Race, Ethnicity and Equality Working Group
Survey Results 2018

This survey of UK university-based Historians was undertaken in spring 2018 as part of the research for *Race, Ethnicity and Equality in UK History: A Report and Resource for Change*. Details of its methodology are discussed in the report.

Total Responses: 737
1. Which of these best describes your employment status? Choose only one. Your answer here will determine the questions you see later in the questionnaire.

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research student (Masters)</td>
<td>36 (4.9%)</td>
</tr>
<tr>
<td>Research student (PhD)</td>
<td>185 (25.1%)</td>
</tr>
<tr>
<td>Hourly-paid post doctoral university teaching</td>
<td>21 (2.8%)</td>
</tr>
<tr>
<td>Postdoctoral Research Fellow</td>
<td>44 (6%)</td>
</tr>
<tr>
<td>Teaching fellow</td>
<td>26 (3.5%)</td>
</tr>
<tr>
<td>Lecturer/Assistant Professor</td>
<td>126 (17.1%)</td>
</tr>
<tr>
<td>Senior Lecturer/ Associate Professor/Reader</td>
<td>144 (19.5%)</td>
</tr>
<tr>
<td>Professor</td>
<td>123 (16.7%)</td>
</tr>
<tr>
<td>Other (inc. professional services/administrative staff)</td>
<td>32 (4.3%)</td>
</tr>
</tbody>
</table>

1.a. If you selected Other, please specify:

2. In your academic work, are you actively involved in any of the following? Tick all that apply.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>558 (78.4%)</td>
</tr>
<tr>
<td>Research</td>
<td>692 (97.2%)</td>
</tr>
<tr>
<td>Student support</td>
<td>369 (51.8%)</td>
</tr>
<tr>
<td>Administration</td>
<td>396 (55.6%)</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>378 (53.1%)</td>
</tr>
</tbody>
</table>

3. Region of workplace / study

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td>77 (10.5%)</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>15 (2%)</td>
</tr>
<tr>
<td>Wales</td>
<td>35 (4.8%)</td>
</tr>
<tr>
<td>South East</td>
<td>100 (13.7%)</td>
</tr>
<tr>
<td>London</td>
<td>100 (21.9%)</td>
</tr>
<tr>
<td>North West</td>
<td>42 (5.7%)</td>
</tr>
<tr>
<td>East of England</td>
<td>61 (8.3%)</td>
</tr>
<tr>
<td>West Midlands</td>
<td>52 (7.1%)</td>
</tr>
<tr>
<td>South West</td>
<td>50 (6.8%)</td>
</tr>
<tr>
<td>Yorkshire and the Humber</td>
<td>75 (10.2%)</td>
</tr>
<tr>
<td>East Midlands</td>
<td>48 (6.6%)</td>
</tr>
<tr>
<td>North East</td>
<td>17 (2.3%)</td>
</tr>
</tbody>
</table>

3.a. By date of establishment and using categories from the Department of Education, which type of institution are you based in?

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient, pre-1860</td>
<td>173 (23.6%)</td>
</tr>
<tr>
<td>Red Brick, 1860-1960</td>
<td>369 (50.4%)</td>
</tr>
<tr>
<td>Plate Glass, 1960-1992</td>
<td>101 (13.8%)</td>
</tr>
<tr>
<td>Post-1992</td>
<td>60 (8.2%)</td>
</tr>
<tr>
<td>Don’t know</td>
<td>29 (4%)</td>
</tr>
</tbody>
</table>
4. Contract of employment

- Unemployed: 63 (8.8%)
- Full time: 520 (72.8%)
- Part time: 131 (18.3%)

4.4 Contract of employment

- Zero hours: 19 (2.7%)
- Hourly paid: 51 (7.2%)
- Fixed term renewal: 20 (2.8%)
- Fixed term non-renewal: 82 (11.5%)
- Permanent: 374 (52.5%)
- Emeritus Emerita: 21 (2.9%)
- Student: 146 (20.5%)

5. Are you aware of the Equality Act 2010 and its provisions for protected characteristics?

- Yes: 484 (65.9%)
- No: 251 (34.1%)

5.6 Did you find out about the Act through your current or past Higher Education Institution?

- Yes: 236 (48.8%)
- No: 248 (51.2%)

6. What is your gender?

- Female: 377 (51.2%)
- Male: 336 (45.7%)
- Non-binary: 3 (0.4%)
- Trans: 2 (0.3%)
- Prefer not to say: 15 (2%)
- Other: 3 (0.4%)
7. What age group do you belong to?

- Under 24: 41 (5.6%)
- 25-34: 225 (30.5%)
- 35-44: 197 (26.7%)
- 45-54: 128 (17.4%)
- 55-64: 89 (12.1%)
- 65-74: 40 (5.4%)
- 75+: 9 (1.2%)
- Prefer not to say: 8 (1.1%)

8. The Equality Act 2010 describes a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Do you consider yourself to have a disability?

- Yes: 61 (8.3%)
- No: 653 (92.2%)
- Prefer not to say: 18 (2.5%)

9. Please choose the option that best describes your ethnic background. The categories used here are taken from the UK 2011 census.

- White British: 389 (52.9%)
- White gypsy or Irish traveller: 1 (0.1%)
- White Irish: 28 (3.8%)
- Other mixed background (please specify below): 17 (2.3%)
- Any other ethnic group (please specify below): 16 (2.2%)
- Prefer not to say: 21 (2.9%)

9.a. If you selected 'Other', please specify
10. What is your nationality?

- UK: 450 (61.3%)
- Non UK: 196 (26.7%)
- More than one nationality including UK: 78 (10.6%)
- Prefer not to say: 10 (1.4%)

10.1 Please use this box for any comments you would like to raise regarding your nationality in relation to this survey.

11. Do you consider that your institution’s policies, processes and outcomes are fair with respect to race and equality?

- Yes: 292 (40.1%)
- No: 177 (24.3%)
- Don’t know: 259 (35.6%)

12. Do you consider that your institution supports and promotes historical research and teaching undertaken by BME academics? If yes, please indicate how it does this.

- Specific support and mentoring for BME academics: 44 (6.7%)
- Actively encouraging the promotion and progression of early career BME academics: 98 (14.9%)
- Allowing BME academics to define the wider public importance of their research and teaching: 124 (18.8%)
- Celebrating and promoting the achievements of those BME academics who have gained seniority in their profession: 118 (17.9%)
- My institution does not promote historical research and teaching undertaken by BME academics: 281 (42.6%)
- Other: 142 (21.5%)

12.a If you selected Other, please specify:

13. Does your institutional unit employ BME historians?

- Yes: 443 (60.9%)
- No: 140 (19.2%)
- Unsure: 141 (19.4%)

13.1 Other than myself, there are no BME people employed by my department: 7 (1%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)
14 Are there barriers to career progression within your institution?

No: 267 (37.4%)
Yes: 259 (36.3%)
Not applicable: 188 (26.3%)

14.1 If yes, please tick the three barriers that apply most in your institution, and disproportionately to BME people.

14.1.1 Lack of knowledge/guidance provided on how to progress

Most important: 54 (42.2%)
Second most important: 40 (31.3%)
Third most important: 34 (26.6%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.1.2 Lack of recognition of individual contributions

Most important: 32 (34%)
Second most important: 31 (33%)
Third most important: 31 (33%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.1.3 Lack of support and mentoring from institution

Most important: 47 (33.3%)
Second most important: 50 (35.5%)
Third most important: 44 (31.2%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.1.4 Previous unsuccessful promotion attempts/applications of other kinds

Most important: 6 (20.7%)
Second most important: 14 (48.3%)
Third most important: 9 (31%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.1.5 Research area and/or expertise net valued

Most important: 34 (31.8%)
Second most important: 40 (37.4%)
Third most important: 33 (30.8%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
14.6 Colleagues/peers unwilling to discuss/acknowledge race and ethnicity

- Most important: 53 (39%)
- Second most important: 46 (33.8%)
- Third most important: 37 (27.2%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.7 Low expectations of individual potential among colleagues

- Most important: 6 (22.2%)
- Second most important: 7 (25.9%)
- Third most important: 14 (51.9%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.8 Other

- Most important: 32 (65.3%)
- Second most important: 5 (10.2%)
- Third most important: 12 (24.5%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.9 If you clicked 'Other' please provide details here.

15 Have you witnessed discrimination or abuse of others (colleagues and/or students) based on race or ethnicity in your academic employment?

- No: 595 (81.2%)
- Yes: 138 (18.8%)

15.3 Who was this discrimination or abuse initiated by (Tick all that apply)

- Colleague(s)/staff in your department: 80 (58%)
- Member(s) of staff from other unit at your university: 37 (26.8%)
- Member(s) of staff from another university: 16 (11.6%)
- Student(s): 59 (42.8%)
- Member(s) of the public: 26 (18.8%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

15.3 Please detail any aspect of the witnessed behaviour you wish to bring to the Working Group's attention.
16. Have you experienced discrimination or abuse yourself based on race or ethnicity in your academic employment?

- No: 611 (90.5%)
- Yes: 69 (9.5%)

16a. If yes, who was this discrimination or abuse initiated by (Tick all that apply)

- Colleague(s)/ staff in your department: 46 (66.7%)
- Member(s) of staff from other unit at your university: 18 (26.1%)
- Member(s) of staff from another university: 12 (17.4%)
- Student(s): 24 (34.8%)
- Member(s) of the public: 17 (24.6%)

Multi answer. Percentage of respondents who selected each answer option (e.g., 100% would represent that all this question's respondents chose that option)

16b. Please detail any aspect of the incident you wish to bring to the Working Group's attention

17. Are you aware of the mechanisms/policies for raising/reporting issues of ethnic or racial discrimination within your institution?

- Yes: 353 (48.1%)
- No: 204 (27.8%)
- Unsure: 177 (24.1%)

17a. Have you raised issues of ethnic or racial discrimination within your institution?

- Yes: 47 (13.3%)
- No: 306 (86.7%)

17b. If yes, did you feel that your institution was able to respond in a satisfactory manner?

- Yes: 33 (47.1%)
- No: 37 (52.9%)

18. Have you experienced any unconscious and/or implicit bias around race and ethnicity in your employment?

- No: 388 (52.8%)
- Yes: 194 (26.4%)
- Not sure: 153 (20.8%)

18b. Please feel free to describe any aspect of the observed behaviours you wish to bring to the Working Group's attention.
19. Do you consider that your institution is working to eliminate unconscious and implicit bias?

- Yes: 336 (46%)
- No: 170 (23.3%)
- Not sure: 225 (30.8%)

20. Have you received equality and diversity training on race and ethnicity in particular?

- Yes, and it was informative and made a difference: 118 (16.1%)
- Yes, but it was not informative and did not make a difference: 121 (16.5%)
- No: 424 (57.8%)

20.6. Please provide details

21. What barriers to progression exist at postgraduate level that may especially or disproportionately affect BME Historians (e.g. from Masters to PhD or across a PhD)?

22. What would make it more likely for BME students to continue within the field?

23. What prevents the interrogation and integration of histories of race and ethnicity across research undertaken at the postgraduate level?

24. What barriers exist to research students at Masters and PhD level undertaking projects on wider world history?

25. What barriers to progression exist for early career historians that may especially or disproportionately affect BME historians? (e.g. in progressing to the next stage in their careers/publishing work/participating in conferences, seminars and other such events/ receiving constructive feedback on teaching and research/ finding the right mentors)?

26. What would make it more likely for BME students to continue within the field?

27. In the past five years, has your institution sought to widen the curriculum beyond Britain and Europe?

- Yes: 57 (62.6%)
- No: 7 (7.7%)
- Unsure: 27 (30.7%)
27a. Have there been any objections or barriers to widening the curriculum in this way?

- **No**: 44 (77.2%)
- **Yes, within the department**: 10 (17.5%)
- **Yes, within the School or University**: 3 (5.3%)
- **Yes, within the student community**: 0

28. In the past five years, has your institution sought to widen the curriculum with regards to histories of race and ethnicity?

- **Yes**: 43 (47.3%)
- **No**: 14 (15.4%)
- **Unsure**: 34 (37.4%)

28a. Have there been any objections or barriers to widening the curriculum in this way?

- **No**: 32 (74.4%)
- **Yes, within the department**: 7 (16.3%)
- **Yes, within the School or University**: 3 (7%)
- **Yes, within the student community**: 1 (2.3%)

29. Have any changes in the following areas arisen out of equality and diversity training?

29.1. Recruitment taking race and/or ethnicity into account?

- **Yes**: 72 (17.4%)
- **No**: 163 (39.5%)
- **Not known**: 178 (43.1%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)

29.2. Anonymised shortlisting of job applicants?

- **Yes**: 44 (10.7%)
- **No**: 239 (57.9%)
- **Not known**: 130 (31.5%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)
29.3 Promotion which takes race and/or ethnicity into account?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>4.9%</td>
</tr>
<tr>
<td>No</td>
<td>194</td>
<td>47.5%</td>
</tr>
<tr>
<td>Not known</td>
<td>194</td>
<td>47.5%</td>
</tr>
</tbody>
</table>

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option).

29.4 Harassment/bullying which takes race and/or ethnicity into account?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63</td>
<td>15.4%</td>
</tr>
<tr>
<td>No</td>
<td>126</td>
<td>30.7%</td>
</tr>
<tr>
<td>Not known</td>
<td>221</td>
<td>53.9%</td>
</tr>
</tbody>
</table>

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option).

29.5 Mentoring for new staff/students?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>93</td>
<td>22.5%</td>
</tr>
<tr>
<td>No</td>
<td>141</td>
<td>34.1%</td>
</tr>
<tr>
<td>Not known</td>
<td>179</td>
<td>43.3%</td>
</tr>
</tbody>
</table>

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option).

29.6 Any further comments?

30. Does your institution regularly offer courses in the following areas at undergraduate level? If yes, please indicate at which year/s, or leave blank if you don’t know.

30.1 African History

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>95</td>
<td>25%</td>
</tr>
<tr>
<td>Yes</td>
<td>243</td>
<td>66.4%</td>
</tr>
<tr>
<td>1st</td>
<td>76</td>
<td>20.8%</td>
</tr>
<tr>
<td>2nd</td>
<td>133</td>
<td>36.3%</td>
</tr>
<tr>
<td>3rd</td>
<td>146</td>
<td>39.9%</td>
</tr>
<tr>
<td>4th</td>
<td>31</td>
<td>8.5%</td>
</tr>
</tbody>
</table>

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option).

30.2 Black/Asian British History

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>153</td>
<td>47.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>151</td>
<td>46.6%</td>
</tr>
<tr>
<td>1st</td>
<td>55</td>
<td>17%</td>
</tr>
<tr>
<td>2nd</td>
<td>79</td>
<td>24.4%</td>
</tr>
<tr>
<td>3rd</td>
<td>77</td>
<td>23.8%</td>
</tr>
<tr>
<td>4th</td>
<td>14</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option).
### 30.3 East Asian History

- **No**: 75 (21.4%)
- **Yes**: 245 (69.8%)
- **1st**: 82 (23.4%)
- **2nd**: 133 (37.9%)
- **3rd**: 154 (43.9%)
- **4th**: 30 (8.5%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)

### 30.4 Indigenous/Aboriginal History

- **No**: 215 (72.4%)
- **Yes**: 68 (22.9%)
- **1st**: 16 (5.4%)
- **2nd**: 33 (11.1%)
- **3rd**: 40 (13.5%)
- **4th**: 7 (2.4%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)

### 30.5 Colonial/Imperial History: Early Modern

- **No**: 57 (16.3%)
- **Yes**: 253 (72.3%)
- **1st**: 121 (34.6%)
- **2nd**: 135 (38.6%)
- **3rd**: 129 (36.9%)
- **4th**: 27 (7.7%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)

### 30.6 Colonial/Imperial History: Modern

- **No**: 25 (6.6%)
- **Yes**: 303 (80.6%)
- **1st**: 159 (42.3%)
- **2nd**: 194 (51.6%)
- **3rd**: 198 (52.7%)
- **4th**: 43 (11.4%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)
30.11 South and/or Southeast Asian History

<table>
<thead>
<tr>
<th>Multi answer: Percentage of respondents who selected each answer option (e.g., 100% would represent that all this question's respondents chose that option)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
</tr>
<tr>
<td>4th</td>
</tr>
</tbody>
</table>

30.12 Middle Eastern and/or North African History

<table>
<thead>
<tr>
<th>Multi answer: Percentage of respondents who selected each answer option (e.g., 100% would represent that all this question's respondents chose that option)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
</tr>
<tr>
<td>4th</td>
</tr>
</tbody>
</table>

30.13 Other area of world history (please specify)

<table>
<thead>
<tr>
<th>Multi answer: Percentage of respondents who selected each answer option (e.g., 100% would represent that all this question's respondents chose that option)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
</tr>
<tr>
<td>4th</td>
</tr>
</tbody>
</table>

30.14 Other area of history dealing with race and/or ethnicity (please specify)

<table>
<thead>
<tr>
<th>Multi answer: Percentage of respondents who selected each answer option (e.g., 100% would represent that all this question's respondents chose that option)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
</tr>
<tr>
<td>4th</td>
</tr>
</tbody>
</table>

If you clicked 'Other' please specify here
31. Please indicate how much of your undergraduate History curriculum is devoted to wider-world history and gives due attention to race and ethnicity, and also how such courses are taken up by students.

### 31.1 The curriculum devotes and appropriate amount of attention to wider world history

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>67 (17%)</td>
<td>138 (34.9%)</td>
<td>73 (18.5%)</td>
<td>87 (22%)</td>
<td>30 (7.6%)</td>
</tr>
</tbody>
</table>

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)

### 31.2 The curriculum gives due attention to histories of race and ethnicity

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 (11.4%)</td>
<td>129 (32.7%)</td>
<td>105 (26.6%)</td>
<td>86 (21.8%)</td>
<td>29 (7.4%)</td>
</tr>
</tbody>
</table>

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)

### 31.3 Students numbers in the offered courses in wider world history are very healthy

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>99 (23.1%)</td>
<td>161 (41.3%)</td>
<td>97 (24.9%)</td>
<td>37 (9.5%)</td>
<td>5 (1.3%)</td>
</tr>
</tbody>
</table>

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)

### 31.4 Students numbers in the offered courses in histories of race and ethnicity are very healthy

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>66 (17.2%)</td>
<td>140 (36.5%)</td>
<td>147 (38.4%)</td>
<td>23 (6%)</td>
<td>7 (1.8%)</td>
</tr>
</tbody>
</table>

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)
In the past five years, has your institution sought to widen the curriculum beyond Britain and Europe?

- Yes: 359 (86.3%)
- No: 25 (6%)
- Unsure: 32 (7.7%)

Have there been any objections or barriers to widening the curriculum in this way?

- No: 263 (73.3%)
- Yes, within the department: 78 (21.2%)
- Yes, within the School or University: 15 (4.2%)
- Yes, within the student community: 5 (1.4%)

In the past five years, has your institution sought to widen the curriculum with regards to histories of race and ethnicity?

- Yes: 240 (58%)
- No: 92 (22.2%)
- Unsure: 82 (19.8%)

Have there been any objections or barriers to widening the curriculum in this way?

- No: 198 (82.5%)
- Yes, within the department: 32 (13.3%)
- Yes, within the School or University: 8 (3.3%)
- Yes, within the student community: 2 (0.8%)

Please use this box to describe any curriculum initiatives currently under way in order to widen the syllabus to include courses in global/world history and/or race and ethnicity, and how these have been received. Please also comment on whether any efforts are underway to review reading lists to consider whether they include BME authors.

Is your institution's undergraduate programme successful in sending or recruiting BME graduates to postgraduate programmes?

- Yes: 75 (18.3%)
- No: 161 (39.3%)
- Unsure: 174 (42.4%)

What would make it easier in your institution to teach/study subjects that would make BME students more likely to continue within the field?

Are there examples of best practice with regard to BME Inclusion in university-level History either within your university or beyond to which you would like to draw the Working Group's attention? (e.g. Initiatives to increase the university's appeal for potential applicants, encouragement for BME students and teachers once in post etc.) Please give details.

Please use the box below for any further comments you may have. If you would like to expand on your answers to any previous questions, please note the question number in the box.

What role would you like the RHS to play in the area of race and ethnicity equality in UK history?