DIVERSITY & INCLUSION IN GGR-D

AN OVERVIEW OF DIVERSITY AND INCLUSION MEMBER DATA

JUNE 2023

DNC
ACCESS
CULTURE
INCLUSION

GGR-D
PROGRAMME

Greenhouse Gas Removal
Demonstrators Programme

AN OVERVIEW OF DIVERSITY AND INCLUSION DATA FOR THE GGR-D PROGRAMME

1. INTRODUCTION AND METHODOLOGY

This report was commissioned to better understand the diversity and make-up of the CO$_2$RE Hub and wider GGR-D Programme, and identify any gaps or barriers in working culture to inclusion and access. This approach looked to further an understanding of both people and culture across the Hub, by rolling out a survey to members that measured diversity demographics as well as insights into members' perceptions of culture and barriers to inclusion.

When undertaking this analysis, the term 'diversity' is referenced when speaking about people and identifying difference in identities, backgrounds, circumstances and personal and protected characteristics. The term 'Inclusion' is used in the context of working cultures. Equality largely refers to compliance with the Equality Act 2010 (EA2010) and whether individuals are treated equally and fairly, regardless of protected characteristics. Equity is used in the context of practices; how different approaches must be taken to ensure that everyone has a level playing field, taking into account structural and interpersonal barriers that minoritised groups face in the workplace and beyond.

The Equality Act 2010 protects individuals holding certain characteristics against specific forms of discrimination. The nine protected characteristics are: Age, Sex, Gender Reassignment, Ethnicity, Disability, Sexual Orientation, Marriage and Civil Partnership, Pregnancy and Maternity and Religion or Belief. While the EA2010 is necessary to protect individuals from facing discrimination in the workplace and wider society, it does not take into account other personal characteristics that face unfair or inequitable treatment and structural barriers to participation, such as those with caring responsibilities or who come from poorer socio-economic backgrounds. Nor does it capture more nuanced forms of discrimination such as microaggressions. For that reason, this analysis has taken a wider approach in capturing data from groups that are not protected by the EA2010.

Diverse representation and inclusion are fundamental for any organisation or group that aims to be representative of the communities they work with and for, especially for cause-centric initiatives such as the GGR-D Programme, where there is a recognition that greenhouse gas emissions adversely impact on different groups across the globe. This is why a strategic and holistic approach to diversity and inclusion is necessary for the Programme to consider, across both membership, working practices and ultimately, group outputs and deliverables.
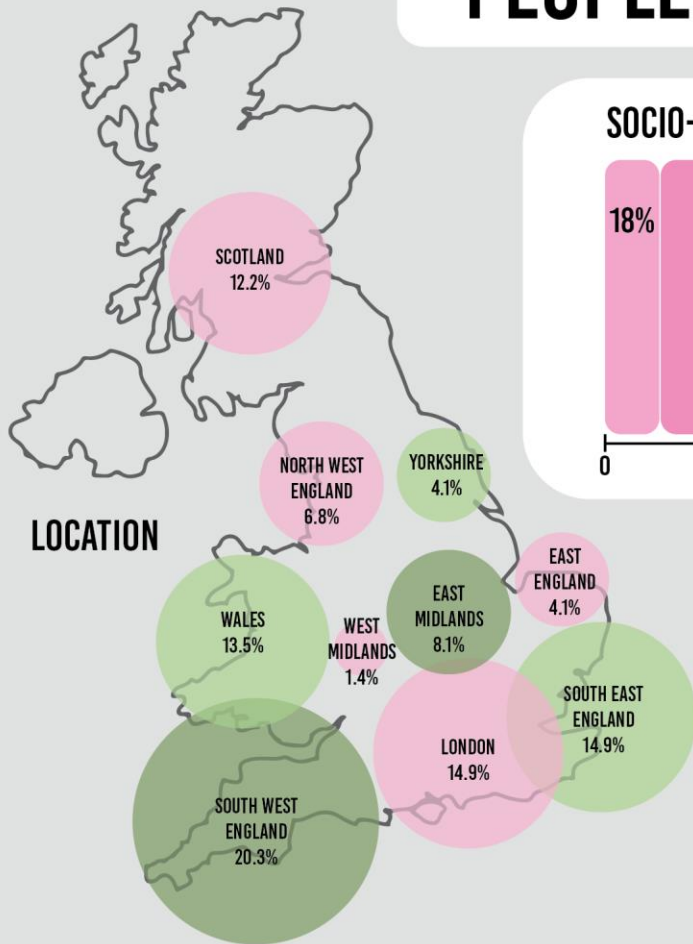
2. PEOPLE DATA OVERVIEW

The response rate to this survey did not exceed 40% (74 responses) of all participating members. As a result, it is difficult to make meaningful conclusions and produce insights into the diversity of the group as a whole. For this to be the case, it is recommended a minimum of 67% (2/3) of members respond to the survey, allowing for deeper intersectional analysis on cross sections between identities.

Because of the small sample size and the potential for identifying members because of their multiple identities and protected characteristics, an intersectional analysis was not undertaken regarding ethnicity, gender, disability and/or sexual orientation. Non-disclosure across the diversity monitoring questions averaged between 5-7%, apart from sexual orientation where non-disclosure was 11%.
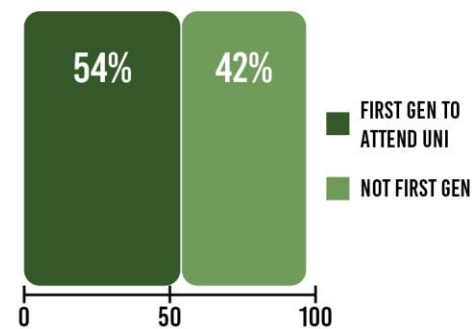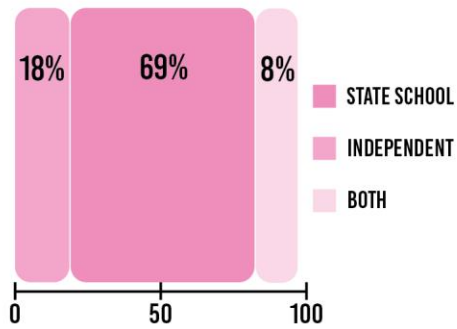
Where possible, data is presented from the 2021 Census for England and Wales, Higher Education Statistics Agency (HESA) 2021/22 academic year, UK Research and Innovation (UKRI) funding data for the 2020/21 financial year, and the social research sector (Source: Far to Go: Diversity & Inclusion in Social Research, July 2021) as comparable benchmarks.
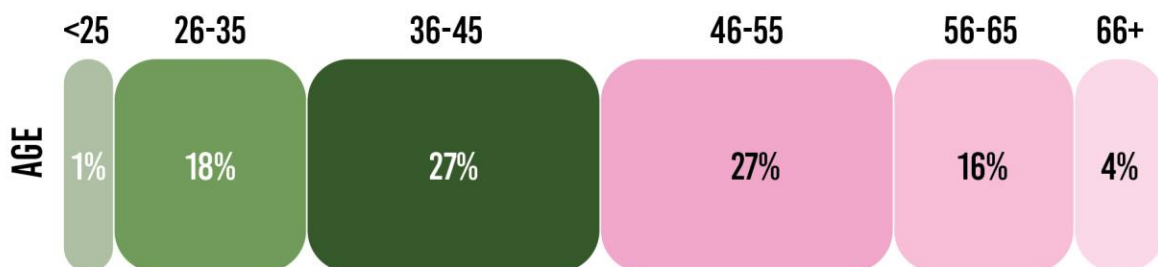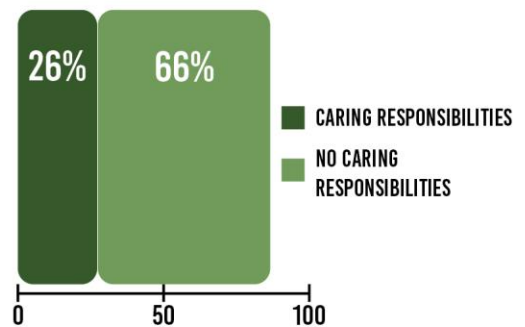
PEOPLE OVERVIEW

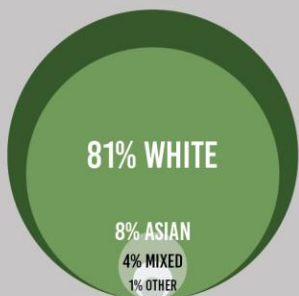*'Prefer not to say' and blank responses not shown in visualisations below.*

LOCATION

SCOTLAND 12.2%

NORTH WEST ENGLAND 6.8%

YORKSHIRE 4.1%

WALES 13.5%

WEST MIDLANDS 1.4%

EAST MIDLANDS 8.1%

EAST ENGLAND 4.1%

LONDON 14.9%

SOUTH EAST ENGLAND 14.9%

SOUTH WEST ENGLAND 20.3%

SOCIO-ECONOMIC BACKGROUND

18% — STATE SCHOOL
69% — INDEPENDENT
8% — BOTH

54% — FIRST GEN TO ATTEND UNI
42% — NOT FIRST GEN

FAMILY LIFE

26% — CARING RESPONSIBILITIES
66% — NO CARING RESPONSIBILITIES

AGE

<25	26-35	36-45	46-55	56-65	66+
1%	18%	27%	27%	16%	4%

ETHNICITY

81% WHITE
8% ASIAN
4% MIXED
1% OTHER

GENDER

95% CISGENDER
53% MEN
43% WOMEN

DISABILITY

84% NOT DISABLED
11% DISABLED

SEXUAL ORIENTATION

82% HETEROSEXUAL
7% LGB

RELIGION & BELIEF

NO RELIGION	CHRISTIAN	ATHEIST	BUDDHIST	JEWISH	SIKH
45%	27%	14%	3%	3%	1%

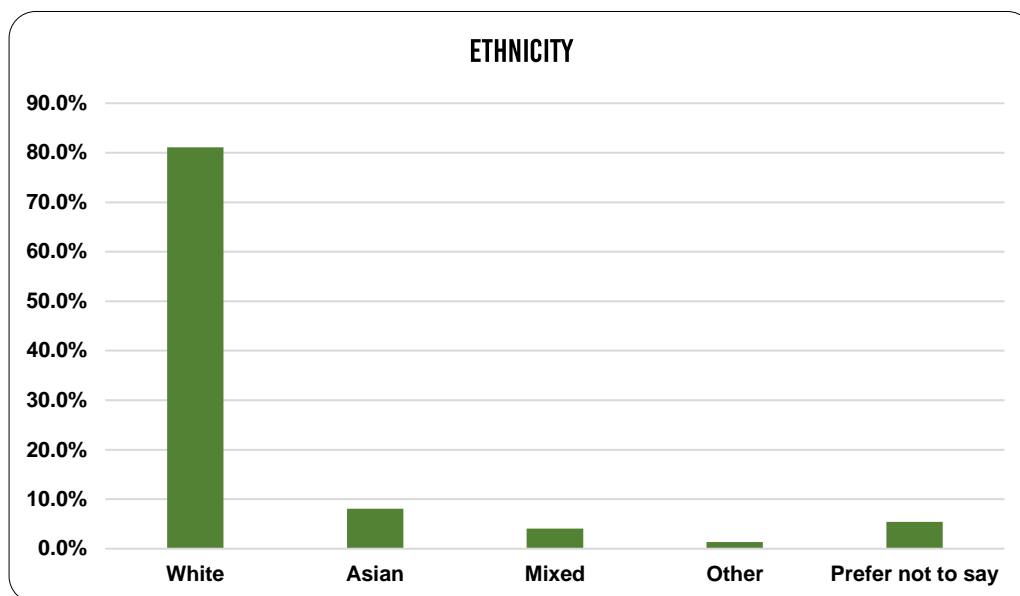## 2.1 ETHNICITY

8 out of 10 respondents (81%) answered 'White' when asked about their ethnicity. Those who identified as Asian were the second largest group at 8%, followed by 'Mixed or Multiple Ethnicities' at 4.1% and 'Other' at 1.4%.

It is important to note that no respondents identified as Black or Afro-Caribbean. 5% of respondents answered, 'Prefer not to say'.

ETHNICITY

According to data obtained from the 2021 Census, 82% of England and Wales residents identified as White, 9% as Asian, 4% as Black, 3% as mixed, and 2% as Other.

According to HESA data for the 2021/2022 academic year, Asian staff in the sector make up 11% of all academic staff, those identifying as Black or have mixed/multiple ethnicities each make up 3% of the sector; staff identifying as 'Other' make up 2.5%. White staff make up 72%. The non-disclosure rate for ethnicity is 9%. Looking to UKRI, 75% of funding applicants in 2020/21 identified as White, 9% as Asian, 3% as Black, 3% as Mixed, 1% as Other and 9% of applicants did not disclose their ethnicity.

In the social research sector, 84% of professionals identified as White, 7% as Asian, 6% as Black, 2% as Mixed and 1% as Other.

GGR-D membership largely followed similar trends in representation across comparable benchmarks, except for the lack of representation from the Black and Afro-Caribbean community. *The graph below excludes respondents who indicated 'Prefer not to say' to allow benchmarking against data where this response was not an option.*

ETHNICITY BENCHMARKED
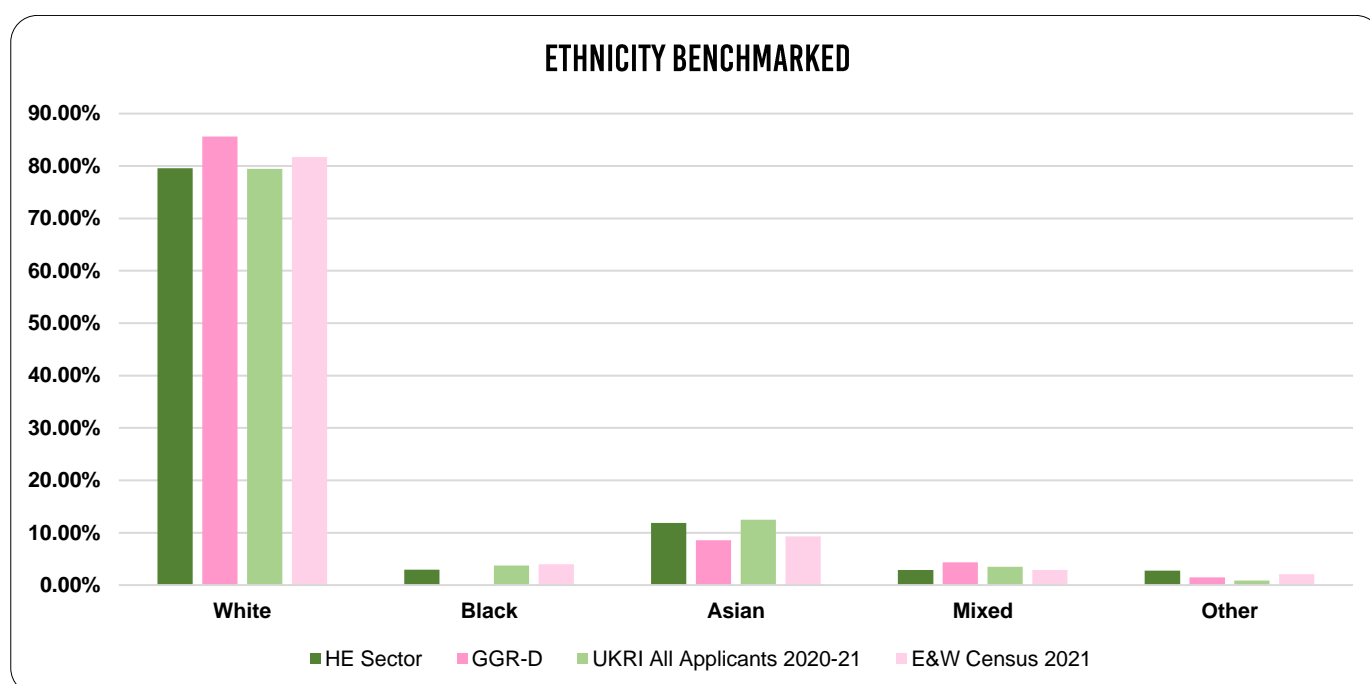
2.2 AGE

AGE
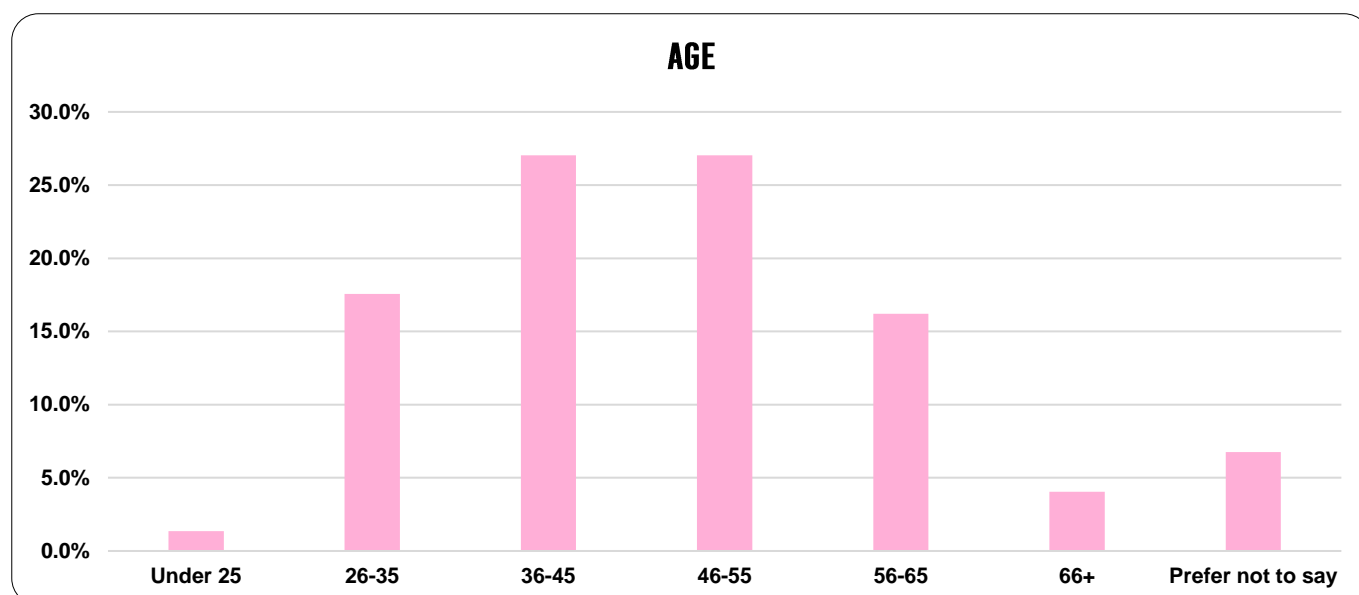
Those between the ages of 36-45 and 46-55 each make up 27% of respondents to the diversity monitoring survey. 18% of respondents are aged 26-35; 16% are aged 56-65; 4% are above the age of 66 and 1% are under the age of 25. 7% of respondents did not disclose their age.

It was only possible to visualise benchmarking against HESA people data as other comparable groups use different age brackets. GGR-D Programme members are slightly overrepresented in older age groups compared to the wider HE sector and are underrepresented in ages 35 and under. This underrepresentation is also true when compared to the social research sector, where 51% of social research professionals are under the age of 35. 26% are between the ages of 35-44, 15% are between the ages of 45-54 and just 9% are above the age of 55.

When looking at UKRI funding data, representing a population of active academic researchers, GGR-D member data is in closer alignment. 66% of applicants are aged 40-59, while 22% are 30-39; 12% are over the age of 60 and just 1% are under the age of 29.

The graph below excludes respondents who indicated 'Prefer not to say' to allow benchmarking against data where this response was not an option.
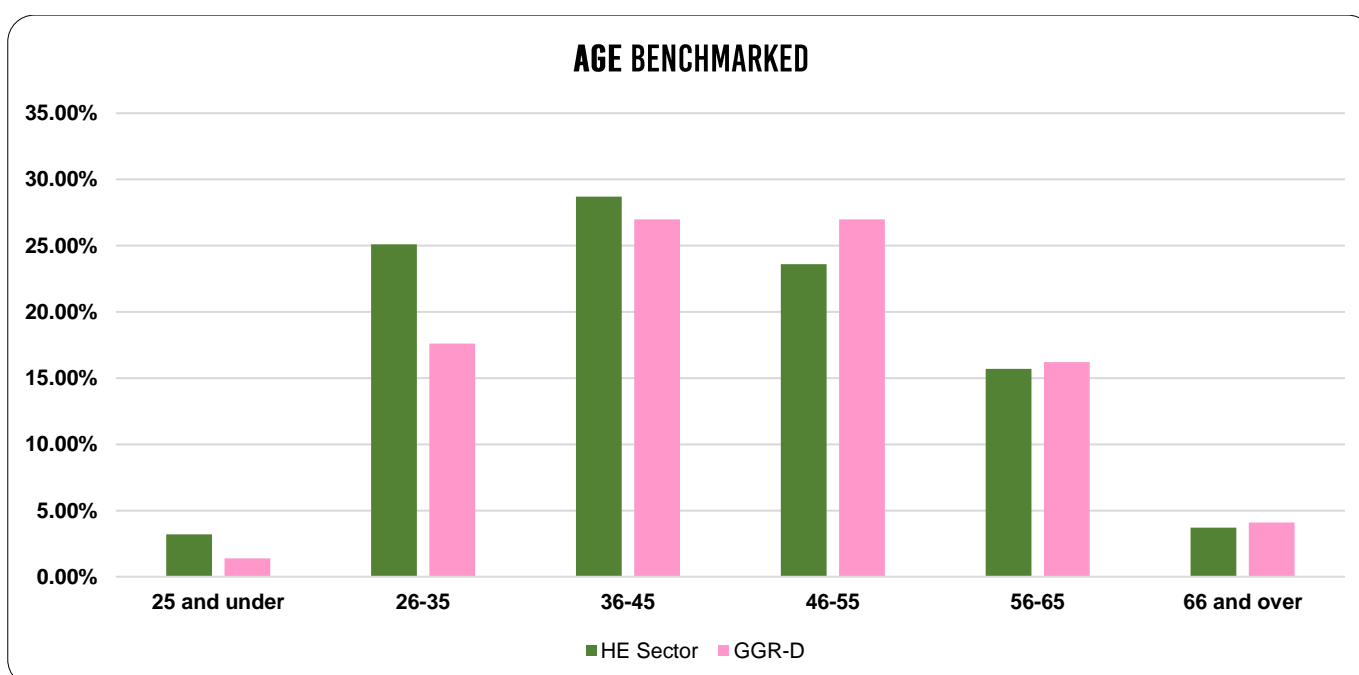
AGE BENCHMARKED

2.3 GENDER

53% of respondents identified as male, 43% identified as female and 4% did not disclose their gender. No respondents identified as non-binary or gender non-conforming.

Benchmarked graphs were slightly skewed due to a number of GGR-D respondents indicating 'Prefer not to say', so a wider comparison was not possible.

According to HESA, 52% of HE sector staff are men, 48% are women and 0.1% identify as 'Other' which includes non-binary people. Just 35% of UKRI applicants in 2020-21 were women, and 63% were men. Looking to the social research sector, 72% are women; 26% are men; 2% identify as 'trans or non-binary'.

The graph to the right excludes respondents who indicated 'Prefer not to say' to allow benchmarking against data where this response was not an option.

In terms of gender reassignment, 94.6% of respondents identified with the gender they were assigned at birth (cisgender), indicating 'Yes'. 5.5% indicated 'Prefer not to say' or left the answer field blank.

According to the 2021 Census, just 0.5% of residents in England and Wales identify with a different gender than assigned at birth, including trans and non-binary people.

GENDER

GENDER BENCHMARKED

■ HE Sector ■ GGR-D

GENDER REASSIGNMENT
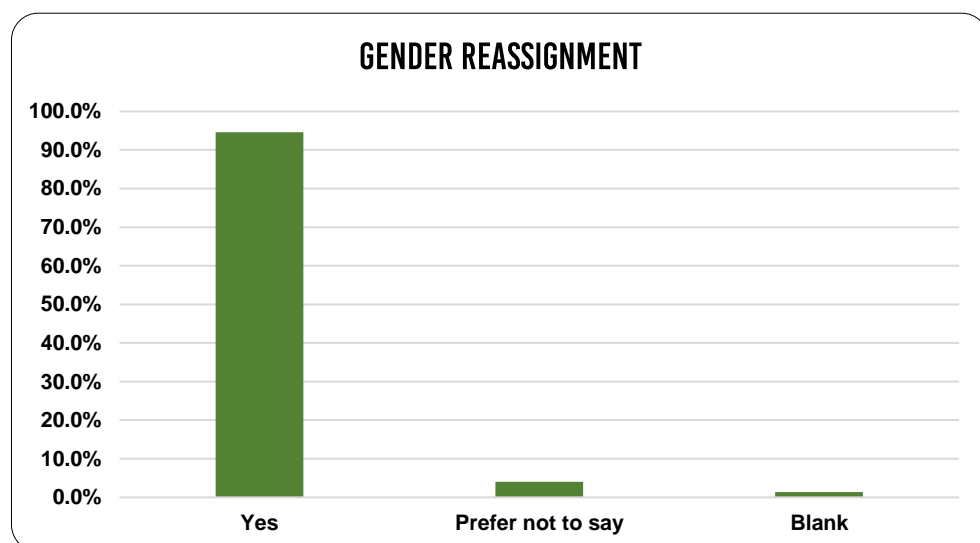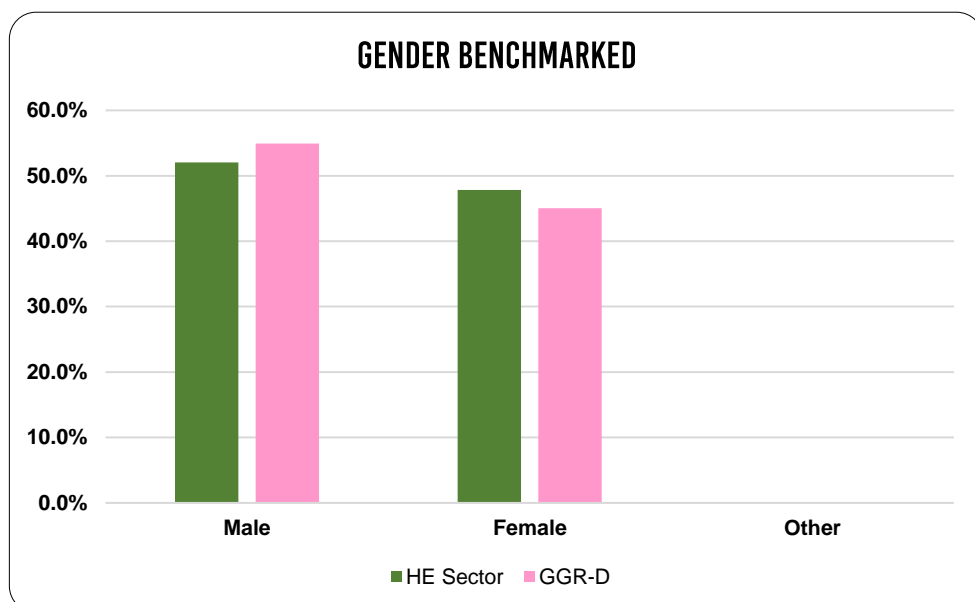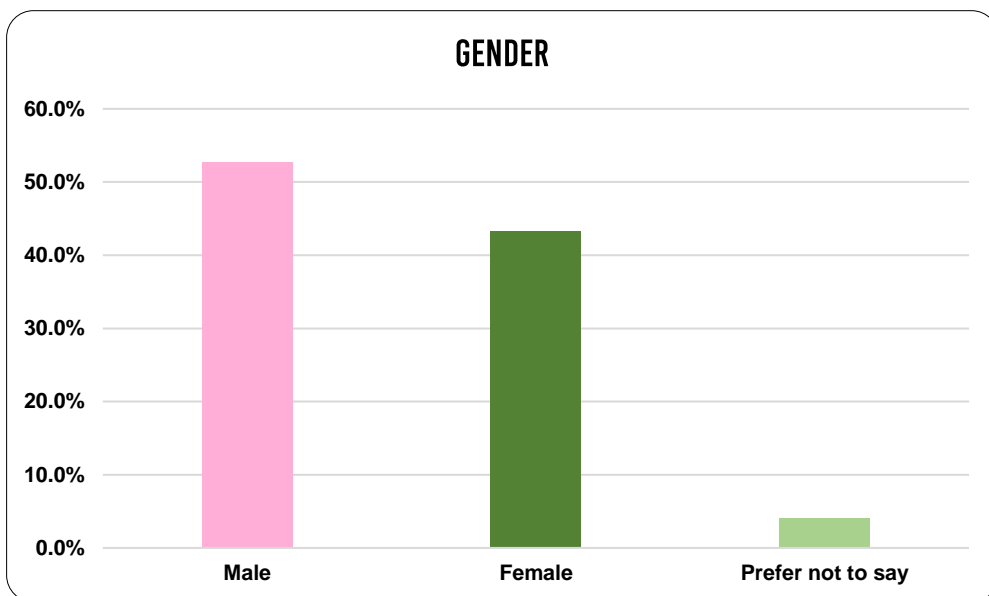
2.4 DISABILITY

11% of respondents identified as disabled, and 5.5% responded with 'Prefer not to say' or did not respond to the question at all. 84% did not identify as having a disability.
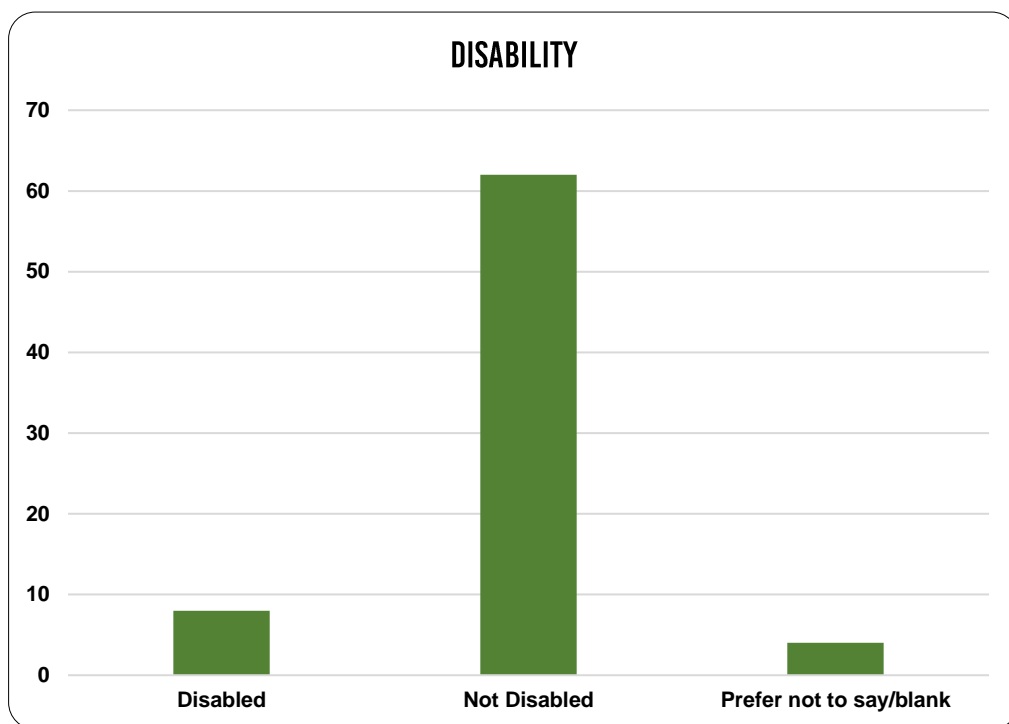
In England and Wales, 17.8% of residents identify as having a disability. Across higher education institutions, disabled people make up 6% of staff. 2% of all UKRI applicants in 2020/21 identified as disabled. However, in the social research sector, 26% identified as having a physical or mental health condition.

DISABILITY

GGR-D members, while not reflective of the wider England and Wales population, have significantly greater representation of disabled individuals than the wider HE sector, as well as UKRI applicants. To give further context as to the underrepresentation of disabled people in higher education and research, data from the 2021 Census shows 'one-quarter (24.9%) of disabled people aged 21 to 64 years in the UK had a degree as their highest qualification compared with 42.7% of non-disabled people. Around half of disabled people aged 16 to 64 years (53.5%) in the UK were in employment compared with around 8 in 10 (81.6%) for non-disabled people (July to September 2021).'

DISABILITY BENCHMARKED

HE Sector | GGR-D | UKRI All Applicants 2020-21 | Census
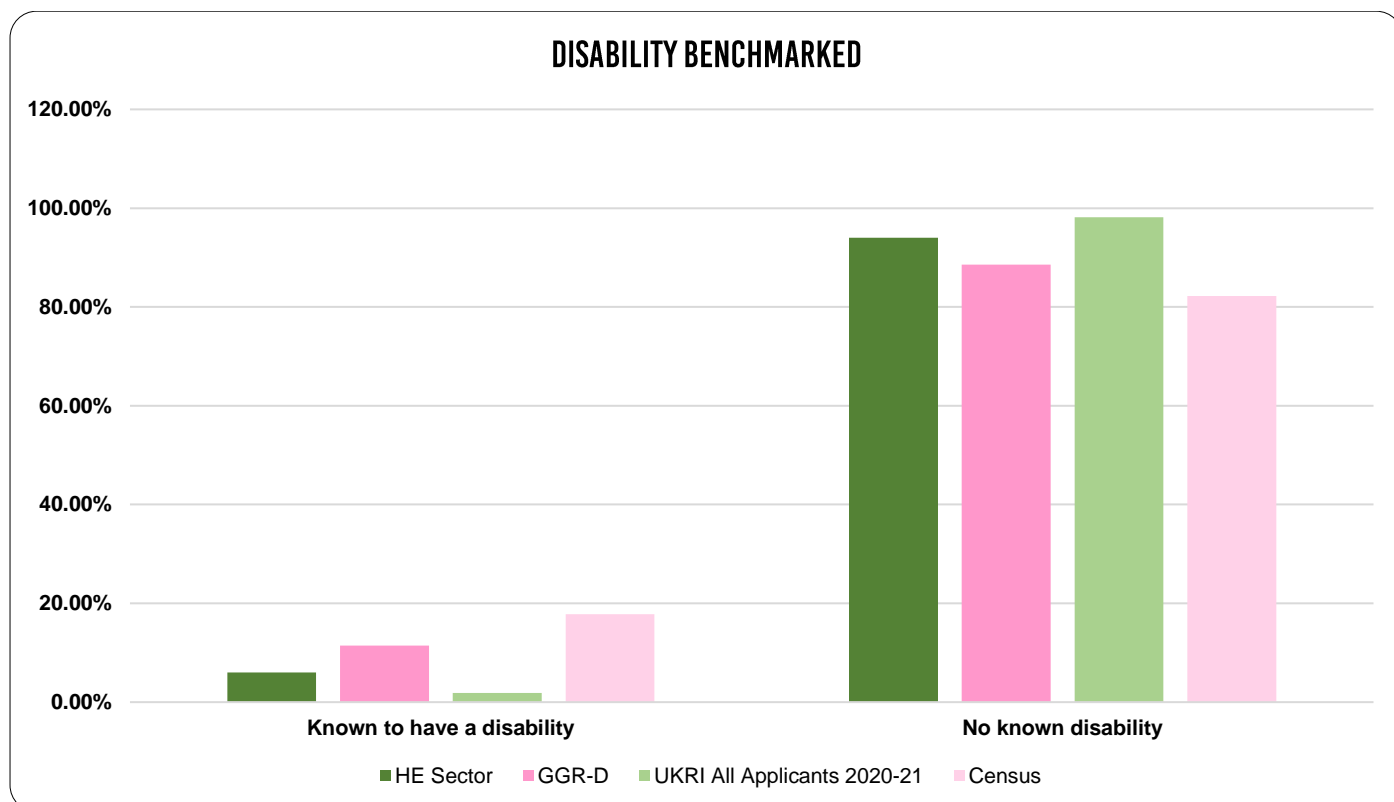
2.5 SEXUAL ORIENTATION

SEXUAL ORIENTATION

Members identifying as LGB make up 6.8% of respondents (5.4% identified as Bisexual and 1.4% as Gay or Lesbian). 82.4% identified as Heterosexual. 10.8% chose not to disclose their sexual orientation. 80% of members identifying as LGB are aged 26-35.

Higher non-disclosure rates regarding sexual orientation are not uncommon in diversity monitoring data collection. This can be attributed to a lack of trust in data storage and anonymity, social stigma and perceptions of potential for discrimination. In comparison, 7.5% of those responding to the Census 2021 did not disclose their sexual orientation.

It is difficult to provide meaningful sector benchmarks on LGBTQ+ representation; neither HESA or UKRI collect mandatory data on sexual orientation. According to an Advance HE report on diversity statistics in the sector, only 55.6% of HE staff provided sexual orientation data to HESA in 2019.

According to the 2021 Census, 3.5% of residents in England and Wales identify as LGBTQ+. It is important to note that even this data set is not entirely reliable due to circumstances that prevent individuals to confidently disclose their sexual orientation, such as unsafe home environments, cultural or religious factors and social stigma.

Looking to the social research sector, those identifying as Heterosexual made up 85% of respondents to the diversity monitoring drive conducted by the Young Foundation, while 8% identified as Bisexual, 5% as Gay or Lesbian and 2% as 'Other'.

2.6 RELIGION AND BELIEF

RELIGION AND BELIEF

Athiest	~13.5%
Buddhist	~2.7%
Christian	~27%
Jewish	~2.7%
Sikh	~1.4%
No religion	~45.9%
Prefer not to say	~6.8%
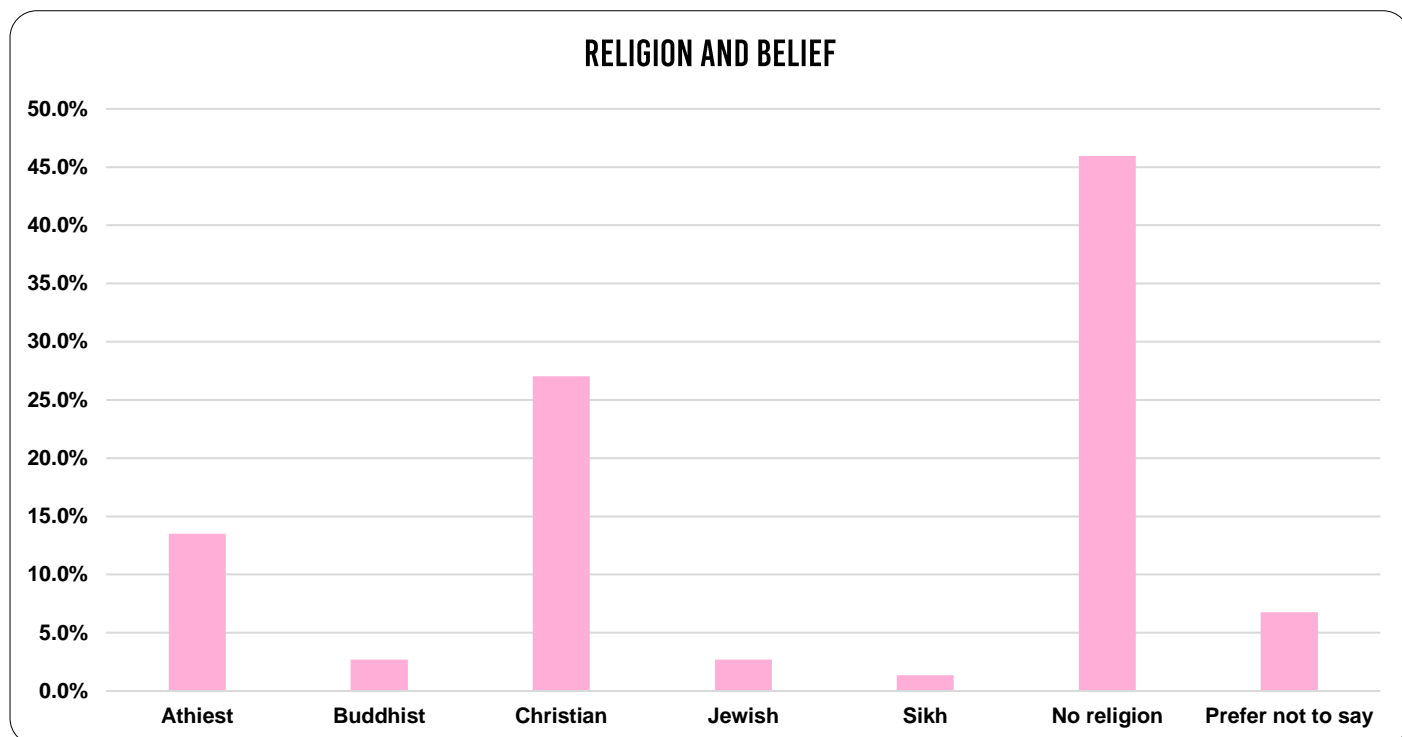
Nearly half of respondents (45.9%) do not identify with a religion. 27% identify as Christian, 13.5% identify as Atheists, Buddhists and Jewish respondents each make up 2.7% and 1.4% identify as Sikh. 6.8% of respondents did not disclose their religion.

It was not possible to provide visual benchmarking on religion and belief, as other comparable groups collect data on religion and *not* beliefs, which the GGR-D Programme diversity monitoring survey did. This was because including beliefs is a more progressive way of understanding the demographics of membership, and non-religious 'beliefs' are a protected characteristic in the Equality Act 2010.

According to the 2021 Census, 46.2% of residents in England and Wales identify as Christian. 37% do not identify with any religion. The second largest religious group are Muslims, who make up 6.5%. Those identifying as Hindu make up 1.7%, Sikh people make up 0.9%, and Jewish people make up 0.5%. 6% chose not to disclose their religion.

Looking to the social research sector, an overwhelming majority (72%) identify as Atheists, 21% identify as Christian, 2% as Muslim, 2% as Jewish, and 3% as Other.

Neither HESA or UKRI collect mandatory data on religion from staff in higher education institutes. Of the institutions that returned data on religion to HESA, 58.6% provided information in 2019. Of that data set, 49.7% did not identify with having a religion; 38.3% identified as Christian; 3.4% as Muslim; 1.9% as Hindu, and all other religions made up under 6.7% of respondents.

The absence of Muslim members in THE GGR-D Programme is notable as Muslims make up the second largest religion in the UK.

2.7 FAMILY LIFE

CARING RESPONSIBILITIES
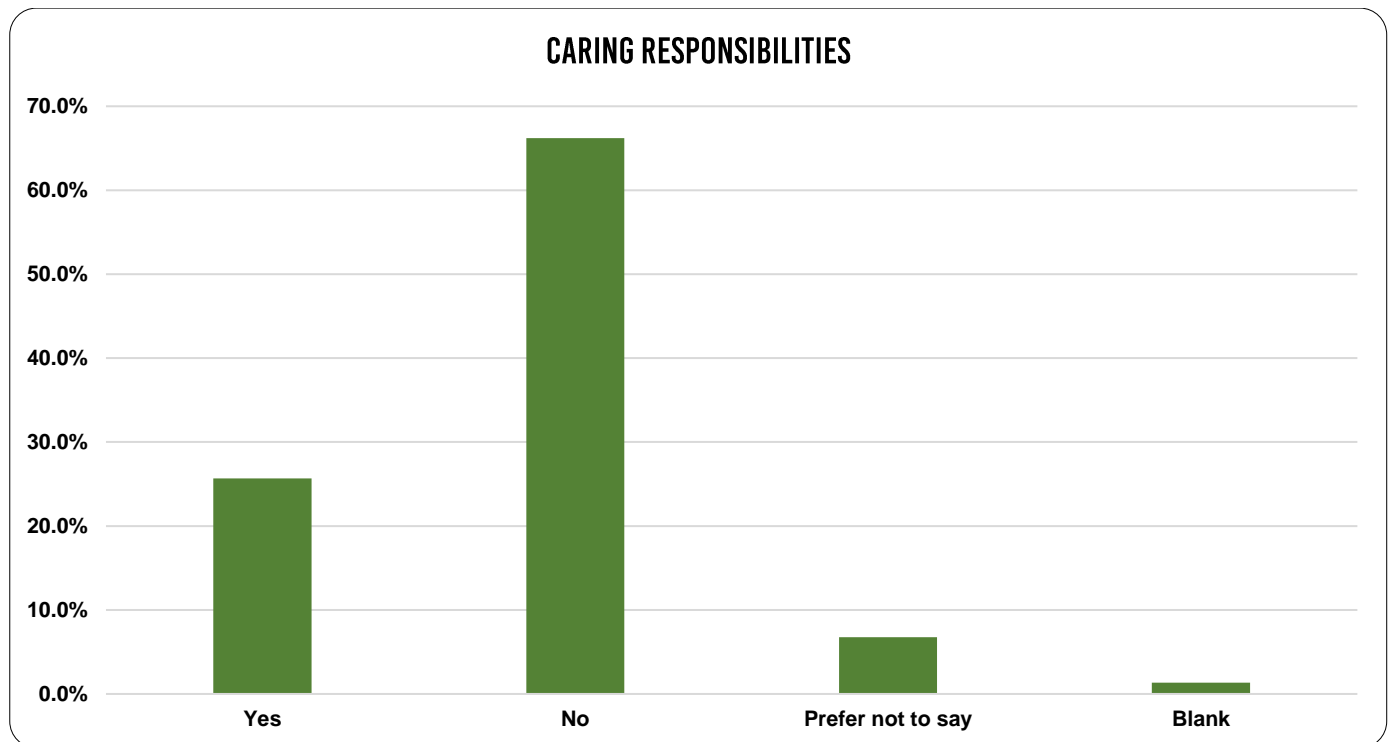
Just over a quarter (25.7%) of respondents answered 'Yes' when asked if they are a primary carer. 66.2% answered 'No'; 6.8% indicated 'Prefer not to say' and 1.4% did not respond to the question.

Caring responsibilities are not a commonly collected data point for many organisations. This is largely because (in many cases) it is not a protected characteristic in the Equality Act, nor are there statutory requirements on collecting this data as is the case with Sex and Age.

It is important to understand the family life of members in order to gain insights into opportunities for flexible working and reasonable adjustments. Caring responsibilities can include caring for a child under the age of 18, the elderly, a family member with a health condition, or someone who is disabled. Where caring responsibilities are protected in the Equality Act, an individual has caring responsibilities for someone with a physical or mental health condition and would be susceptible to associative discrimination.

With a quarter of GGR-D Programme members indicating having caring responsibilities, it is recommended this is considered when scheduling meetings, assigning workload and engaging with membership.

Looking at GGR-D data through the lens of gender, 74% of those responding 'Yes' to the question are women.
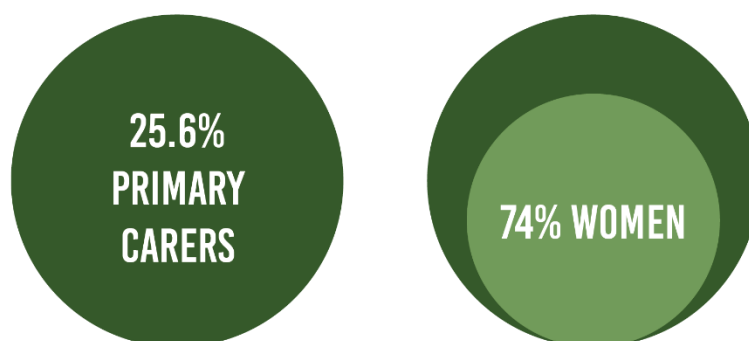
2.8 SOCIO-ECONOMIC BACKGROUND

Socio-economic background is difficult to empirically measure. This is because there are different approaches to identifying socio-economic background. Some diversity data collection drives have allowed respondents to self-identify their class; however, this was purely subjective and inconsistent in distinguishing upbringing from current socio-economic status. Other approaches focus on schooling and access to free school meals. Others look at professions of main household earner during childhood and some focus on access to higher education and family education background. For any of these approaches to be meaningful, they must be assessed in parallel, and trust must be established within an organisation or group to confidently disclose this data.

For GGR-D MEMBERS, two questions were provided to look at this characteristic. The first asked about school type attended, and the second looked at whether an individual was the first in their family to attend higher education.

In late 2022, after the commissioning of this survey and analysis, the Social Mobility Commission was launched to standardise the analysis of socio-economic data across sectors and provide a platform for benchmarking between organisations. This approach focuses on four questions: parental occupation, type of schooling attended, eligibility for free school meals and highest parental qualification. The platform then uses an algorithm to provide an index to measure socio-economic background. In future work, it is recommended that GGR-D utilises this approach to be able to benchmark across the wider sector and comparable groups.

Nearly 7 out of 10 respondents (68.9%) attended state school; 18.9% attended an independent fee-paying school, and 8.1% attended a mixture of both. 4.1% answered 'Prefer not to say'.

Over half of respondents (54.1%) stated they were the first in their family to attend higher education. 41.9% answered 'No' and 4.1% answered 'Prefer not to say'.

While it could be assumed that because of the older age profile of the group, it would be more likely that members were the first in their family to attend HE, this is not necessarily the case. Respondents indicating 'Yes' were generally spread out across age groups:

SCHOOLING

FIRST HIGHER EDUCATION IN FAMILY
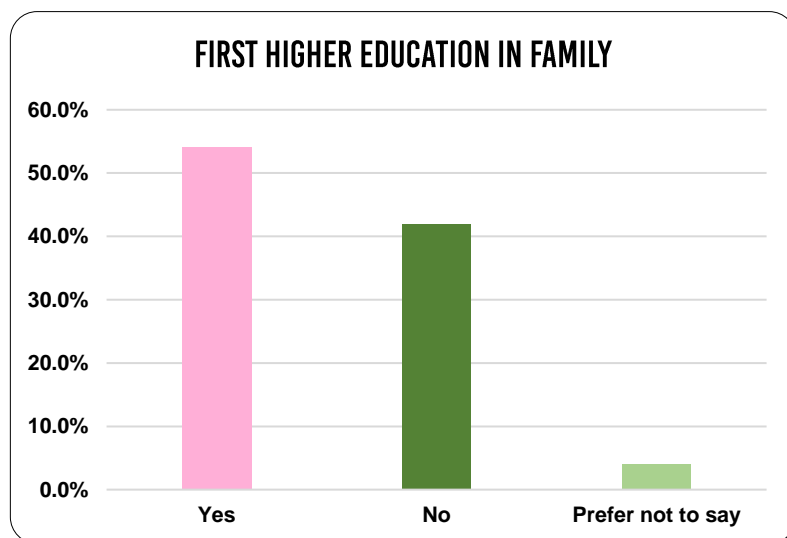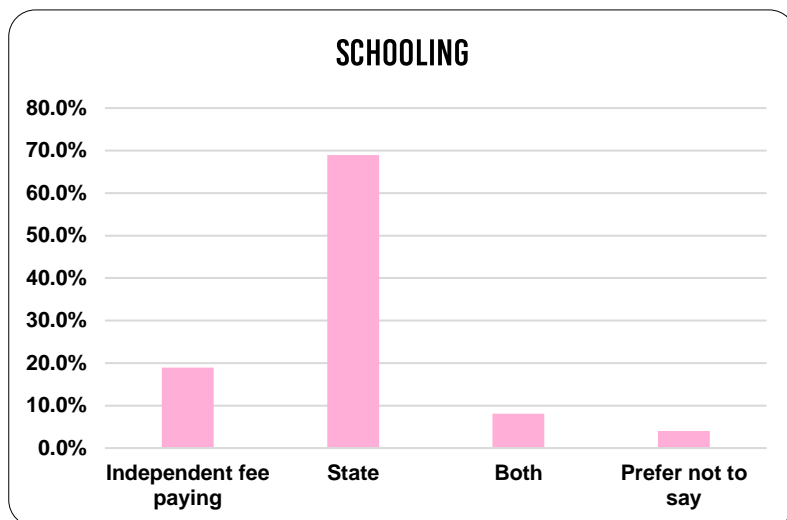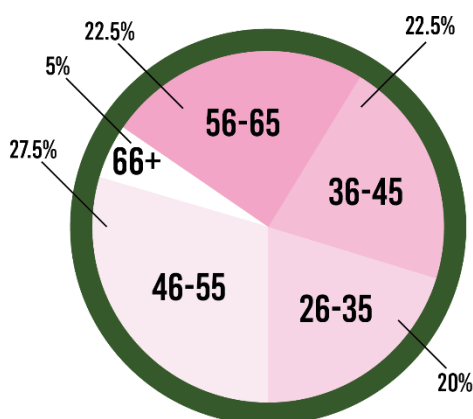
CULTURE OVERVIEW

I feel my voice is heard and my opinion is given weight when raising issues, questions and comments throughout this research project.

| 13.5% NEITHER AGREE OR DISAGREE | 45.9% AGREE | 40.5% STRONGLY AGREE |

Colleagues working on this project are given equal support and platform regardless of background and difference.

2.7% DISAGREE | 14.9% NEITHER AGREE OR DISAGREE | 45.9% AGREE | 36.5% STRONGLY AGREE

I feel supported in my substantial role within my organisation to engage with CO2RE (or collaborative research projects more generally) in a meaningful way.

1.4% BLANK
2.7% DISAGREE | 13.5% NEITHER AGREE OR DISAGREE | 47.3% AGREE | 35.1% STRONGLY AGREE

I am aware of the barriers that different minoritised and underrepresented groups face when working and progress-ing in the research sector.

1.4% BLANK
2.7% STRONGLY DISAGREE
5.4% DISAGREE | 20.3% NEITHER AGREE OR DISAGREE | 48.6% AGREE | 21.6% STRONGLY AGREE

I feel safe and confident to speak up and challenge colleagues and partners while working on research projects across the sector.

1.4% DISAGREE
12.2% NEITHER AGREE OR DISAGREE | 56.8% AGREE | 29.7% STRONGLY AGREE

I am able to bring my authentic self to work when engaging in research projects with colleagues across the sector.

12.2% NEITHER AGREE OR DISAGREE | 55.4% AGREE | 32% STRONGLY AGREE

3. CULTURE AND INCLUSION

Similar to the analysis of diversity data, as only 40% of GGR-D members responded to the survey, it is difficult to draw very strong conclusions into the culture of the group. In the case of diversity monitoring data, while the response rate was low, it was still possible to benchmark against comparable groups and identify areas of underrepresentation, such as that of the Black community, and people who identify as Muslim.

When looking at data on culture and inclusion, it is important not to make generalisations as to the experiences of members simply due to the low response rate. Normally in analyses such as these through the lens of diversity and inclusion, culture insights would be aggregated by characteristic to understand any statistical different in experiences across minoritised groups. Because none of these minoritised groups exceeded five individuals, this was not possible, as there would be strong risk of individuals being identified. The exception in this circumstance is Gender, where women, who may face both structural and interpersonal barriers, make up 43% of members. However, there was no significant difference in responses to these statements when filtering responses by those who identified as female.

Respondents were asked to indicate whether they strongly agreed, agreed, neither agreed or disagreed, disagreed or strongly disagreed with the statements provided. Generally, responses to all of the statements were positive, indicating a feeling of agency, inclusion and belonging within the GGR-D Programme across all characteristics and minoritised groups.

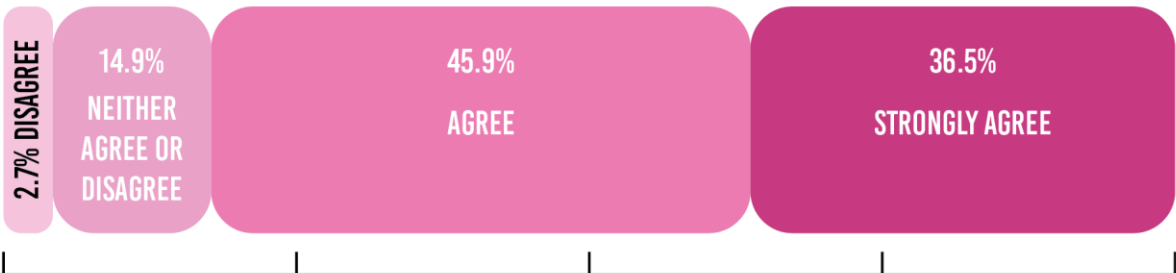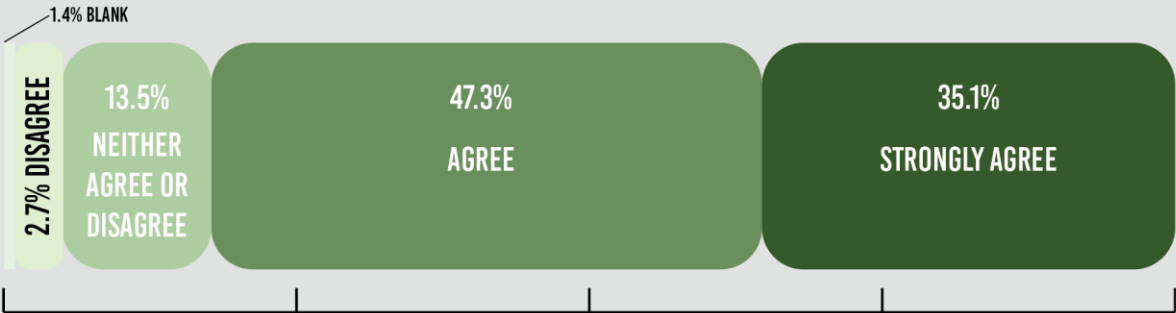### 3.1 I feel my voice is heard and my opinion is given weight when raising issues, questions and comments throughout this research project.

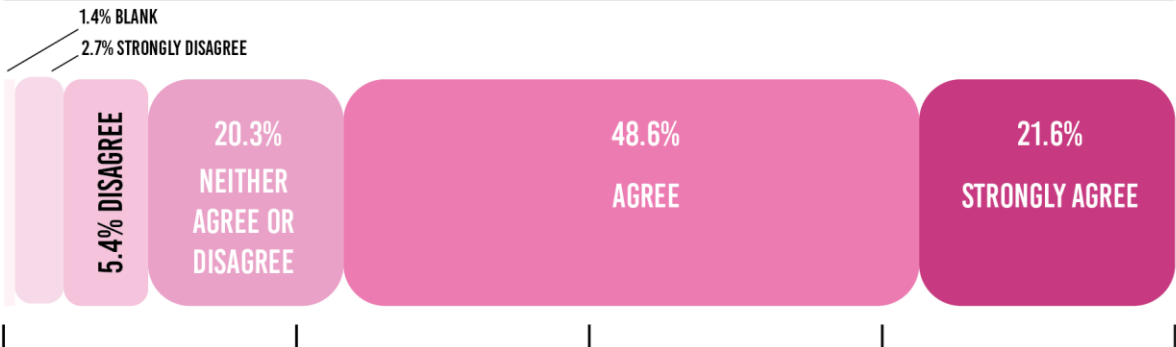This statement aims to measure a feeling of equality and having their voice heard within the group, and whether any gaps in perceptions of equal treatment can be identified. 86.4% of respondents either agreed or strongly agreed with this statement. 13.5% of respondents neither agreed or disagreed with the statement and no one responded negatively.

3.2 Colleagues working on this project are given equal support and platform regardless of background and difference.

This statement looked at perceptions of equality and fair treatment within the group. 82.4% of respondents either agreed or strongly agreed. 14.9% did not have an opinion on this, and 2.7% disagreed.
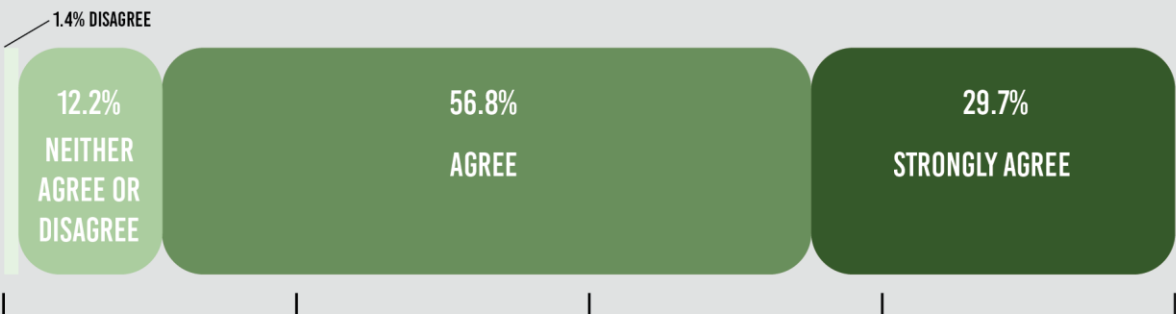
3.3 I feel supported in my substantial role within my organisation to engage with CO2RE (or collaborative research projects more generally) in a meaningful way.

The third statement aimed to capture any differences in how minoritised groups or those with protected or personal characteristics are supported in their roles to engage with research projects such as the GGR-D Programme. No significant difference was noted in how different groups responded to this statement.

82.4% either agreed or strongly agreed. 13.5% neither agreed or disagreed; 2.7% disagreed and 1.4% of surveyed members did not indicate any response.

3.4 I am aware of the barriers that different minoritised and underrepresented groups face when working and progressing in the research sector.

This statement sought to identify whether members felt they had a strong understanding of diversity and inclusion within the research sector, and the barriers that minoritised groups face when navigating and progressing in the sector.

70.2% of surveyed members agreed or strongly agreed with the statement. Although this figure is lower than responses agreeing or strongly agreeing with other statements, it is still a significant majority. 20.3% neither agreed or disagreed with the statement, and 8.1% disagreed or strongly disagreed. 1.4% did not respond to this statement.

It is important to note that this statement received the most disagreements across the 6 statements provided, as well as the most 'Neither agree or disagree'. Opportunities for increasing the knowledge and awareness of the experiences of minoritised groups in the research sector should be explored.

3.5 I feel safe and confident to speak up and challenge colleagues and partners while working on research projects across the sector.

The fifth statement looked at safety and feeling of empowerment. When members feel safe to speak up and challenge, this would typically indicate they feel confident taking decisions in relation to their work. 86.5% of surveyed members agreed or strongly agreed with this statement. 12.2% neither agreed or disagreed, and only 1.4% disagreed.

3.6 I am able to bring my authentic self to work when engaging in research projects with colleagues across the sector.

This last statement is arguably one of the most strategic indicators of workplace inclusion, because it measures a feeling of being able to bring one's whole and authentic self to work. This can be understood across various characteristics and identities, from being open about one's sexual orientation to feeling able to dress in a way that reflects cultural heritage.

87.4% of respondents agreed or strongly agreed with this statement, the highest positive response across all of the statements provided in the survey. 12.2% neither agreed or disagreed and no one disagreed.

3.7 Open Text: What are some personal barriers you have experienced, if any, when working on research projects in your sector?

About a third of surveyed members responded to this open text question. While some admitted to not facing any personal barriers in their sector, others delved into the details of how their circumstances and characteristics have prevented them from engaging fully in research projects. These responses are themed in the following section. The open text quotes are paraphrased and separated to retain anonymity.

WORK-LIFE BALANCE   EXPERIENCES OF WOMEN   CONFIDENCE   DISABILITY   PRECARIOUS CONTRACTS

Unfair Expectations on Time and Workload

The most common theme across all responses was to do with balancing work and life commitments as a parent or carer. Responses include:

> *Balancing work and being a parent.*

> *Communicating the limits of my time to colleagues; dealing with expectations for showing up at events while I am a single parent.*

> *Expectation that you will be able to attend meetings and events at any hour – this is impossible when you are a parent.*

> *I need more hybrid meetings being a carer.*

Others who do not have caring responsibilities also commented on work-life balance and unfair expectations:

I work part-time which is not always taken into account when scheduling meetings. Sometimes there are assumptions that people working part-time are not as committed to progressing a career or the research work itself.

Juggling workload and various demands on my time - but my managers have been tremendous in supporting me in this.

I am the main household earner in my family and I am constantly balancing work commitments and domestic labour.

Experiences of Women

Some members (predominately women) indicated that some of the barriers they face include being talked over by others in group settings or are expected to perform administrative tasks.

Getting talked over by old white men in meetings... This doesn't happen all the time, only a small minority of people.

Dominant individuals taking over meetings.

Being young and a woman sometimes means being talked over in meetings; I feel like I have to apologise for expressing an opinion.

There is a lack of opportunities for career development when you are competent at administrative tasks and so are pigeon-holed into those types of roles.

Assumptions that women are the ones that do the 'office housework' of various organisational tasks that go unrecognised or unvalued but take up large amounts of time and effectively take time away from work that is valued more highly.

Assumption that minority groups themselves are the ones who should be on EDI committees as opposed to the white men who created the problem.

Lack of Confidence

Others mentioned feeling a lack of confidence while participating in research groups, and one respondent attributed this to being from a working-class background:

Confidence - I am from a poor working-class background.

Lack of self-confidence.

Another respondent referenced their working-class background:

'Working class background in a largely middle-class working environment.

One respondent attributed lack of confidence to adversarial style of academic discussion:

Adversarial style of academic discussion was intimidating when I was earlier in my career, less of an issue now because I am more confident, but this is still very prevalent.

Disability

Some respondents indicated their disabilities contributed to the barriers they faced when working on research projects:

Limited or no access to appropriate facilities to limit the impacts of my disability

My Neurodiversity.

The most explicit ones for me are my neurodivergence, which significantly plays into my level of confidence when looking to share ideas, make suggestions, or even inquire about things I don't

instantly understand. While I have felt supported at times, I am working on my ability to engage with other colleagues more confidently.

Precarious contracts and Insufficient Compensation

While not necessarily in the scope of this analysis, nor within the assumed remit of GGR-D Programme to address, several members indicated that working conditions were a primary barrier. These comments are included so that Programme management are aware and sensitive to these experiences.

Being an early-career researcher means fixed-term and zero-hours contracts, which are the only type of contract I've ever had in academia.

Financial and housing insecurity leading to near-constant stress and anxiety; constantly feeling the need to prove myself and overperform in order to ensure the next few-years'-worth of income.

Cost of living issues associated with a salary that has largely been frozen for the last 10 years.

Precarious contracts; annual pay cut; constant attacks on pension leading to anxiety around money and general security in post.

Remaining open-text comments have not been included in the Appendix to retain anonymity.

4. CONCLUSION AND RECOMMENDATIONS

EDI PROFILE	DIVERSITY MONITORING	REPRESENTATION	IMPACT ASSESSMENTS	LEARNING	CHAMPION BEST PRACTICE

Whenever an organisation, entity, or group sets out to assess the state of diversity and inclusion across their people base and working culture, it demonstrates a proactive commitment to addressing inequality and a willingness for positive change. THE GGR-D PROGRAMME has made an important first step by commissioning this analysis and being open to identifying opportunities for improvement. Based on the insights gathered in this analysis, it is recommended the following recommendations are explored with the EDI working group.

1. Raise the profile of Diversity and Inclusion among GGR-D Programme members.

While some of the insights taken from the data collected from members are useful to identify these opportunities, it is important to stress once more that the response rate to the survey was insufficient to produce strong conclusions about the people and culture of The programme. A primary focus of the EDI working group should be to raise the profile of Diversity and Inclusion among Programme members to make clear the importance of providing diversity data and engaging with D&I initiatives such as this survey.

2. Re-run a diversity monitoring survey in 6 months-time.

Re-run this survey in 6 and 12 months-time to capture more data on GGR-D members. This should be done after putting in place a plan aimed at underlining to staff the importance of why this data is useful and how it will be used to inform inclusive approaches to member experience, as well as how the Programme works, operates and engages with minoritised groups. Increasing the response rate significantly above 40% should act as the success indicator, as well as decreasing the non-disclosure rate of protected characteristics. Additionally, age, disability and gender should be made mandatory if possible so to be able to accurately benchmark against comparable groups in future. Length of contract could also be included as question to better understand whether this factor contributes to positive responses to culture questions.

3. Improve engagement with Black, Muslim, and other minoritised communities.

Generally, from the data received, GGR-D's people data followed national and sector trends. There were two exceptions to this: representation from Black and Muslim members. Muslims make up the second largest religious group in the UK, and Black people make up the third largest ethnic group in both the UK and the HE sector, yet neither groups are represented in GGR-D membership.

Efforts should be made to improve engagement with Black and Muslim communities, either through direct membership drives that actively look to bring in Black and Muslim members, or through initiatives that look to identify new talent pipelines into the project or wider research sector. The latter could take the form of a Corporate Social Responsibility plan that aims to improve engagement and learning from minoritised groups across the UK and bring in new talent into the sector. For example, running learning events with schools and universities, mentoring initiatives or short term work placements with students from underrepresented groups.

While it is important not to approach engagement drives through a tokenistic lens, positive action can be taken in how membership is described and an openness in admitting there is a lack of representation

among these identity groups. The framing of these should be brought back to the aims of the Programme and linking the impact of CO_2 emissions on Global South communities where Black and Muslim people make up the majority of residents. This approach allows the Programme to rationalise why it is important for Black and Muslim representation in the group and avoids the potential for tokenisation or meaningless representation.

4. Pilot use of Equality Impact Assessments (EIAs)

Given the captured experiences of parents, carers and those who have identified workload and scheduling as a barrier to participation, work should be done to think about how decision-making impacts on different personal and protected characteristics. Primary carers make up a quarter of surveyed members, and disabled people make up 11%, higher than the wider HE sector. Given both groups require equitable approaches to scheduling and workload planning, it is recommended that the GGR-D programme pilots the use of equality impact assessments.

This allows all decisions (whether small in the case of meeting scheduling or have larger impact such as the GGR-D programme's output priorities) to be considered through the lens of equity, diversity and inclusion. Initially, this should be done as part of an assessment of current working practices to identify opportunities for improvement. As collective use of these impact assessment improves and their utilisation widely understood, these can be piloted in the initiation and planning of new projects and workstreams.

The EIA's can be specialised to target different forms of decision making; a self-assessment checklist can be created and shared with members to embed EDI thinking to everyday decision making. A more extensive EIA can be rolled out to risk assess GGR-D priorities, outputs and approaches by actively thinking about how each decision impacts on groups differently. This would allow the EDI Working Group to capture risk, identify mitigating actions, and demonstrate impact.

5. Implement a programme of learning.

While 70.2% of surveyed members felt confident in their knowledge of the experiences of minoritised groups in the research sector, 8.1% admitted to being unaware of these experiences. Additionally, surveyed members commented on inequitable experiences for women and those identifying as disabled. It is recommended that The GGR-D Programme invests in a light-touch programme of learning around equity and inclusion, aimed at developing participants knowledge and understanding of the experience of those with different identities, and the practical barriers that can develop.

Some elements of this programme can be centred around building awareness of the experiences of minoritised groups navigating the research sector, while other elements focused on actions and behaviours. The data taken from the Culture element to this survey did not identify a major barrier to inclusion; GGR-D members generally felt their voice is heard, given equal weight and are supported to engage with the project and so the focus should be more on awareness building than addressing any specific cultural issues. Suggestions include focusing on the experiences of women in research, looking at microaggressions in group settings, and exploring the impacts of neurodiversity on individuals navigating collaborative research projects.

6. Understand positive perspectives on the GGR-D working culture.

Insights to inclusion such as the ones collected in this survey are generally not benchmarked due to different approaches to measuring culture and the utilisation of different platforms to collect this data. However, in the experience of the author of this report, this is a tremendously positive set of results in relation to culture and inclusion. Across each of the statements provided, programme members consistently agreed and/or strongly agreed that they felt safe, supported, empowered and included, regardless of any of their differences in identity and background.

This should be further explored to better understand why members are so positive about the programme's working culture. When workplace culture is identified to be as positive as the GGR-D Programme's data shows, it should be better understood, nurtured, and deliberate steps taken to reinforce. A qualitative exploration of ways of working and culture is recommended to draw out specific areas of good practice and these should be championed.

5. ABOUT THE AUTHOR

Daniel Nasr (he/him/his) is Head of Diversity and Inclusion at Amnesty International UK and an experienced equity and inclusion consultant specialising in the international development and charity sectors. With a background in service design, Daniel uses participatory design principles to support cause centred organisations to explore what equity and inclusion practice means to them. His people-centric approach is to build on lived experience, shared values, and meaningful data to create an action orientated space for organisations to change.

Daniel has worked with and advised senior leaders on inclusive cultures, practice and policy in major institutions like King's College London and UNICEF UK and has designed and delivered capacity building interventions on anti-racism, LGBTQ+ rights, accessibility and workplace inclusion for organisations like the British Red Cross, The Leprosy Mission of England and Wales and the National Union of Students.

CONTACT DANIEL ON:

www.danielnasr.com

daniel@danielnasr.com

LinkedIn Profile

6. APPENDIX

A. ALL SURVEY QUESTIONS

By completing this diversity monitoring form you will be helping us improve Equality, Diversity and Inclusion (EDI) in the work that we do. The data collected will help us gain a better understanding of the diversity of our team and will be used to explore opportunities for increasing equal access across the GGR-D programme. All information will be treated in confidence and will be anonymised.

1. **In terms of gender, I prefer to describe myself as:**
   a. Male
   b. Female
   c. Non-Binary
   d. Prefer not to say
   e. Other
2. **Does your gender identity match your sex as registered at birth?**
   a. Yes
   b. No
   c. Prefer not to say
3. **What is your sexual orientation?**
   a. Asexual
   b. Bisexual
   c. Gay or Lesbian
   d. Heterosexual/ Straight
   e. Prefer not to say
   f. Other
4. **Do you consider yourself to have a disability (broadly defined, including physical or mental health conditions - for example neurodiversity - lasting or expected to last for 12 months or more)?**
   a. Yes
   b. No
   c. Prefer not to say
5. **What is your age?**
   a. Under 25
   b. 26-35
   c. 36-45
   d. 56-66
   e. 66 or Older
   f. Prefer not to say
6. **What is your ethnic background?**
   a. Asian- any background
   b. Black- any background
   c. White- any background
   d. Mixed or multiple ethnic background
   e. Prefer not to say
   f. Other
7. **In terms of ethnicity, I prefer to describe myself as: (Open text)**

8. **What is your religion or belief?**
   a. Buddhist
   b. Christian
   c. Hindu
   d. Jewish
   e. Muslim
   f. Sikh
   g. Atheist
   h. No Religion
   i. Prefer not to say
   j. Other
9. **In terms of religion/ belief, I prefer to describe myself as: (open text)**
10. **Are you a primary carer?**
    a. Yes
    b. No
    c. Prefer not to say
11. **What kind of school did you attend?**
    a. State school
    b. Independent school (fee paying)
    c. A Mix of both
    d. Prefer not to say
12. **Are you the first generation in your family to go to university?**
    a. Yes
    b. No
    c. Prefer not to say
13. **What kind of university did you attend for undergraduate studies?** (*ie former polytechnic that was given university status through the Further and Higher Education Act 1992).
    a. Pre-1992
    b. Post-1992*
    c. Other
    d. Did not attend university
    e. Prefer not to say
14. **Is your current and main post at a Pre- or Post-1992 university?**
    a. Pre-1992
    b. Post-1992
    c. Prefer not to say
    d. Other
15. **Are you an early career researcher?**
    a. Yes

b. No
16. **Where in the UK are you located? If not UK-based, please select other**
    a. England - North East
    b. England - North West
    c. England - Yorkshire
    d. England - East Midlands
    e. England - West Midlands
    f. England - South East
    g. England - South West
    h. England - East
    i. England - London
    j. Northern Ireland
    k. Scotland
    l. Wales
    m. Other
17. **Where outside the UK are you located? (open text)**

The following statements were included and respondents asked to indicate whether they strongly agree, agree, neither agree nor disagree, disagree or strongly disagree

18. **I feel my voice is heard and my opinion is given weight when raising issues, questions and comments throughout this research project.**

19. **Colleagues working on this project are given equal support and platform regardless of background and difference.**
20. **I feel supported in my substantial role within my organisation to engage with CO2RE (or collaborative research projects more generally) in a meaningful way.**
21. **I am aware of the barriers that different minoritised and underrepresented groups face when working and progressing in the research sector.**
22. **I feel safe and confident to speak up and challenge colleagues and partners while working on research projects across the sector.**
23. **I am able to bring my authentic self to work when engaging in research projects with colleagues across the sector.**

Open Text Question:

24. **What are some personal barriers you have experienced, if any, when working on research projects in your sector?**

UNIVERSITY TYPE

University Type	Percentage
Not attended university	~1%
Post 1992	~8%
Pre 1992	~77%
Other	~9%
Prefer not to say	~3%
Blank	~1%

CURRENT POST

Current Post	Percentage
Research Institution	~5%
Government Institution	~1%
Institution	~1%
Non-university	~1%
Post 1992	~5%
Pre 1992	~77%
PSRE	~1%
PNTS	~5%
Blank	~1%

EARLY CAREER RESEARCHER?

Early Career Researcher?	Percentage
Yes	~33%
No	~68%