

# **London School of Economics and Political Science**

## **SINGLE EQUALITY SCHEME**



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■

## THE LONDON SCHOOL OF ECONOMICS' SINGLE EQUALITY SCHEME

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### **1) Chairman's Foreword**

I am pleased to present LSE's first Single Equality Scheme which sets out the School's commitment to ensure an inclusive and accessible environment for its staff, students and service users.

LSE is one of the most international universities in the world, drawing students from many social, educational and cultural backgrounds, and almost half of its staff population from countries outside the UK. Whilst I am proud of this diversity, my colleagues and I recognise the need to further our understanding of the multiple identities which make up our School community.

We are making good progress with meeting our equality objectives, and I commend the devotion and commitment our managers and governors have shown to this agenda in recent years. It is important that we continue in this vein, particularly in these trying economic times, and as the pool of talent becomes more diverse we must focus our attention to the benefit that diversity brings to our institution.

My role as Chair of the Committee responsible for overseeing equality and diversity matters, will ensure that progress for this work is monitored and evaluated routinely.

The next three years will be crucial as we strive to work beyond meeting our statutory obligations and sustain an environment which affords staff and students the opportunity to realise their potential.

**Peter Sutherland KCMG**

## **2) Introduction**

This is the School's first Single Equality Scheme. It replaces and builds on the School's previous race, gender and disability equality schemes. It commits the School, over the next three years, to ensure that:

- LSE is responsive to the diverse needs of students, staff and service users; and
- policies and procedures comply with equalities legislation.

The Scheme, for the most part, reflects the School's response to the Equality Act 2010, the main provisions of which came into force on 1 October 2010. All public bodies including Higher Education Institutions are required to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relations between diverse groups.

The new duty covers eight protected characteristics – race, gender, disability, age, religion and belief, sexual orientation, gender reassignment and pregnancy and maternity.

LSE's Scheme sets out the School's plan of action for equality over the next three years. The equality objectives have derived from planning and engagement with staff and students. The Scheme embraces the School's stakeholders. These include students, academic and support staff, contractors, governors, alumni and visitors to the School. Collectively, there is commitment to uphold a responsibility for promoting an inclusive environment.

Priority areas for work over the next three years are: gender, ethnicity and disability. Over time, emphasis on different protected characteristics will vary according to circumstances.

## **3) Equality, Diversity and the School's Strategic Plan**

Proud of its highly diverse community, the School promotes equality, diversity and human rights in teaching, learning, research and behaviour. This is evident in the School's Strategic Plan, to which the Single Equality Scheme is linked.

The Strategic Plan sets out the School's key values. Equality and Diversity are among these values, along with:

- intellectual freedom;
- participation and engagement;
- excellence in education.

It is our intention to move beyond compliance towards establishing a culture that allows us to:

- Gain access to a more culturally diverse pool of talent among staff and students;
- Enhance the School's engagement with new audiences and stakeholders, both in the UK and internationally;
- Expand the diversity of the governing body.

As the Equality Act takes effect, student and staff experiences will be carefully assessed, and physical access, facilities and procurement processes will be scrutinised.

#### **4) Where we are**

Although the Scheme is new, the School has already started to implement equality and diversity objectives. For example:

- *Composition of the student body:* the current student profile has been examined by gender, ethnicity (UK only) and disability. A substantial amount of data has already been gathered and analysed;
- *An Equal Pay Audit on gender* has resulted in an action plan to investigate pay inequalities in specific areas;
- There is current examination of progression rates of academic staff and associated processes from recruitment, through review, to career development, support and promotion;
- *Governance:* circulars inviting nominations for Honorary Awards of the School acknowledge the historic under-representation of women and minority ethnic groups. Diversity and balance are now among the criteria used for selection of candidates for awards. Circulars also provide more information on the awards process and the membership of the Nominations Committee, so that contributors may understand how nominations are considered and by whom. From Michaelmas Term 2010, the call for nominations each term, rather than annually, began.
- The Nominations Committee is using the process of selecting new governors, reviewing existing governors and introducing term limits, to achieve gender and ethnic balance on the Court of Governors. External recruitment of governors, which began in 2009/10, has proved effective in attracting high calibre and diverse candidates.
- The Committee is now selecting up to eleven new governors for appointment in 2011 and 2012. Coupled with planned governor departures, this should allow for numbers of men and women independent governors to come within four or five of each other in a cohort of 82, by the start of the academic year 2012/13. Ethnic minority governors have now reached 15 per cent of the total. This should now increase to 20 per cent by August 2012.

#### **5) Our Equality and Diversity Priorities**

The priorities outlined below underpin the equality objectives set out in the Scheme's supporting Action Plan, which estimates timescales and identifies outcomes to help in evaluating progress.

##### *Consultation and Involvement*

Consultation and involvement have been fundamental to creating the Single Equality Scheme and will be crucial over the next three years.

Continuing consultation is required and mechanisms have been devised to ensure feedback and improvement.

##### *Equality Monitoring, and Data Collection*

The School has been improving the range of data collated and analysed on the diversity of staff, students and the governing body. Over the past year, data has been produced which presents a carefully defined and contextualised picture of the School population.

Presently, the focus in data analysis is on race, gender and disability. Findings relating to the other protected characteristics will be taken into consideration as part of the wider equality analysis process and general policy development. Equality data will include both quantitative and qualitative data from various forms of engagement, questionnaires or surveys.

Equality information related to our workforce and our student population will be published, indicating where there are information gaps and how it is intended that these will be filled.

### *Developments in the Human Resources area*

The Human Resources Division will work collaboratively with academic departments and service areas to ensure that equality and diversity issues are embedded within human resources policies and practices, and that the School is well-equipped to recruit, develop and sustain a diverse workforce.

A review of the content of the recruitment web pages will be conducted to help in raising awareness of the School's commitment to improving equality of opportunity.

Staff will be helped to gain the knowledge and skills needed to implement equality and diversity policies in everyday practice.

Training programmes will be evaluated regularly to ensure they meet the diverse needs of all staff.

### *Organisational culture and leadership*

The Chairman, Director and the Director's Management Team are strongly committed to the strategy and practice set out in the Scheme, and intend to give strong leadership in delivering the targets which will be inserted into the Action Plan as research and data analysis are completed. All staff have a responsibility to assist the School in meeting the equality objectives. This message will be communicated, as well as how activities can be utilised to effect change.

The School will try to prevent bullying, harassment and other unacceptable forms of behaviour. Where they occur, they will be rigorously dealt with.

### *Communication, accessibility and our environment*

The School is committed to embedding equality and diversity into published policies, documents and information. Where practicable, accessibility to School buildings and outdoor spaces will be improved.

The School will devise a communication strategy that investigates and promotes positive messages about multiple identity and equality and diversity issues across the School.

The School will also be developing a methodology to consult, routinely, disabled people prior to the start of new estate projects.

### *Policy Development, Strategic Planning and Decision Making*

As part of policy development and decision-making processes, the effect of new and existing policies and practices on all relevant diverse groups will be analysed. For practical reasons this will have to be done selectively.

Evidence-based analysis will inform policy development, and when practicable, will be published.

### *Procurement*

Consultants, contractors and suppliers will be expected to continue to demonstrate their own commitment to equality and diversity, prior to agreements.

Equality and diversity requirements will be specific in our tendering and contractual documents and potential suppliers will have to demonstrate their commitment to deliver their services in accordance with these.

## **6) The School's Equality Action Plan 2011- 2014**

The School's Equality Action Plan for the next three years can be found at <http://www2.lse.ac.uk/intranet/staff/equalityAndDiversity/singleEqualityScheme.aspx>.

The Action Plan has been divided into four main sections – Staff, Students, Governance and School-wide. Each objective within the plan is linked to:

One or more of the School's objectives – set out in the Strategic Plan;  
One or more of the equality duties – under the Public Sector Equality duty of the Equality Act;  
One or more of the individual characteristics – the protected characteristics under the Act.

The Action Plan is a working document and will be subject to continual change as targets are incorporated. It will be updated to reflect new arrangements as changes occur. It will be reviewed in its entirety every three years.

## **7) Leadership and Responsibility**

The Director's Management Team (DMT) will be responsible for monitoring the Scheme, with regular reports on progress being provided to the Council through the Ad Hoc Equality and Diversity Committee of the Council. This Committee is chaired by the Chairman of Council.

Once published, relevant sections of the Scheme and its action plan will form the basis for specific plans to be worked out with academic departments and support services.

## **8) Monitoring, Reviewing and Reporting on Progress**

The Scheme will be evaluated, and progress reports to the Council will be published on the website after discussion in Council.

## **9) Contacts**

The Single Equality Scheme can be made available in other formats on request. Please contact the School's Diversity Adviser for further information.

If you would like to comment on the scheme, or would like further information on equality and diversity matters generally, please contact:

### **Carolyn Solomon-Pryce**

The School's Diversity Advisor  
E: [c.solomon-pryce@lse.ac.uk](mailto:c.solomon-pryce@lse.ac.uk)  
T: 020 7852 3698

## **Appendices**

### **Appendix A**

#### **Consultation on the School's Single Equality Scheme**

Our three-year equality scheme action plan, for the most part, reflects the views of our students and staff who we proactively engaged with over the course of a year. Staff and students contributed to a consultation process comprising of workshops and an on-line survey where they were asked to consider the issues the School should focus on to give momentum to the equality and diversity agenda. The results of this exercise were used to inform the scheme, much of which has been incorporated into the action plan.

The action plan also reflects the results of discussions among members of the Single Equality Scheme working group – a designated group of managers and experts whose roles and responsibilities within the school, where possible, represented the interests of the eight protected characteristics. The working group were responsible for identifying priority areas for attention.

A draft version of the scheme's action plan was presented to relevant school committees for comment. Members of these committees were given an opportunity to suggest changes to the plan before its publication.

In addition, a final draft of the scheme was placed on the School's website during March 2011 in order for interested parties to provide feedback before publication

## **Appendix B**

### **Glossary of Terms**

#### **Equality (Equality of Opportunity)\***

Equal opportunities, or equality of opportunity, may be defined as ensuring that everyone is entitled to freedom from discrimination. There are two main types of equality encompassed in equal opportunities.

Equality of treatment is concerned with treating everyone the same. Thus, in an organisational context it recognises that institutional discrimination may exist in the form of unfair procedures and practices that favour those with some personal attributes, over others without them. The task of equal opportunities is therefore concerned with the elimination of these barriers.

Equality of outcome focuses on policies that either have an equal impact on different groups or intend the same outcomes for different groups. The term Equal Opportunities has mostly been replaced by Equality and Diversity (E&D) in recent years.

#### **Diversity\***

Diversity recognises that everyone is different in a variety of visible and non-visible ways, and that those differences are to be recognised, respected and valued. They may include, but are not limited to, differences protected by anti-discrimination legislation, marital status and gender reassignment, race, disability, sexual orientation, religion or belief, and age.

#### **Multiple Identity\***

Individuals have many characteristics. A group of women may share gender in common but be different in many other ways. These will include ethnicity, sexuality, age and marital status. They may have varieties of jobs, caring responsibilities and economic and social status.

#### **Protected characteristics\***

These are the grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

#### **Race\***

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

#### **Gender\***

Gender refers to the *socially constructed roles*, behaviours, activities, and attributes that a given *society considers appropriate* for men and women. It is often confused with 'sex', which refers to the *biological and physiological* characteristics that define men and women.

#### **Disability\***

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

#### **Sexual Orientation**

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

#### **Age\***

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

### **Religion and Belief\***

Religion is the belief in or worship of a god or gods as a particular system of belief or worship' (Chambers Compact Dictionary 2000). Religions can manifest themselves as a personal or institutionalised system grounded in such belief and worship.

The six main religions traditions held by people in the UK are: Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. However it should not be assumed that these traditions are monolithic.

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). *Philosophical belief* covers humanism, agnosticism or atheism, and potentially any belief system that amounts to a 'world view or life stance'.

Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

### **Gender Reassignment\***

Gender reassignment is a process which is undertaken under medical supervision for the purpose of reassigning a person's sex by changing physiological or other characteristics of their sex, and includes any part of such a process. A person does not have to undergo gender reassignment in order to transition fully from one sex to another. Furthermore, someone may have gender dysphoria but not want to transition fully. Gender dysphoria is a recognised medical condition where a person has persistently uncomfortable feelings about their birth gender. Sometimes, that person will assume an identity in the opposite sex to their birth sex. This may involve undergoing hormone or perhaps surgical treatment to change their sex physically.

### **Pregnancy and Maternity\***

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

### **Reasonable Adjustment\***

The concept of reasonable adjustment requires institutions to take reasonable steps to ensure disabled staff, students and visitors are not placed at a 'substantial' disadvantage by the way the institution operates.

The reasonable adjustments apply in employment if a disabled member of staff is placed at a disadvantage by an employment practice or physical feature of the workplace.

A reasonable adjustment might involve:

- changing standard institutional procedures, such as admissions procedures and terms attached to offers of admission, enrolment procedures and examination and assessment methods;
- adapting the curriculum (course content, work placements, use of electronic or other materials), or modifying the delivery of teaching;
- providing additional services (any kind of aid or service, including teaching and information), whether temporary or permanent, such as a sign language interpreter or materials in alternative formats;
- training staff to work with disabled students and to provide appropriate adjustments, for example, allowing more time to serve a disabled student;
- encouraging staff to acquire additional skills in order to communicate effectively with disabled students, for example, in order to communicate with hearing impaired students and those with speech impairments; and
- altering the physical environment.

**Procurement\***

Is the term used in relation to the range of goods and services a public body or authority requires and delivers. It includes sourcing and appointment of a service provider and the subsequent management of the goods and services being provided.

**The Council and the Court of Governors**

The LSE Council, as governing body, is responsible for determining strategy and its members are company directors of the School. The Court of Governors deals with some constitutional matters and has influence in the School through pre-decision discussions on key policy issues and the involvement of individual governors in the School's activities. Peter Sutherland KCMG, chairman of BP, chairs both bodies.

**\* - Definitions provided by the Equality and Human Rights Commission and/or The Equality Challenge Unit**