

2026 Diversity, Inclusion and Belonging Report



London
Business
School

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Chief People Officer's foreword

At London Business School, diversity, inclusion and belonging (DIB) continues to shape the way we educate, collaborate and lead. We want to ensure that every member of our community feels valued and supported. The 2026 Annual DIB Report not only reflects our compliance with the Public Sector Equality Duty under the Equality Act 2010, but also our deeper commitment to embedding DIB into the fabric of our School.

Having come to the end of our three-year DIB strategy, we are now reflecting on our progress and setting ambitious new goals for the future. Guided by the voices of our community, our evolving DIB priorities will ensure that diversity, inclusion and belonging remain central to our policies, practices, and everyday experiences.

This report offers just a snapshot of our achievements and areas for growth. However, we will continue to share updates on our internal and external channels to maintain transparency and accountability. We are committed to building a culture of respect, reducing barriers, and driving lasting change.

Jane Gibbon (she/her)
Chief People Officer



Our DIB strategic objectives

Our approach to DIB continues to be shaped collaboratively with our community and the DIB Advisory Board. Informed by consultation, evidence and our equality priorities, we aim to ensure our work remains responsive and aligned with the School's wider goals.

Our current direction of travel focuses on:

- **Equitable opportunity and support**
To remove systemic barriers so all individuals can access opportunities equitably.
- **Safe and respectful community**
To foster a safe and respectful community that actively prevents bullying and harassment.
- **Transparency and measurement**
To demonstrate progress through transparent measurement, reporting and clear communication.

Our equality priorities

Our work is guided by our equality priorities, which are informed by the protected characteristics in the Equality Act 2010. They include age, disability, gender, neurodiversity, parents and carers, race and ethnicity, religion or belief, sexual orientation and gender identity, and socio-economic background.

Age

To build an understanding of generational differences and identify areas for development, in order to attract and retain an age-diverse workforce.

Disability

To develop a School environment that is welcoming of individuals with visible or invisible impairments. This includes the accessibility, both physical and non-physical, of our campus and the systems and software we use.

Gender

To increase representation of women, both participating in Degree Education and hired into our faculty, and to enrich the lives of all genders in our community, at all levels. We are respectful of all gender identities and provide an environment in which individuals can choose how they identify and wish to be addressed.

Neurodiversity

To become a neuro-inclusive community – one which understands, appreciates and celebrates neurodiverse individuals and their range of talents.

Parents and carers

To improve the working lives of all individuals with parental or caregiving responsibilities, enabling them to fulfill their personal duties while thriving in their professional roles.

Race and ethnicity

To nurture an environment that tackles racial inequality from all angles. To increase representation from underrepresented ethnic groups across our community.

Religious beliefs

To support religious diversity with an emphasis on respect, open-mindedness and tolerance to unite communities.

Sexual orientation and gender identity

To nurture a community in which everyone can be their authentic selves regardless of sexual orientation or gender identity. We want to ensure a safe and supportive environment for the LGBTQ+ community, including the trans and non-binary communities, in their work and study with us.

Socio-economic background

To recognise social mobility as a key factor of diversity. To amplify voices and support individuals to maximise their potential at London Business School, regardless of background or financial position.

2025 – 26 key activity

The following pages show some of the key activity undertaken to comply with the Public Sector Equality Duty of the Equality Act 2010.

Co-creating our future DIB priorities

Informed by community consultation, benchmarking sector research and legal advice, our priorities reflect the diverse needs of our global community. Building on the progress achieved under our previous three-year DIB strategy, we will define the next set of strategic priorities to advance our ongoing commitment to DIB.

Robust policies

We have continued to strengthen our policies to ensure they are legally compliant, inclusive, and responsive to community needs. For example, we updated our Bullying and Harassment (including Sexual Harassment) Policy, Trans Equality Policy, and Menopause Policy to reflect good practice. We conduct thorough equality impact assessments on changes to DIB policies, ensuring they are fair and consider the conducted needs of everyone in our community. These assessments help us identify and address potential disadvantages, so our policies work for all.

Preventing sexual harassment

This year, we strengthened our approach to preventing sexual harassment. To embed a culture of safety, we conducted thorough consultations to ensure our policies and processes are fit for purpose. As part of this, we conducted a risk assessment, updated our Bullying and Harassment Policy to explicitly address sexual harassment, and we refreshed our communications and signage to raise awareness of reporting channels. We also launched a training module for all employees, focused on understanding sexual harassment and how to report it. In addition, we began the process of updating the School-wide Relationship Policy and Social Media Policy.

Transparent reporting mechanisms

We have introduced clearer reporting mechanisms for bullying, harassment and sexual harassment. The Safe Reporting Mechanism was re-launched with greater visibility and accessibility to make it easier for our community to raise concerns safely and confidently. Progress on reporting and actions are communicated to leadership through structured channels, ensuring accountability across the School.

Scholarships and partnerships

We have a growing portfolio of scholarships designed to ensure we attract and support the brightest diverse talent. We are proud to continue our partnership with the Laidlaw Foundation, which has welcomed 100 exceptional women with financial need since 2020. Strong progress has been made in our community outreach and partnerships, including the growth of the Youth Enrichment Programme, Enterprise for Schools, and Inspire@LBS, as well as hosting the World Bank Directors' first conference and the Forte Foundation's first London conference. These initiatives play a critical role in broadening access and advancing diversity across our community.

Staff engagement survey

Our engagement survey provides an anonymous platform for staff to share aspects of their individual experiences at London Business School, helping us to identify areas for improvement and shape a more inclusive future for our employees. The annual staff survey includes seven questions focused specifically on DIB – these questions demonstrate our commitment to these crucial aspects of our work environment. Key topics in the survey include: sense of belonging within the School and team, and awareness of reporting mechanisms.

This year, the overall participation rate for the staff survey was 89%, with each department having specific focus areas and actions to drive change. The DIB-related factor saw a minor drop of two percentage points, but an increase of three percentage points emerged on awareness of how to report issues of bullying or harassment. As the Faculty Engagement Survey is conducted every two years, no comparative data is available this year. The next survey is scheduled for the coming year.

Thought leadership and academic research

Think at London Business School is a platform designed to highlight the School's thought leadership and innovative ideas in business and management. Over the past year, the platform has featured a series of articles highlighting thought leadership on diversity and inclusion topics including:

- [Why does corporate culture matter to investors?](#)
- [Why can't we all be ourselves at work?](#)
- [DEI woes should mean better not fewer initiatives](#)

Our faculty and PhD students have also undertaken research that explores various dimensions of diversity and its influence on the business world and beyond. Some recent examples include:

- Bikard, M., Fernandez-Mateo, I., & Mogra, R. (2025). [Standing on the Shoulders of \(Male\) Giants: Gender Inequality and the Technological Impact of Scientific Ideas](#). *Administrative Science Quarterly*, 70(3), 695–732.
- Flynn, E (2025). [Constraints, Competencies, or Choices? How Lay Theories of the Gender Gap Impact Diversity Support](#). *Academy of Management Journal*, 68 (6). pp. 1380-1406.
- Ozgumus, E., & Rattan, A. (2025). [Motivating Support for Workplace Diversity Policies: A Mindsets Framework](#). *Current Opinion in Psychology*, 62.

Neurodiversity and disability audit

We conducted a comprehensive audit of policies, processes and systems, supported by a full School-wide consultation, identifying areas for improvement. Since then, we have evolved key priority areas such as reasonable adjustments, digital accessibility, and data management. We have also developed tailored training for specific teams and begun embedding inclusive practices across policies and processes.

Student clubs and conferences

Our student-led clubs – Women in Business, Out in Business, and Black in Business – champion our diversity, inclusion and belonging aims. The clubs continue to engage and amplify underrepresented voices and drive flagship events, such as EQUALL and EUROUT.

EQUALL 2025:

The Equality for All (EQUALL) Conference offers a safe and thought-provoking environment for discussion around gender equity in business. This year's conference sought to inspire leaders across varying industries through panels, keynotes and workshops. Speakers shared insights that sparked critical dialogue, engaging leaders dedicated to creating change in gender equity.

EUROUT 2025:

In November 2025, London Business School once again hosted Europe's biggest student-led LGBTQ+ business conference. The 15th annual EUROUT, organised by our Out in Business student club, brought together LGBTQ+ business school students, allies, faculty, and global business leaders to explore ways to strengthen inclusivity in the workplace. The three-day conference offered keynotes, panels and networking, building on EUROUT's legacy of empowering future LGBTQ+ leaders.

Staff networks

BEN

This year, BEN's committee refreshed their strategy with a focus on the 'Education' pillar. They hosted a variety of events, highlighted important issues such as sickle cell awareness, and celebrated Black History Month through different channels. The network continues to collaborate with the Black in Business club, support the Black community, and grow engagement across the School.

PROUD

The PROUD network continues to promote inclusivity and celebrate LGBTQ+ diversity across the School. Guided by their strategic pillars of Connection, Collaboration and Education, the network has successfully organised cross-community networking events and invited distinguished speakers, such as Lord Smith of Finsbury, to share their personal experiences. They have marked significant awareness days and partnered with the student group Out in Business representing the School at Pride in London for the second consecutive year, highlighting LBS' ongoing commitment to LGBTQ+ inclusion.



Closing statement by Chair of the DIB Advisory Board

As Chair of the Diversity, Inclusion and Belonging Advisory Board, I am proud of the progress we have made in embedding DIB across the School. Our community is strengthened by the diversity of its members, whose varied perspectives enhance a culture of learning and growth.

In closing the 2022–25 strategy, I want to thank our staff, students, faculty, and external partners for their continued commitment. Together, we have made meaningful progress in building a culture of inclusion and respect.

Looking ahead, 2026 marks the start of a new phase with a strategy built to help us reduce barriers, build a safe and inclusive community, and measure the impact of our work. We will use this opportunity to assess our progress, refine our priorities, and ensure our approach continues to meet the needs of our diverse community.

Ena Inesi (she/her)

Professor of Organisational Behaviour & Chair of the Diversity, Inclusion and Belonging Advisory Board



Diversity data

Context of data monitoring

This section uses diversity monitoring information from statistical data available from 1 October 2025 for students, faculty, staff, applicants, and Executive Education open programme participants.

The data covers, where possible, the following protected characteristics:

- age
- disability
- race
- sex.

Our community recognises that gender identity exists beyond biological sex. We are, however, required by the Equality Act 2010 and Public Sector Equality Duty to collect and share data relating to protected characteristics, including sex. Beyond this, we use language that refers to gender rather than sex, to better reflect our community.

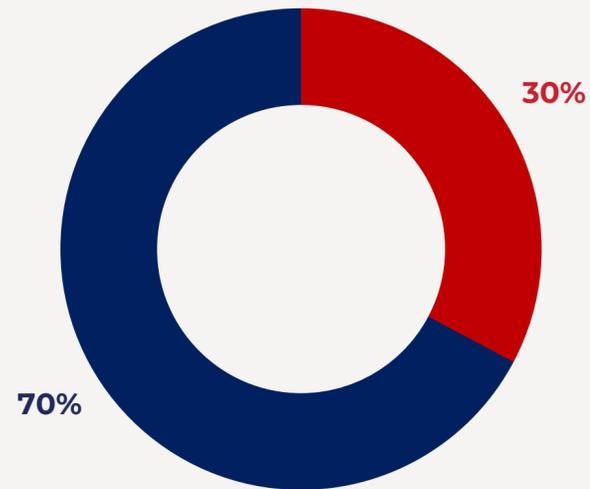
The reporting classification may look slightly different across different communities for race and ethnicity, with data reported based on what was collected. As part of our longer-term strategy, we are looking to change how we classify our race and ethnicity data at the collection point, for greater consistency and accuracy when comparing data.

Our reports include participant profiles from Executive Education open programmes, which are outside the remit of the Higher Education Statistics Agency (HESA). As of now, only data about age and gender has been collected. Data has been rounded to the nearest whole percent, so may not always total 100%. Where figures are below 1%, they are shown as <1% to avoid revealing any personal information.

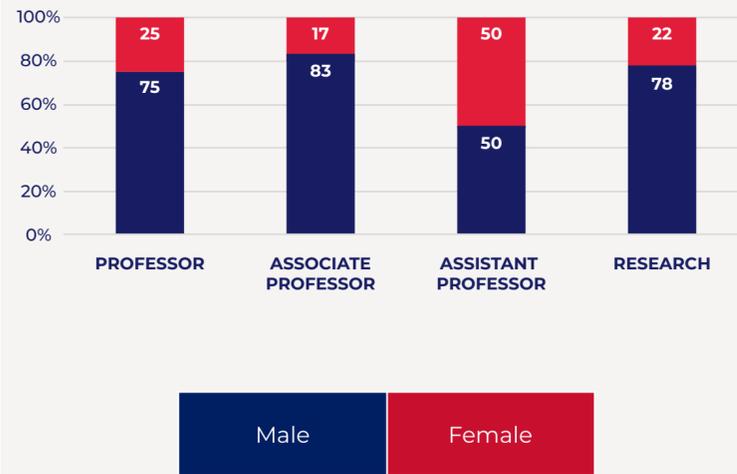


Faculty diversity data

Sex



SEX BY LEVEL



Race

Any other Asian background	4%	Asian or Asian British – Indian	10%	Mixed – White and Black African	<1%
Any other Ethnic group	1%	Asian or Asian British – Pakistani	1%	Mixed – White and Black Caribbean	1%
Any other Mixed background	<1%	Black or Black British – African	1%	Other Black background	2%
Any other White background	40%	Black or Black British – Caribbean	<1%	Prefer not to say	7%
Arab	<1%	Chinese	11%	White – English, Scottish, Welsh, Northern Irish or British	21%
Asian or Asian British – Bangladeshi	<1%	Mixed – White and Asian	<1%	White – Irish	3%

Age

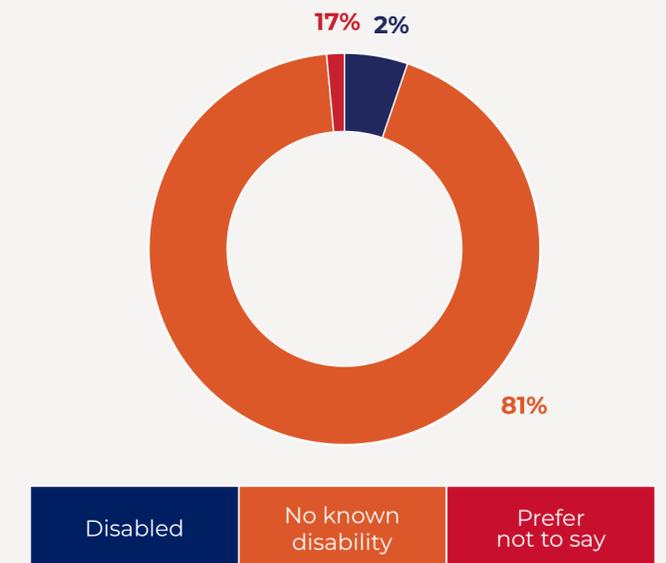
Faculty by age

Age Group	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Faculty by age	1%	4%	6%	16%	13%	14%	16%	13%	8%	9%

Faculty age by level

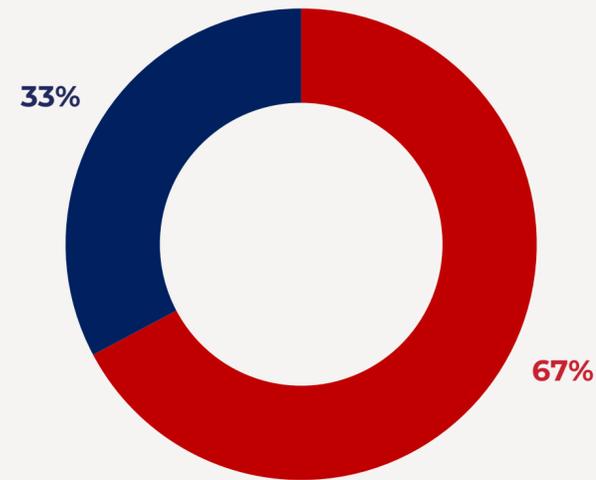
Level	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Professor	0%	0%	0%	0%	7%	18%	25%	23%	15%	13%
Associate Professor	0%	0%	0%	8%	33%	25%	17%	0%	0%	17%
Assistant Professor	0%	3%	20%	50%	20%	7%	0%	0%	0%	0%
Research	11%	44%	11%	22%	0%	0%	11%	0%	0%	0%

Disability

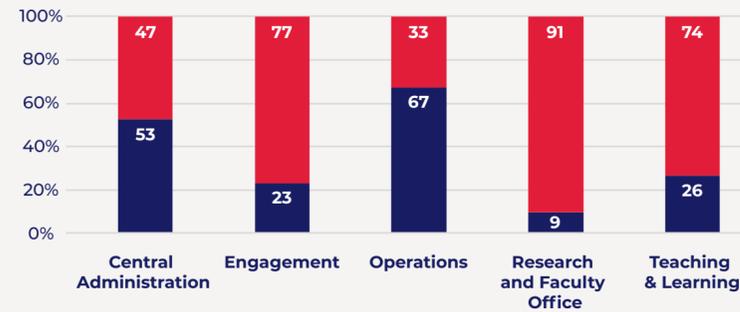


Staff diversity data

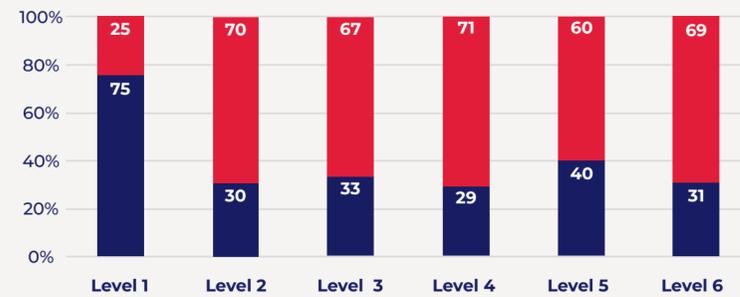
Sex



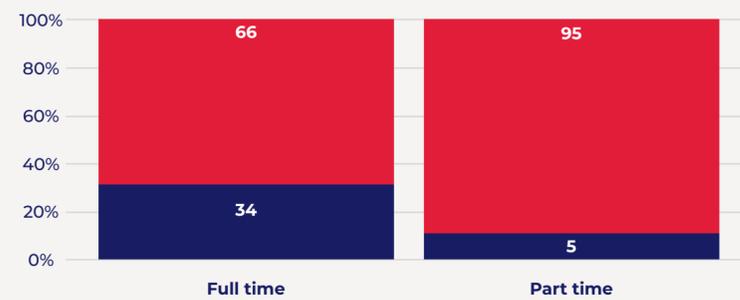
Sex by department



Sex by level



Sex by employment type



Race

Any other Asian background	5%
Any other Ethnic group	2%
Any other Mixed background	3%
Any other White background	12%
Arab	1%
Asian or Asian British – Bangladeshi	2%
Asian or Asian British – Indian	7%
Asian or Asian British – Pakistani	2%
Black or Black British – African	6%
Black or Black British – Caribbean	2%
Chinese	3%
Mixed – White and Asian	1%
Mixed – White and Black African	<1%
Mixed – White and Black Caribbean	1%
Other Black background	<1%
Prefer not to say	3%
White – English, Scottish, Welsh, Northern Irish or British	49%
White – Irish	<1%

Staff diversity data

Age

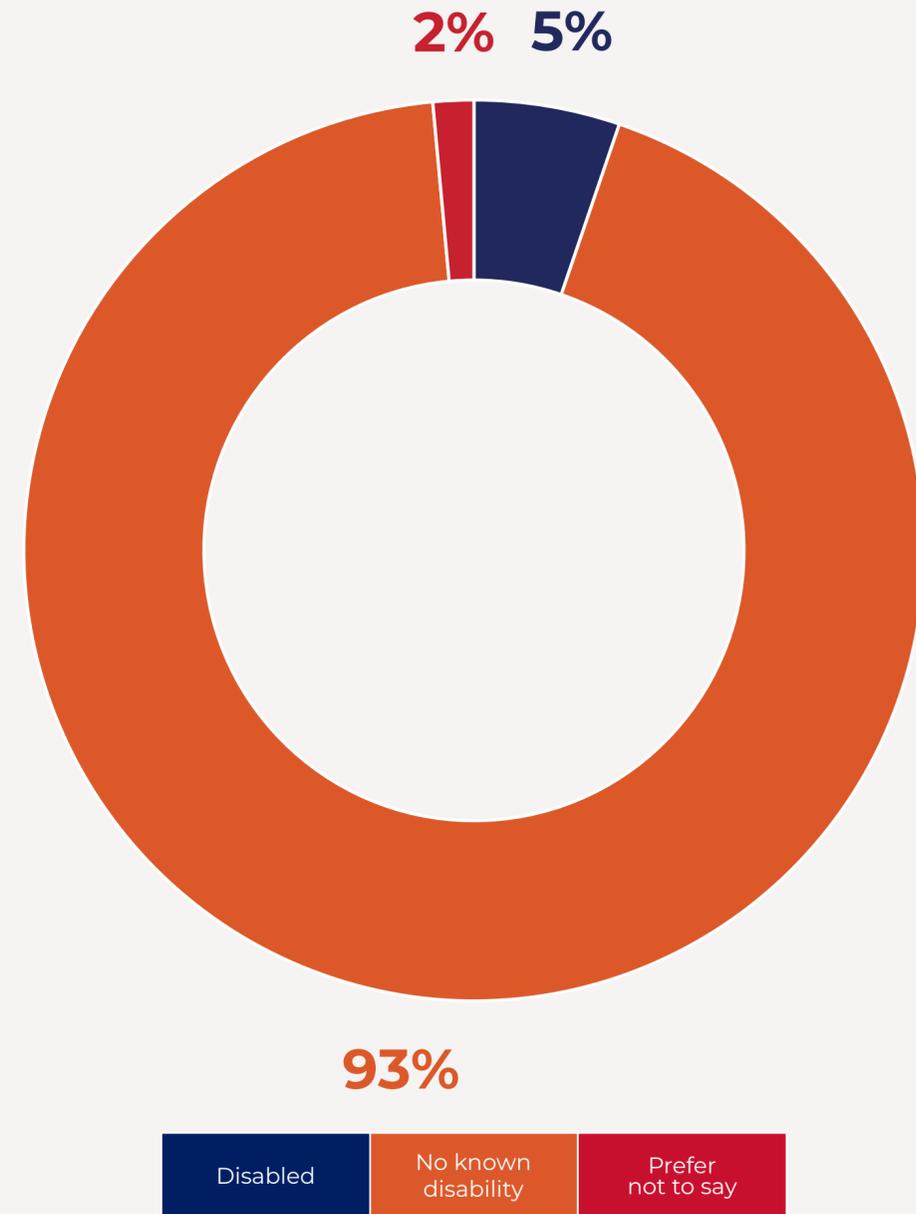
Staff by age	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
	2%	15%	19%	15%	16%	13%	8%	7%	3%	1%

Staff age by employment	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Full time	3%	16%	19%	16%	16%	12%	8%	6%	3%	1%
Part time	0%	3%	11%	5%	19%	24%	8%	14%	14%	3%

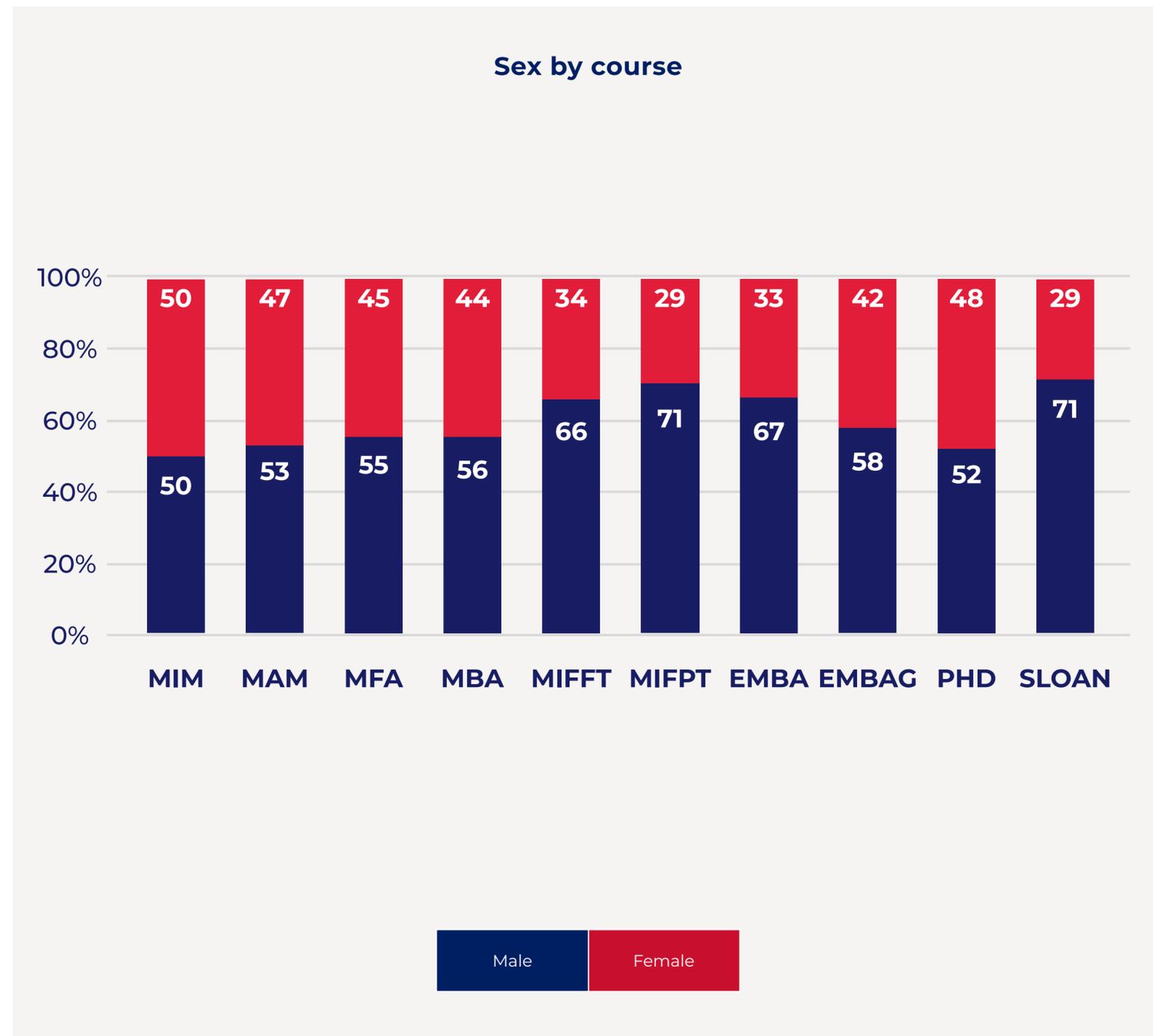
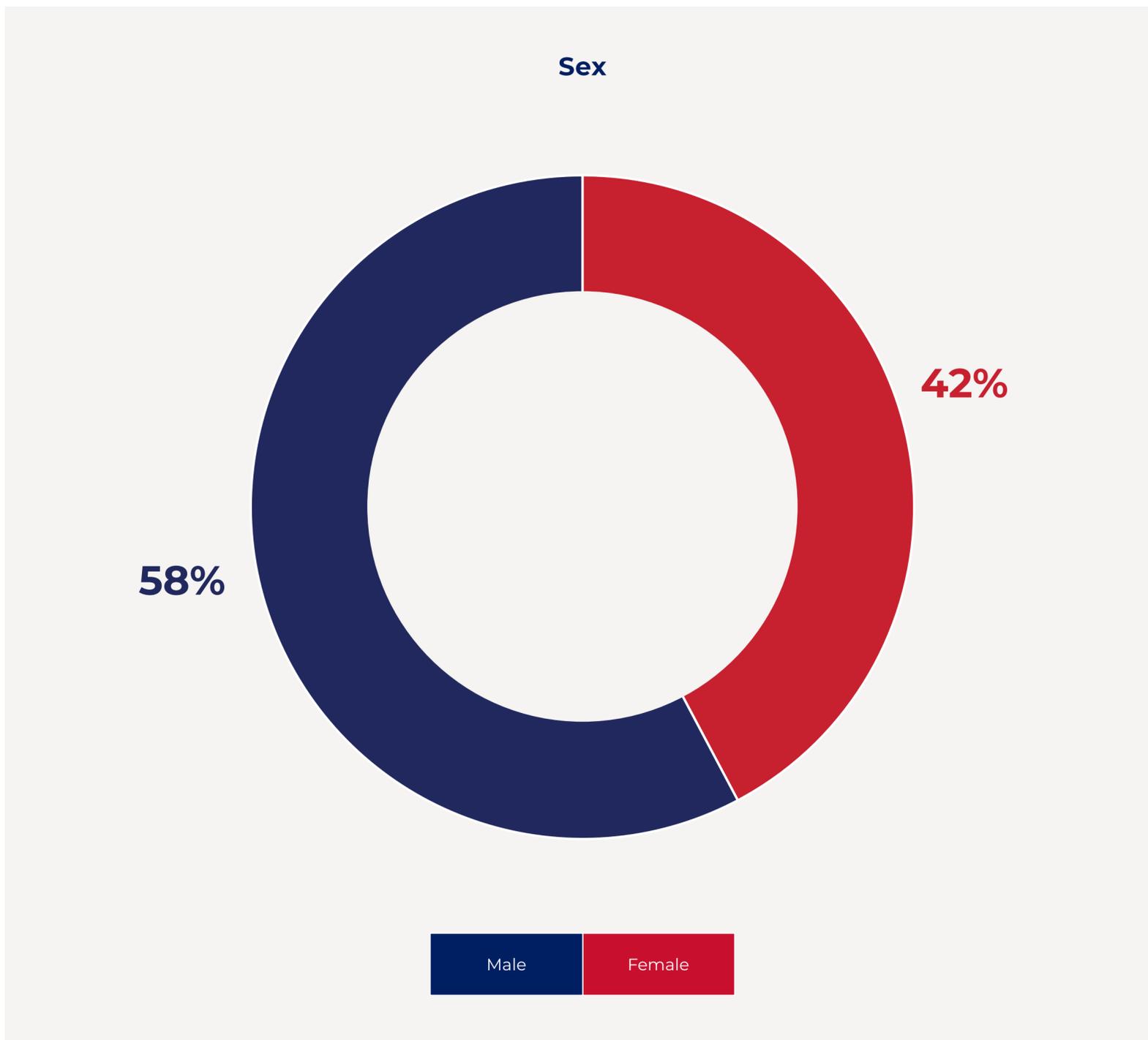
Staff age by department	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Central Administration	1%	7%	13%	15%	21%	15%	12%	10%	4%	1%
Engagement	3%	20%	22%	14%	11%	15%	6%	5%	3%	0%
Operations	5%	11%	9%	24%	9%	4%	13%	13%	7%	5%
Research and Faculty Office	3%	12%	23%	11%	14%	15%	6%	9%	3%	3%
Teaching & Learning	2%	18%	21%	15%	17%	11%	7%	4%	3%	1%

Staff age by level	>20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Level 1	0%	17%	25%	8%	17%	0%	17%	8%	0%	0%	8%
Level 2	1%	7%	30%	22%	11%	9%	4%	6%	4%	4%	2%
Level 3	0%	2%	24%	26%	16%	13%	9%	4%	4%	2%	1%
Level 4	0%	0%	5%	20%	20%	23%	12%	8%	6%	5%	1%
Level 5	0%	0%	0%	3%	15%	22%	31%	12%	15%	2%	0%
Level 6	0%	0%	0%	0%	0%	11%	19%	44%	14%	8%	3%

Disability



Student diversity data

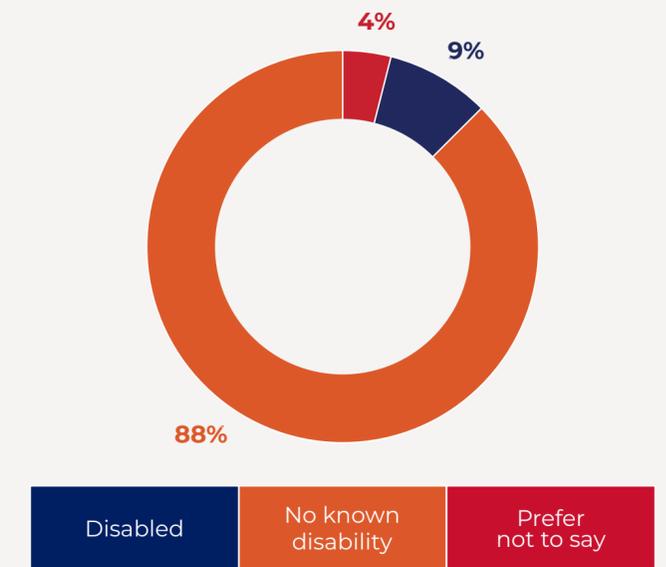


Student diversity data

Age

	19 and under	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
ALL	0%	29%	36%	20%	8%	4%	2%	1%	0%	0%	0%
EMBA	0%	0%	4%	31%	36%	18%	8%	3%	0%	0%	0%
EMBAG	0%	0%	5%	35%	35%	15%	5%	5%	0%	0%	0%
MAM	0%	89%	11%	0%	0%	0%	0%	0%	0%	0%	0%
MBA	0%	4%	69%	29%	2%	0%	0%	0%	0%	0%	0%
MFA	0%	95%	5%	0%	0%	0%	0%	0%	0%	0%	0%
MiFFT	0%	6%	58%	30%	6%	0%	0%	0%	0%	0%	0%
MiFPT	0%	6%	35%	35%	18%	6%	0%	0%	0%	0%	0%
MiM	0%	97%	3%	0%	0%	0%	0%	0%	0%	0%	0%
PhD	0%	35%	48%	17%	0%	0%	0%	0%	0%	0%	0%
Sloan	0%	0%	0%	0%	29%	43%	29%	0%	0%	0%	0%

Disability

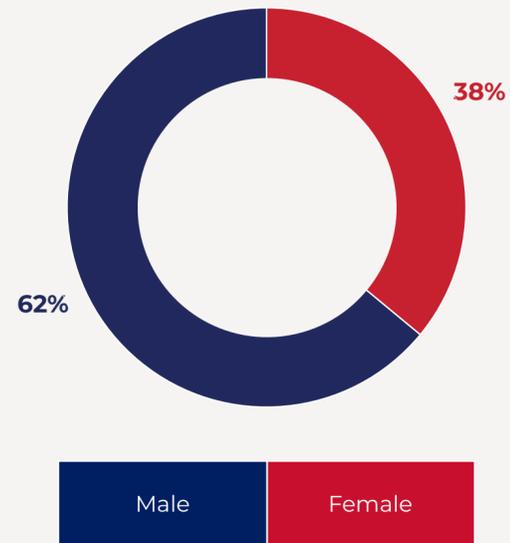


Race

Any other White background	25%	Any other Mixed or Multiple ethnic background	4%	Asian - Pakistani or Pakistani British	<1%	Mixed or multiple ethnic groups - White or White British and Black Caribbean or Black Caribbean British	<1%
Asian - Chinese or Chinese British	13%	White - English, Scottish, Welsh, Northern Irish or British	4%	White - Irish	<1%	Any other Black background	<1%
Asian - Indian or Indian British	13%	Prefer not to say	3%	Mixed or multiple ethnic groups - White or White British and Asian or Asian British	1%	Black - Caribbean or Caribbean British	<1%
Not available	11%	Any other ethnic background	3%	Not known	<1%	White - Gypsy or Irish Traveller	<1%
Any other Asian background	8%	Black - African or African British	2%	Asian - Bangladeshi or Bangladeshi British	<1%		
Arab	7%	White - Roma	1%	Mixed or multiple ethnic groups - White or White British and Black African or Black African British	<1%		

Applicant diversity data

Sex



Race

Arab	6%	Chinese	15%	Other Ethnic background	4%
Asian British – Bangladeshi	<1%	Mixed – White and Asian	1%	Other Mixed background	4%
Asian British – Indian Asian	25%	Mixed – White and Black African	<1%	Prefer not to say	2%
Asian British – Pakistani Asian	1%	Mixed – White and Black Caribbean	<1%	White	26%
Black British – African	2%	Other Asian background	7%	Unknown	6%
Black British – Caribbean Black	<1%	Other Black background	<1%		

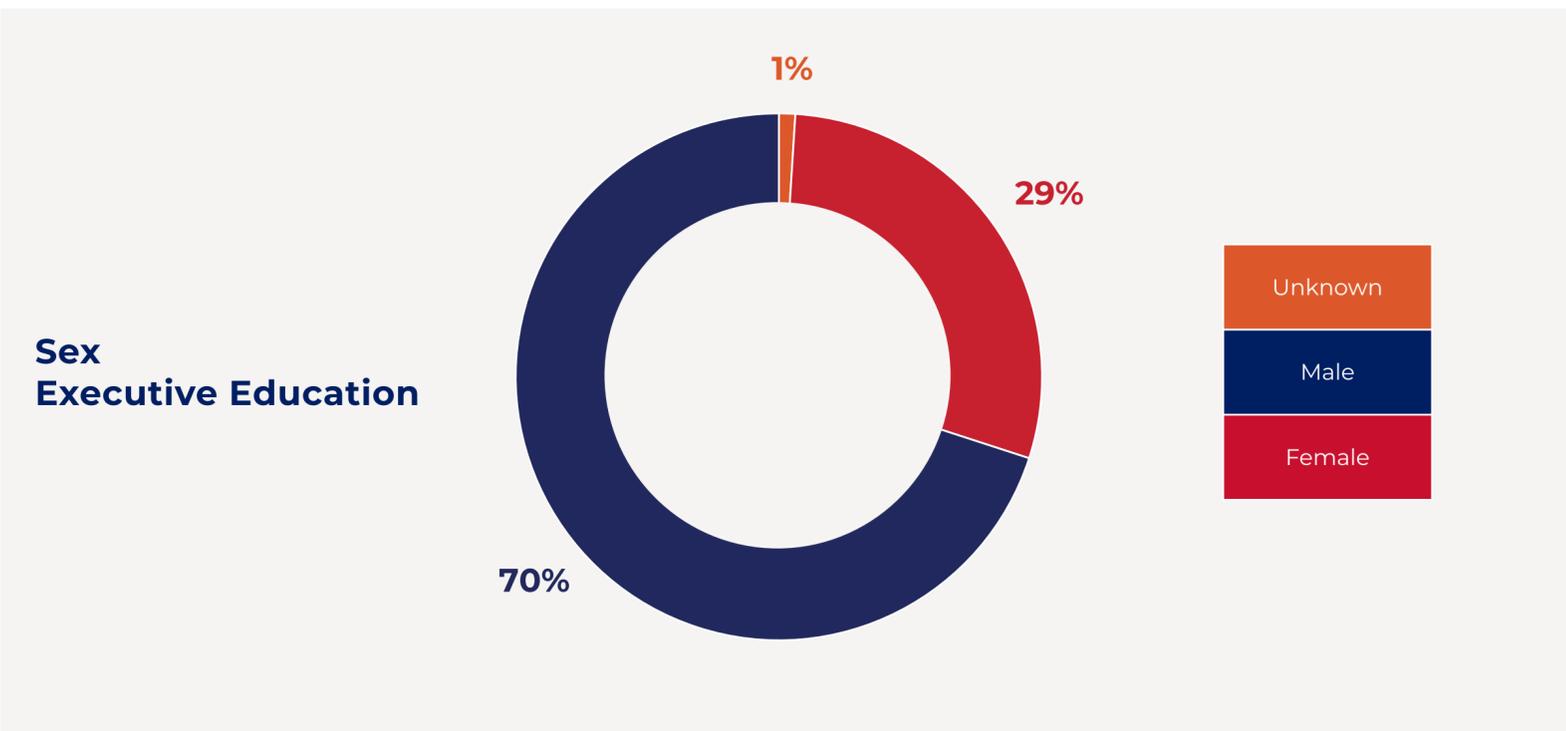
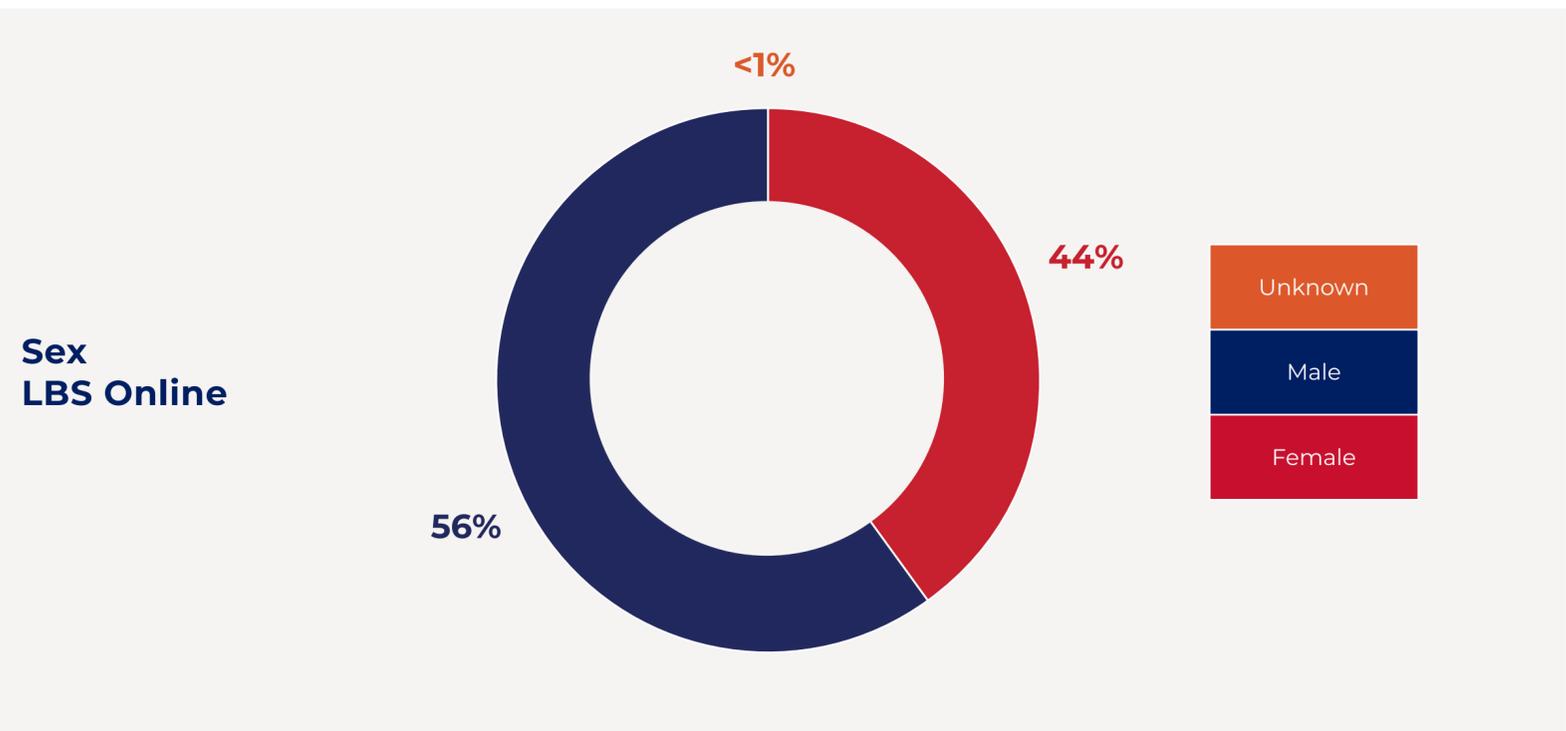
Age

19 and under	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	Unknown
<1%	44%	33%	13%	3%	2%	1%	<1%	<1%	<1%	3%

Please note that disability information is collected only once an offer has been accepted, protecting applicant privacy and ensuring decisions are based solely on merit. However, prior to interviews, the Admissions team contacts all candidates to identify any adjustments needed to support full participation.

Participant diversity data

Our participant data includes those enrolled onto our Executive Education courses, alongside our digital learning offering, LBS Online.



Age – Executive Education

	19 and under	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Unknown
Executive Education	<1%	<1%	6%	16%	22%	20%	15%	9%	5%	<1%	<1%	5%
LBS Online	<1%	2%	6%	15%	19%	20%	18%	11%	7%	2%	<1%	1%