

LSE Gender Pay Gap Report 2024

Introduction

Within its overarching 'Shaping the World' strategy, LSE has committed to a number of actions related to equity, diversity and inclusion. We recognise the benefits of having a diverse staff and student population and aim to ensure that all staff and students are treated fairly and equitably. This report, which focuses specifically on the question of LSE's gender pay gap¹ is published in accordance with the reporting regulations introduced by the UK Government in 2017 under the Equality Act 2010 and forms part of our wider commitment to equity, diversity and inclusion.

In accordance with statutory provisions, LSE is required to report its gender pay gap data on an annual basis. This report details the gender pay gap data and analysis for 2024 (as at a snapshot date of 31 March 2024).

This report covers the period of 1 April 2023 to 31 March 2024, based on the snapshot date of 31 March 2024. As of 31 March 2024, LSE had 4,373 staff in post, of which 2,424 (55%) were women and 1,949 (45%) were men. Percentage wise, this is in line with the last reporting period (i.e., 1 April 2022 to 31 March 2023).

Our previous analyses have explained the key reasons why a gender pay gap exists at LSE, namely a higher representation of men in senior positions and in the higher-paid academic disciplines. This report explains our understanding of the data and the continued work that we are undertaking as part of our commitment to reducing the gender pay gap as well as advancing gender equity more generally within LSE.

The Athena Swan² action plan is aligned to supporting our commitment to reducing the gender pay gap. Work towards achieving the targets set out in the plan is monitored by our EDI team and overseen by the Inclusion Management Board. A full review of progress against the action plan has been undertaken during this reporting period and work is continuing towards ensuring successful completion of the Athena Swan action plan in support of a subsequent resubmission³. This will be led through a re-established self-assessment team with diverse representation from across the institution.

In parallel, in line with the new holistic approach⁴ being developed by Advance HE, the approach to EDI has been transformed by developing an updated single cohesive strategy focusing on all protected characteristics. This includes a comprehensive implementation plan with specific metrics and targets in respect of many areas, including recruitment, pay and career progression. LSE is working closely with Advance HE as a partner institution on the development of the new holistic framework, with the aim of meeting both legal requirements and funder expectations. We expect the full framework to be available for participation in 2025-26 which gives us time to consider whether, and how, we will join this initiative before our Athena Swan bronze award expires in 2028.

In 2024, LSE was recognised as a Top 30 employer by Working Families (the national charity for working parents and carers). This reflects our commitment to continuous improvements to make LSE a flexible and family-friendly environment through enhancements made to LSE's family-friendly policies in 2023 following constructive discussions with the School's recognised trade unions and the Parents and Carers' Network.

During the past year, we received the results of a staff survey which included specific questions regarding learning and development, reward and recognition, workload and wellbeing, EDI and fair treatment. Responses demonstrated high levels of positivity and engagement which were, in most cases, above benchmarking norms across the sector. These results have been interrogated according to protected characteristics and relayed to different committees and working groups to inform and support the work being carried out.

Further information regarding actions, progress and measures in place can be found later in this report under 'Addressing the Gender Pay at LSE'.

¹ 'Gender pay gap' is not the same as 'equal pay', which relates to the pay that people receive when doing the same or a similar role. It is also not the same as 'pay equity', which, for example, with academic staff, relates to the pay that faculty coming from the same discipline receive at the same pay band (e.g. at the associate professor level) within the same department.

² Athena SWAN is a Higher Education charter mark for advancing gender equality.

³ Following a three-year extension to allow for a more holistic and ambitious approach, resubmission is due to take place in May 2028, subject to IMB's approval.

⁴ [Exploring a holistic approach to equality, diversity and inclusion | Advance HE](#)

Gender Pay Gap Results and Analysis

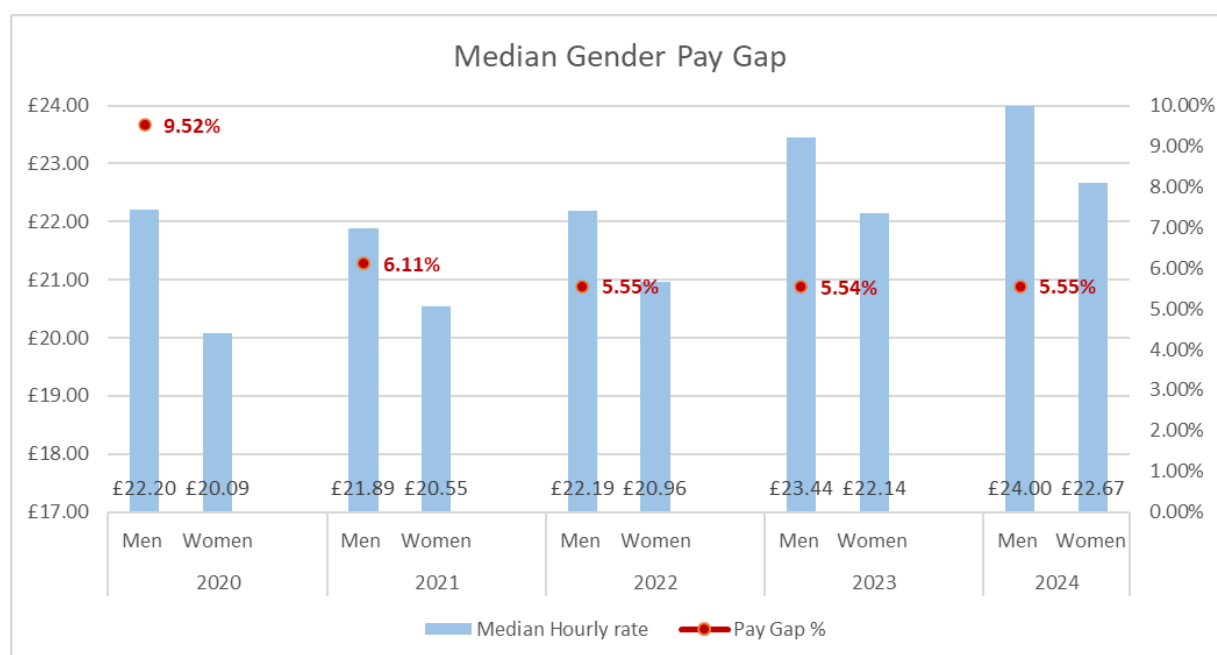
Gender Gap in Ordinary Pay

Our median gender pay gap based on Ordinary Pay is 5.55%⁵. This has remained relatively stable since 2022 with a very slight increase of 0.01 percentage points since 2023 (5.54%).

Figure 1 shows that the median hourly rate for men increased from £23.44 to £24.00 (2.39%) between 2023 and 2024. For women, the median hourly rate has increased at the same rate from £22.14 to £22.67 (2.39%).

The median pay gap is the difference between the mid-point of hourly pay rates for men (£24.00) and for women (£22.67) divided by the hourly pay rates for men. Figure 1 demonstrates the progression of the median pay gap and median hourly rates of pay between 2020 and 2024.

Figure 1: Median Gender Pay Gap – 2020 to 2024



Our median pay gap has improved year on year since 2018 (when it was 14.91%). Between 2018 and 2021, men's hourly rates of pay decreased and women's hourly rates of pay increased. In the last two years, we have seen both men and women's hourly rates increase by the same percentage. This explains why the median pay gap has remained relatively consistent.

When comparing the balance of starters and leavers, although both the numbers of men and women in the workforce have grown, the number of women at LSE increased by 4.71% compared to 2.74% for men. Since the last reporting period (i.e. 1 April 2022 to 31 March 2023), there has not been a change in the overall percentage of the workforce (45% men and 55% women).

This higher increase in numbers of women compared to men can be seen predominantly in professional service roles at bands 1-6 and 10, with the most significant increases at bands 1 and 5. Where there have been higher increases in the proportion of men, these have been in grades 8 and at SBA3.

LSE's current mean gender pay gap is 23.99%, a decrease of 0.62 percentage points from last year's figure of 24.61%. The mean gender pay gap looks at the difference between the average of men's (£35.10) and women's (£26.68) hourly rates of pay divided by the mean hourly rates of men; see Figure 2 for the progression of the mean between 2020 and 2024.

This year's report shows an increase in the hourly mean pay for both men and women, as was the case last year. However, in this reporting period, there is a higher rate of increase for women – 1.41% compared to

⁵ Includes all salaried and hourly paid staff (excludes casual workers where this is the only role held and there are no set hours). Hourly paid staff include Graduate Teaching Assistants (GTAs), Guest Teachers (GTs), and Occasional Research Assistants (ORAs)

0.57% for men. This helps to explain the slight reduction in the mean pay gap. Overall, we also saw increases in hourly total sums for both men and women. The total hourly sum for women grew by 6.17% (£64,669.31) compared to 3.32% for men (£68,410.24). As was the case last year, the percentage change in staff numbers has increased more significantly for women than men – 4.71% compared to 2.74% respectively; therefore, the change in total sum has had a greater impact on the mean hourly rate of men. However, this is to a lesser degree than the previous year and, again, helps support the slight reduction in the mean pay gap.

It remains the case that there continues to be more men paid higher salaries compared to women, as is demonstrated in the pay quartiles below. The mean is influenced by the larger proportion of male staff on a higher rate of pay overall – this is principally due to certain disciplines, which are traditionally male-dominated, attracting a higher market value both in the UK and internationally.

Figure 2 shows the progression of the mean pay gap and mean hourly rates of pay between 2020 and 2024. Table 1 shows the numbers of staff, by gender, employed on the relevant date.

Figure 2: Mean Gender Pay Gap – 2020 to 2024

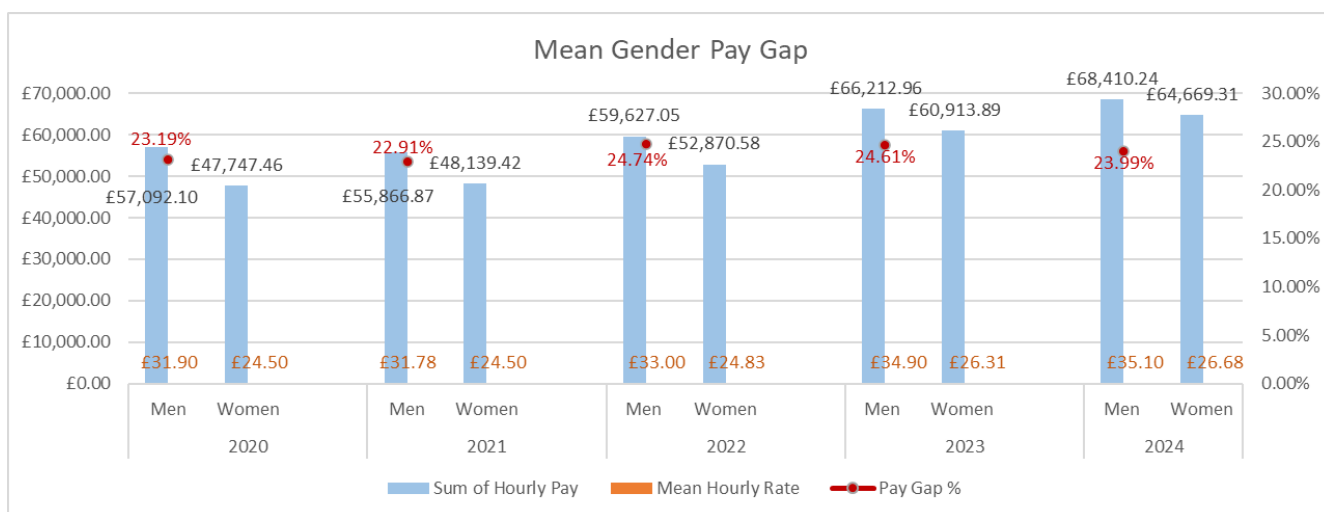


Table 1: Staff Population by Reference Year/Gender

Reference Year	Number of Men	Number of Women
2020	1790	1949
2021	1758	1965
2022	1807	2129
2023	1896	2316
2024	1949	2424

Figure 2 shows that there has been a less significant increase in the sum of mean hourly pay for both men and women when compared to last year: women have seen an increase of £3,755.42 (compared to £8,043.31 in 2023) and, for men, this was £2,197.28 (compared to 2023 when there was an increase of £6,585.91). The sum of mean hourly pay remains largely in favour of men though by a smaller margin than in the previous report (£3,740.93 compared to £5,299.07 in 2023).

The median and mean gender pay gaps further break down as follows according to staff category:

Figure 3a: Academic staff (Research and Teaching)

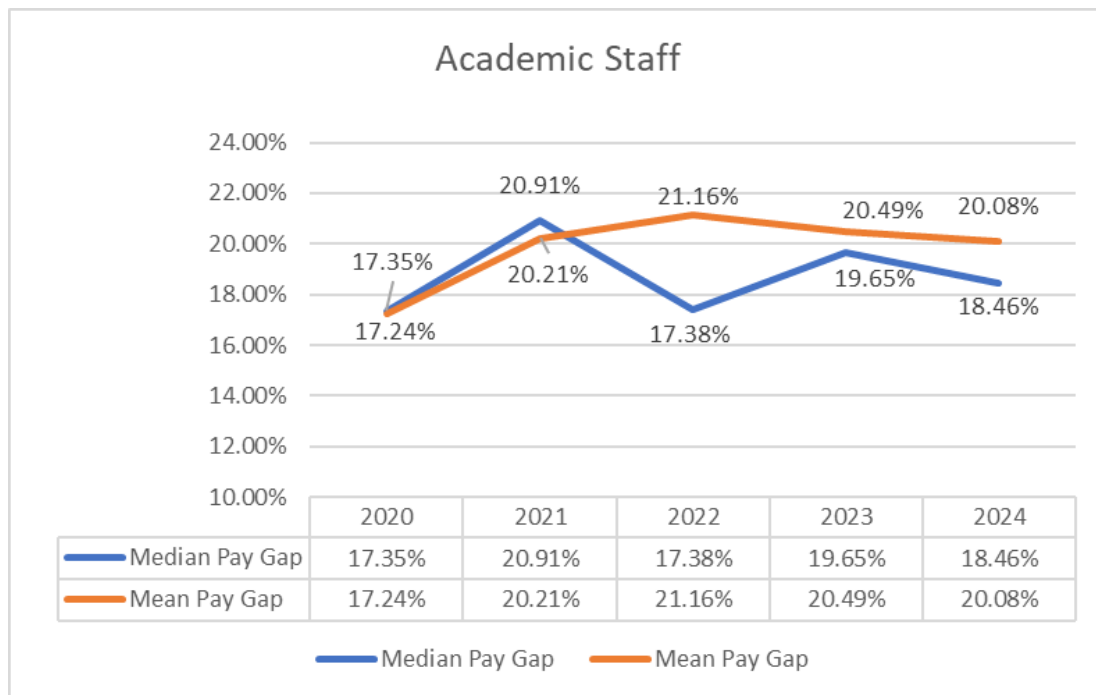


Table 2a: Academic Staff (Research and Teaching) Population by Reference Year

Reference Year	Number of People
2020	614
2021	606
2022	641
2023	653
2024	651

Figure 3b: Professional Services Staff

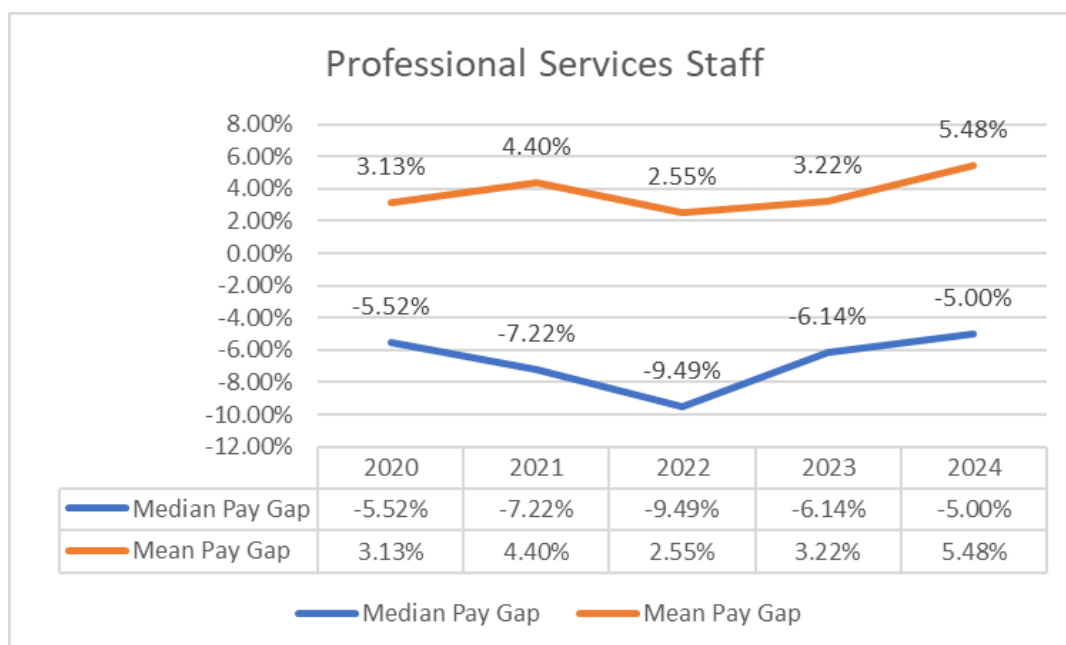


Table 2b: Professional Services Staff Population by Reference Year

Reference Year	Number of People
2020	2082
2021	2004
2022	2166
2023	2362
2024	2547

Figure 3c: Research Focused Staff

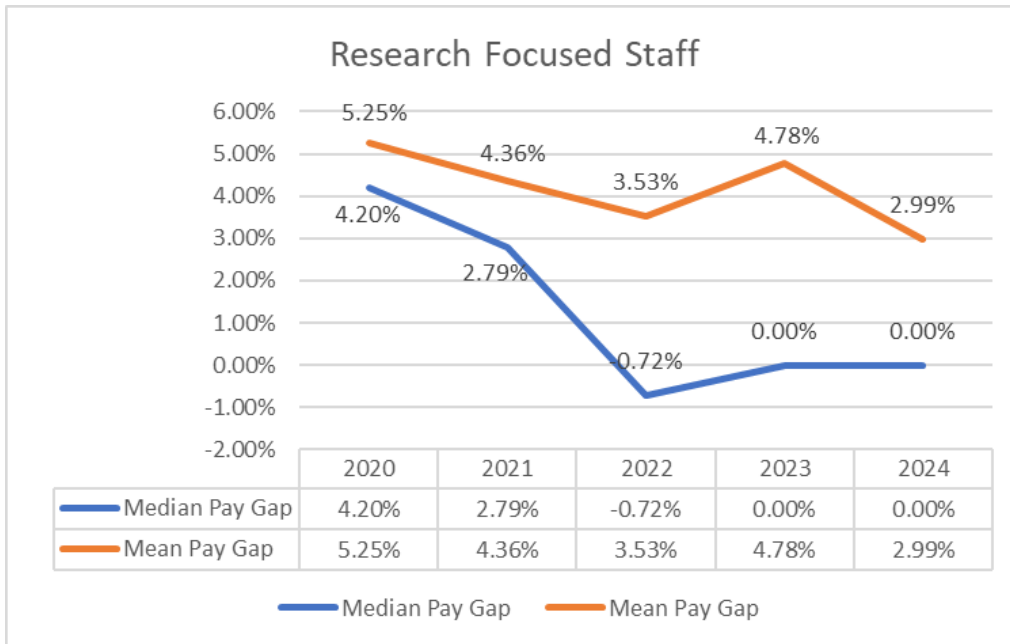


Table 2c: Research Focused Staff Population by Reference Year

Reference Year	Number of People
2020	4084
2021	437
2022	439
2023	455
2024	461

Figure 3d: Teaching Focused Staff

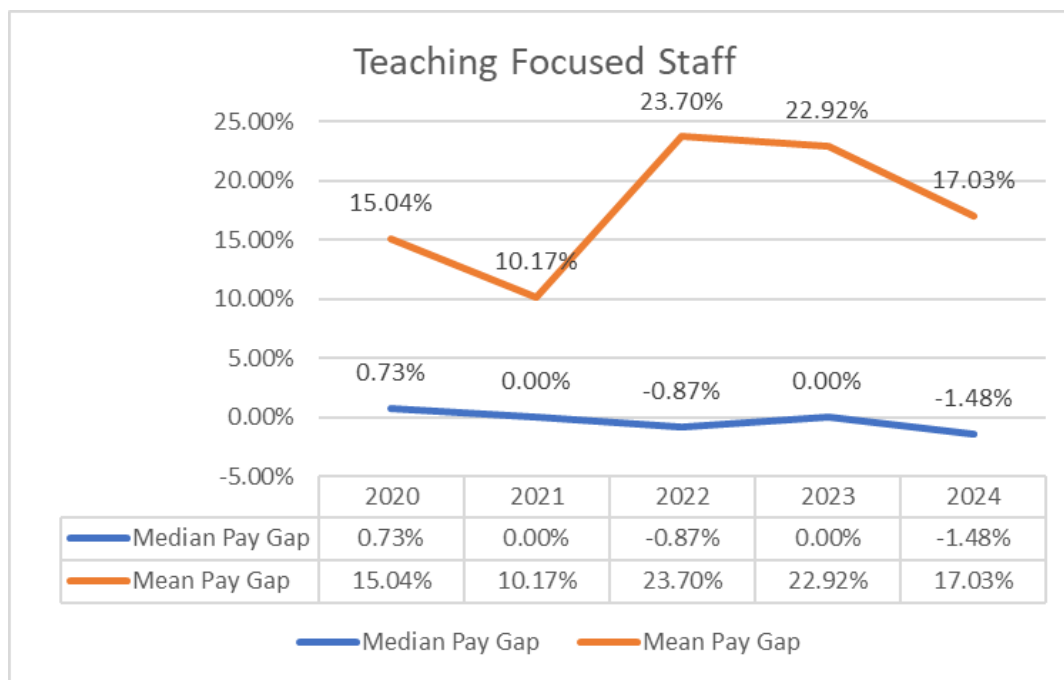


Table 2d: Teaching Focused Staff Population by Reference Year

Reference Year	Number of People
2020	635
2021	676
2022	688
2023	742
2024	714

Median and Mean Analysis across LSE Staff Groups

As detailed in Figures 3a to 3d, the report further breaks down the gender pay gaps by staff categories. These include academic, teaching, research and professional services.

The breakdown shows that there have been decreases in both the median and mean pay gaps for all categories of staff other than professional services staff (and the median pay gap for research focused staff, which remained the same at 0%). The most significant decrease is in the mean pay gap for teaching staff; this group also saw the most significant decrease in the median. The decrease in the median teaching pay gap means that this is now in favour of women.

Professional services staff saw increases in both the mean and median pay gaps; however, the median is still in favour of women. As professional services staff are the largest group, the low mean and negative median pay gaps continue to have a positive effect on the overall pay gaps for LSE. Given that the overall pay gap has remained relatively consistent despite respective increases for the professional services staff median and mean in this year’s reporting period, this indicates positive progress within other staff categories, as set out below.

Academic Staff (Research and Teaching)

The academic staff (research and teaching) mean pay gap has slightly decreased by 0.41 percentage points. The median pay gap also decreased by 1.19 percentage points. The median hourly pay rate for women (£46.46) has increased by 4.47% compared to 2.93% for men (currently £56.97). The average mean hourly sum for women increased at a rate of 0.90% compared to 2.25% for men; however, the mean hourly rate increased by 1.41% for women compared to 0.57%. The increases in hourly rates help to explain the improvements this year.

Unlike previous years, there has been a slight decrease in the overall percentage of women in academic roles

in 2024 - from 37.98% in 2023 to 37.39% in 2024. Breaking this down further, this is mainly at the professor level, where the proportion of women has decreased by 2.74%. Despite this, the change in population has had a favourable impact on both the median and mean pay gaps. This is understood to be the net result of starter and leavers' salaries, internal movement and recurrent contribution payments.

Similar to previous years, the higher pay gap amongst academics is a consequence of continuing to recruit academic staff (research and teaching) in a global and highly competitive market in particular disciplines. Salaries for recruiting and retaining academic staff (research and teaching) in male-dominated quantitative disciplines have experienced, and continue to experience, very significant upward pressure. This is due to increased competition for scarce world-leading academic talent from both our global competitors and from the non-university sector. Once at LSE, women are paid competitively and at similar average rates to men; the key challenge is our ability to recruit women into such disciplines when they are under-represented at a global level.

Professional Services Staff

For professional services staff, the median and mean have increased by 1.14 percentage points and 2.26 percentage points respectively. This group of staff normally has the lowest pay gaps (with the median being in favour of women); this year, the mean pay gap is higher than that of research staff otherwise this continues to be the case in all other areas. These changes are largely due to staff movement, which has resulted in a higher proportion of women in the lower and middle grades: there has been a 6% increase in staff at SB01 and SB02 of which 77% were women and a 15% increase in staff at SB06 and SB07 of which 65% were women. At the most senior grades (SB09 and SB10), there was a small increase in staff overall (2.6%); the proportion of women remained stable.

Once again, there are more women in professional services staff roles in this year's reporting period: an increase of 9.21% in the proportion of women compared to 5.53% more men. There has been a slightly more positive increase in the total hourly sum for women (13.60%) than men (13.40%).

Research Focused Staff

The mean pay gap of research focused staff decreased by 1.79 percentage points and the median gap remained the same (0%). In terms of the overall number of research focused staff compared to last year, there was a small increase of 2.9% in 2024. This has been in favour of women who saw a 67% increase in numbers compared to a 33% increase for men. Looking across salary bands, it can be seen that the majority of movement has taken place at the middle grades (SB05 to SB07) which resulted in a slightly higher proportion of men being appointed; however, when looking at the higher grades, (SB09, SB10 and SBA2-3), there were overall gains in the numbers of women. There was continued growth of 2.32% in the median hourly rate, which was at the same proportion for both men and women. The mean hourly pay rates also increased but more significantly for women: 3.26% compared to 1.37% for men.

Teaching Focused Staff

Our previous gender pay gap reports have commented on the high level of fluctuations within our teaching focused staff pay gaps. This is related to the relatively larger number of new starters and leavers in this category due to many of them being students. This results in larger compositional changes every year than in other categories, thus allowing for movements (leavers/hires) to have a more notable effect on the total.

During this reporting period, this group has, once again, seen the largest variations in both the median and mean, which show positive improvements of 1.48 and 5.89 percentage points respectively and which return the mean close to pre-pandemic levels. When looking at the compositional changes, there has been a decrease in numbers of women (-28) whereas the number of men has remained static when compared to last year's data. The decrease in numbers of women has taken place predominantly at the lower grades (bands 5 and 6) when numbers of men have increased at band 5 and decreased more significantly at band 10.

During this reporting period, the median hourly rate is higher for women (£22.67) than men (£22.34). Overall, the total hourly sum paid to women decreased by £685.40 (7.4%) and the mean hourly pay rate for women increased very slightly by 0.91% (to £25.62) compared to a -6.28% decrease for men (£30.87). This resulted in a decrease of 5.89 percentage points in the mean pay gap for this category of staff.

Gender Bonus Gap & Proportion of Men and Women Receiving Bonuses

Bonus pay (for the purposes of calculating bonus mean, median and proportions) is calculated on payments made from 1 April 2023 to 31 March 2024. These payments include non-recurrent contribution payments to reward exceptional performance, research incentive rewards and advance performance supplements.

Table 3 shows that 35.92% of men received bonus pay compared with 33.17% of women. The median gender bonus gap is 10%, which is unchanged from the previous reporting period, and the mean bonus gap is 58.06%, which represents a 0.19 percentage point decrease.

Figure 4: Bonus Pay Gap – Median

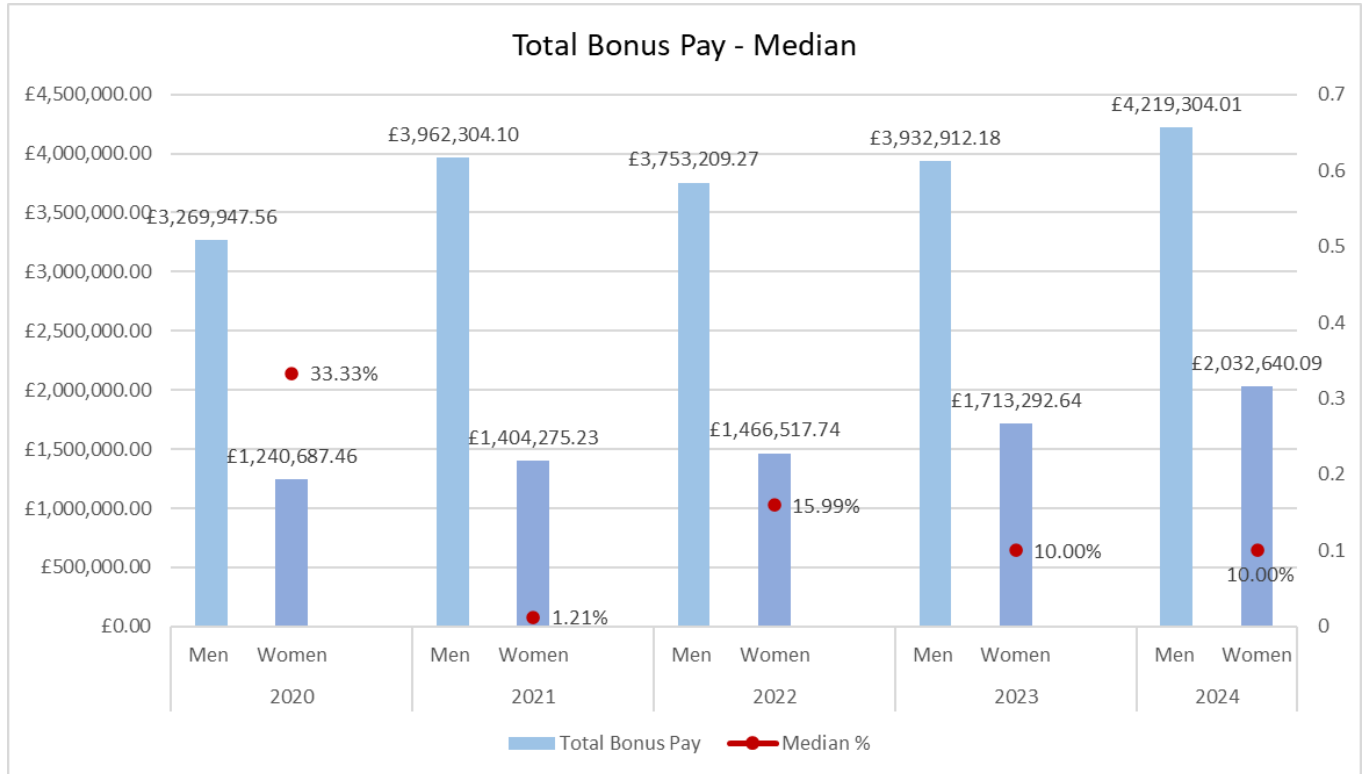


Figure 5: Bonus Pay Gap – Mean

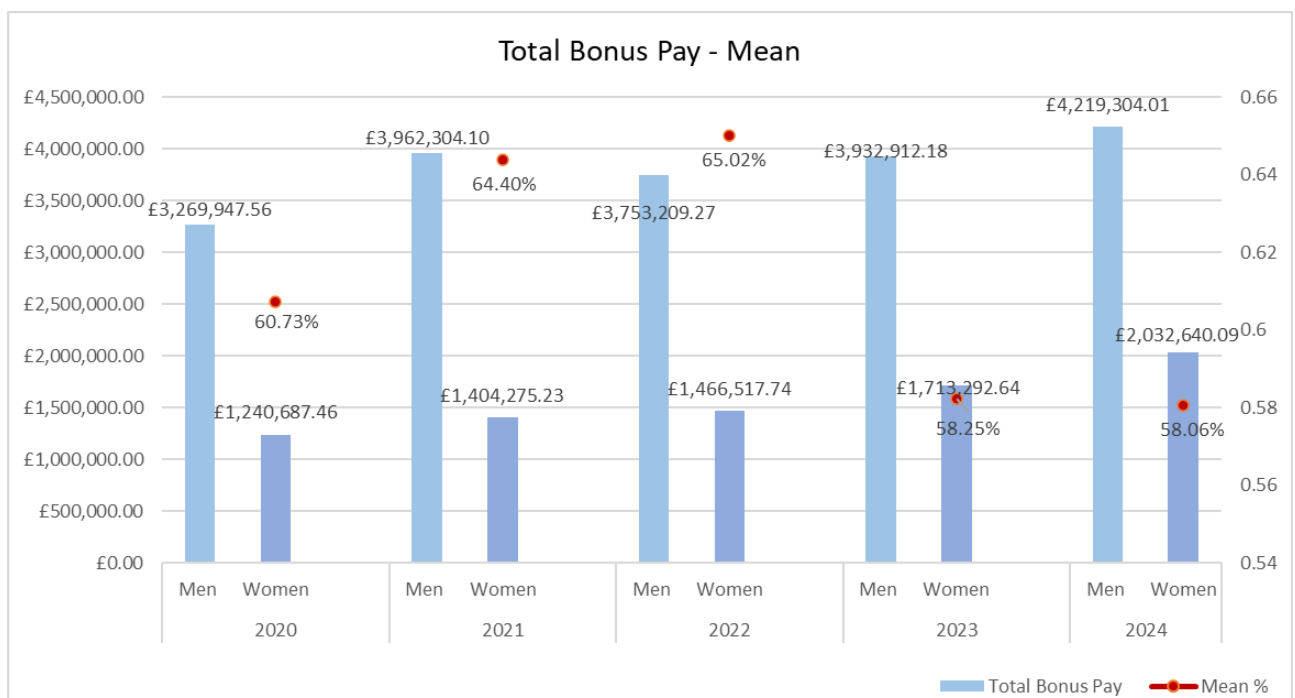


Table 3: Numbers and Proportions of Bonus Payments by Reference Year/Gender

Reference Year	Gender	Number	Proportion %
2020	Men	355	19.83%
	Women	343	17.60%
2021	Men	678	38.57%
	Women	675	34.35%
2022	Men	564	31.19%
	Women	630	29.59%
2023	Men	531	27.98%
	Women	554	23.93%
2024	Men	700	35.92%
	Women	804	33.17%

During this reporting period, the bonus total increased for men by £286,391.83 compared to £319,347.45 for women. Women saw increases in all areas of bonus, with the most significant being annual review lump sum payments (51.76% compared to 44.56% for men). There was also a decrease in the amounts paid to men in performance supplements (-3.95%) compared to an increase for women of 2.97%. In addition, in all areas other than spotlight awards, the proportions of women receiving a bonus increased by two percentage points.

The proportions and numbers of staff receiving bonuses increased for both men and women in 2024 due to additional investment in contribution pay. The proportion of men receiving bonus payments remains higher than women – 35.92% compared to 33.17%. The difference has decreased from 4.05 percentage points to 2.75 percentage points in 2024; this is lower than the average difference when looking back over five years.

Performance supplements make up the largest component of the total bonus amount (51%); this represents a decrease of seven percentage points since last year. Men represent 69% of all recipients (a decrease of two percentage points from last year) and currently receive 70% of the total amount for this award; this is a decrease of one percentage point when compared to last year's figures.

Performance supplements replaced market supplements, which were paid due to salary pressures in particular academic disciplines, mainly dominated by men. The share of performance supplements paid to men – both in terms of proportions and amounts – has reduced significantly since their introduction and continues to reduce year on year.

In this year's reporting, non-recurrent contribution payments make up the second largest bonus component; these are what can be considered as 'traditional' bonus payments. During this reporting period, these make up just over 24% of total bonus payments (a five-percentage point increase compared to last year). They are awarded to the highest number of staff members (79% of all bonus recipients). Non-recurrent contribution payments also represent the bonus category where the share of awards is more in favour of women (55% women / 45% men) as well as the total amounts paid (54% women / 46% men). In addition to these payments, there are also one-off spotlight contribution awards, which reward staff for short-term achievements; these are smaller standardised payments, which, in this reporting period, account for less than 1% of bonus payments and have minimal impact on the bonus pay gap.

The final bonus component, research incentive rewards, makes up just under 24% of the total (an increase of one percentage point). Like performance supplements, male staff represent the larger proportion of all recipients (78%) and receive 85% of the total amount paid. The reason for research incentive rewards being awarded predominantly to men is due to two factors. Firstly, there are currently fewer women professors (26%), and professors are normally more successful in winning external research grants (58% of all research incentive reward payments were made to professors). Secondly, the departments which have been particularly successful in winning significant research grants are those that contain a majority of men.

The principal reason for the bonus pay gap is the combination of the impact of research incentive rewards and performance supplements which account for 75% of all bonus payments to 12% of recipients. Research incentive rewards vary considerably in terms of amounts and can, therefore, have a significant impact on the mean and median pay gaps. Whilst there has been minimal movement in the overall bonus pay gap in this reporting period, further analysis shows that there was a significant increase in the average amounts of research incentive rewards paid to men. However, this is counterbalanced by the remaining bonus components. Firstly, the most significant component – performance supplements – has continued to increase for women against decreases for men both in terms of numbers and amounts. Secondly, the increase in the proportion of non-recurrent contribution payments, which have continued to favour women in terms of

proportions and amount, now represent a bigger component of the total bonus payments.

Tackling this bonus gap requires a strong focus on areas such as career progression for, and recruitment of, women, particularly in disciplines which tend to be male dominated. Understanding how to attract more female talent in male-dominated disciplines continues to be a key focus for us in the immediate future but also represents a significant challenge for the university sector as a whole. This year's results continue to demonstrate positive progress with respect to performance supplements with there being increases in the amounts awarded to women compared to a significant decrease in the amounts made to men.

Pay Quartiles

The table below shows the proportion of men and women in each pay quartile throughout 2021 to 2024. This year, the upper, lower middle and lower quartiles have shown an increase in the percentages of women; the upper middle quartile has seen an increase in the percentage of men.

Quartile	Pay Quartiles 2024		Pay Quartiles 2023		Pay Quartiles 2022		Pay Quartiles 2021	
	Women %	Men %	Women %	Men %	Women %	Men %	Women %	Men %
Upper: 75-100% of full-pay relevant employees	43%	57%	42%	58%	40%	60%	39%	61%
Upper middle: 50-75% of full-pay relevant employees	62%	38%	63%	37%	62%	38%	59%	41%
Lower middle: 25-50% of full-pay relevant employees	56%	44%	55%	45%	55%	45%	56%	44%
Lower: 0-25% of full-pay relevant employees	60%	40%	59%	41%	58%	42%	57%	43%

Despite a further continued increase in the representation of women in the upper quartile, there is a 14-percentage point gap between men and women on the highest pay. In turn, men continue to be less represented in each other quartile when compared to women. As in previous years, this reporting period has seen an increase of women in the upper quartile (43% compared to 42%) due to an increase in the number of women in higher paid salary bands. However, there is also increased representation of women in the lower quartile (now at 60% compared to 59%) which continues a trend over the past four years. When considering the data by job category, professional services staff continue to have more women in roles in all quartiles. Teaching focused staff have a stronger representation of men in every quartile in this reporting period, which represents a decrease for women in the upper middle quartile. The breakdown of research focused staff shows that they have a higher representation of women in all quartiles other than the lower middle quartile (45%); this is a change from over the past four years when women represented the majority in all. Finally, academic staff (research and teaching) continue to have more men in every quartile, with considerable margins in the upper (78% to 22%) and upper middle quartiles (63% to 37%) – these have both decreased since the previous report.

As in previous reports, the main factor contributing to the gender pay gap is related to academic staff (research and teaching) employed in higher paid male-dominated disciplines. This is the principal reason why there are significantly higher numbers of men in the upper quartile and increasing the number of women in these disciplines continues to be the major challenge for us in addressing the overall pay gap. Previous reports have highlighted that our commitment to improving the gender pay gap for academic staff (research and teaching) will take time as this is a category with long lag times of career progression (e.g. it normally takes between 10-20 years to move from assistant professor to full professor) and specific recruitment challenges in high-paying and male-dominated disciplines. As highlighted previously, women are paid fairly when compared to men in the same positions / departments – the pay gap is largely due to there being a lower number of women in such positions.

Addressing the Gender Pay Gap at LSE

LSE takes a holistic and intersectional approach to tackling the gender pay gap and addressing the cultural and structural issues that are creating the gap. As mentioned in the introduction, the Athena Swan action plan is comprehensive and situated in relevant reporting and accountability structures. It includes objectives on increasing the recruitment of women and on their career development which will improve the proportion of women faculty and women professional services staff at the most senior levels and contribute towards closing our gender pay gap. The Athena Swan action plan provides an overall framework for progress against our gender equity and inclusion objectives. It is regularly monitored and updated to ensure that progress is being made and that it responds to current circumstances and challenges.

LSE's Race Equity Framework (REF) has been revised and updated and includes three key areas: people, education and research. Work is underway to deliver on the relevant actions, as set out in the accompanying Race Equality Action Plan. It focuses on six key priorities which include supporting ethnic minority professional services staff and ensuring diversity of professional services staff at higher grades and helping to build a more diverse pipeline of future social scientists. The Race Equality Action Plan breaks these down into key objectives. This work can be seen below in some of our current actions and will be fundamental in moving forward our overall strategic commitment to equity, diversity, and inclusion.

LSE is committed to regularly analysing the gender pay gap data and relevant trends to understand what steps can be taken to improve the gap. Many actions have already been taken, which are now embedded in our working practices as set out in Appendix 2. Further actions that will be taken in respect of the themes identified are included below.

Current Actions

Actions which are currently being taken include the following:

On pay

- A recurrent financial reward package for all staff was implemented in August 2024. This seeks to support staff with the high cost of living within the UK, the cost of living and working in London, whilst ensuring that we are able to remain competitive as an international academic recruiter. Equality Impact Assessments (EIA) were undertaken for the package, which include the identification of suitable monitoring mechanisms and timescales for relevant actions. Monitoring of the first year of implementation is taking place so that appropriate adjustments can be made if this results in any pay equity issues among staff groups. Any trends or issues identified in this monitoring will also inform future reviews of LSE pay policies.
- Contribution pay budgets were doubled in 2022/23 and have been sustained in 2023/24. This provides managers with an opportunity to reward performance but importantly it is to rectify any equity issues and enables contribution pay to be distributed more widely.
- Work is continuing to promote the use of contribution payments that are specifically designed to encourage more instant recognition for the achievements of employees and to reward staff groups who are required to work onsite on a full-time basis.
- Following the updating of the contribution pay guidelines, further monitoring is being carried out to understand the impact of this and whether any additional actions are required if this has not succeeded in addressing the pay equity issues identified.
- The use of benchmarking surveys and exercises has increased, both in scope and frequency, and a new supplier has been selected to carry these out into specific areas such as remuneration and benefits. Proactive and regular benchmarking is crucial to the reviews and updating of our pay policies and reviewing benefits.

On recruitment and retention

- Following a review of the Recruitment and Selection Policy, work is underway to address recommendations made in terms of updates to the Recruitment Toolkit; this will include practical examples and guidance to managers on embedding inclusive practices as well as case studies highlighting scenarios related to protected characteristics in the hiring process.
- To create more stability for non-permanent staff groups, work is continuing to review contract types and contractual terms. This includes consideration of resource planning and workforce requirements.
- A Disability @LSE Working Group has been established with the purpose of making recommendations to the Inclusion Management Board for improvements to the current position of equity and accessibility for disabled staff and students based on evidence of effective practices in the School and wider HE sector. Initial priority actions include an improved process to request adjustments to the estate and a new workplace adjustments planner for staff to provide a structured approach to identifying, and

supporting with, reasonable adjustments both at the recruitment stage and during the employee lifecycle.

- Concerted efforts have been made to attract more Fair Recruitment Advisers and this will continue into the next year through induction, drop-in sessions and communications. A full evaluation of the scheme's impact and effectiveness will take place under the Race Equity Framework Action Plan in spring term 2025 to better evaluate the impact of this on the recruitment and representation of ethnic minority candidates.

On career progression

- Following work on improving and promoting our Career Development Review (CDR) process for professional services staff; this has led to a significant improvement in return rates meaning that over 80% of staff are now benefitting from regular discussions about their development. This has been particularly impactful for roles where standards vary little year on year following the introduction of a separate process to make this more relevant. CDR completion will continue to be monitored to ensure that this is a sustained improvement.
- During the last two years, attendance on internally run leadership and management programmes for staff up to and including band 8 has been approximately 90% female. Feedback has indicated that, as a result of the courses, staff feel better prepared for taking the next steps in their career. In 2025, an aspiring leaders' programme 'LEAP' will run with a completely female cohort group.
- A 'Change Makers' project on the underrepresentation of female postgraduate and PhD students in STEMM subjects and other disciplines at LSE is currently underway. This research will include tangible recommendations to address the talent pipeline.
- A collaborative initiative with the Early Career Researchers (ECR) Network is currently taking place to explore the potential for a joint event series to encourage senior academic staff and ECRs to network, share their research and career trajectory and encourage long-term collaboration on joint research or applications for grants. This will include a potential pilot for a mentoring scheme between female ECRs and senior academics.
- Following the recruitment of a Staff Disability and Mental Health Adviser, a central funding provision has been implemented for disabled staff to ensure that they are able to access support and adjustments quickly and effectively. This has been supplemented with comprehensive guidance on the Access to Work process and work is underway to monitor usage to ensure that this represents a step-change in the support provided.
- Consultation is ongoing with the School's unions and EDI networks regarding improved guidance and policy support, which will result in the introduction of a new Menopause Policy, Domestic Abuse Guidance and Fertility Support Toolkit. This will be supported and embedded through related promotions and training as well as specialised training for line managers on supporting staff through miscarriage and baby loss.
- The provision of leave for carers and the Special Leave Policy is currently under review with the aim of encouraging a more flexible application of compassionate leave to cover a broader range of caring and dependent situations, as well as other circumstances such as domestic abuse and fertility-related challenges.
- Improved support and training have been put in place to address issues of sexual misconduct – this includes an improved reporting system, an Independent and Sexual Violence Advisor (ISVA) support service and training that all staff are expected to complete on addressing harassment and sexual misconduct. Metrics and targets are set out in the EDI Strategy Implementation Plan and monitoring will take place over the next few years.
- To further enhance the benefits of the Aurora programme, an internal network has been established to enable participants to continue to connect, discuss shared learning experiences and network with women in leadership through lunch and learn sessions. Participants will also be signposted to upcoming training and professional development opportunities.

Summary and Conclusion

LSE remains committed to reducing the gender pay gap significantly over the medium term. We are pleased to note that this year's report demonstrates improvements in terms of mean bonus pay and that the median pay gap has remained low. As previously identified actions that are having a positive impact become embedded into normal processes, we continue to monitor and analyse additional initiatives and mechanisms to support us in further reducing the gap. As set out in previous reports, whilst progress has been made overall, increasing the pipeline for women in the higher-paid academic disciplines continues to be our predominant challenge and will take time. However, we are ensuring that through our attraction and retention strategies for academic (teaching and research) staff, both at a School level and in specific disciplines, we can maximise our potential to improve this situation where possible and that those who are appointed / in

employment are paid fairly in comparison to their male counterparts.

Appendix 1

Background information and Terminology

To support understanding of our gender pay gap, we need to distinguish between ordinary pay and bonus pay:

- Ordinary Pay includes basic pay, shift premium pay, pay for piecework, supplements and honoraria payments, additional responsibility allowances and any allowances for roles such as first aiders. All ordinary pay is calculated on gross amounts. Ordinary pay does not include overtime, redundancy or termination payments or pay in lieu of annual leave.
- Bonus pay includes lump sum contribution payments to reward exceptional performance, research incentive rewards and advance performance supplements. Research incentive rewards provide financial rewards for academic staff (research and teaching) who win research funding. The amounts are calculated on the basis of the income recovered from funders to cover the costs of the salaries of principal investigators (PIs) and co-investigators (Co-Is). Advance performance supplements are made in order to recruit or retain staff in recognition that an individual may be on a career trajectory which makes them highly attractive to other employees. They are subject to a review period and review criteria. Whilst contribution payments are open to all staff categories, research incentive rewards only apply to academic staff (research and teaching) and academic staff (research and teaching) hold the vast majority of advance performance supplements⁶.

'Gender pay gap' is not the same as 'equal pay', which relates to the pay that people receive when doing the same or a similar role. It is also not the same as 'pay equity', which, for example, with academic staff (research and teaching), relates to the pay that faculty coming from the same discipline receive at the same pay band (e.g., at the associate professor level) within the same department.

When considering equal pay and pay equity, we have policies and procedures in place for setting pay levels across the organisation and use a job evaluation system to ensure that jobs of equal value are paid consistently. Relevant annual contribution pay policies include provision for equity-related pay increases should it be necessary for an ad hoc case for adjustments to be made on an exceptional basis.

We report two measures of the gender pay gap, one based on median pay and one based on mean pay. The median pay gap is the difference between the mid-point of pay rates for men and the mid-point of pay rates for women divided by the mid-point of pay rates for men. The mean pay gap is the difference between the average pay rates for men and the average pay rates for women divided by the average pay rates for men.

⁶ It should be noted that any bonus payments made in March will also form part of the calculation for Ordinary Pay.

Appendix 2

Ongoing Actions

Actions taken to support us in reducing our pay gap, which have now become embedded into normal processes, include the following:

- When recruiting for academic staff (research and teaching) (teaching and research), it is our general policy to predominantly hire at the Assistant Professor level, where the opportunity to recruit more diversely is greater and which also gives us a pipeline for future senior appointments. We ensure that there is always at least one woman on the selection panel, and the panel is advised to 'pause for thought' at the shortlisting stage if those selected are of only one gender. Proportions of female assistant professors are now at 56% and have surpassed our Athena Swan target of 50%.
- Where appropriate, positive action is used to address shortfalls in the proportions of women academics in the male-dominated academic disciplines, such as allowing additional candidate offers where women are appointable at interview. Available benchmarking shows that we are making progress in at least one of the higher paid academic disciplines in terms of numbers of women when compared to other peer institutions.
- The mentoring scheme for academics considers promotions-oriented and other more general career support that is provided to junior colleagues to support them in being able to go up for promotion as early as possible. Promotion events / workshops are run by our Vice President and Pro-Vice Chancellor (Faculty Development) and Vice-Chair of Appointments Committee (VCAC) to support staff going through promotion.
- Contributions to citizenship is a criterion for promotion of academic staff (teaching and research) to highlight the importance of this aspect of work; this is likely to have a positive impact for women in recognising the 'hidden work' that some staff members carry out for their colleagues and students.
- Our Academic Appointments Committee continues to monitor academic appointments, retention, and promotion and review data closely, evaluating diversity data and where appropriate, updating policy and procedures to support the strategic aims to improve the gender pay gaps. Current analysis demonstrates that both men and women involved in promotions processes are promoted in similar proportions from the eligible pool. This, combined with higher numbers of women being appointed at Assistant Professor level, provides a positive indication for a higher representation of women, certainly at Associate Professor level, in the medium term.
- Starting salaries and contribution pay for both academic and professional services staff is regularly monitored, and equality data provided so that possible patterns of under- representation can be considered, and analyses undertaken to ensure that new awards/salaries are consistent. Guidelines and monitoring have been strengthened, following work carried out with regards to equal pay within the professional services staff job group, to encourage line managers to address any equity considerations when making cases.
- Women academics are effectively supported by the Research and Innovation Division when applying for research grants, e.g. by promoting events about research opportunities via the Gender Equality Forum.
- Coaching is made available to female academic and professional services staff to support them in overcoming barriers to their career development. Feedback indicates that recipients of the coaching have found this to be valuable.
- Specific contribution pay budgets for staff groups who are required to work onsite on a full-time basis, which are targeted towards the lower salary pay bands, have been incorporated into the annual contribution procedures.
- Hybrid working practices are embedded into the LSE culture, ensuring that this can support all staff groups. Staff survey results from 2024 indicate that the opportunity to work both remotely and on campus continues to be well-received and positively contributes to work-life balance.
- In recognition of the potential intersectional implications of the gender pay gap, a number of measures have been put in place to improve support for disabled staff, including guidance for academic, research, teaching and policy staff to provide additional opportunities to share information about a disability and discuss potential reasonable adjustments so that an individual is appropriately supported in their career development.