

Imperial's REC Action Plan

The action plan is organised thematically into three sections – (i) Organisation and Culture; (ii) Staff Pipeline and Experience; and (iii) Student Pipeline and Experience – each of which has been split into sets of Priority and Additional Actions.

In our planning we aimed to create a concise, realistic and prioritised set of actions to facilitate delivery, which will be overseen by the EDI Strategy Group (chaired by the Provost). We are immensely grateful to the senior leadership team and all the action owners who have participated so purposefully in putting the action plan together. This has been a huge amount of work and marks the beginning of a significant step forward in tackling race inequalities at Imperial.

Nevertheless, we recognise that even at the end of the coming three years there will still be work to do and lessons to be learned. We remain determined to meet those future challenges.

Stephen Curry

Anique Varleigh

Co-chairs, on behalf of the REC SAT

July 2021

Priority Actions

1. Organisation and Culture							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
1.1	4e	Publish an annual Ethnicity Pay Gap report and action plan.	To improve transparency around pay – Q28 REC Survey 41% White and 38% BAME staff agreed ‘Pay awards and increases are allocated fairly and transparently’ Provide reassurance that the pay relativity exercise at Imperial ensures equal pay for equal work – Q27 REC Survey 56% White and 54% BAME staff agreed ‘I am paid the same as my colleagues who do the same job’	Dir. of HR	Dep. Dir. ODI Head of Reward, Engagement & Policy Head of EDIC	First report Spring 2021 First action plan Sept 2021 (in HR Strategy)	Measurable reduction in ethnicity pay gap from baseline established in 2021 – a media pay gap of 9.4% (data). Increased perception of fairness and equal pay by 10% (future REC survey).
1.2	4 4c	Monitor and publish information to managers and EDI Strategy Group showing: - Ethnicity of staff disciplinarys, grievances and tribunal cases, Report+Support - Stages of the recruitment journey	To provide regular checks whether ethnic minority staff are adversely impacted in HR processes, so that any necessary remedial action can be taken. To build trust with staff by sharing summary data – Q10 REC Survey 62% White and 49% BAME staff agreed ‘If I reported a race-related incident to College, appropriate action would be taken’	Dep. Dir. ODI	Head of College Employee Relations. Head of Recruitment & Prog	Annually ER data. Quarterly Recruitment data.	Dashboards will be available for use. EDI SG annual report. Publicising data shows transparency and trends may be identified. Increased perception of fairness (next REC survey).

1. Organisation and Culture							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
1.3	3a	Annual review of all EDI related activity, with concise report against targets agreed with the EDI Strategy Group: - Each department to set annual priority targets on race equality (e.g. recruitment; levels of staff training; student admissions; student attainment).	To embed and mainstream EDI activity across College at a local level, to ensure race equality issues are addressed.	EDI Strategy Group	Deans/HoDs	Departments to set priority targets by Dec 2021. Review to take place July of each year (starting 2022).	Increased perception of action on race equality: majority of staff agree that College and their local department are taking action on race equality (future REC survey).
	3b BLM						
	4a						
	7a						
	7e						
	8b						
1.4	3b	Comprehensive and appropriate reporting (including Report+Support tool), and a supportive approach, for racial harassment and discrimination is in place and used. (See also Actions 1.2 and 1.7)	To address concerns expressed by staff & students in REC Survey and focus groups that racist behaviour is not taken seriously - Q8 REC Survey 13% White and 22% BAME staff agreed 'I have witnessed or been the victim or racial discrimination on campus' and Q10 (see action 1.2)	Director of Academic Services. Dep. Dir. Org. Dev. & Inclusion	Dep. Dir. Org. Dev. & Inclusion Head of EDIC EDIC Advisor	Report+Support tool to be launched in Summer 2021	Baseline established for use of Report+Support in first 6 months. At least 80% of those using Report+Support to report racial harassment satisfied with support received and outcome (survey).
	3b BLM						
	4c						

1. Organisation and Culture							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
1.5	3b 3b BLM 4c 5b 7b 8c	<p>Enhance understanding and skills in tackling racism across College:</p> <ul style="list-style-type: none"> - Review EDI e-learning to ensure it adequately covers and introduces the College stance on anti-discrimination and anti-institutional racism. Update content as appropriate. - Maintain EDI e-learning as mandatory for all College staff as part of Imperial Essentials induction training and set clear expectations across College for all staff to complete revised e-learning on anti-discrimination and anti-institutional racism. - Develop 'Managing for Diversity, Inclusion and Wellbeing' session for new Managers and as a refresher session for existing Managers. Ensure the content related to anti-discrimination and anti-institutional racism is relevant and engaging with signposting to additional information and support. - Prioritise the staff groups that require specific training on anti-discrimination and anti-institutional racism and procure training on the basis of tailored needs. - Increase reach of Let's Talk about Race sessions across Directorates and Faculties. <p>(See Action 3.2 for additional student-focused programmes)</p>	<p>To address racial inequality and institutional/structural racism.</p> <p>All staff to engage with EDI and race equality and to be aware of, and equipped to act on, their own individual responsibilities and how to act as an Ally.</p>	Dep. Dir. ODI	LDC/EDIC	Summer 2022	<p>Include completion of EDI e-learning in the regular reports on Imperial Essentials training to President's Board. Monitor levels of completion.</p> <p>Provide operational view access to the faculties to review mandatory training levels with target set to achieve 75% completion by June 2022</p> <p>Decrease in staff and students reporting racial discrimination on campus (future REC survey)</p>

2. Staff pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
2.1	4d	<p>Increase BAME representation on College Council.</p> <p>Appoint an EDI champion within College Council.</p>	<p>To increase the visibility and impact of a more diverse council membership. In 2019-20, 20% of external members were BAME. Max number of ext. members is 13.</p>	Chair of Council	College Secretary	<p>Increased membership diversity by Jul 2022.</p> <p>EDI champion appointed Mar 2021.</p>	<p>Target of at least 30% BAME external members on College Council.</p> <p>EDI Champion appointed.</p>
2.2	4a 5a	<p>Boost recruitment of under-represented academic staff by:</p> <ul style="list-style-type: none"> - Funding 4 appointments by 2025 at reader/professor level targeted at female/Black academics. - Creating a visiting professor programme for short-term appointments (2 per year for 6-12 months) aimed at increasing diversity, focussing initially on female/Black academic staff. 	<p>To immediately address the most significant gaps in under-representation at more senior academic levels. In 2019 only 10% of Professors are BAME and < 5 of our academics are Black.</p> <p>To increase presence of world-leading researchers and educators from under-represented groups; and to build Imperial's networks for locating staff who may be appropriate for our competitive academic positions.</p>	Provost	Faculty Deans	<p>Reader/Professor appointments by 2025</p> <p>Visiting professor programme in place by July 2022</p>	<p>Four new appointments of senior academics from under-represented groups by 2025.</p> <p>Annual visiting professor scheme to boost diversity by 2025; creates increased pool of Black/female academics who can be supported in future applications for positions at Imperial.</p>

2. Staff pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
2.3	5a 6a	<p>Increase the ethnic diversity of appointment panels (especially for senior academic and PTO roles):</p> <ul style="list-style-type: none"> - HR to help accessing panel members from external networks. - HR to research solutions implemented by other universities for creating diverse recruitment panels (e.g. UCL). 	<p>To strengthen the selection process by broadening panel perspectives and increase the likelihood of BAME candidates succeeding (especially at professorial level and above PTO Level 4).</p> <p>To make sure we do not always ask and overburden the same individuals.</p>	Dep. Dir. HR & Service Transform.	Head of Recruitment & Progression	<p>HR support for recruiting BAME panel members in place by Dec 2021</p> <p>Recommended additional or alternative measures in place by Dec 2022.</p>	<p>At least one BAME person on appointment panels.</p> <p>Shortlist and hire percentages to match the percentage of BAME applicants to senior College roles (which will also contribute to diversifying membership of decision-making committees.)</p>
2.4	5a 6a	<p>All recruitment panel members to have completed related EDI, Recruitment & Selection, and Unconscious Bias training before being involved in the recruitment process (or to have received refresher training in the last 3 years).</p> <ul style="list-style-type: none"> - Action will entail a review of the appropriateness of the training offered; supported by actions to ensure training records are complete. <p>The process to recruit is adapted to only be progressed following evidence of completed relevant training (see action 1.2).</p>	<p>To address known deficiencies in enforcement of training requirements for recruitment panellists.</p> <p>To ensure the fairness of our recruitment processes and to address reported concerns –REC Survey Q12 75% White and 60% BAME staff agreed ‘the College undertakes recruitment and selection fairly and transparently’ and Q13 68% White and 57% BAME staff agreed ‘policies lead to the best candidates being recruited’.</p>	<p>Head of Recruitment & Prog.</p> <p>Head of Learning & OD</p>	Recruitment Operations Manager	<p>Training review completed by Mar 2022</p>	<p>100% of recruitment panel members have the required training.</p> <p>Increase in perceived fairness of recruitment by 10% (future REC survey)</p>

2. Staff pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
2.5	4a	<p>Develop and implement a proactively inclusive 'Know your Pool' recruitment process. This is a multi-step action:</p> <ul style="list-style-type: none"> - improve adverts/job descriptions - target of under-represented groups - proactive candidate search & encouragement - set appropriate targets (e.g. to match underlying pool) - pre-application support. <p>Specific measures will not be suitable for all vacancies but will be designed to offer recruiting managers a suite of options to consider helping them achieve diversity with their recruitment.</p>	<p>To increase our capacity to attract and recruit academic and PTO staff from under-represented ethnic groups.</p> <p>REC Survey Q12 75% White and 60% BAME staff agreed 'the College undertakes recruitment and selection fairly and transparently' and Q13 68% White and 57% BAME staff agreed 'policies lead to the best candidates being recruited'.</p>	Head of Recruitment & Progression	Head of Recruitment & Progression Deans/HoDs	<p>Know your Pool process to be in place by Dec 2022.</p> <p>All depts/ directorates reporting implementation by Dec 2023.</p>	<p>Annual reports from Deans/Head of Directorates on implementation of the Know your Pool process (output).</p> <p>Publication of case studies – depts sharing their learning.</p> <p>Measurable increase in application & appointment rates of staff from under-represented ethnic groups (outcome).</p> <p>10% increase in perceived fairness of recruitment by BAME staff (REC survey).</p>
	4b						
	5a						
	6a						
2.6	5a	<p>Investigate why more BAME applicants are not progressing to shortlisting and being offered positions.</p>	<p>To address the source of apparent bias against shortlisting BAME staff evident across all staff types. For example, Academic Staff recruitment data shows 40% BAME applicants falling to 21% shortlisted and 21% hired/offered.</p>	Head of Recruitment and Progression	Recruitment Operations Manager	<p>Review and recommendations published by Dec 2022.</p>	<p>Understanding of reasons and development of appropriate actions to remove barriers for BAME applicants.</p>
	6a						

2. Staff pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
2.7	6b	<p>Improve communication through EDIC committees about the provision of qualifications available through the apprenticeships programme.</p> <p>Incorporate inclusive leadership as part of management and leadership development activities.</p> <p>Increase and improve communication about the central provision available to all staff on developing their careers at Imperial.</p> <p>Central development support for new and existing managers to be updated with focussed support on how to effectively guide the career development of PTO and Academic staff.</p>	<p>To enhance the career progression of PTO staff and comments expressed in REC focus groups. Qualification or accreditation can strengthen an individual's CV when applying for more senior positions (internally or externally).</p>	Head of Learning & OD	Senior Organisational Development Consultant	Spring 2023	<p>Numbers of BAME PTO staff monitored with targeted increase year on year.</p> <p>Improved career progression for BAME PTO staff (outcome)</p>
2.8	4a 4b 4d 5d 6d	<p>Establish a BAME mentoring programme focused on preparing staff for senior roles.</p> <p>Review existing mentoring processes across Faculties and Directorates.</p> <p>Recommend and highlight through comms focussed career mentoring available for mid-career BAME staff.</p>	<p>To increase the diversity of academic and PTO staff at more senior levels within the College (2019 only 10% of Professors and 8% of Level 7s are BAME).</p> <p>To provide experiences that will enhance the career progression of under-represented staff.</p>	Dep. Dir. ODI	Head of Learning & OD	Summer 2022	15% increase in numbers of BAME staff participating in promotion processes across identified levels.

2. Staff pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
2.9	5c 6c	<p>Reform of the Personal Review and Development Plan (PRDP) process to ensure it is valued by staff, and easy to monitor. This is a multi-step action:</p> <ul style="list-style-type: none"> - Ensure the process is tailored to the needs of reviewers & reviewed. - Include a question on how staff take responsibility for EDI. - Revise PRDP training for line managers. <p>Create a streamlined process to record PRDP completion.</p>	<p>To make the process more meaningful for participants and to address reduced satisfaction (particularly among Asian and Black staff).</p> <p>To ensure all line managers use PRDPs as an opportunity to support career progression (especially for under-represented staff)</p> <p>To make process easier to record centrally - only 26-52% completion rate in last 3 years by HR data. Survey results suggest reality is ~75%.</p>	Dep. Dir. ODI	Head of Learning & OD	Autumn 2022	<p>Demonstrate a year-on-year increase of staff recorded as having an annual PRDP with target to achieve 100% by 2024.</p> <p>Increased satisfaction with the quality of the appraisal process (especially for Asian and Black staff).</p>

3. Student pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
3.1	7b 7e	<p>Develop a College-wide strategic plan to increase scholarship support for UG and PG students from under-represented ethnic groups (especially Black British students). Specifics to include:</p> <ul style="list-style-type: none"> - Investing £5m over 5 years in scholarships for home students from under-represented groups. - Investing £5m over 5 years in scholarships for overseas students (including targeting ODA list countries where we have under-representation). - Raising £10m through philanthropy and build sustainable scholarship support for diversity. 	<p>To address the most serious deficiencies in the diversity of UG and PG students at Imperial. UG data for 2019-20 shows 2.0% UK students and 0.8% non-UK students were Black.</p> <p>Existing Access and Participation Plan.</p>	Chairs, Studentships & Scholarships Steering Committee (SSSC)	SSSC Advancement (fund-raising)	<p>Existing working group (chaired by Prof Mark Sephton) due to report in Summer 2021.</p> <p>Increased scholarship support in place by Autumn 2022.</p>	<p>Published plan.</p> <p>Significant increase in targeted scholarship support.</p> <p>Increased enrolment of Black students on UG and PG courses (inc. APP target).</p> <p>£10m new scholarship funding raised philanthropically by 2026</p>
3.2	2c 3b BLM 4c 7b 7d 8a	<p>Create anti-racism training materials for students. To include:</p> <ul style="list-style-type: none"> - Information packs/slide decks that can be incorporated into freshers' inductions. - Online resources/training on racism awareness (available year-round). - 'Let's talk about race (LTAR)' workshops (adapted from workshops already developed for staff) to provide safe for students to undertake difficult discussions about race/racism). 	<p>To raise awareness of race inequalities among the student body and of the impact of racism on minoritised groups.</p> <p>To create a culture that fosters empathy and allyship</p>	VP(Educ.)	<p>Head of Strategic Projs & Ops (Education Office)</p> <p>Departmental EDI leads</p>	<p>Induction materials available by Oct 2021.</p> <p>Online racism awareness resources available by Mar 2022.</p> <p>Let's Talk about Race workshop developed by Dec 2021; two sessions delivered termly thereafter.</p>	<p>>80% of UG and PG fresher students to have attended anti-racism induction.</p> <p>>10% of all students to have taken online racism awareness training.</p> <p>>150 students per year attending LTAR workshops.</p>

3. Student pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
3.3	3a	<p>Work with students to ensure that curriculum and assessment are fully inclusive of ethnicity. In particular:</p> <ul style="list-style-type: none"> - Review assessment procedures to ensure that they are inclusive and authentic. - Further develop our support and training to provide specific support to ensure our curricula incorporate awareness of the social and historical impacts of racism that have shaped STEMM subjects. 	<p>To build on existing project and departmental initiatives (e.g. Business School, Chemistry)</p> <p>Comments in REC focus groups show that we need to ensure that our teaching fully incorporates awareness of the social and historical impacts of racism that have shaped STEMM subjects (including the history of Imperial).</p> <p>To recognise the contributions of researchers and scholars from under-represented groups.</p>	VP(Educ)	<p>Head of Strategic Projs & Ops (Education Office)</p> <p>Heads of Dept</p>	<p>Review work to be completed and shared with depts by Sept 2023 for implementation.</p>	<p>Material changes to UG and taught Masters curricula, and evaluation of their impact.</p> <p>Increased satisfaction among BAME students with the inclusivity of our STEMM curriculum (survey).</p>
	7d						
	7f						
	8a						
	8b						
3.4	7d	<p>Commission a research study into the degree awarding gap at Imperial (which also draws on existing research in the sector).</p>	<p>To identify why students from different ethnic groups are not being awarded 1st class degrees at the same rate (in particular, Black and Other students have 1st class award rates 10-20% lower than their peers in Eng. and Med.)</p> <p>To design and implement measures to eliminate the award gap.</p>	VP(Educ)	Vice-Deans (Educ)	<p>Research to be completed by July 2022.</p> <p>Recommendations fully implemented by start of AY 2023/24.</p>	<p>Published report on the reasons underlying the award gap and recommended interventions.</p> <p>Year-on-year reduction in the award gap starting from 2023/24, aiming to close within 3 years.</p>

3. Student pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
3.5	3b 7f	Create a cross-departmental mentoring scheme for PhD students from ethnic minorities (but with a focus on Black students). The scheme will aim to match PhD students with mentors from similar cultural frames of reference (drawn from staff and alumni). Mentoring will typically be one-to-one over a 6 month period but supplemented by small-group and cohort events to build knowledge, skills and support networks).	To enhance the flow of students from ethnic minority backgrounds into research careers through tailored mentorship. Networking provided through the scheme should build community and enhance the sense of belonging.	VP(Educ.)	Grad School; Advancement	Mentoring scheme in place for start of AY 2022/23.	Establishment of a valued mentoring programme targeted at BAME (and especially Black) PhD students with an initial capacity for 20 students per year. BAME PhD students report stronger sense of support and belonging (survey).

Additional Actions

1. Organisation and Culture							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
1.6	5b 5c	Develop a new process for commissioning and recording (on central e-learning ICIS system) for all locally organised EDI training for staff, with clear oversight from EDIC team.	To ensure all faculty/department EDI training (including anti-racism training) meets EDIC quality standards. To ensure that participation in faculty/department level training is recorded centrally.	Dep. Dir. ODI	Head of LDC Head of EDIC	Process in place by Dec 2022	Creation of a QC process for new courses. Participant satisfaction (>75% agree course is valuable) 100% of staff training is recorded in a way that enables EDIC to see quality and attendance data.
1.7	3b 4c	Monitor and maintain appropriate ethnic diversity of student counsellors employed by the College. Review and update (where necessary) cultural competencies of Confidential Care staff to ensure service offered to College staff is equipped to support victims of racial harassment.	To ensure that staff and students of all ethnicities feel able to access counselling and/or mental health services. To ensure that all student counsellors and Harassment Support Contacts have the culturally competence to deal with students of all ethnic backgrounds	Dir. of Student services. Dep. Dir. ODI	Head of Student Counselling & Mental Health Advice Service	Annual review.	Evidence provided annually of counselling staff diversity and competence in dealing with issues arising from racism (e.g. no complaints from service users).
1.8	3b	Collect and monitor data on ethnicity of students accessing counselling/mental health services. (See also Action 1.2)	To detect either/or (i) excess access or (ii) under-use, either of which could be indicators of the impact of racist behaviours, so that appropriate action can be taken	Dir. of Student services	Head of Student Counselling & Mental Health Advice Service	Annual review.	Regular reports on service usage (output) Staff and students satisfied with the service (survey).

1. Organisation and Culture							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
1.9	2c 3b BLM 6d 8c	<p>Increase awareness among staff and students on race equality and what the College is doing to address it:</p> <ul style="list-style-type: none"> - College-wide talks - Termly Town hall meetings to provide updates on College initiatives - ‘Let’s talk about race’ workshops to create a safe environment for difficult discussions - Regular updates via College web pages, social media, direct email comms to staff and students. 	<p>To make the importance of race equality part of the conversation at Imperial and create a sense of a shared mission.</p> <p>To address the lack of knowledge shown in REC consultations and respond to comments asking for more communications.</p>	AP(EDI)	REC Co-ordinator EDIC LDC Comms	To start in Summer 2021; regular roster of events each year.	Significant increase in the percentage of staff/students reporting that the College takes race equality seriously (REC survey).
1.10	3a 3b BLM 8a	Examine the history of the College through its links to the British Empire and report on the present understanding and reception of the College’s legacy and heritage in the context of its present-day mission.	A History Group was commissioned by President’s Board as part of the College’s response to BLM movement.	President	Nilay Shah	<p>Report due in July 2021.</p> <p>President’s Board recommended actions decided by Oct 2021.</p>	<p>Published report and recommendations.</p> <p>College commitment to resource and deliver recommendations (e.g. possible name changes; a more transparent account of our history; information that feeds into a more contextual and race-aware curriculum).</p>

1. Organisation and Culture							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
1.11	3b	Appoint a representative from the College Societal Engagement team to the EDI Forum.	To enhance coordination of external EDI work (inc. race equality), building on existing links with EDIC and representation on the REC SAT	Assoc. Prov. (Academic Partnerships)	AP(EDI)	By Sept 2021.	Representative appointed to EDI Forum.
1.12	3b 5g	(i) Monitor diversity data for staff and students (provided by HR/Registry) involved in outreach work. (ii) Support BAME staff to develop public engagement skills and capacity (e.g. through a workshop run in collaboration with Imperial as One and providing opportunities to gain practical experience across our programme).	To ensure that there is appropriate representation (including of staff and students from different ethnic groups) across our engagement programmes and audiences.	Director of Outreach Head of Public Engagement	Outreach Evaluation and Impact Coordinator Engagement Manager (Capacity Building and Evaluation)	Annual reporting, starting from Mar 2022. Annual workshop starting from Summer 2022.	Annual report to summarise diversity of people involved in engagement activities. Increased BAME visibility where gaps are identified. At least 10 BAME staff trained in public engagement per year.
1.13	3b 5g	Increase the number of opportunities to discuss BAME contributions and topical issues across our Public Engagement programme, e.g. an aspect of our public programme will celebrate Black History Month.	To increase the visibility of the contributions of STEM researchers from under-represented groups and raise awareness of impact of racial inequalities in STEM research	Head of Public Engagement	Senior Public Engagement Programme Manager	Annually, with first events planned for Oct 2021.	At least 3 public engagement events per annum that raise visibility of BAME researchers and/or impacts of racism in STEM.
1.14	3b	Societal Engagement team to undertake unconscious bias and anti-racism training.	To ensure that all those participating in engagement work have the cultural competence to deal with racism and race equality issues	Head of Public Engagement	LDC	Training complete by July 2022	100% of staff within central teams leading engagement activity have appropriate training.

1. Organisation and Culture							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
1.15	2.c	<p>Increase future REC student survey response rates:</p> <ul style="list-style-type: none"> - Longer lead-in times to allow fuller engagement with student societies and academic departments. - Communicate more effectively (and over longer timeframes) how and why the College is using the REC to tackle racism & race inequality. <p>(Also see Action 1.9)</p>	To significantly improve on the low response rate from students to the REC Survey (3%). As well as survey fatigue, focus groups suggested lack of trust in Imperial's motives.	AP(EDI)	REC Coordinator	Planning to begin at least 12 months ahead of next REC Survey.	Increase response rate on next survey to at least 10%.

1. Organisation and Culture							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
1.16	2c	<p>Increase the declaration rate for staff and student ethnicity by building confidence in data-gathering processes:</p> <ul style="list-style-type: none"> - Review in consultation with staff and students ethnicity options available on data systems (and internal & external constraints), and the language used to report data and describe different groups (e.g. 'BAME'). - Develop guidance on appropriate language and terms for those dealing with and reporting on ethnicity data. - Provide clearer information on the purpose of the data gathering. 	<p>To improve the quality of our data, which will enhance action planning. In 2019 we lacked data ethnicity data for 11% staff.</p> <p>To increase the sense of belonging for staff and students currently excluded from the categories used, as highlighted by REC consultations.</p> <p>To ensure that we have detailed data to enable analysis of all ethnic groups, avoiding use of 'BAME'.</p>	<p>Head of Recruitment & Progression</p> <p>Academic Registrar</p>	<p>Recruitment Operations Manager</p>	<p>Jul 2022 – Jun 2023.</p>	<p>Any new ethnicity options and language guidance agreed following consultation will be used with consistency across College (in data gathering and comms).</p> <p>Reduction of 'Not recorded/declared' to <5%.</p>
	4						
	5a						
	7b						
1.17	3b BLM	<p>Increase diversity of staff and student images on our campuses, websites, social media feeds, and in other materials.</p>	<p>To increase the visibility of BAME staff and students and project a welcoming and inclusive atmosphere. This action builds on and sustains work started by the College Artworks Group and portrait projects funded by the AP(EDI).</p>	<p>Director of Comms</p> <p>Chair, Artworks Steering Group</p> <p>AP(EDI)</p>	<p>College Photographer and Image Manager</p>	<p>New physical portraiture in place by Dec 2022.</p> <p>Cataloguing/tagging of images in College digital library to be complete by July 2022.</p>	<p>Diversity of staff/student images on campus (physical & digital) to match or exceed demographics.</p> <p>Improved cataloguing of photography in College digital library to make it easy to locate diverse imagery.</p>
	5g						
	7b						

2. Staff pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
2.10	5a 6a	Pilot anonymised shortlisting processes for academic and PTO appointments.	To explore practicalities of using anonymisation during candidate shortlisting to reduce observed ethnicity biases in academic and PTO appointments.	Head of Recruitment and Progression	Welcome Service & Senior Appointments Manager	Pilots to be completed and evaluated by Sept 2022.	Elimination of bias in shortlisting processes in pilots. Lessons learned in the pilot lead to increased adoption of anonymised shortlisting by depts.
2.11	4a	Investigate difference between BAME and White L&T Staff on Fixed-term vs Open-Ended contracts.	To address a clear discrepancy in the data – 56% of BAME L&T staff but only 32% of White L&T staff are on fixed-term contracts.	VP-Research & Enterprise and VP-Education	Head of Reward, Engagement and Policy	Review to be completed by Sept 2022	Understanding of reasons behind data trend. Development and implementation of measures to eliminate the discrepancy.
2.12	4 6d	Develop a secondment process and pilot the process with PTO staff ensuring that staff from under-represented ethnicities are encouraged.	To enhance career progression support and to address concerns and issues raised in REC focus groups	Dep. Dir. ODI	Head of Learning & OD	December 2022	Annual report to HR Management Group of the uptake of secondments/acting-up opportunities by ethnicity (output)
2.13	4d 5d	Create a shadowing scheme so staff can observe the work of senior staff and College committees.	To build capacity for future diversification of senior College committees by providing opportunities for staff from under-represented groups to observe them (and senior staff) in action. 2019-20 College leadership 6% BAME	Dep Dir ODI	Head of EDIC, Head of L and OD. Head of Recruitment	July 2023	Increased diversity of decision-making groups over the longer term. A minimum of one employee per Faculty/PTO directorate. Junior staff report greater sense of engagement in College surveys

2. Staff pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
2.14	4d 5/6	Establish a reverse mentoring scheme to enable senior managers (heads of department and above) to be mentored by staff from diverse backgrounds.	Building on a successful pilot run in 2019-20, this will (i) provide senior managers with deeper understanding of minoritisation and (ii) provide mentors with insights & experiences to strengthen their career progression prospects	VP(Res. & Ent)	Head of EDIC	Annual programme in place by Oct 2021.	A scheme established with capacity for up to 20 matched mentor and mentee pairs per year.
2.15	5d	Tackle any inequalities through a review of the promotion process for research and L&T staff.	Data shows BAME research staff are less likely to apply – 21% of applications from BAME staff, compared to 31% of Research staff population. BAME staff also lower JLR success rate (59%) than White staff (75%).	Dep Dir HR & Transformation	Head of Recruitment & Promotions	New ER process in place from Dec 2021	Increase in perception of fairness of the promotion process for research and L&T staff. Increase in application and success rates from BAME staff within three years of launch of new process.
2.16	5b 5f	EDIC, LDC and PFDC annual reports to breakdown data on uptake of training courses that support the development of professional skills (career progression) by ethnicity as standard. Data to be shared with relevant Deans/HoDs, who will be tasked with taking any necessary remedial action.	Data were captured as part of REC self-assessment, but should be reviewed and published on permanent basis going forwards. 2019 College Staff Survey and REC focus groups reveal differences in access to, and satisfaction with, learning and development	Dep. Dir. ODI	EDIC, LDC, and PFDC Heads	Annually	Annual reports for each academic year normally released the following November-December

2. Staff pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
2.17	4a 5f	Establish an annual conference/workshop supporting BAME early career researchers (PG students to junior lecturers) – targeted at Imperial staff but open to external attendees where capacity allows.	To enhance the visibility of BAME researchers; foster community, networking, and a sense of belonging; support career progression.	PFDC	REC co-ordinator	Annual programme in place by Sept 2022.	Creation of an event that values and is valued by BAME researchers.

3. Student pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
3.6	7e	Create and market fully-funded Undergraduate Research Opportunity Placements targeted at UG students from ethnic groups under-represented on PG research degrees. (Supported from funds in Action 3.1)	In conjunction with other measures, to strategically address the loss of diversity observed in recruitment to research degrees. A particular focus on FONS programmes is warranted. To address a funding need clearly identified by ethnic minority students.	Academic Registrar	Assistant Registrar (Placements) Head of Student Financial Support	Funding in place by Summer 2022	Creation of 15 placements per year. Effective recruitment of talented students from within and beyond Imperial.
3.7	7e	Create an annual workshop for BAME UGs interested in PG degrees, which enables existing BAME PG students and ECRs to share experiences, pass on tacit knowledge about how to apply and what to expect. Workshop will be targeted at Imperial students but also open students from other universities (on campus and online).	To build on the success of a pilot workshops held in 2020 and establish a regular College-supported event targeted specifically at BAME UG students interested in applying for PG degrees. To create an additional opportunity for networking among students from ethnic minorities.	Graduate School	REC co-ordinator Faculty EDI champions/ Leads	First workshop to be held by Oct/Nov 2021 (in time for applications for AY 2022/23). Annually thereafter.	Establishment of annual PG workshops for BAME UG students (capacity up to 150 attendees on campus). Evidence of increased engagement with PG programmes in Graduate Outcomes data.

3. Student pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
3.8	5f 7e	Support College-wide expansion of the Imperial Black Doctoral Network (for PhD students and postdocs).	To build on the IC Black Doctoral Network established in July 2020 in the Dept of Bioengineering by De-Shaine Murray and put it on a sustainable footing. To build a greater sense of belonging by providing support, a safe space and opportunities for networking	AP(EDI)	REC Co-ordinator	College-wide network established by Dec 2021.	Establishment of a new Black PhD/ECR network. Evidence of a stronger sense of belonging among Black PGR students/researchers (survey).
3.9	7c	Closely monitor trends in continuation rates by ethnicity.	Although the data do not currently indicate a serious concern, we need to be able to respond promptly to any adverse impacts of recent increases in the recruitment of WP students, a significant proportion of whom may be from ethnic minorities.	VP(Educ)	Faculty Vice-Deans (Educ)	Annual monitoring.	Annual reports of emerging trends in continuation rates (shared with faculties & depts). Prevention of any emergent inequalities.
3.10	7a	Closely monitor the contextualised UG admissions processes introduced from AY 2020-21 to ensure that College departments are equipped to meet Access and Participation Plan (APP) targets (especially target to double the entry of Black UG students over the period 2020-25).	To address under-representation of BAME students in the UG body (especially of Black students). To equip depts with the information needed to maintain momentum in closing the offer gap (the ratio of offer rates to Black and White students increased from 0.61 to 0.68 from 2018-20).	VP (Educ) Dir of Strategic Planning	Admissions tutors	Annual monitoring.	Increased number of under-represented UG students being offered places at Imperial. Increase the ratio in offer rates for Black and White students to at least 0.8 by AY2024-25. Hit APP target: 126 Black UG students entering in AY 2024-25.

3. Student pipeline and experience							
No.	App. Ref.	Action	Rationale	Accountable	Responsible	Timeframe	Measure of success
3.11	3a 7a	Develop a communications plan (based on market research) to challenge external perceptions of Imperial, especially among ethnic minority students.	To challenge negative perceptions of Imperial (as a hot-house) and showcase improved experiences of diversity and inclusion. To boost the diversity of our applicant pool.	Director of Outreach Director of Marketing, Recruitment & Admissions (MRA)	Head of Student Recruitment Marketing Head of Student Recruitment Head of Outreach	Plan in place by May 2022	Creation and delivery of a dedicated marketing campaign. Reach recruitment targets in APP (2020-25) to double number of Black UGs Improved perception of Imperial as a diverse institution (survey of acceptors/decliners).
3.12	7f	Enhance the value and impact of College Careers services for BAME students: - Establish regular careers events targeted at BAME students (especially Black and Chinese students). - In collaboration with student representatives, review lower uptake of the Career Labs workshop by Black students and develop effective counter-measures.	To address the lower proportions of Black and Chinese graduates in professional employment or further study (~84%, compared to ~95% for other groups). To address internal data showing that ~5x fewer than expected Black students access the Careers Lab workshop. To build on the piloting of the BAME Careers Panel organised in 2020 jointly with the student union and African-Caribbean Society.	Careers Service Director	Careers Service Deputy Director	Annually from Oct 2021	Creation of at least one annual event that is valued by BAME students (survey data) Careers Service data show usage levels of all their services are similar for students of all ethnicities by 2024.