



PROGRESS REPORT ON EQUITY, DIVERSITY AND INCLUSION MATTERS AT LSE (2015–16)

1.1 This paper provides an update on the first 12 months of operation of the Equity, Diversity and Inclusion (EDI) Taskforce.

2 Background to the Equity, Diversity and Inclusion Taskforce

2.1 The Taskforce was established in September 2015 to ‘conduct a root-and-branch review of E&D issues at the School and generate policy proposals around institutional architecture and appropriate actions to maximise equality and diversity across the School ... to review the School’s current strengths and weaknesses on E&D issues and also the initiatives undertaken at other universities to combat the types of problems observed at LSE’.¹

2.2 The Taskforce also operates within the frameworks prescribed by the LSE Strategy 2020 and the Ethics Code. The former identifies one of the School’s six strategic priorities as to “strengthen our commitment to equity, diversity and inclusion, and take relevant action through the institution”, and the latter sets out the School’s general commitment to equality of respect and opportunity.

3 Update on progress since September 2015

3.1 Once the Taskforce was in place, the Equality and Diversity Consultative Forum and the Equality and Diversity Executive Group were dissolved and replaced with a new Taskforce structure. This consists of one overarching Steering Committee, which is responsible for determining the Taskforce’s priorities, and two topic-oriented working groups. In 2015–16, the working groups have focussed on ‘inclusion policies’ and ‘student diversity and support’. Each of these bodies includes student representatives, as well as academic and professional services staff.

3.2 The Taskforce pursues five main objectives:

- 3.2.1 Staff diversity – to reduce academic and professional staff diversity imbalances in recruitment and promotion.
- 3.2.2 Student diversity and inclusive education – to reduce student diversity imbalances and increase student services for students of underrepresented groups.
- 3.2.3 Inclusion – to foster an inclusive campus culture and inclusive services.
- 3.2.4 Embedding EDI – to institutionalise EDI as an effective central service centre and to embed EDI in School structures and governance.
- 3.2.5 Communication – to improve EDI communication and data management throughout the School.

¹ ‘Proposals for actions in response to incidents on campus at the start of the 2014–2015 academic year’, January 2015,
<http://www.lse.ac.uk/newsAndMedia/news/archives/2015/02/RegistrarFinalReport.pdf>

- 3.3 Because of the School's application to Athena SWAN we paid particular attention to gender issues during the first year. For example, we produced recommendations to enhance the hiring chances of underrepresented academics. We also commissioned a comprehensive and longitudinal analysis of pay and promotion data, which resulted in a detailed gender pay gap report for academic and professional staff members (conducted by Professor Oriana Bandiera). Moreover, we are working on an ambitious 'returner scheme' for academic staff returning from parental leave (including maternity, paternity, adoption, surrogacy and shared parental leave), sick leave, disability-related leave, transitioning-related leave or returning from caring responsibilities. This is crucial as one of the findings of our pay report is that female professors tend to take twice as long to get promoted as their male colleagues.
- 3.4 A second focus was to improve the School's policies on anti-bullying and anti-harassment. After extensive consultation with Human Resources, Student Services and staff and student stakeholders (by means of the Inclusion Policies Working Group), we developed an online harassment and bullying reporting form and – in partnership with the Communications Division – an accompanying communications campaign entitled 'Report It. Stop It'. We have advertised for anti-bullying and harassment advisers across the School. Together with Organisational Learning, we have developed anti-harassment and anti-bullying training, which has already been delivered to the senior management team, to service leaders and to heads of department.
- 3.5 We initiated an initial set of structural improvements (such as gender targets of 30 per cent for all major School committees), which will become the starting point for sustainable long-term attitudinal and organisational change. We also established a comprehensive EDI data collection, analysis, dissemination and monitoring hub.
- 3.6 We have started to review all existing provisions in the School for protected staff and student groups. This information has been collated on our newly created website for easy access and we are now benchmarking the School's provisions against what is offered at other universities to learn where LSE could do more to stay competitive (e.g. we have just developed guidance notes for staff and managers on observing Ramadan).
- 3.7 Finally, we are currently undertaking an equality analysis of all major policies, procedures and decisions. Our initial focus is on central policies and, over time, we will review those that are in place locally.

A more detailed account is presented in the annex below.

1 To reduce academic and professional staff diversity imbalances in recruitment and promotion

1.1 Gender diversity: pay, hiring, promotion and workload

- 1.1.1 The Taskforce initiated a detailed, comprehensive gender pay report for academic and professional services staff, using longitudinal pay and promotion data, for the first time at the School. The report was undertaken by Professor Oriana Bandiera (Department of Economics). For academic staff, it controls for important variables such as departments and tenure but also for productivity on the basis of individuals' REF (Research Excellence Framework) scores.
- 1.1.2 The Taskforce developed recommendations to make those involved in the process of academic and professional services staff recruitment more aware of unconscious biases and to encourage them to become more proactive in attracting highly talented academics from diverse backgrounds.
- 1.1.3 The Taskforce proposed an 'Academic Returner Scheme' with enhanced, more competitive arrangements for those returning from parental, sickness, disability-related, transitioning or caring-responsibilities leave. This is particularly important for academic staff returning from maternity, adoption and shared-parental leave and who need an enhanced sabbatical to catch up with their research in order to stay on track for their major review or promotion schedule. Current data show that women lag behind their male colleagues in promotions.
- 1.1.4 The Taskforce conducted a preliminary analysis of School teaching scores, which are taken into account for promotions, and found no significant gender bias.
- 1.1.5 With regard to an equal workload for female academics, the Taskforce has undertaken a review of teaching loads across the School, investigating departmental teaching load norms, and actual allocations based on department self-reports. This is linked in with Athena SWAN-led initiatives regarding workload management and flexible working arrangements. We are currently in the process of analysing the data arising from this initial step in data-gathering.
- 1.1.6 Within the remit of the Athena SWAN Self-Assessment Team, wide-ranging work on gender diversity has been undertaken. The School's application for the Athena SWAN bronze award will be submitted during the course of 2016–17, and the Taskforce is providing support for various initiatives. To date, these include: reviewing childcare provision for staff and students at the School; reviewing provision for doctoral students who become pregnant during their studies; and reviewing a range of HR-related data, including that which relates to recruitment, promotion and review.
- 1.1.7 We are supporting the School's application to the Stonewall Workplace Equality Index and the Equality Challenge Unit's Race Equality Charter mark. With respect to Stonewall, the School's ranking has improved slightly, from 314 in 2014 to 296 in 2015.

1.2 EDI audit of professional services staff

Under the Taskforce's direction, and in partnership with the School's internal auditors, Tina Fahm, Council member and Chair of the Audit Committee, is currently carrying out an EDI audit of professional services staff provision at the School. The Taskforce will use the findings to develop proposals during 2016–17 to improve areas of concern, in particular for female staff, ethnic minority staff, LGBT+ (lesbian, gay, bisexual, trans and other minority sexual orientation and gender identities) staff and staff with disabilities.

1.3 Race in the Academy

This LSE Annual Fund-funded, one-year project is led by Dr Caroline Howarth (Associate Professor, Department of Social Psychology) and Dr Akile Ahmet (Research Fellow). Race in the Academy is examining why LSE has been less successful in attracting and retaining black and ethnic minority academic staff. It is doing so via in-depth interviews with both current and former academic staff who identify as black and ethnic minority as well as a number of academics who are racialised as White. The project also considers the experiences of black and ethnic minority postgraduate students currently studying at LSE and how race is impacting on their experiences.

2 To reduce student diversity imbalances

2.1 Documentation

In preparation for the start of the new academic year, we are updating student and staff handbooks, specifically with respect to the DisabledGo project and the new online harassment and bullying reporting arrangements.

2.2 Recruitment

The Taskforce is reviewing data on enrolment, retention and graduation rates of underrepresented groups of undergraduate and postgraduate students.

Proposals on how to increase the numbers of minority students are currently being discussed in the Student Diversity and Support Working Group and with ARD (Academic Registrar's Division).

2.3 Student support: attainment

The Student Diversity and Support Working Group is currently discussing ways to obtain data to better understand the potential underlying causes of the attainment gap.

Student mentoring schemes for BME students are one potential instrument to reduce the attainment gap, which the Taskforce – in partnership with the Student Wellbeing Service – is currently developing.

The Taskforce and the Race in the Academy project are also working together with the TLC (Teaching and Learning Centre) to establish EDI as important criteria for teaching awards from next year onwards, enabling the School to celebrate the contribution of teachers who have made their course content and teaching styles more inclusive.

2.4 Career development

In 2016–17 we will review in detail data provided to us by LSE Careers regarding the take-up rates and career destinations of different groups of LSE students.

3 To foster a more inclusive institutional culture

3.1 Inclusive education

The Taskforce participated in the Welcome Week presentations to all new LSE students and provided guidance notes for the Welcome Week handbook. We also organised two lectures by the Director to new students on 'LSE in the 21st century', which had a specific focus on equity, diversity and inclusion.

The Taskforce has worked closely with LSE100 staff to address issues related to diversity in the course curriculum. Broader work on the inclusive curriculum is underway at the School, and will provide a particular focus of attention during 2016–17.

Following a gender audit of preliminary readings in the undergraduate prospectus, we have worked closely with the prospectuses team and with academic departments to ensure that the 2017 prospectus reflects greater diversity. This work will continue in relation to the postgraduate prospectus, and will be broadened out beyond gender alone.

We have created a web-based database of the LSE courses that expressly address EDI topics and we are also in the process of developing a list of experts on EDI research topics across departments. Both will be online before the new academic year.

Together with the Race in the Academy project, we are exploring the possibility of EDI teaching awards to celebrate teachers who have made progress in making their course content and teaching styles more inclusive.

Taskforce representatives are also participating in the School's Teaching Survey Review Group, which – among its objectives – seeks to ensure that student surveys produce results that exclude (or minimise) bias. We have also been invited to participate in the School's working group on the implementation of the LSE Education Strategy.

3.2 Inclusion staff training

The Taskforce secured extended funding for training workshops on unconscious bias for each Department, throughout 2016. Divisions will receive similar training during 2017.

The HR-led online equality and diversity training module ran in 2015–16.

The Taskforce has worked closely with Organisational Learning and the Teaching and Learning Centre to develop an EDI training strategy for the School. The EDI training strategy includes programmes run by Stonewall (LGBT+ issues), Imperial College (courses for BME staff and staff with disabilities) and in-house. More broadly, it seeks to mainstream such issues within the School's training provision.

3.3 Inclusion policies: services to student and staff minorities

The Taskforce is in the process of conducting thorough reviews of the School's current provisions and policies for students and staff of minority status and protected characteristics (including age, disability, mental health and counselling, LGBT+, religion and belief, gender (including gender identity), ethnicity and race). The School's current provision will be benchmarked against a sample of competing universities. Given the release of the Student Union report on wellbeing and its discussion at DMT, a particular focus in 2016–17 will be a benchmark exercise of mental health provisions at the School. We will also continue to address policy areas that affect staff and students with disabilities, LGBT+ students and staff, and ethnic minority students and staff.

We have started to enhance the School's provisions in the following crucial areas:

3.3.1 Anti-bullying and anti-harassment

The Inclusion Policies Working Group has developed an online reporting form for harassment and bullying. This is available to staff and students, and supports the School's new policy in this area.

As noted above, we partnered the Communications Division and the LSE Student Union in developing an accompanying communications campaign entitled 'Report It. Stop It'. This is intended to convey the message that the School does not tolerate harassment or bullying, and that all reports will be taken seriously. We have reported to the Ethics Policy Committee on the development of these initiatives, particularly as they complement the new School-level anti-harassment and anti-bullying policy. In 2016–17, we will review the effectiveness of the reporting arrangements and the communications campaign. We will also implement the recommendations of the Universities UK Taskforce on 'Tackling violence against women, harassment and hate crime affecting university students', which is due to report at the start of the 2016–17 academic year.

We have advertised for School-wide, professionally trained 'anti-bullying and harassment advisers' to be used as a first port-of-call, informal access point by students and staff.

3.3.2 LGBT+

We have worked closely with Spectrum (the staff LGBT+ network) and IMT (Information Management and Technology) to address more effectively, and anonymously, the unintentional blocking of LGBT+-related websites.

3.3.3 Religion and belief

Together with the Faith Centre and Human Resources, we have developed guidance on supporting staff during Ramadan. Early in the 2016–2017 academic year, we will develop broader guidance for staff and managers on religious observance.

3.3.4 Disability

In partnership with the Estates and LSE Residences, the Taskforce commissioned the external provider DisabledGo to develop fine-grain, pan-disability access guides to all School buildings, good practice guides that inform ongoing Estates developments, and route maps between buildings. These will be in place in time for the start of the 2016–17 academic year.

3.3.5 Advice for students and staff

The EDI team continues to provide advice to divisions and departments, and to individuals (students and staff) with EDI-related grievances.

4 To institutionalise EDI within the School

4.1 School-wide EDI strategic plan and targets

We have drawn together the various EDI-related action plans (including the points identified in Simeon Underwood's report, the 'Equality and Diversity Action Plan 2014–2017', and the Taskforce's own ambitions) to provide a mechanism for coordinating and reporting on these actions. It is available on our website.

4.2 Establish EDI structures and EDI as an effective, central service centre

4.2.1 The Academic Board has approved two Taskforce proposals:

- To implement a 30 per cent gender target for Academic Board committees. This will take effect in 2016–17.
- To have EDI as a standing item on committee agendas, and equality analyses as standard for all policies and proposals. This will take effect fully in 2016–17. The equality analyses, which are a Public Sector Equality Duty, are underway.

4.2.2 The Taskforce has developed a new EDI policy statement, which will underpin future actions and approaches. This is available on our website.

4.2.3 We have also developed a proposal that EDI advisers or EDI committees be embedded within each academic unit and service division. This proposal has been broadly agreed by DMT (on 17 May) and by the Chief Operating Officer, Dr Andrew Young. It will be discussed at next year's first Academic Board meeting. It enables issues to be identified and addressed at a local level, with appropriate input from members of the EDI Office and relevant service divisions.

5 To improve EDI communication throughout the School

5.1 Broadcast communications

The EDI Office and Taskforce has a new website, blog and social media presence. The principal objective has been to centralise information that is otherwise held in disparate locations, and therefore to provide a comprehensive resource for the School community. We highlight key issues of interest in the staff and student newsletters, which are circulated weekly during term time. In 2016–17, we will look in detail at newsletter metrics, to understand whether our key messages are reaching all staff and student groups.

In partnership with key units, both within the School and externally, the Taskforce has hosted four events during the calendar year:

- 'Developing a more inclusive campus culture', in partnership with UN Women, as part of their HeForShe #GetFree university tour (7 October 2015)
- 'Tackling sexism and homophobia in rugby', in partnership with the LSE Athletics Union and the LSE Men's Rugby Club (10 November 2015)
- 'The Women's Equality Party: why equality is better for everyone' guest lecture by Sophie Walker, the leader of the Women's Equality Party (26 April 2016)

- 'Inclusive and intersectional: insights into the new Athena SWAN processes', a one-day conference led by the Athena SWAN teams at LSE and King's College London (13 May 2016).

We will host our first annual EDI lecture on 11 October 2016. The speaker will be Laura Bates, the author of *Everyday Sexism* and *Girl Up*.

We have partnered with the Communications Division on two campaigns, #PartofLSE and 'Report It. Stop It'.

5.2 Engagement communications

In order to garner the views of the School community, we introduced questions on equity, diversity and inclusion in the Michaelmas term staff survey. EDI staff ran staff survey focus groups in the summer term and undertook an analysis of the EDI-related free text comments resulting from the survey. We are also participating in the School's Staff Survey Steering Group.

We ran an online suggestion scheme via our website, which gave staff, students and other members of the School's community the opportunity to provide input.

In the Directorate's annual monitoring of academic departments, conducted in the Michaelmas term 2015, we asked departments to identify the ways in which they are addressing EDI areas, and to highlight areas of work in which the Taskforce might provide support. We are using this information to collate and circulate examples of good practice around the School, and to identify and develop areas in which the Taskforce might provide support. A similar process will be conducted with respect to service divisions, as part of periodic reviews of those units.

The EDI Taskforce and Office support existing staff networks, and are seeking to reinvigorate the network for staff with disabilities.