



## LSHTM Report and Support report - 2021-22 Academic Year

### 1. Overview

One of our overarching goals within our EDI action plan is to develop a framework, support mechanisms and campaign which promotes dignity and respect and enables unwanted behaviours to be reported and tackled. This report provides an overview of progress against our action plan during 2021-22 academic year and insights to reports received via Report and Support.

This has been the second full year since launching Report and Support at LSHTM in September 2020. We have seen the number of reports increase 57 over the 2021-22 academic year in comparison to 41 in 2020-21 academic year. The number of student reports has increased and correspondingly the involvement of student facing services, such as Registry, Taught Programme Directors, and Head of Doctoral College. Student reports included reports from Research Degree students for the first time. Human Resources continue to be assigned the most cases for informal resolution and to follow formal processes. The number of reports going to formal process has increased.

We have also continued to develop the Report and Support platform over the year with new [Report and Support videos](#) now available which explain how Report and Support works. 2021-22 has also been the first year since re-launch of our anti-bullying and harassment policy. We have worked on the first responses process including development of briefing guidance alongside a tender process for external investigators was completed in 2021-22 academic year. In terms of training / development, we have continued to roll out Challenging Microaggressions and being an Active Bystander workshops with nearly 700 attendances since March 2021. We now have staff trained to facilitate these workshops. We have additionally purchased Epigeum Tackling Harassment programme which includes two modules: Being an active bystander and Responding to Disclosures. These will be rolled out in 2022-23. We continue to use Culture Shift campaigns – on Raising Awareness of report and support mechanisms and on being an Active Bystander. Online consent training module and Active Bystander modules have been included in prearrival information for students 2022-23 academic year for the first time.

The focus next year will be to reflect on and review our first response processes and to develop associated training drawing on good practice across the sector as well as materials within the Responding to Disclosures module. We anticipate being able to work with teams where trends are being identified. We will continue to develop our Active Bystander training. Further, as more reports are made which require potentially difficult conversations or which highlight areas of concern more broadly, one area of focus will be on creating safe spaces for discussion. We will also be developing and utilising Culture Shifts new campaign on allyship.

## 2. Data insights for 2021-2022 Academic Year

### 2.1. Analysis by area and connection to LSHTM

57 reports have been made during 2021-2022 academic year in comparison to 41 reports during 2020-2021 academic year. Of the 57 reports, 16 (29%) were made by students and 25 (55%) staff, the remaining being external or prefer not to say. This is an increase in the number of student reports from 9 (22%) last academic year.

The following tables provide a breakdown of the connection of the reporting party to LSHTM in terms of staff, student or other and also breaks this down by Faculty, MRC unit, or Professional services. A cumulative total from September 2020 to August 2022 is also provided as well as a comparison to Faculties at UCL of comparable size and demographic to LSHTM.

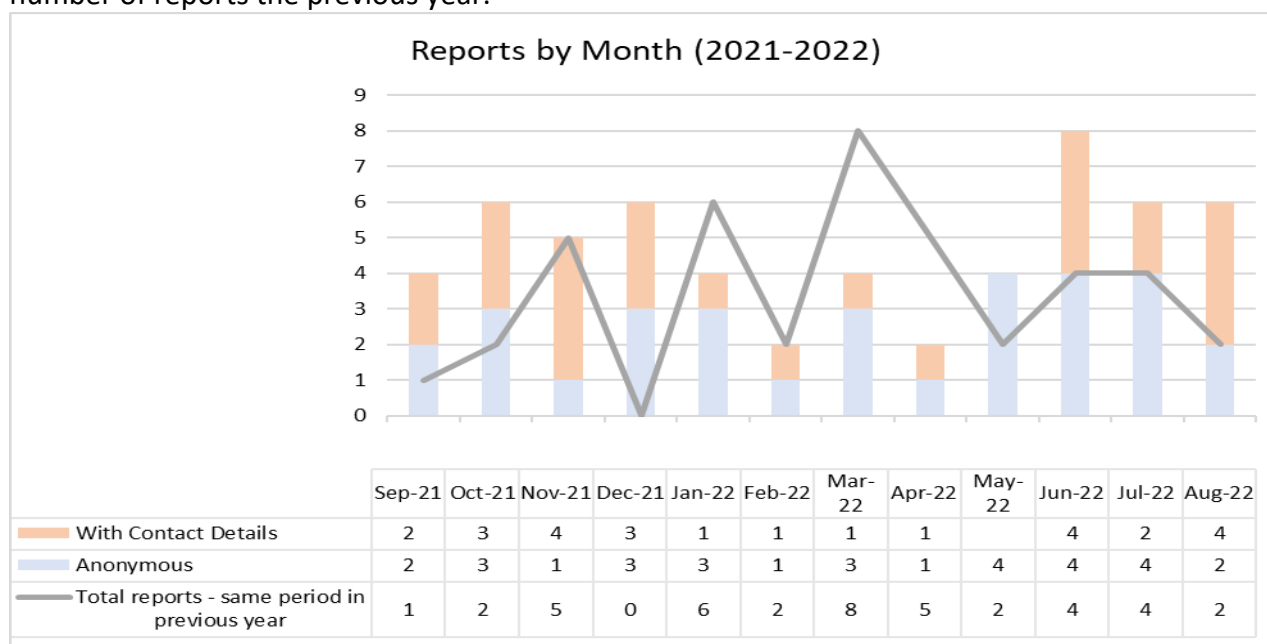
Report type	Connection to LSHTM	2021-2022	% of report type
<b>Report anonymously</b>	Locally employed MRC unit staff	1	3%
	Internationally employed MRC unit staff	1	3%
	LSHTM employed staff	12	39%
	Student	11	35%
	Prefer not to say	6	19%
<b>Report with contact details</b>	Locally employed MRC unit staff	0	0%
	LSHTM employed staff	17	65%
	Student	5	19%
	Third party	2	8%
	Prefer not to say	2	8%

Area	Reports during 2020-21	Reports during 2021-2022	Cumulative total to date	% of total reports to date
Epidemiology and Population Health	8	9	17	17%
Infectious and Tropical Diseases	9	13	22	22%
Public Health and Policy	7	9	16	16%
MRC unit The Gambia	4	1	5	5%
MRC unit Uganda	1	3	4	4%
Professional Services	9	6	15	15%
Other	3	16	19	19%
	41	57	98	

Comparison to another institution	Number of reports
LSHTM – Total reports (Staff n = 1740; MRC units n = 1794, Student n = 1003 in 2020/21)	57 for the period Sept 2021 – August 2022
<a href="#">UCL Faculty of Population Health</a> (Staff n = 1506 as at 01.10.2020; Students n = 1513 in 2020/21)	21 (2021-2022 academic year)
<a href="#">UCL Faculty of Medical Sciences</a> (Staff n = 1406 as at 01.10.2020; Students n = 3763 in 2020/21)	29 (2021-2022 academic year)

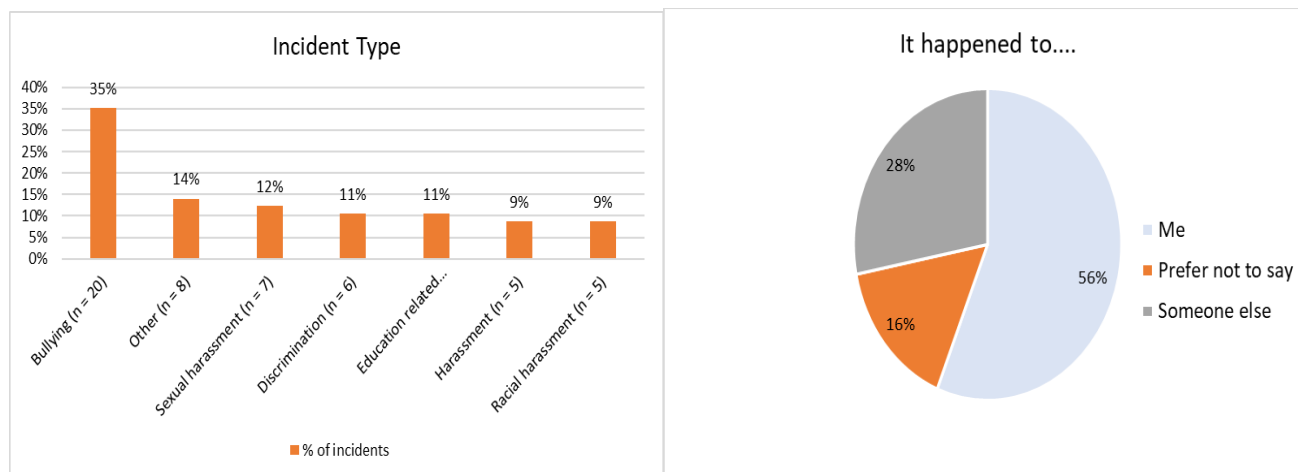
## 2.2. Reports by month

The following chart shows reports by month for the last year as well as a comparison to the total number of reports the previous year.



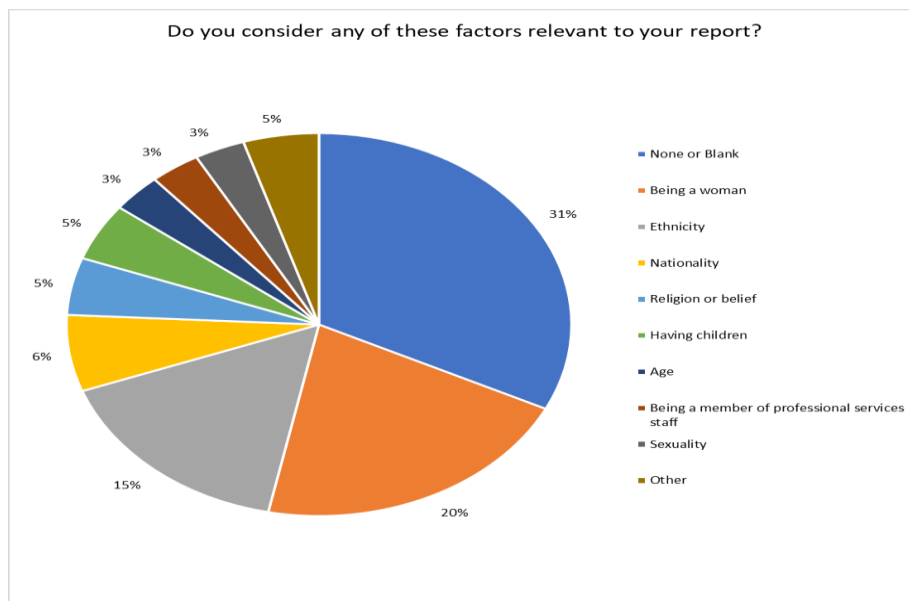
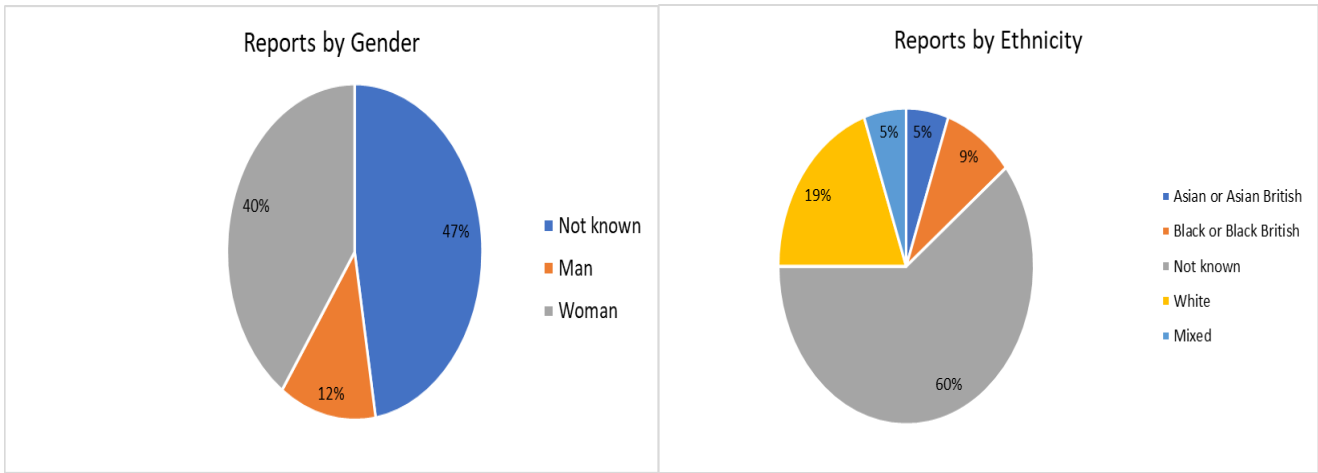
## 2.3. Analysis by incident type and demographic data

Cited concerns for both students and staff include bullying, sexual harassment and racial harassment and as well as other more general concerns, with bullying being most reported and an increase in sexual harassment reports this academic year. 28% of reports have been made by someone else i.e. a witness in comparison to 26% during 2020-21.



Demographic data analysis for the year to date shows that most reports are made by women and ethnic minority staff, as has been previously. The percentages shown are the percentage of reports this academic year (n=57).

Reporting parties are also asked whether they consider any of the following factors relevant to the report – they can select as many factors as apply or none. Being a woman followed by ethnicity remain the most cited factors in this academic year to date.



### 2.4. Barriers to reporting

The most cited barriers to making a named report or contacting an advisor continue to be:

- I'm worried about the repercussion for me or others
- I'm worried about being called a troublemaker
- I'm concerned it might impact my future

### 3. Response times and actions taken

The following table provides information on response types and types of support or action taken.

Response times	Time to triage (and reporting party contacted)	80% on same or next day
	Average time between report and outcome / close (When report is 'closed' this may include referral to a formal process. It may be ongoing via the formal process)	Average academic year to date = 43 days (2020-21 AY 44 days)
	Longest between report and	284 days

	outcome / close		
	Number of reports <b><i>open at end of period</i></b>	6 open cases (longest 85 days)	
		<b>2020-21</b>	<b>2021-22</b>
Cases supported by (shown for closed reports / some cases have more than one role involved)	Anti-Bullying and Harassment Advisor	8	5
	EDI	0	9
	Human Resources	15	24
	Registry / TPD / HofDoc College / Other (e.g. Coms)	4	13
Action taken (shown for closed reports)	No direct action	8	9
	Feedback used to improve service	2	13
	Support provided	21	15
	Informal resolution		8
	Formal process	3	6

The following table provides examples of outcomes from the last term. Please also see section 6 which provides a broad (cumulative) update on progress and next steps.

<b>Issue raised anonymously</b>	<b>Response</b>
Behaviour in breakout rooms	Guidance shared with Programme Directors on 'Principles for respectful enquiry' or similar which can be used within teaching.
Behaviour in social media spaces – internal and external	Social media policy and LSHTM values referenced in social media channels when set up centrally. Reference to be added to Student Charter – <i>action to be completed during 2023.</i>
Inappropriate jokes in team meetings	<i>EDI guidance to be developed during 2023</i>
Defensive responses when called out	<i>EDI guidance to be developed during 2023</i>
Line management training is not sufficiently covering bullying and harassment Bullying and harassment training should be part of the mandatory training	Examples now embedded in line manager training <i>TED / EDI currently reviewing mandatory training during 2023</i>
Inappropriate student behaviour towards teaching staff and how to respond as a member of teaching staff	<i>Updating of Student Charter with LSHTM values and guidance on managing inappropriate behavior in teaching spaces - action to be completed during 2023.</i>
Tokenistic recruitment or (de)selection of representatives on committees/panels/events	Guidance on formal committee processes already in existence. Issues raised do not relate to formal committees. <i>EDI and Governance guidance to be developed during 2023.</i>
Potential racial microaggression raised by students	One report made regarding lecturer. This was discussed with relevant academic colleague – no further action due to anonymous nature of the report.

Harassment	Examples of inappropriate behaviour within halls / outside of LSHTM campus e.g. homophobic harassment – advice provided by EDI team on sharing behavioural expectations. No further action due to anonymous nature of reports.
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Issue raised via named report	Actions taken in the AY
Behaviours on in education environment (between students)	TPD raised concerns and discussed expectations with student involved which was taken on board.
Behaviours on social media (between students)	<p>Reports, both anonymous and named, regarding behaviour on student social media channels such as WhatsApp creating a hostile environment and of ‘posting and reposting hateful messages online’, though platform unspecified.</p> <p>Action:</p> <p>1) Where named, support was provided either via an anti-bullying and harassment adviser or the Student Communications team.</p> <p>2) the EDI team have been working with Student Communications team and the Head of Student Engagement on planning student and student representative workshops and providing guidance on use of social media – this continues to be developing and will carry over to 2022-23.</p>
Harassment	Reports of sexual harassment. Action: referred for formal investigation – outcome pending.
Potential racial microaggression raised by students	Student raised concern following interactions with other students within a group project – advice provided and informal resolution found by the student directly.
Bullying	<p>Example of bullying within a meeting – accessed support from anti-bullying and harassment adviser.</p> <p>Examples of bullying by line manager or PI – progressed via staff grievance procedure. Reflection that the anti-bullying and harassment adviser has been beneficial in providing empathic support to the reporting party. This is an area we can continue to develop learning from previous cases.</p>

#### 4. Feedback process

We have introduced a feedback form within Report and Support to enable site users to provide anonymous feedback on using the reporting tool and subsequent response. We anticipate providing the opportunity to give feedback when closing reports and are exploring feedback options for anonymous reporting – this carries over into 2022-23 academic year.

#### 5. Dignity and Respect Action Plan – Progress to date and next steps

	Progress to date during 2021/22	Next steps	Timing	Responsible
<b>Anti-Bullying and Harassment Advisor network</b>  <i>EDI goal 6</i>	Anti-Bullying and Harassment Advisors expanded 2019/20. Training has been extended to the MRC unit The Gambia and MRC/ UVRI and LSHTM Uganda Research Unit who are developing an anti-bullying and harassment advisor network.	Continuation of termly meetings Joining up meetings with MRC units / further development such as discussion of scenarios or sharing good practice.	2022 - 23	EDI team / MRC units
<b>Report and Support</b>  <i>EDI goal 6a</i>	<p>Report and Support launched in 2020. MRCG sub-site launched in 2022.</p> <p>Additional incident types covering racial harassment and education related concerns.</p> <p>Revision of our confidentiality and privacy notices to make more accessible alongside developing more detailed flowcharts to explain the processes to site users.</p> <p>Report and Support videos have now been produced and will be shared widely including on the Report and Support platform itself.</p>	<p>Implementation of R&amp;S sub-sites for the MRC unit Uganda - underway.</p> <p>Completion of actions arising from anonymous reports – See communications and resources below.</p>	2022 - 23	EDI team LSHTM / EDI MRC units / Dignity and Respect Workstream
<b>Dignity and Respect task and finish group</b>  <i>EDI goal 6</i>	<p>Re-constituted as ongoing workstream of EDI Programme Board and meets bi-monthly</p> <p>The group has continued to meet to act as a stakeholder reference group in the ongoing development of training, communications and resources (see below) alongside launch of the</p>	Identify risks and ongoing evaluation of effectiveness and implementation policy – anti-bullying and harassment policy review during 2022/23.	2022 - 23	Dignity and Respect Workstream (EDI Programme Board)

	Progress to date during 2021/22	Next steps	Timing	Responsible
	revised policy.			
<b>Anti-bullying and harassment policy</b>  <b>EDI goal 6b</b>	<p>The Dignity and Respect: Anti-Bullying and Harassment Policy revised and signed off in June 2021. Policy briefings facilitated in August / September 2021 which included taking a trauma informed approach.</p> <p>Embed policy briefings on an ongoing basis via the TED programme – Good Management Practice series.</p> <p>In lieu of formal training, First Response Panel briefing has been developed</p>	<p>Policy review – noted above</p> <p>Offering at the earliest stage a single liaison point through which regular communications may be channeled and support provided.</p> <p>Staff and student counselling provision – further development to ensure all have trauma informed approaches embedded within their service as BAU. We will further explore.</p>	2022 - 23	HR / EDI team
<b>Communications and Resources</b>  <b>EDI goal 6c</b>	<p>Report and Support and the Anti-bullying and harassment network have been shared via Chariot and Vector, Faculty and other newsletters as well as within Director emails.</p> <p>#YourVoice campaign launched in September 2021 for the start of the 2021/22 academic year. #ActiveBystander launched in March 2022.</p> <p>Pathways for reporting guidance has been shared with all Programme Directors to incorporate within Welcome Week as well as within EDI workshops and through guidance online. Guidance for small group work providing principles for respectful enquiry.</p>	<p>To review use of Raising Awareness and Active Bystander campaigns and develop further – BAU. New campaign pending on Allyship.</p> <p>Further guidance to be developed on topics such as:</p> <ul style="list-style-type: none"> <li>• Facilitating inclusive discussions</li> <li>• Responding to inappropriate jokes in team meetings</li> <li>• Responding to defensive responses when called out (Can we draw on UCL example?: <a href="https://report-support.ucl.ac.uk/support/my-behaviour-has-been-reported/">https://report-support.ucl.ac.uk/support/my-behaviour-has-been-reported/</a> Perhaps a resource on ‘Do you think you could be a micro-aggressor’?)</li> <li>• Guidance on recruitment to committees/panels/events (responding to reports of tokenistic recruitment or (de)selection of representatives on committees/panels/events)</li> </ul>	2022 - 23	<p>Dignity and Respect Workstream (EDI Programme Board)</p> <p>EDI</p>



	Progress to date during 2021/22	Next steps	Timing	Responsible
		<ul style="list-style-type: none"> <li>Updating of Student Charter with LSHTM values</li> <li>Development of guidance on managing inappropriate behaviour in teaching spaces</li> </ul>		Registry  CELT
<b>Development</b>  <b>EDI goal 4</b>	<p>Microaggressions and Bystander intervention workshops rolled out – approx. 700 attendees since March 2021. Workshops offered to teams across the School. Train the Trainer sessions. Evaluation of EDI workshops and Microaggressions and Bystander intervention workshops to date and further tailored content to LSHTM and embedded within standard staff development offer.</p> <p>Student EDI workshop provided as part of Welcome Week in September 2021 including signposting to report and support mechanisms.. This will be developed further for 2022/23. Online consent training module and Active Bystander module included in prearrival for students 2022/23.</p>	<p>Further roll out of micro-aggressions / bystander training to teams – ongoing.</p> <p>Roll out of Tackling Harassment programme (incs being an Active Bystander and Responding to disclosures)</p> <p>First Response Panel – training to follow.</p> <p>Anti-racism development programme being developed involving stakeholders (BLM/FAIR, DGH, Safe space for PoC, ReBalance, Dignity and Respect task and finish group members).</p> <p>Student rep training including the issues set out above in terms of dealing with complaints micro aggressions and first disclosures.</p>	2022 - 23	EDI / TED          Student Engagement
<b>Education related concerns</b>  <b>EDI goal 6 and 8b</b>	<p>Further to recent complaints, both historic and current, work has been done to re-map the concerns and complaints process relating to the curriculum.</p> <p>During 2020/21, we introduced new questions in the student evaluations to develop a more systematic way of gathering the feedback on inclusivity which will enable “closing the circle” to ensure that MOs act on any data collected.</p> <p>Decolonising the curriculum online toolkit</p>	<p>A Decolonising the Curriculum action plan, which will include training on decolonising the curriculum and more broadly on inclusive curriculum, will be developed and led by the new CELT role.</p> <p>Education related concerns – support article to be developed.</p>	2022 - 23	Pro-Director Education / Centre of Excellence for Learning and Teaching / Taught Programme Directors   Quality Assurance /

	<b>Progress to date during 2021/22</b>	<b>Next steps</b>	<b>Timing</b>	<b>Responsible</b>
	<p>launched in December 2021.</p> <p>External consultant report on evaluating our curriculum content and delivery from a student and academic perspective has been received.</p>			Taught Programme Directors
<p><b>Review of previous cases</b></p> <p><b>Aligning formal staff grievance policies / processes</b></p>	<p>Process developed for review of historic cases for lessons learnt has been developed and provided to internal auditors.</p> <p>Review of historic cases – on an annual basis as BAU.</p>	Alignment of formal grievance processes – to continue during 2022/23.	<p>Annual</p> <p>TBC</p>	<p>HR / Registry / EDI</p> <p>HR / Secretary and Registrar</p>

## 6. Appendix - Report and Support Process

The flowcharts below show the process for both anonymous reports and reports with contact details. The Equity, Diversity and Inclusion Office receive initial notification of reports made and then follow the processes as outlined. Where requested and applicable, a report will be 'assigned' to an 'advisor' depending on the concern and the route the person making the report wishes to take.

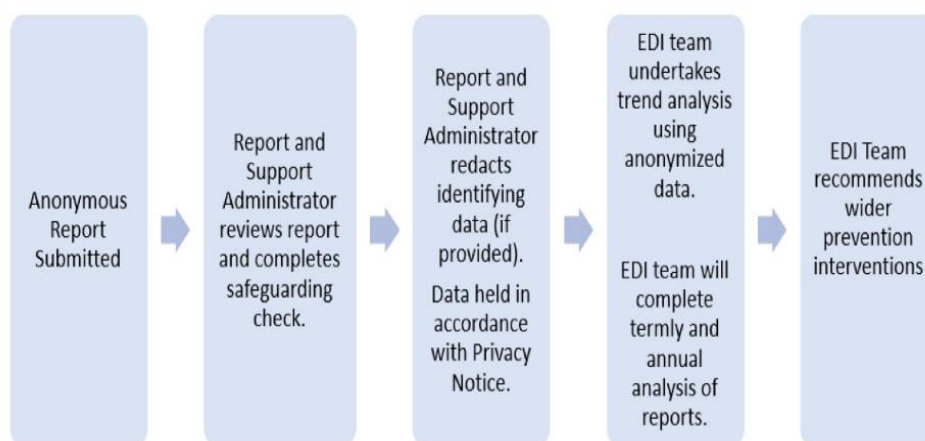
These advisors include the following roles:

- Anti-bullying and harassment advisor
- designated HR Partner – for reports raised by London-based and overseas staff and internationally employed MRC Unit staff
- MRC Unit HR manager – responsible for locally employed MRC Unit staff
- Student Support Services – responsible for student support
- Registry – responsible for the formal student complaints process
- Taught Programme Director - have oversight of all taught programmes within your Faculty and are a point of contact for concerns relating to Masters degrees
- Faculty Research Degree Directors - have oversight of all research degree programmes within your Faculty and are a point of contact for relating to Research degrees.

Further info is provided on Report and Support via Frequently Asked Questions:

<https://reportandsupport.lshtm.ac.uk/pages/frequently-asked-questions>

### LSHTM Report & Support Workflow - Anonymous Report



## LSHTM Report & Support Workflow – Report with contact details

