

## SMC Race and Racism

### Value of Diversity and Inclusion (D&I)

Business case for gender, ethnic and cultural diversity has been made clear with numerous studies and most recently been reaffirmed in [McKinsey's third Diversity report](#) published earlier this year. They found:

- In the case of ethnic and cultural diversity in 2019, top-quartile companies outperformed those in the fourth one by 36 percent in profitability
- Companies in the fourth quartile for both gender and ethnic diversity were 27 percent more likely to underperform on profitability than all other companies in their data set.

**Diversity** without inclusivity is meaningless. **Inclusivity** leverages teams' differences to achieve better results. If done well inclusivity helps others experience psychological safety and trust which leads to feelings of **belonging**.

- **D&I increases innovation and creativity:** A team where diversity of opinion is welcomed creates discussion and debate thus avoiding group thinking and allowing new ideas and successive iterations to take place
- **D&I improves decision making and problem solving:** A team where 'difference' is safe empowers individuals to speak up, perhaps calling out bias or voicing an unpopular idea which may ultimately lead to a better solution.
- **D&I results in higher "customer" satisfaction.** Diverse teams which reflect the "customer base" will have a better understanding of customer/patients' needs, concerns and how to reach them.

### Actions at Uni level where NDPCHS could contribute

#### Good practice examples from [Race Equality Charter](#)

There are currently 14 REC Bronze award holders of which Oxford University is one.

Examples below are from submitted university action plans which could be done on a department level.

[Manchester](#) (Bronze REC renewal action plan, Feb 2019)

Objective	Action
<b>Increase BAME Staff on SMCs</b>	<ul style="list-style-type: none"><li>• Positive action statements for open calls</li><li>• Offering staff to sit as observer on committees to facilitate their decision to join in future</li><li>• Senior colleagues put forward junior colleagues as deputies if unable to attend</li></ul>
<b>Identify and implement Unconscious Bias (UB) observers on academic promotion panels</b>	<ul style="list-style-type: none"><li>• To pilot in one Faculty Promotions Committee having an Unconscious Bias Observer (Head of Faculty HR) present to challenge behaviour</li><li>• Develop UB Checklist for consistency between Promotions Committees.</li></ul>

	<p>Where there is lack of diversity at higher level this can impact on the diversity of interview</p> <ul style="list-style-type: none"> <li>• Use lower grade staff and create ‘fair recruitment specialists’ e.g. a pool of trained BAME recruiters from range of grades in university database.</li> </ul>
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[Oxford REC action plan](#) (first award Feb 2018)

Objective	Action
<b>Increase the proportion of BME applicants and appointments to associate professor posts</b>	<ul style="list-style-type: none"> <li>• Roles are focused on disciplinary areas that attract a wider range of candidates</li> </ul>
<b>Support outstanding researchers and DLs to transition internally or externally to senior research roles</b>	<ul style="list-style-type: none"> <li>• Pilot a visiting programme scheme for BME graduate students and postdocs to establish stronger links with local and international partners, and promote Oxford as the destination of choice for talented researchers</li> </ul>
<b>Provide consistent support for research grant applications</b>	<ul style="list-style-type: none"> <li>• Auditing the current support that is provided to those making grant applications in order to identify gaps; on the basis of this, take action to ensure consistent minimum levels of support across MSD</li> <li>• Establishing a network to provide training, updates and peer support for grants administrators in clinical departments</li> </ul>
<b>Reduce pipeline attrition from doctorate to early career researcher (ECR) stage for UK-BME researchers</b>	<ul style="list-style-type: none"> <li>• Improving pre-application information and guidance for applying to Oxford, to demystify Oxford to external candidates</li> </ul>

## Data

As a department we do not have access to staff ethnicity data. This can be requested in anonymised form from the EDU. Type of data reviewed by Manchester at a university level (Bronze REC renewal) by ethnicity:

- Pipeline
- FTC
- Exit questionnaire
- Reports of harassment
- Analyse P&SS
- Disciplinary cases
- Track effectiveness of training = progression

## Staff Experience Survey Results

Due to the small number of respondents and protective characteristics of ethnicity we do not have access to survey results by race as a department. Below is a summary of key issues from BME respondents from the 2018 Staff Experience Survey. [Full report available from the EDU.](#)

BME respondents responded favourably or equal to white respondents on areas of Harassment and Bullying, Environment and Culture, Professional Development and support from manager. Areas where they responded less favourably are:

**PDR:** BME staff were, however, significantly less likely to have had a PDR: 36% of BME staff had had a PDR compared with 49% of White staff. Although not statistically significant due to small numbers, these differences were apparent in all job roles, especially among Professional & Support and Research staff. BME staff were significantly more likely to say they would have liked the opportunity to have a PDR.

**Mentoring:** Amongst those who had not yet experienced mentoring, BME staff were more likely to express an interest in having a mentor.

**Teaching:** Amongst all respondents, BME staff were less likely to have responsibility for managing others, or to have undergone management training, but more often aspired to leadership roles. These findings held true for BME staff within all job roles. However, the high proportion of BME staff on shorter, fixed-term contracts (72%) may well have skewed these findings.

## Ideas and suggestions

**Remember:** Allies should use their privilege to empower and support those who are already campaigning and working towards equality as well as challenging those who are an impediment to that work. Allies should be active and involved not leaving it to minority groups to solve the issues alone.

Therefore, a good place to start is reviewing the [Steps requested from BME Staff Network to University](#)

- Progress work being done to further improve department culture, especially around Bullying & Harassment but also career development with PDRs, consistent and compassionate line management will make the department a better place to work for all and create an atmosphere where it is easier to call out “bad” or even racist behaviour.
- Bystander Training for everyone. It makes everyone in the department part of the solution as they feel equipped with tools when witnessing B&H.
- Harassment Advisors – do they need any extra training on racial harassment specifically? Review the diversity of harassment advisor and mental health first aiders in case this would make it easier for some colleagues to speak up about racial harassment.
- Every interview panel for all jobs/roles have an individual to attend all interviews who has an E&D monitoring role. They have undertaken diversity/unconscious bias training and are willing to intervene if they believe there is bias in decision making. This was an Athena Swan action for the DPhil applications.
- Review mentoring opportunities within the department and how they are offered.
  - Consider reverse mentoring: Reverse mentoring works by matching a junior employee, as the mentor, with a senior executive to give the mentee a one-on-one understanding of a particular issue, such as diversity or generational differences. (see [FT article](#))
  - Extending network for mentorship through connecting with alumni to support career progression.
  - Promote the University's [Pivot BME Mentoring Scheme](#).

- Consider how to reduce possibility of bias and increase consistency across research groups in renewal of FTC or allocation of permanent contracts.
- Introduce a checklist or intersectional working group to consider impact of decisions on different groups.