

2018–19 Annual Report on Equity, Diversity and Inclusion (EDI) at LSE



Equity, Diversity
and Inclusion

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SECTION 1: LSE'S WORK ON EDI

SECTION 1: LSE's work on EDI

LSE was founded with the aim of understanding the causes of things for the betterment of society which has to include understanding, and more importantly, acting, on the causes of inequalities within LSE.

To meet that aim, this report sets out:

- How equity, diversity and inclusion (EDI) have been incorporated into the School's main strategy, senior management team and reporting structures
- Our EDI objectives
- A comprehensive overview of our latest EDI data.

LSE Strategy

One of the guiding principles of the LSE 2030 strategy is to *sustain excellence through an inclusive and diverse community*. This principle underpins the four main priorities, the fourth of which is to develop LSE for everyone.

To ensure the rhetoric becomes the reality, we already have specific KPIs for staff in relation to gender and race, and will develop KPIs for other protected groups, as our work progresses:

- improve the proportions of female faculty Professors to 30%, Associate Professors to 45% and Assistant Professors to 50% by 2024
- improve the proportions of BME faculty Professors to 10%, Associate Professors to 16% and Assistant Professors to 25% by 2024
- increase the proportion of female PS staff at Bands 8-10 (the most senior levels) to 50% by 2024.
- As part of our Race Equality Charter (REC) self-assessment we will consider how our gender and ethnicity targets intersect.

For students, we have set targets to:

- Increase the proportion of students with a declared disability enrolling at LSE to 13% by 2025
- Reduce the attainment gap between Black and white students from 8.7% to 4% by 2025
- Reduce the attainment gap between Asian and white students from 8.4% to 3% by 2025

Individual accountability

The Senior Management Committee are responsible for delivering the EDI KPIs, as well as taking responsibility for EDI in their area. Specifically:

- In 2019, LSE committed to equality impact assessing every policy, process and function within the next two years. SMC members are responsible for ensuring this happens in their area, and for cascading the work.

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- EDI objectives are being embedded into the review process for SMC and Heads of Departments
- Key leaders across the school receive mandatory anti-bullying and anti-harassment training.
- We are in the process of rolling out departmental Where Do You Draw The Line training, which will be co-delivered by Heads of Department to emphasise the importance the School places on EDI.

EDI committee structures

All of the above is managed through a series of committees and networks, which report into the EDI Advisory Board, which is Chaired by the LSE Director, to provide (and demonstrate) top level commitment. The full committee structure is outlined below:

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Equality Impact Assessment (EIA)

As mentioned above, the School recently re-launched its EIA process and guidance with a School-wide event, opened by the Director. The launch marked a commitment to equality impact assessing every policy, process, function and service across the School within the next two years.

We have developed supporting guidance, webinars and FAQs. We have been delighted with engagement with the process and the EDI team have been attending departmental meetings, and facilitating EIA drop-in sessions to support the process.

Staff Networks and key partners

We believe that EDI work should be collaborative with input from across the School and from external expert organisations. As well as having top level commitment and accountability, we emphasise staff and student engagement and empowerment.

We have successful staff networks (and more information is provided below):

- LSE Power, focusing on women PS staff
- Gender Equality Forum (GEF), for academic staff
- EmbRace, our BME staff network
- Parents and Carers Network
- Spectrum, our LGBT staff network.

These networks each have:

- An executive sponsor to provide two-way communication with SMC, learning for the SMC member, and a champion to progress their aims
- A budget of £3,000 to organise events, training and anything else relevant to the Network
- An opportunity to work collaboratively and think intersectionally through the Joint Network meeting which meets once a term
- Membership of the EDI Advisory Board, so they are central to School level EDI discussions and debates with the Director.

We are also members of key organisations:

LSE Director Minouche opens the EIA event on Monday 8 July 2019

The afternoon event brought together a range of staff from across LSE to discuss and learn how to use EIAs to evaluate policies and practices.



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Stakeholders and partnerships



In preparation for its Athena SWAN application in 2019-20, LSE continued to develop a comprehensive action plan to foster gender equality at the School.



Stonewall's Workplace Equality Index recognised LSE in the top 100 employers for LGBTQ+ in 2019, in 92nd place.



LSE is a member of the Business Disability Forum (BDF), a not-for-profit that works with organisations to support disabled employees. BDF provides training, expertise and resources for managers and staff.



LSE partnered with Consent Collective to support conversations about consent on campus and to offer events, training and materials to students and staff.



LSE is a member of Advance HE's Race Equality Charter. We will bring together staff and students to learn about experiences and to develop our action plan for race equality.



LSE is part of Disability Confident, which is designed to support employers to recruit, recognise and retain the talents of disabled people and people with health conditions.



A sexual violence support worker from Rape Crisis South London visits LSE once a month to offer a safe space for students to talk about support in relation to sexual violence.



We have been recognised by Working Families for our ongoing commitment to support employees to combine family life and work.



AccessAble provides fine-grain, pan-disability access guides to the School's buildings, good practice guides to inform estates developments, route maps between buildings and an Apple/Android app.

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Staff networks at LSE



Disability and Wellbeing Staff Network

The first meeting of the Disability and Wellbeing Network took place on Tuesday 3 December 2019, which was also International Day of People with Disabilities.

The network aims to make LSE more disability confident and raise awareness about disability on campus, and is sponsored by LSE Pro-Director (Education) Dilly Fung.

LSE is committed to developing our community as an inclusive space where everyone is able to fulfil their potential, and everyone's contribution is valued. Despite making up 22% of the UK population, disabled people face discrimination both in terms of recruitment and retention. LSE has recently launched anonymised applications for professional services staff to reduce the impact of unconscious bias.

We invited Mark Russell, KPMG's Inclusion, Diversity & Social Equality Advisor and Chair of the Workability network at KPMG, to our first ever meeting. Mark talked about how KPMG established its disability network and the steps they take to make the workplace more inclusive for staff with disabilities.

The meeting saw enthusiastic participation from members of staff. Staff talked about their experiences around disability and helped to shape what the disability network at LSE should look like. The group was keen for the network to provide support for disabled staff, to raise awareness of how to support disabled colleagues, and to make disability inclusivity part of 'business as usual'.

EDI Representatives Network

The EDI Representatives' Network is comprised of volunteers from each of LSE's academic departments and service units, whose aim is to ensure that equity, diversity and inclusion are championed and advanced effectively at the local level. Representatives are both academic and professional services staff.

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EmbRace (Ethnic Minorities Broadening Racial Awareness and Cultural Exchange)

- Championing race equality and the welfare of BAME (Black, Asian, and Minority Ethnic) staff at LSE.
- Fostering a safe and inclusive environment for BAME staff to network, share and exchange knowledge and experiences.
- Developing partnerships with internal and external groups and stakeholders to further the overall aims of the network.
- Delivering a comprehensive programme of events to promote, raise awareness and celebrate cultural diversity within LSE and the wider community.



LSE Power

LSE Power continued to work to assist LSE's professional services staff through the following priorities: addressing the gender pay gap, particularly at senior grades; reviewing inequality for parents and carers; tackling negative culture around gender in the workplace; and raising the profile of LSE Power as a visible advocate for institutional change.

Our biggest achievement of the year was initiating the Male Allies Programme. This is now a core part of the LSE Power network that focuses on the participation of men in achieving the objectives of LSE Power. The programme recognises that gender equality is a fundamental principle of a fair workplace, which benefits men and women. Activities of the programme include events, workshops and discussion to drive improvements in gender equality in the institution.



A new series of 'Menopause Cafes' was initiated to promote discussion, sharing and perspective on menopause both for those going through it or who want to learn more. We hosted two financial-related events, one to address the pensions gender gap and one on general financial empowerment. We hosted our fourth annual LSE Power Conference, where 120 women from across the School were able to come together for networking and professional development around the theme 'What's next?'. Finally, we continued to provide networking opportunities through events like our Christmas Breakfast and Power Up Tuesdays.

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Parents and Carers Network



The Parents and Carers Network was officially launched in February 2018, and as such spent most of 2018 growing our membership. The 2018/19 academic year was a successful year for us, as we started our regular bi-monthly network lunches which regularly attract 20-30 members each time (attached is a photo from our July 2018 network lunch). In March 2019, we held a discussion event called “It Takes a Village...” where colleagues shared their experiences of raising families which are not in the standard “nuclear family” setup, which was a huge success. In May, we hosted a professor of linguistics from UCL who spoke about raising multi-lingual children. This event was so popular it overran by 45 minutes, as attendees had so many further questions of the speaker. In June, we hosted a speaker from the charity ChildNet who spoke about current tech-trends for children, what to look out for, and how to make their tech environment as safe as possible.

During the same period, we also had meetings with colleagues on the HR policy team to feed into their flexible working policy and policies which have an impact on working parents, as we found several situations which had a policy which was to be dealt with “at the line manager’s discretion”. This followed on from a survey we sent to our members during the summer of 2018 where we asked for their experiences of being a working parent at LSE, whether they have flexible working arrangements and what they feel about the LSE’s maternity, paternity and parental leave policies. Colleagues’ feedback showed there is quite a variation across different departments and divisions and there is a clear need for new policies so there is consistency. We have a seat on the gender equality steering group where we have fed back on colleagues’ experiences which are related to career progression and parental status. We have also set up a peer-to-peer mentoring scheme so colleagues in need of advice and support can be linked with someone who is further ahead on a similar journey and can share their experience and advice. We were thrilled in January 2019 to win the EDI Champion Award at the VIP Awards for our network related activities.

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Spectrum

LSE's network for LGBTQ+ staff

Spectrum has had a busy year with events aimed at supporting members of staff who identify as LGBTQ+ (lesbian, gay, bi, trans and queer) and their allies. In October we hosted a joint event "Trans Britain: Our Journey from the Shadows" where trans activist Christine Burns MBE shared her story. We held another joint event with the Library "LGBT+ Rights and Brexit: the facts" here Quinn Roache, the Trade Union Congress's LGBT+ and Disability Policy Officer, spoke about the politics behind the UK's LGBT+ legal rights, if they are at risk and what can be done. In April we hosted a joint event with Embrace, a screening of the film "Moonlight" followed by a Q & A session with Dr Clive Nwonka, Dennis Carney, Dr Sam Mejias and Kelli Weston.



In July Spectrum marched in the Pride in London parade, staff from across the School were involved and the feedback we received from attendees was overwhelmingly positive. In the lead up to the march we held a t-shirt design competition, a pride photoshoot and a pride coffee morning. As well as the events Spectrum members have been working on plans for the installation of a plaque to commemorate the founding of the Gay Liberation Front at LSE in 1970. We have also held regular socials with the LUKI network (LSE, UCL, King's and Imperial) and our regular monthly meetings.



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EDI Objectives 2019 – 2023

Our objectives been developed in consultation with staff and students, and in response to the data outlined in the next section.

Student engagement

Ensure students are engaged with LSE work on equity, diversity and inclusion in a meaningful and effective way.

This will be a collaborative effort, linked to our Teaching and Learning Action Plan and ambitious targets agreed with the Office for Students (set out above). We will focus on:

- Bolstering Academic Mentoring
- Introducing de-biasing staff development workshops
- Introducing inclusive practice into annual monitoring of programmes and provide resources for departments to embed inclusivity into their teaching practices.
- Decolonising and diversifying the curriculum frameworks
- Embed explicit teaching of academic skills and transition into higher education.

Staff representation

The representation of women and of BME colleagues in academic and PSS roles deteriorates markedly from the lower-paid salary bands to the higher-paid salary bands, and needs to be addressed.

This objective is underpinned by:

- Our Athena SWAN action plan, which takes a holistic and systematic approach to tackling gender inequalities and has a focus on improving our proportion of senior women. The action plan also take an intersectional approach, ensuring consideration of BME women.
- Our Equal Pay Action plan. This is linked to Athena SWAN and highlights again the link between our gender pay gap and our lack of senior women.
- We are currently preparing to conduct a full audit of race equality across the School, using the Race Equality Charter. This will allow us to think more about the representation and progression of BME colleagues, and to develop specific, targeted actions.

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Staff Engagement

Ensure staff are involved in developing EDI initiatives and are empowered to lead their own projects, whilst encouraging areas which link to the central EDI strategy.

This objective is underpinned by:

- Our support for and engagement with our staff networks, outlined above.
- Ensuring all relevant staff are invited to contribute at the EDI Advisory Board, and that the meetings of the Board are transparent and inclusive

Embedding EDI

To advance EDI effectively, and to sustain any change, it needs to be led from the central team, but implemented locally.

This objective is underpinned by:

- Our renewed investment in equality impact assessment. We have committed to conducting an EIA of all policies and practices within the next two years. The EIAs are being led by the owner of the policy, with information, advice and guidance (IAG) provided by the central EDI team.
- Support for academic departments wanting to apply for Athena SWAN. As with EIAs, it would be the local team leading on Athena SWAN self-assessments, but IAG provided centrally.
- We have planned a review of EDI training to improve what is there and ensure everyone receives refresher training every three years. The focus of the renewed training will be:
 - o Targeting specific staff groups to make the training more specific, relevant and effective
 - o Making the refresher training more than a repeat of the last training – we want to provide a reminder, but also build on that knowledge and add more.

Communication and awareness raising

Regular events and communications remind the LSE community that EDI is central to the culture of the School, and raise awareness of issues and expectations.

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This objective is underpinned by:

- Our intricate network of EDI networks and committees which enable us to work across the School and establish collaboration and shared learning and resources
- Regular communications on EDI-related topics in the staff newsletter
- Support for grassroots events organised through the staff networks
- EDI-specific events, such as the EIA event mentioned above

Achieving equality Charter Marks and awards

LSE uses equality charter marks as frameworks for conducting a 'deep dive' audit of specific EDI areas. They provide a useful external check, and validation, of LSE's EDI work.

This objective is underpinned by:

- Plans to convene a self-assessment team and to start working towards the Race Equality Charter
- Work which has begun on the Disability Standard
- Our Commitment to apply to Stonewall every two years
- Our recent success, attaining a Bronze Athena SWAN award, which will be renewed every four years.

Creating an inclusive environment

It is important that LSE is creating an inclusive environment in which staff and students can thrive.

This objective is underpinned by:

- Our continued efforts on bullying and harassment. We have commissioned an independent review of bullying and harassment at LSE, which will include detailed recommendations.
- We have recruited 40 new 'Safe Contacts' and are in the process of training and supporting them in their role to offer informal advice to staff and students on bullying and harassment.
- We organise annual events for Fresher's week on sexual consent
- We are planning to roll out Where Do You Draw The Line training to each department

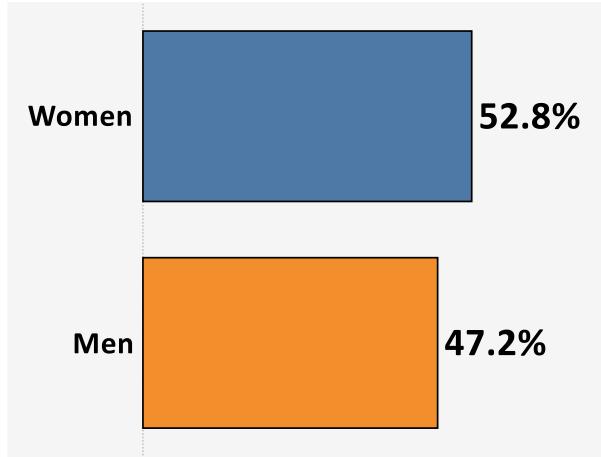
SECTION 2: LSE's data on equity, diversity and inclusion

The rest of this report is a comprehensive breakdown of LSE's equity, diversity and inclusion data, which has informed all of the work outlined above.

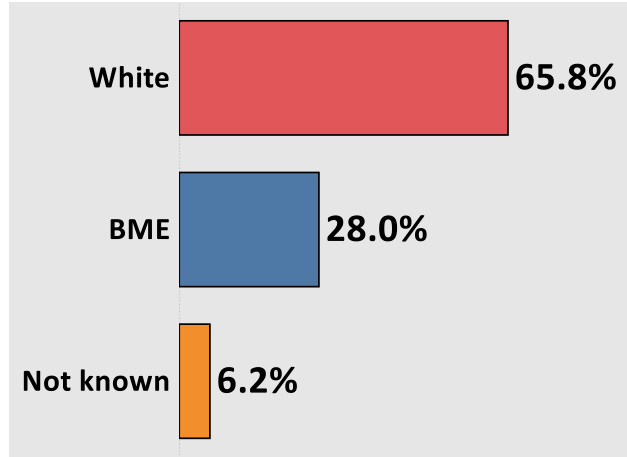
SECTION 2: STAFF AT LSE

Overview of LSE staff in 2018–19

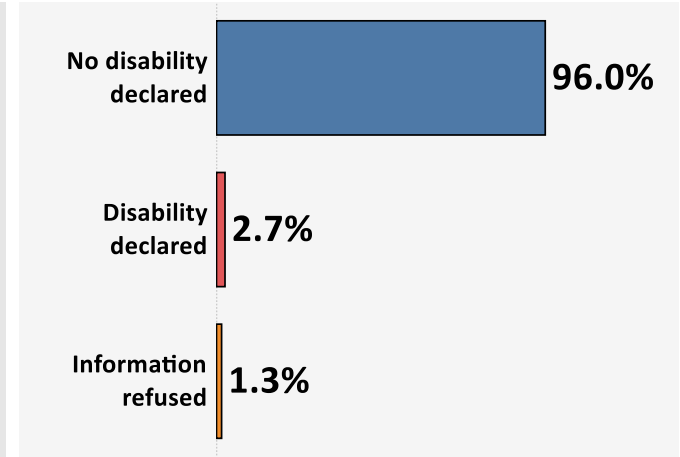
GENDER



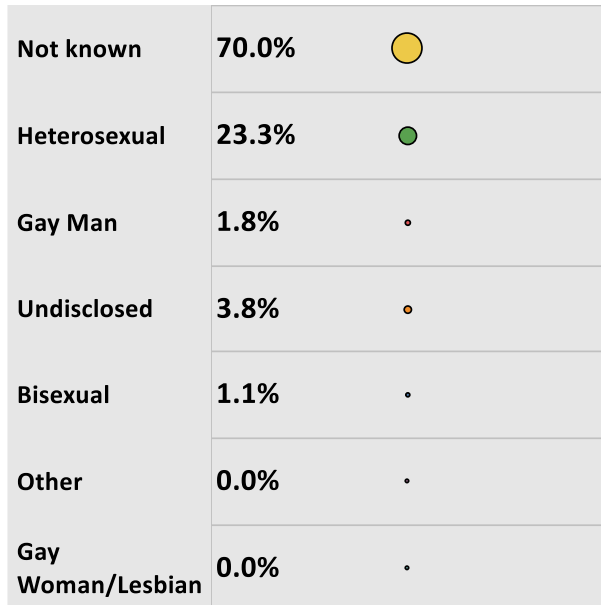
ETHNICITY



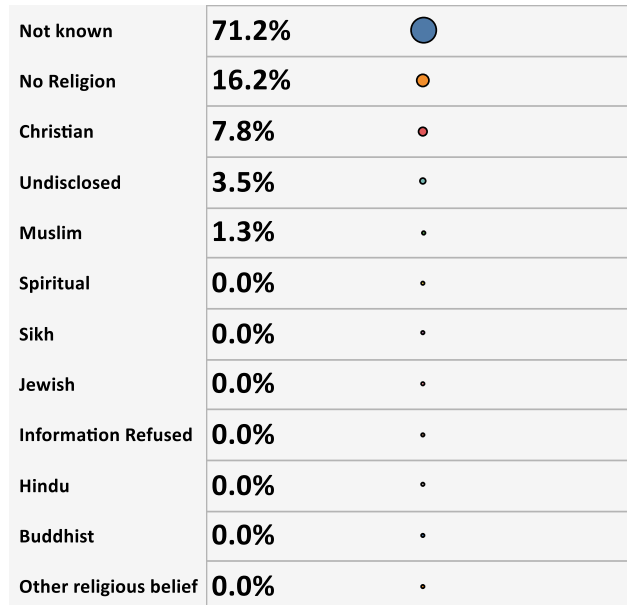
DISABILITY



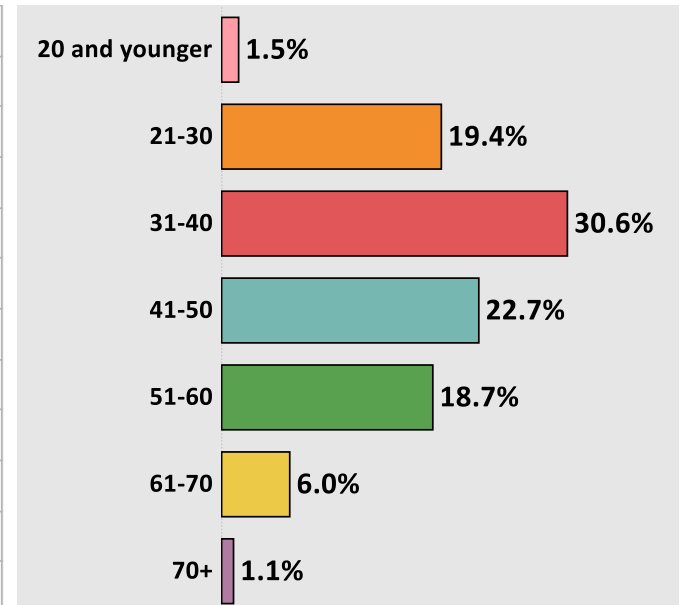
SEXUAL ORIENTATION



RELIGION AND BELIEF



AGE



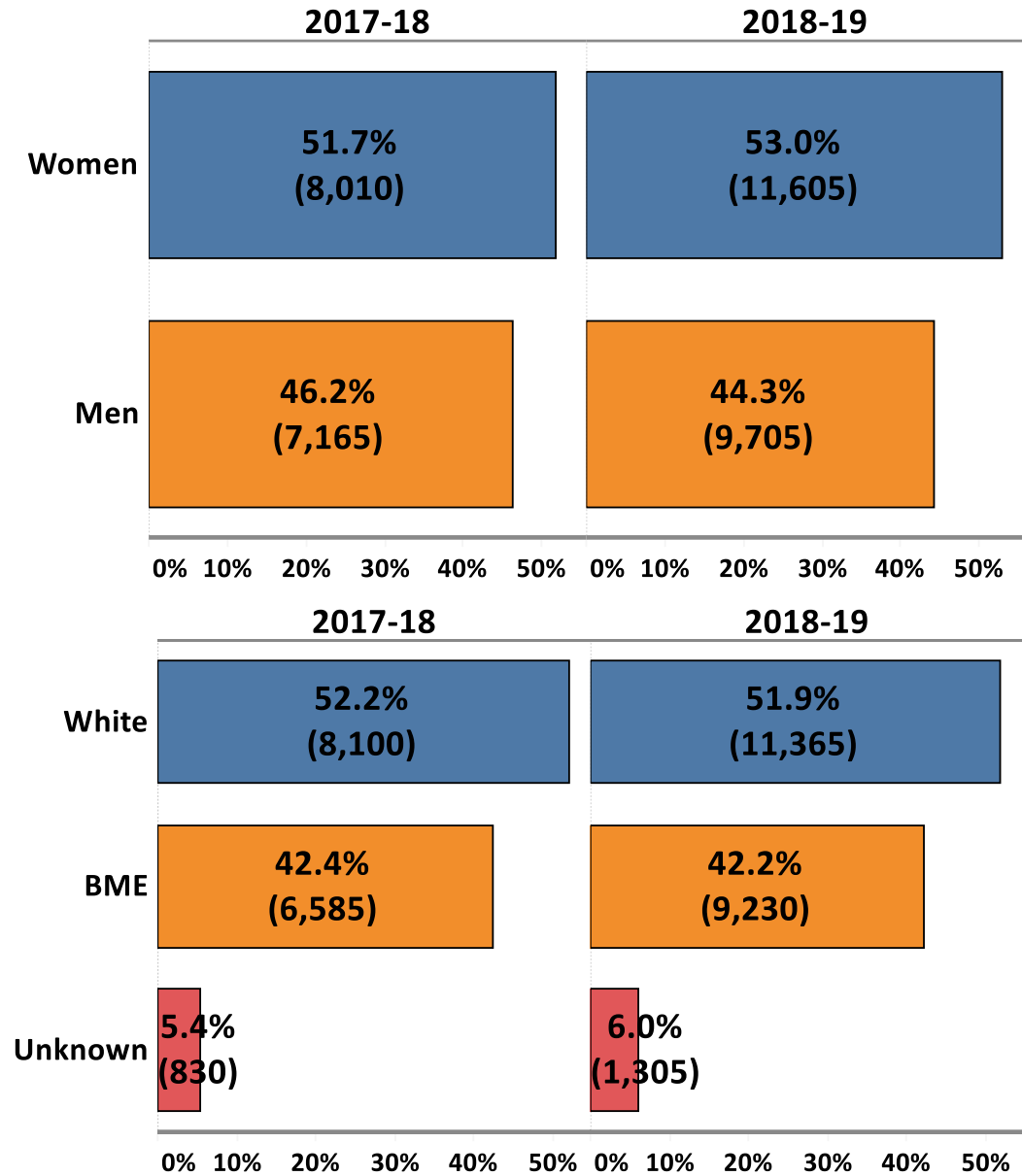
SECTION 2: STAFF AT LSE

Staff recruitment – applications to LSE jobs

The chart figures are headcount.

Gender and ethnicity

- There was a total of 21,900 applications to jobs at LSE in 2018–19, compared with a 15,515 in 2017–18.
- The gender breakdown of applications in 2017–18 and 2018–19 was fairly consistent, though there was a slight increase in the proportion of women in 2018-19. 53.0% of applications in 2018–19 were from women, a 1.3 percentage point increase in the proportion in 2017–18 (51.7%).
- The ethnicity breakdown of applications to LSE jobs was more or less consistent between 2017–18 and 2018–19. 42.4% of applications were from BME candidates in 2017–18, compared to 42.2% in 2018–19.

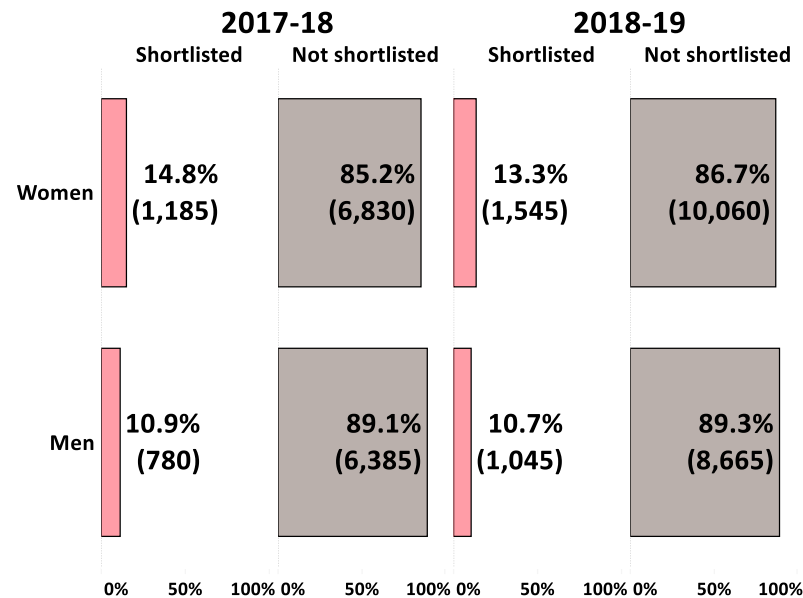


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Staff recruitment – shortlisting and offers by gender

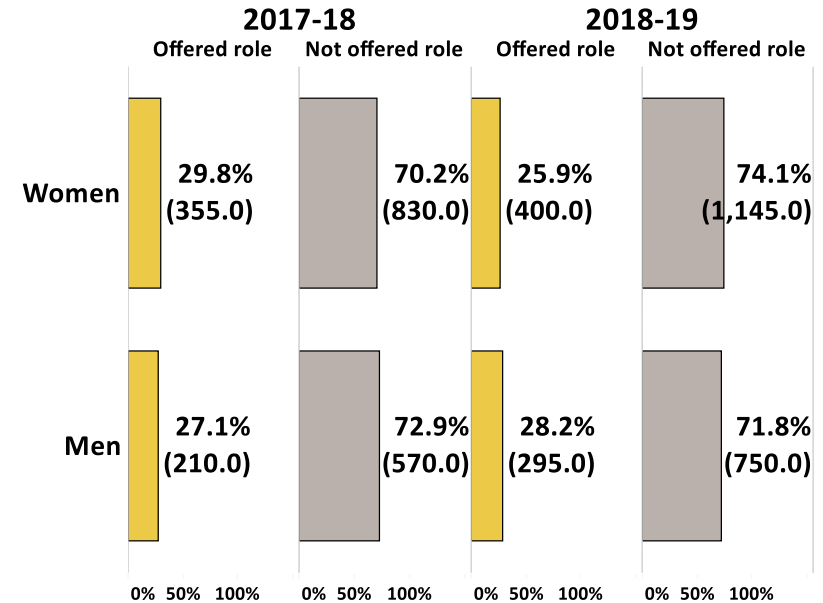
What percentage of applicants were shortlisted?

- Applicants who were women were slightly more likely than men to be shortlisted for an interview in 2017–18 and 2018–19.
- In 2017–18, 14.8% of women were shortlisted, compared to 10.9% of men. In 2018–19, 13.3% of women were shortlisted, compared to 10.7% of men.



What percentage of applicants who were shortlisted were made a job offer?

- In 2017–18, women who were shortlisted were slightly more likely than men to be offered a job – 29.8% of women were offered a role, compared to 27.1% of men.
- In 2018–19, the proportion of shortlisted men who were offered a role increased to 28.2%, overtaking the proportion of women; for women, it was 25.9%.



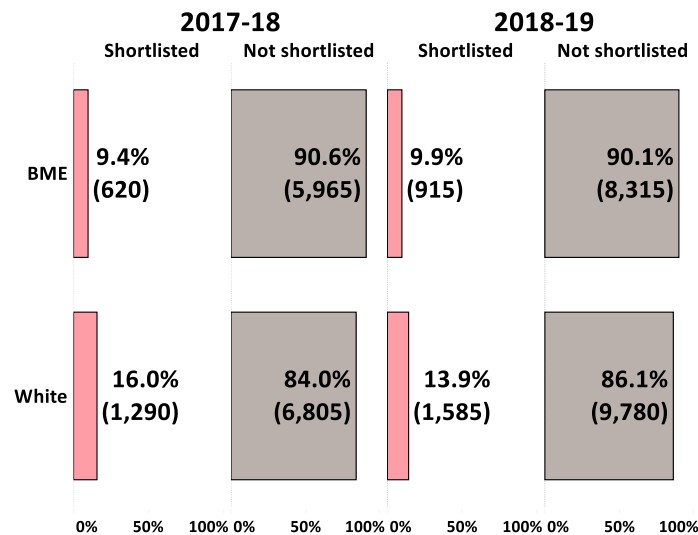
SECTION 2: STAFF AT LSE

Staff recruitment – shortlisting and offers by ethnicity

The chart figures are headcount.

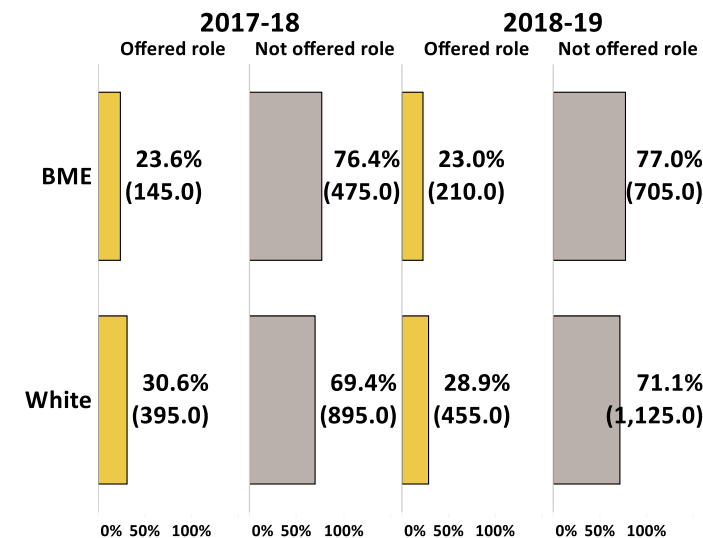
What percentage of applicants were shortlisted?

- In both 2017–18 and 2018–19, white applicants to jobs at LSE were more likely than BME applicants to be shortlisted for an interview. In 2017–18, 16.0% of white applicants were shortlisted, compared to 9.4% of BME applicants. In 2018–19, the proportion for white applicants fell to 13.9%, and it increased slightly for BME applicants to 9.9%.
- Applicants whose ethnicity was unknown were the group that was most likely to be shortlisted in 2018–19, at 16.8% of applicants.



What percentage of applicants who were shortlisted were made a job offer?

- In both 2017–18 and 2018–19, white applicants who were shortlisted were more likely to be offered a role than their BME counterparts.
- In 2017–18 23.6% of shortlisted BME applicants were offered a role, compared to 30.6% of white applicants. In 2018–19, 23.0% of shortlisted BME applicants were offered a role, compared to 28.9% of white applicants.
- In both 2017–18 and 2018–19, the proportion of applicants offered a role was highest for those whose ethnicity was unknown. It was 36.3% in 2017–18 and 46.8% in 2018–19.



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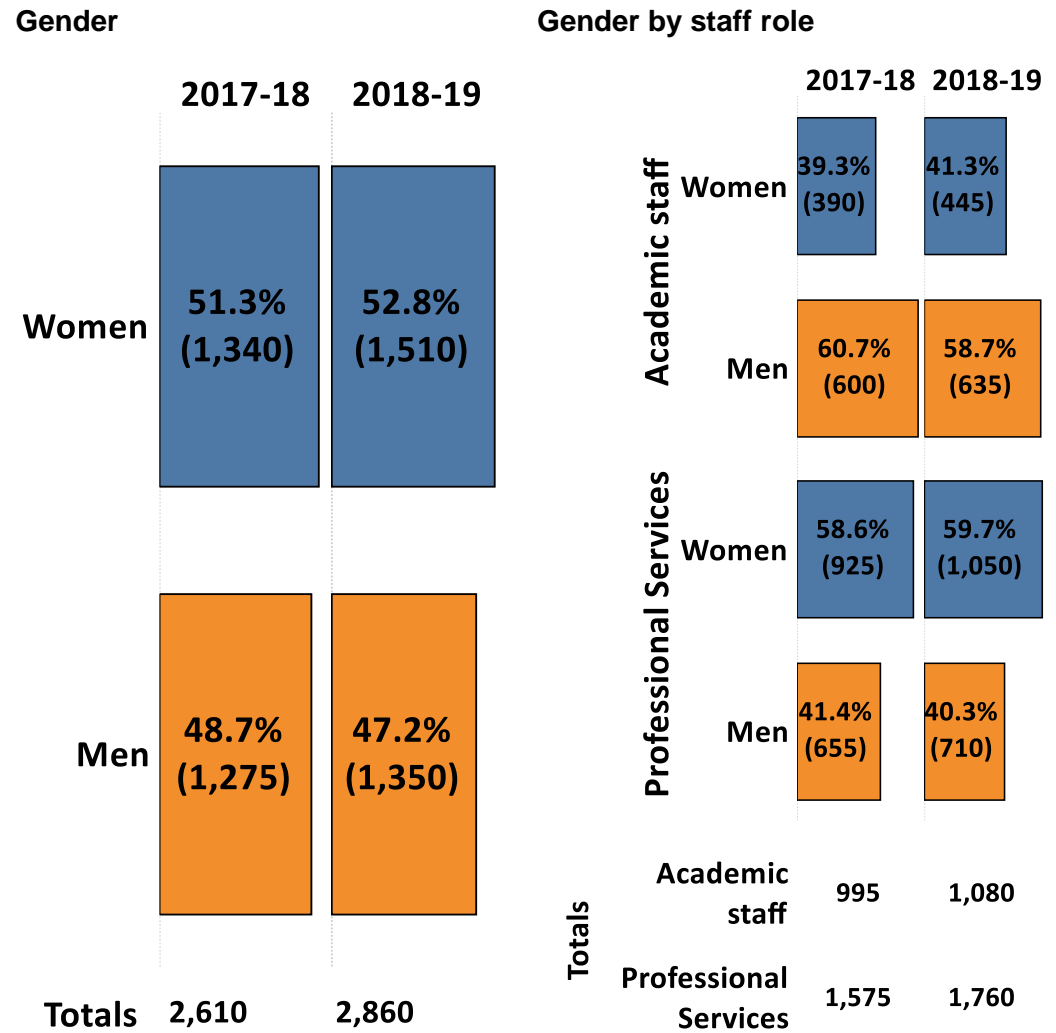


SECTION 2: STAFF AT LSE

Staff representation

The chart figures are FTE (full time equivalent).

- Looking at the LSE workforce overall, a slight majority of staff are women. In 2017–18, 51.3% of staff were women, and 48.7% were men. In 2018–19, there was a slight increase in the proportion of women: 52.8% were women, and 47.2% were men.
- By contrast, men are consistently the biggest percentage of academic staff. Academic roles tend to be better and attract higher status than professional services roles. In 2017–18, men were 60.7% of academic staff, and 58.7% in 2018–19.
- Overall, three out of five academics are male, and three out of five professional services staff are female.



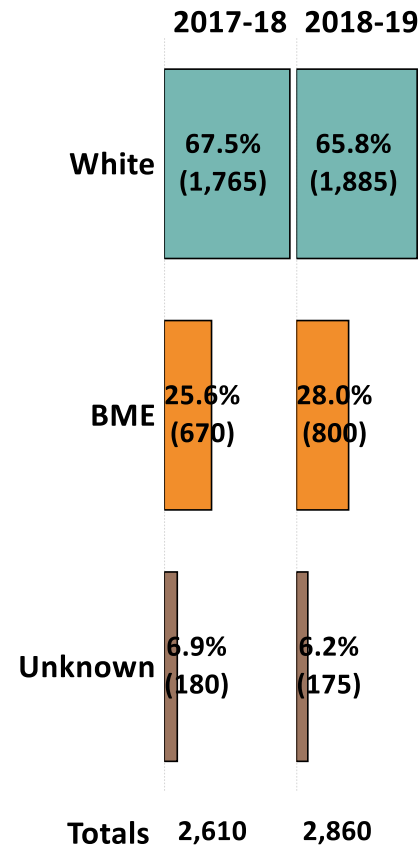
SECTION 2: STAFF AT LSE

Staff representation – ethnicity and disability

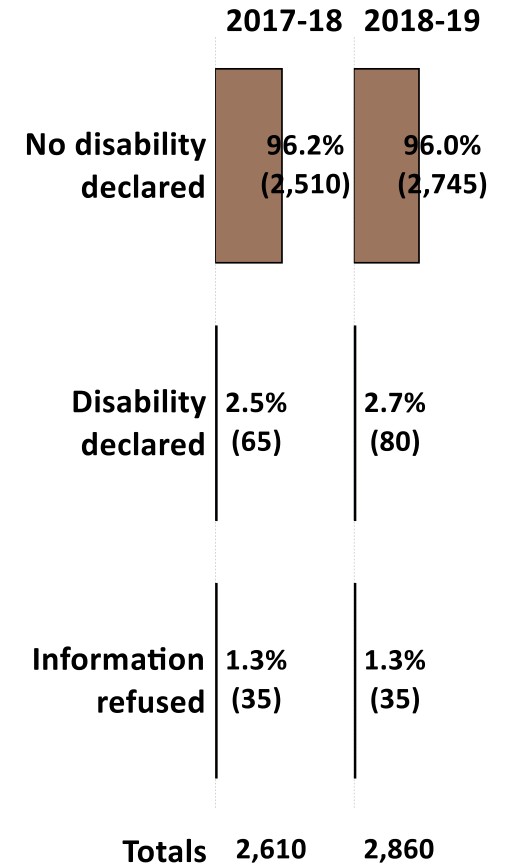
The chart figures are FTE.

- Two out of three LSE staff is white, one in four is from a BME background (approximately 25%). Typically, the percentage of staff whose ethnicity is unknown is around 6% to 7%.
- The percentage of LSE staff with no declared disability is consistently around 96.0%. In 2017–18 and 2018–19, 2.5% and 2.7% of staff respectively had declared that they had a disability to the School.
- LSE is a member of the Business Disability Forum (BDF), which estimates that approximately one in five people in the UK are disabled. As a result, disabled people are likely to be underrepresented among LSE staff.

Ethnicity



Disability



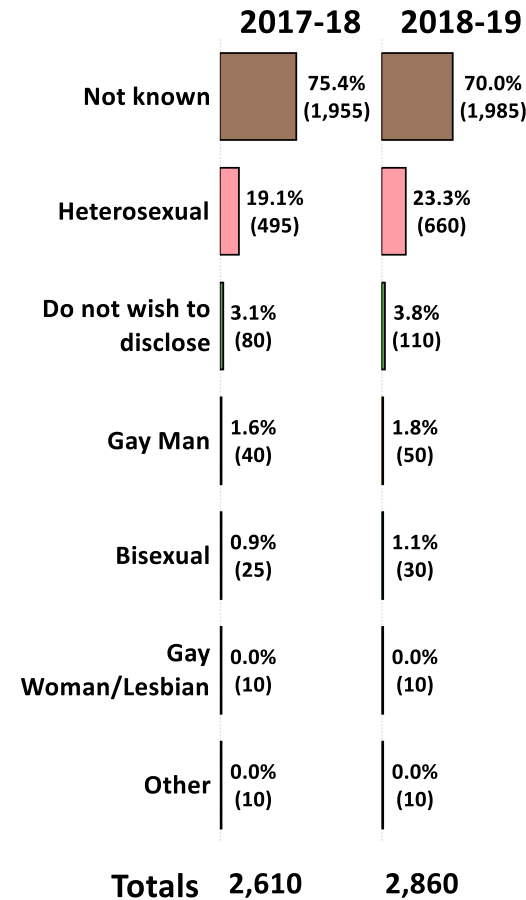
SECTION 2: STAFF AT LSE

Staff representation – sexual orientation and religion

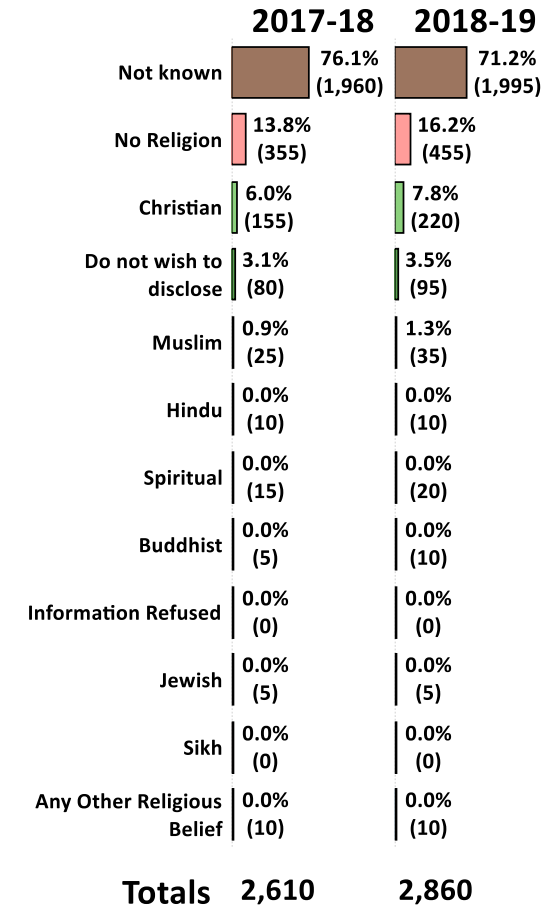
The chart figures are FTE.

- As part of its work to develop an inclusive environment, LSE has recently begun asking staff to volunteer their sexual orientation in confidence, if they are comfortable doing so. A majority of staff are yet to provide this information, though more people had done so in 2018–19 than in 2017–18. In 2017-18, the sexual orientation of 75.4% of staff was unknown, compared to 70.0% in 2018–19. This suggests that more staff are comfortable supplying this information, though the figure remains well below 50%.
- In common with sexual orientation, LSE has recently begun asking staff to volunteer their religious affiliation in confidence, if they are comfortable doing so. In 2017–18, the religion of 76.1% of staff was not known. This dropped to 71.2% of staff in 2018–19, perhaps suggesting that more staff are likely to declare their religion going forward.

Sexual orientation



Religion and belief



SECTION 2: STAFF AT LSE



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Staff survey results

The chart figures are headcount.

- The LSE staff survey collected the views of LSE staff (academics and professional services) in March 2019. The survey was designed to enable LSE to update its knowledge of the experiences of staff working in different parts of the School, and to identify key areas of improvement on which to take action.

Four out of five staff are proud to work for LSE

- Typically, more than four out of five staff are proud to work for LSE, no matter their individual characteristics (please see 'LSE 2019 staff survey' on the next page). The percentage of disabled staff who are proud to work for LSE is lower than it is for other groups, at 69%.

LSE needs to improve the sense of belonging for staff

- When thinking about their experiences, staff are least enthusiastic about their sense of belonging at LSE. This was the lowest scoring measure across each of the protected characteristics that were included (gender, ethnicity, sexual orientation and disability)

Disabled staff are the least enthusiastic group about working for LSE

- The staff survey results suggest that LSE has further work to do to ensure that disabled staff feel confident working in a fully supportive environment.
- Fewer than one in two (48%) disabled staff feel a sense of belonging to LSE.
- While usually the results for each measure were typically higher than 50% agreement, disabled staff were consistently the group that was least likely to agree with positive statements about working for LSE.

SECTION 2: STAFF AT LSE

LSE 2019 staff survey

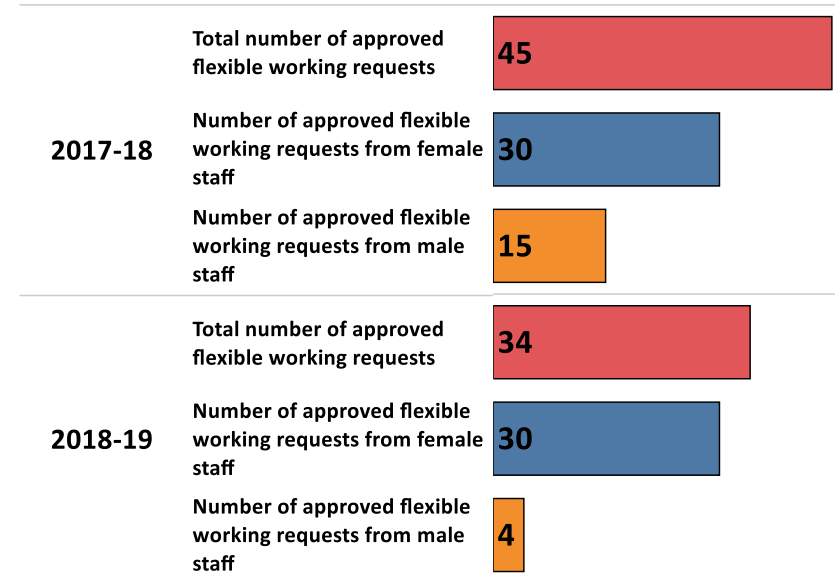


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Flexible working

The chart figures are headcount.

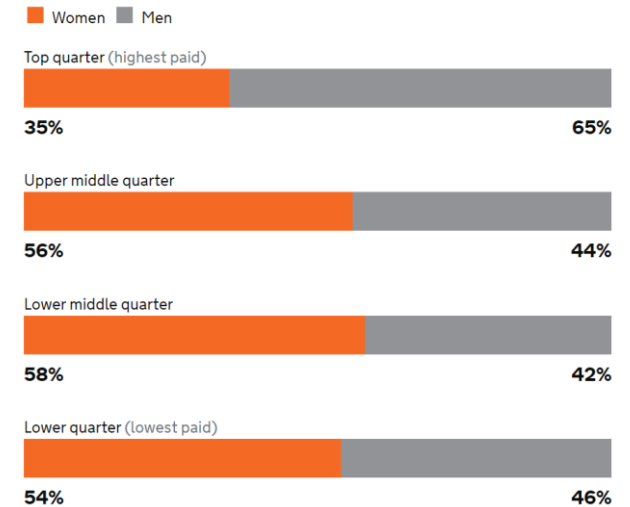
- LSE has developed a flexible working toolkit to ensure that guidance, tools and tips to promote effective flexible working are available to managers and staff.
- The protected characteristics data available to examine current flexible working arrangements is somewhat limited, and we will be improving our understanding of staff experiences of our flexible working provision. The data is limited to gender, and it currently only refers to approved flexible working arrangements, rather than all submitted requests.
- When looking at approved flexible working requests, women were the largest group to have requests approved in 2017–18 (30 out of 45) and in 2018–19 (30 out of 34).



SECTION 2: STAFF AT LSE

Gender pay gap in 2019

* The full 'LSE Gender Pay Gap Report 2019' is available on the LSE website [PDF]: <https://info.lse.ac.uk/staff/divisions/equity-diversity-and-inclusion/Assets/Documents/PDFs/LSE-Gender-Pay-Gap-Report-2019.pdf>



Hourly wages pay gap

- At LSE, women earn 85p for every £1 that men earn when comparing median hourly wages. Their median hourly wage is 14.9% lower than men's.
- When comparing mean hourly wages, women's mean hourly wage is 23.9% lower than men's.

Bonus pay gap

- Women earn 50p for every £1 that men earn when comparing median bonus pay. Their median bonus pay is 50% lower than men's.
- When comparing mean bonus pay, women's mean bonus pay is 63.6% lower than men's.
- 13.4% of women and 13.8% of men received bonus pay.

Proportion of women in each pay quarter

- Women occupy 35% of the highest paid jobs and 54% of the lowest paid jobs.

SECTION 2: STAFF AT LSE

Staff grievances and disciplinarys¹

2017–18

Disciplinary cases

- There were 30 disciplinary cases in 2017–18. 13 cases were against women, with 2 cases resulting in a formal warning or dismissal. 17 cases were against men, with 9 cases resulting in a formal warning or dismissal.

Formal grievance investigations

- There were 19 formal grievance investigations in 2017–18.
- 17 grievances were submitted by women – 1 was against a man (which was upheld), 13 were against women (4 were upheld) and 4 were against several people or unspecified (2 upheld).
- 2 grievances were submitted by men – 1 was against a man (which was upheld), 1 was against several people or unspecified (which was upheld).

2018–19

Disciplinary cases

- There were 32 disciplinary cases in 2018–19. 12 cases were against women, with 9 cases resulting in a formal warning or dismissal. 20 cases were against men, with 9 cases resulting in a formal warning or dismissal.

Formal grievance investigations

- There were 11 formal grievance investigations in 2018–19.
- 5 grievances were submitted by women – 2 were against men (0 upheld) and 2 were against several people or unspecified (0 upheld, 1 ongoing).
- 6 grievances were submitted by men – 6 were against several people or unspecified (2 upheld, 1 ongoing).

¹ If a grievance against an individual is upheld and leads to a disciplinary case resulting in a warning or dismissal, it is counted as both a grievance and a disciplinary.

SECTION 2: STAFF AT LSE

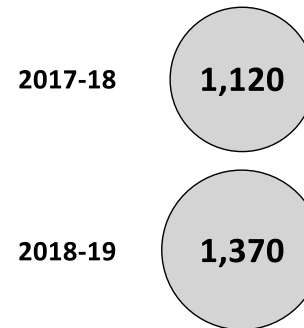
Staff leavers

Staff leavers by gender

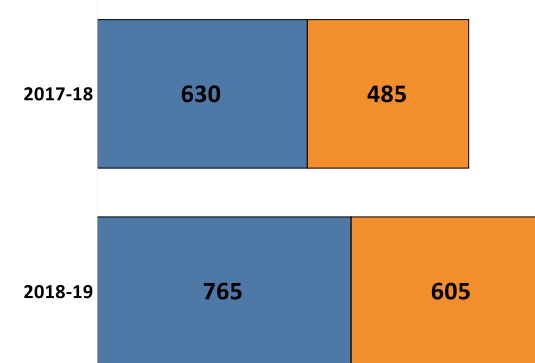
The chart figures are headcount.

- There were 1,120 leavers in 2017–18 and 1,370 in 2018-19.
- Women were 56.6% of leavers in 2017–18 and 55.7% of leavers in 2018-19.

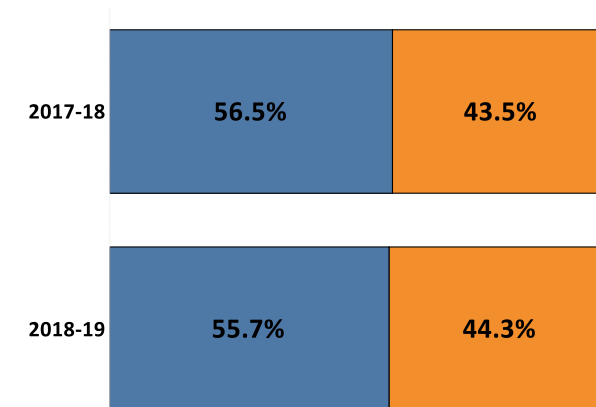
Total number of leavers



Breakdown of leavers by gender



% breakdown of leavers by gender



■ Men
■ Women

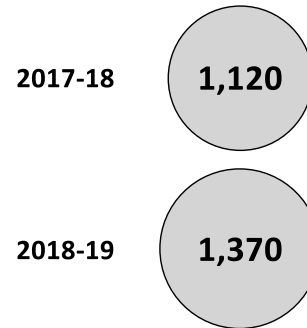
SECTION 2: STAFF AT LSE

Staff leavers by ethnicity

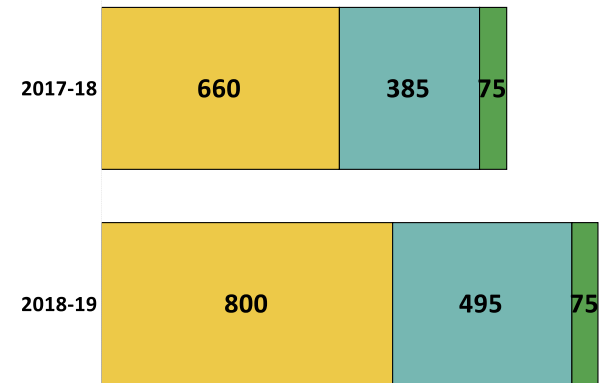
The chart figures are headcount.

- There were 1,120 leavers in 2017–18 and 1,370 in 2018–19.
- The percentage breakdown of leavers in relation to ethnicity was fairly consistent between 2017–18 and 2018–19. In 2017–18, 58.8% of leavers were white, 34.4% of leavers were BME and the ethnicity of 6.8% of leavers was unknown. In 2018–19, 58.5% of leavers were white, 36.1% of leavers were BME and the ethnicity of 5.3% of leavers was unknown.

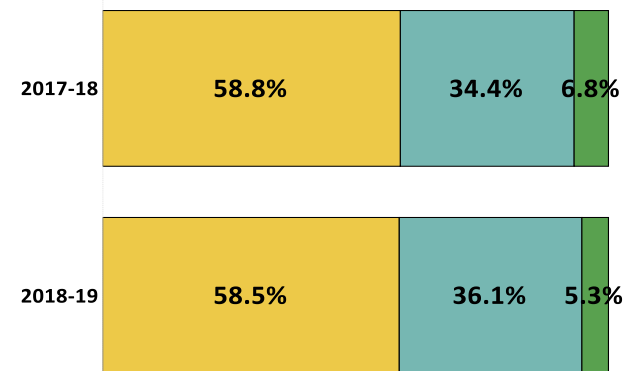
Total number of leavers



Breakdown of leavers by ethnicity



% breakdown of leavers by ethnicity



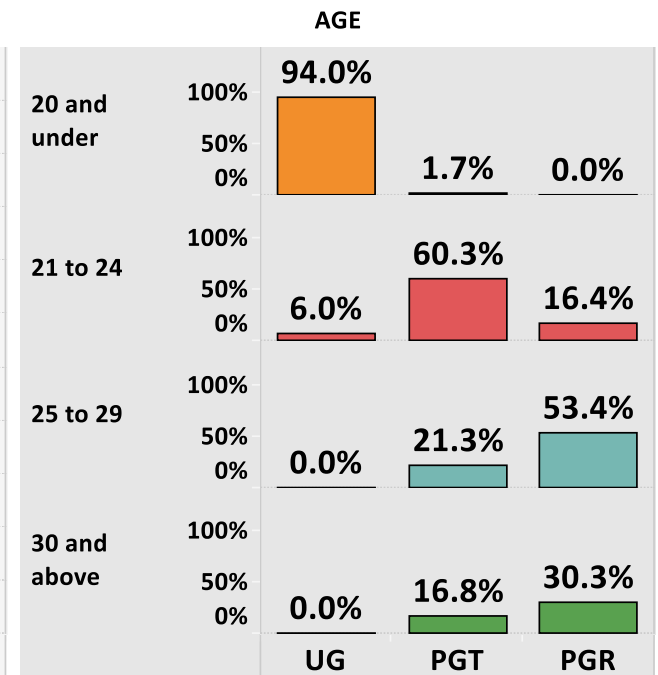
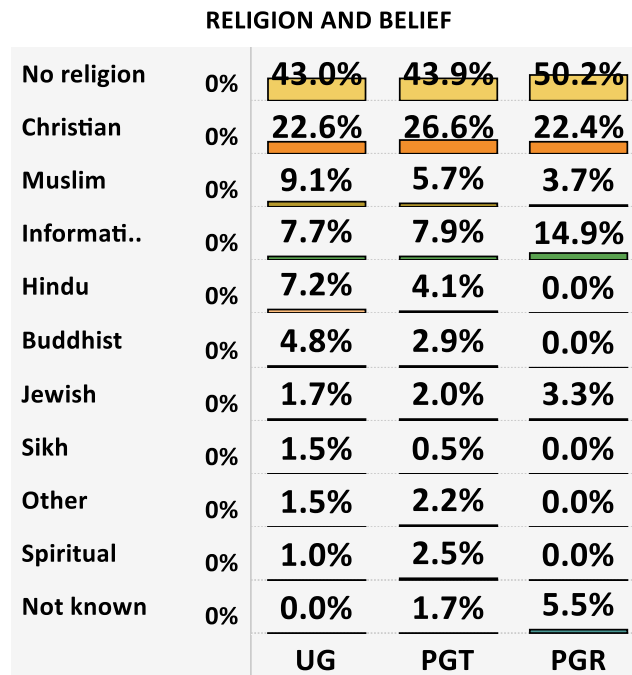
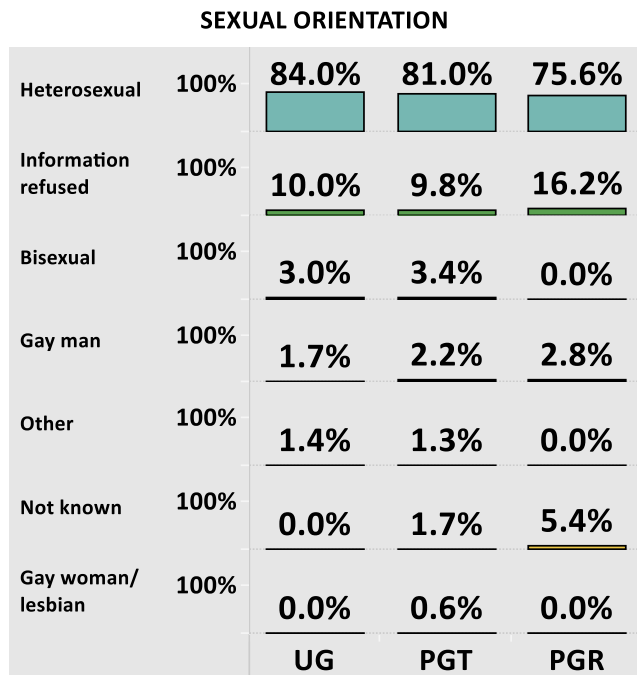
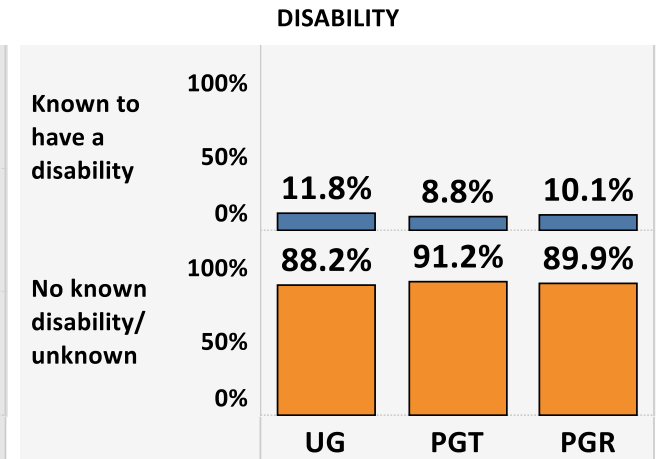
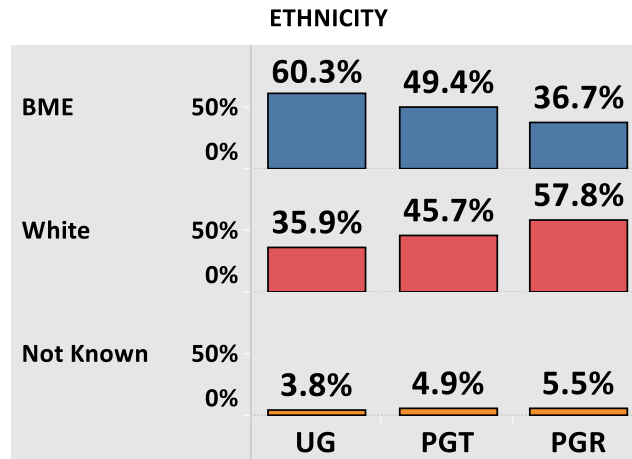
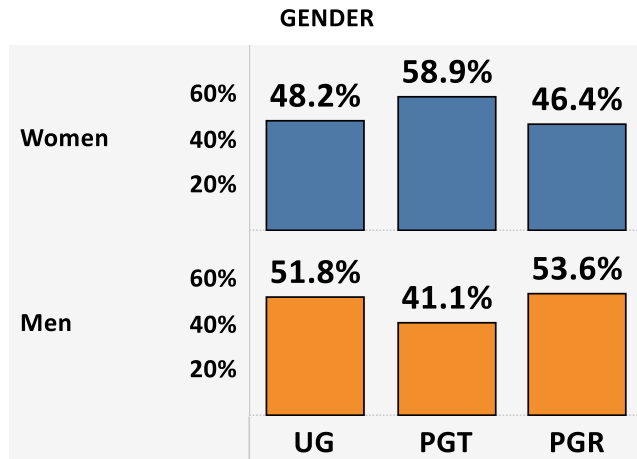
■ Not Known
■ BME
■ White

SECTION 3: STUDENTS AT LSE



SECTION 3: STUDENTS AT LSE

Overview of LSE students in 2018–19



SECTION 3: STUDENTS AT LSE

Student admissions offer rates

The chart figures are FPE (full person equivalent).

Undergraduate (UG)

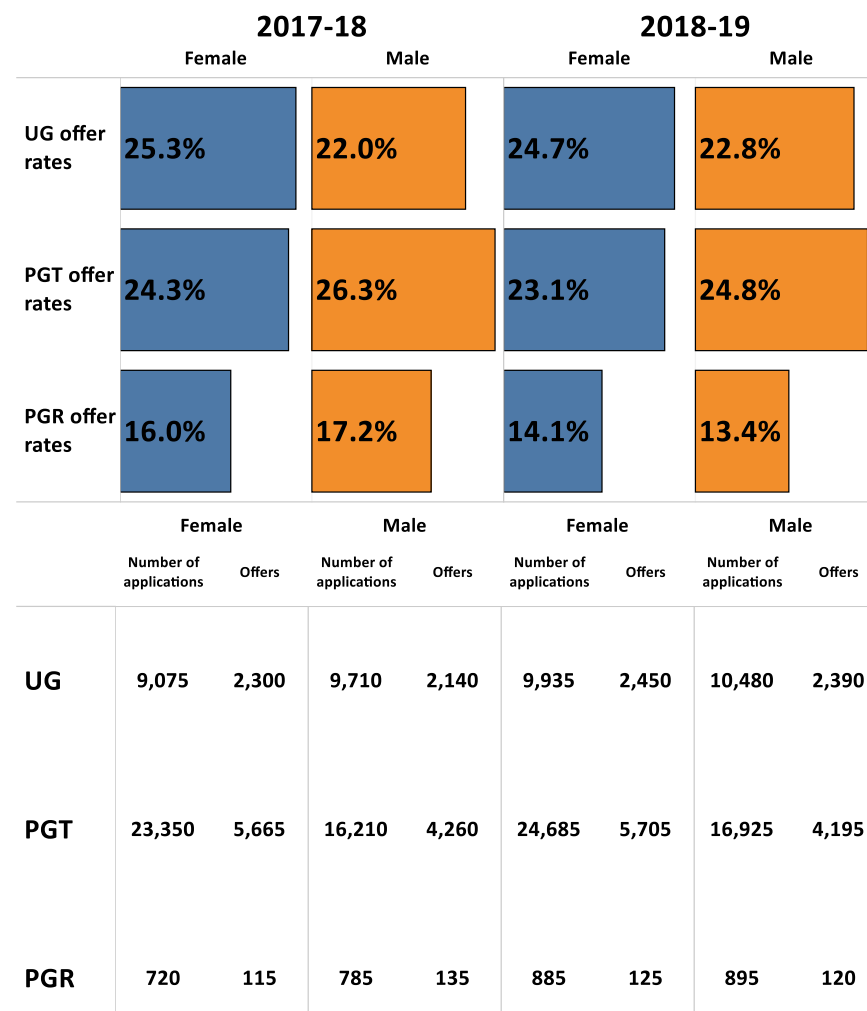
- There were 18,790 applications for undergraduate study in 2017–18 and 20,415 in 2018–19.
- In both 2017–18 and 2018–19, a slightly higher proportion of female applicants were offered places than were male applicants. In 2017–18, 25.3% of female applicants were made an offer, compared to 24.7% in 2018–19. For male applicants, this was 22.0% in 2017-18 and 22.8% in 2018–19.

Postgraduate - taught (PGT)

- There were 39,595 applications for study at the postgraduate taught level in 2017–18 and 41,645 in 2018–19.
- A slightly higher proportion of men were offered places to study in both 2017–18 and 2018–19 than women were. In 2017–18, 26.3% of men were offered places, compared to 24.3% of women. In 2018–19, 24.8% of men were offered places, compared to 23.1% of women.

Postgraduate - research (PGR)

- There were 1,510 applications for study at the postgraduate - research level in 2017–18, and 1,785 applications in 2018–19.
- In 2017–18, women (16.0% offer rate) were slightly less likely than men to be made an offer (17.2%). In 2018–19, men (13.4% offer rate) were slightly less likely to be made an offer than women (14.1%).



SECTION 3: STUDENTS AT LSE

Student admissions offer rates – ethnicity

Undergraduate

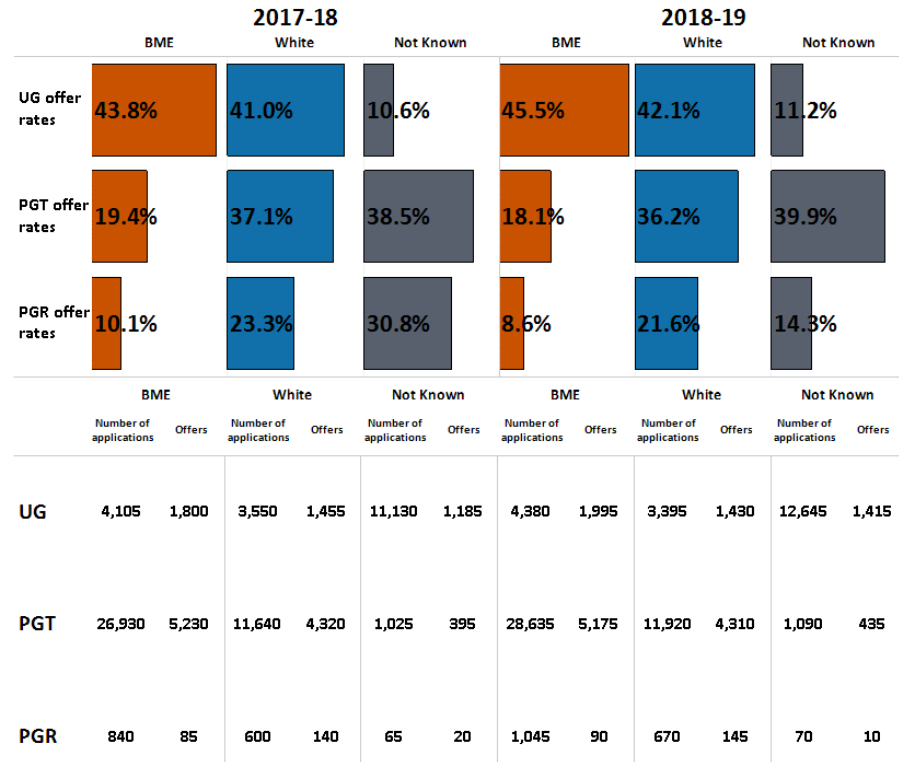
- There were 18,790 applications for undergraduate study in 2017–18 and 20,420 in 2018–19.
- In both 2017–18 and 2018–19, the ethnicity of the majority of applicants was not known. This is due to the large proportion of international applicants (two-thirds) who do not apply through UCAS and therefore are not required to declare this.
- The ethnicity of 54.5% of applicants was 'not known' in 2017–18, compared to 61.9% in 2018–19.

Postgraduate – taught

- There were 39,595 applications for study at the postgraduate taught level in 2017–18 and 41,645 in 2018–19.
- In both 2017–18 and 2018–19, the offer rates for white applicants to postgraduate taught programmes was markedly higher than for BME applicants. In 2017–18, 37.1% of white applicants were made an offer, compared to 36.2% in 2018–19. In 2017–18, 19.4% of BME applicants were made an offer, compared to 18.1% of applicants in 2018–19.

Postgraduate – research

- There were 1,510 applications for study at the postgraduate – research level in 2017–18, and 1,785 applications in 2018–19.
- In both 2017–18 and 2018–19, the offer rates for white applicants were substantially higher than for BME applicants. In 2017–18, 23.3% of white applicants were made an offer, compared to 21.6% in 2018–19. In 2017–18, 10.1% of BME applicants were made an offer, compared to 8.6% of applicants in 2018–19.



SECTION 3: STUDENTS AT LSE

SECTION 3: STUDENTS AT LSE

Student admissions offer rates – disability

The chart figures are FPE.

Undergraduate

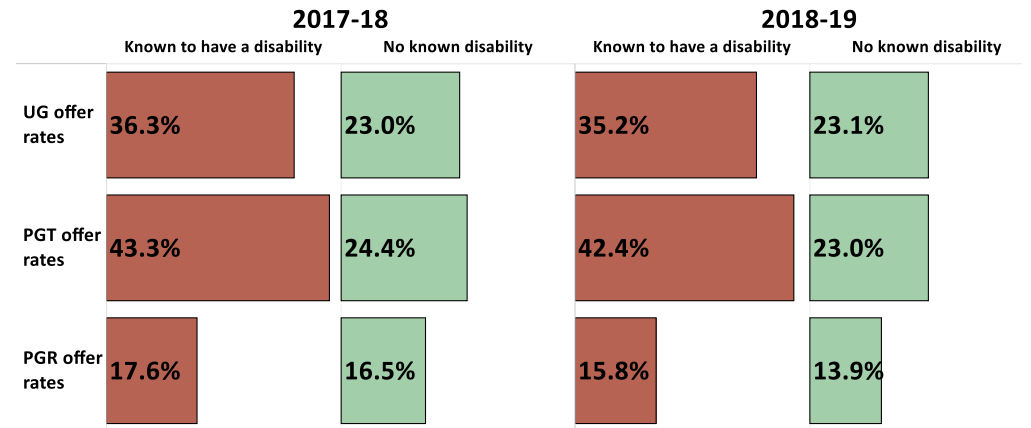
- There were 18,785 applications for undergraduate study in 2017–18 and 20,420 in 2018–19.
- The offer rates for applicants known to have a disability and applicants with no known disability were broadly the same in 2017–18 and 2018–19. In 2017–18, the offer rate for candidates with a declared disability was 36.3%, which was higher than for candidates with no known disability, at 23.0%. In 2018–19, it was 35.2% for candidates with a declared disability, and 23.1% for candidates with no known disability.

Postgraduate – taught

- There were 39,600 applications for study at the postgraduate taught level in 2017–18 and 41,650 in 2018–19.
- In common with undergraduate applications, the offer rate for postgraduate study for applicants with a declared disability was 43.3% in 2017–18 and 42.4% in 2018–19, compared to 24.4% and 23.0% respectively for applicants with no known disability.

Postgraduate – research

- There were 1,510 applications for study at the postgraduate - research level in 2017–18, and 1,785 applications in 2018–19.
- In common with UG and PGT study, candidates with a known disability were also more likely than candidates with no known disability to be offered a place.



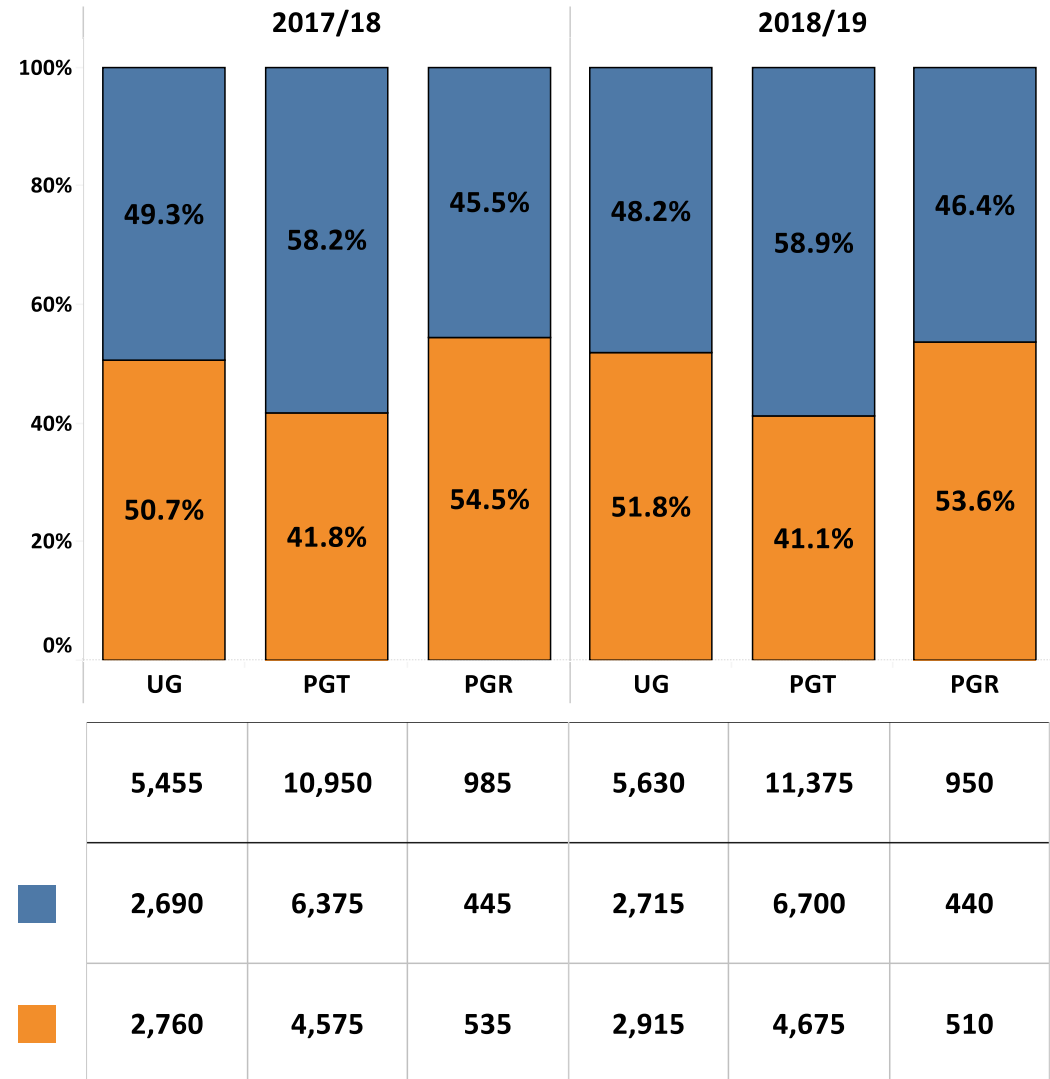
	Known to have a disability		No known disability		Known to have a disability		No known disability	
	Number of applications	Offers	Number of applications	Offers	Number of applications	Offers	Number of applications	Offers
UG	895	325	17,890	4,115	995	350	19,425	4,490
PGT	1,445	625	38,155	9,320	1,780	755	39,870	9,160
PGR	85	15	1,425	235	95	15	1,690	235

SECTION 3: STUDENTS AT LSE

Student representation

The chart figures are FPE.

- There is typically a balance between women and men at the undergraduate level of study. In 2017–18 and 2018–19, men were in a slight majority relative to women, but were not a substantially higher proportion.
- Women are a much bigger proportion than men are at the postgraduate taught level, where they tend to be three out of every five students.
- Men are the biggest group at the postgraduate - research. In 2017–18, men were 54.5% of PGR students (commonly, studying for a PhD) and 53.6% in 2018–19.
- The contrast in the PGT and PGR numbers highlights that women are far less likely than men are to pursue PhD-level study at LSE, despite being in a clear majority at the PGT level.

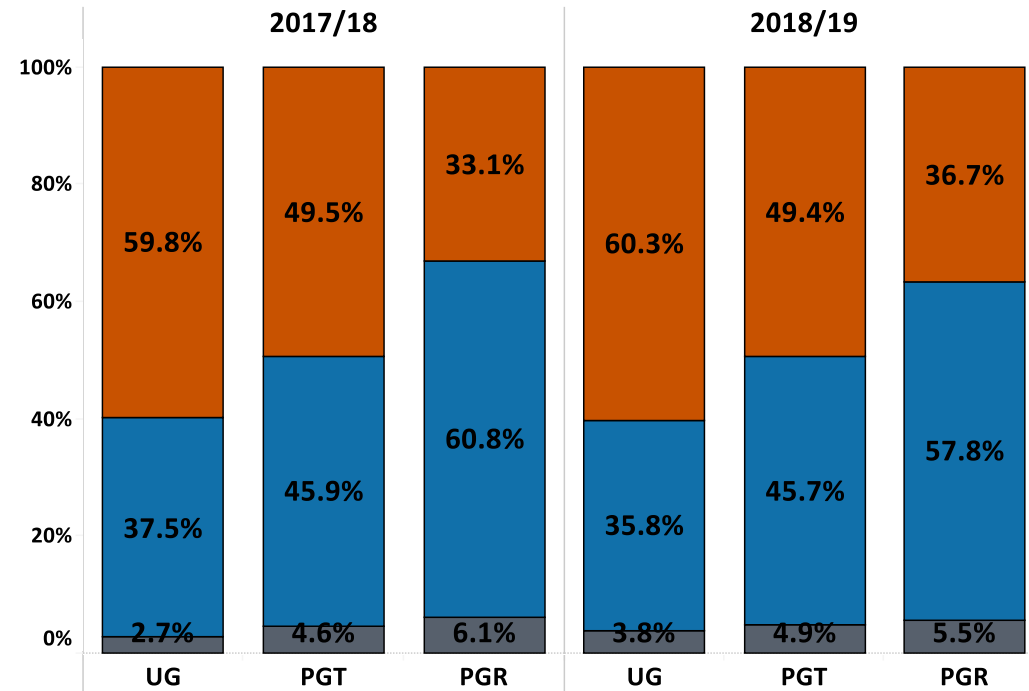


SECTION 3: STUDENTS AT LSE

Student representation – ethnicity

The chart figures are FPE.

- LSE's undergraduate body is ethnically diverse, with three out of every five students from a BME background (59.8% in 2017–18 and 60.3% in 2018–19).
- This diversity is not maintained at the postgraduate – taught level, which, though diverse, is less so than at undergraduate. BME students are typically one in two students.
- At the PGR level, there is a further drop in the representation of BME students. BME students tend to be one in three students at the PGR level, compared to three out of every five at the undergraduate level, and one of every two students at the postgraduate taught level.



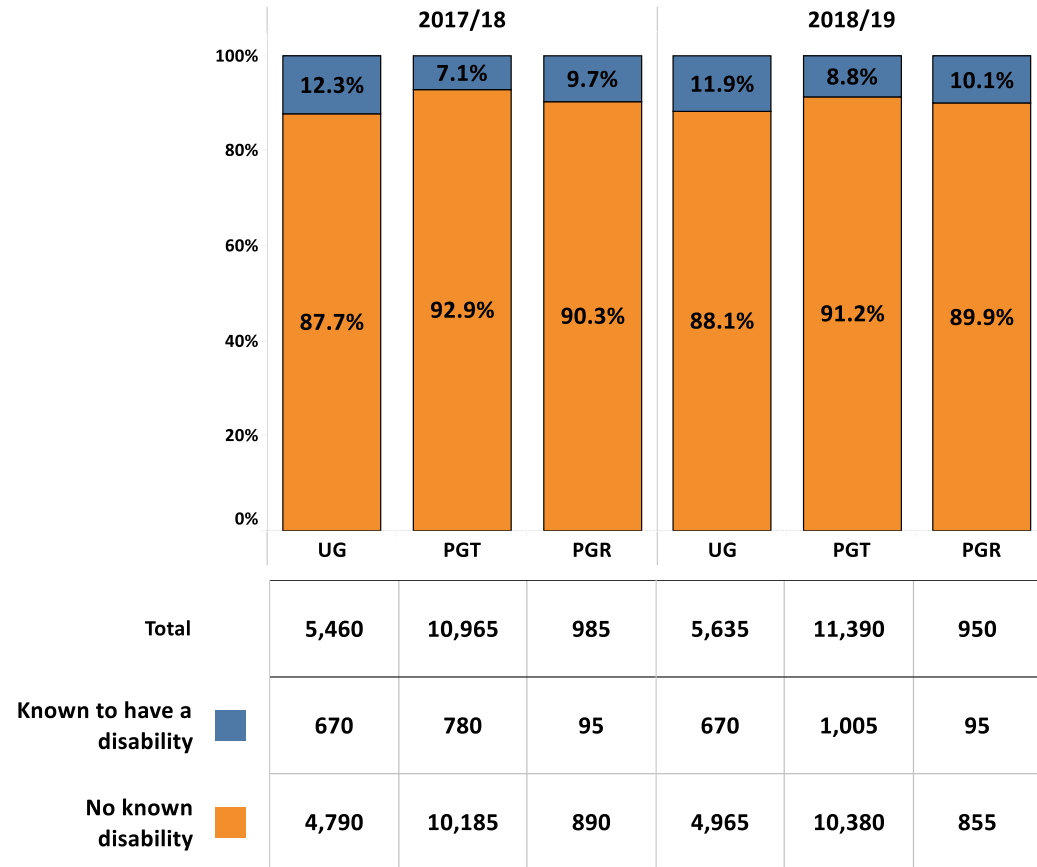
Total	5,460	10,965	985	5,635	11,390	950
BME	3,265	5,425	325	3,400	5,625	350
White	2,050	5,030	600	2,020	5,200	550
Not Known	145	510	60	215	560	50

SECTION 3: STUDENTS AT LSE

Student representation – disability

The chart figures are FPE.

- Across the undergraduate, postgraduate – taught and postgraduate – research student bodies, students who are known to have a disability tend to comprise around one in 10 students.
- The representation of disabled students appears to be strongest at the UG level, where it was 12.3% in 2017-18 and 11.9% in 2018-19.
- In comparison with the UG level, the representation of disabled students at PGT was lower by a few percentages points in 2017–18 and in 2018–19.
- At the PGR level, the representation of students with a known disability is around 10%.
- Owing to a number of factors, it is likely that there is an underreporting of disability among the student body. The EDI Office is working with LSE colleagues to ensure that students are encouraged to declare disabilities and that they are fully supported in their studies.



SECTION 3: STUDENTS AT LSE

Student complaints

- In the 2018–19 academic year, there were 21 disciplinary cases and complaints, including 10 harassment cases.
- There were 10 complaints from home/EU students (5 UG, 4 PG and 1 short course (summer school)) and 11 from overseas students (4 UG and 7 PG (including 2 alumni)).

SECTION 3: STUDENTS AT LSE



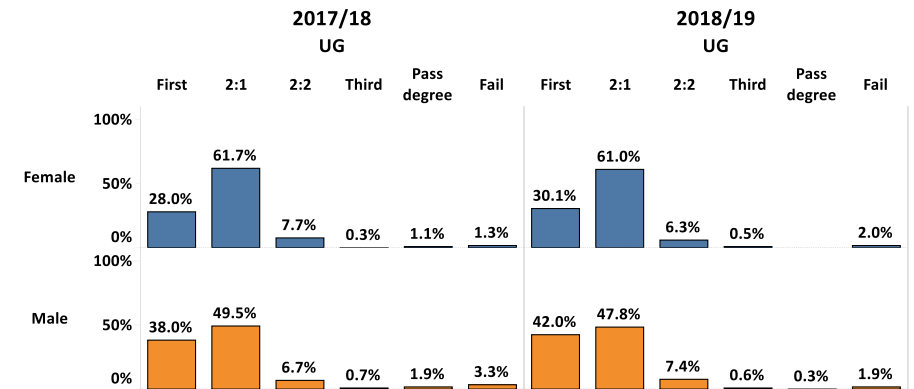
SECTION 3: STUDENTS AT LSE

Degree awards

The chart figures are FPE.

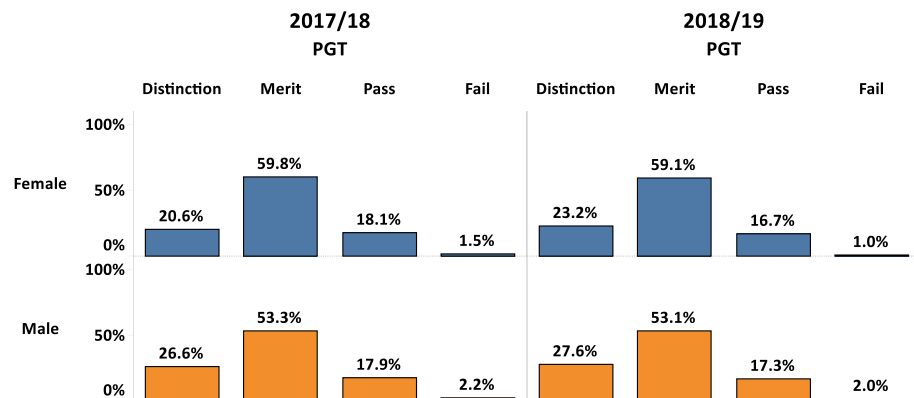
Undergraduate

- In 2017–18, 89.7% of women were awarded at least a 2:1 at the undergraduate level, compared to 87.5% of men. As a result, the degree awarding gap (also known as the 'attainment gap') between men and women was 2.2% in favour of women.
- In 2018–19, 91.1% of women were awarded at least a 2:1, compared to 89.8% of men. Consequently, the degree awarding gap between men and women was 1.3% in favour of women.



Postgraduate – taught

- In 2017–18 and in 2018–19, a higher proportion of men were awarded distinctions than were women. Consistent with this, a higher proportion of women were awarded merits than were men.



Action in response

- In light of the consistent differences in degree award outcomes, LSE has begun an extensive programme to address educational inequalities and develop a more robust evidence base. This is known as the 'Inclusive Education Action Plan'.²

² info.lse.ac.uk/staff/education/Inclusive-Education-Action-Plan

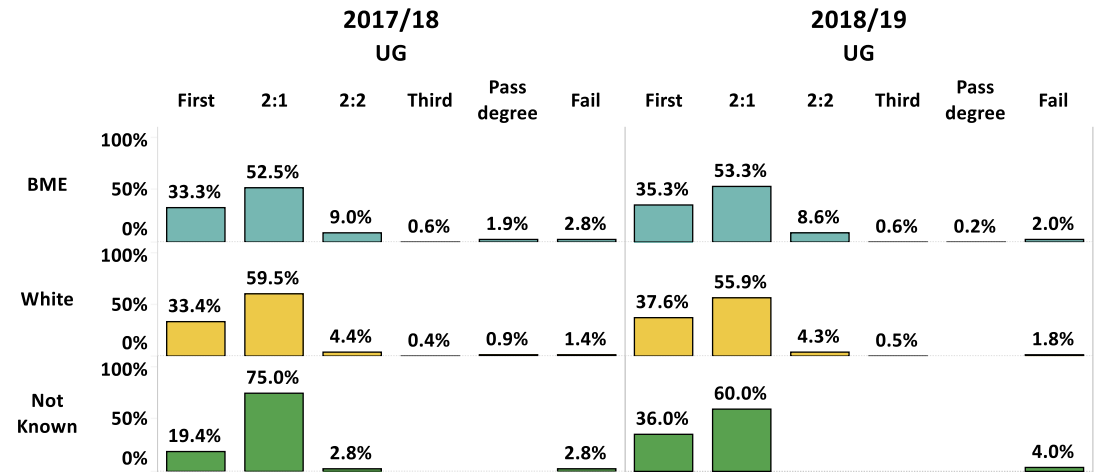
SECTION 3: STUDENTS AT LSE

Degree awards – ethnicity

The chart figures are FPE.

Undergraduate

- In 2017–18, 85.8% of BME students were awarded at least a 2:1, compared to 92.9% of white students. As a result, the degree awarding gap (also known as the 'attainment gap') between BME and white students was 7.1% in favour of white students.
- In 2018–19, 88.6% of BME students were awarded at least a 2:1, compared to 93.5% of white students. As a result, the degree awarding gap between BME and white students was 4.9% in favour of white students.

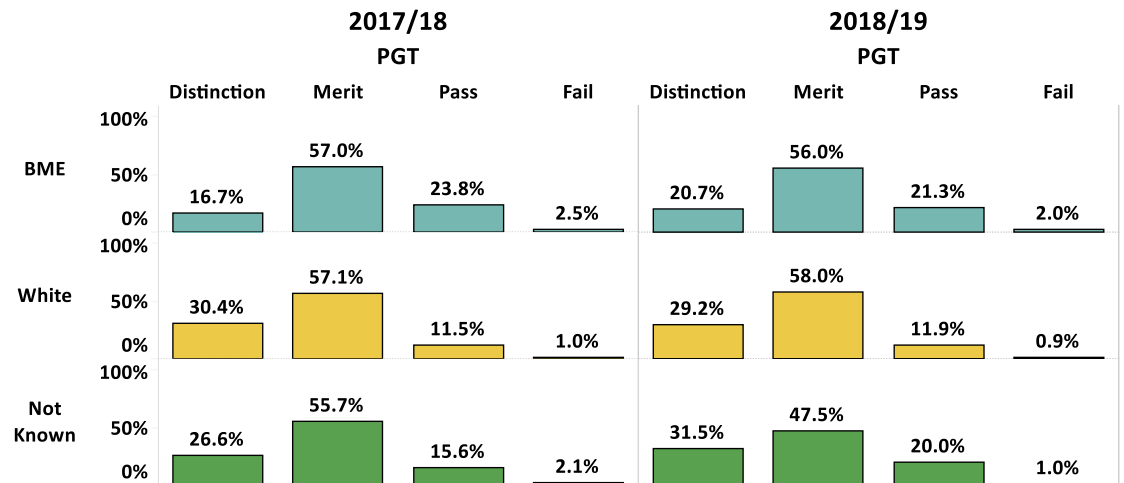


Postgraduate – taught

- In 2017–18 and 2018–19, the percentages of BME students and of white students being awarded merits were similar. However, there was a substantial gap between BME and white students in the awarding of distinctions; this was 13.7% in 2017–18 and 8.5% in 2018–19.

Action in response

- In light of the consistent differences in degree award outcomes, LSE has begun an extensive programme to address educational inequalities and develop a more robust evidence base. This is known as the 'Inclusive Education Action Plan'.³



³ info.lse.ac.uk/staff/education/Inclusive-Education-Action-Plan

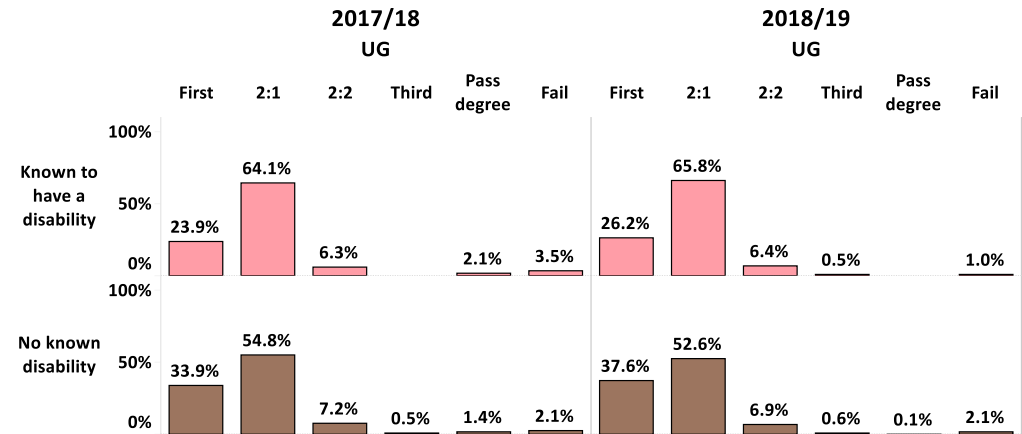
SECTION 3: STUDENTS AT LSE

Degree awards – disability

The chart figures are FPE.

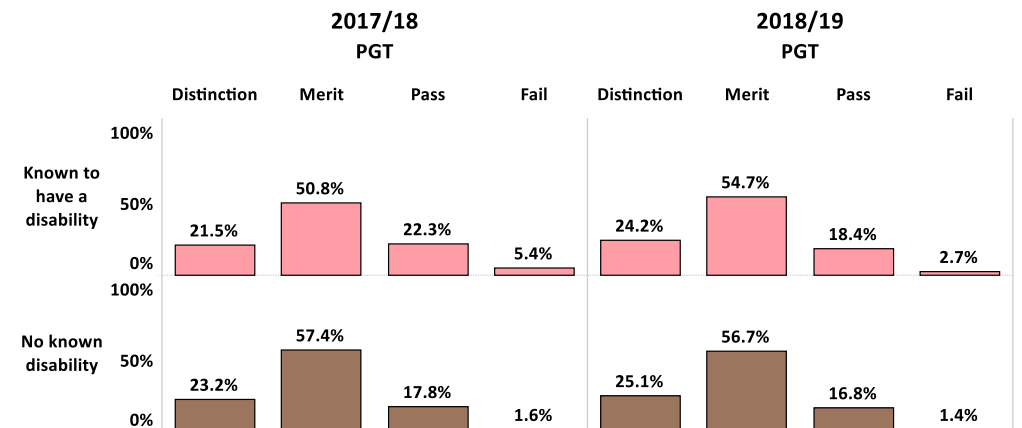
Undergraduate

- In 2017–18, 88.0% of students known to have a disability were awarded at least a 2:1, compared to 88.7% of students with no known disability. As a result, the degree awarding gap between the two groups was 0.7% in favour of students with no known disability.
- In 2018–19, 92.0% of students known to have a disability were awarded at least a 2:1, compared to 90.2% of students with no known disability. As a result, the degree awarding gap (also known as the 'attainment gap') between the two groups was 1.8% in favour of students known to have a disability.



Postgraduate – taught

- In 2017–18 and 2018–19, students known to have a disability were awarded fail and pass degrees in higher proportions than students not known to have a disability were. In 2017–18, 5.4% of disabled students received a 'fail' degree award, compared to 1.6% of non-disabled students. In 2018–19, 2.7% of disabled students were awarded a fail degree, compared to 1.4% of non-disabled students.



Action in response

- In light of the consistent differences in degree award outcomes, LSE has begun an extensive programme to address educational inequalities and develop a more robust evidence base. This is known as the 'Inclusive Education Action Plan'.⁴

⁴ info.lse.ac.uk/staff/education/Inclusive-Education-Action-Plan

