University of Edinburgh

Equality, Diversity and Inclusion in IT Services: Data, Findings and Recommendations

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Why is EDI important?

Some organisations now recognise diversity expertise as a significant area of valuable knowledge which contributes to the business advantage and has a direct and significant positive impact on reputation. The belief that having a more diverse workforce many bring better teamwork, more innovation , a wider set of views and creativity leading to enhanced productivity is sometimes referred to as **'diversity advantage'** (Richard & Miller, 2013).

Research into effects of diversity in the workplace suggests that diverse teams positively impact the workplace in three important ways: **higher job satisfaction**, **increased financial performance**, and **better decision making** (Ahmed, 2019). More diverse groups tend to maintain a broader perspective, with less instances of groupthink or cognitive bias, leading to better decisions, financial gains, and improved self-esteem and positive emotions in these groups (Hunt et al., 2015).

There are some barriers to reaching these positive impacts (Ahmed, 2019). For example, there may be problems in communication caused by cultural and psychological differences between the diverse members of the group. Similarly, unconscious bias or in-group favouritism may lead to the exclusion of minority group members. These in turn may lead to

reduced group cohesion and integration, reduced self-esteem in minority group members, and reduced overall performance. These findings suggest that increasing diversity, *without* creating equal opportunities for all group members and creating an inclusive environment can be harmful.

The purpose of EDI development, therefore, is to provide knowledge and skills for all team members to be successful in their intercultural interactions, creating a positive environment for everyone in the workplace.

While most literature, as well as data currently available from the university, focuses on gender and ethnic diversity when studying the effects of diverse groups, it is important to remember that diversity encompasses a much broader range of protected (e.g. age, sexual orientation, maternity/paternity) and unprotected (e.g. social class background) characteristics.

In ISG we have taken an intersectional approach to EDI with a programme of events which recognise that people's identities and social positions at work – particularly in the technology industry – are shaped by multiple and interconnected factors. We have developed a range of activities exploring how a person's age, disability status, race and ethnicity, gender, gender identity, religion or belief, sexual orientation, socioeconomic background, and parental status contribute towards their specific experiences in and perspectives of our workplace. Using the local expertise of our academic colleagues and students, we seek to move beyond anecdote and create a more inclusive workplace with support from senior management for both top-down and bottom-up change.

Some studies include recommendations for designing diversity initiatives which can lead to strategies which will work to maximise the success of diversity management initiatives aiming to impact groups. Linnehan and Konrad (Linnehan & Konrad, 1999) recommend a three pronged approach to reducing intergroup inequality:

- Workplace diversity programmes should start with statistical analysis to explore how their current HR policies and structures perpetuate inequality and make changes to tackle these structural issues. They recommend sharing information with all employees to outline what new HR interventions will be made in response. They hope that this will generate positive attitudes in return.

- Training offered as part of diversity initiatives should address the interpersonal aspects of intergroup relations, tackling issues of stereotyping, prejudice and discrimination, and that these should focus on improved understanding rather than assimilation.

- Focus on community action; the organisation should engage directly with groups outside the organisation to show commitment to improving the lot of historically disadvantaged groups. They note that this activity may have the added benefit of enhancing the organisations reputation and attracting members of that group towards the organisation, thus helping to reduce intergroup inequality within. They suggest that successful initiatives will be those which identify shared interest amongst powerful stakeholders and disadvantaged communities or stigmatised groups.

Currently, there are two main and consistent ways in which colleagues can engage with EDI related activities: mandatory and voluntary online training modules which are available at University-wide level through HR, and PlayFair Steps events which take the form of lunch-time presentations and discussions around topics such as race, gender, and inclusivity.

ISG currently offers various online modules offering training related to EDI. 'eDiversity in the workplace' was a mandatory module for staff members. By the December 2019, at which point the course was replaced by the 'Equality and Diversity Essentials' course, it was completed by 90% of staff members. Another course, 'Unconscious Bias', was offered. By December 2019, this was completed by 28% of staff members. This course has also now been replaced by another course 'Challenging Unconscious Bias'.

The PlayFair Steps events took place over a five year period and were attended by 438 staff members. Analysis of participation in PlayFair Steps events is included later in this report.

The PlayFair Steps initiative began in 2015 following an initial data gathering task. In early 2015, more than half of the 600 staff replied to a gender equality survey. The results of the survey provided the ISG senior management team with a starting place to promote equality and diversity in the workplace. In late 2015, we hired a PhD intern from within the university to interrogate the data from the gender equality plan, set SMART targets, manage our

communication strategies, gather data on progress, and challenge the senior management team with new ideas.

Our Equality and Diversity Intern (Dominique Green) drafted a gender equality plan mapped against ISG strategic goals and objectives for the next 5 years, which included the implementation of PlayFair Steps. The ISG Directors and other key staff were consulted and provided feedback and recommendations to gender equality plan. The latest version of that plan incorporates feedback from nearly 20 staff members. The plan was presented to and accepted by ISG senior management team and each group division regularly reports progress in specific areas against 1-5 year targets.

Our focus on driven decision making has led to important policy changes being implemented within our organisation. For instance, after a presentation to the senior management team in ISG in2016 on the analysis of the gender equality survey related to policy and human resource management, ISG's senior management team immediately implemented a policy requiring all staff involved in recruitment to participate in unconscious bias training and an online diversity in the workplace course.

In 2019 we surveyed again and 213 staff participated.

Based on decisions that are driven by data, our senior managers have a unique opportunity to implement policies that will support and benefit all staff. This, in turn, allows us to have the most inclusive workplace we possibly can.

Next steps

Recommendations for EDI development in ISG for the next 2-5 years are drawn from your feedback and from interpreting survey data.

Here's what we aim to do:

1. Continue [PlayFair Steps EDI initiatives](#) which address the interpersonal aspects of intergroup relations, tacking issues of stereotyping, prejudice and discrimination.
2. Combine data informed decision-making with qualitative and social science informed research to ensure that we make the best decisions for ISG.
3. Seek and listen to the opinions and experiences of the minority groups in our organisation such as black and ethnic minority women to better understand their experiences which may be hidden by statistical analysis grouping of data.
4. Collect and analyse the data relating to EDI practices in ISG so we can track differences in career progression, pay, and promotions.
5. Understand and address the gender and race pay gaps in ISG where they exist.
6. Address the inequality that women and ethnic minority colleagues in ISG are more likely to be in low-paid, part-time and fixed-term roles.
7. Proactively attempt to attract and retain a staff to reflect the diversity of the university. If that is not possible, we should at least aim to reflect the demographics of the region in which we live.
8. Identify, support and reward the c40 staff who are developing as leaders in EDI, reflecting the value of this area of leadership in the organisation.
9. Continue to engage directly with communities to show commitment to improving the lot of historically disadvantaged groups. Whether that be 'women in tech', disabled people or other minority groups.
10. Monitor EDI impact of all our post-covid recovery work with the knowledge that economic recovery is unlikely to be evenly spread.

Data Analysis

This report first compares the demographic composition of ISG staff members to university-wide data as well national data available from the 2011 census. This will indicate if various groups are represented appropriately within the ISG. Data from an ISG-wide questionnaire conducted in September 2019 is analysed.

Ethnicity

Based on the Equality and Diversity Monitoring and Research Committee (EDMARC) Report in 2017/18, the proportion of Black and Minority Ethnic (BME) professional services staff was 5.9% (*EDMARC Staff Report 2017/18*, 2018). ISG comprises around 10.6% of staff members currently working in professional services. For context, Figure 1 demonstrates how this figure compares to corresponding figures for all UoE staff members, corresponding geographical area, and all of UK.

There are a few points to consider when comparing these figures. Firstly, the figures from the census data are likely to have changed since 2011 (as have the proportions within UoE between 2011 and 2018). Secondly, while at first glance it seems BME groups are well represented within professional services, only 2.9% of UK-domicile staff represent this group, which is lower than what might be expected based on the geographical location (*EDMARC Staff Report 2017/18*, 2018). Finally, it is also useful to consider these figures within the student population (*EDMARC Student Report 2017/18*, 2018) (Figure 2). Taken together, these figures suggest that the **professional services do not represent the academic staff or the student body in terms of ethnicity**.
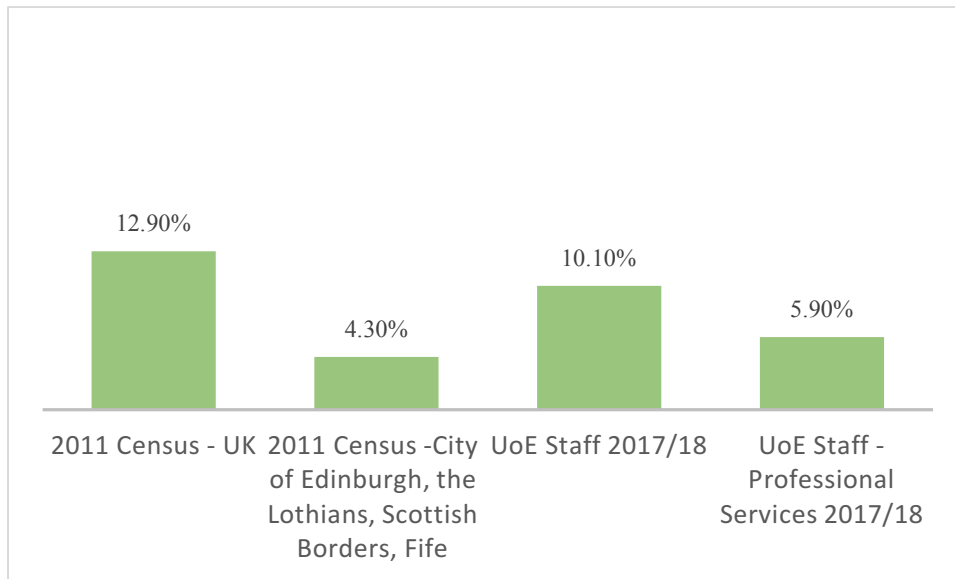
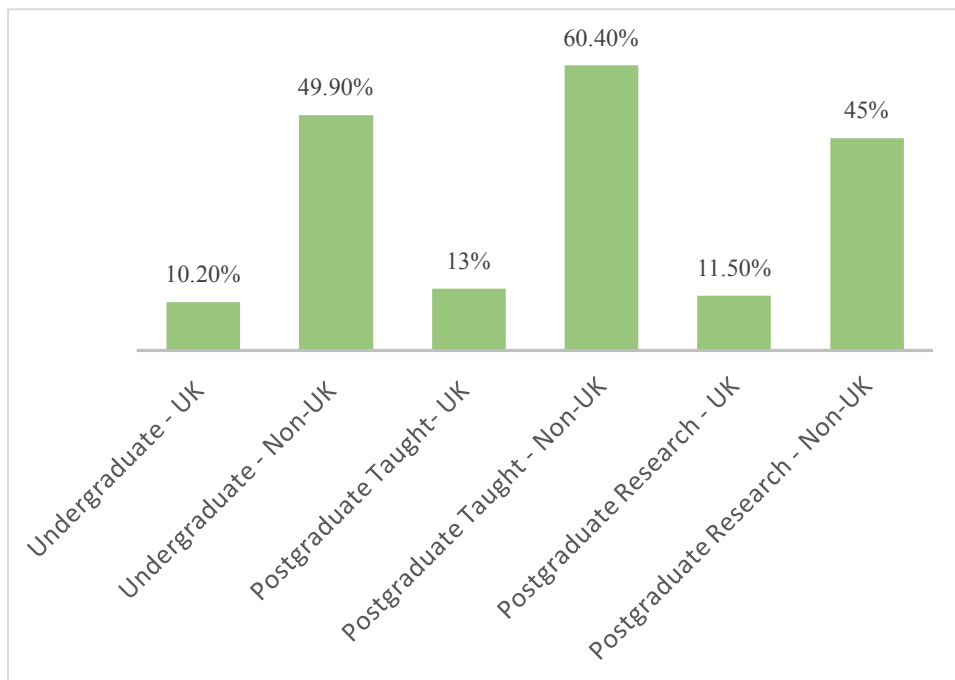*Figure 1 Proportion of BME staff members 2017/18*

Figure 2 Proportions of BME students 2017/18

The EDMARC report also accounts for how the experiences of BME staff might be different. According to this report non–UK staff in general are more likely than UK staff to be on fixed-term contracts. Within both UK and non-UK staff, BME staff are more likely to be on fixed-term contracts. The same trend is also reflected in pay grades where UK staff tend to be on higher pay grades (UE09 and UE10) and within both UK and non-UK staff, BME staff tend to be on lower pay grades (Figure 3).
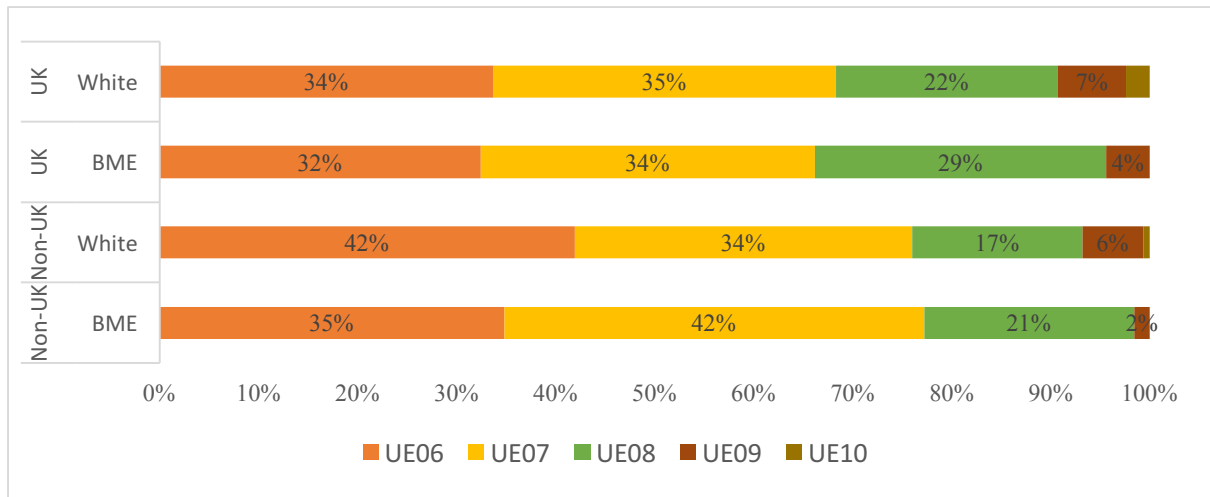
Figure 3 Proportion of Professional Services Staff by nationality, ethnic grouping, and UE grade

Gender

According to the EDMARC report, the overall population of female staff across the University in 2017/18 was 53.6%. Colleges and departments vary considerably, ISG in particular has the lowest proportion of female staff compared to other professional services at around 45%. This is mainly caused by underrepresentation **in 'Information Technology' roles where women represent only 24% of the staff** (*EDMARC Staff Report 2017/18*, 2018)**.** In Scotland in 2018 only 18% of employees in digital technologies were women (Equate Scotland, 2018).

Female staff in professional services are also more likely to be on fixed-term contracts compared to their male colleagues. While there has been an in increase in female representation at higher pay grades (UE08 – UE10) compared to previous years, **women continue to be underrepresented in these pay grades and overrepresented in all the lower grades** (with the exception of UE02).

Age

Figure 4 illustrates the age distribution in professional staff. The report suggests a roughly balanced distribution between the ages of 25 and 54. Within the university, ISG may be unusual in having a growing group of younger workers as a result of our successful student employment initiatives. These workers provide an opportunity for further research into career choices and pathing as well as the diversity they bring to the organisation.
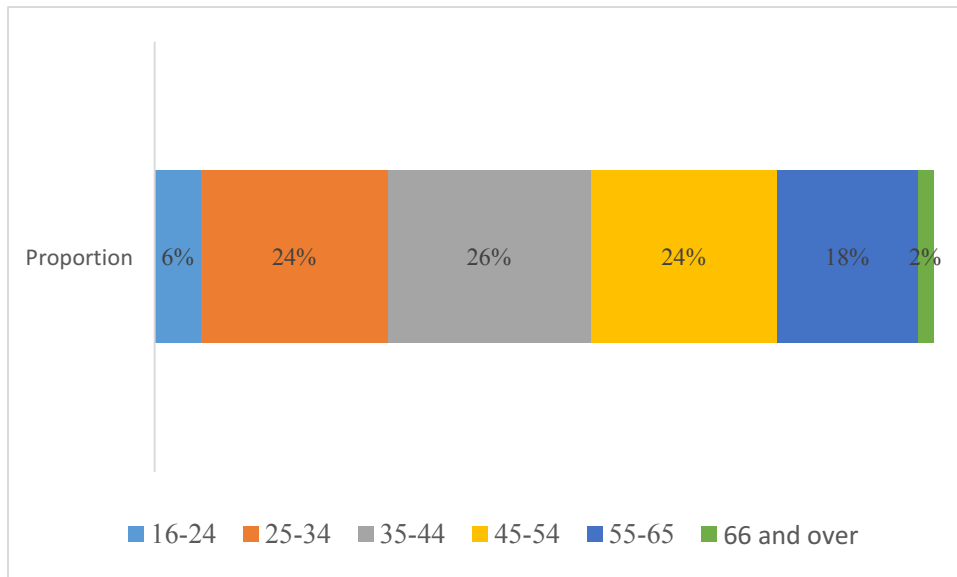
Figure 4 Professional Services Staff Age Distribution

Present Data

In light of the current demographic makeup of the University in general, and ISG in particular, an ISG wide survey was conducted in September 2019 to measure the staff's attitudes and opinions about current EDI practices. The survey was completed by 213 staff members within ISG. While the analysis below suggests important implications for the future of EDI in ISG and provides an indication of which demographics engaged with this survey more, it is important to keep in mind that while the current data may not be representative of ISG in general, it may reflect the opinions of those with most interest in, or experience of EDI.

Who took part?

Note. Where participants in a category were less than 5 people, their demographic category has been combined with other categories in order to ensure anonymity of participants. Some of these combined groups belong to protected characteristics, therefore, where data has been combined, it is not always possible to reach conclusive answers to the questions. This is especially important in instances where a staff member with a protected characteristic may have a different point of view compared to others. The small groups have normally been combined with the "undeclared" options. However, wherever combining with another group better represented the views of the minority group, this has been done.

Directorate

Figure 5 shows the number of survey participants by their directorate. More than half of the participants worked in Learning, Teaching, and Web, Library and University Collections, and Applications and PMO. Taking into account total number of staff working in each directorate suggests that Information Security, Digital Curation and LTW directorates had the most engagement. As the number of participants in Information Security was small, this directorate has been combined with DCC when reporting results in order to protect the participants' anonymity.
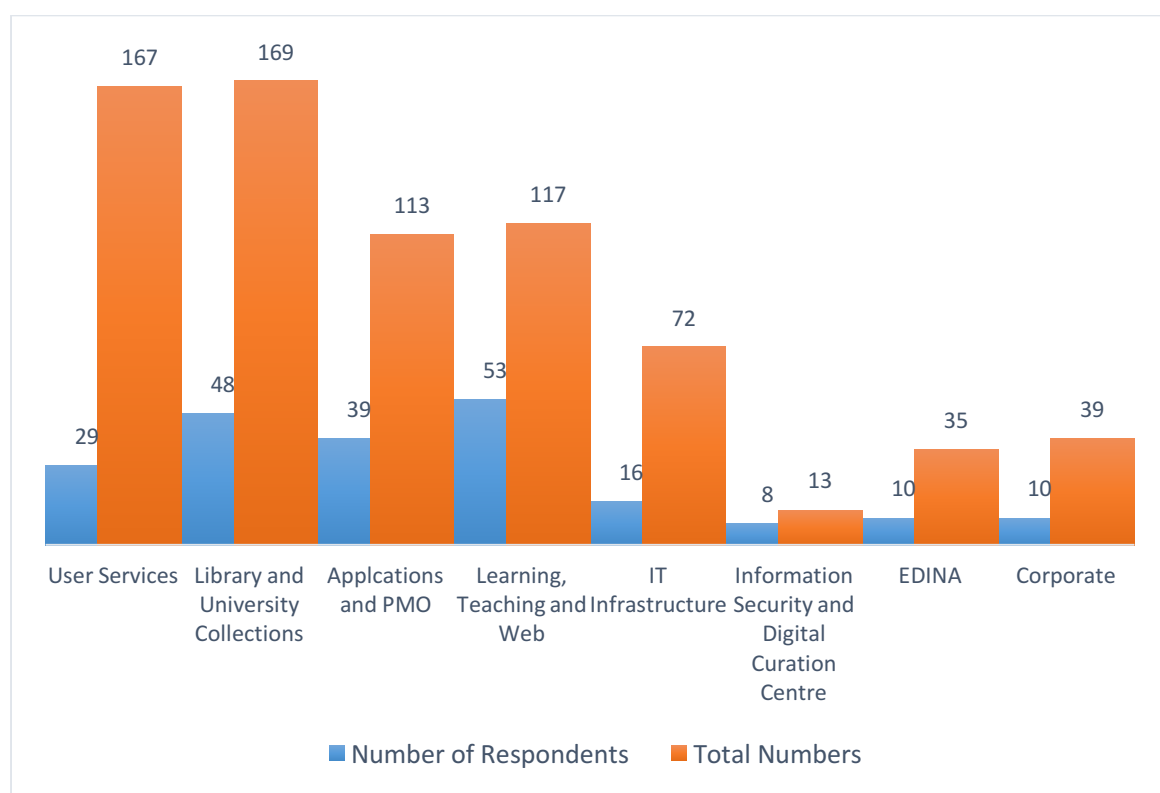

Figure 5 Number of participants by directorate

Age

Figure 6 depicts the age distribution among the respondents. Most of the respondents belonged to the 40 – 65 age group which reflects the age distribution within professional services.
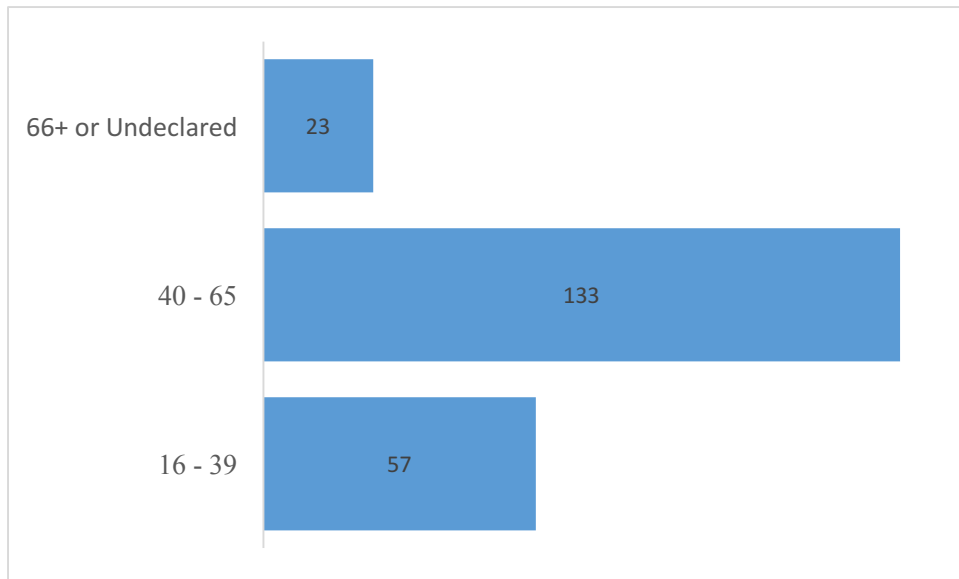
Figure 6 Age Distribution among the Respondents

Time with ISG

As shown in Figure 7, more than a third of respondents had been working with ISG for more than 10 years, and more than half had been working with ISG for more than 6 years.
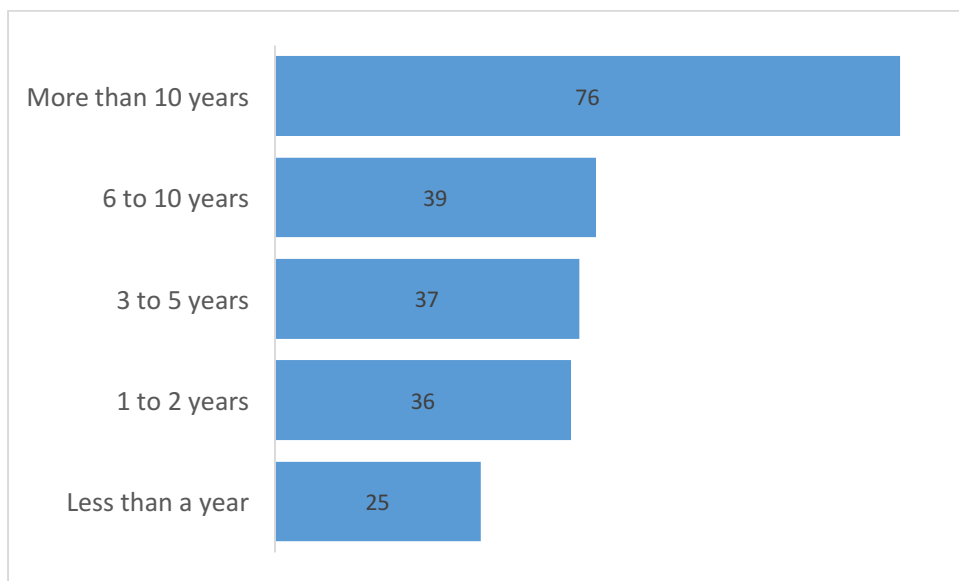

Figure 7 Time with ISG

Contract Type and Working Hours

As shown in Figure 8, most respondents were on permanent contracts. Similarly, most were working full-time and on normal working hours.
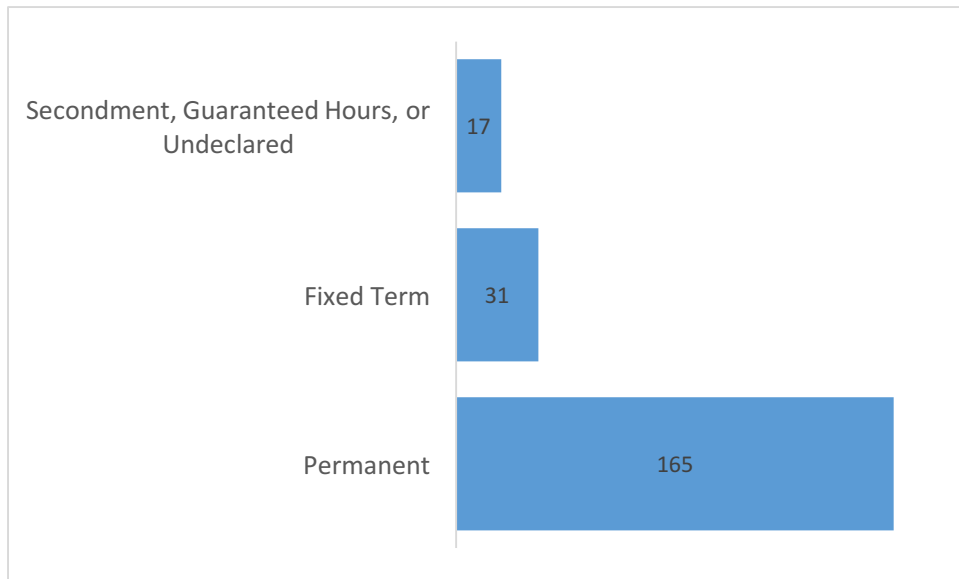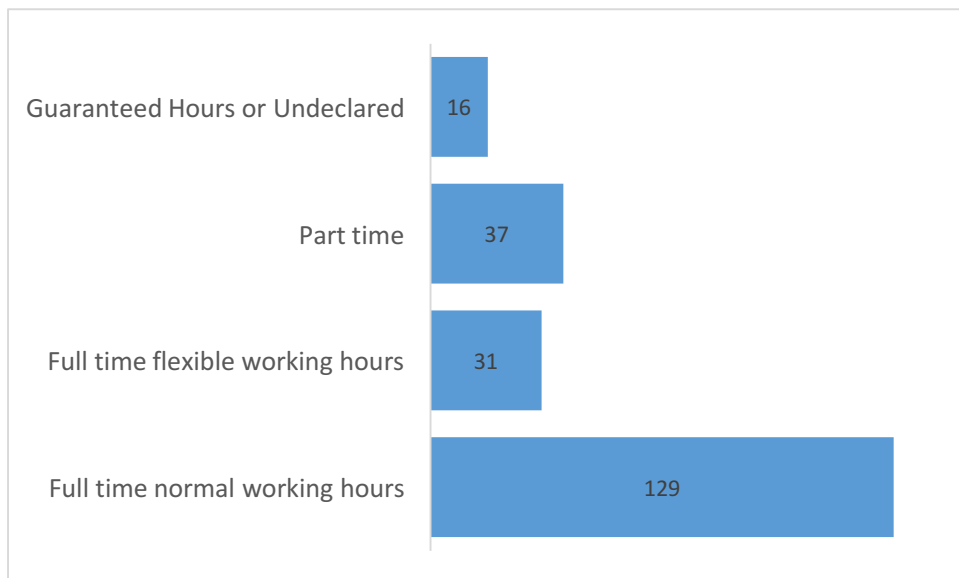
Figure 8 Respondents' Contract Types

Figure 9 Respondents' Working Hours

Gender

Most respondents were female (Figure 10). Taken together with the overall data from the EDMARC report, this suggests that women were overrepresented in this sample.
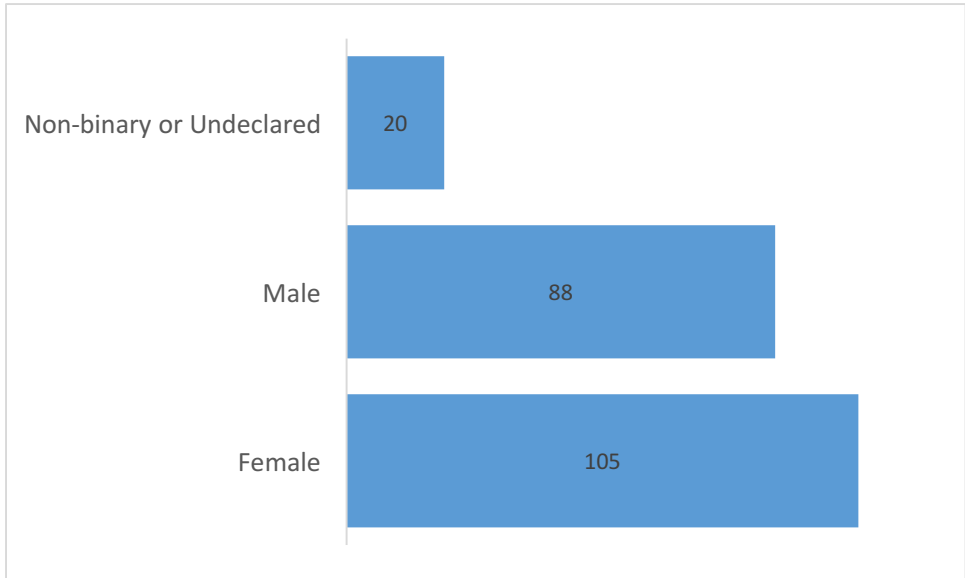
Figure 10 Participants' Gender Identity

Ethnicity

Figure 11 depicts respondents' ethnicity. Taken together with EDMARC report data, this figure suggests that while BME groups are underrepresented within the ISG, they engaged highly with the questionnaire and are overrepresented in the sample.
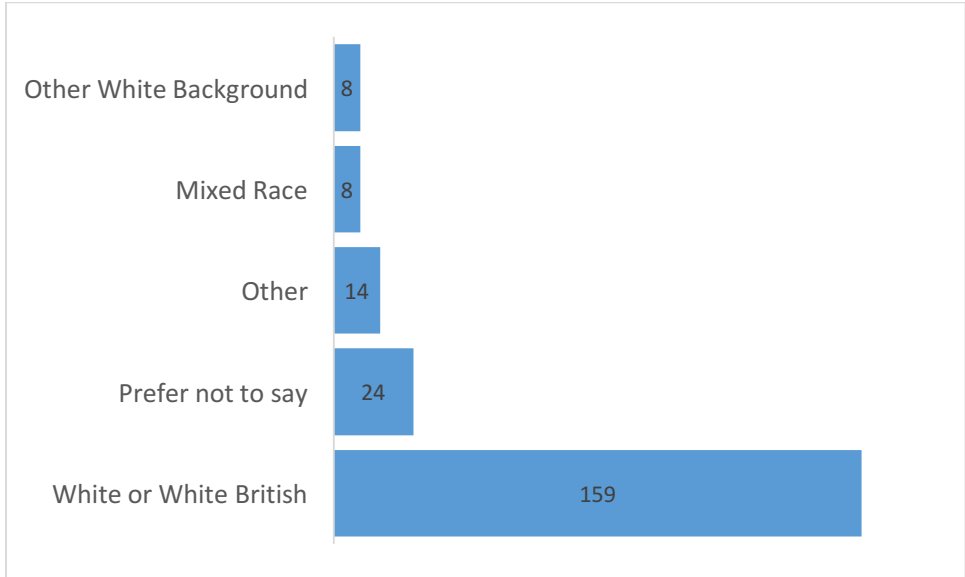

Figure 11 Participants' Ethnicity

Attitudes

Tackling issues

In general, most people agreed that they can approach their manager about equality and diversity issues at work. This was true across all directorates, age groups, ISG work experience, working patterns, contract type, gender identity, and ethnicity.

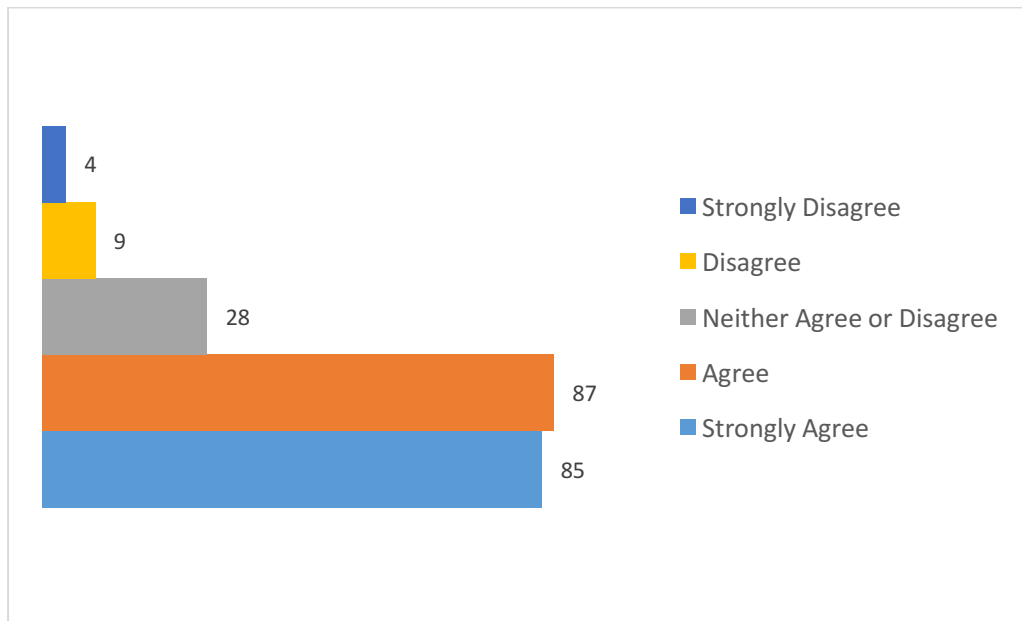**"I feel comfortable approaching my manager about equality and diversity issues at work"**

Figure 12 "I feel comfortable approaching my manager about equality and diversity issues at work

"I feel supported at work"

In general, most people agreed that they feel supported at work. This was the case across demographic groups. The only exception was EDINA in which most people neither agreed nor disagreed.

ISG makes it clear that unsupportive language (e.g. banter that makes you uncomfortable) and behaviour (e.g. bullying) are not acceptable. (This includes condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype women or men or focus on their appearance).

In general, most participants agreed that unsupportive language is not acceptable at ISG. The corporate directorate had a variance in responses and answers ranged from strongly disagreeing to agreeing. There was also a variance among those over the age of 66 and those who did not declare their age, covering almost all of the options. Although most people on permanent and fixed term contracts agreed that unsupportive language is not accepted at ISG, there was more variance among people on secondment, guaranteed hours

contracts, and those who did not declare their contract type. The responses among these groups varied, covering all options.

Visibility

HR literature which describes the ways in which the culture and values of an organisation are communicated through management visibility and actions widely agree that the visibility of management is important to EDI in several ways. It is important that mangers are seen to support EDI initiatives. Where managers are role models, it is also important that they are visible to staff. A question was included in the survey to discover the extent to which ISG staff consider their managers to be visible at work.

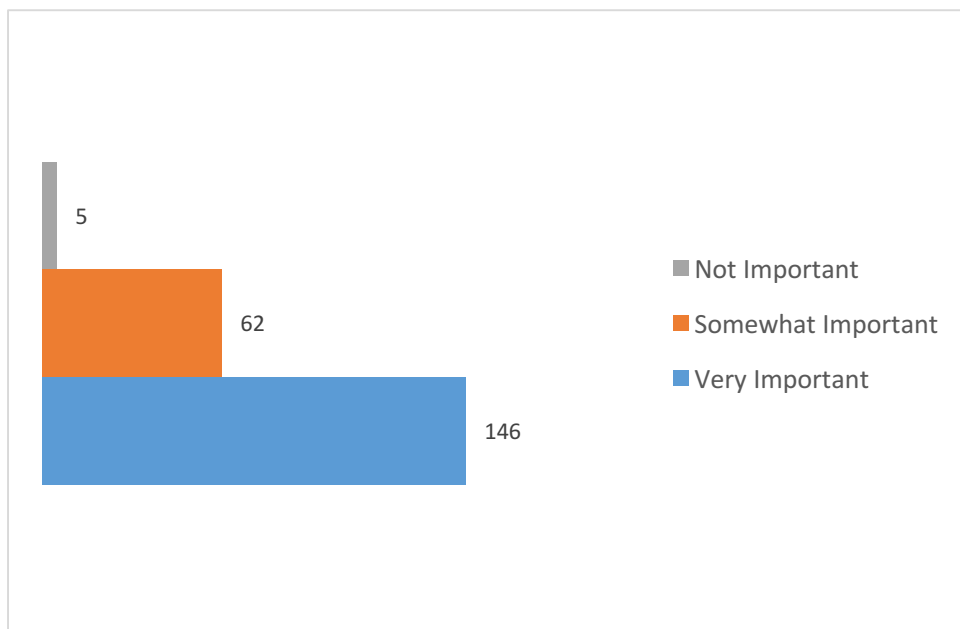**How important is it to you that managers are visible at work?**

Figure 13 How important is it to you that managers are visible at work?

In general, for most respondents it is very important that managers are visible at work. This was the case among most demographic groupings. Within EDINA 50% of respondents agreed with this, while the others thought it is somewhat important that managers are visible at work. Similarly, among staff who have been working with ISG for less than a year, most respondents thought that it is somewhat important that managers are visible at work.

"What advice would you give to senior managers to enhance their visibility at work?"

Participants were asked to give suggestions in response to this question. The responses were then coded to reveal main themes. Some responses covered multiple themes. Figure 14 displays the frequencies of these themes.
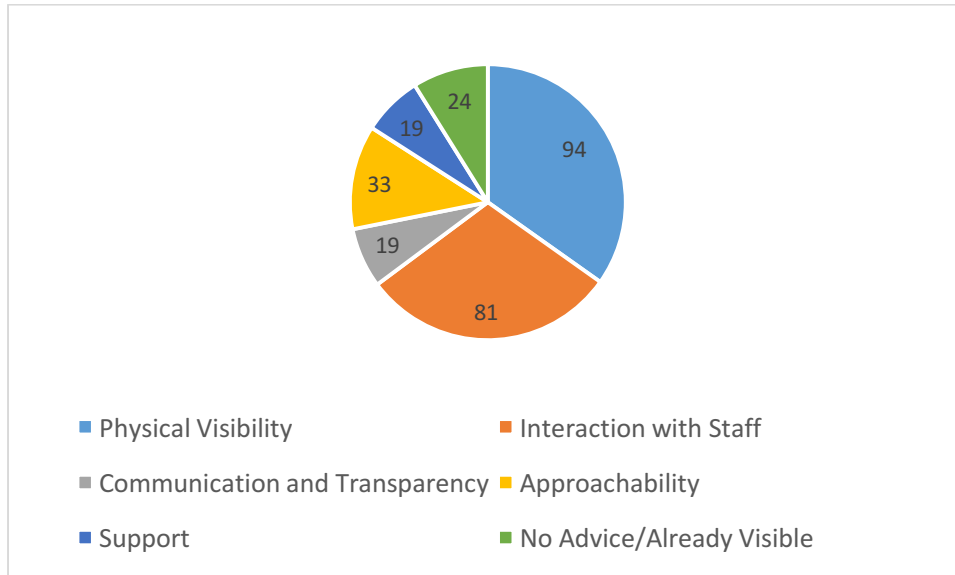

Figure 14 what advice would you give to senior managers to enhance their visibility at work?

As seen in Figure 14, the most frequent advice was around physical visibility, followed by interaction with staff. Physical visibility included attending team meetings, floor walks, working or hot-desking near team, increased digital presence, and visiting non-Argyle House sites. Interaction with staff included formal catch-ups with team members as well as informal conversation to get to know staff, attending social events, and encouraging regular feedback from staff.

Other themes, in order of frequency, included Approachability (Make time available for staff by marking in diary, hold regular sit-ins or office hours, respond to emails), No advice or already visible, Communication and Transparency (communicate goals and achievements, be transparent about ongoing projects, be involved in lower level decision making), and Support (put EDI training into practice, provide support with daily problems within teams, check on welfare of staff, discuss and support failures). A list of the open responses including exemplars of the most common themes can be found in the full report.

Policy

An important part of EDI development are the policies within the organisation which shape the experiences of staff in relation to their working conditions, particularly those which

concern changes in circumstances such as parental leave, maternity pay and flexible work schedules. ISG staff were asked whether they receive clear information about these policies.

 "ISG has given me clear information about the University's policies on matters that may relate to equality and diversity (discrimination, parental leave, flexible work schedules)."
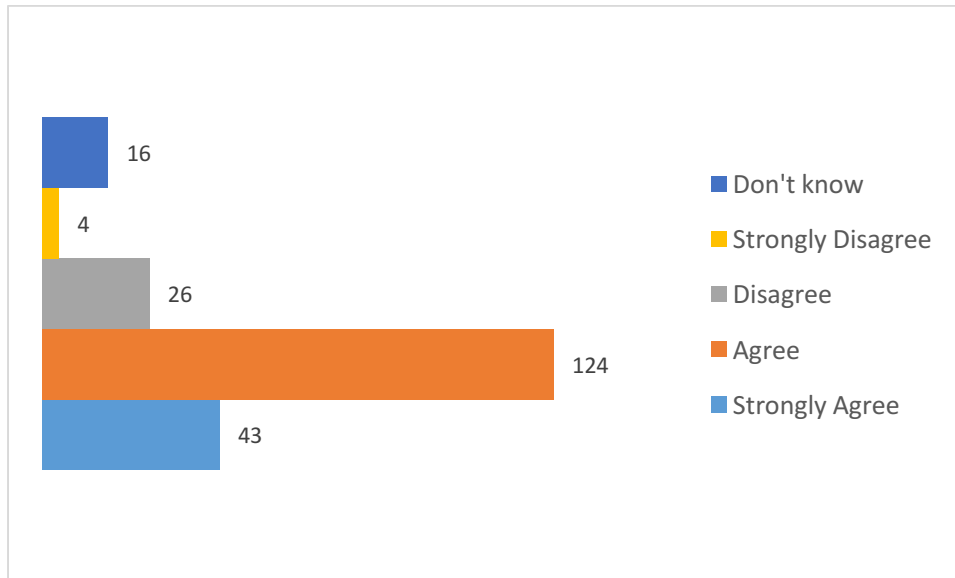

Figure 15 ISG has given me clear information about the University's policies on matters that may relate to equality and diversity (discrimination, parental leave, flexible working schedules

In general, most respondents agreed that ISG has given them information about the university's policies on matters that may relate to equality and diversity. This was the trend in most demographic groupings. Among those working in IT Infrastructure, a significant number of respondents disagreed that they have received clear information about EDI policies within the ISG. Within Digital Curation and Information Security there was no consensus on this question as responses included all available options with no clear trend in responses. This was also the case among those with non-British White backgrounds.

Events

Over and above the mandating of online training on equality and diversity issues, ISG has for 4 years run a programme of workplace events designed to increase understanding of diversity, highlighting the differences between people, and placing a positive value on those differences. Attendance at these events is optional and colleagues were asked several questions to explore their experience of taking time for, or giving time to these activities.

"In ISG, I have taken time to be part of an equality and diversity activity (e.g. attending training, attending an event)"
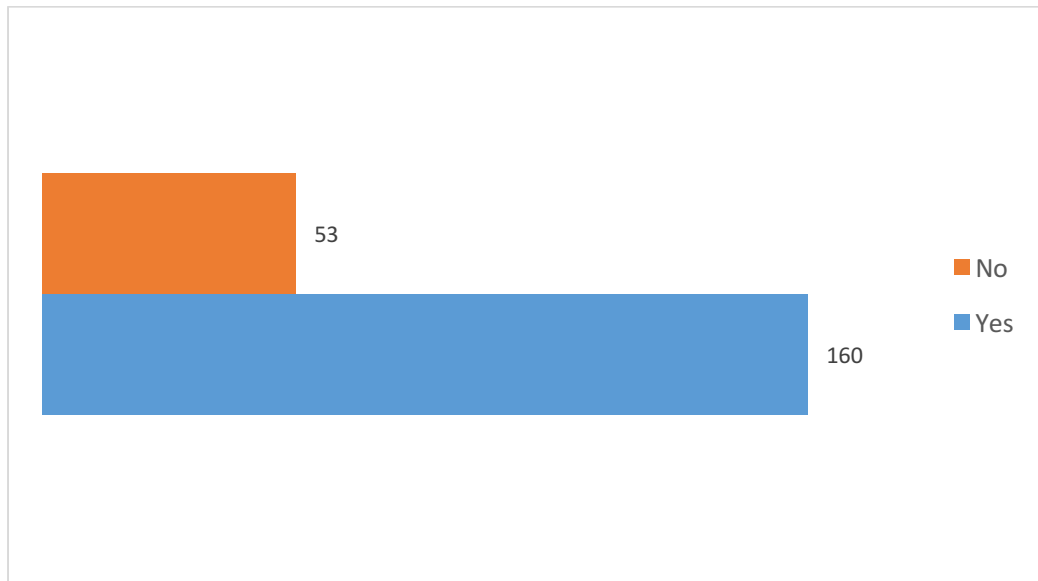

Figure 16 In ISG, I have taken time to be part of an equality and diversity activity (e.g. attending training, attending an event)

In general, most respondents had participated in an EDI activity through attending training or events. This was true across directorates, age groups, time working with ISG, contract types, working patterns, gender identities, and ethnicities.

As part of the wider university and society, ISG staff are aware of the cultural and theme events which promote EDI themes such as International Women's Day, Black History Month, and Mental Health Awareness Week. Our survey included a question to discover how many ISG staff participated in these kinds of theme events.

"In ISG, I have participated in equality and diversity theme events (e.g. International Women's Day, Black History Month, Mental Health Awareness Week, etc.)".
102 (48%) respondents reported that they had participated in themed events. Among those working in Library and University Collections, and LTW directorates, most people had participated in these events, while in the Corporate directorate there was an equal split between people who had and had not attended. **Younger staff members (those aged 16 – 39) were more likely to attend such events**. Staff members who have been working at ISG for between a year to 10 years were more likely to attend compared to those with less than a year's experience or those with more than 10 years of experience. Those on permanent contracts were less likely than those with other types of contract (or those undeclared) to attend themed EDI events. **Women and non-binary staff were more likely to attend these**

events, as were those working with flexible patterns or part-time contracts. Finally, respondents from a White ethnic background were more likely to attend these themed events. This may highlight a growing 'allies' culture in ISG.

Among the directorates, most respondents from LTW and EDINA had attended at least one PlayFair Steps event, and half of the respondents from Information Security and Digital Curation has also attend at least one PlayFair event. People who had not declared their age, gender identity, ethnic group, contract type, or working patterns were likely to have attended a PlayFair Steps event, as were people on full time flexible working patterns.

In order to increase participation in EDI events, questions were asked to discover the barriers to attending such events.

In general, most people cited inconvenient timing of events as their reason for **not** attending any of the PlayFair Steps events. However, there was some variance in the most prevalent answer between different demographic groups. Respondents working in EDINA and Corporate directorates cited "not relevant to me personally" as the reason for not attending PlayFair events, as did those who had not declared their age grouping or ethnic grouping. Among those working in ISG for less than a year, other reasons were more prevalent (analysis below). Among those from mixed ethnic backgrounds, both inconvenient timings and no relevance to career goals were prevalent responses. Respondents from non-British White backgrounds were more likely to have other reasons for not attending.

Respondents who chose "Other Reasons" were prompted to type in a reason. These responses were coded based on common themes. These responses are depicted in Figure 17. As can be seen in this figure, **more than half of the responses were around not having enough time or the workload being too heavy to be able to attend these events**. Examples of comments from each category are included in the full report.
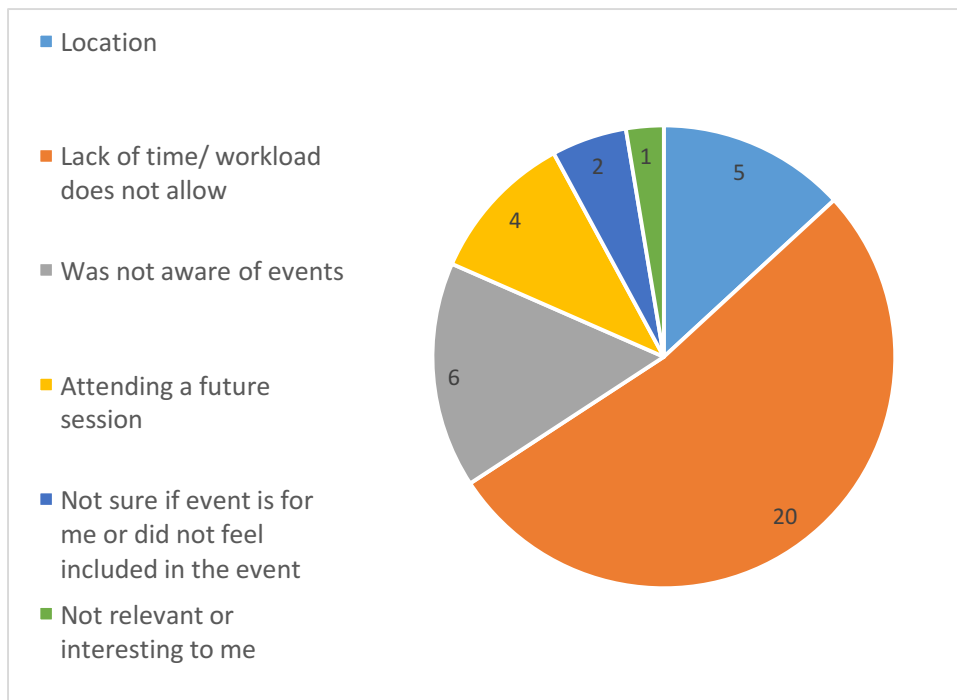
Figure 17 Other reasons for not attending a PlayFair Steps event

With regard to what **does** motivate ISG staff to attend events, answers were coded based on common themes and are described below.
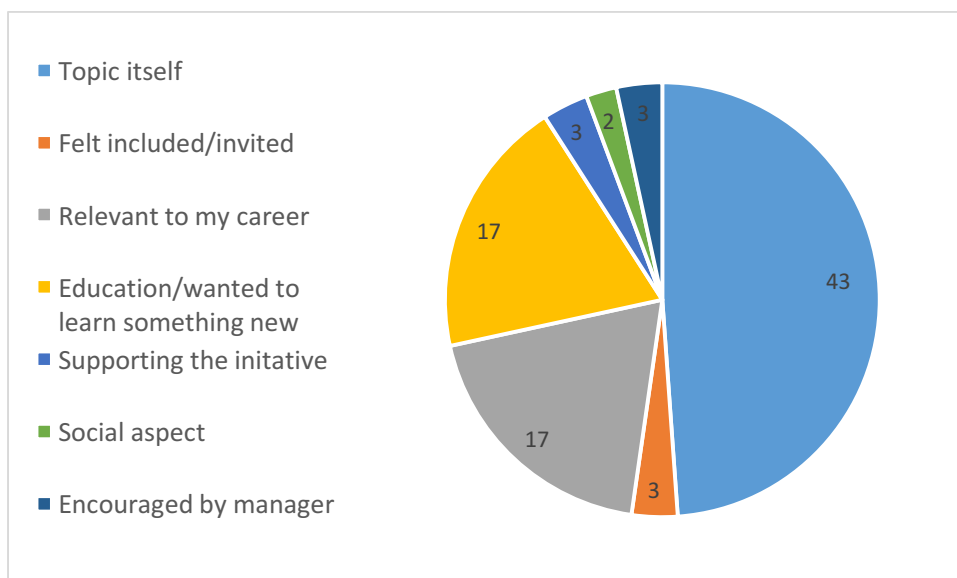
Figure 18 Please tell us what influenced your decision to attend a PlayFair Steps event?

As can be seen in Figure 18, most respondents were interested in the topic when they attended the PlayFair event. These responses usually referenced the specific event they attended, explaining that the topic was either interesting or relevant to the respondent personally. Other prevalent themes were education (respondents attending the event to fill a knowledge gap and learn something new) and relevance to career (respondents feeling

the session would be helpful in the service they provide or in navigating various situations at work).

Relevance

In the 4 years of the E&D change theme in ISG feedback and anecdotal evidence has been gathered to explore why some events are better attended than others. Research and HR literature on diversity issues explores the difference between events which are targeted at networks of people who share characteristics as a group and those which are open to all and aim to raise awareness of diversity. Questions were included in our survey to explore this.

In general, most (85%) people said they would attend EDI events if they are relevant to them personally. This was true across directorates, age groups, contract types and working patterns, gender identities, and ethnic groups.

Most people (80%) said they would attend an EDI event to learn about new topics. There was a tendency for people who had not declared their age, contract type, or working patterns to disagree with this statement. Respondents working in IT Infrastructure were equally likely to agree or disagree with the statement.

With EDI emerging as a key area of leadership and service management in technology services it is a good time to make clear the importance of EDI knowledge to all ISG staff and the relevance to their work and role. In anticipation of making this a more explicit connection in our L&D and people development strategies, a question was included in the survey to discover perceptions of the link between role relevance and attendance.

198 respondents (93%) said they would attend EDI events if they are relevant to their role. Again, this was the case regardless of demographic groupings.

In reviewing the existing programme of EDI events and activities in ISG, respondents were asked how their participation might be enhanced.

"In what ways do you think ISG can enhance participation in equality and diversity activities?"
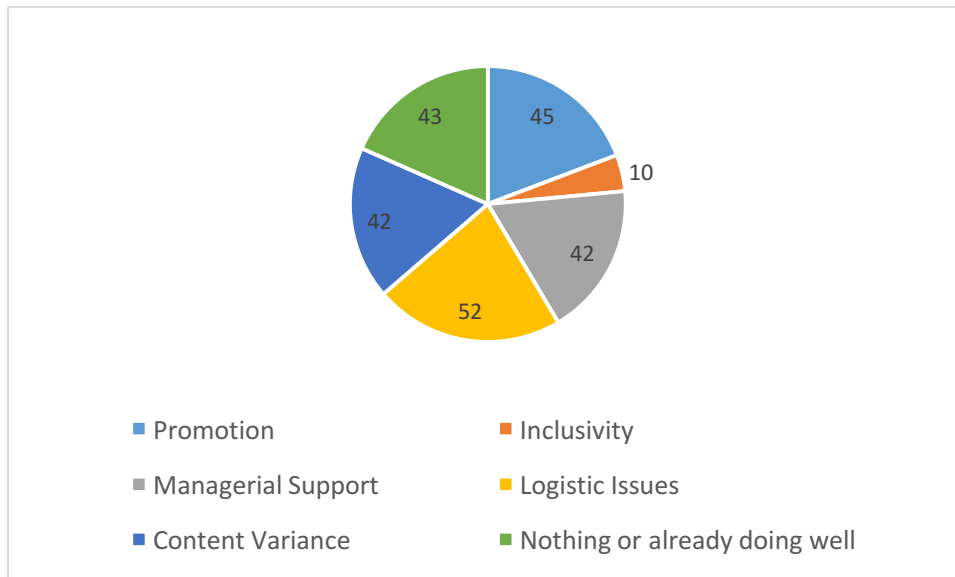
Figure 19 In what ways do you think can ISG enhance participation in equality and diversity activities?

Responses to this question were all coded according to common themes. Some responses covered multiple themes.

Responses covered 6 themes (in order of frequency mentioned):

- Logistic Issues(repeat popular sessions, hold sessions over a variety of times, days, and locations, have shorter sessions and promote them earlier so attendance can be ensured);
- Promotion of events (promote events more, and communicate importance and impact of activities);
- Nothing or already doing well,
- Managerial Support (more encouragement from managers is needed, allow time for staff to attend, or make sessions mandatory to overcome these problems);
- Content Variance (support and promote external opportunities, make sessions more fun and interactive, have more diverse range of sessions, use university collections and resources more often); and
- Inclusivity (make events open and accessible to employees belonging to all different backgrounds and employment types).

Some examples of responses to this question are included in the full report.

Change Impact

In order to understand the impact of the E&D theme in the ISG change programme, colleagues were asked a question about the changes they perceive.

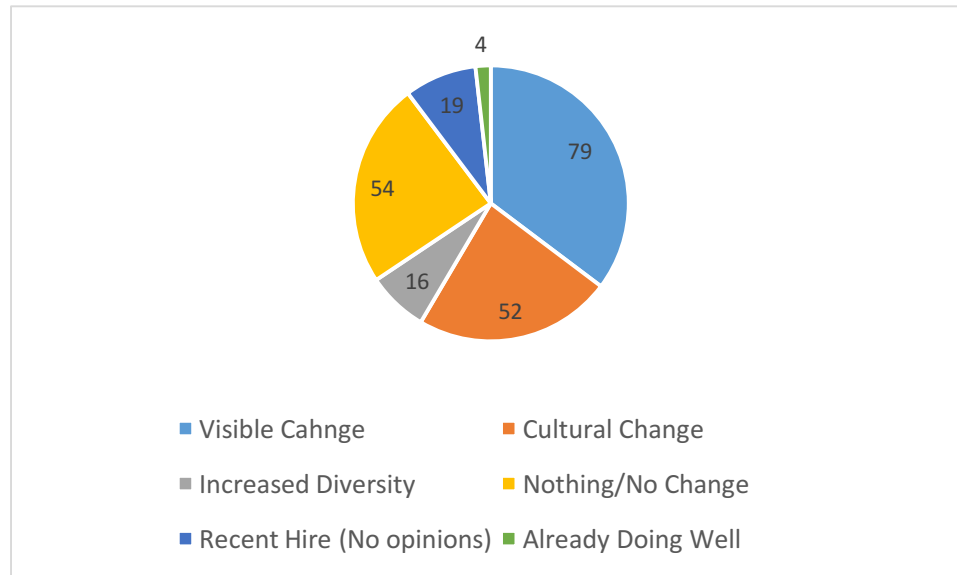**"What changes have you seen in ISG with regard to inequality and diversity?"**

Figure 20 What changes have you seen in ISG with regard to inequality and diversity?

Responses to this question were coded based on common themes. These, in order of frequency included: Visible Change (more events occurring, LGBTQ lanyards etc.), Nothing or No Change, Cultural Change (more open discussions happening at work, more awareness, more people showing interest in workshops or events), Increased Diversity at work (in hiring decisions and promotions), Recent Hire (Not enough time to notice change), Already doing well. Examples of responses can be found in the full report.

References to organisational culture are important because it may be shaped by the nature of the industry sector (IT) and the fact that we are part of a larger university. The importance of organisational culture and the specificity of organisational context comes through clearly in reading of the literature and Higher education IT is an under researched environment for EDI. Diversity programmes in the workplace are socially situated and the organisation provides the specific environmental context in which such initiatives will success, thrive or fail to a lesser or greater extent. While an organisation's diversity approach will be defined and stated in diversity and value statements and underpinned by a set of HR policies and practices, how it is lived may be quite different.

"I feel this workplace has a culture that is open to diversity."

ISG staff were asked for their perceptions of workplace culture in relation to 'openness to diversity'. Researchers have defined '**Openness to diversity'** as putting an emphasis on pro-diversity beliefs and attitudes and refers specifically to group members' positive attention to dissimilarities (Lauring & Villesèche, 2017), but it cannot be assumed that the term is widely understood or agreed by respondents in this survey.
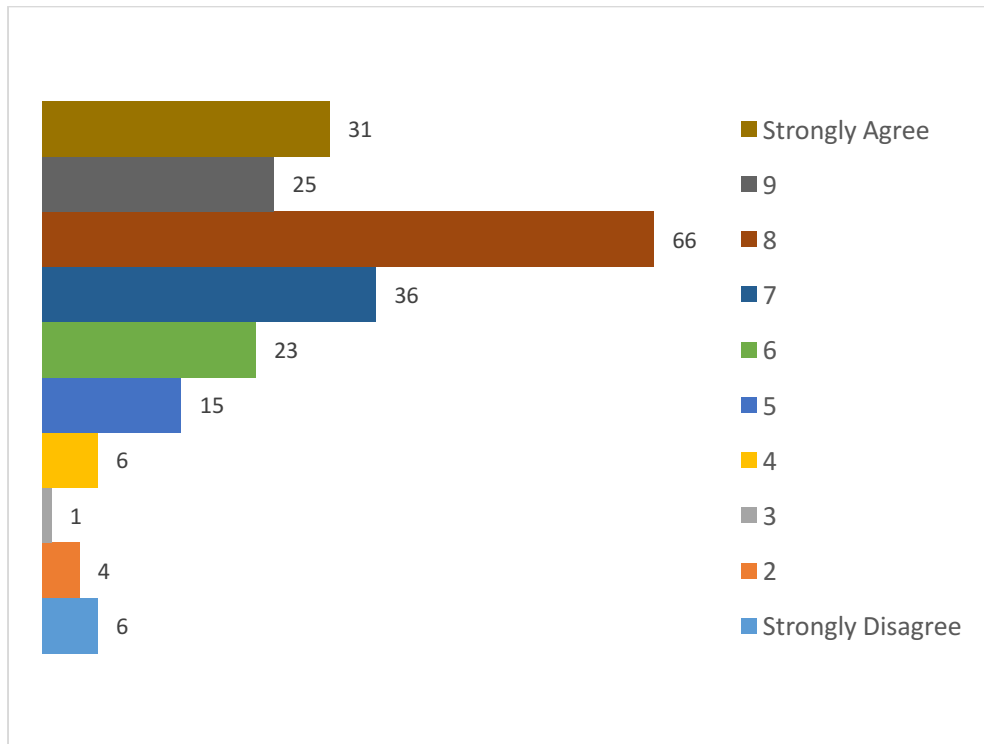

Figure 21 "I feel this workplace has a culture that is open to diversity."

In general, the responses were skewed towards higher scores, agreeing that the workplace at ISG is open to diversity. This was the case among most demographic groupings. The only **exception was gender identity grouping** where those who identified as non-binary or had not declared their gender had provided a variety of responses covering 1 – 8 ratings.

Based on staff feedback in the survey, most staff members said they would attend an EDI session if it was relevant to them personally (85%), relevant to their career (93%), or if it provided a learning opportunity for them (80%). However, a major barrier to attending sessions was lack of time as they felt they cannot take time off from their work, did not feel comfortable about asking their managers to attend, or were not sure if the session is relevant to them as no support or engagement was received from managers. Collaborating

with different directors can address how managers within each directorate can address this in a way that is suited to each working context.

Many comments also highlighted a lack of EDI-related change beyond things like increased sessions, or observed differences between directorates in how EDI policies are implemented. A collaboration between directorates can also address where and how these discrepancies manifest and how they can be resolved.

EDI Leadership

"In ISG, I have taken time to be part of organising or leading an equality and diversity activity (e.g. organising an event, suggesting a theme or activity)."

Respondents were asked whether they had given time to organise or lead EDI events. **36 respondents said that they had given time to organise or lead EDI events**, which may reflect a growing culture in which colleagues feel supported and able to develop their leadership and organisational development skills in areas of EDI.

Involvement in equality and diversity activities is good for career progression.
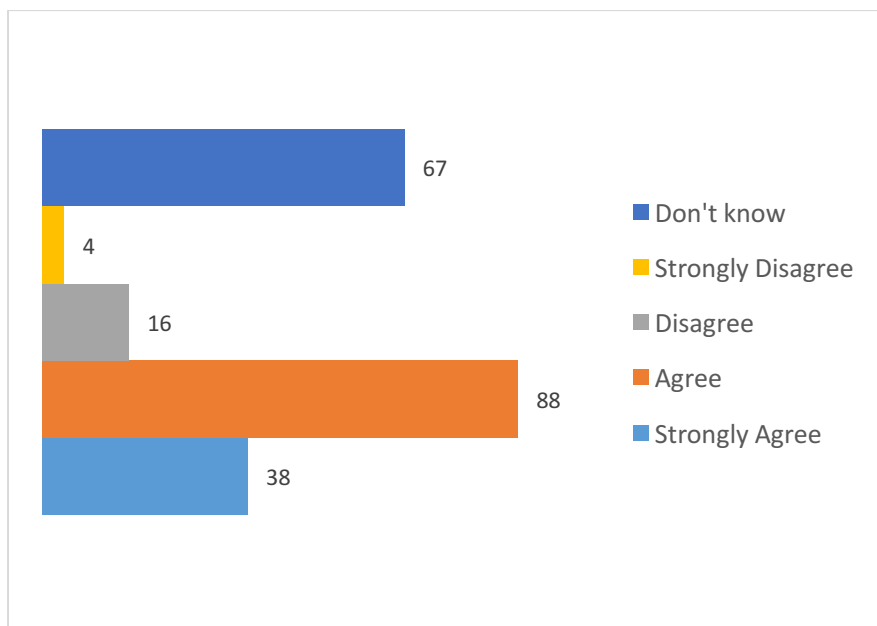
Figure 22 Involvement in equality and diversity activities is good for career progression.

In general, most people agreed that involvement in equality and diversity activities is good for career progression. However, a considerable portion of respondents were not sure if this is the case. This pattern was reflected across most demographic groupings. Within IT Infrastructures, Information Security, and Digital Curation, most people did not know if involvement in EDI activities would be good for career progression. Similarly, there was a

tendency among respondents who did not declare their age, contract type, gender identity, or working patterns to not know if involvement in EDI activities would be good for career progression. This suggests that future EDI activities should aim to better clarify the aims and goals of the session and how they might affect staff members and their jobs.

Inclusivity

"I think the workplace at ISG is inclusive."
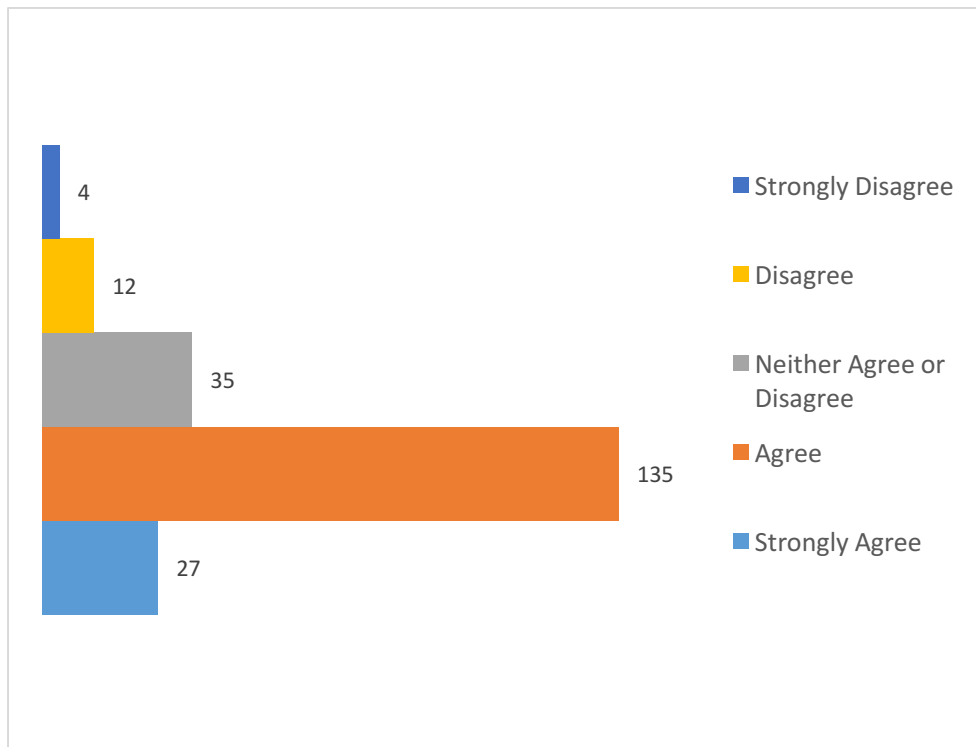
Figure 23 "I think the workplace at ISG is inclusive".

In general, most people agreed that their workplace at ISG is inclusive. Within the corporate directorate, half of the sample neither agreed nor disagreed with the statement. Similarly, people who had not declared their contract types provided a variety of responses ranging from Disagree to Agree. A similar trend can be observed among people who identified as non-binary or had not declared a gender identity, and people who had not declared their ethnic group.

Which of these PlayFair Steps events would you like to see repeated?
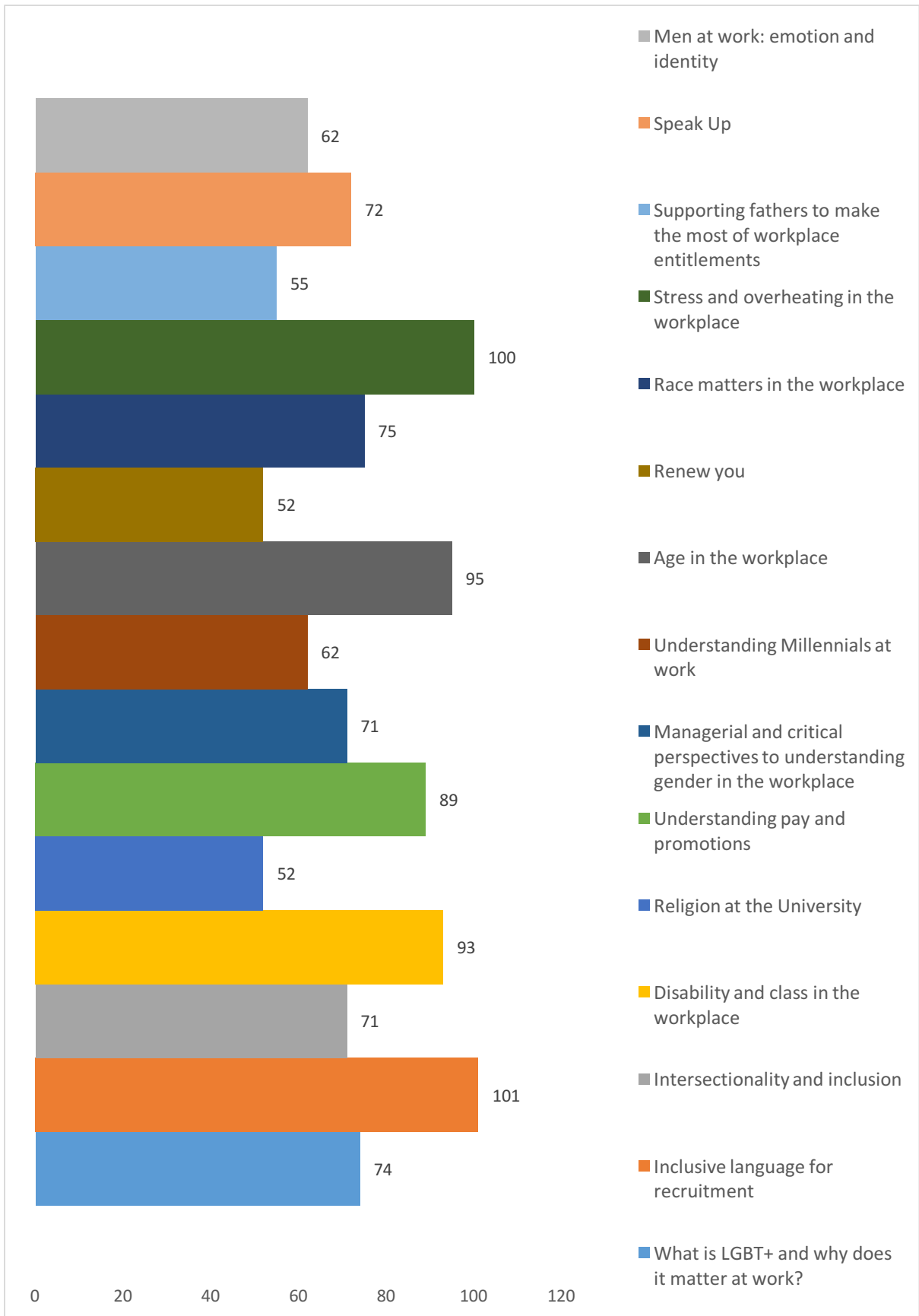
Figure 24 Which of these PlayFair events would you like to see repeated?

Legend (top to bottom):
- Men at work: emotion and identity
- Speak Up
- Supporting fathers to make the most of workplace entitlements
- Stress and overheating in the workplace
- Race matters in the workplace
- Renew you
- Age in the workplace
- Understanding Millennials at work
- Managerial and critical perspectives to understanding gender in the workplace
- Understanding pay and promotions
- Religion at the University
- Disability and class in the workplace
- Intersectionality and inclusion
- Inclusive language for recruitment
- What is LGBT+ and why does it matter at work?

Bar values (top to bottom):
62, 72, 55, 100, 75, 52, 95, 62, 71, 89, 52, 93, 71, 101, 74

Figure 24 has been created to demonstrate the popularity of PlayFair events compared to each other. Respondents were able to pick as many options as they liked and it was hoped that these responses would be useful in planning the programme for the next 2 years.

However, due to a questionnaire error response was forced on this question, so effectively respondents were not able to show if they did not want any of the events to be repeated and were made to pick a response to proceed with the questionnaire. This may have resulted in respondents picking a random option. For this reason it is important to interpret this figure with caution.

Nevertheless, the top three popular events to be repeated based on these responses were:

Inclusive language for recruitment

Stress and overheating in the workplace

Age in the workplace

Still, sessions had varying levels of popularity among different demographic groups. Tables listing popular sessions by demographic group are available in the full report.

In the future, popular sessions should be repeated and all sessions should be organised on different times and days, as well as different sites to facilitate attendance for all staff members. Sessions should be planned across a variety of mediums and styles (e.g. lecture, debate, activity etc.) and cover a range of different topics. While some topic are popular across demographic groups and directorates, some groups have shown interest in topics that others are not interested in (For example, Religion at University was particularly a popular session among staff members from mixed race backgrounds, whereas it was among the least popular sessions when looking at the entire dataset).

Open Comments

Respondents were invited to give additional comments regarding their views on EDI practices within the ISG. These responses were coded around common themes.
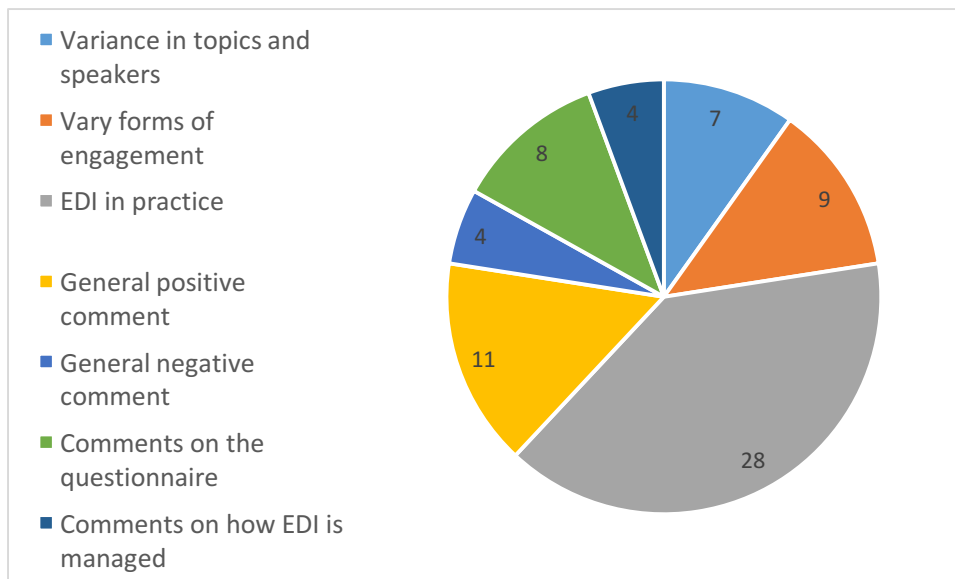
Legend:
- ■ Variance in topics and speakers
- ■ Vary forms of engagement
- ■ EDI in practice
- ■ General positive comment
- ■ General negative comment
- ■ Comments on the questionnaire
- ■ Comments on how EDI is managed

Figure 25 Please add any additional comments regarding equality and diversity efforts in ISG.

As seen in Figure 25, most of these responses were commenting on how EDI can be put into practice or criticising its current state within the ISG. Some responses referenced discrepancies between directorates in this regard. Other themes, in order of frequency included general positive comments, suggesting ways or requesting ways of engagement with EDI to be varied, comments on questionnaire structure, suggesting themes and speakers for future sessions, general negative comments, and comments on how EDI is managed within ISG. Examples of comments are included in the full report.

Limitations

A sample size of 213 may not be representative of the entire ISG population. This gains even additional importance when taking into account staff who belong to minority groups. Older and non-binary staff members, as well as those on secondments or guaranteed hours contracts are not accurately represented in these results. Responses from those from non-White ethnic backgrounds had to be combined to form a single category. This has created a problem in analysing the data, as it is not possible to represent the views of these groups (where different) while protecting their anonymity. Similarly, because of the small sample sizes, it is not possible to reliably use statistical methods to investigate whether the present results are due to chance. In addition, in many instances it seemed that those who did not declare their demographic grouping had different views to others. As respondents may have a number of different reasons for not declaring their demographic groupings, it is important

to keep this in mind as it indicates that even within this sample size considerable portions of people hold different views to the majority.

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