



Race equality charter application form

Name of institution

Imperial College London

Level of award application

Bronze

Main contact for the application and contact details:

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Before completing this form, please refer to the Race Equality Charter handbook which has additional advice and information.

This application form is accurate for the purpose of applications made after: January 2016

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Abbreviation list

AP(EDI)	AP(EDI) – Assistant Provost (EDI)
APP	Access and Participation Plan (agreed with the Office for Students)
BSch	Business School (used on Figures and tables)
BAME	Black, Asian and Minority Ethnic
BLM	Black Lives Matter
Central	Central College (used on Figures and tables)
CHERS	Centre for Higher Education Research and Scholarship
ECR	Early Career Researcher
EDI	Equality, Diversity, and Inclusion
EDIC	Equality, Diversity & Inclusion Centre
EDU	Educational Development Unit
Eng	Faculty of Engineering (used on Figures and tables)
HE	Higher Education
HESA	Higher Education Statistics Agency
HR	Human Resources
ICU	Imperial College Union (our student union)
IMPACT	Imperial Positive About Cultural Talent (development programme)
JLR	Job Level Review
L&T	Learning and Teaching
LDC	Learning and Development Centre
Med	Faculty of Medicine (used on Figures and tables)
NatSci	Faculty of Natural Sciences (used on Figures and tables)
PFDC	Postdoc and Fellows Development Centre
PG	Postgraduate
PGT	Postgraduate Taught
PGR	Postgraduate Research
PRDP	Personal Review and Development Plan (our annual appraisal)
PTO	Professional, Technical, and Operational
REC	Race Equality Charter
SAT	Self-Assessment Team
SRI	Senior Research Investigator
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UG	Undergraduate
WP	Widening Participation

1 Letter of endorsement from vice-chancellor/principal

Please provide a letter written by the vice-chancellor (or equivalent).

The letter should include:

- = why the head of the institution supports the application
- = details of the issues senior management believe exist for minority ethnic staff and students within the institution
- = details of how race equality is being advanced by the senior management team, council and senate (or equivalent) and regularity with which it is discussed
- = how the senior management team, council and senate ensure race equality is embedded within the decisions they take
- = details of any allocated additional and ringfenced resources for this work

19th July 2021

Letter of Support: Race Equality Charter (REC) submission

We are delighted to write in support of Imperial's REC submission. We have welcomed the opportunity this process has afforded us to learn about and raise awareness across Imperial of the race-based inequalities experienced by some of our community, and to refine and advocate for the transformative actions we are taking to address this. We are deeply committed to tackling inequalities of this kind and to ensure that the College is a place where everyone feels part of a community that enables them to give of their best. Our College Strategy is specific in the need for us to be "a supportive, diverse and considerate community based on inclusivity, mutual respect and a commitment to excellence."

Imperial's reputation as an international centre of research and teaching excellence has been built upon the achievements of diverse staff working over many decades. For Imperial to be at the forefront of tackling the global challenges of the future, we will need to draw upon the collective talents of staff and students from all backgrounds and from all over the world. As an organisation, we have work to do to ensure that everyone's potential can be harnessed to find solutions to these challenges, and we are fully committed to doing that.

The College's EDI Strategy Group, chaired by the Provost, has ensured that the REC action plan is properly prioritised and resourced, and that actions have been discussed and agreed with the senior leadership team at several Provost's Board meetings and with action owners. This has helped to ensure that the importance of the REC has been internalised across Imperial.

Through surveys, focus groups, our direct interactions with Imperial As One, and participating in the reverse mentoring scheme, we have heard first-hand about the day-to-day experiences of minority staff and students and, unfortunately, racial harassment experienced by some members of our community. We recognise that the death of George Floyd and surrounding events had a huge impact on our staff and students. We have both worked hard over this past year to support new initiatives to understand our history and to find new ways to celebrate and represent our diverse community.

As a data-driven institution, we have used the REC to accelerate our efforts to create new dashboards to monitor staff and student demographics across areas such as recruitment, admissions, and attainment. Our data analysis has been eye-opening – and disturbing. As leaders of the institution, it has given us a clearer view than ever before of the major

challenges that we face in achieving race equality. In particular, the analysis has highlighted the very low number of Black academics we employ, the barriers to progression to leadership roles at the highest grades for academic, professional, technical and operations staff, and the under-representation of Black students.

We are addressing these first by ensuring our recruiting is broad and thorough in seeking candidates, along with improved training for and diversification of the panels. We are funding new academic positions and a new visiting academic scheme to improve representation, as well as taking specific measures to improve career progression.

A second challenge is to improve awareness and accountability around racism and its impact. We recognise the need for our community to take racism seriously, and to understand its effects. We are introducing personal development programmes, as well as anti-racism training for staff and students.

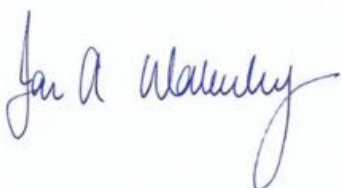
A third challenge is to ensure access to our education and research for Black students. We have put in place new targeted UG and PG scholarships (totalling £10m over five years, with a target of raising a further £10m in the same period), supporting our Access and Participation Plan, which has ambitious targets for doubling the number of Black students. We are also reviewing the curriculum to identify opportunities to improve its inclusivity.

The REC has been immensely valuable in mapping out the challenges on the road to race equality for Imperial. We now have a clear and well-resourced action plan and have already started work in response to some of the issues raised.

As President and Provost, we will take a close personal interest in ensuring that we hit our targets. We will keep progress under regular review. We will re-double our efforts to maintain dialogue with staff and students on our work to advance race equality and will update the action plan in response to feedback.

Imperial is on a journey toward inclusivity of which REC is a vital part. We believe we have made a good start but recognise that we are still learning and that we still have much to do.

Yours sincerely,



Professor Ian Walmsley FRS
Provost
Chair in Experimental Physics



Professor Alice Gast
President

Dean of Imperial College Business School
Professor Francisco Veloso



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14 July 2021

Letter of support to the Race Equality Charter (REC) submission

I see the establishment of Imperial as a diverse community, free from racism, discrimination and prejudice, and an inclusive place to work and study as critical to our mission and success. The REC is part of our commitment to establishing such a community. I am responsible towards this commitment as Dean of the Business School, part of the College senior management team and champion for the Imperial As One BAME network.

There is a long way to go and many steps to be taken. At the Business School, this includes our firm commitment to increasing our diversity, especially in terms of Black staff and students, which are only marginally present; it also means more monitoring and reporting to track progress; and will involve more and better training to staff and students on how to work with and manage for diversity and inclusion.

Yours faithfully

A handwritten signature in red ink, appearing to read 'Francisco Veloso', with a long horizontal flourish extending to the right.

Professor Francisco Veloso
Dean, Imperial College Business School

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On behalf of the Faculty of Engineering, I confirm my full and personal commitment to Imperial's REC submission, and most importantly its action plan.

We have in general a reasonable representation of Asian and Chinese staff and students in the Faculty, but a concerning under representation of Black staff and students. I will ensure that across the ten Engineering Departments we continue to build a scholarship programme to support diverse students of all backgrounds, extend our existing active bystander, unconscious bias and 'Let's talk about race' sessions to all staff and students in the Faculty, and instruct everyone involved in staff recruitment and promotion to undergo appropriate training around race.

I will ensure that our progress in addressing racial inequalities is tracked through our Faculty leadership team, and each Department will be required to report annually on their action plan.

Best wishes,



Professor Nigel Brandon OBE FEng
Dean, Faculty of Engineering

15th July 2021

Letter of Support – Race Equality Charter

I wholeheartedly endorse this application. As Dean, I recognise that the Faculty of Medicine has much still to do to achieve a wholly inclusive, racially equal community and am undertaking actions to attain this.

Work continues on our Faculty EDI RoadMap to inform development of our EDI strategy, including the allocation of a dedicated budget and the creation of a 5-year EDI Fellowship to investigate inequity and develop initiatives. In June 2021, the draft action plan from the Faculty BLM Working Group proposed key deliverables including increasing recruitment of Black UG students and addressing recruitment, retention and progression issues for BAME academics and PTO staff. Monthly review by senior management ensures accountability for improving these metrics. I recently participated in a series of Let's Talk About Race Workshops to enable and empower leadership to confidently speak about racial inclusivity.

I am committed to making our Faculty a more equitable community that better represents the society we serve.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Jonathan Weber', written over a large, stylized circular flourish.

Professor Jonathan Weber
Dean of the Faculty of Medicine

12 July 2021

As Dean of the Faculty of Natural Sciences I welcomed the opportunity to be involved in our REC self-assessment, which has been informative, revealing, and at times concerning. I give my full support to our submission.

The positive cultural changes and improvements to the working lives of staff and students that our faculty has achieved through Athena Swan provide us with the impetus to address race equality. The REC self-assessment has been immensely valuable in allowing us to critically examine staff and student data and experiences. Our major challenges are that we currently have no Black academic staff and there are worrying disparities in terms of BAME student representation. As a Faculty we are committed to addressing these areas through the action plan.

The Faculty fully endorses this submission and believes the Charter is an important step forward in enabling us to becoming more inclusive. Our Faculty EDI committee will be working with our Heads of Department to set targets that ensure both our REC action plan is fully implemented.

Yours sincerely

A handwritten signature in black ink that reads "Richard Craster". The signature is written in a cursive style and is underlined with a long horizontal line that ends in an arrowhead pointing to the right.

Richard Craster

Imperial College London

Letter of support on behalf of the College's Professional, Technical and Operational Staff (PTO) Departments

On behalf of the College's PTO leadership, and in particular our directorates that employ many of our PTO Staff, we give our full and unreserved support to the College's participation in the REC.

We recognise that whilst on the surface, our teams appear to be relatively diverse and representative of the communities in which we live and work, we are acutely aware that this diversity is not reflected across our more senior grades.

We recognise that we have a lot of work to do to address inequality and are all fully committed to all the actions outlined in the action plan, in particular around targeted recruitment and career progression, which we believe will make a material difference in addressing race inequalities.

Your faithfully,




Muir Sanderson
Chief Financial Officer



Harbhajan Brar
Director of Human Resources



Richard Martin
Director of Academic Services



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Letter of support for the REC application

We fully support Imperial's REC application.

For the last three years, the Union has been involved in the REC self-assessment and it's clear that there is a genuine commitment from many in the College to address race inequality.

Success against our action plan would represent much needed progress towards fixing key student issues by improving awareness of racial harassment, increasing support for PhD students and attracting a more diverse talent pool to the College.

The Union is excited to continue to engage in implementing the plan and see the College progress.

Shervin Sabeghi, ICU Deputy President (Welfare)

Abhijay Sood, ICU President



imperialcollegeunion.org



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college
union

Word count Section 1 total: 1,583

2 The self-assessment process

2a Description of the self-assessment team

- = **The description of the self-assessment team (SAT) should include:**
- = team members, their role within the institution and the SAT, their faculty/department, grade and ethnicity

Note: When this information is contained in a table (maximum 30 words about each team member) it will not be included in the word count.

- = how people were nominated or volunteered for the role and how any time involved in being a member of the team is included in any workload allocation or equivalent
- = how each faculty and relevant central departments are involved and included

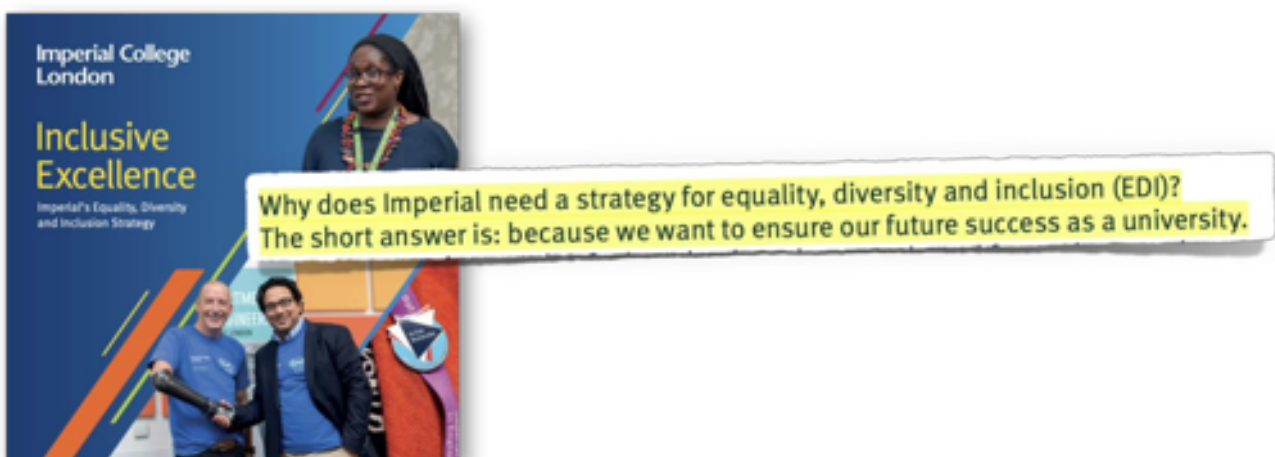
Start of REC journey

Recently Imperial has significantly expanded its commitment to EDI in recognition of the fact that our continued success is critically dependent on our ability to *enact* EDI.

In 2017 Professor Stephen Curry was appointed to a new role of Assistant Provost (EDI) (now 0.7 FTE). Working alongside the College's well-established EDI Centre (EDIC) and the HR Director of Organisational Change and Inclusion, the AP(EDI) has a budget of £323k and reports directly to the Provost.

The College's first EDI Strategy, drafted by the AP(EDI) and approved by Provost's Board in 2018, brings a new prominence and coherence to Imperial's EDI work, with race equality and commitment to the REC as one of its central pillars (Figure 2.4). REC is one of several EDI-related accreditations that we use to structure and benchmark progress (Table 2.1).

Figure 2.1 Excerpt from the Imperial EDI Strategy, published 2018



Professor Alice Gast, President, and Professor Ian Walmsley, Provost, on publication of Imperial’s EDI Strategy in 2018

“Tackling the global challenges of the future, such as climate change, emerging infectious diseases and the opportunities of the data revolution, will require a truly diverse, creative approach. Our community has work to do to ensure that everyone can participate to find solutions to these challenges, and to harness the full potential of all, and we are committed to doing that.”

Table 2.1 Imperial's engagement with EDI and well-being accreditations and benchmarks

Name	Key dates
Disability Confident	Two Ticks accreditation in 2012 Disability Confident Employer in 2016 Disability Confident Leader in 2019
Athena SWAN	Founding member in 2005 Silver award achieved in 2012 and renewed in 2016
Stonewall Workplace Equality Index	Regular submissions since 2007. In latest ranking (2020), improved by over 100 places to rank 142 nd
Charter for Employers who are Positive about Mental Health	Signed in 2018

Establishing the SAT

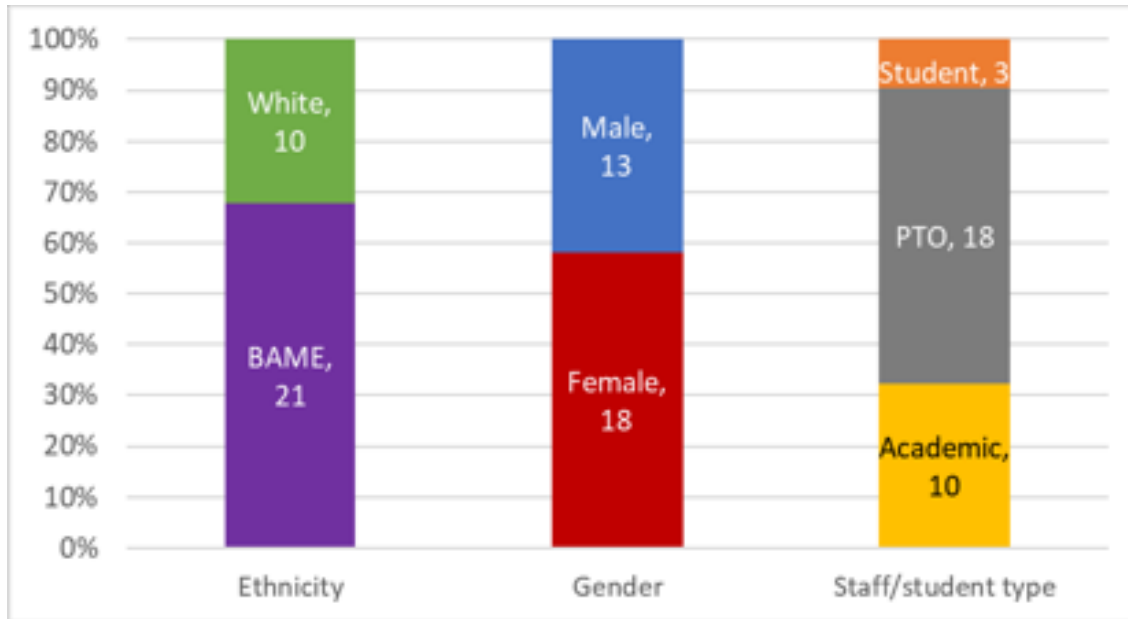
The AP(EDI) consulted widely across Imperial in seeking nominations for the SAT. This yielded twice as many candidates as needed to match the representative profile recommended by Advance HE, without the group becoming cumbersomely large. SAT members were selected by the AP(EDI), the REC Coordinator and the Head of EDIC. All those invited took on the responsibility enthusiastically. Service to the College (and EDI work in particular) is recognised in local workload models, our annual appraisal process, and in academic promotions.

The SAT includes representation across grades, staff groups, career points, areas of College and students (Figure 2.2; Table 2.2). The SAT includes the co-chairs of Imperial As One, our very active staff BAME network (originally established in 2005).

There has been some turnover on the SAT, with individuals leaving College, but we have never had any difficulty recruiting replacements, particularly as awareness of our REC work has grown.

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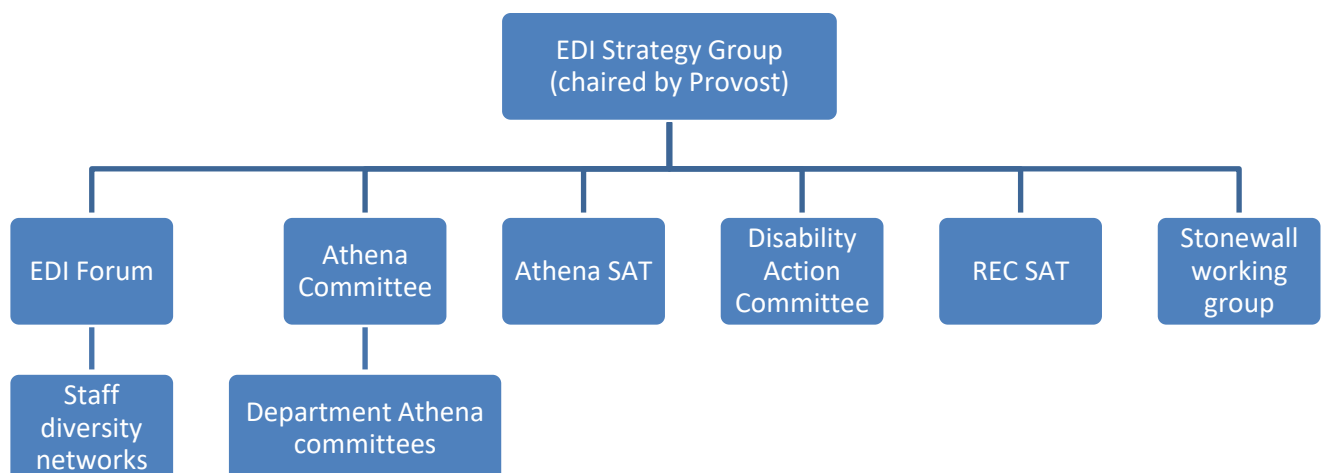
Figure 2.2 REC SAT demographics, including past and present members. Numbers are given on bar labels.



The SAT was established within the College’s existing EDI governance structure (Figure 2.3). This is overseen by the executive EDI Strategy Group, which is chaired by the Provost and contains senior leaders including Vice-Provosts for Research and Education, all the Faculty Deans and the AP(EDI). This College structure is supported by EDI committees within each faculty and academic department.




REC updates have been regularly discussed at the EDI Strategy Group, the EDI Forum (chaired by the AP(EDI)), and at faculty-level committees. Drafts of the REC application were reviewed and shaped by Provost’s and President’s Board (both of which are attended by the AP(EDI)) and by College Council. The widespread involvement of managers in developing our REC action plan embodies our aspiration – as articulated in the EDI Strategy – to ensure that accountability for EDI is distributed throughout the organisation and embedded within all operational matters.

Figure 2.3 EDI-related committees and groups at Imperial. See also Figure 3.2 organisational chart






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Table 2.2 REC SAT membership. Members highlighted in grey have left the SAT.

Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
Deborah Adegoke 2019 to present 	Student Students Working Group	Black and Minority Ethnic Liberation Officer Imperial College Union	2018 UG representative acting as an intermediary between the student body and the Union. Offered input from both an ethnic minority and student perspective.
Annalisa Alexander 2018 to present 	PTO Services Lead for Students Working Group	Head of Outreach Department of Student Recruitment and Outreach	Student, 1999 Staff, 2003 Works to bring students from a diverse background to Imperial. Committed to ensuring the aims of outreach complemented REC wherever possible.
Darren Alleyne 2018 to 2020 	PTO Services PTO Services Working Group	Service Transformation Manager Information and Communication Technologies	2008 Played a major role on SAT in highlighting importance of data visualisation and analysis. Vocal in representing the views of BAME professional and technical staff.




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Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>Bernie Babel</p> <p>2018 to 2019</p> 	<p>PTO Services</p> <p>PTO Services Working Group</p>	<p>Programme Manager and Trainer Coordinator</p> <p>Postdoc and Fellows Development Centre</p> <p>Human Resources</p>	<p>2011</p> <p>Works as a PT programme manager/trainer, delivering the Springboard women’s development course.</p> <p>Also supports young people mainly from the BAME community, to acquire work related and independent living skills.</p>
<p>Rob Bell</p> <p>2018 to present</p> 	<p>PTO Services</p> <p>Organisational issues Working Group</p>	<p>Athena Swan Coordinator</p> <p>Equality, Diversity & Inclusion Centre</p> <p>Human Resources</p>	<p>2010</p> <p>Offered years of experience of Athena SWAN Charter, and expertise embedding and developing EDI initiatives across College.</p> <p>Helped to highlight REC as a core element of the EDI Strategy.</p>
<p>Hugh Brady</p> <p>2018 to present</p> 	<p>Academic</p> <p>Lead for Students Working Group</p>	<p>Professor</p> <p>Department of Life Sciences</p> <p>Faculty of Natural Sciences</p>	<p>2009</p> <p>As department Admissions Tutor has sought to broaden and diversify the intake of UGs.</p> <p>Interested in dismantling structural barriers to enable more Black British students to enter and prosper at Imperial.</p>




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Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>Paul Brown</p> <p>2018 to present</p> 	<p>PTO Services</p> <p>PTO Services Working Group</p>	<p>Mechanical Instrumentation Workshop Manager</p> <p>Department of Physics</p> <p>Faculty of Natural Sciences</p>	<p>1990</p> <p>Helped identify areas for improvement and assisted with implementing change to improve the experience of gaining access, studying and working at Imperial.</p>
<p>Simone Buitendijk</p> <p>2018 to 2020</p> 	<p>Academic</p> <p>Students Working Group</p>	<p>Vice Provost (Education)</p> <p>Office of the Provost</p>	<p>2016</p> <p>Expert in Maternal and Child Health.</p> <p>Represented Imperial at League of European Research Universities' Gender Steering Group.</p> <p>In 2016-17 developed Imperial's Learning and Teaching Strategy with EDI at its core.</p>
<p>Judith Cherni</p> <p>2018 to present</p> 	<p>Academic</p> <p>Lead for Academic Staff Working Group</p>	<p>Research Fellow</p> <p>Centre for Environmental Policy</p> <p>Faculty of Natural Sciences</p>	<p>1997</p> <p>Experience of part-time research and part-time teaching.</p> <p>REC SAT has been a stimulating opportunity to learn about BAME issues and SAT members' own experience of institutional barriers.</p>




Section 2 The self-assessment process

Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>Stephen Curry</p> <p>2018 to present</p> 	<p>Academic</p> <p>SAT Co-Chair</p>	<p>Assistant Provost (EDI)</p> <p>Professor</p> <p>Office of the Provost</p> <p>Department of Life Sciences</p>	<p>Student, 1982 Staff, 1995</p> <p>Instrumental in setting up REC and played a leading role, coordinating development of application and action plan.</p> <p>Provides key link to Provost, President and senior College management.</p>
<p>Poh-Leng Devare</p> <p>2018 to 2019</p> 	<p>PTO Services</p> <p>Organisational issues Working Group</p>	<p>Solicitor</p> <p>Central Secretariat</p> <p>Co-Chair of Imperial As One (BAME staff network)</p>	<p>2013</p> <p>Worked in Imperial's Legal Services as In-House Counsel.</p> <p>Co-Chair of Imperial As One 2018-2019</p>
<p>Red Elmahdi</p> <p>2018 to 2019</p> 	<p>Academic</p> <p>Academic Staff Working Group</p>	<p>Senior Teaching Fellow</p> <p>School of Public Health</p> <p>Faculty of Medicine</p>	<p>Student, 2007 Staff, 2016</p> <p>As a Hall sub-warden, provided live-in student pastoral care.</p> <p>Taught medical students, addressing barriers to inclusion in education.</p> <p>Imperial As One committee member 2017-2018, organising educational and social events.</p>




Section 2 The self-assessment process

Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>Sarah Essilfie-Quaye</p> <p>2019 to present</p> 	<p>Academic</p> <p>Academic Staff Working Group</p>	<p>Project Manager Research Strategy Education</p> <p>Faculty of Medicine</p> <p>Co-Chair of Imperial As One (BAME staff network)</p>	<p>2002</p> <p>Joined Imperial as Research Technician, before progressing into a research career whilst undertaking part-time PhD.</p> <p>Stepped away from academic career. Lack of Black female academics has driven motivation to join REC SAT and other work.</p>
<p>Moonlie Fong-Whittaker</p> <p>2020 to present</p> 	<p>PTO Services</p> <p>PTO Working Group</p>	<p>Programme Coordinator</p> <p>Learning and Development Centre</p> <p>Human Resources</p>	<p>2019</p> <p>Project Coordinator at the University of Greenwich on BAME Attainment Gap.</p> <p>MSc in Education, Power and Social Change at Birkbeck where knowledge around 'Chineseness', race, ethnicity, diaspora and hybridity was solidified.</p>
<p>Audrey Fraser</p> <p>2018 to present</p> 	<p>PTO Services</p> <p>Academic Staff Working Group</p>	<p>Head of Reward, Engagement and Policy</p> <p>Human Resources</p>	<p>2005</p> <p>Worked in several different HR roles, from Senior HR Manager for the Faculty of Engineering to current role.</p> <p>Feels privileged to be part of SAT and to work with colleagues to bring about much needed change at Imperial.</p>




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Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>Christopher Jackson</p> <p>2018 to 2021</p> 	<p>Academic</p> <p>Academic Staff Working Group</p>	<p>Professor</p> <p>Department of Earth Science & Engineering</p> <p>Faculty of Engineering</p>	<p>2004</p> <p>Contributed towards helping other racial and ethnic minority staff and students, both inside and outside of Imperial. Helped dismantle the structural barriers that deliberately (or otherwise) hamper engagement and progress.</p>
<p>Hanna Jama</p> <p>2020 to present</p> 	<p>PTO Services</p> <p>Students Working Group</p>	<p>Diversity and Inclusion Programme Coordinator</p> <p>Department of Student Recruitment and Outreach</p>	<p>2019</p> <p>Helping to ensure BAME students are encouraged to apply for Imperial's Outreach programmes.</p> <p>Developing a Black students long-term cohort programme. Growing links with community groups. Developing new relationships with organisations to access hard-to-reach under-represented pupils.</p>
<p>Kani Kamara</p> <p>2018 to present</p> 	<p>PTO Services</p> <p>Organisational issues Working Group</p>	<p>Head of Equality, Diversity & Inclusion Centre</p> <p>Human Resources</p>	<p>2002</p> <p>Worked at Imperial in several roles across HR.</p> <p>Really pleased to be part of the team and help to identify and self-reflect on institutional and cultural barriers for minority ethnic staff and students.</p>




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Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>Yani King</p> <p>2019 to 2020</p> 	<p>PTO Services</p> <p>Students Working Group</p>	<p>Projects Coordinator (Community and Transitions)</p> <p>Imperial College Union</p> <p>Co-Chair of Imperial As One (BAME staff network)</p>	<p>2017</p> <p>Recognises the opportunity for Imperial to tackle racial issues and take responsibility.</p> <p>Responsible for projects that create a sense of belonging. Instrumental in helping our community understand the barriers that affect it.</p>
<p>Susan Littleson</p> <p>2018 to present</p> 	<p>PTO Services</p> <p>PTO Services Working Group</p>	<p>Deputy Director, Organisational Development and Inclusion</p> <p>Human Resources</p>	<p>2018</p> <p>Experienced strategic HR and organisational development professional, with 30+ years' experience helping people and organisations improve and develop.</p> <p>Contributed to brokering relationships between key departments across College.</p>
<p>Emma McCoy</p> <p>2020 to present</p> 	<p>Academic</p> <p>Students Working Group</p>	<p>Interim Vice Provost (Education and Student Experience)</p> <p>Office of the Provost</p> <p>Department of Mathematics</p>	<p>1996</p> <p>Involved in analysis of admissions data, highlighting issues with our processes in relation to Black applicants.</p> <p>Helped develop targets for Black student admissions as part of our Access and Participation Plan and work around Scholarships.</p>



Section 2 The self-assessment process

Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>Wayne Mitchell</p> <p>2019 to present date</p> 	<p>Academic</p> <p>Lead for Students Working Group</p>	<p>Teaching Fellow</p> <p>Department of Immunology and Inflammation</p> <p>Faculty of Medicine</p> <p>Co-Chair of Imperial As One (BAME staff network)</p>	<p>2015</p> <p>Conducted research project on “<i>What impact does being a ‘minority’ have on Black British student’s sense of identity, belonging and ability to achieve at Imperial</i>” which underpinned key parts of application.</p>
<p>Onesmus Mwabonje</p> <p>2018 to present</p> 	<p>Academic</p> <p>Academic Staff Working Group</p>	<p>Research Fellow</p> <p>Centre for Environmental Policy</p> <p>Faculty of Natural Sciences</p>	<p>2015</p> <p>Originally from Kenya and sees SAT as opportunity to work as part of team to provide a voice that will create a sustainable impact on issues affecting BAME groups at Imperial.</p>
<p>Sally Parekh</p> <p>2018 to 2021</p> 	<p>PTO Services</p> <p>SAT Coordinator</p>	<p>Race Equality Charter Coordinator</p> <p>Equality, Diversity & Inclusion Centre</p> <p>Human Resources</p>	<p>2018</p> <p>Project management of the REC process.</p> <p>Played a key role in highlighting issues, making connections across the College, facilitating discussions about race and racism, and championed meaningful change.</p>


Section 2 The self-assessment process

Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>Shervin Sabeghi</p> <p>2019 to present</p> 	<p>Student</p> <p>Students Working Group</p>	<p>Deputy President (Welfare)</p> <p>Imperial College Union</p>	<p>Student, 2015 Staff, 2019</p> <p>Provided key student representation on behalf of the student union.</p> <p>Contributed to unpicking race related issues and tirelessly ensured the student voice was at the heart of our work.</p>
<p>Desmond Samuel</p> <p>2018 to present</p> 	<p>PTO Services</p> <p>Lead for PTO Working Group</p>	<p>Head of Digital Communications Services</p> <p>Faculty of Medicine</p> <p>Co-Chair of Imperial As One (BAME staff network)</p>	<p>2010</p> <p>My goals are to help identify positive opportunities for change. And to support the College in meeting the aims and objectives of its EDI Strategy.</p>
<p>Rob Tomkies</p> <p>2018 to 2019</p> 	<p>Student</p> <p>Students Working Group</p>	<p>President</p> <p>Imperial College Union</p>	<p>Student, 2014 Staff, 2018</p> <p>Served at ICU President 2018-19</p>

Section 2 The self-assessment process

Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>David Tyoember</p> <p>2018 to present</p> 	<p>Student</p> <p>Students Working Group</p>	<p>UG student</p> <p>Department of Chemistry</p> <p>Faculty of Natural Sciences</p>	<p>2017</p> <p>Passionate about equitable opportunities for the BME community – was BME Officer in 2018/19.</p> <p>President of the Imperial Investment Society and established the ‘Black Men in Finance’ initiative and annual ‘Diversity in Finance’ event.</p>
<p>Anique Varleigh</p> <p>2018 to present</p> 	<p>PTO Services</p> <p>SAT Co-Chair</p> <p>Lead for Organisational issues Working Group</p>	<p>Head of Examinations & Assessment</p> <p>Business School</p>	<p>2013</p> <p>Played a key role as co-chair.</p> <p>Aims to make a difference to the BAME community for existing students and staff and create a legacy for future students and beyond Imperial.</p>
<p>Angela Williams</p> <p>2018 to present</p> <p>[Preferred not to include a photo]</p>	<p>PTO Services</p> <p>PTO Services Working Group</p>	<p>Learning and Development Officer</p> <p>Estates Division</p>	<p>2016</p> <p>Passionate about learning and career development but throughout own career has seen a lack of BAME senior staff.</p> <p>Welcomed opportunity to help bring about change at Imperial for staff, students and the community.</p>

Section 2 The self-assessment process

Name and dates on SAT	Staff type and role on SAT	Role / title and Department / Faculty	Start date at Imperial Personal experience / profile, provided by member
<p>Andrew Willson</p> <p>2018 to present</p> 	<p>PTO Services</p> <p>Students Working Group</p>	<p>College Chaplain (Anglican)</p> <p>Chaplaincy</p>	<p>2001</p> <p>Institutions that change slowly over time have great strengths for building community, but can also perpetuate injustices and discrimination. Has seen in church and education settings that organisations can be great agents for positive change.</p>

2b The self-assessment process

This section should include:

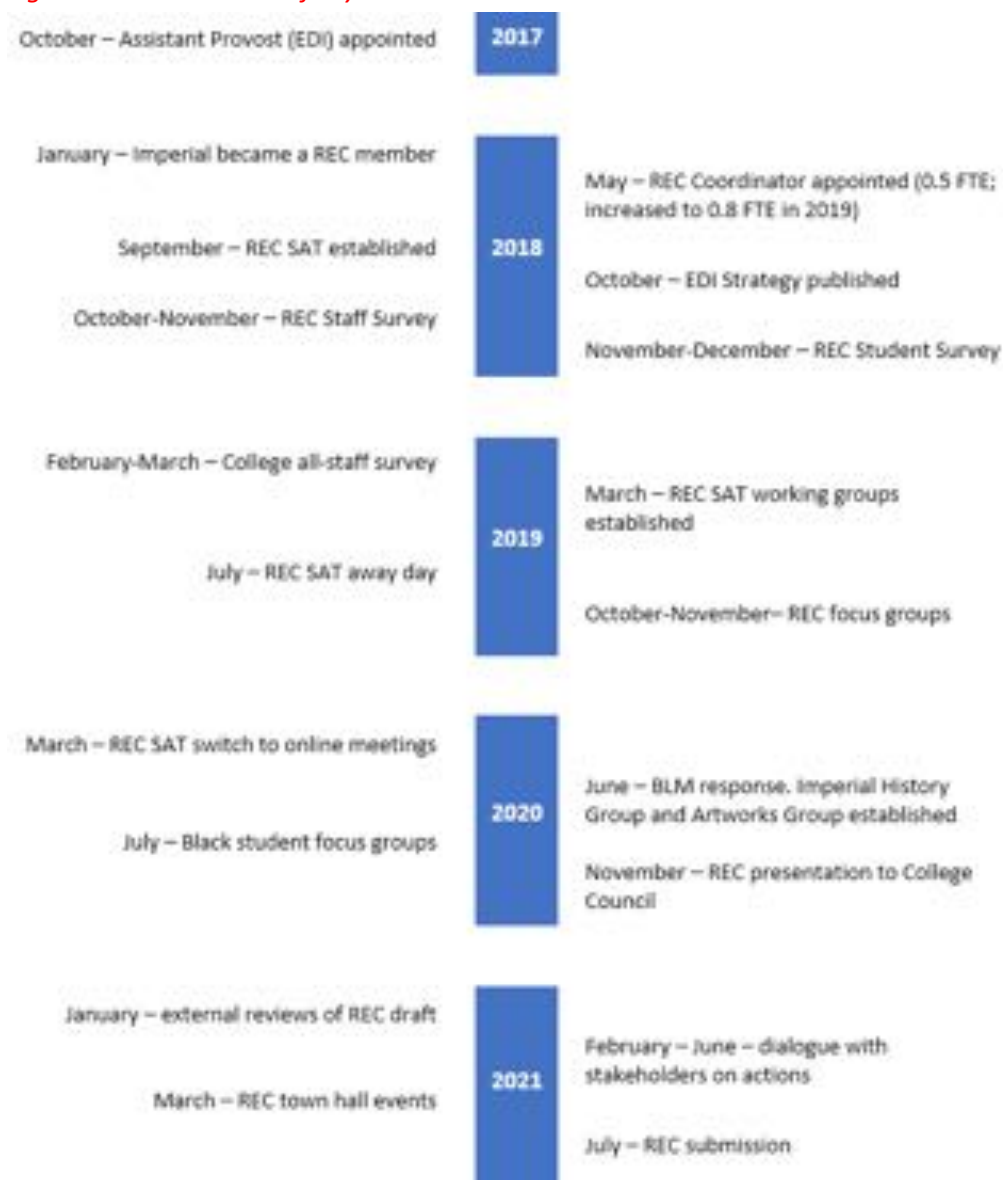
- = how the team met and communicated
- = how often they met and communicated. For face-to-face meetings please provide the dates of the meetings, attendees and a brief description of the outcomes of the meeting

Note: the SAT is expected to meet in full at least three times

- = how the team fits in with other existing committees and structures

From the outset, the College leadership – and the SAT – were clear that achieving a REC award was not an end in itself, but an opportunity to practically address race inequality at Imperial. The SAT has learnt from each other, consulted internally to understand university processes, and liaised with other universities to learn from their REC experiences.

Figure 2.4 REC timeline of key events



Section 2 The self-assessment process

At a SAT away day in July 2019 we reflected on our early progress, recommitted to our practical goals and strengthened the bond between members. We also redefined our Terms of Reference, developed a Code of Conduct focused on enabling all voices to be heard, and agreed a more inclusive leadership with Anique Varleigh appointed as co-chair.

Figure 2.5 REC SAT Away Day, 5 July 2019



The SAT has formally met 22 times, but has also had active discussion between meetings, via email and Microsoft Teams, sharing meeting papers, reports, and articles. Furthermore, four working groups (Academic staff, PTO staff, Students, Organisation issues) have held additional meetings.

Table 2.3 SAT formal meetings

Date	Number of attendees	Focus of the meeting
1 November 2018	14	<ul style="list-style-type: none"> • Introduction to REC • SAT membership, including individual roles and suggestions for more members • Draft Terms of Reference
10 January 2019	20	<ul style="list-style-type: none"> • Four new members welcomed • Initial results of the staff and student survey discussed • UCL REC experience presentation • Admissions and attainment data presentation, with discussion on admissions practice and Imperial's Access Agreement
15 March 2019	21	<ul style="list-style-type: none"> • Creation of four working groups • Presentation outlining College HR Policies and Procedures and how key decisions are made • REC student survey discussion • Presentation on IMPACT (BAME development programme) • Presentation on Imperial as One, BAME staff network
17 May 2019	13	<ul style="list-style-type: none"> • King's College London race equality work presentation • Working groups updates • Planning for SAT away day

Section 2 The self-assessment process

Date	Number of attendees	Focus of the meeting
5 September 2019	21	<ul style="list-style-type: none"> • Implementation of Away Day recommendations, including new co-chair and 'hot topics' standing item • Presentation by Wayne Mitchell on his report findings on the Experience of Black British students at Imperial • Working groups updates
21 November 2019	20	<ul style="list-style-type: none"> • Presentation on PowerBI dashboard on REC staff and student surveys, from ICT colleagues • Update on REC focus groups • Working groups updates
23 January 2020	18	<ul style="list-style-type: none"> • Presentation on UG Differential Outcomes Dashboards, from Strategic Planning colleagues • Data gathering and working group updates • Agreement to increase frequency of SAT meetings to monthly
26 March 2020	22	<ul style="list-style-type: none"> • Decision to delay application due to COVID-19 • Presentation on REC staff data PowerBI dashboard from Kia Wnuk, HR Information and Insight Manager
29 April 2020	20	<ul style="list-style-type: none"> • Presentation on staff and student data summary • Working groups updates
21 May 2020	17	<ul style="list-style-type: none"> • Staff and student data update and discussion • Value added metric presentation by Moonlie Fong-Whittaker, focusing on methodology and effectively measuring the BAME attainment gap
25 June 2020	18	<ul style="list-style-type: none"> • Black Lives Matter movement discussed and new College White Ally resource feedback • Presentation by Jessie Alter, Digital Content and Social Media Manager, on BLM College communications • Working Group (Academic) Action Plan recommendations
16 July 2020	20	<ul style="list-style-type: none"> • Presentation by Dr Sudhin Thayyil, Department of Brain Sciences, focussing on racial inequality for academic staff, including pay and intersection with gender balance • Further update on College communications
20 August 2020	18	<ul style="list-style-type: none"> • Ethnicity pay gap presentation by Helen Young, Reward and HR Policy Adviser • Working Group (Professional Services staff) Action Plan recommendations • Discussion on REC Student Focus Groups report
24 September 2020	15	<ul style="list-style-type: none"> • Working Group (Organisational issues) Action Plan recommendations • BME ECR conference review by Sarah Essilfie-Quaye, Wayne Mitchell and Desmond Samuel • REC panel feedback experience from Sally Parekh • Staff data presentation by Stephen Curry

Section 2 The self-assessment process

Date	Number of attendees	Focus of the meeting
22 October 2020	18	<ul style="list-style-type: none"> • Discussion of College Masters application fee introduction • Working Group (Students) Action Plan recommendations • Overall potential actions discussion
19 November 2020	19	<ul style="list-style-type: none"> • Discussion of Faculty of Medicine BMA Charter work. • Drafts of sections 4, 5 and 6 discussed in depth
17 December 2020	15	<ul style="list-style-type: none"> • Discussion of harassment and bullying • Drafts of Sections 7, 8 and 9 discussed in depth
21 January 2021	19	<ul style="list-style-type: none"> • Review of comments on draft sections • Review and discussion of action plan • Discussion of Advance HE's offer of deadline extension
22 February 2021	17	<ul style="list-style-type: none"> • Formal agreement to accept Advance HE's extension offer • Review of updated action plan
22 March 2021	17	<ul style="list-style-type: none"> • Discussion of BAME terminology and proposal to develop College style guide • Review of updated action plan • Discussion of upcoming REC townhall events
26 April 2021	19	<ul style="list-style-type: none"> • Discussion of College's position on Islamophobia • Discussion of Sewell report • Feedback on REC townhall events • Review of updated action plan
24 May 2021	16	<ul style="list-style-type: none"> • Discussion of updated action plan • Discussion of future of the SAT post-submission

Section 2b word count: 154

Word count Section 2 total: 588

2c Involvement, consultation and communication

This section should include:

- = how the staff and student survey was conducted, disseminated and analysed and how many staff and students responded (with specific reference to their ethnicity and nationality)
- = how minority ethnic staff and students were further involved and consulted in the self-assessment and development of actions
- = how relevant staff and student networks were involved (this may include a statement from any relevant networks)
- = how you involved external interest groups, for example local race equality groups
- = communications to all staff and students, including any faculty-level communications with staff

REC Surveys

We ran our REC Staff Survey in November 2018. To maximise publicity, the survey was simultaneously with our new EDI Strategy, at a talk on race equality by Imperial alumna, Chi Onwurah, MP. The survey was prominently reported in our fortnightly Staff Briefing e-newsletter and in our internal magazine. Flyers and posters were distributed to areas with high footfall, and to departments for local display. The survey was advertised on digital screens on all our campuses and promoted on College's main Twitter account. Emails were also sent out through as many channels as possible.

Figure 2.6 Chi Onwurah MP talking about race equality and her student experiences at Imperial, October 2018



The 2018 REC Staff Survey response rate was ~18%, with a significant number of hard copies completed (offered as an option to staff – including outsourced cleaning staff – without routine access to a computer). We believe that the survey length caused drop-outs, with some respondents not reaching the end. This meant that some respondents did not answer some questions – including declaring their ethnicity.

Section 2 The self-assessment process

The REC Student Survey was run in December 2018. Communication was primarily through Imperial College Union, with a newsletter sent to all students and posts on social media. Messages were cascaded through Departmental Student Reps, the individual school unions, and student societies. Posters/flyers were also distributed. The Survey was also promoted repeatedly in Felix, the student-run newspaper.

The response rate to our 2018 REC Student Survey was disappointing at ~3%. This partly reflects survey fatigue; students are surveyed frequently. However, it also reflects a lack of trust in Imperial's motivations, which was communicated in student focus groups (see below). A large number did not declare their ethnicity, though survey drop-outs also contributed (Figure 2.7).

Action 1.15 Increase future REC student survey response rates:

- 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.

Action 1.16 Increase the declaration rate for staff and student ethnicity by building confidence in data-gathering processes:

- 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').

Despite these problems, the REC surveys gave reasonably representative coverage of the main ethnic groups at the College (Figure 2.7), and raised a wide range of important issues (Table 2.6; Table 2.7).

We also analysed our most recent College all-staff survey, which is carried out every two years. In 2019 it had a response rate of 57% and almost all respondents answered the ethnicity question.

Table 2.4 Staff and student REC survey responses summary

	Hard copy	Online version	Total responses	Approximate total audience	Approximate response rate
REC Staff Survey 11 October to 3 November 2018	189 responses	1,329 responses	1,518	8,500	18%
REC Student Survey 12 November to 1 December 2018	None requested	531 responses	531	19,000	3%
College Staff Survey 25 February to 15 March 2019	4,449 responses			7,789	57%

Section 2 The self-assessment process

Figure 2.7 Ethnicity summary of respondents to surveys

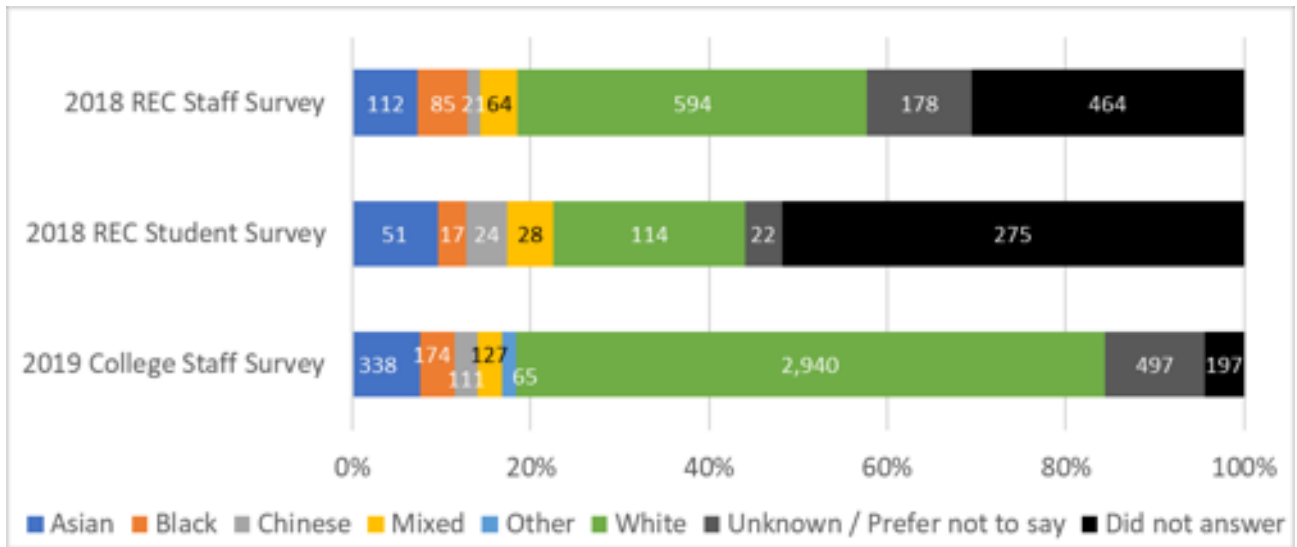


Table 2.5 Full ethnicity breakdown of respondents to surveys

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 2 The self-assessment process

Table 2.6 Key themes from 2018 REC Staff Survey, including free text comments

Diversity of institution	<ul style="list-style-type: none"> • Lack of BAME staff and student diversity, especially at senior levels • Some improvement in diversity and culture observed • Positive comments about Imperial from half of respondents • Half of respondents feel a sense of various biases • Lack of conversation around race; concern race is not high on the agenda • Need for race awareness training
Diversity of local population	<ul style="list-style-type: none"> • Negative impact of Brexit • Some strong anti-diversity sentiments
Racial discrimination	<ul style="list-style-type: none"> • Experience of discrimination is high amongst BAME respondents • Lack of knowledge and confidence in reporting system and in HR ability
Recruitment and selection	<ul style="list-style-type: none"> • Some strong anti-diversity responses; complaints about 'positive discrimination' • Demand for mandatory training for recruitment, including unconscious bias • Need for more diverse panels • Concern about transparency and processes with many observing biases
Career development and progression	<ul style="list-style-type: none"> • Lack of confidence in promotions and strong sense of bias; more transparency needed • Concern about lack of formal career progression for PTO Services
Appraisals (PRDP)	<ul style="list-style-type: none"> • High number reported no appraisal • Concerns about line manager bias and competence, and value of PRDP
Flexible working	<ul style="list-style-type: none"> • Broadly academics more positive experience than PTO Services • Lack of knowledge about policy • Lack of confidence in the consistency of decision-making • Workload concerns for academics: flexible working can mean working all the time
Pay	<ul style="list-style-type: none"> • Concern about lack of transparency and consistency of policy • Strong sense of bias/racial discrimination among BAME respondents • Lack of feedback following decisions

Section 2 The self-assessment process

Table 2.7 Key themes from 2018 REC Student Survey, including free text comments

Diversity of the institution	<ul style="list-style-type: none"> • Lack of representation and diversity, especially too few Black students and academics • Perceived widespread phenomenon of friendship groups/cliques which consist solely of one ethnicity/nationality • Sense of tension between Chinese students and others • A feeling that race is not an issue and that meritocracy is more important • Appreciation by some of the College as a diverse institution • A sense of elitism/class issue, rather than race
Diversity of the local population	<ul style="list-style-type: none"> • (East) Asian students a target of mockery, bullying, and discrimination • A sense from some that racial issues/tensions are non-existent, imaginary, or exaggerated • Division between North and South Kensington especially stark in the aftermath of Grenfell • Increased police presence making BAME, especially Black, students uncomfortable • Racial slurs heard in the local area
Reporting racial discrimination	<ul style="list-style-type: none"> • Lack of awareness and confidence in policies/procedures; feeling that casual racism/microaggressions cannot be reported • A sense that some academics and students can be dismissive/ignorant towards other cultures
Recommending the institution	<ul style="list-style-type: none"> • Race is not a factor for most: some would recommend Imperial based on quality of their course but others have non-race-related concerns • Concern about lack of support for mental wellbeing, especially for BAME students • A sense that environment is hostile, stressful and unhealthy; lack of a sense of community at Imperial or in London
Post-course progression	<ul style="list-style-type: none"> • Good resources at the College • Lack of variety in jobs advertised to students, too industry/academia-focused • Need for more soft/people skills development
Course content	<ul style="list-style-type: none"> • Some stated that race is irrelevant to and has no place in science/academia • Some view courses as too Western-based, case studies, reading material, etc. • Concerns that race is not mentioned in classes and that lecturers are not trained well enough to talk about race comfortably
Imperial College Union	<ul style="list-style-type: none"> • Not enough time to socialise/participate in society due to heavy workload • Sense that the Union not doing enough to combat racist incidents/change the culture, e.g. unchallenged/relatively unpunished racism in sports societies • Sense that some cultural societies are being exclusionary to those not of that culture/who do not speak a certain language

REC Focus Groups

In 2019 we explored the key themes raised through the REC Surveys in focus groups (with the option of telephone or face-to-face interviews). These were conducted by an external facilitator with direct REC experience to reassure participants regarding confidentiality and to gain more candid insights. All participants received a copy of focus group reports before they were published.

In 2020 we ran further online focus groups specifically for Black students, because of the low-level of involvement in the first round. In discussions with these students, we learned this was due to wariness of the College's motives in applying for REC. Some saw it as a PR exercise of little substance; others, understandably, were reluctant to discuss painful personal matters. We worked to restore trust through dialogue and by supporting student-led projects from the EDI Seed Fund (Section 3b) to show that the College was prepared to back their ideas for improving EDI. We also recruited an external BAME academic to facilitate the focus groups (David Woodger, Goldsmiths, University of London).

Ultimately, the focus groups provided frank testimony of the experiences of ethnic minority staff and students at Imperial. Wide circulation of these reports shaped discussions of REC priorities and wider discourse about race inequalities.

Figure 2.8 REC focus group reports were published online and covered in College news

Race Equality Charter: Imperial launches initial report
by Martha Salhotra
31 July 2020

Anique Varleigh co-Chairs the Race Equality Charter Self-Assessment Team

A report sharing findings and recommendations from staff and students has been published as part of the College's Race Equality Charter application.

I wouldn't be interested if this was a tick-box exercise
— Anique Varleigh
co-Chair of the REC SAT

Imperial became a member of Advance HE's Race Equality Charter (REC) in 2018 to improve the representation, progression and success of Black, Asian and Minority Ethnic (BAME) staff and students. The REC provides higher education institutions with a

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College and campus

Section 2 The self-assessment process

Table 2.8 REC focus group information

Date	Campus	Times	
15 October 2019	St Mary's	12:00 – 13:00 students	15:00 – 17:00 staff
17 October 2019	South Kensington	10:00 – 12:00 staff	12:00 – 13:00 students
31 October 2019	South Kensington	10:00 – 12:00 staff	12:00 – 13:00 students
13 November 2019	Hammersmith	12:00 -13:00 students	15:00 – 17:00 staff
7 July 2020	Online – Black students	10:00 – 11:00	11:30 – 12:30
14 July 2020	Online – Black students	10:00 – 11:00	11:30 – 12:30

Table 2.9 REC focus group participants

Student / staff type	BAME	White
Students	38	< 5
UG	24	< 5
PGT	9	< 5
PGR	11	< 5
Staff		
PTO Services	19	8
Academic staff	8	< 5

Communications about REC

The SAT has built an excellent working relationship with the College Communications Team. Formal and informal cross-campus communications about REC and race equality work have been conducted since our launch event in 2018, using a mix of live events and digital communications (including regular reports in staff and student newsletters). Table 2.10 lists some of the most notable events – several involving high-profile speakers. These efforts intensified in the wake of the Black Lives Matter (BLM) protests in early summer 2020.

In March 2021, we held a student and a staff townhall-style online event, where the SAT co-chairs gave a presentation on the Charter, the work of the SAT, key data findings and proposed actions, before answering questions from the audience. We reached 21 attendees for the student town hall event, and 111 for the staff event.


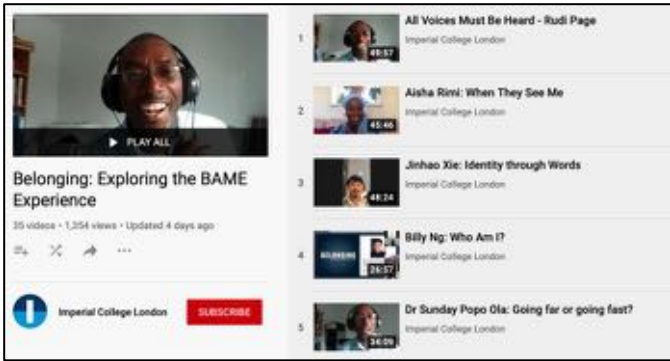
We recognise continued communication is essential to advance our race equality work.

Action 1.9 Increase awareness among staff and students on race equality and what the College is doing to address it.


Action 3.2 Create anti-racism training materials for students.

Section 2 The self-assessment process

Table 2.10 Events to engage College community with REC and race equality issues

Date	Event	Participation
11 October 2018	Launch of the EDI Strategy, the REC Charter, and promotion of the staff and student surveys, with a talk by Chi Onwurah MP 'The Importance of Diversity in STEM'.	330
2019-2020	Presentations on REC by AP(EDI) to Faculty, Department, and student groups/committees	15-100 each
9 October 2019	Talk 'Superior: the return of race science' by author and broadcaster Angela Saini 	360
11 February 2020	Talk 'How to Argue with A Racist' by author and broadcaster Adam Rutherford	330
25 February 2020 24 November 2020	Presentations and discussions on REC to Heads of Department lunch by AP(EDI) – attended by senior managers (academic and PTO)	~75
From May 2020	<p>Belonging – a fortnightly series of candid interviews, run by the Imperial as One staff network with BAME students, academics and professionals sharing their experiences and insights</p> 	20 (live audience); average of 250 views of recorded videos
2 June 2020	Dedicated communications in response to BLM protests – messages from College President and community . Creation of White Allies resources web page	Staff Briefing: >8.7k recipients (73% open rate) Student newsletter: >20k recipients (50% open rate)

Section 2 The self-assessment process

17 June 2020	'Building Alliances in the face of atrocity' – panel discussion event as part of College response to BLM protests	250
20 June 2020	Establishment of Imperial History Group and Artworks Group to examine present-day impact of Imperial's ties with Empire. Both involved College-wide consultation.	>170 responses to consultation
22 June 2020	'Reflecting on the Legacy of Windrush' with Amelia Gentleman (author of The Windrush Betrayal) and Judy Griffith (survivor of the betrayal)	200
22 June 2020	'Legacy of Windrush: Power of Education' – Imperial as One online event discussing the challenges and power of education through the lens of Black British Academia.	225
14 September 2020	Imperial hosts 4 th BME Early Career Researcher Conference 	250
12 November 2020	Department of Mechanical Engineering town hall event with UG students to discuss	~150
27 November 2020	Presentation on REC by AP(EDI) & REC Coordinator to College Council	15
January to April 2021	Discussion of the REC application and draft action plan at President's Board (x1) and Provost's Board (x2)	Feedback and approval given
March 2021	Town Hall meetings on the REC and draft action plan for staff and students	130
June 2021	Presidential Address and announcement of £5 million for new scholarships and studentships for Black students and others from underrepresented groups or those facing financial barriers.	n/a
June 2021	Presentation on the finalised REC action plan at Heads of Department lunch by AP(EDI) – attended by senior managers (academic and PTO)	~75

Section 2 The self-assessment process

External reviews

In January 2021, drafts were reviewed by a Charters Associate from Advance HE, as well as two 'critical friends' from universities holding a REC award (KCL and Nottingham). The feedback provided was incredibly useful in identifying areas for improvement and further developing our application.

Section 2c word count: 741

Word count Section 2 total: 1,329

2d Future of the self-assessment team

Please outline:

- = whether the team and/or specific team members will continue to be involved
- = who will have overall responsibility for the action plan
- = how the action plan will be monitored within other existing committees and structures, for example, the senior management team
- = who will be responsible for the next application in four years; for example, will a different SAT be convened, how will the current team provide handover to that team

Implementation of the REC Action Plan will be the responsibility of the executive EDI Strategy Group (Section 2a).

The AP(EDI) will continue to co-chair the REC SAT (supported by a now permanent REC coordinator) and, along with other key permanent members, *e.g.* EDIC staff and Imperial As One co-chairs, will ensure it remains integrated with College-wide activity. The SAT will meet quarterly in the first instance to review progress on the action plan, provide advice, and flag concerns to the EDI Strategy Group.

Following submission, we will refresh membership of the SAT team, initially aiming to replace about half of the membership to maintain continuity. Membership will be reviewed every two years. The group will be responsible for our next REC application.

3. Institution and local context

3a Overview of your institution

Please include:

- = size
- = structure
- = specialisms
- = any other historical and/or background information that you think is relevant to your application

Imperial is a world-renowned, research-intensive university with a Faculty structure reflecting our research interests: Engineering, Medicine, Natural Sciences, and Business. We also have seven interdisciplinary cross-College Global Challenge Institutes, (Figure 3.2). The College, which has ~8,500 staff and ~20,000 students, almost half postgraduates (Figure 3.1) is led by a President and Provost; while the President is the *de facto* Chief Executive, the Provost leads on all academic affairs. We are a member of the Russell Group and the League of European Research Universities.

Figure 3.1 Number of staff and students at Imperial – 2019-20

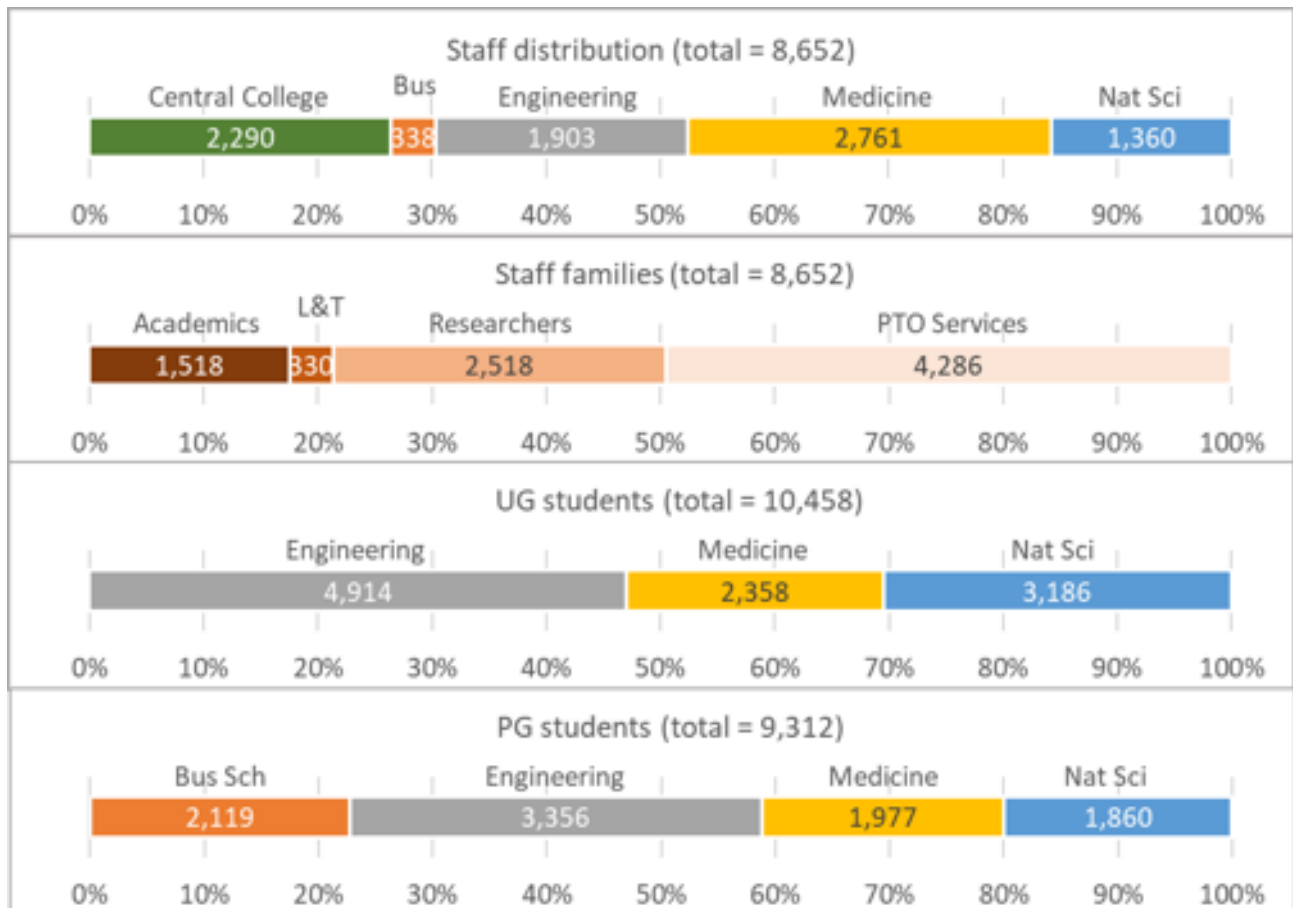
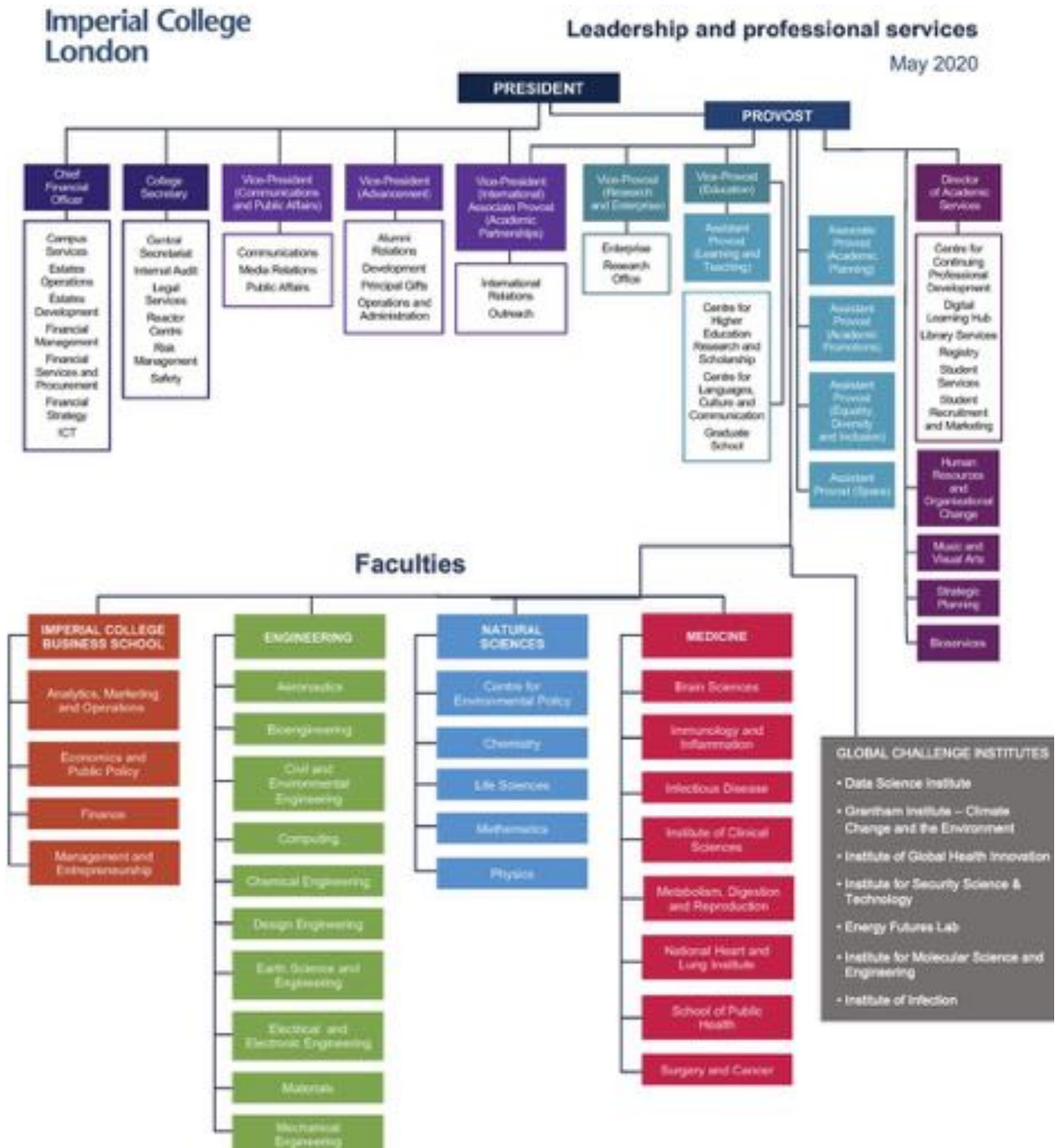


Figure 3.2 Imperial organisation chart



Section 3 Institution and local context

Our institutional outlook is innovative and international, with a strong orientation towards entrepreneurship and real-world impact. Two-thirds of Imperial's research is internationally collaborative, involving academics from 130+ countries, and ~60% of our students are non-UK. All our Academic Staff are expected to teach; a small proportion of Learning and Teaching (L&T) Staff are teaching-only or learning technologists (Figure 3.1).

Our culture is strongly influenced by our emphasis on data-driven and world-leading STEMM research and education. This has contributed to a complex culture that can be competitive and intense, reflected in external perceptions of the university, but one that is also striving to build a sense of community within and beyond the institution. Until relatively recently, the institution has been less comfortable discussing and challenging EDI issues. We recognise that in many ways we are not the diverse and inclusive organisation we wish to be, though we are alive to the challenge (Figure 3.3).

We are also shaped by our history – Imperial is a product of the British Empire. Our story begins with the legacy of the Great Exhibition of 1851, with the establishment of the Royal College of Science, City and Guilds College and the Royal School of Mines. These separate bodies combined to become Imperial College London in 1907. Over the course of that century, while the links with Empire were severed by its collapse, Imperial emerged as a modern, outward-looking university of global stature.

Imperial's EDI Strategy (2018)

“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.”

In the wake of the Black Lives Matter (BLM) protests, interest in the College's connections with Empire and colonialism has been re-ignited and we commissioned a working group to examine this. The group's work will form an important component of our REC work to raise awareness of the impact of historical racism, to re-shape our curriculum (Section 8), and to foster positive relationships with staff and students from ethnic minorities.

Action 1.3 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

Action 1.10 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.

Action 3.3 Work with students to ensure that curriculum and assessment are fully inclusive of ethnicity.

Action 3.11 Develop a communications plan to challenge external perceptions of Imperial.

Section 3 Institution and local context

Figure 3.3 'Shifting the lens', a project supported by the EDI Seed fund that celebrates and gives voice to under-represented staff and students at Imperial. Portraits shown were published in 2021.

Shifting the Lens

<p>Dr Sohag Nafis Saleh</p> <p>"At school I identified myself as someone who didn't want to be different"</p> <p>Read Sohag's story</p>	<p>Rokshan Easwarathanan</p> <p>"Representing my culture at Imperial is something I'm really proud of"</p> <p>Read Rokshan's story</p>	<p>Kemi Aofolaju</p> <p>"The Nigerian spirit is very powerful. We have tenacity, passion, and unbridled joy"</p> <p>Read Kemi's story</p>
<p>Fatima Elzahra Khan</p> <p>"My mum is one of the most powerful and inspiring women I know"</p> <p>Read Fatima's story</p>	<p>Dr Adriana Navarro-Suárez</p> <p>"I am very lucky that in my research group I don't feel like I need to hide; I hadn't come out when I was in Colombia."</p> <p>Read Adriana's story</p>	<p>Riad Yagoubi</p> <p>"Anyone who is a child of immigrants has a kind of confusion about their culture and identity"</p> <p>Read Riad's story</p>

3b Overview of the local population and context

With reference to:

- = population demographics
- = known racial tensions either specifically within local communities or linked to the institution's staff and students
- = how the institution engages with specific minority ethnic communities and how those communities engage with the institution
- = where the institution recruits its professional and support staff, students and academics
- = any other information your institution feels to be relevant

Population and context

Imperial's main campus is in South Kensington, though we are developing a campus of similar size in White City. We have six medical school campuses of varying sizes across west London, and an ecological research campus at Silwood Park, Berkshire.

Figure 3.4 Imperial campuses



Section 3 Institution and local context

Though a London-based university, we recruit globally. In 2020 applicants for staff positions came from 138 countries. For research and academic positions, overseas applicants were 47%; PTO applicants were mainly UK based (93%). For our 2019-20 UG student intake, 56% of applicants were from overseas. In 2019, 68% of Taught Masters, 55% of Research Masters, and 51% of PhDs students were non-UK.

To benchmark and consider local populations, we used the 2011 census and 2018/19 HESA data for the UK and London.

Figure 3.5 Imperial 2019 staff demographics compared to the UK - 2011 census and 2018/19 HESA data. (To conform to the HESA data structure, here Chinese staff have been included as Asian.)

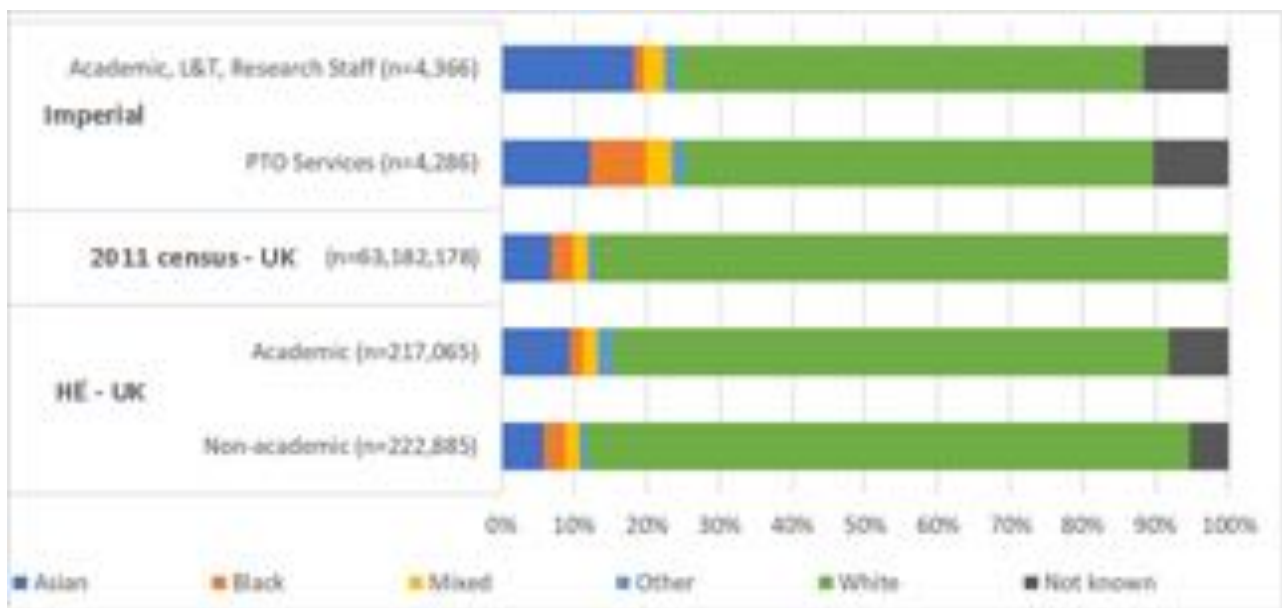
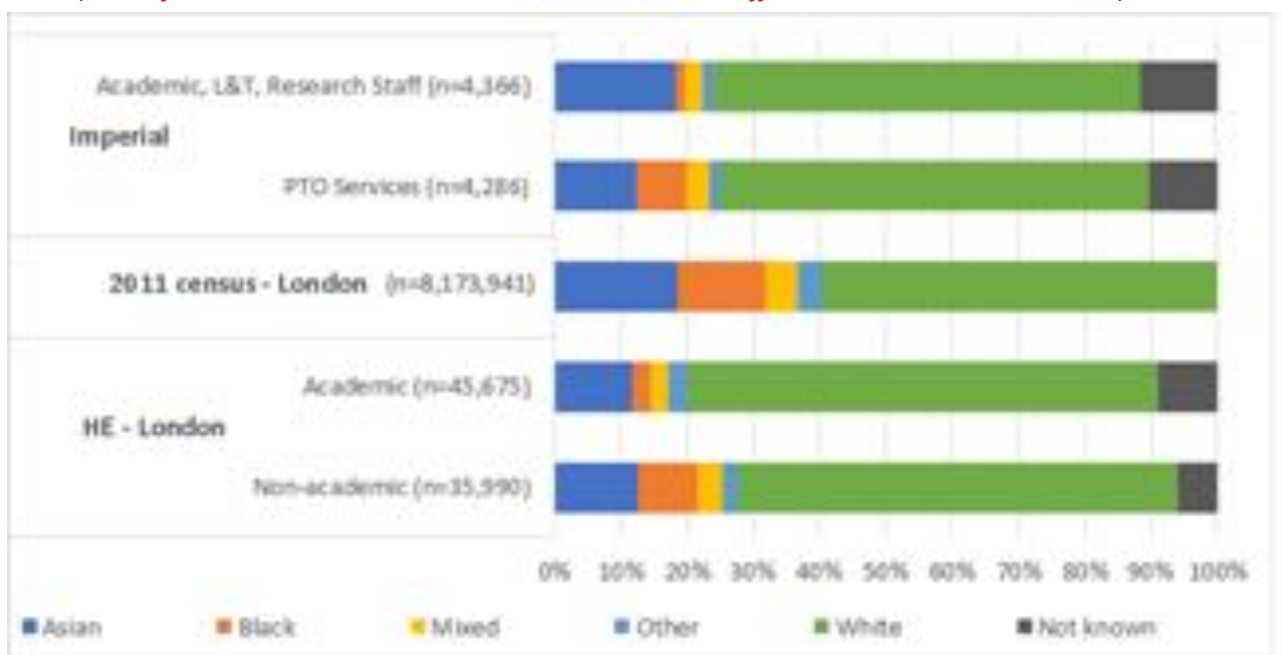


Figure 3.6 Imperial 2019 staff demographics compared to London - 2011 census and 2018/19 HESA data. (To conform to the HESA data structure, here Chinese staff have been included as Asian.)



Section 3 Institution and local context

The overall ethnic diversity of our staff is greater than the UK benchmarks (Figure 3.5) and is comparable to other London universities, but significantly lower than the diversity of the general London population. (Figure 3.6).

Our students are much more diverse, with a significant proportion of Asian students (Figure 3.7). Given that 50%+ of our students are from overseas, benchmarking is difficult. However, it is clear there are differences between our staff and student populations (Figure 3.8). Of UK students, ~40% come from London.

Figure 3.7 Imperial 2019 student demographics compared to 2011 census, and 2018/19 HESA data for UK domiciled students only (data for non-UK students unavailable through HESA)

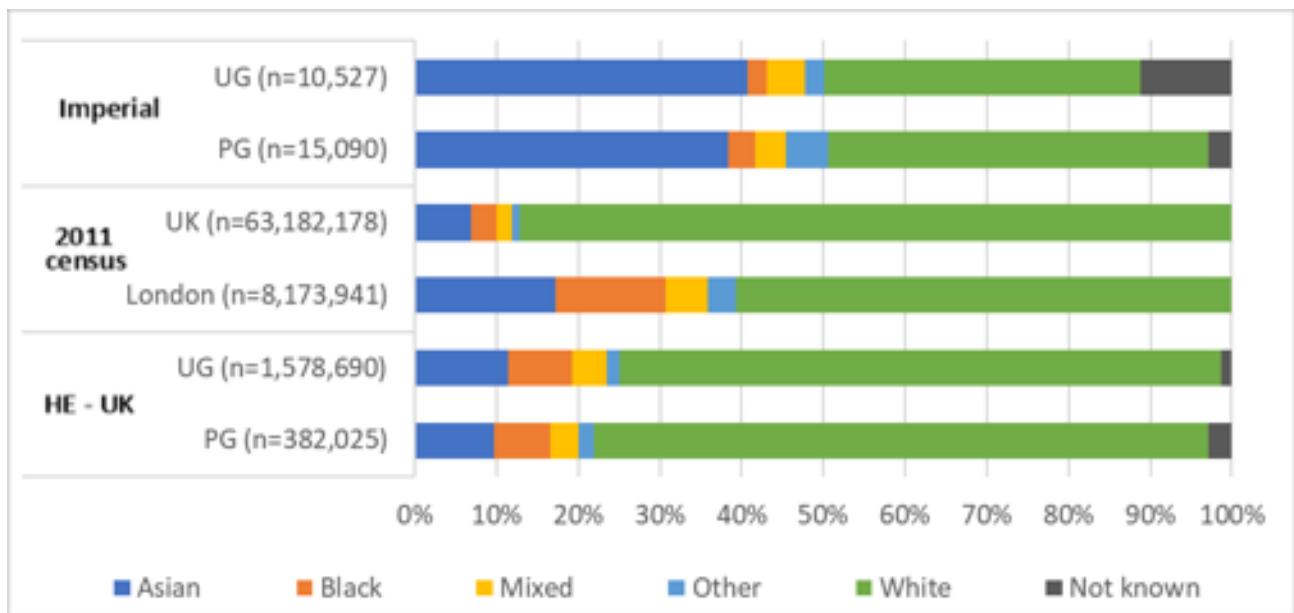
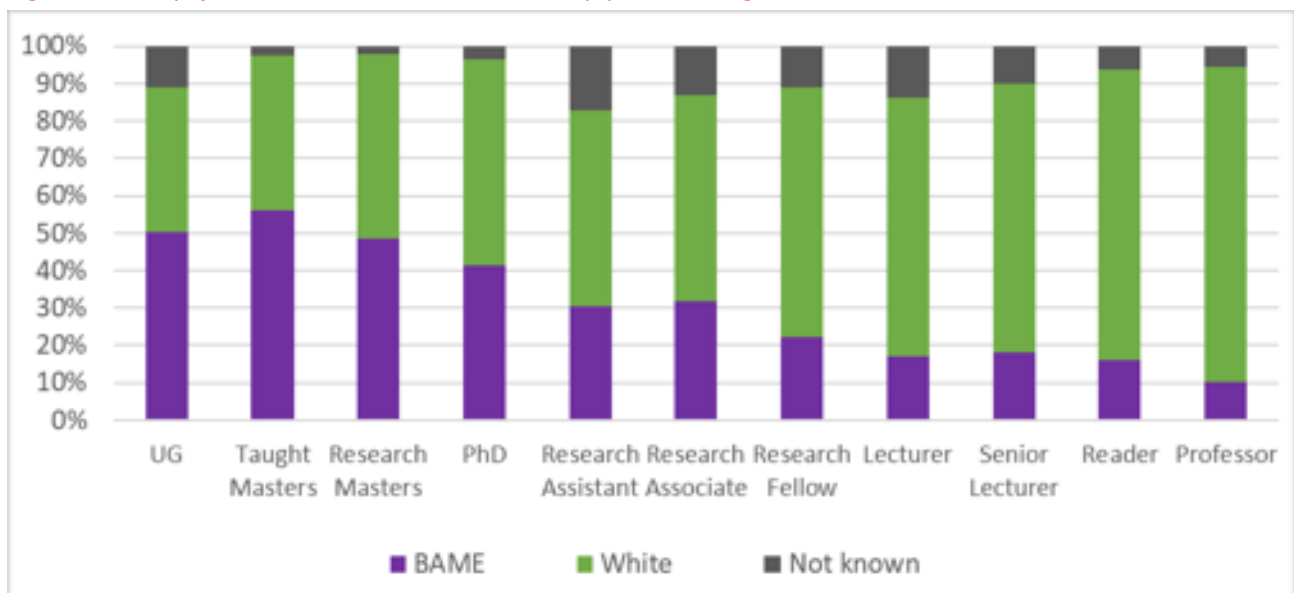


Figure 3.8 Simplified student-research-academic pipeline, using 2019 data



Section 3 Institution and local context

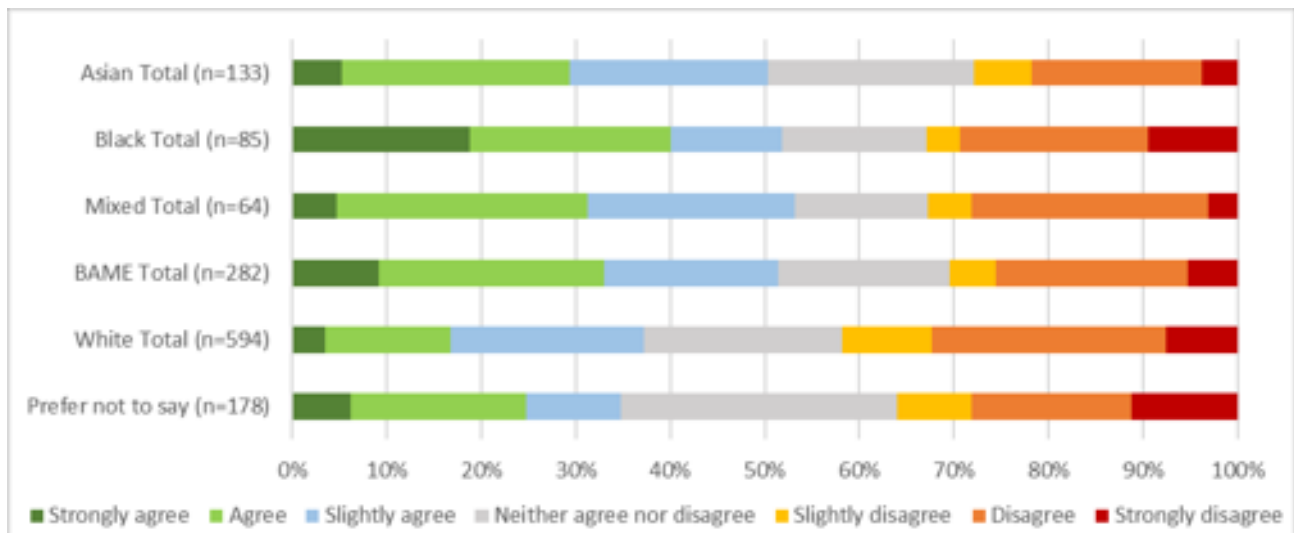
Imperial’s campuses are clustered within the boroughs of Westminster, Kensington and Chelsea, and Hammersmith and Fulham, which contain some of London’s richest and poorest wards. Data from the Mayor of London’s office show that hate crime levels in these boroughs are typical for London – the highest rates are found in the centre.

Figure 3.9 Racist hate crime in the London boroughs of Imperial main campuses (white dotted line)



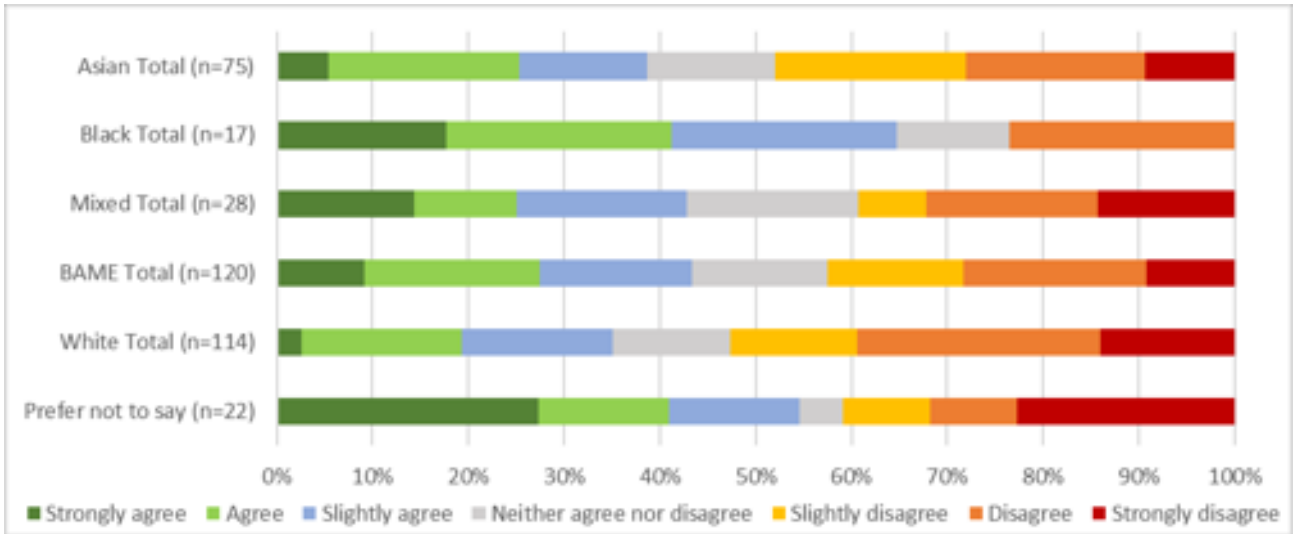
Staff and students live in many different parts of London, as well as the south-east of England. This may have influenced how people responded to the ‘local community’ questions in our 2018 REC surveys, but it is clear that BAME staff and students, and particularly Black students, reported more awareness of racial tensions, likely reflecting personal experiences.

Figure 3.10 REC Staff Survey 2018, Q7 I am aware of ethnic/racial tensions within the local community



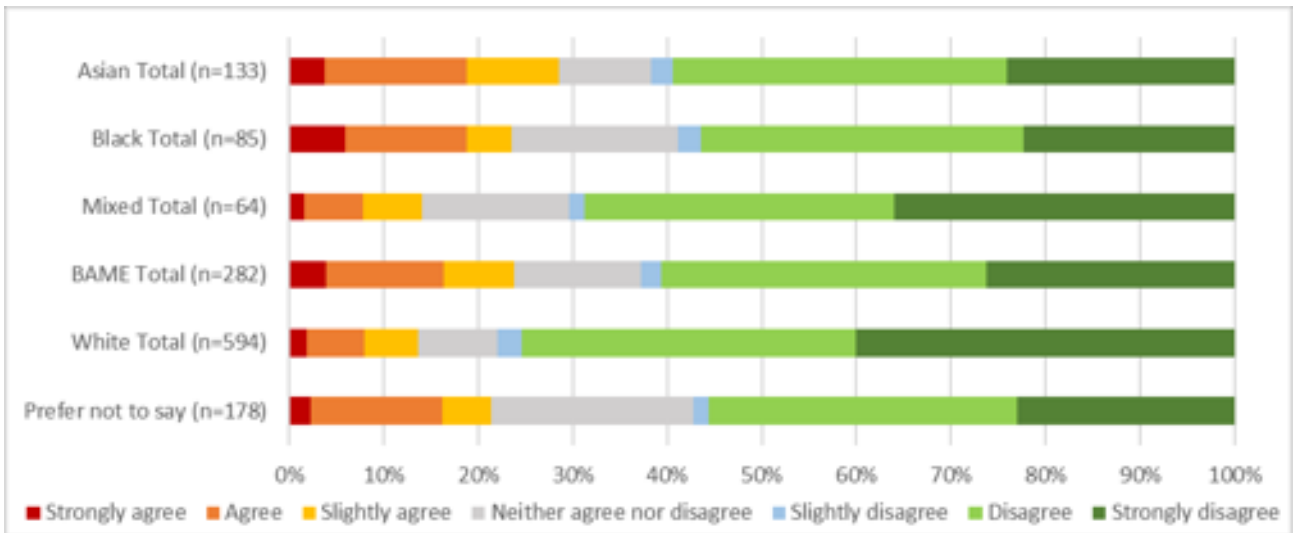
Section 3 Institution and local context

Figure 3.11 REC Student Survey 2018, Q6 I am aware of ethnic/racial tensions within the local community



We also learned from the survey that BAME staff and students report concerning levels of racial discrimination in the 'local area' (Figure 3.12; Figure 3.13), and on campus (Figure 3.14; Figure 3.15). We need to ensure we support staff and students who are victims of racial harassment.

Figure 3.12 REC Staff Survey 2018, Q9 I have witnessed or been the victim of racial discrimination in the local area



Section 3 Institution and local context

Figure 3.13 REC Student Survey 2018, Q8 I have witnessed or been the victim of racial discrimination in the local area

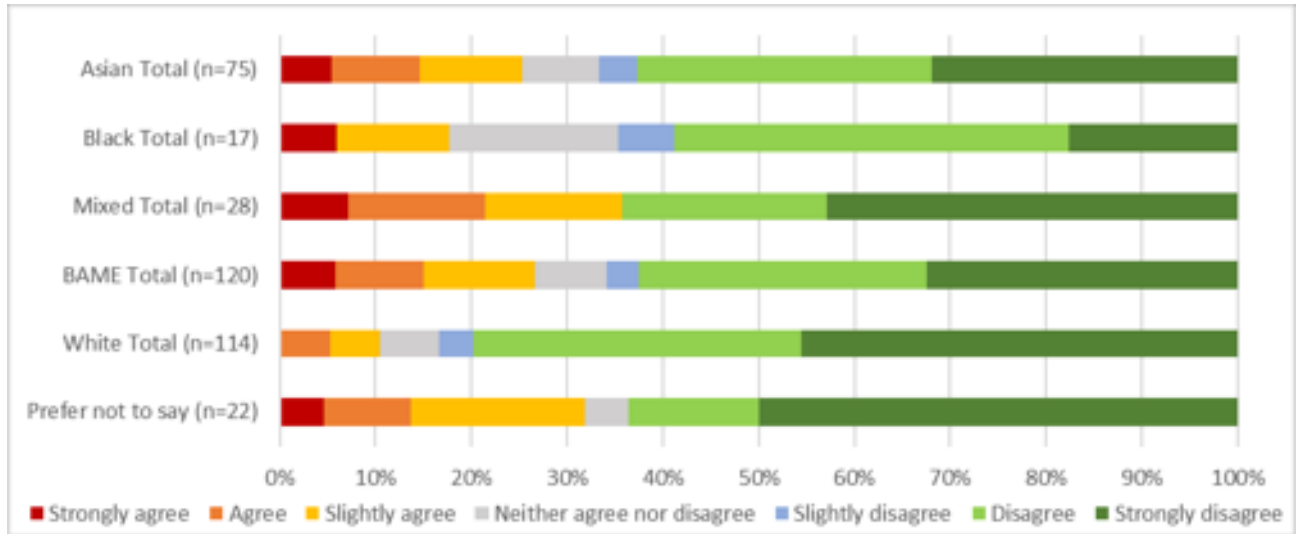


Figure 3.14 REC Staff Survey 2018, Q8 I have witnessed or been the victim of racial discrimination on campus

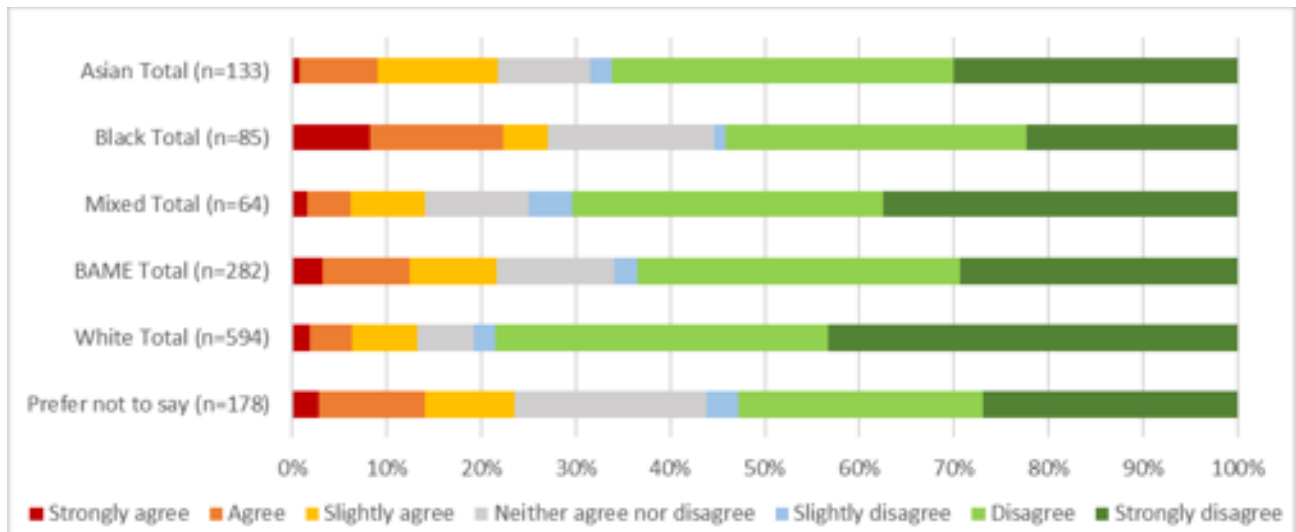
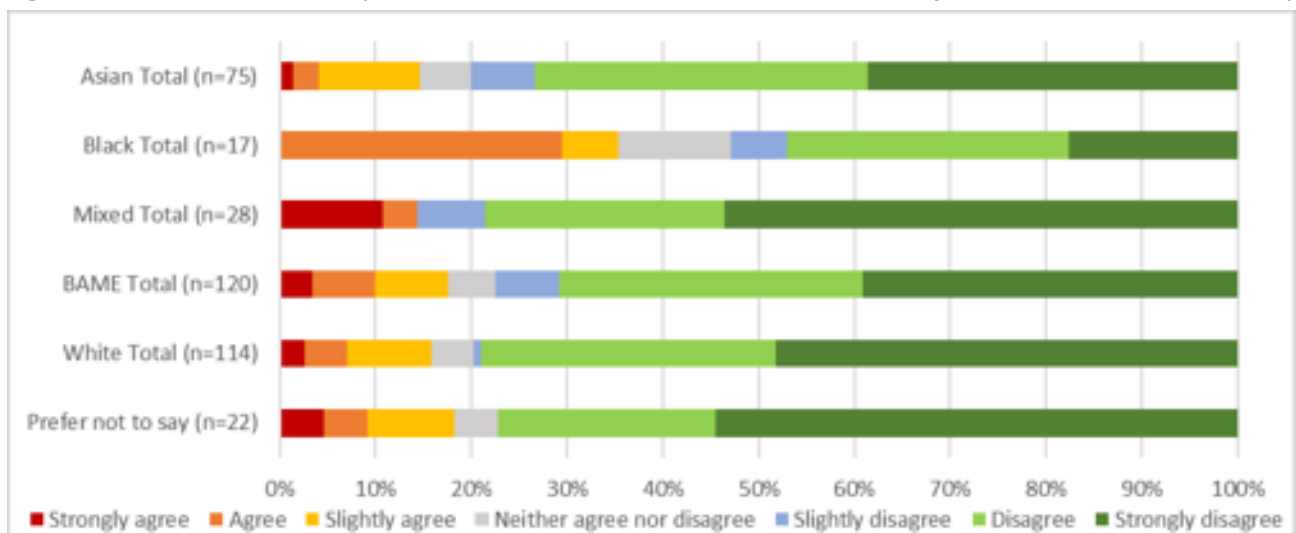


Figure 3.15 REC Student Survey 2018, Q7 I have witnessed or been the victim of racial discrimination on campus



July 2020 Student Focus Group participants

“The security in Halls would always ask me for my ID every time I went in with a group of black students.”

“I am always being asked by the staff in the RSM [Royal School of Mines] foyer if I am lost, my white mates never had this experience.”

Action 1.4 Comprehensive and appropriate reporting (including Report and Support), and a supportive approach, for racial harassment and discrimination is in place and used.

Action 1.5 Enhance understanding and skills in tackling racism across College.

Action 1.7 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.

Action 1.8 Collect and monitor data on ethnicity of students accessing counselling/mental health services.

Community engagement

Led by Professor Maggie Dallman, Associate Provost (Academic Partnerships), our societal engagement work is multi-faceted. We aim to serve as a valuable partner to our local communities, promote STEMM, and support efforts to diversify our students and staff.

Figure 3.16 Imperial’s societal engagement objectives (community engagement goals highlighted)



Section 3 Institution and local context

The Societal Engagement team is mindful of the need to involve diverse staff and students to reach diverse communities. It has developed good working relationships with the EDI Forum, REC SAT and staff networks (including our BAME network, Imperial As One). Recent training events (e.g. the 2020 Engagement Day) have emphasised strategies for reaching under-represented ethnic minorities, e.g. discussing the importance of role models and how public engagement activities should challenge inequality and discrimination. These efforts inform the planning of the College's most high-profile events (Figure 3.18; Figure 3.19).

Figure 3.17 Panel discussion at the 2020 Engagement Day



Figure 3.18 October 2019 Imperial Lates showcasing Black researchers at Imperial – Dr May Sule discussing work on parasitic worms in Tanzania, and a photo exhibition of Black researchers



Section 3 Institution and local context

Figure 3.19 Staff and students engaging people attending the Great Exhibition Road Festival



Our new White City campus, which opened in 2016, represents a major expansion for the College and a key opportunity to engage with local minority ethnic communities.

Given its highly visible presence in North Kensington, the College has made determined and coordinated efforts to build relationships with the local community (Figure 3.21). Though not all initiatives are targeted at BAME residents, the local demographics mean they are a large fraction of the audience. The White City area is socio-economically more deprived than South Kensington and has a large ethnic minority population: 51% of people are BAME, of whom 26% are Black, and 46% of adults were born outside the UK.

Figure 3.20 The community local to the Imperial College White City Campus

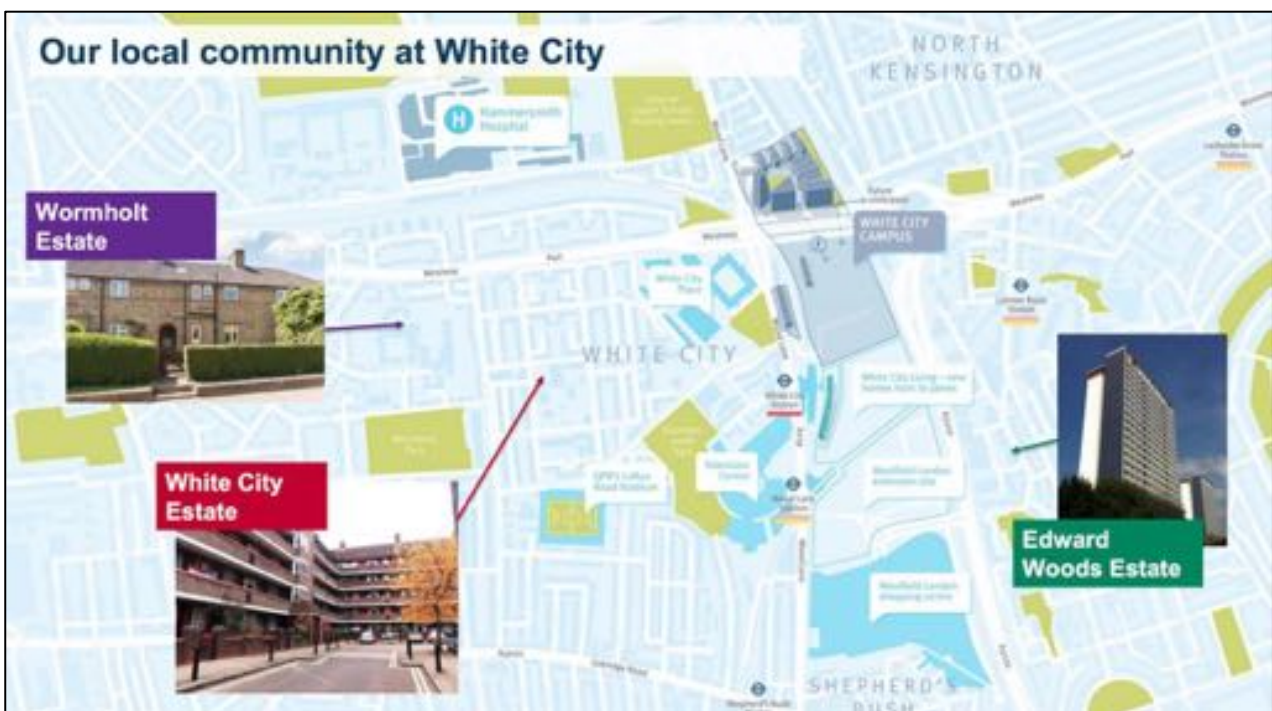
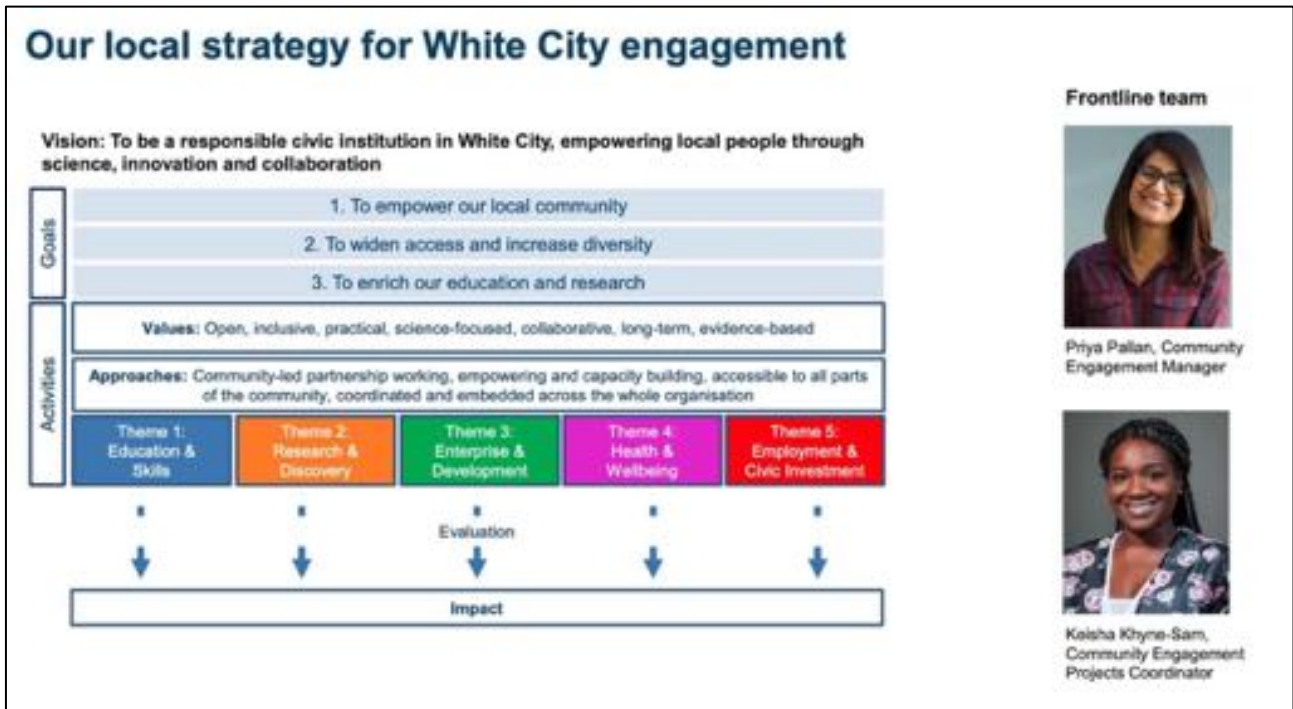


Figure 3.21 Imperial's strategy for community engagement at White City



Our work builds on existing strengths in STEM-focused engagement and outreach work, but we have also created new community programmes to serve local needs. Our proactive approach is based on understanding the unique needs of the diverse communities and finding ways around barriers which prevent under-served audiences from engaging with Imperial. Our programmes include a wide range of engagement and skill-building activities (Figure 3.22).

Figure 3.22 Examples of current community engagement activities

- Working with the local Interfaith Forum to run Q&A sessions on vaccine concerns for religious/BAME groups, to help increase take-up.
- Weekly 'What the Tech?' drop-in sessions (moved online due to Covid-19) provide local elderly residents with free digital tech support.
- Visiting community events and spaces to talk about our initiatives and directly sign people up (including prioritising people from low socio-economic groups).
- Collaborations with the Anti-Tribalism Movement, a community organisation working to tackle tribalism and inequalities, particularly within the West London Somali Community.
- Work with local charity NOVA to help minority ethnic groups, migrant & refugee communities develop skills, confidence & employability
- Offering our community newsletter in different languages.

A pre-pandemic "What the Tech?" session

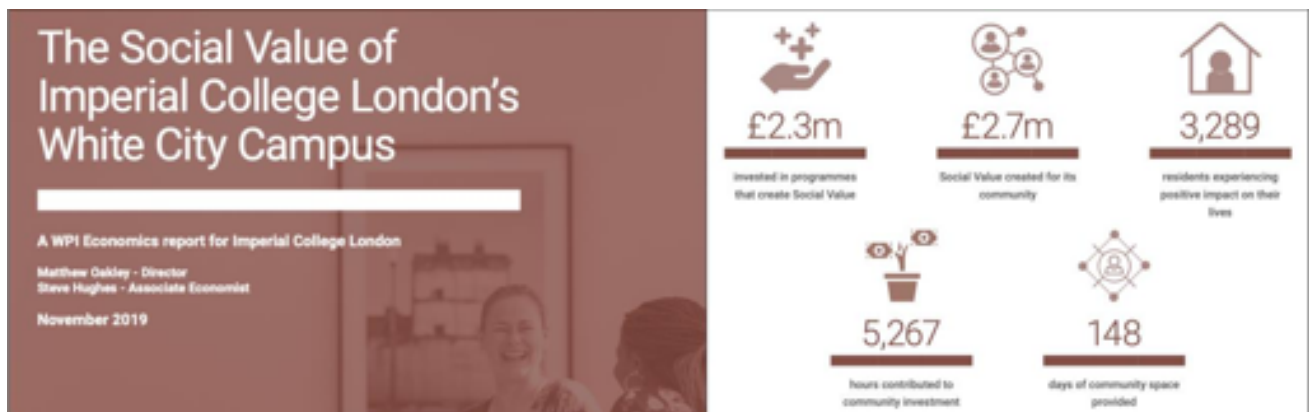
In our work at White City, we have already achieved a strong ethnic minority representation on several community programmes and at family events. Our Invention Rooms and I-Hub are used regularly for community activities, as well as for engagement, educational and entrepreneurial activities for local schoolchildren and their parents.

Figure 3.23 Summary of entrepreneurial development activities offered to our local community from White City



Impact analysis shows that to date these various programmes have engaged 10,000+ local people of all ages and supported 50+ local entrepreneurs and community leaders.

Figure 3.24 Impact analysis of Imperial's engagement with the diverse communities in White City



In this report, our focus is on the community engagement undertaken by White City Campus, the scale and variety of which goes well beyond that of other major developments in London. The campus's Invention Rooms is the focal point for the delivery of Imperial's community engagement initiatives, but other buildings – such as the Translation & Innovation Hub (I-HUB) – also have significant local impact.

Section 3 Institution and local context

These engagement activities are also rewarding for staff – and are recognised in workload models, appraisals, and in academic promotions – and for students. They also bolster our understanding of the challenges of supporting diversity, and support our efforts to boost recruitment of ethnic minority students to Imperial and other universities. More details are given in Section 7, but this work includes:

- The establishment of a maths school in North Finchley (opening 2023) which will educate students from WP and ethnic minority backgrounds (a key component of our Access and Participation Plan).
- Staff and student-led projects funded through our EDI Seed Fund, *e.g.* STEMM workshops for BAME students, and mentoring of Yr12 Black students by members of the student African Caribbean Society. (The EDI Seed Fund was established in 2019 with an annual £10k budget. It aims to support our community in generating ideas, activities and initiatives that will contribute to the objectives of Imperial’s EDI Strategy and help build a fully inclusive institutional culture. See Figure 3.3)

As we develop our community engagement work still further – and continue to promote it to staff and students – we will ensure it aligns with our REC work.

Figure 3.25 Summary of educational activities offered from White City



Action 1.9: Increase awareness among staff and students on race equality and what the College is doing to address it.

Action 1.11 Appoint a representative from the College Societal Engagement team to the EDI Forum.

Action 1.12

- Monitor diversity data for staff and students (provided by HR/Registry) involved in outreach work.
- 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 programmes).

Action 1.13 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.

Action 1.14 Societal Engagement team to undertake unconscious bias and anti-racism training.

Covid-19

Imperial generally, and our REC work specifically, has been severely disrupted by Covid-19 (e.g. reconfiguring activities for home-working, making campuses 'Covid-safe', and the transition to online teaching). This diverted SAT members and other colleagues who were contributing to the application.

All the College's work during the transition has been through an EDI lens, recognising the differential impacts on staff and students. For example, following the recommendation of the REC SAT, the AP(EDI) worked with the ICU Deputy President (Welfare) to adapt guidance (by Dr Gurnam Singh, Coventry University) for Imperial staff on how to support BAME students facing pandemic-related challenges. This document was in turn shared with the wider HE-sector.

Imperial has been at the forefront of Covid-19 national and international research and policy work. Our REACT studies (Figure 3.26) have highlighted the disparities in the incidence of Covid-19 on BAME communities.

Figure 3.26 Covid-19 epidemiology at Imperial



This work has informed commentary and policy work at Imperial, which clearly locates the roots of ethnic disparities in Covid-19 susceptibilities in structural racism (Figure 3.27). Professor Sonia Saxena, an expert on health disparities in minority ethnic groups, described the situation as a result of “intersecting pandemics, Covid-19 and endemic racism” and formulated a series of policy proposals (Table 3.1).

Figure 3.27 Commentary on Covid-19 and racism from Imperial's policy Forum



Table 3.1 Professor Saxena's policy proposals for tackling race inequality in the light of Covid-19

<p>1. Give power and voice to minority groups: At all levels of society, starting with ensuring senior decision-making committees (including in Westminster) have better representation and diverse composition. This needs to be legislated for and rigorously implemented. No more 'panels' or all white parliamentary groups.</p>
<p>2. Overhaul monitoring & gather better information: With the help of communities themselves, that provides more sophisticated ontology than simply 'Black' and 'Asian'.</p>
<p>3. Co-production: No decisions or policies to be made regarding minority groups without consultation.</p>
<p>4. Strengthen primary care to protect the health of minority communities: During and after COVID-19: prevent exposure to disease, promote health, identify and treat chronic disease.</p>
<p>5. Prioritise access to a COVID-19 vaccine for high-risk communities</p>
<p>6. Educate the whole population about racism and bias: Redress past injustices and correct distortions of history.</p>
<p>7. Eliminate inequalities by ensuring fairer access to education, employment, and healthcare for minorities</p>

Section 3 Institution and local context

Our Patient Experience Research Centre has run Covid-19 Q&A sessions, one of which focused on health inequalities impacting BAME communities. Expert panellists answered public questions, discussing their work and how to tackle mistrust of the medical profession amongst certain communities so that we move forward together.

Figure 3.28 Event to discuss health inequalities and BAME communities arising from Covid-19

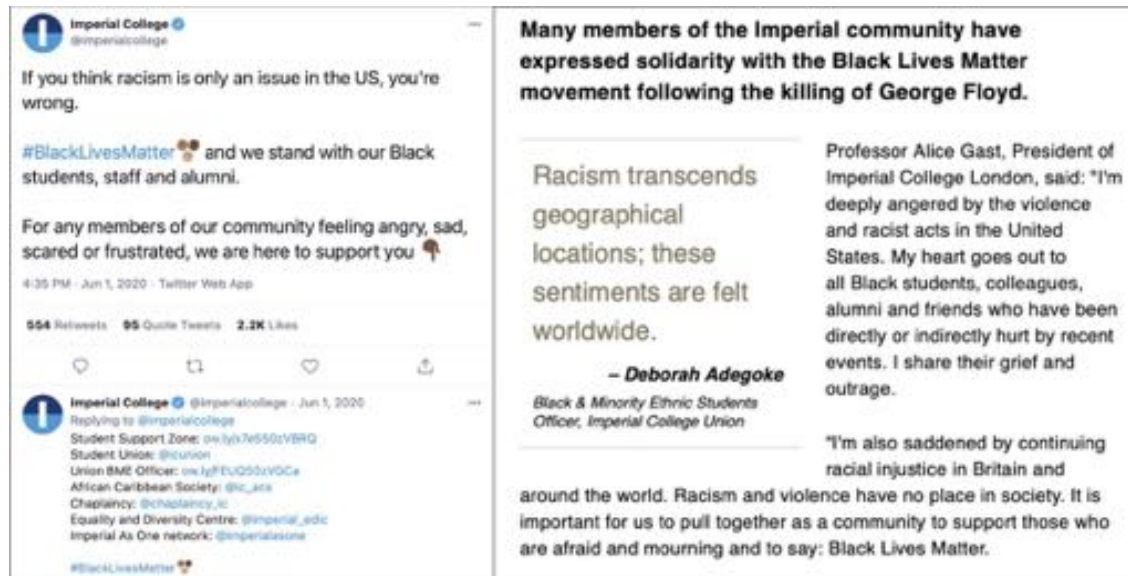


Covid-19 word count: 249

Black Lives Matter (BLM)

The protests that erupted following the killing of George Floyd marked a pivotal global moment. Imperial reacted promptly, thanks in part to the prominence given to race equality from our REC work in the years, but also to strong connections with staff and student networks. We used news and social media channels to condemn the killing and share messages of solidarity with the BLM movement from the President, our BAME staff network and students' union officers.

Figure 3.29 Imperial stands by the Black community – tweets & news story (01-02 June 2020)



Imperial also took practical steps over the succeeding months, including:

- Ceased using the College’s Empire-era Latin motto, reflecting our commitment to diversity.
- Established a scholarship fund to support Black students.
- Removed or renamed all visible connections (a bust, a medal, a student society) in the Department of Earth Sciences and Engineering with Sir Henry De la Beche, a 19th Century donor who ran a slave plantation in Jamaica.
- Commissioned working groups (1) to examine the College's history and legacy and (2) to review the diversity of College artworks.
- Hosted a College-wide panel discussion (‘Building Alliances’), with Black, Asian and White speakers to create dialogue acknowledging the many ways Black people are impacted by racism within universities.
- Published advice to equip staff and students to be white allies.

During this period, the President, Provost, and AP(EDI) met with the chairs of our staff BAME network, Imperial As One, to discuss how the increased awareness of race inequality could be better harnessed to our REC work. We want to ensure that the momentum induced by BLM carries on, and have already seen it seeding discussions and actions across our communities:

- Challenges to the College’s anti-racism efforts from BAME students in Mechanical Engineering.
- The development of a ‘Let’s Talk about Race’ workshop to facilitate difficult conversations within departments (29 sessions to date, each with 10-25 staff).
- The decision by the Faculty of Medicine to implement the British Medical Association charter on racial harassment/discrimination in medical education.
- Formation of a Recruitment Advisory Panel bringing together Black UG students and the Outreach team to boost the recruitment of Black students (a key target in our Access and Participation Plan is to double the number of Black UGs admitted by 2025).

Section 3 Institution and local context

We have also used various communications channels to keep the issue live within our community. Initiatives for Black History Month 2020 included a takeover of the main Imperial Twitter account by Ijeoma Patrick, a Black PG student, and a College-produced video featuring Black students and staff talking frankly about the need for 'less talk, more action'.

Figure 3.30 BLM discussed on Imperial's social media channels and the 'Less talk, more action'



These activities unleashed some backlash, a feature of structural racism, but we are undeterred. The challenge now is to increase our communications, both to keep making the case for tackling race inequality at Imperial and to ensure that the various strands of work recently initiated (some of them local to departments and student groups) are coordinated.

Action 1.3 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

Action 1.4 Comprehensive and appropriate reporting (including Report and Support tool), and a supportive approach, for racial harassment and discrimination is in place and used.

Action 1.5 Enhance understanding and skills in tackling racism across College.

Action 1.9 Increase awareness among staff and students on race equality and what the College is doing to address it.

Action 1.10 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.

Action 1.17 Increase diversity of staff and student images on our campuses, websites, social media feeds, and in other materials.

Action 3.2 Create anti-racism training materials for students.

4. Staff profile

Where possible for sections 4a and 4b below, please provide the data for each academic faculty/central department. Please also provide a brief overview statement on section 4 as a whole from the head of each faculty/central department, setting out their reaction to the data and priorities for action.

Data notes

Staff self-identify their ethnicity through our HR system. Our options are aligned with HESA reporting requirements.

Table 4.1 Ethnicity options available in HR system and REC groupings

Summary categories used in REC application	Broad categories used in REC application	Individual ethnicity options on HR system
BAME	Asian	Asian or Asian British - Bangladeshi
		Asian or Asian British - Indian
		Asian or Asian British - Pakistani
		Other Asian Background
	Black	Black or Black British - African
		Black or Black British - Caribbean
		Other Black Background
	Chinese	Chinese
	Mixed	Mixed - Asian and White
		Mixed - Black African and White
		Mixed - Black Caribbean and White
		Other Mixed Background
	Other	Arab
		Other Ethnic Background
White	White	Gypsy or Traveller
		White
		White – British
		White – Irish
		Other White Background
Not known	Not known	Not recorded - <i>i.e. no data on system</i>
		Prefer not to say
		Not known – <i>e.g. in cases of adoption</i>

Section 4 Staff profile

Data are organised by Imperial’s staff groups and Faculties/areas (Table 4.2; Table 4.3). Each staff group section starts with a full ethnicity breakdown, but other tables/figures use various groupings to best present data. As far as practicable, we have sought to analyse data and experiences in different groups, avoiding amalgamating people under the problematic term BAME.

For benchmarking, we have generally compared against 2018/19 and 2019/20 HESA data for UK HE.¹ We have either used data published on HESA’s website or collated from Heidi Plus.

Table 4.2 Overview of the staff group and grade structure at Imperial

Staff Group	Grades	Total number of staff in 2019
Academic Staff	Lecturer Senior Lecturer Reader Professor Senior Research Investigator (SRI)	1,518
Learning & Teaching (L&T) Staff	Level 3a Level 3b Level 4 Level 5 Level 6 Professor Clinical Senior Lecturer	330
Research Staff	Research Assistant Research Associate Research Fellow Advance Research Fellow Senior Research Fellow Principal Research Fellow	2,518
Professional, Technical and Operational (PTO) Services	Level 1a Level 1b Level 2a Level 2b Level 3a Level 3b Level 4 Level 5 Level 6 Level 7 Nursing Grades ALC Admin	4,286

¹ Due to changes in how non-academic staff were returned, 2018/19 HESA data is used for these staff, whereas more recent 2019/20 data has been used for more detailed academic staff benchmarking.

Section 4 Staff profile

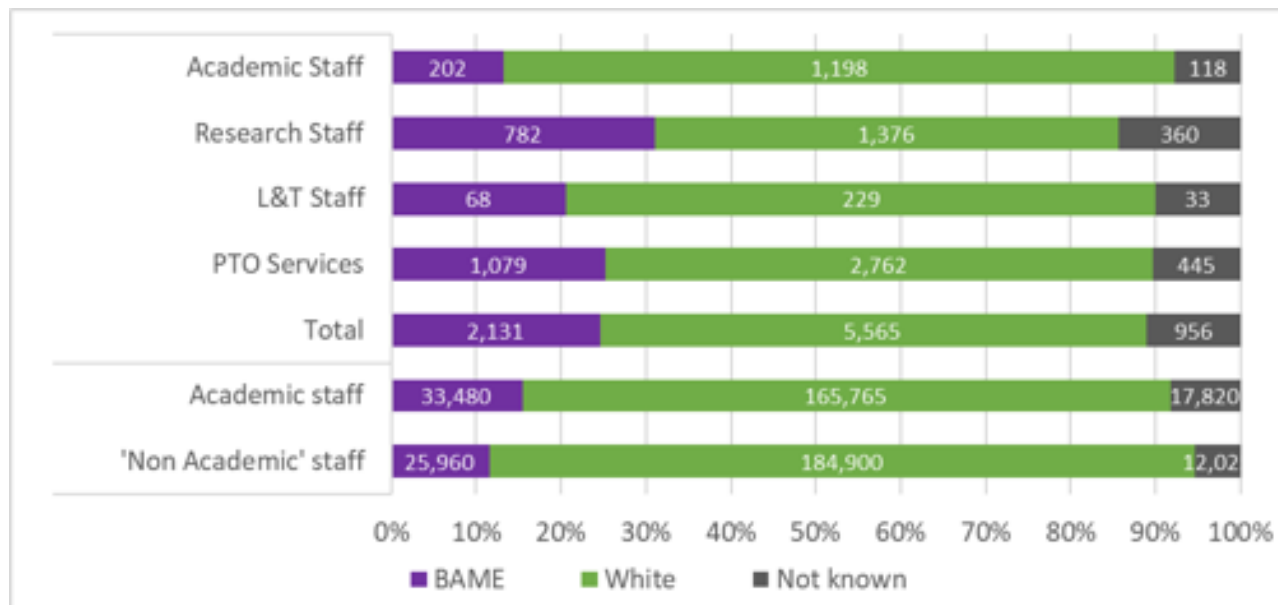
Table 4.3 Overview of the Faculty and department structure at Imperial

Faculty	Departments	Total number of staff in 2019
Central College (Central)	Includes 30+ departments/units of varying sizes. The largest include: Campus Services Enterprise Education Office Estates Finance Information & Communication Technologies Human Resources Office of the Provost Registry Security	2,290
Business School (BSch)	Analytics, Marketing & Operations Economics & Public Policy Finance Management & Entrepreneurship	338
Faculty of Engineering (Eng)	Aeronautics Bioengineering Chemical Engineering Civil and Environmental Engineering Computing Dyson School of Design Engineering Earth Science and Engineering Electrical and Electronic Engineering Materials Mechanical Engineering	1,903
Faculty of Medicine (Med)	Brain Sciences Immunology and Inflammation Infectious Disease Institute of Clinical Sciences Metabolism, Digestion and Reproduction National Heart and Lung Institute School of Public Health Surgery and Cancer	2,761
Faculty of Natural Sciences (NatSci)	Chemistry Mathematics Physics Life Sciences Centre for Environmental Policy	1,360

Key findings

We lack ethnicity data for a small minority across all staff groups. This trend has worsened with time. In 2019 we lacked data for 11% of all staff, slightly worse than the benchmark.

Figure 4.1 Overview of Imperial staff in 2019, benchmarked against 2018/2019 HESA data for UK HE



This trend is driven by an increasing number who have not responded in our HR system ('Not recorded' in data tables). The trend seems slightly worse for non-UK staff. It will take time to build confidence in our data-gathering, particularly for small ethnic groups, who may feel identifiable.

Discussion at the REC SAT has highlighted that we also need to reflect on the ethnicity options offered. Some groups feel unable to express their identify, e.g. people from Latin America and we recognise that can undermine their sense of belonging.

Figure 4.2 Recent College event exploring the experiences of Latin American staff (EDI Seed Fund)



- Action 1.16** Increase the declaration rate for staff and student ethnicity by building confidence in data-gathering processes:
- Review in consultation with staff and students the 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.

Section 4 Staff profile

Our data do not show significant changes in our ethnicity demographics over the last three years. However, it is clear that ethnic diversity decreases with seniority, with the proportion of BAME staff falling in the both the Research-Academic and PTO groups (Figure 4.3, Figure 4.4, and Figure 4.5 as snapshots). These data are a clear and worrying reflection of institutional barriers to ethnic minorities at Imperial that need to be dismantled.

Figure 4.3 Research-Academic Staff pipeline 2019

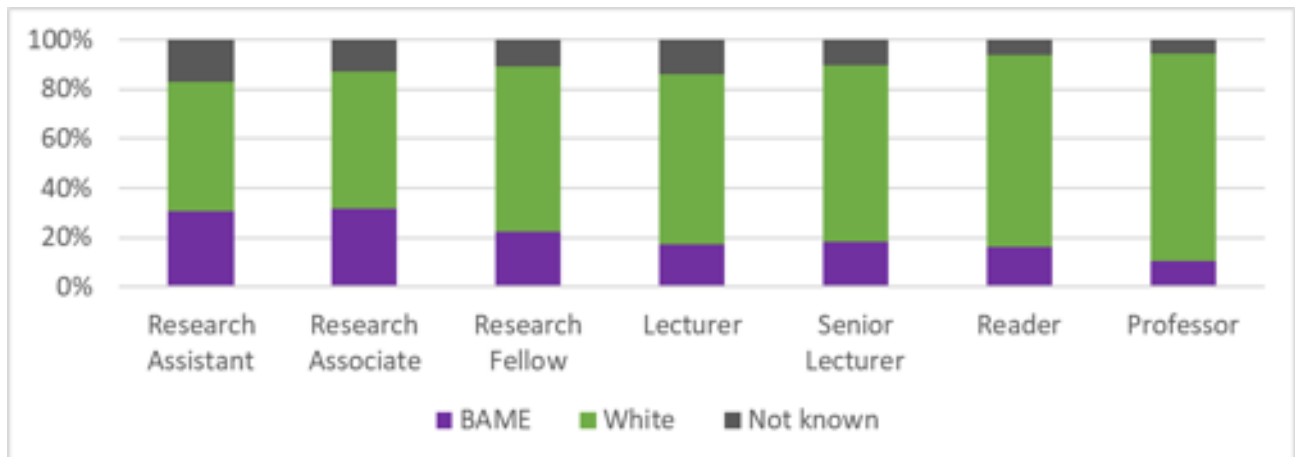


Figure 4.4 L&T Staff pipeline 2019

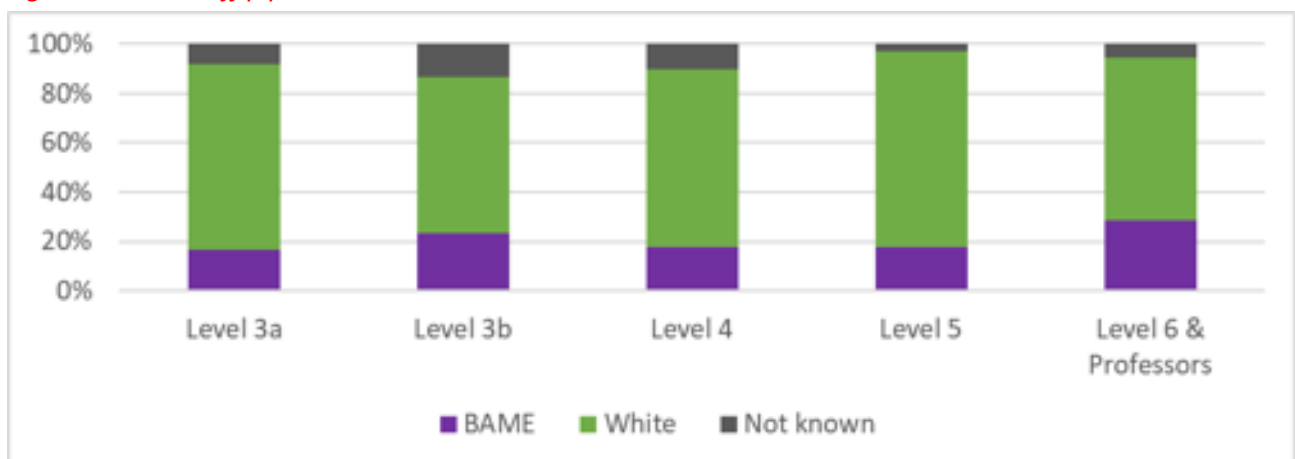
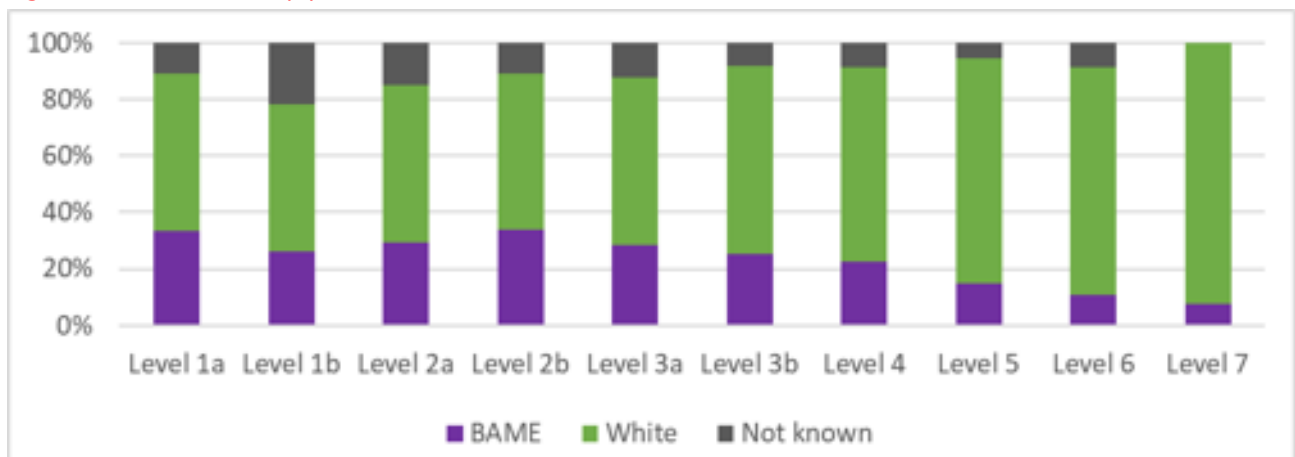


Figure 4.5 PTO Services pipeline 2019



Section 4 Staff profile

Action 2.2 Boost recruitment of under-represented academic staff by: funding 4 appointments and creating a visiting professor programme.

Action 2.5 Develop and implement a proactively inclusive 'Know your Pool' recruitment process

Action 2.8 Establish a BAME mentoring programme focused on preparing staff for senior roles.

Action 2.12 Develop a secondment process and pilot the process with PTO staff ensuring that staff from under-represented ethnicities are encouraged.

Section 4 Data presentation & key findings word count: 298

Word count Section 4 total: 298

4a Academic staff

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK and, separately, non-UK academic staff.

Provide this information for:

- = the institution as a whole
- = each academic faculty
- = each academic grade (where numbers are small, cluster relevant grades together)
- = contract type (permanent/open-ended or fixed-term)
- = full time/part-time contracts
- = staff turnover rates

Please comment specifically on how the institution benchmarks the ethnic composition of its academic staff in the short and longer term, and what it is hoping to achieve.

Academic Staff

We do not see changes over the three-year period and there is little difference between Non-UK and UK staff. We recognise that the overall percentage of BAME Academic Staff is low, 13.3% in 2019, slightly below the HESA benchmark of 14.6% (Figure 4.6).

Though we have a slightly higher proportion of Asian staff than the sector benchmark, a particular concern is the extremely low number of Black Academics – less than five – well below the benchmark of 1.9% for Black Teaching and Research staff. This was one of the most shocking and galvanising findings from our data analysis.

Action 2.5 Develop and implement a proactively inclusive 'Know your Pool' recruitment process.

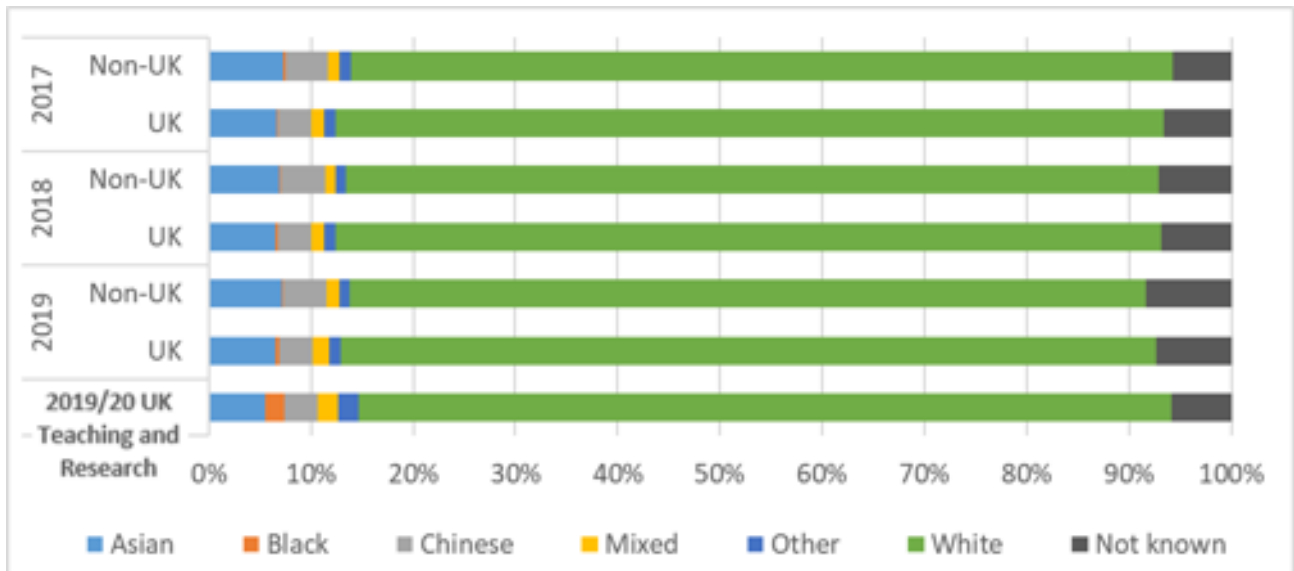
Action 2.2 Boost recruitment of under-represented academic staff by: funding 4 appointments and creating a visiting professor programme.

Section 4 Staff profile

Table 4.4 Academic Staff by ethnicity

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Figure 4.6 Academic Staff by Non-UK and UK, benchmarked against 2019/20 HESA data for UK Teaching and Research staff



Section 4 Staff profile

The proportion of BAME Academic Staff varies between faculties - ~15% in Engineering and Medicine, but only 6% in Natural Sciences (Figure 4.7) – reflecting differences in disciplines. While the Business School has a higher BAME percentage, ~20%, this is almost all Asian and Chinese staff (Figure 4.8). Benchmarked against Russell Group universities data (Figure 4.9), Engineering and Natural Sciences are particular concerns.

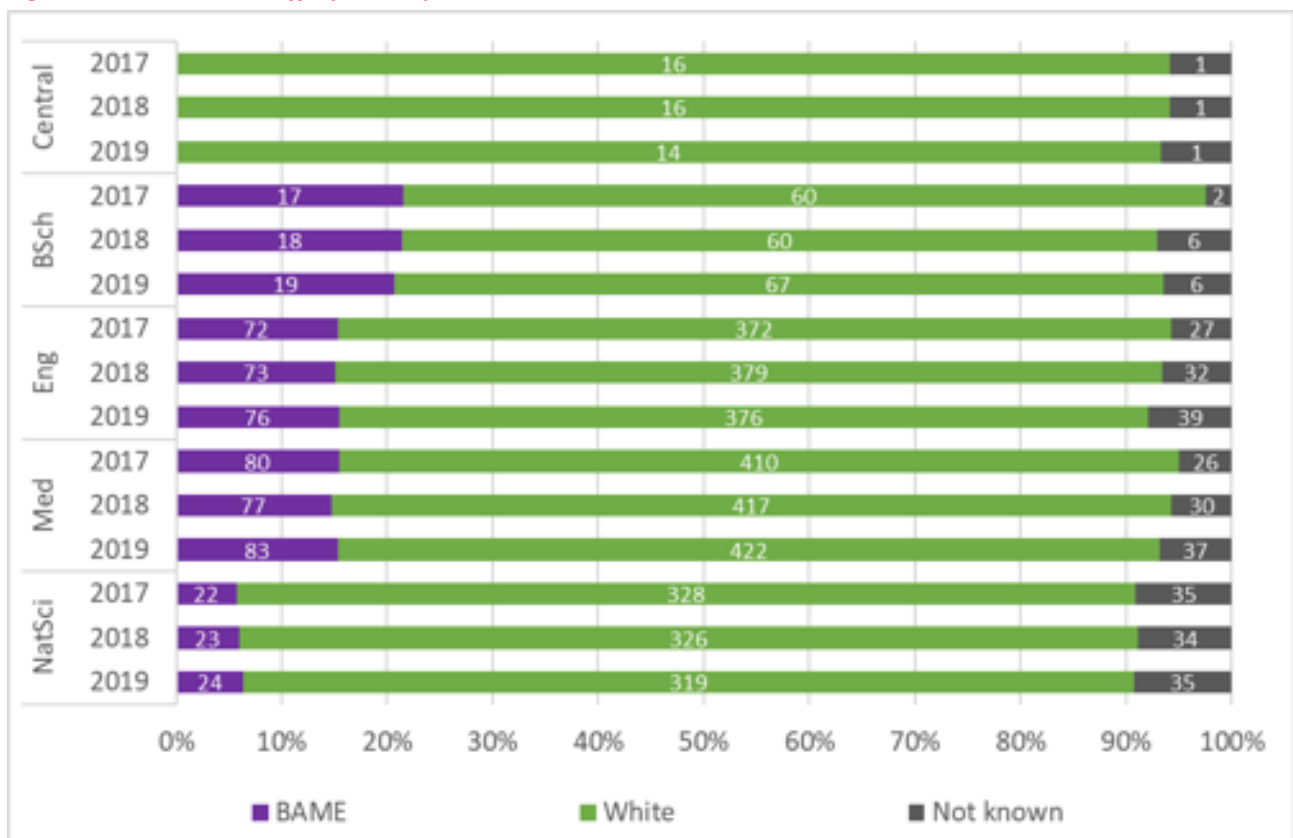
‘Central’ refers to central College units (Table 4.3) and Academic Staff shown here are College leaders (e.g. President and Provost). We know our senior leadership fails to reflect our staff population and we are taking action to increase diversity (Section 4d).

We believe that, to some degree, our STEMM-focus impacts our overall data, though the cost of living in London has also been raised as an issue affecting under-represented groups. Nevertheless, our staff numbers present clear evidence that Imperial needs to become a more welcoming institution for ethnic minority, and particularly Black, academics.

Action 1.3 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

Figure 4.7 Academic Staff by Faculty



Section 4 Staff profile

Figure 4.8 Academic Staff by Faculty - 2019

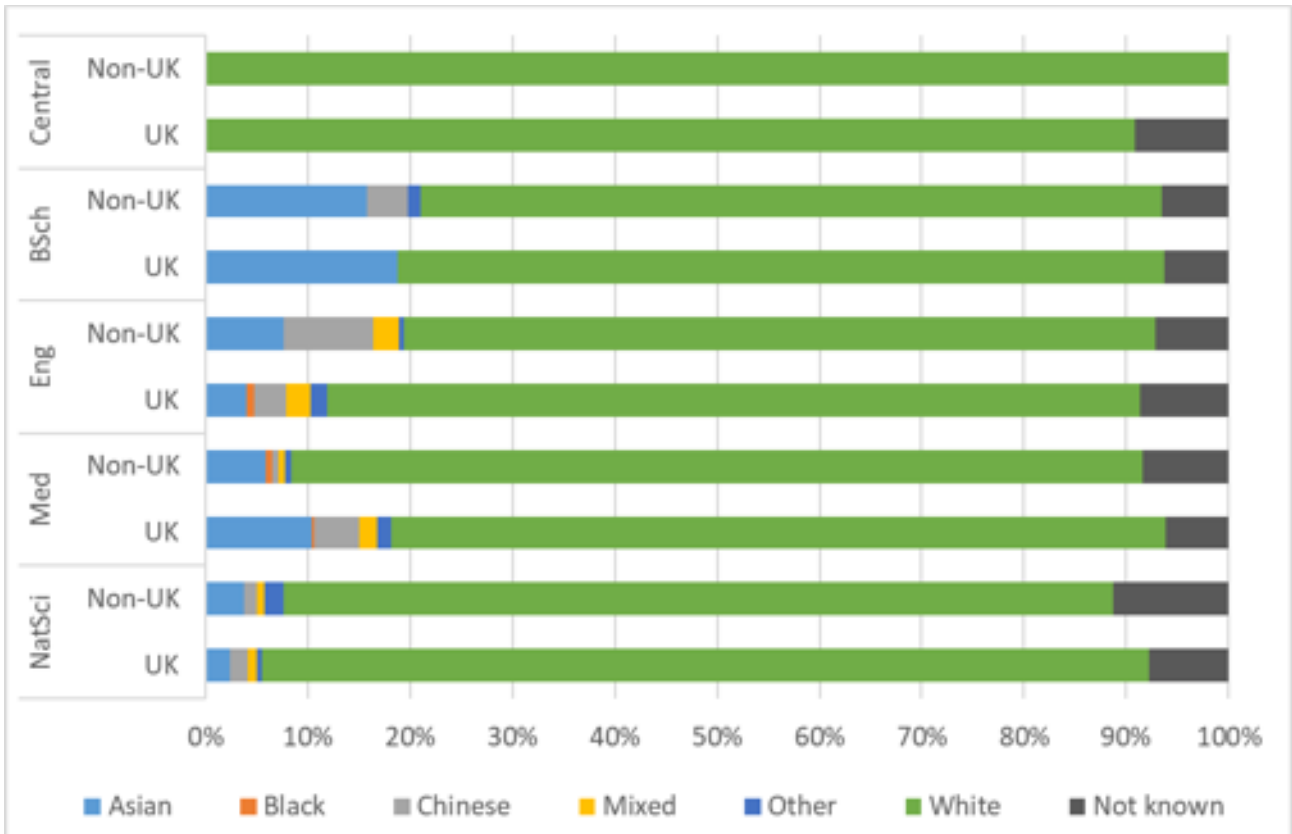
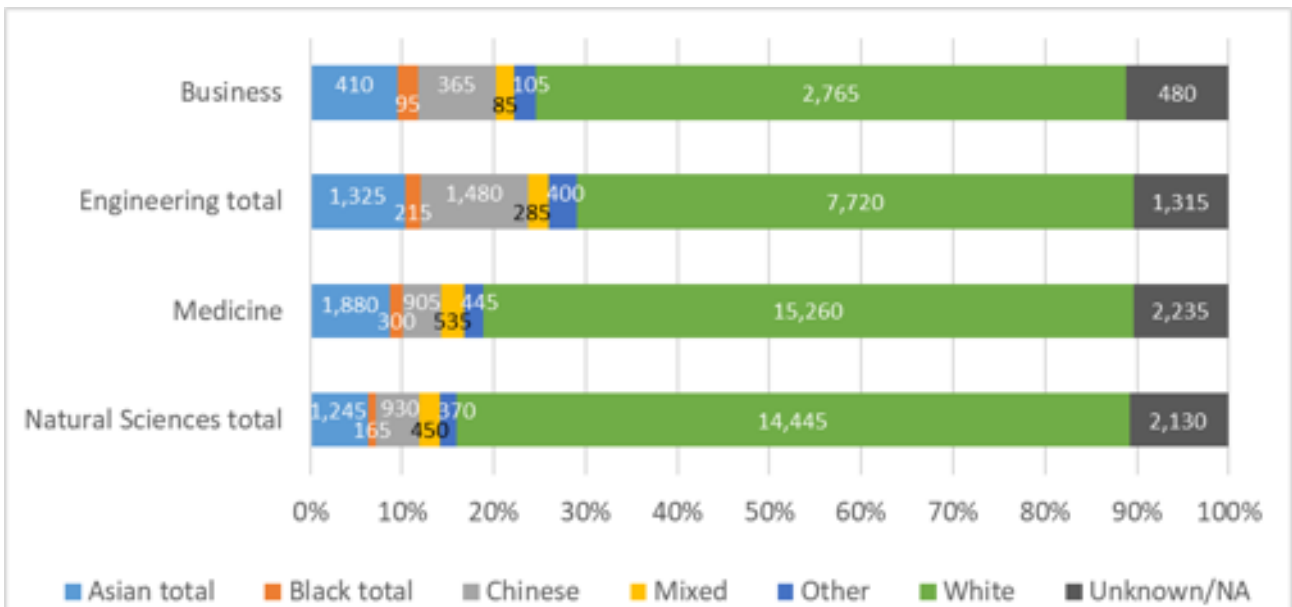


Figure 4.9 Benchmark 2019/20 HESA data for Russell Group universities (totalled), covering only Cost Centres at Imperial, using 'Academic Employment marker'



Section 4 Staff profile

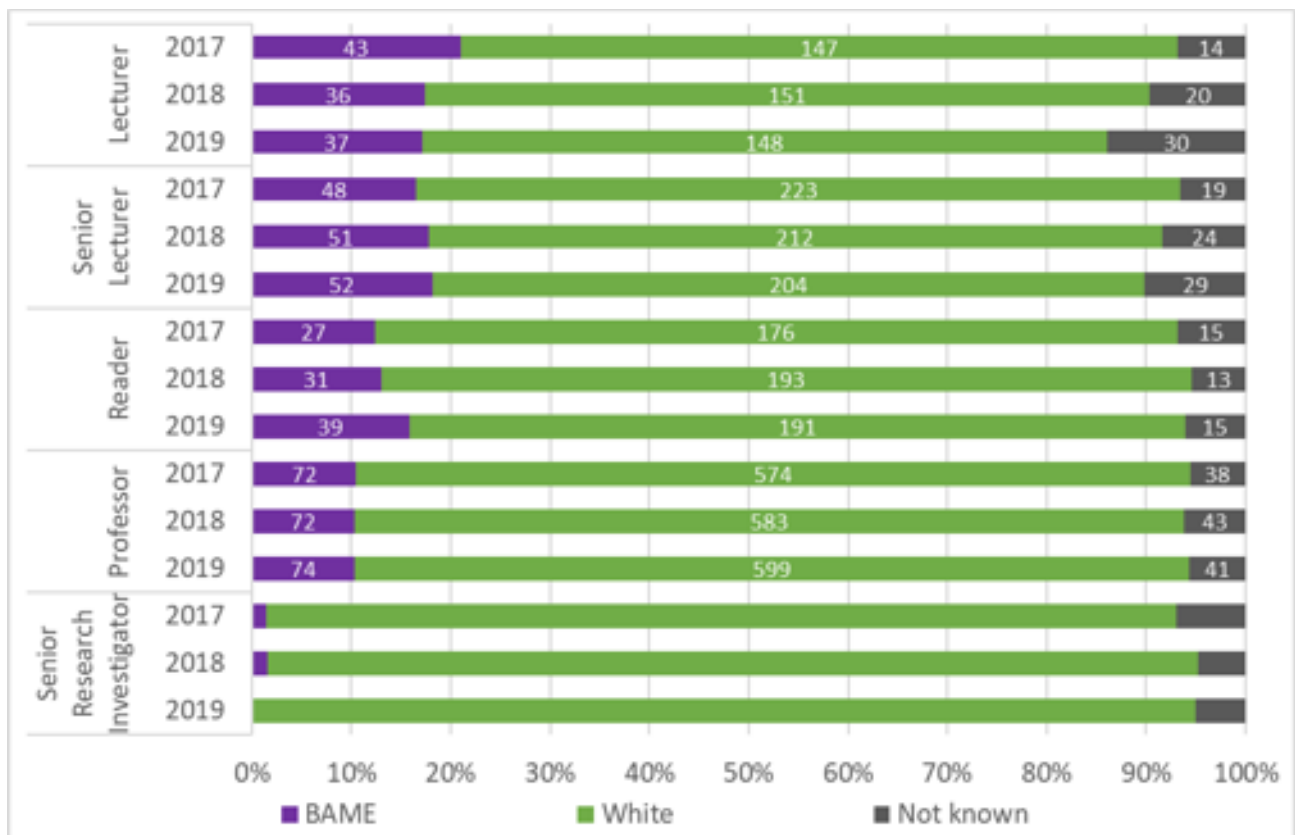
While numbers are small at individual grades (Figure 4.10; Figure 4.11), there has been a small fall in the number and percentage of BAME Lecturers, but increases at Senior Lecturer and Reader levels, which we believe relates to promotion. Only 10% of Professors are BAME.

Generally Academic Staff are recruited as Lecturers, and these data reinforce the need for strong recruitment-related actions (Section 5a). While we have high success rates for academic promotions, there is a small gap between BAME and White applications for promotion to Professor (Section 5d), and this may be a factor in the lower BAME percentage of Professors.

Action 2.8 Establish a BAME mentoring programme focused on preparing staff for senior roles.

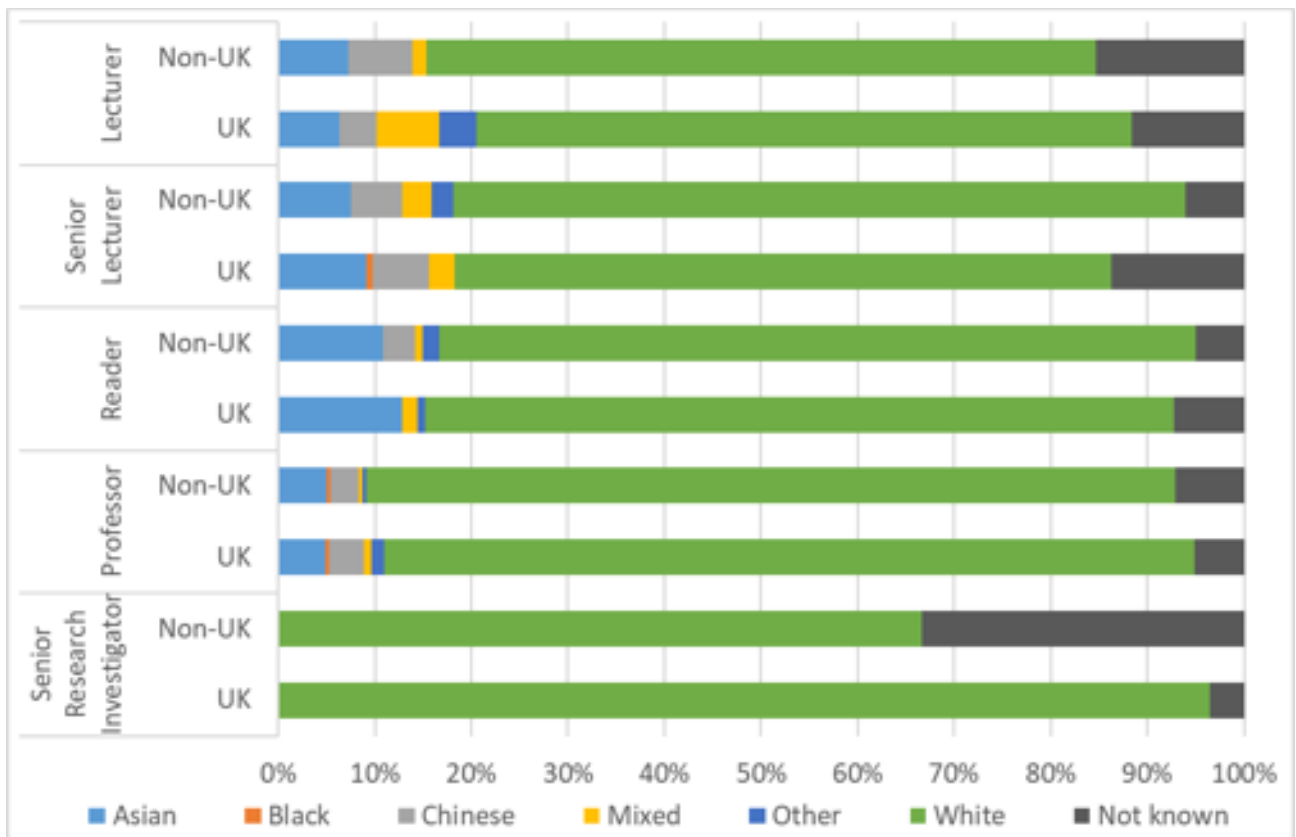
Senior Research Investigators (SRIs) are almost all White. This reflects our historic staff demographics, as SRIs are retired academics who wish to continue an association with the College and remain research active. They are on Part-time contracts (Figure 4.16) and their roles and contributions vary across the College.

Figure 4.10 Academic Staff by grade



Section 4 Staff profile

Figure 4.11 Academic Staff by grade - 2019



Section 4 Staff profile

Academic Staff are generally appointed to open-ended contracts (85-90%, Figure 4.12). Because of low numbers, clear trends are not evident between different ethnic groups, but in aggregate a slightly higher proportion of White than BAME staff are on fixed-term contracts.

Figure 4.12 Academic Staff by Fixed-term or Open-ended contracts

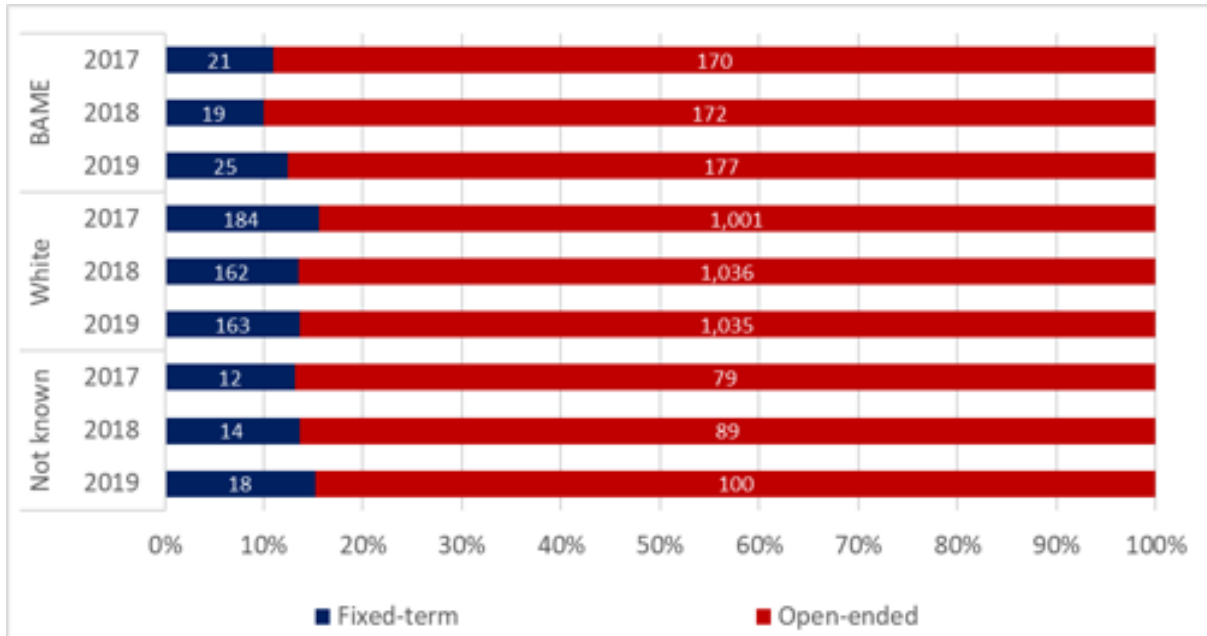


Figure 4.13 Academic Staff by Fixed-term or Open-Ended - 2019

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 4 Staff profile

More White than BAME staff are on part-time contracts (Figure 4.14; Figure 4.15). This difference arises because a large number of senior White SRIs and Professors work part-time (Figure 4.16), a population that reflect historical biases. SRIs have formally retired but continue to work part-time.

Figure 4.14 Academic Staff by Part-time or Full-time contracts

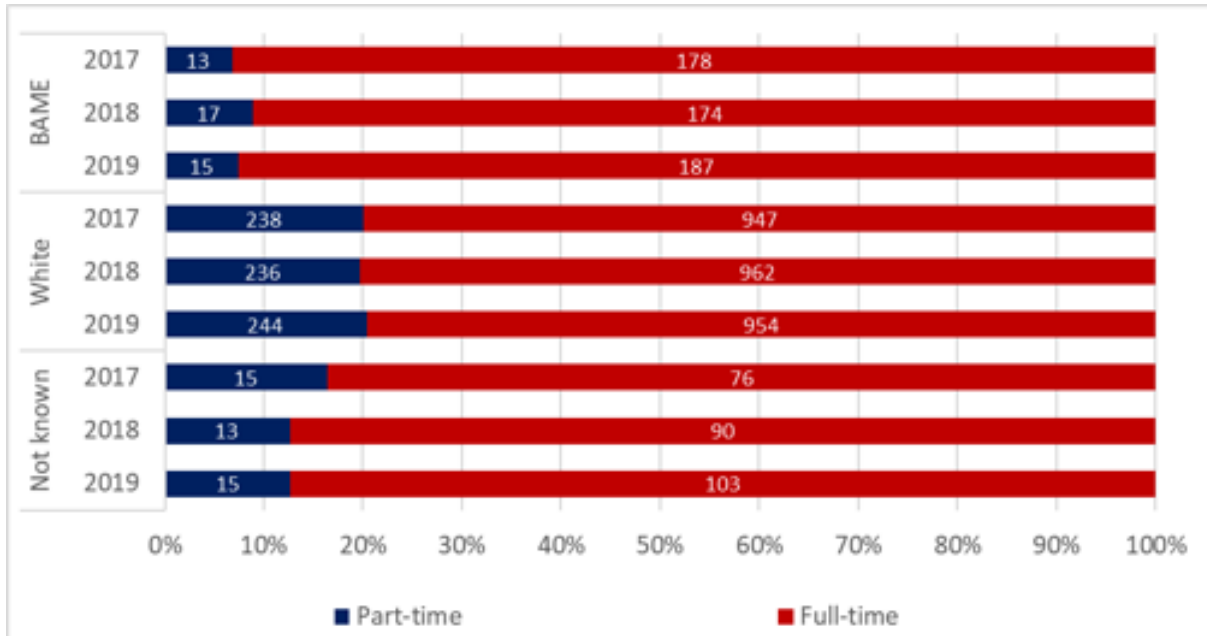


Figure 4.15 Academic Staff by Part-time or Full-time - 2019

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 4 Staff profile

Figure 4.16 Academic Staff by Part-time or Full-time by grade - 2019

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Learning & Teaching (L&T) Staff

The L&T staff group is relatively new (introduced in 2012) and is our smallest job family (330 in 2019). Data breakdowns by ethnicity involve small numbers, limiting analysis. The L&T family includes both Teaching Fellows and Learning Technologists (responsible for promoting and supporting the use of e-learning).

We do not see significant changes over the last three years. There is little difference between our Non-UK and UK staff, though the number and percentage of BAME Non-UK staff has increase slightly. The overall BAME percentage of L&T Staff is 20.6%, above the HESA benchmark of 14.1% (Figure 4.17), and above the BAME percentage of our Academic Staff (13.9%). This strengthens the case for prioritising the recruitment of more BAME Academic Staff, though our recruitment actions cover *all* job families (Section 5a).

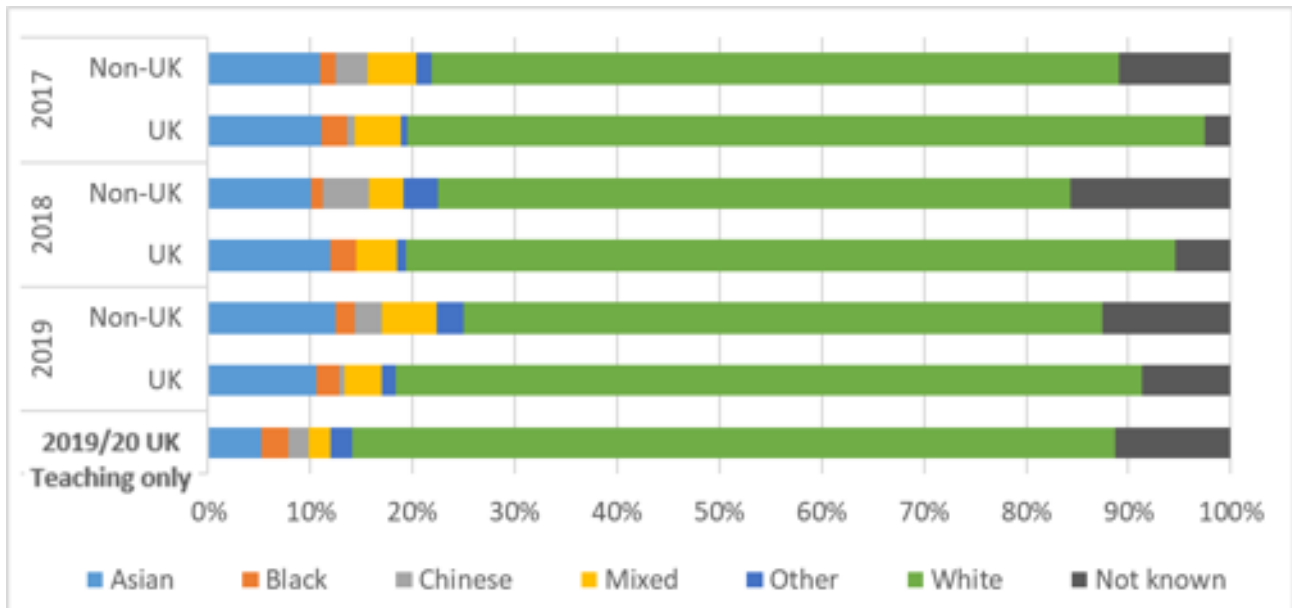
Action 2.5 Develop and implement a proactively inclusive ‘Know your Pool’ recruitment process.

Table 4.5 Learning & Teaching Staff by ethnicity

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 4 Staff profile

Figure 4.17 Learning and Teaching Staff by Non-UK and UK, benchmarked against 2019/20 HESA data for UK Teaching only staff



Considering benchmark data (Figure 4.9), the lower BAME percentages in Engineering and Natural Sciences (Figure 4.18; Figure 4.19) are areas of most concern since this reduces the diversity of teachers engaging with our students.

2020 REC student focus group participant

“I never had a black lecturer; I am used to that”

Action 1.3 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

Section 4 Staff profile

Figure 4.18 Learning and Teaching Staff by Faculty

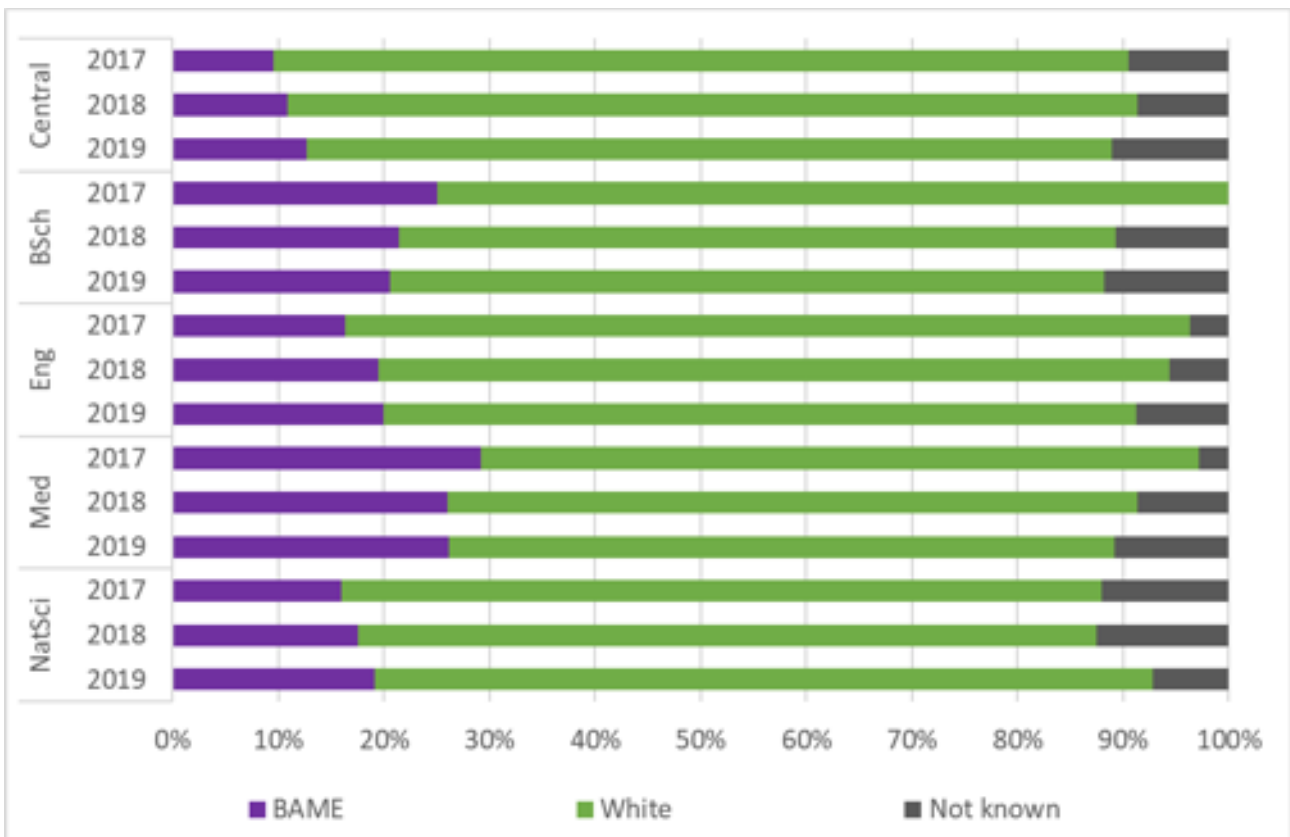
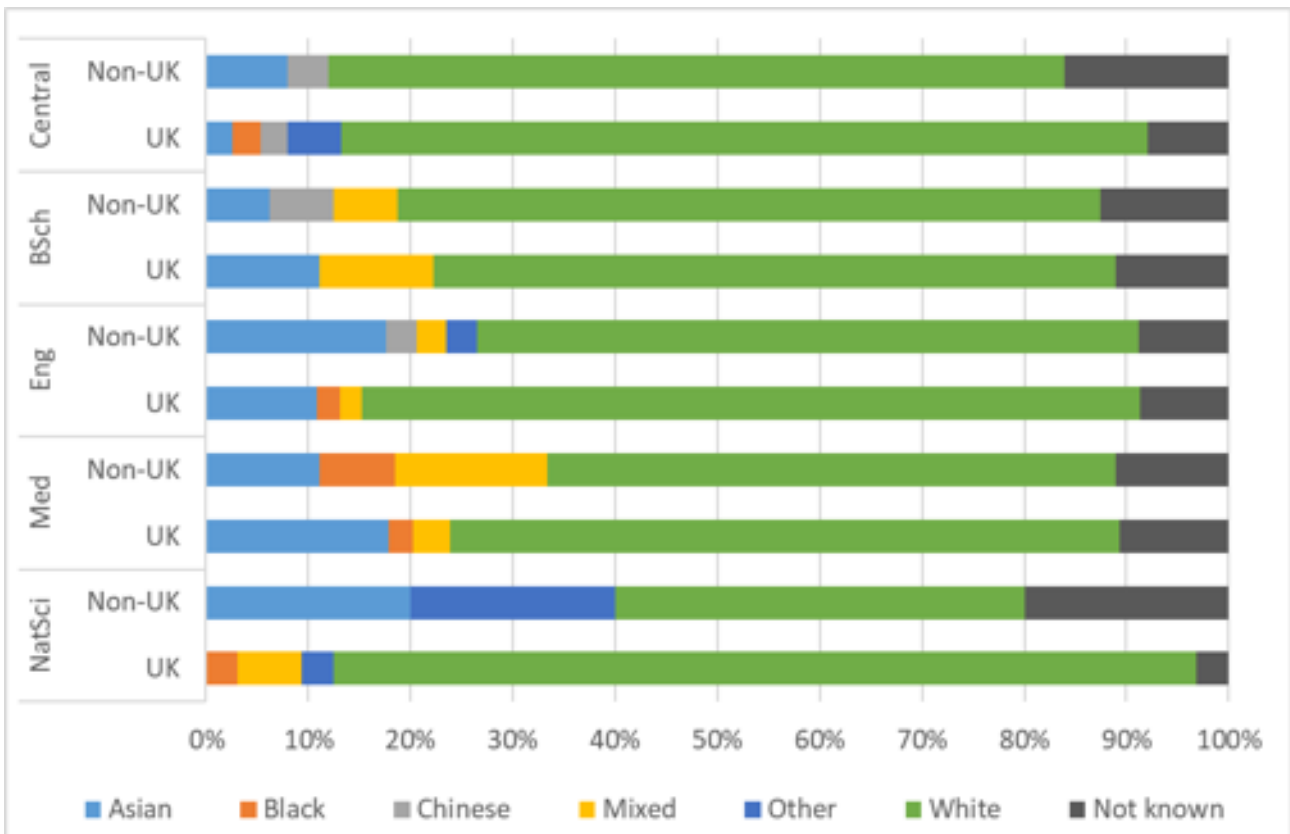


Figure 4.19 Learning and Teaching Staff by Faculty - 2019

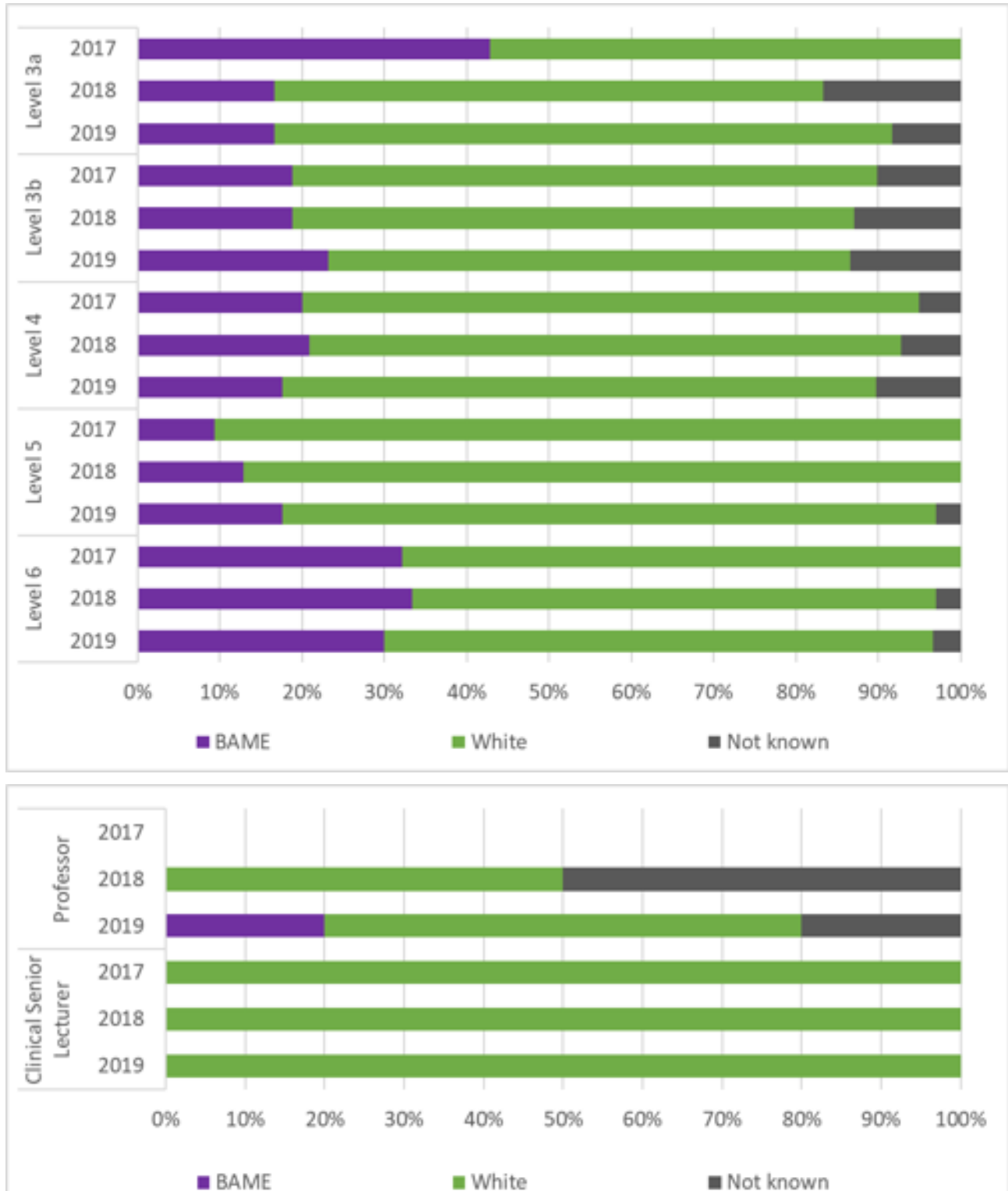


Section 4 Staff profile

In contrast to our Academic Staff profile, the overall BAME percentage remains relatively stable across all L&T grades, increasing to ~30% at Level 6. However, there are no Black nor Chinese staff at the higher grades (Figure 4.21).

Action 2.8 Establish a BAME mentoring programme focused on preparing staff for senior roles.

Figure 4.20 Learning and Teaching Staff by grade



Section 4 Staff profile

Figure 4.21 Learning and Teaching Staff by grade – 2019

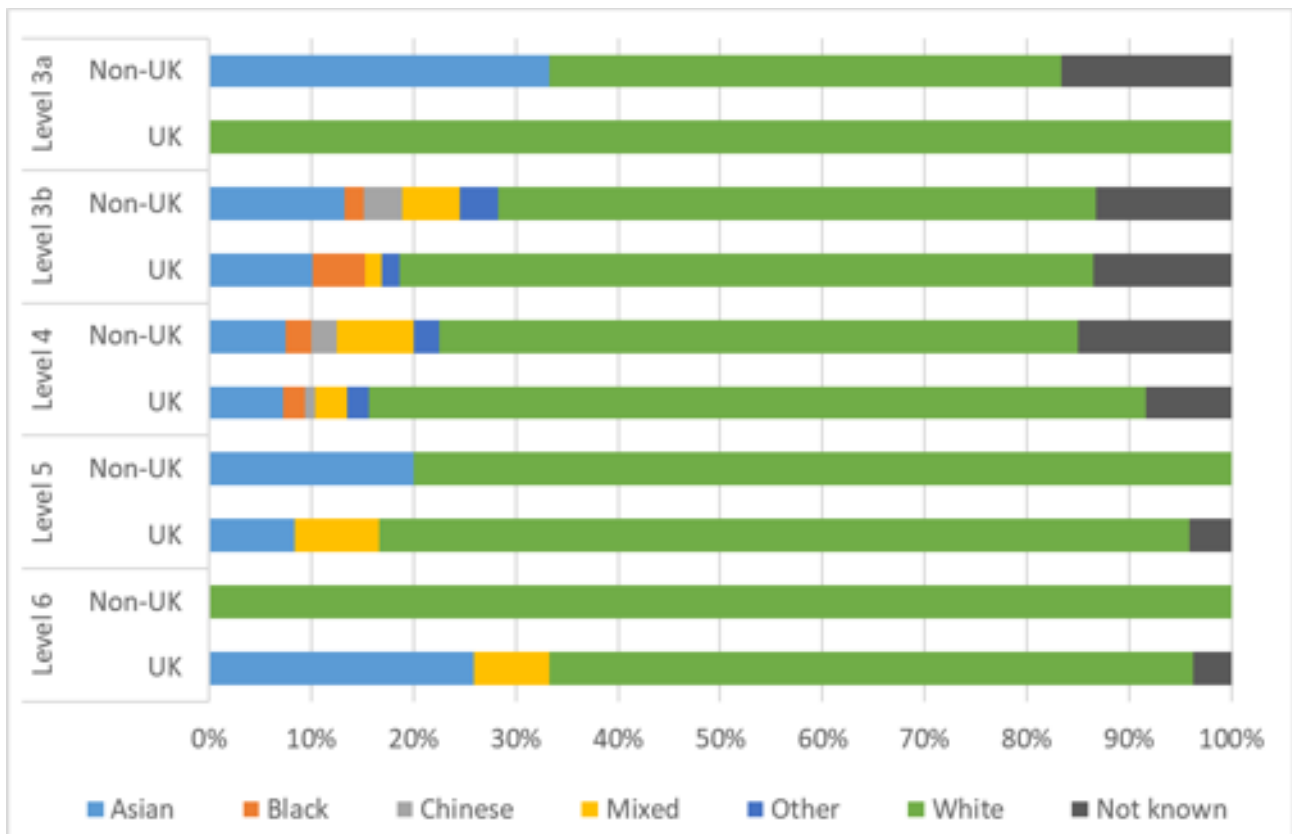


Figure 4.22 clearly shows that there are more BAME than White staff on Fixed-term contracts (56% compared to 32% in 2019). This is a significant concern which appears to affect all grades, and our self-assessment has not found clear underlying reasons. This requires in-depth investigation and analysis of data and potentially individuals' contracts.

Action 2.11 Investigate difference between BAME and White L&T Staff on Fixed-term vs Open-Ended contracts.

Section 4 Staff profile

Figure 4.22 Learning and Teaching Staff by Fixed-term or Open-ended contracts

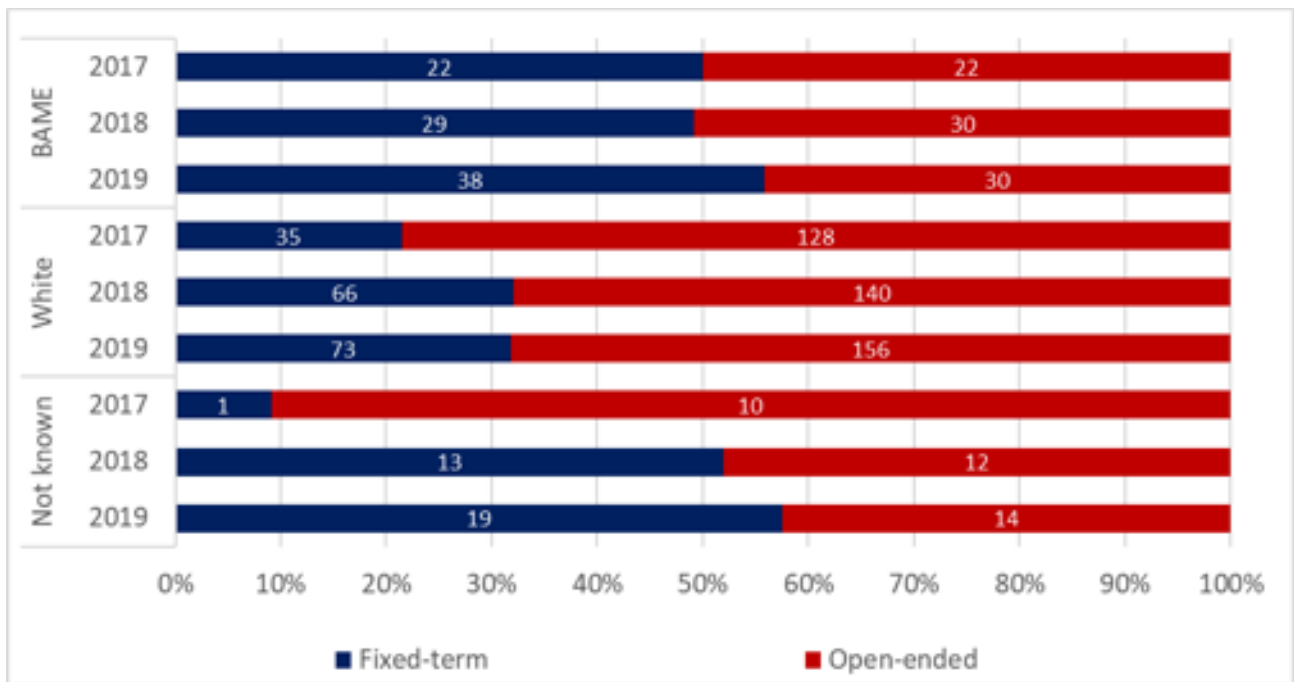


Figure 4.23 Learning and Teaching Staff by Fixed-term or Open-Ended - 2019

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 4 Staff profile

There are no clear differences between the proportions of White and BAME L&T Staff on Full-time or Part-time contracts.

Figure 4.24 Learning and Teaching Staff by Part-time or Full-time contracts

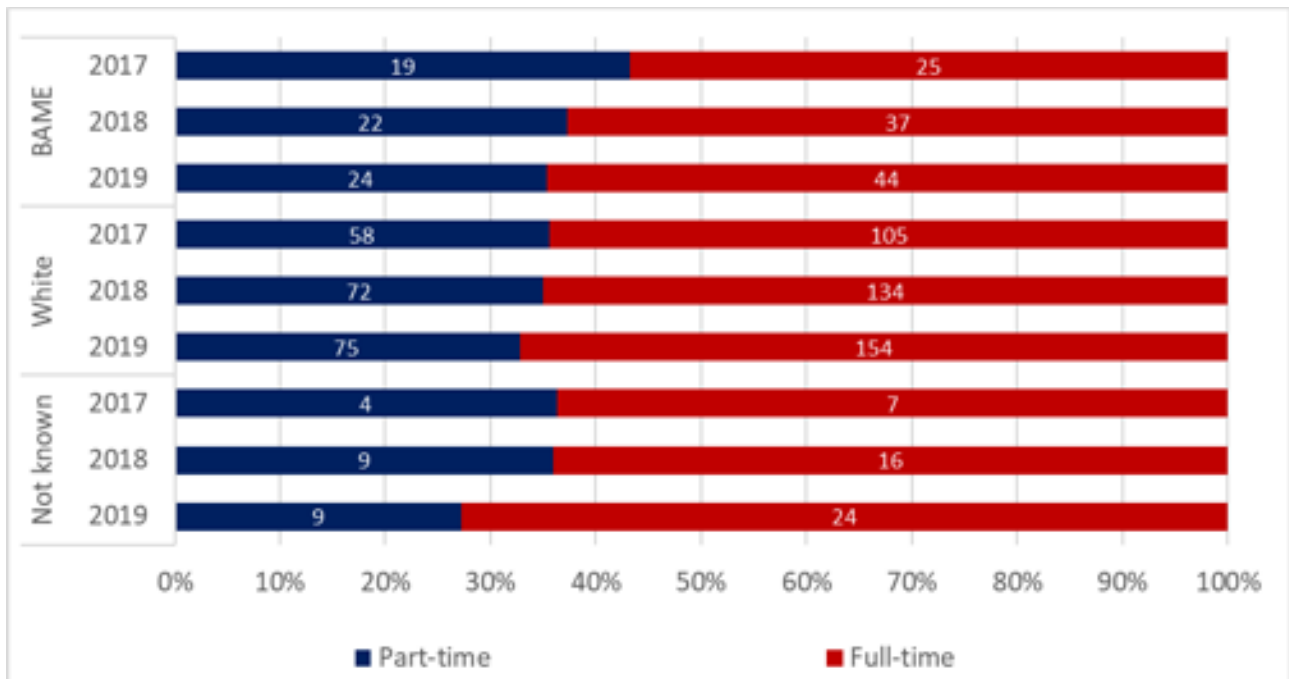


Figure 4.25 Learning and Teaching Staff by Part-time or Full-time - 2019

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 4 Staff profile

Research Staff

The overall BAME percentage of Research Staff is 31.1%, higher than our Academic (13.4%) or L&T (20.5%) staff, and above the HESA benchmark of 23.5% (Figure 4.26). This reflects our global recruitment of Research Staff. Notably, there is a large (and increasing) number of Non-UK Chinese staff; otherwise, Non-UK and UK staff ethnicity proportions are similar.

Table 4.6 Research Staff by ethnicity

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

The proportion of BAME Research Staff varies between disciplines - ~35% in Engineering and Medicine, but only ~20% in Natural Sciences and the Business School (Figure 4.27) - though we appear in line or above benchmark data (Figure 4.9). In Natural Sciences and the Business School the number of UK BAME staff is low and will be a focus of attention for recruitment (Figure 4.28).

Action 1.3 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

Section 4 Staff profile

Figure 4.26 Research Staff by Non-UK and UK, benchmarked against 2019/20 HESA data for UK Research only staff

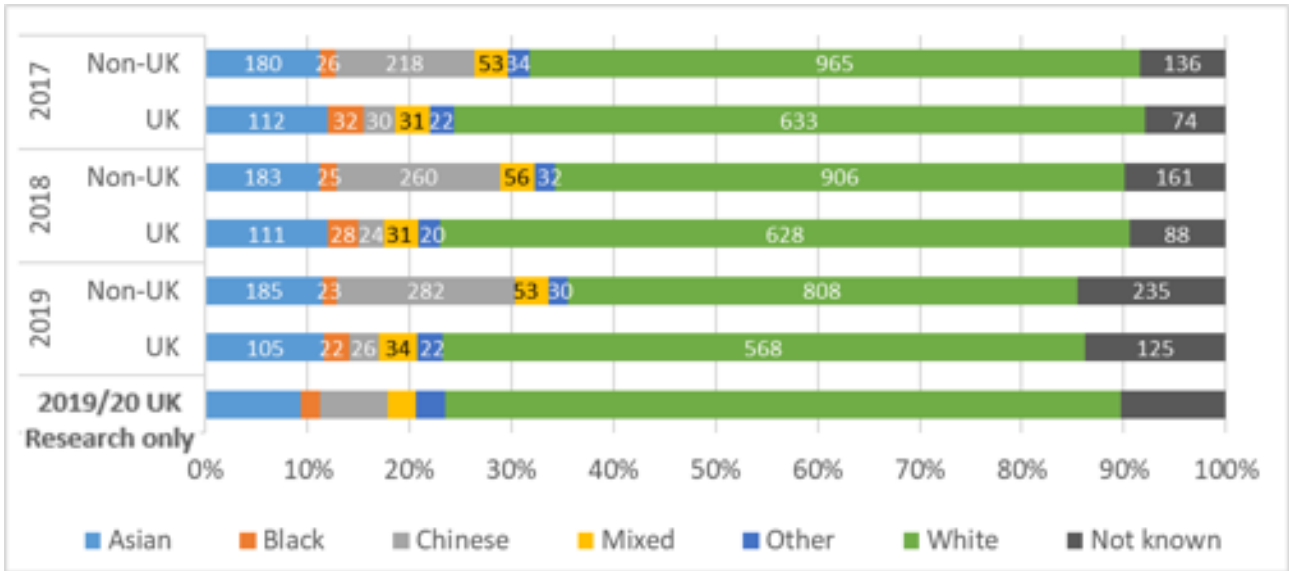
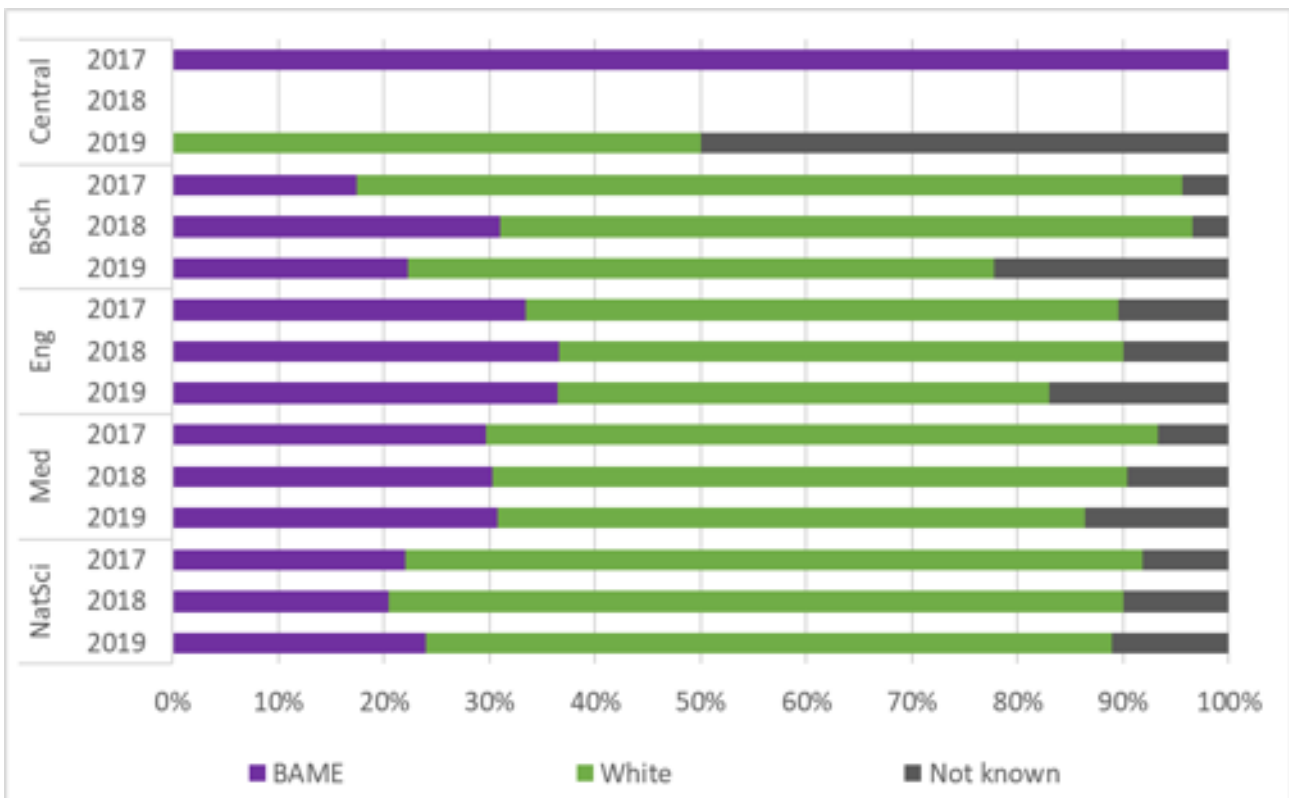


Figure 4.27 Research Staff by Faculty



Section 4 Staff profile

Figure 4.28 Research Staff by Faculty - 2019

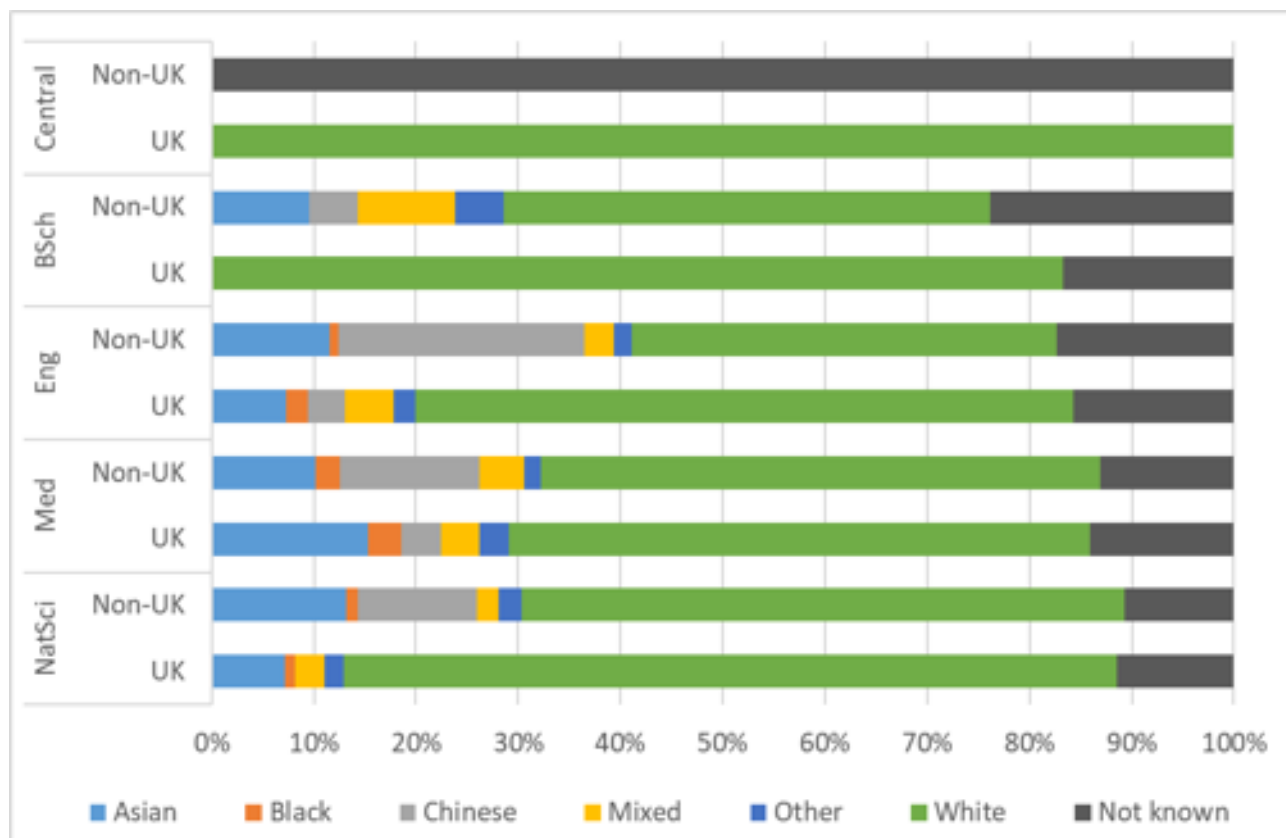


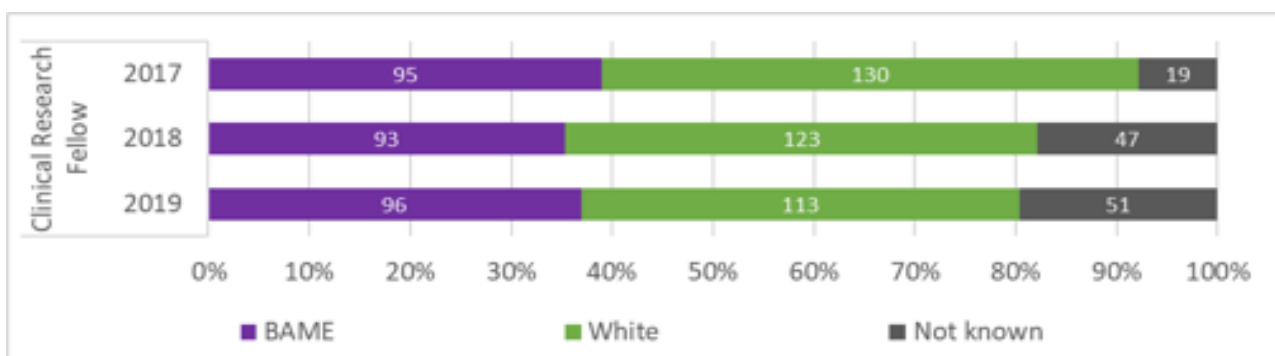
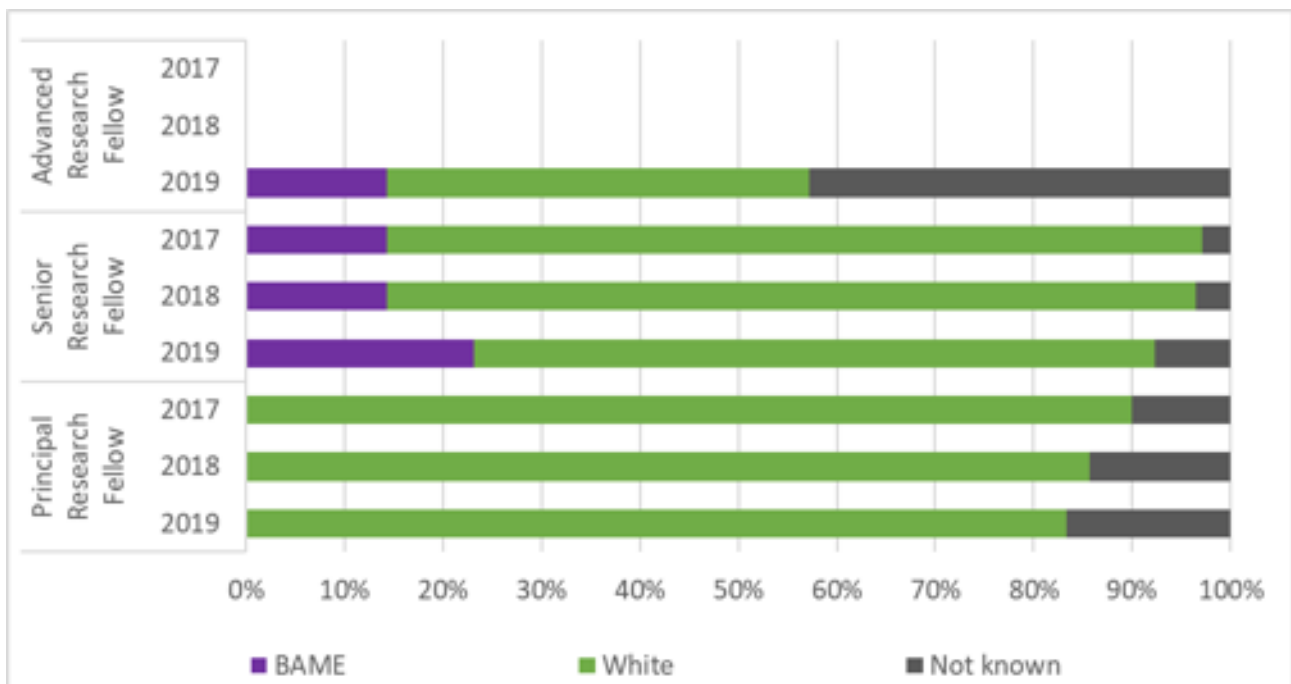
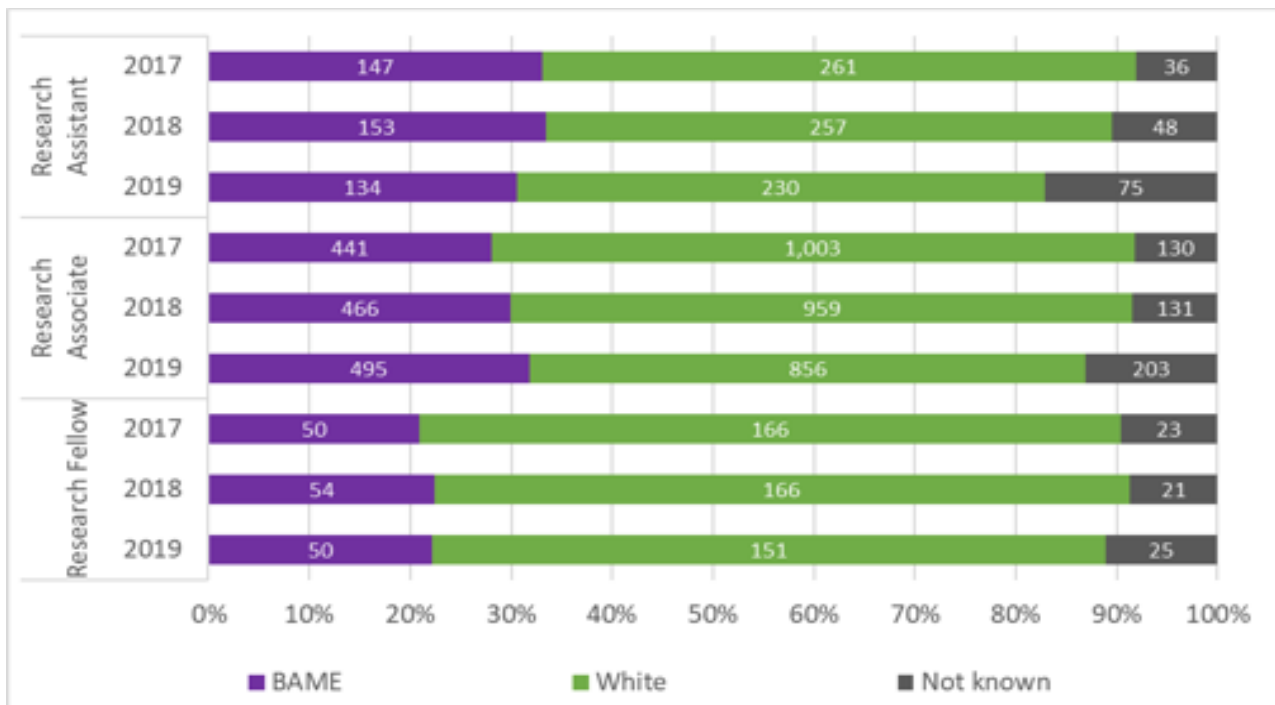
Figure 4.29, showing data by grade, has three parts as Advanced Research Fellow is a new grade (created in 2019), and Senior and Principal Research Fellows are relatively small in number and are not 'normal' career pathways. Clinical Research Fellows are generally in Medicine.

A key transition point of concern is to Research Fellow, which is a critical step to an independent academic position. Our proportion of BAME staff falls to 22%, closer to our Academic Staff data. (See Sections 5a and 5f for details and action on ECRs).

Action 2.17 Establish an annual conference/workshop supporting BAME early career researchers (PG students to junior lecturers).

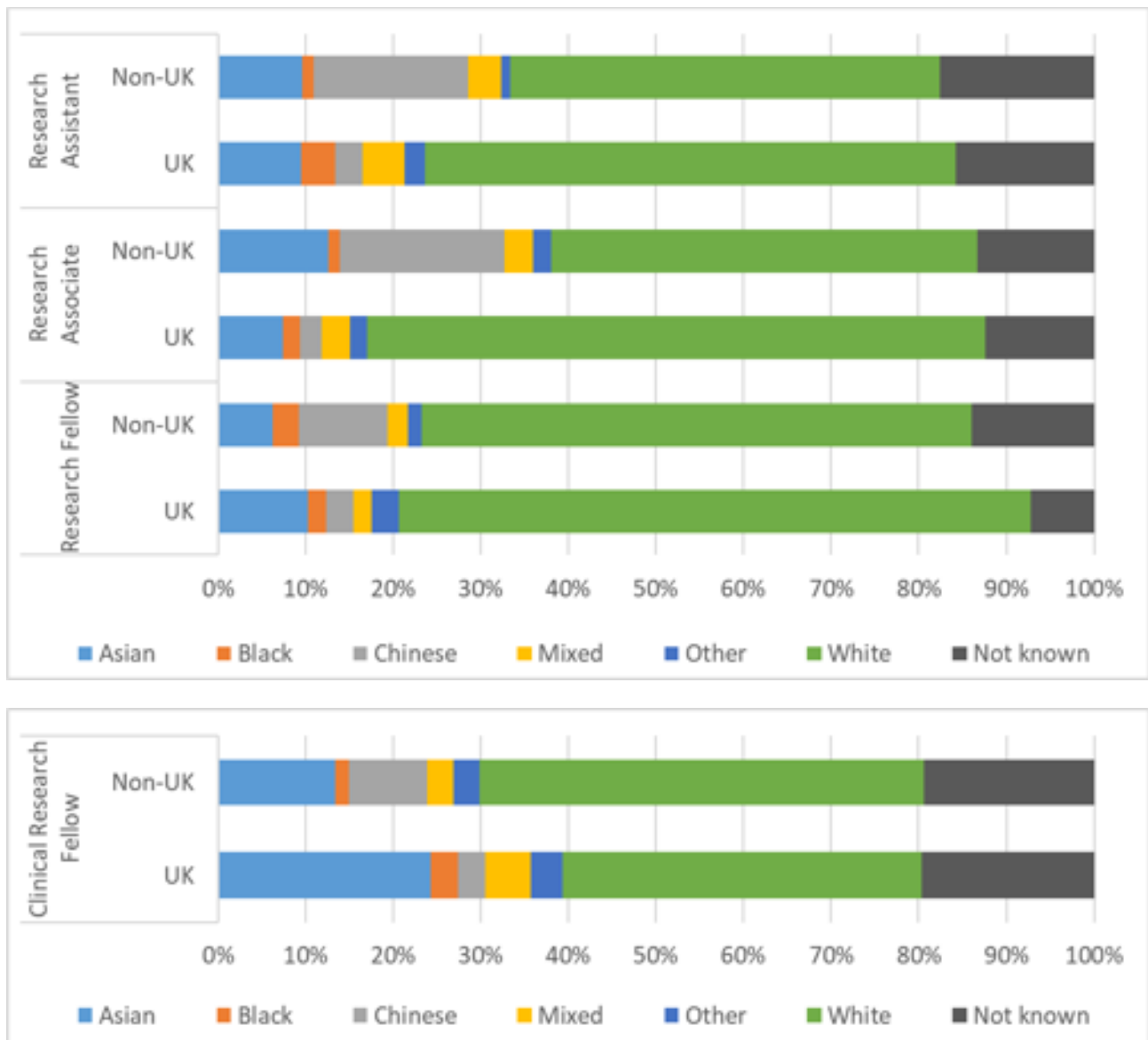
Section 4 Staff profile

Figure 4.29 Research Staff by grade



Section 4 Staff profile

Figure 4.30 Research Staff by grade - 2019



Research Staff are commonly on Fixed-term contracts, related to fixed-term research funding. Slightly more BAME staff are on Fixed-term contracts than White Staff (86% compared to 82% in 2019, Figure 4.31); on investigation, this issue is focused on Research Associate grade. This may indicate that White Staff are more likely to reach 4+ years of continuous employment, and so are transferred onto Open-ended contracts (while remaining on fixed-term funding). Further discussions about appraisals, promotion and career support are in Section 5.

Section 4 Staff profile

Figure 4.31 Research Staff by Fixed-term or Open-ended contracts

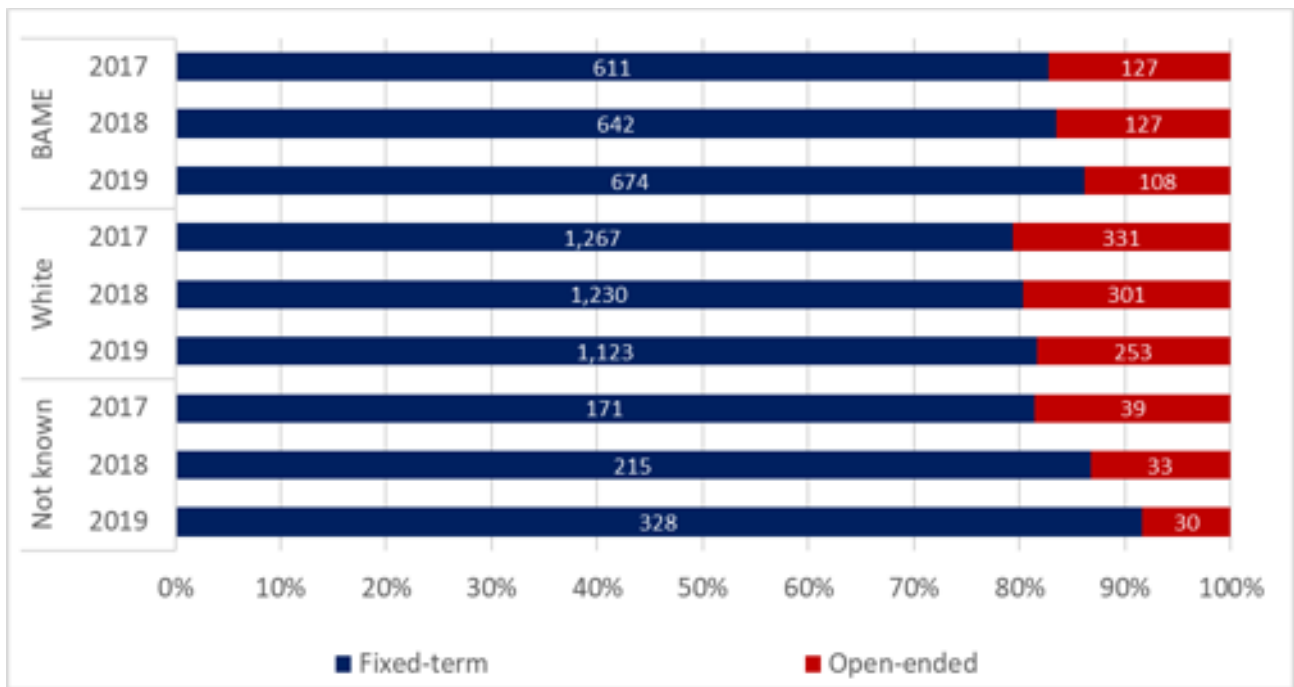


Figure 4.32 Research Staff by Fixed-term or Open-ended

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 4 Staff profile

There are no significant differences around Part-time and Full-time contracts for BAME and White staff. Part-time staff are often on more senior grades, which as noted above, have higher proportion of White staff, reflecting historical biases.

Figure 4.33 Research Staff by Part-time or Full-time contracts

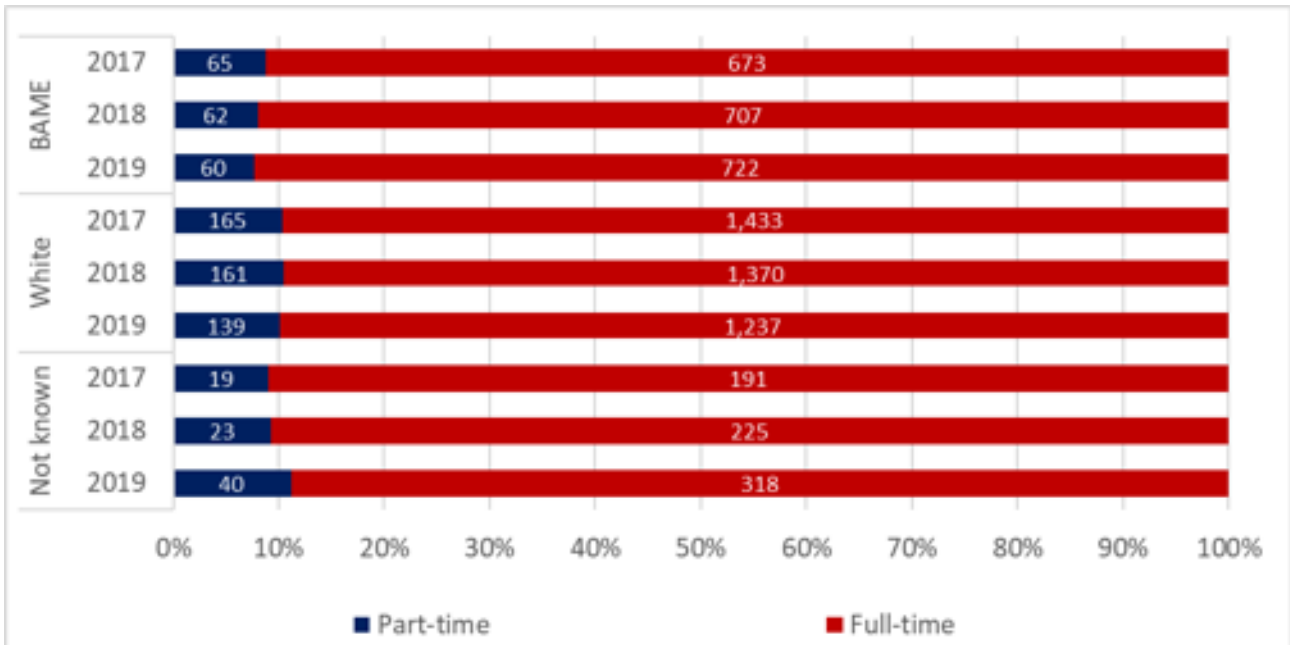


Figure 4.34 Research Staff by Part-time or Full-time - 2019

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 4a word count: 1,103

Word count Section 4 total: 1,401

4b Professional and support staff

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK and, separately, non-UK professional and support staff. Provide this information for:

- = the institution as a whole
- = each central department (and where relevant, each academic faculty)
- = each professional and support staff grade (where numbers are small, cluster relevant grades together)
- = contract type (permanent/open-ended or fixed-term)
- = full time/part-time contracts
- = staff turnover rates

Please comment specifically on how the institution benchmarks the ethnic composition of its professional and support staff in the short and longer term, and what it is hoping to achieve.

Many PTO staff are employed directly in departments (and faculties). We also have centrally employed staff, e.g. Campus Services, ICT, Estates, etc (Table 4.3).

We do not see any ethnicity demographic changes over the last three years. Overall, the BAME percentage for PTO Services is 25.2%, above the HESA benchmark for the UK (11.6%) but slightly below the more relevant benchmark for London (27.4%) (Figure 4.35). UK staff (approximately 73% of the total) are more diverse than Non-UK, in particular with a higher percentage of Asian and Black staff.

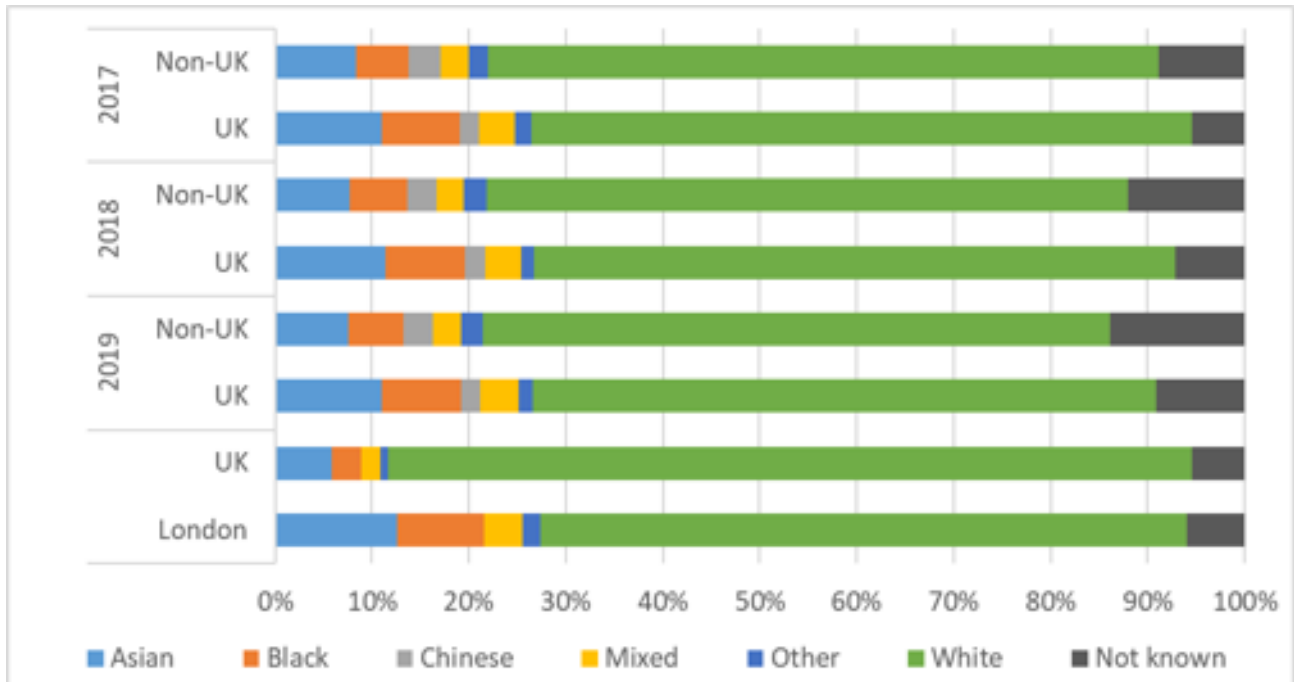
Action 2.5 Develop and implement a proactively inclusive 'Know your Pool' recruitment process.

Section 4 Staff profile

Table 4.7 Professional, Technical and Operational Services by ethnicity

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Figure 4.35 Professional, Technical and Operational Services by Non-UK and UK, benchmarked against 2018/19 HESA data for 'Non Academic' staff, for the whole UK and for London region (NB these HESA data include Chinese in Asian)



Section 4 Staff profile

The proportion of BAME PTO staff varies between faculties – from 19% in Natural Sciences to 30% in Medicine. Larger in size, Medicine has a higher number of Technical Services, of which 36% are BAME (compared to 27% in Engineering and 18.8% in Natural Sciences). We believe this partly reflects the ethnicities in these disciplines, with staff in Medicine transitioning to technical roles, rather than continuing in the research-academic pathway.

Figure 4.36 Professional, Technical and Operational Services by Faculty

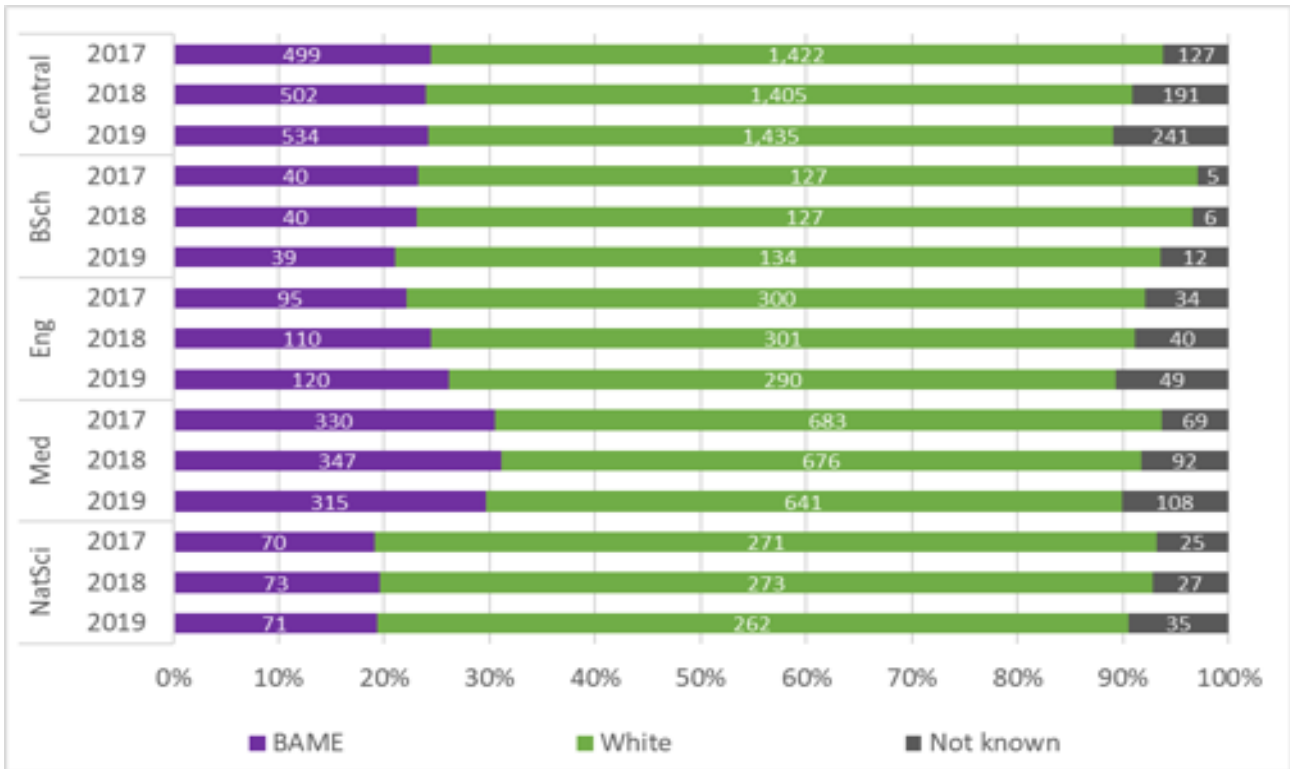
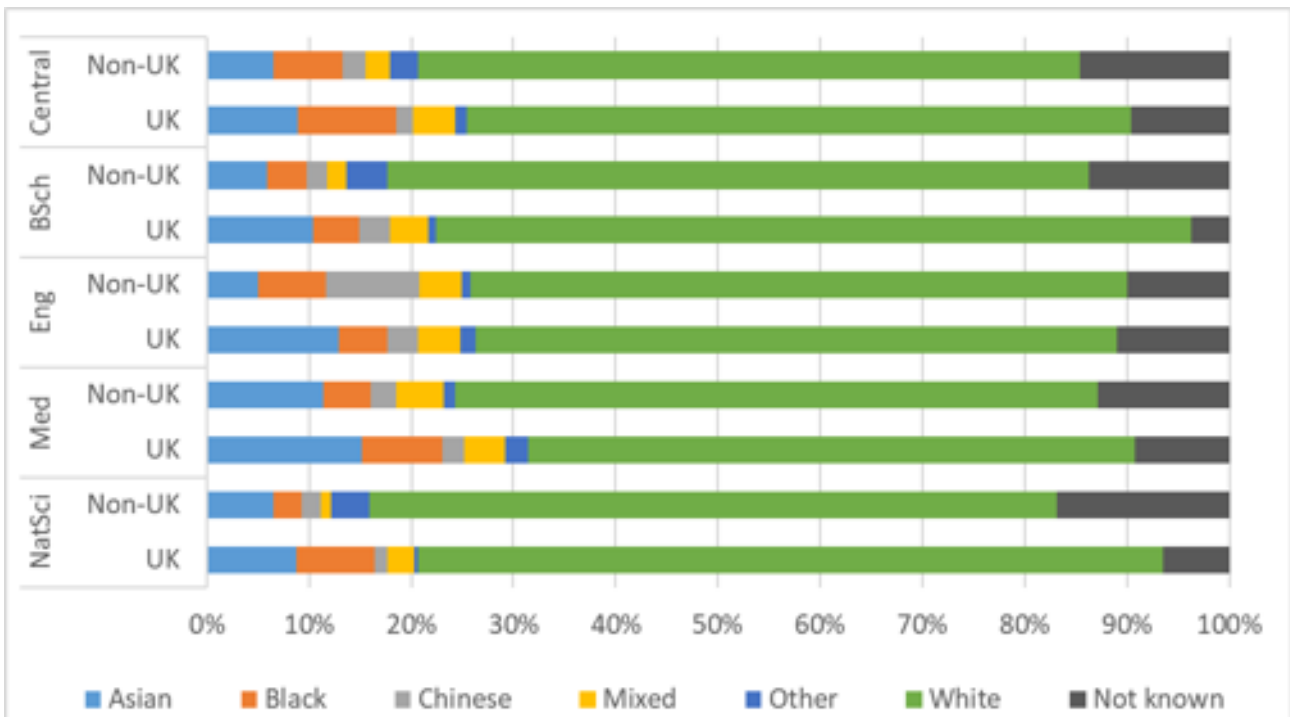


Figure 4.37 Professional, Technical and Operational Services by Faculty - 2019



Section 4 Staff profile

As with our Research-Academic grades, we see a clear fall in BAME PTO staff at higher grades, particularly beyond Level 4 (Figure 4.38) and Black staff (Figure 4.39). At Level 7 the numbers are small, but only 8% are BAME - all of whom are Asian. These troubling barriers for career progression (Section 6) are reflected in our REC staff consultations.

Comments from 2019 REC Staff Focus Groups, on the pipeline of BAME staff

“It’s one thing getting through the door, it’s another to exist and thrive”

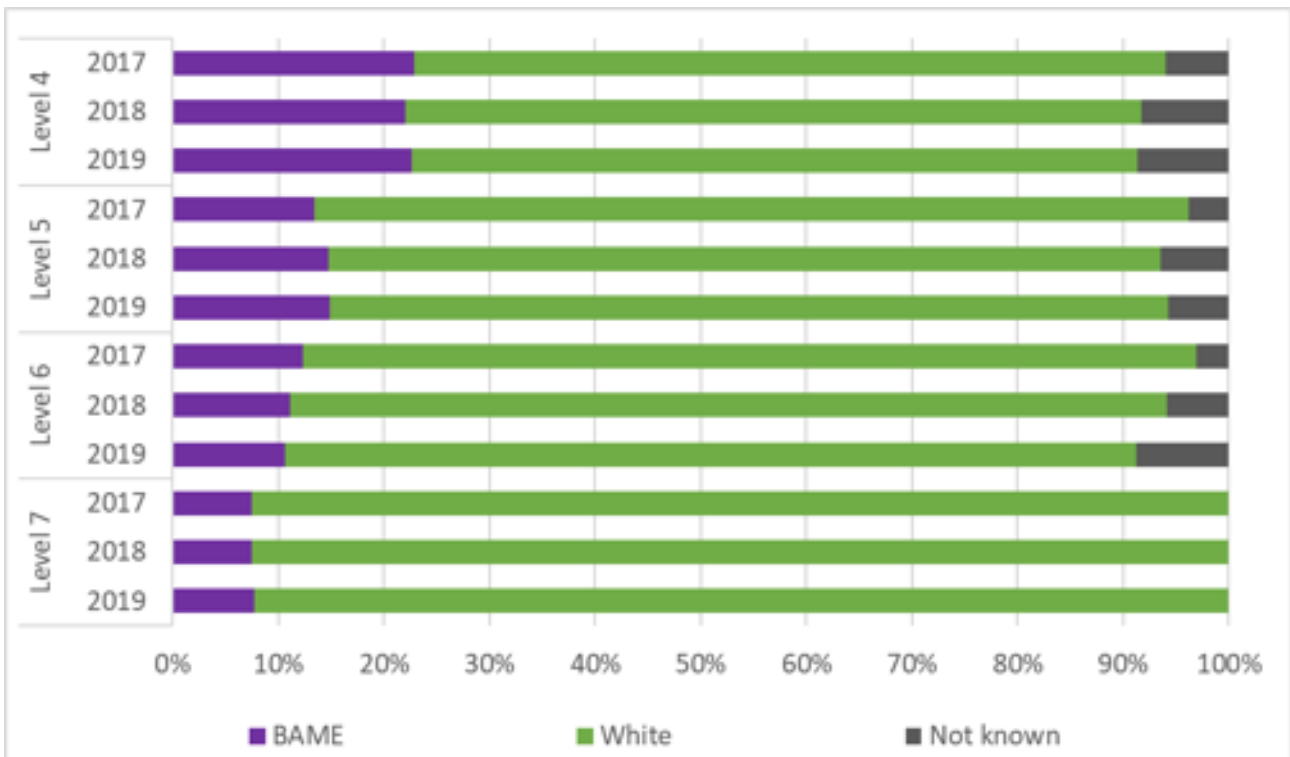
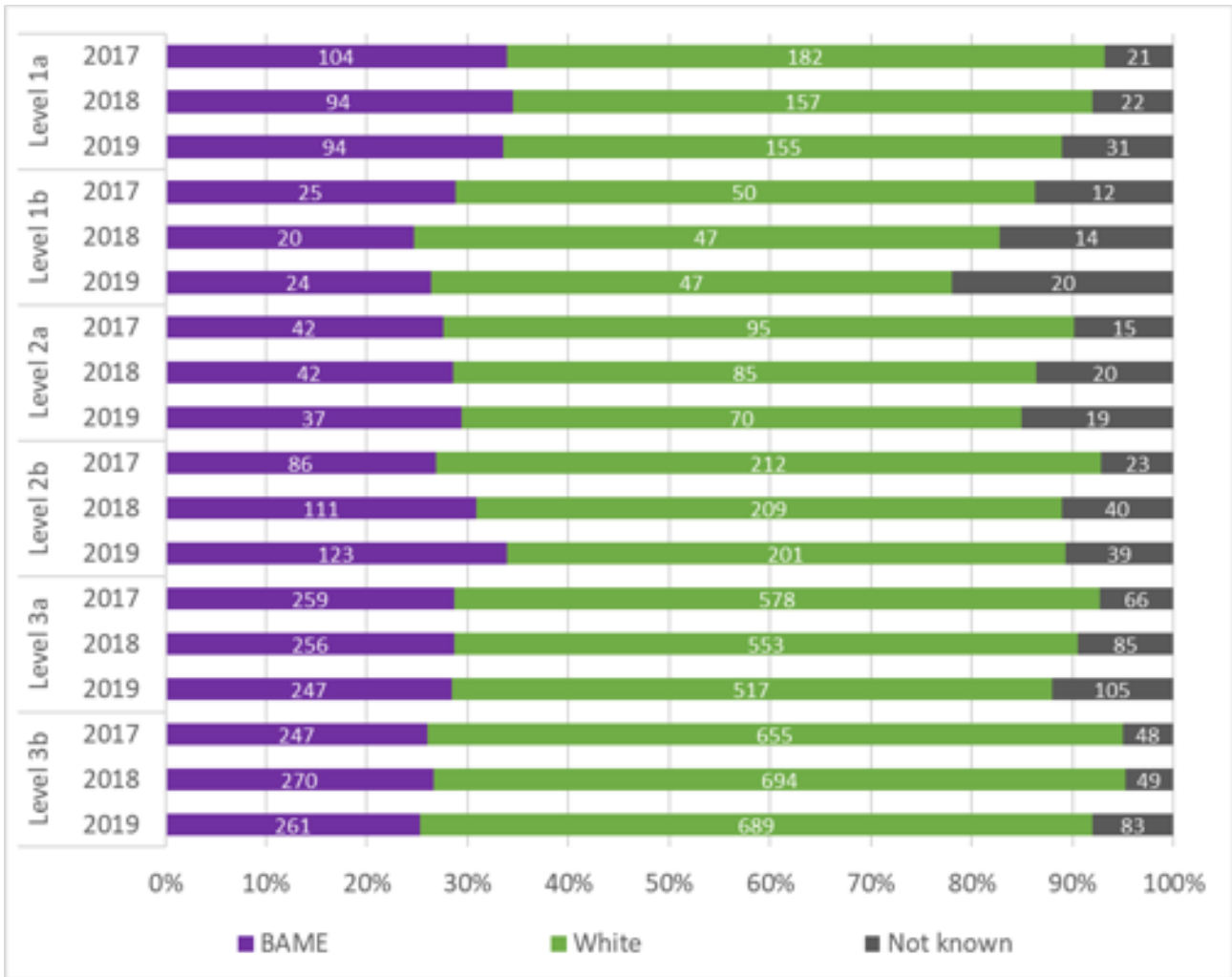
“Too many colleagues [of colour] leave because they know if they stay, they won’t progress”

Action 2.5 Develop and implement a proactively inclusive ‘Know your Pool’ recruitment process.

Action 2.8 Establish a BAME mentoring programme focused on preparing staff for senior roles.

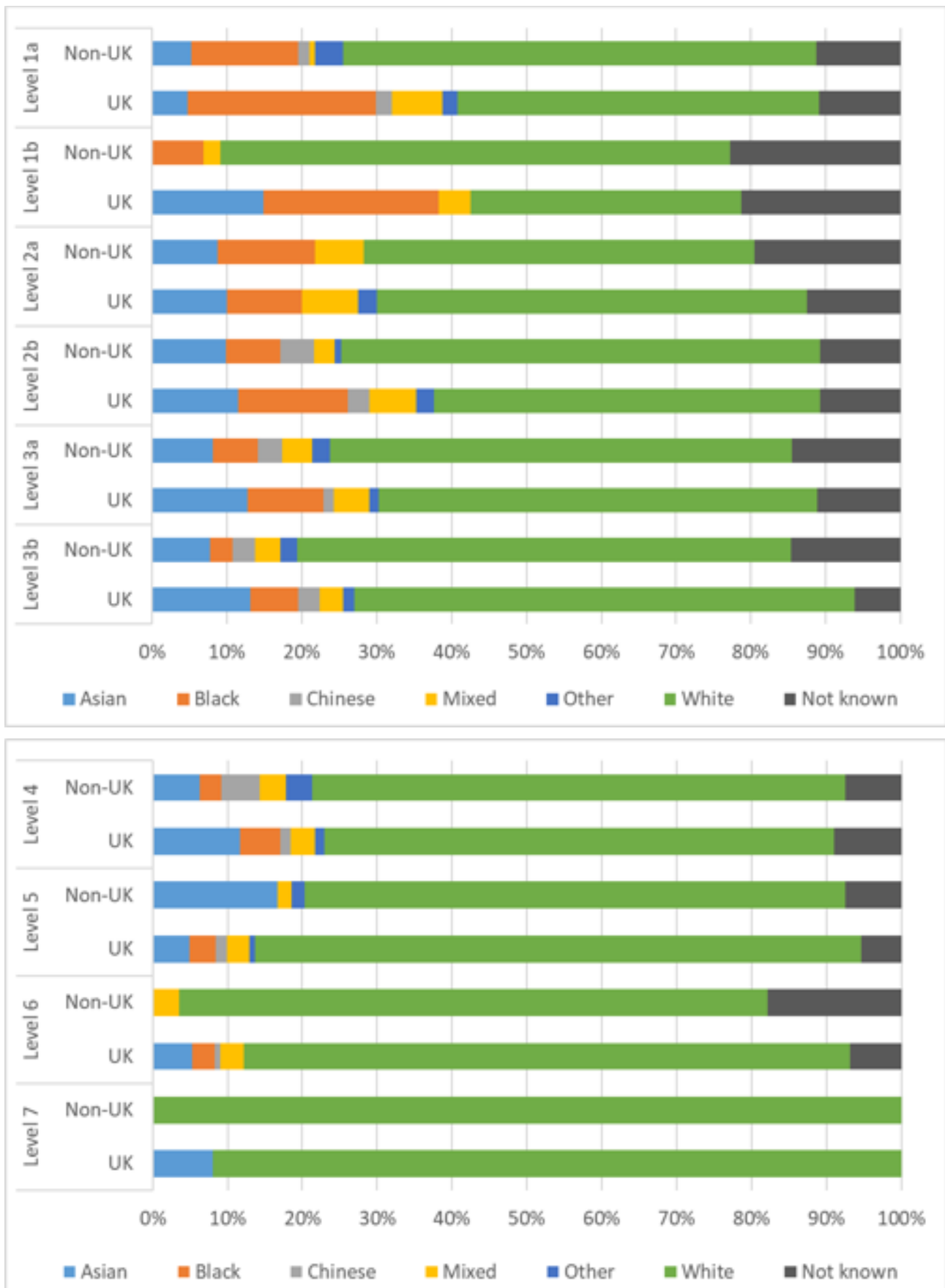
Section 4 Staff profile

Figure 4.38 Professional, Technical and Operational Services by grade



Section 4 Staff profile

Figure 4.39 Professional, Technical and Operational Services by grade - 2019



Section 4 Staff profile

There are no marked differences in term of Fixed/Open-contracts or Full/Part-time contracts between White and BAME staff.

Figure 4.40 Professional, Technical and Operational Services by Fixed-term or Open-Ended contracts

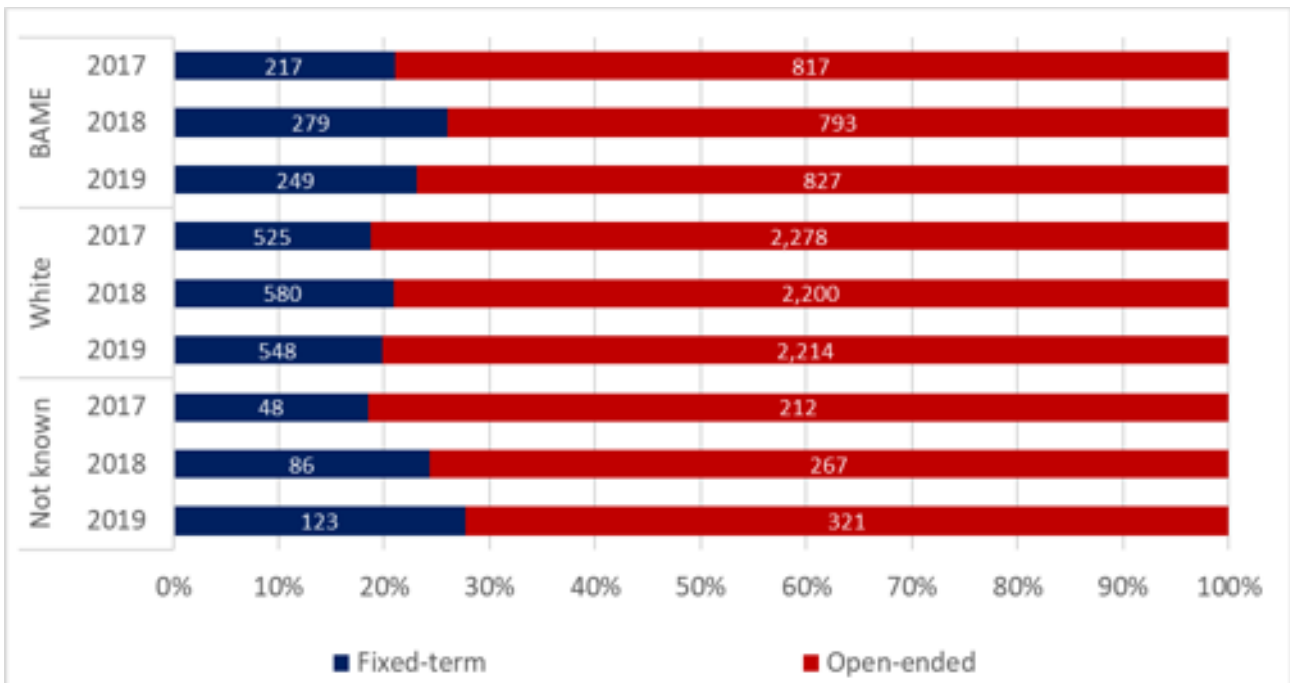
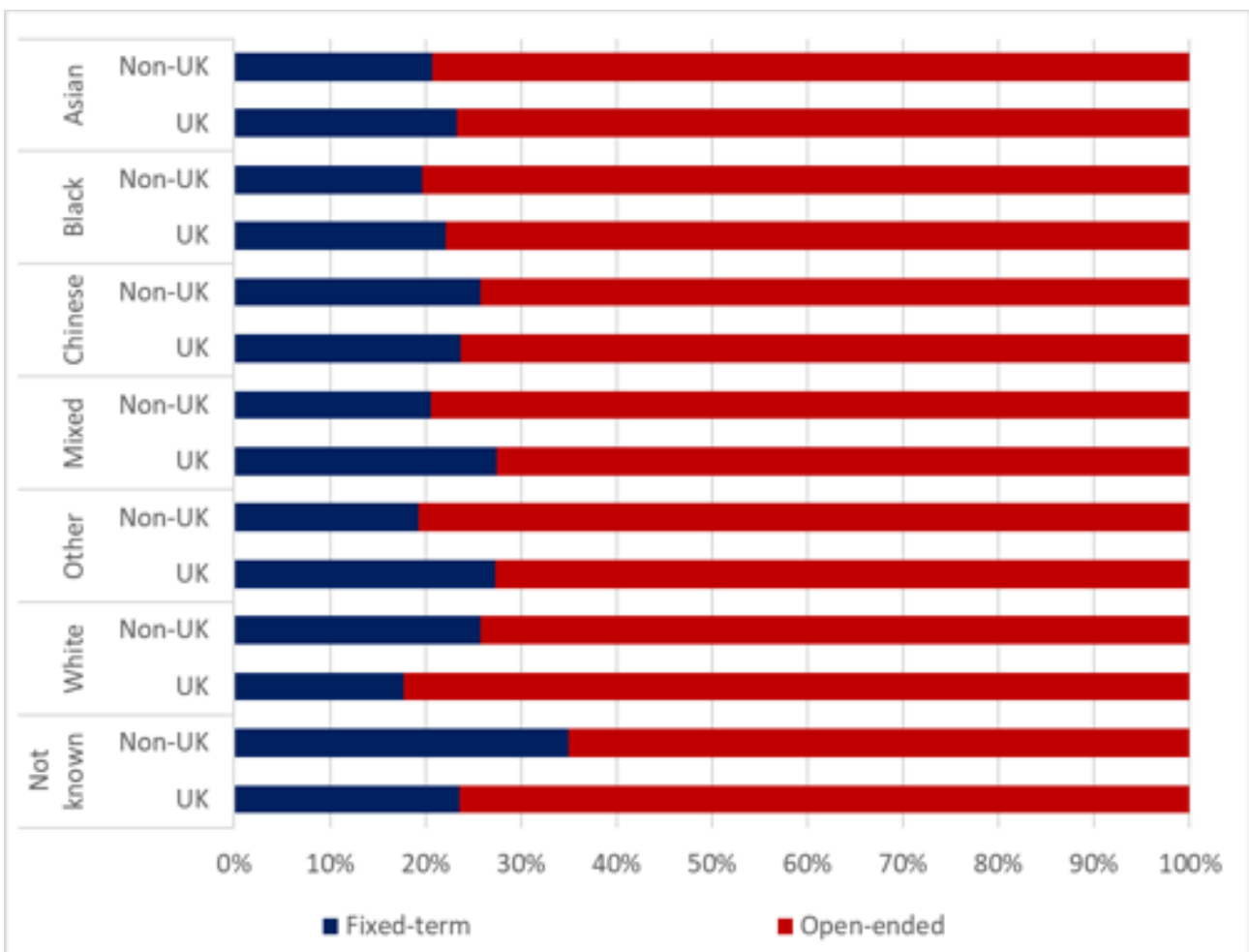


Figure 4.41 Professional, Technical and Operational Services by Fixed-term or Open-Ended - 2019



Section 4 Staff profile

Figure 4.42 Professional, Technical and Operational Services by Part-time or Full-time contracts

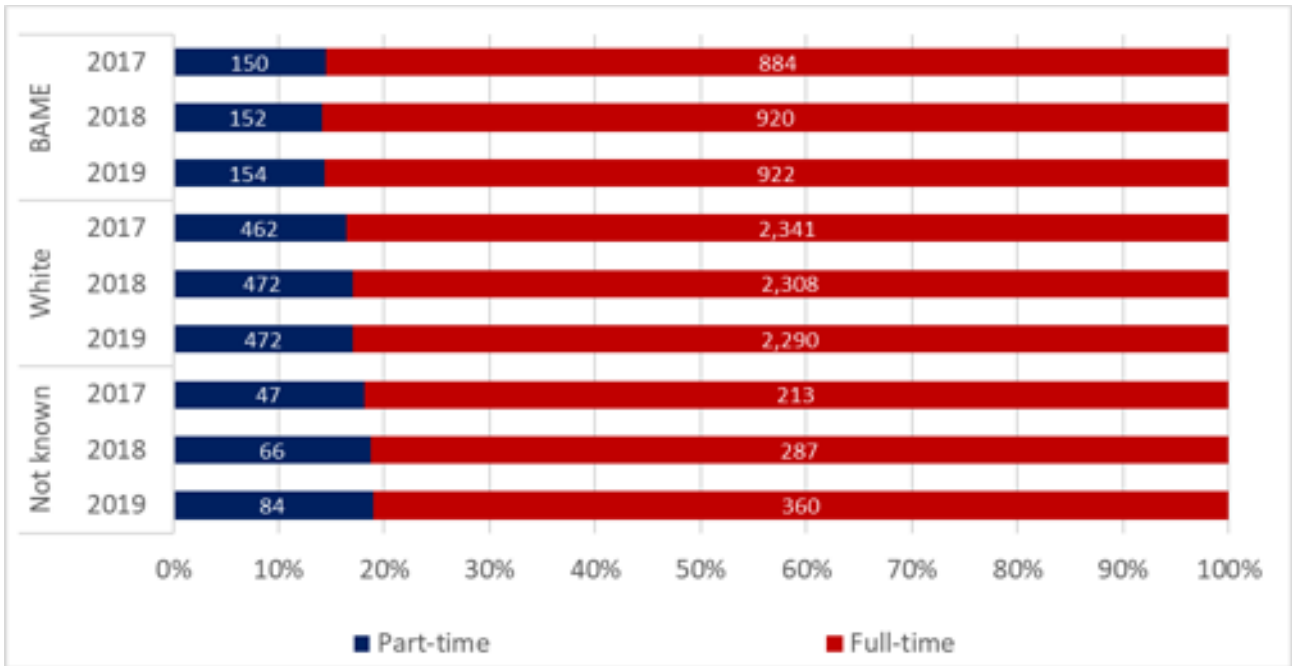
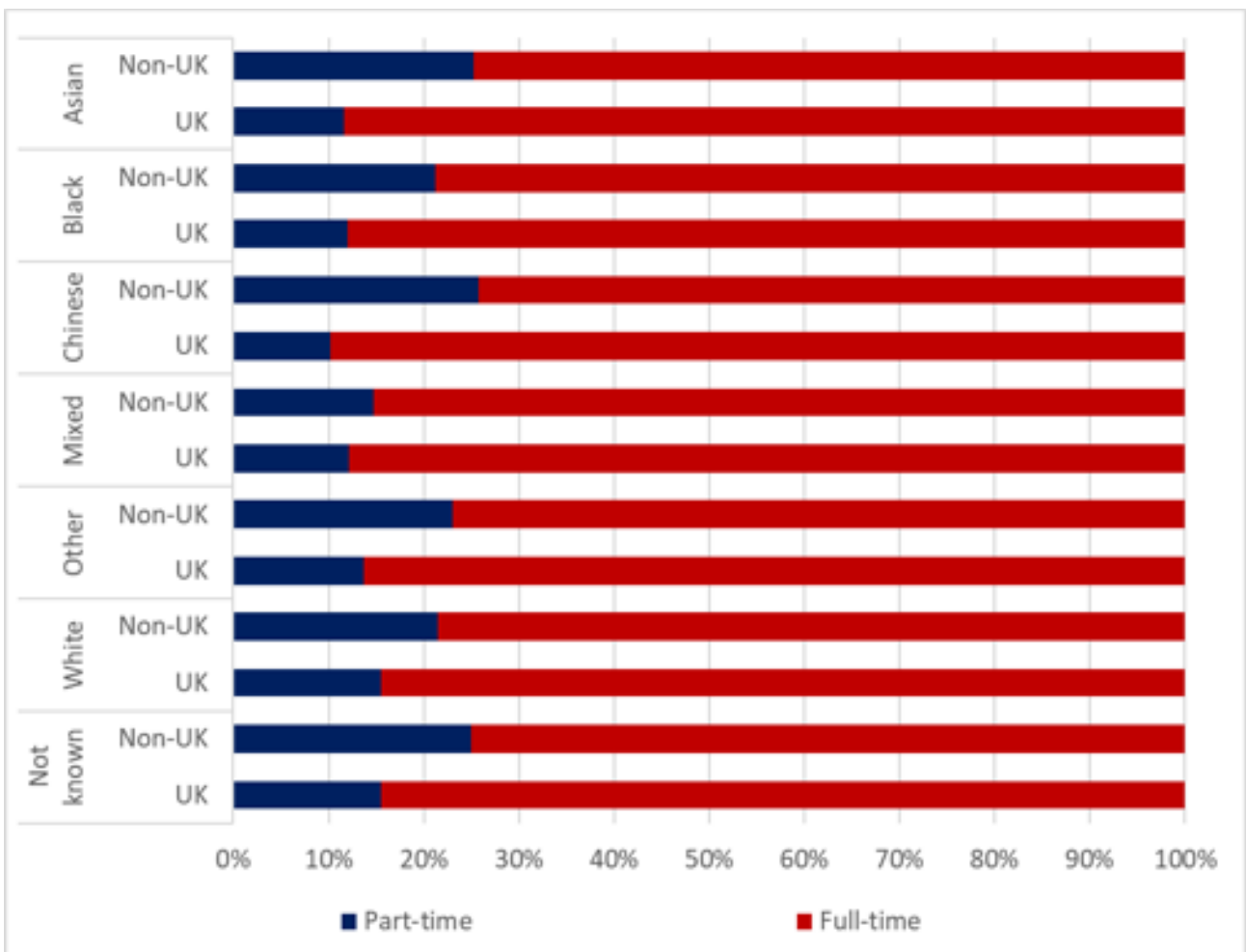


Figure 4.43 Professional, Technical and Operational Services by Part-time or Full-time - 2019



Section 4b word count: 236

Word count Section 4 total: 1,637

4c Grievances and disciplinaries

Please provide three years' data, and related analysis, commentary and actions, on:

- = the ethnic profile of individuals involved in grievance procedures
- = the ethnic profile of individuals involved in disciplinary procedures
- = whether the nature of any grievances and disciplinaries are race-related

These numbers are likely to be small, so collate all three years together

Following the 2018-19 HR Transformation project, the Employment Relations team now collects grievance and disciplinary data in a systematic way. There are only small numbers so the data are difficult to interpret, but the high BAME percentages are a concern. Case numbers and information on whether they are race-related will be tracked and reviewed from now on.

Table 4.8 Formal grievances and disciplinaries – number of complainants in 2019 and 2020

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Action 1.2 Monitor and report ethnicity information to EDI Strategy Group and managers showing: ethnicity of staff disciplinaries, grievances and tribunal cases, Report+Support.

The BLM movement (Section 3b) has put racism and discrimination in the spotlight, re-focusing wider efforts around culture, values, harassment and bullying that are ongoing at Imperial. This wider work has also been driven by internal discussions and disturbing evidence from staff surveys. Figure 4.44 shows an unacceptable level of harassment and bullying generally, but also that some groups (Mixed, Other) experience higher levels. The REC Staff Survey showed racial discrimination particularly affecting Black respondents (Figure 4.45) and BAME staff are much less confident than White staff that reporting leads to action (Figure 4.46).

Section 4 Staff profile

Figure 4.44 2019 College Staff Survey – Q52 ‘During the last 24 months have you personally experienced harassment and/or bullying at Imperial?’

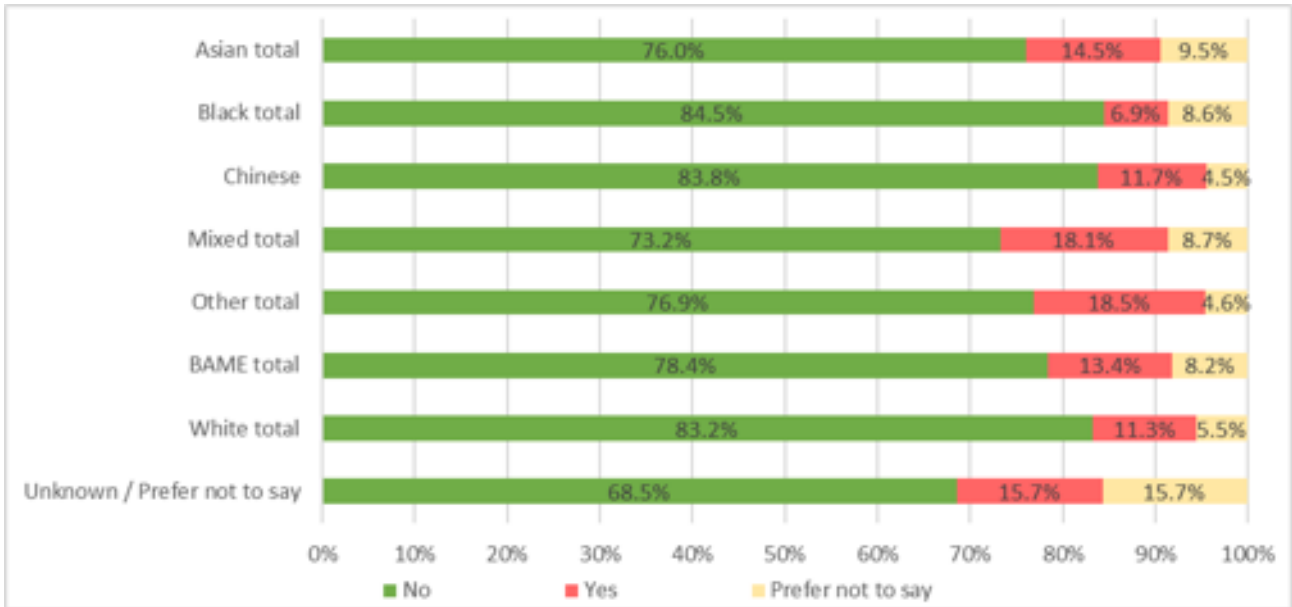
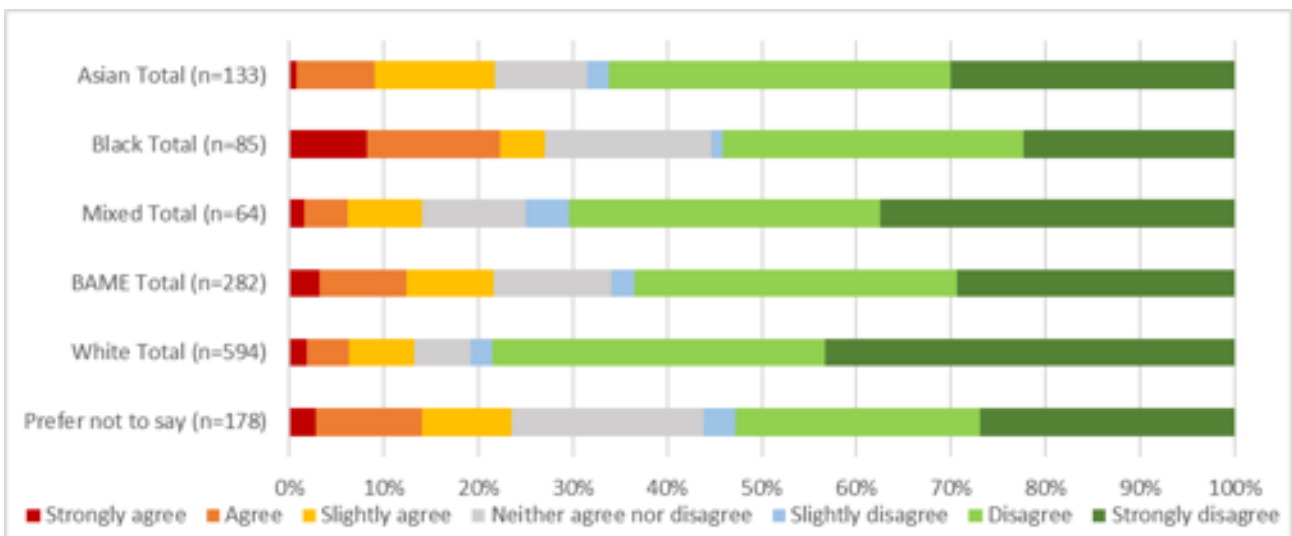


Figure 4.45 REC Staff Survey – Q8 ‘I have witnessed or been the victim of racial discrimination on campus.’

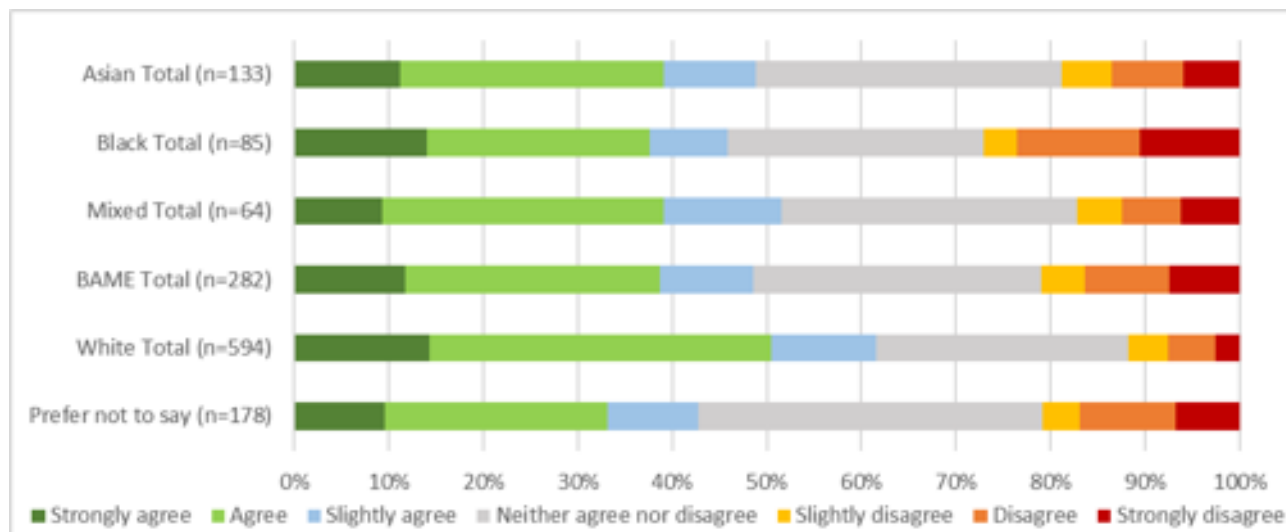


2018 REC Staff Survey

“Most things get reported to a local manager first and we are at their mercy!”

Section 4 Staff profile

Figure 4.46 REC Staff Survey – Q10 'If I reported a race-related incident to the College, appropriate action would be taken.'



Racism and harassment were also topics in our REC focus groups, which identified the following key issues:

- insufficient prevention of poor behaviour, racism, harassment, and bullying
- low confidence in local handling of reports (and if/how College policy is followed)
- lack of confidence in the College's formal processes and willingness to take action
- fear of the potential consequences of reporting.

2019 REC staff and student focus groups

On reporting incidents: "These things don't really get resolved ... it's hard and people don't really know what to do, so they say they've done what they can."

On challenging everyday racism: "It's a lot worse to bring it up than just accept it and move on."

We recognise the scale of the challenge here. We need not only to intensify efforts to prevent racist incidents, but also to build trust with staff and students that reports will be taken seriously, that policy and practice are robust, and that appropriate support is available.

Section 4 Staff profile

Figure 4.47 The 6th edition of the Employment Relation team's newsletter shared statistics as part of their work to engage and update the College community



Action 1.2 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

Action 1.4 Comprehensive and appropriate reporting (including Report+Support tool), and a supportive approach, for racial harassment and discrimination is in place and used.

Action 1.5 Enhance understanding and skills in tackling racism across College.

Action 1.7 Monitor and maintain appropriate ethnic diversity of student counsellors employed by the College.

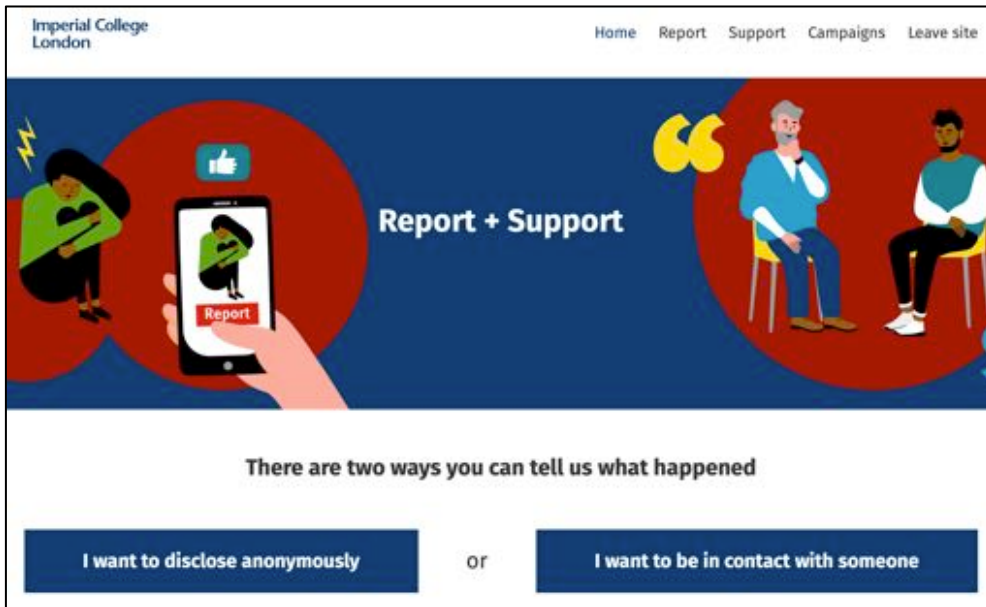
Review and update (where necessary) cultural competencies of Confidential Care staff to ensure service offered to College staff is equipped to support victims of racial harassment.

Action 3.2 Create anti-racism training materials for students.

The above actions will build on existing College provision and recent initiatives, including:

- Confidential Care, our employee assistance provider, provides external phone hotline which can be used to report harassment and bullying.
- Harassment Support Contacts - trained volunteers who listen and help staff understand informal and formal options available.
- Active Bystander training, which aims to empower staff to challenge poor behaviours and bring about cultural change (Section 5b).
- Various activities implemented by Faculties following previous Staff Surveys, *e.g.* an online course to equip staff and students the tools to challenge microaggressions.

Figure 4.48 The clear and accessible Report+Support interface



In addition, in 2020 we launched a new online Report+Support tool to better centralise and formalise harassment reporting. The tool enables anyone to report their experience or witnessing of harassment and bullying of any kind. Individuals can report anonymously, or ask to be contacted for further support or to make a formal report.

4d Decision-making boards and committees

Please provide details of the ethnic profile, and related analysis, commentary and actions, of your decision making boards and committees, including:

- = senior management team
- = board of governors/council
- = research and academic committees
- = key departmental decision-making bodies

Almost all College committee memberships are *ex officio*, except for external members on Council and the Health, Safety & Environment Committee, and volunteers for EDI Forum. Therefore the scope for improving representation is tied to key senior College roles.

Our lack of senior staff ethnic diversity was made clear in earlier sections. Unsurprisingly, we see that committee data does not reflect our general staff population (Figure 4.50 to Figure 4.53). Our senior leadership is only 6% BAME, below even the 8.6% HESA benchmark (Figure 4.50). The College Council (our governing body) is slightly more diverse, due to recent external appointments, and is above the 10% HESA benchmark.

We need to do better. Our actions are focused on improving recruitment at senior levels (Section 5a), which will feed into College committees.

In the meantime, however, we are embedding our commitment to race equality into all management processes and raising awareness of the impacts of racism. From early 2019, all items submitted to Provost's Board must explicitly consider EDI implications. In 2019-20 we piloted a reverse-mentoring scheme for members of Provost's and President's Boards, led by the Vice-Provost (Research). The scheme – now being expanded – increases senior leaders' exposure of different perspectives and understanding of under-represented groups, e.g. racism, thus informing their decision-making. 12 leaders took part as mentees, and 52% of the trained volunteer mentors identified as BAME. The Faculty of Medicine has also held a 'Let's talk about race' workshop for senior managers in 2021 (Figure 4.49).

Action 2.1 Increase BAME representation on College Council. Appoint an EDI champion within College Council.

Action 2.8 Establish a BAME mentoring programme focused on preparing staff for senior roles.

Action 2.13 Create a shadowing scheme so staff can observe to work of senior staff and College committees.

Action 2.14 Establish a reverse mentoring scheme to enable senior managers (heads of department and above) to be mentored by staff from diverse backgrounds.

Figure 4.49 Flyer for FoM "Let's Talk about Race" workshop (3 x 2.5 hr sessions delivered in Spring 2021) attended by senior leaders including the Dean, Vice-Deans and Heads of Department

Faculty of Medicine—Leadership

Let's Talk About Race @ Imperial



- *Black staff and students at Imperial have reported being subjected to racism and microaggressions, but often receive relatively little support*
- *The Faculty of Medicine does not have anyone in a senior leadership roles who describe themselves as Black*
- *Only 8% of staff in the top two levels of FoM's professional/operational positions are held by people who identify as from a Black, Asian or Minority Ethnic background*

This Let's Talk About Race @ Imperial programme has been developed specifically for the Faculty of Medicine's Senior Leadership.

Most people feel more comfortable having conversations around age, gender or sexuality in the workplace, than they do talking about race ([Business in the Community](#)).

Our Faculty's poor diversity data highlights a need to facilitate these conversations, and enable and empower leadership and employees to confidently speak about race and racial inclusivity.

Our aim is to help provide the skills and confidence needed for open and honest conversations about race, and how to go from these conversations to meaningful action.

Section 4 Staff profile

Figure 4.50 Imperial senior leadership and Council. Senior leadership is defined as President, Provost and their direct reports – this covers member of Provost’s and President’s Board. Benchmarked against 2019/20 HESA data for UK (Academic) Neither teaching nor research, and UK Governors.

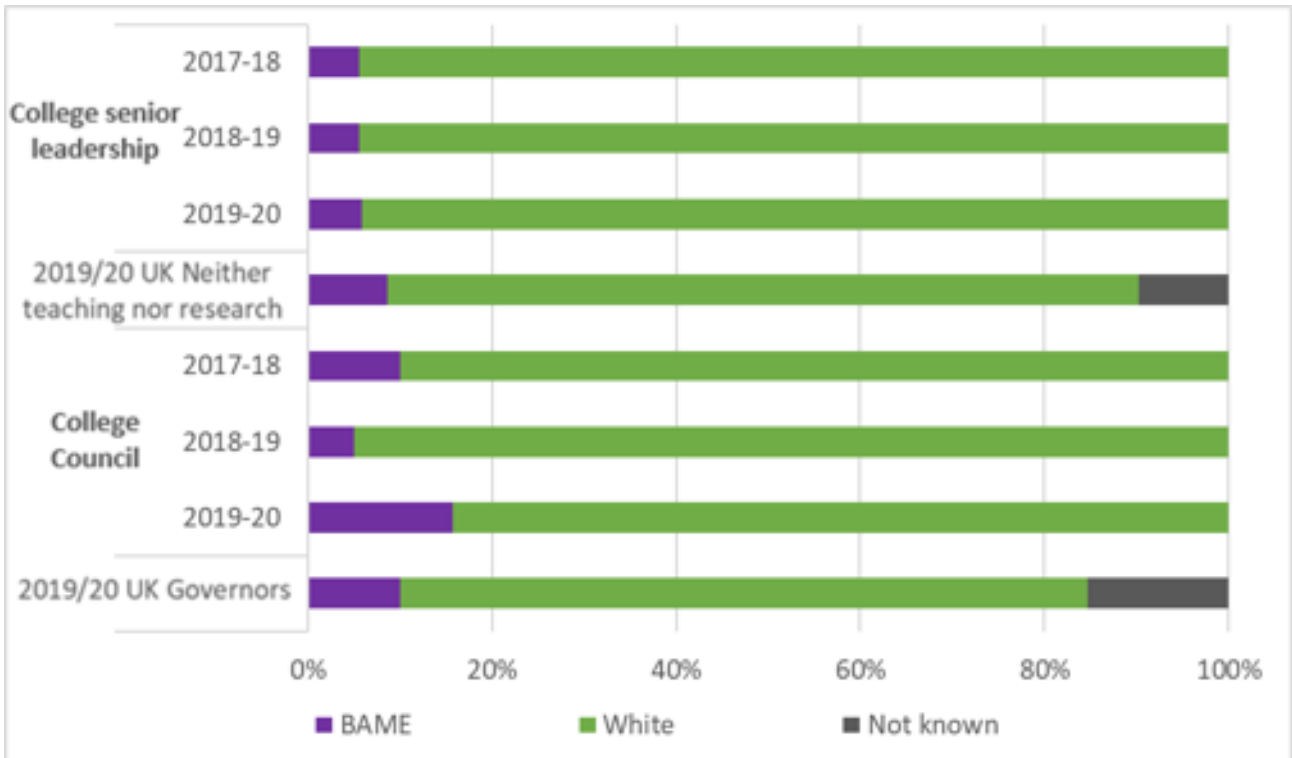
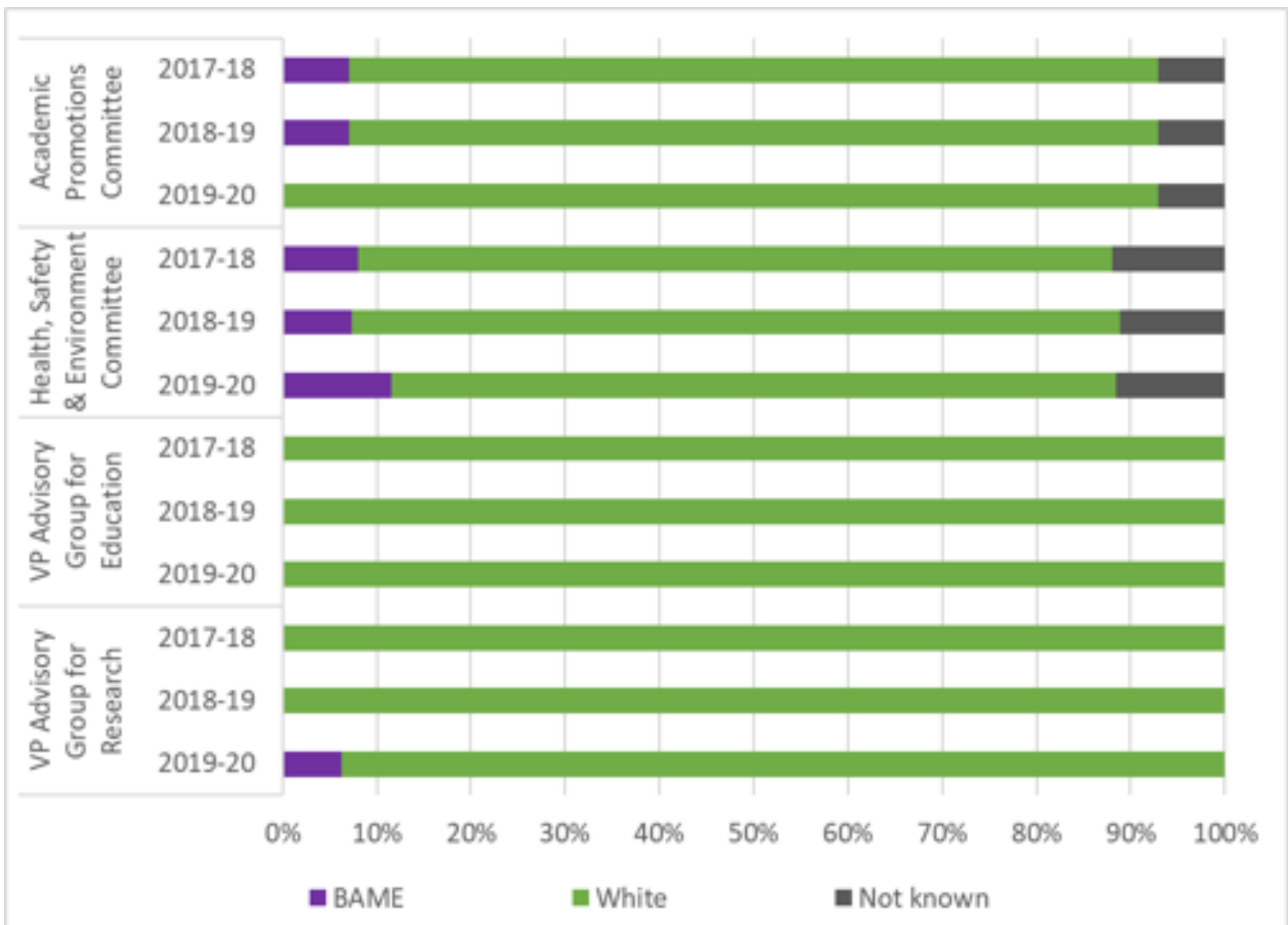


Figure 4.51 Imperial senior committees and groups



Section 4 Staff profile

Figure 4.52 Imperial EDI related committees

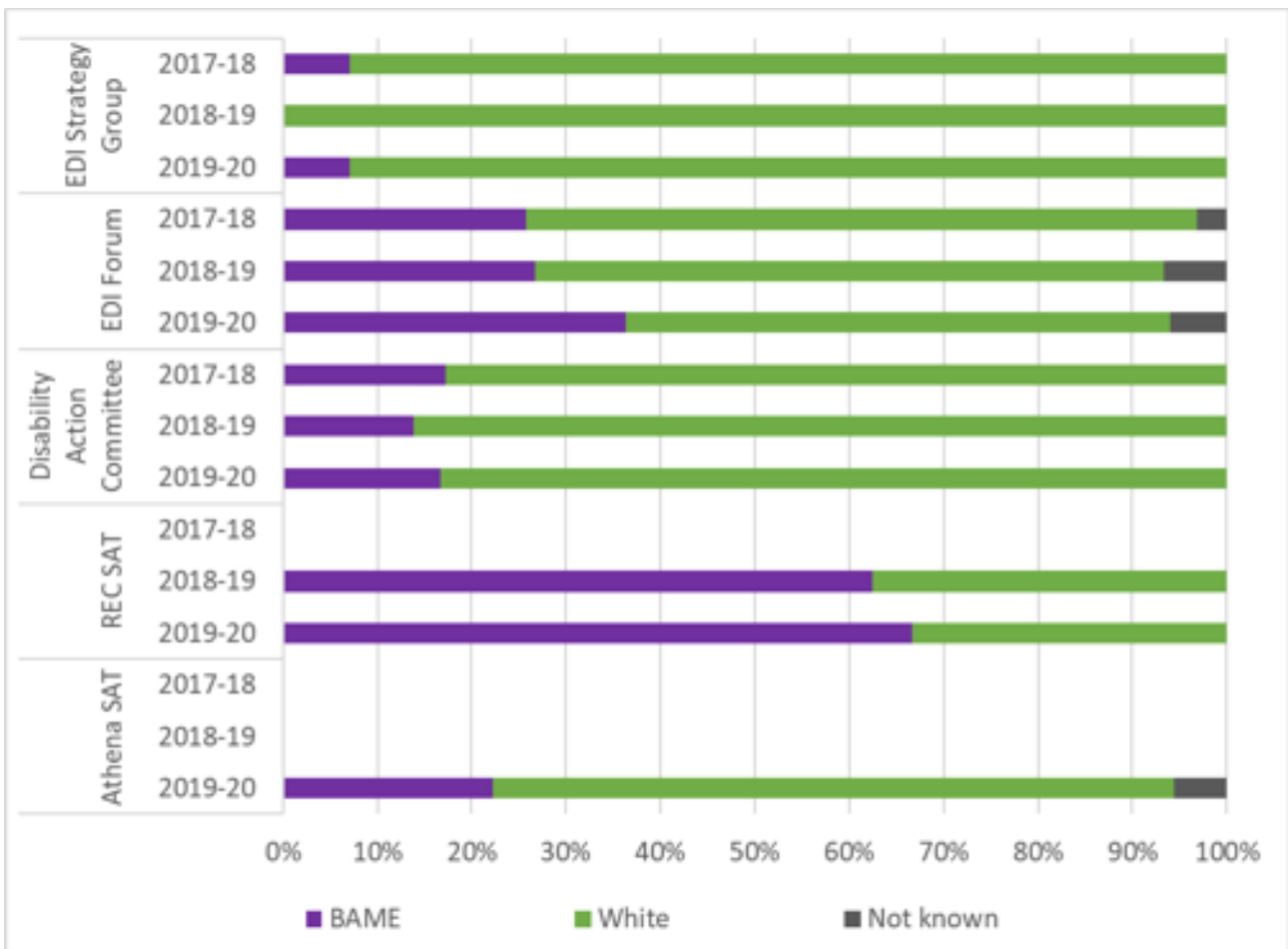
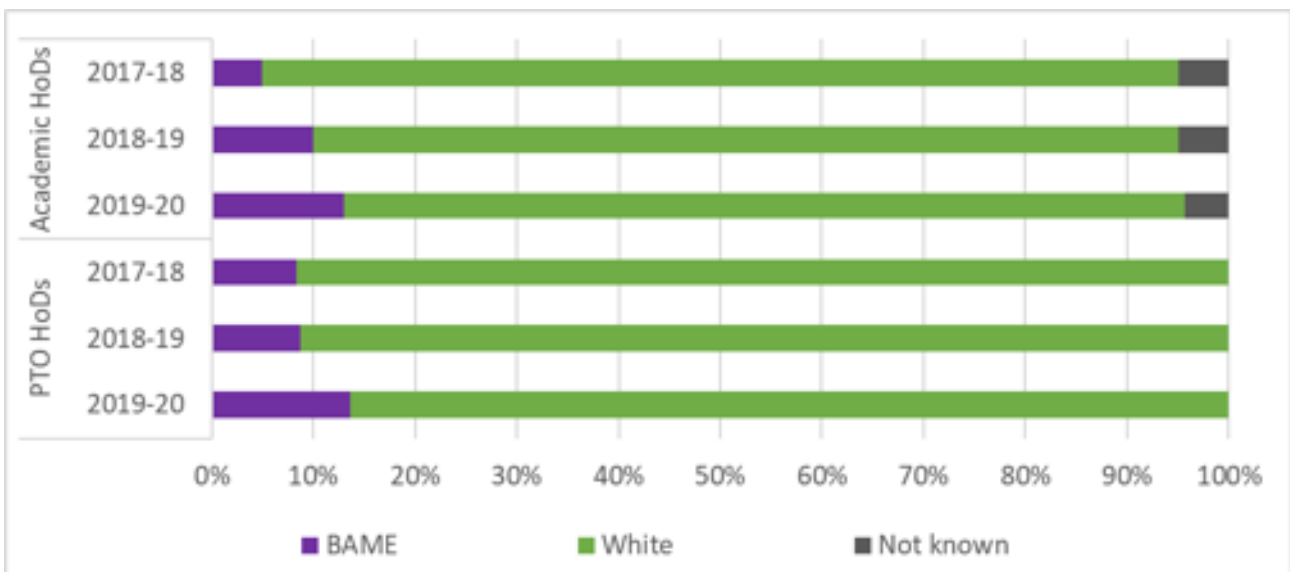


Figure 4.53 Heads of Departments. PTO Heads have been defined as Level 7 staff responsible for large units, reporting directly to College leadership



4e Equal pay

Provide details of equal pay audits conducted over the past three years by ethnicity (by specific ethnic group as far as possible) and actions taken to address any issues identified.

Ethnicity pay gap audit

From 2021, the College has committed to publishing its ethnicity pay gap data (Figure 4.54). Analysis shows the mean and median hourly rate pay gaps between BAME and White staff have reduced steadily over the period 2019-21 and now stand at 17.8% and 8.2% respectively (Figure 4.55).

Figure 4.54 Ethnicity Pay gap for 2020 published on the College website ([updated information online](#))

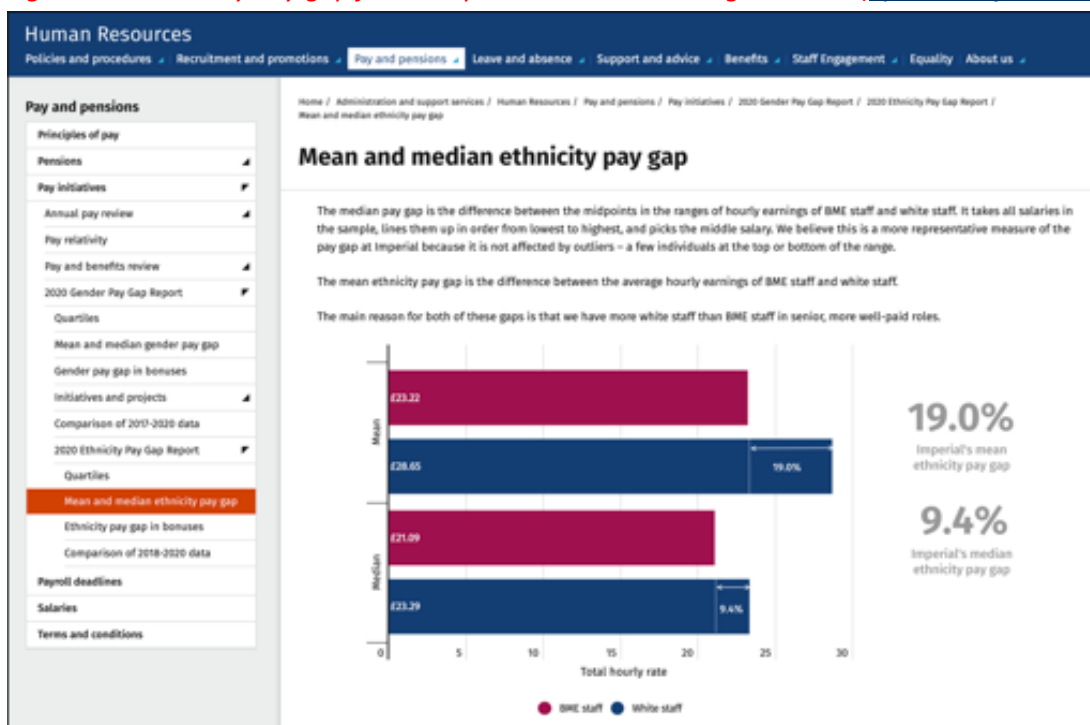
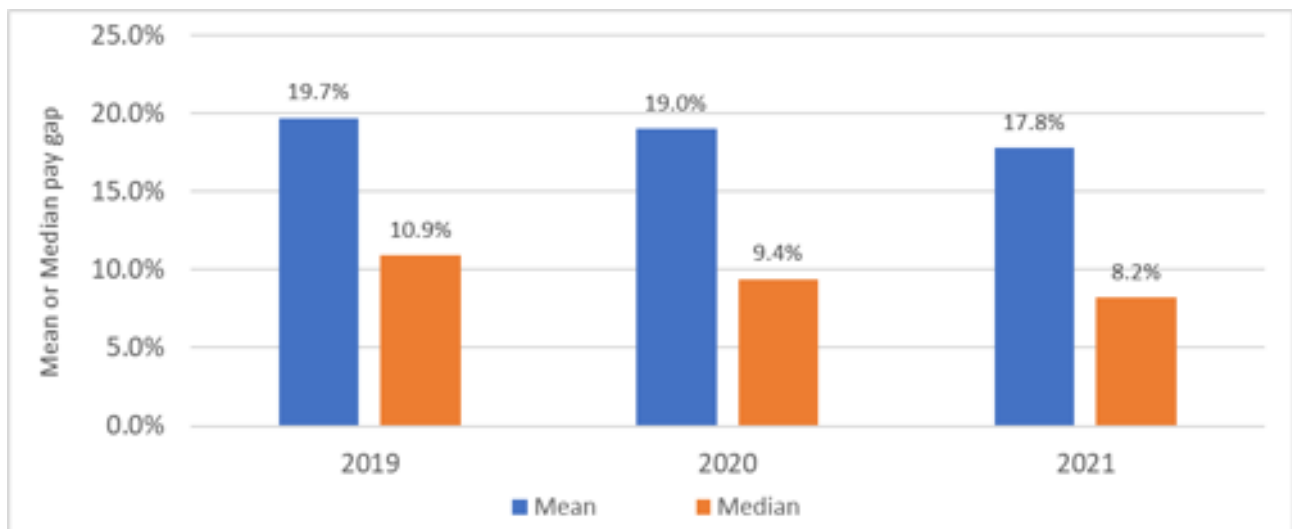


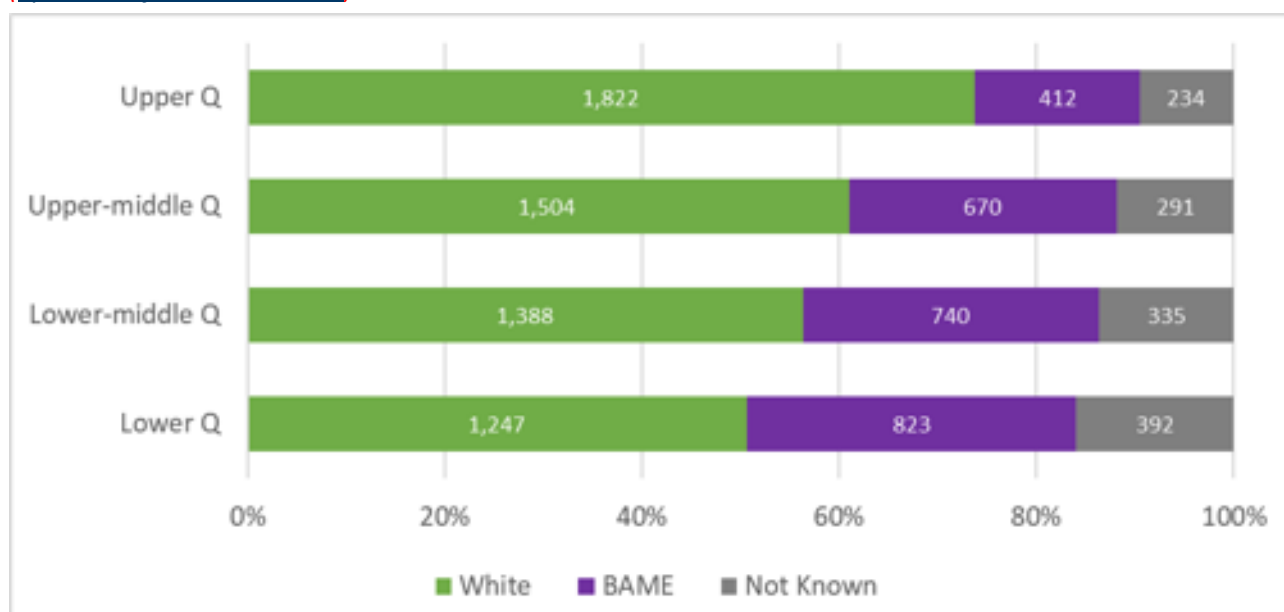
Figure 4.55 Ethnicity Pay Gap for BAME vs White staff



Section 4 Staff profile

Analysis of pay quartiles suggests that the pay gap arises because of the changing demographics (Figure 4.56) and is a symptom of the underlying problems with recruitment and career progression noted earlier; *e.g.* for 2021, BAME representation falls from 33.4% to 16.7% between the lowest and highest pay quartiles. The proportions do not change greatly over time but the narrowing of the pay gap in the past year likely arises from a small drop in the proportion of White staff (74.9 to 73.8%) and a small rise in the proportion of BAME staff (16.2 to 16.7%) in the highest pay quartile. The key to closing our ethnicity pay gap is increasing the number of BAME senior staff.

Figure 4.56 Comparison of the number of White and BAME staff in the different pay quartiles (2021)
([updated information online](#))



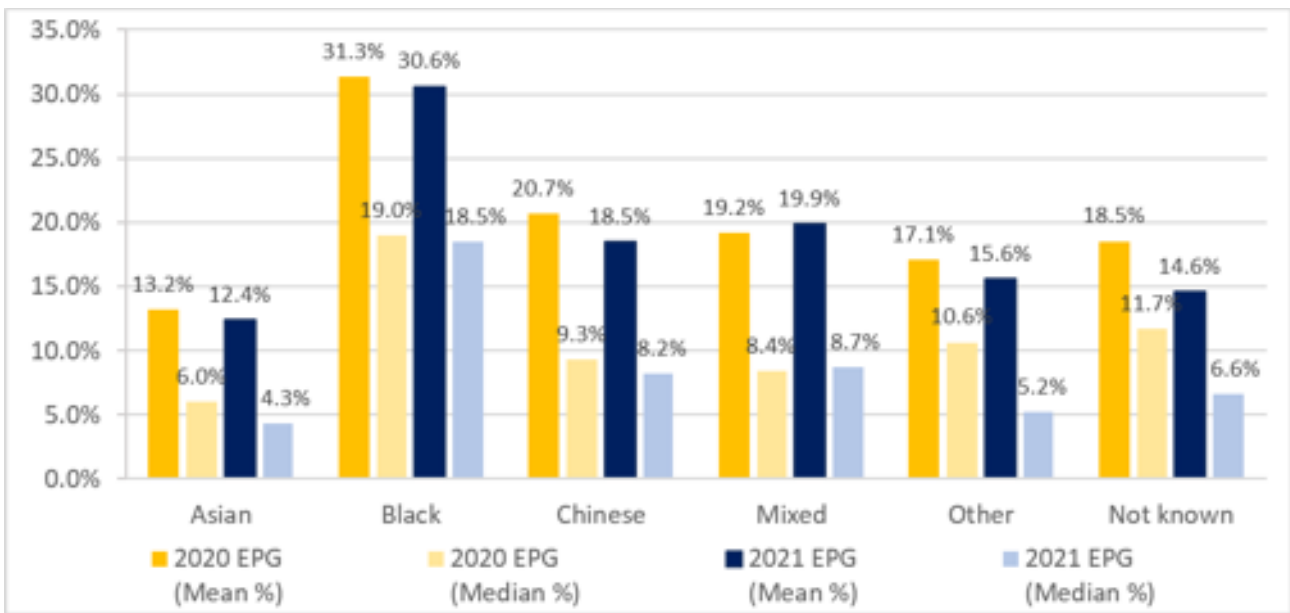
More granular analysis reveals substantial, but variable pay gaps between White staff and members of all other ethnic groups (Table 4.9; Figure 4.57). The greatest gap is observed for Black staff (mean 30.6%; median 18.5%).

Table 4.9 Ethnicity pay gap analysis for Academic and PTO staff (hourly rate)

Ethnicity	2020					2021				
	Count	Average	Median	Difference (Mean)	Difference (Median)	Count	Average	Median	Difference (Mean)	Difference (Median)
Asian	1,035	£24.88	£21.89	£3.77	£1.40	1,076	£26.51	£23.33	£3.75	£1.05
Black	407	£19.67	£18.87	£8.98	£4.42	406	£21.00	£19.87	£9.26	£4.51
Chinese	694	£22.72	£21.12	£5.93	£2.17	639	£24.67	£22.37	£5.59	£2.01
Mixed	341	£23.16	£21.34	£5.49	£1.95	340	£24.24	£22.26	£6.02	£2.12
Other	183	£23.75	£20.81	£4.90	£2.48	184	£25.55	£23.11	£4.71	£1.27
Not known	1,338	£23.34	£20.57	£5.31	£2.72	1,253	£25.85	£22.77	£4.41	£1.61
White	6,099	£28.65	£23.29	£0.00	£0.00	5,959	£30.26	£24.38	£0.00	£0.00

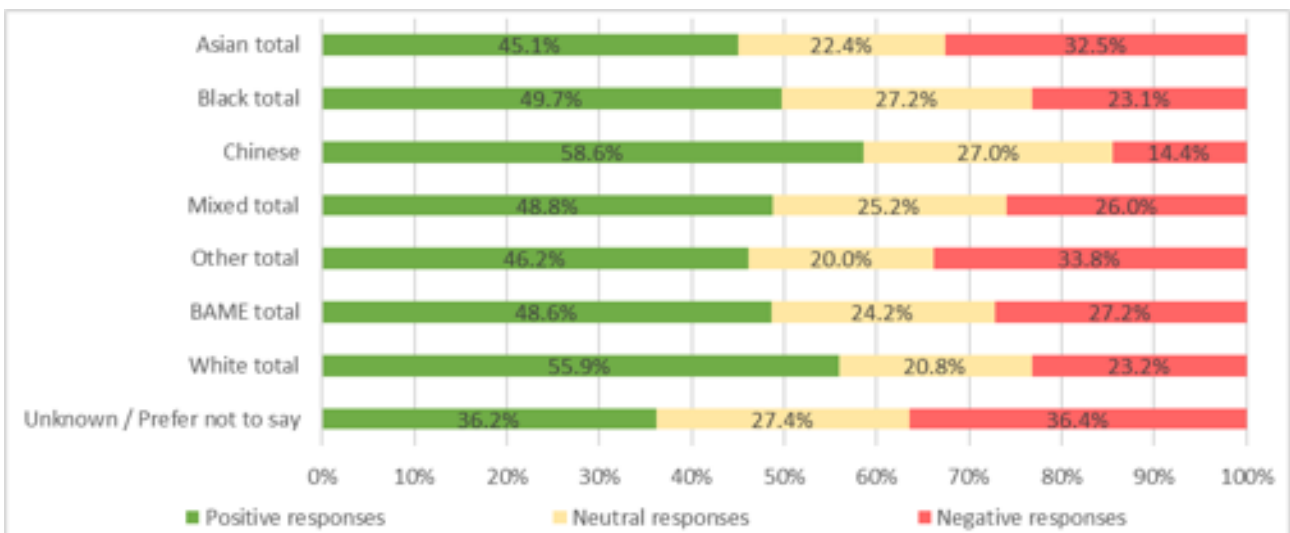
Section 4 Staff profile

Figure 4.57 % mean and median pay gaps compared to White academic and PTO staff



Ethnicity pay gap differences are not reflected as strongly in staff survey results as we might expect. This may reflect the difficulties individuals have understanding the wider institutional picture, and hesitations or discomfort in discussing pay.² Generally, BAME staff are less positive than White Staff, with a couple of exceptions, e.g. Chinese staff (Figure 4.58) and Mixed (Figure 4.59). BAME staff are significantly less likely to agree that pay awards or increases are made fairly (Figure 4.60). Coupled with concerns expressed about lack of support for career progression, these data emphasise the need for action to increase the recruitment and promotion of BAME staff to more senior grades (Sections 5 and 6).

Figure 4.58 2019 College Staff Survey – Q19 ‘Considering my duties and responsibilities, I feel my pay is fair’



² Note: Strictly, these survey data relate to perceptions of equal pay (for individuals) rather than the pay gap (an organisational measure).

Section 4 Staff profile

Figure 4.59 2018 REC Staff Survey - Q27 'I think I am paid the same as my colleagues who do the same job'

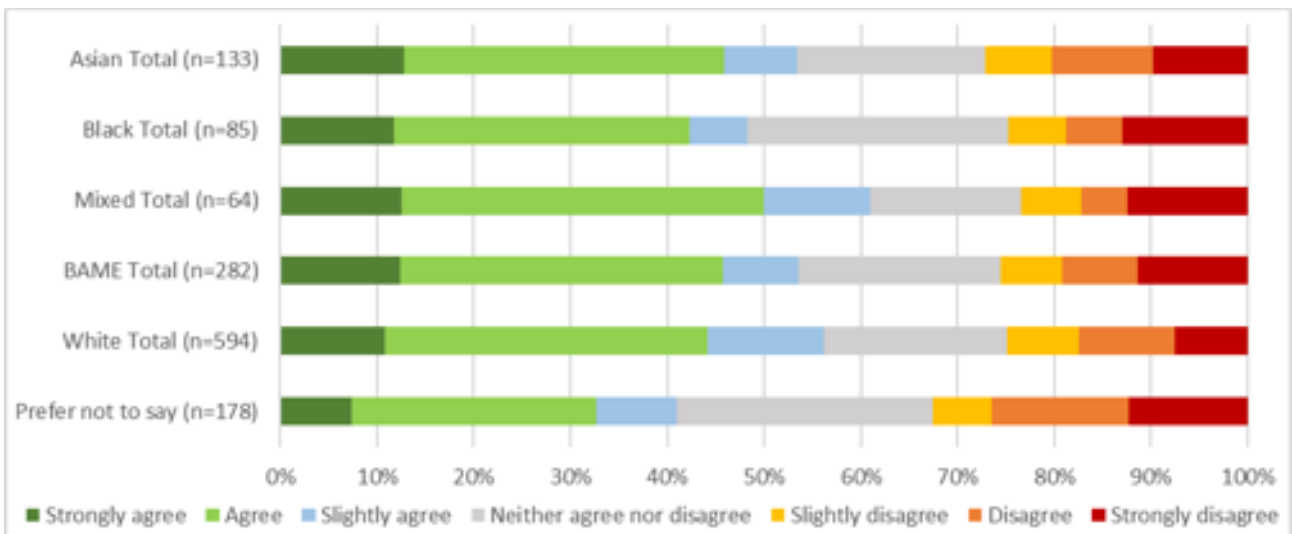
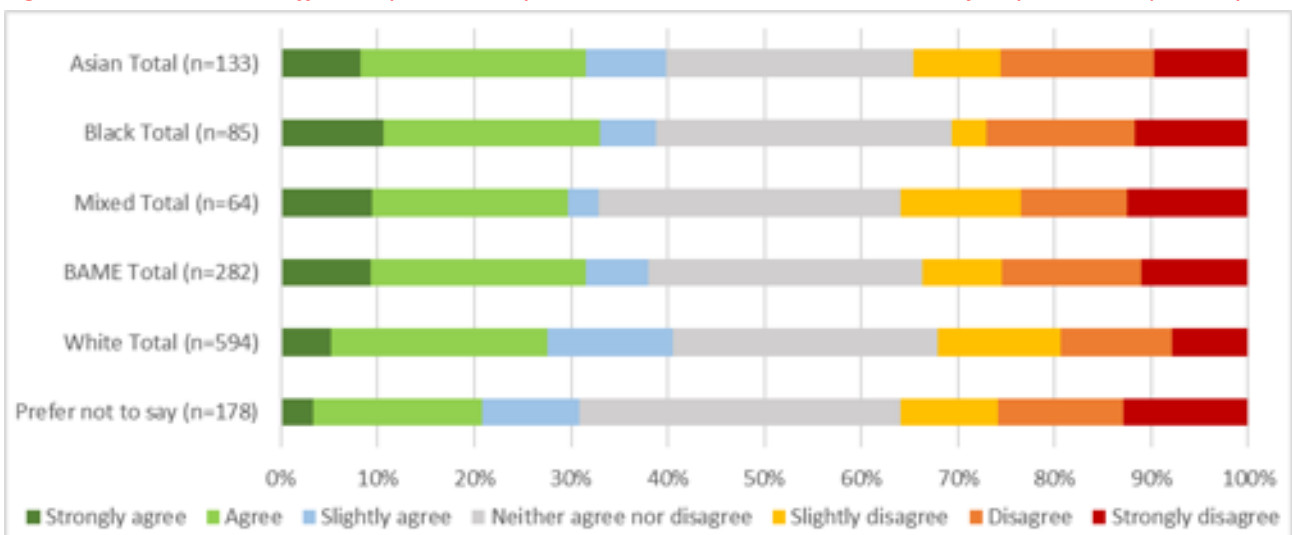


Figure 4.60 2018 REC Staff Survey – Q28 'Pay awards and increases are allocated fairly and transparently'



2019 REC Staff Survey free-text comments

“Pay depends on your manager...”

“It's pot luck if you're a 3A, 3B, 4 or 5 as the job responsibilities are not consistent...”

“There is no transparency when it comes to accelerated incremental progression or one of additional pay in the Professional services. The annual email that gets sent out each year saying that a pay review is going on is far too vague.”

Pay Relativity Exercise

Our annual Pay Relativity Exercise (recently [updated](#)) reviews each member of staff’s salary in line with relevant benchmark information. It aims to ensure parity between similar roles and contribution – taking account of the external pay market – and recognising outstanding contribution. HR are responsible for ensuring consistency and fairness in the process.

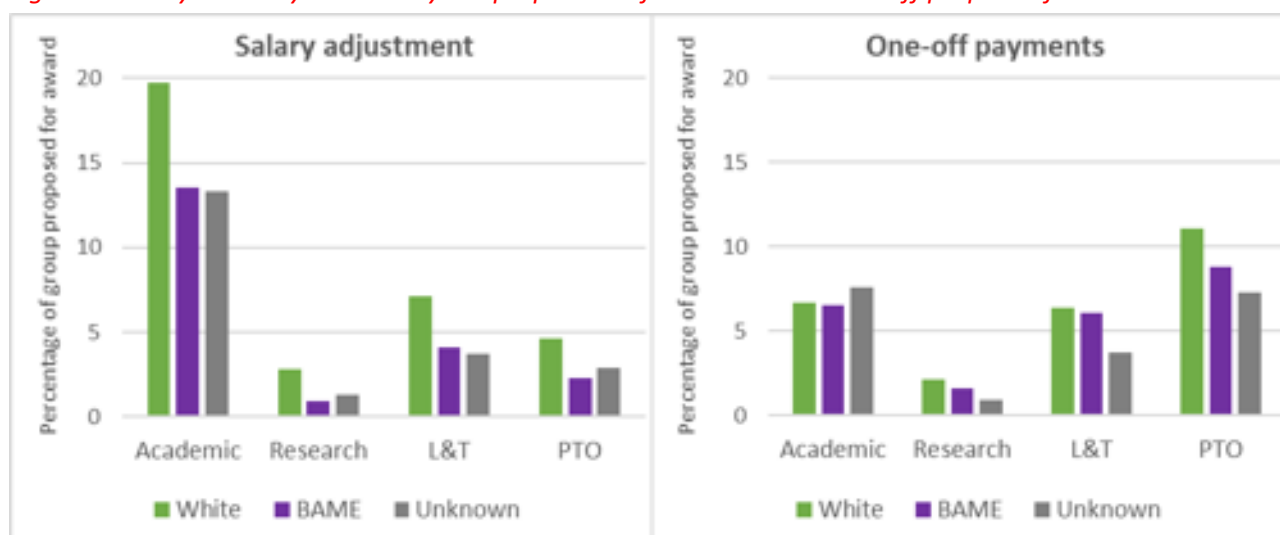
The 2020 criteria for a case for a change in pay are:

- To aid staff retention, based on external benchmark data
- To address equal pay differentials
- To recognise substantial and exceptional achievement (either sustained or one-off) beyond the expectations of excellent performance in the role

Managers are required to review the total pay of all members of staff against the published criteria and benchmarks. Individuals are also encouraged to discuss their cases for an increase with their line manager, who will review the case and, if they support it, forward it to senior management in their area along with other individuals identified for a potential change to pay.

Ultimately, all submissions are reviewed and approved by Provost’s Board. Starting this year, the review includes analysis of the variation in pay relativity awards by ethnicity (Figure 4.61), which revealed that, particularly for salary adjustments, White staff are more likely to benefit. The reasons for this troubling finding require further investigation, but this analysis and the ethnicity pay gap data now have the full attention of Provost’s Board and will feed into action planning and priority setting by Deans (currently in progress) so that we can continue to put downward pressure on the pay gap and any pay inequalities.

Figure 4.61 Pay relativity 2020 analysis - proportion of White and BAME staff proposed for awards



Action 1.1 Publish an annual Ethnicity Pay Gap report and action plan.

5. Academic staff: recruitment, progression and development

Where possible for sections 5 please provide the data for each academic faculty. Please also provide a brief overview statement from the head of each faculty, setting out their reaction to the data and priorities for action.

5a Academic recruitment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:

- = applying for academic posts
- = being shortlisted/invited to interview for academic posts
- = being offered academic posts

Where possible, please provide the data for each academic faculty.

Please provide information on the institution's recruitment processes.

- = How are minority ethnic individuals, where underrepresented, encouraged to apply and accept offers?
- = What is done to try to identify and address biases within the processes?

Data notes

Imperial implemented a new e-recruitment system, TalentLink, in October 2017. Data is presented in calendar years (2017 covers October-December).

While applicants are asked their nationality in TalentLink, these data were not originally included in our standard EDI data report. Coupled with the GDPR-compliant one-year retention of applicants' data, this means we cannot provide a UK/non-UK breakdown prior to 2020. Nationality is now included in our standard EDI data report.

As with our staff data (Section 4), we lack ethnicity for a minority of applicants (~6-8%) and those hired or offered positions (~3-5%). We do not have nationality for ~2% of applicants.

Action 1.16 Increase the declaration rate for staff and staff ethnicity by building confidence in data-gathering processes.

Key findings

Across all job families, all Faculties, and both Non-UK and UK applicants, there is a clear and alarming trend with the proportion of BAME applicants falling from application to shortlisting, and then slightly further to hired or offered.

As well as further investigation, we must examine and improve our shortlisting and appointment processes, reducing bias. We believe that College policy and practice is not consistently implemented at a local level, with recruitment devolved to departments. REC SAT discussion also suggests anecdotal evidence that visa requirements are an additional barrier for non-UK applicants.

Further, we noted that across Academic, Research and L&T Staff recruitment, the proportion of BAME applicants offered or hired is higher than our current staff BAME proportions (Section 4). This suggests that recruitment is helping to change our staff demographics positively, though given the higher BAME percentage of applicants, there is clearly more potential to accelerate this change by addressing bias and the shortlisting gap.

Action 2.3 Increase the ethnic diversity of appointment panels (especially for senior academic and PTO roles).

Action 2.4 All panel members to have completed 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).

Action 2.5 Develop and implement a proactively inclusive 'Know your Pool' recruitment process.

Action 2.6 Investigate why more BAME applicants are not progressing to shortlisting and being offered positions.

Action 2.10 Pilot anonymised shortlisting processes for academic and PTO appointments.

Academic Staff

Over the whole period (Figure 5.1) 42% BAME applicants falls to 23% shortlisted, and 21% for hired or offered (above our current Academic Staff population, 13% BAME in 2019). This trend is clear for both UK and Non-UK applicants (Figure 5.2).

The proportions of under-represented ethnicities (except Mixed) decrease from application to shortlisting. Critically none of the small number of Black applicants in the three years were shortlisted. This is the key barrier to addressing our under-representation of Black Academic Staff.

Action 2.2 Boost recruitment of under-represented academic staff by: funding 4 appointments and creating a visiting professor programme.

Figure 5.1 Academic Staff recruitment (data totalled for the whole time period)

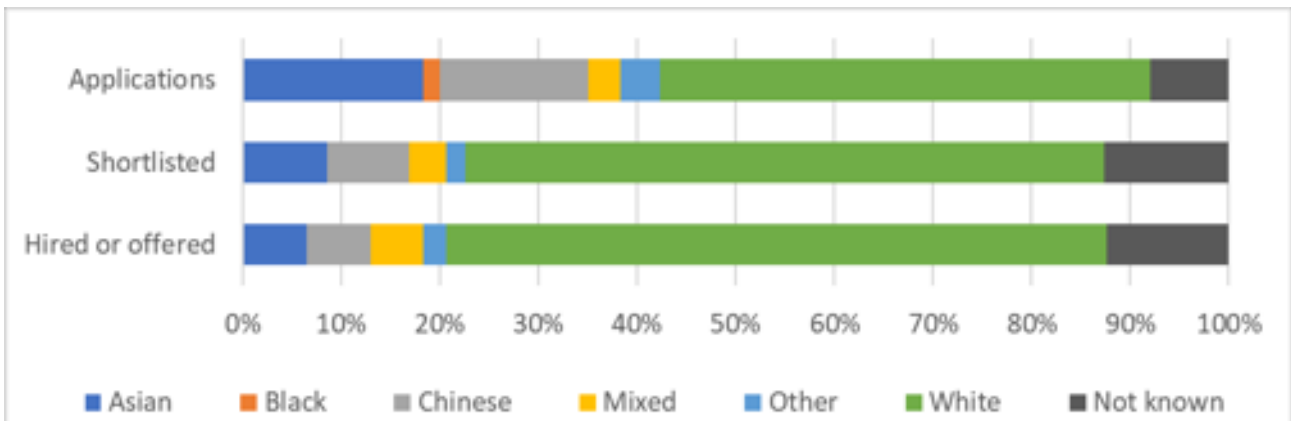
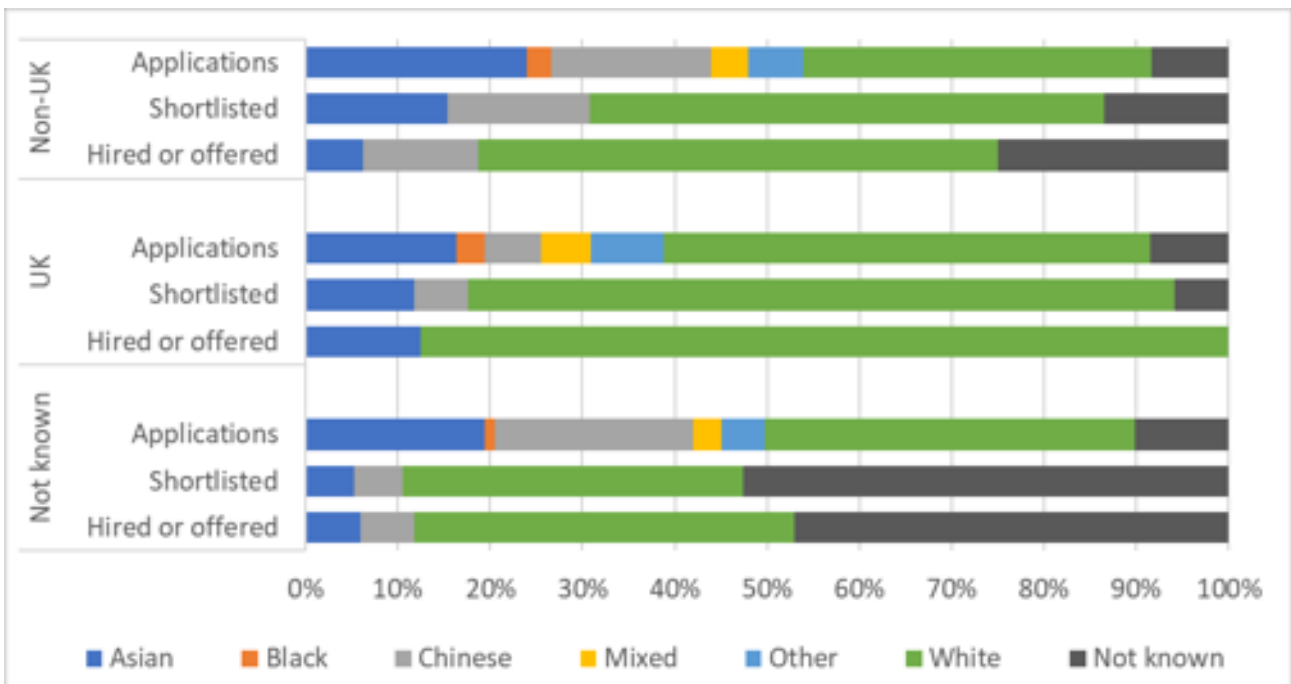


Figure 5.2 Academic Staff recruitment in 2020 comparing Non-UK and UK applicants



Section 5 Academic staff: recruitment, progression and development

Figure 5.3 Academic Staff recruitment - number of applications

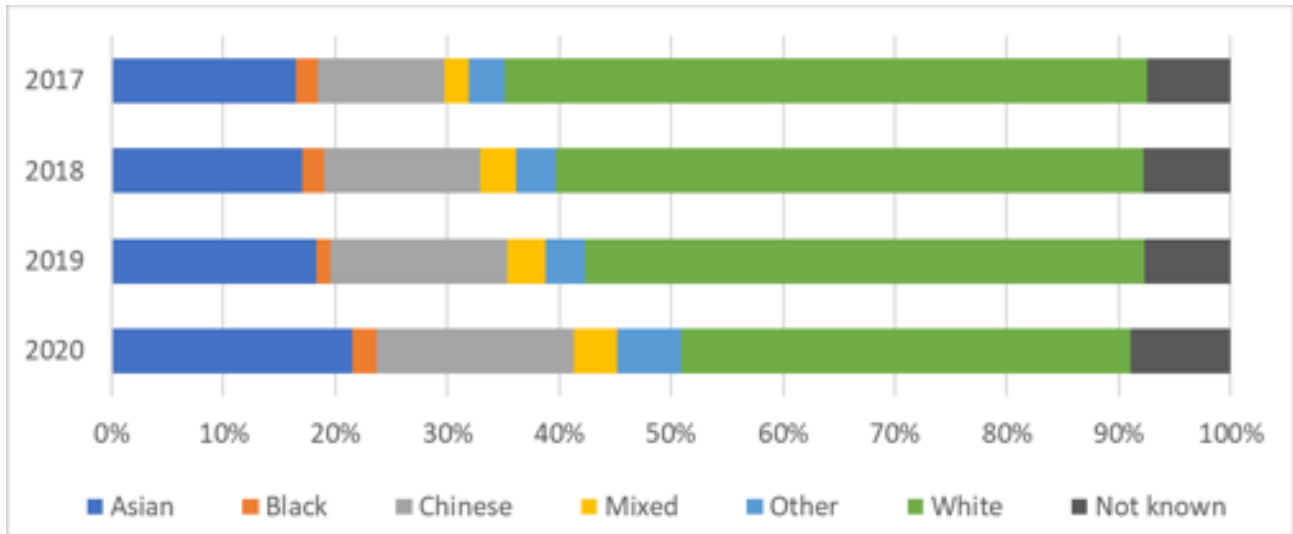


Figure 5.4 Academic Staff recruitment - number of shortlisted applications

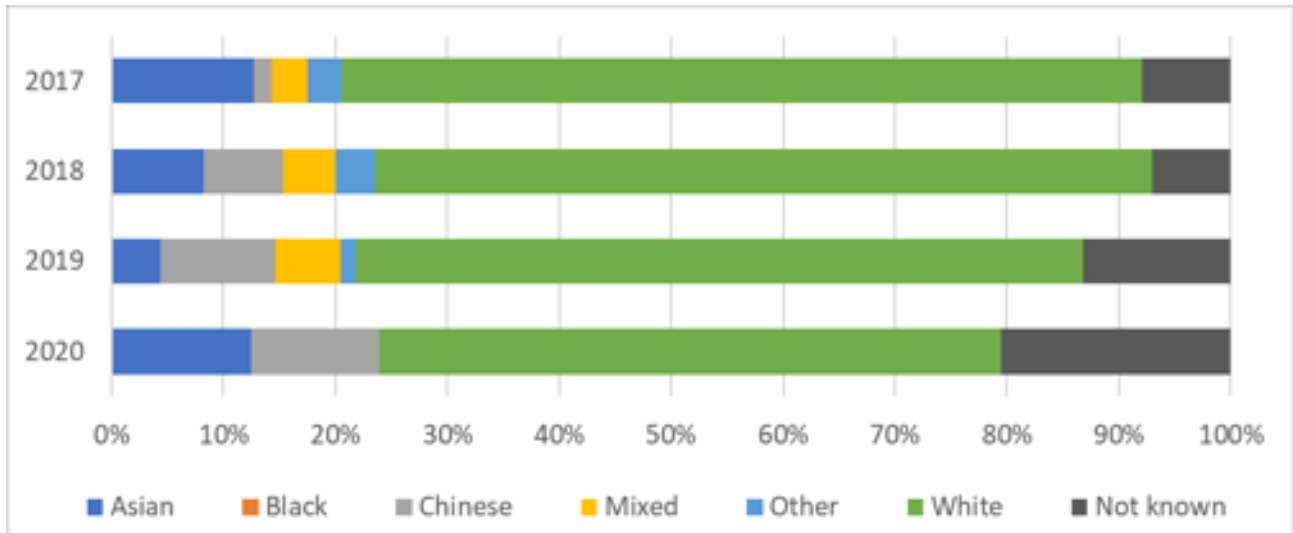
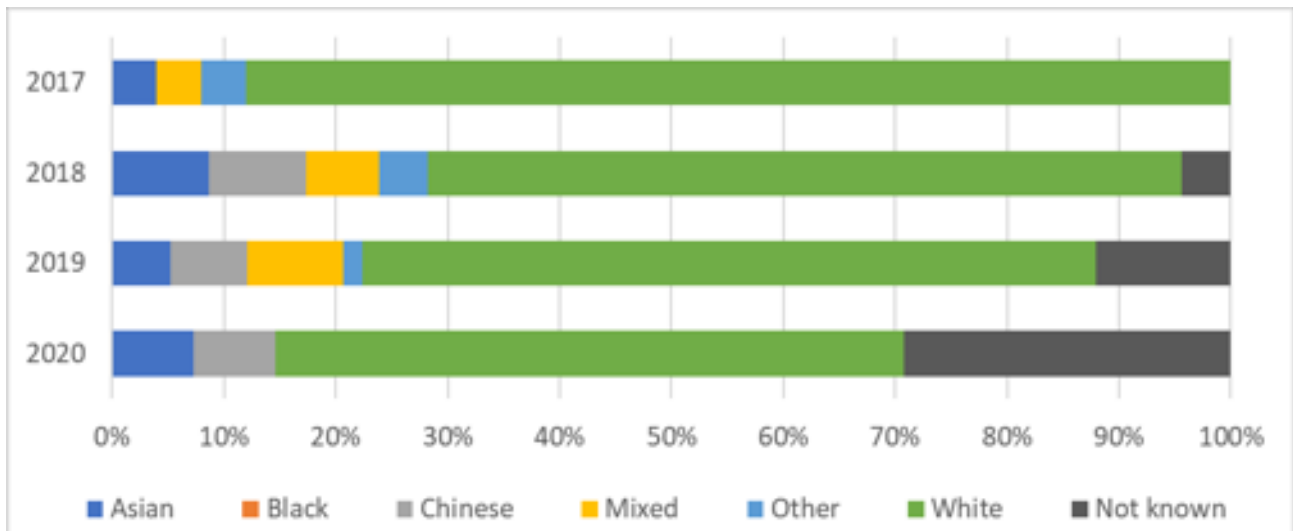


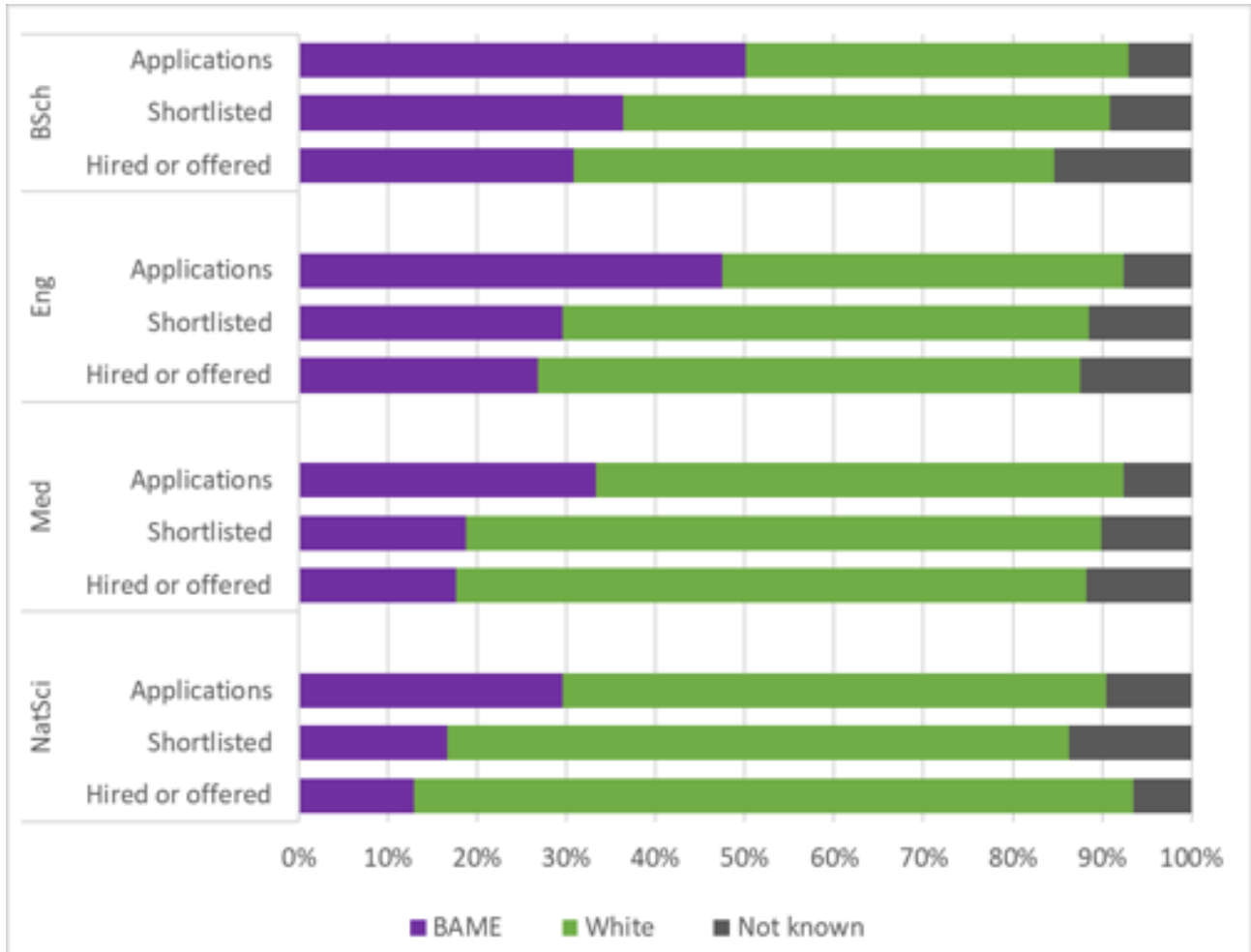
Figure 5.5 Academic Staff recruitment - number of applications hired or offered



Section 5 Academic staff: recruitment, progression and development

Figure 5.6 confirms that across all Faculties shortlisting is the critical step where we are failing BAME applicants.

Figure 5.6 Academic Staff recruitment - by Faculty (data totalled for the whole time period)



Research Staff

Over the whole period (Figure 5.7), 61% BAME applicants decreases to 45% shortlisted and 41% hired or offered (above our current Research Staff population, 31% BAME in 2019). The trend is clear for both UK and non-UK applicants (Figure 5.8).

Research Staff recruitment is generally the responsibility of a PI, and we believe there are wide inconsistencies on how College recruitment policy is implemented.

- Action 2.4** 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).
- Action 2.5** Develop and implement a proactively inclusive ‘Know your Pool’ recruitment process.
- Action 2.6** Investigate why more BAME applicants are not progressing to shortlisting and being offered positions.

Figure 5.7 Research Staff recruitment (data totalled for the whole time period)

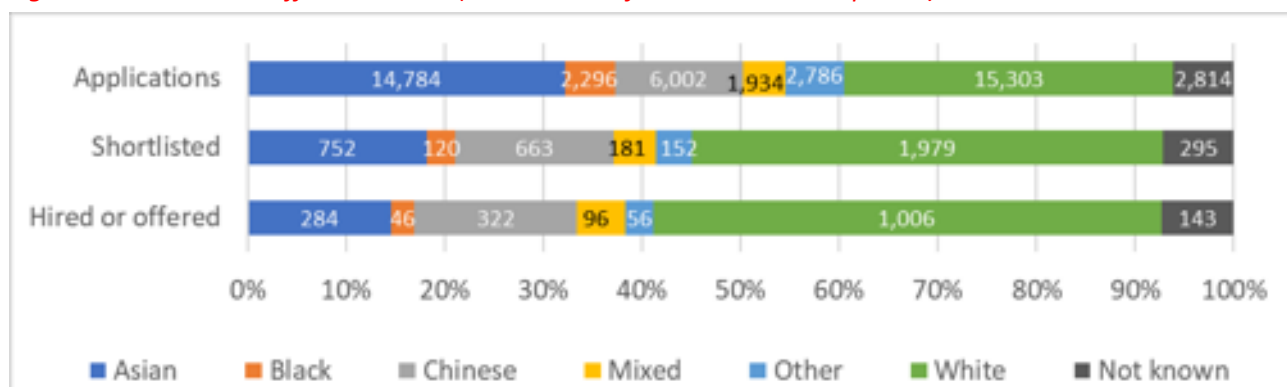
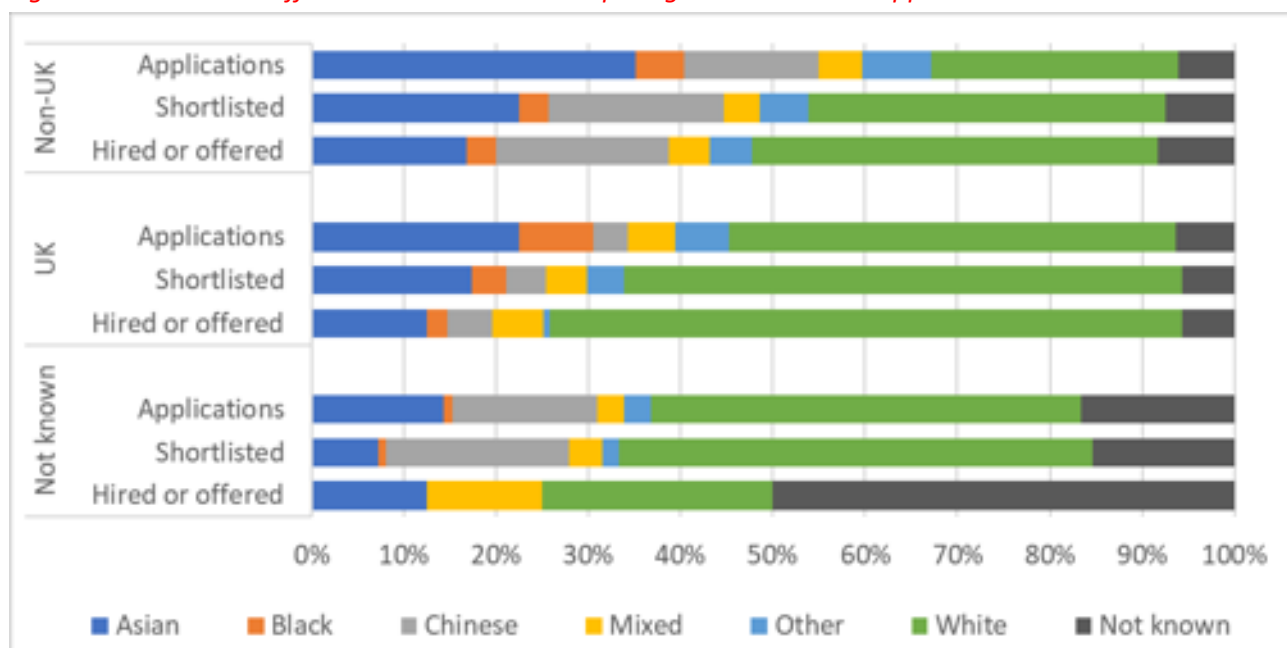


Figure 5.8 Research Staff recruitment in 2020 comparing Non-UK and UK applicants



Section 5 Academic staff: recruitment, progression and development

Figure 5.9 Research Staff recruitment - number of applications

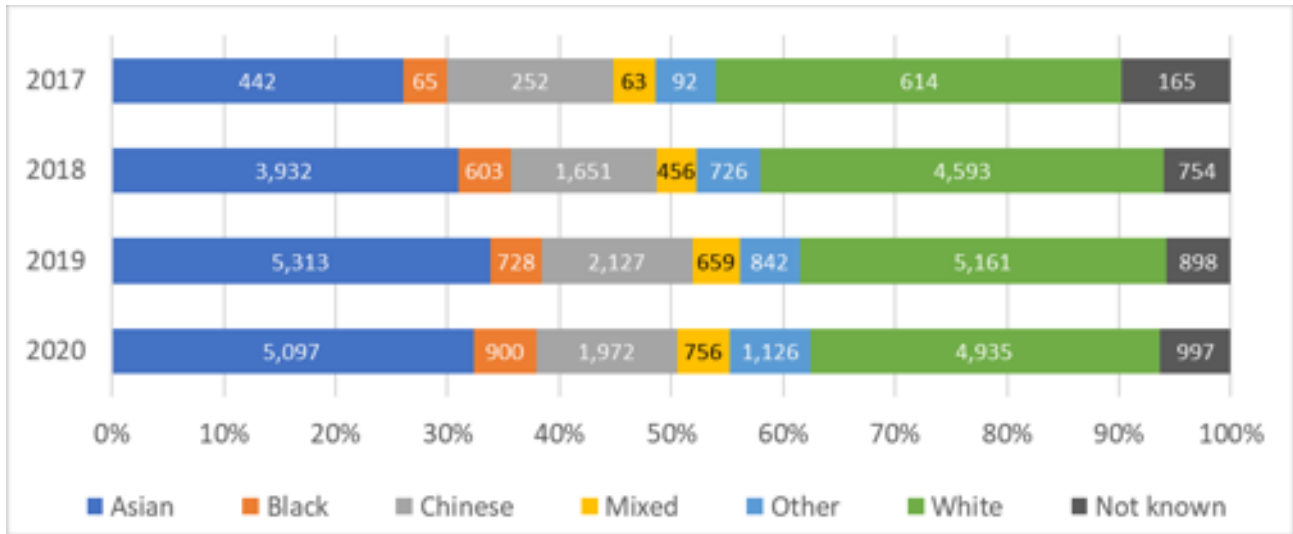


Figure 5.10 Research Staff recruitment - number of shortlisted applications

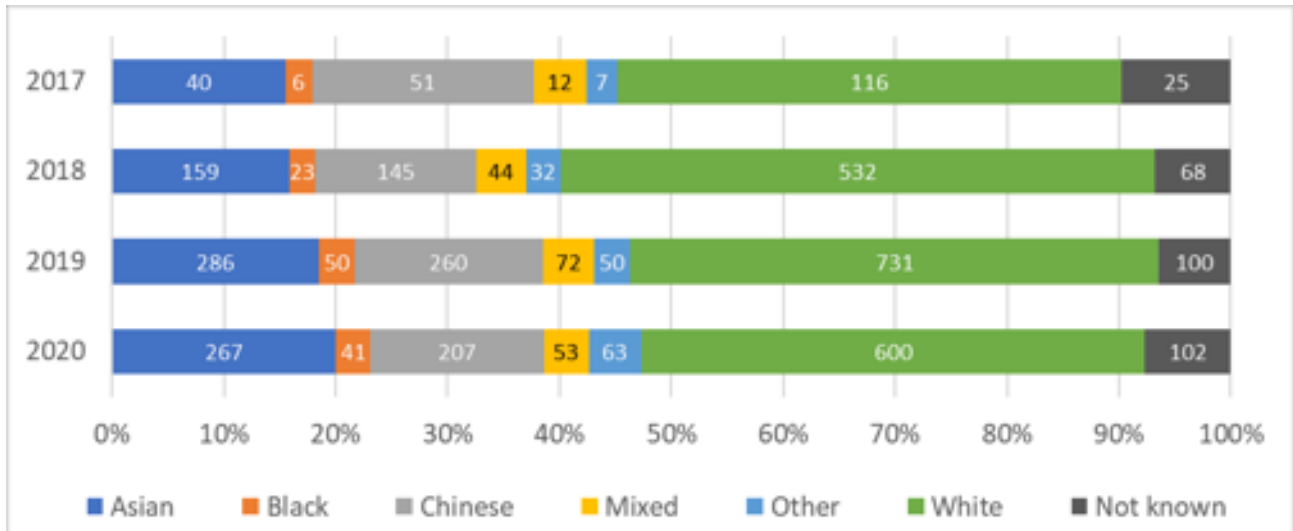
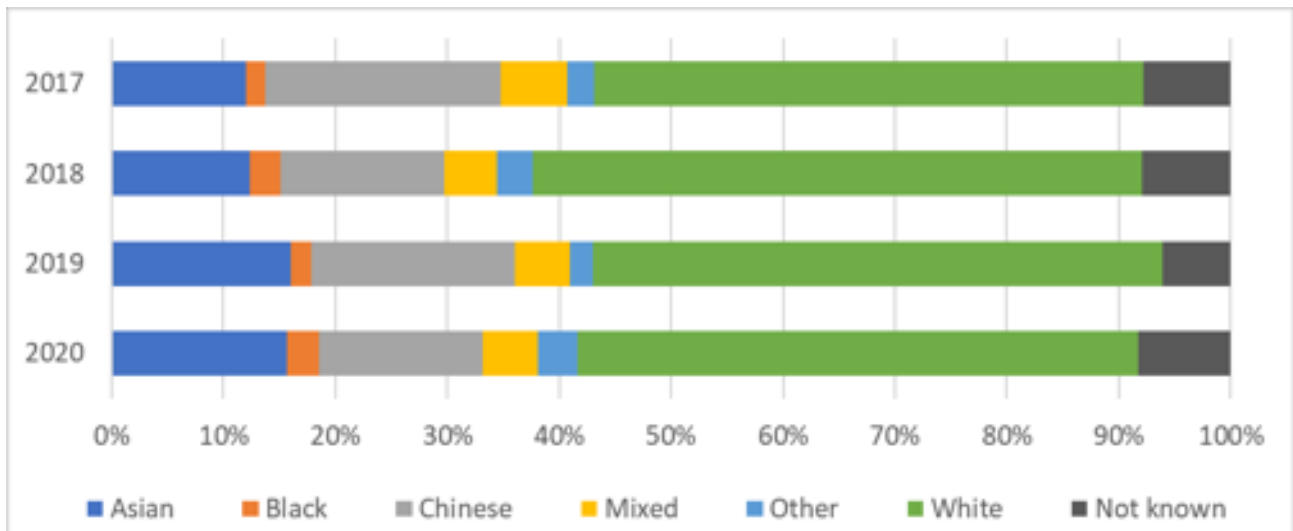


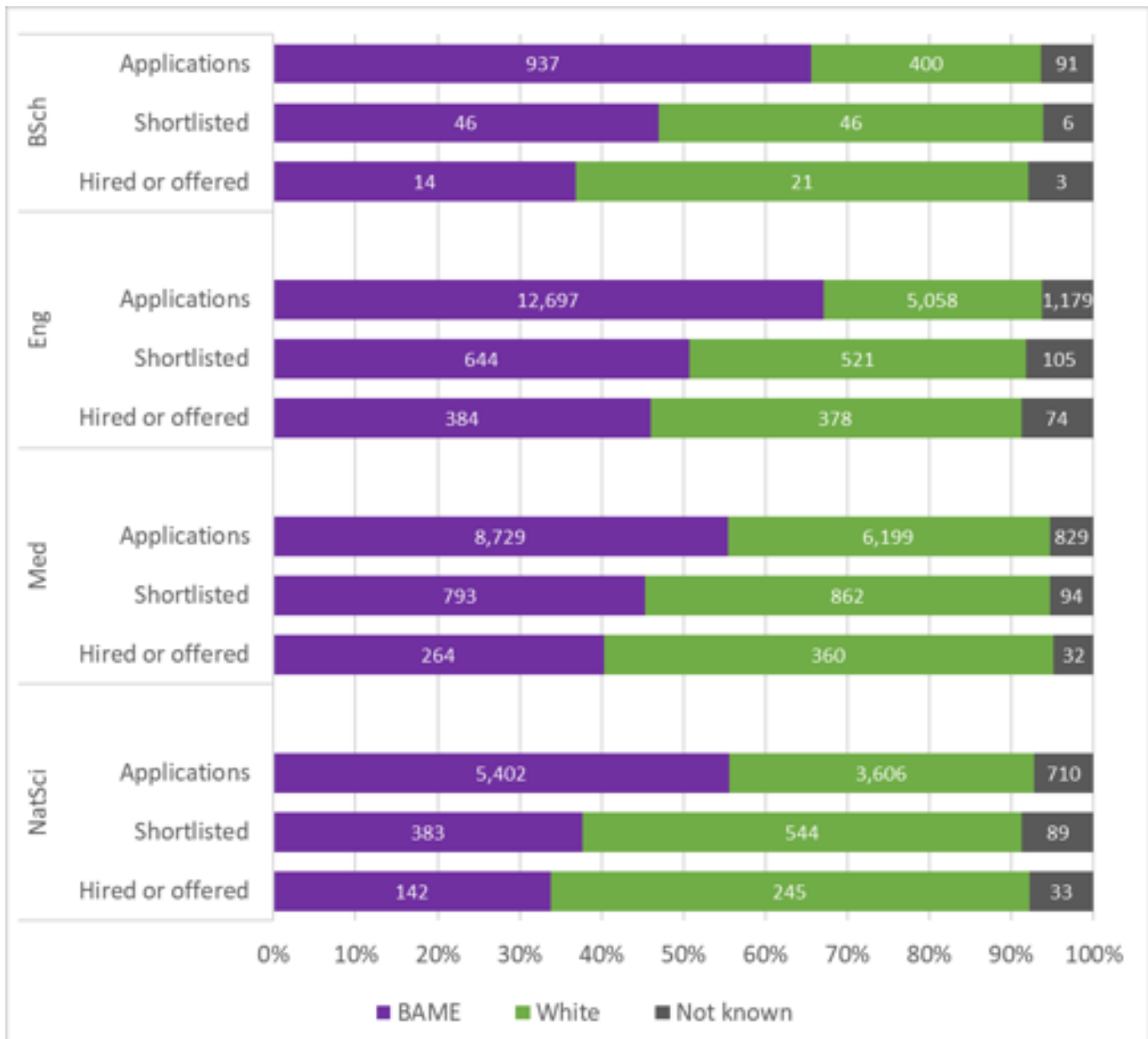
Figure 5.11 Research Staff recruitment - number of applications hired or offered



Section 5 Academic staff: recruitment, progression and development

Faculty data (Figure 5.12) reflect our key findings and the need for action across Imperial.

Figure 5.12 Research Staff recruitment - by Faculty (data totalled for the whole time period)



Section 5 Academic staff: recruitment, progression and development

L&T Staff

Over the whole time period (Figure 5.13), 45% BAME applicants falls to 29% shortlisted and 32% hired or offered (above our current L&T Staff population, 21% BAME in 2019). The shortlisting issue mostly affects Non-UK applications, though is still present in UK data (Figure 5.14). Actions referenced above include this staff group.

Figure 5.13 L&T Staff recruitment (data totalled for the whole time period)

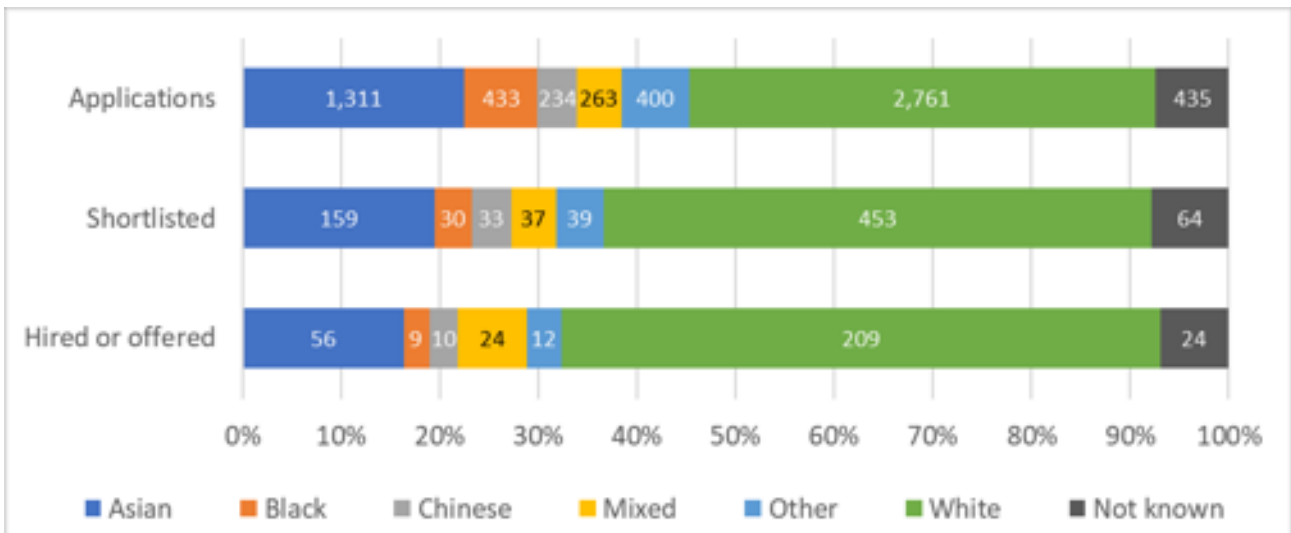
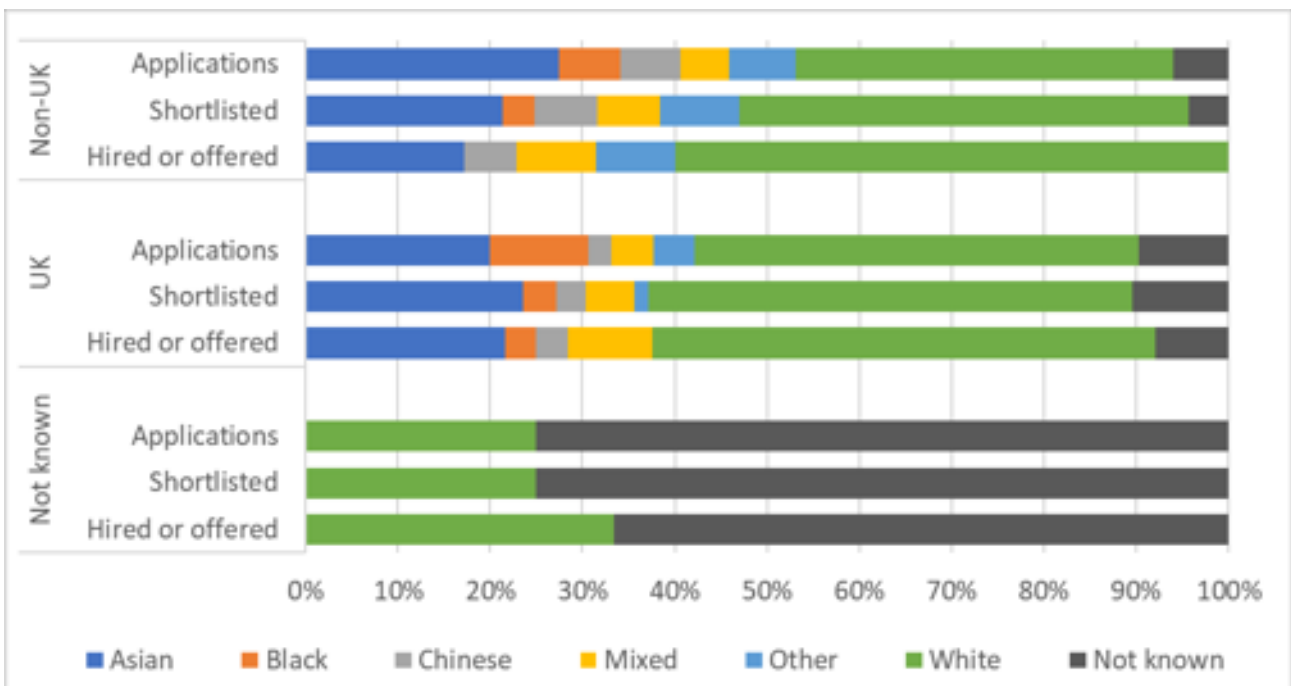


Figure 5.14 L&T Staff recruitment in 2020 comparing Non-UK and UK applicants



Section 5 Academic staff: recruitment, progression and development

Figure 5.15 L&T Staff recruitment - number of applications

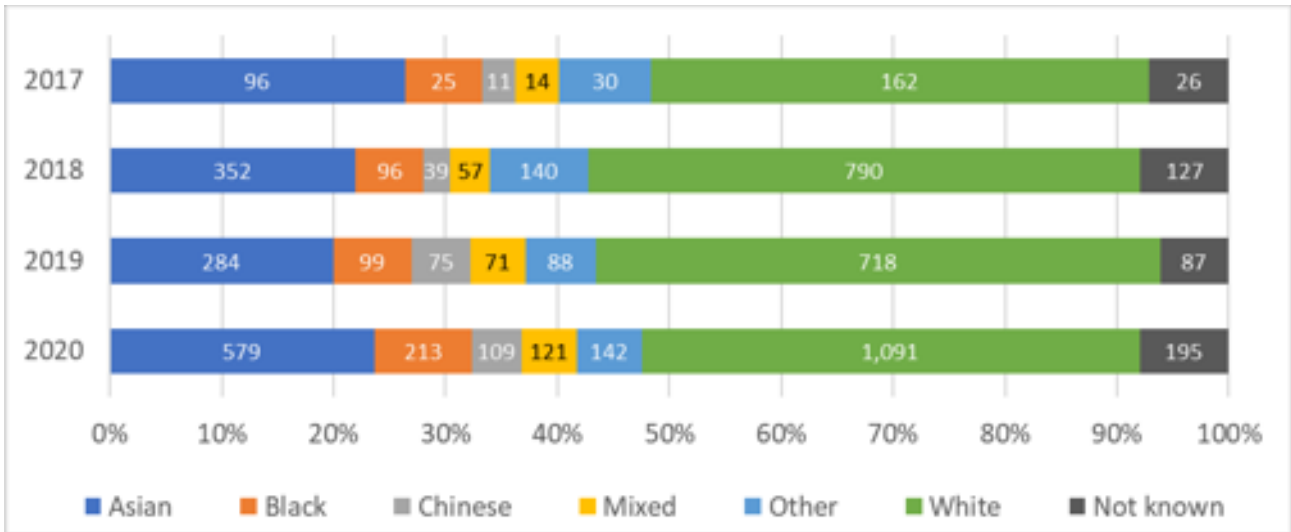


Figure 5.16 L&T Staff recruitment - number of shortlisted applications

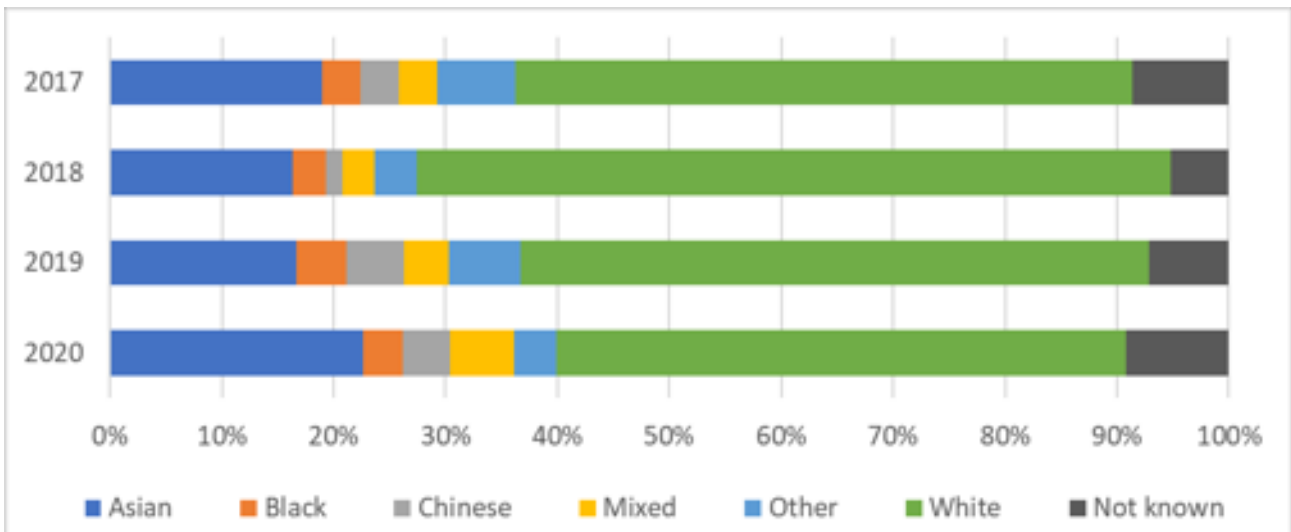
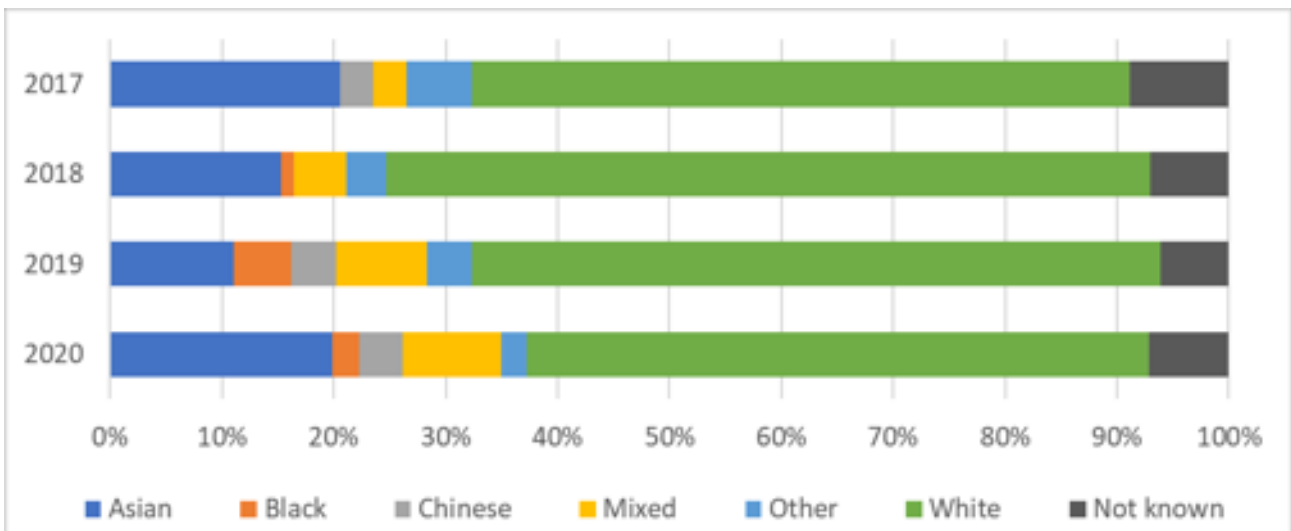


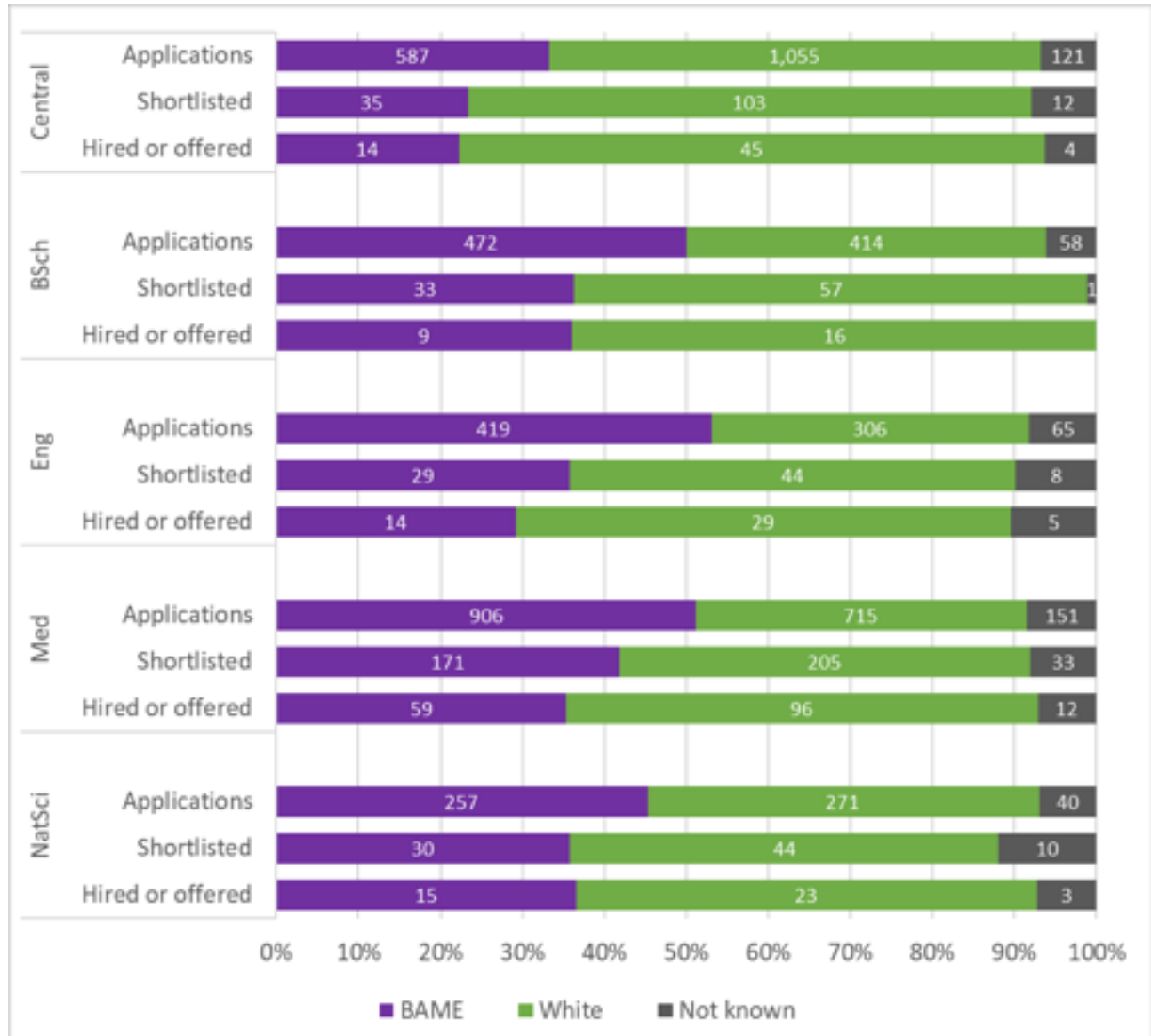
Figure 5.17 L&T Staff recruitment - number of applications hired or offered



Section 5 Academic staff: recruitment, progression and development

Figure 5.18 confirms shortlisting is the critical barrier to BAME applicants across all Faculties.

Figure 5.18 L&T Staff recruitment - by Faculty (data totalled for the whole time period)



Policy and practice

EDI considerations are embedded in our recruitment policy:

- All adverts include as standard: “Imperial is committed to equality of opportunity, to eliminating discrimination and to creating an inclusive working environment. We are an Athena SWAN Silver award winner, a Stonewall Diversity Champion, a Disability Confident Employer and work in partnership with GIREs to promote respect for trans people.”
- Panel members should be as diverse as possible.
- Panel members are expected to complete our recruitment and selection training (one member must have done so) and are also recommended to attend our unconscious bias training.
- For Academic Staff recruitment, a College Consul is always on the panel, partly to ensure fairness and challenge bias. (Seven Professors are elected for these 0.5FTE, three-year roles, acting as conduits for academic opinion, complementing management structures, but not working for senior management.)
- Established by our Athena Action Plan, our ‘Know Your Pool’ policy for academic recruitment means Departments should proactively seek out and encourage applications from the potential pool.

However, implementation is devolved to departments, as recruitment takes place locally. This increases the risk of inconsistencies and makes it more difficult to monitor compliance, e.g. we are unable to report how many panel members have completed recruitment and selection training (though 263 have people have attended in the last three years). It is clear from recruitment data that institutional racism is putting barriers in place for BAME applicants, and that shortlisting must be a priority for action.

In this context, it is unsurprising that BAME staff, and in particular Black respondents, have less confidence in recruitment policy and practice than White staff (Figure 5.19; Figure 5.20). These two survey questions also had sizable neutral responses, which may reflect lack of direct experience/involvement with recruitment or the inconsistencies of how policy is enacted. We will take action and build trust with all staff that recruitment is fair and transparent.

Action 2.3 Increase the ethnic diversity of appointment panels (especially for senior academic and PTO roles).

Action 2.4 All panel members to have completed 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).

Action 2.5 Develop and implement a proactively inclusive ‘Know your Pool’ recruitment process.

Section 5 Academic staff: recruitment, progression and development

Some work is already underway:

- In October 2020 the AP(EDI) created an academic recruitment toolkit, including case studies, to help departments assess and improve their local practice.
- In December 2019 Imperial became one of the first UK universities to implement Textio, an augmented writing tool to help write better quality adverts and tackle bias in language.
- In December 2020 we partnered with Black British Professionals in STEM, including access to their job board, which the HR Recruitment Hub promotes to departments.

Figure 5.19 2018 REC Staff Survey, Q12 'From what I have seen, the College undertakes recruitment and selection fairly and transparently'

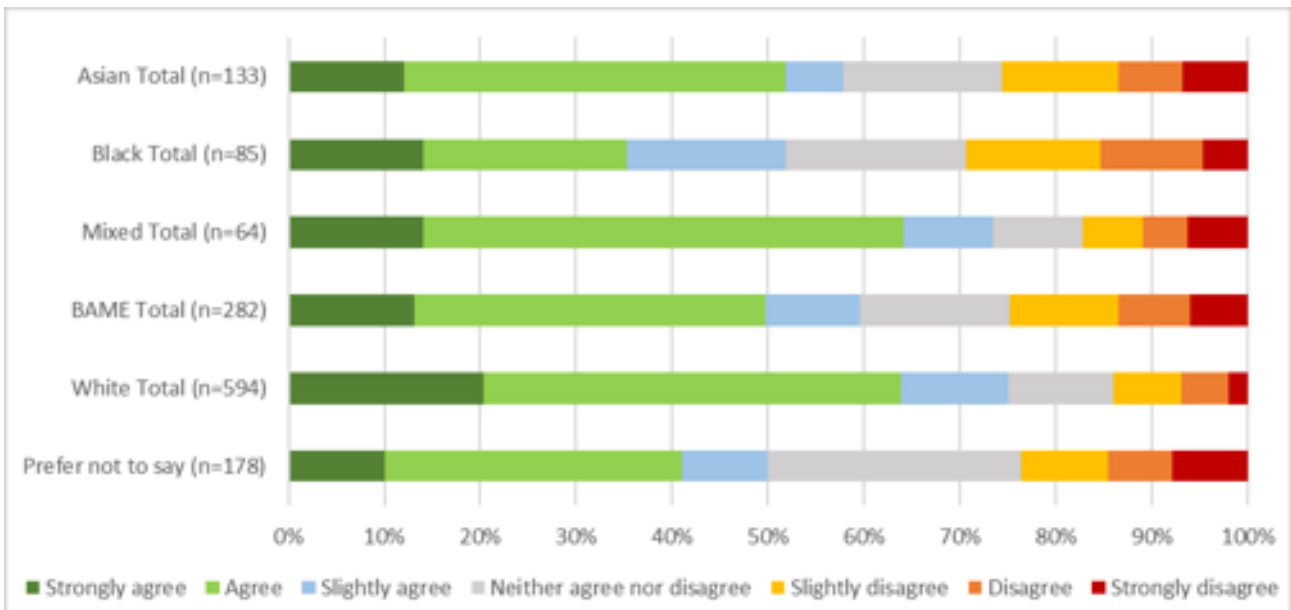
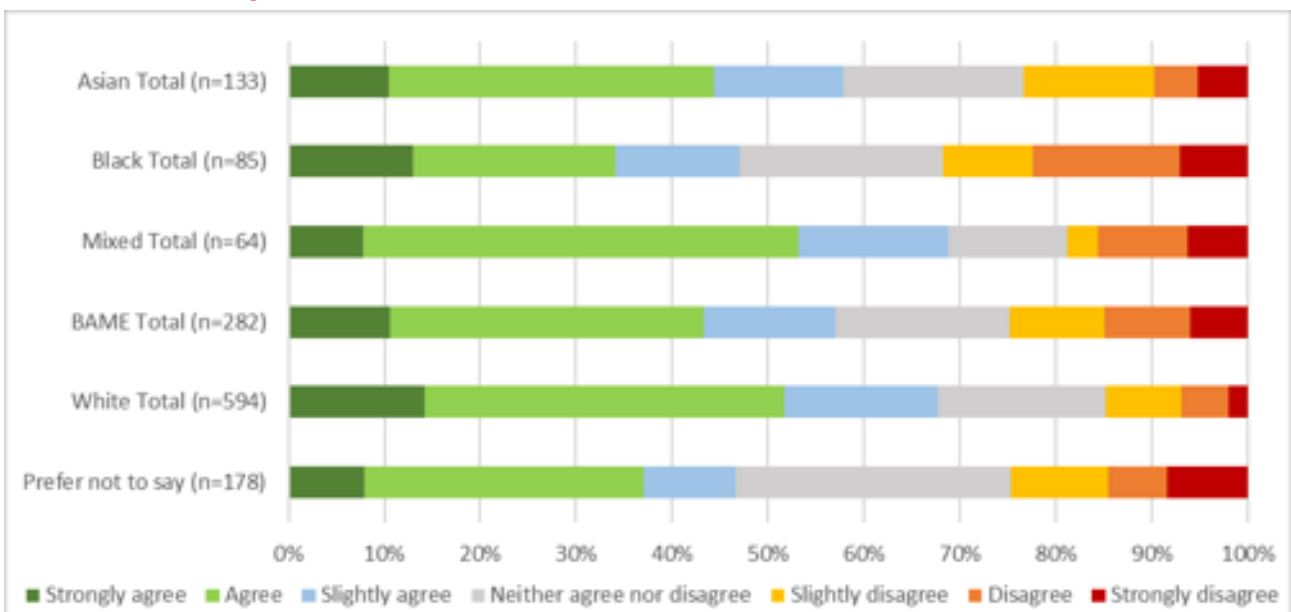


Figure 5.20 2018 REC Staff Survey, Q13 'The College's recruitment and selection policies lead to the best candidates being recruited'



5b Training

Please provide race-specific information on the training available to academic staff including:

- = courses related to management, leadership, and/or other opportunities linked to career progression
- = the uptake of courses by ethnicity
- = how training is evaluated

College-level training

In 2020, much effort was made to transfer to online training due to Covid-19. Our main training providers, offering 170+ different courses, are:

- Equality, Diversity and Inclusion Centre (EDIC)
- Learning and Development Centre (LDC)
- Postdoc and Fellows Development Centre (PFDC)
- Educational Development Unit (EDU)

Training also takes place at faculty/departmental level. Organised locally, this is often discipline-specific, more informal (e.g. lunchtime careers talks) and is not systematically recorded. This section focuses on university-provided training.

Figure 5.21 Key training audiences at Imperial



Action 1.6 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.

Section 5 Academic staff: recruitment, progression and development

Providers announce their programmes at the start of the academic year. Information is available on their websites, with e-newsletters advertising courses throughout the year. Training and development opportunities are also communicated through faculty/department newsletters, Twitter, staff networks, Teams sites and Yammer.

Uptake of training

Training uptake is roughly in proportion to our staff BAME population.

Figure 5.22 Number of Academic Staff attending university-provided training

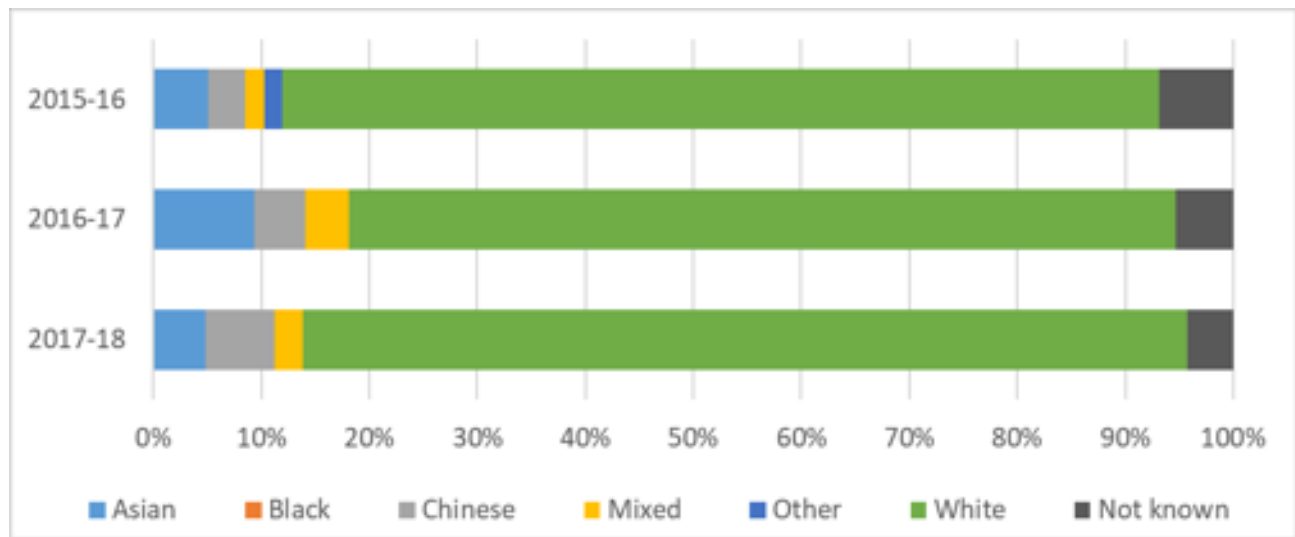


Figure 5.23 Number of Research Staff attending university-provided training

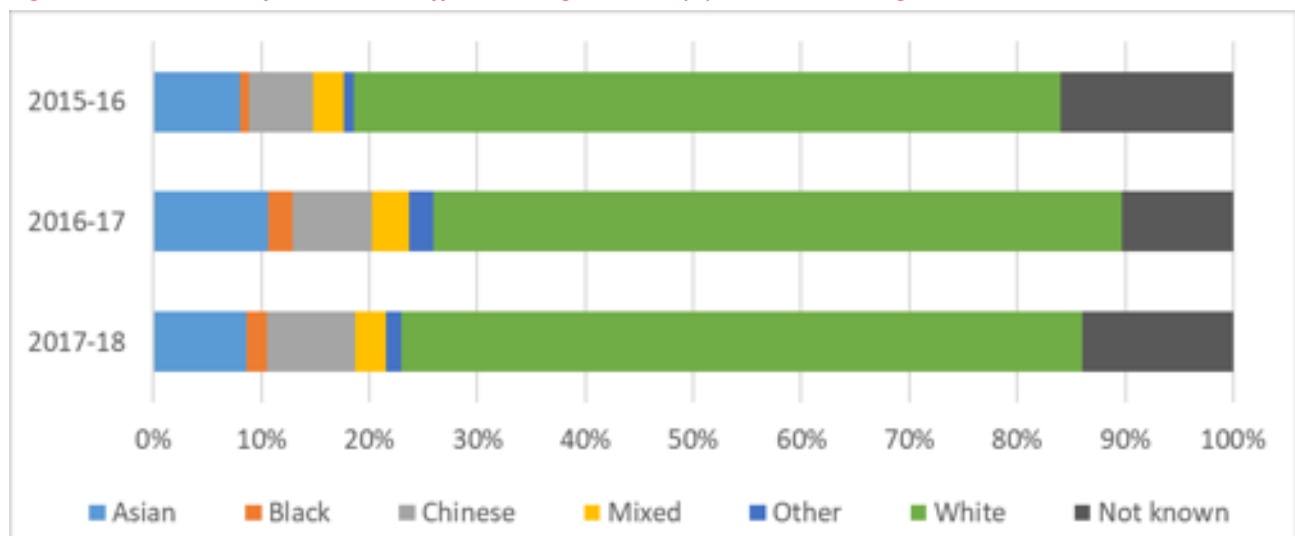
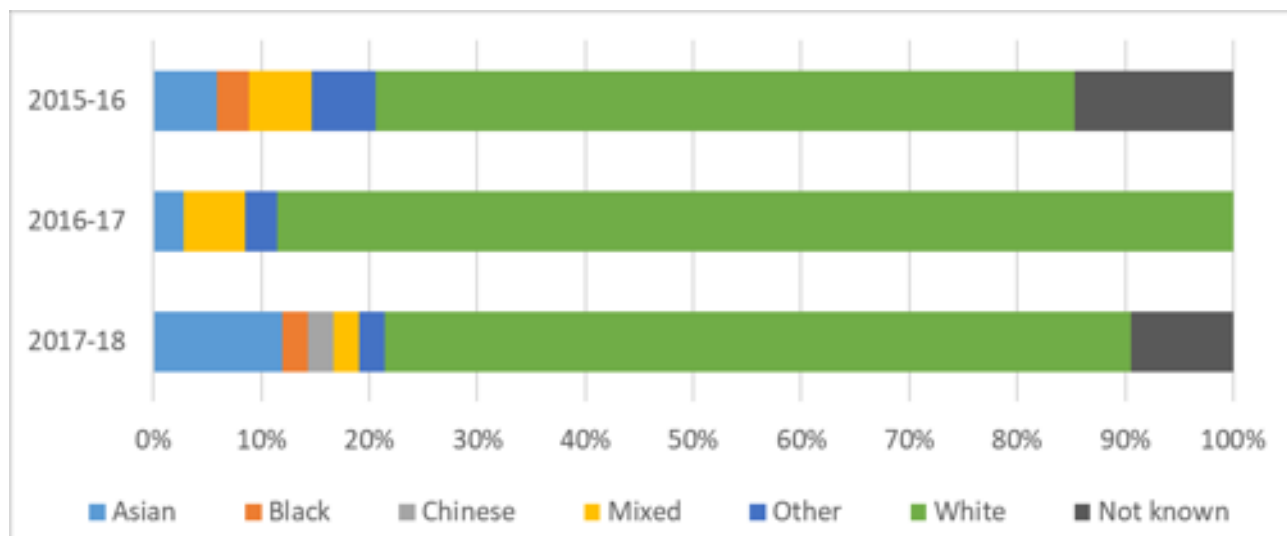


Figure 5.24 Number of L&T Staff attending university-provided training



EDIC, LDC and PFDC produce annual reports, summarising their activities, including training data, but we must ensure ethnicity considerations are embedded.

Action 2.16 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.

EDI-related training

Our 90-minute online EDI course provides an introduction to EDI generally (including racism awareness) and to EDI support at Imperial. The course is part of Imperial Essentials (for all new staff) and is a core component of the Imperial Leadership and Management Development Programme.

Following a pilot by Engineering in 2017-2018, Active Bystander training was added to EDIC’s annual programme, aiming to empower staff to challenge poor behaviours and bring about cultural change. Active Bystanders reinforce messages defining the boundaries of unacceptable behaviour, and the course is recommended on our How to be a White Ally resource webpage.

Table 5.1 EDIC Active Bystander

Year	Number of attendees	Average evaluation rating (from 0 to 5)
2018-19	79	4
2019-20	101	4

External review of Active Bystander programme by Pearn Kandola consultancy

“It is clear that the Active Bystander programme has had a significant impact at the individual level...the critical mass approach to rollout adopted by Imperial is likely to have a significant impact beyond individual behaviour change to a University-wide cultural shift.”

From a PTO Head of Department

"The training has had a significant impact on the Division. At work, staff have felt empowered to address issues using the tools provided on the course, and several have brought matters to my attention. Some staff members even collectively intervened in a situation outside the College involving a distressed member of the public."

Evaluation and perception of training

Delegates are asked to complete a feedback form, which is checked by the relevant programme coordinator, who passes on comments to the trainer and programme lead. All training provision is reviewed annually in terms of strategic alignment, demand and feedback.

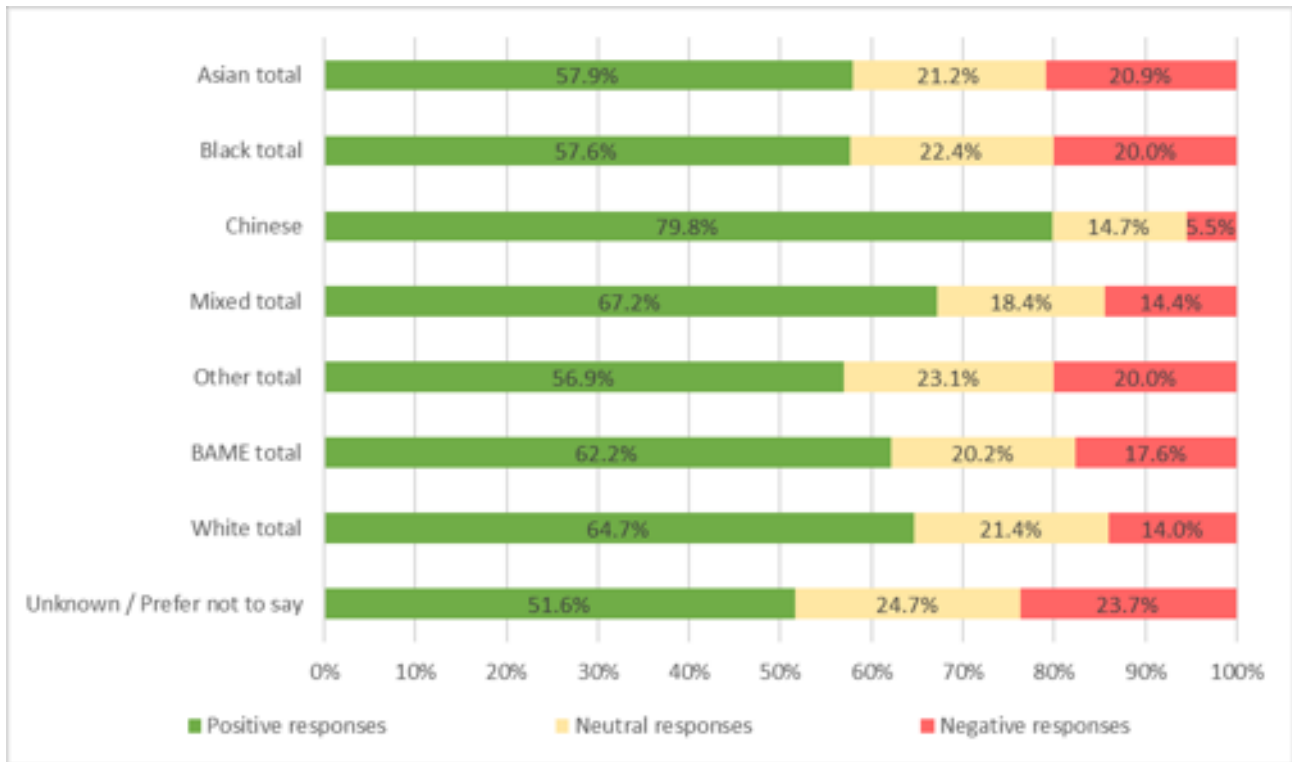
Table 5.2 Overall average rating of training, by provider, from delegates in 2019-20

Training provider	Average overall rating
EDIC	4.5 / 5 rating
LDC	95.1% rated as Very High or High
PFDC	92% satisfaction

Our REC consultations showed ethnic minorities, except Chinese, were less satisfied than White staff with learning and development opportunities (Figure 5.25). The REC survey comments and focus groups raised concerns regarding selection and transparency in how development opportunities are allocated.

Section 5 Academic staff: recruitment, progression and development

Figure 5.25 2019 College Staff Survey, Q15 I am satisfied with the learning and development I receive for my present job

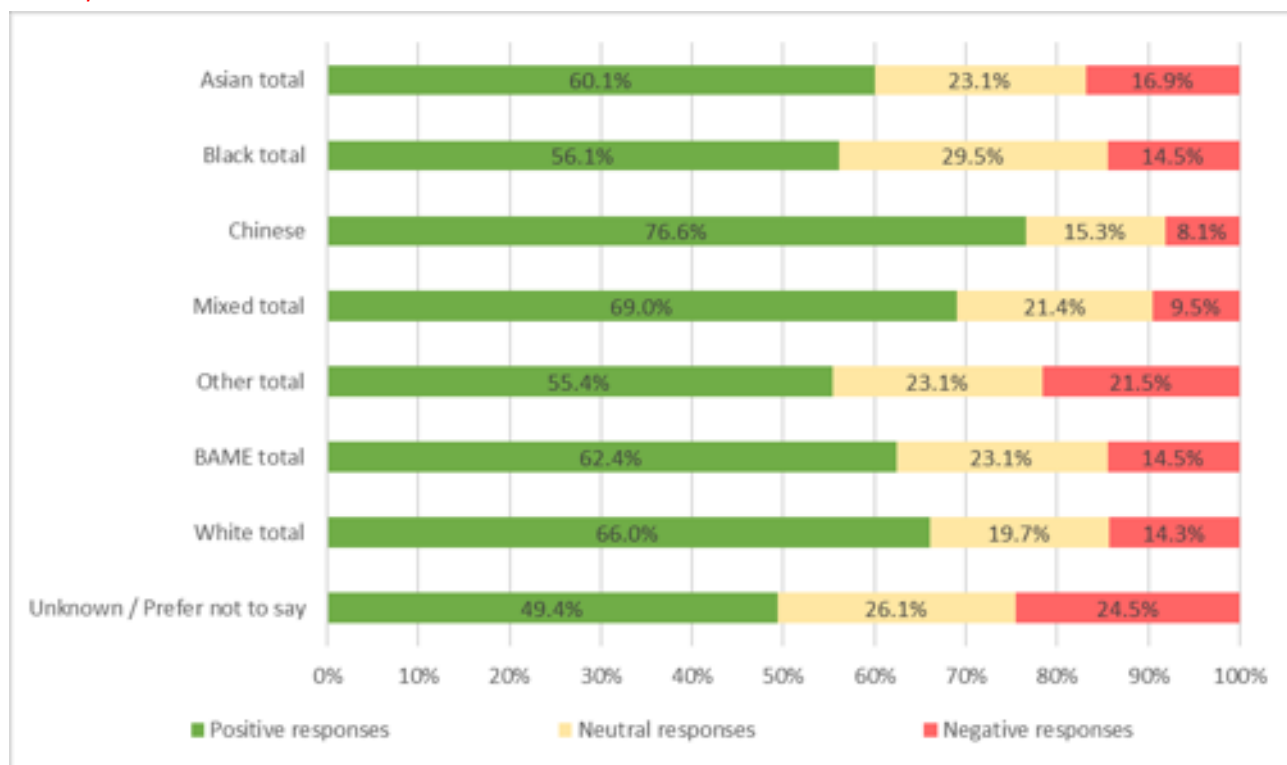


2019 REC staff focus group summary report

“Participants from staff focus groups spoke of knowing some people who are told there is no budget for training, while others (usually white colleagues) are sent on expensive development programmes. A contributing factor was the approach some managers took to only allowing (some) staff to attend training that is directly related to their current job. It limits people’s ability to acquire the skills they need for their next role.”

Line-manager encouragement and support to attend training is vital, particularly at annual appraisals (Sections 5c and 6c). Figure 5.26 shows variation between ethnicities, with Black and Other respondents reporting the lowest results for line manager support.

Figure 5.26 2019 Staff Survey, Q35 My line manager takes an interest in my long term career development



In line with wider efforts around upskilling managers, and the EDI Strategy aim to embed EDI in all management process, we will ensure managers encourage and support staff of all ethnicities to attend training and develop their careers.

Action 1.5 Enhance understanding and skills in tackling racism across College. Develop ‘Managing for Diversity, Inclusion and Wellbeing’ session for new Managers and as a refresher session for existing Managers.

5c Appraisal/development review

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the outcomes of appraisals/development reviews for UK, and separately, non-UK academic staff, with specific reference to outcomes by ethnicity.

The Personal Review and Development Plan (PRDP) is our annual appraisal process, for all job families. PRDP is a conversation focusing on the previous year's work, plans and objectives for the forthcoming year, and includes agreeing an individual development plan. PRDPs are separate from Job Level Review, promotion, and pay conversations.

PRDP completion

HR data appears to show low completion rates (~25-50%), with a fall in 2018-19. However, these records depend on data entered into our HR system and from REC SAT discussions (and Athena Swan experience), we know that many line managers fail to record PRDPs in this way.

From survey results (Figure 5.27; Figure 5.28), we believe *actual* completion rates are ~75% across all staff (academic and PTO). From discussions (informed by other work, e.g. Athena Swan), PRDPs for Research Staff are of particular concern. Survey results show a lower percentage of BAME staff than White staff having annual appraisals, which may reflect the more diverse Research Staff population, the lack of senior BAME staff, and so structural racism at Imperial.

Action 2.9 Reform of the Personal Review and Development Plan (PRDP) process to ensure it is valued by staff, tailored to different job families, and easy to monitor. (See action plan for further details)

Table 5.3 Number of academic and PTO staff completing PRDPs by ethnicity, HR data

	2016-17			2017-18			2018-19		
	# of PRDPs	Staff headcount	PRDP completion rate	# of PRDPs	Staff headcount	PRDP completion rate	# of PRDPs	Staff headcount	PRDP completion rate
Asian	391	753	51.9%	354	747	47.4%	208	769	27.0%
Black	201	331	60.7%	202	337	59.9%	120	342	35.1%
Chinese	147	344	42.7%	155	352	44.0%	75	389	19.3%
Mixed	125	228	54.8%	125	232	53.9%	66	230	28.7%
Other	70	131	53.4%	62	121	51.2%	26	123	21.1%
BAME	934	1,787	52.3%	898	1,789	50.2%	495	1,853	26.7%
White	2,725	5,170	52.7%	2,447	5,107	47.9%	1,275	5,026	25.4%
Not known	220	489	45.0%	222	498	44.6%	129	640	20.2%
Grand Total	3,879	7,446	52.1%	3,567	7,394	48.2%	1,899	7,519	25.3%

Table 5.4 Number of staff completing PRDPs by nationality, HR data

	2016-17			2017-18			2018-19		
	# of PRDPs	Staff headcount	PRDP completion rate	# of PRDPs	Staff headcount	PRDP completion rate	# of PRDPs	Staff headcount	PRDP completion rate
Non-UK	1,337	2,888	46.3%	1,320	2,887	45.7%	648	2,969	21.8%
UK	2,542	4,558	55.8%	2,247	4,507	49.9%	1,251	4,550	27.5%
Grand Total	3,879	7,446	52.1%	3,567	7,394	48.2%	1,899	7,519	25.3%

Section 5 Academic staff: recruitment, progression and development

Table 5.5 Number of staff completing PRDPs by staff group, HR data

	2016-17			2017-18			2018-19		
	# of PRDPs	Staff headcount	PRDP completion rate	# of PRDPs	Staff headcount	PRDP completion rate	# of PRDPs	Staff headcount	PRDP completion rate
Academic Staff	732	1,353	54.1%	664	1,385	47.9%	290	1,405	20.6%
Research Staff	727	2,101	34.6%	719	2,045	35.2%	294	2,003	14.7%
L&T Staff	93	194	47.9%	102	230	44.3%	51	280	18.2%
PTO Staff	2,327	3,798	61.3%	2,082	3,733	55.8%	1,264	3,831	33.0%
Grand Total	3,879	7,446	52.1%	3,567	7,393	48.2%	1,899	7,519	25.3%

Figure 5.27 2019 Staff Survey, Q12 Have you had a PRDP in the last 12 months?

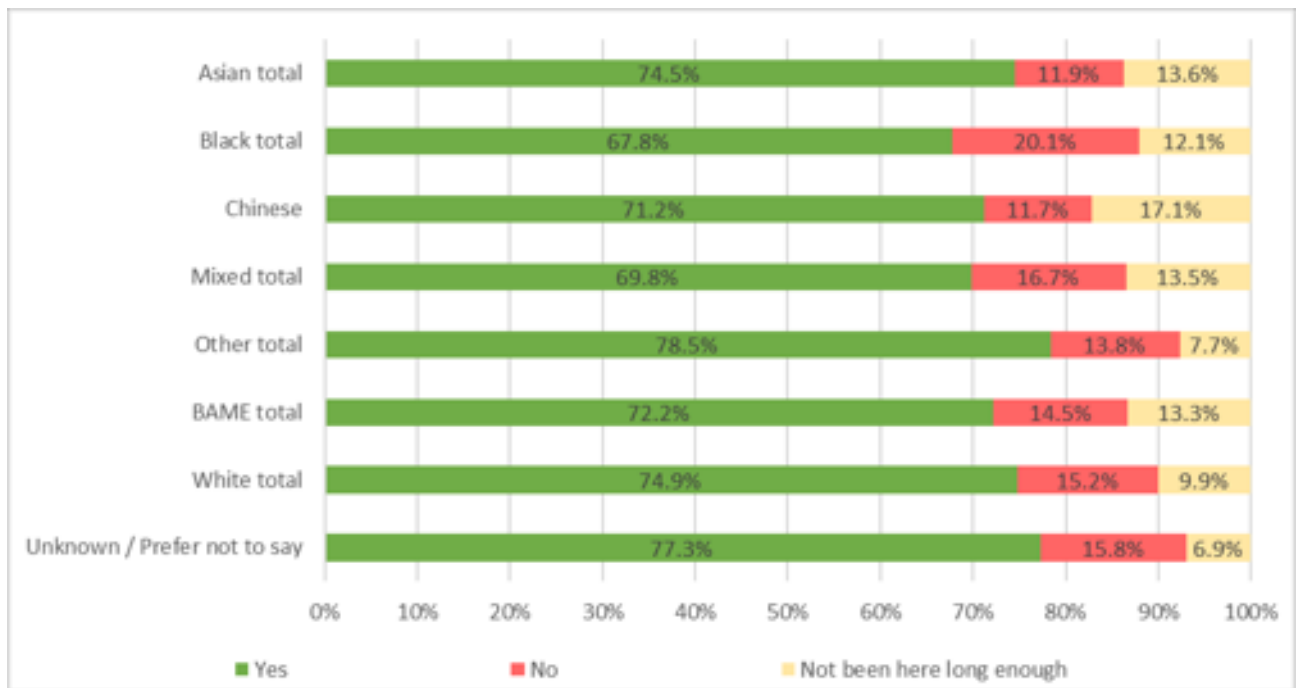
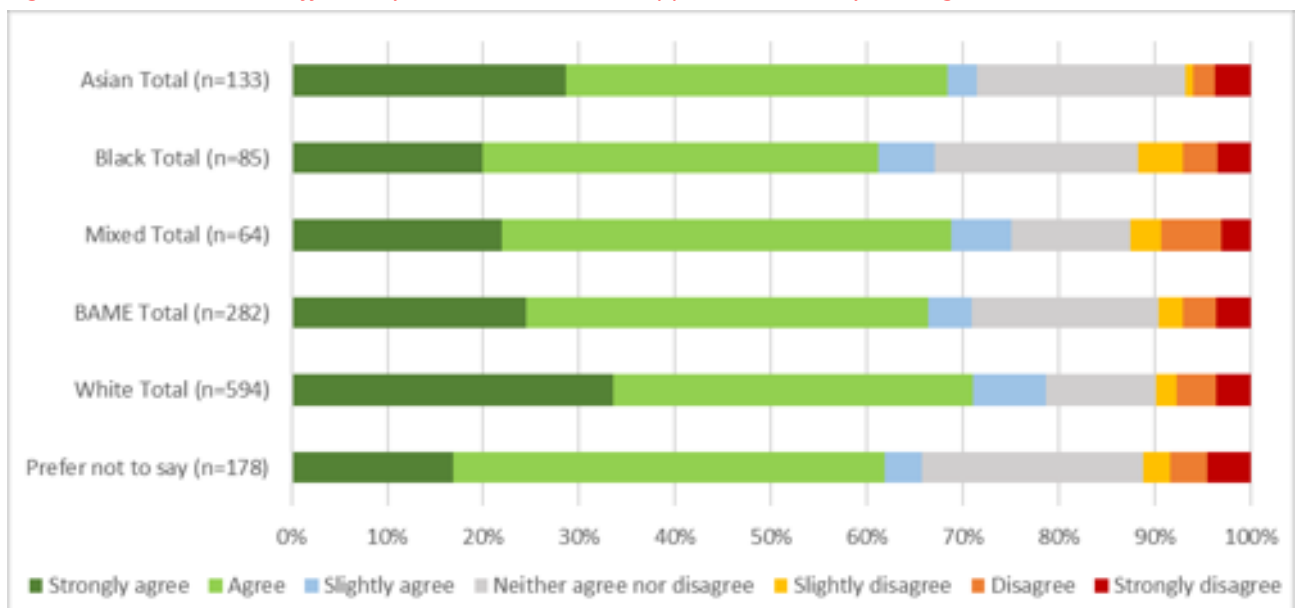


Figure 5.28 2018 REC Staff Survey, Q20 I have annual appraisals with my manager



PRDP quality

The 2019 Staff Survey indicated that PRDP experience varied. There are few differences by ethnicity, though Chinese staff answered more positively. The 2018 REC Staff Survey results showed more variation, with BAME staff generally less positive than White staff. Neutral values may reflect respondents not having regular annual PRDPs.

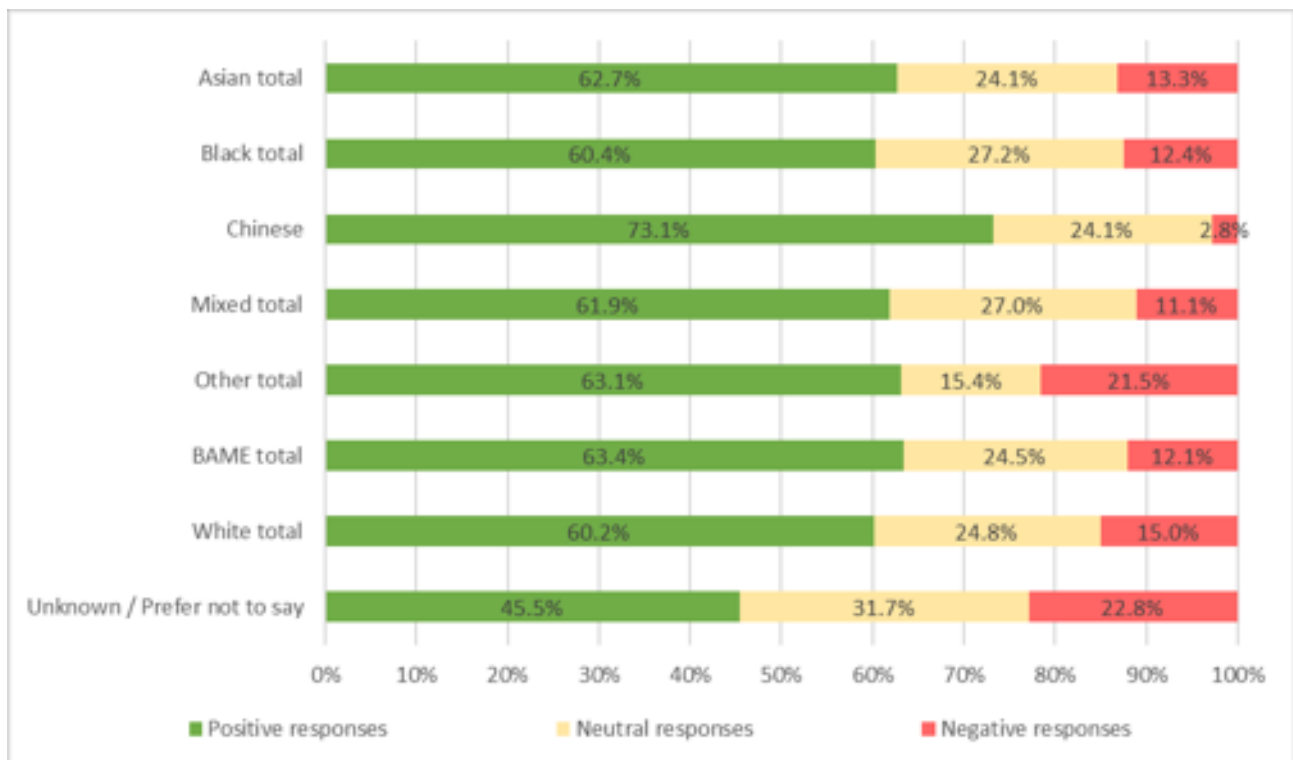
PRDP experience is heavily dependent on the individual line manager conducting it. There has been limited College PRDP training for managers, with the majority of attendees PTO Services in central college. Departments and Faculties may have run training, but such local data are unavailable.

Some REC focus group participants mentioned the importance of line managers for staff progression and the need for managers to take this responsibility seriously. Participants suggested training, particularly around development conversations, is needed to build line-manager confidence and capability. Our quantitative and qualitative analyses both point to the need for significant improvement in PDRP processes, particularly for BAME staff.

Action 1.6 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.

Action 2.9 Reform of the Personal Review and Development Plan (PRDP) process to ensure it is valued by staff, tailored to different job families, and easy to monitor. *(See Action Plan for further details)*

Figure 5.29 2019 Staff Survey, Q13 The PRDP with my line manager (objective setting and performance review) is useful



Section 5 Academic staff: recruitment, progression and development

Figure 5.30 2019 Staff Survey, Q14 My line manager takes the PRDP process seriously

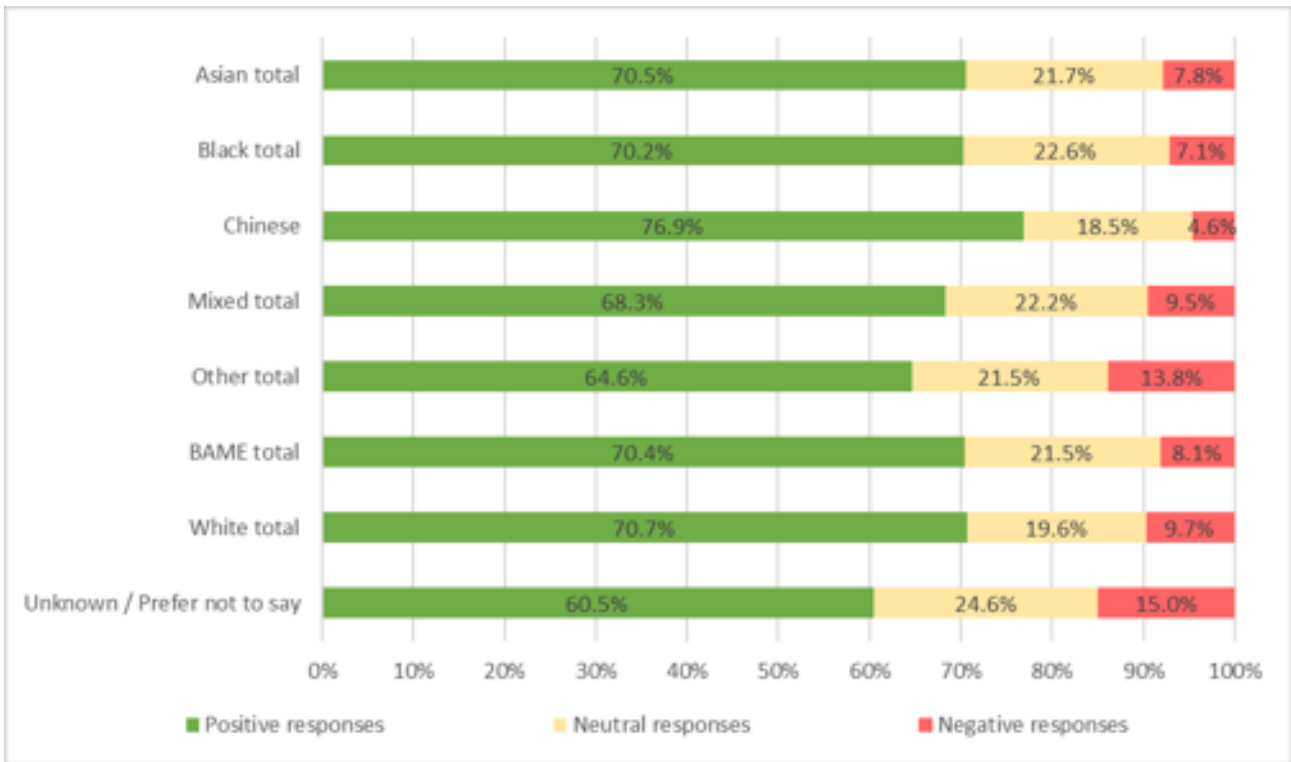
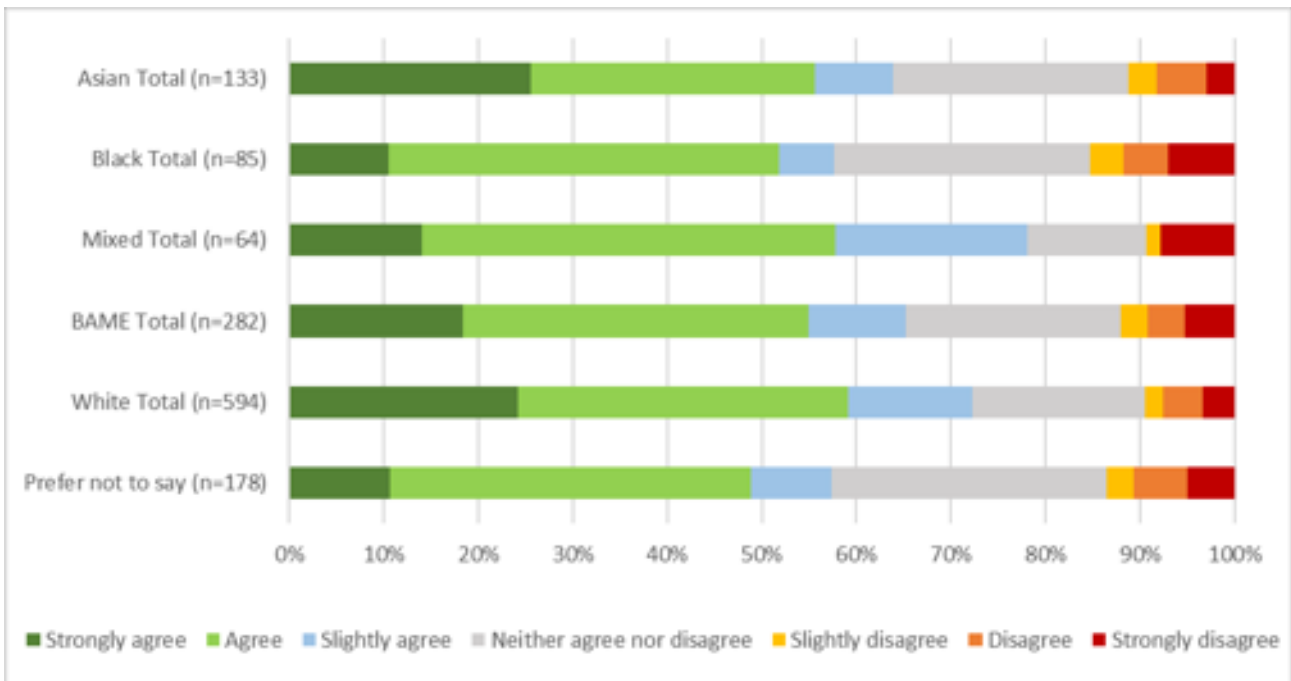


Figure 5.31 2018 REC Staff Survey, Q21 My manager ensures my appraisal is evidence-based and transparent



Section 5 Academic staff: recruitment, progression and development

Figure 5.32 2018 REC Staff Survey, Q22 I find the appraisal process useful

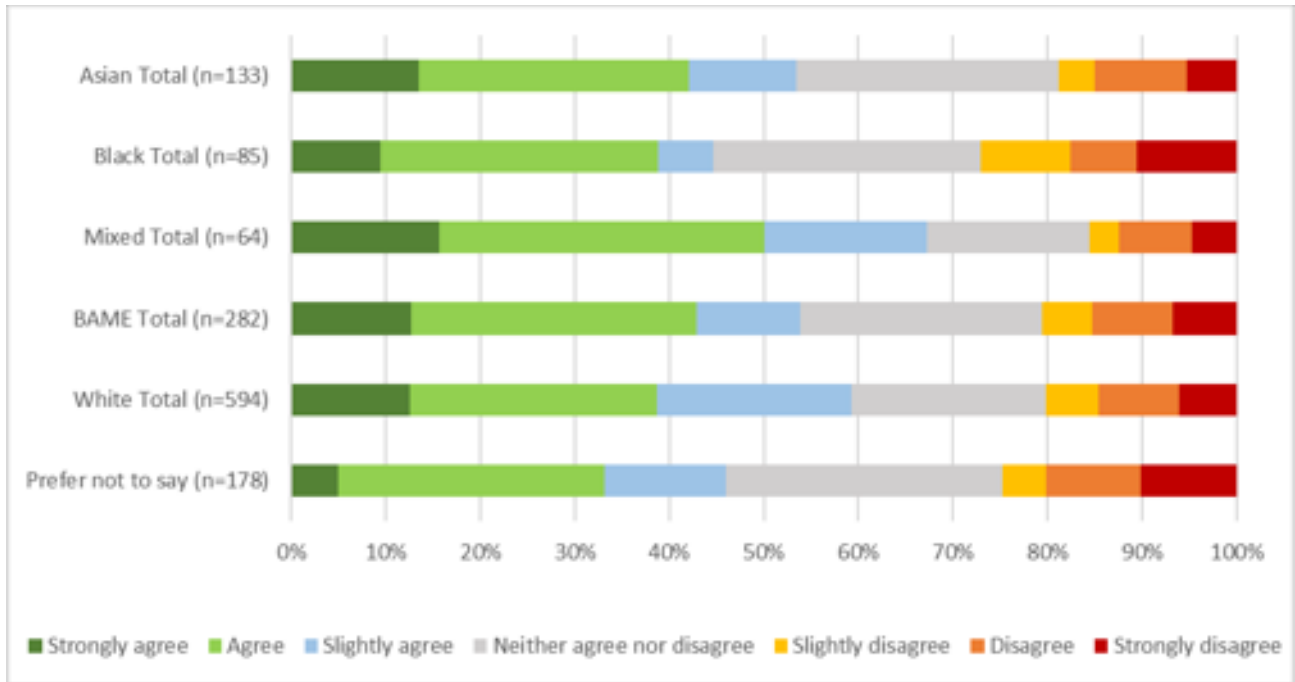


Table 5.6 Attendance at centrally run College PRDP training, 1 September 2016 to 31 August 2020.

	BAME	White	Not known	Total
By ethnicity	11 (13.8%)	48 (60%)	21 (26.3%)	80

	Central College	Faculties	Total
By area	78 (97.5%)	2 (2.5%)	80

5d Academic promotion

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK academic staff promotions.

Please provide collated data by each academic grade (ie promotions from each grade to the next)

Where possible, please provide the data for each academic faculty.

This section should also include, with specific reference to ethnicity:

- = how candidates are identified, and how the process and criteria are communicated to staff
- = how the criteria for promotion consider the full range of work-related activities (including administrative, pastoral and outreach work)
- = details of any training, support or relevant opportunities including temporary promotions/interim positions
- = staff perceptions of the promotions process, including whether it is transparent and fair

Academic Staff promotions

As a first stage, Departments hold an annual review of *all* Academic Staff below Professor to determine if they are ready. Departments decide which candidates they will support to the second stage, where the College Academic Promotions Committee assesses applications (including interviews for Reader and Professors applicants). Individuals can apply independently to the second stage if they do not receive department support.

Guidance and promotions criteria are published online and cover four key areas:

- Education – including pastoral and outreach activities
- Research
- Leadership and management – including administrative activities, promoting EDI and public engagement
- Profession and practice

The Consuls organise annual workshops for those considering promotion, which are advertised to all Academic Staff. Departments provide additional support to their candidates, *e.g.* mentoring, help with paperwork, and interview practice.

Section 5 Academic staff: recruitment, progression and development

Data show high success rates. Over the three-year period, BAME applicants have a lower success rate (89%) than White applicants (96%). Numbers are small; 50 out of 56 BAME applications were successful (Figure 5.33). Table 5.8 to Table 5.10 provide data by grade. Nationality has not been recorded in promotion datasets, but will be in future to enable UK/non-UK breakdowns.

Figure 5.33 Academic promotion success rate by grade (all 3 years).

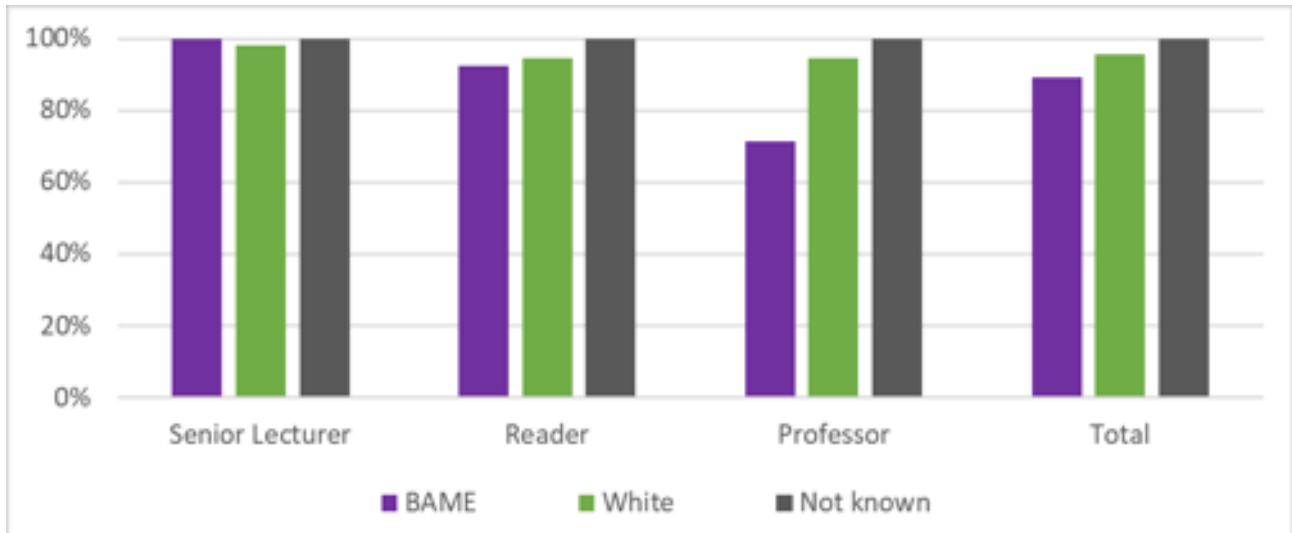


Table 5.7 Academic Staff promotions (all grades)

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Table 5.8 Promotions to Senior Lecturer

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Section 5 Academic staff: recruitment, progression and development

Table 5.9 Promotions to Reader

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Table 5.10 Promotions to Professor

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Figure 5.34 Academic Staff promotion applications (all grades)

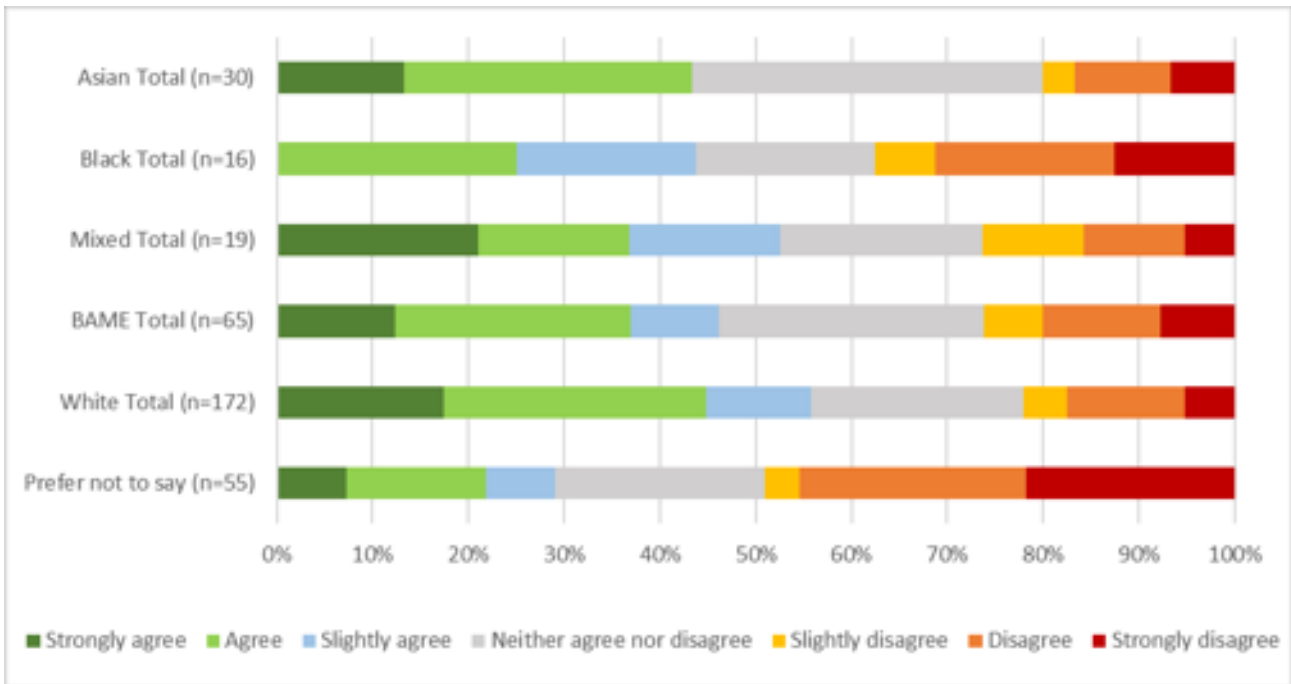
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The 56 BAME applications represent 16% of all applications, which is slightly above the BAME percentage of Academic Staff (13% in 2019). However, almost all of these applications were from Asian or Chinese staff (Figure 5.34). This does reflect our Academic Staff population, so we need to ensure that staff of all ethnicities are encouraged and supported to apply. The REC Staff Survey also reinforces this, with significant minorities of all ethnicities disagreeing in Figure 5.35.

Section 5 Academic staff: recruitment, progression and development

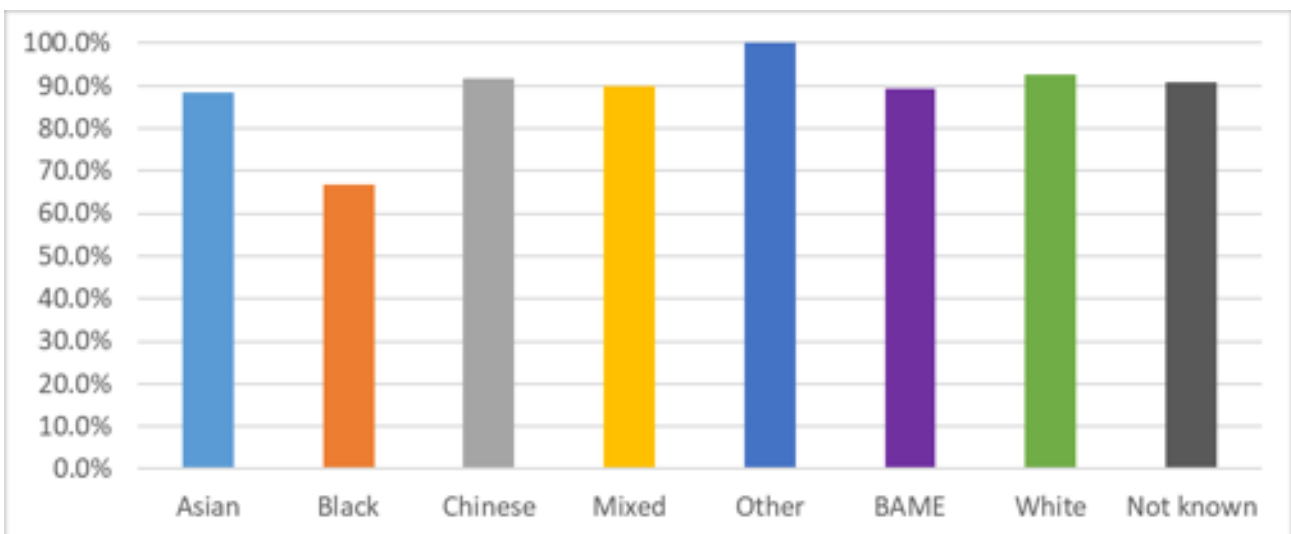
Figure 5.35 2018 REC Staff Survey, Q17 I have been encouraged to apply for promotion.

NB: This question was marked as for academics only, with job families asked to ignore. However, comparing respondent numbers to HR data, it seems certain that some respondents from other job families also answered this question, reducing its reliability/accuracy.



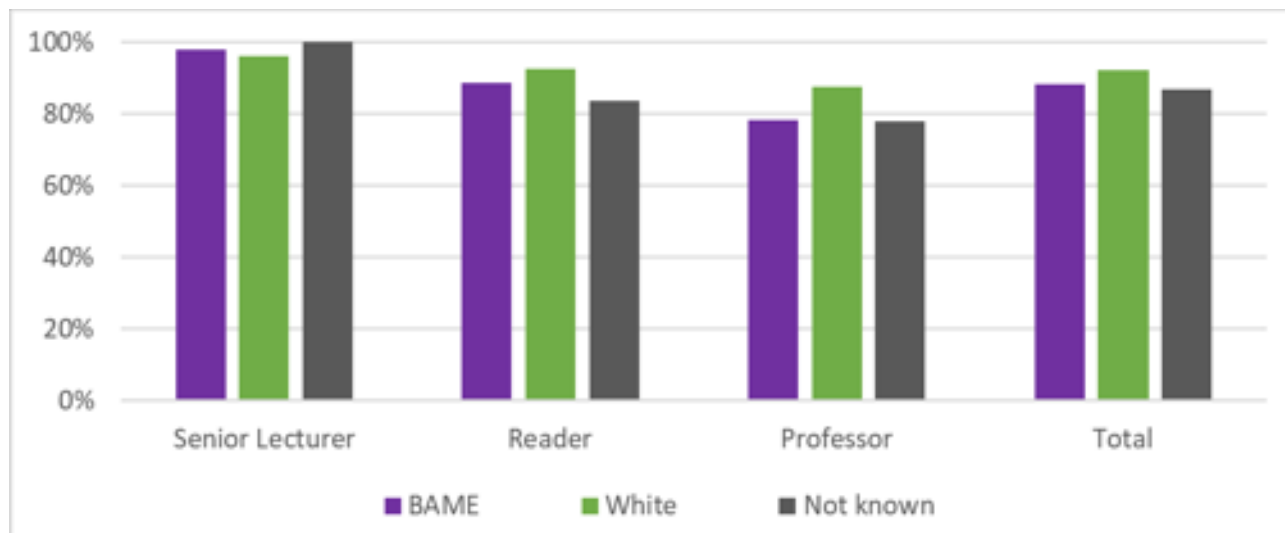
Reflection on these data and discussions between the REC SAT and the Assistant Provost (Academic Promotions) led us to assess the last 10 years of data (Figure 5.36; Figure 5.37). There has been a consistent success rate gap between BAME and White staff, driven mainly by applications to Professor, and partly to Reader. Our actions will therefore focus on senior roles. The Assistant Provost (Academic Promotions) has also embedded ethnicity into the standard review following each year’s promotion exercise.

Figure 5.36 Academic promotion success rates (all grades) for 10 year period, 2010 to 2019.



Section 5 Academic staff: recruitment, progression and development

Figure 5.37 Academic promotion success rates by grade for 10 year period, 2010 to 2019.



Action 2.8 Establish a BAME mentoring programme focused on preparing staff for senior roles.

Action 2.13 Create a shadowing scheme so staff can observe to work of senior staff and College committees.

Research Staff – promotions process

Promotion to Senior Research Fellow or Principal Research Fellow is rare, and is considered in the Academic Staff promotions process. Of the 13 applications in the last three years, 12 were successful. 8 applications, 62%, were from White staff. This reflects the Research Staff population - in 2019, 67% of Research Fellows and 69% of Senior Research Fellows were White.

Table 5.11 Research Staff promotions to Senior or Principal Research Fellow

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Figure 5.38 Research Staff promotion applications to Senior or Principal Research Fellow

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Research staff – Job Level Review (JLR) process

In common with many universities, our only formal promotion process is for Academic grades. For other staff, the closest parallel is the Job Level Review (JLR). JLR, however, focuses on the **role** rather than the **individual**. Due to the impact of Covid-19, JLR was paused in 2020.

Generally, JLR for Research Staff is considered when an individual achieves a PhD (Research Assistant to Research Associate) or secures independent funding (Research Associate to Research Fellow). Of the 82 applications from Research Staff for JLR in the three-year period, 75 (91%) were for re-grading to Fellow.

Though numbers are small, data shows a higher success rate for White than BAME staff. Of the 82 applications, 17 (21%) came from BAME Staff, mostly Asian and Chinese, which does not reflect our staff population (32% BAME Research Associate in 2019).

Action 2.15 Tackle any inequalities through a review of the promotion process for research and L&T staff.

Table 5.12 Research Staff Job Level Review (JLR) applications

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Section 5 Academic staff: recruitment, progression and development

Figure 5.39 Research Staff Job Level Review (JLR) applications

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Figure 5.40 Research Staff JLR success rate (all grades) for the 3 year period.

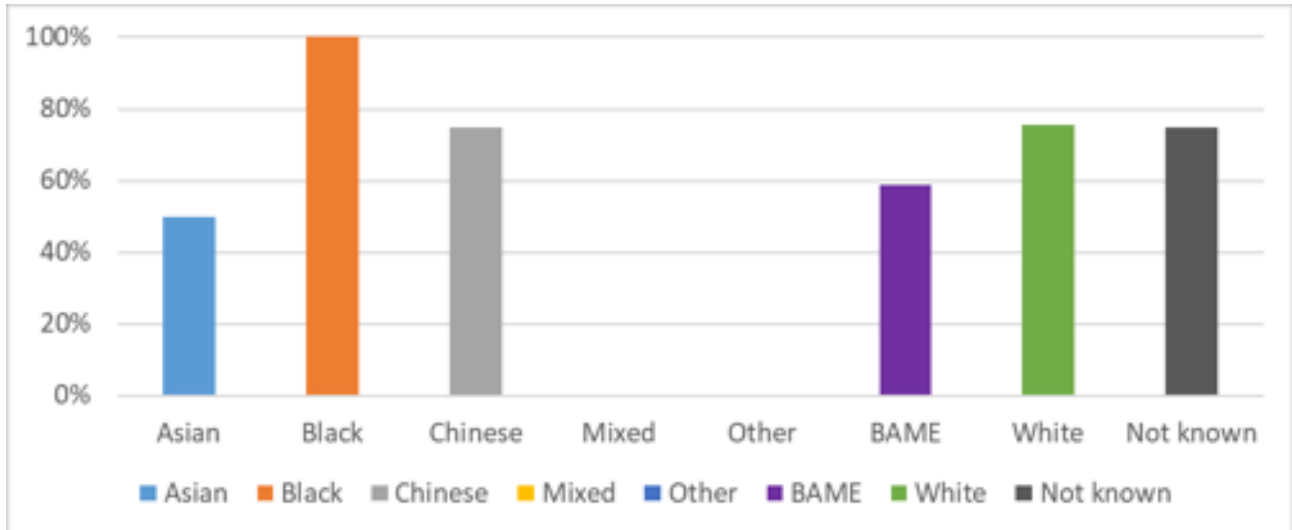


Figure 5.41 Research Staff Job Level Review (JLR) success rate, by grade (all three years).

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Learning and Teaching Staff

Until 2019, L&T Staff progression was through JLR. As part of changes to this job family and career structure, a new specific L&T promotions process was implemented, leading to increased applications in 2019.

22% applications were from BAME staff, reflecting the staff population (in 2019, 21% of L&T Staff population were BAME). BAME applications had a lower success rate (67%) compared to White staff (85%). Though numbers are small, i.e. 8 out of 12 BAME applications were successful, this is a concern.

Action 2.15 Tackle any inequalities through a review of the promotion process for research and L&T staff.

Table 5.13 L&T Staff Job Level Review (JLR) and promotion applications

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Figure 5.42 L&T Staff Job Level Review (JLR) and promotion applications

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 5 Academic staff: recruitment, progression and development

Figure 5.43 L&T Staff success rate (all grades) for the 3 year period.

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Figure 5.44 L&T Staff success rate, by grade (all three years).

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 5d word count: 637

Word count Section 5 total: 2,281

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on:

- = the number of staff submitted to REF, presented as a proportion of the eligible pool, broken down by ethnicity. Please differentiate between UK and non-UK staff.

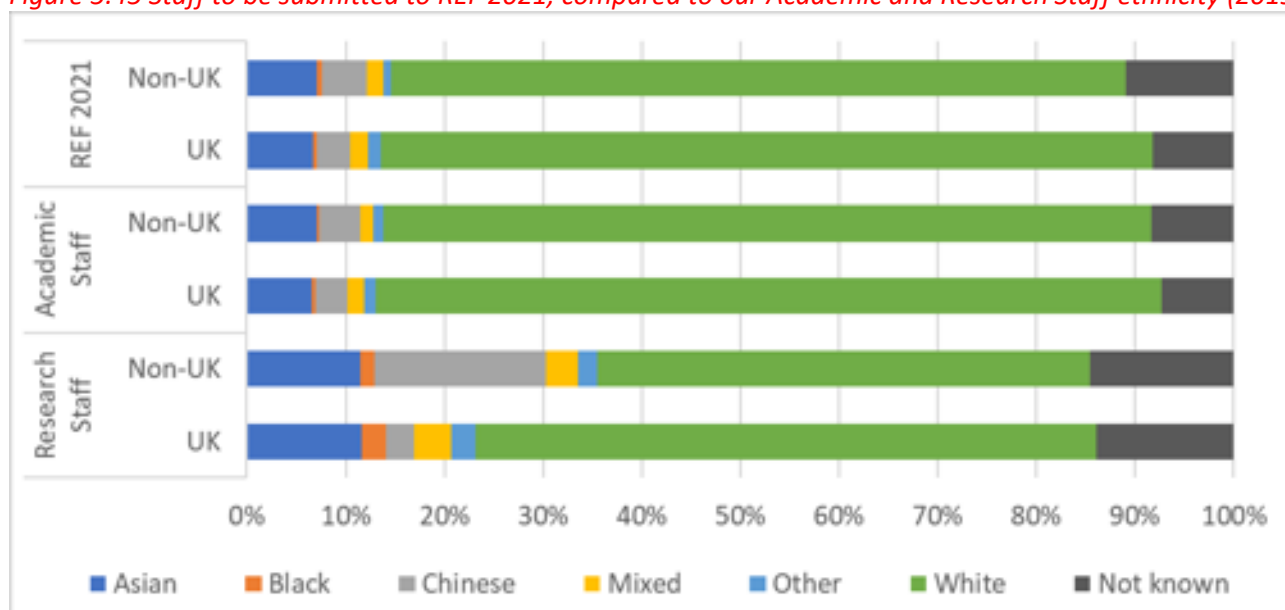
As a research-intensive university, Imperial returned **all** eligible staff for REF 2021. This includes all Academic Staff and those on research-only contracts who are judged to be independent (e.g. Research Fellows with their own funding). This means that the REF-return is dominated by Academic Staff (88%), with 12% research-only staff (Table 5.14). The ethnicity of REF 2021-eligible staff therefore largely replicates the pattern of inequality seen with Academic Staff (Figure 5.45), rather than the more diverse Research Staff population.

Our equality impact assessment revealed that non-UK Asian and Chinese research-only staff were a half or a quarter as likely as White staff to be judged as independent. This finding will be addressed in the REF action plan to target support – via departments and the PDFC (see next section) – to help these staff develop their independence.

Table 5.14 Staff to be submitted to REF 2021 (Percentages are based on column Grand Totals). Percentages and totals are rounded.

	Non-UK	UK	Total
Asian	7%	7%	7%
Black	< 1%	< 1%	< 1%
Chinese	5%	3%	4%
Mixed	2%	2%	2%
Other	< 1%	1%	1%
BAME	15%	14%	14%
White	74%	78%	77%
Not known	11%	8%	9%
Grand Total	745	950	1,695

Figure 5.45 Staff to be submitted to REF 2021, compared to our Academic and Research Staff ethnicity (2019)



5f Support given to early career researchers

Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education.

= Comment on open-ended/permanent opportunities and any differences by ethnicity.

We aim to provide sector-leading support for early career researchers (ECRs). Imperial was the first university to have a centre dedicated to supporting ECRs and the first to include a 10-day annual entitlement for training/development in research staff contracts. This support is overseen by the Vice-Provost (Research) and structured by our commitment to the UK Concordat to support the Career Development of Researchers.

Key to this effort was the establishment of our innovative Postdoc and Fellows Development Centre (PFDC) in 2009. PFDC provides opportunities for ECRs to develop their skills to enhance future success, wherever their career path might take them. Table 5.15 summarises provision in 2019-20; this is supplemented by informal events, including roadshows and CV clinics. The PFDC works with a network of 70+ Postdoc Reps and departmental Champions to ensure support and training remains responsive to needs.

ECRs with contracts ending during the Covid-19 pandemic have been granted access to PFDC services for three months beyond their end date.

Table 5.15 Postdoc and Fellows Development Centre provision - August 2019 to July 2020

Type	No. of participants	Satisfaction rating
41 training courses	541	92%
43 pop-up workshops	934	96%
3 funder showcases (fellowship opportunities)	81	-
One-to-one sessions (coaching and advice, e.g. applications, CVs, careers)	381	94%
Mock interviews (for academic and other positions)	165	96%

Action 2.16 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.

Section 5 Academic staff: recruitment, progression and development

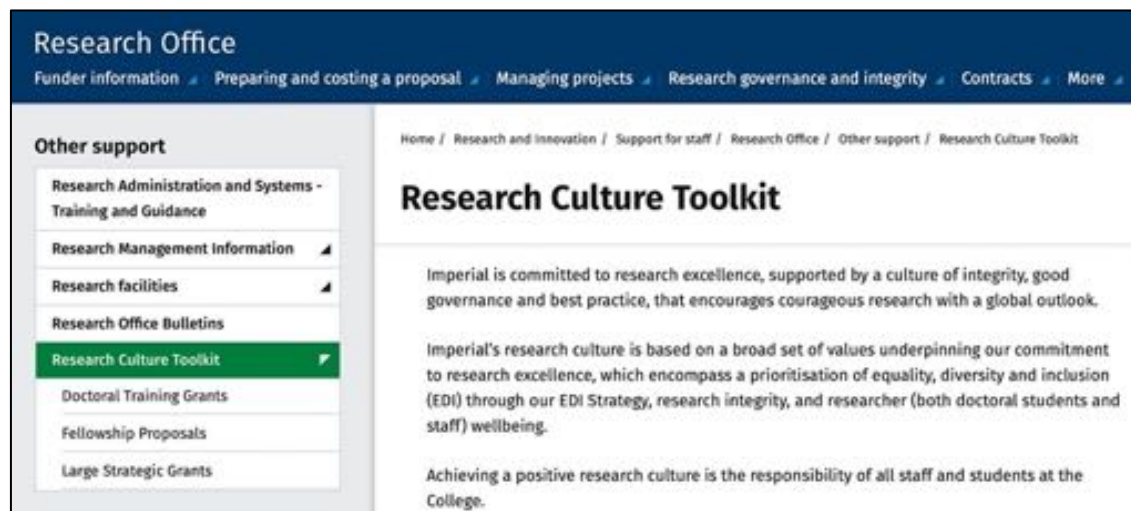
In line with our EDI Strategy and responding to sector-wide concerns about research culture, support for ECRs has been reviewed through an EDI lens. These efforts have been given added impetus from the spotlight thrown by our REC work on challenges we face on recruitment, career progression and differential experiences of ethnic minority researchers. We recognise that development of our talented BAME ECRs can help us address under-representation within our academic staff.

The Research Development Committee, chaired by the Vice-Provost (Research), is overseeing the alignment of our UK Concordant action plan with the EDI Strategy, our REC action plan and revision of the HR strategy. This will deliver EDI/race-awareness training on recruitment and mentoring for supervisors, and direct support for BAME ECRs, connecting them with staff networks and enhancing their opportunities, e.g. reverse mentoring (Section 4d) and our internal BAME development programme (Section 6b). Our recently developed Research Culture Toolkit prioritises EDI and supports efforts to remove barriers to under-represented groups in our design of doctoral training programmes, fellowship and research funding.

Professor Nick Jennings, Vice-Provost (Research & Enterprise), Executive Sponsor for Imperial 600

“Equality of opportunity is essential to achieving research excellence and we believe our diversity of thought and culture is fundamental to our ability to solve complex challenges. We aim to remove barriers, eliminate discrimination and make sure everyone has the opportunity to reach their full potential.”

Figure 5.46 Research Culture Toolkit

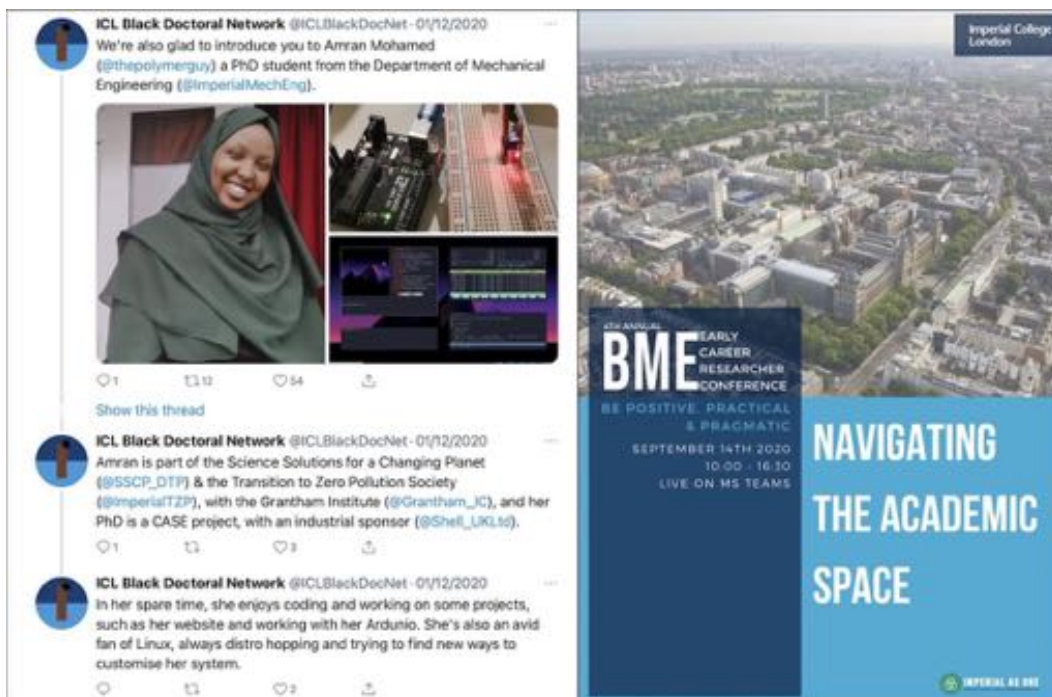


The screenshot displays the Research Office website interface. At the top, a dark blue header contains the text 'Research Office' and a navigation menu with items: 'Funder information', 'Preparing and costing a proposal', 'Managing projects', 'Research governance and integrity', 'Contracts', and 'More'. Below the header, a left-hand sidebar titled 'Other support' lists several categories: 'Research Administration and Systems - Training and Guidance', 'Research Management Information', 'Research facilities', 'Research Office Bulletins', 'Research Culture Toolkit' (highlighted in green), 'Doctoral Training Grants', 'Fellowship Proposals', and 'Large Strategic Grants'. The main content area features a breadcrumb trail: 'Home / Research and Innovation / Support for staff / Research Office / Other support / Research Culture Toolkit'. The title 'Research Culture Toolkit' is prominently displayed. Below the title, the text reads: 'Imperial is committed to research excellence, supported by a culture of integrity, good governance and best practice, that encourages courageous research with a global outlook.' This is followed by a paragraph: 'Imperial's research culture is based on a broad set of values underpinning our commitment to research excellence, which encompass a prioritisation of equality, diversity and inclusion (EDI) through our EDI Strategy, research integrity, and researcher (both doctoral students and staff) wellbeing.' The final paragraph states: 'Achieving a positive research culture is the responsibility of all staff and students at the College.'

Section 5 Academic staff: recruitment, progression and development

We are also supporting ground-level initiatives and seek to put these on a sustainable footing. In 2020 these included a workshop for BAME students considering a research career (funded by our EDI Seed Fund), and an Imperial Black Doctoral Network (funded by Bioengineering). The College also successfully hosted 250+ attendees at the UK's 4th Annual BME ECR Conference (online due to Covid-19).

Figure 5.47 Initiatives supporting Black and BAME ECRs



Action 2.17 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.

Action 3.8 Support College-wide expansion of the Imperial Black Doctoral Network (for PhD students and postdocs).

5g Profile-raising opportunities

Please describe how your institution ensures profile raising opportunities are allocated transparently and without racial bias. This might include:

- = speaking at conferences, seminars, guest lectures, exhibitions and media opportunities, nominations to public bodies, professional bodies and external prizes

Profile-raising opportunities come in a wide variety of forms and are organised at different levels within and without the College. Because of this complexity, we do not have a university-wide scheme for monitoring allocations.

Nevertheless, public engagement is a core pillar in Imperial's mission, widely recognised (in PRDPs and Promotions) and supported in all departments. An example of this is the leave provided to Professor Chris Jackson (REC SAT member) for his TV work, which has led to him becoming the first Black academic to give a Royal Institution Christmas Lecture in 2020. Our victorious 2020 University Challenge team included a Black MSc student. As discussed in Section 3, our public engagement team is mindful to ensure diversity of contributors.

Figure 5.48 Professor Jackson at the Royal Institution December 2020; University Challenge winners, 2020



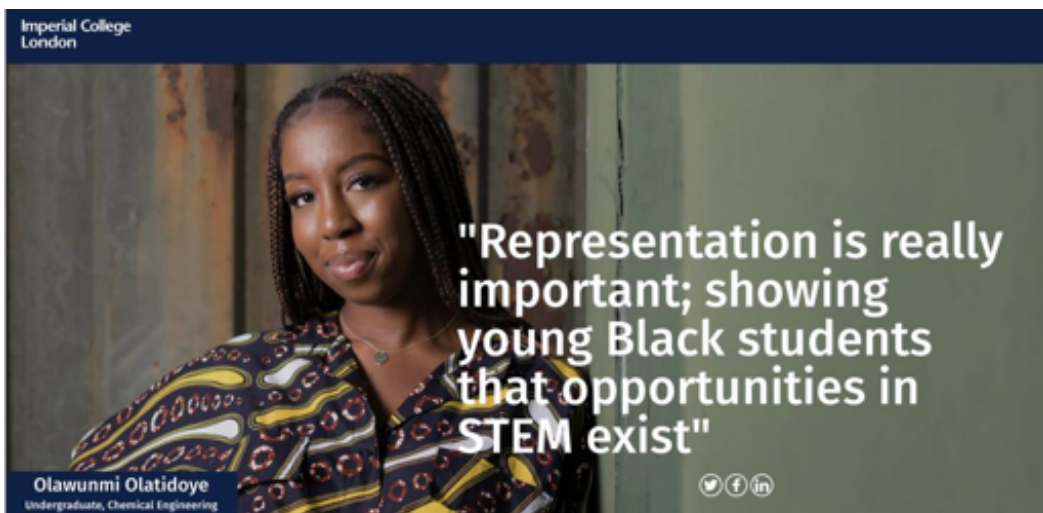
Section 5 Academic staff: recruitment, progression and development

The responsibilities entailed in the EDI Strategy means that equality of opportunity for profile-raising should become systemic, not least because of the importance of role models.

Progress towards this goal will be aided by initiatives on several fronts, including:

- Our 2019 Conference Policy – providing guidance to staff and students involved in organising meetings/workshops to (i) create a code of conduct with a strong anti-harassment statement; (ii) have an organising committee trained in diversity; and (iii) ensure diversity of speakers.
- Raising the visibility of BAME staff and students, *e.g.* the History Group (Section 3), our Shifting the Lens project and the Imperial People campaign (Figure 5.49) which features staff and students on digital screens, social media, and internal newsletters. Since its launch in 2018 this has featured 120+ people (32% BAME and 68% White).

Figure 5.49 Imperial People campaign example and student profile from the Shifting the Lens project



"When I first joined the [African Caribbean] Society, it was a way for me to meet people within my culture, but since taking up my role as secretary I've had the opportunity to make a difference. We work with the Student Recruitment and Outreach team to increase Black representation across the College, and I've worked with companies which help Black students to get internships and jobs."

Action 1.12

- Monitor diversity data for staff and students (provided by HR/Registry) involved in outreach work.
- 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)

Action 1.13 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.

Action 1.17 Increase diversity of staff and student images on our campuses, websites, social media feeds, and in other materials.

6. Professional and support staff: recruitment, progression and development

Where possible, for each of the sections below, please provide the data for each central department/academic faculty, depending on your structure and staff numbers. Please also provide a brief overview statement on section 6 as a whole from the head of each central department/academic faculty.

6a Professional and support staff recruitment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points, to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:

- = applying for professional and support posts
- = being shortlisted/invited to interview for professional and support posts
- = being offered professional and support posts

With reference to any information already provided in section 5, please comment on:

- = how minority ethnic individuals, where underrepresented, are encouraged to apply and accept offers
- = what is done to try to identify and address biases within the processes

See Section 5a for notes about recruitment data and current policy and practice.

Section 6 Professional and support staff: recruitment, progression and development

PTO data shows similar trends to academic recruitment. There is a clear and significant fall from 46% BAME applicants to 36% shortlisted and 30% hired or offered (Figure 6.1). This trend is seen for both Non-UK and UK applicants, though is worse for the latter (Figure 6.2). The trend is clear across all Faculties (Figure 6.6).

Clearly there is an area that needs further investigation, as BAME applicants are not progressing at the same rate as White applicants. Bias at each stage needs to be assessed. Blind shortlisting is one possibility to be considered, but training and more diverse makeup of panellists are essential.

Figure 6.1 PTO Services recruitment (whole time period)

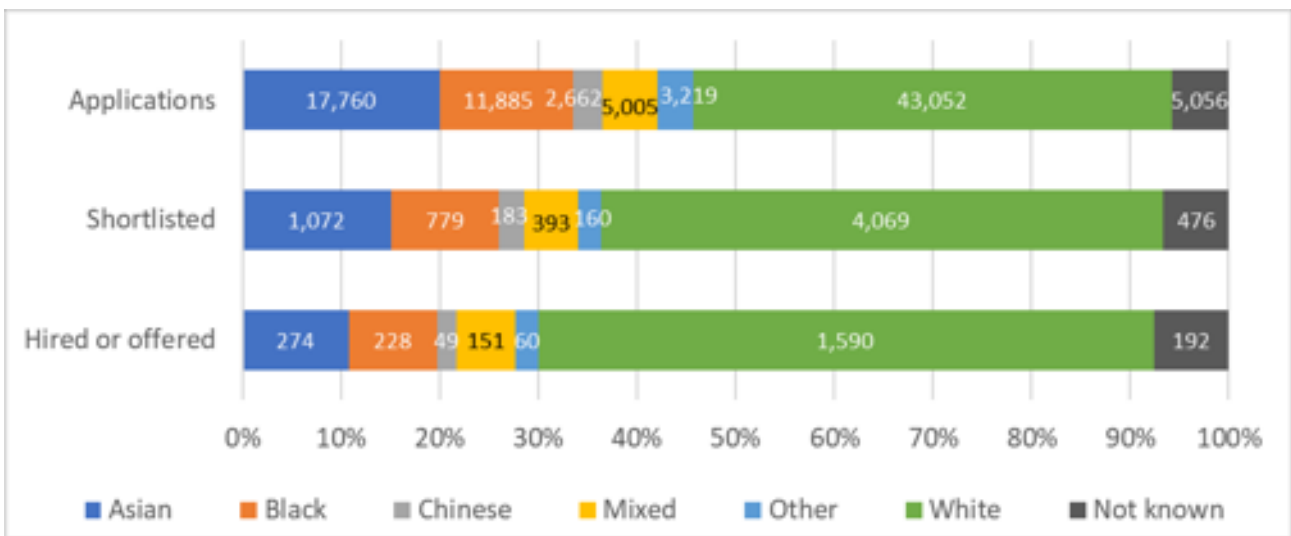
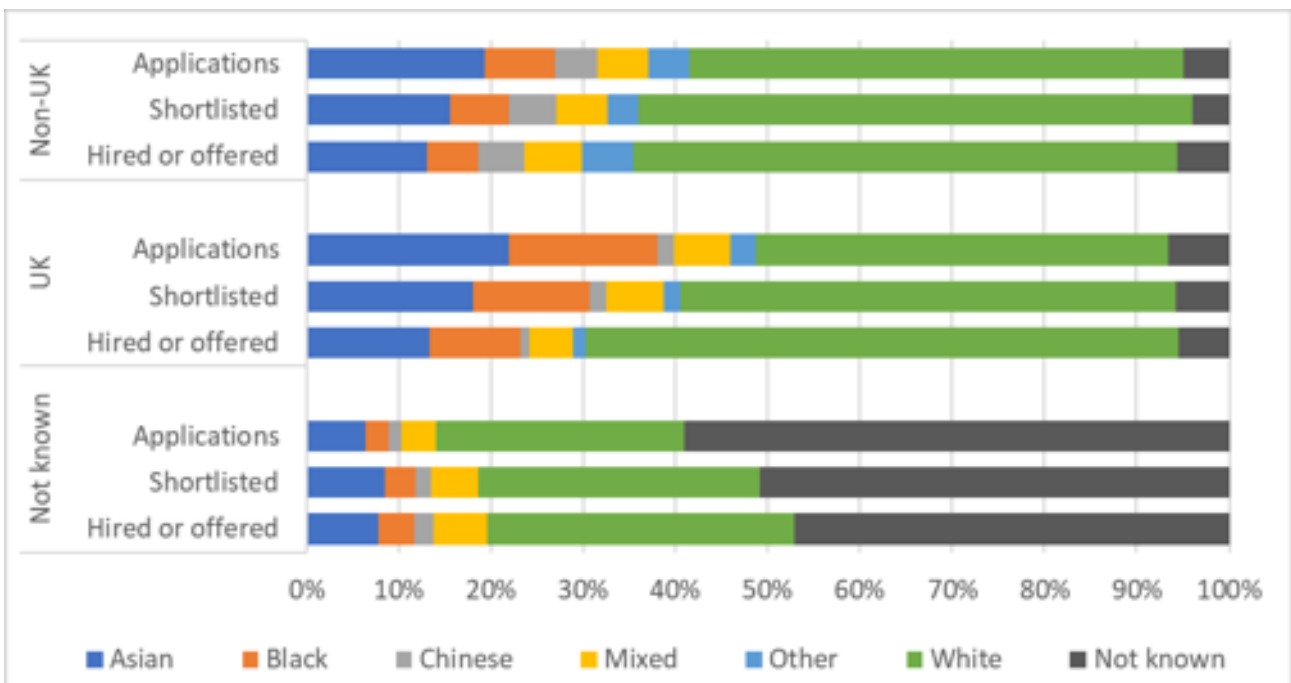


Figure 6.2 PTO Services recruitment in 2020 comparing Non-UK and UK applicants



Section 6 Professional and support staff: recruitment, progression and development

Figure 6.3 PTO Services recruitment – number of applications

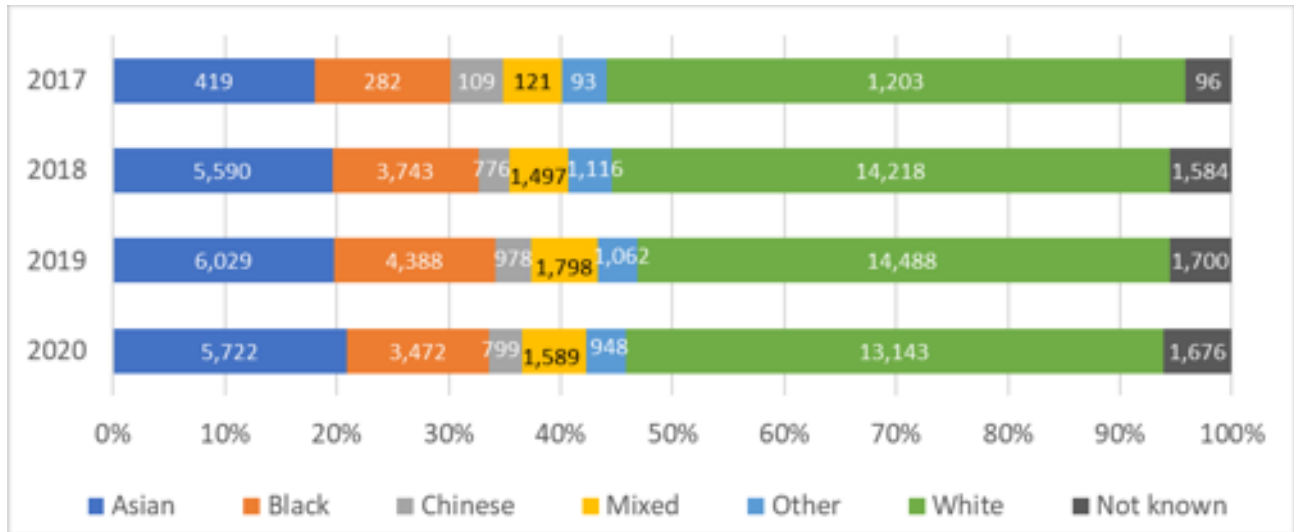


Figure 6.4 PTO Services recruitment - number of shortlisted applications

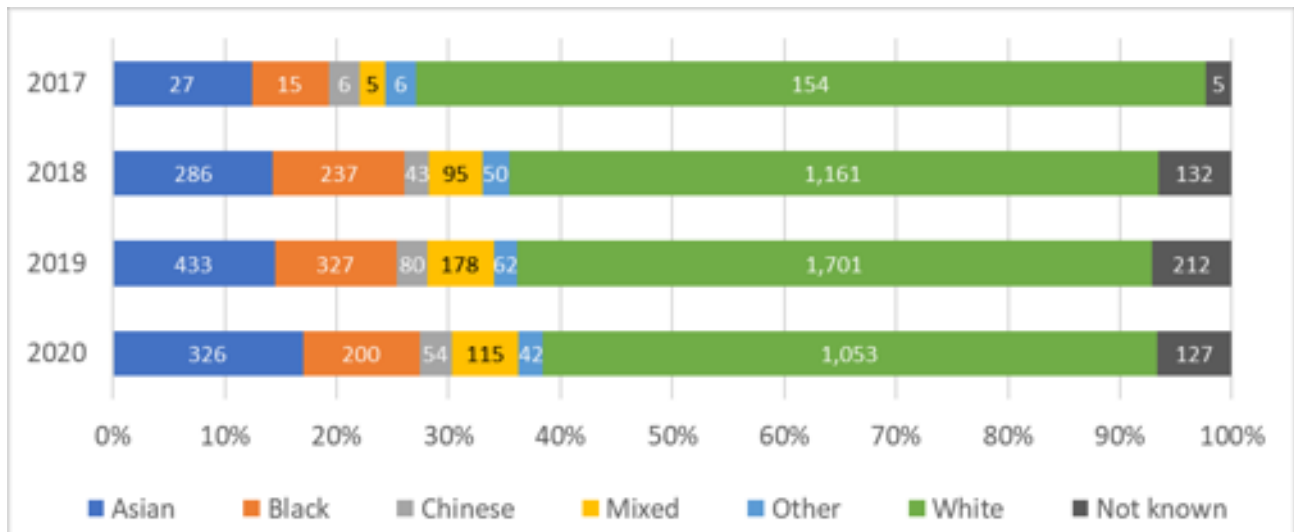


Figure 6.5 PTO Services recruitment - number of applications hired or offered

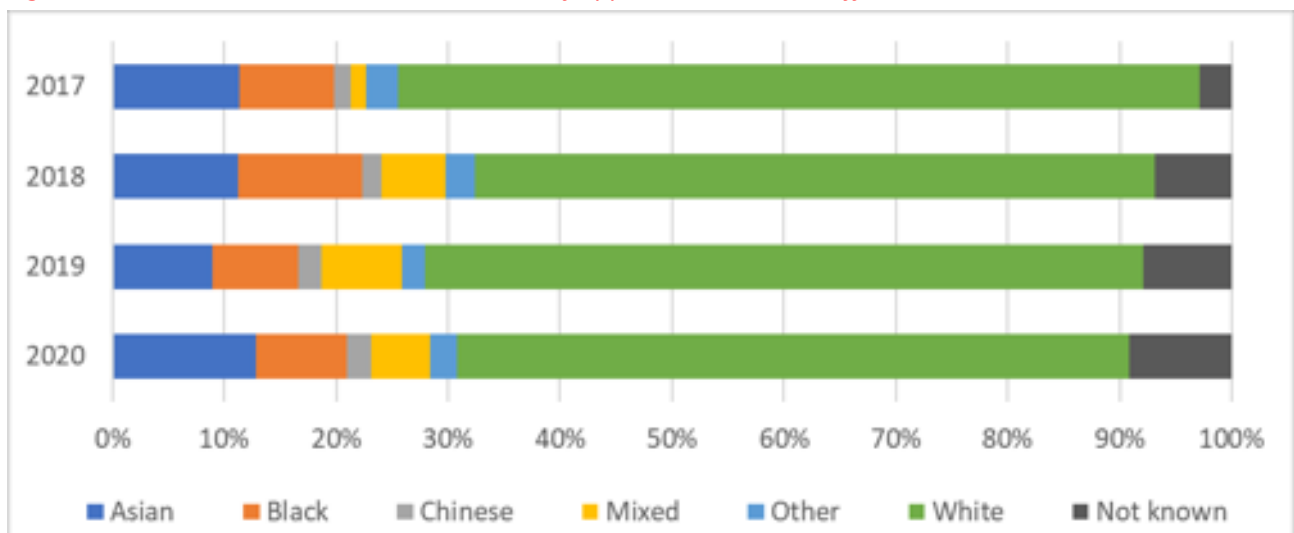
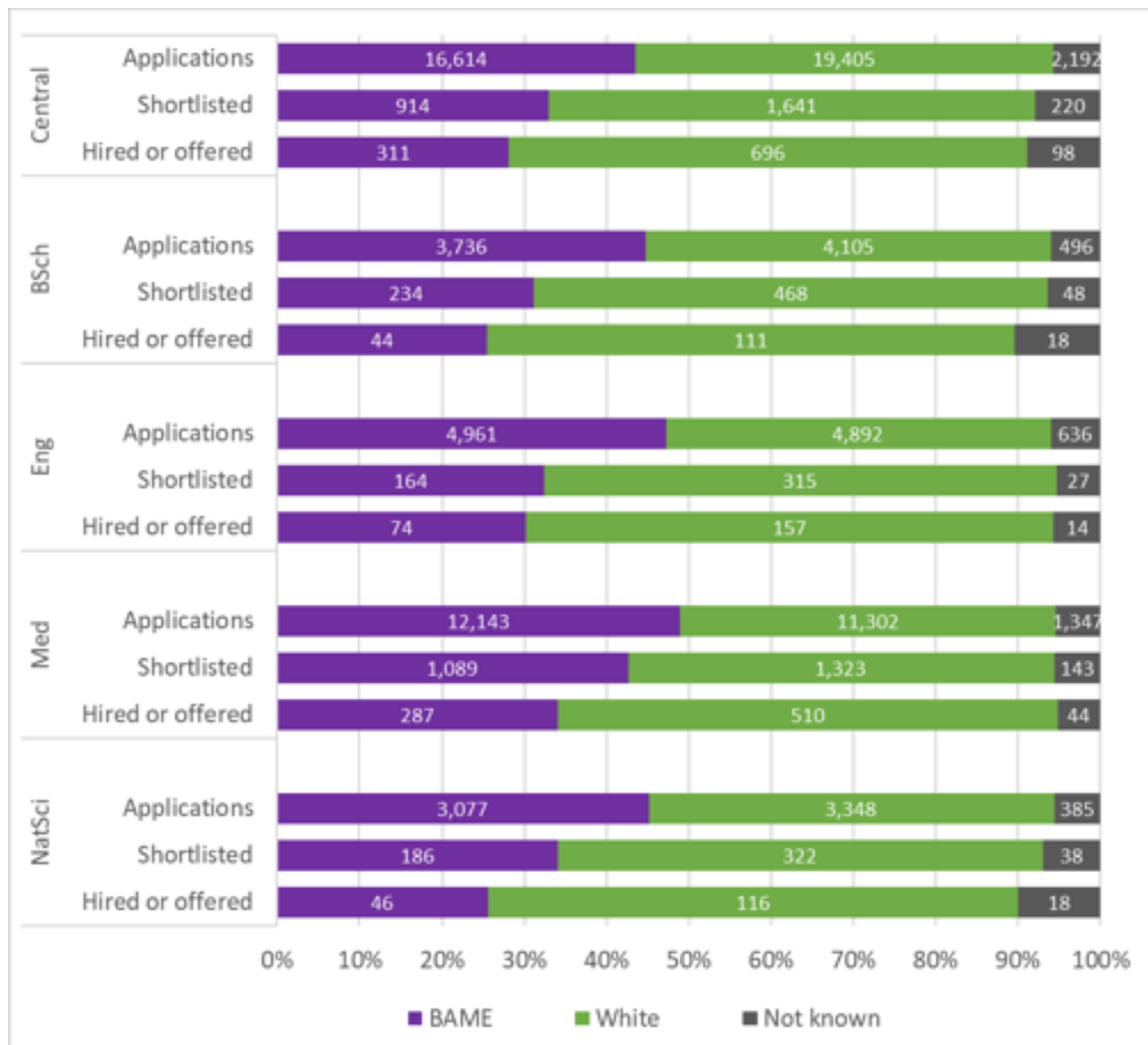


Figure 6.6 PTO Services recruitment - by Faculty (whole time period)



- Action 2.3** Increase the ethnic diversity of appointment panels (especially for senior academic and PTO roles).
- Action 2.4** All panel members to have completed 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).
- Action 2.5** Develop and implement a proactively inclusive ‘Know your Pool’ recruitment process.
- Action 2.6** Investigate why more BAME applicants are not progressing to shortlisting and being offered positions.
- Action 2.10** Pilot anonymised shortlisting processes for academic and PTO appointments.

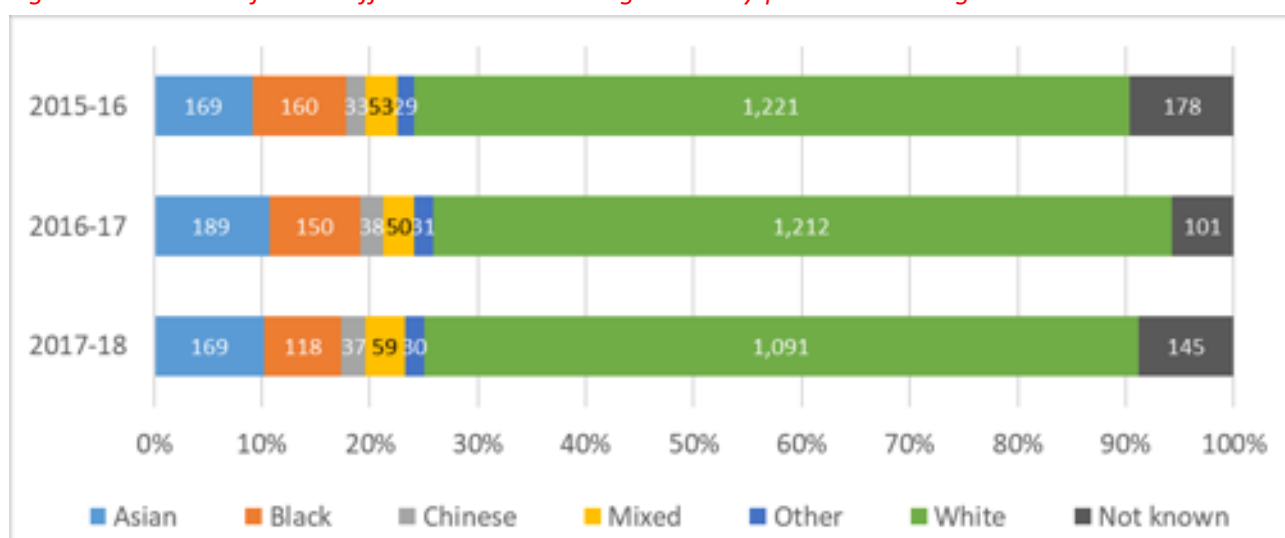
6b Training

Please provide race-specific information on the training available to professional and support staff including:

- = courses related to management, leadership, and/or other opportunities linked to career progression
- = the uptake of courses by ethnicity
- = how training is evaluated

Section 5b gave an overview of our training and career development opportunities.

Figure 6.7 Number of PTO Staff individuals attending university-provided training



Imperial offers a range of tailored training and career development options for PTO Services:

- Our Professional Development Programme offers support to develop key skills and knowledge, integrating continuous learning and development as a vital component of working life.
- Our Coaching Academy, first launched in 2009, now has ~50 coaches offering 1-2-1 support to work through workplace situations.
- In 2017 we were one of the founder signatories of the Technician Commitment. Our action plan has resulted in the creation of a Technician’s Network, a bi-monthly newsletter, an online portal to bring together information, and an internal course to help staff through professional registration with the Science Council. Our first Technicians’ Festival is planned for 2021, with two mini-conferences themed around EDI and sustainability.
- We currently offer three apprenticeship schemes (Laboratory, Maintenance, and Technician) to grow our own talent pipeline. Our Apprenticeship Manager delivers regular briefings to raise awareness of the benefits of apprenticeships, as well as providing advice to departments considering developing their own.

Quote from one of our apprenticeship case studies

“I chose the apprenticeship route because, personally, I feel that this is the best way to qualify for a “hands-on” role such as this...Working for an organisation such as Imperial also has its own perks as you always have the opportunity to get involved in networking events, talks, days out, training sessions and many other interesting events which progress through the academic year.”

IMPACT development programme

IMPACT (Imperial Positive About Cultural Talent) is our internal development programme for BAME staff, run by EDIC staff and an external trainer (all BAME themselves). Established in 2014, it builds on our previous experience with the iLead and Stella BAME development programmes.

IMPACT is open to staff from all job families but has been attended mainly by PTO Services. Incorporating workshops, Action Learning Sets, and mentoring from senior College leaders and managers, it helps individuals to build confidence, take responsibility for their own careers, identify barriers that they may face and propose solutions; e.g. the Shifting the Lens project (see Section 3) emerged from IMPACT group work.

Figure 6.8 IMPACT 2019 graduating cohort



Table 6.1 IMPACT cohorts

Year	Number of delegates, and range of grades represented
2014	18 – Levels 2b to 4
2015	16 – Levels 3b to 5
2016	16 – Levels 3b to 4, plus one external
2017	12 – Levels 2 to 4
2018	12 – Levels 2b to 5
2019	16 – Levels 1a to 5

Quotes from IMPACT graduates

“The programme helped me to better understand the ‘Imperial culture’ and make some good links within a safe environment. I left the programme feeling reassured about my personal development and career progression.”

“My mentor was fantastic and understood the difficulties that BAME individuals can face when trying to progress in their career. Each session was really useful in reminding me that I bring a lot to the table, and that I just need to believe in myself.”

““My IMPACT journey has been transformative, in terms of how I see myself and the kind of opportunities that I could apply for. BAME staff have very specific challenges and IMPACT provided me with a really tailored programme that helped to address those.”

IMPACT has received high levels of positive feedback. EDIC hosted a reunion event in 2019, inviting all past delegates and mentors. From feedback gathered through the reunion, 70% of respondents are still using tools from the programme and 40% have been promoted since they took part.

Covid-19 resulted in the planned 2020 programme being cancelled. EDIC is taking the opportunity to review and improve IMPACT. Initial findings from a survey suggest many feel ethnicity was/might be a factor in the barriers to progression at Imperial, and that traditional leadership programmes do not address the unique challenges faced by BAME staff - confirming the need to continue our IMPACT programme.

6c Appraisal/development review

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the outcomes of appraisals/development reviews for professional and support staff, with specific reference to outcomes by ethnicity. Please differentiate between UK and non-UK staff.

Imperial's Personal Review and Development Plan (PRDP) is our annual appraisal process, which applies to **all** job families. Section 5c discussed PRDP, covering all staff. As noted in that section, we have incomplete HR data, but it does show a higher completion rate for PTO Services than for academic staff.

In the absence of a formal promotions process, PRDPs provide important discussions for PTO Services (Section 6d). While the normal expectation is for the line manager to conduct a PRDP, for some PTO staff this may be an academic who does not fully understand the complexities of career progression for PTO Services; in such cases a PTO manager can conduct the PRDP.

Table 6.2 Number of staff completing PRDPs by staff group. See Section 5c for data analysis by ethnicity

	2016-17			2017-18			2018-19		
	# of PRDPs	Staff headcount	PRDP completion rate	# of PRDPs	Staff headcount	PRDP completion rate	# of PRDPs	Staff headcount	PRDP completion rate
Academic Staff	732	1,353	54.1%	664	1,385	47.9%	290	1,405	20.6%
Research Staff	727	2,101	34.6%	719	2,045	35.2%	294	2,003	14.7%
L&T Staff	93	194	47.9%	102	230	44.3%	51	280	18.2%
PTO Staff	2,327	3,798	61.3%	2,082	3,733	55.8%	1,264	3,831	33.0%
Grand Total	3,879	7,446	52.1%	3,567	7,393	48.2%	1,899	7,519	25.3%

Action 2.9 Reform of the Personal Review and Development Plan (PRDP) process to ensure it is valued by staff, and easy to monitor.

6d Professional and support staff promotions

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK professional and support staff who have been promoted or had their role regraded.

Please consider, with specific reference to ethnicity and race:

- = any formal processes for promotion/regrading for professional and support staff
- = any training or mentoring offered around promotion and progression
- = comment on staff perceptions of development and progression

As discussed in Section 5d, Job Level Review (JLR) is focused on the **role**, rather than the **individual**. Rather than promotion, JLR is designed to review whether a job has grown sufficiently to be re-graded. Due to the impact of Covid-19, JLR was paused in 2020, and HR are taking the opportunity to formally review the process.

JLR success rates are generally consistent for BAME and White applicants (Figure 6.11). The applications data by grade (Figure 6.10) reflects the underlying population and decreasing representation of BAME staff at higher grades (Section 4b). We are not sure why 2019 saw a fall in JLR applications, across all ethnicities.

Table 6.3 PTO Services Job Level Review (JLR) applications

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Section 6 Professional and support staff: recruitment, progression and development

Figure 6.9 PTO Services Job Level Review (JLR) applications

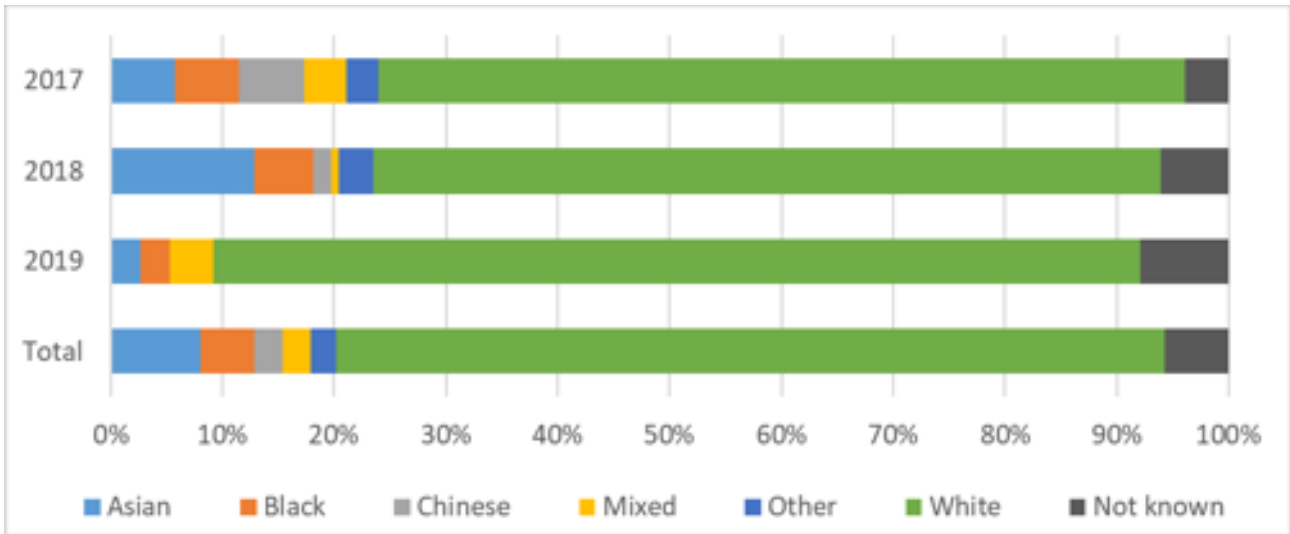
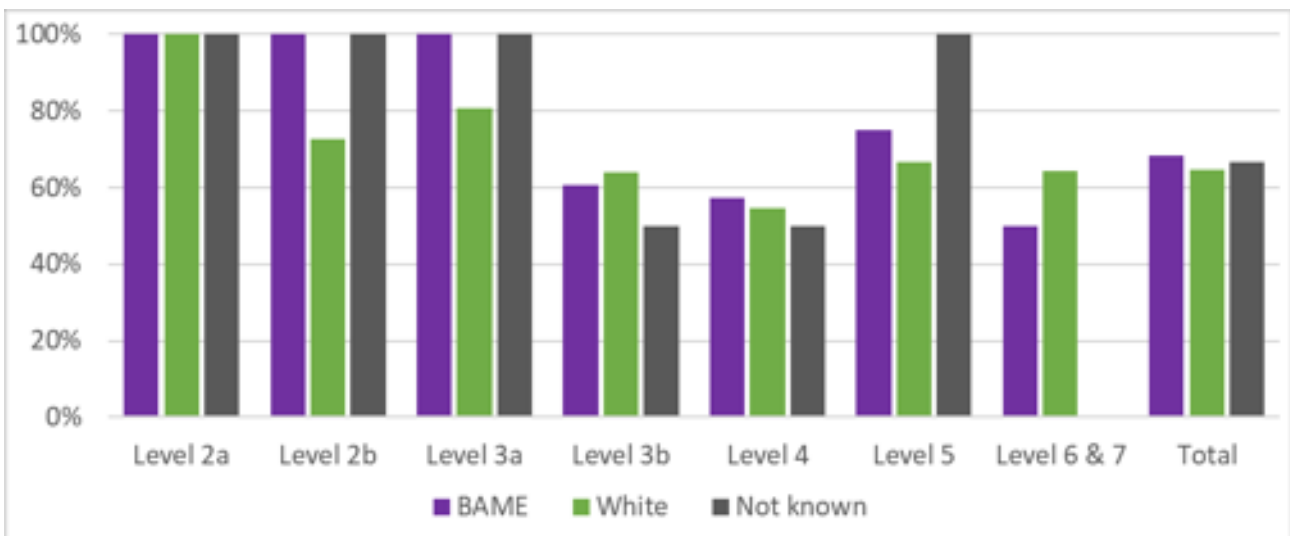


Figure 6.10 PTO Services Job Level Review (JLR) applications by grade (all three years)

Data redacted from public version due to small numbers, in order to maintain confidentiality/anonymity.

Figure 6.11 PTO Services Job Level Review (JLR) success rate, by grade (all three years).



Section 6 Professional and support staff: recruitment, progression and development

In REC focus groups, it was noted that often you cannot move up without specific types of experience, which are difficult to gain in your current role. It would be beneficial to formalise methods for secondments, and temporary promotions, so that people are able to gain those skills. This is particularly important for Professional Services, who need more opportunities to move about and to develop transferable skills.

20149 REC Staff Focus Group participant

“Some staff [talented staff of colour] have been here 10 years and not progressed”

“You’re allowed to get so far...[and then people of colour are blocked]”

The 2019 Staff Survey showed BAME respondents have more negative responses to development and progression opportunities than White respondents.

Line manager support is key for PTO Services progression, in terms of useful PRDPs, support for JLR applications, and general advice and support. Evidence suggests a need for line manager development on potential bias and support for BAME staff.

Figure 6.12 2019 Imperial Staff Survey, Q16 I have the opportunity for development and growth at the College

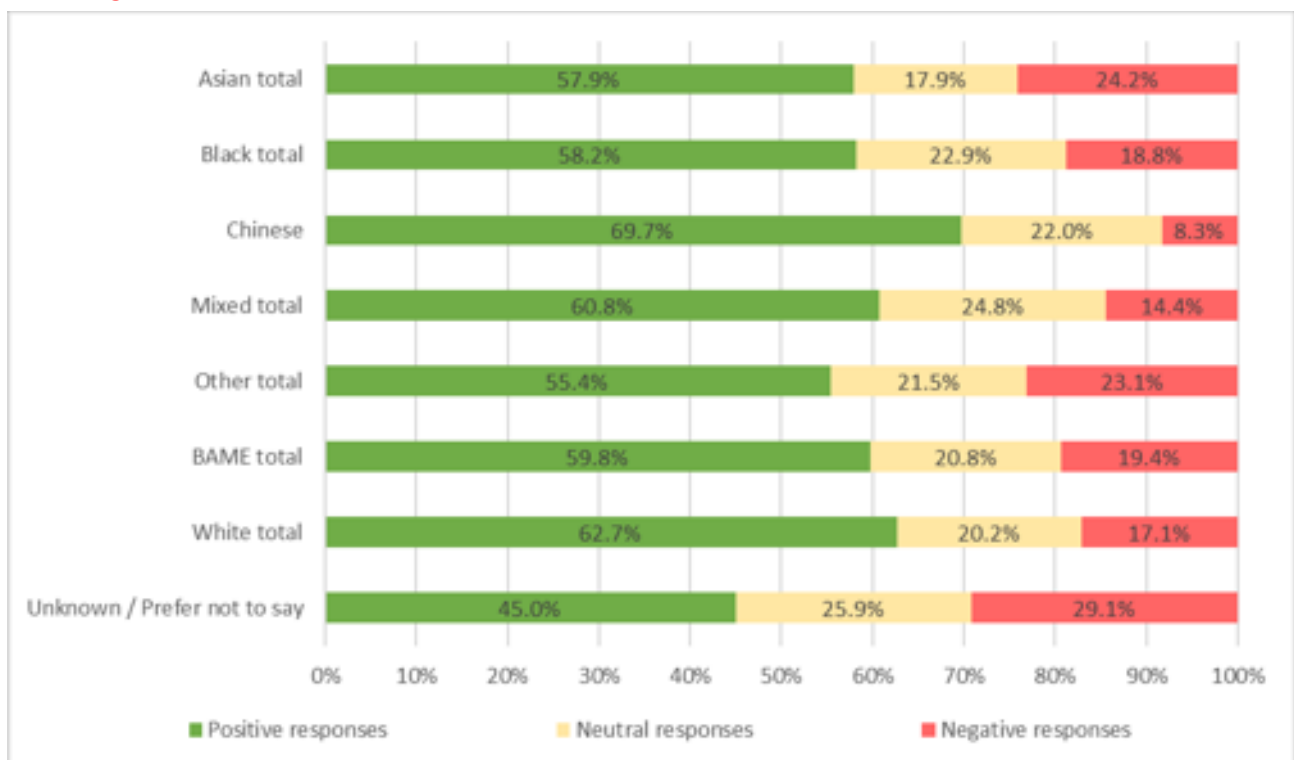
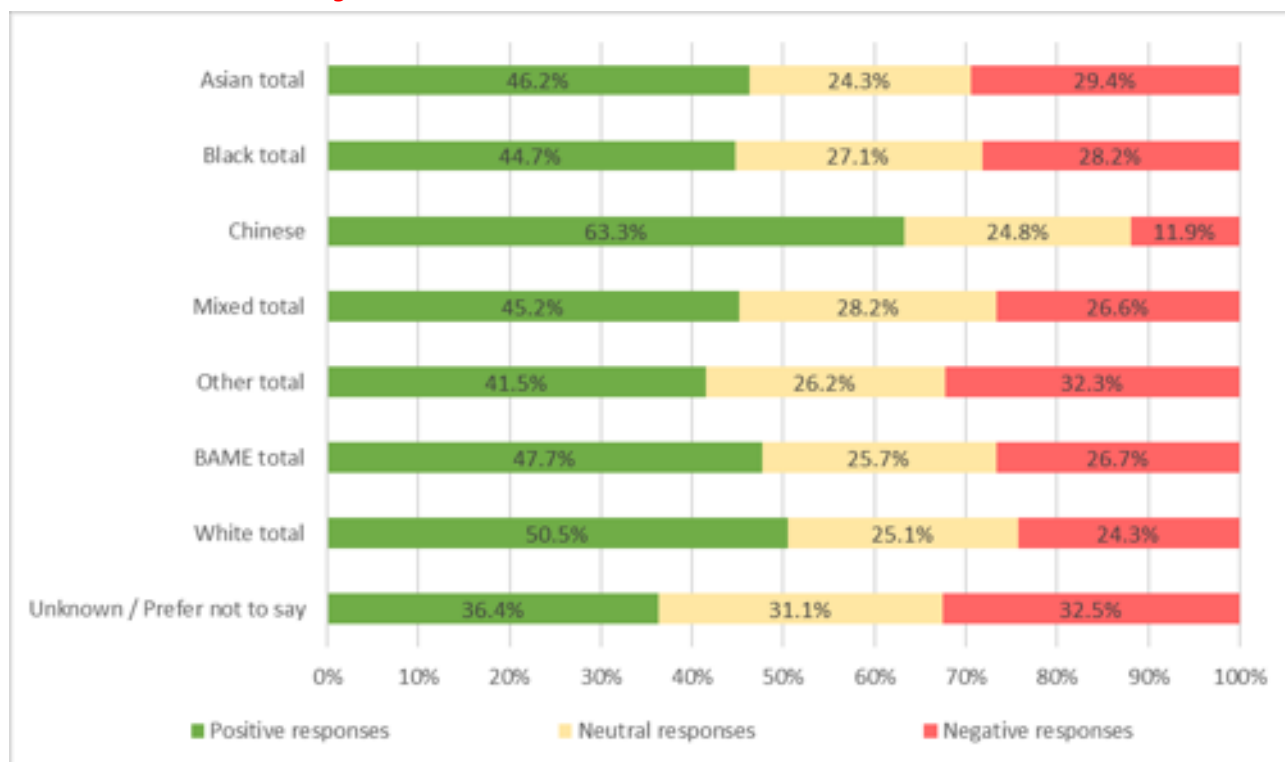


Figure 6.13 2019 Imperial Staff Survey, Q17 I know what career progression opportunities are available to me at the College



Action 1.9 Increase awareness among staff and students on race equality and what the College is doing to address it.

Action 2.7

- Improve communication through EDIC committees about the provision of qualifications available through the apprenticeships programme.
- Incorporate inclusive leadership as part of management and leadership development activities.
- Increase and improve communication about the central provision available to all staff on developing their careers at Imperial.
- 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

Action 2.8 Establish a BAME mentoring programme focused on preparing staff for senior roles.

Action 2.12 Develop a secondment process and pilot the process with PTO staff ensuring that staff from under-represented ethnicities are encouraged to apply.

7. Student pipeline

Where specified, please provide the data for each academic faculty, otherwise provide data for the institution as a whole. Please also provide a brief overview statement on section 7 as a whole from the head of each faculty.

7a Admissions

Please provide three years' institution-level data on undergraduate application success rates by average predicted/actual tariff point, analysed by specific ethnic group and disaggregating between UK and international students.

- = highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university
- = outline how racial biases are identified within the admissions process

Most UG applications are through UCAS, who only capture ethnicity for UK-domiciled students. This section is therefore restricted to UK applicants (~40% of the total)¹.

Table 7.1 and Figure 7.1 show a steady increase in ethnic diversity in our UG applicants. Our applicant pool is more ethnically diverse than the UK or London populations.

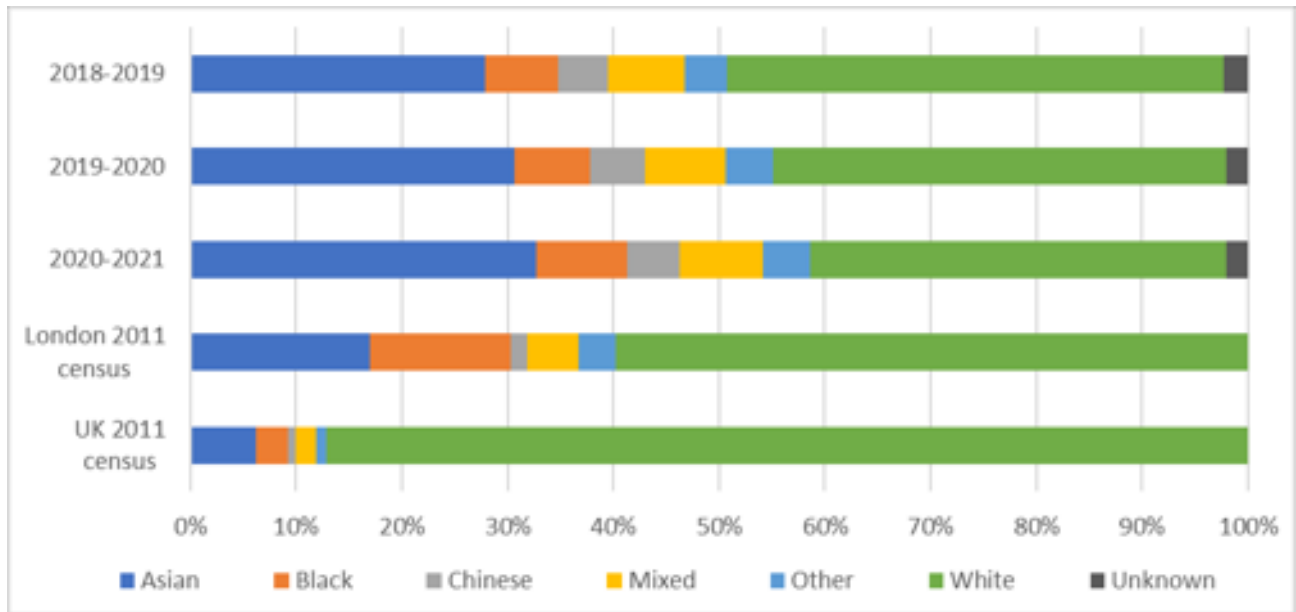
Table 7.1 UK-domiciled UG applications by ethnicity

Ethnicity	Count of applications			% of applications		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Asian	2,385	2,785	3,265	27.9%	30.6%	32.7%
Black	590	660	855	6.9%	7.2%	8.6%
Chinese	405	465	490	4.7%	5.1%	4.9%
Mixed	620	700	790	7.2%	7.7%	7.9%
Other	350	405	445	4.1%	4.5%	4.5%
White	4,020	3,895	3,925	46.9%	42.8%	39.3%
Unknown	195	190	205	2.3%	2.1%	2.1%
Total	8,565	9,090	9,975	100.0%	100.0%	100.0%

¹ In this section, to protect students being identifiable we have rounded counts of students to the nearest 5. Where counts are lower than 3 they have been suppressed and tables show "<3". Where percentages are based on fewer than 10 students they have been suppressed and marked as "SUP".

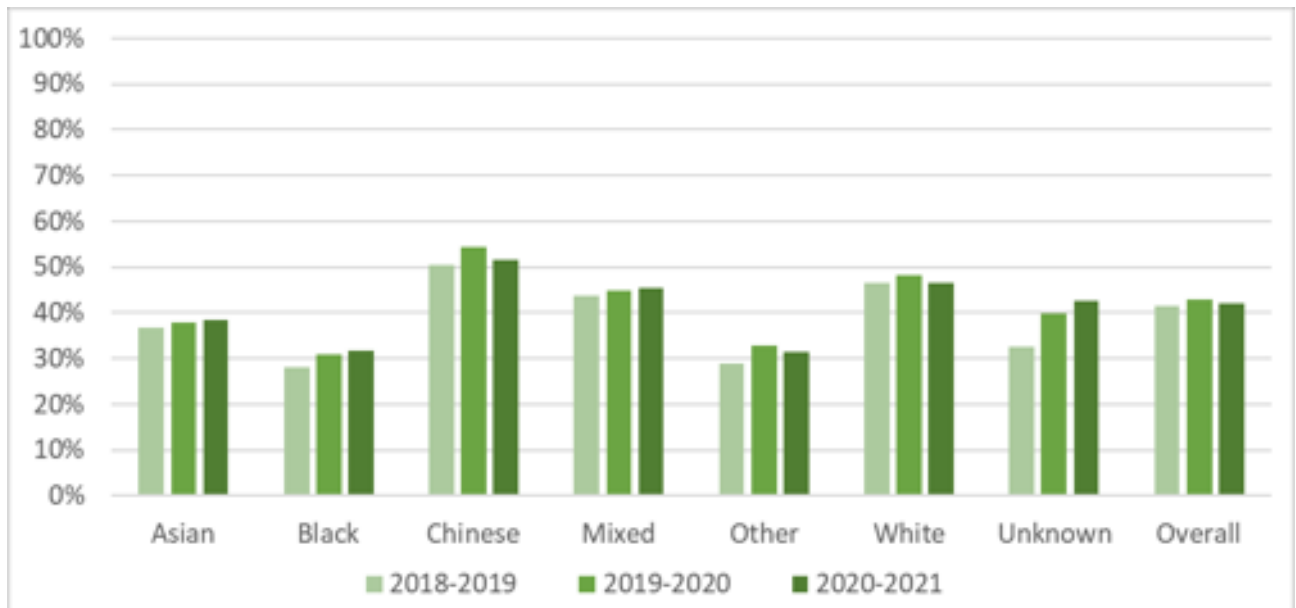
Section 7 Student pipeline

Figure 7.1 UK-domiciled UG applications – compared to 2011 London and UK Census data



For UK-domiciled applicants, the offer rate has increased for all known ethnic groups. However, the actual offer rate varies by applicant ethnicity (Figure 7.3; Table 7.2).

Figure 7.2 UK-domiciled UG offer rates by ethnicity



Section 7 Student pipeline

Table 7.2 Overall UK-domiciled UG offer rates by ethnicity

Ethnicity	Count of applications			Count of offers		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Asian	2,385	2,785	3,265	880	1,060	1,260
Black	590	660	855	165	205	270
Chinese	405	465	490	205	250	255
Mixed	620	700	790	270	315	360
Other	350	405	445	100	135	140
White	4,020	3,895	3,925	1,865	1,875	1,820
Unknown	195	190	205	65	75	90
Grand Total	8,565	9,090	9,975	3,550	3,910	4,190

Ethnicity	Offer rate %			Relative offer rate (vs. White)		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Asian	36.9%	38.0%	38.5%	0.79	0.79	0.83
Black	28.2%	31.0%	31.6%	0.61	0.64	0.68
Chinese	50.5%	54.4%	51.6%	1.09	1.13	1.11
Mixed	43.8%	44.8%	45.4%	0.94	0.93	0.98
Other	28.9%	32.8%	31.3%	0.62	0.68	0.67
White	46.4%	48.2%	46.4%	1.00	1.00	1.00
Unknown	32.5%	39.9%	42.7%	0.70	0.83	0.92
Grand Total	41.5%	43.0%	42.0%			

The offer rate trends reflect the impact of actions arising from analyses performed in 2017, which revealed, disturbingly, that applicants from some ethnic groups (especially Asian, Black and Other) had lower offer rates even *when they went on to achieve A-level grades that would have qualified them for entry* (Table 7.3). Our screening processes (based on grade analyses and interviews) were clearly excluding talented students from these groups.

Table 7.3 Offer rates in 2016-17 for applicants who went on to achieve the required entry grades

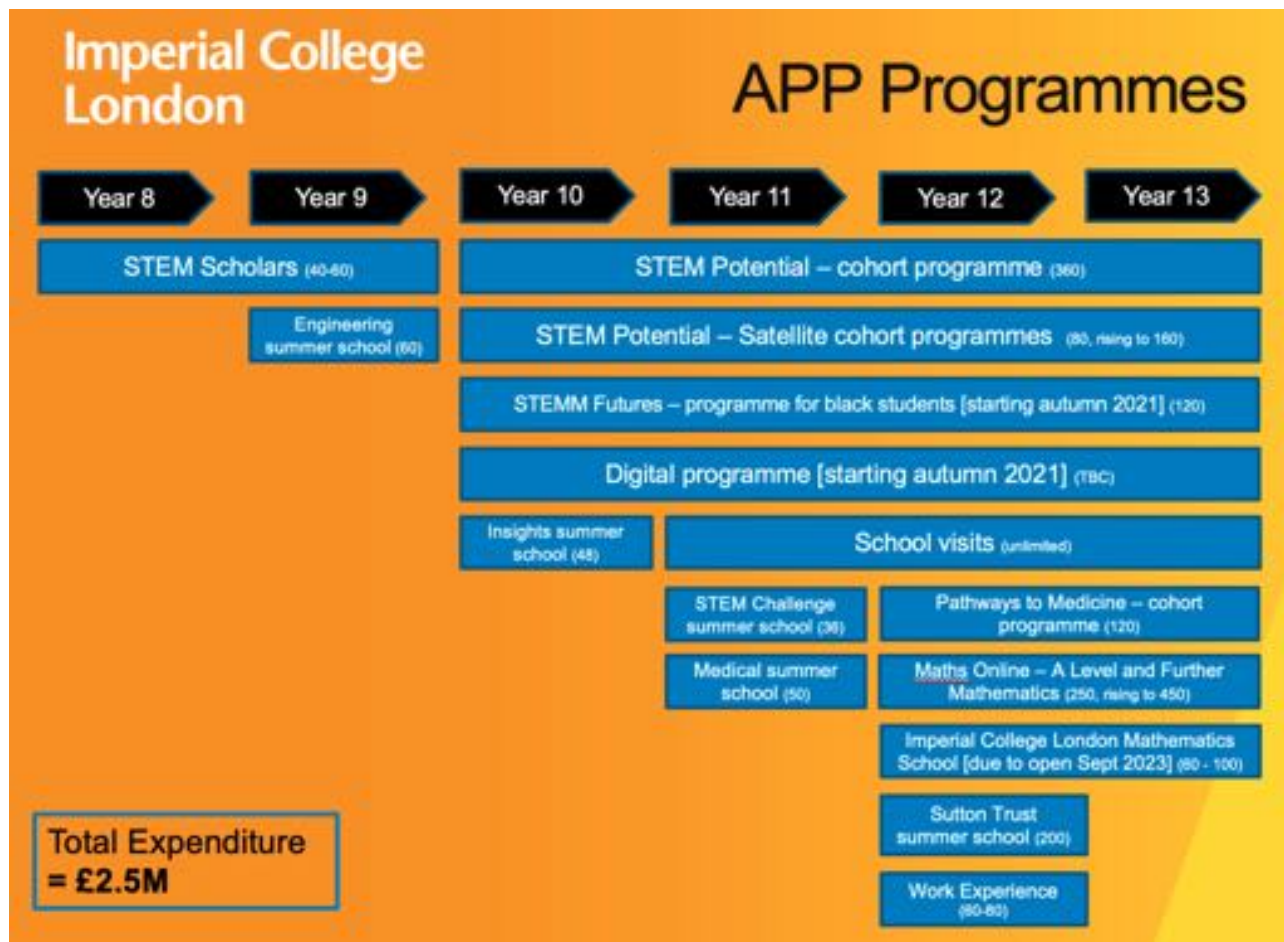
Ethnicity	College	NatSci				Med
		Chemistry	Life Sciences	Maths	Physics	Medicine
Asian	45.8%	58.1%	54.5%	58.4%	46.3%	35.4%
Black	32.0%	75.0%	47.1%	33.3%	25.0%	21.3%
Mixed	55.2%	68.2%	76.7%	45.7%	70.3%	46.4%
Other	34.5%	72.7%	12.5%	30.0%	50.0%	20.0%
White	58.6%	63.1%	71.0%	51.1%	55.2%	49.2%
Unknown	53.2%	66.7%	66.7%	80.0%	44.4%	37.5%

Ethnicity	Eng									
	Aero	BioEng	Chem Eng	Civil Eng	Computing	Design Eng	Earth Sci	EE Eng	Materials	Mech Eng
Asian	56.3%	95.2%	36.1%	68.8%	41.6%	63.2%	100.0%	82.4%	90.0%	21.6%
Black	57.1%	100.0%	26.9%	75.0%	20.0%	0.0%	100.0%	57.1%	50.0%	33.3%
Mixed	37.5%	100.0%	29.4%	100.0%	32.0%	62.5%	80.0%	100.0%	87.5%	34.5%
Other	25.0%	100.0%	33.3%	100.0%	60.0%	60.0%	N/A	0.0%	100.0%	30.0%
White	55.8%	92.0%	46.0%	86.4%	49.5%	64.4%	97.8%	74.7%	81.8%	40.2%
Unknown	100.0%	N/A	40.0%	100.0%	33.3%	0.0%	100.0%	50.0%	100.0%	0.0%

Section 7 Student pipeline

We therefore changed selection procedures to eliminate bias (*e.g.* by recognising the potential disconnect between GCSE results and academic performance at 6th-form college) and made offer policies more sensitive to students' widening-participation status. Our analysis also fed into the re-configuration and resourcing of engagement and support activities designed to support our OfS-agreed Access and Participation Plan (APP), which has a specific aim of doubling the number of Black UGs by 2024-25.

Figure 7.3 Summary of work with schools to support our Access and Participation Plan (APP)



These measures have increased our offer rates to the groups most disadvantaged by our prior practice (Table 7.2). Nevertheless, there is still work to do to close the 'offer gap'.

Section 7 Student pipeline

To detect residual racial bias in offer making, we examined the offer rates between applicants with similar predicted A-level points scores.

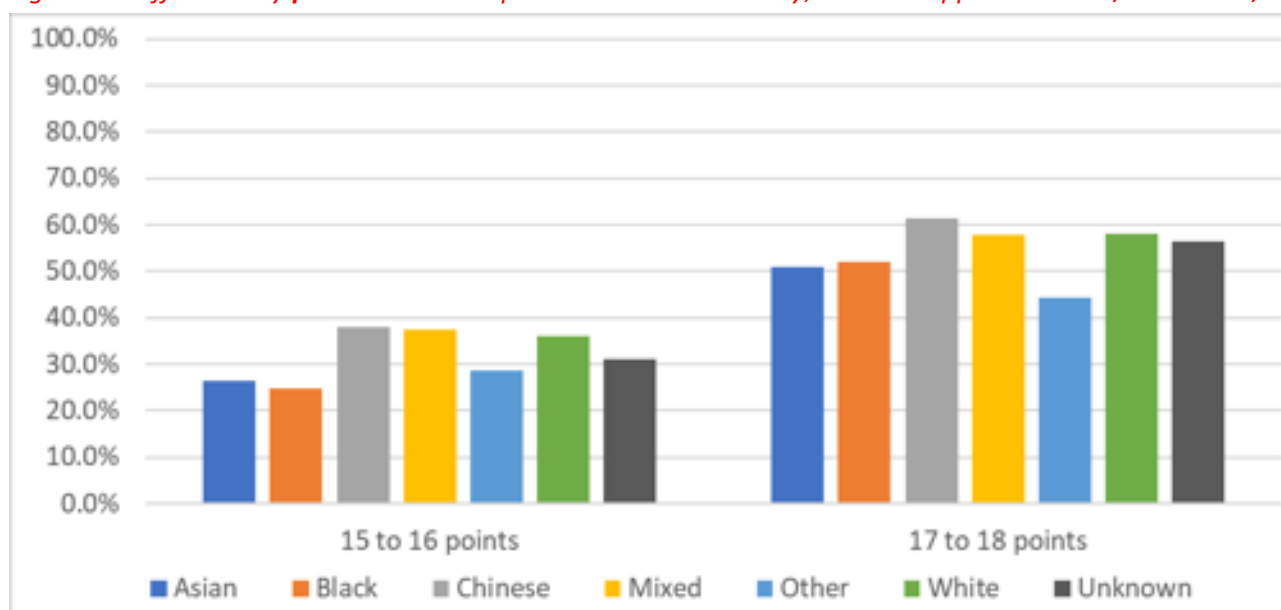
Table 7.4 Number of offers and offer rate by **predicted** A-level points score

Ethnicity	Year	Number of Offers					Offer Rate				
		1-6 pts	7-11 pts	12-14 pts	15-16 pts	17-18 pts	1-6 pts	7-11 pts	12-14 pts	15-16 pts	17-18 pts
Asian	2018-2019	<3	5	20	130	610	SUP	13.8%	18.9%	24.2%	53.8%
	2019-2020	5	5	15	200	690	27.3%	18.8%	10.6%	27.4%	50.7%
	2020-2021	10	10	30	225	845	34.8%	20.0%	20.9%	26.6%	49.1%
Black	2018-2019	<3	<3	<3	35	95	SUP	0.0%	6.1%	23.6%	51.6%
	2019-2020	<3	5	10	45	115	SUP	21.4%	18.8%	24.2%	53.4%
	2020-2021	<3	<3	10	70	150	SUP	0.0%	12.9%	25.9%	51.4%
Chinese	2018-2019	<3	<3	5	15	130	SUP	SUP	53.8%	27.9%	65.7%
	2019-2020	5	5	5	35	155	SUP	SUP	SUP	43.8%	58.8%
	2020-2021	<3	<3	5	25	165	SUP	SUP	33.3%	40.3%	60.4%
Mixed	2018-2019	<3	<3	5	40	165	SUP	SUP	22.2%	36.4%	58.7%
	2019-2020	<3	5	<3	55	195	SUP	29.4%	8.0%	36.3%	57.1%
	2020-2021	<3	<3	5	55	225	SUP	6.7%	13.9%	39.4%	57.6%
Other	2018-2019	<3	<3	<3	20	50	SUP	SUP	14.3%	29.6%	44.9%
	2019-2020	<3	<3	5	30	75	SUP	SUP	15.6%	29.2%	47.4%
	2020-2021	<3	<3	5	30	80	SUP	SUP	17.6%	27.4%	41.4%
White	2018-2019	5	10	40	235	1,175	SUP	19.0%	23.2%	33.5%	58.4%
	2019-2020	10	10	50	280	1,185	50.0%	18.9%	29.3%	37.3%	60.3%
	2020-2021	10	10	45	250	1,190	36.7%	19.0%	28.4%	37.6%	55.9%
Unknown	2018-2019	<3	<3	5	5	35	SUP	SUP	30.0%	17.4%	50.0%
	2019-2020	<3	<3	<3	10	40	SUP	10.0%	SUP	30.0%	63.1%
	2020-2021	<3	<3	5	15	55	SUP	SUP	SUP	41.2%	56.8%
Total		50	65	265	1,810	7,420					
% of Total		0.5%	0.7%	2.8%	18.8%	77.2%					

Grade(s)	Pts
A*	6
A	5
B	4
C	3
D	2
E	1
A*A*A*	18
A*A*A	17
A*AA	16
AAA	15

From 2018-21, over 96% of offers were made to applicants predicted to receive Imperial's standard minimum offer of 15 points or more (Table 7.4; Figure 7.4). There is a clear indication of bias towards Chinese, Mixed and White applicants, as they hold the highest offer rates at this level.

Figure 7.4 Offer rate by **predicted** A-level points score and ethnicity, total UG applicants 2018/19 to 2020/21



Section 7 Student pipeline

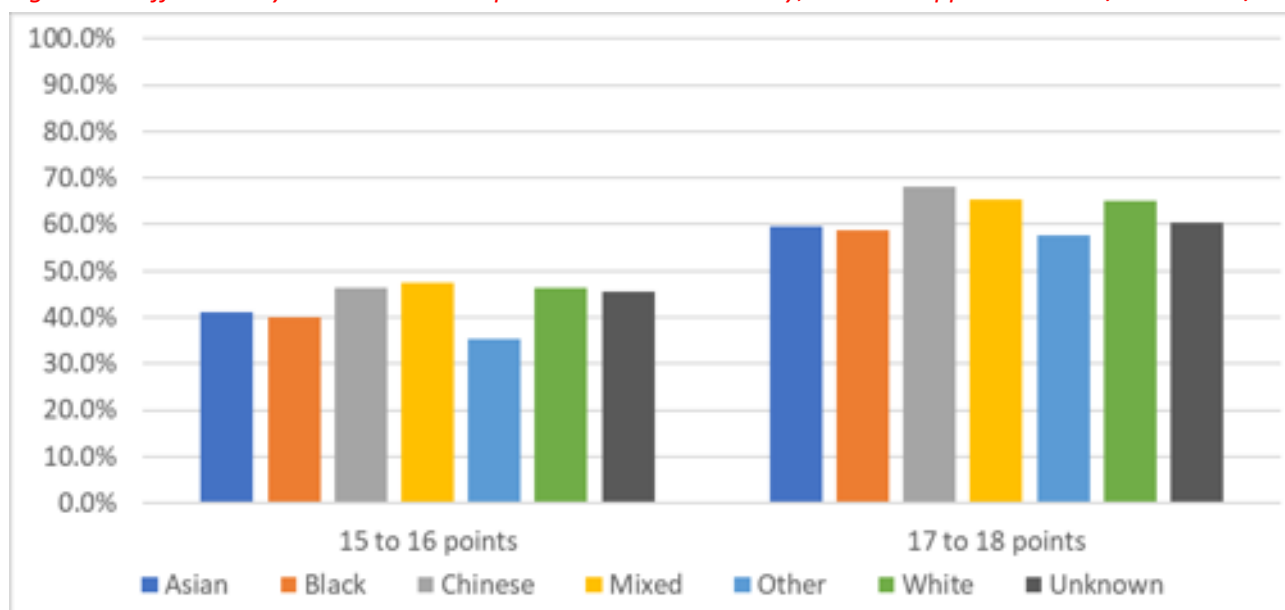
There is less variation in offer rates by ethnicity when grouping applicants by their *achieved* A-level points score (Table 7.5; Figure 7.5), although Chinese, Mixed and White applicants still have the highest offer rates. While this analysis suggests that our admission process does a fair job of identifying talented candidates, there are residual biases in offer rates that need to be eliminated.

Grade(s)	Pts
A*	6
A	5
B	4
C	3
D	2
E	1
A*A*A*	18
A*A*A	17
A*AA	16
AAA	15

Table 7.5 Number of offers and offer rate by *achieved* A-level points score

Ethnicity	Year	Number of offers					Offer rate				
		1-6 pts	7-11 pts	12-14 pts	15-16 pts	17-18 pts	1-6 pts	7-11 pts	12-14 pts	15-16 pts	17-18 pts
Asian	2018-2019	5	35	105	255	365	9.4%	17.0%	24.5%	44.3%	64.3%
	2019-2020	10	60	185	275	395	12.1%	16.5%	29.7%	43.6%	64.4%
	2020-2021	10	25	130	310	645	27.3%	15.5%	22.8%	37.2%	54.6%
Black	2018-2019	<3	5	40	40	45	SUP	10.1%	34.2%	40.4%	55.4%
	2019-2020	5	30	50	50	45	19.0%	24.3%	31.8%	46.4%	60.8%
	2020-2021	<3	10	45	70	105	6.7%	10.8%	23.6%	36.3%	59.3%
Chinese	2018-2019	<3	5	25	40	90	SUP	18.8%	51.0%	46.0%	71.4%
	2019-2020	<3	5	35	50	110	SUP	30.0%	45.3%	48.5%	69.4%
	2020-2021	<3	<3	15	35	150	SUP	7.7%	32.6%	43.6%	65.6%
Mixed	2018-2019	<3	5	35	70	95	SUP	18.8%	33.6%	53.7%	67.9%
	2019-2020	<3	25	40	80	115	SUP	31.1%	31.1%	45.8%	71.6%
	2020-2021	<3	5	35	75	180	SUP	19.2%	33.7%	44.2%	60.8%
Other	2018-2019	<3	<3	15	20	30	10.0%	3.8%	25.8%	41.2%	64.0%
	2019-2020	<3	5	30	30	45	15.4%	8.6%	32.9%	37.3%	75.9%
	2020-2021	<3	5	15	30	60	SUP	12.5%	26.2%	30.7%	46.9%
White	2018-2019	5	40	205	420	805	13.2%	16.8%	34.2%	46.4%	67.3%
	2019-2020	15	80	260	440	745	26.8%	26.5%	38.6%	50.2%	70.1%
	2020-2021	10	40	135	340	985	32.4%	25.7%	32.9%	42.0%	60.1%
Unknown	2018-2019	<3	<3	5	15	25	SUP	SUP	23.8%	36.1%	60.5%
	2019-2020	<3	5	5	20	20	SUP	30.0%	28.6%	50.0%	72.4%
	2020-2021	<3	<3	10	15	45	SUP	16.7%	47.8%	50.0%	55.8%
Total		65	385	1,420	2,680	5,095					
% of Total		0.7%	4.0%	14.7%	27.8%	52.8%					

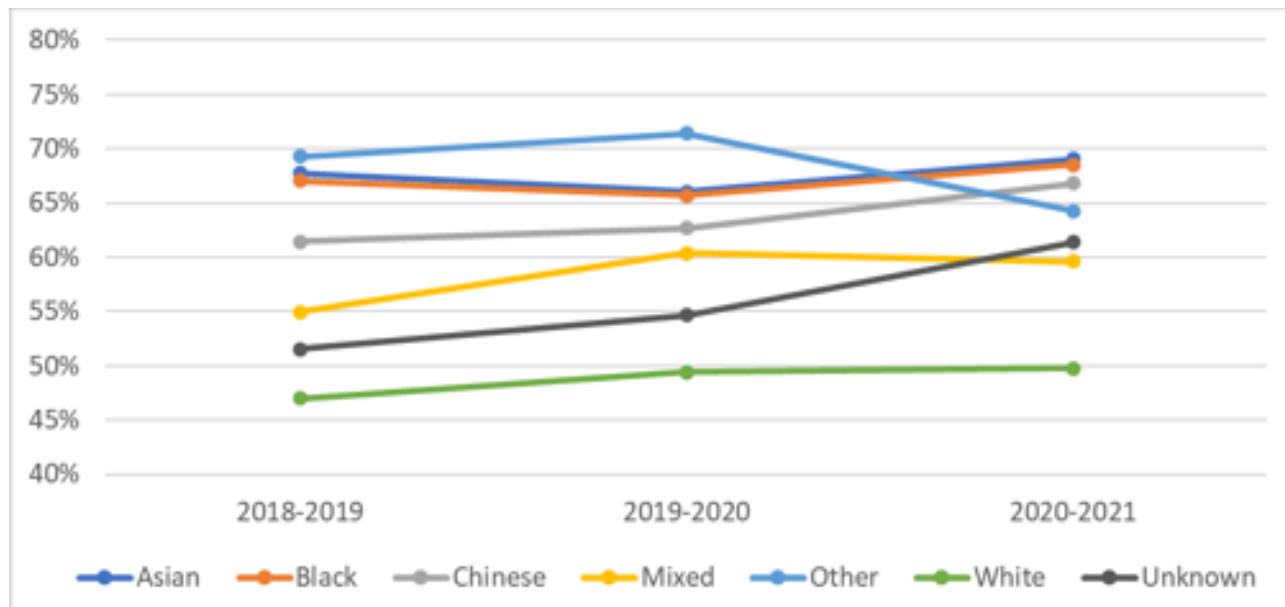
Figure 7.5 Offer rate by *achieved* A-level points score and ethnicity, total UG applicants 2018/19 to 2020/21



Section 7 Student pipeline

We also analysed the rates at which offer-holders respond with a Firm Reply (select Imperial as their first choice), and how many of those go on to be Placed for Entry (*i.e.* meet the offer and are expected to enrol).

Figure 7.6 Percentage of offers that receive a Firm Reply (i.e., the offer-holder selects Imperial as their first choice), by ethnicity²



The Firm Reply rate (Figure 7.6) is affected by the attractiveness of our offer and institution, and the alternatives available to applicants. White offer holders are *least* likely to respond to their offer with a Firm Reply, with only ~50% doing so. Asian, Black and Other offer holders are the most likely to give a Firm Reply (64-71% in 2018-21).

The rate at which Firm Reply offer holders go on to be Placed for Entry is also affected by our attractiveness but is additionally affected by the offer holder's achieved grades.

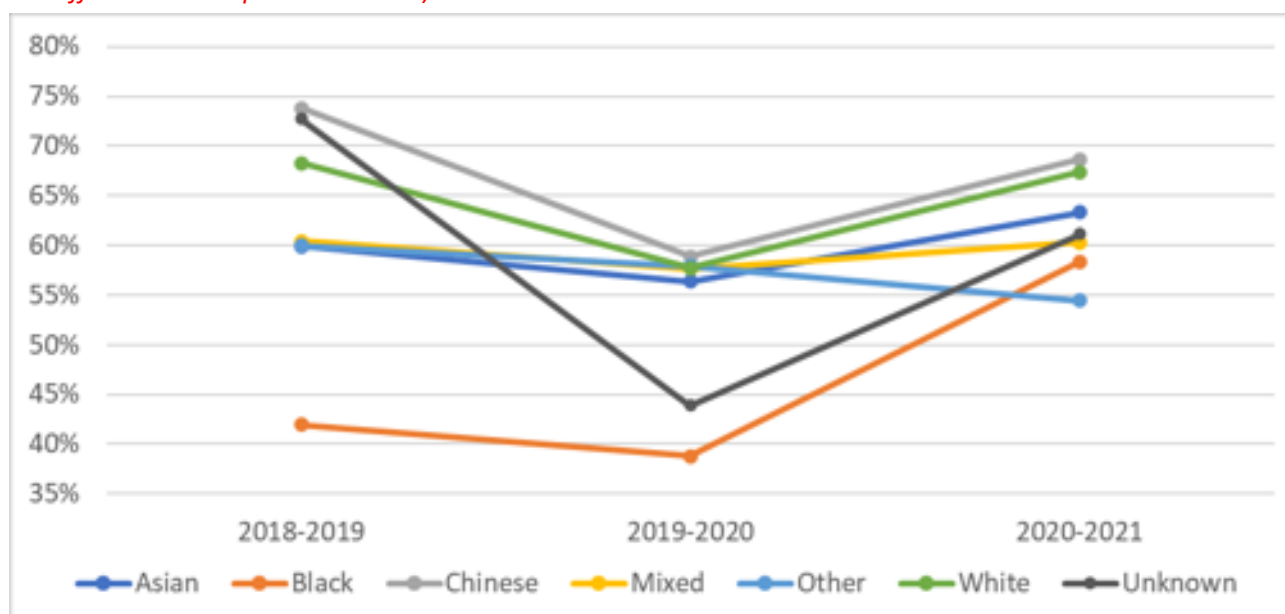
2018 REC Student Survey, Bangladeshi UK home student

"The reputation of Imperial as a research leader is the biggest draw and retainer, but until I joined cultural societies and found people of similar backgrounds I felt quite different from many of my course mates."

² Predicted and achieved grades are not examined here, so the analysis reverts to all UK-domiciled UG applicants

Section 7 Student pipeline

Figure 7.7 Percentage of Firm Reply that go on to be Placed for Entry (i.e., go on to meet the conditions of the offer and are expected to enrol)



Black applicants consistently have the lowest conversion rate from Firm Reply to being Placed for Entry, and this has dropped from 55% in 2017/19 to 39% in 2019/20, which is a concern. However, Firm Reply to Placed for Entry conversion rates for applicants from *all* ethnic groups converged in the Covid-hit year 2020/21 to around ~58%. While encouraging, this may reflect the impact of the unusual A-level grading process used that year and needs to be kept under review.

Action 1.3 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).

Action 3.10 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).

Action 3.11 Develop a communications plan (based on market research) to challenge external perceptions of Imperial, especially among ethnic minority students.

7b Undergraduate student body

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK, and separately, non-UK undergraduate student body.

Where possible, please provide the data for each academic faculty.

Imperial has 10,000+ UG students, almost half of whom are non-UK.

Table 7.6 UG by ethnicity and domicile

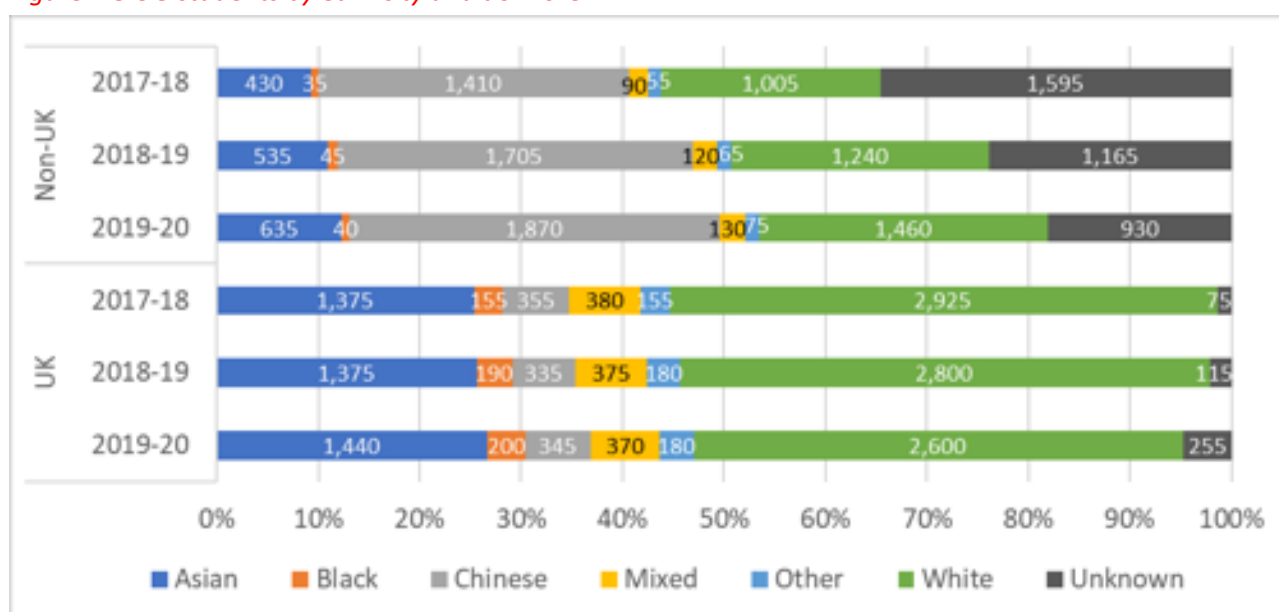
	Ethnicity	Ethnicity (detail)	2017	2018	2019
UK	Asian	Asian or Asian British - Bangladeshi	85	90	90
		Asian or Asian British - Indian	745	745	770
		Asian or Asian British - Pakistani	210	210	235
		Other Asian background	330	335	340
	Black	Black or Black British - African	130	165	180
		Black or Black British - Caribbean	20	20	15
		Other Black background	5	5	5
	Chinese	Chinese	355	335	345
	Mixed	Mixed - White and Asian	240	230	225
		Mixed - White and Black African	20	20	25
		Mixed - White and Black Caribbean	25	30	30
		Other mixed background	90	95	90
	Other	Arab	75	100	100
		Other ethnic background	80	80	80
	White	White	2,925	2,800	2,600
	Unknown	Information refused	70	90	110
		Not known	<3	<3	<3
Not returned		<3	20	145	
UK Total			5,415	5,365	5,385
Non-UK	Asian	Asian or Asian British - Bangladeshi	5	5	5
		Asian or Asian British - Indian	130	165	205
		Asian or Asian British - Pakistani	20	20	25
		Other Asian background	280	350	405
	Black	Black or Black British - African	30	40	35
		Black or Black British - Caribbean	<3	5	5
		Other Black background	<3	<3	<3
	Chinese	Chinese	1,410	1,705	1,870
	Mixed	Mixed - White and Asian	55	70	75
		Mixed - White and Black African	<3	5	10
		Mixed - White and Black Caribbean	<3	<3	<3
		Other mixed background	30	40	45
	Other	Arab	30	35	40
		Other ethnic background	25	30	35
	White	White	1,005	1,240	1,460
	Unknown	Information refused	100	85	105
		Not known	1,240	840	465
Not returned		255	240	365	
Non-UK Total			4,625	4,880	5,145
Grand Total			10,040	10,245	10,525

Section 7 Student pipeline

The ethnic diversity of our UGs has steadily increased for both UK and Non-UK students. Within each ethnic group, the numbers and proportions are either steady or increasing. The overall proportion of BAME students is comparable to the London population, though the composition differs in detail; in particular, Black students are under-represented and Chinese students over-represented.

The composition the UK and Non-UK cohorts is markedly different. The analysis is complicated because fewer non-UK students declare their ethnicity, although declaration rates are improving. Nevertheless, some clear trends are evident, e.g. most Black UGs are British citizens, whereas most Chinese UGs are from China, our major market for overseas students.

Figure 7.8 UG students by ethnicity and domicile



July 2020 REC student focus group participant

“As a Latino person, there isn’t even an ethnicity box on the paperwork, there are no statistics in relation to Latino’s. Not many people know about Latin America. There is no record of Latino students at the college... There is a lack of support for Latino students.”

Action 1.16 Increase the declaration rate for staff and student ethnicity by building confidence in data-gathering processes.

Comparison of the three faculties (the Business School does not have UG students) shows that, generally, Imperial is more diverse in these disciplines than the sector average (Figure 7.9; Figure 7.10). Nevertheless, there are large differences between the faculties, which are most marked for UK students.

Section 7 Student pipeline

Figure 7.9 UG students by ethnicity and domicile for each Faculty

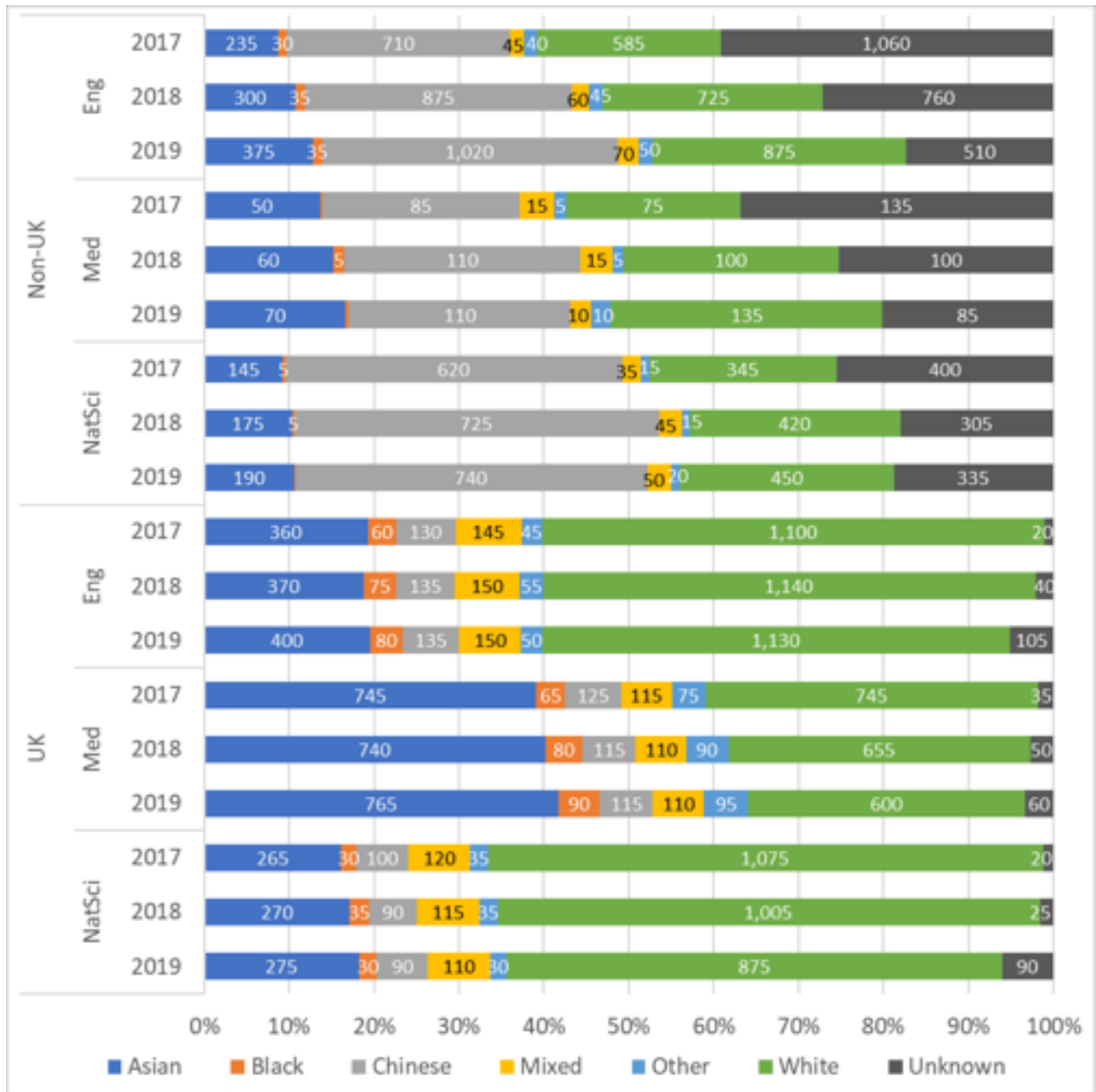
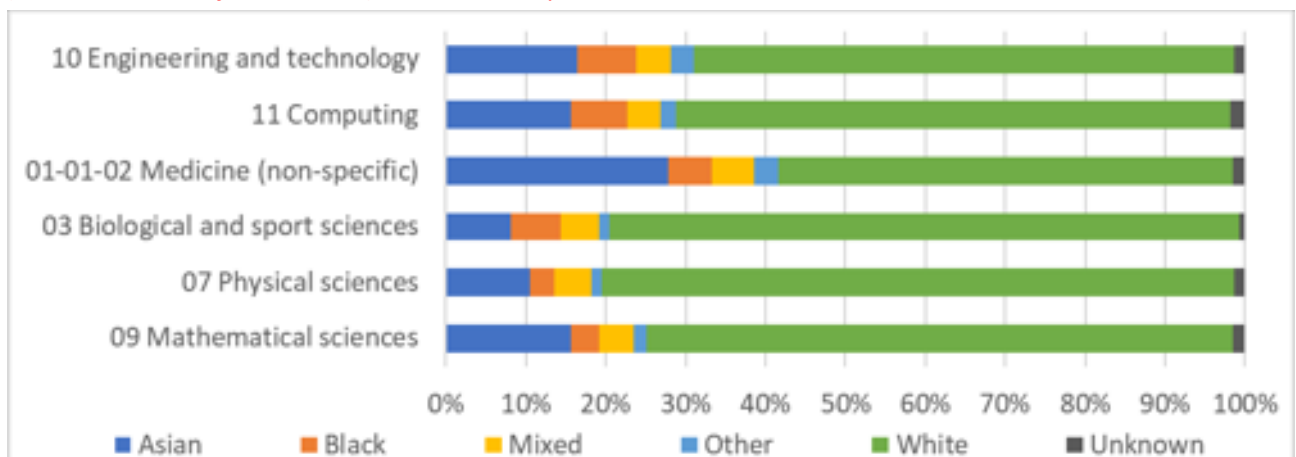


Figure 7.10 2019-20 HESA benchmarking data for UK-domiciled First degree UGs, using CAH Level 1 codes (and Level 3 code for medicine) relevant to Imperial



Section 7 Student pipeline

Medicine is the most diverse faculty in terms of UK students; the College now admits more Asian than White UK students (42% vs 33% for 2019-20). We suspect this partly reflects the strong tradition of medical practice among some Asian communities, but also some impacts of socioeconomic disadvantage, which we are addressing through our APP. The percentage of Asian (and Other) students in Medicine is more than twice that in either Engineering or Natural Sciences.

Engineering and Medicine attract significantly higher numbers and proportions of Black students than Natural Sciences, which we believe arises from a mixture of cultural factors and barriers to entry. We have begun to tackle this in our APP, which aims to double the number of Black UGs admitted by 2025, but it is also a priority for the Faculty Dean. As student comments attest work to ameliorate the experience of severely minoritized students is also needed.

2018 REC Student Survey, Asian student from within EU

“I do not see much racial representation in my peers or in the staff. I feel like this makes it harder to overcome problems of cultural differences [...]; having a visible and approachable staff member of the same ethnicity/race would make it easier to address and open up about mental health issues without the fear of being judged/misunderstood.”

Action 1.5 Enhance understanding and skills in tackling racism across College.

Action 1.17 Increase diversity of staff and student images on our campuses, websites, social media feeds, and in other materials.

Action 3.1 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:


- 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.

Action 3.2 Create anti-racism training materials for students.

Figure 7.11 Announcement in 2021 of significant new funding for scholarships to support Black students and others from under-represented groups

£10 million investment as Imperial confronts 'brutal facts' on student diversity

by *Andrew Scheuber*
02 June 2021



Imperial College London
President's Address
Wednesday 2 June 2021

Imperial College London is to support Black and other underrepresented students with a series of generous scholarships and studentships.

The university wants to attract the best students from all backgrounds.

We are missing contributions from large segments of the population.

— **Professor Alice Gast**
President


The investment, launched by Imperial's President Alice Gast, will include £5 million for new scholarships and studentships for Black students and others from underrepresented groups or those facing financial barriers.

A further £5 million will support matching funds for a series of new scholarships for international students, as Imperial - one of the world's most international universities - further diversifies its global intake.

The Race Equality Charter Self-Assessment Team helped shed light on racial inequities at the College and advance the case for change.

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Mentoring programme provides support to local Black A-Level students

Race Equality Charter: Imperial launches initial report

Imperial shows solidarity with protesters against racial injustice

President celebrates external accolades earned by Imperial community

7c Course progression

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK undergraduate students', and separately non-UK undergraduate students', continuation rates through their course.

Where possible, please provide the data for each academic faculty.

Our continuation rates³ are high – typically over 90% – and do not vary significantly by faculty (Figure 7.12) or domicile (Figure 7.13). Table 7.7 gives the baseline student populations these Figures are calculated from. As some groups are small, the Figures present data totalled for the three years and show a consistently slightly lower continuation rate for Black students, likely reflecting the impact of minoritisation – which also appears to affect attainment (see below).

Table 7.7 Base populations for continuation rates, by Faculty and by domicile

Faculty	Ethnicity	2016/17	2017/18	2018/19
Eng	Asian	190	225	255
	Black	30	40	35
	Chinese	300	310	325
	Mixed	60	55	55
	Other	25	25	30
	White	520	520	535
	Unknown	75	95	100
	Total	1,200	1,275	1,335
Med	Asian	175	175	195
	Black	25	25	25
	Chinese	60	55	60
	Mixed	35	30	35
	Other	20	30	25
	White	215	155	175
	Unknown	10	20	10
	Total	540	485	525
NatSci	Asian	130	140	145
	Black	10	10	5
	Chinese	235	250	290
	Mixed	45	45	50
	Other	20	15	15
	White	420	400	340
	Unknown	50	80	80
	Total	905	940	925
Grand Total	2,645	2,700	2,785	

Domicile	Ethnicity	2016/17	2017/18	2018/19
UK	Asian	320	355	390
	Black	55	70	55
	Chinese	80	80	95
	Mixed	105	95	100
	Other	45	50	45
	White	765	670	595
	Unknown	20	25	25
	Total	1,385	1,345	1,310
Non UK	Asian	175	185	200
	Black	10	10	10
	Chinese	515	535	580
	Mixed	35	35	35
	Other	15	20	20
	White	390	405	455
	Unknown	115	165	170
	Total	1,260	1,355	1,475

³ Continuing students include all full-time UGs in their academic year of entry who, in the following year, were active on a HE course at Imperial or had qualified.

Section 7 Student pipeline

Figure 7.12 Continuation rates by Faculty, for all three years totalled

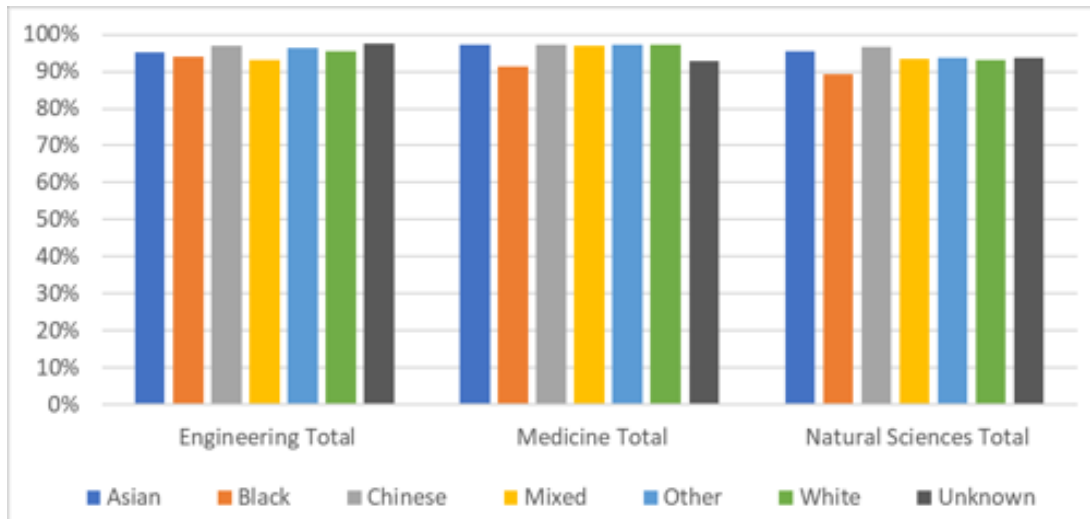
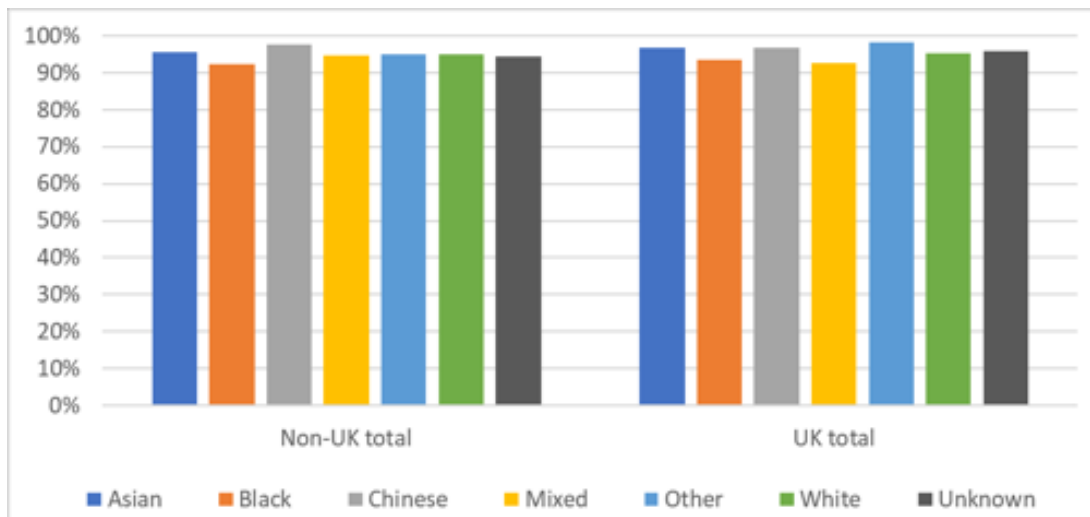


Figure 7.13 Continuation rates by domicile, for all three years totalled



July 2020 REC student focus group participant

“Imperial is very widely known and holds itself as a very international and diverse community, but you compare the number of Black students and staff, compared to what London is there is a discrepancy.”

Action 3.9 Closely monitor trends in continuation rates by ethnicity.

(See also actions addressing attainment in 7d which arise from consideration of minoritisation)

7d Attainment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of degree awarding for your UK and, separately, non-UK students.

Where possible, please provide the data for each academic faculty.

- = Provide data on differences, by ethnicity, of students awarded a first/2:1 (a 'good degree').
- = Comment on any initiatives your institution has to address any attainment gaps (with reference to the Teaching and Learning section of your application).
- = Where you have initiated work in this area, specify the impact of these initiatives.

Table 7.8 gives the numbers of students receiving a classified degree⁴, as the baseline populations from which good degree and 1st class degree rates are calculated. The baseline numbers for Black, Mixed, and Other are small, so the Figures below show the three years totalled to enable more robust comparisons.

Table 7.8 Base populations for degree attainment, by Faculty and by domicile

Faculty	Ethnicity	2017/18	2018/19	2019/20
Eng	Asian	115	145	165
	Black	20	20	30
	Chinese	145	265	285
	Mixed	40	55	50
	Other	20	25	25
	White	325	490	475
	Unknown	370	85	80
	Total	1,030	1,085	1,110
Med	Asian	150	190	155
	Black	15	20	25
	Chinese	50	45	45
	Mixed	20	25	35
	Other	15	20	20
	White	145	145	150
	Unknown	25	5	10
	Total	425	450	440
NatSci	Asian	105	120	115
	Black	5	10	10
	Chinese	240	220	220
	Mixed	35	45	45
	Other	10	10	15
	White	340	380	375
	Unknown	90	50	50
	Total	820	835	825
Grand Total	2,275	2,370	2,370	

Domicile	Ethnicity	2017/18	2018/19	2019/20
UK	Asian	290	310	280
	Black	30	35	55
	Chinese	80	70	75
	Mixed	75	90	100
	Other	35	30	45
	White	615	680	650
	Unknown	25	20	30
	Total	1,155	1,240	1,225
Non UK	Asian	80	145	150
	Black	10	10	10
	Chinese	350	460	470
	Mixed	20	35	30
	Other	10	25	20
	White	190	340	350
	Unknown	460	115	110
	Total	1,120	1,130	1,145

⁴ NB: Medicine students do not receive a classification for their MBBS degree. The classified awards seen here for most of medicine will be for students finishing their intercalated BSc degree. Others will be students graduating from the biomedical courses in the Faculty.

Section 7 Student pipeline

Rates of achievement of good degrees at Imperial are very high for students from all ethnic groups, typically ranging from 80-100% (Figure 7.14). There are no discernible differences between UK and Non-UK students (Figure 7.15).

Figure 7.14 Good degree rate by Faculty, for all three years totalled

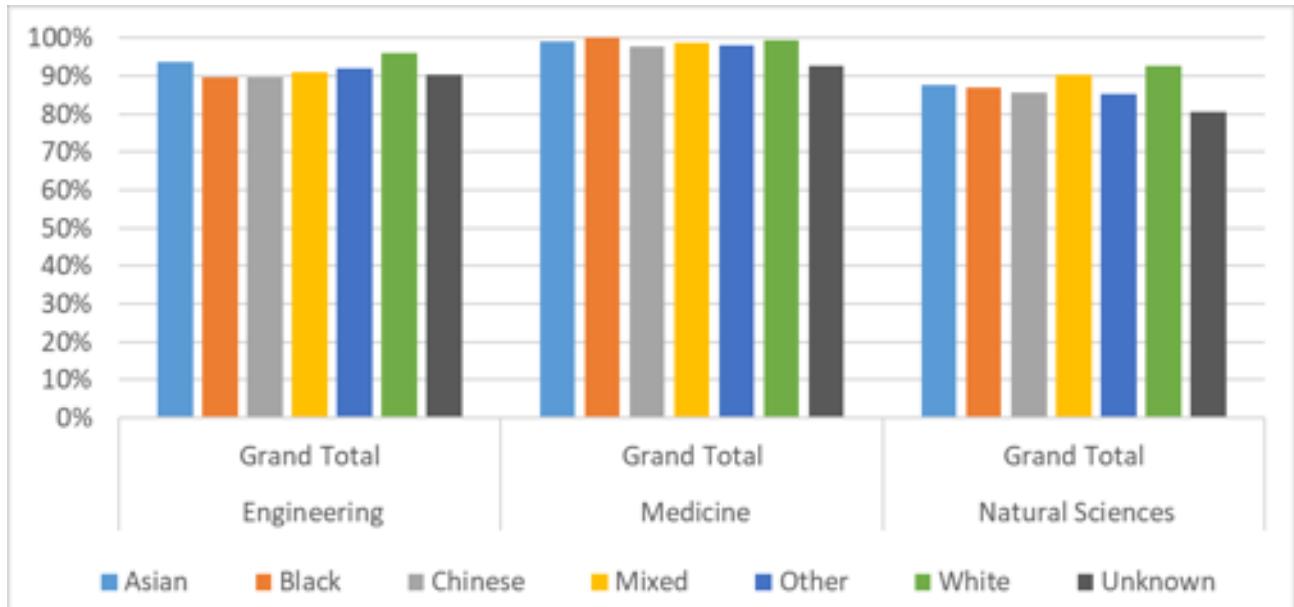
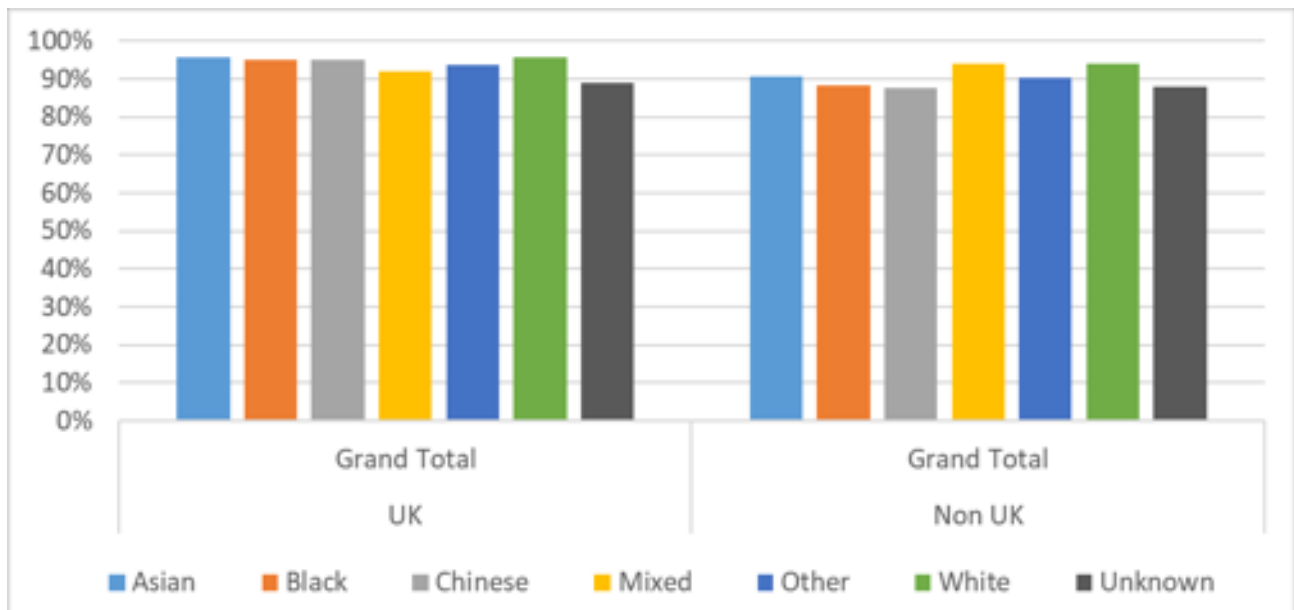


Figure 7.15 Good degree rate by domicile, for all three years totalled



To dig deeper, we analysed 1st Class degree award rates (Figure 7.16; Figure 7.17). In all three faculties, although rates mostly hover at ~40-60%, there are some notable deviations.

Section 7 Student pipeline

Figure 7.16 1st Class degree rate by Faculty, for all three years totalled

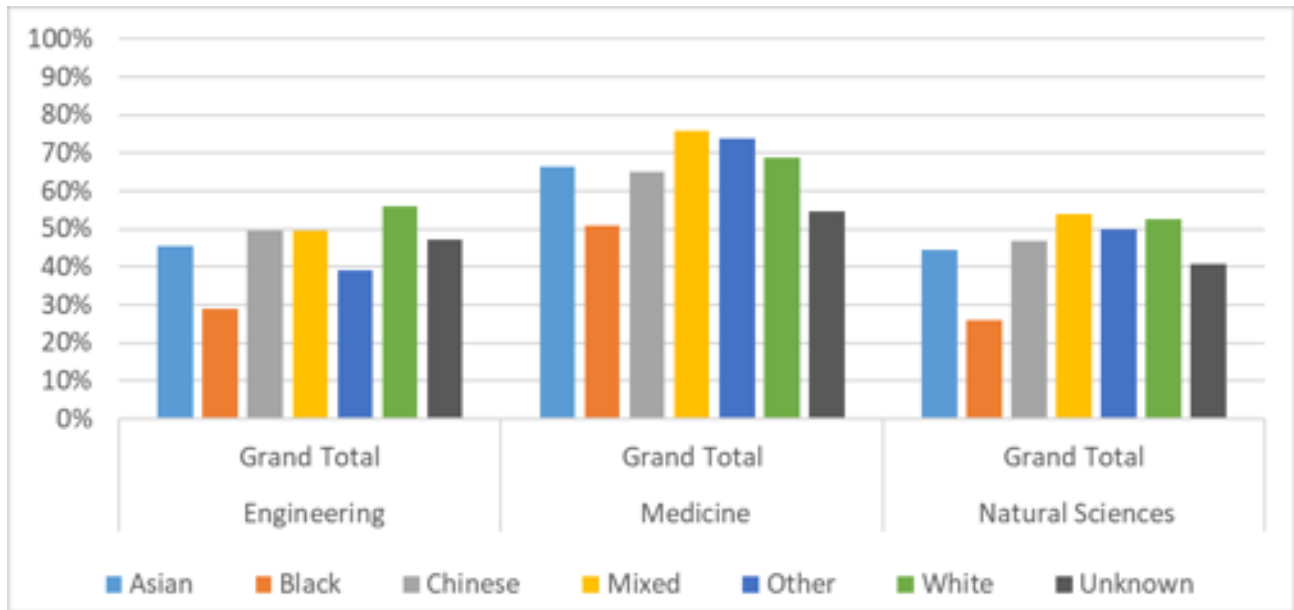
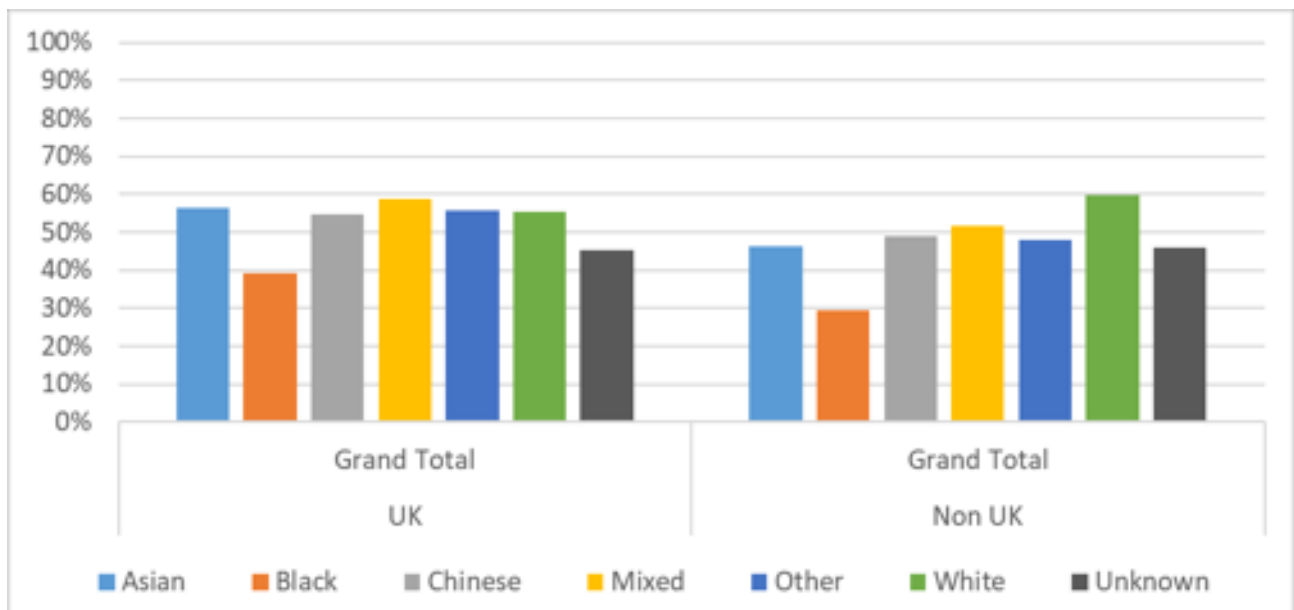


Figure 7.17 1st Class degree rate by domicile, for all three years totalled



Though cohort numbers are small (Table 7.8), Black students are awarded 1st class degrees at lower rates; White, Chinese and Mixed students tend to enjoy higher award rates. This requires further investigation, but is likely linked to the relatively low numbers of Black students at Imperial. As reported in our REC focus groups, experiences of isolation or racism affect learning. To help departments track the impact of their actions making make their pedagogy more inclusive, we have established a dashboard detailing attainment by ethnicity and other EDI characteristics (Figure 7.18).

July 2020 REC student focus group participant

“You come to university with the same level /grade as your white colleagues, but when you leave the likelihood is to finish with a lower grade, the impact of negative experiences effects your confidence. My friend who had a banana placed on his/her desk said s/he had other incidents from the white peers, being excluded from small group working as well as his/her work not acknowledged or appreciated. You don’t get into Imperial unless you are Imperial material, for some BAME students to be performing poorly is a direct result of these incidents that affect confidence.”

Action 3.2 Create anti-racism training materials for students.

Action 3.3 Work with students to ensure that curriculum and assessment are fully inclusive of ethnicity.

Action 3.4 Commission a research study into the degree awarding gap at Imperial (which also draws on existing research in the sector).

Figure 7.18 PowerBI dashboard which allows Department-level analysis of admissions, attainment and graduate outcomes, by ethnicity and other EDI characteristics



7e Postgraduate pipeline

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in your institution's UK postgraduate student body, and separately non-UK postgraduate student body.

- = Provide details specifically on taught master's programmes, research master's programmes and PhD programmes.

Where possible, please provide the data for each academic faculty.

- = Comment and reflect on the support offered to minority ethnic students to assist in their academic career progression.
- = For generic initiatives, comment specifically on take up by ethnicity, and their impact on race equality.

In 2019 there were ~8,800 taught masters students (MSc, MBA), ~1,200 research masters (MRes) and ~5,100 PhD students. Around two-thirds of taught masters students are from overseas, while there are roughly equal numbers of UK and Non-UK research masters and PhD students. Analysis of our PG data shows some notable variations between course types and UK and Non-UK students (Table 7.9; Figure 7.19).

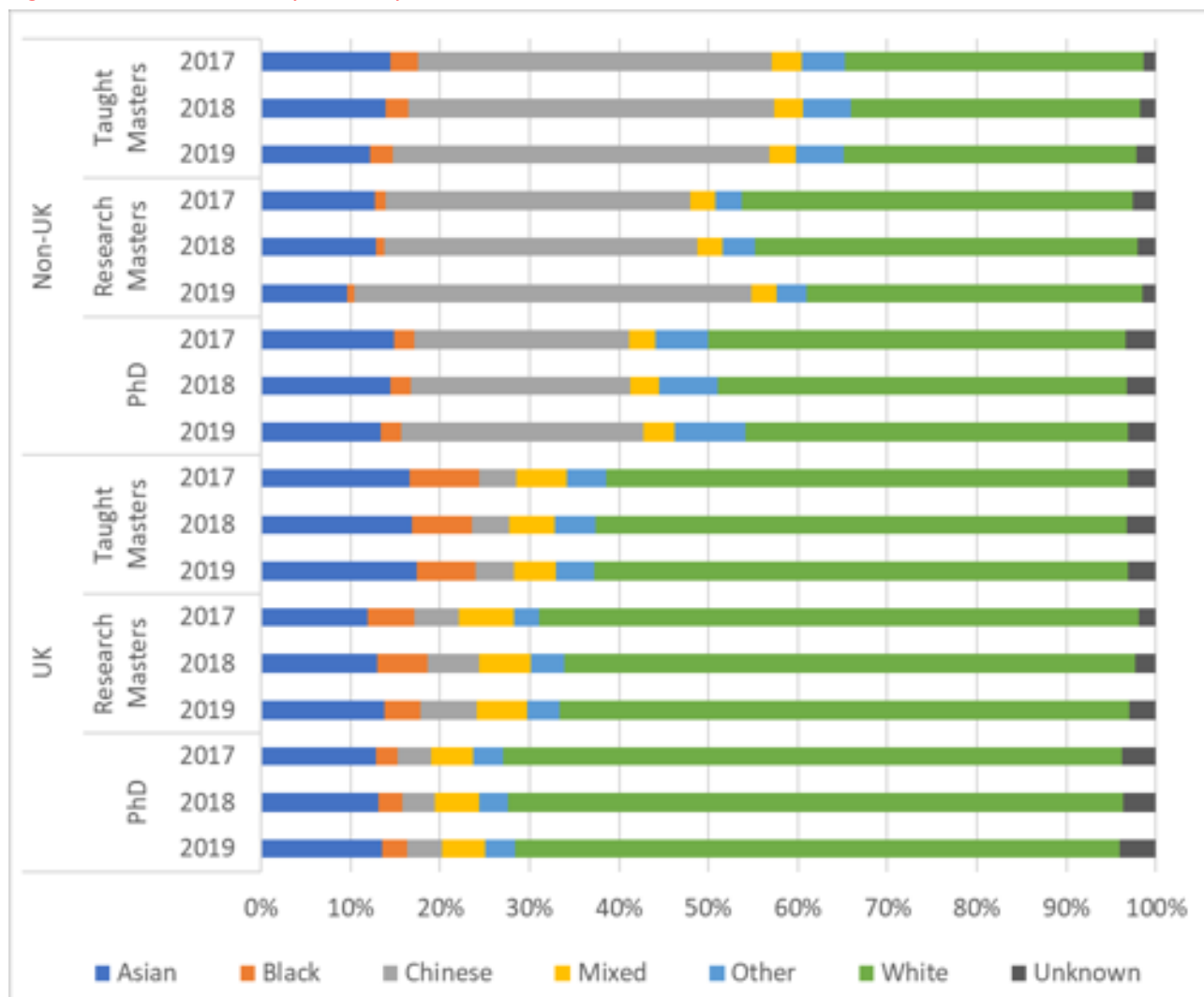
Table 7.9 PG students by ethnicity and domicile. (Note these are the data returned to HESA, which counts all students over a 12-month period, straddling two academic years. This over-estimates student numbers at any one time point, but is still a good representation of the PG student population.)

PG Course	Ethnicity	Student numbers						Percentages					
		UK			Non-UK			UK			Non-UK		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Taught Masters	Asian	390	445	490	745	760	725	16.6%	16.8%	17.3%	14.4%	13.9%	12.2%
	Black	185	180	185	160	140	155	7.8%	6.8%	6.6%	3.1%	2.6%	2.6%
	Chinese	100	105	120	2,045	2,245	2,505	4.2%	4.1%	4.3%	39.6%	41.0%	42.0%
	Mixed	130	135	135	170	170	175	5.6%	5.2%	4.8%	3.3%	3.1%	3.0%
	Other	105	115	120	250	300	315	4.5%	4.4%	4.2%	4.9%	5.4%	5.3%
	White	1,375	1,570	1,690	1,725	1,760	1,955	58.2%	59.4%	59.7%	33.4%	32.2%	32.8%
	Unknown	75	85	85	70	100	125	3.2%	3.3%	3.1%	1.4%	1.8%	2.1%
	Total	2,360	2,640	2,830	5,165	5,475	5,955	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Research Masters	Asian	60	70	75	70	75	65	12.0%	13.0%	13.9%	12.8%	12.8%	9.6%
	Black	25	30	20	5	5	5	5.2%	5.7%	4.0%	1.1%	1.0%	0.8%
	Chinese	25	30	35	185	205	290	4.9%	5.7%	6.3%	34.1%	34.9%	44.3%
	Mixed	30	30	30	15	15	20	6.2%	5.7%	5.7%	2.8%	2.9%	2.9%
	Other	15	20	20	15	20	20	2.9%	3.8%	3.6%	3.0%	3.6%	3.4%
	White	325	335	335	235	250	245	67.0%	63.8%	63.6%	43.7%	42.7%	37.5%
	Unknown	10	10	15	15	10	10	1.9%	2.3%	3.0%	2.6%	2.1%	1.5%
	Total	485	525	525	540	585	655	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
PhD	Asian	325	335	345	365	360	345	12.8%	13.2%	13.5%	14.9%	14.5%	13.4%
	Black	60	65	70	55	60	60	2.4%	2.6%	2.8%	2.3%	2.3%	2.3%
	Chinese	95	95	100	585	610	700	3.8%	3.7%	3.9%	23.9%	24.5%	27.0%
	Mixed	120	125	125	70	80	90	4.8%	5.0%	4.9%	3.0%	3.2%	3.4%
	Other	85	80	85	145	165	205	3.3%	3.1%	3.3%	5.9%	6.6%	8.0%
	White	1,750	1,745	1,715	1,140	1,140	1,105	69.2%	68.8%	67.5%	46.7%	45.6%	42.7%
	Unknown	95	90	105	80	80	80	3.8%	3.6%	4.1%	3.4%	3.3%	3.2%
	Total	2,530	2,535	2,535	2,440	2,500	2,590	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Grand Total	5,375	5,700	5,895	8,145	8,555	9,195							

Section 7 Student pipeline

There is a general trend of increasing numbers and proportions of BAME students (except for UK taught Masters students, where numbers are stable). For Asian, Mixed and Other ethnic groups, the proportions of UK and Non-UK students are broadly similar for the different degree programmes. However, Chinese students make up the largest group of Non-UK students on all our PG degree programmes, since this is our major overseas market.

Figure 7.19 PG students by ethnicity and domicile



Although the proportions for Black UK and Non-UK PhD students are similar (at around 2.4%), the College recruits significantly higher proportions of UK Black students to Taught and Research Masters programmes (around 7% and 5% respectively). Notably, the proportions of Black students on our Masters programmes are higher than for our UG programmes (3-4% - see Figure 7.8).

July 2020 REC student focus group participant (PG student)

“8 years at Imperial College and nothing has changed I was expecting to be one of a few people in the College...But it is striking to find only a couple of black students.”

Section 7 Student pipeline

There is a smaller proportion of BAME UK students studying for research degrees (MRes or PhD) than for taught masters. This difference is most marked for Black UK students, indicating a troubling and significant drop-off in progression for this group. Focus group work with Black students identified lack of funding for scholarships and UG research opportunities as key barriers.

July 2020 REC student focus group participant

“As Ph.D. students’ we are expected to attend many conferences, being the only black person in my department, I am used to being ‘othered’... On one occasion, I had an overseas conference and gave a presentation, unfortunately I ran over time, I was not allowed to finish my presentation even though everybody else was.”

Section 7 Student pipeline

Since the numbers of students in different ethnic groups have not changed markedly in the last three years, we present Faculty data just for 2019-20 (Figure 7.20 to Figure 7.23).

Figure 7.20 Taught Masters students by Faculty - 2019

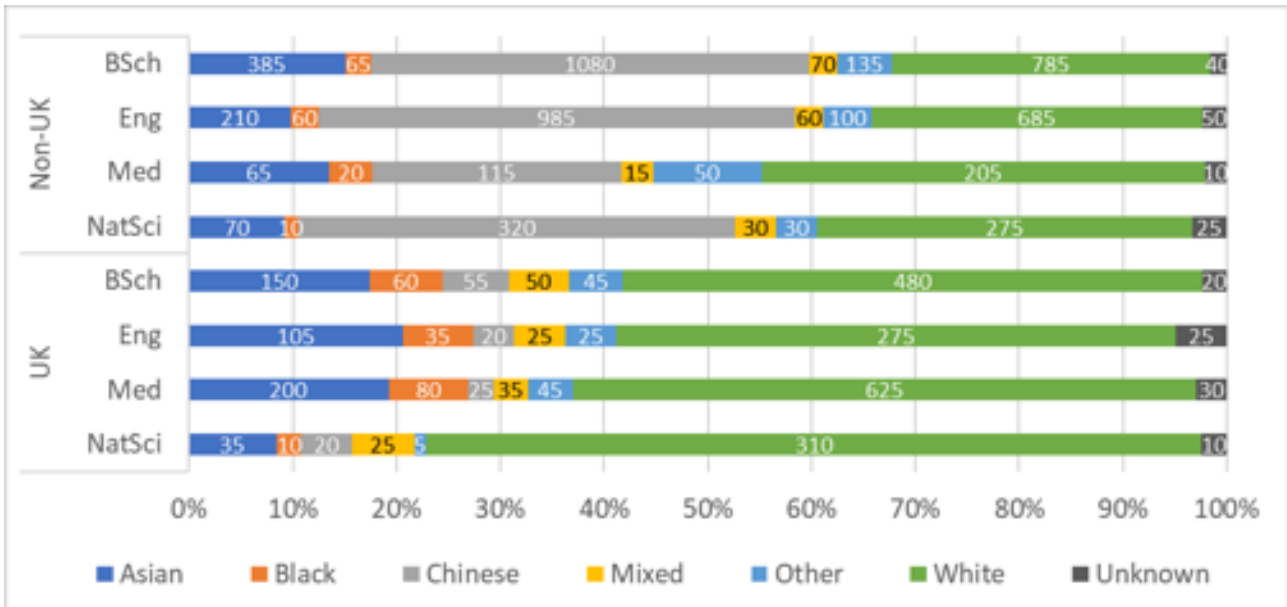
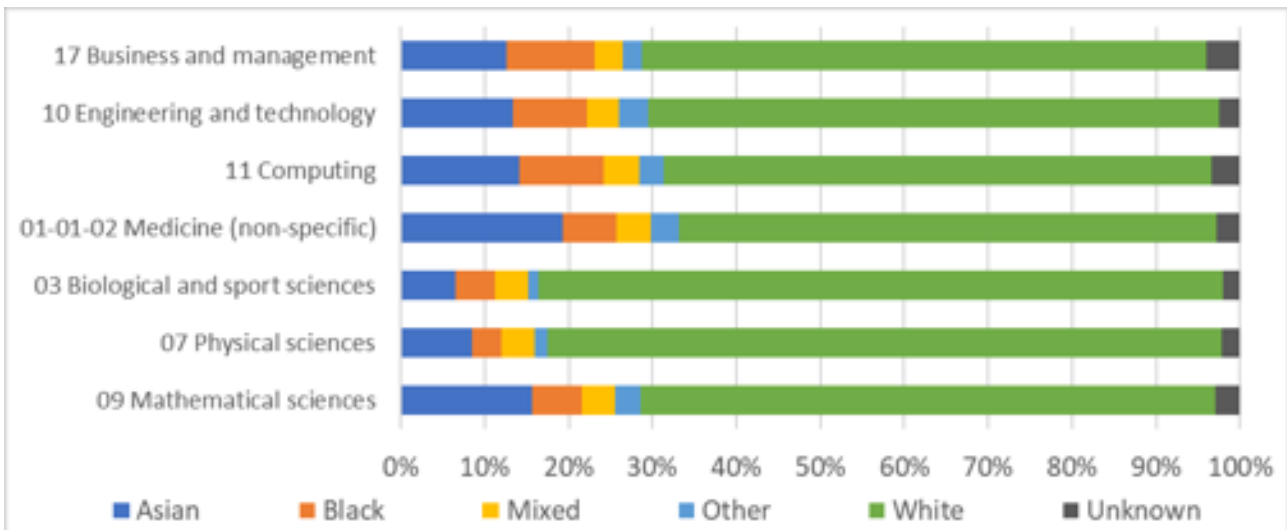


Figure 7.21 2019-20 HESA benchmarking data for UK-domiciled PGTs, using CAH Level 1 codes (and Level 3 code for medicine) relevant to Imperial



Section 7 Student pipeline

Figure 7.22 Research Masters students by Faculty - 2019

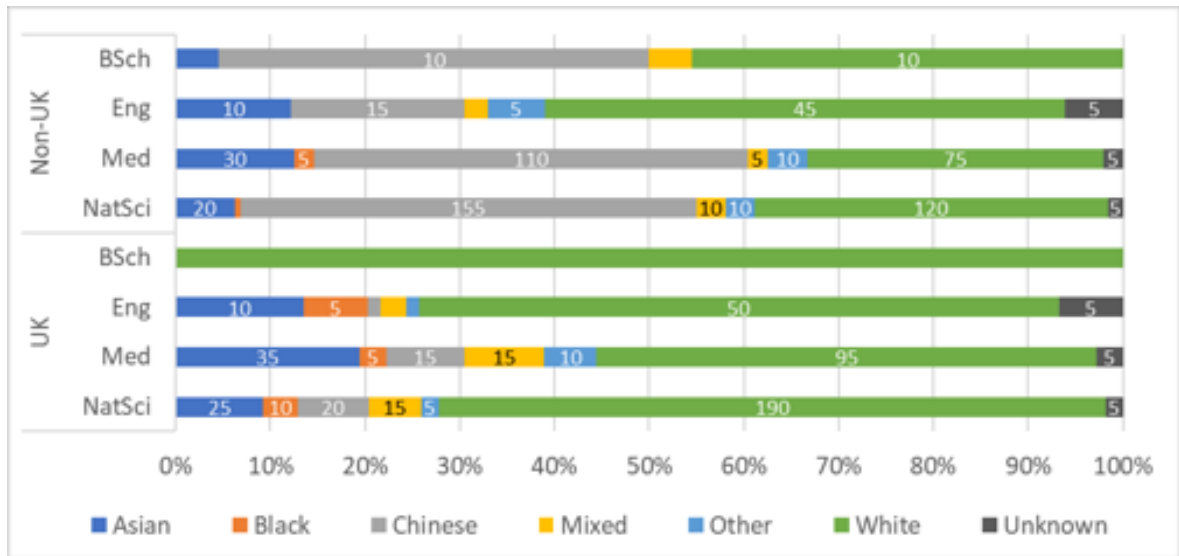


Figure 7.23 PhD students by Faculty - 2019

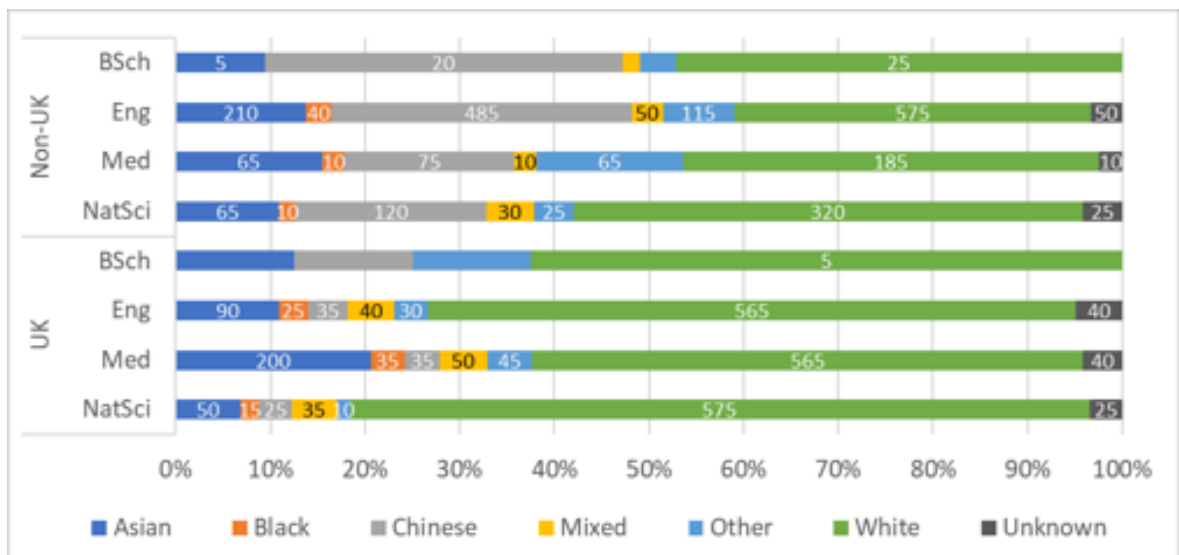
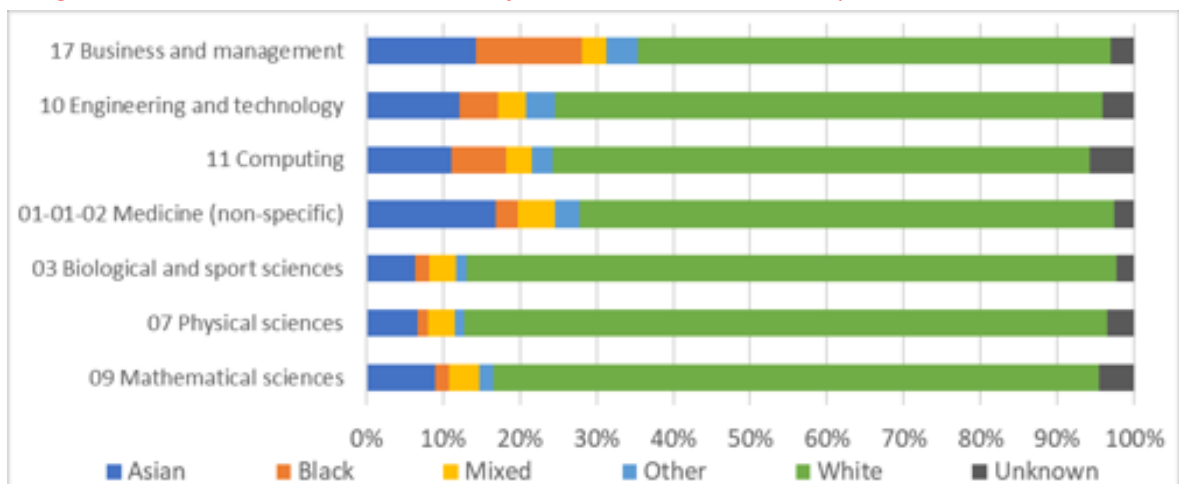


Figure 7.24 2019-20 HESA benchmarking data for UK-domiciled PGRs (Research Masters and PhD students), using CAH Level 1 codes (and Level 3 code for medicine) relevant to Imperial



De-Shaine Murray, PhD student & Founder of Imperial's Black Doctoral Network

“We only have to take one look at our offices and across our departments in order to see that our environments are in no way representative of the multicultural hub that is London.”

For UK PG students, the differences between faculties are marked, although for the most part our ethnic diversity exceeds sector benchmarks (Figure 7.21; Figure 7.24). Medicine is the most diverse across the board; in contrast, Natural Sciences is the least diverse, extending a pattern observed for UGs. While the Business School has very low diversity among Research Masters and PhDs, that is because of the very low student numbers on these programmes; it has good levels of diversity among its Taught Masters students. Engineering has reasonable ethnic diversity in Taught Masters programmes, but there is a significant fall-off among its Research Masters and PhD students.

Variation in ethnic diversity between faculties is less for Non-UK students; as with UG programmes, Chinese students make up the largest ethnic minority group, a dependency the College aims to reduce by better targeted recruitment and scholarship support.

Overall, these observations suggest we should prioritise recruitment and support of UK BAME PG students on research degrees, but with a particular focus on Natural Sciences (as noted by the faculty Dean).

Action 3.1 Develop a College-wide strategic plan to increase scholarship support for UG and PG students from under-represented ethnic groups (especially Black British students).

Action 3.6 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)

Action 3.7 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.

Action 3.8 Support College-wide expansion of the Imperial Black Doctoral Network (for PhD students and postdocs).

Action 1.3 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).

7f Postgraduate employment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of:

- = your graduates in non-professional employment (as defined by HESA) six months after graduating
- = your graduates in professional level employment (as defined by HESA) six months after graduating.

Due to HESA's 2017 switch from the DHLE survey to the non-comparable Graduate Outcomes (GOS) survey, we can only present the most recent GOS data for ~1300 UG and ~2000 PG students graduating in 2017-18. These show the vast majority (≥90%) of our UG and PG students proceed to further study or professional (highly skilled) employment.

Figure 7.25 Outcomes/destinations for UG students graduating in 2017-18

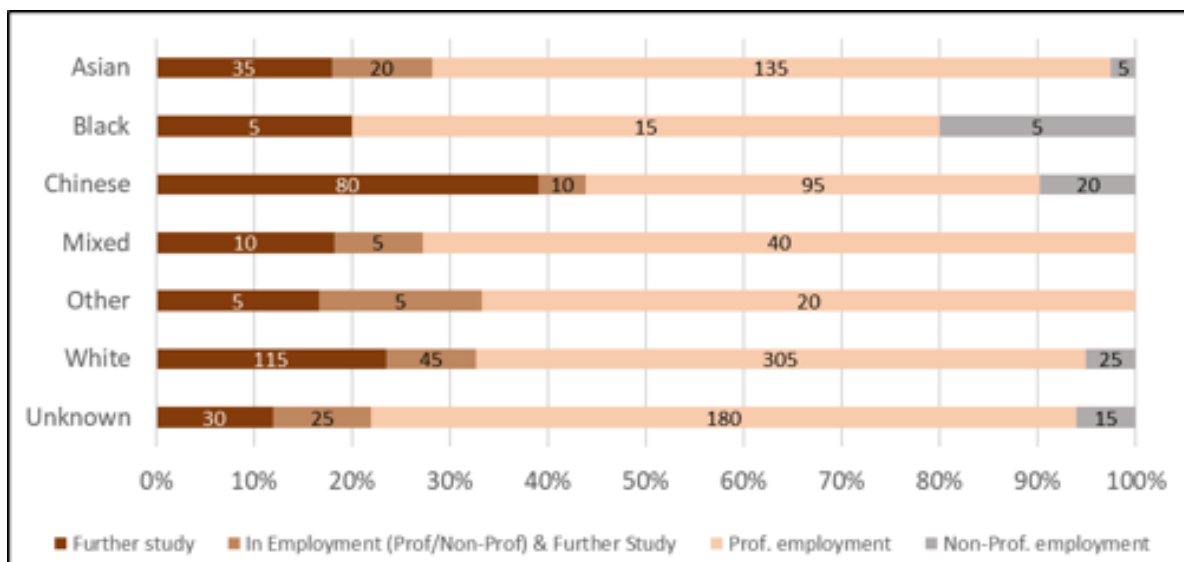
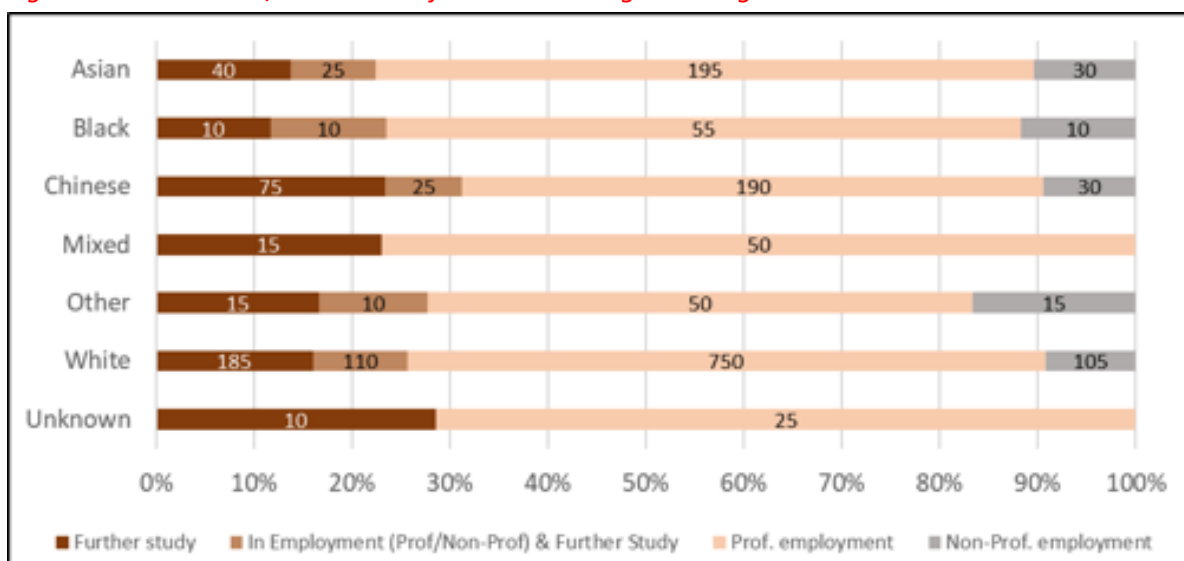


Figure 7.26 Outcomes/destinations for PG students graduating in 2017-18



Section 7 Student pipeline

Table 7.10 Outcomes/destinations for UG students graduating in 2017-18

Ethnicity	% of UG in	
	Professional / Non-Professional employment OR Further study	Professional employment OR Further Study
Asian	99.0%	95.0%
Black	100.0%	82.6%
Chinese	92.8%	84.8%
Mixed	96.9%	89.1%
Other	96.6%	96.6%
White	98.0%	92.5%
Unknown	96.9%	91.5%

Table 7.11 Outcomes/destinations for PG students graduating in 2017-18

Ethnicity	% of PG in	
	Professional / Non-Professional employment OR Further study	Professional employment OR Further Study
Asian	97.0%	86.5%
Black	97.5%	86.1%
Chinese	97.5%	88.5%
Mixed	94.9%	91.0%
Other	100.0%	85.1%
White	97.8%	88.3%
Unknown	95.6%	91.1%

At UG-level, Chinese and White students are most likely to proceed to further study. Although the data only report on 25 Black UGs, they suggest students from this group are most likely to enter non-professional employment and therefore will benefit from more inclusive pedagogy and better targeted careers support.

There is relatively little variation in graduate outcomes between PG students of different ethnicities.

Action 3.3 Work with students to ensure that curriculum and assessment are fully inclusive of ethnicity.

Action 3.5 Create a cross-departmental mentoring scheme for PhD students from ethnic minorities (but with a focus on Black students).

Action 3.12 Enhance the value and impact of College Careers services for BAME students by creating targeted careers events and addressing lower uptake of the Career Labs workshop by Black students.

8. Teaching and learning

This section is an opportunity for your institution to consider the impact of academic practices. Your analysis and commentary should be race-specific.

Throughout this section please refer to relevant internal and external data and research.

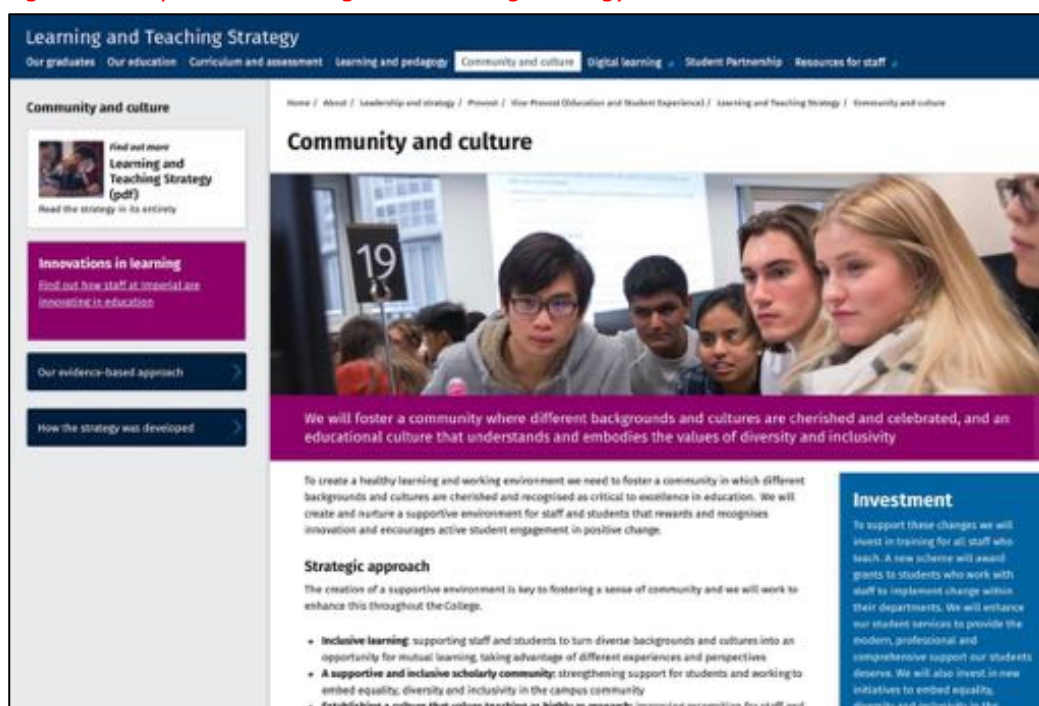
8a Course content/syllabus

Please outline how you consider race equality within course content. This should include reference to new and existing courses.

Imperial's approach to education is defined in our 2017 Learning and Teaching Strategy, which embeds EDI within our pedagogy and curriculum (Figure 8.1). The Strategy rests on four pillars:

- a review of the structure and delivery of our courses (with an emphasis on engaging students as partners)
- introduction of more interactive teaching
- fostering an *inclusive* community to prepare students for an increasingly *diverse* work environment
- developing digital enhancements to our curricula.

Figure 8.1 Imperial's Learning and Teaching Strategy



The first phase of implementation, which focused on the curriculum review and digital enhancements, is nearing completion. Attention is now shifting to fostering a diverse and inclusive learning environment. The overarching philosophy behind this phase is captured in a recent progress report to the College Senate (Figure 8.2) and in a paper co-authored by our AP(EDI) and Vice-Provost (Education) which was published by the League of European Research Universities (Figure 8.3).

Figure 8.2 'Building inclusive and diverse classrooms and culture' Senate paper, March 2020



Figure 8.3 League of European Research Universities paper advocating a systemic approach to EDI in research-intensive universities

Equality, diversity and inclusion at universities: the power of a systemic approach

Year of publication: Sep 2019

Type of paper: Position paper

Author(s):

- > Simone Buitendijk (Imperial College London)
- > Stephen Curry (Imperial College London)
- > Katrien Maes (LERU Office)

"By creating inclusive research and innovation programmes and integrating them fully into the curriculum, universities will attract a broader range of students and scholars and will be better able to achieve globally relevant excellence in teaching, research and innovation. This synergistic approach to EDI will empower traditionally under-represented groups, will make the academic community more successful and will enhance the vigour of the academic enterprise."

Implementation of this systemic approach at Imperial is progressing through a series of initiatives led by stakeholders including students and academic staff, researchers within Imperial's Centre for Higher Education Research and Scholarship (CHERS) and members of our Educational Development Unit (EDU). The most important initiatives begun in the past 2-3 years and touch on issues of race equality are summarised in Table 8.1. These College-funded projects represent an investment of nearly £1.7 million over about 4 years.

Section 8 Teaching and learning

Table 8.1 Staff and student-led projects designed to develop more inclusive curricula and teaching which embrace ethnic/cultural diversity (total investment ~£1.7m)

No	Title and timeline	Leads	Department	Investment
1	Promoting inclusion and student success: Supporting the Identity Development of Underrepresented Students (SIDUS) (August 2019 onwards)	Dr Tiffany Chiu (PI); Dr Jo Horsburgh (Co-investigator)	Centre for Higher Education Research and Scholarship	£97,581
2	Pride and Prejudice in Higher Education – understanding and overcoming geographic and ethnic biases in teaching materials (August 2018 onwards)	Dr Matthew Harris	School of Public Health	£74,090
3	Developing a sustainable approach to support students from under-represented groups in FoNS and Medicine (August 2019 – July 2022)	Sue Smith, Kevin Murphy, John Seddon, Margaret Callan, Trisha Brown, Ben Russell (ICSMSU), Alistair Ludley (ICSMSU).	Medicine	£50,000
4	Belonging, Engaging, Thriving (BET) – research project examining how Imperial students understand and construct their sense of belonging to communities; includes analysis of impact of ethnicity. (August 2018 onwards)	Professor Martyn Kingsbury	Education Office	£185,976
5	Culture, gender, and robotics education – to encourage students to that address the gender and cultural diversity of users and designers of robots (August 2018 – July 2021)	Thrishantha Nanayakkara, PI (TN), Petar Kormushev, Co-I (PK), Nicolas Rojas, Co-I (NR), Weston Baxter, Co-I (WB)	Dyson School of Design Engineering	£65,000
6	MBBS Social Accountability – to embed social accountability in the UG primary care curriculum, recognising the need to embrace thinking on diversity, inclusion, power and inequity (August 2019 – July 2023)	Dr Sonia Kumar, Dr Arti Maini, Dr Jo Horsburgh	Primary Care and Public Health	£240,000
7	Teaching and Research Collaboration Funding – to work with other universities in the UK & worldwide on teaching practice (e.g. including work to decolonise the medical curriculum) (August 2017 – July 2022)	Dr Sonia Kumar, Dr Arti Maini and Dr Jo Horsburgh	Primary Care and Public Health	£120,000
8	Educational Research – supports development of MEdIC , an innovation & research centre aiming to train medical students to meet the urgent needs of an ageing and diverse population with widening societal inequity (August 2018 - July 2023)	Dr Sonia Kumar, Dr Arti Maini and Dr Jo Horsburgh	Primary Care and Public Health	£240,000
9	Strengthening Learning Communities – to address award gap for minority students, and develop inclusive approaches to teaching & assessment, and strategies to foster a sense of belonging (August 2020 – July 2023)	Dr Mark Richard, Dr Viiaiy Tymms, Dr Camille Kandiko-Howson	Physics and Centre for Higher Education Research and Scholarship	£613,000

Section 8 Teaching and learning

The coordination of these projects and the implementation of their results, all of which will impact our UG curricula, is overseen by the College Education Committee (chaired by the Vice-Provost (Education), a member of the REC SAT) which is mindful to ensure that lessons learned can be transmitted across Imperial.

In addition, work to incorporate teaching on race and racism within the curriculum has already started in some departments, e.g. from academic year 2020-21:

- all UGs are required to take a for-credit module *outside* their chosen discipline from the iExplore programme; among other things this aims to teach students how to work effectively in diverse teams and the importance of valuing different cultures and perspectives.
- Chemistry introduced a compulsory 'Action on EDI' course for 2nd year UG (~150 students), which includes teaching on racism, microaggressions and privilege.
- Incorporation of critical engagement by students with the meaning of ethnic inclusivity on the Global Health pathway of the intercalated BSc in Medicine
- the Business School offered a new year-long 'Working in Diverse Organisations' module to all ~2700 students and achieved a 70%+ completion rate. The module equips students with the self-knowledge, people skills, and context awareness to work effectively in organisations that have increasingly diverse workforces. It has four main components: (i) understanding bias; (ii) cultural fluency; (iii) bystander intervention techniques; and (iv) understanding systemic racism. The course was very positively received and will become mandatory from 2022-23.

Business School student feedback on a session on systemic racism, Spring 2020

"The hard facts were enlightening. And bringing this conversation so directly to the table was important, enlightening and eye opening. I'm from London, UK and this is the first session I've had on the topic! It definitely needs to be aired. The use of breakout rooms to foster more intimate discussion and sharing was helpful. I'm excited for [the] next session."

Figure 8.4 The Business School's new Working in Diverse Organisations module was recognised by an excellence award from the AMBA & BGA.



Section 8 Teaching and learning

A particular need to progress with decolonising the curriculum and make it more race-aware was highlighted by our REC focus groups.

July 2020 REC student focus group

“Students felt the teaching around diversity, race and racism was non-existent to minimal and any understanding around the concept of decolonising the curriculum was abstract and limited.”

While this topic is being touched on in two of our ongoing projects (2 & 7 in Table 8.1), there is more work to do to define what this entails and how it can be implemented effectively within the STEMM and Business School curricula. This work will likely have many dimensions (*e.g.* Western-centrism; unacknowledged contributions from under-represented researchers; impact of skin-colour on medical diagnoses) and has been included within the delivery plan of the Learning and Teaching Strategy.

Lessons from all these initiatives will feed into College-wide plans for student anti-racism training and the curriculum review. The curriculum will also be informed by the work of the Imperial History Group, which was established in 2020 (Section 3a). For example, this could enable teaching within Earth Sciences and Engineering of the historical context of the College’s role in training mining engineers for work in the colonies.

Action 1.10 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.

Action 3.2 Create anti-racism training materials for students.

Action 3.3 Work with students to ensure that curriculum and assessment are fully inclusive of ethnicity.

8b Teaching and assessment methods

Please outline how you consider race equality within different teaching and assessment methods. This should include reference to new and existing courses.

The curriculum review and re-orientation towards more active forms of learning envisioned in our Learning and Teaching Strategy are designed in part to harness the added value of heterogeneous classrooms to enrich the learning experience (e.g. by foregrounding differences between students to emphasise that *everyone* has knowledge gaps and so make it easier to explore new concepts collaboratively).

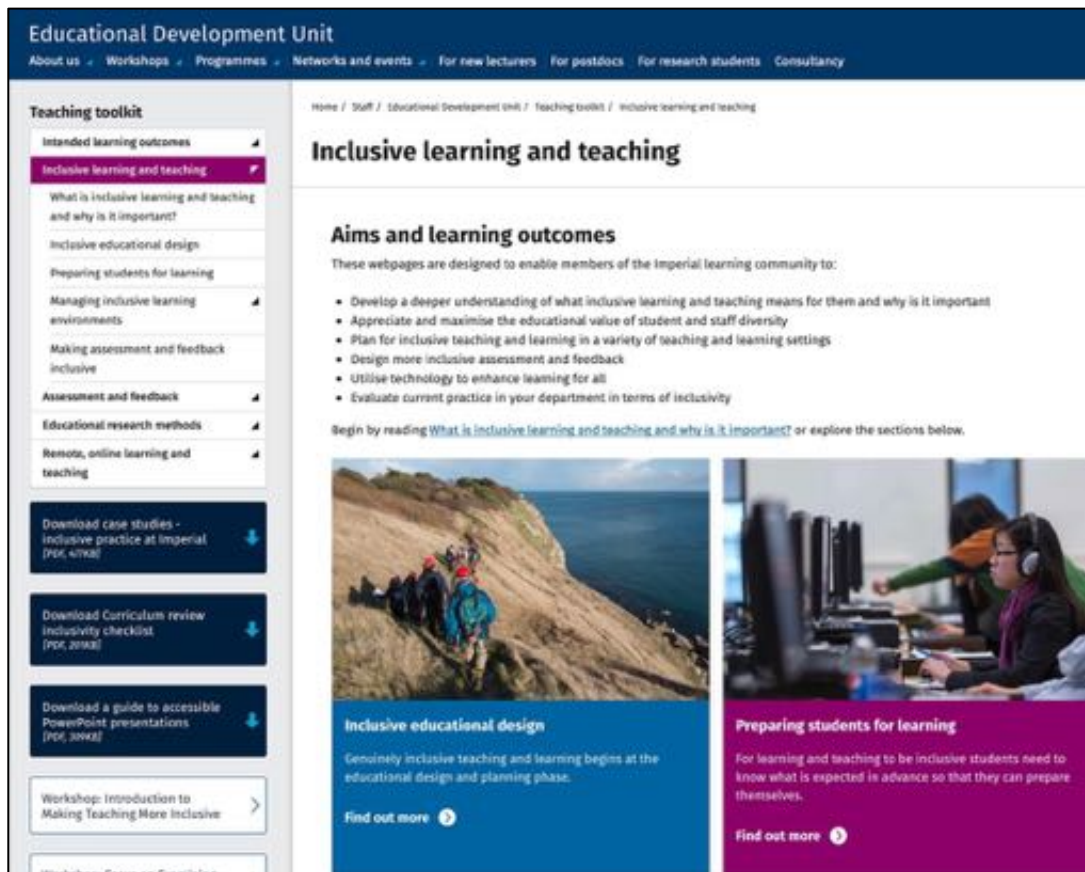
Many of the initiatives listed in Table 8.1, as well as augmenting course content, aim to improve our teaching and assessment through a better understanding of the student experience, most notably No.s 1, 3, 8, 10 & 11. This work is complemented by research led by CHERS (Figure 8.5) to delve into the sense of belonging among students from different backgrounds (including different ethnicities), particularly in a competitive environment such as Imperial (see Section 3 and Action 3.11). Early findings reveal, perhaps counter-intuitively, that a sense of belonging can be enhanced through competition, provided it is framed positively.

Figure 8.5 Research work undertaken by CHERS and elsewhere that impacts race equality

The image displays a collage of research articles and news items from the Centre for Higher Education Research and Scholarship (CHERS). The main article is "Cultivating belonging in a competitive environment: A look at 'sense of belonging' across multiple sectors". Other articles include "Decolonization in a higher education STEM institution – is 'epistemic fragility' a barrier?", "Prize-winning students share learning and teaching research", and "Speak up & seek support': non-traditional students share their tips for success".

This research feeds directly into the workshops and toolkits (Figure 8.6) that are available to all staff through the EDU (Section 8c). It is also disseminated to all staff through annual Education events. In 2018, this had the theme, "To inclusivity and beyond: belonging and the educational power of difference." This year's Education Week explored the impact of ethnicity on staff/student well-being and belonging.

Figure 8.6 Webpage of the Educational Development Unit

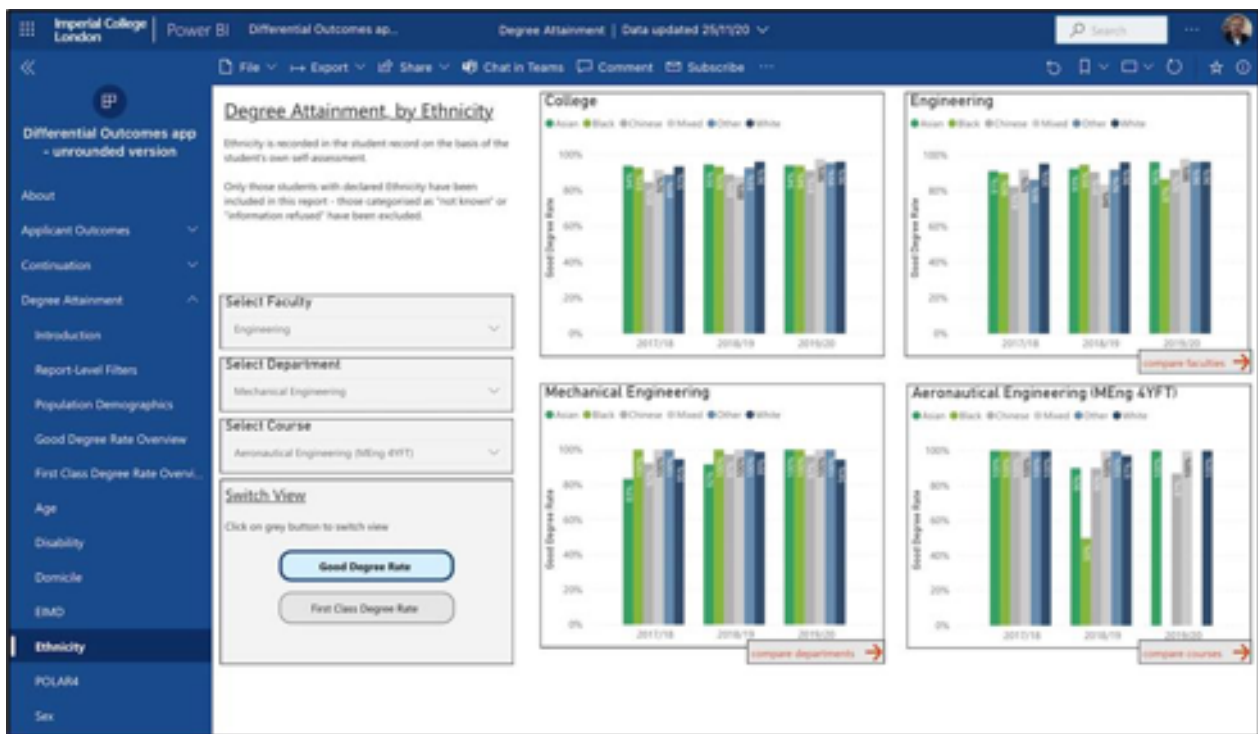


In addition, to help departments, faculties, and the College leadership track (and compare against other depts/faculties) the impact of measures taken to widen participation and offer a truly inclusive learning experience, we launched a user-friendly Differential Outcomes Dashboard in Spring 2021 (Figure 8.7). As well as showing data on UG admissions (Section 7), the dashboard analyses performance (e.g. final degree results, graduate outcomes) by a range of EDI characteristics, including ethnicity.

- Action 1.3** 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.
- Action 3.3** Work with students to ensure that curriculum and assessment are fully inclusive of ethnicity.

Section 8 Teaching and learning

Figure 8.7 Screenshot from the Differential Outcomes Dashboard



8c Academic confidence

Please outline how academics are supported and developed to ensure they have the knowledge, skills and confidence to consider race equality in their teaching and course development.

New lecturers must complete a set of ten induction courses within their three-year probation. Several of these (e.g. Personal tutoring, Supervising PhD students) teach staff how to address the specific needs of students of different ethnicities and/or cultural backgrounds.

For continuing development, the EDU provides a range of workshops and online resources by way of a 'teaching toolkit' with support and guidance for teaching staff on pedagogical matters. To date, our approach has been to develop teaching staff's inclusive teaching and learning in support of all student identities, rather than focussing on race equality. However, the workshops offered create opportunities to focus on race specifically and there have recently been some (influenced by recent research; Figure 8.5) which have had a heavier focus on race equality; e.g. the full-day Making Teaching More Inclusive workshop (~50 attendees/year; Figure 8.8) familiarises staff involved in UG/PG teaching with the full breadth of the definition of inclusivity – including an understanding of racism and race equality – and equips them with the skills to develop inclusive teaching and assessment practices.

Figure 8.8 Educational Development Unit course - Making teaching more inclusive

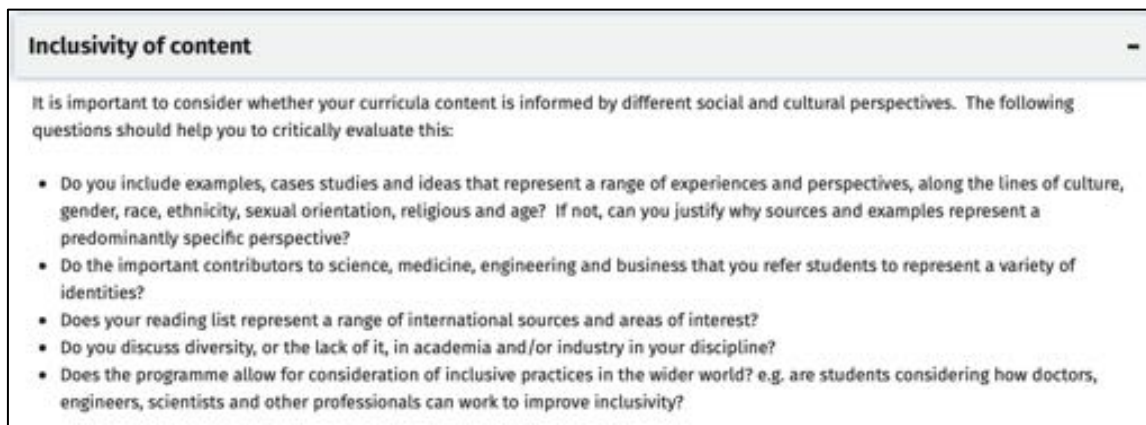
The screenshot displays the Educational Development Unit (EDU) website. The main navigation bar includes 'About us', 'Workshops', 'Programmes', 'Networks and events', 'For new lecturers', 'For postdocs', 'For research students', and 'Consultancy'. The 'Workshops' menu is expanded, listing various courses such as 'Introduction to', 'Active learning', 'Assessment for active learning', 'Being an assistant supervisor', 'Blackboard Learn', 'Making teaching more inclusive' (highlighted), 'Personal tutoring', 'Supervising PhD students', 'Teaching for learning', 'Team-based learning', 'Technologies for teaching and learning', 'A practical guide to', 'Focus on', 'Faculty of Medicine', 'By-request', 'STAR framework', and 'Book online'. The main content area is titled 'Making teaching more inclusive' and includes sections for 'Who should attend?', 'Workshop details', and 'Key areas'. The 'Who should attend?' section states that the workshop is for lecturers and clinical teaching staff responsible for teaching undergraduate and/or postgraduate students at Imperial. The 'Workshop details' section notes that due to the coronavirus situation, many EDU workshops have been postponed. The 'Key areas' section lists: 'Familiarisation with the breadth of the definition of inclusivity', 'Planning and facilitating inclusive teaching and learning', 'Appreciating the educational value of student and staff diversity', 'Inclusive assessment and feedback', and 'Using technology to enhance learning for all'. A 'Contact' section lists 'Su Beasley' and a 'Tutors' section lists 'Dr Iro Modia', 'Mrs Kate Ippolito', and 'Mr David Mooney'.

Figure 8.9 Educational Development Unit teaching toolkit



The workshop is supplemented with the EDU’s online Inclusive Learning and Teaching toolkit (~1600 users/month; Figure 8.10). The toolkit includes guidance on several areas that can have a positive impact on inclusivity in the classroom and can harness the benefits of diversity. Though broad in approach, it includes a focus on race equality; *e.g.* the section ‘realising the educational value of student and staff diversity’ includes specific reference to race equality and cultural inclusivity; it also includes links to resources at other institutions and the Higher Education Academy.

Figure 8.10 Educational Development Unit Teaching toolkit – inclusivity of content



Other online resources are also dedicated to inclusive educational design, preparing students for learning and making assessment and feedback inclusive. The section on inclusive educational design introduces the concept of Universal Design for Learning, and provides guidance and links on inclusivity of content (Figure 8.9).

Although teacher-training – including instruction on inclusive teaching and assessment – is mandatory for new lecturers, these courses are not compulsory for other academic staff. This reflects our broader approach to staff development, which relies on low barriers to entry to good quality courses to encourage uptake. In recent years this approach has led to a trebling of the numbers of staff enrolling on PG Cert/ or Masters-level educational training.

Section 8 Teaching and learning

Nevertheless, feedback from students (e.g. focus groups, and a town-hall meeting with students from Mechanical Engineering) shows that there is a need to bolster staff awareness of race and racism and their ability to engage students sensitively and constructively on these issues. This applies not just to classroom and laboratory teaching but to one-on-one contacts with tutors. Our actions throughout this section are focused on developing a consistent College-wide approach to tackling racism through our pedagogy and curriculum.

July 2020 REC student focus groups

“Staff being more attuned to how behaviour that appears to be harmless can be damaging in the long term mean they can support their students better and it will prevent people accidentally participating in these microaggressions”.

“There are things that I wanted to talk about with my personal tutor but didn’t feel comfortable. I study engineering and I am aware that my background is underrepresented in that industry, a big part of how I make my decision is the level of diversity and inclusion exists within the workplace. I don’t feel I can have conversation with my White tutor as they don’t understand it.”

Action 1.5 Enhance understanding and skills in tackling racism across College. Prioritise the staff groups that require specific training on anti-discrimination and anti-institutional racism and procure training on the basis of tailored needs.

Action 1.9 Increase awareness among staff and students on race equality and what the College is doing to address it.

9. Any other information

This section is an opportunity to provide details of any other actions or learning which are relevant to race equality, but which have not been included in previous sections.

This is an optional section, you are not obligated to include anything; you will not be disadvantaged for not including anything here, but anything you do include will be considered by the awards panels.

Word count Section 9: 0

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, 2 out of 10 (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 only 4 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 7d 7f 8a 8b	<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>
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 Chair, Artworks Steering Group 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 to 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 no. 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.