

LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE



Equity, Diversity and Inclusion 2023 – 2024



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Mission

The London School of Hygiene & Tropical Medicine's (LSHTM) mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

Vision

Our vision is for a more healthy, sustainable and equitable world for everyone. This vision will guide our activities as we pursue our overall mission.

Values

Our values – to act with integrity, embrace difference, work together and create impact – underpin the mission, provide purpose and direction, and express our expectations of behaviour of everyone at LSHTM.

Foreword by Director



At LSHTM, we know that Equality, Diversity and Inclusion (EDI) are fundamental to achieving our mission of improving health worldwide. Creating an environment where everyone feels valued, respected and able to thrive is essential to the excellence of our research, education and impact.

Over the past few years, we have continued to make meaningful progress in advancing EDI across our community. Through targeted initiatives, strengthened governance, and the active engagement of staff and students, we are working to build a culture that not only reflects our values but also drives positive change within and beyond our institution.

This report highlights both our achievements and the areas where we must do more. We recognise that progress requires sustained commitment, honest reflection, and shared responsibility. By embedding EDI into every aspect of our work, we will ensure that LSHTM remains a place where diversity is embraced, barriers are dismantled, and equity is championed at every level.

I am grateful to all colleagues, students and partners who continue to contribute to this vital work. Together, we will build a stronger, more inclusive LSHTM.

Liam Smeeth
LSHTM Director

1. Background

The London School of Hygiene & Tropical Medicine (LSHTM) is one of the world's leading public health universities. We have an annual research income of more than £190 million and provide outstanding specialist education for our 4,700 postgraduate students. We have around 3,500 staff based all around the world with core hubs in London and at the MRC Units in The Gambia and Uganda, which joined LSHTM in February 2018. We have around 1,200 face-to-face Master's and Doctoral students, 2,500 studying by distance learning, and 900 each year on short courses and continuous professional development.

Our outstanding, diverse and committed staff make an impact where it is most needed - deploying research in real time in response to crises, developing innovative programmes for major health threats, or training the next generation of public and global health leaders and researchers. Founded over 125 years ago in 1899, we are a unique network of specialist centres, units and partners around the world. Staff and students are working together to create a more healthy, sustainable, and equitable world for everyone. Because we believe our shared future depends on our shared health.

Originally set up to serve a colonial mission, we recognise the part we played, we cannot change the past, but we can ensure in the present and future, we dismantle colonial practices and legacies contributing to decolonising global health, teaching and learning and within our internal culture. This will not happen overnight, progress will take time, what is important is the will and the approach that we take. This report focuses on the progress we have made and the steps we are taking to ensure LSHTM is an inclusive, equitable institution where all our community can prosper and thrive.

This report provides a summary of the analysis of data from the academic year 2023–24. This data is reported to various committees with a view to shaping organisational EDI priorities to address inequalities and progress inclusion as per our statutory obligation to the Public Sector Equality Duty.

2. Progress so far

Over the years, we have worked proactively to identify and address areas of inequality, while driving forward initiatives that promote equity, diversity, and inclusion. Through data analysis, targeted interventions, and collaboration with staff and students, we have sought to shine a light on structural barriers and create meaningful, sustainable change across the institution.

Our governance structure ensures EDI is reported and discussed at our Council, Executive Team and various committees including our specific EDI committee and our People EDI Committee that is attended by senior members of staff along with members of staff from different backgrounds and roles. Listed below are some of the progress we have made:

- Over the last 5 years we have seen an increase of female representation at Assistant Professor and Associate Professor level with significant growth of 9% at Professor level which is encouraging. Female representation among Professors has risen from 37% in 2019 to 46% in 2024.

- During this period, we have also seen an Increase in our overall Racially Minoritised Ethnic staff (RME) representation which is now at 35% (up nearly 10% since 2019) which is positive. From this 35%, 30.7% are Academic staff and 40.9% are from Professional Services. According to the Advance HE Staff Statistical Report 2024, 14.3% of staff in the sector identified as coming from a RME group. Our institution surpasses this sector average by more than 20%.
- Our disability declaration rates are above the HE sector average.
- We have higher shortlist success rates for women than men in both academic and professional services roles.
- There has been a significant increase of RME staff representation from 21% to 36% for Assistant Professors and 12% to 26% increase at Associate Professor level which is encouraging and illustrates the interventions that we have in place are making some impact. We also see an 18% increase of RME women in Assistant Professor roles since 2019 which again is encouraging.
- Female students are more likely to be admitted to LSHTM. The percentages of applications, offers and acceptances for female students has been consistently higher than that of male students, and has also increased throughout the admissions pipeline, in each of the last four academic years for both PGR and PGT. Both male and female students had similar rates in acquiring a merit or distinction.
- Students declaring a disability in applications and admissions is increasing annually.
- An Equipar Toolkit which has been designed to provide practical and pragmatic guidance for establishing and strengthening equitable partnerships which is seen as good practice in the sector.
- We have developed a 'Decolonising our Curriculum' toolkit, a resource designed for supporting academic staff to examine their teaching practices to make them more inclusive.
- Each year during Students Welcome Week, we deliver a dedicated session on Equity, Diversity and Inclusion (EDI) and Decolonisation of the curriculum, which consistently receives positive feedback from students.
- For the last 4 years many colleagues have been supported to participate in Aurora, a leadership programme for women, Diversifying Leadership for staff from RME groups designed to support early-career academics and professional services staff into leadership and B-Mentor a cross-institutional mentoring scheme for RME staff in Professional Services roles.
- Our academic promotions process requires EDI contributions to be explicitly recognised within the appraisal rubric, ensuring that equity, diversity, and inclusion are valued as core components of academic excellence. This approach encourages staff to embed EDI principles in their teaching, research, leadership, and broader institutional contributions.
- We have been awarded a Bronze Athena SWAN award for our efforts in gender equity work across LSHTM.
- We have been awarded a Bronze Race Equality Charter Award for our efforts on race equity work across LSHTM.

3. Key data trends

Our data tells us:

- Our staff populations is currently 1,784 staff (1,041 Academic; 743 Professional Services).
- 61.7% of staff are female and 38.3 are male.
- We have a mean gender pay gap is 13.4% with the median 5.3%.
- Our RME staff make up 35% of our workforce – well above the sector average (14.3%).
- 7.7% of staff declared a disability, above the HE sector average (7.2%) but well below the UK working-age population (20%). Staff with disabilities are underrepresented in higher pay quartiles, with a median pay gap of 4.4%.
- 7.8% of staff identify as LGBTQIA+, with good disclosure rates (90%). The median pay gap is 4.4%.
- The largest staff group is 35–44 with numbers aged 65+ decreasing.
- 40% of our staff report having no religion with 26% reporting as Christian followed by 6% Muslim.
- Our student population is 70.1% female and 29.7% Male.
- 55.3% of our students are from a RME background.
- 10.8% of students declared a disability.
- More than half of students are from RME groups, with high application rates (73% Postgraduate Taught and 77% Postgraduate Research).
- Female students are more likely to be admitted to LSHTM. The percentages of applications, offers and acceptances for female students has been consistently higher than that of male students, and has also increased throughout the admissions pipeline.

4. Priorities going forward

Whilst we have made meaningful progress, we recognise that there is still much more to do. Our data clearly highlights where the gaps lie, and we are committed to addressing these through our existing governance structures to drive lasting change. We have established a Gender Equality Taskforce, a Race Equality Taskforce, and a Disability Inclusion Group. These groups provide dedicated focus and leadership to advance equality and inclusion across the institution, ensuring that our actions are targeted, sustained, and impactful.

As we look ahead, our focus will remain on driving meaningful and measurable change across all areas of equity, diversity and inclusion. We are committed to taking targeted action to address the underrepresentation of women and racially minoritised staff at senior academic and professional services levels, ensuring that leadership reflects the diversity of our community. We will continue to analyse, and address pay gaps affecting women, racially minoritised staff, and staff with disabilities, with a clear aim of reducing disparities and promoting fairness. Disability inclusion will be a key priority, raising activities embedded across our School to foster a more inclusive culture.

For students, we will explore and address awarding and admissions gaps for racially minoritised and disabled students. This will involve identifying and dismantling structural barriers, implementing targeted interventions, and working collaboratively to improve outcomes and ensure equity of experience and achievement for all. Through these actions, we aim to create lasting, systemic change that aligns with our values and strengthens our commitment to ensuring an inclusive and equitable environment for everyone at LSHTM.

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