



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■



# Gender Equality Scheme

# 2007-10



## Statement of Commitment

Promoting gender equality supports the LSE's primary objective of enhancing its position as the leading academic centre of international excellence in the study and application of the social sciences.

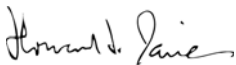
The diversity of its staff and students is a key factor contributing to LSE's academic excellence and is a major source of enrichment for its teaching and research. Gender is an important aspect of that diversity. The School's Strategic Plan includes the following commitment:

"We will actively promote the involvement of staff and students, men and women, from all social, economic, ethnic, cultural and religious backgrounds and irrespective of disability".

This commitment reflects the statement in the School's Memorandum and Articles of Association:

'Everyone shall be entitled to equal treatment on the basis of individual merit and without unfair discrimination as regards admission to and membership of the Corporation, and status as a member, officer or employee of the Corporation, and as a student or other individual associated with the Corporation, and as regards access to the benefits, facilities and services provided by the Corporation.'

It is against this background that gender equality is firmly embedded in the School's core values and activities. The LSE has long sought to provide equality of opportunity for all staff and students irrespective of their gender and the School recognises and welcomes its responsibility, under the Gender Equality Duty 2006, to have due regard to the need to eliminate unlawful discrimination and harassment and to promote equality of opportunity among men, women and transsexual people.



Howard Davies  
Director – LSE



Lord Gabor of Aldwych QC  
Chairman - LSE

## Acknowledgements

The following have contributed to the development of this Scheme: the Equalities Working Group, Adrian Hall (Secretary and Director of Administration), Alison Johns (Directors HR), Simeon Underwood (Academic Registrar), Andrew Webb (Head of Secretariat), Tania Burchardt (ESRC Research Centre for Analysis of Social Exclusion (CASE)), Dr Suki Ali (Department of Sociology), Dr Diane Perrons (Director, Gender Institute), Kevin Haynes (Secretariat), Jane Pugh (Secretariat), Emma O'Dowd (Secretariat), Alexandra Vincenti (Student Union Welfare Officer), Jimmy Tam (General Secretary Student Unions), Caroline Wilson (Data Analyst), Richard Pursand (Secretariat), all Academic Departmental Managers, and the participants (staff and students) of gender equality discussion groups, and everyone contributing to the gender equality online questionnaire. All colleagues are thanked for their comments and suggestions.

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## 1. Statement of Purpose

1.1 The Gender Equality Duty 2006 places the legal responsibility on public bodies to demonstrate that they treat women, men and transsexual people fairly. In practice, this means that their policies and procedures need to consider the different needs of men, women and transsexual people and take actions to address them accordingly.

1.2 The London School of Economics and Political Science (LSE) recognizes and welcomes this responsibility. It represents a commitment that contributes to the achievement of the five priorities specified in the Strategic Plan 2006-2011:

- \* to maintain excellence in teaching with high quality student support services
- \* to produce research of the highest quality
- \* to engage with the wider community
- \* to formulate and implement a planned programme expansion to enable the School to maintain its competitive position and facilitate intellectual innovation
- \* to focus resources to deliver priorities.

1.3 This document outlines the LSE's Gender Equality Scheme. It extends LSE's existing gender equality work and is linked to the 2006 – 2011 Strategic Plan. It sets out ways in which LSE will meet its statutory obligations and requirements under the Gender Equality Duty 2006.

## 2. Legislative Context

### *2.1 General Duty:*

The Gender Equality Duty 2006 represents an extension of the Sex Discrimination Act 1975 which was aimed at eliminating unlawful sex discrimination and harassment. The Gender Equality Duty 2006, however, extends that legal obligation. It requires organisations:

- a) to eliminate unlawful sex discrimination and harassment;
- b) to promote equality for people of different gender, such as women, men and transsexual people.

*2.2 Specific Duty:* The Gender Equality Duty 2006 specifically requires all public authorities to:

- a) Prepare and publish a Gender Equality Scheme (GES) by April 2007, identifying gender equality goals and the actions to achieve these goals;

- b) Involve and consult students, staff and stakeholders (including trade unions) as appropriate in the development of the GES;
- c) Implement activities as identified in the GES Action Plan;
- d) Monitor progress and publish annual progress reports;
- e) Review the scheme at least every three years;
- f) Conduct and publish gender impact assessments, consulting appropriate stakeholders, covering all major proposed developments in employment, policy and services.

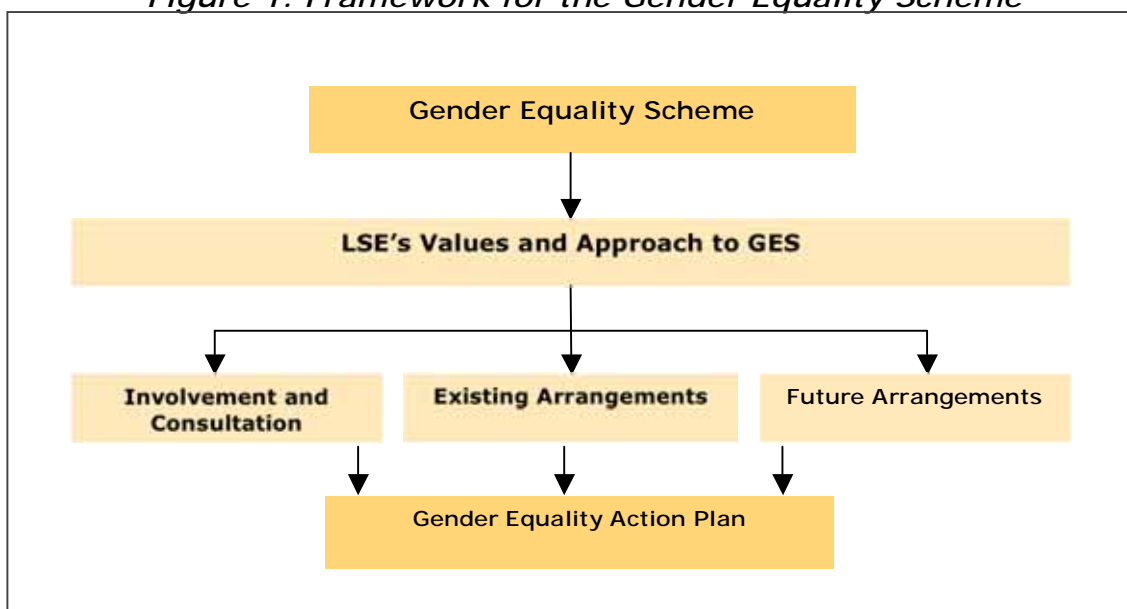
This GES has been prepared using the framework provided by the Gender Equality Duty Draft Code of Practice for England and Wales ([http://www.eoc.org.uk/Docs/GED CoP\\_Draft.doc](http://www.eoc.org.uk/Docs/GED_CoP_Draft.doc)).

### 3. Objectives

3.1 Following the Gender Equality Duty 2006, this document, as shown in Figure 1, identifies:

- a) how the GES fits within LSE's values;
- b) how its development was approached;
- c) how gender issues were identified through consultation with staff, students and how they were involved and consulted in the formulation of the GES;
- d) what existing arrangements are in place for students, staff and visitors to promote gender equality;
- e) what future arrangements are being made to monitor gender equality; and
- f) the three-year Gender Equality Action Plan.

*Figure 1: Framework for the Gender Equality Scheme*



3.2 The GES forms a part of LSE's overall Equality and Diversity (E&D) Strategy, which is in the process of being developed.

#### 4. LSE's Values for Gender Equality

Gender equality is not new to LSE. It is fundamental to LSE's values. The School believes in the principles of social justice and acknowledges that discrimination can affect people at both a personal and institutional level.

LSE is a world-class centre of excellence for teaching and research in economics and social and political sciences. Founded in 1895 by Beatrice and Sidney Webb, it has now more than 70,000 registered alumni, including 30 past or present heads of state. Thirty current members of the UK House of Commons and thirty-four members of the UK House of Lords have either studied or taught at LSE.

LSE aims to increase the understanding of a complex and ever changing world through excellent teaching and research in the social sciences and promoting its work to policy makers and practitioners in the public, private and voluntary sectors. Attracting students and staff of the highest international quality and ensuring they achieve high levels of satisfaction with their experience of studying and working at LSE is a key corollary of that aim.

LSE has a diverse staff and student body. It has around 3000 employees, more or less equally divided into full-time and part-time staff, and approximately 7,800 full-time and 800 part-time students drawn from 140 countries. The student population is more or less equally distributed between undergraduates and postgraduates, and males and females.

LSE's commitment to gender equality stems from the School's core values. The values set out in the 2006-10 Strategic Plan include:

- a) *Integrity*, where highest standards of ethics and conduct in all activities are upheld;
- b) *Intellectual Freedom*, where the rights of all staff, students, and the wider LSE community to express diverse range of perspectives and views in the pursuit of understanding and knowledge are promoted;
- c) *Diversity*, where the involvement of staff and students from all social, cultural and economic backgrounds to work towards eliminating discrimination on grounds of race, gender, age, gender, religion, religion, belief and sexual orientation is well promoted;
- d) *Participation*, where participation of staff and students in the School's decision making processes is valued and sought as an essential part of its organisational culture;

- e) *Engagement*, where interaction with the wider world is promoted so that insights of social sciences are disseminated as widely as possible for the improvement of the society; and
- f) *Student Commitment*, where LSE seeks to produce graduates of distinctive quality committed to its core institutional values.

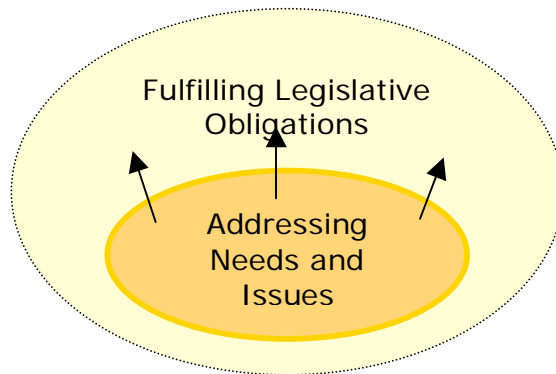
LSE's values are fundamental to the way the School views gender equality. LSE continually seeks to develop a culture of greater inclusion and diversity to ensure intellectual debate is enriched by the diverse perspectives, viewpoints and experiences of its staff and students. Gender equality is one of key components of LSE's efforts to develop a culture of inclusion and diversity.

LSE is committed to promoting gender equality as a means of optimizing the experience of its students and staff studying and working at the School and the School's contribution to the wider community, in accordance with its Articles of Governance. Equality of opportunity means that the School views the diverse origins and backgrounds of its employees positively and that it seeks to become as varied an employment community as possible to ensure that talent is attracted to the School from as many pools as possible. In recognising that everyone is different, equal value is given to the unique contribution that all employees' skills, knowledge and experience enable them to make. In all relationships entered into, the School seeks to ensure that people are treated equitably, regardless of gender, disability, race, nationality, ethnic or national origin, religion, sexual orientation, personal circumstances, political affiliation or trade union membership. The School aims to achieve this commitment by ensuring that its student and employment policies, and training and development reflect these principles, as well as its obligations under the Law. The School is committed to enabling all employees to achieve their full potential in an environment characterised by dignity and mutual respect. The LSE was among the first to establish a Gender Institute committed to gender analysis and now produces the largest number of post graduates qualifying in Gender studies anywhere in Europe.

## **5. Approach to Gender Equality Scheme (GES)**

The School welcomes the requirement of the Gender Equality Duty 2006 to draw up a Gender Equality Scheme because it provides an opportunity to address the gender-related issues and needs of its staff, students rigorously in a structured way.

**Figure 2: LSE's Approach to Gender Equality**



Following this approach, this GES is based on the following principles:

- a) *Identification of Needs/Issues* – the School's gender equality activities are based on the most pressing existing and potential needs and issues that students and staff are facing or are likely to face;
- b) *Representation of Perspectives* – perspectives of both staff and students are taken into account when the needs and issues are being identified;
- c) *Involvement and Engagement* – all those who are involved in the development of the scheme will seek to promote ownership of and commitment to it;
- d) *Continuous Development* – the scheme is not static, and continuously develops, evolves and improves over time in the light of new developments, trends and issues.

## **6. Involvement and Consultation**

The Gender Equality Duty Draft Code of Practice for England and Wales requires that the gender equality scheme should, as a legal requirement, be based on a sound evidence base and developed through consultation with stakeholders. In line with this requirement, the following activities have been undertaken in developing the GES:

*6.1 Gender Equality Scheme Planning Group:* To develop the GES a planning group was established in November 2006. The role of this group was to:

- ∞ develop an overall plan of action;
- ∞ identify activities needed to develop the scheme;
- ∞ identify sources of existing information and review the findings that can be drawn from it;
- ∞ develop a methodology to collect additional evidence;
- ∞ determine how staff and students should be involved in the compilation of the scheme and how consultation is to be conducted;
- ∞ assist in collecting information and be involved in consultation.

The Planning Group included Director of Human Resources, Academic Registrar, Head of Secretariat, a Trade Union representative, the Students' Union General Secretary, Students' Union Welfare Officer, representatives of the Sociology and Social Policy departments and the Gender Institute, and the School's Diversity Adviser.

*6.2 Initial Analysis of Existing Information:* Initial information was gathered in December 2006 from the Human Resources and Academic Registrar's Divisions. This included LSE staff survey, staff data (strength, distribution, pay, promotion and maternity leavers), student recruitment statistics (2004/5-2006/07) and a report on undergraduate drop out rates (detailed list of information sources is available on request). This information was analysed and provided the basis for the initial identification of gender issues in the School. These included gender aspects of student recruitment including gender-based differences in applications, offers made and take up of offers between different degree programmes, academic and non-academic employment figures, gender representation at different levels of the organisation, pay structures, promotion, bullying and harassment, and maternity leavers. These issues were then discussed within the Equalities Working Group and the GES Planning Group. The initial discussion of these areas provided useful background for the subsequent analysis of data obtained from qualitative and quantitative staff and student surveys data and discussion groups.

*6.3 Staff Qualitative Survey:* As an action in support of the 2006-11 Strategic Plan, Human Resources commissioned a consultancy to conduct a staff satisfaction survey. The pilot phase of this survey included an invitation to staff to highlight issues on working life at the School, and make suggestions for improving it. Twenty-six of the qualitative responses were relevant to gender issues at LSE (details are available on request). These issues were organised on the basis of the frequency of responses and included:

- ∞ bullying and harassment;
- ∞ flexible working;
- ∞ general working environment;
- ∞ child care issues;
- ∞ security issues;
- ∞ staff recruitment and promotion;
- ∞ issues around leave.

The respondents made a number of suggestions for addressing these issues:

- ∞ improving bullying and harassment procedures;
- ∞ a School-wide uniformly applied flexible/home working policy;
- ∞ child care support;
- ∞ electronic security system;
- ∞ fairer/equal access to recruitment and promotion;

- ∞ compassionate child care leave for emergencies.

*6.4 Staff Quantitative Survey:* The next stage of analysis was the LSE-wide Staff Survey. Forty percent of the staff responded to the survey and the results were compiled in 210 pages with 93 tables. Some findings relating to differentials between types of staff may have an indirect bearing on gender issues (for example, academic-related staff are twice as likely to experience bullying or harassment as academic staff). Other findings were more directly linked to gender issues (details are available on request). Analysis of these has focussed on areas where there is greatest gender-related variation. A key finding is that, while the number of male staff experiencing bullying and harassment is higher than females, in terms of their relative representation in the workforce, females experience a higher incidence of bullying and harassment (16% of females, 10% of males). Even more notable is that 19% of females, compared only to 1% of males, regarded gender as the reason for bullying and harassment. Specifically gender-related reasons for bullying and harassment included maternity leave (4%), maternal/paternal responsibilities (2%) and sexual orientation (1%).

*6.5 On line Questionnaire:* Additional information was collected from an on-line gender equality questionnaire survey. The purpose of this exercise was to enable all staff and students to anonymously highlight gender equality needs and issues. The questionnaire contained three questions:

- ∞ what gender issues have you or anyone else that you know of have faced?
- ∞ what are the underlying reasons for these issues? and
- ∞ how can these be addressed?

The findings of the questionnaire need to be treated very cautiously as the response rate was very low (approximately 3%) with 35 responses being received (22 staff and 13 students). Twenty-eight of the respondents were female and 7 male. Details of these needs/issues shown through the questionnaire and the related responses are available on request. While they provide perspectives for the development of the scheme and the action plan they have not been considered sufficiently representative to include in the action plan except where they confirm issues identified through the Staff Surveys (see 6.3, 6.4).

*6.6 Gender Equality Discussion Groups:* The information from the on-line questionnaire was augmented with two discussion groups held in January 2007 – one each with a group of students and staff. The purpose of these discussion groups was to obtain further perspectives on gender-related needs and issues and the reasons for them and suggestions for possible remedial action. Both discussion groups addressed the same three core questions used in the on-line questionnaire.

The discussion groups were planned by the Gender Equality Scheme Planning Group, and organised by the Secretariat in collaboration with the Equalities

Working Group, Gender Institute, Human Resources, Academic Registrar's Division and Students' Union. The Secretary and Director of Administration introduced the exercise to demonstrate top level commitment. The discussion groups were facilitated by trained members of the Secretariat and student representatives with independent notes takers recording the proceedings. Both groups lasted for 2 hours, followed by a plenary feedback session. Although the exercise was valuable, the numbers involved were again very low and caution has therefore been taken not to extrapolate any conclusions from the exercise which are not corroborated by the findings of the Staff Survey.

*The Student Discussion Group* was attended by 7 participants (3 female, 4 male). The findings of the group suggested that student perceive LSE to have a generally good track record in establishing an equality culture. Areas perceived as needing improvement in relation to gender equality were services, the conduct of the UGM, involvement in student politics, the Beaver sports pages (Athletics Union) and academic environment. Specific suggestions were made in terms of reporting and induction workshops.

*The Staff Discussion Group* was attended by 10 participants (7 female, 3 male). The discussion centred on issues of maternity and paternity and included information provision, updated and accurate information on maternal/paternal legislation, managerial attitudes towards maternity, training of managers, maternal responsibilities, keeping in touch service for staff during maternity leave, staff welfare officer, package of care, facilities for returning mothers, flexible working, student attitudes towards women. The details of these issues are available on request.

## **7. Existing Arrangements**

*7.1 Overall Responsibility:* The Gender Equality Scheme is being overseen by the Equalities Working Group, which reports to the Council. Proposals are being finalised for approval by Council for the group to be replaced by a more strategically focused Equality and Diversity Committee (EDC), underpinned by an appropriate subordinate body or bodies to consider the detailed issues in relation to each diversity area. The EDC will oversee the implementation and progress monitoring of gender equality and all the equality streams. The progress of gender equality will be reported to the Council on an annual basis.

*7.2 Bullying and Harassment:* LSE has in place a policy on harassment which regards any form of sexual harassment or bullying as unacceptable. Sexual harassment is defined in the EU Employment Directive as: "Where any form of unwanted verbal or non-verbal conduct of a sexual nature occurs with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment" (*Source:* Respect for People: LSE Diversity Toolkit). Specifically, the policy is designed to provide: a) an environment where

harassment is regarded as unacceptable, so reducing the likelihood that harassment will occur in the first instance; and b) a mechanism to resolve complaints where it is felt that harassment has occurred. Disciplinary action may be taken to deal with actions or behaviour, intentional or unintentional, that results in a breach of this policy, and/or if the allegation of harassment is found to be malicious or vexatious.

LSE has put in place for students both informal and formal procedures to resolve allegations of harassment. The informal procedure involves either the Dean of Undergraduate Studies or the Dean of Graduate Studies. The formal procedure involves four-stages of making an allegation, investigation, report and meeting. In addition, there is an appeals procedure available to both the complainant and the harasser. The Students' Union Disciplinary Procedure provides an alternative means of resolving allegations of harassment if the incident/s occurs on the Students' Union premises and involves one student against another. Details are set out in the School's Calendar 2006-2007: School Regulations, Harassment Policy and Procedure for Considering Allegations of Harassment involving Students, all of which are available on the LSE or LSESU websites.

A similar procedure is in place for the staff. The procedure is designed to reach a possible resolution as fairly and quickly as possible. The School has the Anti-Harassment Panel, whose members are nominated by the recognised trade unions and the School management. Each member of the Panel is given training. The panel is available to staff for advice, and/or help in informal resolution, in the first instance, and formal resolution if the complaint is not resolved. Complete confidentiality is observed and panel members work independently of the Human Resources Division. The final action is taken by the Human Resources Director and may involve invoking the disciplinary procedure if the formal complaint is upheld, or training, counselling or a voluntary transfer if it is not. There is also an appeals procedure available to both parties if it is felt that the complaint was not treated seriously or the procedure was not correctly followed.

*7.3 LSE Nursery:* The LSE runs a nursery for children of staff and students, which provides a safe, caring and stimulating environment. The nursery is well equipped with multi-cultural and age appropriate toys and well-planned daily routine for children. The nursery has a CCTV entry system for security and a fire protection system. The staff are qualified nursery nurses, and the nursery is registered with OFSTED in accordance with the Children Act 1989, and staffing and other arrangements are approved by the local authority.

## **8. Existing Arrangements for Staff**

*8.1 The Employee Relations Team:* The Employee Relations Team is a part of Human Resources at the LSE and is responsible for ensuring the School is compliant with new and forthcoming employment legislation and keep

abreast of case law including that relating to gender issues. The team's work includes, advice and administration of child care vouchers (see 8.4), harassment, maternity and paternity pay and leave, requests for flexible working, staff support leave including parental leave and leave for emergencies, and guidance on managing pressures at work. The Employees Relations Team has also developed a draft flexible working policy which will be communicated School-wide soon. Further details are available at <http://www.lse.ac.uk/collections/employeeRelations>.

*8.2 Maternity and Paternity Leave:* Following amendments to legislation made by the 'Work and Families Act' 2006, new maternity regulations will come into force on 1 April 2007. The School's maternity leave policy has been updated accordingly. Under the new arrangements, if the baby is due after 1 April 2007, the employee is entitled to take up to one year's (52 weeks) maternity leave, regardless of their length of service. Statutory Maternity Pay (SMP) is now paid for up to 39 weeks of which the first 6 weeks are paid at 90% of normal weekly earnings, and the following 33 weeks are paid at £108.85 per week or 90% of normal weekly earnings, whichever is lower. If the employee returns at the end of the full 52 weeks of maternity leave and has not notified her manager that she wishes to come back at any other time, there is no need to provide any further notice. However, if the employee intends to return before the end of the 52 weeks of maternity leave, then 8 weeks written notice is to be provided. In addition, the employee may, with the agreement of her manager, undertake up to 10 days paid work under their contract of employment during the maternity leave period. "Keeping in Touch" days may be taken at any stage during the maternity leave period except during the first two weeks after the baby is born. The School's Maternity Policy already gives pregnant women the statutory right to take time off from antenatal care appointments. The School also has a Paternity Leave Policy, under which members of staff who complete six months' service are eligible to apply for ten days' paid paternity leave.

*8.3 Parental and Adoption Leave:* The school also has a Parental Leave Policy. An employee completing a year's continuous service can apply for a total of thirteen weeks' unpaid leave for each child up to the age of eight years (or eighteen years if the child is entitled to disability living allowance) if the employee is the named parent on the birth certificate, or is the adopted parent or step-parent or is formally responsible under the Children's Act 1989 or Children (Scotland) Act 1995. The School also has an adoption leave policy. With effect from April 2003, the Employment Act 2002 introduced the right for working adoptive parents to receive 26 weeks' paid and 26 weeks' unpaid leave. To be eligible for this, it is necessary to have 26 weeks' continuous service by the date that the parents are 'matched' for adoption. The entitlement is open to one of the adoptive parents only; the other may however be entitled to take parental leave. Statutory Adoption Pay (SAP) will be the same as Statutory Maternity Pay (SMP) and will be paid at either 90% of actual pay, or £100 per week, whichever is the lesser amount. To be

entitled to this leave, employees must normally give notice of the intended dates of adoptive leave within a week after they have been matched. The leave may start up to 14 days before the actual placement.

*8.4 Child Care Vouchers Scheme:* LSE has teamed up with "Kids Unlimited" to launch a 'virtual voucher' scheme. This scheme is designed to save money on the cost of childcare as childcare vouchers are exempt from tax and National Insurance contributions. The scheme applies to all members of staff and can be used to pay for any registered childcare provision, whether this is a child minder, after school club, day nursery, nanny or a family member. Members of staff can forego a part of their salary in return for childcare vouchers, thereby saving up to £88.80 per month on tax and National Insurance contributions (<http://www.lse.ac.uk/collections/employeeRelations/childCareVouchers.htm>)

*8.5 Flexible Working and Emergency Leave:* Subject to 26 weeks' continuous service, a parent with a child of six years or under, 18 if disabled, may apply to work flexibly. Employers are obliged to seriously consider such a request and if it is not possible to agree to such a request, must provide a written explanation of the business reasons. The DTI have produced a pack entitled *Work and Parents: Flexible working*, which is available from Human Resources from whom advice can also be sought. The School also has an emergency leave facility which can be applied for crisis incidents affecting a dependent (parent, partner, child, or someone who lives as a family member) to arrange care of that person. Up to two paid days a year can be given for circumstances not covered by compassionate leave.

The following is not an exhaustive list, but identifies some examples of good practice.

#### ***Examples of Flexible Work Practices at LSE***

The Research and Project Development Division (RPDD) operates a flexible working hours policy for its post-award team of 5 staff, enabling the team to work around an extended period from the usual 9.30am-5.30pm. This was trialled initially last year and has proved both popular and successful, with no impact on outputs. In fact, some colleagues find a half-hour "quiet time" very useful for catch up. RPDD currently has 19% of staff on maternity leave. Subsequent to maternity leave ending, and a return to work, sympathetic consideration is given to new mothers needing temporary special arrangements as they come to terms with juggling the demands of motherhood and work. During RPDD Personal Development Reviews, due consideration is given to special circumstances involving gender issues such as maternity leave, re-training, and full consideration for promotion or merit increments based solely on performance rather than gender. RPDD also has or is currently using arrangements for career breaks, unpaid leave and home working with appropriate IT support.

The Office of Alumni Relations and Development continues to undertake efforts in order to address gender issues. Female employees represent 54% of the department's managerial staff. All members of staff are made aware of the School's maternity provisions and are encouraged to take their full entitlement. The

department offers flexible working arrangements for its staff. The department is flexible regarding the needs of the individual staff members who have had children. For example, one formerly full-time member of staff has reduced her hours to 21 per week over 3 days since returning to work after her maternity leave. In particular, flexible working is provided in case of emergencies, such as when maternal/paternal circumstances prevent the staff from coming into the office when a child is absent from school due to illness or when childcare arrangements fail.

Flexible working is also reflected in other services of the School. For instance, IT Services was the first department in the School to offer flexible working to its staff. Flexible working in this service is being used for the last two years and has led to increased staff satisfaction. Similarly, the Library offers its staff the option to reduce their hours in order to attend Library School, which gives them the opportunity to obtain a professional qualification and further their careers, and a number of staff, both male and female have taken advantage of this opportunity. In 2006-07, the Library introduced a pilot flexi-time policy which any member of staff is able to join. In addition, staff working in the library projects team is able to work from home as they are not required to attend the office everyday.

*8.6 Springboard Personal Development Programme:* Springboard is a personal development programme designed for women which was initially developed for the BBC by a private consortium. This development programme was adapted by the Staff Development Unit to meet the development needs of women at LSE. This four-month programme provides the individual with a process with which to address issues such as building self-confidence, sorting out difficult relationships both at work and at home, developing assertiveness and re-assessing and setting new objectives. It consists of five main components, an individual workbook of 300 pages, four one-day workshops (one per month), a support network of mentors who are often past participants, the provision of positive role models and networking. More than 150 women at LSE have benefited from this programme since 1998. (*Source: LSE Diversity Toolkit*). Parallel to the Spring Board women's programme, a Navigators programme for men has been running since 1999 to meet their development needs. The uptake of this programme is particularly high by the front-line staff. To-date 40 men have benefited from this programme. In addition, Spring Forward, a combined programme for men and women is currently being developed and will be piloted in 2008 before being launched School-wide.

## **9. Existing Arrangements for Student**

*9.1 Widening Participation:* LSE is keen to encourage high quality applicants from the widest range of backgrounds possible. To help achieve this, the Academic Registrar's Division organises a programme of school visits and a variety of projects to raise aspirations and encourage students to apply to LSE. Currently, the Widening Participation project is being accessed more by potential female students than males and the project, in line with the focus of

HEFCE's Aim Higher programme, is undertaking efforts to encourage more male students to participate in the project, while seeking to continue to encourage female and transsexual applicants. The Academic Registrar's Division also ensures that the student and focus profiles in the prospectuses show a fair gender balance.

*9.2 Student Advisors to Female/Male Students:* LSE appoints two Advisors from the academic staff - one each for female and male students – for a three-year time period. The advisor post for female students has existed for some time, but that for male students has been more recently introduced as the need for support for this group was increasingly recognised. These advisors, in addition to other support services at the School: a) provide a confidential point of contact for students whose academic or pastoral problems arise and/or are significantly worsened because of their gender; b) liaise closely with other support services at the School including St Phillips Medical Centre, Students' Union Advice and Counselling services, Student Services Centre, Chaplaincy, Disability Office, the Deans, the Advisor to Women students and the Departments, and as necessary outside agencies including the police, social services, NHS trusts, and sources of support for domestic issues; and c) advise the Student Affairs Committee of any desirable changes to policy and practice affecting students. The advisors ensure that the existence of these posts is made known to students via induction events and websites, as well as by briefing support staff when appropriate. The advisors make annual reports to the Student Affairs Committee on the nature and scale of the caseload whilst preserving the confidentiality of individual students.

The Advisors have contributed to the achievement of a number of tangible benefits for students. For instance, the current female advisor has been improving facilities for breast feeding mothers around campus. Both the female and male advisors have also been and will be useful for referral of sensitive student cases, such as allegations of rape/sexual assault/abuse, relationship problems, or medical issues specific to gender, such as pregnancy issues.

*9.3 Students' Union Women's Officer:* Support for students is also provided by the Student Union. Each year the student body elects a Women's Officer who is responsible for ensuring the welfare and representation of women students. The Officer convenes and Chairs the Union's Women's Forum (see 9.4), deals with the safety of female students on and off campus, and can assist victims of discrimination if requested to do so. The Women's Officer also organises the Union's annual Women's Week, which aims to raise awareness of women's issues, as well as compiling the Women's Handbook which is distributed throughout the year (see 9.6). The Women's Officer works closely with the Education and Welfare Officer.

*9.4 Women's Forum:* The LSE Student Union has recently introduced a Women's Forum. The forum is open to all women students and provides a

mechanism for them to discuss gender-related issues that affect them. It also helps establish campaigning priorities for the Student's Union. In 2007, for instance, the Women's Forum is focusing on several key issues affecting women students, including a women's right to choose, the gender pay gap, childcare provision, female representation in student politics and the International Day of Action Against Violence Against Women. The Forum produces a newsletter which is a source of information on women-related issues and future events. The Women's Forum also invites guest speakers from organisations such as National Union of Students, the Greater London Authority, trade unions and various NGOs.

*9.5 Other Information Provision:* LSE attempts to ensure that information on its facilities is readily available to students. For instance, LSE has developed a webpage which lists various facilities for students with children and how these facilities can be accessed (<http://www.lse.ac.uk/collections/studentServicesCentre/studentSupport/studentsWithChildren.htm>). This website includes information on family accommodation, advisor to women students, baby changing and feeding facilities, first contact point in departments, LSE nursery, child care fund with the Student's Union, etc. The Students' Union also produces on a yearly basis a Women's Handbook to provide specialist advice to female students. The handbook introduces the role of the Students' Union for female students, and in particular the Union's Women's Officer, Women's forum and Women's Week. It also informs students about the nature of Student's Union's welfare facilities, such as Advice and Counselling Centre, and the School's childcare facilities at the Nursery. It also has dedicated sections, among others, on LGBT (lesbian, gay, bisexual and transgender) related issues.

## **10. Gender Equality in Academic Departments**

*10.1 Addressing Gender Issues:* Academic departments have a range of mechanisms for addressing gender equality issues. For instance, the International Relations Department has a Compliance Officer, who is a member of the academic staff and reports annually to the Staff-Student Liaison Committee (SSLC) on the Department's commitment to diversity, including gender issues. Students and staff are encouraged to contact the Compliance Officer as and when required. The department also conducts an end-of-year departmental student survey, which includes gender diversity issues. The results of this survey are then reported to the Department's Teaching Sub-Committee and Departmental Meeting, and any action taken is reported back to the SSLC. Similarly, the Department of Statistics has an Equal Opportunities Officer to address, among others, gender equality issues of students and staff. The department's equal opportunities policy, which incorporates gender equality, is included in the departmental handbooks for students, with information on where, how and who to contact if any issue needs to be discussed. The Equal Opportunities Officer also attends various gender equality and SSLC meetings, information from which is reported back

to the department. Similarly, the Department of Government has an academic member of as the Equality Officer, and an administrative member of staff as a Compliance Officer. The Department of Social Psychology has 'equality issues' as a standard agenda item in its staff meetings, which allows the staff to any equality issues relating to gender, sexuality, etc. that are needed to be addressed.

*10.2 Teaching and Curriculum:* Content relating to aspect of gender is included in the teaching and curriculum of many departments. The Anthropology Department, for example, offers, or has offered, courses such as Kinship, Sex and Gender, Anthropology - Theory and Ethnography, The Anthropology of Melanesia and Reading Other Cultures. The department also offers a joint course titled Law and Society: A joint course in Anthropology and Law, which regularly looks at issues of law and marriage including the genetic family, and the sociology of Islamic family law. Similarly, gender issues are reflected in the International Relations Department in courses, such as in International Political Theory, International Politics, Ethics of War, and Gender, Justice and War. Feminist theory, feminist critiques and gender issues are a part of some courses in the Media and Communication Department. This is in addition to the seminars on gender issues that are frequently held at various departments, including, among others, Centre for Civil Society and the School of Management. Gender equality is also reflected in its broadest sense in the subject matter at the Institute of Social Psychology. The coverage of gender issues in courses offered by the Gender Institute is extensive and dealt with in a separate section on the work of the Institute (see 10.4 below).

*10.3 Staff Recruitment:* Efforts are also underway in different departments to address gender imbalance issues among their staff. For instance, in terms of support staff recruitment, which traditionally attracts many more females than males, the International Relations Department over the years has had a number of male appointees. Similar efforts are underway at other departments as well.

*10.4 Gender in Research:* LSE is at the forefront of research on gender issues. It established the Gender Institute in 1993 to address the major intellectual challenges posed by contemporary changes in gender relations. The Institute serves as a focus for gender research across the LSE, and works to promote a close relationship between policy makers and academics. The Institute runs a large post-graduate programme with five separate degrees, attracting students from a range of different countries, and typically has 20 MPhil/PhD students researching gender concerns. Scholars from the Institute regularly engage with the wider community in the form of research for the EOC, European Union and UNDP. The Gender Institute has been running, with the assistance of Economic and Social Research Council (ESRC), a seminar series on Gender, Work and Life in the New Global Economy. The Gender Institute also plans to encourage greater applications from male staff and students. The research and activities of the institute

represent a useful source of learning and understanding gender equality issues within the School.

The Centre for Civil Society (CCS) is a leading, international organisation for research, analysis, debate and learning about civil society. The Centre is distinguished by its interdisciplinary and reflective approach to understanding whether and how civil society contributes to processes of social, political and policy change and continuity. Based within the Department of Social Policy, CCS has for over 20 years pioneered the study of the voluntary sector in the UK, development NGOs and civil society organisations throughout the world. CCS works in partnership with the Gender Institute on issues related to diversity and gender. For instance, CCS and Gender Institute in February 2007 organised a public lecture on diversity, gender equality and empowerment with reference to the role, structure and functioning of NGOs (<http://www.lse.ac.uk/collections/LSEPublicLecturesAndEvents/events/2007/20061218t1735z001.htm>). These activities feed back into generating greater understanding of gender issues.

LSE, via the Research Assessment Exercise (RAE) Strategy Committee and its lawyers, has devised an equal opportunities policy for the 2008 RAE, which is a national requirement. This policy takes as its starting point the principle that all School staff eligible for submission will be treated equally and with dignity and respect regardless of their gender, age, disability, faith, sexual orientation, race or any other inappropriate distinction. In line with the RAE code of practice, LSE is also examining the equality profile of staff eligible for submission, including the gender representation. The Research and Project Development Division is preparing an equality profile of staff who plan to submit and those who do not (and the reasons for non submission). This information, in conjunction with the compendium of statistics by staff group that the HR Division regularly compiles and updates will provide more concrete information on the School's equality profile for the forthcoming RAE.

## **11. Future Arrangements**

*11.1 Monitoring Information:* The Gender Equality Duty 2006 requires employers to undertake specific information gathering on the effects of an organisation's policies and procedures on female, male and transsexual people. The gender data on students at present is collected by the Academic Registrar's Division (ARD). This data in future will contribute to the progress monitoring of gender equality. Similarly, gender at the staff level is regularly examined by the Human Resources Division. Human Resources collect data on patterns across staff recruitment promotion, training and retention, and their distribution on the basis of gender. A detailed and comprehensive system of monitoring, as identified in the action plan, is to be developed in the near future. Baseline information will be collected once the monitoring system/mechanism is in place. These two will be developed along with the development of LSE's overall E&D Strategy.

*11.2 Equality Impact Assessment:* Equality Impact Assessment (EIA) of policies, functions and services is aimed at assessing their existing or potential adverse impact on different equality groups, including female, male and transsexual people. Under this requirement of the Gender Equality Duty 2006, new policies and policies being reviewed will undergo EIA. Similarly, functions and services will be prioritised according to their relevance to gender equality, in consultation with staff and students. This process will further identify any existing or potential adverse impact on people of any gender, and what arrangements can be made to minimize this impact. A detailed process of EIA is being developed. Specifically, it will involve what framework will be used, what will be the criteria for prioritization, how policies/functions/services will be assessed, how staff and students will be involved, and what tools will be needed to implement EIA. The EIA over time will become a routine part of the policy development process.

*11.3 Framework for the Action Plan:* The framework for the Action Plan is guided primarily by the findings of the Staff/Student surveys (qualitative and quantitative) and, where they corroborate their findings, the on-line questionnaire, and the staff and student discussion groups. The information from these sources was also discussed in the Equality Working Group, the Gender Equality Scheme Planning Group, and various other students and staff at the LSE. These findings broadly suggest main areas of improvement as cultural/attitudinal/behaviours, maternity/paternity, flexible/home working policy, greater information provision and staff training. These findings have been then translated into a framework for the Action Plan divided into ten sections: Strategy and Leadership; Governance and Institutions; Consultations and EIA (Equality Impact Assessment); Policy and Procedure; Information and Communication; Staff Training and Development; Student Development; Learning and Research; Estates and Facilities; and Monitoring and Reporting Progress. Some of the activities highlighted in the action plan are already underway. The School will report regularly on progress in each of these areas. The Equality and Diversity Committee and the Directors Management Group as appropriate will receive regular reports on progress on each of these areas.

*11.4 Reviewing and Updating Gender Equality Scheme:* The Gender Equality Duty 2006 requires us to review the scheme on a three-year basis. However, we shall aim to review it more frequently especially as the scheme is in its initial stages of development. We, therefore, commit to reviewing and updating this Gender Equality Scheme, to begin with on an annual basis. Our current strategic plan covers the period 2006-11. We make minor revisions to this each year to ensure that it stays up to date with our latest policy positions or context. It is intended that the scheme will fit into the development and planning cycle. We may make minor revisions or updates to it more frequently than that to ensure it stays up to date.

This scheme will be a web-based document (with a hard copy summary produced in an accessible format). The three-year action plan follows this section.

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**LSE Gender Equality Action Plan (2007–2010)**

<b>Activity Areas</b>	<b>Outputs include many ongoing activities</b>	<b>Responsibility</b>	<b>Timeline</b>
<b><i>Strategy and Leadership: Gender equality is proactively mainstreamed into all decisions/activities, with ownership by the leadership</i></b>			
- Gender equality needs and issues are identified and translated into a coherent plan of action - Gender equality is reflected in LSE's business and operations	- LSE Gender Equality Scheme is prepared, approved and published - Gender Equality Scheme is integrated into overall LSE Equality & Diversity Strategy/Scheme - Gender equality issues are addressed explicitly when reviewing departmental development plans, building on steps already in place	EWG/DA EWG/DA P&IMU/DA	April 2007 2007- 08 2007- 08
<b><i>Governance and Institutions: Gender equality is governed and institutionalized within the routine functioning of LSE</i></b>			
- Governance arrangements for gender equality are put in place  - Balance in gender representation	- Equality & Diversity Committee (EDC) and subordinate body arrangements are established and approved by the Council - Each department to consider the arrangements most suited to its needs and culture for reviewing diversity issues, including gender - All School Committees continue to review gender balance as an issues in the composition of School committees and working groups and work to achieve equitable representation	EWG/DA  All Departments/DA  Secretariat/DA	June 2007  2007 - 08  On-going
<b><i>Consultation and EIA: Students, staff and visitors are involved in identifying equality needs and issues</i></b>			
- Involvement and consultation in reviewing policies and functions	- Equality Impact Assessment (EIA) framework and tools are developed and results of assessments are reported to the School - All new policies, and policies undergoing review, are assessed from a gender perspective - Any recommended actions on gender equality will be based on agreed priorities identified by the EIA	DA Secretariat/DA  Secretariat/DA	Sept 2007 Nov 2007  Dec 2007
<b><i>Policy and Procedures: All policies and procedures are in line with the gender equality requirements</i></b>			
- Policies and practices are improved to reflect gender specific requirements	- Pay Audit is conducted to identify gender distribution within departments and organizational levels and measures devised to address discrepancies agreed together with a time frame for reporting. - Good practice in the School and other HEI institutions on flexible and home working policy continues to be built upon and shared - Maternity policy is updated in line with amendments required by the 'Work and Families Act' 2006	HR/DA  HR/DA  HR/DA	Dec 2008  June 2008  April 2007
<b><i>Information and Communication: Gender equality is well communicated and promoted within and outside the LSE</i></b>			
- Information on gender equality is accurate, comprehensive and easily accessible - Gender equality is promoted to internal and external stakeholders	- More and updated information is available on the School's website on steps to address bullying and harassment, maternity/paternity/parental rights, flexible/home working, complaints and grievance procedures, etc. and steps are taken to identify and report incidents and their resolution. - Gender access (to encourage male applicants) is included in the Widening	HR/ARD/Secretari at/DA  ARD/DA	On-going  On-going

Activity Areas	Outputs include many ongoing activities	Responsibility	Timeline
	Access Project		
<b>Staff Training and Development:</b> All staff are trained on gender equality legislation and able to access development opportunities			
- Training on gender is mainstreamed in staff training programmes	- Three-year Diversity (including gender) Training Plan is designed	SDU/L&TU/DA	Oct 2007
	- Training on gender equality is delivered as a regular part of staff/student induction	SDU/L&TU /DA	On-going
	- Better promotion of existing training for managers on rights and duties of employees (such as on bullying/harassment, maternity, flexible working, etc.) under gender legislation and guidelines, and how specific procedures on these are to be followed	HR/DA	On-going
- Staff have access to development opportunities irrespective of gender	- Continue to publicise recruitment and development opportunities School-wide and in addition through other specific channels widely used by external stakeholders	HR/DA	On-going
<b>Student Development:</b> Students are able to recognise the importance of gender equality in their academic life			
- Greater awareness and understanding of gender equality issues among students	- Promote the work of advisor of the male students (already appointed)	ARD/DA	On-going
	- Student and Athletics Union to organise a discussion session(s) to raise awareness of gender issues among students	SU/DA	Oct 2007 - onwards
<b>Learning and Research:</b> Gender equality is reflected in the way LSE governs its learning, teaching and research			
- Gender equality is integrated into learning and research	- Departments continue to consider gender perspectives when reviewing the curriculum and teaching in accordance with their Development Plans and report on steps they have taken in line with the Gender Equality Scheme.	L&TU/DA	On-going
	- Gender balance in specific courses and programmes to be reviewed in consultation with admissions tutors	ARD/DA	On-going
<b>Estates and Facilities:</b> Estates and facilities consider the gender-specific issues			
- Estates and facilities are reviewed to address gender needs	Continue with a general review of security around campus (such as introducing coded electronic card entry system) and report on developments.	E&F/DA	On-going
	Specific reviews of breastfeeding facilities (to improve health, safety and hygiene issues) and reception arrangements at the emergency contraception clinic (to ensure confidentiality) and report on developments.	H&SA/DA Medical Centre	On-going
	Identify possible areas of collaborative work with the LSE Parents' network	DA/Parents N'wk	On-going
<b>Monitoring and Reporting Progress:</b> Gender equality is monitored and reported for its progress on a regular basis			
- Gender equality is monitored on a regular basis	- A system and mechanism for the monitoring of gender equality progress are developed	EWG/DA	Sept 2007
- The progress of Gender equality is reported on a regular basis to internal and external stakeholders	- Monitoring indicators to be based on, among others, recruitment, selection, induction, personal development, support, promotion, retention and complaints; report on new data sets being collected and analysed as they come on stream.	HR/DA	2007-2010
	- Gender equality progress is reported to the Equality and Diversity Committee, Council, and the Academic Board and published on-line on a yearly basis with	Secretariat/DA	2007-2010

Activity Areas	Outputs include many ongoing activities	Responsibility	Timeline
	the comments of those committees - Identify ways of improving staff/student data collection and analysis - GES in the light of progress monitoring is reviewed, and if required, revised on an annual basis	HR/ARD/DA  All Depts/DA	On-going  April 2008

*Abbreviations: DA - Diversity Adviser, E&F - Estates and Facilities, P&IMU - Planning and Information Management Unit, SDU - Staff Development Unit, HR - Human Resources, WAT - Widening Access Team EW, LSEPN - LSE Parents Network, GI – Gender Institute, L&TU – Learning and Teaching Unit, HAS- Health & Safety Advisor*

Equality and diversity are central to the aims and objectives of LSE. The School actively promotes the involvement of all students and staff in all areas of School life and seeks to ensure that they are free from discrimination on the grounds of gender, race, social background, disability, religious or political belief, age and sexual orientation. At LSE we recognise that the elimination of discrimination is integral to ensuring the best possible service to students, staff and visitors to the School.

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