

The background features a diagonal split from the top-left to the bottom-right. The upper-left portion is a dark grey, while the lower-right portion is white. Both sections are covered with numerous splatters of varying sizes and colors. On the grey side, the splatters are primarily in shades of brown, tan, and dark red. On the white side, the splatters are primarily in shades of green and yellow. The overall effect is one of dynamic, organic movement.

EYES ON THE PRIZE

Diversity in Learning

EYES ON THE PRIZE

APRIL 4



Designing and delivering anti-racist pedagogy in the academy in the 21st century: challenges and opportunities

Wayne A Mitchell

Associate Provost for EDI and Senior Teaching Fellow,
Imperial College London

Portrait Gallery

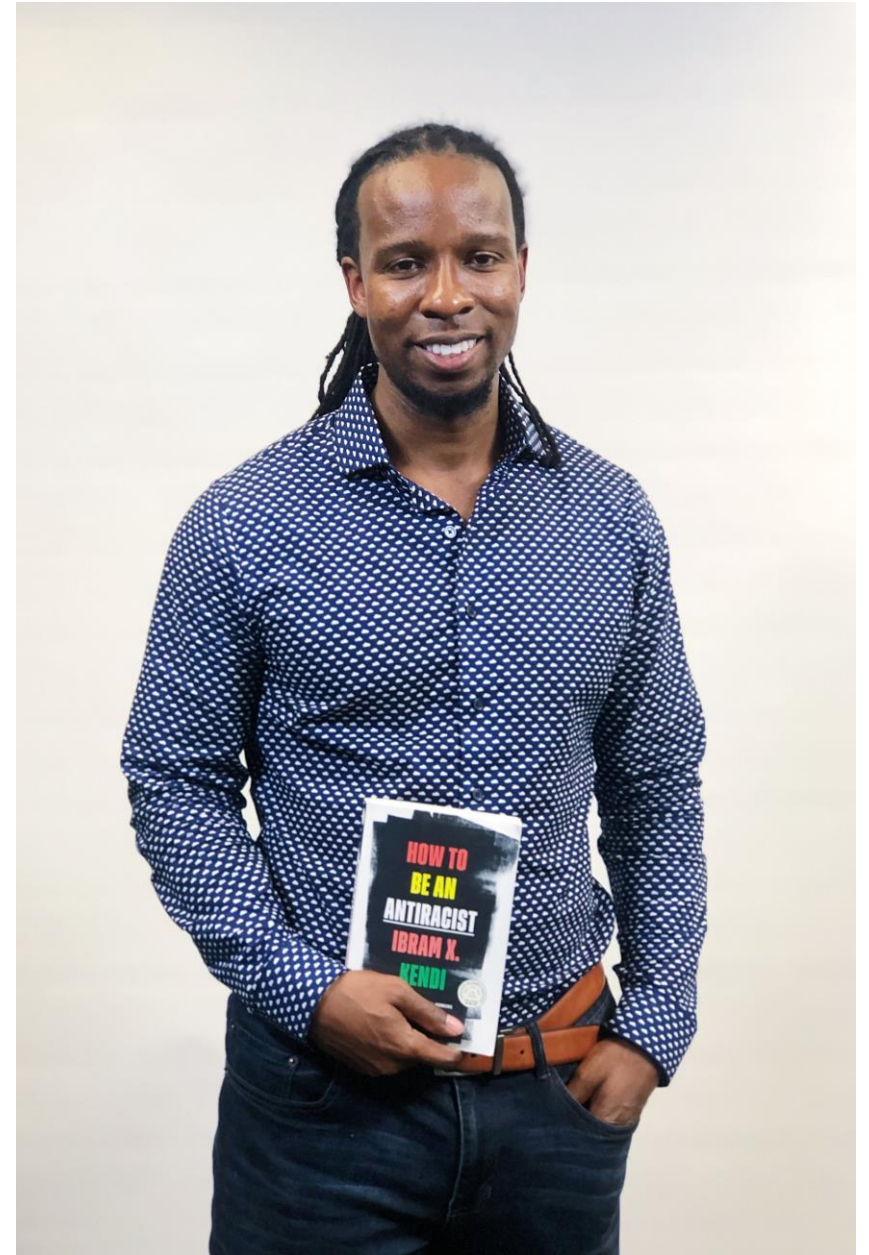
A Pedagogy of Belonging: A Black British Perspective



#BlackpeopleofImperial

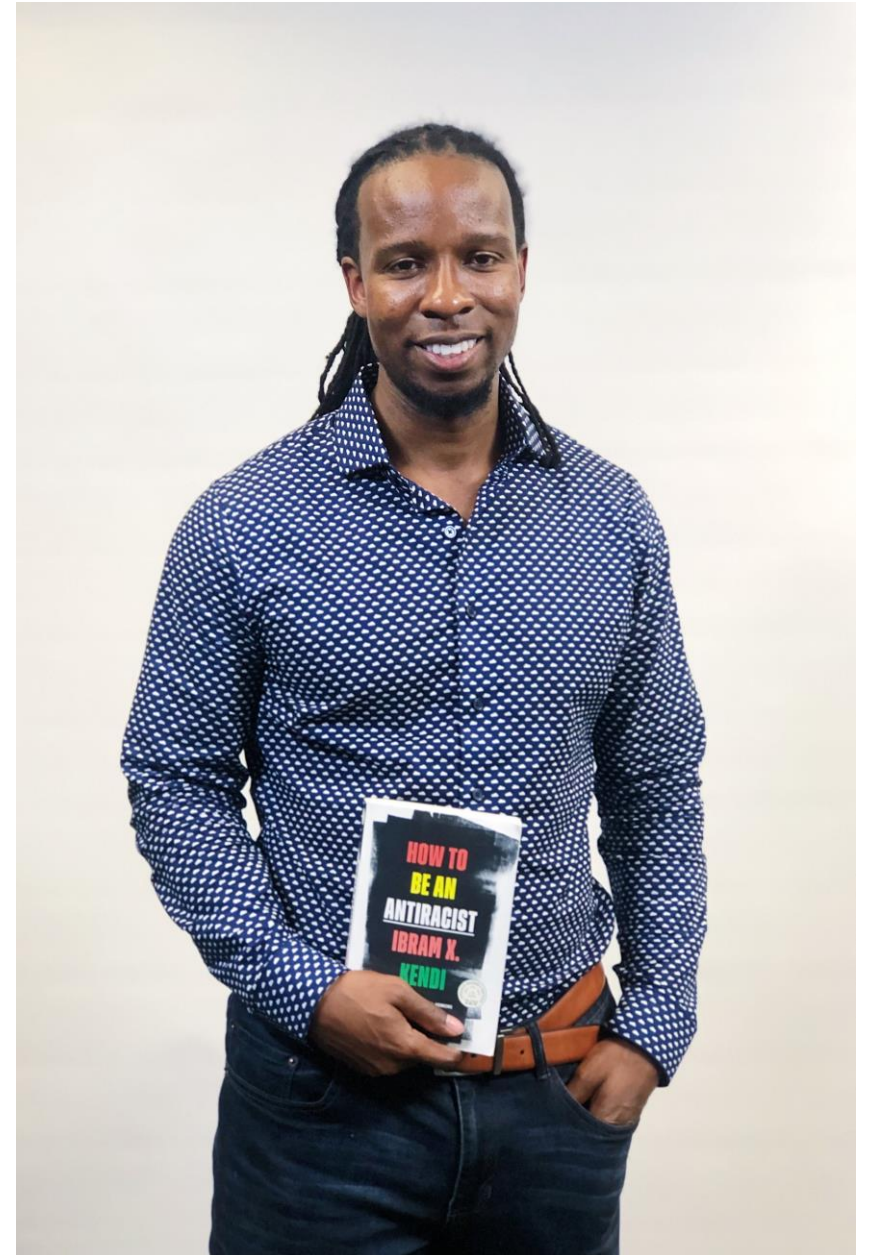
“The only way to undo racism is to consistently identify it and describe it—and then dismantle it.”

–Dr. Ibram X. Kendi, *How to Be an Antiracist* (2019)



*“The only way to undo racism is to consistently identify it and describe it—and then **actively** dismantle it.”*

–Dr. Ibram X. Kendi, *How to Be an Antiracist* (2019)





Objective: *What does Imperial Say?*

*'we will foster an **inclusive and diverse community** where different backgrounds and cultures in staff and **students are cherished and celebrated**, and **their different cultural experiences and identities** are **embraced** in order to better prepare all students for an increasingly diverse and complex future work environment.....a culture that understands and embodies the values of diversity and inclusivity' (p3)*

Buitendijk, 2017

Learning and Teaching Strategy

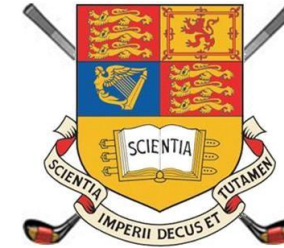
"What impact does being a 'minority' have on Black British student's sense of identity, belonging and ability to achieve at Imperial College?"

Research Question





Being Black British @ Imperial College



Are you a Black British Student (BBS)?

Were you educated in the UK?

We are particularly interested in hearing your educational experiences of getting to and being at Imperial College. We would like to gain a better insight and understanding of your experiences in the areas of:

1. How you got to Imperial College: Your educational history?
2. What was your experience of the admission process?
3. What reaction did you receive from home and your community (Family and friends) at being accepted and attending IC?
4. Do you have a sense of inclusion within the IC community?
5. What impact, if any, has being a BBS at IC had on your 'sense of identity' both at IC and in your community?



If you are interested, willing and available to be interviewed (**approximately 60 mins**), then we would like to hear from you. We are initially looking to recruit and interview **8-12 participants**.

Interviews are scheduled for the week of the **11th -15th February and 4th – 8th March 2019**.

Selection is on a 'first-come, first serve' basis, so **ACT NOW** so that your voice and experiences are heard.



For more information, please contact



Expression of Interest

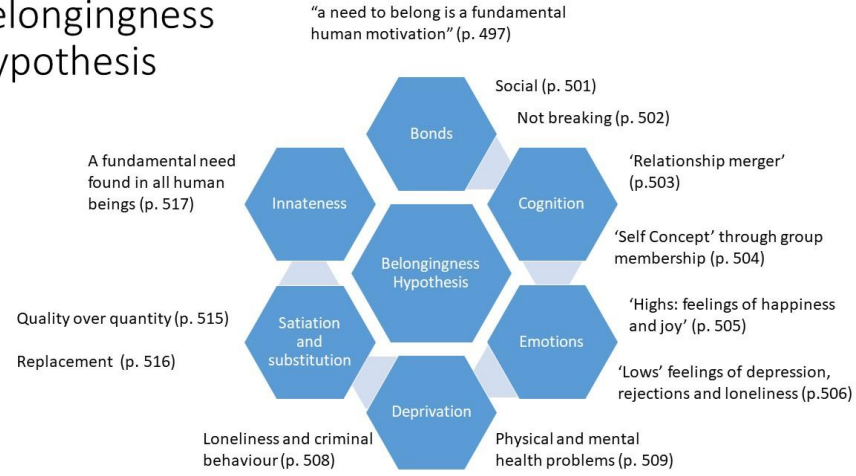
Researcher: Wayne A Mitchell

Contact Address: Department of Medicine, Hammersmith Campus,
Du Cane Road, London W12 0NN
Email: w.mitchell@imperial.ac.uk
Phone: 020 8383 2358

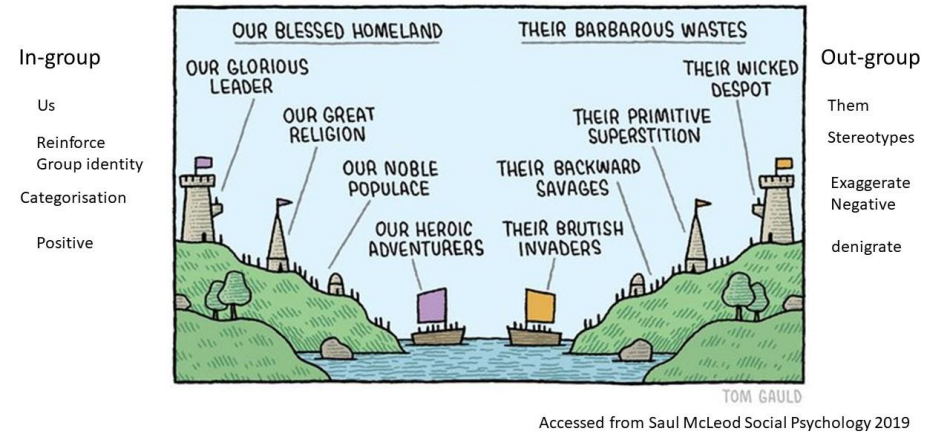


gsu
Imperial College
Graduate Students' Union

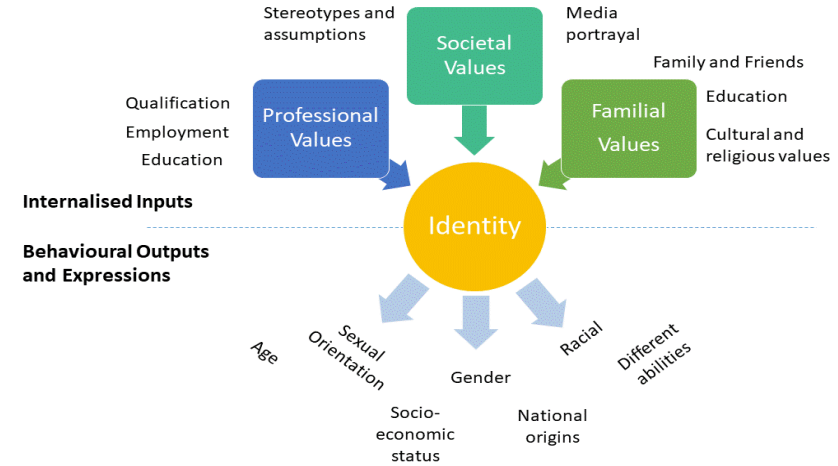
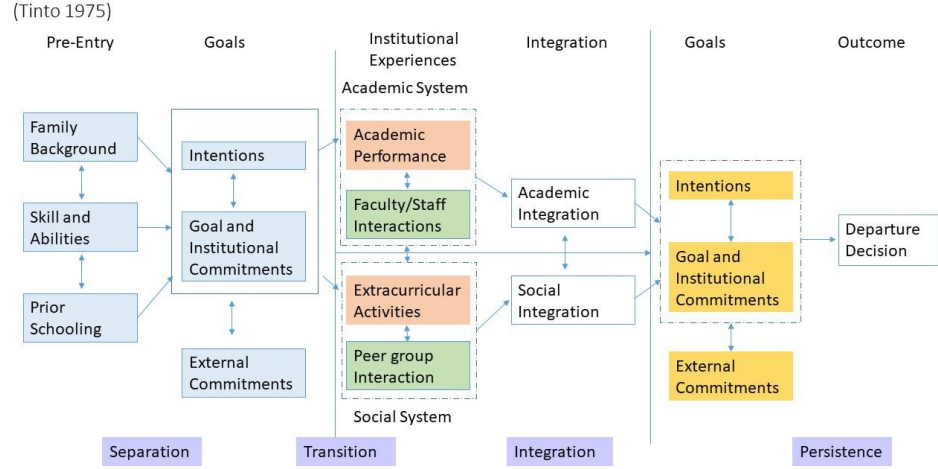
Belongingness Hypothesis

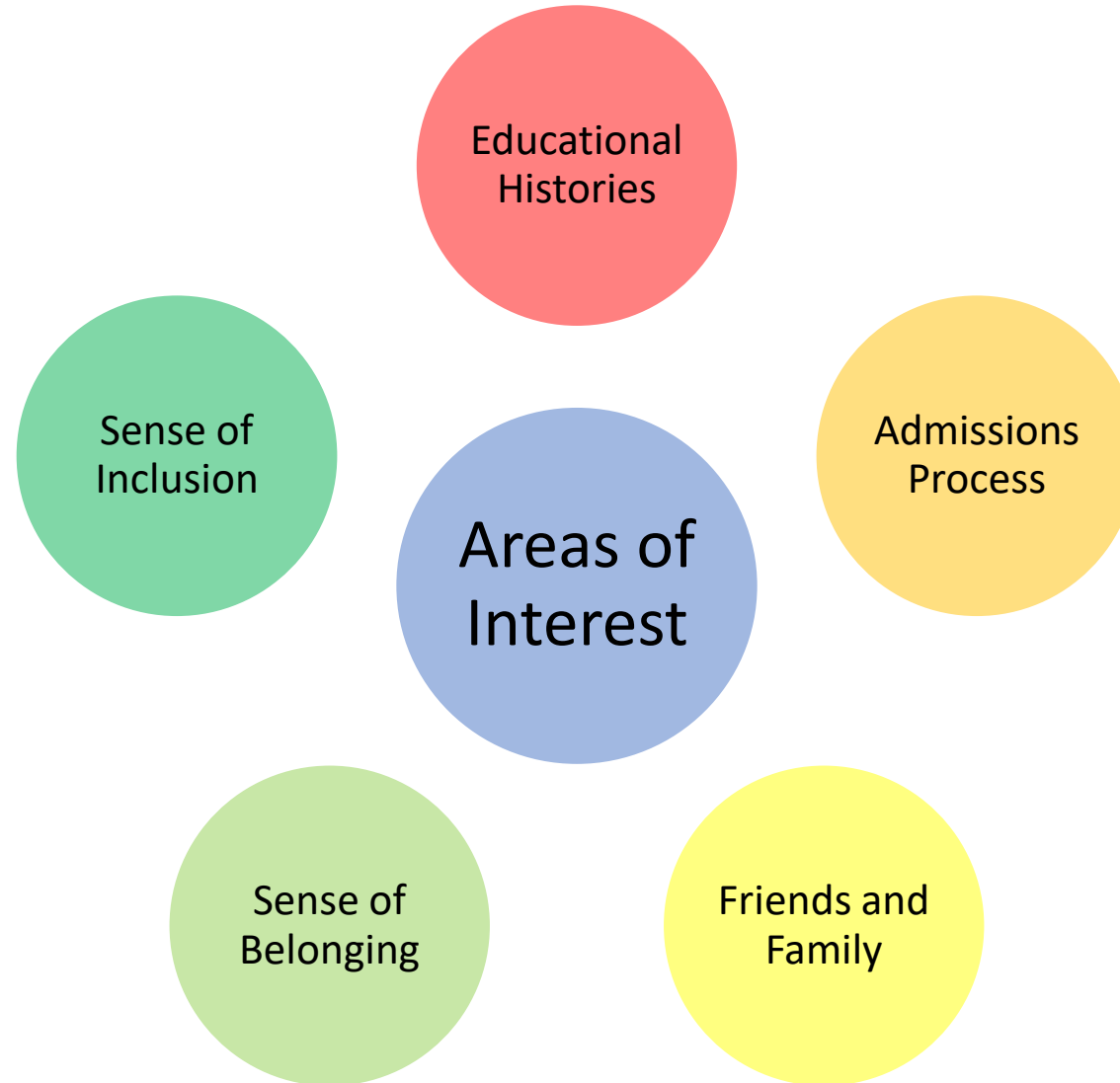


Social Identity Theory (Tajfel 1979)



Student Retention Model (Tinto 1975)







7 Key points from the results:



1

Sense of identity: The current system has the effect of **magnifying the minority status** of the students and requires them to **conform to the predominant culture**, for whom it was designed, if they wish to fit in.



2

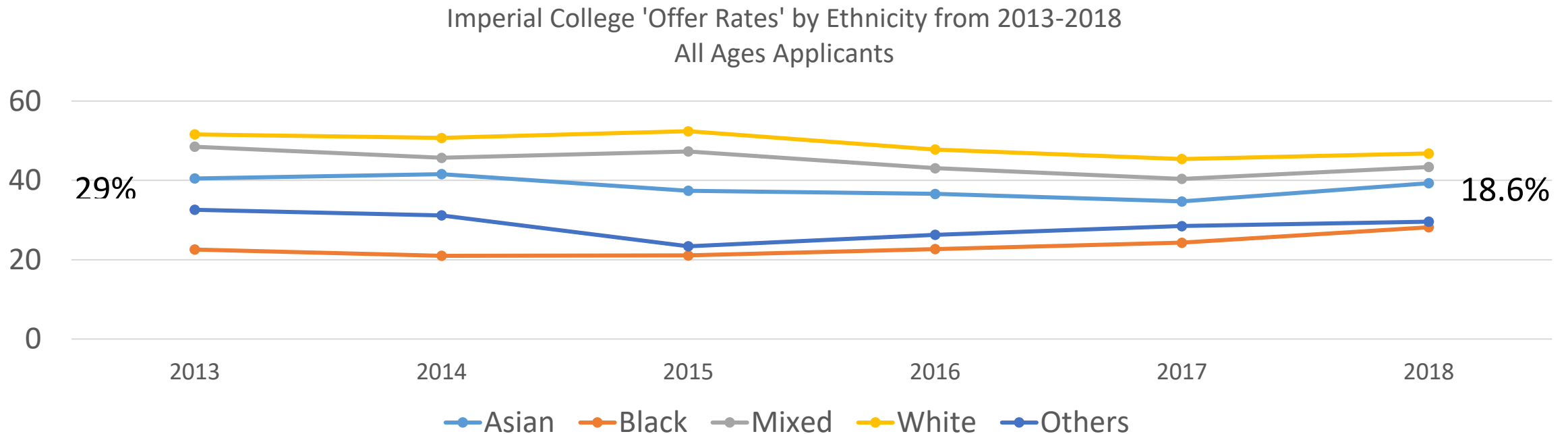
The high concentration and caliber of students, to some extent, stripped away part of their identity i.e. **their identity based on their academic achievement.**

Often only replaced with their sense of isolation (being in the visible minority) as a Black British individual.



3

The current inequality in the admission of black students **exacerbates the minority status** of black students.





4

Under-representation of BME staff is a reason why students may not have a sense of belonging. Most of the student stated that they had only had one or two (if any at all) lectures from a black lecturer during their 3-5 years of studies.

I don't see anyone like me teaching us!!



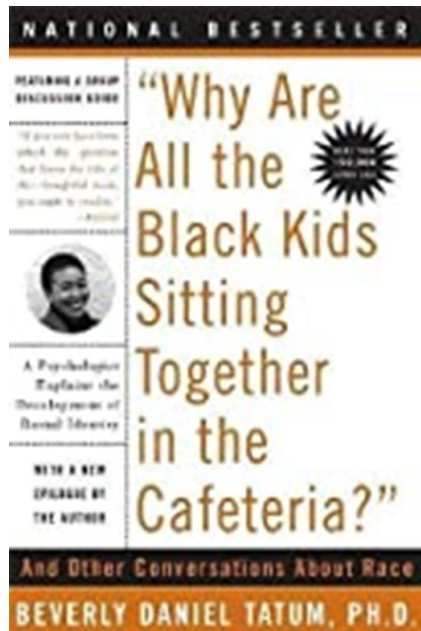
5

They felt the need to show the **acceptable face of 'Blackness'** as the system was designed to cater for the **needs of the 'white' majority.**



6

Student felt they could only be their **authentic self in places where there were people of their own cultural heritage** i.e. ACS. Places where they did not need to constantly explain about their cultural difference.

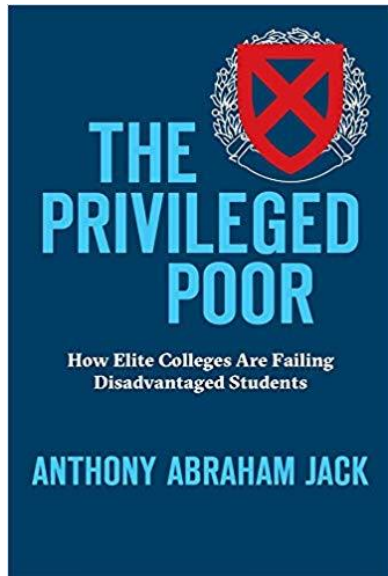




7

Student demonstrated resilience and recognize that hard work was needed to survive at Imperial.

Unfortunately, for some the experience was more about **surviving than thriving.**





Conclusion



Their sense of belonging and identity is often focused externally to Imperial College or in 'safe places' such as ACS.

Despite the recognition of the need to work hard or harder than their peers, institutional barrier may prevent them from gaining access or achieving recognition of their potential.



Conclusion



Black British Students develop resilience and perseverance founded on the recognition that a bicultural competence enables them to navigate the obstacles which they encounter throughout the British education system.



Conclusion



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Acknowledgements

All the participating BBS students

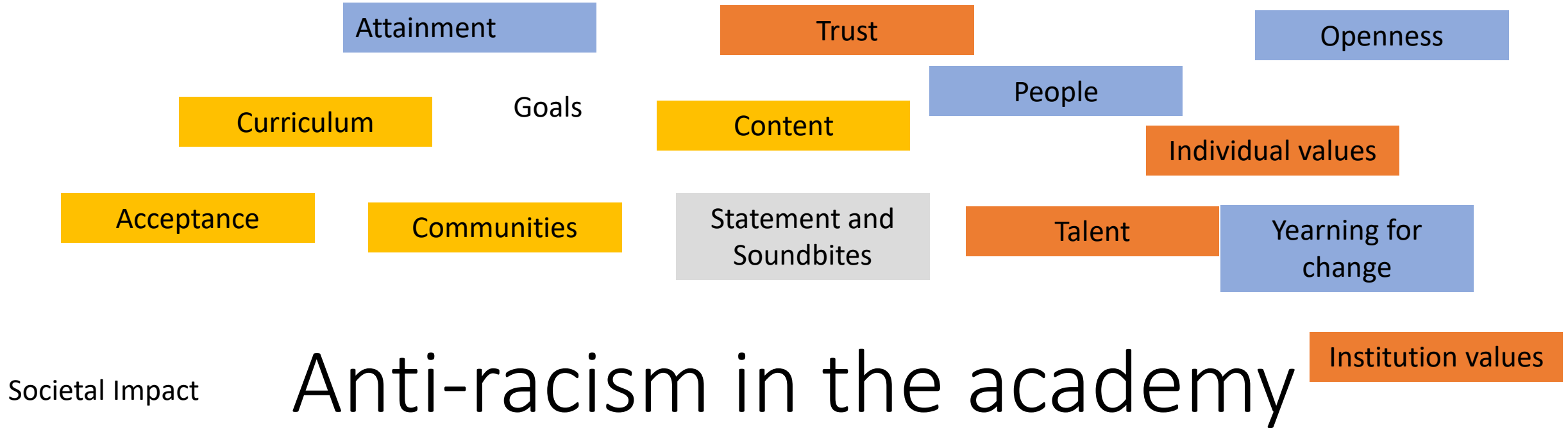
Family and friends

Drs Jo Horsburgh and Sophie Rutschmann

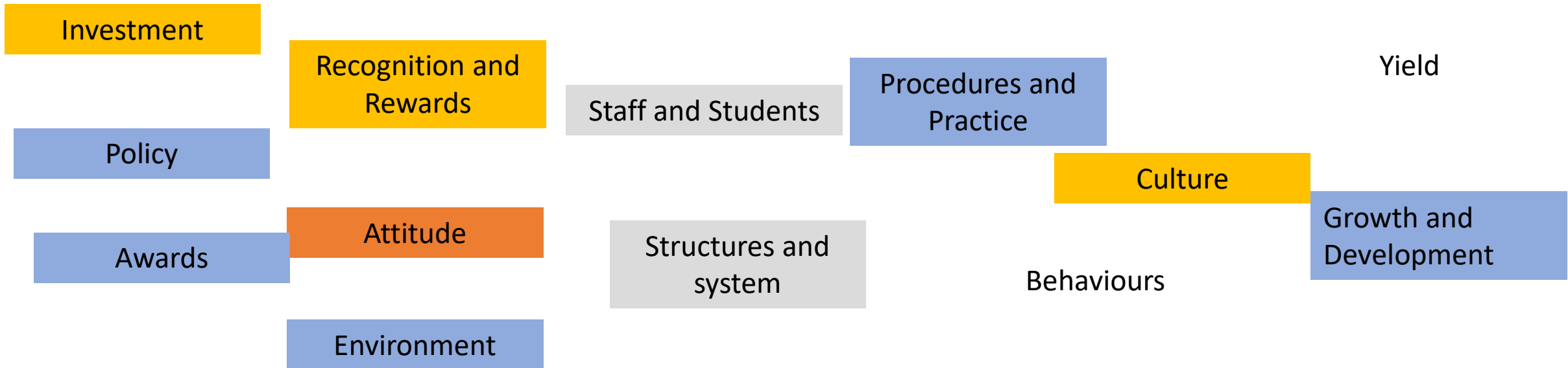
EDU team

Work colleagues at Imperial College

Imperial As One Members



What does it mean to design and deliver an anti-racist pedagogy?





Anti-Racist

- **Acknowledge, Attitudes Actions**
- **Norms**
- **Task and Talent**
- **Identity, Individual and institutional values, beliefs, behaviours and demography**
- **Recognition, Roots, Representation and Reparation**
- **Accepted aspirational**
- **Curriculum Content** that builds, includes and understands different **Cultures and Communities**, with
- **Investments In Initiatives** promoting
- **Specific Systematic structural change.**
- **Trauma in timely targeted manner** that can be trusted and enables **Societal Impact**



21st Century Students

- Confident, Connected, Global Citizens
- Environmental and Political Awareness
- Nimble and Innovative
- Technology Literacy
- Urgency
- Responsive and reactive
- Curiosity



The University of Cambridge's Afro-Caribbean Society brings Black students together. (Image: Saron Mehari)



Pedagogy

- **P**eople, Policy and Practice
- **E**nvironment
- **D**evelopment of an inclusive and diverse community
- **A**wards verses Attainment
- **G**oals
- **O**penness
- **G**rowth
- **Y**earning for change



IMPERIAL AS ONE

BELONGING

Exploring our lived experiences

CELEBRATING 100 GUESTS

Candid conversations on identity, representation and lived experiences

Celebrating 100 guests on Imperial As One's
weekly interview series, **Belonging**



By Nikita Rathod

<https://www.imperial.ac.uk/Stories/belonging/>





What are the Protected Characteristics

In the **Equality Act 2010**, there are **nine protected characteristics** that are safeguarded against discrimination in various contexts. These characteristics ensure that everyone is treated fairly and equally. Here they are





Equality versus Equity



Our Values





Gender Equality



Disability



BME

Working Class

International



Wendy



Emmanuel



Yuxi



Nathalie

Interfaith



Yuanze Xia

Ethics and Environment



Jordan

Gender Equality



Aglaia

LGBTQ+



Ariba



Avi

Mental Health



Imperial's Race Equality Action Plan

Imperial uses [AdvanceHE's Race Equality Charter \(REC\)](#) as a framework to identify and reflect on institutional and cultural barriers that impact the experiences and progression of Minority Ethnic staff and students and to develop actions to dismantle them.

The REC is a key part of our commitment to EDI and links to [Athena Swan](#), [Imperial Together](#), the [Access and Participation Plan](#), and our [Values](#) and sits with other EDI commitments such as [Stonewall's UK Workplace Equality Index](#) and the work of the [Disability Action Committee](#).

Imperial achieved a [REC Bronze Award in 2021](#) and is committed to becoming an anti-racist institution. We aim to be a place where students and staff of every ethnicity can feel a strong sense of belonging and ability to thrive.

As part of the REC, we created a five-year [Action Plan \(2021–26\)](#), developed by listening to our staff and students and endorsed by College leadership.



Our achievements in 2021–2023:

- An increase in staff from Minority Ethnic backgrounds from 23% in 2015 to 27% in 2022.
- Minority Ethnic representation of external members on the College Council increased from 20% in 2019 to 38% in 2022.
- An [Inclusive Recruitment](#) webpage was launched in 2022 to give advice and guidance to hiring managers.
- An annual [Beyond Ethnicity Career Conference](#) for staff and students at Early Career stage has run since 2020.
- Advancement have committed £5million to new Presidential Scholarships for home students from Black heritage backgrounds. This was promoted through the Campaign [Your Potential, Your Community, Your Imperial](#).
- The International Student Support team provide specialist advice and a programme of events for students from overseas.
- The [Provost's Visiting Professor Programme](#). Four visiting professors joined the College in 2022 from Tanzania, Kenya, India and Italy, with four more appointees to join us in late 2023.
- The [Imperial History Project](#) group, launched in 2020, has consulted with staff, students and alumni on the College's history. Work has included renaming of the Central Library to the [Abdus Salam Library](#) in 2023.
- The second [Imperial As One Media Academy](#) for Minority Ethnic staff and postgraduate students took place in October 2022 with the next taking place in late 2023.
- Exhibitions to increase visibility of Minority Ethnic staff and students have included projects in partnership with the Royal College of Art and the [Shifting the Lens](#) photo series.
- New anti-racist training modules have been rolled out to all staff and students including [Introduction to race equity](#) and EDI training as part of the [Imperial Essentials](#) suite of induction courses.
- The Communications Division consulted widely to create [Writing about Ethnicity](#) guidance to support the College community in communicating sensitively about ethnicity.
- The [Black Students' Recruitment Advisory Panel \(BSRAP\)](#) was established in 2021 and is chaired by students.

- [Activate Mentoring Programme](#) for students and early career staff of Black heritage, launched in November 2022.
- [Report + Support](#) portal was launched in 2022 to provide a clear and supportive platform for staff to disclose incidents of bullying and harassment.

In 2023/2024 we will:



Work with students and teaching staff to contextualise the curriculum, finding ways to include knowledge and expertise from around the world.



Use cross-College communications to inform the community about work being undertaken towards race equality.



Share clear information and data on trends and metrics on Minority Ethnic recruitment and attainment.

IMPERIAL

Provide feedback!

If you used this resource, please take the time to fill out this form to provide your feedback.

If you have any questions or require more information about the REET (Resources for Embedding EDI in Teaching) project, please contact the Project Lead using the following contact details:

Chloe Agg c.agg@imperial.ac.uk

<https://forms.office.com/e/pHBZpniFvB>

