



Liverpool School of Tropical Medicine

Equity, Diversity & Inclusion
Annual Report
2020-2021

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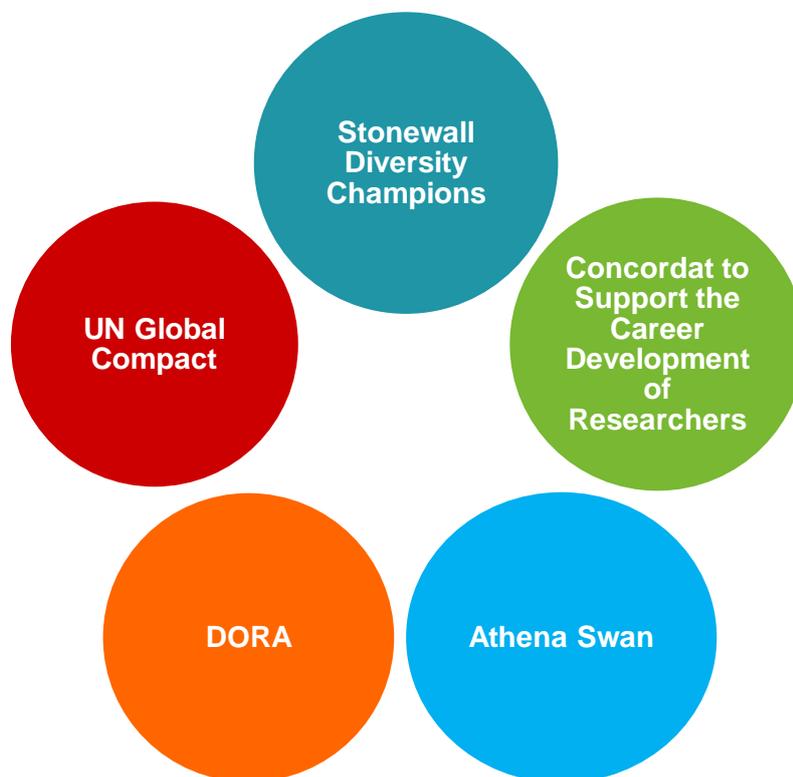
Introduction

The Liverpool School of Tropical Medicine (LSTM) is a highly specialised, values-driven institution making a global impact. We attract students and employees from across the globe, some working at our site in Liverpool, UK, and others working and studying across the world. All Higher Education Institutions and wider organisations have had an incredibly challenging year - the global COVID-19 pandemic has impacted every student and colleague, with many of us facing unprecedented challenges in combining work and home life alongside the direct impacts of the pandemic, in addition to responding rapidly to a shift in research focus towards supporting the scientific response to Covid-19.

Whilst our staff and students have worked in different and challenging circumstances, we have worked to support all members of our community on an individual basis wherever possible, through our individual risk assessments, support with vaccines, full pay for furloughed colleagues, and increasing our reminders of available support for mental health and wellbeing.

This report provides a comprehensive update on equity, diversity and inclusion-related activity across LSTM over the last academic year. Whilst a report like this can never capture every effort across an organisation with regard to inclusion and equity, we hope it provides a sufficiently detailed picture of the diversity of our community, the areas we need to address, and the steps we are taking to develop an inclusive and equitable culture within LSTM.

Our Current Charters



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 9 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

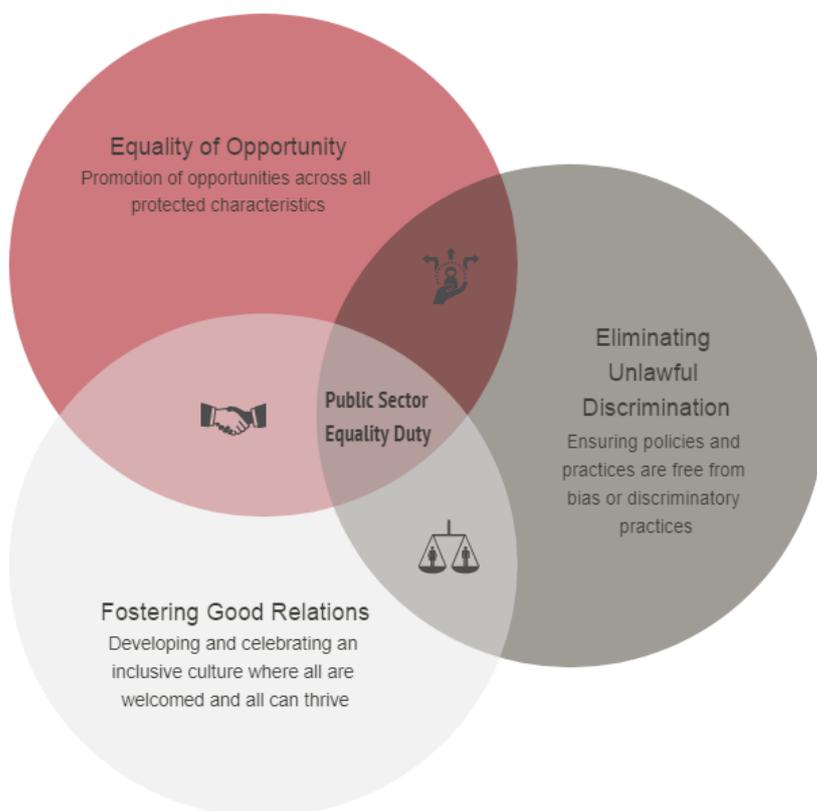
The **Equality Act 2010** aims to protect citizens against discrimination (both direct and indirect), harassment, or victimisation on the basis of any of the above nine protected characteristics.

The Public Sector Equality Duty

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 not only provides a useful update to staff and students on action related to equality and diversity across the School, but is also one of the ways that we ensure that LSTM is compliant with the PSED, which requires public authorities to have due regard to three principles: Equality of Opportunity; Eliminating Unlawful Discrimination, and Fostering Good Relations.



Note on Language and Terminology

Over the course of the last academic year we have worked to shift our focus as a school from talk of **'equality'** to that of **'equity'**. Reframing the language around this work is important in ensuring that we are working from a guiding principle of providing differentiated support according to need. We have incorporated this change into our external webpages, re-named our governing committee to the Equity & Inclusion Committee, and ensure that we're using this more appropriate terminology in all of our communications.

In 2021-22 we will work harder on our use of language, with the formation of a **'Decolonising our Communications'** working group (a subgroup of our Decolonising Education group) – aiming to ensure that the language we use in our equity-related work is reflective of the diverse community we serve and engage with.

Although the **Equality Act 2010** refers to **'Race'** as a protected characteristic, we use the term **'Ethnicity'**, which reflects cultural factors including nationality, ancestry and language. Wherever possible in this report we have utilised specific ethnicities as per the Office for National Statistics guidance (see Appendix 1). However in some circumstances we have opted to use the term **'Black, Asian and Minoritized Ethnic' (BAME)**. We understand the limitations of the use of 'BAME', and do not subscribe to homogenising diverse ethnic groups, and we have therefore worked to only use it in a minority of circumstances, either where data protection requires us to adequately protect sensitive data that could identify individuals, or with regard to benchmarking data, as it is currently the option utilised by Advance HE in the reports we use to benchmark LSTM with our comparators in the sector. We have also used the term **'non-BAME'**, rather than 'White', in an effort to decentralise white colleagues as the default majority.

When we refer to a **'minoritized' group** we refer to a social group that has been historically, or remains, devalued in many Western societies. The use of 'minoritized' rather than 'majority' also reflects that a group's status is not necessarily related to the size of the group within the population at large – of course ethnic groups that are minorities in the UK are majorities within the global population.

An important aim of the 'Decolonising our Communications' working group will be to decide, as a School and as a community, our preferred language when we refer to minoritized groups. This is particularly complex given our global remit, and will require sensitive exploration of the various terminology options we have available to us. These terms are open to critique and review, and are likely to evolve over time.

LSTM Equity & Inclusion Objectives

As part of our commitment to the PSED, we must regularly publish Equality objectives. Our objectives for this year have been:

1. **Data:** We will improve our data capturing methods to ensure that we can make effective evidence-based decisions.
2. **Inclusion Strategy:** We will develop our new Inclusion Strategy for 2021-2025 using broad stakeholder engagement, to provide a plan for our priority areas over the next four years.
3. **Gender Equity & Athena Swan:** We will prepare our Athena Swan submission for assessment in 2022 to ensure that we are successfully identifying and minimising barriers to progression for our staff and students (*Action 2*).
4. **Race Equity:** We will develop an internal Race Equality Advisory Panel and work with an external consultant to prepare a sector-leading, achievable but ambitious race equity action plan to be embedded into our Inclusion Strategy (*Action 1*).
5. **Staff & Student Networks:** We will support the development of internal staff and student-led equity-related networks.
6. **Gender & Ethnicity Pay Gaps:** Aligned with our [Gender & Ethnicity Pay Gap Report 2021](#), we will work towards our target of a 50% reduction in the gender pay gap by 2026, and work with our Race Equality Advisory Panel to improve our understanding of our inverse Ethnicity Pay Gap.

You will find updates on these activities throughout this report. Some sections of this report show targeted areas for work over the next year – these are identified by this icon:



Update on our Equity, Inclusion & Diversity Objectives 2020-2021

1. Data

In 2021 we have been audited on our data – this internal audit was designed to appraise LSTM's control framework for collating and reporting staff and student information with relation to equality and diversity. The review also assessed the quality of the data we published in our last annual **Equality and Diversity Report 2019-2020**, and our annual **Gender and Ethnicity Pay Gap Report 2021**. The result of the audit was extremely positive, with feedback providing substantial assurance that our controls are consistently applied and effective.

Further to this positive feedback, we have commenced work on improving our data collection – beginning with our student data collection, which is more comprehensive than in previous years and will continue to be refined over 2021-22.



In the new academic year we will also begin work on improving our staff diversity data, with further gender categories, refinement of our disability categories, and an additional, new question on social background which will help us in identifying activity to ensure we are reducing barriers for both applicants and students from all socioeconomic backgrounds (*Action 3.1*).



We will also work to clarify and improve consistency within both our role profiles and our data collection, to improve the accuracy of our reporting mechanisms (*Action 3.2*).



We will assess whether we are able to adapt our ethnicity groups to be more inclusive of our global workforce in a way that retains our ability to benchmark effectively with the sector and comparator organisations (*Action 3.3*).

2. Inclusion Strategy

This year has provided LSTM with a timely opportunity to begin the update of LSTM's Equity & Inclusion Strategy, with our current strategy drawing to a close in 2020. We are investing time in the development of our new strategy in close collaboration and consultation with numerous groups of stakeholders from across our community – ensuring that it is both leader-owned, and grass-roots-developed, to provide us with the greatest opportunity we could have of creating an inclusive work and study space. This also allows the opportunity to incorporate the work we have progressed with regard to our Race Equality Review, and Athena Swan submission. The new strategy will be finalised in early 2022 and lead us to 2025. We will utilise the interim period between the end of the old strategy and commencement of the new to consolidate our areas of focus after careful consideration of the outcome of our Race Equality Review and Athena SWAN submission.

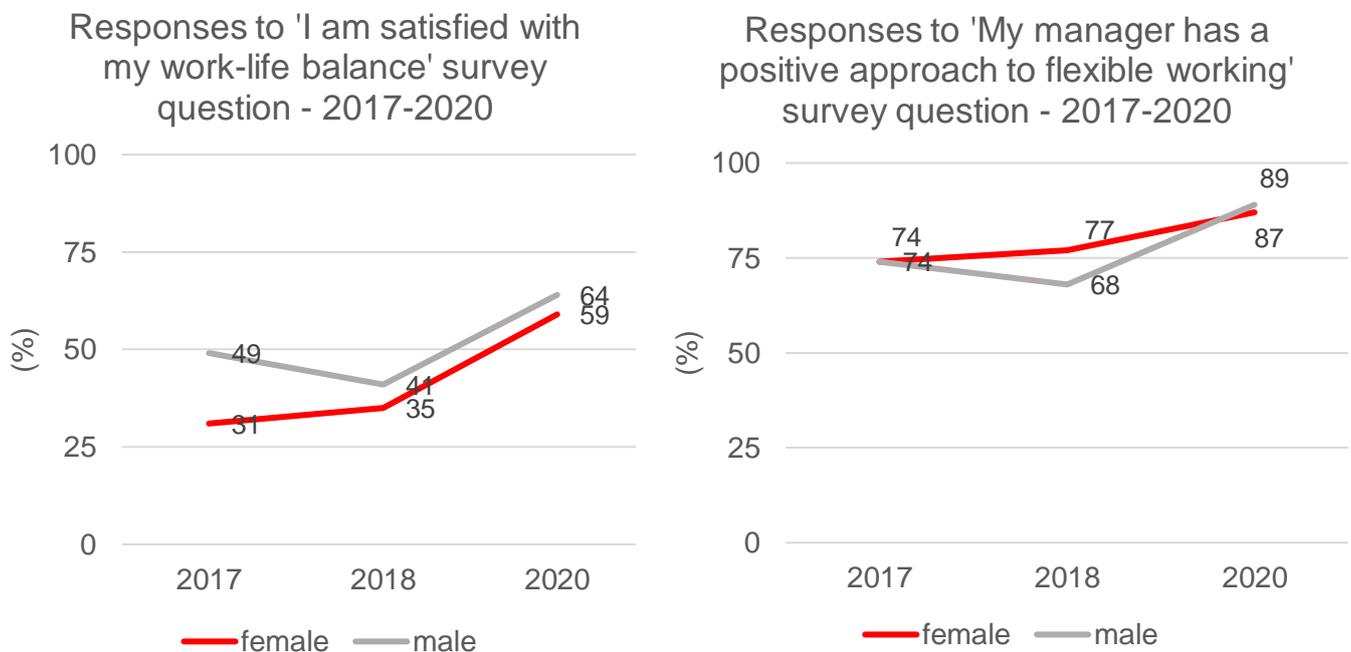
3. Gender Equity & Athena Swan

The Athena Swan framework is used to support and transform gender equality within higher education. In committing to the principles of the Athena Swan principles, LSTM recognizes that we join a global community with a shared goal of addressing gender inequalities and embedding inclusive cultures.

2020-21 has seen a re-launch of the Athena Swan charter, with an increased focus on empowering individual organizations to address gender inequality in a way that is appropriate for their context.

During the past year the Athena Swan self-assessment team (SAT) has conducted a huge amount of analysis, examining data from a wide variety of sources including, the HR and student data systems, staff surveys and from stand-alone surveys conducted by the SAT to address specific questions.

Our analysis of staff survey data from 2017, 2018 and 2020 enabled us to see where progress has been made and what challenges remain. Proportions of male and female staff that feel valued have increased, from 42% in 2017 to 80% in 2020 for females, and from 56% in 2017 to 74% for males. In addition, we have seen promising increases to responses about satisfaction with work-life balance, and manager's approaches to flexible working, as follows:



Females are feeling increasingly optimistic about their career development opportunities within LSTM (32% 2017; 49% in 2020), whereas the converse is true for males (53% in 2017 and 42% in 2020).

However, some of our indicators are decreasing, for example, 62% of both males and females felt that bullying and harassment are not tolerated (reduction from 70% (both male and female) in 2017), and males were less likely to consider that LSTM is an inclusive workplace (M=46%, F=56%).

This analysis shows the impact of efforts being made to improve the culture at LSTM and helps us to pinpoint key areas for further work and stronger communication. We will continue to track these key indicators through biennial surveys, seeking to disaggregate by gender, ethnicity and role or career pathway when the data allows.

Committees are an important governance, accountability and decision-making mechanism at LSTM, and work has already been done to improve the diversity of representation on the School's Equity and Inclusion Committee and to ensure that committee roles are openly advertised across the School. The SAT has

recently completed data collection on a survey of LSTM's key committee members. Following analysis, we are planning to set targets and actions to improve EDI of committees and that this is aligned with governance strengthening more generally at LSTM.

We are well on the way to drafting our 2022 application for a silver Athena Swan chartermark and are making efforts to strengthen communication of the SATs work with all staff and students at LSTM, to ensure accountability, transparency and responsiveness. The huge effort of SAT members to maintain momentum and progress in spite of the challenges of the past year is testament to their commitment to equality, diversity and inclusion.

4. Race Equity

2020-21 has been a year of building foundations for the future of race equality work at LSTM. In 2021 we asked for volunteers from across the School and IVCC to be involved in the Race Equality Advisory Group (previously named the BAME Equality Taskforce) established as a result of the #Blacklivesmatter movement and letter from the emerging BAME Staff Network, received in June 2020. We now have a Race Equality Advisory Panel (REAP) who represent a broad cross-section of the LSTM Community, including Senior management, colleagues in the global south, students and IVCC representatives. Input from our BAME Staff Network is crucial, and the REAP is co-chaired by both a senior network sponsor and a Network Co-Chair.

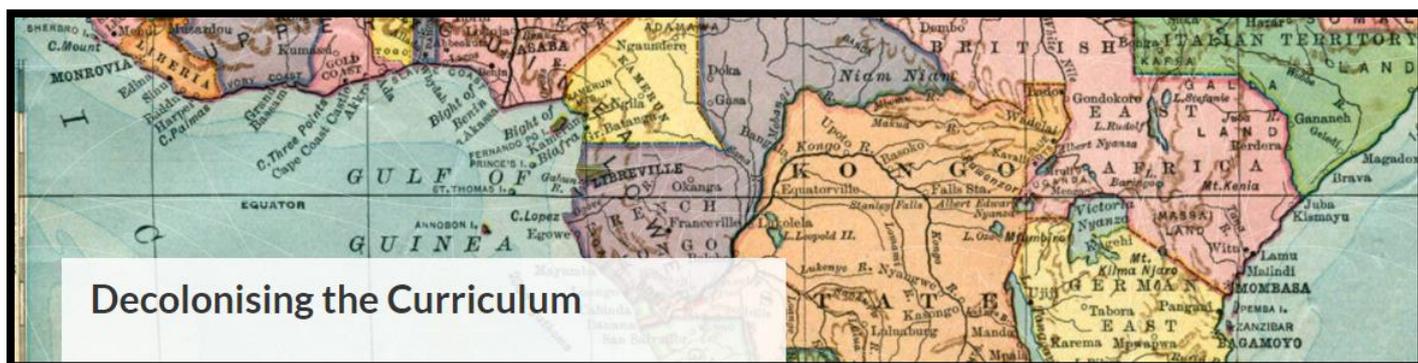
The REAP exists to provide evidence-based advice and recommendations to the Equity & Inclusion (E&I) Committee and Management Committee in support of the development of strategy, policy and action related to race equity at LSTM. Such advice and recommendations will focus on:

- fostering a culture of inclusivity,
- key milestones in the employee or student journey (i.e experience at LSTM from engagement and onboarding to exit)
- and opportunities for progression.

As part of the REAP's work, the Panel have utilised a comprehensive tendering process to appoint an external Race Equality Consultant, who will be working with the School over the academic year 2021-22 with a view to understanding barriers to inclusion for minoritized colleagues, and developing an action plan the School can work towards with regard to race equity.

For more information on Race Equality work at LSTM, visit our external webpage: [Race Equity @ LSTM](#)

Decolonising Education



The Education Department at LSTM together with students, has started a process of facilitating actions to 'decolonise' our education and research practices. Decolonising is central to LSTM's Educational Strategy, which is focused on equity and inclusion.

This process will involve a series of conversations, events and seminars which will help inform our understanding and practices as we aim to answer several important questions such as 'what would a decolonised curriculum and practices look like at LSTM, given our global health history?' A working group has been established to co-ordinate this process, which is chaired by Martha Chinouya, Director of Studies for the MSc Global Health programmes and co-chair of the LSTM BAME network.

The group are reviewing our educational approaches and global health practices and the extent to which these actively challenge and resist racism and global inequalities. The group will also develop the LSTM (working) definition on decolonisation and principles for decolonising practices in education and research.

For more information on [Decolonising Education at LSTM](#), please visit our dedicated webpages.

5. Networks

BAME Staff Network

The Network launched in November 2020 with a whole school event attended by a number of staff members across the school. The guest speakers were Professor Uduak Archibong MBE, Professor of Diversity, University of Bradford; Professor David Laloo, Director, LSTM. The event was chaired by Dr Angela Obasi, Senior Clinical Lecturer, LSTM. The agenda of the network is being driven forward by a committee of active members who meet regularly.

The BAME Network has initiated a series of monthly 'Conversations' that engage staff and students on a range of topics.



We collaborated with the University of Liverpool BME network to curate a schedule of Black History Month events accessible to staff and students and we are continuing to deliver discussion panels with a range of speakers focussed on Black Lives Matter in Health and Higher Education. We are looking to consolidate this relationship with University of Liverpool BAME network and to continue to engage on issues of mutual interest to BAME and non-BAME staff committed to equity and inclusion.

Black History Month Events in Liverpool

The LSTM BAME Staff network have collaborated with the University of Liverpool BME network to curate a schedule of Black History Month events accessible to staff and students and are delivering discussion panels with a range of speakers focussed on Black Lives Matter in Health and Higher Education during October and November.

Below is the latest calendar of events:



LIVERPOOL BLACK HISTORY MONTH

LSTM UNIVERSITY OF LIVERPOOL

Figure 1. Black History Month events on the Network's webpage

Looking ahead...

We will be actively promoting membership and post pandemic we hope to initiate in person social events to bring the group together with the aim of supporting all UK and International staff that identify as BAME by raising awareness of race equality across LSTM, and to create a working and learning environment in which all staff, students, stakeholders, and visitors feel welcome, comfortable, respected, and valued.

LGBTQ+ Staff and Student Network

The LGBTQ+ network has been supporting staff and students for over two years, promoting positive attitudes towards LGBTQ+ people and raising the profile of LGBTQ+ equality across LSTM.

Over the past 12 months we have celebrated LGBT+ history month, shared educational information on pronoun use and encouraged people to add their preferred pronouns to their email signatures, improved LGBTQ+ visibility across the school through the distribution of rainbow lanyards and setting up network Intranet pages, and held socials both in person and online.

For this year's LGBT+ History Month, with the theme of "Body, Mind and Spirit" we held a calendar of events which included peer-led relaxation sessions and yoga. We heard from David Cumberland about his personal views of LGBTQ+ history in Liverpool, as well as his involvement in local organisations such as Friend Merseyside, GYRO, and YPAS. We also heard about the work of AKT, a local charity who assist and support LGBTQ+ young people who are at risk of homelessness.

We have also worked with colleagues across the school to help ensure the rights of LGBTQ+ people travelling to non-inclusive countries are considered in travel policies.

Looking ahead...

Becoming a formally recognised community group within LSTM has been a key aim for us. We are delighted that our Terms of Reference have been submitted and agreed with senior management, which is fantastic news. Not only does this present accountability & transparency, but also outlines our aims and ambitions for the group.

As we slowly return to 'normal' after the COVID-19 pandemic we will be aiming to host more in-person social and awareness raising events, ensuring we encourage and promote LSTM to be a welcoming and accepting place for LGBTQ+ students, colleagues and friends.



Figure 2. News Article for LGBTQ+ History Month 2021

Wellbeing Champions

The Wellbeing Champions are a voluntary community group of staff and students, who are passionate about health and wellbeing, and committed to reducing stigma around mental health issues. We aim to build a supportive, inclusive, and safe community at LSTM through events organisation, signposting and lobbying.



The COVID-19 pandemic has brought additional health and wellbeing challenges to our staff and students around the world. In response to this, we adapted our activities to a virtual format to support colleagues during this challenging time. Since March 2020, the Wellbeing Champions' peer promotion and campaigns have supported vital social engagement while many staff and students continue to work and study from home

Our activities have included, but are not limited to, online wellness classes, such as virtual yoga and relaxation sessions. Peer led cooking classes, plant clubs and LSTM Bake Off. As a school, we have taken part in several Liverpool Active workplace schemes such as the Liverpool A to Z step and Buddy boost active challenge (with our HR Heroes + 1 team taking home the LSTM trophy). As a group, we collaborated with the LSTM LGBTQ+ Network for this year's Pride month to assist with their calendar of events, which was focused on 'Mind, Body, and Spirit', as well as working with the Student Advice and Wellbeing Team and Human Resources for Stress Awareness Day.

LSTM Wellbeing Champion Natalie Lissenden said:

“Stress and other mental health issues are high when working in a sector such as ours. As a group we strive to create a culture where all colleagues can work happily and productively. As well as organising events which promote wellbeing and health, we want to ensure that LSTM’s policies and procedures are structured in a way that supports us.”

HOW TO GET THE MOST OUT OF WALKING MEETINGS

While not every meeting can be held on the hoof, here's some ideas for how to do walking meetings well.

Why use walking meetings?

Walking meetings help reduce sitting time, can give attendees time in the fresh air and sunlight and, in the context of COVID-19, may feel more comfortable for people who have not been interacting with others inside for some time.

3 top tips:

1. Small groups are best! Maximum 4 to be productive
2. Use it to brainstorm, not to make decisions
3. Have a destination in mind before you set out

When you set out to plan your walking meeting, you may want to take into account these important considerations:

- ACCESS**
Is everyone who should be in the meeting able to participate?
Make sure it is clear that it is not necessary for the meeting to be a walking meeting, and plan for an alternative (book a room or consider a sitting/standing meeting outside).
- PURPOSE**
Plan for a meeting with a creative or brainstorming focus, that requires minimal note taking (try voice notes to make it easy).
Research suggests that walking is good for creativity but sitting is better for reaching a consensus or coming to a resolution.
- ROUTE**
Having a destination in mind helps give direction to the meeting - pick somewhere around 10-15 minutes away.
Some destinations near LSTM:
 - Prince Rupert's Tower - 15min
 - Barnaby CofE church - 14 min
 - Abercrombie Square - 12 min
 - St Georges Hall - 11 min
 - Central Library Terrace - 12 min
 - Metro Cathedral - 10 min

References:

- King, H. E., Fong, K., Meash, S. E., Alhawi, K. L., Swann, S., & Cabon-Perreault, A. J. (2016). Peer Reviewed: Opportunities for Increased Physical Activity in the Workplace: the Walking Meeting. *Work: A Practical Journal of Health, Safety, and Well-being*, 53(4), 461-470. <https://doi.org/10.1080/10993113.2016.1191111>
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As we head into a new hybrid working from the office/working from home model, we will continue to organise and promote activities both online and in person and want to ensure our activities are accessible to all, wherever in the world we are working.

6. Gender and Ethnicity Pay Gaps

Gender Pay Gap

LSTM Hourly Pay Gap 2021



8.7% LSTM's median hourly pay gap

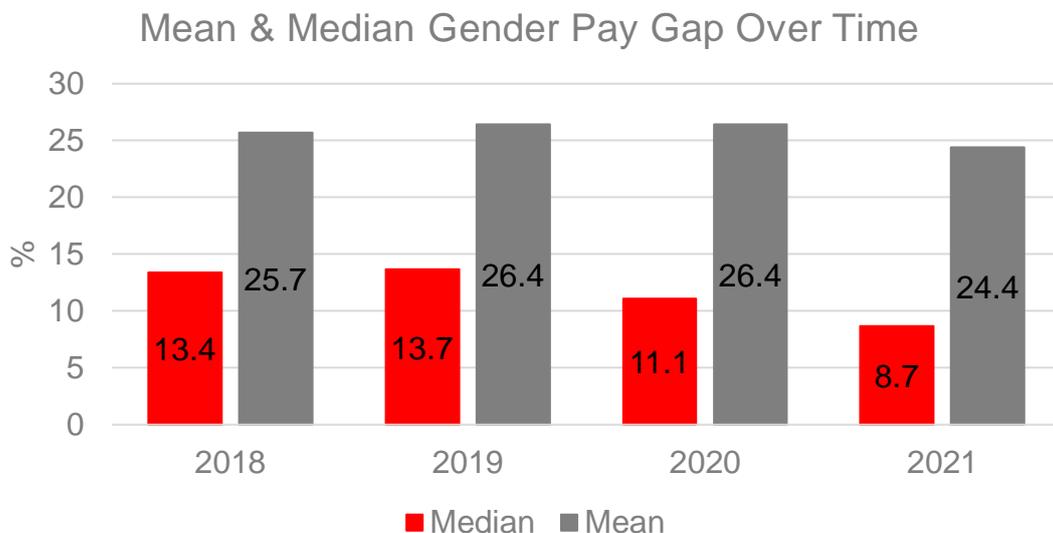
13.6% Sector's median hourly pay gap*

24.4% LSTM's mean hourly pay gap

17.7% Sector mean hourly pay gap*



*These sector averages are based on preliminary data from the Office for National Statistics (ONS) which is subject to change, but the estimates are considered to be good quality¹.

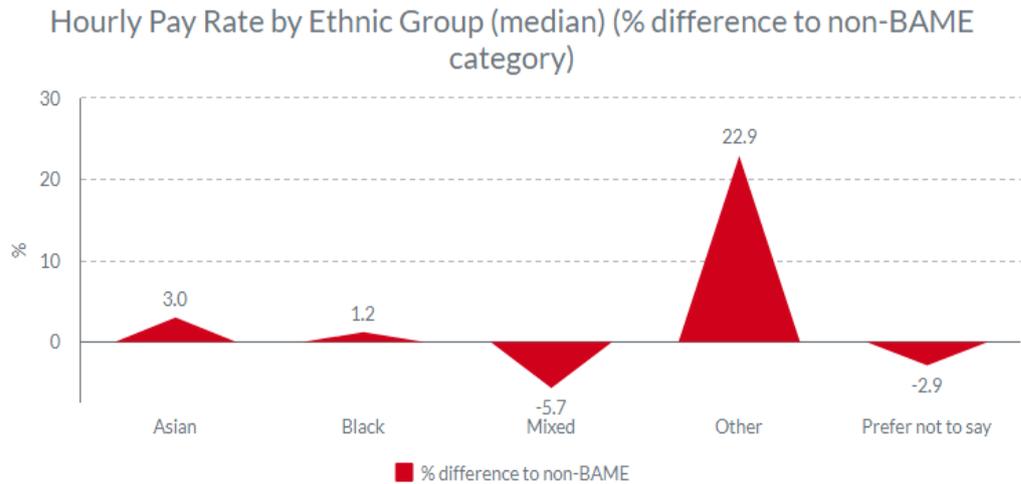


- Our median gender pay gap has reduced for the third consecutive year, reflecting increased recruitment of females into more senior roles, and more males into our lower grades.
- Our headline gender pay gap is **8.7%**. Our **median pay gap has reduced by 2.4% from 2020-2021 (11.1%)**.
- Our **mean gender pay gap value has reduced by 2%** in the same timeframe.

¹ [Gender pay gap - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk)

Ethnicity Pay Gap

These data points reflect the difference in median pay between our non-BAME colleagues, and 5 other ethnic categories as defined by the Office for National Statistics (ONS). Our colleagues who identify as 'Mixed' or 'Prefer not to say' have an 'inverse' pay gap – for



example, colleagues who identify as 'Mixed' ethnicity, have a median hourly rate of pay that is 5.7% higher than non-BAME colleagues. Conversely, non-BAME colleagues have a higher median hourly rate of pay than those who identify as 'Asian', 'Black' or 'Other'. However our numbers are small - we have 9 employees who identify as 'Other', and so these data are particularly vulnerable to change. For more information on Ethnicity pay gaps, please visit the [ONS Ethnicity Pay Gaps](#) webpage.

Actions that we will take to Close the Gaps

Working in conjunction with the **Athena SWAN Self-Assessment Team (SAT)** and the **Race Equality Advisory Panel (REAP)**, we are committed to overcoming pay gaps.



With regard to the gender pay gap, we will work toward at least a 50% reduction of the gap within 5 years from 2021 and elimination in seven years. We envisage that these will work in conjunction with targets for gender equality agreed via the Inclusion Strategy and Athena SWAN action plan currently being developed. (*Action 4.1*)



The ethnicity pay report shows fluctuation: further analysis is needed to clarify and address the underlying issues. The external Race Review and report delivered in 2021 will lead to meaningful targets to improve race equality and therefore the ethnicity pay gap by end 2021. (*Action 4.2*)



Delayed from last year by the impact of the pandemic on workload, we will conduct a gender and ethnicity equal pay audit to identify and address any pay gaps and support transparency in our pay framework. (*Action 4.3*)

For more detailed analysis of our Gender and Ethnicity Pay Gaps, please visit our [Equity & Inclusion](#) webpages, and look under 'Governance & Statutory Reporting'.

Other areas of Equity, Diversity & Inclusion-related work

Although we have 6 key objectives, our work over the last 12 months has not been restricted to these six areas. The following pages detail other areas of activity that have taken place within the School over the last academic year, to improve the diversity of our community, dismantle barriers to progression, and build a welcoming and inclusive culture.

Appointment of the Dean of Research Culture & Integrity

2021 saw the appointment of Professor Hilary Ranson as LSTM's first Dean of Research Culture and Integrity.

In a news article in April 2021, LSTM Director, Professor David Laloo, commented,

"This role has been created by Management Committee to coordinate and lead the various initiatives across LSTM aimed at improving culture, including our response to DORA [[San Francisco Declaration on Research Assessment](#)], the issues raised in the engagement survey and improving research integrity. It is an important role in LSTM's development and I am delighted that Hilary has been appointed. She demonstrates great passion and commitment to LSTM and its development and will undoubtedly play a leading role in shaping our future."

Appointed in May, the new Dean has been listening to suggestions and concerns from across the organisation, mapping out ongoing activities, identifying gaps and learning about best practice across the sector. An intranet page has been established to bring together resources and to re-state our values around research culture.



A critical issue that has emerged from these consultations is the divide that still persists between academic and professional services staff in some sectors of LSTM; proposing and piloting approaches to strengthen relationships across the organisation will be a key priority for the remainder of 2021. (*Action 5*)

Education & the Student Experience

We provide safe, inclusive and welcoming environments for on-campus and off-campus students to learn and achieve, and provide all Masters and PhD students with Equality & Diversity and Safeguarding Training as part of their induction.

Via the Professional Certificate in Supporting Learning programme we provide the 'SEDA' course. The programme is accredited by the Staff and Educational Development Association (SEDA) and promotes student centred learning, selecting and adapting strategies to help learners learn and training in teaching for equality and diversity in the curriculum. The Student Advice and Wellbeing team (SAW) co-deliver a session relating to supporting students, including how attendees can support students who have mental health and physical health disabilities. The course has been running for 10 years and has recently moved to an online delivery format to optimise staff participation.

The Leading in Global Health Teaching (LIGHT) programme is a professional recognition scheme that develops and recognises excellence in supporting learning at LSTM, and central to gaining recognition is developing reflective practice and evidencing a commitment to respecting diversity and promoting equality of opportunity. The scheme is open to any staff who teach or support learning including LSTM-funded staff, staff funded on research contracts who support LSTM programmes, professional support staff (learning technologists, library staff etc) and postgraduate research students who support learning formally, for example demonstrating in laboratories. The scheme offers three categories of recognition, Associate Fellow, Fellow, Senior Fellow, and participants are supported to choose the most appropriate Fellowship category based on their education experiences and professional expertise. The scheme is accredited by the UK's Advance HE, and to gain recognition staff have to demonstrate commitment to the UK Professional Standards Framework (PSF), a globally recognised framework for benchmarking quality Higher Education teaching and learning support. For recognition staff need to evidence a commitment to professional values that includes respecting individuals and diverse learning communities (PSF-V1), and promoting participation in higher education and equality of opportunity for learners (PSF – V2).

LSTM runs a Peer Observation of Teaching scheme to enhance the overall quality of teaching, which involves teaching staff observing others' teaching and being observed by a peer. The process prompts reflection on a range of aspects of teaching, with observers and observees prompted to consider aspects of language, culture and disability.

More generally in the curriculum principles and concepts of diversity and equality are developed in the context of teaching research skills and professional practices. Examples include principles of equality, manifest in conducting ethical research and developed through the ethical approval process, and appreciating cultural contexts and sensitivities in research interviewing. Many topics in the curriculum will explore such issues with students.

In the development of the restructured curriculum for 2022, part of the curriculum mapping process occurring through 2021 has focused on decolonising the curriculum. The Education Department at the Liverpool School of Tropical Medicine (LSTM), together with students, is starting a process of facilitating actions to 'decolonise' our education and research practices- read the section on 'Decolonising Education' for more information on this vital work.

Student Advice and Wellbeing

The Student Advice and Wellbeing Team (SAW) is dedicated to supporting the mental health and wellbeing of students studying at LSTM. Disability support and guidance is provided to students who have mental health, physical health and Specific Learning Difficulty (SpLD) disabilities.

There is a highly experienced, student mental health professional who provides therapeutic intervention as well as consultation, signposting and referral to local NHS services for more complex mental health needs. The team runs events and awareness raising sessions throughout the year focussing on maintaining buoyant wellbeing and works closely with LSTM's Wellbeing Champions.

There is a wealth of mental health resources for students to access on Brightspace and the team runs group work sessions for effectively managing stress and anxiety and to reduce stigma and isolation. Both members of the team are trained Walking for Health, health walk leaders and offer health walks around the city when it is safe to do so. They work closely with staff at The University of Liverpool on an Exercise Referral Scheme for students who may benefit from increased activity to enhance their mood, reduce isolation and increase their sense of health and wellbeing.

The SAW team work closely with students to ensure that the student voice is heard, and that student experience and feedback is incorporated at every level.

The team recruit student representatives who gather feedback from peers in areas relating to academic and student experience. Student representatives nominate themselves for special interest roles such as Health and Wellbeing Representative and Inclusion Representative and collaborate not only with the SAW team and colleagues in the academic department but with LSTM senior leaders at the Equity & Inclusion committee.

SAW have worked closely with students to develop a BAME student group and the team supports the staff and student LGBTQ+ network. Members of the SAW team are active Safeguarding Focal Points and are Mental Health First Aiders.

The team are in the process of developing a wellbeing platform, My Wellness Zone, where students are able to browse through resources such as pre-recorded yoga sessions, mindfulness and a variety of podcasts. The team recently ran a highly successful online careers event to provide students with an opportunity to network with colleagues across the globe.

The team ensure that they are available 5 days a week, during term time and provide out of hours and emergency contacts out of working hours. SAW provides guidance and one-off hardship payments to students who are struggling financially and have made links with a local organisation, The World Friendship Fund, who offers financial support to International students.



Student Experience: Areas for Further Work and Consideration in Future Strategy



- We will improve our data recording for students on short courses to be able to analyse uptake by protected characteristics. (*Action 3.4*)



- We will set stretching Key Performance Indicators on student equality data across all courses, levels and categories. (*Action 3.5*)



- We will commence recording attrition and achievement rates alongside diversity data. (*Action 3.6*)



- We will ensure that our Education, Admissions and Scholarships strategies support the achievement of the KPIs. (*Action 3.6*)



- We will develop methods to present this data externally to prospective students and the public. (*Action 7.1*)



- We will ensure that student disability data is integrated into the same system, to allow a more comprehensive assessment of the diversity breakdown of our students. (*Action 3.7*)



- We will work to continue the development of Decolonising Education, utilising staff and student engagement and experience wherever possible. (*Action 6*)

Covid-19 Pandemic

Covid-19 has provided significant challenges to all of our students and employees. We have worked across the School in a variety of ways to support the health, safety and wellbeing of our community.

Risk Assessments

All colleagues and postgraduate research students were asked to complete the Covid-19 risk assessment, which we developed in collaboration with a group of BAME General Practitioners, and was the first risk assessment specific to a higher education context developed within the UK. The risk assessment provided a holistic perspective of a colleague's risk of both contracting covid, and risk of severe illness from Covid , and covered aspects of general health status, whether they lived with vulnerable (or shielding) family members, and their mode of travel to the workplace.

Mental Health and Wellbeing

The COVID pandemic has had a profound impact on mental health and wellbeing. Within our student community we have seen a significant increase in the need for additional mental health and wellbeing provision. As part of building capacity in this area and complementing our existing resource to meet the demand for support, we have partnered with Lifeworks, a Total Wellbeing Solution that supports people's mental, physical, financial and social wellbeing.

Students and staff are provided with free access to LifeWorks services that include a confidential Employee /Student Assistance Programme (EAP), and wellbeing tools. Moreover, LifeWorks offers counselling provision to students and staff in their specific location in the UK and across the globe. The counselling provision can be accessed anonymously, remotely, or in person, and is supplementary to existing counselling services offered by LSTM's SAW Team.

Process changes

In response to the challenges Covid-19 has placed on our employees specifically, we have adjusted our Human Resources processes to include the following:

- A further extension of 12 months on top of the initial extension of three months for all colleagues on Career Track, with further extensions offered on a case-by-case basis.
- A specific place on the Performance and Development Conversation forms in 2021 for the impact of COVID-19 on working life to be discussed and recorded. These are interrogated for key themes to inform HR policy. The PDC period was between January to April 2021 and the return rate was 83%
- Consideration of COVID-19 impact in appointment, promotion, pay review considerations are still relevant and people are encouraged to use the 'mitigation form' for this purpose.

Furlough

As a result of the pandemic, a total of 39 colleagues (23.1% Male; 76.9% Female) requested furlough leave throughout this annual reporting cycle – many types of roles were furloughed, and caring responsibilities were a factor for many of these employees.



We will work to identify and understand the long-term impact of COVID on careers and progression and take action to address as appropriate. (*Action 8.1*)

Staff Learning & Development

Equity & Inclusion Related E-Learning

Our 'Starting Seven' e-learning modules are now established as a requirement for all staff regardless of role to complete and update. Two topics out of the seven directly related to equity topics and these are Unconscious Bias and Equality and Diversity legislation for all protected characteristics.

Unconscious Bias, Microaggressions and Active Bystander Training

We have developed compulsory Unconscious Bias eLearning for all staff members. Since May 2021, managers receive a monthly update to ensure visibility of completion for their team members. The target is 90% compliance rate. At the time of writing, the compliance rate is 88%.



Equality & Diversity compulsory e-learning

- Equality & Diversity overview
- Race
- Religion or Belief
- Sex Discrimination
- Gender Reassignment
- Sexual Orientation
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Disability
- Age
- Workplace Bullying, including Freedom to Speak Up Platform



From September 2021 to July 2022, there will be a live training session entitled '**Understanding Microaggressions and Being an Active Bystander**' available to all staff. This will enable the debate around what each individual has responsibility for in terms of developing an inclusive culture in LSTM. (*Action 8.2*)

In addition, the Department of International Public Health (IPH) committed to a departmental programme of discussing unconscious bias and the experience of racism in the department. 40 people from across the department attended these sessions. It has been reported that this led to a greater understanding of issues and a growth in team cohesion as a result.

Career Progression

A wide-ranging programme of work supporting career progression for all staff has continued. 30 people from across LSTM have started and/or completed apprenticeship qualifications.

Title	Number of Sessions	Attendees
Promotion to Academic Roles	1	12
Researcher Development Framework	3	7
Technicians Make it Happen information session	1	10
Programme Management development	1	11
Apprenticeships information session	1	10
Professional Services development	1	18
Regrade Process briefing session	3	12
TOTAL	11	80

Concordat to Support Career Development for Researchers

LSTM became signatories to the [Concordat to Support Career Development for Researchers](#), in July 2020 and spent the next 12 months developing an action plan to improve the employment and support for researchers and researcher careers in higher education in the UK. An implementation group called CADRe was established with representation across LSTM, and they have consulted widely on the action plan (over 120 people attended the consultation events). CADRE conducted a series of exit interviews with early career researchers, and the findings informed the action plan, and to the modification of the exit interview surveys. As signatories to the [San Francisco Declaration on Research Assessment](#) (DORA) we are revising our approaches to assessing academic achievements, with the longer term goal of ensuring these are more closely aligned to the mission of LSTM

Springboard – Creating Fairer Futures

In 2020, the newly appointed Head of Department in Tropical Disease Biology provided a programme to colleagues within the department to support their career development. 24 people from 4 academic departments embarked on the programme which is aimed specifically at ‘Creating Fairer Futures’ for researchers and provides women and people from minoritized groups with the skills and told they need to take control of their careers, enhance their skills and abilities, challenge power and inequality whilst building confidence, assertiveness and visibility.

Academic Promotion Processes

We have undertaken a review of academic promotion process, aiming to develop clearer criteria and widen routes to promotion and have introduced a new Regrading process in 2021. In addition, the new promotion process will embed at departmental level a more systematic way to identify and support potential promotion candidates to eliminate bias and support the progression of under-represented cohorts at senior level. The second iteration of this process started in April 2021. Improvements have included improving data for decision making. As a direct result of this data scrutiny, some people on anomalous contracts were identified and SMG took action to address employment tenure. Data improvements have also been made in terms of providing 5 years of grant attribution data to applicants and allowing them to use the newly established LSTM Reading Panel to assess up to 6 outputs in line with DORA.

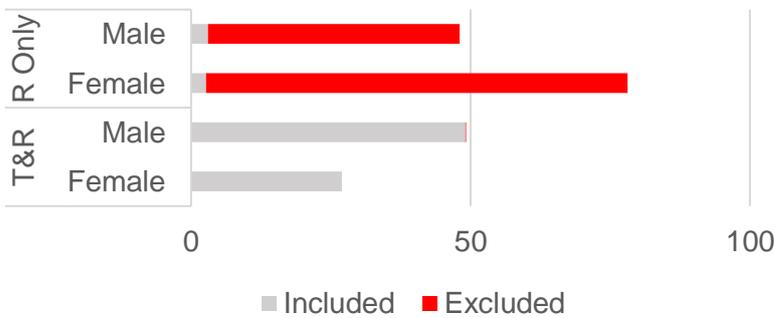
We have reviewed the promotion process to ensure that there is a greater diversity of voices at panel level inputting at a strategic level to the decision-making process. This approach will be monitored to ensure that experiences of academics from the Global South and a variety of disciplines are incorporated.

Research Excellence Framework

The Research Excellence Framework (REF) is a tool used by UK Funders of research to assess the quality of research across Higher Education Institutions (HEIs). LSTM made our first submission to REF as an independent HEI in 2021 (with results anticipated in May 2022). We conducted an Equality Impact Assessment of our submission to determine whether the academic staff submitted reflected the gender and ethnicity breakdown of our staff. Of the 85 staff submitted only 36 % were female, despite the total pool of eligible staff (those on Teaching and Research (T & R) or Research Contracts (R Only)) being 52 % female. However, as indicated in the graph below, this disparity is caused by the contract type of academic staff; REF rules required all staff on T & R staff to be included in our submission but only those staff on R only contracts that met specific thresholds for independence could be returned.

Actions outlined elsewhere in this report are intended to address the under representation of female staff on T & R contracts and will hopefully result in greater gender equity in future submissions.

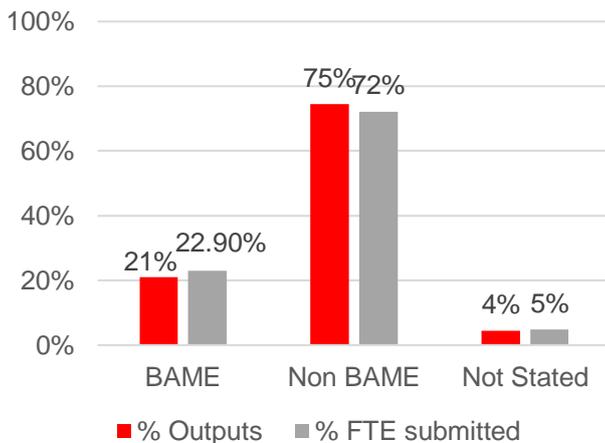
Staff included in LSTM's REF submission by gender and HESA contract type



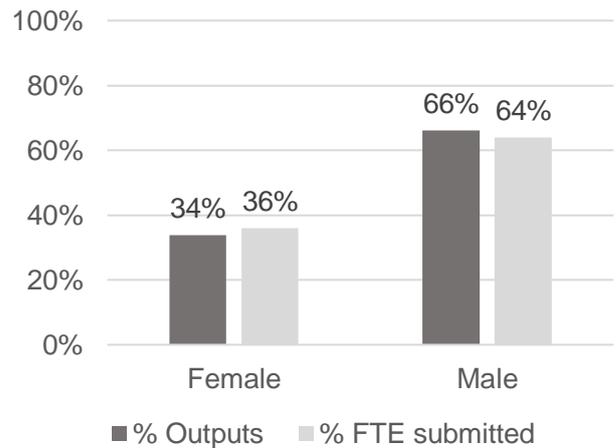
Analysis by ethnicity was only possible by aggregating BAME vs Non BAME due to the small staff numbers. Here we found that the proportion of staff identifying as BAME and included in our submission (23%) was broadly similar to the total proportion of BAME staff on academic contracts (24 %).

The REF submission includes three elements; outputs (publications), impact case studies and environment, with the highest weighting placed on outputs. We examined the number of publications included in our submission by gender and ethnicity group and found no evidence for bias in the selection process.

% of outputs assigned to BAME or non BAME staff



% of outputs assigned to female or male staff



Disability

Our Staff Engagement Survey identified that disabled staff were less satisfied than other colleagues in a number of areas. To identify the reasons behind the differential responses in the Survey, we have started the initial work on the development of a Staff Disability Network, with the launch of a staff focus group, aimed at exploring and identifying issues for staff members with disabilities and long-term health conditions.

The themes that have emerged are:

-  Desire for a staff network. (*Action 9.1*)
-  A requirement for clear guidance on support for staff with disabilities. (*Action 9.2*)
-  Improving accessibility within our buildings. (*Action 9.3*)

These will form part of the workplan for equity and inclusion within LSTM for the next academic year.

LSTM joins Stonewall Global Diversity Champions Programme

In 2020-21 LSTM joined the Stonewall Global Diversity Champions Programme. Our initial induction session brought together colleagues from our Equality & Inclusion Committee, LGBTQ+ Staff and Student Network, and Human Resources to familiarise ourselves with the programme. We announced our membership formally to the School in May, on International Day Against Homophobia, Biphobia & Transphobia (IDAHoBiT) – see our section on **'Events we have acknowledged at LSTM 2020-21'** for more information.



In collaboration with the LGBTQ+ Staff and Student Network, the School also launched a campaign to normalise pronoun use, utilising quotes and experiences of colleagues and students who have benefitted from this, and pronouns within LSTM email signatures, although entirely voluntary, are increasingly commonplace.

Two priority actions for the next academic year are:

-  We will develop our Trans Equity Policy with open consultation across the School. (*Action 10.1*)
-  We will ensure our Travel support and guidance is suitable for our global context. (*Action 10.2*)

Agile Working

We considered our post-pandemic restriction ways of working in the first half of 2021. A task and finish group was created, with representatives from across our organisation, that aimed to create a framework that takes lessons learned from working through the pandemic period into account and also supports both individual and organisational success. All colleagues were invited to give their views in a survey and their responses were used in forming our agile working framework, which gives the opportunity for ad-hoc flexibility in the time and/or location of work from 1st September 2021.

As agile working was introduced into LSTM with effect from September 2021, June and July 2021 was time spent training managers and colleagues in how to implement and apply agile working. Issues of inclusion in maintaining a coherent team were examined, along with assertive communication, listening skills and performance management.

LSTM adopts IHRA working definition of antisemitism

LSTM has formally adopted the International Holocaust Remembrance Alliance's (IHRA) working definition of antisemitism, as follows:

“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

In the year 2021-22, the Office for Students will publish resources to help higher education institutions tackle antisemitism, and we look forward to utilising these. For more information on our adoption of this definition, please visit [Equity & Inclusion @ LSTM](#) (external webpage).

Dignity at Work and Study

In 2020-2021 fewer than five staff members raised complaints relating to bullying and harassment. All cases were investigated and where upheld, appropriate action taken. (Further analysis is not provided given the size of population). We are developing our 'Dignity at Work and Study' policy, in part reflecting our case experience; it underpins LSTM's commitment creating a great place to work and study, in which the principles of respect, dignity, and inclusion are part of our everyday goals and behaviours. It describes our commitment to maintaining a culture which supports our community to thrive and flourish, and underpins our belief as an organisation that everyone has the right to work and study in a safe, dignified and inclusive environment.

The policy is in the final stages of review, and will be provided to the whole School for a full and open consultation process in the autumn term of 2021. The policy includes specific references to Islamophobia, and the IHRA working definition of Antisemitism. We will also be embedding specific recommendations with regard to race-related bullying and harassment, with input from the REAP and the Race Equality Consultancy process.



Colleagues across the School will be invited to attend training to become Dignity and Respect Champions, available to colleagues for informal and confidential support regarding their options for resolution if a concern arises. (*Action 11.1*)

Equality Impact Assessments

We have comprehensively reviewed our Equality Impact Assessment process, with input from our Equity & Inclusion Committee and Policy writers. The new process will be launched in the first quarter of 2022, and aims to centre equality as a key consideration from the initial stage of policy development. (*Action 12*)

Exit Interviews

We have reviewed our exit interview comprehensively, with changes made to our questionnaire, and specific questions included related to bullying and harassment, and discrimination, and a broader question related to the employee's overall experience at LSTM. The interview feedback is shared with senior Human Resources managers and the Global HR Director, with concerns and issues raised being used to inform change. Anonymised data from exit interviews will be reported to department heads.

Safeguarding

Safeguarding has been added to the LSTM corporate induction day for new staff starters and all new staff starters have to complete the online mandatory Introduction to Safeguarding course and sign the code of conduct.

Our Freedom to Speak Up tool is available to use by all staff and students, and may be used to report concerns of:

- Safeguarding
- Staff conduct, behaviour and wellbeing (including sexual or racial harassment; bullying; discrimination; hate crime, or outputs contravening the DORA principles as well as general and non-specific complaints)
- Student conduct, behaviour and wellbeing (including the same areas as for staff)
- Data Protection Concerns
- Research Integrity

All Staff and Students are now trained in how to use the '[Freedom to Speak Up](#)' reporting mechanism, and encouraged to use it to raise a concern, anonymously if preferred. This is raised in the 'Welcome to LSTM' session and reading about Freedom to Speak Up is one of the activities in both the compulsory Safeguarding eLearning and the compulsory Equality and Diversity eLearning.

Area of concern	Number of reports
Safeguarding	7
Staff Conduct, Behaviour & Wellbeing	4
Student Conduct, Behaviour & Wellbeing	3

Engagement Survey

We conducted our first colleague engagement survey in September 2020. The results presented three strands for organisational focus: culture and inclusion, investing in colleagues, and leaders. Our Management Committee and members have each chosen a strand to champion and identified a pledge and promises for each area. We are working towards the achievement of these promises and will update our colleagues with regular progress reports.

Events we have acknowledged at LSTM 2020-21

- **Black History Month (October):** events were organised by our BAME Staff Network in collaboration with the University of Liverpool. You can read more, or revisit some of the seminars, [here](#).



- **International Pronouns Day (October):** in collaboration with our LGBTQ+ Staff and Student Network, the School promoted this day, with communications around normalising pronoun use, and the impact this can have on the wellbeing of staff and students.
- **International Men's Day (November):** communications went to all staff and students raising awareness of men's mental and physical health issues, and places to go for support and advice both online and in-person.



- **LGBTQ+ History Month (February):** Our LGBTQ+ Staff and Student Network shared a calendar of social events. Please see our update from the LGBTQ+ Staff and Student Network for more details.

- **International Women's Day (March):** Colleagues developed a substantial, virtual campaign for International Women's Day 2021, in light of the lockdowns that were affecting our communities globally. The theme of the day was 'Choose to Challenge', with colleagues and students from across LSTM being asked to nominate colleagues who challenge gender bias and inequity. A video was then developed to showcase 10 powerful LSTM staff members who challenge gender bias and inequity at every opportunity. To find out more, and watch the video, visit: [LSTM – IWD2021](#) (external webpage).



Figure 3 LSTM 'Choose to Challenge' Campaign #IWD2021

- **UN Day for the Elimination of Racial Discrimination (March):** We launched our Race Equality Advisory Panel (REAP) with an update from REAP members, and a seminar from Sofia Akel (London Metropolitan University) on barriers to success for minoritized students and staff within the UK Higher Education Sector.

- **Holocaust Memorial Day (April):** We launched our adoption of the International Holocaust Remembrance Alliance (IHRA) working definition of Antisemitism, with an email to all staff and students, reflecting on the victims of Nazi persecution, and also the victims of other genocides such as Cambodia, Rwanda, Bosnia & Darfur.



- **International Day Against Homophobia, Biphobia and Transphobia (IDAHOBiT) (May):** On IDAHOBiT day we communicated to all staff and students about the history and significance of the day, with key facts and figures, and the Stonewall 'LGBT in Britain – Universities Report'. We also utilised the day to inform the School of LSTM's new membership of the Stonewall Global Diversity Champions charter, our commitment to supporting LGTBQ+ staff and students both within the UK and globally, and of our reporting tool 'Freedom to Speak Up', that can be used by anyone who has suffered or observed unacceptable behaviour within the global LSTM community.
- **Anniversary of the murder of George Floyd (May):** all staff and students received communications on support for if they were finding this day particularly difficult, in light of the trauma particularly minoritized members of our community may have experienced in the year since George Floyd's death.
- **Q&A with Angela Saini (June):** the LSTM Equality in Science Committee arranged a Q&A session with Angela Saini to further explore issues of racial inequality in science and research, which was incredibly well attended.

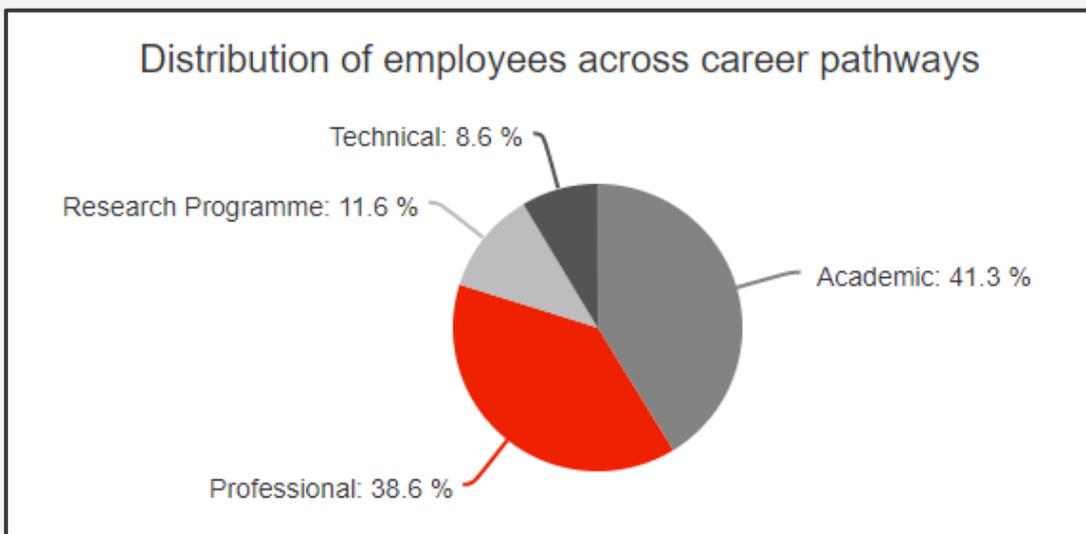


Over the coming year we will develop a working group to consolidate and develop an annual calendar of events that we acknowledge across LSTM, which is reflective of our global community, and public health context. (*Action 7.3*)

Staff Data 2020-2021

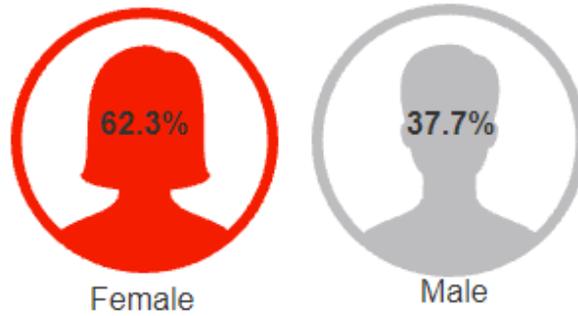
Background to Data

- *The data contained within relate only to LSTM employees – IVCC and WTC staff are not included within this dataset.*
- *All data with relation to staff diversity is based on numbers of distinct contracts from a snapshot date of 31st July 2021, unless otherwise identified.*
- *Recruitment data is from the period 1st August 2020 – 31st July 2021.*
- *Equality legislation differs across countries, with variation in protected characteristics– therefore we are not able to collect some data from overseas colleagues.*
- *We have collated some data based on our four key career pathways, as follows:*
 - **Academic-related**
 - **Professional Services**
 - **Research Programme Management**
 - **Technical**



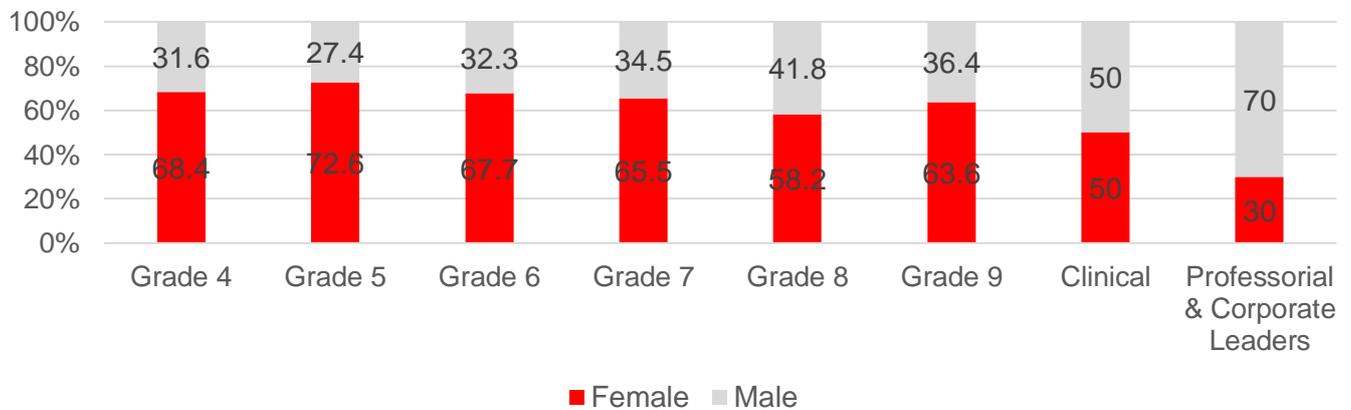
Staff (Sex)

Staff Breakdown by Sex (Headcount) (%)

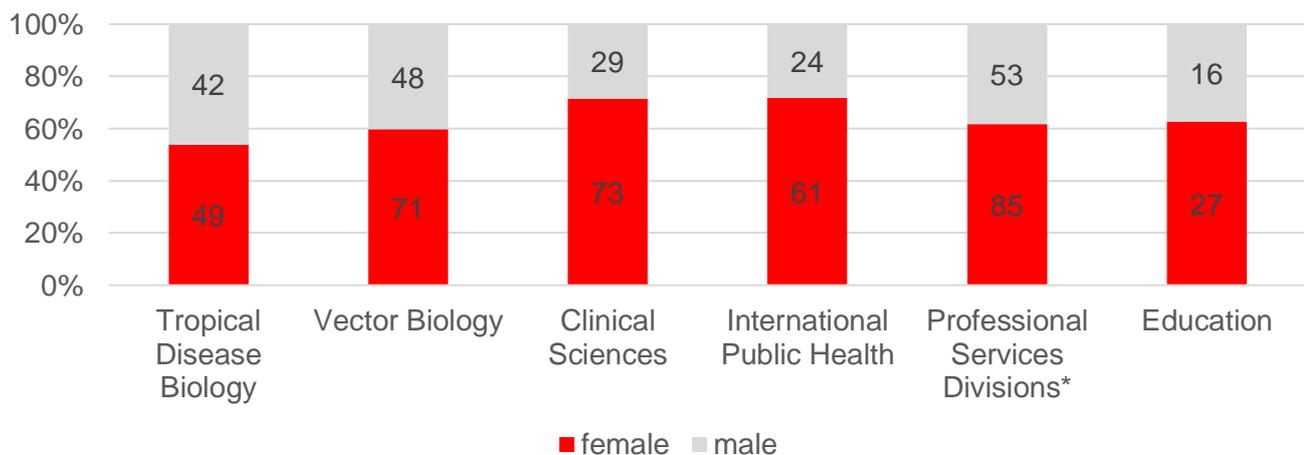


Benchmark: 2018/19: 54.6% staff working in UK HEIs were female; M=45.4%

All staff breakdown by Sex and Grade (Headcount) (%)



Balance (sex) within Academic departments, Education and Professional Services divisions (Headcount)



(*Professional services divisions include: Communications; Estates; Finance; Human Resources; Information Services; IT Services; LSTM Directorate; Research Contracts; Research Governance; Strategic Operations. These data do not include employees on the MLW Clinical Research Programme)



Through talent attraction and recruitment plans, we will aim to address the sex imbalance in lower quartile roles where men are underrepresented and in senior roles where women are underrepresented. By 2026, we will aim to achieve at least 60:40 (F:M) ratio in the lower quartile and 50:50 ratio in the upper. (*Action 13.1*)



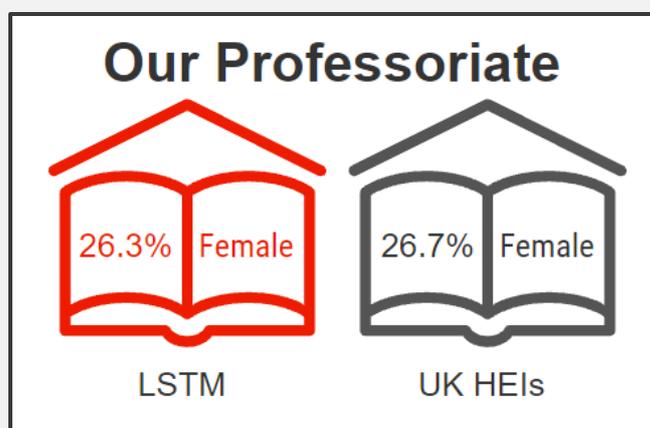
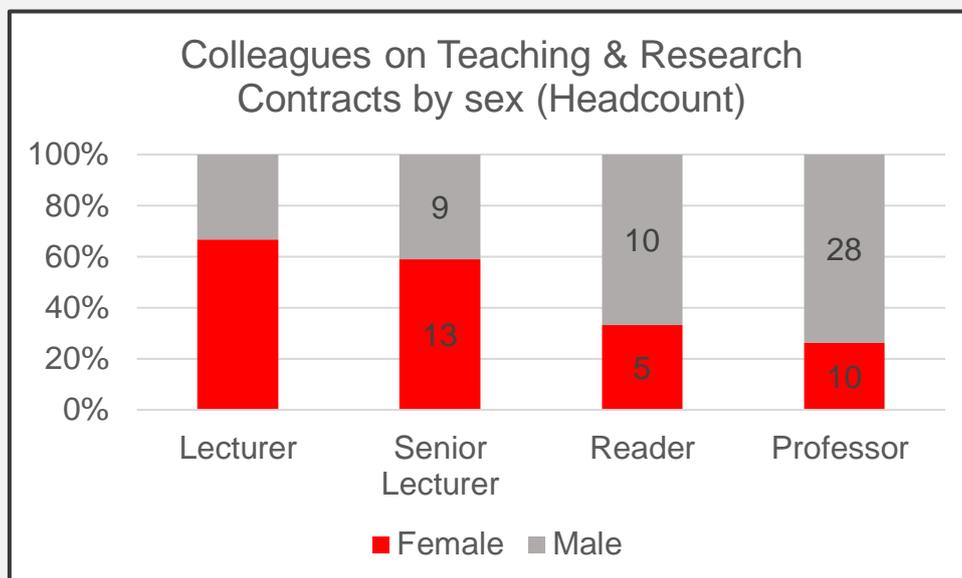
Within the next academic year, we will publish our Career Progression strategy, identifying career paths and opportunities for development for professional services, technician and programme management roles. We will implement learning from the last iteration of the promotion process to improve the next cycle. (*Action 13.2*)

Spotlight on:

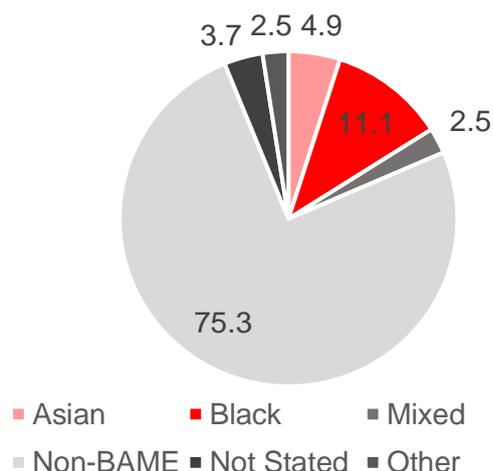
Our Teaching and Research Academic pipeline (Sex and Ethnicity)

Our policies and practices aim to ensure that we have a diverse pipeline of talent progressing into senior positions within our organisation. We therefore have further explored the diversity of colleagues on our Teaching and Research contracts, to identify areas where there may be blocks to progression that require consideration.

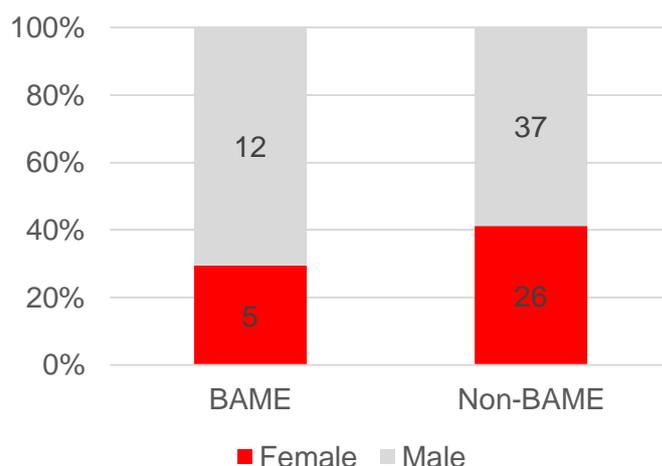
To ensure clarity within this dataset we have used 'Headcount' rather than number of contracts. Due to small numbers we are required to suppress some datasets (where numbers are <5 we have removed these from our charts)- however we are publishing this with an overall aim of transparency and accountability wherever our data do not risk disclosing individual's personal and/or sensitive information.



Ethnicity of all colleagues on Teaching & Research contracts (Headcount) (%)



Aggregated Minoritised ethnicities (BAME) and non-BAME by sex (Headcount)



Summary of findings from our 'Spotlight on Our Teaching and Research Academic Pipeline (Sex and Ethnicity)

- As academic roles increase in seniority, the imbalance in sex moves from a female majority that is aligned with the overall sex distribution within the School within our Lecturer and Senior Lecturer populations, to a majority male population within the professoriate.
- Our proportion of female Professors is aligned with the sector, however, given the overall make-up of our academic colleagues is not where we should expect to be.
- The ethnicity of our colleagues on T&R Contracts is mostly (75.3%) Non-BAME
- Although due to small numbers we have been required to aggregate Asian, Black, Mixed and Other ethnicities, when we look at the intersection of ethnicity and sex, we can see that we have a proportionally higher number of females of non-BAME ethnicity, relative to females of Minoritised ethnicities.



We will address the diversity of our academic pipeline via our Athena Swan and Race Equity action plans, which will be finalised in the first quarter of 2022. (*Actions 1 and 2*)

Contract type and status

Full-time colleagues by sex Part-time colleagues by sex

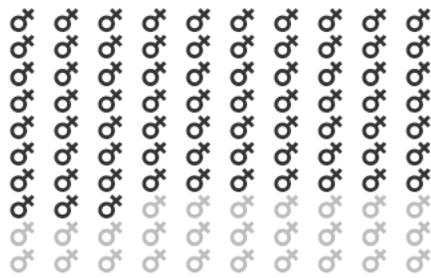


F=57.5%; M=42.5%



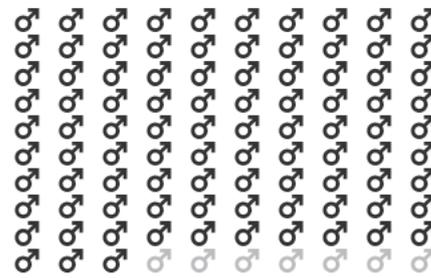
F=87.2%; M=12.8%

Female colleagues by contract type



Full-time = 73.4%; Part-time = 26.6%

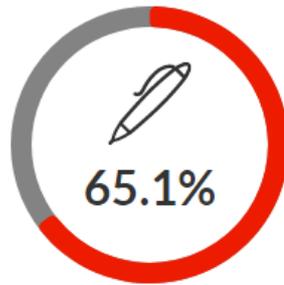
Male colleagues by contract type



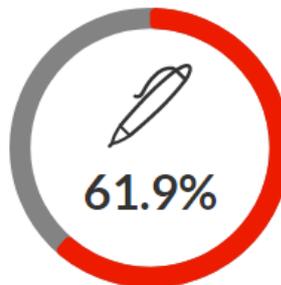
Full-time = 93.3%; Part-time = 6.7%

Benchmark: 2018/19 (UK HEIs): 76.4% male staff full-time; 59.8% female staff full-time

Contract Status



Fixed-term contracts held by females

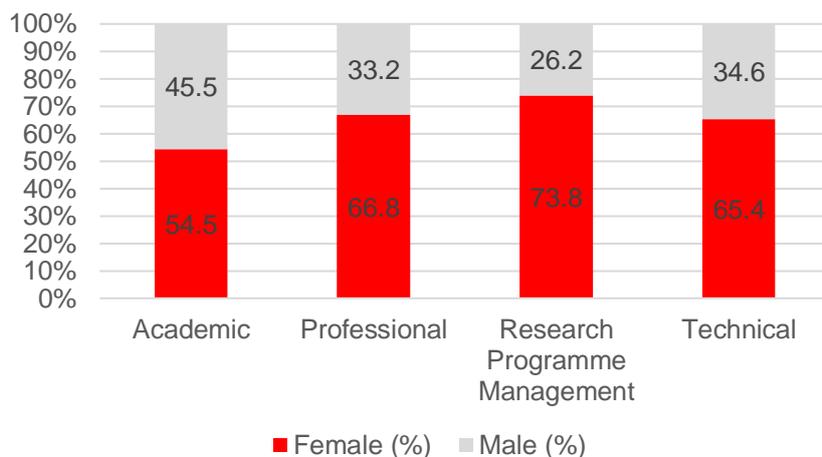


Permanent contracts held by females

We have split these data in two different ways – we can visualise our workforce both by the proportion of each sex within each contract type (full-time or part-time), and also the proportion of each contract type by sex. We can then identify that females make up the majority of our part-time contract holders at 87.2% of the part-time workforce, and our full-time workforce is 57.5% female. However, when we separate the full staff population by gender, and then contract type, we can see that 73.4% of all female employees work on a full-time basis, whereas 93.3% males are full-time, and therefore only 6.7% of our male employees work on a part-time basis.

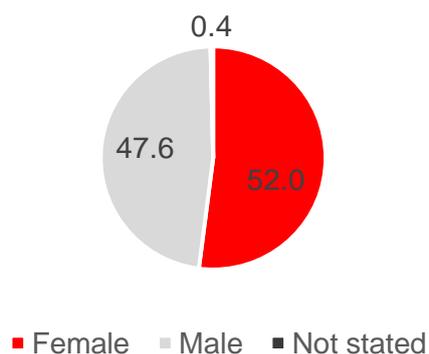
Career Pathways

Distribution (sex) within career pathways (Headcount) (%)

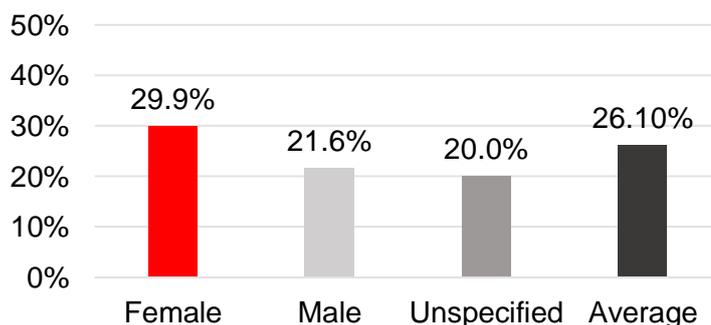


Recruitment (sex)

Applicants - all roles (sex) (%)



Conversion rate of shortlisted:appointed applicants by sex (%)



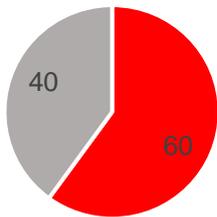
This year we are displaying our recruitment data using a '*conversion rate*'. This rate shows the conversion ratio of shortlisted applicants to appointments, and provides us with an indication of whether our recruitment processes are equitable across different groups. For example, we can see from the above data that 29.9% of shortlisted female applicants are appointed, whereas only 21.6% of shortlisted male applicants are successful, which is broadly aligned with the group of applicants who did not declare their sex at the time of their application.



We can identify from our recruitment data that we are persistently appointing a higher proportion of female, than male, applicants to our roles, across both Professional Services and Academic-related positions, and ensuring our recruitment processes are free from bias will be a key part of our HR workplan for the upcoming academic year. (Action 13.3)

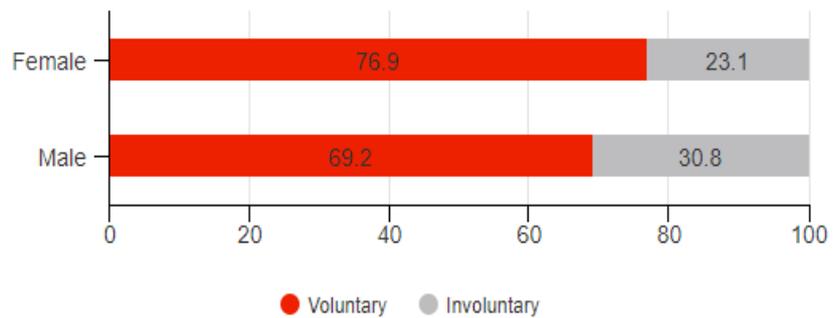
Leavers (Sex)

Leavers by Sex (%)



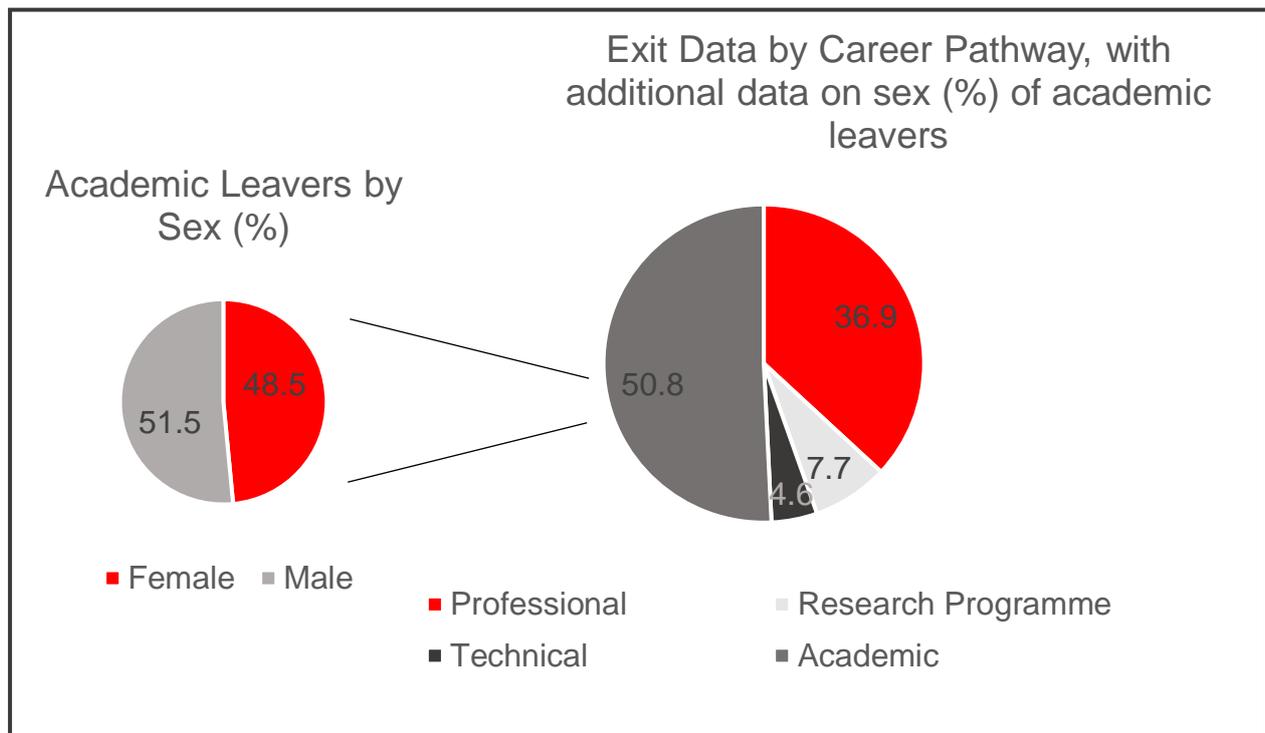
■ Female ■ Male

Reason for Leaving and Distribution by Sex (%)

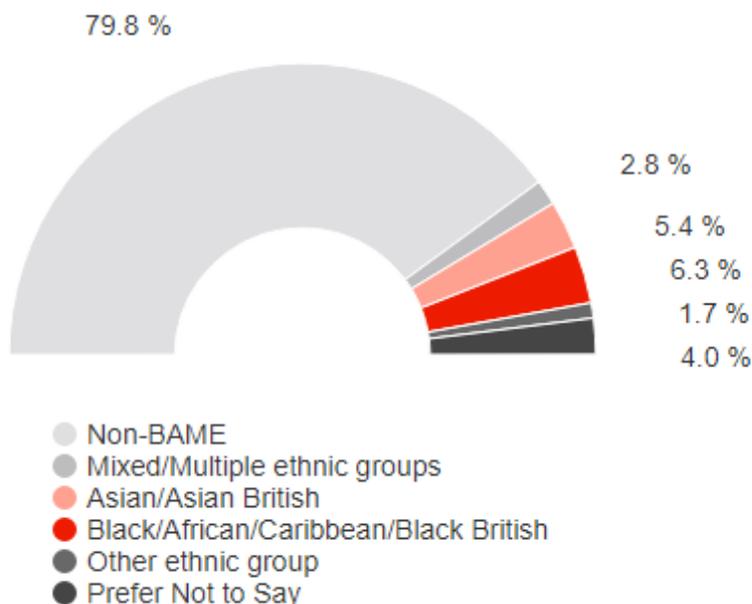


● Voluntary ● Involuntary

NB. Exit (leavers) data includes 'Involuntary' Leavers, (inclusive of redundancies, end of fixed-term contracts, etc) and 'Voluntary' Leavers, who have ended a permanent contract, or left a fixed-term contract prior to its termination.



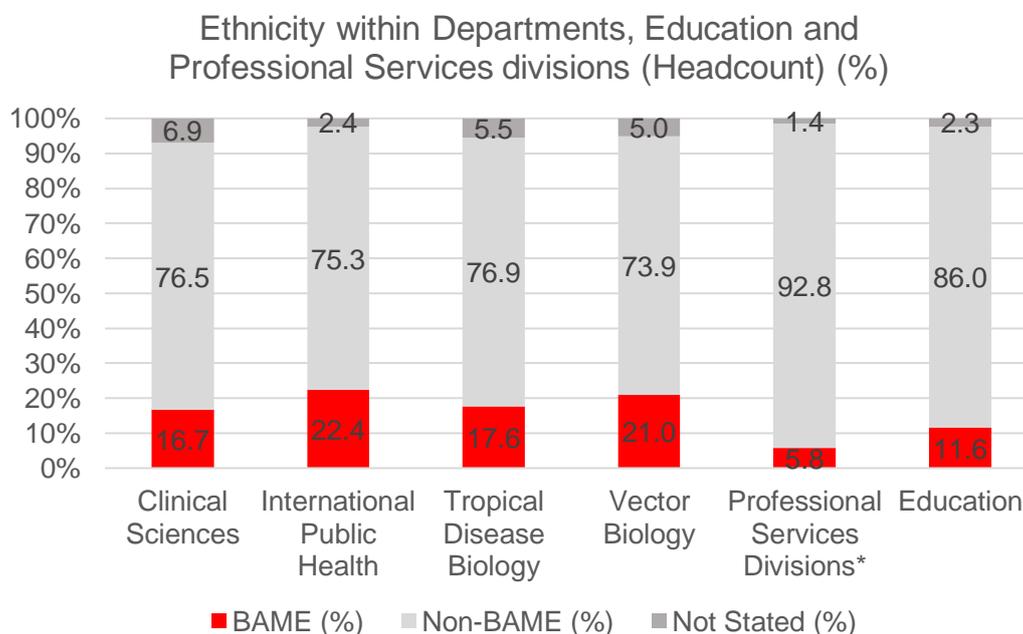
Ethnicity (ONS 5)



Higher Education Benchmark: Of UK HEI staff who have declared ethnicity, Non-BAME = 89.7%; BAME= 10.3% (HESA, data 2018/2019).

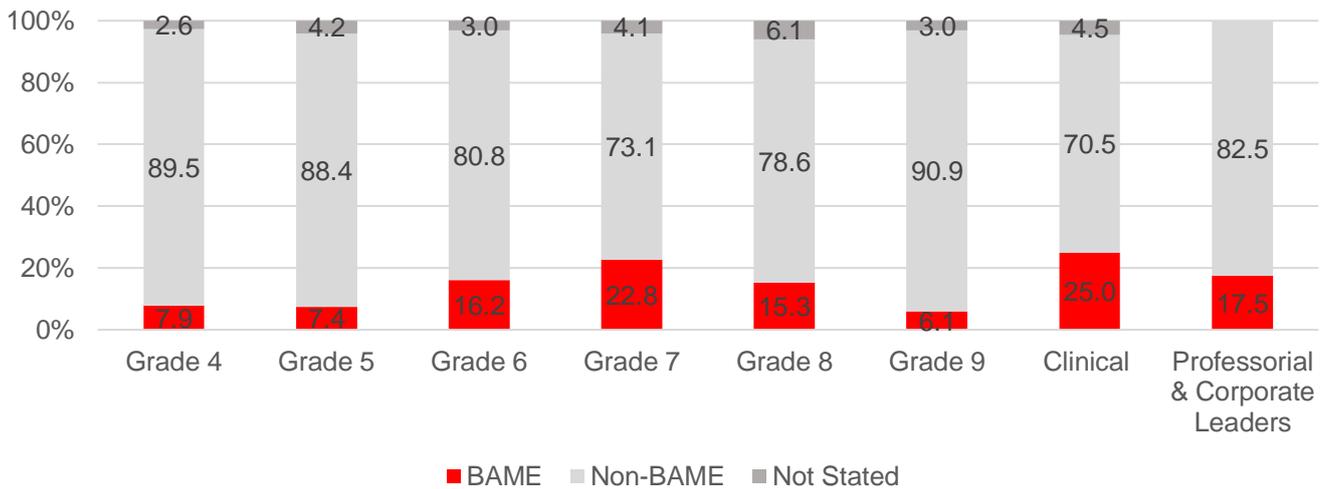
Liverpool Benchmark: Non-BAME=88.8%; Mixed = 2.5%; Asian = 4.2%; Black = 2.6%; Other = 1%. (Census 2011 England and Wales)

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



*Professional services divisions include: Communications; Estates; Finance; Human Resources; Information Services; IT Services; LSTM Directorate; Research Contracts; Research Governance; Strategic Operations. These data do not include employees on the MLW Clinical Research Programme

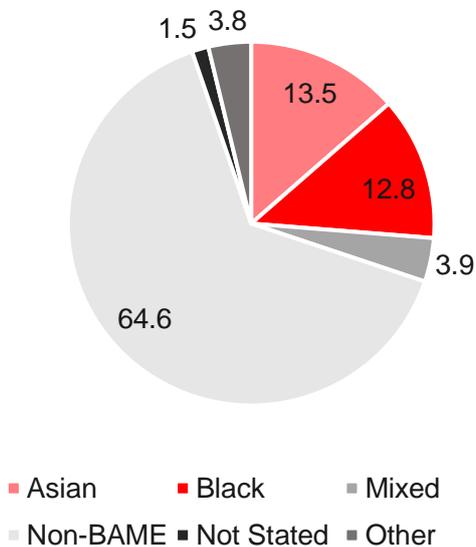
Collated ethnicity groups by grade (Headcount) (%)



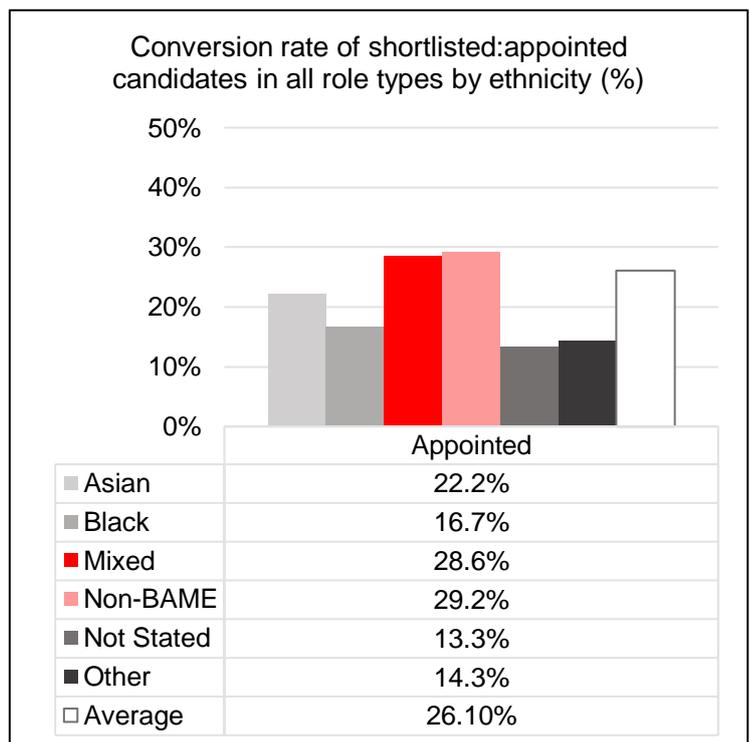
Benchmarks: Proportion of managers, directors and senior officials (Professional Services staff): 3.6% BAME; Proportion of managers, directors and SOs (Academic (5.3% BAME); All staff (10.3% BAME) (HESA, data 2018/2019).

Recruitment (Ethnicity)

Applicants for all roles by ethnicity (%)



Conversion rate of shortlisted:appointed candidates in all role types by ethnicity (%)



Our applicant data show the broad range of ethnicities of applicants for all roles across the School, and shows how successfully we reach different groups within our community with regard to attracting job candidates.

We have made the decision this year not to disaggregate these data by role type (professional services/academic-related) as much of our recruitment was on hold due to Covid-19, and therefore some of our numbers are below our reporting threshold (<5 individuals). However, despite our low recruiting rates

we know that we need to increase the diversity of our workforce, particularly with regard to our professional services team.

The conversion rate is a value that considers how many candidates within each ethnic group have been successfully appointed into roles - this gives a much clearer reflection of any potential biases within our processes, and we can identify that our conversion rates are lowest for shortlisted applicants who identify as Black or Other:

Our data show that we have particularly low diversity within our professional services departments – an issue that we are aware of and monitoring, although the last year has seen very low recruitment numbers into professional services roles due to the pandemic. We are taking several actions to address diversity within our professional services pipeline, including ensuring our recruitment practices are more inclusive, training hiring managers on inclusive practice, and awaiting the outcomes of our Race Equity Review.



We will develop and mandate training for hiring managers on inclusive recruitment practice. (Action 13.3)



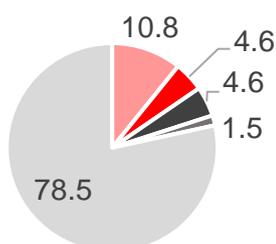
In the coming year we will begin work to raise our profile as an employer of choice – this will be a lengthy process and will span several years of activity, but will be an important aspect of increasing the diversity of our workforce, particularly within professional services. (Action 13.4)



We will explore and address under-representation of minoritized ethnic applicants in our recruitment pipeline and particularly with regard to Professional Services roles. Targets will be set in conjunction with the Race Review no later than the end of 2021. (Action 13.5)

Leavers (Ethnicity)

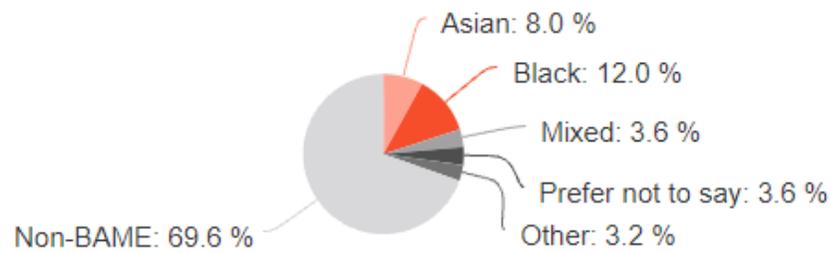
Ethnicity of employees leaving LSTM in the last academic year (%)



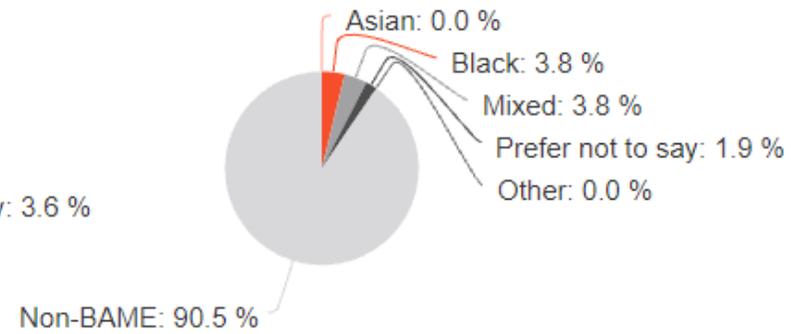
- Asian/Asian British
- Black/African/Caribbean/Black British
- Not Stated
- Other ethnic group
- Non-BAME

Career Pathways and Ethnicity

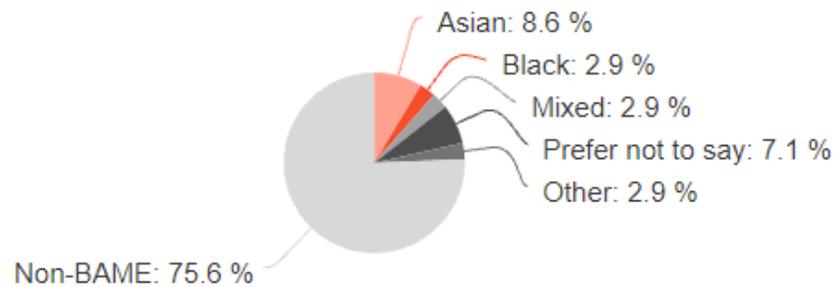
Academic



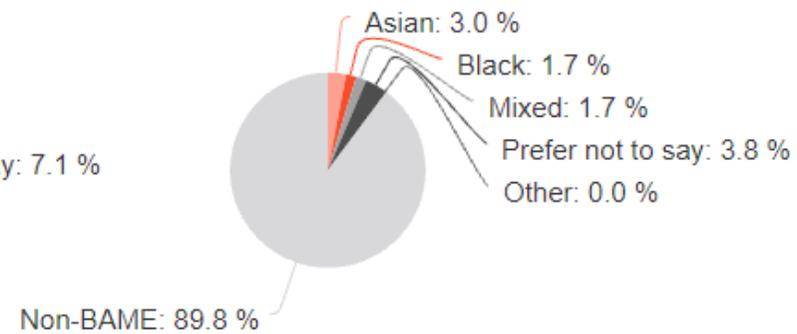
Technicians



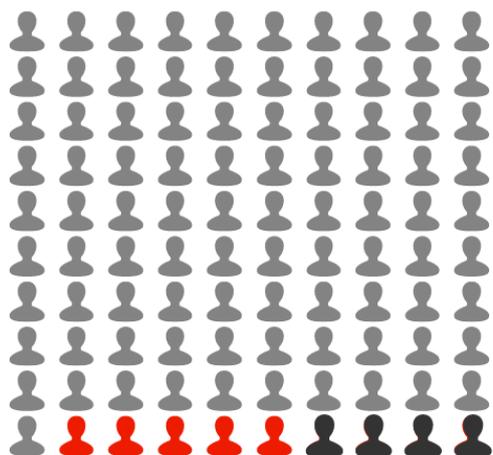
Research Programme Management



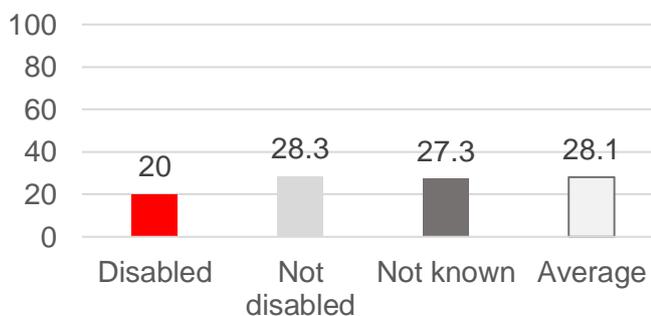
Professional Services



Declared Disabilities



Conversion rate of shortlisted:appointed candidates in all role types by disability declaration (%)



Staff with declared disabilities = 5%; Non-disabled=91.3%; Prefer Not to Say=3.8%

Benchmark: 5.3% of staff working in HEIs disclosed as disabled in 2018/19

Recruitment (disability)

Our recruitment data on disability reports numbers that are below our reporting minimum, and so we are unable to declare these figures.

Our conversion rate for shortlisted:appointed candidates with disabilities is small, however, we only attracted 20 applications (out of 1594 across all roles) from disabled applicants.



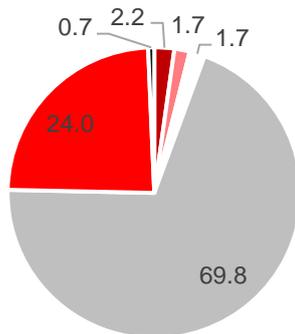
We are acting on improving the accessibility of our recruitment process in the next 12 months, and will be working to improve inclusion across the School for disabled staff members. (*Action 13.6*)



We will improve our diversity monitoring questions to ensure we can identify specific disabilities, aligned with Advance HE and HESA guidelines. (*Action 3.1*)

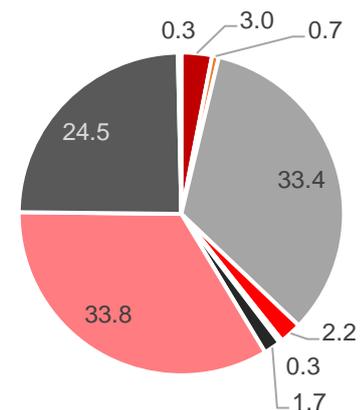
Age, Religion & Sexual Orientation

Sexual orientation (Headcount) (%)



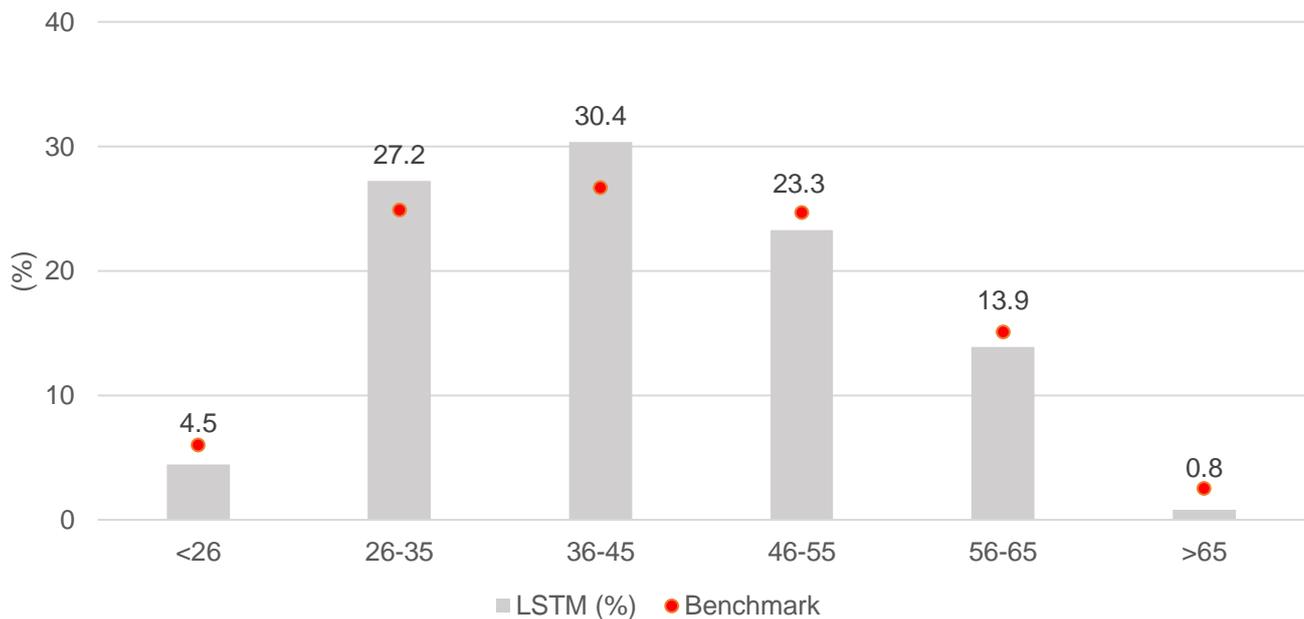
- Bisexual
- Gay Man
- Gay Woman/Lesbian
- Heterosexual
- Not Stated
- Other

Religion (Headcount) (%)

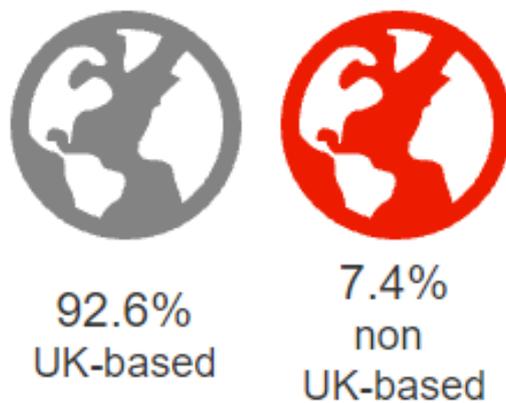


- Any other religion or belief
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- No religion
- Not Stated
- Spiritual

Age Distribution of LSTM employees (%)



Global Presence



Red areas identify the global presence of colleagues within LSTM. 92.4% of our colleagues are based within Liverpool, with 5.3% of colleagues based in countries on the continent of Africa, and 2.31% being based elsewhere.

Nationality



We have colleagues from 43 different countries, as reflected above, in a word cloud that represents the diversity of our workforce.

However the ten most common nationalities of employees of LSTM are:

Ranking	Top ten nationalities	Total count
1	British (not Channel Islands or IOM)	471
2	American	13
3	Irish	11
4	Dutch	9
5	French	9
6	Italian	9
7	Spanish	8
8	Indian	7
9	Cameroonian	6
10	Greek	6

Student Data 2020-21

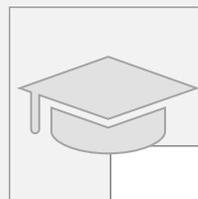
LSTM trains over 500 students per year, from over 70 countries, on a variety of courses including Certificates, Diplomas, Master of Science (MSc) and postgraduate research (PGR) degrees. PGR students are able to take individual MSc modules, however for the purposes of this report data on students taking advantage of this opportunity are not included.

- Our postgraduate (research) data is based on our student population from 1st August 2020-31st July 2021. It does not include students who study with us as part of the Doctoral training Partnership with Lancaster University.
- Our data on Postgraduate research students place of study involve a different snapshot date, and so there is the possibility that they may vary slightly to the population data.
- Our data on 'sexual orientation' is more limited than data on other protected characteristics, as students who enrolled prior to the 2020/21 academic year have not been asked to provide this data.
- Some of our Diploma courses have two intakes – these data include both intakes in the 2020/21 academic year.



Professional Diploma Courses

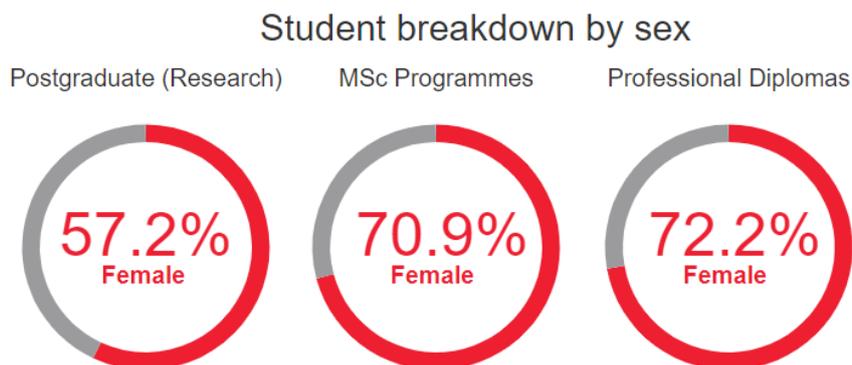
- Tropical Medicine & Hygiene
- Tropical Nursing



MSc Courses

- Global Health (PT/FT)
- Humanitarian Health Programme Management
- Humanitarian Studies
- International Public Health
- International Public Health (Humanitarian Assistance)
- International Public Health (Planning & Management)
- International Public Health (Sexual & Reproductive Health)
- Tropical Disease Biology

Sex

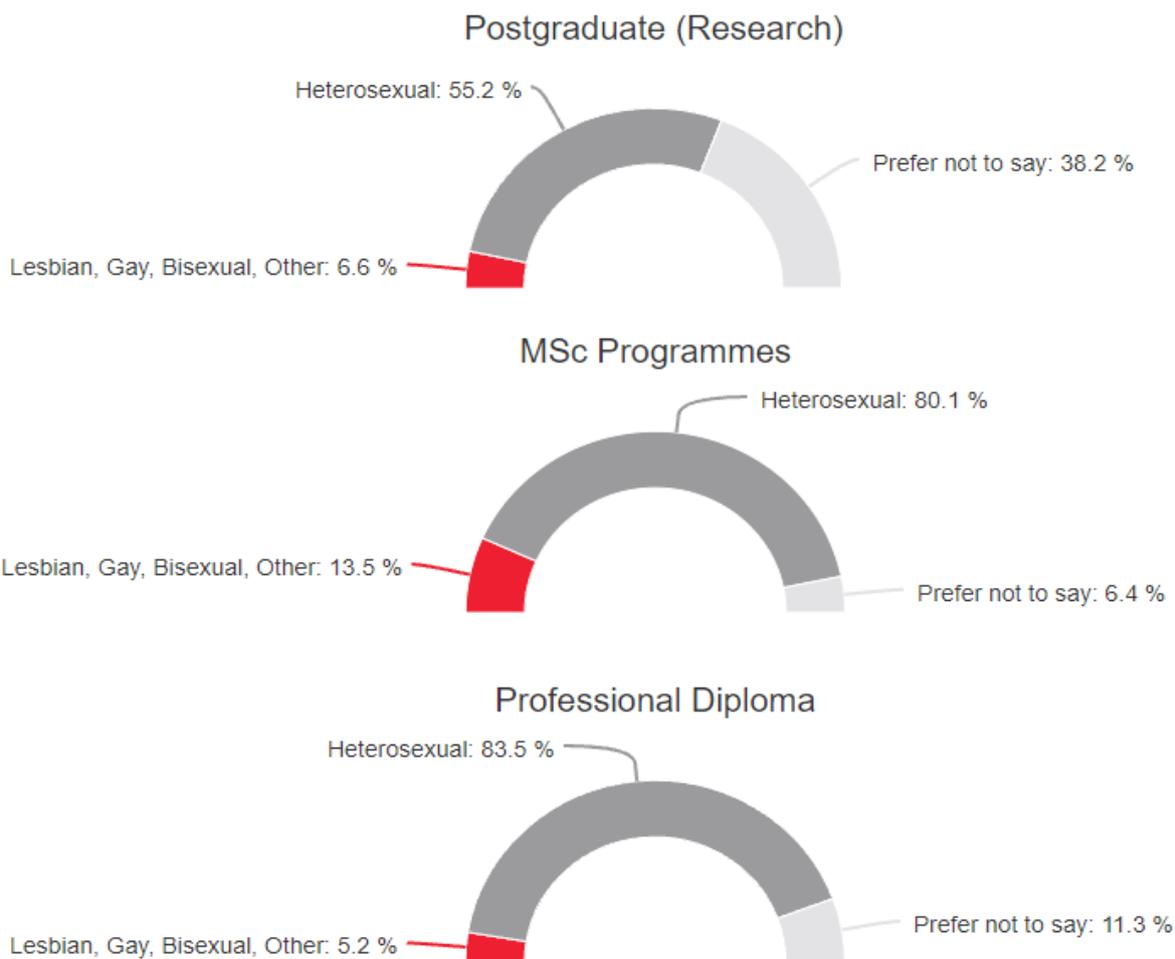


Disability



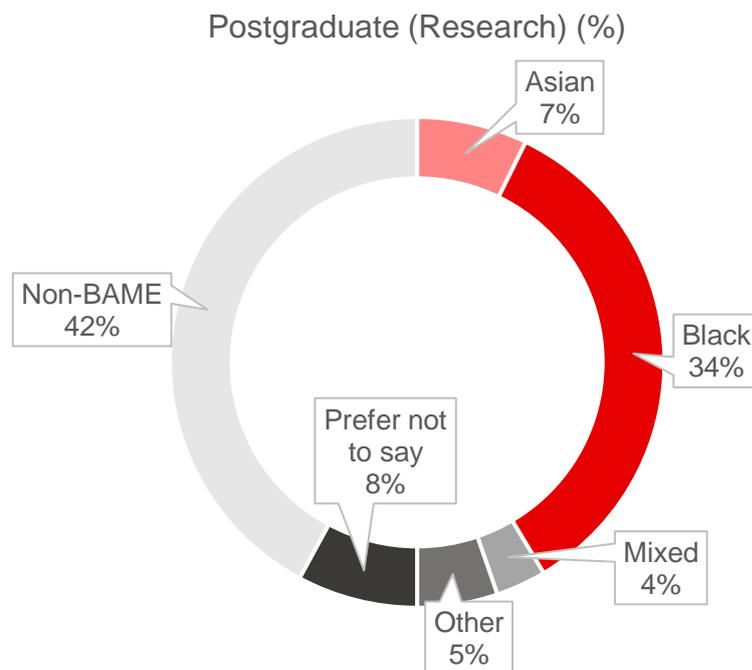
Notably, of our MSc students, within the student population who declared a disability, 5% declared a mental health condition, and 5.7% declared a specific learning difficulty (such as dyslexia, dyspraxia or ADHD). 7.2% of our Professional Diploma cohorts also have a specific learning difficulty. This is the first year we have been able to collect such detailed information on our disabled student population, and we are now much better prepared to provide differentiated support to students who may need it.

Sexual orientation



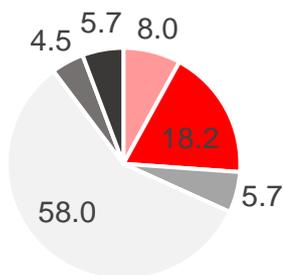
To allow us to report these data without breaching confidentiality, we have collated numbers of students who have self-identified as 'Bisexual', 'Gay man', 'Gay woman/lesbian' or 'Other'.

We have a noticeably high proportion of MSc students who identify as 'Lesbian', 'Gay', 'Bisexual' or 'Other', and will be ensuring that we provide accessible and relevant support for these students via our SAW team and LGBTQ+ Staff and Student Network, should it be required.

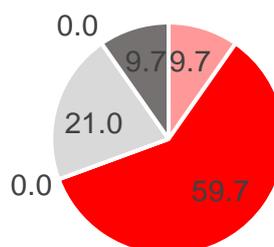


The diversity of our postgraduate research student group is particularly high, as many of our PhD students are based globally, and not within the UK. If we disaggregate these data to students who are studying in the UK, and those studying elsewhere, we can see that our UK-based PhD students are 58% non-BAME and 36% BAME, whereby our students based internationally are 69.4% Asian or Black, and 21% non-BAME.

UK-based postgraduate research students by ethnicity



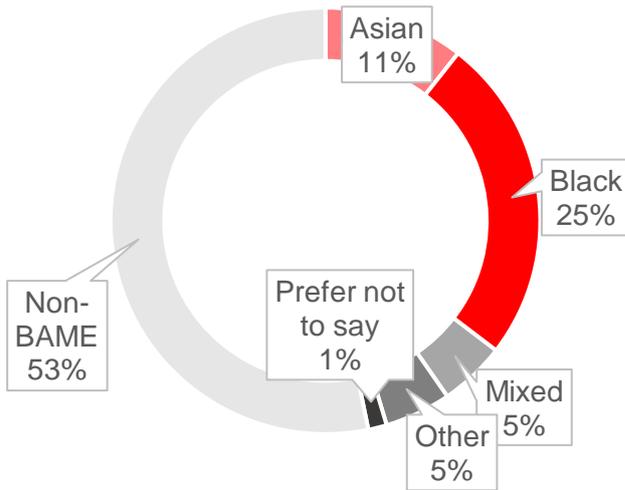
Global postgraduate research students by ethnicity



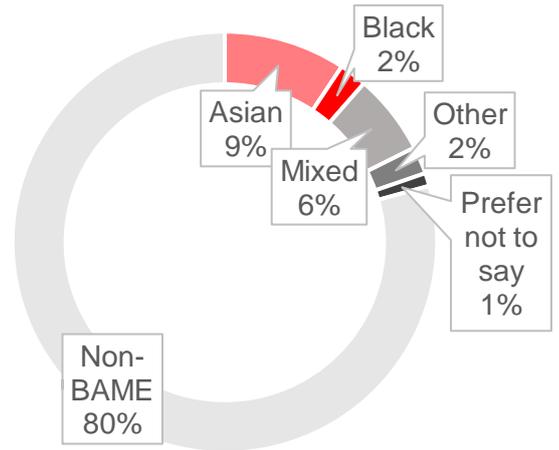
- Asian
- Black
- Mixed
- Non-BAME
- Other
- Prefer Not to Say

- Asian
- Black
- Mixed
- Non-BAME
- Other
- Prefer Not to Say

MSc Programmes



Professional Diplomas



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](#)

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

Appendix 2: Summary Equity & Inclusion Action Plan 2020-2021

Area of activity	Action reference	Action	Owner	Accountable to	Timeframe
Race Equity	1	Address outcomes of Race Equity Review with targeted interventions where required	Global Director of HR	Director	First quarter 2022 onwards
Gender Equity	2	Submit Athena Swan silver application	Athena Swan Lead	Global Director of HR	2 nd quarter 2022
Staff Data	3.1	Improvements to staff diversity data collection, including beginning to capture social mobility data for applicants	Across HR	Global Director of HR	4 th quarter 2021
	3.2	Role profile refinement	HR Data Analyst	Global Director of HR	4 th quarter 2021-1 st quarter 2022
	3.3	Create a timeline for review of ethnicity data to determine whether we can improve on the ONS18 categories	Inclusion, Diversity & Engagement (ID&E) Manager	Global Director of HR	
Student Data	3.4	Improve data recording for students on short courses	Academic Registrar	Interim Head/Dean of Education	2021-2022
	3.5	Set Key Performance Indicators on student equality data across all courses, levels and categories, and ensure that our Education, Admissions and Scholarship strategies support the achievement of these.	Academic Registrar	Dean of Education	2021-2022

	3.6	Commence recording attrition and achievement rates alongside diversity data	Academic Registrar	Interim Head/Dean of Education	2021-2022
	3.7	We will ensure that student disability data is integrated into our student data system.	Director of Partnerships	Interim Head/Dean of Education	2021-2022
Pay Gaps	4.1	We will work towards at least a 50% reduction of the gender pay gap by 2026, and elimination of the gap by 2028 (actions managed via Athena Swan action plan)	Global Director of HR	Director	2021-2028
	4.2	Review outcomes of Race Equity review to ensure meaningful targets to improve race equity	Global Director of HR; ID&E Manager	Director	2021-2022
	4.3	Conduct an Equal Pay Audit for gender and ethnicity	Senior Pay & Reward Manager	Global Director of HR	2021-2022
Research Culture	5	Pilot of approaches to strengthen relationships across professional and academic roles	Dean for Research Culture and Integrity	Director	2021-2022
Decolonising Education	6	We will continue to develop our Decolonising Education work	Decolonising Education Lead	Dean of Education	2021-2022
Communication and Engagement	7.1	We will develop methods to present student data externally to prospective students and the public	Director of Partnerships	Interim Head/Dean of Education	2021-2022

	7.2	Communicate regularly the work being carried out in response to areas flagged in the Staff Engagement Survey	Senior HR Manager for Organisational Development & Engagement	Global Director of HR	2021-2022
	7.3	Development of an annual diversity calendar for use across the organisation.	ID&E Manager	Equity & Inclusion Committee	4 th quarter 2021 - ongoing
Learning & Development	8.1	Work to identify and understand the long-term impact of COVID 19 on careers and progression, and take action to address as appropriate	Learning & Development Manager	Global Director of HR	2021-ongoing
	8.2	Ensure training on Microaggressions and Being an Active Bystander is available to all staff	Learning & Development Manager	Global Director of HR	2021-2022
Disability	9.1	Provide support to colleagues who may be interested in establishing a network for people with disabilities	ID&E Manager	Senior HR Manager for Organisational Development & Engagement	2021-2022
	9.2	Develop guidance and support for staff with disabilities and line managers of colleagues with disabilities	ID&E Manager	Global Director of HR	2021-2022
	9.3	Undertake specialist surveys to assess accessibility across the estate and undertake improvements where required and once funding has been identified	Estates	Building Steering Group	2021-2022

LGBT Equality	10.1	We will develop our Trans Equity Policy	ID&E Manager	Senior HR Manager for Organisational Development & Engagement	First quarter 2022
	10.2	Ensure our travel support and guidance is suitable for our global context	ID&E Manager; Senior Global HR Manager	Global Director of HR	Fourth quarter 2021- First quarter 2022
Dignity at Work and Study	11.1	We will train Dignity and Respect Champions	Senior HR Manager for Organisational Development & Engagement; Learning & Development Manager	Global Director of HR	2021-2022
	11.2	We will launch our Dignity at Work and Study Policy	Senior HR Manager for Organisational Development & Engagement	Global Director of HR	2021-2022
Equality Impact Assessments	12	We will roll out our revised Equality Impact Assessment process with training sessions provided for policy writers	ID&E Manager	Global Director of HR	First quarter 2021
Recruitment	13.1	We will develop talent attraction and recruitment plans	Senior Recruitment Manager	Global Director of HR	2021-2022
	13.2	Publish our Career Progression Strategy for professional services, technician and programme management roles	Learning & Development Manager	Global Director of HR	2021-2022
	13.3	We will provide inclusive recruitment guidance to hiring managers	Senior Recruitment Manager; ID&E Manager	Global Director of HR	2021-2022
	13.4	Begin the journey in building our profile as an employer of choice	Senior Recruitment Manager	Global Director of HR	2021-2022

	13.5	Set targets for recruitment of minoritized ethnic applicants aligned with the outcomes of the Race Equity Review	ID&E Manager; Senior Recruitment Manager; Global Director of HR		
	13.6	Improve the accessibility of our recruitment process	Senior Recruitment Manager; ID&E Manager	Global Director of HR	2021-2022