

Race Equality Charter Bronze application form



Applicant information

Name of university	London School of Hygiene and Tropical Medicine (LSHTM)
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Appendix 2: Data tables*	
Appendix 3: Glossary*	
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*These sections and appendices should not contain any commentary contributing to the overall word limit.

Overall word limit: 8000 words

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Section 1: An overview of the university and its approach to race equality activity

1. Letter of endorsement from the head of the university

Race Equality Charter Mark

Advance HE
Innovation Way
York Science Park
York
YO10 5BR

9th July 2025

Dear Anne Mwangi,

It is my pleasure to write in support of LSHTM's application for our first Enhanced Race Equality Charter submission.

There is something particularly poignant about submitting our institutional Race Equality Charter submission this year, as 2025 marks the five-year anniversary of the tragic racist murder of George Floyd. This pivotal moment in recent history spawned the broader BLM movement and gave us the opportunity to look inward, focus on race inequality and really think about who we wanted to be. In 2021, the momentum from our reflections and internal reckoning resulted in LSHTM's Council commissioning our Independent Review. Amongst these events, we started to consider how to use the Race Equality Charter as a framework to focus our efforts and align our ambitions into meaningful actions and outcomes.

On a personal level, the timing of the independent review coincided with my transition from Dean of EPH, one of the School's Faculties, to Director of LSHTM. As I have worked at LSHTM for 20 years, I have been in a unique position to have seen the impacts of racial disparities within LSHTM through different perspectives and at different levels. Due to LSHTM having such a strong focus on research, we are a bit different to many other HEIs as many of our staff contracts are tied to funding bodies, which has become more challenging in an increasingly volatile global landscape on top of the general sector wide challenges.

Although some of the volatility has become more pronounced in the last year, precarity has always disproportionately affected racially minoritised ethnic staff and that is evident in the data presented in the submission, so I'm pleased to see actions set with the intention to interrogate this further to create improved outcomes. On a positive note, I was pleased to see that there has been a 40% increase in non-UK racially minoritised ethnic staff, which the Race Equity Taskforce have stated 'demonstrates LSHTM's enhanced global reach and attractiveness to international diverse talent, likely reflecting our expanding research partnerships and reputation in global health.' Our rise to number 2 in the Shanghai Ranking for Public Health in 2024 corroborates this conclusion.

I am so grateful to colleagues for producing such a thoughtful submission, that really captures the journey our institution has been on. Beyond using data to inform actions, I can see the Race Equity Taskforce have been thoughtful to consider wider EDI priorities that have been set through our institutional EDI Strategy and our Athena Swan award.

Additionally, many of the people contributing to our Race Equity Taskforce have remained involved in this work since we originally signed up to the Charter principles in June 2020. It is wonderful to see this ongoing dedication and commitment. I am committed to supporting this important work and look forward to seeing how our journey unfolds in the next five years.

Yours sincerely,



Professor Liam Smeeth CBE
Director, London School of Hygiene & Tropical Medicine

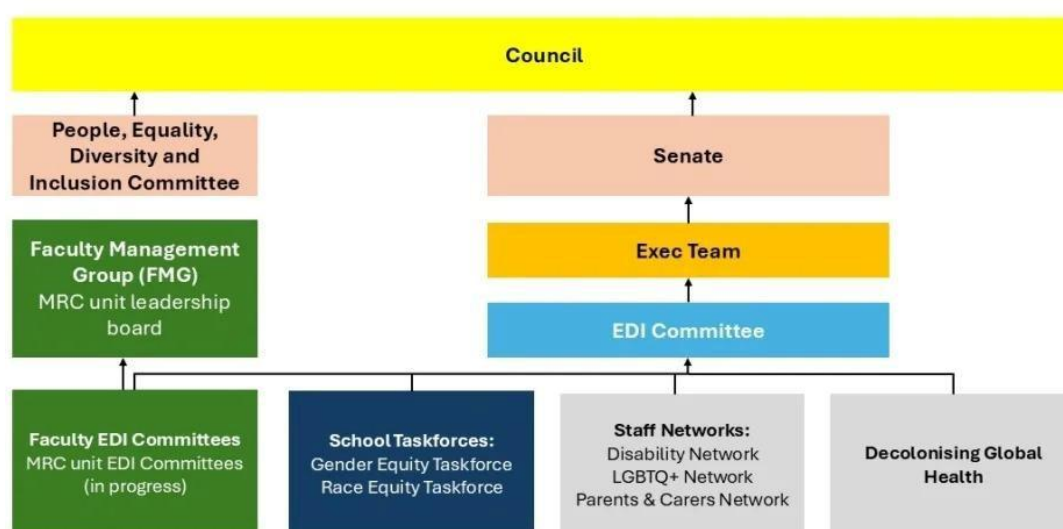


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2. Governance and recognition of equality, diversity and inclusion work

LSHTM's EDI Committee (EDIC) has oversight of LSHTM's strategic planning and implementation on equality, diversity and inclusion matters. The EDIC advises and makes recommendations to LSHTM's Executive Team, the People, Equality, Diversity & Inclusion Committee (PEDIC) and Senate (committees of Council). The EDIC provides a governance structure to ensure a proactive approach to the development and implementation of EDI activities. The Race Equity Taskforce (RET) sits under the EDIC and provides leadership and oversight in tackling institutional racism and racial inequality at LSHTM. The RET oversees the institutional Race Equality Charter (REC) work, with members from this group volunteering to form the self-assessment team (SAT).

Figure 1. LSHTM EDI Governance structure



In 2021, LSHTM's governing body, Council, commissioned an Independent Review (IR) to address discrimination and advance anti-racism and equality at LSHTM. This was in response to issues highlighted by the Black Lives Matter (BLM) movement, and related concerns raised by the LSHTM community. To ensure impartiality, the review was undertaken by an external specialist organisation to understand experiences related to institutional racism and provide recommendations to support LSHTM in implementing high standards of policies and practices on inclusion, antiracism and decolonisation. The report's findings and recommendations were published in 2021 and implemented over the 2 years that followed and further instigated our commitment to the REC and in-depth self-assessment regarding race-equity at LSHTM. The key recommendations were to:

1. Strengthen leadership, governance and accountability
2. Improve the outcomes and experiences for racially minoritised ethnic groups
3. Improve the outcomes and experiences for students of racially minoritised ethnic groups
4. Change culture and behaviours
5. Improve complaints and reporting processes
6. Further develop equitable research partnerships

Most recommended actions have been incorporated into business as usual. For example, targets for the recruitment and promotion of RMEG staff to senior positions were agreed and

set by the Executive Team. These Key Performance Indicators (KPI) targets are reviewed annually and reported to Council. We recognise the need for greater representation of RMEG on our recruitment panels to support more inclusive and equitable decision-making. We have actively promoted this but chosen not to mandate it, as we are mindful of the risk of placing additional burdens on colleagues from these groups. Instead, we are working to develop a fair and sustainable process that achieves better representation while ensuring participation is voluntary, supported, and balanced across LSHTM.

From 2021, we committed to publish our ethnicity pay gap analysis annually, alongside our gender pay gap analysis.

Various training and development schemes were introduced, including unconscious bias, challenging microaggressions, and becoming an active bystander. This training is open to all staff on a rotational basis and is delivered by external facilitators and internal trained staff. Staff across all levels, services and departments at LSHTM have engaged with this training, including the Executive team. The introduction of the new HR system in September 2025 will allow clearer monitoring of training uptake. In 2023 LSHTM commissioned MA Consultancy to deliver a pilot Anti-Racism Development Programme to cohorts of academic and professional services (PS) staff, including key stakeholders such as Equality Impact Assessment facilitators and anti-bullying and harassment advisors. There is currently a review of EDI training provision at LSHTM, and this area remains a priority.

Throughout our submission, we have used action boxes to indicate where actions related to the submission text can be found in our action plan.

Action 2.3: Investigate funding pathways for School-led anti-racism projects, and work towards measurable improvements in staff confidence regarding LSHTM's anti-racism efforts.

RET members participate in various working groups, including staff survey working groups, and decision-making panels requiring a race equity lens.

Dedicated financial resource from the central EDI Office budget is allocated to support Equality Charter Mark work of both the RET and the Gender Equity Taskforce (GET), including financing the co-chairs' contributions. The co-chairs for each of the Faculty EDI Committees also receive a financial allowance from their faculty. Each faculty is responsible for managing its own EDI activity and budget.

3. Local involvement and accountability

In addition to the central EDIC, each faculty (PHP, ITD, EPH) has its own separate EDI Committee. Each Faculty EDIC has an academic and PS co-chair, with representatives from across the faculty and ex-officio colleagues from the central HR and EDI teams. Each committee aims to meet 6 times a year, reporting into the relevant Faculty Management Group with a dotted line to the central EDI Committee, where good practice is disseminated, as all Faculty EDIC co-chairs are members of the central EDIC. Each faculty EDIC has its own terms of reference and meeting minutes published on the Intranet.

Education is one of the three pillars of LSHTM's Strategy, including ongoing work to enhance the student experience and address the awarding gap. The Students' Representative Council (SRC) delivered their first town hall event in December 2024 to gather student feedback and

suggestions. These events provide a forum for students to voice their opinions on various aspects of LSHTM, including EDI and race equity.

At LSHTM, decolonising the curriculum is about rethinking, reframing and reconstructing knowledge and education. The Decolonising the Curriculum Toolkit, developed by the LSHTM Decolonising the Curriculum workstream, is a resource for academic staff and includes practical steps, guidance, and self-reflection questions to help staff engage with the process of decolonising teaching. Blog posts on LSHTM's intranet page allow staff to get updates on progress being made and future goals, including approaches to support faculty staff in decolonising summer research projects. Student evaluation forms ask specific questions about decolonial content in modules.

Decolonising - Good Practice case study: Equipar Tool to Support Equitable Partnerships for Research Projects

Historical legacies of colonialisation, imbalances in opportunity and resources and cultural norms can all lead to inequitable partnerships. The Equipar tool, designed by staff at LSHTM, considers how we can build research partnerships from the outset to facilitate understanding, fairness, awareness of each other's contexts, trust and mutual exchange of expertise and knowledge.

Equipar provides practical guidance for establishing and strengthening equitable partnerships. It poses questions for research teams to consider on three key themes: people management and relationships, research activities and outputs, and contracting and resource management.

Equipar was piloted for six months in 2024 by research projects involving collaboration between LSHTM and partners from low and middle income countries. The pilot was evaluated by a team of LSHTM researchers and some of our long-standing partners. All departments across LSHTM are encouraged to use the tool and are invited to suggest improvements upon.

During the BLM and against the backdrop of the COVID-19 pandemic, discussions among staff and students focused on LSHTM's colonial history and the disproportionate impact of social and health inequalities on RMEGs. These discussions, the IR, and the absence of a well-established governance structure around race equality led to the organic formation of several groups.

Decolonising Global Health LSHTM (DGH) was set up as a community of staff, students and alumni working to address the prevalence and perpetuation of colonial power dynamics in global health research, teaching and careers. DGH internally advertised an online journal club, as a space to discuss and reflect on papers that explore decolonial approaches to research. These grassroots efforts have been a catalyst for, and a consideration throughout our REC self-assessment, recognised through the establishment of the RET, LSHTM's commitment to REC, and adoption of the REC framework to guide, coordinate and centralise all work progressing race equity.

LSHTM has several institutionally recognised identity-based equality networks: the LGBTQ+ Network, the Disability Network, Parents and Carers Network, Black Early Career Network (BECN). The networks have formed organically over time and are run independently by staff and students with the aim to provide a supportive environment for colleagues and peers, discussing common experiences and concerns. The BECN was recognised as a formal network in March 2025, although it had already existed informally as a peer support and social group. To become formal networks, groups present a proposal outlining their aims, objectives,

terms of reference and links to the LSHTM mission, values and EDI Strategy, to central forums such as EDIC, with final approval granted by the Executive Team.

Each network has a Chair or Co-chairs and receives administrative and financial resource, from the central EDI office. The networks feed into LSHTM activity, with representatives from each invited to serve on the central EDIC and various working groups. Networks are invited to consult on relevant decision-making processes, often through Equality Impact Assessments or through direct consultation. Due to their recent formation, the BECN were not involved in this self-assessment process, but our action plan outlines future engagement with this group, alongside our other formal networks.

Action 3.2: Increase engagement with staff and student networks including reviewing RET membership/meetings to include representatives from LGBTQ+, Disability Network and Parents and Carers Network and the newly formed Black Early Career Network. Where relevant, explore ways to ensure the voice of network members can be fed into the RET anonymously if they do not wish to share their equality identities outside of their network.

In 2022, LSHTM introduced a mandatory EDI objective into the annual staff performance development review (PDR) process, to promote accountability for embedding EDI, and to ensure participation in this work is recognised. Academic promotion applications include a section on EDI, guided by an EDI Rubric that sets out expectations of engagement with EDI for different levels of staff, which is assessed by promotion committees.

Internal funding opportunities are available to resource local level EDI initiatives at LSHTM. The EDI Small Grants Fund, launched in 2021, offers flexible funding of up to £8,000 per project for up to one year and is open to all staff and RD students. The projects must link to improving EDI at LSHTM or supporting the implementation of the LSHTM EDI Strategy and action plan. All projects require an evaluation at the end of their award, to share learnings and good practice. Ten projects have been funded so far, including a wiki for language in global health to support decolonising the curriculum and a work experience scheme for people with disabilities. In 2022, the EPH EDI Committee launched the EPH Enable Fund for EDI related projects, open to EPH faculty staff and offering flexible funding up to £10,000 for 12 months. The scheme has funded five projects since its launch, including race equity focused projects such as a School-wide [mixedracefaces](#) campaign and a series of reflective sessions promoting racial equity in academia.

4. Race Equality Charter self-assessment process

Table 1. LSHTM Institutional REC Self-Assessment team (SAT)

Name	Faculty or Central Service Department (Academic or PS)	LSHTM Role	Self-Assessment Team Role
Sham Lal	ITD (Faculty, Academic)	Assistant Professor	Co-chair and Staff experience subgroup chair
Matt Lee	Executive team	Chief Operating Officer	Co-chair, Student experience subgroup chair and Executive Sponsor
Kara Hanson	Executive team	Dean of Faculty of Public Health & Policy	Student experience subgroup member
Yuki Alencar	PHP (Faculty, PS)	Research Group Manager	Staff experience subgroup member
Anthony Walker-Cook	Student Experience Team (Central Services, PS)	Student Experience and Widening Participation Officer	Student experience subgroup member
Shereen Hussain	PHP (Student)	PhD Student	Student experience subgroup member
Benjamin Palafox	PHP/EDI (Faculty, Academic, Central Services, PS)	Research Fellow/EDI data analyst	Across both subgroups
Raoul Mansukhani	EPH (Faculty, Academic)	Medical statistician	Data support across subgroups
Mustafa Al-Haboubi	PHP (Faculty, Academic)	Assistant Professor	Student experience subgroup member
Andrew Dyer	Executive team	Finance Director	Student experience subgroup
Punam Mangtani	EPH (Faculty, Academic)	Professor	Staff experience subgroup member
Katherine Fielding	EPH (Faculty, Academic)	Professor	Student experience subgroup member
Saumya Tiwari	HR (Central Services, PS)	HR EDI Officer	Staff experience subgroup member
Mariam Nametak	EDI (Central Services, PS)	EDI Advisor	EDI support
Shelley Lewis	Strategic Research Office (Central Services, PS)	Senior Research Funding Manager	Staff experience subgroup member
Chloe Phillimore	Project Management Office (Central Services, PS)	Assistant Project Manager	Project management support
Georgia Webb	EDI (Central Services, PS)	EDI Officer	EDI support
Joza Kot	EDI (Central Services, PS)	EDI Coordinator	Secretariat support

In June 2020, LSHTM signed up to the REC Principles. This was incorporated into the 21-23 EDI Strategy and Action Plan where progress of race equity at LSHTM is a priority. The RET was then established in February 2022. In June 2023, due to changes within the central EDI team, the Executive team commissioned external consultants, Halpin, to support the REC self-assessment and maintain momentum towards submission. Halpin undertook top-level data analysis and collated feedback and insights on the race equity context of LSHTM. In January 2024, following consultation with the EDIC, we postponed our REC submission until July 2025. This gave time for the central EDI team to reconstitute, the RET to consider our 2023 Athena Swan feedback and to align with the updated REC framework.

The group agreed terms of reference including membership, meeting frequency and the roles of co-chairs and Executive Sponsor. The RET aims to be a representative team, with membership including academic and PS staff across grades, students and members of the Executive. The RET meets every six weeks, increasing to every four weeks in the lead up to the submission. The RET membership, terms of reference and meeting minutes are published on the intranet. The RET has one academic co-chair and one PS co-chair, with a typical tenure of 3 years. Recruitment of co-chairs usually follows a call for expressions of interest and review by RET members.

Updates on RET progress are shared through internal communications channels including staff, faculty and student newsletters as well as in quarterly People and Culture Strategy updates from the Executive team. Alongside the GET, the RET reports into LSHTM's central EDIC, where updates from both are a standing agenda item.

To prepare the REC submission, members of the taskforce volunteered to form the SAT, dividing into two subgroups to investigate staff and student experience, with a co-chair leading each subgroup. Broader members of the RET remain engaged with the REC work, acting as a review group throughout the process. Subgroups met monthly and self-organised to work between meetings, with the taskforce continuing to meet every four weeks. Due to the postgraduate and research-intensive context at LSHTM, it can be challenging to ensure ongoing student representation through regular meeting attendance, but the RET has engaged students through central forums and student facing teams.

The student subgroup developed a Student Inclusive Culture survey to send to all MSc, doctoral and distance learning students. The survey ran from 20th November to 13th December 2024, incorporated the 12 core REC questions and focused on the following areas: sense of belonging, LSHTM culture and speaking up and communicating, including experience and reporting of racial discrimination. The subgroup worked with colleagues across Registry, Finance and Communications to agree timelines and incentives. For every survey completed, LSHTM donated £50 to the Next Generation and First-Generation student scholarships. Students were encouraged to engage through internal student newsletters, where the survey was published alongside a message from LSHTM's Director of Education. The survey received 277 responses, resulting in the majority funding for one future scholarship placement.

As part of the self-assessment, LSHTM commissioned a staff survey. A Staff Survey working group was established, which included 4 members from across the SAT, GET and central EDI team to ensure a coordinated and intersectional approach. The survey was anonymous and ran by an external provider, People Insight, from 8th to 29th November 2024. The survey focused on three topic areas: LSHTM values, equity, diversity and inclusion (EDI) and bullying

and harassment. In relation to EDI, the survey focused on race equity and was based on the 12 core REC questions. Members of the SAT tailored the questions to our context to allow for a comprehensive and meaningful analysis of staff experiences. Full details of the survey along with frequently asked questions, including use of the findings, are published on the staff intranet and in staff newsletters. The response rate was 57% and highlighted several key areas of progress and improvement. Overall, only 41% of respondents are confident that colleagues can have open and honest conversations with each other about race, and views on our efforts to tackle racial inequality (15% unfavourable, 49% neutral) are among least favourable scores in the survey. These findings have informed our submission and action plan. Further survey analysis is found later in the submission. The survey response from the Executive team is published on the Intranet, which outlines key findings, areas for action and next steps, including where mitigating work is already ongoing. The survey was promoted through staff newsletters and £5 for every completed survey was allocated to the Student Financial Support Fund, a total of £4,870.

In developing the REC action plan, the SAT undertook consultation with key stakeholders. Each action was assigned a taskforce champion to lead consultation with the relevant delivery teams, sharing the proposed actions to understand feasibility, determine where any additional resource is required, to agree final actions and monitor implementation. Broader consultation was undertaken with the wider LSHTM community, through presentation at the central and faculty EDICs. School-wide REC information sessions were held in early July 2025 to provide an overview of the self-assessment process, key findings and priorities for future. An objective of our action plan is to improve confidence in, and awareness of the steps LSHTM are taking to address issues related to race equity and through the communications so far, this work is already underway.

The existing modes of operation and financial resourcing for the RET will continue, as will review of the taskforce membership, depending on staff changes or noted underrepresentation within the group. The RET plans to work more closely with the GET to apply an intersectional approach to progressing race equity at LSHTM.

Action 3.3: Invite GET Co-chairs to attend RET meetings quarterly and agree areas of collaboration

Section 2: An assessment of the university's race equality context

1. Description of the university and its context

LSHTM delivers high quality research and postgraduate education in public and global health. Our mission is to improve health and health equity in the UK and worldwide. LSHTM has two UK sites based in London, with the additional MRC Unit sites in The Gambia and Uganda, which joined LSHTM in 2018. LSHTM is currently part of the University of London Federation.

We have around 3,500 staff based all around the world with core hubs in London and at the MRC Units. 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.

Due to the international context of LSHTM, the varied legal requirements regarding collecting and monitoring personal data, and that some data is currently held by University of London, the composition data presented in this submission does not include staff based in the MRC Units or distance learning students. Throughout the submission and action plan we detail our ongoing efforts and future actions to address this, and to understand the experience for all staff and students.

LSHTM works with a global network of specialist centres and partners and in recent years has undertaken work to acknowledge, understand and address the impact of our colonial history. 'LSHTM and Colonialism, a report on the Colonial History of LSHTM', was commissioned in 2018 and produced by the Centre for History in Public Health at LSHTM. It aimed to understand the consequences of LSHTM's engagement with the British Empire for research and teaching, and for its institutional development.

Public engagement at LSHTM encompasses activities that allow for open communication between the LSHTM community and the public, including events and lectures, work experience and funding schemes. Through these, we aim to create an inspiring, inclusive and diverse culture of two-way communication, transforming our research and learning through genuine dialogue with defined local and global communities.

In response to staff and student feedback during School discussions on decolonising global health and BLM, from 2020 to 2021, the LSHTM History Centre delivered a Decolonising Global Health lecture series. The series focused on raising awareness of LSHTM's colonial history, legacy and continuing relevance to global health.

Due to the specialism and international context of LSHTM, appropriate benchmarking has been challenging. Where possible, we have referred to available data from HESA to benchmark against similar research-intensive institutions: Liverpool School of Tropical Medicine, St George's and the Institute of Cancer Research.

2. Development, evaluation and effectiveness of policies

LSHTM has a comprehensive set of policies and procedures which govern its operation and can be found on the website and Intranet. Each policy owner determines the policy review cycle and the Executive Team are responsible for policy review, creation, approval or amendment.

The process for policy development and evaluation at LSHTM sets out to involve appropriate stakeholder engagement and consultation. Policies and procedures are regularly reviewed and updated to reflect any changes in employment, or relevant, legislation. LSHTM's recognised Trade Unions are consulted with on proposed changes to HR policies. Policy checklists and templates are published internally as guidance.

Since 2021, the formal LSHTM Equality Impact Assessment (EIA) process ensures that policies and decision-making are inclusive, compliant, and robust. EIAs provide a framework for staff to consider how any new policies or projects may impact staff or students with protected characteristics, as outlined in the Equality Act 2010. The process enables consideration beyond those groups such as those with caring responsibilities, those from lower socio-economic backgrounds, staff and students based outside of the UK, as well as how the broader wellbeing of the LSHTM community may be affected by a policy. Example EIAs are published on the intranet to promote good practice and ensure effective policy development with EDI considerations integrated from the start. All policies submitted to decision-making forums must include a completed EIA.

For policies that require an EDI lens, key stakeholders are included throughout the development process. During the 2025 anti-bullying and anti-harassment policy review, members of the RET, the GET and the EDI team were involved in developing the policy updates. Central forums such as the EDI Committee will also be requested to review, feedback on and recommend the policy, prior to final approval through the governance pathway. This process, alongside EIAs helps to facilitate broader stakeholder engagement and consultation and ensure the effectiveness of policies can be appropriately evaluated.

Policies can be proposed by staff, students and working groups often after internal or external reviews whereby a policy has been deemed necessary. For example, in response to the IR and LSHTM community feedback, it was agreed that a name and naming policy should be implemented. This policy aimed to address the cultural impact of LSHTM's colonial history and ensure names of LSHTM awards and spaces are reflective of LSHTM's current values and community. The policy was developed by a task and finish group, including RET members, and involved broad stakeholder engagement.

The policy development process includes feedback from relevant forums, such as HR Policy Committee, and central and faculty EDIC's, to ensure feedback is addressed before the policy is submitted to the Executive team and LSHTM Council, for final approval.

3. Culture, inclusion and belonging

LSHTM Values were launched in 2022, with inclusion and belonging at the core: “act with Integrity, embrace difference, work together and create impact”. Work to embed LSHTM Values is ongoing through the People and Culture Strategy, including values-based interview questions and the development of a values and behaviour line manager toolkit. To evaluate LSHTM culture, school-wide are regularly commissioned.

Ensuring inclusive central communications and events across LSHTM is a collaborative effort across key departments working to raise awareness and promote understanding of significant EDI, cultural and religious dates. This includes support resources for staff and students observing specific events, as well as guidance and good practice examples on how to support peers and colleagues. The Staff Survey results suggest that improvement may be required in this area, with 49% feeling festivals and traditions from different cultures are adequately recognized. The RET contributes to relevant communications campaigns and our action plan outlines how this work will further develop. To celebrate UK Race Equality Week February 2025, the RET, EDI team and SRC launched the My Name Is campaign, to encourage staff and students to reflect on the impact of day-to-day interactions including the correct pronunciation of names. The campaign included guidance and resources on the importance of inclusive communications and shared a blog in the staff newsletter, with personal stories from members of the RET and SRC around the pronunciation and meaning of their names.

The overall Staff Survey results have been analysed and revealed patterns around race and ethnicity at LSHTM. When broken down by demographics, numbers were small and therefore identifying patterns by groups was challenging. While 71% of staff reported feeling respected by colleagues and 85% have not experienced or witnessed uncomfortable situations related to race or ethnicity in the past year, other metrics indicate areas for improvement. 36% of respondents believe LSHTM is doing enough to tackle racial inequality, and 41% feel confident that colleagues can have open and honest conversations about race. Responses to connection to colleagues (57%), confidence in leadership addressing inappropriate behaviours (53%), and comfort discussing race-related topics (52%) suggest moderate but insufficient engagement. PS staff are less likely to feel respected by other staff at LSHTM (4% less than the survey average) and less likely to feel comfortable discussing race with peers at LSHTM. These are areas where PS RMEG staff have a poorer experience than overall survey respondents, feeling less comfortable discussing race (-6% than the average) or calling out a person showing racist behaviours at LSHTM (-4% than the average) suggesting more proactive work is required in these areas.

Alongside conducting surveys, exit data collected when employees leave will be analysed by demographic groups, to uncover trends related to retention, inclusion, or disparities in employee experience where further actions can be developed.

The survey results suggest that PS RMEG staff have a better view of LSHTM overall, in comparison to the survey average results, regarding Leadership, Culture and Values. Particularly, that LSHTM is doing enough to tackle racial inequality impacting people who work here (49% PS RMEG vs 36% overall), confidence in the Executive Team to manage and lead LSHTM well (70% PS RMEG vs 55% overall).

The survey results highlight a notable disconnect between interpersonal respect and institutional effectiveness in addressing racial equality, suggesting that more work to build confidence in LSHTM's approach in this area, and improving day-to-day practices regarding awareness and behaviour in relation to dignity and respect, is required.

Action 1.8: Work with Gender Equity Taskforce (Athena Swan Action ID 5.1) to review exit survey data of academic and PS staff and undertake intersectional analysis. Review completion rate of survey and determine and pilot initiatives to increase survey rate if necessary.

Action 2.1: Disseminate findings and actions from REC submission to all staff and students. Include periodic updates in the staff and student newsletters to provide updates on the progress on the REC action plan implementation.

Action 3.1: Continue to run 'train the trainer' LSHTM Behaviour Framework sessions targeting managers, to help facilitate briefing sessions, team events and activities that embed the LSHTM Behaviour Framework across the School, and review ways to encourage team leaders and managers to attend.

4. Staff context

This section analyses LSHTM's academic and professional services (PS) workforce from 2019 to 2024. The data reveals notable patterns in ethnic diversity, gender representation, and career progression across different staff categories, contract types, and grades. Clear disparities exist, particularly at senior levels and in permanent academic positions. The recruitment and promotion data highlight potential systemic barriers that may be impacting equitable career advancement opportunities for staff from racially minoritised ethnic groups (RMEGs).

Academic Staff Composition

Over the period, the number of academic staff increased by 59 (Appendix Table 1a), primarily driven by a 40% increase in non-UK RME staff. The numbers of UK White and UK RME staff were relatively stable. There were no specific institutional actions that contributed to these changes.

The data shows increased diversity among non-UK academic staff, but no corresponding change among UK RMEGs. White ethnic groups continue to constitute most academic staff (Table 1a). This trend is consistent with the composition in the sector. White academics consistently represented higher proportions of female staff, while Black or Black British academics showed higher male representation. (Table 1a). A clear pattern of decreasing RMEG representation at higher levels of seniority is seen. Similarly at faculty level junior grades White ethnic groups comprised approximately 60% of staff. This proportion is higher at associate professor (75%) and professor grades (80%) (tables 1e and f).

The 40% increase in non-UK RME staff demonstrates LSHTM's enhanced global reach and attractiveness to international diverse talent, likely reflecting our expanding research partnerships and reputation in global health. A significant concern is the limited diversity at senior academic levels, with RMEG representation at 40% at junior grades to 20% at professorial level. This suggests potential systemic bias and barriers in career progression for RMEG staff, reflecting historic recruitment patterns, differential access to competitive research funding and career development opportunities. The stability of UK RMEG academic numbers, despite targeted EDI initiatives, indicates that recruitment strategies may require review.

Action 1.4: Review ethnicity data from previous year of the recent Grant Acquisition Programme (GAP) & faculty fellowship programmes for early career researchers. Support future iterations of the GAP to ensure that the programme is reaching underrepresented groups.

Action 1.9: Undertake an equity focused analysis of grant application data spanning the previous five years, examining application rates, success rates, and funding values by ethnicity and sex across all academic grades.

Professional Services Staff Composition

Central Professional Services (PS) staff experienced increased representation among both UK and non-UK staff, with growing representation of non-UK Black African, Asian Chinese, and Asian Indian staff (Table 6). A contributory factor to this increase in 2023/24 was attributed to the in-housing of approximately 40 estates and catering staff, many of whom identify as RMEGs. Overall, PS staff in central services increased by 88 during the reporting period.

In 2024, Central Services employed 238 female and 190 male PS staff: both White and RMEGs females increased over the period, there was a reduction in White males and an increase in RME males, whose proportion rose from 27% in 2019 to 40.5% in 2024. Similarly at Faculty level (Table 6a) both the number and proportion of UK and non-UK White staff decreased, while the proportion of UK and non-UK PS staff from RMEGs increased. This change was most significant for non-UK staff, rising from 29.8% to 57.2%. Notable increases were observed in Black or Black British (17.6% to 30.3%) and Asian or Asian British (8.1% to 21.3%) groups. The gender breakdowns in Faculty PS roles show significantly more females (229) than males (67) in 2024. Among males, the majority are from a RMEG. A general pattern of decreasing White staff and increasing staff from RMEGs is evident for both genders.

In the Faculties, the middle grades (4-6), which cover 80% of PS staff in 2024, increased in both numbers and diversity, with 46.4% from RMEGs. The smaller staff populations at the junior grades (1-3) and senior grades (7-9) show less diversity. At the highest grades, the proportion of White staff has decreased over time, reflecting a decrease in White staff numbers rather than an increase in RMEG staff, which consistently remained below 5 (Table 6c).

Across all grades, the proportion of staff from RMEGs increased over the period, most notably among Asian or Asian British staff, with minimal change among Black and Black British or Mixed staff at both junior (grades 1-3) and senior (grades 7-9) grades (Table 6b). It is important to highlight that the overall non-disclosure rate for PS staff is around 5%, with variation across different grades. Staff can update their ethnicity information via the employee portal, iTrent. Although ethnicity is collected during recruitment, as a mandatory field alongside legal sex, legal sex has a 100% disclosure rate.

Action 3.4: Engage with staff to increase disclosure rates, particularly among lower-grade roles and in areas with lower reporting levels. Develop a campaign highlighting the value of providing diversity data

PS roles at middle grades (4-6) appear to be an entry point for RMEG staff and an area where career development opportunities should be available.. LSHTM provides several development pathways for PS staff, including participation in the institutional Leadership Development Programme, which offers project management, strategic thinking, and leadership skills training. Staff have access to external training opportunities, professional qualification support, and conference attendance funding. The Performance and Development Review (PDR) process includes mandatory career development planning, with line managers required to identify progression opportunities and skill development needs.

A recommendation from the IR was to pilot a sponsorship initiative, where LSHTM's senior leadership team could identify and support high-potential RMEG staff to progress through LSHTM. After consultation, limited interest was noted alongside concerns that sponsorship further "burdens a marginalised group". LSHTM has been a member of Advance HE's Diversifying Leadership Programme for RMEG staff since 2023/24. As sponsorship is an element of this, it was agreed to put focus on promoting this, instead of a sponsorship initiative. LSHTM is a member of B-Mentor, a positive action cross-institutional mentoring scheme for Black, Asian, Mixed and minority ethnic staff in academic and PS roles. Where diversity by grade shows declining representation of RMEGs at higher grades, we expect uptake by senior leaders for the B-Mentor scheme to therefore be relatively low.

Despite these initiatives, the lack of progression to senior levels suggests current development opportunities for PS staff may be insufficient or not optimally targeted. Key gaps include limited structured career pathway guidance specific to PS roles, potential lack of visibility of senior opportunities, and insufficient succession planning that actively considers diversity. The heavy concentration of RMEG staff at middle grades without corresponding senior representation indicates systemic barriers in progression pathways.

Action 1.7: Conduct a review of career development initiatives for PS staff, including tracking participation rates in development programmes by ethnicity and progression outcomes. Explore appetite for additional external development programmes for RMEG staff e.g. Stellar HE

Action 2.2: Evaluate the uptake of the BMentor and internal mentorship scheme, and lead communications campaign to promote this for future rounds to ensure participation at all levels.

Contract Types and Working Patterns

Significant disparities exist between academic contract types, with White staff comprising 84% of those permanent contracts while less than 10% of people from UK RME groups hold permanent positions (Table 1c). This is consistent across both UK and non-UK staff. The permanency gap represents a concern affecting job security and career stability for RMEG academics. No Black or Black British women held permanent contracts between 2019-2024. Asian or Asian British women showed no change in permanent contract representation (Table 1d). White women had slightly higher permanent contract rates compared to White men but did not extend to women from RMEGs. Across all faculties, modest increases in RMEG WDCs primarily occurred in EPH.

Fixed-term contracts were more diverse in EPH and PHP, becoming similar to ITD, suggesting faculty-specific factors influence progression opportunities, though barriers to permanent employment remain consistent across academic areas. The diversity on FTCs does not yet translate to corresponding representation in permanent positions, suggesting any systematic barriers should be reviewed at the transition point to employment security.

White groups maintain approximately 80% representation in both full-time and part-time UK academic contracts. White British staff in full-time non-UK academic contracts have declined (from 43% to 32%), with corresponding increases in Black African staff in full-time positions. Faculty-based PS staff show different patterns, with fixed-term contracts reaching near parity between White and RMEG staff by 2024. Most faculty PS roles are fixed-term due to research funding structures, but permanent PS contracts in faculties remain limited for RMEG staff, showing only slight increases over the reporting period.

The concentration of RMEG staff on FTCs likely reflects systemic barriers including differential access to career development opportunities, unconscious bias in permanent appointment processes, and possible gaps in mentorship for career progression. The research funding landscape may inadvertently create pathways that disadvantage RMEG staff in securing permanent positions. The greater representation of RMEGs on fixed-term contracts among non-UK nationals suggests these serve as entry points, with barriers emerging at the permanent appointment stage. This suggests challenges in supporting international staff through progression pathways or possible visa-related constraints affecting permanent employment decisions.

Action 1.6: Undertake a review of academic career pathway processes from fixed-term to permanent employment, through an equity lens. Examining practices around contract allocation, conversion criteria, and support mechanisms to ensure equitable access to job security and career progression opportunities across all ethnicities.

Recruitment and Promotion

Between 2022 and 2024, the proportion of White applicants for PS roles decreased. Staff from RMEGs represented an average of 60% of all applications, while White applicants accounted for 34%.

Despite higher application rates from RMEGs, White UK candidates had the highest average shortlisting probability at 39% (Table 7a). Once shortlisted, the probability of securing a PS role averaged 24.5%, with appointment rates of 20.6% for RMEG candidates compared to 28.5% for White candidates. The highest success rate was for White UK applicants at 30.1%, while the lowest was for non-UK candidates from RMEGs (18.1%) (Table 7b).

Academic recruitment data reveals compounding disadvantages for candidates from RME backgrounds across both application and shortlisting stages. White UK candidates were more successful at both shortlisting and appointment stages, with a significantly higher probability of moving from application to appointment compared to RME candidates (Tables 3-3b). Non-UK RME candidates were less likely to be shortlisted or appointed if shortlisted. UK RME candidates also faced disadvantages compared to UK White applicants, with Black or Black British candidates particularly less likely to be shortlisted (Table 3a). It is mandatory for all members of a recruitment panel to complete the Recruitment and Selection Skills training, which includes how bias can affect recruitment. Further work is required to ensure that biases are mitigated at all stages of recruitment.

Promotion data among UK academics indicated that the most significant disparities appeared in success rates, where RME academics experienced substantially lower success rates than White academics (Table 4a). For non-UK academics success rates were generally more comparable between ethnic groups. An important point to note is that there is no formal

promotion pathway for PS staff, and therefore this data does not exist. Details on career development for PS staff are outlined earlier in this section.

Action 1.1: Conduct a review every 2 years of a randomised selection of job descriptions, to ensure guidance on inclusive language is up to date and criteria have been used.

Action 1.2: Review strategies to enhance inclusivity in recruitment for both professional services and academic roles, with a particular focus on addressing underrepresentation of ethnic minorities by the end of year 1. Based on the findings, pilot at least one intervention by year 3. Share outcomes to inform broader practice.

Action 1.3: Explore mandating and monitor unconscious bias training for all members of recruitment panels and academic promotion panels.

Conclusion

This highlights several important trends in LSHTM's diversity between 2019 and 2024. While there have been positive developments in the overall representation of RME staff, particularly in PS roles and junior academic positions, significant disparities persist in senior academic positions, permanent contracts, and recruitment and promotion outcomes.

This reflects potential issues such as unconscious bias in appointment panels, differential access to informal networks that facilitate career progression, and varying quality of mentorship and sponsorship opportunities. LSHTM's research-intensive, grant-dependent environment creates challenges for contract progression. The institution's strong international research partnerships and global health focus attract diverse early-career researchers, but the dependency on external funding for many positions limits opportunities for contract conversion. LSHTM's relatively small size means fewer permanent positions become available compared to larger institutions, intensifying competition and potentially amplifying bias in selection processes.

These findings suggest the need for targeted interventions to address potential systemic barriers affecting career progression opportunities for RME staff.

Action 1.5: Review patterns of time to promotion, by ethnicity and grade within each faculty. Explore and propose clear approach to analyse academic staff time to promotion as current HR systems do not allow for this.

5. Student context

We reviewed composition and award data from 2018/19 to 2023/24 for post-graduate research (PGR) and post-graduate taught (PGT) degrees, as well as data from the Student Survey.

Distance learning (DL) students make up most of our student population. Composition data is held by University of London (UoL), limiting our ability to undertake comprehensive analysis.

Action 4.10: From cohort 27/28, analyse data on the DL student composition once in-housing of UoL data is complete. Analyse and review data in a similar way to that completed for PGT and PGR students. (Aligned with Athena Swan action 3.1)

Following the recruitment of the Access and Widening Participation Coordinator, LSHTM published its Strategy to Promote Access and Widening Participation in 2022; across three pillars (access, student experience, and attainment) the Strategy outlined the School's commitment to being 'a place where students from diverse backgrounds feel they belong, can thrive, and are valued for their unique contribution.' Also introduced was the Next Generation scholarship, which provides full tuition and maintenance to UK-based students studying intensive MSc programmes from demographics that have been historically under-represented in Higher Education, and LSHTM's innovative contextual admissions system, which supports and enables students who have faced the greatest barriers to learning to secure a place at LSHTM. These initiatives were recently recognised at the 2024 Ecctis awards, where LSHTM won the award for 'Best UK based admissions team for diversity and inclusivity.' The First-Generation scholarship was introduced in 2024, which supports applicants studying on LSHTM's distance learning programmes, whilst two of our doctoral training programmes have also adopted widening participation strategies.

Action: 4.3: Create a series of blog posts focusing on RMEG staff (PS and Academic) at LSHTM and their career pathways, and include in student promotion materials.

Overall composition

When comparing broad ethnicity across the period for PGR students, White students made up the highest percentage of both UK (70.3%) and non-UK groups (39.6%), followed by Black or Black British who made up 10.7% of UK students and 29.3% of non-UK (Table 14). A similar picture can be seen for PGT students, with White students making up 61.5% of the UK group and 36.6% of non-UK. This is followed by Asian or Asian British comprising 16.2% of UK students and 31.1% of non-UK (Table 13).

PGR applications

Applications across both PGT and PGR students have decreased in recent years. PGR applications peaked in 2020/1 and gradually decreased to 323 in 2024/5 (Table 14a)

In 2024/25, we received 5 times more PGR applications from non-UK than UK applicants, the largest group being Black (39.7%) followed by Asian (24.3%) and White (13.2%) (Table 14a). For UK-nationals, half were White (51%) followed by Black (17.6%) and Asian (15.7%).

Black/Black British and Asian/Asian British groups are more highly represented among applicants for full-time study, possibly because student visas are not available for part-time study.

2024/25 showed equal distributions among White, Black/Black British and Asian/Asian British female applicants, while among males, a higher share of applicants were Black or Black British (Table 14b).

PGR offers

UK nationals have higher success rates across all ethnic groups but for Black applicants this advantage is much less marked. Across the period, 63.1% of White applicants received an offer, compared with 23.5% of Black/Black African and 34.8% of Asian/British Asian students. Overall successful offer rates among Black/Black British were higher for women (30.7%) than men (18.6%) (Table 14c).

Differential offer rates are not in themselves a measure of discrimination because it is not possible to control for the strength of applications. Offers should be made regardless of ability to pay; however, the likelihood of securing funds may influence the assessor's decision.

As part of LSHTM's Research Strategy, a working group was set up to 'Improve the RD student admissions processes, especially with respect to equity'. Contextual markers in admissions are already implemented for PGT applications and will be rolled out in November 2025 for PGR applicants, with specific guidance for application reviewers in development. Faculty-based screening panels for PhD applicants have been proposed as an alternative method of reviewing applications. These panels will provide committee-based oversight of Faculty MPhil-PhD student recruitment decisions, ensuring that applications are treated equitably, accounting for relevant contextual factors and known EDI concerns.

PGT applications

PGT applications have also fallen substantially from a high of 8958 in 2019/20 to 1989 in 2024/5 (Table 13a), in line with wider trends in the UK HE sector. The largest group of applicants were Black/Black British (41.2%) followed by White and Asian/Asian British (23% each) (Table 13a).

For UK nationals, White applicants make up the largest group (54%), followed by Asian (18.5%) and Black (14.9%). For non-UK nationals, Black applicants make up the largest share (47.2%) followed by Asian (24%) and White (15.9%).(Table 13a).

PGT offers

Offer rates have increased from 44% in 2018/19 to 80% in 2024/5, reflecting new guidance to programme directors to rely on objective criteria and admit any student meeting these criteria. In addition, some programmes reduced the requirement for professional experience, and a new points-based admissions system was introduced which is now harmonized across the different taught programmes. As with PGR degrees, offer rates are highest for White students (69.5%) followed by Asian/Asian British (61%) but lower among Black/Black British applicants

(45.4%). All ethnic groups have seen an increase in offer rates over time, with larger percentage increase among Black/Black British applicants (125%) compared with Asian/Asian British (50%) and White (36%), significantly closing the gap (Table 13b).

The offer acceptance rate is highest among White applicants (58.7%), followed by Asian/Asian British (39.4%) and Black/Black British (15.5%). Among UK applicants the rate is 67.4%, with little difference among ethnic groups. Among non-UK applicants the acceptance rate is 51.7% for White students, followed by 34.6% for Asian students and 12.3% for Black students (Table 13c). These differences likely reflect differences in availability of funding for post graduate training.

Overall, there appear to be more barriers to offers and acceptances for Black/Black British groups across PGR and PGT degrees, despite at times being the largest group of applicants across both degree types.

Action 4.11: Establish comprehensive baseline data documenting current RMEG participation rates across all PhD/DrPh programmes (*further details can be found in the action plan*).

PGR and PGT awards and outcomes

Closing the Awarding Gap Good Practice case study: HPPP pilot awarding gaps

An EDI small grant supported a project in the Health Policy: Process & Power module explore the awarding gap in assessment outcomes within the module and develop interventions to improve student support and teaching delivery. The project resulted in improved student satisfaction with teaching delivery and assessment guidance, and an increase in awarding of merit/distinction grades across all groups, however the awarding gap between ethnic groups remained.

There also appears to be a UK-national advantage for successful degree outcomes. UK students across both PGR/PGT have been awarded better results than non-UK students, with 49.5% and 39.4% of students respectively achieving either a Merit or Distinction. Both UK and non-UK RMEG students are less likely to be awarded a Merit or Distinction.

Although one of the smallest groups, only 23.4% of UK/Black students and 26.3% of non-UK Black students over the past five years achieved a Merit or Distinction, significantly below UK average. For both non-UK and UK, Mixed and Asian students see similar attainment results.

Male and female students see similar levels of attainment, with 40.7% and 43.8% respectively achieving either a Merit or Distinction, although female students made up more of the cohort (72%). M/White and F/White have historically performed better than M/RMEG and F/RMEG students.

F/White students achieve significantly higher than F/Black students, and with a similar trend between M/White and M/Black students.

Action 4.7: CELT to collate resources on sector practice on reducing awarding gaps for assessments and embed these in existing assessment guidance

Action 4.8: Further analyses should be undertaken to examine awarding gaps by ethnicity with a focus on core modules, and disseminate findings to key stakeholders including ADEs, PDs and MOs

Action 4.9: Building on the above actions and the HPPP pilot, with CELT support, the teaching programme to invest in additional staff teaching time, for ADEs, PDs and MOs to design and evaluate pilots to address awarding gaps.

Although F/Black students are fewer in number than F/White, the former group are generally awarded lower degree classes than other ethnicities within their Sex category, averaging 25.3% achieving a Merit/Distinction; even when compared to a similar sized cohort like M/Asian there is a 11.5% difference in those who achieved a Merit or Distinction.

The data suggests that sex is less important than ethnicity and set in dialogue with other intersections explored in this report. There was only 2.1% difference between the groups achieving a Merit or Distinction, despite there being three times as many F/White students as M/White.

Our data shows that there has only been a 2.1% difference between full-time and part-time students achieving a Merit/Distinction, implying that mode of study alone does not impact a student's attainment.

Survey

10.4% of students completed the Student Inclusive Culture survey. Over 78% responded that they felt respected by LSHTM staff and students. This was lower among PGR students, particularly among female RMEG PGR students (Table E). A higher percentage of RMEG versus White PGR and PGT (Table B/C/D) students felt connected with teaching staff, tutors and students in their programme. These levels of connection were higher for M/RMEG versus F/PGR students.

Action 4.1: Explore ways to increase engagement with student surveys, such as including REC questions in existing surveys e.g. PRES/PTES. Disseminate the REC Student Inclusive Culture Survey findings and related actions to relevant departments and staff groups

Action 4.2: Run focus groups with students to gather further qualitative feedback on their experiences. Reviewing black female results from PTES/PRES to get a longitudinal understanding. Analyse feedback from focus groups and develop initiatives to address these issues.

Across all student types, a lower percentage of RMEG students had confidence to call out and report racist behaviours compared with White students with only 28% of RMEG PGR feeling comfortable to do so (Table B). Only 25% of students knew where and how to report discrimination and harassment.

Action 4.4: Mandate existing e-learning 'Responding to Disclosures' training for all students when joining LSHTM.

Action 4.5: Work with Registry and Student Experience Team to develop new in-person training for students during Welcome Week in relation to bullying and harassment based on all protected characteristics and more.

RME PGT and PGR students felt less confident that students could have honest conversations with each other about race (Table B/D). M/RMEG PGR students reported having higher confidence in staff facilitating ethnicity discussions, compared with female RMEG and White students (Table E). This was also observed for understanding how LSHTM is tackling racial inequality, with M/RMEG PGR students having a higher level of understanding versus F/RMEG and White PGR students.

Confidence that the appropriate action would be taken following reporting discrimination/harassment was lowest (47%) among PGR students, 59% among PGT and 73% among DL students (Table B/C/D). For PGR students, this was greater for RMEG males. A higher percentage of PGR RMEG students had experienced or witnessed a situation where they felt uncomfortable because of race or ethnicity.

Action 4.6: RET members to liaise with Student Support Services to update and improve internal and external webpages to signpost resources e.g. reporting mechanisms, wellbeing support and campaigns – ensure this work is responsive to the issues raised by RMEGs in REC focus groups and surveys.

6. Key priorities for future action

Our race equity work has focused on understanding LSHTM's colonial history and its present-day impact. Actions from the Independent Review have been embedded into our centralised EDI action plan and wider institutional processes to promote sustainable, systemic change. Our priorities are to implement these learnings, strengthen interventions, and build mechanisms for continuous feedback and progress. This SAT process revealed clear priorities to further improve the experiences of RMEG staff and students at LSHTM by enhancing race equity literacy, embedding data-informed decision-making, and connecting existing initiatives more strategically.

A central priority is to increase the consistent use of race equity data in planning, delivery, and monitoring. We recognise limitations in our current data, particularly regarding small cohorts and Distance Learning students. Future action will include expanding qualitative data collection and reviewing emerging datasets to address these gaps.

Our key priority areas for future action have been divided into four pillars:

- Recruitment, progression and retention
 - Address barriers that prevent equitable career advancement for RMEG staff. LSHTM successfully attracts diverse talent, particularly at entry and middle grades, this diversity diminishes markedly at senior levels and in secure employment.
 - Reforming recruitment processes where, despite RMEG candidates comprising a majority applications, systematic disadvantages emerge.
- Leadership and accountability
 - Sustainable progress on race equity requires visible, accountable leadership and diverse role models at all levels. Our data show a marked drop in RMEG representation in senior roles, limiting their influence to develop junior staff and create a more open environment.
- Culture and community
 - Creating an inclusive environment requires addressing the intersectional experiences that compound disadvantage for specific groups. The staff survey finding most staff feel unable to have open conversations about race, combined with their reduced comfort in challenging racist behaviours, highlights the need for comprehensive cultural change.
- Student experience
 - The student data reveals patterns that mirror staff experiences, with Black and Black British students showing the lowest degree attainment rates. In addition, students lack confidence in how to report discrimination. These findings suggest areas to improve student experience at LSHTM, with tailored actions.

Our actions across all pillars will be guided by the following principles:

- Evidence based – ensuring consistent and widespread use of race equity data and insight to inform strategic planning, operational delivery and impact monitoring
- Capacity, competency and literacy building – enhancing knowledge, skills and confidence across LSHTM in relation to race equity.
- Collaborative and coordinated – progressing race equity will require resources and buy-in across LSHTM. Understanding the challenges and priorities for different areas to improve the relevance and impact of interventions.
- Intersectional – ensure our work on race equity actively considers and seeks to address intersecting impacts across all lived experiences and protected characteristics, particularly gender, disability, sex and sexual orientation

Appendix 3: Glossary

Glossary	
AS	Athena Swan
Asst Prof	Assistant Professor
Assoc Prof	Associate Professor
BAU	Business as usual
BLM	Black Lives Matter
DL	Distance Learning
EDI	Equity, Diversity & Inclusion
EIA	Equality Impact Assessment
EPH	(Faculty of) Epidemiology and Population Health
FMG	Faculty Management Group
FT	Full time
FTC	Fixed Term Contract
GET	Gender Equity Taskforce
HEI	Higher Education Institute
HERA	Higher Education Role Analysis – job evaluation tool
HESA	Higher Education Statistics Authority
IR	Independent Review
ITD	(Faculty of) Infectious and Tropical Diseases
LGBTQ+	Lesbian, gay, bisexual, transgender, queer/questioning
LSHTM	London School of Hygiene and Tropical Medicine
MRC	Medical Research Council
PDR	Performance and Development Review – LSHTM's appraisal process
PERM	Permanent contract
PHP	(Faculty of) Public Health and Policy
PMO	Project Management Office
PS staff	Professional Services staff
PT	Part time
SAT	Self-assessment Team
SRO	Strategic Research Office
RA	Research Assistant
RD students	Research Degree students – students studying for PhD/DrPh
REC	Race Equality Charter
REF	Research Excellence Framework
RET	Race Equity Taskforce
RF	Research Fellow
RMEG	Racially Minoritised Ethnic Groups
TED/TD team	Talent and Educational Development/ Talent Development team
UoL	University of London
WDC	Without duration contract, also referred to as permanent