



Royal Academy
of Engineering

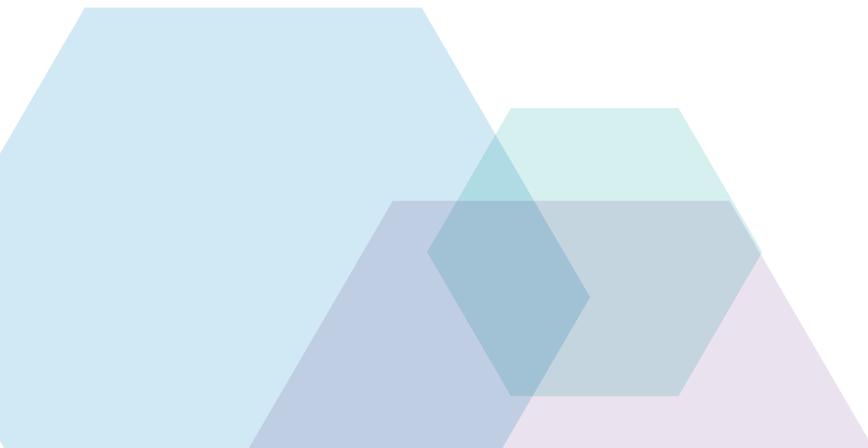


Diversity and inclusion

Progression Framework 2.0

FOR PROFESSIONAL BODIES

A framework for planning and assessing progress



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Introduction

The Diversity and Inclusion (D&I) Progression Framework was developed in a collaboration between the Royal Academy of Engineering (the Academy) and the Science Council to progress D&I across engineering and science professional bodies.

In 2020 the Framework was reviewed and updated with input from professional engineering institutions and Science Council member bodies.

It builds on the *Engineering Diversity Concordat* and the Science Council *Declaration on Diversity, Equality and Inclusion* with the aim of helping professional bodies track and plan progress on D&I.

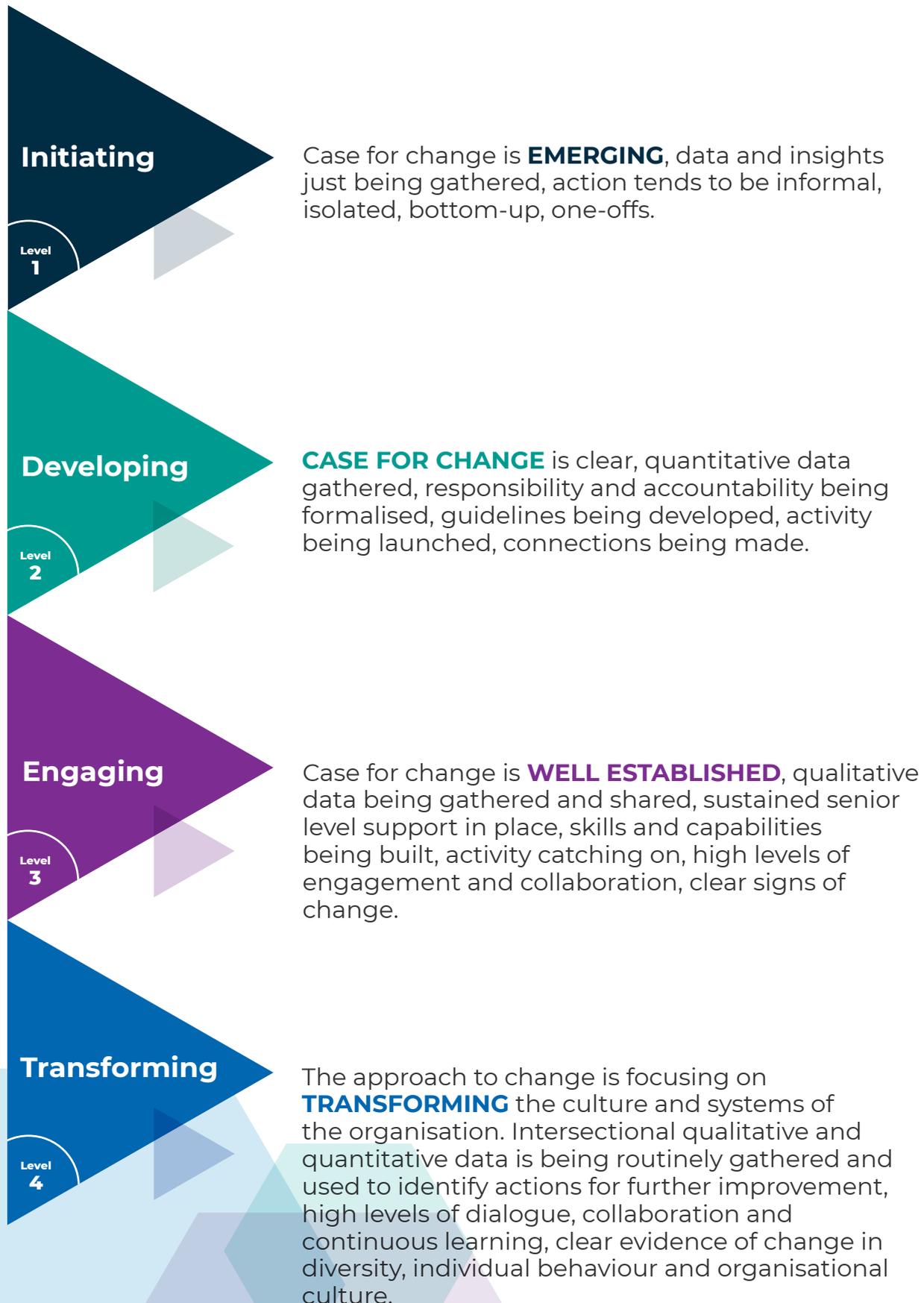
The Framework asks professional bodies about progress on D&I in the 10 areas listed below, by setting out four levels of good practice for each. There's an additional section that links to the Royal Society of Chemistry's *Framework for Action on Publishing*. There are two final sections to gather qualitative and quantitative data on D&I progress and impact.

- 1 Governance and leadership
- 2 Membership and professional registration
- 3 Meetings, conferences and events
- 4 Education and training, accreditation and examinations (delivered by/for the institution)
- 5 Accreditation of education and training (delivered by external providers)
- 6 Prizes, awards and grants
- 7 Communications and marketing (activities that promote the organisation, its activities and services)
- 8 Outreach and engagement (activities that seek to engage and increase interest and widen participation in STEM)
- 9 Employment
- 10 Monitoring and measuring

The aim of the Framework is to support professional bodies to:

- ▶ track performance and progress on D&I against four levels of good practice, where level one is the starting point and level four the highest level of good practice
- ▶ structure conversations internally about performance and progress on D&I
- ▶ identify strengths and areas for development
- ▶ plan next steps in making progress on D&I
- ▶ connect with and learn from other organisations in the sector, sharing successes and working to address challenges on D&I.

A four-level maturity model



How to complete the framework

In this section you will find:

I	Key points to remember when completing the Framework
II	Who should complete the Framework
III	How to build a plan for completing the Framework
IV	How to complete part one of the Framework
V	How to complete part two of the Framework
VI	How to complete part three of the Framework
VII	Using the Framework to improve progress on diversity and inclusion

I. KEY POINTS TO REMEMBER WHEN COMPLETING THE FRAMEWORK

The following points are useful to remember when completing the Framework:

- ▶ You don't have to complete every section of the Framework: the Framework has been designed to be comprehensive in supporting you to embed D&I into all the different areas of your organisation's activity. However, you may choose to focus on specific areas of activity rather than everything all at once. This may be because they are a priority for you or because you have limited resources or capacity. There is no right or wrong here but we encourage you to be clear on your rationale for selecting specific areas to focus on.
- ▶ The Framework includes INDICATORS of progress rather than prescriptive actions. Every organisation is different and there is no one right way to create D&I. Therefore, the levels within each section include indicators or descriptors of what you would expect to see, hear and experience on D&I, they don't tell you how to achieve them. There are also some blank spaces left within each level for you to add your own indicators that might be specific to your organisational context.
- ▶ Making progress on D&I should be viewed as a strategic change programme. There is no quick or simple fix on D&I. It requires a focus on work content and processes as well as culture and behaviours. That is, what you do and how you do it are both equally important in achieving D&I. Organisations that make most progress on D&I view it as a strategic change programme of continuous improvement.

II. WHO SHOULD COMPLETE THE FRAMEWORK

There are two main options for how to complete the Framework:

- ▶ One person completing the Framework on behalf of the whole organisation.

OR

- ▶ A small group of stakeholders completing the Framework, representing different perspectives, such as the different areas of work (membership and registration, or meetings, conferences and events, for instance), or different aspects of diversity and inclusion (such as gender, ethnicity, age, disability, sexual orientation etc.) or different geographies. In this way you will benefit from the input and engagement of colleagues. We recommend that this group forms a 'steering group' for completing and taking next steps on the results of the Framework.

We recommend, wherever possible, that more than one person contributes to completing the Framework. The process of completing the Framework can help to build greater understanding of the D&I implications associated with each area of your organisation's work. It promotes dialogue internally on D&I. It can also help to build ownership for taking forward actions that result from the process of completing the Framework and accountability for achieving improvements.

“

The process of completing the Framework can help to build greater understanding of the diversity and inclusion implications associated with each area of your organisation's work.”

III. HOW TO BUILD A PLAN FOR COMPLETING THE FRAMEWORK

Below are four key steps with an indication of timeframe to allow on each that are important to consider in building your project plan for completing the Framework. The Framework has been designed to be easy to complete. The task of selecting a level and noting any evidence used for this is likely to take no more than about a quarter of a day for each section and about four to five days for the whole framework. However, the timescales we've suggested below take into consideration factors such as consultation, coming together for discussion, obtaining and analysing data and documentation as well as building the work in with other commitments.

STEP ONE: Set-up

- ▶ Secure senior level sponsorship for completing the Framework.
- ▶ Identify who will be involved in contributing to completing the Framework.
- ▶ Map out timescales for completion of individual sections and then reviewing the whole Framework.
- ▶ Stakeholder communications – who needs to know what about the Framework and how to complete it.
- ▶ Where a group of people are completing the Framework, form a steering group with a first meeting to ensure that you are all clear on why you're completing the Framework, who results will be reported to, will decide on follow-up actions, and be accountable for monitoring the impact of actions.

TIMESCALE: Allow one to two weeks

STEP TWO: Completing the Framework

- ▶ Distribute the Framework with instructions for completion to different people leading on different parts with a clear date for completion (steering group).
- ▶ Allow time for bringing together everyone who has contributed to the completing the Framework to review it as a whole and discuss any changes to levels needed as well as learning drawn from the process of completing the Framework.
- ▶ Finalise the Framework completion.
- ▶ Sign-off of completed Framework by senior project sponsor.
- ▶ Submission of completed Framework.

TIMESCALE: Allow one to three weeks

STEP THREE: Next Steps

- ▶ Once you have received your feedback reports come back together as a steering group to review your organisation's individual report as well as the consolidated Framework results report, which will provide insights on levels achieved across all participating organisations.
- ▶ Identify strengths to build on and up to three priority areas for action.
- ▶ Agree your approach on actions, where responsibility and accountability lies for implementation, when you will review them and how you will assess impact.

TIMESCALE: Allow one to two weeks for preparing next steps once you have received your feedback reports

IV. HOW TO COMPLETE PART ONE OF THE FRAMEWORK

In part one, you simply need to decide which level best reflects the progress your organisation is making on diversity and inclusion for any or all of the sections of the Framework. You are asked to assess your progress on a scale from level one (the starting point, or 'initiating') to level four (the highest level of good practice, or 'transforming').

- ▶ You can choose the section or sections in part one that are relevant to your organisation, and for which you wish to complete the Framework. For instance, you may want to complete the Framework for all sections, or for only one or two, and that is entirely up to you.
- ▶ The decision about which level best reflects the progress your organisation is making is a question of your professional judgement and the balance of evidence. The descriptors in each section are intended to be cumulative, but not exhaustive, so you may be taking action that is not included in the descriptors. Space has been left in the Framework for you to insert additional descriptors that may be specific to your organisation. When deciding which level best matches your organisation's position, you should consider factors such as the extent to which your organisation is engaged in the activities listed, or equivalent, at each level, and the progress your organisation is making on D&I overall, or for one or more particular aspects of diversity such as gender, gender identity, ethnicity, disability, religion/belief, age, sexual orientation, disability or socio-economic status.
- ▶ Since change rarely happens in a linear or logical sequence, it's likely that you'll be doing some work at levels both above and below your final choice. In recording what level your organisation is at for each section, please highlight all the descriptors at any level that you took into account in making your choice.
- ▶ For each section of the Framework there is also an open text box asking you what evidence you're basing your level assessment on. Please ensure that you complete this box with a summary of the policies, processes and practices on which you are basing your decision about levels.
- ▶ Within each section of the Framework the descriptors can be read vertically (going up from level one to four) and horizontally across three themes: (a) leadership, strategy, planning and accountability (b) policies and practices (c) insights and evaluation. That is, within each section there are good practice actions that need to be taking place across each of these themes. We have sought to group the indicators within each theme together so that you can read progress across to help you position your organisation as accurately as possible.

Be sure to keep on file the source information for your decisions, including your interpretation of any terms (such as 'leadership') in the Framework. Doing this will help you and your colleagues ensure consistency and enable you to keep better track of your progress for the next time you complete the Framework.

V. HOW TO COMPLETE PART TWO OF THE FRAMEWORK

In part two, there is one survey-based question and four open questions. Answering these questions will help you record, celebrate, plan and prioritise your future approach on D&I.

- ▶ One is a question specifically about your relative progress on the different aspects of diversity.
- ▶ There are also three open questions about your successes, challenges and future priorities on D&I.

VI. HOW TO COMPLETE PART THREE OF THE FRAMEWORK

Part three asks you to provide some quantitative data relating to five sections of the Framework. Each section begins with some high-level questions followed by more detailed monitoring performance measure questions on diversity.

You will also notice that at the more detailed level, questions about race and ethnicity in this section provide two options in how you choose to respond. Option A is intended for organisations that have a UK focus only. The response options on race/ethnicity follow the UK census categories and enable you to compare your diversity internally with the wider UK population. Option B is intended for international organisations. With option B we provide space for you to include the ethnic groups that are appropriate to the countries you operate in.

Getting into the habit of gathering and recording quantitative data across all diversity groups is important for organisations wanting to make progress on D&I. We know that accessing this information will be easier for some organisations than for others, and you are simply encouraged to complete this section with as much data as you can. The level of data included in this section reflects current good practice on D&I performance measurement, supporting you to identify where things are working well and where there is more to be done in building D&I. It is as important to notice where you don't have data as where you do so that you can build further improvements on data collection into your action plan. All data you provide remains confidential and anonymised in any broader reporting on trends resulting from the Progression Framework Benchmarking Exercise.

VII. USING THE FRAMEWORK TO IMPROVE PERFORMANCE ON D&I

The Framework can be used by professional bodies as an internal tool at any time, in order to:

- ▶ **STRUCTURE** conversations about performance and progress on D&I
- ▶ **IDENTIFY** strengths and areas for development
- ▶ **REPORT** on performance to leadership teams or boards
- ▶ **PLAN** next steps in making progress on D&I.

When used in this way the completed Framework is for the organisation's purposes only; it does not have to be submitted to the Academy or the Science Council for Review.

On a periodic basis, the Science Council and the Academy will invite bodies to take part in a **collective benchmarking** exercise, when professional bodies in science and engineering will be asked to complete and submit a self-assessment against the Framework.

- ▶ All the information provided for assessing progress and benchmarking will be **treated confidentially** and seen only by named contacts at the Academy and/or the Science Council.
- ▶ The purpose of this collective exercise is not to create a 'league table' but instead to gather **examples of good practice, the successes, challenges and priorities** in D&I for professional bodies in engineering and science, as well as more quantitative indicators of progress.
- ▶ In addition to an overall report, participating organisations will receive an **individual report** summarising their progress and proposing a small number of next steps towards progress on D&I. Each individual self-assessment will lead to the generation of a spider graph. See below for a sample feedback report.
- ▶ During the reporting stage of the collective benchmarking exercise, a spider graph will be generated representing engineering and science performance. Organisations can use this to **benchmark their performance against their peers** if they wish to.



60+ STAFF MEMBERS

At EngineeringUK we find the Diversity and Inclusion Progression Framework a useful tool for measuring progress against our equality, diversity and inclusion (EDI) aims and objectives. As Head of EDI, I find it incredibly helpful to have a framework to work with that helps me understand what we are doing well and, most importantly, where we can continue to improve.

Describe the role and importance senior level sponsorship plays in getting the most value from the Progression Framework and how you went about securing this.

I am incredibly fortunate as the senior leadership team at EngineeringUK are completely invested in EDI and drive many of the initiatives. Their buy-in, along with the internal KPIs we set against the Framework, ensures that we make continuous progress to become a more diverse and inclusive organisation. I also involve various teams when completing the different sections of the Framework, so we can have an open dialogue about where we currently sit and can work together to identify next steps.

Describe your approach to completing the Framework – how did you communicate it and involve different stakeholders, how did you use the excel spreadsheet, how did you decide on your levels?

If I'm completely honest, the first time I saw the Framework spreadsheet I was a little overwhelmed. I didn't think it was the most user-friendly format and would really struggle to sit and work my way through it. I have, however, learned to love it. While the spreadsheet format can be a little unwieldy at times it is also very practical. I colour-code it with a RAG status system, making it clear which areas we still have to focus on, which we have made some progress against but still have a way to go, and which we have made good progress against. It's also useful to be able to add notes and comments as reminders for myself or colleagues. For me, it essentially becomes a working document I can keep referring back to and adding to, providing a more flexible and updatable tracker than an online submission form may offer.

How have you used your results and the Progression Framework since the last benchmarking exercise?

Once the level for each section has been finalised, I revisit the Framework and identify key actions that we need to focus on over the next year. This list of actions will then be shared with relevant teams and we'll discuss best next steps and what support they need.

What advice would you give to others completing the Progression Framework?

My advice to anyone completing the Framework would be don't be afraid to make it your own. The spreadsheet format means you can add to it, colour code it, leave notes all over it and make it a working document that works for you and your organisation. If you make it a living, breathing document that you refer back to regularly it can help you shape your strategy for improving EDI in your organisation.

Emma Diserens
Head of Equality, Diversity and Inclusion



IPEM Institute of Physics and
Engineering in Medicine

5,000 MEMBERS | 15 STAFF MEMBERS

Describe the role and importance senior level sponsorship plays in getting the most value from the Progression Framework and how you went about securing this.

We were lucky to have had senior involvement from the start as our CEO at the time was involved in the development of the Framework and chaired the steering group for several years.

Since increasing equality, diversity and inclusion often involves a culture shift in organisations, having senior involvement and support is essential to achieve lasting and meaningful results.

Describe your approach to completing the Framework – how did you communicate it and involve different stakeholders, how did you use the excel spreadsheet, how did you decide on your levels?

We are a small organisation with limited staff time and we only directly involved three people (however all staff members were able to read the document):

1. The CEO
2. The EDI Staff Lead
3. The member trustee responsible for EDI

The benefit of being a small organisation and working in a small office is that the CEO and EDI staff Lead had sufficient knowledge about the work and culture of the different departments and corresponding sections in the Framework. Our member trustee gave a more external view.

Process:

- ▶ Everyone completed the spreadsheet separately based on their own evaluation and perception.
- ▶ During the process we made notes about specific areas we felt needed improvement in each area.
- ▶ We then had a face-to-face meeting and discussed our scores and our reasons for them. This discussion allowed us to arrive at a score we all agreed on.
- ▶ When our findings were “between” scores we decided to use the lower score.
- ▶ We used the notes we made as a basis for a document suggesting improvements and actions in each area.
- ▶ The membership figures were then drawn from previous EDI membership surveys and our CRM database. We were not able to provide data for all questions.

How have you used your results and the Progression Framework since the last benchmarking exercise?

We found the most useful part of the exercise was that it forced us to look at every aspect of the organisation. Going through the Framework and writing down all ‘weaknesses’ meant we could directly translate them into action points. Some were achievable relatively easily and some require longer-term and financial commitment.

The CEO then asked all departments to also suggest areas of improvement and we had meetings with each department to discuss and agree on improvements and the way forward. The EDI Lead then followed this up and was available to help with implementation.

What advice would you give to others completing the Progression Framework?

- ▶ Try and achieve senior input – it is really important to ensure better participation.
- ▶ Accept that some departments/colleagues are more reluctant than others.
- ▶ See this as an opportunity rather than an exercise to highlight weaknesses.
- ▶ As you read through the Framework make notes where topics and descriptions relate to your organisation and any ideas that might come to mind.
- ▶ Realising what you don’t know (especially in terms of the membership statistics data) is a good opportunity to push for EDI surveys (if you are not doing them).
- ▶ Accept that you cannot change everything – it is a process.

Feel free to get in touch and ask further questions:

EVA MCCLEAN, MEMBER NETWORKS AND EDI MANAGER

Institute of Physics and Engineering in
Medicine

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47,000+ MEMBERS | 600+ INTERNATIONAL STAFF

Describe the role and importance senior level sponsorship plays in getting the most value from the Progression Framework and how you went about securing this.

At the Royal Society of Chemistry (RSC) we found the Royal Academy of Engineering and Science Council Diversity and Inclusion Progression Framework a very useful tool to monitor, benchmark and review our activities and processes across core business areas. We are fortunate that the RSC has had a long standing commitment to inclusion and diversity (I&D) and that this commitment is demonstrated from senior leadership through all levels of the organisation. Senior leaders were already very committed to the principles behind the Framework but buy-in to the Framework *per se* developed both through the commitment of the Science Council and other professional bodies to all share our findings and learn from working together but also through the shared expertise and experience that went into its development.

Describe your approach to completing the Framework – how did you communicate it and involve different stakeholders, how did you use the excel spreadsheet, how did you decide on your levels?

At the RSC the Inclusion and Diversity (ID) team led the assessment exercise but worked closely with colleagues across the organisation who have the expertise and every day working knowledge of their own areas to accurately complete each assessment. Preparation ahead of the benchmarking exercise was key – firstly the ID team presented the purpose of the Progression Framework to the leadership team along with a delivery plan. The ID team presented to each area of the organisation to ensure engagement and endorsement throughout the organisation and this was maximised by the leadership team's recommendation to support the delivery of the exercise. We then hosted internal groups focusing on each core business area to discuss the assessment and carry out initial assessments using the spreadsheet. We discussed this with the Framework consultants before reviewing and producing the final assessment internally. Our results were presented to leadership team before we shared them externally and we participated in the benchmarking event.

How have you used your results and the Progression Framework since the last benchmarking exercise?

Since completing the first benchmarking exercise we have used the findings to assess our internal approach to I&D and to drive change. The completion of the benchmarking exercise further increased colleagues' awareness and understanding of our

current 'I&D status' and all of our thinking of what could be improved. The ID team developed action plans based on the findings working closely with relevant teams, discussing what we could and should change and improve. We often refer back to areas of the Progression Framework for thoughts and ideas on new actions. We make use of the networks, both old and new, that we have (further) developed through the Progression Framework to shape our thinking and share experiences in our work.

One area in which the Progression Framework has had a huge impact on our work is within our publishing activities. Seeing the benefits that we've achieved through using the Framework and observing that publishing processes and activities are absent, we embarked on a project to develop an RSC specific publishing progression framework our [Framework for action in scientific publishing](#). This aims to support authors, reviewers and the research community at large: increasing awareness of biases, opening up constructive discussion and proactively supporting the research community and those involved in the publishing process with suggested actions aimed at removing biases for publishing. We've now used this as a basis to discuss I&D in publishing with the community and to implement new actions. This Framework provided us with an opportunity to convene a group of scholarly publishers to agree a collaborative approach, similarly to professional bodies within the original Academy and Science Council Diversity and Inclusion Progression Framework, to discuss and agree *'to set the standard for driving change within the academic publishing industry'*. We have now convened and signed a [joint commitment](#) with over 25 publishers to drive positive change within I&D in scholarly publishing.

What advice would you give to others completing the Progression Framework?

Our advice to other organisations completing the Framework would be to make best use of the networks that the Progression Framework enables both when carrying out the exercise but also in implementing actions following the benchmarking exercise. We're more effective when we work together.

Using this Framework promotes embedding I&D across organisations, it's essential that everyone is committed to self-assess the structures, activities and products within their area of work and to benchmark against others. The results of the benchmarking exercise were important however for us what was even more important was the process itself – working with teams across the organisation to think in-depth about I&D in each area of our work, embedding a culture of awareness and collective responsibility for I&D.

SAMPLE REPORT



Royal Academy
of Engineering



**DIVERSITY AND INCLUSION PROGRESSION FRAMEWORK:
2017 BENCHMARKING REPORT FOR XXXXX**

CONTENTS

Section 1: Introduction to the report
Section 2: Your results
Section 3: Key findings

Appendix 1: Background to the Progression Framework
Appendix 2: Progression Framework overview
Appendix 3: Benchmarking methodology
Appendix 4: Diversity and inclusion resources

Section 1: Introduction to the report

This is the first of two reports you will receive, providing feedback on your organisation's self-assessment in the 2017 Diversity and Inclusion Progression Framework benchmarking exercise, developed in collaboration between the Royal Academy of Engineering and the Science Council.

This first report is confidential to you, and includes specific feedback for your organisation. The report provides three benchmarks of your organisation's self-assessment in Sections 1 and 3 of the Framework. These are:

- Benchmark 1: How your self-assessment in Section 1 of the Framework benchmarks against the self-assessment of all other participating organisations (PEIs and scientific bodies combined)
- Benchmark 2: How your self-assessment in Section 1 of the Framework benchmarks against the self-assessment of other participating organisations in your sector (PEIs or scientific bodies)
- Benchmark 3: How the data you provided in Section 3 of the Framework on women and on black, Asian and minority ethnic (BAME) people on the Board, and in membership (Fellowship), benchmarks against the data provided by all other participating organisations.

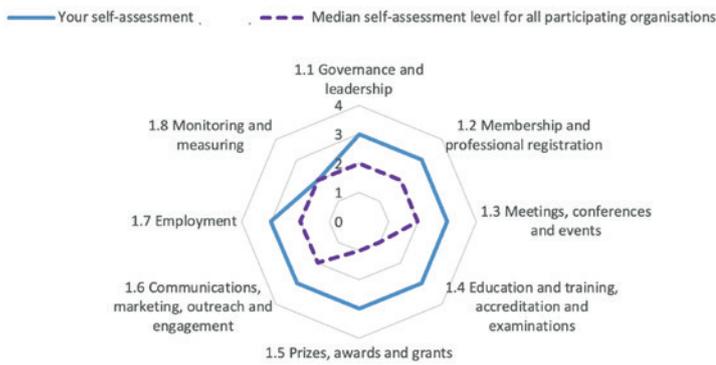
The report also provides you with three points of feedback on strengths, areas for development and recommendations for action on diversity and inclusion in your organisation, as indicated by your self-assessment and compiled by the report's authors. A list of resources available from the Royal Academy of Engineering to support diversity and inclusion work has been provided to all other PEIs participating in this exercise and is included in your report for completeness in Appendix 4.

You will receive a second report in xxxx. This second report will not be specific to your organisation, but will present more in-depth generic feedback on the findings from the benchmarking exercise, including further benchmarks and insights such as good practices, biggest challenges and future trends on diversity and inclusion for professional bodies.

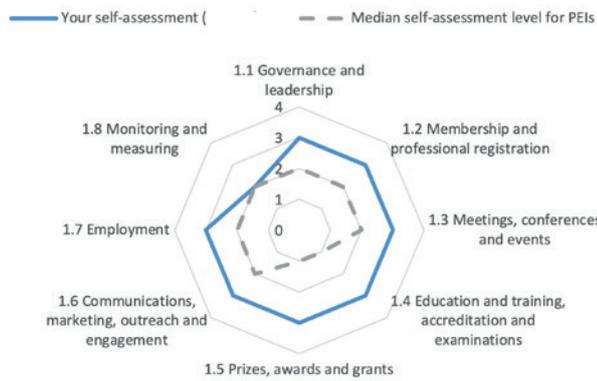
Section 2: Your results

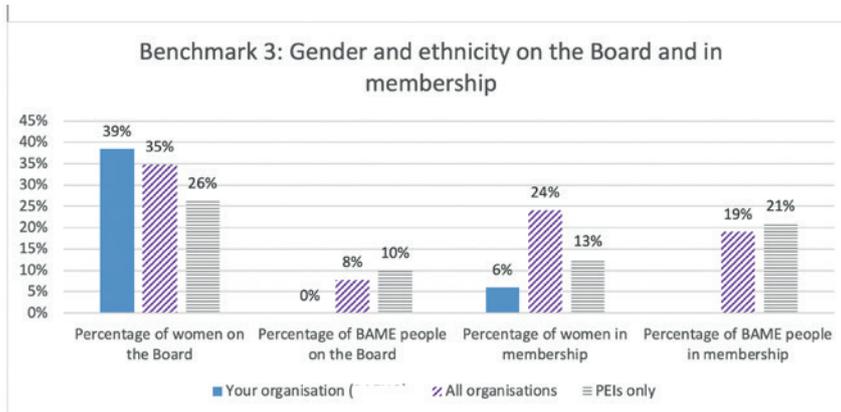
	Your self-assessment	Median self-assessment level for all participating organisations	Median self-assessment level for PEIs
1.1 Governance and leadership	3	2	2
1.2 Membership and professional registration	3	2	2
1.3 Meetings, conferences and events	3	2	2
1.4 Education and training, accreditation and examinations	3	1	1
1.5 Prizes, awards and grants	3	1	1
1.6 Communications, marketing, outreach and engagement	3	2	2
1.7 Employment	3	2	2
1.8 Monitoring and measuring	2	2	2

Benchmark 1: Your self-assessment benchmarked against all participating organisations (n=35)



Benchmark 2: Your self-assessment benchmarked against all PEIs (n=20)





Section 3 Key findings

Strengths

1. Your self-assessment places your organisation above the average in seven out of the eight sections of the Framework for all participating organisations, and for PEIs. The evidence you reference would seem to justify this self-assessment.
2. Your completed Framework describes a comprehensive programme of activity to increase diversity and create a more inclusive culture for Fellows, staff and stakeholders. You have a clear sense of the extent to which progress is being made in each area and where you need to focus attention in order to increase consistency or initiate action.
3. Your self-assessment against the benchmark is particularly strong in Education and training, accreditation and examinations (Section 1.4) and Prizes, awards and grants (Section 1.5). Your work in these two areas has in common a number of features including: a focus on fairness, the provision of guidance including unconscious bias awareness for decision-makers, attention to demographic data, and practical interventions such as financial aid for travel, or increasing the application limit for the Research Fellowship Scheme where candidates are from under-represented groups.

Areas for development

1. Your red/amber/green coding suggests that ensuring consistency of approach and action on diversity and inclusion may be a particular area of development.

2. Your self-assessment is lowest on Monitoring and measuring (Section 1.8). Some of the challenges you identify here include: the lack of a consistent diversity data gathering tool, establishing diversity data gathering across the organisation, and challenges over accountability and responsibility for data collection.
3. Also related to data, in a number of sections you highlight that data is being gathered, but it's not always clear if/how the data is being used, for instance to inform action on prizes, meetings and communications.

Recommendations for action

1. Consider bringing a group of stakeholders together to discuss the consistencies and inconsistencies in approach on diversity and inclusion highlighted in your self-assessment. Between you, identify where consistency is useful and important, and where it may be negotiable and allow for local or department autonomy. Agree the collective action you will take to create consistency where it's necessary to do so.
2. Spend time sharing your own good practices both internally (across teams and departments) and externally. Sharing good practices internally will aid consistency and culture change. Externally, there is a lot that other PEIs can learn from your work on diversity and inclusion. Consider how you can most usefully share your experiences to help increase the performance of PEIs overall.
3. It's noted that you don't currently gather data on ethnicity amongst Fellows. Seven PEIs participating in the benchmark do gather data on ethnicity and membership and it may be worth consulting with them to learn from the successes and challenges of their approach, and how they have used the data to inform action.

DEFINITIONS

In completing the Framework please note the following definitions:

Board/committee/ or group	Any collective of people holding responsibility or providing advice for an activity. For example, this could be a governance committee or board, an organising committee or a special interest group.
Inclusion	Inclusion is about the culture, environment and processes of an organisation. An inclusive organisation is one in which diversity is valued, and people feel that they are valued and belong, irrespective of difference.
Inclusive Leadership	The skills, behaviours and practices that advance and uphold diversity and inclusion in the culture and processes of an organisation.
Intersectionality	Intersectionality refers to the multiple demographic groups an individual may identify with (for example, female and Black) and the way in which they may experience and be impacted by multiple forms (or the intersection) of discrimination and bias linked to those groups. Kimberlé Crenshaw introduced the theory of intersectionality to increase understanding of the reasons for persistent inequalities and that categories such as gender, race and class are most helpfully understood as overlapping and mutually constitutive rather than isolated and distinct.
LGBTQ+	The initials stand for: lesbian, gay, bisexual, transgender, queer and/or questioning, and others.
Minority ethnic	Minority ethnic is used to refer to people who are from an ethnic group that is in a minority within the country you are operating within.
Multiple diversity groups	This refers to applying policies and practices to more than a single dimension of inherent or acquired diversity.
Neurodiversity	Neurodiversity refers to the different ways the brain can function and interpret information. Neurodivergence includes attention deficit disorders, autism, dyslexia and dyspraxia.
Registrant	Engineering: Anyone admitted to the Engineering Council's Register as an engineering technician (EngTech), incorporated engineer (IEng), chartered engineer (CEng) or information and communications technology technician (ICTTech), science: chartered scientist (CSci), registered scientist (RSci), registered science technician (RSciTech) and chartered science teacher (CSciTech).