DIVERSITY AND INCLUSION PROGRESSION FRAMEWORK: 2017 BENCHMARKING REPORT FOR THE INSTITUTE OF BIOMEDICAL SCIENCE

CONTENTS

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 (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, benchmarks against the data provided by all other participating organisations.

The report also provides you with some 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 available resources from the Science Council to support your diversity and inclusion work is included in Appendix 4.

You will receive a second report early in 2018. 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 level (IBMS)	Median self-assessment level for all participating organisations	Median self-assessment level for scientific bodies
1.1 Governance and leadership	2	2	2
1.2 Membership and professional registration	2	2	2
1.3 Meetings, conferences and events	2	2	2
1.4 Education and training, accreditation and examinations	2	1	1
1.5 Prizes, awards and grants	1	1	1
1.6 Communications, marketing, outreach and engagement	2	2	2
1.7 Employment	1	2	2
1.8 Monitoring and measuring	2	2	2

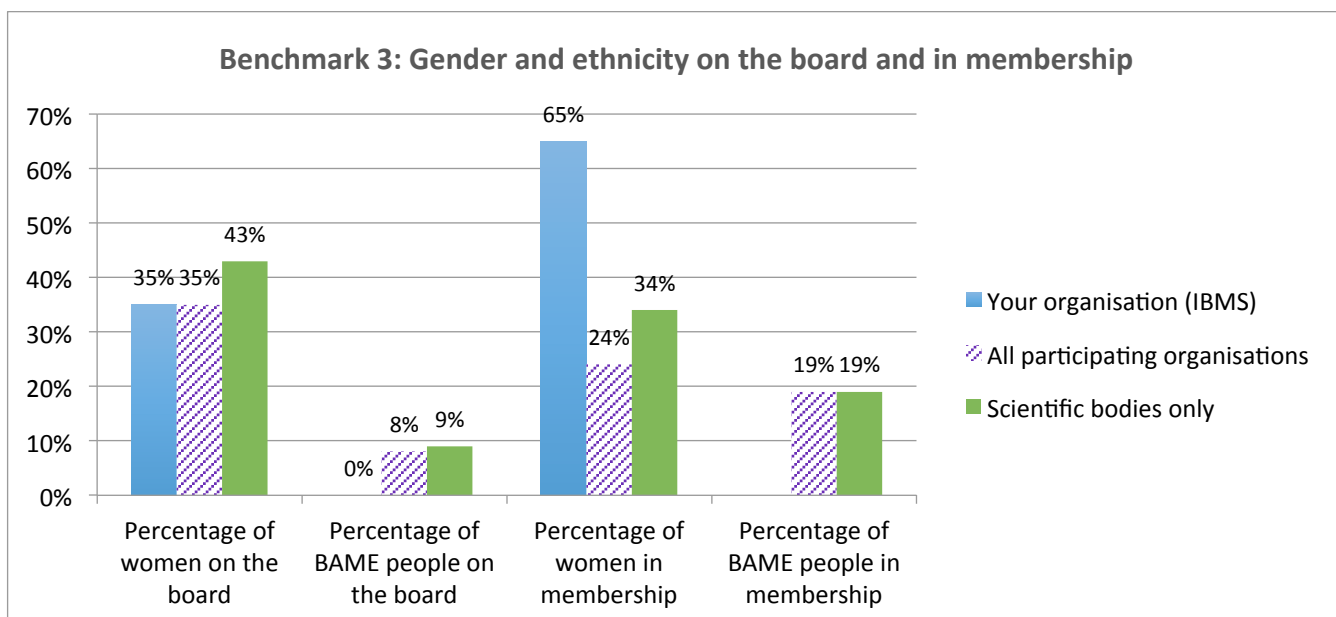Benchmark 1: Your self-assessment benchmarked against all participating organisations (n=35)

Your self-assessment level (IBMS)

Median self-assessment level for all participating organisations
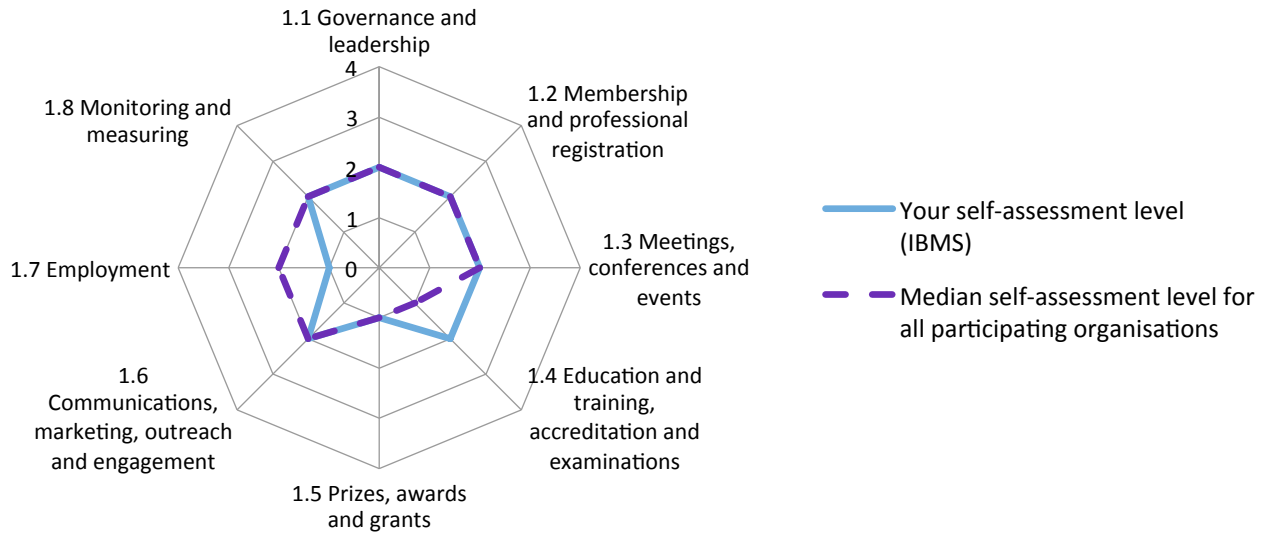
Benchmark 2: Your self-assessment benchmarked against all scientific bodies (n=21)

Your self-assessment level (IBMS)

Median self-assessment level for all participating scientific bodies

Benchmark 3: Gender and ethnicity on the board and in membership

Category	Your organisation (IBMS)	All participating organisations	Scientific bodies only
Percentage of women on the board	35%	35%	43%
Percentage of BAME people on the board	0%	8%	9%
Percentage of women in membership	65%	24%	34%
Percentage of BAME people in membership		19%	19%

* You state that the percentage of BAME people in membership is unknown

Section 3 Key findings

Strengths

1 You are building a good foundation for leadership and governance of diversity and inclusion. You have named responsible people for leading diversity and inclusion and include it as a regular item on the board's agenda.

2 You are taking action to communicate your commitment to diversity and inclusion and IBMS and growing the diversity of your membership. You gather data on gender and age demographics to support this ambition. Female membership in IBMS (65%) is significantly higher than the benchmark for all participating organisations (24%) and scientific bodies (34%).

3 You make a conscious effort to ensure that communications, marketing, outreach and engagement activities are inclusive and reflect diversity.

Areas for development

1 Building greater diversity and inclusion in employment.

2 Using monitoring data to establish key performance indicators and monitor progress.

3 Ensuring diversity and inclusion are embedded within the processes associated with prizes, awards and grants.

Recommendations for action

1   You marked employment as one of your lower areas of progress within the progression framework and progress on this is lower compared with the overall benchmark and scientific bodies benchmark. We recommend that you review all employment processes to ensure they support diversity and inclusion and avoid unconscious bias. We also recommend that you consult with your staff on how they currently view the diversity and inclusion strengths of the Institute and what actions they think can help to build even greater diversity and inclusion.

2   Build on the monitoring you already undertake to help establish clear diversity and inclusion objectives and key performance indicators to help steer and track progress.

3   You report that names and other personal information is not supplied to judging panels for prizes, awards and grants. You could build on this by separately monitoring the diversity of applicants and recipients in order to ensure there is diversity and inclusion in the process. We also suggest seeking to ensure that all panels are diverse wherever possible.

Appendix 1:   Background to the Progression Framework

Over the last six years, the Royal Academy of Engineering (the Academy) has been leading a programme with the vision of an inclusive profession that inspires, attracts, recruits and retains people from all backgrounds. The programme is focused internally and externally; partnering and collaborating with stakeholders in engineering employment, professional bodies and third-sector organisations with the aim of challenging the status quo and driving change through visible and innovative interventions.

In 2012, the Academy worked with representatives from a number of professional engineering institutions (PEI) to develop an Engineering Diversity Concordat (available at http://www.raeng.org.uk/policy/diversity-in-engineering/professional-engineering-institutions). This is a voluntary agreement to support joint working on diversity and inclusion.

All 35 PEIs were invited to sign up to the concordat; as a result, 30 including the Engineering Council and the Academy have become signatories. The Concordat commits signatories to work together to communicate commitment to diversity and inclusion, take action to promote and increase it, and monitor and measure progress.

Although PEIs subsequently reported progress against these objectives, there was appetite for increased rigour in planning, measuring progress and benchmarking. In addition, independent evaluation of the effectiveness of the concordat highlighted that there was some ambiguity around what 'success' looks like and that a standardised tracking tool or dashboard should be shared with institutions to monitor plans and encourage increased commitment and ongoing progress. This resulted in the birth of the Diversity and Inclusion Progression Framework – developed for professional bodies by professional bodies.

In 2014, the Science Council developed the Declaration Diversity, Equality and Inclusion to facilitate buy-in from its membership of professional bodies in the promotion of equality, diversity and inclusion (EDI). The aim is to create greater opportunity for all individuals to fulfil their scientific potential, irrespective of background or circumstances.

The Science Council sets the standards for professional scientists through registration. It also helps science to better serve society by attracting the widest possible talent to the science workforce and fostering a greater diversity of scientific ideas, research and technology.

The Science Council is committed to widening participation in science education and the workplace. To this end, the Science Council and its member bodies have declared a commitment to promote EDI throughout their communities and challenge prejudice and discrimination.

As a leading voice in science and the application of science, the Science Council seeks every opportunity to be proactive in promoting and communicating this vision to educators, employers, policymakers, opinion formers and other publics.

Appendix 2:   Progression Framework overview

The Progression Framework was developed in collaboration between the Royal Academy and the Science Council with the aim of helping professional bodies track and plan progress on diversity and inclusion.

The Framework asks professional bodies about progress on diversity and inclusion in eight areas of their work, by setting out four levels of good practice on each.

The eight areas are:

1   Governance and Leadership
2   Membership and professional registration
3   Meetings, conferences and events
4   Education and training, accreditation and examinations
5   Prizes, awards and grants
6   Communications, marketing, outreach and engagement
7   Employment
8   Monitoring and measuring

The four levels of good practice are:

Level 1: Initiating
Level 2: Developing
Level 3: Engaging
Level 4: Evolving

Further detail of the Progression Framework including descriptions and examples of each of the good practice levels can be found at http://www.raeng.org.uk/publications/other/diversity-progression-framework

Appendix 3:   Benchmarking methodology

In completing the Framework for the 2017 Progression Framework benchmarking exercise, participants were asked to self-assess their progress in each of the eight categories above, by allocating a score on a simple Excel spreadsheet as follows: score 1 where progress is self-assessed to be at Level 1, score 2 where progress is self-assessed to be at Level 2 etc. Participants were invited to score 0 if they were unable to record any activity at Levels 1 to 4. They were also asked to respond to a number of qualitative and measurement questions regarding progress on diversity and inclusion in their organisations.

Completed Frameworks were returned to for business sake consulting limited (www.forbusinesssake.com), an independent consultants on diversity, inclusion and organisational change. The consultants were commissioned by the Royal Academy of Engineering and the Science Council to conduct the benchmarking analysis and signed a non-disclosure agreement which meant only the participating organisation and the consultant saw each submission.

Once received, the submissions for all participating organisations were combined by the consultants in a single Excel spreadsheet, including both self-assessment and text evidence. This allowed the consultants to calculate numerical benchmarks and to compare self-assessment levels and qualitative evidence from participating organisations, overall and by sector (PEI and scientific body).

For this report, Benchmarks 1 and 2 have been simply calculated using a median rather than a mean average. The median calculation generates a benchmark at Levels 1 – 4, compared to a mean calculation which generates a benchmark at one or two decimal points.

Benchmark 3 has been calculated using a mean average of organisations providing data on gender and ethnicity in membership and at Board level.

Appendix 4:   Diversity and inclusion resources

The following diversity and inclusion resources are available from the Science Council:

Diversity Leadership:
http://sciencecouncil.org/web/wp-content/uploads/2015/12/Diversity-Leadership-2017.pdf

Networks
http://sciencecouncil.org/web/wp-content/uploads/2015/12/Affinity-Networks-Summary-January-2014.pdf

The Royal Society
Leading the way: increasing diversity in the science workforce.
https://royalsociety.org/topics-policy/projects/leading-way-diversity/

The Royal Academy of Engineering
Diversity & Inclusion in Engineering
http://www.raeng.org.uk/policy/diversity-in-engineering

Diversity Glossary
http://sciencecouncil.org/web/wp-content/uploads/2015/12/Glossary-of-terms-2017.pdf

Diversity Starter Steps
http://sciencecouncil.org/web/wp-content/uploads/2015/12/StarterStepsQuickWins_2017.pdf