

Independent review to address discrimination and advance anti-racism

London School of Hygiene and Tropical Medicine

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Content Warning: This report includes themes of racism including structural racism, overt racism and microaggressions.

1 Executive Summary

Nous Group (Nous) was commissioned by the Diversity and Inclusion Committee of the London School of Hygiene and Tropical Medicine (LSHTM) Council to conduct an independent review to address racism and advance race equity at LSHTM.

The purpose of the independent review is to review LSHTM's history, track record and current practices relating to race equity and to provide recommendations to enable LSHTM to follow the highest standards of policies and practices on racial equity. Nous' review was underpinned by key lines of enquiry set out in the terms of reference for the review, which are detailed in section two. Nous reviewed data and documents from LSHTM, conducted an institution wide survey and invited LSHTM's current and former students and staff to take part in interviews.

The report does not provide a comprehensive review of the experience of all staff and students, and therefore cannot claim to be representative. Current and former staff and students selected to take part through a total of 45 one-to-one participant interviews, six group interviews and a survey. The survey received 325 complete responses, with current staff making up 75 per cent of respondents. The survey responses represent a 16 per cent response rate for current staff of colour and 13 per cent for current White staff. The full breakdown of this information is provided in Appendix B. The team conducted a further 20 targeted interviews with members of staff relating to relevant work taking place at the School. The review team has identified and triangulated common themes drawing on the various sources of evidence.

Throughout the report, the review team use the distinctions of staff and students of colour and White staff and students. We recognise that individuals within these groups will have different values, behaviours, and lived experiences, and that intersectionalities play an important role. There are a few instances where these differences have been examined within the report to provide additional context. Methodological limitations are laid out in section two.

Participants in this review shared their historic and current experiences under an expectation of anonymity. Survey and interview quotes have been used to illuminate key themes but are not attributed to specific groups to avoid breaching this confidentiality. Where quotes are used, they are representative of broader input.

This report outlines the conclusions from the research and a set of recommendations and implementation principles. While it identifies serious and challenging issues, it also identifies a willingness to confront them and a growing commitment to positive progress. The recommendations provide an opportunity for the School to put in place an effective wide-reaching strategy for change, building on the significant work already underway.

We thank all participants who took part in the review process, including those who engaged in consultations and those who provided relevant documents, data, and evidence.

1.1 Conclusions

This review has uncovered instances of racism and inequalities which cannot be attributed to a select few individuals, but rather point to deeper, more structural issues. While there is demonstrable goodwill amongst the School community and examples of positive experiences, the weight of evidence suggests that the culture and practices still too often disadvantage people of colour.

It is important to contextualise LSHTM within a wider system of racial inequity. Some of the issues in this report are reflective of wider systemic challenges, such as the price of international tuition fees for students and awarding gaps in degrees. However, this context is not an excuse for inaction.

LSHTM's history brings a set of enduring legacies and very live challenges. Many staff have dedicated their lives to advancing public health globally and LSHTM's world-leading research has benefitted a great many

people worldwide, but the colonial attitudes inherent in LSHTM's historical mission negatively impact students and staff of colour today.

In response to student, staff and alumni networks campaigning for change over the past 18 months, LSHTM has taken steps towards advancing racial equity. Many stakeholders expressed optimism for change, particularly with a recent change in leadership, but there is much that remains to be done. There is a long-established power culture which has favoured the career progression and contribution of senior White staff. This context provides a backdrop for the rest of the report.

1.1.1 Leadership has been seen to act too slowly on issues of colonialism and racism

Stakeholders perceive that LSHTM has not meaningfully acknowledged and communicated its historic role in upholding colonial interests, which manifests in unequal partnerships and Eurocentric curricula. There is enduring mistrust in senior leadership linked to inaction or slow responses to issues of racism. There is optimism among some members of the community that changes in leadership represent an opportunity for progress, including the appointment of an executive lead in June 2020 to advance matters of equity and the appointment of a new Director in August 2021. However, there is a feeling that real improvements are yet to be seen. Many senior leaders state that it will take time to see the positive outcomes from steps taken on antiracism due to external barriers and the scale of culture change needed.

1.1.2 Staff of colour do not have equitable experiences or opportunities to progress at LSHTM

As a prestigious global institution, LSHTM attracts a diverse cohort of staff and students from all over the world and as such performs above the sector average in terms of racial diversity. However, as with elsewhere in the sector, internal data demonstrates that staff of colour at LSHTM are underrepresented at senior levels; have overall lower rates of successful promotion; and are more likely to be on short-term and fixed-term contracts. Themes in the consultations also include staff feeling overlooked and undervalued for their contributions and not receiving credit for their work. Staff cite unfair processes and practices in relation to recruitment and progression, which favour a set of more senior White academic staff. LSHTM is taking steps to redress these issues, through formalised and standardised recruitment practices and publishing the ethnicity pay gap. However, as highlighted through interviews and surveys, staff of colour are yet to see the benefits of these actions and there is currently little trust that they will be implemented fairly.

1.1.3 Students of colour do not have equitable experiences or opportunities to progress at LSHTM

LSHTM's student body is diverse, with students of colour from overseas representing the largest group. However, staff and students feel that international student fees place barriers to entry for students from low- and middle-income countries and low rates of acceptances from overseas students (as compared to UK students) supports this theory. LSHTM has a limited range of scholarships on offer, and students and academic staff feel that they do not go far enough. When looking at students in the UK, LSHTM has a greater proportion of students of colour compared to the sector, but this is low relative to the student population in London. Staff highlighted that the diversity of LSHTM's intake from overseas means that little effort is made to attract and support domestic students of colour.

Awarding gaps are stark at LSHTM for students of colour, and a Eurocentric curriculum and teaching practices were highlighted as issues, particularly by those from overseas. Some students note that their own knowledge and experience as practitioners in their home countries is not valued by their teachers and peers. LSHTM has launched a decolonising the curriculum initiative which aims to address these issues

across the institution. However, the current resource and structure through part-time Decolonising Advisors is insufficient to affect systematic change.

1.1.4 Staff and students feel unsupported when experiencing or trying to address racist behaviours

This review has highlighted worrying incidents of racist behaviours and there is an urgent need to ensure a safer environment for staff and students. While some of these incidents could be perceived as a symptom of naivete or inexperience in discussing race, there are also stories of overtly racist comments or disparaging remarks about other cultures. Furthermore, there are examples of senior staff's behaviours going unaddressed because of their influence in LSHTM. Irrespective of the nature of the incidents, they seriously impact people's sense of belonging and value and can have knock-on effects to mental health.

There are further reports from White staff feeling uncertain when entering discussions about race and staff of colour not feeling confident in challenging inappropriate comments for fear of repercussions to their employment and studies.

1.1.5 There is low confidence and trust in the reporting and resolution process

A lack of confidence and mistrust in the reporting and resolution process from staff and students of colour came through strongly as one of the themes in this review, as evidenced in the survey. For example, of those that responded, staff and students of colour are significantly less confident that LSHTM would deal with a reported racist incident without repercussions to the career of the individual who has experienced racism. Staff and students of colour are less satisfied than White staff and students that a report would be dealt with fairly or sensitively. There are additional fears that reporting issues will result in negative repercussions, leaving people feeling that there is no one to turn to for help. Similarly, stakeholders provided examples of inequitable implementation of HR processes depending on the person accused of wrongdoing, with more powerful members of staff avoiding formal hearing processes. This also limits opportunities for staff to understand why their actions have caused harm.

LSHTM has recently implemented the Report and Support tool which provides an anonymous route to report incidences. However, this is not currently seen as effective as stakeholders are not confident that their anonymity will be guaranteed, particularly in small research teams and overseas units. The review identifies examples of staff being coerced to drop their complaints by managers and peers, on the grounds that it will disadvantage their careers or academic progression. Staff have concerns about the capability of LSHTM's HR function and low trust in senior leadership to resolve incidences fairly. Furthermore, staff asserted that senior leadership have been more concerned with upholding LSHTM's reputation than acting in the interest of the staff and students when they raise grievances.

1.2 Recommendations

The report includes a series of recommendations which aim to address the challenges identified in the review. It draws on Nous and the advisory panel's expertise, research of practice in higher education, health and other relevant sectors, and input from members of the D&I committee and those who took part in consultations in the review. Figure 1 below gives an overview of the headline recommendations. These are provided in more detail in section 4. Implementation considerations are included in section 0 to provide guidance on effective implementation.

Figure 1 | Overview of report recommendations

- 1) Strengthening leadership, governance, and accountability**
 - 1.1. Define a vision and strategy to advance racial equity
 - 1.2. Strengthen leadership and governance to advance racial equality
- 2. Improving the outcomes and experiences for staff of colour**
 - 2.1. Improve equitable opportunities for staff progression
 - 2.2. Improve employment conditions for fixed-term and contractual staff who are predominantly staff of colour
- 3. Improving the outcomes and experience for students of colour**
 - 3.1. Continue to address barriers in the pipeline to study for students of colour
 - 3.2. Develop and invest in a curriculum informed by a decolonial outlook
- 4. Changing culture and behaviours**
 - 4.1. Ensure staff actively participate in training
 - 4.2. Develop awareness of anti-racism approaches
 - 4.3. Broaden the use of equity objectives in the appraisal process
- 5. Transforming complaints and reporting processes**
 - 5.1. Improve the visibility of complaints and reporting processes for students and staff
 - 5.2. Develop fairer and more transparent complaints and reporting processes
- 6. Developing equitable research partnerships**
 - 6.1. Reinforce consistent expectations for equity in research partnerships through provision of support and resource

2 Context and approach

This section contains contextual information related to race and the higher education sector, as well as LSHTM specifically, and includes details of recent efforts to advance racial equity for students and staff. In addition, this section details the approach taken in the development of this report.

2.1 Race in higher education

The barriers and inequalities experienced by students of colour¹ in higher education are well documented². Further to participation and awarding gaps at the undergraduate level, the proportion of UK-domiciled students of colour enrolled in UK higher education in 2018/19 drops from 24.8 per cent at the undergraduate level to 18 per cent at the postgraduate research level³. Funding is a significant challenge for students of colour. In 2018/19, 48 per cent of UK-domiciled students of colour studying in postgraduate research programmes received no scholarship or financial support for their tuition fees, as compared to 32 per cent of White students studying in postgraduate research programmes. Funding challenges and the lack of financial support is even more stark for international students, who pay tuition fees that are between three – four times higher than domestic students⁴.

Not all people of colour experience disparities in the same way. For example, Black students and staff experience additional barriers in academic progression and career success as researchers, particularly in science, technology, engineering, and maths fields (STEM).⁵ In 2018/19, 18.7 per cent of academic staff in STEM identified as people of colour, of which 13.2 per cent were Asian compared to 1.7 per cent who were Black. This is a pronounced drop off from postgraduate studies, where 7.1 per cent of entrants are Black and 11.9 per cent are Asian. At the level of Professor, just 3.5 per cent of Black academic staff hold these posts in STEM fields compared to 11.9 per cent of White staff.

Recent reports have surfaced the scale and severity of racial harassment experienced by both students and staff of colour in higher education⁶. Of those that participated in the Equity and Human Rights Commission's racism in higher education inquiry, around a quarter of students from minority ethnic backgrounds reported that they had experienced racial harassment. Over half of staff respondents described incidents of being ignored or excluded because of their race and more than 25 per cent reported experiences of racist name-calling, insults, and jokes.

A growing body of evidence highlights inequities in research publishing patterns and activity.⁷ Despite the rapid growth in scientific publications across a wider number of countries- including countries such as China and India-publications continue to be dominated in English and concentrated among leading institutions in the West. Non-English language works, and indigenous bodies of knowledge are not sufficiently represented through the commercial repositories of Web of Science and Scopus. Limited access to research funding in the Global South, the migration of researchers from the Global South to the

¹The terms "people of colour", "students of colour" and "staff of colour", are used throughout this report to refer to individuals racialised as non-white, and who define into communities which have historically and currently experience racism. Where the term "Black, Asian and Minority Ethnic" (BAME) is used this is specifically referencing data where that specific terminology has been used. These terms have significant limitations; they increase the risk of homogenising the experience of individuals and communities who experience racism in different ways, and people are more likely to define as a particular ethnic group or race, rather than into an overarching identity. This report is written and should be read fully cognisant of these limitations, and experiences of racism highlighted should not be assumed as applicable to all non-white individuals.

² Universities UK. [BAME student attainment in UK universities: Closing the Gap](#). 2019

³ UK Council for Graduate Education. [Access and participation of Black, Asian and Minority ethnicities in UK Postgraduate Research – Policy Briefing](#), 2020

⁴ Nous Group. Internal analysis of pricing benchmarking of postgraduate research fees in public health and similar fields, 2021

⁵ Royal Society. [Ethnicity in STEM academic communities](#), 2021

⁶ Equity and Human Rights Commission, Tackling racial harassment: universities challenged. 2019

⁷ Xu, X. [Moving beyond centre-periphery science: Towards an ecology of knowledge](#). Centre for Global Higher Education, 2021

Global North and the lack of appropriate acknowledgment of the contribution of Global South researchers are factors which perpetuate these inequities.⁸

2.2 LSHTM and race

LSHTM is a significant leader in international research related to infectious diseases, chronic conditions and health systems with research activity that spans more than 100 countries. In 2020, LSHTM was ranked third in the world for public health⁹ (and first in the UK) and it is ranked as the UK's top university for the proportion of academic research with women listed as authors, and third in Europe for publishing open access research.¹⁰ In 2019-20, the School received £181.2m in new research grants, of which £20.2m was to support work in The Gambia and £11.8m to support work in Uganda.

LSHTM has extensive research partnerships with institutions across Africa and helped establish the Malawi Epidemiology and Intervention Research Unit (MEIRU), Mwanza Intervention Trials Unit (MITU) and Zambart. More than 100 researchers are embedded in local institutions with significant presence in Tanzania, Sierra Leone and Ethiopia.

As of 2018, two Medical Research Council units based in Gambia and Uganda were transferred to LSHTM¹¹. The MRC units remain Africa-based academic research institutions with scientific independence from the School. LSHTM is currently reviewing the governance arrangements for the two units, with a view to better harmonising processes and employment practices, while preserving the scientific autonomy of the units.

Given its significant global profile, LSHTM attracts staff and students from across the world. As such, LSHTM is more racially diverse than many other higher education institutions across the sector. However, there are differences in the representation of staff of colour between academic staff and professional staff groups, and differences in the proportion of students of colour between UK-domiciled and international student cohorts. These differences are explored in detail below.

2.2.1 LSHTM has a higher proportion of staff of colour than the sector average, particularly among professional services roles

In 2020, 3500 staff worked at LSHTM. Of the total staff population, 30 per cent were academic staff based in faculties and central services, 19 per cent were professional services staff based across LSHTM (excluding MRC units), 30 per cent were scientific staff based in the MRC Unit the Gambia and MRC / UVRI and LSHTM Uganda Research Unit and 21 per cent were non-scientific staff based in these units.

The proportion of staff of colour in academic roles at LSHTM is higher than the UK sector average (23 per cent in 2019/20 compared to 16 per cent) and has increased year-on-year from 2016/17 to 2019/20 (from 18 per cent to 23 per cent). As shown in Figure 2, the proportion of staff of colour in professional services roles is consistently more than twice the UK sector average (31 per cent in 2019 compared to 12 per cent). The proportion of staff of colour in professional services roles has remained constant (between 29 per cent and 31 per cent). The figures for PSP staff reflect broadly the working population of Greater London (33 per cent of those working in 2020 were defined as 'ethnic minority').¹²

⁸ Liverpool, L. (2021). [Researchers from global south under-represented in development research](#). Nature

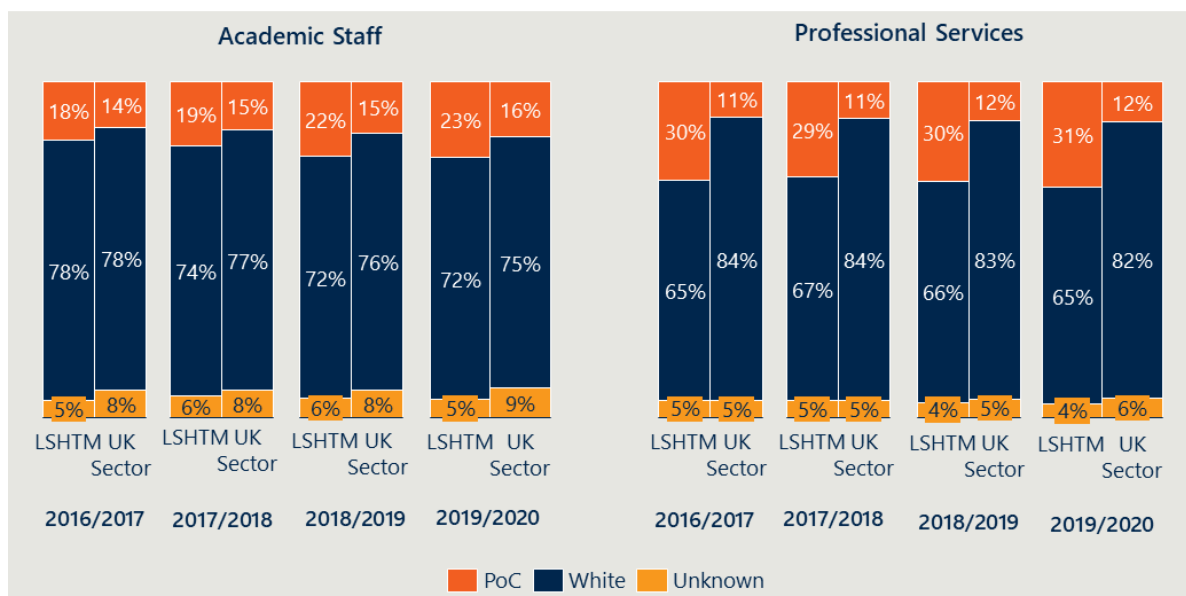
⁹ Shanghai Ranking Global Ranking of Academic Subjects 2020

¹⁰ 2020 CWTS Leiden Ranking

¹¹ LSHTM. (2018). [Statement on the transfer of Medical Research Council Unit The Gambia to LSHTM - 2018](#)

¹² ONS, 2021, Employment rates by ethnicity, data available at: <https://data.london.gov.uk/dataset/employment-rates-by-ethnicity>

Figure 2 | LSHTM staff representation by ethnicity in academic and professional services 2016-17 to 2019-20¹³



2.2.2 LSHTM attracts a diverse group of students globally

The majority of students enrolled in 2020/21 were distance learning students (3,878), followed by intensive MSc (764), professional development course participants (519) and doctoral candidates (486)¹⁴. The School received a 91 per cent student satisfaction score for the quality of courses and was ranked 2nd in the UK for access to resources¹⁵.

In 2019/20 60 per cent of PGR students and 62 per cent of PGT students were from overseas, and over half of these were students of colour. However, Figure 3 demonstrates that the proportion of UK domiciled students of colour has been considerably lower than those from overseas over the last five years (between 31 and 37 per cent at PGT and 21 and 24 per cent at PGR). Whilst this is higher than the sector averages for UK-domiciled students (24 per cent at PGT and 19 per cent at PGR in 2019/20)¹⁶, many stakeholders at LSHTM feel that recruiting students of colour from the UK is not afforded a high priority.

¹³ HESA. HE academic staff by ethnicity and academic employment function 2014/15 to 2019/20, 2021

¹⁴ LSHTM (2020). Annual Report

¹⁵ Ibid

¹⁶ HESA. Who's studying in HE? HE student enrolments by personal characteristics, Academic years 2015/16 to 2019/20, 2021, <https://www.hesa.ac.uk/news/27-01-2021/sb258-higher-education-student-statistics/numbers>

Figure 3 | LSHTM PGT students by domicile and ethnicity (BAME, White & unknown) 2015-16 to 2019-20

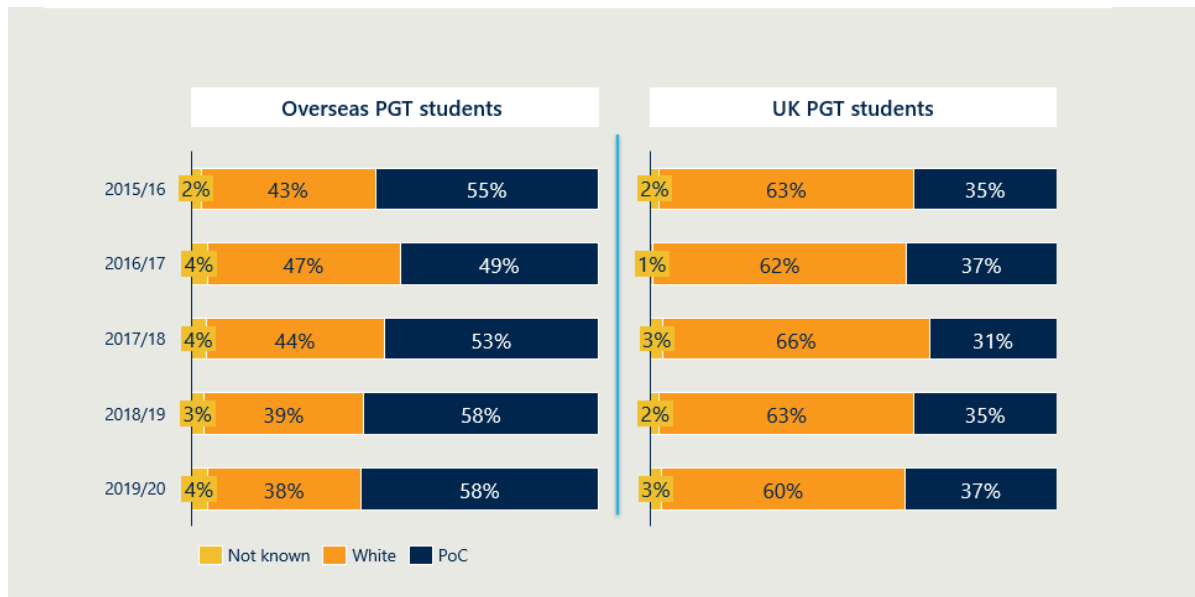
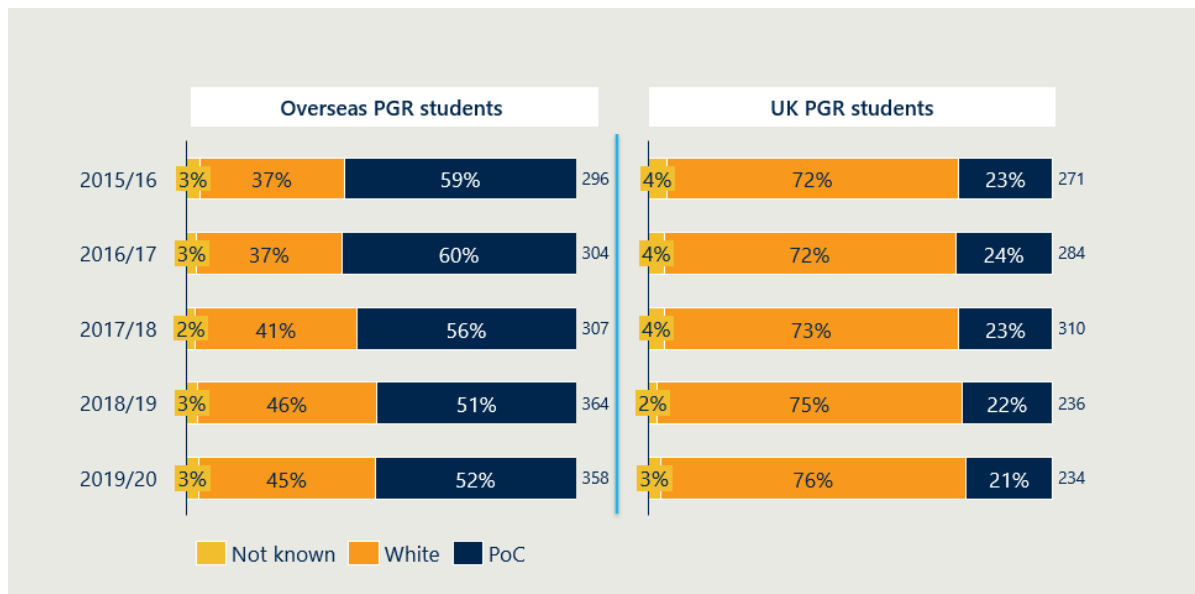


Figure 4 | LSHTM PGR students by domicile and ethnicity (BAME, White & unknown) 2015-16 to 2019-20



2.2.3 Action at LSHTM regarding race equity

The Black Lives Matter movement following the murder of George Floyd in 2020 prompted testimonials of racism at universities across the UK. LSHTM was no exception to this; reflections of current and former students and staff who had experienced or witnessed instances of racism at LSHTM were compiled into a document and supported by over 600 signatories.

In response to these testimonials and to subsequent calls to address race inequity, the Council established a Diversity and Inclusion Committee to focus the Council's attention on issues of race inequity and other forms of discrimination. One of the main pieces of work for this committee was the commissioning of this independent review. Alongside this, LSHTM's Executive Team has committed to a range of actions and

taken steps to address these issues. These are included below for context; the effectiveness of these actions is explored in subsequent sections of this report.

These commitments and actions include:

- Commissioning a research project to examine LSHTM's colonial history.
- Appointing a member of the Senior leadership team to oversee LSHTM's actions to tackle racial harassment and discrimination.
- Implementing the Report + Support tool to provide an avenue for reporting incidents of bullying, harassment, and misconduct.
- Launching an EDI strategy in February 2021, which includes goals to develop equitable research and educational partnerships, address student diversity related gaps in experience, attainment and progression and close diversity related gaps in staff experience and progression.
- Conducting a review of the research culture and HR policies and procedures at MRC Gambia.
- Making a commitment to work with the Decolonising Global Health group.
- Agreeing a joint statement with the BLM FAIR (Fighting Against Institutional Racism at LSHTM) group
- Rolling out microaggression training for staff across LSHTM.
- Making a commitment to moving outsourced security and cleaning staff from temporary to permanent contracts.

2.3 Approach to the review

Nous was commissioned by the Diversity and Inclusion Committee of the LSHTM Council to conduct an independent review to address racism and advance race equity at LSHTM. Nous' approach was underpinned by key lines of enquiry set out in the below terms of reference. Nous examined data and key documents from LSHTM, conducted an institution wide survey and invited the LSHTM community to take part in interviews. These are expanded in further detail below.

2.3.1 Terms of reference

The objectives of the review were to consider LSHTM's history, colonial legacies, cultural dynamics and any cultural systems or process challenges to race equity and decolonisation. Additionally, the review observes what can be learnt from responses to past events, recent reviews and consultations, in comparison with exemplars in race equity across the following core areas: teaching, staff and student recruitment and progression, complaints and grievances, student attainment, communication, engagement and transparency, curriculum content, partnerships and governance/decision making.

Below is a summary of the key questions the review set out to answer.

- How do colonial legacies inform current procedures and practices (including in teaching and learning) at LSHTM?
- What racial disparities in outcomes exist for students and staff of colour?
- How does LSHTM's leadership, systems, structures, governance and accountabilities support or impede race equity?
- What existing work is being done to address racial inequity at LSHTM, and how effective has the work been to date?
- What is the past and current experience for students and staff of colour at LSHTM across the student/employment lifecycle? (e.g., application, enrolment, experience, progression)

- How do experiences of students and staff of colour intersect with other identities/characteristics?
- What experiences have students and staff of colour had of racism at LSHTM, including reporting and resolution?
- How can LSHTM's reporting and resolution processes - as well as the Council's oversight of them - be improved?

The full terms of reference for the review are included in Appendix A.

2.3.2 Data collection

Data and document review

Nous reviewers submitted a data request to LSHTM. The full list of data and documents is included in Appendix B. The data received includes:

- Student participation and attainment data
- Student experience data
- Staff representation data
- Staff promotion data
- Reports and complaints data
- Details of current EDI training
- Alumni testimonials
- EDI strategy

Survey

LSHTM's current and former students and current and former staff were invited to take part in a survey. The survey addressed the key lines of enquiry stated above.

The survey was completed by 325 participants. Of those that completed the survey, 60.3 per cent of respondents did not identify as a person of colour, 34.2 per cent identified as a person of colour, and 5.5 per cent opted not to disclose these details. Full details can be found in Appendix B.

Interviews with the LSHTM Community

Current and former students and current and former staff were invited to engage in the review through interviews. Three types of interviews were offered. These included:

- **One-to-one consultation.** These were 45-minute one-to-one conversations, to discuss participant experiences at LSHTM. Individuals were invited to sign up by doodle poll and invited to bring someone else along to support them during the session.
- **Self-organised focus group.** These were one-hour interviews with a group of individuals who self-organised to meet as a group to discuss their experiences at LSHTM. A specialist counsellor attended focus group sessions.
- **Allocated focus group.** These sessions were one-hour interviews with a group of individuals who signed up. Prior to the sessions, participants were required to agree to a confidentiality agreement to protect the confidentiality of other participants. Names of the participants were sent out in advance to ensure that individuals had the option of withdrawing from the focus group should they not feel comfortable about another person attending. A specialist counsellor was available for all sessions.

Specialist counselling support was available for all participants, through Mamta Ward, an external counsellor on the review team.

The breakdown of respondents across the review is in Appendix B.

Targeted interviews

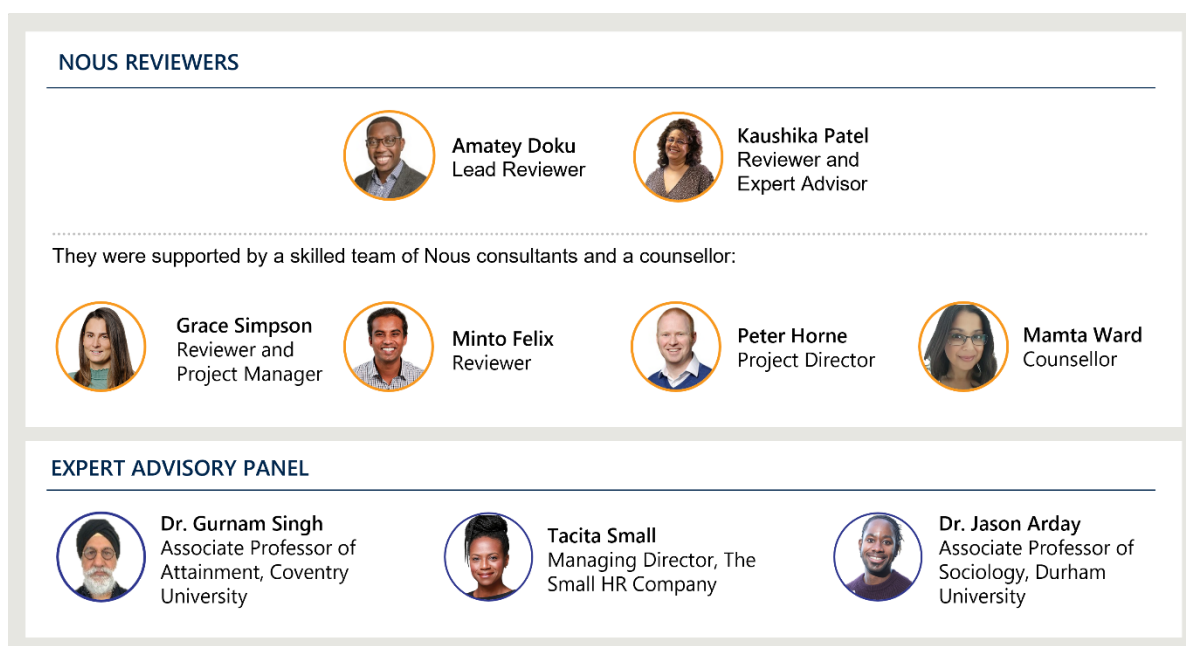
Nous also conducted targeted interviews with individuals and groups within the LSHTM community with a remit relevant to the review. These included:

- The Executive Team
- The Equity, Diversity, and Inclusion Team
- Staff in Human Resources
- LSHTM Funders

2.3.3 The review team

A core team of Nous reviewers was supported by an independent expert advisory panel of experienced leaders in racial equity. This panel advised on the key lines of enquiry, conclusions and recommendations. The team structure is set out in Figure 5 below.

Figure 5 | Nous Reviewers and Expert Advisory Panel



2.3.4 Methodological limitations

The review received good engagement from LSHTM community, with a strong qualitative sample. However, there are limitations to the research outlined below:

- **Primary focus:** the review focused on the experiences of staff and students who interact with the London campus. Given the interface between the School and the MRC units and in response to request for interviews, the review team additionally engaged with staff to understand the nature of the institutional relationships. However, this review does not provide a comprehensive overview of the experience of staff and students at the MRC units and at other partner organisations.

- **Accessing students:** The timing of the review – with consultations taking place during September and October – meant it was challenging to access students who had studied during the 2020-21 academic year.
- **Mode of study:** the review focused on the experiences of students as related to type of study (e.g., coursework, research) but did not distinguish between the experiences of students in relation to mode (e.g., distance learning, intensive, professional development). In addition, the review took place during the period of COVID-19, where students who would normally have been studying in person were engaging online. The review team recognise the differences in materials for various student groups, and the way they interact with the School. However, for the purposes of this review and recommendations arising, it is focused on improving the experiences of all LSHTM students of colour.
- **Self-selection bias:** Most participants self-selected to take part in the review and were likely to have the strongest views on the subject. The review does not attempt to provide a representative experience for all staff and students of colour. The team triangulated different sources of evidence including interviews, survey data and document review.
- **Categorising participants:** Survey analysis looks at differences in responses between those who identify as people of colour and those who do not. This is a crude polarisation used for the purpose of the analysis. Attitudes, values and lived experience of respondents within each group will vary greatly, particularly when considering experiences of those from the UK and overseas.
- **Intersectionality and interpretations:** The review is focused on issues around race and therefore does not explore issues of intersectionality in huge detail. Many reading this review will have different – or more nuanced - interpretations for the issues described; class and gender for example are likely to play a significant factor. These complexities need to be considered as LSHTM works to address the issues identified here. The full breakdown of survey and participant data is detailed in Appendix B.

3 Conclusions

3.1 Institutional context and leadership

Internationally and within the UK, efforts to advance racial equity within global health focused educational institutions continues to grow in prominence. Efforts to decolonise the curriculum and adopt anti-racist public health teaching materials have been amplified in the wake of the Black Lives Matter movement and the ongoing coronavirus pandemic¹⁷¹⁸.

Simultaneously, within the public and global health fields, there have been renewed calls to declare racism a public health crisis¹⁹. From this recognition, a movement is building to transform the delivery of healthcare, the education and training of healthcare professionals, public health research and the development of healthcare policy, to more sharply focus on redressing the long-standing disparities experienced by people of colour. These wider shifts have significant implications for LSHTM and to the delivery of its teaching and research mission.

This section explores how these wider debates manifest themselves at LSHTM and the effectiveness of LSHTM's response to grappling with its own colonial legacy. It draws on a wide range of evidence including stakeholder interviews, qualitative survey data and a review of key documents such as the report on the colonial history of LSHTM.

3.1.1 LSHTM has not meaningfully acknowledged and communicated its role in upholding colonial interests

LSHTM has a well-documented colonial history. In 2019, the Senior Leadership Team commissioned a report into LSHTM's colonial history²⁰. The findings of the report include:

- LSHTM was founded by the UK government's Colonial Office and LSHTM benefited from and contributed to colonialism in a variety of ways.
- LSHTM's research agenda was heavily influenced by British commercial interests in Britain's colonies.
- Its current position as a leader in global health and research can be attributed in part to its role in British colonialism.

Figure 6 | Reflections about the School's colonial history and implications

'Throughout the first 30 years of its existence, LSHTM's insecure financial footing meant that it had to make itself relevant to the political currents of the day. This meant that it embraced British colonialism and the notions of racism and white racial superiority which accompanied it in its research, teaching and in public speeches and academic writing by its students and members of staff.'

The LSHTM and Colonialism: A report on the colonial history of LSHTM (1988-1960) Dr Lioba A. Hirsch¹³

'LSHTM inherits formal and statutory characteristics designed to solve imperial problems. The legacy of these historically rooted modes of problem solving and institutional governance are deeply implicated in

¹⁷ Hirsch, L. Is it possible to decolonise global health institutions, *The Lancet*, 2021

¹⁸ Hagopian et al. Adopting an anti-racism public health curriculum competency, *Public Health Reports*, 2018

¹⁹ Pain et al, Declaring racism a public health crisis in the United States: cure, poison, or both? *Frontiers in Public Health Policy*, 2021

²⁰ *The LSHTM and Colonialism: A report on the colonial history of LSHTM (1988-1960) Dr Lioba A. Hirsch*

the organisation and hierarchy, the structures and patterns and the experiences and testimonies that the DGH and BLM group draw to your attention.'

LSHTM Council Meeting, Session on Racism presentation slides

'For me, the issue of discrimination and anti-racism ties closely with issues of coloniality, white privilege, white supremacy, elitism - e.g., through giving limited access to education (affected by high fees and limited availability of funding for students from underprivileged background), defining success in very narrow terms, hiring individuals on insecure contracts, expecting said individuals to do unpaid/ voluntary work to support the decolonisation of the curriculum, for example.'

Academic staff member

Many stakeholders frame LSHTM's current challenges with race equity through the lens of enduring colonial legacies. They think that LSHTM continues to be a colonial institution in its mission, values and practices and that it continues to benefit from its colonial past and perpetuate colonial inequalities. Consultees highlight that these enduring inequalities are reflected in several areas including:

- **Lack of racial diversity.** Staff of colour are consistently underrepresented at LSHTM, particularly at senior academic and management levels. Consultees highlight this as a continued manifestation of LSHTM's colonial legacies.
- **Eurocentric approach to curriculum content and delivery.** Both staff and students report that the curriculum in many programmes is taught from a Western perspective despite LSHTM claiming to be a global institution. Consultees identify this as symptomatic of LSHTM's colonial legacies. Stakeholders feel that the lack of diversity of academic staff also reinforces colonial influences in the curriculum.
- **Inequitable partnerships and engagement with overseas units.** While there have been significant changes in recent decades to the way research is undertaken with communities in low-and-middle-income countries, the prevailing model at LSHTM is one where the vast majority of research, employment and expenditure is carried out by London based academics. There are also disparities in pay and employment opportunities between Western academics and those in local contexts.
- **One-way student mobility.** LSHTM attracts a significant proportion of its students from low and middle-income countries who pay significant international student fees to study in London. There is limited provision of scholarships and studentships for research students. These factors constrain the pool of students who have the means to study at LSHTM. Furthermore, there are limited opportunities for outbound student mobility in the international contexts in which LSHTM has a presence and for students to engage in reciprocal knowledge exchange. This reinforces the mentality that Western knowledge and practices are superior. Table 1 illustrates that overseas tuition fees are typically two to three times greater than UK fees at LSHTM, which is comparable to similar institutions and reflective of wider sector patterns.

Table 1 | Comparison of 2022-23 domestic and overseas tuition fees for a sample of Masters and Research programmes*

Course	UK full-time tuition fees	Overseas full-time tuition fees
Masters, Global Mental Health	£14,070	£32,940
Masters, Health Policy, Planning and Financing	£14,196	£26,232
MPhil / PhD	£6,230	£19,190
DrPH	£6,230	£19,190

Figure 7 | Comments related to colonial legacies and one way student mobility

'I don't know if LSHTM should be charging this much (international student fees) ...it perpetuates a colonial system. Someone like me can continuously afford these opportunities but someone brighter than me from a low-and middle-income country is missing out.'

Current student

'LSHTM should have satellite pods in Africa, Asia, other places where it works...where students could do their programmes without coming to London which are available typically for those from elite backgrounds...otherwise you produce the same inequalities over and over again.'

Former student

'PhD studentships are very much limited or absent for those who are not from the UK or the EU. It gives an impression that yes, you can have a degree for your career advancement (in your home countries) - but the spaces of higher learning in global public health are not for you.'

Current student

'When I did my PhD hearing, the panel dismissed ideas which were grounded in indigenous knowledges because it was not 'scientific'...these senior researchers did not value indigenous bodies of knowledge.'

Former student

'There should be more senior academic positions based overseas from locals in Zimbabwe, South Asia...who can educate their students.'

Current staff member

Consultees asserted that LSHTM's colonial legacies have not been fully acknowledged or communicated and do not believe that the School has taken adequate measures to redress these legacies through its current practice. In recent years, networks of current and former students and staff have come together and campaigned for the School to take action on racial equity including the BLM Fair Network and Decolonising Global Health (DGH) Group.

DGH was established by volunteers in 2019 to address these concerns. DGH is an independent voluntary community of staff and students, who manage several workstreams to drive action for race equity and address colonial legacies in LSHTM. More recently, LSHTM's Executive Team co-authored a statement of intent with the FAIR Network, who in their own words are "an unofficial group of current and former LSHTM staff and students... committed to supporting LSHTM's transformation into an equitable,

decolonised and anti-racist institution.”²¹ In that statement, they acknowledge that LSHTM has a colonial legacy and history and that the Executive Team have a responsibility to meaningfully address it.

Figure 8 | Excerpt from the LSHTM and Fair Network Joint Statement of Intent

‘All involved recognise the value in working collaboratively while acknowledging the challenges inherent in addressing racism within an institution with a long colonial history, particularly in the field of global public health...LSHTM’s Executive Team recognises its responsibility to actively dismantle existing systems of oppression inherited and exacerbated by colonial legacies consistent with the laws governing LSHTM’s charitable and University status.’

3.1.2 There is an enduring lack of trust in the senior leadership team, including in advancing anti-racism

Stakeholders report a long-standing lack of trust in the senior leadership team, and the School’s new leadership has identified this as a key priority to tackle. Some attribute this mistrust to a lack of transparency around decision making at LSHTM. This lack of trust extends to perceptions about the leadership’s ability to advance anti-racism. Consequently, some of the individuals and groups we engaged with reported reservations about this independent review process and had low confidence that recommendations would be effectively implemented.

Figure 9 | Comments about a lack of trust in the senior leadership team

‘I’m worried that Senior leadership of LSHTM is ‘performing concern’ – it enables a kind of façade.’

Academic staff member

‘You will have heard about the exec team being wildly mistrusted.’

Professional support staff member

There’s a lot of goodwill and good intentions; people want to do the right thing and say the right thing; we’re being dragged by legacy historical issues; that are a little bit cultural and structural; there’s a level of ignorance around racial and diversity matters- that’s come from a position; I think it’s more ignorance; we haven’t got a particularly diverse team; most senior academics are middle class; they mix in those circles; they’ve not worked outside the sector- a lot haven’t worked outside LSHTM.

Academic staff member

‘Due to the current leadership, I am very pessimistic of LSHTM’s ability to work towards a culture whereby people from BME backgrounds will feel confident that they have access to the same opportunities, as their white counterparts and feel able to express their views rather than leave the School, if they perceive they are subject to direct or indirect discrimination or bias. The current motivation in my view is to avoid potential reputational damage.’

Professional support staff member

Public statements made about these topics - and others concerning strategic management - often portray a narrative of leadership that is more responsive, proactive, and engaged than it actually is. The past reality I have seen is that LSHTM’s Senior Leadership Team only tends to address student/staff dissatisfaction defensively and reactively, particularly on these issues of race’

²¹ FAIR LSHTM. [About Us](#), 2021

Student

'Leaders have created barriers (specifically with the BLM and DGH networks) and are unresponsive but then send out communications overplaying their roles in anti-racism and what LSHTM is doing without providing the full picture.'

Academic staff member

The survey asked further questions about the leadership of LSHTM. Key results include:

- People of colour are less likely than White staff to agree that LSHTM leaders are open about challenges regarding race equity. (Figure 10)
- People of colour and staff in overseas MRC units are less likely to agree that leaders at LSHTM take appropriate action regarding issues of racism or race equity. (Figure 11)
- People of colour disagree to a larger extent than White respondents that leaders at LSHTM are antiracist in their behaviours. (Figure 12)

Figure 10 | Responses to survey statement: "Leaders are open about challenges regarding race equity"

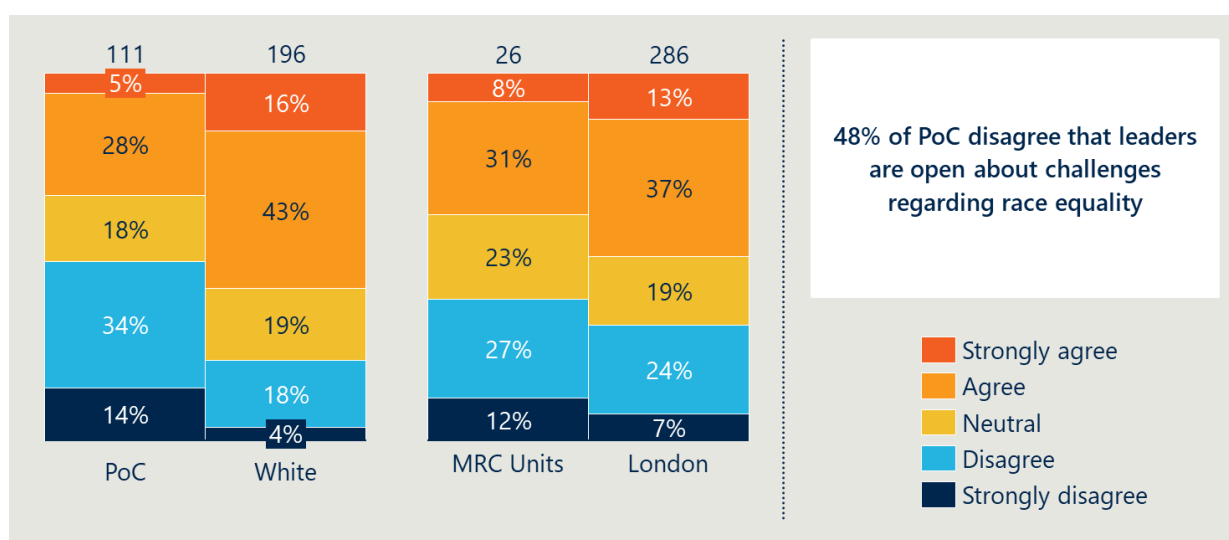


Figure 11 | Responses to survey statement: "Leaders at LSTHM effectively communicate action they are taking regarding race equity"

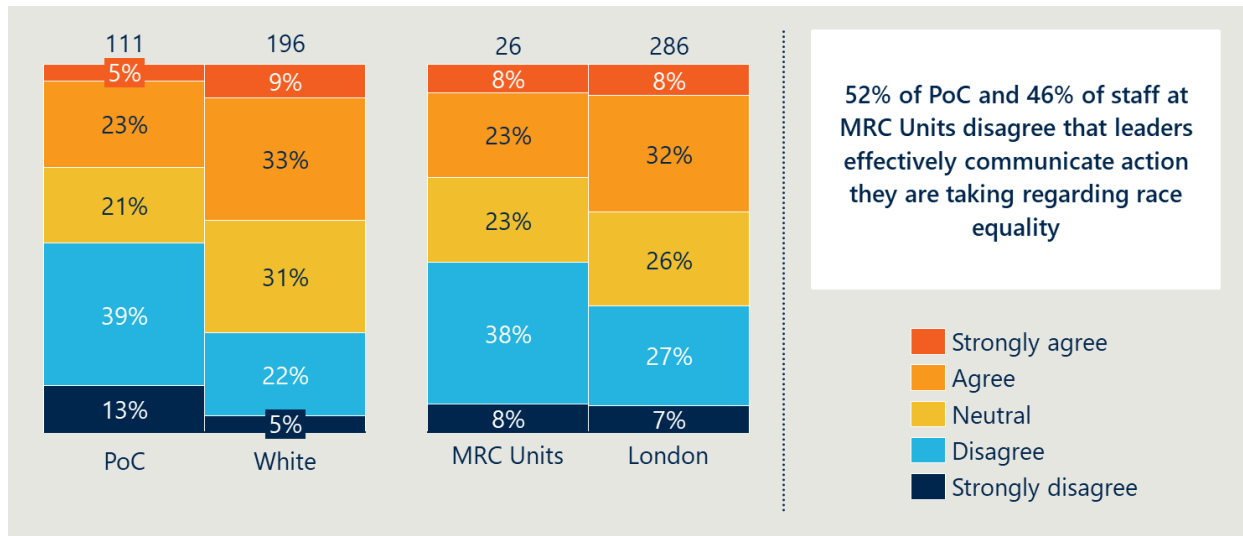
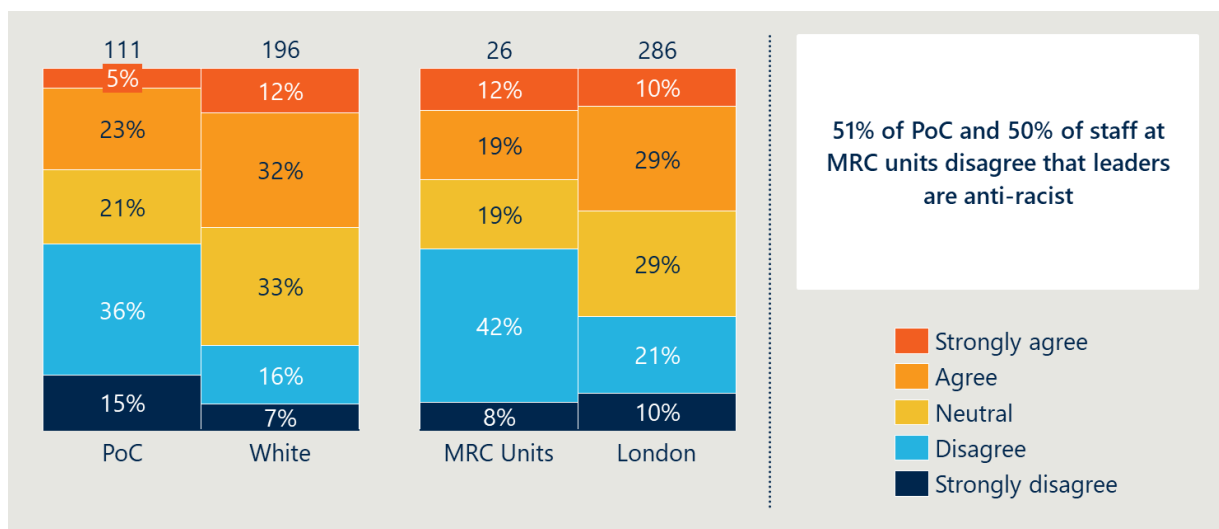


Figure 12 | Responses to survey statement: "Leaders at LSHTM are anti-racist in their behaviours and attitudes"



3.1.3 There is optimism for School-wide progress on antiracism but a sense that it will take time

Interviewees and survey respondents alike highlighted that the institutional awareness and level of discussion around racism and anti-racism is increasing, and many expressed an optimism that the new leadership presents an opportunity for progress. The review notes the appointment of a senior executive lead in June 2020 to advance matters of equity and a new Director for the School in August 2021 as actions which contribute to the sense of optimism for some students and staff. Senior leaders expressed a commitment to enact meaningful change; however, there is a sense that this will take time. The School community is largely unclear on the anticipated outcomes of this change and are yet to experience positive outcomes in practice.

Figure 13 | Comments relating to optimism for change

'It is difficult to generalise about "LSHTM". For example, some researchers treat collaborators fairly while others do not (...) Similarly, it is hard to generalise about the LSHTM leadership. I think the old leadership was problematic, but I have hopes for the new one.'

Academic staff member

'The School under the previous directorship was not at all good at suitably dealing with issues of racism. I cannot speak to the School under the new Director as yet, but it seems more positive and I hope it will continue as such.'

Professional support staff

'I am hopeful that the situation is changing, but the trajectory is not clear to me yet.'

Professional support staff

'In the past I have experienced bad decisions at senior leadership level; however, I feel that with the changes that have been made recently this is likely to change.'

Professional support staff

'I feel reassured with the new [leadership] in this area, as well as the independent review and additional representation within the School's committee structure, that such issues will now be at the forefront of the School's mission and future strategy.'

Professional support staff

Senior leaders consulted identified that progress on anti-racism would take time due to the scale and significance of the culture change needed, along with external barriers to LSHTM. These external barriers include financial constraints from funders on how grant funding can be spent, and UK law and tax regulations, which place challenges on recruiting staff from overseas. Senior leaders further highlighted that recruiting staff of colour to senior academic and professional services roles would take time due to gaps in the talent pipeline that needed to be filled in the first instance (e.g., at the Associate Professor level).

Senior stakeholders were keen to draw attention to the progress and commitments that had been made on anti-racism. However, they recognised that the organisational change required would be significant and would take time for progress to be realised. Senior stakeholders further expressed the need to take the whole institution on the journey, in relation to understanding race equity. In particular, they raised concerns about engaging with some senior White academics who might feel uncomfortable or threatened when discussing issues of race.

Figure 14 | Comments on pressure impacting the rate of change

'There's lots of pressure from the external environment.... pressure from funders and restrictions on what the money can be spent on. [We are] constrained by work permits and tax regulations in the UK [these are] things outside our control.'

Academic staff member

'I agree that work needs to be done to address issues of discrimination and racism, but I think the Senior Leadership Team have started to put these things into action. These are deep seeded [sic] issues and cannot be changed overnight.'

Professional Support Staff member

'[LSHTM is] a change resistant organisation... [these changes] will take time to embed.'

Academic staff member

'This is a culture shift and will take time, but we can take some heart from our past [on gender equity].'

Academic staff member

'There is a worry that we are not taking all groups with us...staff are scared to engage.'

Academic staff member

3.2 Recruiting and developing staff of colour

This section covers LSHTM's approaches and success in recruiting and developing staff of colour. It draws on wide-ranging evidence, including staff grade, contract type and promotions data. Evidence from the review survey and qualitative interviews triangulates this evidence.

3.2.1 Staff of colour are underrepresented at LSHTM in academic roles and positions of leadership

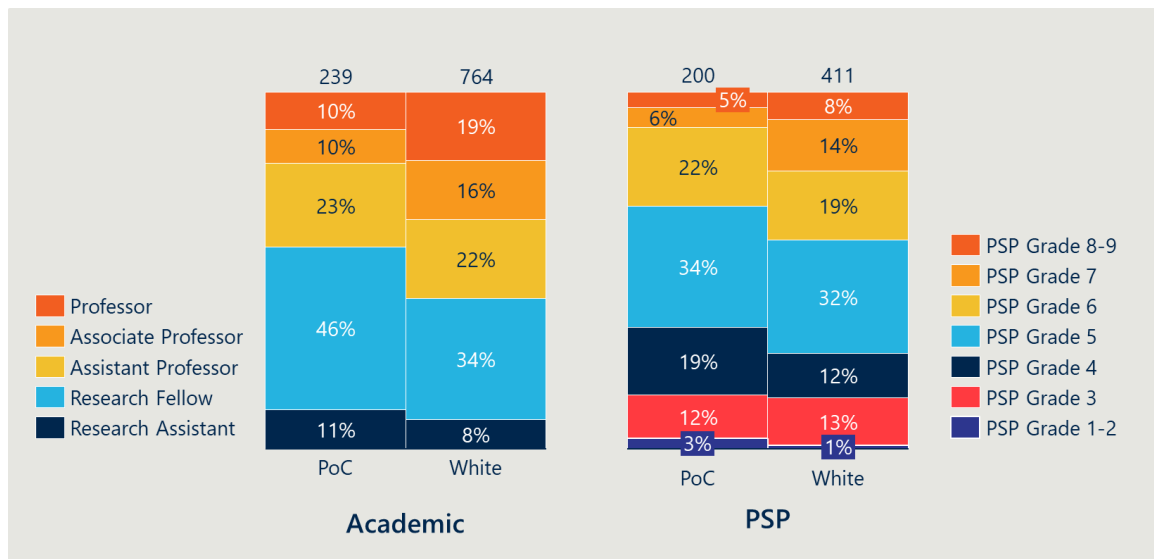
As is common across the sector, staff of colour are underrepresented at higher grades of LSHTM. In 2019/20, 19 per cent of academic White staff were at professorial level compared to 10 per cent of academic staff of colour. Of these figures, only one in 20 academic staff are Black or Black British compared to 1 in 5 academic White staff. There is a similar picture for professional support staff; 22 per cent of White staff were at grades 7-9 compared to 11 per cent of staff of colour (Figure 15).

These figures compare relatively favourably to the academic sector averages;²² 6 per cent of academic staff of colour across the UK sector were at professorial level in 2019-20 compared to 11 per cent of White staff.²³ However, they still represent significant gaps in representation at senior levels, particularly given the global reach and outlook of LSHTM.

²² A direct comparison is not available for non-academic staff grades.

²³ <https://www.hesa.ac.uk/news/19-01-2021/sb259-higher-education-staff-statistics>

Figure 15 | Representation of staff of colour and White staff by grade (academic and professional services 2019-20)



3.2.2 Rates of promotion vary by ethnicity

Analysis by LSHTM of its academic promotions data between 2017 and 2020 supports feedback from stakeholders that recruitment and promotion practices are inequitable. LSHTM’s analysis of promotions data between 2017 and 2020 revealed lower rates of successful promotion applications for staff of colour, compared to White staff across the following levels:

- Promotion from Research Fellow to Assistant Professor: 59 per cent vs. 73 per cent (a gap of 14 per cent)
- Promotion from Assistant Professor to Associate Professor: 32 per cent vs. 65 per cent (a gap of 33 per cent). In other words, two out of three white candidates were successful when they applied for promotion to Associate Professor, yet this trend was reversed for staff of colour.

Rates of success for White staff and staff of colour were similar for those applying for promotion from Associate Professor and Research Assistant roles; however, the pool of staff in these positions were much smaller, as shown in Figure 15.

3.2.3 Staff of colour report unfair recruitment and promotion practices

Employment inequalities were reflected in responses to the survey, with 40 per cent of people of colour disagreeing or strongly disagreeing that people of colour would be treated fairly through the application process compared to 20 per cent of White respondents (Figure 16). In addition, 58 per cent of people of colour disagreed or strongly disagreed that staff of colour would have equal opportunities to progress their careers (Figure 17).

Figure 16 | Responses to survey statement: People of colour are treated fairly throughout the job application process

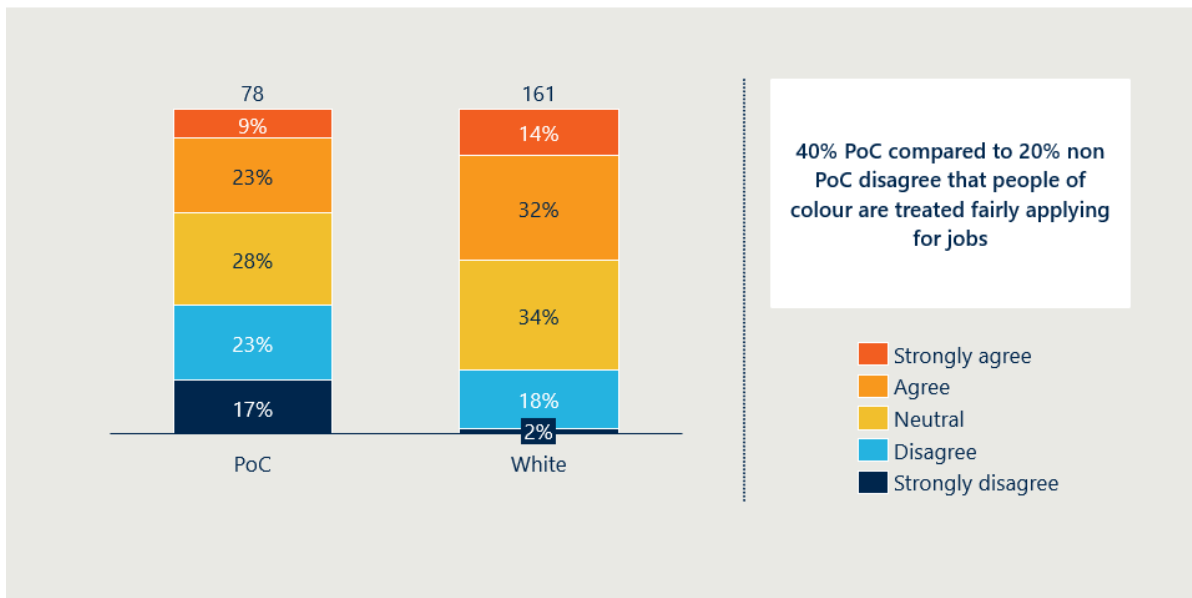
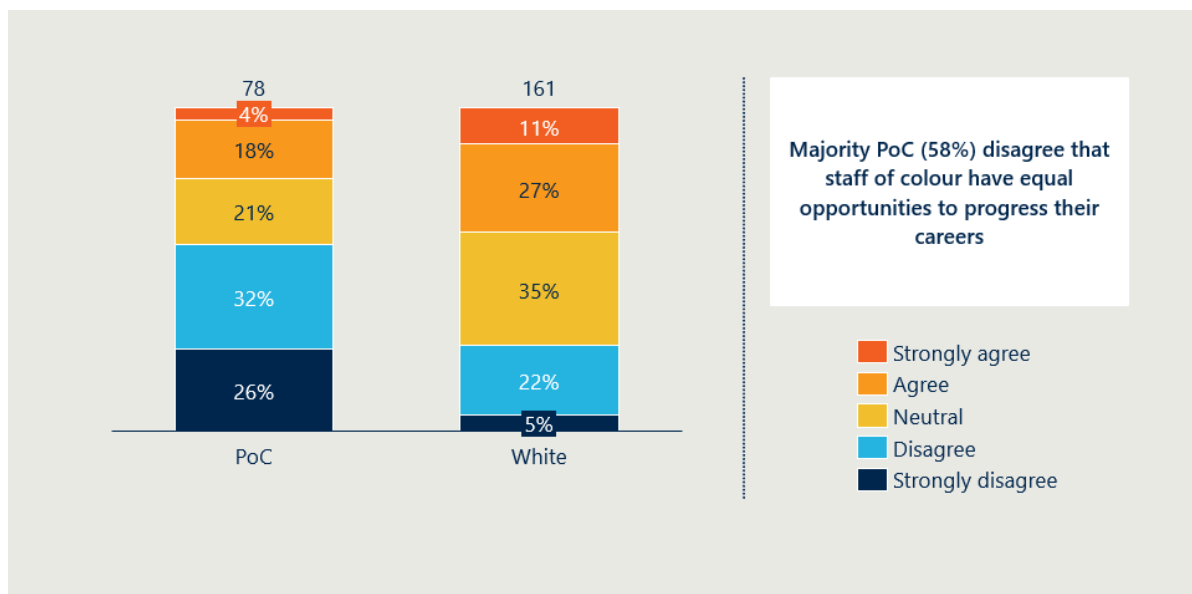


Figure 17 | Responses to survey statement: Staff of colour have equal opportunities to progress their careers



Experiences of staff of colour suggest that recruitment and promotion practices favour White staff and those connected to staff in positions of power. The comments demonstrate a lack of confidence in fair application processes at LSHTM and a perceived system of nepotism. The perception of these issues is exacerbated by the limited representation of staff of colour in promotion panels. The comments below provide more detail on these issues.

Figure 18 | Comments relating to unequal opportunities for progression

Discriminatory procedures and practices

'People of colour at LSHTM are not going to achieve any meaningful form of equity as long as e.g., our short-term contracts, promotion procedures, and lack of funding for visas and sponsorship continue.'

Academic staff member

'Staff review and promotion processes actively discriminate against people from non-white backgrounds and measures of academic success encourage staff to behave in ways that further their own prominence in research projects over fair and equitable models of collaboration. To succeed at LSHTM you are encouraged by senior leadership to create a personality cult around yourself that is zero steps away from the white saviour model.'

Academic staff member

'I think the main barriers to race equity among staff are structural (not because of racist attitudes or practices) e.g., restrictions/lack of flexibility about location of work, so job applicants from other countries (incl. Global South) may not apply because they will not want to move their families to London. Also having few people of colour in mid or senior positions means interview panels are predominantly White, potentially leading to unconscious bias in recruitment. I do not think these structural barriers have been well explored, therefore real action is limited.'

Academic staff member

'For staff - current rules on not being able to work from non-UK settings is very discriminatory and prevents us from being able to hire (and keep) the most appropriate people into our projects unless the post is distinctly set up as being based overseas.'

Academic staff member

Lack of training and support from managers

'I feel that racism and inequity amongst PS staff is not taken as seriously as when it comes to academic staff. It is quite normal to see PS staff of colour who have worked at LSHTM for many years with little to no career progression, training or mentorship.'

Professional support staff member

'The blatant racism in (research unit) is out of this world. White students get more privileges and white staff have a better chance of a smooth career progression. We most of the time have to remind our line managers and HR when a promotion is due and have to personally follow it up and this can take months sometimes.'

Academic staff member

Perceived disregard for policies and procedures

'The policies are there. But individuals, especially senior individuals, perpetuate a system of favouritism and nepotism that allows discrimination to flourish. When middle managers - and even some more senior managers - try to uphold policies and prevent academic staff from breaking recruitment rules, for example, they get overruled by SLT members, who simply facilitates whatever senior academics want.'

Professional support staff member

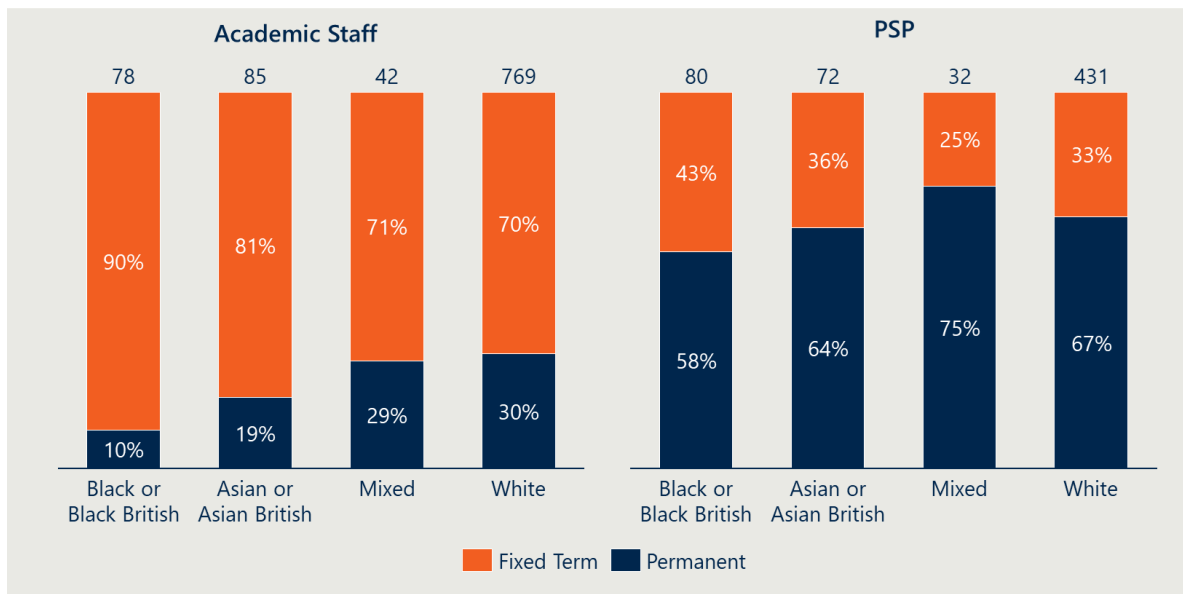
'We have a serious problem in this organisation. Unfair practices are rife - giving pay awards outside of the normal processes, giving jobs to mates without proper recruitment, falsifying information about candidates, changing scores of white candidates to improve their chances and withdrawing job offers to people of colour to give to white candidates.'

Professional support staff member

3.2.4 Staff of colour experience poorer employment conditions than their White peers and report poorer treatment

There are disparities between staff of colour and White staff in relation to employment conditions. As shown in Figure 19, 30 per cent of White academic staff are three times as likely to hold permanent contracts than Black or Black British academic staff and almost twice as likely as Asian or Asian British academic staff. LSHTM employs its staff on fixed term contracts at much higher rates than the sector average; these figures compared to an average of 39 per cent for Black staff and 31 per cent for White staff in 2019/20 across the UK.²⁴

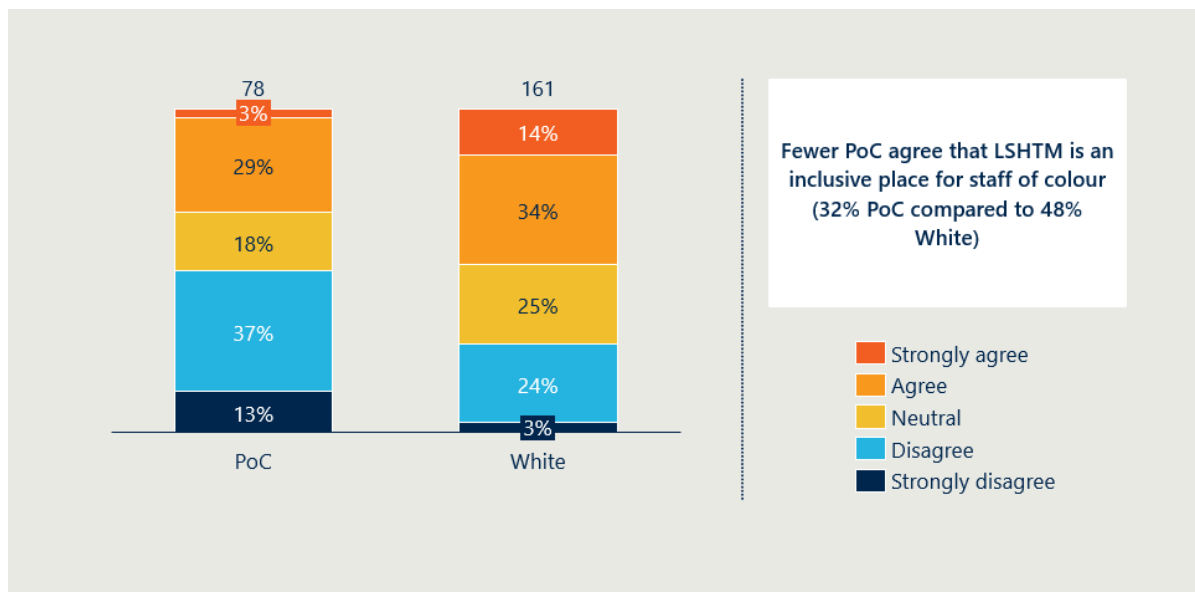
Figure 19 | Proportions of staff on fixed term vs permanent contract by ethnicity (academic and professional services 2019-20)



Feedback from stakeholders during the review pointed towards a culture that values staff of colour less favourably than White staff. As shown in Figure 20, fewer staff of colour who responded to the survey were likely to agree that LSHTM is an inclusive place than White staff (40 per cent either disagreed or strongly disagreed with this statement compared to 27 per cent).

²⁴ Universities and Schools Union. [Precarious work in higher education](#), 2020

Figure 20 | Responses to survey statement: LSHTM is an inclusive place for all staff of colour



Stakeholder interviews highlight the specific challenges faced by staff working in overseas units, including staff on fixed-term or insecure contracts, junior research staff and professional services and technical staff at lower salary grades. These experiences are explored in further detail below:

- Insecure contracts for staff** – Staff of colour on insecure contracts report feeling anxious and uncertain about securing ongoing employment at LSHTM. They highlight that LSHTM does not advertise future employment opportunities in a transparent way. The review heard several examples of White staff receiving favourable treatment over staff of colour in relation to securing ongoing employment opportunities. The review heard from consultees that staff relocating to London from overseas are also provided with little relocation support. The review also heard evidence that security and cleaning services staff feel undervalued by LSHTM due to precarious employment arrangements relating to remuneration and promotion pathways.

Figure 21 | Comments relating to insecure contracts

'I was promised and unpromised and promised a role throughout a period of 12 months with nothing written on paper...the uncertainty was there throughout.'

Former staff member

'LSHTM told me I was not a European employee and that they could not provide a longer-term duration because they kept giving me short contracts. I went to a lawyer and found it was discriminatory. LSHTM then revoked the decision and gave me longer-term visa.'

Current staff member

'There is lots of favouritism towards those that are White and male; they are the ones that receive targeted mentoring and opportunities to secure their careers.'

Professional support staff member

- Non-recognition of work and White staff taking credit for work** – Staff of colour reported instances where their contributions were not properly acknowledged as co-authors on research publications and projects along with instances where they were assigned to menial tasks, while other White staff had

more interesting work assignments. These experiences were particularly prominent in the context of the overseas research units.

Figure 22 | Comments relating to non-recognition of work

'Right now, they like to put our names on projects – but they really make you feel worthless, they just want you to be thankful for the opportunity.'

Academic staff member

'I'm so ashamed to be at LSHTM' – we train 100s of researchers but there is not one person of colour made to feel like they are good enough to be at the institution. You benefit from us in every way possible.'

Academic staff member

- **Induction and onboarding practices do not adequately support non-native English-speaking staff of colour working in London** – Staff of colour report poor treatment by their peers and managers due to differences in communication styles. Interviews highlight the absence of onboarding programmes that focus on English communication, particularly given the significance of English language publications in research. Other interviewees critiqued LSHTM's engagement in supporting researchers to publish research findings in languages other than English.

Figure 23 | Comments relating to induction and onboarding practices to support non-native English-speaking staff

'I used to be so scared of writing papers in English and would often get told that you would be a great researcher if you could keep in English' and comments like 'make sure you proofread your work by a native English speaker''

Academic staff member

'Discrimination based on language is huge. We are excluded based on accents. So, I hung out more with international students and it has flowed on to my work.'

Academic staff member, former student

3.2.5 Disparities in employment conditions appear most stark at overseas units

Staff at overseas units highlighted that the disparities in employment conditions, including pay and promotion opportunities, between London-based staff and staff that work in the MRC units perpetuate inequalities. It is well understood that terms and conditions for staff based in different countries are not consistent due to a range of factors. The focus is on the relationship between the units and London-based staff and perceived lack of fairness and equity. There is low confidence among some staff that work in these units in the pay, reward, and promotion procedures that are in place. These issues are already widely recognised at LSHTM and are the focus of an external review of HR policies and procedures at The Gambia MRC unit. LSHTM is aspiring to harmonise employment practices and processes with the units in the future, while ensuring the scientific independence of the units' work. This is an ongoing project reflecting the relatively recent integration of the MRC units into LSHTM.

Figure 24 | Comments relating to disparities in employment conditions overseas

'The MRCG Pay structure doesn't reflect equity. People are paid differently whilst carrying out the same job. Department heads and some researchers are on different pay grades. It would be fair to standardize the pay structure using the LSHTM model where every head of the department is put on the same pay grade and likewise for other staff.'

Academic staff member

'Our Unit in The Gambia has had huge historical differences in pay scales for local and international staff... it portrays a feeling of unfairness (racism) which the Unit is working hard to rectify.'

Academic staff member

'Institutional racism is very much present, especially at the MRC Unit The Gambia at LSHTM, where locals are treated differently to people of colour. This includes a more than fair salary to White staff than compared with similar qualifications for local staff.'

Academic staff member

'I believe LSHTM does not equally treat ALL staff with fairness and justice. Staff in partner institutions that are under LSHTM are treated differently. A careful and close look needs to be done. It's important that all staff regardless of race and ethnicity are treated equally.'

Academic staff member

3.2.6 LSHTM has developed a range of recent initiatives to create more equitable experiences for staff

Over the past 18 months, LSHTM has implemented a range of initiatives to improve the recruitment and progression outcomes of staff of colour across both academic and professional services roles. Stakeholders identify that the benefits of these initiatives have yet to be fully realised and that there are areas where LSHTM requires more strategic focus and investment in resources to deliver change. This is particularly pronounced in having a coordinated approach to building the talent pipeline from junior-level to mid-career posts (e.g., from Research Fellow to Associate Professor posts in academic roles) as well as attracting and developing the careers of local staff based in overseas research units.

Notwithstanding these gaps, the following are examples of new practices that LSHTM has implemented in recent years:

- **Bringing outsourced staff in-house** – The Executive Team took the decision in August 2021 to bring outsourced cleaning and security staff in-house at the end of the current contract (August 2022). The move aims to create parity in employment conditions for those staff currently on insecure contracts, who are more likely to be staff of colour.
- **Formalising recruitment practices to reduce bias and favouritism** – LSHTM has introduced practices such as anonymised shortlisting, including representation of staff of colour on academic promotion panels at the Professor and Associate Professor levels, and formal advertisement and application process for Head of Department posts.
- **Formalising performance appraisal processes** – LSHTM has introduced an EDI objective to the annual appraisal process of every staff member. The review notes that the completion of the performance appraisal has improved upon previous years by 20 per cent but there is further room for improvement.
- **Public reporting** – through publishing ethnicity pay gap data from 2021.

3.3 Recruiting and developing students of colour

This section covers LSHTM's approaches and success in recruiting and developing students of colour. It triangulates quantitative applications, acceptances and awards data with the review's survey and interview data.

3.3.1 LSHTM's student cohort is ethnically diverse but there are disparities in access

Given the global orientation of LSHTM, the School attracts a diverse group of students, as illustrated in section 2.2.2.

Applicants of colour are less likely to be offered or to accept a place at LSHTM

White applicants are more likely to be offered a place to study at LSHTM whether they are from the UK or overseas. Figure 25 and Figure 26 illustrate that non-UK applicants of colour are the least likely to be offered a place (47 per cent received an offer for PGT in 2019-20 and 29 per cent for PGR).

Figure 25 | Rates of offers made to PGT applicants of colour and White applicants split by UK and overseas

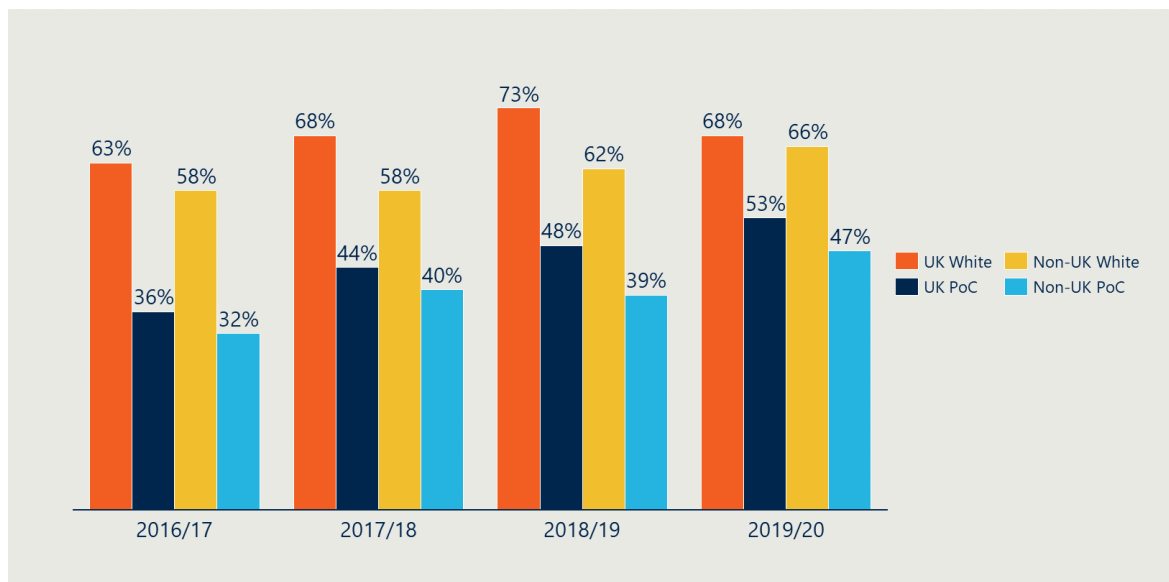
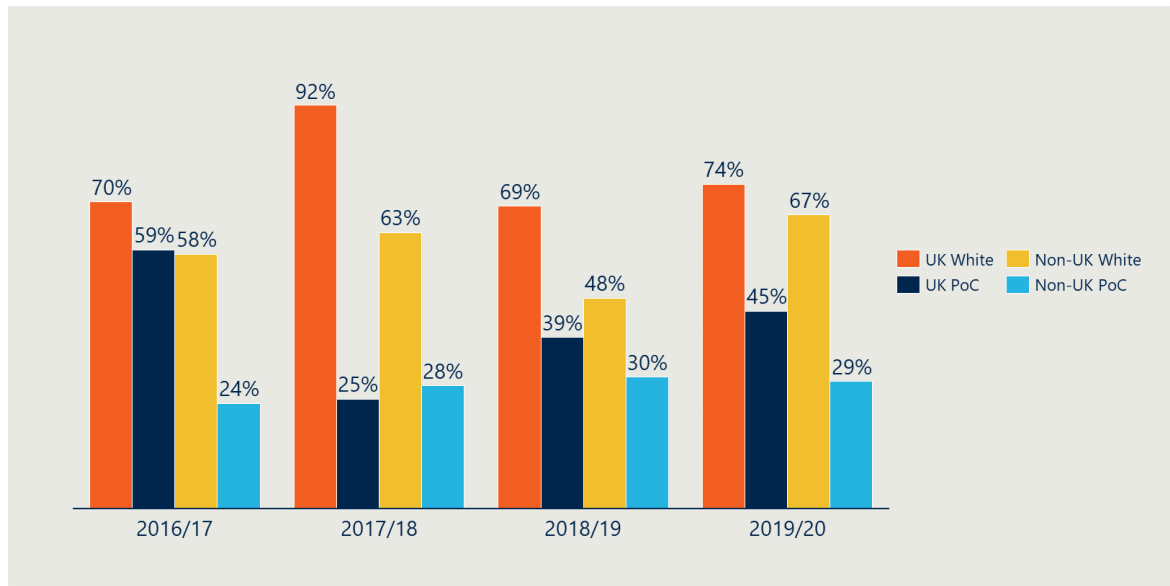


Figure 26 | Rates of offers made to PGR applicants of colour and White applicants split by UK and overseas



Applicants of colour are also less likely to accept an offer compared with White applicants, a trend which is driven primarily by lower acceptance rates for overseas applicants of colour. Figure 27 illustrates low rates of just 16 per cent acceptance for overseas PGT applicants of colour compared to 48 per cent for White overseas applicants and over 60 per cent for both applicants of colour and White applicants from the UK.

Figure 27 | Rates of acceptances from PGT applicants of colour and White applicants split by UK and overseas

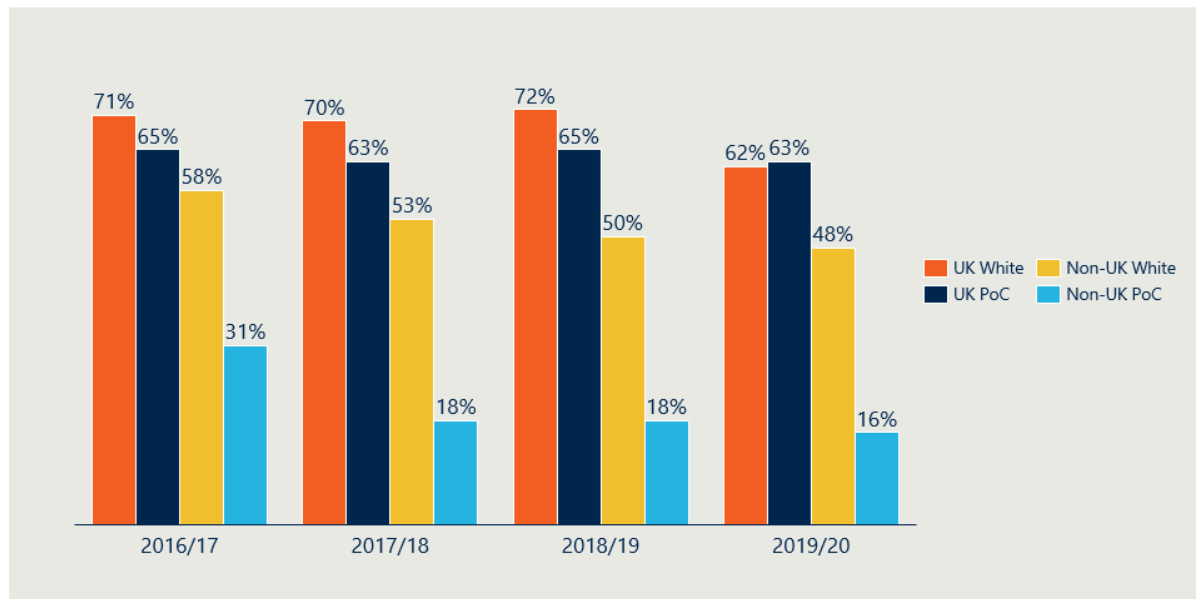
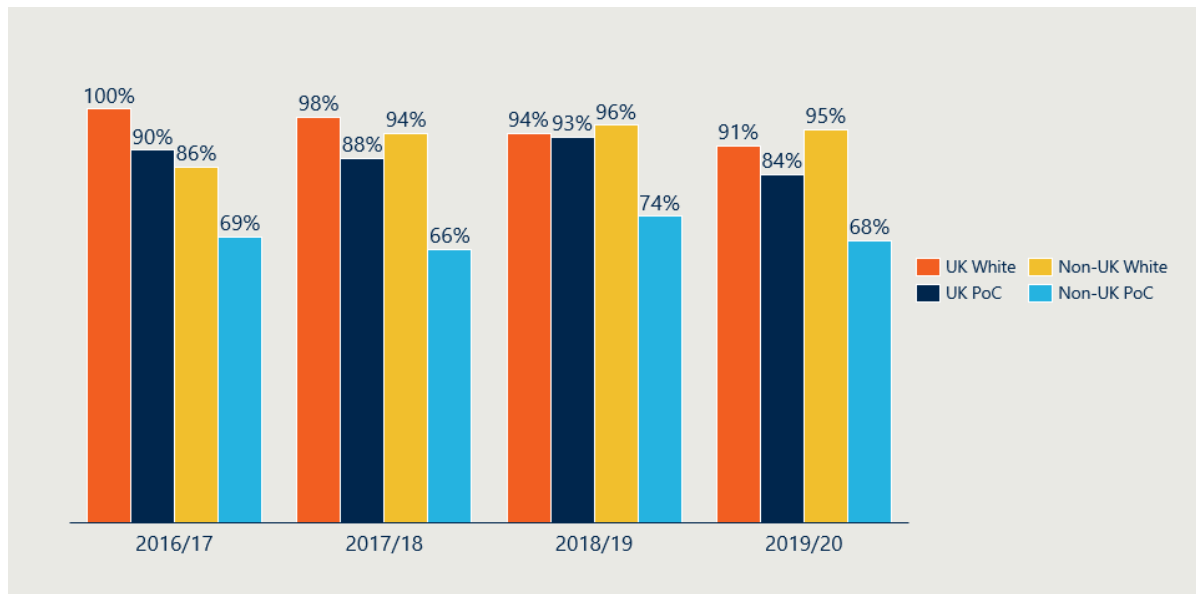


Figure 28 | Rates of acceptances from PGR applicants of colour and White applicants split by UK and overseas



Prospective students of colour face barriers to entry

Staff at LSHTM are aware of challenges facing prospective UK domiciled and overseas students of colour in accessing a place. As at 2021/22, the tuition fees for a domestic MPhil / PhD student at LSHTM is £5,830 per annum compared to £18,280 per annum for international students²⁵. The difference in fees reflects the funding model across the UK higher education sector, where international students pay significantly higher tuition fees than UK domiciled students.

Concerns around these disparities and the limited provision of scholarships were a significant issue for interviewees and those that completed the survey. Work has previously been undertaken to understand

²⁵ LSHTM. Tuition fees for MPhil/PhD 2020-21, 2021

the gaps in offers and acceptances displayed above. Prior education played a role, but it did not remove the disparity.

There are several reasons cited for why students may be less likely to receive or accept an offer, including:

- **Bias in the recruitment process:** For example, perceptions about the ability of candidates based on their previous institution or perceptions of 'foreign' names.
- **Limited connections and knowledge to support applications:** to academics and funding for Research Degree applications and lower familiarity with the process means applications are less likely to be successful.
- **Financial barriers:** High application and tuition fees are frequently cited as a barrier for entry for students from low- and middle-income countries.
- **Prioritisation of international recruitment:** A tendency for LSHTM to focus on international recruitment over home recruitment means scholarships are focused on overseas students facing financial barriers at the expense of home students from diverse backgrounds.

Figure 29 | Comments relating to barriers facing prospective applicants of colour

'Leadership said that most scholarships went to people of colour; but that is due to overseas students – there was no wish to engage with the fact that UK students of colour don't have access" (in relation to the limited provision of scholarships for UK domiciled students of colour).'

Professional support staff member

'Almost every aspect of LSHTM's hiring, admissions and promotions procedures is structured around systems and protocols that favour the advancement of white, wealthy and usually privately educated men and women. There are few or no routes in to LSHTM's cadre of staff for people who cannot afford to pay for an MSc degree.'

Academic staff member

'Tuition fees are a lot higher for international students than domestic students, many of whom are from low-and middle-income countries...they keep certain groups of people out...We have to reduce the barriers to entry if we really want to be the change we aspire to be...a global institution.'

Student

'I was refused a student visa, because of the commonwealth guidelines. However, I was charged and paid for facilities that I will never use (...) I experienced discrimination that hit me so hard that I felt that whatever I will do, I will never have equal opportunity because of my skin colour and where I came from. I found the way the professors and supervisors acted as very modest in front of these clearly discriminatory measures.'

Student

There is a passive attitude taken to student recruitment, which means that BME students (and other students attending that didn't attend 'golden triangle' universities) are considerably less likely to apply, and often feel that institutions like LSHTM are too expensive and puts them off applying.

Academic staff member

3.3.2 The School is taking steps towards supporting fair access and participation

Staff at the School conducted analysis of applications to offers and acceptances rates and found disparities by ethnicity (as displayed above). They are becoming more alive to the issues and several initiatives are underway which aim to support fair access and participation for students of colour:

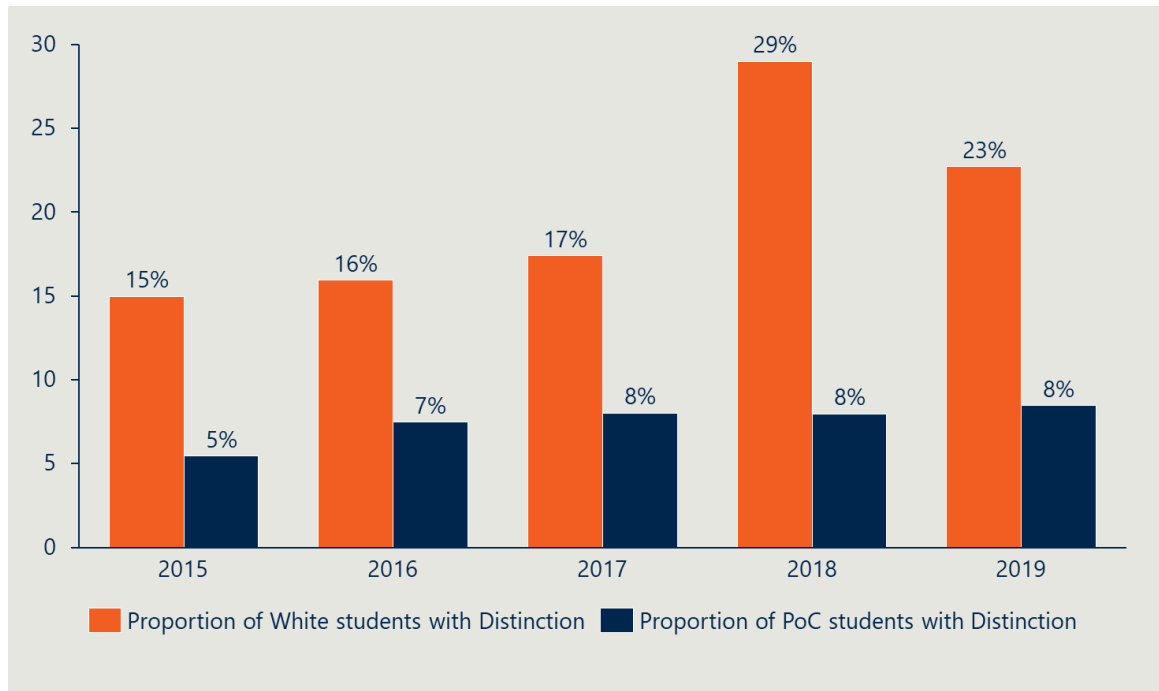
- **Pipeline to PGR:** Supporting applicants from under-represented groups to apply for Doctoral degrees, through addressing process issues and ensuring that communication of how the degrees and application process work is accessible and clear. The School is hoping to take forward elements of a proposal submitted to the joint Office for Students and Research England competition. The project included open days and a workshop along with an intern programme which aimed to build students' understanding and confidence to support successful research degree applications. Staff at the School have ambitions to run the intern aspect of the programme without external funding.
- **LIDO:** The School is involved in the management of The London Interdisciplinary Doctoral Programme (LIDO), the largest BBSRC funded Doctoral Training Partnership in the UK. EDI considerations are key in the application process, with only the academic credentials of candidates made available. This is having a positive impact on equity in successful applications.
- **MRC London Intercollegiate Doctoral Training Partnership Studentships:** The School won an MRC grant which will begin in October 2022 to tackle systemic barriers experienced by students in progressing to postgraduate research degree programmes. The strategy includes antiracism training for supervisors; increasing diversity on interview panels and taking positive action to recruit from under-represented groups.
- **PENTACALL:** This scheme which runs for most MSc programmes, links alumni with a group of new students to support them through their first few months. The aim is to support inclusion and exercises have included 'being treated differently' and 'experiences of racism'.

3.3.3 Awarding gaps are stark for students of colour

As shown in Figure 30, students of colour are three times less likely to receive a Distinction grade across postgraduate taught programmes as compared to White students (23 per cent and 8 per cent respectively in 2019). Gaps in attainment for students of colour are common across the sector. It is not in the scope of this review to diagnose the cause of these gaps at LSHTM; however, issues raised in this review support sector-wide evidence²⁶.

²⁶ For example, King's School London, ARC Network and The University of Manchester, 2015, Causes in differences of outcomes, https://dera.ioe.ac.uk/23653/1/HEFCE2015_diffout.pdf

Figure 30 | Proportional distribution of Distinction grades across ethnicities in postgraduate taught programmes, 2015 – 2019



3.3.4 Students of colour have mixed experiences but many face challenges in the classroom

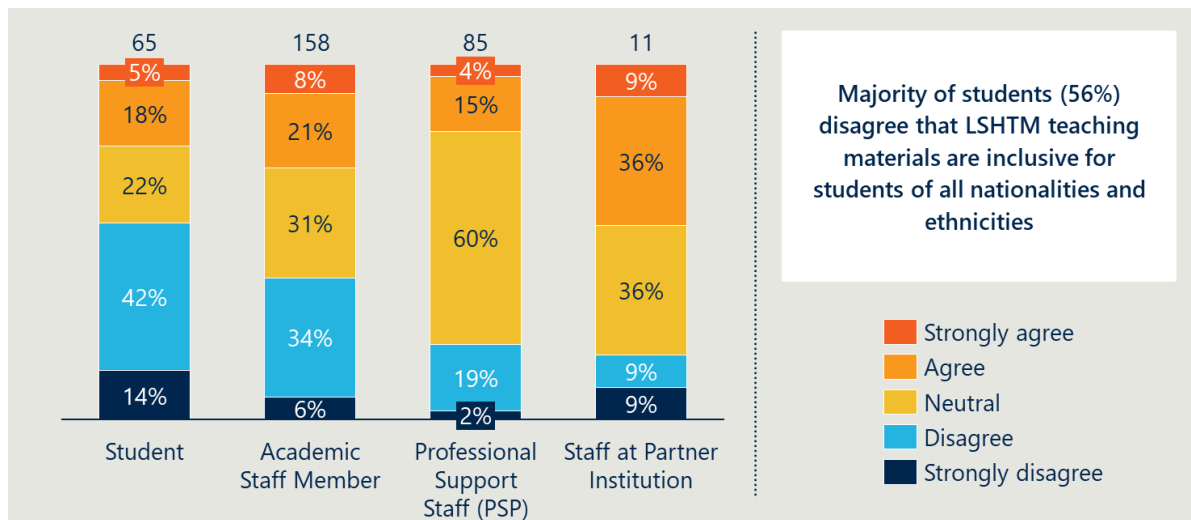
Students of colour face challenges in the classroom, particularly in relation to curricula and learning and opportunities and support during study. However, despite these challenges some students reported positive experiences fostered by supportive academic environments. This is supported by comparable rates of satisfaction in the PTES and PRES surveys.²⁷

Curricula and learning

Most students responding to the survey (56 per cent) disagreed that LSHTM teaching materials are inclusive for students of all nationalities and ethnicities (Figure 31). Many students expressed dissatisfaction with the colonial nature of the material and attitudes of staff to people from low- and middle-income countries. LSHTM was made firmly aware of these issues following the murder of George Floyd and the subsequent BLM responses, where they received letters from students and alumni outlining their own experiences.

²⁷ LSHTM, PTES and PRES survey reports 20??

Figure 31 | Responses to survey statement 'Teaching materials are inclusive for students of all nationalities and ethnicities'



Opportunities and support during study

There are varied experiences for students in relation to opportunities and support during study. There were examples of seemingly lower expectations of students of colour from academic staff, including research degree supervisors. Some students of colour cited examples of challenges in supervisory relationships, including the appropriation of student work, where researchers would take the credit for work undertaken by students of colour. However, some students of colour reported more positive experiences. Others have had supportive relationships with academics and felt that all students' contributions were valued.

Figure 32 | Comments relating to varied student experiences

Challenges for students

'My relationship with my supervisor deteriorated. When I brought this to the attention of the school, they were not interested.'

Student

'They recruit you based on your networks...they eventually used the connections she (*a student*) had and then she was pushed out. Through using the student, they had ethics approval, facilitate access to fieldwork and pushed her out by bullying her but still had the data and findings.'

Academic staff member and former student

Positive experiences

'With my own interactions, things were very positive. A lot of the staff were willing to help and respectful. They valued student of colour opinions.'

Student

'Very dramatic improvements in LSHTM's conversations around antiracism and decolonizing global health over the last few years. It has gone from being absent from the conversation to a major core focus'.

Student

Figure 33 | Responses to survey statement 'Students of colour have equal opportunities to progress'

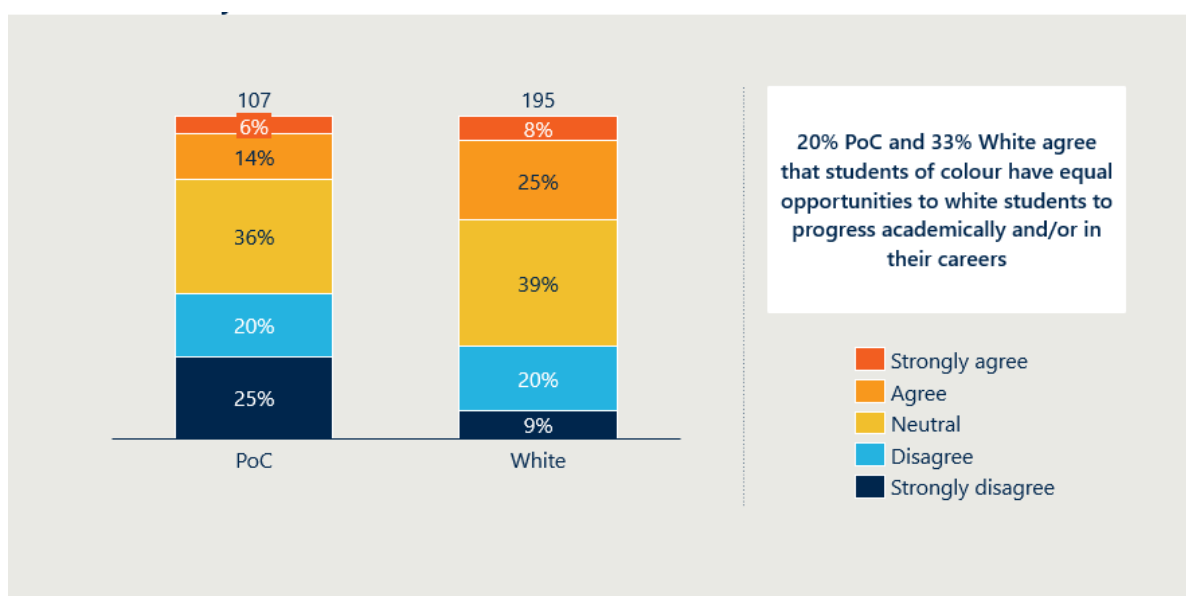


Figure 34 | Comments relating to the curriculum and opportunities for progression

'The teaching and how curriculum is delivered to students has ingrained mechanisms of racisms and colonisation.'

Current student

'Staff at LSHTM seem aware of racial inequities. Some are quite proactive about tackling it, discussing it. Others do not seem to understand. I have a few bad memories from LSHTM leaders/researchers, discussing their research and activities in Africa, and portraying themselves as saviours in an unwelcoming, wild environment. They described their local collaborators in a nice but infantilising way, which probably reflects the actual dynamics in these "collaborations.'

Former student

'I went to research debrief meetings with old White men who did not care as much about the lives of people in West Africa than about their potential research papers and contributions. The way some talked was almost openly racist.'

Former student

'A student felt that an academic had low expectations because she was Black.'

Professional support staff member

3.3.5 LSHTM is making efforts to decolonise the curriculum, but it is lacking a strategic approach and sufficient resourcing

LSHTM launched a decolonising the curriculum programme following the BLM movement and testimonials from alumni which highlighted issues of systemic racism and colonialism in the curriculum. The Decolonising programme has three aims:

1. Reviewing the way that imagery is used in the curriculum
2. Reviewing what and how LSHTM teaches its students
3. Assessing the extent to which LSHTM is equipping students to be antiracist in their practice

A vehicle for this programme has been the identification of Decolonising Advisors; these are existing members of staff who take on this role in addition to their main job, which is recognised with a financial contribution of £1,000 every six months.

Stakeholders report that there are pockets of excellent practice at LSHTM in the decolonising programme and many dedicated members of academic staff. However, they also cited several issues which point to an overall lack of strategic approach:

- Decolonising Advisors have limited time to embed sustained change and are not given support, training or remuneration necessary to do work effectively.
- Limited engagement from some academic staff in the decolonising efforts.
- Little support for module organisers in decolonising the curriculum.

Figure 35 | Comments on decolonising and Decolonising Advisors

'When this [BLM] all came out last year [there was] a whole rush to show they are doing something 'oh, we are decolonising' ...I don't feel that everyone has taken ownership.'

Academic member of staff

On Decolonising Advisors

'It's an additional burden on top for staff members...paid by a small stipend. It excludes people who don't have the contract that would guarantee [the time to do the role].'

Academic member of staff

'[They] are a bit of a band aid and bridge to what comes next in a more sustainable programme.'

Academic member of staff

3.3.6 A broader lack of cultural competence impact students' experience but the School is taking some positive steps

Students of colour report a lack of cultural understanding in some of the School's existing services, which has a negative impact on students' mental health. Services highlighted included immigration and counselling services, which were reported as lacking cultural sensitivity for some students of colour. More broadly, some students of colour cited experiences of mental health difficulties related to unreasonable work demands at the School.

The School is actively recruiting a diverse group of mental health advisers and counsellors, including eight new trainee counsellors starting in the New Year. Staff have also put in a bid to the Wellcome Trust to recruit more trainees of colour and create a group for anti-discriminatory psychological practice.

Figure 36 | Comments relating mental health difficulties

'Mental health – a lot of PhD students of colour are struggling and this goes unnoticed. Most of us did articulate that to our supervisors. But they are not well-equipped to support. The School needs to do better on mental health and hire counsellors that are culturally sensitive and not be 'dismissive of the challenges I was navigating around cultural / religious guilt.'

Former student

They pushed her out by bullying her... constantly told her she was not good enough/wouldn't help her when she needed support. She lost her job and had a lot of consequences. The LSHTM supervisor ruined her reputation locally.'

Former student

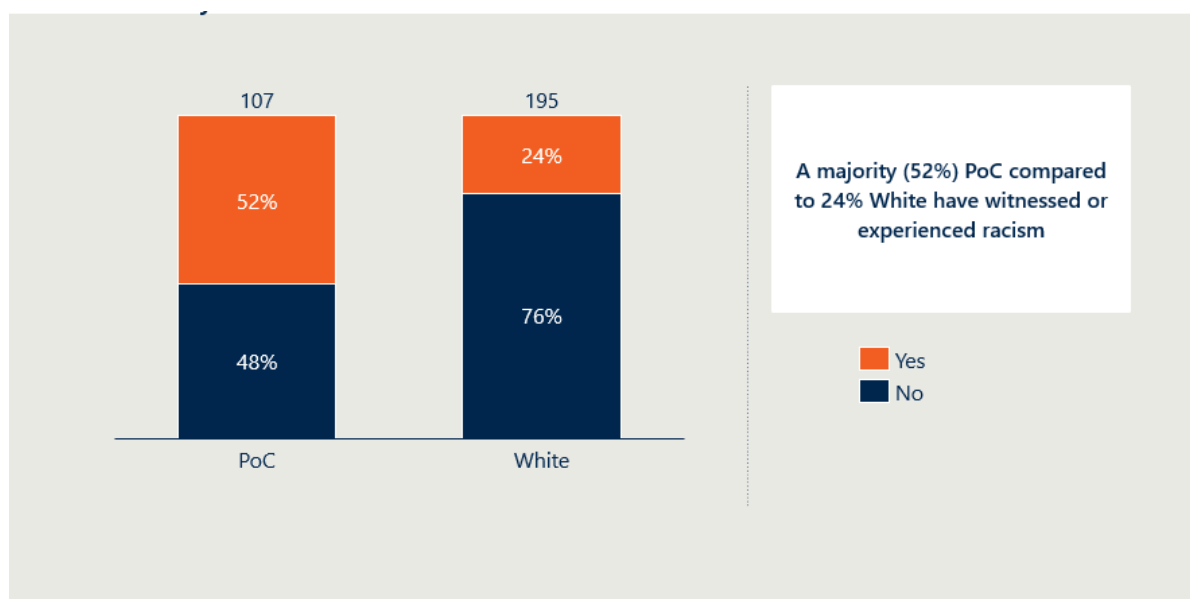
3.4 Identifying and challenging racist behaviours

This section explores instances of racist behaviours and microaggressions experienced by staff and students of colour at LSHTM. It primarily draws on stakeholder interviews and qualitative responses within the survey that was commissioned for the project. In addition, this section aims to explain the experiences of all students and staff at LSHTM in challenging racist behaviour.

3.4.1 Staff and students of colour are twice as likely as their White peers to witness or experience racism

Over a third of staff and students who completed the survey have witnessed or experienced an incident of racism or racial discrimination at LSHTM in the past five years. However, over half of students and staff of colour who completed the survey witnessed or experienced an incident of racism or racial discrimination at LSHTM during this time compared to 24 per cent of White staff and students (Figure 37)

Figure 37 | Comparison of staff and students of colour and White staff and students who have witnessed or experienced racism.



Staff and students of colour at LSHTM are subject to a range of racist comments, behaviours and microaggressions including inappropriate comments about religious beliefs. Former staff and students recalled difficult experiences at LSHTM that had persisted with them for many years, indicating the long-lasting effect of these experiences. Former staff and students observed that their past negative experiences at LSHTM shaped their current outlook of LSHTM. Stakeholders assert the need for a change in culture and behaviour across the institution

Figure 38 | Examples of microaggressions and racist comments

'I still witness casual discriminatory comments and attitudes amongst teaching and research staff...for example dismissive generalisations about healthcare workers and organisations overseas, use of unhelpful language.'

Student

'Things like getting left out of email chains, looking at me with an angry look, talking over me, if I made a point, repeating that point so he could be heard.'

Professional support staff member

'I was in my office, when two colleagues argued that religious people *shouldn't be allowed to work in academia* with full knowledge that I identified as a Muslim. I brought this up with these colleagues in the nicest way possible to highlight that I was hurt by their comments. My treatment by one of the two colleagues got significantly worse as a result. Later, the same colleague said that Muslims celebrate Eid by running people over (with a vehicle). It was meant as a joke.'

Academic staff member

'In relation to another student who wore a hijab, a white student made the remark...I was very surprised when I met her because she was so smart...yet she was wearing a hijab.'

Academic staff member

'I had the worst work given to whereas other were getting the nicer work, the praise and recognition...my manager would often not acknowledge my presence. She would smile at the other colleague, but she would not even say hello to me. I think about this many years later.'

Former academic staff member

3.4.2 Staff and students often do not feel able to challenge racist behaviours

Staff and students are reluctant to challenge racist comments and behaviours for fear of causing offence to others and lack the tools to engage in these conversations with others in a constructive manner. Consultees report that the burden of challenging inappropriate comments often falls to students and staff of colour, while those in positions of power are perceived to turn a blind eye to racist comments and microaggressions.

Figure 39 | Comments related to staff and students feeling ill-equipped to challenge racism

'Staff are scared to engage – for example, senior white male Professors...not that they don't want to, just that they don't know how to.'

Academic staff member

'(In relation to senior managers of a Department) 'They themselves don't know how to handle these issues or other times; they just don't want to get involved.'

Professional support staff member

'I have had to deal with a couple of incidents now with staff and these issues...for me, it highlighted a level of ignorance I had about the situation. We could handle it more sensitively and know how to do these things better.'

Academic staff member

'I don't really know how to address my manager's behaviours.... not sure what to say to them, where to go

and what to expect.'

Professional support staff member

'The School needs to become comfortable talking about race and the use of the word race so that they start to acknowledge White privilege. In my opinion, it is hypocritical for a white person to talk about 'ethnicity' (actually race) and not acknowledge what it means to be White.'

Academic staff member

3.4.3 LSHTM has not addressed the conduct of all senior staff who have engaged in racist behaviours

The review has heard concerning examples of senior staff who have engaged in racist behaviours but that have not been disciplined by LSHTM for this conduct. Consultees have highlighted that the powerful status of these individuals protects them from having to engage with disciplinary processes. There is a strong sentiment that there is one set of rules for the majority of students and staff at LSHTM and a separate set of processes for a select group of senior staff. For staff and students, this undermines their overall confidence in the School's commitment to anti-racism. These factors contribute to a culture of fear in which staff and students feel unable to pursue their complaints through formal and informal mechanisms.

Figure 40 | Comments related to the inappropriate conduct of senior staff

'Reports are brushed under the carpet.'

Former staff member

'(In relation to senior staff) 'People get a slap on the wrist behind closed door.'

Professional support staff member

'Management are interested in things looking fine but they have a fundamentally exploitative attitude that causes their practice (though probably not their intent) to be racist and sexist also.'

Academic staff member

3.4.4 LSHTM must accelerate efforts to create a safe environment for staff and students of colour

As observed in the survey and consultations, (which includes the input of staff and students based in overseas research centres) there is a strong sentiment that staff and students of colour do not feel valued by LSHTM and in some instances, they feel unsafe in this environment.

Survey data highlights the following:

- 50 per cent of staff of colour disagree or strongly disagree with the statement that LSHTM is an inclusive place for all staff of colour.
- 36 per cent of students of colour agree or strongly agree with the statement that LSHTM is an inclusive place for all students of colour.

These issues should be considered in the context of LSHTM's most recent report on why staff at LSHTM do not feel valued by the institution²⁸. The report highlighted several areas of challenge where LSHTM should focus its attention and includes:

- Top-down style of leadership
- Inconsistency of management practices
- Lack of career and employment opportunities
- Teaching not being taken seriously
- A focus on efficiency
- Serial offenders of bullying and harassment
- Dealing with a challenging external environment

Many of these issues are acutely experienced by staff and students of colour who assert the need for a more inclusive working environment.

LSHTM has recently developed and delivered training on bystander intervention approaches, unconscious bias and microaggressions to address some of these challenges and is developing anti-racism training. However, the training is not currently mandatory and is not taken up by all staff. The School has also launched a review into research culture at the MRC unit in The Gambia, which includes identifying and deterring bad behaviour such as bullying and harassment.

Figure 41 | Comments related to the lack of safety experienced by staff of colour

'For me, 'it's such a dangerous place' – students coming here so excited and leaving here so scarred. Staff feeling traumatised while they're here.'

Academic staff member

'The LSHTM is racist to her own staff especially staff of colour working outside UK.'

Academic staff member

3.5 Reporting and complaints processes

This section explores the effectiveness of the reporting and complaints processes that are in place to address incidents of racism at LSHTM. The analysis draws on data from the survey commissioned for the review, an analysis of data and documents provided by LSHTM, and consultation with students and staff. The review does not consider the handling of existing individual cases or historical complaints as these are matters which fall outside the scope of the current review.

Between 2015 and 2020, a total of 50 complaint cases were recorded by the School (a combination of formal and informal reports). These complaints include bullying and harassment claims. Of the total number of complaints, seven cases were categorised as complaints referencing racial discrimination and harassment (Table 2). However, it should be noted that some complaints contain references to more than one type of discrimination (e.g., racial harassment and sexual harassment), while others make no reference to harassment in relation to protected attributes.

²⁸ LSHTM, Report on enquiry into why staff at LSHTM do not feel valued by the institution, 2020

Table 2 | Breakdown of complaints 2015-2020

Total complaints which contain reference to or allegations of:	Total number = 50
Racial harassment or discrimination	7
Sexual harassment or sex discrimination	8
Disability discrimination or harassment	9
Discrimination or harassment linked to sexual orientation	2
Other	25

3.5.1 There is low confidence in reporting and complaints processes, particularly for students and staff of colour

Survey responses and stakeholder interviews demonstrate there is overwhelmingly low confidence among staff and students of colour in the reporting and complaints processes when incidents of racial harassment arise. As detailed below, staff and students of colour are less comfortable reporting a racist incident than White staff and students and more concerned about potential repercussions to their employment or studies. This echoes findings from LSHTM’s termly evaluation of the Report and Support process²⁹, where the most cited barrier to reporting or contacting an advisor is a fear of negative consequences to employment and studies.

Figure 42 | Comments about fear of negative consequences from reporting complaints

‘I have always felt that reporting racial incidents would have a no repercussions especially because the perpetrators are usually your line manager or PI who is a senior staff. So, it will be your word against his. Also, my job will be at risk because said PI can decide not to extend my contract and I can’t afford to be without a job. So, I would rather cry myself to sleep and come to work the next day than risk losing my source of income.’

Academic staff member

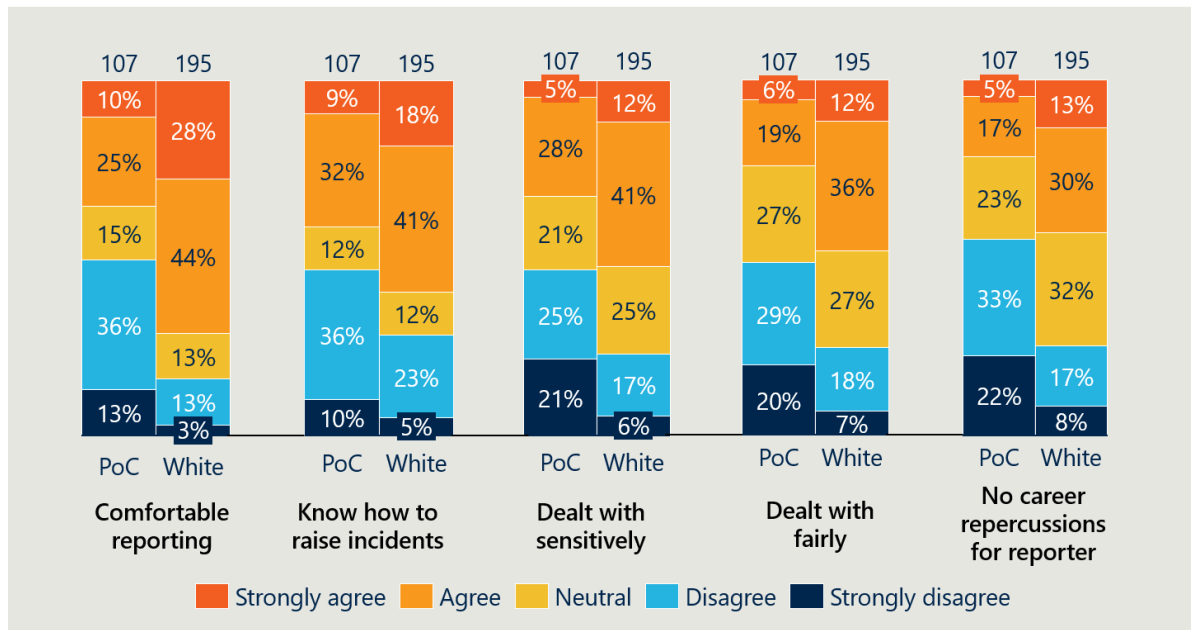
‘I do not have any platform to report such issues. Some people (Union Rep) reported on our behalf, but this seemed to have fallen on deaf ears.’

Academic staff member

Figure 43 compares the responses of staff and students of colour and White staff and students in relation to survey questions.

²⁹ LSHTM, Report and Support termly report, Term 2, 2020-21

Figure 43 | The views of White staff and students and staff and students of colour in relation to complaints processes



- Of those that responded, staff and students of colour are significantly less confident that LSHTM would deal with a reported racist incident without repercussions to the career of the individual who has experienced racism (55 per cent feel they would experience repercussions compared to 25 per cent of White students and staff).
- Students and staff of colour are significantly less confident in LSHTM’s ability to deal with reports of racism with sensitivity than White students and staff (46 per cent disagree or strongly disagree that they are confident in LSHTM’s sensitivity to handle racist complaints as compared to 23 per cent of White students and staff).
- Almost half of students and staff of colour that completed the survey, are not comfortable reporting a racist incident or racist behaviour to LSHTM (49 per cent disagree or strongly disagree compared to 16 per cent of White students and staff).
- Staff and students of colour are less aware of how to raise an incident of racism or racial discrimination at LSHTM (41 per cent know how to raise an incident as compared to 59 per cent of White students and staff).
- Staff and students of colour are less confident that LSHTM would deal with a reported racist incident fairly (49 per cent disagree or strongly disagree that an incident would be dealt with fairly as compared to 25 per cent of White students and staff).

These results reinforce findings from the most recent Staff Experience Survey³⁰ commissioned by LSHTM, where staff generally report a very low level of awareness about LSHTM’s processes for making reports in relation to incidents and accidents. As of 2019, 47 per cent of LSHTM staff know how to report accidents and incidents compared to the sector wide average of 71 per cent. While the Staff Experience Survey does not explicitly examine the effectiveness of reporting processes in relation to racist incidents, these results indicate that the communication of reporting mechanisms more generally could be significantly improved. Stakeholder interviews highlight that staff and students have a low level of awareness about policies including the Anti-Bullying and Harassment Policy, Grievance Policy, Disciplinary Policy, and student

³⁰ Capita, EDI Analysis of the London School of Hygiene and Tropical Medicine Staff Survey, 2019

complaints procedure. A range of factors contribute to the challenges in reporting incidents of racism for students and staff of colour; these are detailed thematically below.

3.5.2 The complaints process and methods of resolution lack transparency

Among those interviewed, there is widespread confusion about the processes involved in making formal and informal complaints and the methods of resolution available to individuals that have reported racist incidents. Consultees cited concerns about the time taken to resolve complaints, that the processes are overly bureaucratic, and the limited availability of details about the complaint to parties involved, which inhibits understanding and behaviour change.

Notwithstanding a few recent improvements to process, notably through the introduction of the Report and Support tool, there remains a level of confusion about the steps involved in resolving complaints of racism for both students and staff. Consultees report that some complaints are not consistently recorded on university systems and highlights that LSHTM would benefit from a more consistent, systematic and transparent approach to dealing with complaints of racism.

Figure 44 | Comments about lack of transparency in complaints process

'The current complaints process pre-judges character and actions...but no detail is provided, so everyone is as confused as each other.'

Academic staff member

'Until very recently, there was no real system in place. Someone complained and it took 16 – 19 months for it to be taken seriously, it took a long time for it to be heard.'

Academic staff member

'Processes are bureaucratic...they are not designed from the victim's perspective.'

Professional support staff member

3.5.3 There are concerns around confidentiality

Staff and students of colour, particularly where they may be easily identifiable in a small research team or academic department, are concerned that anonymous complaints could be traced back to them and they may face negative consequences. They do not trust that anonymous reporting provides a guarantee of safety and fear repercussions to their employment. Equally, consultees lament the lack of an open and inclusive culture where they would feel comfortable making a named complaint and emphasise the need to normalise conversations about race.

Figure 45 | Comments about confidentiality concerns

'A major issue is feeling scared and awkward talking about this kind of thing so the facilitation of open, frank, courageous discussions need to take place to normalise speaking about these issues...normalise the conversation.'

Survey respondent

'Report and Support feels onerous and leaves me feeling exposed.'

Professional support staff member

'When they make an anonymous report, a lot of people are worried about the impact. They are worried about their career.'

Professional support staff member

3.5.4 There are incidents of staff being discouraged to report

This review has seen several examples of staff of colour being coerced to retract or not follow through with their complaints, either directly by their immediate manager or indirectly by other peers and colleagues. Frequently cited reasons include complaints not taken seriously and the risk of facing additional barriers in relation to career advancement and other employment related repercussions. LSHTM has both formal and informal processes of resolving grievance, which are valid; however, stakeholder interviews indicate that informal procedures may have been misused.

Figure 46 | Comments about being discouraged to report

'I don't feel confident at all in reporting in the future...the choice is I drop it or leave the organisation altogether... We need to have confidence that LSHTM does not tolerate these behaviours...and that there would be consequences.'

Professional support staff member

'Several instances of colleagues being told if you want a career in X (discipline), then you will drop this.'

Academic staff member

3.5.5 There is low trust in LSHTM to implement defined processes fairly

Consultees detail a range of examples where HR processes have not been followed in the manner stated or where exceptions have been made for senior White staff. There is a repeated assertion that HR practices advantage certain groups of staff over others and that decisions made in relation to complaints lack transparency. As a result, staff and students of colour express little faith that their complaints will be fairly addressed by LSHTM's HR policies and practices.

In addition, staff of colour who reported racist incidents observe they were unable to access counselling and mental health support. The absence of these supports exacerbated the stress experienced by staff of colour during the reporting process.

Figure 47 | Comments about low trust in School to follow stated processes

'HR does not hold senior professors accountable for their actions'

Current student

'It's a fear of talking to HR...being asked to submit loads of evidence? Will I be believed? At the moment, it feels like I won't be believed.'

Professional support staff member

'I know from experience that any complaint or reporting of a racist incident will be held against you...there is a tight mafia type operation where an internal committee investigation setup brushes everything under the carpet.'

Professional support staff member

'We have XX who sees nothing with rolling over...and making exceptions for senior staff.'

Professional support staff member

'When I was going through my formal complaint, I came to a massive realisation. HR say they will support me, but their primary role is to protect the institution. At no stage did I feel their role was to protect me and support me in anyway.'

Academic staff member

'Reported incidences that occurred at MRC Unit the Gambia at LSHTM and the communication between us and LSHTM was frustratingly slow and so far, we have received no official information as to what has been done or what will be done.'

Academic staff member

3.5.6 There are activities underway to improve processes

The review notes the steps that LSHTM is taking to improve the way in which formal and informal reports of racist incidents are dealt with, and in particular, acknowledges efforts to increase the quality and frequency of public reporting on these matters. Noteworthy initiatives include:

- The introduction of the Report and Support tool in September 2020.
- The termly Insight reports on bullying and harassment at LSHTM produced over 2020-21.
- The review of employment related policies including grievance procedures at the MRC Unit Gambia commissioned in March 2021.
- The independent staff welfare audit to assess the extent to which recent bullying, harassment and sexual misconduct cases have been processed in line with LSHTM's stated policies commissioned in March 2021.
- The revised Dignity and Respect: Anti-bullying and harassment policy which came into effect in June 2021.

These activities are consistent with sector wide practice and can be the basis upon which further improvement can be made, particularly in relation to dealing with reports of racist incidents.

4 Recommendations

This section sets out a series of recommendations which aim to address the challenges identified in the review. It draws on both Nous’ and the advisory panel’s expertise; research of practice in higher education, health and other relevant sectors; input from members of the D&I committee, and those who took part in consultations as part of the review. The recommendations are structured to address the key conclusions from the report and each section includes relevant examples of practice from elsewhere that the School can draw on.

The recommendations below aim to support the School to create a more unified and equitable experience for all its staff and students. They can help amplify the School’s existing efforts towards racial equity³¹, while addressing policies and practices that contribute towards poor outcomes and experiences for students and staff of colour. The School will need to build the appropriate accountability across the senior leadership team and throughout the School to affect the culture change needed. Creating a culture of transparency and openness in relation to issues of race and racism should be a priority.

These recommendations help strengthen the School’s ambitions and enduring commitment to advance global health. Given the significance of racial disparities in the public health field, the School’s actions and commitment to advancing racial equity within the institution can in turn, help increase its impact and engagement with communities all over the world.

The School has already implemented and planned a number of interventions over the last 18 months. These recommendations aim to strengthen and fill in remaining gaps.

4.1 Strengthening leadership, governance, and accountability

Advancing racial equity at LSHTM requires a visible and continuous commitment to learning and action from its senior leadership. LSHTM should define a vision and strategy to advance racial equity and strengthen their leadership and governance in this area. Table 3 provides a set of recommendations which address issues highlighted in Section 3.1 – Institutional context and leadership. Case study 1 provides examples of institutions tackling similar initiatives.

Table 3 | Recommendations: 1. Strengthening leadership, governance, and accountability

Recommendations	Details	Timescale
1.1. Define a vision and strategy to advance racial equity		
1.1A. Publish a response to the independent review that conveys the commitment of LSHTM to advancing racial equity and acknowledge the experiences of staff and students of colour.	<ul style="list-style-type: none"> Expressly commit to advancing racial equity and reporting on progress, including through implementing the recommendations arising from this independent review and other actions that LSHTM is already progressing to advance racial equity. Consider the role of LSHTM’s colonial history (including expression of symbols and name of School) in the 	Within two weeks of the report

³¹ In these recommendations the term “racial equity” has been used to refer to the ongoing process of ending racial inequalities and disparities in outcomes and experience at the School. There are nuances in different terminology; others may refer to this as “race/ racial equality”, or “racial justice”. Racial “equity” goes beyond race “equality” to ensure not just equal opportunities but equal outcomes.

Recommendations	Details	Timescale
	<p>context of current mission and the School's enduring commitment to advancing global health.</p> <ul style="list-style-type: none"> Widely disseminate the statement, including to staff in management roles and student-facing positions, those based in overseas units, and former students and staff. 	
<p>1.1B. Incorporate advancing racial equity in the development of LSHTM's next strategic plan</p>	<ul style="list-style-type: none"> Engage students and staff of colour including those based in overseas units in the strategy process, including 'listening sessions' early in the process to ensure developing approaches are fit-for-purpose. Work closely with international research partners and communities in shaping this plan. Identify and ringfence a budget to deliver this work. Integrate racial equity into the success measures and outcomes of the next strategic plan. 	<p>Within the next 12 months (listening sessions within 6 months)</p>
<p>1.2. Strengthen leadership and governance to advance racial equity</p>		
<p>1.2A. Appoint a standing, executive-level leader (e.g., Deputy Director or equivalent post, for Equity) with the responsibility and resources to advance racial equity</p>	<ul style="list-style-type: none"> Make equity and diversity a substantive focus for this post, rather than as an addition to other responsibilities. Recruit a credible academic leader with a track record of working with marginalised and disadvantaged communities (in particular communities of colour) within comparable institutions. Ensure that the recruitment process attracts a diverse pool of candidates. 	<p>Within the next six months</p>
<p>1.2B. Embed a formal governance framework that includes the LSHTM Council and Executive to take ownership of recommendations arising from independent review</p>	<ul style="list-style-type: none"> Define EDI specific accountabilities for the Executive team, Council, and in functions across the School (e.g., HR). Establish and communicate the processes by which people of colour input into the governance framework, both through organised networks (e.g., Decolonising Global Health, Fair BLM) and those not represented through these fora. Instigate regular (e.g., quarterly) reporting of progress updates against race equity action plans to the Council by the School Director. Integrate issues of racism and failure to create an inclusive organisation into the organisational risk register and process. Review any changes to governance against the Academic Governance in higher education guidance 	<p>Within the next six months</p>

Recommendations	Details	Timescale
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developed by Advance HE and the Committee of University Chairs.³²

Case study 1 | Strengthening leadership, governance, and accountability

ELEVATING RACIAL EQUITY TO THE FOREFRONT OF INSTITUTIONAL MISSION

Higher education institutions in the UK and across the world are prioritising issues of racial equity within their core institutional strategies. They are taking visible and continuous steps to address current and historic racial injustices. Importantly, higher education institutions are adequately resourcing this work and appointing credible, skilled individuals to take on a substantive leadership role in advancing racial and other equity agendas.

Snapshot of leading examples

- Imperial College London³³ has progressed an integrated suite of measures to eliminate racism following an expert review of its history and legacy in the context of its current mission. These measures include establishing a Presidential Scholarship for Black students; ceasing use of the College’s Latin motto in new materials; and publicly pledging its commitment to ‘do better’ in tackling racial equity.
- Durham University, as of October 2021, has appointed Dr. Shaid Mahmood, as its inaugural Pro-Vice-Chancellor (Equity, Diversity, and Inclusion) who will be the strategic lead for the equity agenda at the institution³⁴. Other recent examples include Professor Udy Archibong, Pro Vice-Chancellor (Equity, Diversity, and Inclusion), University of Bradford³⁵, Kaushika Patel, Deputy Pro Vice-Chancellor (EDI) (a member of our expert advisory panel), De Montfort University³⁶ and similar posts at the universities of Nottingham, Sussex, and Cambridge.

What does this mean for LSHTM?

- LSHTM executive to issue a Statement of Intent that acknowledges its colonial history and outlines its commitment to advance racial equity (including) through actions arising from this independent review, as per recommendation 1A.
- Appoint a credible academic leader with a track record of working with communities of colour to LSHTM’s executive team to advance racial equity, as per recommendation 1C.

4.2 Improving the outcomes and experience for staff of colour

LSHTM should focus its efforts in two important areas: recruiting and supporting staff of colour into more senior positions and ensuring equitable employment conditions for specific staff cohorts (e.g., staff in fixed-term positions, those based in overseas MRC units). These efforts will build on the positive work already underway to create inclusive recruitment approaches. Table 4 provides a set of recommendations

³² Advance HE, 2017, Academic Governance – Framework, available at: <https://www.advance-he.ac.uk/knowledge-hub/academic-governance-framework>

³³ Imperial College (2021). New measures to tackle racial inequity.

³⁴ University of Durham (2021). [New leader for equity, diversity and inclusion.](#)

³⁵ University of Bradford (2021). [Professor Udy Archibong.](#)

³⁶ De Montfort University (2021). [Kaushika Patel.](#)

which aim to address issues detailed in Section 3.2 – Recruiting and developing staff of colour. Case study 2 provides an example from elsewhere in the sector.

Table 4 | Recommendations: 2. Improving the outcomes and experience for staff of colour

Recommendations	Details	Timescale
2.1. Improve equitable opportunities for staff progression		
2.1A. Establish targets for the recruitment and promotion of staff of colour to senior positions at the School, both at home and in overseas units	<ul style="list-style-type: none"> Identify appropriate stretching targets for senior level appointments across academic and PSP roles (London and overseas) which might also consider intersectionality (e.g., Black female professors). Consider the Schools; biggest gaps and the diversity in the student population and local population to set targets over a five-year timescale with annual measures. These measures should relate to existing measures to increase the % of female and BME applicants for senior roles in the School’s EDI action plan. Establish targets for equitable rates of promotion over an appropriate timescale (including overseas), noting the existing measure to close gaps in shortlisting and appointments by White/BME (EDI action plan). 	Within the next nine months
2.1B. Make diversity in recruitment and promotion panels mandatory	<ul style="list-style-type: none"> Build on approaches already in place for the most senior roles to ensure diversity in panels, including the inclusion of external panel members where needed 	Within the next six months
2.1C. Continue to pilot strategies to attract a more diverse pool of applicants of colour in the UK and overseas	<ul style="list-style-type: none"> Consider relocation packages to support staff to move locations. Develop proactive recruitment campaign to attract local staff in overseas units, particularly those to leadership roles. 	Within the next 12 months
2.1D. Apply equal pay actions identified through Athena SWAN to ensure equity in pay by ethnicity	<ul style="list-style-type: none"> Make a commitment to close the ethnicity pay gap (as per the gender pay gap) and publish this as planned. Provide transparent starting salaries in overseas units. Ensure equal pay training is provided to staff in overseas units. Implement any recommendations resulting from overseas unit HR reviews to ensure best practice, including equal pay audit processes and associated actions. Ensure clear and transparent pay-rise processes in London and overseas. 	Within the next six months

Recommendations	Details	Timescale
<p>2.1E. Pilot sponsorship and mentoring initiatives to support progression for staff of colour in London and overseas</p>	<ul style="list-style-type: none"> • Pilot and roll-out a sponsorship initiative, in which members of LSHTM's senior leadership team identify and support high-potential staff of colour to progress through LSHTM. • Pilot a mentorship programme for staff of colour, building on existing experience that focuses on building the talent pipeline across all levels of organisation for both academic and professional services staff. • Sponsorship and mentorship programmes should be sufficiently resourced and recognise staff time and contributions. 	<p>Within the next 12 months</p>
<p>2.1F. Continue to develop an in-house leadership programme for staff of colour to support progression</p>	<ul style="list-style-type: none"> • Work with staff of colour to scope requirements to deliver an effective programme. 	<p>Within the next six months</p>
<p>2.2. Improve employment conditions for fixed-term and contractual staff who are predominantly staff of colour</p>		
<p>2.2A. Strengthen employment arrangements for fixed-term and contractual staff, across academic and professional services roles</p>	<ul style="list-style-type: none"> • Introduce a pathway to permanent employment scheme to limit number of fixed term renewals. • Bring to action the recommendations arising from the external review of overseas units, aiming to bring equitable employment arrangements to London and overseas staff. 	<p>Within the next 12 months</p>

INTEGRATED APPROACH TO DEVELOPING STAFF

Within higher education and across other sectors, organisations are adopting a multifaceted approach to recruiting and developing staff of colour at all levels. This involves a combination of policy measures and tangible practical initiatives.

Snapshot of leading examples

- The University of Birmingham's³⁷ Aditi Leadership programme supports staff of colour to identify leadership qualities and aims to bridge the gap between current skills and those required in senior roles. In addition, the University has introduced recruitment targets for senior management roles and a BAME recruitment panel register to ensure all recruitment panels have access to trained BAME staff.
- The University of Leeds' Race Equality Action Plan³⁸ sets out institution wide targets that guide its efforts to improve recruitment and promotion opportunities for staff of colour. Draft targets include a target of reaching the regional benchmark for the proportion of BAME staff in professional, managerial and support staff groups, and the sector benchmark for BAME professors.

What does this mean for LSHTM?

- Establish clear targets and strategies for staff progression, as per recommendation 2A.

4.3 Improving the outcomes and experience for students of colour

Improving outcomes and experiences for student of colour should be a key focus of LSHTM's agenda in advancing anti-racism. The School should continue to address barriers to study for students of colour and the school should develop and invest in a curriculum informed by a decolonial outlook. The recommendations in Table 5 aim to address the issues identified in Section 3.3 – Recruiting and developing students of colour. Case study 3 provides examples of similar initiatives elsewhere in the sector.

Table 5 | Recommendations: 3. Improving the outcomes and experience for students of colour

Recommendations	Details	Timescale
3.1 Continue to address barriers to study for students of colour		
3.1A. Expand and develop a strategic scholarship offer to target students with the greatest barriers at home and overseas	<ul style="list-style-type: none"> • Expand provision of scholarships and develop an overarching strategy which supports students with the greatest barriers (financial and social) including those at home and those from low- and middle-income countries. 	Within the next 12 months

³⁷ University of Birmingham (2021). [University of Birmingham recognised with Bronze Equity Charter Mark](#).

³⁸ University of Leeds (2021). [Race Equality Action Plan](#).

Recommendations	Details	Timescale
3.1B. Develop whole-School inclusive application processes	<ul style="list-style-type: none"> Build on work underway and learning from LIDO to roll-out School-wide approaches to: <ul style="list-style-type: none"> Standardise and anonymise applications. provide accessible guidance about applying for Doctoral degrees. 	Within the next 12 months
3.1C. Develop initiatives to increase the pipeline for strong applications from prospective students of colour at home	<ul style="list-style-type: none"> Further develop the School's outreach initiatives, pathways and internship programmes. 	Within the next 18 months
3.1D. Refine induction approaches to foster a sense of belonging for students from diverse backgrounds	<ul style="list-style-type: none"> Facilitate a strong induction and orientation programme that is focused on cultural exchange between international and home students and that emphasises the importance of racial equity. Continue to review and improve the PENTACELL programme and consider roll-out to Doctoral students. 	Within the next six months
3.1E. Develop culturally inclusive student-facing services where there are gaps	<ul style="list-style-type: none"> Identify where gaps in cultural competence create the greatest issues for students. Ensure staff training covers these areas. Review the impact and lessons learned from recruiting and training a diverse group of mental health advisers and counsellors to benefit other areas. 	Within the next six months
3.2 Develop and invest in a curriculum informed by a decolonial outlook		
3.2A. Provide development opportunities for academics in decolonising the curriculum.	<ul style="list-style-type: none"> The School should provide development opportunities for academics to support them to understand what decolonisation means for their specific discipline. The School could resource development sessions and support the establishment of networks of practice across the institution 	Within the next 12 months
3.2B. Provide resources and toolkits.	<ul style="list-style-type: none"> The School should provide academics with appropriate resources to support them to decolonise the curriculum. This could include toolkits to support curriculum audits and a hub with resources and best practice from across the School and the HE sector. 	Within the next 6 months
3.2C. Resource and expand the role of Decolonising Advisors.	<ul style="list-style-type: none"> Begin the process to recruit student advisors. All advisors should have access to ongoing training and support in and their role. Their time should be more appropriately compensated than the current arrangement. There should also be an increased role for students in the scheme (either as Advisors or working as 	Within the next 6 months

Recommendations	Details	Timescale
	partners) with their time appropriately compensated.	
3.2D. Set institution wide expectations for creating a curriculum informed by a decolonial outlook	<ul style="list-style-type: none"> Set baseline requirements for all programmes at the School to ensure that there is a clear expectation for all academics to work towards decolonising the curriculum. Establish mechanisms for auditing provision to ensure meaningful steps towards decolonising the curriculum are being taken across the School. Robust governance structures should be in place to monitor progress. 	Within the next 6 months

Case study 3 | Improving the outcomes and experience for students of colour

INVESTING IN STUDENTS AND RESHAPING THE CURRICULUM

Higher education institutions are beginning to take an institution-wide approach to eliminating disparities in recruitment and attainment experienced by students of colour. This approach requires them to design and deliver targeted interventions at every stage of the student journey.

Snapshot of leading examples

- The Black Futures programme at the **University of Oxford** and the Presidential Scholarship at **Imperial College** are recent example of institutions establishing dedicated funds to support students of colour
- The UNIQ+ research internships at the **University of Oxford**³⁹ support undergraduate students from underrepresented backgrounds to experience graduate study at Oxford. Students are provided with a £2500 stipend for the six-week programme which exposes students to leading researchers where they have the opportunity to undertake a small project with supervision from academic staff and postdoctoral researchers.
- Initiatives such as ‘Decolonising DMU’⁴⁰, a whole-institution approach to address structural inequity and institution discrimination across **De Montfort University** and the **University of Nottingham’s** EDI Resource Bank ⁴¹ a digital archive tool which includes resources for advancing equity and diversity across the higher education sector are examples of initiatives that adopt a systematic approach to shape curriculum informed by a decolonial outlook.

What does this mean for LSHTM?

- Adopt an institution wide approach to improve the outcomes and experiences for students of colour, as per recommendations 3A – 3D.

³⁹ University of Oxford (2021). [UNIQ+](#)

⁴⁰ De Montfort University (2021). [Decolonising DMU](#)

⁴¹ University of Nottingham (2021). [EDI Resource Bank](#)

4.4 Changing culture and behaviours

Addressing cultures and behaviours is essential when advancing race equity. LSHTM should ensure that staff actively participate in training, develop communications to raise awareness about anti-racism and measure and evaluate progress against equity objectives. The recommendations in Table 6 aim to address the challenges identified in section 3.4 – Identifying and challenging racist behaviours

Table 6 | Recommendations: 4. Changing culture and behaviours

Recommendations	Details	Timescale
4.1. Ensure staff actively participate in training		
4.1A. Continue to develop training to enhance individual capabilities in anti-racism	<ul style="list-style-type: none"> Evaluate existing training including Micro-aggressions and bystander interventions workshop; Unconscious, and anti-racism development programme (in development) to understand their value of relevance for different staff groups. Continue to develop the planned anti-racism programme and ensure there is a focus on challenging racist behaviour, encouraging critical self-reflection about established attitudes, and having open conversations about race and how to create a safe and inclusive environment. Ensure it is tailored to various groups (e.g., staff in supervisory roles, staff in student facing positions) that are role specific. Review and refresh training for all staff on an ongoing basis. 	Ongoing
4.1B. Mandate training and/or incorporate training into promotion requirements	<ul style="list-style-type: none"> Mandate ongoing anti-racism training for senior leaders and Council members to develop capabilities to lead an inclusive antiracist institution. Include in the Director's and leaders' performance reviews with an annual self-assessment of their capabilities, and how they have improved over the course of a year. Include anti-racist training attendance as a pre-requisite for promotion in both academic and PSP roles. 	Within the next six months
4.2. Develop awareness of anti-racism approaches		
4.2A. Initiate and support internal campaigns that aim to increase awareness about topics related to anti-racism and the experience of students and staff of colour at LSHTM	<ul style="list-style-type: none"> Ideas include a focus on identifying and challenging microaggressions, visibility of role models, and the pathways for reporting and grievances. In developing communications, involve various networks (e.g., Decolonising Global Health, BLM FAIR) in these initiatives and provide funding to 	Ongoing

Recommendations	Details	Timescale
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support their involvement.

4.3. Broaden the use of equity objectives in the appraisal process

4.3A. Evaluate and mandate equity objectives through appraisals	<ul style="list-style-type: none"> Conduct an annual report of staff performance against equity objectives and report to Council. Incorporate performance against equity objectives into the promotions criteria for staff. 	Within the next 12 months
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Case study 4 | Changing culture and behaviours

A CULTURE THAT CELEBRATES AND EMBRACES RACIAL DIVERSITY

The culture of higher education institutions can be strengthened through providing regular opportunities to exchange experiences about race and by showcasing the achievements of students and staff of colour.

Snapshot of leading examples

- The University of East London, informed by models adopted in the USA, established various white anti-racist/affinity groups that provide a safe space for white staff to learn about institutional and structural racism and guidance about how to become allies in dismantling it.
- At the University of Alberta in Canada, through the 'What I Want You To Know'⁴² series, academic and professional staff and students of Asian backgrounds share their experiences of what it is like to work at the institution. This video series was produced to help educate the wider university community and nurture dialogue about Asian cultures.

What does this mean for LSHTM?

- Deliver training, develop communications, and facilitate opportunities for students and staff to engage with issues of racial equity, as per recommendations 4A and 4B.

4.5 Transforming complaints and reporting processes

Ensuring that the complaints and reporting process is equipped to deal with incidents of racism is a key part of advancing race equity at LSHTM. The School should improve the visibility of complaints and reporting processes for students and staff and develop fairer and more transparent report and resolution processes. The recommendations in Table 7 aim to address the challenges highlighted in Section 3.5 - Reporting and complaints processes. Case study 5 provides an international example of an institution taking positive steps towards fairer and transparent reporting processes.

⁴² University of Alberta (2021). Asian Heritage Month

Table 7 | Recommendations: 5. Transforming complaints and reporting processes

Recommendations	Details	Timescale
5.1. Improve the visibility of complaints and reporting processes for students and staff		
5.1A. Continue to widely promote the Report and Support tool and policies related to complaints and grievance to current and former staff and students.	<ul style="list-style-type: none"> • Make it clear through communications that the Report and Support tool is accessible to former students and staff as well as those based in overseas units. • Ensure that students and staff are made more familiar with the processes for independent appeals, including making more explicit the role of the Office of Independent Adjudicator in student facing communications. • Develop greater confidence in the whistle-blower protections for staff through clear communications about the roles and responsibilities of senior officers and the processes involved in raising a complaint. 	Over the next 6 months and beyond
5.2. Develop fairer and more transparent complaints and reporting processes		
5.2A. Ensure that complaints that relate to racial discrimination and harassment are handled using a trauma-informed approach for both academic and professional services staff	<ul style="list-style-type: none"> • Ensure that all complainants are provided with a case manager and access to trauma informed counselling support to support them through the grievance process. • Complaints processes for academic and professional staff should have consistent arrangements in place for opportunities for appeals, time taken to resolve complaints, level of detail in complaints and access to appropriate supports throughout the process. • Review escalation procedures to ensure that both academic and PSP staff grievances are dealt with at an appropriate level of seniority at the various stages. • For grievances relating to racism, ensure the involvement of appropriate experts and those from racially diverse backgrounds in both the assessment of complaints and appeals processes. 	Within the next 12 months
5.2B. LSHTM should regularly examine its approach to the handling of complaints, making continuous improvements to these processes	<ul style="list-style-type: none"> • Introduce a mechanism to review the handling of past complaints through the involvement of external, independent input on a quarterly basis. 	Within the next 6 months and beyond
5.2C. Continue to publicly report on the nature and effectiveness of	<ul style="list-style-type: none"> • Provide quarterly reports on the overall number and outcome of complaints to Council that relate to 	Immediately

Recommendations	Details	Timescale
complaints processes	racial discrimination and harassment, including for anonymous complaints.	

Case study 5 | Transforming complaints and reporting processes

COMPLAINTS PROCESSES THAT ARE CLEAR AND PROMOTE CONFIDENCE

Higher education institutions are moving towards policies, procedures and communications that reflect a 'complainant-centric' ethos. This requires senior leaders and those in managerial roles to have a deeper understanding about the role of fear and trauma in how it shapes the confidence and willingness of a complainant to come forward and how to best engage with their concerns.

Snapshot of leading examples

- Following an independent review of policies and procedures that related to sexual harassment, **Monash University (Australia)** streamlined a range of complex processes and statutes that relate to non-academic student complaints into one dedicated Student General Misconduct procedure. This University has also developed a range of clear communications that outline the steps involved and appeal stages in the general misconduct process which are publicly available and form a part of student induction and onboarding⁴³.

What does this mean for LSHTM?

- Continue to improve the awareness and effectiveness of complaints and grievance processes for students and staff, as per recommendations 5A and 5B.

4.6 Developing equitable research partnerships

Addressing inequitable research partnerships emerged as an important theme throughout the review. LSHTM should set baseline expectations for all LSHTM partnerships to ensure equity and provide support and resources for staff in establishing and maintaining equitable partnerships. The recommendations in Table 8 aim to address the issues identified in Sections 3.1, 3.2 and 3.4. Case study 6 provides examples of institutions across the world who are taking steps to develop more equitable global research partnerships.

Table 8 | Developing equitable research partnerships

Recommendations	Details	Timescale
6.1. Reinforce consistent expectations for equity in research partnerships through provision of support and resource		
6.1A – Consistently apply best practices that promote equity in research partnerships across LSHTM using the established taskforce set up to address this	<ul style="list-style-type: none"> These practices should draw on the work of relevant research councils and funding bodies (e.g., Wellcome Trust, Medical Research Council) and leading frameworks, such as the Research for Health Justice ethical framework. They should also be 	On an ongoing basis

⁴³ Monash University (2021). [Student general misconduct](#).

Recommendations	Details	Timescale
	<p>tailored to disciplines and the contexts in which LSHTM works.</p> <ul style="list-style-type: none"> • Collate and co-produce with international communities, accessible, best practice examples of equitable research partnerships • Continue training and awareness raising sessions across LSHTM to increase the profile and significance of equity in global health collaborations. 	

Case study 6 | Developing equitable research partnerships

RECIPROCAL AND COMMUNITY-LED RESEARCH PARTNERSHIPS THAT VALUES LOCAL KNOWLEDGE

Higher education institutions in Canada, Australia and the USA are increasingly conscious of their responsibilities to advance Indigenous knowledges and research agendas. These efforts, along with the global movement to foster equity in health partnerships can provide inspiration for LSHTM as it defines its equity in research partnerships agenda

Snapshot of leading examples

- The **University of British Columbia (Canada)** has laid out an ambitious agenda to advance the rights and aspirations of Indigenous communities, including the way in which the University goes about working with these communities in the creation of knowledge and research and promoting equity. In relation to research, the University has created dedicated programmes to catalyse research co-developed and led by Indigenous communities, establish Research Chair positions for faculties who demonstrate excellence in Indigenous knowledges, and co-develop research protocols and community-specific ethical research guidelines with community partners.
- Though there are clear differences between Indigenous and other cultural community contexts, there are transferrable lessons for LSHTM in advancing equity in health research.

What does this mean for LSHTM?

- Adopt a more systematic approach and practices to support equity in research partnerships, as per recommendation 6A.

5 Implementation considerations

LSHTM should consider carefully how it implements recommendations to tackle racism at the School. This section sets out key considerations. The LSHTM should:

- **Take a strategic, whole-of-institution approach to anti-racism** – The recommendations above set out ways for the School to take a strategic approach to anti-racism. Tackling racism requires engaging with the whole institution; responsibility for action should not be confined to particular roles or faculties within the School. Starting with the Council, a whole-of-institution approach will allow the School to tackle the different ways that racism manifests itself.
- **Provide transparency and clear accountability for actions** – Transparency and accountability for tackling anti-racism is critical to making progress on LSHTM’s racial equity agenda and for building trust with people of colour within the School’s community. Actions being taken to tackle racism and the progress against those actions should be publicly available and regularly updated for staff and students to access. The School should make clear where responsibility lies for each part of LSHTM’s anti-racist agenda to drive accountability for actions. Where the School makes mistakes, leaders should transparently communicate what lessons have been learned and set out steps for further action.
- **Centre the experiences of people of colour in all anti-racism interventions** – It is essential that actions taken to tackle racism at the School prioritise the experiences and voices of people of colour to ensure that they address the right issues and direct resources to the issues of highest priority. The recommendations suggest ways in which the School could establish mechanisms for understanding the experiences of people of colour in the School community, but these engagement mechanisms must be designed on their terms. Moreover, steps should be taken to ensure that the burden of responsibility for action does not lie with those who experience racism.
- **Provide sustained resources for action** –The School must engage all senior leaders, including the Council, Senior Leadership Team and Senate to ensure that efforts are prioritised and that the necessary funds are available to support the agenda. Where there are identified gaps in expertise and capabilities, the School should explore external partnerships with individuals, organisations and other universities with expertise in anti-racism.

Appendix A Independent review Terms of Reference

Purpose

The purpose of the independent review is to review LSHTM's history, track record and current practices relating to race equity and to provide recommendations to enable LSHTM to follow the highest standards of policies and practices on inclusion, antiracism and decolonisation. This review has been commissioned by LSHTM's Council Diversity and Inclusion Committee and will be conducted by reviewers at Nous.

Objectives

The review will consider LSHTM's history, colonial legacies, cultural dynamics and any cultural systems or process challenges to race equity and decolonisation including what can be learnt from responses to past events, recent reviews and consultations, comparison with exemplars in race equity. This will extend across the following core areas: **teaching, staff and student recruitment and progression, complaints and grievances, student attainment, communication, engagement and transparency, curriculum content, partnerships and governance/decision making.**

Below is a summary of the key questions the review will seek to answer. The complete list can be found in Nous' original proposal.

- How do colonial legacies inform current procedures and practices (including in teaching and learning) at LSHTM?
- What racial disparities in outcomes exist for students and staff of colour?
- How does LSHTM's leadership and accountability, systems and structures, and governance and accountability support or impede race equity?
- What existing work is being done to address racial inequity at LSHTM, and how effective has the work been to date?
- What is the past and current experience for students and staff of colour at LSHTM across the student/employment lifecycle? (e.g., application, enrolment, experience, progression)
- How do experiences of students and staff of colour intersect with other identities/characteristics?
- What experiences have students and staff of colour had of racism at LSHTM, including reporting and resolution?
- How can reporting and resolution processes, as well as the Council's oversight of them, be improved?

Outputs

At the end of the review, reviewers will set out findings and recommendations in a report to the Council's Diversity and Inclusion Committee, which reports to LSHTM's Council. The report will make recommendations to support LSHTM to create an environment that is safe, equitable and free from discrimination, including individual or structural racism in any form, for current and future staff and students. The report will also suggest measures to continuously monitor performance and progress on race equity and decolonisation, and recommendations on how to strengthen the role of the Council. The Council has committed to sharing the review findings and recommendations with LSHTM community.

Scope

The review will explore historical, institutional, and interpersonal manifestations of racism at LSHTM in relation to the core areas outlined above. The review will do this through data analysis, research, a survey, and consultations with the LSHTM community. The review will not investigate specific incidents of racism

and will not be available as a reporting tool. Participants in consultations and respondents to the survey may have reported incidents of racism at LSHTM and the review will explore the effectiveness of reporting and resolution processes; however, any findings from those consultations will be de-identified to protect the confidentiality of participants. The review will not carry out in-depth historical research into LSHTM's colonial past but will review existing literature and seek to consult with individuals with expertise in that area.

Timing

The review will run from the beginning of August 2021 to the end of November 2021.

Governance and methodology

The review will be conducted as an independent review. The review team will engage with the Council's Diversity and Inclusion Committee at fortnightly intervals through a project update call, outlining the progress of the project and risks. The substance of the findings and recommendations will only be shared at the agreed milestones; Nous will provide an interim report on 1st November 2021 and a final report by 1st December 2021.

The review team will have day-to-day contact with LSHTM's EDI manager for support in accessing data. Where issues of substance arise, they will be brought to the attention of the Chair of the Diversity and Inclusion Committee by the Nous Project Director.

Nous will take a trauma-informed approach for all our engagements to protect the psychological safety of all participants who engage in the consultations, through external specialist counselling support, sensitive facilitation of consultations and a range of options for how to engage with the review.

The Nous review team is supported by an expert advisory panel of experienced leaders in racial equity who will rigorously test and refine recommendations.

Confidentiality and communication

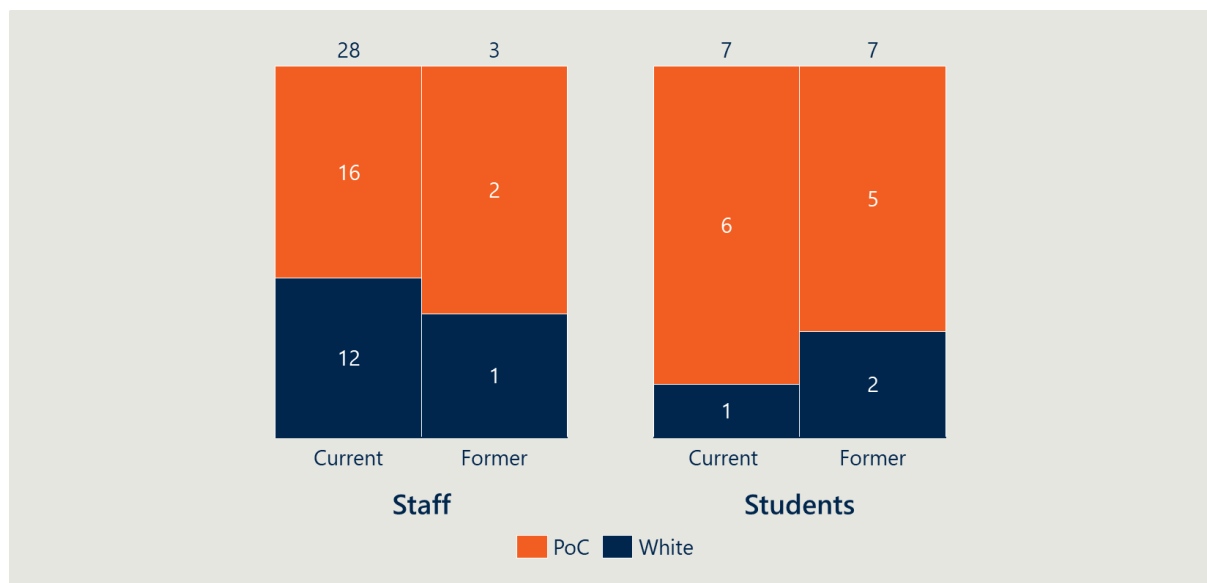
This topic is currently of significant interest in the media and wider political discourse, which may heighten interest in the review, both during and after completion. Any questions will be directed to the LSHTM communications team and the D&I Committee, with Nous providing an agreed standard response.

Appendix B Data collection

Participation

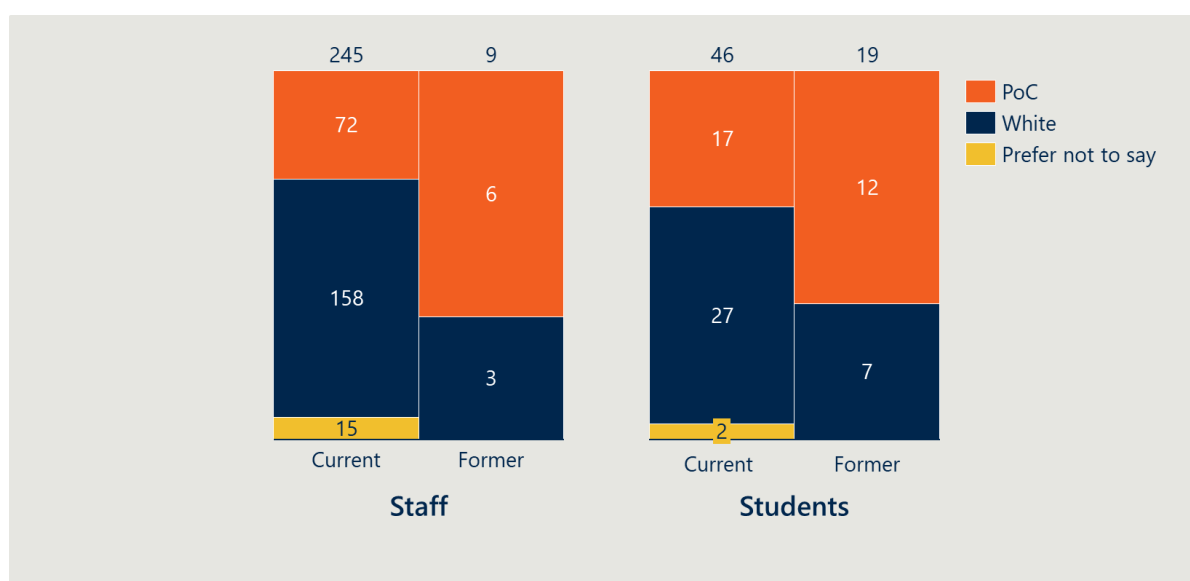
The review involved data collection through 1:1 and group interviews as well as a survey. The options were open to current and former staff and students. The breakdown of the 45 1:1 participant interviews is shown below in Figure 48. Additionally, 6 group interviews took place but the demographic breakdown is not available for all these participants. The team conducted 20 targeted interviews with members of staff; these related to work taking place at LSHTM and the breakdown by race is therefore not captured.

Figure 48 | 1:1 interview participation



The survey received 325 complete responses from current and former staff and students, and six responses from 'other'. Current staff made up 75 per cent of respondents. The responses represent a 16 per cent response rate for staff of colour and 13 per cent for White staff. However, this is based on the 2019-20 population numbers, so not wholly accurate as of the time of the review. Also, the survey categories are based on self-identification as a person of colour or not, whereas the staff data is based on ethnicity collected by the School.

Figure 49 | Survey participation



Data and documents

Nous reviewed a range of data and documents outlined below. The team also reviewed email chains and individual cases for context which are not included in this list to protect confidentiality.

EDI strategy and annual reports

- CAPITA, Equity & Diversity Report, 2015
- LSHTM, EDI data report, 2015-16
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Nous Group is an international management consultancy operating across the UK, Ireland, Canada, Australia and New Zealand.

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50

PRINCIPALS

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COUNTRIES

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