

**To:** Executive Board  
**Date:** 24 February 2021  
**Presented by:** Dr Vanessa Ho, Dean for Equality, Diversity & Inclusion  
**Written by:** Dr Vanessa Ho, Dean for Equality, Diversity & Inclusion

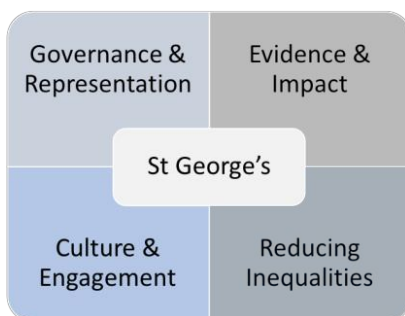


## St George's, University of London Review of Race Equality – Final Report

### Executive summary

The Review of Race Equality was commissioned in June 2020 to identify priorities for action for the University to reduce race inequity and inequality and to identify and address structural racism. Submitted on behalf of the Review of Race Equality Steering Group, this Final Report concludes the Review process by setting out the recommendations from the Student Workstream, Staff Workstream and Cross-Institutional Workstream. The Review has drawn on voices from across the University, but it has been made possible by the commitment and contribution of Black, Asian and Minority Ethnic staff and students, prompted by open letters from both groups. As part of the Review, the University has also commissioned SUMS Consulting to provide independent and external expertise and input. SUMS is providing a separate Report, which should be considered alongside this Final Report.

Recommendations are grouped into four strategic themes. The five priority actions below are drawn from the full list of recommendations for action and reflect the goal of sustained progress in race equality across the organisation.



### Priority Actions

1. Commit to embedding anti-racism practice through a new Statement of Commitment and through the next University strategy
2. Provide a safe and accessible environment for students and staff to raise concerns
3. Embed equality assessment in academic and professional services
4. Decolonise the curriculum for all programmes
5. Create a new post focusing on equality, diversity and inclusion in Student Services

Recommendations are presented with an indicative timeframe of short (within the year), medium (1 – 2 years), or long term (3 years +). They point to achievable actions that can be initiated or completed within the academic year whilst also acknowledge that other actions require further development and integration with other University initiatives.

This Report identifies actions for Executive Board to i) approve, ii) endorse, or iii) consider. Other inclusive practices for the Board to note for information are presented as 'Business as usual'.

To facilitate development and implementation of the proposed actions and to drive engagement with this work more widely, a new 'Race Equality Action and Engagement Group' comprised of staff and students will be formed. This will be distinct from the Workstreams and Steering Group responsible for managing the Review. This new Group, reporting to the Diversity and Inclusion Steering Group, will work collaboratively to embed actions and effect organisational change across the University. It will also monitor and assess progress of these actions.

We are grateful for the engagement by students and staff throughout the Review and recognise their substantive contribution to this work to date and ahead through the ongoing actions.

## St George's, University of London Review of Race Equality – Final Report

The Final Report marks the conclusion of the Review of Race Equality as commissioned by the Principal, Prof Jenny Higham. It aims to advance the University's commitment to create a truly inclusive environment. It identifies priority areas of action and presents recommendations to the University for short-term and long-term plans to ensure sustained progress and impact in the area of race equality.

### **An Overview of the Review**

After the Review was commissioned in June 2020, the Review of Race Equality Steering Group was formed to oversee three workstreams, namely Student, Staff, and Cross-Institutional Workstreams. The Workstreams have sought wide participation and representation from across the University, and the work was based on the principles of co-production, openness, collaboration, accountability and sustainability. They had open and flexible membership. About 50 students and staff were members of the Workstreams, with many from Black, Asian and Minority Ethnic backgrounds<sup>1</sup> and some engaged with more than one Workstream. Among the staff members, about 30% are academics and 70% professional staff including those involved in student support. Notes, minutes and developing recommendation lists from Workstream meetings were shared across the Workstreams.

Regular communications with the wider University community were co-ordinated by the Internal Communications Manager to provide updates about the Review, share developing actions, and encourage participation and engagement.

The Interim Report, delivered to Executive Board in September 2020, highlighted the priority areas for the Review, which have been further developed by the Workstreams into the priority actions in this Final Report (see recommendations in **Appendix A**). At the interim point, the Executive Board unanimously supported the direction of the work and approved, endorsed or considered a number of initial recommendations. For instance, the Board supported the development of a reporting system for students to report concerns and a parallel mechanism for staff, and endorsed efforts focusing on training and education. Funding for Black History Month has since been identified. This enables expansion of collaborative projects and events for students and staff throughout the year, as co-ordinated by the newly formed Black History Month Working Group. Further information about progress made with the initial recommendations is provided in **Appendix A**.

Partnerships with students (including representatives from the Students' Union, Afro-Caribbean Society and African-Caribbean Medical Society) and the Race and Ethnicity Network have been instrumental in widening the consultation for Workstream discussions and to develop an institutional approach to address the main issues highlighted by students and staff. Members of the wider community have provided feedback through the official launch of the staff Network, direct contact with those participating in the Review, or the work of SUMS Consultancy for the Executive Board (commissioned in September 2020). At the same time, a wider level of engagement and collaboration would be needed to underpin the proposed actions herein.

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<sup>1</sup> The collective term 'Black, Asian and Minority Ethnic' does not reflect the heterogeneity and complexities across ethnic groups but remains commonly used in higher education. A short survey at St George's (with 20 responses) has revealed mixed opinions among our staff and students about its appropriateness and usage. As far as possible, the Report will refer to specific ethnicity.

## Recognition

The Review, in the wider context of the Black Lives Matter movement, has prompted much discussion and reflection about injustices, personal experiences, and the institution's practices and policies. The University received open letters from both its staff and students which were instrumental in prompting the commissioning of the Review. From the inception of the Review, the lived experiences of students and staff have informed, enriched, and developed the Review enormously. These efforts and contributions are recognised and greatly appreciated.

In July 2020, the University began Breathing Space sessions for students and staff to provide additional support. The Race and Ethnicity Network has set up regular 'Safe Space' Teams meetings for Black, Asian and minority ethnic members. These are much needed spaces, and support for their continuation should be considered.

Furthermore, the process of the Review has highlighted the need for training, guidance and support for those who are, or will be, involved in developing race equality work or in responding to disclosures of racism and related issues.

The emotional toll and workload for staff and students who have been involved in the Review, or will be involved in further development and implementation of the recommendations, should not be underestimated. It should also be noted that the work is being carried out during the Covid-19 pandemic, which itself is creating pressures for members of our community. The recommendations (see below) aim to recognise and address the support required, including requests for specific resources.

The co-leads for the Workstreams are Aileen O'Brien and Judith Francois (Student Workstream), Vanessa Ho and Anthony Wilson (Staff Workstream), Liz Grand and Amandip Bisel (Cross-Institutional Workstream). The Co-leads have been instrumental in driving this work forward and enabling consultation with members to develop recommendations for action.

Where appropriate, sub-groups have been formed to focus on a specific piece of development work. This has worked particularly well, enabling focused consultation and progress on particular actions. A similar model will be used for the next phase of the work.

During the course of this Review, the Workstreams have made early progress on recommendations that either fall within the remit and functional responsibility of the leading staff or were endorsed by Executive Board following the Interim Report. Some examples are highlighted here.

- Pilot of student allyship and advocacy training by Melanin Medics and proposal of expansion based on very positive feedback from medical student participants and staff observers (Student Workstream; Khadija Owusu, Margot Turner, Ban Haider, Gavin Taylor)
- Draft online form for students to report concerns (sub-group of the Student Workstream; chair: Aileen O'Brien)
- Draft update of Dignity at Work Policy incorporating an informal discussion system for staff to raise concerns (Staff Workstream)
- Pilot of 'Talk and Transform' Workshops and further commission based on the demand and positive feedback (Rebecca Henry-Litteck and HR)
- Initial mapping of training and education needs (Cross-Institutional Workstream; Liz Grand, Amandip Bisel, and Rebecca Henry-Litteck)
- Draft Anti-Racism Statement of Commitment for the University (sub-group of the Cross-Institutional Workstream; authors: John Hammond, Janice Howard, Margot Turner, Monique Liddar, Amandip Bisel and Liz Grand)

The work undertaken so far as part of this Review and the progress made across the institution is acknowledged and greatly appreciated. The aim is to build on this work with the same principles of co-production, openness, collaboration, accountability and sustainability.

### **Race Equality Review Recommendations**

The Review has resulted in a comprehensive set of recommendations (**Appendix A**), grouped into the strategic themes of governance and representation, evidence and impact, culture and engagement, and reducing inequalities including training and education. They are intended to embed an anti-racism approach at all levels. Some actions are intended to be initiated or completed within the year, but it is clear that others would require further development and integration with other initiatives, including but not limited to the St George's Access and Participation Plan and inclusive curriculum work. The indicative timeframe ranges from short (within the year), medium (1 – 2 years), to long term (3 years +). It is important that actions are taken at the earliest opportunity, notwithstanding the demands on the academic calendar, staff capacity, and other resources.

A few recommendations from outside of the Workstreams have also been included in the plan of action. These include consultation with postgraduate students regarding race equality and continuous actions to address the ethnicity pay gap.

The range of recommendations reflects the need for a concerted effort to elicit cultural change. Staff feedback during the Review highlighted variations in managers' support for training and participation in diversity and inclusion work. It is also clear that effective ways of connecting this plan of actions with the existing committee structure and initiatives is essential.

Visible commitment and clarity of the organisational context will facilitate engagement with the wider St George's community.

The Report identifies actions for Executive Board to i) approve, ii) endorse, or iii) consider. Other inclusive practices for the Board to note for information are presented as 'Business as usual'. 'Business as usual' does not imply that there is not an overhead to achieve the action but rather that it can be completed without additional resource and/or as part of our usual working practices. It is for Executive Board to determine how to prioritise and resource the recommendations herein. Budgetary and in some cases staffing required for implementation are indicated where possible.

### **Priority Actions**

Executive Board is requested to *approve* or *endorse* the proposed actions in the following five priority areas (highlighted in yellow, **Appendix A**). They directly address concerns about reporting of incidents and embed commitment to race equality in our decision-making and practices.

1. Commit to anti-racism practice through a Statement of Commitment (**R 1.1**) and the next University strategy (**R 1.2**)
2. Provide a safe and accessible environment for students and staff to raise concerns
  - a. Students - a 'Report and Support' function on the website (**R 1.3**)
  - b. Staff - a new informal mechanism for advice and discussion (**R 1.4**)
3. Embed equality assessment in academic and professional services activities (**R 4.1**)
4. Decolonise the curriculum for all programmes (**R 4.2**)
5. Create a new post focusing on equality, diversity and inclusion in Student Services (**R 3.1**). This includes management of the Report and Support Tool and initial stage of case work.

The Anti-Racism Statement of Commitment (**Appendix B**), as a statement of intent, brings together the University's commitment to students and staff and refers to existing policies including Dignity at Work and Dignity at Study policies. Drafts of the Statement received feedback from across the Workstreams, the Race and Ethnicity Network, and SUMS Consultancy. Executive Board is also requested to *endorse* updates on the Dignity at Work policy (**R 1.11**) and Dignity at Study policy (**R 1.12**).

As part of our commitment, it is recommended to continue support provision for staff and students in relation to race, racism and participating in race equality work and activities (**R 4.6**).

Training and education have been identified as key elements for sustained progress in race equality. Specifically, the Executive Board is requested to *endorse* the following recommendations (highlighted in green, **Appendix A**). These actions would require funding for external trainers or student advisors.

- Pilot student pre-placement training / education on managing prejudicial behaviour encountered on placement (**R 3.9**).
- Expand provision of allyship and advocacy workshops provided by Melanin Medics to all programmes (**R 3.10**).
- Set up EDI student advisor scheme to provide advice to groups and committees and help develop the curriculum and inclusivity (**R 4.3**)
- Continue to develop the 'Talk and Transform' Workshops (**R 3.6**)
- Explore provision of learning partnerships between staff of different ethnic backgrounds (**R 4.8**). This also builds on the Talk and Transform Workshops.
- Specific training for staff who act as a 'sounding board' for informal discussions (**R 1.9**)
- Training for staff receiving and handling disclosures and complaints of racism, racial harassment and/or bullying (from both staff and students) (**R 1.15**)
- Annual focus groups to understand staff experience and observations (**R 2.1**)
- Annual Diversity Public Lecture (**R 3.12**)

### **Longer-term and Business As Usual Actions**

The Workstreams have also recommended long-term plans with further resource implications for Executive Board to *consider*. These cover improvements in diversity data provision (**R 2.2, R 2.3**), research into Black history at St George's (**R 4.9**), and the possibility of commissioned work for Black alumni (**R 4.4**).

Executive Board is requested to note (for information) the 'business as usual' recommendations (**Appendix A**). Whilst some are part of ongoing work, for instance policy review and Fair Recruitment Pilot Scheme, others are new projects or changes in current practice that are likely to stretch staff capacity, at least initially. The nominated responsible persons would need to review resources in their domains and advise on local arrangements and specific needs for sustained provision.

### **Resource Requirements**

In summary, additional budget/resources would likely be required for the following recommended actions, some of which are longer term recommendations:

- Training for staff acting as sounding boards (**R 1.9**) – short term
- Training for staff receiving and handling disclosures and complaints (**R 1.15**) – medium term
- Annual focus groups (**R 2.1**) – medium term
- Investment in a robust data system (**R 2.2**) – long term
- Dedicated data analyst role (**R 2.3**) – long term

- Creation of a new post focusing on equality, diversity and inclusion in Student Services (**R 3.1**) – short to medium term
- Develop Talk and Transform Workshops (**R 3.6**) – short term
- Revisit Leadership Attributes (**R 3.7**) – long term
- Pre-placement training (**R 3.9**) – medium term
- Allyship workshops (**R 3.10**) – short to medium term
- Build EDI events (**R 3.11**) – medium term
- Annual Diversity Lecture (**R 3.12**) – medium term
- Decolonising the curriculum (**R 4.2**) – medium to long term
- Recruit EDI Student Advisors (**R 4.3**) – short to medium term
- Engagement with Black alumni (**R 4.4**) – medium to long term
- Breathing Space continuation (**R 4.6**) – short term
- B-MEntor scheme expansion (**R 4.7**) – short term
- Learning partnership between staff of different ethnic backgrounds (**R 4.8**) – long term
- Research slavery links (**R 4.9**) – long term

### **Mapping to the British Medical Association Charter and Universities UK Racial Harassment Report**

Facilitated by the Student Workstream, St George's became a signatory of the BMA Racial Harassment Charter. The proposed actions, particularly those highlighted for endorsement, align with the four focus areas under the BMA Charter.

1. Support individuals to speak out
2. Ensure robust processes for reporting and handling complaints
3. Mainstream equality, diversity and inclusion across the learning environment
4. Address racial harassment on work placements

It is a Charter for medical schools, but St George's is committed to applying the same principles to all programmes. For instance, the pre-placement training (**R 3.9**) and roll-out of pilot allyship training (**R 3.10**) will require tailoring as to the training materials and timetabling of the specific curriculum.

In November 2020, the University UK Racial Harassment Report made recommendations on how to tackle racial harassment and progress race equality in higher education. These recommendations, which overlap with the student-facing principles in the BMA Charter, revolve around five themes.

1. Leadership prioritising actions against racial harassment
2. A whole-university approach
3. Prevention
4. Response to incidents
5. Evaluation and sharing good practice

An effective university-wide strategy will require a better understanding and awareness of racism and racial harassment, which some of the proposed actions also intend to address. For instance, introduction of an 'EDI Insights' series could improve communication of ongoing work and sharing of good practice (**R 3.8**). Following the Final Report, a more detailed mapping of the proposed actions with the recommendations in the BMA Charter and the UUK Report will be conducted as part of progress monitoring.

### **Advance HE's Race Equality Charter**

The Race Equality Charter provides a framework for universities to reflect and chart the progress in reducing barriers to Black, Asian and Minority Ethnic staff and students. It requires a strategic and evidence-based approach to progress and impact. Universities can apply for a Charter award (Bronze or Silver); 15 out of 66 Charter members are Bronze award holders. Currently, the Charter is

undergoing the second phase of its national review to ensure it remains fit-for-purpose and effectively facilitates cultural change.

The Final Report has identified key areas for actions, which aim to address concerns from students and staff and begin to embed an integrated approach to race equality. It is not suggested that St George's participates in the Race Equality Charter at this point but the plan of actions would lay the foundation for future engagement with the Charter Mark.

### **Next Steps**

The three Workstreams and the Review of Race Equality Steering Group drew to a close prior to this Report. A new 'Race Equality Group' or 'Race Equality Action and Engagement Group' will be convened to facilitate development and implementation of the proposed actions, to drive and enhance engagement with race equality work and to monitor and assess progress. This new Group will report to the Diversity and Inclusion Steering Group and establish functional links with other relevant committees, advisory groups or working groups (**Appendix C**). It brings together members of the community (staff and students) with lived experiences and operational and leadership responsibilities for the proposed actions. Where appropriate, Task and Finish Group(s) will be established to look at specific issues and report to the Race Equality Group. For instance, a Training and Education Task and Finish Group will develop a matrix document that captures current and developing training and education pieces, and identify responsible staff/teams and possible gaps (**R 1.8**). A model of co-opting staff or students for specific meetings, consultations and discussions relating to actions and approaches will also be considered.

Parallel activities in other areas particularly gender and disability also feed into the Diversity and Inclusion Steering Group, which provides strategic overview and reports to Council. The role of intersection between race and ethnicity and other social identities will be considered wherever possible. Advocacy of a specific focus on race and ethnicity and the wider equality, diversity and inclusion work by the Executive Board would be needed to advance the proposed actions.

The learning and recommendations from the Race Equality Review will also inform the development of the institutional equality, diversity and inclusion strategy, which is a key priority for the University. This is also an opportunity to revisit our governance in equality, diversity and inclusion. It is proposed that with the formation of the 'Race Equality Action and Engagement Group', the existing Diversity and Inclusion Working Group would disband and additional staff networks (disability and LGBT+) feeding directly to the Diversity and Inclusion Steering Group. This would enhance how staff networks contribute to the development of University practices and strengthen our governance to ensure impact, accountability and sustainability.

**Appendix A  
Recommendations**

BAME – denotes ‘Black, Asian and Minority Ethnic’. As indicated in the Report, this collective term does not reflect the heterogeneity and complexities across ethnic groups but remains commonly used in higher education. As far as possible, the recommendations will refer to specific ethnicity. EB – denotes Executive Board. EDI – denotes equality, diversity and inclusion. W - denotes workstream origin.

1. Governance and Representation											
R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
1.1	Cross-Institution Workstream	Adoption of a University Anti-Racism Statement of Commitment.  [Statement in Appendix B]	To clarify the University's commitment to anti-racism in practice and to provide standards and expectations under which the University operates.  This commitment focuses on structural and institutional racism as opposed to individual behaviours which is covered in the Dignity at Work and Study policies. It will signpost existing reporting procedures and relevant existing policies.  This document also aims to ensure our commitment to anti-racism remains on the strategic agenda	Both an anti-racism policy and an anti-racism statement of commitment were drafted and explored by a sub-group of members from the Cross-Institution Workstream.  Draft policy and statement were shared with the following for input and feedback: - Three workstreams - Jenny Laws for student policy perspective - Jenny Winters for HR perspective - SUMS Consultancy to review this as part of their work with the Review  Subgroup reviewed feedback and agreed to progress with a Statement of Commitment	Statement of Commitment needs to go through the existing necessary approval and consultation routes  Consideration of the title, to ensure it is not conflated with the University's existing Anti-Racism Statement  Consideration of communications to launch the Statement	Members of the St George's community understand structural and institutional racism and have guidance on what the University expects of them.  The University holds itself accountable to these anti-racism values and commitments.	Short term  Statement submitted to EB for consideration in Feb 2021.  Launch in academic year 2020-2021.	Chief Operating Officer (Paul Ratcliffe) as Chair of Campus Good Relations Group	Principal (Jenny Higham)  Executive Board	None - Business as usual	Executive Board to approve (and confirm the most appropriate title)
1.2	Cross-Institution Workstream	Embedding equality, diversity and inclusion and anti-racism commitment in the St George's University strategy for 2022 - 2026.	The current University strategy is due to expire in 2022. The new strategy needs to provide increased commitment and strategic direction for equality, diversity and inclusion. It should also explicitly align with the anti-racism statement we have now made.  This is essential in ensuring EDI and our anti-racism commitments remain an institutional priority, has senior buy-in, resourcing and engagement. This visible and high-level recognition is essential to successfully drive progress and change. This would be supported by having EDI and race equality as standing item on key committees.		To determine how to feed into the creation of the new Strategy	The University's new institutional strategy has EDI at its core and reflects our anti-racism commitments and values and holds the University and its members to account.	Medium term  Discussions to begin in 2021.	Dean of EDI (Vanessa Ho)	Chief Operating Officer (Paul Ratcliffe)	None - Business as usual	Executive Board to endorse



R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
1.3	Student Workstream	Implementation of a new 'Report and Support' function on the SGUL website for students to report concerns (e.g. racist incidents).	This was seen as very high priority by the students who in their letter identified racism that was not being addressed by the institution. We hope this tool will better enable students to report concerns easily, informing institutional learning and planning.	<p>The proposal for 'Report and Support' was approved by the Executive Board as part of the Race Equality Review Interim Report.</p> <p>The tool has been developed by a subgroup of the Student Workstream (Report and Support Tool Working Group); with a mixture of students and staff, including Dean for Students (Aileen O'Brien, as chair), Assistant Registrar (Gavin Taylor), SU EDI officers (George Hadjiyiannakis, Chantal Salira), SU VP Education (Sarah Jones), and Head of Centre for Technology in Education (Baba Sheba).</p>	<p>The tool requires webpage development and a robust communications strategy. The students felt that the right web information is crucial for successful implementation.</p> <p>The Report and Support Tool Working Group is to be consulted by email with regards to the latest version of the tool. Approval process and launching of website to be agreed.</p>	<p>Student satisfaction with the process and monitoring of usage and outcome.</p> <p>Ability to improve monitoring of racial and other forms of harassment and provide relevant support to students in response to this.</p> <p>Appropriate and timely responses to reports of these incidents.</p>	<p>Short to Medium term Pilot to be conducted as soon as possible.</p> <p>Operational in 2021- 2022.</p>	<p>Dean for Students (Aileen O'Brien)</p> <p>Assistant Registrar (Gavin Taylor)</p>	<p>Academic Registrar (Jenny Laws)</p>	<p>Administration of the tool and co-ordination of responses require support by a staff member who will have responsibility in student services for EDI.</p> <p>This relates to a separate recommendation that proposes a new post of EDI officer in student services (R 3.1)</p>	Executive Board to endorse
1.4	Staff Workstream	Implementation of a new mechanism for staff to have informal discussions about concerns in relation to racism, bullying and harassment.	To improve staff support and identify areas of improvements. This has been highlighted by the Race and Ethnicity Staff Network, Review of Race Equality Steering Group members, and the University staff survey responses.	<p>Mapping of informal and formal processes in staff reporting concerns or grievances.</p> <p>Initial development of staff as 'sound-boards' for the informal discussions and consultation with staff networks.</p>	<p>The mechanism to be formally approved as part of the Dignity at Work policy.</p> <p>Staff acting as 'sounding boards' to be provided training (see R 1.9)</p> <p>Improve web presence for the informal discussion mechanism and other formal reporting processes.</p>	<p>Clear provisions for reporting concerns or grievances, particularly the transition from informal to formal stages. Common issues and incidents will be monitored.</p> <p>Increased awareness of the informal provisions.</p> <p>Improve advice available to staff considering whether to informally or formally report their concerns.</p> <p>Improved staff support as reflected in staff survey (but it is acknowledged that there might be an initial increase in reports of concerns).</p>	<p>Short to Medium term</p> <p>Operational in 2021.</p>	D&I Adviser (Liz Grand)	Director of HR & OD (Jenny Winters)	Staff time for developing training and support mechanisms for 'sounding board' staff.	Executive Board to endorse

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
1.5	Cross-Institution Workstream	Evaluation of relevant policies to ensure they align with our anti-racism commitment and EDI values.	To ensure the policies with which we operate, align with our EDI and anti-racism statements, commitments and values.  We also need to ensure these recognise the reality of institutional racism and are designed to support our staff and students and wider community.	Policies that are relevant to the progression of race equality have been identified and key information on ownership and date of last update collated.  Dignity at Work policy and Dignity at Study policy have been reviewed by staff and student workstreams, respectively.	Clarification on how policies should reflect and align with our EDI values and anti-racism commitments.	Our policies and processes actively support our EDI and anti-racism values and work to support our staff, students and wider community. Review of existing and new policies to incorporate equality analysis.	Short to Medium term  Begin in academic year 2020-2021.	<u>Staff and Cross-Institution Policies</u> D&I Adviser (Liz Grand) and Director of HR & OD (Jenny Winters)  <u>Student Policies</u> Academic Registrar (Jenny Laws)	Director of HR & OD (Jenny Winters)  Academic Registrar (Jenny Laws)	None - Business as usual	Business as usual
1.6	Student Workstream	Introduction of a Standard Setting Quality Assurance Inclusion Tool across our curricula.	To establish a set of core expectations and provide an understanding of the nature of the measures that all programmes will be required to adhere to. Core standards to include the incorporation of the Mind the Gap Handbook on all clinical programmes and the implementation of pre-placement Allyship training. It offers the opportunity to link with other work such as the implementation of Equality Analysis in education activities (R 4.1).	Initial discussions regarding core standards, with input from Associate Dean for Access and Participation (Judith Francois).	Further development with programme leads, and alignment with CIDE's emerging 'inclusive curriculum and community framework' and quality assurance and enhancement.  Framework to have Student Inclusive Curriculum Advisors, plus an Advisory group drawn from programmes.	All programmes to be able to indicate how they have met the expected standards, identify areas of good practice or areas for further improvements. Periodic meetings to establish and discuss this.	Medium term  Begin in academic year 2021-2022.	Associate Dean for Access & Participation (Judith Francois)	<u>Design</u> Centre of Innovation & Development in Education (CIDE) (Director: Sally Mitche!!)  <u>Implementation and oversight</u> Quality Assurance & Enhancement Committee (Chair: Rachel Allen)	Maintenance and renewal of the Framework will require dedicated staff time once established.	Business as usual
1.7	Student Workstream	University strategy to ensure recommendations from the BMA Charter are progressed.	To develop a process to ensure that the principles of the BMA charter, which the university has signed and agreed to, is implemented across all programmes. A monitoring mechanism is needed.	This work has been discussed within the students stream and identified as an area that needs to be addressed as part of the review and therefore included on the agenda of any taskforce that emerges as part of the work.	The Charter incorporates 12 commitments grouped into four areas. It is likely that each of these commitments is already being actioned elsewhere within the review, but the new Race Equality Group will need to work through them to be sure this is the case <a href="https://www.bma.org.uk/media/2030/bma-med-school-charter-implementation.pdf">https://www.bma.org.uk/media/2030/bma-med-school-charter-implementation.pdf</a>		Short term, within 2020-2021 academic year.	Dean of EDI (Vanessa Ho)  Dean for Students (Aileen O'Brien)	Chief Operating Officer (Paul Ratcliffe)	None - Business as usual	Business as usual

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
1.8	Cross-Institution Workstream	The new Race Equality Group to include a sub-group focusing on staff and student EDI training and education.	<p>A dedicated sub-group for training and education to ensure oversight of developing and ongoing work and coherent implementation of relevant actions from this Review.</p> <p>EDI training and education activities are brought together and reviewed collectively to improve efficiency and identify gaps</p> <p>This group should take a holistic approach to recognise the support individuals may need after participating in training and educational activities which address racism and structural inequalities</p>	<p>A matrix of existing training and education aspects is being created to capture current provision and resource (led by Lecturer in Student Success, Amandip Bisel). This will inform the sub-group's discussions and planning.</p>	<p>Subgroup to be added to the structure of the new Race Equality Group.</p> <p>To develop a matrix document that captures current and developing training and education pieces, identifies responsible staff/teams and possible gaps.</p>	<p>Subgroup established to work collaboratively with and to support the wider group.</p> <p>Conversations on training needs, plans, delivery and evaluation are brought together and improve efficiency and impact.</p> <p>Training matrix created.</p>	<p>Short term</p> <p>Launch the subgroup in academic year 2020-2021.</p>	<p>Dean of EDI (Vanessa Ho)</p> <p>Learning &amp; Development Manager (Rebecca Henry-Litteck)</p> <p>Centre of Innovation &amp; Development in Education (CIDE) (Director: Sally Mitchell)</p>	<p>Dean of EDI (Vanessa Ho) - as Chair of the new race equality group</p>	<p>None - Business as usual</p>	<p>Business as usual</p>
1.9	Staff Workstream	Specific training for staff who act as a 'sounding board' for informal discussions provided as part of the updated Dignity at Work Policy	<p>Safeguard staff who act as a 'sounding board' and those they intend to support. Provide clear guidance on their role, responsibilities and boundaries as well as training in cultural competence and receiving disclosures of harassment/bullying in relation to protected characteristics.</p>	<p>Identified the training needs.</p> <p>Identified who the sounding board would be: D&amp;I Adviser Staff Network Leads (Disability, Race and Ethnicity, LGBT+) HR Trade Union Reps</p>	<p>To clarify the purpose and scope of staff training.</p> <p>Consultation with staff who will act as a 'sounding board'.</p>	<p>Clear remit of 'sounding boards' in the reporting process.</p> <p>Improved support for staff acting as 'sounding boards' and staff who would like to raise concerns.</p>	<p>Begin in academic year 2020-2021</p>	<p>D&amp;I Adviser (Liz Grand)</p> <p>Learning &amp; Development Manager (Rebecca Henry-Litteck)</p>	<p>D&amp;I Adviser (Liz Grand)</p>	<p>Consider resources for external facilitator for training workshops.</p>	<p>Executive Board to endorse</p>
1.10	Staff Workstream	Periodic review meetings for staff who act as a 'sounding board'.	<p>Identify trends of reported incidents, share good practice and provide peer support.</p>		<p>Pending approval of the Dignity at Work policy, and development and completion of training for 'sounding board' staff.</p>	<p>Resolve issues at earlier stages.</p> <p>Improved support for staff.</p>	<p>Begin in academic year 2020-2021</p>	<p>D&amp;I Adviser (Liz Grand)</p> <p>HR Business Partners.</p>	<p>D&amp;I Adviser (Liz Grand)</p>	<p>None - Business as usual</p>	<p>Business as usual</p>
1.11	Staff Workstream	Implementation of updated Dignity at Work policy.	<p>To state expectations around incidents of racism, harassment, and bullying and incorporate mechanisms for having informal discussions and raising concerns.</p> <p>This policy will continue to explicitly state our zero-tolerance approach to harassment, bullying and discrimination of any kind and indicate the consequences of these actions should they occur.</p>	<p>Review of the policy and draft mechanisms for staff to have informal discussions about concerns in relation to racism, bullying and harassment. Consultation with the Race and Ethnicity Network.</p>	<p>To be considered in relation to the draft Anti-Racism Statement of Commitment. Consideration and approval by JNCC.</p>	<p>Building trust.</p> <p>Improved awareness of what is considered (un)acceptable behaviour at the University and foster an inclusive and supportive working environment.</p> <p>Monitoring of incidents.</p>	<p>Short term</p> <p>Operational 2020-2021.</p>	<p>D&amp;I Adviser (Liz Grand)</p>	<p>Director of HR &amp; OD (Jenny Winters)</p>	<p>None - business as usual</p>	<p>Executive Board to endorse</p>

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
1.12	Student Workstream	Implementation of updated Dignity at Study policy.	<p>To ensure a response to racist incidents is explicitly addressed and that it fits with anti-racism statement/ policy.</p> <p>This policy will continue to explicitly state our zero-tolerance approach to harassment, bullying and discrimination of any kind and indicate the consequences of these actions should they occur.</p>	This has been updated by Academic Registrar (Jenny Laws) and Dean for Students (Aileen O'Brien). Consideration by the Student Support and Welfare Committee and SU VP Education.	To be considered by Diversity & Inclusion Steering Group.	Positive feedback on a functioning policy.	Short term  Operational 2020-2021.	Academic Registrar (Jenny Laws)	Academic Registrar (Jenny Laws)	None - business as usual	Executive Board to endorse
1.13	Staff Workstream	Review the race and ethnicity profile of decision-making committees.	<p>To understand the current diversity of our decision-making committees and consider the impact this has in relation to representation and inclusion.</p> <p>Review should also include ways in which to improve this diversity long term for example, ensuring consultation with relevant staff and student networks where relevant is included within committee terms of reference.</p>			We have an increased understanding of current diversity and representation on decision-making committees. Representation in decision making is increased and considerations made on how to further increase this with actions are in place where relevant.	Medium term  To begin in academic year 2020-2021.	D&I Adviser (Liz Grand)  Governance, Legal & Assurance Services (GLAS)	Dean of EDI (Vanessa Ho)	None - business as usual	Business as usual
1.14	Staff Workstream	Continue to build on the Fair Recruitment Pilot Scheme	<p>The initiative aims to increase the representation of BAME staff in our recruitment and selection activities by providing a pool of trained BAME staff who volunteer to sit on panels as Fair Recruitment Specialists.</p> <p>This aims to shift culture and practice in relation to recruitment and selection, increasing awareness of unconscious bias and developing understanding across the University of the importance and value of diversity in decision making.</p> <p>This is part of the wider work at St George's to increase the representation of BAME staff across the institution, particularly at senior levels.</p>	The Fair Recruitment Initiative launched in November 2020.	<p>Build on engagement and participation in the initiative.</p> <p>Evaluation of pilot to take place after one year (in November 2021). Learnings to inform continuation of initiative as well as our wider recruitment practices and relevant training e.g. unconscious bias and recruitment and selection.</p>	<p>Initiative is embedded into our recruitment practices, following learnings from pilot.</p> <p>Evidence of increased ethnic diversity across recruitment panels at the University.</p> <p>Increase in engagement and participation with the initiative from both staff volunteering as Specialists and hiring managers</p> <p>Learnings from this pilot inform content covered in the Unconscious Bias in Recruitment and Selection trainings</p>	Ongoing	D&I Adviser (Liz Grand)	D&I Adviser (Liz Grand)	None - business as usual	Business as usual

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
1.15	N/A	Training for staff receiving and handling disclosures and complaints of racism, racial harassment and/or bullying (from both staff and students)	<p>Those receiving complaints or concerns from staff or students must be culturally competent and trained in understanding racism and intersecting issues e.g. islamophobia in order to provide safe and effective support and provision for individuals from these groups.</p> <p>This must take place alongside the delivery of a 'report and support' tool for students and a new mechanism to raise informal concerns for staff.</p> <p>This training must sit alongside our grievance and complaints procedures to ensure effective and appropriate support.</p>	<p>Initial identification of training and support needs for 'sounding boards' in the new mechanism for staff to raise informal concerns (R 1.9).</p> <p>Previous staff training in disclosure handling considered.</p>	<p>Identify key staff to receive training.</p> <p>Scoping out of training content needed, to ensure relevance across different staff roles.</p>	<p>Training is in place and core group of key staff have completed this. Feedback shows effectiveness of training in relation to key aims.</p> <p>Those who are responsible for receiving, handling and responding to concerns or complaints of this kind are supported in doing so effectively and competently.</p> <p>Staff and students who raise concerns and complaints receive culturally competent and effective support.</p>	Medium term	<p>Assistant Registrar (Gavin Taylor)</p> <p>D&amp;I Adviser (Liz Grand)</p>	<p>Academic Registrar (Jenny Laws)</p> <p>Director of HR and OD (Jenny Winters)</p>	Potential resource to commission external training provider.	Executive Board to endorse

## 2. Evidence and Impact

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
2.1	Staff Workstream	Annual focus groups to better understand staff experience and observations in relation to race equality initially, and then broadened to additional characteristics, including recognising intersectionality.	<p>To enable the University to regularly connect and understand staff experience in relation to protected characteristics to inform our approach to EDI and evaluate impact of initiatives and developments.</p> <p>These focus groups would consider specific areas such as belonging and voice, inclusion and fairness, opportunities and resources, engagement and recognition.</p> <p>This should also be linked up with existing feedback mechanisms such as the staff networks and staff surveys.</p>	<p>The Race Equality Review has involved a range of consultation and meetings for staff to share experience and inform how we foster collaborative working in this area. This includes Race and Ethnicity Network's Safe Space meetings for minority ethnic members.</p> <p>SUMS Consultancy has additionally conducted 1-to-1 meetings with staff and students, ran a staff survey, and facilitated reflection sessions for the Student Workstream and separately for the Cross-Institutional Workstream.</p>	Consideration of effective timing for annual focus groups	<p>Annual focus groups in place and built into the EDI workplan, beginning with focus groups for staff from ethnic minority backgrounds.</p> <p>Positive engagement with focus groups and valuable insights gained which are fed into relevant decision-making committees, including Diversity and Inclusion Steering Group.</p>	<p>Medium term</p> <p>To begin in academic year 2020-2021</p>	D&I Adviser (Liz Grand)	D&I Adviser (Liz Grand)	Consider resources for external facilitator for focus groups.	Executive Board to endorse

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
2.2	Cross-Institution Workstream	Investment in a robust data system that provides better access to diversity data and facilitates the development of a data dashboard.	<p>To provide better access to diversity data at St George's. This is particularly needed where access may be more challenging due to multiple systems and records.</p> <p>Improved accessibility and visibility of the diversity data would enhance engagement and knowledge of the current challenges. Where possible data split by institute/ department/ course shared via a dashboard will help to inform understanding and engagement of EDI at a local level.</p> <p>An investment in a data system that facilitates the development of a dashboard should be considered in the long-term. It would enable all EDI data to be brought together into one place to enable more efficient analysis.</p>		<p>Identify the specific data needs with regards to student and staff data and where access to anonymised diversity data is particularly challenging.</p> <p>Broader consideration about sharing of diversity data, for instance through the new 'EDI Insights' (as indicated in a separate recommendation: <b>R 3.8</b>).</p> <p>Explore ways to improve existing provision by incorporating additional analysis in annual reports, which are to be shared more widely to improve staff engagement and awareness of areas of inequality at St George's.</p>	<p>Short to Medium term</p> <p>Increased communication about diversity data at St George's, including the visibility of annual monitoring reports (for student data) and Public Sector Equality Duty report (for staff data).</p> <p>Long term</p> <p>Resourcing of a robust data management system with dashboard capabilities and training for users to use it effectively.</p>	<p>Medium term</p> <p>Begin in academic year 2020-2021</p> <p>Long term</p>	<p><u>Student data</u> Academic Registrar (Jenny Laws)</p> <p><u>Staff data</u> D&amp;I Adviser (Liz Grand)</p> <p>Director of HR &amp; OD (Jenny Winters)</p>	<p><u>Student data</u> Academic Registrar (Jenny Laws)</p> <p><u>Staff data</u> Director of HR &amp; OD (Jenny Winters)</p>	The required resources will need to be determined.	Executive Board to consider.
2.3	Cross-Institution Workstream	Enhancing institutional capability and capacity to collect, analyse and effectively use data to drive forward understanding and progress in supporting race equality across the institution.	<p>A dedicated data analyst would provide the oversight and expertise to ensure that our EDI data is comprehensive, cross-organisational, efficient and effective. This role could also manage an EDI data dashboard.</p> <p>A dedicated role would allow us to be proactive rather than reactive to data trends and allow a centralised approach to data collection. It would also support wider efforts to advance race equality by increasing awareness and provision of robust, accurate and up-to-date data to highlight trends and areas of concern.</p> <p>This would also enable us to be better prepared for a submission to the Race Equality Charter in the future and benefit the data collection and analysis required for Athena SWAN submission.</p>			A dedicated data analyst role is resourced with responsibility for managing and maintaining EDI data collection and analysis, including development and delivery of the above data dashboard.	Long term	<p><u>Student data</u> Academic Registrar (Jenny Laws)</p> <p><u>Staff data</u> D&amp;I Adviser (Liz Grand)</p> <p>Director of HR &amp; OD (Jenny Winters)</p>	<p><u>Student data</u> Academic Registrar (Jenny Laws)</p> <p><u>Staff data</u> Director of HR &amp; OD (Jenny Winters)</p>	The required resources will need to be determined.	Executive Board to consider.

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2.4	N/A	Understanding the experience of postgraduate students, particularly PhD and MD(Res) students.	The Review of Race Equality has not had the opportunity to fully consider the perspective of postgraduate students. Further development is needed to identify areas of focus in the context of research culture.	Initial consultation with PhD student representatives about a survey on race and ethnicity to gather feedback.	Postgraduate students (drawn from Taught Programmes and Research Degrees) to be represented in the new race equality group.  Development of a short survey for postgraduate students.	Increased understanding of experience and areas of inequality among postgraduate students.  Identify key areas for action.	Medium to Long term  Survey in academic year 2020-2021	Head of Graduate School (Carwyn Hooper)	Dean of EDI (Vanessa Ho)  Deputy Principal for Research & Enterprise (Jon Friedland)  Deputy Principal for Education (Jane Saffell)	None - Business as usual	Business as usual

### 3. Cultural Change and Engagement

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
3.1	Student Workstream	Creation of a new post in student services with a focus on equality and diversity.	This would address the lack of a student-facing contact currently and provide the opportunity for students to access a member of staff, who holds this principal focus.  Duties would include managing the Report and Support tool (R 3.1), initial handling of complaints of harassment from students, and help instigate and coordinate training. This involves working with key stakeholders to embed EDI initiatives and practices in relation to student experience.	Drafting of job description.	Funding application to RRC for this post.  Establish links between the post and the work of inclusive curriculum framework and attainment gap.	Funding approved.  Recruit and appoint staff member.	Short to Medium term  Academic year 2020-2021.	Academic Registrar (Jenny Laws)  Assistant Registrar (Gavin Taylor)	Academic Registrar (Jenny Laws)	Funding of the post (application submitted to RRC)	Executive Board to endorse

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
3.2	Cross-Institution Workstream	Improve web presence for race equality work and resources, including relevant data reports	<p>To bring together ongoing work, relevant data reports and resources to drive engagement and awareness of key trends, priorities and areas for action at the University</p> <p>To also improve signposting of events across both staff, student and institutional level</p> <p>To support transparency and communication and to demonstrate our commitment and progress</p>	<p>Discussions have started between ERCM Web Team and Liz Grand (D&amp;I Adviser) and Amandip Bisel (Lecturer in Student Success) in relation to updating the "Race Equality at St George's" pages and EDI pages more widely.</p> <p>Plans in motion to update these pages and develop Staff/Student landing pages. The ERCM web team have liaised with the other workstreams to confirm these plans are aligned with their ambition and to confirm if they have any specific website requirements or tools that need embedding in the site.</p>	<p>A content plan is under development in order to update these pages.</p> <p>For Staff and For Students landing pages to be reviewed and improved to ensure signposts to policies and reporting mechanisms are easier to find</p>	<p>The current "Race Equality at St George's" webpage is expanded to showcase our work, events and activities and drives engagement from staff and students</p> <p>EDI data reports (staff and student) are accessible and available to SGUL community</p> <p>Increased knowledge and awareness across the organisation of the work that we are doing</p>	Medium term Complete the initial updates within academic year 2020-2021.	ERCM - Web Team	<p>ERCM Directors</p> <p>D&amp;I Adviser (Liz Grand)</p> <p>Dean for EDI (Vanessa Ho)</p>	None - Business as usual	Business as usual
3.3	Staff Workstream	Improve web presence for all staff networks	<p>To develop our staff network webpages so that they better reflect the offer that each Network provides and the activities available.</p> <p>The intention is for each Network to have their own webpage, managed by the relevant Network Chair(s).</p>	Initial discussions with Staff Network Leads	Planning of webpages by Network Chairs, D&I Adviser and ERCM Web Team.	The website has comprehensive webpages for each staff network. Staff awareness and engagement with these networks is improved – evident in membership and engagement with events and activities.	Short term  Academic year 2020-21	D&I Adviser (Liz Grand)  Chairs of EDI Networks	ERCM Web Team  D&I Adviser (Liz Grand)	None - Business as usual	Business as usual
3.4	Cross-Institution Workstream	Build equality, diversity and inclusion into Personal Development Reviews (PDRs).	<p>To ensure that engagement with race equality and EDI is embedded into all roles and expected of all staff.</p> <p>To also enable formal recognition of EDI work at local and organisational level. To ensure EDI feeds into objective setting, developing PDR objectives that specific actions staff, teams and managers can and will take forward and deliver on.</p> <p>This expectation should also be reflected in the PDR guidance documents to be used by managers.</p>		<p>There is a review of the PDR process already in place, managed by the Learning and Development Manager, Rebecca Henry-Litteck and the PDR Task and Finish Group. This recommendation will feed into this existing review.</p> <p>RHL has recommended that this can be discussed in the training that is provided around PDRs.</p> <p>Review of PDR and embedding EDI to be informed by the key points from SUMS Consultancy's engagement survey and our own St George's staff survey.</p>	<p>Managers recognise the importance of EDI and actively encourage and support their team to engage.</p> <p>There is a formal expectation to demonstrate individual commitment to EDI and managers are expected to consider this in developing objectives for their staff. Additional EDI training needs may also be identified.</p> <p>Staff receive formal recognition of their work and commitment to EDI.</p>	Long term  Review during academic year 2020-2021, with a view to implementation in 2021-2022.	Learning & Development Manager (Rebecca Henry-Litteck)  Director of HR & OD (Jenny Winters)	Director of HR & OD (Jenny Winters)	None - Business as usual	Business as usual



R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
3.5	Staff Workstream	Enforcement of mandatory EDI training	Prioritise and increase completion of staff EDI training - unconscious bias training and managing diversity in the workplace.	HR reviewed the current uptake of training.	Monitoring via the new Personal Development Review form.	Improved uptake including refresher training (every 3 years).  Improved support for staff.  Feedback collected from Unconscious Bias in Recruitment and Selection face-to-face training informs content development to ensure it remains relevant and effective.	Ongoing	Director of HR & OD (Jenny Winters)  D&I Adviser (Liz Grand)	Director of HR & OD (Jenny Winters)	None - Business as usual	Business as usual
3.6	Staff Workstream	Continue to develop the Talk and Transform Workshops	These race-conscious Talk & Transform workshops aim to support leaders and managers to be able to talk about race effectively and at the earliest opportunity; to promote mutual understanding across our diverse workforce; and foster positive work relationships.	Staff Development commissioned the workshops to pilot in Nov and Dec 2020. The initial workshops have received positive feedback from participants and additional workshops have now been commissioned.  Workstreams and the Race and Ethnicity Network have supported engagement with uptake.	Continued evaluation of feedback to inform next steps beyond pilot.  Integrate Talk and Transform Workshops into St George's Staff Development leadership and management programme moving forwards.  Consideration of how to continue the learning and discussions encouraged in the training beyond the individual sessions including consideration of longer-term allyship pilot (to be scoped out). This work to also be informed by findings from SUMS survey and focus groups.	Effective and open conversations about race and ethnicity. Evidence of these conversations continuing beyond workshop sessions.  Building mutual trust and respect.	Short term  Pilots and evaluation in academic year 2020-2021  Provision of continual learning opportunities to pilot in 2021/22	Director of HR & OD (Jenny Winters)  Learning & Development Manager (Rebecca Henry-Litteck)  D&I Adviser (Lis Grand)	Director of HR & OD (Jenny Winters)  Learning & Development Manager (Rebecca Henry-Litteck)	Resources will be needed for further expansion of the provision.	Executive Board to endorse

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3.7	Cross-Institution Workstream	Revisit the University's Leadership Attributes to incorporate equality, diversity and inclusion (including anti-racism)	Elements of EDI are recognised in the current leadership attributes. However, to ensure EDI is fully embedded into our values and expectations of our staff this needs to be more prevalent.		<p>Leadership Attributes to be reviewed with input from key stakeholders e.g. HR, EDI-related staff, staff networks, and race equality group.</p> <p>Research best practice in inclusive leadership to inform tangible examples to adopt into our Leadership Attributes.</p>	<p>All staff within the institution have a tangible frame of reference for what EDI means in a leadership context and what is expected of them.</p> <p>There is a visible commitment to inclusive leadership and leaders and managers are able to articulate authentic commitment to diversity, challenge the status quo, hold others accountable, and make diversity and inclusion a personal priority - these are referenced in PDRs.</p> <p>Leaders and managers demonstrate an open mindset and curiosity about others, listen without judgment, strive for empathy to understand those around them.</p>	<p>Long term</p> <p>The Leadership Attributes will be reviewed likely next year, and this recommendation should form part of this review process.</p>	<p>Learning &amp; Development Manager (Rebecca Henry-Litteck)</p> <p>Director of HR &amp; OD (Jenny Winters)</p>	Director of HR & OD (Jenny Winters)	Resources will be needed if the development requires external expertise.	Business as usual, but endorsement from Executive Board as leaders who demonstrate these attributes
3.8	Cross-Institution Workstream	Pilot of 'Equality, Diversity and Inclusion Insights	<p>The 'EDI Insights' would provide a platform to communicate EDI work at St George's, including presentations on specific pieces of work, to share best practice, and report on areas of achievement and progress.</p> <p>The Insights sessions would be open to all staff and students and would sit separately from EDI Governance structures.</p> <p>The series also aims to enhance and complement existing communications regarding EDI work. It aims to fostering transparency, engagement and understanding among our staff and students of our work and progress in EDI, as well as our organisational aims and priorities.</p>		<p>Initial plan for EDI Insights sessions in place, to launch following feedback from Executive Board. This was previously referred to as 'EDI Forum' in the Race Equality Review Interim Report.</p>	<p>Pilot of EDI Insights in place</p> <p>EDI Insights enhances knowledge, engagement, understanding and awareness of the EDI work St George's is doing as well as our key priority areas for action.</p> <p>Increased engagement with and support for EDI initiatives and events from staff and students, including senior leadership and key stakeholders.</p>	<p>Short term</p> <p>Pilot in academic year 2020-2021</p>	<p>D&amp;I Adviser (Liz Grand)</p> <p>D&amp;I Adviser (Liz Grand)</p>	Dean of EDI (Vanessa Ho)	None - Business as usual	Business as usual

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
3.9	Student Workstream	Pilot pre-placement training/ education for students on managing prejudicial behaviour encountered when on placement.	Students across SGUL have identified prejudicial and racist behaviour on placements and due to worries about assessments and sign offs students have found it difficult to report or challenge. The students who started this initial review have identified and recommended a pre-placement training session to complement the allyship and advocacy training across all courses. The main aim of the session is to practice how to support colleagues in a range of situations involving racist behaviour. This is not an area that many other medical schools currently provide for their students on clinical courses, therefore SGUL would be leading in best practice	Ban Haider (Senior Clinical Lecturer in Primary Care Education) and Margot Turner (Senior Lecturer in Diversity and Medical Education) have held preliminary discussions between academics and students to plan aims and outline of session, including resources needed. It was agreed that the session would cover a range of clinical disciplines, including interdisciplinary scenarios, and be applicable across courses. The 'Consent' model of training has been identified as a successful model to follow for this training.	Align with CIDE's emerging Inclusive Curriculum and Community Framework.  Format and content of the training to be finalised and pilot organised in partnership with students. Recruitment of students from across all clinical programmes who will be trained to deliver the training.	All students to receive training in preparation for clinical placements.  Feedback from the session shows positive impact and learning objectives are addressed.	Medium term Pilot in place for 2021-2022.	Practice leads in the relevant programmes	IMBE Director (Rachel Allen)  Deputy Principal for Education (Jane Saffell)	Funding for 8-10 hours of student time to create the material with staff, 2 Actors to use to film scenarios (£230), and 4 hours of student time to run 2 pilot sessions. Roll out cost would mirror the Consent training costs.	Executive Board to endorse
3.10	Student Workstream	Expand provision of Allyship workshops provided by Melanin Medics	To continue to build student capacity with regards to racism, by ensuring that all programmes have access to the necessary training.  This initial training of all students will show students that St George's takes racism seriously and expects all students to develop allyship and advocacy skills to challenge racism.	Workshops have already been delivered to groups of 50 graduate and 240 undergraduate medical students. Both workshops were very well evaluated.  Ban Haider (Senior Clinical Lecturer in Primary Care Education) and Margot Turner (Senior Lecturer in Diversity and Medical Education) have led considerations for expansion. A number of other programmes have already expressed their interest in also receiving the same including Paramedics, Physicians Associates. Physiotherapists and Biomedical Science.	Align with CIDE's emerging Inclusive Curriculum and Community Framework.  Continue the work that has started with Melanin Medics. Timetable and deliver to all first-year students next academic year.	Students feel able to understand the value of allyship and how to effectively advocate for their patients and colleagues.  All students receive training in their first year.  Continued to receive highly positive student feedback about the workshops.	Short to Medium term  Academic year 2021-2022.	Academic Registrar (Jenny Laws)  Assistant Registrar (Gavin Taylor)	This activity would come under the Inclusive Curriculum and Community Framework.  Academic Registrar (Jenny Laws)  Deputy Principal for Education (Jane Saffell)	£250 per session x6 courses. Courses with smaller numbers would be combined with others in order to achieve this.  Funding for tailoring the material to courses beyond medicine is needed.	Executive Board to endorse

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note	
3.11	Staff Workstream	Build on existing EDI events across SGUL	<p>Our current portfolio of EDI events should be reviewed collectively, so that we can maximise their effectiveness, representativeness and reach.</p> <p>This will inform how we can build a consistent range of events each year that support and celebrate equality and diversity and promote discussions on race, racism, bias and further topics. These events should feature ethnically diverse and representative speakers and should also consider intersectionality.</p> <p>These events would link to and complement existing events and would align with and celebrate key awareness dates such as International Women's Day through an intersectional lens.</p> <p>This would also involve collaboration with staff and student Networks and the Black History Month Working Group.</p>	<p>Celebrating Diversity and Achievement Speaker Series is in place, run by Amandip Bisel and Liz Grand.</p> <p>Black History Month Working Group in place.</p> <p>Ad hoc EDI events in place run by D&amp;I Adviser, EDI Networks, and Thrive campaign etc.</p>	<p>Discussion of approach for planning and managing events needed.</p> <p>Key stakeholders to be identified.</p> <p>Lead for EDI events to be identified.</p>	<p>Increased diversity in the portfolio of speakers and events in relation to ethnicity, both in terms of speakers and also the topics and focus of events.</p> <p>Event plan in place which is diverse and representative in terms of ethnicity and includes events which focus on race equality and related topics.</p>	Medium term	<p>D&amp;I Adviser (Liz Grand)</p> <p>Lecturer in Student Success (Amandip Bisel)</p> <p>ERCM Team</p>	Dean of EDI (Vanessa Ho)	Budget for external speakers and events	Business as usual	
3.12	N/A	Introduction of an Annual Diversity Lecture	<p>In conjunction with our existing portfolio of events, an annual diversity lecture would offer a high-profile opportunity to showcase the University's commitment to diversity, equality and inclusion. An external speaker would be invited to share their life experiences and career insights, with the aim to enhance discussions, learning and engagement with EDI topics.</p> <p>We would aim to attract a broad audience made up of staff, students, alumni, supporters and members of the public. The lecture would also be filmed and available to view online.</p>		<p>Consultation with ERCM Team</p> <p>Event plan identified, and themes/speakers identified.</p>	<p>Annual Diversity lecture in place and positive engagement and attendance</p> <p>Post-event feedback forms show positive feedback.</p>	<p>Medium term</p> <p>Pilot event in academic year 2021-2022</p>	<p>ERCM Team</p> <p>D&amp;I Adviser (Liz Grand)</p> <p>Lecturer in Student Success (Amandip Bisel)</p>	ERCM Team	Dean of EDI (Vanessa Ho)	Funding would be needed to cover the expenses of the speaker and any reception to follow the lecture.	Executive Board to endorse

4. Reducing Inequalities (incl. Training and Education)

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
4.1	Cross-Institution Workstream	Embed Equality Analysis (previously known as Equality Impact Assessment) in academic and professional services activities.	<p>Equality analysis to be embedded into St George's business as usual to ensure inclusive practice. This is essential in ensuring that individuals or groups are not disadvantaged by our structures, processes or decision-making on account of their personal characteristics.</p> <p>We have a responsibility under the Equality Act 2010, and Public Sector Equality Duty to ensure this, as well as following best practice.</p> <p>This would cover decision-making on policies, procedures, and service provisions, and also address decisions on curriculum and educational activities. Different routes and guidance will need to be developed for each to ensure efficiency and successful embedding.</p>	<p>D&amp;I Adviser (Liz Grand) and Dean for EDI (Vanessa Ho) have developed Equality Analysis plan and guidance and members of staff are currently trialling this and feedback being gathered.</p> <p>LG has shared with the Cross-Institution Workstream the current Equality Analysis Guidance document for feedback.</p> <p>Feedback has also been gathered with members from key stakeholders in relation to how the existing process will aid equality impact assessment in curriculum and education developments.</p>	<p>LG to put Equality Analysis on the agenda outside of this Race Equality Review, e.g., at the D&amp;I Steering Group, to make sure it is embedded.</p> <p>CIDE to consider how equality analysis can be embedded in curriculum and education work.</p>	<p>Design and implementation of a robust equality analysis processes across academic and professional services.</p> <p>Evidence shows equality analysis is becoming embedded across the University through submitted analysis and incorporation into existing procedures.</p>	<p>Medium to Long term</p> <p>To embed in academic year 2021-2022</p>	<p>D&amp;I Adviser (Liz Grand)</p> <p>Dean for EDI (Vanessa Ho)</p> <p>Centre of Innovation &amp; Development in Education (CIDE)</p>	<p>HR</p> <p>Centre of Innovation &amp; Development in Education (CIDE) and the relevant education leads</p>	<p>None - Business as usual</p>	Executive Board to endorse
4.2	Student Workstream	All courses to work towards decolonising curriculum at St George's, and be responsible for meeting the expectations of any quality standards.	<p>The BMA charter (signed by St George's in 2020) and regulatory bodies are asking universities to ensure and commit to mainstreaming equality, diversity and inclusion across the learning environment, moving away from a Eurocentric view of academic subjects and acknowledging difficult histories in the development of knowledge in some areas of study. The focus of this initiative would incorporate race as well as other protected characteristics.</p>	<p>Some courses have worked with students to co-create more diverse learning materials, scenarios and cases. These have received input from Amandip Bisel (Lecturer in Student Success), Margot Turner (Senior Lecturer in Diversity and Medical Education), Ban Haider (Senior Clinical Lecturer in Primary Care Education) and Judith Francois (Associate Dean for Access and Participation).</p> <p>The example that has been most recently celebrated both nationally and internationally is the Mind the Gap Handbook which addressed the issue that on healthcare courses signs and symptoms had not been taught on black skins as well as white skins. This material is now being rolled out and embedded in other medical courses, but we have not completed this at St George's.</p>	<p>Align with CIDE's emerging Inclusive Curriculum and Community Framework.</p> <p>To develop expected standards and further discussions in context of inclusive curriculum framework and the recommended Quality Assurance Inclusive Tool.</p>	<p>All courses to have an action plan for change and Periodic Review of courses to have diversity as a high priority.</p> <p>Regular reporting to academic leads and sharing of good practice.</p>	<p>Medium to Long term</p> <p>Action plans developed by academic year 2021-2022.</p>	<p>Associate Dean for Access and Participation (Judith Francois)</p>	<p>This work is part of the Inclusive Curriculum and Community Framework.</p> <p><u>Design</u> Centre of Innovation &amp; Development in Education (CIDE) (Director: Sally Mitchell)</p> <p><u>Implementation and oversight</u> Quality Assurance &amp; Enhancement Committee (Chair: Rachel Allen)</p>	<p>Funding for student advisors for specific pieces of work (similar the recently developed curriculum advisors).</p>	Executive Board to endorse

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
4.3	Student Workstream	To recruit EDI student advisors to support the development of work being undertaken.	<p>The EDI student Advisors would support the development of a number of inclusion activities, provide advice to groups and committees. The Advisors could feed into important work in Access Participation Steering Group, Careers Forum, and Student Experience Advisory Group etc.</p> <p>This would ensure that the work already completed by students was sustainable in the long term and remunerated.</p>	<p>Initial discussions have been held, including input from Aileen O'Brien (Dean for Students), Jeff Saddington-Wiltshire (Student Engagement Officer), Amandip Bisel (Lecturer in Student Success), Liz Grand (D&amp;I Adviser) and Vanessa Ho (Dean of EDI).</p>	<p>Further development in the context of existing schemes of Student Curriculum Advisors and within the Inclusive Curriculum and Community Framework.</p> <p>Draw up a clear role descriptor, publicise the role and work across multiple channels and ask for expressions of interest from students.</p> <p>Explore financial support from Access and Participation funding.</p>	<p>A group of committed student advisors in place, drawn from across a wide range of undergraduate and postgraduate programmes.</p> <p>Actively providing perspectives to university groups/committees and participating in EDI-related projects and initiatives across the whole student journey.</p>	<p>Short to Medium term</p> <p>To begin in academic year 2020-2021</p>	<p>Associate Dean for Access and Participation</p> <p>Student experience team (Jeff Saddington-Wiltshire)</p>	<p>Deputy Principal for Education (Jane Saffell)</p>	<p>There is currently no budget for advisors but it may be sought from the Access and Participation funding.</p> <p>Remuneration for student ambassadors at £10.85 (basic) and £12.60 for delivery of sessions</p>	Executive Board to endorse
4.4	Student Workstream	Engagement with black alumni in their early career to enhance race equality work.	<p>To provide black alumni with expertise in EDI matters and a desire to pursue an academic career opportunity to contribute to enhanced EDI activities at St George's. This may take the form of an honorary or visiting position.</p> <p>The work will be based on defined projects within the Inclusive Curriculum and Community Framework but may include developing EDI materials and facilitating learning sessions for staff/students. The alumni are expected to have at least Masters level qualification.</p> <p>This also recognises the under-representation of black students at postgraduate levels, which negatively impacts on the academic pipeline in the long term.</p>	<p>This development has been co-ordinated by Margot Tuner (Senior Lecturer in Diversity and Medical Education) and discussed within the Workstreams. Initial discussions include the provision of mentoring and contribution to EDI activities.</p> <p>Material from the pilot year might support future application for HEE funding for following years and long-term prospect of an academic position.</p>	<p>Further development of the scheme, in terms of the specific EDI activities, period of engagement, and the funding required.</p> <p>The person is expected to work within the Inclusive Curriculum and Community Framework.</p> <p>Consultation with Deputy Principal of Education (Jane Saffell), Director of HR and OD (Jenny Winters), and Alumni Office.</p>	<p>Establish the scheme.</p> <p>Developed output and learning material from the scheme.</p>	<p>Medium to Long term</p> <p>Pilot in academic year 2020-2021</p>	<p>Deputy Principal of Education (Jane Saffell)</p> <p>Director of HR &amp; OD (Jenny Winters).</p> <p>Alumni Office</p>	<p>Dean for EDI (Vanessa Ho)</p> <p>Deputy Principal of Education (Jane Saffell)</p> <p>Director of HR &amp; OD (Jenny Winters).</p>	<p>Format and costing to be determined.</p>	Executive Board to consider

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note	
4.5	N/A	Consider EDI and widening participation at postgraduate level.		<p>A working group has been convened to explore the areas of focus and possible actions to address under-representation among PhD and MRes students.</p> <p>Initial development of a summer placement scheme for black and minority ethnic undergraduate students by our current PhD student, Mohani-Preet Dhillon (PhD) and with support from Liz Grand (D&amp;I Adviser).</p>	Explore initiatives to increase recruitment of doctoral degrees from underrepresented BAME communities.	Increase in the enrolment of BAME students on doctoral degrees where there is currently under-representation.	Medium to Long term	Head of Graduate School (Carwyn Hooper)	<p>Deputy Principal for Research &amp; Enterprise (Jon Friedland)</p> <p>Deputy Principal for Education (Jane Saffell)</p>	None - Business as usual	Business as usual	
4.6	Cross-Institution Workstream	Continuation of support provision for staff and students in relation to race, racism and participating in race equality work and activities.	<p>Feedback from staff and students has highlighted the necessity of this support which provides an important and essential space for staff and students to go to for supportive discussions surrounding race and racism, particularly following engagement in related work and/or activities.</p> <p>The University should take a holistic approach to its anti-racism commitments, recognising the importance of wellbeing of BAME staff and students alongside work and discussions that may be triggering or distressing.</p>	Breathing Space sessions have been set up and have been running since Summer and have been commissioned for academic year 2020-21	<p>Evaluation of existing Breathing Space sessions including attendance rates to inform plans for longer term provision.</p> <p>Exploration of additional options to meet this aim longer term, including diversity of our University Counselling Service.</p>	<p>Continuation of support provision that specifically recognises race, racism and the impact of participating in work or activities on this subject</p> <p>Support provided receives positive engagement and attendance.</p>	<p>Short term</p> <p>Breathing Space is already in place</p> <p>Medium to Long term</p> <p>Explore additional mechanisms of support</p>	(Dependent on the mechanisms of support)	<p>Dean for Students (Aileen O'Brien)</p> <p>Dean for EDI (Vanessa Ho)</p>	Budget for continuation of Breathing Space (or other mechanisms)	Executive Board to endorse	
4.7	Staff Workstream	Continue to build on the B-MEntor scheme	To increase awareness and engagement with the scheme, both by staff signing up as mentees and mentors. This also includes continuing and developing the support we provide internally at St George's for members of our staff participating in the scheme. To examine the feedback received from both those participating in B-MEntor and from wider groups such as the Race and Ethnicity Network to inform consideration of additional development opportunities. This feeds in more widely to our commitments to increase representation of BAME staff at senior levels.	St George's has been participating in B-MEntor Professional since 2019	Consider further opportunities for progression and development for BAME staff e.g. Advance HE Diversifying Leadership Programme	Continued positive engagement with the B-MEntor scheme - both mentees and mentors. Demonstrable positive impact of the scheme and positive experience of those who have participated. Consideration of joining B-MEntor Academic, for academic staff	Ongoing	D&I Adviser (Liz Grand)	D&I Adviser (Liz Grand)	<p>Learning &amp; Development Manager (Rebecca Henry-Litteck)</p>	Budget needed if we expand the B-MEntor programme to academic staff.	Business as usual

R	W	Recommendation	Purpose	Actions already taken	Further action	Success measures	Timescale	Operational responsibility	Accountability	Resources required	EB to approve, endorse, consider, or note
4.8	Staff Workstream	Explore provision of learning partnership between staff of different ethnic backgrounds.	<p>A development scheme to further progress inclusive culture and allyship at St George's alongside providing development opportunities for black and minority ethnic staff.</p> <p>This provision would enable the sharing of experiences of our black and minority ethnic staff with senior management to ensure awareness and recognition of these experiences and to foster learning and build skills in inclusive leadership.</p>	<p>Initial conversations have been had within the Cross-Institutional Workstream.</p> <p>This also builds on the Talk and Transform sessions (R 3.6).</p>	A project group to be set up to consider scope, need, and how this would work in practice	<p>Evaluation of the need and engagement with this type of provision will determine next steps.</p> <p>Where an appropriate pilot is identified, a project plan would be put in place, with view to pilot scheme in 2022-2023.</p>	<p>Long term</p> <p>Potential pilot in 2022-2023.</p>	<p>D&amp;I Adviser (Liz Grand)</p> <p>Learning &amp; Development Manager (Rebecca Henry-Litteck)</p>	<p>D&amp;I Adviser (Liz Grand)</p> <p>Learning &amp; Development Manager (Rebecca Henry-Litteck)</p>	Potential resource required for training.	Executive Board to endorse
4.9	Cross-Institution Workstream	Seek to understand any links to slavery held by former members of St George's to shape a fuller understanding of our institution's Black history.	<p>To research our history as an institution in order to identify any links to slavery, so that we can be transparent about this history and the impact it has had.</p> <p>Additional research into our Black history to know the stories, achievements, challenges and impact that individuals and groups have had at St George's over time.</p> <p>These work will enable our community to have an increased awareness and understanding of the past and how it has impacted and benefited our institution.</p>	Initial discussions in Cross-Institution workstream.	<p>Seek further input and advice from our Archivist, Juulia Ahvensalmi and the Library. Collections are not digitalised or catalogued, and personal details such as ethnicity was not recorded systematically until much later. Initial research will be required to identify the scope of potential research.</p> <p>Identify what resource is required to enable full historical exploration and explore the funding from staff-student partnership projects or external sources.</p>	<p>Research project(s) identified and resourced.</p> <p>Projects providing a historical account on any links to slavery and Black History at St George's.</p>	Long term	<p>Archive Team/ Library</p> <p>Alumni team</p>	Dean of EDI (Vanessa Ho)	Resource requirements depend on the research projects identified.	Executive Board to consider
4.10	N/A	Continuing actions to address the ethnicity pay gap and to improve representation of BAME staff at senior levels	<p>We know from our staff data that there is an ethnicity pay gap among staff on SGUL pay grades. This pay gap appears to be influenced by occupational segregation, i.e. a higher proportion of employees from BAME backgrounds are in the more junior pay grades.</p> <p>In line with our EDI commitments we must continue to understand the factors causing these pay gaps and devise actions to address them, in particular, focusing on improving diversity in our senior pay grades.</p>	<p>Our pay working group considers both gender and ethnicity pay gaps and reports annually on these. Actions implemented so far include:</p> <ul style="list-style-type: none"> <li>- Joined B-Mentor</li> <li>- Piloting Fair Recruitment Pilot Scheme</li> <li>- Introduced anonymised shortlisting (for Professional Services and Support roles)</li> <li>- Developed unconscious bias training which focuses specifically on recruitment and selection</li> </ul>	<p>Further understanding of causes behind pay gaps.</p> <p>Research into good practice in the sector to inform additional actions.</p> <p>Pay working group to continue to evaluate actions in place and consider additional actions necessary.</p>	<p>Reduction in pay gaps.</p> <p>Increase in representation of BAME staff at grades 7 and above.</p>	Medium to long term	<p>Pay Working Group</p> <p>D&amp;I Adviser (Liz Grand)</p>	<p>Director of HR &amp;OD (Jenny Winters)</p> <p>Dean of EDI (Vanessa Ho)</p>	None - Business as usual	Business as usual



## Appendix B

### ST GEORGE'S UNIVERSITY OF LONDON ANTI RACISM STATEMENT OF COMMITMENT

#### SECTION 1 – PURPOSE

- 1.1 The purpose of this Statement is to raise awareness of racism in the context of power, oppression and privilege and how this leads to institutional racism
- 1.2 The statement also lays out the commitment of St George's, University of London (SGUL) to dismantling institutional racism, where it exists, to work towards providing a work and study environment that is anti-racist, culturally inclusive and free from racial discrimination and harassment.
- 1.3 This statement of intent is to complement the current [SGUL Strategy 2017-2022](#). It is anticipated that it will be integrated in the strategy beyond 2022
- 1.4 This statement applies to all staff members, students, people seeking to work or study at SGUL, volunteers, placement providers, service providers, contractors, customers/clients and visitors.
- 1.5 It is intended that all SGUL policies align to this Statement, embedding the University's anti-racism commitment within them.

#### SECTION 2 - BACKGROUND

2.1 - The United Kingdom is a multi-ethnic nation and SGUL is embedded in an inner-London suburb with a diverse community. The student population at SGUL also reflects this diversity.

2.2 - Historically the ideology of racism was devised and used to legitimise the atrocities meted out to Black and Indigenous peoples during the period of the Atlantic Slave Trade and European colonization which still has an impact on many countries today. In the UK, the perception of a superior race has resulted in Black, Asian and Minority Ethnic (BAME) people being discriminated against, disenfranchised, underrepresented and undervalued in private and public spheres.

2.3 – SGUL acknowledges that racism exists across the world, particularly in post-colonial societies with large white populations made up predominantly of settlers from Europe. SGUL also acknowledges that as recently as the late 1980's the medical school was actively discriminating on the basis of race (Commission for Racial Equality 1988). Therefore racism still exists in society and at SGUL.

#### SECTION 3 – GLOSSARY

3.1 - For the purposes of this Statement of commitment:

- I. **Racism** – Racism is an ideology based on the erroneously perceived or desired superiority of a race and has as a goal that through implementation; social, political and economic advantage is derived for the benefit of the oppressive race. Racism is usually manifested as a system of injustices supported by institutional authority and power that re-enforce the belief of inequality by the marginalisation of the other race(s). Race, under this system, refers to skin colour and other physical features; these are used to rank the status of human beings (Janice Howard and Tafawa Williams, 2020)<sup>1</sup>. Race in the wider context can be defined as not only

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<sup>1</sup> This definition has been used due to the limited provision of existing definitions in recognizing the true reality of racism. This definition has come out of extensive research and builds on existing definitions used in the UK.

background but also family, culture, history, faith, beliefs, a sense of place and belonging with others who share those same or similar things.

- II. **Racial discrimination** - refers to a person or group being treated less favourably, or not given the same opportunities, as others in a similar situation because of their race, colour, ethnic or national origins whether directly or indirectly because of operation of any practice, criterion or provision. The International Convention on the Elimination of All Forms of Racial Discrimination Article 1 Part 1 states it is: “any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms; in the political, economic, social, cultural or any other field of public life.” The Equality Act 2010 makes it unlawful to discriminate against others, based on these protected characteristics (direct, indirect or by perception or association)
- III. **Victimisation** occurs when a person is put at a disadvantage or suffers reprisal for making, in good faith, a complaint of bullying or harassment, or for supporting someone else who has made a complaint. Victimisation could result in disciplinary action, regardless of the outcome of the original complaint.

3.2 - Racism can be both (i) personal and (ii) institutional. Racism can also be direct or indirect, intentional or unintentional.

- i. **Personal racism:** These forms of racism can either be direct and identifiable and manifested through harassment and offensive behaviour or can be subtle and covert that operate through microaggressions.

The following provide some examples of **Direct and identifiable** forms of racism (NB this is not an exhaustive list)

- a. Physical assault against a person or group due to their race, colour, ethnic or national origins;
- b. Derogatory name calling, insults, ridiculing and racist jokes;
- c. Racist graffiti;
- d. Provocative behaviour such as wearing racists badges or insignia;
- e. Verbal abuse and threats related to race;
- f. Incitement of others to behave in a racist way;
- g. Racist comments within the context of meetings, teaching sessions.
- h. Racist comments online and in social media posts

The following provide some examples of **indirect and subtle (microaggressions)** forms of racism (NB this is not an exhaustive list)

- a. Assuming someone of colour is in a lower paid job
- b. Regularly mispronouncing someone’s name (that is not the dominant culture/language)
- c. Communications that subtly exclude thoughts, experiences or feelings of someone of colour (e.g. not show eye contact, move to the next person)
- d. Hair touching.
- e. Asking where someone is from implying that they are foreigners.

- ii. **Institutional racism:**

- a. The Stephen Lawrence Inquiry Report (1999) defines institutional racism as: “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.” It is further defined as “the differential access to the goods and services and opportunities of society by race... codified in our institutions of custom, practice, and law... Institutionalised racism manifests

itself both in material conditions and in access to power.” (Jones, 2000) It includes informal systems, rules and actions that result in “racially inequitable outcomes”. (Flynn et al., 2017)

- b. Racist behaviour is a form of bullying. If the individual racist behaviour is treated in isolation without taking into consideration the wider issues and effects of racism, this can be described as institutional racism.
- c. Institutional racism can also be covert and indirect and therefore difficult to identify and address. It is often evident in the common assumptions, beliefs and values that are held in the workplace, that affect people’s instinctive responses. It can be demonstrated subconsciously in subtle ways. For instance, comments such as ‘that’s how it’s always done here’ or allowing certain behaviours to continue because they have not been challenged before.

## **SECTION 4 – COMMITMENTS AND RESPONSIBILITIES**

**4.1** SGUL is committed to providing and supporting a work and study environment that:

- i. is inclusive of staff and students from different races, which include not only their background but also family, culture, history and beliefs;
- ii. recognises and embraces the value and benefits of cultural diversity;
- iii. promotes respect and fair and equitable treatment for all staff, students and others associated with the University; and
- iv. is free from unlawful discrimination.

**4.2** SGUL is committed to promoting equal opportunity, anti-discrimination, cultural awareness and appropriate conduct for everyone participating in our activities including staff and students through its policies, information resources, recruitment processes, induction/orientation activities, training programmes and support services.

**4.3** SGUL is committed to investigating all elements of the student experience including examining and incorporating racial sensitivity and cultural inclusivity; removing bias and racially oppressive resources and/or references and providing a holistic experience that is representative of our whole community

**4.4** SGUL is committed to working in partnership with the SGUL Student Union to ensure that these commitments are implemented in all aspects of student experience.

**4.5** SGUL is committed to encouraging research and community service activities that raise awareness of and promote cultural diversity and inclusiveness.

**4.6** SGUL is committed to decolonising the curriculum, across all courses and programmes. Working collaboratively with students, SGUL will work to ensure our curricula reflects our diverse society and the experiences and histories of those within it.

**4.7** SGUL is committed to not tolerating direct and indirect racial discrimination, harassment and/or vilification under any circumstances.

**4.8** SGUL is committed to ensuring that regular data analysis of staff and students by race/ethnicity is undertaken and that all data analysis activities disaggregate by race/ethnicity where feasible.

**4.9** SGUL is committed to diversifying our staff body, particularly at the senior levels, in relation to both academic and professional services and support roles. Recruitment data will be collected annually and disaggregated by race/ethnicity. Data on staff by ethnicity by seniority and pay grade is also collected annually. These data will inform the continuation of this commitment to diversify our staff body.

- 4.10** SGUL has a responsibility to raise awareness and develop racial sensitivity and cultural inclusivity through anti-racism training
- 4.11** SGUL will investigate complaints from staff and students, and take appropriate action to ensure that the work and study environments are free from racial discrimination and harassment.
- 4.12** Managers and academic staff are accountable for:
- i. ensuring that their work and/or study environments are culturally inclusive and free from racial discrimination and harassment;
  - ii. supporting and encouraging staff and students to develop cultural sensitivity and inclusivity through appropriate development opportunities and resources;
  - iii. monitoring and ensuring that appropriate conduct and practices are modelled and observed at all times in their work and/or study environments;
  - iv. taking appropriate action if they observe or receive a report of racial discrimination, harassment or vilification; and
  - v. report allegations of racial discrimination, harassment or vilification, and follow recommendations to resolve the matter.
- 4.13** All staff, students and other members of the University community have a responsibility to uphold and act in accordance with the principles of this commitment, promoting cultural diversity and inclusiveness, including identifying and bringing attention to acts of racism.
- 4.14** This Statement will be reviewed periodically by [the new race equality group], who will report to Executive Board, at 3-month intervals to ensure it remains relevant, impactful and adhered to.

## **SECTION 5 – LINKS WITH OTHER POLICIES AND COMPLAINTS**

### **5.1** Related policies at SGUL are:

- i. [Staff recruitment and selection policy](#)
- ii. [Admissions policy](#)
- iii. [Dignity at Work and Study policy](#)
- iv. [Student Concerns and Complaints procedure](#)
- v. [Staff Grievance procedure](#)
- vi. [Student Disciplinary policy](#)
- vii. [Staff Disciplinary procedure](#)
- viii. [Whistle Blowing Policy](#)

- 5.2** Staff and students who experience either racial discrimination or harassment or wish to raise a concern about personal racism are encouraged to report it and seek assistance formally, in accordance with the [Staff Grievance procedure](#) or [Student Concerns and Complaints procedure](#)
- 5.3** Staff and students who wish to raise a concern about institutional racism are encouraged to report it and seek assistance formally via SGUL Council. If a complaint uncovers institutional or systemic racism, the matter may be referred to the Equality and Human Rights Commission.
- 5.4** Managers and academic staff handling equity-related complaints are strongly advised to consult the Dignity at Work and Study Policy for advice and assistance on legislation and policy requirements.
- 5.5** Students with equity-related concerns are advised to contact the Students Union for advice and assistance on legislation and relevant policy
- 5.6** Complainants should make their case according to the guidance in the relevant procedure

- 5.7 The investigation will be conducted in accordance with the relevant policy stages and timescales
- 5.8 If staff or students experience racial discrimination while carrying out SGUL related work or study in other organisations, the University will assist them to assert their rights as required. To this end, SGUL will work jointly with the other organisation to investigate the complaint and develop strategies to prevent it from recurring.
- 5.9 The complainant may also be informed of the outcome of the complaint, acknowledging that respect for confidentiality must also be considered.
- 5.10 Complaints of racism will be monitored and outcomes reported periodically to Executive Board.

**Reference sources:**

BMA charter to prevent and address racism 2020- <https://www.bma.org.uk/media/2030/bma-med-school-charter-implementation.pdf>

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#### **Other Sources**

Leeds Anti-racism toolkit - <https://cers.leeds.ac.uk/projects/the-anti-racism-toolkit/>



**Appendix C**  
**A new group on race equality**

