EQUITY & INCLUSION AT **LSTM**

LIVERPOOL SCHOOL OF TROPICAL MEDICINE
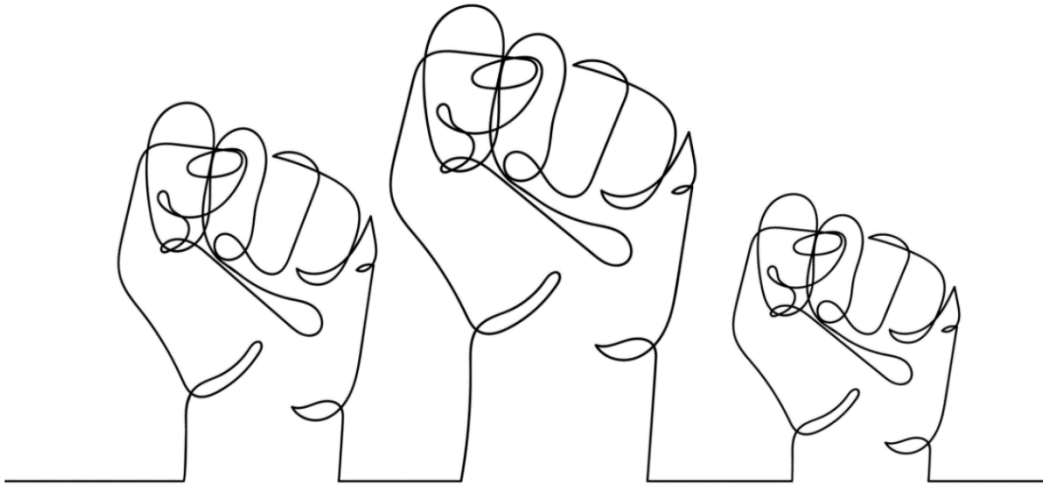## Improving racial equity in global medicine

AN INDEPENDENT REPORT

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Supported by: LSTM Race Equality Advisory Panel (REAP) and Management Committee

February 2022

Contents

Change has been long overdue. It has always been the time to act, so make sure you act now. To remain passive and to remain silent is to be ignorant and it is damaging.

– Lauren Murrell, Liverpool School of Tropical Medicine[1]

1 Background

1.1 About the institution

Liverpool School of Tropical Medicine (LSTM) is a higher education institution and registered charity in the Northwest of England. Established in 1898 and so well over a century old, LSTM was the world's first institute dedicated to the research and teaching of tropical medicine. It has since become a global university, with a worldwide network of researchers and students that spans over 70 countries. The University serves a student population of over 800 students, and benefits from a multimillion-pound research portfolio that has included funding from the Bill & Melinda Gates Foundation.

As an institution LSTM has little footprint in terms of race equality, though recent strategies and policies have increasingly begun to reflect this as a key aim and intention. This report was commissioned to support the development of a framework for racial equity and close the gap between where LSTM are and where the university aspires to be.

1.2 The Commissioning of this Report

An open letter from the BAME staff network, following the murder of George Floyd and alongside the #Blacklivesmatter movement, promoted reflection and discussion at senior levels across LSTM. As such, a decision was made to establish the Race Equality Advisory Panel, in close consultation with the BAME staff network. The commissioning of a review to assess current landscape and inform future direction followed, as part of a commitment from senior leadership to race equality.

1.3 The Report Team

Professor Jason Arday was commissioned by LSTM as an independent consultant to undertake the review and subsequent report. This was supported by members of the Race Equality Advisory Panel (REAP).

Jason Arday is Professor of Sociology of Education at the University of Glasgow, School of Education, College of Social Sciences. Previously, Professor Arday was Associate Professor in Sociology at Durham University in the Department of Sociology and the

Deputy Executive Dean for People and Culture in the Faculty of Social Science and Health. He is a Visiting Research Fellow at The Ohio State University in the Office of Diversity and Inclusion and a Visiting Professor at Durham University in the Department of Sociology. Jason holds other Visiting Professorships at Coventry University, London Metropolitan University and Nelson Mandela University. He is a Trustee of the Runnymede Trust, the UK's leading Race Equality Thinktank and the British Sociological Association (BSA). Jason sits on the Centre for Labour and Social Studies (CLASS) National Advisory Panel and the NHS Race and Health Observatory Academic Reference Group. Jason is a Fellow of the Royal Society of Arts (RSA).

1.4 Scope and Purpose

The primary purpose of the review is to enable LSTM to promote racial equity and to meet its strategic aims[1], which include:

- Identifying racial inequality issues across LSTM[2]
- To decolonise the curriculum and be globally and culturally aware[3]
- To become an active, anti-racist institution.

This report provides a landscape review, bringing together research, assessment and consultation through application of an evidence-based assurance framework (Appendix A), to create a roadmap and inform future direction.

Utilising this framework, the report aims to enable LSTM to address concerns raised in the BAME network's open letter.

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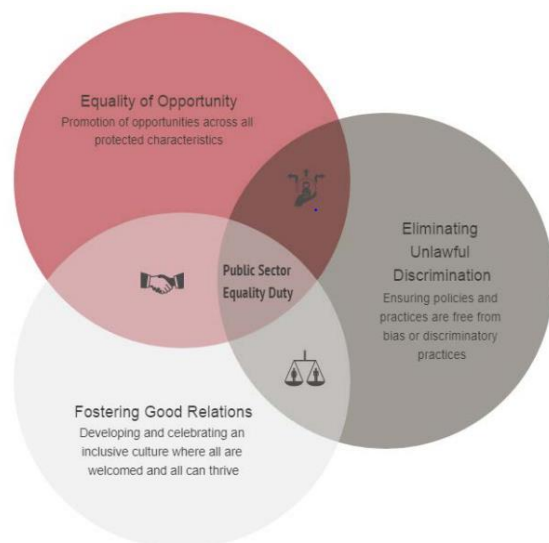
[1] LSTM Equality, Diversity & Inclusion Annual Report (2019/20)
[2] LSTM: Strengthening Equitable Partnership in LMICs (2021)
[3] LSTM Education Strategy (2021)

The review has intentionally centred the lived experiences of staff and students of colour within LSTM. Therefore, whilst invariably there were individuals who straddled the intersection, the review did not specifically interrogate other protected characteristics (e.g. gender, disability) or issues (e.g. social mobility). Further reviews would be required to attend to these lived experiences.

1.5 Definitions

For clarity and position, the following definitions of racism are used within this report.

1.5.1 Prejudice and discrimination

As DiAngelo (2018) notes, to understand racism we first need to distinguish it from prejudice and discrimination. Prejudice is about thoughts and feelings, including stereotypes and attitudes. Our prejudices are often shared because we operate within the same societies and cultures and hear the same messages. We all have prejudices.

Discrimination is action based on prejudice, with overt forms such as ignoring, exclusion, threats, ridicule and violence and more covert or unconscious examples such as unease around certain groups.

1.5.2 Racism

DiAngelo goes on to define racism (2018, p. 35):

> When a racial group's collective prejudice is backed by the power of legal authority and institutional control, it is transformed into racism, a far-reaching system that functions independently from the intentions or self-images of individual actors.

This explanation locates racism within the system of whiteness, and thus all manifestations of racism can be traced back to its root function – to preserve the status quo, which advantages white communities and disadvantages Black, Asian and Minority Ethnic communities.

1.5.3 Institutional racism

Building on the premise above, the focus of this report is on institutional racism as contextualised within the Academy, also known as systemic racism.

" The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people."

The Macpherson Report

" Institutional racism is that which, covertly or overtly, resides in the policies, procedures, operations and culture of public or private institutions - reinforcing individual prejudices and being reinforced by them in turn."

Sivanandan, Director, Institute of Race Relations

In sum, institutional or systemic racism is woven into structures and is often invisible, except to those it disadvantages. This is why organisations that reflect only (or mainly) the dominant group are most at risk of upholding such systems; as its beneficiaries, they reinforce and are reinforced by the mechanisms that serve them. The disruption of these patterns is essential, and it is through work-streams and reports such as this one that they can be questioned and thus dismantled over time. It also highlights the importance and value of representation, which itself guarantees natural disruption to the status quo – particularly when accompanied by a culture of openness and reflexivity.

2 Development

2.1. Problem statement

There is wealth of research that tells us racism is a pernicious and far-reaching problem within UK society. The Academy has long been heralded as one of the worst offenders, with countless reports and articles pointing to the issues at hand (e.g. Arday, 2018, 2021; Leading Routes, 2019; Universities UK, 2020). Though it has taken steps to answer the call to action from the Black Lives Matter movement, LSTM has some distance to travel. It is with this in mind that LSTM have commissioned this report.

After awareness, assessment, is the next step. However, whilst it can form a useful means of diagnosing and understanding the problem, this is only useful if converted into action. The true problem that LSTM must therefore focus on is no longer whether (it has a problem) or what (it should do about it), but how (it should go about it).

> **Race equality demands action not ideology, which means the focus must be on bridging the gap between where an institution is and where it needs to be. These steps become the mechanisms for change.**

The reason many organisations are not progressing with the radical change required to achieve racial equity is because of insufficient *action*. There is a tendency to commission reviews and reports despite existing recommendations still outstanding from previous assessments. Likewise, it is often the case that the energy for engaging in work designed to "tell us what we need to do" far exceeds the work that needs to follow. Either way, the real work begins in the application and delivery of action plans that arise from these diagnostic pieces – the problem is just the beginning.

2.1.1 The problem with problems

Psychological evidence tells us that it is more effective to look where we are going than to focus on what we are moving away from, which anyone who has trekked over rugged terrain would also corroborate. Approach goals (i.e. doing something) are more likely to be achieved and maintained than avoidant goals (i.e. not doing something), and racial equity is no different. When developing goals, LSTM should be mindful of how well-meaning actions can actually reinforce the problem (see Table 1) when framed in the context of avoidance.

Table 1. Approach vs. avoidant goals

Avoidant	Approach
Fear-based	Courageous
Reinforces itself	Transforms itself
Existing thought	Requires new thought
Centres the problem	Focuses on the solution

2.2 Evidence

The Framework for Racial Equity in Education (see Appendix A) is based on existing literature, ensuring it is evidence-based and therefore more effective. As well as foundations in critical race theory (CRT), it integrates principles from the Race Equality Charter (REC), themes from the Equality & Human Rights Commission (EHRC)'s *Tackling racial harassment: Universities challenged* report (2019), and recommendations from Leading Routes (2019) *Broken Pipeline* report, Universities UK (UUK)'s *Tackling racism in higher education* report (2020)*,* and the Commission on Race and Ethnic Disparities report (2021)[4]. This is (a) to uplift and mobilise all the existing hard work that has gone into paving the way for institutions to address racism; (b) ensure that the framework incorporates "what works" to address racism and promote racial equity; and (c) continue to reinforce and emphasise the need for action.

From analysis of existing literature and evidence, action points can be clearly classified into six key areas. These are communicated within the framework as **standards**:

1. Leadership
2. Structure and strategic planning
3. Inclusion and culture
4. People
5. Digital and data
6. Evaluation

Each are discussed, along with a brief review of the literature surrounding them, within their respective standards. A summary of how the standards map onto existing literature can be found below (see Table 2).

Table 2. Evidence matrix for the Framework for Racial Equity in Education

Evidence	REC				

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[4] Of note, this report has received widespread criticism for its minimisation of racism in the UK (e.g. Runnymede Trust, 2021). This framework centres only those recommendations that attend to the acknowledgement of racism and the actions required to reduce and resolve it.

Standard		EHRC (2019)	Leading Routes (2019)	UUK (2020)	Commission on race (2021)
	Principles	Themes	Recommendations		
Leadership			✔		✔
Strategic planning		✔	✔	✔	
Inclusion and culture	✔	✔	✔	✔	✔
People	✔	✔	✔	✔	✔
Digital and data	✔	✔	✔	✔	
Evaluation		✔			

2.3. Consultation

The framework is designed to inform the development of the action plan in two ways. This first is to structure the review and ensure that all key areas are considered. This means completion of the evidence grid with local data gathered from a range of sources, such as policy documents, strategies, web pages or interviews and focus groups with students and staff.

The second is to interact with this information to support identification of any factors that may sit outside the items within the evidence grid. This balances structure with flexibility, allowing for patterns or themes to emerge that may reflect specific nuances within LSTM.

The evidence grid therefore has, within each of the six standards, a set of individual factors, with an option to add additional items not covered within the framework.

These are then considered alongside those within the main body of the evidence grids to inform the overall action plan.

> **While this review sets the scene and provides a means of inquiry into the current landscape, it is the subsequent framework and its application that lends itself to change. Thus the report informs the framework, and the framework informs the action plan. Importantly, the review itself only becomes meaningful when all three steps are in effect.**

2.3.1 Lived experience

One of the key elements of local data collection is in consultation, ensuring that the lived experiences of staff, students and stakeholders of colour is centred throughout. Parken and colleagues (2019) recognise the value of qualitative inquiry and not, for example, simply relying on statistical data or other means of assessing or informing change:

> Qualitative research can provide richer data, facilitate greater understanding of why inequalities persist, and can help us to "walk in someone else's shoes" and, therefore, assist with designing solutions.

Equality Mainstreaming: Policy Development Model

Qualitative inquiry supports a move away from evidence and objectivity, which are themselves ideologies held within institutions (e.g. DiAngelo, 2018), and instead brings to life the lived experience of those not privileged by those systems and structures. These consultations thus formed a vital part of the review. As well as informing application of the framework (Appendix A), these contexts are outlined in Section 3.

3 Qualitative Results

3.1 Demographics

A significant number of staff of colour (n=45) participated in individual interviews. In addition there were ten focus groups attended by staff (n=72), some of whom were White. There was also a focus group (n=9) conducted with students, five of which were White, two of which identified as Black, and two of which as Asian.

> **KEY POINTS OF NOTE**
> - **Only a fraction of staff of colour who engaged in individual interviews chose to engage in focus groups, suggesting a lack of trust and/or fear of speaking out.**
> - **Across all groups there were greater numbers of women than men present, suggesting a need to explore barriers to engaging men in this work.**
> - **The findings from the desk-based review was not congruent with the experiences of participants, suggesting a gap between vision and reality.**

The review adopted a mixed methodology, which included a desk-based review of available documents alongside the voices of staff and students. For reasons of sensitivity and confidentiality, direct quotes were not used. Instead, themes were explored and discussed below.

3.2 Findings

3.2.1 Principle Implementation Gap

Of note, there was disparity between the experiences of participants and what was on paper (i.e. policy documents, strategies, etc.). This is consistent with what is referred to as the **principle implementation gap** (the gap between the principle and the implementation of race equality), which is often what can undermine meaningful action and change (Dixon, Durrheim & Thomae, 2017). As discussed in Section 2, equality must be more than an ideology to close the gap.

This highlights the importance of qualitative inquiry (Parken et al., 2019) (Section 3.2.2), but also the need for a framework to set the standard for what a racially equitable institution looks like in action (Appendix A).

3.2.2 Themes

3.2.2.1 Culture

Culture has been something that has been widely discussed at LSTM. Staff highlighted some pertinent issues regarding the aspects of culture that were perceived to be racially discriminatory and exclusionary. Part of this disfranchisement came from a feeling that members of staff felt that senior stakeholders had been ambivalent towards anti-racist endeavour within the School. Collective and individual examples were provided, which attempted to evidence some of the difficulties in addressing racism: **having issues of racially discriminatory behaviour dismissed by line managers; a dominant Eurocentric curricula and approach towards working with global partners and colleagues; poor reporting mechanisms; and an absence/paucity of Black, Asian and Minority Ethnic senior leaders within the senior management hierarchy.** Developing a more racially cognisant culture is something that all members of the LSTM community have been committed to over the last 20 months. It is important to note that senior leadership recognise some of the challenges and have committed resources to examining and addressing the culture, which include integrating this into the School's strategic aims and objectives.

Discussions orientated towards how the School builds a more anti-racist, inclusive workplace culture. There was a feeling that there needed to be a more cohesive approach throughout the university mobilised by senior leadership to actively understand the discriminatory components that compromise 'workplace cultures' particularly with regards to the experiences of staff of colour. It was felt that **transparent conversations between staff of colour and senior leaders were required** with regards to developing more focused and targeted approaches that were penetrative and impactful resulting in sustainable and tangible change.

It was recommended that attempts to address the culture at LSTM require senior university leaders to understand the behaviours that compound experiences of racism particularly within the LSTM context and its impact upon academic and professional staff. Such perspectives align with research that identifies the key role that senior leaders play in creating inclusive workplaces and dismantling systemically racist structures, through a variety of auditable competencies (Arday, 2018). It was

constructively suggested that maybe senior, faculty and departmental leaders and professional managers would benefit from targeted professional development focused on facilitating inclusive environments.

CULTURE: RECOMMENDATIONS FROM PARTICIPANT EXPERIENCES
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- **Senior leaders should communicate and embody a deeper commitment to racial equity across LSTM, both nationally and globally.**
- **Steps should be taken to ensure better representation of senior leaders of colour across LSTM, both nationally and globally.**
- **A robust action plan is required to support decolonisation of the current curricula, both nationally and globally.**
- **Senior leaders need to model courageous conversations and reflexive practice to staff and students of LSTM.**
- **Workforce development initiatives should include targeted training around facilitating inclusive environments.**

3.2.2.2 Progression and Promotion

Several members of staff regarded the promotion and promotion procedures at LSTM as being far from 'fair' lacking 'transparency' and often being 'inequitable' for staff of colour within academic and professional services. Within the focus groups and interviews staff of colour had suggested often being overlooked for progression and promotion with the perception that the **LSTM infrastructure facilitated a nepotistic pathway which was reserved for the "old boys club" or "jobs for the boys".**

The current approach towards progression and promotion left many respondents feeling completely ostracised from the LTSM community, particularly those of colour. A notable strength that emerged from focus groups was that Human Resources and the Senior Leadership Team recognise the limitations of the current progression and promotion system, particularly in terms of essential criteria and some of the disadvantaging systems within the School which mean that not all members of the LSTM staff community are provided with the same access to attain such opportunities

to meet the compulsory criteria. This is crucial to **ensuring representation, both at leadership level and beyond.**

> **RECRUITMENT, PROGRESSION & PROMOTION:**
> **RECOMMENDATIONS FROM PARTICIPANT EXPERIENCES**
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> - **LSTM should identify key pinch points over the career pipeline that can be targeted through racially literate recruitment and advertising campaigns.**
> - **LSTM should consider succession planning, mentoring and other key development strategies for staff of colour.**
> - **LSTM should review current HR policies and processes, including essential criteria and admissions processes for role specifications.**

3.2.4 Student Experience

LSTM serves a postgraduate population of over 500 students. The participants of the current focus group were varied in this regard, bringing uniquely different global perspectives. The continuous tenet throughout several layers of dialogue revealed that **students felt that the School was not diverse and while aspects of the student population were diverse this was not reflected in the staff population.** It was felt that the diversification of staff academically would have an 'extremely positive effect' on learning experiences as **aspects of learning were sometimes regarded as a 'colonial exchange' which centred upon 'narrow Western conceptions of medicine' which were perceived to be extremely limiting to the profession particularly given LSTM's global reach.** While students of colour expressed that they had enjoyed studying at the institution, they also expressed that their experience pedagogically and professionally would have been hugely enhanced had the academic staff population been more ethnically diverse. It was suggested that this would have helped to inform other bodies of medical knowledge in addition to having access to professional journeys; mentoring and support of staff of colour who have successfully traversed the system.

> **STUDENTS: RECOMMENDATIONS FROM PARTICIPANT EXPERIENCES**
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> - **See recommendations around progression and promotion.**

- **See recommendations around decolonising the curriculum.**
- **LSTM should provide development initiatives (e.g. mentoring) for students of colour.**

3.2.5 Leadership and Communication

The senior leadership team [Management Committee] provided some important insights which clearly indicate a collective of people driven towards mobilising greater racial equality across the institution. The team are cognisant of the issues that undermine race equality at LSTM and are passionate about creating an anti-racist organisation that firmly embeds the principals of anti-racist endeavour. There was also some recognition that as senior leaders more could be done in terms of engaging more collaboratively with the wider LSTM community to facilitate a more cohesive approach in addressing institutional and systemic racism.

It became apparent throughout this review that there were in fact several interventions (evaluating reporting mechanisms; developing more equitable partnerships with colleagues across continents; reviewing and evaluating recruitment processes at LSTM) designed to mobilise greater racial equality for the LSTM community globally which appear to have been poorly communicated to the wider LSTM community. While these interventions may not have resulted in tangible and penetrative change, the intent and appetite is evident.

A number of insights can be gained from the perspectives provided by a number of stakeholders at LSTM, namely that systemically discriminatory structures are believed to be existent within faculties and departments. It was felt that **organisational practices and values have not been prioritised contributing to individual feelings of exclusion and discrimination among staff and students.** There was a feeling that despite discussions concerning equality and diversity becoming more prevalent, the absence of penetrative and tangible anti-racist mechanisms and policies driven by senior leadership over a prolonged period has been a significant contributing factor towards the absence of belonging within LSTM. It is also important to recognise that Black, Asian and Minority Ethnic employees are more likely to experience inequitable promotion practices. This was something that was mentioned by a couple of members of staff, resulting in a suggestion that a review of promotion processes may be required. **It is important to note that this is worst for women of colour**

within the sector. Inclusion data should be continued to be used to benchmark and evaluate the success of inclusion change programmes, promotions and diversity and inclusion strategies over time. Faculties and departments at LSTM need to invest in better communication mechanisms to engage in a more cohesive approach towards understanding current models and cultures of inclusivity, which cascades throughout the organisation. LSTM as an organisation has not always communicated effectively about issues concerning racism. This has been most apparent concerning decisions actively related to the consideration of racial equity. This has not been communicated successfully or transparently to all members of the LSTM community, which has resulted in a lack of trust in decision-making between staff and senior leaders. It is recognised that it will take time to implement such change mechanisms and patience will be required whilst 'new ways of communicating and operating' become integrated into LSTM's strategic aims for the next couple of years. It is recommended that clear short-, medium- and long-term goals are identified early on to ensure appropriate prioritisation and attention to issues that cannot wait.

The focus for senior leadership going forward must be to work collaboratively with all stakeholders at LSTM particularly the BAME Network to cultivate sustainable anti-racist endeavour. It is the recommendation of this review that senior leadership actively work in collaboration with staff of colour in developing strategic institutional aims in addition to identifying interventions to actively diversify the leadership group. This will need to be steadily and diligently implemented over the next 12-24 months with the consultant for this review. **The institution will need to sharpen and develop these internal mechanisms with a view to not only becoming a member of the Race Equality Charter (REC), but further, committing additional resource to submitting an application for the REC Bronze Award within the next 18-24 months.** Part of this commitment will involve the senior leadership team to improve all aspects of their commitment towards anti-racism and build on some of the good practice currently being undertaken.

LEADERSHIP & COMMUNICATION:

RECOMMENDATIONS FROM PARTICIPANT EXPERIENCES

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- **See recommendations around culture.**
- **LSTM should ensure that the experiences of Black women and other staff and students on the intersection are considered and integrated into all practices.**
- **LSTM should utilise data measures around inclusion as part of monitoring, assurance and evaluation of race equality initiatives and actions.**
- **LSTM senior leaders should ensure that race equality has sufficient investment and priority (e.g. time, resource and financial commitment).**
- **LSTM should become members of the Race Equality Charter (REC) with a view to achieving the REC Bronze Award within 18-24 months.**
- **To mainstream racial equity by reviewing all policy documents, in consultation with staff and students of colour, to ensure antiracism is considered throughout.**

3.2.6 Academic and Professional Services

The respondents spoke candidly about their roles within the LSTM infrastructure as academic and professional members of staff. There was a strong feeling that the institution had not valued their contribution and presence. **Institutional restructuring was stated to be keenly felt among academic and professional staff of colour who mainly held a significant number of fixed-term contracts at the School.** There was a palpable feeling that staff of colour had encountered racial discrimination within the institution and directly with line managers and faculty leadership historically. Furthermore, it was felt that internal structures and systems had significantly disadvantaged the career progression of staff of colour within LSTM. There was a collective consensus that senior leaders needed to recognise the impact of such inequity on the institution's global reputation as an institution working across several continents straddling the Global North and South given the diverse range of individuals ethnically that worked across the broader LSTM international community. As highlighted through several threads in this review senior leadership will need to take the considerations of staff of colour and allies very seriously given the disadvantage comparatively felt in relation to white counterparts at LSTM.

ACADEMIC & PROFESSIONAL SERVICES:

RECOMMENDATIONS FROM PARTICIPANT EXPERIENCES

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- **See recommendations around recruitment, progression and promotion.**

- **LSTM should reduce review data around precarious contracts and aim to shrink the current number of fixed term contracts and reduce future instances.**

3.2.7 Reporting Processes

This was recognised as one of the more concerning components of the review. Throughout the focus groups and individual interviews it was continuously stated that procedures for reporting racism at LSTM were below adequate. Staff of colour stated in all correspondence with the reviewer that the **reporting procedures compounded experiences of racialization and facilitated cyclical effects of systemic and institutional racism.**

Reporting data provided by HR at LSTM indicated chronic levels of reporting among Black and Minority Ethnic staff. This is because there is a palpable lack of confidence in the reporting procedures and the HR process in reprimanding individuals involved in racist behaviours. **Some staff had expressed disclosing complaints to their line managers only for these to be neutralised and dismissed.**

HR colleagues and senior leaders at LSTM recognise the need for strengthening reporting practices, namely the inclusion of more considered analysis and identification of actions that are owned by the institutions particularly at Faculty and Departmental level. Continued race-awareness training will be imperative and must be an immediate priority for the institution's ongoing commitment towards establishing an anti-racist culture. It is important to note that reporting rates for allegations of racism are generally low across the Higher Education sector however they are particularly low at LSTM given the number of racist episodes reported in this review. Other higher education institutions comparatively within the sector continue to invest significant resource in staff development activity in an attempt to align endeavour with tangible intentions to address and eliminate racial discrimination. Risk management approaches will also be helpful accelerating the establishment of more robust and penetrative monitoring and reporting processes.

REPORTING PROCESSES:

RECOMMENDATIONS FROM PARTICIPANT EXPERIENCES

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- **LSTM to ensure victims of racism are offered culturally responsive support, outsourcing to appropriate external agencies if required.**
- **LSTM to ensure appropriate consequences are taken when dealing with those engaging in racism, including strong management support.**
- **Lessons learned processes should be followed after every incident, with dissemination as appropriate.**
- **LSTM to utilise restorative approaches that centre the experiences of those impacted by racism, whilst supporting a culture of learning and humility.**
- **LSTM to engage its (relevant) workforce in training to increase cultural competence and improving confidence in dealing with race-related issues.**

3.3 Conclusion

In essence, there were a range of experiences discussed by both staff and students, but broad themes and recommendations centred on *leadership and culture, exclusion, missed opportunities for greater global and partnership working, lack of progression* and *poor reporting and management of racism.* There was evidence also of the importance of considering *intersectionality,* particularly the experiences of Black women and other women of colour.

These findings, along with the evidence discussed in Section 2, have informed the standards and indicators populated within the framework below. This helps convert the broad recommendations emerging from the qualitative inquiry and landscape review into specific and tangible actions (Appendix A).

See Appendix A

Point to Note: Appendix A, has been designed for the purpose of LSTM and fundamentally the framework is a product that has been curated and developed specifically for the School. It is the wish of the External Consultant (Professor Jason Arday) that this resource remain internal to inform our structural and practical processes towards improving race equality at LSTM. Professor Arday will be working closely with LSTM over the next 14-16 months to ensure the successful implementation of the framework in relation to the specific issues at the School.