Anti-Racism Steering Committee

Governance Structure

School of Medicine and Dentistry

Queen Mary University of London

Barts and The London

DEFINITION OF ANTI-RACISM

"The active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably."

- NAC International Perspectives

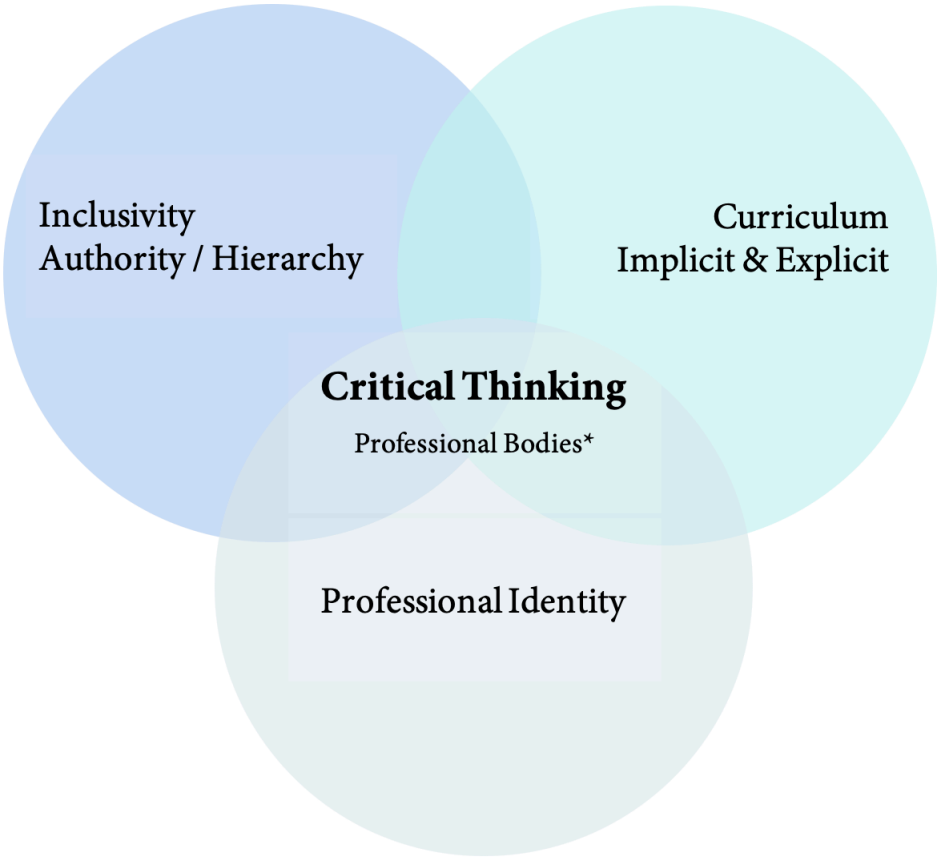
Introduction

The following document sets out the governance structure for the work of the anti-racism committee at Barts and the London School of Medicine and Dentistry. While the aim of the document is to clarify the remit and scope of the committee, decision making and reporting processes, it is important to highlight that this is built on a particular understanding of intent of the committee. That is, the committee aims to start and continue conversations about anti-racism, educate faculty and students, and demonstrate intersectionality, or overlapping, of different socialised identities such as race, ethnicity, gender and socioeconomic status that can become marginalised in schools of medicine and dentistry.

The governance structure is based on a pragmatic theoretical framework as well as principles, or values that include equity, fairness, transparency, respect and inclusivity. The framework and principles underpin the governance structure and affect both what is achieved and operationalised within the committee as well as providing a code of conduct for initiatives beyond the committee, within the schools of medicine and dentistry, Queen Mary University of London, the NHS, and professional bodies.

In order to organize this different way of thinking, the theoretical framework is based on three main, yet overlapping, areas of activity or inquiry. These are inclusivity, professional identity and curriculum (see Figure 1). These activities explore both the explicit and the implicit curriculum. The explicit curriculum is that in the core curriculum documents. The implicit curriculum is the informal, unchallenged and taken-for-granted view of the world where implicit bias resides and hierarchies occur. The implicit curriculum is concerned with social roles, personal self-image, behaviours and professional identity.

Figure 1:
Theoretical framework underpinning governance structure of anti-racism committee



* Professional Bodies:
General Medical Council (GMC), Faculty of Physician Associates (FPA), Royal College of Physicians (RCP), General Dental Council (GDC), National Health Service (NHS)

Remit and Scope

- To improve the quality and representation of racial issues in the medical curriculum.
- To work collaboratively with students to work towards decolonising the curriculum (meaning to make changes to the curriculum that lead to a better presentation of the diversity of thought, experiences, and resources) to ensure issues of race and racial bias are embedded into the medical curriculum.
- To facilitate meaningful engagement, involvement and feedback loops for students to directly input into discussions on medical curriculum reform.
- To ensure students and staff are made aware of their own racial implicit biases.
- To actively engage the voices of students and staff from Black, Asian and Minority Ethnic (BAME) backgrounds

The contribution of work from this steering committee will actively support the institution in striving towards the Race Equality Charter Mark and the British

Medical Association (BMA) Charter Mark for racial harassment. Furthermore, it supports current curriculum revisions, in preparation for the new Graduate 2025 medical curriculum, fulfilling the outcomes listed below.

General Medical Council's Graduate Outcomes in Relation to Diversity

"Medical school curricula must give medical students the opportunity to gain knowledge and understanding of the needs of patients from diverse social, cultural and racial/ethnic backgrounds, with a range of illnesses or conditions and with protected characteristics." (Promoting Excellence, 2018; 3d; 33)

"Medical students must be taught how to evaluate the environmental, social, behavioural and cultural diversity factors which influence health and disease in different populations." (Graduate outcomes, 2018; 25c; 23)

"Medical students must be able to assess, by taking a history, the environmental, social, psychological, behavioural and cultural diversity factors influencing a patient's presentation, and identify options to address these, including advocacy for those who are disempowered." (Graduate outcomes, 2018; 25d; 23)

Steering Committee

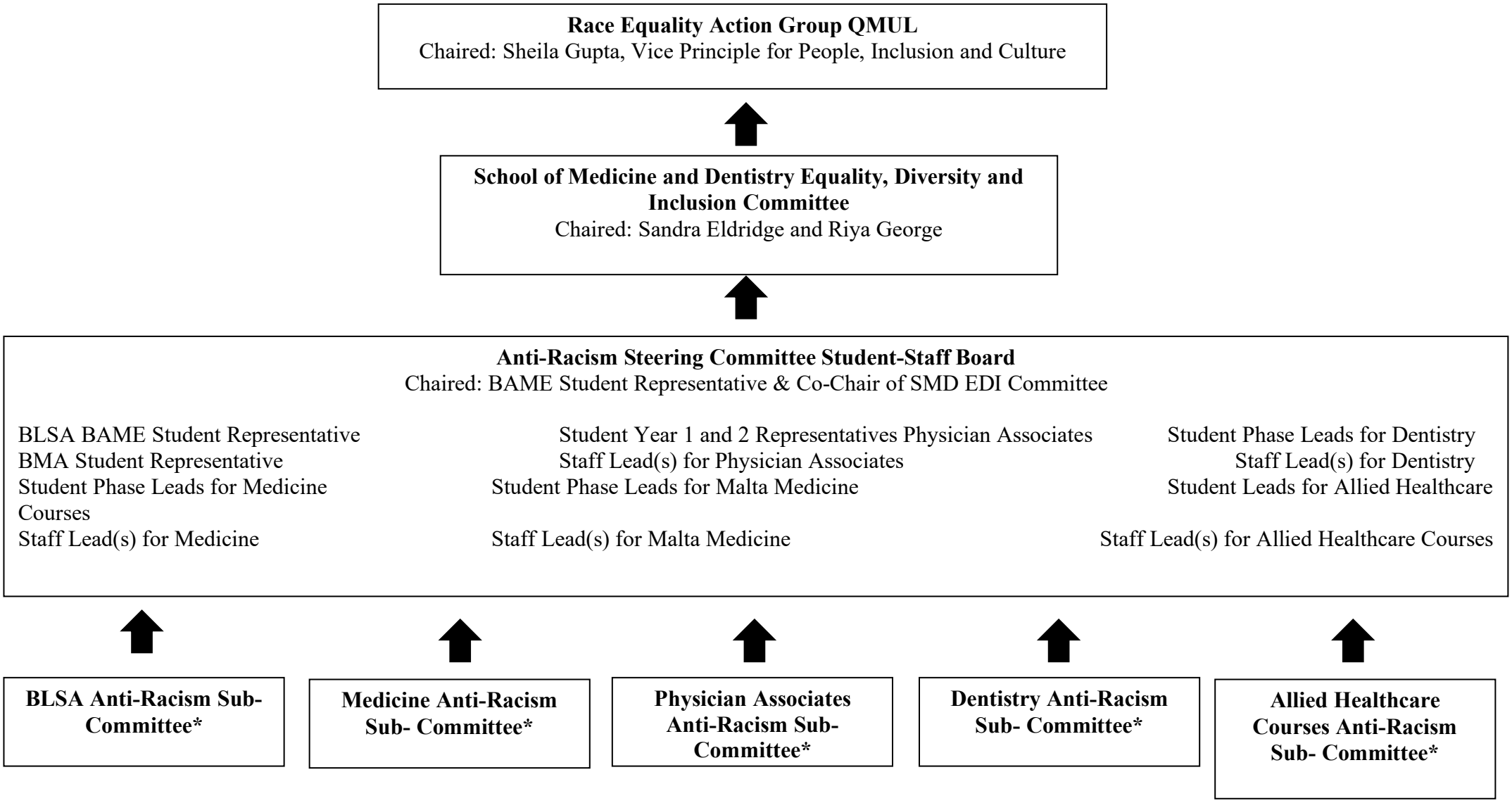
The steering committee is a student-staff collaborative initiative and currently includes students and staff from Medicine, Dentistry, Physician Associate, Malta and Allied Healthcare Courses. The selection and recruitment of students and staff is explained later in the document.

Thaarabi Tharmapathy *BLSA BAME Student Representative*	**Dr Riya George** *Co-Chair of Equality, Diversity and Inclusion SMD Committee*
Yasmine Saima Jabbar *British Medical Association (BMA) Student Representative*	**Dr Nimesh Patel** *Head of Assessment/ Senior Lecturer*
Jed Ashman *Phase II Student Lead*	**Dr Wendy Lowe** *Senior Lecturer in Sociology Medical Education*
Guilia Olayemi *Phase II Student Lead*	**Dr Deepa Shah** *Clinical Lecturer, Community Based Medical Education*
Sally Mohammed *Phase III Student Lead*	**Dr Lucy Carter** *GP & Physician Associate Lecturer*
Christine Joerres *Phase II Student Lead*	**Dr Shahrar Ali** *IHSE Equality, Diversity and Inclusion Lead*
Halima Okewole *Phase III Student Lead*	**Dr Devina Raval** *Lead in Clinical Skills (London)/ Senior Lecturer*

Rakin Choudhury *BLSA Alumni Rep / Phase 3 Student Lead*	**Dr Ping Yip** *Lecturer in Neuroscience*
Ehsan Gauher *Gozo Society President (Malta)*	**Dr Megan Clinch** *Senior Lecturer in Medicine and Society*
Angie Anifalaje *Malta Student Representative*	**Ms Angela Rowlands** *Head of Academic and Pastoral Support in Malta*
Milton Justinsuthakaran *Dental Student President*	**Ms Gina Baker** *Academic and Wellbeing Support in Malta*
Mollie Cronin *Global Health Course Representative*	**Professor Mangala Patel** *Professor of Bio Dental Materials*
Sarah Abdel Samie Enani *Physician Associate Year 2 Representative*	**Dr Dominic Hurst** *Senior Clinical Lecturer in Primary Dental Care*
Maryam Syed, Faiza Asadi *Physician Associate Year 1 student Representative(s)*	**Dr Shabana Younas** *Senior Clinical Lecturer in Dentistry*

Governance Structure

To ensure this steering committee is formally embedded within existing structures and that the conversations within this committee are not side-lined. We propose the following governance structure outlined below:



***Further information on the governance structure of each sub-committee is shown on separate pages below**

School of Medicine Anti-Racism Sub Committee - Governance Structure

Phase I (Years 1 and 2) Student Group
Student Lead: Jed Ashman (GEP Year 1) & Guilia Olayemi (Year 2)
Phase II (Years 3 and 4) Student Group
Student Lead: Christine Joerres (GEP Year 2/Year 3) & Sally Mohammed (Year 4)
Phase III (Years 5) Student Group
Student Lead: Halima Okewole (Year 5)

Malta Student Representatives
Gozo Society President: Ehsan Gauher (Year 2)
Gozo Society Student Representative: Angie Anifalaje (Year 3)
BL Alumni Representative
Rakin Choudhury (Year 5)
Cultural society leads (Opt-In System):
Lydie Kitenge - - BL Afro Caribbean Society
Olachi Akin - BL Christian Union
Georgios Alampritis - BL Cypriot & Hellenic Society
Philip Bibawy - BL Egyptian Society
Simran Lakhani - BL India Society
Maryam Hussain - BL Islamic Society
Hayah Faridi - BL Pakistan Society
Elaxsha Gobithas - BL Tamil Society
Mantenah Marah - Malta Muslim Doctors Society

Staff Leads and Representatives from Medicine

Anti-Racism Steering Committee
Student leads from each Phase/ Malta, BL Alumni and Cultural Society Leads feed back to the steering committee key recommendations/ survey results.
These recommendations are then discussed with relevant module leads through arranging weekly discussions – identifying what can be practically and feasibility changed in modules.

Weekly Discussions – Steering Committee & Relevant Module Leads

- Conveying key student feedback and agreeing on actions for module revision or module additions
- Agreed actions are communicated to Academic Phase Leads

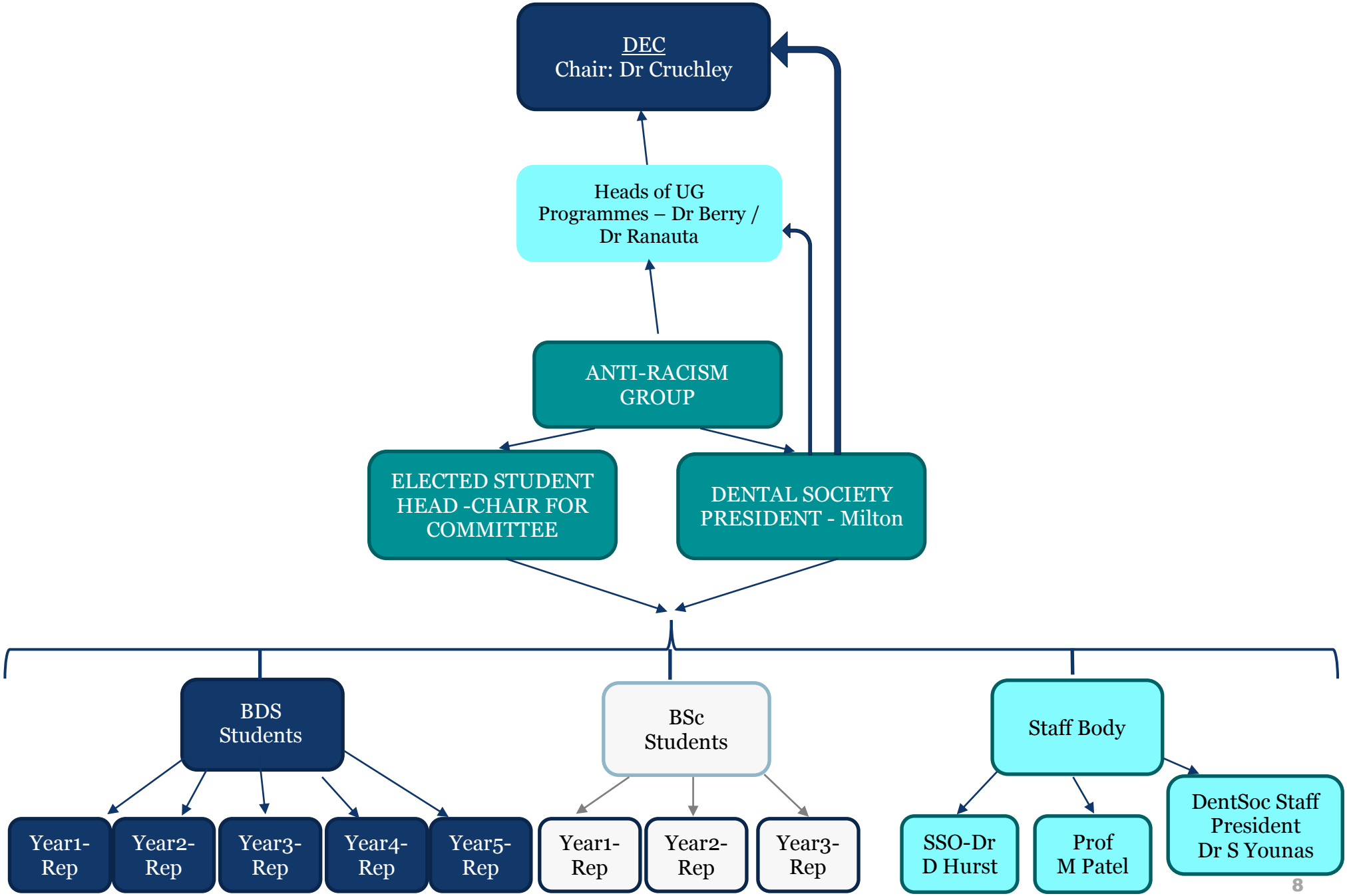
Grad 2025 Phase I (Years 1 and 2) Academic Lead: Dr Ashworth

Grad 2025 Phase II (Years 3 and 4) Academic Lead: Dr Alstead

Grad 2025 Phase III (Year 5) Academic Lead: Dr Spiring

Medical Curriculum Committee (MCC) and Equality, Diversity and Inclusion Committee for the School of Medicine and Dentistry

Institute of Dentistry – Anti-Racism Sub Committee



Physician Associates – Anti-Racism Steering Committee

PA Year 1 student Representative(s)
Maryam Syed, Faiza Asadi

PA Year 2 Representative (s)
Sarah Abdel Samie Enani

PA staff representative(s)

Dr Lucy Carter GP and PA lecturer

Anti-Racism Steering Committee

Student leads from each PA year group feed back to the steering committee key recommendations/ survey results. These recommendations are then discussed with relevant module leads through arranging weekly discussions – identifying what can be practically and feasibility changed in modules.

Weekly Discussions
Steering Committee & Relevant Module Leads

- Conveying key student feedback and agreeing on actions for module revision or module additions
- Agreed actions are communicated to PA faculty staff/ Module leads via PA faculty meetings

Physician Associate faculty

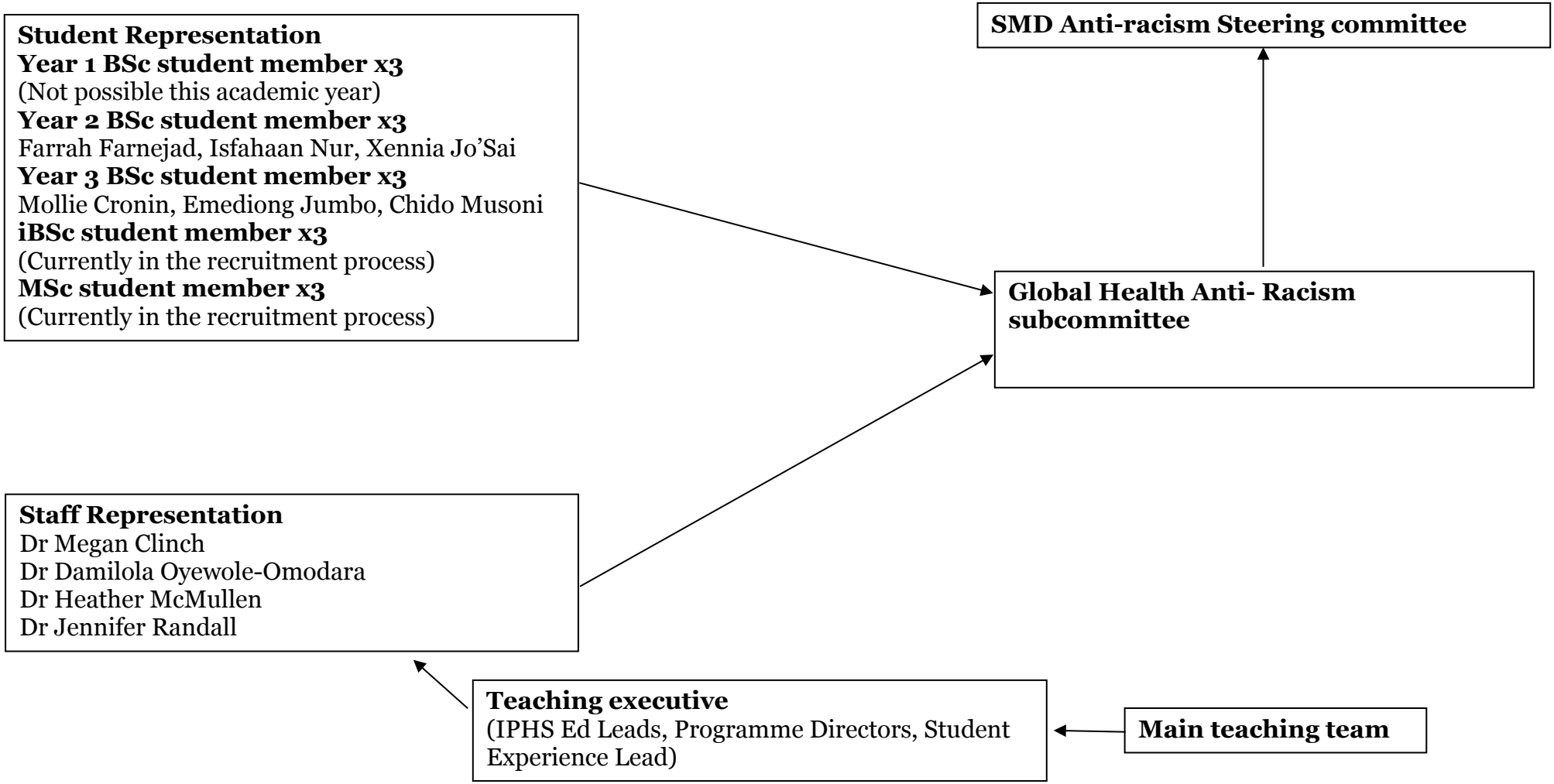
Year 1 Lead Dr Brenda Manorharan

Year 2 Lead Vinodh Krishnamurthy

PA Faculty Head- Dr Arunthathi Mahendren

Medical Curriculum Committee (MCC) and Equality, Diversity and Inclusion Committee for the School of Medicine and Dentistry

Global Health – Anti-Racism Steering Committee



Roles and Responsibilities of Staff Leads

An open call to staff interested in participating in the committee was circulated to all staff in the Institute of Health Sciences Education.

1.) To commit to attending weekly steering committee meetings.
2.) To actively support and engage in regular discussions with students to gather their perspectives and feedback for medical curriculum reform.
3.) To liaise and co-ordinate weekly or fortnightly discussions with relevant module and academic leads and discuss changes that can be made.
4.) To act as a conduit between student groups and existing curriculum committees to feedback key discussion and concerns raised by students.
5.) To keep and maintain a transparent audit trail of actions taken to reform the curriculum in light of student feedback.

Roles and Responsibilities of Student Leads

Student Phase Leads (Phase 1, 2 & 3) and PA Student Leads:

- To provide a safe space both online and in-person forums throughout the academic year for students to discuss issues and concerns regarding race and racial bias and how these are taught in the medical curriculum.
- To identify key areas of feedback from students and relay this information to the Steering Committee.
- To share and discuss student feedback with relevant module and academic leads.
- To inform student phase groups of actions being taken in light of the student feedback received.

BL BAME Representative (BLSA):

- Student elected member of the BLSA Board to represent the views of BAME students from a Student Union perspective
- Currently acting as Student Lead – facilitates discussion between students and staff members
- Due to the elective nature of the role, during year 1/transition year, ex-officio representative from the academic year of 2019/2020 will be involved in the steering committee as well as the incoming representative for 2020/2021 to ensure continuity and a smooth transition and handover.

BMA Representative for BL:

- Liaises between other student BMA representatives from other universities & the steering group.
- Hold the Medical School accountable to ensure the BMA Charter is achieved.
- Due to the elective nature of the role, during year 1/transition year, ex-officio representative from the academic year of 2019/2020 will be involved in the steering committee as well as the incoming representative for 2020/2021 to ensure continuity and a smooth transition and handover.

BL Alumni Representative (BLSA):

- Engages & represents the views of BL Alumni with regards to their teaching of content in the past and how this has impacted their clinical practice.

Cultural Society Leads:

- Provide representation from all corners of Barts and The London to ensure students from different ethnic backgrounds have a platform to be heard.

Malta, Dental and Allied Health Student Leads:

- Engage & act as representatives for the opinions of students.

Selection of Student Members

- Due to the fast-approaching start of the next academic year (Year 1/Transition Year of the Steering Committee), current members of the steering committee will carry on as they are.
- Those in representative roles (BAME Rep, BMA Rep) will hold ex-officio roles whilst the incoming representatives will also join the committee. Those who are moving up to the next phase (current phase 1 & phase 2 student leads) will remain on the committee but will become the phase leads for the subsequent phases (phase 2 & phase 3). Therefore, this year we require an incoming Phase 1 Student Leads and intend recruiting through an anonymised application process.
- Selection process of future committee members after Year 1/Transition Year will be decided at a later date.

Collection of Learning Resources

This committee aims to continually build a repository of learning resources on issues of race and racism, to support faculty and students in learning about these issues. These resources have been added to the Queen Mary University of London equality and diversity web pages as well as the BRAIDE (Bringing Resources and Awareness to Diversity Education) on the QMPlus learning platform.

Anti-Racism

Definitions

- Racial Equity Tools' Glossary of Terms
- Barts Anti-Racism Steering Committee Dictionary
- Anti-Racism Defined via Alberta Civil Liberties Research Centre

Barts/QMUL Resources

- BLSA BLM Understand Page
- QMUL School of Law talk
- QMUL Student Experience Survey Report
- QMUL Student Experience Survey Presentation

Blogs/Articles

- **Top 10 tips for diversifying your workplace**
- If you're serious about anti-racism, listen to Black women
- **'Don't call me BAME': Why some people are rejecting the term**
- **21-Day Racial Equity Habit Building Challenge**
- Young, British and Black
- Racism 2020: The heart of the matter
- "Covid-19 and racial disparity: A time for urgent action" - reflections from Derek Bardowell
- Boris Johnson says the UK isn't a racist country. Black Britons disagree
- **The emotional impact of watching white people wake up to racism in real-time**
- **Half of BAME staff feel obliged to hide their personalities, survey finds**
- 10-myths about the racial pay gap
- Bordering Britain: Law, Race and Empire
- Grenfell Tower Inquiry: "Fire inextricably linked with race"
- Black Antisemitism and anti-racist solidarity
- I'm a Jew of color. I won't be quiet about anti-semitism
- Searching for my slave roots
- Accounting for British History
- Dawn Butler police stop 'rooted in bias', says UK chief of black police officers
- Roy Hackett: the civil rights hero who stood in front of a bus and changed Britain forever

- With 'I May Destroy You,' Michaela Coel Has Freed Herself of 'Tribe Mentality'
- There's a divide in even the closest interracial friendships
- How 50 years of racial progress fuelled a global movement against racism

Books

- Ethnicity, Race and Inequality in the UK - State of the Nation
- Pilgrimages/Peregrinajes: Theorizing Coalition Against Multiple Oppressions - Feminist Constructions
- Borderlands/La Frontera: The New Mestiza

- This Bridge Called my back
- Teaching to Transgress - Education as the Practice of Freedom
- Natives: Race and Class in the Ruins of Empire
- Cultural Melancholy - Readings of Race, Impossible Mourning, and African American Ritual
- Black Power
- What if all the kids are white?
- Brit(ish) - Afua Hirsh
- Black and British - David Olusaga
- Back to Black - Kehinde Andrews
- Don't Touch My Hair - Emma Dabiri
- Hostile Environement - Maya Goodfellow
- How to argue with a racist - Adam Rutherford
- How to be anti-racist - Ibram Kendi
- So you want to talk to about race - Ijeoma Oluo
- Why I'm no longer talking to white about race - Rennie Eddo-Lodge
- The New Jim Crow
- Black Skin, White Masks - Frantz Fanon
- Lonely Londoners

Individuals and Organisations to follow on Social Media

Angela Saini
Race and Health
Adam Rutherford
Galdem
Black Ballard
Gary Younge
Nadine White
Rachel Cargle
Roxanne Gay
Kamaldeep Bhui
Dinesh Bhugra
Adrian James
Rageshri Dhairyawan
Dipesh Gopal
DOTW

Medact
Runnymede Trust
Equality Foundation
Muna abdi
Layla saad
Guilaine K - Race Reflections
Farzana Kahn
Synergi Collaborative
Declonosing Contraception and Annabel
Black Health Matters
Black Minds Matter
Fivexmore campaign
MedSchool Racism
Melanin Medics
Kim Crenshaw and AATP
Lashraya Nolan
Trevor Noah
Uche Blackstock
Charity so white
Ubele initiative
Free black uni

Resources/Reading Lists

- Race & Health Resources
- Anti-Racism In Epidemiology
- SfGH Barts - How to Learn about race and do something about it
- Black Lives Matter responses UK resources page
- Anti-Racism Resources for White People
- Resources for unlearning white supremacy & practicing solidarity in anti-racist work to disinvest from anti-blackness

Talks

- **Akala deconstructs race, class, and Britain's modern myths | Unfiltered with James O'Brien #32**
- Akala's Youtube Page

TV Programmes/Films

- BBC - Black and British: A Forgotten History
- BBC - The Unwanted: The Secret Windrush Files
- BBC - Sitting in Limbo
- Channel 4 - Take your knee off my neck
- Channel 4 - Justice for Joy
- Channel 4 - The Talk
- Channel 4 - Sticks and Stones
- Channel 4 - Unremembered Britain's Forgotten War Heros
- Channel 4 - Ghetto Britain: 30 years of race
- ITV - Unsaid Stories
- The Circle - Masculinity, racism and brotherhood on a Hackney Estate

Podcast series/episodes

- In Search of Black History with Bonnie Greer
- Bernice King on racism, not giving up and non-violent action
- Word of mouth - Jeffrey Boakye on black-related words
- The unlawful death of Christopher Alder

Decolonising Higher Education Instituions and academia

- Turning words into actions: Eliminating racism and racial inequality in higher education
- Intersectionality and Race in Education
- Using Allyship to Lead Race Equality - Leading Race Equality in HE
- Wonkhe @ Home: Black Lives Matter - Taking action to tackle racism across HE, with Amatey Doku
- Supporting Students of Colour and their Mental Health
- Decolonising the Curriciulum Library
- Lord Simon Woolley CBE - Keynote session - BAME Summit 2020 (Advance HE)
- Professor Binna Kandola OBE - Keynote session - BAME Summit 2020 (Advance HE)
- Feedback from thematic workshops - BAME Summit 2020 (Advance HE)
- Academia isn't a safe haven for conversations about race and racism
- The language of power and inequality in education and leadership
- How academia should respond to racism
- Addressing and challenging White Privilege
    - White Privilege

BMA Racial Harassment Charter for Medical Schools

- Report

MSC An update on medical schools' work to tackle racism and inequality

UK Medical Schools Open Letter's

1. "Are we doing our BAME patients a disservice in care due to a lack of diversity in the current medical curriculum?" Liverpool Uni
2. Advisory Document to Cardiff School of Medicine
    - Cardiff students' training
3. Open Letter to the University of Aberdeen Medical School
4. Letter to University of Manchester Faculty of Biology, Medicine and Health.
5. KCL African Carribean Medical Society Letter to GKT
    - KCL Medical Students Association response
    - KUMEC Medical Education Podcast Student Experiences of Racism
6. Open Letter to Liverpool Uni
7. Cambridge Uni Open Letter

8. Bristol Medical School BBC News Article

International University Responses

- University of Washington's suggested reading list for incoming Med Students
- University of Pittsburgh BLM Letter
    - 'Foundational knowledge': School of Medicine reflects on anti-racist curriculum changes
- Black Medical Students' Association of Canada recommendations to Canadian Faculties of Medicine

Decolonising/Anti-Racism in Medicine

Talks

- Dorothy Roberts - The Problem with Race-based Medicine
- Race & Health: Building Back Better
- "Going Beyond Statistics- Impact of COVID on BAME lives" webinar
- South London Trainee Network: Talking Ethnicty and Diversity in the NHS
- HIV Prevention England - Understanding HIV and STIs in BAME Populations
- SWIFT (The Supporting Women with HIV Information Network) Race, Ethnicity and Health Outcomes
- BAME people living with HIV and COVID-19
- Why I Want to talk about Racism
- HLA Live Episode 7: African and Caribbean Influences on the NHS
- Royal College of Physicians - Racism in Healthcare

Reading List

News Articles/Blogs:

- Decolonising dermatology: why black and brown skin need better treatment
- The best birthday present for the NHS? An end to its institutional racism
- Time to speak up: some necessary words about racism
- COVID-19, RACISM, AND HEALTH OUTCOMES
- Why Racism, Not Race, Is a Risk Factor for Dying of COVID-19
- For Doctors of Color, Microaggressions Are All Too Familiar
- NHS Confederation and NHS England launch Expert Research Centre On Health Inequalities
- A Psychologists guide to healing from racial trauma
- 'We're here and you're there': lived experiences of ethnic minority staff in the NHS
- "A long way to go" - Ethnic Minority staff share their stories
- How making a COVID-19 vaccine confronts thorny ethical issues
    - Henrietta Lacks
- For Yale's emerging psychiatrists, confronting racism is in the curriculum
- Sahar Abdulrahman: Do Black Lives Matter in the NHS?
- Pledge to reduce ethnic inequalities in mental health systems

- How a popular medical device encodes racial bias
- Neglected key workers - why is the NHS so slow at tackling racism?
- A refreshed Equality Delivery System for the NHS – EDS2
- How to talk about diversity with minority physicians
- Beyond Florence Nightingale, How African Nurses have decolonised the profession
- Racism isn't just unfair. It's making us ill
- 'We have to do a better job': How structural racism in medicine harms both doctors and patients
- Racial discrimination may harm Black people's cognitive health
- This is the toll that everyday racism takes on black men in America
- As a Black Psychiatrist, she is exhausted and furious
- At Last, the Medical Profession Is Speaking Out for Black Lives

Podcast series/episodes:

- Tackling social determinants of health around the globe
- Wayne Reid: Black Lives Matter, Social work and everything in between
- NETRAG (Emergency Medicine HST's from the North East Thames Regional Academic Group)- Racism and COVID-19

Reports:

- Toward the Abolition of Biological Race in Medicine
- Workforce race inequalities and inclusion in NHS providers
- The "snowy white peaks" of the NHS: a survey of discrimination in governance and leadership and the potential impact on patient care in London and England.

Books:

- Medical Apartheid
- The Colour of Madness

Academic Papers:

- Racial Health Disparities in COVID-19 - Caution and Context
- Beyond a Moment - Reckoning with Our History and Embracing Anti-racism in Medicine
- Diagnosing and Treating Systemic Racism
- Moving towards anti-racist praxis in Medicine
- Diversity, Equity and Inclusion that Matter
- Why Counting Black Lives Matters — The 2020 Census
- Race, ethnicity and lung function: A brief history
- Poor metabolic health is a major issue for increased COVID - 19 mortality in BAME patient groups
- How to provide anti-racist mental healthcare

- Core competencies for physiotherapists working with refugees: a scoping review
- Experiences of racism and subjective cognitive function in African American women
- Risk of COVID-19 aming front-line health-care workers and the general community: a prospective cohort study
- Structural racism and health inequalities in the USA: evidence and interventions
- Structural Solutions for the Rarest of the Rare — Underrepresented-Minority Faculty in Medical Subspecialties
- Culture, Race, and Health: Implications for Racial Inequities and Population Health
- Do Words Matter? Stigmatizing Language and the Transmission of Bias in the Medical Record
- Good for us all
- Eradicating Racial Injustice in Medicine - if not now, when?

Clinical Resources

- Mind the Gap: A handbook of clinical signs in Black and Brown skin

Anti-Racism in Medical Education

- ASME Challenges of Diversity in Med Ed
- Changing How Race Is Portrayed in Medical Education - Recommendations From Medical Students
- Dismantling racism in education: In 2020, the year of the nurse & midwife, “it's time.”
- *The role of medical students in student activism: decolonising the medical curriculum*
- *Syllabus: A History of Anti-Black Racism in Medicine*
- Bias in the Mirror - Exploring Implicit Bias in Health Professionals Education
- The implicit association test in health professionals education
- Addressing implicit bias, racial anxiety and stereotype threat in education and healthcare

Decolonising Global Health

- How (not) to write about global health
- Decolonising global health: if not now, when?
- Decolonizing Global Health Conference Youtube Page