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THE POWER OF **DIVERSE VOICES**

GLOBAL INCLUSIVITY REPORT 2020
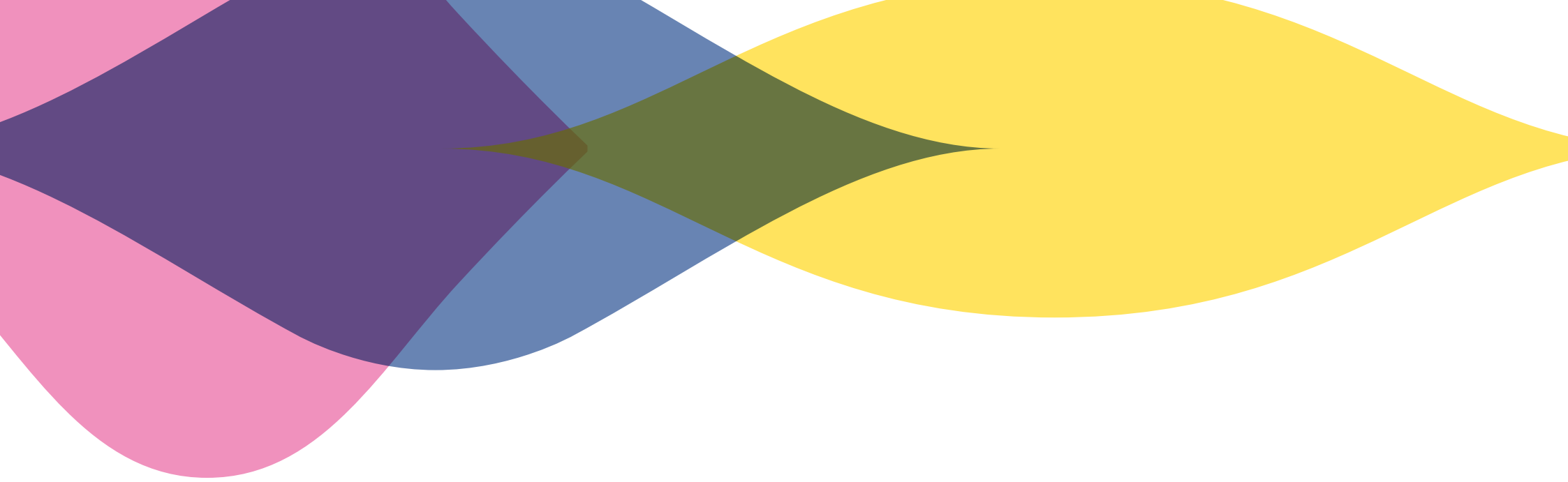
INTRODUCTION

The United Nations 2030 Agenda for Sustainable Development, which includes the 17 Sustainable Development Goals (SDGs), has underlined social, economic and political inclusion as essential to sustainable global progress.

All 193 UN Member States have committed to the agenda, with governments, businesses and civil societies worldwide working towards a more inclusive, collaborative and fairer planet for all. To reach these ambitious goals, many complex and far-reaching challenges must be overcome, and the greatest minds in research and innovation will be required to pave the way.

At Emerald we have sought to advance the research community's initial efforts to change attitudes towards inclusivity and help countries around the world meet their SDGs. In support, we have launched various publishing opportunities, including special open access issues and supplements, as well as open research articles that align to six of the SDG themes: Healthy Lives, Responsible Management, Sustainable Cities, Education and Learning, Digital World and Sustainable Food Systems.

We are always looking to do more to champion under-represented groups and this includes publishing content that reflects the full tapestry of our communities, ensuring that our editorial boards, authorship and case studies are as diverse as the populations they are created for. We also strive to ensure all of our business activities have diverse representation.

TRUE VOICES

We recognise that we must work even harder to ensure our content, editorial boards and authorship represent all areas of society and all the groups within it. We are doing everything we can to amplify work that embraces difference, while also recognising that real change needs a whole host of perspectives. In addition, we have committed to not supporting, sponsoring or working in partnership with organisations that do not uphold these vitally important values.

As an employer, we are committed to creating a diverse and inclusive workplace. In 2016, we launched our workplace gender and diversity initiative – STRIDE – to promote inclusion and gender diversity. Placing it at the heart of our business agenda has led to more females in senior positions; we now have a male-female board ratio of 4:3 and our senior management breakdown has reached a zenith of 50/50.

While we are proud of our gender equality milestones at Emerald, we also acknowledge that, as a company, we still have much to accomplish when it comes to diversity in its broadest sense and also across support sector wide change.

In line with this work and our commitment to impact, in early 2020 we commissioned three surveys exploring academic and public views on inclusivity and the extent to which research is important in achieving this goal. The results of these surveys are presented in this report, along with supporting commentary from academics and the research community. Here, we discuss the meaning of inclusivity; the barriers to it, the benefits of an inclusive society and how it can enhance a workplace. It also shines a light on the perceived role of academia in overcoming the challenges to inclusivity and possible actions for change.

WHY, WHO, WHEN AND WHAT…

WHY

As a global publisher, Emerald operates in 130 countries. We've been representing researchers from across worldwide communities for several decades.

Now more than ever, we believe that research is most impactful when a diverse range of voices are included. Regardless of race, gender, class, religion, sexual orientation, disability, age, income or anything else – individuals deserve equal representation and for their voices to be heard.

As part of our ever-evolving understanding of what inequality feels like and how we may start to tackle it, we've commissioned a global report on inclusivity. It's a small step towards understanding the challenges people face and reconciling what we must do to create a fairer, more inclusive society.

The United Nations Sustainable Development Goals' pledge is to ensure 'no one is left behind', so this is an area of significant focus for the research community, in order to be the catalyst for real change and a more inclusive society. We commissioned this global report primarily to crystallise the research community's perceptions of inclusivity, including what they viewed as the benefits of it, and barriers to it. We also wanted to establish the role of academic research in bringing about a more inclusive society. In addition, these views were compared to the UK/US public surveys.

WHO

In total, an electronic questionnaire was sent to 132,241 researchers from a random selection of Emerald's Literati in 202 countries worldwide. 1,055 people in 99 countries completed the academic survey. Meanwhile, the data from the general public came from 1,000 people both in the UK and US.

Where samples are greater than 70, individual country or regional views are displayed. Click here to see a full breakdown of respondents.

The academic survey was a truly global project, yielding data, observations, opinions and commentary from all over the world. The public surveys, which included some of the same and some different questions, were conducted solely in the UK and US. Therefore, data was only included where it could be contrasted with the academic survey.

WHEN

The surveys were completed between March 6th-26th, 2020.

It is worth noting that the public surveys were conducted prior to the global pandemic and the academic survey took place before the killing of George Floyd. Due to the gravity of these events, it is logical to conclude that they would have had some bearing on the results, had the surveys been launched today.

WHAT

In this report, we present the main findings of our survey; people's perceptions of inclusivity, the benefits of and barriers to an inclusive society, the role of academia in furthering inclusivity and the proposed actions for change.

AT A GLANCE: EMERALD SURVEY SUMMARISED

MEANING OF LIFE: Inclusivity is seen through a variety of prisms, is highly complex and means a host of different things to different people.

92% **ALTOGETHER DIFFERENT.**
The biggest benefit academics saw was promoting different ways of thinking (92%), though worryingly 13% saw no benefit at all, with supporting comments suggesting a small minority felt inclusivity could lead to mediocrity.

90% **CLEAR MAJORITY.**
90% of academics agree that being 'inclusive for all' is important in society and the workplace.

86% **PRIORITIES RIGHT?**
86% of academics ranked inclusivity as important to them personally, but they didn't feel it was quite as important to their 'Institution' (68%) and 'Academia in general' (64%), while half thought it was important to 'Funders'.

67% **LESSONS IN LIFE.**
The need for more knowledge exchange was cited as the single biggest challenge within academia (67%) when looking at helping to build a more inclusive society for all, followed by interdisciplinary collaboration (60%) and a lack of inclusivity within academic culture (55%).

61% **BUILDING BLOCKS.**
61% of academic respondents rated 'Poor decision making by policy makers' as a large prevention to society becoming more inclusive. This was followed by 'A lack of willingness of people to change' (58% rated large) and 'A lack of people being aware of the issues' (45% rated large).

61% **UK CLASS CEILING.**
Class was rated as the fourth biggest factor globally, but in the UK nearly 61% of academics cited it as a major issue, with Asia being the only other region of the world where class and discrimination was in the top three of issues cited.

60% **LEADING TIMES.**
Academics cited 'Biases in recruitment or promotions' (60%) as the main barrier to a fair and inclusive society, followed by 'Manager or Leadership attitudes' (57%) and 'Too much pressure – career progression' (46%). 'Not enough mentoring' wasn't far behind with 42%. This indicates systemic flaws in the academic system which hold back progress rather than refer to the broader societal issues of gender, age and racial discrimination.

60% **POOR CHOICE.**
Poverty was cited by 60% of academics as the strongest barrier to inclusivity (although the general public's view differs, particularly in the UK where it wasn't seen as a major issue). It was followed by racial/ethnic discrimination (58%) and gender discrimination (49%).

43% **IMPACT STATEMENT.**
43% of academics agreed that real-world impact was of high importance when designing their research and 33% said it was the main goal.

WHAT INCLUSIVITY MEANS

There is no doubt that 'inclusivity', like society, is a broad landscape, and it means different things to different people. Aside from individual personal experience, however, the broader message about the potential of inviting, embracing and valuing different people is understood by most people.

Indeed, our surveys revealed that an overwhelming majority of **90%** strongly agreed that being 'inclusive for all' is important in the workplace and wider society.

HOW WE DEFINE INCLUSIVITY

Participate in society
Reducing inequality
Value difference No advantage
Equal possibilities Equity Freedom Accepted
Empower everyone Own purpose Cooperation
A place for existing
Difference is normal Equality
Connection Together
Friendship Open Quality of life Well-being Democracy
Influencing others A fair system for all Society Perfect society Respected
Empower all Equal opportunities Involvement Living as democrats
Equal access Allowing inequalities Egalitarian society
Embracing diversity Fair Happy Peaceful
Everyone matters Coexistence Included Commonwealth of values
Engaging Respect Equal freedom Equal rights
Self-purpose No barriers Tolerance Social equality Accepting difference
Interactions Accepting Ideas Freedom of expression
Nobody is excluded Voice Free
Appreciate others Utopia Diversity
Reducing inequalities
Maximum capabilities Embrace others
Avoiding identity politics Feeling safe Freedom for all No exclusions

QUESTION: What does the term "living in an inclusive society" mean to you?
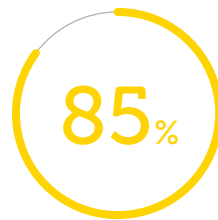
NUMBER CRUNCH: THE BENEFITS OF INCLUSIVITY

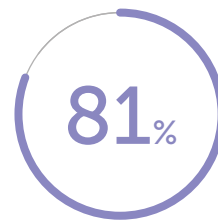ACADEMIC SURVEY PARTICIPANTS WERE ASKED ABOUT DIFFERENT ASPECT OF INCLUSIVITY
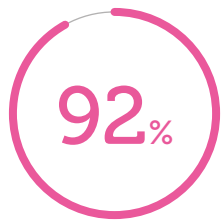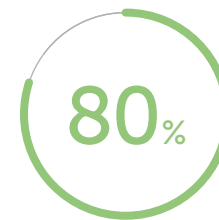
92% think it promotes different ways of thinking

90% think it creates an open learning culture

has a positive effect on creativity

85% think it has a positive effect on productivity

81% think it creates a more motivated workforce

80% think it has an economic benefit

13% do not think that an inclusive society provides any noticeable benefits

QUESTION: To what extent do you agree that an inclusive society will affect the following areas?

Other statistics show generally high percentages when relating to the beneficial aspects of inclusivity, including in the areas of 'productivity', 'motivation' and 'economic benefit'. The anomaly among this largely positive set of numbers, is the revelation that 13% of participants don't think that inclusiveness has any benefits whatsoever. This is also much higher than the societal view where only 4% of the UK public think there are no benefits.

"Inclusivity is the presence of someone from a different identity group that makes the others generate more ideas and construct more complex arguments"

Jakob Feldtfos Christensen (diversiunity)

& Lachlan Smith (Cloud-Chamber)

YOU SAID IT: REFLECTIONS FROM SURVEY PARTICIPANTS

"An inclusive society is one that integrates people with different physical and mental abilities into the mainstream. By this yardstick, our society still has some way to go" Male librarian, Malawi

"Inclusivity is a moral, not cost-and-benefit question. I do not think a workplace is necessarily more productive if it is inclusive, but it is a better place" Anonymous

"I believe it does provide benefits, but its benefits are not easily measurable, which could make them unnoticeable by certain decision makers"

Female faculty/teacher, Kuwait

"A company that is already performing well goes for inclusion, but I haven't witnessed companies performing well because they are inclusive"

Male faculty/teacher, Thailand

"Excellence produces progress. Inclusivity produces mediocrity. Several people believe that inclusivity means that they do not have to do anything, while others have to respect everything they do."

Male faculty/teacher, USA

UNITED WE STAND

Recently, the organisations Diversiunity and Cloud-Chamber combined to deliver a webinar on 'Why research managers should care about equality, diversity and inclusion'.

At the event it was revealed that scientific research papers from more ethnically mixed groups of authors were more likely to appear in higher-impact journals and gained 5-10% additional citations. The findings were the result of complex biometric analysis.

Furthermore, with the increasing nature of global challenges, threats and research – and the need to support societal challenges – the webinar insisted that international collaborations were becoming the new 'interdisciplinarity'.

THROUGH THE BARRICADES: ESTABLISHING BARRIERS TO INCLUSIVITY

TOP SOCIETAL ISSUES

38%	41%	49%	58%	60%
● Government policy	● Class discrimination	● Gender discrimination	● Racial/ethnic discrimination	● Poverty
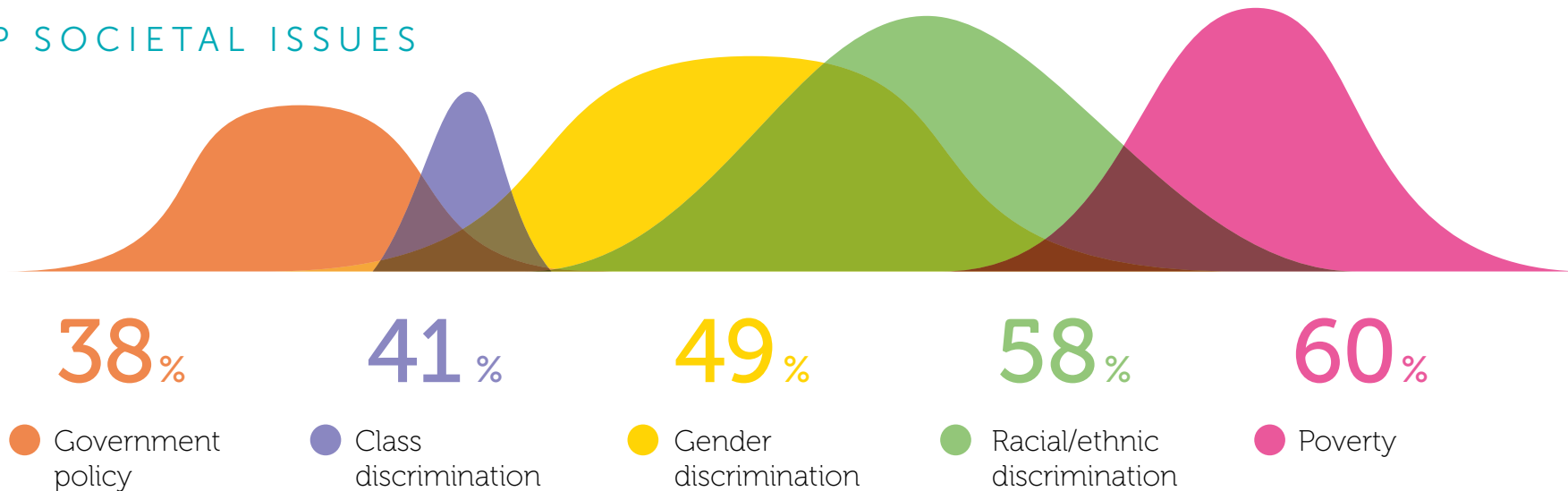
QUESTION: Thinking about the country which you live in, what do you think are the biggest barriers to living in a fair and inclusive society for everyone?

There were a multitude of additional factors also cited: unemployment (35%), discrimination to the disabled (34%), religious discrimination (31%), access to medical care (27%), discrimination because of sexuality (25%), age discrimination towards older people (25%), discrimination towards people with learning needs (25%) lack of access digitally (19%), no safe or sanitary housing (12%), age discrimination towards younger people (11%) and conflict/war zones (11%)

TOP SOCIETAL ISSUES BY REGION

N America
- 83% (Race)
- 59% (Gender)
- 56% (Poverty)

UK
- 69% (Race)
- 69% (Poverty)
- 61% (Class)

N&W Europe
- 71% (Race)
- 56% (Gender)
- 50% (Disability)

S&E Europe
- 53% (Poverty)
- 52% (Gender)
- 50% (Race)

MENA/SSA
- 71% (Poverty)
- 68% (Unemployment)
- 46% (Gender)

Latin America
- 79% (Poverty)
- 47% (Unemployment)
- 45% (Gender)

Asia
- 61% (Poverty)
- 47% (Religion)
- 45% (Class)

Australasia
- 76% (Race)
- 48% (Disability)
- 47% (Ageism Older)

Legend:
- ◯ Ageism Older
- ● Class
- ● Disability
- ● Gender
- ● Poverty
- ● Race
- ● Religion
- ● Unemployment

◯ Ageism Older   ● Class   ● Disability

POOR PERFORMANCE

Poverty was cited by 60% of respondents as a major issue, although the general public's view differs – particularly in the UK – where it wasn't seen as a significant problem. This perhaps chimes with the era of poverty being a 'hidden' issue or one that is not fully appreciated in all its complexity.

While poverty was recognised across all regions as a key issue, some regarded it as an area of much greater importance than others. Latin America topped the table with 79%, Middle East and North African countries/Sub-Saharan Africa recorded 71%, followed by the UK on 69% and Asia on 61%. Meanwhile, North and Western European countries (excluding UK) had the lowest figures, but still returned 40%.

Class was rated as the fourth biggest factor, meaning those in poverty are perceived to be in a lower ranking class in broader society. They are also considered to have the biggest struggles and, therefore, rely on those with more to help break down the barriers to inclusivity.

60% of respondents cited poverty as a major issue

HARSH TRUTH

Poverty remains prevalent in societies throughout the world. The economic circumstances into which you are born will often determine your opportunities, or lack thereof, throughout your lifespan.

As inclusivity has grown and multiculturalism has expanded, people have been able to defy their circumstances and navigate their escape from poverty more frequently, however, the socioeconomic landscape and stark inequalities of today are still resonant. Poverty is also the insurmountable opponent which levels all nations – very few people are completely immune to it and most people, directly or indirectly, have some experience of it.

The UN often refers to poverty as a 'vicious circle', made up of a range of factors which are interlinked. A deprivation of resources, capability and opportunities makes it difficult for anyone in poverty to satisfy the most basic human needs or, critically, to enjoy human rights. It's a familiar problem, repeated in every city and town throughout the world.

The COVID-19 pandemic has been a bleak reminder of the chasmic divide between socioeconomic groups and how the threat of disease, financial status and occupation are inseparably linked. During this period, families who typically struggle with food provision, internet connectivity and poor housing are facing even greater adversity.

"The pandemic has seen more people go online than ever before – and it has accelerated the channel shift towards digital in every part of our lives"

In the UK, we know that digital exclusion and poverty correlate closely. Drawing on Ofcom's annual surveys of 'Adult Media Use and Attitudes', the Office for National Statistics data on 'Internet Access in Great Britain' and the Lloyds Consumer Digital Index, we know that nearly half the 'offline' population is under 60, and that you are much more likely to be digitally excluded if you have low educational attainment, live in a low income household and/or have a disability or health condition. In the UK, 1.9 million households lack internet access, while 11.7 million people lack all the essential digital skills needed for life today and around 14 million people live in poverty.

COVID-19 has exposed the links between poverty, educational disadvantage and digital exclusion even further. Since lockdown, we have been campaigning tirelessly to get support for DevicesDotNow, a UK initiative to get devices, connectivity and digital skills support out to individuals and families who urgently need it. When schools, community centres and libraries shut, many children and adults were locked out of access to essential support, contact with friends and family and the ability to work or learn from home.

When we've been able to make this support available, the impact on people's lives has been transformative – opening up access to learning and working, health information and welfare benefits and, above all, contact with families, friends and communities.

We know that this isn't going to go away. COVID-19 has been a wake-up call to the scale of digital exclusion – how it is a consequence of, and a contributing factor to, both poverty and educational disadvantages. What's more, unlike basic literacy or numeracy, the goalposts keep changing as digital technology keeps evolving. The pandemic has seen more people go online than ever before – and it has accelerated the channel shift towards digital in every part of our lives. Now, more than ever, our governments need to prioritise digital inclusion as a social and economic, and educational policy issue. Otherwise we will continue to deny children and adults the opportunities they deserve, restrict their lives and prevent them from fulfilling their potential.

CLASS CEILING

Class was rated as the fourth biggest factor globally, but in the UK nearly 61% of academics cited it as a major issue, with Asia being the only other region of the world where class and discrimination was in the top three of issues cited.

One of the most striking aspects of the table placings are how race, gender inequality and poverty, issues which have dominated throughout history, remain the most imposing obstacles to a fair society.

In contrast, discrimination on the basis of age and sexuality – only really highlighted in the last 50 years – are perceived as less problematic. Racial barriers at 58%, for instance, represented nearly double the figure connected with prejudice on the grounds of sexuality – 25%. These two figures serve to illustrate how profoundly complicated 'inclusivity' is, with one number giving great hope and the other a reminder of the considerable challenges.

Class remains the most divisive of subjects – quite literally – with 41% of all global participants viewing it as problematic when it comes to parity. In Britain, which has been historically accused of being obsessed by the class system – across politics, society and the arts – the figure rises to 61%.

In contrast, Australasia – a region with a less established social class template – the percentage of respondents that regarded class as a barrier dropped to nearly half of the UK's total (32% v. 61%).

BARRIERS: LIBRARIAN'S VIEW

INVEST IN YOUTH
There are government policies that are not helpful. Drip down economics was in place for a long time and I don't believe that works. Private schools in Australia are funded unfairly in comparison with public government schools, and they end up using the money for swimming pools and beautiful halls, while literacy programmes at the other end need funding. The academic sector could assist by making tertiary education free again. Yes, our tax would go up, but it would also be less of a tax burden for young people starting their careers.

LouCo, member of Engage, Emerald's librarian network

ACCESS ALL AREAS
One of the biggest barriers in my country is an unstable internet or no connection whatsoever. While the use of social media has encouraged more people to use the internet, they can only access it in certain locations during dry weather. The other barrier is low literacy levels. Getting to school requires a lot of effort and can be dangerous. Academia has a role to play and can invest in innovations that provide more offline material.

SylviaMa, member of Engage, Emerald's librarian network

DISCRIMINATION DIALOGUE: RACE NOT WON

Racial discrimination has been front page news once again, with the killing of George Floyd in May 2020 by law enforcement officers in the US. It has triggered the Black Lives Matter protests, not just in America, but throughout the world.

The data which emerged from our survey revealed that racial/ethnic discrimination was the second biggest global factor in preventing an inclusive society for all at **58%**; second only to poverty. The region which cited it as having the biggest impact was, perhaps unsurprisingly, North America with **83%**.
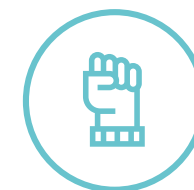
58%
said racial discrimination was a barrier to an inclusive society

COVID-19: DISEASE AND DISCRIMINATION

COVID-19 has served to underline social inequalities, as the poorest in our society are hit hardest by the pandemic. Internationally, many of the lowest paid workers are from Black, Asian and Minority Ethnic backgrounds (BAME) and have paid the highest price for these circumstances. A disproportionate number of ethnic minorities, relative to population sizes, have been infected and this appears as much to do with circumstances as it does to genetic makeup according to a report by Public Health England's 'Beyond the data: Understanding the impact of COVID-19 on BAME groups'. Indeed, The Office for National Statistics concluded that black people are 1.9 times more likely to die from COVID-19 than white people.

According to the UK's National Education Union, poverty rates are universally higher for ethnic minority groups – impacting particularly on Pakistani and Bangladeshi families. Over half of Bangladeshi people are trapped in poverty, compared to 19% from white ethnic groups, while Black African and Pakistani groups have higher rates of persistent poverty.

Discrimination is often a barrier to essential services for certain groups of people including migrants, ethnic minorities, refugees, women, people living with HIV/AIDS, stateless individuals and those with disabilities. Discriminatory laws, policies and practices may mean these groups are also denied the right to work, adequate housing and a high standard of health. Racial discrimination and other types of discrimination can have a multiplier effect, compounding social exclusion and, in the worst cases, fuelling violent conflict.

It is not just COVID-19 that has highlighted the disparities of how health affects people of different races. According to Sandra L Shullman, President of The American Psychological Association, 'we are living in a racism pandemic' which claims to be taking a psychological toll on African American citizens, which can lead to serious health consequences. They state that racism is associated with a host of psychological consequences, including depression, anxiety and other serious, sometimes debilitating conditions, including post-traumatic stress disorder and substance use disorders. Moreover, the stress caused by racism can contribute to the development of cardiovascular and other physical diseases.

RACISM IN ACADEMIA

While Britain is regarded as a multi-cultural society, rich in diversity, with single streets often inhabiting people from dozens of different countries and continents, its record of inclusivity is chequered. The doors to its centres of research and universities are often among the hardest to open.

Data generated from the Higher Education Statistics Agency (HESA) in 2012-2013 revealed that out of 17,880 professors, only 85 were black, 950 were Asian and 365 were regarded as 'other' (including mixed race). The vast majority – 15,200 – were white.

In terms of black female professors, there are just 17 in the entire British university system and, as of January 2017, for the third year in a row, HESA figures recorded no black academics in the elite staff category of managers, directors and senior officials in 2015-16.

Only

17

black female professors in the entire British university system (HESA 2017)

"Academia presents itself to be open and accessible, but looking at the numbers of black and ethnic Vice Chancellors, Heads of Departments, Professors – it's a different story"

Racial discrimination has been a long-standing problem irrespective of the recent Black Lives Matter (BLM) demonstrations. BLM has done a great job of amplifying this, but the survey result stands up on its own anyway. The key problem is, we've gone backwards as a country when it comes to improving race equality. That's the frustration and it's reflected in the UK today.

If you look at the data that the UK government produces around deprivation, often people from ethnic backgrounds are living in deprived neighbourhoods. The key characteristics are often high degrees of unemployment, poor quality housing, overcrowded conditions and fear of crime. As a result of austerity there have been massive cuts in public and funded services which makes people's lives more vulnerable; if you overlay these issues with race, it becomes a much bigger problem.

It's not surprising that the percentage is higher in North America – it has a long history of segregation and discrimination. Also, in the UK, we have some key institutions like the NHS which provides free healthcare at the point of access, which isn't available in the USA. These fundamental differences around the health and social care system help to buffer some of the extremes of the USA when compared to the UK.

It's clear that academia is not doing enough work to break the glass ceiling for academics, as well as administrative staff. It's perceived that higher education is a fair equal employer – in my experience, this isn't the case: it's more racist than the NHS, local government or the police.

I know people who have had to move to a new country to get their first academic position. Academia presents itself to be open and accessible but looking at the numbers of black and ethnic Vice Chancellors, Heads of Departments, Professors – it's a different story.

The Equality and Human Rights commission needs to carry out an investigation into what's happening in our education – that might put pressure on universities to address these statistics. Furthermore, with the coronavirus pandemic having a severe impact on academic funding, there is an opportunity to review the university funding model. If universities want to be dependent on government and individual students' funding, they need to demonstrate how they are tackling this barrier.

RETURN TO GENDER: A PATH WELL-TRAVELLED

Throughout the world we are frequently reminded of the great landmarks that educational establishments have made in the field of gender equality. It is, however, a subject that is still scrutinised on a daily basis, and the question of whether we have banished institutional sexism in academia continues to echo in the corridors of all international colleges, universities and research establishments.

Our data suggests the battle for parity has not been won. Gender discrimination was cited as a key barrier to inclusivity, with North America (59%) UK (57%) and North and Western Europe (56%) occupying the top three positions. Indeed, 49% of respondents saw it as a key obstacle to inclusivity, making it the third highest barrier. There is also a considerable male/female deficit when it comes to acknowledging gender discrimination as an issue – 20% more women think it is a key barrier compared to their male counterparts.

Insufficient progress on structural issues lies at the root of gender inequality – such as legal discrimination, inappropriate social attitudes, decision-making on sexual and reproductive grounds and low levels of political participation. Research – including a study by University College London – concludes women devote, on average, three times more hours a day to unpaid care and domestic work than men, limiting the time available for paid work, education and leisure, thereby further reinforcing gender-based socioeconomic disadvantages.

According to *United Nations Economic and Social Council Special Edition: progress towards the Sustainable Development Goals* women also continue to be underrepresented at all levels of political leadership. As of 1 January, 2019, women's representation in global parliaments ranged from 0% to 61%, with the average standing at 24%, an increase from 19% in 2010. At local level, data from 99 countries and areas show that women's representation in elected deliberative bodies varies from less than 1% to 48%, with the median of the distribution at 26%. When legislated gender quotas are adopted, significantly higher proportions of women are elected at both national and local levels.

Women represent 39% of world employment; only 27% of managerial positions in the world were occupied by women in 2018, up only marginally from 26% in 2015. More generally, the proportion of women in management has increased since 2000 in all regions except the least developed countries.

The World Economic Forum's Global Gender Gap Report 2020 shows there has been an increase in female representation in politics. While it will still take 95 years to close the gender gap in this sphere, it has had a positive effect on women occupying leadership and senior positions. According to a report from McKinsey and LeanIn.org, there has also been an increase of 24% in female representation at executive level.

Almost
50%
of respondents globally said gender discrimination was an issue in society.

The source of all the external data apart from the World Economic Forum's Global Gender Gap Report 2020 can be found here.

"In a modern world, it continues to be remarkable that poverty, race and gender prevail as barriers to a fair and inclusive society"

It is well known that women are underrepresented in the academic systems of many countries and that gender discrimination contributes to this.

In terms of the overall results, I am not surprised to see gender discrimination being ranked third highest across the countries and within most of the zones. In a modern world, it continues to be remarkable that poverty, race and gender prevail as barriers to a fair and inclusive society, particularly in countries which rank as the richest in the world.

The 20% gap in the male/female ratio of respondents choosing gender discrimination as a barrier is very disappointing and it is worrying to see that at an academic level, this disparity in recognition still exists. It clearly points to the challenges ahead in addressing gender discrimination, particularly when recognition of its significant impact is lacking.

It is positive, however, that both males and females shared the view that within workplaces, bias in recruitment/promotions is the strongest barrier to impeding a fair and inclusive workplace. This was also the case with males and females concurring that manager leadership attitudes were also strong barriers to inclusion in workplaces.

This engenders hope as it points to the existence of a solid foundation for the removal of gender discrimination in workplaces. Leaders and managers are critical players in enabling this, while governments need to enforce policies that ensure equal gender representation in workplaces at all tiers.

Governments, however, are reticent to do this, as political domains themselves are also places of gender discrimination. It will, therefore, take selfless, brave and bold leadership to change the situation and curb systemic bias. Incremental and sustained efforts by government bodies and institutions can achieve this, but only if there is a willingness to make a real difference.

A simultaneous society wide approach is also needed to breakthrough constructed gender roles, so that workplaces reflect the new norms of inclusion and fairness that are enlivened across social, economic and political domains. Although each of us is responsible in sharing responsibility for this vision, it is time that governments and leaders advocate and institute these changes if we are to expect the new norm for an inclusive egalitarian society in the future.

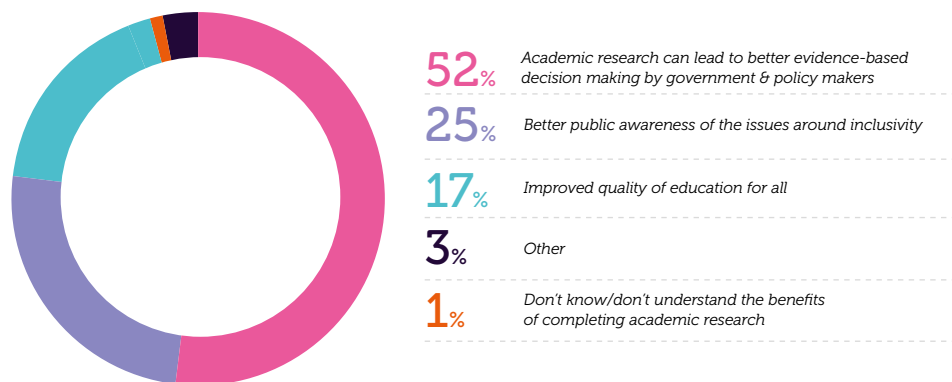# BREAKING GOOD: TAKING DOWN THE WALLS OF ACADEMIA

When it comes to dismantling the perceived 'walls of academia', results suggested that cultural changes in the higher echelons of institutions needed to change. Notably, **61%** of academic respondents said, 'Poor decision making by policy makers' was the single largest factor in preventing a more inclusive society.

POLICY MAKING

The survey also revealed that poor decision making by policy makers was at least a 'moderate' factor to 89% of the respondents. Moreover, policy making is an area that academics frequently consider in their research outcomes – in terms of recommendations and impacts on society.

In addition, 52% of academic respondents thought, 'Academic research can lead to better evidence-based decision making by government and policy makers'. This comes as no surprise in an area where academics will already be working with policy makers. As researchers increasingly look to make a difference, demonstrating impact through policy change becomes much more significant – 79% of academics believe there should be more funding for research on these issues.

However, the call for more funding was significantly quieter in the public surveys – 47% of the US public said there should be more research funding into issues for an inclusive society – while only 31% of the UK public agreed the same.

52% Academic research can lead to better evidence-based decision making by government & policy makers

25% Better public awareness of the issues around inclusivity

17% Improved quality of education for all

3% Other

1% Don't know/don't understand the benefits of completing academic research

QUESTION: What do you think is the main benefit of research in achieving an inclusive society?

ALL KNOWING

According to the survey, the main challenge to academia in building a more inclusive society lies in 'knowledge mobilisation': making sure academic research gets into the hands of those who will use it in practice. This was chosen as the single biggest factor within academia (67%). Businesses and policymakers were viewed as the strongest force for creating a more inclusive world.

The need for interdisciplinary collaboration was also seen as an important issue for driving inclusivity research, with six in 10 academics believing that this was a significant factor in driving inclusivity. The sentiment was mirrored when respondents were asked to rank traits that they felt created a more inclusive society, with the belief that inclusivity promotes different ways of thinking, a more open learning culture and a positive effect on creativity clearly emerging.

The fourth biggest factor for creating greater cohesion, with just over half (51%) of academics choosing this option, was for international universities and institutions to work more collaboratively. In an age where more and more challenges are global, with the COVID 19 pandemic a poignant example, international collaboration has never been more important. Furthermore, international teams that are also interdisciplinary are vital for tackling such complex and grand challenges. Funding for international projects, however, is notoriously difficult and often requires applying to multiple sources. Large research programmes such as Europe's Horizon 2020 are often a go-to for those looking to fund international projects, but for UK researchers at least, access to EU funding may become more problematic after the Brexit transition ends.

WHAT NEEDS TO CHANGE IN ACADEMIA?

67% *More knowledge exchange between academia and practice to be effective*

60% *Needs more of an interdisciplinary approach*

55% *Addressing that Academic culture itself isn't very inclusive*

51% *More collaboration across different universities globally*

43% *Addressing that there's - Not enough funding compared to other subject areas*

37% *More collaboration needed between established researchers and Early Career Researchers*

36% *The incentives in academia work against the definition of inclusivity*

35% *Provable benefits take too long to be evident in society*

30% *Hard to prove the benefits of the research in driving change*

QUESTION: What do you think the main challenges are to academia in creating a more inclusive society as defined by the United Nations Sustainable Development Goals?
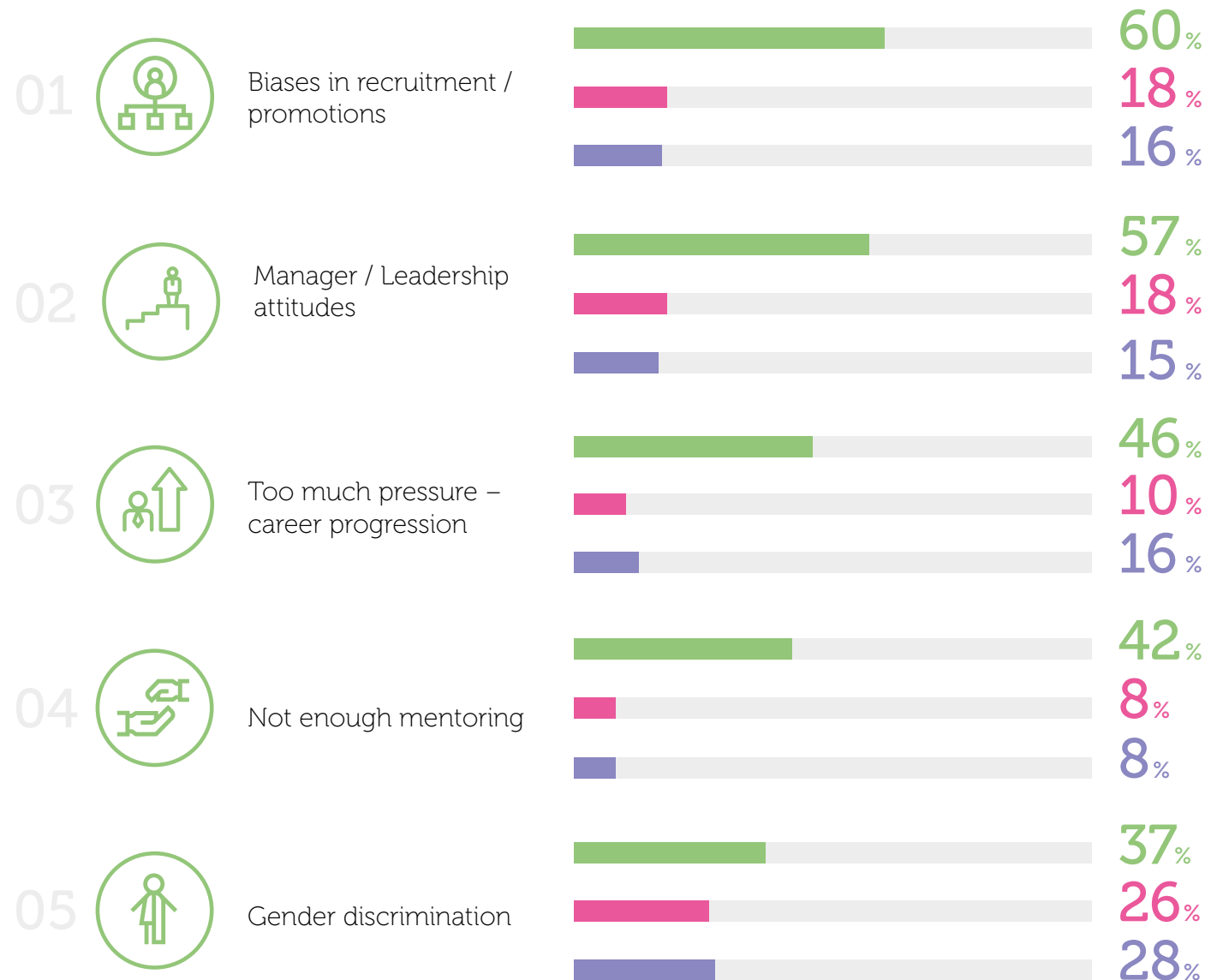
ACADEMIC CULTURE: PLAYING CATCH-UP

Research has detailed the many benefits of inclusive workplaces, ranging from increases in job satisfaction and staff retention to greater productivity, innovation and brand reputation. McKinsey & Company's 2018 report, <u>Delivering through Diversity</u>, emphasises that a diverse and inclusive workforce is more competitive, and corporations are increasingly recognising it as an opportunity for growth and value creation.

The report shows that organisations scoring high in gender diversity at the executive level were 21% more likely to experience above-average profitability compared to those with lower scores. Companies scoring above average for ethnic/cultural diversity benefited further and were 33% more likely to outperform their peers.

It's a similar story in academia. Where diversity and inclusivity are prioritised, research thrives – they are more also likely to attract talent, funding and increase their societal impact. Research published in *Nature*, for example, found that scientific papers from more ethnically mixed groups of authors were more likely to appear in higher-impact journals and gained 5-10% more citations.

TOP WORKPLACE ISSUES

01 Biases in recruitment / promotions

60 %
18 %
16 %

02 Manager / Leadership attitudes

57 %
18 %
15 %

03 Too much pressure – career progression

46 %
10 %
16 %

04 Not enough mentoring

42 %
8 %
8 %

05 Gender discrimination

37 %
26 %
28 %

We asked the global audience of academias 'thinking about the workplace, what do you think are the biggest barriers to having a fair and inclusive workforce for everyone' 60% said recruitment bias, compared to just 18% of respondents from wider UK wider public and 16% of the US public.

● Academia

● UK General Public

● US General Public

Following the top answer of biases in recruitment/promotions was 'Manager/Leadership attitudes' (57%) and 'Too much pressure on career progression' (46%). On a couple of these factors there was some variation between male and female responses, specifically, more females (61%) than males (55%) thought 'Manager/Leadership attitudes' was an issue, while 'Lack of Mentoring' was more of a concern for males (44%) than for females (38%). Another note of interest is that these three issues appear to be more widespread in academia than in other industries. When the UK public was asked the same questions, only 18% chose 'Bias in recruitment/promotions' and 'Manager/Leadership attitudes', and even fewer (10%) selected 'Too much pressure on career progression'.

It is unsurprising that academics cited these barriers to inclusivity as they are topical within the industry. The sector has been grappling for some time with unconscious bias in recruitment and promotions, particularly at the senior levels of academia. There is a greater proportion of men compared to women in high level positions, while BAME representation is also low within the elite level of the higher education sector (see page 16).

As mentioned, in our survey, the majority of academics agreed that the higher education sector must take action to become a more inclusive environment, but there was also a show of optimism – with 61% noting that their workplaces had implemented initiatives to promote greater inclusivity. The highest scorers were North America and Latin America, with around 71% stating that their workplace had acted, followed by 70% of North and Western Europe. In the UK, 64% of academics said that their organisation had made changes.

Against this backdrop, our research revealed that those working in higher education would like to see a change in academic culture. The majority believe that a more inclusive environment would be beneficial to creativity and learning, however, they are less confident that it holds the same value for academia. In our survey, 86% of academics ranked inclusivity important to them personally, and strongly agreed that it promotes different ways of thinking (92%), a more open learning culture (90%) and a positive effect on creativity (90%). However, they do not feel inclusivity is as important to their 'Institution' (68%) or 'Academia in general' (64%), with importance to funders coming last as (50%).

Beyond the perceived value that academia places on inclusivity, our data further reveals that academic culture could actually be stifling diversity and preventing inclusivity. Academics highlighted three main barriers to a fair and inclusive society.

50%	53%	59%	64%	68%	86%
● Funders	● Policymakers	● Society	● Academia in general	● Your institution	● You personally
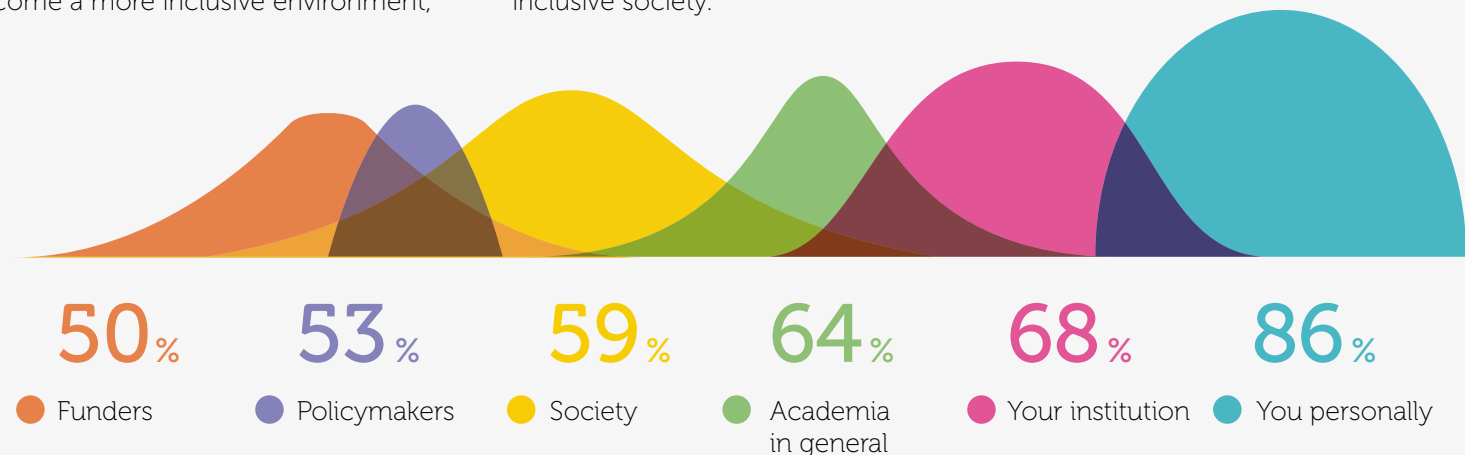
QUESTION: On a scale of 1 to 10, in your opinion how important is inclusivity to:
This question asked a number of areas with a rating scale of 1 – Not at all important to 10 – Very important.
The table and graphic show the %'s scored as 8,9 or 10.

WHAT NEEDS TO CHANGE?

EQUITY AND EQUALITY WITHIN RECRUITMENT: academics held strong views on the lack of fairness within recruitment/promotions and equality in general. A female researcher in New Zealand called for change within the sector:

"Address equity and equality, rather than lip service. Adhere to its policy documents. Less than 6% of professors are women. None are women of colour. We are managed by incompetent men who have been promoted through a masochistic club and promotion system. We are not equal."

Another demand for unbiased recruitment came from a male faculty member based in India:

"Hiring and promotions should be fair and based on objective measures. Often these are done on the basis of whims and wishes of the Head of the Department and those higher up in the administration."

Racial discrimination: comments from the US largely referred to racial discrimination within the higher education sector:

"Doing ANYTHING would be a start – committing to hiring more faculty and staff of colour would be a good first move."

(female librarian)

"I think my workplace could institute hiring practices that prioritise including diverse faculty. For example, recruiting teams could meet with diversity coordinators to explore options for recruiting faculty of colour."

(female postgraduate)

"We currently have a freeze on hiring foreign faculty. And even before that freeze was implemented, faculty of colour were not generally considered for open positions."

(female faculty member)

Research design: one female academic in the USA pointed out that changes in the sector were needed at a much deeper and holistic level:

"I am a huge supporter of more inclusive spaces in academia, but I believe that there are some huge barriers that require rewriting the norms of academia. People need to change what is considered research, they need to suspend their beliefs about there being one 'standard' form of language and academic writing, there needs to be specific efforts to promote the work of marginalised communities from their voices more, and there needs to be more resources and support given just to marginalised communities to make equity a goal (rather than simply equality)."

Incentives: a male faculty member in Spain highlighted the need for a shift in the way academics are recognised for their contributions to the sector:

"A better use of incentives in the academic world would help greatly. For example, in my job, promotion comes only as a consequence of publishing in prestigious academic journals. However, most of the importance of our jobs is in teaching, having near to zero recognition."

DRIVING INCLUSIVITY: RESPONSIBILITIES WITHIN ACADEMIC RESEARCH

In this report, we have largely focused on the changes that academia must make to create a more inclusive sector. Here, we broaden this out to look at how other groups might support change. Our research points to the need for more funding into inclusivity research, with **79%** of academics calling for more investment, as well as the role that publishers should play in furthering this work.

WHAT ROLE SHOULD PUBLISHERS PLAY

80% *Make related research more discoverable beyond academia*

80% *Promote the benefits of related research and its impact in the real world*

77% *Support interdisciplinary research more e.g. grants, reduced APCs*

76% *Remove paywalls limiting the number of people who can access the research*

74% *Open up publishing opportunities through increased open access*

74% *Support broader research metrics beyond traditional metrics such as the Impact Factor*

71% *Reduce the cost of publishing research in subject areas directly relevant to SDGs*

70% *More diverse editorial and review boards*

68% *Improve the transparency and ethics around peer review*

67% *Provide a range of publishing formats beyond traditional journal articles/books*

62% *Align published content to the UN's Sustainable Development goals*

QUESTION: Regarding the role academic publishers play, to what extent do you believe these areas could help researchers in creating a more inclusive society?

PUBLISHERS' ROLE

When asked what academic publishers could do to help the drive to a more inclusive society, the top answers selected (both at 80%) were, 'Make related research more discoverable beyond academia' and 'Promote the benefits of related research and its impact in the real world'.

The next important options selected were, 'Support interdisciplinary research more e.g. grants, reduced article publishing charges (APCs) (77%) and 'Remove paywalls limiting the number of people who can access the research' (76%).

At the other end of the scale (although all net scores were high), 'Align published content to the UN's Sustainable Development Goals' (62%), 'Provide a range of publishing formats beyond traditional journal articles/books' (67%) and 'Improve the transparency and ethics around peer review' (68%).

FUNDING

When asked, 'What in your opinion is the biggest single thing that needs to change in order to achieve a globally inclusive society by 2030?', one factor academics pointed to was funding:

"More funding for research focusing on ethnic minority issues in countries like Botswana to change policy making mind set." (female researcher, Botswana)

"More funding to tackle issues aligned to SDGs is to be allocated to researchers in developing countries and avoid biases in peer review of grant proposals."

(male Head of Department, Malaysia)

The lowest factor chosen, 'Align published content to the UN's Sustainable Development Goals' was also mentioned in the verbatim responses, casting doubt over the UN as a credible organisation, as well as its ability to drive the SDGs:

"The single biggest thing that needs to change is the UN and its allied agencies structure, such as IMF and World Bank, that have only promoted the agendas of the powerful by going against their self-created SDGs."

(female researcher, Australia)

"UN bodies promoting the SDGs do not always practice inclusivity. Too much self-interest. PR and personal agendas e.g. UN Global Compact."

(female, teaching faculty, UK)

Other comments related to the role of publishers in promoting inclusivity included:

"Those who are in charge of reviewing and accepting papers need to represent more diverse knowledges and they need to redefine academic writing to incorporate different formats, languages, methods, and not be so rigid." (female, USA)

"Journal Editorial Boards need to be more inclusive." (female, Dean, Australia)

"Publishers play an important role in education and in dissemination of information critical to having an inclusive society." (male researcher, USA)

ROAD AHEAD: THE FUTURE IS OPEN

Academia is entering a brave new era – old systems, politics and cultures are, inevitably, giving way to the all-encompassing digital age. Consequently, fresh prospects are gaining traction, many of which invite new opportunities for a more cohesive, global, connected and, above all, inclusive research landscape.

At the heart of these changes is 'open access' – peer-reviewed research (typically journal articles and books) that is published online and is free for all to view. This is potentially the greatest cultural shift in the research arena since the mainstream emergence of the computer 50 years ago.

In an era where different perspectives are becoming increasingly essential, the synergy between 'open' and inclusivity could become a game changer. In the race for solutions to, for example, renewable energy, sustainable housing, food shortages and, yes, pandemic threats, the natural inclusivity which comes from open access could prove the spark that creates the fire of change throughout global communities.

OPEN DISCUSSION: WHERE WE GO FROM HERE

Throughout the survey 'open' was a recurring subject – and a clear signpost for a more inclusive world. The following themes emerged:

OPEN DOORS: Promote the benefits of related research and its impact in the real world by removing paywalls that limit the number of people who can access the research.

TURN PAGE: Deliver economically sustainable opportunities for publication to wider audiences.

WORLD CLASS: Provide equally accessible knowledge to everyone, thereby achieving a globally inclusive society.

A VIRTUOUS CIRCLE: Help create a self-sustaining research ecosystem by providing more access to research results for fellow researchers.

ALTOGETHER NOW: Give everyone access to information, communication and publications, triggering the growth of knowledge and quality of human life globally.

OPEN POLICY: Share research results, not only among universities, but all decision makers.

FREE LOVE: Make research easily accessible, with open access to research and educational resources and free access to publications.

DOMINO EFFECT: Increase academic inclusion, which will encourage more research funding, open access to academic knowledge and traverse cultural academic activities.

NEW ORDER: Opt for a change of vision, from the mere monetisation of results to a more conscious and responsible sharing of knowledge.

WHAT FURTHER CHANGE IS REQUIRED?

Beyond open access, respondents were clear that a raft of changes would be required within academia to accelerate inclusivity. In their verbatim responses to the question, 'What in your opinion is the biggest single thing that needs to change in order to achieve a globally inclusive society by 2030?', the most significant themes to emerge both regarding academia and broader change were:

- Academic culture

- More funding

- Impact focused

- Collaboration

- Inclusivity within publishing

In addition to the shift needed within academia, respondents called for these broader changes:

- Education for all

- Policy making in favour of inclusivity

- Poverty reduction

- Change in attitudes and mindsets

- Greater public awareness of inclusivity

- Diversification

Here are some of the responses that were submitted on these themes:

EDUCATION FOR ALL

"Cheap and quality education for all – in Brazil, we need to value more the teaching profession (teachers are not well trained, and recognition, especially salary and benefits are not fair)."

(female researcher, Brazil)

"Education needs to be made accessible to the remotest corners of the globe. Also, research should form part of early education in schools."

(male researcher, India)

"Education for all so that income inequality can be reduced. If it happens, an inclusive society will be a reality."

(male faculty, India)

POLICY MAKING IN FAVOUR OF INCLUSIVITY

"Government attitudes and how this translates into policy and governance."

(male consultant, Australia)

"More open policy discussions between nations as well as between regions."

(female researcher, Finland)

"Policy making towards inclusion that therefore steers social conscience on the issue."

(female student, Greece)

"Drastic policy interventions by the relevant authorities."

(male faculty, South Africa)

"Government policy - not just words, but implementation and action."

(female Head of Department, UK)

POVERTY REDUCTION

"Address poverty and unemployment in the developing world countries."

(male Head of Department, Cameroon)

"Multidimensional poverty reduction."

(male faculty, Greece)

"Commitment to working hard to addressing all forms of poverty, which is the world's largest challenge and an indispensable requirement for the globally inclusive society and sustainable development."

(male, Iraq)

"Poverty. If poverty cannot be addressed, then equitable treatment for all cannot be established."

(female researcher, USA)

CHANGE IN ATTITUDES AND MINDSETS

"Attitudes of large-scale corporate players that often lobby for less inclusive policies."

(female Head of Department, Lithuania)

"The opinion and attitude of publishers from a point of competition to learning to change the world to a better place that is impacting in all fields."

(female researcher, Kenya)

"Open mindedness; people need to see things from different perspectives and not theirs only."

(male faculty, Australia)

"Ingrained cultural attitudes that lead individuals and groups to racism and discrimination towards the 'other' (i.e. towards people / groups different from ourselves)"

(female Research Manager, Australia)

GREATER AWARENESS OF INCLUSIVITY

"Generating awareness and incentivising action."

(female faculty, India)

"Greater awareness of the effects of implicit bias and the impact that has on attitudes and behaviours."

(male Head of Department, Canada)

"More awareness across the globe as regarding society inclusive. More research could be channelled towards society inclusive."

(male researcher, Canada)

"Eliminate personal biases through heightened awareness and knowledge of effects of marginalisation on people. Increase awareness and knowledge on the talents of marginalised groups and these can be harnessed for social development."

(female, Head of Department, Philippines)

DIVERSIFICATION

"More diverse teams, not the older, the better."
(female researcher, Austria)

"Full recognition, backed by research, that diverse teams that practice inclusion are far more effective than homogeneous teams or diverse teams that are not inclusive."
(female consultant, USA)

"Those who are in charge of reviewing and accepting papers need to represent more diverse knowledges and they need to redefine academic writing to incorporate different formats, languages, methods, and not be so rigid."
(female student, USA)

"Diversify workplace. Diversify academia. Diversify editorial and review boards."
(male researcher, China)

"More diverse groups included into decision-making process in academia and more broadly scientific environment (including publishing industry)."
(female researcher, Poland)

IN THE FINAL ANALYSIS

The Inclusivity Report, with all its complex reflections on the human condition, provides considerable room for optimism. It is certainly encouraging to note that 9 in every 10 global academics believe that inclusivity is important to the workplace and society in general.

The vast majority of survey participants understand what inclusivity means and, indeed, what it can bring to the arena of research. They also appreciate where we need to go in order to achieve it, but getting there is not straightforward – we need to build an inclusive society together and it's going to take policy makers, businesses, the education sector, civil societies and many other organisations to make it a stark reality.

There has been all manner of research carried out on racial, gender and class discrimination, but translating the findings into positive change at ground level has remained problematic. The onus is on the fabric and culture of institutions to transform – only then can we recognise research into inclusivity as a success.

Ultimately, by opening up opportunities – by expanding the demographic of their personnel – global research institutions have a unique opportunity to make an even bigger difference; change even more lives. We are all starting to realise that different perspectives, different faces and different voices bring a whole new world of possibilities – but there's a long way to go...

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