2025-26 EDI priorities for Department of Chemistry, submitted by Nazila Kamaly

Priority	EDI theme or type	Planned actions	Rationale (including baseline data)	Responsible	Timeline (including milestones)	Measure of success (including key metrics)
1. Creating a *Network of Champions*	Underrepresented groups, working class, LGBTQ+, disability, carers, neurodiversity and ethnic minorities	**1.** Recruiting Champions in the Department (one individual can be a champion of more than one group). **2.** Setting training programmes for Champions of each group. **3.** Defining roles within the network in coordination with ongoing programmes such as the LGBTQ+ tutors. **4.** Creating unified website linked to the Dept EDI website, also containing information on ongoing related programmes (such as LGBTQ+ tutors)	The Network aims to increase awareness in the department of the issues underrepresented groups face so their voice can be amplified by Champions. The Network will include champions for each underrepresented group; working class, LGBTQ+, disability, carers, neurodiversity and ethnic minorities, who will undergo training so they are aware of the issues that affect underrepresented groups and are able to listen and provide signposting should anyone be in need.	Michael Ray and David Ayuso	**Short term (0-3 months):** recruiting Champions and setting training programmes **Mid term (3-12 months):** Champions complete the training, we define roles within the network, launch the website	- Recruitment of a diverse network of Champions with representation across all areas of EDI Champions. - Support offered to members of the Department (number of individuals contacting the Champions)
2. Creating *Rainbow Lanyard Collection points*	LGBTQ+	Recruit academic and professional staff to become a Rainbow Lanyard Collection Point. Distribution of lanyards to the collection points and rainbow stickers to be displayed on the offices' doors.	While rainbow lanyards are available from several distribution points, this is not as widely known as it could be. This can create an additional barrier for LGBTQ+ individuals who may not feel confident enough to ask for one. Creating *Rainbow Lanyard Collection Points* in offices of LGBTQ+ Champions, may be particularly beneficial for new students and staff coming from regions where the LGBTQ+ community faces higher levels of discrimination.	David Ayuso	**Short term (0-3 months):** recruit staff members to become a *Rainbow Lanyard Collection Point* and distributing rainbow stickers for the office's doors with text: "Knock for a rainbow lanyard" (or similar).	- Number of *Rainbow Lanyard Collection Points* created in the Department, both in White City and South Kensington - Number of lanyards collected

3. *Science Pride* symposium for students	LGBTQ+	Organising a Science Pride symposium for students from all Departments. The initial idea is having several short talks by speakers from diverse backgrounds, combining science with personal experiences and their perspectives on improving LGBTQ+ visibility and equality. The symposium will be designed to maximise student attendance, seeking input and participation from students' representatives, Imperial 600, pastoral care, LGBTQ+ tutors, and others.	We aim to organise a scientific event promoting LGBTQ+ visibility for students of all departments. The event will take place in South Kensington, on a date chosen to maximise students' attendance, and with input and, if possible, involvement from students' representatives.	David Ayuso	**Short term (0–3 months):** create a committee, shape the event and invite speakers. First Science Pride symposium to take in 2026 (on a date to be decided).	- Organisation of a symposium in 2026 - Involvement from different groups in the Department, especially students' representatives - Involvement from other departments - External involvement - Number of attendants
4. Training for graduate teaching assistants	Bullying and Harassment	Develop and deliver a mandatory training module for GTAs focused on preventing and addressing bullying, harassment, and discrimination in laboratory and classroom settings. Include scenario-based learning and guidance on appropriate professional conduct.	Selecting appropriate training for PhD students who wish to serve as GTAs in undergraduate laboratories. Currently, there is limited training of the university's bullying and harassment policies among GTAs.	Francesco A. Aprile (until Dec 2025)	**Short term (0–2 months):** Identify suitable training. **Medium term (2–6 months):** Implement training for all GTAs before teaching duties commence.	- 100% of GTAs complete training prior to teaching. - Positive qualitative feedback from undergraduates and GTAs on lab culture and inclusivity.
5. Inclusive Recruitment (Research Staff)	Gender Equality in Recruitment	• Standardise inclusive recruitment and advert pre-screening. • Ensure EDI-trained, gender-balanced panels. • Track gender data in applicant pools and outcomes.	Research staff are 42% female; target ≥45%.	Nazila Kamaly	Q4 2025 checklist; annual monitoring 2025–26.	100% adverts screened; ≥1–2% annual rise in female staff.