# Athena Swan renewal form for universities

## Applicant information

| | |
|---|---|
| Name of university | **Imperial College London** |
| Date of current application | May 2022 |
| Level of previous award | Silver |
| Date of previous award | April 2016 |
| Contact name | Professor Stephen Curry<br>Mr Rob Bell |
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| Contact telephone | +44 20 7594 7632<br>+44 20 7594 0876 |

| Section | Words used |
|---|---|
| An overview of the university and its approach to gender equality[1] | 2,387 |
| An evaluation of the university's progress and issues | 3,281 |
| Future action plan* | |
| Appendix 0: RAG-rated 2016 Action Plan | |
| Appendix 1: Culture survey data* | |
| Appendix 2: Data tables* | |
| Appendix 3: Glossary* | |
| **Overall word count** | **5,668** |

*These sections and appendices should not contain any commentary contributing to the overall word limit

**Overall word limit: 5,500 words**

**Plus 500-word extension for COVID-19 (offered by Advance HE to all applicants submitting 2021 and 2022)**

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[1] We have included hyperlinks throughout our application to increase the usefulness of the document for our College community and other readers. **We do not expect the assessment panel to use these links.**

# Table of Contents

# 1. Section 1: An overview of the university and its approach to gender equality

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2,500 words

## 1. Letter of endorsement from the head of the university (781 words)

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the university.

# Imperial College London

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Imperial College London

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ian.walmsley@imperial.ac.uk
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**Professor Ian Walmsley FRS**
Provost
Chair in Experimental Physics

9th May 2022

## Letter of Support for Imperial College London Athena Swan application

Dear Advance HE Equality Charters team,

I am delighted to write in support of Imperial's Athena submission. This process has provided a welcome opportunity to review our progress so far in advancing gender equality and consolidate our future efforts.

Our College Strategy aligns with the Athena Charter, stating: "We will build upon our accomplishments improving our supportive, diverse, inclusive and highly motivated staff community where our engagement with the Race Equality Charter, Disability Confident, the Stonewall Workplace Equality Index and Athena Swan have increased awareness and improved policies and practices." Expansion of our broader EDI agenda (including REC) is helping us to develop a more integrated and intersectional approach. As part of this we have also recently developed Imperial Together to connect all of our important initiatives around cultural change and to reinforce that it is everyone's responsibility – all staff and all students – to help drive this positive culture, turning individual actions into collective change.

Our more integrated approach to EDI is also evident through our work to re-examine the impact of Imperial's history and a commitment to "find new ways to mark the impact and contributions of brilliant but undercelebrated Imperial people". This aligns with the Artworks Group which seeks to increase images and representations of diverse people from the College community – building on our 2016 action to celebrate female role models more visibly.

Since our last award we have achieved notable improvements, including an increase in our percentage of female Professors to 18.3% and an increase in female undergraduates to 40.4%. We have also reduced our Gender Pay Gap (from 9.4% to 6.3%, median) in the past four years. We have taken several actions that embed gender equality work in College's highest-level governance and leadership structures. In 2017 we set up an Equality, Diversity and Inclusion Strategy Group, which I chair, that reports to our Provost's Board, and appointed an Assistant Provost (EDI) as a 0.5FTE (now 0.8 FTE) substantive post. The Assistant Provost (EDI) led the formulation of the College's first comprehensive EDI Strategy (which includes Athena commitments). I also introduced a requirement that all Provost's Board papers must consider EDI aspects before submission.

We also supported and encouraged senior leaders with a reverse mentoring pilot in 2020. I personally found the scheme really helpful in understanding the experiences of a member of staff from a completely different background. The experience has informed my approach when

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thinking about how management choices and actions can impact on different communities within the College.

Other highlights from the delivery of our 2016 action plan include increasing the number of departments holding Athena awards, expanding nursery provision at our South Kensington campus and providing a new facility at our expanding Hammersmith/White City campus, as well as expanded EDI and unconscious bias training. We have also developed new policies on sexual misconduct, introduced the Report and Support tool (bolstered by trained support staff), and are making period products freely available.

Increasing the number of female academics remains a priority. Though we have made progress, we know we must do better. We have set a target to appoint eight more female Readers and Professors in the next three years, and I will provide the resources needed to enable this. We have also established a funded visiting professor programme targeted at under-represented groups, including women.
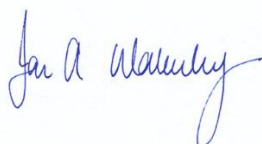
In terms of supporting women's careers, we will improve our Personal Review and Development Plan, a process which is key for progression for all job families. We need to consider female postdocs and fellows in particular, which is why I approved funding for a dedicated Consultant post in our Postdoc and Fellows Development Centre. We also need to ensure our new Establishment Review (a type of job level review) is accompanied by career development support for female PTO staff.

We will prioritise increasing the percentage of female PhD students, where we have seen the least change among student levels, with a focus on the Engineering and Natural Sciences faculties.

We recognise that Imperial still has significant culture challenges, especially around harassment and bullying, and workloads. Our continuing efforts to align and integrate Athena Swan actions with Imperial Together (and other action plans) reflects our understanding of the impact that culture and behaviours can have on the progression of female staff and students. On a more practical level, we will also invest in our data systems to ensure that leaders and line managers have the information they need to prioritise and monitor work to advance gender equality.

Learning from our 2016 action plan, we know we must ensure ownership of actions and clear outcomes and integrate Athena into our broader EDI agenda. I will personally oversee progress in these areas as chair of the EDI Strategy Group.

Yours sincerely,

Professor Ian Walmsley FRS

*Provost*

*Chair in Experimental Physics*

## 2. Description of the university and its context (721 words)

Please provide an introduction to the university.

Imperial is a world-renowned, research-intensive university with a Faculty structure reflecting our research interests: Engineering, Medicine, Natural Sciences, and Business.

The College, which has ~8,500 staff and ~23,000 students (Table 1.1), is led by a President and Provost; while the President is the de facto Chief Executive, the Provost leads on all academic affairs (Figure 1.1). We are a member of the Russell Group and the League of European Research Universities.

*Table 1.1 Overview of Imperial staff and students in 2021*

|  | Female | Male | Total |
|---|---|---|---|
| UG | 4,724 (40%) | 6,967 | 11,722 |
| PGT | 3,153 (49%) | 3,224 | 6,383 |
| PGM | 336 (56%) | 267 | 604 |
| PGR | 1,583 (39%) | 2,487 | 4,082 |
| **Student total** | **9,796 (43%)** | **12,945** | **22,791** |
|  |  |  |  |
| Academic Staff | 336 (23%) | 1,142 | 1,478 |
| Research Staff | 948 (38%) | 1,523 | 2,471 |
| Learning and Teaching Staff | 275 (56%) | 217 | 492 |
| Professional Services | 2,086 (64%) | 1,172 | 3,258 |
| Technical Services | 209 (41%) | 301 | 510 |
| Operational Services | 106 (39%) | 169 | 275 |
| NHS Nurses | 61 (86%) | 10 | 71 |
| **Staff total** | **4,021 (47%)** | **4,534** | **8,555** |

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. ~60% of our students are from Overseas. All our Academic Staff are expected to teach; we have a small proportion of Learning and Teaching (L&T) Staff, who are teaching-only or learning technologists.

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 1.2).

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. We are endeavouring to foster a sense of community within and beyond the institution.

*Figure 1.1 Imperial leadership and organisation chart – part 1*

**PRESIDENT**

**PROVOST**

**Chief Financial Officer**
- Campus Services
- Estates Operations
- Estates Development
- Financial Management
- Financial Services and Procurement
- Financial Strategy
- ICT

**College Secretary**
- Central Secretariat
- Internal Audit
- Legal Services
- Reactor Centre
- Risk Management
- Safety

**Director of Communications**
- Communications

**Director of Public Affairs**
- Media Relations
- Public Affairs

**Vice-President (Advancement)**
- Alumni Relations
- Development
- Principal Gifts
- Operations and Administration

**Vice-President (International) Associate Provost (Academic Partnerships)**
- International Relations
- Outreach

**Vice-Provost (Research and Enterprise)**
- Enterprise
- Research Office

**Vice-Provost (Education)**

**Assistant Provost (Learning and Teaching)**
- Centre for Higher Education Research and Scholarship
- Centre for Languages, Culture and Communication
- Graduate School

**Associate Provost (Academic Planning)**

**Assistant Provost (Academic Promotions)**

**Assistant Provost (Equality, Diversity and Inclusion)**

**Assistant Provost (Space)**

**Director of Academic Services**
- Centre for Continuing Professional Development
- Digital Learning Hub
- Library Services
- Marketing, Recruitment and Admissions
- Registry
- Student Services

**Human Resources and Organisational Change**

**Music and Visual Arts**

**Strategic Planning**

**Bioservices**

**ACADEMIC FACULTIES**
- Imperial College Business School
- Engineering
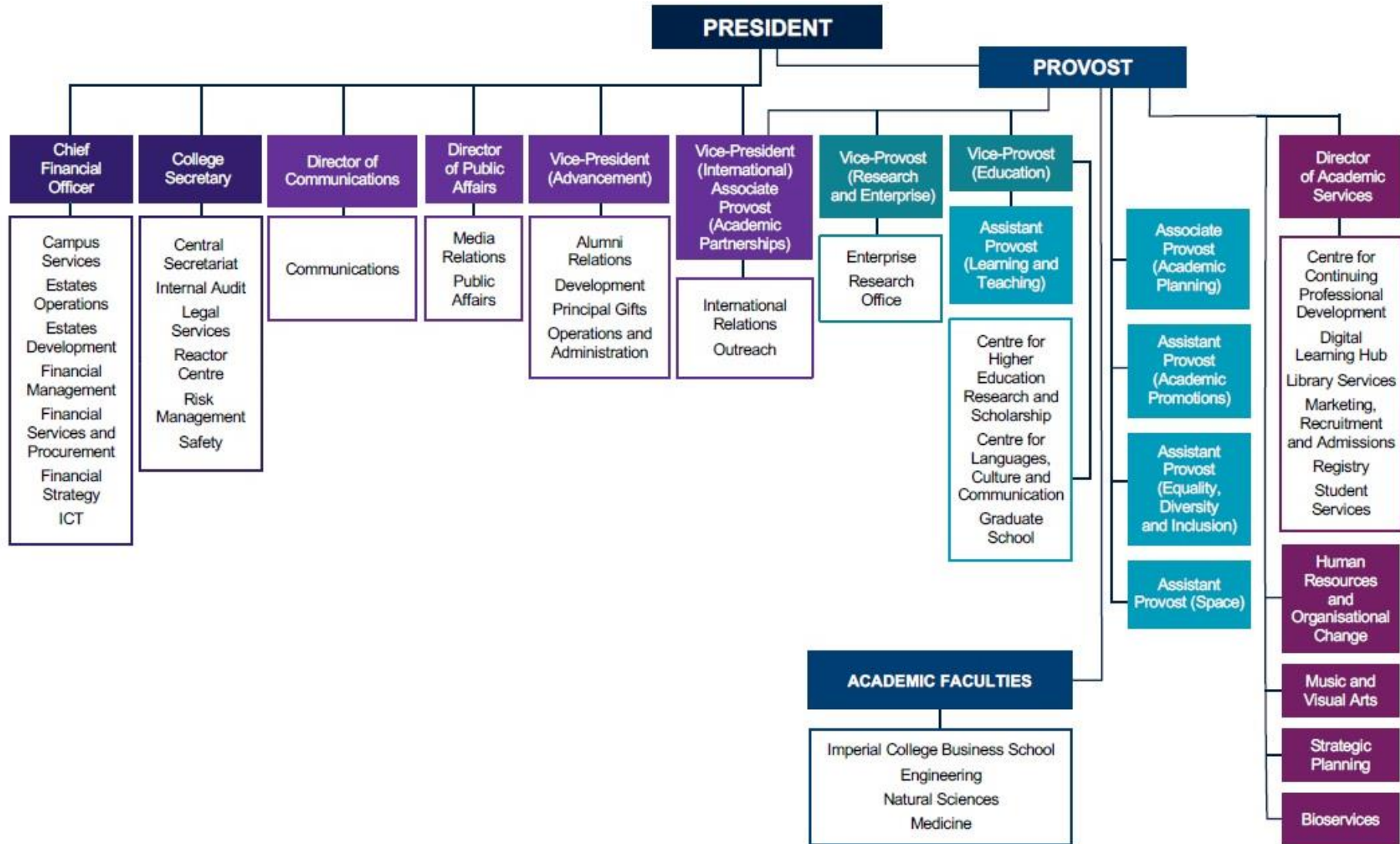- Natural Sciences
- Medicine

*Figure 1.1 Imperial leadership and organisation chart – part 2, Academic faculties and departments*
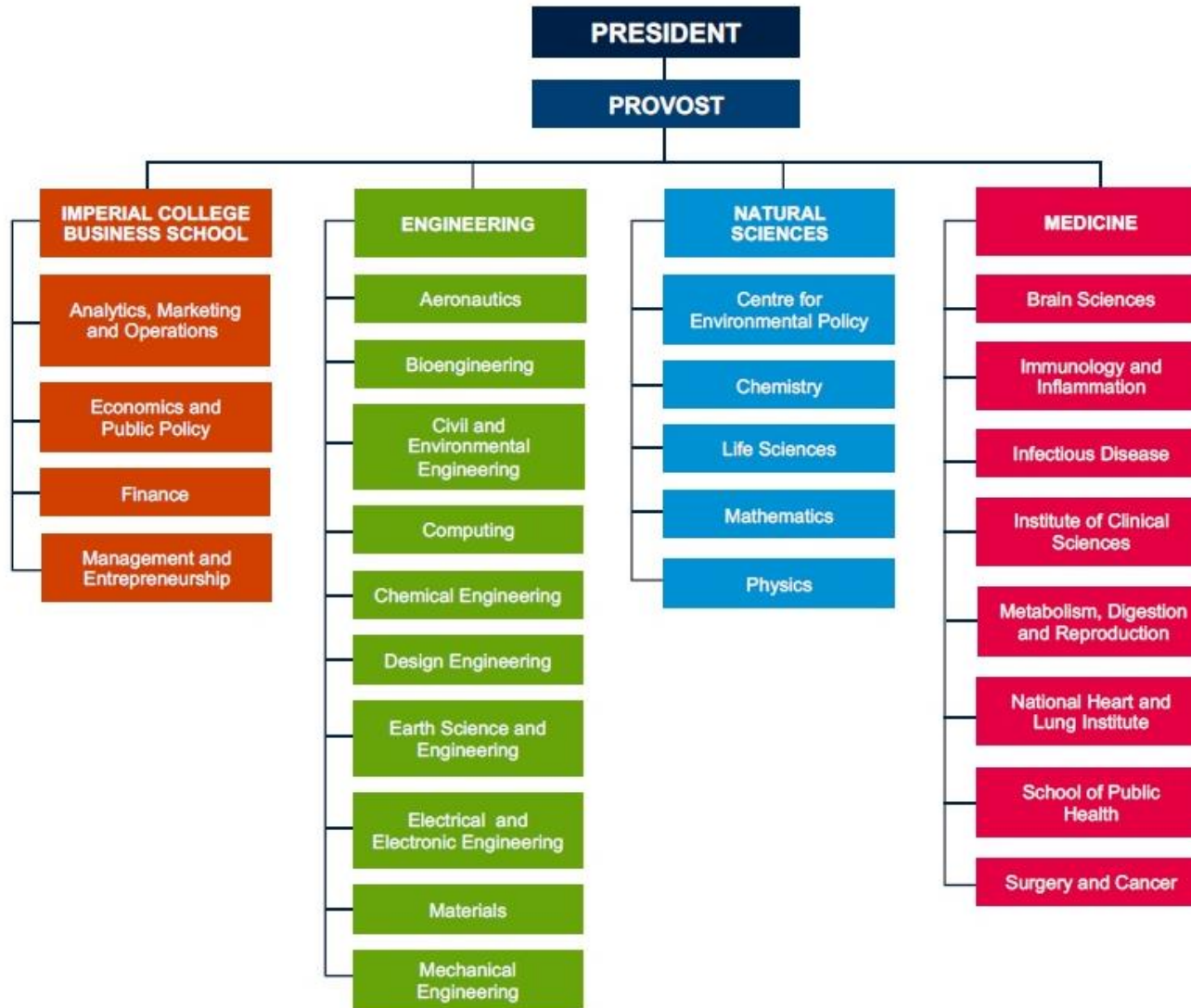
Figure 1.2 Imperial campuses, with staff numbers to give indication of size



Imperial was a founding member of the Athena Swan Charter in 2005. We received our first university award in 2006, achieved Silver in 2012, and renewed under the post-May 2015 criteria in 2016.

Imperial has 24 academic departments; only the Business School is AHSSBL. Our first department Athena awards were in 2009. Since 2016, we have successfully supported more departments to achieve their own awards (Figure 1.3 and Table 1.2). We are proud that all departments now hold awards apart from the School of Design Engineering, which will apply in 2022.

Figure 1.3 Number of academic department awards held at time of institutional award submission



| 2009 | 2012 | 2016 | 2022 |
|------|------|------|------|
| 4 / 22 departments | 9 / 19 departments | 15 / 21 departments | 23 / 24 departments |
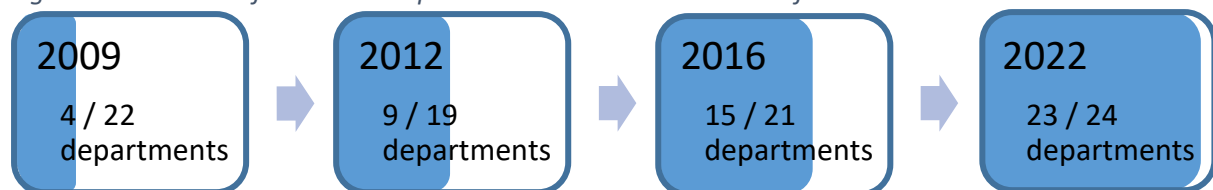
*Table 1.2 Change in department awards from 2016 to 2022, at time of institutional award submission*

| Faculty | Department | 2016 | 2022 | Size in 2021 |
|---|---|---|---|---|
| Business School | Business School | | Bronze | 2,642 students 400 staff |
| Engineering | Aeronautics | Bronze | Bronze | 792 students 132 staff |
| | Bioengineering | Bronze | Silver | 1,060 students 219 staff |
| | Chemical Engineering | Silver | Silver | 985 students 199 staff |
| | Civil and Environmental Engineering | | Bronze | 917 students 187 staff |
| | Computing | Bronze | Bronze | 1,348 students 234 staff |
| | Design Engineering | *Only established 2014* | *Applying 2022* | 544 students 75 staff |
| | Earth Science and Engineering | Silver | Bronze | 605 students 158 staff |
| | Electrical and Electronic Engineering | | Bronze | 1,140 students 205 staff |
| | Materials | Silver | Silver | 763 students 183 staff |
| | Mechanical Engineering | | Bronze | 1,021 students 224 staff |
| Medicine | Institute of Clinical Sciences (with MRC LMS) | Bronze | Silver | 77 students 88 staff |
| | Medicine | Silver | *No longer exists* | - |
| | Brain Sciences | *Did not exist* | Silver | 162 students 222 staff |
| | Immunology and Inflammation | *Did not exist* | Silver | 60 students 112 staff |
| | Infectious Disease | *Did not exist* | Silver | 183 students 337 staff |
| | Metabolism, Digestion and Reproduction | *Did not exist* | Silver | 346 students 322 staff |
| | National Heart and Lung Institute | Silver | Silver | 440 students 478 staff |
| | School of Public Health | Silver | Bronze | 516 students 585 staff |
| | Surgery and Cancer | Bronze | Silver | 731 students 457 staff |
| Natural Sciences | Centre for Environmental Policy | | Bronze | 228 students 83 staff |
| | Chemistry | Gold | Gold | 1,152 students 235 staff |
| | Life Sciences | Bronze | Bronze | 1,517 students 332 staff |
| | Mathematics | Bronze | Bronze | 1,316 students 207 staff |
| | Physics | Silver | Silver | 1,430 students 379 staff |

A key means of support for departments has been our full-time Athena Swan Coordinator, appointed in 2011 to provide data, advice on good practice, and assist with applications. Members of the Equality, Diversity & Inclusion Centre (EDIC), People and Organisational Development (POD), and Postdoc and Fellows Development Centre (PFDC) teams also support departments and their Athena work, sitting on committees, providing advice, guidance and training, and facilitating staff consultations.

*Figure 1.4 Gold and Silver cakes from our 2017 Julia Higgins Award and Athena celebration event*



While our history of departmental engagement with Athena Swan demonstrates institution-wide commitment to gender equality, we note that some departments have not progressed in their award level over two or more application rounds (Figure 1.5). Unfortunately, two departments have also gone from Silver to Bronze since 2016 (evidencing impact for Silver was a key factor).

We have 30+ PTO departments of various sizes and structures (Figure 1.1). Enterprise, Advancement, and Communications and Public Relations have been the first PTO departments to establish their own EDI committees.

**Actions**

3.5 Faculty Deans to require departments with 2 or more successive Bronze awards to be in a position to apply for Silver in the subsequent cycle. Develop a partnering scheme, with Silver departments helping support Bronze departments progress.

4.4 Work with PTO departments to explore Transformed Athena Swan Charter awards for PTO directorates, as potential framework for their own EDI and gender equality work.

*Figure 1.5 History of academic department Athena Swan awards at Imperial. Dates refer to submission rounds*



**Faculty of Engineering**

**Aeronautics**
Bronze award Nov 2014
Bronze renewed Nov 2019

**Bioengineering**
Bronze award April 2015
Silver award Nov 2018

**Chemical Engineering**
Silver award 2009
Silver renewed April 2014
Silver renewed Nov 2017

**Civil and Environmental Engineering**
Bronze award April 2018

**Computing**
Bronze award 2010
Bronze renewed Nov 2013
Bronze renewed April 2017

**School of Design Engineering**

**Earth Science and Engineering**
Bronze award 2010
Silver award 2012
Bronze, April 2021

**Electrical and Electronic Engineering**
Bronze award, Nov 2017

**Materials**
Silver award 2010
Silver renewed Nov 2013
Silver renewed April 2017

**Mechanical Engineering**
Bronze award, April 2019

**Faculty of Medicine**

**Institue of Clinical Sciences (with MRC LMS)**
Bronze award April 2014
Silver award April 2017

**Brain Sciences**
Interim Silver Nov 2020

**Immunology and Inflammation**
Interim Silver Nov 2020

**Infectious Disease**
Interim Silver Nov 2020

**Metabolism, Digestion and Reproduction**
Interim Silver Nov 2020

**National Heart and Lung Institute**
Silver award 2009
Silver renewed April 2014
Bronze award Nov 2018
Silver award Nov 2020

**School of Public Health**
Silver award 2010
Silver renewed Nov 2013
Bronze award Nov 2018

**Surgery and Cancer**
Bronze award April 2014
Bronze renewed Nov 2015
Silver award Nov 2018

**Faculty of Natural Sciences**

**Centre for Environmental Policy**
Bronze award April 2019

**Chemistry**
Silver award 2009
Silver renewed Nov 2011
Gold award April 2013
Gold renewed April 2019

**Life Sciences**
Bronze award April 2011
Bronze renewed April 2015
Bronze renewed Nov 2018

**Mathematics**
Bronze award Nov 2012
Bronze renewed April 2016
Bronze renewed April 2020

**Physics**
Silver award 2009
Silver renewed April 2012
Silver renewed April 2015
Silver renewed Nov 2018

**Business School**
Bronze award April 2016
Bronze award Jan 2022

Current Award Status:

| | |
|---|---|
| Gold | Bronze |
| Silver | Planned |

Since 2016 there has been a major overhaul in the reach and governance of our EDI work. This has set the College on a journey towards a more integrated approach, bringing together the various teams, committees, and groups responsible for EDI (Figure 1.7). These changes, and increased communications on EDI, have brought a new prominence and purpose to EDI work at the College.

There were new appointments in key roles - Imperial's first Assistant Provost (EDI) in 2017, a new Provost and a new Deputy Directory of Organisational Development & inclusion in 2018, and a new head of the EDI Centre in 2019.

*Figure 1.6 New appointments. Clockwise from top left: Professor Stephen Curry, Assistant Provost (EDI); Professor Ian Walmsley, Provost; Susan Littleson, Deputy Directory of Organisational Development & Inclusion; Kani Kamara, Head of the EDI Centre*



The Assistant Provost (EDI) has a £333k budget, is a member of Provost's and President's Boards, and was responsible for our first EDI Strategy, published in 2018. The Strategy articulated an expanded EDI agenda as essential to the future success of Imperial and positioned EDI work as a shared responsibility that needs to be integrated within College operations.

We formed the EDI Strategy Group to implement and oversee the EDI Strategy. Chaired by the Provost, membership consists of key senior leaders (including Vice-Provosts, Faculty Deans, Assistant Provost (EDI), HR Director, Director of Student Services). The Group has the overall responsibility and authority to deliver on commitments undertaken in the action plans associated with the Strategy and EDI benchmarking schemes (Table 1.3).

We also established the EDI Forum, chaired by the Assistant Provost (EDI), as a representative group of staff and students, which serves as a listening post to capture and discuss all manner of EDI issues.

*Table 1.3 Imperial's engagement with EDI and well-being accreditations and benchmarks*

| Name | Key dates |
|---|---|
| Athena Swan Charter | Founder member in 2005<br>First university award in 2006<br>Silver university award in 2012<br>University Silver renewed in 2016 |
| Disability Confident | Two Ticks accreditation in 2012<br>Disability Confident Employer in 2016<br>Disability Confident Leader in 2019 |
| Race Equality Charter | Became member in 2018<br>Successful Bronze application in 2021 |
| Stonewall Workplace Equality Index | Submissions since 2007. Recent years and ranks:<br>2019 - 266<br>2020 - 142<br>2022 - 96 |
| Charter for Employers who are Positive about Mental Health | Signed in 2018 |

*Figure 1.7 Organisational chart for EDI at Imperial showing important stakeholders and relationships*



**Colour coding:**

Blue – committees and management

Light green – staff

Dark green – students

Red – specific projects and groups

Purple – staff networks

Orange – student union
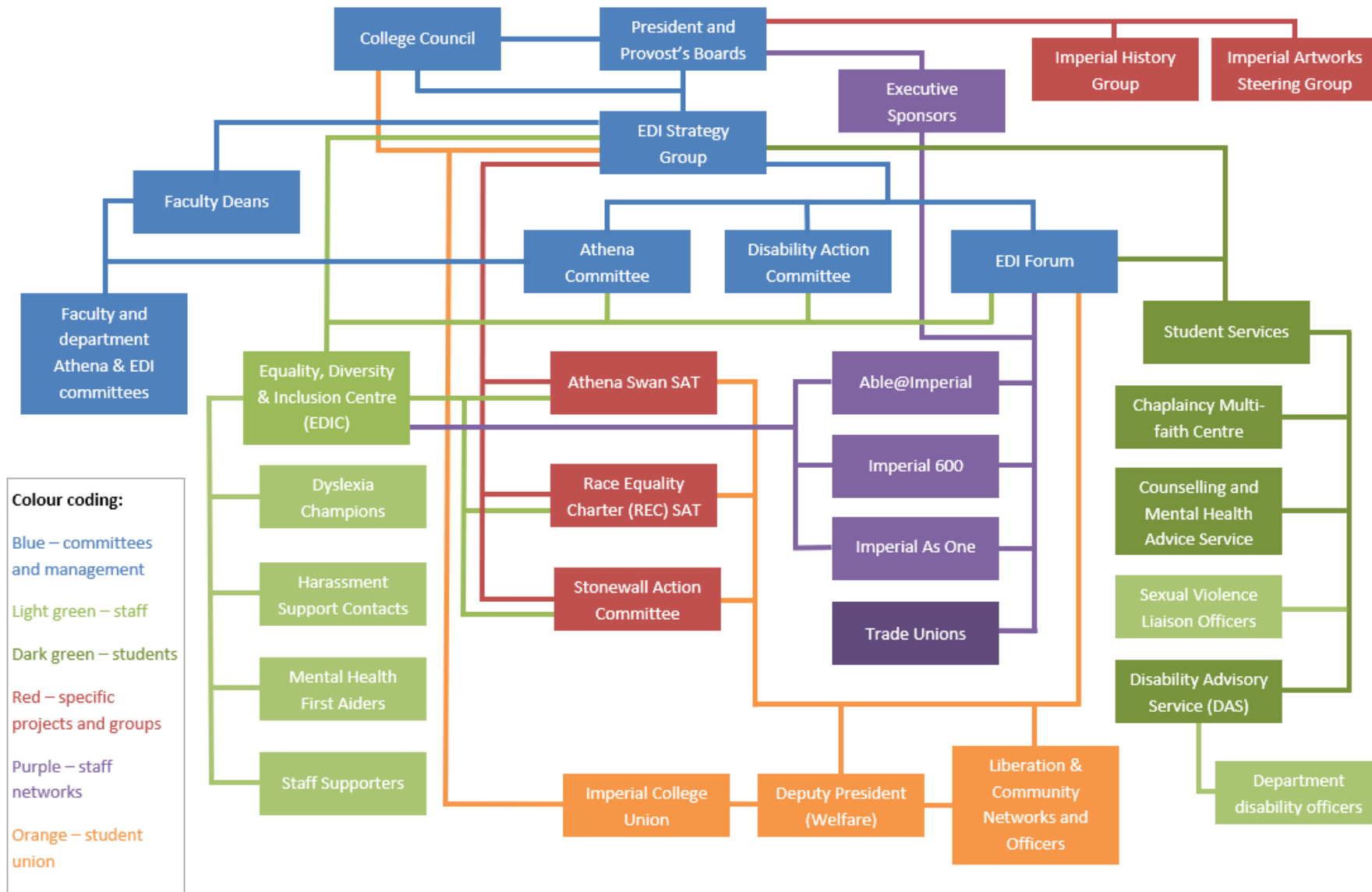
## 3. Athena Swan self-assessment process (885 words)

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university's future gender equality work.

*Table 1.4 Summary of SAT membership in 2021-22*

| Gender | 12 female<br>8 male |
|---|---|
| **Ethnicity** | 14 White<br>6 minority ethnic |
| **Staff type** | 9 Academic Staff<br>1 Research Staff<br>2 Learning and Teaching Staff<br>6 PTO Services<br>2 students |
| **Areas of College** | 2 Business School<br>5 Faculty of Engineering<br>2 Faculty of Natural Sciences<br>4 Faculty of Medicine<br>7 Central College and Support Services |

*Table 1.5 Athena Swan SAT membership.* Members highlighted in grey have left the SAT

| Name<br><br>Dates on SAT | Job title<br><br>Department | Start date at Imperial<br><br>Job family<br>Grade | Roles in College | Personal experience (provided by individual) |
|---|---|---|---|---|
| Rob Bell<br><br>2019 to present<br><br> | Athena SWAN Coordinator<br><br>HR<br><br>Office of the Provost | 2010<br><br><br>Professional Services<br><br>Level 3b | Member of faculties and departments Athena committees<br><br>Member of REC SAT | Works flexibly<br><br>Equality Charter Associate, Advance HE<br><br>Athena Swan Charter Reviewer |
| Stephen Curry<br><br>2019 to present<br><br> | Assistant Provost (EDI)<br><br>Office of the Provost<br><br>(Academic activity in Department of Life Sciences) | Student, 1982<br><br>Staff, 1995<br><br><br>Academic Staff<br><br>Professor | Chair of EDI Forum<br><br>Vice-chair of EDI Strategy Group<br><br>Co-chair of REC SAT<br><br>Member of Provost's and President's Boards | Parent of three<br><br>Experience of leading a department Athena application<br><br>Experience as department Director of UG Studies<br><br>Chair of the Declaration on Research Assessment (DORA) |
| Malinda Davies<br><br>2021 to present<br><br> | Gender Equality Officer<br><br>Imperial College Union | 2018<br><br><br>Student | UG in Department of Life Sciences | 14 years playing football in female and male teams<br><br>Spring intern in Race Equality First 2020<br><br>Anti-sexual harassment ambassador at Our Streets Now |
| Liz Elvidge<br><br>2019 to present<br><br> | Head of Postdocs and Fellows Development (PFDC)<br><br>HR | 2008<br><br><br>Learning and Teaching Staff<br><br>Level 6 | Member of faculties and departments Athena committees<br><br>Member of EDI Forum | Sole carer for husband, who took early retirement due to ill health |

| Name<br><br>Dates on SAT | Job title<br><br>Department | Start date at Imperial<br>Job family<br>Grade | Roles in College | Personal experience (provided by individual) |
|---|---|---|---|---|
| Richard Green<br><br>2020 to present<br><br> | Professor of Sustainable Energy Business<br><br>Business School | 2011<br><br><br>Academic Staff<br><br>Professor | Chair of department Athena Committee<br><br>Associate Dean of Education Quality for the Business School | Head of department in two different universities<br><br>Cub/Scout leader in one of the earlier groups to admit girls |
| Sian Harding<br><br>2019 to present<br><br> | Professor Cardiac Pharmacology<br><br>National Heart and Lung Institute (NHLI) | 2002<br><br><br>Academic Staff<br><br>Professor | Chair of Imperial Artworks Group<br><br>Campus dean for White City | Experience as Interim Director of Institute<br><br>Experience as Institute Lead for Athena SWAN |
| Gareth Hyde<br><br>2019 to present<br><br> | Head of Space Programme<br><br>Faculty of Medicine Centre | 2012<br><br><br>Professional Services<br><br>Level 5 | Previous roles in College: Research Associate, lab and senior lab manager, and interim department manager | Previously member of department Athena Committee<br><br>Previously lead of department Professional and Technical Staff Working Group |
| Richard Jardine<br><br>2019 to 2021<br><br> | Professor of Geomechanics<br><br>Department of Civil Engineering | Student, 1973<br><br>Staff, 1981<br><br><br>Academic Staff<br><br>Professor | Consul for Faculty of Engineering and Business School<br><br>Deputy Head of Department<br><br>Member of department Athena Committee | Experience of leading a department Athena application<br><br>Parent of three children who attended the College nursery |

| Name<br><br>Dates on SAT | Job title<br><br>Department | Start date at Imperial<br>Job family<br>Grade | Roles in College | Personal experience (provided by individual) |
|---|---|---|---|---|
| Susan Littleson<br><br>2019 to present | Deputy Director - Organisational Development and Inclusion<br><br>HR | 2018<br><br>Professional Services<br><br>Level 6 | Member of EDI Forum<br><br>Member of EDI Strategy Group | Experienced strategic HR and organisational development professional.<br><br>30+ years' experience helping people and organisations improve and develop |
| Edgar Meyer<br><br>2019 to 2020 | Associate Dean of UG Programmes and Education Quality<br><br>Business School | 2015<br><br>Academic Staff | Chair of department Athena Committee<br><br>Associate Dean of UG Programmes and Education Quality | |
| Ann Muggeridge<br><br>2021 to present | Professor<br><br>Department of Earth Science and Engineering | Student, 1980<br>Staff, 1995<br><br>Academic Staff<br><br>Professor | Consul for Faculty of Engineering and Business School<br><br>Previously Faculty Ambassador for Women | Parent of two children<br><br>Worked part-time for several years following birth of second child, before transitioning back to full-time, but flexibly |
| Jane Neary<br><br>2019 to present | Director of Campus Services<br><br>Campus Services | 2006<br><br>Professional Services<br><br>Level 7 | Member of Operations Committee (sub-committee of Provost's Board)<br><br>Member of President's Board | Parent of two children |

| Name<br><br>Dates on SAT | Job title<br><br>Department | Start date at Imperial<br>Job family<br>Grade | Roles in College | Personal experience (provided by individual) |
|---|---|---|---|---|
| Gbemi Oluleye<br><br>2019 to present | Lecturer in Energy and Environmental Technology and Policy<br><br>Centre for Environmental Policy | 2016<br><br><br>Academic Staff<br><br>Lecturer | Previously a Research Fellow, and joined SAT to represent Research Staff | Co-organiser of project to Increase the Visibility of Underrepresented Groups in Energy Research (IVUGER), funded by UKERC |
| Chris Peters<br><br>2019 to present | Clinical Senior Lecturer in Upper GI<br><br>Department of Surgery & Cancer | 2016<br><br><br>Academic Staff<br><br>Clinical Senior Lecturer | Co-chair of Department Athena Committee<br><br>Co-Director for the MSc in Surgical Innovation | Parent of two young children, both of whom were adopted<br><br>Took advantage of the extended adoption leave offered, for both children |
| Nathalie Podder<br><br>2021 to present | Deputy President (Welfare)<br><br>Imperial College Union | Student, 2015<br><br>Staff, 2021<br><br><br>Elected student Officer Trustee | Member of EDI Forum<br><br>Previously an UG in Department of Physics | |
| Pedro Rosa Dias<br><br>2019 to present | Associate Professor of Health Economics<br><br>Business School | 2016<br><br><br>Academic Staff<br><br>Associate Professor | Director of Undergraduate Studies for the Business School | Member of the Business School's Diversity Committee |

| Name<br><br>Dates on SAT | Job title<br><br>Department | Start date at Imperial<br>Job family<br>Grade | Roles in College | Personal experience (provided by individual) |
|---|---|---|---|---|
| Shervin Sabeghi<br><br>2019 to 2021 | Deputy President (Welfare)<br><br>Imperial College Union | Student, 2015<br><br>Staff, 2019<br><br><br>Elected student Officer Trustee | Member of EDI Forum<br><br>Previously an UG in Department of Physics | |
| Priya Saravanapavan<br><br>2019 to present | Senior Strategic Teaching Fellow<br><br>Department of Materials | 2019<br><br><br>Learning and Teaching Staff<br><br>Senior Teaching Fellow | Member of department Athena Committee<br><br>Department Tutor for Women<br><br>Department UG Admissions Tutor | Experiences as a person of colour and first generation immigrant<br><br>Experience leading EDI related training to UGs<br><br>Experience in pastoral care of young adults |
| Nilay Shah<br><br>2019 to present | Professor of Process Systems Engineering<br><br>Department of Chemical Engineering | Student, 1985<br><br>Staff, 1992<br><br><br>Academic Staff<br><br>Professor | Experience as Head of Department<br><br>Member of department Athena Committee<br><br>Chair of the Imperial History Group (see section 2.1) | Parent of two children<br><br>Member of the Royal Academy of Engineering's D&I Committee<br><br>Member of the Athena Forum |
| Vahid Shahrezaei<br><br>2019 to present | Reader in Biomathematics<br><br>Department of Mathematics | 2009<br><br><br>Academic Staff<br><br>Reader | Faculty of Natural Sciences Diversity Champion<br><br>Member of department Athena Committee | Parent of two children. Younger daughter has an Autism Spectrum Disorder diagnosis and is non-verbal |

| Name<br><br>Dates on SAT | Job title<br><br>Department | Start date at Imperial<br>Job family<br>Grade | Roles in College | Personal experience (provided by individual) |
|---|---|---|---|---|
| Abhijay Sood<br><br>2019 to 2020 | President<br><br>Imperial College Union | Student, 2016<br><br>Staff, 2019<br><br><br>Elected student Officer Trustee | Member of EDI Strategy Group<br><br>Member of EDI Forum<br><br>Previously an UG in Department of Physics | |
| Helen Stoneham<br><br>2019 to present | Department Resources Manager<br><br>Department of Mechanical Engineering | 2015<br><br><br>Professional Services<br><br>Level 4 | Member of department Athena Committee<br><br>Chair of Faculty of Engineering Staff Coordinator Forum<br><br>Member of Faculty of Engineering Research Operations Forum | Experience of leading a department Athena application<br><br>Experience leading Department development and wellbeing events |
| Sharron Stubbs<br><br>2021 to present | Senior Laboratory and Safety Manager<br><br>Department of Infectious Disease | Student, 2003<br><br>Staff, 2000<br><br><br>Professional Services<br><br>Level 4 | Member of department Athena Committee<br><br>Member of College Technician Commitment Steering Group | Charted member of the Institute for Science and Technology<br><br>Member of the University Bioscience Managers' Association<br><br>Active in the Technician Commitment Leads South East Network |
| Jess Wade<br><br>2019 to present | Imperial College Research Fellow<br><br>Department of Materials | Student, 2008<br><br>Staff, 2016<br><br><br>Research Staff<br><br>Research Fellow | Previously a Research Associate<br><br>Helped establish College Women in STEMM group | Experience as member of department Athena Committee<br><br>Since the start of 2018 has written a Wikipedia entry for women and people of colour scientists every single day |

## Self-assessment process (646 words)

Formal responsibility for the 2016 action plan was taken on in 2017 by the AP(EDI), who replaced the retiring Provost's Envoy for Gender Equality. Because of their significantly expanded remit for all aspects of EDI, the AP(EDI) was initially focused on developing, in consultation with stakeholders across Imperial, the College's first EDI Strategy (and associated action plan), which was published in October 2018. The Strategy has given EDI work at Imperial much greater salience and includes progressing gender equality via the Athena Swan framework as a central pillar for targeted action. During this initial period, the 2016 action plan was monitored by the AP(EDI) and the Athena Swan Coordinator who liaised with action owners. Attention to gender equality actions was also maintained through termly meetings of the College Athena Swan Committee, which hosts Athena Swan leads from departments, and through the EDI Forum.

A refreshed College Athena Swan SAT established in 2019 and brought a new focus to our Athena Swan action plan, even as the College also developed work streams to enhance the attention paid to intersecting issues faced by minority ethnic, LGBTQ+ and disabled staff and students. The Assistant Provost (EDI) asked Deans and senior leaders to nominate potential members, and consulted with the EDI Centre. This list was reviewed by the Assistant Provost (EDI) and the Athena Swan Coordinator, with the aim of creating a SAT representative of the College community, and formal invitations were issued. Initial meetings discussed membership, and additional members were invited.

The SAT has formally met 19 times, switching to online meetings using Teams from April 2020 (Table 1.6). Teams meetings has meant that video recordings were available for those not able to attend, and enabled better document sharing.

The separate College Athena Committee (chaired by the Assistant Provost (EDI)) meets termly, as a space for departments to connect, share practices and raise issues. The aim is for the Committee to help departments gain, or retain, Athena Swan awards, increasing the award level where possible. We have used the Athena Committee as a means of informing our assessment, and also relied on other committees, such as the EDI Forum, to ensure we hear from different groups across College, including students.

Imperial has run a regular staff survey since 2011, which we have used as a key consultation method for our Athena work. As this Athena submission was delayed (due to COVID-19 and Transformed Charter changes), the most recent results available are from the 2019 staff survey, which had a 57.1% response rate (43.3% respondents identified as Female; 43.9% as Male; 0.8% as Non-binary or Neutral, Pan or Polygender, or Other; 8% preferred not to say; and 4.2% did not answer this question).

Appendix 1 provides relevant results from the 2019 survey (as well as previous ones, where possible) broken down by gender. Appendix 1 also provides results for the key questions asked in our four Wellbeing pulse surveys run between May 2020 and June 2021.

A planned 2021 College staff survey was delayed to March-April 2022 due to COVID-19. The results of the 2022 Survey only started to become available in early May, and at time of submission were yet to be fully processed. Results from the 2022 Survey will be reviewed by the SAT and used to further inform our gender equality work.

To hear directly from staff, we held a gender equality townhall style event in November 2021, hosted by Professor Stephen Curry (Assistant Provost (EDI) and chair of SAT) and Susan Littleson (Director of Organisational Change & Inclusion). From 141 registrations, a total of 93 people attended. The event gave an overview of previous College Athena activity and current data, before inviting comment and discussion from attendees of current issues, barriers, and suggestions for priorities.

We are also grateful to our 'critical friends' from other universities who reviewed and commented on our draft application.

*Table 1.6 Details of College Athena SAT meetings*

| Date | No. of attendees | Focus and discussions at the meeting |
|---|---|---|
| 18 October 2019 | 16 | • Overview of Athena Swan and Imperial's engagement<br>• Overview of Imperial gender equality activity and leadership<br>• Our plans for a 2020 application |
| 13 December 2019 | 12 | • Progress of independent review of Athena Swan Charter<br>• £10k EDI Seed Fund launch<br>• New College policies on conferences and toilet provision<br>• Our current issues and priorities |
| 13 February 2020 | 14 | • Review of Athena Swan renewal form and requirements<br>• Nursery provision and White City challenges<br>• 2016 Action Plan review |
| 2 April 2020 | 15 | • Discussion of published independent review of Athena Swan<br>• 2016 Action Plan review |
| 6 May 2020 | 13 | • Imperial staff number gender breakdowns<br>• 2019 Staff Survey results by gender<br>• 2016 Action Plan review |
| 4 June 2020 | 16 | • 2019 Staff Survey results by gender<br>• Discussion of Advance HE response to independent review<br>• Extension to College award and deadline to November 2021<br>• Priority actions for next 12 months |
| 17 July 2020 | 13 | • Recruitment good practice toolkit agreed<br>• Priority actions for next 12 months |
| 10 September 2020 | 10 | • Impacts of COVID-19 in College<br>• Updates from Imperial History Group and Imperial Artworks Group |
| 12 November 2020 | 17 | • Imperial Values project update<br>• REC application update<br>• Gender equality network proposal |
| 25 February 2021 | 18 | • Harassment and bullying discussion<br>• Nursery provision at White City plans<br>• Athena Charter Transformation potential impacts<br>• REC application update |

| Date | No. of attendees | Focus and discussions at the meeting |
|---|---|---|
| 24 March 2021 | 13 | • 2020 College staff numbers<br>• REC application update |
| 29 April 2021 | 13 | • Update from College group on workloads<br>• Gendered references guidance agreed |
| 24 June 2021 | 11 | • Expected Athena Charter Transformation changes<br>• PTO Services data<br>• Athena Swan townhall plans |
| 11 August 2021 | 12 | • Impacts of Athena Transformation changes for Imperial<br>• REC action plan update<br>• Provision of free menstrual products agreed |
| 29 September 2021 | 16 | • Student numbers and outreach to female students<br>• Synergises with final REC action plan |
| 28 October 2021 | 16 | • Recruitment data and practices<br>• Formal commitment to new Athena Swan principles agreed<br>• Academic promotions data |
| 25 November 2021 | 13 | • Athena Swan townhall report<br>• Priorities and developing actions<br>• Agreement to extend our Athena deadline to March 2022 |
| 10 February 2022 | | • Bullying and College governance<br>• Challenges & barriers to implementation of 2016 action plan<br>• Athena extension to May 2022 agreed |
| 16 March 20222 | | • Review of draft document and action plan |

## Plans for the next five years (239 words)

The executive EDI Strategy Group (chaired by the Provost) will be formally accountable for the implementation of the Athena Swan 2022 Action Plan. Progress will be monitored by an action tracker maintained by our College Athena Swan Coordinator. This will be used to provide termly updates to the EDI Strategy Group, which has the decision-making authority to resolve any delays or issues that arise.

The Assistant Provost (EDI) will continue to chair the Athena Swan SAT, and we will follow the model of our REC SAT by introducing a co-chair. The chair, along with other key permanent members, *e.g.* Athena Swan Coordinator and Deputy Director (Organisational Development and Inclusion), will ensure the SAT remains integrated with other College-wide activity. The SAT will meet quarterly in the first instance to review progress on the Action Plan, reflect on areas of key activity, and provide advice and flag concerns to the EDI Strategy Group. The SAT will also participate in regular communications (e.g. via Town Hall meetings, Staff Forums) to update staff and students about Imperial's work to advance gender equality.

Following submission, we will refresh membership of the SAT team, initially aiming to replace about a third of the membership to maintain continuity, and to include a member of the Student Services team. Membership will be reviewed every two years by the co-chairs. The group will be responsible for our next Athena Swan application.

# 2. Section 2: An evaluation of the university's progress and issues

## 1. Evaluating progress against the previous action plan (1,455 words)

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Our RAG-rated 2016 Action Plan is included as Appendix 0

### Review of the 2016 action plan and past six years

Of our 88 actions, we have rated 35 as Green, 46 as Amber and 7 as Red. The SAT shares a sense of achievement in the progress made, particularly in actions that are now 'business as usual' (key initiatives since 2016 highlighted Figure 2.1 and key improvements in data in Figure 2.2). Simultaneously, there is frustration at actions not delivered (partially or completely), or where outcomes are uncertain (the key reason for many Amber actions). We recognise the configuration of 2016 action plan was too often focused on processes and outputs, rather than outcomes. While important to have good processes to tackle structural inequalities, our 2022 plan has a greater emphasis on measurable outcomes.

*Table 2.1 Summary RAG-review of 2016 Athena Action Plan*

| 2016 Action Plan section | Green | Amber | Red | Total number of actions |
|---|---|---|---|---|
| Data – Quantitative and Qualitative | 4 | 8 | 3 | 15 |
| Progressing Athena SWAN | 2 | - | 1 | 3 |
| Recruitment and New Starters | 6 | 5 | - | 11 |
| Promotions | 2 | 6 | - | 8 |
| Career Development | 7 | 11 | 1 | 19 |
| Maternity, Paternity, Parental Leave, Flexible working, and Career Breaks | 7 | 5 | 2 | 14 |
| Culture and Communication | 6 | 6 | - | 12 |
| Supporting Trans People | 1 | 3 | - | 4 |
| Going for Gold | - | 2 | - | 2 |
| **TOTAL** | **35 (40%)** | **46 (52%)** | **7 (8%)** | **88** |

*Figure 2.1 Summary figure of key initiatives started since 2016 (numbers refer to 2016 Action Plan)*

## 2016

Nursing rooms at different campuses (6.6)

Annual girls engineering summer school (7.10)

Preferred gender identity added to ICIS (8.2)

Staff Supporters (7.3)

Parents' Network (7.1)

## 2017

Elsie Widdowson Fellowship opened to all genders (6.3)

Carers' Support fund for attending work events (6.14)

New PRDP forms and guidance (5.4)

Managing Family Related Leave course (6.2)

Learning and Teaching Strategy (9.2)

## 2018

Technician's Portal (5.15 and 5.19)

You Make Imperial campaign (1.6)

Gender Pay Gap data (1.14)

Increased central EDI training provision:

- Unconscious bias course (3.4)
- Active bystander course (7.3)

## 2019

Women@Imperial portraits (7.6)

Conference policy

Toilet provision policy

Reverse mentoring for senior leaders

£10k annual EDI Seed Fund

Upgrade of South Kensington nursery (6.12)

Textio and gender-neutral language in adverts (3.1)

## 2020

PFDC welcome booklet (3.9)

Women in Clinical Academic network (5.1)

Academic recruitment toolkit (3.1 and 3.3)

Sexual harassment, misconduct and violence policy and Report+Support platform (7.3)

Trans Staff policy (8.1)

## 2021

Guidance on gender bias in reference letters

Parents' Portal

Supporting Trans and Non-binary Students policy (8.1)

White City nursery (6.12)

Workload principles (7.12)

Free period products in toilets

Imperial Together and College Values (7.5)

*Figure 2.2  Summary figure of key improvements in quantitative data since 2016*

## Increases in the female percentage of students and staff

UGs 2016-17, 35.6%

UGs 2021-22, 40.4%

PGTs 2016-17, 46.4%

PGTs 2021-22, 49.4%

Professional Services Level 5 2016, 45.3%

Professional Services Level 5 2021, 48.6%

Professional Services Level 6 2016, 45.8%

Professional Services Level 6 2021, 53.7%

Research Fellows 2016, 34.4%

Research Fellows 2021, 41.0%

Lecturers 2016, 27.6%

Lecturers 2021, 36.1%

Professors 2016, 15.1%

Professors 2021, 18.3%

## Reduction in the Gender Pay Gap

| | | |
|---|---|---|
| Median | 2017 | 9.4% |
| | 2021 | 6.3% |
| Mean | 2017 | 19.4% |
| | 2021 | 17.4% |

## Factors facilitating Green Actions

Green-rated actions (40% of the total) often succeeded because they had strong institutional buy-in, especially from the senior leadership (*e.g.* 2.3 – all Departments to hold Athena Swan awards; 6.12 – increase nursery provision), or clear ownership accompanied by the requisite resources available (*e.g.* 1.6 – increase declaration rates; 7.6 - more photos of female role models).

Green actions were also driven by prioritisation by the Athena Swan SAT (*e.g.* 3.5 – use of unconscious bias and gendered language tools in recruitment) or by staff views feeding into the EDI Forum (*e.g.* 6.14 – pilot fund for caring costs, now permanent).

*Figure 2.3 Photos of the refurbished nursery with increased capacity at South Kensington (2016 action 6.12)*

*Figure 2.4 Shifting the Lens, Mixed Race Faces, Women@Imperial portraits and Imperial People – imagery used online and around our campuses to highlight and celebrate role models and under-represented groups working at the College, in particular women (2016 action 7.6)*



**Fatima Elzahra Khan**

"My mum is one of the most powerful and inspiring women I know"

**Read Fatima's story** ⊙

**Dr Adriana Navarro-Suárez**

"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."

**Read Adriana's story** ⊙

**Riad Yagoubi**

"Anyone who is a child of immigrants has a kind of confusion about their culture and identity"

**Read Riad's story** ⊙

Romanian | Malaysian Chinese

Read More →

Dec 14, 2021

British/Italian/Jamaican | Irish/Gambian

English | Indian

Read More →

**Dr Julia Stawarz**

"It is easy to get bogged down in thinking that you are not good enough or need to be a particular kind of person, but we all bring our own unique perspectives to the work that we do."

Read more about Dr Julia Stawarz

**Adriana Lepori**

"A role model in my life is the Italian Nobel laureate Rita Levi Montalcini. I admire her for her intelligence, determination and strength."

Read more about Adriana Lepori

**Dr Alyssa Gilmore**

"Everyone is comprised of many elements. I'm a scientist, a feminist, an activist and an educator. I feel empowered to promote equality in all aspects of my life."

Read more about Dr Alyssa Gilmore

**Imperial People - celebrating our community**

Imperial College London

**Imperial People**
Leila Janani
Research Fellow
(Clinical Trials Statistician)
Imperial Clinical Trials Unit

To find out more about our 'Imperial People' visit bit.ly/imperial-people

Imperial College London

**Imperial People**
Dr Gbemi Oluleye
Lecturer in Energy and Environmental Technology and Policy, Centre for Environmental Policy

To find out more about our 'Imperial People' visit bit.ly/imperial-people

## Barriers resulting in Amber actions

For actions rated as Amber (52%), in most cases the rating is because we do not (yet) have sufficient evidence of a clear outcome, even though actions have been implemented. Elsewhere, implementation has been slow or partial, usually due to allocation of time and resources to other initiatives.

The format of the 2016 action plan was itself a barrier since a number of actions focused on process or delivery rather than outcomes with clear measures of success (*e.g.* 3.2 – implementation of the eRecruitment system). Lack of clarity on ownership was also sometimes problematic, which was compounded on some occasions because ownership was not effectively transferred when new staff took over (*e.g.* 1.13 – understand Maternity Leave, owned by 'HR'). In many cases, actions remain Amber because there are no data on outcomes (*e.g.* 4.4 – simplify promotions paperwork) or because it is still too early to gather data on impact, despite substantial work on policy and implementation (*e.g.* 7.3 – reduce bullying and harassment).

*Figure 2.5 Report and Support home page (2016 action plan 7.3)*
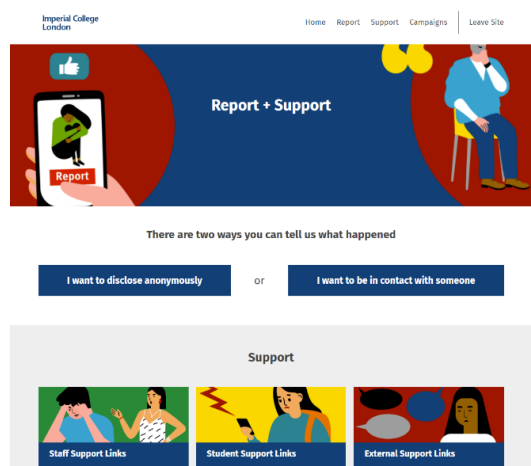


For some actions, progress has been inadequate because of insufficient buy-in from the College leadership (*e.g.* inconsistent implementation of 3.3 - 'Know your Pool' strategy to boost recruitment of female academics). In some cases, the resources required for effective action were under-estimated (*e.g.* level of support needed for 5.15 – increase Science Council registration among technical staff). Other actions were displaced as we re-prioritised and responded to other needs (see broader EDI agenda below). Although such re-prioritisation resulted in positive actions, it was not always done in a coherent way, a weakness in governance that we aim to address through the EDI Strategy Group and by integrating our new Athena action plan with ongoing commitments (see Section 3).

*Figure 2.6 Technician's Portal page (2016 action plan 5.15)*
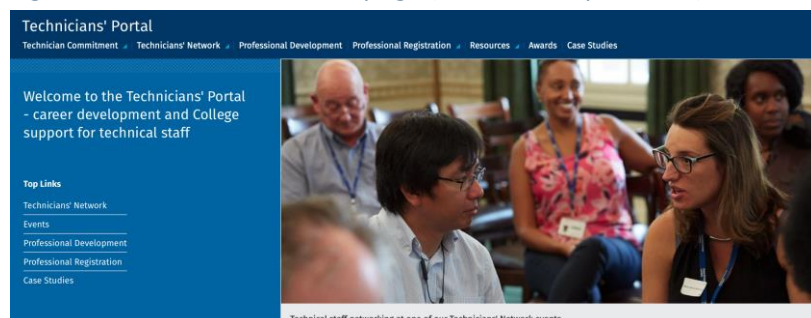
Some Amber actions remain incomplete because alternative pathways were developed, *e.g.* plans to monitor intersectionality data (1.5) were supplanted in part by the College's 2018 commitment to the Race Equality Charter. Tracking of speaker diversity (7.9) was judged to be too resource-intensive for the likely benefit, but we developed a new conference policy (see below).

## Barriers resulting in Red actions

Barriers to Red-rated actions were broadly similar to those for Amber actions. Prioritisation, allocation of resources, and clear ownership were key factors. This meant a few actions were not implemented, *e.g.* improved understanding from exit interviews (1.7) and of PTO Service turnover (1.9), Return to Work Plans (6.4), and a policy review of part-time to full-time transitions (6.11).

Following initial investigations, we decided not explore Athena as a framework for PTO departments (2.2) due to a lack of capacity (with a need to prioritise existing academic department awards) and PTO departments prioritising other work. Our action to update promotion criteria to recognise the role of Postdoc Champion (5.11) was re-considered due to concerns about criteria becoming too specific and lengthy.

## Expansion of action plan and broader EDI agenda

The 2016 action plan was expanded in response to feedback on the 2016 application, *e.g.* commitments to publishing and reducing the Gender Pay Gap (1.14) and a review of workloads (7.12), which fed into work to develop a set of College workload principles. Other additional actions suggested in 2016 feedback remain works in progress (*e.g.* 1.15 - encourage engagement of PTO staff with College-level support opportunities; 9.1 – investigate data on grievances/disciplinaries; 9.2 - investigate current teaching practices) and are part of our broader EDI agenda.

This broader agenda, set by the 2018 EDI Strategy, has resulted in a number of initiatives with mixed impacts on the implementation of the 2016 action plan – sometimes synergising with it, but also sometimes leading to reprioritisations of staff time and resources (leading to Amber ratings, discussed above).

Initiatives that directly impacted gender equality include:

*Figure 2.7 Photo of one of the period products vending machines*

- September 2018, introduction of guidance to support female staff going through the menopause.

- October 2019, new policy and commitment to increasing our provision of gender neutral toilet facilities, while also maintain sex-segregated toilets.

- October 2019, new Conference policy requiring all members of our community to pay due attention to invitations to women, and other under-represented groups, when organising conferences, workshops, or meetings, and to create an harassment-free environment.



- Making period products freely available to students and staff, building on department good practice, with 107 vending machines installed across all campuses in December 2021 (one female toilet and one accessible toilet per building).

- The establishment of a Sexual Harassment Working Group in 2018. The work of this group led to October 2020 introduction of specific policies on sexual misconduct and Report and support platform.

- 2020 development of a Research Culture Toolkit, to help research group leaders demonstrate their responsibilities to gender equality as part of broader EDI commitments.

- 2019-20 reverse mentoring pilot to equip 12 senior leaders (College leadership currently predominantly male and White) with greater awareness of diverse staff perspectives. Second wave is under way in 2021-22 (18 participants) as we establish this as a permanent scheme.

*Figure 2.8 Feedback on the reverse mentoring pilot from a mentee and a mentor (86 words)*



"The ability to have deep conversations about potentially sensitive topics has really broadened my horizons and improved my understanding of some of the challenges faced by our diverse community."

Professor Nick Jennings,
Vice-Provost (Research and Enterprise)



"It felt very empowering to be a mentor. I felt like the College wanted to make a change and signed up so I could be a part of those changes.

"As a woman of colour, I found it quite liberating to discuss my experiences."

Nikita Rathod,
Communications and Events Officer

Other initiatives that have intersectional EDI impacts for women at Imperial include adoption of an action-oriented approach to our use of the Stonewall Workplace Equality Index (overseen by the Stonewall Action Committee) to better support LGBTQ+ staff and students. This helped us achieve an increased score, our ranking rising from 270th to 96th between 2018 and 2022. We also became a member of the Race Equality Charter in 2018, achieving a Bronze award in 2021. Throughout both the REC and Athena Swan self-assessment processes we have been alert to common and intersectional issues, a consideration that has driven the alignment of our action plans.

*Figure 2.9 The Queen's Tower, South Kensington campus, is illuminated in rainbow colours for LGBT+ History Month each year, as part of our Stonewall Action Committee work*

In 2020, Imperial established a History Group to re-examine our history and legacy, in particular the College's links with Empire, but also to better understand women, and people from other under-represented groups, associated with the College whose contributions have not been properly recognised. The Group's report started a period of further dialogue with the College community, and a working group is now implementing recommendations.

## Learnings from evaluation of 2016 action plan and last six years

The considerable expansion of EDI work since 2016 has set the College on a learning curve. Review of our 2016 action plan, coupled with the experiences of coordinating a range of other EDI initiatives (with associated action plans), has reinforced the need for more coherent planning and a governance mechanism that can make informed decisions about prioritisation and resourcing. Key lessons for the creation of our 2022 action plan are:

- SMART actions, focused on clear outcomes with agreed ownership and resourcing.

- Where possible, integrate actions to advance gender equality into the broader EDI agenda and action plans that have already been committed to (*e.g.* Race Equality Charter, Gender Pay Gap, Stonewall WEI, Disability Action Committee, and Imperial Together).

- Implementation of regular and effective action tracking, overseen by the EDI Strategy Group (chaired by the Provost). This structure will enable the College to take an integrated and coherent view at executive level across all our different action plans.

## 2. Key priorities for future action (1,826 words)

Please describe the university's key issues relating to gender equality, and explain the key priorities for action.

NB: All Figure references in this section are based on numbering in the Appendices. A few selected key figures have been copied into this section to aid understanding.

### Key priority: Boost the number of female staff

Since 2016 there has been a small consistent upward trend in the female percentage of Academic Staff (from 19.7% to 22.7%; Figure 6.3). We have seen the clearest long-term change at Professorial level (13.7% in 2010 to 18.3% in 2021), which we believe relates primarily to successful internal development and promotion, Table 12.2); and encouragingly a recent increase to 36.1% female Lecturers. However, increasing the proportion of female academics remains a priority for us, and we must accelerate College-wide change by learning from and spreading successful department best practice, further developing our 'Know Your Pool' process. We know from our REC work that Black female Academics are a very small minority at Imperial (Figure 6.4).

*Figure 6.3 Female percentage of Imperial Academic Staff by grade, since 2016*
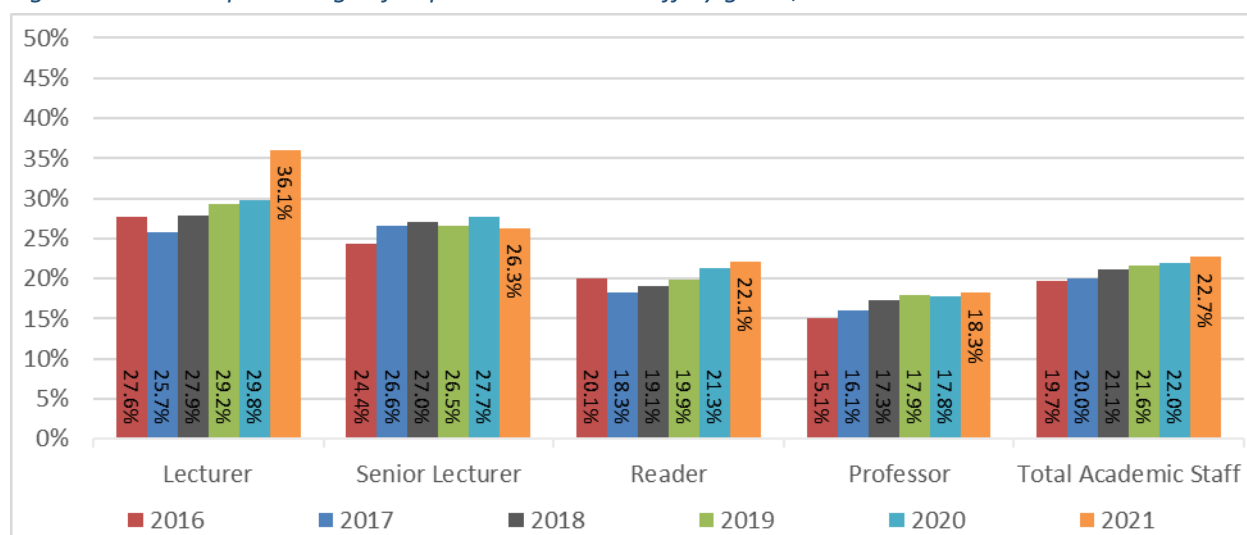


There have been clear increases in the female percentage of senior Professional Services (Level 4 to 57%, Level 5 to 49%, Level 6 to 54%) but there remains significant under-representation at Level 7 (27% female) (Figure 8.3). The female percentage of senior grades in Technical and Operational Services is lower (Figures 8.14 and 8.25).

Following additional work in collaboration with colleagues leading on the Technician's Commitment, we re-analysed data for 2021 using a wider definition to capture 'technical roles' outside of Technical Services (senior roles, e.g. those with line management responsibilities, are classified as Professional Services) (Table 8.8 and Figure 8.18). Whilst improved compared to the original Technical Services data, we still see an under-representation of women at more senior grades. In view of the low numbers and turnover (limiting the potential for recruitment), we are focusing on career development of female technical staff.

*Figure 8.18 Female percentage of technical roles in 2021 by grade, across all job families*
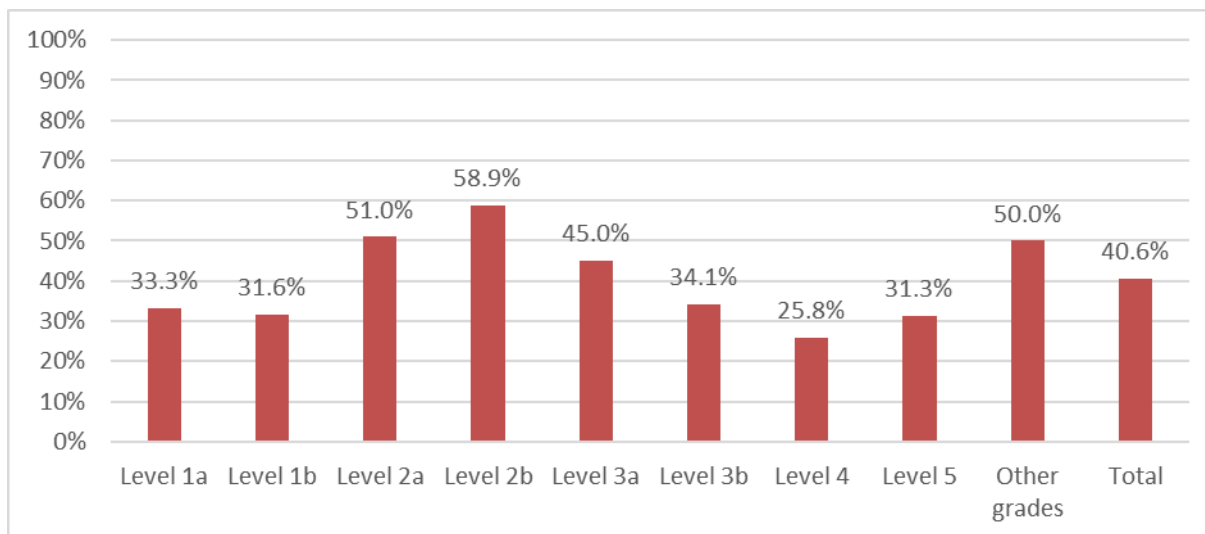


Generally, female applicants for academic and PTO positions are shortlisted and hired at the same, or higher, rate than they apply (likely reflecting the efforts made to reduce bias in our selection processes), though 2020 was an unusual year (impact of COVID-19) (Figures 10.1, 10.4, 10.7, and 11.1). College policy requires panels members to have attended recruitment training, and recommends unconscious bias training, but we know that there are inconsistencies with compliance across Imperial (with recruitment activity happening at a local level).

**Actions: Boost the number of female staff**

1.1 Further develop and implement a proactively inclusive 'Know Your Pool' recruitment process.

1.2 All recruitment panel members to have completed EDI, Recruitment & Selection, and Unconscious Bias training before being involved in the recruitment process (or received refresher training in the last 3 years).

1.3 Boost recruitment of under-represented Academic Staff by:
- making 8 appointments by 2026 at Reader/Professor level targeted at female academics.
- visiting professor programme for short-term appointments, aimed at increasing diversity, focusing initially on female and Black Academic Staff.

1.4 Targeted recruitment of Level 7 Professional Services, with specific headhunting actions, when positions become available, supported by positive action where possible.

1.5 Build on the Technician Commitment to support career progression of female technical staff.
- Build awareness of, and engagement with, our College mentoring scheme in the technical community.
- Departments equipped to create and promote internal and external work shadowing opportunities for technical staff.

1.6 Increase female representation on College Council, through appointment of external members.

## Key priority: Improve the way we value and support women's careers

There are concerning gaps in the female percentage from Research Associate and Research Fellow to Lecturer level, particularly in FoNS and FoM (compare Figures 6.3 and 6.13). Although Lecturers are recruited from within and beyond Imperial, this suggests that there is more that we can do to develop the career prospects of female Research Staff. In 2022, Imperial received £950k from Research England to enhance research culture; £432k of this was allocated to the Postdoc and Fellows Development Centre, which was used in part to commission research projects on:

- Supporting long-term postdocs and researchers
- The Independent Research Fellow 'Life cycle' at Imperial
- What do women need to progress in academia?
- Improving the wellbeing of early career researchers through tangible actions against bullying and harassment

each of which will be used to develop more focused career support actions for female researchers, to be taken forward in 2023.

Imperial does not have a promotion process for PTO Services. Our previous Job Level Review (paused and evaluated during COVID-19), is replaced this year with a new Establishment Review, which aims to increase consistency, fairness and transparency in reviewing and defining PTO posts. We anticipate this will benefit female staff because it is focused on the post/role, rather than person, and eliminates scope for self-advocacy. Associated with the Establishment Review launch, we are highlighting our portfolio of career development initiatives, and have actions to develop further support.

The Personal Review and Development Plan (PRDP) is our annual appraisal process. New forms and guidance were introduced, as per our previous action plan (as well as local department actions resulting in tailored forms), but uptake and usefulness remain priorities as PRDP is a key process to support women's careers across all job families. Around 75% of staff reported having an annual PRDP (Figure 4.26, with more men agreeing compared to women), but only ~60% found it useful (Figure 4.28). We want to make this process valued by all members of staff, ensuring it supports their career aspirations and development needs.

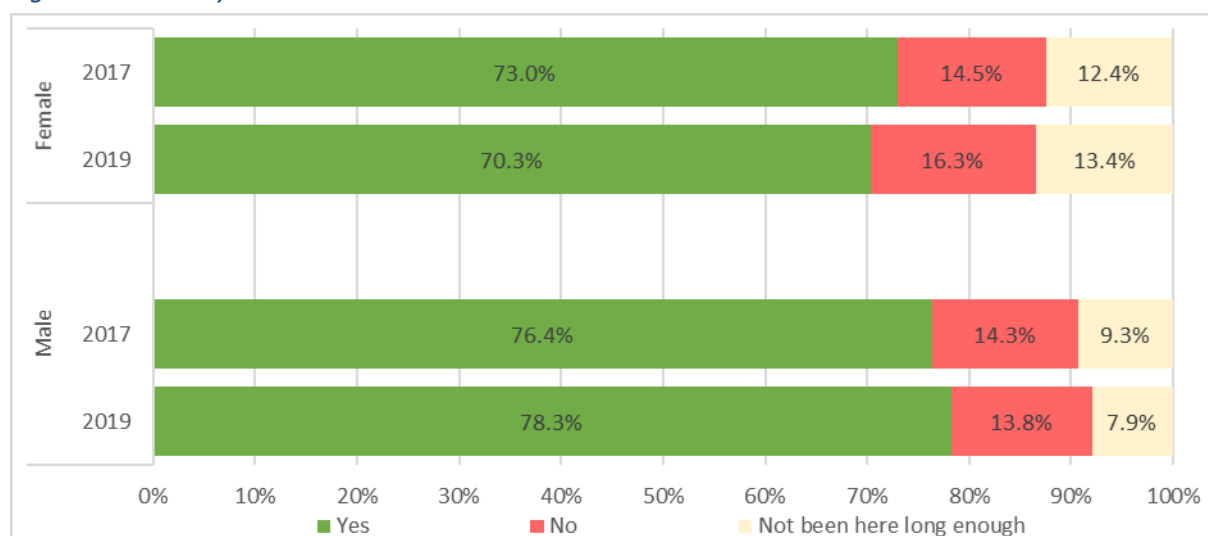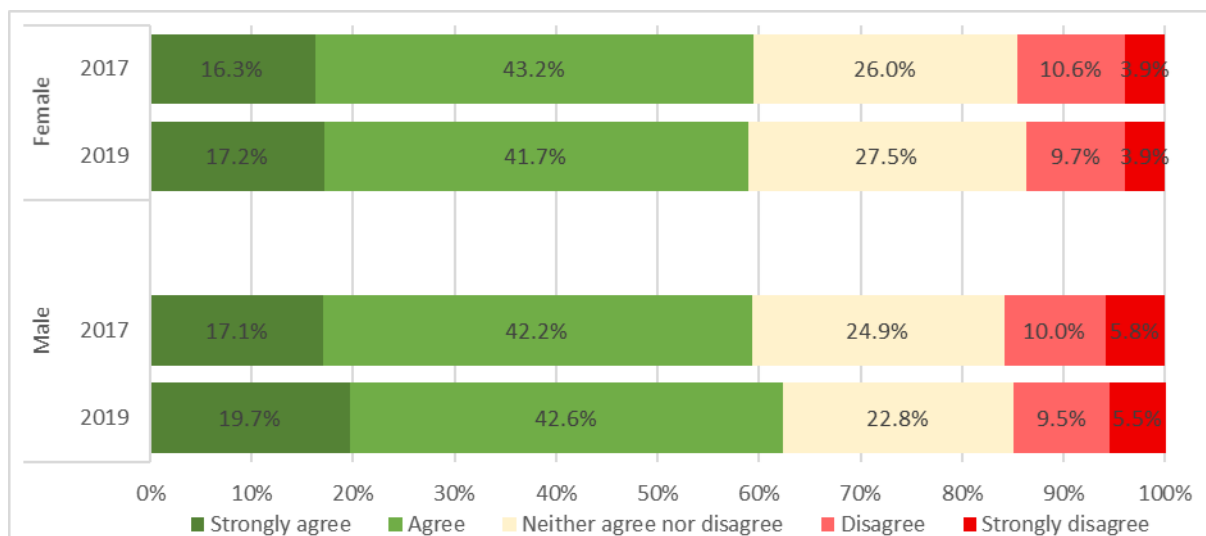*Figure 4.26 Have you had a PRDP in the last 12 months? 2017 and 2019 results*

*Figure 4.28 The PRDP with my line manager (objective setting and performance review) is useful - 2017 and 2019 results*



**Actions: Improve the way we value and support women's careers**

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

2.2 Review the potential of the Postdoc and Fellows Development Centre (PFDC) to better support career development for female researchers.

2.3 For Research Fellows, ensure that there is a consistent approach across College to protect their research time and not overload them with teaching.

2.4 Implement a fair and transparent process to review job grading in order to support PTO career progression.

2.5 Develop a pilot for PTO secondments, ensuring that female staff are encouraged to take part.

2.6 Create a shadowing scheme for female staff to observe the work of senior staff and Faculty/College committees.

## Key priority: Improve culture and day-to-day experience, and learn the lessons of COVID-19

In recent years, we have paid a lot of attention to our institutional culture. Notable initiatives include reform of academic performance evaluation, our EDI Strategy, the development of policies and procedures to address sexual misconduct, Imperial Essentials mandatory training (including our online EDI course), and work to co-design and realise our institutional values.

However, it is clear from staff consultation that addressing harassment and bullying must remain a key priority for us: 12% of respondents experienced harassment and/or bullying, particularly affecting L&T Staff and women (Figures 4.16 and 4.17).

*Figure 4.16 During the last 24 months have you personally experienced harassment and/or bullying at Imperial? 2019 results by gender and job family*
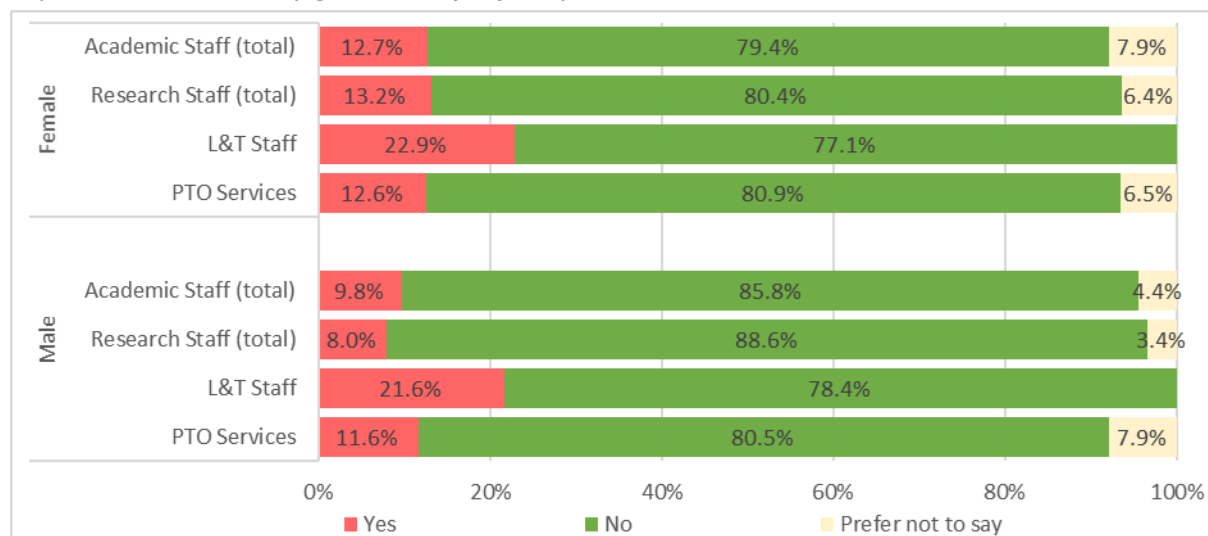


In late 2020, the College community was shocked to learn that the President and Chief Financial Officer had been disciplined for bullying. The widespread dismay that this unleashed was re-ignited when a redacted version of the independent investigation report was published in February 2022. Although due process was followed, the behaviours reported and the sense that the College should have been more open in addressing this incident has undermined trust in the institution.

The Athena Swan SAT – and the wider community – was saddened by the way these events have undermined their and many other's efforts to build a positive, respectful culture at Imperial. The SAT welcomes the measures that have been taken over the past 18 months to implement all the recommendations of the independent investigation, and the work, led at the highest level (some of which started prior to 2020), to re-articulate values and behaviours commensurate with our EDI commitments. These are summarised in our new Imperial Together initiative and action plan, published in 2021, which is integrated with our new Athena Swan action plan. However, we recognise that it will take time and credible action to rebuild trust in our systems and confidence in the College's commitment to root out poor behaviour. Our actions will build on existing work (Harassment Support Contacts, Sexual Violence Liaison Officers, and 2020 introduction of the online Report and Support platform), but we acknowledge this has to remain a high-profile activity for the foreseeable future.

COVID-19 and two years of remote working has been a period of significant change. Department and College-level efforts were made to support staff and students, *e.g.* equipment bought/sent to individuals' homes, extensions to PhDs and postdocs, and the Staff Hardship Fund (£84k awarded,

with 54% going to female staff, Tables 15.1 to 15.4). Our four pulse Wellbeing Surveys over the period reported some successes, *e.g.* increase to 75% agreeing they have what they need to work remotely (Figures 4.49 and 4.50). However, we have seen impacts on staff's health and wellbeing, more so for women (Figures 4.38 and 4.40), and we expect impacts may continue for some time, as will our mitigations, e.g. retention of use of COVID-19 impact statements in our academic promotions process, introduced in 2020.

We must learn from the opportunities of the COVID-19 pandemic, particularly the positive response from staff, *e.g.* at the Athena Swan townhall meeting, to the facilitation of flexible/hybrid working. At the same time, the disruption of work patterns because of COVID-19 has renewed attention on workloads as an organisational issue (Figure 4.41), particularly for Academic Staff (Figures 4.31 and 4.33). Initial results from the 2022 Staff Survey show significant decreases in positive responses to questions relating to working hours and coping with pressure, reflecting the impact of COVID-19 and the last two years. Work initiated prior to the pandemic resulted in the College launching new workload principles in 2021, but tackling this issue remains a priority, as reflected in the Imperial Together action plan.

*Figure 4.42 'My workload is manageable' Wellbeing Surveys results*
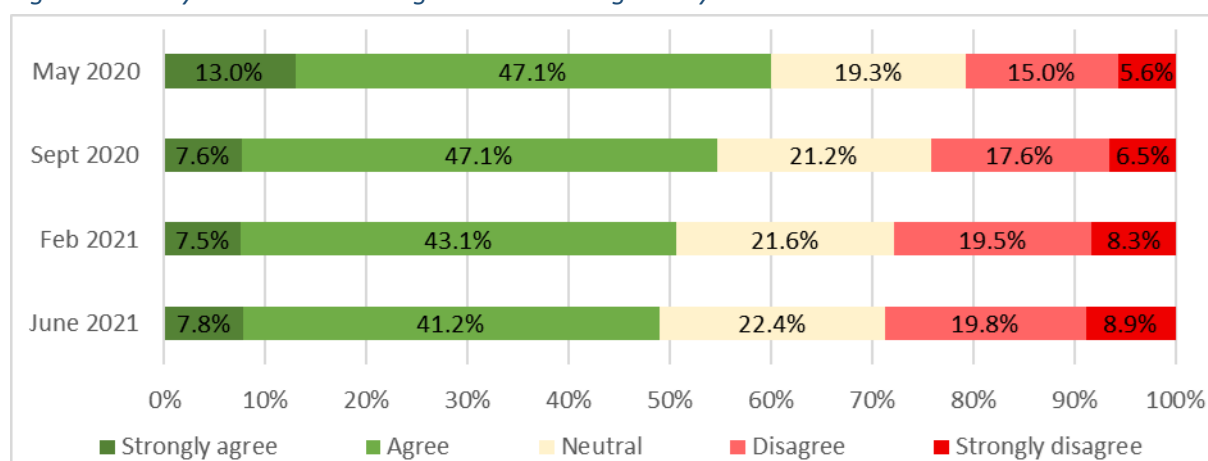


**Actions: Improve culture and day-to-day experiences, and learn the lessons of COVID-19**

3.1 Build confidence among staff and students of the reporting mechanism and the support in place for dealing with bullying and harassment, including sexual harassment.

3.2 Annual review of all EDI related activity across College, with concise report against targets agreed with the EDI Strategy Group.

3.3 College-wide review of workload to identify what immediate, short and long-term actions should be considered and implemented at College, Faculty, and Department level.

3.4 Develop a fair, transparent, and enhanced approach to facilitating flexible and hybrid working patterns (learning from the benefits identified during adaptation to the Covid-19 pandemic).

3.5 Faculty Deans to require departments with 2 or more successive Bronze awards to be in a position to apply for Silver in the subsequent cycle.

## Key priority: Improve organisational systems capacity

We need to ensure that systems have the capacity to deliver change. Our commitment to Athena Swan, and other external benchmarks (*e.g.* REC, Stonewall Workplace Equality Index, Disability Confident, Access and Participation plans), has stimulated capacity-building to support departments and managers, and to improve data transparency. For example, the Differential Outcomes dashboard created by Strategic Planning allows departments to analyse UG admissions, continuation, and degree attainment by sex and other characteristics. But we have identified additional specific data needs to support decision-making and reporting around Athena Swan, but also on recruitment, promotions, and training. We also must consider how best to enable intersectionality in these data analyses.

Athena Swan is now firmly established at Imperial, with all but one of our 24 academic departments holding an award (Section 1.2). With the Transformed Charter, there is now the opportunity to use the Charter as a formal framework to consider more proactively the experiences of female PTO staff in central departments. A small number of PTO departments have recently established EDI committees and we want to explore the possibilities of the Transformed Charter. This should also support key priorities on improving culture and valuing and supporting women's careers.

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**Actions: Improve organisational systems capacity**

4.1 Establish an effective system for conducting and learning from exit interviews.

4.2 Ensure that College data analysis capacity supports Deans, HoDs, and other managers holding responsibility for specific actions. Develop standardised reports / PowerBI dashboards.

4.3 Increase the declaration rate for staff and student gender identity by building confidence in data-gathering processes.

4.4 Work with PTO departments to explore new Athena Swan awards for PTO directorates, as potential framework for their own EDI and gender equality work.

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## Key priority: Boost the numbers and improve experiences of female students

Student-focused activity largely happens at the local level, taking account of departments' responsibilities and differences between disciplines. College-level activity includes an annual girls engineering summer school (2016 action plan) and a commitment to open a specialist maths school targeting under-represented groups (including female students) in 2023-24. The Enterprise Lab is also building on its successful long-running WE Innovate programme with a new WE Accelerate programme to further support and develop women entrepreneurs.

The female percentage of UGs has increased from 34.4% to 40.4% since 2012-13, the rise mostly happening since 2017-18 (Figure 5.2). For PGT students the female percentage has increased steadily from 43.7% to 49.4%. Total PGRM student numbers are much lower compared to other cohorts – and are only substantial in FoNS and FoM – but the female percentage has held steady at ~55%.

Although PGR student numbers have increased in the last three years, this category has the lowest female percentage, rising from 35% to 38.9% since 2012-13. Analysis of faculty data shows that the drop-off in female percentage of PGR students (compared to other UG/PG categories) is most notable in Faculty of Engineering and Faculty of Natural Sciences. Therefore, we have decided to focus on this part of the student pipeline.

*Figure 5.2 Female percentages of Imperial students (excludes Non-Binary or Third Gender, and Other)*
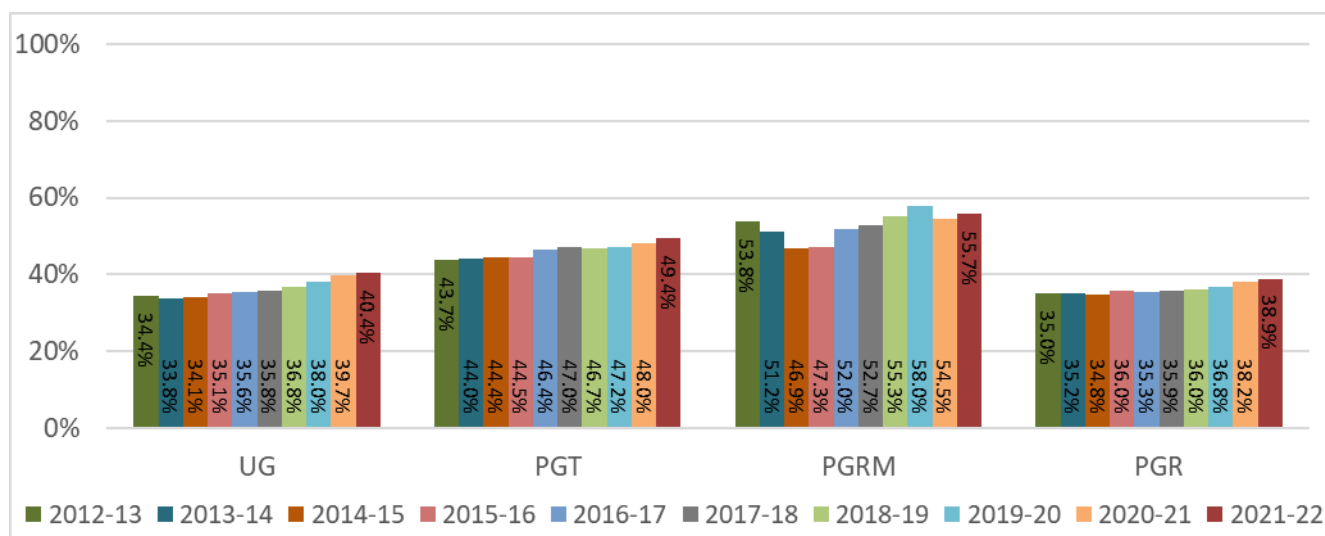
We want to explore actions to encourage more female UG and PGT students to consider PhD studies. We have successful examples from departments, such as the Mary Lister McCammon Summer Research Fellowship and the Maria Petrou PhD Scholarship for Women, on which we can build.

As well as actions to support recruitment and progression of female students, we want them to have more positive experiences at the College. This can be done both through curriculum development (leveraging the College History Working Group's work to highlight the contributions of women in STEMM and business subjects) and, to tackle the scourge of sexual harassment, highlighted once again in a 2021 Imperial College Union report (31% respondents identified as survivors of sexual harassment).

**Actions: Boost the numbers and improve experiences of female students**

5.1 Continue to increase recruitment of female UG and PG students, with a particular focus on improving the proportion of women studying for PhDs in FoNS and FoE.

5.2 Work with UG and Taught Masters students to ensure that curriculum and assessment are fully inclusive of women.

5.3 Raise awareness of the impact of sexual misconduct and enhance our processes for tackling it through disciplinary procedures.

## Section 3: Future Action Plan

## Imperial's Athena Swan Action Plan

The over-arching aim of the action plan is to increase the proportions of female staff and students at Imperial, and to ensure that their daily experiences are positive. This will be pursued via a range of actions that are designed to be as SMART as practicable, while recognising that some actions focus on necessary process or organisational changes, or activities that may not have an easily quantifiable outcome.

All actions have clearly defined owners – the person Accountable has ultimate responsibility for ensuring the action happens; the person Responsible has direct responsibility for delivering the action. Overall responsibility for delivery of the action plan lies with the EDI Strategy Group (chaired by the Provost) and will be monitored with the use of an action tracker maintained by the Athena Swan Coordinator.

Our measures of success are generally set towards the end of the 5-year award period. Our biennial Staff Survey will be used as key means of qualitative consultation and to measure change, which is why 2026 is used for some survey-related Measures of Success.

The Athena Swan continues to provide a valuable framework for benchmarking progress and setting out our ambitions for the next five years. Increasingly it is embedded in a broader scheme of work at the College that aims to address not just equality, diversity, and inclusion, but the values and culture of the institution. As a result, we have endeavoured were possible to integrate Athena Swan actions with commitments that are part of other action plans (e.g. Race Equality Charter, Technician Commitment, Concordat to Support the Career Development of Researchers, work to reduce Gender and Ethnicity Pay Gaps, and the Imperial Together programme – a values-based approach to creating a positive culture). This is laying the foundation for a more intersectional approach to issues of equality, diversity, and inclusion that, we hope, ultimately to mainstream as 'business as usual'.

*Stephen Curry, Assistant Provost (EDI), and Rob Bell (Athena Swan Coordinator)*
*On behalf of the Athena Swan Self-Assessment Team*
May 2022

## 1. Boost the number of female staff
**Key targets by 2027: 28% female Academic Staff. 24% female Professor. 35% female Level 7 Professional Services.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| 1.1<br><br>See also REC Action Plan 2.5 | Further develop and implement a proactively inclusive 'Know Your Pool' recruitment process. This is a multi-step action:<br>- Improve adverts and job descriptions.<br>- Target under-represented groups (including women).<br>- Proactive candidate search and encouragement.<br>- Set appropriate targets (e.g. to match underlying pool).<br>- Deans/HoDs to report on their success in attracting mixed gender shortlists (supported by PowerBI tool).<br>- Pre-application support.<br>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. | To increase our capacity to attract and recruit female academic staff.<br><br>To build on and accelerate progress over the last 5 years. From 2016-2021:<br>- Female percentage of Academic Staff increased from 19.7% to 22.7%<br>- Female percentage of Professors increased from 15.1% to 18.3% | Deputy Director, HR & Service Transformation | Head of Recruitment & Progression<br><br>Deans/HoDs | Know Your Pool process to be in place by December 2022<br><br><br>All departments reporting implementation by December 2023 | Target of 28% female Academic Staff and 24% female Professors by 2027.<br><br>Annual reports from Deans/HoDs on implementation of the Know Your Pool process (including impact on shortlisting and appointments).<br><br>Publication of case studies – departments sharing their learning. |
| 1.2<br><br>See also REC Action Plan 2.4 | All recruitment panel members to have completed EDI, Recruitment & Selection, and Unconscious Bias training before being involved in the recruitment process (or received refresher training in the last 3 years).<br>Action will entail a review of the appropriateness of the training offered; supported by actions to ensure training records are complete.<br>Develop a short online additional module, 'rEDI for recruitment', as refresher training for panel members, covering how Imperial recruits, our Values, and unconscious bias.<br><br>The process to recruit may only be progressed following evidence of completed relevant training.<br><br>See also Action 4.2 on improving data analysis capacity (training dashboard) | To address known inconsistences in compliance with training requirements for recruitment panellists.<br><br>Recruitment data (Figures 10.1, 10.4, 10.7, 11.1) indicate that women are shortlisted and offered positions in proportions that are equal or above the percentage of women applicants – we need to maintain this record. | Head of Recruitment & Progression<br><br>Head of POD | Recruitment Operations Manager<br><br>Deans/HoDs | All staff must complete Imperial Essentials, including online EDI training, by end of May 2022<br><br>Training review completed by March 2022<br><br>Additional 'rEDI for recruitment' online module launched by Autumn 2022 | 100% of recruitment panel members have the required training.<br><br>Recruitment data (all job families) maintain women shortlist and offer proportions at least equal to percentage of women applicants. (Exact proportions vary by job family, grade, and Faculty/discipline). |

## 1. Boost the number of female staff

**Key targets by 2027: 28% female Academic Staff. 24% female Professor. 35% female Level 7 Professional Services.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **1.3**<br><br>See also REC Action Plan 2.2 | Boost recruitment of under-represented Academic Staff by:<br>- Making 8 appointments by 2026 at Reader/Professor level targeted at female academics.<br>- Creating a visiting professor programme for short-term appointments (2-4 professors per year for 6-12 months) aimed at increasing diversity, focussing initially on female and Black academic staff. | To address the persistent under-representation of women at more senior academic levels. 2021 baseline, 22.1% female Readers and 18.3% female Professors.<br><br>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. | Provost | Faculty Deans | Reader/Professor appointments by 2026<br><br>Visiting professor programme in place by July 2022 | Eight new appointments of senior female academics by 2026.<br><br>Annual visiting professor scheme to boost diversity by 2026; creates increased pool of female and Black academics who can be supported in future applications for positions at Imperial. |
| **1.4** | Targeted recruitment of women at Level 7 Professional Services, with specific headhunting actions, when positions become available, supported by positive action where possible.<br><br>Recruitment panel chairs may be required to explain any patterns of adverse impact during the recruitment process.<br><br>Focused attention in PRDPs for Professional staff at Levels 5 & 6 to support female career progression, supported by data analysis enabled by a new Employee Resource Planning (ERP) tool. | Significant drop-off in female percentage of Professional Services:<br>    Level 4 – 57%<br>    Level 5 – 49%<br>    Level 6 – 54%<br>    Level 7 – 27%<br>2022 Staff Survey, 'I have the opportunity to learn, develop, and grow at the College' results:<br>- Level 5 65% positive<br>- Level 6 70% positive<br>(no gender difference) | Head of Recruitment & Progression<br><br>Deputy Director, HR & Service Transformation | Recruitment Operations Manager | Targeted recruitment plan to be operational by December 2022<br><br>PRDP analyses performed annually once ERP system is in place (expected 2025) | Target of 35% female Level 7 Professional Services by 2027.<br><br>Annual PRDP reports available by 2025.<br><br>Survey data shows >80% of Level 5 & 6 staff agree 'I have the opportunity to learn, develop, and grow at the College'. |

## 1. Boost the number of female staff

**Key targets by 2027: 28% female Academic Staff. 24% female Professor. 35% female Level 7 Professional Services.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **1.5**<br><br>See also Tech. Commit. Action Plan | Build on the Technician Commitment to support career progression of female technical staff:<br><br>- Build awareness of, and engagement with, our College mentoring scheme in the technical community.<br>- Increase the number and visibility of senior technical staff trained as mentors (to act formally or, to maximise accessibility, informally).<br>- Support Departments in creating and promoting internal and external work shadowing. opportunities for technical staff (focusing where possible on female staff).<br>- Work with Technician Commitment leads at other South-East universities to develop examples of opportunities available.<br>- Promote training and development opportunities to female technical staff. | To address the significant drop-off in female percentage of Technical Services:<br>   Level 3a – 42%<br>   Level 3b – 30%<br>   Level 4 – 12%<br>Wider definition of 'technical roles' shows less severe F% drop:<br>   Level 3a – 45%<br>   Level 3b – 34%<br>   Level 4 – 26%<br>   Level 5 – 31%<br>Feedback from Technician Commitment Steering Group that mentoring happens informally, and is difficult to monitor.<br>2019 Staff Survey positive responses for Technical Services:<br>- 64% 'I am satisfied with the learning and development I receive for my present job'.<br>- 54% 'I have the opportunity for development and growth at the College'. | Chair of Technician Commitment Steering Group (FOO FoE) | Technician Commitment Steering Group<br><br>Apprenticeships Manager, POD | June-July 2022 POD showcasing internal career development opportunities<br><br>Mentoring opportunities to be offered from December 2023<br><br>Mentorship training offered from December 2023<br><br>Shadowing opportunities in place from July 2024 | A pool of 10 technical staff mentors (of whom at least 30% are women) established by 2025.<br><br>Feedback surveys show >80% of mentors find training effective and >80% of mentees value the mentorship offered.<br><br>Work shadowing opportunities offered to ≥5 female technical staff per annum by 2026.<br><br>Satisfaction with learning & development opportunities increased by 10 percentage points by 2026.<br><br>Average increase in %F in technical roles at levels 3b-5 of 5 percentage points by 2027. |
| **1.6**<br><br>See also REC Action Plan 2.1 | Increase female representation on College Council (our governing body), through appointment of external members. When vacancy arises, Chair of Council to proactively seek out strong female candidates to approach. | In 2022, although nearly 40% of Council members are from ethnic minority backgrounds, only 3 out of 13 (23%) of external members are female.<br><br>We need to increase the visibility and impact of a more gender-balanced Council membership. | Chair of Council | College Secretary | Opportunities to increase female representation among external members will be taken every time a vacancy arises (terms last 4 years) | Target of at least 40% female external members on College Council by 2027. |

| | **2. Improve the way we value and support women's careers** | | | | | |
|---|---|---|---|---|---|---|
| | **Key targets: 85% PRDP completion by 2027. Improve satisfaction with PRDP process to 80% by 2026. Improve Staff Survey female response to ''Everyone has an equal opportunity to progress their career at Imperial, regardless of their background, identity, or ability' to 70% by 2026. Improve Staff Survey PTO Services response to 'I have the opportunity for development and growth at the College' to 70% by 2026.** | | | | | |
| **No.** | **Action** | **Rationale** | **Accountable** | **Responsible** | **Timeframe** | **Measure of success** |
| **2.1**<br><br>See also REC Action Plan 2.9 | 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:<br>- Ensure the process is tailored to the needs of reviewers and reviewees, through appropriate consultation and testing.<br>- As part of the PRDP review project consider how best to incorporate how staff can take responsibility for EDI.<br>- Revise PRDP guidance and support for line managers.<br>- Create a streamlined process to record PRDP completion under new Employee Resource Planning (ERP) system. | To make the process more meaningful for participants and to address reduced satisfaction. 2019 Staff Survey, 59% female and 62% male respondents found PRDP useful.<br><br>To ensure all line managers use PRDPs as an opportunity to support career progression (especially for women and other under-represented staff).<br><br>To make process easier to record centrally – only 26-52% completion rate in last 3 years by HR data. Staff Survey results suggest reality is 75%. | Deputy Director ODI | Head of POD<br><br>Develop Global, external consultants | March 2022, launch of new e-learning course 'Getting the best from your PRDP'<br><br>Consultation with key staff groups on their needs by end of October 2022<br><br>Revised PRDP processes in place by March 2023<br><br>New ERP system in place by 2025 | Demonstrate a year-on-year increase of staff recorded as having an annual PRDP with target to achieve 85% by 2027 (recognising that with leavers and new starters, 100% is very difficult to achieve).<br><br>Increased and equal satisfaction from male and female staff with the quality of the appraisal process. Increase the percentage reporting that the PRDP is useful to 80% by 2026. |

## 2. Improve the way we value and support women's careers

**Key targets: 85% PRDP completion by 2027. Improve satisfaction with PRDP process to 80% by 2026. Improve Staff Survey female response to ''Everyone has an equal opportunity to progress their career at Imperial, regardless of their background, identity, or ability' to 70% by 2026. Improve Staff Survey PTO Services response to 'I have the opportunity for development and growth at the College' to 70% by 2026.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **2.2**<br><br>Linked to Concord at action plan | Review the potential of the Postdoc and Fellows Development Centre (PFDC) to better support career development for female researchers. This multi-pronged action includes:<br><br>- Commissioned research projects to inform priority setting (funding in place from Research England):<br>  i. 'Supporting long-term postdocs & researchers'<br>  ii. 'The Independent Research Fellow 'life cycle' at Imperial<br>  iii. 'What do women need to progress in academia'<br>  iv. 'Improving the wellbeing of early career researchers through tangible actions against bullying and harassment' (see Priority 3).<br><br>- Appointment of a Professional Development Consultant to support research fellows and lead on delivery of the research project recommendations and the Concordat action plan (with a specific brief to pay due attention to gender equality and other dimensions of diversity).<br><br>- Create a Code of practice and induction programme for PIs to raise awareness of the role of PIs as people managers (with specific attention to recruitment and support of women postdocs/research fellows, and issues including bullying and harassment, flexible working, family leave, career development). | Although the PFDC already offers targeted support for women postdocs and Research Fellows, our data shows some gaps between female percentage at researcher and lecturer level. Research Fellows are rare in the Business School and there is no gap in FoE. FoNS has just in the past year closed a 9% gap. A 22% gap persists in FoM (albeit at a high baseline – 65% female Research Fellows).<br><br>Concern about low female percentage of candidates put forward for prestigious fellowships by Departments. For example, for past 6 rounds of Future Leader Fellowships, female percentage has ranged from 8% to 50%, with overall figure of 27% (31 out of 113 applications).<br><br>To meet funder and Research Concordat requirements for Research Fellow development and support for under-represented groups (including women). | Director of HR | Head of PFDC<br><br>Professional Development Consultant | Research projects complete by July 2022<br><br>PFDC to integrate project recommendations into priority planning by Dec 2022<br><br>Professional Development Consultant appointed in Summer 2023<br><br>PI Code of Practice launched by May 2022<br><br>PI Induction programme in place by October 2023 | Reduce female percentage gap between researcher and Lecturer level by at least 7 percentage points in FoM by 2027; maintain recent closure of the gap in FoNS.<br><br>Increase female percentage of candidates put forward for prestigious fellowships to at least 35% each year.<br><br>Published PI Code of Practice.<br><br>Creation of new PI induction programme. |

## 2. Improve the way we value and support women's careers

**Key targets: 85% PRDP completion by 2027. Improve satisfaction with PRDP process to 80% by 2026. Improve Staff Survey female response to ''Everyone has an equal opportunity to progress their career at Imperial, regardless of their background, identity, or ability' to 70% by 2026. Improve Staff Survey PTO Services response to 'I have the opportunity for development and growth at the College' to 70% by 2026.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **2.3** | For Research Fellows, ensure that there is a consistent approach across College to protect their research time and not overload them with teaching.<br>- We will develop guidance on protecting Research Fellow research time.<br>- We will monitor and report on teaching loads taken on by Research Fellows.<br>- Develop pathways for Research Fellows to raise concerns via annual PRDPs or department Postdoc Champions. | Reports from female staff of inconsistencies across departments have been received through the College Athena Committee.<br>Action is part of efforts to ensure that Research Fellows get appropriate career support (and are not unduly loaded with teaching). | Vice-Provost (Research & Enterprise)<br>Head of PFDC | Deans<br>HoDs | Updated guidance in place by December 2022<br><br>System to monitor Research Fellow teaching activity in place by October 2023 | Faculty-level review provides accurate teaching load data; if high loads identified, HoD investigates and takes appropriate action (on a case-by-case basis).<br><br>Postdoc Champions report no concerns about teaching loads of Research Fellows. |
| **2.4** | Implement a fair and transparent process to review job grading in order to support PTO career progression:<br>- Launch a new Establishment Review to provide a consistent, transparent and objective process for reviewing roles/posts.<br>- Undertake annual Equality Impact Assessments (EIAs) of the Establishment Review. | Previous Job Level Review (JLR) process paused and reviewed during COVID-19. Survey/focus group data revealed concern that JLR was not used consistently, depended on personal networks, and led to gender (and other) inequalities.<br>2019 Staff Survey, PTO Services, 58.1% female and 57.5% male agreed 'I have the opportunity for development and growth at the College'. | Deputy Director, HR & Service Transformation | Head of Recruitment & Progression | April 2022, requests open for first Establishment Review. Panels convened in May 2022. Then termly cycle.<br><br>EIAs to be published annually. | All new positions created by Establishment Review will be openly advertised.<br><br>Annual EIA will be considered by HR Senior Management Team, and summary published.<br><br>Improve PTO Services response to 'I have the opportunity for development and growth at the College' to 70% by 2026. |

## 2. Improve the way we value and support women's careers

**Key targets: 85% PRDP completion by 2027. Improve satisfaction with PRDP process to 80% by 2026. Improve Staff Survey female response to ''Everyone has an equal opportunity to progress their career at Imperial, regardless of their background, identity, or ability' to 70% by 2026. Improve Staff Survey PTO Services response to 'I have the opportunity for development and growth at the College' to 70% by 2026.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **2.5**<br><br>See also REC Action Plan 2.12 | Develop a pilot for PTO secondments, ensuring that female staff are encouraged to take part.<br><br>Develop pre-and post-secondment surveys to gather feedback.<br><br>Ensure secondment experience is integrated into PRDP (see action 2.1). | To enhance career progression support and to address concerns flagged in the 2019 Staff Survey, in which 58.1% female PTO and 57.5% male PTO respondents agreed with 'I have the opportunity for development and growth at the College'. | Deputy Director ODI | Head of POD<br><br>Head of Recruitment and Progression | Pilot developed by December 2023<br><br>Pilot reviewed by end of 2024 | Annual report to Operations Committee of the uptake of secondments/acting-up opportunities by gender.<br><br>Gender uptake reflects PTO Services community.<br><br>Positive feedback and satisfaction from the majority of participants, measured by pre and post surveys.<br><br>Decision made to develop pilot into permanent initiative. |
| **2.6**<br><br>See also REC Action Plan 2.13 | Create a shadowing scheme for female staff to observe the work of senior staff and Faculty/College committees.<br><br>Develop feedback questionnaire for those taking part in shadowing scheme. | To enhance career progression support.<br><br>To increase transparency of College processes and how committees work.<br><br>In the long term, to increase number of senior women and therefore improve gender balance on committees. | Deputy Director ODI | Head of EDIC<br><br>Head of POD<br><br>Head of Recruitment & Progression | Scheme developed in Spring 2024 and then launched Summer 2024 | Gender uptake reflects PTO Services community.<br><br>Positive feedback and satisfaction from the majority of participants, measured by feedback questionnaire. |

## 3. Improve culture and day-to-day experiences, and learn the lessons of COVID-19

**Key targets: Reduce Staff Survey response reporting experience of harassment/bullying to <10% by 2026. Increase Staff Survey response agreeing 'I can comfortably cope with my workload and the pressure of my role' to 60% by 2024.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **3.1**<br><br>See also REC Action Plan 1.4, Imperial Together Action Plan, and People Strategy | Build confidence among staff and students in the reporting mechanism and the support in place for dealing with bullying and harassment, including sexual harassment which particularly affects women.<br><br>- Clear regular communications.<br>- Transparent reporting of use and outcomes of Report & Support tool.<br>- Recruit more Harassment Support Contacts (HSC) and expand their remit to support staff in speaking up.<br>- Management/leadership training and 360° reviews provided to line managers to equip them to deal with difficult situations and to have the cultural competency to support women (and staff from all backgrounds).<br><br>Commission the Behaviour Insights Team (BIT) to:<br><br>- Review processes and behaviours involved with 'speaking up' and develop bespoke solutions to address barriers.<br>- Identify additional potential solutions and actions.<br>- Conduct light-touch behavioural review of related policies and procedures. | Part of a broad programme to address fallout from senior bullying incident and address ongoing concerns about harassment and bullying at Imperial – in particular the credibility of the College leadership's determination to address this issue and of our reporting, investigation, and disciplinary processes. A lot of work is needed to rebuild trust.<br><br>12% of respondents (13.1% for female and 10.5% for male) in 2019 Staff Survey reported experiencing harassment and/or bullying.<br><br>July 2021 – February 2022, Report and Support:<br>- 66 staff disclosures, 54 anonymous (82%)<br>- 60 student disclosures, 25 anonymous (42%) | Director of Academic Services<br><br>Deputy Director ODI | Deputy Director ODI<br><br>Head of EDIC<br><br>EDIC Advisor<br><br>Head of PFDC | March-May 2022, recruitment of new Staff Harassment Support Contacts and Staff Supporters<br><br>Regular (six-monthly) published summaries of the numbers of reports, investigations and disciplinaries<br><br>From early 2023, 360° reviews conducted for line managers every 2-3 years<br><br>BIT review complete by July 2023 | Reduce Staff Survey response reporting experience of harassment/bullying to <10% by 2026.<br><br>At least 80% of those using Report and Support to report sexual harassment satisfied with support received and process (survey).<br><br>Report and Support sees a reduction in proportion of people reporting anonymously (currently about 70%).<br><br>One additional HSC recruited per department.<br><br>All line managers offered the opportunity to attend training.<br><br>All line managers to undertake 360° reviews (prioritising senior leaders who set the tone). |

## 3. Improve culture and day-to-day experiences, and learn the lessons of COVID-19

**Key targets: Reduce Staff Survey response reporting experience of harassment/bullying to <10% by 2026. Increase Staff Survey response agreeing 'I can comfortably cope with my workload and the pressure of my role' to 60% by 2024.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **3.2**<br><br>See also REC Action Plan 1.3, and pay gap Action Plans | Annual review of all EDI related activity within faculties, with concise report against targets agreed with the EDI Strategy Group:<br>- Each department to set annual priority targets on gender equality (e.g. recruitment; levels of staff training).<br>- Faculties to define actions to reduce gender (and ethnicity) pay gaps. | To embed and mainstream EDI activity across College at a local level, to ensure gender equality issues are addressed.<br>To ensure we capture department-led EDI activity, *i.e.* work not led by EDIC, HR, etc. | EDI Strategy Group | Deans<br><br>HoDs | Departments to set priority targets by December 2022<br><br>Review to take place July of each year (starting 2023)<br><br>Modelling work to set agreed quantitative pay gap targets complete by December 2022 | Increased perception of action on gender equality, as measured by Department Athena Swan Culture Surveys – 'Departmental leadership actively supports gender equality' core question.<br><br>Measurable reduction in the gender pay gap. Specific target to be set by December 2022 |
| **3.3**<br><br>See also Imperial Together Action Plan | College-wide review of workload to identify what immediate, short, and long-term actions should be considered and implemented at College, Faculty, and Department level.<br>This will address options to reduce workloads (e.g. by removing inefficient processes, low-priority tasks; ensuring women are not over-loaded with service work) and to improve support for staff in managing their workloads (e.g. by offering coaching to line managers on providing appropriate support to staff feeling the strain, including those balancing work/family commitments, which is likely to particularly benefit women). | Universities operate in a highly competitive environment which places significant pressures on staff. We will build on the development of Imperial's Workload Principles, published in 2021.<br>2022 Staff Survey, 50% of female and 45% of male respondents agreed with 'I can meet the requirements of my job without regularly working excessive hours'.<br>2022 Staff Survey, 57% of female and 54% of male respondents agreed with 'I can comfortably cope with my workload and the pressure of my role'. | Chair, Workload Concerns Working Group | Designate of relevant Dean/HoD | Provost's Board to consider and approve Working Group recommendations by March 2023 | Action plan will be updated to incorporate actions and specific targets as appropriate (shortly after March 2023)<br><br>Increase staff agreeing they can cope with workload and pressure to 60% by 2024. |

## 3. Improve culture and day-to-day experiences, and learn the lessons of COVID-19

**Key targets: Reduce Staff Survey response reporting experience of harassment/bullying to <10% by 2026. Increase Staff Survey response agreeing 'I can comfortably cope with my workload and the pressure of my role' to 60% by 2024.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **3.4**<br><br>See also People Strategy | Develop a fair, transparent, and enhanced approach to facilitating flexible and hybrid working patterns (learning from the benefits identified during adaptation to the COVID-19 pandemic).<br><br>To achieve this, we will create a Work Location Framework, setting out different types of staff working patterns, including minimum percentage of time staff required to be a College location. The framework will embrace commitments to diversity and inclusion, and be respectful of individual circumstances.<br><br>Implementation of the policy framework will be supported by investment in technology for hybrid working (building on ICT's 'Model Office' project) and provision of shared offices/work areas. | The Rethinking the Workplace project has sought to learn from COVID-19-imposed shifts in working arrangements. Surveys of staff showed appreciated flexible working during the pandemic (e.g., enabling of better balancing of family care and work responsibilities).<br><br>2019 Staff Survey, 61.8% female and 64.6% male respondents said yes to 'Do you work flexibly to fulfil the duties of your role?' | Director of HR<br><br>Director of ICT | Head of Reward and Policy | Work Location Framework to be launched by Autumn 2022 | Provost's Board will agree specific actions and targets entailed by the Work Location Framework.<br><br>Action plan will be updated to incorporate actions and targets as appropriate (by March 2023).<br><br>Increase in staff reporting they work flexibly to 70% in Staff Survey, by 2024. Measure and improve on baselines through Athena Swan Culture Surveys - 'The department enables flexible working' core question. |
| **3.5** | Faculty Deans to require departments with 2 or more successive Bronze awards to be in a position to apply for Silver in the subsequent cycle.<br><br>Develop a partnering scheme, with Silver departments helping support Bronze departments progress. | To enhance focus on using Athena Swan at a tool for *progressing* gender equality. Silver taken as indicative that progress is happening.<br><br>11 Bronze and 11 Silver academic departments in 2022. | Deans | HoDs<br><br>Athena Swan Coordinator | Target to be communicated immediately<br><br>Departments to target (and their Athena deadlines):<br><br>Computing, January 2023<br><br>Life Sciences, March 2024<br><br>Aeronautics, July 2025<br><br>Maths, March 2026<br><br>Business School, March 2027 | All 'double-Bronze' departments due for renewal by 2027 to have made an application for Silver. |

## 4. Improve organisational systems capacity

**Key targets by 2027: 15 academic departments to hold Silver. 3 PTO departments to have applied for Bronze.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **4.1**<br><br>Linked to the Imperial Together Action Plan | Establish and review an effective system for promoting, conducting, and learning from exit questionnaires and interviews. This will include:<br>- Ensure all leavers receive an exit questionnaire which includes the option to request an interview.<br>- Regular review of all responses by the Central HR team and Strategic HR Partners to escalate urgent issues and identify themes and trends across College.<br>- Regular promotion of the exit questionnaire/interview as an important part of our work to foster College's Values and Behaviours. | Concerns raised following the senior bullying and harassment incident by female staff at the Athena Town Hall (Nov 2021) that negative experiences of College are not well captured by the exit questionnaire.<br><br>New exit questionnaire (November 2021) includes questions on bullying and harassment.<br><br>First 6 months of new questionnaire, 9% completion rate (female 12%, male 5%). | Deputy Director, HR & Service Transformation | Head of HR Operations | Review of new exit questionnaire process (launched November 2021) to be completed by November 2023<br><br>Responses reviewed termly and fed into decision-making | 100% of leavers receive an exit questionnaire and can request an exit interview.<br><br>Review of system shows that information capture leads to remedial action.<br><br>Increased completion rate to 15% (as an indicator of increased confidence that the information will be used to good effect). |
| **4.2**<br><br>See also REC Action 1.2 and 2.16, People Strategy | Ensure that College data analysis capacity supports Deans, HoDs, and other managers holding responsibility for specific actions.<br><br>Develop standardised reports / PowerBI dashboards for:<br>- Athena Swan applications, to support departments (see action 3.5 and 4.4).<br>- Recruitment data, to support Know Your Pool development (see action 1.1).<br>- Time spent on grades, to support understanding of academic promotions.<br>- Staff training, to support EDIC, POD, and PFDC analysis of training uptake by gender (and other characteristics), and to support Departments local monitoring, e.g. recruitment training.<br>- Staff disciplinaries, grievances and tribunal cases.<br>- Report+Support usage (see action 3.1).<br><br>Ensure that new ERP system produces standard data and analysis required for Athena Swan and EDI work. | Need to ensure systems and capacity in place to deliver change.<br><br>To increase access to data, allowing departments more efficient access to their local data.<br><br>To enable intersectionality in our data analyses, where possible.<br><br>To increase transparency by publishing data where possible. | Director of HR | Head of HR Systems and Information<br><br>Head of Recruitment & Progression<br><br>Head of College Employee Relations<br><br>Heads of EDIC, POD, and PFDC | Annually: Staff disciplinaries, grievances and tribunal cases, and Report+Support usage<br><br>Quarterly: Recruitment data<br><br>Annual EDIC, POD and PFDC reports released each December<br><br>Six-monthly published summaries of the numbers of reports, investigations & disciplinaries | Annual reports considered by EDI Strategy Group.<br><br>Annual reports from EDIC, POD and PFDC include breakdowns of training uptake by gender (and other characteristics) as standard.<br><br>Published data shows transparency and trends may be identified.<br><br>Positive feedback from users, especially department EDI leads and committees, on utility and usefulness of dashboards. |

## 4. Improve organisational systems capacity
**Key targets by 2027: 15 academic departments to hold Silver. 3 PTO departments to have applied for Bronze.**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **4.3** | Increase the declaration rate for staff gender identity by building confidence in data-gathering processes. We will do this by:<br>- Providing clearer information on the purpose of the data gathering.<br>- Introducing functionality to allow staff to add preferred name and titles on HR system (ICIS), bringing it into line with our student information system.<br>- Developing guidance on appropriate language and terms for those dealing with and reporting on sex and gender identity data. This will follow the template used for the 'Communicating about ethnicity' style guide (due in summer 2022). | To improve the quality of our data, which will enhance action planning.<br><br>November 2021, only 46% of staff have responded to gender identity question on ICIS (23% female; 21% male; <1% Non-Binary or Neutral; <1% Other; 2% Prefer not to say; 54% no data/response).<br><br>To increase the sense of belonging for staff currently excluded from the categories used. | Head of Recruitment & Progression<br><br>Head of HR Systems and Information | Recruitment Operations Manager<br><br>Product Owner, HR & Finance (ICT)<br><br>News and Campaign Contents Manager | Information on purpose of data gathering in place by July 2023<br><br>Preferred name and title functionality added to ICIS by summer 2022<br><br>Updated language guidance published by July 2023 | Any new language guidance agreed will be integrated into main College style guide to help ensure consistent use (especially in data gathering and comms).<br><br>Over 90% of staff have responded to gender identity question on ICIS (in line with ethnicity and disability) by 2027. |
| **4.4** | Work with PTO departments to explore Transformed Athena Swan Charter awards for PTO directorates, as potential framework for their own EDI and gender equality work.<br><br>Update Athena Swan guidance on departmental approach best practices (e.g. SAT membership, staff recognition, resourcing), to reflect Transformed Charter and general transition of Athena SATS to broader EDI committees. Ensure that guidance is fit for purpose for PTO departments as well as academic. | All but one of our 24 academic departments now hold an Athena Swan award. We need to consider the experiences of female PTO staff in central departments more proactively using the new Transformed framework.<br><br>We have 30+ PTO departments, of which 3 have formed EDI committees. | Assistant Provost (EDI) | Athena Swan Coordinator | Explore PTO awards in 2025, after College has adapted to Transformed Charter<br><br>Review and consult on guidance in Autumn-Winter 2022<br><br>Launch new guidance Spring 2023 | If decision made to apply, then PTO applications submitted by end of 2026.<br><br>Positive feedback from PTO departments on usefulness of Athena Swan framework and application process. |

## 5. Boost the numbers and improve experiences of female students

**Key targets by 2027: 38% female PGR students in FoE and 40% female PGR students in FoNS**

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **5.1** | Continue to increase recruitment of female UG and PG students, with a particular focus on improving the proportion of women studying for PhDs in FoNS and FoE. This multi-pronged action will support department-level work and comprise:<br><br>- A high-level audit of all Faculty and Department level outreach activities, including focusing on initiatives aimed at women.<br>- Monitoring the recruitment of female students to the new Imperial College Mathematics School (due to open in September 2023).<br>- Development of a cross-College PG outreach remit in the most appropriate team, which will include a remit to better support Departments in recruiting women to PGR programmes.<br>- Tasking the Targeted Scholarships Sub-Group (TSSG) with exploring the utility of scholarships and non-scholarship interventions to remove barriers to inclusion of female UG/PG students. | At UG level, the female percentage of students is on an upward track (40% in 2021) but shows variation between faculties / departments.<br><br>The female percentage of PGR students has increased but is lower than UG and PGT. FoE and FoNS have most notable female percentage drop-off at PGR level.<br><br>Good practice developed in departments (e.g., Mary Lister McCammon Summer Research Fellowship in Maths; Maria Petrou Scholarship for Women in EEE) could be adopted more widely to boost female recruitment.<br><br>The TSSG has developed a robust, consultative methodology for evaluating the targeting of support from the £5m President's scholarships fund (2022-27) for students with under-represented protected characteristics. | Vice-Provost (Education & Student Experience)<br><br>Associate Provost (Academic Partnerships) | Director of Outreach (audit)<br><br>Imperial College Governors on the Trust & Local Governing Body (Maths school recruitment)<br><br>Access Programme Board (for development of PG Outreach remit)<br><br>Chair, TSSG | Outreach activity audit to be complete by December 2022<br><br>PG outreach remit to be agreed and implemented by 2023<br><br>TSSG review completed by December 2022; new scholarships or activities in place for AY 2024-25 | Women will comprise 45% of UG students by 2027.<br><br>Women will comprise 38% and 40% of PGR students in FoE and FoNS respectively by 2027.<br><br>Imperial College Mathematics School aims that within five years of opening at least 40% of students in the school will be female. |

## 5. Boost the numbers and improve experiences of female students
### Key targets by 2027: 38% female PGR students in FoE and 40% female PGR students in FoNS

| No. | Action | Rationale | Accountable | Responsible | Timeframe | Measure of success |
|---|---|---|---|---|---|---|
| **5.2**<br><br>See also REC Action Plan 3.3 | Work with UG and Taught Masters students to ensure that curriculum and assessment are fully inclusive of women. In particular:<br>- Review assessment procedures to ensure that they are inclusive and authentic.<br>- 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. | To enhance the inclusivity for women of our teaching of STEM subjects by providing role models and insight into historical biases in the conduct of research.<br><br>Action builds on commitments made in the REC action plan. | Vice-Provost (Education & Student Experience) | Head of Strategic Projects & Ops (Education Office)<br><br>HoDs | Review work to be completed and shared with depts by September 2023 for implementation | Material changes to UG and taught Masters curricula, and evaluation of their impact.<br><br>Increased satisfaction among female students with the inclusivity of our STEMM curriculum (survey). |
| **5.3** | Raise awareness of the impact of sexual misconduct and enhance our processes for tackling it through disciplinary procedures. Specifically, this will be achieved by:<br>- Introduction of consent training for UG/PG students.<br>- Review the Student Disciplinary procedures for dealing with harassment and sexual misconduct, to ensure they are fair, robust and supportive. | Although the College has embarked on a major effort to prevent and address bullying, harassment, and sexual misconduct (see action 3.1) additional work is needed to strengthen handling of cases affecting female students.<br>In a 2021 Imperial College Union survey 31% of respondents (of whom almost 9 in 10 were women) identified as survivors of sexual harassment. | Director of Student Services | Deputy Director of Student Services | *Consent Matters* online training course to be available from October 2024<br><br>Revised disciplinary procedures to be in place by October 2023<br><br>Six-monthly monitoring of use of Report and Support by students; reviewed annually by EDI Strategy Group | All incoming UG/PG students offered consent training at start of academic year.<br><br>Consent implementation group will set uptake and knowledge gain targets by July 2022; action plan will be updated accordingly.<br><br>Long-term (by 2027) we aim for a reduction in incidents of sexual harassment reported through Report and Support. Baseline data is still being gathered; this will likely increase in the short-term as we strive to build confidence in the reporting and disciplinary procedures (see action 3.1). |