125 YEARS 1898 - 2023 | **LSTM** LIVERPOOL SCHOOL OF TROPICAL MEDICINE

Equity, Diversity and Inclusion Annual Report

2021-2022

APPROX WORD COUNT: **17**

Director's
Statement

APPROX WORD COUNT: **10**

Director's Statement

Thank you for taking the time to read the Liverpool School of Tropical Medicine's (LSTM) 2021 – 2022 Equity and Inclusion (E&I) Report. As we reflect on progress over the last 12 months, it's true to say this has been another busy year for LSTM.

This year we have been on a learning journey, challenging and further developing our understanding of equity and the barriers that people from minoritised backgrounds face. Only when we understand our own privilege can we truly become an inclusive organisation, embedding equity in all that we do.

This year we have had some changes in our Equity, Diversity, and Inclusion (ED&I) personnel and have committed additional resource to support our ED&I agenda as well as resetting our institutional focus in terms of ED&I priorities and needs.

Following our Race Review published in February 2022 by Professor Jason Arday, we have committed to our first institutional Race Equity Action Plan. This gives us a blueprint to guide our equity efforts, engaging with staff at all levels of the organisation to do so.

I'm thankful to colleagues from across the school for their input on this, and while there is a tremendous amount of work and learning to be undertaken, our Senior Leadership Team and Board of Trustees are fully committed to making progress. Additionally, we have made major progress in our Gender Equity efforts, achieving a Silver Athena Swan award.

Through our ED&I initiatives, our ambition is to create workplaces where both our staff and students feel valued, safe, and can thrive whilst working and studying.

Our international reach and longstanding partnerships provide us with a fantastic opportunity to work collaboratively and learn from our partners, to develop equitable relationships that support the delivery of our mission.

Underpinning all our achievements over the last year has been our staff. We are fully committed to developing equitable pathways to career progression and training for our people, so that we can attract and retain the very best academic, scientists, and professional services staff.

In education, we are committed to increasing our portfolio and growing and diversifying our student base so that we can continue to play a vital role in educating the global health leaders of the future. In addition to investing in staff, we have also made substantial investment in our facilities, and have developed our education and research portfolios.

As we move into 2023, our 125th year anniversary, I am confident we can continue to carve out our ED&I identity and further our institutional priorities. Our 125 anniversary provides us with an opportunity to acknowledge and address our colonial past, and work together to build a future that has equity at its heart for us all.

Professor David Lalloo, LSTM Director

Executive Summary

APPROX WORD COUNT: **10**

Executive Summary

Welcome to the Liverpool School of Tropical Medicine's (LSTM) 2021-2022 Equity and Inclusion Report, which provides an annual update on Equity, Diversity, and Inclusion.

In our 2020-2021 report, published [here](#), we shared an Equity and Inclusion Action Plan. This year's report highlights the progress made on each of these areas as well as outlining our institutional ED&I priorities for 2022 -2023.

2021-2022 marked a period of learning, transition, and growth in ED&I for LSTM, including significant developments on Race and Gender, and changes in our ED&I team. In April 2022, we appointed a new ED&I Manager and unveiled our new Mission, Vision, and Values. We also had a significant focus on race equity, following the **[independent review](#)** we commissioned by Professor Jason Arday, which reported in February 2022. As part of this work, we gathered staff from across the institution to develop an appropriate framework to implement recommendations from the review.

These efforts culminated in the publication of LSTM's first ever **[Race Equity Action Plan](#)** in October 2022, produced in consultation with colleagues at all levels of the organisation, with full support from our Senior Leadership team. This body of work represents LSTM's long-term commitment towards race equity, supporting our ambition to submit an application to Advance HE's Race Equality Charter within the next 3-years - a key recommendation raised in the review.

As we continue this journey, we have committed to dedicating increased resource to help us achieve our goals. We have appointed a full-time Race Equity Project Manager and internal Chair of the Race Equity Action Group (REAG). These roles will create a solid foundation to progress this important work, including significant changes in culture, practice, and process in the coming years.

Reflecting the extensive work undertaken by Dr Eve Worrall's Self-Assessment Team (now our Athena Swan Action Group) over the past 3-years, LSTM successfully achieved a Silver Athena Swan award in October 2022.

The award demonstrates our progress on Gender Equity since we initially joined the scheme in 2013 and identifies actions needed to deliver key priorities starting from 2022 up to 2027, available for download **[here](#)**. Following this achievement efforts will commence to improve intersectional data capture and analysis, as well as strategic alignment with our Race Equity activity.

Alongside these milestones, we have continued our work on Research Culture, Learning & Development, Partnerships, Decolonisation and Safeguarding to create a more inclusive culture throughout 2021-2022.

As an 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. We endeavour to celebrate diversity, promote equity, and foster inclusion; to be an employer where our global community of staff, students, and partners all feel valued. We recognise there is further work to do to improve our equity efforts which will form part of our action planning in the coming year.

In publishing this report we seek to:

• update on ED&I related activity from 2021-2022

• 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 the next academic year (2022-2023)

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 priorities in due course.

APPROX WORD COUNT: **167**

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Introduction

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Background

Founded in 1898, LSTM is a small and highly specialised research and teaching institution, that was awarded independent Higher Education Institute (HEI) status in 2013 and degree awarding powers in 2017.

We deliver on our mission of 'improving health outcomes in disadvantaged populations globally through partnership in research and education' through effective interventions which improve human health.

With a research portfolio of well over £320 million, we excel in translating leading academic research outputs into measurable benefits to health, and were ranked 2nd in the UK for research impact in the Research Excellence Framework (REF) **REF 2021** exercise. Our worldwide reputation and the calibre of our research outputs has secured funding to lead numerous international consortia and product development partnerships aimed at reducing or eliminating the impact of diseases on people across the globe.

As a teaching institution, from 2021-2022 we attracted students from 50 countries worldwide to study Master's and PhD programmes, as well as a range of professional courses. We work in partnership with health ministries, universities, and research institutions worldwide to train the next generation of doctors, scientists, researchers, and health professionals. LSTM recognises that how we carry out research is as important as the outputs of the research itself. Our Mission, Vision and Values illustrate our commitment to promoting equitable partnerships, integrity, and inclusivity in all we do.

VISION

Healthy lives across the world.

MISSION

Improving health outcomes in disadvantaged populations globally, through partnership in research and education.

VALUES

Our values guide how we work: they are the essence of our community. They include:

Making a positive difference

- We approach our work with curiosity, learning and adapting to find creative, appropriate, and innovative solutions

- We stay at the cutting edge in our fields of expertise

- We respect and safeguard our people, partners, and planet

Integrity

- We ensure our words are consistent with our actions

- We communicate with honesty and transparency

- We are accountable: we deliver on our commitments

- We hold ourselves to the highest ethical standards

- We acknowledge, discuss, and learn from, our mistakes

Partnership

- We work to develop and sustain equitable partnerships to achieve our goals and seek to influence others to do the same

- We build knowledge, skills, and capacity as we develop together

- We collaborate with our colleagues across the organisation to achieve the best outcomes for all at LSTM, and our partners

- We support each other to take pride in our process, progress and achievements

Inclusivity

- We promote fair and equitable treatment, opportunity and engagement in our activities

- We value diversity, and our actions aim to create an inclusive environment for all

- We create an environment in which diverse views are welcomed, and honest, courageous conversations are encouraged

- We enable one another to take decisions, trusting our colleagues' and partners' skills and judgements

- We treat each other with kindness and dignity and look after each other's wellbeing

The Equality Act 2010

The Equality Act 2010 legally protects people from discrimination in the workplace, and in wider society – it applies to public bodies, and any other organisation when carrying out a public function.

The Equality Act 2010 identifies nine characteristics which are protected by law:

- ✓ Age
- ✓ Disability
- ✓ Gender Reassignment
- ✓ Marriage and Civil Partnership
- ✓ Pregnancy and Maternity
- ✓ Race
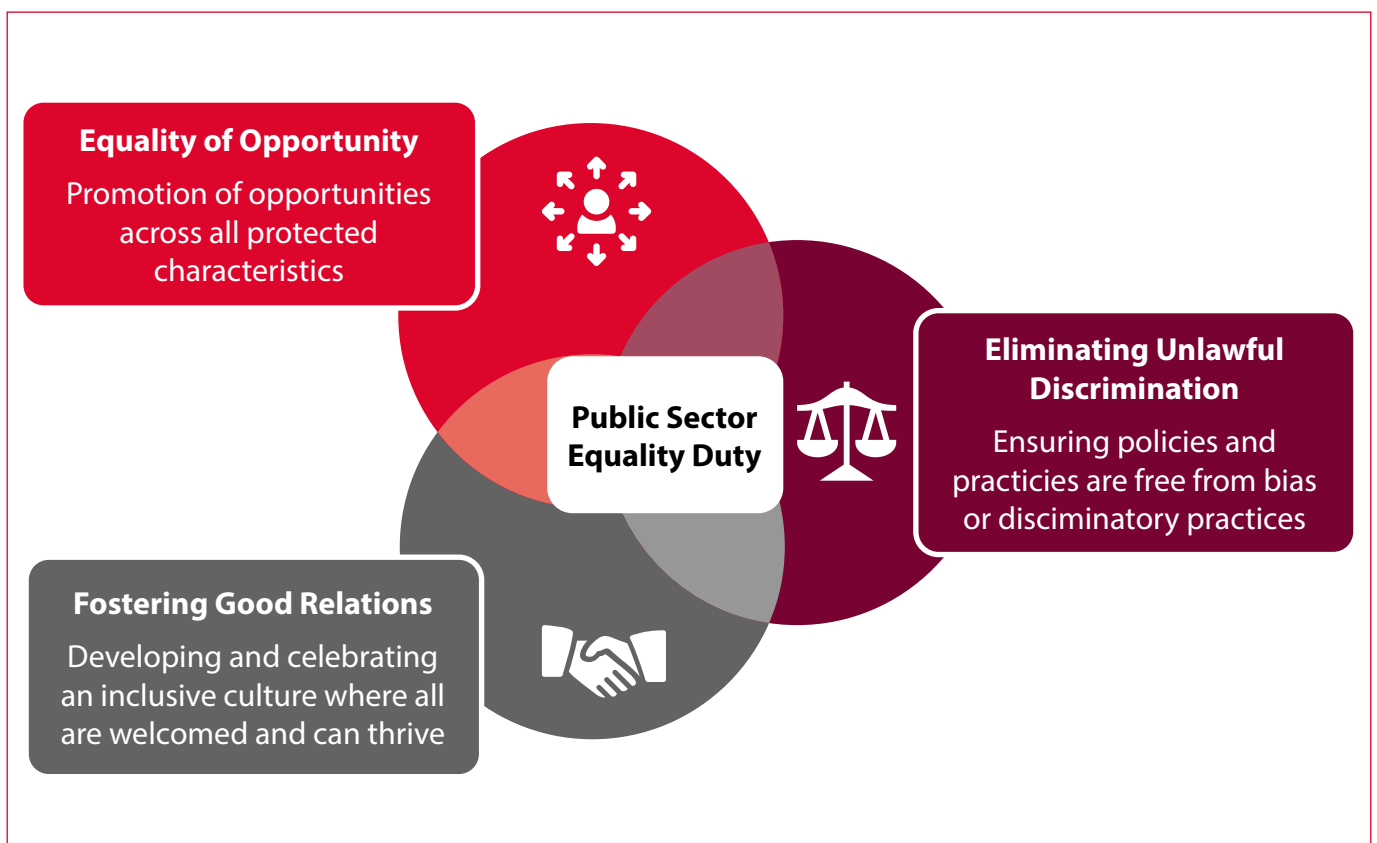- ✓ Religion or belief
- ✓ Sex; and
- ✓ Sexual orientation

The Equality Act 2010 aims to protect citizens against discrimination (both direct and indirect), harassment, or victimisation based on any of the protected characteristics.

The Public Sector Equality Duty (PSED) forms part of the Equality Act 2010 - the broad purpose of this Duty is to integrate a consideration of equality and development of positive relations into the daily business of public authorities such as universities, local authorities, and NHS Trusts.

Under the PSED, publication of equality information is compulsory in England for all public authorities – proactive publication not only ensures compliance with legal requirements, but informs decision-making, increases transparency, and provides an evidence-base for directed and targeted intervention.

Our annual Equity, Diversity & Inclusion report is one of the ways that we ensure compliance with the PSED, which requires public authorities to have due regard to three principles: Equality of Opportunity; Eliminating Unlawful Discrimination and Fostering Good Relations.

Equality of Opportunity
Promotion of opportunities across all protected characteristics

Public Sector Equality Duty

Eliminating Unlawful Discrimination
Ensuring policies and practices are free from bias or disciminatory practices

Fostering Good Relations
Developing and celebrating an inclusive culture where all are welcomed and can thrive

APPROX WORD COUNT: **275**

Governance

The Equity and Inclusion Committee (EIC) has oversight for all LSTM's ED&I related policies, whilst maintaining oversight of LSTM's ED&I efforts.

It provides an escalation pathway for networks and action groups if needed. EIC meets every two months, chaired by the Director of LSTM and the Global HR Director.

EIC membership is diverse, with representation from functions and departments across LSTM (both locally and internationally), including the:

- Athena Swan Action Group

- Race Equity Action Group (REAG)

- Black Asian and Minority Ethnic (BAME) Staff Network

- LGBTQ+ Network

- Stonewall Working Group

As part of our efforts to strengthen policies, we have embedded Equality Impact Assessments (EIA) into the policy development process. Recently, we updated our entire Policy Management Framework embedding ED&I, EIA, and consultation - with policies to be reviewed at least every three years by the policy owner.

Progress update
2021 – 2022

APPROX WORD COUNT: **82**

Overview

This section of the report highlights progress in key areas of the 2020-2021 E&I Action Plan which can be found in last year's Annual E&I Report 2020 -2021 from page 51, linked here. Our priorities in the last year have been the publication of our Race Equity Action Plan and associated action, and the submission of our Athena SWAN silver application.

Race Equity

During the 2021-22 academic year, LSTM commissioned Professor Arday to undertake an independent Race Review and his findings were published in February 2022.

The Senior Leadership Team accepted the findings unreservedly and approved the recommended framework for actions.

Following a period of consultation with the BAME Network and colleagues across the organisation, the Race Equity Action Plan was published, which outlines the actions we will take and assigns responsibility for delivery to members of our Senior Leadership Team, under six key areas:

1. Leadership

2. Structure and Strategic Planning

3. Culture and Inclusion

4. Education and Students

5. Staff

6. Data, Evaluation and Reporting

A newly constituted Race Equity Action Group (REAG) has been established to monitor and track implementation of the plan and ultimately oversee our application for Race Equity Charter recognition.

We acknowledge the importance of platforming and creating space for Black and Minority Ethnic voices from all levels of the organisation as integral to the success of this process.

This group includes Senior Leadership Team members, and representatives of staff and students based in the UK and our Global Hubs.

The work will be supported by a dedicated Race Equity Project Manager, who joined the organisation in January 2023.

As part of our commitment to improve knowledge and understanding of Race Equity, we have delivered training and talks for colleagues, Senior Leadership Team and Trustees relating to Race Equity, inclusive leadership, the rationale for decolonisation of the archives, barriers to academia for Black and Ethnic Minorities, and best practice from other organisations. These have been led by experts in the field.

This will continue with a programme of Anti-Racism Leadership training to be rolled out across LSTM (starting with our Senior Leadership Team) to further develop their confidence and knowledge to lead on this agenda.

LSTM is also engaged with Advance HE to develop a pilot Race Equality Charter aimed specifically at Small and Specialist Institutions.

The work will be supported by a dedicated Race Equity Project Manager, who joined the organisation in January 2023. A newly constituted Race Equity Action Group (REAG) has been established to monitor and track implementation of the plan and ultimately oversee our application for Race Equity Charter recognition.

Gender Equity

LSTM achieved its Silver institutional Athena Swan award in October 2022. According to the [Advance HE website](), only two UK Research Institutes and 21 UK Universities have achieved this level of award.

Major progress was made on areas addressing Female under-representation in senior roles, providing more career development opportunities, exploring the intersection of gender and ethnicity in our staff/student data, and reducing the gender pay gap.

LSTM will focus on delivering the five-year action plan from 2022-2027, to maintain and accelerate progress as we work towards a gold gender equality award in the coming years.

With key priorities for 2022-2027 to:

- Increase the proportion of women Professors and Corporate Leaders

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

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

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

- Understand and address barriers to men and women's' progression at key career points

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

In 2022 – 2023, efforts will begin to implement the action plan with key stakeholders from across the school. Work will also commence to assess the synergies and link efforts between our Athena Swan and Race Equity Action Plan

Pay

Analysing and reporting pay gaps is a meaningful way for us to monitor fairness in pay and gather insight into barriers to recruitment and progression.

It also allows us to assess, monitor and benchmark our equity efforts in relation to pay. We also externally report our ethnicity pay gap.

EQUAL PAY AUDIT

In 2021 we commissioned an independent external equal pay audit for staff on our Higher Education Role Analysis (HERA) pay scale to determine whether there were any pay inequalities associated with gender or ethnicity and make recommendations to address them.

The audit was conducted within Equality and Human Rights Commission guidelines.

The report found that for all HERA grades the Equal Pay Gap (defined as being in favour of men) is below the 3% trigger for action and that there was no ethnicity pay gap with the following further steps recommended:

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- Analysis of circumstances where role holders were at the highest spinal point without associated tenure.

- A review of the Employee Salary Review process (which facilitates performance-based pay increases) to take account of any gender differences and consider use of one-off vs consolidated awards. Equality Impact

Assessments have now been introduced into this process.

- Ongoing monitoring and analysis of appointment of BAME staff as the sample size was too small to draw meaningful conclusions.

- An audit of roles within the leadership scale and other salary scales will be undertaken next.

Pay Gap Reporting

The overall median gender pay gap at March 2022 is 11.1%. This is a reversal of the previous year's progress where the gap had reduced from 11.1% in 2020 to 8.7% in 2021.

This adverse change cannot be attributed to specific issues but is explained by the result of small changes in the ratios of men and women in each of our pay quartiles.

Figure 7: Gender of successful applicants vs non successful applicants

	2022	2021	2020
Gender Pay Gap	11.1%	8.7%	11.1%

Our ethnicity pay gap indicates a mixed picture. Overall, the pay gap between white colleagues and BAME colleague is 3.2% in favour of BAME colleagues. The median pay for colleagues of Asian or Mixed Ethnic heritage is 5% lower than the median pay of non-BAME colleagues. The median pay of Black colleagues (including Black African/Caribbean and Black British) is 15.6% higher than that of non-BAME colleagues (i.e., an inverse pay gap). Although, it should be noted that the population size is small and therefore limited changes have a disproportionate impact.

Figure 7: Gender of successful applicants vs non successful applicants

	2022	2021	2020
Asian/Asian British	5.5%	3.0%	-0.02%%
Black African/Caribbean/Black British	-15.6%	1.2%	-15.93%
Mixed/Multiple Ethnic	5.45%	-5.7%	-9.23%
Other	-6.7%	22.9%	-7.43%
Decline to Specify	-0.3%	-2.9%	-0.07%

The full 2022 Pay Gap report will be published on our website from March 2023.

Research Culture

EQUITABLE AUTHORSHIP

Equitable engagement with external partners is at the heart of our academic activity. An international team, including LSTM researchers has developed a consensus statement, published in a landmark paper to address 'parachute research' (**Morton, B., et al., 2022**).

The practice is defined as situations where researchers, typically from high income countries, conduct research in low-or middle-income countries (LMIC) without adequate recognition of the contribution of authors in these countries.

The statement calls for measures to demonstrate how equitable partnership is promoted throughout the design, conduct and publication of research to ensure more equitable practice. The statement resonates strongly with our work towards principles of Equitable Partnerships (see below). This work was shortlisted for the Times Higher Education ED&I award.

INCLUSIVE RESEARCH CULTURE

LSTM signed the Researcher Development Concordat in July 2020 as part of multiple initiatives adopted to improve our research culture. The original institutional action plan was approved by Senior Leadership Team in May 2021 and refreshed in June 2022.

Progress has been made around communicating the actions taken and future priorities for research culture, defining and clarifying the roles of Research Group Leaders, and ensuring that the wider contributions of researchers to the full ecosystems are accurately recorded and appropriately rewarded.

We are signatories to Technicians Make It Happen and support the development and progression of our colleagues in technician roles.

As signatories to the Declaration on Research Assessment (DORA) we have been continuing

steps to ensure that we are assessing research quality, and not quantity, and to guarantee that 'knowledge exchange' activities, that are so important in ensuring that our research is widely disseminated and used to improve health outcomes, are supported and fairly recognised.

Examples have included:

- extending our Reading Panels to evaluate paper quality and ensuring that this information is available for candidates and promotion panels.

- expanding the range of training opportunities for staff and students in research uptake, commercialisation, equitable partnership, and dissemination to diverse communities.

- developing an activities dashboard so that contributions to LSTM committees and teaching are visible.

- updating promotion procedures to ensure that knowledge exchange activities are rewarded.

A refreshed Vision, Mission, and Values were adopted at our staff conference in April 2022. These were developed following extensive staff consultation and define behaviours that we expect to see embedded in all that we do.

In 2023 we will be launching a Staff Awards process to recognise positive examples of staff living these values across the organisation.

Research culture and integrity are intrinsically linked; mistakes are more likely to happen in highly competitive environments where researchers feel pressurised to deliver. It is important for researchers to know where to go to for support if they have concerns over questionable research practice.

We have refreshed our Research Integrity and Governance Committee, which provides support and oversight in this area and reviewed and updated relevant processes and training material.

The role of our Research Integrity and Governance Committee is to provide strategic oversight and monitoring of research

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governance and integrity processes at LSTM, to ensure we continually improve and monitor our research quality.

In 2023 we plan to establish departmental research integrity champions to encourage further dialogue and help signify the importance LSTM places on rigour in all aspects of the research eco-system.

Decolonisation

DECOLONISING EDUCATION

The Decolonising Education Group is led by Senior Lecturer in Global Health Programmes Dr Martha Chinouya.

LSTM currently adopts the School of Oriental and African Studies (SOAS) definition of Decolonisation:

"Whilst 'decolonisation' is a concept that can be understood in different ways: in our usage, it connects contemporary racialised disadvantages with wider historical processes of colonialism, seeks to expose and transform them through forms of collective reflection and action. 'Decolonising SOAS' therefore refers to thought and action within the university to redress forms of disadvantage associated with racism and colonialism".

With the support of the newly appointed Dean of Education, Professor Isabel Lucas, the Decolonisation Group and key stakeholders from the Education Department will spend the next two years exploring what 'Decolonisation of Education' at LSTM means establishing clear, achievable objectives and outputs.

Another aspect of LSTM's Decolonisation in Education agenda is to work collaboratively with students to explore what restorative action looks like for students – with a view of fulfilling scholarship and traineeship opportunities linked to the Race Equity Action Plan.

DECOLONISING THE ARCHIVES

This year as LSTM embarks upon its 125th anniversary year in 2023, work has begun to explore and address its colonial origins, the impact of this and its legacy. The renewed interest in LSTM's History presents a natural opportunity to establish an accurate historical record, with digitalisation of the archives a fundamental foundational first step. This will democratise access to information for stakeholders based in Liverpool and internationally.

The process of digitalisation will bring untold stories within the archives to the surface and illuminate the contributions of previously unheralded Black African and Minority Ethnic scientific researchers and contributors to some of the school's ground-breaking work. This project meshes with LSTM's ED&I and Race Equity agenda to create positive action opportunities to tackle systemic barriers to Higher Education and Academia for Black and Ethnic Minorities.

There are synergies between this work and the 125-year anniversary Heritage Lottery Fund Public Engagement project which profiles 'Past, Present, and Future Leaders in Global Health'. We hope to use this project to creatively inspire new generations interested in Science, Technology, Mathematics and Engineering (STEM), signpost diverse role models, and celebrate the contributions of diverse Global Health Leaders to LSTM.

In 2022 LSTM also continued to address concerns regarding implementation of the 'Taking, Use and Storage of Photos and Videos Policy' including the use of images which reinforce outdated or negative portrayals of minoritised groups. A subgroup of the Research Integrity Working Group has been formed to take this matter forward.

Focus areas will include the curation of images displayed at LSTM and a clear process and policy that sets expectations in line with safeguarding regulations for staff working with our international partners. This work will be supported by the Director of Communications and External Relations and team, and the Designated Safeguarding Lead.

Learning and Development

TALENT MAPPING AND MENTORING

To embed a process to support future talent pipelines, Senior Leaders are working closely with HR in a pilot to map talent potential across departments and job families.

This initiative aims to develop individuals and value all talent whilst considering the barriers faced by protected characteristics, and intersectionality. It feeds into the wider institutional ED&I agenda, enabling us to identify the potential of all staff and their development needs through the lens of equity.

The Ignite Mentoring scheme was introduced in May 2022 with 18 pairs having started mentoring relationships to date. These pairings will receive ongoing support, with progress evaluated in December 2022.

This programme provides colleagues with development opportunities to support career progression and meshes with broader ambition to equitably support individuals on their career journey.

TRAINING

In 2021-2022, all LSTM staff were expected to complete basic modules on diversity legislation and unconscious bias. In June 2022, the compliance rate was 93% for completion of Unconscious Bias and 87% for Equity and Diversity.

With the launch of the Dignity at Work programme in 2022 in response to the Race Equity Review, the compulsory eLearning has been reviewed and relaunched as of October 2022. This is to reflect changes in emphasis of ED&I at LSTM and our ambition to tackle institutional racism and create a culture of inclusion.

The new compulsory eLearning will focus on Talking about Race and understanding of Sexual and Racial Harassment for all members of staff in response to the requirements of Office for Students. The target for compliance will remain at 90%.

During 2021-22, 154 staff attended 'Understanding Microaggressions and being an Active Bystander'. This included all members of Senior Leadership Team and Equity and Inclusion Committee. This course will be available in 2022-23.

PANEL TRAINING

Concluding in September and October 2022, staff who are likely to be involved in panels reviewing Sexual or Racial Harassment have been trained by external specialist facilitators. This is to effectively deal with complaints in a culturally sensitive, complainant-focused, and legally compliant manner.

Disability

In 2023 meetings will be held to establish a network for staff who identify as disabled. The network hopes to create community, support, raise awareness and empower both those who identify as disabled, and supportive allies.

The group will spend the first quarter of 2023 on a membership drive, appointing key stakeholders from HR, Education and Estates.

Clear objectives will be established to ensure the group is output focused and supporting efforts to ultimately enhance the lived experience of staff and students with disabilities at LSTM.

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Other Activity 2021 – 2022

Reporting, Bullying and Harassment, and Freedom to Speak Up

In 2021-2022 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.

LSTM has a zero-tolerance approach and will take appropriate action in all reported cases of bullying, harassment, and discrimination.

We do not assume that the low number of reported cases of bullying, harassment or discrimination is a sign that there have been no incidents. With Professor Arday's Race Review highlighting a clear need to rebuild trust and create a climate which encourages reporting and a culture of psychological safety.

To do so we are committed to:

- Provide training for Managers on their responsibility to build an inclusive culture within their teams

- Seek internal and external consultation on the Dignity at Work and Study policy

- Appoint and train Dignity and Respect champions, who will be points of contact for staff who are experiencing bullying or harassment

- Establish panels trained in the investigation of harassment and discrimination matters so concerns can be addressed sensitively (this work has been completed, as noted earlier in this report)

- Publish briefings and guidance for staff on how to report, including use of anonymous 'Freedom to Speak Up' platform

- Communicate this process with staff and students in an appropriate and sensitive way

Safeguarding

OVERVIEW

LSTM has a Strategic Safeguarding Oversight Committee (SSOC) in place which meets bi-monthly to monitor the organisation's progress against our organisational safeguarding action plan which consists of four workstreams: Reporting; People and Training; Policy and Practice; and Risk identification.

The Managing Director of the Well-Travelled Clinics (WTC) is LSTM's Designated Safeguarding Lead (DSL). This role works alongside the Global HR Director, Safeguarding Leads in HR and Education, and crucially our Safeguarding Leads at international academic partner organisations.

PEOPLE AND TRAINING

In 2022, seven in-person 'safeguarding in research' workshops were held in Liverpool and 110 research staff have attended this course to date. The DSL together with our Safeguarding Officer for the Malawi-Liverpool-Wellcome Programme, delivered a series of five half-day workshops in Kenya in June 2022, with 132 participants across 14 different LSTM programmes. We also trained staff from KEMRI (Kisumu), KEMRI (Nairobi), LSTM Nairobi, Centre for Disease Prevention and Control and the local Ministry of Health.

Social Mobility

In Summer 2022, members of staff attended two Jobs' Fairs facilitated by National Museums Liverpool at community centres in Anfield and Toxteth, Liverpool. Both events provided an opportunity to engage and attract new talent to the Liverpool Campus, and signpost the fantastic work being done.

LSTM attended this event alongside major regional employers including Liverpool and Everton Football Club, Merseyside Police, the

APPROX WORD COUNT: **451**

Liverpool City Region Combined Authority (LCRCA) and Liverpool John Moores University.

Women at LSTM have taken part in mentoring young women aged 14–19 years old at The Girls' Network to encourage the next generation of women in STEM (Science, Technology, Engineering and Maths).

LSTM also facilitated In2Science students to provide young people with the opportunity to gain practical insight, knowledge, and confidence to progress to Higher Education.

In2Science reports 75% of participants progress onto STEM degrees, making it a high impact scheme.

Student Wellbeing

STUDENT PROFILE AND SUPPORT

Most (80%) of our PhD students are fully-funded via research grants or externally funded PhD fellowship schemes, with the former enabling PhD student recruitment from the countries where the research takes place, which we are now capturing in our database.

Over a 5-year period our PGR (Postgraduate Research) students are 49.5% Female which is below the 58% Female HESA PGR benchmark.

We are exploring more appropriate PGR benchmarks and developing intersectional analysis.

As our teaching focus (Global Health) attracts many applicants from LMICs, the admissions team provide individualised support to applicants. LSTM uses scholarship funds to reduce financial barriers. We have committed to top-up fees for students on our Diploma in Tropical Paediatrics and offer discounts for alumni and Northern (UK) students.

THE STUDENT ADVICE AND WELLBEING SERVICE AND INITIATIVES

The Student Advice and Wellbeing (SAW) service led structured counselling sessions, in line with BACP (British Association for Counselling and Psychotherapy) ethical and professional standards. In addition to SAW services, students registered from across the globe are eligible for support through LifeWorks (Employee Assistance Programme). The helpline operates 24/7 with a wellbeing platform, counselling, and personal support in range of languages.

Over the past 12 months the SAW team has delivered activities including celebrating University Mental Health Day; facilitating sessions on how to look after your mental health when working in humanitarian settings.

Together with Master of Science (MSc) Student Representatives the team celebrated diversity, hosting an international food night, Ramadan celebrations and Christmas events. During the Christmas closure period the SAW team collaborated with members of staff across LSTM to provide students who were alone in Liverpool with opportunities to buddy up.

BAME STUDENT NETWORK

The SAW team continue to support the development of the BAME Student Network, working with Student Representatives to ensure BAME students are aware of available support.

Earlier this year all LSTM students were sent a survey on developing a BAME network, with 50% advising they would be interested in joining.

ED&I TRAINING AND DEVELOPMENT

The Student Experience Officer supports students with disabilities and recently attended a training session on 'Neurodiversity and Supporting Students with ADHD', to better understand student challenges.

The Student Experience Manager completed Mental Health First Aid instructor training and has trained 26 members of staff and PhD students. The SAW team are members of professional disability and counselling networks to ensure support at LSTM is aligned with the wider HEI provision.

Staff Data

APPROX WORD COUNT: **10**

Data (Staff)

For the purposes of benchmarking our ED&I efforts and progress, we have used the most recent available Higher Education Statistic Agency (HESA) data, which covers the 2020 – 2021 academic year for comparison. In the below table 'Total all staff' refers to Academic (excluding atypical) and non-Academic staff:

The staff data contained within this report relates to LSTM contracted employees during the period August 2021 to July 2022. Employees of Innovative Vector Control Consortium (IVCC) and WTC are not included within this data set. The most current data for students relates to the academic year 2020 - 2021.

Due to differences in the relevant legislation governing equality data from country-to-country, we are not able to collect some data from overseas colleagues. 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.

Source: Table 3 – HE staff by activity standard occupation classification.
Academic years 2014/2015 to 2020/2021
Equality in higher education: statistical reports 2022 | Advance HE (advance-he.ac.uk)

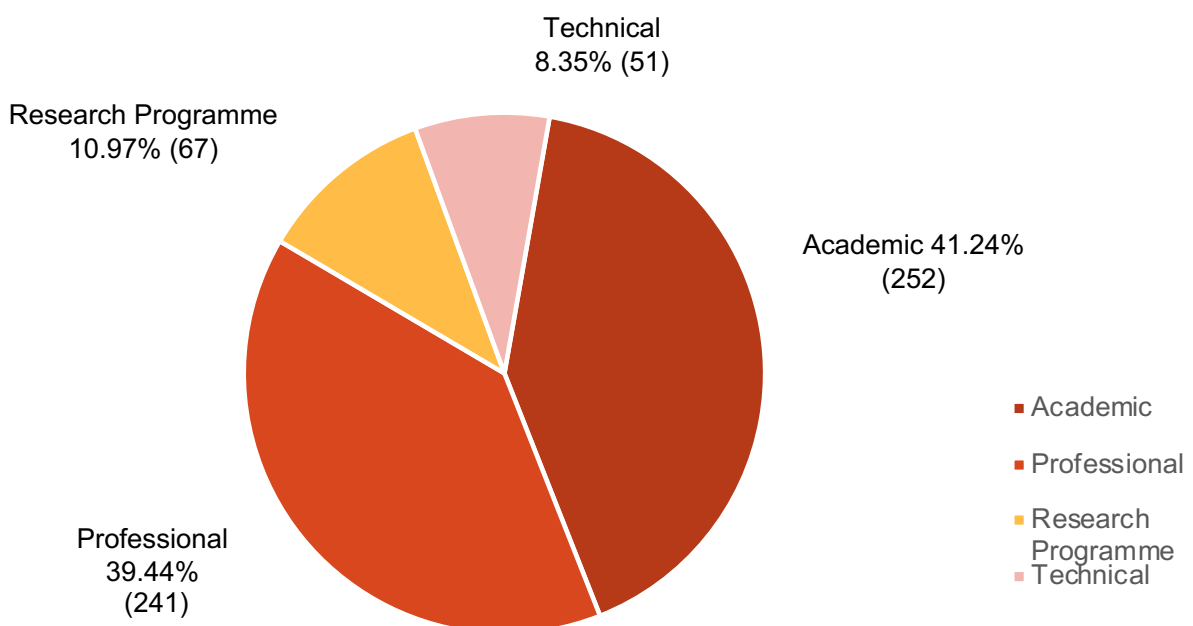| HESA 2020 – 2021 Academic Year – Staff Data		
Category	Total all staff	Percentage
Disability status		
Known to have a disability	24,840	5.97%
No known disability	391,130	94.03%
Ethnicity		
White	322,690	77.58%
Black	11,230	2.70%
Asian	34,780	8.36%
Mixed	9,485	2.28%
Other	7,220	1.74%
Not known	30,560	7.35%
Sex		
Female	225,040	54.10%
Male	190,245	45.74%
Other	680	0.16%
Total	415,970	N/A

Overview of LSTM (Staff)

In our most recent 2022 snapshot (Figure 1) 92% of LSTM staff are based in the UK, with 8% based internationally, particularly in Malawi and Kenya, where we have long-established academic partnerships.

Figure 1: Percentage of Staff UK and non UK based

Non-UK
7.53%

UK
92.47%

■ Non-UK ■ UK
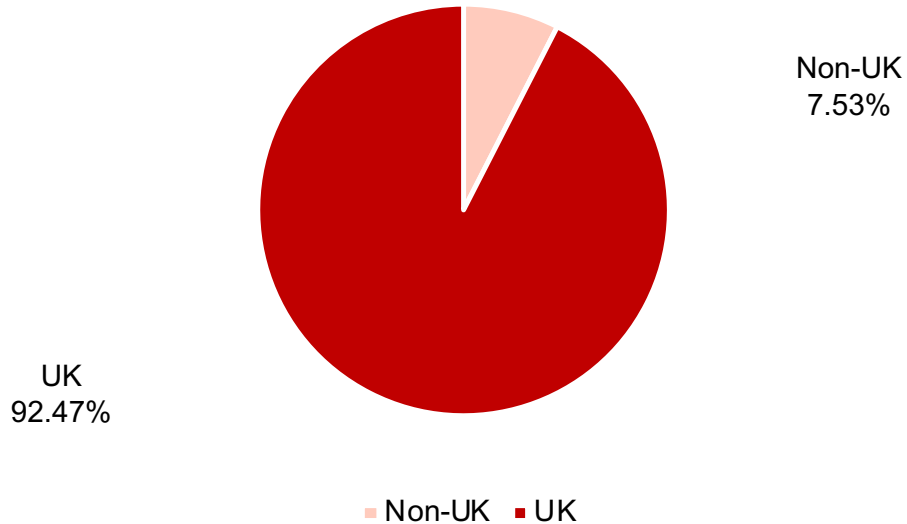
Most of LSTM's staff are employed in Academic roles (41.24%), (see Figure 2) supported by a sizeable cohort of Professional Services staff (39.44%). The remaining employees fall under the Technical (8.35%) or Research Programme (10.97%) job family, equating to 19.32% of all staff. This snapshot represents a total of 611 people, based either at our base in Liverpool or at various locations globally.

Figure 2: Percentage (and number) of staff in each job family

Technical
8.35% (51)

Research Programme
10.97% (67)

Academic 41.24%
(252)

Professional
39.44%
(241)

■ Academic

■ Professional

■ Research Programme

■ Technical

APPROX WORD COUNT: **167**

Gender

LSTM's data on gender, demonstrates a greater level of Female representation (see Figure 3) than HESA benchmarks (64.62% for LSTM compared to 54.10% for HESA). This represents a marginal increase in Female representation from last year (62.3% for LSTM).

When gender representation is analysed across grades (Grade 4 – Leadership), it reflects that the level of Female representation reduces at more senior levels of the organisational hierarchy. As referenced within our Athena Swan Action Plan, this is something the organisation is actively working to address and is a priority for the institution. The data capture presented here, and in our Athena Swan submission is being used to inform targeted action in this area, including talent mapping, leadership and mentoring programmes.
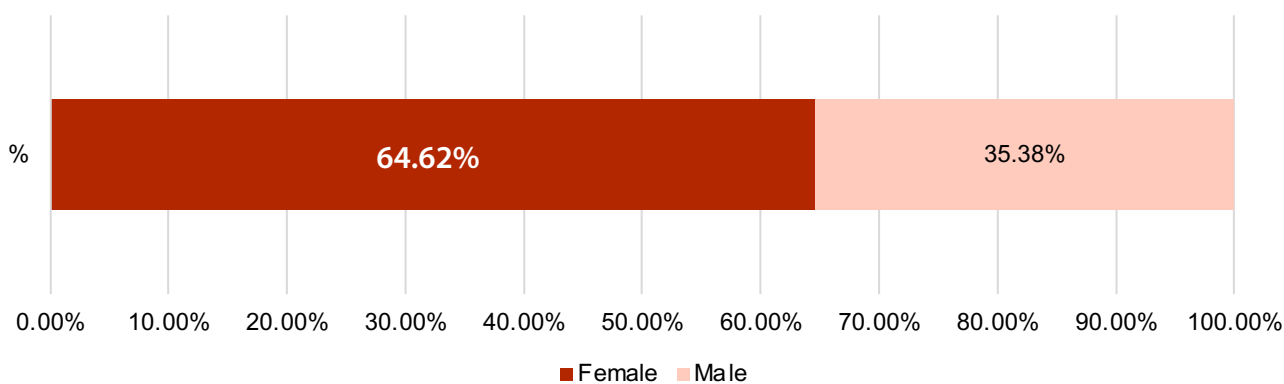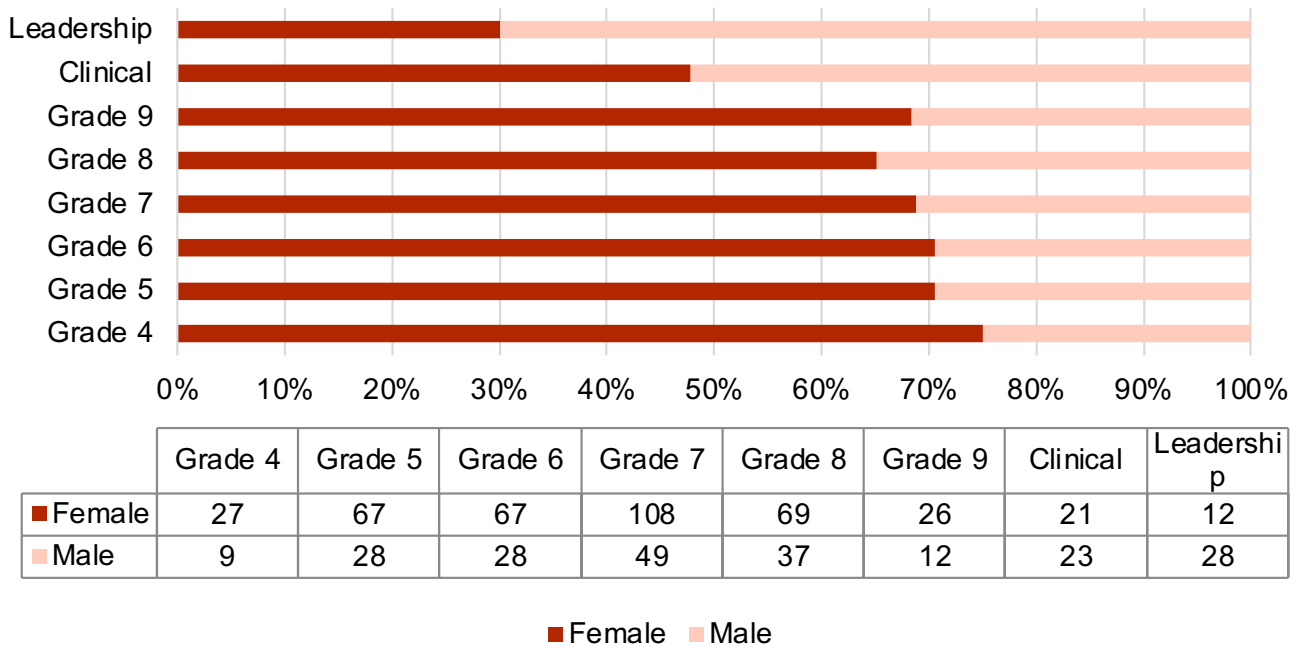
Figure 3: Gender of LSTM staff

	Female	Male
%	64.62%	35.38%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00% 100.00%

■ Female ■ Male

Figure 4: Gender of Staff across grades at LSTM

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Clinical	Leadership
■ Female	27	67	67	108	69	26	21	12
■ Male	9	28	28	49	37	12	23	28

■ Female ■ Male

Grade 8 is most reflective of LSTM's general staff population (65.09% Female and 34.91% Male), see Figure 4 above, with other grades more Female dominated Grade 4 (75% Female), Grade 5 (70.53% Female), Grade 6 (also 70.53% Female), Grade 7 (68.79% Female), and Grade 9 (68.42% Female). However, the highest grade – Leadership – show Males overrepresented, with Leadership (70% Male), being identified as a potential area of action. While the gender mix in the Clinical category is more balanced (47.73% Female) this represents a small decrease of 2.27% from last year when it was evenly split.

Males are particularly underrepresented in the Professional (29.88%) and Research Programme (19.40%) job families (Figure 5). Technical and Academic job families present a more balanced gender mix in line with HESA benchmarks. Through recruitment, we can look to increase representation of Males in Professional Services and Research Programmes.

Figure 5: Gender Makeup of job families at LSTM

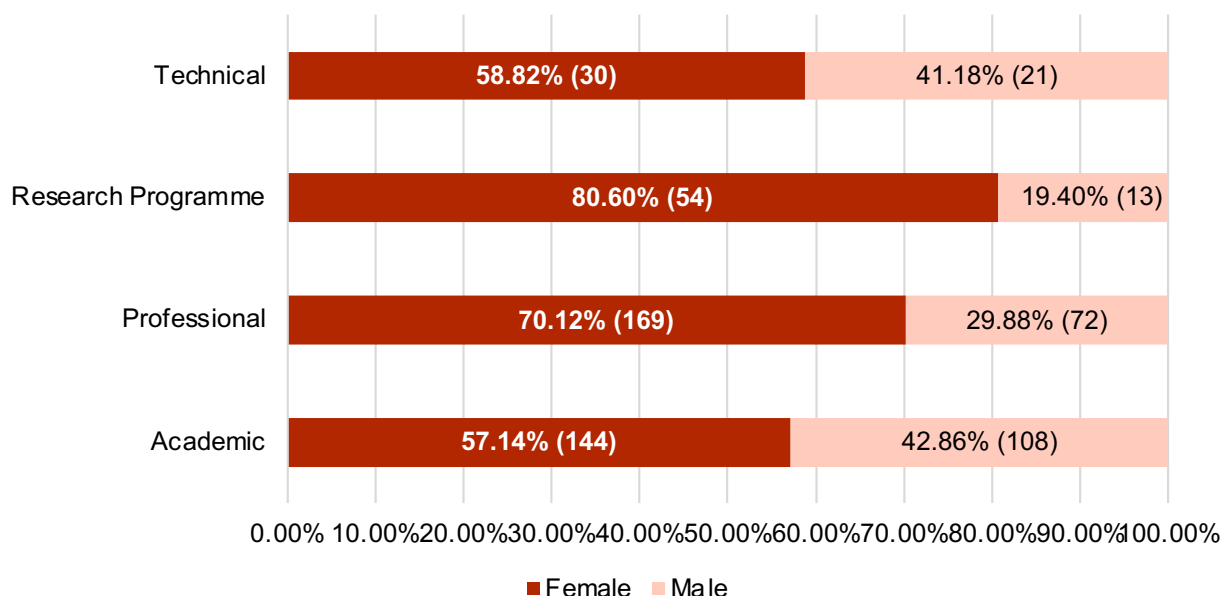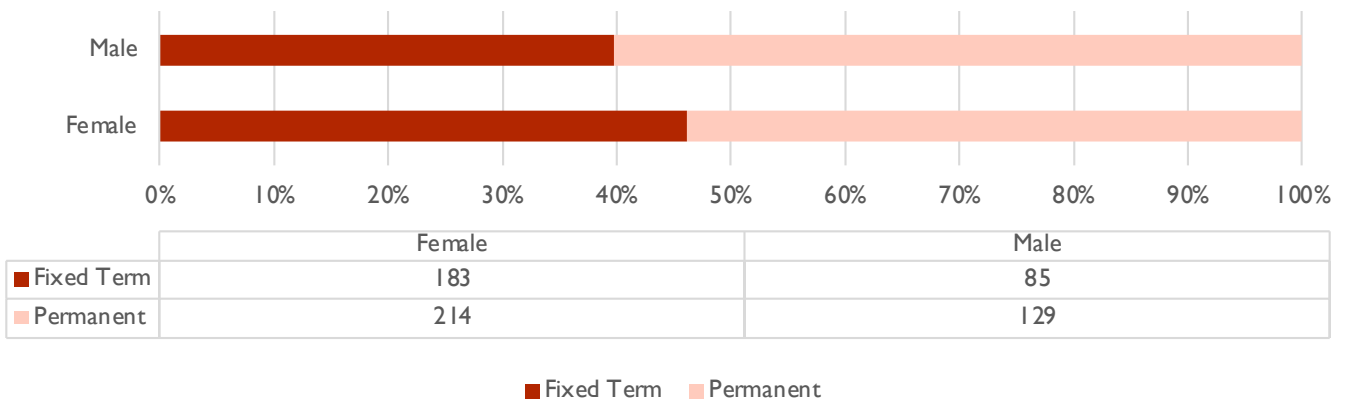|	Female	Male
Technical	58.82% (30)	41.18% (21)
Research Programme	80.60% (54)	19.40% (13)
Professional	70.12% (169)	29.88% (72)
Academic	57.14% (144)	42.86% (108)

■ Female ■ Male

APPROX WORD COUNT: **207**

Figure 6: Fixed term vs Permanent contracts for different Genders

	Female	Male
■ Fixed Term	183	85
■ Permanent	214	129

■ Fixed Term ■ Permanent

183 out of 268 fixed term contracts (Figure 6) are held by Females (68.28%) which represents a slight increase of three percentage points on the previous year (65.1%). A marginal increase in the percentage of Female staff on permanent contracts from 61.9% to 62.57% is evident.

Our recruitment data (Figure 7) demonstrates that we continue to appoint a higher proportion of Female than Male applicants to our roles. We are continuing work to ensure our recruit process is equitable, this includes appointing diverse shortlisting and interview panels, and eliminating bias training.

Figure 7: Gender of successful applicants vs non successful applicants
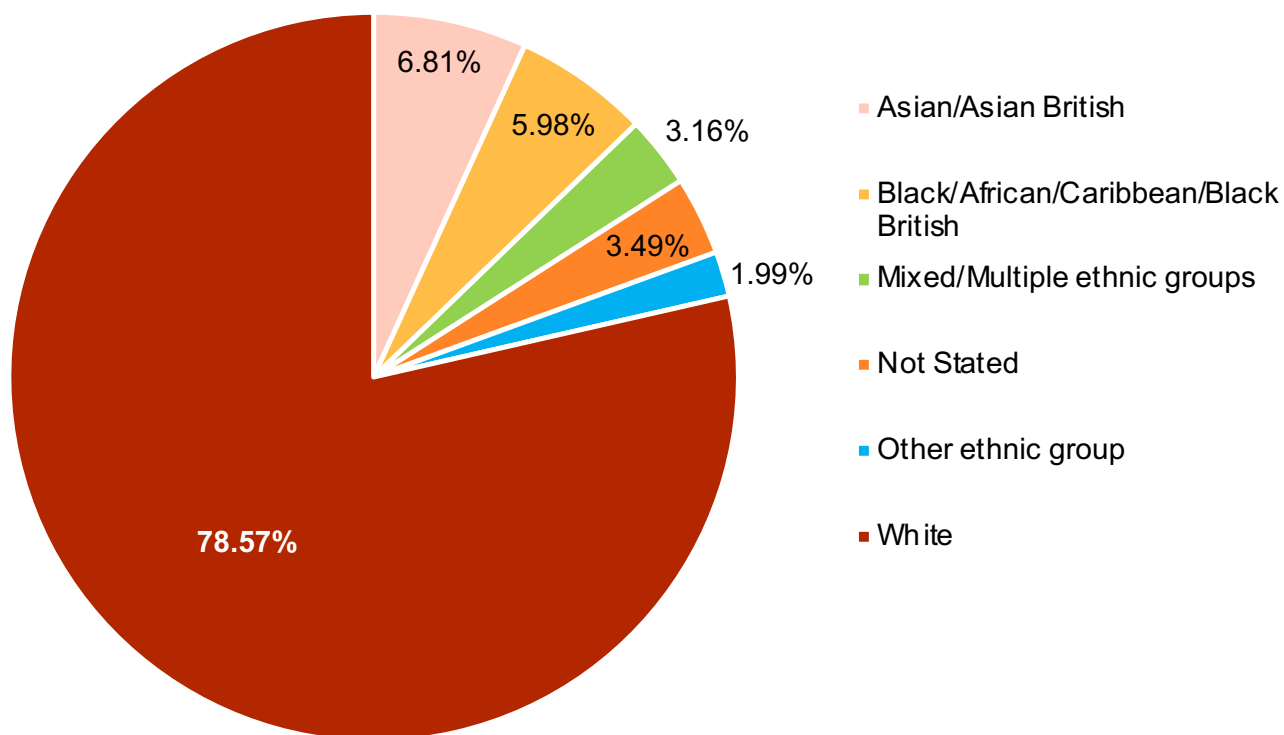

■ Female ■ Male ■ Unspecified
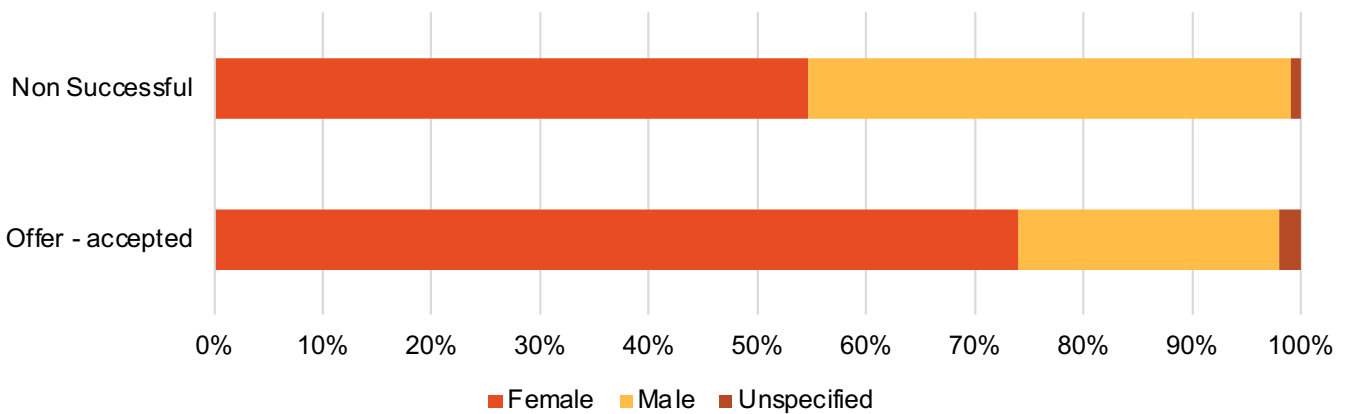
Ethnicity (Staff)

Relative to HESA benchmarks, the ethnic breakdown of LSTM employees (see Figure 8) shows a marginal overrepresentation of white employees (78.57% for LSTM compared to 77.58% for HESA) but higher representation of Black/African/Caribbean/Black British (5.98%) and Asian/Asian British (6.81%) employees in comparison to the HESA benchmark which is 2.70% for Black/African/Caribbean/Black British, and 8.36% for Asian/Asian British.

Whilst representation of Asian/Asian British staff has increased slightly this year (by 1.41% from 5.4%) along with the percentage of staff from Mixed/Multiple Ethnic Groups (to 3.49% from 2.8%), the number of staff identifying as Black/African/Caribbean/Black British has seen a marginal decrease from 6.3% last year to 5.98%. This small decrease may be explained partly by the proportion of leavers identifying as Black/African/Caribbean/Black British from 4.6% in the previous year to 9.01% this year (see Figure 19).

Employees identifying as being from Mixed/Multiple Ethnic Groups are similarly represented above the HESA benchmark. LSTM can also report higher performance in staff choosing to declare their ethnicity compared to HESA (3.49% of LSTM staff chose to not to declare their ethnicity, compared to 7.35% for HESA) - though we will always work to improve on this data through transparent communications and confidence building initiatives.

Figure 8: Ethnicity of LSTM staff

Pie chart segments:
- 6.81% — Asian/Asian British
- 5.98% — Black/African/Caribbean/Black British
- 3.16% — Mixed/Multiple ethnic groups
- 3.49% — Not Stated
- 1.99% — Other ethnic group
- 78.57% — White

APPROX WORD COUNT: **256**

Liverpool Benchmark: Non-BAME=88.8%; Mixed = 2.5%; Asian = 4.2%; Black = 2.6%; Other = 1%. (Census 2011 England and Wales).

England and Wales Benchmark: Non-BAME = 85.8%; Mixed = 2.2%; Asian = 7.5%; Black = 3.3%; Other = 1% (Census 2011 England and Wales)

In the case of ethnicity across grades (Figure 9 – data labels redacted for anonymity) minoritised ethnic groups are overrepresented at the Clinical level with 7 staff (15.56%) identifying as Black/African/Caribbean/Black British and a smaller number as Asian/Asian British (4.44%). Grade 7 presents the most diversity, exceeding the average for the whole school and HESA benchmarks as 17 staff identify as Asian/Asian British (10.83%) and 12 as Black/African/Caribbean/Black British (7.64%), a combined total of 18.47%.

One trend is the decrease in representation of Asian/Asian British staff from Grade 7 to Grade 8, suggesting further work is needed to identify if this is due to any barriers to progression. Additionally, seeking to understand intersections with age, gender, or other protected characteristics.

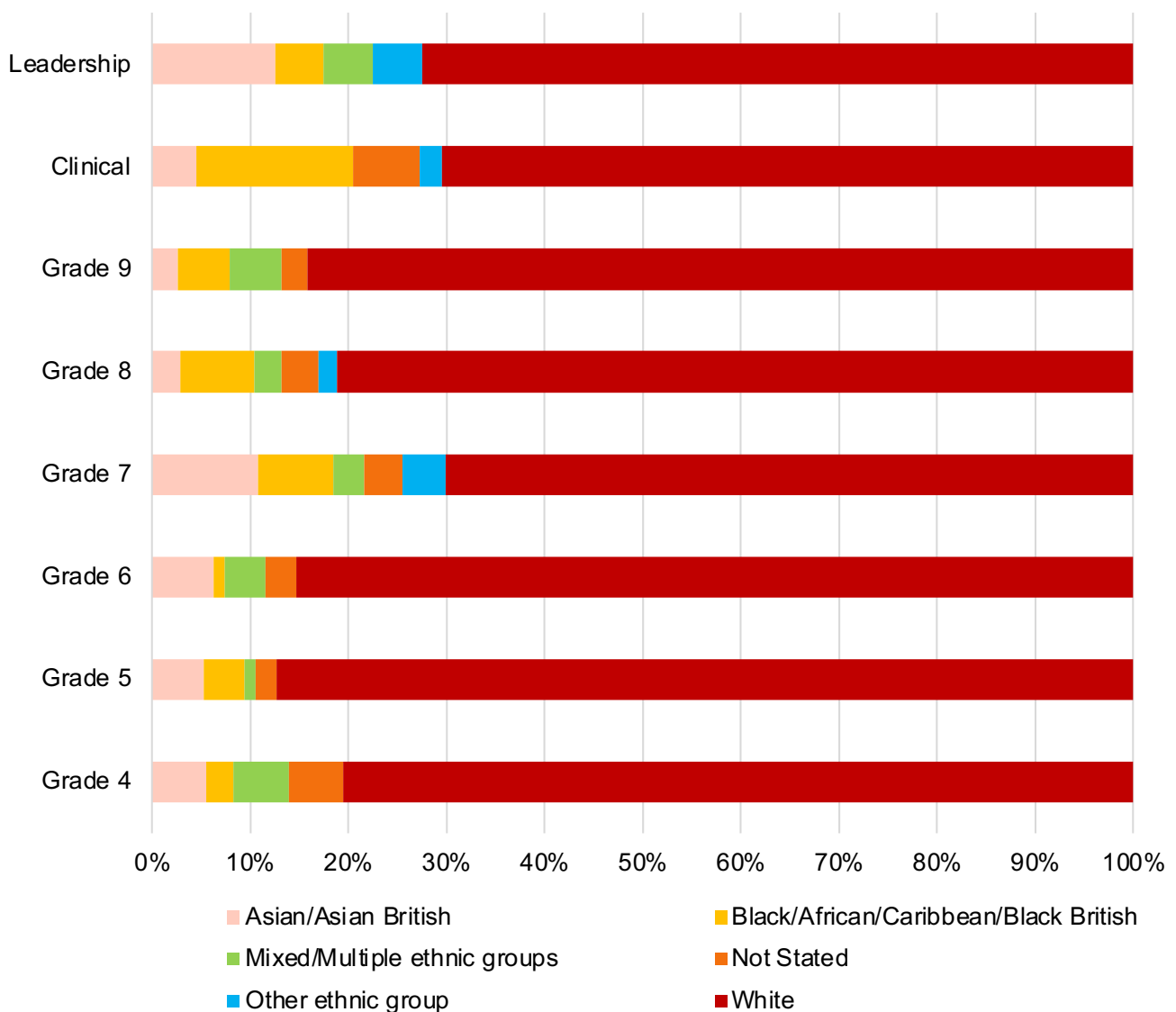**Figure 9: Ethnicity of Staff across grades at LSTM**

Figure 10: Ethnicity of Professional Staff

Asian/Asian British: 6%
Black/African/Caribbean/Black British: 3%
Mixed/Multiple ethnic groups: 2%
Not Stated: 4%
White: 85%

Legend:
- Asian/Asian British
- Black/African/Caribbean/Black British
- Mixed/Multiple ethnic groups
- Not Stated
- Other ethnic group
- White
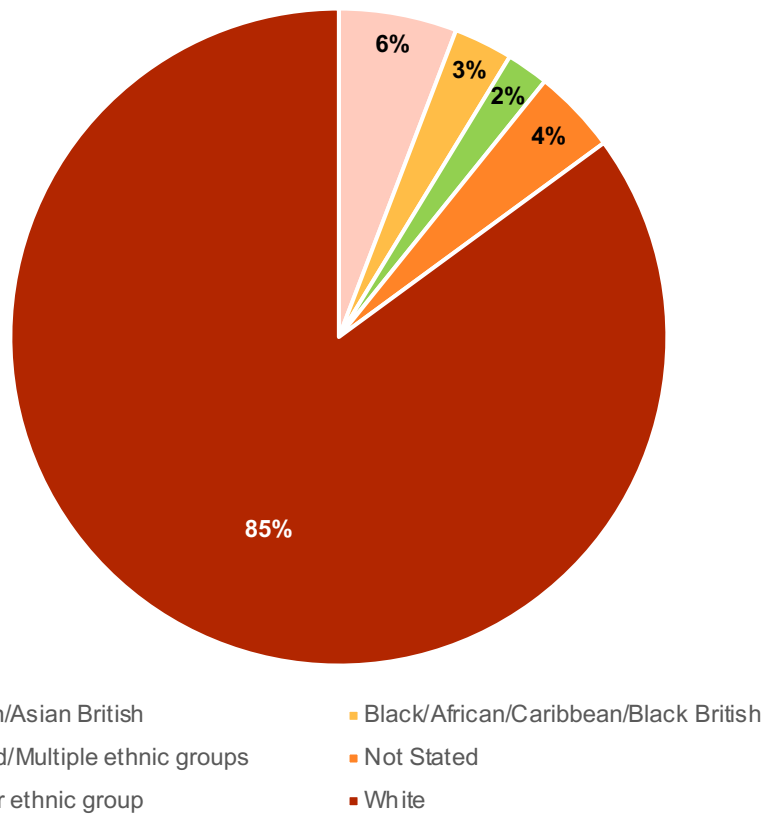
Figure 11: Ethnicity of Academic Staff

Asian/Asian British: 8%
Black/African/Caribbean/Black British: 11%
Mixed/Multiple ethnic groups: 4.3%
Not Stated: 4%
Other ethnic group: 4%
White: 68.7%

Legend:
- Asian/Asian British
- Black/African/Caribbean/Black British
- Mixed/Multiple ethnic groups
- Not Stated
- Other ethnic group
- White

APPROX WORD COUNT: **67**
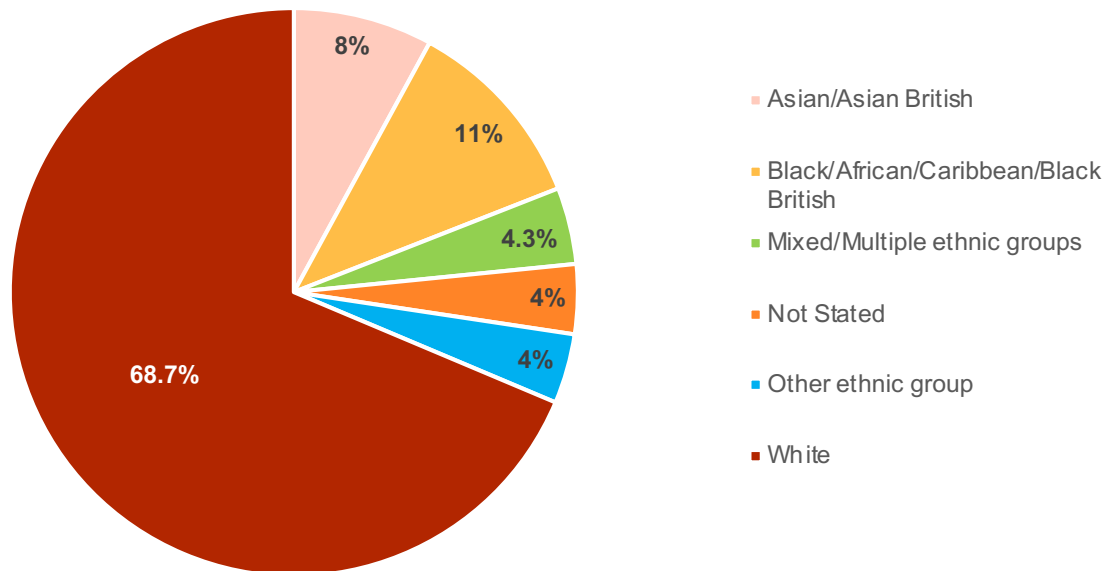
Figure 12: Ethnicity of Technical Staff

Pie chart values:
- Asian/Asian British: 3.92%
- Black/African/Caribbean/Black British: 3.92%
- Mixed/Multiple ethnic groups: 1.96%
- White: 90.20%

Legend:
- Asian/Asian British
- Black/African/Caribbean/Black British
- Mixed/Multiple ethnic groups
- Not Stated
- Other ethnic group
- White
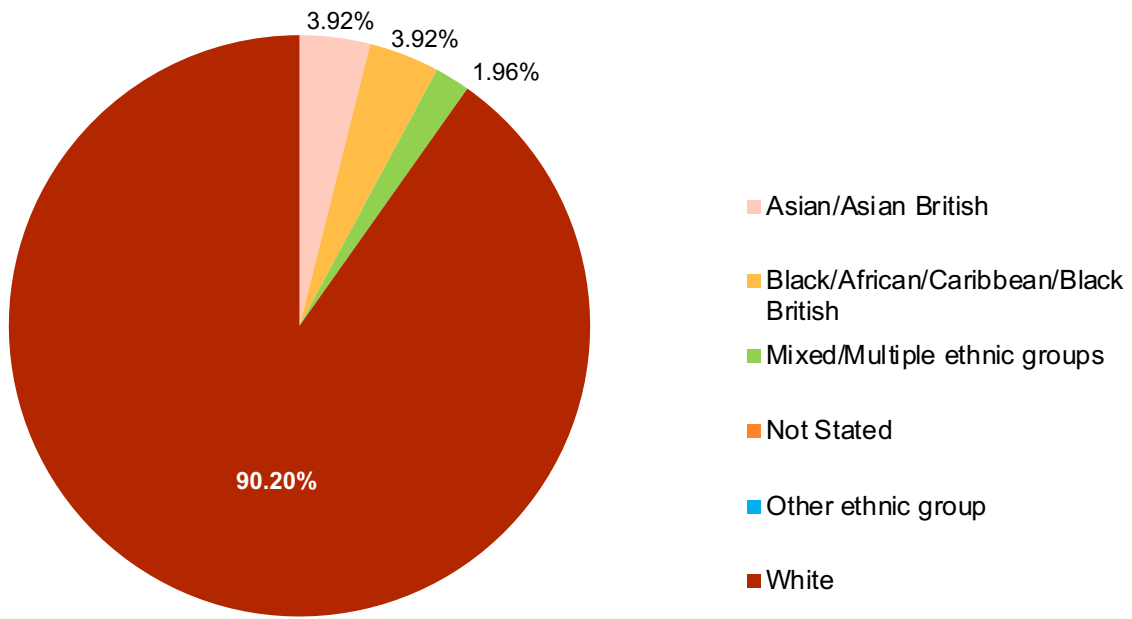
Figure 13: Ethnicity of Research Programme Staff

Pie chart values:
- Asian/Asian British: 7.46%
- Mixed/Multiple ethnic groups: 2.99%
- Not Stated: 1.49%
- Other ethnic group: 2.99%
- White: 85.07%

Legend:
- Asian/Asian British
- Black/African/Caribbean/Black British
- Mixed/Multiple ethnic groups
- Not Stated
- Other ethnic group
- White
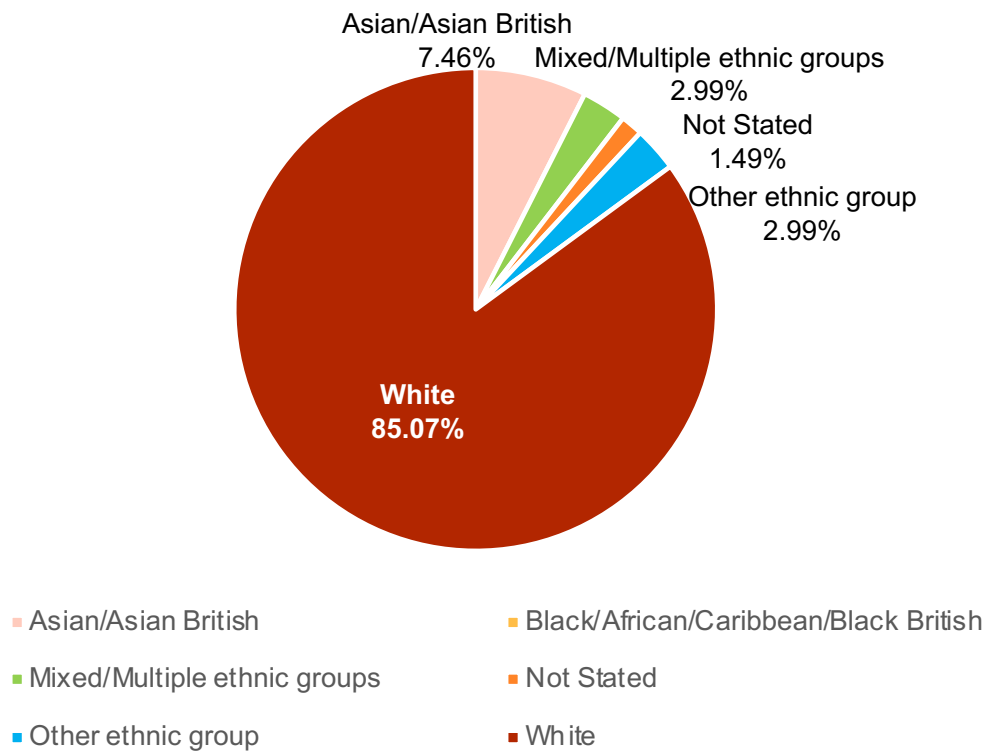
Ethnicity of academics (Figure 11) is significantly more varied than the LSTM average. This may be due to a variety of factors including the global footprint of LSTM's academic talent pool enabling more diverse recruitment, combined with potential systemic or cultural barriers facing non-Academic Black and Ethnic Minorities for Technical and Professional roles.

Contract and Recruitment Data

Figure 14: Fixed Term vs Permanent Contracts for different Ethnicities (percentage)
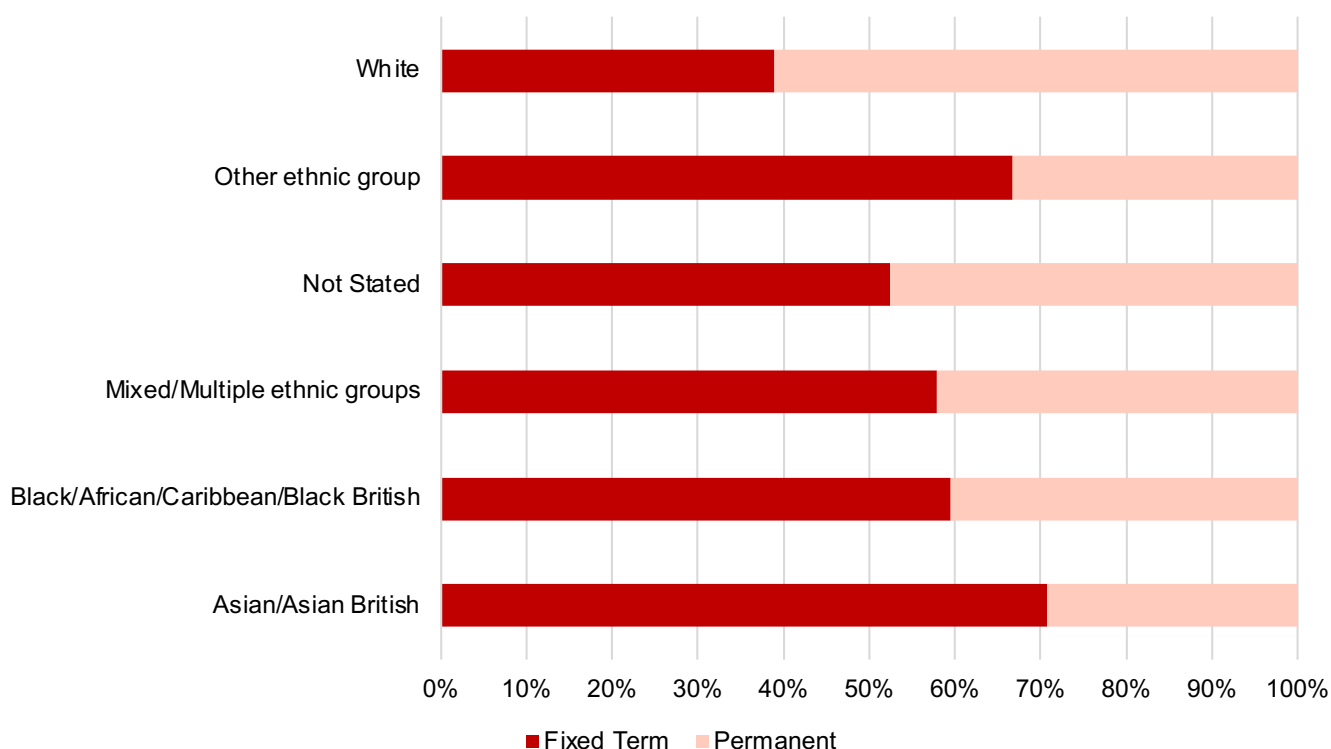
The above data (Figure 14) show a higher percentage of white staff on permanent contracts which is itself reflective of the fact that the area with the least Ethnic Minority staff, the Professional job family (see Figure 10 and Figure 15), tends to have more permanent positions.

Whilst there are more staff who identify as white on permanent rather than fixed term contracts (61% compared to 39%), there are fewer Black staff with permanent employment (40%) compared to fixed term (60%). The same applies to staff identifying as Asian, with only 29% permanently employed compared to 71% on fixed term appointments.

However, one factor in explaining this disparity is the greater level of ethnic diversity in roles which are linked to fixed-term external funding (specifically roles in the Academic, Technical and Research job families). This data may suggest that LSTM could further explore opportunities to redeploy staff at the end of fixed term contracts and improve initiatives to plan development opportunities for staff that are on fixed term contracts, where possible redeploying staff to permanent contracts (skillset and vacancies permitting).

APPROX WORD COUNT: **282**

As stated on the previous page, data presented in this section demonstrates the disparity between different job families in terms of staff on fixed term versus permanent contracts. The Professional job family is the area offering the most permanent contracts because the Academic, Research and Technical job families are more reliant on grants and external funding for many roles.

Compared to HESA benchmarking data, our applicant data at shortlisting (Figure 16) has a lower proportion of white to Black and Minority Ethnic applicants. However, by the offer accepted stage, the proportion of white applicants increases (an increase of 6.41%) with further work being done to explain the reasons for this increase. LSTM plans to investigate this increase.

Wider efforts to ensure our recruitment process is equitable and improved to foster diversity have begun. These include improving our data capture from applicant submission, to shortlisting and offer accepted. In improving our data capture, we will be able to identify barriers facing Black and Ethnic Minorities in the recruitment pipeline and work to eradicate these from the process. We know that further work is required to diversify our workforce, with a particular focus on the Professional Services job family as well as the appointment and promotion of Black and Minority Ethnic staff to roles above a Grade 8 across all job families. We are seeking to improve this over the course of the 2022 – 2023 academic year and beyond.

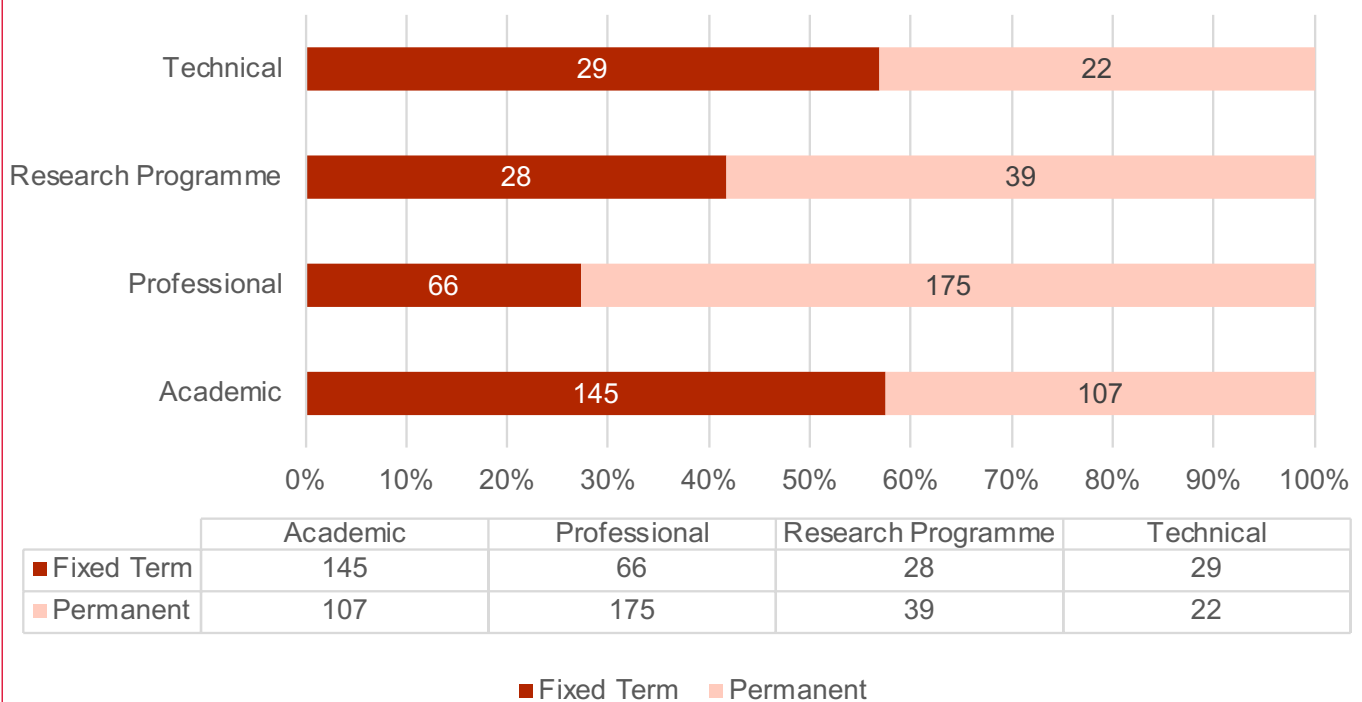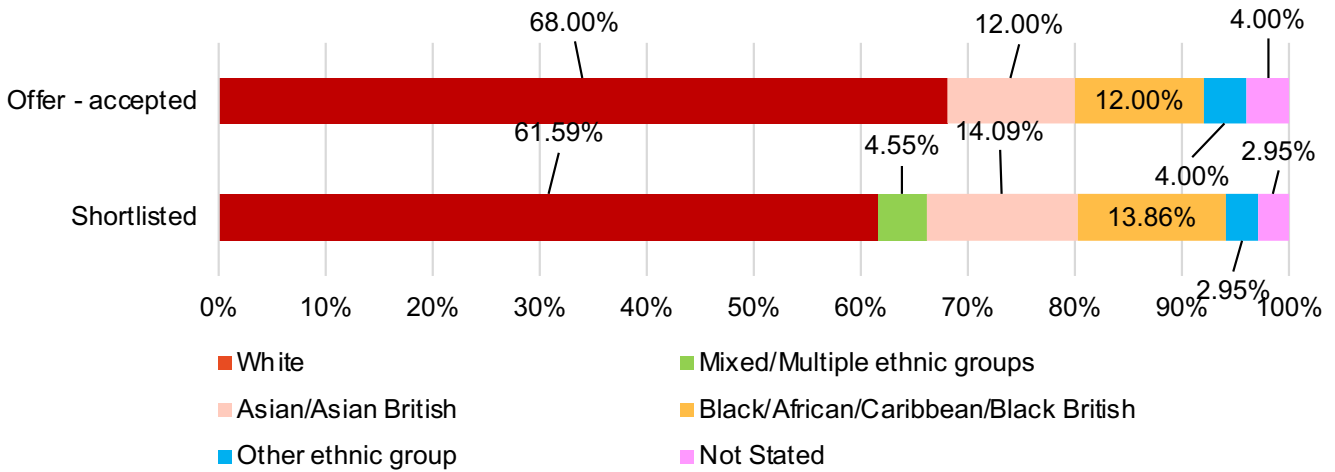**Figure 15: Fixed Term Vs Permanent for different job families**

	Academic	Professional	Research Programme	Technical
■ Fixed Term	145	66	28	29
■ Permanent	107	175	39	22

■ Fixed Term   ■ Permanent

Figure 16: Ethnicity of shortlisted applicants vs successful applicants

Legend:
- White
- Mixed/Multiple ethnic groups
- Asian/Asian British
- Black/African/Caribbean/Black British
- Other ethnic group
- Not Stated

Offer – accepted: White 68.00%, Asian/Asian British 12.00%, Black/African/Caribbean/Black British 12.00%, Other ethnic group 4.00%, Not Stated 4.00%

Shortlisted: White 61.59%, Mixed/Multiple ethnic groups 4.55%, Asian/Asian British 14.09%, Black/African/Caribbean/Black British 13.86%, Other ethnic group 2.95%, Not Stated 2.95%

Overall, our applicant data (Figure 16) shows a broad range of ethnicities for all applicants across LSTM. However, this data does not provide any insight into the job families and departments that these roles relate to and therefore further investigation work will need to be done to improve this data capture. We will also work with our Recruitment Team to establish the most appropriate baseline for our recruitment data capture.

Figure 17: Gender of shortlisted applicants and accepted offers

Offer accepted: Female 75.51%, Male 24.49%
Shortlisted: Female 62.70%, Male 37.30%

Legend:
- Female
- Male
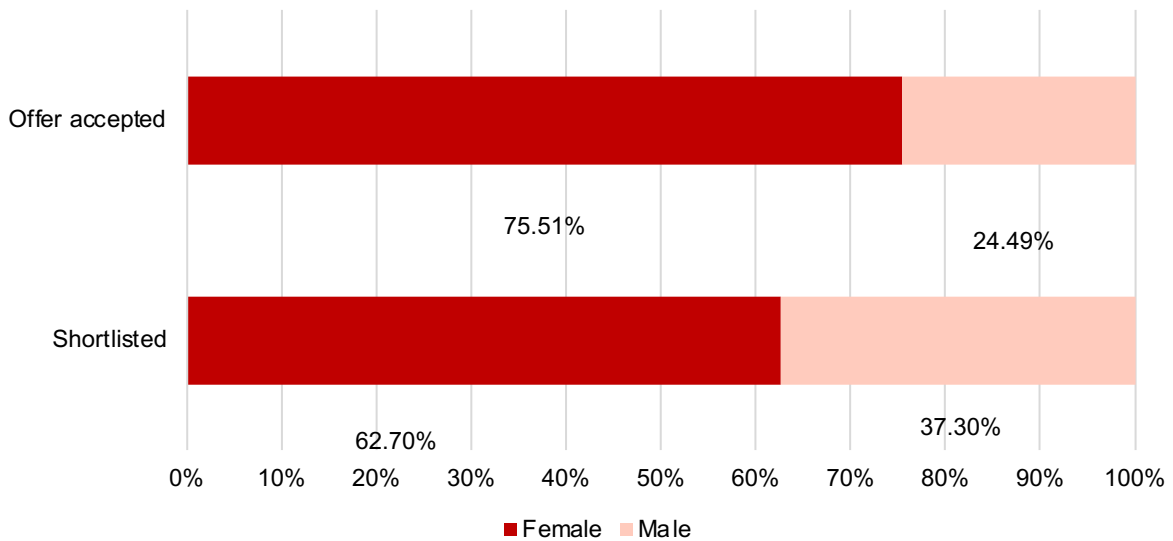
In terms of Gender there is a higher proportion of Females at the offer accepted stage than the LSTM average (see Figure 17), despite a slightly lower proportion of Females being shortlisted. Compared to the HESA average, a slightly higher percentage of Females are shortlisted for interview at LSTM and, consequently, a lower proportion of Males but the reasons for this are unclear without further analysis.
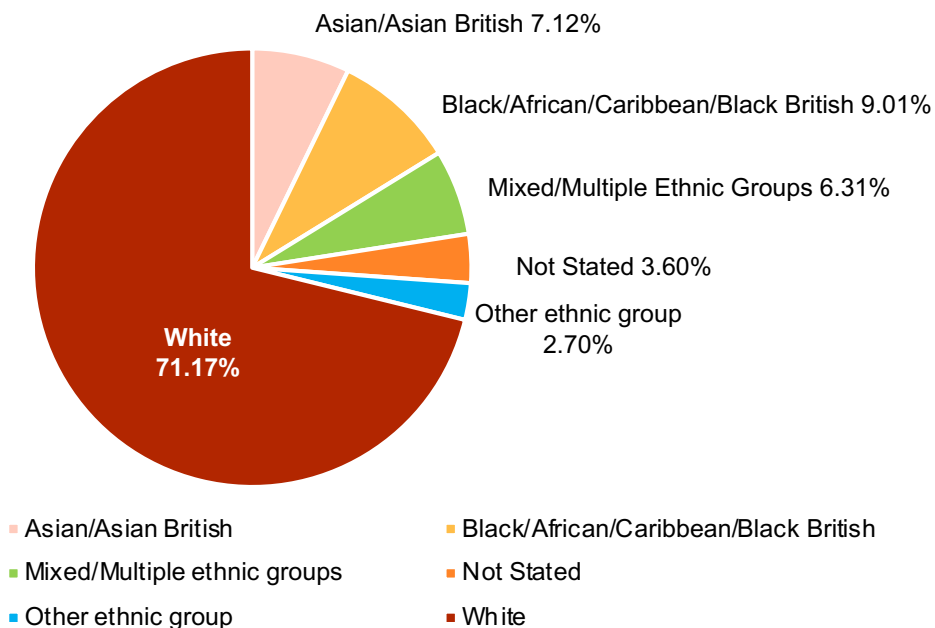
APPROX WORD COUNT: **249**

LSTM Leavers (Staff)

Figure 18: Gender of LSTM leavers 2021-2022

56.76% 43.24%
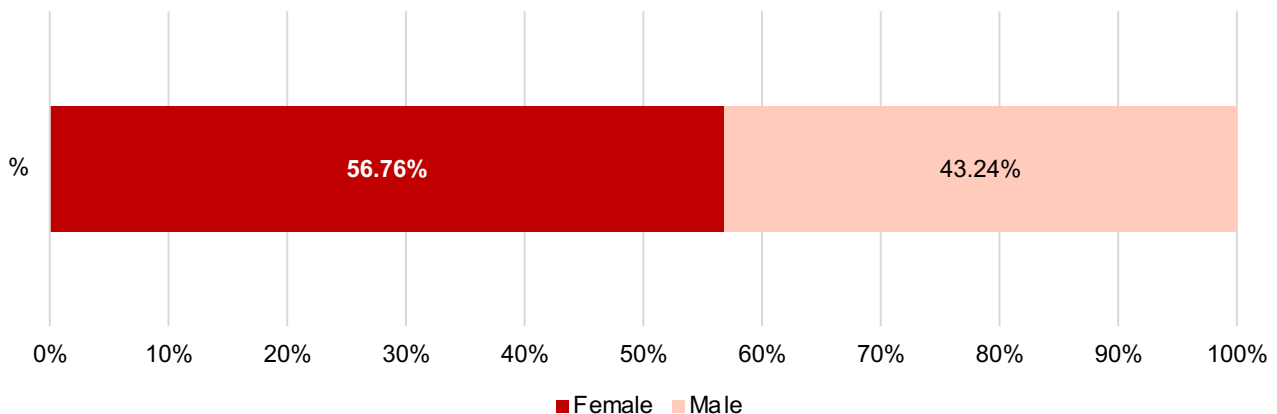
■ Female ■ Male

This data (Figure 18) shows that there are a higher proportion of Females leaving LSTM than Males but the number of Males leaving LSTM is, in percentage terms, marginally higher than expected when compared to the share of Males employed here.

Figure 19: Ethnicity of LSTM Leavers 2021-2022

Asian/Asian British 7.12%

Black/African/Caribbean/Black British 9.01%

Mixed/Multiple Ethnic Groups 6.31%

Not Stated 3.60%

Other ethnic group 2.70%

White 71.17%

■ Asian/Asian British
■ Black/African/Caribbean/Black British
■ Mixed/Multiple ethnic groups
■ Not Stated
■ Other ethnic group
■ White

There are slightly more Black and Minority Ethnic staff leaving (Figure 19) LSTM than would be expected based on the ethnic composition of the workforce. The reasons for this are complex, however, one potential factor is due to the higher prevalence of staff from Black and Minority Ethnic backgrounds being on fixed-term contracts which itself is something requiring further analysis. To tackle this, we will explore and seek to improve collection and analysis of our exit interview data, in a bid to understand why the proportion of leavers identifying as Black/African/Caribbean/Black British has risen to 9.01% from 4.6% in the previous year (see Figure 19).

The following figures (Figures 20, 21, 22, 23) show the ethnic make-up of leavers by job families. Actual numbers have been redacted due to low levels for reasons of privacy.
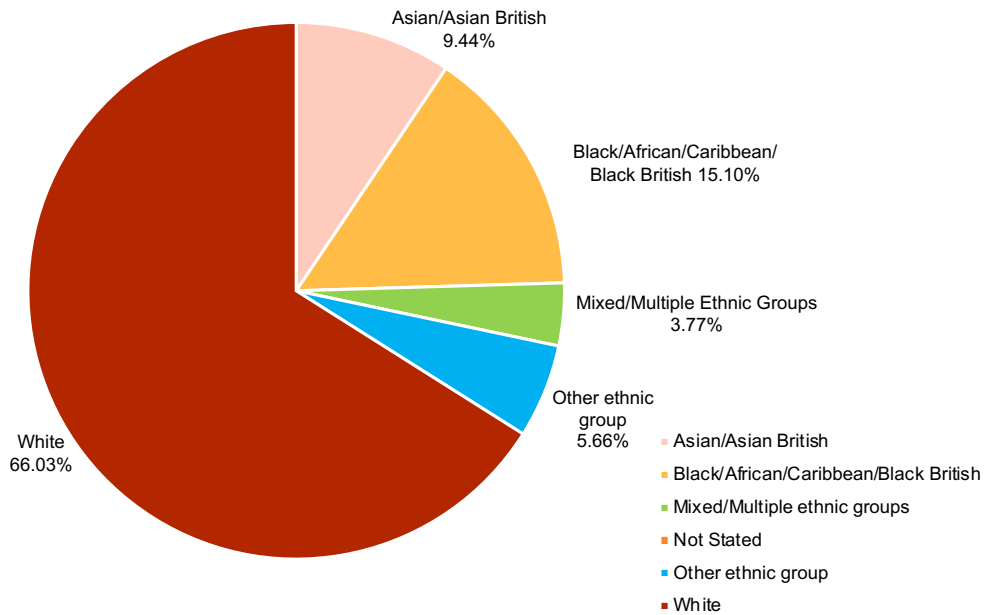
Figure 20: Ethnicity of Academic Leavers

Asian/Asian British 9.44%

Black/African/Caribbean/Black British 15.10%

Mixed/Multiple Ethnic Groups 3.77%

Other ethnic group 5.66%

White 66.03%

- Asian/Asian British
- Black/African/Caribbean/Black British
- Mixed/Multiple ethnic groups
- Not Stated
- Other ethnic group
- White

Figure 21: Ethnicity of Academic Leavers

Asian/Asian British 11%

Black/African/Caribbean/Black British 6%

Mixed/Multiple Ethnic Groups 11%

Not Stated 17%

White 55%

- Asian/Asian British
- Black/African/Caribbean/Black British
- Mixed/Multiple ethnic groups
- Not Stated
- Other ethnic group
- White

APPROX WORD COUNT: 82
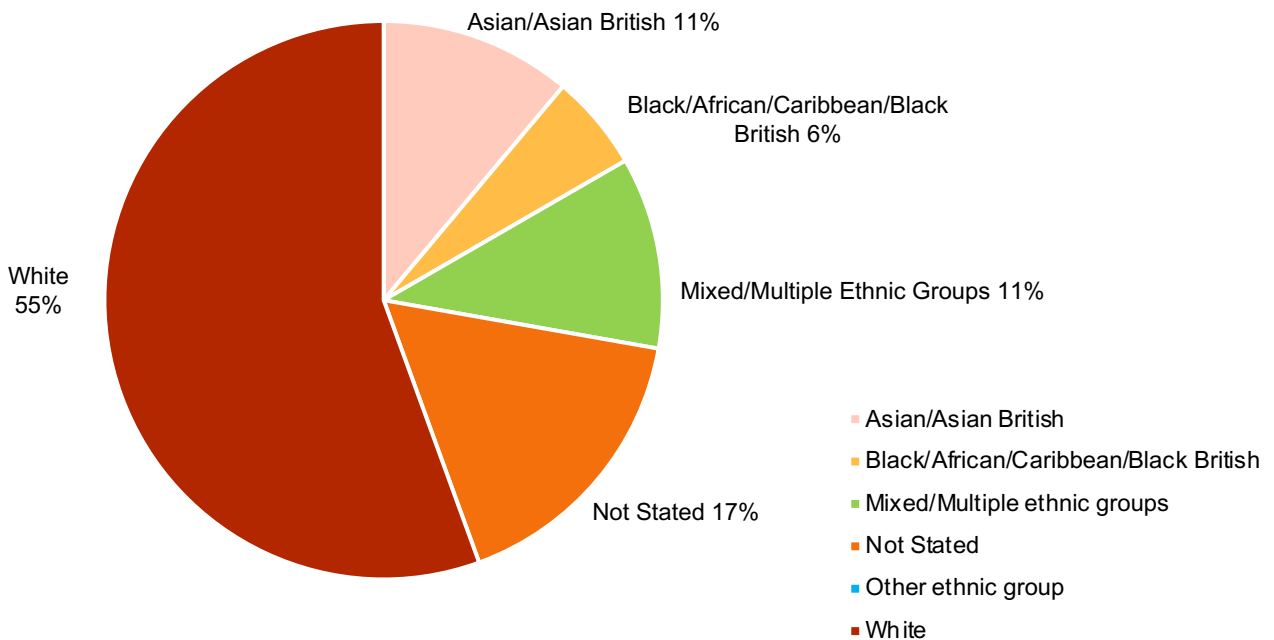
Figure 22: Ethnicity of Professional Leavers

Asian/Asian British
3.00%

Black/African/Caribbean/ Black
British 3.00%

Mixed/Multiple Ethnic Groups
3.00%

Legend:
- Asian/Asian British
- Black/African/Caribbean/Black British
- Mixed/Multiple ethnic groups
- Not Stated
- Other ethnic group
- White

White 91.00%

Figure 23: Ethnicity of Technical Leavers

Mixed/Multiple
Ethnic Groups
22.22%

Not stated
11.11%

Legend:
- Asian/Asian British
- Black/African/Caribbean/Black British
- Mixed/Multiple ethnic groups
- Not Stated
- Other ethnic group
- White
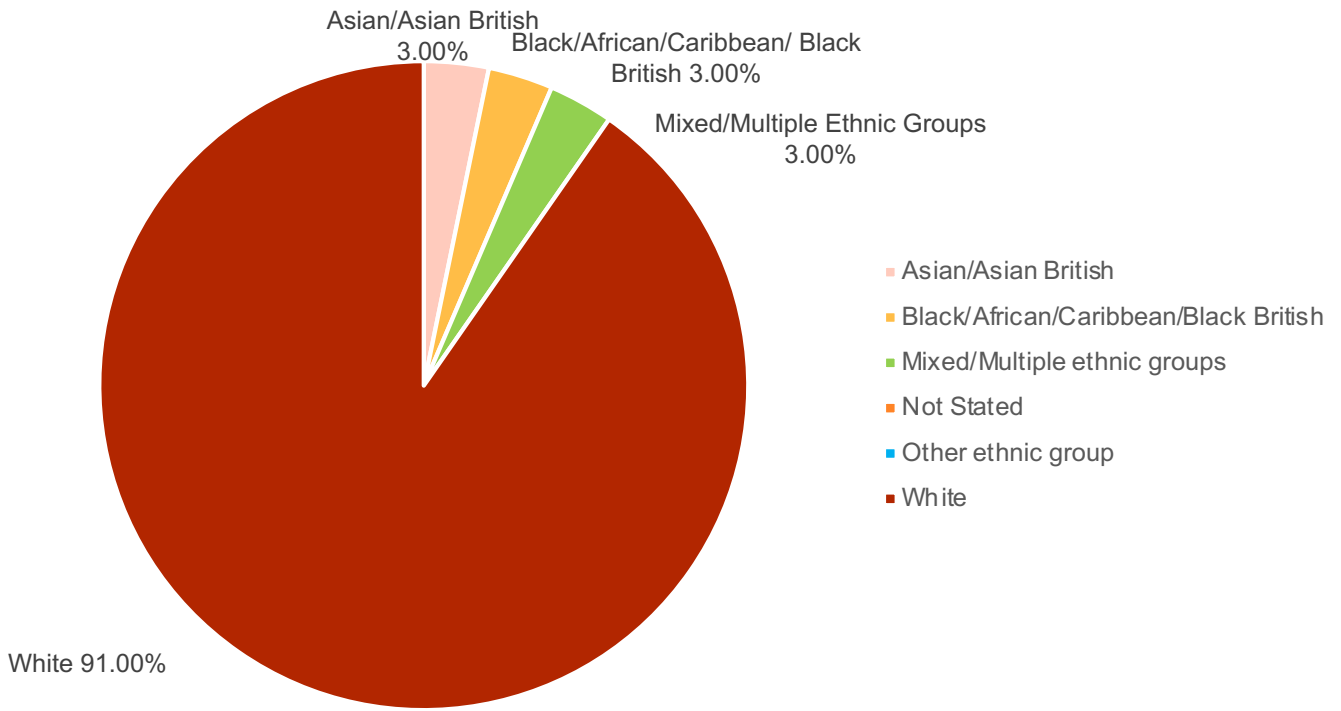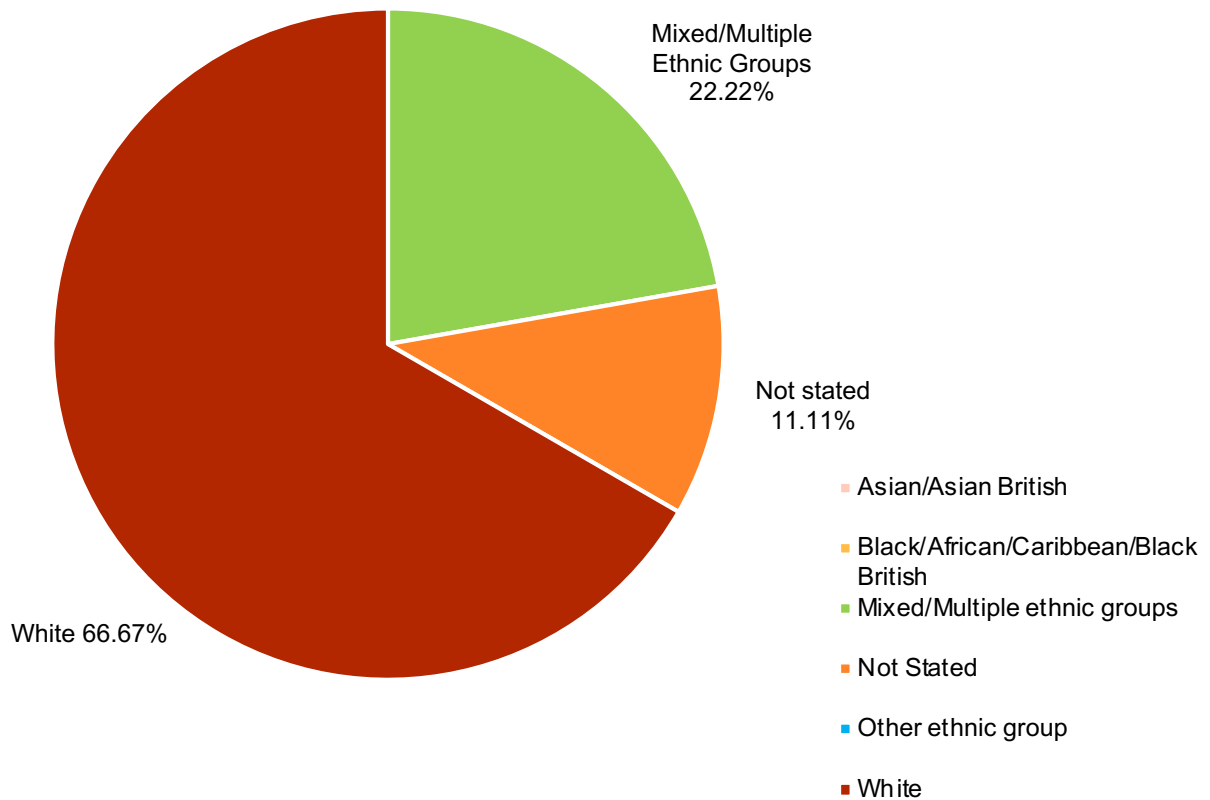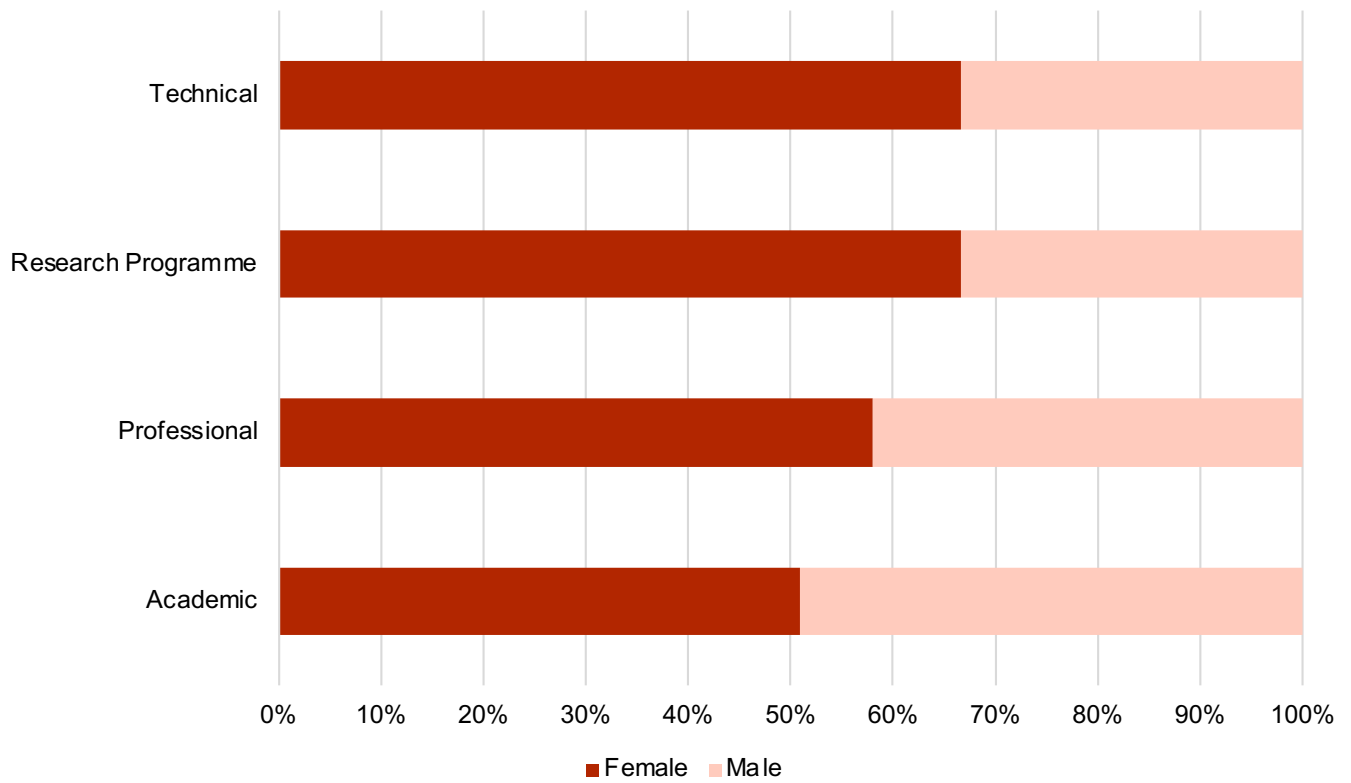
White 66.67%

All job families except Professional Services have higher rates of Black Ethnic Minority individuals leaving than the LSTM average. Further analysis of fixed term contracts and exit interviews is required to understand the position in more detail.

Figure 24: Gender of Leavers by Job Family

APPROX WORD COUNT: **82**

Staff and Student Data

Sexuality, Disability, Age, Religion

Figure 25: Sexuality (Staff)

- Bisexual
- Gay Man
- Gay Woman/Lesbian
- Heterosexual
- Not Stated
- Other

2.66%
0.66%
1.50%
1.83%
18.77%
74.58%

Figure 26: Disability (Staff)

Not Stated 3.99%
Disabled 5.48%
Not Disabled 90.53%

- Disabled
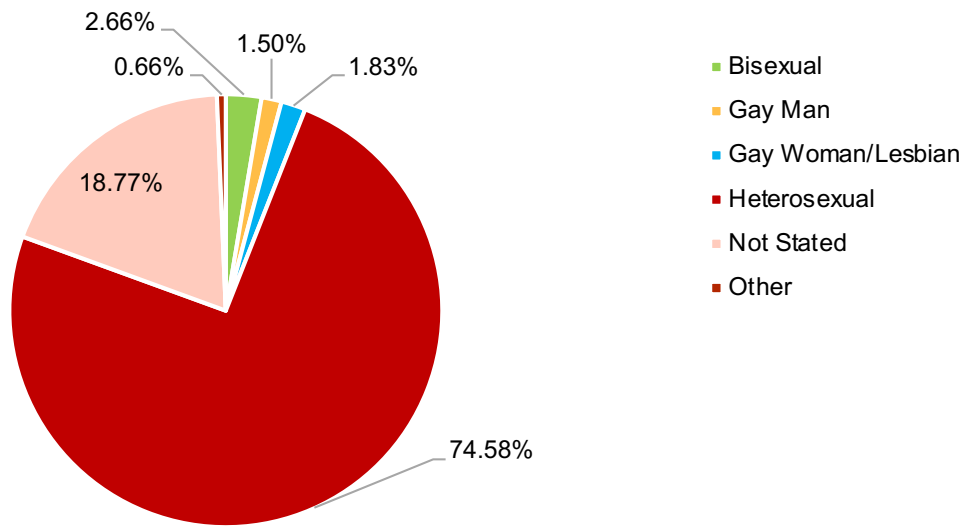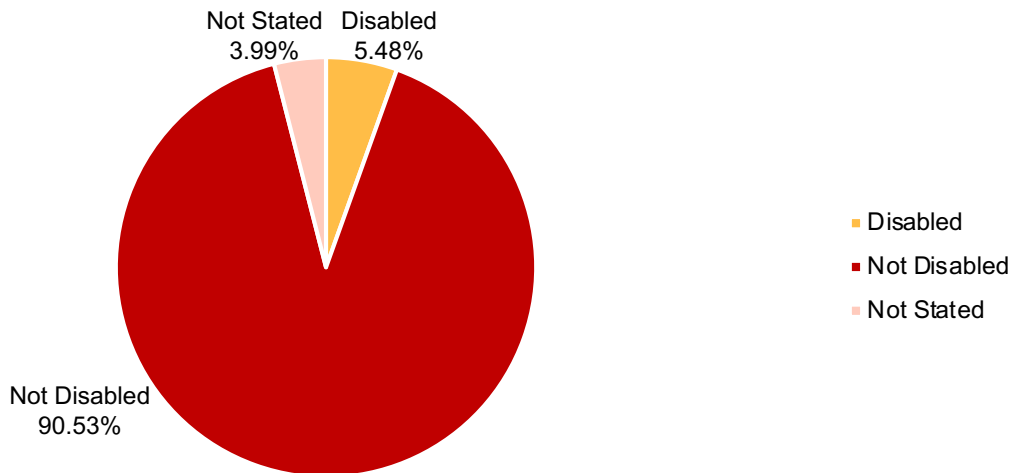- Not Disabled
- Not Stated

*Numbers are not provided for reasons of employee confidentiality.

A greater percentage of LSTM students than staff identified as disabled during the period covered by this dataset (approximately 7% more students) - Figure 26, 32. However, the percentage of disabled staff at LSTM is marginally less than HESA's comparative figure (HESA benchmark 5.97%).

A greater percentage of students identified as having a disability (Figure 32, noted in the Student Data section below) compared to LSTM staff (though a higher percentage of LSTM staff identify as having a disability than the HESA average).

Further analysis is required to understand the reasons for this, in particular it is important to understand whether there is any reluctance to report on the part of staff or whether there is a greater level of awareness of disabilities which are historically underreported, e.g., neurodiversity.

APPROX WORD COUNT: **192**
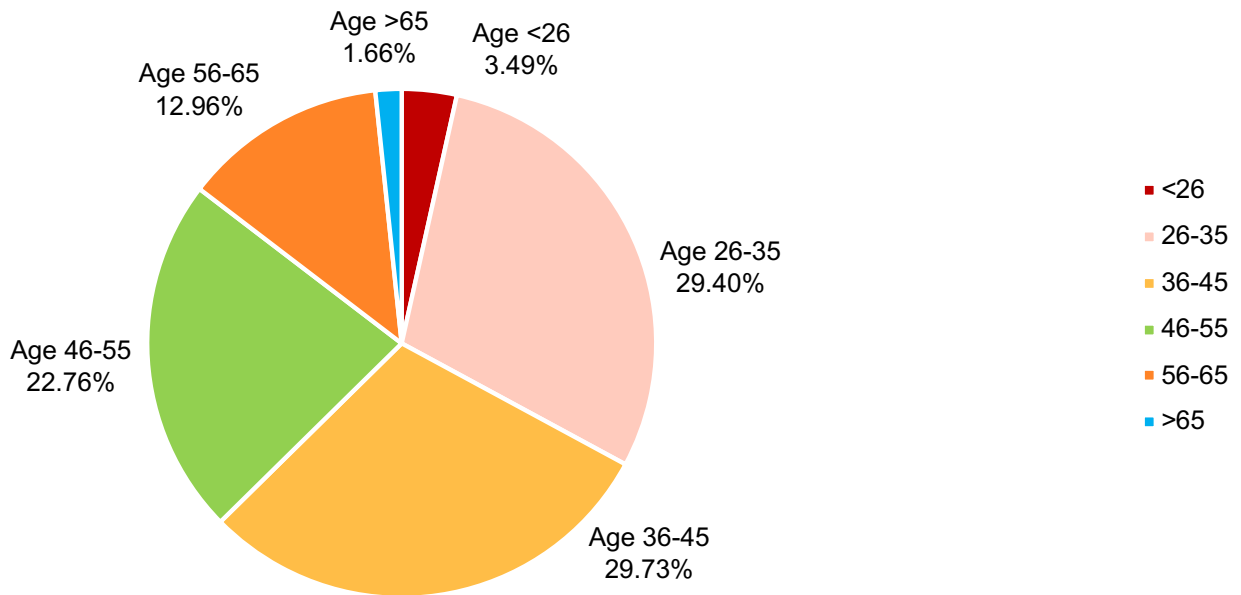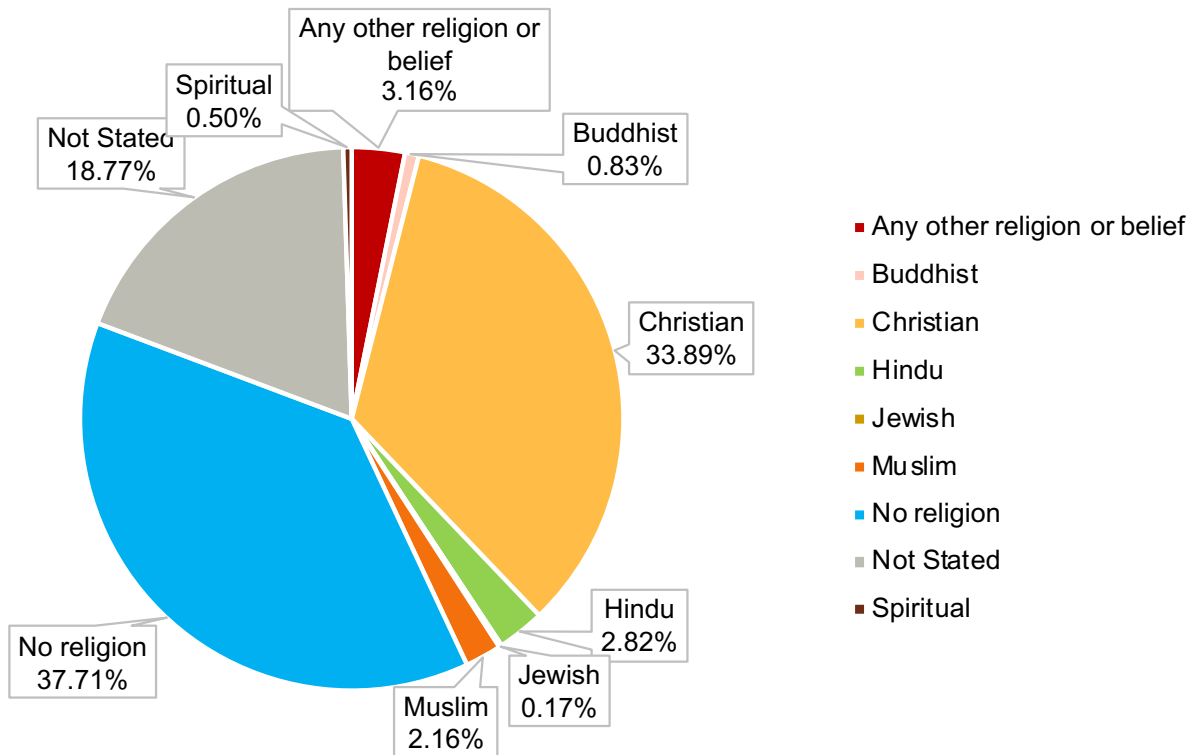
Figure 27: Age (Staff)

- Age >65 1.66%
- Age <26 3.49%
- Age 56-65 12.96%
- Age 26-35 29.40%
- Age 46-55 22.76%
- Age 36-45 29.73%

Legend:
- <26
- 26-35
- 36-45
- 46-55
- 56-65
- >65

Figure 28: Religion (Staff)

- Any other religion or belief 3.16%
- Spiritual 0.50%
- Not Stated 18.77%
- Buddhist 0.83%
- Christian 33.89%
- No religion 37.71%
- Muslim 2.16%
- Jewish 0.17%
- Hindu 2.82%

Legend:
- Any other religion or belief
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- No religion
- Not Stated
- Spiritual

Commentary on the religious composition of LSTM staff is limited due to redactions for reasons of confidentiality and privacy as well as the significant proportion of staff who have not stated a religious identity or belief (19%). However, the biggest portion of staff who have disclosed a religious identity or belief is those who subscribed to 'no religion' (38%) closely followed by those who identify as Christian (34%).

Student Data

APPROX WORD COUNT: **12**

For the academic year 2020 - 2021 (the latest year for which information was available), LSTM trained 391 students, from 50 countries, on a variety of courses including Certificates, Diplomas, MSc and PGR degrees. 150 of those were PGR students from 33 countries and 241 were Postgraduate Taught (PGT) students from 40 countries.

Figure 29: Gender (Student)

Female 66.23%	Male 33.77%

- Female
- Male
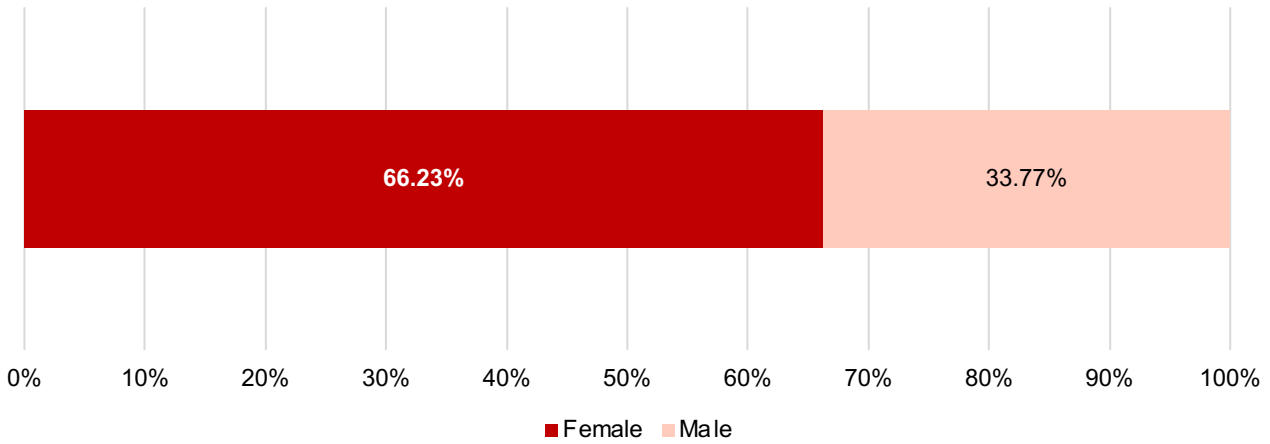
Ethnicity (Student)

Diversity amongst LSTM's student body is particularly high, as many of our PhD students are based globally.
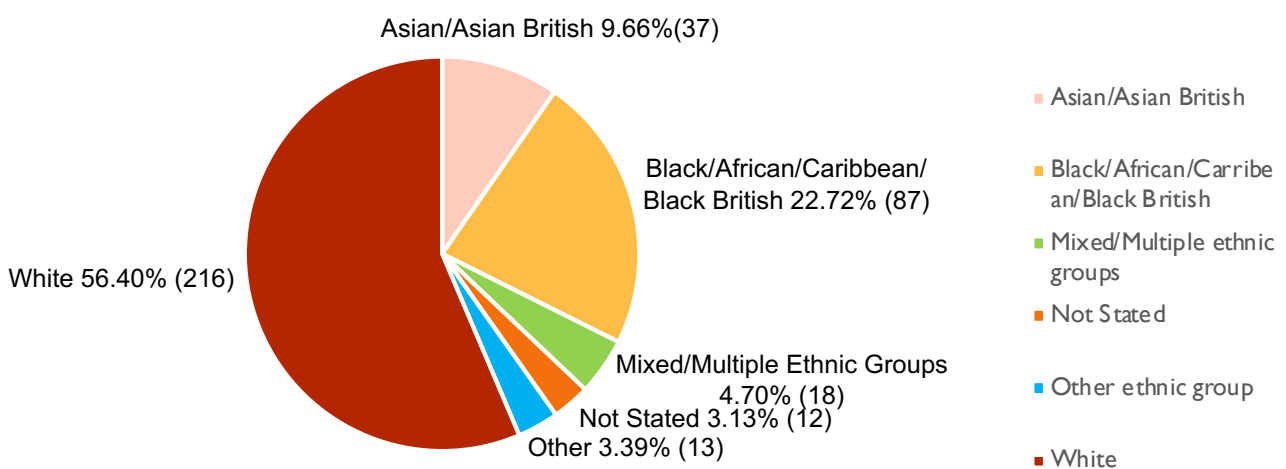
Figure 30: Ethnicity of LSTM's Student Population

Asian/Asian British 9.66%(37)

Black/African/Caribbean/
Black British 22.72% (87)

White 56.40% (216)

Mixed/Multiple Ethnic Groups
4.70% (18)
Not Stated 3.13% (12)
Other 3.39% (13)

- Asian/Asian British
- Black/African/Carribean/Black British
- Mixed/Multiple ethnic groups
- Not Stated
- Other ethnic group
- White

Figure 31: Sexuality (Student) Sexuality of LSTM's Student Population 2020-21

- 1.16%
- 10.17%
- 6.69%
- 1.45%
- 0.58%
- 79.94%

Legend:
- Bisexual
- Gay man
- Gay woman/lesbian
- Heterosexual
- Other
- Prefer not to say
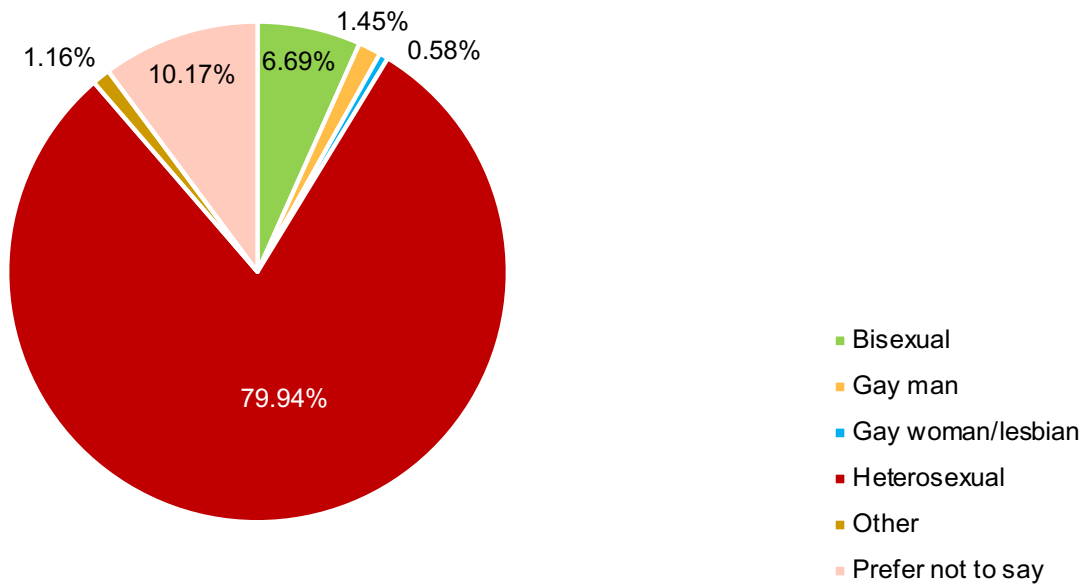
Figure 32: Disability (Student) Disability status of LSTM students

Disability Indicated
16.04%

No known disability 83.96%

Legend:
- Disability indicated
- No known disability

APPROX WORD COUNT: **84**
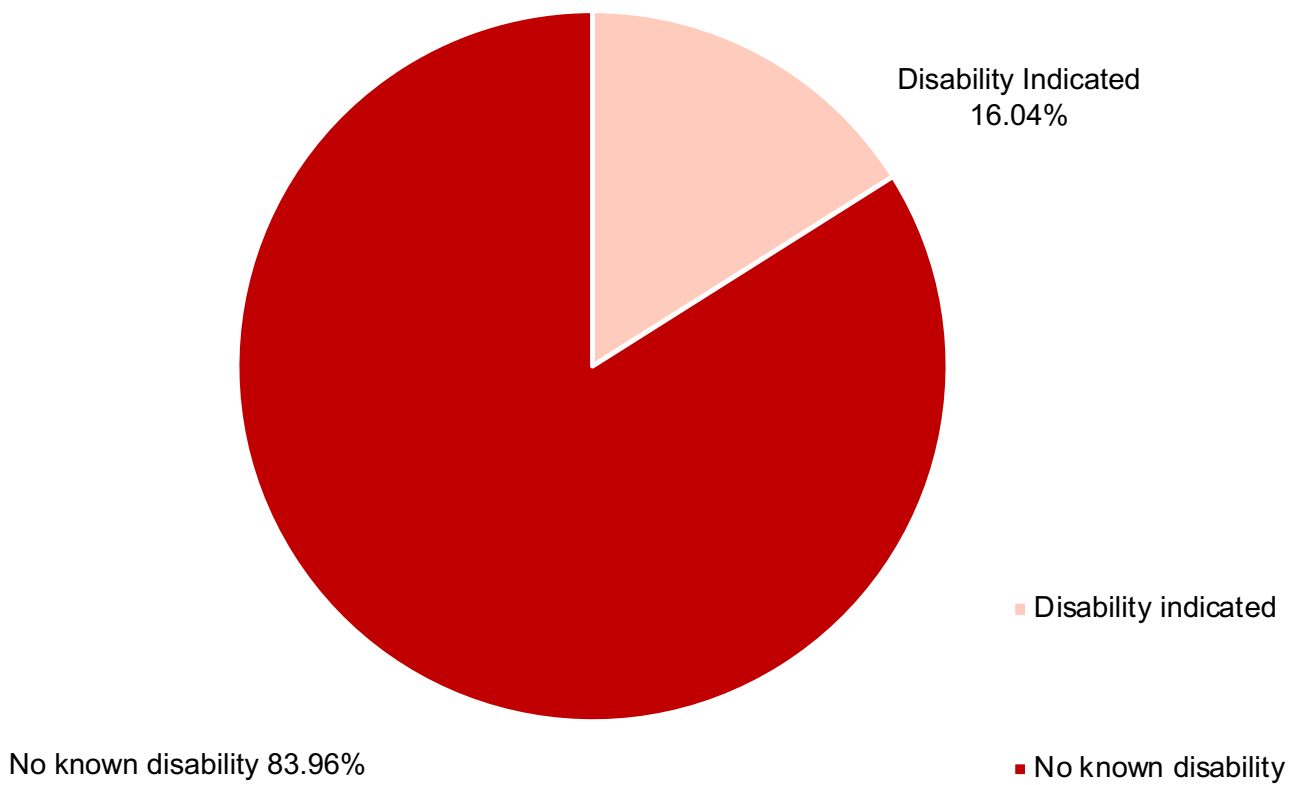
ED&I Governance and Goals

2022 – 2023

ED&I Governance

The below objectives are the responsibility of multiple key stakeholders, led by the Global HR Director, and supported by ED&I Manager. These objectives will support the effectiveness and implementation of ED&I initiatives, and staff engagement with our ED&I agenda:

• Develop a new ED&I Strategy, in line with LSTM's wider Institutional Strategy

• Improve data capture and analysis including intersectional data to establish relevant baselines, identify gaps focus action, and monitor progress

• Work closely with Network Chairs and E&I Committee to progress actions identified in our Annual E&I Action Plan for 2022 – 2023

• Develop an institution-wide ED&I communication and engagement plan to improve communication and transparency of efforts with staff and students

ED&I Goals 2022 - 2023

During 2022 – 2023 LSTM will focus its ED&I efforts on the following key areas:

• Gender

• Race

• LGBTQ+

• Disability

Social mobility is a cross-cutting priority, with the school currently engaged in widening participation initiatives with The Girls' Network and In2Science. This commitment will continue over the next year and LSTM will explore what further support looks like beyond 2023. We will also seek to improve data capture on social mobility in both recruitment and staff/ student data.

Our continued commitment to LSTM being an equitable, inclusive, and diverse place of study and work involves collective effort and input.

Facilitating this continued commitment will require us to focus on the following key priority areas from 2022 to 2023 outlined in more detail below. These are as follows:

Gender

To implement Athena SWAN action plan for 2022-2027, including:

PROGRESSION AND DEVELOPMENT:

• Work to increase the proportion of women Professors and corporate leaders

• Understand and address the barriers to men and women's' progression at key career points

RECRUITMENT:

• Increase the representation of Male staff at Grade 4 and 5 in Professional Services and Research Programme job families (based on data capture in our 2020 – 2021 annual E&I Report, page 30)

• Identify and tackle why in 2021 – 2022 out of 268, fixed term contracts 68.28% were held by Females which represents a slight increase of 3% on the previous year (65.1%)

CULTURE:

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

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

DATA:

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

APPROX WORD COUNT: **407**

Race

To implement our Race Equity Action Plan, including:

RECRUITMENT:

• Review the recruitment process to eliminate bias, and identify barriers for Black and Ethnic Minorities, embedding mechanisms and processes to address these

• Improve intersectional data capture from advertisement to appointment and exit data – seeking to understand where the barriers are

PROGRESSION AND DEVELOPMENT:

• Review pathways for progression and development and improve data analysis and intersectional data capture to address the barriers at key career points

• Seek consultation from relevant stakeholder groups and develop a clear strategy to tackle this issue

REPORTING, BULLYING AND HARASSMENT, FREEDOM TO SPEAK UP (FTSU):

• Review reporting mechanisms, seeking internal and external consultation, providing alternative reporting mechanisms, and communicating improvements to staff upon re-launched

COMMUNICATION:

• Develop a communication strategy linked to the Race Equity Action Plan and related activity, to build trust and create transparency

LGBTQ+

SAFEGUARDING:

• Review and seek to improve safeguarding processes for the LGBTQ+ staff when travelling internationally, being led by LGBTQ+ Network, whilst sourcing advice from Stonewall partners

DATA:

• Update ED&I data categories with LGBTQ+ inclusive language where possible and improve data capture over 2022 - 2023

POLICY:

• Develop a Trans Inclusion, and Transitioning at Work policy

AWARENESS:

• Deliver Trans Inclusion training for Managers, HR Professionals, and colleagues

• Raise the profile of LGBTQ+ support on our website and in our recruitment materials

Disability

ACCESSIBILITY:

• Improve both physical accessibility and technology access (website and internal communication platforms) for staff and students who identify as disabled

AWARENESS:

• Deliver disability awareness training for Line Managers and HR

SUPPORT:

• Establish a Disability Network with clear objectives for 2022 – 2023

NEURODIVERSITY:

• Review and improve processes where necessary to support neurodiverse staff, seeking guidance from the Disability Network when necessary, and working closely with Education to do the same for students

We look forward to updating you on our progress against actions outlined above in our Annual E&I Report for 2022 – 2023, as well as publishing our ED&I Strategy later this year.

Appendix

APPROX WORD COUNT: **9**

Appendix 1: Guidance on Ethnicity Data

- Although we collect ethnicity data based on the more detailed ONS 18 categories (see Appendix 1 for details), ethnicity in this report has been collated into the standard 5 ONS categories (see table below). As some numbers are very small, this allows us to report all ethnicity data, as well as allowing us to benchmark ourselves against other Higher Education Institutions (data from Advance HE's **'Equality in Higher Education: Statistical Report 2019')**.

- 'Chinese' is recognised as a separate Ethnicity in addition to the 5 ONS categories within the Higher Education Statistical Agency's annual return. However, given the limitations of confidentiality around reporting on small numbers, we have opted to group 'Chinese' with 'Asian' ethnicity. For benchmarking purposes, we have collated all minority ethnicities under the umbrella term of 'Black and Minority Ethnic'. This aligns with the reporting methods used in the Advance HE Statistical Report, and therefore provides an effective comparison.

- Office For National Statistics: **'Ethnic group, national identity and religion. Measuring equality: A guide for the collection and classification of ethnic group, national identity and religion data in the UK'.**

- **Gov.uk List of Ethnic Groups.**

Figure 30: **Ethnicity of LSTM's Student Population**

ONS 18 Categories	Categorised for the purposes of this report as:	ONS 5 Categories
Bangladeshi Chinese Indian Pakistani Any other Asian background		Asian
Black African Black British Any other Black background		Black
White and Asian White and Black African White and Black Caribbean Any other Mixed background		Mixed
White White Irish Any other White background		White
Arab Any other background Any other ethnic group		Other

125
YEARS
1898 - 2023

LSTM

LIVERPOOL SCHOOL
OF TROPICAL MEDICINE

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

APPROX WORD COUNT: **33**