

Objective	Action	Action ID	Responsibility	Taskforce Champion	Department Lead/s	Timeframe	Rationale	Outcome/Measure
1. Recruitment, progression & retention								
Assess and evaluate the current recruitment and onboarding process to ensure inclusivity at all stages	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.	1.1	HR	Saumya Tiwari	HR	Dec-28	Research shows that underrepresented groups RMEGs often self-select out of recruitment if they don't meet 100% of the criteria and have to complete more applications than their White counterparts . By focusing on minimum essential criteria, designing out bias and following best practice, we can reach a wider pool and help applicants present their best selves. Reviewing random job descriptions and application processes can identify any inequitable practice ensures our current advice is followed and supports the ongoing development of a more robust inclusive recruitment toolkit.	Report written every 2 years summarising the review of randomly selected JDs in their use of inclusive language and criteria. Random application processes reviewed and action taken to mitigate any inequitable practice. Inclusive recruitment toolkit developed by December 2028.
	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.	1.2	HR	Saumya Tiwari	HR	Dec-28	Our data shows that for both PS and academic staff, the highest recruitment success rate was for White UK applicants. By ensuring we review our existing recruitment strategies, we aim to ensure that we identify areas for improvement and pilot new interventions and initiatives where necessary.	Report completed at the end of review and proposed pilot intervention underway by end of 2028. Measure: Increase success rates of RMEG applicants year on year in line with wider school KPIs - <i>Recruitment outcome diversity gap by ethnicity to be <5% for academic and PS staff by 2027</i> . Update when school KPIs are reviewed and updated, currently set until 2027.
Increase awareness of unconscious bias during recruitment process, including Academic promotions process	Explore mandating and monitor unconscious bias training for all members of recruitment panels and academic promotion panels.	1.3	Talent Development Team, HR	Punam Mangtani	Talent Development Team, HR	Apr-26	Everyone has unconscious biases, but left unchecked can hinder inclusivity efforts, especially within a small and specialist institution which will have a smaller pool of relevant recruits compared to bigger undergraduate institutions.	If inclusive recruitment training is to be mandated, checks in place to ensure this training has been completed before staff member sits on recruitment or promotions panel Measure: Improved success rates for RMEG applicants - in line with school KPIs as above action - <i>Promotion outcome diversity gap by ethnicity to be <5% for academic staff by 2027</i> .
Improve career progression, promotion application and success rates for RMEG staff	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.	1.4	Race Equity Taskforce, Strategic Research Office	Sham Lal	Race Equity Taskforce, Strategic Research Office	Dec-27	The aim of the GAP scheme is to enhance the prospects of successful grant applications by improving knowledge, confidence and skills in research proposal development. The taskforce should liaise with the team that runs the scheme to ensure that RMEG staff are utilising this resource	Report completed once data reviewed and any recommendations based on findings presented to Strategic Research Office to help improve future iterations of GAP scheme uptake
	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.	1.5	Race Equity Taskforce, with support from HR	Saumya Tiwari	Race Equity Taskforce	Dec-28	Current systems do not allow data analysis of academic staff time to promotion, however by electing a small subset of staff per faculty and collecting the data separately, it may be possible to explore this and gather insight into the differences in time to promotion between ethnicities.	System Development: Establishment of a pilot data collection and analysis system that captures promotion timelines by ethnicity, grade, faculty and gender. Analytical Framework: Create a robust methodology producing regular reports on median time to promotion with statistical analysis of ethnic disparities, delivered through standardised dashboards and templates that enable ongoing monitoring and intersectional analysis across all academic grades and faculties.
	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.	1.6	Race Equity Taskforce	Sham Lal	Race Equity Taskforce	Dec-27	The disparity between contract types—with White staff comprising 84% of permanent contracts while less than 10% of UK RMEGs hold permanent positions—indicates systemic barriers in career progression pathways. A review aims to understand and address the structural, cultural, and procedural factors preventing equitable access to employment security and career advancement.	If review highlights any structural barriers, mitigating actions will be developed. Measure: Increase the percentage of RMEGs on permanent contracts by 10% by 2030.
	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	1.7	RETF	Yuki Alencar	Talent Development Team	Dec-27	PS roles at middle grades (4-6) appear to be an entry point for RMEG staff at LSHTM and an area where career development opportunities should be available to support progression. Across all grades, the proportion of staff from RMEGs increased over the period, but the lack of progression to senior levels suggests current development opportunities may be insufficient or not optimally targeted.	Review RMEG uptake of LSHTM Inclusive Leadership programmes. If findings show low RMEG uptake in specific grades and staff groups, run targeted promotion to these groups. Ringfence X number of spaces on programme for these groups. Explore possibility of internal positive action talent development programmes (reverse mentoring & sponsorship) in 2026, particularly with focus groups for PS staff grade 4-6.
	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.	1.8	Race Equity Taskforce, Gender Equity Taskforce, HR, EDI team	Matt Lee	Race Equity Taskforce, Gender Equity Taskforce	Dec-26	Examining exit data by demographic groups may help uncover trends related to retention, inclusion, or disparities in employee experience.	Data set gathered and analysed by ethnicity for staff leaving LSHTM and reported through the regular EDI data report to PEDIC.
Advance equity, diversity, and inclusion in research funding outcomes for RMEG staff. To support and ensure their career progression and retention.	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.	1.9	Race Equity Taskforce, Strategic Research Office	Yuki Alencar	Race Equity Taskforce	Dec-27	Grant funding represents a critical pathway for academic career advancement and research impact. This analysis will provide essential evidence to inform future targeted interventions and support mechanisms, particularly given existing disparities in academic career progression identified in the main submission data.	Complete analysis and report findings by Dec 2027. If findings highlight structural barriers, implement a targeted intervention and support mechanism in 2028.

2. Leadership & Accountability

Improve confidence in staff and students, and increase their awareness of the steps LSHTM are taking to address the key issues relating to race equity	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	2.1	Race Equity Taskforce	EDI Team/RET BAU	EDI Team, Internal Communications Teams	Dec-25 (every 6 months thereafter) outcome measure in next all staff Survey	Keeping staff and students informed with REC-related initiatives to ensure that we are held to account. 36% of respondents believe LSHTM is doing enough to tackle racial inequality, confidence in leadership addressing inappropriate behaviours (53%), confidence in the School's Director and Executive Team to manage and lead LSHTM well (+15%, with the score being 70% PSP RMEG vs 55% overall).	Senior leadership to hold regular briefings and engagement sessions with staff and students on race equity at LSHTM. Measure: Minimum once a year Work with staff networks to ensure collaboration and build confidence in using processes to highlight race inequality. Highlight Report & Support platform to staff and students, particularly at Welcome Week and throughout the year. Measure: Increase in staff confidence that LSHTM is doing enough to tackle racial inequality (measured in staff survey) from 36% to 50%
Evaluate uptake of BMEntor scheme across senior leadership at LSHTM	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.	2.2	Race Equity Taskforce	Saumya Tiwari	Talent Development Team	Dec-26	LSHTM has been engaged in BMEntor for several years but whether inclusion has translated into senior leadership involvement, and the impact of this, needs to be evaluated.	Explore participants journeys and career trajectories after they have attended the course Measure: increased uptake of Bmentor Measure: Increase in staff confidence that LSHTM is going enough to tackle racial inequality (measured in staff survey) from 36% to 50%
Support co-ordination and lead on anti-racism initiatives and activities across the School	By September 2026, investigate funding pathways for School-led anti-racism projects, and work towards measurable improvements in staff confidence regarding LSHTM's anti-racism efforts through survey engagement.	2.3	EDI Team	Matt Lee	Executive Team, EDI Team	Dec-26	Following the 2021 Independent Review findings and staff survey results indicating that only 36% of respondents believe LSHTM adequately addresses racial inequality, there is a need for coordinated anti-racism initiatives across the School.	Ringfence a proportion of EDI Small Grants Fund for race equity and gender equity projects Host race equity training as part of our EDI suite of training Coordinate Race equity campaigns throughout LSHTM

3. Culture & Community

Improve staff confidence in calling out behaviour that goes against LSHTM values	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.	3.1	Talent Development Team	Victoria Cranna	Talent Development Team	Ongoing reviewed annually	Staff currently report low confidence in calling out behaviour that goes against LSHTM values. These sessions should continue to run periodically to ensure that all managers and leaders feel confident in embedding the LSHTM Behaviour Framework within their teams, to highlight behaviour that goes against our values and recognise ways that this could be addressed.	Refreshed campaign on Report & Support Active bystander training is offered and highlighted across the school Refreshed communication and campaign on the LSHTM Behaviour Framework Measure: Increase in staff confidence in calling out behaviour that goes against LSHTM values (measured in staff survey, increase from 58% to 75%)
Provide increased support and collaboration across existing networks	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.	3.2	Race Equity Taskforce, EDI Team	EDI Team BAU	Network leads	Ongoing	Gaps identified in membership and understanding of specific staff groups' experience, further to Pulse Survey results. This action should support ensuring efforts to progress EDI are intersectional	Improved collaboration of events and campaigns with first intersectional campaign run by Dec-26 Lived experience from our Black Early Careers Network and all other networks influences our processes ensuring a race and intersectional lens is included across RET activities Updated RET Terms of Reference and Membership by March 2026
	Invite Gender Equity Taskforce co-chairs to attend Race Equity Taskforce meetings quarterly and agree areas of collaboration	3.3	Race Equity Taskforce, EDI Team	EDI Team BAU	Gender Equity Taskforce	Ongoing	Crossover in priority areas, qualitative feedback from staff on ensuring an intersectional lens is applied when progressing EDI (EDI Strategy 24-26)	Co-chairs from each taskforce scheduled to attend meetings periodically on an ongoing basis to encourage intersectional approach and collaboration
Improve on low disclosure rates of protected characteristics	Engage with staff to increase disclosure rates, particularly among junior grade roles and in areas with lower reporting levels. Develop a campaign highlighting the value of providing diversity data	3.4	HR, Race Equity Taskforce	Saumya Tiwari	HR	reviewed annually	Our overall non-disclosure rate for ethnicity is 6%, but this figure doubles at the junior staff grades within PS staff, making it difficult to accurately analyse and address disparities in these groups.	Campaign run by Dec-27 Measure: Reduced non-disclosure rate of ethnicity to 3%.

4. Students

Increase completion rate of student survey	Explore ways to increase engagement with student surveys, such as including REC questions in existing surveys e.g. PRES/PRES. Disseminate the REC Student Inclusive Culture Survey findings and related actions to relevant departments and staff groups	4.1	Race Equity Taskforce, Student Representative Council, Student Experience Team	Anthony Walker-Cook	Student Rep Council, Student Experience Team	Dec-26	Completion rate for this survey was 10%. When breaking the data down into MSc/RD/DL and ethnicity, the small numbers make it difficult to draw meaningful conclusions. A higher completion rate will mean a wider range of views and opinions are captured. Disseminating the survey results will ensure that the relevant people are hearing student feedback, and students can see that their responses are being passed on and addressed.	Measure: Increased completion rate of student survey to 20%, or questions embedded in alternative existing surveys where completion rates are higher enabling us to breakdown results by ethnic group.
Improve understanding of black female students' experience at LSHTM	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.	4.2	Race Equity Taskforce	Anthony Walker-Cook	Comms team	reviewed annually	Black female students reported feeling less connected to peers and staff than other groups and having less confidence in staff facilitating race and ethnicity related discussions. Awarding data shows Black female students are awarded less than other ethnicities within their Sex category, averaging 22.2% achieving a Merit/Distinction	Explore ways in which engagement can increase from highlighting Black women role models in and outside of our community. Run focus groups in early 2027 and develop an improved nurturing environment by piloting an initiative by end of 2027.
Increase visibility of role models from a range of backgrounds at LSHTM	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.	4.3	Race Equity Taskforce, EDI Team, Communications Team	EDI Team BAU	Comms team	Dec-26 then annually	Qualitative feedback from students, aligning with staff data that has shown positive developments in representation of RMEG in PS staff and junior Academic posts but not at more senior grades	Campaigns/Blogs/Articles aimed at showcasing and highlighting role models from all under represented backgrounds in our comms and engagement across LSHTM
Improve sense of community and	Mandate existing e-learning 'Responding to Disclosures' and reporting racial harassment training for all students when joining LSHTM.	4.4	Race Equity Taskforce	Mustafa Al-Haboubi	Admissions Team and CELT	Dec-25	Compliance with OfS Condition E6 and increased confidence amongst the student body to know how to respond if they experience or witness race based harassment.	Highlight Report & Support Platform along with blogs, sessions and articles through all student comms, welcome week and other student facing events. Measure: From September 2025, all students to complete e-module at registration, running regular reporting to ensure uptake.

confidence in reporting issues (measured by student survey and PRES score)	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.	4.5	Race Equity Taskforce	Mustafa Al-Haboubi	Admissions Team and CELT	Dec-27	Compliance with OfS Condition E6 and increased confidence amongst the student body to know how to respond if they experience or witness race based harassment.	Measure: Increase RMEG PGR student confidence in calling out and reporting racist behaviours from 28% to 40%
	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.	4.6	Race Equity Taskforce, Student Support Services	Mustafa Al-Haboubi	Student Support Services (with support from Student Experience Team)	Dec-28	Results from the student survey found that only 25% of students know how to report discrimination and harassment. Updates to the intranet and internet pages should aim to make it clear the reporting routes and signpost to the support that is available to students.	Measure: Improve student survey results for question around reporting mechanisms from 25% to 50%
Address and reduce awarding gap	CELt to collate resources on sector practice on reducing awarding gaps for assessments and embed these in existing assessment guidance	4.7	CELt	EDI Team	CELt	Dec-26	Good practice from other modules should be celebrated and successful methods of addressing the awarding gap should be explored and incorporated in other modules where possible. Build on and explore further possibilities for inclusive and decolonising curriculums	All existing assessment guidance to include good practice examples on reducing awarding gaps.
	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	4.8	Registry and Student Records	EDI Team	Registry and Student Records	Dec-27	Good practice from other modules should be celebrated and successful methods of addressing the awarding gap should be explored and incorporated in other modules where possible. Build on and explore further possibilities for inclusive and decolonising curriculums	Better understanding on the contributory factors of the awarding gap and recommendations as to where targeted improvements can be made.
	Building on this and the HPPP pilot, teaching staff should be allocated with additional time and supported should be provided to ADEs, PDs and MOs from CELt to design pilots to address awarding gaps	4.9	CELt	EDI Team	CELt	Dec-28	Good practice from other modules should be celebrated and successful methods of addressing the awarding gap should be explored and incorporated in other modules where possible. Build on and explore further possibilities for inclusive and decolonising curriculums	A more inclusive curriculum is reported positively by students in module review surveys Measure: Pilots completed in 2 modules by the end of award period with a % increase to be determined in the proportion of students receiving a merit/distinction across RMEGs.
	Improve understanding of Distance Learning student population and their experience at LSHTM	4.10.	Race Equity Taskforce	Ben Palafox	Registry and Student Records	Dec-28	University of London does not collect ethnicity data for LSHTM Distance Learning students currently. LSHTM will gain oversight of DL student recruitment/applications from September 2025, with the first in-house DL student cohort beginning in Autumn 2026	Data set gathered and analysed for Distance Learning students by Ethnicity.
Increase the proportion of RMEG students commencing doctoral studies at LSHTM	Establish comprehensive baseline data documenting current RMEG participation rates across all PhD/DiPh programmes and conduct systematic review of: a) External funding opportunities specifically supporting RMEG doctoral candidates. b) Assess internal funding allocation processes to identify opportunities for targeted scholarships and benchmark against comparable institutions to understand sector practices and partnership possibilities. c) Develop business cases for internal funding commitments and submit applications to identified external funding schemes supporting doctoral education for underrepresented groups.	4.11	Race Equity Taskforce, Strategic Research Office	Sham Lal	Strategic Research Office and Student Experience Team	Dec-26	Current data reveals significant disparities in doctoral program participation, with RMEG students facing lower offer rates and acceptance rates compared to White students. Additionally, lower acceptance rates among RMEG students who receive offers suggest potential barriers in securing adequate funding, which creates equity concerns in doctoral program access.	Identify systemic barriers for RMEG students. Explore and identify alternative funding areas for RMEG RD students. Identify ways in which further information can be provided to prospective RMEG RD students in order to facilitate higher acceptance rates. Measure: Increase in offer and acceptance rates for RMEG RD students.