INTRODUCTION

1. This tenth Annual Report highlights significant equality-related activities, achievements and issues for the period May 2013 – May 2014. A considerable amount of activity takes place each year across College and so this Report is comprehensive but not exhaustive. It celebrates successes while also drawing attention to issues and challenges. Given that a decade has passed since the first of such reports was published in 2004, the opportunity has also been taken to assess progress during the intervening period.

2. This Annual Report consists of an Executive Summary which provides an overview of:
   * highlights and lowlights;
   * significant activity in relation to specific objectives endorsed by Management Board and Council last year – the extent of progress is marked in red (where there is considerably more to do) amber (where progress has been achieved but there is still work to do because, for example, the project is large or College-wide), or green (where a considerable amount has been achieved); the Executive Summary also includes ‘at a glance’ representation statistics for staff and students (fuller statistics are contained within the Appendix to the full Annual Report);
   * changes over the last decade 2004-2014;
   * recommended priorities for 2014-2015.

The full Annual Report will be published on the website and will include the above plus:
• **Annex 1** which provides fuller detail on equality-related activity undertaken between May 2013- May 2014;

• an **Appendix** which provides fuller detail on staff and student representation statistics.

3. The Provost’s Board considered the Report at its meeting on 30 May 2014 and endorsed the recommendations outlined in paragraph 18. The Board also asked that two further recommendations be added, namely:

i. that further benchmarking should be undertaken with HEIs and relevant private sector companies/public sector institutions to identify if there are variations in practice and whether we might learn from those with better representation and declaration rates;

ii. every opportunity should be taken to increase general awareness in College of existing equality-related initiatives, for example at the forthcoming Provost’s road shows reporting on the results of the 2014 College staff survey, and the Vice Provost’s (Education) forthcoming meetings with staff networks and Executive Sponsors.

Council is asked to consider this Annual Report and its recommendations.

**EXECUTIVE SUMMARY May 2013 – May 2014**

**HIGHLIGHTS**

4. Achievements can be reported in relation to the following:

• extensive Faculty-wide, equality–related activity spearheaded by the Faculty Deans which has included significant Athena SWAN progress, senior staff attendance at unconscious bias training, regular and public consideration of equality issues for both staff and students within departments and via Deans’ reports to the Provost’s Board;

• the establishment of two senior committees to advance gender equality – the Academic Gender Strategy Committee (AGSC), chaired by the Provost and including all Faculty Deans, and the Athena SWAN Committee which focuses upon departmental activity;

• Athena SWAN Institutional Silver, Athena Gold SWAN Award for Chemistry and a further 10 Athena SWAN Awards making 11 departmental Athena Awards in total;

• re-launched and rejuvenated staff advisory groups to enhance equality in day-to-day practice - Able@Imperial, Imperial As One and Imperial 600, and recruitment of Liberation Officers for Imperial College Union;

• progressing equality for students on a wide range of issues via Imperial College Union;

• renewal of the ‘Two Ticks Positive About Disability’ accreditation;

• continuing strengthened support for disabled staff and students (including improvements to the physical environment and improved access via the website and assistive technology projects, improved mental health and specific learning difficulties support);

• an increase in the disability declaration rate for both staff and students;
- the percentage of disabled undergraduate and postgraduate students who joined the College is greater than the percentage who applied; disabled students are also achieving proportionally greater academic attainment at 1st or 2.1 degree levels;
- progress in relation to the equality-related themes within the Education and Student Strategy so as to enhance students’ experience and the learning environment;
- the significant support now provided to those who are about to become parents, or who are parents;
- continuing high-quality and extensive communications and publicity on equality-related events and initiatives;
- the increasing and strengthening of institutional awareness and understanding of equality as measured by significant numbers taking training (all courses rated 4.5-5 for usefulness and application) and attending equality-related events, and by the increasing impact of *Imperial Expectations*, particularly by those departments engaged with SWAN activity;
- a relatively significant increase in the number and percentage of staff declaring as BME/Other in the past year – 1405 (22.5%) in 2012 compared with 1486 (24.3%) in 2013, including declarations by staff who are in senior academic and professional grades.

**LOWLIGHTS**

5. We have not stemmed the decline in data capture apart from that relating to the declaration of disability. The collection of personal data is complex and there are many reasons why there will always be gaps, or the rate will go up and down. These include: individuals actively choosing not to declare; relatively high turnover, particularly for certain staff groups on fixed-term contracts; staff and students joining us from cultures where data capture such as this is not the norm; individuals not feeling comfortable declaring because of real, or perceived, fears about the consequences. It remains the case, however, that data capture and analysis enables a quantitative measure of our effectiveness and helps us to monitor our objectives, and so getting better at this must continue to be a priority.

**PROGRESS ON LAST YEAR’S SPECIFIC OBJECTIVES**

6. The then Management Board, and Council, endorsed the following objectives at their meetings in July and July 2013 respectively, and a summary of progress over the year is as follows:

**ACADEMIC DIVERSITY TASK FORCE (ADTF)**

6a. Implement and monitor the recommendations of the ADTF to help address declining female representation below professor, and marginal and static BME representation at all academic levels.

**Progress on 6a. (AMBER)**
The ADTF made 14 recommendations which covered 5 key areas: seeking out a more diverse range of applicants; short-listing and interviews; the role of the College consuls; data collection; post appointment. Progress has been made on the most significant recommendations regarding recruitment and selection and the ‘Welcome Service’ and, over the coming year, HR will be working with departments to embed the new ideas and approaches into practice.
**IMPERIAL EXPECTATIONS**

6b. Implement and monitor the ‘Giving Imperial Expectations Teeth’ 2013-14 project (phase 2), whereby we continue to implant the seven guiding behavioural ‘Expectations’ and map where the gaps are in understanding and day-to-day implementation so as to plug them.

**Progress on 6 b. (AMBER)**

Phase 2 has concentrated on 3 themes in order to give Imperial Expectations ‘teeth’:

i. **embedding IEs in departments** – this has been achieved by working with departments on their priorities and, in particular, those departments applying for Athena SWAN Awards. Activities have included linking IEs to management development training, equalities training and PRDP briefings, including IEs in Athena-related surveys to raise awareness, extensive use of the IE360 tool which has increased the number of people who are being assessed against, and who are assessing performance against, the seven principles.

ii. **enhance communications** – material has been re-designed to include examples of how IEs are seen in daily interactions in College; video-clips have been developed to show IEs in practice; wherever relevant, opportunities are taken to publicise IEs.

iii. **monitoring and evaluation** – since inception, 3 recruitment audits have been undertaken to assess compliance and, following the first survey of new starters in October 2012, which focused on their experience of IEs in recruitment and induction, a second survey was undertaken in November 2013 to focus on experiences of mid and end of probation. Focus groups will be held with the October 2012 new starter cohort in July 2014 to assess their overall experience and awareness of IEs.

iv. Changes have been made to guidance and paperwork to address shortfalls in compliance and understanding where required. An audit of the inclusion of IEs within the academic promotions process has been undertaken and the results will be analysed, and changes made if required, before the next promotions round.

**DATA COLLECTION**

6c. Reverse the downward trend on the **collection of data for staff and students**.

**Progress on 6 c. (RED)**

i. Some success can be reported on reversing the downward trend regarding data capture with regard to the staff declaration of disability. The declaration rate has increased from 2.4% to 2.8%, and the percentage of those about whom we have no data has decreased from 9.4% to 7.8%. This declaration rate is, however, below the sector average which is 3.4% (Equality Challenge Unit - statistical report 2013), although it is comparable with other Russell Group universities.

ii. This same success cannot be reported with regard to declaration of ethnic origin as both the number and percentage of staff who have not declared have increased significantly over the past year (848/11.9% not known in 2012 compared with 1390/18.5% in 2013).

iii. For students, the percentage of undergraduate students whose ethnic origin is unknown, or where the information has been refused is significant, at almost 40%. This total percentage is a little worse than last year although, for
the 2013-14 year, there are considerably fewer students actively refusing to declare (rather than ‘unknown’) and this is a trend over recent years.

EDUCATION AND STUDENT STRATEGY
6d. Implement the equality-related priorities arising from the Education and Student Strategy so as to achieve a world-class student experience, with a core focus on the cultural considerations arising from an international student cohort.

Progress on 6d. (AMBER)
The Education and Student Strategy has a five-year implementation plan with a number of working groups addressing specific topics. In relation to those whose activities encompass equality-related priorities, the following progress can be reported thus far:

i. **Enhance the ‘Welcome’ experience for all new students** – feedback from students has been sought to identify key characteristics of a successful induction. This includes the development of a programme to suit diverse student needs and ensuring that social activities are respectful of cultural, ethnic and religious diversity. Acting on this feedback, a new ‘Imperial College Orientation Programme’ is being developed for 2014 for international and home, and undergraduate and postgraduate students. Previously, pre-Welcome Week activities have been available exclusively to international students. The Students’ Union has introduced the successful ‘Alternative UG Mingles’, aimed at students under 18 who would prefer to socialise in an alcohol-free environment.

ii. **Develop a programme to support the ‘transition’ for new students** – a programme is being designed to ensure that all students are able to make the most of their potential by supporting them to become independent learners and gain workload management skills. In designing the activity, cognisance has been taken of research which indicates that mature students, those who are the first in their family to attend university, and those from ethnic groups who are under-represented in the university population, may experience more difficulties in the transition to study at university.

iii. **Enhance systems of academic, pastoral and research supervision support as part of the College’s proposition to students** – a range of initiatives are in the planning stages and include a review of health and well-being which will evaluate the needs of all students, consider the current provision and recommend a future framework which is fit for purpose. The Wellbeing task group will meet over the summer.

iv. **Develop further the recognition, reward and promotion of staff who deliver excellence and innovation in teaching, learning and student support** – while the College recognises contributions to education by academic staff at all levels, including professorial, the College does not have a senior grade which recognises contributions to learning and teaching by support staff. A Level 6 grade in the Learning and Teaching Family has been developed and will be available later this year.

FAMILY SUPPORT
6e. Respond to the main issues arising from the survey of returning mothers following maternity/adoption leave.

Progress on 6e. (GREEN)
Considerable progress has been made for those who are about to have children and those who are already parents. Activity includes:
• workshops, for those who are pregnant, have given birth, and for new and prospective fathers have been developed and are held every 4 months; provision has been extended to support PhD students;
• the maternity buddy scheme has been extended to offer a buddy before birth, as well as after;
• career coaching is available for those returning from maternity leave;
• ‘Babies and Bumps’ networking sessions are run monthly and have proved to be extremely popular – these have also been extended to include PhD students;
• 2 designated rooms for expressing milk and resting have been made available and there are now 19 baby changing facilities across College where, previously, they were few and far between and with only 1 at the South Kensington campus;
• the implementation of the childcare support scheme, which provides childcare vouchers to the value of £124 for each staff member with a child of 5 and under and who are not using the College’s nursery;
• the ‘My Family Care’ initiative provides staff with access to emergency childcare, school holiday cover and back up adult and elder care, together with specialist expert advice and resources – the College was the first university in the UK to provide this service.

SPECIFIC SURVEYS
6f. Implement and monitor the action plans which have resulted from the disabled staff and student surveys (overseen by the Disability Action Committee and the ICU Deputy President (Welfare) working in conjunction with the College’s Director of Student Support), and the Imperial As One (IAO) survey.

Progress on 6 f. (GREEN)
The surveys have provided an excellent launching point for actions and activities which are being taken forward by Able@Imperial and Imperial As One with comprehensive central support. They have also acted as methods to raise awareness amongst the College community. Detailed plans are contained within the revised Equality Objectives 2014-2016.

PROGRESS ON CONTINUING PRIORITIES
7. In addition to focusing upon the 6 specific objectives which were identified in last year’s Annual Report (para. 6 above), considerable activity has been undertaken to continue to implement the Equality Objectives which were set in 2012. This involved:
• addressing our representation issues for staff and students through a wide variety of activities including: changes to recruitment and selection and admissions procedures, outreach and widening participation, positive action staff development, equality briefings, management development and unconscious bias training, progressing equality for students via the Students’ Union;
• increasing knowledge and understanding of equality and inclusion and supporting Deans, Heads of Departments and senior managers to implement best equalities practice for staff and students;
• providing administrative and professional central support to our staff advisory groups to foster involvement and inclusion;
• implementing training, positive action staff development, communications and publicity to increase understanding and engender change.

A detailed account of the activity relating to these continuing priorities can be found in Annex 1 of the full Annual Report.
8. The Appendix to the full Annual Report provides detail but trends for staff are highlighted below.

**STAFF** (the data is taken from the 2013 annual November Diversity Snapshot)

**Gender**
- the overall percentage of female employees remains the same as last year at 43.6%;
- the number of female academics and female researchers has increased from last year i.e. 268 female academics in 2012 compared with 277 in 2013 and 995 female research staff in 2012 compared with 1021 in 2013, but the percentages have decreased slightly – from 21% to 20.9% and from 41.3% to 41% respectively;
- the number of female professors has remained the same – 86 in 2012 and 2013, but there has been an increase in male professors – 469 in 2012 to 515 in 2013; consequently, there has been a percentage change in the figures with a reduction from 15.5% to 14.3% for female professors and an increase from 84.5% to 85.7% for male professors.

**Ethnic Origin**
- the number and percentage of staff declaring as BME/Other continues to increase – 1405 (22.5%) in 2012 compared with 1486 (24.3%) in 2013 (there has also been a 4.5% increase in those declaring as BME/Other since the first Diversity Snapshot in 2005);
- comparing 2012 with 2013, the increases in those declaring as BME/Other include staff in the academic, research and in the most senior support grades (Levels 5-7);
- in the academic and research grades, the increase has been mostly in those declaring as Asian or Chinese; in the senior support grades, the increase is largely due to those declaring as Asian;
- in the Level 1-4 support grades, the largest increase is those declaring as Black.

**Disability**
- the downward trend for disclosure reported last year has been reversed – the number of staff declaring as disabled has increased from 169 (2.4%) to 209 (2.8%), and the number and percentage figures for whom there is no data available has decreased from 668 (9.4%) to 583 (7.8%).

**Age**
- while the percentages of the different age groups have remained static for the most part, the increase in overall staff numbers from 7102 to 7498 is mostly accounted for by staff under 50, with the largest increase being seen in those aged between 35-39.

**STUDENTS** (data based on Registry’s annual analyses taken in December and September)
9. Trends for students are highlighted below.

**Gender**
- the percentage of female undergraduates began to fall in 2005-2006 and, since 2009-2010, has remained static at around 34%, but the percentage declined slightly again in 2013 to 33.8%;
- the percentage and number of female taught postgraduates have increased again after a decline last year – 1464 (43.4%) in 2012 compared with 1556 (44%) in 2013;
- the steady decline in female research postgraduates since 2009-2010 has altered with a small increase in number and percentage - 1092 (35%) in 2012 compared with 1105 (35.2%) in 2013.

**Ethnic Origin**
- there are small increases in the number of those undergraduates declaring as Black African, Pakistani, Bangladeshi and Mixed – White and Asian but a notable decline in those declaring as Chinese or Black Caribbean;
- those declaring as White postgraduate research students increased significantly;
- those postgraduate research and postgraduate taught students declaring as Chinese continues to increase.

**Disability**
- the number and percentage of students declaring a disability to the College has increased to its highest ever level 713 (4.5%) and, using statistics from the DAS, the increase is to 1022 students (6.4%);
- for the 2013/2014 academic year, 3.6% of those applying for an undergraduate degree declared a disability and 4.3% of those enrolled declared a disability; for postgraduate applications, 2.2% declared a disability and 4.1% of those enrolled declared a disability.

**Attainment**
- the gap between females and males attaining a 1st class degree continues to narrow;
- the percentage of female students attaining a 2.1 remains static at 54%;
- overall, the percentage of 2.2s and 3rd for all students continues to decline – only 1% of both male and female students graduated with a 3rd in 2012-13, and 2.2 attainment is broadly similar – 11% for females and 12% for males;
- 1st class degrees for those declaring as BME dropped a little from 33% to 31% with results for those declaring as White also dropping from 40% to 37%;
- the percentage of those declaring as BME graduating with a 2.2 dropped from 18% to 13% and stayed static at 9% for those declaring as White;
- the percentage of disabled students gaining a 1st grew from 28% to 31% - ahead of the curve as general 1st attainment fell by 1%; the percentage of disabled students gaining a 2.1 increased significantly from 48% in 2011-12 to 64% in 2012-13 – again, ahead of the College’s graduating student population at 51%.
CHANGES OVER THE LAST DECADE 2004-2014

10. Prior to the first Equality and Diversity Annual Report, policies and procedures were in place to ensure legal compliance and two formal committees oversaw equality matters at a senior level (the Equal Opportunities and Diversity Committee and the Academic Opportunities Committee). Equality was taken seriously, but the business case for being proactive, and the need to promote equality rather than simply responding to legislative requirements, were not widely recognised. Where equality issues were acknowledged, it was largely confined to female academics.

11. In the period covered by the first Annual Report, published in 2004, activities had been framed by the conclusions and recommendations from the College’s first staff survey which had been undertaken in 2003. Priorities had been as follows:

- a concentrated effort to develop leadership and management capability as many of the issues raised showed that managers needed to become better at managing generally in order to help achieve a more positive and inclusive culture;
- emphasis was put on the importance of recruitment and selection in relation to equality, the procedures had been revised and there had been a significant ‘push’ on recruitment and selection training;
- the survey had shown the experiences of staff with disabilities to be the most negative, no explicit disability policy existed and monitoring was not undertaken – monitoring for disability was instituted in 2003 and a Disability Task Group was established to help formulate the Disability Policy;
- comments concerning issues of harassment and bullying had been made by staff and, in response, an Harassment and Bullying Policy had been developed and the Harassment Support Contact network was established;
- while female staff in general did not report feeling disadvantaged in relation to their male colleagues, this was not the case for female academics who, apart from those with disabilities, were the most outspoken respondents with the most negative experiences – changes were made to the academic promotions system, explicit guidance was issued on how the process should be handled within departments and staff development for female academics became a priority.

Additionally, there had been considerable concentration upon the extensive and significant College-wide requirements of the Race Relations (Amendment) Act 2000.

12. Back in 2004, the concerns identified were:

- insufficient data leading to inadequate equality monitoring for staff and students;
- the need to increase understanding and awareness, but the staffing resource was inadequate to deal with the weight of legislation and the number of initiatives that were required;
- disability, and harassment and bullying, policies had been written but a resourced implementation plan was required;
- equality initiatives focused mostly on staff rather than students.
13. A decade on, there has been significant progress in many areas but the College is continuing to address fundamental and systemic issues. For example, the implementation of the Imperial Expectations project is designed to improve managerial capability and effect cultural change; the Academic Diversity Task Force recommendations have a major focus on recruitment and selection to promote diversity; data collection and monitoring are still being tackled.

14. Representation issues are still to the fore although there is progress to celebrate. For example, in the first Diversity Snapshot, those staff who declared their ethnic origin as BME/Other accounted for 19.8% of the total, while in 2013, it was 24.3% and the increase is across all staff categories and in most grades, including the senior grades. There has also been a significant increase in the percentage of female research staff – 36.2% compared with 41% in 2013. While the percentage of female academic staff has increased minimally – from 19.6% to 20.9%, the number has increased from 230 to 277, and the number of female professors has more than doubled.

15. Major changes to highlight over the ten-year period are:

<table>
<thead>
<tr>
<th>May 2004</th>
<th>May 2014</th>
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</thead>
<tbody>
<tr>
<td>Students – 1fte to support disabled students</td>
<td>Disability Advisory Service – 7.7fte including Advisers, SpLD Tutors and Study Mentors/active Departmental Disability Officers’ network in all academic and support depts.</td>
</tr>
<tr>
<td>Staff – 0.8 fte equalities consultant</td>
<td>Equality and Diversity Unit – 3.8fte which includes a specialist disability adviser + 1fte on a fixed-term contract</td>
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<tr>
<td>Informal and adhoc involvement by special interest groups in developing policies and procedures</td>
<td>Significant qualitative advances in services provided for both staff and students in addition to quantitative increase in staffing resource</td>
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<tr>
<td>Equality strands not a strong feature in Students’ Union provision</td>
<td>Students’ Union Liberation Officers Equality significantly higher up the agenda</td>
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<tr>
<td>No family-friendly or flexible working policies</td>
<td>Policies and extensive support activities in place</td>
</tr>
<tr>
<td>Limited range of data available for monitoring for both staff and students</td>
<td>Extensive range of data available for monitoring for both staff and students (if incomplete)</td>
</tr>
<tr>
<td>Limited active involvement by senior staff on equalities issues</td>
<td>Provost’s Board Champions for race, sexual orientation, disability and gender; more senior staff on E&amp;DC and the AGSC; Provost’s Envoy for Academic Gender Equality; Vice Provost</td>
</tr>
<tr>
<td><strong>Ad hoc publicity and coverage and communications</strong></td>
<td>Extensive and informative publicity and coverage</td>
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<tr>
<td><strong>External equality validation – Opportunity Now Institutional Silver</strong></td>
<td>Athena Institutional Silver Award/Chemistry Athena Gold Award/10 further Athena Awards; Stonewall Champion; Two Ticks Positive About Disability Employer</td>
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<tr>
<td><strong>Ad hoc provision in relation to enhancing student experience other than comprehensive learning and teaching development for new lecturers</strong></td>
<td>Comprehensive Education and Student Strategy that encompasses the full range of student-related provision and services</td>
</tr>
<tr>
<td><strong>Targeted, but limited, equalities training</strong></td>
<td>Equality integrated into all relevant programmes in addition to extensive range of equalities-specific training</td>
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**CONCLUSIONS**

16. Over the past year, equality-related activity has been comprehensive and paragraphs 4-7 above provide an overview of achievements of which the College can be proud, and upon which we must continue to build. The table in paragraph 15 also provides a succinct picture of the considerable degree of positive change which has taken place in the decade since the first equalities Annual Report was published.

17. Our major and overarching themes continue to be:

- promoting involvement, participation and engagement so as to increase diversity and equality;
- addressing a lack of representation where we are falling short;
- influencing the culture so that staff and students feel ‘safe’ to declare and participate, which will facilitate the better measurement of our effectiveness.

**RECOMMENDED PRIORITIES FOR 2014-2015**

18. Council is asked to consider and support the continuing significant and focused effort on the following actions:

- **To continue to provide Faculty reports to the Provost’s Board:** each Dean to provide a termly report on local equality-related initiatives and progress;

- **To address equality-related issues arising from the 2014 College-wide staff survey:** following the Provost’s campus meetings to inform staff of the results, ‘local’ and specific data cuts and analysis will be provided to departments/key areas/relevant committees/senior HR staff so that comparisons can be made with the results of the last survey and plans put in place, as required, to address concerns/issues;
c. To provide a significant programme of unconscious bias training, to include members of the Provost’s Board, Heads of Department, members of senior committees; following the session held for the E&DC and the Consuls in May 2014, the training has been evaluated and will be tweaked for the open programme and locally-held sessions that will be run over the coming year;

d. To continue to tackle the gaps in data collection for staff and students; for staff, action has included a communication from the Director of HR in May 2014 to encourage declaration and which informs staff how we will use the information, complemented by continuing encouragement by the local HR teams and the staff networks; for students, there will be continuing encouragement to declare, and particularly by the DAS in relation to disability;

e. To enhance the influence and impact of the staff and student networks and promote increasing involvement of the Executive Champions; the Chair of the E&DC, together with the Equality and Diversity Unit, will work closely with the networks and the Executive Champions on devising and implementing action plans for the year ahead;

f. To continue the College’s commitment to boost female participation in science, technology, engineering and maths via the ‘Your Life’ initiative, and by achieving Athena SWAN Awards as a concrete reflection of genuine cultural change of benefit to both staff and students; the ‘Your Life’ initiative will include a focus upon outreach, course design, promoting role models and Athena, and the Athena-specific work will involve the AGSC, the Athena Committee and the Equality and Diversity Unit continuing to support, encourage and monitor College-wide departmental activity in our quest to gain Athena Awards for each department and institutional Athena Gold;

g. To follow up on the College’s commitments to the ‘Your Life’ campaign to encourage more girls and women in engineering and technology http://www.yourlife.org.uk/; progress will be monitored by the Chair of the E&DC together with relevant colleagues, and the good practice learnt from the wide range of signatories to the campaign will be shared;

h. To continue to address our eight revised Equality Objectives 2014-2016 for staff and students, which were agreed by the E&DC in March 2014 and which are on the website – these cover: diversity in representation of staff and students (with a major focus on gender, race, disability, sexual orientation), participation and involvement, the working and studying environment, mental health and well-being, staff recruitment/selection/progression and student admissions and attainment, specific education-related and student experience priorities; progress on this significant College-wide activity will be monitored regularly by the E&DC;

i. To continue to progress the work relating to the ADTF’s recommendations, embedding Imperial Expectations and the equality-related aspects of the
Education and Student Strategy; actions in relation to the ADTF’s recommendations and Imperial Expectations will continue to be led by HR and actions in relation to the Education and Student Strategy will continue to be led by the Education Office.

5 June 2014