

Declaration on Diversity, Equality & Inclusion Benchmarking & Monitoring Guide

Edited from the RAEng Concordat Resource guide¹



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¹ The original from which this was derived may be found here [accessed 03/12/14]
<http://www.raeng.org.uk/policy/diversity-in-engineering/resources>

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1. Introduction

This resource is designed to help member organisations who are working towards the Science Council Diversity, Equality and Inclusion (DE&I) Declaration. It provides a framework through which large and small organisations alike are able to establish the context for their diversity journey and to set an informed and purposeful path toward greater inclusion.

Attracting talent from every part of our society and using the unique ability, perspectives and innovation that this represents to continue to develop scientific ideas, research and technological advancement will help science to better serve society. This self-assessment tool will help you begin and progress on your journey to becoming an ever more diverse and inclusive organisation that is truly representative of the breadth of UK society's talent.

The data gathered through monitoring and benchmarking will enable your organisation and the Science Council to identify the activity that really makes a difference. This practice can be used to inform development of the resources and guidance that will help you consider and develop the next steps in your journey, whether you are just starting out or already progressing. It's an opportunity to promote your organisation's work by sharing the Equal Opportunities policies, research, reports and diversity action plans that are bringing your aspirations to life.

The questions have been designed to help you reflect on the diversity activity and composition of your organisation, with a focus on the UK-based membership and employee base. This UK focus offers a pragmatic approach that will help your organisation benchmark against established UK standards and provide access to a range of useful monitoring resources and data. Over time, you may wish to extend it to help you build an insight into the make-up of communities such as your governance groups, event delegates, award and medal winners or international members and registrants. You may also choose to share this information with the Science Council to contribute to our understanding of member body needs and progress. .

The questions have been developed by building on the Royal Academy of Engineering's Concordat monitoring guidance and will be familiar to some member organisations. Insight from the progress created through the Concordat has also helped inform the DE&I Declaration content. Just some of the outcomes shared indicate that committing to the appointment of a board level Champion for inclusion, developing and implementing a clear set of activity to embed DE&I characteristics into your organisational framework and culture, undertaking annual

measurement, assessing impact and reflecting on progress all significantly enhance an organisations potential to become more inclusive and diverse.

2. Declaration monitoring template

This questionnaire is designed to enable members to benchmark their progress and identify areas in which to target their future activity. Whilst participation of international members and registrants is important to member bodies, the focus of the Declaration (and this associated monitoring template) is on achieving equality and diversity within UK-based membership and related activities. The reason for this being that member bodies can more realistically benchmark participation of UK-based members, registrants and staff against UK skills pipeline data and diversity practice. However, the Sample equal opportunities and diversity monitoring Form contained in section 5 provides a vehicle for member bodies to gather international membership data for inclusion in their equality and diversity work plan should they wish to do so.

The questions below have been developed with reference to the Royal Academy of Engineering's Concordat monitoring guidance.

The **aim** of the Science Council's Declaration on Diversity, Equality & Inclusion is for the science workforce to be inclusive and representative of the breadth of UK society.

The commitments are to:

- i) Appoint a board level champion
- ii) Plan & implement a programme of work to embed DEI and enhance equality of opportunity
- iii) Measure, assess & reflect on progress annually
- iv) Share outcomes

It should be noted that this template goes beyond a focus on registration and membership in recognition that many member bodies are interested in increasing diversity across many more activities e.g. staff, governance groups, event delegates, grant and funding awardees, winners of awards and medals etc.

Members are invited to share the completed template with the Science Council if this is helpful in illustrating progress. It may also enable us to identify tailored support for your organisation. You may also wish to append or send links to any relevant documents, for example:

- Equal opportunities and/or diversity statements and/or policies
- Diversity research and reporting
- Diversity action plans

Name of institution

Communicating commitment to equal opportunities and diversity principles and practice

1. Through which media does your organisation communicate its commitment to equal opportunities and diversity principles? Please check all that apply.

- On the intranet
- On the internet – public pages
- In journals and newsletters
- We don't currently communicate our practice internally
- We don't currently communicate our practice externally
- Membership magazine

- Other, please describe

2. How does your organisation indicate commitment to equal opportunities and diversity practice? Please check all that apply.

- Through written policies and statements targeted at members and registrants
- Through written policies and statements targeted at staff
- Diversity action plans developed for staff
- Diversity action plans for at membership
- Specific programmes of activity or support for the membership
- Specific programmes of outreach or public engagement
- Equality and diversity training, briefings and seminars etc.
- We don't communicate equal opportunities or diversity practice
- Other, please describe

3. Please give links to any online diversity communications or list and append relevant documents to this form. This information may be included within the roadmap for examples of good practice. If you would prefer for this information to be kept confidential, please indicate.

4. Outline any key aims your organisation has to develop equal opportunities and diversity commitment and communications over the next 12 months?

Taking action to increase diversity among those in membership and registration

5. In which areas is your organisation taking action to increase diversity? Please check all that apply.

- Members
- Registrants
- President/ Honorary Officers
- Governing Body
- Staff
- Sub-committees (e.g. finance committee)
- Member/group committees/ Special Interest Groups
- Grant applicants
- Awarding of grants
- Nomination for awards
- Awards winners
- Panel and/or roundtable speakers
- Event delegates
- Other, please indicate _____
- We do not currently have a diversity action plan

6. Who is leading on/ developing progress on diversity in your organisation? Please check one only.

- Organisation's governing body
- Organisation's CEO
- Executive equality and diversity group
- Diversity Champion indicated on the Declaration
- Dedicated staff member, please specify _____
- Other, please specify _____
- We don't report progress

7. Which of the following does your organisation currently support or undertake for the benefit of under-represented populations within the UK based membership? Please check all that apply.

- Special interest groups for members e.g. women's group, LGBT members
- Networking events for members from under-represented groups
- Careers events for members from under-represented groups to enable them to meet employers
- CPD for members from under-represented groups e.g. CV writing for under-represented groups to enable progression within the profession
- Targeted campaigns to encourage members from under-represented groups to aspire to Registered or Chartered status
- Mentoring for members from under-represented groups
- Mentoring for staff
- Special interest meetings for members to enable them to share good practice and engage better with under-represented groups e.g. dealing with disability in STEM education and careers
- Funding for members attending meetings, workshops or conferences to cover caring responsibilities e.g. child care, elder care, partner care
- Meetings and/or training for employers to enable them to engage with, and employ, people from under-represented groups within the sector
- Guidance documents for members on supporting or engaging under-represented groups e.g. effective action for recruiting from under-represented groups
- Good employment practice guides for employer, members and/or staff e.g. managing flexible working, career breaks or parental leave
- Good practice guides for HEIs on employing and retaining staff from underrepresented groups
- Awareness training for employers, members and/or staff e.g. recognising unconscious bias
- Surveys of needs of members from under-represented groups
- Signatory of the RAEng Concordat
- Support to member organisations wishing to apply for Athena SWAN awards, Project Juno, or other similar schemes.
- Other, please specify

Monitor and measure progress

8. Against what does your organisation measure the success of actions to increase the diversity of your UK-based members, registrants and/or staff? Examples include annually reviewing diversity data, conducting perception or experience surveys of membership, annually reviewing achievements against objectives, etc.

9. Against whom or what does your organisation benchmark its diversity performance? Please check all that apply.

- Ourselves over time
- UK National Census data
- Office of National Statistics (ONS) data
- Department for Education data – to look at pipeline
- UK University and Colleges Admissions Service (UCAS) data
- UK Higher Education Statistics Agency (HESA) data
- UK Labour Force Survey (LFS) data
- Science Council data, please specify _____
- NHS workforce data
- Other professional bodies
- Good practice standards, please specify _____
- Other, please specify _____

10. Which of these characteristics does your organisation monitor? Please check all boxes that apply.

- Age
- Ethnicity
- Nationality
- Socio-economic background
- Gender
- Disability
- Sexual orientation
- Religion and belief
- Caring responsibilities
- Other, please specify _____

11. How much information does your organisation have about the diversity of its populations by (enter % disclosure).

	Staff/ Governance	Members
a. Age		
b. Ethnicity		
c. Nationality		
d. Socio-economic background		
e. Gender		
f. Disability		
g. Sexual orientation		
h. Religion and belief		
i. Caring responsibilities		
j. Other, please specify		

12. How does the diversity of your organisation (e.g. UK-based membership/registrants /staff profiles) compare with the chosen benchmarks?

13. Does your organisation share diversity data with any external organisations? Please check all boxes that apply.

- Yes, with funding organisations
- Yes, with the Engineering Council
- Yes, with the Society for the Environment
- Yes, with the Health & Care Professions Council
- Yes, with the Royal Academy of Engineering
- Yes, with benchmarking organisations
- Yes, other, please specify
- No, we do not share our data

14. Where does your organisation publish information on its diversity profile? Please check all boxes that apply.

- Organisation's internal/intranet webpages
- Organisation's public webpages
- Organisation's members' and registrants' webpages
- Organisation's annual report
- Other, please specify _____
- We don't publish

15. Please tell us about your significant actions and outcomes, success measures and success to date, as well as lessons learnt

16. Please tell us about any plans to improve or extend diversity monitoring within your organisation.

Name of person completing this questionnaire

Signature _____ **Date** _____

Email _____ **Tel. No.** _____

Many thanks for completing this questionnaire.

If you are able to include or give online links to any of the documents listed, it

would be useful in understanding current diversity work across declaration signatories. If you would like any resources to be included within the Roadmap, please indicate.

3. DIVERSITY MONITORING GUIDANCE

Member bodies are encouraged to collect and declare diversity breakdown in relation to the three items below:

1. Membership – split by membership grades
2. Registrants – split by CSci, CSciTeach, RSci and RSciTech
3. Governing body and associated decision-making structures (e.g. councils and committees)

Organisations already collect gender and age data on their registrants as a requirement of licensing by the Science Council. Organisations should aspire to expand this to include characteristics such as ethnicity and disability, and to collect similar data on their own membership, staffing, and any other structures.

Given that organisations may already gather information on date of birth, age data need not be gathered using the bands in the form below. However, organisations should report against them to build understanding of the age profile of members and registrants.

Global diversity monitoring

The Science Council recognises that member bodies can draw a significant number of members and/or registrants from outside the UK, from the EU and beyond. However, given that the focus of the Declaration is on increasing diversity across the UK, member bodies may want to consider limiting monitoring questions for members outside the UK (or EU) to the first five questions in the sample equal opportunities and diversity monitoring form - see below. This would also avoid asking international members potentially sensitive questions while at the same time capturing the international make-up of members and/or registrants.

Gathering data - encouraging declaration

To encourage declaration, each section in the sample equal opportunities and diversity monitoring form below includes a number of sub-categories to encourage individuals to select an option. Most of the categories include a 'prefer not to say' option to satisfy the needs/rights of individuals who want to keep their personal data private.

Any attempt to collect diversity data should be introduced with a statement, similar to the one below, that:

- Explains the purpose of gathering the data
- Demonstrates the commitment of the organisation
- Describes what will be done with the data

- Identifies who will have access to the data
- Gives a named contact for further information
- Stresses the usefulness of individuals contributing their data
- Gives, where possible, examples of where positive change has happened as a result of monitoring

The (name of organisation) is committed to ensuring that it is accessible to everyone regardless of gender, ethnic or national origin, nationality, disability, religion, sexual orientation, gender reassignment, socio-economic background or age. (Name of organisation) aims to foster an environment free from harassment, unfair and unlawful discrimination where all members, registrants, staff, grant and award recipients - both potential and actual - are treated fairly. We gather and analyse diversity data to assess the extent to which we are achieving our equality and diversity aims. We use this information to review our processes to ensure they are fair and transparent, and do not have an adverse impact on any particular group. In addition, we would like your permission to share your data (aggregated with that of others) with the Science Council and other external organisations in order to develop an accurate picture of the diversity within the current scientific workforce.

Your cooperation in providing us with information will help us conduct more accurate reviews, address inherent bias in our processes and build a national profile of the science workforce.

All information provided will be treated as strictly confidential in accordance with the Data Protection Act. The information will only be used for statistical purposes with access restricted to staff involved in processing and monitoring the data. It will not be seen by anyone involved in selection processes. No information will be published or used in any way that allows individuals to be identified.

We recognize that some people may regard this information as private and have therefore included the option of 'prefer not to say' in most categories. You do not have to complete the form but it will help us improve our services and processes if you can complete as much as possible.

To find out more about why we gather this information contact:
email.name@institution

For more guidance on Equal Opportunities Monitoring:
<http://www.equalityhumanrights.com/advice-and-guidance/professional-bodies/>

4. SAMPLE EQUAL OPPORTUNITIES AND DIVERSITY MONITORING FORM

The form below is an example of a monitoring form organisations might find useful in designing monitoring for their registrants, members and/or staff. Expanded and comprehensive categories have been included based on those used by national data collectors. However, it is up to individual organisations to adapt the form to suit their requirements.

1. Professional registration

(Please tick the level that applies)

- CSci
- CSciTeach
- RSci
- RSciTech
- Application in progress
- Not yet registered

2. Membership category

(Please tick the grade that applies)

- Student
- Associate
- Affiliate
- Member
- Fellow
- Honorary Fellow
- Other, please specify

3. Gender

a. What is your gender?

- Male Female

b. Is this the gender you were assigned at birth?

- Yes No

4. Age²

Please tick the box corresponding to your age group

- 15-19 45-49
 20-24 50-54
 25-29 55-59
 30-34 60-64
 35-39 65-69

² Reflects Office of National Statistics (ONS) five year age bands

40-44 70+

5. Nationality³

This question is about the country or nation that you belong to. Please tick one option that most accurately describes your nationality?

- UK/British
- English
- Welsh
- Scottish
- Northern Irish
- Irish
- Other EU ((includes: Belgium, France, Germany, Italian, Netherlands, Luxembourg, Denmark, Ireland, Greece, Portugal, Spain, Austria, Sweden, Finland, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia, Bulgaria, Romania))
- Non-EU
- USA
- Australian
- New Zealander
- Chinese
- Chinese (Hong Kong SAR)
- African (excluding South African)
- South African
- Indian
- Pakistani
- Bangladeshi
- Other, please specify
- Prefer not to say

6. Ethnic origin⁴

This question is not about your nationality, place of birth or citizenship – it is about the cultural group to which you perceive you belong. The codes and descriptions are those used in the 2011 UK Census. Please tick one option you feel most accurately describes you.

³ The make-up of international members and registrants is of interest to Organisations. Including the above monitoring fields will enable comparison with some HESA categories from the (very) long list http://www.hesa.ac.uk/index.php?option=com_collns&Itemid=233&task=show_manuals&r=09025&f=006 and ONS the much shorter list of labour market categories – see Employment by Country of Birth and Nationality spread sheet

⁴ Reflects Census categories to facilitate comparison with UK population data – also broadly similar LFS ethnicity categories to facilitate comparison with UK workforce profile <http://www.ons.gov.uk/ons/guide-method/census/2011/how-our-census-works/how-we-took-the-2011-census/how-we-collected-the-information/questionnaires--delivery--completion-and-return/2011-census-questions/index.html>

White

- English/Welsh/Scottish/Northern Irish/British
- Irish
- Gypsy or Irish Traveller
- Any other White background, please describe

Mixed / Multiple ethnic backgrounds

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed / Multiple ethnic background, please describe

Asian / Asian British

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background, please describe

Black / Black British

- African
- Caribbean
- Any other Black / African / Caribbean background, please describe

Other ethnic group

- Arab
- Any other ethnic background, please describe

-
- Prefer not to say

7. Disability⁵

The Disability Discrimination Act 1995 defines a disabled person as someone who has '*a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.*'

Do you have a condition or impairment that falls within this definition?

- No
- Yes
- Prefer not to say

If 'Yes' please select an option below which best describes your disability

⁵ Sub-categories reflect UCAS disability categories giving the possibility of comparison with student populations – see How to Apply 2012 page 9
http://www.ucas.com/documents/ucasguides/howtoapply2012_webfinal.pdf

- I have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
- I am blind/have a serious visual impairment uncorrected by glasses
- I am deaf/have a serious hearing impairment
- I have a longstanding illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- I have a mental health condition, such as depression, schizophrenia or anxiety disorder
- I have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- I have physical impairment or mobility issues, such as difficulty using my arms or using a wheelchair or crutches
- I have a disability, impairment or medical condition that is not listed above
- I have two or more impairments and/or disabling medical conditions
- Prefer not to say

8. Sexual orientation⁶

As people are discriminated against because of their sexual orientation, we believe it is helpful to gather this information. However, we appreciate you may not wish to answer this question in which case, tick the 'Prefer not to say' box.

- Gay woman/Lesbian
- Gay Man
- Bisexual
- Heterosexual/Straight
- Other
- Prefer not to say

9. Religion⁷

What is your religion?

- No religion
- Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
- Buddhist
- Hindu
- Jewish
- Muslim
- Sikh
- Any other religion, please specify _____
- Prefer not to say

⁶ Not included in the Census but is a protected characteristic under the Equality Act 2010. A number of organisations routinely monitor including The Home Office, Civil Service, IBM, JPMorgan and local authorities gather this information. Categories are those in the Stonewall guide on how to monitor sexual orientation in the workplace

http://www.stonewall.org.uk/at_work/research_and_guides/4907.asp

⁷ 2011 Census Question 20 <http://www.ons.gov.uk/ons/guide-method/census/2011/how-our-census-works/how-we-took-the-2011-census/how-we-collected-the-information/questionnaires--delivery--completion-and-return/2011-census-questions/index.html>

10. Caring Responsibilities⁸

Do you have any caring responsibilities?

- None
- Primary carer of a child/children (under 18)
- Primary Carer of disabled child/ children
- Primary carer of a disabled adult (over 18)
- Primary carer of an older person (65+)
- Secondary Carer
- Other, please specify _____
- Prefer not to say

Your consent

I hereby give my consent for the monitoring information provided on this form to be held on computer or other relevant filing systems and to be shared with other accredited agencies (for instance the Science Council and other professional bodies) in the understanding that it will only be used for statistical purposes and handled in accordance with the Data Protection Act 1998.

Full name _____

Signed _____

Date _____

Please check this box if you are filling in this form electronically to show that you read the declaration above

Thank you for completing the form

⁸ Not included in the census but is recommended for inclusion by EHRC and Civil service

<http://www.civilservice.gov.uk/wp-content/uploads/2012/03/Equalities-Monitoring-Guidance-final.pdf>

5. REFERENCES AND ADDITIONAL RESOURCES

1. Royal Academy of Engineering diversity resources, <http://www.raeng.org.uk/policy/diversity-in-engineering/resources>
2. Journey to Diversity, UKRCWISE, 2012 http://www.theukrc.org/files/useruploads/files/journeys_into_diversity_1_0.pdf
3. Equality and Diversity Toolkit – Embedding awareness and support for diversity in professional bodies, Professional Associations Research Network (PARN), 2008 <http://www.bis.gov.uk/policies/higher-education/access-to-professions/equality-diversity-toolkit>
4. Equally Professional: Diversity Monitoring in Professional Bodies, Equality and Human Rights Commission (EHRC) – Equally Professional Network, 2010 http://www.equalityhumanrights.com/uploaded_files/publications/e_p_diversity_monitoring.pdf
5. Equally Professional: Like Minds Different Journeys, Equality and Human Rights Commission (EHRC) and Professional Associations Research Network (PARN), 2010 http://www.equalityhumanrights.com/uploaded_files/publications/equally_professional_june_2010.pdf
6. Social Mobility Toolkit, Professions for Good, 2012 http://www.equalityhumanrights.com/uploaded_files/socialmobilitytoolkit.pdf
7. 7 Key Truths about Social Mobility – All Party Parliamentary Group Interim Report on Social Mobility, 2012 <http://www.appg-socialmobility.org/>
8. Fair Access to professional Careers – A progress report by the Independent Reviewer of Social Mobility and Child Poverty, 2012 http://www.cabinetoffice.gov.uk/sites/default/files/resources/IR_FairAccess_acc2.pdf
9. The Business Case for Equality and Diversity – a survey of the academic literature, Department of Business Innovation and Skills, 2013 <https://www.gov.uk/government/publications/the-business-case-for-equality-and-diversity-a-survey-of-the-academic-literature>

Appendix 1 – for Declaration and Concordat cosignatories

Section 2. Declaration Monitoring Template. Similar questions mapped to original RAEng concordat monitoring guide for ease of use:

Science Council Version	Original RAEng Document
Q1-6	Q1-6
Q7	Q8
Q8	Q11
Q9	Q13
Q10-11	Q18-19
Q12	Q14
Q13-14	Q20-21
Q15	Q10
Q16	Q22

Alterations or additions may also have been made within each question to reflect the differences between Science Council member bodies and professional engineering institutions.

Section 4. Sample Equal Opportunities and Diversity Monitoring Form.

Question numbers in the Science Council version align with the original RAEng documentation. The following additions have been made:

Q3.b.	Is this the gender you were assigned at birth?
Q10	Caring Responsibilities