



Annual equity, diversity and inclusion report

2021/22

Introduction from the Director



At LSHTM, equity, diversity and inclusion ('EDI') are central to our mission to improve health and health equity in the UK and worldwide. In 2022, we launched a new [strategy 2022-2027](#), with a bold vision for a more healthy, sustainable and equitable world for everyone. To achieve this, we recognise that this work must begin at home, acknowledging our inequities, both historic and current, and striving for a more inclusive, supportive and vibrant culture where everyone feels they belong. Principles of equity, diversity and inclusion are embedded within our strategic priorities and how we approach our work, with people at the heart of all we do.

The 2021/22 academic year was the first full year of implementation of the LSHTM EDI strategy and action plan. Since taking on the role of Director in 2021, matters of EDI have been a critical priority and focus for our School, and I am pleased to report that there has been sustained progress since last year's annual report, and a number of important developments.

In July 2022 we launched LSHTM's values – Act With Integrity, Embrace Difference, Work Together, Create Impact – articulating what it means to work and study at LSHTM, and our expectations of everyone within our community.

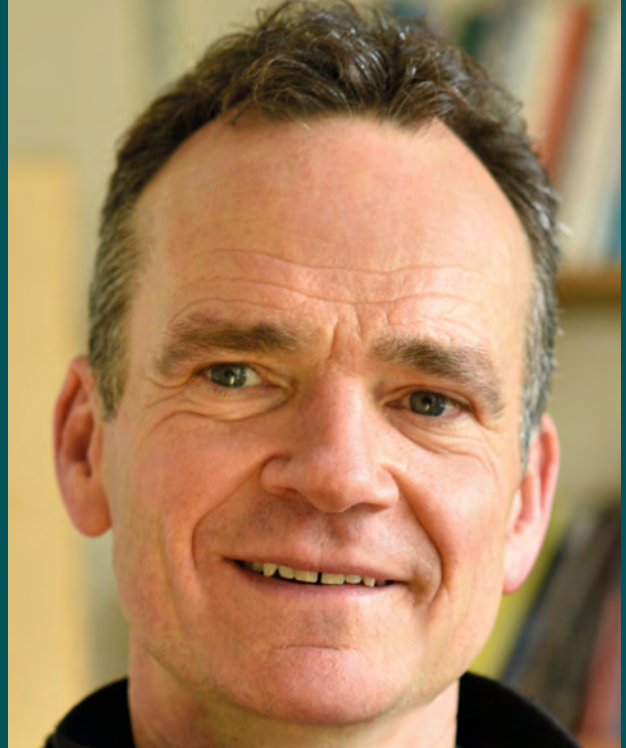
We relaunched our School's equality impact assessment process, undertook a review of family leave policies, and created detailed access guides for teaching and meeting spaces, and rooms in our London buildings. We developed travel guidance for LGBTQ+ staff and students undertaking travel overseas for work or study. We have also continued development of an anti-racist training programme.

Tackling bullying and harassment remains an important channel of work. The 2021/22 academic year was the second full year since launching the Report and Support platform in September 2020, and the first year since the relaunch of our anti-bullying and harassment policy. We have continued to roll out training on challenging microaggressions and being an active bystander.

Despite progress made, we cannot be complacent. Our data shows areas of improvement, but also some concerning trends, such as outcome differences in offers and acceptances for minoritised ethnic applicants for our postgraduate taught and postgraduate research courses. As part of the work to address this, in September 2022 we launched a Strategy to Promote Access and Widen Participation, which sets out various initiatives, including the development and roll out of an innovative contextual admissions system, and how our School will foster an environment in which all students can achieve their potential.

We know that there is still much to do to create a more equitable and inclusive environment for all at LSHTM and we are committed to taking that action. We recognise that this is a School-wide endeavour which requires the participation of, and impacts upon, our whole community.

I would like to thank all of our staff, students and key partners who have helped us in our achievements over the past year – we look forward to working with all of you as we continue to foster greater equity, inclusion and diversity at our School.



Professor Liam Smeeth

Liam

Director, London School of Hygiene
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1. LSHTM's EDI strategy implementation during 2021/2022



LSHTM's [Equity, Diversity and Inclusion strategy and action plan](#) was launched in July 2021. The 2021/22 academic year was the first full year of its implementation.

The strategy sets out our commitment to providing an inclusive research, education and working environment - reflected through a community that everyone feels part of - which is safe, respectful, supportive and enables all to reach their full potential. Importantly, the strategy makes clear 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.

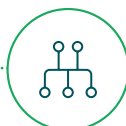
In this context, the strategy outlines guiding EDI principles which include:

- 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 to enable 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**. The [EDI action plan](#) includes more detailed objectives against the overarching goals. This annual report provides a brief update against each of these overarching goals for the 2021/22 academic year.

An [independent review](#) to address discrimination, examine racial equality and advance anti-racism at LSHTM was commissioned by our School's Council in autumn 2020. This was in response to issues highlighted by the Black Lives Matter movement, and to broader concerns raised by LSHTM staff and students. The review was undertaken independently by a specialist external organisation and completed in December 2021. The review's recommendations have been embedded into the EDI action plan. Further details about the review are provided in section 6.7, and implementation updates are included throughout this report.

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



A key focus of the strategy is to establish the **pillars** which underpin our approach to EDI. These include:

- Using a **whole School approach** to EDI - ensuring responsibility for EDI is embedded into everyone's role, with **senior leadership accountability** and effective **EDI governance structures**.
- Ensuring appropriate resource and recognition for EDI work.
- Effective and up to date EDI policies, and a meaningful and effective equality impact assessment process.
- **An awareness raising, education and communications programme** that empowers everyone to advance EDI.

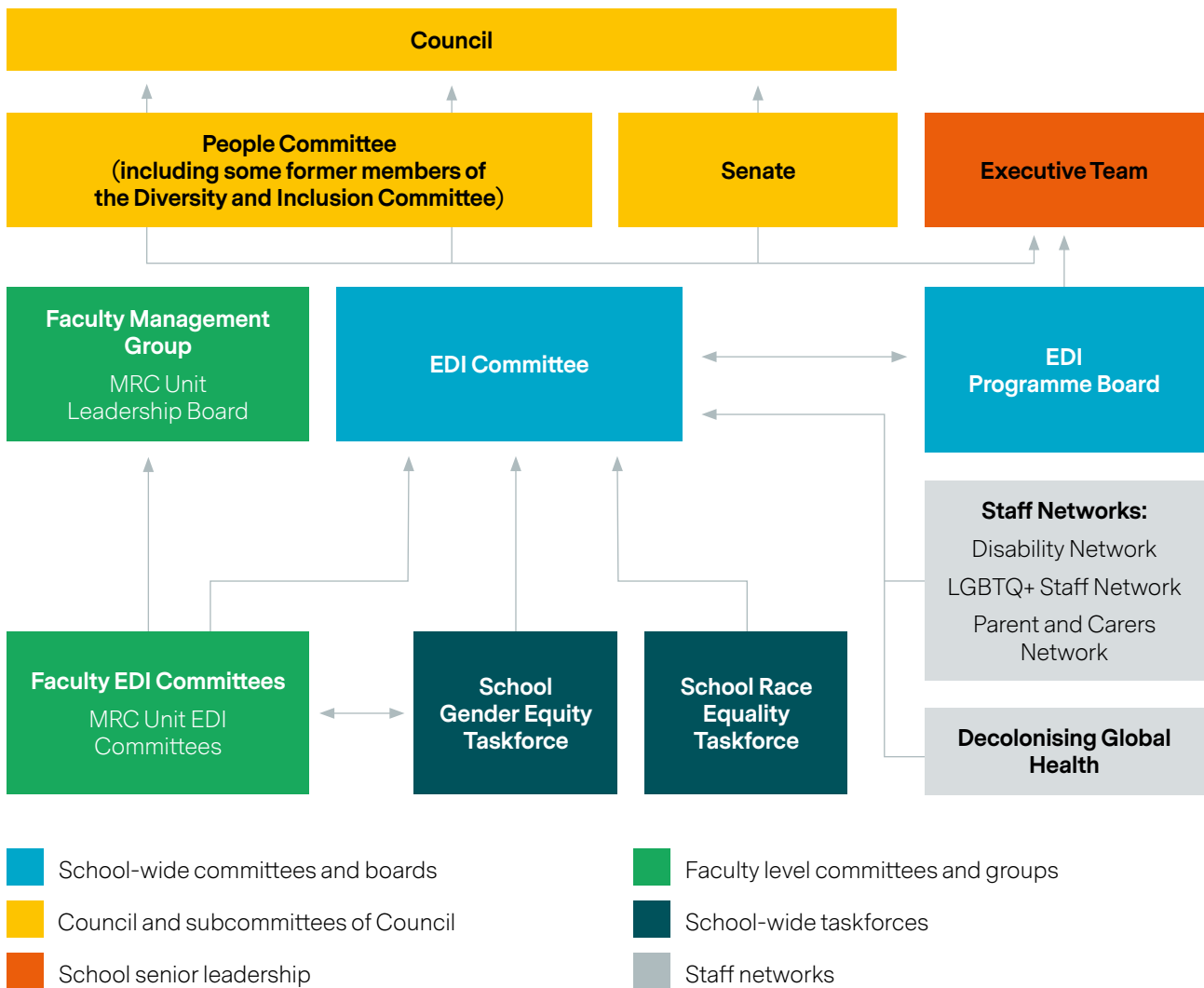
2.1 EDI governance structures

The organogram opposite sets out our **EDI governance structures**. The **EDI Committee**, re-formed in 2019, oversees development and implementation of EDI activities. It provides a mechanism and governance structure for LSHTM to ensure there is an integrated and proactive approach to EDI. The EDI Committee 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** was established in 2021 alongside the launch of the EDI strategy. It is responsible for ensuring the EDI action plan is implemented in a timely manner. This includes responsibility for the implementation of the independent review recommendations that are embedded in the EDI action plan. Each overarching goal within the EDI strategy also has an Executive Team sponsor with responsibility for ensuring implementation.

The **People Committee of Council** provides external scrutiny. Its purpose is to hold LSHTM and the Executive Team to account to ensure that LSHTM has an integrated and proactive approach to EDI. Its membership includes some former members of the Diversity and Inclusion Committee, which Council decided to re-integrate into the People committee in July 2022. This change reflected the need to ensure that EDI was more prominent across all of the work of Council and our School.

Figure 1 – EDI governance organogram



Decision-making committees membership

We have been aiming to improve the diversity of our decision-making committees over the last few years.

Senate committee membership analysis (Table 1) shows that our committees are approaching gender balance, except for the Senate Research Degrees Committee, of whose members 78% are female. Half of members of Council and its Committees are from minoritised ethnic backgrounds. Fewer than 50% of members of other Senate and Council committees are from minoritised ethnic backgrounds. However,

caution should be taken when drawing conclusions about the diversity of the Research Governance Committee because gender and ethnicity data is not known for approximately 30% of the members.

Council and Committees of Council collate diversity information annually. This information is reviewed regularly by the Nominations Committee to identify any gaps and determine how best to address these. There is also a transparent process for recruiting new members of Council and Committees.

Table 1 – Senate, Council Committees and Executive Team membership analysis, 2021-22

Senate and Senate Sub-Committees	Gender			Ethnicity		
	Female	Male	Not known	BME	White	Not known
Senate (32 members)	50%	50%	0%	9%	81%	9%
Senate Post Graduate Taught Committee (15 members)	50%	44%	6%	19%	75%	6%
Senate Research Degrees Committee (18 members)	78%	22%	0%	22%	78%	0%
Senate Student Experience Committee (20 members)	55%	35%	10%	30%	55%	15%
Research Governance Committee (11 members)	33%	33%	33%	17%	50%	33%
Council (16 members)	44%	50%	6%	53%	40%	7%
Council and its committees (30 members)	43%	50%	7%	50%	43%	7%
Executive Team (12 members)	42%	58%	0%	8%	75%	17%

2.2 Ensuring appropriate resource and recognition for EDI work

In the 2021/22 Performance and Development Review ('PDR') processes, all staff were encouraged to include an **EDI-related objective in their PDR**. The Talent and Educational Development ('TED') team gathered staff feedback following completion of the PDR process, which showed a high inclusion of EDI objectives (79% of staff, (161 individuals)). However, the questionnaire completion rate was low (14% of staff, (205 individuals)). Qualitative feedback suggests further work is needed

to enable staff to embed EDI in their day-to-day roles. For the 2022/23 PDR cycle, staff and managers - irrespective of role, team and department - will be asked to ensure that objective-setting incorporates improving EDI at LSHTM to further embed EDI alongside a new behaviour framework.

The EDI strategy also includes a guiding principle that LSHTM values and expected behaviours should be clearly communicated. LSHTM's values were launched in July 2022. Staff and managers have been encouraged to discuss LSHTM's values and what these mean for their work and that of their wider team.

Recognition for EDI activities has also been embedded within promotions processes. In 2022/23, we will develop more detailed rubrics against which contributions to EDI activities can be assessed.

EDI Small Grant funding was launched in autumn 2021. Applicants could bid for up to £8,000 for projects linked to improving EDI at LSHTM - for example, decolonising the curriculum or using positive action to close staff diversity-related gaps. The funding is to be spent across a maximum of 12 months. All funded projects are required to conduct an evaluation at the end of their award to share learning and good practice across LSHTM. Examples of successful projects include:

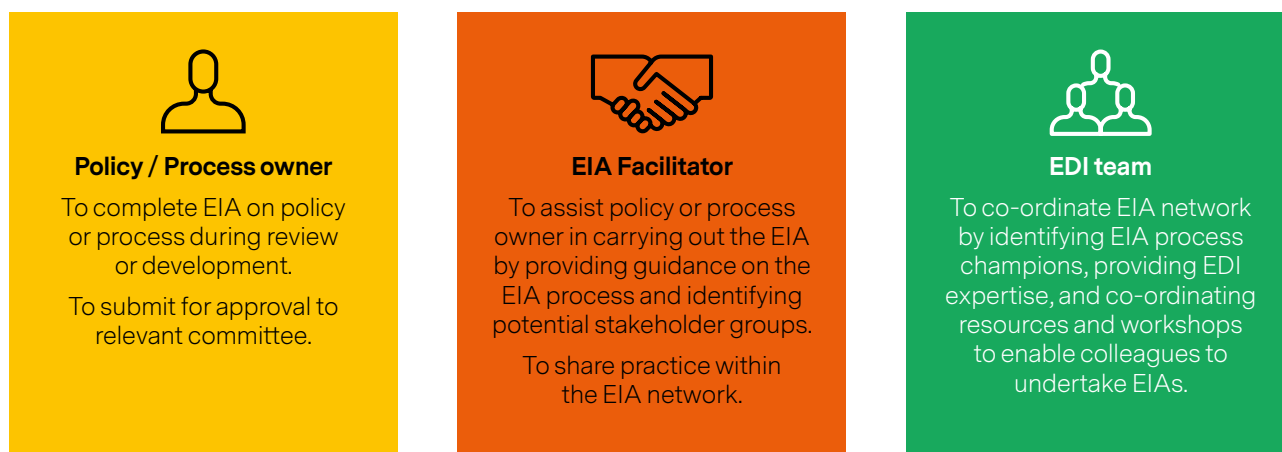
- A Wiki for language in global health - developing and evaluating a collaborative open access educational resource.
- Understanding the experiences of the 'sandwich generation' in maintaining a work-life balance at LSHTM.
- A work experience scheme for people with disabilities.
- Closing the diversity gap in students learning at a distance: a mixed model approach.

2.3 Effective and up to date EDI policies, and a meaningful and effective equality impact assessment process

During 2021/22, a **detailed review of LSHTM's family leave policies** was initiated, including the maternity leave, adoption leave, paternity leave (as currently named) and shared parental leave policies. This involved extensive consultation via our Gender Equity Taskforce, Parent and Carers Network and Faculty EDI committees. Changes have focused on eligibility criteria and entitlements, and ensuring the use of inclusive language to make clear that the policies apply to all employees regardless of sexual orientation or gender identity. Research was also undertaken by a Research Fellow within, and funded by, the Faculty of Public Health and Policy on the experiences of staff taking parental or carers' leave while on a fixed term contract. Findings from this research were considered as part of the policy review. The policy review is scheduled to be completed during 2022/23.

During 2021/22, a task and finish group led by the EDI team **re-developed and launched LSHTM's equality impact assessment ('EIA') process**. The redeveloped policy was launched in October 2022. The process has been developed to provide support to policy and process owners responsible for completing an EIA, and includes EIA facilitators as detailed below. The revised equality impact assessment process is available on the [EDI web pages](#).

Figure 2 – Roles and responsibilities



2.4. Awareness raising, education and communications programme

The EDI communications and education programme has continued to be a significant focus during the year, developing resources and raising awareness via various communications channels, including online, social media and newsletters. The programme has seen continued roll-out of micro-aggressions and bystander intervention workshops, and training of internal facilitators for these workshops. During 2021/22, work has progressed in developing an anti-racist development programme, which will be rolled out in 2022/23.

2.5 Staff networks

There are several networks at LSHTM that are run independently by staff and students from across our School. These networks aim to provide a supportive environment for staff and students to discuss common experiences and concerns. A budget is also available to support network activities.

Decolonising Global Health

Decolonising Global Health 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's purpose is to support staff and students with disabilities, as well as colleagues working closely with people with a disability. The Disability Network is a forum where staff members and students can hold conversations about disability, share experiences, information and good practices, and influence School policy.

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 2021/22 academic year.

Parents and Carers Network

A Teams site for the Parents and Carers Network was established early in 2020, and continues to provide a space for conversation for parents and carers.

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



One of the overarching goals in the EDI action plan is to develop a framework, support mechanisms and campaign that promotes dignity and respect, and enables unwanted behaviours to be reported and tackled. Full insight reports relating to our dignity and respect work are available on our [Report and Support](#) platform. The following is a summary:

- The 2021/22 academic year was the second full year since launching Report and Support at LSHTM in September 2020. We have seen the number of reports increase to 57 in the 2021/22 academic year from 41 in the 2020/21 academic year. There has also been an increase in the number of student reports, and the number of reports going to formal process.
- We have continued to develop the Report and Support platform with new [videos](#) now available to explain how Report and Support works.
- 2021/22 has also been the first year since the re-launch of our anti-bullying and harassment policy. Work on associated processes, alongside a tender process for external investigators, was completed in 2021/22. The focus in 2022/23 will be to reflect on and review our first response processes, and to develop associated training that draws on good practice across the sector and materials in the Responding to Disclosures module.
- We have continued to roll out Challenging Microaggressions and Being an Active Bystander workshops, with nearly 700 attendances since March 2020. We now have staff trained to facilitate these workshops.
- We have purchased the Epigeum Tackling Harassment programme which includes two modules: 'Being an active bystander' and 'Responding to disclosures', which will be rolled out in 2022/23.



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.
- Develop and provide training on this guidance.
- Review our current research partnership practices internally, and identify implications and actions for LSHTM policies and procedures.

- Identify areas of good practice and opportunities for advocacy.

During 2021/22, the Equitable Partnerships Co-ordinating Group was established and developed an action plan. The main focus during 2021/22 has been the piloting of a tool to support equitable research partnerships (developed by our Department of Global Health and Development) and the creation of two task-and-finish groups to review LSHTM policies and procedures in relevant areas. Open meetings have also taken place to support engagement with the work across LSHTM.



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 differences in the offer and acceptance rates for minoritised ethnic applicants for our postgraduate taught ('PGT') and postgraduate research ('PGR') courses. In 2021/22, the majority of students applying for PGT and PGR courses were from minoritised ethnic backgrounds (70.5% and 78.5% respectively). However, analysis of the proportions of offers and acceptances shows outcome gaps for both PGT and PGR,

in that the proportion of white applicants increases through the admissions pipeline, while the proportion of applicants from minoritised ethnic backgrounds decreases. This is a trend that has occurred in each academic year from 2018/19 to 2020/21 inclusive. Full data charts can be found in the separate diversity data [analysis](#).

The [Widening Participation \('WP'\) strategy](#) was developed in 2022 following the recruitment of an Access and Widening Participation Co-ordinator. The strategy was launched during LSHTM Week in September 2022, and a community of practice is being developed internally. The WP strategy sets out various initiatives, including the development and roll out of an innovative contextual admissions system, a new scholarships programme that provides funding for tuition and maintenance fees, and developing guidance on organising access and engagement activities with other educational institutions (including schools and universities).

During 2020/21, LSHTM was awarded funding by the UK Medical Research Council ('MRC') for a new programme of studentships under the [London Intercollegiate Doctoral Training Partnership](#) ('DTP'), in partnership with St George's, University of London, and the Wellcome Trust Doctoral Training Programme. Both of these programmes continue to embed EDI within their programmes.

Following the success of the 2020/21 pilot of Pentacell, a student wellbeing initiative focused on increasing sense of belonging, the programme was made available to all teaching and learning programmes for the class of 2021/22. It was implemented in 11 MSc programmes with over 100 alumni supporting more than 500 students. A modified programme was also piloted within the research degree student body. More details can be found on the LSHTM [website](#).

5.2 Decolonising teaching and learning

Data analysis of student outcomes for our intensive masters programmes shows that the proportions of students from minoritised ethnic backgrounds graduating with a distinction or a merit increased in 2021/22 compared to 2020/21. However, the data continues to show outcome differences for students from different ethnic backgrounds, and that these outcome differences vary according to UK or non-UK domicile. In particular, 2021/22 data shows that the outcome differences are larger between UK minoritised ethnic students and UK



white students. This is a reversal of the 2020/21 situation, where there was a bigger difference between the outcomes for non-UK minoritised ethnic students and non-UK white students. Further information, including analysis of trends over time, can be found in the separate diversity data [analysis](#).

LSHTM's Decolonising the Curriculum workstream is a staff-led group established to support and develop decolonised teaching and learning activities. It was initiated as part of the Executive Team's commitment to tackling [racial inequalities at LSHTM](#) in June 2020. LSHTM's Decolonising the

Curriculum workstream activity in 2021/22 has included:

- Development of our decolonial teaching framework which will incorporate staff expectations and be rolled out across LSHTM;
- Review of the Decolonising the Curriculum [Toolkit](#), initially launched in December 2021. This online hub resource is open to staff and students, supported by the Centre for Excellence in Learning and Teaching. It is a self-directed resource that includes materials on assessment, use of images, strategies for encouraging diversity in practice, and contextualised case studies;
- Decolonising the Curriculum facilitators continuing to champion decolonising within their faculties and facilitate induction sessions for students; and
- WikiLanGH Project, which has been developed as a pilot project to co-create a resource of alternative language choices, promoting inclusive language within Global Health practice.

Towards the end of 2021/22, a specialist Academic Developer was recruited. In 2022/23, they will start to facilitate development in key areas of classroom practice, case studies, staff support, and strategic planning.

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. The LSHTM History Centre [Lecture Series](#), initiated in 2020/21, continued during 2021/22.



6. Close staff diversity-related gaps (or inequities) in staff experience and 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 a continued increase over the past five years in the proportion of minoritised ethnic academic staff at all grades, and better representation of women at senior academic grades. However, it is still the case that the higher the academic grade, the lower the proportion of minoritised ethnic staff.

The proportion of women increased at each stage of the recruitment pipeline in 2021/22 for both academic and professional support roles, continuing a trend that has occurred in each of the last five academic years.

The proportion of minoritised ethnic applicants was higher than the proportion of white applicants for academic and professional support roles in 2021/22. However, the proportion of minoritised ethnic applicants who were shortlisted and appointed was lower than the proportion of white applicants at those stages.

Promotions data from 2021/22 shows that a higher proportion of women than men were successfully promoted to research assistant, research fellow, assistant professor and associate professor roles.

In 2021/22, the proportions of minoritised ethnic research fellows and associate

professors who were promoted was higher than the proportions of white research fellows and associate professors who were promoted. The proportion of minoritised ethnic research assistants and assistant professors who were promoted was lower than the proportion of white research assistants and assistant professors who were promoted.

Further analysis of this data, including trends over time, can be found in the separate diversity data [analysis](#).

LSHTM has been working on addressing diversity-related gaps via the EDI action plan, which encompasses the recommendations from the [independent review](#) to address discrimination and to advance anti-racism and equality. Progress against these recommendations is summarised below.

6.1 Gender and ethnicity pay gap analysis

As part of our commitment to closing staff diversity-related gaps (or inequities), LSHTM produces regular pay gap reports. Our latest gender and ethnicity pay gap data for 2022 (snapshot data as at 31 March 2021) is on our [website](#).

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.

6.2 Setting recruitment and promotion targets to senior positions for staff of colour

Following a recommendation from the independent review, [race equity targets](#) for closing gaps in recruitment and promotion rates for staff have been established. These targets have been developed following analysis to establish our baseline, and consultation via LSHTM's Race Equality Taskforce and EDI Committee. Progress towards targets will be monitored year on year via the annual EDI report and Management Information dashboards for Council.

6.3 Promotion and career development

Each year, a review of LSHTM's academic promotion and staff review procedures takes place. The review is intended to refine processes, including our CV review process, to stay in line with best practice and to ensure these processes are fair and accessible to all staff. We have tightened the diversity requirements for our staff review committee membership, and our promotions guidance includes expectations regarding contributing to progressing EDI.

During 2021/22, and following recommendations from the independent review, LSHTM's Talent and Educational Development ('TED') team initiated a review of LSHTM's mentoring programme, alongside developing a leadership programme for people of colour. Both are due to be completed and rolled out in 2022/23. The TED team also continue to organise the following Inclusive Leadership programmes annually:

- Diversifying Leadership Programme
- Aurora Women's Development Programme
- Future Female Leaders Programme

6.4 Staff recruitment

As part of our work to tackle the gender and ethnicity [equal pay gaps](#), we have committed to develop and implement an inclusive and intersectional recruitment and selection strategy, and a workplan to ensure implementation. This includes providing inclusive recruitment guidance to recruiting managers, strategies to attract more women to senior posts, and developing an approach to enable greater diversity on interview panels. During 2021/22, the HR team have begun this work, including quarterly analysis of a random sample of staff recruitment processes to check gender and ethnicity balance on interview panels, and panellist attendance at mandatory recruitment and selection training.

6.5 Disability

During 2021/22, the Estates and EDI teams worked with [Access Able](#) to create detailed [Access Guides](#) for teaching, meeting spaces and rooms across all of our London buildings. The [launch](#) of the guides took place in Disability History Month and a webinar provided an opportunity to hear about the new online access guides. It also featured updates from Communications and Engagement on improving web accessibility, from the Technology Enhanced Learning ('TEL') team on digital accessibility, and next steps for the recently revised [staff disability policy](#) (approved in June 2021). In addition to the online Disability Confident module, disability awareness sessions have also been arranged.

6.5.1 Website accessibility

LSHTM's Web and Digital team, in response to the Public Sector Bodies Accessibility Regulations, commissioned a full website accessibility assessment. A comprehensive programme of fixes followed, and the site accessibility score rose from 50/100 to 94/100. As a result, LSHTM.ac.uk was ranked as the [most accessible university website in the UK](#) in October 2021.

6.5.2 Digital accessibility

To support the process of making digital content and products accessible to everyone, LSHTM's TEL team have developed a range of resources on digital accessibility which are available to staff and students. They also facilitate [digital workshops for staff](#).

6.6 LGBTQ+ travel guidance

[LGBTQ+ travel guidance](#) has been developed as a resource for members of LSHTM who are travelling abroad, or who are providing line management or academic supervision to LGBTQ+ individuals who travel abroad.

6.7 Race

An [independent review](#) to address discrimination and to advance anti-racism and equality was completed in December 2021. The recommendations in the independent review were to:

1. Strengthen leadership, governance and accountability
2. Improve the outcomes and experiences for staff of colour
3. Improve the outcomes and experiences for students of colour
4. Change culture and behaviours
5. Improve complaints and reporting processes

6. Further develop equitable research partnerships

Subsequently, we revised our EDI action plan to embed the recommendations from the independent review. The EDI programme board has responsibility for ensuring implementation of the actions (see section 2.1). LSHTM Council monitors progress regularly via our internal auditors.

During 2021/22, the Race Equality Taskforce was constituted to have oversight of race equality actions across our School, and to take forward the Race Equality Charter self-assessment and submission planned for 2023. Our new Race Equality Advisor also started in post. More details about our work in this area can be found on our [website](#).

6.8 Gender

Towards the end of 2021/22, LSHTM's Athena Swan Working Group transitioned into the Gender Equity Taskforce ('GET'). The new name reflects the GET's remit - to oversee work on gender equity at LSHTM, including working towards the Athena SWAN charter mark.

In 2021/22, the GET has focused on areas including feeding into the development of a new workload allocation system, and contributing to the review of LSHTM's family leave policies. The GET is also working towards our next Athena Swan submissions, due in 2023.

6.9 Concordat to Support the Career Development of Researchers

In 2021/22, we updated our action plan to reflect the revised [Concordat](#). LSHTM's progress against the action plan was subject to a two-year external review, which took place in January 2022. This review was successful after some minor revisions, and LSHTM has retained the HR Excellence in Research Award. Our progress and revised action plan can be found [here](#).

Other activities undertaken during 2021/22 to meet our action plan include:

- Running the national CEDARs (Culture, Employment and Development in Academic Research) survey in 2021. This attracted a completion rate of 15.4% (279 individuals) and the [results](#) provided evidence to inform the review of our action plan and identify areas where further action is needed. The response rate to the survey was low (although a slight improvement on the response rate to the 2019 survey (149 responses)) and we will focus on improving the completion rate for the 2023 survey.
- Running an Early Career Research week in 2022. This involved CPD sessions particularly for early career researchers.
- Running a values consultation exercise with a group of early career researchers.
- Reviewing the diversity make-up of academic staff review committees.
- Publishing additional EDI guidance in the academic promotion guidance.
- Introducing a coaching programme for managers. This has over 60 managers of early career researchers taking part.

- Continuing promotion and communication of the ten development days for research staff via email communications, and in PDR and management training sessions.

6.10 Wellbeing

LSHTM has over 70 members of staff trained as Mental Health First Aiders ('MHFAs') across its UK sites. New MHFAs were trained during 2022 and refresher training was offered to existing MHFAs. Training sessions for managers focused on how to spot the signs and what support is available at LSHTM via HR and Occupational Health.

Wellbeing, which has historically been spread across several departments, now sits within the HR team. In 2022, our School introduced a new intranet section outlining the four main elements of wellbeing (mental, social, financial and community). Several other wellbeing initiatives have been introduced, including My LSHTM Extras, free yoga classes, financial wellbeing, a line managers' network and community-building social activities such as the art tree at LSHTM's annual staff gathering. Additionally, LSHTM staff were given two cost-of-living payments in acknowledgement of their work and the changing financial situation.



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