



Supporting Researchers with Equality and Diversity Issues: new resources from Vitae

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www.vitae.ac.uk

**Vitae is led and managed by CRAC: The Career Development Organisation,
supported by Research Councils UK (RCUK) and UK HE funding bodies,
and delivered in partnership with regional Hub host universities**

Overview of the session:

- Consider ERC resources and planned developments
- Familiarise ourselves with the training materials designed for PI's supporting RS
- Consider new resources for RS:
 - what support do Research Staff need in relation to E&D?
 - feedback on plans for new materials

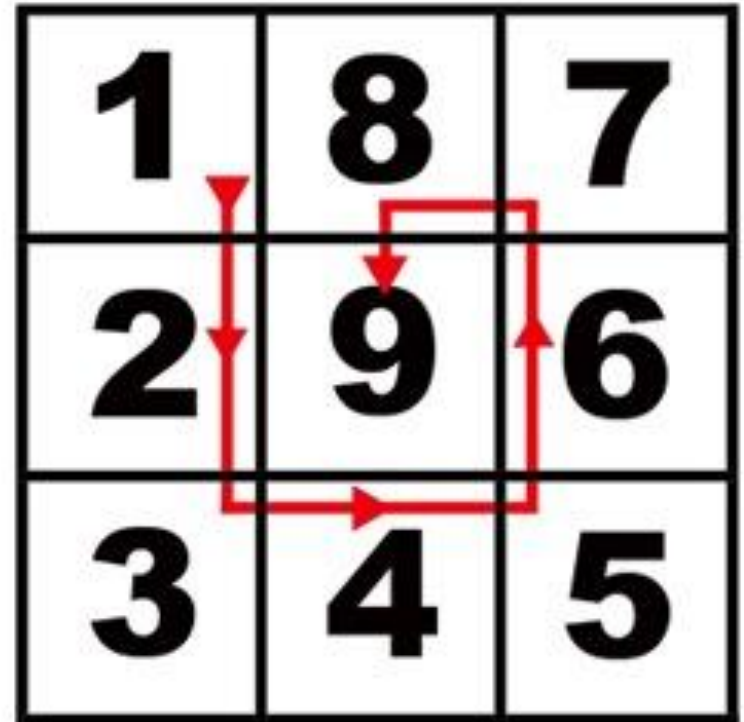
Introductions



E&D ISSUES IN RESEARCH

What do we mean by equality and diversity (E&D)

- ✔ Equality legislation and equality and diversity policy cover 9 'protected characteristics':
 - ✔ Age
 - ✔ Disability
 - ✔ Gender identity
 - ✔ Race
 - ✔ Religion and belief (or lack of)
 - ✔ Sexual orientation
 - ✔ Sex
 - ✔ Marriage and civil partnership
 - ✔ Pregnancy and maternity



CROS 2013:

30. Overall, I think that staff at my institution are treated fairly irrespective of...

	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	N
Age	32.0 [28]	47.2 [50]	7.7 [9]	2.1	10.0	7989
Disability	33.1 [30]	43.6 [48]	2.2	0.7	19.4 [18]	7985
Ethnicity	36.0 [33]	46.7 [52]	3.3	1.2	12.8 [11]	8066
Gender	32.5 [31]	44.3 [49]	10.4 [9]	3.2 [2]	9.6	8055
Gender identity	30.8 [29]	39.9 [44]	2.2	0.9	26.2	8048
Nationality	35.1 [32]	47.7 [52]	4.7	1.6	11.0	8047
Pregnancy and maternity	28.7 [26]	40.2 [43]	6.8	2.7	21.7	8053
Religion/belief	34.4 [32]	45.1 [49]	1.3	0.6	18.6	8054
Sexual orientation	32.5 [30]	42.5 [46]	0.9	0.4	22.5	7925

CROS 2013:

	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	N
I believe my institution is committed to equality and diversity.	37.1 [33]	48.7 [52]	6.6 [5]	2.4	5.2 [8]	8117
I am satisfied with my work-life balance	19.0	50.8	20.5	8.2	1.5	8093

CROS 2013:

29. I think that staff at my institution are treated fairly, regardless of personal characteristics such as age, ethnicity, disability or gender, in relation to...

	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	N
Access to training and development	37.9 [32]	49.0 [53]	3.4	1.1	8.5 [10]	8101
Career progression / promotion	24.9	38.9 [43]	16.5 [12]	5.5 [4]	14.2 [16]	8088
Day to day treatment at work	32.9 [31]	50.8 [54]	7.0 [6]	2.3	7.1	8081
Participation in decision making	24.5	41.6 [44]	14.9 [12]	4.8 [3]	14.2 [18]	8067
Recruitment and selection	26.3 [31]	44.7 [51]	9.8 [5]	4.2 [2]	15.0 [12]	8085
Reward	22.9	38.5 [43]	13.6 [11]	4.9 [3]	20.1	8069

E&D in HE: the statistics

Gender:

- 15.9% of white male academics are professors, compared to 2.8% of BME female academics
- 22% of male academic staff earned the highest salary grade compared to 10% of female academic staff

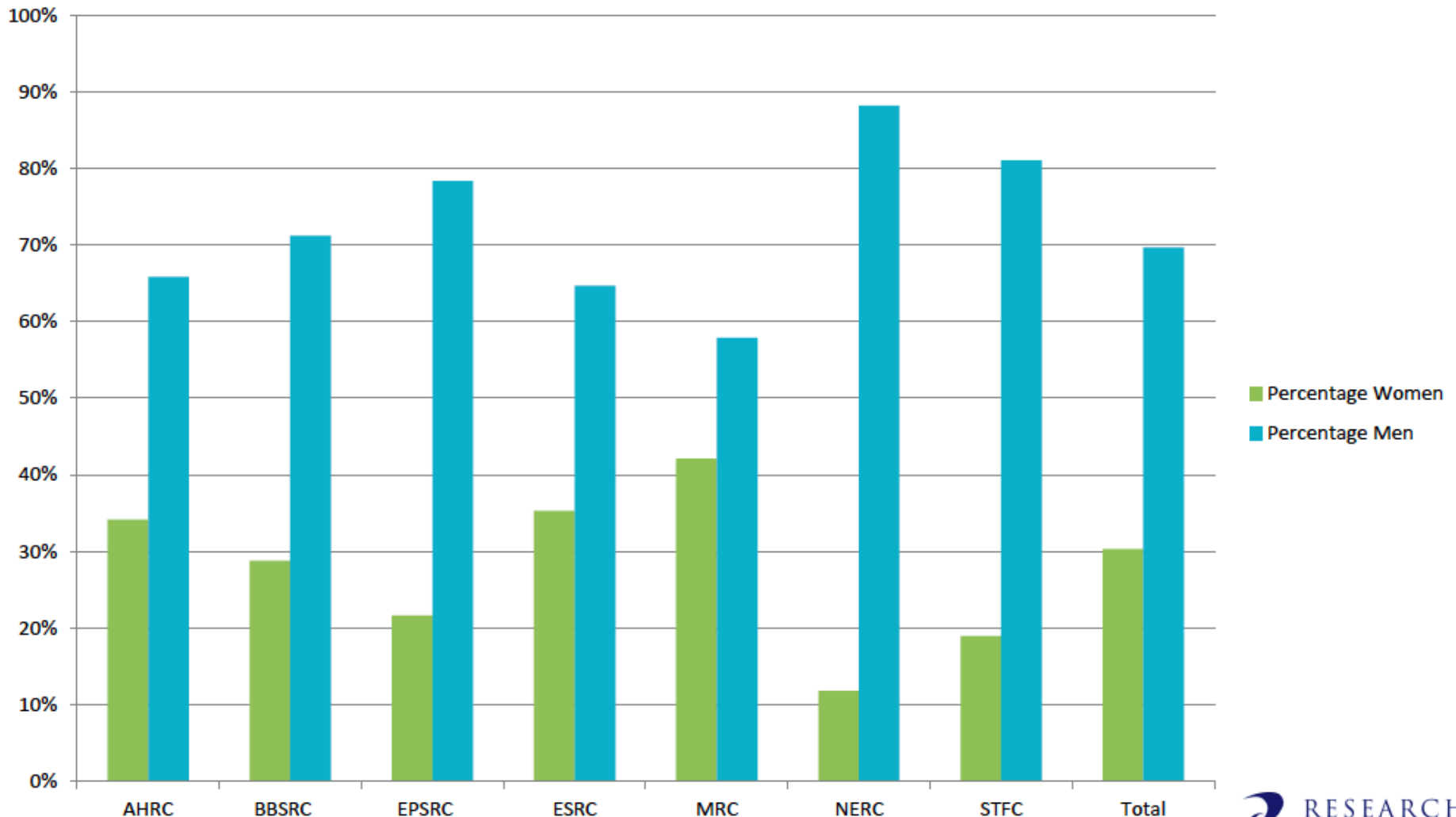
Ethnicity:

- A higher proportion of white academic staff than BME academic staff earned over £50,000



<http://www.flickr.com/photos/wizzer/6878690417/>

Women on RCUK Standing Boards and Committees



Credit: Rosie Beales, RCUK

the statistics:

Disability:

- 15.7% of disabled academic staff were in research-only roles compared with 22.7% of non-disabled staff

Age:

- Over half of academic staff aged 25 and under, or 66 and over had teaching-only contracts (52.9% each) compared with 20.1% of academic staff aged 36–40.



<http://www.flickr.com/photos/wizzer/6878690417/>

Why?

Systematic factors ('lifestyle')

- Progression criteria/expectations
- Working hours
- Travel
- Networking



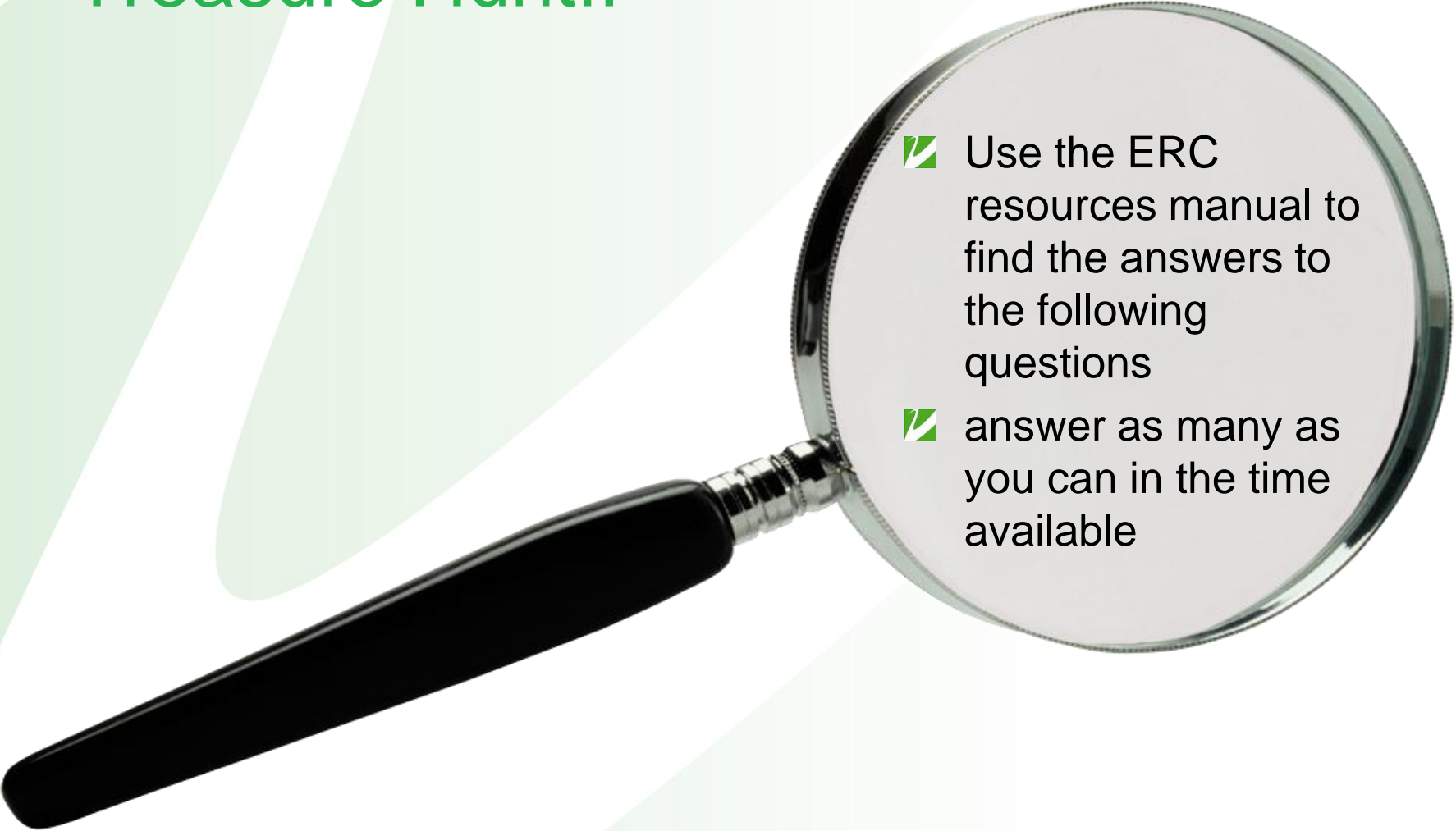
Bias:

- Explicit
- Unconscious

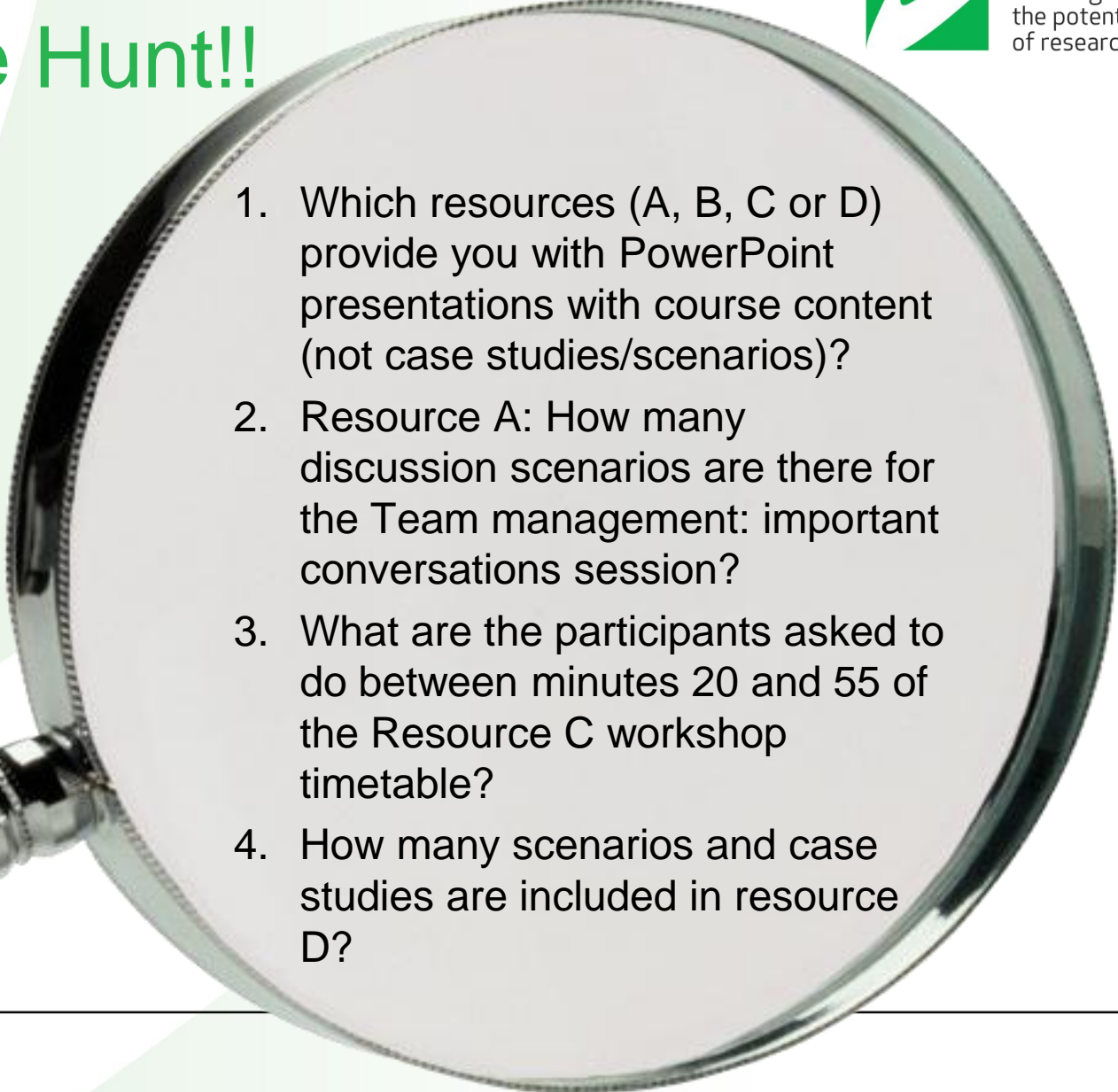
Test yourself at

<https://implicit.harvard.edu/implicit/uk/>

Treasure Hunt!!

- 
- ✔ Use the ERC resources manual to find the answers to the following questions
 - ✔ answer as many as you can in the time available

Treasure Hunt!!

- 
1. Which resources (A, B, C or D) provide you with PowerPoint presentations with course content (not case studies/scenarios)?
 2. Resource A: How many discussion scenarios are there for the Team management: important conversations session?
 3. What are the participants asked to do between minutes 20 and 55 of the Resource C workshop timetable?
 4. How many scenarios and case studies are included in resource D?

The ERC Resources manual: overview

- ✔ Training and reference materials:
 - ✔ supporting institutions' existing diversity policies and leadership programmes
 - ✔ flexible and easy to embed
 - ✔ standalone sessions or can be incorporated into pre-existing programmes
 - ✔ to be delivered by staff developers with Principal Investigators as primary audience
- ✔ Case study and scenario-based to put it into 'real-life'

Every Researcher Counts: Developments 2013-15

- Regional series of train the trainer events
- Conference programme – Scotland (June '14), Yorkshire (Oct '14), London (TBC, at end of next phase)
- Development of an additional resource for Research Staff
- 'Right answer' scenarios to the existing resource (from ECU)
- Further case studies, current use, good examples etc
- 10 things your institution could do flyer
- Resources to contextualise e.g. Why is agenda important
- Web development – layout of resources and online community

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Paired discussion part 1:



What individual or personal circumstances might result in a member of research staff to be at a disadvantage compared to other researchers in the same institution/department/research group?

In terms of:

- Opportunities available
- Expectations or demands placed on them
- Their career stage

Paired discussion part 2:



Thinking about each of these circumstances what might stop the researcher getting what they need e.g.:

- Support
- Advice
- Opportunities
- Facilities
- Training
- Information

Planned resource

Review:

- Briefing/ overview including relevant statistics and example scenarios
- Questions to benchmark understanding of issues
- Coaching style questions to determine individual needs

Reflect:

- do I need to take action now?
- will this change at next career stage?
- What do I need?

Plan:

- Where do I go? (Signposting)
- Creating an assertive action plan

The resources will be as brief as possible and should be available as:

- A standalone guide for individuals to download, keep and record notes in (< 10 pages)
- A web page including the same advice and reflective prompts as the printed resource.

Equality and diversity questions from ERC

1. What are the key issues around the equality and diversity agenda in your institution/department?
2. Have you set equality and diversity objectives in your team/group?
3. How are you managing equality and diversity in your workplace? Who could help you do this?
4. How do you promote an inclusive working environment that values difference, where staff feel comfortable and respected?
5. How are you managing equality and diversity in your workplace? Who could help you do this?
6. Are your staff aware of their own responsibilities with respect to equality and diversity? How might you go about helping them understand these?
7. What do you think are the real or perceived barriers to progression, and what actions can you take to address them?
8. Are you able to recognise the full range of skills and knowledge in your team and to see how this can be extended through an individual's development?
9. Do you encourage flexible working and promote work life balance for all staff (and are a good example of this yourself)?
10. How would you support the careers of both younger and older researchers in light of the abolition of the default retirement age?

Paired discussion part 2:



What would you like to see in the resource?

What would you NOT like to see in the resource?

If you can provide case studies or ideas for this project, please contact me by the end of March 2014: tracey@traceystead.co.uk

THANK YOU!