

Embedding EDI through personal objectives and appraisals

EDI for the BRC CRF Workforce: Series 1, Ep 2

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The 'Why' of EDI?

- Inequalities affect people's career progression
- Inequalities limit research and innovation excellence and impact
- NIHR Research Inclusion/EDI Strategy

Research Inclusion Strategy: an update on our action and forward look

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Engaging the talents and energy of diverse people in all areas of our work

[Fostering an inclusive environment](#)

[Improving the relevance and quality of our research](#)

[Developing the evidence base for our diversity and inclusion approaches](#)

[The future – 2024 and beyond](#)

In 2022 we launched the NIHR's first [Research Inclusion Strategy](#), followed by our [action plan](#). This update shows the progress we've made on those actions as well as a forward look at our journey to embed equality, diversity and inclusion in everything we do.

Engaging the talents and energy of diverse people in all areas of our work



We launched aspirational [targets for the diversity of our professional committee and panel members](#) in 2022. Since then, we've been working on improving the quality and quantity of data we collect. We've also developed resources to support inclusion on committees and panels. We've launched the resources across our funding programmes. We'll continue to develop resources, test

Diversity is being invited to the party;
inclusion is being asked to dance.

Vernã Myers

<https://www.nihr.ac.uk/about-us/who-we-are/research-inclusion>

The NIHR Manchester BRC CRF EDI strategy

Aims to create fair processes and an inclusive environment to tackle inherited, acquired and structural inequalities for the BRC CRF workforce.

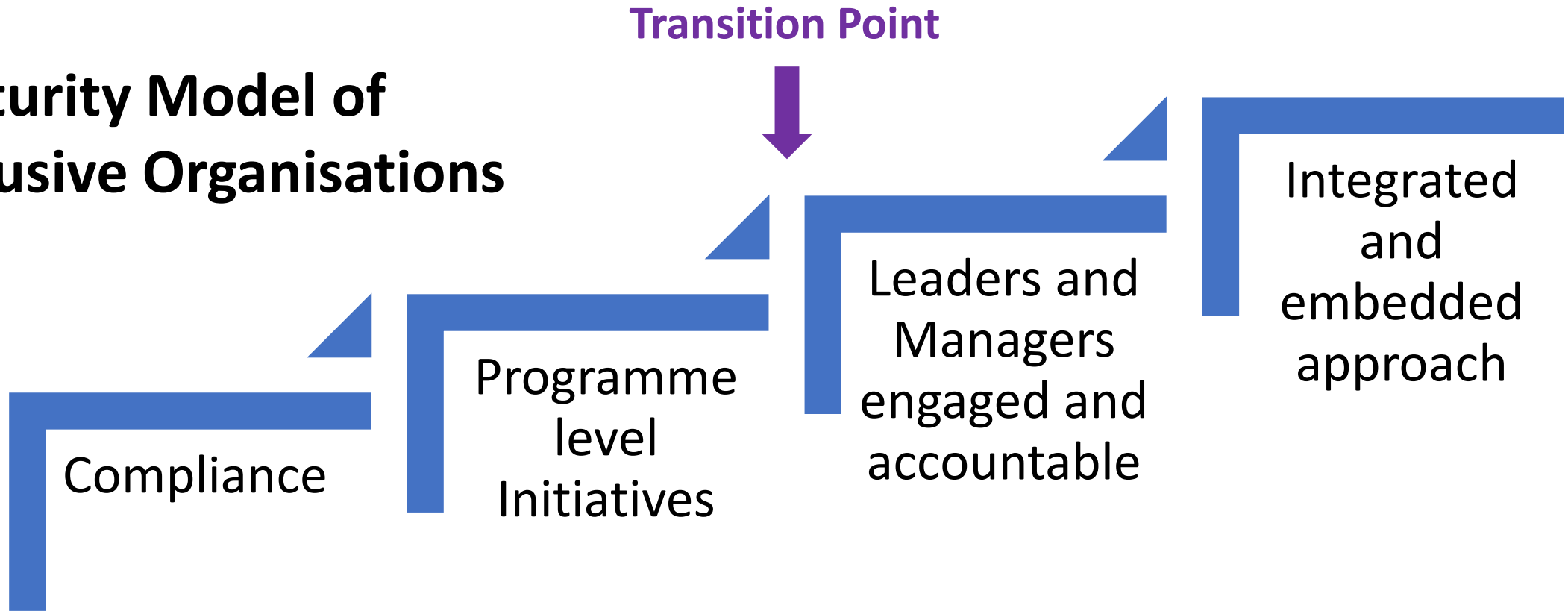


KPIs:

- *Diverse team structures – at all levels of seniority*
- *More equitable access to resources and opportunities*
- *Fostering an inclusive research environment at all levels of research and academia*
- *Address disparities in funding and career advancement*
- *Ensure transparent and inclusive communication*
- *Provide support for all especially under-represented groups*

Aim to increase reflection, understanding of our current picture and support collective action:

Maturity Model of Inclusive Organisations



Collective education, commitment, action, accountability and reward

Reflect on current practice and set EDI Objective(s) in Appraisals

> At least one EDI focused objective at each annual appraisal per year

BRC CRF EDI Toolkits

Promoting EDI
Education and
Training

Promoting EDI
in teams, events
and culture

Authorship and
Contribution to
Publications

Recruiting,
Reviewing and
Career
Progression

Improve the data by counting yourself in

- Complete demographic surveys:
 - UoM MyView
 - BRC CRF surveys using NIHR diversity set (age, disability, ethnicity, religion, sex and gender, sexual orientation, parental and caring responsibilities, socioeconomic status)
- Share qualitative experiences through local representatives, EDI leads, focus groups and through conversations with supervisors/line managers > reciprocal mentoring

- Female NIHR grant applications decline with higher career stage -71% pre-PhD > 37% senior investigator
- Ethnic minority NIHR applicants less likely to be successful than white applicants (also underrepresented on NIHR committees)
- Disabled NIHR applicants, award holders and professional committee members under-represented

UK NATIONAL PROFESSORS BY SEX AND BLACK, ASIAN AND MINORITY ETHNIC/WHITE IDENTITY



national professors by sex and Black, Asian and minority ethnic/White identity, 2021/22

AdvanceHE

Advance HE (2022) Equality in higher education statistical reports - weighted by full person equivalent

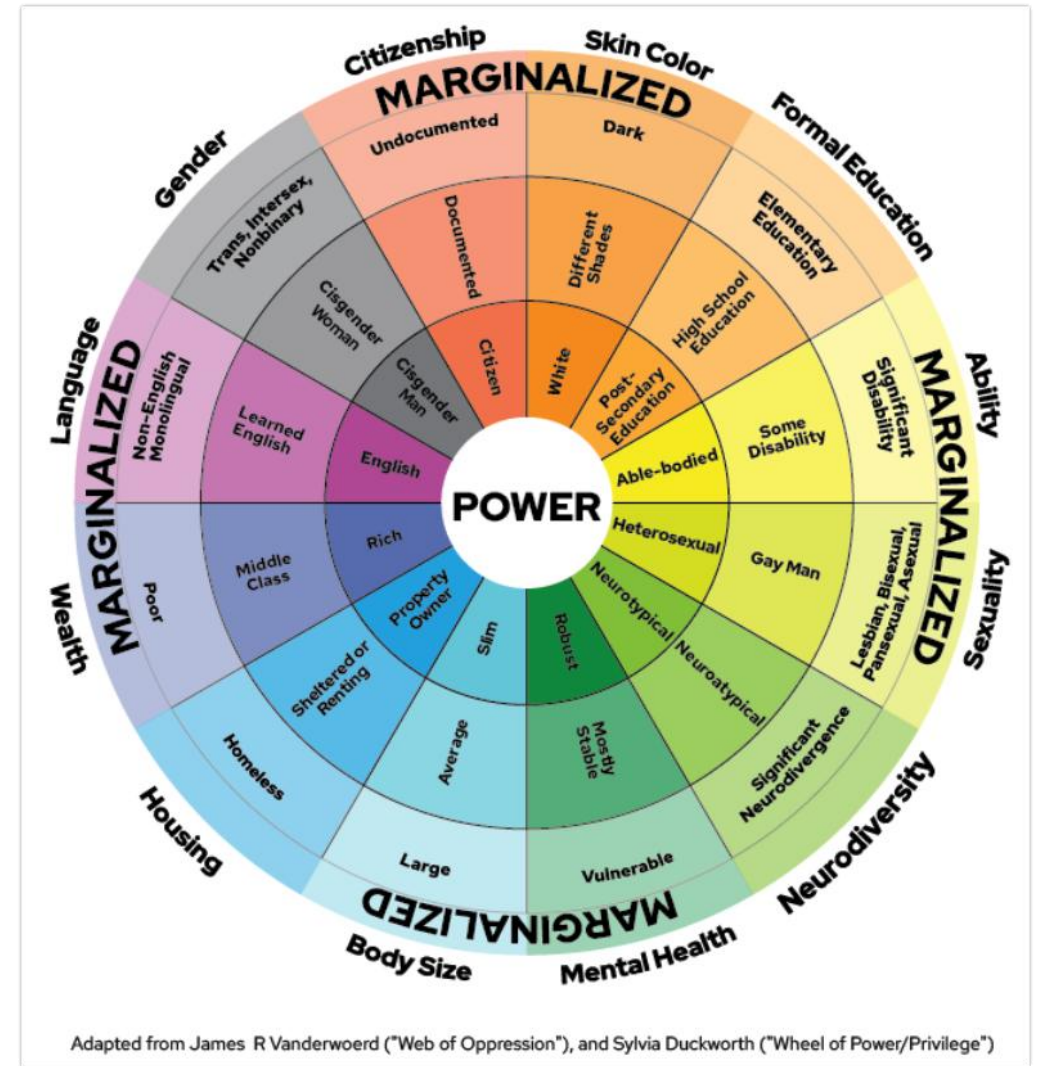
#AdvanceHEstats

Setting objectives to increased EDI Education and Training

- Essential Training (Diversity in the Workplace, Unconscious bias, Disability Equity, Sexual Harassment)
- Equality Impact Assessment training
- Research Integrity Training
- Code of practice and process to report research concerns and misconduct

Use tools to reflect on your own experiences, consider power and privilege, your networks and access to support.

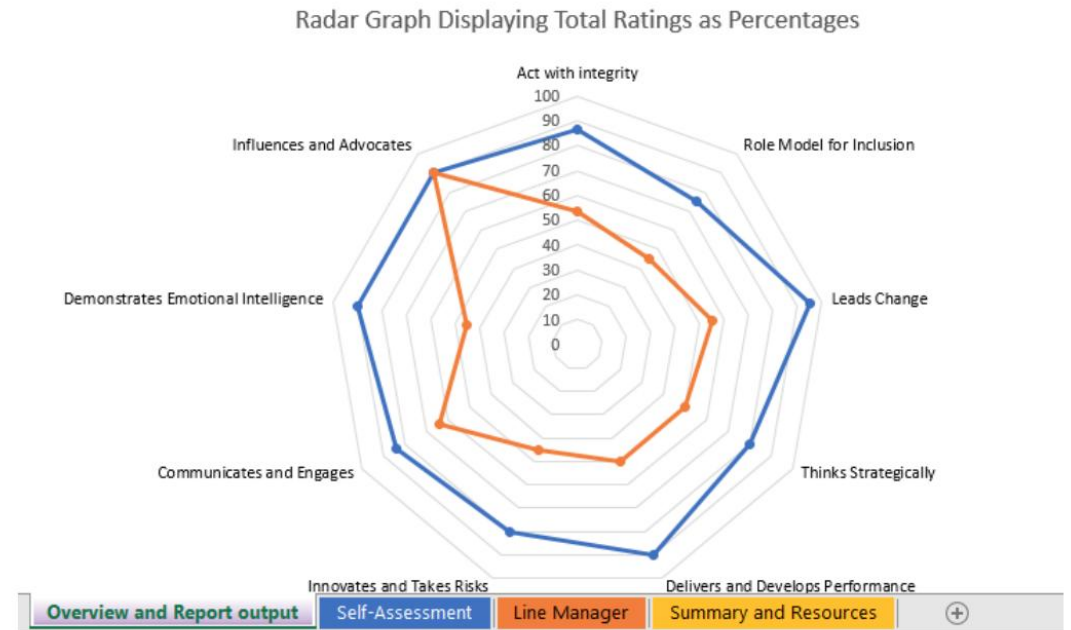
- How has this helped or hindered your education and research career so far?
- Have you considered how your position in relation to power and privilege can influence your research area and projects?
- Become an advocate or reciprocal mentor



UoM Training

Increase your self awareness and inclusive leadership capacity

University of Manchester Leadership Framework, capability self assessment tool >



NHS Training

MFT

Inclusive and Compassionate Leadership (All NMAHPs)

Inclusive Behaviours as a Manager [Inclusive Behaviours as a Manager | People Place \[peopleplace.mft.nhs.uk\]](#)

- The Diverse Recruitment Panels Scheme
- The E3 Ring-Fenced Secondment Scheme
- The Reciprocal Mentoring Scheme

NCA

'Accelerated leader Development' 2 day course ([Northern Care Alliance | Princess Royal Training Award \[princessroyaltrainingawards.com\]](#))

For All

NIHR learn

Research Inclusion Modules <https://learn.nihr.ac.uk/>

Leadership eLearning modules and Leadership Development Resources [Leadership Lab Modules | NIHR Learn](#)

[\[learn.nihr.ac.uk\]](#) [Leadership e-learning module descriptions | NIHR \[nihr.ac.uk\]](#)

[Unconscious bias | NIHR Learn \[learn.nihr.ac.uk\]](#)

NHS leadership academy

[Programmes – Leadership Academy \[leadershipacademy.nhs.uk\]](#)

Setting objectives that promote EDI in teams, events and culture

- Consider the demographic and culture within your team and wider collaborators
- Take part and/or organise diversity celebration events individually or as a team?
- Make EDI/research inclusion an agenda item for team meetings and share learning from EDI education and events with your team
- Use inclusive meeting and events guides, respect people's pronouns and use the inclusive language guide
- Promote and engage with the diversity calendar and join network groups to share experiences, support each other and advocate for positive change
- Reflect on team working conditions and expectations (hours, tasks etc). Do they allow all members to combine work and life and fully participate?
- Reflect on equity of opportunity and hierarchical patterns in your team
 - Prioritise 10 days professional development and use and promote targeted support
 - Prioritise mentorship for yourself and others
- **Create a team EDI/research culture charter**

Setting objectives for inclusive authorship/contributorship

- Reflect on whether authorship and contributorship lists reflects all individuals who contributed? (think about gender, ethnicity, career stage...)?
- Do you routinely use contributorship statements (CRediT)?
- Have you considered including a data sharing statement?
- When embarking on a project consider whether it may be appropriate to include patient contributors or community collaborators who meet established authorship criteria as co-authors at a later stage
- Promote publications and outputs towards broad networks, institutions, journals and conferences that address health inequalities and inclusion issues?
- Check BRC and CRF linked affiliations are included where applicable



names of authors of published articles in top-5 journals between 2005 and 2020.

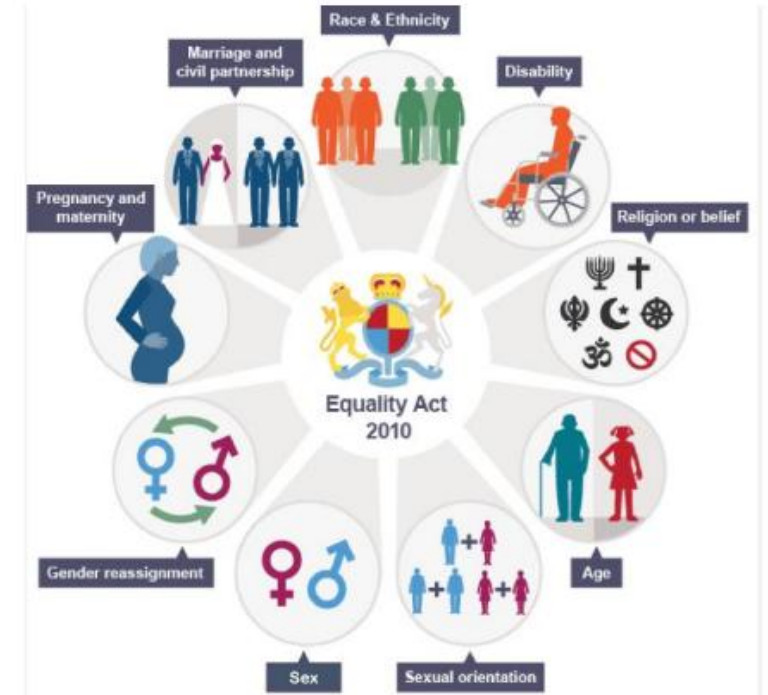
Setting objectives for inclusive recruitment and peer review

- Explore inclusive recruitment strategies, use inclusive language and EDI statements on adverts
- Offer flexible and hybrid working and limit short term fixed-term contracts as far as possible.
- Ensure that interview panels are representative, by avoiding single gender/single ethnicity panels and seeking diverse panel members where possible, for diversity of opinion and better representation.
- Be aware of potential barriers, e.g. hybrid or in-person, accessibility, time of day for interviews etc
- Be mindful of own biases, review against stated criteria, refrain from commenting outside of official feedback to ensure a fair and equitable outcome for all applicants.
- Undertake an Equality Impact Assessment ahead of any new projects or policies to understand how the project is inclusive, and where it may positively or negatively impact on staff, students or stakeholders from protected groups. An EIA toolkit, templates and EIA training is available.

Use Equality Impact Assessments (EIAs)

For all projects including your research projects

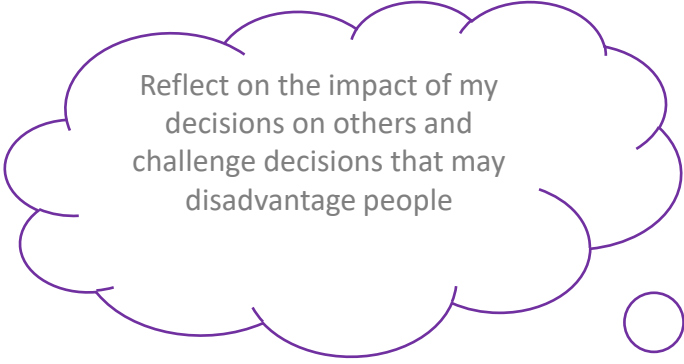
- What are the key aims and benefits of the research, study, review or proposal?
- Identify any previous equalities related research or consultation relevant to your research, study, review or proposal
- Describe how the research, study, review or proposal will (or may) affect or impact upon equality
- Identify who – from the Protected Characteristic groupings or other relevant underserved or disadvantaged communities – will (or may) be affected, how and any necessary action(s)
- How will you monitor and evaluate the equality impact of your study?



Equality Impact Assessments Equality Impact Assessments | Equality, Diversity and Inclusion | StaffNet | The University of Manchester

Reach out for support through the EDI team(s)

Cumulative small actions by all will make the biggest difference



Reflect on the impact of my decisions on others and challenge decisions that may disadvantage people



Help someone new to the settle into the organisation and share your networks with them



Have coffee with people who have different views from you and share perspectives



Listen to others to fully understand their perspective



- 1 Explore another culture
- 2 Donate to a charity
- 3 Do what I believe in rather than what is expected of me
- 4 Do what is right rather than what is easy
- 5 Initiate changes by organising a group of people and help make changes happen

- 26 Make sure everyone gets to have a say and is heard during group sharing thoughts on a subject
- 27 Look out for people that are alone and ask if they want to be included
- 28 Take time to appreciate the priorities and privileges I have been given in life and think about how to use them to support others



50 WAYS TO INCLUSION



- 6 Engage in events and training courses that challenge hate, prejudice and discrimination
- 7 Engage in events and training courses that celebrate diversity, equality and inclusion
- 8 Offer to mentor someone to help support their careers

- 9 Learn about human rights and stand up for them.

- 10 Make sure that there is a diverse range of speakers before I accept to talk at a conference

- 11 Make sure that there is a diverse range of opinions before I accept to sit on a panel

- 12 Have coffee with people who have different views from me and share perspectives



- 13 Try to consider people's individual circumstances and be as flexible and accessible as possible

- 14 Lead by example and show others that you can work flexibly

- 15 Try and understand how prejudice and stereotypes are formed

- 16 Find out more about discrimination and micro-aggression and how they negatively affect people

- 17 Question the impacts of my decisions on others

- 18 Help to break the silence about so-called taboo subjects

- 19 Report inappropriate behaviours if I witness any

- 20 Find out more about how people experience mental ill health and what I can do to support them

- 21 Engage in conversations about mental health

- 22 Ask people how their days are going and pay attention to the answers

- 23 Become a wellbeing champion

- 24 Try to support someone who is having a difficult time and be an ally

- 25 Try and find at least one positive thing to say about everyone



- 35 Aware that not all disabilities are physical or immediately apparent

- 36 Not make assumptions about someone based on their age

- 37 Let people know my preferred pronouns

- 38 Take time to introduce people in my network that haven't met

- 39 Commit to taking a zero-tolerance approach to sexual harassment and bullying

- 40 Try to avoid recruiting someone only because I believe they have the same attitudes and beliefs as me

- 41 Think about people who have caring responsibilities and how to support them

- 42 Help someone new to the University settle down and get to know it better

- 43 Make sure that everyone has a voice and an opportunity to make an equal contribution

- 44 Try to help others aware of how to contribute to creating an inclusive University

- 45 Think about how I talk to people in all my communications with others

- 46 Think about the language I use and consider how it might affect other people

- 47 Help promote different network groups and societies at the University

- 48 Look up the story of someone that has made a difference and help to spread the word

- 49 Ask people in senior positions what they are doing to promote equality, diversity and inclusion

- 50 Accept that I might not have all the answers and I might get things wrong, but I will always try to be inclusive

Share your inclusive practices (large or small) and EDI objectives you may set for the future



What do you currently do to create a more inclusive culture and/or environment?

What could you do to create a more inclusive culture and/or environment?

Why might you prioritise inclusive actions?

Please reach out if you would like to more information or if we can support you.

Contact Details

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