SECOND ANNUAL REPORT FROM THE EQUAL OPPORTUNITIES AND DIVERSITY COMMITTEE (EO&DC)

A Report by the Chair of the EO&DC and the Director of Human Resources

INTRODUCTION

1. The purpose of this second Annual Report is to:
   - Highlight the major activities that have been undertaken over the past year;
   - Provide a progress report on the plans for action that were approved by the Management Board and Council in January and February 2004 respectively;
   - Assess whether Imperial is viewed as a good place to join and work.

2. The EO&DC wishes to pay tribute to Professor Frank Leppington, the Chair of the Committee, who retired in September 2004. Subsequently, the Rector appointed Professor David Begg (Principal of the Tanaka Business School) as his successor.

SUMMARY

3. A College-wide survey, “Imperial - A Good Place to Work?” was undertaken in 2002. Taking this question as the main theme, improvements have been made. Policies are in place, managers and staff are attending training on equality and diversity on a wide range of issues that affect staff and students, consultative groups have been established, regular monitoring is undertaken, the College has close links with local community groups and publicity and communications have improved. These improvements have, necessarily, been at the macro level and we are assessing the impact of these changes ‘on the ground’. In accordance with any organisational development programme, however, it will take a further year in order for us to show, in detail, how the College is reaping the benefits of effective equality and diversity management, and for us to measure the extent to which the changes are having a marked effect on the day-to-day lives of staff and students.

ACTIONS – OVERVIEW

4. It is important for the College to have representative groups working on equality and diversity issues under the EO&DC’s umbrella. Annex A shows the range of equality and diversity groups that now exist. The groups are broadly, either management-led, with a remit to ensure effective policy development and progress on action plans or, staff/student led, where members inform College policy and help to provide feedback on the positive or negative impact of policies and procedures. All directly, or indirectly, impact upon staff and students.

5. Annex B provides a summary table of the progress on the major plans for action that were approved by the Management Board and Council last year.
ACTIONS – SPECIFIC

BUILDING STAFF DEVELOPMENT, LEADERSHIP AND MANAGEMENT CAPABILITY

6. In order to achieve the College’s strategic goal to attract, develop and retain staff, and to instil a positive and inclusive culture, our management and leadership training initiatives have been developed further. An individual manager’s responsibility for equity, and the benefits/business case for diversity, have been incorporated into new management development programmes for staff at all levels.

7. In the 2003/04 academic year, 1175 training events on management and leadership were held. 28% of attendees were academic or research staff. Given that this Job Family accounts for 49% of total staff, and even allowing for the fact that some academic and research staff will have attended external activities, the figures show that participation rates could be increased. Female staff make up 42.4% of the total staff number and it is encouraging that they were well represented on management and leadership programmes by taking 55.4% of places.

8. The College recognises the importance of good practice in recruitment and selection, and the impact such practice has upon the achievement of equal opportunity and diversity. The policy that all interview panels should comprise fully trained staff or, at least a trained Chair, has continued to be implemented. Course attendance rates in the first year of the policy (2002/03) were high at 521 and dropped to 207 in 2003/04. While some reduction in attendance is inevitable as the most regular recruiters are trained, it is clear from our monitoring of interview panel membership (and comparing this data with attendance at College training), that more specific targeting is required. For example, although academic staff recruit regularly, only 28% of participants were academics compared with 51% in the previous year. Further work also needs to be done to ensure that our interview panels are more diverse.

9. Encouragingly, the percentage of disabled staff and staff from Black and Minority Ethnic groups (BME) who attended the full range of courses reflected the College’s staff profile.

10. Equality and diversity continue to be given great weight in the College’s induction programme. The Director of HR now introduces courses, taking the opportunity to emphasise the College’s strategic objectives for equality and diversity. Roadshows, held over the Summer to brief staff on the College’s anti-discrimination policies, supplemented these regular events. Following the 2003/04 pioneering Diversity Workshops in the Undergraduate Medicine Office and Residences, Local Action Plans have been introduced. Residences has established a Diversity Committee and action has been taken to improve communication for both staff and students, and work is progressing on translating key documents into the most regularly used languages. The Performance Review and Development Plan (PRDP) documentation for operations staff has been translated into Portuguese (the second most commonly spoken language in some departments) and a Portuguese speaker in HR joined the trainer to ensure full understanding.

11. The pool of specialist trainers and facilitators has been widened so that we have more experts skilled at providing relevant information and generating debate. Both formal evaluation and anecdotal feedback indicate that staff find the development activities useful and the trainers are well-regarded. Word of mouth publicity has led to requests to provide equalities training – “arm-twisting” has reduced.

12. From its inception, the PRDP has included questions relating to the individual manager’s responsibility for equality and diversity. Reviews of the completed paperwork, however, show that these questions are often left blank. Equality and diversity are already covered in the training sessions provided for Reviewers and Appraisees but it is clear that greater emphasis is
required to ensure that managers understand their responsibilities. HR may have to court unpopularity by returning incomplete forms.

13. The CRE’s most recent investigation into the Metropolitan Police (March 2005) provides a useful prompt to consider whether the situation described exists in the College. Improvements were noted, as was the willingness to change at the top. What the CRE’s report identifies, however, is that the thawing only goes so far and that middle managers are the “ice in the heart” of the service. Clearly, the College needs to ensure that its managers are properly supported and fully trained to ensure that we do not resemble the current picture that has been painted of the police. The Report’s recommendations also provide food for thought as we assess our own equality and diversity progress record and action plans.

**RACE**

14. The Race Relations (Amendment) Act 2000 is a challenging piece of legislation because of its extensive requirements. The College’s “Promoting Race Equality Policy” is accompanied by five Codes of Practice and detailed Action Plans to facilitate comprehensive implementation. During the year, staff have been made aware of the College’s policy at induction and at the Policy Roadshows (paragraph. 10 above).

15. Following consultation with BME staff on whether an advisory group, specific to their needs and interests, would be a useful additional resource, the Rector wrote to staff in December 2004 to invite participation. Two meetings have been held to date and the group has chosen to call itself “Imperial As One”. While a consultant has been retained to facilitate the meetings, the College is concerned to ensure that the resultant recommendations are not top-down and consultant-designed as, paradoxically, this could increase any sense of alienation that staff might feel. It is imperative that those who are most likely to be affected by, or perceive the existence of, racism are consulted regularly so that they can help to inform College policy and help to identify gaps between policy and day-to-day practice.

16. A Race Equality Review Group has also been established and reports to the EO&DC. While the EO&DC retains overarching responsibility for race equality, it is considered that a group, with the specific remit to progress, monitor and assess the impact of the College’s Promoting Race Equality Policy, Codes and Action Plans, will undertake this task more effectively. Membership is drawn from key areas of College with both a staff and student remit; core members include those with lead responsibilities for the Policy and Codes. The Race Equality Review Group will also have very close links with “Imperial As One” to ensure that the Review Group fulfils its roles and responsibilities.

17. The partnerships and relationships that the College has with local communities are very important. The work of the Imperial Volunteer Centre (IVC) is a successful example of corporate social responsibility. In addition, it provides the College with the opportunity to promote itself to parents and potential students as an international, multi-cultural university which, in turn, helps to challenge a stereotyped view of the “Imperial student”.

18. The latest volunteer profile (236 people) shows that: 59% were female; over 50% were not White British; 5.5% were staff; 59.5% were undergraduates; 21% were PhD students; 2% were alumni or family members (12% were undisclosed).

19. There are many volunteer projects and some support our objective to promote race equality and good race relations directly. Examples include: Refugee Council (mentoring those waiting for school placements), After School Homework Project (assisting children from ethnic minorities), AHEAD (improving access to health services for African communities), St Clements
& St James Into University (the majority of children are from an ethnic minority). Evaluation reports show that the projects are well received by those communities with whom IVC works.

CODES OF PRACTICE – GOVERNANCE AND PURCHASING AND CONTRACT COMPLIANCE

20. In line with the Code of Practice on Governance, a questionnaire on ethnic origin was circulated to all 160+ members of the Court and Council in 2004. Unfortunately, very few returns have been received to date and the questionnaire will now be re-circulated to members to obtain a fuller response.

21. The same questionnaire is now included with the induction pack sent to all new Governors and members of the Court together with the College’s Equal Opportunities Policy, its Race Equality Policy and the Governance Code of Practice. The return rate from new members has been much better than from existing members.

22. In accordance with the Code, all calls for nominations for appointment to the Court and Council now make explicit reference to the Code of Practice and make it clear that the College expressly welcomes the appointment of members from ethnic minorities.

23. During 2004-05, the Acting Chairman conducted a major review of governance, the result of which was a significant reduction in the size of the Council from 32 to 19 members. When considering how to reduce the membership from its current size, the Nominations Committee considered a number of options and took careful account of the College’s Code of Practice. In the end, it was determined that the fairest way to determine the new membership would be to operate the first in, first out principle so that the most recently appointed members were those appointed to the new Council. In fact most of those members had been appointed since the introduction of, and therefore in accordance with, the Code of Practice on Governance.

24. Finally, in 2004, the Management Board commissioned a review of all of the College’s management committees. This review reported to the Management Board in April 2005. As this review was likely to make wide-ranging recommendations about the remit and membership of the College committees, no report has been made on the constitution and memberships of the current committees. The recommendations on the future membership of the Management Committees are in line with the Code of Practice.

25. Action on the Code of Practice on Procurement and Contract Compliance has been taken in 2003/04 to ensure that major purchasing contracts are open to all businesses. This will be extended to lower value purchases during 2005/06 (subject to changes in technology). The College was represented on the group which has developed a tool kit for ensuring that purchasing activities contribute to the promotion of race equality. It was launched in December 2004 and will be embodied into the Code during 2005. A national supplier database is also being established which will incorporate a race equality audit process. Each individual institution will not, therefore, need to check for compliance with pre-qualification procedures and national standards.

26. The Estates Division uses pre-qualification questionnaires for companies that are interested in having a “Framework Agreement” with the College for capital projects. Failure by the company to provide an effective response to the equality questions results in application failure. All of the current Framework partners, therefore, have been judged to meet equality standards.
RESPECT FOR OTHERS

27. Following the introduction of the Harassment and Bullying Policy and the Harassment Support Contact (HSC) network at the beginning of 2004, work over the past year has concentrated on publicising the policy and network. Three review meetings have been held with the HSCs and it is clear that further publicity and training is required to ensure that all staff are aware of the network and the confidential nature of the support that is given. 15 members of staff used the service during its first year. HR also met with other staff who wanted to discuss harassment and bullying but who chose not to be referred. The network also has close links with the College’s Counselling Service, “Care First”, to ensure that staff are aware of all the confidential support networks that are available.

28. The training programme on harassment and bullying was launched in January 2005 with a briefing session for the Deputy Rector, Faculty Principals and Pro Rectors. Further dates have been set for senior managers, Heads of Department/Division and staff throughout 2005.

29. The Equality Challenge Unit’s leaflet on the legislation relating to sexual orientation and religious belief has been distributed widely. Information on these rights and responsibilities has been incorporated into induction and recruitment and selection training. An in-house legal briefing for HR staff has also been held to provide up-to-date advice on good practice.

DISABILITY

30. HR’s Equality and Diversity specialist and the College’s Disabilities Officer work both independently and together to provide a comprehensive service for staff and students.

31. The major focus of activity has been to implement the College’s Disability Policy via the programme of Disability Equality Training. This has been combined with general awareness briefing sessions for support staff and academics to ensure that they are aware of their obligations and duties to students. To date, 200 participants have attended (all staff levels; 66% female/34% male; 25% BME). They have gained up-to-date knowledge of the law and have been briefed on the College’s policy. Staff are also asked to consider how their new knowledge can have positive effects on service provision in their local area and how they might work towards “accessibility for all” rather than “dealing with” those who have disabilities ie a best practice rather than compliance approach. The sessions have been extremely well received and a rolling programme is scheduled for 2005/06.

32. HEFCE funding to improve provision for disabled students continues until December 2005. To date, in addition to part funding the training referred to above, other projects have been supported, including web accessibility, and a lecture on Dyslexia and Dyspraxia. The lecture was so successful that it prompted the decision to have an annual equalities event in addition to the well-established Athena Lecture. In May 2005, the lecture is to be on Race and Disability and will be introduced by the Rector.

33. As part of its plan to embed good practice, the College’s Disabilities Officer coordinates the newly-established network of local Disabilities Officers drawn from both academic and support departments/divisions. They have been provided with guidance to help them fulfil the role so that they are fully aware of the College’s proactive and welcoming approach. The Disabilities Officers are also members of the Disability Equality Sub-Committee.

34. The number of students who have told the College that they have a disability is increasing (174 in 2002/03 to 202 in 2004/05), although there is a percentage who choose not to give this information. This is apparent from the number of students who seek advice from the Disabilities Officer who are not on record. Interestingly, within the relatively short period
October-December 2004, the Disabilities Officer had 165 meetings with students who were seeking general advice and/or financial support. (35 meetings with staff were also held during the same period). While a large number of queries from students related to dyslexia, guidance was needed for the full range of disabilities.

35. The College meets four of the five criteria in relation to the Two Ticks disability symbol which can be used on recruitment advertising and other literature - the fifth requires employers to guarantee an interview to disabled applicants who meet the minimum criteria. We aspire to meet the fifth criterion but accept that a wider understanding and acceptance of employing disabled people may need to be established before we can apply.

36. The College’s web team has continued with its programme (begun in 2003) to move all websites (approx. 300 in total) to a set of fully accessible templates. Imperial, therefore, became compliant with SENDA/DDA requirements in advance of the legislation. Accessibility relates to those with visual impairment but also to those who are unable to use a mouse. The aim is to make all web provision conform to at least Web Accessibility Initiative “Double A” (priority 2) guidelines.

**GENDER**

37. In order to implement the Schneider-Ross recommendations in relation to gender, action has continued to be directed at female academics and research staff. The Academic Opportunities Committee (AOC) analysed the main findings of the 2003 ASSET (Athena Survey of Science, Engineering and Technology) Survey and requested further work in May 2004 to benchmark us with other Russell Group universities. 224 academics from Imperial completed the survey (155 male/69 female). The Report revealed higher levels of ambition and frustration compared to Russell Group norms. 25% of our female respondents had aspirations to be Head of Department compared with 18% of female academics from the other Russell Group members; the percentage of Imperial female academics who thought they were not receiving equity of treatment across a whole range of factors was higher than that for other Russell Group members – a view not shared by Imperial’s male respondents. The analysis also showed that all male interview panels are more prevalent at Imperial. This survey prompted the AOC at its October 2004 meeting to commission a report to assess the impact of activities that have been undertaken to date and to prioritise future action. The Report will be published in Summer 2005.

38. The AOC regularly monitors data in relation to pay, promotions, appointments, contract type, etc. At its June 2004 meeting, data was presented to show how the objective to increase the number of female academic and research staff by 10% in the three years from 2002 was progressing. The data showed that while there were more females being appointed to research and academic posts, the numbers of those in post remained largely static. This indicated a turnover rate that would make the objective hard to fulfil and it was agreed that further analysis on the reasons for leaving were needed, specifically to identify if the reasons were negative, or (more positively) whether our staff are prime targets for being recruited elsewhere.

39. Exit questionnaires have been in place since 2001 but the assessment of turnover figures described above led to the decision that all female academic and research staff leavers would be invited to a confidential interview undertaken by either the E&D Specialist or the Deputy Director HR. Initial findings (from the relatively small number of interviews at that date) were presented at the October 2004 meeting and they will be used to assess the impact of our policies overall and to set targets as required. Findings included: the importance to female staff of managerial support and guidance in order to gain promotion and additional pay; the staff interviewed who were on fixed-term contracts felt less valued; and that there was a perception of inconsistent experiences in departments/divisions. Improvements included: the availability of
more staff development opportunities; more visible commitment by the College to equal opportunities policies; and clearer pay progression. (Personal invitations to an exit interview have also been extended to BME staff).

40. The number of female students continues to rise. At 31 December 2004, the total number of female full-time students was 37%, an increase of 4.6% on the previous year.

41. While not specifically aimed at women, the appointment in September 2004 of a Staff Development Adviser, with dedicated responsibility for career development of research staff, will have a positive impact upon female research staff. A Research Staff Working Group (for both male and female staff) has been established with the aim of communicating more effectively with researchers and generating and sharing ideas. 36% of research staff are female. 21% of research staff are from an ethnic minority group (the figure may be larger as 10% of research staff have not disclosed their ethnic origin).

42. A Research Fellow in the Faculty of Engineering is part-funded by Schlumberger to look at the barriers that may exist to prevent girls studying engineering and women becoming engineers, and her report will provide the College with valuable information. Other projects that she is involved with include negotiating with sponsors to fund 20 scholarships for female undergraduates starting in September 2005 and the New Vision project for undergraduate teaching in the Faculty. This latter project analyses what changes might be made to the curriculum and its delivery so that it is responsive to a more diverse range of students; this may, in turn, increase the number of students entering engineering as a career.

43. Dr Sue Ion from BNFL gave the 5th annual Athena Lecture. Her main topic was on nuclear power as a sustainable energy resource and she also reflected upon her experiences and successes as a senior female manager within industry.

FLEXIBLE WORKING/FAMILY FRIENDLY POLICIES

44. The Equal Opportunities Commission (EOC) has asked the College to work with it to develop a model EOC Flexible Working Policy. The College will introduce its policy during 2005, but in order to learn from experience, and to measure the impact of the policy over time, a survey of current practice was conducted in December 2004. 41 responses from managers were received. Varied arrangements are in place across the College but only half have been formalised in writing. While 88% of respondents were in favour of flexible working, it is clear that the policy will need careful introduction and managerial support. The aim must be to balance requests with continuing operational effectiveness. HR staff have already been trained on how flexible working is best implemented so that they are better equipped to advise and support managers.

45. The College is considering plans to double the number of childcare places at a newly-located Early Years Education Centre (subject to planning permission). Every effort is also made to ensure that EYEC parents benefit from the financial incentives available under current legislation. Additionally, a salary sacrifice Childcare Voucher scheme to subsidise the costs of childcare was introduced during 2004 and provides significant savings for parents.

AGE

46. Legislation has been delayed but the College has given initial consideration to the impact of changes to the retirement age and possible changes it might make to documentation, e.g. the application form, but work will start in earnest during 2005.
LEARNING AND TEACHING

47. One of the Centre for Educational Development’s (CED) roles is to provide academic, research, and learning support staff with opportunities to develop their teaching-related skills. During 2004, two of the core workshops (compulsory for non-clinical lecturers) have been re-designed to give greater emphasis to equality and diversity. “Becoming a Personal Tutor” equips staff to respond effectively to students from diverse cultures and backgrounds and raises awareness of equality policies. The workshop on “Designing for Learning” requires participants to address the specific question “How does your practice and planning ensure that the curriculum, teaching, learning activities and assessment promote equality and are not discriminatory?” CED also offers training specifically for post-doctoral staff including “Starting Teaching” and “Assisting with Supervision”.

48. Equality and diversity training has also been held for panel members who hear appeals from students who have been deemed to fail. Panel members do not serve unless they have been trained.

49. The Widening Participation Strategy aims to raise the educational aspirations of those who are under-represented in HE. The outreach programme is diverse and the areas in which we work have high BME populations. In 2003/04, over 50,000 pupils in total were involved with the programme with a large proportion coming from BME communities. The College’s Access Agreement was submitted to the Office for Fair Access in January 2005. Included in the Agreement are details of the Bursary Scheme for those from less affluent backgrounds. Awards will be monitored as part of student-related data assessment (see paragraph 58 below).

COMMUNICATIONS AND PUBLIC RELATIONS

50. Senior level support has been much in evidence. General communications activity has also moved into a higher gear to raise awareness of equality and diversity issues. Efforts have been made to make certain that the equalities and diversity groups that link to the EO&DC (Annex A) have a multiple purpose. They recommend action, policy change and help the College to set the equality and diversity agenda while also providing extremely important consultative and communication functions.

51. The range of promotional material has increased significantly. Mouse mats, pens and posters all publicise the College’s key value of “respect for others” and also give the web address for easy access to College policies. A full-colour brochure with photographs and contact details of the HSCs has been produced and the “Imperial College Pledge to Academic Women” has been redesigned as a full-colour postcard.

52. Close working with colleagues in the Communications Division has led to significantly more and improved publicity in the College’s newspaper “Reporter”. Articles and reports on events have included the launch of “Imperial As One”, the Athena Lecture and that on Dyslexia and Dyspraxia, an interview with the Deputy Rector on the importance of the College’s Harassment and Bullying Policy and associated training, and interviews with two of the HSCs.

53. While the majority of work has been internally focused, it is important that staff in HR with the most significant day-to-day responsibility for equality and diversity (the Equality & Diversity Specialist and the Deputy Director HR) are members of HE and national networks. The E&D Specialist is also an external member of the equalities committees of the Royal College of Art and the Institute of Physics.
54. Cultural events are planned for 2005, with regular activities taking place as part of the official launch of the new diversity groups.

DATA COLLECTION AND MONITORING

55. Accurate data and subsequent monitoring are vital to ensure that the College meets its equality and diversity objectives and that it complies with the law. A second personal data collection “push” for staff was undertaken in 2004 which resulted in an improvement in our knowledge of the overall staff profile. At November 2003, the ethnic origin of 86.4% of staff was known and this increased to 92.1% at November 2004. The aim is to improve this figure further during 2005. The number of staff with a declared disability remains very small at 1.2%, but it is hoped that wider knowledge of the Disability Policy and the training programme will contribute to higher declaration.

56. A minimum of 19 staff-related data sets (e.g. data on who applies and gets appointed, who gets promoted, etc.) are produced and are analysed regularly by HR and all major College committees. For example, a review of last year’s turnover data shows higher than average figures for BME staff. Research is to be undertaken to identify if this could be a reflection of the representation of BME staff in the lower grades (which generally have a higher turnover), or whether there are other reasons. Analysis of Leavers’ Questionnaires and the exit interviews referred to in Paragraph 39 above will also help the analysis. The number of staff who leave before completing 6 months’ service, and leave between 7-23 months, also increased in 2003/04. Further work is to be undertaken to assess the College’s record at recruiting to support posts at a rate that matches the ethnic composition of London’s potential workforce. (The market for academic and research staff is national and international).

57. A major exercise was carried out with colleagues from the IDEA League to compare the period 1998/99 to 2002/03 eg: overall female student numbers; female PhD students and PhD graduates; the numbers of female academic staff and whether in open-ended or fixed-term posts. Female representation on decision-making bodies and general career development activities were also surveyed. Whilst there is no room for complacency, it is encouraging that the College is attracting a higher proportion of female staff and students.

58. A minimum of 11 student-related data sets are collected. Collection has been sustained over the year and return rates have improved. For those who have disclosed their ethnic origin, 38.8% are non-white. The largest ethnic groups are Indian and Chinese - 12.3% and 8.1% respectively. Analysis focuses upon comparing applications with offers and considering which groups are failing or leaving courses early. As an example, the percentage of students from a BME background who appeal against being failed, and their appeal success rate, has remained largely constant since 2001. More in-depth analysis will be conducted in 2005/06 when a member of Registry staff will be given specific responsibility to coordinate and analyse student-related figures.

IMPACT ASSESSMENT

59. Impact assessment is the thorough and systematic analysis of a policy or practice to determine whether there is potential for, or is, differential impact on a particular group. This applies to all of the College’s major functions. The improvement in data collection in relation to ethnic origin has enabled us to assess the statistical impact of policies and procedures with a greater degree of accuracy than before. We still, however, need to mainstream impact assessment in policy formation and meet all of HEFCE’s good practice requirements. In the coming year we must also commit more resource to in-depth assessment of the statistics so that we are better able to assess trends year on year.
60. The setting up of our staff consultative groups will enable us to gain valuable information from those who are most likely to experience the effects of discriminatory institutional practice/discriminatory behaviour. The groups will also be provided with relevant statistics so that they can give us feedback. In addition, the follow-up to the 2002 College-wide survey will furnish us with valuable information on how staff view the impact of equality and diversity policies and procedures generally.

**MAJOR ACTIONS PLANNED FOR 2005**

61. The major focus will be to:

- Continue policy development and support for students;
- Continue the training/briefing programmes and build management and leadership capability;
- Review the Harassment and Bullying Policy; improve publicity for the policy and HSC network; continue the training programme for managers and staff;
- Produce a Workforce Composition report with targets;
- Survey disabled staff to identify if there have been positive changes since 2002 when the Schneider-Ross report recommendations were made; survey/focus groups of disabled students, and staff with responsibility for student matters, to identify the level of awareness in relation to support for disabled students (part of the HEFCE-funded project);
- Follow-up on the 2002 College-wide survey in conjunction with the Communications Division;
- Implement the recommendations from the Progress Review report commissioned by the AOC;
- Work in conjunction with the EOC and implement the Flexible Working/Work Life Balance Policy;
- Establish a working group to prepare for the legislation on age;
- Undertake a second equal pay audit (which will be more comprehensive because of improved data);
- Establish an Equality and Diversity Award;
- Assess whether we should begin to monitor sexual orientation and establish groups to identify good practice guidance and initiatives;
- Build upon the work undertaken to date with staff and student consultative groups;
- Improve Impact Assessment implementation;
• Publish and communicate a document that identifies practical actions that can be taken by managers at local level.

**AMBITIONS**

62. Longer-term, the EO&DC wishes to see: increasing leadership and public commitment from those senior staff with managerial responsibility; greater recognition of the achievements and contribution of a wider range of staff than presently exists – working for a prestigious organisation is very positive but elite organisations can be less successful at being inclusive; increasing understanding of the benefits of equality and diversity to Imperial, both as an employer and as a teaching and research institution; and increasing communication with, and greater participation by, a wider range of staff and students.

**DECISIONS**

63. The Council is asked to:
   
   a. Consider the findings of this Report.
   
   b. Assess the impact of actions taken to date.
   
   c. If thought fit, approve the major actions planned for 2005.

D.K.H.B.
C.G.