

Athena Swan Silver application form for research institutes

Applicant information

Name of research institution	Liverpool School of Tropical Medicine
Date of current application	20 July 2022
Level of previous application	Bronze
Date of previous application	29 April 2019
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Section	Words used
An overview of the research institute and its approach to gender equality	Guide:3000 Used: 2614
An evaluation of the research institute's progress and success	Guide: 2000 Used: 2774
An assessment of the research institute's gender equality context	Guide: 3000 Used: 3168
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	Section 1 + 2 + 3 + additional word count for COVID information (rolled into total) Grand total: 8556

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 8500 words

Contents

Athena Swan Silver application form for research institutes.....	1
Section 1: An overview of the research institute and its approach to	3
gender equality.....	3
1. Letter of endorsement from the head of the research institute (379 words) ..	3
2. Description of the research institute and its context (505).....	7
3. Governance and recognition of equality, diversity, and inclusion work (365 words).....	9
4. Development, evaluation, and effectiveness of policies (332 words)	12
5. Athena Swan self-assessment process (1032 words).....	13
Section 2: An evaluation of the research institute’s progress and success	19
1. Evaluating progress against the previous action plan (374 words)	19
2. Evaluating success against the research institute’s key priorities (2400 words).....	21
Section 3: An assessment of the research institute’s gender equality context	36
1. Culture, inclusion and belonging (1573 words)	36
2. Key priorities for future action (FKP)	41

Section 1: An overview of the research institute and its approach to gender equality

- 1. Letter of endorsement from the head of the research institute (379 words)**

Advance HE,
First floor, Napier House
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DL/klc 466

12 October 2022

Dear Athena Swan panel,

2017-2021 was a period of exceptional change, progress and challenge for equality, diversity and inclusion (EDI) at LSTM, with changes in the Institute Director, Global HR Director, three Deans and the AS lead, that undoubtedly catalysed EDI work. We have invested to support broad organisational development, facilitate dialogue with staff and students and deliver EDI impact and have endeavoured to respond meaningfully to 'Black Lives Matter', whilst dealing with COVID-19 and funding cuts.

EDI is a pillar in our 2023-2028 institutional strategy and a focus for our 2023, 125th anniversary celebrations. Key successes to date include: increases in numbers of senior female staff; an anonymous reporting mechanism for bullying and harassment established; reductions in our gender pay gap and fixed-term contract use and increased staff retention; greater satisfaction with work-life balance and flexibility; an enhanced package of COVID-19 support; career development, especially benefiting female early career researchers; gender equity and improved transparency in promotion and progression; and, gender benchmarks achieved in education. Despite this, we need to work harder to: increase the proportion of women at the highest levels of LSTM; increase confidence in how bullying and harassment are addressed; enhance the quality and quantity of data to inform actions (particularly to better understand intersectionality); further improve women's career progression opportunities; improve representation ensuring all voices are heard; and build a thriving inclusive community.

As a global health-focussed organisation, we are fully aware of our responsibility to address intersecting inequalities. Our work on race and ethnicity (led by a partnership of staff and students) has identified priority actions with an emphasis on women of colour. Nascent work to address intersections with disability, sexual orientation and the full spectrum of gender identities will be guided by our staff networks model.

I will personally continue to drive forward EDI agenda at LSTM (including chairing the EDI committee) as will the senior team, of whom four serve on the SAT. We now have robust systems in place to make LSTM an institute with an inclusive global culture in which principles of intersectional equity, diversity and inclusion are embedded, continually improved, and shared beyond the institution.

Our application, is an honest representation of LSTM and we look forward to your feedback,

Yours faithfully



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Director of LSTM

Image 1 LSTM Global Health research and teaching

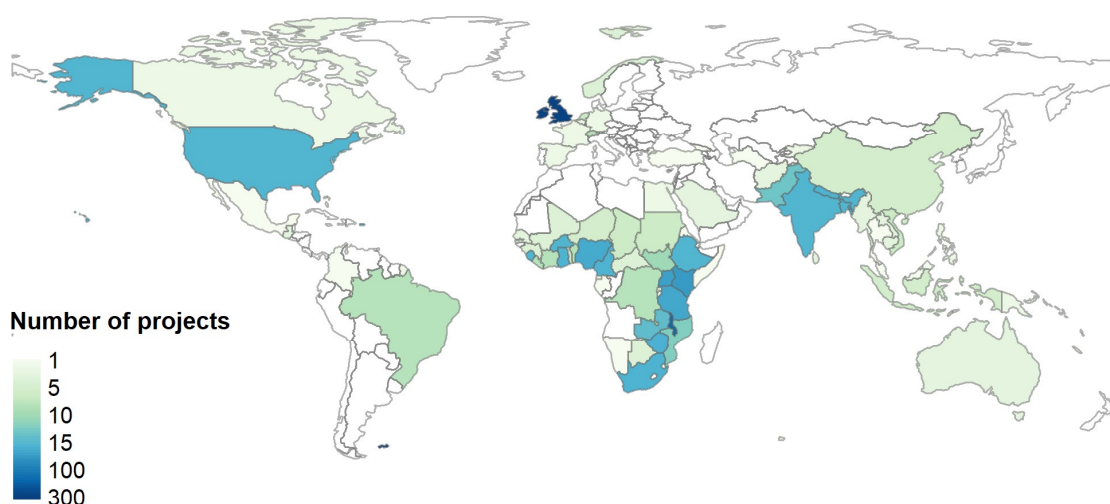


2. Description of the research institute and its context (505)

Research and teaching focus

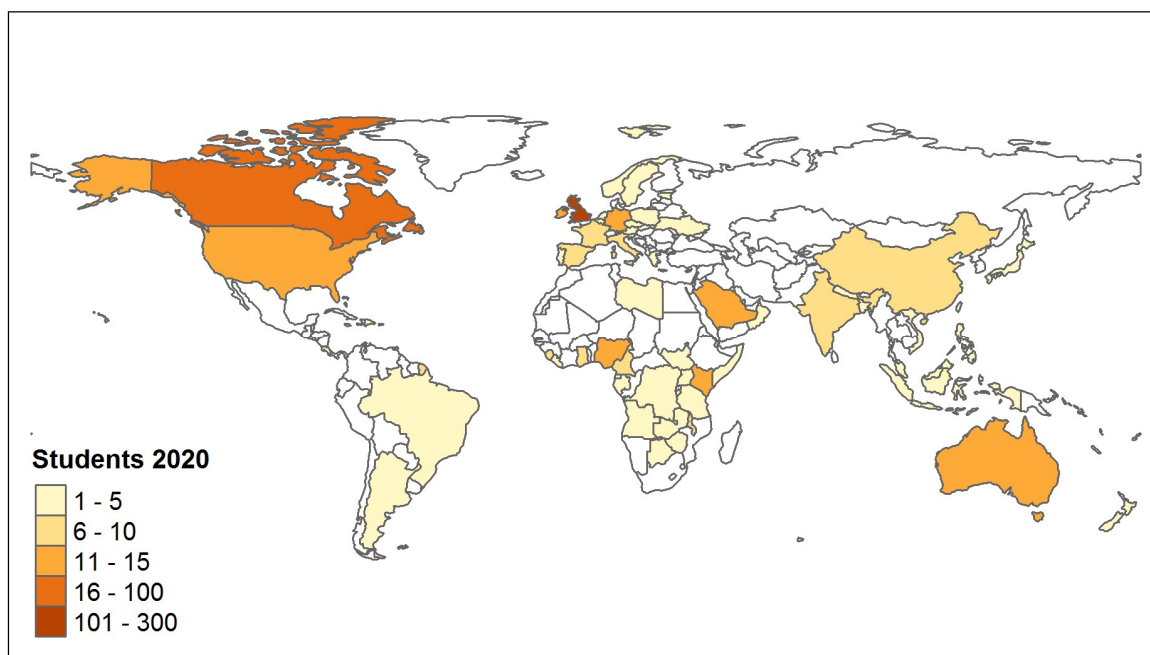
Founded in 1898 within University of Liverpool, Liverpool School of Tropical Medicine (LSTM) became an independent HEI in 2013. It is a small (606 staff, July 2021 headcount) and specialist institution conducting health research, spanning basic science to health systems, primarily aimed at benefitting low- and middle-income countries (LMIC) (Image 1 and 2).

Image 2 Locations of LSTM research collaborations since 2016-2021



LSTM has post-graduate students from all over the world (Image 3,). Between 2017-21 we registered 140 (50% F) PhD candidates, with good representation of African (12/29 F), Asian (██████) and Arabian (██████) women. PGT student gender balance is in-line with gender benchmarks, and completion rates are very high and gender equitable (**Removed**). EDI is embedded in our teaching programme and education strategy (Image 4).

Image 3 LSTM registered students (PGT, PGR and Diploma) by nationality from 2016 to 2020



Staff by sex, ethnicity and function

In 2021, LSTM had 606 staff with 63% F (**Removed**). According to HESA definitions¹ 42% (252/606) of staff are 'academic' and 58% (354/606) are 'non-academic' and in 2020, 54% of LSTM academics were female (in-line with the HESA benchmark of 54.8% (**Removed**)). 16% of our staff are of black, Asian or minoritised ethnic (B.A.M.E) origin and 9% of our staff are F and B.A.M.E compared to 7% M and B.A.M.E (**Removed**)

93% of LSTM staff are UK-based, with others based overseas, especially in Malawi and Kenya. Our workforce is international, with 43 different nationalities represented in our 2021 staff snapshot. In preparation for our first independent REF submission in 2021 we improved our staff databases and streamlined the academic career pathways enabling us to align performance, appraisal, and promotion with specific pathways. The REF equality impact assessment (EIA) found F entrants comprised 36% of the

¹ Source: <https://www.hesa.ac.uk/data-and-analysis/staff/working-in-he> accessed 10/11/2020

total REF return, in-line with the 38% (28/73) of F senior academic staff with significant research responsibility.

Institute structure: functions and job-families

LSTM has four high-level functions: directorate; education; research; and, professional **(Removed)** and four job-families: Academic; Research Programme delivery; Technical and Professional, which map onto job titles and grades as shown in **(Removed)**. (Unless stated, we use 'Academic' to refer to the LSTM job-family not HESA definition). Since job-family determines career opportunities more than functional units, and due to small numbers, our analysis is done by job-family (sometimes combining Research Programme, Technical and Professional [RPTP] staff).

Changes and developments

Since 2017 we have seen change in the Institute Director (2019), Global HR Director (2018), Deans (Clinical Sciences 2020 and Education 2018 and 2022), created and appointed the new Dean of Research Culture and Integrity (DORCI, 2020), and appointed a new AS lead (2019). The HR Department has been restructured with a dedicated Organisational Development Team. Additionally, direct financial budget allocation for EDI work has increased from £1,725 in 2017 to £45,500 in 2021 **(Removed)**. These changes, along with those described in the following section, have undoubtedly catalysed EDI at LSTM.

3. Governance and recognition of equality, diversity, and inclusion work (365 words)

Our commitment to EDI will be a core pillar of the 2023-2028 institutional strategy (currently under development). An Inclusion Strategy is also under development, which will underpin all our EDI-related activities.

Institutional (core) funding (3 years at 50%) was provided to support a grant-funded senior programme manager to take up the post of SAT chair (2020-2023) (see p16 for succession plans).

LSTM's governance structure is shown in **(Removed)**

Key committees are:

- Equity and Inclusion Committee (EIC)
 - co-chaired by the ID and the Global HR Director (GHRD)
 - primary responsibility for EDI policy and strategy across education, research and professional functions via recommendations to Management Committee (MC)
 - representation from students, key staff networks and the SAT Chair is an *ex officio* member of EIC

- Management Committee
 - Chaired by the ID who shares executive summary by all staff email within a week of each meeting
 - includes the Dean of Research Culture and Integrity (DRCI) and the GHRD, and an elected staff representative
 - purpose includes ensuring EDI remains a strategic priority" and receives monthly written reports from the AS committee and biennial presentations

The AS self-assessment team (SAT) and recently established Race Equity Advisory Panel (REAP) report to the EIC, and provide monthly updates to the MC.

LSTM provides funds, formal recognition, and support to staff/student networks including: Women in Global Health (WiGH) group, LGBTQ+ and B.A.M.E networks, and the post-graduate research students. Networks receive coordination support from the Equity and Inclusion Manager. External charter mark schemes including Athena Swan (AS) are funded by the institute with the networks as a mechanism to support and guide positive culture change and benefit under-valued, at-risk or marginalised LSTM staff/students.

LSTM staff and students are encouraged and enabled within work time to contribute through a growing range of staff/student networks and external schemes. Commitment to EDI and safeguarding is in all job descriptions and assessed during recruitment and

probation. EDI is an objective in everyone's performance and development conversations (PDC) and for academics, citizenship is an essential promotion criterion. All committee membership is formally recorded on the staff activity dashboard so that it can be recognised and fairly allocated, and to ensure equitable representation.

Image 4 LSTM learning environment promotes inclusivity and celebrates diversity



4. Development, evaluation, and effectiveness of policies (332 words)

LSTM has a suite of policies to promote good management, equality and family-friendly ways of working.

In 2017 an EIA toolkit was developed and subsequently applied to key processes and policies, which where necessary, were adapted as a result. A consultative approach with EIAs at the heart is now formally embedded in our overarching institutional Policy Management Framework (**Removed**) as a way of strengthening our policies to support an inclusive culture. All new or updated policies go to MC for approval.

To support policy development and the evaluation of their effectiveness, staff and student networks are routinely consulted. To enable the wider LSTM community to contribute their views, a dedicated intranet page lists open consultations, committee positions and other opportunities to get involved in policy development/evaluation and monthly SSF meetings (remote or in-person with recording shared) enable anonymous/named Q&A.

To review the impact of policies on specific equality groups, data (such as staff composition, recruitment and progression). is analysed and published via our annual equality report The staff survey and pulse surveys also support the monitoring of policies (analysed by gender and other protected characteristics, career stage and job-family). HR casework and feedback from line managers is also taken into consideration.

Other mechanisms to help evaluate policies and their impact include specific working groups and committees, such as:

- The SAT plays a key role in assessing the gendered (and intersectional) impact of key policies as part of the reporting and action planning process
- Bullying, harassment, and discrimination policies are assessed by the Strategic Safeguarding Committee which considers aggregated/anonymised data from the Freedom-to-Speak-Up (FtSU) portal
- The recently established Race Equality Advisory Panel (REAP) will also play a role in evaluating policy impact

There is also ongoing engagement with staff/students via: Town Hall meetings; Staff Forum; Academic Forum; and Professional Staff Forum; Departmental meetings. Where lived experience consultation is challenging (for example, to develop policies that support trans or non-binary staff and students), external expertise will be utilised (e.g., Stonewall).

5. Athena Swan self-assessment process (1032 words)

The SAT membership (p17, below), is 47% F (vs 63% female across the institute). The relative over-representation of males ensures that the burden of gender equality work does not fall disproportionately on women and results from our decision to have more *ex officio* and senior staff (four SAT members sit on SMG and six sit on MC) on the SAT to drive and embed actions.

The SAT comprises staff from all functional units (**Removed**), across the institute and is reflective of job-families, staff type and grade as shown below (comparisons show % on SAT compared to that at Institute level) as well as having network representatives (B.A.M.E, LGBTQ+, Technicians Group, PGR and ECR). The SAT doesn't currently have a representative based outside of Liverpool and we will address this in future.

Job-family: Academic: 53% versus 42%; Research programme: 12% versus 32%; Technical: 6% versus 7%; Professional: 29% versus 19%

Staff Type: Permanent: 41% versus 59% permanent contract; Part time: 5% versus 20%

Grade: G3/4: 0% versus 6%; G5/6: 12% versus 33%; G7/8: 47% versus 41%; G9 18% versus 12%; Off-Grade 24% versus 8%

The SAT meets every two months (in person prior to the pandemic and now hybrid). It is organised into small groups for data analysis and/or consultation with networks, at SSF, Departmental meetings, committee chairs, Town Hall meetings and via our intranet site to inform action planning. Recommended actions are considered by the whole SAT, submitted to EIC and MC for review and approval, and included in the action plan. The SAT then follows up with responsible persons to support implementation of activities and monitor progress.

We have conducted a range of consultations to inform this submission including three (2017, 2018 and 2020) all-staff surveys; themes and response rates are summarised in (**Removed**). All our surveys collect data by protected characteristics and the SAT is responsible for scrutinising data and conducting additional analysis by gender (if needed). The 2020 survey enabled us to look at results by gender, job-family and carer status.

Surveys have been used to explore specific issues and inform/monitor policies e.g., on the impact of travel on career development and family life and, changes to promotion, appraisal, and induction processes. Quantitative results are complemented by qualitative feedback from staff networks, town-hall meetings and Q&A sessions. The SAT has also pulled out results from key questions, standardised the responses (Likert scales were 10-point in the 2020 survey and 5-point in the 2017 and 2019 survey) to a set of six core indicators to present a time-series analysis (see **Removed**)

We will repeat all-staff EDI surveys biennially targeting a gender-equal minimum response rate of 70%, with staff engagement surveys in the intervening years.

Other data sources used included:

- SAT-led committee membership survey (see Key issues p41)
- Staff and recruitment databases (HR Dept)
- Academic promotion and award records (HR Dept)
- Student registry data on student numbers, success rates, application pipeline and scholarships
- LSTM Gender Pay Gap Report (2021) and Equal Pay audit Report (2022)
- HESA and HERA data for benchmarking (external websites)

This application was drafted by the SAT chair and reviewed by SAT and EIC members. MC approved a draft version in principle and the ID and GHRD approved the final version of the submission and action plan.

We obtained a university award in 2013, followed by two faculty-level bronze AS awards (2016-2020) which were subsumed into a small and specialist research institutional bronze award in 2017. We submitted an unsuccessful silver application in 2019 and were awarded a one-year bronze extension, which was subsequently extended due to COVID-19 and because of the revised AS framework.

Feedback on our unsuccessful 2019 silver application demanded use of SMART targets; more rigorous self-assessment; gender equality impact; embedding EDI and intersectionality work across the organisation. In response, we had a fundamental reset of our approach to AS with

- ✓ greater commitment from LSTM leadership
- ✓ more diverse SAT membership with greater range of experience and technical capabilities
- ✓ greater resources to support AS
- ✓ greater recognition for SAT members
- ✓ an open recruitment process to identify a new SAT chair and refresh membership
- ✓ increased *ex officio* representation from senior leadership
- ✓ Reporting and communication structures were strengthened and embedded into LSTM governance (above, section 3).

The newly established SAT conducted an evaluation of the existing action plan and assessed action completion status which is now updated regularly.

Implementation of gender and wider EDI activity is the responsibility of the School's MC, EDI committee (chaired by the ID) and the Senior Leadership team who have stated and will continue to state their commitment to this. EDI will be a strong element in our 125th Anniversary celebrations in 2023 and is a core pillar of the 2023-2028 institutional strategy (in development). The associated Inclusion Strategy will set out the overarching initiatives that will underpin and support implementation, delivery and

maintenance of our AS action plan and ensure alignment with other relevant action plans (e.g. CADRe/DORA, Race Equity, Technicians Commitment, Stonewall).

The SAT will continue to meet every two months to drive this work, with online and in-person attendance options. The chair will continue broker and support successful implementation of actions and capture learning from the process. The AS action plan is a living document, and the SAT will continue to work closely with HR and other teams (e.g., Education, networks, governance, DORCI) to support implementation, collect and collate information on impact, improve EDI monitoring and evaluation across LSTM, and report to staff, students and management. Oversight of this will be provided by the EIC and MC.

Succession of the SAT chair is overseen by the GHRD. The SAT Chair was appointed for a three-year term (with the possibility of one renewal) via an open process managed by the HR recruitment team. They are accountable to the GHRD and supported by a deputy chair and a technical coordinator with knowledge of LSTM data and systems. Recruitment of a new chair will begin at least 12 months in advance of appointment to allow good handover. Turnover and recruitment of SAT members is managed by the Chair/Deputy with members recruited via all-staff emails and through the networks. New members are inducted into the SAT with a one-to-one meeting prior to joining the first meeting.

SAT members by role (Jan 2022)

Name	Roles in Institute	SAT Role
[REDACTED]	Senior Lecturer, Vector Biology/Clinical Sciences Department Associate member LGBTQ+ and B.A.M.E staff network	Chairperson Leads the SAT, responsible for submission drafting, overseeing analysis and steering implementation of actions
[REDACTED]	Head of International Public Health Department On Management Committee B.A.M.E staff network member	Deputy Chairperson Provides strategic guidance to the SAT especially on prioritisation of actions
[REDACTED]	Research Information Officer, Strategic Operations Group Coordinates the School Staff Forum	Technical coordinator Organises meetings, manages communication with LSTM staff, provides links with professional services and REF. Supports SAT data collection and management and liaison with professional services teams for data collection analysis and action planning.
[REDACTED]	Senior Lecturer, International Public Health B.A.M.E staff network member	B.A.M.E. staff network representative Ensures strategic collaboration between the Race equity and Gender equity agenda from a staff perspective
[REDACTED]	MRC Skills Development Fellow Vector Biology Department ECR Committee member	ECR Committee rep representative and chief data analyst Analysis of staff and student data and production of charts Drafted and reviewed the submission
[REDACTED]	Post-Doctoral Research Associate International Public Health Department B.A.M.E staff network member	ECR researcher representative Leads the SAT, responsible for submission drafting, overseeing analysis and steering implementation of actions
[REDACTED]	Programme Coordinator Vector Biology Department	SAT member Conducted analysis on meeting time, gender preferences for working hours/arrangements and fed into agile working planning on behalf of the SAT
[REDACTED]	Research Technician Vector Biology Department Technicians make it happen group member	Technicians Network representative Ensures strategic collaboration between the Technicians Network and SAT
[REDACTED]	Programme Manager Vector Biology Department	SAT member Conducted analysis on staff survey data over time by gender. Supports development and maintenance of SAT action plan Drafted and reviewed the submission

[REDACTED]	<p>Senior Lecturer International Public Health Department</p>	<p>SAT member Qualitative research specialist leads on qualitative analysis and design of staff surveys from gender and wider institutional perspective Drafted and reviewed the submission</p>
[REDACTED]	<p>Post-Doctoral Research Associate Tropical Disease Biology Department DCF award holder</p>	<p>ECR Committee representative Conducted SAT committee survey Drafted and reviewed the submission</p>
[REDACTED]	<p>Knowledge Exchange Manager On Management Committee (Staff representative) Runs the School Staff Forum B.A.M.E staff network member</p>	<p>SAT member and School Staff Forum lead Conducted SAT committee survey Provides links with professional services and REF Sits on Management Committee as staff representative</p>
[REDACTED]	<p>Inclusion, Diversity and Engagement Manager B.A.M.E staff network member On EDI Committee</p>	<p>Ex officio SAT member Provides strategic advice to SAT on EDI issues and acts as focal point for wider EDI work at LSTM</p>
[REDACTED]	<p>Dean of Biological Sciences On Management Committee On Senior Management Group</p>	<p>Ex officio SAT member Provides senior academic leadership perspective and champions work of the SAT as part of senior leadership team and within the faculty of Biological Sciences Drafted and reviewed the submission</p>
[REDACTED]	<p>Dean of Clinical Sciences On Management Committee On Senior Management Group</p>	<p>Ex officio SAT member Provides senior academic leadership perspective and champions work of the SAT as part of senior leadership team and within the faculty of Clinical Sciences</p>
[REDACTED]	<p>Dean of Education On Management Committee On Senior Management Group</p>	<p>Ex officio SAT member Provides senior education leadership perspective and champions work of the SAT as part of senior leadership team and within the faculty of Education</p>
[REDACTED]	<p>Global Director of Human Resources On Management Committee On Senior Management Group On EDI Committee</p>	<p>Ex officio SAT member Provides senior professional leadership perspective and champions work of the SAT as part of senior leadership team and within the HR department and professional services SAT Chair reports to GHRD Drafted and reviewed the submission</p>

Section 2: An evaluation of the research institute’s progress and success

1. Evaluating progress against the previous action plan (374 words)

Given that our previous action plan (Appendix 4, **Removed**) was not SMART it has been challenging to assess activity completion. Where actions were not specified clearly enough for us to determine completion status, we coded amber. For actions that are known to be completed and the SAT can identify evidence of completion we have coded green. However, by July 2022, 80% (121/151) of our previous (2017-18 to 2021-22) action plan was Green (completed), 7% (24/151) Amber (partial progress/cannot determine) and 4% (6/151) was Red (not completed). The three out of four red actions were from our 2017 action plan making it hard for us to assess why these didn’t happen. The other was from 2019 which was superseded (**Removed**).

We conducted a critical thematic analysis of action implementation and evaluation by RAG status (**Removed**), noting positive evolution with our action plan becoming more strategic, systems oriented and evidence-based over time. However, we also noticed that the structure was more geared towards monitoring action completion, rather than impact. Key learnings and implications resulting from this review are summarised below.

Actions are successful when we	Implications
Engage a wide range of internal stakeholders in planning and responsibility for actions	<ul style="list-style-type: none">✓ Retain and expand network reps on SAT✓ Retain senior staff on SAT to ensure commitment and bring greater knowledge of external drivers✓ Use senior sponsors to drive accountability✓ Engage and communicate widely within LSTM to maintain gender equality as a high priority and ensure support for actions

Develop SMART actions with sequential milestones that reflect complexity whilst ensuring achievability	<ul style="list-style-type: none">✓ Ensure infrastructure needs are considered during action planning✓ Be realistic about what we can do with available resources✓ Prioritise <i>before</i> actions are added to the plan
Plan and review progress at regular intervals	<ul style="list-style-type: none">✓ Agree prespecified reporting (i.e. quarterly updates) with responsible stakeholders✓ Instigate fixed review points for all institutional data✓ Build data systems as we go, improving them each time we use them✓ Analyse <i>ad hoc</i> data as soon as its available, ideally engaging at planning stage to maximise gender relevance
Structure the action plan to focus on impact	<ul style="list-style-type: none">✓ Revised action plan structure with SMART activities linked to desired impact (also SMART)

2. Evaluating success against the research institute’s key priorities (2400 words)

Below we summarise the actions and impact against our 10 key priorities (KP) since our last award (Bronze, 2017). Some KPs (2, 3, 6) have been in our action plan since 2013/2014 with evolution and increasing ambition, especially recently. Where gaps or challenges remain, we indicate which future key priority (FKP) will address them.

KP1: Address F under-representation in senior (G9 and off-grade) academic and RPTP roles

Actions	<ul style="list-style-type: none"> ➤ Changing recruitment processes and introducing unconscious bias training to attract and retain F through the pipeline (see KP4) ➤ Introducing re-grade process and phasing out previous redundancy/recruitment approach (for RPTP and RO staff) ➤ Clarifying progression criteria (see KP7) and enabling lateral moves ➤ Tailoring performance, appraisal, and promotion processes to reflect different job roles ➤ Ensuring regular, meaningful performance and development conversations (PDC)
Impact	<p>Between 2017 and 2021 we increased:</p> <ul style="list-style-type: none"> ✓ FG9 academics from 44% [19/43] to 55% [31/56] (Removed) ✓ F off-scale academics from 24% [7/29] to 25% [9/36] (Removed) with a large change in F RT off-grade (tenured academics) from 0% to 26% (9/35) (Removed) ✓ FG9 RPTP from 62% [8/13] to 79% [15/19] (Removed) ✓ F off-scale RPTP from 25% [3/12] to 40% [4/10] (Removed) ✓ PDC completion from 58% to F72.8% and M73.4%
Gaps	<ul style="list-style-type: none"> ✗ F under-representation in off-scale academic and RPTP roles remains, with low turnover in RPTP especially (see FKP1)

KP2: Accommodating and normalising part-time, family-friendly and flexible working and promoting a healthy whole-life balance for all staff

Actions	<ul style="list-style-type: none"> ➤ Launching agile working for all staff ➤ Promoting family-friendly working, launching parent buddy-scheme and providing fully equipped baby-feeding rooms ➤ Encouraging line-managers to consider all requests for P/T/flexible working, proactively brokering agreement ➤ Establishing staff wellbeing and support services, an online Wellbeing-Hub, providing free independent counselling; all stepped-up during COVID-19 (see Image 5, p23)
Impact	<ul style="list-style-type: none"> ✓ Staff who agree '<i>there is a positive attitude to flexibility</i>' increased from 74% (F=M) to 87%F and 89%M between 2017 and 2020 (Q21 (Removed)) ✓ Staff '<i>satisfaction with work-life balance</i>' increased from 31%F and 49%M to 59%F and 64%M between 2017 and 2020 (Q34 (Removed)) ✓ High family-leave return rates retained ((Removed)) ✓ Keeping-in-touch (KIT) day uptake increased from 21% in 2016/17 to 86% in 2020/21 ((Removed)) ✓ Improved the proportion of academic departmental meetings which take place between core hours (10-3pm) from 62% in 2017 to 81% in 2019 ((Removed)) ✓ Between 2017 and 2021, F P/T academics increased from 15% (30/209) to 16% (40/252). M P/T academics from 2% (2/98) to 5% (6/111) ((Removed))
Gaps	<ul style="list-style-type: none"> ✗ Pre-COVID plans to launch a carers network stalled due to lack of interest (FKP6)

Image 5 LSTM wellbeing hub provides links and resources

The screenshot shows the LSTM Wellbeing Hub website. At the top, there is a navigation menu with links for Departments, Committees, Research, People & Social, Governance, and Help. Below the navigation is a search bar and a sidebar with categories like LifeWorks EAP, Mental Wellbeing, Specific Support, Physical Wellbeing, Financial Wellbeing, COVID-19 Support, and LSTM Clubs and Activities. The main content area features a large heading "Welcome to 1 You Wellbeing Hub!" followed by a paragraph explaining the purpose of the hub. Below this, there is a link to email emma.crickson@lstmed.ac.uk and a link to a Twitter channel. At the bottom, there is a link to visit the Twitter channel and a link to the Wellbeing Information and Resources channel on LSTM Connects.

The screenshot shows the Good Grief Trust website. The header features the logo and the tagline "Help & hope in one place". Below the header, there is a navigation menu with links for Home, Volunteer, and More to come. The main content area features a large heading "The Good Grief Trust is run by the bereaved for the bereaved." and a button to "Explore the bereavement story".

The screenshot shows the Women's Aid website. The header features the logo and the tagline "Get Help". Below the header, there is a navigation menu with links for Information and support, What we do, Get involved, and Donate. The main content area features a large heading "I will listen to the voices of survivors, so they get the mental health support they deserve." and a button to "Join our campaign". There is also a link to "Artwork by Renie, survivor".

The screenshot shows the Balance website. The header features the logo and the tagline "Menopause is inevitable — how you handle it isn't". Below the header, there is a navigation menu with links for Home, Menopause Library, Our Mission, About Balance, Wellbeing & Menopause, and News. The main content area features a large heading "Menopause is inevitable — how you handle it isn't" and a button to "Explore the menopause story". Below this, there is a section titled "Why we exist" with a paragraph explaining the mission of the organization.

The screenshot shows the Black Minds Matter UK website. The header features the logo and the tagline "BLACK MINDS MATTER UK DONATE". Below the header, there is a navigation menu with links for Home, About, and Donate. The main content area features a large heading "BLACK MINDS MATTER UK DONATE" and a button to "DONATE". Below this, there is a section titled "OUR MISSION" with a paragraph explaining the mission of the organization.

KP3: Minimise the use and impact of short-term contracts

Actions	<ul style="list-style-type: none"> ➤ Embedding process to transfer staff with ≥ 3 years of service onto permanent contracts ➤ Improving redeployment and internal recruitment systems ➤ Launching internal funding for ECR to obtain follow-on grants (e.g. DCF, see KP6 and Image 6, below) ➤ Launching Career Track scheme to underwrite ECR salaries through transition to tenure (see KP6)
Impact	<ul style="list-style-type: none"> ✓ F academic staff on permanent contracts increased from 28% to 47% (Removed) ✓ Involuntary F leavers/year reduced in all job families (Removed) ✓ F overrepresentation in staff leavers reversed (Removed) ✓ F RTP staff on permanent contracts increased from 56% to 58% (Removed) Increase in F and M staff perception that '<i>My efforts are recognised and valued</i>' between 2017 and 2020 from 42% to 80% (F) and 56% to 76% (M) (Q16, Removed)
Gap	<ul style="list-style-type: none"> ✗ Research grant funding remains a key concern and challenge to long term career development (FKP4)

Image 6 2021 Directors Catalyst Fund Award winners

IMAGES REMOVED

KP4: Increase F academic appointments (especially senior) and close F:M success rate gap in academic recruitment

Actions	<ul style="list-style-type: none"> ➤ Explicit mention of EDI in job adverts, descriptions and at interview ➤ Introducing software to avoid gendered terminology in job advertisements ➤ Using recruitment consultants/head-hunters to proactively seek F out and encourage F applicants (senior roles) ➤ Introducing transparent (scoring matrix) shortlisting ➤ Mandatory unconscious bias training for panellists ➤ Ensuring F representation on panels, including use of externals for senior appointments ➤ Improved our recruitment system (May 2022) enabling applicants to specify their gender identity
✓ Impact	<ul style="list-style-type: none"> ✓ Increases in F academic: applicants from 50% to 53%; appointments 56% to 66% and, success rates 26% to 36%. F:M success rate gap reversed from -5 to +18 percentage-points (Removed) ✓ Between 2017 and 2021 79% (11/14) of all G9 appointees were F (Removed) ✓ Increase F throughout Off-scale recruitment process (all roles) (Removed)
Gaps	<ul style="list-style-type: none"> ✗ Gap between F and M success rate needs to be understood (FKP6) ✗ Anonymous quantitative intersectional analysis impossible (FKP3&6) ✗ Recruitment panel composition records are not in a database so cannot be analysed (FKP3)

KP5: Increase M RPTP appointments (especially lower grade) and close F:M success rate gap

Actions	➤ As above for Academic roles, however roll-out was later for RPTP roles
Impact	<ul style="list-style-type: none"> ✓ M RPTP success rate increased from 19% (13/69) to 26% (24/91) and F:M gap narrowed from 10 to 5 percentage-points (Removed) ✓ Reversed G5/6 M attrition (i.e. maintained the same percentage of M applicants through the pipeline) for the first time in 2021 (Removed) ✓ Reduced M Technician attrition in 2020 and 2021 (Removed)
Gaps	✘ Need to increase M RPTP appointments (FPK6)

KP6: Provide more career development opportunities and pathways especially for F and ECR

<p>Actions</p>	<ul style="list-style-type: none"> ➤ Launching the ‘Directors Catalyst Fund’ (DCF) grants for ECRs to lead their own study and catalyse independence ➤ Continuing/developing the ‘Career Track (CT) scheme’ underpinning transition from research-grant funded positions, to centrally (core) funded Lecturer positions and (occasionally) from senior Research Programme to Academic job-family positions ➤ Expanding access to the annual academic promotion process to include TO staff (previously only open to RT staff) ➤ Launching regrade process for academic RO staff ➤ Instigated automatic 12-month extension for everyone in the Career Track scheme (64% F) with further extensions offered as needed in response to COVID-19 ➤ Developed a formal process to consider COVID-19 impact on promotion (and pay, see KP8) ➤ Committed to continuing to review the long-term impact of COVID-19 on women’s careers
<p>Impact²</p>	<p>Academic prizes and promotions have benefited substantial numbers of women and are gender equitable:</p> <ul style="list-style-type: none"> ✓ DCF: Winners 63%F (19/30) vs 59%F eligible pool; F:M application and success rate gaps 2.3 and 1.5 percentage-points, respectively (Removed) ✓ CT: Entrants³ 64%F (16/25) versus 59%F; F:M application and success rate gaps 0.3 and 1.5 (Removed) ✓ Senior Lecturer and Reader promotion: Promoted 45%F (12/27) versus 50%F; gaps -0.2 and 0.6 (Removed) ✓ Professorial promotion: Promoted 33%F (3/9) versus 40%F; gaps -2 and -4 percentage-points (Removed)

² Promotion/prizes between 2017 and 2021 pooled due to small numbers. Except for DCF which was launched in 2016-17 where we have included all data

³ 21F and 14M entered CT since 2013. All except two persons ([REDACTED]) have successfully completed CT since it began in early 2000s

	<ul style="list-style-type: none"> ✓ Large jump in F progression between 2019 (n=4) and 2020 (n=11) because of the new re-grade process and helped to achieve gender equity in progression rates over the 4 years (8% and 7% M) (Removed) ✓ Increase in %F feeling optimistic about career development opportunities at LSTM from 32% to 49% between 2017 and 2020 (Q33 Removed)
Gaps	<ul style="list-style-type: none"> ✗ M are lost from the DCF and CT pipeline ✗ F Senior Lecturer, Reader or Professorial promotion applicants have not increased (FKP1) and F are lost from the pipeline (%F success < %F application < %F eligible pool) (FKP4) (Removed) ✗ Decline in M staff optimism about career development from 53% to 42% between 2017 and 2020, F also <50% optimistic (Q33 (Removed)) (FKP4)

KP7: Explore ways to extend promotion processes to RPTP staff

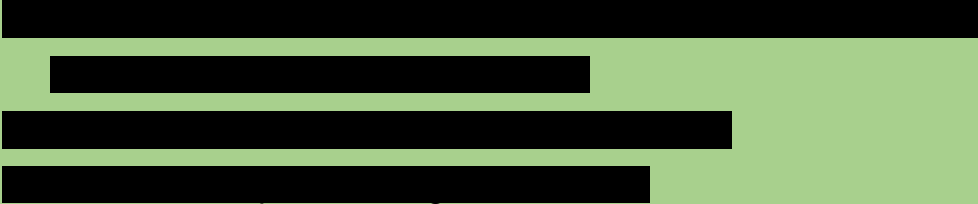
Actions	<ul style="list-style-type: none">➤ Introducing a formal regrading system (2020)➤ Clearly defining career pathways and levels for RPTP staff, creating standardised job-families, and improving data recording processes to facilitate meaningful analysis
Impact	✓ F and M progression rates equal (11% v 10%) (Removed)
Gaps	<ul style="list-style-type: none">✗ No noticeable increase in progression rates following regrade system✗ Decline in M staff optimism about career development from 53% to 42% between 2017 and 2020, F also <50% optimistic (FKP4)

KP8: Reduce Gender Pay Gap (GPG), consider intersectionality in pay gaps

Actions	<ul style="list-style-type: none"> ➤ Conducting statistical analysis to identify GPG root causes and inform SMART targets and GPG action plan ➤ Conducting equal pay audit (gender/ethnicity) for HERA grade staff ➤ Producing ethnicity pay gap report (EPG) annually since 2020
Impact	<p>Between 2018 and 2021 we</p> <ul style="list-style-type: none"> ✓ Reduced the median GPG from 13.4% to 8.7% (Removed) and F:M median hourly pay gap from -£2.45 to -£1.93⁴ ✓ Achieved a more equitable gender balance in the lowest (%F decreased from 75% to 72%) and highest (%F increased from 40% to 48%) pay quartiles⁴ ✓ Committed to eliminating the GPG by 2028 ✓ HERA grade equal pay audit results showed overall equal pay gap of 2.9% median and 2.58% mean (in favour of F) ✓ During COVID 77% (57/74) of furloughed (Coronavirus Job Retention scheme) staff were F. LSTM topped-up pay to avoid gendered pay impact)
Gaps	<ul style="list-style-type: none"> ✗ More work needed to eradicate GPG by 2028 (FKP4) ✗ Consider intersectionality in pay gaps (FKP4) ✗ Equal pay audit results showed some areas for investigation within grade and off-grade not yet audited (FKP4)

⁴ Source: LSTM Gender Pay gap report 2021 (<https://www.lstmed.ac.uk/about/equity-inclusion-at-lstm/governance-statutory-reporting>, accessed 14/07/22)

KP9: Establish systems to promote dignity at work and prevent or address incidents of bullying and harassment

<p>Actions</p>	<ul style="list-style-type: none"> ➤ Dignity at work policy developed and supported by a code of conduct ➤ Launched Freedom-to-Speak-Up (FtSU) portal, allowing staff, students, and collaborators to report bullying, harassment, and discrimination concerns (anonymously if required) ➤ On-line unconscious bias, EDI legislation and safeguarding training ➤ Workshop style training ‘understanding micro-aggression and being an active bystander’ ➤ Conducted and published Race Equity Review with outsourced individual psychological support provided to survivors
<p>Impact</p>	<ul style="list-style-type: none"> ✓ Increase in F staff perceptions that ‘LSTM is an inclusive workplace where everyone can thrive’ from 51% to 56% between 2017 and 2020’ (Q8 Removed)  <ul style="list-style-type: none"> ✓ 92% of staff trained in unconscious bias and 85% in EDI legislation (Jan 2021 snapshot) ✓ 137 staff (29%M, 69%F, 2% other) completed active-bystander training (July 2021 snapshot)
<p>Gaps</p>	<ul style="list-style-type: none"> ✗ Decline in staff agreement that ‘bullying and harassment are not tolerated’ from 70% to 60% (M=F) (Q10 Removed) and in M staff who agree that ‘LSTM is an inclusive place’ from 61% to 46% between 2017 and 2020 (Q8 (Removed)) (FKP2) ✗ Staff survey data were collected before some actions implemented (FKP3) ✗ Need to build trust in and understanding of FtSU and dignity at work processes and systems (FKP2&3)

KP10: Explore the intersection of gender and ethnicity in our staff and student data and provide baseline data to support the race equity review

Actions	<ul style="list-style-type: none"> ➤ Running all AS analysis by ethnicity and gender, (separately to anonymise) ➤ Identifying where and how our EDI initiatives (especially staff training and awareness and improved processes/systems) have had an impact on race equity and where gaps remain
Impact	<ul style="list-style-type: none"> ✓ Analysis shared with EDI committee, Race Equity working group, B.A.M.E network and LSTM management committee and is being used to inform benchmarks and action planning
Gaps	<ul style="list-style-type: none"> ✗ Small numbers prevent anonymised quantitative intersectional analysis (FKP2) ✗ Student experience data not analysed by gender or ethnicity (FKP3)

Success facilitators

According to our assessment we have achieved success in 8/10 KPs (shown below).

We also identified and grouped success facilitators into eight key themes (on the right).

These facilitators have been used to inform our action planning and maximise impact as described below.

	Success facilitators								
	Multipronged approach	External factors	Listening to staff/students	WiGH priority	Leadership priority	Evidence-based planning	Investment in systems/people	A focus on gender (not just women)	Intersectional considerations
KP1: Senior F under-representation	✓			✓	✓				
KP2: Family friendly & work-life balance	✓		✓			✓			✓
KP3: Minimising impact and use of FTC	✓		✓	✓	✓	✓			✓
KP4: Academic recruitment			✓	✓	✓		✓		
KP5: RTPP recruitment							✓	✓	
KP6: Academic promotion		✓	✓	✓	✓				
KP7: RTPP progression			✓	✓	✓	✓	✓		
KP8: Pay gaps					✓	✓			✓
KP9: Dignity at work		✓		✓	✓		✓		✓
KP10: Intersection (gender & ethnicity)		✓	✓						✓

To maximise impact our action plan will:

- **Take a multi-pronged approach**, considering multiple systems, policies, and processes when planning and implementing actions. e.g., dignity at work actions will encompass staff training, awareness raising, champions, strengthened processes and governance
- **Leverage external initiatives**, identifying how they can catalyse, and/or accelerate progress on gender equality. e.g., gender equality plans in

funder/research grant applications will be used to drive engagement of senior academics in gender equality initiatives within and beyond LSTM

- **Engage with staff/students** to define and deliver priorities, continuing to grow and support our staff/student networks. e.g., encourage staff participation in network activities, capturing and recognising this in our staff dashboard
- **Provide evidence and information which enables leaders to prioritise gender equality**, including the business case for maintaining a focus on gender equality. e.g., post-COVID agile working evaluation will have a gender lens to support management to make gender equitable decisions that also support productivity
- **Do evidence-based planning**, using analysis as a tool to surface challenges, develop actions and monitor impact. e.g., monitor progress with improving representativeness of committees via the staff dashboard and design targeted interventions where progress is slow
- **Embed gender equality into systems and people development**, improving gender equality as an integral part of ongoing development of systems, processes and human capacity at LSTM. e.g., we will establish automated gender specific reporting from the new recruitment database/system
- **Focus on gender (not just women)**, routinely exploring gender from all perspectives and using this to increase engagement with gender equality work. e.g., once our new ESS is live in September 2022, we can routinely analyse data by gender (instead of sex).
- **Leverage intersectional approaches**, working on priorities surfaced through AS REC, and LGBTQ+ activities. e.g., conduct joint action planning, monitoring, and evaluation with REAP team in relation to women of colour

Image 7 Public engagement through fundraising and outreach



Section 3: An assessment of the research institute's gender equality context

1. Culture, inclusion and belonging (1573 words)

We seek to understand our culture through surveys and other consultations. Predominantly, evidence is drawn from the staff engagement surveys (SES) with results disaggregated by gender for academic/RPTP staff (Appendix 1, **(Removed)**) and a sub-set of questions explored by gender and carer status (Appendix **(Removed)**).

We conducted EDI surveys in 2017 and 2018 and a SES in 2020 with response rates of 58%, 53% and 44% respectively **(Removed)**. Low numbers of B.A.M.E staff precludes intersectional quantitative reporting. Additionally, it is not currently possible to explore data from those staff identifying as non-binary (or other gender identities that are not solely male or female), as this data is drawn from the HR database, which does not currently hold this information. As we undertake actions in Section 3.2 to address this and other data issues, we would expect to see an improved overall response rate and the ability to better understand the lived experience of those who identify as non-binary (or in another way), as well as intersectional evaluations (the latter supported by our commitment to the Race Equality Charter, REC). To better understand the lived experience across several protected characteristics, and support intersectional analysis a culture survey will be conducted in October 2022 and biennially thereafter, with SES in intervening years.

We have considered the following elements of our culture:

Social culture

In terms of the staff experience, both F and M staff feel that the most positive thing about working here is the work they do “Staff are really engaged and incredibly committed, both to their work and to social justice.” (F 2020 SES). New staff frequently comment on the friendliness and welcome; this includes an institutional induction and an email signposting key contacts (including network reps and the AS lead). We celebrate a range of events including International Women's and Men's Days, the International Day of Women and Girls in Science and National Inclusion Week, as well as events to support our B.A.M.E., and LGBT+ colleagues and students (Image 7 p34).

In the 2020 survey, although there is high agreement that '*Action is being taken to make LSTM a more equitable workplace*', (69%F, 71%M, Q9 (**Removed**), '*LSTM is an inclusive workplace where everyone can thrive*' shows room for improvement (46%F, 56%M, Q8 (**Removed**)). In particular, academic women were 20% less positive than those in RPTP roles (Q8 (**Removed**)). The perception that bullying, harassment and discrimination are not to be tolerated has fallen since 2017 (Q10 (**Removed**)), despite measures to improve reporting; increasing confidence in this is therefore a key priority. Although few free-text survey comments about what individuals would change at LSTM related directly to bullying and harassment (██████, Q14 (**Removed**)), 48F and 18M raised concerns about poor relationships at work (particularly between academic and RPTP) and inefficient systems which were fuelling this (Q14 (**Removed**)). As a result, a review has been undertaken to understand ways of working between academic staff and professional services and prioritise investment in professional staff and systems development.

LSTM co-created new values and behaviours (**Removed**) with internal and external stakeholders in 2022. This is part of wide culture change initiatives spearheaded by the DORCI and GHRD at the request of the ID, responding to needs and issues raised through extensive, ongoing consultation, marking change from autocratic leadership to a more open and collaborative culture.

WiGH was formed by staff in 2016 to press for action on long-standing gender issues including the GPG, FTC and bullying and harassment. In 2017 WiGH highlighted concerns about the causes of our GPG to senior leadership, initially with a disappointing response. Undeterred, WiGH lobbied and were granted data-access to conduct in-depth GPG analysis, revealing that FTC status was the biggest determinant of hourly pay, and that F were more likely to be on FTC. WiGH and new leadership, helped to catalyse progress and success in these areas.

LSTM also work with a huge range of global partners sometimes as a lead-contractor and sometimes a contractee which determines the ways we can influence gender equality. LSTM actively promotes and advances gender equality directly through our research and relationship management. We have been particularly successful in supporting our staff and partners to develop safeguarding systems. All our work seeks to strike an appropriate balance between standing up for equality whilst also being

mindful of positionality and power imbalances particularly between the Global North and Global South. We do this through open dialogue with collaborators and seeking the input of external stakeholders in key decisions and policies.

Professional culture

In terms of career development, both F and M academic and RPTP staff feel that their efforts are recognised and valued (Q16, **Removed**) and their manager supported their goals and aspirations (Q19 **Removed**). Despite this, there was low optimism about career development opportunities at LSTM (47%F, 40%M, Q33, **Removed**). Career progression and the limited opportunities provided by LSTM to ECRs was cited as one of the main motivations for the ECRs (who are predominantly women) leaving during exit interviews. Since these data were collected, we launched our 'LSTM learns' portal (Image 8 p39), established an institutional staff learning and development committee (PACE) and CADRe has developed a career development action plan for researchers which LSTM is implementing. There has been some progress, such including career development planning in PDCs. Although opportunities are limited by our size and funding model, supporting career development and progression is a key priority (recognising this may be outside of LSTM).

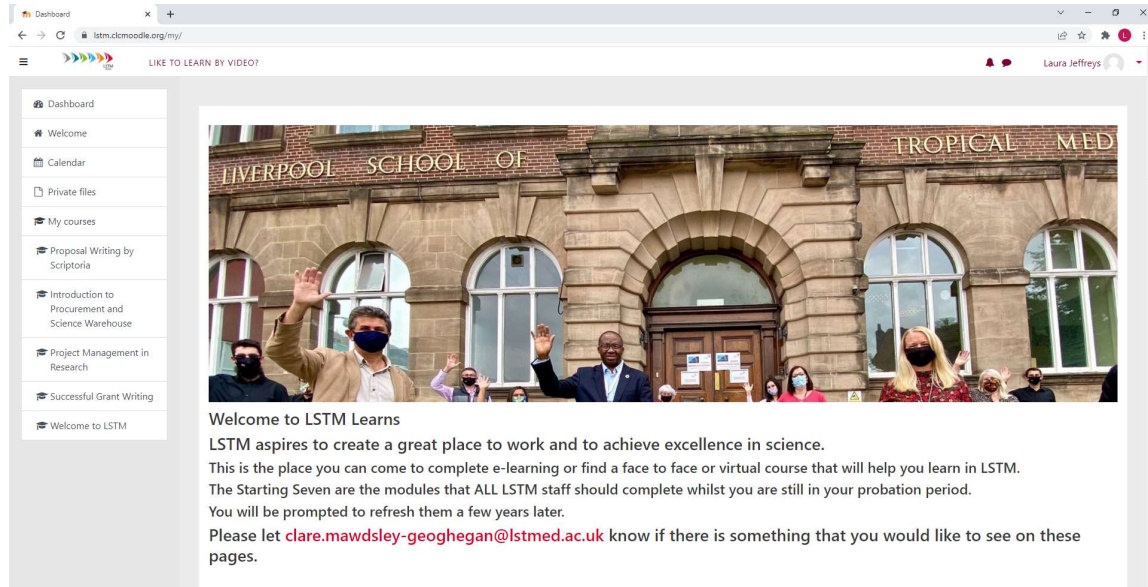
Perceptions around flexibility (almost 90% F & M agree 'My manager has a positive approach to flexible working' Q21 **Removed**) and work-life balance (Q34 **Removed**) are good (with no gender difference). As staff increasingly return to office-based working, we will monitor to ensure that flexible working is equitable particularly to support those with caring responsibilities.

Based on feedback from carers, efforts were made to establish a Parent and Carers Network for staff and students in 2020/21 but received little interest. Evidence from the 2020 SES showed no concerning differences between carers and non-carers (including by gender), see appendix 1 (**Removed**) however given the timing of this survey and the low response rate, we need to further explore this. During COVID-19 we developed a Teams site for parents and carers to share their experiences and support each other which was utilised by colleagues across LSTM.

There has been a fourfold increase in the uptake of KIT days since 2017 (**Removed**). Nevertheless, improved communication and monitoring to ensure staff are aware of

and are accessing family-friendly benefits, wellbeing support and have a healthy whole-life balance is critical.

Image 8 LSTM learns' skills development portal



Hierarchical culture

We are pleased with the increase in staff perceptions of ‘feeling valued’ between 2017 and 2020 (Q16 p **Removed**). However, we are mindful that further improvements are required to ensure staff confidence in policies, leadership, and governance processes.

At the highest levels of LSTM, SMG and MC have 25% and 21% F representation respectively and we have recently achieved 31%F (5/16) trustees, including [REDACTED] women of African heritage (**Removed**). The SES showed that F academics had least confidence in the leadership (46%, cf. 52%), and that the F RPTP staff had the highest (68% cf. 57%) (Q6 **Removed**). Leadership style, hierarchy and communication

attracted the most SES free-text comments relating to desired changes at LSTM, with staff perceptions of hierarchical and out-of-date leadership (Q12 **Removed** and Q14, **Removed**).

In addition to MC, policy and decision making is undertaken by a large range of committees. We undertook a survey in 2021 which showed under-representation of women most committees, very few non-binary people on any committee (**Removed**), and variable commitment to EDI within terms of reference. Work to ensure that under-represented voices are heard in decision-making has started, but remains a key priority, informed by F academics in particular feeling that their perspectives were not included in decision-making (39%, Q24 **Removed**). Our efforts will focus on continuing to amplify staff voices via strengthened and expanded networks and ensuring equitable good-governance and inclusive committees.

The lowest-scoring question in the SES reveals that only around a quarter of academics agree that ‘Administrative tasks that don’t have a specific owner are fairly divided at LSTM’ (26%F, 23%M Q25 **Removed**); although rates are higher for RPTP individuals, they are still low (42%F, 31%M). This highlights a long-standing issue around tracking staff workload, which we anticipate has been to some extent addressed since the survey by the introduction of a staff workload dashboard for academic staff and some RPTP duties (e.g. committees), to allow better monitoring to ensure work is fairly allocated and recognised and make the process transparent. Within professional services, recommendations from the review (see above, Social culture p31) involve mapping roles and responsibilities to ensure equity.

Physical space

All buildings at our Liverpool site have gender-neutral toilets available. There are well equipped parent and baby rooms in all buildings, a prayer room and staff and student social spaces. The former has a photo exhibit which celebrates staff at all levels. We also have images of our overseas partners/research participants throughout the buildings. (Recently we removed some which perpetuated negative stereotypes of Africa and will update displays regularly to celebrate success and promote positive images). We prominently display rainbow flags at reception and supply staff with a choice of rainbow, B.A.M.E network or plain ID-card lanyards. Hybrid working has

altered how we use our space, and we will ensure that any impact on specific groups (e.g. carers) is minimised.

2. Key priorities for future action (FKP)

Key issue: women are under-represented in the professoriate and within corporate leadership roles and women and non-binary people are under-represented on key decision-making committees (286 words)

63% of all LSTM staff are women (**Removed**), yet at professorial level (off-grade) only 25% are women (**Removed**) and within RPTP functions only 40% of corporate leaders (off-grade) are women (**Removed**).

Only 21% of LSTMs Management Committee (MC) are women (**Removed**). MC membership is an *ex officio* role, hence the lack of female corporate leaders' limits women's role in MC. Furthermore, the Deans and Heads of Academic Departments are Professors, hence a lack of women Professors automatically limits their potential to take senior academic leadership roles and ultimately a seat on MC.

Senior leadership roles are advertised externally, which increases the potential pool of women, however between 2016-17 and 2021-22 only 18% of applicants, 38% of those interviewed and 27% of those appointed to Professorial and corporate leader roles were women.

The race equity review highlighted the lack of women of colour in senior roles across LSTM and, hence it will be vitally important to consider the intersection between gender and ethnicity as we improve women's representation.

Although we have recently increased the number of women (including women of colour) on our BoT, only 31% (5/16) are women.

Our 2021 committee membership survey showed that none of LSTM's key professional; or research and teaching committees had a membership which reflected the proportion of LSTM staff that were women, there were very few non-binary committee members, and committee terms of reference showed limited consideration of gender equality.

It is no surprise therefore that only 33% F academics (versus 39% M academics) and 49% F RPTP staff agreed that 'perspectives like mine are included in decision making at LSTM' (Q24, **Removed**).

These issues result in our first two key priorities

FKP1 Increase the proportion of women Professors and corporate leaders (off-grade)

Which supports:

FKP5 Ensure that under-represented voices are heard in decision-making at LSTM

Actions relevant to KP1

- 1.1 Systematically identify high-potential F internal candidates for promotion or appointment to off-grade roles on an annual basis
- 1.2 Provide leadership development programmes (Aurora or other) to increase the number of potential F candidates with externally recognised leadership skills and qualifications
- 1.3 Offer coaching targeted at high-potential women
- 1.4 Offer mentoring for all staff with a focus on women who are currently not benefiting from mentoring, coaching or leadership development
- 1.5 Use recruitment consultants and search committees to ensure that for strategic (off-grade) appointments we attract and recruit an equal proportion of women applicants through the recruitment pipeline
- 1.6 Engage with the REAP/REC team to identify timelines and targets for women of colour in leadership roles

Actions relevant to KP5

- 5.1 SAT and EIC will monitor MC composition annually to check progress and highlight issues arising
- 5.2 BoT is currently (July 2022) defining its EDI objectives which will include a SMART target for gender balance (and wider diversity objectives) by 2027
- 5.3 Work with committee chairs to set gender and wider EDI objectives/scope for each committee including an appropriate gender equality membership target
- 5.4 Ensure all non-ex officio positions are advertised with all staff email and added to the "get involved" section of staff intranet
- 5.5 Activity dashboard used to monitor and track committee membership by gender and ethnicity

NB Actions with underline are intersectional

Key issue: staff, especially academic women, do not have confidence in LSTM systems to deal with bullying, harassment and discrimination which leads to under-reporting and potentially undermines dignity at work (220 words)

In 2017 LSTM launched a system for staff and students to report bullying, harassment, discrimination (anonymously if wanted). Very low numbers of reports of sexual harassment, or discrimination, could indicate that uptake is low.

The 2020 SES revealed that only 50% Academic women (compared with 64% academic men) and 57% of RPTP men (compared with 66% of RPTP women) agreed that 'bullying and harassment are not tolerated at LSTM' (Q10 **Removed**). Narrative responses suggest that staff do not fully appreciate the challenges of dealing with complaints fairly, effectively and confidentially, “a lot of internal issues are quietly dealt with by heads of department behind closed doors before being swept under the carpet” (M staff member, 2020 SES). We have rolled out active bystander and microaggression training since the survey was undertaken, and the feedback from those attending strongly suggests this should be part of our core/mandatory training. However, we need to work harder to raise awareness, improve communication and provide impartial advice for those who are unsure about whether or how to raise concerns.

We have a limited number of senior staff available to lead investigations and sit on panels, and they may not have the specialist skills and or lived experience to support investigations into all forms of harassment/bullying/discrimination, particularly where this relates to transphobia, and or intersectional discrimination.

FKP2 Increase confidence in the way in which LSTM deals with bullying, harassment, and discrimination

Actions to support FKP2

2.1 Analyse exit interview data to identify any incidents that may have gone unreported, and which influenced staff departure. Triangulate this with reporting data

2.2 Review and consult on Dignity at Work policy and reporting process

2.3 Update guidance on how to report incidents of bullying or harassment, including a flow chart which explains what happens following a report.

2.4 Regularly communicate the reporting routes available via SSF, staff newsletters and emails

2.5 Share anonymised and unidentifiable data on number and outcome of FtSU reports annually with staff/students to build trust and awareness of systems

2.6 Incorporate microaggression/active bystander training into core (mandatory) training for all staff

2.7 Recruit and train harassment advisers to support ease of reporting and act as a first port of call for staff/students who may wish to have an informal conversation a bullying/harassment

2.8 Conduct annual regular refresher training for senior staff who lead investigations and/or sit on disciplinary panels and hearings and ensure that only those who have been trained sit on panels

2.9 Have a bank of external investigators who can support with all forms of harassment/bullying/discrimination

2.10 Establish baseline level of awareness/understanding of reporting process using the EDI survey in 2022 and set targets to increase this

Key issue: Insufficient quantity and quality of data for evaluating gender equality and culture, from an intersectional perspective (367 words)

While we have dramatically improved our systems and infrastructure to collect data at LSTM in recent years, there are still a number of gaps across the organisation where data can be used more effectively to inform decision making and ensure gender and intersectional equality and create a culture where people of all gender identities, including women of colour, carers feel a sense of belonging and inclusion.

Employee data: The LSTM staff database does not yet record gender, hence we can only report by sex for most survey data (committee survey captured gender) and people cannot express their gender identity. Ethnicity categories in the staff database are not sufficiently broad to enable people to select an ethnic group which reflects their identity.

Survey data: Staff engagement surveys and analysis of staff data do not allow full exploration of culture and inclusion. LSTM wants to use EDI/culture and engagement surveys to capture staff perspectives from a gender and intersectional perspective, yet limited internal staff capacity to conduct, analyse and respond to regular surveys (especially during COVID-19) has meant that frequency of surveys is lower than ideal. We use town hall meetings routinely to obtain staff views and feedback, yet these data cannot be captured by gender, limiting their use for gender specific action planning and evaluation.

Narrative data and focus group discussions (FGD): We have not been able to conduct FGD because of COVID-19 and capacity issues. Hence, we do not have as much documented qualitative evidence on intersecting equality at LSTM as we would like. We do have this evidence from the Race Equity Review, but it cannot be anonymised and therefore cannot be shared.

Recruitment data: Since May 2022 our recruitment database enables applicants to select their gender (and preferred pronouns), but it doesn't yet capture panel composition data adequately/routinely. We do not know if or how panel composition affects outcomes.

Student data: Our student experience survey design does not currently enable us to analyse by course and gender or for intersectionality.

Data for decision making. Gender specific data is not routinely used in all management decision making, we need to continue to improve data systems and embed the use of gender specific data in MC processes.

KP3 Enhance the quality and quantity of data on gender, ethnicity, culture, inclusion, and social mobility and embed this in decision-making throughout the organisation

Actions to support KP3

- 3.1 Update staff database to enable staff to specify their gender
- 3.2 Update ethnicity categories in consultation with Race Equity Advisory Panel/REC and B.A.M.E. staff and students
- 3.3 Encourage staff to update their profiles on the HR system to improve data quality
- 3.4 Introduce biennial equality survey to explore culture and exclusion across gender, race, and sexual orientation complemented by biennial SES which can be analysed intersectionally
- 3.5 Fund external data collection/analysis of equality survey
- 3.6 Use FGD to complement Town Hall reports and EDI/SES survey data
- 3.7 Use FGD or other qualitative methods to capture the perspectives of those with caring responsibilities
- 3.8 Establish routine anonymised reporting of job-applicant pipeline by gender and intersecting characteristics (e.g., ethnicity, socio-economic status) and for capturing panel composition data to facilitate routine monitoring and evaluation of this in relation to our EDI targets
- 3.9 Learning from 3.8 routinely provide data disaggregated by gender (and intersectional where possible) to key committees to support decision-making
- 3.10 Capture student experiences by gender and intersectionally

Key issue: Gender differences in progression at key career points (438)

The 2020 SES revealed that the proportion of men who felt optimistic about career development opportunities at LSTM declined between 2017 and 2020 (53% to 40%, Q33 **Removed**). While the proportion of women increased (31% to 49%) over the same period this remains low, particularly for academic women (41%, 2020 Q33 **Removed**). Several narrative responses identified promotion, progression and development opportunities as the 'one thing they would change at LSTM', and some were concerned that line-managers don't provide effective career development support (Q14 **Removed**). Since then we've made efforts to improve career

development opportunities. However, more work needs to be done and we do not understand the impact of these and other efforts to support career development and progression for people of different genders.

Early career support (academic men): There is evidence of an increasing gap between F and M application and success rates, in favour of F, for our DCF and CT awards that we don't understand (**Removed**)

Transition to tenure (academic women): In 2021-22, women were underrepresented in the RT and TO roles which are most commonly tenured i.e. RT academic roles (41%F compared to overall % F of 62.3% in 2021) and TO roles (46% F TO v 62.3% overall % F) (**Removed**). We do not know the long-term impact of DCF in supporting women onto CT, or how women fare after completing the CT scheme. Exit interviews suggest some talented F ECRs are leaving due inadequate progression opportunities at LSTM and staff indicated that short term grant funding remains a key concern and challenge to long term career development.

Mid/Senior academic promotion (academic women): There is evidence of a of gap between F and M application and success rates, in favour of M, for senior lecturer, reader and professorial promotions (**Removed**)

Progression bottlenecks for academic and RPTP women: Our equal pay audit (HERA grade staff) identified firstly, that in G8 F pay exceeds M, and secondly that 23/27 of those who receive contribution pay are F, suggesting potential bottlenecks in women's progression when they reach the top of grade, which require investigation. We have yet to conduct an equal pay audit on off-grade staff which will be essential to identify any discrepancies in off-grade pay and progression and support us to achieve our gender pay gap targets.

Intersectional pay gaps: We have explored our ethnicity pay gap and our gender pay gap separately but do not yet understand how gender and ethnicity intersect in pay and progression opportunities for women.

FKP4 Understand and addressing barriers to men and women's' progression at key career points

Actions to support FKP4

4.1 Continue to define career pathways and what's expected at each stage to progress

4.2 Annual progression planning included in PDC for all staff and review outcomes at departmental level

4.3 Use surveys and FGD to find out why men are not applying/ succeeding on DCF & CT

4.4 Continue DCF and CT scheme whilst evaluating the long-term impact on women's careers i.e., whether it helps them to establish themselves as independent researchers

4.4 Seek additional ways to minimise the impact of short-term research grant funding on academic careers and transition women into more secure academic roles

4.5 Seek additional ways to minimise the impact of short-term research grant funding on academic careers and transition women into more secure academic roles (e.g. by expanding CT scheme, creating automatic tenure after a certain period in post or associated with senior promotions)

4.6 Use evidence from the staff dashboard to guide development of expectations and norms for the alternative academic career pathways (RO/TO/RT) and reflect this in promotion and progression criteria

4.8 Develop our line managers so that they can more effectively coach and support staff to achieve their career objectives

4.9 Introduce 360-degree reviews for all line-managers

4.10 Conduct investigations and analysis of progression and time in role by gender to understand the discrepancies identified at G8 and contribution pay in the equal pay audit address the root causes (e.g. longer time in role/to progression for women versus men)

4.11 Commission equal pay audit for off-grade staff and respond to it

4.12 Work with REAP/REC to explore the intersection between gender and ethnicity in pay and progression at LSTM for academic and RPTP staff

Key issue: staff want a more equitable and inclusive workplace with stronger communication and more transparent leadership (284 words)

In the 2020 SES only 41% academic women and 43% academic men, and 45% RPTP men (compared to 61% RPTP women) agreed that 'LSTM is an inclusive workplace where everyone can thrive' (Q8 **Removed**). Staff recognise that LSTM is changing and improving, but many called for better communication, more transparency and a fairer and more equitable workplace (Q12 **Removed** and Q14 **Removed**). We recently co-created new values with staff, with a strong EDI focus (**Removed**), however these need to be embedded in the day to day running of the organisation to make an impact. Although ~60% or more of all women and men, felt that they belong at LSTM (Q36 **Removed**), we do not understand this from an intersectional perspective.

Carers: 44% of women and 45% of men indicated that they had caring responsibilities for children or adults in the 2020 SES (Q44 **Removed**). ECR consultations revealed a lack of awareness about the support packages available to carers and those wanting to combine a family with work at LSTM and there is low uptake of shared parental leave. Our previous efforts to start an LSTM carers network stalled due to lack of interest.

Trans inclusion: LSTM doesn't have internal expertise needed to support trans inclusion work, but since joining Stonewall we have now established a Stonewall index team to prioritise this work.

Recruitment and occupational segregation: Men are underrepresented in RO G5/6 academic roles and in G3-G9 RPTP roles (**Removed**), and we lose men from academic, professional and G7/8 recruitment pipelines. BAME women are underrepresented in RPTP roles, compared to the 16% B.A.M.E. overall in the staff community, and are lost from the academic and (to a lesser extent) RPTP recruitment pipelines.

FKP6 Build an inclusive workplace where everyone can thrive and is recognised for their contributions

Actions to support FKP6

6.1 Embed the new LSTM values, into recruitment, reward and PDC processes

6.2 Develop and implement a comprehensive communication plan to support information sharing on gender equality and EDI work at LSTM. Monitor and evaluate the impact of this using staff surveys (3.1 to 3.5), focus group discussions (3.7 and 3.8) and through networks (6.3)

6.3 Continue to support and develop our staff networks and utilise them to help us understand the intersectional experience of our staff and students

6.4 Train line managers in promoting inclusion and belonging within their teams/ areas of responsibility

6.5 Develop EDI strategy with a consultative process to ensure all views are captured

6.6 Review policies to ensure that trans equity is incorporated e.g. into family friendly policies, and other policy reviews

6.7 Develop guidance to support people transitioning and their line-managers/team

6.8 Analyse staff dashboard data to by gender to surface any inequalities

6.9 Do a consultative gap analysis to identify any relevant data which is not captured by the dashboard

6.10 Develop a plan to improve the dashboard to capture more activities for both academic and RPTP staff

6.11 Use dashboard to routinely monitor contributions by gender to ensure that work is equitably allocated and fairly rewarded

6.12 Building on 3.9 (recruitment data), identify and address the reasons for M attrition in our recruitment pipelines in relation to panel composition, immigration rules, candidate qualifications/experience

6.13 Increase number of qualified M applicants to roles where they are under-represented

6.14 Liaise with REAP/REC to ensure that we simultaneously address race and gender issues in our recruitment and staff pool

6.15 Following on from 3.4 (EDI surveys to capture carers perspectives) and 3.8 (conduct FGD with carers) identify the key issues that affect carers at LSTM

6.16 As part of 6.3 (support and expand our networks) develop an appropriate mechanism to enhance support for carers

6.17 Review family friendly policies to embed support for carers including those of all gender identities (see 6.6)

6.18 Improve communication on the family friendly policies on offer to maintain high uptake of KIT days and improve uptake of shared parental leave