



Equity, Diversity and Inclusion Strategy 2017-2022

LSE is committed to building a diverse, equitable and truly inclusive university.

One of the six strategic priorities identified in the School's 2020 Strategy is to advance equity, diversity and inclusion, and 'equality of respect and opportunity' is a core principle of the School's Ethics Code.

In building on the work of the Equity, Diversity and Inclusion Taskforce, the School's commitments are given effect through the following strands of focus, over the next five year period:

1) To advance diversity of student recruitment, equity of attainment, and an inclusive community.

Key performance indicators:

Recruitment: the diversity of the student body is further increased at all levels: (undergraduate, taught postgraduate, and doctoral), through close partnerships with the Widening Participation and Student Recruitment teams.

Attainment: attainment gaps for black and minority ethnic students, and disabled students, are reduced, using 'value-added' data to assess degree attainment.

Community: the School provides a consistently positive experience, as measured through the National Student Survey, and in partnership with the LSE Students' Union (see also (4) below).

2) To promote inclusive teaching, education and engagement

Key performance indicators:

Inclusive programme design and review: mechanisms are embedded to consider issues of inclusivity as an integral part of programme design and review.

Inclusive learning environment: the School develops and implements an inclusive teaching and learning strategy.

Diversity of people and perspectives: the School's events team continues actively to encourage diversity of speakers and perspectives in the School's public events programme.

3) To promote diversity amongst the School's staff communities, and an inclusive staff experience

Key performance indicators:

Diversity in School governance and management: membership of Council, the Court of Governors, the School Management Committee, and other major decision-making bodies within the School, reflect the diversity of the community as a whole.

Diversity in staffing: the School attracts applicants from currently under-represented groups, with a particular focus on ethnicity in the recruitment of academics and senior professional services staff to achieve, develop and maintain workforce diversity across levels and functions.

Career advancement: monitoring, analysis and improvements are initiated with respect to career advancement, specifically for under-represented groups. For career-track academic staff, the promotion success rate should not differ across groups of staff.

Pay equity: pay equity is achieved for academic and professional services staff.

Supportive policies: the School's policies (for example regarding workload allocations, flexible working, and core hours) foster equity and inclusion.

4) To achieve an inclusive School environment, which promotes equality of respect and opportunity for all members of the School's diverse community.

Key performance indicators:

Staff and student engagement: staff and student networks are active partners in promoting the institutional values outlined in the School's Ethics Code and the Student Charter.

Survey evidence: the National Student Survey and the School's Staff Survey evidence consistent improvements in the experience of all members of the School's community.

Active communication channels: the School runs one communications campaign each year in partnership with the LSE Students' Union, on issues of equity, diversity and inclusion.

Robust and transparent reporting: mechanisms are further embedded to ensure that any issues of bullying and harassment can be readily reported, and addressed promptly and supportively.

Centralised advice and expertise: mechanisms are in place to ensure that relevant aspects of the School's processes and procedures take account of issues of equity, diversity and inclusion, in accordance with the School's public sector equality duty.

External recognition: the School achieves recognition from bodies such as the Equality Challenge Unit (Athena SWAN and Race Equality Charter) and Stonewall (the LGBT+ workplace equality index).

Review schedule

Review interval	Next review due by	Next review start
3 years	Oct 2020	Jul 2020

Version history

Version	Date	Approved by	Notes
1	17 October	Council	

Links

Reference	Link
Policy statement on equity and diversity	http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/polStaEquDiv.pdf

Contacts

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Communications and Training

Will this document be publicised through Internal Communications?	Yes
Will training needs arise from this policy	TBC
If Yes, please give details	