

## LSHTM Equity, Diversity and Inclusion Action Plan

Overarching Goals (Enabling pillars)	Objective	Rationale	Lead Responsible / Support (Reference to other LSHTM action plans)	Timescales	Success criteria / Outcome measure
<b>1. Embedding a whole School approach to EDI with senior leadership accountability and through effective EDI governance structures</b>	a. Integration of LSHTM 'Values' within the EDI strategic approach in order to set out expected behaviours and embed these within the 'Leadership and Management Behaviour Framework', PDR and promotion processes	Staff Survey 2019 / Framework for Action Feeling Valued Report 2020  EDI Focus Groups 2020	<b>Staff Survey Framework for Action:</b> Professor Liam Smeeth on behalf of Executive Team / working group  Support: Communications / HR	2020/2021 – 2021/2022	LSHTM Values agreed, communicated School-wide and embedded within refreshed 'Leadership and Management Behaviour Framework', PDR and promotion processes  Longer term impact measured by improved satisfaction in staff surveys in following: "I believe the School demonstrates commitment to equality of opportunity for all of its staff" (2019 = 73%)
	b. Establish Executive Team EDI KPIs and embed these within annual strategic planning round from 2020-2021 and reflecting Executive Team leads with cross School EDI action plan	Staff Survey 2019 / Framework for Action Feeling Valued Report 2020  EDI Focus Groups 2020	<b>Strategic Planning:</b> Executive Team / Secretary and Registrar  Support: Governance Team	2020/2021 and onwards	To achieve a year-on-year improvement in the percentage of staff who believe that the LSHTM is committed to Equality, Diversity and Inclusion  Satisfaction in staff survey to be improved from: "I believe the School demonstrates commitment to equality of opportunity for all of its staff" (2019 = 73%)  Staff gender (below) and ethnicity (TBC) pay gaps reduced / Student admissions and attainment gaps KPIs set and used to benchmark progress as an overall indicator  Gender pay gap: mean 16.9% (2020) / median 9.4% (2020)
	c. Cascaded EDI KPIs and objectives so each staff member has at least one EDI objective in their PDR commencing 2021-2022  Broaden the use of equity objectives in the appraisal process Evaluate and mandate EDI objectives through PDRs	Staff Survey Framework for Action / Feeling Valued Report 2020 / EDI Focus Groups 2020 / Independent Review	<b>Strategic Planning:</b> Executive Team  Support: HR	2020/2021 and onwards	As above

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	d. Ensure the D&I committee of Council and School EDI committee (and MRC unit EDI committees) have clear and transparent remit, are equipped in terms of knowledge and skills and effectiveness evaluated	EHRC recommendations / EDI focus groups and strategy consultation	Council / Secretary and Registrar  Support: Governance Team / EDI team	2020-2022	D&I committee of Council formed  Effectiveness evaluated and reflected through governance effectiveness review
	e. Ensure School EDI working groups and Faculty EDI committees have clear and transparent remit (which distinguishes central and local focus), are equipped in terms of knowledge and skills and effectiveness evaluated and actions embedded within Faculty strategic planning as applicable	Staff survey EDI focus groups	School EDI working group and Faculty EDI chairs  Support: EDI team	2020-2022	Evaluate effectiveness of School EDI working groups and Faculty EDI committees as channels of communication and implementing EDI initiatives locally / school wide as appropriate – are EDI issues understood as well as the routes to raise EDI ideas and concerns and that actions are owned and acted upon.
	f. Establish an institutional Race Equality implementation group for developing and oversight a whole-school approach to tackling racial inequalities and driving institutional change / anti-racism  Strengthen governance to advance racial equity: Embed a formal governance framework that includes Council and its sub-committees, Executive Team and external auditors (PwC) to oversee delivery of recommendations arising from the Independent Review.	As above and DGH suggestions for action / BLM testimonies	<b>Director Commitments (June 2020) / Race Equality Action Plan:</b> Professor Kara Hanson on behalf of Executive Team  Independent review	Reference Action plan for racial equality	Race Equality Taskforce established  Director commitments (June 2020) progressed  Independent review commitments progressed and audited
	g. Diversify decision making committees through on-going diversity review of membership and positive action measures  ( <a href="#">Example</a> )	BLM testimonies / DGH suggestions for actions / EHRC recommendation	Secretary and Registrar  Support: Governance Team	2021/2022	Increased diversity of decision-making committees to reflect wider LSHTM community

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	h. Define a vision and strategy to advance racial equity	Independent Review	Director	2021/2022	Incorporate advancing racial equity in the development of LSHTM's next strategic plan through discussions with LSHTM community.
	i. Strengthen leadership to advance racial equity - Appoint an executive-level leader (e.g. Deputy Director equivalent post for EDI) with responsibility and resources to advance racial equity.	Independent Review	Secretary and Registrar, COO and Director of HR	2022	Executive-level leader appointed
<b>2. Ensure appropriate resource and recognition for EDI work</b>	a. Remit of EDI team clarified and identify and support EDI specific resources across the School e.g. within and outside EDI team (i.e. include CELT post) and recognition of time within other teams	EDI focus groups and strategy consultation	Secretary and Registrar  Support: EDI team	2021/2022	Remit of EDI team is clear and communicated  Resource needs reviewed and met
	b. Embed EDI in within LSHTM recognition frameworks such as academic expectations and within PDRs		Deputy Director and Provost and Director of HR	2021 - 2023	Guidance on EDI expectations for academics and professional support staff  Longer term impact measured by improvement in following: "I believe the School demonstrates commitment to equality of opportunity for all of its staff" (2019 = 73%)
<b>3. Effective and up to date EDI policies and meaningful and effective equality impact assessment process</b>	a. Develop a meaningful and effective equality impact assessment process to enable meaningful equality assessments of new policies and processes	EDI strategy development / consultation <i>(egs – admissions fees / RD student fees)</i>	EDI team	2020/21 – 2021/22	EDI issues are identified in policy / process reviews and transparent decisions made in relation to EDI impact across all LSHTM activity
	b. EIA / Equality Champions trained and able to advise services on equality impact assessments	EDI strategy development / consultation	Professional Services Directors / Designated EIA leads	2021/22	EDI issues are identified in policy / process reviews and transparent decisions made in relation to EDI impact

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	c. EDI related policy review schedule established and implemented and liaison and support for MRC unit EDI related policies e.g. disability, B&H	EDI strategy development / consultation	EDI team / HR  MRC units governance teams	2021/22 - ongoing	EDI policies are up to date and in line with Equality legislation (Equality Act, 2010) or as applicable
4. Awareness raising, education and communications programme which empowers everyone to advance equity and inclusion	a. EDI communications plan developed and implemented which celebrates diversity, raises awareness of EDI issues, responsibilities and progress against this EDI action plan and enables EDI information and resources to be accessible	EHRC recommendation / EDI strategy development / consultation	SLT  Support: Communications Team / EDI / TED / Faculty EDI committees	2020/2021 - ongoing	Longer term impact measured by improvement in following: "I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues" (2019 = 87%)  "I am aware of the Athena SWAN activities within the School" (2019 = 76%) <i>[Note: Can we amend this survey question to reflect EDI more widely?]</i>
	b. Resource and recognise staff / student networks (including protected co-ordinator time) to enable provision of safe spaces to discuss EDI issues and input into LSHTM policies and processes as relevant including development of guidance  Initiate and support awareness of anti-racism approaches to increase awareness of anti-racism involving various networks (e.g., Decolonising Global Health, BLM FAIR)  <i>[Guidance on above to be developed by EDI inc template terms of reference / Consideration of the potential role of Executive Team champions for the different networks as they become more established]</i>	Staff survey Feeling Valued report EDI focus groups          Independent Review	<b>Staff Survey Framework for Action:</b> Deputy Director and Provost / EDI committee chair  Support: EDI  <i>[Within Staff Survey Framework for action: Ensure appropriate mechanisms are in place for staff feedback to be shared directly with SLT, and for SLT to respond to feedback]</i>	Guidance on resource, recognition and ToR – 2020/21       Executive Team champions – 2021/22    Ongoing	Case studies of staff and student network achievements  Longer term impact measured by improvement in following: "I feel there are adequate opportunities to raise points of concern" (2019 = 58%)  <b>Metrics to be determined to understand awareness levels and progress / impact</b>

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	<p><i>with a clear remit of purpose / not impacting on network independence)</i></p> <p>c. Carefully designed EDI training and development programme which enables all members of LSHTM's community to engage in EDI, understand their roles in identifying microaggressions and being active bystanders, specifically anti-racism and cultural sensitivities training</p> <p>Ensure staff actively participate in training' e.g Continue to develop training to enhance individual capabilities in anti-racism; Mandate training and/or incorporate training into promotion requirements</p> <p>(Development programme to be targeted and tailored to specific groups and levels of responsibility inc for SLT, Council, Heads of Department, Heads of Central Services and EDI Committees members.)</p>	<p>Staff survey</p> <p>Feeling Valued report</p> <p>EDI focus groups</p> <p>Independent Review</p>	<p>EDI / TED</p> <p>Dignity at Work and Study Task and Finish Group</p>	<p>2020/21-2021/22</p>	<p>Programme to identify specific objectives and to evaluate against these and case studies</p>
<p>5. Ensuring the <b>evidence base</b> is available on ongoing basis to inform EDI planning, assess impact and support aspirations regarding</p>	<p>a. Address EDI data gaps, required to support charter mark submissions and to monitor progress more broadly, within the HR data project including progression data, staff development data and exit interviews</p> <p>b. Develop system for recording annual data on speakers and visibility of role models for example on website</p> <p>c. Independent Review of racism at LSHTM completed and actions embedded within Action plan</p>	<p>Reference Action plan for racial equality / Athena SWAN / HR Data project</p> <p>As above</p> <p>As above</p>	<p>HR</p> <p>Communications and Engagement</p> <p>D&amp;I Committee</p>	<p>TBC</p> <p>TBC</p> <p>By end of 2022</p>	<p>Staff data easily accessible and timely to support EDI reporting and charter mark submissions</p> <p>Impact measures identified from Independent Review recommendations</p> <p>Impact measures within charter submissions to be identified</p>

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external accreditations	d. To complete the Race Equality Charter submission	Director's commitments (June 2020) EDI Data	TBC  Support: Race Equality Advisor	TBC	REC awarded
	e. To complete School level Athena SWAN Silver submission and rolling programme of Faculty Athena SWAN submissions – as a framework for progressing and monitoring progress on gender equality	Athena SWAN EDI Data	Athena SWAN chair	Deadline for submission – April 2022/23	Athena Swan Silver awarded
	f. To complete the Stonewall Workplace Equality Index		EDI / Support LGBTQ+ network	TBC	Stonewall accreditation awarded
6. Develop a framework, support mechanisms and campaign which promotes dignity and respect and enables unwanted behaviours to be reported and tackled	<p>a. Introduce online tool to report issues of bullying and harassment, including anonymous reporting alongside communication and provision of support via the anti-bullying and harassment advisor network [including trend analysis and reporting]</p> <p>Continue to widely promote the Report and Support tool and policies related to complaints and grievance to current and former staff and students.</p>	<p>EHRC inquiry into racial harassment in HEIs, UUK and OfS guidance</p> <p>LSHTM's adoption of IHRA's working definition of antisemitism</p> <p>Staff Survey Framework for Action Feeling Valued Report DGH suggestions for actions</p> <p>(Framework for Action:</p>	<p><b>Staff Survey Framework for Action:</b> Dignity at Work and Study Task and Finish Group</p>	<p>2020 - 2021</p> <p>2021/22</p>	<p>Increased use and awareness of report and support through promotion and related policies</p> <p>Longer term impact measured by improvement in following: "Have you been, are you currently subject to, harassment or bullying while working for the School?" (2019 = 18% all; of which relate to gender 27% / ethnicity 8%, caring responsibilities 15%)</p> <p>"Have you reported being <i>currently</i> harassed or bullied at work? (as % of people who are <i>currently</i> being harassed and bullied at work)" (2019 = 38%)</p> <p>Longer term impact measured by improvement in following: "When reporting being <i>currently</i> harassed or bullied at work, has it been dealt with satisfactorily?" (Based on people who did report currently being harassed and bullied at work) (2019 = of those reporting 'currently' 22% felt it was dealt with satisfactorily / of those who reported</p>

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		Encourage a culture where people feel confident to raise issues of bullying & harassment and action is taken when issues are raised, including against senior staff			in the last 12 months, 41% felt it was dealt with satisfactorily)
	b. Review and update the Anti-Bullying & Harassment Policy to reflect sector guidance on tackling bullying and harassment and to reflect the global nature of LSHTM	Independent Review	<b>Staff Survey Framework for Action:</b> Dignity at Work and Study Task and Finish Group	2020 - 2021	Increased use and awareness of bullying and harassment policy
	Ensure that complaints that relate to racial discrimination and harassment are handled using a trauma-informed approach for both academic and professional services staff			2021-22	Longer term impact measured by improvement in following: “When reporting being <i>currently</i> harassed or bullied at work, has it been dealt with satisfactorily?” (Based on people who did report currently being harassed and bullied at work) (2019 = of those reporting ‘currently’ 22% felt it was dealt with satisfactorily / of those who reported in the last 12 months, 41% felt it was dealt with satisfactorily)
	c. Increase staff and students’ understanding of EDI, bullying, harassment (including racism and racial harassment), microaggressions including bystander interventions and how to respond, report and access support.  <i>[Through reviewing current EDI training and developing and mandating training specifically on dignity at work and study, raising awareness and role modelling]</i>		<b>Staff Survey Framework for Action:</b> Leads: SLT and all Heads of PS Supported by: Dignity at Work and Study Task and finish group (and Faculty EDI committees)	2021 - 2023	Training evaluated – baseline and impact measure established  Longer term impact measured by improvement in following: “I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues” (2019 = 87%)
	d. Investigator training, use of independent investigators, use of independent mediation – e.g. cross university mediator network			2022 - 2023	<i>Success measure to be agreed</i>
7. Develop and apply more equitable research and	a. Develop and co-produce guidance for academics, project administrators and central professional services on equitable partnerships which considers interpersonal	DGH Suggestions for Action	<b>Director Commitments (June 2020) / Race Equality Action Plan:</b>		Guidance and expectations developed, training implemented

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educational partnerships	relations as well as processes and research projects themselves	Overseas staff feedback	Deputy Director and Provost		
	Develop and provide training on this guidance	Independent Review	Support: Working Group to be established		Practices reviewed and changes implemented
	b. Review our current research partnership practices internally and identify implications / actions for LSHTM policies and procedures				
	Identify areas of good practice and opportunities for advocacy.				
8. Close student diversity-related gaps (or inequities) in admissions, experience, attainment and progression using positive action initiatives where appropriate	a. Develop and implement a widening participation strategy which proactively encourages access to and engagement / retention in our academic and professional development programmes - including development of whole-School inclusive application processes and initiatives to increase the pipeline for strong applications from prospective students of colour at home	EDI Data – disparities in admissions (offers / acceptances)	<b>Director Commitments (June 2020) / Race Equality Action Plan:</b> Pro-Director for Education / Secretary and Registrar	2021-2023	Student admissions gaps reduced for UK and Non-UK applicants.  Specific goals included within widening participation strategy including expanded, targeted scholarship/bursary provision, inclusive recruitment and admissions processes including criteria, partnership working with wide range of ‘feeder’ institutions, implementation of inclusive orientation, support and induction programme /service which extends across the year, and which positively affects student retention, attainment and wellbeing.
	Expand and develop a strategic scholarship offer to target students with the greatest barriers at home and overseas  [REC – Student Retention and Progression]	Independent Review	Support: To be identified		
	b. Develop, resource, and implement an inclusive and decolonial teaching and learning framework – providing resources and development opportunities to increase	EDI Data – disparities in attainment	<b>Director Commitments (June 2020) / Race Equality Action Plan:</b>	2020-2022	Student attainment gaps reduced  Improved PTES results / reduction in disparities by PT / FT and ethnicity



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	staff confidence and skills, strengthening the contribution of overseas staff, and developing institution-wide expectations for inclusive education, working in partnership with students.	PTES – disparities in experience DGH Suggestions for Action BLM testimonies Independent Review Decolonising the curriculum consultancy report	Professor Kara Hanson on behalf of SLT and Pro-Director for Education  Support: CELT post, continued support for decolonising the curriculum facilitators		
	c. Refine induction approaches to foster a sense of belonging for students from diverse backgrounds; Develop culturally inclusive student-facing services where there are gaps	Independent Review	Secretary and Registrar	2022-2023	
9. Close staff diversity-related gaps (or inequities) in staff experience, progression reflected through diversity of staff (academic and non-academic) at all levels using positive action	a. Within the teaching allocation and internal citizenship projects, embed a framework for allocating workload in a fair and consistent way and ensure EDI work (including staff network co-ordinators) is embedded within this (inclusive of citizenship and teaching)	Education strategy  Athena SWAN / DGH suggestions for actions / Staff survey Framework for action	<b>Education Strategy:</b> Pro-Director Education – leading work on Teaching allocation database  <b>Staff Survey Framework for Action:</b> Athena SWAN chair	2021-2023	Staff survey impact measures:
	b. Develop inclusive staff recruitment strategy including evaluation of recent initiatives such as anonymous shortlist for PS staff and development of guidance on	Athena SWAN  DGH Suggestions for Action	<b>Director Commitments (June 2020) / Race Equality Action Plan:</b> Director of HR	2022--2024	Increase % of female and BME applicants for senior academic and PS roles

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initiatives where appropriate	positive action initiatives within recruitment, mandatory requirement for diversity on recruitment panels and piloting strategies to attract a more diverse pool of applicants	EDI Data  Independent Review	Support: HR / EDI / Faculty EDI committees		Close the % gaps between shortlisted and appointed by BME / White (currently 6% for PS and 12% for academics applicants)  Improve equitable opportunities for staff progression' e.g. introduction of requirement for diversity in recruitment panels; continue and evaluate pilot strategies to attract a more diverse pool of applicants; broaden reach of recruitment adverts (revisit language/text in adverts); ensure all recruiting managers have completed recruitment training/refreshers training
	c. Strengthen employment arrangements for fixed-term and contractual staff, across academic and professional services roles	Independent Review	Director of HR	2022 -2023	Current process for without duration contract reviewed and positive action considered.
	d. Ensure EDI considerations and expectations are embedded within development and implementation of academic career progression (education and research) – including use of inclusive and anti-racist pedagogy and diversity in promotion panels	Staff survey Framework for action  Athena SWAN / DGH suggestions for actions  EDI Data  Independent Review	<b>Director Commitments (June 2020) / Race Equality Action Plan and Staff Survey Framework for Action:</b> Lead: Deputy Director and Provost  Support: TED / EDI	2021-2022	Longer term impact measured by improvement in following: "I feel the School acts fairly, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation in regard to career progression / promotion" (2019 = 66%)  Longer term impact measured by improvement in following: "I feel the School's promotions process is fair" (2019 = 50%)  Establishing KPIs to include targets to improve opportunities and outcomes on recruitment / promotion for under-represented groups

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	e. Develop and use positive action within academic career development support to close pipeline gaps (via the HR Excellence in Research and Concordat action plans and Faculty EDI action plans) – inc use of CV review process and follow up support, establishing an in-house leadership programme for staff of colour to support progression; pilot sponsorship and mentoring initiatives to support progression for staff of colour; establish stretching targets for people of colour in senior positions	Athena SWAN  HRER Award  Independent Review	<b>HR Excellence in Research Award / Faculty EDI Committees</b>  Leads: Deputy Director and Provost / Faculty EDI chairs  Support: TED / SRO / EDI	2021-2023	Successful delivery of the HRER / Concordat action plans / Further measures can be added once agreed.  (Currently 15% BME at Associate Professor / 14% Professor / especially focusing on intersection with gender)
	f. Develop and use positive action within professional support career development support to close pipeline gaps, e.g. establish an in-house leadership programme for staff of colour to support progression; pilot sponsorship and mentoring initiatives to support progression for staff of colour; establish stretching targets for people of colour in senior positions	Athena SWAN  HRER Award	<b>Director Commitments (June 2020) / Race Equality Action Plan:</b> Lead: Secretary and Registrar / COO  Support: TED / EDI	2021-2023	Increase % of BME professional support at senior grades and women at grades 8/9.
	g. Develop a more inclusive flexible working environment for all (PS and academic) staff through review and implementation of the flexible working policy including line management training and networks for parents and carers.	Staff survey Athena SWAN action plan Covid19 context	<b>Staff Survey Framework for Action:</b> Leads: COO, Director of HR; Supported by: Head of HR Partnering & Policy; EDI Manager	2020-2022	Longer term impact measured by improvement in following: “The School provides good support to help me balance my work and personal commitments” (2019 = 65%)
	h. Improve the experience and retention of staff taking family leave through support	Athena SWAN	<b>Athena SWAN Action Plan</b>	2020 -2022	Improved retention data

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	mechanisms such as the Parent and Carers network and implementation of parenthood support workshops.	EDI Focus groups  Data	Lead: Athena SWAN chair		Longer term impact measured by improvement in following: "I believe the School demonstrates commitment to equality of opportunity for all of its staff" (2019 = 73%) <i>(Follow on question: of which those who felt not treated equally felt this was related to pregnancy and maternity = 33%)</i>
	i. Review funds currently available for parents and carers to apply to for financial support for attending conferences, conducting field work and general travel for work and ensure they are consistent across LSHTM	Athena SWAN  EDI Focus groups	<b>Athena SWAN Action Plan</b> Lead: Athena SWAN chair	2021 - 22	As above
	j. Develop a strategy for supporting staff and students during Covid-19 which considers mental health and wellbeing and includes consideration of the potential impact for different groups such as parents and carers and including clear and consistent advice and support on the School's expectations on them while they juggle caring, parenting and work.	Staff Survey Framework for action  Working from Home Survey  COVID EIA  EDI focus groups	<b>Staff Survey Framework for Action:</b> Leads: Chair of Wellbeing Taskforce / Supported by: Director of HR (Kessar Kalim) / EDI / Athena SWAN (parent and carers perspective)	2020 - 21	Marked improvement of feedback and comments on health and wellbeing in next Staff Survey  Longer term impact measured by improvement in following: "I feel the School promotes good health and wellbeing at work" (2019 = 61%)
	k. Improve experience of disabled staff through review and update of Disability policy and guidance, process for ensuring timely reasonable adjustments and embedding within line manager development	Staff survey  EDI focus groups	Lead: EDI team / Support: HR Other key stakeholders: Disability Network / Estates team	2020 - 21	Longer term impact measured by improvement in following: "I have not felt discriminated against while working for the School in the last 12 months"(2019 = 89% all, 86% female staff, 65% disabled staff, 76% Black or Black British)
	l. Development of LGBTQ+ guidance embedded within LSHTM travel guidance / Also travel guidance re sexual harassment	Staff survey  EDI focus groups	Lead: Travel Team Support: EDI Other key stakeholders:	2021-2022	Longer term impact measured by improvement in following:

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			LGBTQIA+ network		<p>“I feel the School undertakes appropriate risk assessments of travel and workplaces overseas” – Gay/Lesbian/Bisexual/ Other = 58% in 2019 (All = 80%)</p> <p>“The School ensures I am aware of any known potential risks associated with travelling and working overseas” Gay/Lesbian/Bisexual/ Other = 58% in 2019 (All = 81%)</p> <p>“I feel the School will respond quickly to assist me if something goes wrong while I am travelling and working overseas” Gay/Lesbian/Bisexual/ Other = 50% in 2019 (All = 73%)</p>
	m. Develop resources, guidance and a diversity calendar which enables proactively recognise and celebrate religious festivals / guidance on this and for line managers (including further consideration of LSHTM’s adoption of IHRA’s working definition of antisemitism and commitment to tackle islamophobia)	EDI focus groups	<b>LSHTM’s adoption of IHRA’s working definition of antisemitism</b> Lead: EDI team / Support: HR Other key stakeholders	2022-2023	Interfaith forum established  Diversity calendar and guidance developed