

Inclusive excellence

Equality, Diversity and Inclusion Strategy

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1. Executive Summary



Why does Imperial need a strategy for equality, diversity and inclusion (EDI)?
 The short answer is: because we want to ensure our future success as a university. We want to tap into pools of talent that have been neglected for too long, and to increase the quality, relevance and world-changing impact of our research and education. We believe that the health and well-being of the organisation and the people who work and study here will be enhanced by developing a culture that values everyone.

Our strategy brings a new focus and coherence to our efforts to promote equality, diversity and inclusion at Imperial. It expresses our desire to be more proactive, and more courageous in our efforts to be truly inclusive, by supporting individuals and by reforming structures and practices that maintain inequality and discrimination. It explains why we aim to position EDI at the centre of everything that we do and outlines our priorities and the practical steps that we will take to achieve our aims. These can be summarised as follows:

- We will integrate equality, diversity and inclusion into all management processes
- We will integrate equality, diversity and inclusion into the student experience
- We will take positive action to improve the opportunities and experiences of under-represented groups, especially women, and Black, Asian and Minority Ethnic, LGBTQ+ and disabled staff and students
- We will reduce the incidence of bullying and harassment
- We will gather and publish data to monitor our progress
- We will collaborate internally and externally to develop good practice
- We will be open to dialogue and challenge on our work on equality, diversity and inclusion

To succeed, it is vital that the responsibility for promoting equality, diversity and inclusion is shared by everyone in our community. EDI is not an optional extra, or a job that falls only to managers or to committees. Our strategy is therefore also a call to arms, to everyone at Imperial – staff and students – who believes that the dignity and individuality of every other person here should be respected and cherished.

We are resolved to be clear-sighted about the challenges ahead. We know that we operate in a society that is distorted by deep structural inequities, but we will not use this as an excuse for failure or inaction. Wherever possible we will seek to fulfil our mission as a university to be an agent of positive influence and change. We will sometimes find ourselves facing difficult choices because our resources are finite and we cannot immediately do everything that our aspirations demand. At such times, we will return to the principles articulated in this strategy as the starting point for discussions of how to do better.

Professor Stephen Curry,
 Assistant Provost
 (Equality, Diversity and Inclusion), September 2018

2. Why do Equality, Diversity and Inclusion matter at Imperial?

Imperial College London is a world-leading university that has a declared mission “to achieve enduring excellence in research and education in science, engineering, medicine and business for the benefit of society.”¹ This mission expresses the pride that we take as a university in our civic role as a repository for knowledge and culture, as an institution that fosters independent and critical reflection, and as an agent of positive societal change.

As a university, we are defined by our community of staff and students. Therefore we will only succeed in our mission by cultivating an environment that respects, supports and celebrates all the people who come to Imperial, enabling them to enrich the world and their own lives through work and study.²

Our community of undergraduate and postgraduate students, of academics and researchers, of administrators and technicians, of service and support staff, is tremendously diverse, even if it is not yet fully representative of society at large. We are people from all ages and backgrounds; people from the UK and from overseas; people of majority and minority ethnicities; people of different religious and philosophical beliefs; people from a range of socio-economic circumstances; people who are lesbian, gay, bisexual, transgender or who identify elsewhere under the umbrella of LGBTQ+; people who live with visible and invisible disabilities or enduring health conditions; and people who are single, married, in civil partnerships or in informal partnerships, with or without children. We are all influenced by our backgrounds and identities, as they combine and intersect; none of us can be defined by a single trait or characteristic.

Our institutional culture is shaped by our community. It is sustained and expressed day-to-day in our behaviour and in the relationships between us: formal connections of line management, professional interactions among colleagues, peers and classmates, teacher-student exchanges, and informal contacts and friendships. It is also transmitted in our outreach and widening participation work with pre-entry applicants.³

Our culture is also shaped by our institutional history and by society. The very name Imperial is a reminder of a historical legacy that is rooted in colonial power and inequality. We choose not to deny that history but not to be defined by it either. Nor do we shy away from the fact that we are embedded within a society that, despite progressive legal and cultural changes in recent decades, is still disfigured by inequality and discrimination. Racism, sexism, disablism, and other prejudices and abuses of power harm the daily experiences of too many of our staff and students inside and outside the institution.

Although in theory the equal rights of individuals are protected by law, reality too often falls short. In part this is because the ideas of equality, diversity and inclusion are still sometimes seen as matters that are secondary to the core institutional and organisational goals. At Imperial we reject that view. We wish to be clear-sighted about what these ideas mean and the value they bring to everything that we are aiming to achieve.

Equality is about recognising that everyone should have the opportunity to fulfil their potential. The Equality Act (2010) defines nine protected characteristics that historically have been the focus of discrimination. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation. Though such definitions are useful, it is problematic to think simply in terms of a list of characteristics. In part this is because they are often invisible and assumed to be absent. But we also need to be aware they intersect in different ways in different people; for example the lived experience of a British black woman is likely to be different from that of a white European woman, or a Chinese student who is a lesbian. We need to focus on the person. We also need to recognise that the protected characteristics raise issues that can impact us all, which is why a holistic approach to achieving equality requires us also to define what we mean by diversity and inclusion.

Diversity is about being aware of and valuing difference as openly and as broadly as possible. It involves building a culture that respects and embraces difference for everyone’s benefit.



Desmond Samuel (centre) is co-chair of Imperial As One, the College’s staff network for Black, Asian and Minority Ethnic (BAME) people.

Inclusion refers to the experiences of the individual within the organisation. We are inclusive to the extent that people feel they are valued, listened to and belong at Imperial – and feel free to be fully themselves.

Embracing equality, diversity and inclusion is not simply a matter of complying with the law, though clearly we are bound by its provisions. Nor is it simply a matter of social justice, though as a public institution it is absolutely right that we should strive to be representative of the society we serve. Nor is it an alternative to traditional notions of excellence. Rather, our commitment to equality, diversity and inclusion recognises the fact that excellence comes in forms that are changing as fast as changes in society. If Imperial is to thrive in a world that has never been more diverse and inter-dependent, and to play its full part in advancing social progress and mobility through research, teaching, clinical practice, entrepreneurship, outreach and public engagement, we must become more cognizant of the benefits that will flow from moving equality, diversity and inclusion to the heart of our institution.

Many of these benefits are readily identifiable, even if they might be challenging to realise in practice. There are a number of different ways in which a commitment to equality, diversity and inclusion will make us a smarter, healthier, friendlier and more productive organisation. It is important to realise that this commitment benefits everyone at Imperial, either directly or indirectly, because it places a particular emphasis on valuing people, their experience and their contributions.

For example, if we want to recruit, nurture and retain the best students and staff, we need to search in the whole pool of talent available to us. To do this effectively, we need to make sure that our culture is inclusive of diversity, so that everyone sees Imperial as a place where they will be treated with respect and given every opportunity to flourish, personally and professionally.

A culture that successfully recruits and retains diverse staff and students will inevitably also increase levels of personal satisfaction, and deepen people's commitment and sense of belonging to the organisation. It will also make us more productive: inequalities degrade the experiences of staff and students, and prevent us from doing our best work. Just as importantly, a culture that values all staff and students should also reduce the incidence of bullying and harassment, and the severe personal and organisational costs of dealing with inappropriate conduct.

A commitment to equality, diversity and inclusion is also supportive of good mental health. Minority and other marginalised groups are known to be more at risk of suffering poor mental health because of societal exclusion. Moreover, because of the stigma that still attaches to mental ill-health, all sufferers are more likely to feel excluded from 'mainstream' society, which will only exacerbate their difficulties. A culture that is aware of and sensitive to the needs of different people will be more effective at tackling the burden of mental ill-health.

There is ample evidence from business and industry that diverse teams make better decisions and diverse companies are more profitable⁴. Research shows that the value of diversity lies in the broader ranges of experiences and perspectives that it brings to team-work and problem-solving⁵. Creativity is enhanced in organisations where there is readiness to engage with new ideas and viewpoints that challenge groupthink. As a world-leading research university, Imperial already benefits from the varied talents of our international staff and students, and also through collaborations and partnerships all over the world. While there are still relatively few studies on the particular impacts of diversity on research and education⁶; universities can still learn from business and industry. The evidence that is emerging already suggests that more diverse research teams produce research that is more highly cited⁷.

We also desire to be more inclusive because it will further diversify our research and teaching. This will enrich the breadth and relevance of the research questions that we ask. We need to be as diverse as the world we seek to serve if we are to connect with it fully and be relevant to people's lives. This not only aligns with our global mission but has the potential for creating a virtuous circle by making our research activities more attractive to more diverse pools of talented staff and student recruits.



Imperial at Pride in London March 2018, organised by Imperial 600 – the College's LGBTQ+ network.

3. Where are we now?

Our efforts to develop an effective EDI strategy build on existing work that involves many people and many different streams of activity.

Valuing the diversity of our staff and students is one of the four cornerstones of the Imperial College Strategy 2015-2020⁸, which rests on the need to harness our collective strength as “a supportive and considerate community based on diversity, mutual respect and a commitment to excellence” and to “support and develop the breadth of talent in our student body and celebrate the diversity of our students.”

The Learning and Teaching Strategy published in 2017⁹ is focused on the needs of students, who make up about 70 per cent of our university community and are drawn from local, national and international populations. Currently being implemented, this strategy explains how placing diversity and inclusion at its centre will make our teaching more responsive to our students’ diverse needs, by directly addressing bias and increasing the relevance and appeal of the curriculum. The strategy also details how we will identify and remove barriers to access and full participation in education at Imperial, and how we will foster a culture and curriculum of ‘inclusive excellence’ that engages and values diversity.

EDI issues touch all aspects of life at Imperial and are also being tackled by a wide range of initiatives.

The most visible components of this work are schemes that provide external benchmarking of our efforts. These include the Athena SWAN awards, which operate at College and departmental level, the Race Equality Charter, Imperial’s participation in the Stonewall Workplace Equality Index, and the College’s status as a Disability Confident Employer. An extensive array of staff development courses includes programmes that are specifically targeted at women (Springboard), at Black, Asian and Minority Ethnic staff (IMPACT¹⁰) and at disabled staff (Calibre¹¹). Our Access and Participation Plan¹² and the monitoring return to the Office For Students demonstrates our commitment to widening participation at the recruitment and admissions stage of the student life cycle.

In 2016 an independent review of the College’s institutional culture noted many positive aspects of life at Imperial¹³. But it also highlighted concerns that our focus on excellence risked fostering excessive competition at the expense of the empathy needed to build a more supportive environment that deals effectively with episodes of bullying and harassment. The review also suggested that more avenues for dialogue within the organisation were needed to create a stronger sense of belonging.

Work to address these findings is ongoing. It includes, for example, ‘step change’ conversations with staff and students to collectively identify particular issues and actions to address them, plans for a values co-creation exercise, and the roll-out of Active Bystander training across the College. For academics, the Richardson Review¹⁴ has re-invigorated our determination to evaluate staff holistically by embedding a culture that values all contributions, including research, teaching, societal engagement and departmental citizenship. For all staff, the regular College-wide staff survey¹⁵ remains an important mechanism for monitoring the health of our institutional culture. For students, regular internal and external surveys of their experiences help to ensure that their voices are heard. Our students are also represented on numerous College and Departmental Committees, and the Learning and Teaching Strategy involves them as key partners in curriculum development and pedagogic transformation¹⁶.

The College is also increasingly aware of the importance of mental wellbeing for its staff and students. Poor mental health, whether temporary or enduring, can lead to poor performance, isolation, and in some cases, to self-harm. A number of coordinated efforts have been made to tackle this challenge across the College. Volunteer Mental Health Champions now help to raise awareness of mental health wellbeing at departmental level, while nearly 300 trained Mental Health First Aiders around the College can now provide initial frontline support. In 2017-18 the Student Union introduced a network of student wellbeing representatives who can relay important feedback from students to departments as well as signposting students to any relevant support services.

Q Find out more about Springboard

www.imperial.ac.uk/postdoc-fellows-development-centre/courses/course-a-to-z/springboard-womens-development-programme/

Q Find out more about Active Bystander training

www.imperial.ac.uk/engineering/staff/human-resources/active-bystander/

Some of the most recent developments indicating increased institutional commitment to equality, diversity and inclusion are the appointment of Imperial's first Assistant Provost (ED); the establishment of an executive EDI Strategy Group, headed by the Provost; and the establishment of a EDI Forum with a broad and representative membership. These two new bodies will work closely together to promote the integration of the values of equality, diversity and inclusion within the whole organisation that is envisaged in this strategy document.

4. Strategic Aims

4.1 We will integrate equality, diversity and inclusion into all management processes

An integrated approach requires the responsibility for change to be distributed throughout the organisation. While the creation of the post of Assistant Provost (EDI), along with the EDI Strategy Group and the EDI Forum will provide a new prominence and focus for EDI matters within the College leadership, we need to create an organisational culture in which consideration of equality, diversity and inclusion is central to all decision-making processes.

To that end, and building on Imperial Expectations¹⁷ and actions arising from the Institutional Culture Report, we will develop effective mechanisms for embedding consideration into how management and decision-making processes at all levels impact our commitment to be truly diverse and inclusive. We will:

- Ensure that all members of the College senior leadership are fully equipped to lead on EDI matters by including specific training on how to recognise and address issues of equality, diversity and inclusion as part of the President's and Provost's board refresher leadership development programme.
- Refresh the membership of the College Council as terms are completed with the aim of reflecting the diversity of present and future stakeholders – staff, students and partners – whom we expect to be drawn from all across the UK and the world. We are confident of being able to do this while maintaining the breadth and quality of expertise of the Council membership. This will enable the Council to 'lead from the front' on equality, diversity and inclusion issues.
- Accentuate the value we place on people-management skills across Imperial by developing processes to ensure that anyone taking on significant management responsibilities (including responsibilities for student supervision) receives appropriate training. This training will enhance awareness of EDI issues and provide staff with the capabilities to address them effectively.
- Review how we identify and nurture talent from under-represented groups and, where necessary, create mechanisms to ensure these are effective – including mentoring programmes targeted at staff from under-represented groups and reverse-mentoring opportunities for managers to better understand minority perspectives. Ultimately this will help to provide the necessary diversification of leadership positions at departmental, faculty and college level.
- Extend the 'Know Your Pool' approach to cover all protected characteristics in staff recruitment processes. We expect this approach to generate shortlists that properly reflect the diversity of talent available to us and to accelerate the process of making our staff profile more representative of the populations from which people are recruited.
- Widen the influence of our commitment to equality, diversity and inclusion by ensuring that it forms part of our relationships with suppliers, sub-contractors and commercial customers (e.g. organisations that hire our facilities). For example, in engaging with outside users of our facilities (e.g. conference organisers), we will highlight the importance to us of attention to EDI issues in their event planning.
- Incorporate consideration of equality, diversity and inclusion in the design of research projects that have a direct impact on people. While recognising that the choice of research topic has to be freely made by academics and researchers, we wish to stimulate efforts to align our research with our mission to be inclusive. In line with developing best practice, this will ensure that research outputs from Imperial that impact people (e.g. medical treatments, products of engineering or policy work) address the different needs that arise because of diversity in the population. This will help to make our research more relevant and impactful. But we can go even further and look for opportunities to directly address some of the needs

of under-represented groups within Imperial (e.g. technologies to help disabled people). Development of these capabilities should in turn facilitate recruitment of more diverse students and researchers to Imperial.

4.2 We will integrate equality, diversity and inclusion into the student experience

Much of our ongoing work to place considerations of equality, diversity and inclusion at the centre of our educational offerings is detailed in the 2017 Learning and Teaching Strategy (LTS). This focuses on moving to more interactive, student-centred pedagogy.

Developing an inclusive curriculum that will attract, engage and support students of all backgrounds and identities is an integral part of the LTS. Students will be treated as partners and will help shape their education experience. Interactive teaching and teaching based on inclusive research will allow students to bring their gender experiences, their cultural background, their experiences based on disability and sexual orientation, and their unique identity into the classroom as part of the group's learning experience. Diversity will become an asset instead of a problem that needs to be overcome.

This is hugely important work since there is evidence from our own internal analyses that recruitment processes, as well as attainment and retention, are negatively influenced by racial, gender and disability biases. Counterbalancing that bias can be achieved by active measures to diversify student recruitment to increase the numbers of students from a Widening Participation background and to eliminate the attainment gaps experienced by some under-represented groups of students. To that end we will:

- Work with the Office for Students to ensure we are providing ambitious and stretching targets to increase the diversity of our UK student population through a range of carefully targeted outreach activities and a supportive admissions process. As a first step, we will pilot recruitment processes from 2019/20 which aim to increase the number of well-qualified undergraduate applicants from widening participation backgrounds admitted to the College. These will allow us to diversify our student community without compromising on academic standards. Minority student attainment and retention are important components of this objective and will be covered within the Learning and Teaching Strategy through the development of an inclusive classroom and an inclusive curriculum.
- Develop “Imperial Expectations” packages for all students (undergraduate and postgraduate) that will be integrated into induction programmes in all departments. These will be designed both to raise awareness of EDI issues among students and to define expected standards of behaviour.
- Collaborate with Imperial College Union to articulate a common vision on how promotion of equality, diversity and inclusion will enhance the student experience.
- Ensure that all staff involved in delivering frontline student services have EDI awareness training.
- Review and enhance our support for students who have been in care or who are recent care leavers.

4.3 We will take positive action to improve the opportunities and experiences of under-represented groups

The College already engages with a variety of schemes that are designed to promote equal opportunities for staff and students with particular protected characteristics. These include Athena SWAN (gender equality), the Race Equality Charter Black, Asian and Minority Ethnic people), the Stonewall Workplace Equality Index (LGBTQ+ people) and the Disability Confident scheme (disabled people).

They are useful tools because they provide an external benchmark for the impact of internal initiatives. However, they are all form-based and risk being perceived as bureaucratic box-ticking exercises. Since they focus on specific subsets of people, they may also fragment efforts to be inclusive. In making use of these schemes we need to ensure we do not unduly burden the under-represented groups they are designed to help. We should also keep in mind that they are only worthwhile insofar as they enable real and positive impacts on the experiences of staff and students. There is also strategic value in adopting a joined-up approach to these benchmark tools, since initiatives to address the needs of one group may well have positive impacts on others, as well as wider positive effects of helping to instil a culture of respect and inclusion at Imperial.

4.3.1 Action in support of gender equality

Progress on gender equality remains a major goal at Imperial and has been largely, but not exclusively, driven through the Athena SWAN Charter¹⁸. As an institution we have now been engaged with Athena SWAN for over 10 years. It remains an important initiative but one where our efforts should be kept under review to determine that they are delivering real benefits. To that end we will:

- Use the Athena SWAN Charter at College and departmental level to coordinate action on gender equality and monitor progress. We aim for every department to attain at least a Bronze award by the end of 2019 so that the College will be positioned to apply for an institutional Gold award.
- Reduce the administrative load of Athena SWAN by sharing best practice on applications and action plans between departments, and with other institutions. As part of this effort we will work with AdvanceHE to help improve the operation of the Athena SWAN scheme.
- Support and celebrate the achievements of women through Women@Imperial week (among other events), Faculty Ambassadors, the Elsie Widdowson Fellowship, the Julia Higgins medal and awards, and tailored training and development programmes.
- Support parents through parental leave, nursery provision, family-friendly timing of College events whenever possible, and assistance with childcare to enable them to attend conferences and events outside normal working hours. We will also review the provision in place to support UG and PG students who are parents.
- Make year on year reductions in our gender pay gap¹⁹, which arises because we have more men than women in our senior, more well-paid roles, and occupations throughout the grade structure that are disproportionately held mostly by men or mostly by women depending on the role (occupational segregation). We will focus action by providing heads of department with departmental-level breakdowns of the gender pay gap. We will also continue to address any equal pay disparities through our pay strategy, which will review and adjust where appropriate starting salaries, pay reviews, and additional responsibilities.

4.3.2 Action in support of Black, Asian and Minority Ethnic (BAME) staff and students

Imperial has many staff and students from Black, Asian and Minority Ethnic backgrounds, drawn from the UK and overseas. Though race equality has made significant strides in the UK in recent decades, the government's race disparity audit²⁰ shows starkly that BAME people still face very significant barriers in education and employment²¹. The effects of this can be seen in the staff and student profiles at Imperial, acutely so in some quarters, e.g. in senior academic and administrative appointments, or in the numbers of students from the UK who are of black African or Caribbean heritage.

We must be more proactive in eliminating these barriers. Although we already have dedicated initiatives to highlight and address the experiences of BAME staff and students (e.g. Diverse@Imperial week, the IMPACT talent and development programme), we need to do more. As a first step, at the start of 2018 Imperial became a member of the Race Equality Charter (REC)²². We see this as a valuable way to reinvigorate our ongoing efforts to recruit, retain and nurture talented staff and students from minority ethnic backgrounds. This means that we will:

- Survey all staff and students, to gather information on the particular experiences of BAME staff and students at Imperial and explore these in greater depth in focus groups.
- Identify institutional impediments to the inclusion, recruitment and progression of BAME people at Imperial and formulate an ambitious and specific action plan to tackle these.
- Submit a full application for a university-wide REC Bronze award by the end of 2019.
- Use ongoing work on the REC to raise awareness of the problem of racial discrimination among students and staff at Imperial.
- Support and promote the IMPACT training and development programme.
- Promote participation in the Imperial as One staff network.

Q Find out more about Imperial as One

www.imperial.ac.uk/equality/staff-networks/imperial-as-one/

Q Find out more about Impact

www.imperial.ac.uk/equality/support-for-staff/training/impact/

4.3.3 Action in support of LGBTQ+ staff and students

The particular challenges to inclusion of people who are lesbian, gay, bisexual, transgender, or who identify anywhere under the spectrum defined by LGBTQ+ may be harder to see because they arise from traits that are less visible. However, the experiences of marginalisation are no less real. Protection in law is no guarantee of acceptance for who you are. LGBTQ+ students may face particular challenges, especially those for whom coming to university may represent the first time that they feel able to express their gender identity or sexual orientation.

We know from incident reports and survey data²³ that heterosexist attitudes (i.e. the assumption everyone is straight) and prejudices against LGBTQ+ people are exhibited by some staff and students at Imperial, resulting in harassment and experiences of exclusion and discrimination. We are determined to combat that to create a culture where LGBTQ+ people feel welcome, included and able to be themselves. We will:

- Make fuller use of our participation in the Stonewall Workplace Equality Index²⁴ to drive change at Imperial. While progress has been made in recent years to make Imperial more inclusive of LGBTQ+ people, the Stonewall Index shows that we have not kept pace with best practice in the higher education sector. Therefore from now on, as part of our annual submission we will create and publish an action plan with specific and time-sensitive deliverables. We expect these actions to have the effect of improving our ranking in the Stonewall Index year on year, with the ultimate aim of being a leading HE institution in terms of the environment we offer to LGBTQ+ staff and students. As well as providing tangible benefits, this will boost our reputation as an inclusive university.

- Review HR policies to ensure they afford equal rights to LGBTQ+ staff.
- Review our provision of LGBTQ+ awareness training for all new staff and students to make sure this is sufficiently broad to include issues faces by transgender and non-binary people.
- Provide guidance to all staff and students on the importance of inclusive language for LGBTQ+ people and respect for individual choices of pronoun or titles.
- Celebrate the contributions of LGBTQ+ people at Imperial, including events such as Diverse@Imperial week and during LGBT History Month.
- Promote participation in the Imperial600 staff network.
- Ensure that at least one tutor per department is trained to support trans, non-binary and LGBTQ+ students.

4.3.4 Action in support of disabled staff and students

Imperial is proud to be a Disability Confident employer²⁵ and promotes the social model of disability by aiming to remove all possible barriers to inclusion. Where it is not possible to remove barriers, we are able to offer a broad range of support to disabled staff and students.

The Equality Act 2010 definition of disability is “a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on the ability to do normal daily activities”. This definition includes people with physical and sensory impairments, developmental and cognitive difficulties, or enduring health conditions, both physical and mental.

The majority of disabilities tend to be invisible. This means that as a College many people are not aware of the extent or needs of either disabled staff or students. However, awareness of disability amongst staff supporting students is growing and Imperial is working to develop fully inclusive practices throughout the whole College that will reduce the need for individual reasonable adjustments.

Our provision for students, which is delivered through the Disability Advisory Service (DAS), is now well established and generally well organised. DAS provides advice and support to both students and the staff who support or teach them as well as funding individual adjustments from a central funding stream, the Reasonable Adjustment Fund. DAS advisors can purchase all necessary individual reasonable adjustments which allows the service to operate in a timely and responsive manner. DAS also works closely with other departments to promote inclusivity and reduce reliance on individual adjustments.

Support for staff is more typically devolved to departments, which can access expert advice through either Occupational Health (for cases that involve an active health problem) and the Equality, Diversity and Inclusion Centre (where there is no active health problem). This set-up aims to ensure that individual members of staff receive the most appropriate support. While the devolution of responsibility to departments allows locally-tailored responses to disabled staff, some recent cases have revealed gaps in the chain of responsibility, resulting in delays in addressing individual need through reasonable adjustments. We recognise the need to improve the experiences of disabled staff and students and to raise awareness at Imperial of the impact of discriminatory attitudes. Therefore we will:

- Establish a formal and effective mechanism for recording requests for support for disability by staff and students, and monitoring responses to ensure that they are timely and effective.
- Ensure that all staff with line management responsibilities are trained to deal sensitively and appropriately with disability cases, and that they understand how to access expert support at the College and financial support for reasonable adjustments through the Government’s Access to Work scheme²⁶. As part of this effort we will review and enhance disability awareness training.
- Increase the number of trained volunteer mental health first aiders across all College campuses from the present level of around 1 in 100 people to 1 in 50 people.

Q Find out more about Imperial600

www.imperial.ac.uk/equality/staff-networks/imperial-600/

Q Find out more about Mental health first aiders

www.imperial.ac.uk/health-and-wellbeing/mental-health/mental-health-first-aid/

- Identify existing College facilities that are used for College-wide events but not equipped to be fully accessible (e.g. wheel-chair ramps/lifts; hearing loops). Devise and resource a plan to improve the accessibility of prioritised buildings/rooms.
- Mainstream disability in the College's educational offerings by adopting as general practice strategies that may be of particular benefit to disabled students (e.g. use of microphones, lecture recording, advance provision of reading lists and course materials). This builds on the current Assistive Technology Service Enhancement Project²⁷.
- Increase the availability of training for academics on inclusive learning and teaching practice and the benefits of inclusion through universal design.
- Require the College Disability Action Committee to update the Disability Action Plan in the light of the EDI strategy, and to publish both the plan and regular updates on progress towards specific goals on its website.
- Apply to be a Disability Confident Leader²⁸ within two years.
- Support and promote the Calibre training and development programme and explore the feasibility of creating a similar programme for students.
- Promote participation in the Able@Imperial staff network.

Q Find out more about Able@Imperial
www.imperial.ac.uk/equality/staff-networks/able-at-imperial/

Q Find out more about Calibre
www.imperial.ac.uk/equality/support-for-staff/training/calibre/

4.4 We will reduce the incidence of bullying and harassment

An organisational culture that values diversity and aims to be inclusive must be built on respect for the individual, whatever their identity, circumstances or background. This requires us to be sensitive to shifting societal norms and to be clear in our messaging and training on behavioural expectations. It also requires us to be effective in dealing with bullying and harassment, for which as an institution we have zero tolerance.

Bullying is not legally defined but is generally considered to be repeated behaviour which is intended to hurt someone either emotionally or physically. Harassment, by contrast, is defined in the Equality Act 2010 in relation to protected characteristics to include unwanted behaviour, whether intentional or not, that is offensive, intimidating, humiliating or otherwise harmful; it includes emotional, physical or sexual harm.

No forms of bullying or harassment should be tolerated at Imperial. In a university setting we need to be particularly mindful of the complexities surrounding sexual harassment, given both the scope for power imbalances (e.g. between staff and students), and the many forms in which it may occur (e.g. comments, non-verbal communication, grooming, sexual invitations, promised resources in exchange for sexual access, or assault), some of which may not initially be perceived as harmful.

Imperial has made significant efforts in recent years to reflect on and improve the institutional culture. The "Have Your Say" campaigns²⁹ and ongoing work arising from the 2016 institutional culture report³⁰ are making positive strides. Yet we know from surveys of staff and students that incidents of bullying and harassment still affect a significant number of people. Recent publicity, particularly around sexual harassment in Hollywood, Parliament and within higher education³¹ leads us to suspect that we do not yet have a clear idea of the scale of the problem. What is clear is that we have to do better if we are to succeed in eliminating bullying and harassment at Imperial. We need to bolster credibility in our procedures so that no victim feels inhibited from reporting instances of harassment. Therefore we will:

- Develop a coherent and credible approach to harassment. A working group chaired by the Assistant Provost (EDI) has already been charged with reviewing existing policies and processes for reporting and dealing with cases of sexual harassment, and is due to report later this year³². The working group will bring forward proposals to more effectively enable staff and students to report incidents, and to receive support and redress. As far as possible, the lessons learned from this work will be applied to all other cases of bullying and harassment.

- Publicise the ongoing work to improve our organisational culture and create more opportunities for staff and students to get involved.
- Facilitate the roll-out of Active Bystander training for staff and students (pioneered in the Faculty of Engineering) across the College. This helps to equip people with strategies for dealing with poor behaviour that can occur in professional, educational and social settings at the College. At the same time it raises awareness of many of the biases (conscious and unconscious) that hinder our institutional culture from being fully inclusive.

4.5 We will gather and publish data to monitor our progress

To ensure that the actions we take to promote equality, diversity and inclusion are effective, we need to gather and analyse data on our staff and students as a function of their various protected characteristics. This will give us a clearer picture of variations in staff and student recruitment, progress and retention that are associated with diversity and allow us to more effectively monitor the impact of any policy or procedural initiatives. To demonstrate the seriousness of our intent to achieve real change, we also need to be as transparent as possible (within the proper bounds of individual confidentiality) about these data, how they compare to other universities and to national and international benchmarks. To achieve this, we will:

- Develop robust and user-friendly tools (where they do not yet exist) for monitoring student and staff data to enable departments to track progress. To reduce duplication of effort, we will ensure that data-gathering and analysis is consistent as far as possible with the demands of external benchmarking schemes (see below).
- Publish an annual summary of diversity data on staff and students and track year-on-year changes.
- Build the confidence of staff and students in our ability to handle data confidentially and to use it responsibly. This will increase declaration rates and the utility of our data.

4.6 We will collaborate internally and externally to develop good practice

Individual and organisational needs and expectations around equality, diversity and inclusion remain in a state of progressive flux. This presents a challenge to universities and other organisations because the most effective solutions are still being sought. But it is also an opportunity, since there is a widespread willingness to share advice and experience.

At Imperial, our mission to disseminate knowledge and practice will include our work on equality, diversity and inclusion. We are also keen to learn from the diversity of experience within and without the institution. Therefore we will:

- Establish an EDI Excellence Fund to identify and encourage local initiatives. The fund will recognise and reward people at Imperial with a passion for EDI by providing financial and other support to help their ideas to be implemented and disseminated. This fund will be managed carefully to ensure that support is offered to address the whole spectrum of EDI needs.
- Work with outside groups to learn, develop and share best practice (e.g. other universities, networks, international bodies, and experts). We are determined to be a leading voice in this endeavour and will work with other relevant organisations (e.g. UKRI, the Office for Students, Russell Group, Universities UK, League of European Research Universities) to disseminate best practice across the sector.
- Increase awareness of the importance of equality, diversity and inclusion at Imperial, by promoting scholarship and learning in relation to the value of diversity in STEM education and research.

- Work with Advancement to identify new sources of support, both to advertise our efforts to be more inclusive and to fund new activities.
- Seek the help of Advancement to harness the experiences and perspectives of our alumni, especially those from diverse backgrounds, to expand the horizons and opportunities of students and staff. We will also work with them to develop post-graduation support as part of our widening participation activities.

4.7 We will be open to dialogue on our work on equality, diversity and inclusion

Communication is vital for the overall success of our EDI strategy. Equality, diversity and inclusion are difficult and contested ideas because they challenge the status quo. Imperial is determined to create a culture of inclusion where all people feel valued as individuals, but we know we are not there yet. We know also that even as we make progress, it will not be fast enough for some. There will be mis-steps along the way.

Effective communication is important, not just to mitigate such problems but also to build trust within and across the organisational divisions and hierarchies at Imperial. As we saw in the 2017 staff survey, there remains a disconnect between the deliberations of the College leadership and the perceptions of that effort on the ground. Addressing that issue is necessary not just for the health of the institution, but also to convince staff and students that our commitment to equality, diversity and inclusion is genuine and lasting. Therefore we will:

- Explain our EDI strategy clearly and keep it open to challenge. Since our strategy also needs to be rooted in reality, we need to be able to have frank conversations with staff and students on those occasions when practical and financial constraints mean that we cannot meet expectations. In such circumstances we will be constructive and open-minded about mapping out routes to further progress.
- Establish meaningful two-way channels of communication to ensure not only that people feel listened to and valued, but also that the College leadership is kept in touch with the breadth and variety of the experiences of staff and students. We will create regular opportunities for staff and students to interact formally and informally with the leadership team at College and departmental level.
- Advertise the EDI Forum as a major opportunity for staff and students to make their views known and to get directly involved.
- Ensure that EDI information on the College website (e.g. support, training opportunities, events) is presented in a coherent and accessible manner. Where possible and appropriate, we will ensure that there is matched provision of information for staff and students.

Please note that the listing does not imply any order of priority. The aims and actions laid out above are operationalised in the Equality, Diversity and Inclusion Action Plan (Appendix 1).



Jonathan Graham works in the College's cafés. He joined Imperial following a trial period arranged by charity Action on Disability.

APPENDIX 1 – Footnotes

- 1 <http://www.imperial.ac.uk/strategy/>
- 2 <http://www.imperial.ac.uk/strategy/people/staff-community/>
- 3 <http://www.imperial.ac.uk/be-inspired/student-recruitment-and-outreach/>
- 4 Why Diversity Matters, McKinsey, 2015; <https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>; Creating cultures where all engineers thrive, RAEng, 2017 – <https://www.raeng.org.uk/publications/reports/creating-cultures-where-all-engineers-thrive>
- 5 <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>
- 6 The Diversity Dividend? Briefing Paper, 2017 (Wellcome Trust and Sheffield study): <https://wellcome.ac.uk/sites/default/files/the-diversity-dividend-briefing.pdf>; full report: <https://wellcome.ac.uk/sites/default/files/review-of-diversity-and-inclusion-literature.pdf>
- 7 <https://www.nature.com/news/collaboration-strength-in-diversity-1.15912>
- 8 <http://www.imperial.ac.uk/strategy/>
- 9 <http://www.imperial.ac.uk/learning-and-teaching-strategy/>
- 10 <http://www.imperial.ac.uk/equality/support-for-staff/training/impact/>
- 11 <http://www.imperial.ac.uk/equality/support-for-staff/training/calibre/>
- 12 <https://www.offa.org.uk/access-agreements/searchresult/?prn=10003270>
- 13 <https://www.imperial.ac.uk/media/imperial-college/staff/public/Institutional-culture-and-gender-equality.pdf>
- 14 <https://www.imperial.ac.uk/research-and-innovation/about-imperial-research/research-evaluation/>
- 15 <http://www.imperial.ac.uk/human-resources/working-at-imperial/staff-survey/>
- 16 <http://www.imperial.ac.uk/learning-and-teaching-strategy/student-partnership/>
- 17 <https://www.imperial.ac.uk/human-resources/working-at-imperial/imperial-expectations/>
- 18 <http://www.imperial.ac.uk/equality/achievements/athena/>
- 19 <http://www.imperial.ac.uk/human-resources/salaries-terms-and-conditions/pay-gap-report/>
- 20 <https://www.gov.uk/government/publications/race-disparity-audit>
- 21 *White Privilege: the myth of a post-racial society*, Kalwant Bhopal. Policy Press, 2018
- 22 <https://www.ecu.ac.uk/equality-charters/race-equality-charter/>
- 23 <https://www.nusconnect.org.uk/resources/nus-staff-student-sexual-misconduct-report-feedback-from-Stonewall>
- 24 <http://www.stonewall.org.uk/workplace-equality-index>
- 25 <https://disabilityconfident.campaign.gov.uk/>
- 26 <https://www.gov.uk/access-to-work>
- 27 <http://www.imperial.ac.uk/admin-services/ict/about-ict/projects-initiatives/>
- 28 <https://www.gov.uk/government/publications/disability-confident-guidance-for-levels-1-2-and-3/level-3-disability-confident-leader>
- 29 e.g. <http://www.imperial.ac.uk/natural-sciences/staff/have-your-say/>
- 30 <https://www.imperial.ac.uk/media/imperial-college/staff/public/Institutional-culture-and-gender-equality.pdf>
- 31 <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-one-year-on.aspx>
- 32 <http://www.imperial.ac.uk/equality/equality-at-imperial/committees/sexual-harassment-working-group/>

APPENDIX 2 – Equality, Diversity and Inclusion Action Plan

4.1 We will integrate equality, diversity and inclusion into all management processes

Action	Progress indicator	Timescale	Owner
To equip the College senior leadership to lead on EDI matters, President’s and Provost’s Boards refresher leadership development will include training on how to recognise and address issues of equality, diversity and inclusion.	Participation in EDI training sessions.	June 2019	President, Provost, Deputy Director ODI
While seeking to maintain the breadth and quality of expertise of the Council membership, we will recruit to a profile that matches the diversity of present and future stakeholders to enable the Council to play a leading role in advancing equality, diversity and inclusion at Imperial.	Council membership to reflect the diversity of our stakeholder populations.	Within a complete cycle of the renewal of council appointments	President, Council Chair
Given the critical role of people-management skills in addressing EDI issues, we will review the value we place on people-management skills and develop processes to ensure that anyone taking on significant management responsibilities receives appropriate training. This will include staff with responsibilities for student supervision. Components of the training will raise awareness of EDI issues and equip staff to respond with understanding and efficacy.	Inclusion of specific training requirements in person specifications for line-management or supervisory positions.	June 2019	Deputy Director ODI
	Revision of EDI training.	June 2019	Deputy Director ODI
	Incorporation of EDI topics into seminar programmes.	Annually	Asst. Provost (EDI)
Review current policies to proactively identify and nurture talent from under-represented groups and, where necessary, create mechanisms to ensure these are effective. Ultimately this will help to provide the necessary diversification of leadership positions at departmental, faculty and college level.	Publication of clear guidelines for heads of department.	Dec 2018	Deputy Director ODI
	Annual monitoring of departmental promotions.		Faculty Deans, Heads of Department
Design and implement mentoring and reverse mentoring programmes targeted to assist staff from under-represented groups.	Publication of the details of a College-wide scheme.	June 2019	Deputy Director ODI
Extend the ‘Know Your Pool’ approach to cover all protected characteristics in staff recruitment processes.	Increases in the diversity of shortlists.	Annual	Faculty Deans, Heads of Department
	Increases in appointment from under-represented groups.		
	Reduction in our gender pay gap.		
Widen the influence of our commitment to equality, diversity and inclusion by ensuring that it is transmitted to and forms part of our relationships with suppliers, sub-contractors, commercial customers (e.g. organisations that hire our facilities) and academic partners.	Publication (where possible) of EDI expectations statements by the College depts with external relationships.	Dec 2018	Head of purchasing; Imperial Venues; Associate Provost (Acad. Partnerships)
	Active monitoring of EDI issues affecting sub-contractors.	Annually	Director of Estates Operations
Incorporate consideration of equality, diversity and inclusion (e.g. gender, ethnicity, disability) in the design of research projects that have a direct impact on people. This will include seeking opportunities to directly address the needs of disabled staff and students through our research.	Number of research projects and outputs where EDI is an explicit consideration.	Annually	Asst. Provost (EDI); Head of EDU; Head of DAS

4.2 We will integrate equality, diversity and inclusion into the student experience

The actions below are complementary to the ongoing work to deliver the Learning and Teaching Strategy published in 2017, which aims to build a curriculum that has diversity and inclusion at its core.

Action	Progress indicator	Timescale	Owner
Work with the Office for Students to ensure we are providing ambitious and stretching targets to increase the diversity of our UK student population through a range of carefully targeted outreach activities and a supportive admissions process. As a first step, we will pilot recruitment processes from 2019/20 which aim to increase the number of well-qualified undergraduate applicants from widening participation backgrounds admitted to the College.	Diversity profile of UG student intake.	Annually	Vice-Provost (Education)
Review our processes for PG student admissions to identify and address any biases that may disadvantage under-represented groups.	Diversity profile of UG student intake.	Annually	Vice-Provost (Education)
Develop "Imperial Expectations" packages for UG and PG students that will be integrated into induction programmes in all departments. These will be designed both to raise awareness of EDI issues among students and to define expected standards of behaviour.	Publication of "Imperial Expectations for students" (or departmental equivalents).	June 2019	Vice-Provost (Education)
Jointly with Imperial College Union we will articulate a common vision on how promotion of equality, diversity and inclusion will enhance the student experience.	Publication of a shared vision on EDI. Publication of commitment to EDI by all union-associated clubs and societies.	Dec 2018	Provost; Asst. Provost (EDI); ICU President & Managing Dir.
Ensure that all staff involved in delivering frontline student services have EDI awareness training.	Annual report of training records.	June 2019; annually thereafter	Director of Student Services
Review and enhance our support for students who have been in care or who are recent care leavers.	Publication of revised policy.	June 2019	Director of Student Services

4.3 We will take positive action to improve the opportunities and experiences of under-represented groups

4.3.1 Action in support of gender equality

Action	Progress indicator	Timescale	Owner
Use the Athena SWAN Charter at College and departmental level to coordinate action on gender equality and monitor progress. We aim for every department to attain at least a Bronze award by the end of 2019 so that the College will be positioned to apply for a Gold award.	Increase in the number and level of departmental awards.	Annual	Faculty Deans, Heads of Department;
	Increase in numbers of women in positions where they are currently under-represented.	Annual	Provost
Reduce the administrative load of Athena SWAN by sharing best practice on applications and action plans between departments, and with other institutions.	Positive feedback from Athena SWAN leads in each department.	Annual	Asst. Provost (EDI)
Maintain a dialogue with AdvanceHE to improve the operation of the Athena SWAN scheme.	Positive feedback from Athena SWAN leads in each department.	Regular	Asst. Provost (EDI)
Support and celebrate the achievements of women through Women@Imperial week (among other events and communications activity), Faculty Ambassadors, the Elsie Widdowson Fellowship, the Julia Higgins medal and awards, and tailored training and development programmes.	Positive feedback from staff and students in surveys.	Annual	Asst. Provost (EDI); Deputy Director ODI
Support parents through parental leave, nursery provision, family-friendly timing of College events whenever possible, and assistance with childcare to enable them to attend conferences and events outside normal working hours.	Monitoring of the balance of provision and demand for nursery places.	Annual	Provost
Review the provision in place to support UG and PG students who are parents.	Publication of information on the support available.	June 2019	Dir. Of Student Services
We will provide heads of department with departmental-level breakdowns of the gender pay gap to enable them to formulate appropriate action plans.	Reduced departmental gender pay gaps.	Annual	Faculty Deans, Heads of Department
Address any equal pay disparities through our pay strategy, which will review and adjust where appropriate starting salaries, pay reviews, and additional responsibilities.	Reduction in pay disparity.	Annual	Provost

4.3.2 Action in support of Black, Asian and Minority Ethnic (BAME) staff and students

Action	Progress indicator	Timescale	Owner
Survey all staff and students, to gather information on the particular experiences of BAME staff and students at Imperial and explore these in greater depth in focus groups.	Publication of summary survey results.	Feb 2019	REC Coordinator
Identify institutional impediments to the inclusion, recruitment and progression of Black, Asian and Minority Ethnic people Imperial and formulate an ambitious and specific action plan to tackle these.	Submission of application for a university-wide REC Bronze award.	Dec 2019	Asst. Provost (EDI); REC co-ordinator
Raise awareness among students and staff at Imperial of the problems of racial discrimination.	Number of events/seminars/ College communications.	Annually	Asst. Provost (EDI); Deputy Director ODI
Support and promote the IMPACT training and development programme.	Publication of attendee numbers and reports of participant experiences.	Annually	Deputy Director ODI
	Progression of participants to higher-level roles/jobs.	Annually	Deputy Director ODI
Promote participation in the Imperial as One staff network.	Increased membership of Imperial as One.	Annually	Asst. Provost (EDI); network co-chairs

4.3.3 Action in support of LGBTQ+ staff and students

Action	Progress indicator	Timescale	Owner
As part of our participation in the Stonewall Workplace Equality Index (WEI) we will create and publish an action plan with specific and time-sensitive deliverables.	Publication of an action plan to improve recruitment and College experiences of LGBTQ+ staff and students.	Annually	Deputy Director ODI
	Improved ranking in the Stonewall WEI.	Annually	Deputy Director ODI
Review HR policies to ensure they afford equal rights to LGBTQ+ staff.	Publication of revised policies.	June 2019	Deputy Director ODI
Review our provision of LGBTQ+ awareness training for all new staff and students to make sure this is sufficiently broad to include issues faced by transgender and non-binary people.	Revision of EDI awareness training modules.	June 2019	Deputy Director ODI
Provide guidance to all staff on the importance of inclusive language for LGBTQ+ people and respect for individual choices of pronoun or titles.	Publication of guidance for staff and students.	Dec 2019	Deputy Director ODI
Celebrate the contributions of LGBTQ+ people at Imperial (including events such as Diverse@Imperial week and during LGBT History Month).	Increased awareness of College support for LGBTQ+ people in staff & student surveys.	As per survey dates	Asst. Provost (EDI)
Promote participation in the Imperial600 staff network.	Increased membership.	Annually	Asst. Provost (EDI); network co-chairs
Ensure that at least one tutor per academic department is trained to support trans, non-binary and LGBTQ+ students.	Appointment of designated tutor .	Dec 2019	Faculty Deans, Heads of Department; Deputy Director ODI

4.3.4 Action in support of disabled staff and students

Action	Progress indicator	Timescale	Owner
Establish a formal mechanism for recording requests for support for disability by staff and students, and monitoring responses to ensure that they are timely and effective.	Publication of details of reporting mechanism.	Jun 2019	Deputy Director ODI
Ensure that all staff with line management responsibilities are trained to deal sensitively and appropriately with disability cases, and that they understand how to access expert support at the College and financial support for reasonable adjustments through the Government's Access to Work scheme.	Inclusion of disability awareness in person spec. for heads of department/section.	Dec 2019	Deputy Director ODI
Review and enhance disability awareness training.	Provision of updated training module.	Jun 2019	Deputy Director ODI
Increase the number of trained volunteer mental health first aiders across all College campuses from the present level of around 1 in 100 people to 1 in 50 people.	Increased numbers of mental health first aiders.	Dec 2019	Dir. of Occupational Health
Identify existing College facilities that are used for College-wide events but not equipped to be fully accessible (e.g. wheel-chair ramps/lifts; hearing loops). Devise and resource a plan to improve the accessibility of prioritised buildings/rooms.	Increased accessibility of the College estate.	Annually	Provost; Dir. Estates Operations
Mainstream disability in the College's educational offerings by adopting as general practice strategies that may be of particular benefit to disabled students (e.g. use of microphones, lecture recording, advance provision of reading lists and course materials).	Publication of guidelines on mainstreaming measures.	Dec 2018	Head of DAS
	Reports of measures adopted by departmental staff-student committees.	Annually	Faculty Vice-Deans (Educ.)
Increase the availability of training for academics on inclusive learning and teaching practice and the benefits of inclusion through universal design.	Provision of appropriate training modules.	Jun 2019	Head of EDU
Require the College Disability Action Committee to update the Disability Action Plan in the light of the EDI strategy, and to publish both the plan and regular updates on progress towards specific goals on its website.	Publication of revised action plan.	Dec 2018	Chair, DAC
	Publication of regular updates.	Termly	Chair, DAC
College will apply to be a Disability Confident Leader.	Submission of application.	June 2020	Deputy Director ODI
Support and promote the Calibre training and development programme.	Publication of attendee numbers and reports of participant experiences.	Annually	Deputy Director ODI
	Progression of participants to higher-level roles/jobs.	Annually	Deputy Director ODI
Determine the feasibility of creating a Calibre programme for students.	Publication of feasibility study.	Jun 2019	Director, Centre of Languages, Culture and Communication
Promote participation in the Able@Imperial staff network.	Increased membership.	Annually	Asst. Provost (EDI); network co-chairs

4.4 We will reduce the incidence of bullying and harassment

Action	Progress indicator	Timescale	Owner
The working group chaired by the Assistant Provost (EDI) that is currently reviewing our policies and processes for handling cases of sexual harassment will bring forward proposals to more effectively enable staff and students to report incidents, and to receive support and redress. Where possible, the lessons learned from this work will be applied to all other cases of bullying and harassment.	Publication of revised policies and procedures.	Nov 2018	Asst. Provost (EDI); Deputy Director ODI
	Establishment of new reporting, investigation, and support procedures.	Jun 2019	Asst. Provost (EDI); Deputy Director ODI
Publicise the work to improve our organisational culture and create more opportunities for staff and students to get involved.	Creation of web-page on organisational culture change.	Dec 2018	Deputy Director ODI
Active Bystander training will be offered to all staff.	Numbers of participants.	Annually	Deputy Director ODI
	Reduced reports of bullying/harassment in staff & student surveys.		
Incorporation of Active Bystander (or equivalent) training into "Imperial Expectations for students" programmes (see 4.2 above).	Reduced reports of bullying/harassment in student surveys.	Annually	Vice-Provost (Education)

4.5 We will gather and publish data to monitor our progress

Action	Progress indicator	Timescale	Owner
Develop robust and user-friendly tools (where they do not yet exist) for monitoring student and staff data to enable departments to track progress on EDI aims and actions. To reduce duplication of effort, we will ensure that data-gathering and analysis is consistent as far as possible with the demands of external benchmarking schemes (see below).	Availability of data monitoring tools.	June 2019	Director of Strategic Planning; Asst. Provost (EDI)
Publish an annual summary of diversity data on staff and students and track year-on-year changes.	Data publication on College website.	Annually	Deputy Director ODI
Build the confidence of staff and students in our ability to handle data confidentially and to use it responsibly. This will increase declaration rates and the utility of our data.	Increase in declaration rates.	Annually	Deputy Director ODI

4.6 We will collaborate internally and externally to develop good practice

Action	Progress indicator	Timescale	Owner
Establish an EDI Excellence Fund to identify and support local initiatives.	Publication of the details of the funding scheme.	Dec 2019	Asst. Provost (EDI)
	Funding awards.	Annually	
Work with external organisations to learn, develop and share best practice (e.g. other universities, funders, international bodies, and EDI experts).	Publication/dissemination of best practice.	Annually	Asst. Provost (EDI)
	Increased public profile of EDI commitment at Imperial.		Vice-President (Comms)
Increase awareness of the importance of equality, diversity and inclusion at Imperial by promoting scholarship and learning in relation to the value of diversity in STEM education and research.	Regular events/seminars on research on the value of EDI in STEM.	Termly	Asst. Provost (EDI); Head (EDU)
Identify new sources of financial support, both to advertise our efforts on EDI and to fund new activities.	Increased funding for EDI activities.	Annually	Vice-President (Advancement)
Harness the experiences and perspectives of our alumni, especially those from diverse backgrounds, to expand the horizons and opportunities of students and staff.	Increased participation of alumni in events involving students and staff.	Annually	Vice-President (Advancement)

4.7 We will be open to dialogue on our work on equality, diversity and inclusion

Action	Progress indicator	Timescale	Owner
Explain our EDI strategy clearly and keep it open to challenge.	Regular invitations in communications to staff and students to comment on EDI matters.	Termly	Asst. Provost (EDI)
Establish meaningful two-way channels of communication to ensure not only that people feel listened to and valued, but also that the College leadership is kept in touch with the breadth and variety of the experiences of staff and students.	Number of events.	Annually	Vice-President (Communications & Public Affairs)
	Positive feedback in staff and student surveys.		
Ensure each department has in place effective mechanisms to empower staff and students to discuss decisions that appear to deviate from core purpose of this strategy.	Provision of clear guidance on departmental web-pages.	Dec 2018	Faculty Deans, Heads of Department
	Regular reminders through other communication channels.	Termly	Faculty Deans, Heads of Department
Use the EDI Forum as a major opportunity for people to make their views known and to get directly involved.	Number of direct approaches to EDI Forum members.	Annually	Asst. Provost (EDI)
	Rotation of non-ex-officio members of the Forum.	Every 2 years	
Ensure that EDI information on the College website (e.g. support, training opportunities, events) is presented in a coherent and accessible manner to staff and students.	Publication of re-vamped Equality web-site.	Jun 2019	Deputy Director ODI
	Feedback from users.		