

Ref 2258 – Review and Development of Race and Ethnicity Strategy

St George's, University of London

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1. Executive Summary

Commissioned by St George's University of London, SUMS Consulting carried out an external review of the ongoing internal Race Equality Review. This report documents SUMS findings on the internal review process and makes recommendations. The report focuses on accountability and governance of race equality work, as well as broader equality, diversity and inclusion work at St. George's.

Working in partnership with the internal review team, staff and students at St George's, SUMS Consulting carried out interviews, attended and facilitated workstream meetings, administered a staff survey, reviewed recommendations and documentation on the Race Equality Review process, and explored sector good practice.

The St George's Race Equality Review identified some existing good practice and resulted in a comprehensive set of recommendations. SUMS findings on the Review process suggest that the Review would likely have been more effective if:

- Expectations and outcomes had been clear to all workstreams and participants at the start of the process
- There had been an appreciation of the wide range in awareness and maturity of understanding of institutional and structural racism amongst workstream members
- There had been an awareness and understanding of the emotional and physical toll of this type of review on those involved in the review
- Stronger and earlier reference had been made to existing student experience work (including the ongoing work of the Attainment Gap Working Group)
- A wider group of student voices had been sought out and included (i.e. different ethnicities and Degree programmes).

To build upon the work of the Race Equality Review, recognising that there are potential barriers and risks to implementation of the Action Plan, and to support embedding of best practice, SUMS recommends the following approach to race and ethnicity activities; and Equality, Diversity and Inclusion (EDI) governance going forward:

- Ensure future race review/working groups are adequately prepared and supported with the skills and understanding needed for challenging conversations
- Apply principles of the British Medical Association Charter to ALL programmes
- Engage with placement providers to co-create anti-racist placement environments, and prepare students to deal with incidents
- Prioritise education and training for line managers and the Senior Leadership Team where there is a wide range of levels of awareness, understanding and confidence surrounding structural racism
- Normalise and embed EDI, and especially race work, in strategic decision-making by designating one or more EDI champions to sit on the Executive Board and Council
- Develop an EDI Strategy and include a stronger focus on EDI in the next Corporate Strategy
- Revise EDI governance to provide clearer accountability and greater connectivity
- Designate and train Communications roles in EDI communications
- Work with the Students Union to explore ways to engage and reward student involvement

This approach will bring St George's closer to best practice in the sector. SUMS also identified additional actions for the Race Review Action Group to consider in the short to medium term.

2. The Assignment

2.1 The Context

St George's University of London commenced an institutional review of its work and approach to race and ethnicity (the Race Equality Review) in early Summer of 2020. The Review is a discrete project that sits within the wider context of EDI work at the University.

The Review consists of three workstreams: Staff, Students and Cross-institutional. Initial recommendations were made by the workstreams to the Review Steering Group, and subsequently to the Executive Board on 29 September 2020. The original University lead for the Review and EDI in general left in October 2020, shortly after the SUMS support began. A new leadership post was created, the Dean for EDI, and asked to lead EDI and the Review in November 2020.

The University has had success with staff and student engagement during other EDI initiatives such as Athena SWAN (the University currently holds a Silver Award). The engagement from staff and students in the race review to date has been valuable and valued, though some interactions have been challenging. The University would like to harness and broaden that engagement, to build consensus and to develop the partnership and collaborative work to ensure effective and sustainable implementation of actions arising from the Race Equality Review.

During the period of the review, St George's also signed up to the British Medical Association Racial harassment charter, a voluntary charter with the following principles:

"The Charter expects all students, undergraduate and postgraduate, to experience the University as an anti-racist environment in which to study and train. Under the charter, the University has committed to four actions:

- 1. supporting individuals to speak out*
- 2. ensuring robust processes for reporting and handling complaints*
- 3. mainstreaming equality, diversity and inclusion across the learning environment*
- 4. addressing racial harassment on work placements."*

Additionally, UUK released a report in November 2020 with recommendations on how universities should respond to racial harassment. Full details of these recommendations are set out in Appendix A. In summary, they include:

- The need to prioritise tackling racial harassment by senior leadership, supporting and resourcing engagement with those with a lived experience
- Recognition that tackling issues of racial harassment is everyone's responsibility
- An emphasis on embedding strategy for addressing racial harassment throughout all areas of the institution and informed by decision-makers across the University
- The need to undertake regular reviews of policies and procedures to understand possible biases
- Confidence in holding open conversations about racism and racial harassment; increasing awareness; and operating clear sanctions for breaching expected behaviours
- Operating appropriate channels for reporting and handling complaints, collecting data on the incidents of racial harassment and presenting reports to senior leadership; robust evaluation measures for activities set up to prevent and respond to racial harassment

These principles are relevant to some of the findings and recommendations from the internal review and this SUMS review.

Black, Asian and minority ethnic staff and students at the University faced many challenges following its response to the murder of George Floyd and the #BlackLivesMatter movement. As part of the Review meetings and following feedback from students and staff, the University recognised that an external viewpoint would enhance the Review, providing independence and expertise.

St George's therefore commissioned SUMS Consulting to "bring clarity, objectivity and additional expertise" to the Race Equality Review specifically, and EDI approach more broadly. St George's stated that they would like SUMS Consulting to:

1. Review the current approach to race equality at the University and how it speaks to the University's approach to EDI more generally, organisationally, structurally, practically and in relation to the ongoing Review
2. Support the building of consensus, collaboration and commitment, and facilitate learning
3. Identify the locale of structural racism and make recommendations for how to improve the University's response to the same, using the development of an anti-racist policy for the University as a particular focus.

2.2 Terms of Reference

Against this background, and as part of the wider review, SUMS Consulting was asked to:

- Amplify the areas in which St George's has produced innovative work, developed effective plans and made an impact on inequity and inequality
- Make recommendations for practical steps to address challenges and support the transition from conversation to consensus about achieving constructive change
- Make proposals for longer-term strategies to develop cultural change and address equity.

SUMS was asked to focus on:

- Reflecting on recommendations and actions that are right for the St George's community (rather than a generic HE institution), recognising the context within which the University works and the resources available as a small and specialist institution
- Supporting achievable, progressive actions and changes that can be implemented in a stepwise way
- Attending to the practical considerations of operationalising recommendations, including resourcing, timelines, milestones and outputs.

Deemed within scope were:

- Staff-student partnership in the context of racism
- EDI Communication Strategy and activities
- EDI and race governance, structure, responsibilities and accountability
- Activities such as undertaken by Athena SWAN, equality networks, Student Union and representatives, HR and the learning and development team to evaluate the ways the University currently approaches equality and inclusion and reflect on the effectiveness of those for race equality.

2.3 The Approach

SUMS Consulting worked in partnership with the University, which is consistent with St George's internal partnership and co-production approach between staff and students.

2.3.1 Key components

Key components of the SUMS approach included:

Component 1 - Providing challenge and context for the Race and Ethnicity Review and facilitate learning from the review process:

- A desk-based review of the University's interim report, along with existing work pre-dating the review, and comparison of that work and proposed actions with good practice across the HE sector
- Attendance at selected Workstream and Steering Group meetings, in order to understand the conditions under which the project is operating and to facilitate learning
- Giving feedback and challenge to the Steering Group
- Supporting the Steering Group with the development of the Race Equality Review final report – particularly in terms of developing a prioritised action plan.

Component 2 - Making recommendations on EDI governance, accountability and structure, in order to enable progress in implementation of actions from the Review of Race Equality and future EDI projects:

- Reviewing documents relating to EDI, including relevant policies and procedures to inform the development of race and ethnicity focused work
- Conducting one-to-one interviews with key internal stakeholders working across the EDI activities, and members of the Executive Board.

2.3.2 SUMS activities

SUMS consultants participated in the following activities:

- Review of the interim report and recommendations, followed by written feedback to Review Steering Group members
- Work with the staff Race and Ethnicity network, to develop a staff survey about experiences of racism; analysis of survey responses and facilitation of a focus group to explore survey responses in more depth
- Attendance at Race and Ethnicity Network meetings to provide suggestions and updates on progress
- Attendance at meetings of the three Workstreams – Staff, Students, Cross-institutional
- Facilitating review meetings for student and Cross-institutional Workstreams
- Semi-structured one-to-one interviews with 24 individuals from across the organisation (See Appendix B)
- Group discussions with students and SU elected officers
- Provision of feedback on the proposed Anti-racist policy/statement
- Desk based research on sector activities relating to St George's proposed recommendations
- Supporting the development of terms of reference for governance of race equality work going forwards
- Provision of feedback on draft recommendations of the final internal report of Race Equality Review.

This report presents findings and recommendations from these activities and identifies best practice from across the sector. The report is supplemented by a summary report on findings from the Staff Survey (Appendix C – separate PowerPoint document).

3. Findings

3.1 Experiences of Racism

Whilst the SUMS work did not set out to systematically explore incidences of race inequality/inequity, during the course of our work we were exposed to the lived experiences of staff and students from across the University through conversations, the staff survey, and attendance at workstream meetings.

3.1.1 Survey and focus group responses

SUMS worked with the Race and Ethnicity Network to develop a staff survey which was circulated by the St Georges' Communications Team with anonymous responses going direct to SUMS. Survey respondents were invited to indicate whether they would be willing to take part in a focus group and one virtual focus group was facilitated by SUMS in December 2020. Full details of the survey and the responses are set out in a supplementary PowerPoint report. The survey findings inform this report.

71 staff responded to the survey.

In response to the question **“To what extent do you agree or disagree that there are issues linked to racial/ethnic inequity and inequality affecting staff at St George’s?”**

- A higher proportion of respondents in the Black, Asian and Minority Ethnic categories agreed with this statement – 79%, compared to 46.4% for White respondents (50% in ‘Prefer not to Say’ category)
- A higher proportion of female respondents agreed with this statement – 71% compared to 47% for male respondents (37% in ‘Prefer not to Say’ category)
- A higher proportion of respondents in Professional Services agreed with this statement – 71% compared to 55% for Academics (46% in ‘Prefer not to Say/Other’ category)

The survey results are that the highest “agree” rating is for **indirect** issues linked to racial/ethnic inequity and inequality.

Commentary also suggests that the *fear* of victimisation is probably higher than *incidence* of victimisation.

Most comments indicated a range of concerns with the majority of feedback linked to recruitment and/or promotion opportunities.

Other comments focused on invisibility linked to the widespread use of the term BAME, harassment being unchallenged, fear of victimisation if unacceptable statements were challenged or complaints lodged, feeling undermined, and feeling self-conscious of being different.

There was also the perception that the current Race Review was more of a ‘PR move’ and not indicative of a real commitment from senior management, as well as some concerns about rising tensions during the Race and Ethnicity review:

“Rather than focus on race and ethnicity, why not treat all people equally?”

This comment from the survey responses highlights the lack of understanding of equality as regarding equality of outcome (taking into account the barriers faced by different individuals and groups of people) as opposed to equality of treatment.. This type of response was also recorded during interviews conducted by SUMS and

suggests education and communication pieces will be crucial to sustaining change both in terms of race equality and the broader EDI agenda at St George's.

3.1.2 Locale of structural racism

Structural racism can evolve from a bias in processes, policies or the practice of individuals or groups of individuals holding similar roles, either intentionally or unintentionally, direct or indirect.

SUMS identified some areas where practice, process, and experience suggest that the risk that racial bias is occurring is significant. These are:

- Career Progression and Recruitment - a lack of a consistent and formal approach to promoting staff, and positions / roles that appear to be written for an individual, or allocated without open and transparent competition.
- Professional Development opportunities – a perception that opportunities are not transparent and open to all, and a perception that white staff have been able to access training whilst black staff have not been enabled to attend.
- Content/quality of unconscious bias training (and other EDI training) – further work needed to ensure they are helpful in securing understanding of race and ethnicity issues, and/or debunking racial stereotypes.
- Inequality and inequity and outsourced staff (Security and Cleaning staff when a significant proportion of these staff are from Black, Asian and Minority Ethnic groups) – need to recognise the impact of inequality and inequity, with a specific focus on treatment when outsourced staff are carrying out their day-to-day duties on campus.

The focus group and many one-to-one interviews emphasised the need for a cultural shift across the University that actively discourages racism.

On the student side, the working group on attainment, and a previous study about the experience of medical students from Black, Asian and minority ethnic groups, in the context of the attainment gap had uncovered experiences of racism and/or potential discrimination or bias in:

- Placements
- Student halls
- Allocation of student projects
- Observed examinations (this may be more perceived bias than actual, but still impacts on students)
- Timing of examinations out of term (lack of consideration of unequal impact on different groups, including those with considerable family duties and heightened by the differential impact of Covid-19 on some minority ethnic communities).

SUMS findings indicate three broad groups of roles/situations where any lack of awareness and understanding of racism, conscious or unconscious bias may have a particularly negative impact on communities who experience racism. This is not to say that everyone in these roles exhibits racist behaviour or contributes to structural racism, rather that these may be roles to prioritise for training and behaviour change. They may also be the most transformative roles if cultural change is to be embedded successfully. These are:

1. Line Managers – There is the perception that some managers see race equity as an optional extra. They do not engage themselves, and do not support staff to engage with this work. This situation appears to vary greatly between teams and managers (e.g. teams who ask 'Talk and Transform' attendees to discuss what they have learned in team meetings, compared to teams who do not attend, or do not see the importance of follow-up on learning). There is also some evidence of differing opportunities for BAME staff in terms of accessing

development opportunities in some teams, as well as the use of racist language, microaggressions that reinforce racial stereotypes, and comments denigrating their involvement in race work.

2. Senior Leadership Team (Executive Board and wider Principal’s Advisory Group) - Outward commitment to the race review and subsequent action is generally clearly expressed. However, many staff and students would like stronger and more frequent communication from the leadership team, discussing concrete actions and changes happening.

The level of awareness and understanding of institutional racism, its effects and the role of leadership varies widely across this group. Several people expressed lack of confidence and knowledge in how to talk about race and racism.

There were also examples of responses indicative of a lack of awareness of white privilege and the role of individuals and institutions in racism, white fragility defensive responses, or responses indicative of deficit model mindsets (“we need to develop the individuals” rather than “we need to explore the barriers put in the way”). Whilst support for individuals to aid equal opportunity is important and can be transformative for the individual, ECU/Advance HE for example take a negative view of Race Equality action plans that have too much of a focus on this type of response.

3. Placement - SUMS were unable to consider in detail incidents of racism encountered by students on placements. However, students reported feeling that St George’s should be doing more to both equip them as individuals in how to tackle racism, and believe and support them when incidents occur. They also felt that the University should hold placement environments to higher standards.

3.2 Perception of threats to success of Race Review recommendations in changing culture

Survey responses, focus group discussions and one-to-one interviews all highlight potential barriers, or threats to successful delivery of the Race Review and long-term cultural change. These include:

- A perception of a real lack of consistent and shared leadership understanding of racism, and equality and inclusion vision for St George’s
- Failure to address representation of Black, Asian and minority ethnic groups at senior staff levels (seen as a metric of commitment from senior leadership)
- EDI work being seen as an “add-on” or “optional extra” to staff roles
- Under-resourcing, exacerbated by being a small organisation already running lean teams, reliance on key individuals to deliver multiple areas of the action plan (i.e. Lecturer for Student Success, Diversity and Inclusion Advisor in particular)
- Lack of communication and collaboration between relevant groups (e.g. Attainment Working Group, and Diversity and Inclusion Steering group and any future race equality action group)
- A perception that there is “Too much talking and not enough implementing”
- Relationship with placement providers means not much leverage is thought to be possible, though this may also indicate a lack of willingness to discuss racism with placements providers
- Sustainability and succession planning of student contribution – lack of participation in Students Union processes and lack of faith in the Students Union elected representatives from some (especially black) students, social and academic networks across students often segregated by ethnicity; lack of handover process for Students Union EDI officers. General lack of voice from allied health students.
- Lack of engagement by staff, particularly academics in more research focussed institutes
- Stronger opposing voices around race work compared to gender work that restricts some from participating and speaking out in the context of race and racism
- Currently no shared EDI strategy to give direction and perspective.

3.3 St George's Race Equity Activities

Prior to the Race Review a number of projects and initiatives focussed on race were in progress.

Student focused:

- **Differential attainment gaps:** In Spring 2019, the University committed to challenging targets to reduce 'differential attainment', namely to: reduce gaps in degree attainment between students from different ethnic groups within five years and eradicate them by 2031. These targets, approved by the Office for Students through the University's Access and Participation Plan, are included in Council's Key Performance Indicators. This work is delivered via a working group, and this has been strengthened over the last two years with the appointment of an Associate Dean, creating a clear strategy and making the case for a new full-time academic role focusing on curriculum.
- **"Mind the Gap":** staff-student partnership to develop the 'Mind the Gap' booklet around learning clinical skills for people with black and brown skins.
- **Student-led decolonialising the curriculum work:** reviewing and revising case-based content – quoted in BMA charter as a good practice example.
- **Melanin Medics:** A project led by a student from St George's, though evidence suggests that the initiative is more valued and of higher profile externally.
- **Breathing spaces:** a series of opportunities for students to meet and discuss their experiences and feelings around race, racism and the Black Lives Matters events of summer 2020.

Staff focused:

- **Race and Ethnicity Network:** Launched in September 2020, the Terms of Reference includes action – focused approach, and facilitation of a smaller "safe space" type group for individuals from Black, Asian and minority ethnic groups
- **B-Mentor Professional scheme:** inter-university scheme for Professional Services Staff from Black, Asian and minority ethnic groups
- **Fair Recruitment specialist initiative (pilot):** providing a pool of staff volunteers who identify as being from a BAME background and who are available to join interview panels across the University. This initiative provides BAME staff with development opportunities involving comprehensive training through which they will develop key skills as well as hands on experience taking part in recruitment panels and supports diversity in decision making.
- **Ethnicity Pay Gap:** Analysis and publication of the Ethnicity Pay Gap
- **Equality, Diversity and Inclusion Workshops:** Compulsory attendance at EDI workshops, although there is some suggestion that these (especially unconscious bias training) could be more engaging and include more appropriate content to debunk existing racial stereotypes.

It appears that these initiatives, whilst all valuable, have not historically been well-linked together thereby risking duplication and, more rarely, conflict. Lack of awareness by staff and students appears to have led to lower internal engagement and effectiveness than the volume and quality of work deserves.

Work has gone unseen contributing to the perception that "nothing is happening on racism". Some of the students involved in writing an open letter to St George's¹ in spring 2020 detailing experience of racism and requesting action from the University, and in the Student Workstream had been involved in previous focus groups around racism earlier in their St George's careers. These students expressed frustration that they had not seen

¹ Open letter to St George's University and SU from The Afro-Caribbean Society and the African Caribbean Medical Society and supported by many other student groups. Made available to SUMS via the student workstream (alongside response from Race and Ethnicity Network)

much action arising from their involvement, contributing to the “*nothing is happening*” feeling. Several interviewees felt that “*St George’s regards itself as a diverse institution but perhaps has become a bit complacent*”. In some cases, there has indeed been action taken, but it has not always been possible to communicate these actions for a variety of legitimate reasons. There is also a perception that St George’s does not make full use of, or fully recognise its internal expertise in this area – though this is a perception held at many institutions in SUMS experience..

A number of actions were initiated during the review period, at least partly prompted by the review:

- **“Talk and Transform” sessions** - Open conversations about race and ethnicity between people of all races have been piloted for managers. These were frequently cited as powerful and effective in raising awareness and understanding by attendees. These and other conversations are raising awareness amongst those who are keen to understand, but not all are being reached.
- **Melanin Medics Allyship and Advocacy training for students** - this workshop has already been delivered at other medical schools (e.g. Cardiff). A pilot was run for St George’s first year medical students in 2020 following insistence from the Student Workstream
- **Signature of BMA Racial Harassment Charter** – The principles of this charter can be seen in section 2.1, and signature has been welcomed by those who are aware of it. However, awareness of the BMA charter is not consistent and appears restricted to some colleagues within the Medical and Biomedical side of St George’s. Respondents were generally unaware of any concrete actions intended to meet the charter principles.

3.4 Race Equality Review Process

Findings on the process of the internal Race Equality Review were drawn from one-to-one interviews and attendance at workstream meetings. In summary, several valuable pilots and projects have been initiated via the review (as detailed in Section 3.3); the interim report contained very good sector analysis of responses to the death of George Floyd and anti-racist training across HE; and the final report contains an appropriate action plan to move St George’s forward, albeit over a slower timescale than some, especially students, may wish.

SUMS found that the process has however been stressful and somewhat divisive for St George’s participants, due to:

- Lack of clarity of expectations and outcomes, particularly whether actions could and should be initiated directly within the review itself, and of timescales for change
- Wide range of awareness and maturity of understanding of institutional and structural racism amongst workstream members – typical “white fragility” responses were displayed in a range of places
- Lack of awareness of and understanding of emotional and physical toll of this type of review
- Lack of awareness of and reference to existing work, particularly the review of BAME student experiences in the context of the attainment gap (Claridge et al, 2018) and the ongoing work of the Attainment Gap Working Group
- Occurrence of some less-than-inclusive ways of working, some of which may have contributed to lack of voices from students other than medicine or biomedical students, and increased pressure on staff and students in terms of time commitments.

Several BAME staff who had been involved in the review expressed beginning the review from a point of scepticism. Some of these staff became more positive during the course of the review, others became more frustrated, perceiving ways of working to be themselves racist.

3.4.1 Expectations and understanding of outcomes

Expectations in terms of purpose and remit of workstreams do not appear to have been clear, or at least clearly communicated at the start of the review. This led to challenge where some workstreams wanted to take direct

and immediate action (often but not exclusively the student workstream) whilst the terms of the review make it clear that the workstreams and the steering group are not decision-making bodies².

Expectations of timescales for the review and any actions were also very different amongst participants, as were the range of activities and projects considered in detail during the review process. Associated with this was considerable uncertainty as to the endpoint for the review, and the form required for the final report. This was clarified by the Executive Board following the presentation of the interim report. Unfortunately, a subsequent short hiatus in direct leadership due to staff changes affected morale and contributed to frustration in some participants.

3.4.2 Communication between workstreams

It was intended that cross-workstream communication took place via regular meetings between workstream chairs and that information was cascaded via chairs. Whilst this did happen, the different ways of working within the workstreams led to differences in communication style and timing that sometimes did not match with expectations from workstream participants. As the review progressed into November, it was clear that stronger horizontal discussions across workstreams were needed to bring the discussions together, and these started to take place..

3.4.3 Workstreams and Subgroups

The workstreams were open to all to join, and as a result membership tended to fluctuate throughout the review. Whilst this brought valuable different perspectives and voices, some who joined workstreams later in the process found it challenging to learn what had already happened. In reality, the students involved were from a very distinct part of the cohort – black medical students – it would have been useful to have had voices from other minoritized communities and other degree programmes.

Several of the workstreams formed subgroups for specific topics and projects that were felt to be very effective and productive e.g. Black History Month, Anti-Racism Policy group, Education and Training. However, some participants felt that some of the subgroups did not connect back into the main workstreams as well as they could have (and thus opportunities to contribute were made more difficult). Many people said they would like to see the subgroups/working groups continue as part of implementing the action plan.

3.4.4 Engagement with students

The partnership with students prior to and throughout the review appears to have been both crucial and challenging. A group of medical students involved with the open letter, partly responsible for prompting the review, were actively engaged with the student workstream initially. They delivered some of the actions initiated during the review timescale. However, most of these students subsequently disconnected from the process citing frustration at lack of recognition, reward, progress and action. In addition, many were on placement and simply could not attend meetings. The relationship of these black students with the elected Students Union officers also appears to have been varied – for example there was resentment from students that the Students Union officers were the representatives on the Race Review Steering Group. Initial meetings of the student workstream are reported to have been very challenging. Both staff and students in this workstream reported feeling unheard, blamed, and dismissed at various points in the process. Students who had disengaged, did so for a variety of reason including to protect their mental health.

² “Neither the workstreams nor the steering groups are decision-making groups. The review’s brief is to provide a report and recommendations to the committees that have decision-making power within the University governance procedure” – from briefing notes to SUMS consultants, September 2020

Some participants in the Student Workstream felt that there had been an over-emphasis on black students rather than considering all students who may experience racism and an over-emphasis on medical students. Medical students suggested that being at St George's for 5 or 6 years meant they were more exposed to racism as well as more invested in wanting to drive change compared to students who may be there for shorter timescales. Students felt that St George's and other universities had been able to respond very rapidly and dramatically to changing learning and assessment due to the Covid-19 pandemic, and therefore a response to racism should be feasible on the same timescales.

The Student Workstream was clearly a difficult place to be at times for all concerned., Despite these challenges, the workstream led to positive direct actions such as the pilot runs of training and education pieces..

3.4.5 Overall leadership of the review

Succession planning for the chair of the steering group and institutional lead for EDI, was perceived to be relatively slow leading to some perceived loss of momentum and frustration between October and November 2020 when most of the 1-2-1s were carried out. However, this does not appear to have had a lasting effect on the ability of the review to produce recommendations.

3.4.6 Reach and participation of review

The majority of those involved in the Race review defined themselves as Professional Services staff or medical students. Several academics *were* involved in the staff-student and cross-institutional workstream, in particular providing links to the pre-existing attainment and student success work. However, their participation tended to focus on the education and curriculum side and to be restricted to academics for whom teaching was a major part of their role. Awareness of the Race Review and willingness to engage with its work was much more restricted within the Research Institutes and this imbalance is also to some extent reflected in responses to the survey. Academics and Research Institute staff cited the challenges of Covid-19 and REF as reasons for not engaging with the Race Review. Staff survey respondents expressed a preference for emails and newsletters direct from Senior Leadership and their line management (as opposed to generic all user email messages).

Section 3.4.4 above highlights the predominance of medical students in those actively involved in the review. SUMS understands that this is more generally an issue in student engagement across many areas – including the Students Union who struggle to get involvement of allied health students in societies and activities. The University signature of the BMA anti-racist education charter has also been used as evidence of a “*medicine bias*”. However, staff and students involved in the review are very clear that they are keen to see these principles, and other actions apply to all students.

The incoming Dean for EDI has recognised that the voices of PGR students are entirely missing from the Review to date. In the context of other current pressures on PGR students, it was decided not to survey this student category during the current review process, however, SUMS understands that an action in the forward plan will include exploring PGR experiences of racism. There will also be an effort to include specific representation from the PGR community in any implementation group set up to take forward the Action Plan arising from the Review.

3.5 Equality, Diversity and Inclusion Governance, Structure and Leadership

The current governance and accountability roles/groups for EDI at St George's are as follows:

- Dean for Equality, Diversity and Inclusion (Vanessa Ho, appointed in November 2020) reporting to the Principal and attending the Principal's Advisory Group
- Associate Dean for Equality and Diversity Enhancement, and Associate Dean for Culture and Development (likely titles to replace former Associate Dean for Culture, Development and Inclusion role)

- Diversity and Inclusion Steering Group
- Diversity and Inclusion Working Group
- Athena SWAN Institutional SAT – responsible for oversight of delivery of the Athena SWAN action plan.
- Staff Networks – LGBT+ staff network, Staff Disability staff network, and the Staff Race and Ethnicity Network (which includes a full group open to all staff ‘*expected to be supportive of race equality*’ and an additional ‘safe space’ for individuals from a minority ethnic background to raise and discuss relevant issues).

Previously, the institutional lead for EDI was the Deputy Principal who sat on the Executive Board, however, the new Dean attends instead the Principal’s Advisory Group (PAG). This means there is no longer any formal representation for EDI on the Executive Board. This is unlikely to inspire confidence that commitment to race equality and EDI in general is a true priority, or that equality is embedded in all key decisions. It appears from one-to-one interviews that there are members of the current Executive Board who have the skills and enthusiasm to perform this champion role, though they may benefit from support to develop understanding and confidence, particularly in the area of race.

the effectiveness of both the Diversity and Inclusion Steering Group and Diversity and Inclusion Working Group was questioned in a number of one-to-one-interviews. SUMS understands that the Steering Group mostly receives reports from other committees and working groups (including the Attainment Gap Working Group), and although it is intended to help link different initiatives together and make decisions, several attendees described it as “*mainly talking that does not reach a conclusion and action*”. The Group includes people with the authority to make decisions, including those involving resources, and yet is not perceived to do so on a regular basis.

In summary, the governance structure for EDI does not appear to be working effectively. In part this may be because there is no formal EDI Strategy in place (though one is being written) and therefore prioritisation and visualisation of the bigger picture priorities is more challenging. A significant backwards step has been the removal of formal permanent EDI representation on the Executive Board.

4. Good Practice in the HE Sector

[The UUK racial harassment report](#) suggests racial harassment work is best tackled as a clearly defined stream of more general harassment work and many institutions apply this principle, to overall race equality work in relation to diversity and inclusion in general. Arguments for a continued and specific focus on race at this time include the barriers faced by some ethnic groups, which are strong, persistent, and unequal; societal impetus and expectation; and that gender has had special treatment for many years (and continues to do so in many organisations).

Additional arguments for race work to be a current focus for St George’s include the experiences of black medical and health professionals and patients, as well as its location in the ethnically diverse area of Tooting. This section on good practice in the sector draws on SUMS experiences, impressions and understanding gained from participation in groups such as HERAG (Higher Education Race Action Group).

4.1 Race Equality Action Plan Implementation

It is common practice across UK Universities to approach Race Equality work by:

- performing a review of quantitative and qualitative data
- developing an action plan
- putting in place a staff network

- working with SU officers
- setting up an oversight group chaired by someone at senior level.

Reviews of race equality featured heavily in university responses to the Black Lives Matter protests over summer 2020 (e.g. [University of Essex](#)), as is well documented in the interim report of the St George's Race Review. The demands of Covid-19 have led to delays in delivering the final reports of several reviews (e.g. University of Reading), though action on commissioning race equity training is continuing in many institutions (e.g. University of Chester, LSE, Leeds, York St John). There are also a relatively large number of institutions advertising for EDI professionals to oversee race equality work (e.g. Salford, Oxford, LSE, Essex)³

Some institutions (generally either very large, or small and agile) have been able to respond quickly, e.g. [UCL new plan to ensure momentum on Equity and Inclusion](#)

A governance structure including an oversight group for a race equity action plan follows the structure commonly seen for gender equality work in Athena SWAN applications, often mirrored in institutions participating in the similar for the Race Equality Charter. Examples include “Tackling Racism Working Group” (University of Essex). Variations do exist, including institutions whose Race Equality groups focus mainly on staff, leaving the student side to student services, curriculum development, widening participation and admissions.

Institutions at relatively early stages in their Diversity and Inclusion evolution may use the staff network to develop and oversee any actions. However, there is a risk with this approach that people with the relevant power to provide resource and make decisions may be distant from the staff network, which could make it more difficult to progress. This could result in the staff network questioning the commitment and understanding of the rest of the university.

Smaller organisations may be tempted to try to avoid duplication by having one self-assessment team or oversight group for all action plans and characteristics. This can be appropriate if the majority of people who need to be there are the same. In theory this approach also allows better discussion of intersectional issues, resulting in easier identification of synergies, and similar actions to benefit a range of groups. However, the risk is that if plans are much more developed in one area (most often gender via Athena SWAN), the less well-developed areas can be overlooked, especially as they are likely to feel more contentious.

4.2 Race Equality Actions

Good practice in the sector indicates that there are various families of actions deployed including:

- **Awareness raising** – usually via events, seminars and communications (including Black History Month)
- **Staff and student engagement activities** – formation of BAME staff networks, BAME student ambassador programmes, staff-student partnership (examples included in Table 1)
- **Policy and process audit and development** – e.g. policies including recruitment, harassment, report and support, promotion and progression, reward
- **Data collection and analysis** – ethnicity of staff at different grades and in different job families and roles, ethnicity pay gap analysis, plus “listening” or culture survey work. On the student side, this often overlaps with OfS access and participation data – though the way that the data is collected and analysed may not be suitable for both purposes, given the focus of access data on quartiles etc. This is often the first step towards actions aimed at improving representation amongst various roles including professors and senior Professional Service staff. However, the necessary actions are complex and can often take a long time to be started.

³ Examples from jobs.ac.uk website accessed on 28/01/2021

- **Curriculum** – inclusive curriculum (including the more specific decolonisation of the curriculum), and consideration of alternative assessments and feedback
- **“Attainment gap”** – more commonly now referred to as “Degree Awarding Gap” to reflect the role of the institution in reducing this gap as opposed to implying deficit model viewpoint. Unfortunately, this work is often pursued in comparative isolation from other race equality work, which can result in duplication of effort. It is so much more powerful when brought together with other race equality work.
- **Representation (of staff) mainly at professorial and senior levels** – less discussion of frequent over-representation of the global majority in low paid and less secure roles.
- **Mentoring** - A wide variety of mentoring programmes exist for staff and students from Black, Asian and minority ethnic groups. “Reverse mentoring” between minority groups and white staff (particularly involving white senior management and more junior colleagues or students from minority groups) is a particular example where best practice is evolving. Where this type of partnering programme does exist, it now tends to be couched in terms of learning partnerships in an attempt to highlight the dual flow of learning and remove the residual reference to power hierarchy that exists even within the term “reverse mentoring”.
- **Training and education**⁴– usually general unconscious bias training (often online, sometimes mandatory):
 - External development programmes such as Diversifying Leadership or Stellar HE
 - Current trend is towards supplying racism specific training (often around micro-aggressions), partly in response to the suggestion from the UUK report on tackling racism on campus (Appendix A)
 - Some universities have identified the need for broader education pieces explaining institutional, systemic and societal racism given there is still a tendency to associate racism with overtly racist acts by individuals

Table 1 – A selection of “good practice” examples from other HE institutions

Type of action	Institutions and summary of action
Racism/Equality awareness raising	<ul style="list-style-type: none"> • Keele University – microaggression video aimed at students • Wolverhampton University – microaggression video • University of Essex - Essex information page provides links to BBC micro-aggression blog • University of Nottingham - University of Nottingham newsletter
Racism specific training (including white privilege and white allyship)	<ul style="list-style-type: none"> • Goldsmith’s University - Goldsmiths Anti-Racist Action Group • University of Sheffield - University of Sheffield 3-part racism training for students (and other initiatives) including micro-aggression student champions
Student and staff engagement	<ul style="list-style-type: none"> • University of Sheffield - Sheffield Wall of BAME • University of Birmingham - University of Birmingham Be More Empowered website and Ambassador Scheme
Curriculum development projects	<ul style="list-style-type: none"> • Advance HE - Keele, Kingston and UCL projects on decolonising the curriculum as reported by AdvanceHE conversation • University of Bath - Decolonising the Curriculum
Staff and student experience projects	<ul style="list-style-type: none"> • University of Birmingham - BME mentoring scheme involving alumni as well as peers • University of Birmingham - University BME Student ambassador toolkit (used widely across other institutions)

⁴ The interim report of the St Georges Race Review contained a comprehensive summary of training available in the Higher Education sector as at October 2020, however, this is a rapidly growing area and recent activities known to SUMS is included in Table 1

Type of action	Institutions and summary of action
	<ul style="list-style-type: none"> University of Reading SESTEM project
Other	<ul style="list-style-type: none"> City University – investigating origins of funding, changed name of Business School

4.3 Equality, Diversity and Inclusion Structure and Leadership

Between 2015 and 2020 many universities transferred accountability and leadership of EDI out of the HR function and into the academic management realm, while retaining EDI expertise and management within HR as highlighted in Table 2 below.

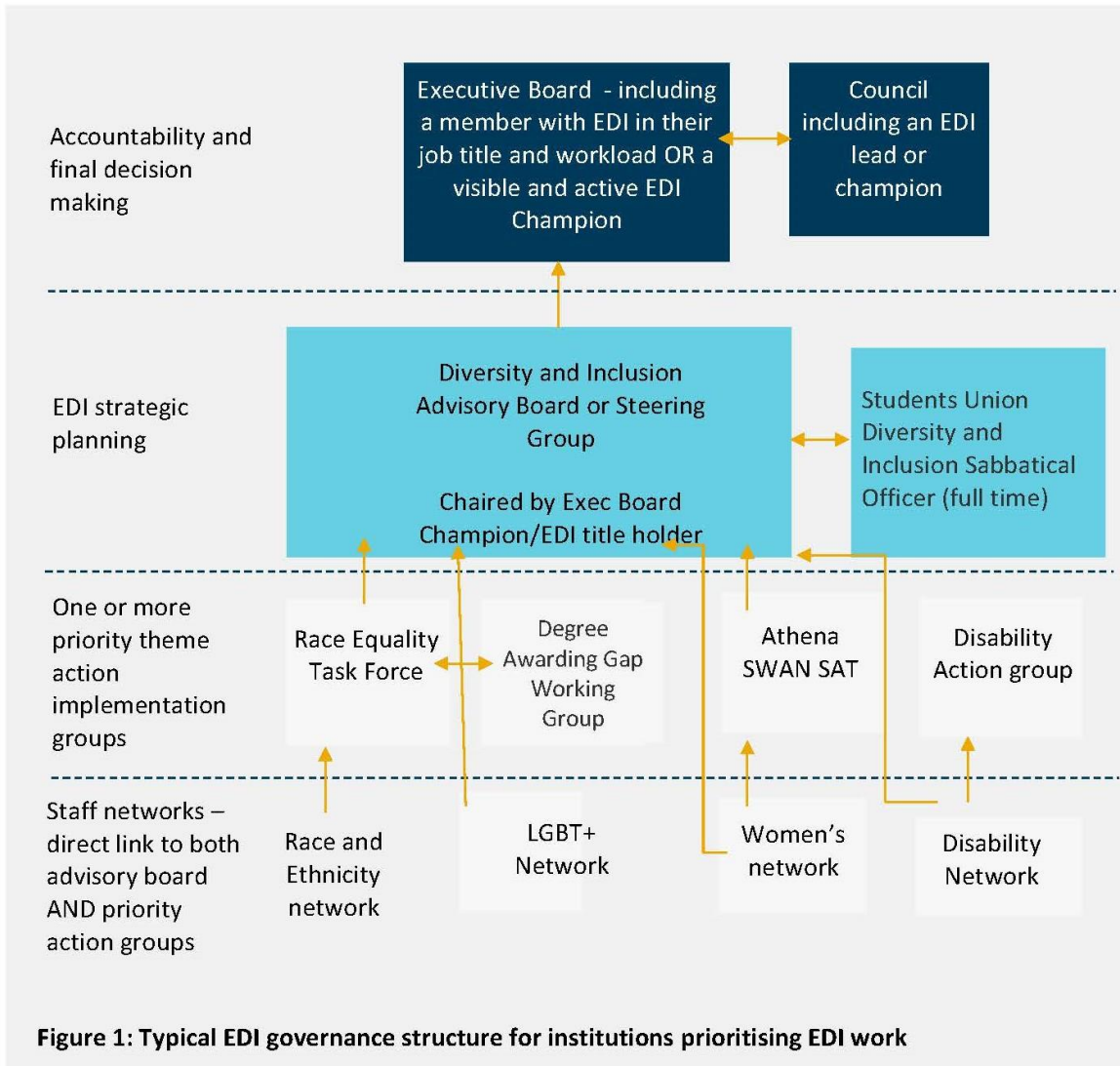
Table 2 – Selected EDI Leadership Structures

Institution	Highest detectable EDI Leadership role
City University, London	<ul style="list-style-type: none"> Vice President Equality, Diversity, and Inclusion – executive sponsor for REC SAT
UCL	<ul style="list-style-type: none"> Pro-Vice Provost (equity and inclusion) currently being recruited who will report to Vice-Provost (International and Advancement) Council and senior diversity champions (including Vice-Provost Education)
University of Reading	<ul style="list-style-type: none"> Dean for Diversity and Inclusion reports to Deputy Vice-Chancellor Executive Board level champions for different parts of EDI agenda, e.g. race, LGBT+
University of Nottingham	<ul style="list-style-type: none"> PVC for Equality, Diversity and Inclusion (on Executive Board)
University of Newcastle	<ul style="list-style-type: none"> Dean of Equality, Diversity and Inclusion
Lancaster University	<ul style="list-style-type: none"> PVC Education and EDI (interim) Dean/Lead for Equality, Diversity and Inclusion (reports to PVC Education and EDI)
University of Sussex	<ul style="list-style-type: none"> Deputy Pro-Vice Chancellor (Equalities and Diversity)
University of Birmingham	<ul style="list-style-type: none"> Deputy Pro-Vice Chancellor (Equality, Diversity and Inclusion)
University of Exeter	<ul style="list-style-type: none"> All Equality Groups now chaired by a member of the VC’s Executive Group
Loughborough University	<ul style="list-style-type: none"> University Champion, Director of Human Resources and Organisational Development Academic Diversity Project chaired by Provost/Deputy VC

This type of structure requires collaboration between the academic lead and an HR Assistant Director or equivalent. Titles of the academic leads are confusing because there is not a one-to-one mapping of title to level of seniority across all UK universities, however, universities broadly speaking fall into one of two groups concerning the leadership of EDI work - those who have an Executive Board level member with Diversity and Inclusion in their title, and those who do not. Some institutions also have one or more Council EDI champions. However, it is worth noting that the FTE attached to the EDI part of many of these roles is often so low as to

question the extent to which it is meaningful. Smaller and more specialist universities may still have the bulk of visible EDI leadership and activities within the HR function.

Figure 1 shows a typical governance structure adopted by universities prominent in EDI work in HE, and making visible commitment and progress on equality.



Many universities have publicly available EDI Strategies and action plans for gender equality, race equality, attainment gap reduction. There has also been a move to include reference to inclusion and diversity in many strategy statements, but the extent to which this implies meaningful priority as opposed to broad intent is reportedly varied. Some organisations have KPIs associated with EDI work, most often attainment gaps, staff representation (BAME and female professors) and student access and participation targets.

5. Recommendations and Links to Race Action Plan

5.1 Main recommendations for future race work and EDI governance and structure

Whilst it is clear that positive intent surrounds the Race and Ethnicity Review, findings from the external SUMS review indicate that the Review would have been more effective if issues been dealt with before the workstreams began to discuss the experiences of racism and possible actions. In particular, the relationship between staff and black students may have become stronger and more trusting than is currently the case.

Ensuring that actions are delivered (and communicated) going forward will be a key part of developing trust with students and staff.

Recommendations in Table 3 emphasise this point and are drawn from SUMS findings (Section 3) and practice in the sector (Section 4).

Table 3 – Summary of Recommendations

Ref.	Recommendation	Main Points and Summary of Justification
1.	Form, develop and support a specific Race Equality Task Force, to oversee the Race Action Plan for at least the next 3 years	<ul style="list-style-type: none"> a) Recruit members via open recruitment across staff and students, working in partnership with members holding particular enabling roles (e.g. Diversity & Inclusion advisor, training, HR advisor, communications, finance, awarding gap, curricula development, Students Union) b) Have the Attainment Gap Working Group represented on this group (and included in structural diagrams so that expertise and understanding is not overlooked) c) Chair to be a senior leadership member d) Regular attendance by Executive Board Champion (see Recommendation 2 (a)) e) Ensure PGR and research academic involvement f) Consider how involvement will be recognised and rewarded for staff (promotion criteria, reward system) and students (paid?). g) Initial phase of building the group needs to involve facilitated discussions on identity, privilege, language, allyship etc. h) Early task should be cross-referencing St George’s Race Recommendations with UUK racial harassment report and BMA charter i) Draw up a communications plan covering 2021/22 Academic Year and the associated action plan items j) Establish a mechanism for external accountability, e.g. participation in Advance HEs Race Equality Charter, partnership with another university or external members of the advisory group.
2.	Designate one or more Executive Board EDI champions, to help normalise and embed EDI in all decisions. Designate a Council EDI Champion	<ul style="list-style-type: none"> a) Necessary for internal accountability and signalling commitment, and because the Dean for Diversity and Inclusion does not sit on the Executive Board b) Also necessary for someone to be accountable for strategic decision-making through a Diversity and Inclusion lens c) Good practice within HE sector d) Educate, train and support senior leadership to talk with confidence and authenticity about EDI in general and race specifically
3.	Revise EDI governance to provide clearer	<ul style="list-style-type: none"> a) EDI advisory board/steering group should have representation from Attainment Gap Working Group, staff networks and Students Union as

Ref.	Recommendation	Main Points and Summary of Justification
	accountability and great connectivity	<p>well as key role holders plus chairs from Athena SAT and Race Equality Task Force (or similar)</p> <p>b) Senior accountability must be clear.</p> <p>c) Use mapping of activity to communicate where EDI-related expertise sits and publicise points of contact</p>
4.	Develop an EDI strategy and make EDI a stronger part of the next Corporate strategy when it is revised in 2021	<p>a) Having an EDI strategy makes it easier to justify and prioritise actions</p> <p>b) Having an EDI strategy allows people to see emphasis on all areas, and specific focus on race – better understanding the broader context of the race work</p> <p>c) Many universities have diversity and inclusion highlighted in their main strategy. Trend is towards inclusive practices, behaviours, curricula etc.</p> <p>d) Introduce additional KPIs connected to Diversity and Inclusion</p>
5.	Apply principles of the British Medical Association charter to ALL programmes	<p>a) Clear framework exists.</p> <p>b) Opportunity to go above and beyond.</p> <p>c) Economies of scale in terms of process and learning more likely when all on same framework</p>
6.	Engage with placement providers around co-creating anti-racist placements and prepare students to deal with incidents	<p>a) This was a key (but not the only) locale for racism experienced by students</p> <p>b) Students felt unprepared and sometimes unsupported</p> <p>c) Some comments implied a fairly “hands-off” approach from St George’s.</p> <p>d) Embed Melanin medics allyship and advocacy courses across ALL courses (not just medicine)</p>
7.	Further train and support the Communications team in EDI communications and build different ways of communicating progress	<p>a) Clear, authentic and regular communication is vital for embedding and normalising diversity and inclusion initiatives</p> <p>b) It would be very easy to get communications wrong and for this to damage the entire initiative. Communications professionals who are skilled and confident in EDI considerations can be transformative, but because it is a rapidly changing and sometimes controversial area, ongoing training and support is vital.</p>
8.	Work with the Students Union to explore ways to engage and reward student involvement e.g. sabbatical officers.	<p>a) Some “staff vs students” sentiment has emerged during the process of the review. The challenges associated with black student representation at SU level have also been highlighted. This is counter to St George’s desire to work in partnership with students, and some examples of successful co-creation.</p> <p>b) To increase student engagement from the global majority, consider rewarding significant participation in race equality initiatives. There can be a specific problem with black and other minoritized students being asked to do race work without recognition of reward (this is also true for staff but more options are open there). These students are often already facing attainment gaps, and differential treatment on placement.</p>
9.	Strengthen EDI expertise within student support services	<p>a) St George’s should appoint an individual with EDI expertise and remit in student services.</p>
10.	Ensure any future race review groups are adequately prepared and supported	<p>a) Clear expected outcomes and expectations of the groups</p> <p>b) Initial group education around the difficult issues of identity, privilege, racism etc</p> <p>c) Ensure cross-group structures are in place and working</p>

5.2 Specific additional actions to consider for Race Action Plan

Whilst the internal Race Equality Review final report contains a comprehensive action plan that, if supported by leadership and teams throughout the University, will produce change in terms of race equality, there are some areas that need to be given greater consideration in the medium to long term. These are included in Appendix C.

6. Conclusion

St George's has undertaken a significant amount of work to address issues of Race Equality and Equity and this work has been enhanced through the Race Equality Review initiated in 2020 in response to the Black Lives Matter movement in Summer 2020.

The Race Equality Review proved to be a challenging and extensive project for St George's, involving significant commitment from the staff and students involved. Several successful pilot projects were completed during the Review, paving the way for initiatives to be rolled out more widely subsequently. The review also produced a comprehensive set of recommendations. There are a number of ways the review process might have been improved to ensure sustained engagement from staff and students, and better support those involved in this challenging work.

The University has made a range of commitments linked to race and ethnic equality/equity and the focus of recommendations set out in this report is on sustaining these commitments through short, medium and long-term actions. These include putting in place a suitable implementation group to ensure the delivery of the race equality recommendations and embedding this within a clear governance and accountability structure for equality, diversity and inclusion activities at St George's.

There is an urgent requirement for St George's to demonstrate a focus on sustaining changes and ensuring a cultural shift that actively discourages racism, especially as levels of awareness and understanding were found to vary substantially across the University. This requirement must include visible commitment and championing at the most senior level.

7. Appendices

Appendix A

Recommendations from the UUK Report on “Tacking Racial Harassment in HE”

Recommendation summary	
1	Vice-chancellors, principals and senior leaders are recommended to afford priority status to tackling racial harassment, and to demonstrate this visibly through taking ownership, responsibility, accountability and oversight for tackling it. It is recommended that this is supported by engaging with those with lived experiences of racial harassment, by dedicating specific resources to its eradication, and engaging with governing bodies or university courts.
2	Work with the entire university community, including students’ unions, trades unions and staff networks, to understand the impact of racial harassment on campus. Ensure that the voices of students and staff from Black, Asian and minority ethnic backgrounds with lived experience of racial harassment are given due prominence, and be clear that tackling these issues is everyone’s responsibility and should not fall to a minority of colleagues
3	Universities should develop a strategy for addressing racial harassment, ensuring this is embedded consistently throughout all areas of the institution and informed by decision-makers across the university. Clear success measures should be identified and progress regularly reviewed by senior leaders and the governing body.
4	Regularly review policies and procedures to understand possible biases or increased potential for racial harassment. Increase racial and cultural competence and awareness of the impact of racial harassment and racial microaggressions throughout the university’s services, including in wellbeing, counselling, disability support and careers services.
5	Be confident in holding open conversations about racism and racial harassment across the institution. Define racial harassment, using clear examples of terminology, including microaggressions, and being clear that the impact on the victim is important in determining harassment. Ensure these definitions are widely communicated and understood.
6	Increase staff and students’ understanding of racism, racial harassment and microaggressions and white privilege, through training that is developed from an anti-racist perspective. This should go beyond unconscious bias training. Set targets for completion and carefully evaluate all training activities to ensure they have the desired effect.
7	Ensure that staff and students are aware of expected behaviours online and the sanctions for breaching these, highlighting that incidents will be treated with the same severity as those happening offline. In the light of the Covid-19 pandemic, review the efficacy of university support for online safety and welfare, and how effectively this meets the changing needs of students and staff.
8	Where these do not already exist, universities should develop and introduce clearly defined channels for reporting incidents of racial harassment, including the option for anonymous reporting where possible. Details of the system should be communicated routinely to all staff and students to encourage usage. The provision of appropriate support to the reporting party should be a key consideration in designing reporting systems.
9	Universities should systematically collect data on reports of incidents of racial harassment, including where issues were resolved informally, and take action to respond to emerging trends. This data should be reported to senior members of staff and governing bodies and discussed with partners, including trades unions and students’ unions. Universities should create a centralised mechanism for recording incidents to understand the true extent of the issue and prevent information being held only locally.
10	Universities should review their procedures for handling racial harassment complaints to ensure that these follow sector frameworks and guidance from ACAS and the EHRC to deliver fair, transparent and equitable outcomes for all parties involved. This should be done in collaboration with staff and students from Black, Asian and minority ethnic backgrounds, trades unions and students’ unions. Gather, analyse and review satisfaction data to ensure procedures remain fit for purpose.
11	Institutions should develop robust evaluation measures for their activities to prevent and respond to racial harassment. These should incorporate the experience of staff members and students who have used reporting

	systems and complaints procedures. Established measures should also be kept under review as changes to circumstances, such as the Covid-19 pandemic, may require new action or changes in approach.
12	UUK will carry out a review to evaluate the impact of this guidance and identify areas for further improvement by summer 2022.

Appendix B

Contacts and Acknowledgements

24 interviews were held, 12 with Racial Review participants, 8 with members of PAG, 2 with students and 2 with other members of staff who requested one-to-one interviews.

SUMS would like to express particular thanks to Liz Grand, Vanessa Ho and Amandip Bisel for provision of documents, and Clare Boothroyd for setting up meetings.

Appendix C.

Additional Actions for Race Review Group to Consider

The Race Equality Review has produced a comprehensive list of recommendations. We provide here some additional items that the new oversight group may wish to consider.

Ref.	Area of Concern	Suggested Action
1.	Embedding	<ul style="list-style-type: none"> a) Ensure issues to do with race work are not viewed as an optional extra b) Enhance reference to EDI capabilities in Leadership attributes c) Include EDI initiatives in managers objectives and PDR discussions d) Make some funds available to support local initiatives each year (awarded by open competition)
2.	Staff representation	<ul style="list-style-type: none"> a) Develop some actions targeting improving BAME representation at senior levels as suggested by the BMA charter and UUK b) Work on openness and transparency for internal and external recruitment to senior positions (commentary on this in the staff survey) c) Place advertisements in a range of places, especially for senior Professional Services staff positions d) Review, invest and publicise coherent development opportunities for staff from Black, Asian and minority ethnic groups at all levels
3.	Parity in terms of expectations across all courses.	<ul style="list-style-type: none"> a) Make an explicit commitment to extending the expectations of the BMA racial harassment charter across all courses; this: <ul style="list-style-type: none"> • Provides a clear framework • “Levels up” between medicine/biomedical and allied health courses which should help with buy-in across the institution
4.	Mentoring schemes	<ul style="list-style-type: none"> a) If introduced, consider at what level mentoring schemes are appropriate b) Avoid the term “reverse mentoring” (unhelpfully sustains hierarchy) c) Use “learning partnerships” to emphasise dual learning (and unlearning) d) Consider an alumni mentoring scheme for BAME students
5.	Sector engagement	<ul style="list-style-type: none"> a) Take opportunities to learn from other institutions, and indeed to work together (which could be especially beneficial for smaller organisations like St George’s) b) Ensure relevant staff are involved in the sector networks, e.g. Higher Education Race Action Group (HERAG) - open email list to anyone so could be multiple people; and Network of EDI Academic Leads (NEDIAL) will be open to the academic lead – Dean for Diversity and Inclusion
6.	Making Cultural Change real through targeted action (key requests from Survey and focus group respondents)	<ul style="list-style-type: none"> a) Report to staff and students on metrics of current issues linked to racial and ethnic inequality and inequity, to demonstrate potential improvements (or otherwise) over time. b) Set up a panel (with lived experience) to assess issues and reports of racial/ethnicity bias - including assessing the relevance of content included in unconscious bias training, and reviewing policies and procedures. c) Employ a black therapist with knowledge of black staff/student wellbeing. Modify the therapist Recruitment and Selection approach to address this gap. d) Promote discussions on observations of racial/ethnic bias across, up and down the organisation (e.g. forum of a broad range of individuals selected by ballot to discuss issues and the way forward).

Ref.	Area of Concern	Suggested Action
		<ul style="list-style-type: none"> e) Commit Executive to keeping Race and Ethnicity as a priority on the strategic agenda - To be explicitly addressed in short, medium and long term plans to embed and sustain. f) Make "Talk and Transform" course mandatory (part of PDR/personal development plan) and cascaded to all levels - i.e. not just managers. g) Roll out Fairer recruitment training to all managers and recruiters (not just additional panel members). h) Deploy programme for diversifying leadership , linking it to sponsorship programme for the progression of Black, Asian and Minority Ethnic staff into management and leadership positions. i) Disseminate results from survey and current engagement activity to managers for action. j) Include Race Equality as a standing item on appropriate team meeting agendas, to embed into all areas of work at St George's. k) Make explicit consequence of racist behaviour (in any form) Key messages from Executive to emphasise repercussions. l) Form a working group to monitor the inclusive curriculum project and curriculum review, comprised of engaged course leads across all departments (mandatory engagement). m) Engage outsourced staff (Security and Cleaners) in embedding racial equality.

Appendix D. References

[BMA Charter on Racial Harassment for Medical Schools](#), 2020

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