

# Diversity: drivers, data and an example framework

**Thank you for joining. The webinar will start at 2pm.**

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A blue graphic element consisting of a horizontal line that curves upwards and ends in an arrowhead pointing to the right.

- **Introductions**
- **Drivers**
- **Data**
- **Example framework**
- **Survey findings**
- **Discussion**

# Introductions and caveats

- Emma – managing the network and the tech!
- My background
- Participants: Members of the IES HR Network
- Presentation, survey feedback and discussion
- Recording for presentation and initial survey feedback then no recording for discussion
- Sensitive topics
- Practical outline of possible steps to an action plan
- Links to further information in pack

# Drivers

- Moral imperative
- News stories giving more prominence
- Business imperative
- Government drivers eg gender pay gap reporting
- Supply chain management
- Employee feedback
- Customer pressure
- Board requirements
- Quality of the workplace

# Framework

- Discrimination legislation underpins diversity and inclusion work but also much wider than that.
- Based on Advance HE Gender Equality Charter “Athena SWAN” and Race Equality Charter:
  - Establish working group
  - Assess status by collecting data
  - Devise action plan
  - Monitor results
  - And repeat!
  - <https://www.ecu.ac.uk/equality-charters/athena-swan/apply-award/>
  - <https://www.bsms.ac.uk/about/working-here/athena-swan/index.aspx>

# Working group

- Senior participation for championing and to enable change
- Representative of organisation and aspiration
- Insiders and Outsiders?
  - Concept in ub – useful for thinking about diversity journey.
- Existing employee pool
- Networks/staff groups
- Volunteers, nominated, role requirement?
- Consider overload and recognition

# Data for assessing current status - 1

- Data collection considerations:
  - About whom?
    - employees, applicants, leavers, by grade?
  - What data?
    - Which categories? Protected characteristics or more?
  - When
    - Pre-hire, during employment, staff surveys, employee relations, promotions?

# Data for assessing current status - 2

- What benchmarking is available? eg HESA for HE; census for local population
- If relevant to your organisation, bear in mind international context – for legality and framing of questions (most obviously categories around ethnicity differ from country to country and caution around sexual orientation)
- Consent for collection and uses of data (gdpr considerations)
- PNTS – common but also non-response bias
- Could you consider a campaign for collecting more? Consult with your insiders about what is acceptable (see Stonewall info)
- Remember don't have to have all the data to start taking action and be aware of selective data collection confirming what you know/suspect

# Actions in response to data collection

- Different organisation by organisation
- Devise an action plan based on data and aspiration
- Consider what can you do anyway (without complete data)?
- Process checklists to support “Stop and think” approach
- Eg training of recruiters and paperwork

# Worked example of promotion

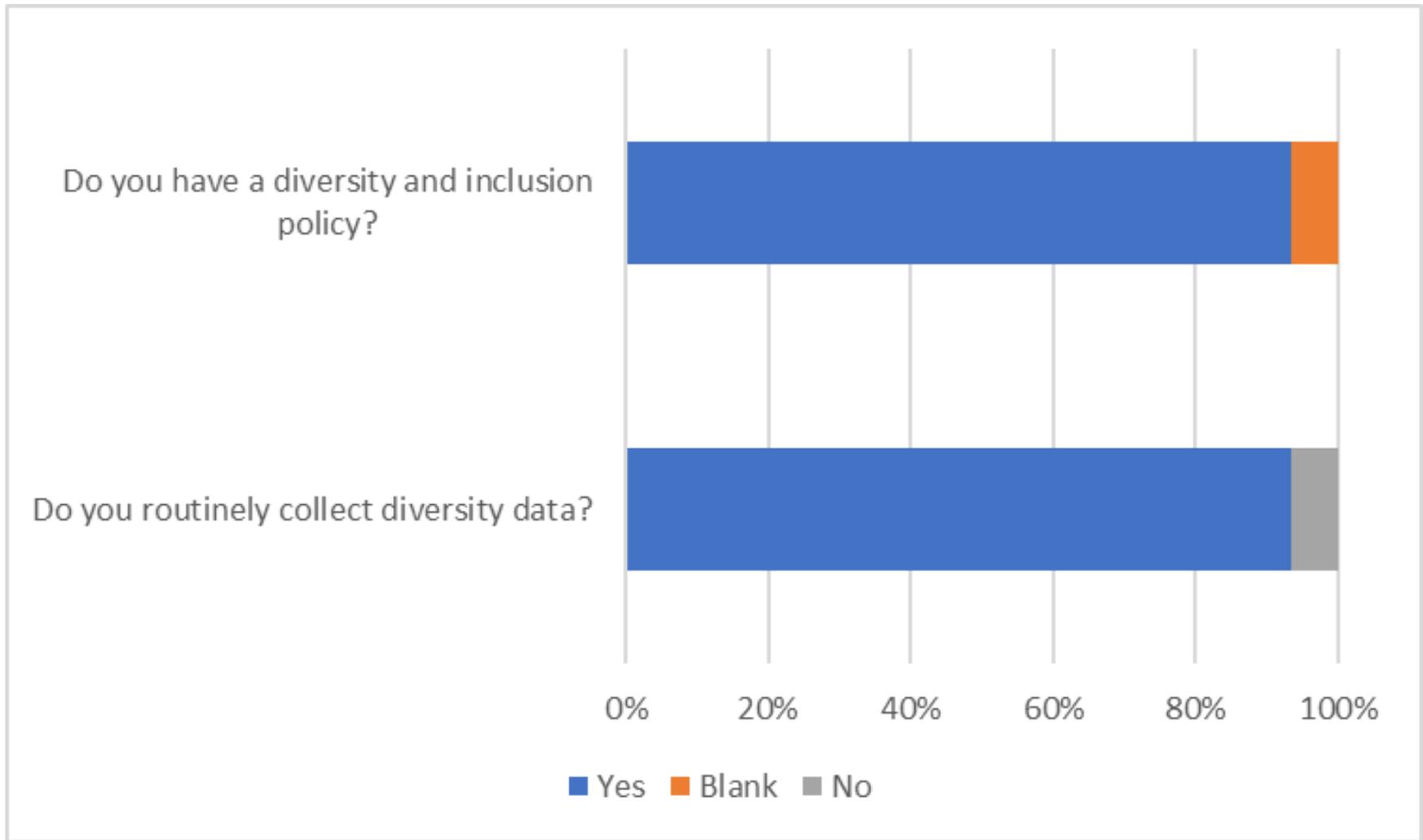
- Chosen for focus because data had shown good gender split overall but concern at differences between lower and higher grades
- Data at outset (2014):
  - Staff survey question: I understand the promotion process
  - Disagree: 20% of male respondents; 54% of female respondents
- Action
  - Promotion workshops (open to all staff) presented by senior faculty with “personal experience” from recently promoted academic
- Data to track:
  - Participation in workshop – annual event, changing proportion of female and male staff
  - Progress on staff survey question: in 2017 – 73% of respondents agreed that they understood the promotion process
  - Change in applications for promotion and success rate – from low base, rate of application doubled for female academics
- Exclusivity of events?
- Multiple purposes – speaker choice

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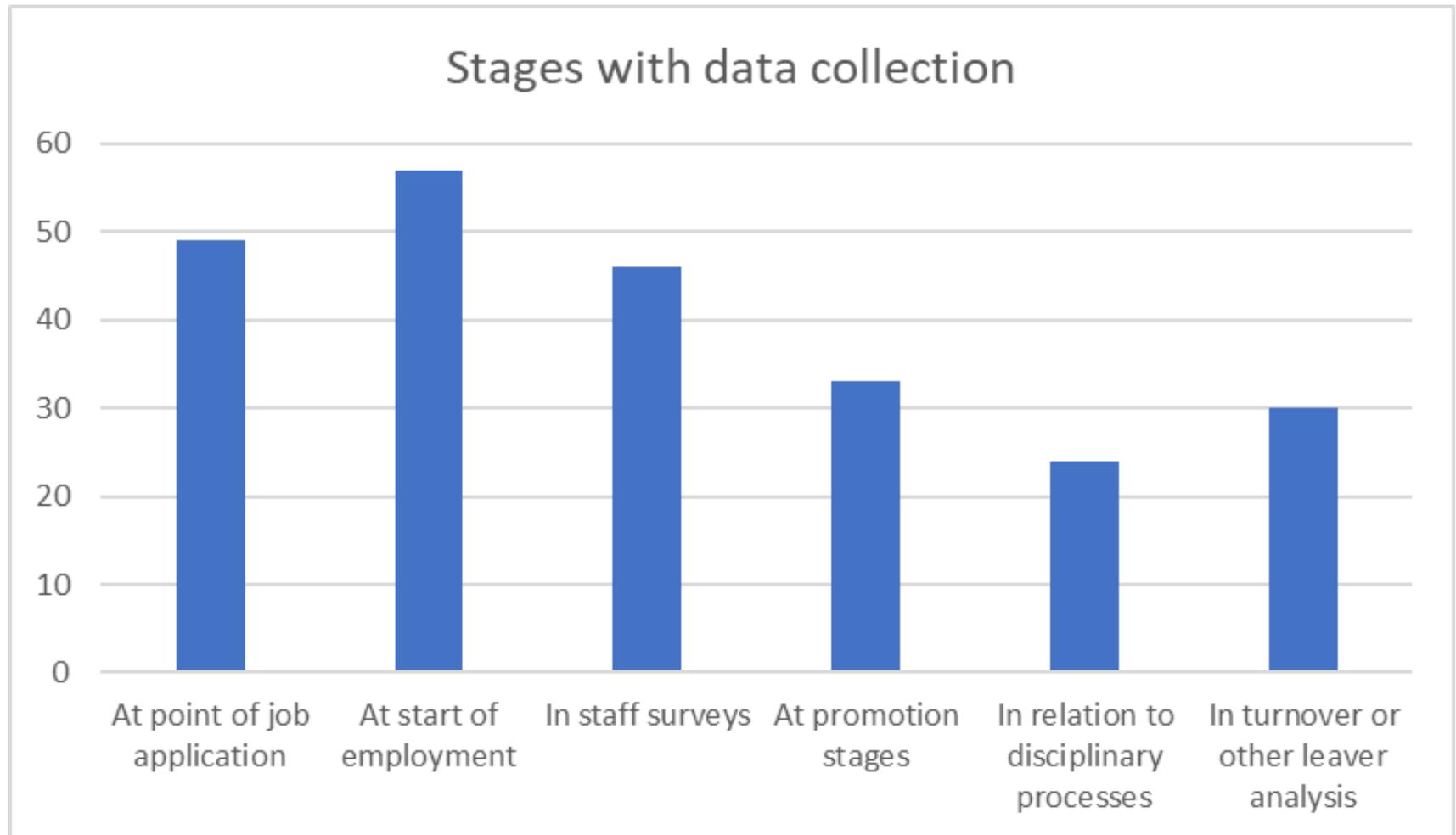
# Survey questions

- Do you have a diversity and inclusion policy?
- Do you routinely collect diversity data?
- Please select which types of data you collect and at what stages of the employment lifecycle
- What are your organisation's top 3 priorities related to diversity?
- Do you have any further comments about diversity and inclusion for your organisation?

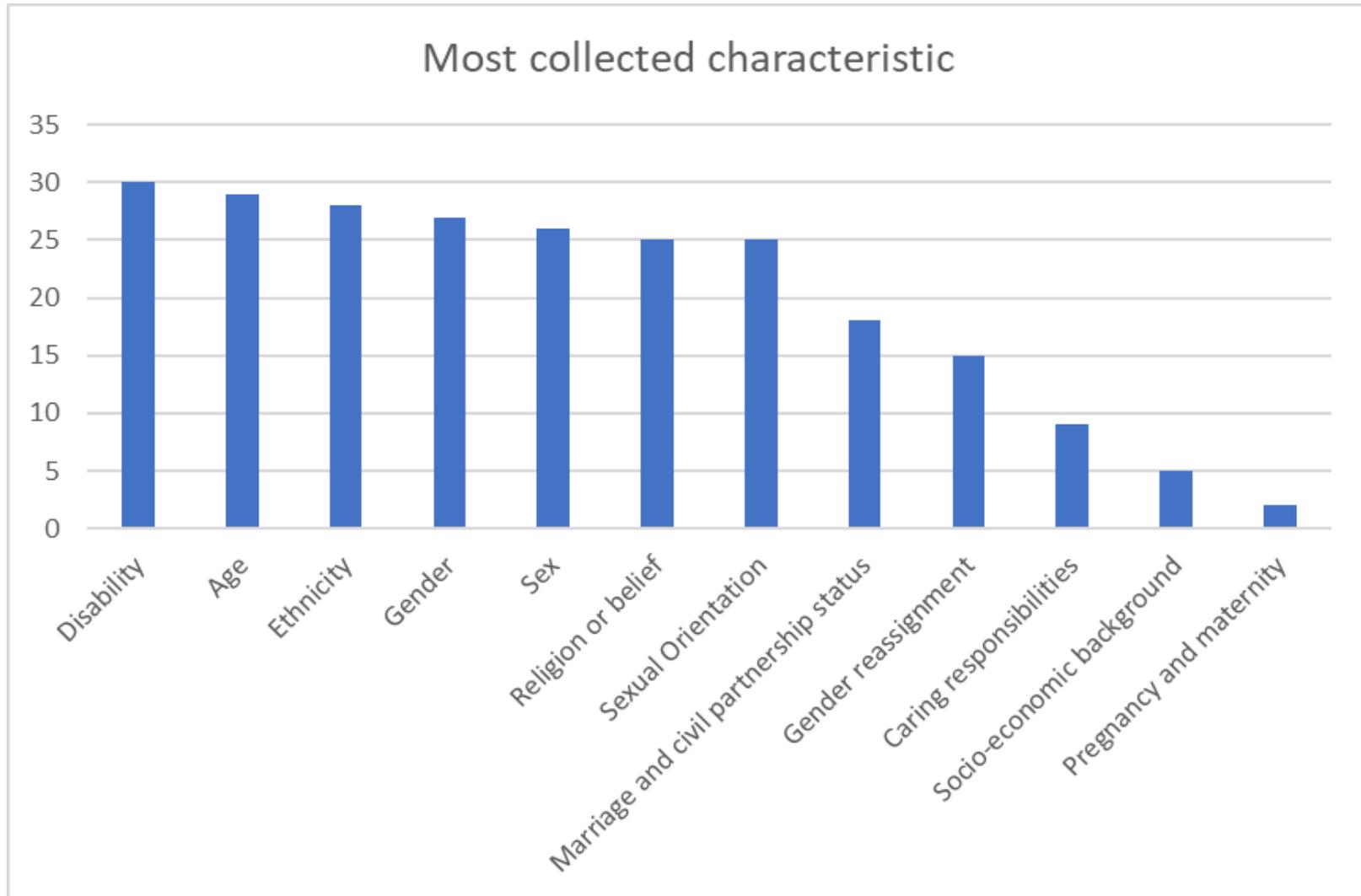
# Survey feedback



# Survey feedback – collection stages



# Survey feedback – types of data



# Survey feedback – top three priorities

<b>Topic</b>	<b>Mentions</b>
<b>Ethnicity</b>	<b>5</b>
<b>Inclusion</b>	<b>5</b>
<b>Quality of workplace</b>	<b>4</b>
<b>Data collection</b>	<b>3</b>
<b>Gender</b>	<b>2</b>
<b>Socio-economic background</b>	<b>1</b>

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# Discussion and end of recording

- Now ending the recording to enter the discussion phase
- Use chat or unmute to ask
- Contact details at the end if anyone wants to discuss separately

# Resources

## News stories about in response to Black Lives Matter:

- Global businesses embrace Black Lives Matter movement, Personnel Today, 9 June 2020, <https://www.personneltoday.com/hr/global-businesses-embrace-black-lives-matter-movement/>
- How companies decided that black lives matter, FT 5 June 2020, <https://www.ft.com/content/6bd46c48-ee90-42b8-af70-78d949025c1d>

## Data collection considerations:

- [https://www.stonewall.org.uk/sites/default/files/using\\_monitoring\\_data.pdf](https://www.stonewall.org.uk/sites/default/files/using_monitoring_data.pdf)
- [https://www.stonewall.org.uk/sites/default/files/do\\_ask\\_do\\_tell\\_guide\\_2016.pdf](https://www.stonewall.org.uk/sites/default/files/do_ask_do_tell_guide_2016.pdf)

## Data monitoring questions:

- <https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/monitoring-questions>

## Social Mobility Commission Employers Questions:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863502/Employers\\_Toolkit.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863502/Employers_Toolkit.pdf)

# Resources - IES publications on equality and diversity: a selection

- **Women on FTSE boards: roles, tenure, share ownership and gender pay** - <https://www.employment-studies.co.uk/resource/women-ftse-boards-roles-tenure-share-ownership-and-gender-pay>
- **Gender pay: How do you achieve and report parity?** - <https://www.employment-studies.co.uk/resource/gender-pay-how-do-you-achieve-and-report-parity>
- **Measurement framework for equality and human rights** - <https://www.employment-studies.co.uk/resource/measurement-framework-equality-and-human-rights>
- **Tackling gender, disability and ethnicity pay gaps: a progress review** - <https://www.employment-studies.co.uk/resource/tackling-gender-disability-and-ethnicity-pay-gaps-progress-review>

# Thank you

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