

ELEVENTH ANNUAL REPORT FROM THE EQUALITY AND DIVERSITY COMMITTEE (E&DC)

2015-16

A Report by the Chair of the Committee

Council is asked to review activity and progress and consider the recommendations for future priorities.

The Provost's Board considered the report at its meeting on 27 June 2016 and noted progress and supported the recommendations. It recognised that there had been an emphasis on gender in the lead up to the institutional Athena Silver SWAN renewal and encouraged gender-related activity to continue, but also encouraged a focus on other protected characteristics in the coming year.

1. Introduction

This Annual Report highlights:

- significant equality, diversity and inclusion-specific achievements - January 2015-May 2016;
- progress on the E&DC's three priorities which it set in 2015;
- progress on the College's eight Equality Objectives 2014-2016;
- activity in relation to specific projects;
- recommendations for priorities 2016-2017;
- staff and student data which shows trends in representation.

2. Significant Achievements

2.1 The College-wide activity that has taken place in order to submit the College's Athena Silver SWAN institutional renewal application, including the re-launch of Imperial's Diversity Pledge (in full on p. 7).

2.2 The increasing number of departments submitting Athena SWAN applications and associated action plans to enhance equality, diversity and inclusion locally.

2.3 Progress in relation to mental health and well-being for both staff and students.

2.4 The ground-breaking positive action leadership programmes, *Calibre* and *IMPACT*, for disabled and Black, Asian and Minority Ethnic (BAME) staff respectively.

2.5 Imperial College Union's (ICU) equality-related initiatives for students focusing on four key areas: campaigning, supporting, representing and socialising.

3. Progress on Priorities

In 2015, in addition to continuing to meet our Equality Objectives, the E&DC agreed three main priorities:

3.1 Athena SWAN Charter and the College's Silver SWAN Award Renewal April 2016

The College holds 16 (including the College's institutional award) Athena SWAN Awards. The remaining STEMM departments, and the Business School, are all working towards making applications so that we achieve College-wide commitment to positive change (Figure 1 in the Appendix).

In relation to the Athena Silver SWAN renewal, a representative Self-Assessment Team met monthly to inform the submission. Hitherto, Athena SWAN has focused on academic and research staff but, of particular note, is that our submission included all support staff. The renewal application demonstrates our commitment to Athena principles, and the wide-ranging activity that has taken place over the last four years

to enhance the staff experience. There is an extensive action plan which will have an extremely important part to play for future progress.

3.2 Mental Health and Wellbeing Support

Following the signing of the Time to Change Pledge in May 2014, the action plan underpinning the pledge has been implemented. In January 2015, the College took part in Time to Change's *HealthCheck*. This institutional audit assessed how our policies were being implemented in practice. While it showed that good practice existed, it was clear that improvements would be beneficial. A high-level, time-limited Mental Health Steering Group was established, chaired by the Provost, which has reviewed current provision for staff and students. Recommendations for next steps will be made in July 2016.

To date, senior Mental Health Champions have been recruited at departmental level to raise awareness about the support available to staff and students who experience mental ill-health. This is addition to continuous anti-stigma activity throughout the year to raise awareness. For students, ICU has spearheaded a high-profile *Mentality* campaign.

3.3 Respect for Others

In September 2015, all staff were issued with a revised Respect for Others booklet which, unequivocally, sets out the behaviour expected of us all, and the action that is to be taken to eliminate discrimination, harassment and bullying. As part of the launch, successful HR 'roadshows' were held at the SK and Hammersmith campuses to emphasise the Respect message and to provide information about the support that is available. Many of our *Imperial Expectations* relate to the Respect for Others Pledge and the principles of both are endorsed in all relevant training provision, at induction and where behaviour has fallen short. Following the College's all-staff survey in February 2014, staff development activity has taken place in those departments where respect-related issues came to the fore in the results. Additionally, a Faculty-wide initiative within the Faculty of Engineering was launched in 2015. The 'Have Your Say' campaign, personally supported by the Dean, provides staff with a 'voice' so that unacceptable behaviour is challenged and dealt with. The initiative has been taken up by the Faculties of Natural Sciences and Medicine under the banner that silence gives people permission to continue to behave badly.

In relation to bullying and harassment, five new Harassment Support Contacts (HSCs) have been recruited, two at the Hammersmith campus, one at the Brompton and two at South Kensington, resulting in extra provision to support staff. The HSCs receive ongoing supervision, the last one held as part of anti-bullying week in November 2015. From January 2015, evaluation of the service began; 80% of calls related to individuals feeling bullied by their manager or supervisor. Ninety-seven calls/face-to-face meetings took place April 2015-April 2016, with women comprising the majority at 68%. The Faculty of Medicine, followed by Support Services, were the key areas accessing the service, which could be as a result of greater awareness following the Respect "roadshows". Staff at grades 3a, 3b and Research staff have been those who have used the service the most. Extensive consultation has also taken place to revise the harassment and bullying policies which relate to staff and students and these will be re-launched this year.

4. Progressing the College's Equality Objectives 2014-2016

The College's Equality Objectives 2014-2016 address persistent inequality, encourage innovation and reflect the College's strategic aims. Achievements, or significant activity, are highlighted below:

4.1 Objective 1

Promoting diversity in the College's influential decision-making committees- increase participation by under-represented personnel

Representation on senior College and Faculty committees is normally dependent upon role. When vacancies have occurred over the year, for example for Deans, Heads of Departments, College Consuls, Vice-Provosts, Associate and Assistant Provosts, Vice-Presidents, Directors of Support Services, there has been a proactive search to encourage those from under-represented groups to apply. Over this reporting period, however, success has been limited. The number of female College Consuls has doubled to two, new recruits to the Vice-Provost (Education) and Vice-Provost (Research) roles continue to be held by a woman and man respectively and the new roles of Associate Provost (Academic Partnerships) and Vice-President (Advancement) are held by women. There has, however, been a decline in the number of female Heads of Department

and there are no female Deans in post. There is also limited visibility in relation to other protected characteristics at the senior level and this is mirrored on both Council and Senate.

The College continues to address this by senior staff attendance at Unconscious Bias training, dedicated events for senior staff on topics such as mental health awareness, via targeted recruitment and selection searches for vacant posts, and via management development and executive coaching for professorial and senior professional staff in order to produce potential successors from within.

4.2 Objective 2

Promote equality of opportunity and a positive working and studying environment by supporting equality networks and encouraging participation and involvement

Our staff networks are supported centrally by the Equality, Diversity and Inclusion Centre (EDIC) in order to promote a culture of active participation and involvement from diverse groups of staff. The Chairs of networks meet with their Executive Sponsors once a year and they attend group events and provide support as required. Network Chairs are core members of the E&DC, providing updates and highlighting relevant issues for discussion.

- a) The **Diversity Working Group** (DWG) was established in autumn 2015 to bring the three networks together to facilitate working towards common goals in a cohesive way.
- b) In addition to providing valuable feedback in policy consultation, each network has distinct areas they have set as their priorities over the review period. These are as follows:
Able@Imperial- to improve disability declaration rates year-on-year, to refresh committee roles and descriptions to encourage wider membership, to host one high-profile awareness raising event each year;
Imperial600- to implement changes arising from the Stonewall Workplace Index, to raise the profile of I600 through social events, to rebrand the I600 name and increase awareness of the group;
Imperial as One-to support and promote the projects arising from the IMPACT (Imperial Positive About Cultural Talent) leadership programme for Black, Asian and Minority Ethnic (BAME) staff, to review the effectiveness of the group, to lead on the joint working with the other networks as part of the DWG.

4.3 Objective 3

Promote equality of opportunity and a positive working environment/remove the disadvantages experienced by staff due to their protected characteristics in relation to the way they are managed and in the effective resolution of complaints

- a) Departmental action plans have been devised following the College-wide Staff Survey in 2014 and progress is reported at the Provost's Board.
- b) Equality has been incorporated into the College's leadership and management provision for many years and is a major strand running through our work to embed *Imperial Expectations*. Improvements have included an online training programme, launched in September 2015, to supplement the equality-related face-to-face training that is provided. To date, the number of staff who have completed the on-line course is 70 and further promotion is needed.
- c) Comparing 2014 with 2015, there has been a 69% decrease in the number of formal disciplinary cases and a 53% decrease in the number of formal grievances. For disciplinaries in both years, the ages of those undergoing formal processes reflect the College's profile, men are significantly more represented than women, more than 50% are of white/white other background with the rest distributed across other BAME backgrounds. In relation to grievances for both years, the number of men and women who raised formal grievances is generally evenly split. In 2015, the number raising grievances was split amongst those from a white/white other and BAME background – in 2014 2/3s were white/white other and 1/3 BAME. The most common reason for raising a grievance in both 2014 and 2015 was relationships at work. Data in relation to disabled staff undergoing a disciplinary or taking out a grievance is poor due to the overall declaration rate.
- d) Training to improve the skills and understanding of those who investigate and hear complaints was conducted in autumn 2015.

- e) Conflict management through mediation has increased and, gradually, mediation is being sought earlier on in the process thus improving the outcome.
- f) It is recognised that HR staff have a key role to play in how staff feel that their issues are dealt with. In addition to specific external training courses that individuals attend and in-house programmes that are run e.g. an anti-bullying workshop was held in November 2015 for Senior HR Managers to aid with challenging case management, termly Continuing Professional Development days are run to develop skills and expertise.
- g) Parenting, maternity and paternity workshops are offered regularly. They are extremely well-received but participation is lower than expected and more promotion is needed. My Family Care has also provided additional events and support with online and face-to-face information. In order to facilitate male and female academics and researchers attending conferences, a new scheme has been introduced (a grant of up to £250) to help cover the costs of childcare/eldercare. Imperial Parents' Network was launched in 2014 as a "one-stop online shop" of relevant information. A Maternity buddy scheme is also in place to offer 1-2-1 support for maternity issues, as is a maternity mentoring scheme for women returning to work after having children.
- h) Development work has been undertaken to institute a comprehensive cohort of Staff Supporters who will provide support for those undergoing performance management or involved in grievances, disciplinaries or redeployment. The scheme will be launched during 2016.

4.4 Objective 4

Improve the representation and success in the careers of disabled staff and students

The disabled staff declaration currently stands at 3.6% and student declaration at 7.5%. While this represents a gradual increase, the figures compare to 4.2% for staff in HE and 8.5% for STEMM students. The College's Disability Action Committee (DAC) has a full range of various actions to improve the declaration rates.

- a) Specialist support is provided to students from the Disability Advisory Service (DAS) through a team of dedicated specialists which has seen a growth in number and specialisms over the reporting period. The SpLD team have initiated drop-in sessions for students to ensure maximum support. A new full-time post of Tutor for Aspergers/Autism was appointed in May 2016. ICU carried out a survey in autumn 2015, devised by the Disabilities Officer, to ascertain students' opinions on various study areas. The response will shape the Union's strategy and campaigns work in this area. In relation to staff, support for dyslexia has been expanded over the period.
- b) Sickness absence consultation was held with members of Able@Imperial and members' feedback has been incorporated into revised guidance and information for managers in December 2015.
- c) Events for Disability History Month (DHM) have been held over the last three years to celebrate success and achievement of disabled people. Disability Awareness Training has been ongoing and has included Visual Impairment Awareness, Disability Awareness and a workshop on the Two Ticks scheme. Sessions have been run centrally, as well as bespoke sessions being offered to departments. The College is in its fourth year of running *Calibre* for disabled leaders. The current cohort has the highest number of internal staff. *Calibre* Nottingham will take place again this year, thus widening the learning and collaboration with other HEIs. This joint initiative, aside from being financially viable, improves Imperial's public profile and highlights the steps taken to improve the experience of disabled staff. To assess the effectiveness of the programme, a survey of the previous cohorts was undertaken and presented to the DAC in February 2015. The results showed that the programme is highly effective, useful and harnesses internal talent.
- d) The College's web redesign project incorporated a disability user perspective through disabled students and Userite testing. The College's website meets Web Content Accessibility Guidelines (WCAG) 2.0 compliance standards. The College's free software includes ClaroRead and MindView dyslexia supportive software. Students have access to the assistive technology suites in the central Library.
- e) Disabled Go audits have taken place on all campuses with Estates acting on recommendations. New Personal Evacuation and Egress Plans (PEEPs) have been designed by the Fire Office and are ready for use with a dedicated page on the Estates website. This will enable staff who require support during these times to have a bespoke plan in a timely fashion, thus complying with HSE guidelines.

- f) The College now has 170 trained Mental Health First Aiders, and will train an additional three instructors to keep up with demand. The next phase is to ensure parity with physical first aiders, and work is underway to ensure this happens. November 2015 was the second time the College celebrated National Stress Awareness Day with a range of activities, including a 'Your Workplace, Your Wellbeing' showcase designed to highlight our health and wellbeing support with over 50 staff in attendance. A successful Twitter campaign was launched alongside, engaging staff who were unable to attend the event physically. Since 2013, the College has celebrated Mental Health Awareness Week in May. This year, a wide range of interactive events have taken place. The keynote talk, attended by over 70 staff members, was delivered by an Imperial academic who presented his research on mental health and substance misuse.

4.5 Objective 5

To increase the representation of all staff who declare as BAME by at least one per cent every two years AND to increase the representation of support staff who declare as BAME so that there is a closer match between our figure and the percentage of BAME working age people in Greater London

The BAME working-age population of London is 38% (ONS data March 2014). It is recognised that academic and research staff, in particular, are recruited globally and so support staff data is the most useful comparator in this regard.

Using the Nov. 2015 Diversity Snapshot, the percentage of **known** BAME staff across all grades was 24.2% compared with 23.7% in 2014. In 2015, the percentage of **known** support staff declaring as BAME was 25.2% compared with 24.1% in 2014. This result is obviously going in the right direction to meet the objective.

- a) The *IMPACT* programme is an in-house leadership programme to support BAME talent in all roles. The third cohort began in June 2016. Evaluation from the previous two cohorts has shown a significant increase in delegates' confidence levels and improved outputs. Participants on *IMPACT* (as with *Calibre*) devise projects designed to benefit their organisation. *IMPACT* was featured at the national "Making Diversity Interventions Count" Conference, as well as being shortlisted for a Race for Opportunity Talent Award. Five participants will be trained to lead peer-mentoring circles to support BAME staff with their career progression and plans.
- b) Success rates in relation to promotion for academic, research and support staff who are known to be BAME have been analysed and compared with white counterparts. The percentage of applications is broadly in line with representation figures and the success rate for BAME staff is also similar to those for white staff.
- c) An internal trial of ECU's Race Equality Charter Mark was piloted with staff from all areas of the College involved. The challenge was the lack of data available to be able to complete the submission to the required standard and format. We have explored what might be done but this is still work in progress.

4.6 Objective 6

Increase the representation of all female academics in line with the current KPI of one per cent every two years

- a) The percentage (and numerical) figure for female academics has reduced over the past two years: 20.9% in 2013, 19.9% in 2014 and 19.4% in 2015.
- b) The Academic Gender Strategy Committee (AGSC) has been essential to shaping the direction of work in relation to gender equity in the academic sphere. The AGSC is complemented by the more operationally focused Athena Committee. These committees, together with the Provost's Envoy, the central Athena SWAN Coordinator, the dedicated staff within departments, and staff within HR, have all worked to enhance the working environment for female academics and thus help to meet this objective. As mentioned in section 3.1 above, the Athena Silver SWAN Action Plan is a mandate for continuing activity and the April 2016 renewal submission provides extensive detail on the progress which has been achieved to date. Highlights included the results of focus groups and questionnaires, and the subsequent actions that will be undertaken, which were publicised at the Gender Summit as part of Women@Imperial Week 2016, the continuing success of the Female Academics' Development Programme which supports personal growth and career achievement (two-thirds of attendees have been promoted to date), the support provided to female research staff and Junior Research Fellows and, to date, 98 female academics have benefited from the post-maternity/adoption leave Elsie Widdowson Fellowship since its inception.

- c) Following feedback from BBSRC (to a number of universities) that women were less successful in grant applications, a high-level Research Funding and Diversity Task Force was established in 2015. The Research Council data was re-analysed, plus an analysis was made of our own award data (Junior Research Fellowships), and Charitable Foundation data. In short, the analysis showed that gender is not a statistically significant issue in the success of grant applications overall. The data has been shared with key funders, the Royal Society, Royal Academy of Engineering. More detailed (April 2016) analysis has suggested that women perform less well at Lecturer level (although better at Reader and Professorial level). Work is continuing in collaboration with the Research Councils. Significant differences, however, across all funding categories were found between the successes of BAME staff vs white ethnic groups. This reflects the findings of published RCUK data. The Task Force will now consider this issue.

4.7 Objective 7

Continue to improve recruitment processes to attract and select individuals with protected characteristics and retain them once in post

- a) Our 'push' for continuous improvement in recruitment and selection practice has continued via open-programme and departmental-specific training, 1-1 coordination by HR for specific posts, the establishment of search committees with a specific brief to identify a diverse range of potential applicants and the review of job descriptions and adverts to encourage diversity. This has been supplemented by Unconscious Bias training, with 400 plus staff having attended to date. Recruitment is the gateway to the College and this important work will continue.
- b) Significant activity is undertaken to retain staff once in post. The provision of extensive career and personal development opportunities are part of this. In addition to the general learning and development activities provided by the Learning and Development Centre, the PostDoc Development Centre and the Educational Development Unit, there has been a specific focus on development for female professors, female staff at level 6, and the *IMPACT* and *Calibre* programmes which have already been referred to.
- c) In relation to take-up of staff development activity that is offered by the HR Division, there is a difference between attendance by men and women and, in fact, generally the percentage of women attending reflects percentage of male employees – approx. 56%. Attendance by BAME staff reflects representation figures.

4.8 Objective 8

Student experience, education quality, and outreach

- a) Students' specific needs are supported by the Disability Advisory Service and the Student Counselling Team. Within the Student Counselling and Wellbeing Team, a dedicated student mental health specialist was appointed in January 2016. This role manages three mental health study mentors to support students as well as complex casework training and awareness raising. This post will be the lead for mental health first aid in the student support arena.
- b) Student engagement has been significant in ICU's Mentality Campaign and the Disability Survey undertaken in May and November respectively. Both are being used to drive inclusion in ICU's Liberation campaigns.

5. Projects, Activities and New Policies

5.1 Communications and Profile Raising

The EDIC webpages continue to be updated and improved. The three staff networks were featured on the December 2015 front cover of *The Reporter* in an article entitled "Driving Change". It highlighted what the networks hope to achieve over the coming years. The Chairs of the networks were profiled, which led to an increase in membership and greater awareness of their purpose. The June 2016 Annual Diversity Lecture was given by psychologist Dr. Pete Jones, from Shire Professionals on the topic of conscious and unconscious bias and how to maximise talent in the workplace. As raising awareness of unconscious bias has been one of the key project areas for the College, it was of great interest.

5.2 Trans Policy

The ongoing Trans inclusivity programme includes updated information systems for staff and students to include the title Mx, a toolkit for managers and working with Stonewall to ensure parity of opportunity for Trans staff.

5.3 Domestic Violence Guidance

Guidance relating to staff who experience domestic violence and abuse has been developed and provides information on support available to staff, how to manage complex situations and ongoing care. The formal launch will take place later this year, with endorsement from relevant charities and bodies.

5.4 Ageing Workforce Project

The Annual Diversity Lecture 2015 was given by Dinah Worman, OBE, from the Chartered Institute of Personnel and Development on the ageing workforce. This lecture was the starting point for focus groups to ascertain the desires, needs and perceived gaps for the 50+ workforce in the College. The results were positive and there were no specific areas to be highlighted or addressed. The ongoing work in this area will look at younger staff and their experiences.

5.5 Going beyond Athena SWAN- Gender and Institutional Culture Change

The College commissioned research to assess and understand institutional culture and its impact on gender equality. The research has involved analysis of documents, key College policies and procedures, social events, publicity materials etc. This has been in tandem with a College-wide survey, focus groups and one-to-one interviews. The work has been led by external researchers Drs. Alison Phipps and Liz McDonnell, who have reported to an internal Steering Committee. The initial findings were presented to the Provost's Board in April 2016.

The aim of the study is to encourage a new way of thinking in the College which is more conducive to addressing equality issues at their source, rather than dealing with negative effects after they arise. The long-term aspiration is for lessons learned from the Imperial review to serve for all HEIs. The research will highlight how excellence and inclusivity can go hand-in-hand. A final report will be presented early in the 2016-2017 academic year.

5.6 Althea Project

Launched in 2014, the Althea Programme was established to support female undergraduates and postgraduates to develop entrepreneurial ideas and inspire a new generation of women in science, technology and business. Through a series of development opportunities and mentoring, Imperial students have nurtured innovative ideas into enterprising projects.

5.7 Changes to Disabled Students' Allowance (DSA)

The changes to DSA were confirmed in 2015 resulting in HEIs taking a bigger role in providing financial support for their own students. The College has taken the opportunity to review how support should be provided to disabled students, including looking at ways to provide support which is no longer funded. Based on the principle that student services should be accessible to all students, support for disabled students will now be funded centrally from a new fund for students with disabilities. The same processes for assessment of support will be used in all cases, regardless of fee status or degree level. This approach will ensure that the College meets its duties under the Equality Act 2010.

6. Major Priorities for 2016-17

6.1 Revising, and continuing to implement, the College's Equality Objectives: The E&DC will review and refresh the Equality Objectives for 2017-2020. A vital element of this process will be getting input from our advisory groups, ICU and key service areas. There will continue to be a 'push' on raising awareness and understanding of equality, diversity and inclusion across College and this will include publicising, and embedding the commitments contained within, the re-launched Imperial Diversity Pledge.

Imperial's Diversity Pledge 2016

To be successful the College has to attract and retain the best staff and students. Our objective is that all of our staff and students (including women, black and minority ethnic, lesbian, gay, bisexual and transgender, and disabled) should be appropriately represented at all levels of the College.

Our Pledge to you, our staff and students, is that we will take all necessary steps to bring this about by:

- Identifying and addressing any barriers faced in education, career opportunities, personal development and promotion
- Creating a culture where all staff and students feel valued and respected and in which those with family and caring responsibilities enjoy full equality of opportunity
- Monitoring our progress toward the achievement of our Pledge and publishing the results

6.2 Implementing the Athena Silver SWAN Action Plan: this activity will be overseen by the Academic Gender Strategy Committee.

6.3 Continuing the work of the Mental Health Steering Group: As a time-limited working group, due to disband in in July 2016, the ideas generated will be followed through. The DAC will have oversight of mental health and wellbeing as part of its disability remit. The Mental Health Champions who have been recruited will be the driving force to influence change and communicate initiatives at a local level.

6.4 Embedding the recommendations from the Institutional Gender Culture Change Project

The project has entered its final phase, an Action Inquiry process, to examine how a culture of excellence can be embedded in the 'business as usual' everyday workings of College. Following the publication of the final report in the autumn, an action plan will be devised to implement the recommendations.

Staff and student data is presented in tables and graphs to show main trends

Table 1: Imperial College overall Staff numbers (2015)

Staff Totals	Female	Male	Total	Female Percentage
Academic Staff	266	1067	1333	20%
Research Staff	1009	1658	2667	38%
Senior Research Investigator	7	81	88	8%
Learning & Teaching Staff	82	101	183	45%
NHS Nurses	78	15	93	84%
Professional Services	1703	1067	2770	61%
Operational Services	230	319	549	42%
Technical Services	215	297	512	42%
Total Staff	3590	4605	8195	44%

Table 1a: Senior Committees and gender representation

Name of Committee	2013		2014		2015	
	Female	Male	Female	Male	Female	Male
President's Board	-	-	3 (25%)	9 (75%)	3 (25%)	9 (75%)
Provost's Board	3 (21%)	11 (79%)	3 (21%)	11 (79%)	3 (21%)	11 (79%)

Table 2: Number of Heads of Department (academic) over the last five years

Year	Female	Male
2010	3 (16%)	16
2011	4 (21%)	15
2012	3 (16%)	16
2013	3 (16%)	16
2014	3 (15%)	17
2015	2 (10%)	18

Table 3: Number of male and female Deans over the last five years

Year	Female	Male
2010	1 (25%)	3
2011	1 (25%)	3
2012	2 (50%)	2
2013	2 (50%)	2
2014	1 (25%)	3
2015	0	4

Table 4: Number of College Consuls over the last five years by gender.

Year	Female	Male
2010	0	7
2011	0	7
2012	1 (14%)	6
2013	1 (14%)	6
2014	1 (14%)	6
2015	2 (29%)	5

Table 5: Imperial undergraduate student numbers

Academic year	Female	Male	Total	Female Percentage
2010-11	3022	5863	8885	34%
2011-12	3116	5964	9080	34%
2012-13	3043	5791	8834	34%
2013-14	3016	5915	8931	34%
2014-15	3088	5966	9054	34%
2015-16	3367	6155	9522	35%

Table 6: Imperial postgraduate taught student numbers

Academic year	Female	Male	Total	Female Percentage
2010-11	1415	1914	3329	43%
2011-12	1497	1940	3437	44%
2012-13	1634	2032	3666	45%
2013-14	1724	2141	3865	45%
2014-15	1860	2311	4171	45%
2015-16	2098	2584	4682	45%

Table 7: Imperial postgraduate research student numbers

Academic year	Female	Male	Total	Female Percentage
2010-11	1245	2108	3353	37%
2011-12	1238	2168	3406	36%
2012-13	1238	2251	3489	35%
2013-14	1209	2255	3464	35%
2014-15	1228	2299	3527	35%
2015-16	1484	2674	4158	36%

Figure 1: Female percentage of Imperial students

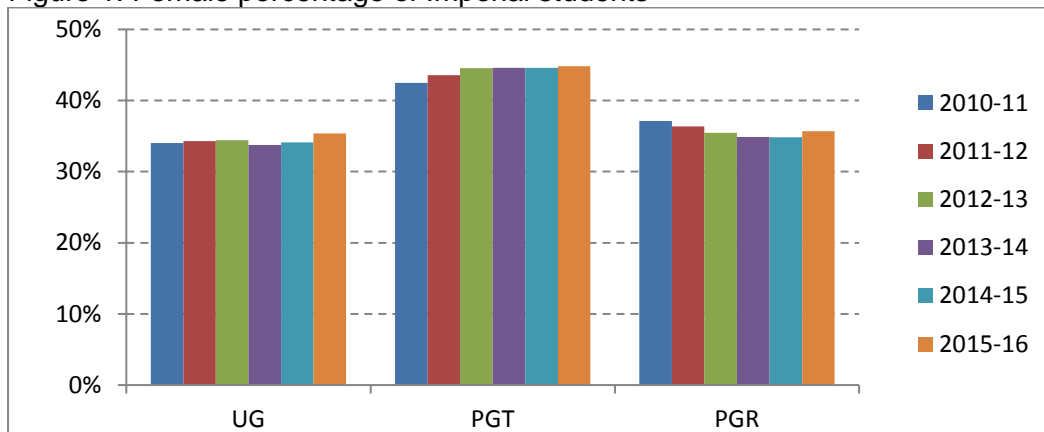


Figure 2: Female percentage of total non-clinical and clinical Academic Staff by grade (College)

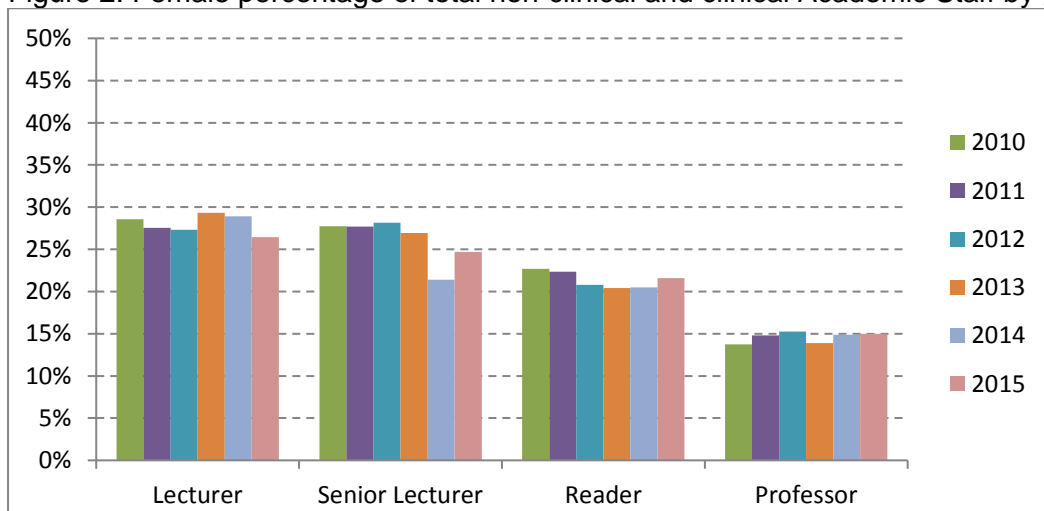


Figure 3: Female percentage of Research Staff by grade (College)

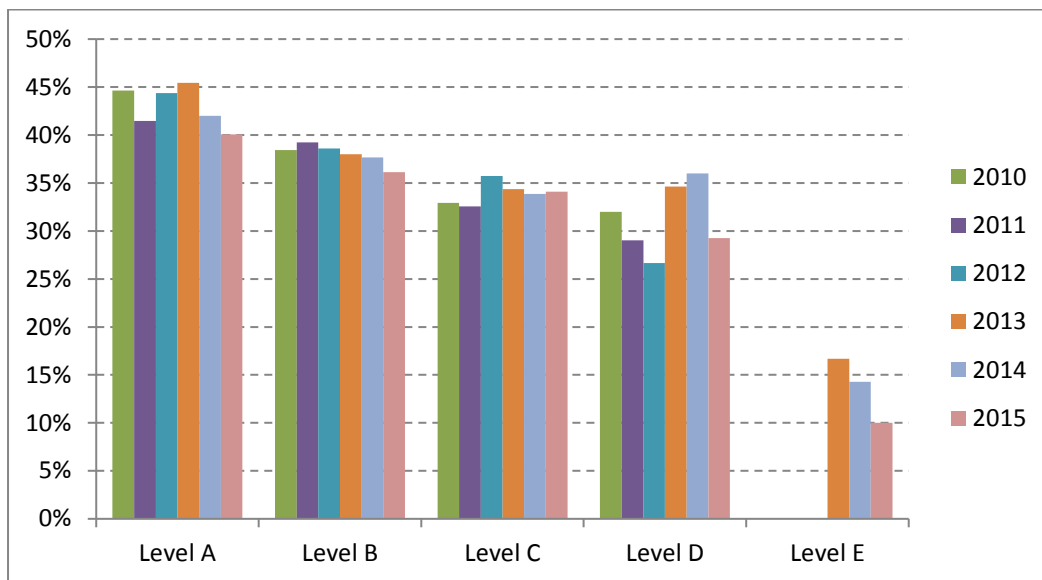


Figure 4: College academic-research pipeline (2015)

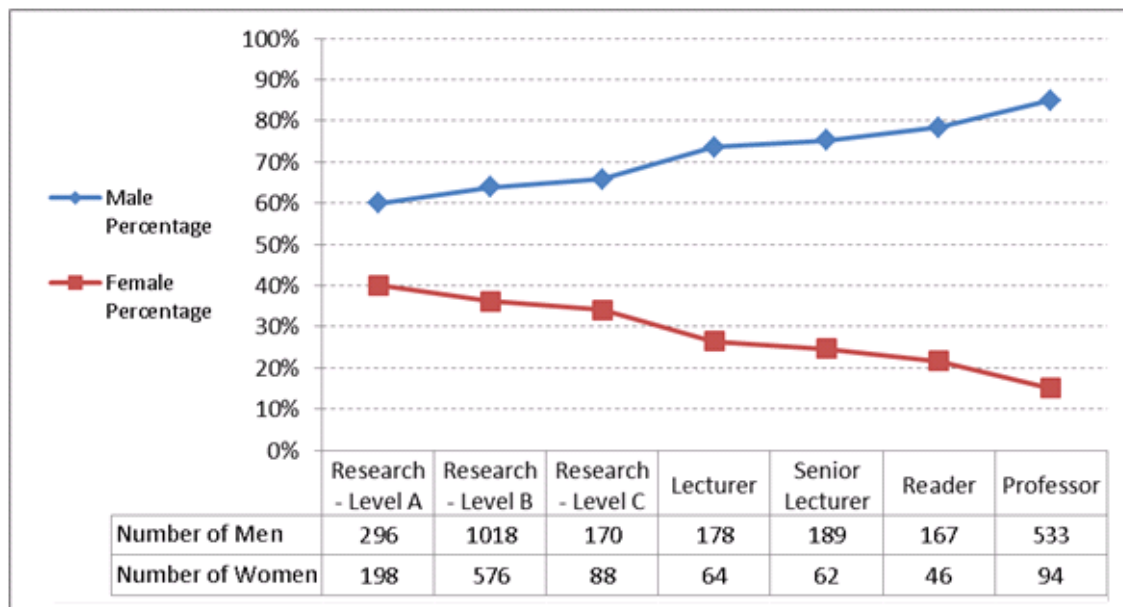


Figure 5: College academic-research pipeline, 2015 (%s for Unknown not presented on Figure)

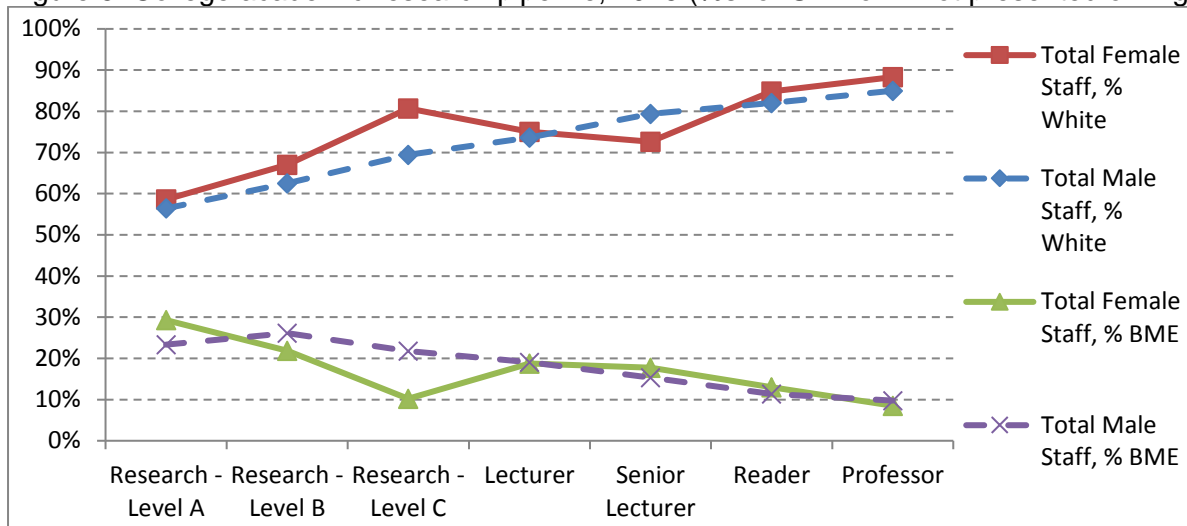
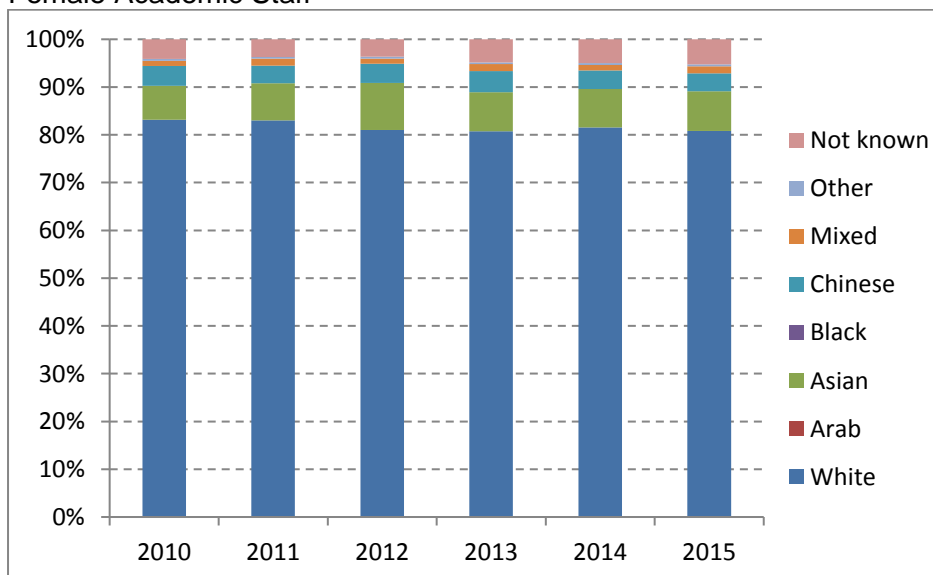


Table 8: 2015 Summary of gender and ethnicity data

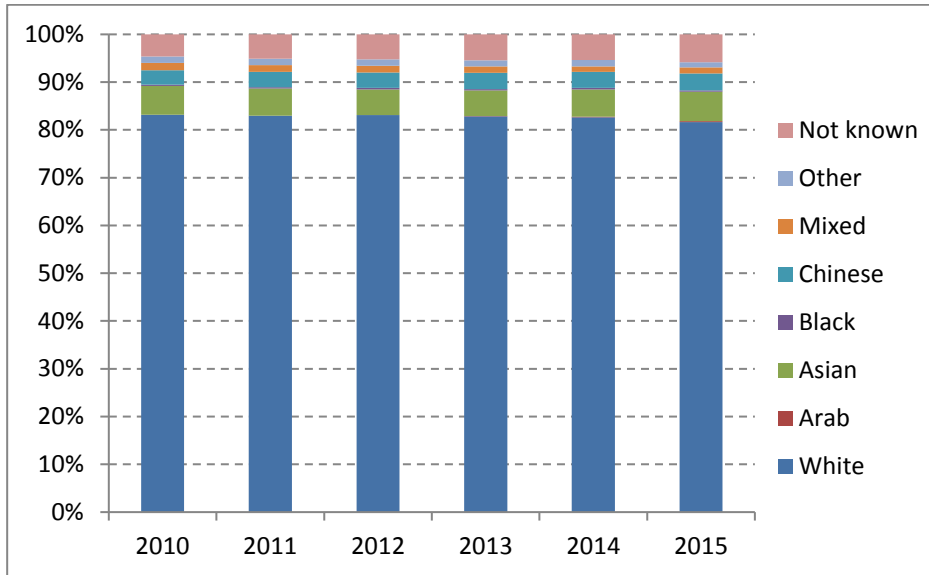
		White	BME Total	Unknown
Academic Staff	Female	81%	14%	5%
	Male	83%	12%	5%
Research Staff	Female	66%	24%	10%
	Male	64%	26%	11%
L&T Staff	Female	63%	23%	13%
	Male	79%	11%	10%

Figure 6: All Academic Staff by gender and ethnicity

Female Academic Staff



Male Academic Staff

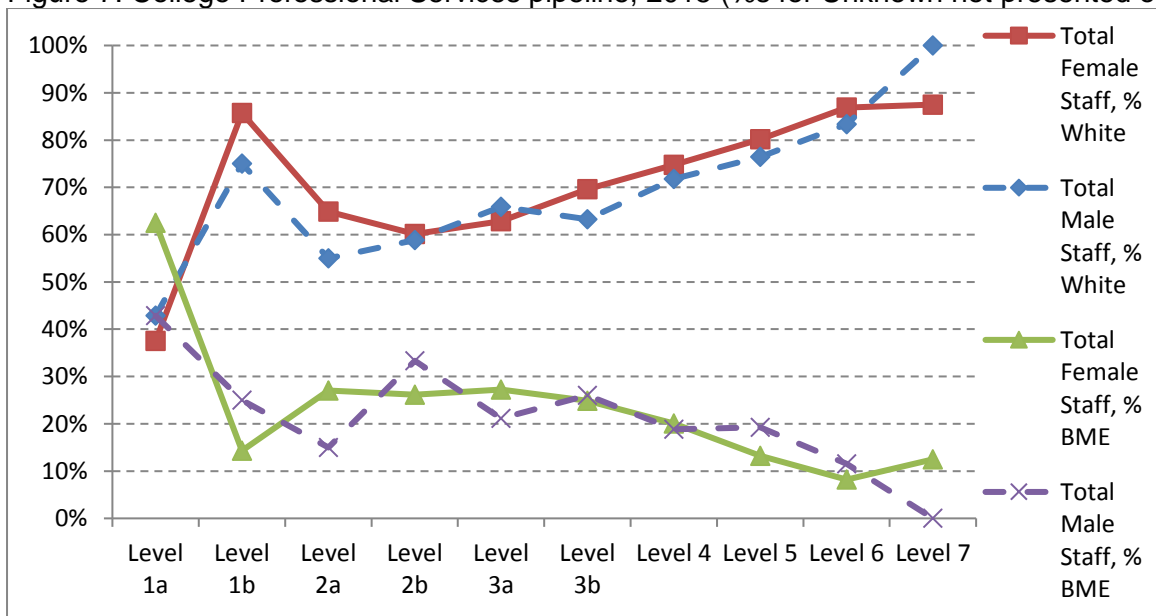


Male Academic

Table 9: Summary of Professional Services gender and ethnicity (College)

Year	White		BME Total		Unknown		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
2010	72%	73%	21%	18%	7%	9%	100%	100%
2011	71%	71%	21%	19%	8%	10%	100%	100%
2012	71%	70%	20%	20%	9%	10%	100%	100%
2013	71%	72%	21%	20%	7%	9%	100%	100%
2014	71%	72%	23%	21%	6%	8%	100%	100%
2015	69%	70%	23%	21%	8%	9%	100%	100%

Figure 7: College Professional Services pipeline, 2015 (%s for Unknown not presented on Figure)



Appendix

Figure 1: Overview of Athena SWAN awards at Imperial

