

Equity, Diversity and Inclusion Taskforce and Office

EDI Objectives and action plan 2015-2017

The Equity, Diversity and Inclusion Taskforce was established on 1 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.”

The following table sets out action points for the two year term of the Taskforce. The actions also incorporate the former Single Equality Scheme 2014-2017, and should be read in conjunction with the workplans for the Athena Swan, Race Equality Charter Mark and Stonewall Equality Index awards.

1. Target: Improve communication regarding equity, diversity and inclusion (EDI) throughout the School			
Action	Tasks	Division responsible	Intended completion date
Gather information from staff regarding their impressions of issues relating to equity, diversity and inclusion (EDI) at the School	<p>Gather information through the 2015 staff survey</p> <p>Create an online suggestion box for staff and students to communicate their impressions and ideas.</p>	Human Resources and the Taskforce	<p>December 2015</p> <p>February 2016</p>
Identify, develop and share good practice at the School.	Gather information from departments, through the 2015 Annual Monitoring of academic departments. This will include departmental EDI initiatives, and areas of work in which the	Planning Unit, academic departments, service divisions, and the Taskforce	Academic departments: December 2015, for data gathering from. Lent Term 2016 for developing a good practice report.

	<p>Taskforce might provide support.</p> <p>A similar process will be conducted with respect to service divisions, as part of periodic reviews of those units</p>		Service divisions: by December 2016
Participate in School-wide communications campaigns regarding EDI issues at the School.	<p>#PartofLSE campaign (starting in Michaelmas Term 2015)</p> <p>Anti-harassment and anti-bullying campaign (starting in summer term 2016).</p>	Communications Division	Ongoing. Various initiatives planned for 2015/2016
Enhance and develop the EDI website	Provide a focal point for information on EDI in the School	Communications Division and the Taskforce.	Ongoing. Various initiatives planned for 2015/2016
Initiate and participate in public events	<p>On Wednesday 7 October, the Taskforce hosted an event with UN Women, as part of their HeForShe #GetFree university tour, on <i>Developing a more inclusive campus culture</i>.</p> <p>Together with the LSE Athletics Union and the LSE Men's Rugby Club, the Taskforce co-hosted a panel discussion on <i>Tackling Sexism and Homophobia in Rugby</i> on Tuesday 10 November.</p>	Events team, within the Communications Division	December 2015, and ongoing

Action	Tasks	Division responsible	Intended completion date
2. Target: Develop and embed a more inclusive institutional culture			
2.1 Inclusive education			
Develop proposals to ensure that the School's degrees, courses and curricula are more inclusive	<p>The EDI Taskforce has worked closely with LSE100 staff, to address issues relating to diversity in the course curriculum.</p> <p>Broader work on the inclusive curriculum is underway at the School, and will provide a particular focus of attention during the summer term.</p>	Taskforce	<p>January 2016</p> <p>December 2016 for initial recommendations</p>
Provide input into the School's active Widening Participation (WP) programmes	In addition to the School's obligations under the Office For Fair Access (OFFA), we are already proactive in the EDI focus of our WP activities (e.g. 'Promoting Potential' and AccessHE). The Taskforce will support the WP unit in building on these initiatives.	ARD, with support from the Taskforce	Ongoing
2.2. Inclusion staff training			
Develop a programme of staff training in the area of EDI	The Taskforce has secured a budget to expand unconscious bias awareness training to all departments and divisions during 2016. A half day course will be	Human Resources	July 2017

	<p>mandatory for all staff involved in making decisions on recruitment, review, promotion and reward of their colleagues.</p> <p>A new online EDI training module was launched at the start of November 2015, which is compulsory for all staff. Almost 500 staff members have already completed the training module.</p> <p>New training modules are under development, to support improvements to the School's anti-harassment and anti-bullying procedures.</p>		<p>February 2016</p> <p>Summer 2016</p>
2.3. Inclusion Polices			
Develop anti-harassment and anti-bullying procedures that support the School's new policy	<p>Embed an online reporting for staff, students and other members of the School community to report incidents of harassment and bullying.</p> <p>Launch an anti-harassment and anti-bullying communications campaign.</p> <p>Review the School's provision and support with respect to harassment and bullying,</p>	The Taskforce, in conjunction with Human Resources, Student Services and Communications in particular.	<p>April 2016</p> <p>April 2016</p> <p>Ongoing</p>

Action	Tasks	Division responsible	Intended completion date
	including reviewing training provision, contact points, and formal procedures.		
2.4. Special Projects			
Address specific issues that are flagged up by staff networks and/or by individuals	We have worked closely with Spectrum (the staff LGBT+ network) and IMT to address more effectively, and anonymously, the unintentional blocking of LGBT+ related websites.	Spectrum, IMT and the Taskforce	December 2015

3. Target: Improving student diversity imbalances			
Action	Tasks	Division responsible	Intended completion date
Highlight issues relating to EDI to students in their first contact with the School	Conduct a gender audit of preliminary readings in the undergraduate and postgraduate prospectuses, and work closely with the prospectuses team and with academic departments to ensure that the 2017 prospectus reflects greater diversity. In future years, this work will be broadened out beyond gender alone.	Academic Registrar's Division, academic departments and the Taskforce	December 2015 (undergraduate prospectus) April 2016 (postgraduate prospectus) Ongoing (other work)
Highlight issues relating to EDI to	Participate in the Welcome Week	Academic Registrar's Division,	September 2015

students in pre-arrival information, and in Welcome Week	<p>presentations to all new LSE students,</p> <p>Include guidance notes in the Welcome Week handbook.</p> <p>Organise two lectures by the Director to new students on <i>LSE in the 21st century</i>, which had a specific focus on equity, diversity and inclusion.</p>	academic departments and the Taskforce	<p>September 2015</p> <p>September 2015</p>
Review student data – provided by the Academic Registrar’s Division – on enrolment, retention, and graduation rates of underrepresented groups of undergraduate, postgraduate and doctoral students.	<p>A working group on <i>Student diversity support services</i> has been established, and will report by the end of the 2016 Lent Term.</p> <p>Address any information gaps by encouraging disclosure of protected characteristics</p>	<p>Taskforce</p> <p>ARD</p>	<p>March 2016</p> <p>Ongoing</p>
To review provision for students (particularly at doctoral level) who become pregnant during their studies.	Review maternity provision for PhD students	Human Resources, PhD Academy and Taskforce (links with Athena Swan)	July 2016
To improve support for students at the School	<p>Work with Student Services to review provision for students, thereby seeking to address attainment gaps</p> <p>Review on a two/three yearly basis the results from the</p>	<p>Taskforce and Student Services</p> <p>Teaching Quality Assurance and Review Office</p>	<p>Ongoing</p> <p>Every two to three years</p>

Action	Tasks	Division responsible	Intended completion date
	National Student Survey according to protected characteristics, to identify and address any equality issues.		

3. Target: Improve academic and professional staff diversity profiles			
Action	Tasks	Division responsible	Intended completion date
ALL STAFF			
To work closely with Athena Swan and Race Equality Charter Mark self-assessment teams in developing their submissions, and the underpinning provision.	<p>Detailed tasks set out in the Athena Swan project plan, and (pending) Race Equality charter mark project plan</p> <p>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 Human Resources-related data, including that relating to recruitment, promotion and review.</p>	<ul style="list-style-type: none"> Athena Swan self-assessment team Race Equality Charter Mark self-assessment team 	<p>November 2016</p> <p>December 2017</p>
Conduct quantitative research on career progression and any under-representation of BME staff across the School	<p>Identify and respond to issues/trends that may impede or improve success rates.</p> <p>Develop organisation-wide</p>	EDI office	Ongoing

	<p>strategies focussing on the key issues that will encourage/attract BME staff to senior academic, professional services, and other roles.</p> <p>Advertise vacancies of lower/middling grades on an internal basis first, to allow greater opportunity for internal progression.</p>		
Staff declaration and progression - Review resources available for disabled staff, managers and relevant stakeholders to ensure that direct support is provided to staff, thereby encouraging disclosure	Improve access to information, advice and guidance for disabled staff, as well as providing improved services for staff with mental health issues.	Human Resources	March 2016
Review recruitment and promotion procedures to ensure that any positive action interventions are properly targeted.	A new e-recruitment system is the front runner of HR's systems optimisation project and the intention is for this to be in place by Michaelmas Term 2015. A core requirement of the new system will be improved ability to gather appropriate equal and diversity data in relation to recruitment and selection, to enable us to better identify trends and tackle any concerns that emerge.	Human Resources	March 2016

Action	Tasks	Division responsible	Intended completion date
	Guidance for managers is currently being drafted on how to incorporate the principles of the 'Two Ticks' scheme, which guarantees disabled staff an interview if they meet the essential criteria for a post.		March 2016
ACADEMIC STAFF			
<p>To conduct an analysis of School teaching scores</p> <p>Following the November 2015 meeting of the Academic Board, we are now conducting a review of teaching loads across the School, investigating departmental teaching load norms, and actual allocations.</p>	<p>A preliminary analysis of teaching scores found no significant gender bias (December 2015).</p> <p>Taskforce staff are participating in the School's survey review group, which – amongst its objectives – seeks to ensure that student surveys produce results that exclude (or minimise) bias.</p>	Taskforce, in conjunction with the Academic Registrar's Division	<p>December 2015</p> <p>Ongoing – December 2016</p>
PROFESSIONAL SERVICES STAFF			
Conduct an EDI audit of professional services staff at the School	Working in conjunction with Tina Fahm and the School's internal auditors, the Taskforce will commission an audit of professional service staff at the School, with particular attention on EDI issues affecting such staff	The Taskforce	July 2016
4. Target: Institutionalise EDI throughout the School			

Action	Tasks	Division responsible	Intended completion date
Improve the gender balance on the School's main committees	In February 2016, the Academic Board will consider a proposal to implement a 30% gender target for Academic Board committees	Academic Board and the Taskforce	February 2016 for decision. September 2016 for implementation
To embed Equality Analyses across the institution, when new policies and initiatives are under development	<p>To support decisions in conducting Equality Analyses of new proposals, thereby reviewing policy and other initiatives in respect of all the protected characteristics.</p> <p>In February 2016, the Academic Board will consider a proposal to have EDI as a standing item on Committee agendas, and Equality Analyses as standard for all policies and proposals. The implementation of Equality Analyses across the School will be considered by the Athena Swan Self-Assessment Team at its February meeting.</p>	Taskforce, in support of School divisions. Athena Swan Self-Assessment Team	Ongoing. Full audit of current School policies to be conducted by April 2016
To improve information provided to disabled students, staff and visitors by working with DisabledGo	Develop fine-grain pan-disability access guides, in conjunction with DisabledGo	Estates, Residences, Communications and the Taskforce	September 2016
Re -energise staff networks and maximise their engagement in all possible Equality and Diversity	Current networks include: LSE Power (women in professional services)	EDI Office	July 2015

Action	Tasks	Division responsible	Intended completion date
initiatives, promotions and activities	Embrace (BME staff) Spectrum (LGBTQ staff) Gender Equality Forum (female academic staff)		
Alongside the Athena Swan and Race Equality Charter Marks (see above), the Taskforce will also support the School's annual application to the Stonewall Workplace Equality Index	With respect to Stonewall, the School's ranking has improved slightly, from 314 in 2014 to 296 in 2015.	EDI office, self-assessment teams, and staff networks	Athena Swan – November 2016 Race Equality Charter Mark – December 2017 Stonewall Workplace Equality Index – annual

- ☐ LSE will implement its single equality scheme by developing and promoting exemplar activities across all relevant functions and areas of the School for all protected groups under the Equality Act 2010, aligned with national and sector-based standards.
- ☐ LSE seeks to admit candidates with the merit, potential and motivation to benefit from, contribute to and succeed in the LSE community, regardless of age, disability, race, nationality, gender, religion, sexual orientation, marital status, parental status or other personal circumstances.
- ☐ LSE will ensure all the students it admits have equal opportunity for high attainment and will promote an inclusive teaching and learning environment. [Subject to input from the Academic Registrar and the Director of Academic Services]
- ☐ LSE will strongly encourage disability disclosure by promoting a culture of positive awareness and understanding of disability-related matters and strengthening the support provision for disabled staff and students.