



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

The London School of Economics and Political Science (LSE)

UN Global Compact

Communication on Engagement

July 2024



Statement of continued support from the LSE President and Vice Chancellor

It has been two years since LSE last reported its progress in supporting and upholding the principles of the United Nations Global Compact. While much has changed in the world of higher education, I am happy to reiterate our commitment to the Compact and its precepts.

During these past few years, the entire LSE community has focused on advancing key principles like equality, equity, transparency, and sustainability in both policy and practice. We have also, through research done across the School, continued working on important questions pertaining to Global Compact principles, while we have in our teaching efforts actively nurtured the passion of the young people who come to LSE to make the world a better place.

We take great pride in sharing this journey with friends and partners across the globe, which we hope this report communicates succinctly and clearly.

A handwritten signature in black ink, appearing to read 'L. Kramer', written in a cursive style.

Professor Larry Kramer, President and Vice Chancellor

Period covered by the Communication on Engagement: January 2022 – December 2023

1. Description of actions

1.1 Introduction

As noted in our previous Communication on Engagement (CoE), the principles of the UN Global Compact are embedded into the daily workings of the LSE and in our 2030 Strategy - [Shape the World](#). As part of this Strategy, and with the belief that leading by example is key, we have actively committed to ensuring that we can attract and retain the best academics, researchers, and professional services staff by embedding equity, diversity, inclusion, and sustainability across all our processes and procedures. We have built in the same principles into our work with students, and in the way we support research work itself, and are committed to creating a fostering and nurturing environment for curiosity, learning, generating societal change and building global equitable partnerships.

Some of our work in this regard is presented below. We build on our previous CoE, noting where novel steps have been made in this reporting period.

1.2 Human Rights and Labour

Creating an environment which actively supports and guarantees the respect of universally recognised human rights is a non-negotiable principle for LSE as an organisation. These constitute an essential basis of all School policies.

The School has an [Ethics Code](#) is in place to overarchingly guide and direct all aspects of its activities. In addition, various policies are in place to ensure that staff and students are treated equally, and that diversity and inclusion are encouraged. The list below names some of our key policies:

- [Equity, Diversity and Inclusion Strategy 2022](#)
- [Equity, Diversity and Inclusion \(EDI\) Policy Statement](#)
- [Policy on Trans Staff and Students](#)
- [Disability Policy](#)
- [Discrimination, Harassment and Bullying Policy](#)
- [Modern Slavery Statement](#)
- [Religious Observance Policy](#)
- [Sexual Harassment and Sexual Violence Policy](#)
- [LSE Policy and Procedure on Personal Relationships](#)

The Race Equity Framework at LSE builds on existing efforts, expanding actions and maintaining focus and accountability to advance race equality. Organised into three pillars— Education, Research, and Our People—the Framework supports the Race Equity Action Plan, which has six key priorities:

Priorities	Description
Building Confidence in Race Equity	Enhancing staff confidence around race equity.
Diverse Pipeline of Social Scientists	Developing a diverse future generation of social scientists.
Career Development for Professional Services Staff	Improving support, career development, and progression.

Diverse Leadership and Governance	Making school leadership and governance more diverse and inclusive.
Inclusive Environment for Students	Ensuring the diverse global student population sees LSE as inclusive and enabling.
Addressing the Awarding Gap	Focusing on the awarding gap for undergraduate and postgraduate taught students.

Further support for race equity in 2023 was provided through successful Race equity workshops and trainings at division and departmental levels. The workshops significantly enhanced participants' understanding of race equity issues and fostered inclusive practices for staff and PhD recruitment.

We re-launched the Race Equity Innovation Fund in 2023, which grants between £3,000 to £4,000 for innovative race equity projects to promote inclusivity encourage innovative approaches in tackling racial inequalities and to empower marginalised communities.

To provide a new strategic framework to take our work on disability equity forward for staff and students, we have established a new Disability Working Group, aligning with the School's 2030 Strategy, particularly Priority 3: "Develop LSE for everyone." The 'Disability @LSE Working Group' is tasked with assessing the current state of equity and accessibility for disabled staff and students and making recommendations to the Inclusion Management Board. This includes reviewing and potentially adopting sector best practices such as the Disabled Students Commitment and the Disability Confident Employer Scheme, in which LSE currently holds a Level 2 status.

LSE has implemented several initiatives to support LGBTQ+ staff and students. The EDI Team's LGBTQ+ Action Plan, launched in 2022 focuses on six key areas identified through consultations with the SMC and LSE community:

Priorities	Description
Education & Awareness	Improve training for staff and students. Identify training providers and content.
Communications & Visibility	Enhance communications on LGBTQ+ inclusion. Increase visibility and transparency.
Policies and Practices	Review and improve policies and resources for LGBTQ+ inclusion.
Community Engagement	Engage students, staff, and alumni through events and feedback
Safeguarding	Develop infrastructure and culture to protect LGBTQ+ individuals.
Impact	Measure impact and ensure intersectional focus across all areas.

We continue to learn from and work with our diverse staff community to recognise and address areas where there is room for improvement, with the aim of creating a more inclusive environment for everyone.

The School also upholds freedom of association and the right to collective bargaining. Its diverse staff and student populations help ensure mindful implementation and further advancement of the principles reflected in the policies, through a wide range of formally organised, School-wide initiatives, including those listed above.

Furthermore, several networks operate across the School on a voluntary basis, to build communities, provide mutual support and to help advance and shape the equality and diversity agenda:

- EDI Representatives: EDI Representatives are a network of staff who work to embed equity, diversity, and inclusion locally within their departments and divisions.
- DAWN: The Disability and Wellbeing Staff Network aims to make LSE more disability confident and raise awareness about disability on the campus.
- Embrace: EMBRACE (Ethnic Minorities Broadening Racial Awareness and Cultural Exchange) is the School's Black and minority ethnic group for staff at LSE.
- The Gender Equality Forum (GEF): is an academic network of women across LSE committed to addressing gender inequality in pay, access and culture.
- The Parents and Carers Network: is for parents (which includes anyone who is caring for a child, be it their own, adopted, or fostered) and carers to meet and exchange experiences, tips, and to socialise.
- LSE Power: aims to engage with professional services staff of all gender groups within LSE to encourage and champion behaviour change and development of School policy towards gender equality.
- Spectrum: is the network for lesbian, gay, bisexual and trans (LGBTQ+) staff at LSE.

These steps have led to several achievements and recognitions that the School takes great pride in.

LSE was awarded a Bronze Athena SWAN¹ award in March 2020. The award is not an end in itself, but rather a commitment to delivering on an ambitious action plan. The LSE institutional Athena Swan framework and action plan is based on four key aims which align with LSE 2030 strategy:

Aims	Actions
Ensure women are being promoted at the same speed as men	Address the burden of pastoral support, increase the transparency and clarity of the promotions process.
Increase the overall proportion of women in academic roles	Continue to ensure vacancies are advertised widely and transparently. Promote family-friendly and flexible policies.
Address issues of bullying and harassment and ensure that incidents that do occur are reported and well-handled	Implement measures, communicate, and promote relevant tools and programmes such as Report it stop it.
Support and encourage LSE departments to apply for their own AS awards	Provide information, advice, and guidance on the AS process. Provide mechanisms for departments to share good practice.

1.3 Environment

Creating a sustainable LSE is one of the commitments of LSE's 2030 strategy. Accordingly, LSE has developed and has been actively implementing a [Sustainability Strategic Plan](#) focusing on six key areas/themes to maximise its impact in shaping a sustainable LSE and a sustainable world: Education, Research, Engagement and Leadership, Investment, Collaboration and Our School. The plan is complemented by our [Sustainability Policy](#), [Energy Policy](#), [Supplier Code of Practice](#) and [Environmental, Social and Governance \(ESG\) Policy](#), that help us embed sustainability into everything we do.

¹ The Athena Swan Charter is a framework which is used across the globe to support and transform gender equality within higher education (HE) and research. More information is available here: <https://www.advance-he.ac.uk/equality-charters/athena-swan-charter>.

We are proud to say that our actions over the years have already led to tangible positive results: our carbon footprint has reduced by 44 per cent since 2005. Our 2022/23 carbon footprint for scope 1 and 2 emissions was 7,422 tonnes CO₂e/m². Our carbon intensity was 34.5 kg CO₂e/m², a 54 per cent reduction since 2005/06.

We continue to work towards achieving net-zero carbon emissions by 2030 for most direct emissions and by 2050 at the latest for all emissions. Relevant [reports on progress](#) are regularly published on the School's website. In the QS Sustainability rankings 2023, LSE was ranked in the top 10 per cent of universities worldwide for sustainability, and top in the UK for the "sustainable institutions" lens of the ranking.

In June 2023, committed to leading the way beyond our own initiatives, we became the first university in London to become a Network Partner of the Ellen MacArthur Foundation, an international charity committed to creating a circular economy through eliminating waste and pollution, circulating products and materials, and regenerating nature. The Partnership underscores the School's commitment to sustainability and circular business practices, through our research, education, building design and estate management. In the same period, the School also joined 20 other universities and higher education institutions in signing the London Higher Sustainability Pledge, committing to working collaboratively across the capital to reduce the individual and cumulative impact of the higher education sector on the environment.

1.4 Anti-Corruption

A range of policies help us ensure that corruption, including extortion and bribery, are prevented in all activities we conduct and participate in. These include:

- [Procedure for Ethical review of Grants and Donations](#)
- [Fraud and Bribery Policy](#)
- [Gifts and hospitality procedure](#)

As part of our work with external partners and funders, the School also conducts extensive due diligence checks.

1.5 LSE's commitment to engaging with the principles of the Concordat in Research and Teaching

The School is committed to conducting high quality research in a broad range of areas falling within the areas of social sciences and humanities. While we take great pride in fostering academic curiosity by allowing our academic colleagues to drive the themes and the focus of the research work that they do, we will occasionally encourage projects in particular areas through designated funding schemes.

LSE is the academic home to the Grantham Institute for Climate Change and the Environment, doing pioneering work on sustainability, but themes tied to the SDGs are part of the work of many of our Departments, Centres, units and collaborative endeavours.

Between 2022 and 2023, LSE researchers published **2790** research papers* related to the 17 United Nations Sustainable Development Goals (SDGs). This number builds on close to 3,570 papers already published in the previous reporting period, covering 2019-2021.

SDG	Number of papers published	Citations	Policy Citations
SDG1: End poverty in all its forms everywhere	235	1176	349
SDG2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture	62	374	54
SDG3: Ensure healthy lives and promote well-being for all at all ages	463	3997	290
SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	78	295	125
SDG5: Achieve gender equality and empower all women and girls	169	525	109
SDG6: Ensure availability and sustainable management of water and sanitation for all	18	76	8
SDG7: Ensure access to affordable, reliable, sustainable and modern energy for all	52	519	32
SDG8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	339	2063	731
SDG9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	146	1217	325
SDG10: Reduce inequality within and among countries	447	2524	547
SDG11: Make cities and human settlements inclusive, safe, resilient and sustainable	137	707	90
SDG12: Ensure sustainable consumption and production patterns	58	352	20
SDG13: Take urgent action to combat climate change and its impacts	204	1568	348
SDG14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development	19	16	25
SDG15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	54	262	39
SDG16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	309	1035	133
SDG17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development	Statistics not available**		
Total	2790	16766	3225

Sources

Number of papers/citations: [SciVal](#)

Policy citations: [Overton](#)

* Please note that individual papers may be counted more than once if they meet more than one of the SDGs.

** [From Elsevier](#): Since SDG 17 is very difficult to quantify, we could not find a satisfactory search query to define it. As a result, we decided not to include it with this release. In the future, we will of course look into whether there is a good way to identify where partnerships have happened and how to quantify that.

Finally, there are numerous examples of our teaching activity and work with students reflecting our commitment to the values of the Global Compact. While it would be impossible to list them all here, they are reflected in the themes of the [undergraduate](#) and [graduate programmes](#) and courses that we offer. Examples include: MSc in Human Rights; Global Master's in Management; MRes/PhD in Employment Relations and Human Resources; MSc in Environment and Development; MSc in Environmental Economics and Climate Change; and MSc in Inequalities and Social Science. We also foster student awareness and engagement with these topics through other channels, such as our flagship interdisciplinary LSE100 course, which focussed on climate change in AY 2022/23 (attended by a total of 380 students), our Education for Sustainability Student Internships, and our Inclusive Education Action Plan. These are also reflected at the "ground" level, through some of our [student-run societies](#), dedicated to issues such as circular economy, sustainable futures and social mobility.