Western cultures in order to be truly decolonised and inclusive.

2.3. Is there any best practice that you can think of happening at UAL at the moment that could be included in the Strategy?

Few students highlighted specific practices at UAL that they believed were positive and could be included in the strategy. One student explicitly said that they hadn't "come across a lot of practice by UAL that could be included," while several students used this question as a way to provide general feedback or identify further gaps in the strategy. This suggests that there needs to be better communication about existing practices, and that students may not think there are many beneficial practices in place currently.

One student cited the BAME mentoring project where students connect with industry professionals on the BA Fashion Journalism course at LCF as a positive opportunity that provided them with knowledge on how to navigate largely white industries such as fashion.

One student said that the formal integration of Shades of Noir was a step in the right direction, but there needed to be greater involvement between SoN and other UAL institutions in order for more positive work to be done.

One student said that on the MA Media, Communications and Critical Practice course, race is discussed each week. They felt that this is extremely positive in helping to broaden the thinking and knowledge of both students and staff, but also, by consistently discussing it rather than addressing it as a one-off. Encouraging students and staff to reflect on their biases and beliefs in this way is something that this student felt was extremely beneficial and should be done on every course.

A student on the MA Fine Art programme hailed the scheduled mandatory TrAIN Open Live Events held on Wednesdays at Chelsea College of Arts as being insightful and ensuring that all students on their course and beyond engage with issues of racial injustice. This student also said the Monday guest lecture series ran by Mary Evans, which only features speakers of colour throughout the term, was vital to get students and staff to engage in important conversations about race. This student cited both lecture series as a positive model for the rest of UAL to follow and suggested that encouraging students to suggest speakers could be a way to ensure a more diverse group of visiting lecturers.

Two students suggested that UAL should continue to expand resources such as INIVA and the Stuart Hall Library, including in ways such as promoting them to the public.

One student said the library services were fantastic in helping people understand intersectional issues faced specifically by the arts. This student said the active interest the library staff hold in wanting to widen their provisions in order to better serve students should be supported by the University and suggested "designated sessions for students and their librarian to work through what they think is missing" in existing reading lists.

3. Suggestions and Comments Raised in the Panel Meeting

Numerous students shared that they had negative and/or uncomfortable experiences during the recruitment process of their application to UAL.

One student recounted how when they came for their interview, all the interviewers were white, creating an imbalance which they perceived to be awkward. This was something that they felt should not have been the case but was also due to all the tutors on their course being white. Another student agreed, saying that they had only come into contact with a BAME tutor for the first time during their DPS year. The reflections of these students highlight the need for action six of the strategy.

Two students spoke of negative experiences being interviewed in their home countries. One student said that, after enquiring UAL about why interviewers weren't being sent to the Middle East, they got told that "no one is interested" and that their chances of getting in would be very low based on their home country. The other student said that their interviewer seemed to indicate that asking to go to CSM was "asking too much" and implied that if they were given a place, it would be at LCF instead.

Another student also said they had a stressful interview and lots of fellow interviewees cried and had stress balls taken away. This suggests that the interview/recruitment process at UAL should be reviewed, not just for how it perpetrates potentially racist and ableist behaviour, but for how it currently allows staff to behave negatively towards students.

When asked about action seven, one student felt that UAL could not be fully diverse for as long as education is private, as race intersects with class. Their view that UAL's strategy for recruiting BAME individuals focused too heavily on international students from a certain class who already had very Westernised educations was echoed by multiple others on the panel. This reinforces the impression that UAL only want 'colonised' international students and fails to consider those from other foreign countries or home BAME students. One panel member suggested that a way to combat this, UAL should offer more scholarships that are specifically for people of colour. This is something the Student's Union Welfare Officer is currently lobbying for.

Furthermore, several students spoke of being viewed as being tokenised based on their ethnicity. Two said they had been told by their peers and/or tutors that when applying for their undergraduate courses from foundation year, they would get in to their first choice more easily than their white peers because they would be filling a quota by being admitted.

When asked about how academic staff could support students, one panel member recollected how a tutor discouraged a student of colour from presenting their work on reclaiming the racial slurs they'd been called. The tutor had allegedly said it was "too much" and overly confrontational for an open studio, leading the student to doubt their work. However, the panel member felt that the work would only be uncomfortable to view for those who had called people racial slurs before, and that by discouraging the student from displaying it, they were further denying them the opportunity to reclaim their identity on their terms.

Many panel members spoke of micro-aggressions they had encountered at UAL, such as being called 'brave' in a patronising manner for sharing their experiences of being a person of colour — even when this was being done in a celebratory manner. Additionally, some students had witnessed tutors hijacking the narrative of work done by students of colour by seemingly telling them that their work was inspired by their cultures, even when these students asserted that this was not the case.

Several panel members had witnessed instances of segregation between white students and Black, Asian, and minority ethnic students. For home students of colour, this was sometimes compounded by the experience of being denied their British culture as others had viewed them as having more in common with students from other countries than their white peers. One student had also been automatically enrolled in language development sessions when they joined UAL, despite English being their native language and none of their white peers being enrolled automatically.

One student shared their experience of attending lectures that were specifically delivered as part of a programme on decolonising the curriculum. They said that when they pointed out that an anti-black comment was made during such a lecture, their concerns were dismissed. This was further compounded by concern about having a white lecturer unaware of and seemingly insouciant towards the negative connotations of certain things they were saying in a lecture that was specifically aimed at decolonising the curriculum. Another student said that during a series of lectures aimed at decolonising the curriculum which they attended, they noticed that the attendance of white students fell dramatically.

Regarding action two, multiple students highlighted that student representatives often bore the weight of reports of racist incidents that have affected their peers, as some students feel more comfortable reporting them to a peer than to the University directly. This places a tremendous psychological burden on student representatives given that such issues go above their duties.

Regarding action four, several students voiced concern over mandatory anti-bias training, agreeing that becoming anti-racist requires constant and committed learning rather than a one-off training session. Questions were also asked about who would be providing the training and what it entailed, as every individual has biases and therefore the question of who is fit to provide training is raised. One student said they were entirely against it as it reinforced the trope of the white saviour, and singled out people of colour rather than creating equality and equity. Another student cited research showing that anti-bias training has little, or even negative, impacts.⁴

⁴ Harvard University - scholar.harvard.edu/files/dobbin/files/an2018.pdf

4. Additional Recommendations Made by the Panel

According to Times Higher Education⁵, the Equality and Human Rights Commission inquiry “found that nearly a quarter of ethnic minority students in the UK have experienced racial harassment and that institutions were ‘oblivious’ to the scale of the problem.” Denying racist behaviour has occurred, especially under the excuse that it was not ill-intended, is unacceptable. As recommended by Universities UK⁶, University leaders must become more sensitive about how racism affects its victims, particularly through micro-aggressions and systemic failures. Acknowledging that one has previously engaged in poor practices is a welcome action that signals that the perpetrator understands that they have wronged others and is working to avoid doing so in the future.

UAL Commitment to Anti-racism

Numerous students expressed that they felt as though the University was not acting entirely sincerely, citing the lack of major action to tackle racial biases and discrimination until the murder of George Floyd. Some students expressed disappointment that, while the University had been honest about it in their second statement, they failed to consider major issues surrounding racial discrimination until after the summer of 2020. For these students, such issues are always at the forefront. In order to be truly anti-racist, therefore, the University must commit to constantly working towards being anti-racist, not as a one-off during a time when it is fashionable to do so. One student felt that “The strategy isn’t astounding or anything to be particularly proud of. It’s doing what is needed rather than anything radical or anything that would stand out compared to other institutions and companies who have come up with strategies in response to Black Lives Matter.” Additionally, the University must recognise that tokenism is not true allyship and should therefore be avoided.

Tutorials

Regarding having teaching faculty who are well-versed in various cultural issues, several students highlighted the need for significant numbers of one-on-one sessions between students and tutors to ensure that tutors are able to deliver as much academic support as possible to students for their individual areas of expertise. Students understood that tutors wouldn’t have in-depth knowledge of every single topic being researched by their students, but felt that if there was significant one-on-one tutorials then tutors would have more time to find out how they could support their students’ learning and be able to offer more in-depth feedback in subsequent sessions. This is perhaps something to consider beyond anti-racism strategy — one student said that while they were not researching race, they felt as if their tutor would actively educate themselves on the topic they were researching in order to better help them with their dissertation.

However, the student is on a very small course where there is significant one-on-one time with tutors, and acknowledged that this may not be the case for larger courses. Therefore, while staff should be educated on areas of cultural sensitivity under the Anti-Racism Strategy, the feedback given by students also highlights a need for broader educational reform at UAL. One student, who acknowledged that staff need not only resources but time to learn about specific areas of knowledge, suggested that a system that pairs up alumni who have specific knowledge of topics being researched by students might be helpful.

Intersectionality

More work must be done to support underrepresented groups at UAL, such as the LGBTQ+ community, those with disabilities, and those from deprived backgrounds. This is necessary firstly

⁵ Times Higher - [timeshighereducation.com/news/uk-v-cs-should-take-lead-tackling-racial-harassment](https://www.timeshighereducation.com/news/uk-v-cs-should-take-lead-tackling-racial-harassment)

⁶ Universities UK - [universitiesuk.ac.uk/news/Pages/uuk-calls-urgent-action-racial-harassment-higher-education-november-2020.aspx](https://www.universitiesuk.ac.uk/news/Pages/uuk-calls-urgent-action-racial-harassment-higher-education-november-2020.aspx)

because of the intersectionality between race and the aforementioned, and also because the University must be committed not just to becoming anti-racist, but also, to ensuring equality and equity for all.

Outsourced Staff

A major recommendation made by the panel is to put into place a concrete plan, strategy, or action to ensure that cleaning staff are supported. As highlighted in section 2.2, many students felt that the absence of an action to provide support for cleaning staff exposed the University's lack of proper commitment to being anti-racist. Considering that there have been numerous calls to support cleaning staff over the years and research showing that "Outsourcing low paid work disguises [the] true extent of growing inequality,"⁷ it is necessary for the University to issue a new response to demand 14 of the change.org petition after much consultation and planning. In order to be truly inclusive and decolonised, the curriculum must go beyond merely including some elements of non-Western cultures. Actions such as signing the Halo Code⁸ are steps that can be taken by the University to diversify their curriculum, as well as teaching about issues such as how minority ethnicities are exploited by the fast fashion industry.

Strategy Implementation

More concrete plans and time scales are needed to ensure that the strategy can achieve the goals it sets out to, rather than contribute further to issues of racism⁹. Several panel members cited this as key to holding the University accountable for failing to uphold its commitments.

Improving transparency is an area that students repeatedly brought up. One student said they "would expect a complete transparent discourse on how these measures fall into place in the ongoing and daily workings of the University." Several students highlighted the lack of concrete time frames provided as suggesting a lack of commitment to the strategy, with campaigns such as the one to support cleaning staff and UAL So White being in place for several years. During the COVID-19 focus groups that took place in June 2020, several students also expressed that they felt the University was not transparent enough, highlighting that this is an area that urgently needs addressing across the board.

Recognition of Significant Non-Christian National and Religious Holidays

Numerous panel members recommended that UAL expand their programme of celebrating international holidays by offering activities as is done during the Christmas season, such as crafts workshops, during other religious holidays as well. One individual pointed out that awareness of non-Christian national and religious holidays is necessary when scheduling deadlines as well, citing that the bulk of their deadlines fell during Ramadan, yet there were none during Christmas. While it is unavoidable that some deadlines will inevitably fall during certain holidays that span numerous days (i.e. Hanukkah, Chinese New Year), it would be good for the University to make an effort not to schedule them on specific dates of religious significance, such as on Eid-al-Fitr, the same way that there are deadlines before or after Christmas, but never on the day itself.

⁷ LSE - [lse.ac.uk/News/Latest-news-from-LSE/2020/L-December/Outsourcing-low-paid-work-disguises-true-extent-of-growing-inequality-within-companies](https://www.lse.ac.uk/News/Latest-news-from-LSE/2020/L-December/Outsourcing-low-paid-work-disguises-true-extent-of-growing-inequality-within-companies)

⁸ BBC - The Halo Code - [bbc.co.uk/newsround/55249674](https://www.bbc.co.uk/newsround/55249674)

⁹ Times Higher - [timeshighereducation.com/news/charter-schemes-have-contributed-equality-failures](https://www.timeshighereducation.com/news/charter-schemes-have-contributed-equality-failures)

5. A Note on the Project Authors

Arts SU is an independent charity who work to represent and support students at the University of the Arts London. This project was led by the Arts SU Policy Team who focus on researching student issues and advocating on behalf of our members.

Tatiana Lee

Arts Policy Adviser

Tatiana Lee is the Arts Policy Adviser at Arts SU. A graduate of the London School of Economics, she is currently studying for an MRes in Art: Theory and Philosophy at Central Saint Martins as an international student. She also identifies as a person of colour.

Calum Sherwood

Senior Policy and Research Officer

Calum Sherwood is the Senior Policy and Research Officer at Arts SU having worked in HE policy for 8 years. Calum studied Politics and Sociology at the University of Bristol and has a MSc in Social Research from the University of London.

Colum Mackey

Advice and Policy Manager

Colum Mackey manages the Arts SU Advice Service and Policy Team. He read law at undergraduate and has worked in work in higher education for 6 years.