125 YEARS
1898 - 2023

LSTM
LIVERPOOL SCHOOL
OF TROPICAL MEDICINE

Equity, Diversity and Inclusion Annual Report

2022-2023

Contents

APPROX WORD COUNT: **140**

Director's
Statement

Director's Statement

I am pleased to introduce LSTM's 2022-2023 Equity, Diversity, and Inclusion (ED&I) Report.

This year we launched our new institutional strategy, setting out our vision and plans for the five years ahead. The principles of equity, diversity and inclusion are embedded throughout it and are key to LSTM's aims of becoming a truly global organisation.

LSTM is committed to becoming an anti-racist institution. Over the last year we have focused on appointing staff to lead race equity activities, strengthening governance through establishment of the Race Equity Action Committee and providing in-depth training for our leadership team. All of these activities lay the foundation on which to build further progress, as we continue to deliver our Race Equity Action Plan and work towards completing our submission for the Race Equity Charter.

Progress in gender equity has been highlighted through our achievement of Athena Swan Silver award, together with an increase in the number of women in senior leadership roles and the reduction of our gender pay gap to 5.6%. We continue to work on implementing the action plan and ensure that our future efforts encompass intersectionality.

Establishing equitable partnerships sits at the heart of all that LSTM does. As we continue to build our global relationships and partnerships, we have established a Global Hubs Council comprising representatives from partner organisations in Africa to foster equity, collaboration and shared learning. Regionally, our inclusive approach has seen our Liverpool Vaccine Equity Project win an award for building collaborative communities.

Our ED&I Staff Networks continue to develop and are a thriving part of LSTM's culture, organising thought provoking events and seminars, contributing to development of institutional policies and celebrating diversity. This year has also seen the establishment of a new Disability and Carers Network. We have also worked on inclusion and diversity training and learning for all of our staff.

APPROX WORD COUNT: **308**

As LSTM celebrates its recent 125th anniversary, it is particularly important that we understand our colonial origins and learn from them. We have committed to invest in academic research to examine the origin and history of LSTM. This work will begin in the coming months, alongside a project to digitise our archives and will inform the continued development of our History and Heritage strategy. Alongside this, our Faculty of Education continues the work of decolonising the curriculum.

The success of LSTM and plans for our future depends upon our people. As we seek to continue to deliver on our ED&I commitments, we must ensure that LSTM is a place with equity at its core where staff are proud to work, students are proud to study, and with whom our partners and funders are proud to collaborate and connect.

Professor David Lalloo
LSTM Director

Executive Summary

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Executive Summary

Welcome to Liverpool School of Tropical Medicine (LSTM) 2022 – 2023 Equity, Diversity, and Inclusion (ED&I) Report. This report provides ED&I information for both staff and students at LSTM, in adherence with our Public Sector Equality Duty and beyond. In our 2021 – 2022 report, published here, we shared our ED&I Goals. This year's report highlights an overview of progress made in the last year and outlines institutional goals for 2023 – 2024.

2022 - 2023 saw significant ED&I progress for LSTM, building on the lessons learned in 2021-22. We have delivered in terms of governance, the appointments of strategic personnel, institutional learning on key topics, policy development, and strategic projects - including beginning work to examine our history and heritage. We have made continual improvements to our data capture and analysis, with a view to improving this over this academic year. The systems which support our ED&I work have also seen progress this year, with key improvements made to our recruitment system and processes as well as internal reporting mechanisms.

This year we built on the success of our 2022 Silver Athena Swan award with our recently appointed Athena Swan Programme Manager now implementing our institutional action plan. This includes collaborative working with colleagues to ensure our gender equity efforts are targeted and effective. We're also pleased to confirm the appointment of a new Athena Swan Chair. With both roles reporting to our ED&I Committee co-chaired by the Institute Director and Global HR Director.

Following publication of our Race Equity Action Plan in 2022, we set-up a Race Equity Action Committee which oversees and monitors the progress of the action plan. The committee has representation from staff, students, Global Hub partners and trustees. In January 2023 we also appointed a Race Equity Project Manager responsible for the plan's implementation, and a Race Equity Action Committee Chair, who leads the Committee and will lead our institutional Bronze submission to Advance HE's Race Equality Charter. We're also proud to confirm our enrolment in Advance HE's consultation scheme on the Race Equality Charter for Small and Specialist Research Institutions (SSRIs).

Over the past academic year, we have continued to work to ensure LSTM is LGBTQ+ inclusive. We have been led by experts, including our corporate ED&I partner Stonewall, our training partner Gendered Intelligence, and our own LGBTQ+ Staff Network. We are working on the development of both Trans and Transitioning at work policies and have also reviewed our international travel guidance and policy led by our newly appointed Global Safety and Security Manager.

This academic year has also seen the establishment of a new Disability and Carers Network following consultation with staff and students. The network has established its priority areas for action, membership, and appointed three Co-Chairs, to ensure inclusive participation. The network's Terms of Reference has been ratified with LSTM's ED&I Committee and it has appointed key representatives from our Human Resources and Estates Team. We look forward to supporting this network and building on these important efforts.

As a public sector institution, we acknowledge our responsibilities under The Equality Act (2010) and the Public Sector Equality Duty (PSED) and are committed to working beyond the minimum statutory requirements. In publishing this report we seek to:

- update on LSTM's ED&I related activity from 2022 – 2023;

- capture the diversity of our staff and students across protected characteristics;

- acknowledge gaps in our activities and inform action moving forward;

- identify institutional ED&I goals for our 2023 – 2024 academic year.

We are committed to building on our efforts, knowing we can, and will do more on all aspects of ED&I. We look forward to reporting our progress on these important goals in due course.

APPROX WORD COUNT: **189**

Our
Achievements

Our Achievements

This section of the report highlights some of our key achievements across priority areas over the reporting period 2022 – 2023.

Governance

2022-2023 saw critical work undertaken on our ED&I governance structure. This included a review and ratification of our ED&I Committee and all ED&I Staff Network's Terms of Reference, the creation of a thematic meeting schedule for the academic year and the development of ED&I Network Guidance.

The publication of LSTM's 2022-25 Race Equity Action Plan in October 2022 was the first step on our journey to embedding race equity in our activities, providing a clear framework for action and preparing us for a Bronze submission to the Race Equality Charter. In January 2023, LSTM appointed a Race Equity Action Committee Chair and a separate Race Equity Project Manager. The Race Equity Action Committee (REAC) was also constituted, with the committee responsible for the oversight and monitoring of our Race Equity Action Plan. REAC membership includes staff and students from across LSTM, trustees, and representatives from our Global Hubs partners, with Professor Jason Arday - LSTM's External Race Consultant - a permanent member of the Committee. The institution is also enrolled in a pilot consultation scheme on the Race Equality Charter with Advance HE for Small and Specialist Research Institutions (SSRIs). This body of financial and time investment demonstrates LSTM's long-term commitment to tackling racial inequity.

In October 2022, LSTM was awarded the Athena Swan Silver Charter Mark. The success was founded on several achievements including an increase in the number of senior female staff, reductions in our Gender Pay Gap and fixed-term contract use, increased staff retention, greater work-life balance and flexibility, career development opportunities that benefit female early career researchers, and improved transparency in promotion and progression. The Silver Award endorsed LSTM's 2022-27 action plan which works towards gender equality and is based on the following six priorities:

- Increasing the proportion of women professors and corporate leaders.

- Increasing confidence in the management of bullying, harassment, and discrimination institutionally.

- Enhancing the quality and quantity of data on gender, ethnicity, culture, inclusion, and social mobility.

- Understanding and addressing barriers to men's and women's progression at key career points.

- Ensuring women and underrepresented voices are heard in decision making.

- Building an inclusive workplace where everyone can thrive.

APPROX WORD COUNT: 378

Over the course of the last academic year, LSTM appointed a new Athena Swan Chair to support the next phase of LSTM's gender equity journey. The role reports to LSTM's ED&I Committee and is supported by a Programme Manager who is tasked with coordination and oversight of the action plan. A new Gender Equity Action Committee (GEAC) will be established to support this and to begin the process of planning for the renewal of the Silver Award, due in 2027.

The last academic year also saw the constitution of a new Disability and Carers Network. On Disability Awareness Day 2023, the network hosted a staff and student engagement event, which included data collection on what staff and students wanted to see from the network. Informed by this feedback, the network has developed a Terms of Reference and formally appointed three Co-Chairs. The network's agreed objectives are as follows:

- Promoting a positive culture around disability and caring.

- Promoting and developing a trusting environment where staff feel comfortable to disclose disability or caring roles.

- Arranging events to raise awareness and celebrate the diversity of disabled staff and carers.

- Setting the priorities for internal campaigning around disability.

- Acting as a consultation forum for the development and review of new and existing policies and procedures.

- Supporting LSTM to meet its equity objectives around disability.

- Communicating updates on work on disability, caring and equity more broadly across LSTM.

- Helping to formulate initiatives to encourage greater representation of disabled and carer staff in all aspects of LSTM life.

- Providing networking opportunities for disabled staff or those with caring responsibilities and advocates/allies.

In the coming year, staff from LSTM's Human Resources, Estates, and Communications and External Relations Team will be working with the network to improve support for all disabilities across the business.

Institutional Learning

As an organisation we have developed our understanding on important topics as they relate to our ED&I priorities. This has included positive action training targeted at Human Resources and our most frequent hiring managers. Deployment of positive action to tackle underrepresentation and barriers to progression faced by minorities has been identified as an Executive priority for 2022 - 2023.

At LSTM we acknowledge the importance of racial literacy at most senior levels of our organisation, and therefore our Executive Team has received Anti-Racism leadership education from Advance HE. This has been an extensive year long-term programme, delivered over the 2022 – 2023 academic year, with all of Executive developing key learnings from the programme to embed in their sphere of influence. We have also reviewed and updated our all-staff e-learning module 'Let's Talk about Race'. Initial take-up has been positive, and we hope to build on this with new starters and staff over the course of our 2023 – 2024 academic year. We acknowledge that education and training is one element of a wider holistic approach and will work across communication and engagement to continue to develop a culture of racial inclusion.

With 2023 – 2024 being our 125-year anniversary, we are at the beginning of our journey in terms of digitalising and decolonising our archives. This is an exciting project, with significant scope for restorative action and widening participation in a meaningful and informed way. To support us on this journey we have received talks from specialists across the sector and continue to knowledge exchange with sector partners to develop institutional understanding. We are prioritising being expert led on this agenda to ensure our efforts are meaningful and impactful.

Trans Inclusion training has been delivered to key internal stakeholders from across the business by Gendered Intelligence. The learning from this training has already supported our Human Resources Team with the development of Trans and Transitioning at work policies as well as capacity strengthening institutional understanding of how to be a Trans inclusive employer. The commissioning of the training was supported by our LGBTQ+ Staff Network.

Decolonisation of Education

LSTM adopted the following definition of 'Decolonising' which emerged following a survey of staff and students:

"Challenging ourselves to deconstruct our current beliefs and assumptions to allow us to examine the extent to which our 'content' is Euro centred and that our 'practices' are inclusive of non-white cultures, backgrounds and experiences, in order to ensure that we are enabled to re-position our curriculum and our approach as an ongoing process".

The Faculty of Education is running a series of workshops to share good practice in decolonising the curriculum as informed by this definition. These workshops discuss the importance of reflecting on positionalities in the delivery and assessment of the curriculum. The decolonising principles agreed ask programme teams to make the historical roots of each discipline explicit and to ensure that our teaching material is inclusive and widens students' knowledge beyond Western systems and perspectives. We understand that we must engage students and relevant stakeholders in curriculum design, reading lists, and ownership of curriculum to address power structures.

History and Heritage

Celebrating our 125-year anniversary from 2023 – 2024 provides us with a landmark opportunity to confront and research our institutional history and heritage, with digitalisation and decolonisation of our archive collections the first step in a long-term commitment. Digitalisation and decolonisation of the collections will democratise access to information, decolonise colonial legacies, and empower us to talk about our history in an informed and evidence-led way.

This forms one element of an overarching institutional History and Heritage Strategy which we hope to develop as a longer-term commitment. In the more immediate term, we will focus our efforts on a long-term colonial history research project led by experts with lived experience.

Developing a rigorous public record of our history will create a vehicle for public engagement, widening participation and knowledge exchange. It will create opportunities for us deliver meaningful restorative action, memorialisation and redress colonial legacies as well as deployment of positive action to tackle historical barriers to participation for Black and Minority Ethnic communities affected by colonialism.

People

In line with commitments highlighted in our Race Review, and Race Equity and Athena Swan action plans, we have reviewed our Dignity at Work and Study policy and procedure – a process which has included extensive internal and external consultation. Work has begun on procurement of a new external platform through a specialist provider where complaints can be raised. We look forward to reporting on this in our 2023 – 2024 report and have committed to reviewing any platform procured after 12-months of launch (led by our Human Resources department and ED&I Committee), with a view to actioning any learnings. For the purposes of reporting and adhering to our Public Sector Equality Duty commitment, we can confirm that from 2022 – 2023 there were fewer than five reported cases of bullying, harassment, or discrimination. Due to small numbers and to maintain anonymity, no further information can be provided.

APPROX WORD COUNT: **551**

Data capture, analysis and synthesis were a significant priority over the 2022 – 2023 academic year and remain so. Accurate, comprehensive data is essential to monitor the effectiveness of ED&I initiatives, changes in our workforce and to support institutional ED&I action plans on both Race and Gender. We endeavour to be data-driven whilst remaining people led.

In collaboration with ED&I Staff Networks we have developed inclusive language for ED&I data categories and intend to review these within 12 months. We have also started work to develop consistent data sets to capture year-on-year changes, ensuring we can effectively monitor progress and impact. This work strengthens key people services priorities, such as ensuring equitable progression pathways, and supporting retention and workforce development.

Work has also begun to align our Race and Gender Action Plans to maximise the impact of our ED&I efforts, and ensure they are intersectional. We now hold quarterly meetings and cross reference plans with key departments including Human Resources. We believe this is an effective way of working and will support future charter submissions.

Human Resources have also procured a new recruitment system with improved capabilities for data capture. A huge amount of work has been done to improve data categorisations, and factoring in clear communications to candidates on how data collection supports LSTM's ED&I commitments. These improvements have included agreement of consistent data sets from application to shortlisting, shortlisting to appointment, and offers accepted. We look forward to reporting on this improved data capture as we build our data set for 2024 – 2025 reporting.

Identifying and removing barriers to career progression is a strategic ED&I priority. Our Human Resources team is working with Heads of Departments to develop plans to support career progression in a more systematic way. Together we have ensured that our Career Track programme for academics addresses historic differences in career paths and that barriers to access are removed. This has included creating dedicated places for candidates from our Global

Hubs. We recognise the need to support early careers researchers in their career progression whether this is to transition to independent academics or choose other paths. Over the coming year we will continue to look at how we can further support colleagues' progress.

To enhance accessibility, we have developed an online version of our Research Team Leadership programme to ensure colleagues in our Global Hubs are able to participate. We also acknowledge the role mentoring plays in career progression and so over the past academic year, we've launched the second cohort of our 'IGNITE' programme which pairs LSTM colleagues with mentors who can support their career aspirations. This year's applications were more reflective of LSTM's overall ED&I staff profile than previous years, with a noticeable increase in colleagues who identify as BAME applying. We will continue to work with the Race Equity Action Committee to ensure initiatives to support progression and development are racially equitable

Policies

This year we have worked to develop critical policies linked to our 2021-22 ED&I Goals. These have included Trans and Transitioning at Work policies and our Dignity at Work and Study policy. All have been developed in consultation with external experts, with contributions and reviews from our ED&I Staff Networks. This co-production process has been effective and is one we intend to adopt with future policy development.

Over the next calendar year, we will review our recruitment policy, and begin work to develop an ED&I Strategy, alongside review of our current ED&I Policy up for review in December 2024. Our ED&I Strategy will feed into our wider institutional strategy and act as a guiding framework for key functions and relevant stakeholders across the organisation.

Engagement

Engagement with staff, students, external partners, and stakeholders is critical to ED&I success, securing buy-in and creating an inclusive culture. This year we delivered several events to support this drive including partnership events with the University of Liverpool's Centre for the Study of International Slavery. We also launched internal initiatives including The Book Club which brings staff and students together to review Anti-Racist and decolonial literature.

LSTM is also working to improve its connectivity across the Liverpool City Region, helping us to deliver on our ED&I commitments to widen participation, deliver organisational culture change and dismantle historical barriers to minorities in Science, Technology, Maths and Engineering (STEM). In building connectivity with other Liverpool based organisations we have been able to signpost several cultural in person and online events to staff such as the Liverpool Arab Arts Festival, Liverpool City Region (LCR) Pride celebrations, Chinese New Year celebrations, Black History Month events, and events relating to racial literacy hosted by local arts organisations including Writing on the Wall, National Museums Liverpool and the Liverpool Everyman and Playhouse.

With support from the Heritage Lottery Fund and Everton in the Community we have been able to engage with young people from local communities to empower and inspire them using stories of our scientists via our 'Past, Present and Future Leaders in Global Health' project. We have also been able to deliver a Black Science Bootcamp for young people from Black backgrounds from across the city. This initiative was delivered in partnership with the University of Liverpool, Faculty of Health and Life Sciences. The bootcamp featured lectures from several of our Black scientists and a guided tour of LSTM facilities, including the snake herpetarium of our Centre for Snakebite Research and Interventions. This initiative received hugely positive feedback from participants and showcases positive opportunities to develop aspirations and empower future talent pipelines.

In March 2023 the LSTM-led Liverpool Vaccine Equity Project won a Building Collaborative Communities Award at the Smarter Working Live Awards 2023, which celebrate innovation, collaboration, and excellence in the public sector. The project is led by Professor Miriam Taegtmeyer and Senior Community Mobiliser Amina Ismail. The project works closely with Liverpool City Council, local GP practices and community champions and volunteers. It began as a community-led programme to address Covid-19 vaccine inequity using local data and community advocates, to overcome barriers to vaccine uptake. The team recently began a new phase, funded by Liverpool City Council, and with its new name 'Health Equity Liverpool Project' are actively tackling avoidable and unfair differences in health in Liverpool. The priorities this round are to tackle barriers to cancer screening and improving the uptake of common childhood vaccines, rates of vaccination having dropped dramatically since the pandemic. The new phase of the project will extend the community-led model to three additional primary care networks, creating additional community innovation teams to extend the project's remit.

We are working to ensure LSTM's ED&I commitment is prominently communicated throughout our staffing lifecycle. New starters are introduced to ED&I at LSTM at induction, with mandatory training refreshed for all staff on a 12-monthly basis. Our ED&I Staff Networks are encouraged to actively engage staff and students, whilst our ED&I Manager and Race Equity personnel regularly attend departmental meetings to update all on the progress relating to our ED&I portfolio of work and further staff engagement. ED&I news, the latest events and learning opportunities are promoted via our monthly internal Staff Student Forum and newsletter. We will work to continue to improve ED&I communication and engagement (both internally and externally) over the 2023 – 2024 academic year with the support of the Communications and External Relations Team.

APPROX WORD COUNT: 608

Global Partnerships

We have continued to work on developing LSTM's strategy for Global Partnerships. Integral to this has been a qualitative study led by LVCT (Liverpool Voluntary Counselling Testing) Health Kenya in consultation with a wide range of organisations in Low- & Middle-Income Countries (LMICs) with long-standing links to LSTM. This is part of deliberate action to co-develop a set of guiding principles for LSTM's strategy for Equitable Academic Partnership with input from a wide variety of diverse individuals and organisations in LMICs. Eight principles have been developed and are associated with a suggested action. An important action is the formation of a Global Hubs Council with a convenor and a rotating chair to oversee progress in implementation of the strategy.

In addition to the process of developing principles, some consensus is emerging on contested terminology. Several terms were considered for Global Academic Partnerships with "Transboundary" chosen because it captures key concepts of working across different jurisdictions (nationally and regionally) as well as working across different domains of expertise. The term deliberately avoids notions of differing levels of power, thereby matching the aspiration for equity.

The kinds of partnership in scope for the strategy has also been widely discussed. "Academic" is chosen because of the focus on partnerships between organisations that can deliver on all three domains of Academia: Research, Education and Knowledge Exchange. We look forward to updating on how this initiative progress in our next report.

Ongoing commitments

Although a huge amount of work has been done, we acknowledge that further work is required to build on our goals as outlined in our 2021 – 2022 Annual ED&I Report published here. We intend to continue to improve key strategic areas such as data capture, progression and retention, communications, and brand.

We acknowledge that across our 4 ED&I priority areas (as outlined below) there is still further work to be done:

ETHNICITY

We must continue work to create a racially inclusive culture, where our Black and Minority Ethnic staff feel valued and supported. We want to build staff confidence in reporting bullying, harassment and discrimination and to continue to develop institutional understanding of racism and racial inequity. We want to ensure that Black and Minority Ethnic staff feel confident they have equitable access to progression opportunities. We will be led by data and staff feedback in our approach to tackling the barriers across the career pipeline.

SEX IDENTITY (ID)

We must continue to monitor our Pay Gap, and as flagged under Ethnicity, we will utilise data and qualitative feedback to address the barriers to male and female progression at career points. We will continue to build on our actions as outlined in our institutional Athena Swan action plan.

SEXUALITY

We must continue work to establish an LGBTQ+ inclusive culture via communications and engagement. We want staff to feel confident in disclosing their sexuality, and will continue to monitor the inclusivity of our data categorisations to support this. We also want to continue monitor the inclusivity of our data categorisations to support this

DISABILITY

As we undertake a major capital project to redesign our Mary Kingsley building (authorised by LSTM Executive in 2022 – 2023), we will embed ED&I considerations including physical accessibility. Through engagement and communications, and our newly established Disability and Carers Network, we want to encourage staff to disclose disabilities to ensure equitable support can be provided. Part of this journey will include developing institutional understanding of disability inclusion. Including developing an understanding and awareness of how to empower and support those who identify as neurodivergent.

Our Goals

APPROX WORD COUNT: **2**

Our Goals

As we strive to become an equitable, inclusive, and diverse place to work and study, characterised by our commitment to equity in all that we do, we have set ourselves key goals for the 2023 – 2024 academic year as outlined below:

1. ED&I Strategy

In 2022 we published our five-year Institutional Strategy, and so in 2024 we plan to develop an accompanying institutional ED&I Strategy. This will be done in consultation with key stakeholders from across the school including ED&I Staff Networks, with a view to linking the strategy to ED&I institutional commitments, as well as our Race and Gender action plans.

2. History and Heritage

Celebrating our 125-year anniversary provides us with a landmark opportunity to confront and research our institutional history and heritage. From 2023 – 2024 we will begin to digitalise and decolonise our archive collections to democratise access to information, decolonise colonial legacies and empower us to talk about our history in an informed and evidence-led way. We will also commission a rigorous and objective research project to develop a report on our colonial history (to be made publicly available upon its completion) led by experts with lived experience, affected by colonialism.

3. Data

The categorisation, disclosure, capture and analysis of ED&I data across our recruitment and internal staff systems is essential to monitoring our ED&I progress and planning next steps. This is why over this academic year we will seek to improve time investment and the quality of our data.

4. Communications and Brand

Communications and Brand are key to attracting and engaging staff, students, partners, and funders. In the coming year we will review and update both internal and external ED&I platforms and improve brand visibility with diverse audiences through internal and external campaigns and communications.

5. Culture and Engagement

We want our people to feel part of an organisation that values diversity. Over the coming year we will continue to work to foster an inclusive culture based on a shared vision. We will continue to develop racial literacy, support our ED&I Staff Networks to create opportunities for engagement, improve our reporting mechanisms, and create opportunities for shared learning.

6. Progression and Retention

Following publication of our Race Equity Action Plan, and our successful Silver Athena Swan award, we are committed to continuing to improve equitable access to progression at LSTM. Over the course of this academic year, we will see several initiatives aimed at improving this including support for talent retention, ensuring our progression initiatives are data driven and people led, continuing to build on talent development initiatives, and exploring opportunities to deploy positive action to tackle underrepresentation.

7. Institutional Race and Gender Action Plans

We will continue to build on our institutional Race and Gender action plans. This will include development of key metrics linked to the Race Equity Action Plan, to support the institution preparing for its Bronze Race Equality Charter submission. As well as the delivery of progress on Executive priority areas and race equity. We will also build on our Athena Swan success and re-establish our self-assessment team, which will evolve to become a Gender Equity Action Committee reflective of our commitment to delivery of our Silver award action plan.

APPROX WORD COUNT: **231**

Staff Data 2022 - 2023:

Key Findings

Data (Staff)

The staff data contained within this report relates to LSTM contracted staff and to staff paid via our UK payroll for whom diversity data is recorded within LSTM's internal HR system. The data set covers the period **1st August 2022 – 31st July 2023.** Where data has been redacted or only percentages are provided, this is to protect the privacy of individual staff or students due to small sample sizes of five people or less.

Employees of Innovative Vector Control Consortium (IVCC), iiDiagnostics and the Well-Travelled Clinic (WTC) **are not** contained within this set; including a small subset of staff, for whom data is not routinely captured in LSTM's internal HR system. This report **does not** provide data for staff who are paid through international pay rolls.

For the purposes of benchmarking our overall ED&I staff profile, we have used the most recently available Higher Education Statistic Agency (HESA) data, which covers the **2021 - 2022 academic year** comparison (Figure 1). In the table outlined under Figure 1 'Total all staff' refers to Academic (excluding atypical) and non-Academic staff.

Figure 1 – Higher Education (HE) staff by activity standard occupation classification. Academic years 2014/2015 to 2021/2022. Academic and Non-Academic staff total across Disability Status, Ethnicity and Sex combined. Source: Who's working in HE?: Personal characteristics | HESA.

HESA 2021 – 2022 Academic Year – Staff Data		
Category	Total All Staff	Percentage
Disability status		
Known to have a disability	29,185	6.85%
No known disability	396,985	93.15%
Total	426,170	
Ethnicity		
White	323,830	75.99%
Black	12,490	2.93%
Asian	37,860	8.88%
Mixed	10,455	2.45%
Other	7940	1.86%
Not known	33,595	7.88%
Total	426,170	
Sex		
Female	232,230	54.53%
Male	193,330	45.39%
Other	340	0.08%
Total	425,900	

APPROX WORD COUNT: 217

For the purposes of consistency, to best align with data in our Human Resources (HR) system, we have referred to what we called Job Families last year as Career Pathways this year. Career Pathways links directly to job titles, and therefore provides us with a more complete and accurate data set. We will adopt this categorisation for the purposes of this report from this point onwards. Additionally, as of this year, we have amended the career pathway label for Academic to Academic and Research, and Research Programme to Programme Management. These both directly mirror what is in our internal system and therefore ensure consistency of terminology.

Staff on the following grades have been grouped as Clinical for the purposes of creating a comprehensive data set: consultants, clinical lecturers, doctors in training, and staff on the NHS Agenda for Change pay scales. To clarify, this is a pay scale grading and has no impact or correlation to contract type. Our data on contract types encompasses Grades 4 – Leadership and includes staff on a clinical pay scale. When referring to Leadership, LSTM is referring to an internal pay scale that includes senior leaders both academic (including Professors) and non-academic.

Over the past academic year, we have improved data categorisations to maximise inclusivity, and we are in the process of encouraging staff to disclose this information. However, this means that where we have introduced new categories, data may be incomplete. This is something we are working to improve over the course this academic year.

For this year's report, we have relabelled what was referred to in our 2021 – 2022 report as Gender to Sex Identity (ID). This is because we are legally obliged to submit Sex ID to both HESA and HMRC, and because we do not yet have complete data on Gender Identity (ID) having only created this field as of this year. The number of staff who have actively disclosed their Gender ID in addition to their sex is not currently sufficient to report. We are working on increasing disclosure rates over the course of this academic year.
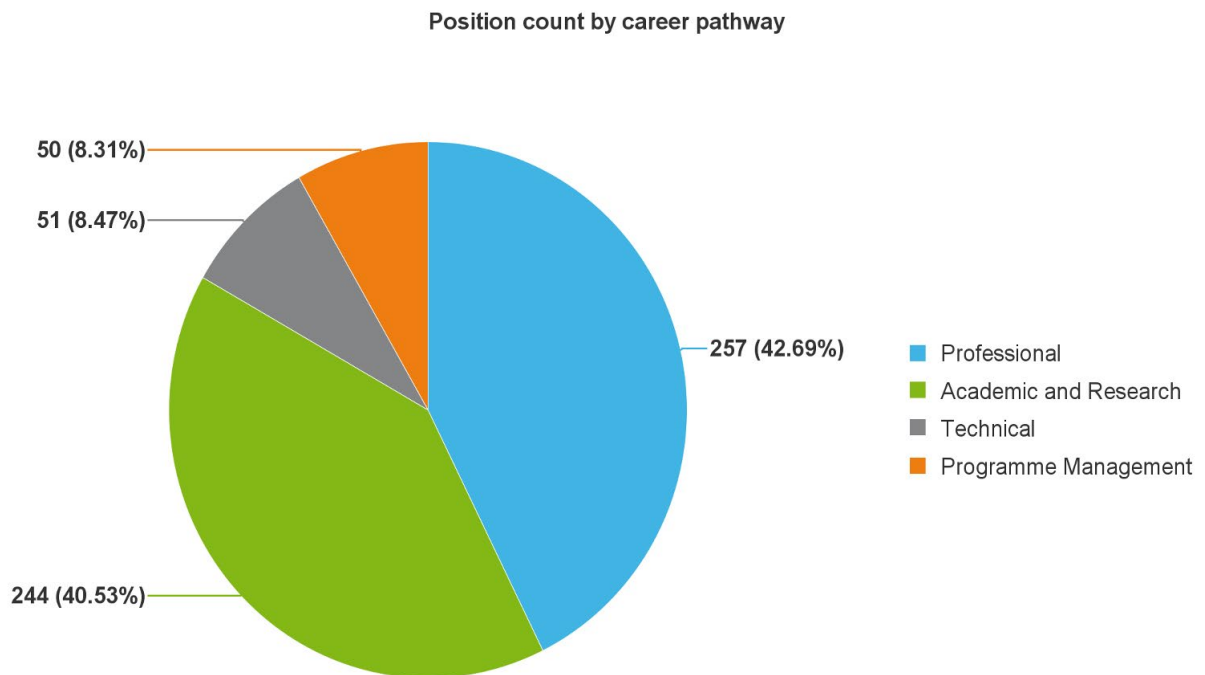
Overview

In our most recent 2023 snapshot (Figure 2) 91.64% of staff are based in the UK, with 8.36% based internationally. This remains closely aligned from our 2021 – 2022 data.

Figure 2: Staff Snapshot by location 2023 (%)

Headcount by location

50 (8.36%)

548 (91.64%)

■ UK
■ Non-UK
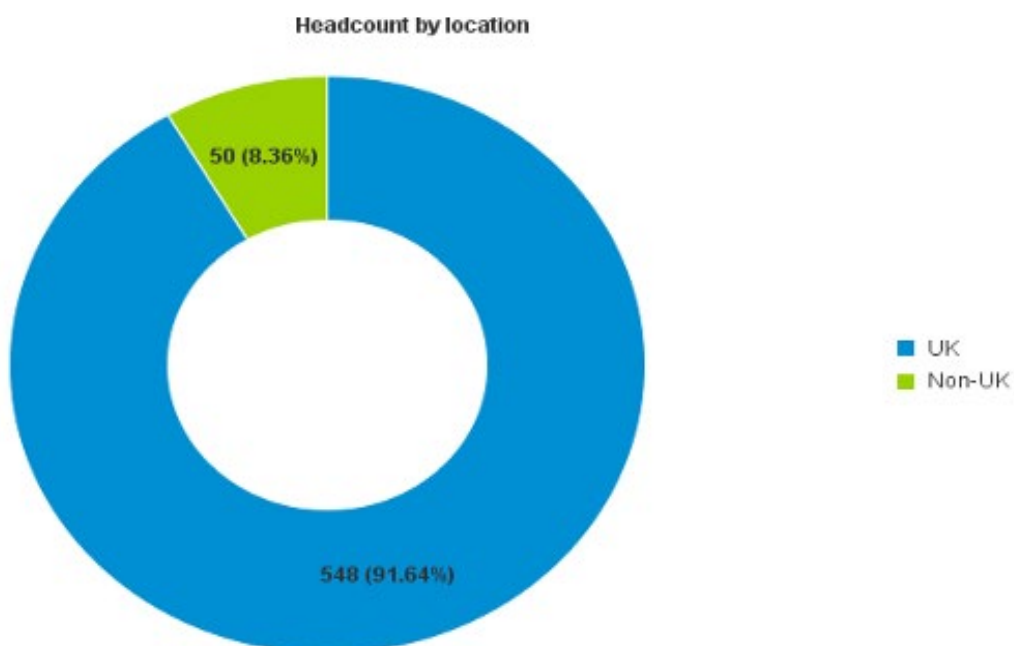
Most of LSTM's staff are employed in the Professional career pathway (42.69%) (Figure 3), with Academic and Research staff the second largest career pathway (40.53%). The remaining employees fall under the Technical (8.47%) and Programme Management (8.31%) career pathway. This represents a total number of 602 LSTM contracted staff on UK payroll.

Figure 3: Staff by career pathway

Position count by career pathway

- 50 (8.31%)
- 51 (8.47%)
- 257 (42.69%)
- 244 (40.53%)

■ Professional
■ Academic and Research
■ Technical
■ Programme Management

## SEX

LSTM's data on sex demonstrates a greater level of Female representation (63.71%) (Figure 4) than HESA benchmarks (54.53%), with 36.29% of LSTM staff Male. This is relatively in line with 2021 – 2022 LSTM staff data, with 64.62% of staff Female and 35.38% Male.

Figure 4: Overall staff sex split (%)

Sex (%)

- 217 (36.29%)
- 381 (63.71%)

■ Female
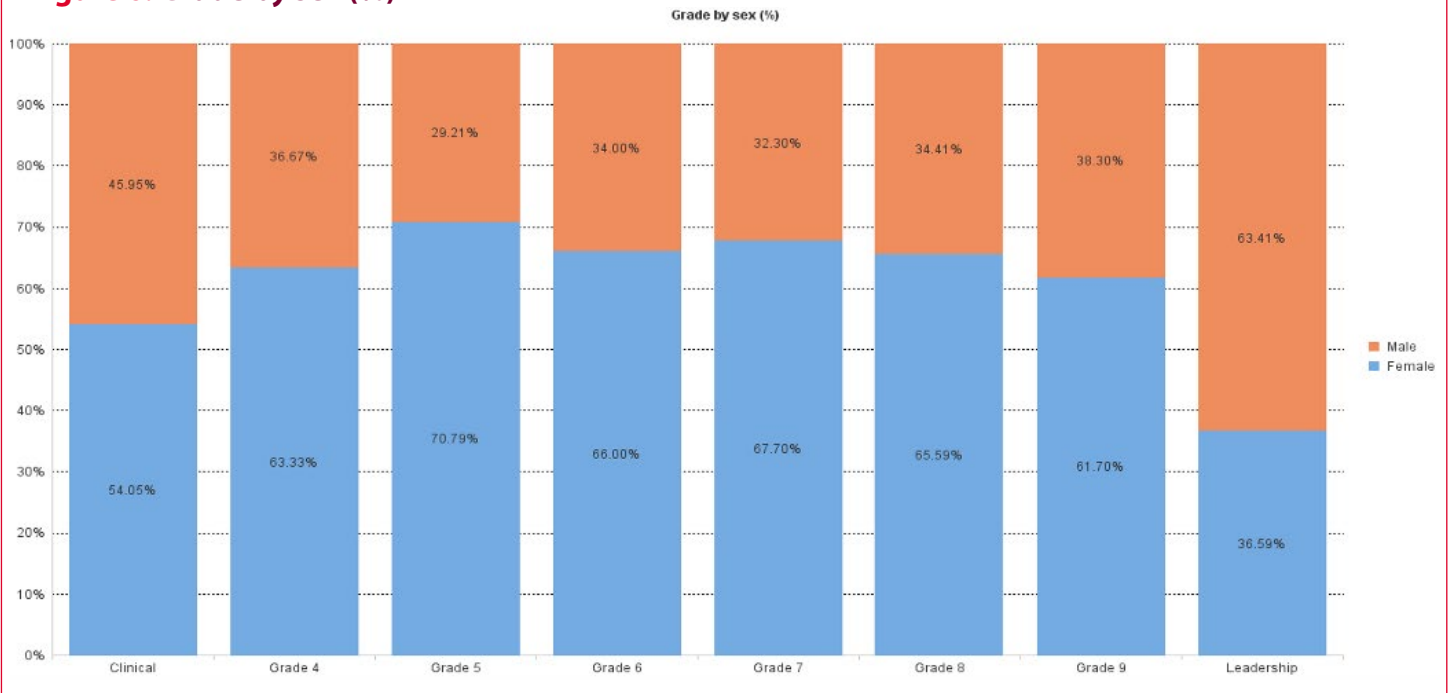■ Male

APPROX WORD COUNT: **109**
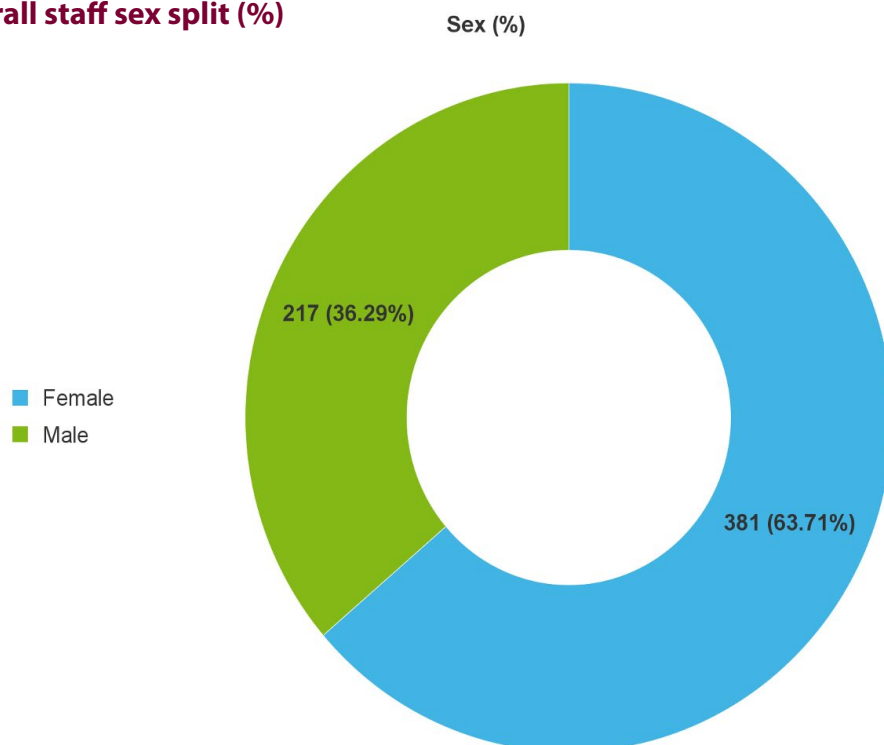
When we look at career pathway by Sex (Figure 5) we find the highest percentage of Females in the Programme Management career pathway (84.00%), with the lowest representation of Females in the Technical career pathway (58.82%). The highest percentage of Males can be found in the Academic and Research career pathways (43.03%), with only 16.00% of Programme Management identifying as Male.

Figure 5: Career pathway by sex (%)
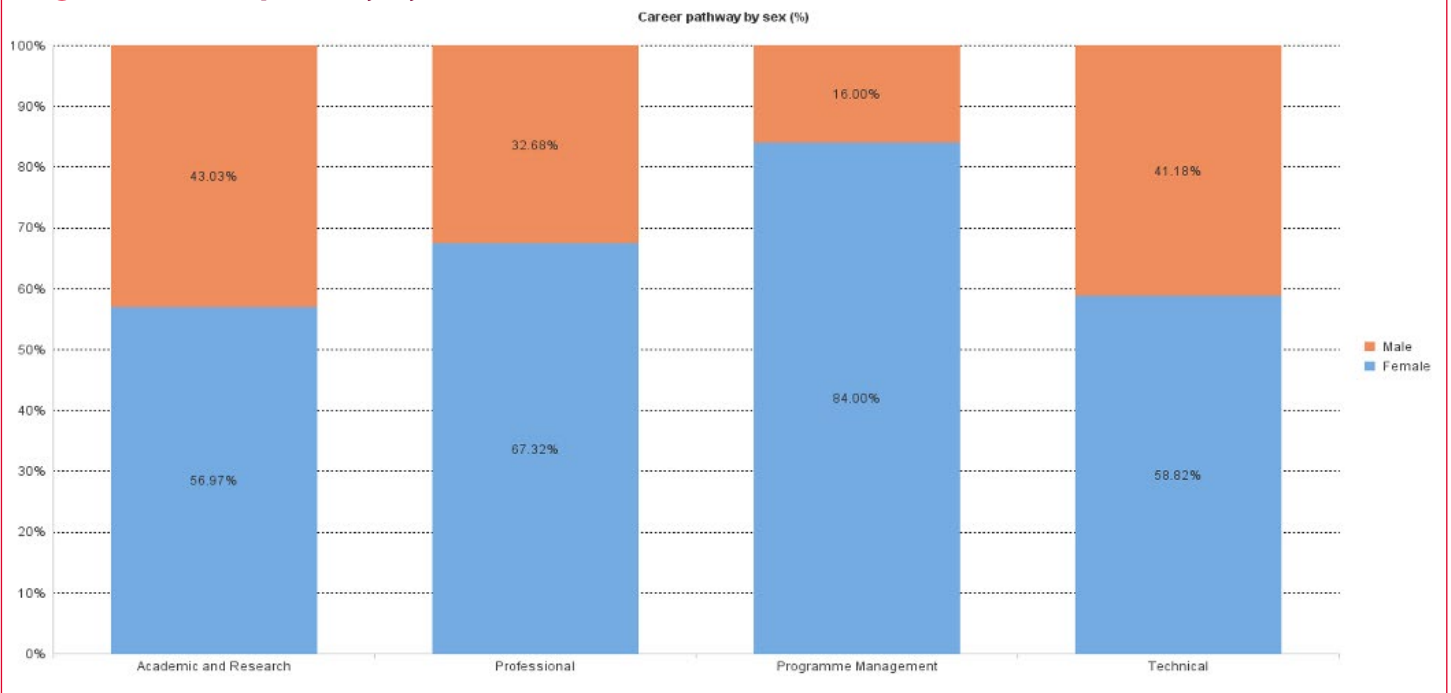
Looking across grades (Grade 4 – Leadership, excluding Clinical) Female representation significantly reduces at a Leadership level with only 36.59% of Leadership identifying as Female (Figure 6). In comparison 63.41% of Leadership are Male, whilst constituting only 36.29% of the overall workforce (Figure 4). Compared to 2021 – 2022 LSTM staff data, there has been a 6.59% increase in representation of Females at Leadership level.

Figure 6: Grade by sex (%)

APPROX WORD COUNT: **137**

As of 2022 – 2023 Grade 4 (63.33% Female and 36.67% Male) is most reflective of LSTM's general staff population (63.71% Female and 36.29% Male) (Figure 4). This shows an improvement in Male representation at a Grade 4 by 11.67% compared to 2021 – 2022 data. Grades 5 – 9 are more Female dominated, particularly at a Grade 5 which shows the highest representation of Females (70.79%) (Figure 6) compared to last year's data which showed the most Female representation at a Grade 4 at 75%.

In comparison to 2021 – 2022, the biggest decrease in Female representation across Grades in 2022 – 2023 (other than at a Grade 4 which has shifted to be more in keeping with LSTM's overall sex split) can be found at a Grade 9 (6.72% reduction), and then a Grade 6 (4.53%) as highlighted below:

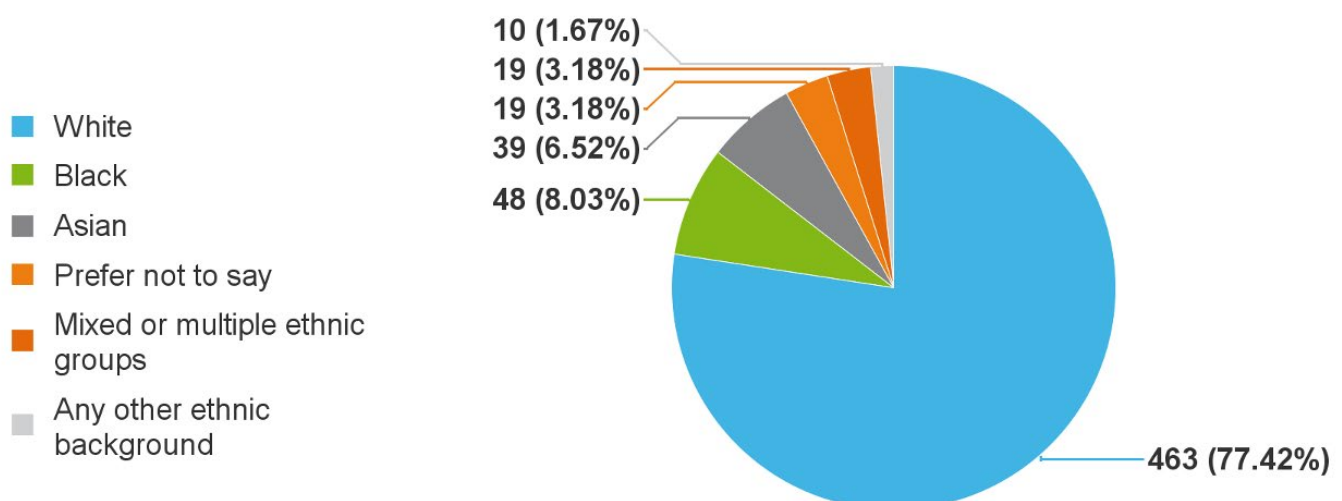| Grade	4	5	6	7	8	9	Leadership
% Females 2021 – 2022	75%	70.53%	70.53%	68.7%	65.09%	68.42%	30%
% Females 2022 – 2023	63.33%	70.79%	66.00%	67.70%	65.59%	61.70%	36.59%
% difference	-11.67%	+0.26%	-4.53%	1%	+0.50%	-6.72%	+6.59%

Progression of women to senior leadership positions is an action identified in the Athena Swan Silver action plan and is something LSTM's Talent and Capability Team will look to tackle via targeted development and progression opportunities.

ETHNICITY

LSTM's 2022 – 2023 overall staff data on Ethnicity (Figure 7) shows that 77.42% of staff identify as white, with 22.58% of staff identifying as Black, Asian and Minority Ethnic (BAME). This is an increase on 2021 – 2022 data which evidenced 17.94% of staff identified as BAME. The biggest cohort of BAME staff at LSTM identify as Black (8.03%) (Figure 7).

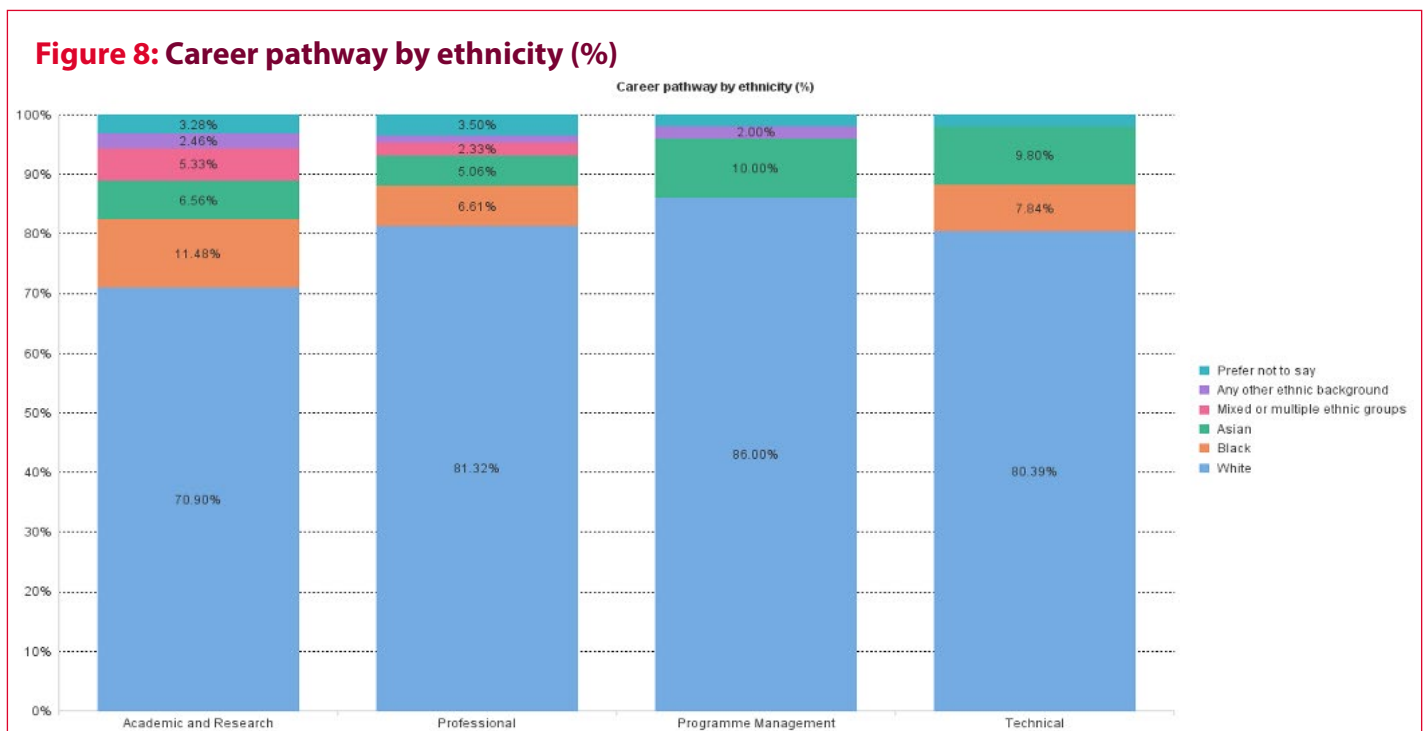**Figure 7: Ethnicity of overall staff**

Ethnicity (%)

- White
- Black
- Asian
- Prefer not to say
- Mixed or multiple ethnic groups
- Any other ethnic background

10 (1.67%)
19 (3.18%)
19 (3.18%)
39 (6.52%)
48 (8.03%)
463 (77.42%)

APPROX WORD COUNT: **239**

The table below compares overall staff data on Ethnicity disclosed in 2021 – 2022 to 2022 – 2023 data:

Overall staff Ethnicity profile	White	Black	Asian	Mixed	Any other ethnic background	Prefer not to say
2021 – 2022	78.57%	5.98%	6.81%	3.16%	1.99%	3.49%
2022 – 2023	77.42%	8.03%	6.52%	3.18%	1.67%	3.18%
% difference	-1.15%	+2.05%	-0.29%	+0.02%	-0.32%	-0.31%

LSTM has higher representation of staff who identify as Black compared to HESA benchmarks (8.03% LSTM compared to HESA 2.93%, Figure 1). This could be linked to the international nature of LSTM's mission, the institution's global reach, profile and presence and partnerships in the Global South. The improvement in representation of Black staff at LSTM may be a result of improved disclosure rates, increased recruitment or talent attraction, or evidence of improved staff confidence because of race equity and anti-racism efforts.

In comparison to HESA, LSTM has slightly lower representation of staff identifying as Asian (LSTM 6.52% compared to HESA 8.88%, Figure 1). As a global organisation LSTM should look to establish its own baselines on Ethnicity and monitor these yearly. LSTM's rates of prefer not to say are much lower compared to HESA's Ethnicity not known category (3.18% compared to HESA 7.88%) - although the categorisations are not identical.

When we look at Ethnicity across career pathway (Figure 8) we find the most BAME representation in the Academic and Research career pathway (25.83%). Following this, the second largest cohort of BAME staff can be found in the Technical career pathway at 17.64%. Last year's 2021 – 2022 data showed 9.8% of Technical staff identified as BAME. The number of staff in this career pathway remains the same this year compared to last year at 51 members of staff. This increase in BAME staff could therefore be assumed to be a result of either increases through recruitment, increased rates of disclosure, or a combination of both.

Figure 8: Career pathway by ethnicity (%)

Career pathway by ethnicity (%)

Legend: Prefer not to say; Any other ethnic background; Mixed or multiple ethnic groups; Asian; Black; White

Academic and Research: White 70.90%, Black 11.48%, Asian 6.56%, Mixed 5.33%, Any other 2.46%, Prefer not to say 3.28%

Professional: White 81.32%, Black 6.61%, Asian 5.06%, Mixed 2.33%, Prefer not to say 3.50%

Programme Management: White 86.00%, Asian 10.00%, Any other 2.00%

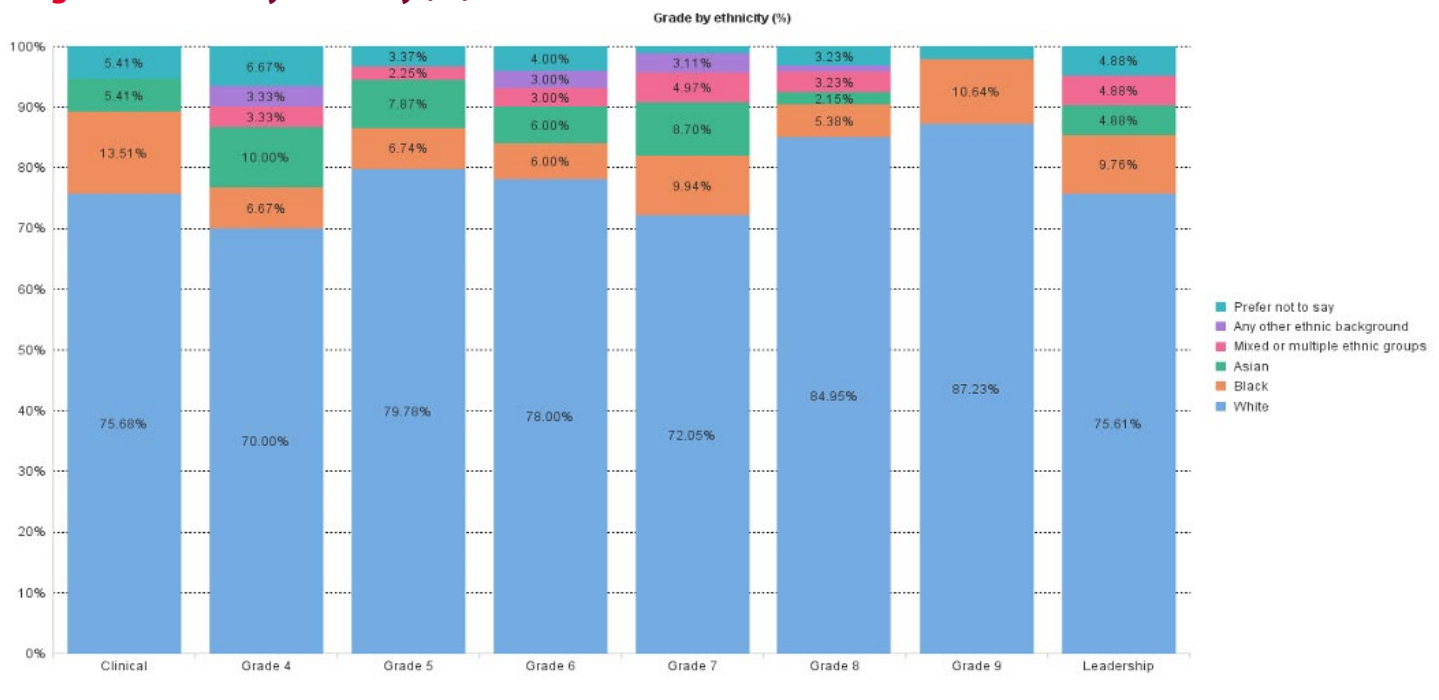Technical: White 80.39%, Black 7.84%, Asian 9.80%

In the case of Ethnicity across grades (Grade 4 – Leadership excluding Clinical) the highest percentage of BAME staff can be found at a Grade 4 (30%) (Figure 9), proceeded by a Grade 7 (26.97%) and then Leadership (19.57%). In comparison, in 2021 – 2022 the highest percentage of BAME staff was found at a Grade 7.

The increase in BAME representation at a Grade 4 compared to 2021 – 2022 (which was under 15%) is a significant improvement. Whilst it appears at a Grade 9 that the only cohort of BAME staff represented are staff who identify as Black (10.64%), this will require further investigation to support initiatives seeking to address the barriers to progress across career points for BAME staff.

The highest percentage of prefer not to say appears at a Grade 4 at 6.67%, followed by Leadership at 4.88%. This may be reflective of cultural concerns on disclosing Ethnicity data or attributed to lack of staff confidence from both entry level staff and the most senior staff at the organisation.

Figure 9: Grade by ethnicity (%)

In 2021 – 2022 the highest percentage of BAME staff was found at a Grade 7. Whereas, as of 2022 – 2023, from a Grade 4 – Leadership excluding Clinical, the highest percentage of BAME staff can be found at a Grade 4 (30%) proceeded by a Grade 7 (26.97%) and then Leadership (19.57%) (Figure 9). It appears at a Grade 9 that the only cohort of BAME staff represented are staff who identify as Black (10.64%), this will require further investigation to support initiatives seeking to address the barriers to progress across career points for BAME staff. The highest percentage of prefer not to say appears at a Grade 4 at 6.67%, followed by Leadership at 4.88%. This may be reflective of cultural concerns on disclosing Ethnicity data or attributed to lack of staff confidence from both entry level staff and the most senior staff at the organisation.
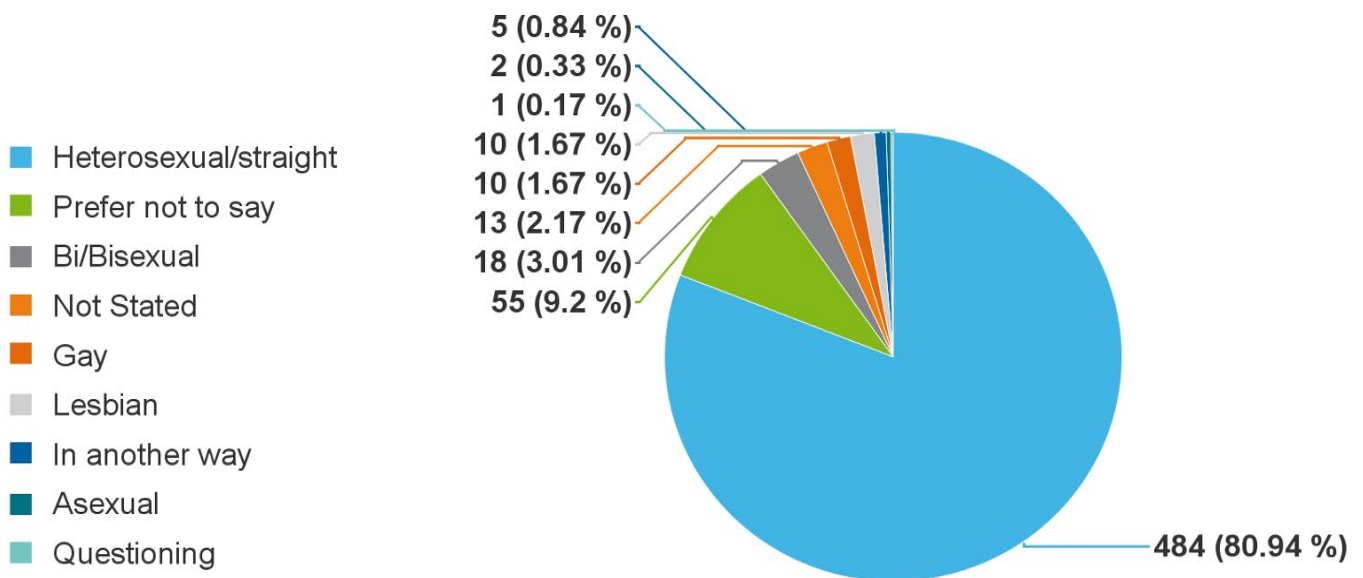
SEXUALITY

In 2021 – 2022 we categorised sexuality across the following categories: Heterosexual, Gay Man, Bisexual, Gay Woman/Lesbian. Whereas, as of 2022 – 2023, we have implemented more inclusive categories following consultation with our LGBTQ+ Staff Network. These categories now include Heterosexual/straight, Bi/Bisexual, Gay, Lesbian, Questioning, Asexual and In any other way. We've also added Prefer not to say, as well as Not stated. For the purposes of this report due to small data sets and to allow for meaningful analysis, we will refer to all sexualities other than Heterosexual as Any other sexuality (this excludes Prefer not to say, In any other way and Not stated - which are stand alone categories).

In terms of LSTM's overall staff picture on sexuality (used interchangeably with sexual orientation) 80.94% of staff identify as Heterosexual, with 7.19% identifying as Any other sexuality including the category In any other way (Figure 10).)

Figure 10: Sexual orientation (%)

Sexual orientation (%)

Legend:
- Heterosexual/straight
- Prefer not to say
- Bi/Bisexual
- Not Stated
- Gay
- Lesbian
- In another way
- Asexual
- Questioning

Values:
- 5 (0.84 %)
- 2 (0.33 %)
- 1 (0.17 %)
- 10 (1.67 %)
- 10 (1.67 %)
- 13 (2.17 %)
- 18 (3.01 %)
- 55 (9.2 %)
- 484 (80.94 %)

Overall, 9.2% of staff prefer not to say (Figure 10). The highest percentage of staff who selected prefer not to say (Figure 11) can be found at Clinical at 13.51%, followed by Grade 6 at 11% and then Grade 7 at 10.56%. The lowest rate of prefer not to say can be found at Leadership level at 4.88%.

Figure 11: Grade by sexual orientation (%)

Grade by sexual orientation (%)
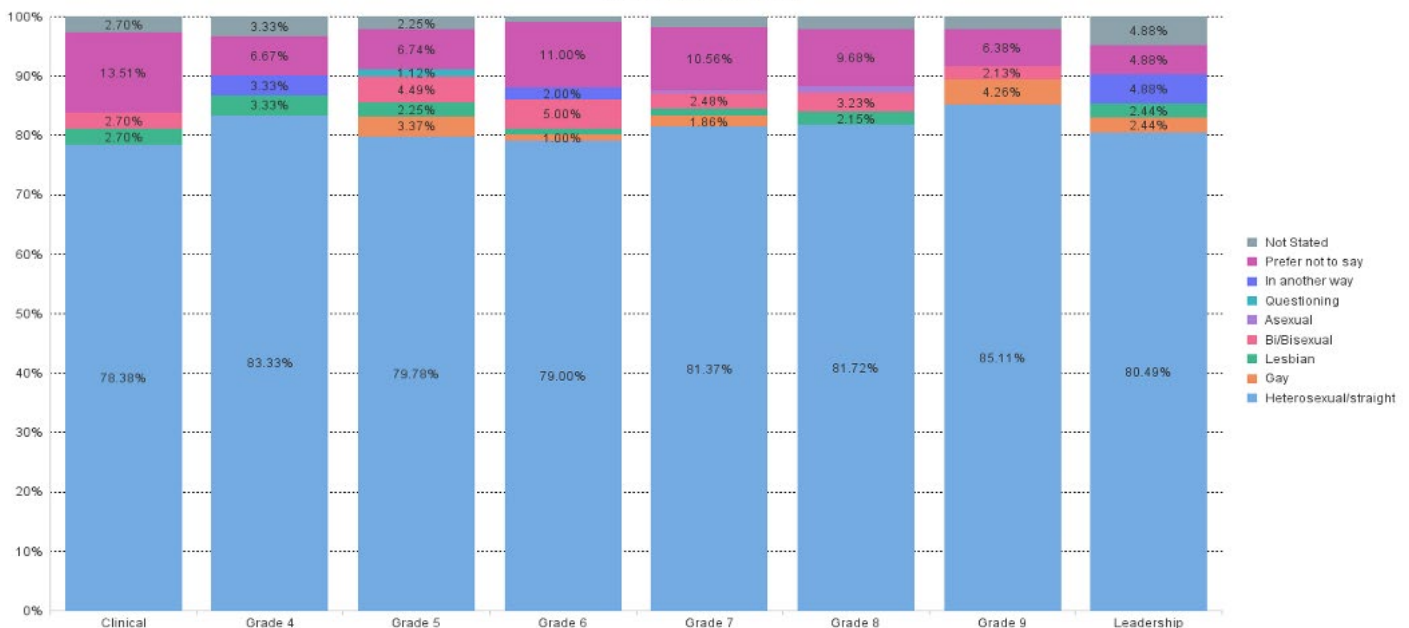
When we look at the percentage of Any other sexuality across career pathways (Figure 12) we find the biggest percentage of staff who identify as Any other sexuality in Programme Management (18%), followed by Technical (11.72%). The lowest representation of staff who identify as Any other sexuality can be found in the Professional career pathway (5.46%) followed by Academic and Research (6.96%).

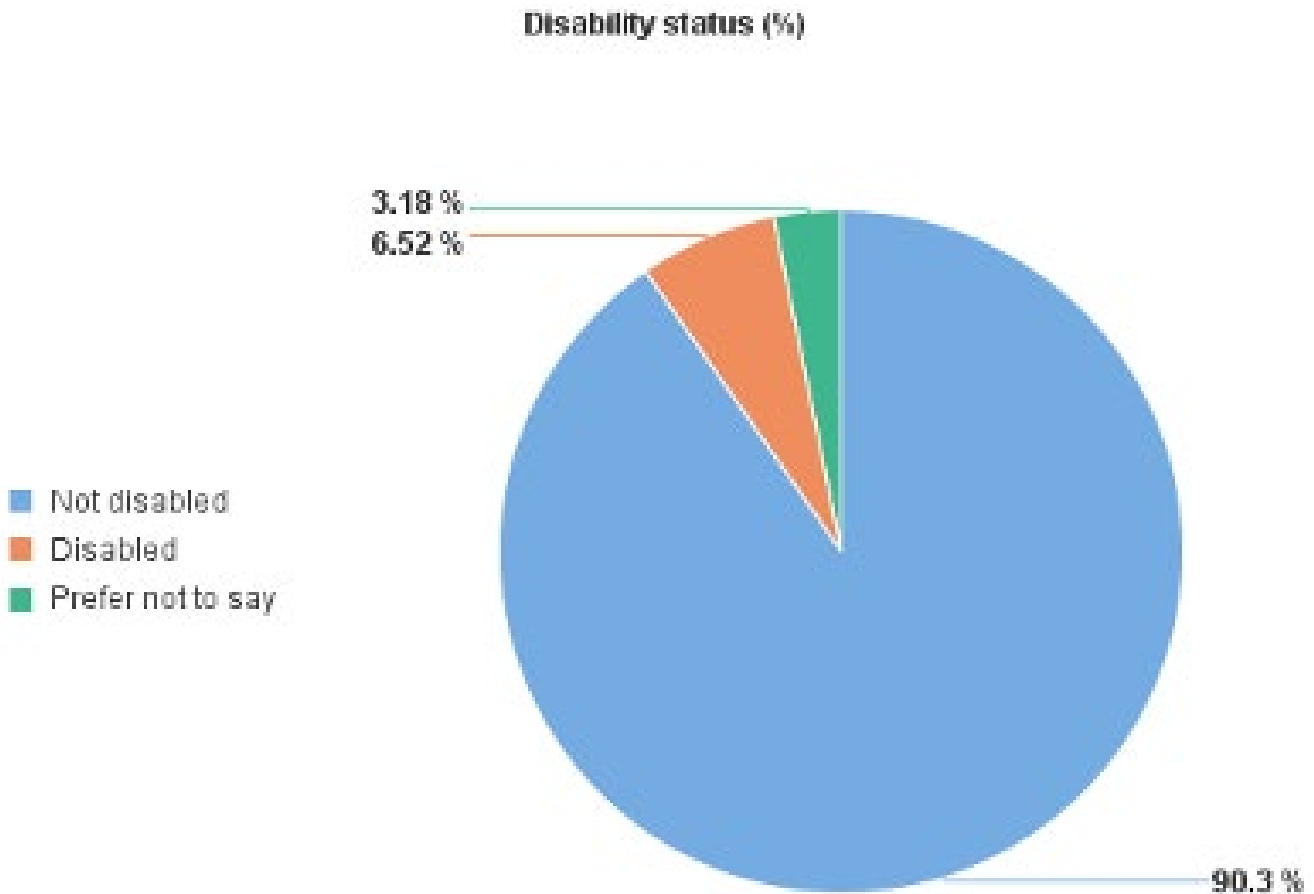**Figure 12: Career pathway by sexual orientation (%)**
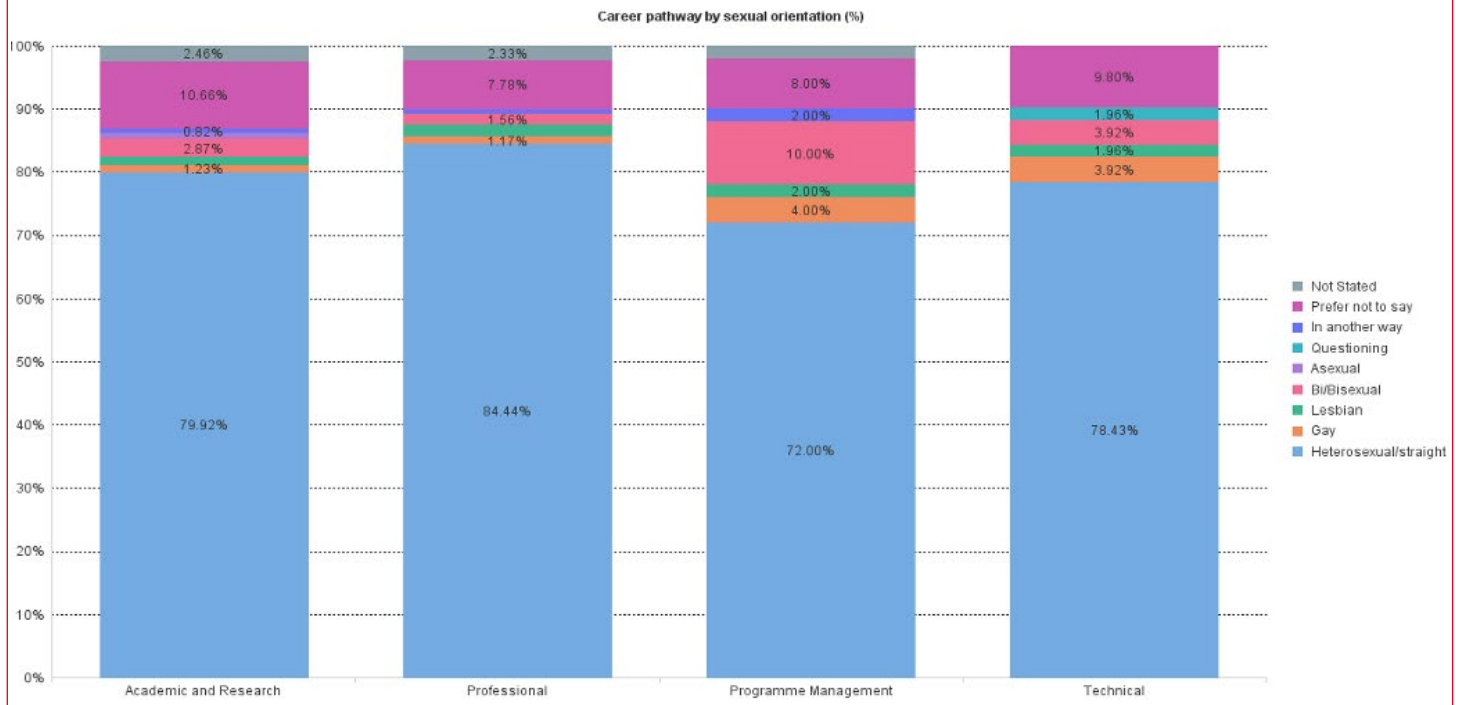
The biggest percentage of prefer not to say can be found in the Academic and Research career pathway at 10.66% (Figure 14). LSTM's Academic and Research career pathway talent pool is made up of international talent and not only has a huge global reach, but a huge global impact, particularly in the Global South. This is reflected in the BAME make-up of the career pathway, with 25.83% identifying as BAME. Consequently, international travel linked to international work paired with anti-LGBTQ+ legislation found internationally, may impact confidence in disclosing Any other sexuality from staff in this career pathway. Over the past academic year LSTM's newly appointed Global Safety and Security Manager has worked with the ED&I Manager and LGBTQ+ ED&I Staff Network to develop essential LGBTQ+ Travel Guidance. Future opportunities to increase confidence amongst LGBTQ+ staff may include effective communication of this guidance.

DISABILITY

HESA data shows 93.15% of staff (Figure 1) identify as not disabled with 6.85% identifying as disabled. LSTM's overall staff data on disability status is closely aligned with HESA, with 90.3% of staff identifying as not disabled and 6.52% of staff identifying as disabled (Figure 13). This reflects a marginal improvement in disclosure rates on disability compared to 2021 – 2022 when 5.48% of staff identified as disabled.

APPROX WORD COUNT: **280**

Figure 13: Disability status (%)

Disability status (%)

- Not disabled — 90.3 %
- Disabled — 6.52 %
- Prefer not to say — 3.18 %

Across grades our highest percentage of staff who identify as disabled can be found at a Grade 5 (10.11%), (Figure 14). The lowest percentage of staff identifying as disabled can be found at a Grade 8 (4.30%), followed by a Leadership (4.88%) and then Grade 7 (4.97%).

Figure 14: Grade by disability (%)

Grade by disability (%)

Grade	Not disabled	Disabled	Prefer not to say
Clinical	86.49%	8.11%	5.41%
Grade 4	80.00%	10.00%	10.00%
Grade 5	89.89%	10.11%	
Grade 6	90.00%	7.00%	3.00%
Grade 7	90.68%	4.97%	4.35%
Grade 8	91.40%	4.30%	4.30%
Grade 9	93.62%	6.38%	
Leadership	95.12%	4.88%	
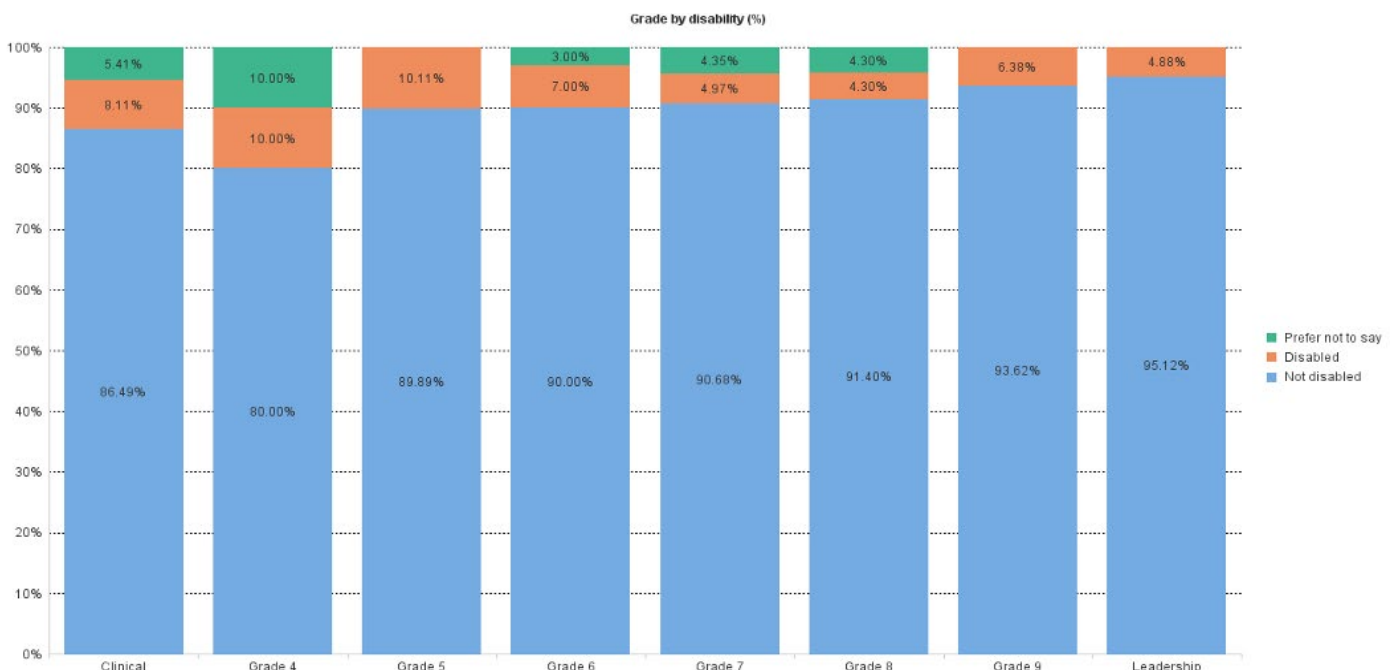
The largest percentage of staff who have selected prefer not to say can be found at a Grade 4 at 10% which is significant in comparison to all other grades (Figure 14). This may suggest that staff on lower grades feel more precarious and have less confidence in disclosing a known disability. LSTM plans to prioritise improving institutional awareness of the support available for both visible and non-visible disabilities via communications. There may also be opportunities to review and improve support available led by Human Resources, in consultation with the newly established Disability and Carers Network.

Recruitment

To effectively monitor and inform ED&I priorities in relation to recruitment, the data contained within this report is from the stage of candidate application. Over the 2022 - 2023 academic year, LSTM has appointed a new Talent Acquisition Manager and implemented a new Applicant Tracking System with improved data categorisations and capture. Extensive work has been done to improve data capture over the hiring life cycle and this will continue to be enhanced and refined over the course of the 2023 – 2024 academic year.

Below is an overview of the recruitment data, generated from our Applicant Tracking System. This dataset covers the period from **1st September 2022 – 31st July 2023**. Data has been categorised under the following: Gender (rather than Sex ID as LSTM does not does not need to request this information from candidates), Ethnicity and Sexuality. Data on Sexuality can be found with commentary in the appendix of this report. Due to small numbers Disability data cannot be provided at this stage, however we endeavour to provide this data as part of our 2024 – 2025 annual report.

We have analysed key stages in the recruitment process, to show % representation within the candidate pool. Within each graph is a 'total' benchmark for that stage of the process. To ensure recruitment and selection processes are inclusive, we need to see close alignment between the percentage representation from each category and the percentage benchmark 'total' figure at the top of the graphs below.

Key Information (volume):

Number of Applications	6140
Number of Shortlisted Applicants	840
Number of Interviewed Applicants	552
Number of Offers Made	125

GENDER

The below figure (Figure 15) provides an overview of the total volume of applications received and shortlisted by percentage across gender categories (including not answered). Looking at the 'Total' bar below we find that of the 6140 applications received, 13.68% of those were shortlisted. The gender categories listed show the percentage of the category that made it to shortlist, with 18.61% of all women shortlisted, compared with 11.35% of all men.

APPROX WORD COUNT: **415**

Figure 15: Gender – Application Vs Shortlisted (%)

Gender - Application Vs Shortlisted (%)

Candidate Descriptor	Shortlisted %	Not Shortlisted %
Total	13.68	86.32
Not Answered	12.47	87.53
In Any Other Way	19.61	80.39
Woman	18.61	81.39
Man	11.35	88.65

Legend: ■ Shortlisted % ■ Not Shortlisted %
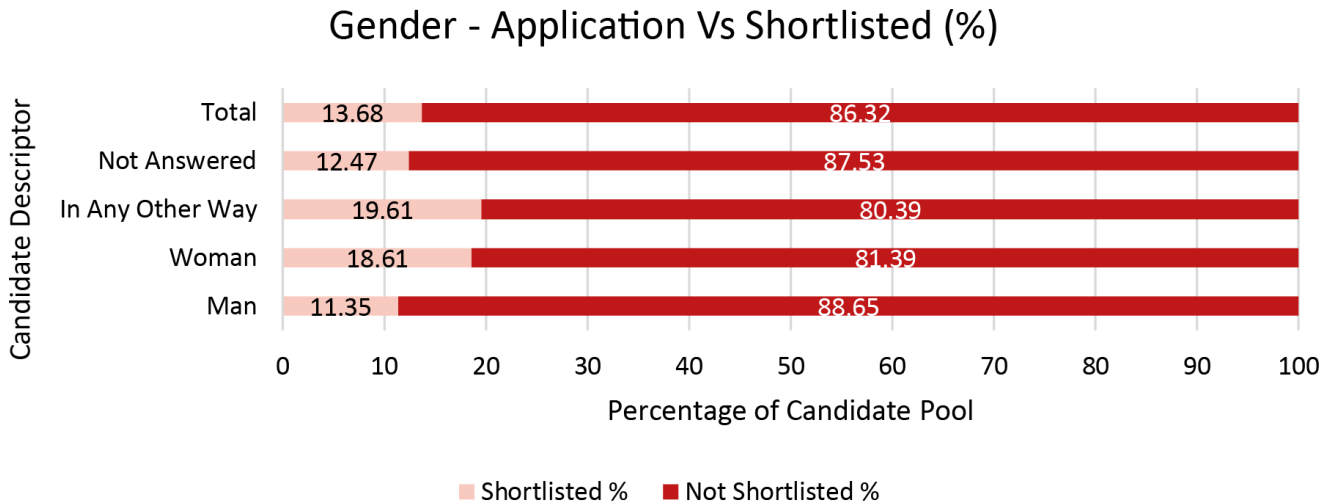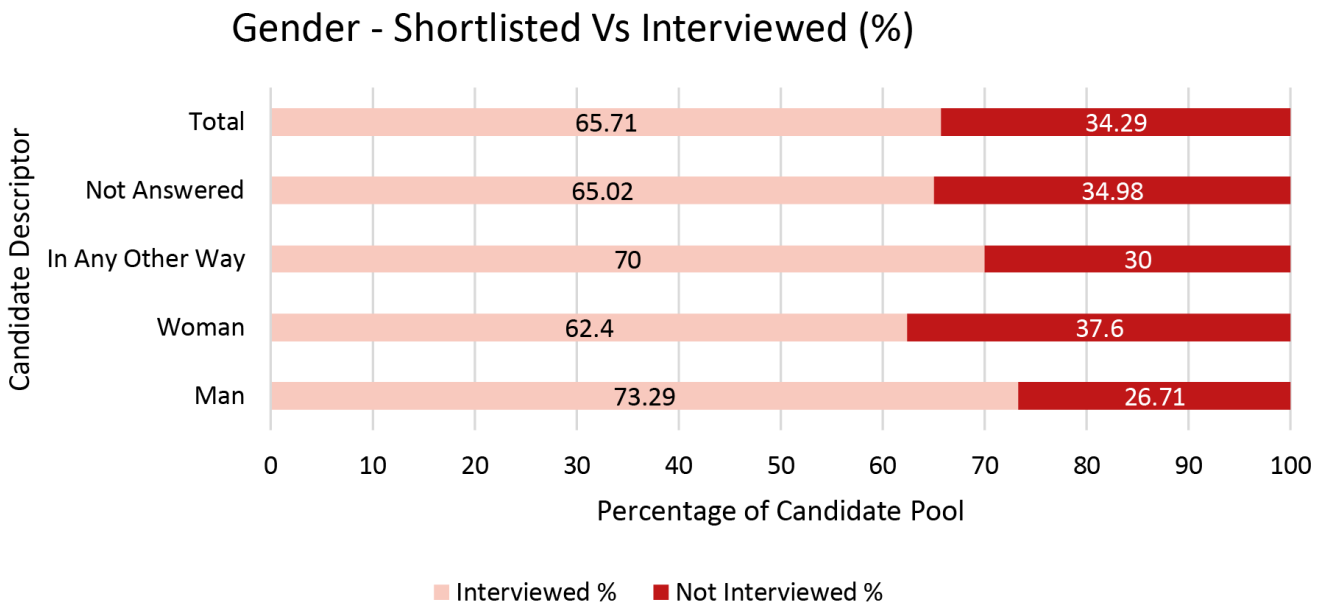
X-axis: Percentage of Candidate Pool

Figure 16 outlines an overview of the total volume of shortlisted applications, split by what percentage of each gender categories were interviewed (Figure 16), including not answered. Looking at the 'Total' bar below you can see that of the 840 candidates shortlisted, 65.71% of those were invited to interview. With 73.29% of the men interviewed, whilst of the category of women shortlisted vs interviewed, 62.4% were interviewed.

Figure 16: Gender – Shortlisted Vs Interviewed (%)

Gender - Shortlisted Vs Interviewed (%)

Candidate Descriptor	Interviewed %	Not Interviewed %
Total	65.71	34.29
Not Answered	65.02	34.98
In Any Other Way	70	30
Woman	62.4	37.6
Man	73.29	26.71

Legend: ■ Interviewed % ■ Not Interviewed %

X-axis: Percentage of Candidate Pool

When we look at the volume of candidates interviewed vs offers made, split by percentage across gender categories (including not answered), we find of all women interviewed 22.36% received an offer, whilst in comparison, of all men interviewed 15.89% received an offer (Figure 17). When looking at the 'Total' bar we find that overall, 552 candidates were shortlisted, and of that 552, 22.64% (125 candidates) were made an offer.

Figure 17: Gender – Interviewed Vs Offers Made (%)

Gender - Interviewed Vs Offers Made (%)
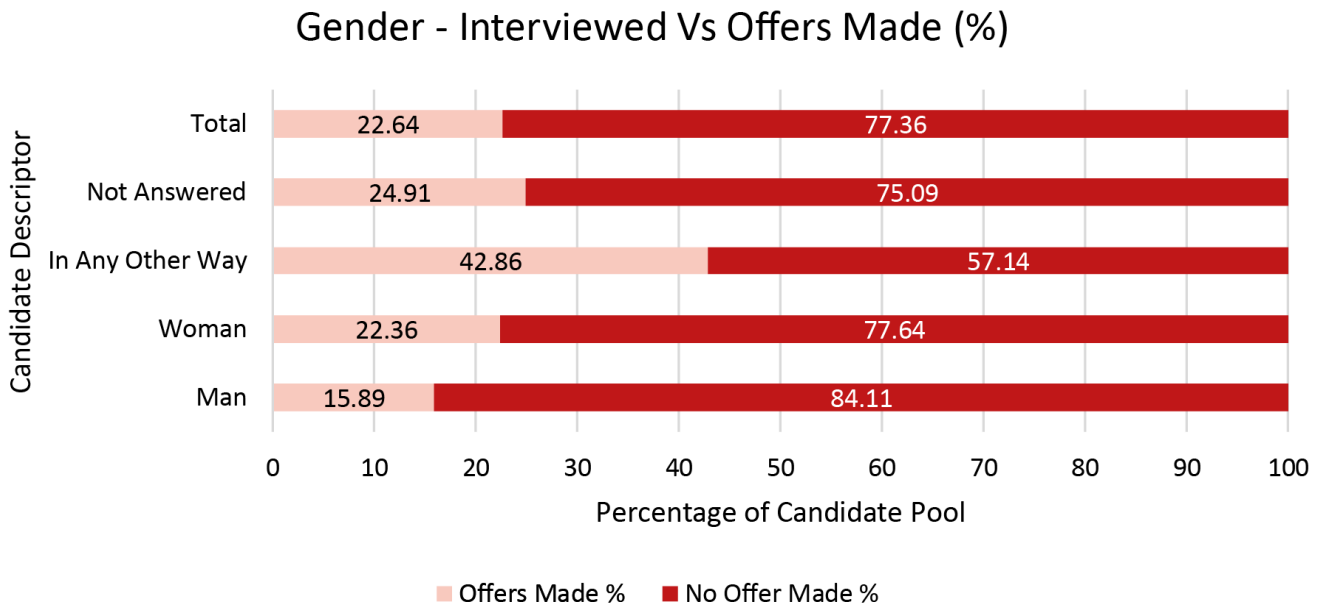
The graph below (Figure 18) provides a full overview of the recruitment process. In this graph, we are looking for the representation across each pool to remain consistent through each stage of the recruitment process. If we identified a percentage reduction at a particular stage, we would look to investigate the reasons why to ensure that applicants are not being adversely impacted through the selection process.
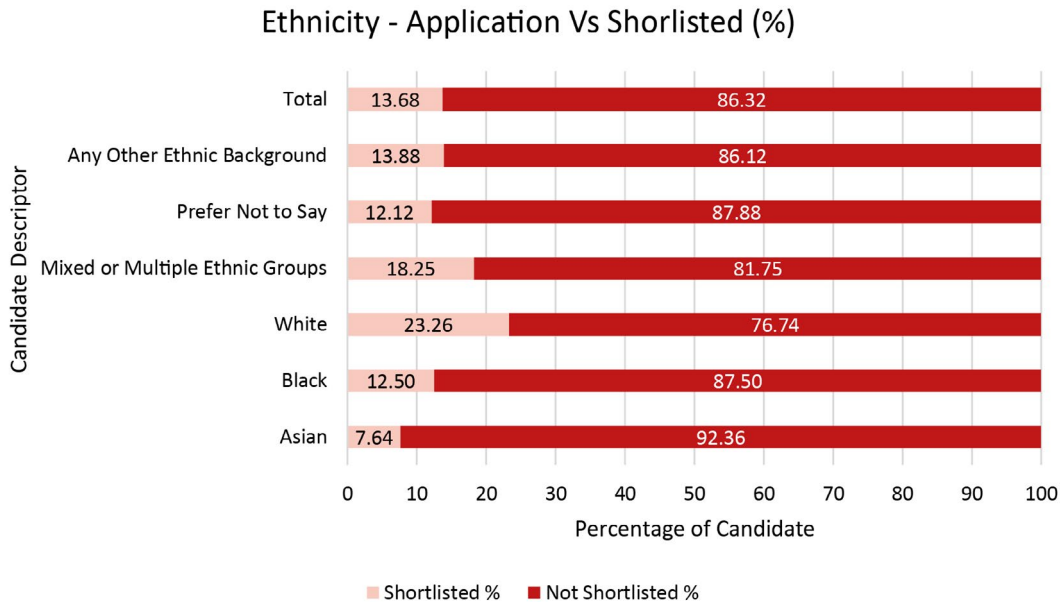
Figure 18: Recruitment Process Overview % - Gender

Recruitment Process Overview %
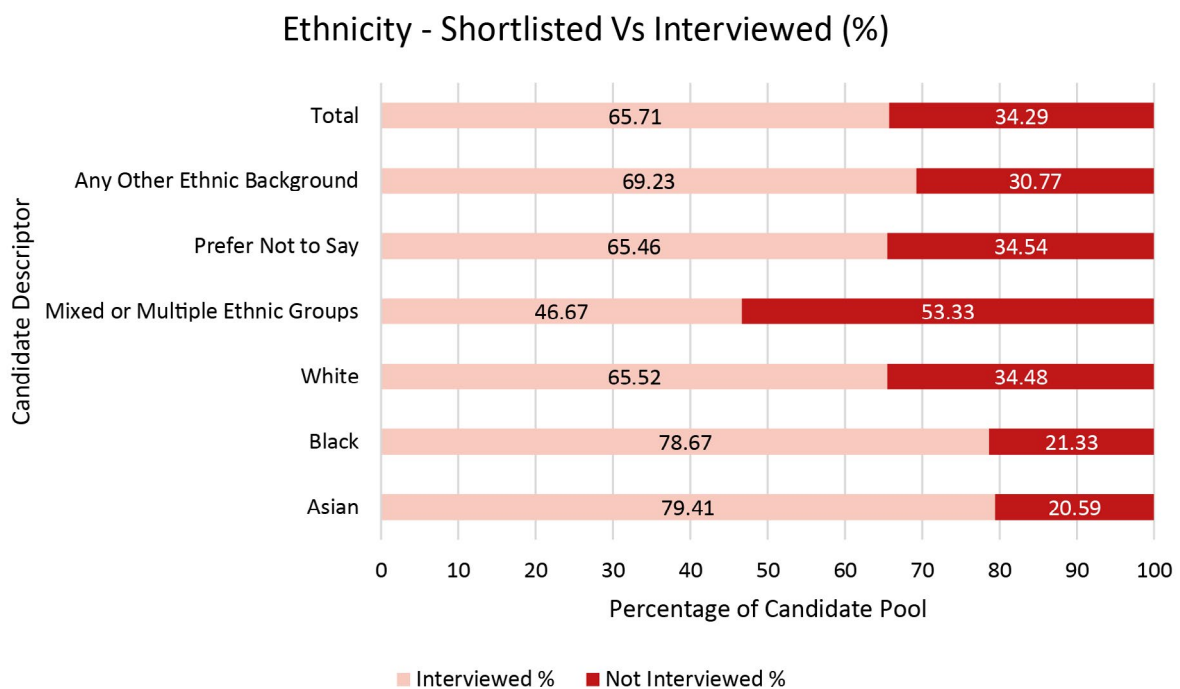
APPROX WORD COUNT: **151**
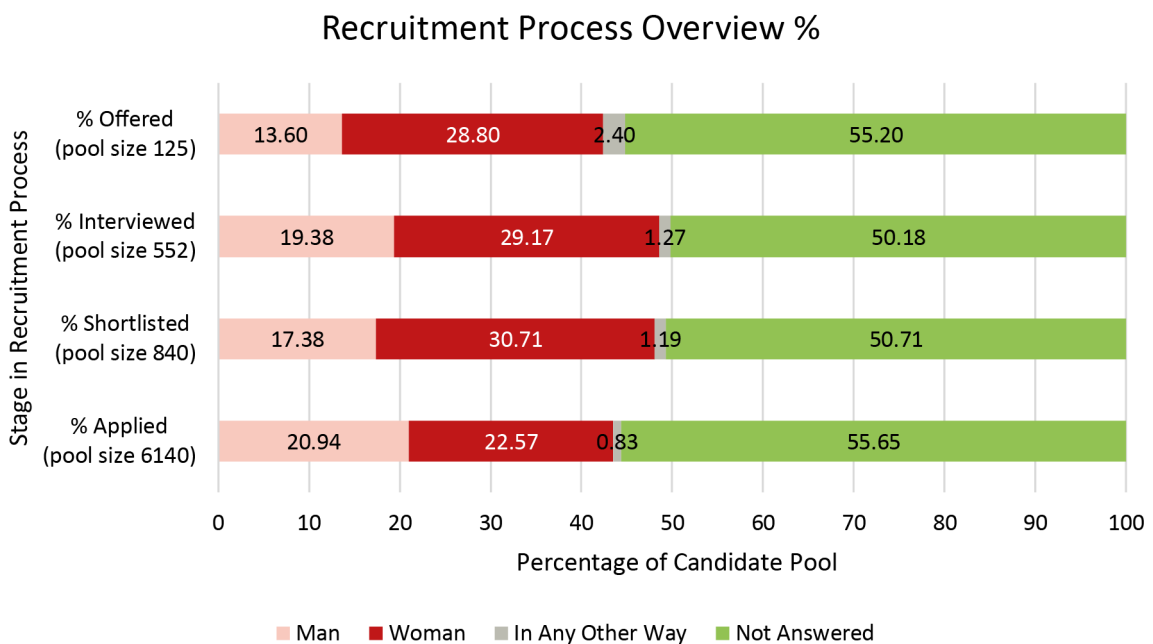
ETHNICITY

The below figure (Figure 19) provides an overview of the total volume of applications received and shortlisted by percentage across ethnicity categories (including not answered). The benchmark is the 'total' at the top of the graph – so for example, 13.68% of all applications are shortlisted, however, for Asian applicants only 7.64% of people were shortlisted. When compared with all other ethnic categories, this is significantly lower, so therefore further work should be done to review and address this.

Figure 19: Ethnicity – Application vs Shortlisted (%)

Ethnicity - Application Vs Shorlisted (%)

Candidate Descriptor	Shortlisted %	Not Shortlisted %
Total	13.68	86.32
Any Other Ethnic Background	13.88	86.12
Prefer Not to Say	12.12	87.88
Mixed or Multiple Ethnic Groups	18.25	81.75
White	23.26	76.74
Black	12.50	87.50
Asian	7.64	92.36

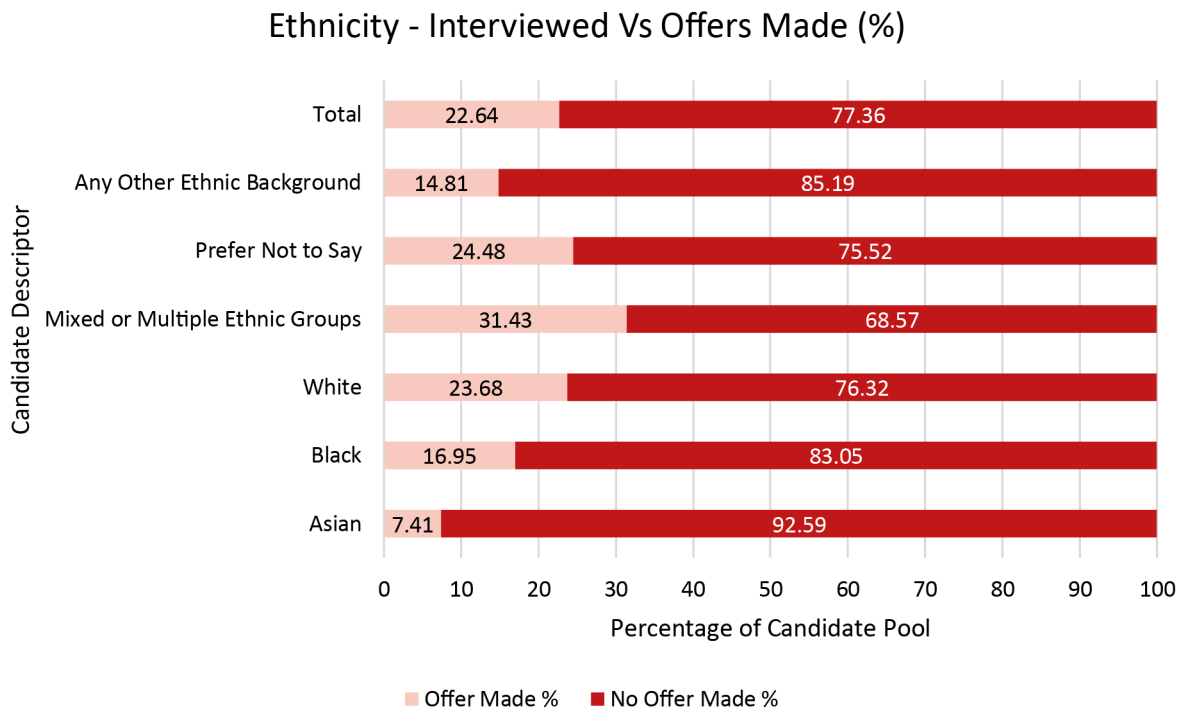Percentage of Candidate

■ Shortlisted % ■ Not Shortlisted %

Below is an overview of the total shortlisted applications showing what percentage of each ethnicity category were invited to interview (Figure 20). Looking at the 'Total' bar below you can see that 46.67% of Mixed or Multiple Ethnic Groups candidates were invited vs. 79.41% of candidates identifying as 'Asian'.

Figure 20: Ethnicity – Shortlisted Vs Interviewed (%)

Ethnicity - Shortlisted Vs Interviewed (%)

Candidate Descriptor	Interviewed %	Not Interviewed %
Total	65.71	34.29
Any Other Ethnic Background	69.23	30.77
Prefer Not to Say	65.46	34.54
Mixed or Multiple Ethnic Groups	46.67	53.33
White	65.52	34.48
Black	78.67	21.33
Asian	79.41	20.59

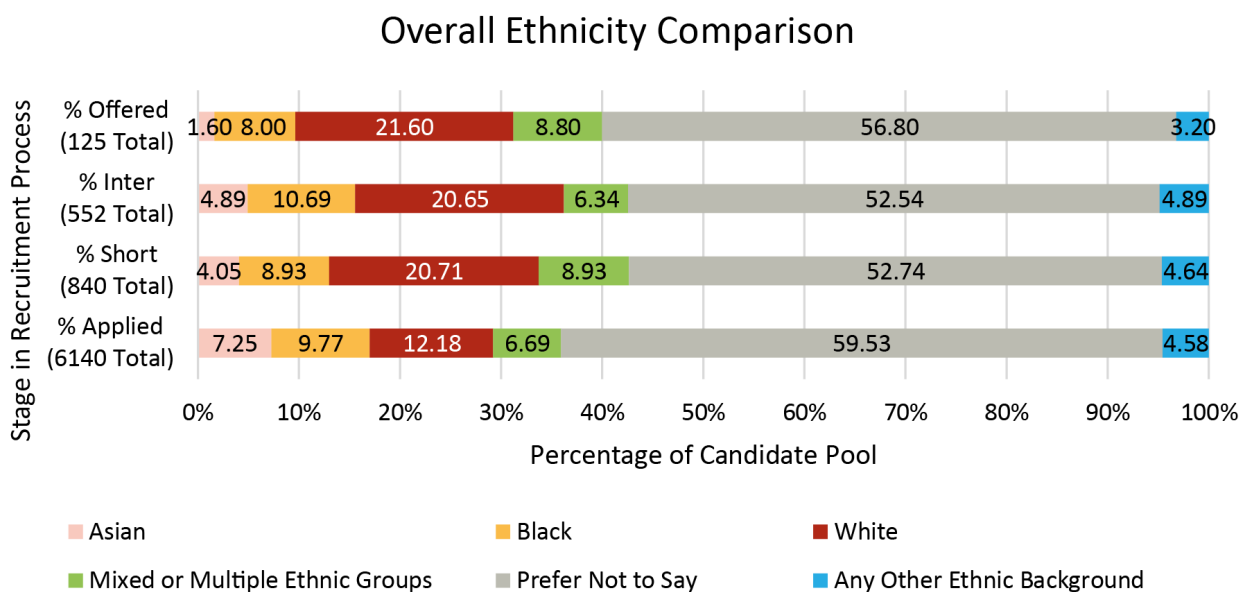Percentage of Candidate Pool

■ Interviewed % ■ Not Interviewed %

When looking at the overview of the total interviewed applications, showing what percentage of each ethnicity category were offered a role (Figure 21), we find that 31.43% of all Mixed or Multiple Ethnic Groups candidates were offered a role at LSTM, vs 7.41% of those identifying as Asian.

Figure 21: Ethnicity – Interviewed Vs Offers Made (%)

Ethnicity - Interviewed Vs Offers Made (%)

Candidate Descriptor	Offer Made %	No Offer Made %
Total	22.64	77.36
Any Other Ethnic Background	14.81	85.19
Prefer Not to Say	24.48	75.52
Mixed or Multiple Ethnic Groups	31.43	68.57
White	23.68	76.32
Black	16.95	83.05
Asian	7.41	92.59

Percentage of Candidate Pool

The graph below provides a full overview of ethnicity categories at each stage of the recruitment process. As mentioned above, we are looking at consistent representation at each stage of the recruitment process, with minimal drop off rates. Looking at the data below, it appears that candidates identifying as Asian perform well through the shortlisting to interview stage, however, the conversion rate to offer is much lower. The data evidences that white candidates are more likely to succeed at every stage. In future, we hope to include statistical analysis to draw conclusions, as well as reducing the percentage of prefer not to say.

Figure 22: Recruitment Process Overview – Ethnicity

Overall Ethnicity Comparison

Stage in Recruitment Process	Asian	Black	White	Mixed or Multiple Ethnic Groups	Prefer Not to Say	Any Other Ethnic Background
% Offered (125 Total)	1.60	8.00	21.60	8.80	56.80	3.20
% Inter (552 Total)	4.89	10.69	20.65	6.34	52.54	4.89
% Short (840 Total)	4.05	8.93	20.71	8.93	52.74	4.64
% Applied (6140 Total)	7.25	9.77	12.18	6.69	59.53	4.58

Percentage of Candidate Pool

APPROX WORD COUNT: **165**

Contract type

Location by contract type evidences a 50/50 split on fixed term vs permanent contracts internationally (Figure 27).

Figure 27: Contract type by location
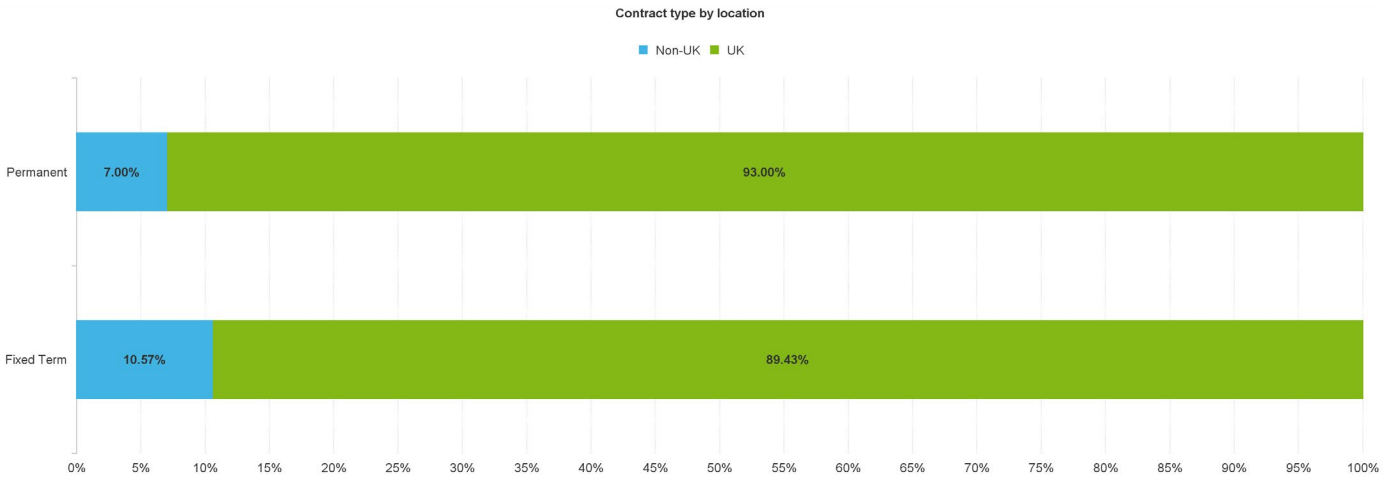
Whilst comparatively in the UK overall there are more LSTM staff on permanent contracts (60%) than fixed term (39.96%).

When we look at contract type by Sex ID (Figure 28) we find there is no clear link between Sex ID and contract type. According to Figure 28 there are more staff who identify as Female on fixed term contracts (65.45%) compared to Permanent contracts (62.75%) – with our overall staff profile 63.71% Female. Whilst there is a slightly higher percentage of Males on permanent contracts at 37.25%, compared to 34.55% on fixed term contracts – with our overall staff profile 36.29% Male.
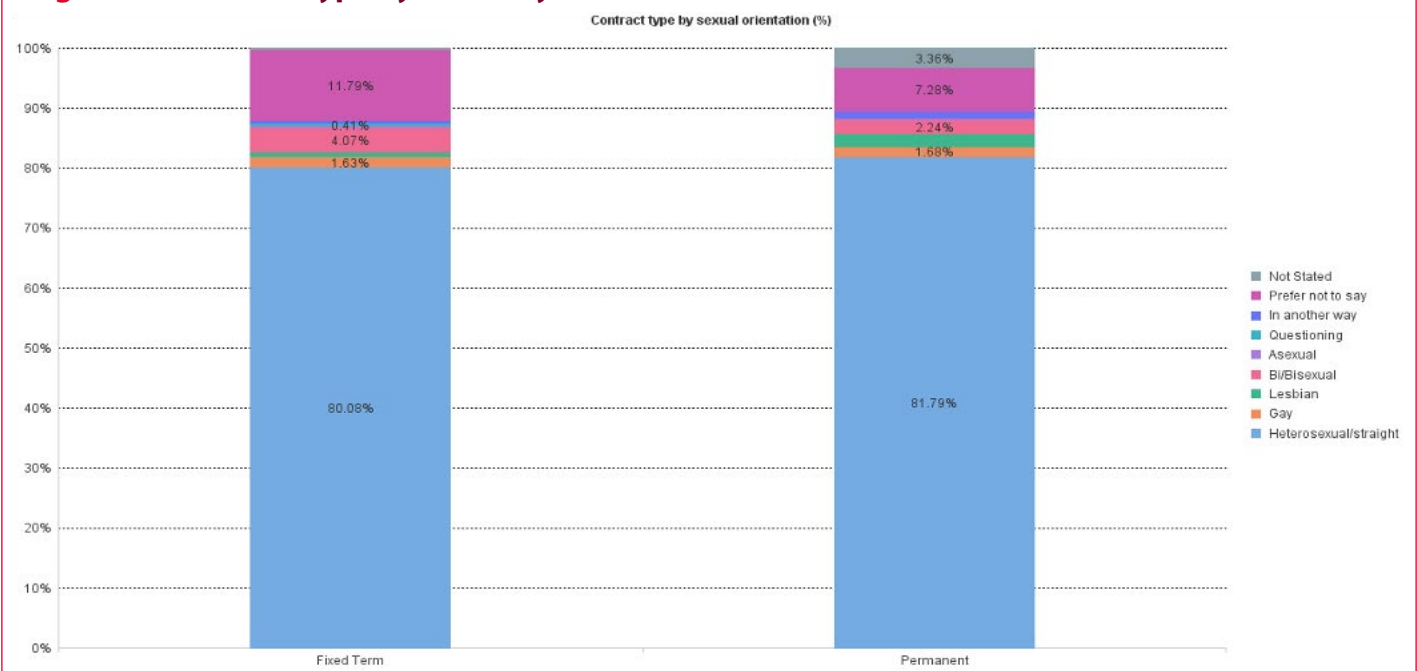
Figure 28: Contract type by sex (%)
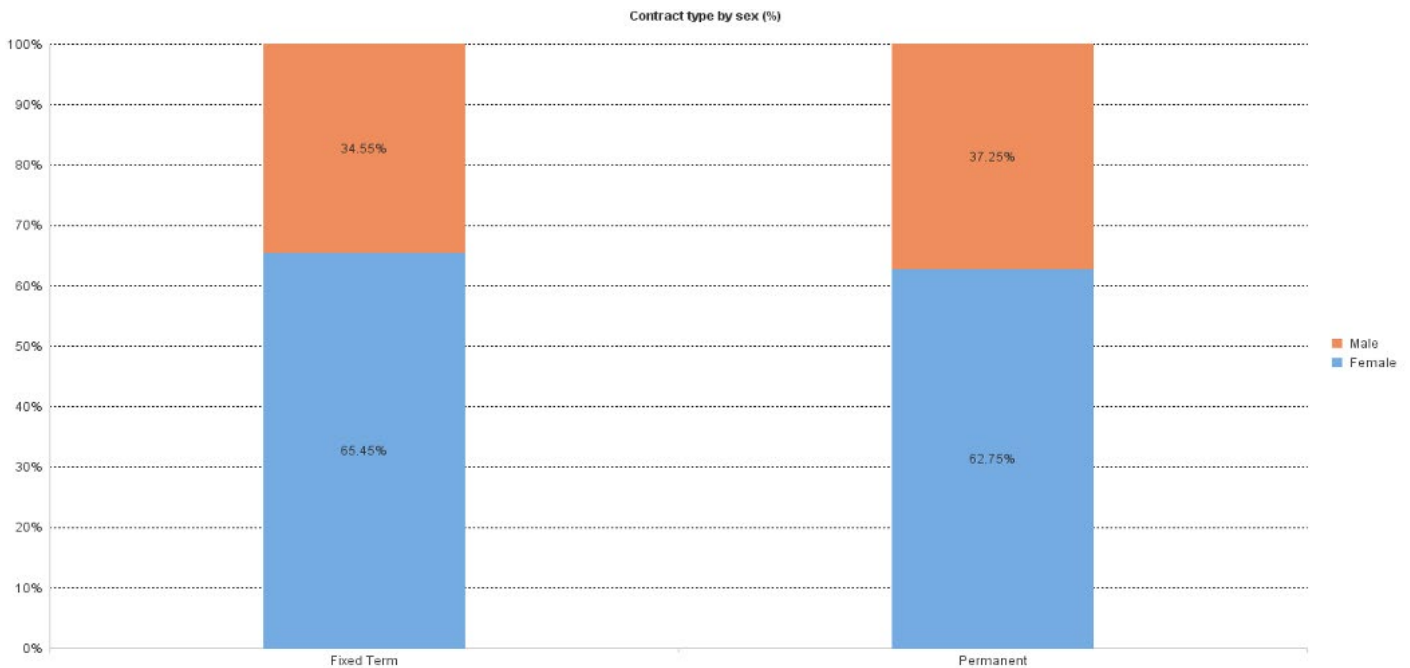
In terms of Ethnicity, 28.05% of BAME staff are on fixed term contracts (Figure 29), compared to 13.17% on permanent contracts - with BAME staff making up 22.58% of LSTM's overall workforce.

Figure 29: Contract type by ethnicity (%)
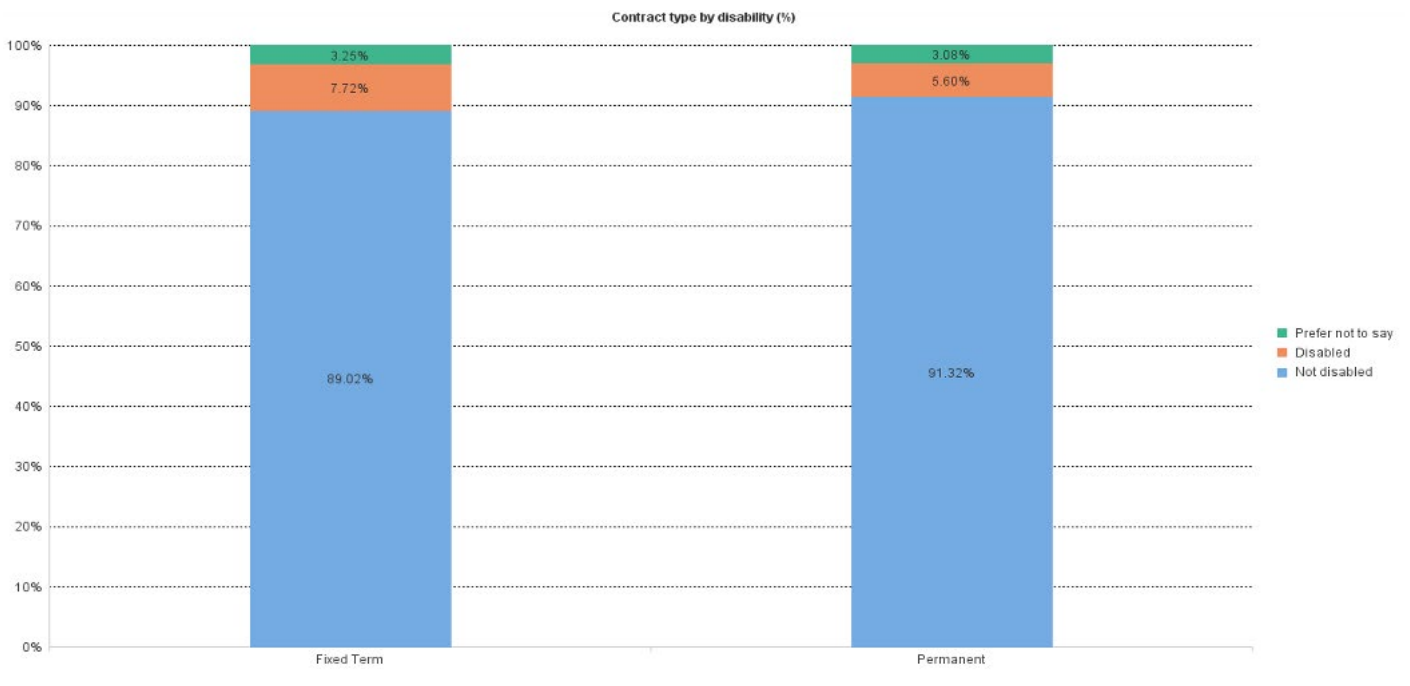

Contract type by ethnicity (%)
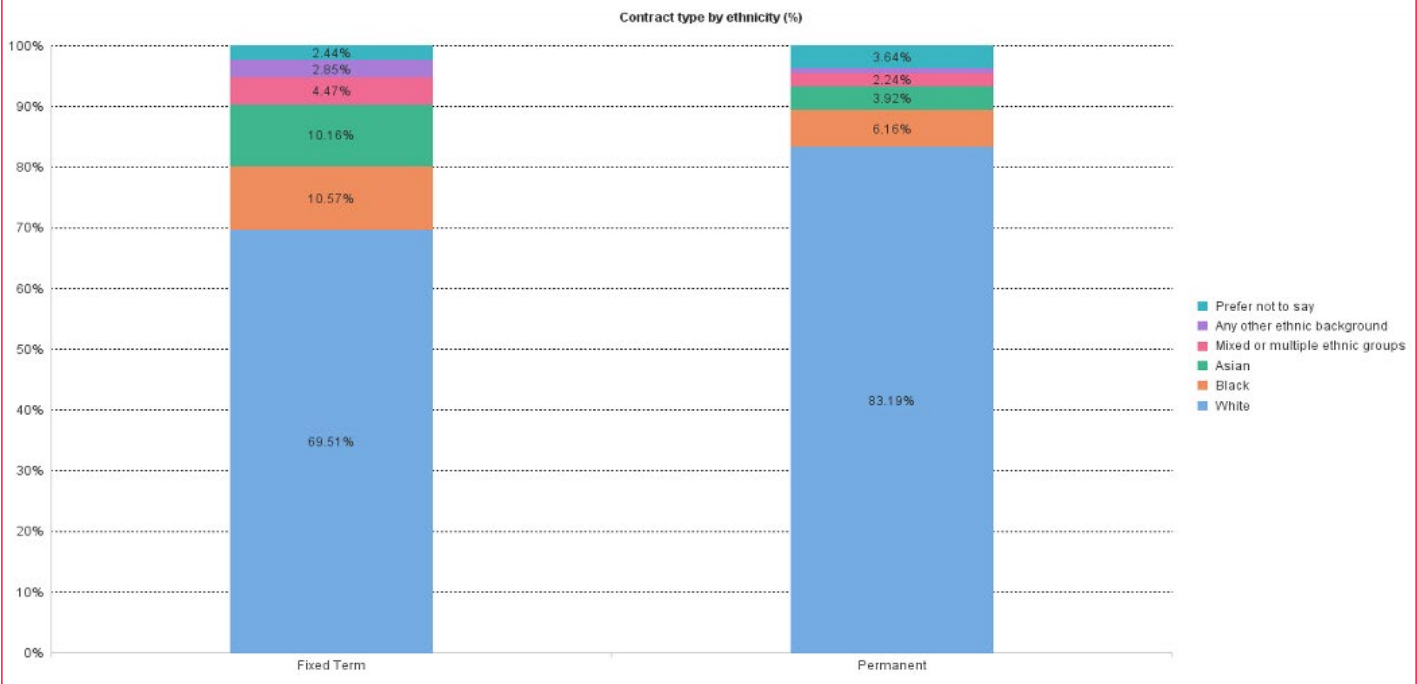
Contract type by Sexuality (Figure 30) shows that 7.72% of staff who identify as Any other sexuality (including the category In any other way) are on fixed term contracts, whilst 7.57% of staff who identify as Any other sexuality (again including the category In any other way) are on permanent contracts.

Figure 30: Contract type by Sexuality (%)

Contract type by sexual orientation (%)

When we examine contract type by Disability (Figure 31) we find 7.72% of staff on fixed term contracts identify as disabled whilst 5.60% of staff on permanent contracts identify as disabled – with 6.52% of LSTM staff overall identifying as disabled.

1 APPROX WORD COUNT: **137**

Figure 31: Contract type by Disability (%)

Contract type by disability (%)

Legend:
- Prefer not to say
- Disabled
- Not disabled

Fixed Term: 89.02% Not disabled, 7.72% Disabled, 3.25% Prefer not to say

Permanent: 91.32% Not disabled, 5.60% Disabled, 3.08% Prefer not to say

Turnover and Leavers

Leaver's data covers all staff who have left the organisation, whether voluntarily, involuntarily or other, over the past academic year covering the period 1st August 2022 – 31st July 2023.

When we examine leavers count by career pathway (Figure 32), the largest number of leavers are from the Professional (58) and then Academic and Research (49) career pathways. These are the 2 career pathways with the highest percentage of staff overall.

Figure 32: Leaver count by career pathway

Leaver count by career pathway

- Academic and Research: 49
- Professional: 58
- Programme Management: 9
- Technical: 10
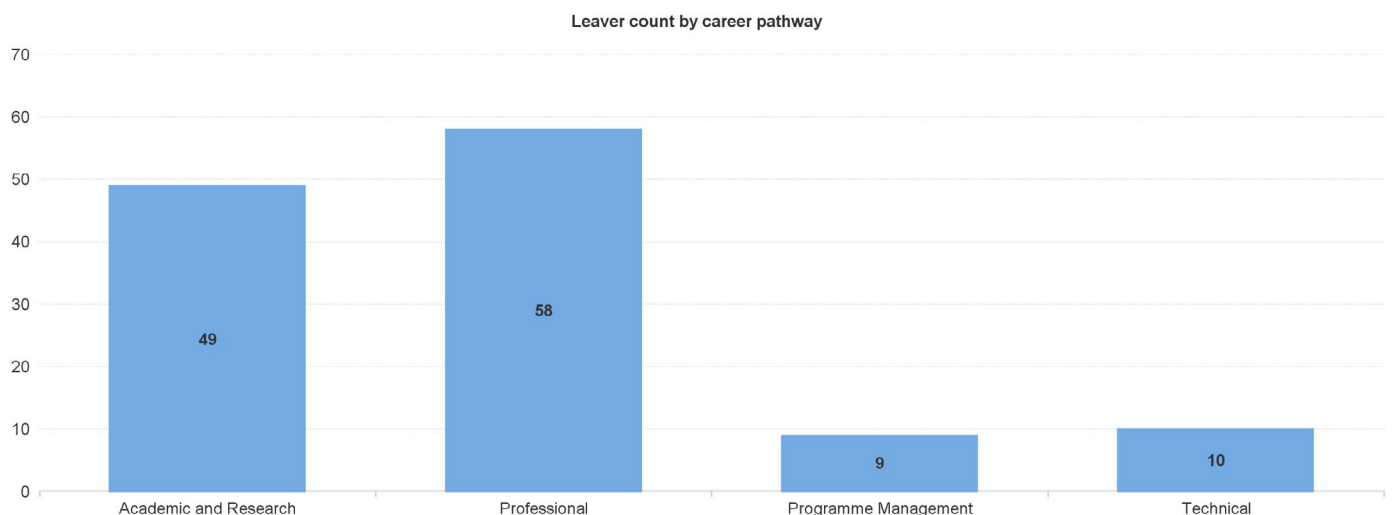
Across Grades the largest number of leavers is at a Grade 7 (40) (Figure 33), which may be a trend that LSTM want to examine intersecting leavers by grade with Ethnicity and Sex ID given the drop off rates of BAME staff from a Grade 7 to Grade 8, and Females from a Grade 9 to Leadership.

Figure 33: Leavers count by Grade
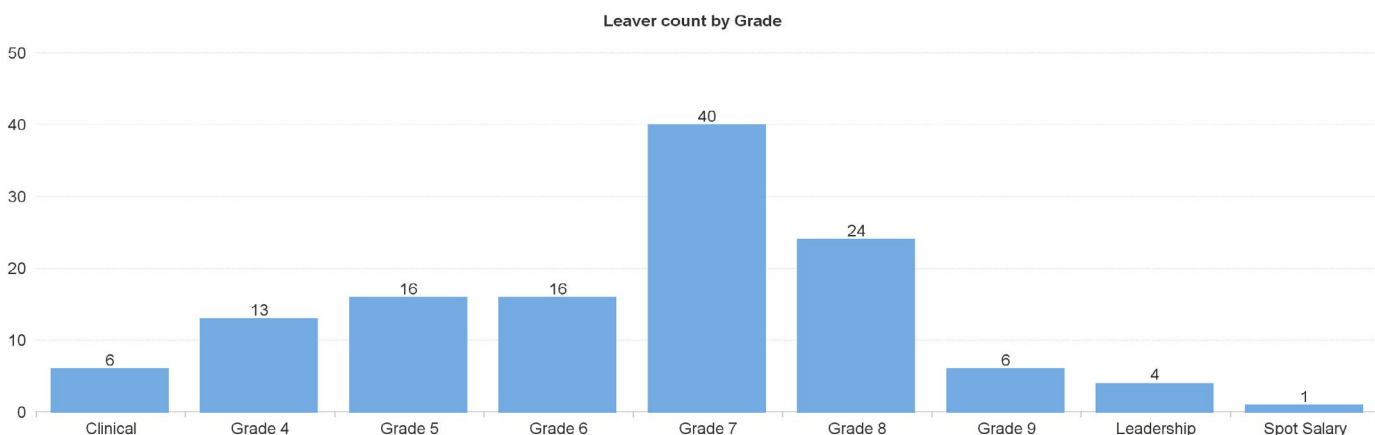
LSTM's Leavers count by Sex ID, (68.25% Female vs 31.75%) (Figure 34) is in keeping with the institution's overall staff profile (63.71% Female vs 36.29% Male).
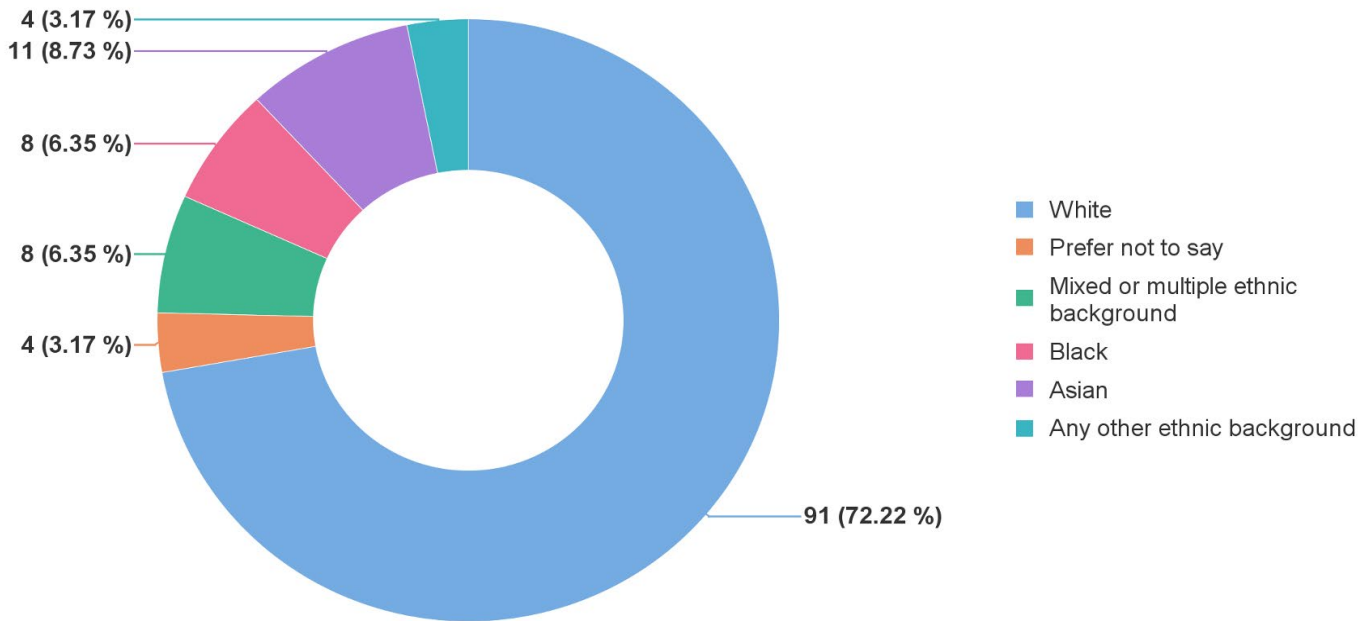
Figure 34: Leavers count by sex
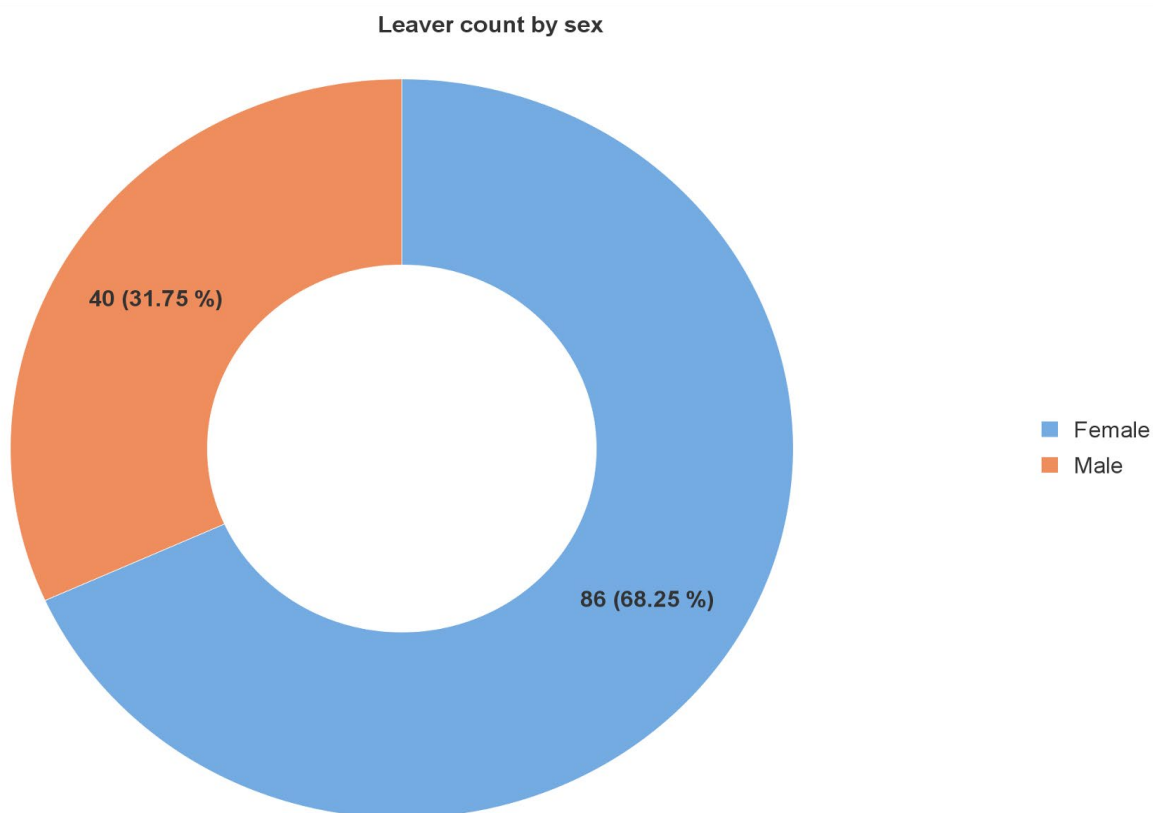
All-Leavers count by Ethnicity (Figure 35) shows the biggest cohort of BAME leavers as Asian (8.73%) followed by Black staff (6.35%), and staff from Mixed and Multiple Ethnic backgrounds (6.35%).

APPROX WORD COUNT: **125**

Figure 35: Leavers count by Ethnicity

Leaver count by ethnicity

- 4 (3.17 %)
- 11 (8.73 %)
- 8 (6.35 %)
- 8 (6.35 %)
- 4 (3.17 %)
- 91 (72.22 %)

Legend:
- White
- Prefer not to say
- Mixed or multiple ethnic background
- Black
- Asian
- Any other ethnic background

The largest age group of All-leavers is the 36 – 45 age group at 32.54% (Figure 36), whilst 19.84% of All-leavers count by sexuality selected prefer not to say and 5.55% selected Any other sexuality (Figure 37). The rate of prefer not to say here can be compared to the rate of overall staff selecting prefer not to say on sexuality, which stands at 9.2%.

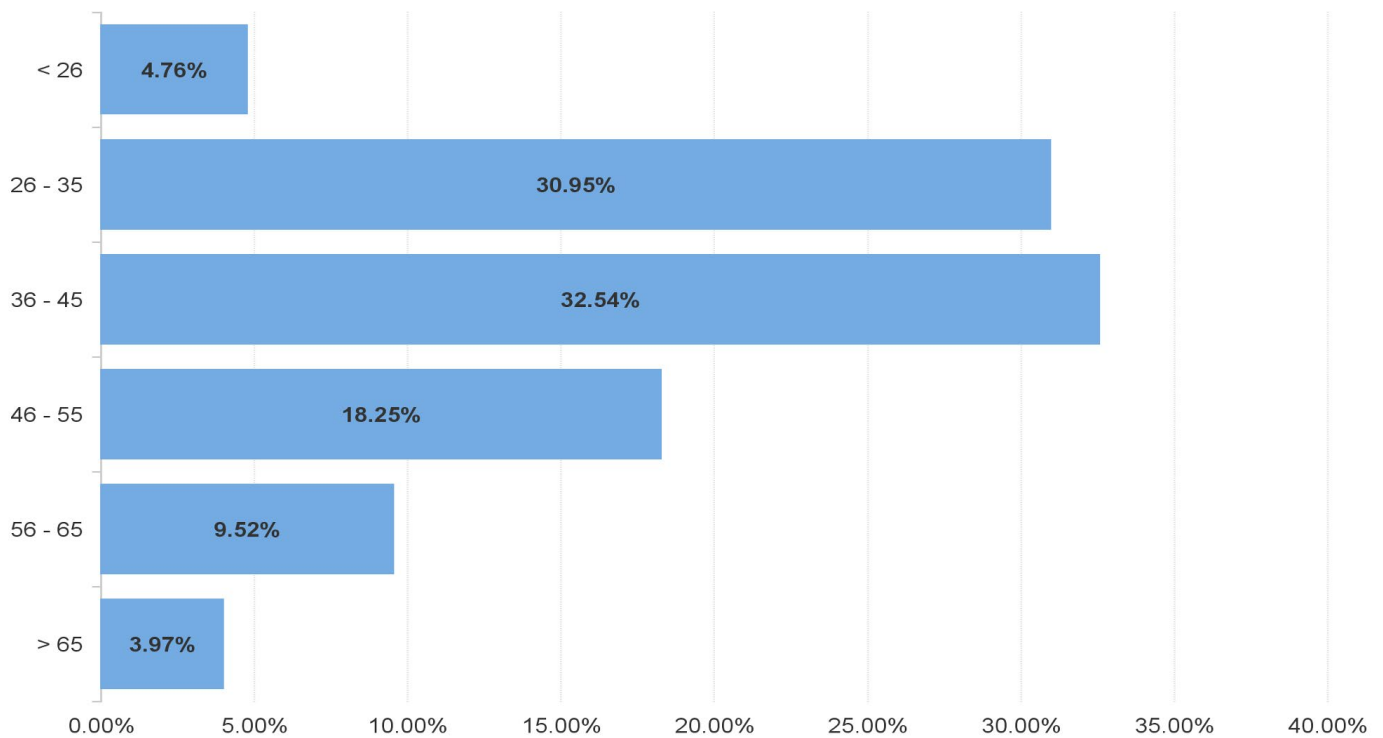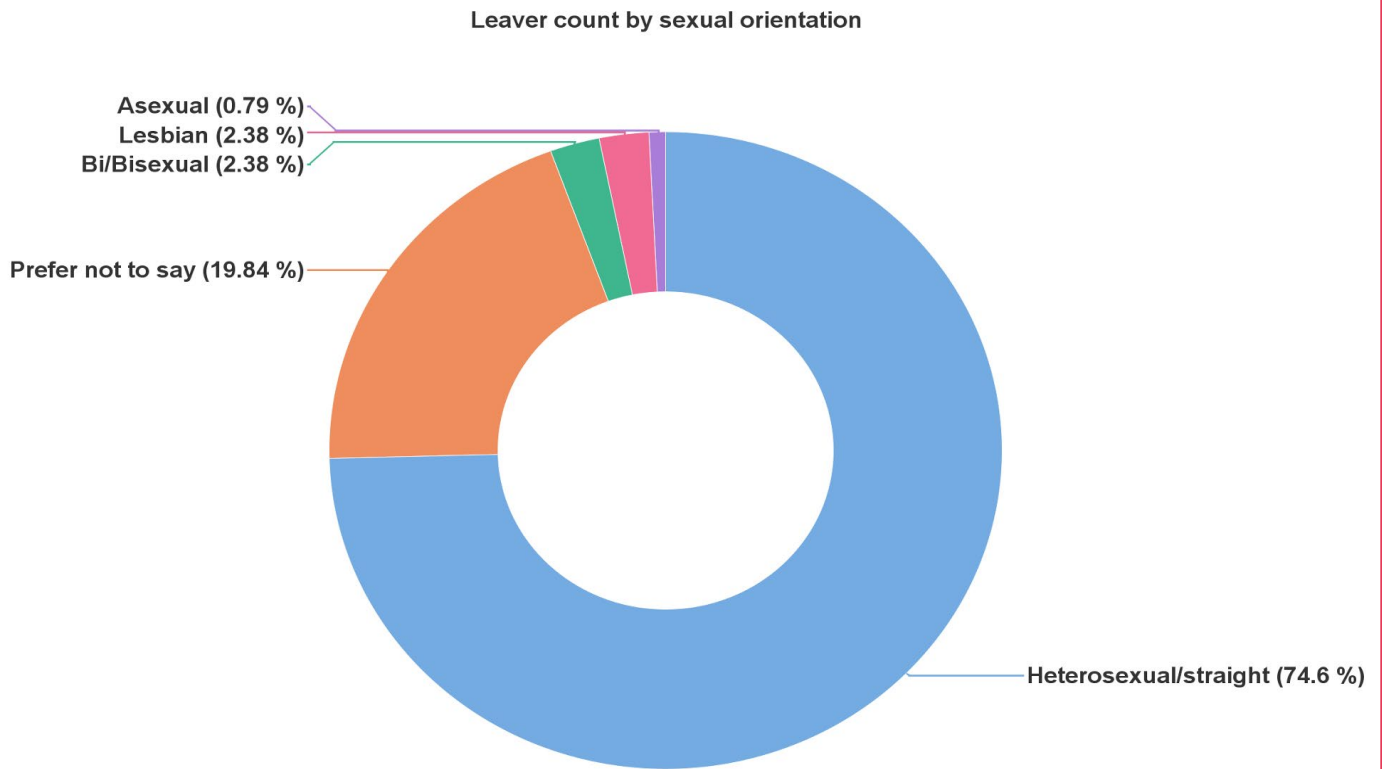## Figure 36: Leavers count by age group

Leaver count by age group

Age group	Percentage
< 26	4.76%
26 - 35	30.95%
36 - 45	32.54%
46 - 55	18.25%
56 - 65	9.52%
> 65	3.97%

Figure 37: Leavers count by sexual orientation

Leaver count by sexual orientation

Asexual (0.79 %)
Lesbian (2.38 %)
Bi/Bisexual (2.38 %)

Prefer not to say (19.84 %)

Heterosexual/straight (74.6 %)

All-leavers count by disability (Figure 38) shows 9.52% of leavers identified as disabled vs 85.71% as not disabled. This can be compared to the figure of 6.52% of LSTM staff overall who identify as disabled. This slight increase of 3% in All-leavers count by disability may be something LSTM should monitor and look to reduce.

Figure 38: Leavers count by disability status

Leaver count by disability status

6 (4.76 %) 12 (9.52 %)

108 (85.71 %)

■ Disabled
■ Not disabled
■ Not stated

APPROX WORD COUNT: **69**
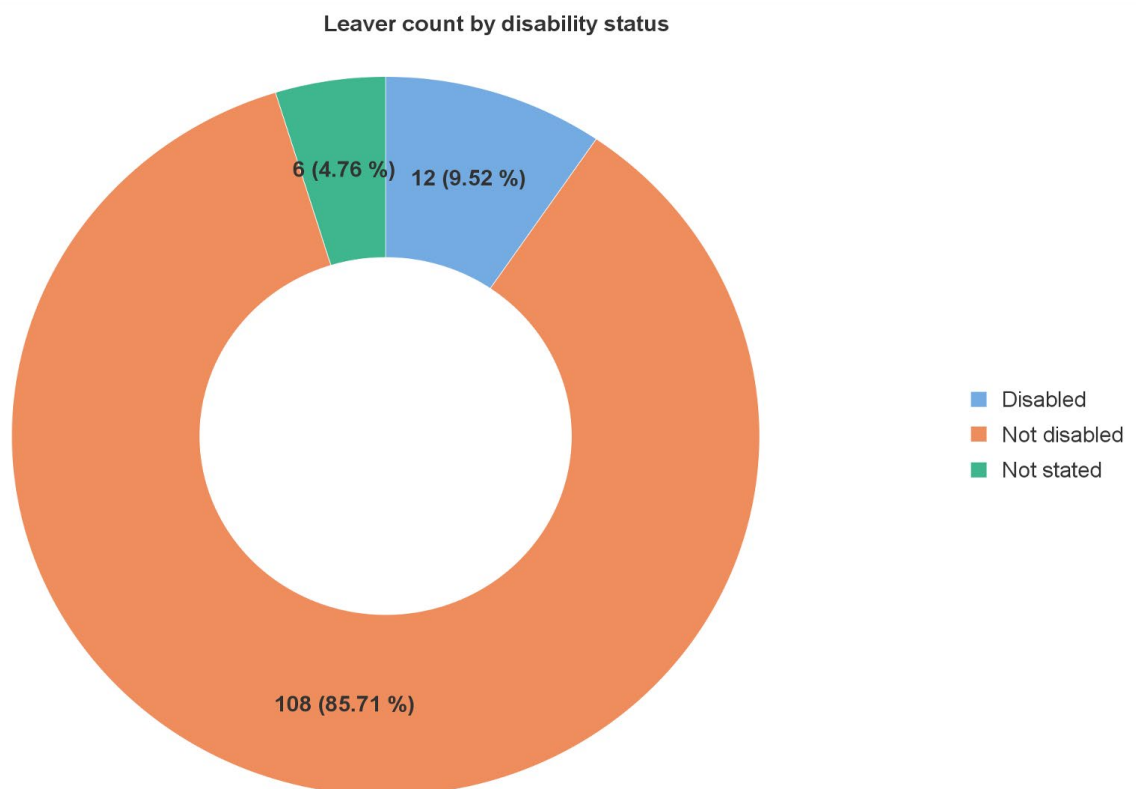
Student Data 2022 - 2023:

Key Findings

Overview

All student data contained within this report covers the period 1st August 2022 – 31st July 2023. Data has been aggregated in some places for the purposes of protecting confidentiality. Further student data can be found in the appendix of this report.

PGR students

LSTM had 189 students registered on postgraduate research programmes during the 2022-2023 academic year. Of those 189 students, 57% are Female and 43% are Male (Figure 39, Appendix). When we look at our student profile by ED&I characteristics, we find that 59% of students identify as BAME, with 38% identifying as white, and 3% not known (Figure 40, Appendix). Whilst by Sexuality we find 73% of PGR students identify as Heterosexual, with 20% identifying as other and 7% selecting prefer not to say (Figure 41, Appendix). In terms of Disability, 39% of PGR students selected did not declare/prefer not to say. This may highlight an opportunity for LSTM's Faculty of Education to review, improve and spotlight support for disabilities amongst its PGR student body (Figure 42, Appendix).

In terms of Ethnicity, 59% are BAME, 38% are white, and 3% are not known (Figure 40, Appendix). On Sexuality, 73% of PGR students identify as Heterosexual with 20% identifying as other and 7% selecting Prefer not to say (Figure 41, Appendix). In terms of Disability 39% of PGR students selected Did not declare/Prefer not to say, which may highlight an opportunity for LSTM's Faculty of Education to review, improve and spotlight support for disabilities amongst its PGR study body (Figure 42, Appendix).

Amongst the PGR student body, there is a higher percentage of BAME Males (66%) than BAME Females (54%) (Figure 43, Appendix). Whilst when we look at BAME representation amongst PGR students onsite vs off-site, we find that 81% of offsite students are BAME in comparison to 33% of BAME students on site (Figure 44, Appendix).

When we look at PGR student recruitment across the 2022 – 2023 Academic Year we find that LSTM has recruited 49 students. Of these 49 students, 59% were Female and 41% were Male, 66% identified as BAME, 8% identified as Disabled and 8% identified their sexuality as Any other sexuality (excluding Heterosexual and Other) (Figure 45, 46, 47, 48, Appendix).

Over the course of the 2022 – 2023 Academic Year 27 PGR students received outcomes, and no students failed:

Postgraduate Research – Examination Outcomes (21 – 22 vs 22/23)								
Minor modifications			Major modifications			Fail		
21/22	22/23	Change	21/22	22/23	Change	21/22	22/23	Change
88%	93%	+5%	12%	7%	-5%	0	0	-

APPROX WORD COUNT: **386**

PGT students

Over the course of the 2022 – 2023 Academic Year, 93 new Master's students and 137 new Professional Diploma students were admitted to LSTM.

The data below is for all Master's and Professional Diploma students who were held under registered status during the 2022 – 2023 academic year, many of whom have now completed their studies. Programme outcomes feature in LSTM's Annual Report and can be given by the institution's academic registrar.

MASTER'S STUDENTS

ED&I characteristic	2022 – 2023 Academic Year Masters students (Total number of students:93)		
Sex ID	Female	Male	
Percentage (%)	64%	36%	
Ethnicity	BAME	White	Not Known
Percentage (%)	51%	30%	19%
Disability	Not disability or non-declared	Disabled	Other
Percentage (%)	92%	8%	
Sexuality	Heterosexual	Bisexual, Gay, Other	Other
Percentage (%)	82%	10%	13%

PROFESSIONAL DIPLOMA STUDENTS

ED&I characteristic	2022 – 2023 Academic Year Professional Diploma students (Total number of students:137)		
Sex ID	Female	Male	
Percentage (%)	72%	28%	
Ethnicity	BAME	White	Not Known
Percentage (%)	21%	79%	0%
Disability	Not disability or non-declared	Disabled	Other
Percentage (%)	90%	10%	
Sexuality	Heterosexual	Bisexual, Gay, Other	Other
Percentage (%)	77%	10%	13%

Pay Gap Data 2022 - 2023:

Key Findings

APPROX WORD COUNT: **8**

Overview

LSTM's Gender Pay Gap Report complies with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017, which stipulates the annual reporting of pay gap using standard statutory calculations. The data contains in this report relates to LSTM staff only. Employees of Innovative Vector Control Consortium (IVCC), iiDiagnostics and the Well-Travelled Clinic (WTC) **are not** contained within this set.

The data presented in this report represents all full pay relevant employees (in accordance with the prescribed calculation methodology) at the snapshot date of **31st March 2023.**

Statutory reporting information is denoted by (*) Ethnicity Pay Gap reporting is not yet mandatory, but LSTM has chosen to report on this data in a similar manner to the Gender Pay Gap. The Ethnicity Pay Gap therefore shows the difference between the average earnings of white, and Black, Asian and Minority Ethnic (BAME) colleagues, expressed as a percentage of the earnings of white colleagues. The same snapshot date is used.

Gender Pay Gap

At the snapshot date of 31 March 2023, our headcount was:

Female	354	63.55%
Male	203	36.45%

The median and mean hourly pay gap (*) was:

Hourly rate pay gap		
	2023	2022
LSTM median hourly rate pay gap	**5.6%**	**11.1%**
Sector median hourly rate pay gap	13.7%	13.7%
LSTM mean hourly rate pay gap	**19.3%**	**24.6%**
Sector mean hourly rate pay gap	17.1%	17.1%

NB: sector data based on Office for National Statistics information. 2023 data is preliminary and subject to change but deemed to be of good quality.

Our headline median gender pay gap has decreased from **11.1% to 5.6%** reversing the trend from the previous year. Our current headline median pay gap figure remains below latest sector rate of 13.7%. Whilst our pay gap has closed significantly in the last 12 months, it is worth noting that a small number of changes can have a disproportionate impact.

Quartiles	2023		2022	
	Man	Woman	Man	Woman
Upper quartile Q4	47.5%	52.5%	53.1%	46.9%
Upper middle quartile Q3	34.0%	66.0%	34.3%	65.7%
Lower middle quartile Q2	30.7%	69.3%	32.2%	67.8%
Lower quartile Q1	31.9%	68.1%	27.8%	72.2%

The chart above shows the distribution of staff across each pay quartile. There has been an increase in the representation of men in the lower quartile, bringing this more in line with the wider organisational profile. For the first time, women make up the majority in Q4, the upper quartile – a noteworthy change since last year and reflective of the wider improvements of representation of women at senior levels of the organisation. The overall impact of changes in Q1 and Q4 has been to reduce the gender pay gap.

Bonus Pay by Gender

In 2022-2023, LSTM made a one-off payment to staff and PGR students to recognise everyone's contribution to the 2021 Research Excellence submission and acknowledge increasing cost of living pressures.

This accounts for the high proportion of staff for whom a bonus payment is recorded: 89.7% of all men and 91.7% of all women. The median bonus gap was 0%; the mean bonus gap was 30%, acknowledging that a small number of men receive clinical excellence awards as well.

Ethnicity Pay Gap

At the snapshot date of 31 March 2022, our headcount of relevant employees was

Ethnicity	Employee Count	%
Non-BAME	433	77.7%
Asian	39	7.0%
Black	41	7.4%
Mixed	17	3.1%
Other	9	1.6%
Prefer not to say	18	3.2%
All staff	557	

APPROX WORD COUNT: **188**

Ethnicity Distribution by Quartile

Employee % in Quartile						
	Asian	Black	Mixed	Non-BAME	Other	Prefer not to say
Upper Quartile (Q4)	2.1%	9.2%	2.1%	81.6%	0.00%	5.0%
Upper Middle Quartile (Q3)	6.3%	7.6%	3.5%	78.5%	2.8%	1.4%
Lower Middle Quartile (Q2)	9.3%	6.4%	4.3%	74.3%	2.9%	2.9%
Lower Quartile (Q1)	9.8%	5.6%	2.1%	77.8%	1.4%	3.5%

There is a greater proportion of white colleagues in the upper quartile. In this quartile there is also greater representation of Black colleagues. Whilst the proportion of Asian colleagues increases in the lower quartiles (Q1 and Q2).

ETHNICITY PAY GAP

The simplified ethnicity pay gap, based on the aggregation of data into two categories white and BAME is given below:

Hourly rate pay gap	
	2023
LSTM median hourly rate pay gap	2.82%
LSTM mean hourly rate pay gap	7.70%

Using the five data categories, the pay gap is given below:

2023			Comparison of median pay gaps		
Ethnicity	**Median Pay Gap**	**Mean Pay Gap**	**2022**	**2021**	**2020**
Non-BAME					
Asian	8.25%	25.15%	5.5%	3.0%	-0.02%
Black	-5.92%	-8.47%	-15.6%	1.2%	-15.93%
Mixed	2.47%	-0.72%	5.5%	-5.7%	-9.23%
Other	2.47%	21.62%	-6.7%	22.9%	-7.43%
Prefer not to say	-0.04%	3.18%	-0.3%	-2.9%	-0.07%
All staff					

A negative number identifies an inverse pay gap in favour of Black or other Ethnic Minority colleagues. The number of Ethnic Minority colleagues is relatively small: individual or small changes in these groups can have a disproportionate effect and account for fluctuations seen year on year in the above. The overall goal remains to support career progression and increase representation of Black and Ethnic Minority colleagues at all levels, particularly at senior and leadership grades.

ETHNICITY BONUS GAP

The median bonus gap for all categories was 0%. The mean bonus gap for all groups was 16%. The reasons are as above: a bonus was paid to all staff within the relevant year; the payment of clinical excellence awards to a small number of staff accounts for the variation in the mean gaps.

APPROX WORD COUNT: **132**

Appendix

Recruitment data – Sexuality

SEXUAL ORIENTATION

Figure 23: Sexual Orientation – Application Vs Shortlisted (%)

The below figure (Figure 23) provides an overview of the total volume of applications received and shortlisted by percentage across sexuality categories (including not answered). Looking at the 'Total' bar below you can see that of the 6140 applications received, 13.68% of those were shortlisted. The other categories listed, show the percentage of the category that made it to shortlist. We can see that 16.29% of candidates who identify as Heterosexual were shortlisted, compared with 14.84% of those identifying as Any other sexuality.

Figure 23: Sexual Orientation – Application Vs Shortlisted (%)
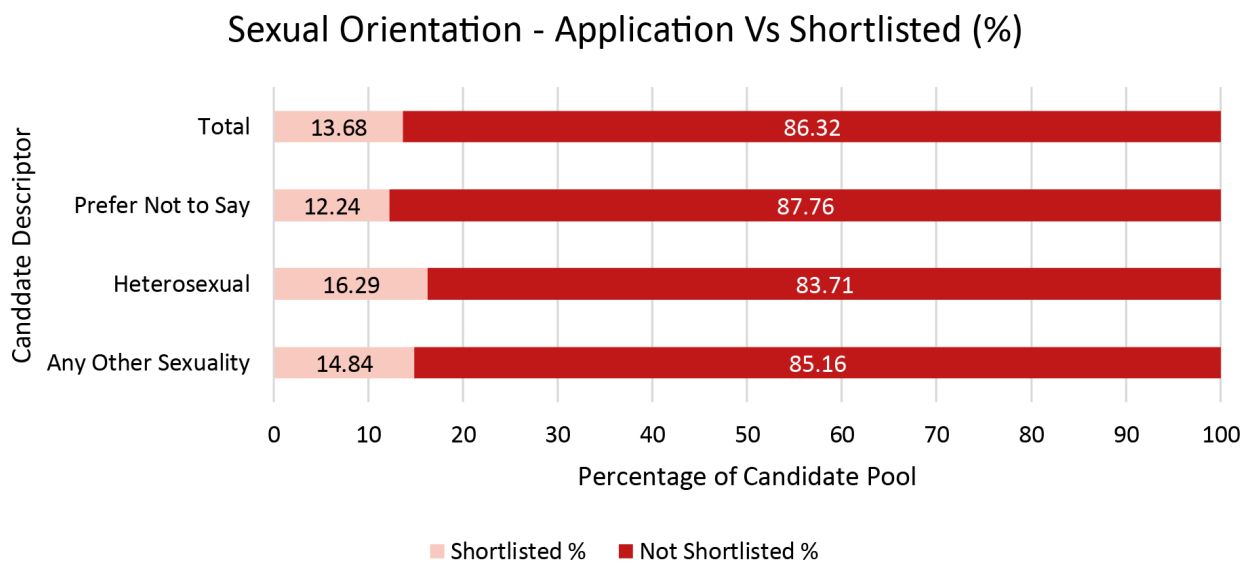
When we examine the total shortlisted applications by percentage across sexual orientation categories, looking at the 'Total' bar, we find that 66.77% of candidates identifying as Heterosexual were invited to interview compared with 57.89% of candidates identifying as Any other sexuality (Figure 24).

Figure 24: Sexual Orientation – Shortlisted Vs Interviewed (%)

APPROX WORD COUNT: **155**
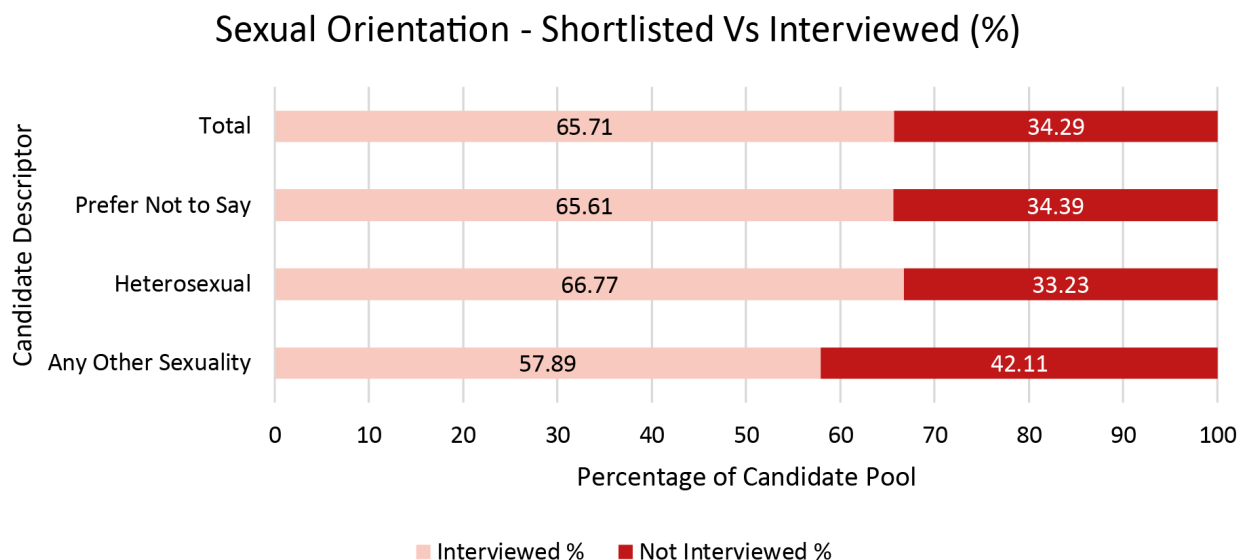
When looking at the total interviewed applicants by percentage across sexual orientation categories we can see that 20.09% of candidates identifying as Heterosexual were offered a role at LSTM, vs 22.73% of those identifying as Any other sexuality (Figure 25).

Figure 25: Sexual Orientation – Interviewed Vs Offers Made (%)

Sexual Orientation - Interviewed Vs Offers Made (%)
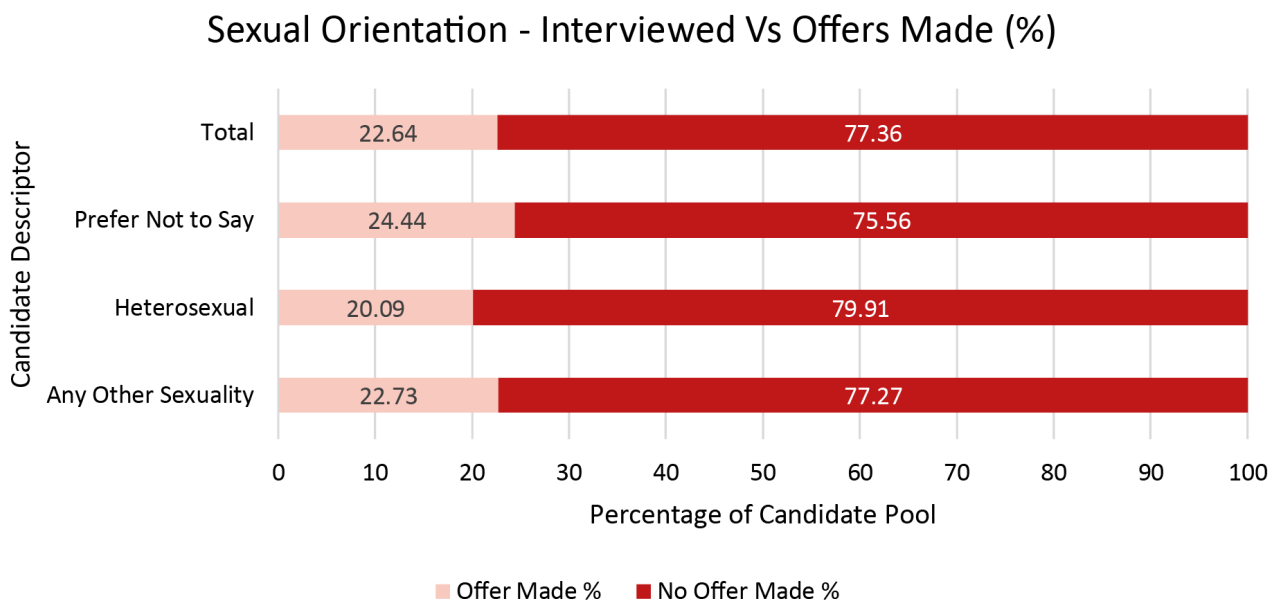
The graph below provides a full overview of sexuality categories at each stage of the recruitment process (Figure 26).

Figure 26: Recruitment Process Overview % - Sexuality

Overall Sexual Orientation Comparison
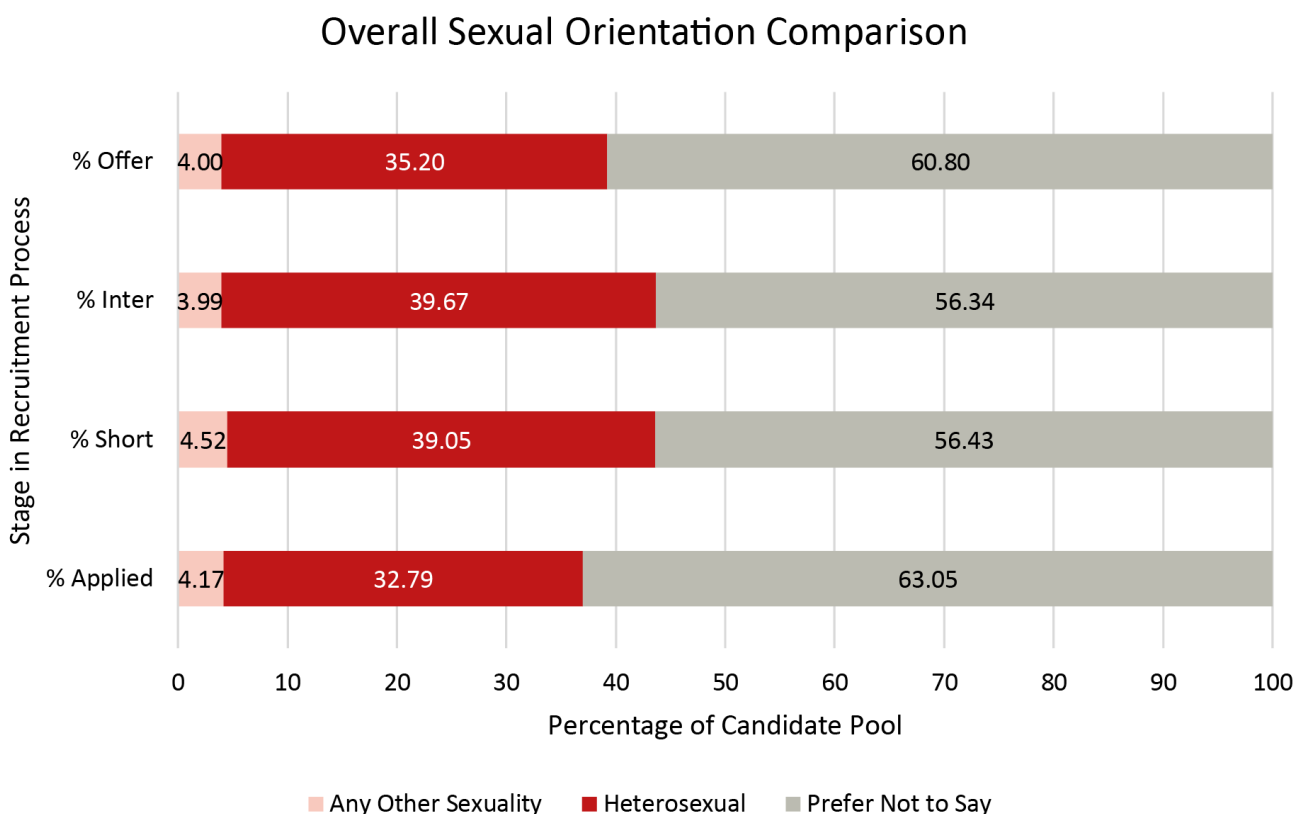
Student Data

Figure 39: PGR student data by Sex ID

HESA Sex ID

■ Female ■ Male ■ (blank)

43%

57%
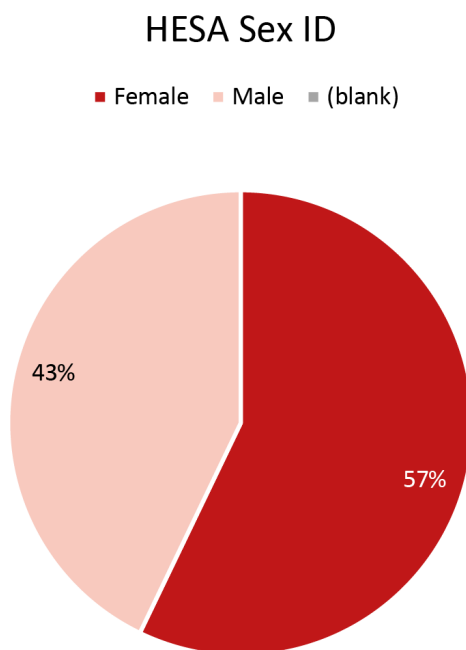
Figure 40: PGR data by Ethnicity

Broad Ethnicity Categories

3%

38%

59%

■ White ■ Black, Asian, Arab, Mixed ■ Not known

APPROX WORD COUNT: **16**
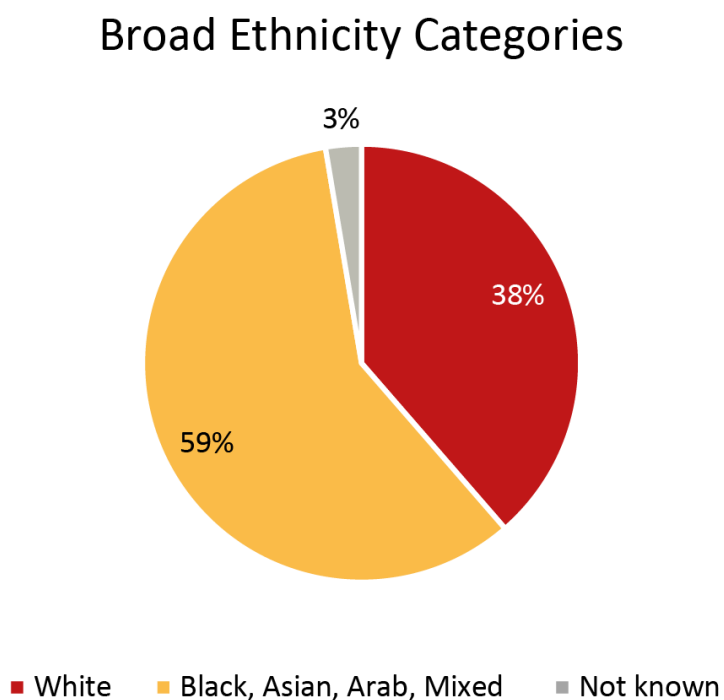
Figure 41: PGR data by Sexuality

Sexual Orientation

20%

7%

73%

■ Heterosexual   ■ Other   ■ Prefer not to say/blanks
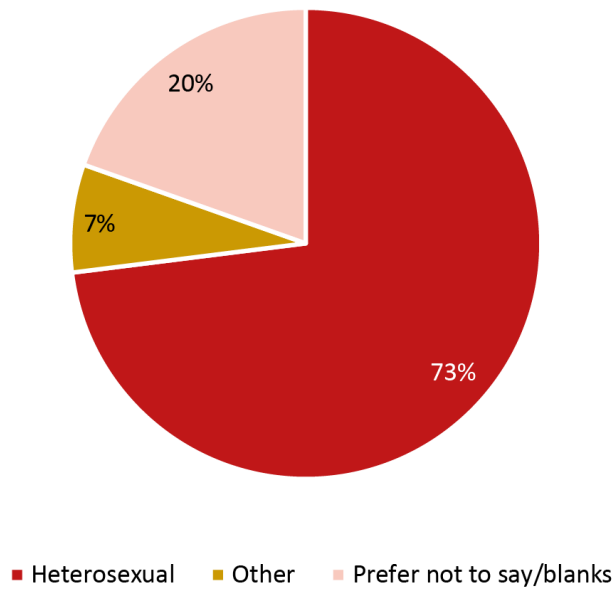
Figure 42: PGR data by Disability

Disability (rounded)

0%

2%

39%

52%

3%   3%

1%

■ An impairment, health condition or learning difference not listed

■ Did not declare / Prefer not to say

■ Learning difference such as dyslexia, dyspraxia or AD(H)D

■ Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy

■ Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety

■ No known impairment, health condition or learning difference

Figure 43: PGR students by Sex ID

Female

- White: 42%
- Black, Asian, Arab, Mixed: 54%
- Not known: 4%

Male

- White: 33%
- Black, Asian, Arab, Mixed: 66%
- Not known: 1%
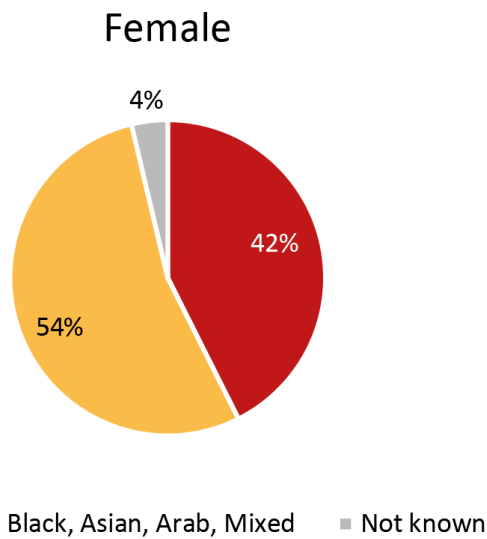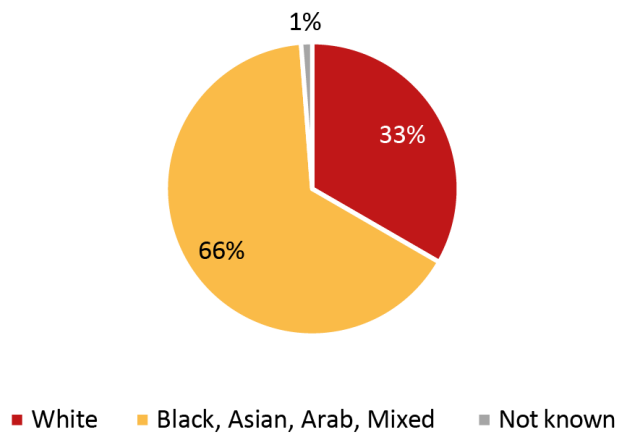
Figure 44: Ethnicity of PGR students onsite and offsite

Onsite

- White: 63%
- Black, Asian, Arab, Mixed: 33%
- Not known: 4%

APPROX WORD COUNT: 16

Offsite

White — 14%
Black, Asian, Arab, Mixed — 81%
Not known — 5%

- White
- Black, Asian, Arab, Mixed
- Not known
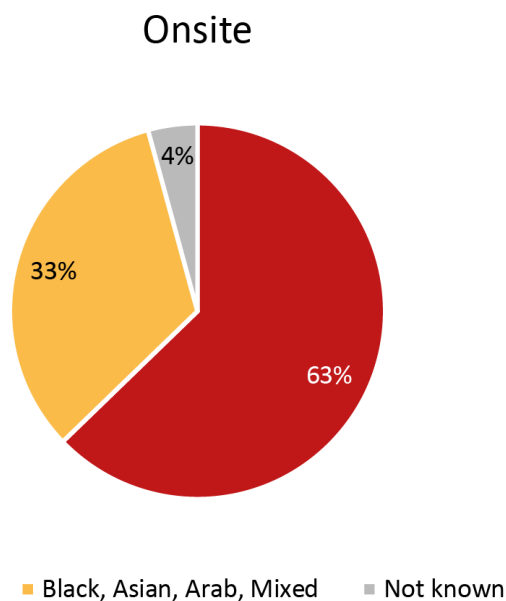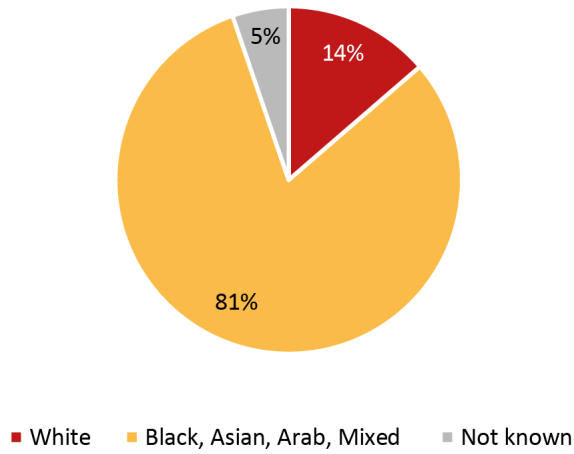
Figure 45: Sex ID of newly recruited PGR students

Sex

Female — 59%
Male — 41%

- Female
- Male
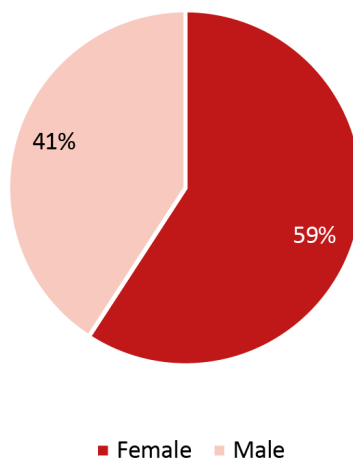
Figure 46: Ethnicity of newly recruited PGR students

Ethnicity

White — 35%
Black, Asian, Arab, Mixed — 65%

- White
- Black, Asian, Arab, Mixed

APPROX WORD COUNT: **16**
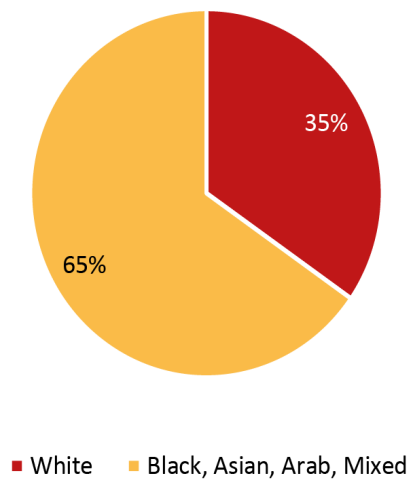
Figure 47: Disability status of newly recruited PGR students

Disability

8%

92%

- Disability
- No disability or none declared
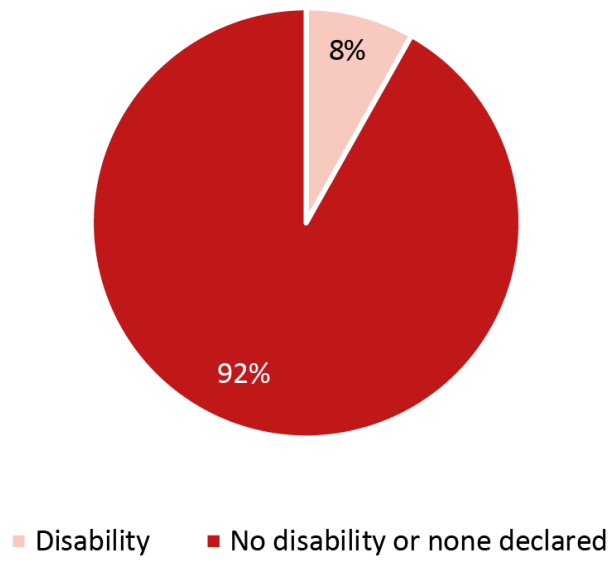
Figure 48: Sexuality newly recruited PGR students

Sexual Orientation

20%

7%

73%

- Heterosexual
- Other
- Prefer not to say/blanks
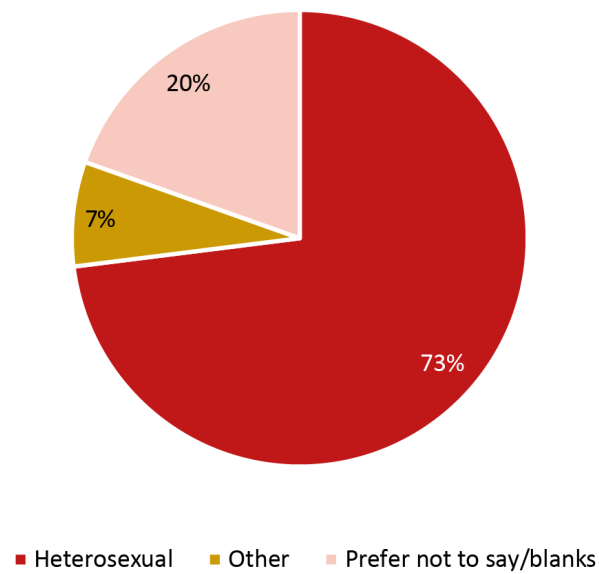
APPROX WORD COUNT: **16**

The report includes approximate word counts. These are approximate due to the text on available graphs and charts to provide a rough estimate.