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# LSHTM

# Equity, Diversity and Inclusion Strategy

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# Introduction



This strategy sets out our approach to equity, diversity and inclusion (EDI) over an initial two-year period (2021-2023) and acts as a public statement of our commitment to progressing equity, diversity and inclusion.

The plan is an overarching plan which refers to other current strategies and work such as the Staff Survey Framework for Action and the Concordat to Support the Career Development of Researchers.



LSHTM hosted the Women Leaders in Global Health Conference in 2018, highlighting emerging and established women leaders in global health, providing training and mentorship, and building opportunities for women to progress in all forms of leadership

# Context



Equity is core to LSHTM's mission:

**Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.**

We recognize our responsibilities as set out in the Equality Act 2010 including the Public Sector Equality Duty (PSED). We also acknowledge the structural and systemic inequities, both historic and current, within LSHTM and recognize that a neutral stance does not go far enough. Alongside this, we recognize that working in a global context brings diversity and inclusion opportunities as well as challenges.

There are opportunities and challenges in how LSHTM approaches collaboration and developing more equitable partnerships with its overseas collaborators, such as being culturally sensitive and adopting a decolonial lens in everyday interactions. The MRC Unit The Gambia at LSHTM and the MRC/UVRI and LSHTM Uganda Research Unit joined LSHTM in 2018. While having local diversity and inclusion policies and processes that reflect the local context, working together provides opportunities for integration and collaboration.

Further, different equality legislation contexts worldwide have implications in relation to developing a strategic and intersectional approach to progressing LGBTQ+ equality, for example, within our bullying and harassment policies.

The LSHTM and Colonialism research project funded by LSHTM aims to explore LSHTM's colonial legacies and the current remit of the project is to explore up to the 1960s. The work is happening in parallel to decolonising higher education movements, including specifically decolonizing public and global health, and it has potential to inform research, teaching and working at the School.

# Definitions



Under the Equality Act (2010), LSHTM is bound to the Public Sector Equality Duty (PSED) and must have ‘due regard’ to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Further specific duties include the requirement to publish, in such a manner that they are accessible to the public, relevant equality information demonstrating compliance annually and to publish SMART (Specific Measurable Achievable Realistic Timebound) and evidence-based equality objectives every four years (at least) relating to the above general duties.

## Equality

“Equality is ensuring individuals or groups of individuals are not treated differently or less favourably, on the basis of their specific protected characteristic” (The University of Edinburgh, 2019).

## Equity

While the concepts ‘equality’ and ‘equity’ both promote fairness, equality focuses on treating everyone the same regardless of need, while equity recognises the existence of systemic social inequalities, privileges and the need for actions to proactively reduce, if not remove, institutional structural and cultural barriers to equal opportunity and inclusion.

## Diversity

“Diversity is the presence of difference within a given setting” (General Assembly, 2019).

## Inclusion

Inclusion is about creating an environment that has the necessary structures to ensure that every individual, regardless of their characteristics and background, has what they need to thrive personally and professionally.

## Protected Characteristics

The ‘protected characteristics’ defined by the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. LSHTM recognises that diversity encompasses and goes beyond protected characteristics as set out in the Equality Act (2010) and should include everything that makes us unique, from our backgrounds and experiences to our personalities and ways of thinking. This includes for example, socio-economic status, transgender identity, caring responsibilities or being a care leaver.

# Definitions



(A care leaver is an adult who has spent time living in the care system, away from their family. This could be with a foster family, in a children's home or supported housing service, or under another arrangement as agreed by their social worker).

## Intersectionality

Further, the importance of intersectionality has been increasingly discussed.

“It’s basically a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other. We tend to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What’s often missing is how some people are subject to all of these, and the experience is not just the sum of its parts.”  
Crenshaw, 2020

## Privilege

“Unearned access to resources (social power) that are only readily available to some people because of their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it.” (The National Conference for Community and Justice).

## Micro-aggressions

“Commonplace behaviours or aspects of an environment that signal, intentionally or unintentionally, to someone from an under-represented group and/or a group perceived to have less power, that they do not belong, or they're not welcome.” (Professor Binna Kandola)

## Anti-racism

Anti-racism is proactive action or strategies against racism. It recognises systemic racism and the oppression of marginalized groups and that a neutral non-racist stance does not go far enough. Rather being anti-racist acknowledges privilege and systemic or structural barriers and involves conscious efforts and actions to tackle racism.

## Decolonising

Decolonising higher education can be understood in different ways and can include both the curriculum and university structures more broadly. It can be described as an ongoing process which seeks to transform, through reflection as well as action, structures which were built on a foundation of racism, colonialism, and exclusion. For example:

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**A way of thinking which...re-situates [colonialism, empire and racism] as key shaping forces of the contemporary world, in a context where their role has been systematically effaced from view.**

Bhambra, Gebrial and Nişancioğlu: 2018

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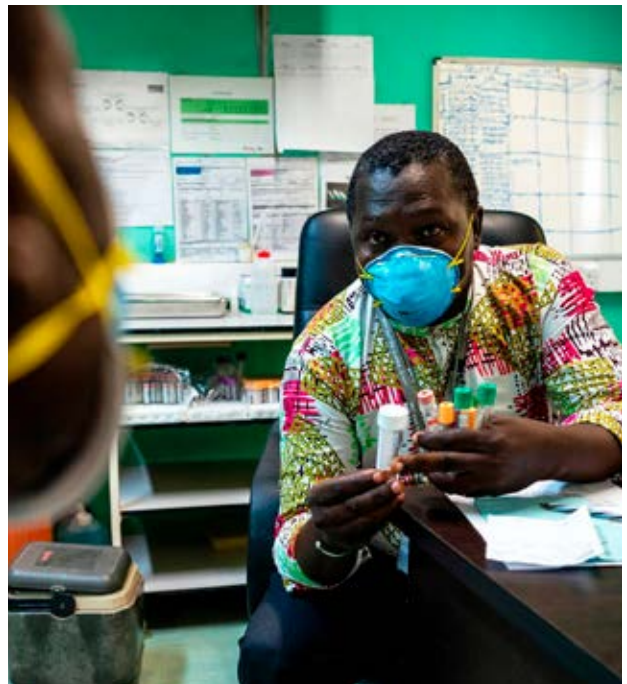
# Vision and guiding principles



**Our vision is to provide an inclusive research, education and working environment reflected through a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential.**

In order to achieve this, we commit to the following guiding principles:

- Ensuring LSHTM values, and expected behaviours reflect respect for all and are clearly communicated, understood and enacted in all our interactions at all levels and regardless of job role (academic and professional support).
- Being proactive in closing inequitable outcome gaps through positive action and, for example, anti-racist strategies.
- Being proactive in championing LGBTQ+ equality worldwide.
- Working in partnership with our students, staff, and other stakeholders enabling a range of perspectives to be heard, recognising the global and diverse cultural contexts in which we work.
- Embedding equity, diversity and inclusion in all that we do and recognising it as a School wide responsibility.
- Being anticipatory as far as reasonably practicable.
- Recognising the importance of the intersectionality of different elements of our identities that may impact on a person's sense of belonging.
- Embed EDI into LSHTM's wellbeing strategy including for example women's health.



Mustapha Bah, Nurse Field Assistant, explaining the next step in the drug course to eradicate a patient's TB at the Fajara site of MRC Unit The Gambia at LSHTM.



# Development of the strategy and action plan



LSHTM's EDI strategy, objectives and action plan has been developed based on a broad evidence base and following extensive staff and student consultation. This evidence base has included assessment of progress against our previous EDI action plan, the Staff Survey (2019) and follow up Feeling Valued report (March 2020), LSHTM's Decolonising Global Health group suggestions for actions (June 2020), Athena SWAN submissions and BLM testimonies (June 2020). Further, externally facilitated EDI focus groups (June / July 2020) were specifically arranged which invited contributions from a range of identity groups, including the LGBTQ+ community, on religion and belief, disability, race and broadly EDI values. Staff and students were then consulted on the draft EDI strategy and action plan (November 2020-January 2021).

We have also drawn on external reports and drivers, such as the EHRC report into racial harassment in higher education (October 2019), UK report 'Black, Asian and Minority Ethnic Student Attainment at UK Universities: #Closing the gap' (2019), OfS consultation on preventing and addressing harassment and sexual misconduct (2020), UK guidance on tackling racial harassment (2020) as well as the HR Excellence in Research and the Concordat to Support the Career Development of Researchers.



LSHTM open day 2020

# Overarching goals



The overarching goals outlined below help to frame the EDI action plan with more detailed objectives breaking these goals down.

- Embed (formal and informal) **enabling pillars** to underpin LSHTM's approach to EDI to move from discussion to action.
- Develop a framework, support mechanisms and campaign which **promotes dignity and respect** and enables unwanted behaviours to be reported and tackled.
- Develop **equitable research and educational partnerships** (reflecting structural as well as interpersonal barriers).
- **Close student diversity-related gaps (or inequities)** in admissions, experience, attainment and progression using positive action initiatives where appropriate.
- **Close staff diversity-related gaps (or inequities)** in staff experience, progression reflected through diversity of staff (academic and non-academic) at all levels using positive action initiatives where appropriate.



MSc students on campus in London.



# Enabling pillars



Key recurring themes raised during the strategy consultation have been around progressing EDI within LSHTM through inclusive leadership, accountability, transparency and facilitating more effective two-way communications. The following pillars aim to underpin LSHTM's approach to EDI to ensure a holistic approach using an ongoing evidence-base with clear lines of accountability and which empowers staff and students to feedback and constructively challenge.

- **Using a whole School approach to EDI** ensuring responsibility for EDI is embedded into everyone's role, with senior leadership accountability and through effective EDI governance structures.
- Ensuring appropriate **resource and recognition** for EDI work.

- **Effective and up to date EDI policies** and meaningful and effective **equality impact assessment process**.
- **Awareness raising, education and communications programme** which empowers everyone to advance equity and inclusion.
- Ensuring the **evidence base** (including learning from sector good practice) is available on an ongoing basis to inform and drive EDI planning, assess impact and support annual reporting and aspirations regarding external accreditations.

While these are broad statements, detailed actions underpinning these have been included within the EDI action plan.



Women health pioneers were honoured on LSHTM's iconic Keppel Street building for the first time in 2019, with the addition of Marie Skłodowska-Curie, Florence Nightingale and Alice Ball to our historic frieze

# EDI roles and responsibilities



Role	Responsibilities
Council (and committees of Council) / With specific remit within Diversity and Inclusion Committee	<p><b>Governance</b> – Holding Director and Senior Leadership to account to ensure LSHTM has an integrated and proactive approach to EDI</p> <p>Providing external insight and expertise</p>
Director and Senior Leadership (Executives) and Management Board	<p><b>Visible Leadership and Accountability</b> –</p> <p>Being exemplars and proactively advancing EDI</p>
<p>School EDI Committee</p> <p>EDI Team</p> <p>Providing internal expertise, guidance and support</p>	<p><b>Strategic oversight</b></p> <p>Planning, development, implementation and monitoring of EDI</p>
MRC unit EDI Committees	<p>Equality Action Groups (Race / Athena SWAN), Staff Research Forum</p> <p><b>Operational planning, development and implementation</b></p>
<p>Deans and Directors / Heads of Departments</p> <p>Faculty EDI Committees</p>	<p><b>Embedding into Faculty strategic planning and professional services</b></p> <p>Day to day - Awareness, promotion, implementation, faculty focused actions</p>
Staff and student networks / Activist Groups	Challenging / Raising concerns / Awareness raising
Individual action – staff, students, stakeholders	Emphasis on collegiality, developing own EDI knowledge, embedding within own work and being an active bystander