

LSE Athena SWAN Action Plan November 2019 – November

Our Self- assessment has identified four main aims, which are underpinned by the action plan. Each action is labelled with the relevant aim(s) to which it relates

Aim 1

Ensure women are being promoted at the same speed as men by:

- Addressing the burden of pastoral support which disproportionately falls to women academics
- Investigating the status, and perceived status, of citizenship work in promotions criteria
- Increasing the transparency and clarity of the promotions process through workshops and information, advice and guidance (IAG)

Aim 2

Increase the overall proportion of women in academic roles by:

- Continuing to ensure vacancies are advertised widely and transparently
- Ensuring information on wellbeing, work-life balance and family friendly policies is easy to find and promoted across the School
- Advertising all possible posts as open to flexible working requests, in line with the Flexible Working Policy
- Increasing support for the development of Early Career Researchers and those on fixed-term research contracts

Aim 3

Address issues of bullying and harassment and ensure that incidents that do occur are reported and well-handled by:

- Implement the Bullying and Harassment Action Plan
- Communicating and promote Report It Stop It through related events
- Rolling out a pilot of Where Do You Draw The Line Training to LSE Departments

Aim 4

Support and encourage LSE departments to apply for their own Athena SWAN awards by:

- Providing information, advice and guidance on the Athena SWAN process, including workshops, webinars and suggested timelines
- Ensure HR are equipped to provide individual departments with appropriate data for their applications
- Providing mechanisms for departments to share ideas, good practice and lessons learnt, to build on success.

2. Description of the Institution					
Section	Objective and Rationale	Action planned	Accountability (A) Responsibility (R)	Timescale (start and finish)	Success measure/outcome
2.1	<p>Understand why fewer female students undertake PGR compared to PGT programmes. At undergraduate level, LSE has almost a 50/50 women/men student split, however:</p> <ul style="list-style-type: none"> • at PGT the split is 58%/42% women/men • at PGR the split is 44%/56% women/men <p>The data highlight significant differences by discipline which need to be considered in any actions.</p>	<p>1.Undertake ‘Change Makers Project’ (using UG students to undertake research) exploring why female STEM PhD researchers at LSE choose to study for a PhD here?</p>	<p>PDR, PDE & PDPR (A) Head of EDI & PhD Academy (R)</p>	<p>Project initiated by December 2019 and conclude in Summer 2020.</p>	<p>Achieve a better understanding of:</p> <ul style="list-style-type: none"> • the motivations of women pursuing STEM PhDs at LSE • what attracts and encourages female master’s students in STEM subjects to want to pursue a PhD in general • the perspectives of female PhD researchers in STEM subjects on being a minority • the potential influence of mentors (of any background) and role models in nurturing a desire to undertake a PhD <p>This will allow us to create SMART actions to address the issues identified.</p>
		<p>2. Develop a women in AHSSBL campaign to encourage more women to apply for PGR study, especially in disciplines such as economics where they are known to be underrepresented.</p>	<p>PDR, PDE & PDPR (A) Head of EDI & PhD Academy (R)</p>	<p>Winter Term 2020/21</p>	<p>Increase in the proportion of female students applying to, and being made offers for PGR programmes in departments/disciplines where they are underrepresented.</p>

		<p>3. Create specific PhD scholarships, half for women and half for BME students in disciplines with a known under-representation. In addition to financial incentives, these will look at the structural and cultural barriers to applicants. These are currently under development and intersectionality will be considered in both cohorts, to increase the number of BME women.</p> <p>PhD Scholarship Programme Board currently being established.</p>	<p>PDR, PDPR & PDFD (A) HoDs and members of Departmental search committees (R)</p>	<p>First cohort to begin 1 September 2021 and then annually.</p> <p>First meeting December 2019</p>	<p>Minimum 5 additional BME students, and 5 additional women register for PhD programmes within a programme with known underrepresentation by 2021/22 session.</p>
2.2	<p>Improve the proportion of women PSS at higher grades The majority of PS staff are women. Women are overrepresented at grades, 5, 6 and 7 and underrepresented at grades 3, 8 and 10. In addition, while BME staff are underrepresented in the workforce overall, there is a significant drop in BME women representation in grades 7 to 8.</p>	<p>4. HR Partners to alert Departments and Divisions to more diversity friendly recruitment companies for reaching a wider audience, particularly for Bands 8-10. These include Vercida, Women Returners and Diversity link. We will monitor where Departments and Divisions are advertising, to evaluate the effectiveness and return on investment of this approach.</p>	<p>HR Director (A) HR (R)</p>	<p>To be in place end January 2020</p>	<p>Increase in applications from women</p>
		<p>5. Develop guidelines for all those involved in recruitment on best practice in increasing the diversity of staff representation across all grades and contract type.</p>	<p>HR Director (A) Head of EDI (R)</p>	<p>In place by end of Autumn Term 2020/21</p>	<p>Guidelines shared across all Departments and Divisions by HR Partners.</p>
		<p>6. Following the recent introduction of anonymised applications for PSS posts, continue to run workshops on the changes and embed the process across the School.</p>	<p>COO (A) HR (R)</p>	<p>November 2019 and then ongoing</p>	<p>Increase in the number of women, and women from diverse backgrounds (BME women, disabled women, LGBT women, etc) being shortlisted for interview.</p>
		<p>7. a) Any job adverts for PSS positions above SB07 to state that LSE is particularly interested in receiving applications from BME candidates, women, and</p>	<p>COO (A) HR (R)</p>	<p>In place by September 2020</p>	<p>An increase of 10 percentage points in applications from women for Bands 8-10</p>

	<p>especially BME women, who are underrepresented at this level. Inform all recruiting Departments/Divisions at start of search cycle of the gender and ethnicity breakdown of staff in their Department/Division.</p> <p>b) To target diverse candidates, encourage LSE staff network group members to share senior PSS roles with their own personal and professional networks, such as posting on Linked In profiles, and sharing with diversity related mailing lists.</p>			
	<p>8. Before externally advertising all PSS roles, recruitment managers with their HR Partner to look at current women at the level below (particularly BME women) and encourage any who meet the essential criteria to apply. HR Partner to confirm when this process has been undertaken with the Division Leader, who then signs off on external advertisement.</p>	COO (A) Service division leaders (R)	Communications & training throughout 2020/21.	Increase in applications from women and particularly BME women, internal candidates for roles in Bands 8-10
	<p>9. Provide opportunities for women and BME PS staff to observe and participate in key committee meetings, such as the departmental management committees for personal development, greater transparency in terms of decision-making and improvement of gender and ethnic diversity of committees.</p>	Chair of Gender Equality Steering Group & Service division leaders	In place by September 2020 Reviewed annually in July	Increase in number of women and BME PS staff on committees, proportionate to the number of women and BME PS staff working population at LSE
	<p>10. Encourage and invite expressions of interest from all PS division leaders and DMs to be mentors. Advertise the availability of mentors to all staff.</p>	COO & PDFD (A) HR (R)	In place by September 2021 Reviewed annually in July	Increase of 10 percentage points (from 37%), in satisfaction with career development opportunities in staff survey from women, and particularly BME PS women

		<p>11. Make the selection of PS staff for acting up, secondment and “stretch” projects more transparent and with greater accountability, and monitor by ethnicity and gender.</p>	COO	<p>2021/22 onwards. Reviewed annually in July</p>	<p>Increase in number of BME and women PS staff in interim/acting up positions and “stretch” opportunities.</p>
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3. Self-assessment process

	Objective and Rationale	Further action planned	Accountability Responsibility	Timescale (start and finish)	Success measure/outcome
3.1	Establish sustainable and effective governance of Athena SWAN.	<p>12. a) Gender Equality Steering Group to become the new group to take responsibility for monitoring the implementation of the Athena SWAN action plan.</p> <p>b) Renewed Athena SWAN SAT to be established to lead the 2023 submission, with dedicated workload allocation.</p> <p>c) SAT Membership to be refreshed, via a call for expressions of interest, to retain continuity and knowledge, while allowing fresh ideas and focus. Membership to consider intersectionality, Departmental and PS representation.</p>	PDFD & COO (A) EDI Office (R)	<p>November 2019 onwards</p> <p>May 2022, allowing 18 months for next Athena SWAN SAT</p>	<p>GEG reports termly to the EDI Advisory Board and SMC on progress against the action plan.</p> <p>The action plan is on track ensuring we are meeting the specific deadlines and report to be provided to SMC on a termly basis.</p>
		<p>13. a) Overall accountability for the action plan to sit with SMC, with support from a responsibility lead in delivering specific actions.</p> <p>b) SMC to scrutinise the termly Athena SWAN action plan progress updates from the Gender Equality Steering Group.</p> <p>c) The AS action plan is published on LSE's website with allocated SMC member aligned to the actions/objectives.</p>	Director (A) Head of EDI (R)	November 2019 onwards	Percentage increase in culture survey that staff report that the senior leadership of LSE is committed to Athena SWAN and gender equality.
		<p>14. Gender Equality Steering Group to share Athena SWAN action plan updates termly with SMC and EDI Advisory Board.</p>	Chair of Gender Equality Steering Group (A and R)	Winter Term 2020 onwards	AS actions are completed or escalated to EDI Advisory Board.

3.3	<p>Central support provided for departmental Athena SWAN applications.</p> <p>While individual departments need to take ownership of their own self-assessment journey and application, it will be important to ensure that they are supported through the process.</p>	<p>15. Central resource provided to recruit an Equality Charters Manager, to provide specific support to the EDI team on charter mark applications, and ensure momentum is sustained.</p>	<p>PDPR, COO & Head of EDI</p>	<p>By end of Winter Term 2020</p>	<p>Departments are encouraged to begin their own self-assessment, with at least two applications made within the first two years, with further departmental SATs established.</p>
		<p>16. EDI team to run 'Getting Started with Athena SWAN' workshops for LSE staff new to the process.</p>	<p>COO & Head of EDI</p>	<p>January 2020 and then termly.</p>	<p>Ensure we deliver 3 workshops on an annual basis.</p>
		<p>17. EDI team to create Athena SWAN Hub of resources, particularly setting out:</p> <ul style="list-style-type: none"> - how to get started and each part of the process, with webinars, FAQs and relevant IAG - what support the central team can provide - how to request relevant data from HR and Planning Division - recommended timelines for the self-assessment and application. - successes and lessons learnt from different LSE departments - ideas for acting as critical friends and 'external' representatives on each other's mock assessment panels 	<p>COO and Head of EDI</p>	<p>January 2020</p>	<p>Departments are supported and submit high quality applications.</p>

4. Staff data					
	Objective and Rationale	Further action planned	Accountability Responsibility	Timescale (start and finish)	Success measure/outcome
4.1	<p>Advance race equity across LSE We know we have an underrepresentation of BME staff overall, and specifically:</p> <ul style="list-style-type: none"> BME PS women drop from grade 7 to 8 BME PS men are underrepresented in senior grades and overrepresented in junior grades which we believe is due to occupational segregation BME academic women drop significantly from Associate Professor to Professor and BME academic men from Assistant Professor to Associate Professor <p>These issues need to be addressed systematically and holistically.</p>	<p>18. Apply for the Race Equality Charter: LSE Director to chair the REC Self-assessment team which is in the process of being re-launched.</p>	Director (A) Head of EDI (R)	REC SAT establish in 2020.	Greater engagement with race equality across the School, and increased inclusion of intersectionality in Athena SWAN actions.
		<p>19. Follow-up from event held with staff and students in October 2019 “Beyond Black History Month” to discuss how to take a more strategic and holistic approach to advancing race equity.</p> <p>Notes from event circulated with action points and possible follow-up event.</p>	Director (A) Head of EDI (R)	Initial event held in October 2019, with a programme plan signed off in Winter Term 2020	Programme of engagement activity to be developed and launched in Winter Term 2020. Staff feedback that they have greater confidence in the organisation’s approach to race equality and the recommendations gathered at the event, feed into the Race Equality Charter's SAT.
		<p>20. Undertake focus groups with members of staff networks to gain insight on the high non-disclosure rate across ethnicity and disability. Launch a communications campaign to encourage disclosure rates across these 3 areas, which emphasises confidentiality, the reasons why we are collecting data and how it could benefit staff as well as LSE as a whole.</p>	HR Director (A) Head of EDI (R)	Focus groups complete by 1 September 2020 Communications campaign throughout 2020/21	Three focus groups with staff networks. An increase in staff reporting on HR systems their ethnicity, disability, and gender identity status.
	<p>Improve the diversity of LSE Fellows, ensuring women and BME applicants are able to apply, be accepted and thrive. Data suggest women are less likely to apply for LSE Fellowships, are</p>	<p>21. Develop support programme to provide networking opportunities, information, advice and guidance, and resilience skills to women and BME final year PhD students to equip them to apply for fellowships, including LSE Fellowships.</p>	HR Director (A) Head of EDI (R)	Full plans developed for December 2020.	Greater diversity amongst LSE Fellows. No difference in the rate of women, and particularly BME women, leaving compared to men.

	<p>more likely to be shortlisted, but then less likely to be successful.</p> <p>Furthermore, women, and particularly BME women are more likely to resign before the end of their contract.</p>	<p>22. Ensure LSE Fellows have networking opportunities, and women and BME Fellows have access to bespoke pastoral support.</p> <p>Links with recruitment and selection actions which will impact on the recruitment of women, and BME women Fellows.</p>			
	<p>Better understand the lived experience of Graduate Teaching Assistants.</p>	<p>23. a) Ensure staff survey data can be analysed to specifically look at GTAs.</p> <p>b) Alert departments to the need to consider their GTAs, the diversity of their GTAs, and their relationship with the Department.</p>	<p>HR Director (A) PDR (A) Head of EDI (R)</p>	<p>August 2020</p>	<p>Next staff survey is analysed to understand GTAs.</p> <p>Departments build GTAs into their EDI plans.</p>
<p>4.2</p>	<p>Better understand the reasons staff leave LSE Currently leavers' data is not detailed and has limited use.</p>	<p>24. a) Review, improve and promote the exit questionnaire to better understand the reasons for staff leaving, including research staff.</p> <p>b) Offer exit interviews at a local level to gain invaluable insight on why staff are leaving. HR Advisors or Partners to conduct the interviews and feedback recommendations to HODs or Heads of Division where applicable. Explore best practice in conducting exit interviews and establish a benchmark.</p>	<p>HR Director (R) VCAC (R)</p>	<p>Launch amended questionnaire and offer exit interviews from academic session 2020/21 onwards.</p> <p>Review in 2022/23</p>	<p>50% of staff leaving fill in an exit questionnaire and provide reasons for leaving by 2023. Thereafter a year on year increase in staff completing.</p> <p>Meaningful benchmark established for exit interview completion rate.</p>
<p>4.3</p>	<p>Reduce the gender pay gap at LSE</p> <ul style="list-style-type: none"> The 'LSE Gender Pay Gap Report 2018' found that overall, the 2018 gender pay gap for the median hourly 	<p>25. Division leaders and Heads of Departments to be provided with a breakdown of contribution awards and equality data for the previous two years similar to the process for Heads of Academic Departments, to consider any possible patterns of under-representation.</p>	<p>HR (R)</p>	<p>To be in place by academic session 2021/22 Included in the annual monitoring meetings. Reviewed annually in July</p>	<p>We review on annual basis so we maintain gender parity on the number of awards given to men and women and the percentage of the award</p>

	<p>rate was 14.91 per cent in favour of men.</p> <ul style="list-style-type: none"> • The listed actions here are aligned to the LSE Gender Pay Gap Report 2018 • Our median gender pay gap based on Ordinary Pay is 14.91%, within 0.02% of last year's figure. • LSE's current mean gender pay gap is 23.90%. • The median gender bonus gap is 50% and the mean bonus gap is 63.58%. • By increasing the recruitment and progression of women at senior levels in LSE, we begin to close the gender pay gap 	<p>26. We currently do not effectively monitor the pay increment people in their salary scale are appointed at. HR and PDFD to monitor starting salaries and pay increment starting point for academic appointments on an annual basis. We will explore possible actions and work with Departments on the potential for bias in this.</p>	PDFD (A) HR (R)	To be in place by academic session 2021/22 Reviewed annually in July	Annual reviews in place and where significant gender disparities are identified, actions are development and implemented. Increase in staff satisfaction with pay in next Staff Survey
		<p>27. Map out best practice within HE and Industry, including University of Essex and other universities that have made progress on their gender pay gap, and determine what could be replicated at LSE.</p>	PDFD (A) HR & EDI (R)	Recommendations to be in place by academic session 2022/23	A list of recommendations from the mapping exercise put in place.

5.1 Key career transition points

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	Objective and Rationale	Further action planned	Accountability Responsibility	Timescale (start and finish)	Success measure/outcome
5.1	<p>Increase the number and proportion of women academics at LSE.</p> <p>Only 40% of academic staff are women, and this proportion decreases as you go up the pipeline.</p>	<p>28. Carry out further analysis of the differing national and international gender balance of academics including an understanding of the pipeline for disciplines relevant to LSE, in order to understand where we may be under-performing in our recruitment of female academics.</p>	<p>HR Director (A) HR (R)</p>	<p>1 September 2020 – 1 September 2021</p>	<p>Established benchmarks for recruiting to particularly under-represented areas</p>
		<p>29. a) Revise LSE’s job webpages and job adverts to showcase the non-pay related benefits to working at LSE, to help attract female talent. For example, housing support for academic staff who are relocating, flexible working, on-site nursery, etc. We are looking to advertise more roles as open to flexible working, ensuring there is a consistent positive action message on job adverts, and encouraging relevant departments to proactively seek more applications from women through networks and relevant societies.</p> <p>b) Include LSE’s EDI values including a statement that LSE particularly welcomes female applicants and those from ethnic minorities, as they are under-represented within LSE at Associate Prof and Prof level. Create more case studies to showcase a positive experience of being a female academic at LSE.</p>	<p>HR Director (A) HR (R)</p>	<p>Complete by July 2020</p>	<p>All LSE’s job webpages and job adverts include information on the benefits of working at LSE and a statement encouraging applications from under-represented groups. Non-pay benefits are widely used and embraced</p>

		30. As part of a wider recruitment campaign, produce one new recruitment video targeted at attracting more female academics from diverse backgrounds. This video will cover flexible working, maternity leave, etc. We will use findings from the Athena SWAN focus groups, staff survey and culture survey to inform the content.	HR Director (A) HR (R)	November 2020	One new video produced. 10% overall increase in the number of hits to the LSE recruitment website, with a view to assessing whether this has led to increase in female applications.
		31 a) Inform all recruiting Departments at start of search cycle of the gender and ethnicity breakdown of academic staff in their Department b) Specifically target women to apply for roles at LSE using networks at learned societies and professional bodies e.g. London Mathematical Society.	PDFD (A) HR (R)	1 September 2020 and then ongoing	Increase % of women applying by 5 percentage points at all levels for jobs in Departments in which women are under-represented
5.1	Improve the transparency and perceived transparency of LSE's appointment processes. <ul style="list-style-type: none"> In the 2018 LSE culture survey, 53% of male and 37% of female academics agreed that the recruitment process for job vacancies at LSE was fair and unbiased Open text responses mentioned unconscious bias negatively influencing decision making in the recruitment process. 	32. Check the templates for academic job adverts and person specifications for gendered language using Gender Text Tool.	COO (A) HR	1 January 2020	All job adverts Band 8 and above checked for gendered language before being advertised.
		33. a) At least 50% of all recruitment panel members to have undergone Recruitment & Selection training, recently revised to include unconscious bias and positive action. Develop best practice guidance for all recruitment panel members. b) Advertise for expressions of interest from female and staff from ethnic minorities to sit on recruitment panels for Bands 8 and above.	COO PDFD	Academic session 2021/22	Effective and transparent recruitment and selection decisions, with a % increase in staff agreeing that the process is fair in the next staff survey. More diverse panel composition on recruitment panels for Band 8 and above.
		34. Offer to cover any additional childcare costs for applicants coming for academic job interviews.	PDFD and HR Director (A) HR (R)	1 January 2020	All academic job adverts state that additional childcare costs will be covered if invited to interview.

		35. As part of the annual review, the appointments Committee receives relevant data and provides recommendations regarding the under-representation of women and BME academics at LSE.	PDFD AND VCAC (A) Appointments Committee (R)	June 2020 annually	Effective and transparent recruitment and selection decisions, with a % increase in staff agreeing that the process is fair in the next staff survey.
5.1	Ensure NAIP is useful and relevant for all academic staff. Feedback from those that attend NAIP is generally positive, with the exception of 2015/16, where satisfaction levels dropped to 54%. Anecdotal feedback suggests NAIP is more relevant for some disciplines than others.	36. a) Monitor satisfaction and feedback on NAIP and take action to address feedback if satisfaction levels drop. b) Explore anecdotal feedback that satisfaction varies by discipline area, indicating that it is more relevant for some departments than others.	Eden	Launch academic session 2020/21	NAIP satisfaction rates to stay above 80%.
	Ensure HoDs are aware of the need to address EDI in their departments and embed accountability. Every year a two-day induction for all new HoDs is run to introduce them to their responsibilities in the areas of appointment, review and promotion, research and education, and other matters such as financial regulation etc. This is not strictly mandatory though attendance data is collected and voluntary attendance is already very high. Feedback from the 2019 focus groups was that EDI is not considered embedded in the culture	37. Ensure the HoD induction is mandatory for all new HoDs. In cases where it is impossible for a new HOD to attend, they will be given a bespoke induction arranged by TLC.	PDFD (A) Eden (R)	June 2020 onwards	All new HoDs attend HoD induction.
		38. EDI Training to be embedded as part of HoD induction. Training to cover the importance of addressing bias, how to be an inclusive leader and include content on privilege e.g. Advance HE course.	EDI & Eden	July 2020	HoDs take increasing levels of ownership for EDI in their area evidenced through staff survey data and locally implemented actions and initiatives, for example, departmental Athena SWAN submissions.
		39. Embed EDI objectives into the job description of HoDs. Induction to cover how to set and implement these objectives. Refer to LSE 2030 Strategy 'Inclusive LSE'.	PDFD (A) EDI unit & Eden (R)	1 September 2020	All HODs to have EDI objectives and their relevant performance evaluated as part of APR

	of LSE and the consistency of policy and practice implementation depends on the individuals/HoDs in post.				
5.1	<p>Ensure woman are being promoted at the same rate as men. Only 25% of LSE Professors are women, and the Gender Pay Gap report highlighted that women are currently promoted more slowly than men.</p>	40. Require HoDs to give an account for all Associate Professors of their future promotions trajectory in their annual meeting with the PDFD.	PDFD (A) HoDs (R)	1 September 2020 onwards	<p>Female Associate Professors promoted at the same speed as men to professor by 2023/24</p> <p>20 percentage points increase in the proportion of women reporting that they understand what they need to do to get a promotion.</p>
		41. Create a group of Professors (men or women) who are willing to mentor and advise female Associate Professors who are considering applying for promotion within 3 years, e.g. advice on CV and promotion paperwork before it is submitted. Ensure this is credited at APR and recognised in workload allocation.	VCAC (A) HR (R)	1 September 2020 onwards	
		42. Repeat the promotion events/workshops run by PDFD and VCAC annually at a School level and biennially at a department or cluster level.	PDFD & VCAC (A) HR Review and promotions team & HoDs/DMs (R)	1 September 2020 onwards	
		43. Review, and revise, guidelines for promotion to better recognise contributions to teaching, outreach, citizenship and pastoral care. In addition to ensuring these areas are given the prominence they deserve within promotions, ensure staff know how to demonstrate them, with examples of evidence.	PDFD & VCAC (A) Promotions and Appointments Committee (R)	May 2020 and then May of every year	
	<p>Enhance promotion processes to support women's career progression and recognise achievement in areas where women are leading. 74% of female academics and 60% of male academics are interested in</p>	44. Review on an annual basis, in line with the annual review of other committees, the membership of the promotions committee.	PDFD (A) VCAC (R)	June 2020 and then every June at Appointments Committee	Gender balance in promotions committees.
	45. New promotions guidance developed for the Education Career Track (ECT) and sent to all relevant staff.	PDFD (A) HR (R)	By 1 October 2019	Increased number of promotions via ECT.	

	<p>progressing their career/getting a promotion/moving to a more senior role in LSE. However, more than half of women disagree that female staff are not disadvantaged when trying to progress their career at LSE and only 36% are optimistic about securing promotion.</p>				<p>Improved feedback from staff that teaching is a recognised progression route.</p>
<p>Open text responses to the 2018 culture survey suggested the process favours men.</p> <p>Focus group feedback highlighted:</p> <ul style="list-style-type: none"> - The promotions process could be clearer - it is difficult to get promoted on just a teaching track - there is an unequal division of labour, women do more pastoral care and emotional labour work than men and this is not valued at LSE. 		<p>46. Ensure that LSE staff who teach, who support students' learning and who lead on education are supported to gain Advance HE/HEA Fellowships at levels appropriate for their role.</p>	<p>PDE (A) HR(R)</p>	<p>July 2020</p>	<p>More LSE academics hold teaching fellowships, and fellowships are being conferred at higher levels.</p>
		<p>47. Hold specific promotions sessions for research only staff and ECT staff.</p>	<p>PDFD & VCAC (A) HR (R)</p>	<p>Spring 2020 onwards</p>	<p>Research and policy staff and ECT staff report they understand promotion process and criteria at next culture survey</p>
		<p>48. Continue with awards from the Student Union, from the Promotions Committee and from the annual contribution pay round celebrating outstanding contributions to academic supervision, advising and teaching.</p>	<p>PDFD & PDE (A) Eden & HR</p>	<p>Ongoing, every year</p>	<p>Maintain number of academic staff receiving awards for Outstanding contributions to academic supervision, advising and teaching.</p>
		<p>49. Ensure that academic staff contributions to pastoral care and the student experience are recognised in work allocation processes at departmental level.</p>	<p>PDFD & VCAC</p>	<p>1 September 2020 onwards</p>	<p>Feedback from women (via focus groups, see later action) suggests pastoral care is recognised in workload allocation and promotion submissions.</p>

		<p>50. Review workload allocation in Departments and build on the credit for EDI work, including on SAT and GESG, in cases where this is not currently being done.</p>	PDFD & COO	September 2020 onwards	<p>Workload allocation models revised.</p> <p>Those involved in committees and networks get formal recognition for their EDI contributions.</p>
5.1	<p>Address findings from focus groups that women are over-burdened with providing pastoral support to students.</p>	<p>51. Define and map out pastoral care and signpost students to the best type of support for different needs, to ensure academics (and disproportionately women academics) are not taking responsibility for care outside of their remit. For example:</p> <ul style="list-style-type: none"> - The revised academic code, will specify the need to provide clear guidance and support to students in accessing personal advice, for example with respect to mental health and wellbeing <p>Ensure Student Support is well advertised and students are clear about the available services and equip academic with the information they need to signpost students (2.0 FTE counsellors and 2.0 FTE additional Mental Health Assistant roles have recently been created to support this)</p> <ul style="list-style-type: none"> - Ensure students are aware of the support available from departmental offices - Ensure students are given information on when and how to contact academics, setting out office hours, and the types of support provided directly by the academics 	Pro Director for Education (A) Department Managers EDI	1 September 2021 onwards	<p>Female academics in future focus groups report an improvement in the situation</p> <p>Increase in staff satisfaction from female academics in Staff Survey</p>

		<p>52. a) Launch an awareness raising campaign so that academic faculty have sufficient understanding to spot when students are in need of counselling</p> <p>b) Communicate and publicise to staff and students, those staff teaching on LSE programmes will be available to students through a minimum of 35 office hours (for full-time teaching staff) during term time. normally, the expectation is to meet face-to-face, but contact may take other forms that are mutually agreed between teacher and student's (and at the same time consider ways to make office hours more flexible for example, for those with childcare or caring responsibilities to be able to telephone or skype, rather than attend in person).</p> <p>c) Scrutinise NSS scores and qualitative student feedback to ascertain any shortfalls in academic student support</p>	Pro Director for Education & PDFD (A) Communications Team & EDI (R)	Academic session 2021/22 onwards	<p>Increase in staff satisfaction from female academics in Staff Survey</p> <p>Increase in student satisfaction in NSS</p> <p>Focus group feedback in three years shows a reduction in women reporting that they are overburden in providing pastoral support to students</p>
		53. Conduct focus groups after 3 years to evaluate the effectiveness of the actions relating to citizenship and pastoral care.	EDI (R)	Academic session 2022/23	3 Focus Groups as a minimum are held with female and male academic staff
5.1	<p>Ensure gender equity in REF submission portfolio.</p> <p>There was an increase in the number and proportion of women and men not submitted to the REF compared to the RAE. Now, all eligible staff must be submitted but the focus has shifted on the number of publications submitted.</p>	54: All REFSC members will be given EDI training.	EDI unit	31 December 2020 (REF deadline)	Publications submitted to REF by women and BME staff reflects their share of eligible staff submitted to the REF.
		55: Monitor the gender and ethnicity breakdown of submitted publications to the REF and ensure publications submitted reflect the gender and ethnicity breakdown of staff.	PDR & PDFD (A) REF coordinators & the School's REF committee (R)	31 December 2020 (REF deadline)	Publications submitted to REF by women and BME women reflects their share of eligible staff submitted to the REF.

5.3 Career Development

Objective and Rationale	Further action planned	Accountability Responsibility	Timescale (start and finish)	Success measure/outcome
<p>Embed EDI in the culture of LSE Feedback from the 2019 focus groups highlighted “EDI is not considered embedded in the culture of LSE and consistency of policy and practice implementation depends on the individuals/HoDs in post”.</p>	<p>56. a) Review current EDI training offer to create a blended approach of face to face and online learning.</p> <p>b) Online modules developed to target staff at different levels of the organisation, and with an emphasis on continuous development, i.e. staff will renew their online training every three years, and each time, the content will refresh knowledge, but also add more.</p> <p>c) Face to face sessions will be developed based on feedback from the EDI Representatives Network, and needs identified by the EDI unit. Phase 1: mapping exercise of current EDI training provision against the 3 layers of workforce and identification of gaps Phase 2: identifying and designing suitable interventions</p>	<p>EDI HR Eden</p>	<p>Map and identify gaps by July 2020</p> <p>Address identified gaps by July 2022</p>	<p>An increase in satisfaction levels of female academics in the Staff Survey.</p> <p>An increase from 77% to 82% in the agreement of female academics that they receive equal treatment regardless of their protected characteristics.</p>

		Phase 3: implementation of identified interventions ensuring EDI training provision at all 3 layers of the workforce d) Map out all training provision provided by OL and Eden and analyses collectively to identify any gaps.			
		57. Contributing towards EDI to be included in APR and CDR forms: e.g. question included in the form: “Fostering an inclusive LSE is part of LSE Strategy 2030, how are you contributing towards it.”	PDFD & VCAC (A) Appointments Committee (R)	Academic session 2020/21 onwards	Increased staff engagement with EDI, for example, through attendance at events, voluntary training and departmental EDI committees.
5.3	Ensure staff are supported and enabled to access appropriate career development In the 2018 culture survey 35% of women and 30% of men disagreed that they have access to the training/professional development they need to progress their career. 58% of women and 59% of men agree that they do have access to the training/professional development, while 6% and 11% respectively are unsure. In the 2019 staff survey, only 50% of male academics and 48% of female academics who responded agreed that the professional learning and	58. a) EDI with OL and Eden to explore how to embed EDI data monitoring into career development activities. Phase 1: EDI, Eden and OL to map out all current career development provision, identifying available and desirable data. Phase 2: Using data provided by Eden and OL, EDI to analyse available data against all protected characteristics. Phase 3: Where there is a low take up in a group, design targeted intervention to increase take up by that group. Phase 4: Implement identified interventions, including LSE Manager and HOD Induction to include detail on barriers facing under-represented groups. b) OL team have identified a development gap in supporting women with their early career development. As a result, OL team are collaborating with EDI team and external organisations as such as	HR/Eden	a) Introduce 2019-2020 and then ongoing Phase 1 – January 2020 Phase 2 – June 2020 Phase 3 & 4 from academic year 2020/2021 b) Design by June 2020 c) Launch for academic year 2020/21	Increased understanding of possible target areas and initiatives put in place to address this. Numbers of staff attending training events to better reflect the School’s staff demographic profile. Focus groups carried out and recommendations to feed

	<p>development they have undertaken is helping them to develop their career.</p>	<p>Kings, UCL, Queen Mary, Imperial and Advance HE to design and launch a new programme for HE sector specifically focusing on early career support for academic, research and PS female staff. This review will be informed by feedback from women to understand what training courses they want, including feedback from the Aurora and Springboard programmes.</p> <p>c) Investigate why female staff don't feel they have access to the training they need to develop their career – conduct specific focus groups with academic and PSS staff</p>			<p>into the design of targeted interventions.</p>
		<p>59. a) Guidance for academic staff responsible for completing APR and CDR for academic staff, which clearly explains the purpose of these reviews, and emphasises the importance of career development in the conversations. Importance of staff training opportunities and summary of barriers faced by under-represented groups to be added to this guidance.</p> <p>b) Review APR and CDR documentation to highlight better the training and development options available to different staff levels.</p>	<p>HR (A) & Eden (R)</p>	<p>By September 2021</p> <p>Academic session 2020/21</p>	<p>In the next staff survey 75% of male academics and 70% of female academics below the Professor level agree that they get regular and constructive feedback on their performance. CDR documentation revised and 65% of staff report they have access to training they need to progress their career. Followed by a year on year increase thereafter.</p>

5.3	<p>Ensure APR and CDR are useful and effective career development tools In the 2019 staff survey 55% of male academics and 54% of female academics agree that they get regular and constructive feedback on their performance. 63% of male academics and 57.50% of female academics feel their line manager provides the support I need to succeed.</p>	<p>60. Continue to monitor take up and completion of CDR and APR across all staff. Produce guidance and a hub of resources for all line managers on completing an effective performance review.</p>	HR (A and R)	November 2019 onwards	Improvement in the rate of staff completing CDR and APR
5.3	<p>Improve mentoring at LSE. In the 2018 culture survey, 33% of women and 31% of men disagreed that they feel able to seek help from a mentor at LSE. Feedback from the 2019 focus groups from female academics was that the mentoring relationships were often difficult.</p>	<p>61. Develop training on how to be an effective mentor and mentee. Training and evaluation to specifically include intersectionality to ensure the needs of all staff are being met. Please see Section 5.1.</p>	VCAC (A) HR (R)	Academic session 2020/21 onwards	50% of men and women reporting they are able to seek help from a mentor. A year on year increase thereafter.
		<p>62. Investigate using online consultation or focus groups, to explore what Academic and PS staff want from a mentor. Using this insight, develop a clear set of mentoring requirements and needs, tailored to Academic and PSS.</p>	VCAC (A) HR (R)	Academic session 2020/21	Increase in satisfaction for female and male staff in career development questions in the Staff Survey. 50% of men and women reporting they are able to seek help from a mentor. A year on year increase thereafter.
5.3	<p>Ensure women Early Career Researchers and Academics are supported to develop and progress at the same rate as men.</p>	<p>63. Facilitate termly development and discussion sessions for women Early Career Academics to network and discuss their career development and progression.</p>	Eden (A&R)	Spring Term 2020	Women ECA's report feeling supported and progress their career's successfully.
		<p>64: A collaboration with PhD Academy, Eden, and EDI to run a 'speed mentoring' event between</p>	HR, Eden, PhD Academy	Academic session 2021/22	An event delivered in 2021/22, potentially to kick

		female ECRs and Professors, Assistant Professors and Associate Professors of all genders. The aim is to highlight role models at LSE and encourage the development of mentoring relationships between female ECRs and academic staff.	Director and EDI (R)		off the ECR networks, which received positive feedback from 80% or more of the attendees.
5.3	<p>Ensure women are effectively supported in applying for research grants.</p> <p>Data highlight that women apply for more research grants than men, but hold less. Analysis suggests that grade plays a part, but it is important to ensure women are as successful as possible in the grants for which they apply.</p>	65. Liaise with the Gender Equality Forum to ensure research-specific events are promoted to their members and to develop a bespoke event covering any specific areas raised by their members.	R&I (A&R)	Winter Term 2020	Reduction in the gap between women's research grant applications and number of research grants held.

5.5. Flexibility and managing career breaks

	Objective and Rationale	Further action planned	Accountability Responsibility	Timescale (start and finish)	Success measure/outcome
5.5.	<p>Investigate why some groups have lower maternity leave return rates, including Early Career Researchers and Professional Services Staff.</p> <p>The percentage of Professional Services Staff (PSS) returning from maternity has decreased in the past three years, from 94.6% to 82.9%, (although the number of staff taking up maternity leave has almost doubled, from 37 to 70).</p>	<p>66. Examine maternity leave data to look at whether women are still in post 6 months, 12 months and 24 months later. Undertake a survey/focus groups to investigate why PS women don't return from maternity leave. Consider developing a returner programme.</p>	HR (A and R)	Academic session 2021/22	PSS staff maternity leave return rate is 90% Analyse reasons for staff not returning from maternity leave and plan further actions accordingly.
		<p>67. Continue to monitor maternity return rates for Early Career Researchers and ensure these do not dip any further.</p>	HR (A and R)	Review on annual basis in July from 2020 onwards	Maintain level of retention of ECRs after maternity leave
	<p>All staff eligible to take paternity leave are strongly encouraged to do so and this data is recorded.</p> <ul style="list-style-type: none"> There has been low uptake of paternity leave for PSS in the last year, although the number of staff taking shared parental leave has increased by almost the same amount in the same period. 	<p>68. Collect data on paternity leave, adoption leave, parental leave and Shared Parental Leave uptake by Department and Division. Review data on annual basis and any gaps identified to be addressed as part of local action plans</p>	HR (A and R)	To commence during 2020/21	Paternity leave, adoption leave etc, data collected and reported to HR committee annually. Reasons for eligible staff not taking paternity leave known and further action taken.
		<p>69. Include paternity leave policies in HoD induction so that managers are aware of them and are encouraging uptake.</p>	Eden (A and R)	June 2020	Paternity leave included in HoD induction.
		<p>70. Enhance LSE's paternity leave cover from 2 to 3 weeks on full pay.</p>	SMC (A) HR (R)	By the start of the 2020/21 academic year at the latest.	Increase in men taking paternity leave.

		71. Benchmark of paternity leave policies and pay across HE and industry.	HR (A and R)	By July 2020	Key recommendations to be presented at the HR Management Committee, and in consultation with the Unions and Parents and Carers network
5.5.	Explore and promote staff experiences of KIT and SPLIT days, shared parental leave and collect case studies on shared parental leave. Staff have taken shared parental leave but there are currently few case studies relating to this. Currently no data are collected around uptake of KIT and SPLIT days.	72. a) Ensure staff and managers are clear about how to use KIT and SPLIT days. Provide case studies of how staff have used them, and examples of how to use them to maintain academic profile, for example, attending conferences/ networking/ communicating with colleagues. b) Ask staff who have taken shared parental leave to discuss their experience and create further actions as a result of the findings. c) Create 3 case studies on shared parental leave.	HR (A and R)	During 2019/20	3 shared parental leave case studies are added to the LSE webpages and included in carers' toolkit. Data on KIT/SPLIT day uptake is collected and trends are identified. Women assisted in maintaining their academic profile while on maternity leave.
5.5	Nursery to improve data collection on take-up of childcare by LSE student and staff type Data collection is currently minimal.	73. Report on data to be made to HR and SSC to inform action plans to promote this service to staff and students and inform review of nursery provision planned for 2021.	HR and SSC	Starting Winter Term 2019/20 and report on annual basis Review of Nursery contract in 2021.	Increase in take up over 4 years by both staff and students

5.5	<p>Improve support for those with caring responsibilities.</p> <p>In the 2018 parents' survey, nearly 70% of respondents rated support from their line manager as excellent or good, with only 7% rating the support as poor.</p> <p>Results for departmental support were less positive with only 60% of respondents rating the supportive culture of the department /division as excellent or good. For those in bands 7-10, the proportion of those reporting the culture as poor is 18%. Open text comments all reported inconsistent application of policies and support.</p>	<p>74. a) Introduce a briefing on how to support staff with caring responsibilities</p> <p>b) Deliver a 'Family friendly policies' session for line managers as part of LSE Manager seminar series aimed at raising awareness, giving key messages and supporting managers in actioning relevant policies</p> <p>c) Create a carers' toolkit detailing support that LSE offers.</p> <p>d) Evaluate carer policies biennially.</p>	HR (A and R)	<p>During 2019/20</p> <p>December 2019</p> <p>Winter Term 2019/20</p> <p>During 2019/20</p>	10% increase in staff reporting support from their line manager as excellent or good in the next parents and carers survey.
5.5	<p>Ensure staff are able to work flexibly and maintain a healthy work-life balance</p> <ul style="list-style-type: none"> 2019 staff survey results: 46% of male academics and 34% of female academics agreed that they are able to strike the right balance between their work and home life. 85% of male academics and 77% of female academics agree that they are am able to 	<p>75. Ensure there is a clear communications strategy for promoting all types of flexible working.</p> <p>76. HR monitor formal flexible working requests (in addition to those approved) to track declines. Flexible working request monitoring data sent to HRMB for evaluation annually.</p> <p>77. Launch a 'One Simple Thing' campaign for Academic and PS staff to opt into 'One Simple Thing'. This involves staff having an optional work-life balance objective called 'One Simple Thing' added to their CDR. In bilaterals, managers check in on how staff are meeting this objective and what support they need to meet it. Senior leaders</p>	<p>HR (A and R)</p> <p>HR (A and R)</p> <p>HR Director & VCAC (A) HR & EDI (R)</p>	<p>During 2020/21</p> <p>To commence during 2019/20 and ongoing.</p> <p>To be incorporated into the next CDR review.</p>	<p>An increase in staff working flexibly as indicated in the staff survey results.</p> <p>By next self-assessment we are able to measure the proportion of requested flexible working against approved requests.</p> <p>5 % increase in both male and female academic staff who agree in the next Staff Survey that they are able to strike the right balance between their work and home life.</p>

	work flexibly to fulfil the duties of their role.	publicise and talk about their 'one simple thing' and the difference it has made to their working and home life.			
		78. Review the Flexible Working Policy implementation for academic staff and write a new policy covering agile working (pilot), which aims to provide staff with more options in their day-to-day working arrangements.	HR Director (A) HR (R)	July 2020	Agile working policy produced and published online.

Organisation and culture

	Objective and Rationale	Further action planned	Accountability Responsibility	Timescale (start and finish)	Success measure/outcome
5.6	<p>Increase the proportion of staff who would rate LSE as a great place to work. In the 2019 staff survey, 69% of male PSS and 70% of female and 73% of male academics and 65% of female academics staff would recommend LSE as a great place to work.</p>	<p>79. a) Develop a framework and guidance in collaboration with the HoDs and DMs on workload allocation and workload modelling. Create a workload toolkit that helps HoDs and DMs in making workload allocation decisions.</p> <p>b) Ensure academic staff are aware that they can confidentially flag concerns regarding workload allocation to the VCAC.</p>	<p>PDPR (A) Head of Planning (R)</p> <p>VCAC</p>	<p>Academic session 2020/21 onwards</p>	<p>Workload toolkit created and staff satisfaction around workload increases at next staff survey</p>
		<p>80. Repeat the Staff Survey biennially, incorporating some of the questions from the Culture Survey to measure improvement and reduce survey fatigue in the School.</p>	<p>HR</p>	<p>Biennially in February</p>	<p>Staff survey repeated biennially with a response rate of at least 50%.</p>
5.6	<p>Improve collaboration between PSS and academic staff. Focus groups gave examples of a perceived status differential between female PSS staff and male academic staff. In the 2019 staff survey:</p> <ul style="list-style-type: none"> • 37% of male PSS and 33% of female PSS • 57% of male academic 55% of female academic staff agree that there is effective collaboration <p>The open text responses show that some academic staff report that feel senior staff in their unit are</p>	<p>81. a) Introduce a cycle of training events to building line management capacity through specific policy awareness sessions; give key messages and offer support to managers in implementing the policies consistently.</p> <p>b) Launch LSE Manager seminar series with 3 interactive lunch time sessions per term exploring a different policy or process (i.e. managing performance, change management, managing sickness & capability health, etc.)</p>	<p>COO (A) HR(R)</p>	<p>November 2019 onwards</p>	<p>Staff Survey results show increased engagement and increased satisfaction with HOD/Line Manager support.</p>

	disparaging about other staff members' work and areas of research. In addition, female professional services staff reported being excluded from meetings.				
5.6	<p>Reduce instances of bullying and harassment at LSE and improve staff confidence around how LSE deals with bullying and harassment.</p> <p>In the 2019 staff survey, 12% of male PSS and 15% of female PSS and 10% of male and 17% of female academic staff agreed reported that in the last year they had personally experienced bullying and harassment.</p> <p>20% of male PSS and 22% of female PSS and 15% of male academic staff and 23% of female academics reported that in the last year, they had personally witnessed bullying and/or harassment.</p> <p>11% of both male and female PSS staff and 4% of male academic staff</p>	<p>82. Continue the implementation of the Lime Culture action plan, covering all types of harassment with a focus on sexual violence and harassment. This includes the implementation of one case management system for student and staff cases to be used by Legal, SSC and HR, training for staff involved in investigating harassment cases and staff/student disciplinary panels. Continue activity to support anti- sexual violence and anti- harassment for staff and students</p>	COO (A) HR, Legal and SSC (R)	30 May 2020	<p>Increase in reporting of harassment cases to the School due to increased action and awareness of LSE's approach</p> <p>Reduction in complaints from staff and students regarding the managing of harassment cases</p>
		<p>83. Mandatory bullying and harassment training for SMC, HoDs, DMs and PS division leaders.</p> <p>Phase 1: Scope number of delegates, suitable provider, delivery method and cost</p> <p>Phase 2: agree time frames and organise sessions</p> <p>Phase 3: ensure all relevant staff attend</p> <p>Phase 4: review and report</p>	EDI and HR	<p>Scope and agree training dates by May 2020</p> <p>All identified individuals to complete training by September 2020</p>	<p>Every SMC, HoD, DM and PS division leader attends bullying and harassment training biennially</p> <p>Reduction in bullying and harassment reported from staff across the School.</p> <p>Reduction in bullying and harassment in Staff Survey.</p>

	<p>and 16% of female academic staff reported that In the last year, whilst working at LSE, they had personally experienced discrimination. 20% of male PSS and 22% of female PSS and 15% of male academic staff and 23% of female academics reported that in the last year, they had personally witnessed bullying and/or harassment.</p>	<p>84. ‘Where do you draw the line’ training piloted in five areas in year one with a view to subsequently making it available to all areas. Following the pilot, agree a project plan for rolling out across the School for 10 sessions per year. Content developed to include how to be an ally to protected groups.</p>	<p>PDFD / COO (A) EDI (R) HR (R)</p>	<p>Pilot in academic session 2020/21 with the aim to run 10 sessions a year for the remaining 3 years of the action plan.</p>	<p>Reduction in bullying and harassment reported from staff across the School. Reduction in bullying and harassment in Staff Survey. Departments become more aware of EDI in their area and encourages them to engage with Athena SWAN for their Department</p>
	<p>In the 2019 staff survey, 12% of male PSS and 15% of female PSS and 10% of male and 17% of female academic staff reported that in the last year they had personally experienced bullying and harassment.</p>	<p>85. Commission an independent report on bullying and harassment to learn from other sectors in tackling bullying and harassment. Taking an intersectional approach to ensure the experiences of BME women and disabled women are considered.</p>	<p>EDI Office</p>	<p>Academic session 2020/21</p>	<p>A sector-leading report with clear recommendations for addressing Bullying and Harassment.</p> <p>Increase in staff confidence that the School would handle instances of bullying and harassment effectively.</p>
		<p>86. a) Communications plan developed on Making a Choice (bullying and harassment campaign) and all mechanisms for reporting Bullying & Harassment. Provide signposting to support such as Safe Contacts, HR, Report It Stop It, etc.</p> <p>b) Communication plan to focus on raising awareness on Bullying & Harassment including prevention, how to report, how to access support and what happens following a report to the School. Include regular communications on how to be an active bystander</p>	<p>Director of Communication s / Head of Internal Communication s</p>	<p>Ongoing, with roll-out from Winter Term 2020</p> <p>Toolkit and annual report produced by January 2021</p>	<p>Increase in positive responses in staff survey on belonging, treated with dignity at work, etc.</p> <p>Ensure all Departments’ briefings include bullying and harassment reporting options</p>

		<p>87. a) Ensure regular promotion of the newly commissioned Zurich counselling service which is available for all staff from Academic year 2019/20. A communications campaign to raise awareness of this service.</p> <p>b) Zurich to provide benchmarking data on the number of staff from other organisations (same size as LSE) using the service.</p>	HR (A and R)	Ongoing, with roll-out from Winter Term 2020	An increase in the number of staff using the service Annual reporting (through Zurich) on how many staff use the service.
		<p>88. HR monitors, reviews and reports on all grievances and disciplinaries by protected groups, (on a quarterly basis) and identifies any key themes that emerge. This is done by:</p> <ul style="list-style-type: none"> -Ensuring all related data is transferred onto reporting software. -Ensure all HRPs are trained on software (and reporting BME/white grievances & disciplinary cases) on a quarterly basis to EDI Advisory Board and/or Harassment & Safeguarding Forum 	HR (A and R)	Winter Term 2019/20 onwards	Following regular review of cases by protected group, a reduction in grievances and disciplinaries brought by protected groups.
		<p>89. Introduce a briefing on bullying and harassment as part of the newly introduced managers' lunchtime briefings, employing actors to demonstrate the impact of bullying and harassment.</p>	HR (A and R)	During 2020/21	Annual bullying and harassment briefing carried out during managers' lunchtime briefings.
		<p>90. Communications on Staff Survey results and follow up activity details all of the above.</p>	Staff Engagement Advisory Group	To commence in Autumn Term 2019/20	Increase in staff confidence that reported instances of bullying and harassment would be dealt with effectively by the School.
5.6	<p>Increase the proportions of staff reporting bullying and harassment.</p> <p>In the 2018 culture survey, 70% of women and 84% of males did not</p>	<p>91. a) Include information on available support including Safe Contacts, Dignity at Work statement, the online reporting form for bullying, harassment and discrimination ('Report it. Stop it') in all induction material and remind staff about it at staff meetings.</p>	HR Eden	2019/20 and onwards	Initial increase in reports to Safe Contacts and Report It Stop It

	report bullying or harassment they had experienced in the last 3 years.	<p>b) LSE Safe Contacts are members of LSE staff who have received training and can offer a confidential 'signposting' service for staff and students who may be experiencing some form of bullying or harassment. Some have received specialist training on sexual violence and harassment. There is a current recruitment drive for Safe Contacts, which has targeted members of staff with disabilities, BME and LGBT backgrounds to ensure staff from diverse backgrounds are able to access a safe contact with similar background, if they wish.</p> <p>92. Extend the role of anti-bullying and harassment advisors to include dignity at work advising and provide relevant training to them. All staff will be made aware of the existence of advisors through induction, LSE's webpages and bi-annual reminders at all staff meetings.</p>			
5.6	Ensure the proportion of female HoDs and DHoDs matches the proportion of female Associate Professors and Professors (DHoDs) and Professors (HoDs) in the School.	93. SMC monitors the proportion of female HoDs and DHoDs so that it stays proportional to the share of women amongst Associate Professors and Professors in the School.	PDFD	December 2019 onwards	The proportion of female HoDs and DHoDs matches the proportion of women amongst Associate Professors and Professors (DHoDs) and Professors (HoDs) in the School.
5.6	SMC will request that LSE governance and management committees consider gender balance as part of their annual membership review with a view to addressing representation. In 2017/18 the SMC membership increased to 8 and the female representation increased to 38%.	94. All LSE governance and management committees to consider their gender balance as part of their annual review and report this to the body they are accountable to.	School Secretary	To commence in 2022/23	All LSE governance and management committees to consider their gender balance annually and report this to the body they are accountable to

	Membership of the governance and management committees is primarily ex officio, although half have some selected members.				
5.6.	<p>Increase satisfaction with workload allocation and ensure that fair and transparent workload models are used across departments.</p> <p>Feedback from the 2019 focus groups was that workload allocation affects promotion and progression chances; women tend to do the work that isn't recognised e.g. formative marking, mentoring students.</p>	<p>95. Investigate whether there are gendered patterns of teaching allocation at LSE, in terms of UG versus PG teaching, large courses versus small courses etc and where possible look intersectionally at the burden on BME women.</p>	PDE	Spring Term 2020/21	Indirectly facilitating target of: Promotion success rate of women academics equal to that of men by 2021/22
5.6.	<p>All regular meetings to be held in core hours so that staff with caring responsibilities can attend.</p> <p>The 2018 culture survey found that 80% of men and 76% of women agreed that most meetings take place within core hours (10am-4pm).</p>	<p>96. LSE has core hours of 10am-4pm. Annual reminders to be sent out to all staff that regular meetings must fall within these times. If regular meetings are scheduled outside of core hours for exceptional reasons, this needs to be approved by HOD or Head of Division.</p>	PDFD & COO	Academic session 2021/22	95% of staff report in the next staff survey that regular meetings are held in core hours.
5.6.	<p>Increase visibility of senior female role models at LSE.</p> <p>The 2018 culture survey showed that women academics are much less likely to agree that they regularly encounter senior female roles models – 60% of female ECRs, 57% assistant professors, 41% of associate professors and 39% of female professors disagree.</p>	<p>97. Promote visibility of senior female role models through communications campaigns and activity as part of LSE 2030 strategy, where excellence through an equal and diverse community is a guiding principle and 'inclusive LSE' a key theme of staff engagement.</p>	Director of Comms	Academic session 2020/21 onwards	70% of all staff agree that they regularly encounter senior female roles models.

5.6.	LSE's Leadership to provide resource for departmental applications	98. Termly Athena reports to SMC to include information on departmental progress with SWAN. Departmental resources to be allocated for applying for Athena SWAN through the Annual Planning Round. Please refer to Section 3.3.	PDFD & COO (A) HODs (R)	Spring term 2020 onwards for reports. Spring term 2022 for review of strategy to increase departmental applications.	Two departments to apply within the first two years, with more departments beginning their self-assessment.
5.6	Increase SMC accountability on EDI and specifically gender equality	99. 360 degree appraisals introduced starting with SMC and, at a later stage, HoDs.	Director	Academic session 2020/21 onwards for SMC, 2021/22 for HoDs	Every SMC member and HoD has an annual 360 degree appraisal.
		100. Embed EDI objectives into the job description of all SMC staff.	Director	Academic session 2020/21 onwards	Every SMC staff member has EDI objectives embedded into their job description. Improve staff views around LSE's leadership.
		101. Diversity and Inclusion bespoke workshops will be included in the development programme for Council members.	School Secretary (A) Head of Directorate and Strategy Delivery (R)	Academic session 2020/21 onwards	To raise awareness of EDI implications for the Institution and to ensure accountability.
		102. Annual EDI reports will be included in the annual business schedule for the Court.	Head of Directorate and Strategy Delivery (R)	From 2020/21 onwards	Key EDI reports and recommendations are shared with the Court to ensure accountability.

Supporting Trans staff and students					
Action taken so far: LSE worked closely with GIRES to run a series of trans-awareness sessions in November 2016 for Role Models, Allies, and staff in Counselling and Human Resources. The School will review the gender-neutral toilet signage in the coming year as part of the EIA process. LSE was named a Stonewall Top 100 employer in 2019.					
Objective and Rationale	Further action planned	Accountability Responsibility	Timescale (start and finish)	Success measure/outcome	
<p>6.1 LSE's online systems (e.g. for staff, students and visitors) incorporate trans-inclusive titles, such as Mx.</p> <p>The HR system is flexible enough to allow for changes in information we hold regarding trans employees. We also capture employees' 'known as' name if different to a person's legally recognised name.</p>	<p>103. Encourage disclosure for existing staff and students to enable improvement in quality of data in future.</p>	<p>LGBT+ Steering Group (A) HR/EDI (R)</p>	<p>January 2020 and annually</p>	<p>Annual staff trans data to be made available to EDI Management Board.</p>	
	<p>104. Review the questions used for LGB and T, in line with best practice and guidance from Stonewall. Explore the possibility of more in depth analysis of pay grades for staff by each group in LGBT.</p>	<p>HR (A and R)</p>	<p>January 2020 and annually</p>	<p>Questions used by HR approved by Stonewall and Spectrum (LGBT staff network). Improved data on disclosure</p>	
	<p>105. Conduct Equality Impact Analysis on Trans policy, guidance and initiatives, including gender-neutral toilets across the School. Include a review of Panel Chairs guidance and Family leave policies.</p>	<p>HR (A and R)</p>	<p>January 2020 and annually</p>	<p>Policies demonstrably bias-free and reviewed by Stonewall</p>	
	<p>106. Monitor, analyse and review all online reported LGBT related incidents and assign action to address issues found</p>	<p>Harassment & Safeguarding Forum (A) HR/Ethics (R)</p>	<p>Autumn Term 2019 and each term ongoing</p>	<p>An initial increase in reporting of LGBT related incidents as awareness is raised in 2019/20 Decrease in reported LGBT related incidents from 2020/21 onwards</p>	
	<p>107. Following feedback from the Stonewall Top 100 process in 2019, LSE will review the contents of the EDI online module</p>	<p>HR (A and R)</p>	<p>Review complete by September 2020</p>	<p>Positive feedback received from Spectrum during the testing. Positive feedback from Stonewall in January 2021 having completed Stonewall</p>	

					Top 100 process in September 2020.
6.2	<p>Improve disclosure rates for Trans staff and students in order to improve understanding of experiences and issues faced by trans people.</p> <p>Data protection and disclosure issues mean that analysis of quantitative monitoring data may not necessarily result in a meaningful understanding of the experiences and issues faced by trans people.</p>	108. Review training and development for all staff on gender identity	HR (A and R) EDI	July 2020	Increased satisfaction across Lin Staff Survey and Spectrum member survey.
6.3	<p>Undertake Stonewall Top 100 every 2 years</p> <p>LSE made it into the Stonewall Top 100 in 2019</p>	109. Undertake Stonewall Workplace Equality Index every 2 years as a minimum.	EDI (A and R) HR	1 st September 2020 and every 2 years following	LSE stays in the top 100 in 2020/21 and 2022/23