

Fairness Inclusion and Respect Action Plan 2021-2025

Our vision for diversity and inclusion is to improve lives by ensuring the world has the engineering capacity, people, skills and infrastructure systems it needs to allow our planet, and those who live on it, to thrive.

ICE Values

The Institution must be ethical, trusted, inclusive, influential, impartial, responsible and inspirational. Civil Engineers work for the benefit and well-being of society – including both the environment and humankind. As a membership organisation and an employer, ICE values diversity and works to create a fairer environment free from harassment and discrimination and one in which everybody feels included and valued. ICE strives to help its members and other stakeholders to create engineering outcomes which are accessible and inclusive of all, and which build a fairer and more equitable society.

All our members and staff should feel able to challenge prejudice, whether racism, sexism, homophobia, transphobia, ageism, ableism, faith-based or social class-based discrimination and approach their work with open and critical minds.

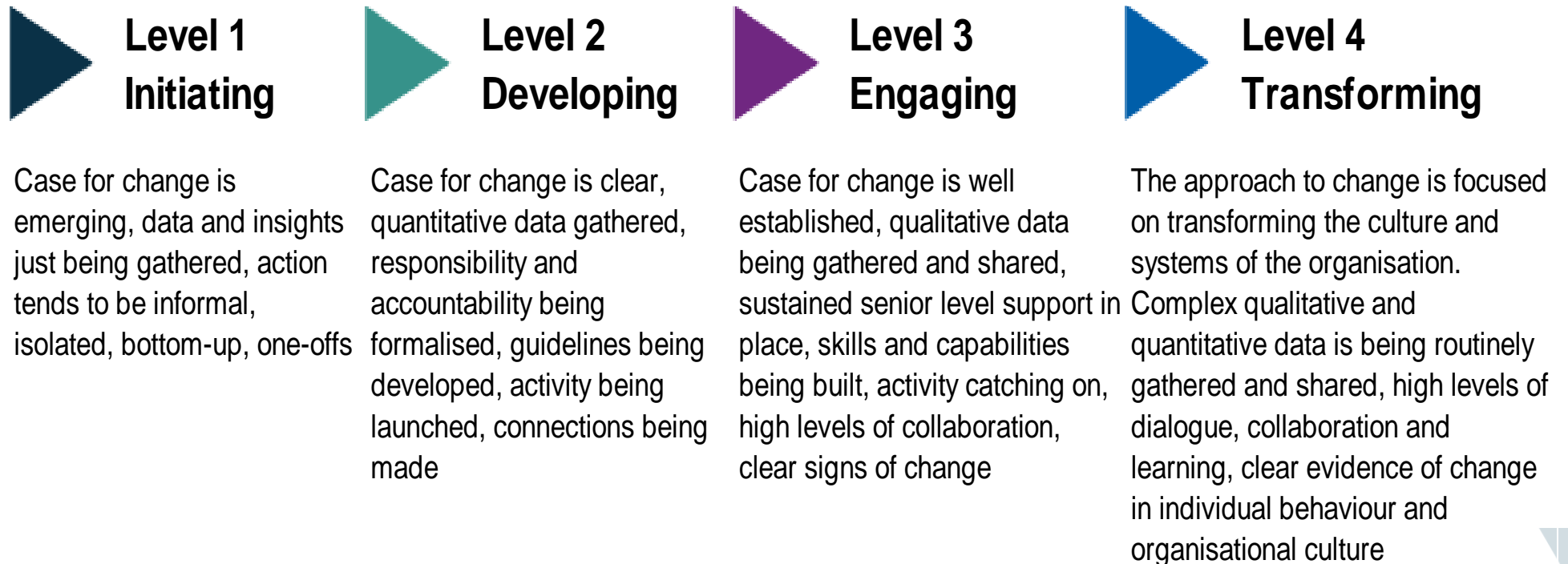
ICE recognises that some of its members may work in countries where people are criminalised, victimized or harassed on the basis of sexual orientation and gender identity. While ICE expects that its members will abide by local laws, this does not imply that such laws are condoned or deemed fair or appropriate. Members should always, with due regard for local laws, strive to follow best practice in supporting fair treatment of women and the human rights of LGBTQ+ colleagues and communities.

The 2021-2025 Action Plan

The Institution is a signatory to the Royal Academy's [Engineering Diversity Concordat](#). As such the Institution commits to self-monitoring through the Royal Academy of Engineering and Science Council [Diversity and Inclusion Progression Framework](#).

The Framework, revised this year following the Royal Academy and Science Council's working group (in which ICE participated) recommendations, proposes 4 levels of development for self-assessment. This revision of the Framework has expanded from eight to eleven areas of operation. The Institution should aspire to reach Level 4 across all areas. Therefore, this Action Plan for inclusion maps specific actions onto the Framework Areas.

Diversity and Inclusion Progression Framework



Framework Headings

Area of operation

- 1.01 Governance and leadership
- 1.02 Membership and professional registration
- 1.03 Meetings, conferences and events
- 1.04 Education, training and examinations (delivered by/for the Institution)
- 1.05 Accreditation of education and training (delivered by external providers)
- 1.06 Prizes, awards and grants
- 1.07 Communications and marketing activities that seek to engage and increase interest and participation in STEM
- 1.08 Outreach and engagement
- 1.09 Employment
- 1.10 Monitoring and measuring
- 1.11 Publishing



This Action Plan, builds on work since 2015, is structured to map to the Royal Academy of Engineering and Science Council Framework, and also builds on the survey of 2000+ members undertaken at the end of 2020 concerning racism in the industry. The results of this survey were presented to the Trustee Board in March, where the following eight recommendations were accepted. The Institution should:

- Move from a position of being non-racist to being anti-racist.
- Publish data sets and continue to do so.
- Publish the findings of the 2020 survey.
- Increase investigations into how engineers track through the membership pathway.
- Include findings from this insight work in the ICE Business Plan and annual report.
- Support calls for the government to introduce an ethnicity pay gap reporting criteria.
- Continue to ensure true diversity at ICE events and on ICE panels.
- Present itself as a convening body so that the Sector feels less like the accused and more about being participants in driving racism out of our industry.

If we are to build on these specific recommendations and broaden the scope to embrace all areas of diversity and inclusion, some key steps need to be taken. These are developed in the Action Plan, and in terms of accountability, fall mainly in the areas of **Governance and leadership** and **Membership and professional registration**. By addressing the themes listed below, there will benefit for all members. The Institution should:

- Take a more public facing stance on the elimination of discrimination, commenting where possible to a wider audience than can be reached through NCE and other industry-specific media, moving from a position of being non-racist to being anti-racist. **(1.01 Governance and leadership)**
- Expand the scope of diversity and inclusion from what many minority groups see as the comfort zone of gender representation, taking an intersectional approach, and also foregrounding race, disability, LGBTQ+, and faith based prejudice. **(1.01 Governance and leadership)**
- Broaden ownership and reporting on diversity and inclusion across the ICE Group, publishing findings from surveys in the ICE Business Plan and annual report. **(1.01 Governance and leadership)**
- Collaborate with other aligned or expert organisations for scalability. **(1.01 Governance and leadership)**
- Act as an industry leader and convenor to drive improvement, for example on ethnicity pay-gap reporting. **(1.01 Governance and leadership)**
- Ensure diverse representation on all committees and panels, at events, in promotional media and in outward facing activities such as STEM activities. **(1.01 Governance and leadership)**
- Consult with and listen to members in order to address barriers to membership and progression within the civil engineering sector. Identify where discrimination is systemic and the steps to change this. **(1.02 Membership and professional registration)**
- Put mentoring in place for those groups where clear retention and attrition issues are seen, accepting that this is not a matter of ‘fixing’ the group, but aiming for culture change to remove barriers. **(1.02 Membership and professional registration)**
- Continue to train its volunteer members and staff, reinforcing Unconscious Bias training with anti-racist training, with diversity and inclusion as an option within mandatory CPD. **(1.02 Membership and professional registration)**
- Publish data-sets annually and monitor progress, tracking progression through the membership pathway. **(1.10 Monitoring and measuring)**



Strategy, audit and monitoring of the Plan

Priority as assessed by FIR Committee 1-3. Progress to be coded **Green (completed)**, **Amber (ongoing)**, **Red (start)**

The Trustee Board, informed by the Fairness Inclusion and Respect (FIR) Committee and through the Director of Membership, set the direction and strategy for the Plan.

Audit and recording of performance against the plan and thence to the Royal Academy Framework, is carried out via the Secretariat. The FIR Committee reports to the Membership Committee and thence to the Trustee Board.

Reporting on the Action Plan, after internal and external moderation (including benchmarking against other PEIs) is through the Royal Academy's Framework. The first submission to the Royal Academy was in 2017, with an interim self-assessment in 2019. A full assessment against the strengthened and expanded Framework will be made in April 2021.

ICE's results from 2017 and the interim judgements for 2019 are as follows:

	ICE submission 2017	Median self-assessment for all participating Science Council and Engineering organisations	Median self-assessment level for PEIs	Item ICE self-assessment 2019
1.01 Governance and leadership	3	2	2	3
1.02 Membership and professional registration	2	2	2	3
1.03 Meetings, conferences and events	3	2	2	3
1.04 Education and training, accreditation and examinations	3	1	1	3
1.05 Prizes, awards and grants	1	1	1	1
1.06 Communications, marketing, outreach and engagement	3	2	3	3
1.07 Employment	2	2	2	3
1.08 Monitoring and measuring	2	2	2	3



2021 – 2025: Actions:

Key for Lead

Lead	Definition	Lead	Definition	Lead	Definition
TB	Trustee Board	GFD	Group Finance Director	JBM	Joint Board of Moderators
ODG	Office of Director General	DEK	Director Engineering Knowledge	DGSS	Director Group Support Services
DM	Director Membership	DReg	Director ICE Regions	MDTTL	Managing Director Thomas Telford Ltd
DComms	Director Communications	DOGGS	Director One Great George Street		

1.01 Governance and leadership

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed)**, **Amber (ongoing)**, **Red (start)**

Action	Lead	Priority	Ref to survey	Progress
Broaden the ownership and reporting on diversity and inclusion across the whole of the ICE group and internationally	DM	1	✓	
Establish a mechanism for reporting on diversity and inclusion that is consistent and embedded in procedures, and includes evaluation of impact assessments	DM	1		
Take a more prominent public facing stance, acting as lead for the industry, commenting where appropriate in non-trade media. Specifically, promote the need for ethnicity pay-gap reporting and speak out against any future weakening of the Equality Act 2010	ODG/TB	1	✓	
Apply a diversity lens to projects (for example climate emergency is an immediate global priority, but the means of getting there (e.g. locally ULEZ) adversely affect the poor)	DComms	1	✓	
Foreground on the website a clear policy statement on diversity and inclusion that embraces all protected characteristics and recognises hierarchies of disadvantage	DM	1		
Establish clear, evidence-based goals that include, but go beyond, representation.	All Directors	2		
Ensure representation at all levels of membership, from Trustee Board to regional panels and committees, matches or exceeds the diversity of the Institution's membership	All Directors/ODG	2		

Set diversity and inclusion targets as part of performance review. NB these need not be numerical targets – effective impact assessments of new projects and procedures for example would be useful, as would undertaking specific and appropriate training	Trustee Board	2	✓
Ensure all panels and committees include diversity and inclusion in their terms of reference	All Directors	2	✓
Increase the diversity of the Leadership Team as vacancies arise	ODG	3	



1.02 Membership and professional registration

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed), Amber (ongoing), Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Go beyond unconscious bias to anti-racist training	DM	1	✓	
Track membership to look at trends for who applies/doesn't apply through to professional registration. NB the existing scorecard does this to an extent but relies on snapshots rather than tracking	DM	1	✓	
Examine the possibilities for 'blind' application for professional review	DM	1	✓	
Draw on the survey results to address barriers to membership e.g. by focus groups.	DM	1	✓	
Strengthen the Code of Conduct and sanctions	DM	2		
Share membership data externally (via the website), and benchmark against other PEIs and employers	DM	2		
Put in place targeted support for under-represented groups, include working parents/apprentices/carers as well as protected categories	DM	2	✓	
Review ICE's fee structure, especially for the self-employed engineers, where minority ethnic groups are over-represented	GFD	3	✓	
Maintain reviewer/panel/committee training for unconscious bias and SpLDs and examine the possibilities for specific anti-racist training. (Accept certification of employer-based training as a proxy?)	DM	3	✓	
Keep application materials under review for readability	DM	3	✓	



1.03 Meetings, conferences and events

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed), Amber (ongoing), Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Revisit guidelines for speakers and checklists for accessibility of venues. (D&I intro, well-being moments)	DEK/DReg	1	✓	
Derive satisfaction measures/ participation figures for central events e.g. the Royal Society and Royal Academy of Engineering routinely ask for diversity characteristics for each event.	DOGGS/DEK	2	✓	
Increase the number of equality and diversity events, ideally with an engineering focus (e.g. privatisation of urban space, pandemic proofing housing etc).	DEK	2	✓	
Review the visual imagery at OGGS	DOGGS	2	✓	
Ensure diversity of speakers and panellists	DEK/DReg	2	✓	
Improve accessibility of online OGGS events (subtitles, signing etc), paying due attention to neurodiversity and reviewing participation figures	DEK	3	✓	
Promote safe spaces for minority groups, probably in partnership for scalability	All Directors	3	✓	



1.04 Education, training and examinations delivered by/for the Institution

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed)**, **Amber (ongoing)**, **Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Collect, process and report data on pass-rates for examinations (reviews, EPA etc), and satisfaction measures (for training) by age, gender, ethnicity and declared disability	DM	1	✓	
Continue to ensure all processes, procedures and implementation consider multiple groups	DM	2	✓	
Review training, mentoring offer, if take-up appears to exclude groups	DM	2	✓	
Ensure candidates apply for special consideration/ reasonable adaptations	DM	2		
Maintain training for unconscious bias, SpLD, Neurodiversity	DM	2	✓	



1.05 Accreditation of education and training delivered by external providers*

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed)**, **Amber (ongoing)**, **Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Ensure inclusive design is foregrounded	DM/JBM	1	✓	
Review policy for accreditation where regimes discriminate and persecute	DM/JBM	2		
Regularly review of JBM Guidelines to ensure inclusion remains foregrounded, in terms of participation, success rates, student experience	DM	2		
Continue to encourage participation in kitemarked schemes (e.g. Athena Swann)	DM	2		
Support universities and colleges in adapting to Covid-19	DM	2		
Maintain data collection on student numbers by gender from accredited universities	DM	3		

*NB The JBM is comprised of 4 PEIS with the addition of the PWI pending



1.06 Prizes, awards and grants

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed), Amber (ongoing), Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Review judging/selection criteria for national awards – are they discriminatory?	DEK	1		
Review existing guidelines for prizes, awards and grants across ICE	DEK/DReg	1	✓	
Monitor diversity from application, to shortlisting, to interview, to award.	DEK/DReg	2	✓	
Ensure widespread coverage of opportunities (e.g. UCAS mailshot for QUEST)	DM	3		
Find out how many national and local awards are made	DEK/DReg	3		
Committees responsible for prizes and awards to produce a plan of action to increase/maintain the diversity of applications and awards, making conscious efforts to seek applications from underrepresented groups	DEK	3	✓	

Scope:

This is our weakest area. In addition to those noted here <https://www.ice.org.uk/careers-and-training/awards-competitions-and-scholarships> and the QUEST scheme, which already monitors application to award, there are a number of regional and other awards: STEM ambassador of the year, Apprentice of the year, Undergraduate prizes at colleges and universities, project prizes, Emerging Engineers prizes, Pitch 200, Photo competitions.



1.07 Communications and marketing – activities that promote the organisation, its activities and services.

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed)**, **Amber (ongoing)**, **Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Embed inclusivity into all communications, not see it as a standalone issue for marketing	All Directors	1		
Publish results of the racism survey (using ‘sound-bites’) and derive industry-focused guidance from its findings	DM	1	✓	
Signpost members to sources of help, where intervention is beyond ICE’s remit (e.g. ACAS/ Ben Fund)	All Directors	1	✓	
Establish feedback loop from Ben Fund to ICE (there may be one) to inform strategy, and review through the lens of inclusivity	CEO Ben Fund/DM	2		
Increase awareness with real-life stories of racism. Consider how negative experiences might be used	DM	2	✓	
Maintain use of positive role models and profile raising	All Directors	2	✓	
Maintain consultation with underrepresented groups in the context of developing major communications and marketing plans	All Directors	2	✓	
Maintain ongoing review of inclusive terminology and imagery	All Directors	2		
Maintain targeting of under-represented groups	All Directors	2	✓	



1.08 Outreach and engagement – activities that seek to engage and increase interest and participation in STEM

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed)**, **Amber (ongoing)**, **Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Start discussion on contextualising engineering history.	DEK	1	✓	
Continue to engage with diverse audiences and underrepresented groups.	All Directors	1	✓	
Consult on activities with members from under-represented groups to ensure activities are appropriate and engaged	DReg	1	✓	
Continue to review inclusive language, terminology and use diverse role models/panels	All Directors	2	✓	
Ensure balanced representation of STEM ambassadors for events	DM	2	✓	
Establish a realistic set of KPIs to inform ongoing activity	All Directors	3		
Join with other organisations and employers where economy of scale is possible	DM	3		
Enforce safeguarding procedures	DM	1		
Examine cost-effective means of data evaluation (recognising that data from UCAS/HESA is expensive and 'blunt' and that EngineeringUK tends only to focus on evaluation of events in themselves and has no longitudinal evaluation)	DM	3		



1.09 Employment

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed)**, **Amber (ongoing)**, **Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Maintain progress on flexible working (seen as good exemplar for industry)	DGSS	1	✓	
Consider promoting staff networks/interest groups now that home-working is established	DGSS	2	✓	
Consider publication of an ethnicity pay-gap	DGSS	2	✓	
Maintain well-being voucher use.	DGSS	2		
Maintain positive work on reasonable adjustments	DGSS	2		
Maintain approach to fair recruitment.	DGSS	2		
Instigate individual risk assessments for returning to work to embrace age, disability, illness etc, when lockdowns are relaxed	DGSS	2		
Consider expanding staff training for diversity to include anti-racist training	DGSS	2		



1.10 Monitoring and measuring

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed)**, **Amber (ongoing)**, **Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Publish data on Institution membership annually. Where possible data should be intersectional	DM	1	✓	
Establish system for collecting metrics where not easily reported from systems (e.g. panel and committee membership)	DM/Directors/ODG	1	✓	
Use data to inform evidence-based action. Do not use hearsay	All Directors	2	✓	
Publish data sets in full (on condition that second and third party publication based on the data is checked by ICE staff)	DM	2	✓	
Foreground ICE's data in the Business Plan	ODG	2	✓	
Analyse leakage from the pipeline	DM	2		
Review KPIs and FIR Scorecard	DM	2	✓	
Review collection of overseas data particularly in terms of expanding categories of ethnicity	DM	3		



1.11 Publications

Priority as assessed by FIR Committee 1-3. Progress to be coded at each year end. **Green (completed)**, **Amber (ongoing)**, **Red (start)**

Action	Owner	Priority	Ref to survey	Progress
Monitor acceptance of papers by gender and ethnicity, recognising the different age, gender and ethnicity profile of the profession over 40 years of age	MDTTL	Tbc		
Review processes for commissioning, accepting publications to see if these are presenting barriers	MDTTL	Tbc		
Establish data gathering for authors/editors/panels	MDTTL	Tbc		
Review TTL Board Representation	MDTTL	Tbc		



Framework grades subject to ratification by RAEng/Science Council: 2021 self-assessment.

For guidelines to each section see the [downloadable Excel workbook](#).

1.01 Governance and leadership – Overall Grade 2

This area is more rigorous in the current iteration of the Framework.

There is an accepted case for action on D&I. The Membership Plan states that the aim is to reach Trustees' direction on 30% diverse representation on ICE Committees and Panels by the end of 2021, with the main effort being to grow a diverse and professionally qualified membership. (3)

The expressed aims of the Institution could be made more visible and outward facing. The [About Us](#) section of the website does not at present foreground diversity and inclusion. (2)

There are named people at leadership level with responsibility for D&I and the FIR Committee routinely tracks progress and support initiatives. Regional work is strong, particularly in Wales, Scotland, NW, and London and SE, (3)

Leadership boards and committees have made stringent efforts to increase diversity, as have committees across the Institution and there are clear signs of progress. But as yet there is no mechanism for routinely reporting diversity characteristics on election to posts, particularly Council, Trustee Board, Nominations Committee and TTL Board. Gender diversity is visible; ethnic diversity less so. (3)

Diversity and inclusion impact assessments feature on papers to boards and committees. (3).

D&I does not yet feature in all Terms of Reference for committees, boards and panels. (1)

There is active leadership from some Council and Committee members on D&I (3).

A comprehensive dataset on membership is available and used to inform Membership planning. (3)

1.02 Membership and professional registration – Overall Grade 3

Leadership have plans of action in place to address barriers to membership and initiate surveys and consultations to improve access – the FIR Committee's survey on racism in the industry and Institution and the Streamlining process exemplify this, with the FIR Committee actively reaching out to groups. (4).

The Qualifications and Membership teams are in themselves diverse and focused on improving D&I. (3)

Reasonable adjustments are embedded in our processes and reviewers are trained in UB and SpLD. Support of apprenticeship EPA during the pandemic and the operation of online professional reviews has been exemplary. (4)

The Code of Conduct explicitly lists the standards of behaviour expected and vexatious complaints about D&I are robustly challenged. (3)



There are clear signs of progress in the diversity of the membership. Data is shared externally to inform researchers, other PEIs, and companies and is the most comprehensive dataset within the Engineering Council footprint. Data is intersectional. Nonetheless survey findings illustrate some dissatisfaction with membership processes. (4/3).

Mentoring schemes have been introduced for those without access to company schemes and a Back-to-Work Scheme has been developed to assist those undertaking career breaks. (3)

1.03 Meetings, conferences and events – Overall Grade 3

There is a clear expectation of diversity of speakers and events are often postponed where diverse panels are not found. (3)

Increased emphasis on diversity of speakers that goes beyond gender, and clear signs of change, but balanced panels not yet attained as a matter of course across the Institution's offer (2)

Guidance for diversity of panels and speaker guidelines are produced. (3)

Assessment checklists for venues are comprehensive and address mobility issues. (4)

The Institution rapidly pivoted to online delivery but subtitling and signing are not yet routinely available. (3)

Satisfaction feedback is sought but data on the diversity of attendees is not routinely sought. Survey findings indicate that ethnic minority members feel uncomfortable at face-to-face events. (2)

Marketing materials show diverse images. (3)

1.04 Education, training and examinations (delivered by/for the Institution) – Overall Grade 3

Reasonable adjustments are embedded in our processes and reviewers are trained in UB and SpLD. (4)

Support of apprenticeship EPA during the pandemic and the operation of online professional reviews has been exemplary and improved access. (4)

Data tracking for success at professional review tracks gender but not ethnicity. (2)

There are no significant differences between male and female pass rates. (3)

The Streamlining initiative should reduce barriers and simplify procedures. (3)

There is clear ambition to remove barriers – survey data gave a small number of instances of biases among reviewers. (2)

1.05 Accreditation of education and training (delivered by external providers) – Overall Grade 3

The move to online accreditation has been successful and was trialled within three months of the first lockdown. (4)

Accreditation supports diversity and inclusion. Student support is addressed during the accreditation process, and good practice is highlighted. (3)



The JBM is in the forefront of promoting inclusive design principles in HE and works with awarding bodies at Level 4 and 5 (Pearson, SQA) to embed this in approved programmes. (3)

ICE has worked with SEMTA and WISE to promote apprenticeships, devising a toolkit. (3)

The JBM's panel of moderators is diverse and visit teams were 30% female/minority ethnic in 2020. (3)

ICE's survey on racism found no significant issues with accredited programmes. (3)

1.06 Prizes, awards and grants – Overall Grade 1

The awarding of prizes and grants falls under different sections of the ICE, and diversity data and criteria for selection are not aggregated or overseen other than by the relevant committees and judging panels. (1)

Criteria for national awards are published and freely available. (1)

Guidelines for interviewing candidates with SpLDs have been produced (2),

All applicants to civil engineering programmes are contacted through UCAS to ensure, regardless of school careers provision, information about scholarships is available to all. (3).

The QUEST Undergraduate Scholarship scheme tracks all candidates from application to award by protected characteristics. In terms of gender, over the last three years the female: male split of 266 scholarships awarded is 53%:47%. 15% have gone to students from minority ethnic backgrounds. (3)

1.07 Communications and marketing (activities that promote the organisation, its activities and services – Overall Grade 3

Diversity and inclusion are embedded in communications and marketing materials and target underrepresented groups. There is evidence of sustained behavioural and cultural change. (4)

Members from underrepresented groups are routinely consulted for marketing campaigns. (3)

The pool of role models is diverse. (3)

The Institution rarely comments publicly on issues of diversity and inclusion, but supports events such as Pride, LGBT History Month, Women in Engineering Day. (3)

1.08 Outreach and engagement (activities that seek to engage and increase interest and participation in STEM) – Overall Grade 3

The plan of action for outreach is inclusive and seeks to reach diverse audiences. (3)

Underrepresented groups are routinely consulted on activities and engagement (3)

Diverse role models are used to good effect (3).

ICE partners with other organisations to maximise delivery (3)



1.09 Employment – Overall Grade 3

The Institution rapidly implemented safe-working and homeworking before the first lockdown. This has removed geographical barriers to application for roles and promoted inclusivity. The HR team has provided exemplary support over the past year. (4)

Flexible working is strongly utilised at all levels including senior leadership. (4)

The Institution regularly canvasses its employees anonymously for ideas and has a successful well-being scheme. Reasonable adjustments are made as required and requested. (3)

The workforce is visibly diverse; less so at senior leadership level (3)

1.10 Monitoring and measuring – Overall Grade 3

The Institution, through the FIR Committee, maintains a Scorecard tracking membership data for the <40 age groups by ethnicity and gender. (3)

A comprehensive intersectional data set has been gathered over the past two years and is being published and made available for benchmarking. However, LGBTQ+ and Disability remain under-declared. (4)

A survey on racism in construction received 2,110 responses from UK members. (3)

Measurable progress has been made in terms of gender representation. The pattern is less clear with regard to race, and with diversity data held anonymously, other means are needed to reliably track the membership journey.

1.11 Publications

New category for the Framework

