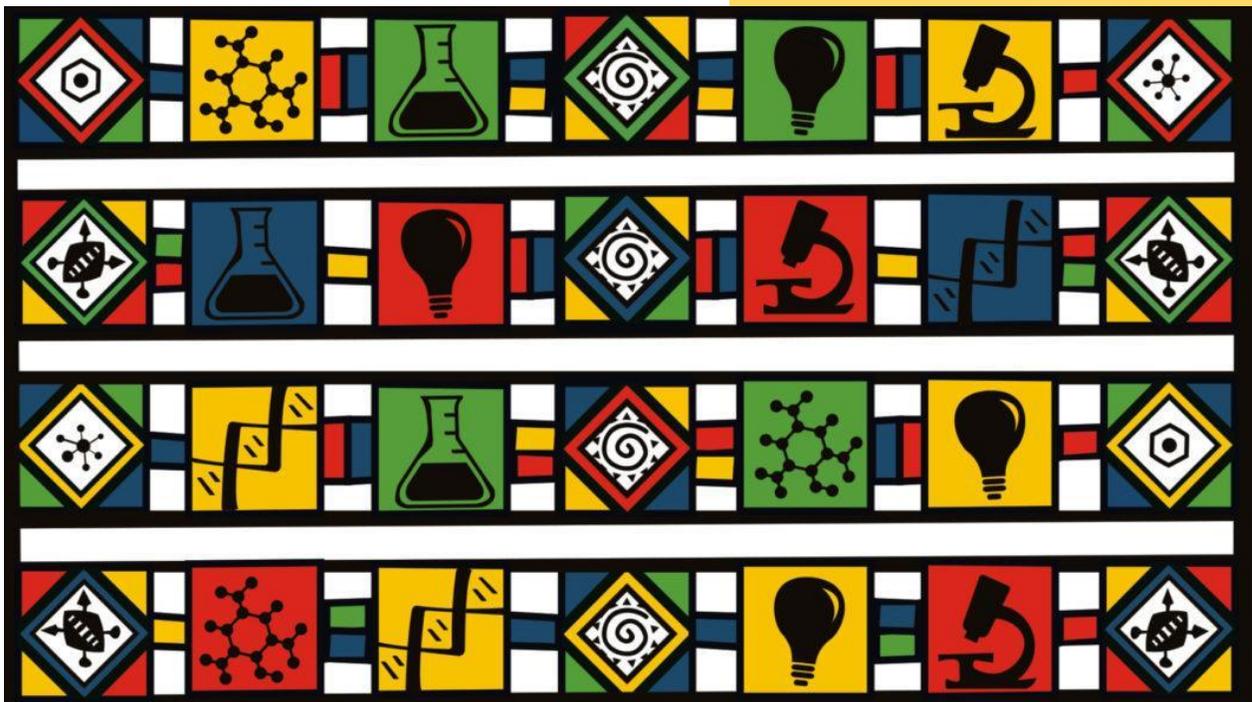


An Anti-racism Toolkit

Our Values, Part 2 & Part 3



Mark Hartman/Science Link, inspired by the work of artist Dr. Ester Mahlangu of the Ndebele nation in South Africa

This document was produced by
Black Lives Matter-LSHTM
volunteers

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'For the master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change.'

- Audre Lorde

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ABBREVIATIONS

BLM	Black Lives Matter
D&I	Diversity and Inclusion
EDI	Equality Diversity and Inclusion
FAIR	Fighting Against Institutional Racism
HoD	Head of department
KPI	Key performance indicators
LSHTM	London School of Hygiene and Tropical Medicine

PREFACE

On 2 June 2020, a Black employee at LSHTM began a movement when she wrote a letter calling for LSHTM leadership to be held accountable for their silence in the midst of George Floyd’s murder and the worldwide Black Lives Matter protests.

By 8 June, the letter had been signed by 619 LSHTM staff, students, and alumni, and it was sent to LSHTM leadership. With this, the group called Black Lives Matter LSHTM was formed. While it is not an official Black Lives Matter chapter, it represented the movement’s impact at LSHTM.

The idea of founding the Fighting Against Institutional Racism (FAIR) Network sprung from these actions, to continue building momentum for change and pushing for anti-racism practices and historical accountability at LSHTM.

DISCLAIMER

This document is not the property of LSHTM. It is also not meant as an exhaustive tool.

CONTACTS

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Subscribe to our newsletter and access our information on www.fairlshtm.com

Follow us on Instagram: [@fair_lshtm](https://www.instagram.com/fair_lshtm)

INTRODUCTION

Dear colleagues and BLM-LSHTM Community,

The Black Lives Matter-LSHTM/FAIR network Anti-racism Toolkit is intended as a practical document to help colleagues who are not familiar with contemporary racial justice trends to understand institutional racism, both in general and as it pertains to public health education, research and practice. The toolkit has three parts: Decolonize LSHTM, Reclaim Diversity, and Reimagine LSHTM.

We were glad to receive your positive feedback on the first part and decided to write parts 2 and 3 to clarify Black Lives Matter - LSHTM's position on recent activities at LSHTM pertaining to racial justice. We hope this will make clear our priorities and approach, and work to build support for our community's goals in anti-racism.

At this juncture, we feel it is important to restate our values as a community:

- 1. We do not support free labour:** it is not the responsibility of racially minoritized people to dismantle the problems created by white people, and certainly not for free.
- 2. We are advisors not experts in anti-racist studies or implementation:** we are wary of creating harm by agreeing to do the work that should be reserved for, or led and monitored by, experts in this field.
- 3. We value the processes as much as the outcomes:** leadership efforts should not be about being seen differently by racially minoritized groups, but about creating systems that sustainably protect these groups.
- 4. We believe in transparency and will not abide by respectability politics:** when white feelings are valued above racially minoritized lives, when white comfort is valued above Black safety, we will speak up.
- 5. Our power is in our community:** without this collective movement, we would have no power at all. We employ a non-hierarchical organizing model in which all voices - alumni and former staff included - are given weight.
- 6. We do not claim to represent the entire School:** we act as advisors on behalf of our self-organized BLM/FAIR network, not as LSHTM representatives.
- 7. We are our values:** we will not be bullied, threatened or intimidated.

Further explanation of these values, and how they align with our priorities, is set out in [Section 1: Who we are and how we work](#).

Black Lives Matter-LSHTM has identified two priority actions that we believe LSHTM must complete within the 2020/21 academic year in order to lay a strong foundation for a more diverse and equitable environment at LSHTM in the future.

These priorities will also help clarify the difference between anti-racism and diversity & inclusion which so far have been wrongly used inter-changeably.

1. Commission an **external review** whose objective will be to embed diversity and inclusion in LSHTM institutional objectives and practices. ([Part 2](#))
2. Commission the design of an all-staff **anti-racism training** programme tailored to the School alongside an **evaluation framework** both for the training and the anti-racist work at LSHTM as a whole. These should be built in partnership with experts within the School as well as external specialists in the field. ([Part 3](#))

Each part of the toolkit will include a compilation of examples detailing how other institutions have started doing this work.

Finally, we have concerns about:

- The [draft ToR](#) for the proposed Diversity and Inclusion Committee which the School wishes to establish and the way our involvement was portrayed.
- The decolonizing the curriculum focal points job description, hiring process and compensation.

These will be circulated in separate communications later this week.

Our Values

'Activism is my rent for living on the planet..'

- Alice Walker

1 WHO WE ARE AND HOW WE WORK

We would like to take this opportunity to further explain our core values as BLM-LSHTM and indicate how they align with the proposed priority actions laid out in parts 2 & 3 of the toolkit.

1.1 WE DO NOT SUPPORT FREE LABOUR

We do not encourage white people to appropriate work that has traditionally been carried out by minoritized individuals because it fails to acknowledge the role and long-time contribution of these groups (see our letter [here](#)). It can also be a manifestation of white saviourism. The role of white people within this space is to use their privilege and place to advocate for the hiring of experts from racially minoritized groups into paid, defined roles.

Finally, we believe that having [racially minoritized people do unpaid anti-racist work](#) that requires not only extensive time but emotional labour on their part, while white leadership are paid to deliver these activities, is, at its core, exploitative (see our letter [here](#)).

It is not up to racially minoritized people to solve problems created by white people for free.

1.2 WE ARE ADVISORS NOT EXPERTS IN ANTI-RACIST STUDIES OR IMPLEMENTATION

The reality is that meetings and emails require time and preparation and can often be emotionally draining. Currently, our contribution is not being measured nor compensated. So while we are happy to comment and advise within these forums, we are not an implementing partner.

This work requires continuous learning on our part, and we continue to lobby for the engagement of professionals in this field who have specific and necessary expertise that we do not possess. We not only recognize our own limitations in this area, **we are wary of creating harm by agreeing to do the work that should be reserved for, or led and monitored by, experts in this field.**

Our presence as observers in a committee or advisory group:

- aims to create more **transparency** into the processes into the school;
- gives us the **opportunity to intervene** if we recognize instances of the perpetuation of white privilege and racist practices;
- **is not an endorsement** of the final decisions, outcomes, or other outputs from the committee or group.

1.3 WE VALUE THE PROCESSES AS MUCH AS THE OUTCOMES

LSHTM leadership’s ownership of these initiatives and their outcomes is extremely important to us. We believe that changing the culture of the School starts with the way we approach situations and make decisions.

We are troubled by the sense of ‘urgency’ to implement fixes that we keep hearing. Anti-racist work is not for [white people to feel better about themselves](#) or change the public image of the institution but to create long-term structural changes to protect and promote racially minoritized people. As such we want to see clear realistic plans rather than performative announcements that can negatively impact people’s lives when change is not realized.

White leadership efforts should not be about being seen differently by racially minoritized groups, but creating systems and adhering to policies that sustainably protect these groups.

1.4 WE BELIEVE IN TRANSPARENCY AND WILL NOT ABIDE BY RESPECTABILITY POLITICS

On our journey towards an anti-racist and equitable environment for all at LSHTM, both we and the School will undoubtedly make mistakes. Our objective is not to shame but to educate. We have made ourselves available to advise, but we will hold LSHTM accountable to decisions made without consideration of potential prejudice.

The [respectability politics](#) we have experienced seems to imply that if we ‘present a better image, things would be better’. This is an inaccurate and harmful narrative that has created a false sense of security for those who believed that it would protect them from [injustice](#), and perpetuates the idea that the status quo is always correct and that any issues lie with those challenging it.

Tone policing and words like ‘professionalism’ or ‘appropriate’ are often synonymous with institutionalized centring of white comfort. There is nothing respectful about institutionalized racism and therefore, it is not the job of oppressed groups to make their existence or experience more palatable for the oppressors. The reality is, if [respectability politics](#) worked, racially minoritized people wouldn’t need to still protest for their rights (e.g. [original letter](#)), and the testimonies that have been made quietly and repeatedly over the past decades would have created change by now. The discomfort that members of leadership might be feeling does not match the impact of these racist practices.

As such, **when white feelings are valued above racially minoritized lives, we will speak up, and when white comfort is valued above Black safety, we will speak up.**

We also believe it is the responsibility of white leadership to actively interrogate their decisions and seek guidance before enacting them. More than once, our open communications have prevented the establishment of actions that could have perpetuated white supremacy and had a negative impact on LSHTM's reputation and staff morale.

1.5 OUR POWER IS IN OUR COMMUNITY

We are keenly aware, through examining our institution's history (both remote and recent), that without the collective power of our community we would have no power at all.

The meetings we attend are marked by extremely unbalanced power dynamics. As individuals, our volunteers hold minimal decision-making power within the School and risk their job security by challenging existing institutional structures. They do this work in addition to their often-demanding paid roles and academic responsibilities. The risks and burdens of engaging in this work are far greater for racially minoritized individuals.

A recent request to exclude alumni and former staff from participating in some of these discussions saddened us greatly.

The request seemed an attempt to negate:

- the obvious impact on the discussions when former staff and students do not carry the pressure of having to work within the organization;
- the unrecognized and unpaid labour of current staff and students that have produced excellent research and support work while also advising the School;
- the dedication and humility of former staff and students offering their time and energy to make the School better;
- the recognition that the current hiring practices within the school have resulted in fewer minoritized individuals being retained as staff at the institutions, so this policy excludes former staff and alumni from the discussion along the same minoritized dynamics.

For the School to recognize the lack of relevant expertise currently within itself and simultaneously deny a seat at the table to knowledgeable former staff/students is puzzling. The [director's Black Lives Matter statement](#) was a

reaction to the signatures of 619 former and current staff and students who are all part of, and have an interest in, the LSHTM community.

Most staff at LSHTM are on short term contracts; will they also be excluded from these conversations once their contracts end?

Our capacity to support these important activities would not be the same without our *entire* community.

Currently, our Gmail address is managed by alumni, former staff and distance learning students. Each email is processed, discussed within our community and answers are sent on behalf of our group. This is an example of consensus-based decision-making, which is at the root of our non-hierarchical approach to organizing.

1.6 WE DO NOT CLAIM TO REPRESENT THE ENTIRE SCHOOL

We have always been very candid about our position. We are committed to being transparent and keeping our community up to date, and always encourage the School to make minutes and plans available to all.

We act as advisors on behalf of our self-organized FAIR/BLM network, not as LSHTM representatives, to ensure a more diverse perspective during meetings that will impact positively on the functioning of the School.

1.7 WE ARE OUR VALUES

‘Choosing love and healing over fear and oppression is a path of courageous vulnerability.’

(extract, 10 Keys to Everyday Anti-Racism)

Our movement and activities are not limited to our presence during LSHTM leadership meetings. **We will not be bullied, threatened or intimidated.**

If we indicate that we no longer wish to participate in meetings or forums directed by leadership it would be because either:

- we were excluded;
- the emotional labour and burden of attending outweighed the progress being made;
- we have serious objections to the outputs of the discussions.

All our members have the choice and are encouraged to remove themselves from any toxic environment at any time.

Want to know more?

- ☞ Read [10 Keys to everyday anti-racism](#) by Kirsten Ivey-Colson and Lynn Turner
- ☞ Read [Black employees are being asked to fix institutional racism](#) by Jumi Akinfenwa

Toolkit Part 2: Reclaim Diversity & Inclusion

*'Not everything that is faced can be changed, but nothing can
be changed until it is faced.'*

- James Baldwin

2 RECLAIMING DIVERSITY & INCLUSION – EXTERNAL REVIEW

2.1 ANTI-RACISM AND D&I ARE NOT THE SAME THING

Anti-racism is not the same thing as diversity & inclusion.

Equality, Diversity and Inclusion (EDI), or most commonly **diversity & inclusion** (D&I), is a corporate strategy model that recognizes the comparative advantages of having a diverse and inclusive workforce. It aims to proactively hire diverse staff and leadership across different attributes – race, gender, sexual orientation, personality type, ethnicity, etc. – to increase the level of creativity, innovation and effective problem solving, while the structure remains intact.

The purpose of EDI objectives is to create an environment in which all are encouraged to contribute but, most importantly, where leadership is accountable for implementation. [Here](#) is some detailed information on the evolution of D&I and how companies like Dell and Sodexo became international examples of successful D&I strategies.

On the other hand, **anti-racism** is a movement and practice that seeks to dismantle white supremacy and systematic racism. It calls upon organizations to consciously look within their own workplace culture, policies and practices and make sustained commitment to identify and uproot the racial biases inherent in their operations, and to end the oppression of marginalized groups through tangible actions, including acknowledging personal privilege.

Amina Folarin articulates this perfectly:

‘D&I gives organisation[s] ways to recruit, welcome and include people regardless of socioeconomic background, neurodiversity, age, gender, sexual orientation, disability, race, religion etc. It’s non-specific and often a matter of pride for organisations that do it well.

‘Black Lives Matter on the other hand, is about systemic racism and inequality – specifically, the exclusion of Black people from benefiting from opportunities that are afforded to others. It calls for more support for those who are under-represented, unsupported and underserved more often (racial equity), so that they can finally get ahead.

‘To really illustrate the difference, think again to Floyd. He died because of racism, not because there was a lack of diversity in his neighbourhood.’

D&I will not address systemic racism but create a more diverse way of thinking and doing research, therefore improving our impact on people’s lives worldwide.

Want to know more?

- ☞ Read [Stop confusing D&I and BLM - They are not the same thing](#) by Amina Folarin
- ☞ Listen [I hired you because you're Black](#) podcast
- ☞ Read [Their bosses asked them to lead diversity reviews. Guess why](#)

2.2 RATIONALE FOR AN EXTERNAL REVIEW

As discussed in the first part of our anti-racism toolkit – *Decolonizing LSHTM* – increasing the number of racially minoritized people in leadership positions will not, by itself, change the culture at LSHTM. However, as the institutional leadership is currently disproportionately white, we believe that it would be the first step toward a better LSHTM.

We believe that the effectiveness of D&I correlates with the extent to which it is embedded in existing processes and structures. **It should not be a stand-alone activity.** In order to become an integral part of LSHTM culture and strategy, **the leadership must understand which functions should embrace D&I and then work to implement appropriate synergies.** Furthermore, all associated policies, practices and programme initiatives should include D&I key performance indicators (KPIs) to ensure accountability.

Simply put, when the importance of D&I is championed by those at the highest level, and they are accountable for its success, it will become integral to the functioning of the School at all levels. **Without this, D&I will never become a priority.**

LSHTM does not currently have the required foundation and internal expertise to complete all of the required changes internally. If LSHTM truly wants to commit to a more equitable and inclusive environment for all, a thorough review of all practices, procedures and structures of the School is an imperative first step.

We have further explored the need for an external consultant in [section 2.4](#).

Want to know more?

- ☞ Read *Diversity Primer* chapter 5 – [Diversity & Inclusion Leadership](#) by Dr. Vanessa Weaver
- ☞ Read [Stop confusing D&I and BLM - They are not the same thing](#) by Amina Folarin

2.3 CURRENT STATE OF D&I AT LSHTM

2.3.1 LSHTM governance: what we learned from the Council ordinances and committees

On September 8th, LSHTM updated its [ordinances](#) (e.g. principals governing the functioning of the School). As with the previous ones, BLM-LSHTM reviewed them alongside other strategy documents - to identify where D&I was mentioned and in what context. Please see our findings below:

Name of the committee/Body	Parent body	Is EDI mentioned?	Comments
Senior leadership Team	Unknown	No mention	
Finance and development	Council	No mention	
Senate	Council	No mention	
Remuneration	Council	No mention	
Nomination	Council	<i>To review the diversity and skills base of Council, collectively and individually, and identify skills and expertise that would be of benefit to the governing body of LSHTM.</i>	No definition of diversity or skills that benefits the governing body. Membership includes members of committees with no clear expertise in the matter.
People	Council	<i>(1) The People Committee has strategic oversight of, and reviews the School's strategies, plans and objectives in relation to people-related matters including (but not limited to): staff morale and engagement, wellbeing, culture, equality, diversity and inclusion, staff appraisal and training and development.</i>	No mention of who is in charge of developing the strategies nor who has the power to actually implement those strategies.

(2) To monitor strategies and progress in respect of equality, diversity and inclusion for staff and students, and provide advice and recommendations where necessary

Equality, Diversity & Inclusion

People
Committee
/Senate
/SLT

The EDI committee will advise, challenge and make recommendations to the Senior Leadership Team, People Committee and Senate to ensure LSHTM strategic plans take account of diversity and inclusion as well as its public sector equality duties, particularly where limited progress has been identified

The EDI committee advises the Senate and SLT, whose mandates don't include EDI. The People committee's role is to monitor and recommend.

Council ordinances

(1) The Nominations Committee will review the diversity of existing Council membership when considering how to fill any Council vacancies so that Council has an appropriate range of voices with differences of approach and experience.

(2) To ensure that there is an orderly succession of members of Council and that the recruitment process focuses on the skills and expertise that are required and with a view to ensuring that the School's commitment to equality and diversity is fulfilled in respect of the membership of Council.

In the ordinances, D&I is not explicitly described as being within the decision-making power of the Council:

B1. STATEMENT OF PRIMARY RESPONSIBILITIES

- To approve the mission and strategic vision of the School, long-term academic and business plans and key performance indicators, and to ensure that these meet the interests of stakeholders;

- To ensure that processes are in place to monitor and evaluate the performance and effectiveness of the School against the plans and approved key performance indicators, which should be – where possible and appropriate – benchmarked against other comparable institutions;

- To delegate authority to the Director for the academic, corporate, financial, estate and human resource management of the School. To establish and keep under regular review the policies, procedures and limits of such delegated management functions;

- To ensure the establishment and monitoring of systems of control and accountability, including financial, human resources and other operational controls and risk assessment, and procedures for handling internal grievances and for managing conflicts of interest;

Considering that SLT is an advisory body, the responsibility to start a D&I strategy resides with the Director, who holds what may be deemed a disproportionate amount of decision-making power within the School, even with the new ordinances that clearly mention oversight by the Council.

B10. THE DIRECTOR i. The Director is the Chief Executive of the School and reports to the Chairman. The Director is responsible for the academic, corporate, financial, estate and human resource management of the School. They are also the Chief Academic Officer of the School with responsibility for academic performance.

2.3.2 Summary findings: There is currently no accountability for or monitoring of D&I

- **No accountability** → Failure to implement D&I at LSHTM does not affect remuneration or promotion in leadership.
- **No prioritization** → Failure to promote D&I at LSHTM is not considered a risk for the organization, nor is doing so a priority.
- **No measurement** → LSHTM does not account for D&I when measuring the performance of the organization.

Two questions remain:

- **What does D&I mean to LSHTM?**
- **Who is in charge of ensuring that the School is diverse and inclusive?**

Organizations that excel at D&I have diversity targets for their managers. The idea that D&I depends on the good will or strategic vision of a single person is problematic. **Currently, neither the ordinances nor the existing structures clearly acknowledge D&I as a responsibility of Council and School leadership or of LSHTM as an institution.**

2.4 THE ROLE OF AN EXTERNAL CONSULTANT

On September 15th, 2020, we were pleased to receive your agreement, in principle, to conduct an external review. We support experts' opinion that D&I initiatives should transcend regular corporate functions.

2.4.1 Build a culture of accountability

We believe that an external consultant specialized in corporate governance would be able to thoroughly review the ordinances, the committees, and some policies (e.g. recruitment including investigating the potential use of the Rooney rule, international due diligence procedures, visa management, BAME attainment gap, etc.). This request is quite common, and what is needed is for the external consultant performing the external review to not only provide recommendations on policies and practices but also **to safeguard mechanisms of accountability.**

2.4.2 Ensure objectivity

We urged the School to contract an external firm as we believe it's important to ensure an **impartial analysis by an experienced and qualified party.**

For the same reason, we do not feel that we or any other interest groups within LSHTM should be in charge of writing the Terms of Reference (ToR) for this review.

We believe that while we can share knowledge with the future consultant, our perspective is inherently biased, and we do not have the **corporate vision required to engage in this colossal piece of work.**

2.5 THE ROLE OF LSHTM LEADERSHIP

2.5.1 Transparency & Inclusion

We urge LSHTM leadership to build from the best practices developed with the selection of the new director: transparency and inclusion of all LSHTM voices by:

- involving the School in the definition of the ToR (e.g. online or allowing the external consultant to conduct anonymous interviews without leadership supervision);
- sharing information about the consultant and the ToR to the School for comments and validation;
- offering feedback on suggestions not being included in the final ToR;
- creating a calendar to follow up and keep School informed regularly.

2.5.2 Ownership of the process

The role of an external reviewer would be to (1) gather information and feedback from all stakeholder groups (e.g. staff, students, unions, DGH, etc.) within the school, (2) identify issues, and (3) advise on a strategy to incorporate this knowledge into policies and changes in governance that directly address the needs of these stakeholders **rather than a structure that dictates both the problems and solutions without evidence or the appropriate expertise.**

2.5.3 Avoiding duplication

‘The very serious function of racism is distraction. It keeps you from doing your work. It keeps you explaining, over and over again, your reason for being.’

Toni Morrison

On July 23rd, Don Robert (Chair of Council) and Peter Piot (Director) announced the creation of a new committee. Based on the findings described [earlier](#), we do not understand the rationale for the D&I committee, considering that:

- two committees (e.g. People’s Committee and Equality, Diversity and Inclusion Committee) already exist which are dedicated to diversity and inclusion;
- there is no clear definition of D&I in the ordinances;
- the new committee - like the others - will hold no decision-making power;
- the new D&I committee proposed by the Council and currently discussed will:
 - o be composed of groups that **hold no decision-making power**;
 - o report to leadership that holds no decision-making power;

- report to leadership that bears no accountability in case of non-implementation of these activities.

What we are asking is not revolutionary. While LSHTM is a leader in research, the institution is far behind when it comes to Diversity & Inclusion. We believe that the new Council chair's extensive experience in corporate governance is exactly what LSHTM needs to meet those targets.

2.6 EXAMPLES FROM ELSEWHERE

Some institutions are leading the way in setting strategic targets and KPIs to ensure Diversity & Inclusion. Here are some examples:

2.6.1 UNIVERSITY COLLEGE LONDON (UCL)

Extract from Race Equality Charter mark application form - 2016

‘In a number of ways, I believe that our university is taking dynamic, pioneering steps and we are beginning to see this bear fruit. **The university has had an Equalities and Diversity Accountability Framework in place since 2013, and this is firmly embedded in the annual appraisal process of my Senior Management Team.** Each Dean and Vice Provost has equality objectives for their area, and both Council and I scrutinise performance against those objectives every year. The performance of individual Deans and Vice-Provosts against the achievement of their equality objectives, amongst other elements, **informs their performance related pay.** Moreover, equality and diversity is a key priority area in our 20 year strategy, UCL 2034.’

2.6.2 KINGSTON UNIVERSITY LONDON

Extract from Black, Asian and Minority Ethnic Student Attainment at UK Universities. Closing the gap.

‘Kingston University London adopted the reduction of the BAME attainment gap as an institutional KPI following a recommendation by the vice-chancellor and with the endorsement of the university’s board of governors on 4 March 2015. **The KPI was to raise the BAME value-added (VA) score to 1.0 by the end of the 2018–19 academic year.** The university has almost met this VA score a year ahead of target.’

2.6.3 KING'S COLLEGE LONDON

Extract from Black, Asian and Minority Ethnic Student Attainment at UK Universities. Closing the gap.

'King's College London is making a concerted effort to accelerate its work in diversity and inclusion, particularly in race equality. A significant element undertaken in 2018 was the start of **a formal development programme for its 35 most senior leaders and decision-makers, within both academic faculty and professional services**. This started with training sessions to create an understanding of structural inequality with a specific focus on race and disability. The programme continues with coaching and masterclasses to assist senior managers in identifying how to address race inequality at both the institutional level and in their specific areas of work.'

King's College London has created KPIs to hold senior leaders and the institution to account for the BAME attainment gap. [Link to their EDI policy.](#)

2.6.4 UNIVERSITY OF ARTS LONDON

Extract from Black, Asian and Minority Ethnic Student Attainment at UK Universities. Closing the gap Case study.

The Academic Enhancement Model (AEM) is UAL's strategic approach to reducing attainment differentials and improving student retention and experience. AEM firmly locates the work of addressing our differentials within our structures and approaches, avoiding a deficit approach that problematises the student. AEM deploys co-design approaches to support courses that fall below set thresholds in relation to attainment differentials, retention and student satisfaction. It focuses on key sites of academic activity that include formative assessment, feedback, curriculum, identity, cultural difference, stereotype threat, implicit bias, micro affirmation and work-based learning. **The UAL Court of Governors set a KPI that by 2022 UAL will have eliminated its attainment differentials. Our key objective is to ensure that this is mainstream activity at the core of our academic strategy and that this work is relentless and unavoidable.'**

2.6.5 UNIVERSITY OF HERTFORDSHIRE

The University of Hertfordshire has held inclusive practice workshops with over 37 academic programme teams. The workshops included:

- presentation of national, institutional and programme-level value-added (VA) data to enable consideration of attainment gaps;
- inclusive curriculum enhancements, and discussions on implicit bias and compassion-focused pedagogies.

Whilst the project is ongoing, 11 case studies of good practice have been published (Leadership Foundation for Higher Education, 2017) and changes made to the university's annual monitoring and reporting mechanisms at programme level. All undergraduate programmes now comment on attainment gaps (as measured by VA scores) within their annual monitoring reports, and **programme actions plans must identify activities to reduce any gaps.**

Want to know more?

- ☞ Read [LSHTM Governance](#)
- ☞ Read Closing The Gap: [Black, Asian and Minority ethnic student attainment at UK universities: case studies](#) May 2019
- ☞ Read [Compagnies are speaking out against racism, but here's what it really looks like to lead an anti-racist organization](#) by Jennifer Liu

Toolkit Part 3: Reimagine LSHTM

'The beauty of anti-racism is that you don't have to pretend to be free of racism to be an anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it's the only way forward.

- Ijeoma Oluo

3 REIMAGINE LSHTM – ANTI-RACISM TRAINING AND ACTIVITIES

3.1 DISMANTLING WHITE SUPREMACY

‘Racism is a white problem. It was constructed and created by white people and the ultimate responsibility lies with white people. For too long we’ve looked at it as if it were someone else’s problem, as if it was created in a vacuum.’

Robin DiAngelo

The term ‘white supremacy’ is most often affiliated with extremist, racist individuals and organizations. However, this is not the only definition of the term. As we have used it previously to describe the dynamics within the School, we want to make it clear that our anti-racism approach is rooted in the definition given by **bell hooks in 1989**:

*‘As I write, I try to remember when the word racism ceased to be the term which best expressed for me the exploitation of black people and other people of colour in this society and when I began to understand that the most useful term was **white supremacy**’. (hooks, 1989, p. 112)*

Anti-racism is a movement and practice that seeks to dismantle white supremacy; a belief that has created systemic inequalities at all levels in all areas of life.

We look forward to formally describing that movement and its impact on higher education with the normalization of a white academic field during our presentation on [November 9th](#) as part of the Global Health Lecture series.

3.2 ANTI-RACISM IN PRACTICE

‘If you are a white person who would like to treat black people as equals in every way — who would like to have a set of associations with blacks that are as positive as those that you have with whites — it requires more than a simple commitment to equality. It requires that you change your life...’

Malcolm Gladwell

To clarify our approach, we want to use the knowledge created by writer, lecturer and anti-racism expert [Rachel Elizabeth Cargle](#) to highlight that **recognizing the difference between anti-racism and EDI requires critically thinking about:**

1. What is meant by, and what would be the consequences of, ‘offering a seat at the table’ to racially minoritized groups or individuals in workplaces and organizations that have not previously invested in interrogating and dismantling the racist systems which led them to invest more in EDI in the first place.
2. What are the values that have been celebrated and perpetuated that have led to the exclusion of Black and other racially minoritized people?
3. What internal biases were upheld that lead to the disregard of the voices and expertise of members of racially minoritized communities?
4. How have long-standing stereotypes of Blackness (and other racial stereotypes) given LSHTM ‘excuses’ to downplay the lack of inclusion (e.g. [‘the lack of talent in the field’](#))? The question is, ‘why did it take so long for white people to pass the mic?’¹
5. How have you been tokenizing the one/few Black or racially minoritized people that are in your space to dissolve your own notion of possibly perpetuating racism? **Are you really challenging a racist system, or placating your own guilt?**
6. Is there acknowledgement of situations where the [‘Oppressor is oppressed’](#), that could prevent speaking out? As an example, on June 28th, the leadership of Essence magazine, a beauty and lifestyle publication that caters for Black women, was exposed in a publication by [Black Female Anonymous](#), leading to the dismissal of Black CEO/owner [Richelieu Dennis](#).
7. What knowledge, empathy and actions must take place by everyone in your organization to ensure that racially minoritized people at LSHTM feel heard, respected, valued, and safe?

3.3 THE NEED FOR EXTERNAL & INTERNAL EXPERTISE

3.3.1 Develop anti-racism training and activities tailored to LSHTM

‘When I say antiracist education, I am talking about equipping students, parents, and teachers with the tools needed to combat racism and ethnic discrimination, and to find ways to build a society that includes all people on an equal footing.’

- Enid Lee

¹ @nowwhitesaviors

To answer those questions and create a [safe space](#) for racially minoritized people, we advise the School to hire an anti-racism expert(s) to design one or more (e.g. one for leadership, one for HoDs, one for staff, and one for students) training(s) specifically for LSHTM. Other universities have already started this process and are simultaneously designing evaluation frameworks.

3.3.2 Evaluate the impact of those interventions

We recognize the extensive expertise at LSHTM in evaluation and think that it would be **an impactful and novel academic achievement** to see external anti-racism experts and in-house evaluation experts at LSHTM work hand in hand to measure the impact of this training on the culture of LSHTM over the next five years.

3.3.3 Earmark resources

We believe the **expert(s) should be hired as soon as possible, with an initial two-year contract to design and implement the training**; as well as educating focal points²/trainers within each faculty/department to continue the work. They would also be in charge of the evaluation.

As we are sure you will agree, we believe it is crucial that this work begin in the 2020/21 academic year. **Funds from the current financial year budget should be re-allocated for this purpose.**

Want to know more?

📖 Read the *Guardian* article [University is still a white-middle class affair-it's not just Cambridge](#) by Frankly Addo

3.4 THE NEED FOR A TRANSVERSAL APPROACH

3.4.1 Connecting disparate initiatives at the School

We believe these resources would only truly impact the School if it relies on a transversal approach **rather than the interest group model currently used**. As such, the emphasis of any efforts at this time should be to create and recruit

² Currently, focal points positions have been created for the decolonizing the curriculum activities. However, we have concerns about the job description and the compensation that will be addressed in the separate letter this week.

for an appropriate position to design, coordinate, and lead these efforts **rather than to create systems that may become entrenched and difficult to re-imagine or change.**

We are happy to support LSHTM in the identification and design of the job description for one or more anti-racism experts.

Throughout LSHTM, there is a need to connect the disparate initiatives and people who are working in this sphere on an individual basis. Despite the common goals, the absence of a network affects the sustainability of these actions.

This network will make anti-racism a common theme running through all faculties and departments, and connect racially minoritized groups and others dedicated to racial justice with the information and resources they need.

In other words, anti-racism activities should not be relegated to ‘interest groups’ but rather an integral part of the institutional fabric at LSHTM.

3.4.2 Evaluation framework for anti-racism activities

A single framework should be created to evaluate the impact of all the anti-racism work conducted at LSHTM. The responsibility for completing this should be led by decision-makers through an internal network of all stakeholders at the School, including but not limited to the LSHTM Council, Senior Leadership Team, Faculty Leads, Heads of Departments (academic and services), academic staff, Medical Research Council staff, research partners, outsourced staff, students, alumni and union reps.

Ultimately, a new structure might need to be created to put a spotlight on race-related issues and initiatives at LSHTM, long obscured by institutional silence, so that these can be addressed openly and constructively.

3.5 EXAMPLES FROM ELSEWHERE

Here are some examples of institutions that are leading the way in developing initiatives that seek to embrace anti-racism. :

3.5.1 LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE (LSE)

The LSE Students’ Union (LSESU) has appointed an anti-racism officer who is responsible for running campaigns and events aimed at eliminating and countering all forms of discrimination based on race, religion or nationality and supporting students who have been victimized by racism. The LSESU works in

collaboration with all departments and divisions across the school, including the BAME staff network group Embrace.

3.5.2 GLASGOW SCHOOL OF ART (GSA)

The GSA Race, Rights and Sovereignty series seeks to celebrate, challenge and inspire the next generation of creative professionals about race and empower them to have a creative voice. It began in response to student and staff demand for increased opportunities to unpack ideas and safe forums for discussion. The Students' Association has been closely involved as a partner in the GSA's public lecture series to ensure that the lectures have a positive effect on the student experience.

Now in its third year, having delivered 13 different events, the series has a practitioner-led programming ethos to resist tokenism and to create space for tackling issues surrounding equality and diversity in a genuine and supportive environment.

A new, dedicated website was launched in 2019, with an open-source resource centre with recommended reading lists and support networks suggested by invited practitioners, GSA staff and students, and the general public.

3.5.3 UNIVERSITY OF CAMBRIDGE

The 'History Makers' touring exhibition presents portraits of Cambridge's Black graduates, from 1720 to the present. The exhibition is a collaboration between the university and colleges and student society the Black Cantabs Research Society. All Cambridge undergraduates starting in 2018 viewed the exhibition as part of their induction, as well as hundreds of other visitors.

Putting a spotlight on the 'hidden histories' of early Black students at the university has been a means to stimulate conversations around the representation of ethnic minorities at Cambridge, and to influence a move towards a more inclusive culture. The portraits are styled as counterpoints to the traditional Cambridge portraits lining the walls of the university and colleges in a deliberate challenge to create a new tradition of representation and inclusion for racially minoritized students.

The exhibition is designed to encourage discussions around race and racial bias: in the words of its introduction, 'As you walk this corridor, do these images match your idea of what you think Cambridge is? If not, why?' The exhibition provokes visitors to challenge their own construction of belonging and perceptions of inclusivity by asking 'who really belongs here?'

3.5.4 UNIVERSITY OF MANCHESTER

Engaging students as partners

In 2017–18, the University of Manchester, in collaboration with the University of Manchester Students' Union, led a successful bid to the HEFCE Catalyst fund to work in partnership with Manchester Metropolitan University and the University of Birmingham to deliver its Diversity and Inclusion Student Ambassador Programme. The programme adopts a co-production model, undertaking activities aimed at tackling the causes of differential outcomes for BAME undergraduate students and those from low socio-economic groups. Key features include:

- Development of internal and external networks both among students and between students and staff;
- Creation of safe spaces, where students and staff can engage in open dialogue on inclusive learning and teaching environments, academic support and well-being;
- Training student ambassadors to be active bystanders and to safely challenge racism, microaggressions and discrimination.

This model moves away from consultation to actively engaging with students as partners.

3.5.5 BRUNEL UNIVERSITY LONDON

Brunel University London held a screening of the film *Dear White People* with a panel discussion featuring the poet and Chancellor of the University of Manchester, Lemn Sissay, for 200 students and staff.

3.5.6 UNIVERSITY COLLEGE LONDON (UCL)

UCL established its Inclusive Curriculum Health Check in 2018, based on the Inclusive Curriculum Framework created by Kingston University London, leading a HEFCE funded consortium project.

A guide (UCL, 2018) has been created to assist staff in developing an inclusive curriculum with a checklist for considering content, delivery and assessment of programmes. The checklist is a mandated action that will be used in the UCL Annual Student Experience Review (ASER) process. UCL plans to:

- Appoint and train students as inclusive curriculum partners;
- Implement online and face-to-face unconscious bias training;
- Develop a system for anonymous reporting of racist behaviour.

3.5.7 GLASGOW CALEDONIAN UNIVERSITY

Glasgow Caledonian University built intercultural awareness workshops into modules and made them available to students in all schools to help students develop an understanding of different cultural norms and values which will be useful in their academic or professional careers.

The concept belongs to Student Vice-President Yetunde Ogedengbe, who spotted a gap in student learning. The programme provides a baseline for first-year students to develop their understanding and recognize the unconscious bias that exists within global academic, social and working environments.

The workshop has been developed to be sustainable within the teaching curriculum. It picked up one of the Student Engagement 2019 Awards run by sparqs, and was shortlisted for an NUS Scotland 2019 diversity award.

3.5.8 UNIVERSITY OF DUNDEE

At the University of Dundee, master's-level social work students undertake compulsory modules on decision-making and research methods that aim to decolonize the curriculum and support cultural and religious diversity in learning and teaching. The project builds on professional and inclusive practices inside the classroom, including an understanding of non-Western approaches to ethics such as Buddhist, Islamic and Confucian approaches and argumentation.

The project concerns not only what is taught, but how it is taught, changing understandings of whose knowledge it is so that the voices of BAME students are not marginalized. Inclusive practice is informed by criticalities of identity and power, and parallel lives exercises that debunk the notion of symmetry of experience between students. The learning materials introduce community speakers, concepts of the self and research methods drawn from the subcontinent.

The project is ongoing, but initial reflection has highlighted the importance of buy-in from other staff who can approach equality issues through the lens of sameness rather than diversity of approach to achieve equality of outcomes. Experience has also found that alternative learning techniques such as decolonial work can be perceived as confrontational and can take more time in a classroom environment than a traditional curriculum. The modules are open to other master's students within the School of Education and Social Work on an elective basis.

3.5.9 UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL

UWE Bristol held a number of role-model workshops with BAME alumni as guest speakers for students in the Faculty of Health and Applied Sciences.

3.5.10 SOAS UNIVERSITY OF LONDON

SOAS has created a Decolonizing SOAS Learning and Teaching Toolkit for Programme and Module Convenors. The work has been led by the Decolonizing SOAS Working Group. The toolkit acts as a briefing on what ‘decolonizing’ learning and teaching might entail.

At its root it is about making what we teach and how we teach it more responsive to the problems of colonial and racialized privilege and discrimination within our teaching practice. It is not a set of prescriptions but a set of suggestions and ideas for colleagues and students to think through, individually and collectively. It is animated by a spirit of critical dialogue within education and is also connected to wider institutional questions about the principles and practices of good teaching – in particular work on racialized attainment and inclusive pedagogy.

The SOAS Academic Board also approved the Decolonizing SOAS Vision and Action Plan in November 2017. This vision outlines SOAS’ wider commitments to address the need for decolonization within the school, in addition to curriculum review processes.

Thank You

'You cannot carry out fundamental change without a certain amount of madness. In this case, it comes from nonconformity, the courage to turn your back on the old formulas, the courage to invent the future. It took the madmen of yesterday for us to be able to act with extreme clarity today. I want to be one of those madmen. We must dare to invent the future'

- Thomas Sankara