



Race, Ethnicity & Equality in UK History

RHS Roadmap for Change Update

December 2019

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Royal Historical Society



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PART 1. INTRODUCTION

The 2018 report of the Royal Historical Society (RHS), *Race, Ethnicity & Equality in UK History: A Report and Resource for Change* (<https://royalhistsoc.org/policy/race/>), pages 95-97, committed the RHS to a 'Roadmap for Change'. This commitment was premised on our knowledge 'that our own record of racial and ethnic diversity and inclusion is poor' and 'that our own subject position is located inside—not outside or above—the structural, intellectual, cultural and intersectional biases' that the 2018 report identified. The 'Roadmap' statement accepted that grappling with these issues would take time but also asserted that 'there is no time like the present' to begin to address them. It identified eleven goals (detailed in Part 2 of this document), and committed the RHS to reporting progress on these goals a year after the report's publication, as well as to the identification of further goals for 2019-2020.

This report is a response to the commitments made in the 2018 'Roadmap for Change'. In 2018 we proposed reporting in the November 2019 RHS newsletter. However, the extent of the evidence gathered for this update is such that publication in the newsletter was not feasible. Instead, this freestanding report formed a paper for the agenda of the RHS Council meeting held on 6 December 2019. Council on that date discussed and approved the report for publication on the RHS website.

The report is designed to:

- provide an update on the activities of the Society's Race, Ethnicity & Equality Working Group (REEWG);
- survey wider responses to the report that have seen teachers and researchers of History and cultural organisations actively engage with it, offering examples of good practice;
- draw attention to future events relevant to racial and ethnic equality in UK History and to update the 2018 report's bibliography.

We know that this update is not fully comprehensive: it captures many, but by no means all, of the responses made to the RHS report within a year of its publication. However, even with known gaps, we hope that its contents will provide food for thought and a spur to further action for colleagues engaged in equalities work. The report is also intended to allow the RHS Council and REEWG to assess progress made to date and to identify areas where we need to raise our game.

In *Race, Ethnicity & Equality in UK History*, the authors underlined how significant the pioneering work undertaken by key individuals, organisations and collaborative groups such as the Runnymede Trust and the Young Historians project had been to the RHS's initiative (see esp. pages 23-25 of the 2018 report). This point bears repetition here, together with a clear acknowledgement that any impact the RHS's work to promote race equality may have had in the past year builds and relies on the expertise and collaboration of many persons and groups outside our own organisation. We work collaboratively on a path that is not of our own design. However, by seeking to identify what impact if any our work has had, we hope to enhance our ability to effect real change.

PART 2. RHS ROADMAP FOR CHANGE

- 1. Maintain the Race & Ethnicity Equality Working Group beyond the launch of this report, adding to its membership as needed, and continuing to fund its operation. Responsible: the President;**

The membership of the Race, Ethnicity & Equality working group (REEWG) has been maintained, refreshed and enhanced to bring in new expertise. A list of members is here can be found at <https://royalhistsoc.org/policy/race/>. With generous funding from the Past & Present Society, the RHS appointed a two-year postdoctoral researcher, Dr Shahmima Akhtar, in July 2019 to help develop the work of the REEWG and to enhance the RHS's wider efforts to address issues of racial and ethnic inequality in History as a discipline. The working group continues to meet every three to four months.

- 2. With the assistance of the new Past & Present Research Fellow, develop a UK-based programme of workshops using this report, establishing what aspects of the report need revision or augmentation, and keeping records of new material to be added to a revised edition (in either 2019 or 2020). Responsible: the President;**

The REEWG in its July and October 2019 meetings decided on a more dynamic mode of publication than originally envisaged: instead of producing a second report, REEWG members will draft, workshop (with interested departments and research organisations), revise and publish good practice guidance and handbooks on key practices and topics that affect equality, diversity and inclusion with respect to race and ethnicity. The REEWG's preliminary list of topics includes: a) Appointment Processes; b) Postgraduate Research Student (PGR) Supervision (to include pipeline work, recruiting and funding); c) Conference and seminar organisation; d) Public Engagement/ Outreach and Impact; e) Authors and Editors. The first of these guidance documents will be circulated for feedback and revision in April 2020 with the intention of a new issue every three to four months.

- 3. Seek to engage all UK History heads of department / heads of subject, with the report, and in September 2019 survey them to determine how many and which History Departments have actively discussed this report in full or in part, and which if any changes have ensued. Report to Council and the Fellowship/Membership on these data, identifying examples of best practice. Responsible: the President;**

The President has surveyed heads of departments, receiving 23 responses to date, which are reproduced in Part 5 below. We know that this tally underrepresents the

number of History units that have actively engaged with the report, and that RHS will need to improve its ability to capture these responses. Nonetheless, the reported responses demonstrate that the impact of the 2018 report has been wide-ranging. It has been used to support innovations such as dedicated postgraduate studentships for BME applicants, stimulating curriculum reform for undergraduate survey modules and taught masters, as well as developing a more diverse programme of speakers for regular seminar or lecture series, and appointing EDI officers dedicated to reforming the recruitment process to make it more inclusive. A fuller description of these 23 responses is included in Part 5.

- 4. In the RHS General Purposes Committee, review the past 5 years of speakers and the current forward programme for BME diversity and inclusion, and use these data proactively to improve our record for 2020-21 (the next year to be scheduled). Responsible: the Hon. Secretary;**

A spreadsheet has been created for the RHS Council's General Purposes (GP) committee to track equality and representation matters. Our 2019 lecture series included lectures by eminent BME historians that directly addressed issues of race, ethnicity and equality, such as Professor Sujit Sivasundaram's Prothero Lecture, 'Waves across the South: Monarchs, Travellers and Empire in the Pacific' and Professor David Olusoga's Colin Matthew Memorial Lecture, 'Human Traffic: Race and Post-War Migration Policy'. The latter, at Gresham College, stimulated a series of events for Black History Month—the first time Gresham College has devised a programme of events for Black History Month, which included Professor Olivette Otele's lecture on 'Slavery, Memory and Reparations'. A podcast of Professor Sivasundaram's lecture is available here: <https://royalhistsoc.org/podcast-5-july-2019-sujit-sivasundaram-rhs-prothero-lecture-waves-across-the-south/>. Videos of both Professor Olusoga's and Professor Otele's lectures can be accessed from the Gresham College website: <https://www.gresham.ac.uk/watch/>. More inclusive and diverse histories, particularly addressing the impact and legacies of empire, will feature in the lectures of Professor Linda Colley, Dr Andrew Arsan and Dr Jonathan Saha (who is also a REEWG member) in 2020-21.

- 5. In the RHS Membership Committee and in Council, discuss and devise specific strategies for attracting more BME Members and Fellows and proactively encouraging BME nominations to Council. Responsible: VP Equality & Inclusion, and Chair of the Membership Committee;**

There is a continued need to focus on how to diversify RHS membership and to make the application process more structurally inclusive. In 2018-19, two new Vice President (VP) portfolios were created, one (in 2018) for Equality, Diversity & Inclusion (EDI), led by Professor Frances Andrews, and a second (in 2019) for

Membership and Early Career Researchers (ECRs), led since her appointment in July 2019 by Professor Olivette Otele. The creation of these two portfolios is intended to ensure that the RHS examines more systematically barriers to equality, diversity and inclusion in the Membership and Fellowship, and makes appropriate changes to redress any problems it identifies. We recognise that there is a need to redouble efforts on this issue.

The new RHS Application System, to be launched early in 2020, will contribute toward this goal by including a form to collect data on EDI information. A statement will read: 'From 2019 the RHS is collecting information about equality and diversity in the historical profession. This data will help us to fulfil our legitimate interests as a Learned Society, to represent, support and advocate for history as a discipline and historians as a group. The data will help us to ensure the equitable allocation of Society resources and to better understand our changing membership. This data will be disaggregated from any information that could identify an individual. The RHS will only have access to anonymised data. We will not use data collected via these forms for any other purpose. While completing the form is entirely optional, we would be grateful if you would share this information with us. We hope that more systematic data collection will allow for more targeted actions to enhance the EDI of our membership.'

6. **Review the content of our *Historical Transactions* blog, the Society's *Transactions*, Camden series and monographs as well as our website with a critical eye for diversity and inclusion. Revise our (outdated) membership leaflet in ways that clearly signpost the Society's commitment to BME equality and inclusion. Responsible: the Literary Director(s) and Hon. Director(s) of Communication;**

The RHS Historical Transactions (<https://blog.royalhistsoc.org/>) this year has included a number of blog posts that speak directly to issues raised in the 2018 *Race, Ethnicity & Equality* report. Examples include a reflection on the life of Professor Sushil Chaudhury, the opening of the Stephen Lawrence Research Centre at DMU, the slave trade in Sierra Leone, and Irish identity on display. Other blog posts, e.g. the Heads of Department meeting report, clearly signal our efforts towards equality, diversity and inclusion. A substantial proportion of the material for the blog is drawn from RHS publications and awards, and this is an area that the RHS needs to focus on in terms of EDI. From January 2020, the RHS blog will contain a regular Race Update, and the blog editor is beginning to proactively solicit posts to ensure diversity, rather than relying on submitted proposals.

The 2019 *Transactions of the Royal Historical Society* (TRHS, volume 29) included a number of articles that resonate closely with points made in the 2018 report about

inclusive and global histories. These include, for example, Professor Naomi Standen, 'Colouring outside the Lines: Methods for a Global History of Eastern Eurasia 600-1350', Professor Carole Hillenbrand, 'Saladin's Spin Doctors', and Professor Diana Paton, 'Mary Williamson's Letter, Or, Seeing Women and Sisters in the Archives of Atlantic Slavery'. With respect to the EDI profiles of authors published in *TRHS*, we are alive to the positive effect that enhancing EDI within the Fellowship in particular will have, and to the need to ensure that EDI issues are hard-wired into our selection of RHS sponsored symposia, from which *TRHS* articles are often published. The RHS will in 2019-2020 discuss ways of opening *TRHS* up to a wider range of authors, nationally and internationally.

The Royal Historical Society (and its predecessor body, the Camden Society) has published editions of primary sources on British History since 1838. The *Camden Series* is an intellectually robust collection of editions of sources and important unpublished texts for historians, with expert commentary, and many of even the early volumes remain in regular use. The publication is on-going (two volumes per annum), and is currently published by Cambridge University Press. The series now comprises over 325 volumes, which ranges from topics as diverse as Henry Piers's Continental Travels to Rome through the Low Countries, Germany and Italy in the sixteenth century to the making of the East London Mosque in the early to mid-twentieth century. The RHS has been working to expand the historical content of the series and is beginning to explore potential links with specific cultural organisations better to represent the full diversity of British history.

The Society's web images have been reviewed by the Society's Research & Communications officer, and many changed, aiming to better represent the diversity of our membership. We are working with event photographers to ensure that we have a larger bank of photos with which to work. Text on the main website pages has been reduced and refocused to more clearly signpost the major areas of RHS policy work, including Race, Ethnicity and Equality, and to make reports easier to access. We are also changing how we solicit books and articles for our awards to highlight a wider range of excellent work being produced by historians.

7. **Work proactively with other UK-based History organisations to establish agreed practices and policies that promote BME equality, for example shared guidelines for conference and workshop organisers. Together with these organisations, advocate for new funding streams to conduct research on best practice for race and ethnicity equality in the Humanities and Social Sciences, for example at our annual meeting with the AHRC and ESRC. The EPSRC has recently funded 11 initiatives to address equality and diversity in Engineering and the Physical Sciences; the Wellcome Trust established a new team to advance these goals in 2017. Convincing our funding councils to join**

proactively in this activity should be a high priority in our discussions with them. Responsible: the President and the VPs for Research and Education;

The President and VP for Education Policy, Professor Ken Fincham, in particular have worked with the Historical Association (HA) and the Institute of Historical Research (IHR) on this front. This work includes support for an AHRC network grant being submitted by IHR. As noted below in Part 4, working with the Royal Geographical Society (RGS), the RHS is making a concerted effort to identify and coordinate equalities work being undertaken across the humanities and social sciences. A joint meeting to be held in February 2020 is being organised to share good practice and identify new ways to strengthen our EDI work. We have begun exploring options with respect to specific funders—to date, without a positive outcome—but this remains an ongoing commitment.

8. Work more proactively with schools and teachers to address the obstacles at this level identified in the report to BME students’ study of History. Responsible: VP Education;

The matter of decolonising the curriculum was discussed at our annual meeting with the A Level Awarding Bodies, which took place on 1 March 2019. The representatives AQA were interested in pursuing the matter, and we have a meeting with them on 11 December 2019 to discuss their preliminary proposals relating to their modules of Tudor, Stuart and modern British history.

Looking ahead, the RHS is organising a curriculum conference in March 2020, on the themes of transitions from secondary school to universities, and a major topic of the day is to consider initiatives taken in both sectors to address decolonisation of the curriculum. Among the speakers will be representatives from AQA and OCR.

A Teaching and Learning Portal, primarily aimed at HEIs but of interest to secondary schools, will be operational via the RHS website by November 2020, and before then the working group will consult with REEWG members on the range and content of draft material.

9. Work proactively with History departments and with other bodies to improve the quality of the quantitative data on History as a discipline available to us. Responsible: Co-Hon. Directors of Communications;

Limited access to national and department-level statistics on matters relating to BME students (including recruitment and awarding deficits) was noted as a matter of concern by Heads of Department who attended the first HoDs’ meeting convened by the RHS in May 2019. It will remain a discussion point in the meeting planned for 2020. Lack of ready access to UK-wide discipline/subject-based data on race and

ethnicity profiles in History at school and university level also remains a significant impediment to equalities work undertaken at subject group, department, faculty and school level at universities. We need routine access to better data. In 2019-2020, the President will explore whether, for example, the British Academy, can assist History and other humanities and social science disciplines to obtain these data in a usable form annually.

10. Seek further external funding, beyond the Past & Present Research Fellowship, for BME equality initiatives. Responsible: the Hon. Treasurer and President.

A key priority for 2019-2020 is helping to convince major funding bodies that support postgraduate History research in the UK to recognise the severity of the EDI deficit at postgraduate level with respect to BME students in particular and to invest in schemes designed to address this problem. In addition, the President is in the early stages of identifying trusts and grants to support LGBT+ and future disability working groups, which will approach these topics intersectionally, including perspectives on race and ethnicity.

11. Report annually to Council and to our membership on progress made, or failure to make progress, on improving our record on BME inclusion and diversity: Responsible: Chairs of Educational Policy, General Purposes, Research Policy and Membership Committees.

The Roadmap for Change Report was an agenda item for RHS Council on 6 December and is now available in the public domain.

Conclusion and Further Goals

Supported by RHS, the work of the REEWG is ongoing in its efforts to address racial and ethnic inequalities in UK History. In addition to continued work with universities and cultural organisations on BME equality, a key goal for 2020 is to begin to draft, workshop, revise and publish a series of good practice guidance and handbooks on salient issues in this field. Improving our ability to gather feedback on events in which REEWG members participate—assessing both what works, and what we need to improve or change—will also be a priority for 2020.

The Society will think more systematically about its membership and recruitment to committees, working groups and Council and work proactively to address any identified deficits. The publication of a report in 2020 on LGBT+ equality in History will also afford an opportunity to consider the Society's equality initiatives in broad terms and pay greater attention to the importance of intersectionality. The planned launch in autumn 2020 of the Society's Teaching & Learning Portal offers an opportunity to showcase good practice that incorporates BME equality, diversity and inclusion from the ground up.

The Society is now actively engaged in a number of collaborative initiatives with members of other learned societies and subject associations, such as the Historical Association, the Institute of Historical Research and the Royal Geographical Society. The goal of these collaborations is twofold. First, it is designed to share good practice, and thus to allow RHS and other learned societies to punch above our weight—an essential point, given the real restrictions on our staffing. Second, it is designed to create a platform that is capable of making effective contributions to national policy debate and policy formation on BME equality, and thus to effect structural changes in, for example, postgraduate funding opportunities.

PART 3. POST-REPORT RESPONSES & ENGAGEMENTS

This section includes all the known ways that academics, universities and broader cultural institutions have interacted with the report. Its 26 examples are not exhaustive as, of course, there will be instances of the report's use that have not been relayed to the RHS. It includes specific seminars, discussions, roundtables and so on that were organised and included REEWG members to discuss the 2018 report. Further, it notes pedagogical engagement with the report such as particular examples of its use in the classroom for teaching. Also recorded is written engagement with the report, demonstrating how it has been developed, commented on and critiqued by historians. The evidence below suggests considerable impact in some contexts and the report's utility for many efforts to undertake 'difficult conversations' about known inequalities in UK History.

18 October 2018. Jonathan Saha, 'Why is History in the UK so White?', *Wonkhe*.

In this piece, which was short-listed for Wonkhe's 'Made us Think' Category in October 2019, Dr Jonathan Saha (REEWG) offered an overview of the Society's 2018 Race Report with a specific focus on under-representation in History, workplace racism and curriculum diversity. Notably, he stressed that 'BAME staff, already isolated in departments, cannot be expected to be the sole agents of reform' and that the 'burden of making departments more diverse and inclusive must be shared across the higher education community'. The blog can be accessed here:

<https://wonkhe.com/blogs/why-is-history-in-the-uk-so-white/>.

30 October 2018. Jonathan Saha, 'The RHS Race, Ethnicity & Equality Report: A Response to Critics', *History Workshop Online*.

Dr Jonathan Saha considers the largely positive response to the RHS report with many welcoming the opportunity for change. However, criticism from certain members of the historical academy is also discussed in a reminder that focus should not be lost nor historians distracted from the crucial project of bringing about actual change. The article can be accessed here: <http://www.historyworkshop.org.uk/the-rhs-race-ethnicity-equality-report-a-response-to-critics/>.

22 November 2018. Sadiah Qureshi, 'Short Cuts', *London Review of Books*, Vol. 40, No. 22, p. 32.

Dr Sadiah Qureshi (REEWG) uses the RHS report to reflect on the whiteness of the academy and the need to expand teaching in the historical discipline. She considers that revising the Eurocentric model of the academy needs a complementary shift in conceptual and methodological approaches that deconstruct notions of universal truths versus specialist knowledge in a more holistic understanding of the past. The article can be accessed here: <https://www.lrb.co.uk/v40/n22/sadiah-qureshi/short-cuts>.

4 December 2018. 'Where do we fit in? Black and South Asian History in the Curriculum', IHR and Runnymede Trust.

This event saw 400 attendees (and 3,500 tried to get tickets). It was co-organised by Dr Hannah Elias (IHR) and Dr Malachi McIntosh (Runnymede) and invited poets, activists, academics and professionals engaged in curriculum reform such as Dr Sundeep Lidher, Dr Jonathan Saha, Professor Hakim Adi and Professor Claire Alexander to share and discuss their experiences. McIntosh used the RHS report to contextualise the urgency of the conversation about diversifying both the content of our history curriculum and who teaches British history and published their discussions in a blog post that followed on from the event here: <https://blog.history.ac.uk/2019/01/teaching-bame-history-as-british-history-what-does-it-have-to-do-with-brexite/>. A full recording of the event can be found here: <https://www.history.ac.uk/podcasts/where-do-we-fit-black-and-asian-british-history-curriculum>. The IHR is following through on this initiative and is currently applying to external funding bodies to address equality and diversity issues on both a school and university level.

February 2019. University of Manchester event co-sponsored by Manchester's Race, Roots & Resistance Collective.

The event provided an opportunity for staff, students and community members to critically reflect on and respond to the report's findings as well as learn more about ongoing initiatives within the department. It was attended by Professor Margot Finn (REEWG). Discussions were structured around three important themes raised by the report, including the need to (1) decolonise the HE-sector History curriculum; (2) create a safe, inclusive, and equitable culture for teaching, learning and research; and (3) forge effective pipelines for BME student recruitment from schools into undergraduate and postgraduate study. Below are responses following the event: University of Manchester Modern British Historians 'Response to the Royal Historical Society report on Race, Ethnicity and Equality in UK History': <https://bit.ly/2LoQ1o1> and Dr Kerry Pimblott, 'Reflecting on Racial Inequalities in the Discipline of History': <https://uomhistory.com/2019/02/28/reflecting-on-racial-inequalities-in-the-discipline-of-history/>

1 March 2019. Meleisa Ono-George, 'Beyond Diversity: Anti-racist Pedagogy in British History Departments', *Women's History Review*, 28: 3, pp. 500-507.

Dr Ono-George (who subsequently became a member of REEWG) responded to the RHS Report by calling for the need to enact an anti-racist pedagogy in British History departments that seriously engages with efforts to decolonise the institution, not just diversify it. It stresses the importance of being cognisant of how everyone in the classroom interacts with broader societal and political conversations and the need to be intellectually responsive to students as citizens. It can be accessed here: <https://bit.ly/2XPrxGs>.

13 March. Meeting on RHS Race Report at the University of Exeter.

Professor Sujit Sivasundaram (REEWG) discussed the RHS Report outlining its methods and findings as well as its reception. Those in attendance highlighted the importance of hiring academic specialists to teach on BME topics, the importance of working collaboratively, and the general usefulness of the report as a model for future projects. The meeting initiated plans to organise a roundtable with students and staff from Exeter and other universities around the topic of 'decolonising the curriculum'.

27 March. School of History, Classics, and Archaeology at the University Edinburgh.

Dr Adam Budd (REEWG) and a speaker from Advance HE were invited to talk about the RHS Report and race, ethnicity and equality issues more broadly.

2 April 2019. Workshop on Race and Ethnicity at the University of Warwick.

This was a two-part workshop that featured a critical discussion of the report led by Dr Adam Budd and its significance for teaching, learning, and research practice among people of colour at Warwick as well as a discussion of particular instances, in teaching, that illustrated both the issues raised in the Report and strategies for addressing them. It was well-attended by colleagues, from early-career researchers through to several senior managers. There was overall agreement that the Report could be a useful resource for developing good practice. A report of the meeting was co-written by Dr Budd and Dr Martha McGill, Director of EDI in History at Warwick to which Professor Rebecca Earle, Head of the department responded. Discussions on the Report are ongoing.

15 May 2019. 'Race, Decolonisation and History in the 21st Century University', Sheffield University.

This event included author Reni Eddo-Lodge, Dr Jonathan Saha and Dr Sadiya Qureshi in conversation with each other, led by a group of activist students at the University of Sheffield and Dr Emily Baughan. There was a very large turnout for a sold-out event. The discussion was widely reported on Twitter (see Social Media Engagement, p.19 below) and showed a

keen engagement with some of the most important issues surrounding race raised by the RHS report. In addition, on 16 May the students leading the event delivered the results of the RHS report at a staff away day and Dr Baughan produced an internal report on racial inequalities at the University of Sheffield. This was circulated to staff and prompted further discussion on suitable action.

21 May 2019. Oxford History Faculty.

Professor Margot Finn attended and spoke at this afternoon workshop, organised by Professor Faisal Devji. In addition to the head of the Oxford History Faculty, Professor John Watts, speakers included Naomi Kellman (Target Oxbridge), who provided authoritative information about how black pupils view History as a discipline, as well as suggestions for improving History's record of recruitment to university study. The discussion also addressed the often differing experiences of race and ethnic inequality/equality by international students.

10 June 2019. Departmental Day at York University.

Dr Jonathan Saha attended this event hosted by the Department of History in York which also involved local museums. There was a range of speakers, both staff and students, and an audience of around 50. Alongside the RHS report, comparisons with activities in the museum sector were discussed and the work of the Young Historians Project <https://www.younghistoriansproject.org/> was showcased. In upcoming events (p. 33 below) a conference organised by UG students that will follow through on these issues is listed.

12 June 2019. Durham University.

Dr Jonathan Saha facilitated a meeting for academic staff in the Department of History at the University of Durham, which was attended by approximately 20-30 colleagues. The report was discussed in relation to the specifics of the Department, areas of good practice were shared, and pragmatic steps forward were posited.

3 July 2019. 'Race and British Studies' Roundtable at Modern British Studies Conference, University of Birmingham.

The speakers included Dr Jonathan Saha, Dr Saima Nasar, Dr Christienna Fryar (standing in for Dr Kennetta Perry) and Dr Shahmima Akhtar. The panel was chaired by Dr Sadiah Qureshi. The session was well attended by modern British historians, from both the UK and USA in particular. The discussion ranged widely over the issues raised by the report but was dominated by issues about the national curriculum and potential ways that the RHS might provide teaching resources to help anyone wishing to broaden their curriculum. Although the specific issues relating to the experiences of staff, such as bullying, were raised the overall discussion quickly moved towards students and the curriculum.

19 July 2019. ‘Researching, Writing, and Teaching Black and Minority Ethnic Identities: Where Are We Now? Roundtable’, International Society for Eighteenth-Century Studies (ISECS).

Professor Margot Finn was part of an interdisciplinary, international panel discussing EDI issues, especially in History and English university teaching and research. There was substantial knowledge of the 2018 RHS report in the UK members of the audience, including examples of how it had been used in away days. A key consensus was that addressing EDI issues—including those relating to teaching and recruitment—is an action that needs to be happening systematically at research conferences in order for academic disciplines to recognise and address larger structural issues.

6 September 2019. Nottingham Trent RHS Symposium, Department Day.

The event, attended by several members of RHS Council, considered how colleagues at NTU had audited their existing practices and had been responding to recent RHS reports on Gender and Race and Ethnicity. It particularly discussed the current and future historical research landscape in the context of REF. For the range of activities that have taken place at NTU, see the head of department’s response in Part 5, p.32-3 below.

September 2019. HEPI, *The White Elephant in the Room: Ideas for Reducing Racial Inequalities in Higher Education*, edited by [Hugo Dale-Rivas](#).

Professor Margot Finn’s ‘Decolonising History? Reflections on the Royal Historical Society’s 2018 Report’, offered a methodological overview of the report and reinforced the need to a) acknowledge the problem, b) change the curriculum, c) be mindful of the Equality Act 2010. The policy recommendations of the report highlighted that all Higher Education Institutions should participate in the Race Equality Charter and funding bodies should consider financially incentivising uptake as well as hosting Studentships for BME candidates. The report was well received – being one of the 40 most read HEPI webpages. It received press coverage in the *Independent* and the *Times Higher Education*, *FE News* among other sites and there were 2,255 total clicks (includes both as the booklet and the blogs individually) and 148 total clicks on Margot’s piece when posted as a blog. Ben Bleasdale of the Wellcome Trust described it as ‘A call to arms’ and UCU posted that it welcomed the report as a ‘timely reminder that we still have a long way to go when it comes to achieving equality for BME staff and students in our universities’.¹

¹ <https://www.ucu.org.uk/article/10304/UCU-responds-to-Hepi-report-on-reducing-racial-inequality-in-higher-education?list=1676>

20 September 2019. University of Lincoln.

Lincoln History's Race, Ethnicity, and Equality Committee was formed in the wake of the RHS Report and its findings were incorporated into Lincoln's History Welcome Week events with incoming first-years. Dr Christine Grandy and others replaced the usual activity of a city-based scavenger hunt with the development of a class 'Respect Charter' created in groups to incorporate student ideas in the form of a 6 point charter to address some of the issues from the report to be revisited on a yearly basis.

24 September 2019. University of Kent, History Department.

Professor Margot Finn attended a 2-hour workshop on race, ethnicity and equality to discuss the RHS report and wider initiatives. There were 20+ attendees from across the History Department as well as 3 staff from the university-wide team dedicated to identifying and eliminating BME attainment gaps at Kent. Issues discussed included diversifying the curriculum and strategies for enhancing inclusion for both students and staff.

3 October 2019. IHR Britain at Home and Abroad Seminar, 'Roundtable on Diversity in our Field'.

This discussion centred around the RHS Reports on Gender and Race as well as the upcoming LGBTQ+ Report. It focused on the gaps of the report and how to move forward particularly regarding a consideration of over-work, class, mental health and disability. The panel members were Dr Meleisa Ono-George (Warwick), Dr Eve Worth (Oxford), Dr Charlotte Riley (Southampton) and Dr Rebecca Jennings (UCL); Dr Shahmima Akhtar and Professor Margot Finn of REEWG and RHS attended.

3 October 2019. 'Teaching History: Widening Vistas', Historical Association.

This newsletter focused on the attempts to build a more representative and integrated history within a wider context in the history curriculum. In particular, it highlighted the need to define terminology when exploring migration history and to consider the specific disciplinary context of the types of history in popular use. It ranged from teachers' reflections specialised in the American West, to teaching KS3 and KS5 modules, and the choices practitioners make about how to position things/what to omit. Dr Jason Todd's, 'Thinking beyond Boundaries' centred the RHS report as a way to think through curriculum content to address the fact that, as the DFE reported as of January 2019, that 31.3% of pupils are BME. Further, that history has important ties to notions of nation, belonging and inclusion and perhaps interdisciplinary work should be developed in schools in the teaching of migration. Finally, Todd summarised that some of the inequalities highlighted in the RHS report can begin to be addressed if we 'engage reflexively with both the content of teaching and also the nature of historical thinking'. Dr Todd's article can be accessed from:

<https://www.history.org.uk/publications/resource/9671/thinking-beyond-boundaries> .

8 October 2019. 'Decolonising History: World Premiere', A Tamasha Digital Project for SOAS, supported by Arts Council England.

SOAS History department hosted five Tamasha playwrights on an access-all-areas basis and showcased their five 20-minute audio dramas that reflected on what they found. The dramas explored issues from politicised teaching, to the legacy of trauma, to the joys of discovering uncelebrated historical figures, and Dr Shahmima Akhtar attended. You can listen to the audio dramas here: <http://www.tamasha.org.uk/tamasha-digital/decolonising-history/>.

9 October 2019. 'Race, Ethnicity and Equality in UK History Workshop', University of East Anglia.

The workshop sought to stimulate debate around this topic within United Kingdom Higher Education and the wider education community. Dr Jonathan Saha of REEWG attended.

20 October 2019. 'Are the Humanities for Us?', School of Advanced Studies.

Dr Jonathan Saha chaired the session and Dr Shahmima Akhtar spoke on the panel. The discussion addressed important concerns around who is being left out of the humanities, and what is being done to make change happen in history teaching at secondary schools and in higher education. It explored the barriers that people from minority ethnic backgrounds encounter, and why they may be discouraged from pursuing careers in the humanities. It was a robust conversation that ended with a consideration of the progress that has been made so far in tackling these issues.

1 November 2019. Queen Mary University, Roundtable on Global British Studies.

This workshop involved two panels, the first was a discussion on 'What is Global British Studies?' and the second on 'How do we teach Global British Studies?' Dr Shahmima Akhtar spoke on the second panel using the RHS Race Report to consider how the geographies, temporalities, the topics and methods of a new MA in Global British Studies at Queen Mary should centre an ethic and practice of teaching building on the Race Report's recommendations. The discussion focused on how this would be practically applied in module design and highlighted the issue of the 'leaky pipeline' in reference to PGR study and possible BME Fellowships.²

² 'Leaky pipeline' is commonly used as a metaphor in discussions of Higher Education for the way in which certain minority groups, in this case BME groups drop off in numbers when it comes to Undergraduate to Postgraduate Study.

16 November 2019. 'Race, Ethnicity & Inequality in the British Historical Profession: Forging a Transatlantic Dialogue', A Roundtable for the North American Conference British Studies, Vancouver, Canada.

This roundtable was organised and led by Dr Kennetta Perry (Stephen Lawrence Research Centre, De Montfort University) and she was joined by panellists Dr Sadiya Qureshi (University of Birmingham), Dr Hannah Elias (Institute for Historical Research), Dr Kerry Pimblott (University of Manchester), and Dr Meleisa Ono-George (University of Warwick). Dr Qureshi introduced the process by which the report had been written, Dr Elias spoke about the response of the IHR and multiple new initiatives to make race more central to their institutional work, Dr Pimblott discussed responses to the report and how the report helped support ongoing work to support students of colour and Dr Ono-George spoke about anti-racist pedagogy. The session was well-received and well-attended by historians of Britain based in both the UK and in North America and ranging from students right through to senior faculty. Many were keen on asking about steps that they could take to make their classrooms and working environments more inclusive, the panel pointed to the extensive recommendations in the report. In addition there was discussion on how to make future NACBS conference more inclusive and this tied into broader discussions at the conference about the future of British Studies.

18 November 2019. Meleisa Ono-George, "Power in the Telling": Community-Engaged Histories of Black Britain, *History Workshop Online*.

Dr Meleisa Ono-George used the RHS report to discuss the production of Black British histories in collaboration with academics or within communities themselves. The report highlighted the whiteness of the staff and student body in UK History Higher Education, and Ono-George underscores this as an 'equity and social justice' issue that could be linked to the 'awarding' gap or the 'leaky pipeline'. She productively argues that inequalities in representation and access carry over to the types of research conducted and where they are studied, particularly with respect to community-produced black history. The piece hopefully ends by stating that centring this research within the academy to be taught and consumed by an UG and wider populace will 'empower, decolonize, and reimagine histories that "speaks directly to the needs and the aspirations" of Black British communities and peoples'. The article can be accessed here: <http://www.historyworkshop.org.uk/power-in-the-telling/>.

Selected Social Media and Online Engagement

4 November 2019

Professor Michael Wood, “As a racism row rumbles on, is it time to retire the term ‘Anglo-Saxon’?”, *History Extra*: <https://www.historyextra.com/period/anglo-saxon/professor-michael-wood-anglo-saxon-name-debate-is-term-racist/>.

5 October

@DrPimblott: “So timely... just lectured on the decolonize movement and the **@RoyalHistSoc** race report to all 300+ of our incoming History students with folx from **@InColourMag**. Awesome to see UoM students stepping out!” <https://twitter.com/DrPimblott/status/1180410595683815425?s=20>

28 September

@nickdennis thread: <https://twitter.com/nickdennis/status/1177941817410625536?s=20>
“So, it has nearly been a year since the **@RoyalHistSoc** report on ‘race’ and ethnicity was published and there seems to be very little movement in the school history teaching community.”

20 September

@christgrandy: <https://twitter.com/christgrandy/status/1175066678146867202?s=20>
“We put the **@RoyalHistSoc** report on ‘Race, Ethnicity, & Equality’ at the centre of a Welcome Week activity at **@ULHistory** (create a ‘respect charter’ for your cohort) and it was an absolute blast and a lovely start to the year. Welcome to our fabulous first-years!”

2 September

@SLevelt thread: <https://twitter.com/SLevelt/status/1168521888311795712?s=20>.
“considering the state of our field, we should be feeling uncomfortable much more than we do, as the RHS report on Race, Ethnicity & Equality in UK History makes very clear”

12 August

Professor David Stack on University of Reading History blog: <https://unireadinghistory.com/2019/08/12/learning-to-listen-diversity-and-history/>

4 August

@oliviawyatt1999 blog on York event: <https://www.younghistoriansproject.org/single-post/2019/07/16/Our-histories-should-be-accessible-to-all-the-significance-of-highlighting-Black-British-History>.

22 June

@nickdennis: “At **@EducationFest** this week, when talking about curriculum design, I mentioned two reports. The first is the **@RoyalHistSoc** report on ‘race’.
...<http://2uejbs1hsqt31-wpengine.netdna-ssl.com/wp-content/upl...> If you are a history

teacher, you should read it and think about what ‘powerful knowledge’ actually means.” <https://twitter.com/nickdennis/status/1142334971782279168?s=20>

20 June

@dmuhistory: We had a really interesting and productive subject #Awayday yesterday at @KRIIIICentre, discussing all things teaching (inc. exciting curriculum developments at BA and MA level), research (esp. our ongoing prep for #REF2021) and subject-related (inc. the @RoyalHistSoc #racereport) <https://twitter.com/DMUHistory/status/1141632901345398790?s=20>

18 June

Westminster Hall debate on teaching of migration in school history curriculum see **@hannahelias:** <https://twitter.com/hannahelias/status/1140980212013948928?s=20>

10 June

@pragyavora thread on York event:
<https://twitter.com/MedievalKvak/status/1138056987986542592?s=20> See also #EqualityYorkRHS.

2 May

@emily-baughan: “the **report** has created real momentum in Sheffield, and our staff and student led **Race, Equality and Decolonisation Working Party** is currently writing up a set of suggestions and plans for how we can implement the **report's** recommendations in our department!”

4 March

Nadine White, ‘Britain Now Has Its First Ever Black British History Postgrad Courses. What Took so Long?’ *Huffington Post*: https://www.huffingtonpost.co.uk/entry/britain-now-has-its-first-ever-black-british-history-postgrad-courses-what-took-so-long_uk_5c6572f1e4b0bcddd40f3b2f.

PART 4. LEARNED SOCIETIES & SUBJECT ASSOCIATIONS

The RHS is only one hub of race equality work in the UK humanities and social sciences. This section of the report seeks to capture the initiatives of other organisations in and beyond History that have made use of the 2018 RHS report and its findings. The summaries have been provided by the organisations themselves (or their representatives) for the purpose of this update and are reproduced verbatim.

SUMMARIES

a) History

British American Nineteenth Century Historians:

‘BrANCH (British American Nineteenth Century Historians’ association) followed up some of the conclusions of the RHS Race Report by launching a BrANCH BAME essay prize, which we did in late-2018. (<https://branchuk.wordpress.com/grants-and-prizes/branch-bame-essay-prize/>).

We were disappointed, however, that we received no entries for 2019, and have discussed ways in which to raise awareness of this prize for 2020. We are hopeful that 2019/20 will see at least some submissions.

More successfully, we have initiated a joint academic-teacher session at our annual conference, which was far better attended by academics than we had expected, with a view to developing some de-colonisation of the curriculum initiatives (as far as is feasible given exam boards’ requirements). This will hopefully, long-term, feed in to the BAME initiative at universities. The initial outcomes from this for 2019/20 are a follow-up session at one school, and a teaching pack to be delivered via the BrANCH website.’

Economic History Society:

‘**Women's Committee Training Day.** The Women's Committee of the EHS hosted a one-day ECR Workshop on 12 October, ‘All In! Regularising Ethnic Presence in the Curriculum: Decolonising the Curriculum’ which was aimed at shifting academic teaching to greater ethnic inclusivity.

BME Events and Activities Small Grants Scheme, jointly supported by, among others, the EHS. Fifteen applications were received, and five awards made, totalling £2,750: <https://socialhistory.org.uk/2019/10/28/bme-funding-outcomes/>. The scheme is run by the SHS and supported by the EHS and other learned societies/subject associations.'

Historical Association:

'The RHS Race, Ethnicity & Equality Report had a strong and galvanising effect on the HA and those teachers and community groups we work with. We had been aware of serious concerns regarding the ethnic diversity of history teachers and students and the report pushed us into further action. The HA has started a small research project into barriers to continuing with history at GCSE and A-Level with a view to building this into a larger project for a better understanding and hopefully to encourage more BAME students into teaching. Members of our education committees are doing huge amounts to find ways to help other teachers diversify and decolonise their curricula. We are talking to the examination boards about building greater diversity into popular GCSE and A-level units.'

<https://www.history.org.uk/publications/resource/9671/thinking-beyond-boundaries>

History UK: Report for AGM (October 2019):

'At last year's AGM it was decided that History UK would launch a small funding scheme for projects and events of interest to historians in higher education. As part of this initiative and in response to the Royal Historical Society's report on Race, Ethnicity and Equality in the discipline, we joined together with the Social History Society and the Economic History Society to co-fund a scheme specifically dedicated to projects in Black and Ethnic Minority History, the first recipients of which are to be announced shortly. We also provided funding for a panel on inequality, underrepresentation, and discrimination in the field of U.S. History with secondary school teachers at the Association of British American Nineteenth Century Historians (BrANCH) conference in Edinburgh this month.'

HOTCUS (Historians of the Twentieth Century United States):

'As for HOTCUS, the reports have certainly helped to steer and accelerate our efforts. In collaboration with the British Group of Early American Historians (BGEAH) and British American Nineteenth Century Historians (BrANCH), we conducted a joint survey to discover more about levels of inclusion within the field of American history as practiced in the UK. The American History in the UK survey was made available via the Survey Monkey platform from 5 February to 1 March 2018. 185 people responded to the survey, which comprised 37 questions. The full report can be found on the HOTCUS website. Key findings included:

1) The field is disproportionately populated by men, compared not only to the UK population but also to the broader historical profession and undergraduate cohorts in the UK. 31.69% of respondents identified as female, whereas women represent 38.5% of academic history staff in UK higher education. A gender imbalance of around 70/30 is evident both in the population of graduate students and amongst those employed on permanent, full-time balanced contracts in the field. The imbalance is more marked amongst 20th century historians (27.52% of respondents identified as female) than amongst historians of pre-colonial and colonial America and the early Republic (29.17%) or the antebellum and postbellum era (32.88%).

2) There is also an under-representation of ethnic minority groups in the field of American history in the UK. The figure of 91.3% of respondents identifying as White suggests a field less diverse than UK society as a whole (87.1% in 2011 census). It is, however, in line with the Equality Challenge Unit's staff statistical report for 2016 which indicates that only 5.8% of historians working at UK universities were from BAME backgrounds.

3) A quarter of those in the field are in the position of having finished their PhD without having yet secured a permanent, full-time academic appointment: they are either unemployed, on hourly-paid, part-time and/or temporary contracts, or employed outside academe. It seems likely that American history – as a field popular with undergraduates – is particularly prone to casualised employment positions: departments with resources sufficient only to fund hourly-paid or part-time contracts know that they can reliably squeeze value out of US history modules. This may create opportunities for teaching experience in excess of those available in other fields, but there is no guarantee that these positions support the research necessary to obtain a permanent position, or that permanent positions will be advertised if and when the resource situation improves.

Following on from the survey, HOTCUS – together with BGEAH, BRANCH and BAAS – held an event at the University of Manchester in December 2018 to discuss future common initiatives:

These subsequent initiatives have included:

- 1) HOTCUS Job Excellence Framework (also adopted by BGEAH and BAAS)
- 2) HOTCUS career mentoring programme refresh, now inclusive of mentors beyond academia
- 3) HOTCUS inclusive curriculum competition (announced summer 2019, deadline summer 2020)
- 4) HOTCUS materials for Black History Month assemblies on links between US and UK civil rights movements (disseminated September 2019).'

Social History Society:

‘Social History Society is very committed to providing a platform for BME historians and discussions of diversity, representation and exclusion at our conferences. For example our 2018 annual conference had a panel on ‘History and Diversity’, which discussed some of the difficulties facing BME historians in the UK. In the same year Social History Society has set up the BME network of historians for sharing forthcoming events, funding opportunities, and difficulties people have experienced in the workplace. SHS has taken the lead initiating these activities prior to the publication of RHS report on Race, Ethnicity and Equality in UK. In 2019, SHS has also launched a special Small Grant Scheme for BME Events and Activities. The scheme coordinates contributions from different Learned Societies who contribute to a joint grant fund. We are delighted that so far three Societies have joined, and we are looking to expand. The bids are judged by an independent designated committee. This year sixteen applications were made, three were funded in full and two in part.’

b) Other H&SS Societies

AHRC Collaborative Doctoral Programme:

‘The report played an important role in agreeing practical approaches to help widen participation in collaborative doctoral studentships. The Collaborative Doctoral Partnership consortium brings together the cultural organisations that hold AHRC collaborative doctoral partnership studentships to allocate to projects with university partners. These cultural organisations had already undertaken research that demonstrates that collaborative students attract different people into graduate research than other humanities studentships. Although participation from BAME students and applicants remained low. The report formed the basis of discussions, involving students, and led to contacts with a range of different organisations. The result was to recommend a series of practical actions in how studentships were advertised and where.’ (JD Hill) <https://www.ahrc-cdp.org/>

British Sociological Association, Political Studies Association and Runnymede:

‘The RHS report was a ground-breaking intervention in the Academy more broadly, speaking to current student and academic concerns about the need to develop a more inclusive curriculum in our universities. The report is unflinching in its assessment and the need to take action, and constructive in pointing to practical ways in which everyone, depending on their position, can make a difference. The report has had broad ramifications outside of the discipline – led by its example, the report has influenced new initiatives by the Political Studies Association, which is looking at the racial and ethnic

make-up of its membership and seeking practical ways to develop a ‘pipeline’ of BME researchers and academics, and the British Sociological Association, which has commissioned new research (led by myself and colleagues at UoM) to look at the place of race and ethnicity in sociology, both in terms of curriculum and staffing. Our bid for this work drew strongly on the example of the RHS report. It has also influenced debates outside of the academy, giving academic foundation/credibility to the broader moves to change the history curriculum (e.g. the recent Westminster Hall debate with Helen Hayes and her campaign in Parliament that ‘Black History is British History’), (<https://parliamentlive.tv/Event/Index/34b5a3c7-0f52-4dcd-91ba-cd1e33074021>; <https://www.runnymedetrust.org/blog/helen-hayes-mp-black-history-is-central-to-the-making-of-britain>; <https://twitter.com/RunnymedeTrust/media>).

It was also very useful in drafting Runnymede’s briefing for these events, and their briefing to the Labour Party education manifesto (though I am not sure whether this will appear in the final manifesto).’ (Professor Claire Alexander)

English Studies Association:

‘In the spring of 2019 discussion between the Institute of English Studies (IES) of the School of Advanced Studies, University of London and the School of Literature, Drama and Creative Writing at the University of East Anglia led to the formation of a working group to explore issues around race and inequality within English studies in UK Higher Education. This working group includes representation from the IES as well as from the two major subject associations in the discipline: the English Association and University English. In forming our thinking about the role that subject associations might play in taking a lead on tackling issues of race, the Royal Historical Society’s 2018 report “Race, Ethnicity and Equality” has been a key reference point. We have been particularly impressed by the powerful combination of quantitative data and qualitative analysis in highlighting the prejudice and discrimination faced by BME academics and researchers. We have also been mindful of the point made in the [report] that ‘statistics alone ... do not give the full picture of race and ethnicity bias and inequality: racial and ethnic equality is also about experience and inclusion’. Finally, we have been impressed by the clarity and scope of the reports’ recommendations, and aspire to be able to offer a similar set of practical suggestions for English studies’.

Runnymede Trust:

‘Below a list of Our Migration Story related talks and publications, in which we made reference to the RHS Race and Ethnicity Report:

1) Runnymede policy brief: S Lidher, Runnymede Briefing: Westminster Hall Debate ‘The teaching of migration in the history curriculum’ (a brief submitted to MPs, ahead of Westminster Hall Debate).

2) Westminster Hall debate: As a result of the above briefing, the RHS report was referenced during the Westminster Hall Debate itself, the transcript can be found here: <https://hansard.parliament.uk/commons/2019-06-18/debates/DB6AD5A9-0F57-4DD3-853F-FA0384A114FF/HistoryCurriculumMigration>

3) Workshop: BAMEed 3rd National Annual Conference 'Many Voices; One Aim Conference' ([Malachi McIntosh and Sundeep Lidher] made reference to the report in our presentation to teachers and educators).

4) Workshop: Oxford University TORCH event: Decolonising the Curriculum: Towards a Manifesto ([Malachi McIntosh and Sundeep Lidher] made reference to the report in our presentation, the audience was largely made up of staff and students from English and History departments).

7) Blog: C Alexander, 'Sharing our migration story', *Wonkhe*, 13 May 2019, <https://wonkhe.com/blogs/sharing-our-migration-story/>

Less formally, I've shared the RHS report during various meetings with teachers, exam boards, the Department of Education, Dawn Butler and others'. (Dr Sundeep Lidher)

PART 5. HISTORY DEPARTMENT/ SCHOOL/ FACULTY/ HOD'S RESPONSES

Below we include verbatim the responses of UK heads of department, faculty, school or History subject area to our request for information on any impact or utility of the RHS 2018 report. Contributors were asked to provide 100 words or fewer, but this word limit was neither strictly adhered to nor policed by the authors of this update. The extent of any individual response should thus not be taken to indicate the extent of the unit's engagement with the RHS report or the EDI agenda. We also know that this list undercounts the total number of History units that have engaged actively with the report.

SUMMARIES

Birmingham (History):

'The RHS report has been invaluable in pushing us to think about issues around race and ethnicity across our areas of activity. It formed the focus of a department meeting in autumn 2018, and has played an important role in shaping the discussions around our curriculum review process over the course of the last academic year. This process has generated specific changes - most notably the imminent introduction of a diversity audit, co-run with our student body, and a closer attention to the representativeness of our teaching provision staff. At the same time, it has been frustrating that our efforts to use the report as a prompt for more wide-ranging and systematic training for all academic staff and professional services (using an external consultancy) has not come to fruition. This reflects issues around funding: as a department within a larger school, we're not a budget centre. As we draw together plans to seek a series of new reports, the RHS report is central to our strategic thinking.'

Cambridge, Faculty of History:

'The History Faculty at Cambridge has responded to the RHS Race, Ethnicity & Equality report in various ways. The close involvement of our colleague Sujit Sivasundaram in preparing this report has ensured that it has been high on our agenda. Shortly after its

release, there was a very well attended meeting involving a panel discussion with four colleagues. The comments and questions that came from the floor, especially from graduate students and early career scholars, were both revealing and sobering. A further event was held specifically directed at these groups was also organised under the auspices of our graduate training programme. The Faculty has also financially supported the establishment of a PhD studentship for a person of colour and the recipient has started her studies. We hope to continue this initiative in the future and will revisit the process by which the award was made, with the intention of advertising it openly to suitable candidates. The University's methodology for scoring graduate funding and studentship applications has undergone a significant overhaul, with the aim of enhancing the opportunities for widening participation and increasing diversity. Colleagues within the Faculty have also been involved in working groups regarding the legacies of slavery within the university and workshops on anti-racist pedagogy. We are currently in the process of a major curriculum reform and issues of decolonisation have been at the forefront of our minds. Two colleagues participated in a College Student History Society event on this topic earlier in 2019. The Senior Academic Promotions process within the Faculty last year was carried out with a fresh emphasis on the dangers of unconscious bias and the need to acknowledge diversity. We continue to keep broader issues about race and diversity in relation to institutional culture and pedagogy firmly in mind and we are advancing several of these questions under the heading of the Athena Swan application we are currently preparing.'

Chester (History & Archaeology):

'The Department devoted a section of its annual 'Strategy Day' meeting in autumn 2019 for substantive discussion of the Race Report and issues raised within it focusing on the Recommendations for 'all staff' and 'teaching staff.' The White Privilege Test from Museum Detox was circulated as a point of self-reflection and to contextualise the discussion. Whilst wide-ranging, the outcomes focused on curriculum discussions and support mechanisms for developing inclusive practice including a curriculum audit and an objective to create a mission statement in relation to inclusive practice in the department over the course of the academic year 2019-2020.'

De Montfort (Faculty of Arts, Design and Humanities):

'We discussed the Race Report at our history team meeting of 23 January 2019. Our own team is actually extremely diverse with over fifty per cent of the historians consisting of non-White British staff, including people of European, African, African American and South Asian origin. We agreed that we would look into further ways of integrating the findings of the report, including globalising our curriculum which we have done with the introduction of a new second year module on global history

although, once again, this builds on to a global curriculum which includes modules on racism, South Asia and Latin America.’

Glasgow (History Department):

‘Since taking over as HoD in July, the HoD has sought to make use of the report in our hiring practices, with the intention of influencing both our staffing and our curricular offerings. We have deployed the RHS report in a business case, soon to go to College for approval, for two new lecturers in slavery studies. These posts are intended to support our university's ongoing project to reveal past financial contributions to the university made in the eighteenth and nineteenth centuries by donors and leaders connected to the transatlantic slave trade and to support the study of the impact and legacies of the slave trade in collaboration with the University of the West Indies. The RHS report allowed us to emphasise the point that our History unit is woefully undiverse. As per the report's advice, we have pitched both posts at grade 7/8 Lecturer in hopes of widening the potential field.

More generally, the report has helped to raise awareness in our unit about this issue. For the past several years we have been engaging with issues of gender, driven by the RHS report on gender and our School's Athena Swan Bronze award, and the RHS report has added race and ethnicity to this agenda. Last year we created a subject-level Equality and Diversity officer post who attends History management group meetings. This summer we hired a 9-month temporary lecturer to cover a colleague who is away on a fellowship. The panel was aware of the issue of diversity and chose to appoint the first woman of colour in History at Glasgow. This individual, Dr. Peggy Brunache, has been very successful and I am working hard to find a way to retain her. She has opened up a dialogue with the BAME student association and we are just now setting up a meeting for them to discuss with me their concerns about lack of diversity in History at Glasgow.’

Goldsmiths (Department of History):

‘The Department of History at Goldsmiths, University of London has found the RHS Race Report very useful and helpful. Although planning for our MA Black British History programme was well advanced, the publication of the Report assisted us with situating the programme into the wider disciplinary context. The Report also assisted us to further define and refine our thinking around the programme and we found the Report very useful and supportive when advocating for the programme. The Report also stimulated our thinking around providing part-time fee-waivers for school teachers to undertake the programme. We have also utilised the Report when planning curriculum reform and elements of the Report have been discussed by our Learning and Teaching Committee and at our Department Board.’

Huddersfield (Department of English, Linguistics and History):

‘We have discussed the report as a part of wider staff discussions about curriculum, but mainly in relations to the ‘Broaden my Bookshelf’ scheme <https://www.hud.ac.uk/news/2018/october/broadenmybookshelf/> which has been a key development at the University of Huddersfield.’

KCL (Department of History):

‘We held department-wide small group discussions on the report. While responses were diverse, it certainly raised awareness, leading to greater thinking about race in relation to teaching, student support and D&I in general. It underpinned our successful request for a new lectureship in Black or Asian History. It also caused us to think more carefully about the recruitment process, leading to more inclusive wording for job advertisements, wider involvement of staff in the shortlisting process, anonymisation of applications at shortlisting stage, and the reading of an equality statement before each set of job talks.’

Kent (Department of History):

‘At Kent, the RHS’s report has been frequently cited and is shaping our work alongside local initiatives on diversifying the curriculum. The School of History took the opportunity of inviting Prof. Finn to introduce the report to colleagues. An Education Forum was held in November 2019 to consider both it and diversifying the curriculum, and as a result of both events, several initiatives are being pursued:

- Piloting an audit of reading lists to consider how they reflect diversity
- Piloting the addition to each module’s handbook a session on diversity within the module
- Arranging a questionnaire for students for early 2020 on their experience of diversity within the School
- Investigating the possibility of a funded PhD scholarship targeted at the BME community
- Demonstrating our commitment to BME history by ensuring there is a roster of events and promotional activity not just in Black History Month (which is well served across campus) but through the academic year

The School has an Equality, Diversity and Inclusivity Committee which is tasked with reviewing these initiatives and ensuring continuing momentum.’

Keele (Department of History):

‘History at Keele University has made use of the Race, Ethnicity and Equality Report in a number of ways. In 2018-19, as Head of History, I launched a ‘decolonising the

History curriculum' project and the publication of the RHS report was timely and sobering. We undertook across the year a review of all History modules in terms of reading lists, representation, coverage and historiographical and methodological approaches and we have made modifications to our modules, some tweaking, others more substantial revisions (e.g. a move towards a global middle ages). We also surveyed our undergraduate and postgraduate students about what decolonising meant to them, with (regrettably) some worrying results (political correctness, etc.). Our plan is to use this academic year to assess the impact of our modifications and also to explain to our students what we think decolonising means and why it is important.

In addition to being the head of History, I am also the Athena SWAN/Equality, Diversity and Inclusion Lead for the School of Humanities and lead on our application for a Bronze Award last April, awarded in October 2019. The RHS report informed the development of any number of actions in our action plan for supporting students from diverse ethnic backgrounds.

Finally, one History colleague, Dr Shalini Sharma in collaboration with colleagues across the University, have developed a Keele University Teaching Innovation Project that is running this academic year: Decolonising the Curriculum and Developing Inclusive Teaching: Staff and Student perspectives. This project explores staff and student perceptions of 'Decolonising the Curriculum' through university-wide questionnaires and workshop discussions. Understanding staff and student stances on this key international pedagogical movement will help identify how Keele can decolonise our curriculum democratically, thoughtfully, and strategically. In line with the University's increasing emphasis on equality and diversity, the project will contribute to the promotion of more innovative curriculum that will benefit both students' learning experience and institutional advancement. Findings will be disseminated to Keele staff and students, as well as external communities, via a report, a workshop, a conference, and 3 publications.'

Leeds Beckett (History Subject Group):

'[T]he report was discussed at a History subject group meeting in the summer. The immediate impact was a decision to make a much more proactive engagement with Black History month this year and into the future, and to make a broader commitment to inviting scholars from BME groups to talk to give seminars and lectures in general. Since then we have had four 'Black History Month' events within the School of Cultural Studies, two of which were organised by the History subject group. In the longer term we are looking to extend our 'wider world' curriculum, which currently includes modules relating to Civil Rights in the USA, British India, and Apartheid South Africa, but could be diversified further. While we have no current

plans to hire new lecturers, if we were to do so one option would be to stipulate a specialisation in either sub-Saharan Africa or East Asia.'

Lincoln (School of History & Heritage):

'At Lincoln, the release of the report prompted a School-wide discussion, and the creation of a Race, Ethnicity, and Equality Committee (REEC) which is open to all members of staff, and currently includes just over 1/4 of the School on a rotating basis. To this date, the committee has largely focused on sharing the report and its findings among both staff and undergraduate students across all our programmes. Staff involved with REEC developed a 'Welcome Week' activity for our first-year cohort that revolved around the RHS Report's findings, and asked students to develop their own 'respect charter' for their year. Students voted for their representative charter which has now been embedded in our virtual learning environment and we intend to repeat this activity for subsequent cohorts. We are also in the process of validating a new 15 credit optional module, tentatively called 'Decolonising the Curriculum' which will be offered at the 2nd year level starting from the academic year 2020/21. Within the structure of this team-taught module, we will introduce the findings of the RHS report in the first week to provide context and enable students to actively engage with the module.'

Newcastle (School of History, Classics and Archaeology):

'The RHS Race Report has been a timely intervention for the School of History, Classics and Archaeology at Newcastle University, and has provided hard evidence of the systematic changes that are needed in the academy to address race as a crucial component of the wider Equality, Diversity and Inclusion (EDI) agenda. Our Autumn Diversity Programme which includes seminars and international guest speakers is the first of many events we are planning, partly in response to the RHS report and in the face of growing awareness of these issues on the part of both students and academics. We have also nominated a Decolonizing the Curriculum Co-Ordinator, an academic historian who is participating in our curriculum reform process and producing 'best practice' guidance as we engage in formulating a plan of action for delivering a meaningful response in our teaching. In relation to staff appointments, we have revised our processes for recruiting academic staff and students, including unconscious bias training for academic selectors and appointment panel members. There is much work to be done but these are preliminary examples of the work that is now in progress in History at Newcastle University.'

Nottingham Trent (Department of History, Languages and Global Cultures):

'The RHS report has been used widely within the Department of History, Languages and Global Cultures contributing to the framing of key discussions about all aspects of

our work as part of our ongoing development of undergraduate and postgraduate curricula, assessment, and extra-curricular activities across the department. The report led to a step change in thinking an approach moving beyond initiatives designed to ensure equality of progression and achievement for all students to a much deeper consideration of course content and pedagogies. Race, ethnicity, diversity and decolonisation have been the foci of discussions at team meetings and away days and several members of the department have fully engaged with the report to produce both micro and macro recommendations for immediate and future implementation. Examples of impact range from the relatively simple revision of reading lists, subtle changes such as the use of cultural reference points within teaching, to explicit discussions about the impact or manifestations of coloniality. The report has also fed into much more wide-ranging discussions across the School of Arts and Humanities leading to the creation of a committee specifically addressing decolonisation within the school. Several members of the School are also taking these ideas into a University-wide practice and scholarship group focused on decolonisation.'

Open University (History):

'The History Department at the Open University has engaged with the RHS Race Report at a range of strategy and planning meetings in 2018/19. All members of the department have participated with these discussions, and the report has engendered a number of specific actions and outcomes. The department has amended its internal strategy to the effect that all planning around new curriculum must explicitly consider the issues of diversity and equality raised in the report. Departmental consideration of the report also led, in part, to the development of a CDA PhD Studentship focussed on BAME history, and the department has obtained authorisation to advertise an additional positive action PhD studentship for BAME candidates only. In terms of existing provision, the RHS report prompted members of the History Department to conduct an internally-funded 'scholarship of teaching' project focussed on canvassing existing BAME students studying with the department as to their views of our current curriculum.'

Oxford (History Faculty):

'We discussed the Report in our Faculty Board and our well-established Race Equality Working Group in November 2018, and at our annual 'race teach-in' in May 2019. We established a list of actions for the Faculty, focused on promoting equality, challenging implicit bias, and collecting and displaying data, and we are gradually implementing those – though gathering data on the ethnicity of applicants, students and colleagues has proven difficult. We have used Faculty funds to establish a History Masters scholarship for a UK BME student starting in 2020, and we plan to fund-raise

to make it an annual award. We held our first BME access day to encourage undergraduate applications in May 2019, and we are beginning to develop a public history project with local historians from a range of communities as a way of breaking down barriers and broadening our perspectives. Coming on the back of Athena SWAN and the two reports on gender, the Race, Ethnicity and Equality Report had a strongly galvanising and positive effect on our efforts to improve diversity and inclusivity.'

Queen Mary, University of London (History Department):

'The report was extremely helpful to QMUL, and in two clear ways. First it operated as both spur and catalyst - securing attention and bringing together previously expressed concerns within the School to help produce positive momentum. In particular I think that the report focussed colleagues both on their own responsibility and on the urgency for action as historians - a key professional and emotional appeal that definitely had an effect. The emphasis in the report on the need to acknowledge and discuss race and racism was crucial in creating the space to have a different sort of conversation than had been had before.

Second, the guidance offered to historians at different levels was enabling: not only because it allowed colleagues to see what they could do but also because it offered concrete steps. There is always a risk with a complex problem that people wait to act until there is a single overarching solution or deflect the duty of doing something about it to a higher organisation - yet it is quite clear that addressing racial and ethnic inequality and discrimination requires multiple and repeated actions over time. We have often returned to the recommendations of the report when we got stuck or needed to restart progress - 'okay but have you tried ... yet?'

The practical impact of the report has been extensive - and gone beyond the School. Staff co-created with students equality and diversity requirements for new modules that have been taken up by the Student's Union and the University. A set of EDI guidelines for all teaching staff, including on module content and interactions with students, were disseminated at our summer away day for implementation ahead of the 2019-20 academic year. We discussed these at the autumn away day and have built further reflection from staff and students into our autumn semester cycle. A new first year module, Race and the Desire for Difference, was already on the books when the report was released and had a successful first iteration. In the design of a new MA on Global British History, we have been particularly conscious both of the need to address gaps in the curriculum identified by the report and to build in means of improving the pipeline for the BME historians we train at undergraduate level. Assisted by changes within the university we have been able to gather different forms of data, including figures that indicate that the BME attainment gap at QMUL has narrowed very significantly over the last two years. We are very conscious that this is still a lot more to do - not least because such figures do not take into account

differences in retention rates over the course of the degree - but we are very grateful for the assistance provided by the RHS.'

Reading (History Department):

'Staff in the Department of History, University of Reading, were informed of the Royal Historical Society's report. Two members of staff have been involved in discussions with colleagues from other institutions. No major new steps were taken internally though. As a small department we have limited leverage. But we do offer a number of relevant modules and there is an in-house voice in support of the recommendations of RHS's report which we all welcomed. For instance, we created a prize for the best UG Final Year dissertation in non-Western history, and we recently changed a picture on our website.'

Sheffield University (History):

'The Department of History at the University of Sheffield discussed the RHS Race Report in a department meeting shortly after publication. We established a working party on Race, Equality and Decolonisation, led by Dr Emily Baughan, and involving several of our students. The working group produced a wide-ranging report encouraging us to make changes to our curriculum, student and staff support, and hiring practices. The working party is continuing this year, and we are responding to the recommendations, including setting up a BME Student Network.'

Southampton (History Department):

'The 'History Department at Southampton...[has] tended to use the two RHS reports – on gender and on race, ethnicity and equality – as the focus for a common drive towards enhancing equality, diversity and inclusion. Key initiatives include:

- 1) An annual equality and diversity audit, carried out by HoD, covering UG and PG student recruitment and attainment, and also staff: i.e. access to research funds, promotions, etc. The first audit, for 2018-19, was completed in September.
- 2) Appointment of an equality and diversity officer with the department, included in departmental operational board, with a standing agenda item.
- 3) Discussion of the two RHS reports at the History BoS in November 2018, with a view to setting an agenda for future action: this agenda included review of core year 1 modules – World Histories and World Ideologies – to ensure that they conform to the promise of their titles; ensuring that female colleagues and colleagues of colour had the full range of opportunities for participation in the department's research and 'learning community' events; such events to be planned with a view to giving appropriate attention to issues of race and gender; workshop session to be held with

staff to encourage them to audit their module handbooks to ensure student exposure to scholarly voices that are race- and gender-diverse, and that race and gender perspectives are examined in their curricula (i.e. not just a week on women...)

4) History 'Away-Day' September 2019: included the workshop session on auditing modules to ensure inclusion. All the other initiatives are also in progress.'

St Andrews (History):

'In St Andrews, we circulated the race report to all colleagues and scheduled part of our School Staff Council to discuss the main points (led by our E/D chair). Inevitably this was not a very long discussion (half an hour), but it did bring the report to the attention of everyone, and some of the points raised by colleagues in response have fed into subsequent discussions of E/D matters in the School. The discussion at the staff meeting was particularly valuable as it enabled colleagues to raise issues and experiences which would otherwise never be mentioned in such a forum.'

Swansea (History):

'The History Department at Swansea University has undertaken its own equality and diversity survey in response to the RHS Race Report. This had the following aims:

- To survey our current curriculum to identify how and where race, gender and disability were taught in our curriculum;
- To interview all members of staff on their approaches to inclusivity and diversity in the curriculum;
- To compare the Swansea curriculum with 10 other comparable universities to identify how our modules compared to those at other institutions;
- To survey our undergraduate students for their views on the diversity of the curriculum and to get their suggestions on how the curriculum could be further diversified.

These data were used to write a substantial report with recommendations, which is now being used to drive forward curriculum reform and inform future staff recruitment policy.

The RHS Race Report has also stimulated a wider focus on decolonising the curriculum across Arts and Humanities at Swansea University, with a workshop held in 2018-19 and the development of college-wide policy in this area.'

York (History Department):

'Even in the short span of time since its publication the RHS's Race, Ethnicity & Equality report has had significant effect on activities both at staff and student level at York. In June 2018 Dr Natasha Glaisyer, chair of the department's committee on Diversity, Equality and Inclusion organized a one-day conference about the report. The event

included internal and external speakers (including Dr. Jonathan Saha, one of the report's authors), and attracted a great deal of interest from staff and students across campus. Emerging from that initial event, two undergraduate students at the department (Olivia Wyatt and Clare Burgess) decided to organize a national undergraduate conference titled 'From Margins to Centre? - <https://marginstocentreug.wixsite.com/website> - dedicated to the study of formerly marginalized histories. The conference will take place at the University of York in February 2020, bringing together leading historians to discuss fresh research by undergraduate students across the country. The RHS report on race continues to inform decision making across the department on a routine basis. For example, it has directly informed the department's design of a new module (Disciplines of Histories 2), the ongoing revision of the stage 1 program, and the research seminar programs for the years ahead. In short, the report has simply become a fundamental document informing decision-making across the department.'

PART 6. FORTHCOMING EVENTS

Below are forthcoming events due to take place in the upcoming year on the subject of race, ethnicity and equality in UK History. We know that there will be more events than this in the coming year, but these are the ones of which we are aware. If you are interested in hosting an event related to the Report please [download the Royal Historical Society's Race, Ethnicity & Equality .event form](#).

4 February 2020. Joint H&SS societies meeting convened by RGS and RHS.

There will be a meeting of learned societies / subject associations actively working on this issue including the Royal Geographical Society and the Royal Economic Society in February 2020 to share good practice and consolidate work on race, ethnicity and equality issues.

28 February 2020. "From Margins to Centre? An Undergraduate Conference on Marginalised Histories", University of York.

This event was inspired by the RHS report and is being organised by UG students, Clare Burgess and Olivia Wyatt who want to offer UG history students a chance to engage with the discipline at an early stage and speakers and chairs include Catherine Hall and Jonathan Saha. See <https://marginstocentreug.wixsite.com/website>.

5 May 2020. Roundtable on race, inequality, and diversity in UK History, University of Bristol.

This roundtable is supported by the Centre for Black Humanities to be chaired by Professor of the History of Slavery, Olivette Otele, to discuss race in history research. It will focus on the ethics and politics of research on race in relation to teaching and institutional responsibilities, and on new directions in research on race as a topic or analytic. Speakers including Shahmima Akhtar will address the question 'What is the Reparative History of Race?' foregrounded by the discussion around race, inequality, and diversity in UK History at Bristol.

22-25 June 2020. Scottish Graduate School of Arts & Humanities and AHRC.

The history section of SGSAH will run an equality and diversity event at the annual SGSAH summer school in June 2020 as part of a package of discipline-specific training for doctoral researchers in Scotland reflecting on the RHS's reports on race and ethnicity and gender - Margot Finn and Shahmima Akhtar will be part of the discussion. It hopes to embed awareness of equality and diversity in the next generation of historians and also partners a session on decolonising the curriculum.

PART 7. BIBLIOGRAPHY OF NEW REPORTS

A number of new reports have come out and these can be added to the bibliography of the 2018 Race Report. From January 2020, the RHS blog will contain a regular 'Race Update' which will include a broader bibliography related to race, ethnicity and equality issues in UK History.

Akel, Sofia., 'Insider-Outsider: the role of race in shaping the experiences of black and minority ethnic students', October, 2019. (<https://www.gold.ac.uk/media/docs/reports/Insider-Outsider-Report-191008.pdf>).

'Black, Asian and Minority Ethnic Student Attainment at UK Universities: #CLOSINGTHEGAP', UUK/NUS, May, 2019. (<https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>).

Finn, Margot., 'Plan S and the History Journal Landscape: Royal Historical Society Guidance Paper', 23 October 2019. (<https://royalhistsoc.org/policy/publication-open-access/plan-s-and-history-journals/>).³

Ishaq, Mohammed and Asifa Maaria., 'BAME staff experiences of academic and research libraries', SCOUNL, June, 2019. (<https://www.sconul.ac.uk/news/report-on-bame-staff-experiences-of-academic-and-research-libraries>).

'Leading Routes: The Broken Pipeline – Barriers to Black PhD Students Accessing Research Council Funding', September, 2019. (<https://leadingroutes.org/the-broken-pipeline>)

Lidher, Sundeep, McIntosh, Malachi and Alexander, Claire, 'Our Migration Story: re-narrating the British nation', *Journal of Ethnic and Migration Studies* (Forthcoming).

Pimblott, Kerry., 'Decolonising the University: The Origins and Meaning of a Movement', *The Political Quarterly*, 19 November 2019. (<https://onlinelibrary.wiley.com/doi/full/10.1111/1467-923X.12784>).

Reichert, Sybille., 'Institutional Diversity in European Higher Education: Tensions and challenges for policy makers and institutional leaders', European University Association, 2009.

³ See also Karin Wulfnov, 'Historians Respond to Plan S: Open Access vs OA Policies Redux', *Scholarly Kitchen*, 21 November 2019 (<https://scholarlykitchen.sspnet.org/2019/11/21/historians-respond-to-plan-s-open-access-vs-oa-policies-redux/>).

(<https://eua.eu/downloads/publications/institutional%20diversity%20in%20european%20higher%20education%20%20tensions%20and%20challenges.pdf>).

Rollock, Nicola., “‘Staying Power’, The career experiences and strategies of UK Black female professors’, UCU, February, 2019. (https://www.ucu.org.uk/media/10075/Staying-Power/pdf/UCU_Rollock_February_2019.pdf).⁴

Runnymede Trust, ‘Teaching Migration, Belonging, and Empire in Secondary Schools’, July 2019. (<https://www.runnymedetrust.org/projects-and-publications/education/runnymede-tide-project-teaching-migration-report.html>).

‘Tackling Racial Harassment: Universities Challenged’, Equality and Human Rights Commission, 2019. (<https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged>).

⁴ The research findings were covered across education and mainstream media including The Guardian, Times Higher Educational Supplement, The Voice and the high end fashion magazine Vogue. The lifestyle magazine Stylist also carried a special feature on Black female academics and self-care based on Dr Rollock’s research.