

- 1.2 Race allies workshops to be developed and rolled out to all members of the Provost's Leadership Forum and to leaders and managers in departments**
- 1.3 Increase the partnering capacity of EDI to provide greater support directly to Deans, Vice Deans of EDI, Heads of Departments and Directors of PS divisions through the creation of two additional EDI Manager posts**

- 4 Ensuring more diverse and representative decision-making**
 - 4.1. SMT to commit to having no all-white committees by 2023⁵ The Chief Operating Officer to lead a review of UCL formal committees (including the prevalence of ex-officio positions) in term 3 with support from Academic Services and publish new guidance and expectations on diversity. Deans to review faculty committees and publish a plan for ensuring they are diverse by 2023**
 - 4.2 Students' Union to report on a proposed radical overview and rationalisation of student representatives based on mirroring structure with SU roles. As part of the review consideration will be made to ensure a student presence sits on each Faculty EDI committee, and a specific recommendation that the UCL Education Committee includes representation from the BME Students Officer and the Race Equality Steering Group will be submitted as part of the Committee review outlined in 4.1. Existing good practice from the Bartlett can be replicated institutionally in terms of paying students for their contributions.**
- 5 Responding to complaints about racism/ racial bias**
 - 5.1. The Provost's View newsletter should specifically highlight the illegality associated with the use of the N word and other derogatory racist slurs or labels the workplace and education environment and encourage individuals to report such behaviour confidentially and anonymously through Report and Support**
 - 5.2 Employee Relations Team in HR to implement race equity training for hearing and appeals panel members and recruit more BAME staff to be on panels**
- 6 Race Equity impact assessing policies, processes and practices**
 - 6.1. EDI to launch a new online tool for impact assessing all m e Cq le niveso**

15 Curriculum and Pedagogy

15.1. Departments to dedicate time and resources to collectively explore antiracist pedagogy and decolonising their curriculum through staff away days.⁶ These away days will lead to department level action plans on how to incorporate critical diversity teaching into curriculums and embed inclusive classroom atmospheres. The aim is to provide a safe space for academics to co design, test and evaluate new methods and share best practice, with guidance from faculty EDI committees, a new Associate Professor (Teaching) on Inclusive Education co sited in the Arena Centre and EDI team and the UCL Education Committee. These plans must be reviewed with regular quality assurance mechanisms, such as teaching committees, in consultation with student representatives, annual monitoring reviews, external examiners, and the AIG, and assessed in relation to student evaluations and departmental town halls.

15.2 In order to engage students in the remodelling of the curriculum and to routinely capture the student voice, taught course assessments throughout UCL should include the following questions that address: a) the value of the course/ module to contemporary society, b) the inclusive nature of the curriculum and c) the inclusive classroom atmosphere created by the lecturer/ teacher/ facilitator:

15.3 UCL to promote teaching and learning in UK schools on the legacy of colonialism, Britain and Empire, and the ways in which this history informs present day British culture and institutions;

The Sarah Parker Remond Centre, the Centre for the Study of the Legacies of British Slave Ownership and Institute of Education with the support of the EDI team to host a conference in term one of the 2021/21 academic year:

The conference will bring together teacher educators, teachers and school leaders to exchange ideas, discuss research and current debates on the legacies of Eugenics and how they manifest in education practices.

16 Research

16.1. Fund a Grand Challenge on Justice and Equity (which focuses on how societal structures perpetuate and sustain inequities) A call for interest for an internal facing research project could be launched, specific

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Appendix 1

Race Equality Implementation Group: Terms of Reference

- 1 To review recommendations arising out of the Town Hall on Race**
- 2 To agree a pragmatic set of principles against which recommendations should be taken forward/prioritised**
- 3 To incorporate relevant recommendations from the Eugenic Inquiry in this work as referred by the Eugenic Inquiry Response Group to ensure all work is aligned and to avoid duplication**
- 4 To determine how the collective set of recommendations could be taken forward and aligned with institutional action plan and commitments produced for the Race Equality Charter to produce an integrated set of recommendations**
- 5 To produce a costed implementation plan by December 2020 to sit alongside the REC institutional plan and the Eugenic Inquiry Response plan**

REIG Members

Sasha Rosenell (Co Chair)

Michael Sulu(