



**Equality and Diversity Report – University of London Institute in Paris
Students’ Union**

Purpose of Report	To update the Board on the Union’s activities and initiatives regarding student equality and diversity throughout the course of the 2019-2020 academic year
Status and Distribution of Report	Non-confidential
Recommendation (if appropriate)	To note

Introduction

- 1 This report draws on the equality and diversity initiatives engaged in by ULIP Students’ Union as a response to the feedback obtained in the last two academic years. This report includes an update on the activities of the Welfare Officer as well as two new roles: the Diversity and Inclusion Officer and Education Officer

FEEDBACK

Dites-Nous Feedback

- 2 Every semester, the Students’ Union runs a ‘Dites-Nous’ (‘Tell us’) feedback month, which involves producing an online survey that students are encouraged to complete anonymously. From the feedback, we have been able to gather that there are high levels of student satisfaction overall but that there is some disagreement with the actions of the Diversity Committee and some students feel that the act of diversifying and decolonising the institution is something they aren’t welcome to participate in.

Welfare Feedback

- 3 In 2018-2019, the Students’ Union inquired into student wellbeing. This year, it was decided that the Dites-Nous feedback should include a set of questions of student welfare rather than having a second survey as this would encourage a greater number of responses. It should be noted that the 2018 survey received 56 responses from across all Undergraduate and Postgraduate year groups and courses. The 2019 survey received just 21 responses, 52.4% of whom were in BA2.

- 4 Please note: many of the questions from the first welfare survey were not included in this year's Dites-Nous feedback as it no longer felt appropriate to ask about student's experiences. Some of the key statistics include:

The % of respondents that:	2018	2019
Had been a victim of crime	20	N/A
Were worried about their drug/alcohol consumption or that of a friend	24	N/A
Had been sexually assaulted by another student at ULIP	9.3	N/A
Had been sexually assaulted by someone external to the institution	20.4	N/A
Felt safe in Paris	55	38.1
Have had at least one session with the ULIP counsellor	32.1	55
Felt that the SU had successfully implemented feedback from 2018	N/A	58.8
Feel that ULIP takes Diversity and Inclusion seriously	N/A	85.7
Feel that ULIPSU takes Diversity and Inclusion seriously	N/A	81

WELFARE IN PARIS

Consent Workshop

- 5 The University and the Students' Union jointly funded workshops during Induction Week on consent as well as drugs and alcohol. We ensured there was both a staff and an SU presence at these two workshops in order to highlight that both groups are there to support students with these issues if needed.

Safety in Paris

- 6 During Induction Week, the Welfare Officer held a talk on staying safe in the city, in which she gave advice on things such as taking public transport at night and avoiding pickpocketing.
- 7 The SU also organised a self-defense class for female students. A similar class was arranged in 2018-2019 and many students requested that the session be held again. These classes were held as a direct response to students' feeling unsafe in the city (38.1% of those who responded to Dites-Nous feedback in 2019-2020).
- 8 It should be noted that some male students have expressed an interest in attending such a class, but the SU has struggled to find a teacher for a mixed session and the number of male students interested is too low to justify the expense of holding a separate class. We have, however, recommended a number of inexpensive, external classes

EVENTS AND SOCIETIES

- 9 Our BAME and LGBT societies have both held events that sought to provide students with information as well as to offer students belonging to these groups with a 'safe space' to talk about their experiences.
- 10 The Diversity Officer, Sarah Goodhall, collaborated with Gastronomy Society to host a pot-luck event with an emphasis on individuals' cultural and family traditions. The event was very well attended and highlighted the cultural variety within our community.

EDUCATION

Specific Learning Difficulties

- 11 Students are often requesting more support and guidance with their Specific Learning Difficulties. In order to remedy this, the Education Officer has found various ways of supporting them, including adding more information to the SU website and by holding Study Skills sessions in conjunction with the Welfare Officer.

Careers

- 12 Similarly, ULIP students are often asking for more support with careers. The Education Officer has conducted a couple of interviews with alumni, which have been shared in the SU magazine, *Parlons*, and a number of alumni video interviews have been uploaded to the SU YouTube Channel. We are hoping that this will make careers opportunities and advice more accessible to our students, especially those who do not otherwise have connections or access to the job market.

DIVERSITY

Diversity Committee

- 13 As the SU Executive Committee is not necessarily representative of the student population, we have put together an intersectional Diversity Committee, in order to ensure that we are working in the best interests of all social groups present at ULIP. We hold meetings once a fortnight and all students are welcome to attend. We discuss changes we would like to see from the Students' Union and the Institution.
- 14 Certain members of the Diversity Committee, including the Head of BAME Society and the Diversity Inclusion Officer, are meeting at least once a semester with the Head of Department to discuss how ULIP can be decolonised and diversified further.

Diversifying the Curriculum

- 15 One of the topics discussed in the Diversity Committee is the ULIP curriculum. There is a general feeling that our primary and secondary reading could be more diverse, but that the new courses (International Politics / Relations) and the new French Studies modules (Postcolonial Fictions in the City), are thoroughly enjoyable and just what students are looking for.

STAFF / STUDENT COMMUNITY

Staff/student Forums

- 16 Following a series of events relating to race and identity among the student population at ULIP, it was expressed that communication among staff and students needed to be improved. As a result, we have hosted a handful of 'open forum' meetings with all the staff and some of the students to vent frustrations and to highlight attitudes towards race at ULIP. While these conversations may have been described as "raw" and "intense" for those in attendance, the students have appreciated having an opportunity to have their voices heard directly, as opposed to having to go through SSLCs, the Students' Union and other more formal modes of communication.

New Courses

- 17 While the new courses at ULIP have been extremely popular and have led to great debate and discussion within the ULIP community, the fact that some of these courses are overseen by QMUL can sometimes cause difficulties for students with regards to varying levels of staff presence 'on campus', methods of communication and alternative ways of teaching and assessing work.

CONCLUSIONS / RECOMMENDATIONS

- 18 The Students' Union has been working alongside the Institution to ensure that all voices in the ULIP community are heard equally. Student feedback seems to indicate that these attempts have been appreciated.
- 19 The current Students' Union recommends that the incoming Students' Union:
- Identifies groups of students who may be more susceptible to being overlooked and seek to improve their experiences
 - Continue to obtain feedback to ensure that SU work is evidence-based
 - Put together activities and campaigns to encourage a more diverse range of people to run for positions on the Executive Committee