

SOUTH WEST
CREATIVE
TECHNOLOGY
NETWORK

Evaluating the South West Creative Technology Network: **The Inclusion Review**

Commissioned for the South West Creative
Technology Network (SWCTN)
by Dr Addy Adelaine, CEO of Ladders4Action

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TERMINOLOGY AND ACRONYMS

BAME	An acronym predominantly used in the UK to refer to the Black, Asian and minority ethnic population. However, we recognise that this word is no longer widely used as it fails to reflect its subjects adequately; its use reflects the time in which this report was written.
BLACK LIVES MATTER (BLM) MOVEMENT	A global period of social reflection and activism began as a Twitter hashtag following the murder of Trayvon Martin in 2013, which gained global momentum in 2020 following the murders of George Floyd and Breonna Taylor in the US at the hands of police officers. The movement aims to radically challenge anti-Black racism.
CULTURE	The traditions, values, and norms associated with a particular ethnic group.
DIVERSITY	This report uses Cox's definition of diversity considered in relation to the range of difference between an individual's observable and non-observable personal characteristics within a group or organisation (1994).
EDI	An acronym referring to equality, diversity and inclusion usually related to policies in an organisation or institution. In the US this acronym is usually 'DEI'.
EQUALITY	A term which pertains to a concept where individuals are equal and are treated equally.
EQUITY	A term which recognises that individuals may have to be treated differently to address existing inequality to arrive at a point of equality.
ETHNICITY	A group of individuals who identify with a shared culture, tradition, history and/or beliefs. Ethnic groups are often not consistent with national borders that define nationality.
IDENTITY	Observable and non-observable personal characteristics. Typically defined as according to broad groupings pertaining to race, ethnicity, gender, nationality, age, gender, sexuality, disability, and faith.

TERMINOLOGY AND ACRONYMS

INCLUSION	A term which refers to the culture, behaviours, resource distribution, processes and structures resulting in the full and equal engagement of all individuals at all levels of an organisation, accompanied by the opportunity for all individuals to be their authentic self without fear of discrimination or harm (Adelaine et al., 2019).
LGBTQ+	An acronym referring to lesbian, gay, bisexual, trans, and queer people, inclusive of other sexualities and gender identities that are not heterosexual or cis-normative.
R&D	Research and development.
RACE	A socially constructed concept associated with nationality, ethnic groups and biological differences in skin colour, facial features or hair texture.
RACISM	Individual, structural and systemic actions based on the socially constructed concept of race that negatively impact and disadvantage specific racialised groups.
REPRESENTATION	A term utilised to define the presence or absence of diversity and individuals with a particular identity.
SME	An acronym referring to small and medium-sized enterprises.
SWCTN	An acronym referring to the South West Creative Technology Network developed in 2018, which brought together a range of organisations and individuals to support research and development in emerging technologies.
SWCTN - CREATIVE KNOWLEDGE EXCHANGE	Knowledge Exchange Managers linked the cohort activity to other activity within the partner universities and local industries. They also worked to create the conditions for local and regional innovation and helped to ensure that individual fellows and their ideas could flourish.
SWCTN - CREATIVE PRODUCING	A curatorial, intentional and responsive approach to supporting the Network. Producers curate, link together and support personal and project development (SWCTN, 2021, p. 7)
SWCTN - INCLUSION PRODUCER	During the implementation process the SWCTN's partner organisation Watershed recruited an Inclusion Producer to support the team in developing new tools and approaches to inclusion and access.
SWCTN - INNOVATION FELLOWS	SWCTN split funding into research fellowships (thinkers) and prototype teams (makers).
SWCTN - NETWORK MEMBERS	A broad term utilised to define all individuals who engaged with SWCTN.

TERMINOLOGY AND ACRONYMS

SWCTN - PROTOTYPE TEAMS	SWCTN split funding into research fellowships (thinkers) and prototype teams (makers).
SWCTN - THEMATIC COHORTS	The cohorts of inclusion fellows can be generally considered as belonging to one of three cohorts: Immersion, Automation and Data.
SWCTN PARTNER - UWE	A SWCTN Partner Organisation and South West University, University of the West of England.
SWCTN Partner Org. - Bath Spa University	A SWCTN Partner Organisation and South West University.
SWCTN PARTNER ORG. - FALMOUTH UNIVERSITY	A SWCTN Partner Organisation and South West University.
SWCTN PARTNER ORG. - KALEIDER LTD.	A SWCTN Partner Organisation and Creative Organisation based in the South West.
SWCTN PARTNER ORG. - UNIVERSITY OF PLYMOUTH	A SWCTN Partner Organisation and South West University.
SWCTN Partner Org. - Watershed Arts Trust	A SWCTN Partner Organisation and Creative Organisation based in the South West.
ToR	An acronym referring to terms of reference.

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ACKNOWLEDGEMENTS

We extend thanks to members of the SWCTN, namely Tom Trehella, Jo Lansdowne, Melissa Blackburn, Josh Sandin, Charlie Tapp, Hannah Brady, Nicole Foster, Gill Wildman, Jazlyn Pickney, Liz Roberts and Jon Dovey for their insights.

We also thank the participants of this inquiry who agreed to take part in interviews, workshops and focus group discussions.

LADDERS4ACTION

Ladders4Action is a non-profit company whose mission is to connect knowledge and action in practical, inclusive and ethical ways. For more information visit <https://ladders4action.org>.

FOREWORD

ACTION RESEARCH: REVIEWING INCLUSION IN THE SOUTH WEST CREATIVE TECHNOLOGY NETWORK

The South West Creative Technology Network (SWCTN) ran from 2018 – 2021. Designed as a capacity building programme in creative technology, the project's second half coincided with a particular set of historic circumstances: the global pandemic and the corresponding reckoning of the Black Lives Matter movement, both of which were particularly devastating to already marginalised groups.

Whilst we set out to support responsible innovation, we did not always achieve our own standards of inclusion and there were times when we caused harm. Recognising this, we commissioned Dr Addy Adelaine to undertake action research into the design and delivery of our work and collaboration, in order that we learn and do better. This report is not a full evaluation of our programme, that exists elsewhere – but a case study of specific issues produced by a researcher with a comprehensive understanding of the field.

Collaborative research projects with multiple partners are complex – different values, working styles and governance structures make transparency and equity difficult. The report makes clear that even with the best of intentions unless there are clear policies, an actionable delivery plan, radically transparent structures and clear paths for speaking up, appropriate inclusion will not be achieved.

Whilst we set out to support responsible innovation, we did not always achieve our own standards of inclusion and there were times when we caused harm.

”

This is a necessarily long and detailed document, which won't suit everyone's preferred way of engaging with information. On page 9 we have foregrounded Addy's clear and welcome recommendations, which we hope offer accessible and actionable learning for your own work.

All the partners involved in this programme have learnt and grown from it. We have already implemented changed structures and additional resource in our programmes to address the issues raised.

On behalf of our colleagues, we apologise to participants impacted by their interactions with SWCTN. And we thank Dr Adelaine for her generous and comprehensive work with us.

Professor Jon Dovey
University of the West of England

Clare Reddington
Watershed CEO

RECOMMENDATIONS FOR CREATIVE R+D PROGRAMMES

- **Training:** Staff members and facilitators need training to enable appropriate responses to incidents, should they arise in any type of session. Whilst expertise in inclusion might not be a reasonable expectation, they should be able to respond so that marginalised individuals do not feel that they are burdened with dealing with the situation, potentially causing undue harm.
- **Inclusive facilitation:** Group facilitation needs to be considered with an understanding that bringing diverse individuals together and asking them to speak freely will not result in a power-equal conversation. Group work and activities need to be designed with an awareness of potential power imbalances, and mechanisms put in place to address and try to mitigate this reality.
- **Proactive:** A Programme needs to be proactive rather than reactive in its approach to inclusion. Clear guidance and policies need to be in place in regard to accessibility and guidelines should be distributed to participants at the beginning of their engagement. For example, if childcare support can be offered this should be highlighted at the start, including guidance which specifies what is available and how to access it.
- **Inclusive contingency planning:** R+D Programmes should undertake a risk assessment contingency plan to evaluate how inclusive each programme is. For example, you may want to consider an approach that incorporates a process for responding to pandemics. Such plans should be co-designed with marginalised individuals.
- **Accessibility without a need for disclosure:** Programmes or projects may wish to consider an approach to accessibility that is not dependent upon disclosure of identity and meeting the minimum legal requirements. Some interventions such as live captioning/ transcription, the provision of a prayer space, or accessibility checking that written documents are fully accessible could be undertaken as standard, rather than waiting for requests for such adjustments. It is also suggested that rather than asking about specific needs like disability or childcare, individuals should be asked to specify what they need to fully engage.
- **Inclusion within academia:** All partners, especially academic institutions, must critically examine and challenge their standard way of working in order to develop successfully inclusive partnerships.
- **Outreach:** Programmes could consider the possibility of holding external events in community centres (for example, in Bristol, the Kuumba Arts Centre, the Malcolm X centre or the Knowle West Media Centre could be suitable).
- **Guidance:** It should be recognised that marginalised individuals will sometimes undervalue their time in a system which requires people to attribute finances to their work time and expertise. New Programmes might consider either giving detailed guidance for how much individuals should be paying themselves or define a set portion of the fellowship funds to be allocated to payment.
- **Cohesive:** A cohesive approach would mitigate the inconsistency in approach, policies and procedures between the partner organisations. Whilst this is understandable, it means inclusion is challenging as participants do not necessarily know where to go for information, or what accessibility support is available. There should either be a clear approach which all members subscribe to, or clear guidance regarding the different roles and responsibilities of the partners pertaining to issues related to inclusion.
- **Practicalities:** Good intentions must be transformed into practicable and realistic actions, that are consistently applied across the partnership.

INTRODUCTION

**In system that keeps whites right at the top
And us at the bottom, but that needs to stop**

**Not being a racist is no longer enough
It's going to take work and it's going to be tough**

[...]

**You're mourning George Floyd but what of the others?
Brand their names on your heart, our lost sisters and brothers**

**You might have just noticed it, we've lived it for years
It's going to be uncomfortable, it's going to take tears.**

**But we belong to these days and we belong to these hours
You can make new choices and you do have the power**

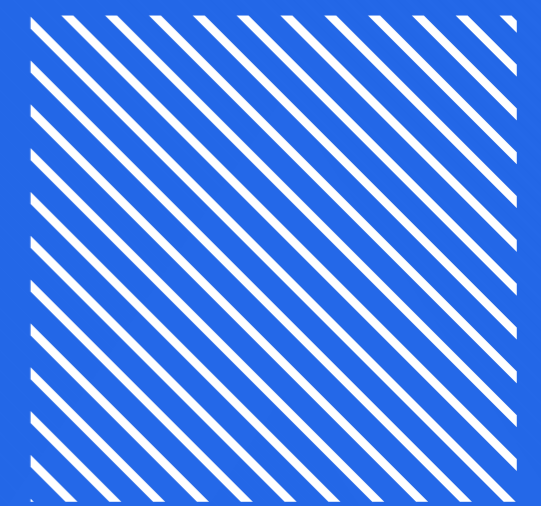
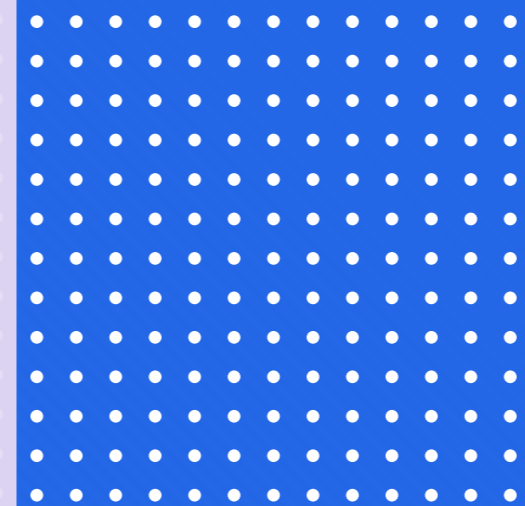
**To dismantle old structures, to tear them apart
Make way for the new, create space in your heart**

**The change that's been coming is finally here
It should fill you with hope, not fill you with fear**

**Let us rise up like birds. Let us soar through the sky
Let us breathe. Let us live. Let us hold our heads high.**

**Let us walk proud and belong to this land
Walk with me, friends, allies, come, take my hand.**

An extract from
'Dear White West Country People'
by SWCTN Fellow Louisa Adjoa Parker



BACKGROUND AND CONTEXT

SWCTN

Developed in 2018, the South West Creative Technology Network (SWCTN) brought together a wide range of organisations and individuals to support research and development in emerging technologies. In receipt of £6.6 million from the Research England's Connecting Capabilities Fund, SWCTN sought to "increase collaborative innovations between universities and industry in the use of creative technologies" (SWCTN, 2021).

SWCTN emerged from a regional partnership between four universities and two creative production studios in the South West. Partners included Bath Spa University; Falmouth University; University of Plymouth; the University of the West of England (UWE); Kaleider Ltd. And the Watershed Arts Trust.

The work undertaken by SWCTN can be considered in terms of three main areas and cohorts of participants. Thematic work on immersion focused upon developing existing platforms and delivering innovative immersive experiences, from spatialised sound to augmented reality. The thematic work on automation utilised expertise in automotive technologies such as artificial intelligence, machine learning, algorithmic coding and robotics to explore and develop new forms of expression, innovative working practices and new markets. The thematic work on data examined how data intersects with our lives and how creative technologies can be used to create more equitable understandings and uses of data. (SWCTN, 2021, p. 7).

To deliver work on these thematic areas, SWCTN developed a new approach to knowledge exchange which brought together university and non-university Research and Development (R&D) with creative technologies aiming to produce innovative knowledge, skills, products and services. Guided and supported by Creative Knowledge Exchange Managers, SWCTN worked with a diverse range of individuals who were split into two distinct groups: Research Fellows (thinkers) and prototype teams (makers).

SWCTN supported creative producing, where producers curated, linked, prompted and supported personal and project development; business development, which involved tailored design-led business development for creative micro businesses/SMEs and access to a business development fund (BDF).

SWCTN activities were wide-ranging. Fellows were offered paid time for research and development as well as being given access to business development advice and a series of collaborative workshops such as the 'Prototyping the Business' workshop series. Skills and business development was delivered through workshops, one-to-one surgeries, panel discussions and networking events. Interdisciplinary and cross-regional teams invited to pitch new products or services. SWCTN also offered devolved funds and microgrants which enabled them to provide agile, tailored funding, responding to the needs of their local communities.

Organisational partner Kaleider's website features a clear diagrammatic articulation of the fellowship process (see Appendix C). They note that each year, fellows will go through a period of deep thinking, followed by an opportunity to be involved in a prototyping phase. Kaleider state that they invest £240,000 in each prototype, and each fellow receives a £15,000 grant to support their research time and associated costs (Kaleider, 2020).

Following the prototype phase, with a view to gaining further investment in order to get the prototype to its potential users or audiences, SWCTN offered further advice and promotion of the fellow's work. To support, grow and give visibility to SWCTN as a network of individuals and businesses, they organised annual showcases celebrating the work of the fellows, prototype teams and microgrant holders.

SWCTN engaged 630 individuals as network members and managed to leverage additional income amounting to a further £7.5 million for the region through innovation and creating twenty-two new businesses.

THE INCLUSION REVIEW

Inclusion is a contested and nebulous term. There is no universally agreed definition as concepts of inclusion have changed over time and vary upon location, context and academic discipline. For the purposes of this paper, inclusion will be defined as:

The culture, behaviours, resource distribution, processes and structures which result in the full and equal engagement of all individuals, at all levels of an organisation, accompanied by the opportunity for all individuals to be their authentic self without fear of discrimination or harm. (Adelaine et al., 2019).

The definition utilised in this report is broadly aligned with SWCTN's sense of inclusion. SWCTN's inclusion statement explicitly recognises the existence of inequality; how inequality is shaped by identity; and how structural factors contribute towards the manifestation of inequality.

SWCTN operates in a context of structural inequality that discriminates against people along the intersecting lines of race, gender, sexuality, ability, age and class. (SWCTN Inclusion Statement, 2020)

To support the implementation of their work, SWCTN Employed an inclusion producer in 2020. The job description for the position highlighted that the network had a systemic understanding of power and inequality informed by 'social ecological theory', as defined by authors such as Urie Bronfenbrenner (2000). Whilst there are a range of interpretations, social ecological theories can be considered a conceptual tool that define the connection between

individuals, communities, organisations, wider society and the natural environment in a manner which recognises the ever evolving and dynamic nature of these relationships. They state:

SWCTN is underpinned by the concept and practice of 'cultural ecology', cultivating and connecting diverse networks of people, places, communities and resources across the region (SWCTN, 2020, p. 1).

SWCTN's inclusion statement (2020a) explicitly committed to inclusive practice and ongoing reflexivity in this area. This is further evidenced by the SWCTN's diversity and inclusion narrative (2020c) and the SWCTN diversity and inclusion data analysis created by the SWCTN's inclusion producer. Whilst the network fostered many successes, including innovation and the building of relationships with diverse stakeholders, it also faced unprecedented challenges as it tried to implement its work in the wake of the COVID-19 pandemic and 2020's global Black Lives Matter protests which significantly increased an awareness of racialised inequalities in our society.

As SWCTN drew to a close, the network believed that there was an opportunity to learn from the experience of implementing the innovative approach and hear the perspectives of the lived experiences of all involved. To facilitate the process of learning, SWCTN commissioned an inclusion review led by Dr. Adelaine's non-profit organisation Ladders4Action. This report originated from that desire to reflect on how inclusive the SWCTN was in reality.

METHODOLOGY

OVERVIEW

METHODOLOGICAL APPROACH: ACTION RESEARCH

The approach adopted by the inclusion review is informed by an understanding of action research and a desire to bridge the practice-theory gap. Broadly, action research connects knowledge to action. Knowledge is created by understanding real-world action and for the purpose of informing real-world action.

There is no universally agreed definition of action research. Interpretations and definitions of action research vary over time and tend to be influenced by geography, academic discipline, and subject. For this reason, it makes sense to consider action research a methodological genre rather than a distinct methodological approach.

In simple terms, action research involves a cycle of action and reflection. The cycle begins when a real-world issue is identified and collaboratively explored. The insights which are gained in the first part of the cycle are then utilised to plan and implement action. Following the action, collaborative reflection takes place, and the cycle begins again.

PROCESS OF INQUIRY

This inclusion review is specifically designed to inform the first part of the action research process and to inform further action. It is designed to capture action as knowledge and to create knowledge which will inform action.

To facilitate the inclusion review Ladders4Action adhered to the following stages of inquiry:

- **Document Review:** The first stage of the process involved a review of existing organisational documents. This process enabled an initial understanding of the current work undertaken, the organisational structure, existing challenges, and underlying assumptions. The analysis was also used to identify how inclusion was conceptualised and articulated by SWCTN and to analyse the diversity of representation within the partnership.
- **Initial Interviews:** Informal key stakeholder interviews facilitated a better understanding of the aspirations and expectations of the individuals involved. This stage facilitated a way of exploring the power dynamics between stakeholders and helped to identify potential safeguarding issues, or practical constraints, for the next stages.
- **Focus Group Discussions:** Focus group discussions were utilised to create a 'safe space' where individuals of a similar identity could discuss and explore their experience.
- **Participant Interviews:** A series of interviews of those who were involved with the SWCTN network, or who applied to be involved. These interviews offered personal reflections of events for the purpose of identifying broader themes and issues. Interviews were offered to those who did not wish to take part in group discussions.
- **Reflection Workshops:** Two workshops were held to facilitate the process of reflection. The first workshop was delivered with the purpose of introducing the inclusion review and key concepts pertaining to the topic of inclusion. The second workshop was utilised to disseminate preliminary findings.

To disseminate information about the inquiry and inclusion review, emails, posters and short videos were created. SWCTN administrative staff then sent information about the inquiry to all those that had previously engaged with SWCTN (including current staff members, previous staff members, fellows, partners, recipients, board members etc.).

COMPLEXITY

The specific type of action research used in the SWCTN inclusion review is informed by an understanding of complexity theory, a concept which asserts a belief that the reality of our social world is too complex for grand theories or generalised blueprints for change. The specific form of complexity theory utilised here is informed by classical pragmatism, particularly the work of John Dewey. It is argued that whilst action should be informed by existing knowledge and experience, our actions should also be specifically tailored to the context, time, organisation and individuals involved.

Understanding complexity theory means that truth and knowledge is viewed as being 'temporal and embedded in, and generated through, our experiential transactions. Truth is linked to action, and has to be tested continuously and substantiated' (Hall, 2013, p. 17). Arguably, no judgement is ever absolutely right or absolutely wrong, as 'each judgement is situated within a specific inquiry [...] outcomes are always modified by specific purposes, stakes and personal perspectives' (Hildebrand, 2008, p. 59).

In action research the sample sizes are often small and the context very specific. For this reason, the knowledge generated arguably cannot be extrapolated and generalised to inform action in other contexts. In recognition of this, the methodological approach purposely does not seek to create definitive conclusions. Rather, the insights generated are used to identify broad patterns and themes. These patterns and themes are used to indicate what theories and research might be useful in understanding the experience, issues and challenges experienced. Rather than warranted conclusions, assertions are proposed.

LIVED EXPERIENCE

An understanding of complexity theory also means that the complexity of experience is appreciated. In this view it is recognised that events will be experienced and interpreted differently depending upon a wide range of factors, including the identity of those involved.

'Life experience of subordination or exclusion can give people greater knowledge about certain realities that those in positions of relative power and privilege cannot easily know about in the same way because they lack that life experience.'

The notion of lived experience 'attempts to develop a more contextualized and rich appreciation of how a person or group feel and react in relation to everyday life circumstances' (Stokes, 2011).

In English the term 'lived experience' seems almost tautological (as all experience is lived). However, as a theoretical concept it originates from the German language which differentiates multiple types of experience, significantly referring to an understanding of an experience from the perspective of those who have lived it (Mapp, 2008).

In this inquiry a decision was made to focus upon individuals with marginalised identities, so that we might better understand their experience and issues around inclusion.

ENGAGEMENT, ETHICS AND TRUST DEVELOPMENT

As is standard with this type of inquiry, confidentiality and anonymity were assured and carried out under Ladder 4 Action's governance. Personal and identifying information was removed from transcript and recordings were stored on an encrypted computer in accordance with UK General Data Protection Regulation (UK GDPR).

Groupwork and interviews on the subject of inclusion, inequality and race can be extremely sensitive and emotional, especially when working with individuals of different identities. In an attempt to consider this, the focus groups and interviews

were held by experienced facilitators who helped to create a safe space for discussion. Risk assessments were undertaken and safeguards were put in place to prevent harm being caused. Steps taken included the training given to co-facilitators which included a risk assessment to develop a strategy for how to handle any issues that could arise related to inclusion, and access to counselling and professional support should issues emerge in the sessions.

At the beginning of each interview or focus group the participants had the opportunity to discuss, ask questions and talk with the facilitators about the inquiry. They were given an opportunity to express their concerns and they collaboratively constructed guidelines for how to treat each other. During focus group discussions participants were asked if they would like to provide a confidential name to protect their identity in the group. They were also invited to switch off their cameras and enter comments by text only if they wished to do so. SWCTN agreed to provide emotional support and counselling should it come to light those individuals might have been harmed through the inquiry or their participation with SWCTN. One-to-one interviews were offered to all participants in case they were hesitant about joining group discussions.

In order to create a safe space for discussion, the leader of the enquiry (in agreement with the commissioning partners) actively sought to ensure that facilitators and co-facilitators personally identified with the characteristics pertaining to that group, e.g., the facilitator for the Black, Asian, and Minority Ethnic (BAME) group identified as a BAME individual.

To ensure that the participant's knowledge and time was not exploited, and to ensure accessibility to those who could not afford to give their time for free, each person was offered £50 compensation if they were not currently employed by one of the SWCTN's partner organisations. Furthermore, a budget was set aside in case participants required interpreters or other accessibility mechanisms.

SUMMARY OF DATA COLLATED

- Twenty-nine documents analysed (see appendix B)
- Additional review of documents pertaining to partner organisations
- Seven initial interviews
- Two focus group discussions (one women's group and one working-class group)
- Ten participant interviews
- One facilitator reflection session
- Two workshops

ANALYSIS FRAMEWORK

During the interviews and focus group discussions, an analytical framework was utilised to structure the questions. The interview schedule can be found in appendix D. The analytical framework was loosely structured around Luke's (1974) framework of power.

THE ANALYTICAL FRAMEWORK

Luke's framework of power is useful because it can help to identify uses and abuses of power. The framework highlights forms of power which might inhibit, or create, inclusive practice and environments. Power can be hard to describe, shifting and complex; however, Luke's framework of power is a tool that can help facilitators and participants to conceptualise the different ways power manifests. According to the framework, power can broadly be understood as operating in three different ways.

VISIBLE POWER

Visible power is generally clear and straightforward to identify. Sometimes it refers to the power of a person with a particular role in an organization. It can also refer to overt acts of discrimination, where an individual attempts to hold power over another by the way they act or the things they say. An organisation might challenge visible power through explicit policies, standards and accountability mechanisms that seek to address inequality and respond to overt acts of discrimination. When we think about dealing with visible power in organizations, we need to examine who holds positions of power, whether the organisation has made explicit statements about its stance on equality and inclusion, and whether, or how, the organisation responds to overt acts of discrimination.

HIDDEN POWER

Hidden power refers to systems, processes, administration and bureaucracy that has an indirect negative impact on those with marginalised identities. Hidden power may play out in job advertisements, methods of recruitment, or how impact assessments or evaluations are undertaken. Ways to evaluate the effects of hidden power may

include considering whether there is a fair and accessible complaints process, or perhaps if the governance system is transparent and understood. The 'how' is crucial to understanding hidden power. Whilst addressing visible power might, for example, mean an organisation-wide policy to support reasonable adjustments for disabled staff members, hidden power might address whether the application process is understood by members of staff; whether the process is user-friendly; whether it results in access to the support in a timely manner; and if a staff member wants to make a complaint, whether they know how to use the complaint process and feel safe doing so.

INVISIBLE POWER

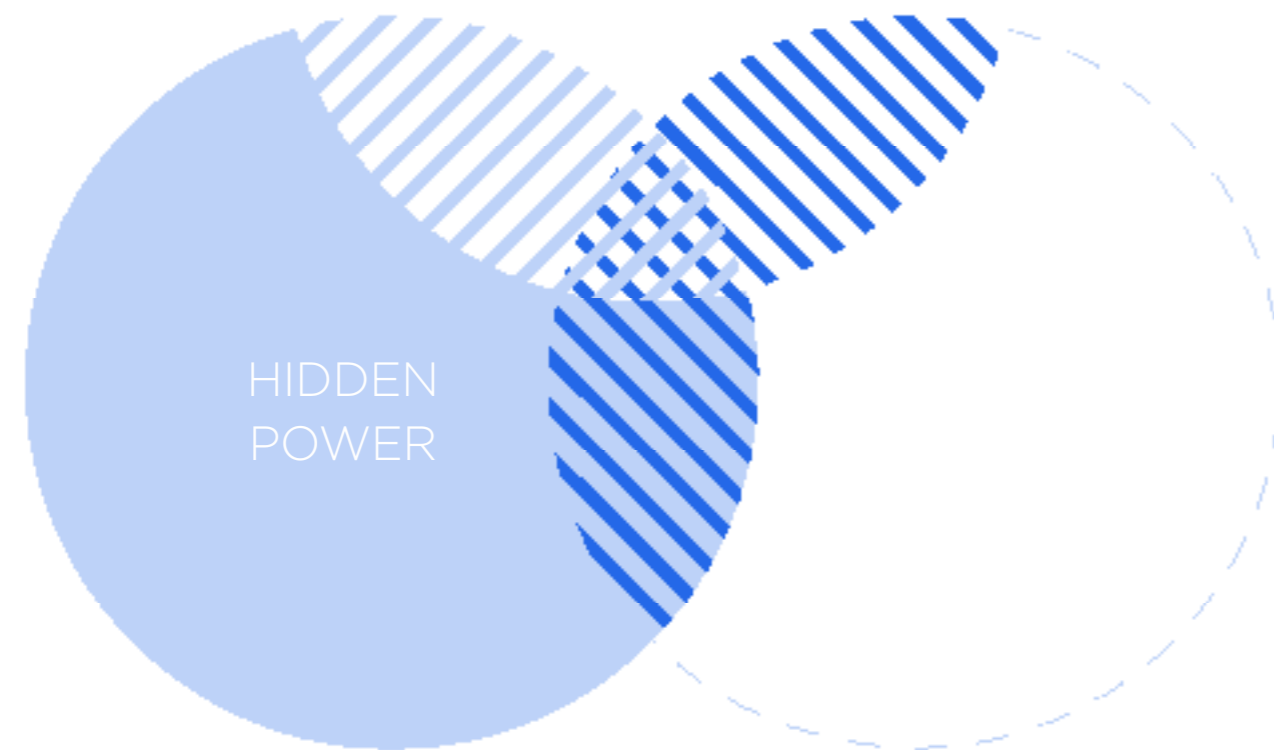
This type of power is the trickiest to identify and describe. It refers to our inner selves, our unconscious biases, the organizational culture we might belong to, our fears, assumptions, and feelings. Regardless of what is said explicitly, it is important to explore how marginalized individuals feel, for example, whether the organisation is perceived as hostile or unwelcoming, or whether individuals feel welcomed and that they can be their authentic selves. Sometimes invisible power is about understanding internalized oppression, meaning, the internalized ideas that an individual might impose upon themselves. An example could be women asking for less money than men, or disabled individuals not declaring their disability and asking for the support they need. In such cases it is important to assess whether the organisation is aware of internalized oppression and the actions they can take to support and counter this phenomenon.

DATA ANALYSIS

Following the interviews and focus group discussions the recordings were transcribed. These transcriptions were then entered into the qualitative data analysis software NVivo, alongside the documents which were collated as part of the document analysis. In NVivo the data was explored and coded against the conceptual framework which also informed the questions asked in focus groups and interviews.

VISIBLE
POWER

HIDDEN
POWER



REFLECTIVE WORKSHOPS

Two inclusion workshops for SWCTN were facilitated for individuals who are, or have been, engaged with partner organisations. They provided a space to explore key concepts and understand the themes that emerged.

WORKSHOP 1: KEY CONCEPTS

The first workshop planned to explore key concepts around inclusion. The workshop was designed not just to give participants a common understanding of terminology, but also to alleviate fear and anxiety about the inclusion review and subsequent interviews and focus groups.

WORKSHOP 2: DISSEMINATION OF FINDINGS

The second workshop offered participants the opportunity to explore the conceptual framework and initial findings. This process helped to alleviate anxiety and informed the writing of the final report as it assisted in clarifying which areas needed to be explained in further detail.

CHALLENGES AND LIMITATIONS

RESPONSE TO CONCERNS RAISED

Originally a series of five focus group discussions were planned. However, only two of the five planned focus groups went ahead as those who wanted to focus on issues of race or disability utilised the opportunities offered and requested to discuss issues on a one-to-one basis.

DISCLOSURE

During the inquiry several specific events emerged. It was noted that some of the events mentioned had not previously been reported to SWCTN. Such events, while concerning and serious in nature, cannot be cited as this would breach the confidentiality and anonymity of those involved. Instead, this report refers broadly to the lessons learned from such experiences.

On one occasion the severity of the incident led the research facilitators to inform SWCTN of the incident after the individual involved gave consent to do so. It is understood that counselling and support was offered by SWCTN as a result, but to ensure confidentiality and appropriateness of response for the individual the authors of this report were not informed of the details of whether the support was received, or if any further action was taken.

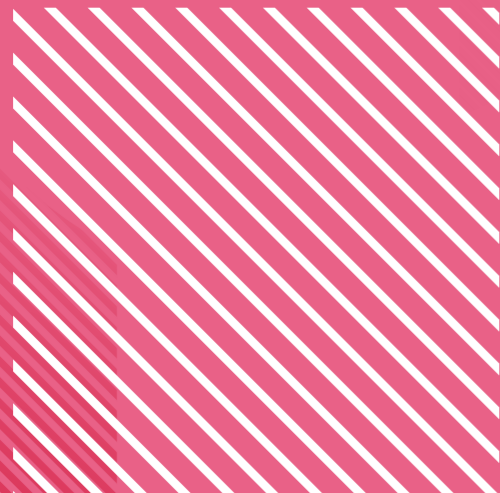
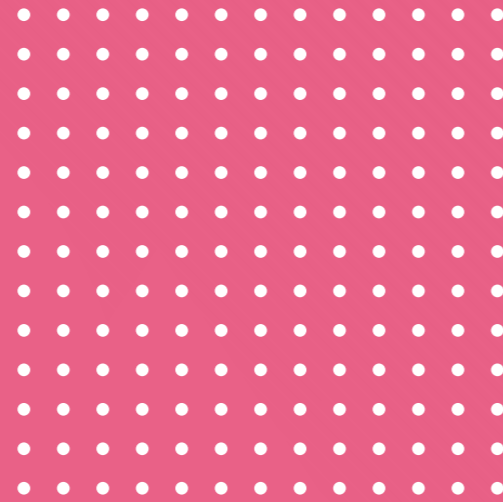
ACCESS TO DATA

Some representation and pay gap equality data could not be made available to this enquiry either because it had not been collated or because doing so would break individual confidentiality or organisational policy; but where published data was available it is included in this report.

PERSONAL DELAYS

Work and research about inclusion is frequently undertaken by individuals who experience the issues they are contracted to explore. As a result, the work can carry a heavy emotional burden. Unfortunately, the experience of the COVID pandemic, the BLM movement and a particularly intense workload pertaining mostly to racialised trauma led the primary facilitator to, effectively, 'burnout' in the final stages of writing this report. This caused a substantive and regrettable delay to the production of the final report. Therefore, SWCTN, staff members and participants are thanked for their patience and understanding.

FINDINGS



VISIBLE POWER

REPRESENTATION

REPRESENTATION OF FELLOWS

During implementation, the SWCTN inclusion producer embarked upon an inquiry to better understand the diversity and representation of research and prototype fellows. As data was not gathered upon application or entry, past and present fellows were contacted and asked if they would share their personal identity with SWCTN.

According to the Office for National Statistics (ONS) population estimates for 2019, 78.4% of the population in England and Wales identified their ethnic group as white British. As such, the representation of diversity among the fellows is roughly comparable to what one would expect at a national level (Office for National Statistics, 2020).

The ONS estimated that 2.7% of the UK population aged sixteen years and over identified as lesbian, gay or bisexual (LGB) (Office for National Statistics, 2020). Whilst the categorisation utilised by SWCTN is not directly comparable to ONS, there is some indication the LGBTQIA+ individuals may be overrepresented proportionally.

A House of Commons briefing paper in 2021 stated that 8.4 million people of working age (16-64) reported that they were disabled, equating to approximately 20% of the working age population. Of these, an estimated 4.4 million (52.3%) were in employment. As such, SWCTN might expect 10.6% of the UK workforce to be disabled. Research on disability is complex and SWCTN must take into consideration which data to utilise when exploring representation. If 10.6% is considered as the goal, then SWCTN is not far from the UK national average. But aspiring to achieve 10.6% fails to consider that the other 10.4% might be unemployed due to the discrimination they encounter, rather than an inability to work.

As is common in analysis of socio-economic background and class, SWCTN utilised eligibility for free school meals as an indicator of economic disadvantage. The number of individuals engaged as SWCTN fellows who went to university (93%) is highly disproportional to the percentage of the UK population who went to university. There is certainly a connection between socio-economic background and access to higher education. Only 14.2% of state-funded and special education school pupils who received Free School Meals (FSM) at age fifteen entered higher education by age nineteen in the academic year 2005-2006. Because of this it is not possible to determine whether SWCTN is failing to engage those from a lower socio-economic background who attend university in lower numbers; or whether SWCTN is failing to engage individuals who have not attended university and who are more likely to be from a lower socio-economic background.

SWCTN'S DIVERSITY AND INCLUSION NARRATIVE

SWCTN received 910 applications for research and prototype fellowships. 47% of these applicants completed the voluntary Equal Opportunities form.

- 46% identify as female
- 29% identify as LGBTQIA+
- 22% identify as global majority (non-white)
- 9% identify as disabled
- 7% did not attend university
- 19% were eligible for free school meals
- 30% are under 25 years old

(South West Creative Technology Network (SWCTN), 2020c)

It is noted that no data was collated regarding the protected characteristic of faith. The absence of this data will be discussed in later sections.

REPRESENTATION OF SWCTN STAFF

Data was not made available to explore this dimension of representation.

REPRESENTATION OF SWCTN LEADERSHIP AND KEY DECISION-MAKERS

Due to an absence of data, it was not possible to identify the characteristics of those holding leadership positions within the SWCTN. Overall, there was a general belief that the leadership was not diverse; participants noted a lack of diversity and representation among senior SWCTN staff members, particularly in the academic institutions.

“Well, I think it's very obviously middle-class white.” (Anon., 2021)

It was reported that the leadership was typically comprised of white, middle-class, non-disabled, heterosexual people. Typically, there is a belief that a high proportion of those employed by SWCTN were women, yet it was still perceived that the visible power was predominantly held by men.

PAY AND COMPENSATION

In a review of inclusion, considering pay and compensation can be useful for various reasons. First, an understanding of pay can indicate who is most valued in the organisation; this may differ from who holds the highest-ranking position. Second, pay inequality usually reflects organisational patterns of inequality. Third, the degree of transparency can highlight the organisational culture regarding transparency and accountability. Organisations that value actors with less visible power who are confident in their approach to inclusion will often voluntarily release data about identity, employment and remuneration. Much of the requested data about pay and compensation was uncollated or not available to this inquiry. Placeholders remain as an indication and a reminder of the absent data.

PAY AND COMPENSATION OF SWCTN STAFF MEMBERS

Data was not made available to explore this dimension of pay and compensation.

ETHNICITY PAY GAP REPORTING

Data was not made available to explore this dimension of pay and compensation.

GENDER PAY GAP REPORTING

Four of the six partner organisations published organisational data pertaining to the gender pay gap, as this is a legal requirement for all universities.

FELLOWSHIP COMPENSATION

Data was not made available to explore this dimension of representation in depth. Several individuals noted that they believed that majority individuals were compensated at a higher rate for their time and expertise. This issue is further explored within the section on procurement and compensation processes.

PERCEPTIONS OF REPRESENTATION

Exploring pay and compensation inequality in SWCTN was challenging due to the nature of the network that spanned several organisations, and due to an absence of data. However, the absence of clear and transparent pay and compensation mechanisms led many individuals to speculate, or to investigate, with some directly asking peers and colleagues leading to the discovery of what they believed to be pay inequality.

PARTNER ORGANISATION'S GENDER PAY GAP REPORTS

♀ 89p/♂ £1

UNIVERSITY OF THE WEST OF ENGLAND (UWE)

In this organisation, women earn 89p for every £1 that men earn when comparing median hourly pay. Their median hourly pay is 11% lower than men's. When comparing mean (average) hourly pay, women's mean hourly pay is 12% lower than men's.

♀ 81p/♂ £1

BATH SPA UNIVERSITY

In this organisation, women earn 81p for every £1 that men earn when comparing median hourly pay. Their median hourly pay is 18.6% lower than men's. When comparing mean (average) hourly pay, women's mean hourly pay is 11.2% lower than men's.

♀ 77p/♂ £1

UNIVERSITY OF PLYMOUTH

In this organisation, women earn 77p for every £1 that men earn when comparing median hourly pay. Their median hourly pay is 23.2% lower than men's. When comparing mean (average) hourly pay, women's mean hourly pay is 20.1% lower than men's.

WATERSHED ARTS TRUST

Gender pay gap unknown; small organisation not legally required to report.

KALEIDER LIMITED

Gender pay gap unknown; small organisation not legally required to report.

♀ 90p/♂ £1

FALMOUTH UNIVERSITY

In this organisation, women earn 90p for every £1 that men earn when comparing median hourly pay. Their median hourly pay is 10.4% lower than men's. When comparing mean (average) hourly pay, women's mean hourly pay is 10% lower than men's.

This data was compiled using the UK Government's search tool for gender pay gap reporting. for the 2020/ 2021 financial year, available at: <https://gender-pay-gap.service.gov.uk> Due to the requirements of current government legislation, gender pay gap data is aggregated against a binary of male and female employees. It does not reflect the perspective of the report's authors about the full spectrum of gender identity. Read more <https://www.hr magazine.co.uk/content/features/gender-pay-gap-reporting-and-trans-people/>

ORGANISATION STRUCTURE, GOVERNANCE AND DECISION MAKING

From the document analysis, it was apparent that the roles and responsibilities of various teams had been defined and articulated. They were as follows:

SWCTN'S DIVERSITY AND INCLUSION NARRATIVE

This information was primarily gathered from various Terms of Reference produced by SWCTN.

The purpose of the SWCTN Steering Board is to 'provide strategic oversight, advice and guidance to enable the successful delivery of the project in light of evolving stakeholder and funder requirements, to provide overall accountability to Research England, and to ensure the legacy of the programme beyond the initial Research England funded period' (2020e).

The purpose of the SWCTN Executive Team is to provide effective operational management and coordination between partners in order to ensure progress against objectives and enable the successful delivery of the project, monitor and manage risks, authorise and agree any significant project changes, and to provide accountability to the Steering Board.

The purpose of the SWCTN Finance Team is to provide effective monitoring and reporting to ensure the successful financial management of the project, and to make and receive requests from, and to provide accountability to, the Executive Team.

The purpose of the SWCTN Production Team is to enable effective coordination between partners to ensure the successful delivery of the SWCTN R&D programme.

The purpose of the SWCTN Knowledge Exchange Team is to enable effective coordination between partners to ensure the successful delivery of the SWCTN Knowledge Exchange programme.

There appeared to be general confusion and an overall lack of knowledge regarding SWCTN's governance systems. Most of those interviewed did not know there was a steering board, how to access it, or the process of decision making. Those who tried to access the decision-making systems noted a lack of overall clarity and the difficulty of finding more information.

“There's other people involved across the team, but it's not always clear to know exactly what their roles are or which projects they are actually involved in.”
Anon. 2021

The organisational structure, as outlined in the document pertaining to SWCTN governance arrangements (2020d), indicates a relatively straightforward structure of power and accountability. However, this representation of the governance structure arguably masks the complexity of the relationship between decision-makers and stakeholders.

“Yeah, I didn't get a sense of that structure. OK, so you wouldn't even really know about them, let alone how to pass your opinions or views.”
Anon. 2021

The participant is referring to their general confusion about the roles and decision-making structures. They note that they would not know how or who to pass opinions on to.

From the respondents, it appears that no-one knew how their thoughts and ideas might reach the board or decision makers. This was typically not viewed as a concern, except on the few occasions where individuals wanted to discuss policy, approach, or raise awareness regarding the problems they had encountered.

INVISIBLE POWER HOLDERS

When participants were asked who the most influential power holder was, several individuals noted that the power and influence held by the funders. Whilst yet there was a perception that the funders were powerful, most could not name who SWCTN was funded by.

It appears that the funder was almost invisible to the participants. It is noted that it is not unique for funders to be distant from the beneficiaries, however a genuinely inclusive and power-equal approach would require the funder to be engaged in a meaningful two-way relationship involving dialogue and reciprocal accountability.

INCLUSIVE LEADERSHIP

REPRESENTATION

Inclusive leadership is a term which refers not just to the diversity of leadership but to the organisational approach to leadership, and to the individual approach and practices of leaders. Batliwala warns against 'myths of female leadership' (2011), where assumptions are made that women's leadership styles will be inherently less authoritarian; that women leaders will assumedly work to support the best interests of other women; and that female-led organisations will by default be more nurturing and supportive.

DISTANCE

There was a general feeling that the primary power holders of SWCTN were distant and elusive. Respondents noted that senior leaders had attended events or meetings, but they were either not introduced, or attended for short periods of time in order to speak 'at' the participants:

“There were lots of people involved in that that were not part of the data fellowship, so I didn't know who these people were, which I felt a little bit like we were on the outside of that event [...] we've never been introduced to them, and I didn't know the bigger SWCTN.”
Anon. 2021

UNDERSTANDING OTHER PEOPLE'S EXPERIENCES

Based on a review of their own work and the work of others, Hogan and Hogan assert a belief that when leaders fail they do so because they are unable to understand and respond to other people's perspectives (2002). Arguably the construction and exploration of 'lived experience' encourages leaders to better understand the perspectives of others and fosters the hope

that change is possible as individuals have the opportunity to be empowered through critically reflecting on their experiences.

“Leadership development is the process through which individuals gain increasingly complex ways of understanding and engaging in leadership experiences.”

Dugan, Kodama and Gebhardt, 2012, p. 176

Following the 2020 BLM protests, several participants noted the care undertaken by SWCTN staff members to learn about the experience of BAME fellows without causing undue harm, trauma, or increasing the emotional burden on BAME folk.

POLICIES

ABSENCE

Most participants felt that SWCTN were attempting to be inclusive but could not name or recall any policy or procedure being presented to them. Whilst most did not see this as a concern, the significance of this situation became apparent when specific incidences emerged. Some had sought out documents and policies and could not find them. Some individuals noted that they would not have had the confidence to ask for information, as doing so would have alerted staff members to the issue of concern. The reluctance to ask was connected to several factors, including a fear of making grievances known to others before they had sufficient information on confidentiality and how the issue would be handled. They sought to understand the process for seeking additional support and making complaints without having to declare the context of their request.

In the earlier stages of delivery it appears that there was no formalised complaints process or policy. Whilst this was later developed, some participants remained unaware of its existence or how to locate it. There was also no accessibility, equality or anti-racist statement located. Some stated that a statement regarding acceptable behaviour or commitment to equality would have helped to support them (particularly in relation to gender and disability).

CONFUSION AND LACK OF CLARITY

It appears, in certain incidences, when marginalised individuals wanted to seek support or make a



complaint, they did not know whether it was appropriate, or what would happen if an investigation began. One individual noted that their disability made it challenging for them to decide what was appropriate social interaction and what was not.

There was an overall lack of clarity regarding how the partner organisations maintained consistency across organisations, and whether policies, procedures and resources for accessibility were consistent for all those involved. For example, it was unclear whether childcare would be offered to all and offered equally for those situated in different locations and supported by different organisations. This inclusion review was unable to locate any documentation which clarified the consistency of support, policies or procedures. It is unclear whether in the partnership SWCTN-specific policies and processes, or organisational policies and processes, take precedence. This uncertainty seemed to cause confusion and tensions.

DEPENDENCY UPON PEOPLE

It was repeatedly noted that people's experiences were shaped by individual responses. Factors like accessibility and payments were susceptible to change due to the actions of a few individuals with power who were committed to inclusive change. Whilst this highlights an attempt at inclusive behaviours, it is also a concern because support became inconsistent, dependent upon individuals who could potentially leave the network. This process depended upon individual relationships and the ability to verbalise need.

PERCEPTIONS OF INTENT

Most participants noted SWCTN's clear and explicit stance regarding the centrality and importance of inclusion. Whilst all noted the prominence given to inclusion by SWCTN, the interpretation of this was subjective. Some noted that they had an exceptionally positive and inclusive experience.

“When we were in the fellowship, I saw some disabled people, people from different countries, people from different gender backgrounds and even people from different education backgrounds, and so actually what I feel like we have been selected there. [...] always very diversity of consideration of the whole society, including gender diversity, disabled/ not disabled, sex orientations, rich or poor, higher education or not, young or old, women or men, especially. I met a lot of diverse people, so I really cherish the experience. Thank you.

Women's FGD participant, 2021

COGNITIVE SEPARATION

Whilst some individuals stated a belief that SWCTN was not inclusive, they subsequently went on to name one of the partner organisations as being successfully inclusive. This indicates a cognitive separation between the implementing partner, the individuals primarily engaged with, and SWCTN as a whole.

“For me, Watershed is working really hard and is really engaging individuals and communities and having a proper dialogue about pretty much everything.”
Anon. 2021

When questioned further, this individual named several programmes or events held by the partner organisation (but not connected to SWCTN) as being inclusive and participatory. They added that they had negative experiences of events hosted by SWCTN, and of the fellowship selection process. Significantly, the primary failing of SWCTN was directly connected to a perception of how decisions were made and how funding was allocated. This will be discussed in more depth later in this report.

AN EXCLUSIONARY APPROACH TO INCLUSION

Perhaps strangely, several individuals believed the emphasis placed on inclusion and the approach adopted to address inclusion was not inclusive in practice. Respondents reported being 'talked at' or 'told' to 'be inclusive'. Subsequently, some individuals arrived at the conclusion that rhetoric did not appear to match practice. The authenticity of the message was questioned because individuals seemed to talk about inclusion without modifying their own practices or behaviours.

“[Anon.] came and talked at us for fifteen minutes about the importance of being inclusive.”
Working-Class FGD participant, 2021

Furthermore, the absence of practical mechanisms to support inclusion, such as an induction which explained and explored the significance of the concept, is indicative of an approach that emphasises a utopian end goal without a holistic and practical plan for sustaining inclusion.

With one notable exception who was positively glowing about the approach adopted and inclusive outcomes, most participants typically expressed a belief (to a varying degree) that SWCTN was trying to be inclusive but had a way to go. Two or three individuals were repeatedly recognised, by different individuals, for taking appropriate and frequent actions to support inclusion and marginalised individuals.



Broadly, there was a belief that SWCTN had improved significantly in regard to inclusion throughout its implementation. The most significant discriminatory events appeared to emerge from the experiences of early cohorts. It appears where significant errors were recognised by SWCTN, issues were addressed and practice and policies were changed. However, the interviews and focus groups indicated that change frequently happened too late for those that were affected, and some significant issues were not reported.

TRUST

It is evident that throughout its implementation, SWCTN developed and enhanced its inclusive practice and strove to ensure the commissioning of a diverse cohort of fellows. Various participants noted a belief that the network improved its practice throughout the period of implementation. This is substantiated through the analysis of data which highlights that the majority of serious issues emerged from participants engaged in earlier cohorts.

OVERT ACTS OF DISCRIMINATION

Overt acts of discrimination might be considered rare, but they have not disappeared entirely. This inclusion review came across several examples of what the participants believed to be overt acts of discrimination. However, specific incidents cannot be cited as this would breach the confidentiality and anonymity of those involved.

Whilst the concept of discrimination is subjective and contested, the author is inclined to agree with the participant's interpretation of events. However, the SWCTN inclusion view was not designed to judge and interpret specific events. Furthermore, it is noted that only marginalised individuals were interviewed.

Whilst there are limits to the scope of this inquiry it is important to note the trauma and upset experienced due to the events that took place. Arguably, this trauma was compounded by a failure to immediately address such incidents. Even though there was evidence that action was taken, it was noted that in all incidents described individuals felt that they only received support from other marginalised 'allies', and that majority-individuals did not seem to know how to respond in the moment.

Responding to overt acts of discrimination repeatedly seemed to fall upon individuals who were also marginalised in some way. Several individuals recounted events where they felt obliged to step in because a facilitator or staff member did not respond or did not know how to respond appropriately.

When discrimination occurs in an overt manner, individuals who live through this experience can be left feeling unsupported and isolated. Overt acts of discrimination do not necessarily illicit action or support from colleagues. The phrase 'silence is violence' has been used to highlight how inaction can be considered a secondary form of harm. When individuals witnessing overt discrimination do not act, it can be viewed by some as though the actions are condoned by the majority.

When asked about overt acts of discrimination, it became apparent that the interpretation of events was highly subjective. What some believed be overt

discrimination seemed to go unnoticed by others. However, when individuals were asked to recount overt acts of discrimination, there were incidences where the same event was separately recalled by different individuals, denoting the significance of the event for those who we talked to.

Repeatedly the behaviour of men individuals defined by the participants as white men was flagged as problematic in group work scenarios, with some noting that the design and facilitation of the group work typically favoured those who spoke most loudly and dominated conversations. It should be noted that the gender and ethnic identity was defined by the participants and cannot be confirmed, and no reference was made to disability or sexuality. It is also noted that some incidents were never reported to SWCTN because participants did not know how to, or because they felt uncomfortable, or unsafe, doing so.

EMOTIONAL HARM AND DUTY OF CARE

It is apparent that when SWCTN was made aware of any issues pertaining to experiences of discrimination or inequality, they responded and aimed to address any harm that may have been caused. On occasion, participants noted that they were offered one-to-one support, additional mentoring, support from an individual with a similar identity, or in some cases access to counselling. These actions highlight that broadly speaking, the network believed that identity-based discrimination could be harmful and that they had a duty of care to those who experienced this. To protect the confidentiality and anonymity of those involved specific incidents cannot be explicitly cited. Whilst there was often gratitude and appreciation for the support received, there was also a general feeling that the was response was reactive rather than proactive or preventative.

POSITIVE EXAMPLES OF OVERT ACTS OF ALLYSHIP

Whilst overt acts of discrimination were rare, participants mentioned positive, overt acts of allyship undertaken by individuals who held positions of power.

INCLUSIVE INNOVATIONS

SWCTN's commitment to inclusion and aspiration to achieve diverse representation and equitable partnership undoubtedly led to some exciting innovations.

INNOVATION
Collaboration with MShed representing Black history
Supporting film and content creation following the death of George Floyd
Creating resources to learn about disability and the history of disabled individuals
Intersectional online accessibility
Inclusive robotics

ORGANISATIONAL CULTURE

When a partnership spans so many diverse organisations and individuals, it is difficult to identify and articulate the overall culture pertaining to inclusion; therein lies the first challenge. Whilst there were overt attempts to ensure an inclusive and equitable working culture within the SWCTN partnership, it is inevitable that some of the organisations would be predominantly influenced by the culture of their parent organisation. It is perhaps unreasonable to expect that any network initiative focused on inclusion could have countered the dominance of existing organisational and sector-wide cultures. However, a clearer understanding of the limitations of change and a more explicit articulation of the culture to be fostered in the network may have enabled an enclave of inclusion to emerge.

Whilst there was little consistency, a few factors repeatedly emerged, highlighting the emergence of what may be considered the foundation of a more inclusive organisational culture for the partnership.

LEARNING CULTURE

This inclusion review denotes a commitment to the development of a learning culture within the SWCTN partnership. Repeatedly, the initiative showed evidence of an ability to recognise failings and a desire to build on lessons learnt to create change. It is evident that staff members engaged in some emotional and personal learning to support a culture shift in the network. For achieving this, they are to be commended.

“I respected that candidity, that show of vulnerability, and that show of awkwardness. Actually, at times, the conversation got quite emotional.”
Anon. 2021

A LARGELY EXTERNALISED VIEW OF INCLUSION

Overall, it seems diversity was recognised as potentially beneficial to work. The benefits of diversity seem to have been externalised. Diversity is seen as something for others to embrace but is not necessarily embraced by the internal systems of partner organisations. For example, in the interviews and in the focus group discussions a great deal of attention and thought went into ensuring that the selection process was inclusive and awardees were diverse. However, the university partners in particular had not appeared to consider their own recruitment processes or staff diversity.

HIDDEN POWER

APPLICATION AND SELECTION PROCESS

It is evident that SWCTN put substantive work into considering the inclusive nature of its application and selection process. Equality data was captured at the point of application and efforts were made to ensure that fellowships were advertised in an inclusive manner to a range of stakeholders. Attempts were made to 'reach out' to communities and marginalised individuals and events were held to facilitate a space where opportunities could be discussed, and questions asked.

The manner in which opportunities were advertised and communicated was reported as off-putting and unclear. Some noted a dislike towards the amount of jargon and sector-specific terminology utilised. Several individuals noted that events intended to encourage applications had the reverse impact due to the language used, the lack of diversity amongst those speaking, delivering and attending events, location, facilitation style and the time investment required to attend the event, which was seen as an additional burden for those requiring time off work for childcare.

When asked about the application process many individuals stated that they would not have applied if it was not for the support of a specific individual who encouraged them. It appears great effort was made by certain individuals to support some to be successful in their applications. Whilst this highlights a commitment to inclusion and supporting marginalised individuals to acquire funding on an individual basis, it also indicates an application system which is not accessible to those without support or an established relationship with the organisation.

"I felt like I got a lot support with my application, but that was because I knew people. I am, and I was, aware of the fact that I was in that previous position because I know people directly. The programme was quite overwhelming, that put me off. But through repeated encouragement I engaged with it. I got chatting to them after they gave a presentation about a call for automation. [They] encouraged me to go for it that time, and I was. I didn't know, really, what automation was.

Anon. 2021

All but one of the individuals we spoke to had an established relationship with someone who was connected already to SWCTN. There was no evidence in focus groups - that anyone obtained funding without a personal relationship in place. The only person we spoke to who did not have support also did not receive funding for the fellowship.

Several individuals gave positive feedback regarding the interview process and the diversity of the panels they encountered. After their time as a fellow some went on to join selection panels, highlighting the importance and good practice of paying all of those involved for their time in a reasonable manner.

"I enjoyed the interview and came home feeling really high. At the start of the interview, they tried to make me less nervous. I felt they were supportive, they were like, no, you've done the best you can, what you've done is great.

Anon. 2021

During the initial interviews the effort put into encouraging selection panels to be inclusive became apparent. Panel members were given guidance about inclusive selection and paid for their participation. It appears that effort was made to also ensure that there was diverse representation amongst the panel members.

The process of selection has evidently improved throughout the implementation of SWCTN. With such a small sample, it is difficult to ascertain whether there was some inconsistency of approach. As noted previously, there is some discrepancy within the representation of the fellows. It is likely that this evolved from the initial stages of engagement and wider structural issues, rather than the process of panel selection which appears well considered and well implemented.

FACILITATION, EVENT MANAGEMENT AND GROUPWORK

FACILITATION

Several individuals noted their dislike of being frequently asked to describe their identity:

"What I found difficult was having to describe myself when we were presenting. I didn't want to say my age, or say what I look like."

Anon. 2021

Facilitators of any event should have adequate knowledge and training about how to safely facilitate discussions of identity. Such conversations should always be optional, and the purpose of asking about identity made clear. Establishing boundaries for the conversation, noting equality principles and values, ground rules for the discussion, carrying out trust building activities, and/or having a more general discussion about identity prior to asking might help individuals make an informed decision about if and how to disclose their identity.

Without a discussion that facilitates the creation of practical and realistic mechanisms to work inclusively, it may be impossible to identify approaches that may not work or the reservations of those involved. It appears a common understanding and shared commitment may have been assumed and dictated, rather than nurtured and co-created. This approach sends out a message that the organisation is not always listening and that individuals cannot speak honestly about their lack of knowledge, differential priorities or approaches to inclusion. Organisations cannot assume that inclusive approaches will be

accessible to all. For example, one individual noted that whilst discussing identity might aid inclusive practices for some, diving straight in to a discussion about gender identity and pronouns may be challenging for those experiencing anxiety, PTSD, or for those with hidden characteristics. They stated:

"There's lots of other things that you can do; you could potentially rule people out by asking about their identity. I have PTSD and I don't like presenting. I don't like having to describe myself, and I wouldn't apply for a lot of things if I had to.

Anon. 2021

GROUPWORK

Whilst training or development activities were supported to encourage participants to reflect on their work, less attention was paid to how peers might work together, or to support individuals on their own personal journeys.

Arguably, the majority of problematic issues that emerged occurred during groupwork sessions. Specific incidences cannot be discussed in this report as it might lead to a breach of confidentiality. But it is noted that many participants expressed a belief that the groupwork sessions were planned and facilitated in a manner that benefitted confident, neuroatypical men. Some disabled individuals in particular felt that diversity and accessibility had not been appropriately considered in the design of activities:

"I think many people that are neurodiverse suffer from anxiety, some of those types of activities were quite challenging as there wasn't an opportunity to walk out, really, or they didn't know how. There was a lot of peer pressure to do those activities. Like, a lot.

Anon. 2021

Communication between peers was typically not facilitated or moderated. Without this, some individuals felt that white, heterosexual, non-disabled men were dominating group work and sometimes acting in a discriminatory manner that went unchecked. Many of the incidents disclosed were not formally reported to SWCTN as individuals felt unsafe or unable to do so. It is important that the report records an apparent absence of safeguarding and risk assessment for potential harm caused to marginalised individuals.

“Occasionally I’d speak, but generally it just didn’t seem to go down very well. I would talk and I’d kind of spoil it, ‘cause everybody was having a nice time together about their cleverness. [...] I need to ask simple questions, and basically get back in my box, so I said, now I’m demonstrating asking stupid questions which I know the answers to, because they want me to be smaller.”

Anon. 2021

All participants noted that events paid attention to the subject of inclusion. However, it appears that the approach to inclusion was viewed by SWCTN as an externalised problem ‘out there’ only applicable to fellows out in the wider world, rather than an issue that needed to be addressed internally at the level of the organisation.

POWER AND SPACE

When considering participation and inclusion, we need to examine how power relates to space (Gaventa, 2006a). In understanding organisations, we need to look at the environments in which power manifests, whether spaces of power are accessible or exclusionary, how people gain access to spaces of power, and who makes the rules of participation, based on what assumptions.

Luttrell notes that ‘decision making takes place in a variety of arenas or “spaces”. Distinguishing between different spaces helps identify entry points for change’ (2007). Space can be conceptualised as closed spaces which are controlled by a powerful individual or group; invited spaces where participation is facilitated for less powerful actors within defined parameters; and claimed spaces where less powerful actors have the chance to develop their agendas and create solidarity without too much control from power-holders (Gaventa, 2006b).

During the inquiry several individuals noted that they did not feel comfortable in the spaces created:

“Even in that space I felt slightly, you know, is this for me? Does this really fit me? I don’t really understand what everyone’s talking about in those kind of things.”

Anon. 2021

It appears that several events were specifically held outside of academic institutions in an attempt to make them more inclusive. However, it was noted that organisers might not have been aware of how venues

such as Watershed might be perceived as exclusionary, white, middle-class spaces by some.

“These things all happen at the Watershed. All roads lead back to the Watershed. [In different community locations] you get very different conversations, you get slightly different push back. I think it just be very different [sic]. What do you think about what message could be conveyed to other people, if they were using more community resource [sic]? [...] They are actively recruiting different people that would feel more comfortable in some of those different spaces.”

Anon. 2021

In some cases, the event spaces used were viewed as exclusionary; a mechanism for some organisations to hold power. Locations such as the Watershed were seen as elitist, with participants specifying that more events should be held within marginalised communities, for example, Black-led community organisations in particular areas in Bristol.

COMMUNICATION AND LANGUAGE DURING EVENTS

Language utilised in events and activities were frequently referred to as problematic because of the use of jargon and insider terminology:

“Coming into that space where it feels like everyone knows each other even though they don’t know they’re talking these languages, that some people may or may not understand. Yeah, I mean already, it feels like a very exclusive.”

Anon. 2021

To address the inaccessibility of language, facilitators, staff and presenters could opt to be given advice and training on terminology and delivering presentations in a clear and accessible way. However, the real underlying issue may have been a concern over hidden networks identified through the presence of a common language and jargon. Individuals may have felt as if they were outsiders, not because of the use of language, but because the language indicates the reality that they are outsiders. Repeatedly, participants noted that everyone seemed to know each other already, and that this made things appear inaccessible to anyone existing outside of these circles of familiarity:

“It did feel a bit weird to think that we’re all there on an even playing field, but then actually, no, they’ve got history; they’ve worked on things before and they’ve done things before, and so that felt a little bit awkward. I think there can be a sense that if you’re not already in those circles, then you are missing out on some of those kinds of conversations.”

Anon. 2021

Another point to note is that some participants indicated that the language utilised by SWCTN was seen as very ‘one directional’, using a tone that was perceived as positioning SWCTN in a position of power and authority over others.

ACCESSIBILITY AND ACCESSING SUPPORT

ACCESSIBILITY OF EVENTS

For those who had particular accessibility needs, there appeared to be limited possibilities offered. It was noted that physical and dietary requirements were consistently considered, but it appears that accessibility in relation to faith, care responsibilities, or neurodiversity was more ad-hoc and dependent upon request.

“They always offered accessibility options, that was well covered.”

Anon. 2021

Accessibility practices, such as providing closed captions and transcripts as standard on virtual events, ensuring that all events are held in accessible locations, offering halal and vegan options at events as standard, and providing a space for prayer or to shelter from sensory overload, can take the burden of disclosure away from marginalised individuals and improve the overall experience for many involved. Aside from standardised questioning about accessibility needs prior to events and meetings, adjustments were not offered. It was suggested that a more proactive approach to offering adjustments and support for events and training might reduce the burden of responsibility for marginalised individuals to ask, and therefore might enhance inclusion and accessibility for all.

RESPONDING TO EMERGENT ISSUES

Participants repeatedly commended the way that SWCTN partners demonstrated concern for emergent issues and how the actions of staff members appeared meaningful and genuine.

Issues pertaining to access align with a reoccurring pattern: that SWCTN responded well overall to emergent issues, but lacked forethought that could have potentially anticipated, prepared for or mitigated barriers to inclusion. The lack of anticipation meant that support was ad hoc, dependent upon individual relationships and participants having the confidence and ability to ask for support.

The degree to which responses took place to mitigate the problem, however, seemed highly variable, with the creative organisations almost always leading the way with the actions taken. It was also recognised that support for those who raised issues often came too late for it to be useful to address their individual issues.

SWCTN’s response to emerging issues is covered further in the following section.

REQUESTING ACCESSIBILITY

Some individuals noted that they were reluctant to ask for the support they needed or did not know what they could ask for. One participant noted that more could have been done to help improve how accessible events were to them, but they felt that they could not ask for adaptations because they had not been formally assessed as a person who was neuroatypical/disabled.

When people of marginalised identities access support, biases stemming from wider systemic issues are at play. Research on race and disability is scarce, however Shawn Anthony Robinson asserts that cultural bias and a lack of culturally appropriate assessment tools has led to a substantive underdiagnosis of dyslexia in individuals who belong to Black and minority ethnic communities (2013). Therefore, if support and modification of delivery is only available to those who are recognised as neuroatypical, then this is likely to inhibit BAME individuals from accessing the support they need.

COMPLEXITY AND ORGANISATIONAL ADAPTIVITY

This report has frequently highlighted the complex nature of identity, experience, and inclusion. During the implementation phase of SWCTN, the existing complexity of these issues was compounded with the complexity involved when a network of organisations work to implement a collaborative and innovative project during a dynamic and unprecedented period of societal change.

The lack of clarity regarding expectations was viewed as beneficial to many as it fostered an environment where risk taking was encouraged and creativity was nurtured. It was viewed that this flexibility allowed individuals to work in a manner which was meaningful, and which supported different ways of thinking and different ways of knowing.

However, some expressed that the opportunity to work in this way was not typical, and that more privileged individuals seemed more comfortable with the lack of structure involved in this way of working. They expressed they didn't know what was okay or not okay and were fearful to ask, particularly when others seemed comparatively more confident. The fear and anxiety that came from this unknown was significant for many. It caused them to hold back on spending the funds because they found it difficult to believe that the financial support they were receiving was secure:

“I bet they're gonna take it back again- so I'm just not going to spend it because that just isn't a thing.”
Anon. 2021

It was noted that some neuro-atypical individuals, particularly those with anxiety or forms of autism, found the lack of structure and objectives challenging and ableist in design.

RESPONSE TO THE COVID-19 PANDEMIC

As the COVID-19 pandemic emerged in 2020, SWCTN radically and rapidly changed its way of working. Despite the unprecedented nature of the crisis, SWCTN responded in a manner that demonstrated care and compassion for all those

involved. Working practices were changed and support was offered:

“There were regular emails offering counselling services. That was nice to know; that was in the background, and I could take that up.”
Anon. 2021

The COVID-19 pandemic unsurprisingly and negatively impacted many of those interviewed. Specifically, women with childcare responsibilities highlighted that the initial impact of the crisis was challenging as they wanted to participate but struggled to do this from home. Although it appears that systems were put in place to support individuals with childcare responsibilities, this took some time.

Furthermore, whilst it was made clear that individuals did not have to attend if they had childcare responsibilities, this left some feeling like their needs were not properly addressed initially. Some wanted to contribute, so being advised they did not have to was not necessarily viewed as an appropriate solution. Many, however, did recognise the exceptional context of the challenges presented, and that SWCTN staff members appeared to be doing what they could to support those involved, whilst also being affected by the pandemic themselves.

The flipside of the pandemic was that new and creative ways of working led many to believe that such innovations were more inclusive than work practices that existed previously. The need to respond to crisis seemed to improve the consideration given to inclusion.

Summer 2020 was also a period when many, especially those racialised as white, became more critically aware of the structural racism faced by BAME folk. The murders of George Floyd and Breonna Taylor were significant for many Black individuals who found themselves prompted to talk more openly about the discrimination they faced in more honest ways. When the Black Lives Matter movement was raised with participants, it was noted that SWCTN acted in a particularly sensitive way in their response. Individuals felt supported but not overwhelmed by SWCTN's support and engagement: a challenge that many organisations did not respond to with the same level of care.

BARRIERS AND RESISTANCE

Adaptive processes are difficult to achieve, especially when working with large, inflexible organisations such as universities. Whilst there is evidence of adaptivity, multiple incidents of inflexibility and rigidity were also highlighted:

“I really could not attend the, none of us could attend the showcase, which we're really looking forward to. [...] So I said to the board, now please can you change the dates. Can we work out some better dates, and they just really didn't want to budge on that.”
Anon. 2021

NEW OPPORTUNITIES

It was noted previously that SWCTN typically maintained relationships and continued to work with individuals whom they were familiar with. Whilst this approach may exclude new talent or those without established relationships, it is also inclusive in that many individuals felt supported beyond the life of their initial fellowship.

PROCUREMENT AND COMPENSATION PROCESSES

FELLOWSHIP APPLICATION

The fellows were compensated by SWCTN and the value of their time was recognised. Several individuals noted that a general lack of awareness and confidence at the time of application led them to under-value their time. Later, many respondents had the impression that they were being paid significantly less than those of other identity groups, noting that white men in particular seemed to be confident at valuing their work and time in comparison to themselves.

Several individuals noted that they lacked guidance on how to calculate and recognise the value of their time during the application process. It was noted that marginalised individuals typically tried to stretch the budget further and valued their time less. At later stages, many became aware of how much more work they were doing in comparison to others. Individuals lacking

in confidence reported that, in hindsight, they did an excessive amount of work and valued their time too little.

UNPAID LABOUR

Several individuals noted that they were asked by peers or SWCTN staff members to take on additional unpaid responsibilities. Notably marginalised individuals were asked to educate their peers in regard to equality issues and personal experiences of discrimination. Some individuals noted that when they declined to take on this work, they received hostility and aggressive responses from those who had asked. The participants felt that asking marginalised individuals who already encountered discrimination to educate others in this way was inappropriate and exploitative.

As time went on and issues emerged, it became clear that certain partner organisations shifted in their approach to unpaid labour and explicitly committed to paying marginalised individuals fairly for their time and knowledge.

“They [Watershed] have been doing quite a lot, and even for this activity they were willing to pay people and compensate them for their time, which I think shows a shift in appreciating lived experience.”
Anon. 2021

PROCUREMENT

A concern was also raised regarding what was perceived as exclusionary and discriminatory research funding allocation. In one incidence it was noted that there was no opportunity for a marginalised individual with local connections, lived experience and expertise acquired with the partner academic institution during their SWCTN fellowship to apply for available funding. Instead, funding was allocated without tender to someone who was known to the academic partner.

“They didn't put the opportunity at tender properly. They didn't involve us in any sort of way. They just stormed over.”
Anon. 2021

PAYMENT PROCESSES

During the recruitment process, it is evident that attempts were made to communicate the

fellowships more effectively through a series of engagement events. However, some felt that these events were harmful and exploitative as the time and cost burden involved in engagement was viewed as excessive for an opportunity that might never come to pass. Several individuals noted significant challenges in the payment processes. It appears that the academic institutions in particular were slow and inflexible in their payment mechanisms. Individuals noted how delays in getting payment caused hardship and stress.

It was also noted that compensation processes that required individuals to spend and reclaim the funds were inaccessible and even traumatising:

“Some of it was, like, we’re giving you a bit extra as well, but that was also after the fact and not necessarily at the forefront of how they were going to cover the extra workshops. They weren’t paying for accommodation in advance. They left it down to you.”
Anon. 2021

Participants reported that they felt SWCTN staff and partner organisations might not have understood how important the payments were to marginalised individuals. There were several occasions where it was noted that individuals appeared to expediate payments. However, it appears that there was no consistent system to manage delays to payments. Arguably, support depended upon personal relationships and chance encounters.

KNOWLEDGE

TYPES OF KNOWLEDGE

They say that knowledge is power. Arguably, one way in which Britain obtained colonial power was to define what type of knowledge was valued and what knowledge was not valued. During the colonial period, there are countless examples of the intentional destruction and devaluing of knowledge. Europe positioned itself as the teacher of the world, and Africa was positioned as the student (Thiong’o, 1986). Frantz Fanon argued that a Black man’s ‘customs and the sources on which they were based, were wiped out because they were in conflict with a civilization that he did not know and that imposed itself on him’ (Ndlovu-Gatsheni, 2018). This erasure of the past and denial of existing knowledge led to what Ndlovu-Gatsheni refers to as a ‘blank slate

mindset’. Blank-slate thinking asserts the need to detach current knowledge from an understanding of historic events. For example, it is argued that there is frequent ‘collective amnesia’ and a wilful ignorance towards the colonial past, and how events of the past impact marginalised individuals today.

The ‘blank slate mindset’ means that there is a disconnection between recently created knowledge and knowledge that has existed previously. Frequently, ideas are presented as new and prior scholarship (particularly that originating from Black and majority world scholars) is disregarded. To address blank slate thinking and the Western dominance of knowledge, historic relevance and non-Western authors have been purposely brought into the discussion of this inclusion review.

Participants of the data fellowship spoke highly of their training on inclusion and how their understanding of bias and data ethics had been enhanced by the training and advice they had received.

Whilst there was evidence of expertise in the inclusivity of work with data, it appears there was not much work undertaken to examine the nature of knowledge, or how different types of knowledge might be valued less, particularly by academics. As this issue was not discussed or explored, tensions began to arise in regard to what was valued by different stakeholders. One participant noted their frustration as they felt that different ways of creating knowledge were not valued or understood by some involved:

“I’m thinking about data, I’m thinking about inclusive data, about poetic data, and thinking about how we do things in a person-centred way.”
Women’s FGD Participant, 2021

There seemed, however, to be less of a critical reflection upon qualitative, creative and/or participatory methodologies, inferring a flawed assumption that these approaches are inherently inclusive and do not require the same degree of examination.

In recent years many academic institutions have embarked upon a process of decolonisation. Decolonial work on research methodologies and knowledge construction represents a huge body

of work and various theories constructed over generations, by a huge array of scholars across the globe.

Arguably, to be genuinely inclusive the partnership would need to critically examine how knowledge is conceptualised in its work and how these concepts of knowledge are informed by the historic marginalisation of African, indigenous and Global South communities. Whilst there was some evidence of SWCTN critically examining the importance of identity within its methodology training to fellows, the contents of this training was not made available for review.

GAPS IN KNOWLEDGE

The small number of individuals of staff members involved in SWCTN, and the complication of working across six different organisations, meant that it was not possible to collate or analyse data pertaining to gender pay gap inequality. However, some individuals expressed a suspicion that there would be an identity-based discrepancy between the pay of individuals doing incomparable work. Regardless of whether there is a gender and ethnicity pay gap, uncertainty caused mistrust and this inhibits the possibility of inclusive practice. An estimated 51.0% of the population reported their religion as Christian, making them the most prevalent religious group in England and Wales. The next most common response in 2019 was no religion (38.4%), Muslim (5.7%) and Hindu (1.7%) (Office for National Statistics, 2020). Whilst faith is defined as a protected characteristic in UK law, there was no data available to assess the representation of different faith groups. This constitutes a gap in knowledge that can inhibit inclusive practice.

DISCLOSURE

When considering identity, it is important to note the difference between a claimed identity, whereby individuals embrace and choose to publicly identify with a group or identity type; a hidden identity, whereby individuals may personally identify with a specific identity but choose not to publicly disclose this; and a perceived identity, whereby an individual is labelled by society, an organisation or individual, but the individual does not identify or wish to be associated with that label.

Whilst some identities pertaining to race, disability or gender might be perceived as visible identities as they are commonly associated with visible physical differences, other aspects of identity are typically more subjective and regarded as invisible or ambiguous identities. It is important to note that whether an identity is perceived as obvious or ambiguous will vary greatly between individuals. It is exceptionally difficult to research the extent of non-disclosure. However, it is likely that individuals with invisible or ambiguous identities may more frequently hide dimensions of their identity. A 2018 report by Stonewall stated:

“Three in ten bi[sexual] men (30 per cent) and almost one in ten bi[sexual] women (8 per cent), say they cannot be open about their sexual orientation with any of their friends, compared to two per cent of gay men and one per cent of lesbians.”
Gooch and Bachmann, 2018

There are a plethora of reasons why individuals may not choose to disclose certain aspects of their identity. Sometimes individuals chose not to disclose identity because they fear harm or discrimination will ensue if they do. The same study by Stonewall also noted that almost one in five LGBT staff (18%) have been the target of negative comments or conduct from work colleagues, and one in five LGBT people (18%) who were looking for work said they were discriminated against because of their identity while trying to get a job (Gooch and Bachmann, 2018).

Disclosure of identity does not always pertain to fear or anxiety. The topic can be confusing and emotional for many individuals. Arguably, all identities are social constructions; this is evident by the way that concepts of identity vary over time and from country to country. For example, due to differences in legal systems and historic events such as segregation, the US has a typically more binary concept of race that is predominantly informed by skin colour. In comparison, the UK conceptualises race in a much broader manner as is evident by the Equality Act (2010) that states that race includes – (a) colour; (b) nationality; (c) ethnic or national origins.

Choosing how to identify can be a complex and emotionally loaded decision, particularly for those who are racially ambiguous, those who are perceived not to fit clearly into socially constructed

norms of gender identity, those who are uncertain about their faith or sexual identity, and those with non-visible or newly acquired disabilities.

As such, when asked about identity, some may not have decided how they choose to identify in a specific context.

During the inquiry, several respondents noted that disclosure of their identity was not viewed as optional or discretionary. This was mentioned in reference to facilitated activities and mechanisms of acquiring support. Whilst recognising identity can help communication and understanding, it might also cause individuals anxiety and discomfort if they are uncertain about how to define their own identity, or when individuals are in a new environment and might not yet trust that it is safe to disclose their identity.

INCLUSIVE RESEARCH

There appears to be a concerning and unequal relationship in the research process and creation of knowledge in SWCTN that should be explored and addressed. It was noted that certain individuals utilised phraseology which indicated an unequal power balance between academics and non-academics; for example the phrase ‘they used my work’ was used. Furthermore, it was reported that academics and universities had utilised data without consent. On one occasion it was reported that an individual explicitly stated that they did not want an academic institution to reference their work, but later found out that the academic partner had been citing their organisation as a supporter and contributor to work that they had not been involved in.

Further investigation and discussion is needed to establish whether the research conducted was genuinely collaborative and/ or co-created (it appears not, but data is limited and assessment on this issue is dependent upon interpretation of these terms, and specific definitions of methodological approaches).

CONSIDERATION OF INTERSECTIONALITY

People are complex, and many individuals are impacted by more than one form of identity-based discrimination. Yet studies of class, gender, and racial inequalities in organisations rarely explore the complex way in which identities interact.

“There is no such thing as a single-issue struggle because we do not live single issue lives.
Lorde, 1984

‘Intersectionality’ is an idea which is used to explore how power and inequality interact across identities. Intersectionality can be used to explore how race, sex, class, disability, sexuality, gender identity, faith, nationality and other forms of identity interact with each other. Crenshaw (1991) built on the work of other scholars to first coin the term in 1989 and defining it was ‘a way of understanding and analysing complexity in the world, complexity in people, and complexity in human experiences’. Rather than adding together general ideas of racism or sexism to find out what happens when you encounter both, Crenshaw believes that the experience of Black women is distinctive from the experience of white women and Black men. Furthermore, she argues that the cumulative effect of discrimination accounts to more than the sum of its parts: ‘injustice-squared’ as she refers to it. Therefore, she believes that the experience of Black women should be afforded independent consideration.

Whilst intersectionality needs to be recognised and explored, there is a danger of falling into hierarchical labelling that can in itself become ultimately fragment identity and potentially become destructive. Intersectionality helps us to recognise common experience and points of interest.

However, it should not be used to oversimplify the complex interaction or identities; pertaining to the interaction between individuals with different identities, and how experiences of an individual changes in light of the multiple identities they may hold.

SWCTN’s ability to listen and to be responsive meant that individual identities and the complexity of lived experience was not ignored. The events of 2020 also brought attention to the racialised dimensions of many individuals’ work, specifically those who work on gender issues and disability.

For individuals involved in SWCTN, this led to new innovation and a consideration of intersectional identities that had not been present previously.

”

ACCOUNTABILITY

Accountability refers to how responsible action can be defined, measured and ensured. Whilst often conceptualised in terms of financial accountability to powerful stakeholders, accountability can be more broadly defined to include being held to account for ethical and inclusive practice to a wide range of actors. Arguably, when power is equal there should be two-directional accountability between organisations, their peers, staff and beneficiaries (Adelaine, 2016).

When exploring accountability, it is important to question what is regarded as responsible action, who gets to define what qualifies as ‘responsible’, who is accounted to whom, and how they may be held to account. Power imbalances can often be identified by examining accountability as it is normal for organisations to only be held to account by those who are regarded as more powerful.

ACCOUNTABILITY TO THE FUNDERS

As mentioned previously in this report (see p.24), when asked who the most influential power holder was, several individuals noted the power and influence held by the funders. Whilst there was a perception or belief that the funders were powerful, most could not name who SWCTN was funded by. A genuinely inclusive and power-equal approach would require the funder to be engaged in a meaningful two-way relationship involving dialogue and reciprocal accountability.

“

The balance of power is ultimately with them as they’re giving you money and you’re trying to pitch your business.”
Anon. 2021

ACCOUNTABILITY TO FELLOWS, PARTICIPANTS AND BENEFICIARIES

In particular, some of the of the participants felt that there was a lack of transparency and accountability regarding how funds were spent. They stated that some of the choices seemed unnecessary or ‘vulgar’ at a time when they and their communities were struggling. Whilst rules were not broken, some criticised the choices made by more privileged individuals who they felt did not value money in the same way that they did. They felt that there was no mechanism to challenge such choices, or to change ways of working:

“I was completely against what they were doing and how they are approaching, and they knew that and but still used our name.
Anon. 2021

”

ACCOUNTABILITY MECHANISMS

SWCTN documents note that the Production Team, Knowledge Exchange Team and Finance Team leads are responsible for continuously monitoring delivery over the lifetime of the project and preparing written reports (using a template) for each reporting period in advance of executive team meetings. These will be used as part of the regular reporting back to the steering board and Research England.

Many individuals noted was that there were not excessive demands made upon them to be accountable to their expenditure. This was considered inclusive and beneficial. This funding was compared to offers grant individuals had received where the demands of reporting were viewed as excessive, and as an expression of power and dominance from the funder to the beneficiary. In comparison, SWCTN’s approach was viewed as demonstrating trust and a more equal power relationship.

However, participants noted that accountability was one-way, as none of the partners appeared to be held to account for their actions or failings. There were incidences where decisions were made by senior leaders or board members that were deemed to be the ‘wrong’ decisions, but the participants felt there was no mechanism to challenge certain individuals or to hold them to account for their choices. Some individuals were viewed as untouchable and unaccountable, which eroded the potential for inclusive practice.

ACADEMIC PARTNERSHIP

Many of the issues discussed in this report involve SWCTN’s academic partners. However, as the academic partners were repeatedly mentioned in regard to challenges encountered, it seems necessary to explore the relationship with academic institutions further. It is important to highlight that that this section has been created to further understand and identify levers for change; it has not been created for the purpose of laying blame with any institute or individual.

INCLUSION AND ACADEMIA

There was little diversity among academic staff members. Due to this, questions arose regarding the inclusivity of the processes adopted by the academic partners and the impact that this may have had upon the SWCTN partnership. It does not appear that the process of academic recruitment was transparent or inclusive. It depended upon a system and process that replicated and amplified existing inequalities in higher education, rather than challenging inequality.

Broader tendencies to depend upon known relationships that played out in the creation of SWCTN also seem evident in the relationships between academic staff members. The failure for academic institutions to examine their own practices appears to have led to them being viewed as the ‘weak link’ for inclusion.

INCLUSION IN RESEARCH

It was noted that the academic partners in particular tended to consider inclusion in an external manner. Until this review was undertaken, it appeared that the academic partners had not considered the processes and systems that resulted in a lack of diversity among academic staff members.

The issues experienced by the academic partners require further investigation and cannot be fully covered in the scope of this report, but it is noted that SWCTN’s process of attaining funding and employing staff is representative of the ‘normal way of doing things’ which maintains inequality in the research sector.

In response to a Freedom of Information Request, Dr. Adelaïne was informed by UKRI that in 2019/2020 the UK’s largest funder awarded £1,684,402,000 to 2,715 individuals to act as Principal Investigators (PIs) leading research projects. Only twenty-five PIs identified as Black. White individuals applied for a total of £4,181,906,000, and they received a total award value of £1,334,183,000, giving an award success rate of 32%. Black individuals applied for £88,762,000 and received a total award value of £7,256,000, giving an award success rate of just 8%. Over £244 million was awarded to research fellows. 1,525 individuals who identified

as white were awarded a total of £190,509,000. There were less than five Black fellows (to ensure confidentiality the total amount awarded to Black individuals has been withheld).

The total number of Black Principal Investigators has risen from ten in 2018/2019 to twenty-five in 2019/2020. However, the total percentage awarded to Black PIs only rose to 0.43% from 0.40%. The overall percentage has barely changed; the amount is simply being shared amongst more people.

Many scholars and researchers have been exploring why funding allocation appears racially biased and how to create change for some time. Yet often their research is undervalued and made invisible. In 2020, ten Black women wrote an open letter to UKRI highlighting inequity in the UK research and higher education sector (Adelaïne et al., 2020). It was signed by nearly 3,000 people in support. It took more than a year to receive a public response to the open letter (Adelaïne et al., 2020).

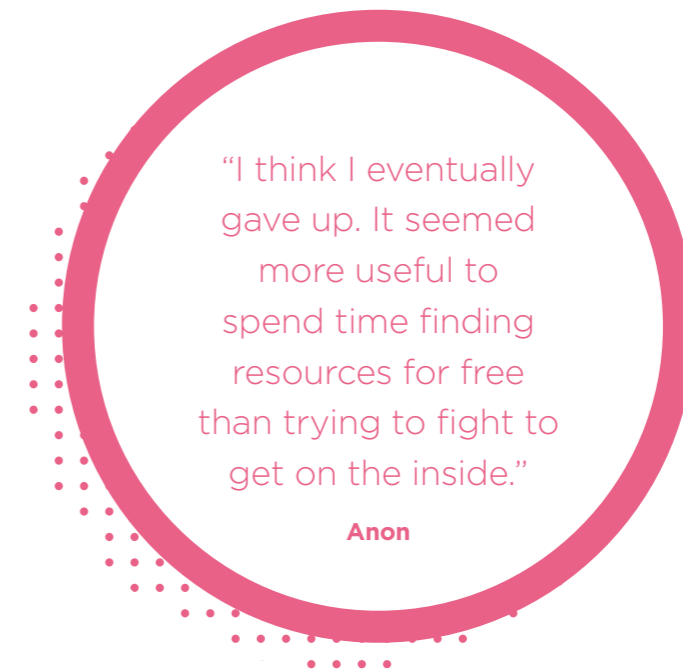
INCLUSION IN THE PARTNER ACADEMIC ORGANISATIONS

An attempt was made to explore the approach to inclusion adopted by each of the academic partners.

Due to the inconsistency of the data available, attempts to assess the academic partners were abandoned. However, this is a finding in its own right, as it brings in to question how a network partnership can work in a consistent and inclusive manner across diverse organisations when the organisations vary in approach in regard to how inclusion is captured and considered.

PERCEPTIONS OF POWER AND PRACTICE

All participants viewed the academic partners as generally less inclusive than the creative partners. Watershed and Kaleider were repeatedly referred to as being more inclusive than the academic partners. Typically, they were viewed as the partners who were pushing forward the inclusion agenda and who were creating practical mechanisms to ensure inclusive practice:



Kaleider is a similar organization who seems to be really doing the work. [...] They’re still not perfect. They’ve still got work to do, but I can see genuine effort and progress.”

Anon. 2021

However, this representation of the academic partners should be understood with caution because conceptual bias and bracketing may have influenced this perception. Further investigation would be required to substantiate this claim.

This report has explored the concept of conceptual bracketing. When reflecting upon participant statements regarding their experience with academics and academic institutions, it was sometimes difficult to assess the events that occurred and the stakeholders involved.

Academic staff members were commended for good practice on inclusion, but interestingly, there seemed to be a cognitive separation between these individuals and the university they worked for. They were typically viewed as an ‘outsider within’, someone who was effectively in conflict with the university to support inclusion, rather than an individual who representing an institution that supports inclusion on the whole.

The actual difference between partner organisations might not have been portrayed accurately, but the consistent articulation of the belief that the academic partners were less inclusive may highlight issues with trust, representation, and the perception of academics and academia more generally, as well as issues with the academic partners’ relationship development. There is still cause for concern, but the underlying issues are not yet clear.

ACADEMIC PROCESSES AND SYSTEMS

Two individuals noted that whilst technically they had access to the university resources for the delivery of their work, slow administrative systems made accessing resources impossible:

“I sought help from [named partner organisation] and had a nice chat with someone, but I struggled to reach their knowledge coordinator.”

Anon. 2021

One individual gave up trying to access library and journal resources entirely, and another individual gave up on accessing film and recording equipment, instead utilising their relationship with a creative partner who was viewed as more accessible and responsive to communication:

“I think I eventually gave up. It seemed more useful to spend time finding resources for free than trying to fight to get on the inside.”

Anon. 2021

INVISIBLE POWER

UNDERSTANDING

To reiterate, several individuals noted that they felt expected to explain issues around their identity or their lived experience, and that this could be uncomfortable. Some wished attention was not consistently drawn to their identity, whilst others found value in bringing their identity into their work and conversations.

Approaches to this varied; those with both lived experience and professional expertise expressed that they enjoyed the opportunity to discuss identity and associated issues.

It was noted by participants that a desire to combat discrimination led to identity usually being discussed in relation to challenges and issues. Arguably, this approach was counterproductive as it supported the perpetuation of stereotypes pertaining to perceptions of vulnerability or capacity.

Some disabled participants did not feel as though the advantage of physical or cognitive difference was recognised at all. One individual highlighted that this was a missed opportunity as increasingly neurodiversity is recognised for its potential advantage in the technology and creative sectors.

Perceptions of identity relate directly to interpersonal relationships in the workplace. Blanchet-Cohen argues, for example, that physically disabled adults reported that nondisabled people treat them like children or exclude them from some socialization activities (2006).

LIVED EXPERIENCE AND EXPERTISE

Lived experience of being a marginalised person is often conflated with having expertise regarding inclusion. Arguably, lived experience and expertise are different types of knowledge, and both are valuable in their own right. Expecting those with lived experience to be experts in the causes and solutions to their own discrimination places an unfair burden upon individuals who may themselves be struggling to understand and address their own experience.

Furthermore, those with marginalised identities should be able to choose their areas of interest as others would. They may not be interested in talking about issues pertaining to their experience, but they may also be aware of the potential risks and emotional trauma that might accompany such discussions. One participant stated:

“I don’t want to only talk about Black issues or diversity [and] inclusion. I want to be there to talk about [the] whole agenda, not just talk about the Black thing. I don’t feel like I’m particularly an expert in diversity and inclusion anyway. Yeah, I mean, it’s not something I’ve ever studied.”

Anon. 2021

Other individuals felt that their identity led participants in SWCTN (staff and fellows) to devalue their expertise in inclusion and dismiss it as purely experiential. One participant noted that they were requested to share their professional expertise on inclusion for free. When they requested payment for their work, conflict emerged, causing harm to them and marginalising them further within the cohort:

“We know that we want organisations to reach out to people with expertise and knowledge in those areas. They should be, obviously, paid for that time.”

Anon. 2021

INCLUSIVE PRACTICE

Inclusive practice is a term which refers to the skills and expertise required to transform aspirations of achieving inclusion into a practical reality. Overall, there was an overwhelming recognition that SWCTN was explicitly committed to inclusion. However, repeatedly it was noted that individuals did not know how to address barriers to inclusion and the practical realities of this:

“When they are then trying to put these things into practice, reaching out for the treatment of new fellows, or industry partners, and these kind of things. I’m not sure how well that actually played out in practice. Maybe hence why we’re having this conversation today; that still [we have] these kind of

gaps in some of those practices. I know the intention’s there. Leaders of these different organisations and you know, white leaders, also need to grasp the nettle themselves to make these structural changes.”

Anon. 2021

POSITIVE EXAMPLES OF INCLUSIVE PRACTICE AND BEHAVIOURS

There were multiple examples of individuals going above and beyond to support individuals regarding inclusion, and there were some outstanding examples of good inclusive practice. Certain individuals stood out as being exemplary in regard to their inclusive practice and ‘getting things right’. At present, due to confidentiality restrictions, this report is unable to share the identity of the individuals named. However, with consent, SWCTN might choose to learn from those who were flagged as being good at implementing inclusion by those who were most affected by its implementation.

INITIATIVES CREATING IMPACT

“[They were] incredibly helpful and it always felt like [they were] on my side, which was great.”

Anon. 2021

Throughout this report it has been repeatedly evident that good practice was initiated by individuals, and not by an established system or process. Arguably, a lack of forethought and the absence of systemic, sustainable inclusive processes and policies led to participants having a highly variable experience, with much of the outcome being dependent upon the actions of specific individuals.

In order to embed good inclusive practice within a network and organisation, clear systems and processes are required. Individuals also require training and time to reflect upon the complex and emotional nature of inclusive practice.

REFLEXIVITY AND SUPPORT

FEAR AND FRAGILITY

Discussions of inequality, discrimination and inclusion are emotional and sensitive. The recognition of this means that this subject

area can raise levels of anxiety and fear across all identities. Fear and anxiety in regard to talking about inclusion is often not unfounded. Hesitancy is frequently informed by experience. As highlighted by Reni Eddo Lodge, some of the most common responses to sharing experiences of discrimination is denial or anger (2018). It is common for BAME individuals report that their experiences are not believed or dismissed under the belief that those who disclose ‘have a chip on their shoulder’ or that they are ‘playing the race card’.

Whilst marginalised individuals highlighted a reluctance to talk about inclusion, notions of guilt appear to be more commonly expressed by individuals who identified as white. Anxiety and guilt can cause a reluctance to engage, excessive emotionality or defensiveness:

“I’ve noticed that there’s a hesitancy. White people are afraid to touch anything to do with inclusion.”

Anon. 2021

A desire to avoid or diminish the emotional stress triggered by discussions of identity and difference can be described as ‘white fragility’ (DiAngelo, 2018). Di Angelo focuses upon the issue of race, but generally fragility (based on whiteness or other dominant/ majority identities) is associated with defensiveness, a reluctance to engage in discussions and/ or a tendency to re-centre discussions around the experiences of the dominant group (resulting in a denial of racism and/ or pivoting the focus onto the challenges facing white people), rather than a genuine attempt to understand and respond to the experiences and concerns of marginalised individuals.

HARM, TRAUMA AND SUPPORT

Several of the individuals interviewed appeared to have suffered harm or trauma as a consequence of their experience as part of SWCTN. In most cases the harm did not appear to be immediate or related to a single specific incident, but rather over a period of time: small acts culminated to cause harm. It may be over presumptive to state that harm was a direct result of engagement in SWCTN, but it is clear that for many individuals their experience of compounded the impact of wider structural and systemic issues.

'Everyday discrimination' can lead to leaders of marginalised backgrounds experiencing stress, anxiety, burnout and physical poor health. Furthermore, the impact of discrimination may be accumulative and non-immediate. Williams et al. argue that a process of 'weathering', whereby an individual's health may begin to deteriorate in early adulthood, is a physical consequence of cumulative socioeconomic disadvantage and discrimination (1999).

CREATING SPACE FOR REFLECTION

This report has previously discussed the significance of physical spaces: the accessibility of the location, the venue, who owns and controls the space that events are held in. However, places can also be conceptual rather than physical; consider the space given to discussing inclusion and diversity at a leadership conference, or the time and space allocated to leaders identifying as disabled to highlight their specific issues of concern. There is power and symbolism involved in who is allocated space.

Arguably, whilst SWCTN endeavoured to work on the challenging and complex issue of inclusion, they did not create adequate space for staff or network members to grow, learn and reflect. For example, it was noted that in many cases no induction or exit interviews were undertaken. Support seemed to be ad-hoc, with some partners actively offering support on a regular basis, and others reported as inaccessible or hard-to-reach.

IDENTITY, STEREOTYPES AND ASSUMPTIONS

When considering racial identity, it is possible to relate stereotypical tropes back to historical colonialism and the transatlantic slave trade. During this period, racialised tropes emerged which functioned to dehumanise the individuals who were enslaved. Black women were portrayed as animalistic and hypersexualised. Female slaves, referred to as 'female animals' and were believed to have 'an extraordinary ease of child bearing' (Stetson, 1982).

IDENTITY AND AUTHENTIC SELVES

During discussions, several marginalised individuals expressed a belief that it would have been hard for them to be themselves without the need to incorporate their identity into their work. It seems the desire for inclusion left some feeling that they were unable just to be themselves.

In her research on Black Caribbean women, Graham found that one of the reasons that Black women monitor their speech, behaviour and hide aspects of their cultural identity is to alleviate the racism they encounter (2018). For example, the common stereotypical trope of 'the angry Black woman' originated from propaganda utilised to justify slavery. It was argued that imperial rule was needed to 'civilise' Africans as Black women were perceived as more animalistic and prone to fits of aggression by those with the agenda of expanding colonial power. As Graham highlights, this idea that Black women are inherently aggressive is so embedded that many women modify their actions to avoid being labelled as such.

Participants noted that they felt they had to moderate their language and presentation during their time as part of SWCTN. Some felt that they could not be their authentic selves. Others highlighted that on occasions when they spoke in a way that was authentic to them, this was not well received, prompting them to remain silent in the future.

One participant specifically noted Frantz Fanon's concept of 'double-consciousness' whilst describing their experience of group work. They noted how exhausting it was not only to think about the topic of conversation, but to also be consistently monitoring how they were being perceived as a person who was different from the majority. The idea of double consciousness refers to the process of having to think through two separate but interrelated aspects of self-identity and perception (Fanon, 1952). It was highlighted that this is an additional burden and required extra labour for marginalised individuals, who often worry about how they are being perceived when in groups of mixed racial backgrounds and identities.

PERCEPTION OF POWER

'FELT' POWER

Sometimes, individuals elevate others into a conceptual position of power, even when that individual has not exerted any power over them. Power can relate to a belief or an idea, rather than something that has taken place in reality. Power can be premised on fear and assumptions. People may act in accordance with a subconscious belief about how powerful others are. The concept of felt power conceptualises the idea that individuals can be awarded power and influence regardless of their actions.

CONCEPTUAL BRACKETING

The academic partners were perceived as being of a certain identity and holding an exceptional amount of power. Whilst a couple of specific incidents were noted, this view seemed to be based on stereotypes and assumptions about academics. However, there also seemed to be few attempts to counter perceptions of power. Assumptions and actions fed into one another, escalating the degree of separation.

The creative partner organisations were typically considered more diverse, inclusive and approachable than their academic partners. Higher education in the UK has historically lacked inclusion and representation. However, focusing upon the inclusion of just the creative partners distorts the power dynamics involved. A conceptual division seems to have been created between the creative and academic partners.

BENEFICENCE

All of the participants were grateful for their funding and for SWCTN's support. Whilst in many ways this was positive, it reinforced an unequal and non-inclusive power relationship. No participants spoke about SWCTN in a manner which expressed an equal partner in collaboration.

POWER WITHIN

'Power within' approaches seek to primarily address internalised and invisible forms of power and oppression. As Rowlands argues, 'there is a core

to the empowerment process which consists of increases in self-confidence and self-esteem, a sense of agency and of "self" in a wider context, and a sense of dignidad (being worthy of having a right to respect from others)' (1997).

During the inclusion review many individuals reported that they did not feel worthy of taking part. Whilst some individuals were supported on a one-to-one basis, there was inconsistent support as there was no systematic process in place for support. Individuals lacking in confidence reported that in hindsight they did an excessive amount of work and valued their time too little, resulting in a feeling of imposter syndrome:

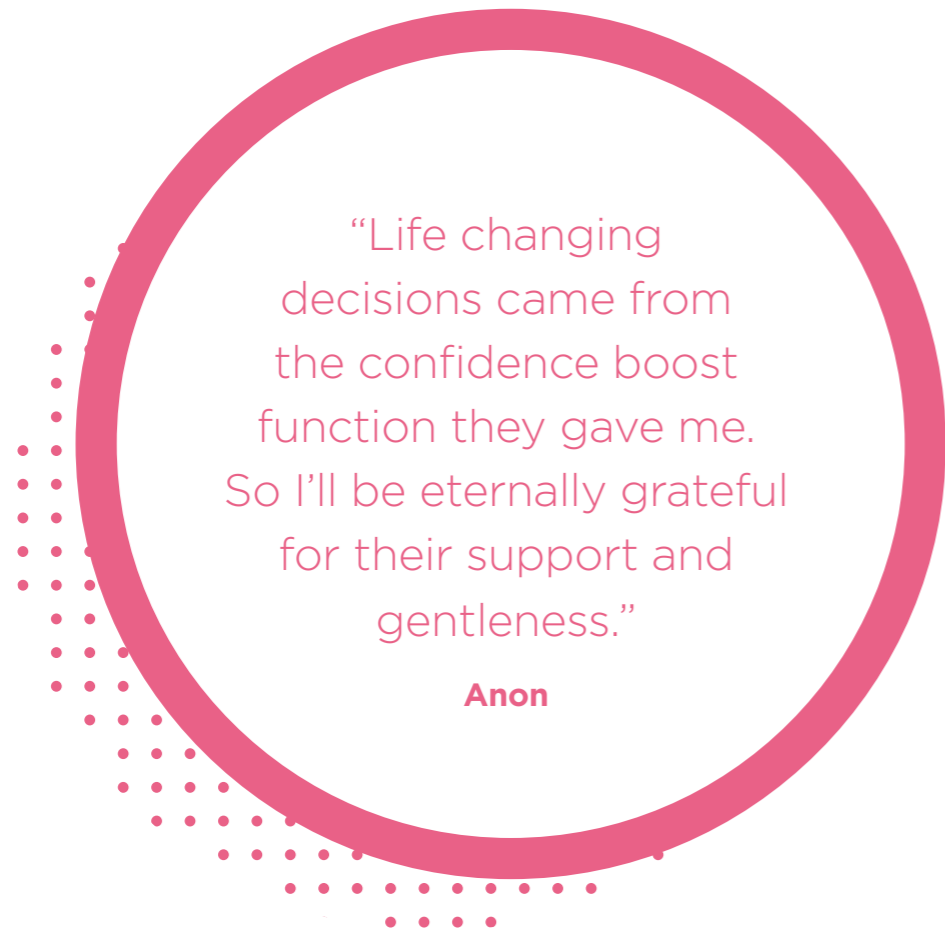
"You'll have an individual imposter syndrome in these spaces. People kind of style it out in different ways, you know.
Anon. 2021

Imposter syndrome is a common factor when working with marginalised individuals. As such, any project seeking to work with marginalised individuals in an inclusive way should anticipate this. As highlighted, in the section about pay and compensation, it is likely that marginalised individuals devalue their knowledge and expertise. For this reason, it is critical that pay and compensation should not be decided based upon how much an individual asks for, as this often results in the most marginalised receiving the lowest level of pay and compensation.

SUPPORTING INDIVIDUALS

Overcoming self-doubt and imposter syndrome can be a challenging and lengthy process. Internalised oppression can be deeply embedded and may require years of professional support to overcome. However, whilst it is unlikely that any project will address and resolve all issues, appropriate support and good facilitation can be a powerful mechanism for leveraging change. It is apparent that over the period of implementation SWCTN improved how it offered support to individuals. Whilst there is some inconsistency, some individuals were supported on a one-to-one basis through coaching and mentoring.

In particular, those in later cohorts expressed how the experience helped them to feel more confident and empowered in their work.



“Life changing decisions came from the confidence boost function they gave me. So I’ll be eternally grateful for their support and gentleness.”

Anon

“Life changing decisions came from the confidence boost function they gave me. So I’ll be eternally grateful for their support and gentleness.”
Anon. 2021

SOLIDARITY AND ‘POWER WITH’

‘Power with’ represents an acknowledgement of the importance of collective power and relational power. The concept of collective power asserts that the power of a group is worth more than the sum of its parts. By establishing a collective voice and a critical mass, powerful actors may be forced to respond to issues they may have otherwise ignored.

Furthermore, research demonstrates that groups and networks can enhance solidarity and offer emotional support. Notably, there is significant research which highlights that ‘claimed spaces’

are more effective at creating transformative change than ‘invited spaces’. ‘Relational’ empowerment moves beyond the concept of individual or collective empowerment to include a consideration of the importance of individuals (or groups) developing the ability to negotiate and influence the nature of the relationships with other institutions. As Reason argues:

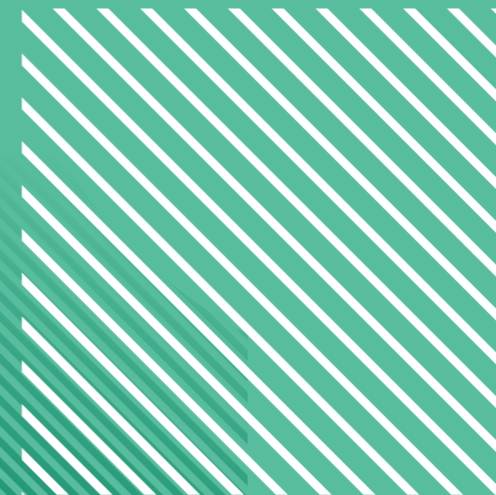
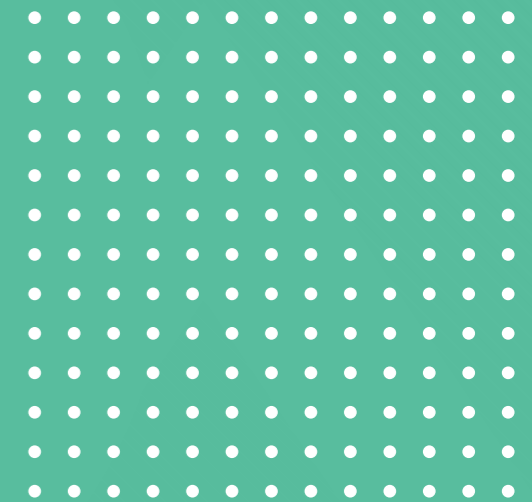
“Allies are members of dominant social groups (e.g., men, Whites, heterosexuals) working to end the system of oppression that gives them greater privilege and power based upon their social group membership.”

Reason et al. 2005: 531

It is uncertain how intentional this action was, but SWCTN undoubtedly helped to bring diverse individuals together. They played a part in building relationships which fostered solidarity and allyship.



WARRANTED ASSERTIONS



DISCUSSION

TRANSPARENCY AND ACCOUNTABILITY

Accountability refers to ensuring and demonstrating responsible action. When considering accountability, key questions include who is accountable to whom? What are they accountable for? And finally, how are they held to account?

The partners appeared aware of the need to be accountable to funders and the organisations they worked for, but there was less consideration given to how they were accountable to staff members, those involved in delivery and the communities affected by the work. As a partner organisation SWCTN attempted to work across a large and varied number of organisations to implement a cohesive project. One of the most significant barriers to inclusion appears to be in relation to SWCTN's lack of transparency and failure to implement two-directional accountability. These issues are understandable and common, but also significant and inhibiting.

Shifting the accountability power dynamics would reorientate the focus of work. Arguably, SWCTN should be held to account for its inclusivity and for how it manages issues such as complaints by those who are most affected.

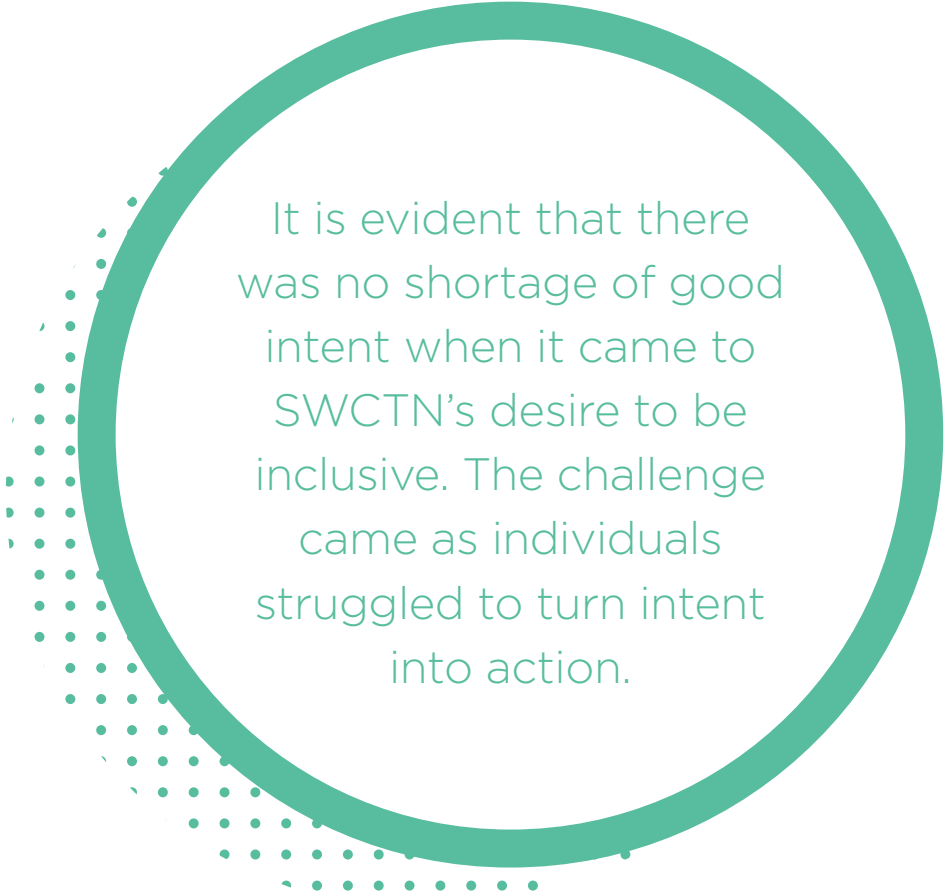
ADAPTIVITY

Being adaptive is vital for making inclusion possible. The complexity of human identity and experience means that organisations will never be able to prepare for every eventuality, accessibility need, or event.

The nature of the unknown means that it is impossible to prepare for events that aren't anticipated. However, systems and processes of response can be put in place so that there is a process for dealing with the unexpected. Many of the most marginalised live highly precarious lives. What is considered a small or insignificant issue for more powerful actors can be vital for those who are marginalised. Failure to respond in a timely and appropriate manner can result in trauma and harm.

However, in 2020 SWCTN responded to the COVID-19 pandemic and to increased criticism of structural racism following the death of George Floyd. The response demonstrated was highly commendable. As this report has showed, the partnership went above and beyond to support its staff and members.

Whilst not perfect, partner organisations demonstrated that they understood the importance of being adaptive and that being adaptive was possible. It is evident that SWCTN learnt and adapted as it progressed and undoubtedly individuals who are part of future partnerships will benefit as a result.



It is evident that there was no shortage of good intent when it came to SWCTN's desire to be inclusive. The challenge came as individuals struggled to turn intent into action.

There are many positives to be drawn from SWCTN's adaptivity at a time of crisis, but there is also room for learning and growth. The partnership at times lacked adaptivity, particularly within the academic partner organisations who repeatedly failed to respond to emergent need. Throughout the report it is noted that positive actions were largely due to, and dependent upon, the understanding and actions of individuals. As a result, adaptivity in SWCTN was inconsistent. Staff experienced stress due to having to work out for themselves how to support participants, and fellows felt that on occasion the severity of their need for adaptation was unseen and viewed as insignificant. Whilst adaptivity was pushed forward during the crises in 2020, prior to this fellows had experienced personal crises that required an adaptive response but were not afforded enough due care.

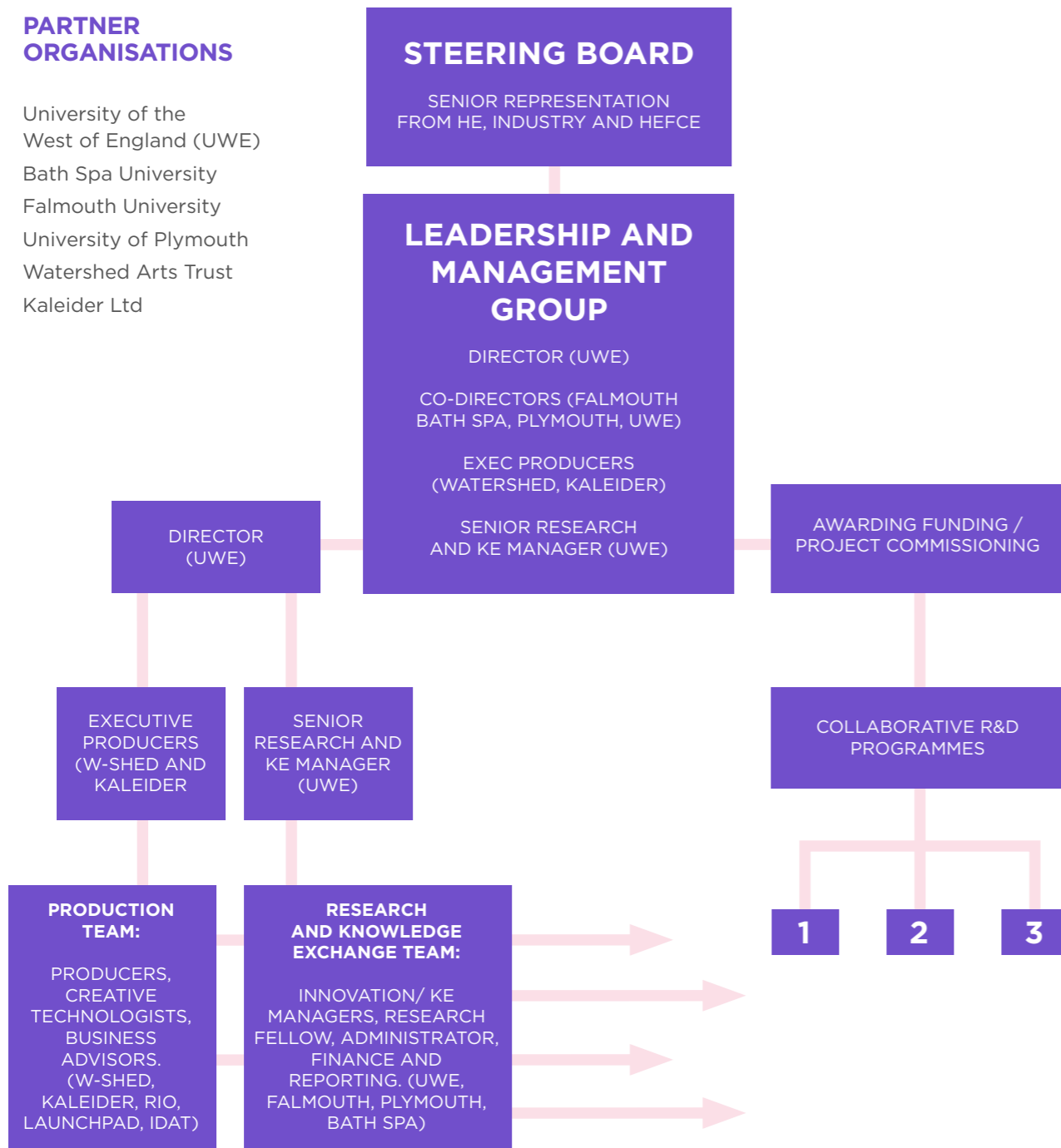
PRACTICE AND PROCESSES

It is evident that there was no shortage of good intent when it came to SWCTN's desire to be inclusive. The challenge came as individuals struggled to turn intent into action. Whilst it is wise to learn from experience, preparation can also be made for the unexpected. This is challenging when working in partnership with a number of large organisations, but arguably not impossible. To address complex and unexpected problems we cannot prepare for specific events, but we can develop processes and decision-making, allocate general areas of responsibility, and make available flexible resources that can be immediately accessed should the need arise.

APPENDIX A: SWCTN GOVERNANCE ARRANGEMENTS

PARTNER ORGANISATIONS

University of the West of England (UWE)
 Bath Spa University
 Falmouth University
 University of Plymouth
 Watershed Arts Trust
 Kaleider Ltd

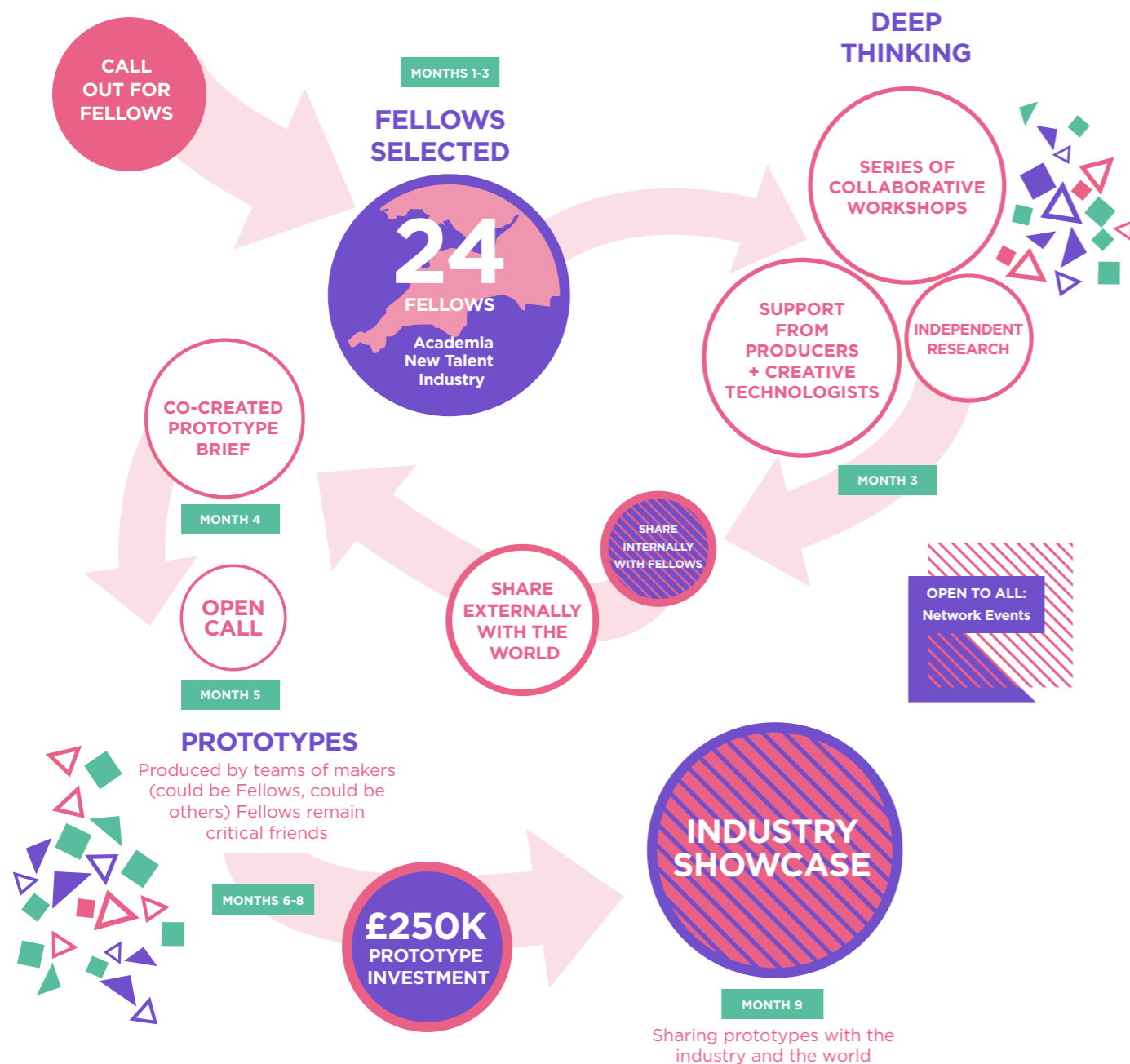


APPENDIX B:

SWCTN DOCUMENTS REVIEWED

- SWCTN Job description of the Inclusion Producer
- SWCTN Governance Arrangements
- SWCTN Diversity & Inclusion Data Analysis
- SWCTN Diversity & Inclusion Narrative
- SWCTN Executive Team – Terms of Reference
- SWCTN Final Report
- SWCTN Finance Team – Terms of Reference
- SWCTN Financial Monitoring & Advisory Group - Terms of Reference
- SWCTN Inclusion Statement
- SWCTN Interim Report
- SWCTN Key Milestones
- SWCTN Proposal
- SWCTN Steering Board – Terms of Reference
- SWCTN Summary of Fellowship Application Inclusion Form
- University of the West of England (UWE) – Annual Report (2020)
- University of the West of England (UWE) – HESA Data
- University of the West of England (UWE) – Gender Pay Gap Report
- Bath Spa University – HESA Data
- Bath Spa University – Gender Pay Gap Report
- Falmouth University – Annual Report (2020)
- Falmouth University – HESA Data
- Falmouth University – Gender Pay Gap Report
- University of Plymouth – Annual Report (2020)
- University of Plymouth – HESA Data
- University of Plymouth – Gender Pay Gap Report
- Watershed Arts Trust – Inclusion policy (2018)
- Watershed Arts Trust – Report of the Board and Consolidated Financial Statements (2019)
- Watershed Arts Trust – Staff and Board Inclusion Data 2020/2021 (2021)
- Kaleider Ltd. – ‘About’ information from website (2021)

APPENDIX C: EXAMPLE PROCESS



APPENDIX D: INTERVIEW SCHEDULE

The following interview schedule was used for participant interviews and focus group discussions

TOPIC: INTRODUCTION - LEAD FACILITATOR

5 mins

- Brief introduction to the lead facilitator.
- Brief introduction to the purpose of the interview:
 - » As the South West Creative Technology Network (SWCTN) draws to a close there is an opportunity to learn from what happened and from the lived experiences of all involved.
 - » To facilitate the process of learning, SWCTN has commissioned an inclusion review. Over the past few months, we have been reviewing documentation and speaking to key stakeholders. Initially, we decided to focus upon individuals with commonly marginalised identities so that we might better understand their experience and evaluate any issues surrounding inclusion.
 - » We will focus on exploring how power works in organisations, aiming to acquire a better understanding of inclusion and the challenges, or successes, of SWCTN in practice.
 - » We will discuss ethical practice to ensure that everyone feels safe and comfortable, and then introduce ourselves.

TOPIC: ETHICS - LEAD FACILITATOR

5 mins

The consent form will be shared with participants in advance and after the event. This can also be shared in the Zoom chat during the focus group discussion. The questions included in the consent form were as follows:

- Do you understand that you will be participating in the study on a voluntary basis?
- Do you understand that you are free to withdraw from the study at any time (within limits as indicated in the confidentiality explanation), without giving a reason and without any adverse consequences?
- Do you understand that all participants are asked to respect the privacy of the other participants? (For example, you should not discuss what happens in this group with those outside the of group; if you guess the identity of those involved or hear a name/ organisation referenced, you should not share this information.)



TOPIC: ETHICS – LEAD FACILITATOR (cont)

5 mins

- Do you understand that all of the information provided by you will be treated as confidential? (The only exception to this is if we fear that someone may be in immediate risk of significant harm, particularly if this involves a vulnerable person, in which case we may need to disclose the conversation to ensure the safety of the person at risk.) However, whilst we have made a concerted effort to retain your anonymity, we cannot guarantee this.
- Do you understand that whilst we will focus on emerging themes, extracts from the interview or focus group may be quoted in the research report, but you will not be personally identified in any output of this research study unless you are contacted to explicitly request your consent? (For example, if there are exemplary examples of positive inclusion, you may want to consent to be named).
- We are always keen to engage with you. If you have any concerns during the meeting, please privately chat with the co-facilitator who will be monitoring incoming communication. If it is urgent, please don't be afraid to engage directly with the facilitator (we will not be muting your microphone at any stage of this discussion). If you have any concerns after the event, please contact the facilitator by email.
- Is there any other feedback, concerns or comments you wish to provide?
- This focus group is being recorded for the use and reference of the research team only. It will be stored on a GDPR compliant, encrypted and password protected device. It will not be shared with any other person outside of the research team; it will only be shared with other research team members if you give your consent.
- Are you happy for this discussion to be recorded and shared with the research team?
- Here is a link to the online SWCTN Consent Form: <https://forms.office.com/r/1DhauRUtx4>



TOPIC: PARTICIPANT INTRODUCTIONS – EITHER FACILITATOR

5 mins

- Please give your name, explain your involvement with SWCTN, and include a word to describe how you are feeling today. If you do not want to use your real name, you can offer the name of an animal or tree etc., and we will refer to you in this way in this group.

TOPIC: VISIBLE POWER

15 mins

Describe visible power (see p.16 of this report).

Main question

- Are you aware of who holds positions of power in SWCTN?

Further exploratory questions

- Governance and trustees
- Do you know their names?
- How do you imagine their identity?
- Do they seem accessible?
- Do you believe that these positions of power are accessible to people with your identity?
- Did you receive any induction or training? Do you feel as though this was adequate?
- Were the right people trained to deal with a specific subject?
- Are you aware of any policies or statements pertaining to equality or inclusion?
- Are you aware of complaint processes or accountability mechanisms in place?
- Are you aware of any policies regarding accessibility?
- Is it clear to you how SWCTN approaches working across different organisations?





TOPIC: VISIBLE POWER (cont)

15 mins	<ul style="list-style-type: none"> Visible power can also describe overt acts of power which are sometimes used to discriminate, or alternatively, to protect rights. In your time engaging with SWCTN did you ever witness or informed of an overt act of power? (Please do not state names or identities in this group. Space to meet one-to-one is available should you prefer to).
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TOPIC: HIDDEN POWER

15 mins	Describe hidden power (see p.16 of this report).	
	Main question	Further exploratory questions
	<ul style="list-style-type: none"> What was the enrolment/ application process like? Did you feel as though it was accessible? 	<ul style="list-style-type: none"> How did you hear about SWCTN? What made you want to apply? Did you feel anxious about disclosing your identity? Do you see your identity as being advantageous/ disadvantageous, or having no impact upon your application?
	<ul style="list-style-type: none"> SWCTN has made attempts at supporting accessibility/ making reasonable adjustments. Do you have any thoughts on SWCTN's approach to accessibility? 	<ul style="list-style-type: none"> Were you ever asked about your accessibility needs? Did you feel comfortable speaking honestly about your needs? If you needed adjustments, what was the process of application like?



TOPIC: HIDDEN POWER (cont)

15 mins	<ul style="list-style-type: none"> When things go wrong, a good complaints procedure can help to resolve issues. Even when there are no issues many organizations offer to hold themselves to account on inclusion. Have you ever had to, or felt you might want to, utilize the complaints process? What was it like? Did it feel inclusive? Do you see SWCTN as being accountable for its approach to inclusion? 	<ul style="list-style-type: none"> Who is the organization accountable to? Do you feel SWCTN is accountable to you? Are these systems accessible, fair, and just?
	<ul style="list-style-type: none"> Were there any specific issues that emerged during the pandemic? 	

TOPIC: INVISIBLE POWER

15 mins	Describe invisible power (see p.16 of this report).	
	<ul style="list-style-type: none"> Invisible power is harder to describe than the other forms of power. For this activity, it might help to visualize how you felt the power relations were during your engagement with SWCTN. Please take 5 minutes and try to visualise this. You can draw, write, find a picture using Google, or even just imagine. Please describe your visualisation. 	
	Main question	Further exploratory questions
	<ul style="list-style-type: none"> What do you feel the organizational culture is like regarding inclusion? 	





TOPIC: INVISIBLE POWER (cont)

15 mins

- Do you feel that your identity has influenced your experience in any way?
- Do you think there are any unconscious assumptions or stereotypes that have affected your experience?
- Did you feel comfortable to be unapologetically yourself?
- Did you feel pressured to disclose, or center your work upon, your identity?
- Were there any specific issues that emerged during the pandemic, or as a result of Black Lives Matter?

TOPIC: CONCLUSION AND THANKING PARTICIPANTS FOR TAKING PART

5 mins

APPENDIX E:

REPRESENTATION IN ACADEMIC PARTNER ORGANISATIONS

HESA DATA 2020/2021

HE staff by HE provider and personal characteristics

GENDER - NON-ATYPICAL ACADEMIC STAFF see <https://www.hesa.ac.uk/data-and-analysis/staff/table-2>

	Total Academic Staff as above	# Female	% Female	# Male	% Male
University of the West of England (UWE)	2,050	1,050	51%	1,000	49%
Bath Spa University	610	330	54%	280	46%
Falmouth University	345	150	43%	195	57%
University of Plymouth	1,560	800	51%	760	49%

Note: The gender data reported here is aggregated against a binary of male and female employees and does not reflect the perspective of the report's authors about the full spectrum of gender identity.

RACE AND ETHNICITY

	Total Staff	# White	% White	# Black	% Black	# Asian	% Asian	# Mixed	% Mixed	# Other	% Other	# Unknown	% Unknown
University of the West of England (UWE)	2,050	1,650	80%	70	3%	145	7%	55	2.5%	35	2%	90	4.5%
Bath Spa University	610	505	83%	5	0.8%	25	4%	15	2.5%	10	1.6%	45	8%
Falmouth University	345	315	91%	0	0%	5	1.4%	10	2.8%	0	0%	10	2.8%
University of Plymouth	1,560	1,295	83%	20	1.3%	90	5.7%	30	1.9%	45	2.9%	85	5.5%

DISABILITY

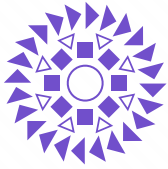
	Total Staff	# Disabled	% Disabled	# No Known Disability	% No Known Disability
University of the West of England (UWE)	2,050	100	4.9%	1,945	95.1%
Bath Spa University	610	35	5.7%	575	94.3%
Falmouth University	345	20	5.8%	325	94.2%
University of Plymouth	1,560	95	6%	1,470	94%

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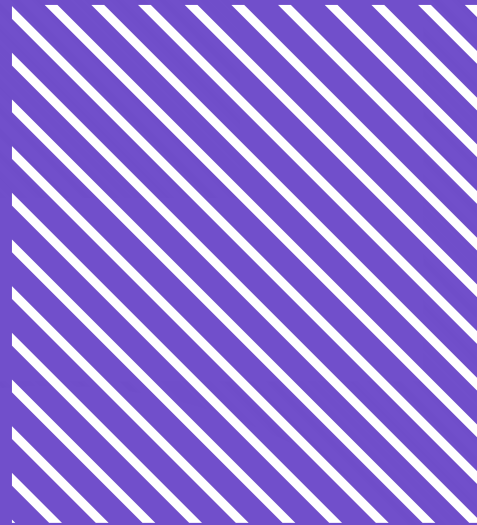
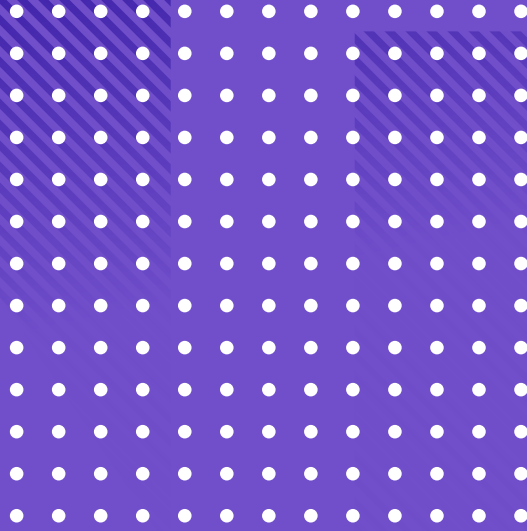
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