

Race Equity Action Plan

Liverpool School of Tropical Medicine



October 2022

125
YEARS
1898 - 2023

LSTM
LIVERPOOL SCHOOL
OF TROPICAL MEDICINE



Introduction

Following Professor Jason Arday's Race Review, published in February 2022, Liverpool School of Tropical Medicine (LSTM) has undertaken engagement with a broad range of stakeholders to prioritise the actions staff want to see taken forwards to tackle race inequity.

In parallel, work has been done and resource has been allocated to create a governance structure to support the race equity agenda. This includes the creation of a Race Equity Action Group (REAG) and the role of Chair. A robust governance structure will act as a strong foundation to help LSTM drive forwards action and achieve its collective goals, including submission to Advance HE's Race Equality Charter (REC) within the next 3 years.

The action plan presented provides a schematic of work that will be implemented strategically over the next couple of years with a view to creating sustainable change. Within the action plan, measures will be provided to engage internal and external stakeholders to quality assure our endeavours and commitment towards anti-racism. This body of work represents LSTM's commitment to becoming an anti-racist institution through recognising and eliminating some of the racialised barriers that exist, which ultimately sustain facets of systemic and institutional racism.

As LSTM embark on this journey, through implementation of this plan and its subsequent REC submission, there is an active commitment to tackling and addressing racially inequitable practices. Our commitment is defined by a recognition that improvements need to be penetrative and measurable, so we believe this action plan outlines a pathway to become an anti-racist organisation.

This action plan covers 2022 – 2025 and will be refined over time as part of the REC submission process.

Director Statement

As LSTM's Director, I am pleased to be publishing this statement and action plan, publicly outlining our commitment to becoming an anti-racist employer. As an organisation we are embarking on a long-term journey to review and examine power and privilege and how they interact with race in every facet of our organisation, to dismantle cultural and systemic barriers for Black and Minority Ethnic staff and students. This process requires serious commitment from senior management, dedicated resource, a robust planned approach, and a process of learning and unlearning by individuals at all levels of the organisation.

I recognise that as an institution we have perpetuated racism through aspects of our structure, systems, processes, and culture, and are not racially representative at a senior level of our staff. I understand that change is long overdue, and that the hurt felt by colleagues across the school has had an impact both professionally and personally.

For almost 125 years now, LSTM's mission has been to improve health outcomes for people and populations. We will only achieve this goal if we are a diverse organisation that fully embraces race equity in all it does. This work must be authentic, we won't always get it right, and it won't always be easy, but I am pleased to say that as an organisation we are ready to act.

While I recognise that we have a long way to go, I am committed to enacting this Race Equity Action Plan with humility and integrity and will lead all colleagues to do the same. This is a collective effort and everyone's responsibility.

I look forward to working with everyone on this process, including all Black and Minority Ethnic staff and students and our wider LSTM community.

Professor David Laloo

Methodology - Race Equity Action Plan

This action plan will be a 'living document' that continually evolves to reflect LSTM's journey to address and tackle race inequity, and our desire to promote a learning culture. This process will include data gathering and analysis to create key performance indicators (KPIs) that will allow LSTM to benchmark, track and embed race equity efforts throughout the organisation. This will also form a large part of the submission to REC which LSTM hopes to initiate within the next 3 years, a key recommendation of Professor Jason Arday's report.

This Race Equity Action Plan is based on both Professor Jason Arday's Race Review (recommendations and framework) and feedback collated from staff since April 2022. We expect that this action plan will evolve over time and are always open to input from staff and students to improve this.

By being high-level and identifying organisational priorities, this plan will create a footprint for race equity at the organisation and help to create a strong foundation to tackle systemic issues.

The plan spans the following 6 key themes:

01

Leadership

02

Structure
and Strategic
Planning

03

Culture and
Inclusion

04

Education
and Students

05

Staff

06

Data, Evaluation
and Reporting

To support the implementation of actions, there will be training to raise awareness of racism and anti-racism to enable staff to drive race equity in their spheres of influence. A programme of anti-racism training will begin with Management Committee from the new academic year, with the aim of rolling out anti-racism training to other management groups within key functions such as HR over the next 12 months. This initial phase marks the beginning of direct action to address race inequity and will require ongoing work, as we acknowledge that anti-racism is not an end destination but a continued active commitment.

We understand that training is only one element needed to achieve culture change so alongside this LSTM will begin to analyse and tackle systemic barriers that disadvantage Black and Minority Ethnic staff and students.

Key priorities over the next 12 months

The full action plan is published below and the following actions have been identified with Professor Jason Arday as our initial key priorities over the next 12 months:

Area

Leadership

Theme

Strategic Vision and Commitment (1.2)

Action

- Anti-racism training to ensure Management Committee, Board of Trustees and Line Managers are racially literate and committed to tackling race inequity in their spheres of influence.

Action Owner/s

Director
ED&I Manager

Area**Structure and Strategic Planning**

Theme	Action	Action Owner/s
Processes and Practices (2.1)	<ul style="list-style-type: none">• Improve and update Freedom to Speak Up reporting mechanisms. Process to include external consultation.• Review and update the bullying and harassment policy.• Anti-racism training for HR to ensure they support concerns with a complainant focus.• Creation of Dignity and respect champions as an alternative support route to HR.• Session/s to relaunch and rebuild confidence in reporting mechanisms that are available to report racism and harassment.	Global HR Director Safeguarding Lead Academic Registrar

Area**Inclusion and Culture**

Theme	Action	Action Owner/s
Awareness and Community Building (1.1)	<ul style="list-style-type: none">• All staff anti-racism training.	ED&I Manager Learning and Development Manager

Area**Education and Students****Theme****Harmonisation (1.1)****Action**

- The Dean of Education will work with relevant stakeholders to develop actions to embed race equity and decolonisation in the Education strategy. Including a robust action plan to support the decolonisation agenda.

Action Owner/s

Dean of Education
Director of Global Health Programmes, Senior Lecturer and Decolonisation Group Chair

Area**Staff****Theme****Recruitment (1.1)****Action**

- Review end to end recruitment and resourcing practices with a race equity lens.
- Recruitment practices including attraction and selection reflect equitable practices, are culturally competent and encourage applications from prospective Black and Minority Ethnic staff.

Action Owner/s

Global HR Director
Recruitment Manager
HR Managers
Hiring Managers across LSTM

Area**Data, Evaluation and Reporting****Theme****General data (1.1)****Action**

- Review, analyse and refine the data behind the employee and student life cycle at LSTM, ensuring current staff/student profiles (appropriation and categorisation) are up to date.
- When capturing broader data in internal HR and IT systems, review what we need to know. Produce set reports on this to support race action plan and embed initiatives.

Action Owner/s

HR
Dean of Education
Academic Registrar

Governance

Accountability for the plan sits with Management Committee (MC), with MC members assigned to and responsible for each of the 6 key areas of the action plan. MC members will liaise with action owners in their own time to drive forwards actions and report on progress at the Race Equity Action Group (REAG) meetings. As task and finish groups, MC members and action owners will have the autonomy to refine actions and the flexibility to manage their approach in a way that is appropriate for their business needs. This will be subject to the scrutiny of the Race Equity Action Group (REAG). Race Equity will be added as a permanent agenda item at Management Committee to track the progress of actions, with Dr Charles Ameh acting as the Management Committee Race Equity Sponsor.

The role of Race Equity Action Group (REAG) Chair will be created, with the post responsible for coordinating and overseeing the implementation of the action plan with MC members and action owners. The Chair will prepare, lead, and write the submission of the institutional application for the Race Equality Charter within three years.

The Race Equity Action Group (REAG) is the natural evolution of the Race Equity Advisory Panel (REAP) which was established to commission the original Race Review published in February 2022. Once the role of Chair has been recruited and appointed from the start of the new academic year, plans will begin to stand up this action group including appointment of members and governance.

Race Equity Action Plan

The full Race Equity Action Plan presented below refers to the recommendations originally made in Professor Jason Arday's Race Review. The letters refer to each section of recommendations with the numbers relating to the bullet point number (e.g., C1 = Culture bullet point 1).

C – relates to Culture (5 bullet points in total).

R, P & P – relates to Recruitment, Progression and Promotion (3 bullet points in total).

S – relates to Students (3 bullet points in total).

L&C – relates to Leadership and Communication (6 bullet points in total).

A & PS – relates to Academic and Professional Services (2 bullet points in total).

RP – relates to Reporting Process (5 bullet points in total).

LSTM Race Equity Action Plan

Leadership	Strategic Vision and Commitment	Diversity and Representation			
Structure and Strategic Planning	Policy and Strategy	Processes and Practices			
Inclusion and Culture	Awareness and Community Building	Decolonisation	Restorative Justice		
Education and Students	Harmonisation	Representation	Student Development		
Staff	Recruitment	Progression and Development	Global HR	Reward and Recognition	Retention
Data, Evaluation and Reporting	General data	Complaints and racial harassment data			

Leadership

01

Management Committee owners
David Laloo and Martin Donnelly

Recommendations from Professor Jason Arday's Race Review

Senior Leaders should communicate and embody a deep commitment to racial equity across LSTM, nationally and globally (C 1)

Steps should be taken to ensure better representation of senior leaders of colour across LSTM, nationally and globally (C 2)

LSTM senior leaders should ensure that race equity has sufficient investment and priority (e.g., time, resource, and financial commitment) (L&C 3)

LSTM should become members of the Race Equality Charter (REC) with a view to achieving the REC Bronze Award within 18-24 months (L&C 4)

Senior leaders need to model courageous conversations and reflexive practice to staff and students of LSTM (C 4)

Theme

1. Strategic vision and commitment

1.1 Action

- Management Committee and Board of Trustees demonstrate an active, long-term commitment towards race equity that is widely communicated and engages in the delivery of recommendations / action plans.

Indicator

- Quarterly MC report updating on progress of race equity actions.
- Race equity as a standing agenda item at Management Committee.
- Multi-signature statement of commitment and investment in the race equity agenda from Management Committee.
- % of attendance at anti-racism focused leadership training.
- Transparent race equity governance structure.
- Develop a communication/ engagement strategy that considers key messages, stakeholders, frequency, and mechanisms for communication (local, international, internal, external).

Time frame

12 months

Rationale

- Commitment from leaders is pivotal to culture change.
- Assessment and diagnosis are only the beginning.
- Action is required for change to occur/embed.

Owner

- Management Committee
- Director of Communications and External Relations

Measure

- Action completion rate.
- Progress update and feedback via communication channels (e.g., LSTM website, social media).
- Staff and student engagement with relevant communication channels.

Theme**1. Strategic vision and commitment
(continued)****1.2 Action**

- Anti-racism training to ensure Management Committee, Board of Trustees and Line Managers are racially literate and committed to tackling race inequity in their spheres of influence.

Indicator

- Annual report on % of attendance from target cohort (allowing for absence due to sickness/ annual leave).
- Post-training surveys for feedback from attendees.
- The Board are regularly updated on Equity and Inclusion progress, including race equity.

Time frame

12 months

Rationale

- Ensures equity is centred and seen as important.

Owner

- Director
- ED&I Manager

Measure

- Post-training surveys for feedback from attendees.
- Regular updates to staff and students via relevant communication channels.
- % of attendance from target cohort (allowing for absence due to sickness/ annual leave).

Theme

2. Diversity and representation

2.1 Action

- LSTM must embed long-term initiatives and succession planning to ensure the Board of Trustees and Management Committee have Black and Minority Ethnic representation in the next 3 - 5 years. Higher Education Statistics Agency (HESA) benchmarks can be used for Academic staff, with a hybrid model needed for MC.

Indicator

- Review of current representation and creation of targets.
- Number of Black and Minority Ethnic senior leaders and trustees, including women achieves agreed target.
- Create a benchmark to increase Black and Minority Ethnic representation in leadership across each department.
- Review upcoming strategic appointments and drive action to encourage the recruitment of Black and Minority Ethnic staff (including associated widening participation initiatives).

Time frame

3 – 5 years

Rationale

- Representation is key to diversity of thought, attracting and retaining diverse talent and increasing wider representation as well as safeguarding diverse talent.

Owner

- Global HR Director

Measure

- Annual report on progress.
- Improved data capture and creation of KPIs.
- Inclusive recruitment process.
- Inclusive employee/student retention practices.
- Inclusive policies and progression opportunities.

Structure and Strategic Planning

02

Management Committee owners
Bertie Squire and Einion Holland

Recommendations from Professor Jason Arday's Race Review

LSTM should ensure that the experiences of Black women and other staff and students on the intersection are considered and integrated into all practices (L&C 1)

LSTM to ensure victims of racism are offered culturally responsive support, outsourcing to appropriate external agencies if required (RP 1)

LSTM to ensure appropriate consequences are taken when dealing with those engaging in racism, including strong management support (RP 2)

Lessons learned and processes should be followed after every incident, with dissemination as appropriate (RP 3)

Theme

1. Policy and Strategy

1.1 Action

LSTM's 2023 - 2028 strategy incorporates its institution wide race equity vision and plan.

Indicator

- Publication of document, with KPIs related to race equity, responsive to place/setting.

Time frame

12 months

Rationale

- Universities must have a clear and consistent approach that spans across different areas.

Owner

- Director

Measure

- Publication of document, with KPIs related to race equity, responsive to place/setting. Publication of strategy document via relevant communication channels.
- Creation and publication of relevant KPIs related to race equity.

1.2 Action

To review and embed race equity into key policies and organisational strategies, including internationally.

Indicator

- Key policies identified with a roadmap to review.

Time frame

3 – 5 years

Rationale

- Race equity requires integration to succeed and be meaningful.

Owner

- Global HR Director
- HR Business Partners
- Information Services Team

Measure

- Policy and strategy documents reviewed with a race equity lens.

Theme

2. Processes and Practices

2.1 Action

- Improve and update Freedom to Speak Up reporting mechanisms. Process to include external consultation.
- Review and update the bullying and harassment policy.
- Anti-racism training for HR to ensure they support concerns with a complainant focus.
- Creation of Dignity and respect champions as an alternative support route to HR.
- Session/s to relaunch and rebuild confidence in reporting mechanisms that are available to report racism and harassment.

Indicator

- Where possible annually publish anonymised reporting figures, with number of cases escalated vs dismissed.
- Racist incidents are escalated appropriately.
- Training to address concerns and deal with complaints effectively is underway.

Time frame

12 months

Rationale

- A culture of disruption requires appropriate sanctions for racism.

Owner

- Global HR Director
- Safeguarding Lead
- Academic Registrar

Measure

- Publication of anonymised complaint data (including escalated and dealt with cases).
- Training to help HR and relevant safeguarding champions deal with incidents of racism.
- Conversations with staff (staff networks, E&I Committee, safeguarding champions, international race equity champions) and leaders to relaunch mechanisms and relevant policies.

Theme

2. Processes and Practices (continued)

2.2 Action

- Review communication channels to create engagement, transparency, and clarity on LSTM's race equity programme.
- Management Committee communicate quarterly on progress and learnings via school newsletter, school staff forums and other channels.

Indicator

- Review race equity communication channels, assess levels of engagement from staff and students, and involve relevant stakeholders in updating copy on relevant pages/channels.
- Annual staff survey to assess engagement and track feedback on what is and isn't working.
- Data capture to outline which communication platforms have the most reach (Liverpool and globally).

Time frame

18 – 24 months

Rationale

- Promote engagement, create transparency, build trust, allow for visibility of the race equity programme at LSTM for all staff and students including international.

Owner

- Director of Communications and External Relations
- Management Committee

Measure

- Levels of engagement both locally and internationally.

Theme

2. Processes and Practices (continued)

2.3 Action

- LSTM engages with colleagues and partners globally on how best to champion race equity within our global footprint, in-particular how and where action against race inequity can be best targeted.

Indicator

- A clear and established network of representatives at partner organisations.
- A clear and established framework with representatives at partner organisations.
- Quarterly meetings with representatives at partner organisations to collaborate on how best to champion race equity within our global footprint.
- With annual reporting on progress.

Time frame

18 months

Rationale

- Global transformation requires international and interdisciplinary consensus.

Owner

- Global HR Director
- Global HR Manager
- HR Business Partners
- Dean of Clinical Sciences and International Public Health
- Director of Communications and External Relations

Measure

- Clearly established network and framework for engagement.
- Development of a long-term roadmap to champion equity within LSTM's global footprint through engagement with international colleagues and partners.

Inclusion and Culture

03

Management Committee owners
Hilary Ranson and Giancarlo Biagini

Recommendations from Professor Jason Arday's Race Review

A robust action plan is required to support decolonisation of the current curricula, both nationally and globally (C 3)

Workforce development initiatives should include targeted training around facilitating inclusive environments (C 5)

LSTM to utilise restorative approaches that centre the experiences of those impacted by racism, whilst supporting a culture of learning and humility (RP 4)

LSTM to engage its (relevant) workforce in training to increase cultural competence and improving confidence in dealing with race-related issues (RP 5)

Theme

1. Awareness and Community Building

1.1 Action

- All staff training on topics such as psychological safety / creating safe spaces, anti-racism, and intersectionality.

Indicator

- Number of trainings and signups.

Time frame

12 months

Rationale

- To improve understanding and equip all staff and students with the knowledge to drive race equity in their spheres of influences.

Owner

- ED&I Manager
- Learning and Development Manager

Measure

- Post-training feedback survey to measure engagement.
- Measure attendance/uptake.

Theme

1. Awareness and Community Building (continued)

1.2 Action

- Listening groups/townhalls which address individual issues noted in the report.

Indicator

- Restore trust, faith, and engagement in LSTM’s commitment to race equity and related activities from Black and Minority Ethnic staff.
- Increased use of reporting mechanisms.

Time frame

12 months

Rationale

- Whiteness is seen as normative and the “standard” which can reinforce patterns of white dominance and dehumanisation of Black and Ethnic Minority staff and students. Disruption can reverse these problematic norms.

Owner

- Professor Jason Arday

Measure

- Increased engagement from staff and students.
- Restored trust and faith in LSTM’s commitment to race equity and related activities from Black and Minority Ethnic staff.

1.3 Action

- LSTM will monitor and review learnings in the sector and will share best practice with relevant partners and funders.

Indicator

- Collaborative working and partnerships to review learnings and share best practice.

Time frame

18 – 24 months

Rationale

- LSTM must work to become a beacon of best practice, and be open to learning from partners, and changes in the sector.

Owner

- Director/Deputy Director
- Director of Strategic Operations
- Head of Research Management Services

Measure

- Use communication channels to update staff and students on strategic meetings with partners.

Theme

1. Awareness and Community Building (continued)

1.4 Action

- Raise the profile of Black and Minority Ethnic staff through lectures, inductions and videos to improve visibility and celebrate achievements.

Indicator

- Restored trust, faith and engagement in LSTM's commitment to race equity and related activities from Black and Minority Ethnic staff.

Time frame

12 months

Rationale

- Whiteness is seen as normative and the "standard" which can reinforce patterns of white dominance and dehumanisation of Black and Minority Ethnic staff and students. Disruption can reverse these problematic norms.

Owner

- Director of Communications and External Relations
- ED&I Manager
- Communications Team

Measure

- Roadmap to promote relevant race equity related communication campaigns.
- Publish social media analytics / data on engagement of relevant campaigns/communication.
- Communications project plan to profile Black and Minority Ethnic staff through relevant communication channels.
- Update relevant race equity communication channels and web pages.

Theme**1. Awareness and Community Building
(continued)****1.5 Action**

- LSTM partners with other anti-racist organisations to build community and share learning and good practice.

Indicator

- Increased opportunities for open conversations, shared experiences and increased dialogue across the school.

Time frame

18 – 24 months

Rationale

- Creating space to build relationships that can support the sharing of experiences and instil belonging and learning.

Owner

- Fundraising Director
- Director of Communications and External Relations
- iiCON Senior Business Development Manager
- Public Engagement Manager
- ED&I Manager

Measure

- Strong links with relevant local anti-racist organisations.
- Events to share learning and good practice with community organisations.
- Widening participation initiatives in partnership with anti-racist organisations.

Theme

2. Decolonisation

2.1 Action

- Decolonisation Group to finalise what decolonisation in education means at LSTM both locally and internationally, and to revisit this in the context of both the curriculum and global partnerships.
- Establish clear achievable objectives and resourcing to tackle decolonisation objectives, including a road map of actions and a stakeholder mapping exercise.

Indicator

- Decolonisation Group defines and develops a robust plan (including time and resource allocation, action owners and deadlines).

Time frame

24 months

Rationale

- To enable LSTM to drive race equity in an informed and systemic way.

Owner

- Dean of Education
- Director of Global Health Programmes, Senior Lecturer and Decolonisation Group Chair

Measure

- Appointment of a Decolonisation Researcher.
- Published report on Decolonisation Researcher findings, also to be presented to Management Committee.
- Publication of the plan to decolonise education at LSTM including time, resource allocation, action owners and deadlines.

Theme

3. Restorative Justice

3.1 Action

- Create 2 PHD studentships for Black and Minority Ethnic students.

Indicator

- LSTM will have taken account of its historic legacy and any financial benefit that accrued due to slavery related activity.

Time frame

24 months

Owner

- Dean of Education

Rationale

- These opportunities will help to dismantle barriers to Black and Minority Ethnic in Academia, and will encourage representation of Black and Ethnic Minorities, as well as diversity of thought.

Measure

- Creation of 2 PHD studentships.

3.2 Action

- Opportunity for Black and Minority Ethnic students to be awarded scholarships.

Indicator

- LSTM will have taken account of its historic legacy and any financial benefit that accrued due to slavery related activity.

Time frame

24 months

Owner

- Dean of Education

Rationale

- These opportunities will help to dismantle barriers to Black and Ethnic Minorities in Academia, and will encourage representation of Black and Ethnic Minorities, as well as diversity of thought.

Measure

- Creation of scholarships.

Theme

3. Restorative Justice (continued)

3.3 Action

- Create a clear schematic for what restorative justice looks like for students at LSTM. Consult relevant stakeholders.

Time frame

3 – 5 months

Owner

- Dean of Education
- Academic Registrar
- Director of Global Health Programmes, Senior Lecturer and Decolonisation Group Chair
- Head of Governance and Strategic Planning

Indicator

- LSTM will have taken account of its historic legacy and any financial benefit that accrued due to slavery related activity.

Rationale

- LSTM will build a culture of restorative justice that is wider than PHD studentships and scholarships and is fit for the future.

Measure

- Creation of the schematic and project plan for implementation.

Education and Students

04

Management Committee owners
Isabel Lucas and Steve Ward

Recommendations from Professor Jason Arday's Race Review

LSTM should provide development initiatives (e.g., mentoring) for students of colour (S 3)

A robust action plan is required to support decolonisation of the current curricula, both nationally and globally (C 3)

Theme

1. Harmonisation

1.1 Action

- The Dean of Education will work with relevant stakeholders to develop actions to embed race equity and decolonisation in the Education strategy. Including a robust action plan to support the Decolonisation in Education agenda.

Indicator

- Quarterly updates from Dean of Education.
- Cohesive working practice that is inclusive and has race equity at its centre.

1.2 Action

- PGR (Post Graduate Research) & HR Harmonisation: LSTM Learns expansion to include PGR and less siloed processes for PGR student support with more effective/clear relationship and support.

Indicator

- PGR and student sign up.

Time frame

12 months

Rationale

- Creates cohesion, eradicates siloed working and encourages inclusion.

Time frame

24 months

Rationale

- Creates cohesion, eradicates siloed working and encourages inclusion.

Owner

- Dean of Education
- Director of Global Health Programmes, Senior Lecturer and Decolonisation Group Chair

Measure

- Stakeholder engagement.
- Timely reporting on progress.
- Conversations with students.

Owner

- Dean of Education
- HR
- Learning and Development Manager

Measure

- Reporting on % student and PGR sign-up to LSTM Learns.
- Student surveys to feedback on LSTM Learns.

Theme

2. Representation

2.1 Action

- Student voice: review, use and build upon existing structures (including communication) to ensure they are streamlined, and effective and LSTM's student voice is represented.
- Create a Race Equity Student Liaison Committee / Black and Minority Ethnic Student Network or representative.

Indicator

- Cohesive working practice that is inclusive and has race equity at its centre.

Time frame

24 months

Rationale

- Creates cohesion, eradicates siloed working, and encourages inclusion.

Owner

- Dean of Education
- Director of Communications and External Relations

Measure

- Conversations with students.
- Creation of a Race Equity student liaison committee / Black and Minority Ethnic Network or representative.

Theme

2. Representation (continued)

2.2 Action

- Review student admissions process to ensure they are fair and equitable with team-based practices to reduce bias (e.g., training, blind applications).
- Scrutiny reports are required with oversight from senior leaders/the governing body.

Indicator

- Increased representation of Black and Minority Ethnic students in areas where representation is lacking, increased engagement with diverse local communities in Liverpool.

Time frame

24 months

Rationale

- To drive representation, diversity and equitable processes and practices in student admissions.

Owner

- Dean of Education
- Research Management Services

Measure

- Report annual admissions data.
- Report admissions data against student retention and progression data.
- Report what action has been taken to make admissions more racially equitable.

Theme

3. Student Development

3.1 Action

- Widening participation initiatives such as: reciprocal mentoring and shadowing opportunities for Black and Minority Ethnic students (particularly PGR), student led recruitment, increased use of Science, Technology, Engineering and Mathematics (STEM) ambassadors (including training).

Indicator

- Number of students and staff accessing mentoring.

Time frame

24 months

Rationale

- Development is linked to retention and satisfaction.

Owner

- Dean of Research Culture and Integrity
- Dean of Education
- Learning and Development Manager

Measure

- Mentoring data, reporting, conversations with staff.

Theme

3. Student Development (continued)

3.2 Action

- Outreach and recruitment: develop a plan of action to ensure LSTM's student body is representative of Black and Ethnic Minorities.

Indicator

- Review ethnic representation to create a benchmark and KPIs.
- Review number of Black and Ethnic Minority students vs their progression through academia to tackle barriers to study.
- Engage students in plan development.
- Disaggregate data of Black and Ethnic Minorities at a post graduate researcher level.
- Increase uptake of Black and Ethnic Minority students.

Time frame

3 -5 years

Rationale

- Development is linked to talent attraction, progression, retention, and satisfaction.

Owner

- Dean of Education
- HR

Measure

- Improved data capture.
- Increased engagement from students.
- Publish targets and plan of action.
- Implementation of widening participation initiatives.

Staff

05

Management Committee owners
Sam Airey and Sarah Roberts

Recommendations from Professor Jason Arday's Race Review

LSTM should identify key pinch points over the career pipeline that can be targeted through racially literate recruitment and advertising campaigns (R, P & P 1)

LSTM should consider succession planning, mentoring and other key development strategies for Black and Minority Ethnic staff (R, P & P 2)

LSTM should review current HR policies and processes, including essential criteria and admissions processes for role specifications (R, P & P 3)

To mainstream racial equity by reviewing all policy documents, in consultation with staff and students of colour, to ensure anti-racism is considered throughout (L&C 5)

LSTM should reduce review data around precarious contracts and aim to shrink the current number of fixed term contracts and reduce future instances (A & PS 3)

Theme

1. Recruitment

1.1 Action

- Review end to end recruitment and resourcing practices with a race equity lens.
- Recruitment practices including attraction and selection reflect equitable practices, are culturally competent and encourage applications from prospective Black and Minority Ethnic staff.

Indicator

- Panels members are trained in anti-racism and unconscious bias; diverse representation on panels without creating disproportionate burden of work.
- Review essential criteria in job descriptions and personal specifications to promote inclusivity and equitability.
- Equitable recruitment practices (e.g., anonymised applications and shortlisting, providing questions in advance) and widening participation initiatives.
- Report data of ethnic representation on recruitment panels over the past 12 months, with a yearly update on data.
- Report and analyse data on attraction, interview, shortlisting and job offer of Black and Minority Ethnic staff with quarterly update on data.
- Continue to report data on % of Black and Minority Ethnic staff on fixed term vs permanent contracts with data disaggregated across LSTM departments and job families.
- Use data gathered from applicants via the recruitment system to inform racially equitable recruitment practice and target action.

Time frame

12 – 18 months

Rationale

- To drive representation at all levels across LSTM, improve diversity, and equitable processes and practices in recruitment.

Owner

- Global HR Director
- Recruitment Manager
- HR Managers
- Hiring Managers across LSTM

Measure

- Improved representation of Black and Ethnic Minorities in target areas.
- Improved and consistent data capture and target recruitment efforts to increase applications from Black and Ethnic Minority candidates.
- Transparent reporting on ethnic representation of interview panels.
- Implementation of widening participation initiatives, including data gathering from applicants on where they heard about LSTM and saw the role advertised to inform initiatives.
- Improved capture of recruitment pipeline metrics relating to candidate sourcing, application, appointment, and retention.
- Analysis of data on the appointment of Black and Minority Ethnic staff vs promotion.

Theme

2. Progression and Development

2.1 Action

- Improve opportunities for development and career progression, including: mentoring, job shadowing and targeted training programmes.

Indicator

- Targeted mentoring and shadowing opportunities.
- Track and analyse data on sign-up/up-take of programmes.
- Analyse and publish data on Ethnic Representation across grades, departments and job families to create clear benchmarks and KPIs.
- Monitor and analyse the promotion and progression rates of Black and Ethnic Minority staff across grades and job families.

Time frame

24 months

Rationale

- Development is linked to retention, satisfaction, and progression.
- Opportunities for progression of Black and Ethnic Minorities to improve representation at all levels with targeted mentoring and shadowing opportunities.

Owner

- Global HR Director
- Learning and Development Manager
- HR Business Partners
- Heads of Department/
Department Managers
- Director of Communications
and External Relations

Measure

- Participation rates of Black and Ethnic Minorities in mentoring and development programmes/initiatives.
- Based on the data, improve promotion and progression rates of Black and Minority Ethnic staff across grades and job families.
- Increase representation of Black and Minority Ethnic staff at a senior level of the organisation.

Theme

2. Progression and Development (continued)

2.2 Action

- Review formal promotion and progression policies and practices with a race equity lens to ensure no inherent bias and ensure equity of approach for all staff globally.
- Systematic approach to talent management and development that supports promotion and progression.

Indicator

- Ethnically diverse panels on all internal and external interviews (Liverpool and globally).
- Report data on % Black and Ethnic Minorities who applied for roles, and where successful (Liverpool and globally).
- Report on initiatives put in place to improve the progression and development of Black and Minority Ethnic staff.
- Talent management and development plans in place across LSTM.

Time frame

24 months

Rationale

- Promotion and progression support staff retention and improves representation and diversity at all levels of organisation.

Owner

- Global HR Director
- Deans
- Dean of Research Culture and Integrity
- HR

Measure

- Employment and promotion data highlights improved representation in pipeline.
- Retention data highlights improvement.
- Increased representation of Black and Ethnic Minorities at a senior level.

Theme

3. Global HR

3.1 Action

- LSTM develops a framework of employment terms and reward practices which apply to colleagues globally ensuring fairness and equity.
- Policies and practices assessed and adapted for global context as required.
- Cultural competence and awareness training to support international working.

Indicator

- Handbook for key locations centred around strategic hubs.
- Policies and practices reviewed for suitability to global context.
- Annual anti-racism/unconscious bias /positive action training for relevant teams.

Time frame

24 months

Rationale

- Increased integration and engagement of global staff and colleagues across LSTM structures.

Owner

- Global HR Director
- Deans
- Heads of Department

Measure

- Reduction in self-employed consultancies.
- Surveys and feedback highlight increased staff engagement, retention, and satisfaction.

Theme

4. Reward and Recognition

4.1 Action

- Ethnicity pay gap data is collected and published annually and reward practices and is monitored for equity.
- Explore the creation of a clear and transparent system to incentivise and reward strategic contributions to ED&I and a commitment to race equity at LSTM.

Indicator

- Ethnicity pay gap published annually.
- Creation of KPIs and agreed action to tackle the ethnicity pay gap.

Time frame

24 months

Rationale

- Reward and recognition support staff retention.

Owner

- Global HR Director
- Payroll
- HR
- Dean of Research Culture and Integrity

Measure

- Improvement in the ethnicity pay gap data.
- Publication of action to improve the ethnicity pay gap.
- Action completion rate.

Theme

5. Retention

5.1 Action

- LSTM takes steps to understand and address reasons why Black and Minority Ethnic staff leave the organisation.
- LSTM develops retention strategies which invest in development of Black and Minority Ethnic colleagues globally, promote routes to progression and celebrates diversity.

Indicator

- Report attrition rate of Black and Minority Ethnic staff per department and provide annual update.
- Report data on stage in the employee life cycle where progression of Black and Minority Ethnic staff declines and identify retention strategies to address this.
- Gather exit data gathered anonymously and sensitively and translated into actionable insight.
- Creation of an action plan with targeted initiatives to retain Black and Minority Ethnic talent.

Time frame

3 – 5 years

Rationale

- Black and Minority Ethnic staff often leave the education sector due to racism.
- LSTM needs to understand this and address underlying causes.

Owner

- Global HR Director
- Heads of Department
- Line Managers
- HR

Measure

- Exit data gathered and translated into action.
- Data on attrition rate of Black and Ethnic Minorities is published in annual ED&I report.
- Improvements retention of Black and Ethnic Minorities.

Data, Evaluation, and Reporting

06

Management Committee owners
Alister Craig and Duncan Preston

Recommendations from Professor Jason Arday's Race Review

LSTM should utilise data measures around inclusion as part of monitoring, assurance and evaluation of race equality initiatives and actions (L&C 2)

Theme

1. General Data

1.1 Action

- Review, analyse and refine the data behind the employee and student life cycle at LSTM, ensuring current staff/student profiles (appropriation and categorisation) are up to date.
- When capturing broader data in internal HR and IT systems, review what we need to know. Produce set reports on this to support race action plan and embed initiatives.
- A centralised data system that captures LSTM's global reach more effectively.

Indicator

- Continually improving data capture and systems.

Time frame

12 months

Rationale

- To support the sustainability and success of race equity actions.

Owner

- HR
- Dean of Education
- Academic Registrar

Measure

- Annual reports have consistent data capture and detailed analysis to help track and target action to bring about change.

Theme

1. General Data (continued)

1.2 Action

- LSTM incorporates diversity markers or KPIs as a success criterion in areas relating to employee and student experience.

Indicator

- Records of data collection against specific diversity markers.
- Publication of KPIs.

Time frame

24 months

Rationale

- Diversity markers are key indicators of representative and equitable HR practices (Arday, 2021).

Owner

- HR
- Education
- Management Committee

Measure

- Improved progress vs set KPIs.
- Improved data capture to help target action.

Theme

2. Complaints and racial harassment

2.1 Action

- Provide an annual report on incident reporting, action-taken and lessons learnt (maintaining anonymity to ensure confidence and buy-in from staff and students).
- Provide senior leaders and governing bodies at LSTM with timely data reports for scrutiny.

Indicator

- Data reports submitted regularly to senior leaders.

Time frame

12 months

Rationale

- Appropriate scrutiny reduces likelihood of missed opportunities.

Owner

- HR
- Safeguarding Lead
- Dean of Education

Measure

- Increased use of reporting mechanisms.
- Improved transparency.
- Increased visibility for senior leaders and governing bodies at LSTM.

125
YEARS
1898 - 2023

