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Equity, Diversity & Inclusion Annual Report

2020/21

Introduction from the Director

At LSHTM we have a strongly held and widely understood shared mission to improve health worldwide through excellence in research and education. Central to this aim is developing a sense of working together as a cohesive and diverse community, united in our shared purpose and endeavour.

Whilst equity is core to our mission, analysis of our diversity data show stark inequalities in our structures and systems manifesting through for instance, the degree awarding gap for intensive master's students and that we have no Black female professors. Feedback from across our community about people's lived experiences of inequality continues to highlight the many areas we need to improve towards our goal of making LSHTM a truly diverse and inclusive place to work and study.

Issues of equity, diversity and inclusion (EDI) are close to my heart and have been an early priority and significant area of focus and energy since starting as Director. We have engaged with the LSHTM community to articulate our new Vision & Values that will set out our long-term goals and the ethos and culture of LSHTM. Matters of EDI have been central to these discussions and continue to be as we develop our next School Strategy and work to ensure EDI is embedded in our strategic priorities and how we go about implementing them.

I was pleased to be able to launch LSHTM's new Equity, Diversity and Inclusion strategy and action plan in July 2021, following consultation during 2020 and 2021. The strategy sets our commitment to providing an inclusive research, education and working environment reflected through a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential. And importantly that this is a School-wide responsibility. It also acknowledges the structural and systemic inequities, both historic and current, within LSHTM and recognises that a neutral stance does not go far enough.

The recommendations of the recent Independent Review to address discrimination and advance anti-racism and equality at LSHTM have been translated into an action plan and capture an ambitious and wide-ranging programme of work ahead to bring sustainable long-term improvements to LSHTM. Our progress on this programme of work is subject to rigorous external audit.

There has been noteworthy progress in several key areas:

Dignity and Respect – during 2020/21 the School launched Report and Support, revised the anti-bullying and harassment policy and rolled out micro-aggressions and bystander intervention training.

Decolonising the Curriculum - One of the priority areas highlighted arising from the Black Lives Matter petition and testimonies in June 2020 related to their LSHTM education experience. Analysis of intensive Master's student awards showed an awarding gap of 15% between White students awarded a merit/distinction (25%) and Black or Black British students awarded a merit/distinction (10%). During 2020/21, the Decolonising the Curriculum Workstream has been driving forward this work. This Included partnering with an expert consultant to better understand our baseline position, starting to build capacity within the School through the Decolonising the Curriculum Facilitators who are developing as a community of practice and development of the Decolonising the Curriculum Toolkit.

Staff Disability - Our staff disability policy and guidance have both been updated to bring these in line with the Equality Act. During 2021, we also started working with Access Able.

A recurring theme arising from engagement to develop the EDI strategy and subsequent discussions was dissatisfaction with the rate of progress for EDI within LSHTM. I know that we have a lot of work to do and believe that to make progress we need clear leadership, robust accountability structures and aligned resources. That is why I chair the EDI Programme Board which has overall responsibility for ensuring the EDI action plan and Independent Review action plan is implemented in a timely manner. We have committed to a significant investment over the next three years in this space. Moreover, each overarching goal within the EDI action plan has an Executive Team Sponsor and this will be included in respective PDRs and objectives.

I encourage all of us to read through this report and have honest, challenging and positive dialogues in our work to progress EDI.

Professor Liam Smeeth

Liam

Director, London School of Hygiene & Tropical Medicine

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1. Launch of LSHTM's EDI Strategy in 2021

Following consultation during 2020 and 2021, LSHTM's new Equity, Diversity and Inclusion strategy and action plan was launched in July 2021.

The strategy sets our commitment to providing an inclusive research, education and working environment reflected through a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential. And importantly that this is a School-wide responsibility. It also acknowledges the structural and systemic inequities, both historic and current, within LSHTM and recognises that a neutral stance does not go far enough.

In this context the strategy outlines guiding EDI principles which include:

- Ensuring LSHTM values and expected behaviours are clearly communicated, understood and enacted in all our interactions at all levels and regardless of job role.

- Being proactive in closing inequitable outcome gaps through positive action and, for example, anti-racist strategies.

- Being proactive in championing LGBTQ+ equality worldwide.

- Working in partnership with our students, staff, and other stakeholders enabling a range of perspectives to be heard, recognising the global and diverse cultural contexts in which we work.

The strategy also sets our overarching **EDI goals** which frame the EDI action plan with more detailed objectives breaking these goals down. This report provides a brief update against each of these overarching goals.

2. Moving from discussion to action - Embedding (formal and informal) enabling pillars to underpin LSHTM's approach to EDI

Key recurring themes raised during the strategy consultation were around progressing EDI within LSHTM through inclusive leadership, accountability, transparency and facilitating more effective two-way communications. Therefore, a key focus within the EDI strategy is to set out the pillars which underpin our approach to EDI, which include:

- Using a whole School approach to EDI ensuring responsibility for EDI is embedded into everyone's role, with senior leadership accountability and through effective EDI governance structures.

- Ensuring appropriate resource and recognition for EDI work.

- Effective and up to date EDI policies and meaningful and effective equality impact assessment process.

- Awareness raising, education and communications programme which empowers everyone to advance equity, diversity and inclusion.

2.1 EDI Governance Structures

The organogram on the right sets out our EDI governance structures.

The EDI Committee, re-formed in 2019, provides a mechanism and governance structure for LSHTM to ensure there is an integrated and proactive approach to EDI through overseeing development and implementation of EDI activities. It works with and through the EDI Programme Board in an advisory capacity to ensure actions are implemented and clearly communicated across LSHTM.

The EDI programme board has been allocated overall responsibility by the Executive Team for ensuring the EDI action plan is implemented in a timely manner. Each overarching goal within the EDI strategy has an Executive Team Sponsor with responsibility for ensuring implementation.

In December 2020, a new Diversity and Inclusion committee of Council was formed, the purpose of which is to hold LSHTM and the Executive Team to account to ensure that LSHTM has an integrated and proactive approach.

Figure 1 – EDI governance organogram
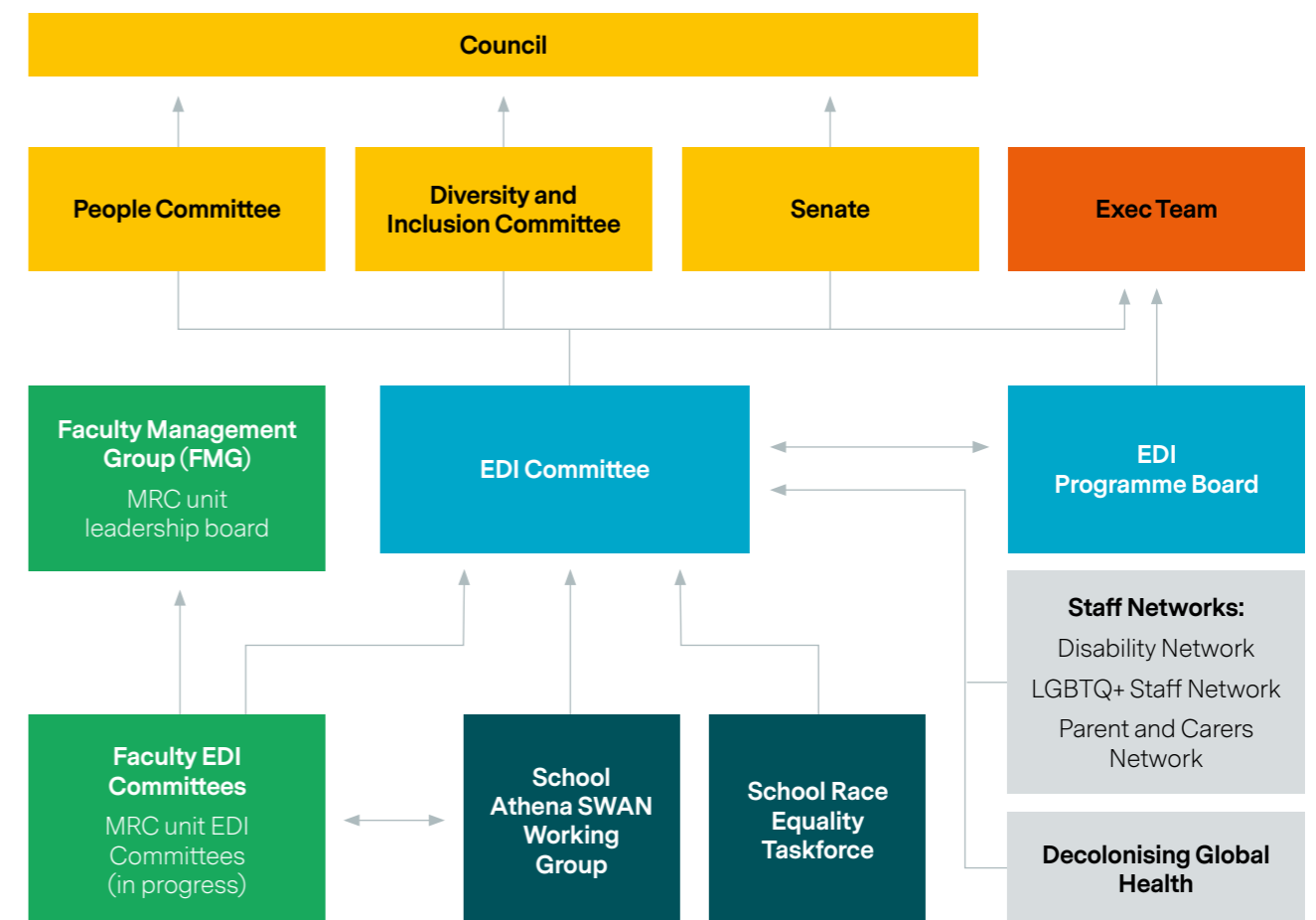
Decision-Making Committees membership

We have been aiming to improve diversity within our decision-making committees over the last few years. This table suggests that our committees are reflective of our overall demographic – with exception of the Research Governance committee.

Table 1 – Senate Committees membership analysis 2020/21

Senate and Senate Sub-Committees	Gender			Ethnicity		
	Female	Male	Not known	BME	White	Not known
Senate Post Graduate Taught Committee	53%	47%	0%	28%	67%	5%
Senate Research Degrees Committee	82%	18%	0%	25%	71%	6%
Senate Student Experience Committee	65%	35%	0%	30%	61%	9%
Research Governance	33%	33%	33%	33%	50%	33%

2.2 EDI Policies

During 2021, as well as developing and launching the EDI strategy and action plan, we also updated the Staff Disability Policy and Guidance, which outlines LSHTM's approach, procedure and guidance with regards to supporting disabled staff, and our Anti-bullying and harassment policy. Subsequently we arranged policy briefings for both revised policies, disability awareness sessions and we will be embedding within our Good Management Practice series. During 2021/22, we will be developing LSHTM's Equality Impact Assessment process.

2.3 Awareness raising, education and communications programme

EDI education programme was redeveloped in 2020 with a new interactive EDI workshop launched in October 2020 and micro-aggressions/bystander intervention workshops rolled out in March 2021. Approximately 600 participants in these workshops during 2020/21 with further engagement via our online modules. Analysis of feedback suggests that the majority of participants find these sessions useful and effective, and we will continue to review and update content. Going forward in 2021/22, we will be developing and rolling out an anti-racist development programme.

EDI communications have been a significant focus this year in terms of developing resources and raising awareness via various communications channels including online, social media and newsletters. A bi-monthly EDI newsletter is shared community wide. The Executive Team hold regular Q&A webinars for our staff and students, with sessions dedicated to equity, diversity, and inclusion. A central repository of resources for staff and students has been set up on the Equity, Diversity and Inclusion intranet (log in required).

2.4 Staff networks

There are several networks at LSHTM that are run independently by staff and students from across the School and which aim to provide a supportive environment for staff to discuss common experiences and concerns. Guidance was developed in 2020/21 for staff on establishing networks including considering membership, logistics and examples from other institutions. A budget is also available to support network activities.

Decolonising Global Health
Decolonising Global Health LSHTM (DGH-LSHTM) is a community of students, staff and alumni working to address the prevalence and perpetuation of colonial power dynamics in global health.

Disability network
The Disability Network (DN) purpose is to support staff members and students with disabilities as well as colleagues working closely with people with disability. This Network is a forum where staff members and students can hold conversations about disability, share experiences, information, share good practices and influence the School policy. The disability network was formalised in 2020/21.

FAIR Network
The FAIR Network is an independent grassroots collective of students, staff, and alumni committed to supporting LSHTM's transformation into an equitable, decolonised and anti-racist institution.

LGBTQ+ network
LGBTQ+ staff and students, can sign up to an e-mail discussion list or join the LGBTQ+ Teams site to stay informed about network events and activities. Various events have been held during the 2020/21 academic year.

Parents and Carers' Network (PCN)
A Microsoft Teams site was established early in 2020 and continues to provide a space for conversation for parents and carers.

White Privilege Reading Group
This reading group meets monthly and readings have included: Audre Lorde, Airports and Auditions by Riz Ahmed in The Good Immigrant (edited by Nikesh Shukla), Chimamanda Ngozi Adichie interview on "identity, feminism and honest conversations". As part of events for LGBTQ+ History Month, a discussion on voguing and cultural appropriation, focusing on this article: The Difference Between Appreciating and Appropriating Queer Culture.

3. Develop a framework, support mechanisms and campaign which promotes dignity and respect and enables unwanted behaviours to be reported and tackled

We have been conscious through our staff and student surveys feedback that we need to improve our reporting mechanisms, to raise awareness and importantly to increase staff and student's confidence in reporting issues of bullying and harassment, including racial and sexual harassment. To this end, one of our overarching goals within our EDI action plan is to develop a framework, support mechanisms and campaign which promotes dignity and respect and enables unwanted behaviours to be reported and tackled.

During 2020/21 academic year, we have made some progress towards this goal:

· The anti-bullying and harassment policy has been revised in collaboration with stakeholders (via the Dignity and Respect Task and Finish Group) across the School (approved in June 2021).

· We have begun to roll out micro-aggressions and bystander intervention training in March 2021.

· We launched Report and Support in September 2020 and have received 41 reports up to end of August 2021.

Since launching Report and Support, we have drawn on feedback received to make the guidance and processes more accessible, particularly to enable students to raise education related concerns (described as an incident that has left a person feeling uncomfortable, humiliated, or upset due to actions that have occurred in an education environment such as the use of images or references which perpetuate stereotypes or colonial legacies). Education concerns is now listed specifically as a reporting option and signposted on the home page of Report and Support. We are also engaging with sector wide practice and developments, including the EHRC inquiry into racial harassment and subsequent UUK and OfS expectations guidance. We were pleased to contribute to the recent Culture Shift's Exceeding Expectations guidance.

However, we know there is a lot more to do in this area.

We will be reconstituting the Dignity and Respect Task and Finish Group as an ongoing workstream of the EDI Programme Board in 2021/22. The group will continue to meet to act as a stakeholder reference group in the ongoing development of training, communications and resources alongside implementation of the revised policy. We will draw from the campaign assets provided via Culture Shift to further develop our communications such as an upcoming campaign on being an active bystander, commence in 2021/22.

We are currently working with the MRC units who are implementing Report and Support sub-sites for the MRC units as well as developing local anti-bullying and harassment advisor networks and related training.

There is also further work to do in increasing the confidence in our formal staff grievance and student complaints policies – whether this is through the Report and Support route or direct to Human Resources (for staff) and Registry (for students).

Our full insights reports are accessible on our Report and Support platform.

4. Develop equitable research and educational partnerships (reflecting structural as well as interpersonal barriers)

This overarching goal encompasses the following specific objectives:

- Develop guidance for academics, project administrators and central professional services on equitable partnerships which considers interpersonal relations as well as processes and research projects themselves

- Develop and provide training on this guidance

- Review our current research partnership practices internally and identify implications/actions for LSHTM policies and procedures

- Identify areas of good practice and opportunities for advocacy

A number of initiatives are underway across the School. In 2020/21, our Department of Global Health and Development at LSHTM developed a tool to help establish strong foundations and processes for its research partnerships, drawing on a range of external resources, and is piloting its use by GHD research teams and their partners. Other departments and teams have been invited to pilot the use of the tool and to consider how it might be applied in other research areas and contexts.

Decolonising Global Health LSHTM has a workstream on "Working Towards Research Equity: Building Strategic Partnerships that are Mutually Beneficial", which seeks to identify and discuss concerns around research equity issues, both within LSHTM and the wider context of Global Health.

At the School level, these objectives are being taken forward during the 2021/22 academic year by a Working Group under the sponsorship of the Deputy Director & Provost and supported by the Partnerships Officer.

5. Close student diversity-related gaps (or inequities) in admissions, experience, attainment, and progression using positive action initiatives where appropriate

5.1 Widening Participation

Our student admissions data analysis shows gaps in our postgraduate (intensive) masters and research degree applicant offer and acceptance rates. Analysis by ethnicity shows offer and acceptance outcome diversity gaps, particularly for Black or Black British applicants, in that white applicants are more likely to be offered a place and to accept. The offer gap has closed slightly from 9% in 2018/19 to 3.6% in 2020/21. While for PGR the application/offer/acceptance outcome gaps have remained constant. Our data analysis is available on our website.

In response to this, during 2020/21, various initiatives have been initiated and progressed. LSHTM was awarded funding for a new programme of studentships under the London Intercollegiate Doctoral Training Partnership (DTP), in partnership with St George's, University of London in July 2021. The studentships are funded by the UK Medical Research Council (MRC) and provides high-quality PhD training across the spectrum of biomedical and public health research. Embedding EDI and tackling the systemic barriers in postgraduate research degree programs was at the heart of LSHTM's submission to MRC and this was commented on one of the strengths of the application. Of the nine studentships per year, three will be ring-fenced for UK students from ethnic minority backgrounds. Work has begun in implementing the EDI strategic elements of the programme and MRC LID board look to share practice within LSHTM's Doctoral College more widely. Further, the Wellcome Trust Doctoral Training Programme was awarded. This Programme is a partnership between LSHTM and four other UK universities as well as six African Partner Institutions. It focuses on improving health and wellbeing in Africa.

These are part of our evolving widening participation work. Our Registry Admissions team has started review of LSHTM student admissions process for our Masters Taught programmes, for example amending the student application form this year to now include questions on caring responsibility and socio-economic status. We will be looking to further review our admissions processes during 2021/22 with a view to developing a specific widening participation strategy at the School. We are currently recruiting to a Widening Participation Co-ordinator to support this work.

5.2 Decolonising teaching and learning

One of the priority areas highlighted arising from the Black Lives Matter petition and testimonies in June 2020 related to their LSHTM student/education experience. Further, data analysis of student outcomes for our intensive masters programmes shows an awarding gap between ethnic minority and White students. This has fluctuated across the last few years, with an overall distinction awarding gap between White and ethnic of 12% in 2020/21 a slight drop from 14% in 2019/20. The gap is smaller between UK students and non-UK students and differs between ethnic groups. The gap between Black or Black British students and White students is 17%. Our data analysis is available on our website

As part of the Executive Team's commitment to tackling racial inequalities at LSHTM in June 2020, LSHTM's Decolonising the Curriculum Workstream started to develop our approach to conducting 'a comprehensive review of learning materials to ensure that they reflect an inclusive approach and do not include racist or colonial perspectives and language'. The work aims to ensure that our education programmes are actively and deliberately inclusive, and that they reflect the range of cultures and knowledge systems that make up the field of global health, equipping graduates of our programmes with the skills they need to be engaged, critical global health practitioners and researchers.

Pending recruitment to a full-time post within the Centre for Excellence in Learning and Teaching (CELT) to support inclusive curriculum design and delivery, a number of Decolonising the Curriculum Facilitator roles were created and recruited to. The role of these facilitators is to support staff and students in reflecting on their learning experience and their teaching materials and methods. The Decolonising the Curriculum Facilitators are developing as a community of practice, working together with Taught Programme Directors and interfacing with Module Organisers. Further to a Decolonising the Curriculum - Preliminary Guide launched in 2020, the workstream have been working on developing the Decolonising the Curriculum Toolkit (launched in December 2021).

LSHTM has also engaged an external consultant who was commissioned to collect baseline information on staff and students' understanding of colonial influences on education, and their experience and skills to enable critical engagement with issues of decolonising education in the field of global health. A number of "In Conversation" talks with external speakers were also facilitated.

5.3 Decolonising Global Health: History and Legacy Lecture Series

In our debates about Decolonising Global Health and Black Lives Matter, students and staff have regularly commented that LSHTM should do more to raise awareness of colonial history, and its continuing relevance to global health. In response to this, the LSHTM History Centre ran a series of lectures in 2020/21. This programme is to be developed further for the 2021/22 academic year. Our full programme and more information is available online.

6. Close staff diversity-related gaps (or inequities) in staff experience, progression reflected through diversity of staff (academic and non-academic) at all levels using positive action initiatives where appropriate

Analysis of our staff demographic data shows that there has continued to be an increase in the proportion of our ethnic minority academic staff at all grades, over the past four years. However, it is still the case that the higher the academic grade, the lower the share of ethnic minority staff. As with the academic staff pipeline there has an increased % of BME professional services staff at each grade. However, there are drop off points in the PS pipeline particularly from grade 7. Our data analysis is available on our website.

6.1 Gender and Ethnicity Pay Gap analysis

As part of our commitment to closing staff diversity-related gaps (or inequities), LSTHM produces regular pay reports and have published our latest gender and ethnicity pay gap data for 2020/21 on our web pages.

In addition to pay gap reporting, equal pay figures are produced, which look at the differences in pay across gender, ethnicity and nationality within specific grades at LSHTM. While the pay gap reports look at the average pay difference across the whole workforce, equal pay is concerned with employees receiving equal pay for work that is the same or similar, or that is of equal value.

The pay gaps are the result of the higher representation of women and ethnic minority staff in lower grades compared to their representation in higher grades within the workforce. The causes of the pay gaps are multifaceted and include barriers to progression to more senior roles, and lower rates of recruitment of women and ethnic minority staff to senior roles. The impact of extended periods of leave (e.g. maternity leave) on career progression and the greater likelihood of women having caring responsibilities compared to men also underpins the gender pay gap.

LSHTM has been working on addressing these gaps via our EDI action plan under the following themes:

6.2 Promotion and career development

Each year, a review of LSHTM's academic promotions and staff review procedures takes place with the intention of refining procedures to keep them in line with best practice and to ensure these processes are fair and accessible to all staff. An academic CV review process has been introduced in recent years which supports access to career development advice. We have tightened our diversity requirements within our staff review committees membership and included expectations regarding contributing to progressing EDI within our promotions guidance. These actions appear to have had a positive impact on promotion success as shown in our promotions data with outcomes closing in recent years. Though clearly there is more to do. Our data analysis is available on our website.

- LSHTM continues to support women participating in Advance HE's Aurora Women's Leadership Programme as well as our in-house programme 'Future Female Leaders', which was transitioned to online during 2019/20 due to COVID-19. During 2020/21, we also supported staff participating in Advance HE's Diversifying Leadership programme, which focuses on leadership development for BME academic and professional service staff. The Training and Educational Development team has continued to provide a mentoring scheme.

- Going forward, we will further develop the CV review process, identifying any gaps and encouraging more consistent take up and feedback. We will also develop and use positive action within academic career development support to help close pipeline gaps, including use of CV review processes and follow up career development support.

6.3 Staff Recruitment

- Analysis of our recruitment data shows that when women apply for jobs they are just as likely to progress through the recruitment process as men. However, this analysis also shows that fewer women apply to higher grades, for both academic and professional services posts. Analysis also shows that BAME applicants are less likely to progress through the recruitment process than white applicants.

- Going forward, we will develop and implement an inclusive and intersectional recruitment and selection strategy, developing a workplan to ensure implementation, including, for example, provision of inclusive recruitment guidance to recruiting managers, strategies to attract more women to senior posts and development of an approach to enable greater diversity on interview panels.

6.4 Concordat to Support the Career Development of Researchers

The HR Excellence in Research Award based on the Concordat to Support the Career Development of Researchers is reviewed every two years with our first 2-year review submission scheduled for 2022. This entails a progress review against our published action plan. Evaluation of progress includes the CEDARS (Culture, Employment and Development in Academic Research Survey), which was run for the first time in 2021 with 279 respondents, as well as consultation and feedback via our Research Staff Forum. This evaluation process also enables us to plan for our next two years.

Areas of focus include:

- Career support: Encouraging staff to have a clear development plan. Promotion of 10 days protected time which is guaranteed for staff to attend training and development activities - publicised to staff through the Faculty newsletters, TED bulletin and SRO Research funding alerts.

- Investigate increasing career support through internal and external provision and enhanced engagement with the career services. Improve PDRs to include discussions about career development for staff.

- Fixed-term contract procedure and redeployment, to improve redeployment support and ensure staff are aware of the type of support available to them and the redundancy and redeployment processes.

- Induction and on-boarding, to ensure that staff are well integrated at the School and are aware of policies and procedures relevant to their role.

- Wellbeing and workload, to ensure the effective management of workloads and focus on staff wellbeing.

LSHTM's Early Career Researcher (ECR) Network has over 400 members. Termly newsletters and a private SharePoint site are used to provide useful information. Events such as Career Corner sessions where staff discuss their career journey to date have been organised every 2 months since August 2020. Other events are organised, such as a Changing Expectations event showcasing non-academic career paths which was held in February 2021.

6.5 Race Equality

During 2020/21, we have undertaken a number of actions and initiatives specifically to progress race equality at LSHTM. Many of these actions are embedded within our EDI action plan and so have been referenced under each overarching goal above – a summary is provided here:

- Council has established a new Diversity & Inclusion Committee, chaired by an independent member of Council. The Committee's purpose is to hold LSHTM and its Senior Leadership Team to account to ensure that our institution has an integrated and proactive approach to equality, diversity, and inclusion.

- Work to decolonise the curriculum has progressed with module organisers reviewing materials, new feedback opportunities put in place for students to evaluate modules and Decolonising the Curriculum Facilitators appointed.

- Our Report & Support tool launched in September 2020, enabling staff and students to safely and confidentially report incidents of bullying, discrimination, and harassment, and to access support. Racial harassment and racial microaggressions have been more clearly included in both the Report and the Support elements of the tool. Microaggressions and bystander intervention training has begun to be rolled out and this will continue in 2021/22.

- We have joined the Advance HE Race Equality Charter and a new Race Equality Advisor has been appointed to take this work forward. A Race Equality Taskforce is being constituted to have oversight of Race Equality actions across the School and to take forward the Race Equality Charter self-assessment and submission planned for 2023.

- An independent review to address discrimination and to advance anti-racism and equality at our institution was commissioned by the governing Council of LSHTM. This commenced in September 2021. The review examined our institution's track record and history in respect of race equality, including an assessment of issues raised by members of the LSHTM community in the wake of George Floyd's murder on 25 May 2020.

6.6 Athena Swan

LSHTM's Athena Swan Working Group monitors our progress through the Charter's framework to progress gender equality. Work is guided by our Athena Swan action plan.

The working group has focused on a number of areas during 2020/21 including staff promotions, workload allocation and supporting parents and carers including contributing to consultation with staff on return to the office and hybrid working plans during COVID-19. Focus recently has been on LSHTM's family leave policies which are scheduled to be reviewed this year.

Following introduction of parent workshops facilitated in 2019/20 by Parent and Professional (a UK-based coaching business, working with organisations to support employees through the transition of becoming a parent), we evaluated and extended the organisation of these workshops. We are also members of Working Families, a UK's work-life balance charity whose mission is to remove the barriers that people with caring responsibilities face in the workplace.

6.7 Wellbeing

As during 2019/20, policy provisions for all carer's leave requirements were relaxed. This related to COVID-19 lockdown in early 2021 including home-schooling requirements as a result of school closures and caring for dependents.

LSHTM now has over 70 members of staff trained as Mental Health First Aiders (MHFAiders). New MHFAiders were trained during 2021 and refresher training was offered to existing MHFAiders. A newsletter is published bimonthly with training, reading and signposting resources as well as LSHTM updates on wellbeing. Events have been organised to demonstrate the use of the new EAP Health Assured App and services as well as activities and discussions on how to support staff return to the building and hybrid working. A new intranet page will be designed alongside newly appointed Staff Wellbeing Officer, bringing all wellbeing and mental health resources to one central place for better accessibility for LSHTM staff.