

London School of Hygiene & Tropical Medicine  
Equality, Diversity & Inclusion 2016/17 data report

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## Introduction

The London School of Hygiene & Tropical Medicine is a world leading centre for research and postgraduate education in public and global health. With global presence and collaboration at its heart, the School is uniquely qualified to make a difference.

Equity is at the heart of the school mission:

*Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.*

The Equality, Diversity and Inclusion (EDI) programme at the School has a varied remit including charter marks such as Athena SWAN (the School holds 2 Bronze faculty awards, 1 Silver faculty award and a Bronze institution award), memberships to Stonewall Champions and the London Healthy Workplace Charter.



## New Characteristic Data Collection

For both Religion and Belief and Sexual Orientation, this data has only been collected by HESA commencing in the 2012/13 academic year following the institution of the Equality Act 2010. However, this data is currently voluntary to return so a full picture across the sector is not currently available. The School does collect this data and it is mandatory for new staff and students, however the process of collecting it from existing staff and students is still underway leaving a higher 'unknown' rate than in other characteristics.

## Events

Across the year, the School held several events across the EDI spectrum including an LGBT+ & friends welcome reception, signed the *Time to Change* pledge on mental health, discussion entitled "Introducing Inclusivity" for Black History Month and our Annual

Women in Health Lecture from Dr Joanne Liu, International President, Médecins Sans Frontières.

## **Staff Initiatives**

The School runs a variety of programmes, activities and initiatives to support staff. As part of the in-house programme we currently run two specific EDI workshops: Equality & Diversity in LSHTM: Addressing Issues Confidently and Overcoming Unconscious Bias in Higher Education. Online EDI training must be completed during their first six months of employment for all staff.

The School supports the Leadership Foundation's **Aurora Women's Leadership Programme** and has done since it was launched in 2013. Each year, we support 8 women to take part in the programme (usually 4 academic and 4 Professional Services (PS) members of staff). There is a competitive application process and we usually receive more than double the number of applicants for the 8 places. As a result, we have developed our in-house programme **Future Female Leaders**. This is an action learning based programme, which takes place over six months. It is now in its second cohort and participants also now include colleagues from the Institute for Cancer Research. The programme has been developed with Action Learning Associates and they've developed a blog post on the programme (<http://www.actionlearningassociates.co.uk/developing-future-female-leaders/>)

To develop our next generation of research leaders we have developed the **Pathway to Academic Leadership Programme**. This is a four day programme spread over three months and covers topics from leadership in academia, collaborations, securing funding, managing research teams.

We run an accredited Management Development programme called **Management in Practice**. It is accredited as a CMI Award at level 4 and covers a range of operational management topics from personal effectiveness, coaching and team work to negotiation, performance management and decision making. This has been run twice in the past two years. The uptake tends to be from among PS staff but we have noticed an increase in the number of academic staff participants in the second cohort. EDI is embedded within the programme, particularly in the case studies and scenarios used, which reflect some of the current situations managers are faced with in the workplace.

The **School's mentoring scheme** was launched in October 2015, following a similar pilot scheme in the Faculty of ITD. It is open to all members of staff and there are around 80 active mentoring pairs. An evaluation of the scheme was undertaken early 2017 and the feedback was mainly positive from both mentors and mentees. The current aim is to

make the scheme more visible going forward, engage more mentors and mentees and improve the matching process. In addition, we are working with other Bloomsbury colleges (currently SOAS and LSE) to develop a cross-institutional mentoring scheme for PS colleagues.

The School is committed to the principles outlined in the 2008 Concordat and submitted its application for the HR Excellence in Research Award in October 2017. To support our work on research development the School offers a number of workshops, aimed specifically at early career researchers, including: writing for publication, getting funding, careers support, and will be improving its offering based on the feedback from the 2017 CROS and PIRLS surveys.

The School has signed up to the national programme, ***Time to Change*** and officially signed the “pledge” at an event in October 2017. Time to Change is a movement which works to change attitudes to mental health within the workplace. As part of our commitment we have recruited over 30 mental health champions and will offer these staff the opportunity to participate in Mental Health First Aid training. We have run a Good Management Practice seminar on “managing Stress” and have developed some case studies for inclusion in management development training programmes.

## **Equality Objectives 2017**

The following is a summary of the main points of the 2017 Equality Objectives. The full objectives with associated actions, timelines and measures can be found on the Governance webpages<sup>1</sup>.

- Foster an environment that encourages diversity and where everyone is able to celebrate their identity
- Convene and support a network of Equality, Diversity and Inclusion advocates
- Increase visibility and transparency around Equality, Diversity and Inclusion
- Identify any possible barriers to progression and provide equality of opportunity for staff and students
- Investigate the causes of the lower success rates of black and minority ethnic applicants and any barriers there may be to BME staff reaching senior levels
- Take forward the Athena SWAN action plan to investigate any barriers there may be to women reaching senior roles.

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<sup>1</sup> <https://www.lshrm.ac.uk/aboutus/organisation/governance/equality-diversity-inclusion>

## Staff Data

Head count	Academic	PS	Total
Epidemiology and Population Health	301	97	398
Infectious and Tropical Diseases	270	119	389
LIDC	6	15	21
Professional Services	7	313	320
Public Health and Policy	237	46	283
<b>Overall</b>	<b>821</b>	<b>590</b>	<b>1411</b>

The School is comprised primarily of three Faculties and the Professional Services (PS) arm. The London International Development Centre (LIDC) is a collaboration of several University of London Colleges, the population at LSHTM is small and as such breakdown of this data is limited. Percentages do not include 'unknown' (which can include refused, prefer not to say or unanswered).

## Age

The average age of academics in School faculties is fairly consistent, the two outliers (LIDC and PSS) have very few academics.

Age by staff group	Academic	PS	Avg Age
Average age	43	41	42
Minimum	23	19	
Maximum	78	74	

## Disability

Whilst rates of declaration around disability are at the average for the sector, we're undergoing a raft of activities to increase rates at the School. The number below represents those staff who have stated that they are disabled, however the balance of staff does not necessarily consist only of those who are not disabled since that category includes both those who indicated that they are not disabled, and those whose disability status is unknown; this aligns with changes made to HESA reporting standards in 2012<sup>2</sup>.

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<sup>2</sup> Equality Challenge Unit staff report 2015/16

<b>% Disabled Staff</b>	
% of all LSHTM staff - disabled and Academic	3.2%
% of all HESA <sup>3</sup> staff - disabled and academic	3.9%
% of all LSHTM staff - PS disabled	6.6%
% of all HESA - PS disabled	5.2%
<b>% of all LSHTM staff who are disabled</b>	<b>4.6%</b>
<b>% of all staff in HESA who are disabled</b>	<b>4.6%</b>

## Ethnic Origin

The global remit of the School is demonstrated in the higher percentage participation of Black and Minority Ethnic groups (BME<sup>4</sup>) from a global audience represented at the School. Across SET 9.3% of academics are BME and 8.6% of PS staff are BME compared to 17.4% and 29.3% respectively at LSHTM. Across the whole staff population, 22.4% are BME, 72.4% are white and 5.17% unknown. To simplify the following charts, 'unknown' has been removed.

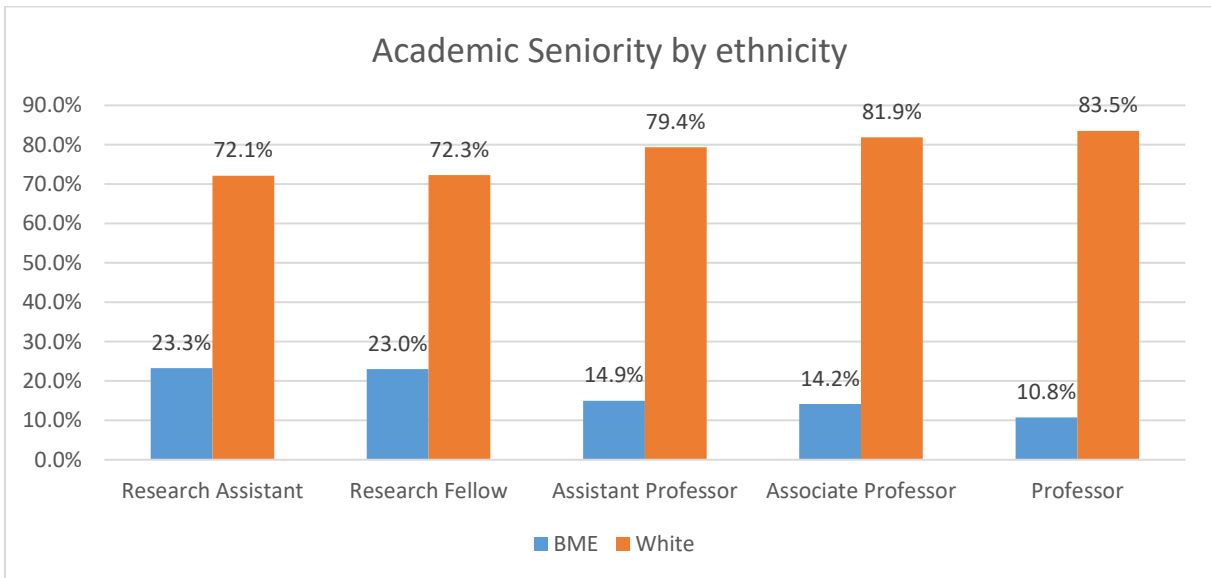
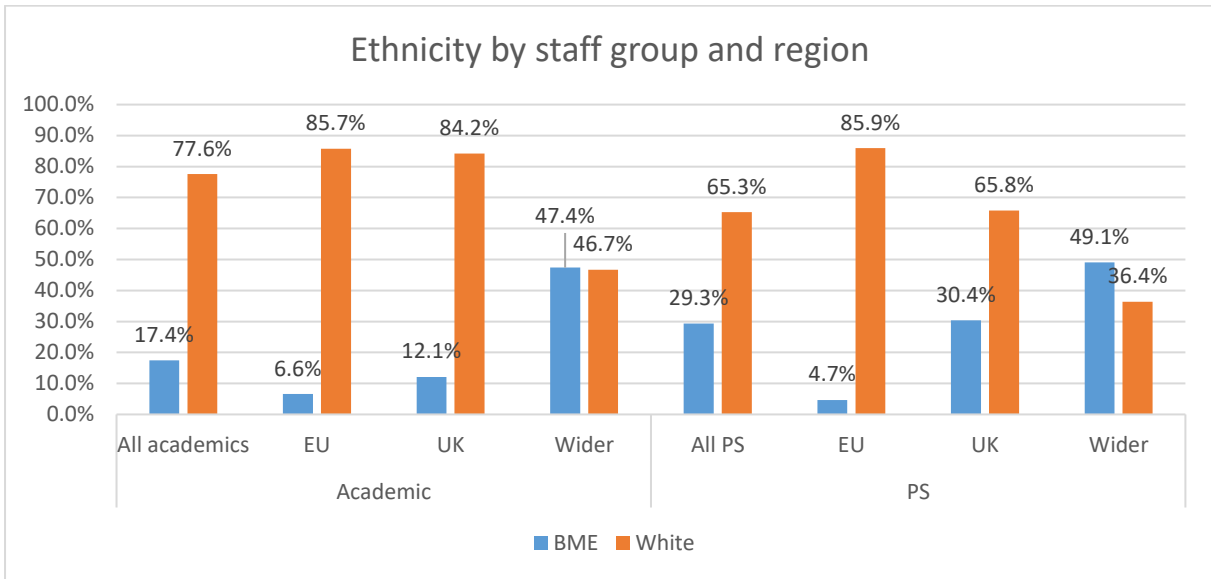
Ethnic origins selected by staff are:

ARAB  
 ASIAN OR ASIAN BRITISH - BANGLADESHI  
 ASIAN OR ASIAN BRITISH - INDIAN  
 ASIAN OR ASIAN BRITISH - PAKISTANI  
 BLACK OR BLACK BRITISH - AFRICAN  
 BLACK OR BLACK BRITISH - CARIBBEAN  
 CHINESE  
 GYPSY TRAVELLER  
 MIXED - WHITE AND ASIAN  
 MIXED - WHITE AND BLACK AFRICAN  
 MIXED - WHITE AND BLACK CARIBBEAN  
 OTHER ASIAN BACKGROUND  
 OTHER BLACK BACKGROUND  
 OTHER ETHNIC BACKGROUND  
 OTHER MIXED BACKGROUND  
 OTHER WHITE BACKGROUND

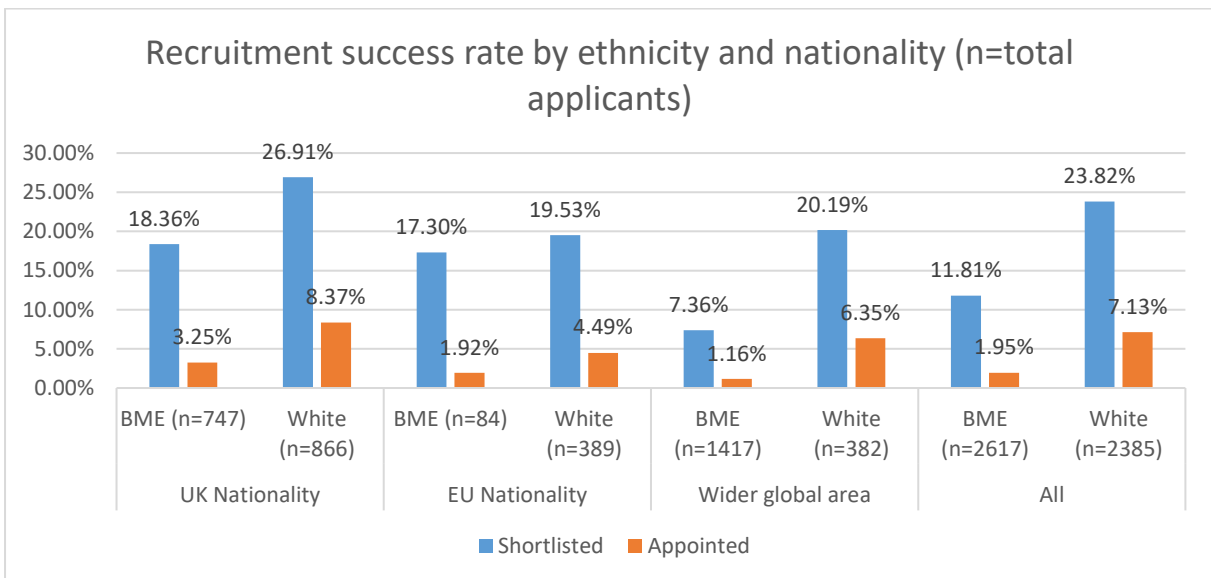
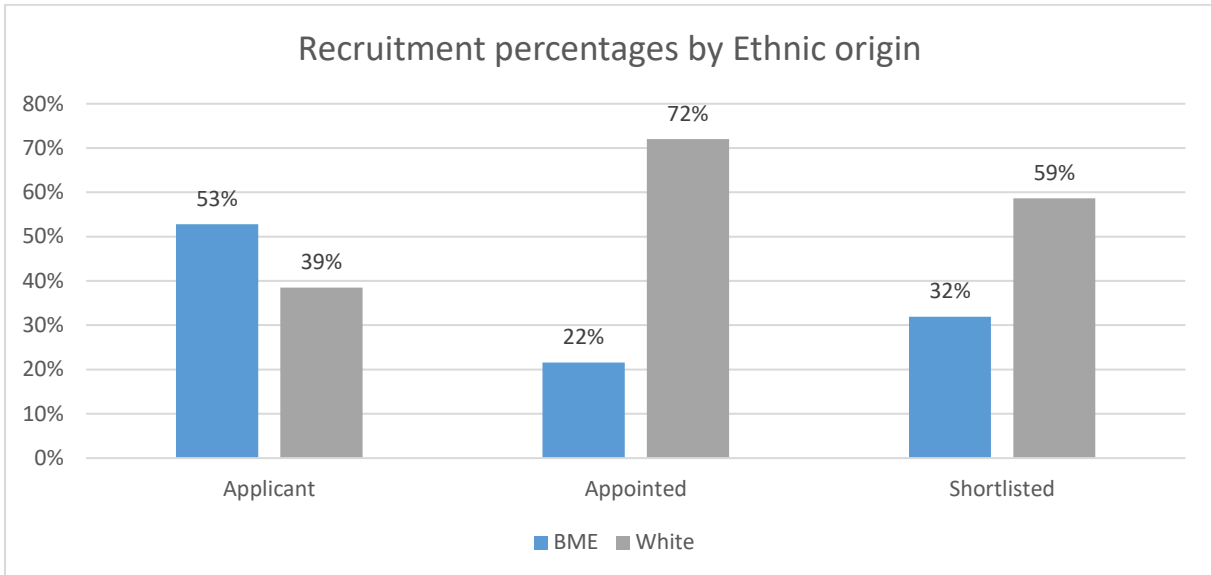
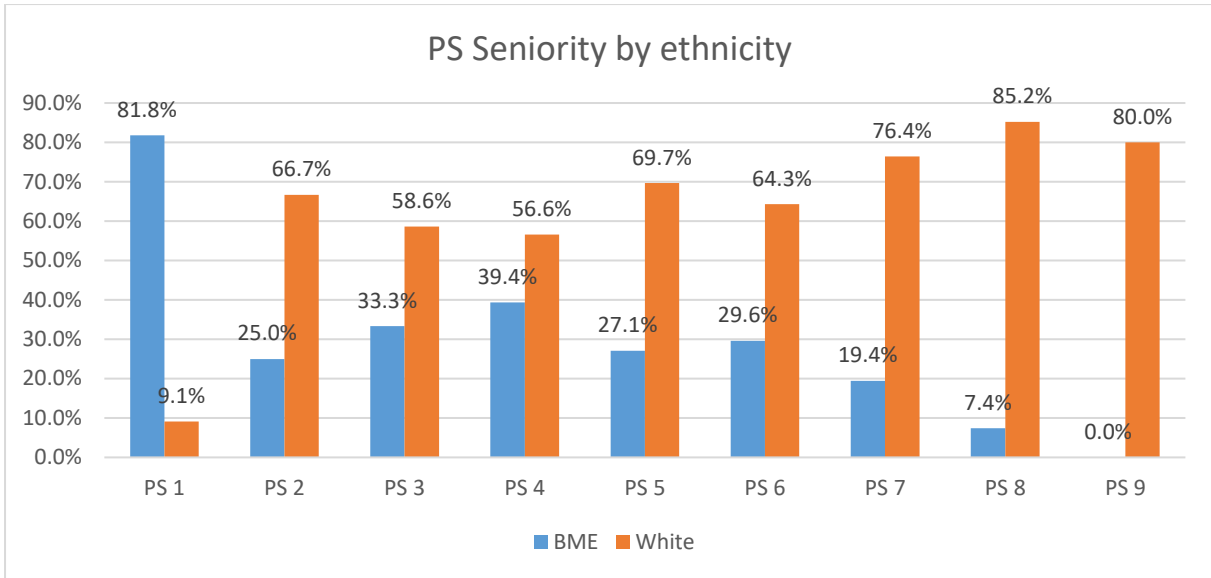
<sup>3</sup> Equality Challenge Unit staff report 2015/16

<sup>4</sup> Whilst the list of Ethnic Origins represented has been provided, due to the small numbers of individual groups, the acronym BME whilst not ideal, will be used to reduce the risk of identifying individuals.

WHITE  
WHITE - SCOTTISH



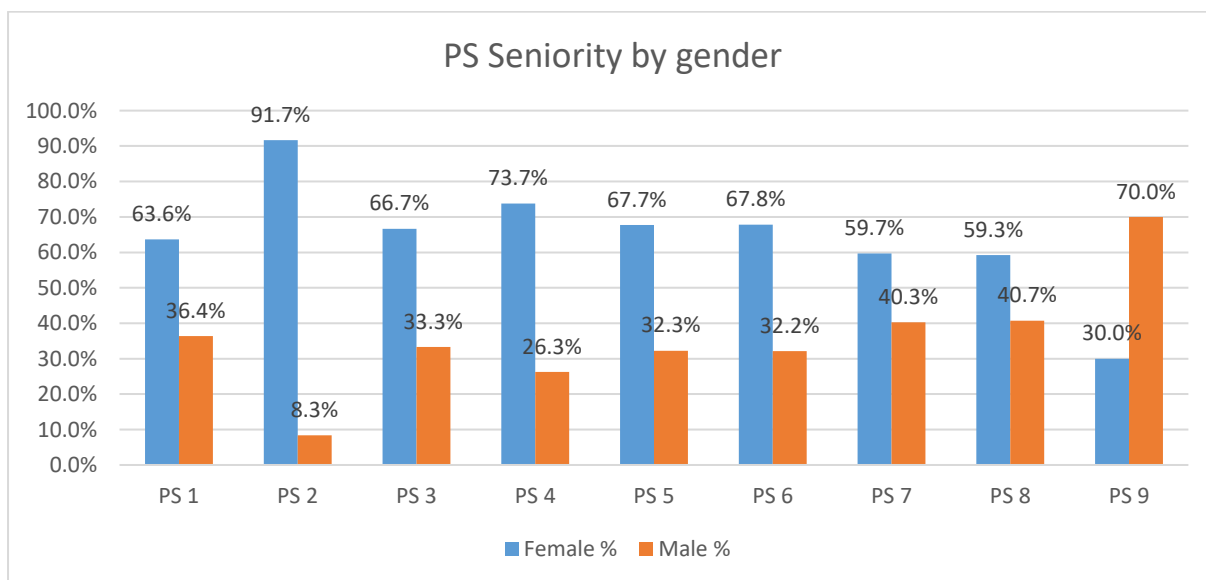
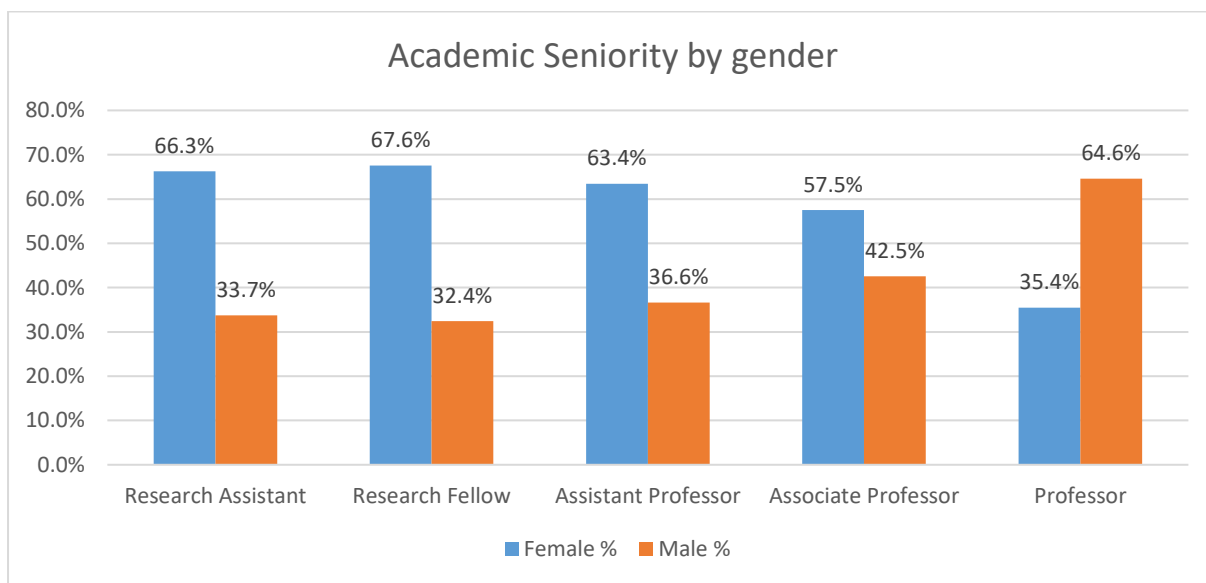


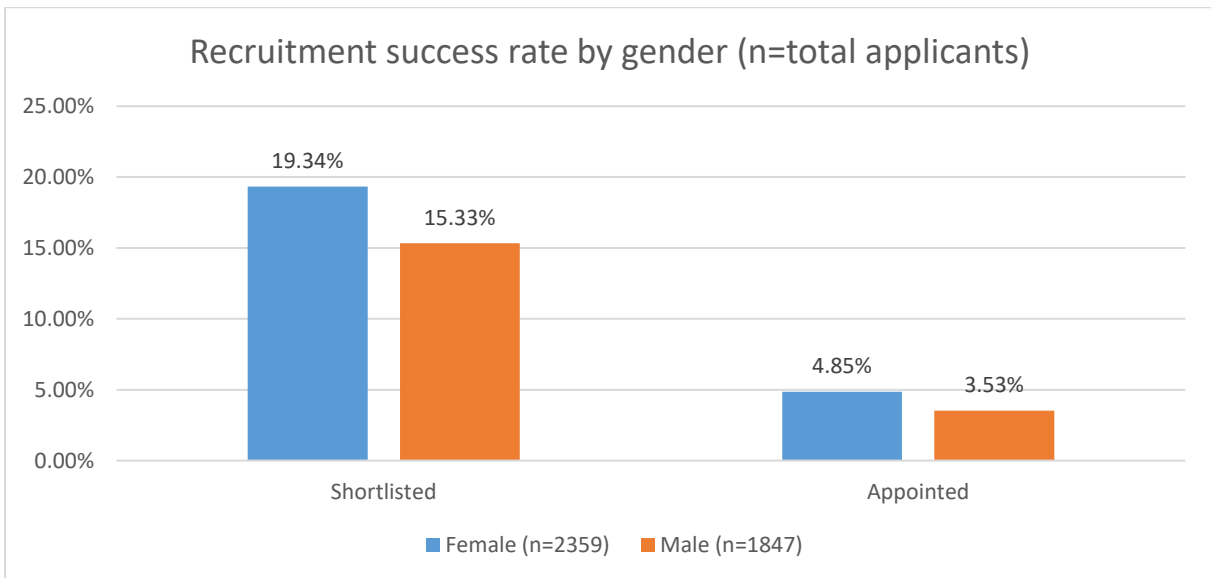
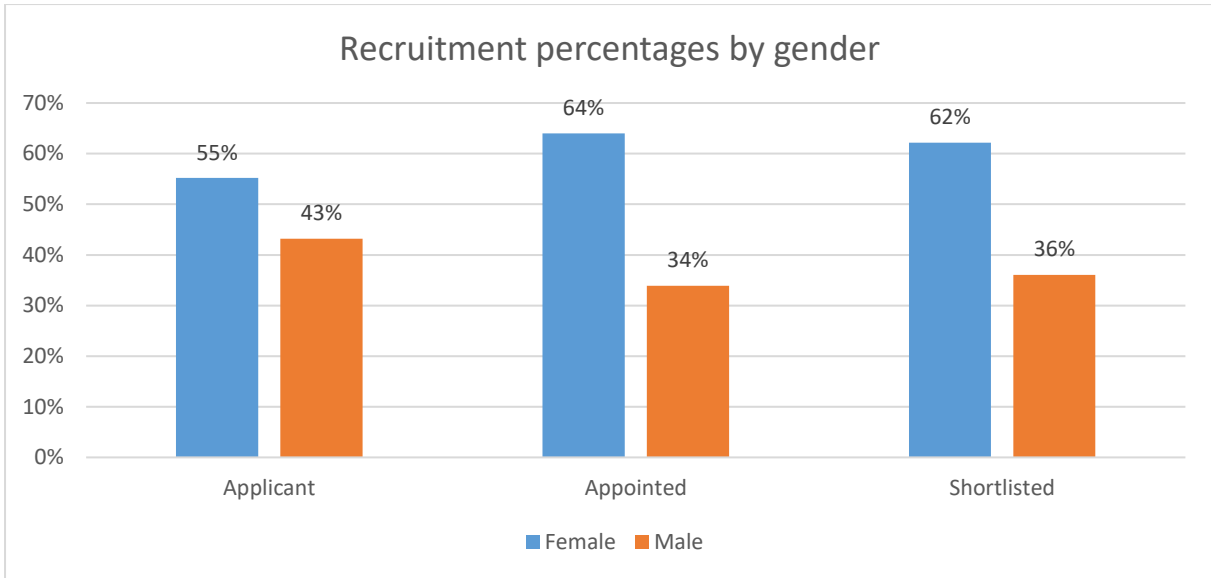


The lower success rate for BME applicants is notable and in response we have added an objective to investigate this further.

## Gender

The School has a majority female population for both academics and professional services staff at all career stages except the most senior grade. We are working through our Athena SWAN team and other means to address the balance on gender. This is also a new objective for the School.





There is a higher probability of being employed by the School if you are female and investigations into this will also form part of our Athena SWAN work.

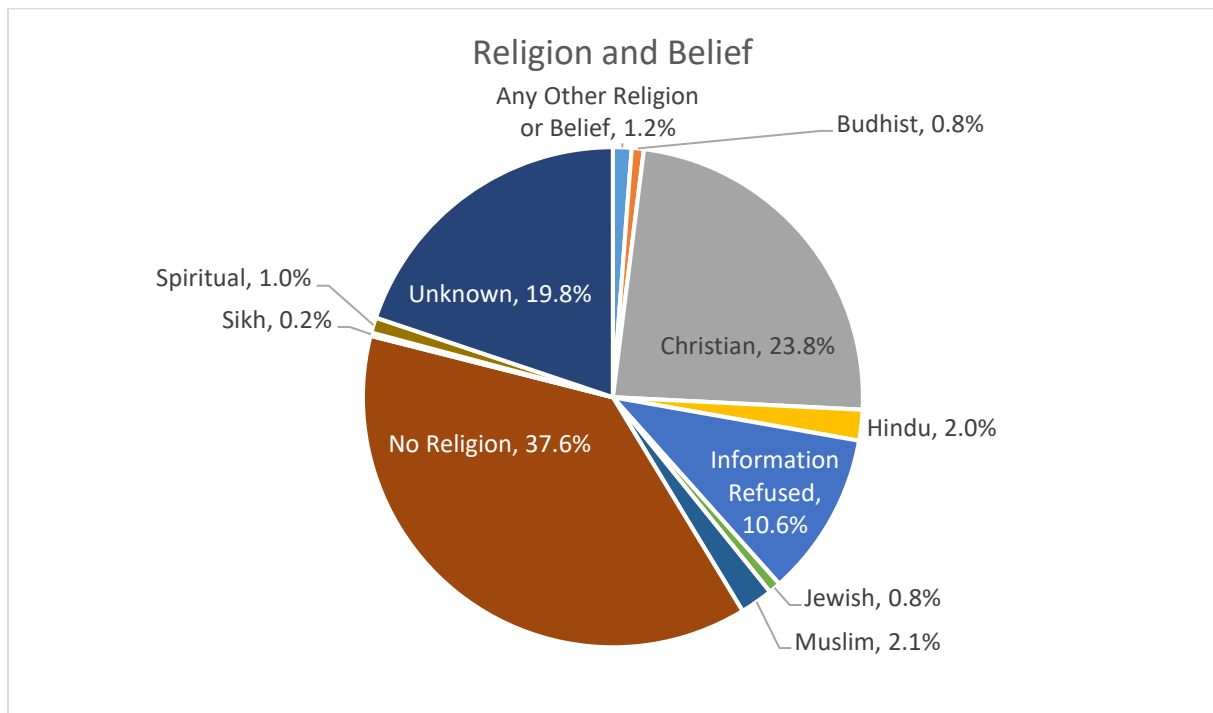
**Gender identity**

Whilst staff are asked a question on gender identity, the number of respondents in general is small. The number who state that their gender identity is not the same as they were identified at birth is very small and this is therefore not represented in this report to maintain anonymity.

## Nationality

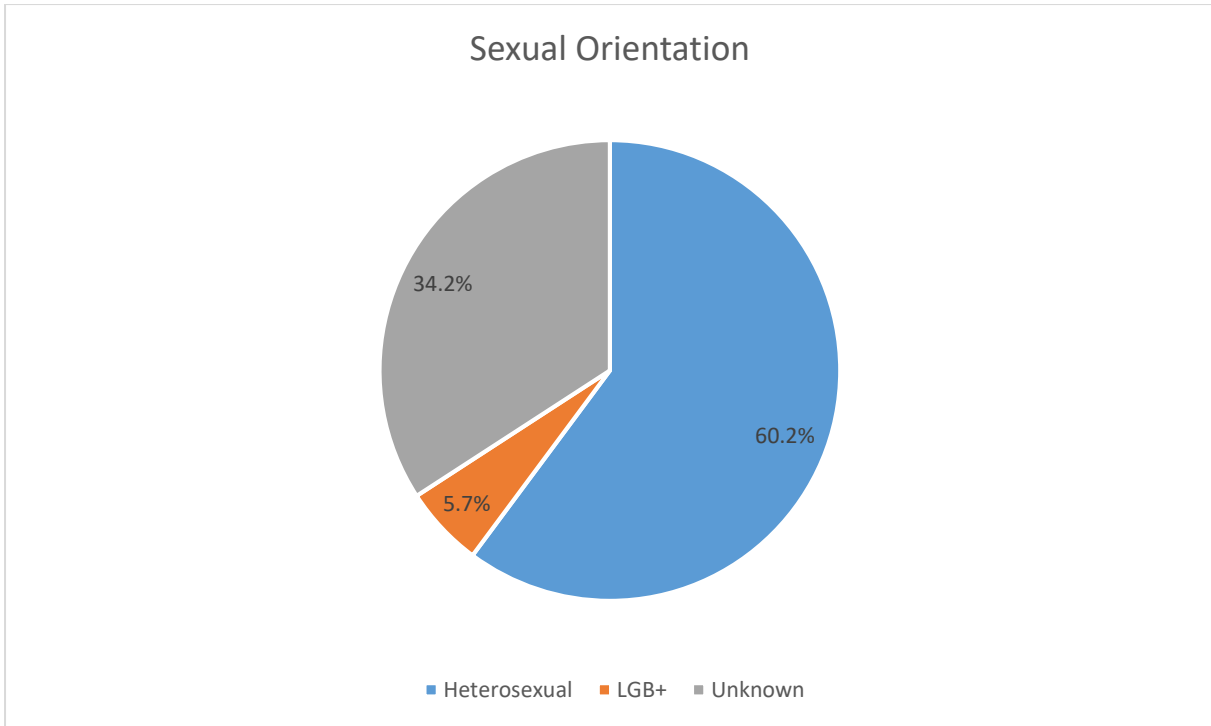
LSHTM is a global school and has staff from 71 countries. The 5 countries with the largest number of staff excluding the UK are USA, France, Germany, Canada and Italy.

## Religion and Belief



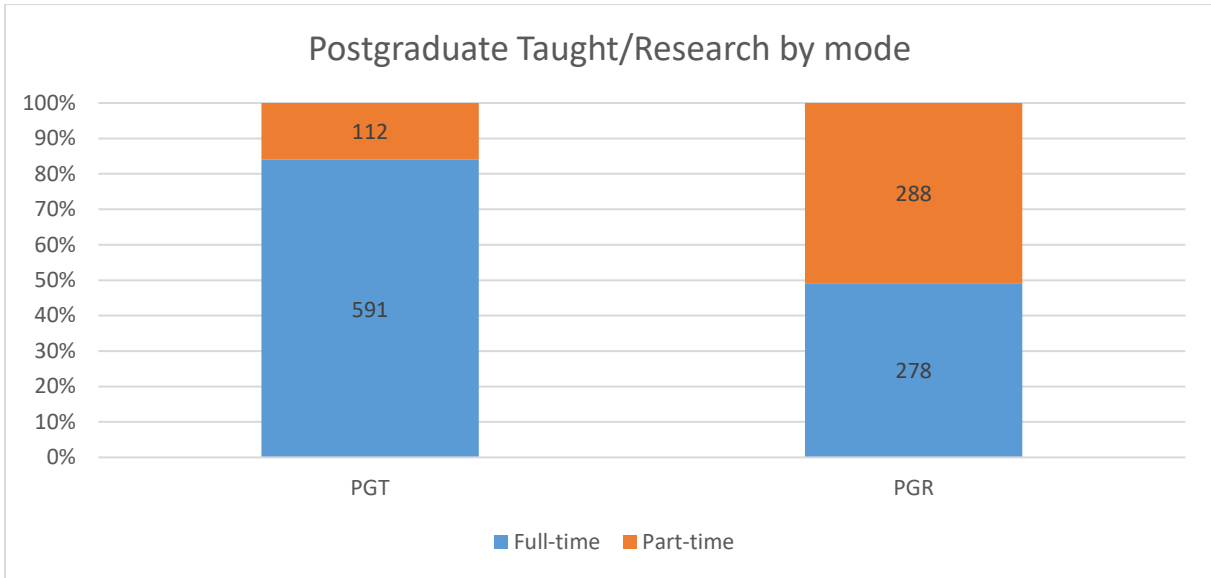
## Sexual Orientation

There is still work to be done on improving the data we hold on sexual orientation, as in the sector as a whole. This will form part of our wider activities around data collection.



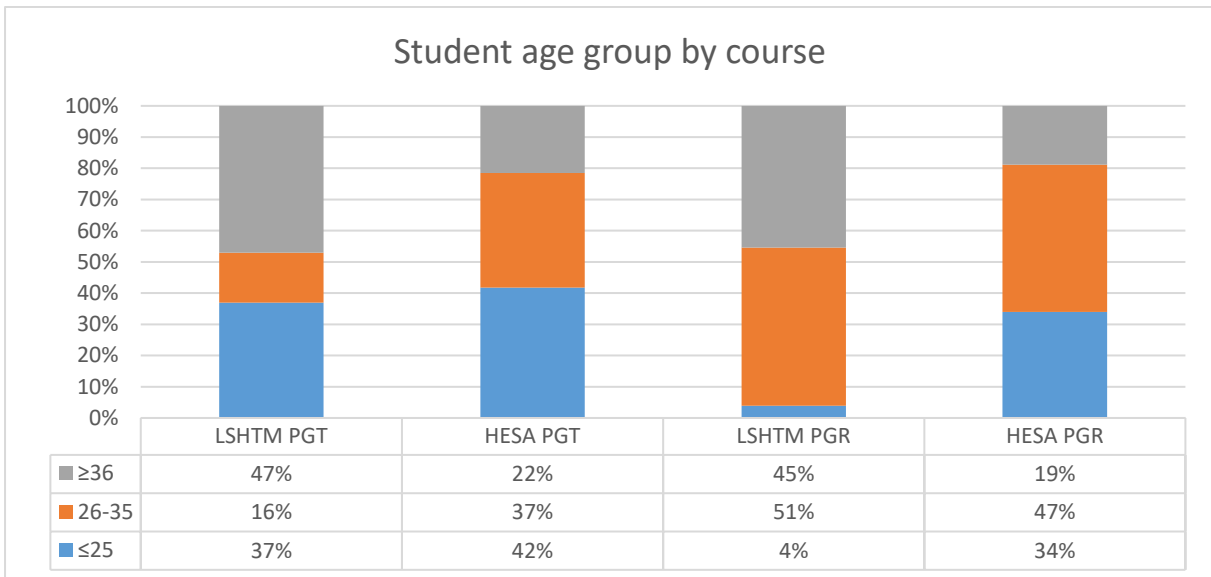
## Student data

London School of Hygiene & Tropical Medicine offers postgraduate degrees via MSc courses and in Research (Res) there are MPhil/PhD and DrPh options. MSc courses are offered in London and by distance learning. The latter are admitted by the International Programmes of the University of London and are not reported here. For the 2016/17 year there were 703 postgraduate taught students on our London based programmes and 566 postgraduate research students. These courses are undertaken on a full time and part time basis and the breakdown can be seen in the chart below.

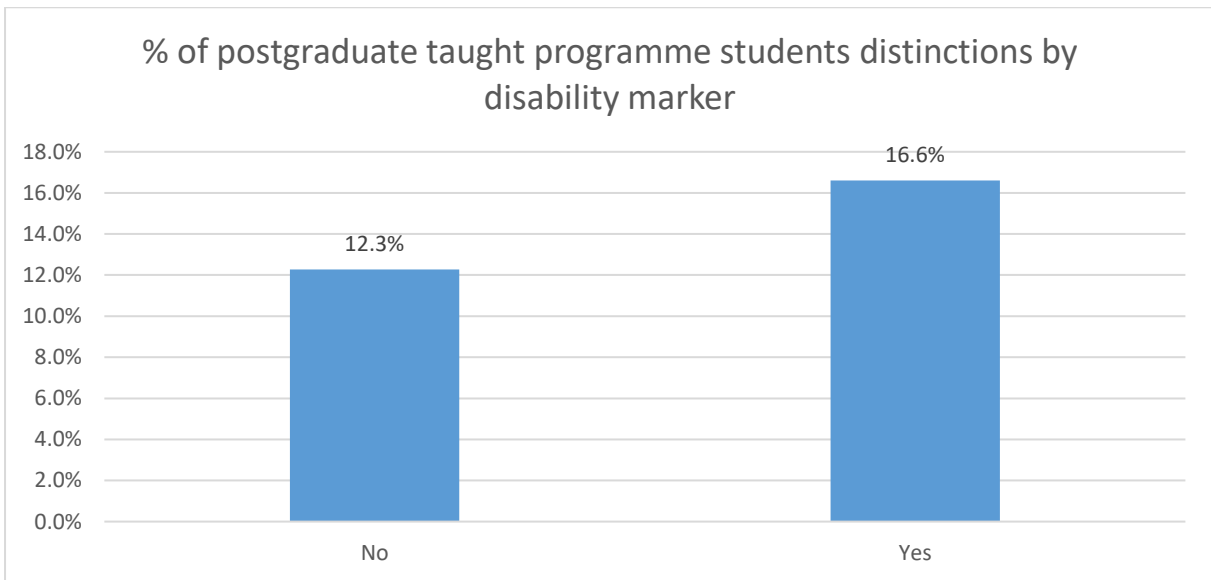
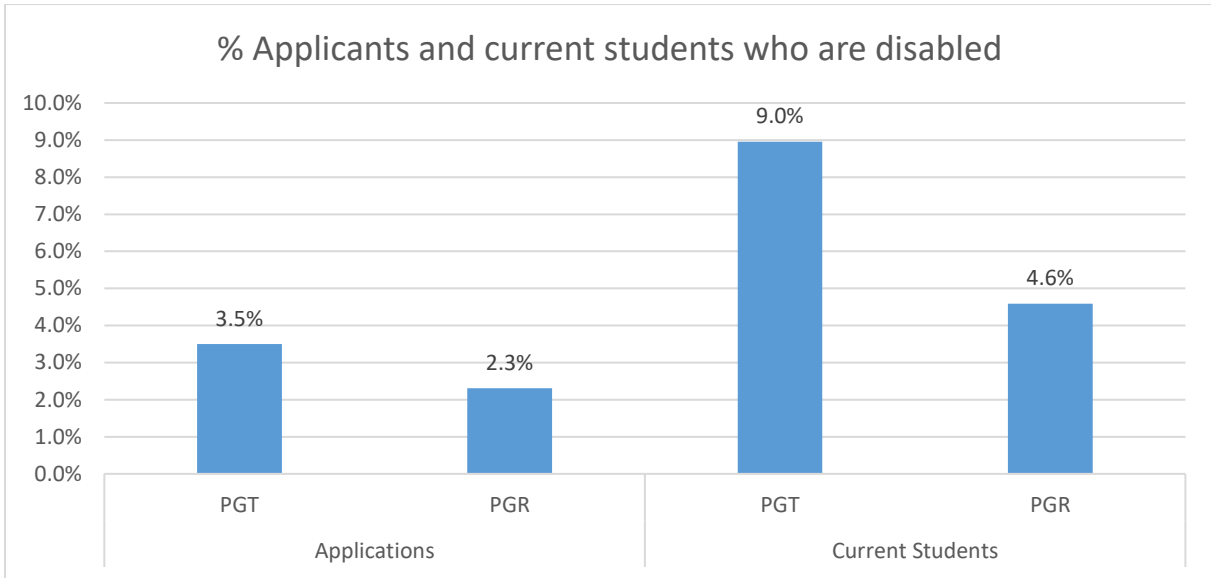


## Age

The School only hosts postgraduate students which will mean an older age demographic, but it also more generally has an older demographic as can be seen in the chart below which compares School student age to taught (PGT) and research (PGR) postgraduate students in the aforementioned ECU report.



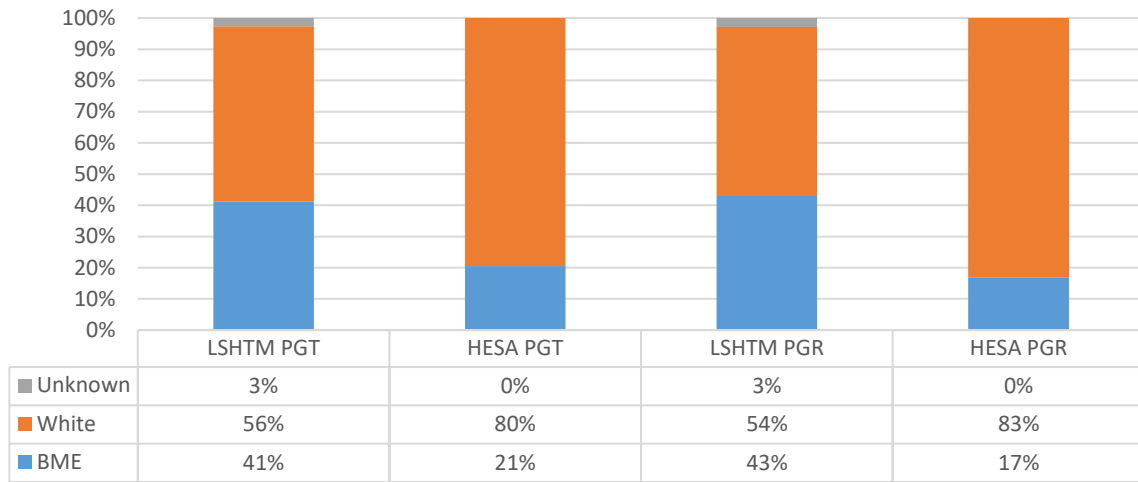
## Disability



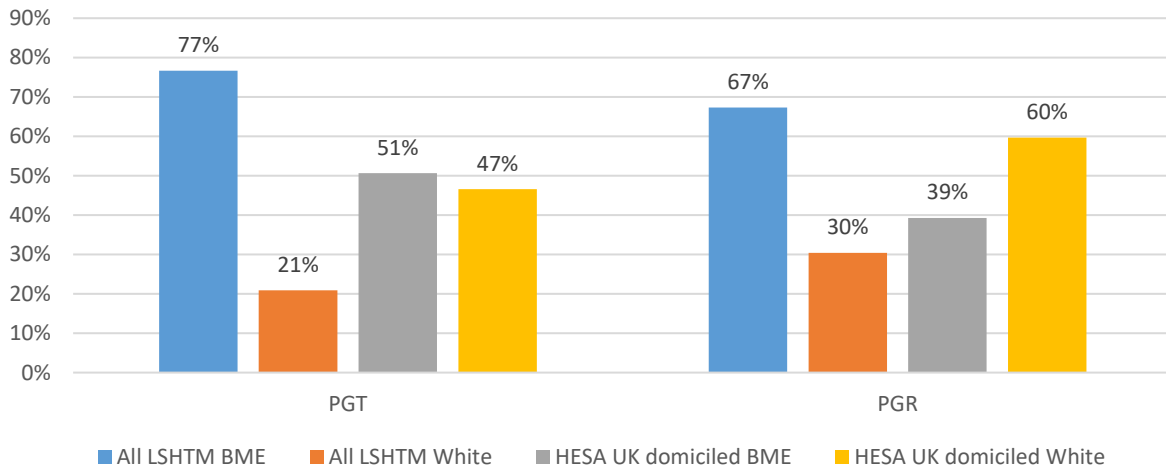
## Ethnicity

As with staff, due to the global remit of the School we have a large proportion of BME students enrolled across the School population which is double the HESA averages.

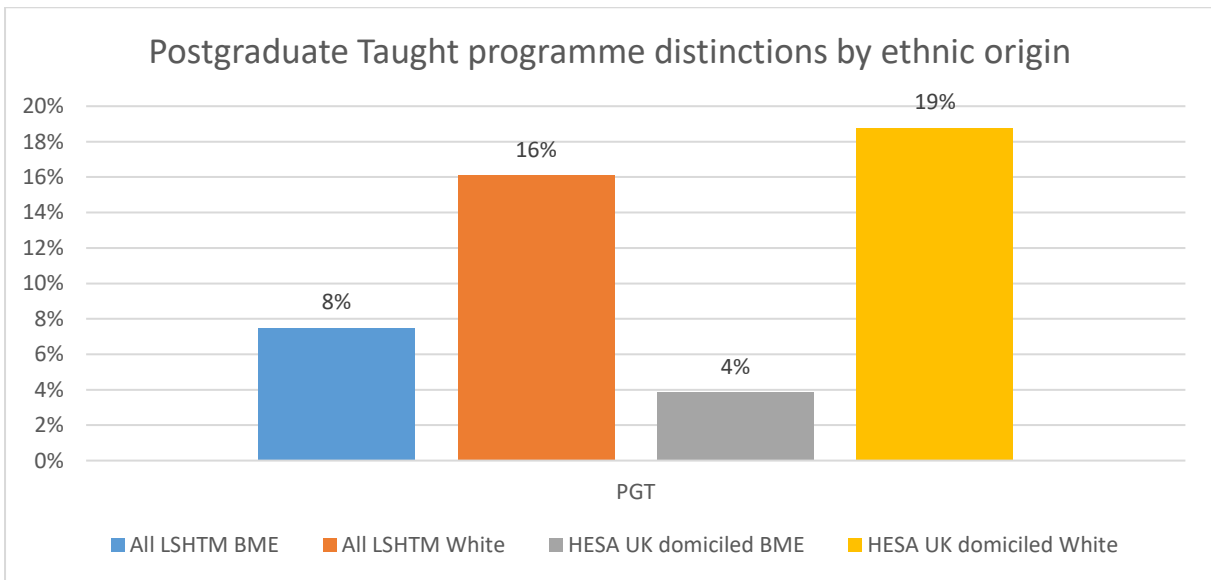
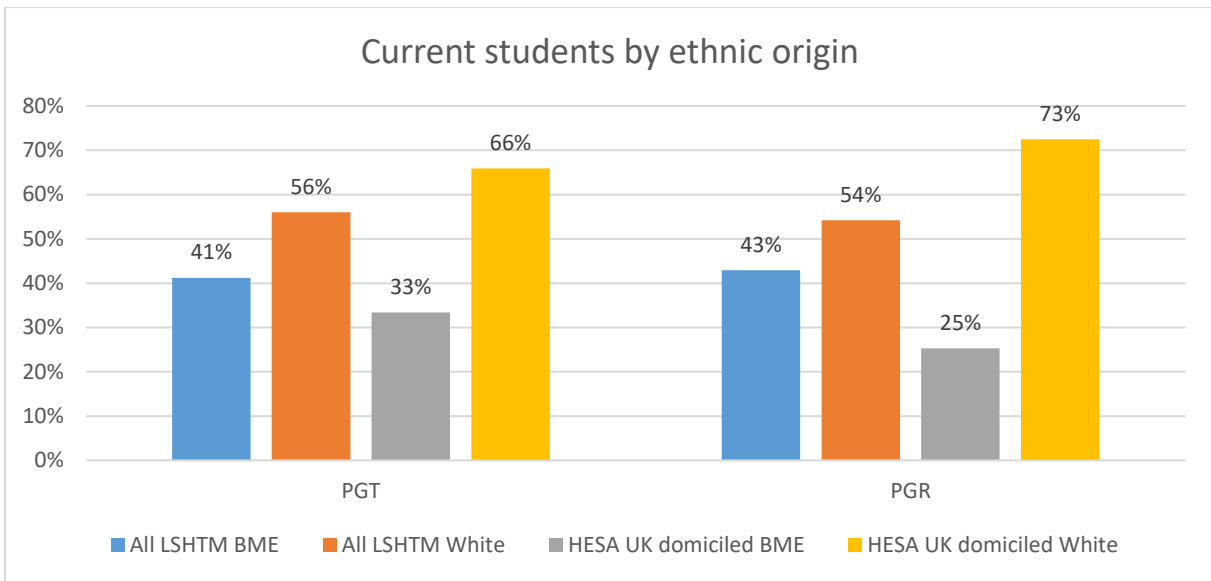
### Student Ethnic origin by course



### Applications by ethnic origin

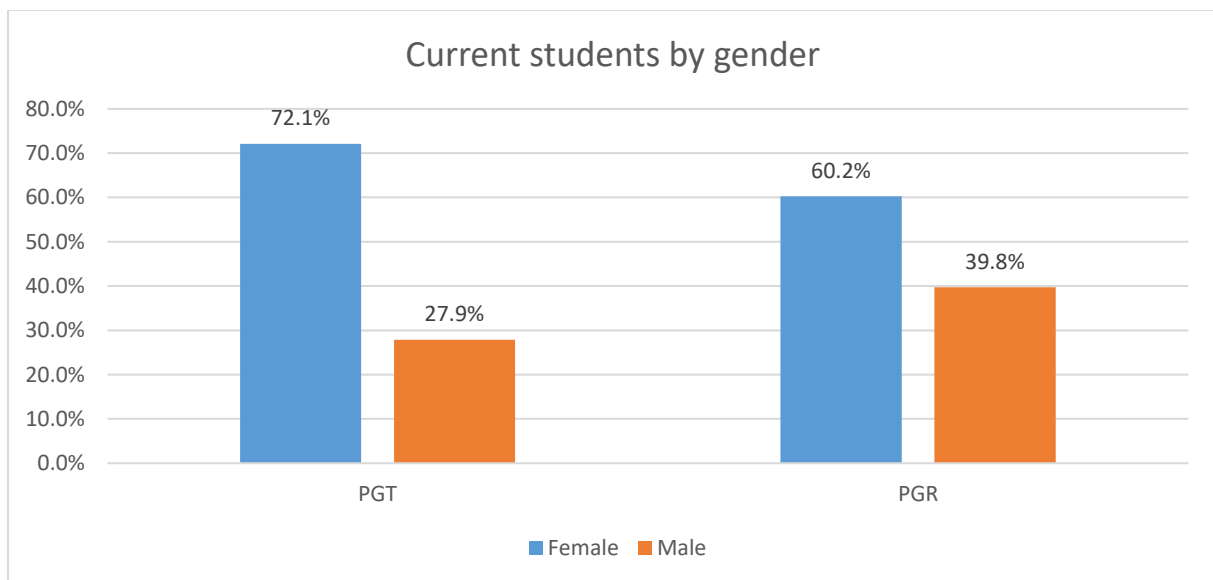
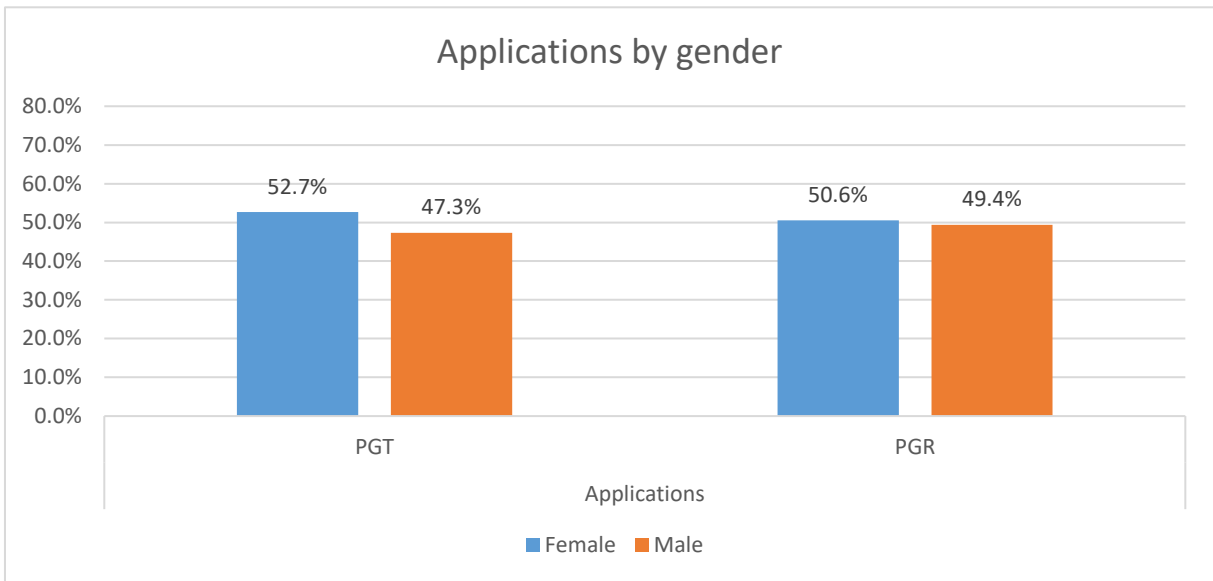


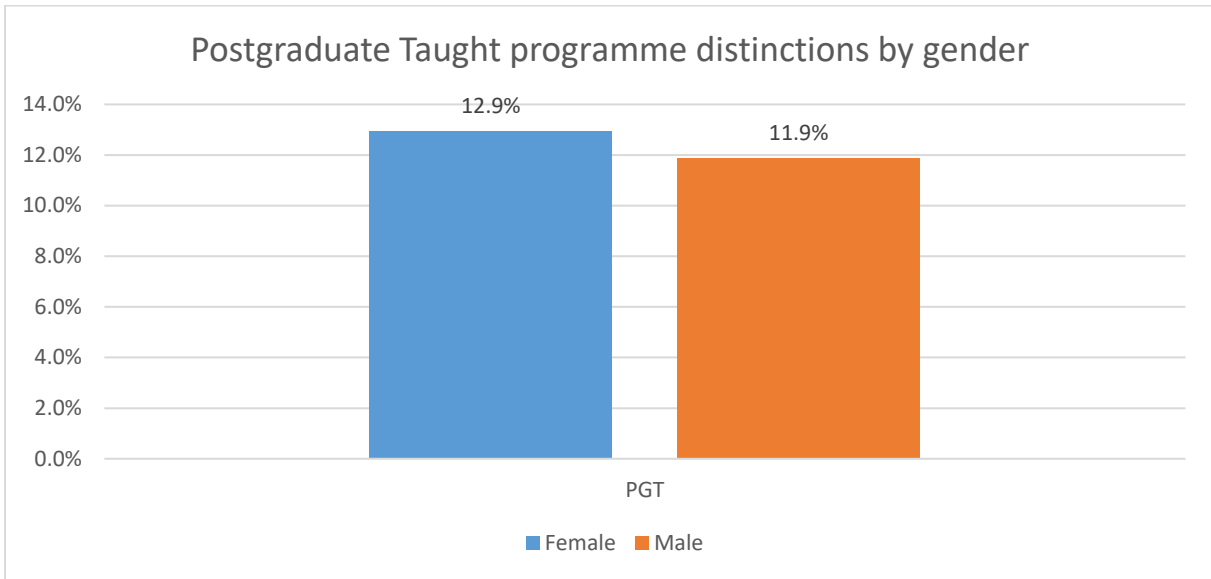




## Gender

Public health, a core aspect of the work at the School, generally attracts a larger proportion of women which is demonstrated in the data in applications and current students. Part of the work through the Athena SWAN programme will be to examine any barriers to application and entry for male students to the School.

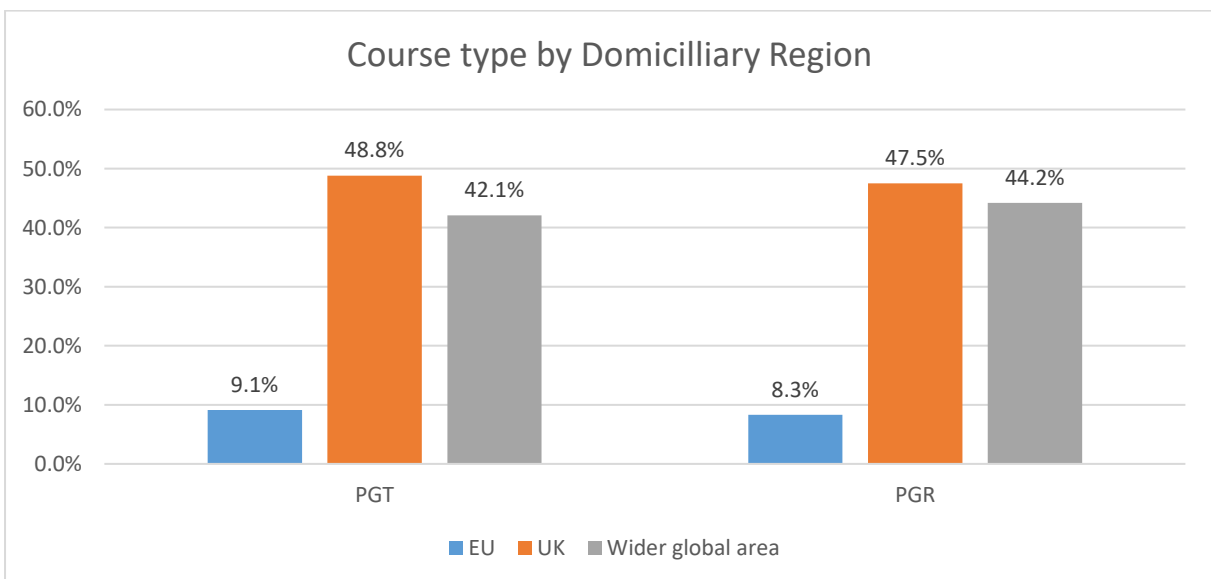




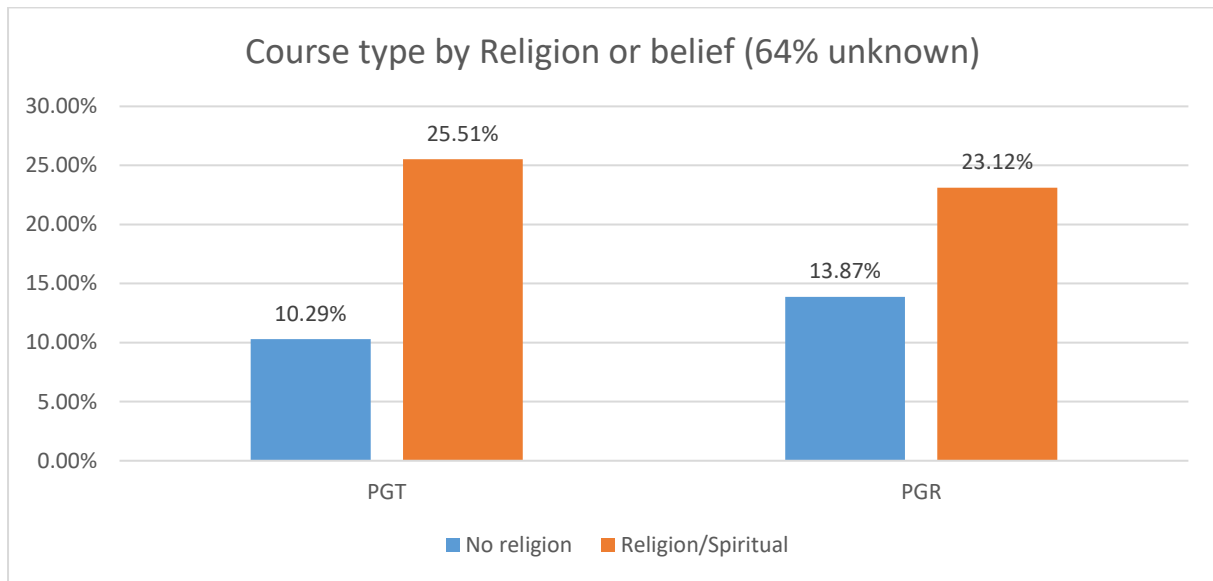
## Gender identity

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## Nationality



## Religion/Belief



## Sexual Orientation

