



Doing  
Diversity  
Differently

Creating a more inclusive and  
anti-racist culture at Caius



# Part 1: Black Lives Still Matter



Demographic  
vs. Cognitive  
Diversity

# The experience of students at Cambridge



“...race has not been acknowledged as relevant to the whole intellectual experience at Cambridge...”.

“...do I really belong here? Am I really the type of person they are looking for? Was I just a pity acceptance?”

“...you are very aware that you are black”.

“you feel like you have to be strong. My mum says just keep fighting, just get that degree”.

“...my friends have changed their hairstyles and said that people no longer recognise them”.

“...I am fighting for every other black person I know who needs to occupy these spaces”.

“...at a social event, someone turned round to me and said “I’m too drunk to use the N-word”.

“If you enter certain classes, you may be the only person of colour there...”

“even though I was glad that I studied here, there were times where I felt like an imposter and totally out of my depth”.



What is my  
Privilege?



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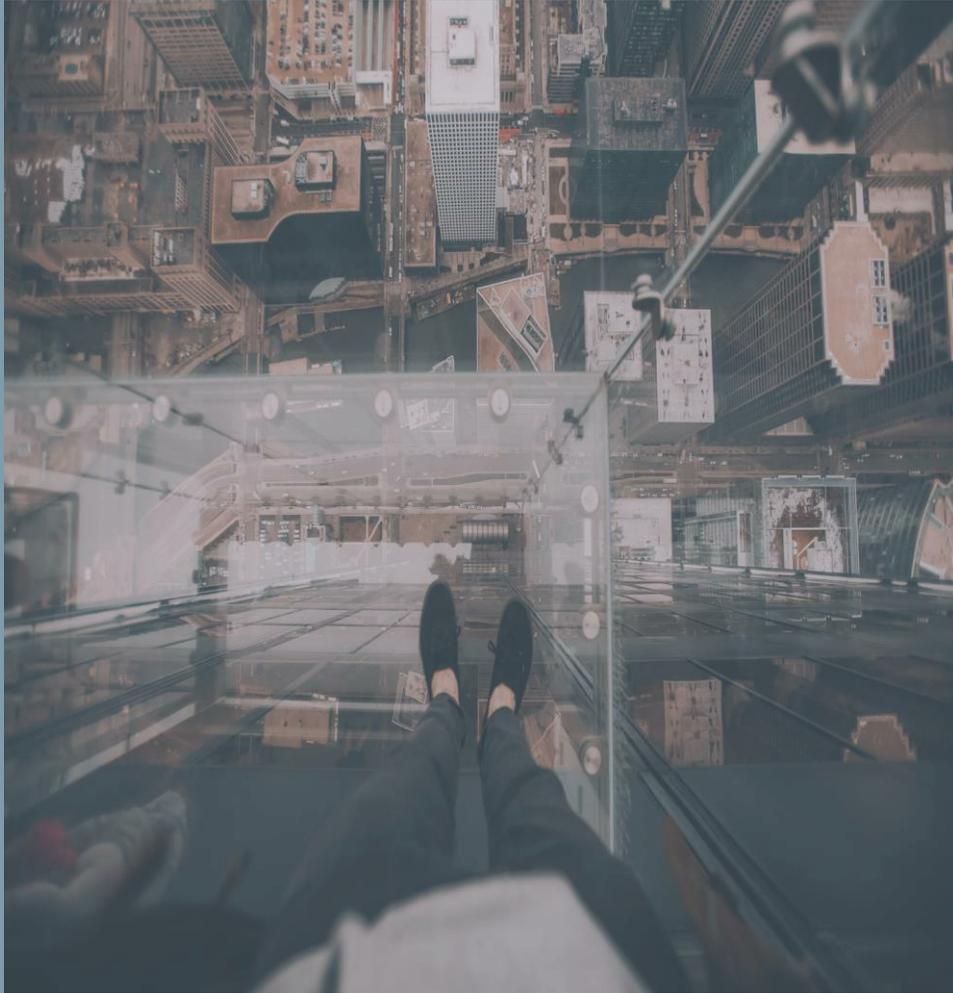
# The myth of meritocracy



Micro-  
aggressions  
and micro-  
behaviours



Part 2:  
How can I  
turn the dial?



I'm scared  
of getting it  
wrong or  
saying the  
wrong thing



1. Learn  
about the  
lived  
experience



2.  
Practice  
Active  
Listening



3.  
Validate,  
don't  
Dismiss



4.  
This may be  
uneasy and  
you need to  
be vulnerable



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5.  
Be curious



6.  
Ask.  
But also  
Don't Ask



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## 7. Calling it out



8.  
In a world  
where you  
can be  
anything, be  
kind



Part 3:  
But what  
will this do  
for me?



People cover  
up up to  
83% of who  
they are



Are there any quick wins?



Don't try  
and be too  
inclusive on  
this



Office 365  
File →  
Options →  
Proofing →  
Grammar and  
Refinements →  
Inclusiveness

The screenshot displays the Microsoft Word 365 interface. The 'Word Options' dialog box is open, with the 'Proofing' tab selected. The 'Grammar Settings' sub-dialog is also open, showing the 'Inclusiveness' section. The 'Inclusiveness' section includes the following options:

- Colloquial Verb Phrase
- Contractions
- Informal Language
- Opinion Markers
- Slang
- Subjunctive Mood
- Inclusiveness**
- Age Bias
- Cultural Bias
- Ethnic Slurs
- Gender Bias
- Gender-Specific Language
- Racial Bias
- Sexual Orientation Bias
- Punctuation Conventions**
- Comma with Adverbials
- Oxford Comma

Orange arrows in the image point to the 'File' menu, the 'Proofing' tab, the 'Grammar and Refinements' dropdown menu, and the 'Settings...' button in the 'Grammar Settings' dialog.



Think about  
culture add,  
not culture  
fit



Where is this  
journey  
taking us?



# Further resources to explore

- The [video](#) of Systemic Racism Explained
- A great [article](#) about White Privilege and the [video](#) about White Privilege
- An [overview](#) of what Microaggressions are
- The [Twitter thread](#) about the Microsoft Inclusivity settings
- An [article](#) on why empathy is a needed leadership
- Some [ways](#) to help you build your empathy
- The [overview](#) of covering up
- An [article](#) explaining the concept of cognitive diversity
- Some high level leadership [strategies](#) to be more inclusive

# Further resources from the BME Officers

Franchesca Ramsey's "[Decoded](#)" series on YouTube

The [podcast](#) "Why I Stopped Talking to White People About Race" by Reni Eddo-Lodge

Ruins of Empire by Akala

Peggy McIntosh's [research](#) "White Privilege: Unpacking the Invisible Backpack"

Black Girl Dangerous's [blog](#): "4 Ways to Push Back Against Your Privilege"

Runnymede Trust [report](#) - "Race in Higher Education"

The BME Campaign's "BME Guide" - defines terminology surrounding race and racism, with reference to Cambridge University

# Organisations To Look Out For:

- CUSU BME Campaign:** Some events will be open only to students of colour, others to everyone
- Cambridge Defend Education:** Do a lot of work in decolonising the University and working to build an anti-racist future.
- Cambridge Decolonisation Network:** A brilliant initiative that aims to decolonise the curriculum and pedagogy in Cambridge. Each department will probably have its own working group and there is a centralised campaign that meets every term (<https://www.facebook.com/DecoloniseCambridge/>)
- Critical Theory and Practice:** A brilliant seminar series that invites speakers and panels that discuss various systems and sites of oppression locally and globally as well as what meaningful allyship and organising against injustices looks like.
- End everyday racism:** The project aims to develop our understanding of everyday racism with numeric, descriptive and geographic evidence, in order to build a collective case to support antiracism advocacy and social justice activism at the University and further afield

# Reporting racist incidents at Cambridge University

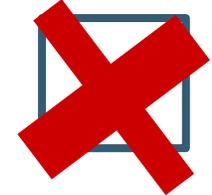
## 1 Anonymous Reporting Procedure

This informal process enables anyone at the university to anonymously report inappropriate behavior from anyone.

The University can take action

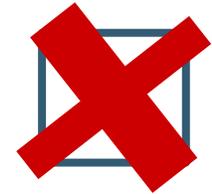


The University can impose sanctions.



## 2 Procedure for Student Harassment and Sexual Misconduct

This is a formal reporting process that seeks to limit any interaction with the other student(s). This doesn't make findings/decisions about whether the action took place. Outcomes can include agreements which can prevent the student(s) from contacting you.



## 3 University Disciplinary Procedure

This is a formal procedure and investigates if the student Rules of Behaviour have been broken. The student responsible for the misconduct is prohibited from having contact with you and effort is taken to limit any interaction you may have during the process.





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Differently

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