

ECEHH Equality, Diversity & Inclusion Survey: Analysis & Findings



CLIENT University of Exeter European Centre for Environment and Human Health
PROJECT ECEHH Equality, Diversity & Inclusion Survey
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Executive Summary

Key Findings:

1. Centre members believe that anti-racism and decolonisation are important to include in their work, but their lack of knowledge of how to incorporate it into their research/teaching prevents them from taking steps to do so.
2. ECEHH is quite inclusive overall and generally psychologically safe (especially compared to the medical school and wider university), but it isn't very diverse (particularly for ethnicity and sexual orientation).
3. Perceptions of transparency and objectivity in decision-making are quite low, particularly for promotion, termination, and remuneration decisions.

Next Steps:

1. Conduct workshops or seminars focused on HOW to practically incorporate decolonisation and anti-racism into research and teaching.
2. The Centre should conduct a review from an anti-racism and inclusion lens of promotion, termination, and remuneration processes where possible.
3. Additional efforts should be made to diversify the Centre – and to identify the reasons why the Centre is so non-diverse in some demographic areas.

Who took the survey?

In total, 50 individuals completed the survey, giving us a ~50% response rate. This is in line with most organisations we work with – on average, we receive a response rate of approximately 47%. Below is the breakdown of respondents by demographic groups.

Gender Identity		Contract type		Role/Staff Position		Disability	
Female	60%	Fixed-term	60%	Academic Researcher	76%	Non-disabled	74%
Male	28%	Permanent	24%	All other roles	21%	Disabled	20%

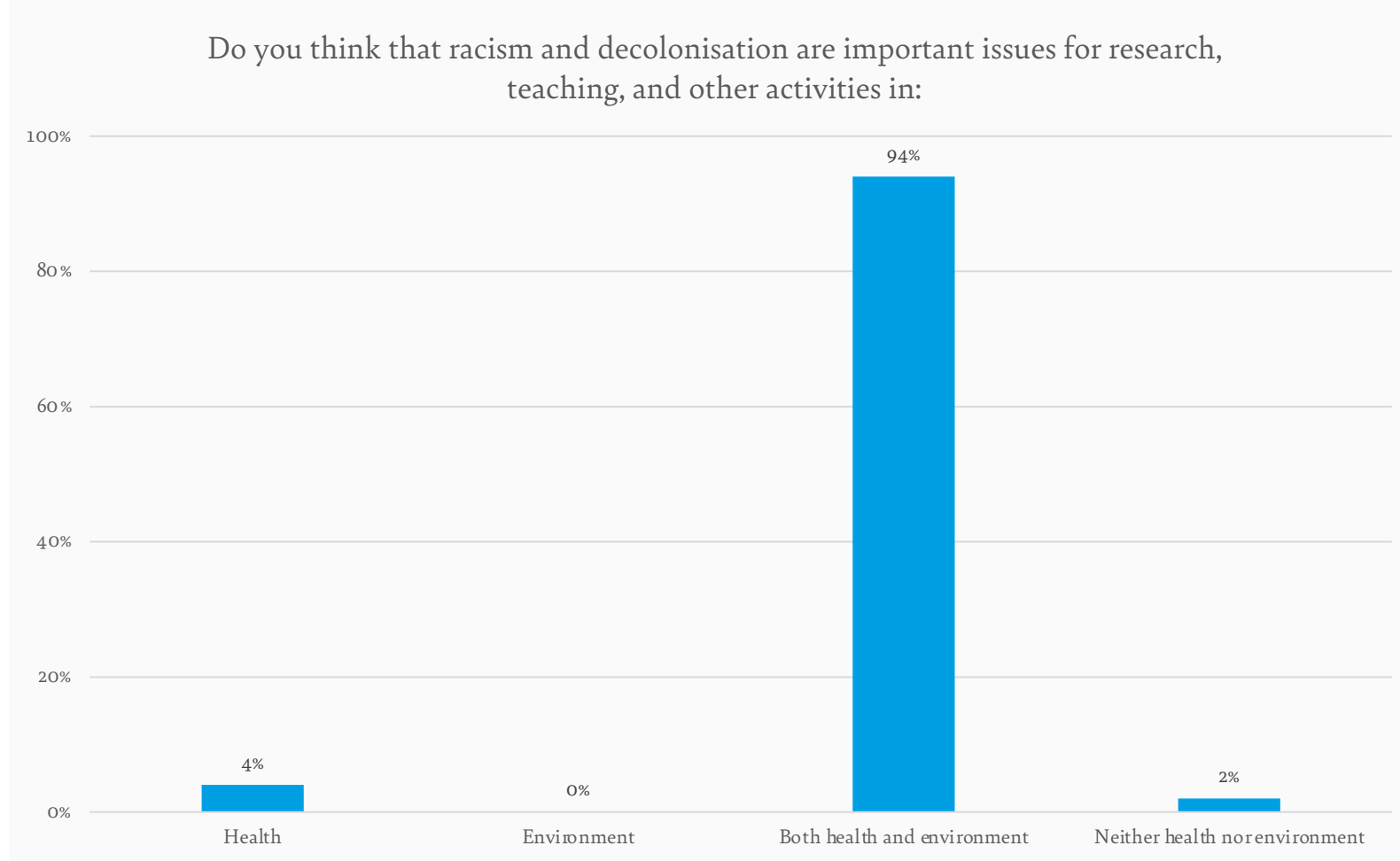
Years in Academia		Years at ECEHH		Age	
<5 years	38%	<5 years	64%	25-34	36%
6-10 years	28%	6+ years	22%	35-44	38%
10+ years	28%			44+	22%

included.

Key overall findings

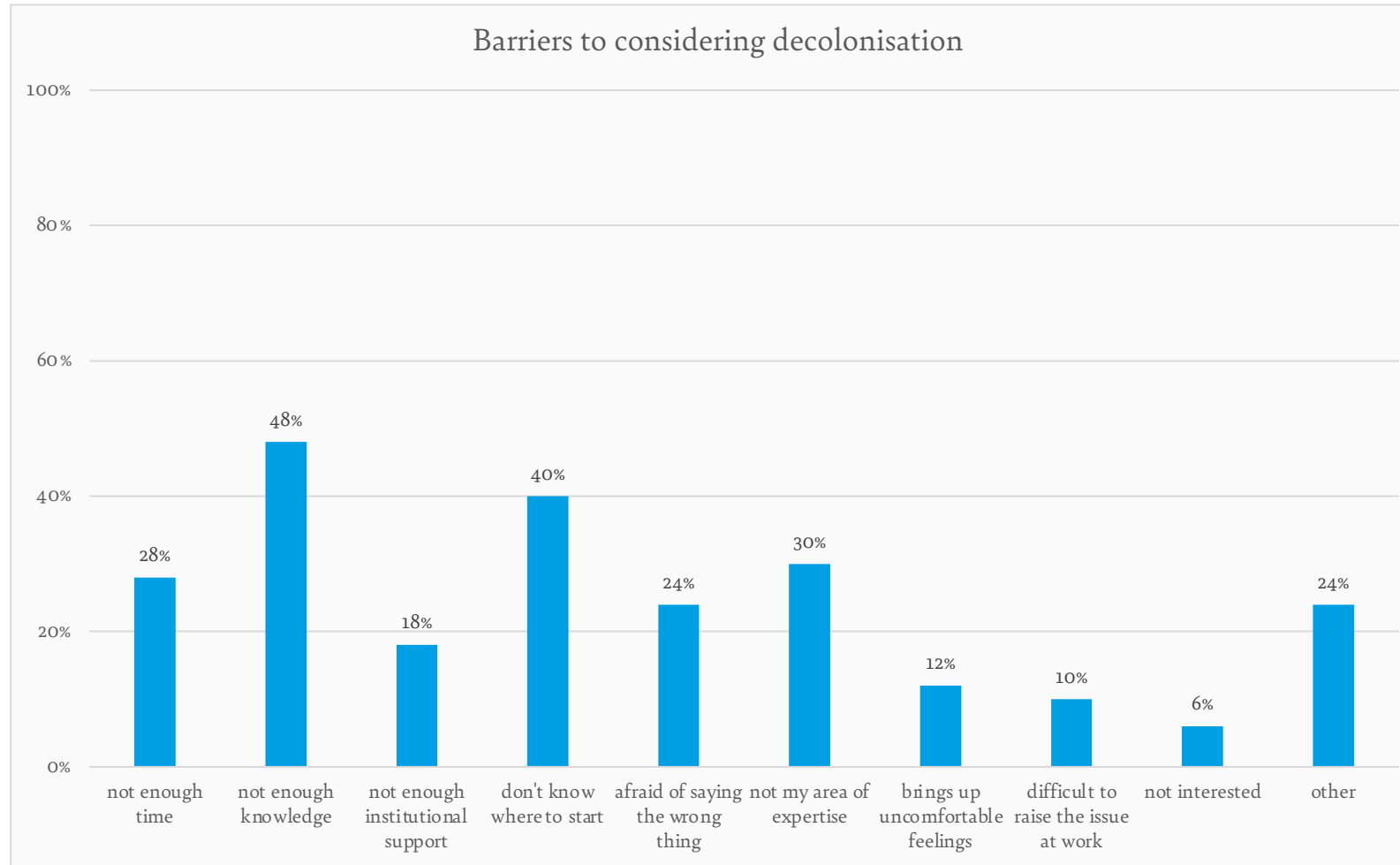


Finding 1: The vast majority of staff believe that racism and decolonisation are important issues for research, teaching and other activities



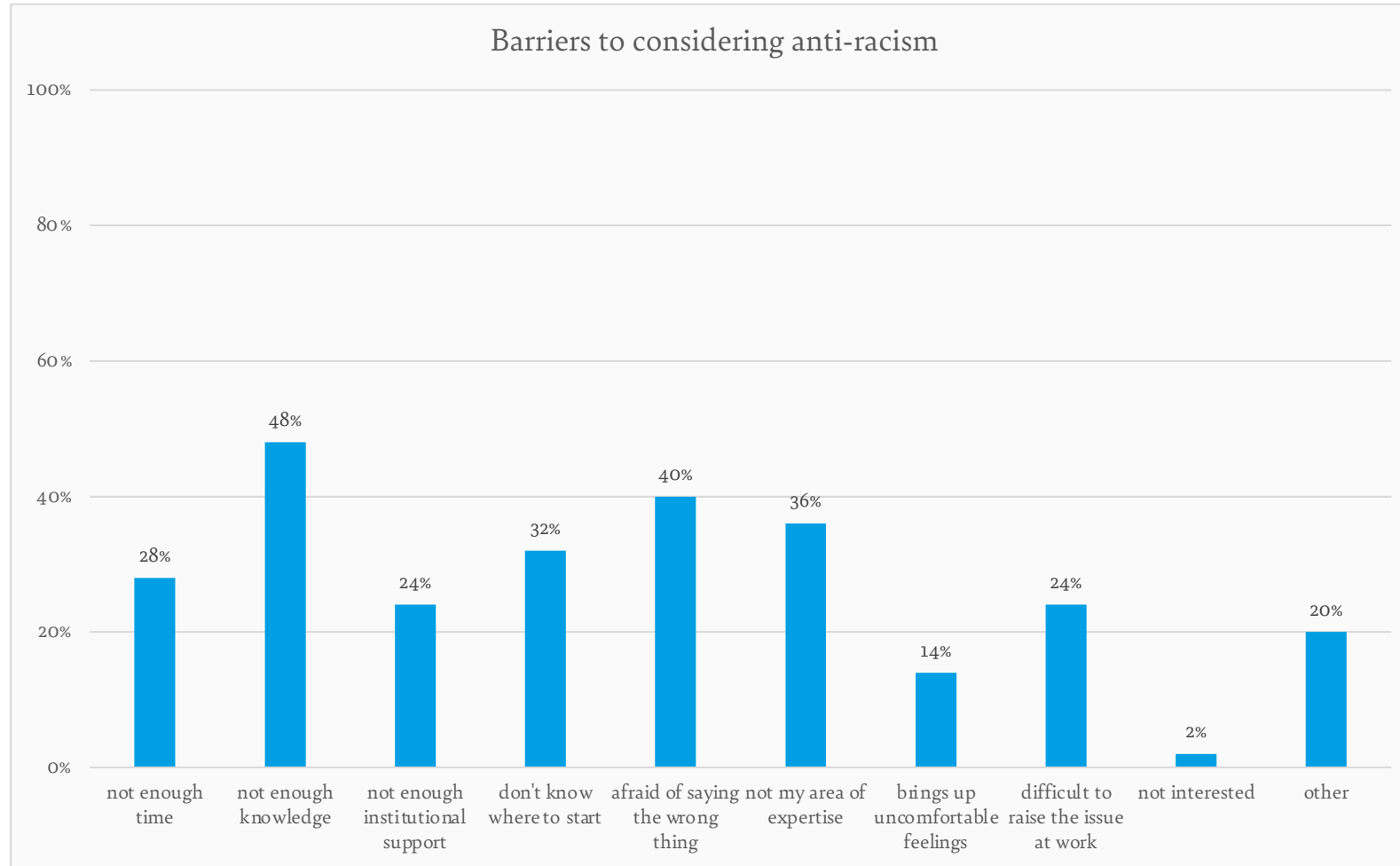
- Due to the low number of respondents from ethnic minorities, a demographic breakdown for this characteristic is not included in this report, as this could lead to individuals being personally identifiable. However, responses from these individuals are included in the data more generally and broken down for all other characteristics, as shown on slide six.
- Overall, 94% of respondents believe that racism and decolonisation are important issues in both health and environment, with 4% believing racism and decolonisation are important issues in health alone.
- This indicates that any lack of progress on incorporating these topics into the Centre's work is likely not due to a lack of belief in the importance of racism and decolonisation. As such, interventions to move forward do not need to focus on informing about the importance of the issue, but rather about action.

Finding 2: The largest barriers to considering decolonisation are a perceived lack of knowledge and concern over where to start



- Overall number of people responding with each choice indicates that concerns over their own experience was the main barrier. 48% of people did not feel they had enough knowledge, 40% were not sure where to start and 30% did not feel decolonisation was their area of expertise.
- Personal fears around saying the wrong thing (24%) or feeling uncomfortable (12%) were not widespread.
- Very few people cited concerns around institutional support (18%) or difficulty raising the issue at work (10%), suggesting that there is a general perception that the department is supportive.
- 28% people had concerns over available time, which could point to either heavy existing workloads, or an acknowledgement of the amount of additional learning they would need to do on decolonisation.
- Only 6% of staff members were not interested in this topic at all.

Finding 3: The largest barriers to considering anti-racism are self reported lack of knowledge and fear of saying the wrong thing



- As with decolonisation, lack of knowledge and expertise were major concerns, with 48% of people feeling they did not have enough knowledge to consider this, 36% not feeling anti-racism was their area of expertise and 32% not sure where to start.
- Concerns around saying the wrong thing (40%) were also common, which could point to a broader lack of psychological safety.
- Perceived lack of institutional support (24%) and difficulty raising the issue at work (24%), were higher than for decolonisation, suggesting potential fears over institutional bias.
- Again, 28% of people had concerns over available time.
- Only 2% of staff members were not interested in this topic at all.

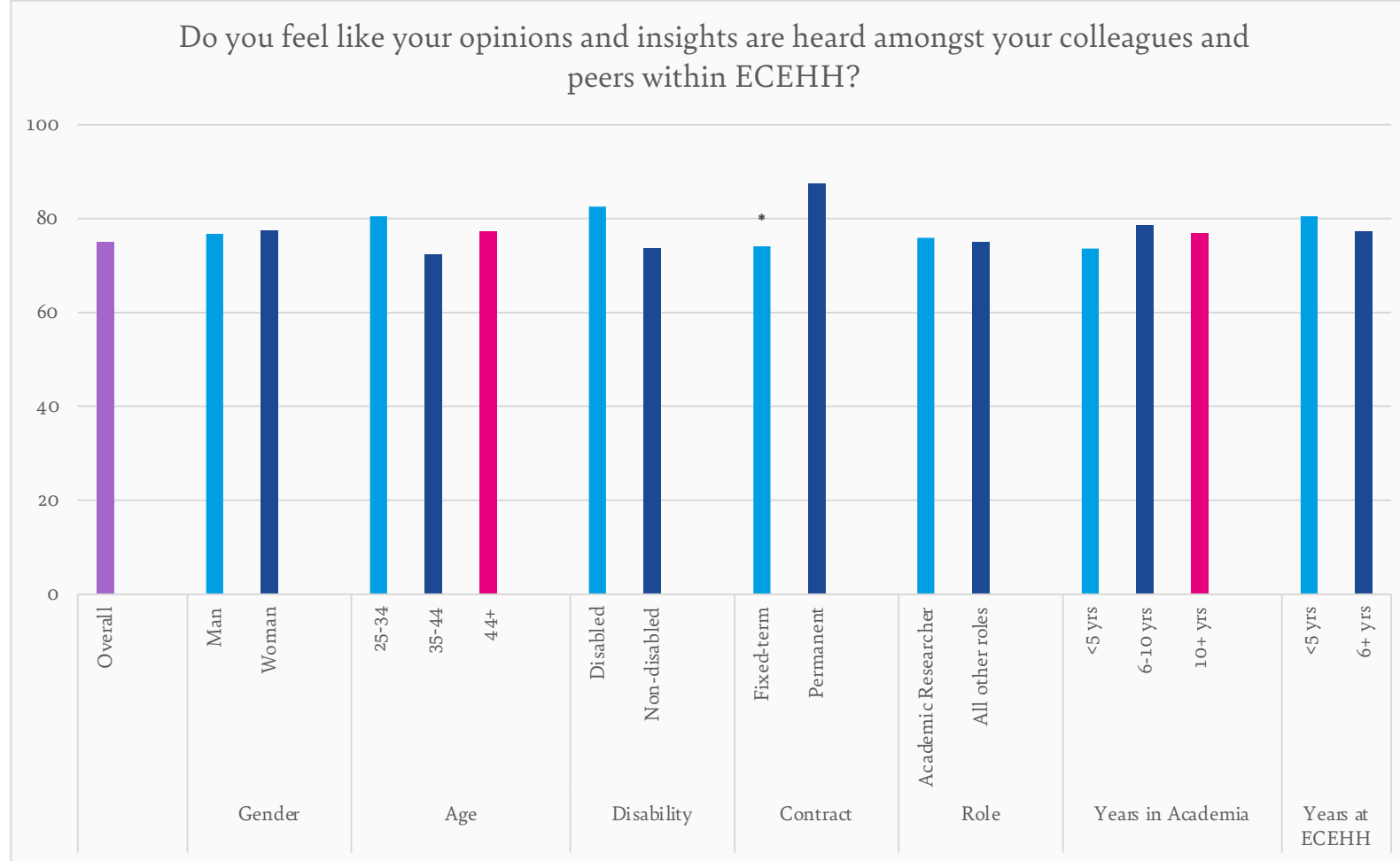
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Inclusion scores



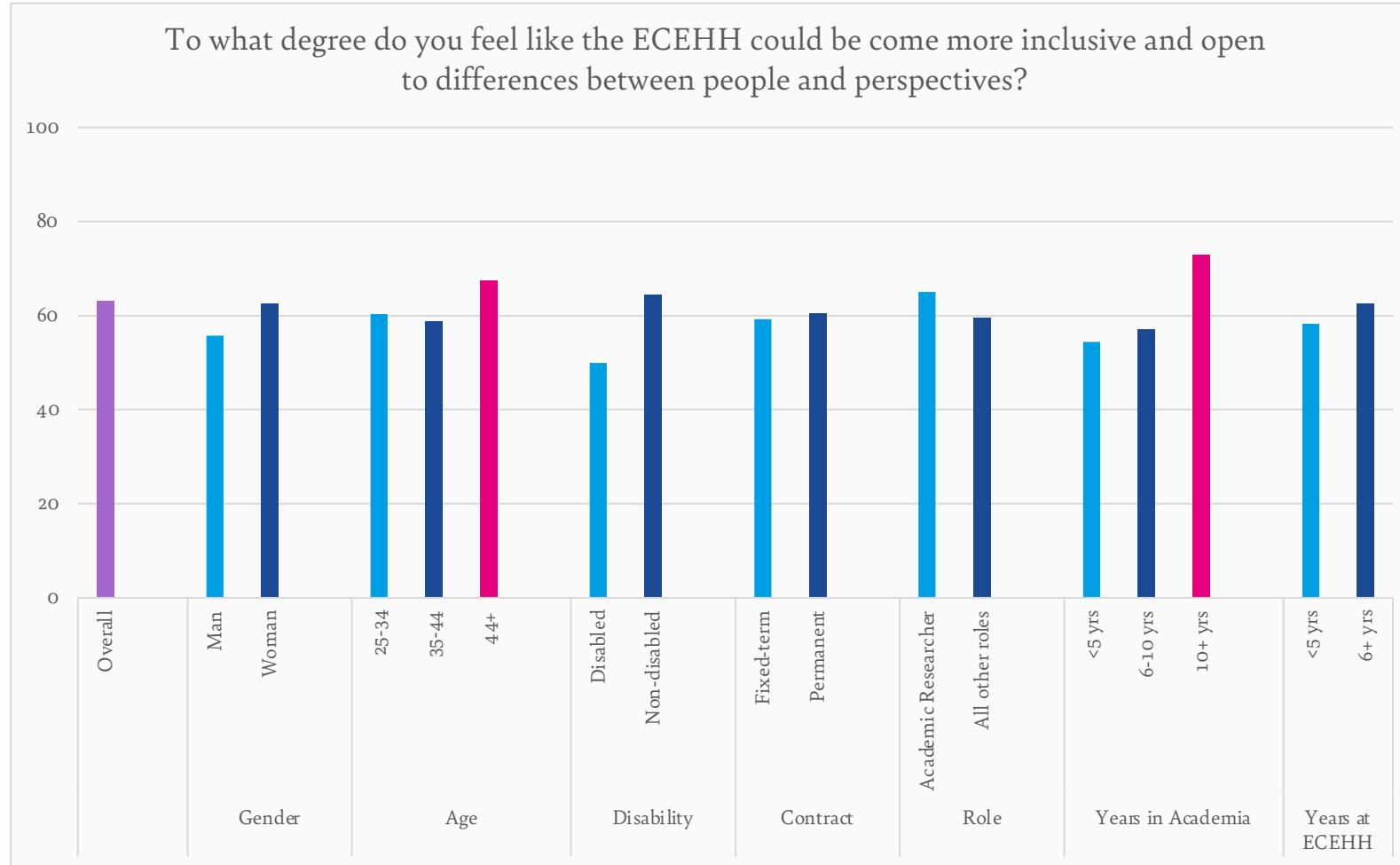
Perception that opinions and insights are heard is high across all groups

Stars represent statistically significant differences



- Although in general most staff believe that their opinions and insights are heard by colleagues and peers, there is a statistical difference between contract types, with fixed term employees significantly less likely to agree.
- However, rates of belief are high, even within this group, which suggests that this may be a secondary priority for the department.

Staff members across the board are in relative agreement about how inclusive and open the ECEHH is

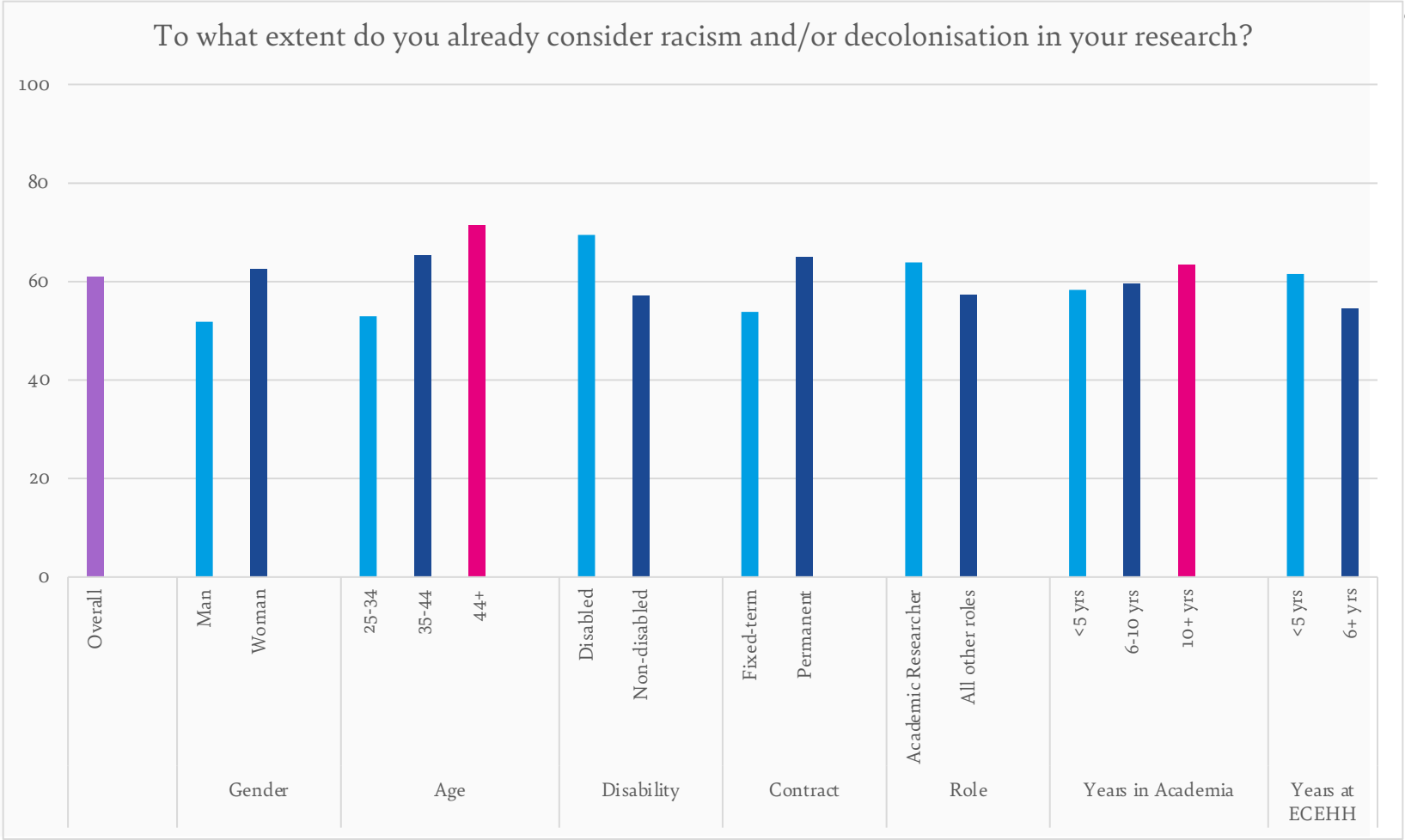


- Responses suggest that there is room for improvement for inclusivity and openness to people and perspectives.
- However, the data does not suggest that any group feels particularly strongly about this in relation to their counterparts.
- These scores may also reflect the awareness of Centre members of how much better the Centre could do, rather than dissatisfaction with their own experiences.

included.

Consideration of decolonisation/anti-racism

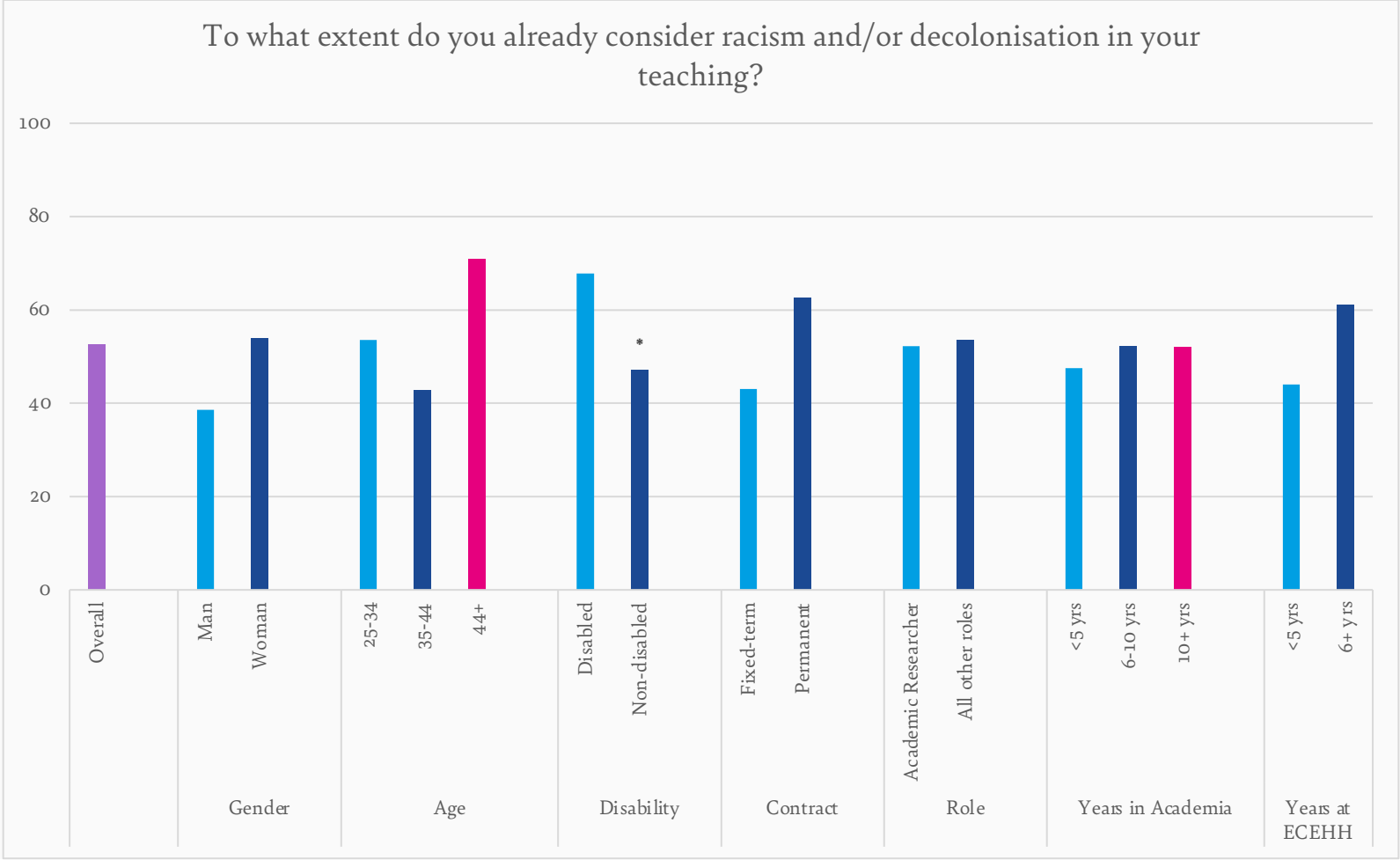
Overall, Centre members at least somewhat consider racism and/or decolonisation in their research



- Although there are no statistically significant differences between diversity characteristics, there is opportunity for increased consideration of racism and / or decolonisation in research in general, particularly given the high preference for this shown in the key findings.

Staff are less likely to consider racism and/or decolonisation in their teaching, than their research

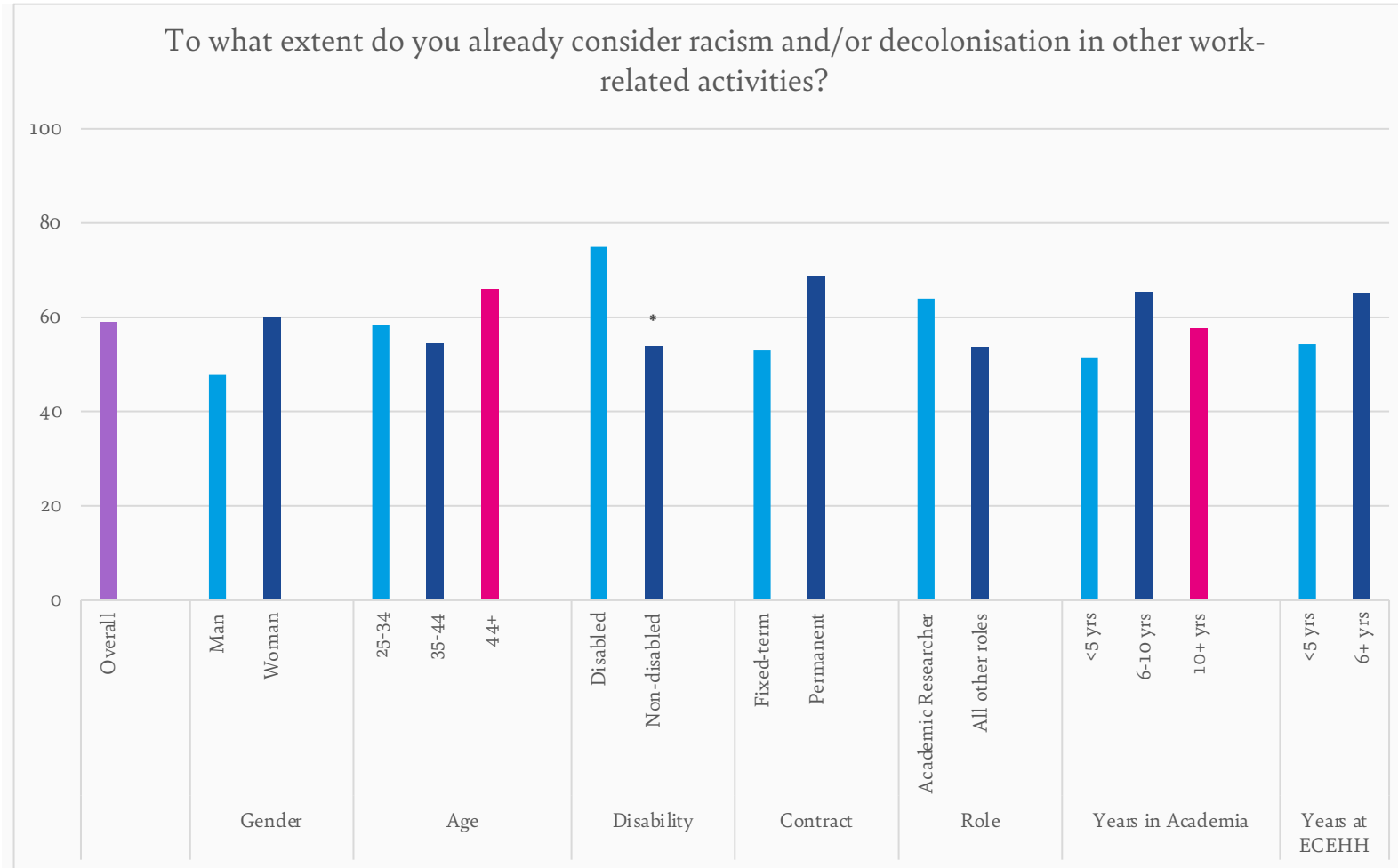
Stars represent statistically significant differences



- Overall, scores for considering this topic in teaching were 8% lower than considering this topic in research.
- In particular, non-disabled staff were significantly less likely than disabled staff to consider racism and / or decolonisation in their teaching than disabled staff.
- This may indicate a particularly keen ability, willingness, or effort to incorporate racism/decolonisation in teaching among Centre members with disabilities

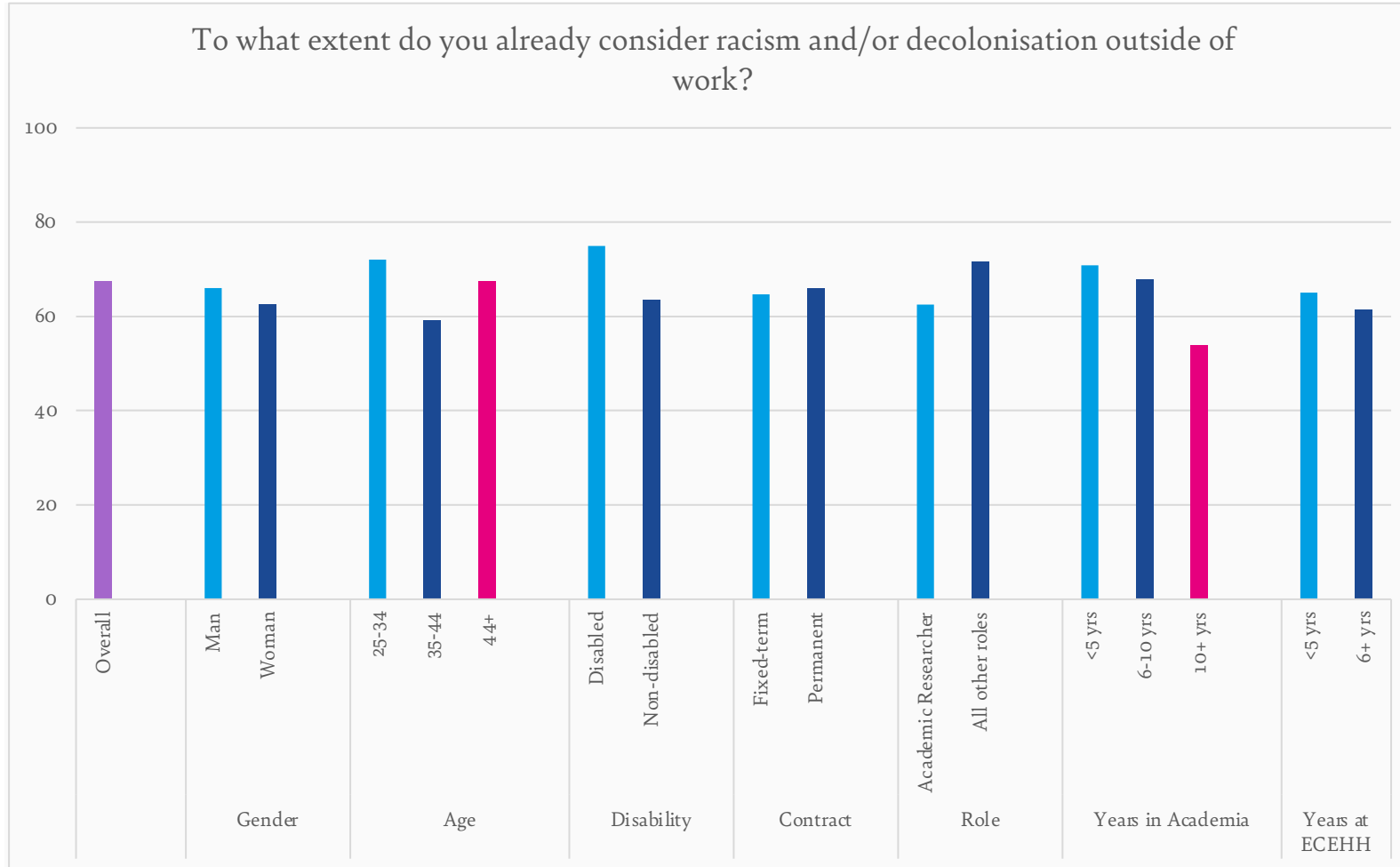
Disabled staff were particularly likely to consider racism and / or decolonisation in other work related activities

Stars represent statistically significant differences



- As with teaching, non-disabled staff were significantly less likely to consider racism and / or decolonisation in other work related activities than disabled staff.
- Permanent employees and women were also more likely to consider this topic, though not to a statistically significant extent.

In general, Centre members are more likely to consider racism and / or decolonisation outside of work

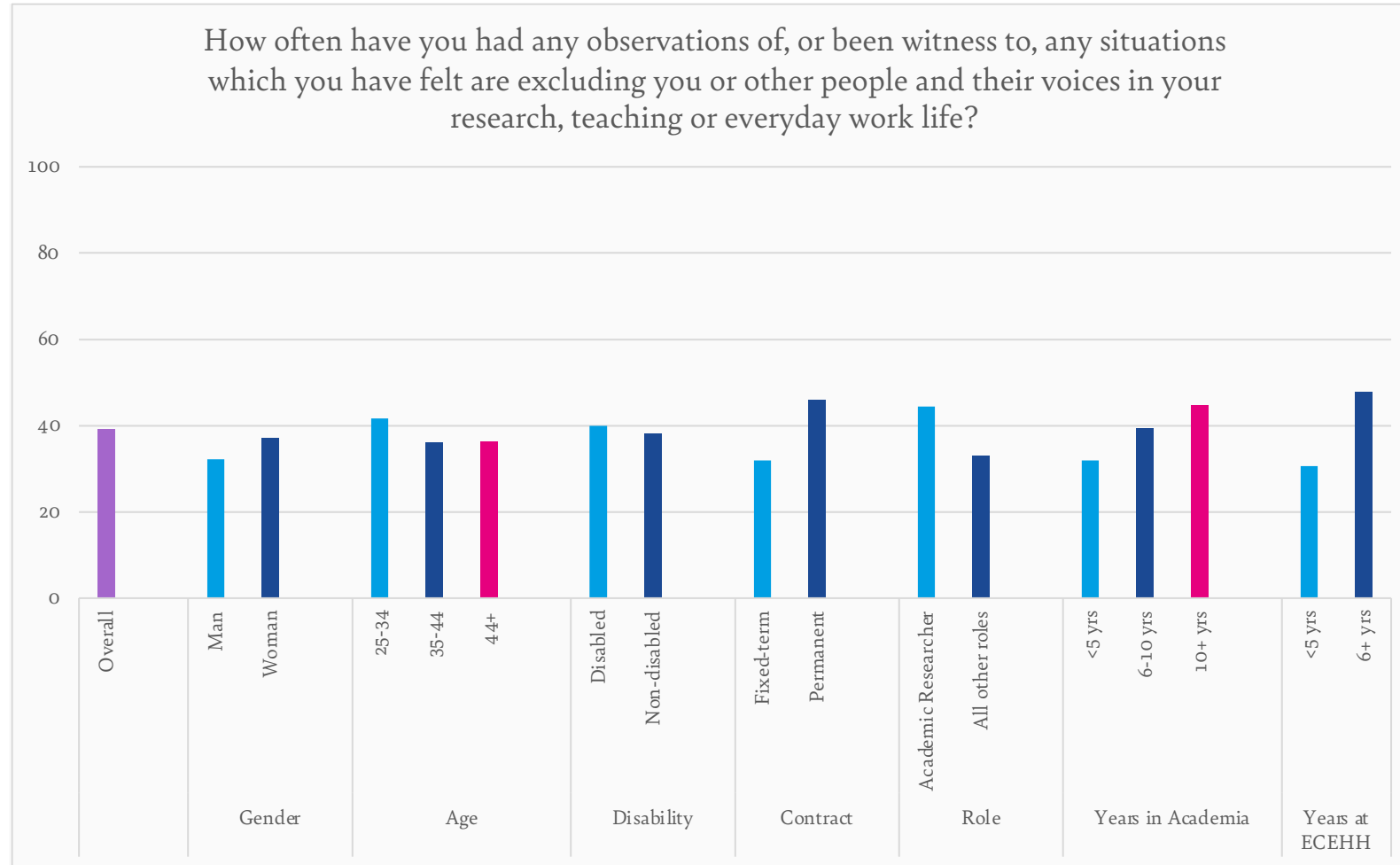


- A relatively high percentage of staff consider this topic outside of work and there are no statistically significant differences between various identities.
- However, as with all related questions on this theme, disabled staff gave higher scores than non-disabled staff (though not significantly so).

included.

Experiences of exclusion

Most Centre members reported infrequent experiences exclusion of themselves or others at work



- Experiences of exclusion – either personally or witnessing that of others – were not common for most Centre members.
- Moreover, there are no statistically significant differences between groups for this question.
- However, while this is rare for many, it still does happen at least somewhat for most. And a few members reported experiencing or witnessing exclusion quite often. This indicates that there is still room to improve on this issue overall.
- Compared to other higher education institutes that *Included* has worked with, this is slightly better than most organisations, both for overall score and specifically for gender and disability.

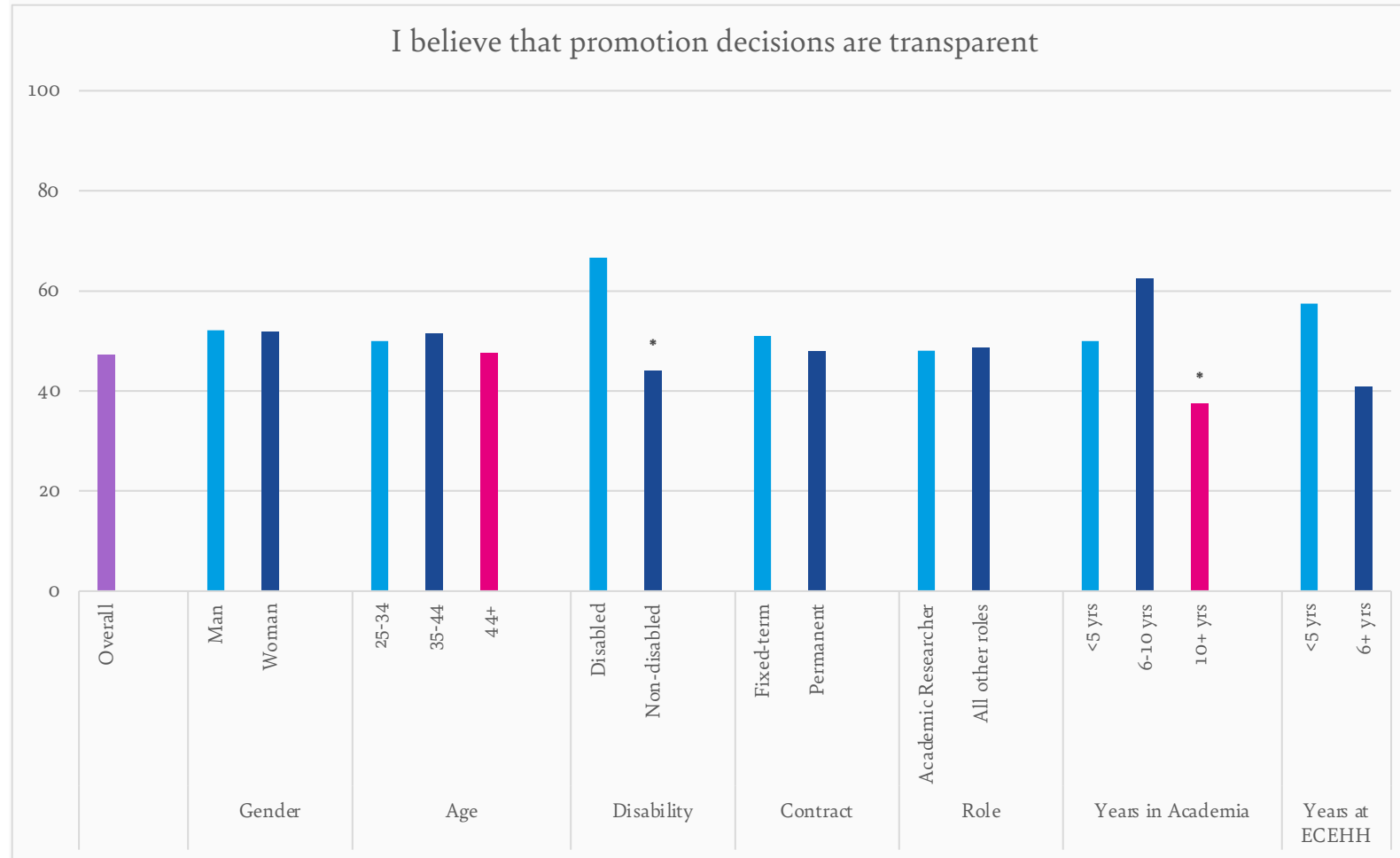
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Perceptions of transparency in decision-making



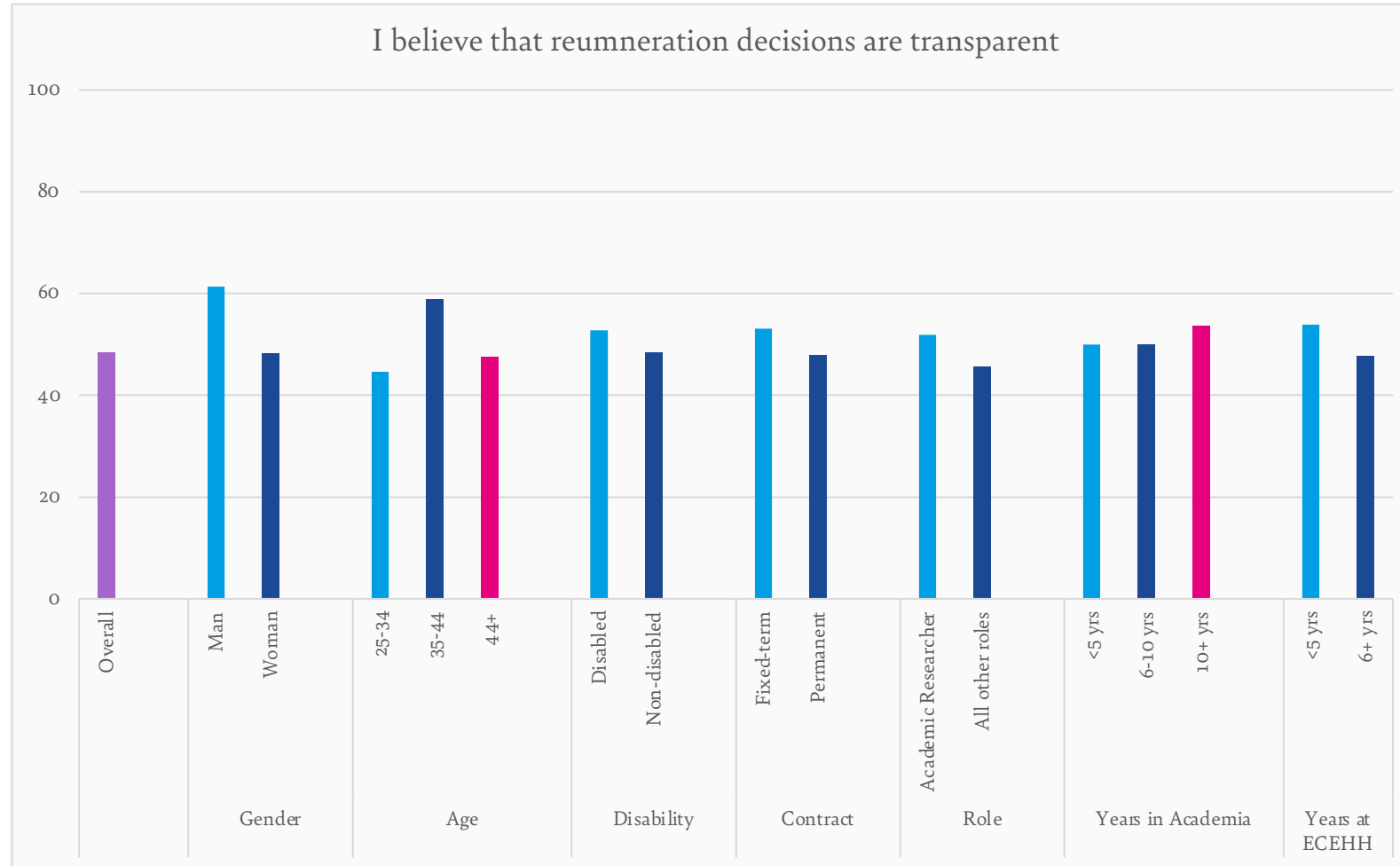
The belief that promotion decisions are transparent was low overall

Stars represent statistically significant differences



- Non-disabled and staff who have spent longer in academia are significantly less likely to believe that promotion decisions are transparent.
- However, belief in transparency is reasonably low across the board.
- This could be a key area of development, as lack of transparency in decisions surrounding promotion can impact engagement and retention.

Belief in the transparency of remuneration decisions is reasonably low



- The belief that remuneration decisions are transparent scored quite low – below 50%
- Although there is no statistically significant difference between groups, women and younger staff seem to score slightly lower.
- As these scores and those for transparency around promotion decisions are generally low, we would suggest that these topics may be a priority to help retain and motivate staff.

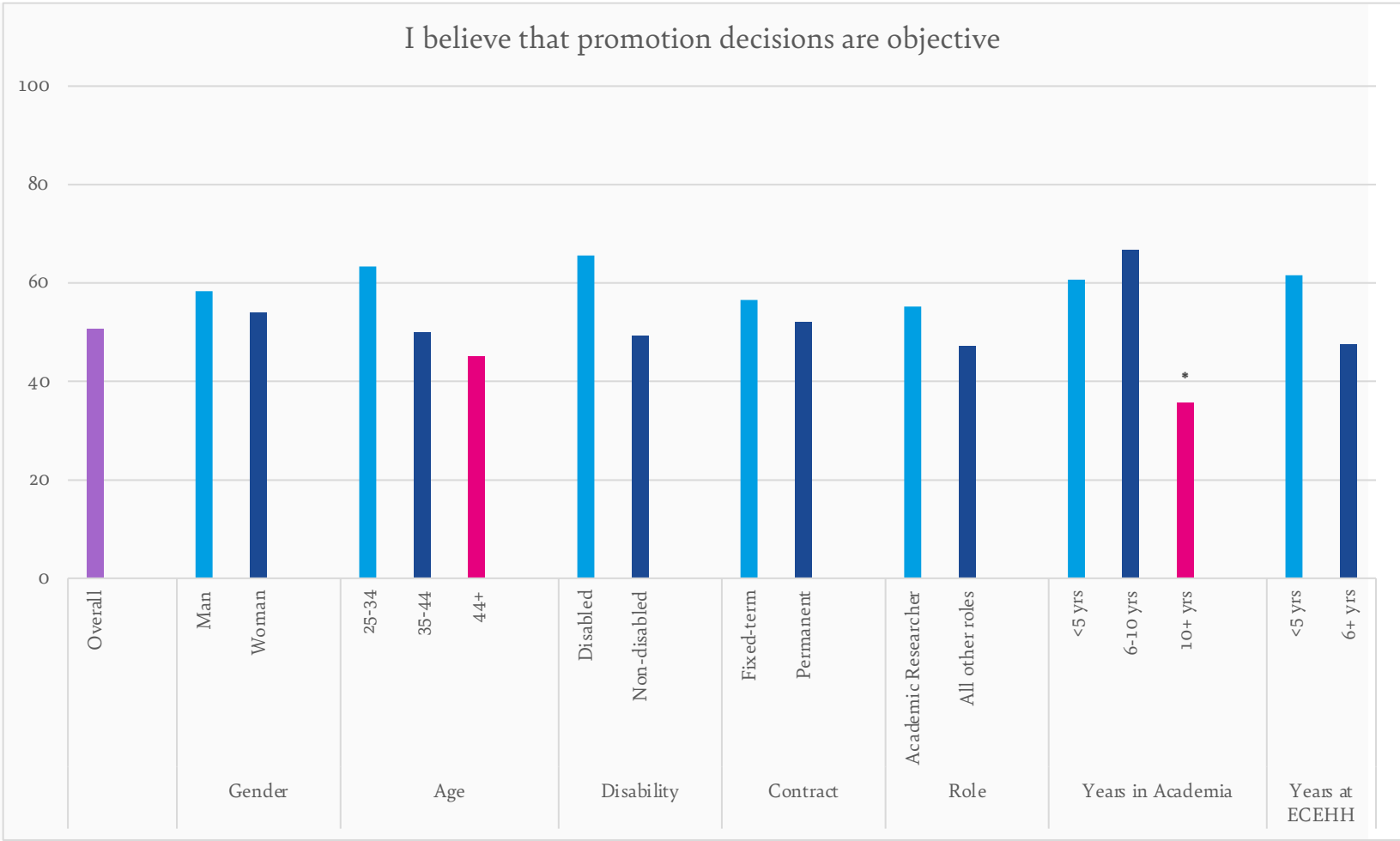
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Perceptions of objectivity in decision-making



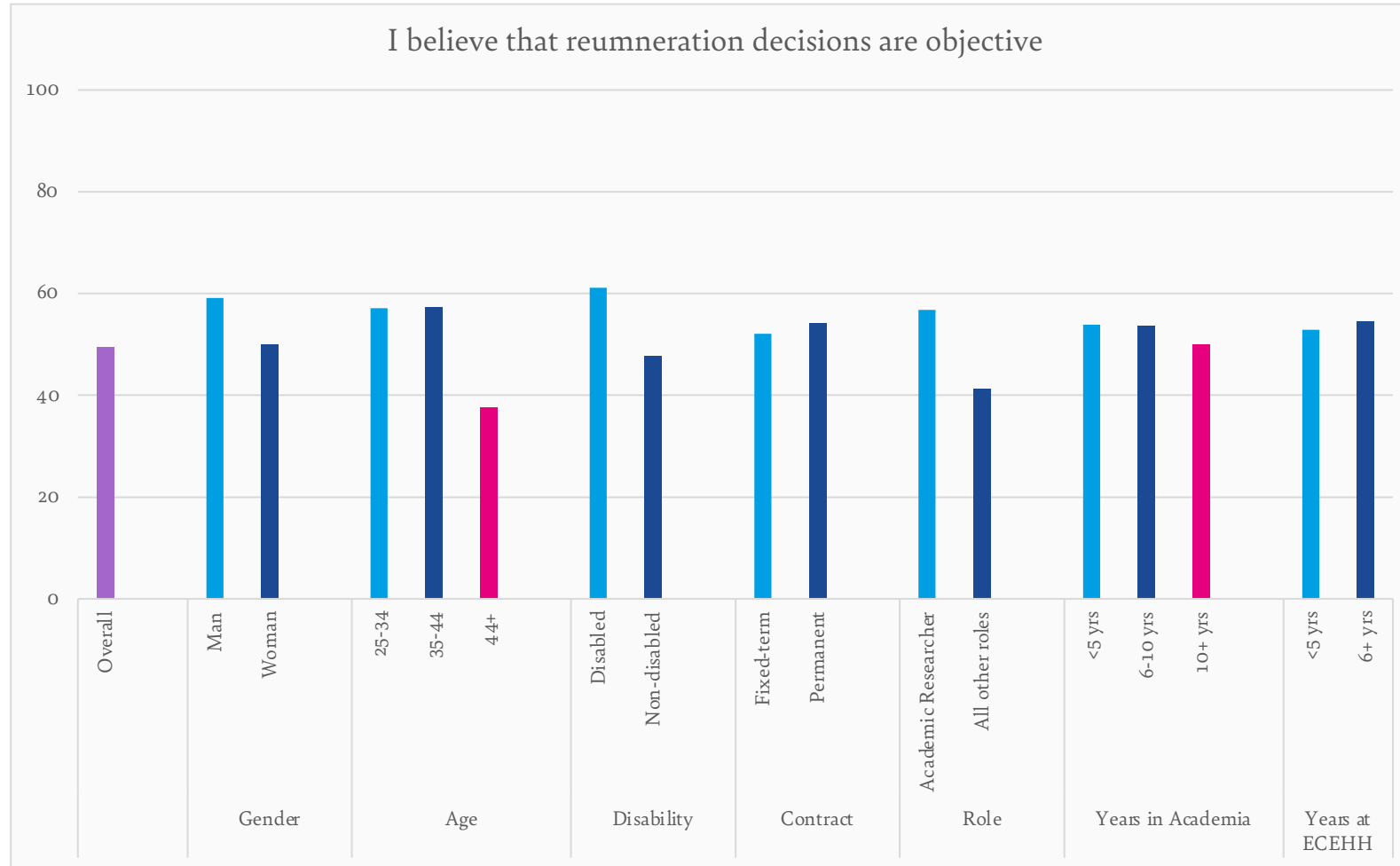
Staff who have spent longer in academia are significantly less likely to believe that promotion decisions are objective

Stars represent statistically significant differences



- The generally low level of trust in objectivity of promotion decisions (51%) mirrors the response to the question regarding transparency in this metric.
- Academics with experience of more than 10 years are particularly concerned about this, with only 36% agreeing to objectivity around promotion decisions.
- Objectivity and transparency surrounding decisions about incumbent staff should be considered a priority.

The belief that remuneration decisions are objective scored below 50% overall



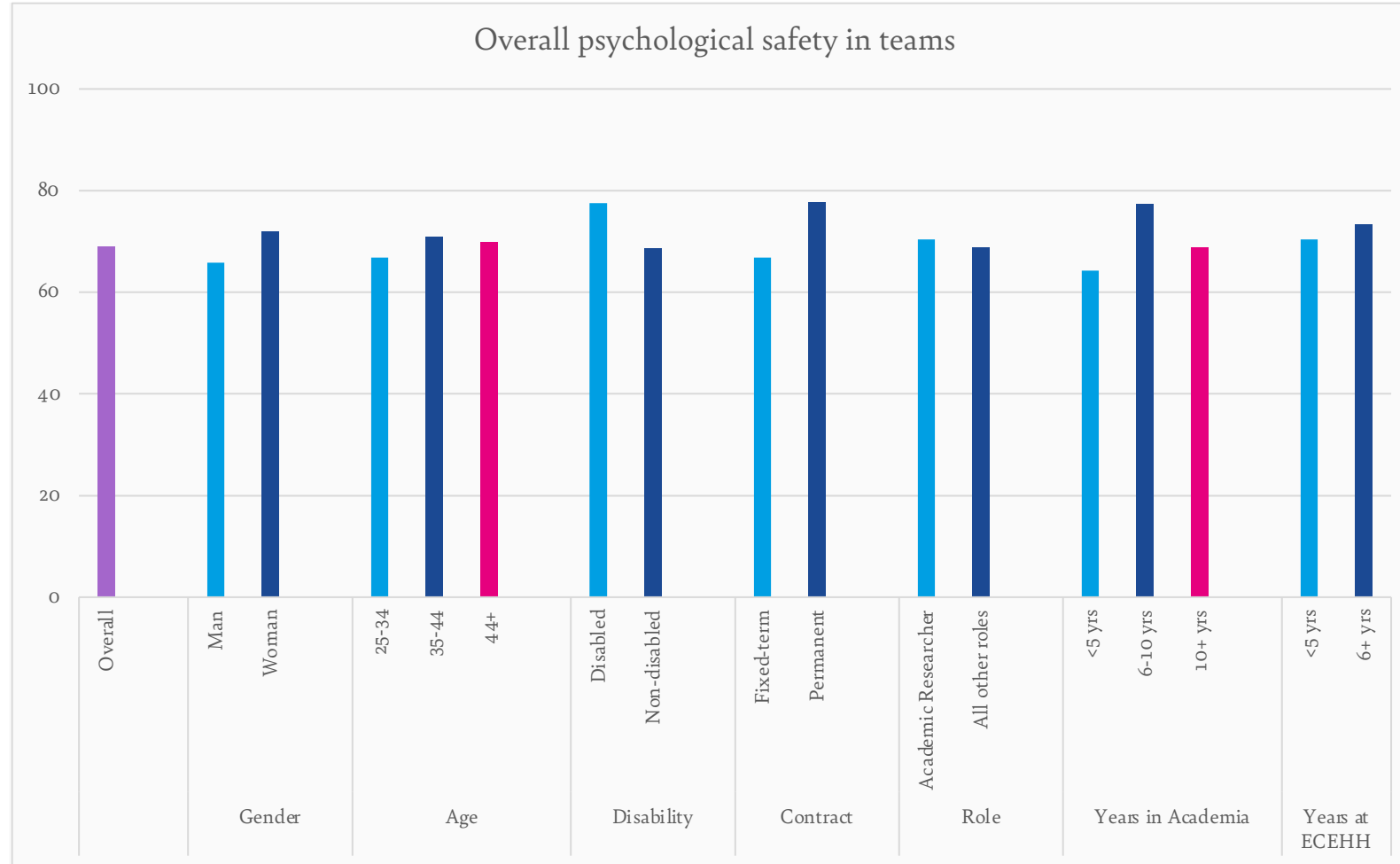
- These results are broadly in line with concerns around transparency in remuneration decisions.
- Whilst not statistically different, staff over 44 years may feel even more than others that remuneration decisions are not objective.
- ECEHH may like to consider reviewing decision making and transparency on remuneration as a priority.

included.

Overall psychological safety

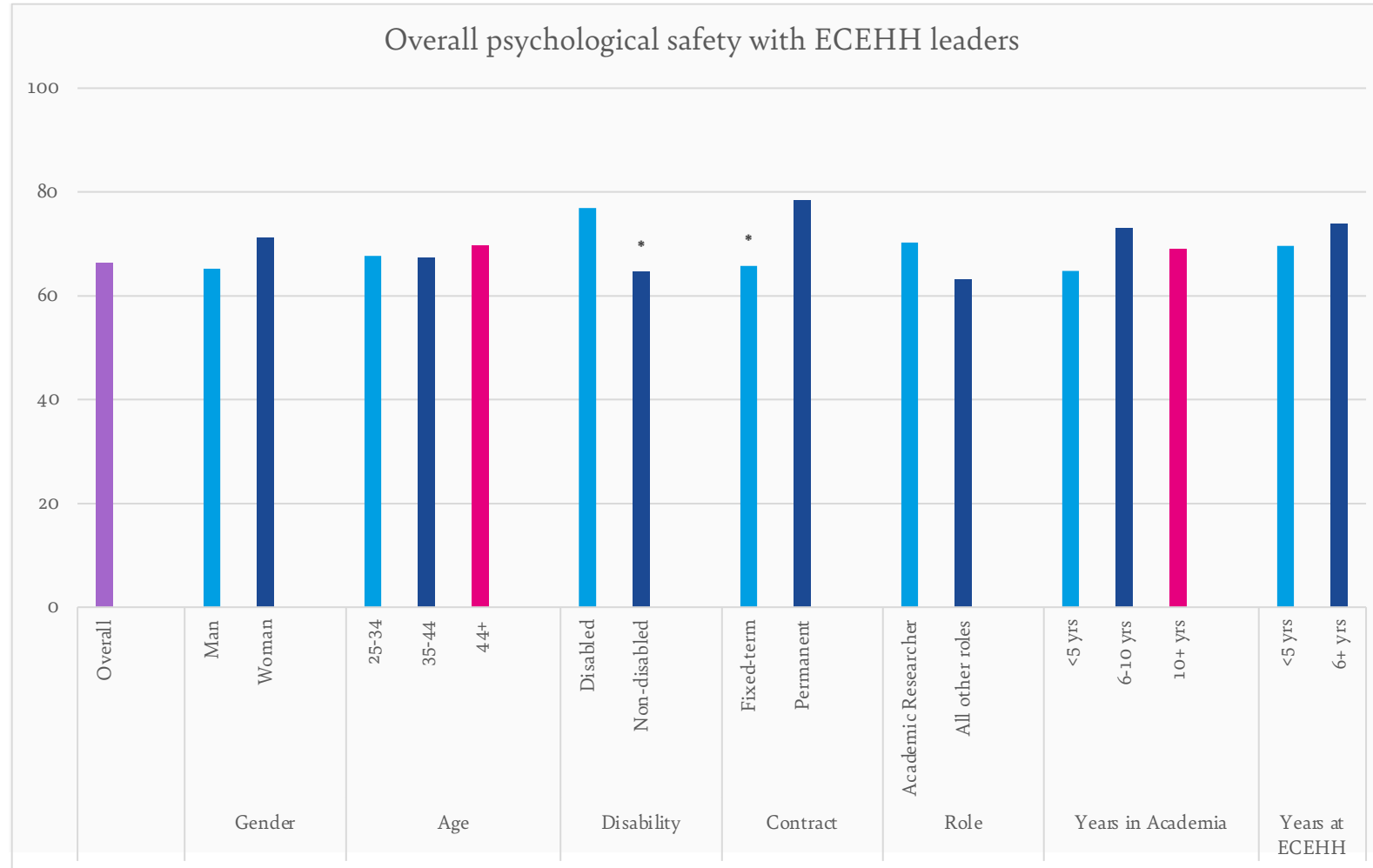


Within teams, there was an overall psychological safety score of 69%.



- Psychological safety overall was calculated by averaging the results of the last 4 questions. This is consistent with methodologies used in the literature (see: Edmondson, 1999) as well as in practice with organisations.
- Scores here were quite high – Centre members in general feel fairly psychologically safe within their teams.
- There are no statistical differences to note.

At 66%, **there are** similar levels of psychological safety with regards to ECEHH leaders versus their own teams.

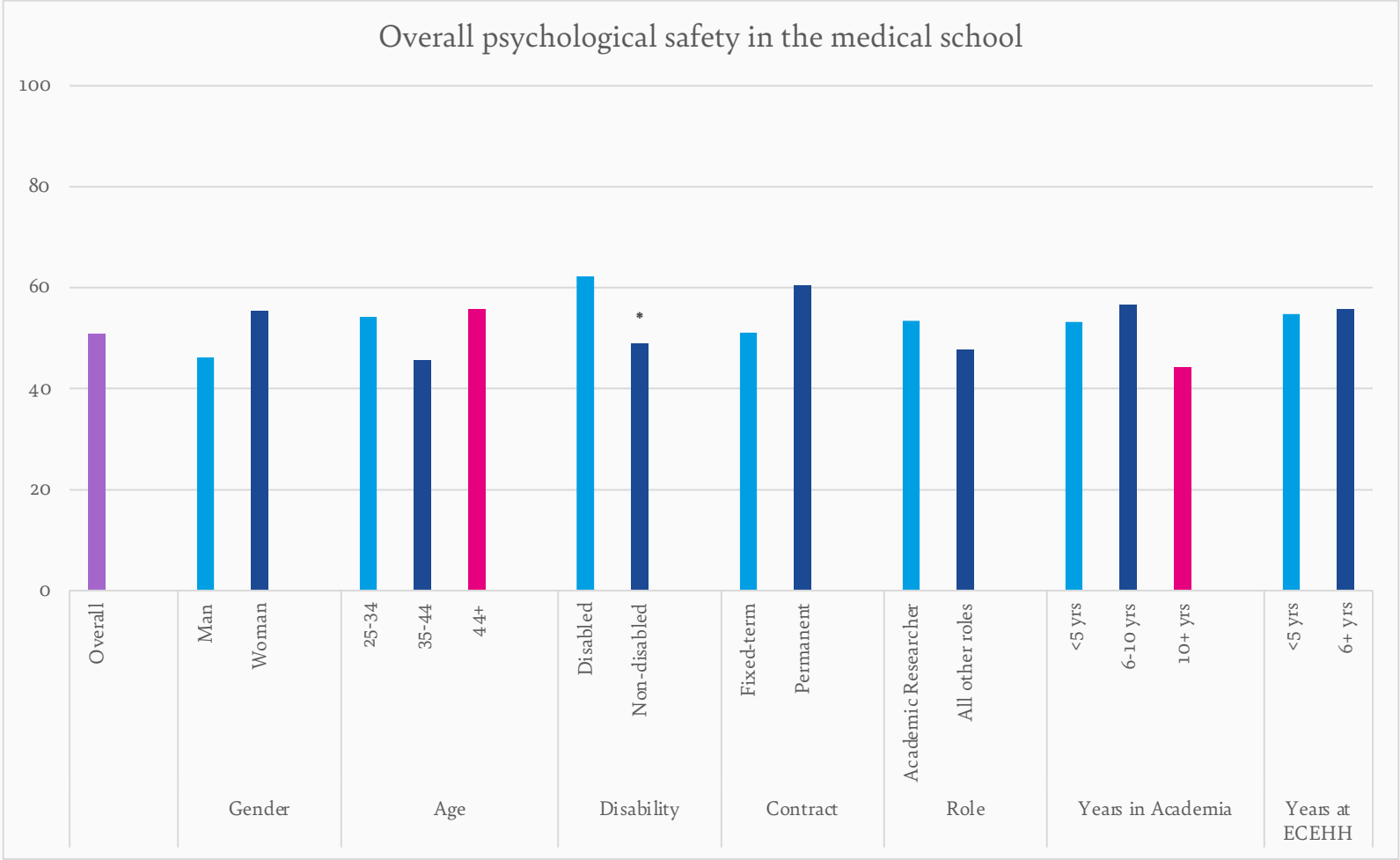


- The score falls by 3% when referring to psychological safety with ECEHH leaders versus their own teams but at 66%, this is still fairly high.
- Whilst there were no statistical differences identified at a team level, with ECEHH leaders both disability and contract demographic groups display notable differences in responses.
 - Non-disabled and fixed terms colleagues feel the least psychologically safe relative to their comparator groups.

Stars represent statistically significant differences

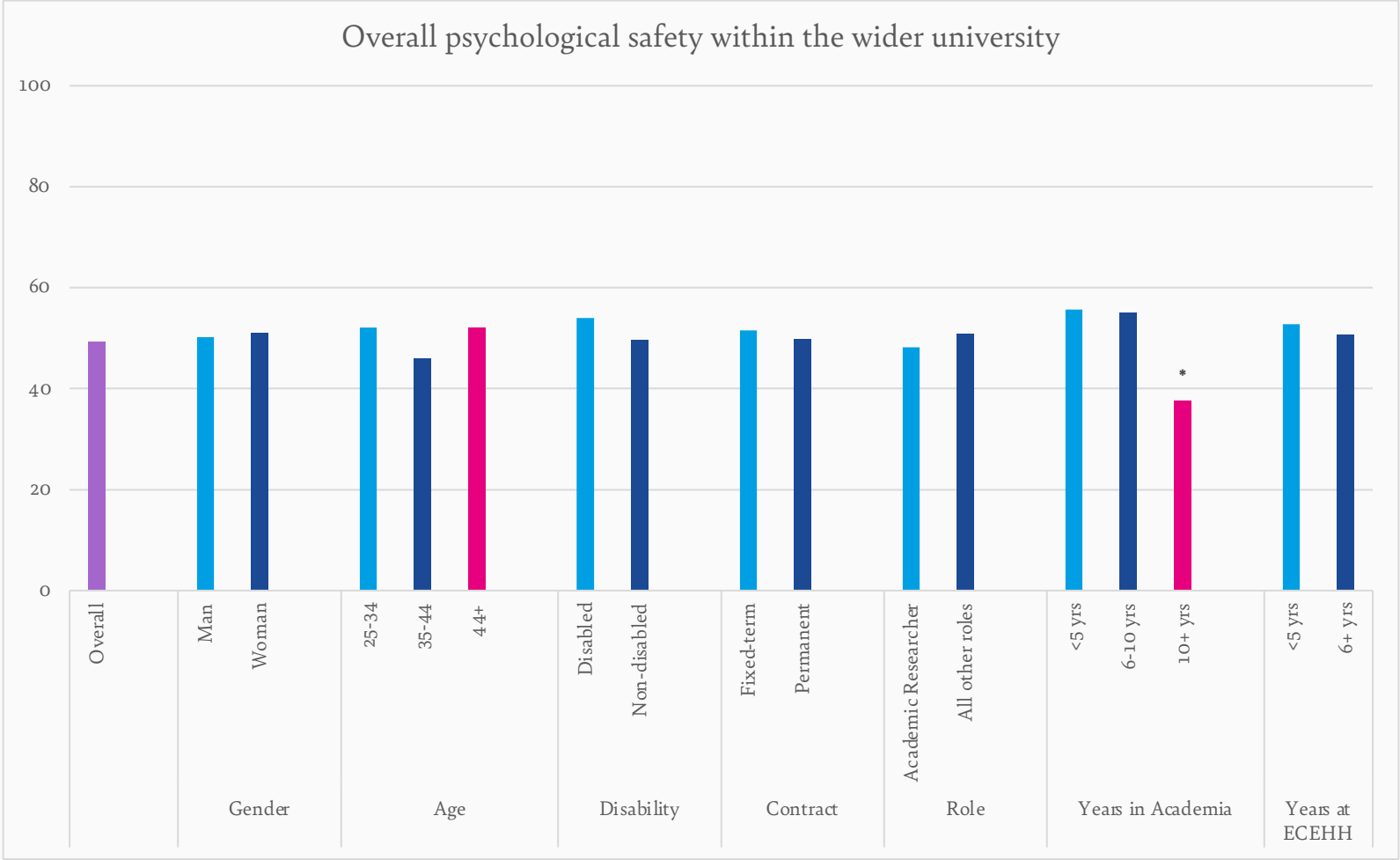
In the medical school environment, psychological safety scores drop

Stars represent statistically significant differences



- Upon moving to the medical school environment, psychological safety scores drop to 51%. This is a reduction of 15% versus with ECEHH leaders and 18% versus their own teams.
- Again, a statistical difference is noted in the disability demographic group with non-disabled colleagues feeling less psychologically safe than their disabled counterparts.

Respondents' psychological safety levels in the wider university environment similar to the medical school at 49%



- Whilst at 49%, this is the lowest levels of psychological safety, it is at a similar level to those felt in the medical school.
- For the first time, a statistical difference is presenting in respondents with 10+ years in academia. This is where the lowest levels of psychological safety is felt at 38%.
- Additionally, we see that there aren't differences between disabled and non-disabled respondents (which we saw in the medical school and with ECEHH leaders).

Stars represent statistically significant differences

included.

Qualitative data

Qualitative Data

There were 4 free-text questions asked in the survey, yielding the following findings:

1. Recommendations to make ECEHH more inclusive:
 - a. The most common theme here is that the Centre is already quite inviting and inclusive, but not very diverse (particularly in terms of ethnicity). There should be more effort to diversify Centre membership.
 - b. Some felt that the Centre is at risk of groupthink in how to approach incorporating anti-racism/decolonisation into the work, and that more should be done to invite dissenting opinions and creating mechanisms or safe space to have conversations about HOW to build these topics into teaching and research.
 - c. Institutional-level barriers exist to dedicating the time and energy necessary to this work (e.g. general overwork in academia, university with unrealistic expectations for career progression, preferred journals not being tolerant of certain worldviews).
2. Challenges to considering anti-racism and decolonisation in research, teaching, and other activities:
 - a. While most people agreed that the key barriers to this were knowledge/expertise and time, exhaustion and feeling “too small to make a difference” was also mentioned by multiple respondents.
 - b. Institutional mechanisms were also a barrier, such as how if students don’t see it as relevant to their work then course evaluations get worse, leading to issues in the university.
 - c. A small minority of respondents felt that this work shouldn’t be done at all as it “forces a worldview” upon people.
3. Awareness of experiences of exclusion:
 - a. Most felt that experiences of exclusion were happening due to hierarchies at the university level that are replicated throughout the different parts of the university – in terms of class, race, gender, or others – where marginalised people are often unheard.
 - b. Some felt that there is exclusion in terms of the types of research some people do, with less support for qualitative research in social sciences.
 - c. Many also felt that exclusion was simply due to ignorance (citing their own ignorance when perpetuating microaggressions or other exclusive behaviours).

included.

Next Steps



Next Steps

Based solely on the quantitative data from the survey presented in this report, the following next steps are likely to be most helpful based on *Included's* experience of embedding inclusive behaviours in organisations. These may need to be changed or specified further with the addition of the qualitative data from the interviews conducted as part of the larger REACH project.

1. Conduct workshops or seminars focused on HOW to practically incorporate decolonisation and anti-racism into research and teaching.
 - This could be supplemented with a toolkit of ideas or techniques that Centre members could use as they review their syllabi or develop research protocols.
2. The Centre should conduct a review from an anti-racism and inclusion lens of promotion, termination, and remuneration processes where possible.
 - While there is likely much that is outside the Centre's control in these areas, it is likely to elicit some ways to improve the process that ECEHH can incorporate and increase perception of objectivity of these decisions to the extent that ECEHH can do so.
 - Communication about this process will also be critical, as without that transparency there will be no improvement in the perception of these processes.
3. Additional efforts should be made to diversify the Centre – and to identify the reasons why the Centre is so non-diverse in some demographic areas.
 - The low level of respondents from ethnic minorities suggests that this may be a metric by which the Centre is considered less diverse. The number of respondents is broadly representative of the number of individuals from ethnic minorities at the Centre itself.
 - A high proportion of disabled individuals responded (20%), relative to the wider population in the Centre (10%). Note that the percentage of disabled people in the UK is around 20%.
 - Based on HR data provided by the Centre, representation within the LGBTQ+ community seems low, although disclosure for this characteristic is also low in general.
 - The qualitative interviews that are part of the REACH project are likely to identify opportunities in this area



Diversity is a reality.
Inclusion is a choice.™