

London School of Hygiene & Tropical Medicine

Equality, Diversity & Inclusion 2015/16 data report

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Introduction

The London School of Hygiene & Tropical Medicine is a world leading centre for research and postgraduate education in public and global health. With global presence and collaboration at its heart, the School is uniquely qualified to make a difference.

Equity is at the heart of the school mission:

Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

The Equality, Diversity and Inclusion (EDI) programme at the School has a varied remit including charter marks such as Athena SWAN (the School holds 2 Bronze faculty awards, 1 Silver faculty award and a Bronze institution award), memberships to Stonewall Champions and the London Healthy Workplace Charter.



New Characteristic Data Collection

For both Religion and Belief and Sexual Orientation, this data has only been collected by HESA commencing in the 2012/13 academic year following the institution of the Equality Act 2010. However, this data is currently voluntary to return so a full picture across the sector is not currently available. The School does collect this data and it is mandatory for new staff and students, however the process of collecting it from existing staff and students is still underway leaving a higher 'unknown' rate than in other characteristics.

Events

Across the year, the School held over 50 events across the EDI spectrum including an LGBT+ & friends reception, World Mental Health Day seminar, discussion entitled "Why isn't my professor black?" and our Annual Women in Health Lecture from Baroness Amos.

Staff Initiatives

The School runs a variety of programmes, activities and initiatives to support staff. As part of the in-house programme we currently run two specific EDI workshops: Equality & Diversity in LSHTM:

Addressing Issues Confidently and Overcoming Unconscious Bias in Higher Education. Online EDI training must be completed during their first six months of employment for all staff.

The School supports the Leadership Foundation's **Aurora Women's Leadership Programme** and has done since it was launched in 2013. Each year, we support 8 women to take part in the programme (usually 4 academic and 4 PSP members of staff). There is a competitive application process and we usually receive more than double the number of applicants for the 8 places. As a result, we have developed our in-house programme **Future Female Leaders**. This is an action learning based programme, which takes place over six months. It is now in its second cohort and participants also now include colleagues from the Institute for Cancer Research. The programme has been developed with Action Learning Associates and they've developed a blog post on the programme (<http://www.actionlearningassociates.co.uk/developing-future-female-leaders/>)

To develop our next generation of research leaders we have developed the **Pathway to Academic Leadership Programme**. This is a four day programme spread over three months and covers topics from leadership in academia, collaborations, securing funding, managing research teams. The first cohort has recently finished the programme (July 2017). Places were offered on a competitive basis and 29 applications were received for 18 places, the majority of applications (and places offered) were from female researchers.

We run an accredited Management Development programme called **Management in Practice**. It is accredited as a CMI Award at level 4 and covers a range of operational management topics from personal effectiveness, coaching and team work to negotiation, performance management and decision making. This has been run twice in the past two years. The uptake tends to be from among PSP staff but we have noticed an increase in the number of academic staff participants in the second cohort. EDI is embedded within the programme, particularly in the case studies and scenarios used, which reflect some of the current situations managers are faced with in the workplace.

The **School's mentoring scheme** was launched in October 2015, following a similar pilot scheme in the Faculty of ITD. It is open to all members of staff and there are around 80 active mentoring pairs. An evaluation of the scheme was undertaken early 2017 and the feedback was mainly positive from both mentors and mentees. The current aim is to make the scheme more visible going forward, engage more mentors and mentees and improve the matching process. In addition, we are working with other Bloomsbury colleges (currently SOAS and LSE) to develop a cross-institutional mentoring scheme for PSP colleagues.

The School is committed to the principles outlined in the 2008 Concordat and will be submitting its application for the HR Excellence in Research Award in October 2017. To support our work on research development the School offers a number of workshops, aimed specifically at early career researchers, including: writing for publication, getting funding, careers support. And will be improving its offering based on the feedback from the 2017 CROS and PIRLS surveys.

The School has signed up to the national programme, **Time to Change** and will be officially signing the "pledge" at an event in October 2017. Time to Change is a movement which works to change attitudes to mental health within the workplace. As part of our commitment

we have recruitment over 30 mental health champions and will over these staff the opportunity to participate in Mental Health First Aid training. We have run Good Management Practice seminar on “managing Stress” and have developed some case studies for inclusion in management development training programmes.

Equality Objectives 2017

The following is a summary of the main points of the 2017 Equality Objectives. The full objectives with associated actions, timelines and measures can be found on the Governance webpages¹.

- Foster an environment that encourages diversity and where everyone is able to celebrate their identity
- Convene and support a network of Equality, Diversity and Inclusion advocates
- Increase visibility and transparency around Equality, Diversity and Inclusion
- Identify any possible barriers to progression and provide equality of opportunity for staff and students

Staff Data

Head count	Academic	PSP	Grand Total
Division of Education	2	45	47
Epidemiology and Population Health	298	101	399
Infectious and Tropical Diseases	268	114	382
LIDC	6	15	21
Professional Support Services	5	253	258
Public Health and Policy	245	42	287
Grand Total	824	570	1394

Table 1: Headcount of School by staff group

The School is comprised primarily of three Faculties and the Professional Support Services (PSS) arm. The Division of Education manages and supports the School's taught programmes and research degrees. Because of its size, to protect individual identities there is little breakdown of this data throughout the report. Similarly for the London International Development Centre (LIDC) which is a collaboration of several University of London Colleges, the population at LSHTM is small and as such breakdown of this data is limited. Percentages do not include ‘unknown’ (which can include refused, prefer not to say or unanswered).

¹ <https://www.lshtm.ac.uk/aboutus/organisation/governance/equality-diversity-inclusion>

Recruitment

Applications for staff positions at the School are handled by an external provider. In 2015/16 the School received 5,645 applications for 1,029 roles.

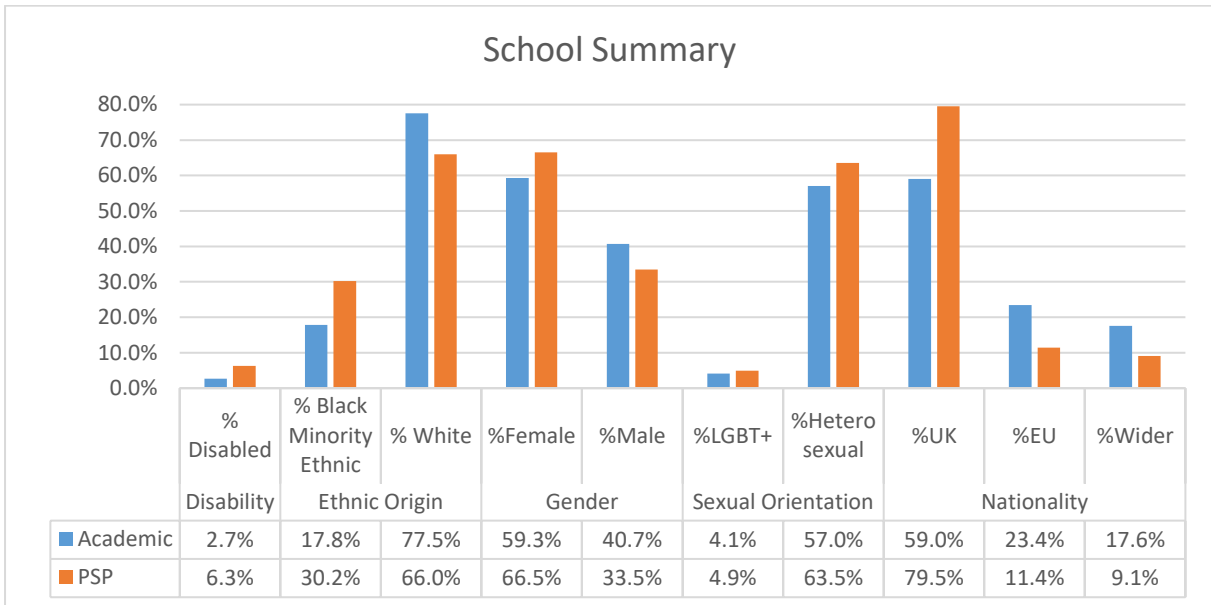


Figure 1: Summary of School demographics

The overall picture of staff at the school is of mostly UK nationality (59% of academics and 79.5% of Professional Support Personnel (PSP)), female (59.3% of academics and 66.5% of PSP) and from a White ethnic origin (77.5% of academics and 66% of PSP). Compared to HESA data as reported by the Equality Challenge Unit (ECU)², science engineering and technology (SET) academic staff in 2014/15 were 41.2% female and 90% White.

Age

The average age of academics in School faculties is fairly consistent, the two outliers (LIDC and PSS) have very few academics.

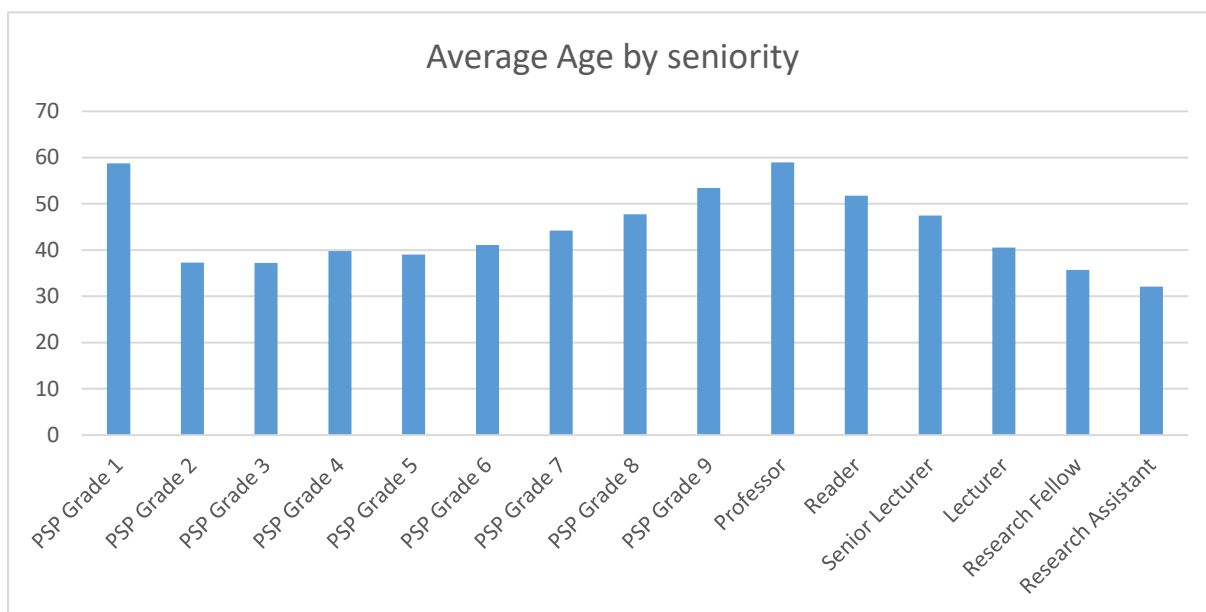
Average age	Academic	PSP	Whole Faculty
Division of Education			41
Epidemiology and Population Health	42	38	41
Infectious and Tropical Diseases	42	42	42
LIDC	31	37	35
Professional Support Services	57	41	42
Public Health and Policy	42	43	42
Grand Total	42	41	42

Table 2: Summary of Faculty average ages

² <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>

Similarly, age by seniority follows an anticipated pattern with age increasing with seniority (grade 9 and Professor in the centre of the graphic descending outwards) with the sole exception of grade 1 PSP staff.

Figure 2: Average age by post seniority



Disability

According to HESA data as reported by the ECU, 4.5% of UK staff said they were disabled or 3.4% of SET academics. This percentage at the School is much lower for academics at 2.7% and a review of diversity data collection is planned.

Further breakdown of the data demonstrates that there is also a gender (5.2% female and 2.5% male) and nationality (1.9% EU compared to 4.8% UK and 4.1% Globally (excl. EU) areas) difference in percentages of disabled people in the groups.

Disability	Total	%Disabled	%No Known Disability
Academic	824	2.7%	96.7%
PSP	570	6.3%	92.8%
Grand Total	1394	4.2%	95.1%

Table 3: Summary of disability by staff group

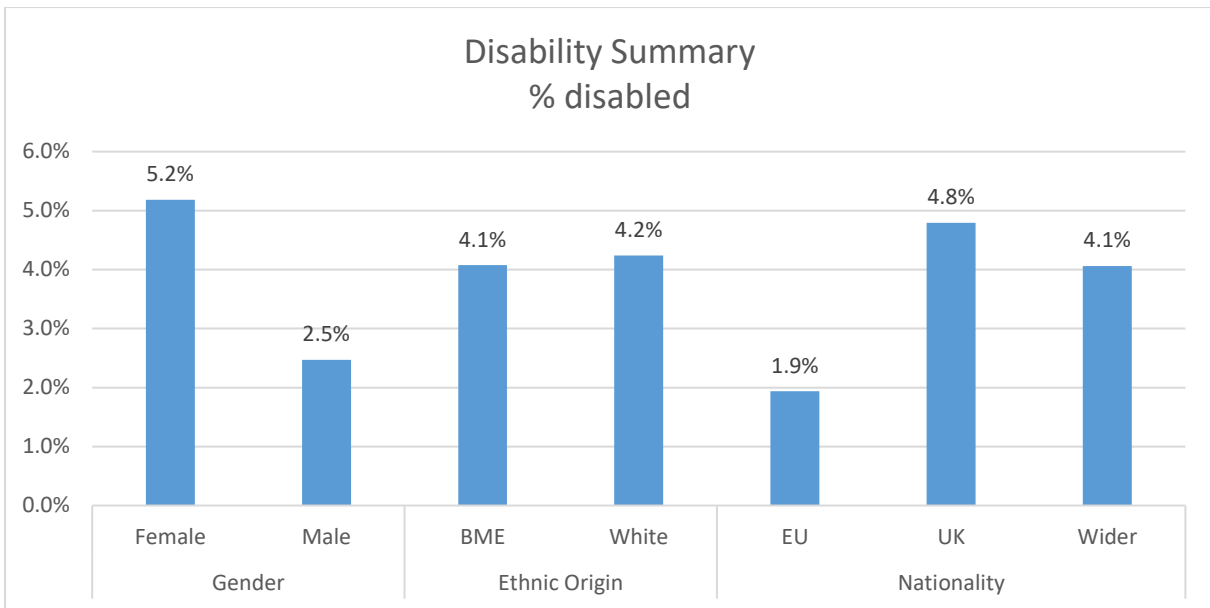


Figure 3: Disability staff group by other demographics

Ethnic Origin

As the School has a global remit and solicits participation from a global audience, as such it is not unusual to expect a higher percentage of Black and Minority Ethnicities (BME)³ in the population. 22.2% of staff at the School are BME (17.8% of academics and 30.2% of PSP) compared with 12.1% in the ECU report.

Ethnic Origin	BME	Unknown	White	Grand Total	%BME	%White
Academic	147	38	639	824	17.8%	77.5%
PSP	172	22	376	570	30.2%	66.0%
Grand Total	319	60	1015	1394	22.9%	72.8%

Table 4: Ethnic origin by staff group

Ethnic origins include Arab, Asian or Asian British – Bangladeshi, Asian or Asian British – Indian, Asian or Asian British – Pakistani, Black or Black British – African, Black or Black British – Caribbean, Chinese, Gypsy Traveller, Mixed - White and Asian, Mixed - White and Black African, Mixed - White and Black Caribbean, Other Asian background, Other Black background, Other Ethnic background, Other Mixed background, Other White background, White and White – Scottish.

Whilst the difference in percentage of BME by academic or PSP is evident in the previous table where 30.2% of PSP are BME compared to 17.8% of academic staff, this also differs by gender. In the chart below the difference between percentages of BME between genders

³ Whilst the list of Ethnic Origins is provided, due to the small numbers of individual groups, the acronym BME whilst not ideal, will be used to reduce the risk of identifying individuals.

is evident (21.9% female/24.5% male), but even more so for the staff groupings within (16.0% female academic compared to 20.6% male academic).

Ethnic Origin	BME	Unknown	White	Grand Total	%BME	%White
Female	190	29	649	868	21.9%	74.8%
Academic	78	20	391	489	16.0%	80.0%
PSP	112	9	258	379	29.6%	68.1%
Male	129	31	366	526	24.5%	69.6%
Academic	69	18	248	335	20.6%	74.0%
PSP	60	13	118	191	31.4%	61.8%
Grand Total	319	60	1015	1394	22.9%	72.8%

Table 5: Ethnic origin by gender and staff group

The Ethnic Origin by Faculty is illustrated in the chart below. One of the academic faculties stands out from the rest with a lower proportion of BME staff (15.7% in PHP compared to 22.3 in ITD and 20.6 in EPH). However, these are all above the average SET academic representation in the ECU report which stands at 13.9%.

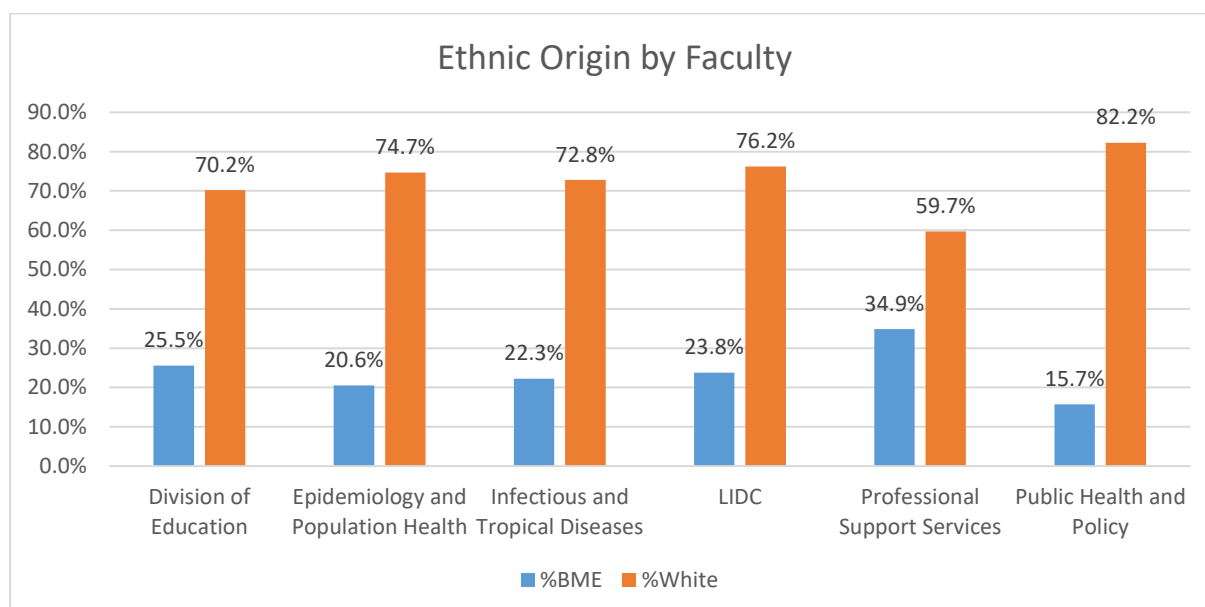


Figure 4: Ethnic origin by faculty

LSHTM is a global school and draws staff from 68 different countries, the majority of the BME population have UK nationality (63.3%).

Ethnic Origin	EU	UK	Globally (excl. EU)	Grand Total
BME	4.4%	63.3%	32.3%	100.0%
Unknown	26.7%	50.0%	23.3%	100.0%
White	22.5%	69.7%	7.9%	100.0%
Grand Total	18.5%	67.4%	14.1%	100.0%

Table 6: Ethnic origin and nationality

Gender

The School has a majority female population for both academics (59.3%) and PSP (66.5%).

Gender	F	M	Grand Total	%F	%M
Academic	489	335	824	59.3%	40.7%
PSP	379	191	570	66.5%	33.5%
Grand Total	868	526	1394	62.3%	37.7%

Table 7: Gender summary by staff group

The greatest gender difference in a Faculty is in Public Health and Policy (68.3% female and 31.7% male).

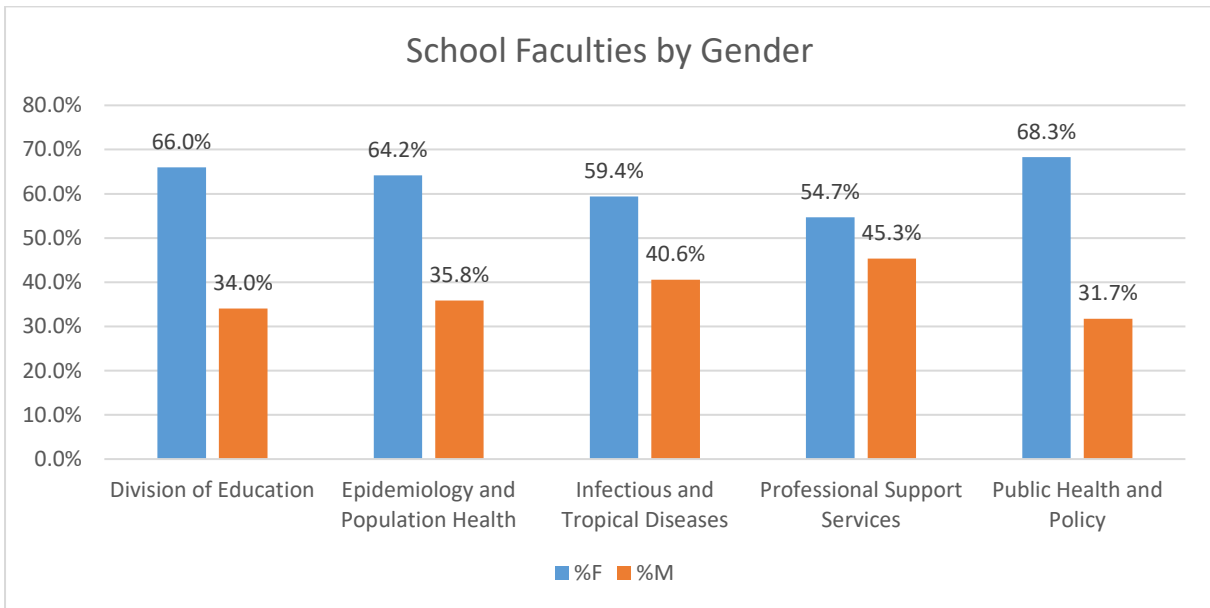


Figure 5: School Faculty gender summary

Gender	F	M	Grand Total	%F	%M
Academic					
EU	129	64	193	66.8%	33.2%
UK	271	215	486	55.8%	44.2%
Globally (excl. EU)	89	56	145	61.4%	38.6%
PSP					
EU	47	18	65	72.3%	27.7%
UK	300	153	453	66.2%	33.8%
Globally (excl. EU)	32	20	52	61.5%	38.5%
Grand Total	868	526	1394	62.3%	37.7%

Table 8: Gender by staff group and nationality

Gender identity

Whilst staff are asked a question on gender identity, the number of respondents in general is small. The number who state that their gender identity is not the same as they were identified at birth is very small and are therefore not represented in this report to maintain anonymity.

Nationality

The top 5 countries represented in the staff are the UK (939 or 67%), the US (52 or 3.7%), Italy (37 or 2.7%), France (36 or 2.6%) and Germany (30 or 2.2%).

Nationality	EU	UK	Globally (excl. EU)	Grand Total	%EU	%UK	%Globally (excl. EU)
Academic	193	486	145	824	23.4%	59.0%	17.6%
PSP	65	453	52	570	11.4%	79.5%	9.1%
Grand Total	258	939	197	1394	18.5%	67.4%	14.1%

Table 9: Nationality summary by staff group

Religion/Belief

Completion rates for Religion/Belief are currently low (21% not answered) as this data was not collected prior to 2014/15. Efforts are underway as part of a wider campaign to increase completion rates for Religion/Belief and Sexual Orientation.

Religion/ Belief	No Religion	Religion/ Spiritual	Unknown	Grand Total	%No Religion	%Religion/ Spiritual
Academic	317	215	292	824	38.5%	26.1%
PSP	191	219	160	570	33.5%	38.4%
Grand Total	508	434	452	1394	36.4%	31.1%

Table 10: Religion/Belief summary by staff group

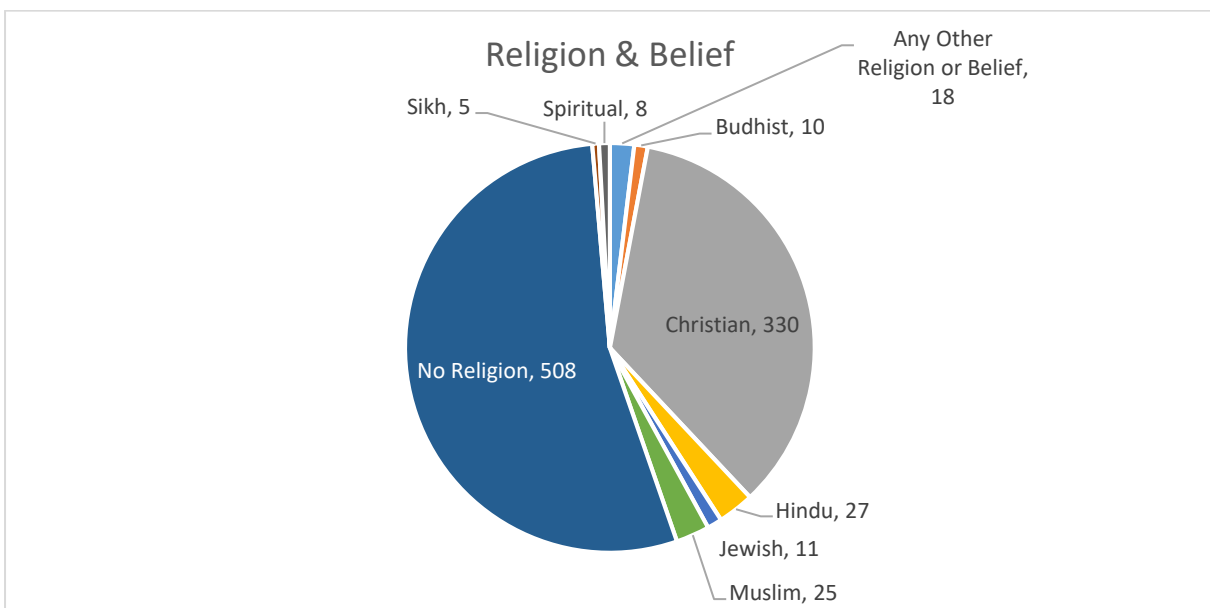


Figure 6: Religion/belief summary chart

Sexual Orientation

As with Religion/Belief, completion rates for sexual orientation are low (23% not completed) due to these data not previously being collected by HESA. Planned communications will invite staff to complete these fields for future reports whilst maintaining the option to 'prefer not to say'. Overall, 4.4% of staff have identified as LGB. A greater proportion of male staff (6.3%) identify as LGB+ compared to female staff (3.3%).

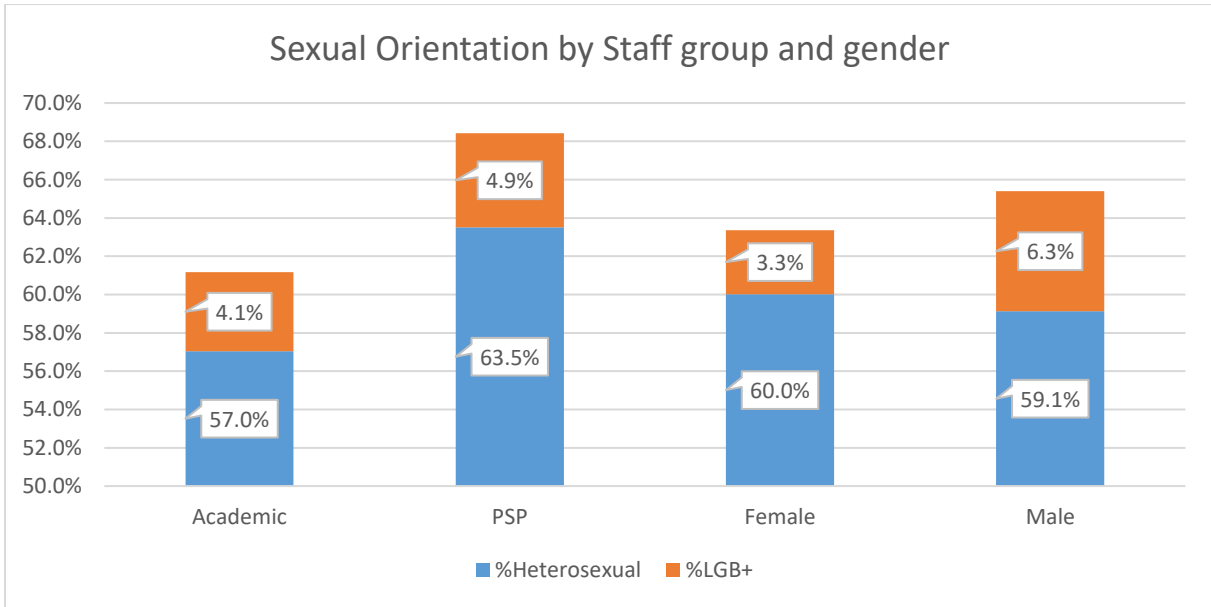


Figure 7: Sexual orientation by staff group and gender

Student data

London School of Hygiene & Tropical Medicine offers postgraduate degrees via MSc courses and in Research (Res) there are MPhil/PhD and DrPh options. These courses are undertaken on a full time and part time basis and the breakdown can be seen in the chart below.

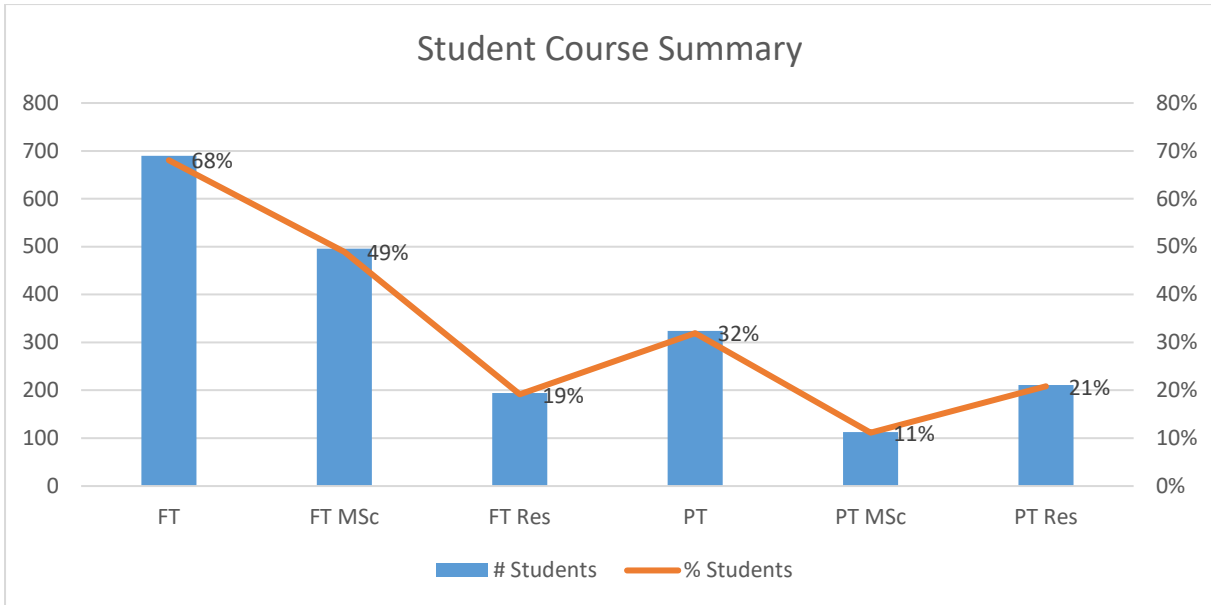


Figure 8: Student course summary

At 60%, more students are engaged in an MSc compared to MPhil/PhD and DrPh.

Faculty Course	and	No. of Students	%
EPH		354	35%
	MSc	205	20%
	Res	149	15%
EPH/ITD/PHP		48	5%
	MSc	48	5%
ITD		226	22%
	MSc	100	10%
	Res	126	12%
ITD/PHP		57	6%
	MSc	57	6%
PHP		329	32%
	MSc	199	20%
	Res	130	13%
Grand Total		1014	100%

Table 11: Student summary by Faculty and course

Attainment

In 2015/16, 540 MSc awards were made, 11% of which receiving distinction. The School doesn't award merits for its MSc Programmes, though students on the MSc Health Policy, Planning and Finance (HPPF) which is a joint degree with LSE and who are the awarding body may be awarded merits under their regulations. Further work is underway to examine this across demographics.

Age

The student age range is 21-70 with the average age of full time students 31.2 and average age of part time students 37.3. Whilst the School is for post graduate students which can mean an older age demographic, it also more generally has an older demographic as can be seen in the chart below which compares school age to taught (PGT) and research (PGR) postgraduate students in the aforementioned ECU report.

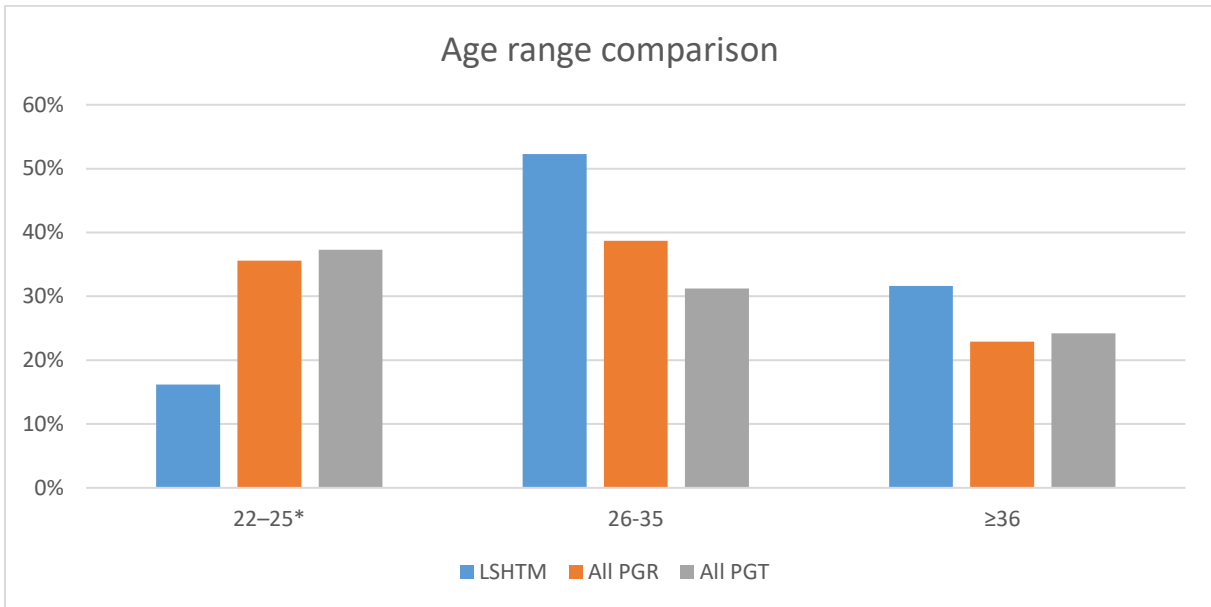


Figure 9: Age range compared to national PG statistics. *As there are so few students in the 'under 21' age group for the School, those students have been included in the 22-25 bracket.

Disability

The overall student disability rate at the school is 7% which is slightly below the UK average for post graduate students (PGR 10.2% and PGT 9.3%). However this differs depending on the sub groups which can be seen in detail in the chart below. The rate for those engaged in the MSc is 9.5% compared to 3.2% for those on research programmes and for those from Great Britain alone this figure is 11.8%. There are also gender differences with a higher percentage of female students saying they are disabled than male students. As mentioned previously for staff, efforts are underway to improve data in this area and the communications we circulate around disability so that more people feel comfortable stating that they are disabled and can therefore receive the support we are able to offer.

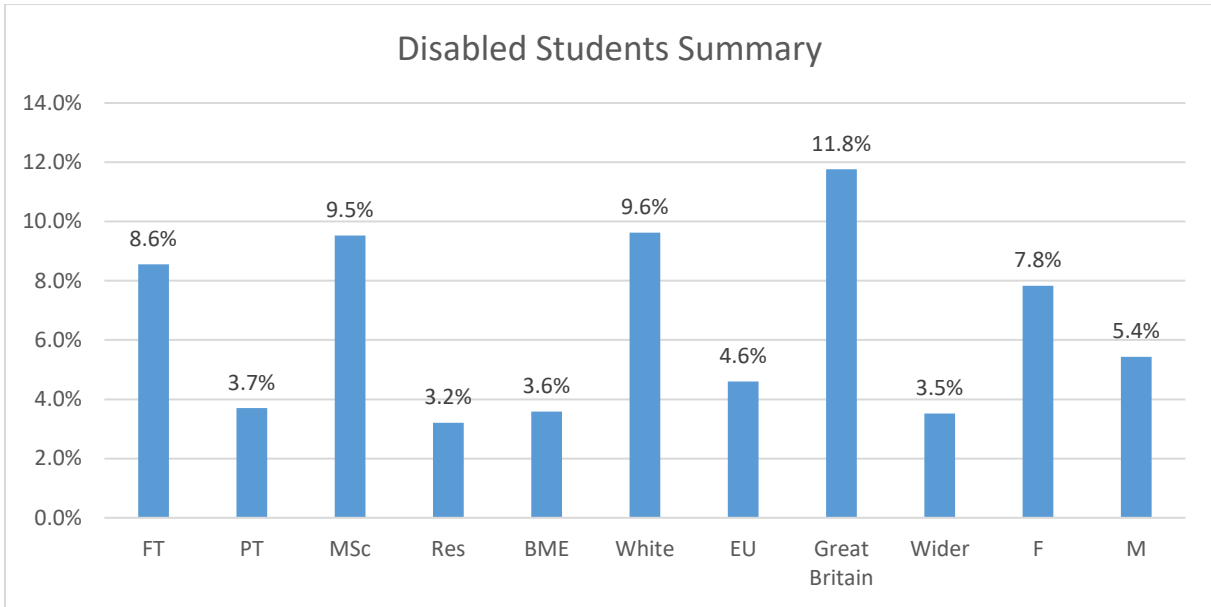


Figure 10: Disabled student summary by other demographics

Ethnicity

There are 18 different ethnicities represented in the student body. Relative to the population of UK students which is 16.8% BME⁴ for PGR and 19.6% BME for PGT, there is a high percentage of BME students at the school (overall 44%) as demonstrated further in the chart below organised by Faculty.

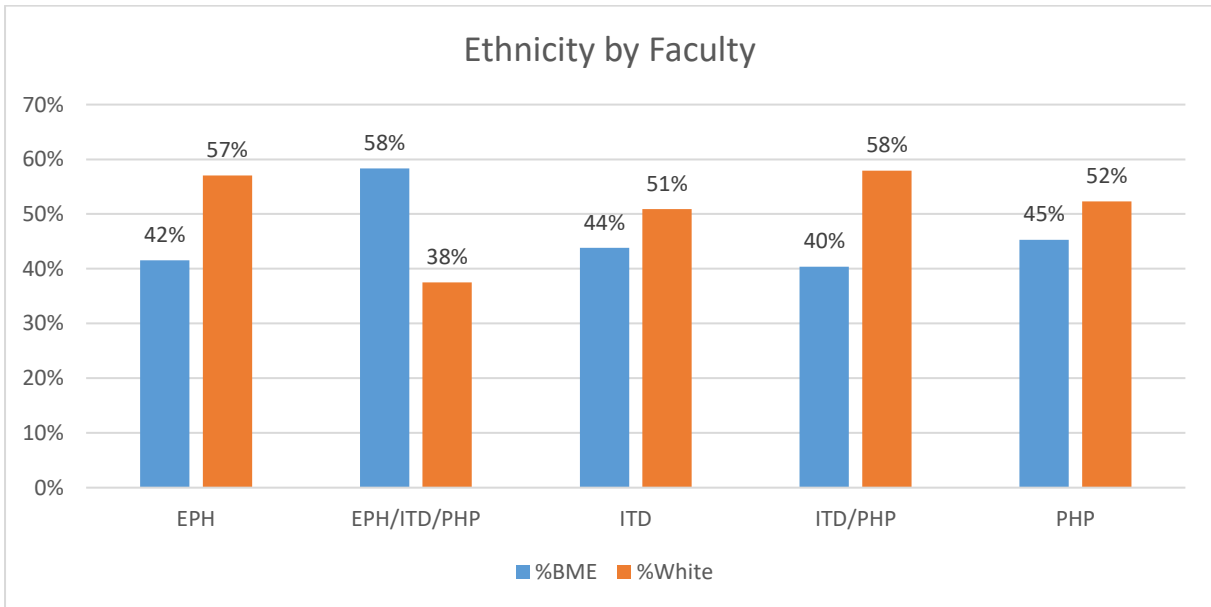


Figure 11: Student ethnicity by Faculty

⁴ Whilst the use of Black Minority Ethnic (BME) is not ideal, due to the sometimes very small numbers in each ethnicity, this term is used to maintain the anonymity of individuals.

Students who study full time are fairly balanced by ethnicity compared to students who study part time and are 61% white (see chart below). The School is an international school and students from outside the EU comprise a greater portion of full time students (33.9% of full-time students are outside EU) than part time students (10.8% of part-time students are outside the EU).

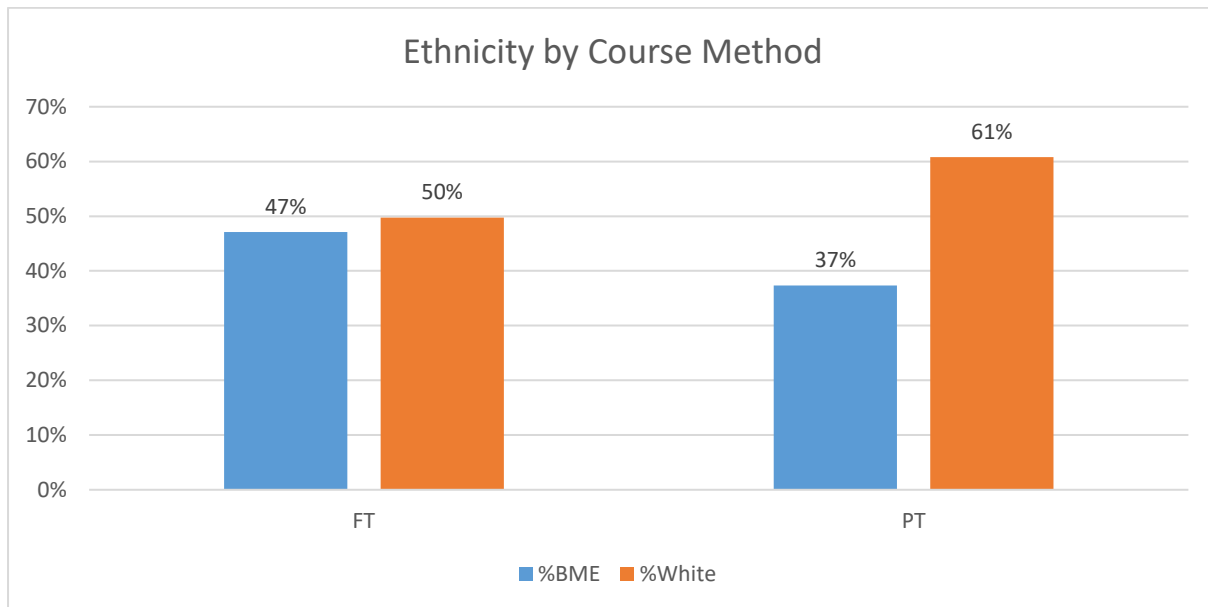


Figure 12: Student ethnicity by course method

Unlike staff where most BME staff come from the UK (63.3%), the majority of BME students come from outside (67.7%) of Great Britain and the EU.

Ethnicity	EU	Great Britain	Globally (excl. EU)	Grand Total
BME	4.48%	27.80%	67.71%	100.00%
Unknown	10.71%	35.71%	53.57%	100.00%
White	23.89%	50.74%	25.37%	100.00%
Total	14.99%	40.24%	44.77%	100.00%

Table 12: Student ethnicity by nationality

Gender

Across science, engineering and technology SET subjects in the ECU report, 43.8% of research postgraduate students and 55.1% of taught postgraduate students are female. As in academic and PSP staff at the School, the student body has a majority female population at 65% (664), this is true for full time (65% or 451) and part time (66% or 213) students. This representation varies by Faculty course as in the chart below.

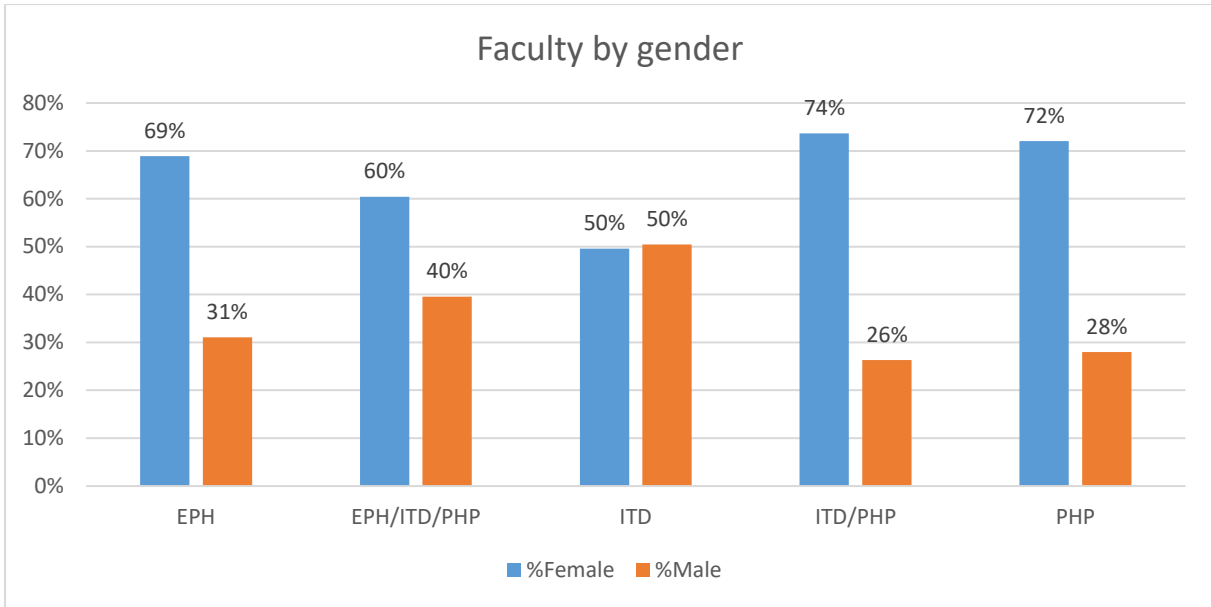


Figure 13: Student gender by Faculty

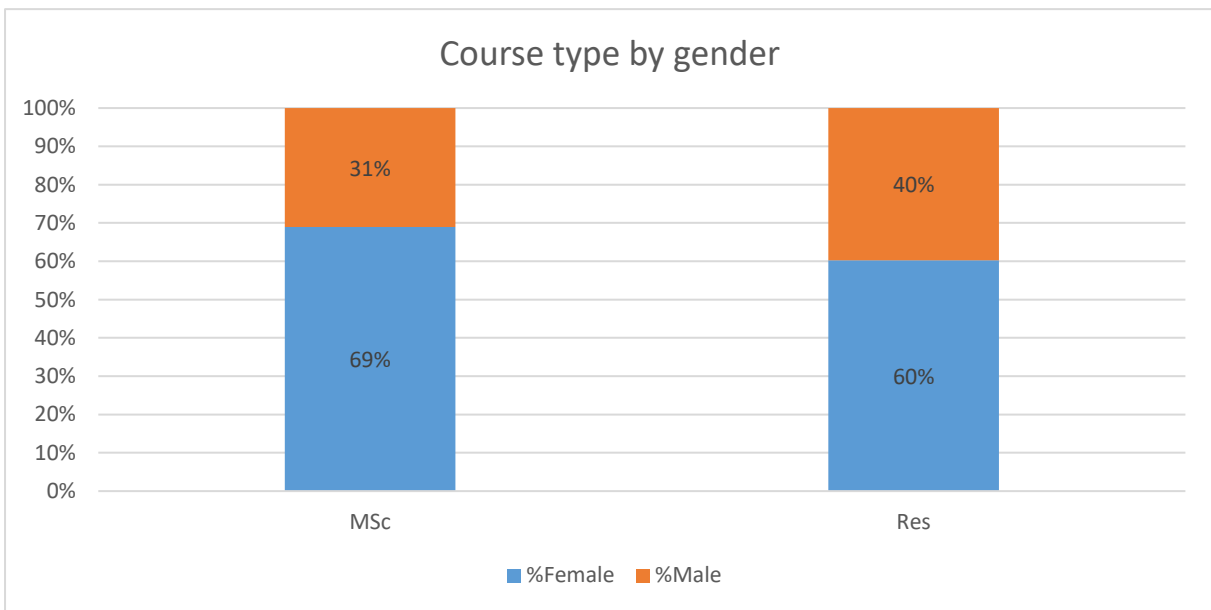


Figure 14: Student gender by course type

Gender identity

Whilst students are asked a question on gender identity, the number of respondents in general is small. The number who state that their gender identity is not the same as they were identified at birth is very small and are therefore not represented in this report to maintain anonymity.

Nationality

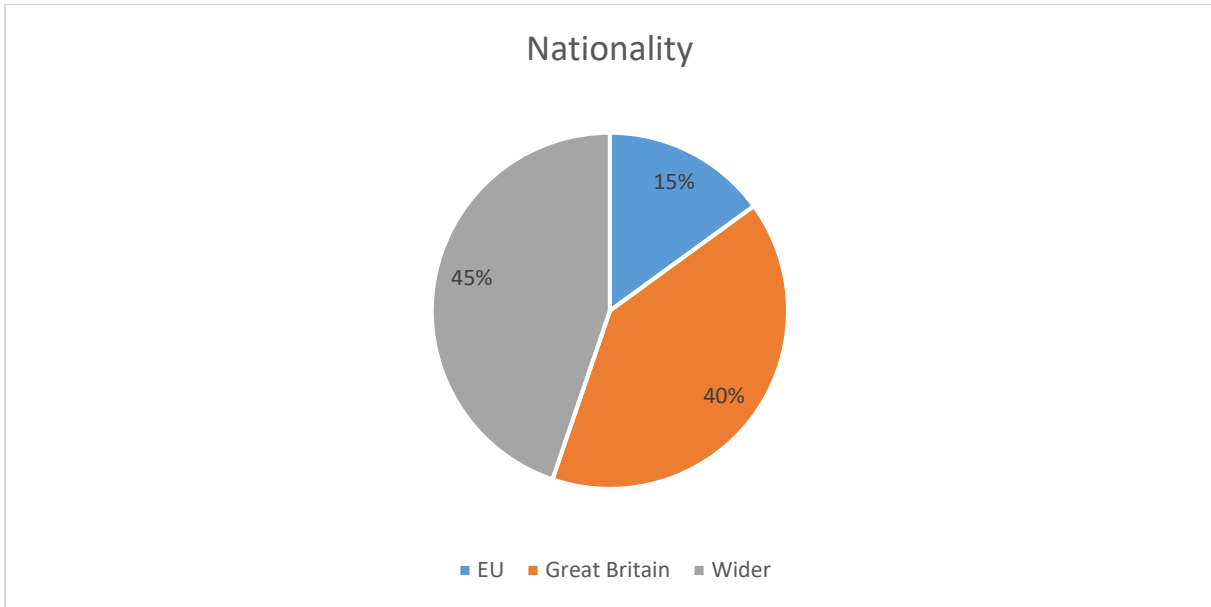


Figure 15: Student nationality group

There are 98 countries represented in the student body at the School and the top 5 countries are Great Britain (408 or 40%), the USA (117 or 12%), Canada (41 or 4%), Nigeria (27 or 3%) and India (21 or 2%).

Religion/Belief

Half of all students have some religious or spiritual belief with 33% having no religion.

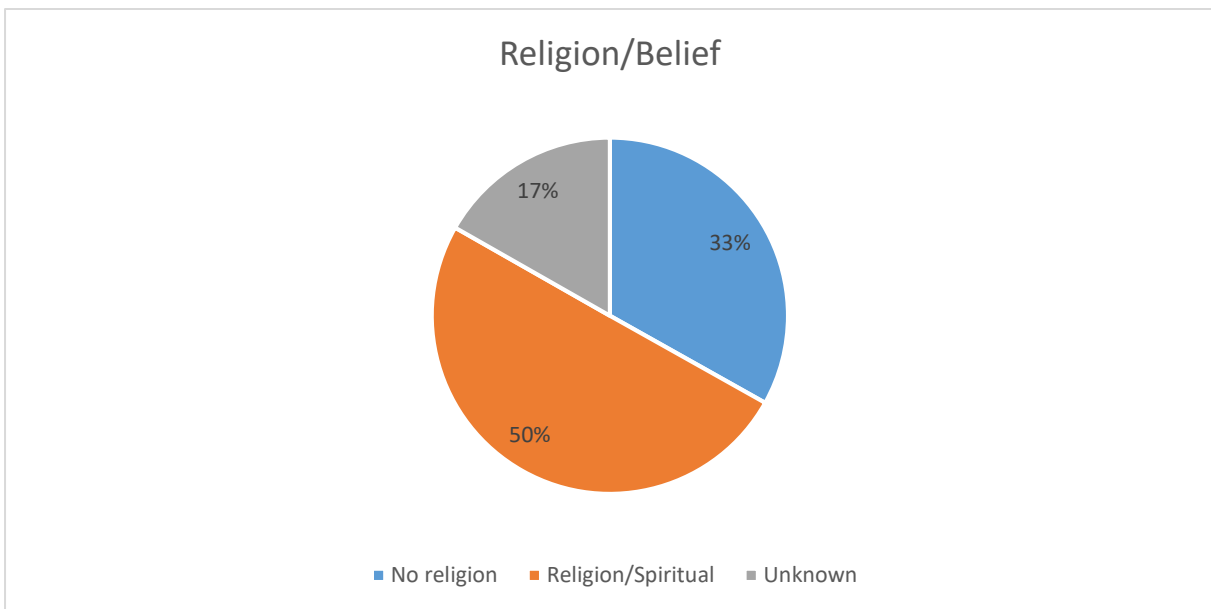


Figure 16: Student religion/belief

Sexual Orientation

Across the student population, 8% have identified as lesbian, gay, bisexual or other sexual orientation. HESA data for sexual orientation in 2015/16 puts this percentage at 2.4% although their data is not complete as this is an optional field.

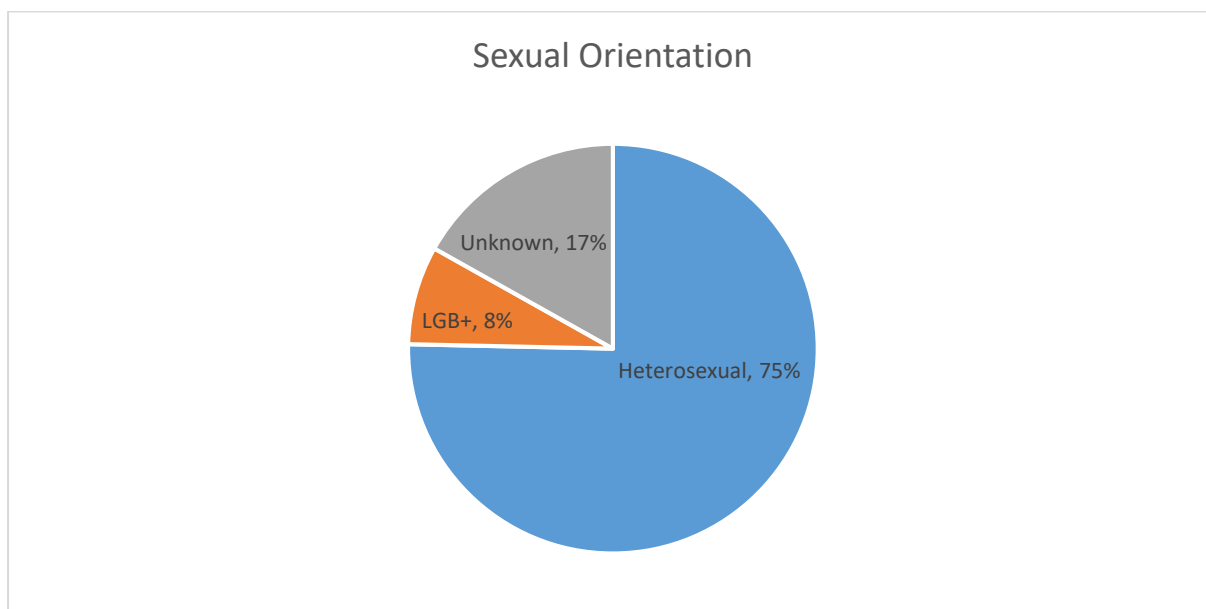


Figure 17: Student sexual orientation

The representation does appear to vary across various demographics with higher percentages for those who identify as White (11%), male (11%) and from Great Britain (10%). A full chart can be seen below.

Sexual Orientation	Heterosexual	LGB+	Unknown	Heterosexual	%LGB+
BME	362	21	63	81%	5%
White	390	58	92	72%	11%
Female	508	40	116	77%	6%
Male	256	39	55	73%	11%
EU	110	12	30	72%	8%
Great Britain	300	41	67	74%	10%
Globally (excl. EU)	354	26	74	78%	6%
Grand Total	764	79	171	75%	8%

Table 13: Student sexual orientation by additional demographics