

LSE Gender Pay Gap Report 2025

Introduction

Within its overarching 'Shaping the World' strategy, LSE continues to prioritise actions that advance equity, diversity and inclusion. We recognise the benefits of fostering a diverse staff and student population in which 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 covers the period of 1 April 2024 to 31 March 2025, based on the snapshot date of 31 March 2025. As of 31 March 2025, LSE had 4,588 staff in post, of which 2,540 (55%) were women and 2,048 (45%) were men. Percentage wise, this is in line with the last two reporting periods (i.e., 1 April 2022 to 31 March 2024).

This year's report includes one key change in methodology: performance supplements, which have previously been classified as bonus payments, have now been incorporated into base salary following a review of practice in recent years. This change affects both ordinary pay and bonus pay calculations, and the impact is detailed throughout the report.

In addition, this year's results have been influenced by two specific measures that were taken to support staff pay:

- The introduction of a financial reward package in August 2024, which resulted in an uplift of £1,300 for all staff and the start of a three-year period of incrementation for staff on the New Academic Career (NAC) in view of specific market-related pressures.
- A staggered national pay award which resulted in an early payment of £900 to all staff in March 2025.

Together, these measures contributed to more pronounced increases in hourly rates than would normally be the case, particularly for women.

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. 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 year's analysis shows that LSE's median gender pay gap has increased to 6.52%, largely due to shifts in the composition of professional services staff, while the mean gender pay gap has decreased to 21.04%, reflecting higher increases in women's average hourly pay and the reclassification of performance supplements. Despite the continued challenges, the academic mean pay gap continues to show a positive downward trend. In contrast, research-focused staff have seen increases in both mean and median gaps, mainly due to compositional changes within key salary bands. Bonus pay gaps have also changed significantly, with the median gap now showing higher bonus payments for women. The mean bonus gap remains influenced by research incentive rewards, where men continue to receive the majority of payments due to structural patterns in senior academic representation and research funding.

LSE remains committed to addressing gender-related disparities and our Athena Swan² action plan plays a key role in supporting gender equity and reducing the gender pay gap. Progress against the plan is monitored by the EDI team and overseen by the Inclusion Management Board (IMB), chaired by the President. Work has continued during this reporting period to ensure successful completion of the Athena Swan action plan ahead of a subsequent resubmission in 2028. A mid-term review is underway with Advance HE which will entail a series of consultation workshops with staff and students will take place to help determine priorities for the next two years.

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.

In parallel, LSE has developed an EDI Strategy and Implementation Plan for 2024-2028³, encompassing all protected characteristics, which includes specific metrics and targets across many areas, including recruitment, pay and career progression. These actions are regularly monitored by the EDI team and refreshed annually for presentation to the Inclusion Management Board (IMB).

LSE also continues to engage with Advance HE as a partner institution on the development of the 'Inclusive Institutions Framework'⁴ launched in January 2026 which supports higher education institutions to deliver EDI across all protected characteristics as well as social mobility. Whilst we explore potential participation in this initiative, we continue to focus our efforts and resources on delivering the Athena Swan action plan in the meantime.

Our commitment to fostering an inclusive environment has also been recognised externally. In both 2024 and 2025, LSE was named a Top 30 employer by Working Families, the national charity for working parents and carers. This recognition reflects our sustained efforts to enhance flexibility and family-friendly practice through continuous improvements to relevant policies.

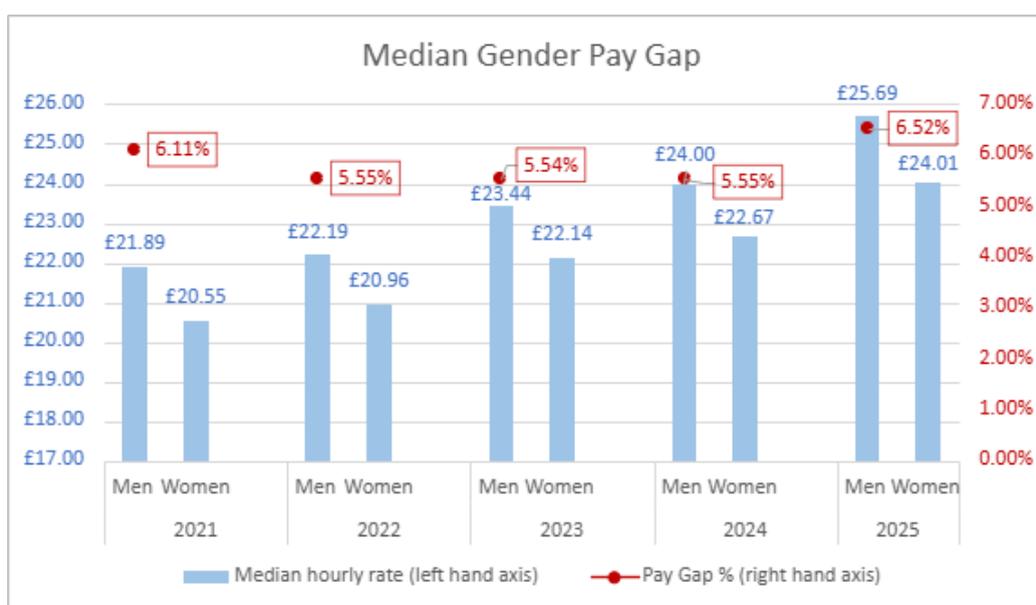
Further information regarding actions, progress and measures in place can be found later in this report under 'Addressing the Gender Pay at LSE'.

Gender Gap in Ordinary Pay

Our median gender pay gap based on Ordinary Pay is 6.52%⁵; this has increased by 0.97% since 2024 when it was 5.55%.

The median pay gap is the difference between the mid-point of hourly pay rates for men (£25.69) and for women (£24.01) 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 2021 and 2025. This shows that the median hourly rate for men increased from £24.00 to £25.69 (7.04%) between 2024 and 2025. For women, the median hourly rate increased from £22.67 to £24.01 (5.91%). This is a higher increase for both men and women than in previous years and is largely due to the implementation of the financial reward package in August 2024, which has positively impacted the base rate of pay as well as increasing the average level of reward received through increments and promotions. The increase in the hourly rate of pay was also influenced by the staggered implementation of the 2025/26 national JNCHES pay award – of which £900 was applied to the pay scale in March 2025 and, therefore, fell into this reporting period.

Figure 1: Median Gender Pay Gap – 2021 to 2025



³ 2024-28-EDI-Strategy-Implementation-Plan.pdf

⁴ Inclusive Institutions Framework | Advance HE

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)

Our median pay gap improved year on year between 2018 (when it was 14.91%) and 2022 (when it was 5.55%). It has remained constant between 2022 and 2024 with men and women's hourly rates increasing by the same percentage. This is the first year since 2018 where men's hourly rates of pay have increased at a higher percentage than that of women and is largely due to movement within grades, which has resulted in a higher density of male staff in pay ranges around the median.

When comparing the balance of starters and leavers, both the numbers of men and women in the workforce have grown at a similar proportion - 4.79% more women, 5.08% more men. As a result, since the last reporting period (1 April 2023 to 31 March 2024), the overall workforce composition has remained unchanged at 45% men and 55% women. It is notable that the median pay gap between new starters narrowed considerably to 1.26%, which is significantly lower than in previous years.

This higher increase in proportions of men compared to women can be seen predominantly in the lower grades, particularly SB02. Where there have been higher increases in the numbers of women, this has been predominantly at SB07, which has seen a substantial increase in staff numbers. It should be noted that there has also been significant movement at both the SB10 and SBA3 pay grades; these have predominantly been the result of academic staff moving to the academic pay scales in order to become eligible for the financial reward package. This has not affected pay or the pay gap.

The key reason for the increase in the overall median pay gap is due to changes in composition of professional services staff, which accounts for approximately 58% of the workforce. This is clarified further on page 6.

LSE's current mean gender pay gap is 21.04%, which represents a decrease of 2.95 percentage points from last year's figure of 23.99%. Note, however, that this figure now includes advance performance supplements in the ordinary pay calculations, which has had the impact of reducing the overall mean pay gap as well as the bonus pay gap (see bonus pay section on page 7 for further information). Without this change, the mean pay gap would have been 22.8%, which represents a decrease of 1.19 percentage points from last year's figure of 23.99%. The mean gender pay gap looks at the difference between the average of men's (£36.25) and women's (£28.62) hourly rates of pay divided by the mean hourly rates of men; see Figure 2 for the progression of the mean between 2021 and 2025.

This year's report shows an increase in the hourly mean pay for both men and women. As was the case last year, in this reporting period, there is a higher rate of increase for women – 7.27% compared to 3.28% for men. This helps to explain the 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 12.37% (£72,661.17) compared to 8.51% for men (£74,232.02). In addition, unlike previous years, the percentage change in staff numbers has increased more significantly for men than women – 5.08% compared to 4.79% respectively; therefore, the change in total sum has had a greater impact on the mean hourly rate of women, which helps support the reduction in the mean pay gap.

There continues to be a higher proportion of men in the upper salary bands, as demonstrated in the pay quartiles below. The mean pay gap is largely 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. Nevertheless, this year's figures indicate a more positive trend in this respect.

Figure 2 shows the progression of the mean pay gap and mean hourly rates of pay between 2021 and 2025. Table 1 shows the numbers of staff, by gender, employed on the relevant date.

Figure 2: Mean Gender Pay Gap – 2021 to 2025

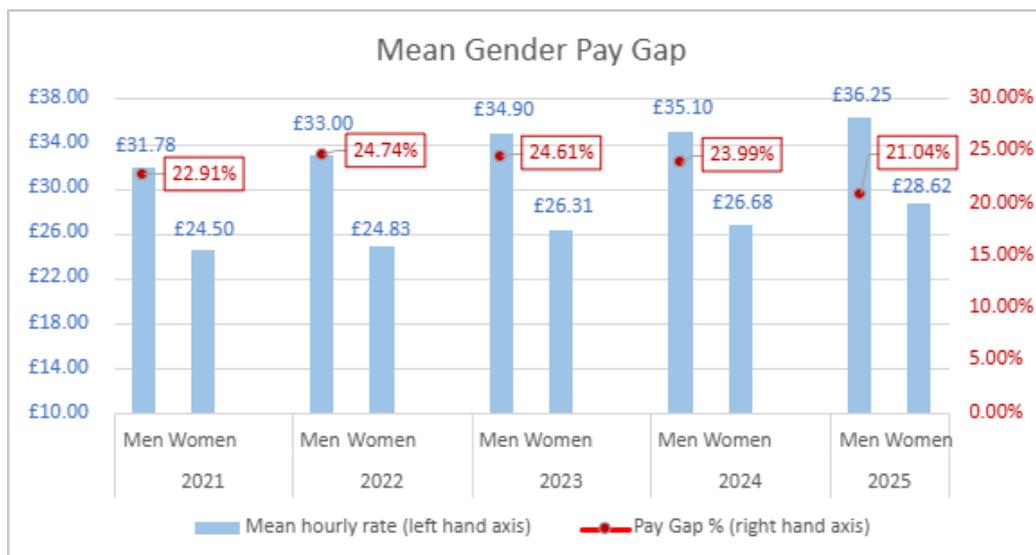


Table 1: Staff Population by Reference Year/Gender

Reference Year	Number of Men	Number of Women
2021	1758	1965
2022	1807	2129
2023	1896	2316
2024	1949	2424
2025	2048	2539

Figure 2 shows that there has also been a more 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 £7,996.86 (compared to £3,755.42 in 2024) and, for men, this was £5,821.78 (compared to 2024 when there was an increase of £2,197.28). Whilst the sum of mean hourly pay remains higher for men, there has been a 58% reduction in the difference when compared to the previous report (£1,565.85 compared to £3,740.93 in 2024).

Although the mean gender pay gap remains our most challenging area, it is encouraging to see a consistent downward trend over the past four consecutive years. It should be noted that because performance supplements have been incorporated into ordinary pay, there has been a more significant improvement when compared to last year. Nonetheless, this year represents the most significant improvement to date, reflecting the positive impact of our ongoing efforts to create a more balanced and equitable pay structure across the organisation.

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

Figure 3a: Academic staff (Research and Teaching)

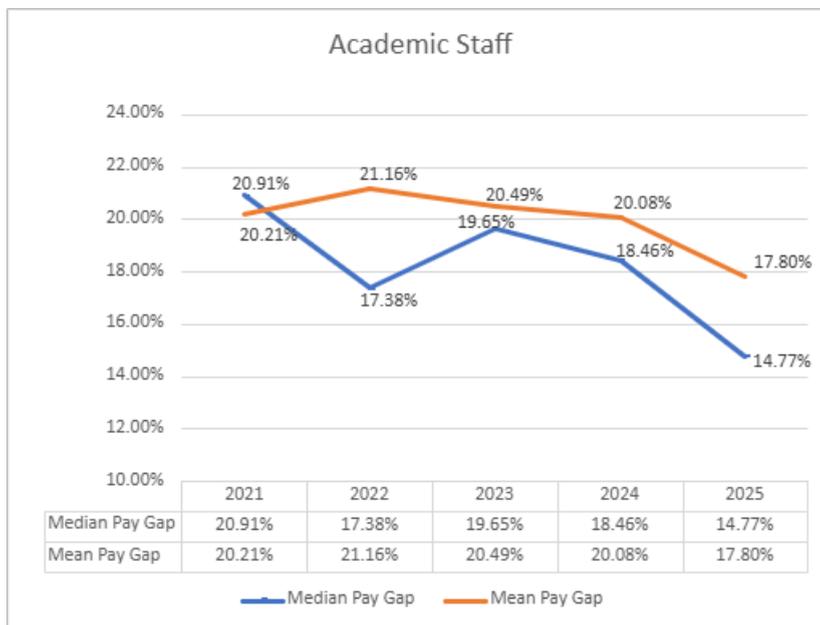


Table 1a: Academic Staff (Research and Teaching) Population by Reference Year

Reference Year	Number of People
2021	606
2022	641
2023	653
2024	651
2025	650

Figure 3b: Professional Services Staff

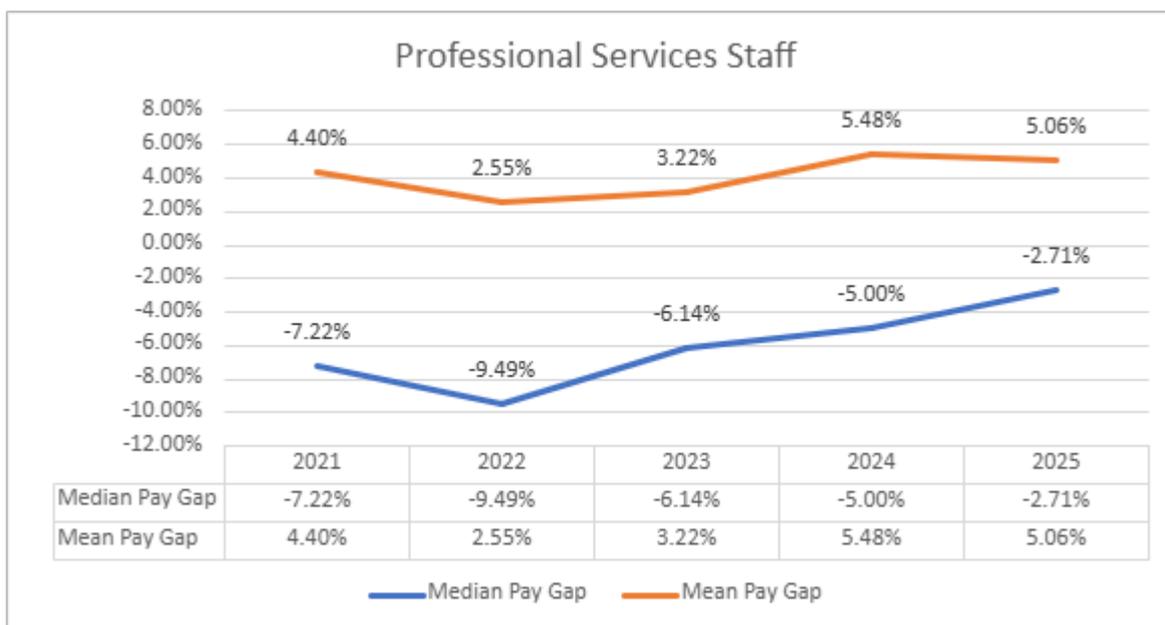


Table 1b: Professional Services Staff Population by Reference Year

Reference Year	Number of People
2021	2004
2022	2166
2023	2362
2024	2547
2025	2743

Figure 3c: Research Focused Staff

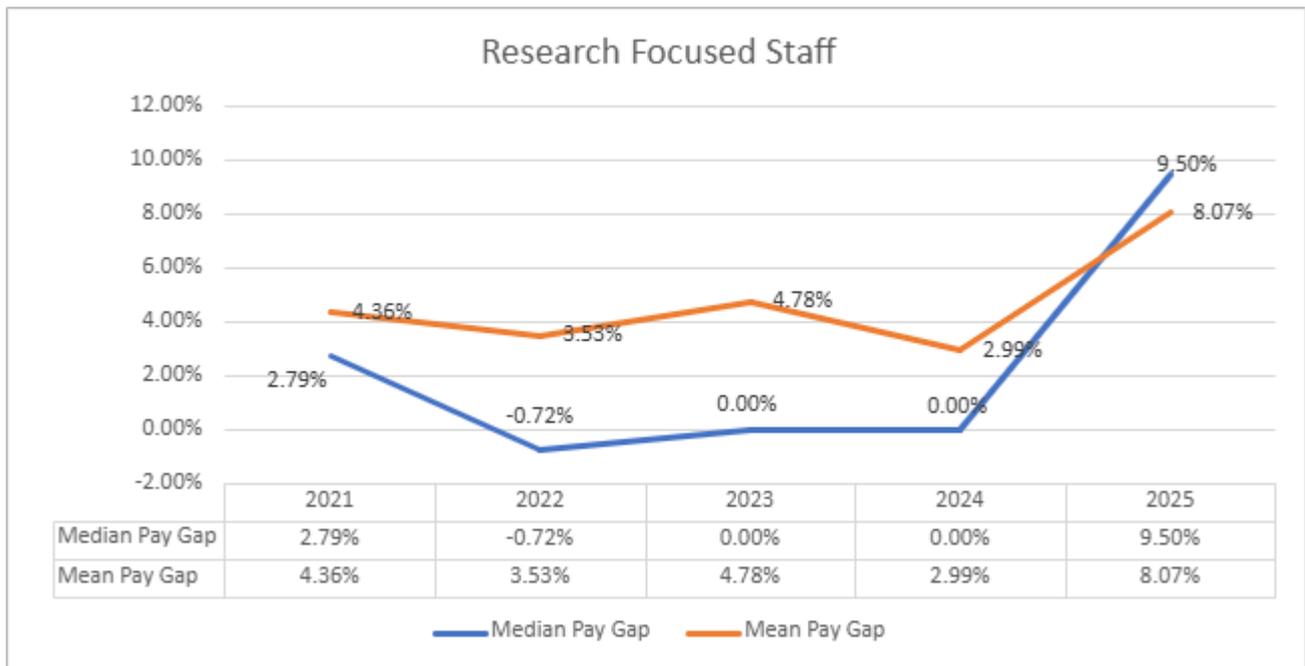


Table 1c: Research Focused Staff Population by Reference Year

Reference Year	Number of People
2021	437
2022	439
2023	455
2024	461
2025	475

Figure 3d: Teaching Focused Staff

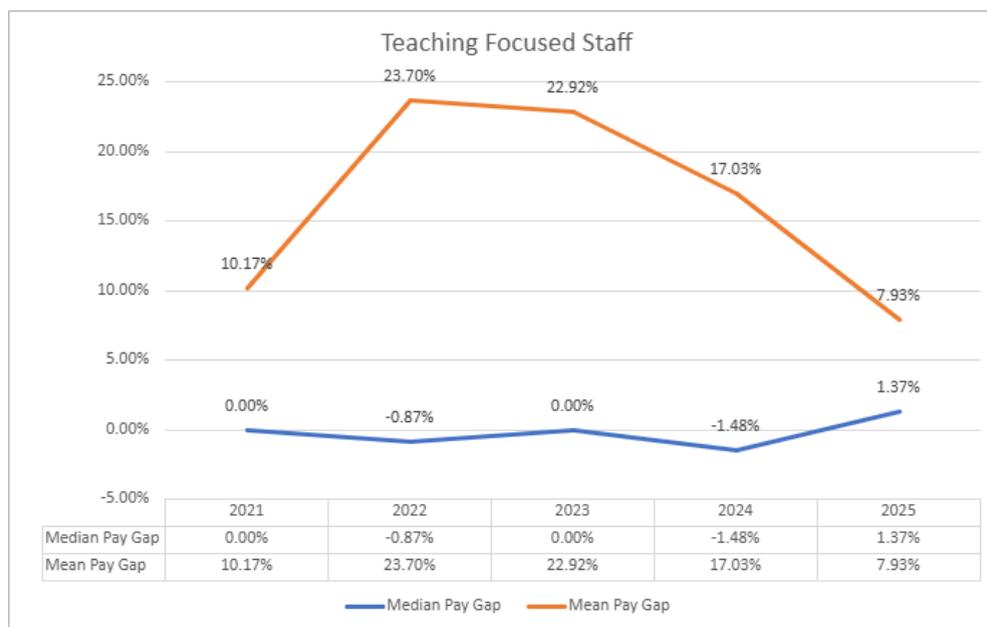


Table 1d: Teaching Focused Staff Population by Reference Year

Reference Year	Number of People
2021	676
2022	688
2023	742
2024	714
2025	719

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.

As in previous years, we see contrasting trends when looking at the breakdown of data according to staff category. This shows that there have been decreases in both the median and mean pay gaps for academic staff. Conversely, research staff saw significant increases in both. Teaching and professional services staff saw decreases in the mean pay gap – with the most significant decrease overall for the second year running being that of teaching staff. Both groups saw increases in the median which was previously in favour of women and remains the case for professional services staff.

As professional services staff are the largest group, any fluctuations in these pay gaps have a more significant impact on the overall pay gap than for other groups. As such, although the median for professional services staff remains in favour of women, the increase in this median is a significant factor in explaining the increase in the overall median gap. Despite this, the low mean and negative median pay gaps continue to have a positive effect on the overall pay gaps for LSE.

Academic Staff (Research and Teaching)

The mean pay gap for academic staff (research and teaching) (17.80%) has decreased for the fourth consecutive year and the median pay gap (14.77%) also reduced for the second year in a row. As set out above, these calculations now include advance performance supplements. This has had a negligible impact on the mean (a difference of 0.01 percentage points); the median would have been 17.05% without this change, which represents a decrease of 1.41 percentage points.

The median hourly pay rate for women increased by 10.76% (to £51.46) compared to an increase of 5.99% for men (to £60.38). The average mean hourly sum for women increased at a rate of 7.99% compared to 2.96% for men; the mean hourly rate increased by 7.98% for women compared to an increase of 5.00% for men. These changes to hourly rates help to explain the overall increase in the median and the improvements in the mean pay gaps this year.

The overall proportion of women in academic roles in 2025 has remained relatively stable – increasing from 37.48% in 2024 to 37.96% in 2025. When looking at progression over the previous reporting period, there are positive indicators. It can be seen that women accounted for 60% of promotions from Assistant Professor to Associate Professor and 59% of promotions from Associate Professor to Professor. This has resulted in a modest improvement in representation at Associate Professor (1.34%) and Professor level (1.26%). In addition, women continue to represent a higher proportion of assistant professors, ensuring that there is a pipeline for future senior appointments. It should be noted that proportions of academic staff at Assistant Professor and Professor level have seen additional movement in this period due to a number of staff electing to join the New Academic Career structure in order to become eligible for the financial reward package.

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 gap has increased by 1.12 percentage points and the mean gap has decreased by 0.42 percentage points. This group of staff normally has the lowest pay gaps (with the median being in favour of women) which continues to be the case this year. These changes are largely due to staff movement which has resulted in a decrease in the proportion of women at the lower grades and a net increase in the proportion of women at the higher grades. There has been an increase of just under 6% in staff at SB01 and SB02 of which 81% were men and at the most senior grades (SB09 and SB10), there was an increase in staff overall (14.29%) of which 64% were women. At bands SB05 and SB06 – where the median is set- there was a 7% increase in staff numbers. This resulted in an increase of just under 10% for men compared to a 5.76% increase in women at these grades. This will have contributed to the increase in median with the changes in the lower and higher bands supporting the decrease in the mean.

Across all professional services roles in this year's reporting period, there continues to be more women than men, although there has been a more significant increase in the proportion of men (9.2%) compared to women (6.82%). In this year's report, there was also a slightly higher increase in the total hourly sum for men (16.33%) than women (15.22%); however, the overall totals remain higher for women.

Research Focused Staff

The mean and median pay gaps of research focused staff increased significantly by 5.08 and 9.50 percentage points respectively. Overall, the number of research focused staff increased by 3.04% in 2025 compared to the previous reporting period. Of these additional staff, 86% were women.

Looking across salary bands, it can be seen that the majority of movement has taken place at the middle grades (SB05 and SB06) which is where the median hourly rate is found. Men accounted for 71% of the increase in staff numbers, which resulted in a small increase in the proportion of men at these grades. This resulted in a decline in the median hourly rate for women. When looking at the higher grades, (SB09, SB10 and SBA2-3), there were gains in the number of men and a decrease in the number of women. The mean hourly pay rates increased for both men and women, but more significantly for men: 9.27% compared to 3.53% for women. This explains the overall changes in the median and mean pay gaps for research staff.

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 variation in the mean pay gap, which shows a positive improvement of 9.10 percentage points; the median pay gap has increased by 2.85 percentage points; this was previously in favour of women. When looking at the compositional changes, there has been minimal variation in total numbers and proportions of male and female teaching staff. There has been a decrease in numbers of men and women at band 5, an increase in women at bands 6 and 10, and in men at bands 7 and 10.

During this reporting period, the median hourly rate is slightly higher for men (£24.35) than women (£24.01). Overall, the total hourly sum paid to women increased by £192.46 (2.17%) and the mean hourly pay rate for women increased by 9.80% (to £28.13) compared to a -1.00% decrease for men (£30.56). This resulted in a decrease of 6.53 percentage points in the mean pay gap for this category of staff and will have also contributed to the overall reduction in the mean during this reporting period. In addition to staff movement, the mean pay gap has also been influenced by additional checks and balances introduced to manage the long-term use of specialist Guest Teacher contracts, ensuring that these are appropriately incorporated.

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 2024 to 31 March 2025. These payments include non-recurrent contribution payments to reward exceptional performance and research incentive rewards.

Previous reports have included advance performance supplements within bonus pay; in this year's calculations, these have been reclassified and incorporated into ordinary pay. Following a review of the pay elements included in our bonus/ordinary pay calculations, professional advice received indicates that based on their practical application, these supplements align more closely with the criteria of ordinary pay (i.e., as an allowance) rather than bonus pay.

Table 3 shows that 31.74% of men received bonus pay compared with 31.23% of women. The median gender bonus gap is -17.65% and the mean bonus pay gap is 45.17%. As mentioned previously, this does not include performance supplements this year – with these included, the median would have remained unchanged at 0% and the mean would have been 51.24% (a reduction of 6.82 percentage points).

Figure 4: Bonus Pay Gap – Median

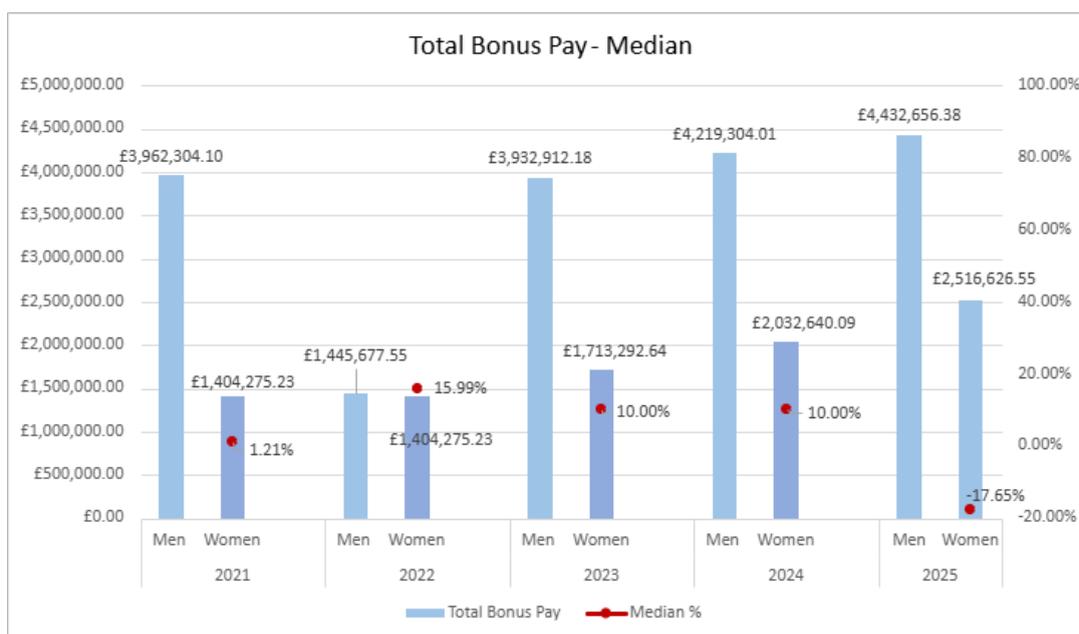


Figure 5: Bonus Pay Gap – Mean

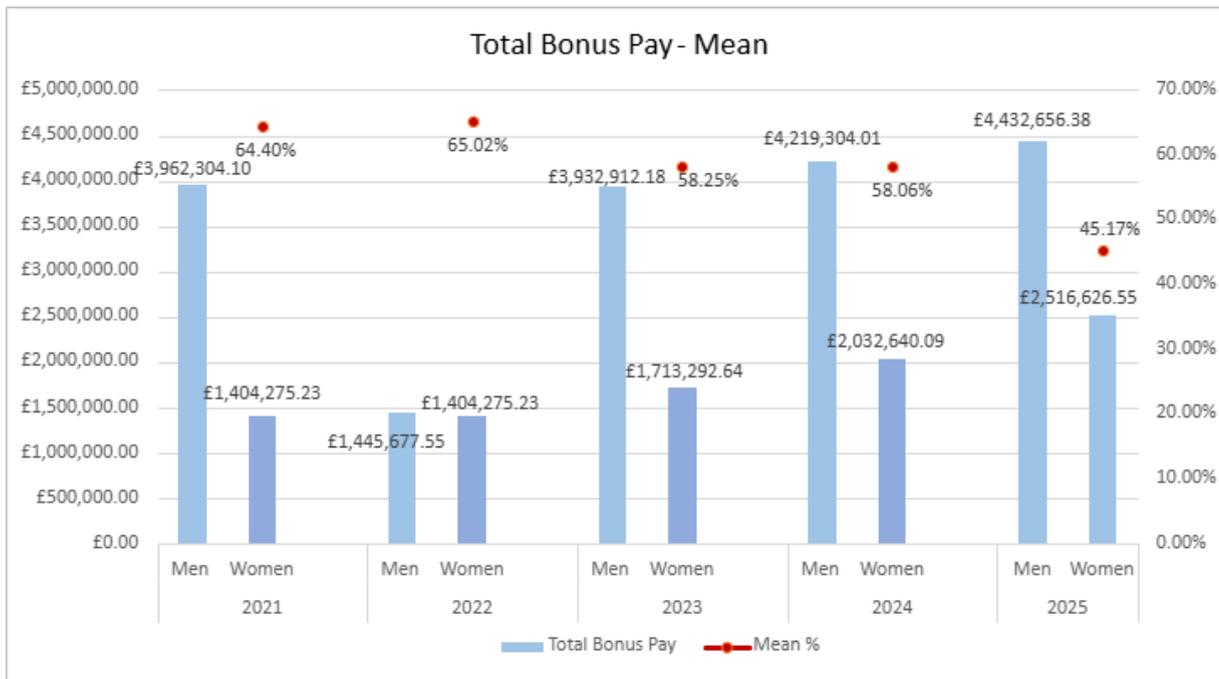


Table 3: Numbers and Proportions of Bonus Payments by Reference Year/Gender

Reference Year	Gender	Number	Proportion %
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%
2025	Men	650	31.74%
	Women	793	31.23%

During this reporting period, the total value of bonus payments decreased by £2,479,974.74 for men and by £869,159.10 for women. A significant part of this reduction is explained by the removal of performance supplements, which accounted for £2,693,327.11 of the decrease for men and £1,353,145.56 for women. As these supplements had previously been awarded to a higher proportion of male staff, their removal has had a larger impact on the male bonus total. This change in practice therefore contributes to the shift in the bonus pay gap for this year's report.

In all areas other than research incentive rewards, both men and women saw increases in total amounts of bonus paid. The share of total payments for annual review lump sum payments continues to be higher for women and has increased by 21.72%; the difference in proportions of total payments has decreased by one percentage point (53% for women compared to 47% for men).

As a result of the removal of performance supplements, the proportions and numbers of staff receiving bonuses decreased in 2025. There was a smaller decrease in the proportion of women compared to men of 0.91 and 4.18 percentage points respectively. This results in there being similar proportions of men and women receiving a bonus payment (difference of 0.51 percentage points) and a higher proportion (40%) of the total amount paid to women than has been seen in previous years. This would have been the case without the removal of performance supplements but to a lesser extent.

In this year's report, non-recurrent contribution payments make up the largest bonus component; these are what can be considered as 'traditional' bonus payments. During this reporting period, these make up just under 65% of total bonus payments and are awarded to the largest proportion of staff (86% of all bonus recipients). Non-recurrent contribution payments also represent the bonus category where the share of awards is higher for women (55% women/45% men) as well as the total amounts paid (53% women/47% 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 2% of bonus payments and have minimal impact on the bonus pay gap.

Research incentive rewards make up approximately 33% of the total. These are paid to staff who successfully secure external research grants and can be taken in a variety of ways, including as a discrete salary supplement. Male staff represent the larger proportion of all recipients (82%) and receive 87% 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 (29%⁶), and professors are normally more successful in winning external research grants (67% 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 this year's mean bonus pay gap is the impact of research incentive rewards which account for around a third of all bonus payments to just over 3% 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. In this reporting period, the total amounts were reduced by 35% than in the previous year and average amounts increased for women (14%) more significantly than for men (3%). This will have supported the improvement in the mean.

As set out above, the removal of performance supplements has also contributed to the improvement in the mean and the further reduction in the median so that is now in favour of women. Both the mean and median would have reduced regardless of this change but, due to this having been a significant component in bonus pay, there would have been less movement had it been included. However, the trend seen in previous years has continued, namely more significant increases in the numbers and amounts made to women compared to men.

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.

Pay Quartiles

The table below shows the proportion of men and women in each pay quartile throughout 2021 to 2025.

Quartile	Pay Quartiles 2025		Pay Quartiles 2024		Pay Quartiles 2023		Pay Quartiles 2022		Pay Quartiles 2021	
	Women	Men								
Upper: 75-100% of full-pay relevant employees	43%	57%	43%	57%	42%	58%	40%	60%	39%	61%
Upper middle: 50-75% of full-pay relevant employees	62%	38%	62%	38%	63%	37%	62%	38%	59%	41%
Lower middle: 25-50% of full-pay relevant employees	56%	44%	56%	44%	55%	45%	45%	55%	56%	44%
Lower: 0-25% of full-pay relevant employees	60%	40%	60%	40%	59%	41%	58%	42%	57%	43%

There has been minimal movement in this reporting period and, therefore, the overall percentages remain unchanged. As such, there continues to be 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. When considering the data by job category, professional services staff continue to have more women in roles in all quartiles and these have remained relatively stable with minor reductions in the upper middle and upper quartiles and increases in the lower and lower middle quartiles. Teaching focused staff continue to have a stronger representation of men in every quartile in this reporting period, which has strengthened in the lower middle, upper middle and upper quartile this year. The breakdown of research focused staff shows that they have a higher representation of women in all quartiles other than the upper middle quartile (44%); this year's

⁶ This represents an increase of three percentage points when compared to 2024.

proportions show fluctuation in the middle quartiles but remain more stable in the lower and upper quartiles. Finally, academic staff (research and teaching) continue to have more men in every quartile, with considerable margins in the upper (77% to 23%) and upper middle quartiles (62% to 38%) – 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) 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

- LSE is investing in lower-paid staff by proactively implementing adjustments to the lower pay grades (bands SB01-SB03). These adjustments address pay compression arising from London Living Wage increases and successive staggered national pay awards. The changes will provide consistency between spine points and improve pay progression for staff in these grades. This work is being undertaken ahead of UCEA's proposed national pay spine review.
- LSE has also committed to paying the London Living Wage (LLW) increase with effect from 1 November of each year, ensuring that lower paid staff will benefit from the uplift at the earliest possible opportunity.
- Timescales for contribution pay applications will be aligned with the Career Development Review (CDR) process for PS staff and the Academic Performance Review (APR) for academics. This follows sustained efforts to increase CDR completion rates – now over 80% - and will support more informed managerial decision-making, leading to greater transparency and fairness.

On recruitment and retention

- Work is underway to review and update 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.
- Advertisements for senior roles are currently being reviewed to include targeted wording that actively encourages applications from candidates from under-represented backgrounds.

- Consultation is underway with the School's unions and EDI networks to enhance the Carer's Leave, Parental Leave and Shared Parental Leave policies. Proposed improvements include introducing a paid entitlement of Carer's Leave, removing the qualifying periods for Parental and Shared Parental Leave and increasing Shared Parental Leave to 20 weeks at full pay, with the option to share this entitlement between partners. These changes are intended to provide greater flexibility and support for staff with caring responsibilities. To further support staff with caring responsibilities, training sessions have been run for managers on how best to support working carers.
- A new Menopause Policy and Fertility Support Toolkit have been launched, providing comprehensive support for staff experiencing menopause-related symptoms or undergoing fertility treatment. This will be strengthened through an updated Menopause Toolkit and embedded across the School via targeted communications and training. Training to support the Menopause Policy and Toolkit has also been launched. The School now delivers termly sessions on demystifying the menopause and on managing and supporting staff experiencing menopausal symptoms.
- A domestic abuse toolkit is being developed, and specialist training has been provided to relevant staff, ensuring the School can offer informed, safe and sensitive support to colleagues affected by domestic abuse.
- Work continues to strengthen an inclusive environment for disabled staff through regular training for managers and staff and specialist, one-to-one support provided by the Staff Disability and Mental Health Adviser. This has resulted in over 90 staff being provided with support in the last twelve months.

On career progression

- During the last three years, attendance on internally run leadership and management programmes for staff up to and including band 8 has been approximately 95% 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' was launched with a completely female cohort group. This programme is now in its third cohort and 97% of the delegates have been female.
- The Aurora programme was run in the Autumn-Winter term of 2025-2026 in collaboration with delivery partner Advance HE to upskill 10 carefully selected, aspiring women leaders in professional services, research and academic roles at the School. 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 reflection and action learning sessions. Participants will also be signposted to upcoming training and professional development opportunities.
- LSE's Internal Coaching Network (ICN) was established to foster a strong internal coaching culture, provide ongoing CPD and peer-support for existing coaches, and ensure coaching is widely accessible to staff engaged in leadership development or seeking to enhance performance and soft skills. In its pilot year, 72% of staff who received coaching to support their personal and professional development were women.
- As part of LSE's commitment to supporting the career development of research staff, with a particular focus on upskilling and supporting female researchers, a new pilot coaching programme has been launched. This will support an initial cohort of ten early career researchers who are either on, or have recently returned from, maternity leave, by providing tailored coaching to support with their transition and ongoing career progression. This new programme is being coordinated by the School's EDI team, with support from HR, Organisational Learning and Development and an external partner (Parent and Professional) that specialises in coaching for returners.
- To better support staff in returning to work following maternity leave, LSE has re-commissioned Mentor Mums to run a 'Return Ready' programme during April and May 2026. The programme includes three two-hour online sessions for a cohort of 10-15 members of staff within six months of returning from family leave. The programme's aim is to provide consistent guidance and peer support to help staff reintegrate confidently. The programme will be evaluated upon completion, with consideration of a longer-term structured coaching offer.
- The EMpower Mentoring scheme, a collaborative project between EDI, Organisational Learning and Development, and the EmbRace staff network, is designed to provide mentoring support to members of staff from ethnic minority backgrounds, as well as strengthening the capability of mentors through action learning, training workshops and e-learning resources. As of January 2026, the EMpower Mentoring scheme has upskilled 13 mentors who identify as women from ethnic minority backgrounds and has provided one-to-one mentoring support to 12 women. LSE has also joined London Higher's Global Majority Mentoring Scheme which opens up opportunities for our ethnic minority staff at any level to benefit from a mentor, networking and personal development opportunities from universities across London.
- The new 'Skill Up' series of lunch and learn sessions developed this year with, and for, ethnic minority

staff in salary bands 1-3 to support career development. Topics to be covered include CV writing and interview skills.

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 the mean gender pay gap and both the mean and median bonus pay gaps. We are also encouraged to see a higher percentage of women being promoted within the academic grades, and that, once again, the proportion of women at professorial level has increased. 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.

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 at 53% 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.
- Contribution pay budgets were doubled in 2022/23 and have been sustained on an ongoing basis. 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.
- 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.
- 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.
- 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.
- 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. In support of this, there is a Staff Disability and Mental Health Adviser and a central funding provision to ensure that disabled staff are able to access support and adjustments quickly and effectively. A Disability @LSE Working Group has also 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.

- In advancement of race equity at LSE, Fair Recruitment Advisers play an active role in recruitment panels for professional services staff at higher grades. This helps to reduce the impact of unconscious bias, thereby supporting in tackling underrepresentation of minority ethnic candidates. The EDI team have recently undertaken a review of the scheme; among other aims, this review includes a consideration of any potential adjustments to the role of Fair Recruitment Advisers as well as ways to raise awareness of the scheme and encourage more volunteers to join.