



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

Equity, Diversity and Inclusion (EDI)

2019–20 Annual Report on Equity, Diversity and Inclusion (EDI) at LSE

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SECTION 1: LSE's work on EDI

LSE was founded with the aim of understanding the causes of things for the betterment of society.

To meet that aim, this report sets out:

- How equity, diversity and inclusion (EDI) have been incorporated into the School's main LSE 2030 strategy, senior management team and reporting structures
- Our EDI objectives
- An overview of our latest EDI data.

1.1 LSE 2030 Strategy

One of the guiding principles of the LSE 2030 strategy is to sustain excellence through an inclusive and diverse community. To achieve this, we 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 BAME faculty Professors to 14%, Associate Professors to 20% and Assistant Professors to 30% 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 Equity Framework 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

1.2 Individual accountability

The Senior Management Committee (SMC) are responsible for delivering 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. School Management Committee (SMC) members are responsible for ensuring this happens in their area, and for cascading the work. As a result of the pandemic the timeline for this work has shifted and we have extended the 2-year deadline to enable us to carry out EIAs of every policy, process and function.
- EDI objectives are being embedded into the review process for SMC and Heads of Departments
- Key leaders across the school will be receiving mandatory anti-bullying and anti-harassment training in 2021
- We are in the process of rolling out departmental 'Where Do You Draw The Line' training in 2021, which will be co-delivered by Heads of Department to emphasise the importance the School places on EDI.

- EDI work is managed through a series of committees and networks, which report into the EDI Advisory Board, chaired by the LSE Director, to provide (and demonstrate) top level commitment. The full committee structure can be found on our [EDI webpages](#).

1.3 EDI Steering Groups

During the 2019-20 academic year, and despite the pandemic, there was a significant effort to address EDI matters at LSE. These efforts have largely been driven by the main EDI steering groups.

Their aims and objectives are outlined below:

- The Race Equity Steering Group is chaired by the Director of the School and has been leading on several initiatives including the Race Equity Framework
- The Gender Equality Steering Group is led by the School Secretary. Our Athena SWAN submission identified four main aims, which are underpinned by the action plan
- The LGBTQ+ Steering Group is chaired by the Chief Philanthropy & Global Engagement Officer. The steering group is leading on the work to improve equality, diversity and inclusion across the school for both staff and students. The steering group also has a sub-group called the Workplace Equality Index (WEI) Group which is led by volunteers who are leading on the work to improve the School as a place to work and study
- The Disability and Wellbeing Steering Group is chaired by the Pro-Director for

Education. Over the last academic year, the Disability and Wellbeing Staff Network has commissioned training on supporting staff and students with reasonable adjustments

- The Harassment and Safeguarding Forum, chaired by the Chief Operating Officer in partnership with the LSE Students' Union, will continue to review findings from our reports and develop recommendations for the 2021-22 academic year
- The Diversifying PhD Project Board is chaired by the Director of the PhD Academy. This initiative is closely woven into the Race Equity Framework and aims to improve the diversity and representation of disadvantaged students at the postgraduate research level.

1.4 Equality Impact Assessment (EIA)

LSE re-launched its Equality Impact Assessment (EIA) process and guidance with a School-wide event, opened by the Director in 2019. The launch marked a commitment to equality impact assessing every policy, process, function and service across the School.

We have developed supporting guidance, webinars and FAQs on our [webpages](#). Engagement with the process has been positive and the EDI team have been attending departmental meetings and facilitating EIA drop-in sessions to support the process.

In 2019-20, during the pandemic, we rolled out Equity Assessors training online which was facilitated by Advance HE. We now have a group of 31 trained Equity Assessors who routinely review EIAs on behalf of the School and we are grateful for their support during such a challenging year.

During the pandemic the School rolled out two additional EIAs: Curriculum Shift and Return to Campus EIAs. Along with this the EDI team provided student and staff data dashboards and guidance to help support colleagues in completing Return to Campus EIAs.

The EDI team also created a dashboard to enable the team and SMC to monitor the status of EIAs.

1.5 Staff Networks

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.

Our key networks are:

- DAWN, our disability and wellbeing network
- EmbRace, our BAME staff network
- LSE Power, focusing on women PS staff
- Parents and Carers Network
- Spectrum, our LGBTQ+ staff network

These networks each have:

- An executive sponsor to provide two-way communication with School leadership, learning for the SMC member, and a champion to progress their aims.
- A budget of £2,100 to organise events, training, and anything else relevant to the Network.
- An opportunity to work collaboratively and think intersectionally through the Joint Network Forum 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.

Disability and Wellbeing Staff Network (DAWN)

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

DAWN's key achievements have been:

- Providing support for disabled staff by raising awareness of how to support disabled colleagues, and to make disability inclusivity part of 'business as usual'
- Commissioning training facilitated by solicitors on reasonable adjustments
- Launching anonymised applications for professional services staff to reduce the impact of unconscious bias
- Inviting external speakers to improve discussions around disability and inclusivity in the workplace
- Talking to staff about their experiences of disability and helping to shape what the disability network at LSE should look like
- Supporting the work of the Disability and Wellbeing Steering Group, including its three sub-groups.

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.

The EDI Representatives Network's key achievements are:

- Facilitating online meetings with guest speakers including the Pro-Director for Research and the Chief Operating Officer
- Involvement with departmental dashboard meetings
- Helping the School diversity its

postgraduate research student cohort

EmbRace (Ethnic Minorities Broadening Racial Awareness and Cultural Exchange)

EmbRace comprises a community of LSE staff volunteers committed to tackling institutional and systemic racism at LSE. Across their work they emphasise “no decision about us without us” as they believe that decisions about Black, Asian and minority ethnic staff and students should be well informed and take into consideration the views, feedback and recommendation of the community.

EmbRace believes that Black, Asian and minority ethnic staff must be represented, have a voice and a seat at the decision-making table. To achieve this, they have engaged departments and divisions across the School providing feedback, consultation and acting as a sounding board.

EmbRace's key achievements are:

- Launching the School's first BAME Mentoring Programme in conjunction with LSE Organisational Learning
- Organising School wide anti-racism training on White Fragility and Allyship to help staff talk about race and racism
- Continuously engaged departments and divisions across the School providing feedback, consultation and acting as a sounding board. They have consulted with 10+ divisions across the school on issues around race, racism, and structural inequity
- Creation of the Higher Education Race Equality Network (LSE, King's, UCL & Imperial)
- Working with LSE HR Division to review recruitment, progression and representation
- Organising 10+ self-care and self-value workshops to support staff who have been

triggered and traumatised by COVID-19 and racism

- Organising Black History Month in conjunction with the EDI Team, LSE Students' Union and the Communications Division. EmbRace led and hosted 10+ events engaging the entire LSE community
- Creating an inclusive culture through Monthly virtual Coffee Breaks for the LSE community and newsletters

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.

LSE Power's key achievements are:

- Celebrating its 5-year anniversary in March 2020 by hosting a ceremony in honour of International Women's Day
- launching the LSE Role Models, and spotlighting women and men across the school who are 'real' role models, at an event hosted by the Director
- Hosting a virtual session with the Chief Operating Officer on Flexible and Agile Working at LSE, attended by over 120 staff
- Lobbying for gender equality by proactively contributing to the Future Ways of Working Group.
- In collaboration with representatives from Gender Equality Networks from UCL, City and Kings, hosting a panel discussion on a theme of allyship
- Continuing work with the Male Allies Programme, series of 'Menopause Cafes', career support and empowerment, contribution to the nursery consultation

and the Athena Swan Action Plan.

Parents and Carers Network

The Parents Network was officially launched in February 2018 so that like-minded parents (which includes anyone who is caring for a child, be it their own, adopted, or fostered) can meet and exchange experiences, tips, and generally socialise.

The Parents and Carers Network's key achievements are:

- Playing a key consultative role in shaping the Nursery Consultation, as well as ongoing discussions around nursery care at LSE
- Holding termly topical events on subjects such as children who speak multiple languages, internet safety for children, and shared parental leave experiences from fathers, and more
- Conducting a number of case studies to see what the work patterns of parents were during the first lockdown
- Highlight policy needing to be drawn up to prevent working parents from suffering burnout
- Advocating for sustainable work-life balance and finding solutions to home-schooling
- Continuing with its involvement in many committees linked to EDI to ensure that working parents and carers are considered in changing policies reflecting the current circumstances
- Continuing with its mentor programme, connecting colleagues who need guidance on particular issues, most commonly on the topic of returning to work after maternity leave.
- Encouraging friendly discussion in their dedicated Teams channels to connect with like-minded colleagues informally

Spectrum

Founded in May 2008 by three LSE staff members, Spectrum is the staff network for LGBTQ+ inclusion at LSE. Spectrum builds on a rich LGBTQ+ history at LSE: the Gay Liberation Front in the UK was founded at LSE in 1970 and LSE Library holds one of Britain's biggest LGBTQ+ collections.

Spectrum's key achievements are:

- Focusing efforts on three key areas: providing events, support and communication channels for our LGBTQ+ community; making the network more inclusive and intersectional; and raising awareness of LGBTQ+ mental health and wellbeing
- Responding to the specific needs of its community arising from the pandemic, particularly the likely impact of ongoing lockdowns and social restrictions on LGBTQ+ individuals
- Working with student representatives to address LGBTQ+ mental health and wellbeing, including identifying training needs in the School counselling service and providing recommendations to the School to help ensure wellbeing is maintained and prevent mental health problems from arising
- Sitting on the Trans+ working group, which is working to ensure that the School is trans-inclusive
- Running regular monthly socials, including coffee mornings and film screenings, to connect staff and allies
- Running events with LSE's other staff networks to create spaces to explore intersectionality
- Working closely with EmbRace to celebrate BAME LGBTQ+ icons and exploring experiences of being black and queer at LSE, as well as a flagship event

“Protest Movements: from Stonewall to Black Lives Matter” with Imperial College London

- Running an LSE Pride Day in lieu of being able to participate in Pride in London
- Establishing a virtual platform via Microsoft Teams for network members to connect and interact outside of planned events.

1.6 EDI Objectives 2019 – 2023

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

Developing an Inclusive Education Action Plan

The Inclusive Education Action Plan is being delivered through LSE’s Eden Centre for Educational Enhancement. Inclusive Education is defined as: “to teach and learn in a way the dismantles the dominant structures within higher education embedded in whiteness, able-bodied and heteronormative culture”.

The IEAP has 5 main areas of work which are being delivered over a 5-year period (2020-2025):

1. Academic Mentoring
2. Inclusive Pedagogy
3. Curriculum Enhancement
4. Developing Higher Education Identities
5. Anti-Racism in Education

We are committed to involving both staff and students in this work. There have been a number of [Change Makers](#) projects in the area of inclusive education which is also supporting and enhancing our work.

Improving Gender Equity

Our Athena SWAN submission identified four main aims, which are underpinned by an action plan. In addition, our Equal Pay Action Plan is linked to

Athena SWAN and highlights again the link between our gender pay gap and our lack of senior women.

This objective is underpinned by:

- The Head of Department induction is mandatory for all new Heads and we require them to give an account for all Associate Professors of their future promotions trajectory in their annual meeting with the PDFD.
- Academic staff are able to signpost students to support and a new CPD scheme with Senior Fellowship included as accredited by Advance HE to be launched in academic year 2021-22.
- Research & Innovation are now able to share research-specific events with Gender Equality Forum.
- HR have revised their job pages to attract more female talent, to include non-pay related benefits.
- Job adverts feature LSE’s EDI Values and statements that LSE welcomes female applicants and those from ethnic minorities. This is included in the advertising template for academic roles in Accounting, Management, Finance and Economics, with the aim of including it in all academic job adverts at Assistant Prof/Associate Prof.
- As part of the APR, academic staff are aware that they can confidentially flag concerns regarding workload allocation to the Vice-Chair of Appointments Committee.
- HR and EDI commissioned an independent report on bullying and harassment to learn from other sectors in tackling bullying and harassment, which took an intersectional approach.
- The findings informed the review of the Discrimination, bullying and harassment policy and will inform the approach to tackling bullying and harassment across the School
- EDI have created Athena SWAN Hub of resources which includes guidance on

- setting up a Self-Assessment Team, action planning and completing a submission.
- A paper to the Senior Management Committee in November 2020 provided the first termly update on Departmental award progress and resources have been allocated as part of the Annual Planning Round.

Expanding our Race Equity Framework

Creating a truly inclusive LSE is the first guiding principle of LSE 2030, and is woven throughout the three pillars of the strategy: to educate for global impact; research for the world; and develop LSE for everyone. As part of building a more inclusive community, LSE has been developing an approach to race equity in consultation with the School community.

The Race Equity Framework follows many conversations and extensive research that has taken place in recent years at LSE, bringing together meaningful action now with our School's longer-term strategic vision. The Framework is designed to build on work already underway, expand our actions further and keep us focused and accountable. It is organised into three strands aligned to LSE 2030 to maintain momentum:

1. Education – to make sure an LSE education reflects the diverse world around us and empowers students to shape more equitable communities
2. Research – to make sure our School's research and knowledge engagement activities contribute to understanding race equity within and beyond LSE
3. Our People – to make sure policies and practices support racial equity and cultural change across our School.

Overseen by a Race Equity Steering Group chaired by the School Director, accountability for the Framework rests with the School Management Committee, who act as theme leads:

- Education lead - Pro-Director (Education)
- Research lead - Pro-Director (Research)
- Our People leads - Pro-Director (Faculty Development) & Chief Operating Officer

Each theme lead is responsible for the action plan that sits behind the Framework, with concrete, actionable areas of focus such as increasing faculty and professional staff diversity, targeted support, and funding for PhD students from underrepresented backgrounds and continuing to build an even more inclusive curriculum. Activity is being embedded and connected to the work already taking place as much as possible to ensure long-term sustainability, all in collaboration with colleagues and students.

Whilst accountability rests with the School Management Committee, engagement from the whole community will be essential to get this right. That is why the roll out of the Framework will involve ongoing collaboration and insight from across our School as we continue to interrogate the Framework and refine action and commitments as needed.

To ensure there is accountability and create a 'SMART' action plan, the School is also preparing to apply for a Race Equality Charter Bronze award. This process will help to provide external accountability.

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. The EIAs are being led by the owner of the policy, with information, advice and guidance provided by the central EDI team.

- Support for academic departments wanting to apply for Athena SWAN. We are currently supporting two further departments with Athena SWAN departmental awards. As with EIAs, it would be the local team leading on Athena SWAN self-assessments, but information, advice and guidance provided centrally. The EDI Team have created [guidance](#) which is now available on the website to departments who are thinking about making the departmental submission.
- We continue to ensure everyone receives refresher training every three years.
- In December 2020, the EDI Team presented a paper to the EDI Advisory Board with the recommendation to collect socioeconomic background in the future and address some of the data quality issues at the School across other protected groups.

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.

This objective is underpinned by:

- 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
- Producing multimedia content for main staff channels at LSE, such as the [Listen LSE initiative](#)

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:

- Completing a Race Equality Charter submission to Advance HE for a Bronze award.
- Working on the Disability Standard. We have been awarded Disability Confident Level 2 and is working towards Level 3.
- Our Commitment to apply to Stonewall every two years. In 2019-20 due to the pandemic, the School made a reduced submission to Stonewall but continues to prepare for the full submission which will be taking place in 2020-21.
- Our recent success, attaining a Bronze Athena SWAN award, which will be renewed every four years.
- EDI sections for LSE's in-house Values In Practice awards: we included a category for EDI champions in the annual awards and the EDI unit are represented in the selection of this category.

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 to prevent, stop and address bullying and harassment. In 2020 we commissioned an independent review of bullying and harassment at LSE, which includes detailed recommendations.
- We recruited 40 new 'Safe Contacts' in May 2020 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 also recruited 32 equity assessors to assist with our Equity Impact Assessment process which has been a huge success
- We organise annual events for Welcome week on sexual consent.
- We have rolled out Where Do You Draw The Line training to members of the Senior Management Committee and Heads of Department
- We are working towards recruiting a sexual violence support worker
- We are improving our Report It. Stop It tool which serves as a system for addressing bullying, discrimination and harassment.
- We commissioned rape crisis to review and edit our sources of support to be more inclusive
- We are recruiting an Anti-Harassment Support Advisor (AHSA) to oversee and continue to develop LSE's strategic approach to proactively address sexual violence, harassment and misconduct.

Other Actions

Over the last academic year we have also engaged with our staff and student communities through a number of surveys and informative pieces.

Examples include:

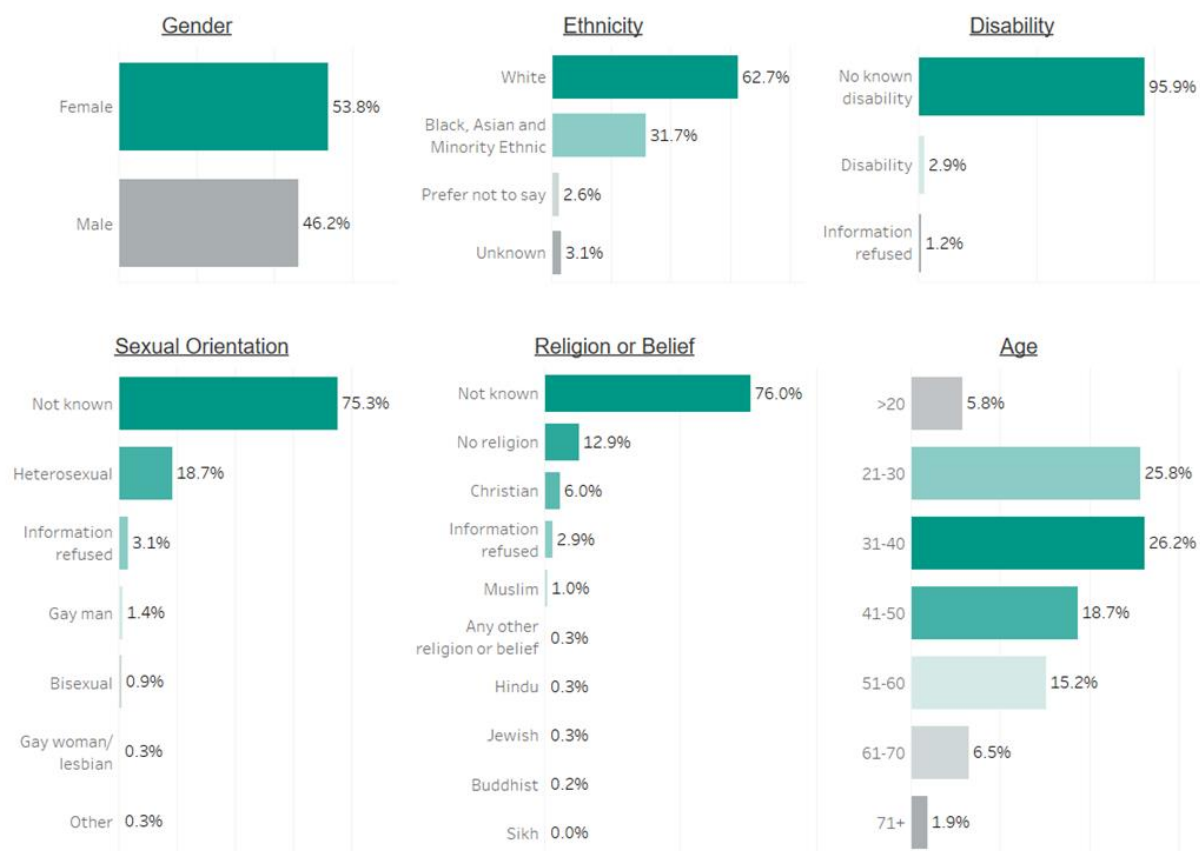
- Conducted a survey during Winter Term to gather thoughts and feelings following George Floyd's murder
- Conducted a pulse survey to understand the thoughts and concerns of members of staff during the pandemic
- We issued race equality charter surveys for both staff and students which received great response rates
- We also commissioned Leville to produce a short film called 'Listen Live' which shared the testimonies and experiences of staff and students and this was shared through Staff News, our all-staff newsletter.

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

This second section contains a breakdown of LSE's equity, diversity and inclusion data, which has informed all of the work outlined above.

The data uses the [HESA Rounding Methodology](#) which anonymises statistics to ensure that individuals are not identifiable. This is in accordance with data protection legislation. You will note that the majority of the data has been rounded to the nearest five. Some data relating to characteristic groups that are less than five have been excluded from the analysis to protect those individuals.

2.1 Overview of LSE staff in 2019–20



2.2 Staff recruitment – applications to LSE jobs

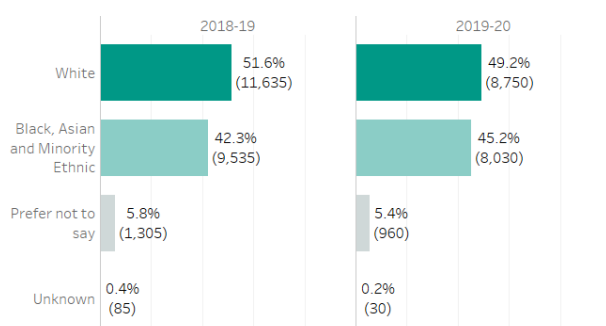
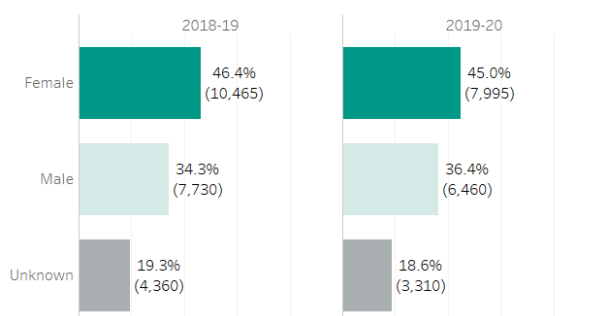
The chart figures are headcount.

Gender and ethnicity

There was a total of 22,555 applications to jobs at LSE in 2018–19, compared with a 17,770 in 2019–20.

The gender breakdown of applications in 2018–19 and 2019–20 was fairly consistent, though there was a slight increase in the proportion of men in 2019–20. 36.4% of applications in 2019–20 were from men, a 2.1 percentage point increase in the proportion in 2018–19 (34.3%).

The ethnicity breakdown of applications to LSE jobs was fairly consistent between 2018–19 and 2019–20. 42.3% of applications were from BAME candidates in 2018–19, compared to 45.2% in 2019–20. An increase of 2.9 percentage points.

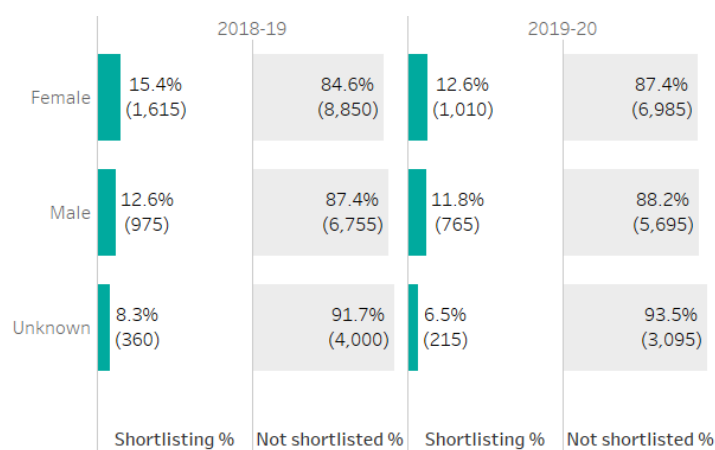


Staff recruitment – shortlisting and offers by gender

The chart figures are headcount.

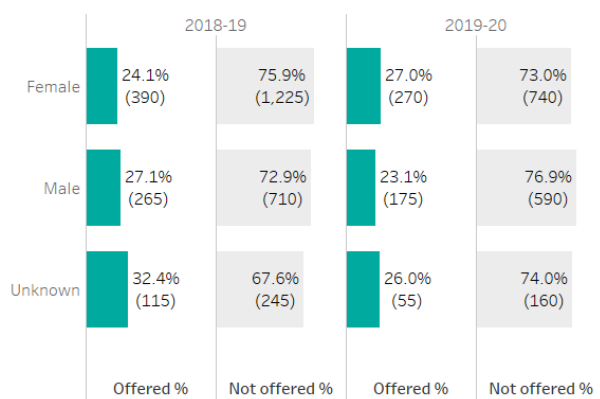
What percentage of applicants were shortlisted?

- Applicants who were women were slightly more likely than men to be shortlisted for an interview in 2018–19 and 2019–20.
- In 2018–19, 15.4% of women were shortlisted, compared to 12.6% of men. In 2019–20, 12.6% of women were shortlisted, compared to 11.8% of men.
- This represents a reduction in the shortlisting gap between men and women from 2.8 to 0.8 percentage points.



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

- In 2018–19, women who were shortlisted were slightly less likely than men to be offered a job – 24.1% of women were offered a role, compared to 27.1% of men.
- In 2019–20, the proportion of shortlisted woman who were offered a role increased to 27.0%, overtaking the proportion of men; for men, it was 23.1%.

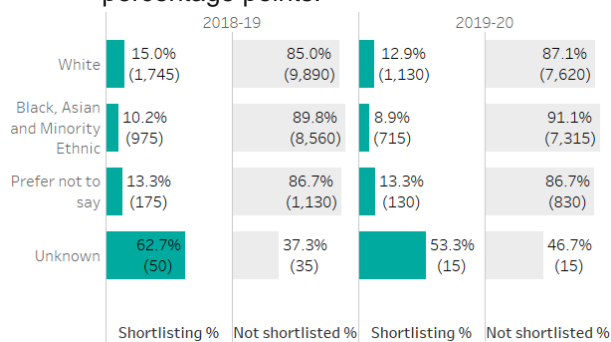


Staff recruitment – shortlisting and offers by ethnicity

The chart figures are headcount.

What percentage of applicants were shortlisted?

- In both 2018–19 and 2019–20, white applicants to jobs at LSE were more likely than BAME applicants to be shortlisted for an interview. In 2018–19, 15.0% of white applicants were shortlisted, compared to 10.2% of BAME applicants. In 2019–20, the proportion for white applicants fell to 12.9%, and it also fell for BAME applicants to 8.9%.
- The gap between the shortlisting rate between white and BAME applicants remains but has reduced from 4.8 to 4.0 percentage points.

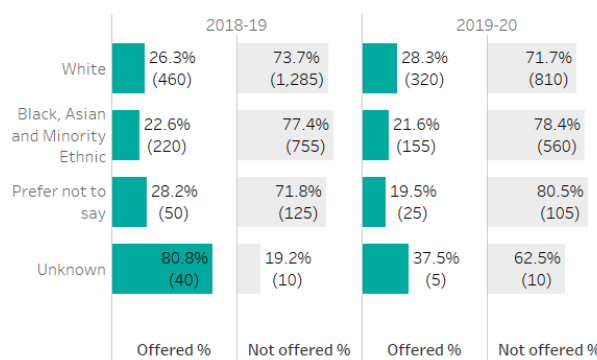


What percentage of applicants who were shortlisted were made a job offer?

- In both 2018–19 and 2019–20, white applicants who were shortlisted were more

likely to be offered a role than their BAME counterparts.

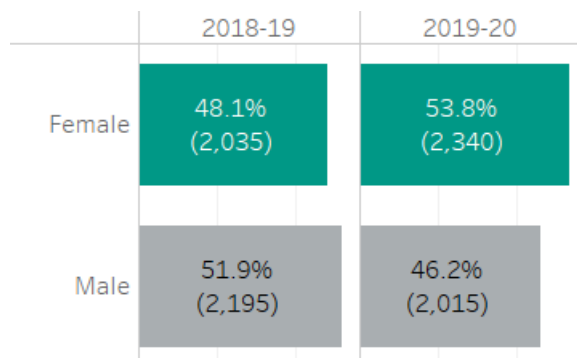
- In 2018–19, 22.6% of shortlisted BAME applicants were offered a role, compared to 26.3% of white shortlisted applicants. In 2019–20, 21.6% of shortlisted BAME applicants were offered a role, compared to 28.3% of white applicants.
- The gap between the offer rate between white and BAME staff has unfortunately increased from 3.7 to 6.7 percentage points.



2.3 Staff representation

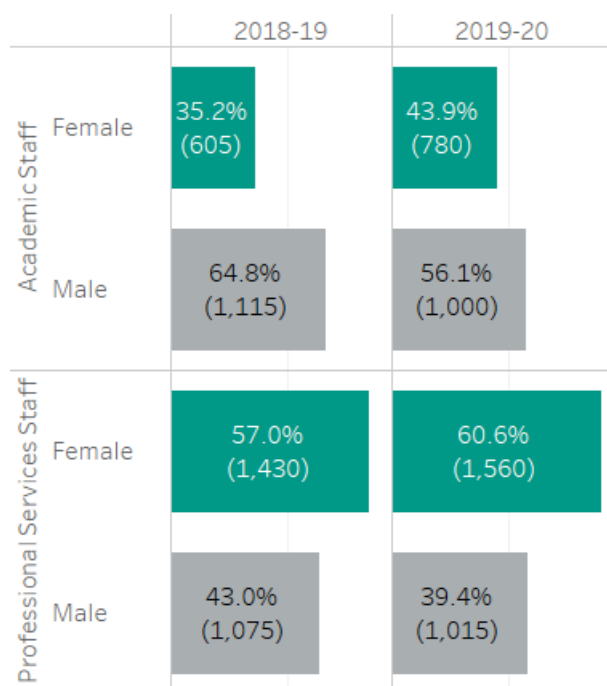
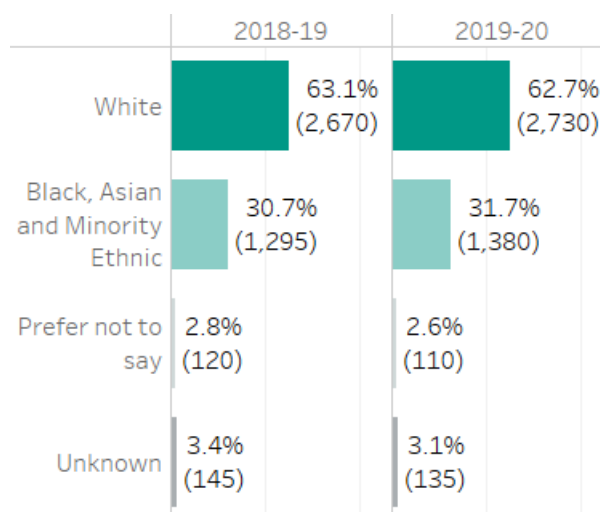
The chart figures are FPE (full person equivalent).

- Looking at the LSE workforce overall, the majority of staff are women. In 2018–19, 48.1% of staff were women, and 48.7% were men. In 2019–20, there was a slight increase in the proportion of women to 53.8%.
- Men are the biggest percentage of academic staff. In 2018–19, men were 64.8% of academic staff, and 56.1% in 2019–20.
- Females are the biggest percentage of professional services staff. In 2018–19, women were 57.0% of PSS staff, and 60.6% in 2019–20.
- Overall, approximately three out of five academics are male, and three out of five professional services staff are female.

Gender

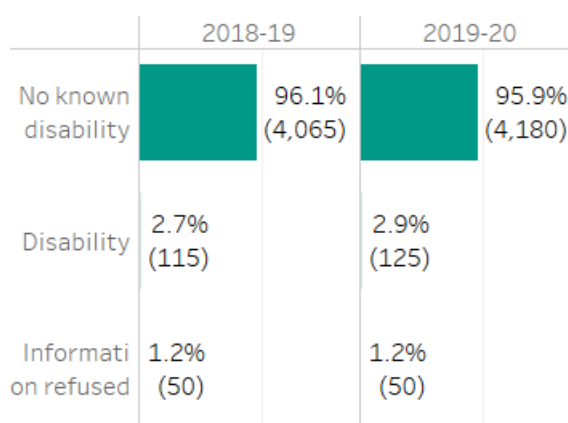
96.0%. In 2018–19 and 2019–20, 2.7% and 2.9% of staff respectively had declared that they had a disability to the School.

- 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.

Gender by staff role**Ethnicity****Staff representation – ethnicity and disability**

The chart figures are FPE.

- Approximately six out of ten LSE staff are white, and three in ten are from a BAME background. The percentage of staff whose ethnicity unknown to the School including those who choose not to declare is 5.7% which is an improvement on the previous year of 6.2%.
- The percentage of LSE staff with no declared disability is consistently around

Disability

Staff representation – sexual orientation and religion

The chart figures are FPE.

- 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. The majority of staff are yet to provide this information, though more people had done so in 2019–20 than 2018–19. In 2019–20, the sexual orientation of 75.3% of staff was unknown, compared to 79.7% in 2018–19.
- 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 2018–19, the religion of 80.3% of staff was not known. This improved to 76.0% of staff in 2019–20, perhaps suggesting that more staff are likely to declare their religion going forward.

Sexual orientation

	2018-19	2019-20
Not known	79.7% (3,370)	75.3% (3,280)
Heterosexual	15.1% (640)	18.7% (815)
Information refused	2.6% (110)	3.1% (135)
Gay man	1.3% (55)	1.4% (60)
Bisexual	0.7% (30)	0.9% (40)
Other	0.3% (10)	0.3% (10)
Gay woman/lesbian	0.3% (15)	0.3% (15)

Religion and belief

	2018-19	2019-20
Not known	80.3% (3,400)	76.0% (3,310)
No religion	10.6% (450)	12.9% (560)
Christian	4.7% (200)	6.0% (260)
Information refused	2.5% (105)	2.9% (130)
Muslim	0.9% (35)	1.0% (45)
Hindu	0.3% (15)	0.3% (15)
Any other religion or belief	0.3% (10)	0.3% (15)
Buddhist	0.2% (10)	0.2% (10)
Jewish	0.2% (10)	0.3% (10)
Sikh	0.0% (0)	0.0% (0)

2.5 Staff survey results

LSE Pulse Survey 2020

During the pandemic the School issued a pulse survey collecting feedback from staff about their wellbeing and working from home.

Overview of the data

- Working from home has generally been a positive experience
- 44% report working more hours
- 63% desire to work from home more in future and 45% are seeking more flexibility in their working hours

Themes from the qualitative comments

- Workload has increased for many personnel, particularly due to the shift to online learning. This is proving challenging

to those with caring responsibilities.

- There were comments about wanting access to exercise or gym spaces in the long term and more virtual classes in the short term. Regular access to LSE counselling services and more specific mental health support is mentioned.
- Access to a suitable ergonomic work environment at home is mentioned in several comments, particularly relating to LSE covering the costs.
- Some people reported concerns about inequality and discrimination, with reference to ethnic groups, foreign students, certain roles and those with parental and caring responsibilities. There are some comments relating to reports of bullying and harassment with some mentioning they had been ignored and not followed up.
- Childcare concerns combined with extended working hours is creating challenges with working parents trying to meet work demands
- Communication during lockdown has received mixed messages with some feeling there is too much information and others feeling there is a lack of clear direction.

Below provides an overview of the survey by a variety of protected characteristics. Some groups have been excluded from the chart below because there were no respondents. Please also note that care should be taken because of the granularity of the data which will impact the robustness of the data.

Key findings

Please note that this analysis was originally conducted by a third party and unfortunately, we are not able to use the underlying data to inform the number of respondents for each group. We only have the percentages which impacts the robustness of the findings. This also limits the analysis in terms of aggregation, without the underlying data we are not able to present grouped

averages.

Age

- Younger members of staff have enjoyed working from home more than their senior counterparts. 55% of 55-64-year-olds agreed with this statement compared to 68% of 25-34-year olds.
- There is a similar trend for the remaining questions raised on work-life balance, morale and productivity. It should also be noted that at the time the majority of staff had low morale but particularly those eldest in the community.

Disability

- Overall, it appears that those with disabilities have enjoyed working from home more than those without disabilities.
- Generally speaking, those people with a disability have been feeling relatively more positive than those without.
- Those staff with a learning difficulty or a disability not listed have agreed the least that virtual meetings have worked for them. Despite this, across the board it appears that virtual meetings have worked well for disabled staff.

Ethnicity

- Black or Black British - Africa, Mixed - White and Black Caribbean and Other Black staff agree the least that they have enjoyed working remotely.
- Chinese and Other Asian staff have agreed the most that they have enjoyed working from home.

Gender

- A greater proportion of females to males agree that they have enjoyed working from home (67% to 57%). Females also agree more that they have a good work-life balance compared to males.

- Females have generally been feeling more positive, more productive and enjoyed virtual meetings that their male counterparts (between 6-7% points difference for each question).

Characteristics	I have enjoyed working remotely	I have a good balance between work and my personal life	I have been feeling more positive than usual	My productivity has increased	Virtual meetings have worked well for me
Age					
16-24 years	63%	78%	41%	47%	71%
25-34 years	68%	59%	34%	53%	78%
35-44 years	64%	54%	31%	43%	71%
45-54 years	63%	52%	32%	48%	73%
55-64 years	55%	52%	29%	40%	65%
65+ years	47%	63%	18%	25%	65%
Disability					
A disability, impairment or medical condition that is not listed	62%	62%	47%	50%	62%
A long standing illness or health condition	69%	54%	31%	52%	77%
A mental health condition	66%	59%	41%	45%	79%
A physical impairment or mobility issues	67%	50%	33%	50%	83%
A social/communication impairment	67%	67%	33%	33%	100%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	65%	42%	32%	45%	68%
Deaf or serious hearing impairment	75%	50%	38%	50%	88%
Two or more impairments and/or disabling medical conditions	64%	43%	36%	79%	79%
No known disability	63%	55%	31%	46%	72%
Ethnicity					
Arab	56%	44%	33%	44%	78%
Asian or Asian British - Bangladeshi	63%	69%	50%	75%	63%
Asian or Asian British - Indian	70%	53%	32%	55%	77%
Asian or Asian British - Pakistani	60%	60%	40%	60%	100%
Black or Black British - African	42%	58%	46%	39%	46%
Black or Black British - Caribbean	73%	67%	36%	58%	70%
Chinese	83%	50%	28%	48%	75%
Mixed - White and Asian	68%	63%	32%	53%	68%
Mixed - White and Black African	70%	50%	30%	30%	70%
Mixed - White and Black Caribbean	23%	31%	23%	23%	46%
Not known	43%	71%	29%	29%	43%
Other Asian background	80%	67%	43%	60%	77%
Other Black background	17%	50%	67%	17%	33%
Other ethnic background	55%	64%	27%	41%	55%
Other mixed background	55%	64%	27%	41%	55%
Other White background	54%	40%	25%	37%	63%
White	66%	58%	32%	48%	77%
Gender					
Female	67%	58%	34%	49%	74%
Male	57%	52%	28%	42%	68%
Other	100%	67%	67%	67%	100%

The chart figures are headcount.

LSE Staff Survey (2019)

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

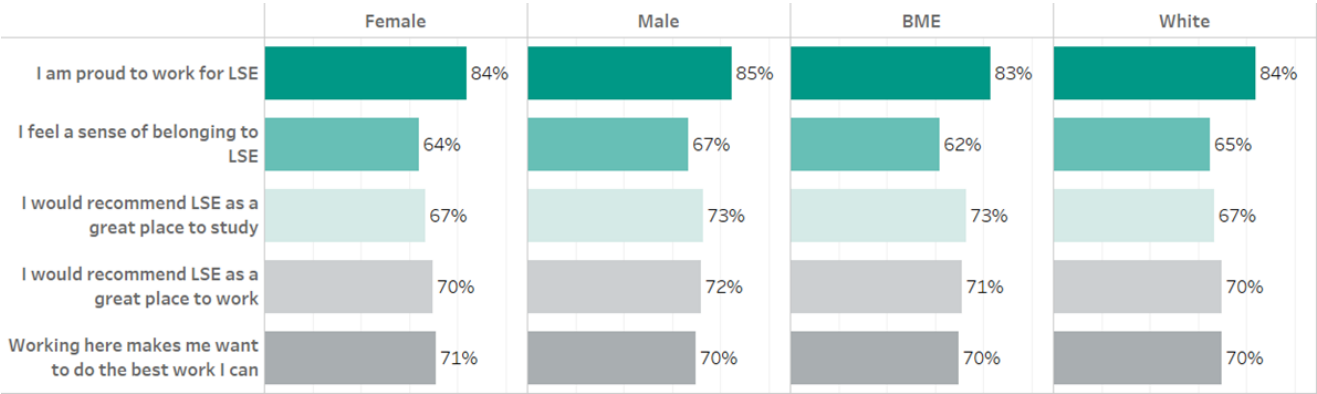
- Typically, more than four out of five staff are proud to work for LSE, no matter their individual characteristics (please see 'LSE 2019 staff survey' on the next page). The

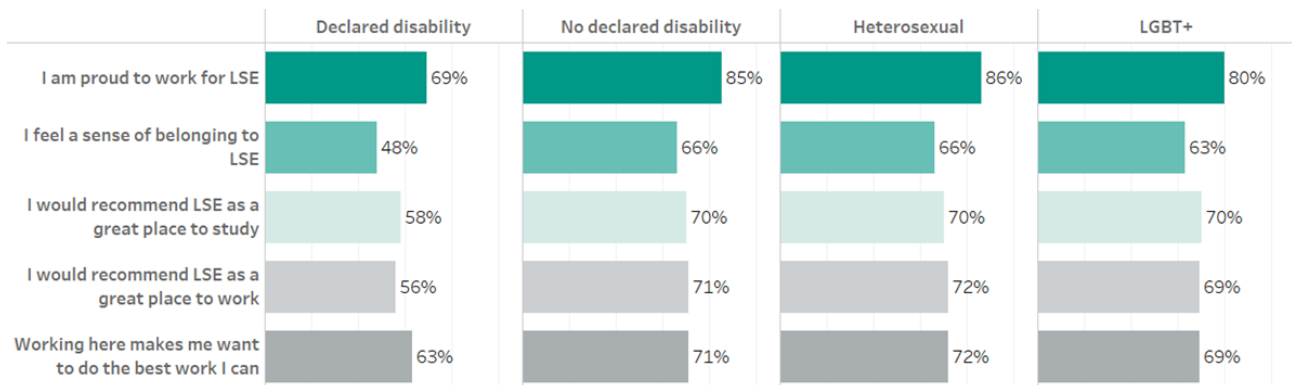
- percentage of disabled staff who are proud to work for LSE is lower than it is for other groups, at 69%.
- LSE needs to further build on the sense of staff belonging at the School
- When thinking about their experiences, staff are least enthusiastic about their sense of belonging at LSE. This was the lowest scoring measure across each of the protected characteristics that were analysed.

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.

LSE 2019 staff survey



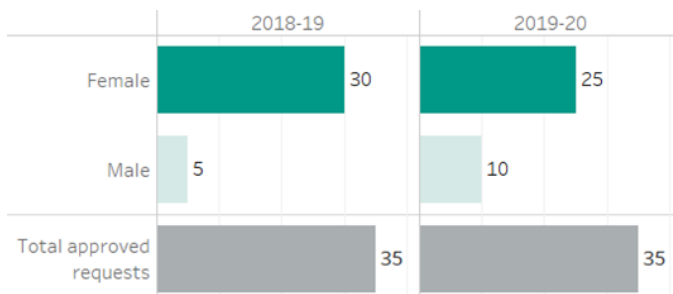


Flexible working

The chart figures are headcount.

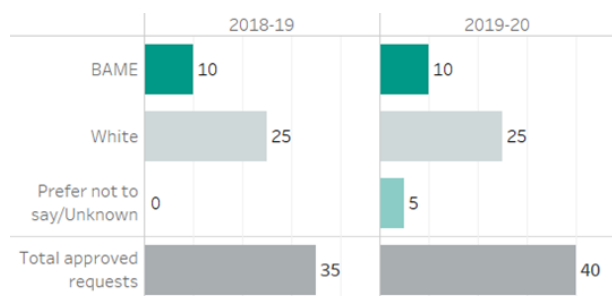
Gender

- 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 for the first time, ethnicity, 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 2018–19 (30 of 35) and in 2019–20 (25 of 35), although proportionally in 2019–20 this was more equitable.



Ethnicity

- When looking at approved flexible working requests, White staff were the largest group to have requests approved in 2018–19 (25 out of 35) and in 2019–20 (25 out of 40).



2.6 Gender pay gap in 2020

The full 'LSE Gender Pay Gap Report 2020' is available [on the LSE website](#). A summary report with key measures can be found on the [government webpages](#).

2.7 Staff grievances and disciplinary cases 2018–19

Disciplinary cases

There were 35 disciplinary cases in 2018–19. 10 cases were against women. 20 cases were against men. 25 cases were against BAME individuals. 5 cases were against white individuals.

Formal grievance investigations

- There were 25 formal grievance investigations in 2018–19.
- 20 grievances were submitted by women
- 5 grievances were submitted by men
- 5 grievances were submitted by BAME individuals
- 15 grievances were submitted by White individuals

2019–20

Disciplinary cases

- There were 15 disciplinary cases in 2019–

20. 5 cases were against women. 10 cases were against men. 5 cases were against BAME individuals. 5 were against white individuals.

Formal grievance investigations

- There were 25 formal grievance investigations in 2019–20.
- 15 grievances were submitted by women
- 10 grievances were submitted by men
- 10 grievances were submitted by BAME individuals
- 10 grievances were submitted by white individuals

2.8 Staff leavers

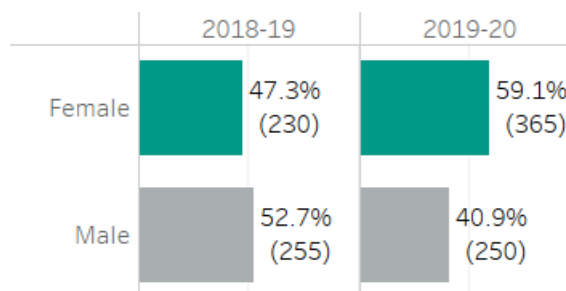
The chart figures are headcount.

Staff leavers by gender

There were 485 leavers in 2018–19 and 615 in 2019–20.

Women were 47.3% of leavers in 2018–19 and 59.1% of leavers in 2019–20.

Breakdown of leavers by gender



Staff leavers by ethnicity

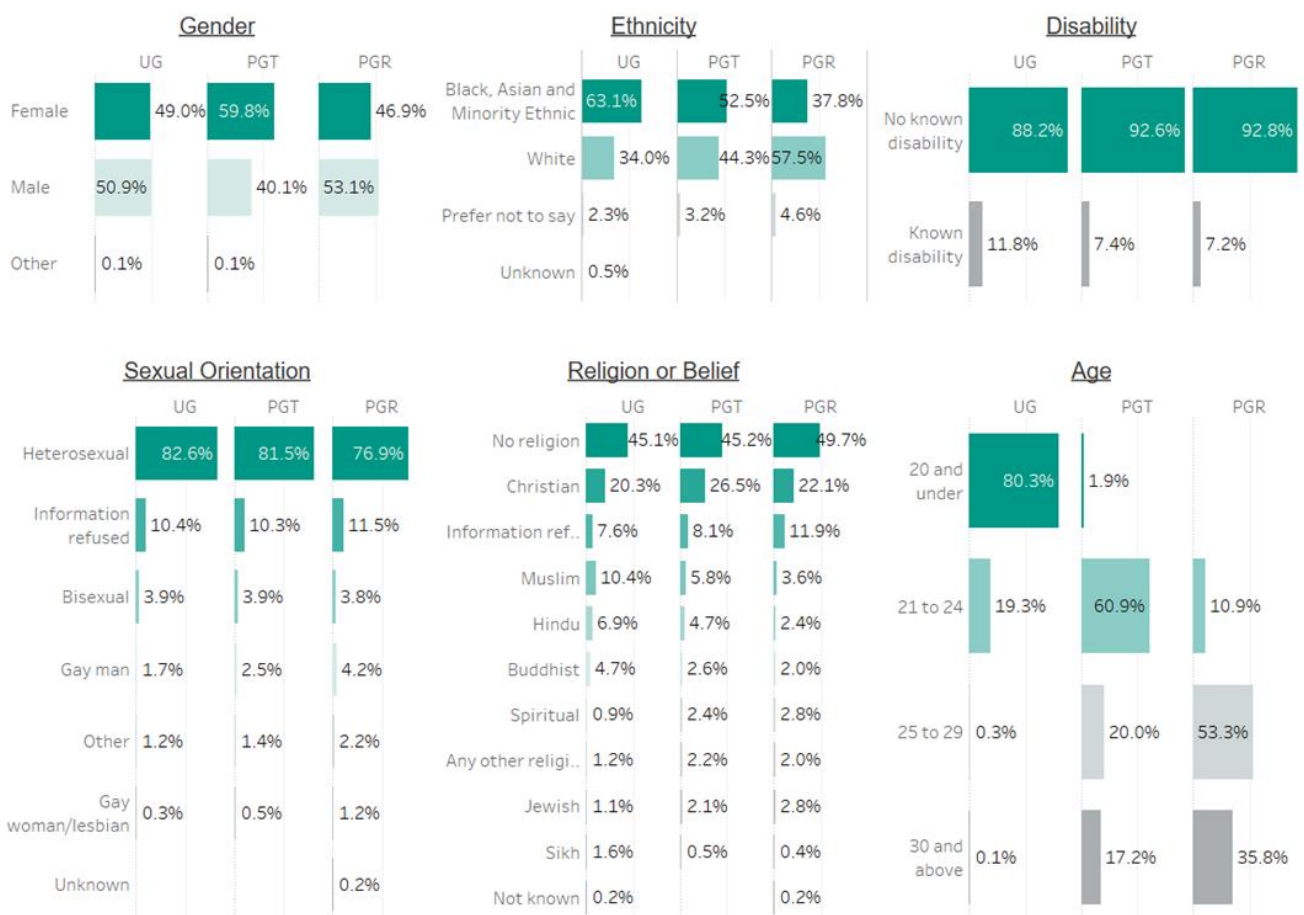
The percentage breakdown of leavers in relation to ethnicity was fairly consistent between 2018–19 and 2019–20. In 2018–19, 61.4% of leavers were white, 33.4% of leavers were BAME and the ethnicity of 5.2% of leavers was not known.

In 2019–20, 59.6% of leavers were white, 34.5% of leavers were BAME and the ethnicity of 5.9% of leavers was not known.

Breakdown of leavers by ethnicity

	2018-19	2019-20
White	61.4% (295)	59.6% (365)
Black, Asian and Minority Ethnic	33.4% (160)	34.5% (210)
Unknown	2.7% (15)	4.1% (25)
Prefer not to say	2.5% (10)	1.8% (10)

2.9 Overview of LSE students in 2019–20



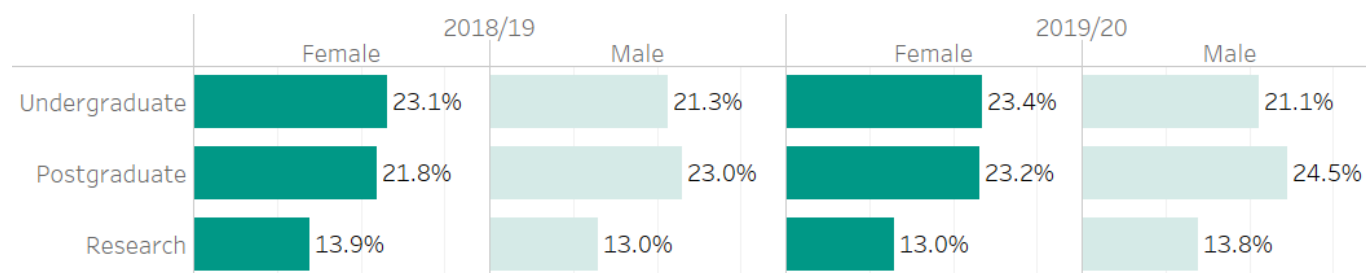
2.10 Student admissions offer rates

The chart figures are FPE (full person equivalent).

Undergraduate (UG)

There were 19,990 applications for undergraduate study in 2018–19 and 21,455 in 2019–20.

In both 2018–19 and 2019–20, a slightly higher proportion of female applicants were offered places compared to male applicants. In 2018–19, 23.1% of female applicants were made an offer, compared to 21.3% in 2019–20. For male applicants, this was 21.3% in 2018–19 and 21.1% in 2019–20.



Postgraduate - taught (PGT)

There were 39,835 applications for study at the postgraduate taught level in 2019–20 and 40,170 in 2018–19.

A slightly higher proportion of men were offered places to study in both 2018–19 and 2019–20 compared to women. In 2018–19, 23.0% of men were offered places, compared to 21.8% of women. In 2019–20, 24.5% of men were offered places, compared to 23.2% of women.

	2018/19				2019/20			
	Female		Male		Female		Male	
	Apps	Offers	Apps	Offers	Apps	Offers	Apps	Offers
Undergraduate	9,720	2,245	10,270	2,185	10,790	2,530	10,665	2,250
Postgraduate	23,830	5,205	16,005	3,675	24,580	5,700	15,590	3,825
Research	890	125	890	115	1,055	135	925	130

Postgraduate - research (PGR)

There were 1,780 applications for study at the postgraduate - research level in 2018–19, and 1,980 applications in 2019–20.

In 2018–19, women (13.9% offer rate) were slightly more likely than men to be made an offer (13.0%).

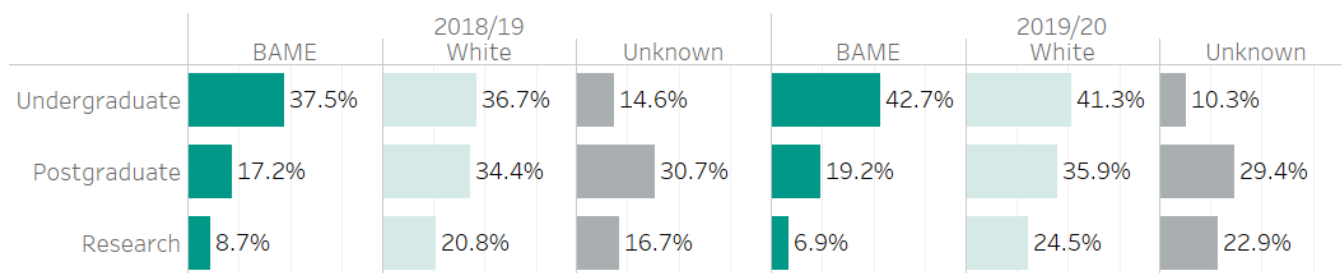
In 2019–20, men (13.8% offer rate) were slightly more likely to be made an offer than women (13.0%).

Student admissions offer rates – ethnicity

Undergraduate

In both 2018–19 and 2019–20, 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 66.5% of applicants was 'not known' in 2018–19, compared to 62.3% in 2019–20.



Postgraduate – taught

In both 2018–19 and 2019–20, the offer rates for white applicants to postgraduate taught programmes was markedly higher than for BAME applicants. In 2018–19, 34.4% of white applicants were made an offer, compared to 35.9% in 2019–20. In 2018–19, 17.2% of BAME applicants were made an offer, compared to 19.2% of applicants in 2019–20.

	2018/19						2019/20					
	BAME		White		Unknown		BAME		White		Unknown	
	Apps	Offers	Apps	Offers	Apps	Offers	Apps	Offers	Apps	Offers	Apps	Offers
Undergraduate	3,655	1,370	3,040	1,115	13,295	1,945	4,700	2,005	3,395	1,400	13,360	1,370
Postgraduate	27,865	4,795	11,075	3,810	900	275	28,860	5,530	10,335	3,710	975	285
Research	1,050	90	660	135	70	10	1,250	85	635	155	95	20

Postgraduate – research

In both 2018–19 and 2019–20, the offer rates for white applicants were higher compared to BAME applicants. In 2018–19, 20.8% of white applicants were made an offer, compared to 24.5% in 2019–20. In 2018–19, 8.7% of BAME applicants were made an offer, compared to 6.9% of applicants in 2019–20.

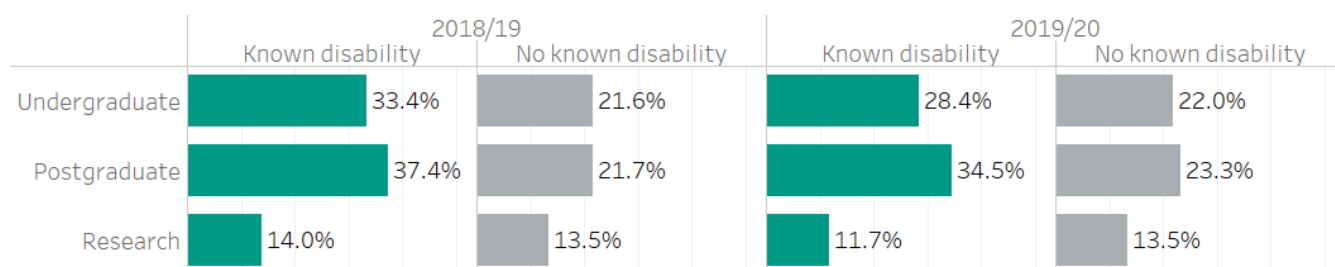
The School acknowledges the difference in offer rates of BAME applicants compared to their white peers and in 2020 established the Diversifying PhD Student Board which is developing a range of initiatives to address this issue both at the School level and across departments.

Student admissions offer rates – disability

The chart figures are FPE.

Undergraduate

The offer rates for applicants known to have a disability were slightly higher compared with candidates with no declared disability in 2018–19 and 2019–20. In 2018–19, the offer rate for candidates with a declared disability was 33.4%, which was higher than for candidates with no known disability, at 21.6%. In 2019–20, it was 28.4% for candidates with a declared disability, and 22.0% for candidates with no known disability.



Postgraduate – taught

In common with undergraduate applications, the offer rate for postgraduate study for applicants with a declared disability was 37.4% in 2018–19 and 34.5% in 2019–20, compared to 21.7% and 23.3% respectively for applicants with no known disability.

	2018/19				2019/20			
	Known disability		No known disability		Known disability		No known disability	
	Apps	Offers	Apps	Offers	Apps	Offers	Apps	Offers
Undergraduate	960	320	19,030	4,110	970	275	20,485	4,505
Postgraduate	1,520	570	38,315	8,310	1,460	505	38,710	9,025
Research	90	15	1,690	225	145	15	1,835	250

Postgraduate – research

In common with UG and PGT study, candidates with a known disability were also slightly more likely than candidates with no known disability to be offered a place in 2018-19. In the 2019-20 this reverses with 11.7% of candidates with a known disability being offered a place, compared to 13.5% for candidates with no known disability.

Student representation

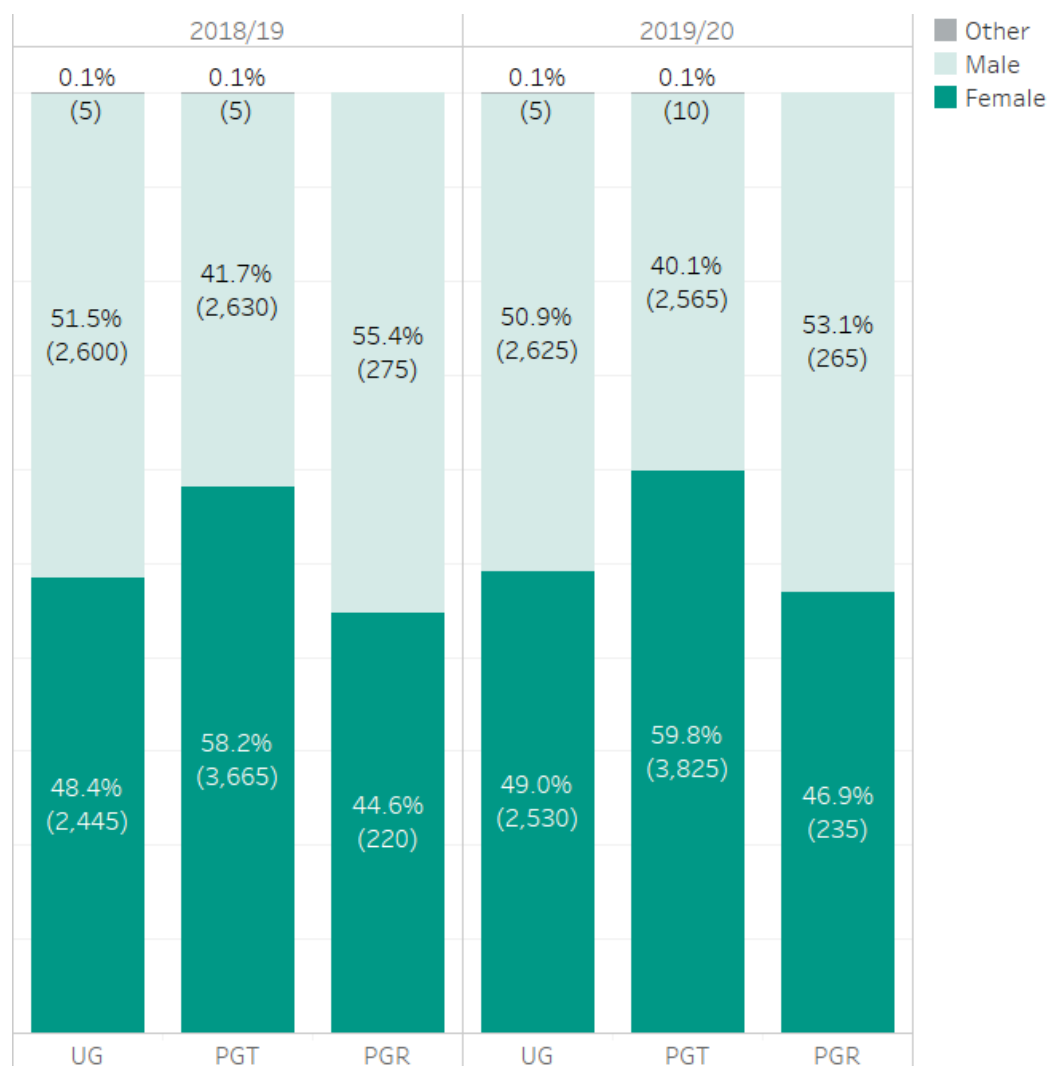
The chart figures are FPE.

There is typically a balance between women and men at the undergraduate level of study. In 2018–19 and 2019–20, men were in a slight majority relative to women.

Women account for a much bigger proportion than men 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 level. In 2018–19, men were 55.4% of PGR students (commonly, studying for a PhD) and 53.1% in 2019–20.

The contrast in the PGT and PGR numbers highlights that women are less likely than men are to pursue PhD-level study at LSE, despite being in a clear majority at the PGT level.



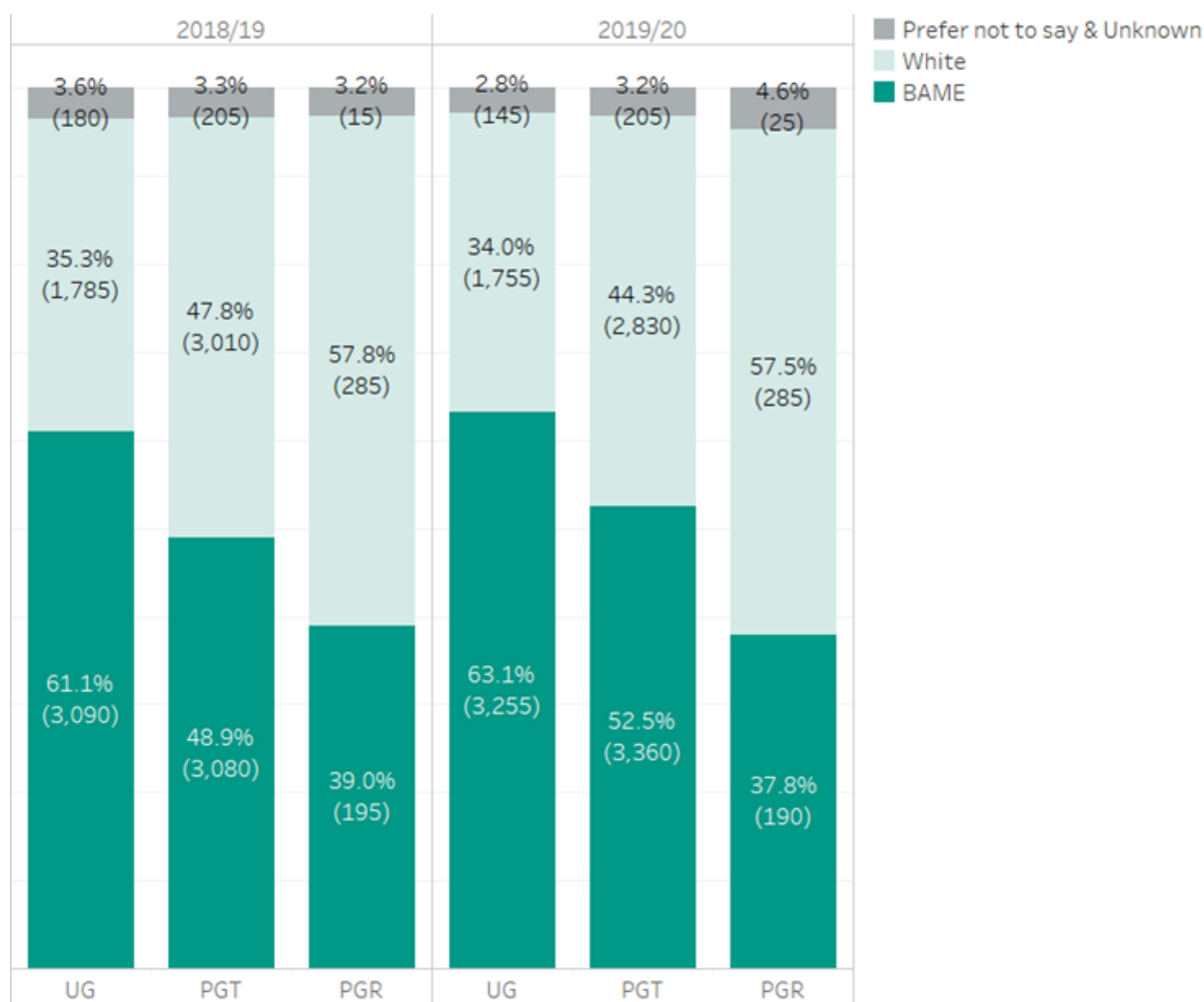
Student representation – ethnicity

The chart figures are FPE.

LSE's undergraduate body is ethnically diverse, with three out of every five students from a BAME background (61.1% in 2018–19 and 63.1% in 2019–20).

This diversity is not maintained at the postgraduate – taught level, which, though diverse, is less so than at undergraduate. BAME students are typically one in two students.

At the PGR level, there is a further drop in the representation of BAME students. BAME students tend to be two in five 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.



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.

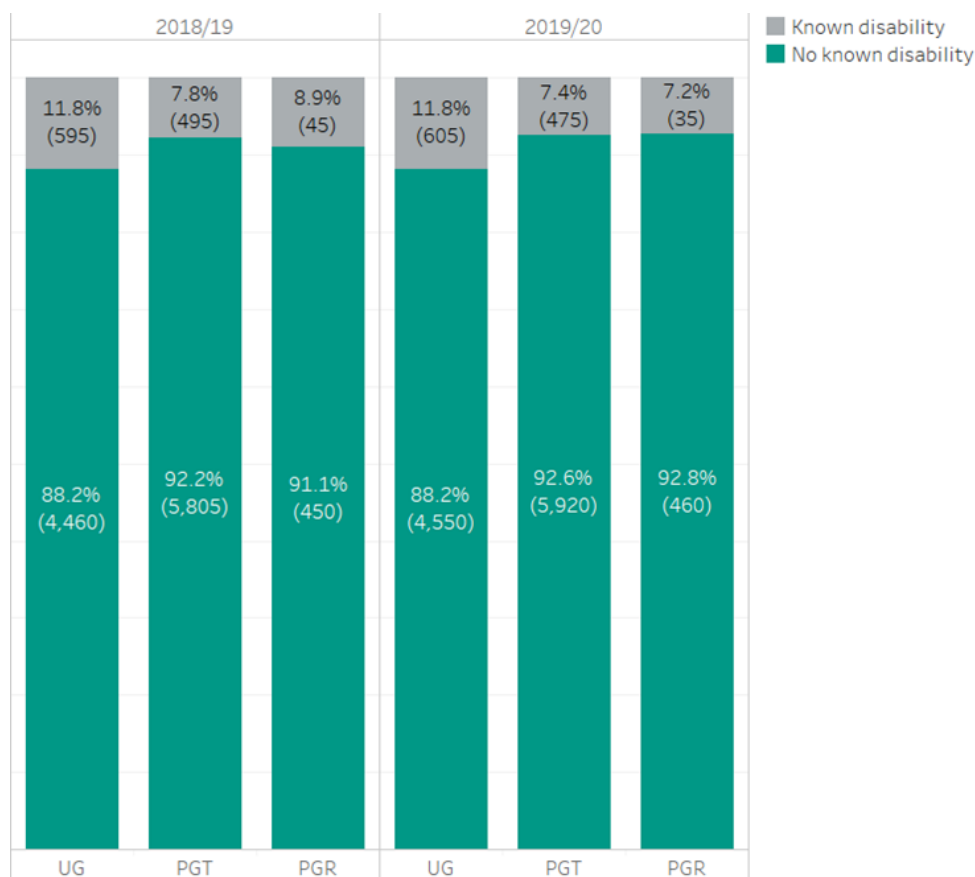
The representation of disabled students appears to be strongest at the UG level, where it was 11.8% in both 2018-19 and 2019-20.

In comparison with the UG level, the representation of disabled students at PGT was lower by a few percentages points in 2018–19 and in 2019–20 (7.8% and 7.4 % respectfully).

At the PGR level, the representation of students with a known disability was 8.9% in 2018-19 and dropped to 7.2% in 2019-20.

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.



2.11 Student complaints

In the 2019-20 academic year, there were 25 student cases that involved a complaint or disciplinary investigation.

2.12 Degree awards

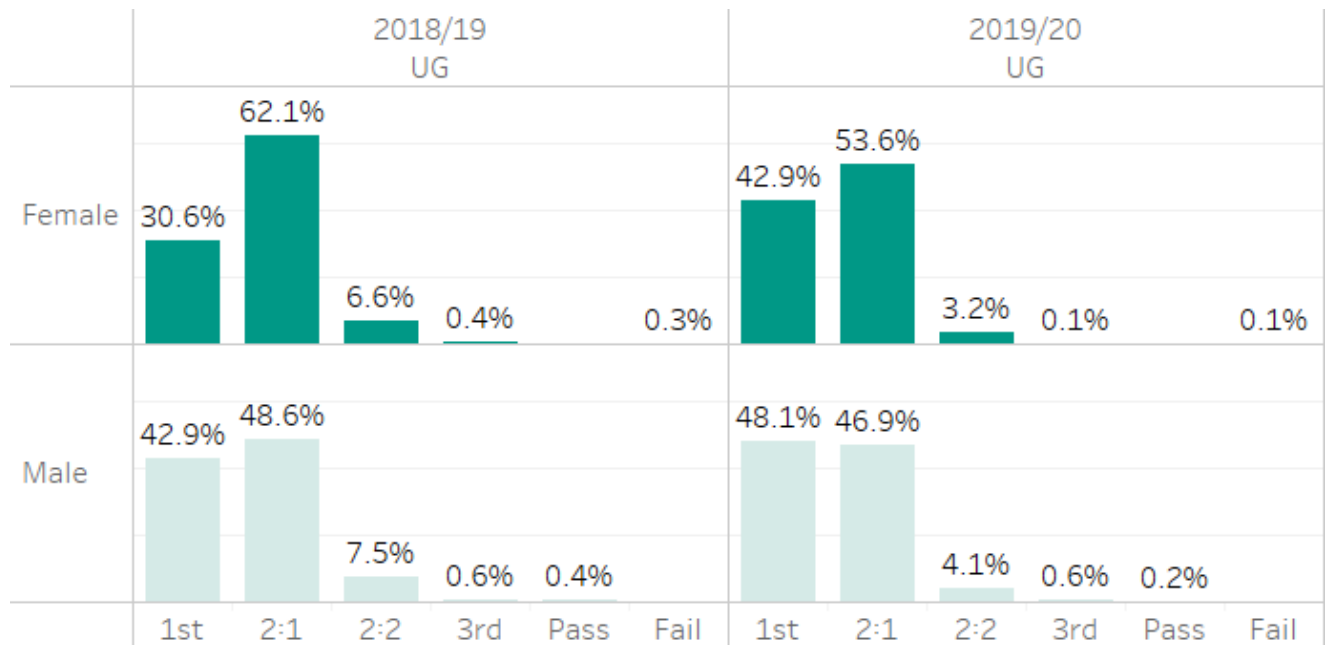
The chart figures are FPE.

Undergraduate

In 2018–19, 92.7% of women were awarded at least a 2:1 at the undergraduate level, compared to 91.5% of men. As a result, the degree awarding gap between men and women was 1.2% in favour of women.

In 2019–20, 96.5% of women were awarded at least a 2:1, compared to 95.0% of men. Consequently, the degree awarding gap between men and women was 1.5% in favour of women.

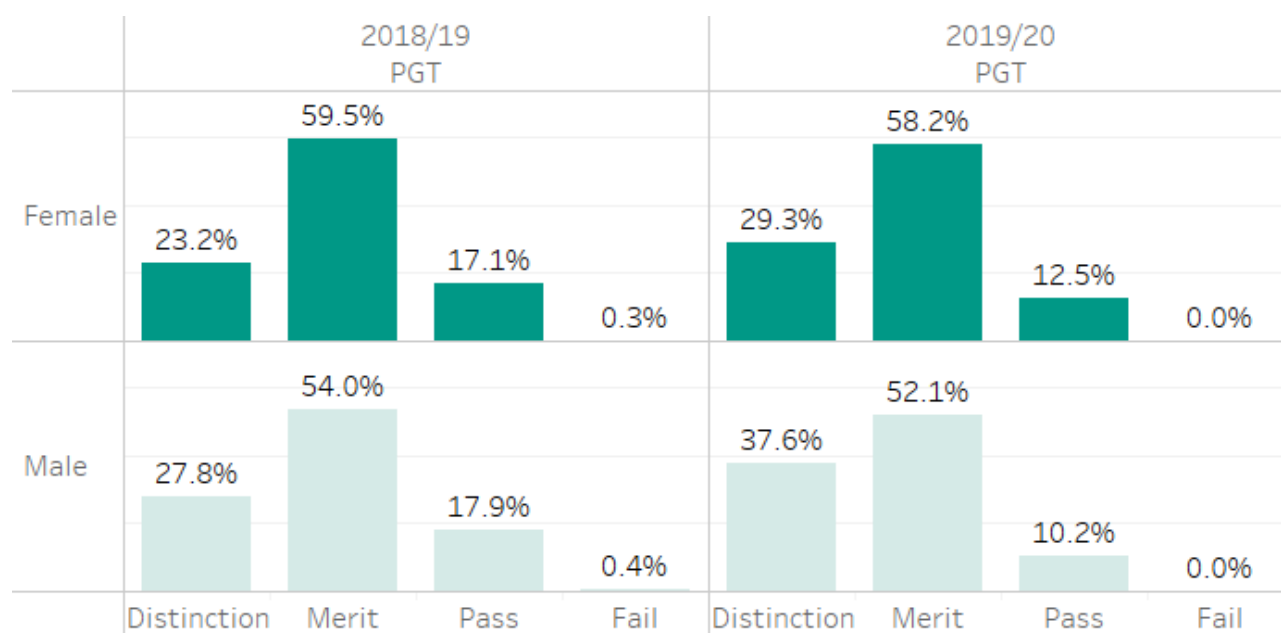
The gap between men and women receiving a 1st has reduced significantly from 12.3% points in 2018-19 to 5.2% points 2019-20.



Postgraduate – taught

In 2018–19 and in 2019–20, 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.

Despite the increases in distinction awards to both men and women from 2018-19 to 2019-20, the gap between men and women achieving distinctions has increased from 4.6% in 2018-19 to 8.4% in 2019-20.



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'.¹

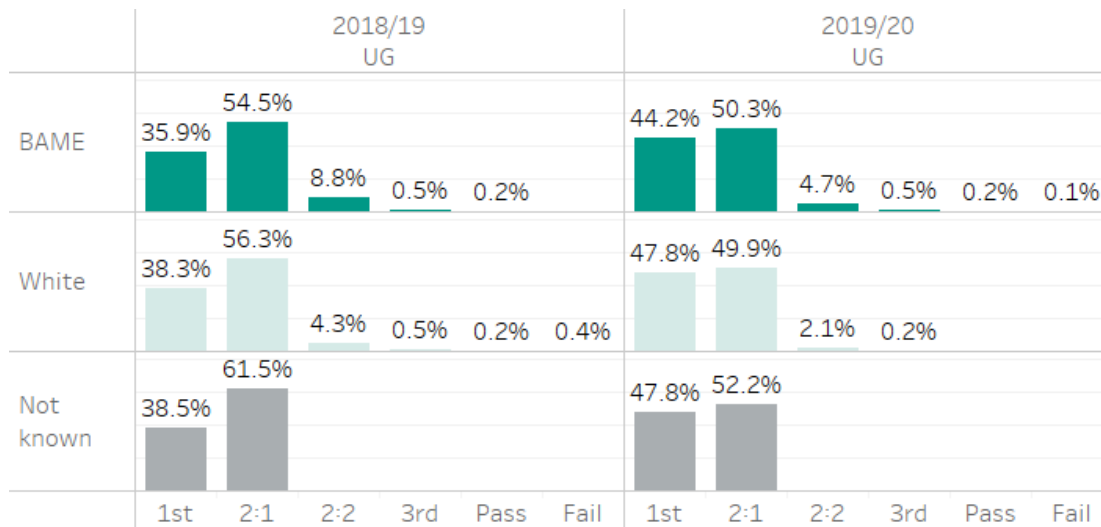
Degree awards – ethnicity

The chart figures are FPE.

Undergraduate

In 2018–19, 90.4% of BAME students were awarded at least a 2:1, compared to 94.6% of white students. As a result, the degree awarding gap (also known as the 'attainment gap') between BAME and white students was 4.2% points in favour of white students.

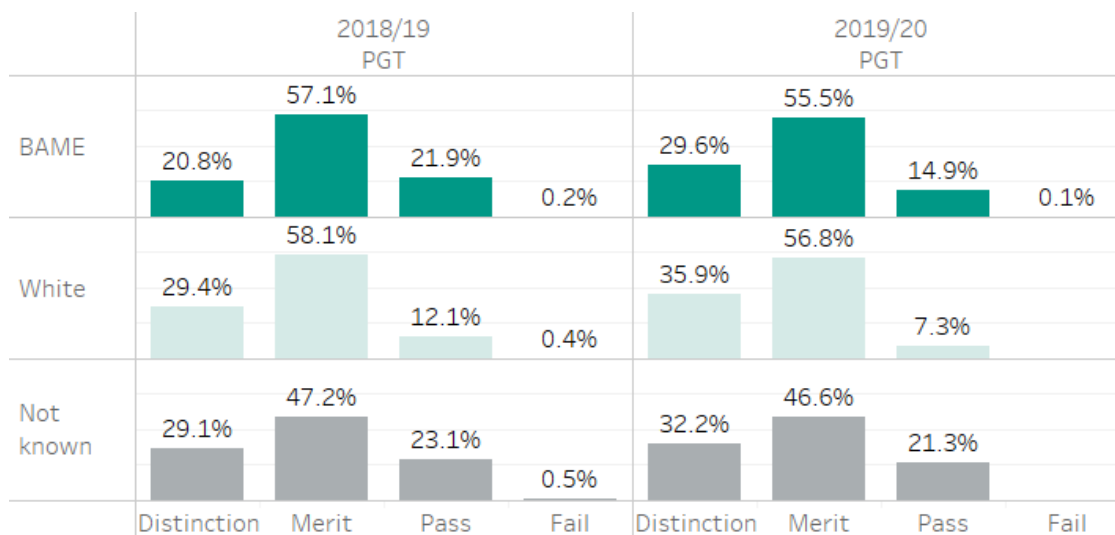
In 2019–20, 94.2% of BAME students were awarded at least a 2:1, compared to 97.7% of white students. As a result, the degree awarding gap between BAME and white students was 3.5% points in favour of white students.



Postgraduate – taught

In 2018–19 and 2019–20, the percentages of BAME students and of white students being awarded merits were similar. However, there was a substantial gap between BAME and white students in the awarding of distinctions; this was 8.6% points in 2018–19 and 6.3% points in 2019–20.

Between 2018-19 and 2019-20 there has also been a reduction in the proportions of students receiving a pass at PGT level. The gap between BAME and white students still remains but has closed from 9.7% points in 2018-19 to 7.6% points in 2019-20.



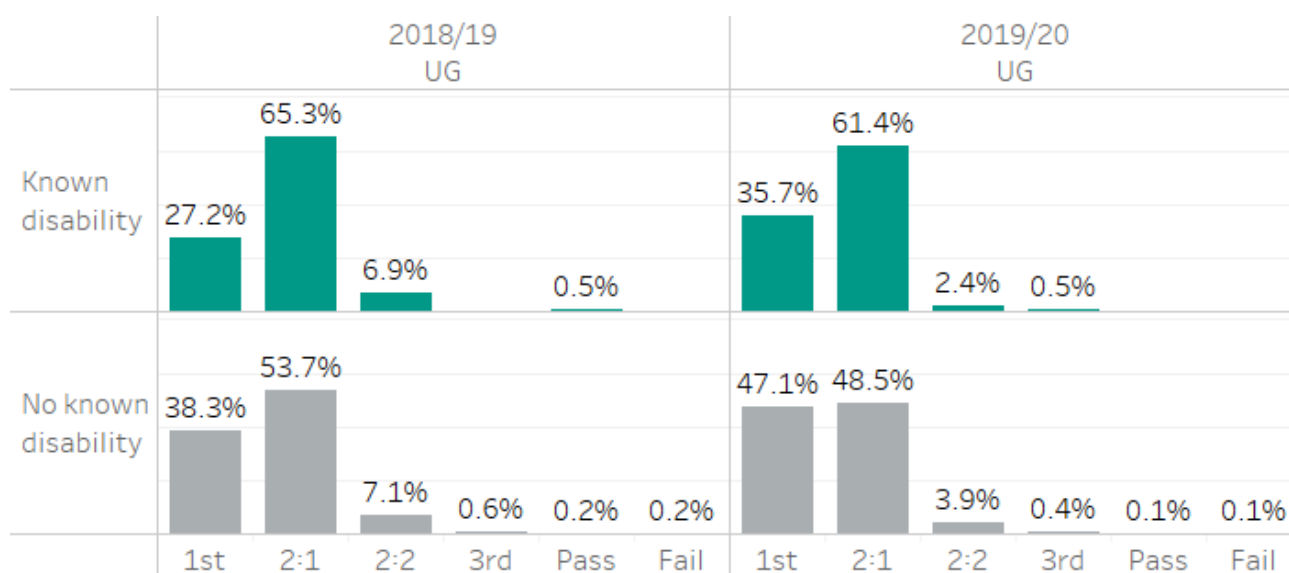
Degree awards – disability

The chart figures are FPE.

Undergraduate

In 2018–19, 92.5% of students known to have a disability were awarded at least a 2:1, compared to 92.0% of students with no known disability. As a result, the degree awarding gap between the two groups was 0.5% points in favour of students known to have a disability.

In 2019–20, 97.1% of students known to have a disability were awarded at least a 2:1, compared to 95.6% of students with no known disability. As a result, the degree awarding gap between the two groups was 1.5% points in favour of students known to have a disability.



Postgraduate – taught

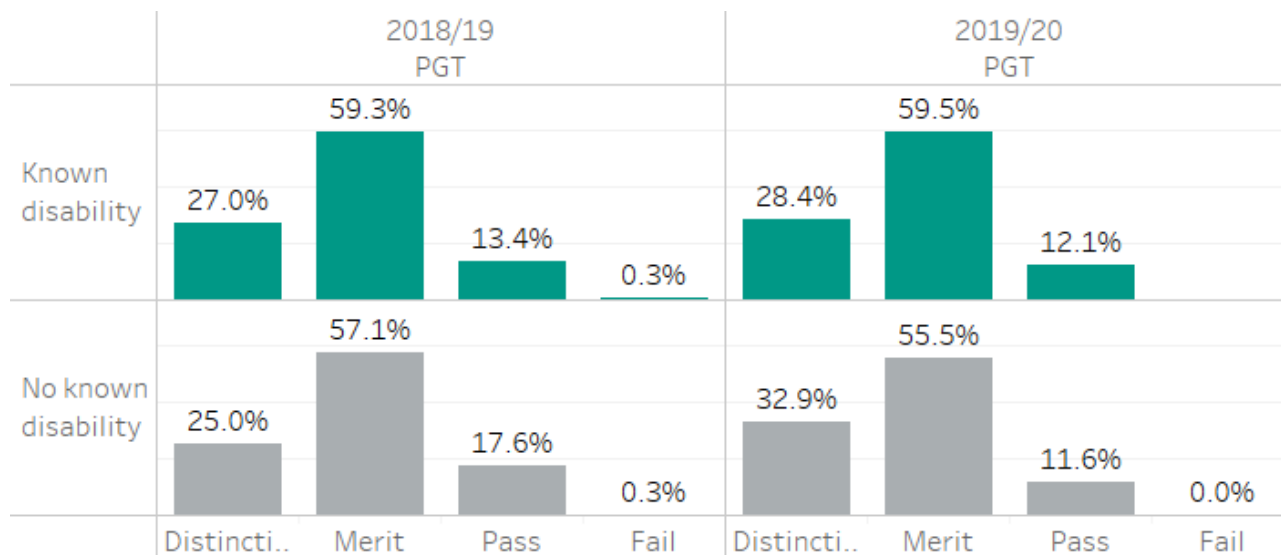
In 2018–19 distinctions and merits were awarded to students fairly evenly with those students known to have a disability being awarded a larger proportion by approximately 2% points.

In 2019–20, 28.4% of disabled students with a known disability received a distinction degree award, compared to 32.9% of non-disabled students. This represents a percentage point difference of 4.5% points in favour of students with no known disability.

Consistent with this, a greater proportion of students with a known disability received merits (59.5%) compared to students with no known

disability (55.5%).

The gap between students receiving pass degrees has closed from +-4.2% points to +-0.5% points.



2.13 Key partners





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OF ECONOMICS AND
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