Equality and Diversity Annual Report to Council, July 2015

Professor Mark Goodwin, Deputy Vice-Chancellor (External Affairs)

Dorcas Cowan, Equality & Diversity Manager

1.0 Introduction

The University of Exeter is a large and diverse organisation with a turnover exceeding £300m, approximately 4,300 academic and professional service staff and more than 19,300 students. Given the scale of this operation, equality and diversity issues are extremely important. The University must also comply with its statutory duties, and the requirements imposed by the Higher Education Funding Council. While drawing its staff and students from a wide variety of cultures and backgrounds, the University is situated in an area of England with a relatively small proportion of its population from a BME background.

During 2014/15 The University has continued to develop its Equality and Diversity work and activities across academic and professional services, student activities and with outside organisations and partners. This report on the year ending 1 August 2015 outlines the management of Equality and Diversity activity and identifies the ongoing priorities for the Equality and Diversity (E&D) team in 2015/16.

2.0 Governance Arrangements

The executive lead under Dual Assurance is the DVC (External Affairs), Professor Mark Goodwin, and the Lay Lead is Council member, Bettina Rigg. Dual Assurance provides a strategic overview of the work of the E&D team, driving forward the University's commitment to creating an environment which is free from unlawful discrimination and which promotes a culture of dignity; respect and equality of opportunity. It monitors and reviews priorities and actions. It ensures compliance in terms of the University's legislative duties with regard to policies, procedures and action plans. It also advises and provides general support to the work of the E&D team (see Annex 2 for full Terms of Reference of the Dual Assurance Partnership).

Dual Assurance is supported by an Equality and Diversity Advisory Group (covering all nine protected characteristics) which advises on policy.

The Athena SWAN initiative is supported by an over-arching University working group, chaired by Professor Mark Goodwin as DVC for External Affairs, and working groups in those Colleges and Departments engaged with the initiative.

The University's participation in the pilot of a Race Equality Charter Mark initiative which commenced in 2014/15 is supported by a University-level Self-Assessment Team, REMSAT, also chaired by Professor Mark Goodwin.

The Dual Assurance Partnership receives reports from the University Athena SWAN Working Group via a 'Women in HE @Exeter' Update (to incorporate a broader remit including other gender-related initiatives) and from REMSAT as standing items on the agenda for each Dual Assurance meeting. Similarly, the E&D Advisory Group also receives these updates at each meeting.

3.0 Equality and Diversity Team

3.1 Current E&D Staff within HR Services

The Equality and Diversity Team is currently made up as follows:

- Equality and Diversity Manager (0.7 FTE)
- Equality & Diversity Administrator (1.0 FTE)
- Equality & Diversity Data Administrator (0.3 FTE) (until April 2017)
- Equality & Diversity Charter Advisor (1.0 FTE) (until April 2017)

The "Women in HE @Exeter" portfolio has to date been led by Ailsa McGregor (Assistant Director of HR). From July 2015, the Women in HE @Exeter portfolio (including Athena SWAN) is being integrated into the central E&D team. The Charter Advisor post has been created using an internal secondment within HR to give additional capacity to the Charter work. To ensure continuity of support for the data repository for both Athena SWAN and also for the University's participation in the Race Equality Charter Mark pilot, funding for the Equality & Diversity Data Administrator (0.3 FTE) post has been extended until April 2017.

We aim to integrate E&D data management into the HR data and intelligence systems, but as we move towards this step there remains a need for a dedicated resource to ensure all Charter submission deadlines are met. HR is forming a management information capability and we are working with this team to lead to the long term goal of data integration.

Within the remit of the Assistant Director of HR (Safety, Health and Wellbeing) and located within Hope Hall, the Equality and Diversity Team together with the Occupational Health Service (including the Staff Disability and Wellbeing Advisor) now form the staff 'Wellbeing Service'. This will ensure that we develop an integrated wellbeing model for staff to support improvement in the HR Director's Positive Working Environment initiative.

3.2   Current supporting staff within the Colleges and Professional Services

- Equality and Diversity Representatives are trained by the E&D Team and are based in every College and Service. The E&D representatives attend termly meetings of the Equality & Diversity Advisory Group and act as a mechanism for communication between their College/PS and the Equality and Diversity Team.

- Dignity & Respect Advisors – members of staff who have volunteered and are trained to undertake the role. They provide a confidential and informal service for anyone involved in cases of harassment and bullying, co-ordinated and supported by the Equality & Diversity Team. The E&D Team meet with the Network at least once a term to provide updates and discuss casework. Further support/guidance is provided to Advisors by the E&D Team on an ongoing basis.

- Athena SWAN Project Officers provide specific support to those Colleges currently engaged with Athena SWAN (i.e. CEMPS, CLES and UEMS). Each College either has their own Project Officer or these responsibilities are embedded within an existing role.

4.0 The University Equality Objectives and internal Action Plan set for 2014/15

The Public Sector Equality Duty places a requirement on all higher education institutions to publish information on an annual basis and to prepare and publish equality objectives to continually develop one or more of the aims set out in the general public sector equality duty.

The University's equality objectives have been reviewed and a new set of objectives for 2014 – 2018 approved and published (Action Plan Point 1) as follows:-

- Develop and publish an annual E&D Action Plan to enable monitoring of progress and ensure continuous improvement;

- Participation in, and gaining of, external accreditations which demonstrate advancing equality of opportunity, elimination of discrimination and fostering of good relations between people from different groups;
- Create a working and learning environment that respects the dignity and rights of all staff and students through the provision of appropriate policies and support mechanisms and promotion of these to all members of the University community;
- Ensure **all staff** complete mandatory equality and diversity training.

The agreed equality objectives are supported by an annual Equality & Diversity Action Plan (Action Plan Point 2). All priorities agreed for 2014/15 (Annex 3) have been achieved or, for those with future timeframes against them, significant progress has been made and the expectation is that they will be completed on time. An update on progress is set out in the following sections

4.1 Integrated E&D Toolkit (Action Plan Point 3)

As part of our vision to integrate E&D principles into the core business of each College and Professional Service and our move towards a model where all E&D principles are exercised in everyday business, work has started on an integrated E&D Toolkit which will provide a framework (i.e. clear policy, standards, training and tools) that enables Colleges/PS to implement E&D activity and address issues at a local level. We believe this is the most effective model for longevity and staff and student engagement and action. Currently there is a strong level of awareness of Athena Swan in the participating areas (CEMPS, CLES and UEMS), but our vision is to ensure that all protected characteristics are given the same level of attention across all areas. Not only will this improve the outcome for staff and students in terms of behaviours but it will also enable the central team to gain a larger view of E&D actions and work being carried out to improve the quality of submissions for the charters which are currently worked up and submitted by the central E&D team (Stonewall, Two Ticks and REM, for example).

To support this, a large piece of work is underway to create an online charter guide as part of the Toolkit. The aim is to provide clear guidance, best practice examples and template documents which will enable Colleges and departments to share best practice and get online guidance on how to lead the charter. They will of course still be supported by the E&D team when required but this immediate level of guidance online will help provide a starting point and lessons can be shared between charter holders for teams who wish to develop.

The look and feel of the Charter help guide area will be in line with the style of the other Staff Health and Wellbeing pages:

Consultation on this newly developed online Charter help guide will take place during August 2015 with Colleges already engaged with Athena SWAN and E&D Representatives being asked to provide feedback in advance of going 'live' at the start of the new academic year.

Once this section of the Toolkit has been launched (planned for September 2015), a priority for 2015/16 will be to further develop the Toolkit to include all elements of E&D activity (more information on this is detailed in section 5, Priorities 2015/16) to follow in line with timescales to be agreed with the web team.

4.2 Student engagement on E&D issues (Action Plan Point 5)

Existing links with the Students' Guild have been significantly strengthened during 2014/15 and we are keen to ensure this continues with the incoming sabbatical officers for 2015/16 so that we can further improve our partnership working and identify opportunities for joint campaigns so that key messages reach more students.

4.3 Athena SWAN (Action Plan Point 8)

The University's continued commitment to gender equality and specifically the advancement of the careers of women in STEM/M (and associated funding implications linked to Athena SWAN) places significant importance on continuing work towards achieving Silver level departmental awards by April 2016.

We have built upon the foundation of the University Athena SWAN (Scientific Women's Academic Network) Bronze award to extend the gender equality initiatives in a coordinated way with the different strands of work being done to support gender equality being brought together under the title of 'Women in HE @Exeter'. This acts as a focal point for information, sharing best practice and promoting events and initiatives and includes the Athena SWAN Charter, Gender Equality Charter Mark (GEM), Institute of Physics Project Juno, the Leadership Foundation's new Aurora programme (women-only programme to develop future leaders for higher education) and the University's equality and diversity strategies.

Our Athena SWAN applications in November 2014 were all successful; University Bronze reaccreditation, Biosciences (Exeter) application for Bronze, CLES-Cornwall's application for an upgrade from Bronze to Silver.

A further two department applications for Bronze awards have been made in April 2015, Physics and Astronomy and Engineering. National assessment panels run by the Equality Challenge Unit will review all applications from June until August 2015 with the outcomes expected in September 2015. Also in April 2015, Physics and Astronomy have submitted a renewal application for Juno Practitioner Award (Institute of Physics).

Following the announcement of the November 2014 applications the University and individual STEM/M departments are delighted to hold the following levels of Athena SWAN Charter accreditation.

College	Dept	Level of Award	Renewal date
University		Bronze	30/04/2018
UEMS		Silver	30/11/2017
CEMPS	Mathematics & Computer Science	Bronze	30/11/2017
CLES	Biosciences	Bronze	30/04/2018
	CLES-C	Silver	30/04/2018
	Geography	Bronze	30/04/2018
	Psychology	Bronze	30/11/2017
	Sport and Health Sciences	Silver	30/11/2017

The Department of Classics and Ancient History application for a Bronze award as part of the Gender Equality Charter Mark trial in April 2014 was also successful. This Charter aims to address gender inequalities and imbalance in the arts, humanities and social sciences and covers academic staff, professional and support staff, men, women and gender identity. The trial included just 28 departments from UK HEIs.

Following this trial of the Gender Equality Charter Mark, the Equality Challenge Unit (ECU) have announced that they are to expand the criteria of the Athena SWAN Charter to enable arts, humanities, social science, business and law departments to apply for an award alongside science, technology, engineering, mathematics and medicine (STEM/M) disciplines. It also allows for more explicit consideration of professional and support staff, and at an institutional level submission, trans staff and students. As part of the new 2015-16 action plan, the Dual Assurance team and the HR Director will meet to develop a detailed plan for this new agenda.

4.4   Race Equality Charter Mark (Action Plan Point 9)

The University of Exeter was one of 31 HEIs accepted onto ECU's Race Equality Charter Mark trial. An application for a University Bronze award was submitted in April 2015 with the outcome expected in September 2015.

This Charter aims to improve the representation, progression and success of minority ethnic staff and students.

4.5   Stonewall (Action Plan Point 10)

As a Stonewall Diversity Champion (achieved in August 2013), we maintain close links with Stonewall and submitted a University application for the Workplace Equality Index in September 2014. The outcome, announced in January 2015, was a ranking of 176th – an improvement of 92 places on the previous year. In the same week, Geoff Pringle was featured in the Telegraph's list of the top 50 most influential LGBT executives in UK business.

The University continued to be an official sponsor of 'Exeter Pride' in May 2015 and also marked the event with 'Pride on Campus'.

4.6   Two Ticks / Mindful Employer / Time to Change (Action Plan Points 11, 12, 13)

A successful application for reaccreditation of the University's Two Ticks status was made in October 2014. Also in October 2014 and building on this commitment to disability equality, the University became a signatory to the Mindful Employer Charter, a charter for employers who are positive about mental health. Further to this, in December 2014, the University also became a signatory of the Time to Change pledge to challenge mental health stigma and discrimination.

4.7   Mandatory E&D training (Action Point 15)

Underpinning the University's equality and diversity agenda is the expectation that all staff will complete mandatory equality and diversity training and this is now reflected within the University's new equality objectives 2014 - 2018.

Work to improve compliance has continued during 2014/15 and has increased from 32.1% to 88.2% (March 2013 – May 2015) with the overall number of staff working at the University also increasing in this period. Training is provided via an online resource which staff can access at a time convenient to them making training more accessible. Colleges and Professional Services are provided with data relating to compliance within their own area on a monthly basis and this data is also reported to Dual Assurance.

Discussions are currently underway regarding the development of a single mandatory training induction for staff (to cover E&D, Safety, Health & Wellbeing) and the introduction of refresher training, requiring staff to refresh their knowledge on a regular basis. There are also plans to increase provision for students, starting with PHD students via the Doctoral College.

4.8   Events

A successful and high profile series of events have been delivered across the University to celebrate diversity including:-

   a.   International Womens Day 2015
   b.   Pride on Campus 2015
   c.   Chinese New Year and Diwali celebrations (organised by the International Student Support Office and supported by the Equality and Diversity Team).

Continued corporate sponsorship of external events including Exeter Respect Festival (the city's annual celebration of diversity); Exeter Pride (an annual event for all of Exeter's LGBT communities); and Kick It Out (tackling racism and discrimination in partnership with Exeter City Football Club).

5.0 Priorities 2015/16

Our vision going forward is to move further towards a model where E&D principles are exercised in everyday business, in line with the interim HR Strategy to move from "Good to Great".

To achieve this, recommendations as to priorities to agree for 2015/16 are set out as follows:-

5.1	*Continue to work with Colleges and Professional Services to deliver a devolved structure*

- Foster relationships with the senior management team in each College / PS and assist them in developing a model for E&D implementation including committee structure, governance and clarifying roles & responsibilities.
- Develop an integrated Equality and Diversity Toolkit for Managers / Policy Authors / Research Supervisors to act as a framework for all elements of E&D bringing together all strands into one place (see 5.2).
- Review and further support the role of Equality & Diversity Representatives within each College / PS to clarify responsibilities and ensure flexibility to carry out the role to reflect differences between areas.
- Improve communications with HR Business Partners and HR Advisors so that they are aware of University-wide issues/initiatives to enable them to assist their own areas in addressing issues at a local level.
- Provide management information and advice from the centre which enables the Colleges / PS to make decisions and act on E&D issues.

5.2	*Develop an integrated E&D toolkit to act as a framework for all elements of E&D*

- Provide a framework (i.e. clear policy, standards, training and tools) that enables Colleges/PS to implement E&D activity and address issues at a local level

The scope

To cover all the current Equality and Diversity offerings, with a priority focus on

- providing a help guide for those departments submitting applications for external accreditations within next 18 months;

- simplifying the Equality Analysis process and documentation.

Also an opportunity to

- link the Equality and Diversity offerings to the new University value of "Community";

- align the website with the look and feel of the Staff Safety, Health and Wellbeing pages that also have a strong self-service element to them;

- encourage staff to declare their personal Equality and Diversity data as per our charter action plans;

- simplify the way we capture data to support University level charter/benchmark submissions;

- add new content to the site that educates, informs and creates interest around Equality and Diversity matters.

Working Design

Section 4.1 shows an example of the look and feel of the new online Charter help guide as the first area of the integrated toolkit to be developed. Building on this, the Equality and Diversity website is to be re-designed to create a self-service "toolkit" for accessing all elements of the Equality and Diversity offering in one, easy-to-use place as outlined above.

For those University-level Charter/benchmark applications submitted centrally by the Equality and Diversity team e.g. Stonewall, the webpages will be redesigned such that Colleges and Services can submit their supporting data in a consistent and easy way.

Search

Studying | Research | Business and community | Working here | Alumni and supporters | Our departments | Visiting us | About us

Home > Working here > Current staff > Equality and diversity > Women in HE > Athena SWAN > Help with your application

Equality and diversity ◄

- Statement from the Vice-Chancellor
- Equality Act 2010
- Equality data
- Equality and diversity policy
- Dignity and respect
- Reporting discrimination
- Advisory group
- Equality and Diversity Representatives
- Equality Analysis (EA)
- Race Equality Charter Mark
- **Stonewall**
- Two Ticks
- Women in HE
- Research Excellence Framework (REF)
- Resources and useful contacts
- Learning and development
- Newsletter
- Events
- About us

Stonewall

Stonewall is a charity promoting equality for lesbian, gay and bisexual (LGB) people. The Diversity Champions Programme is Britain's good practice employers' forum for LGB issues in the workplace, supporting organisations to create inclusive workplace cultures where all staff can reach their full potential.

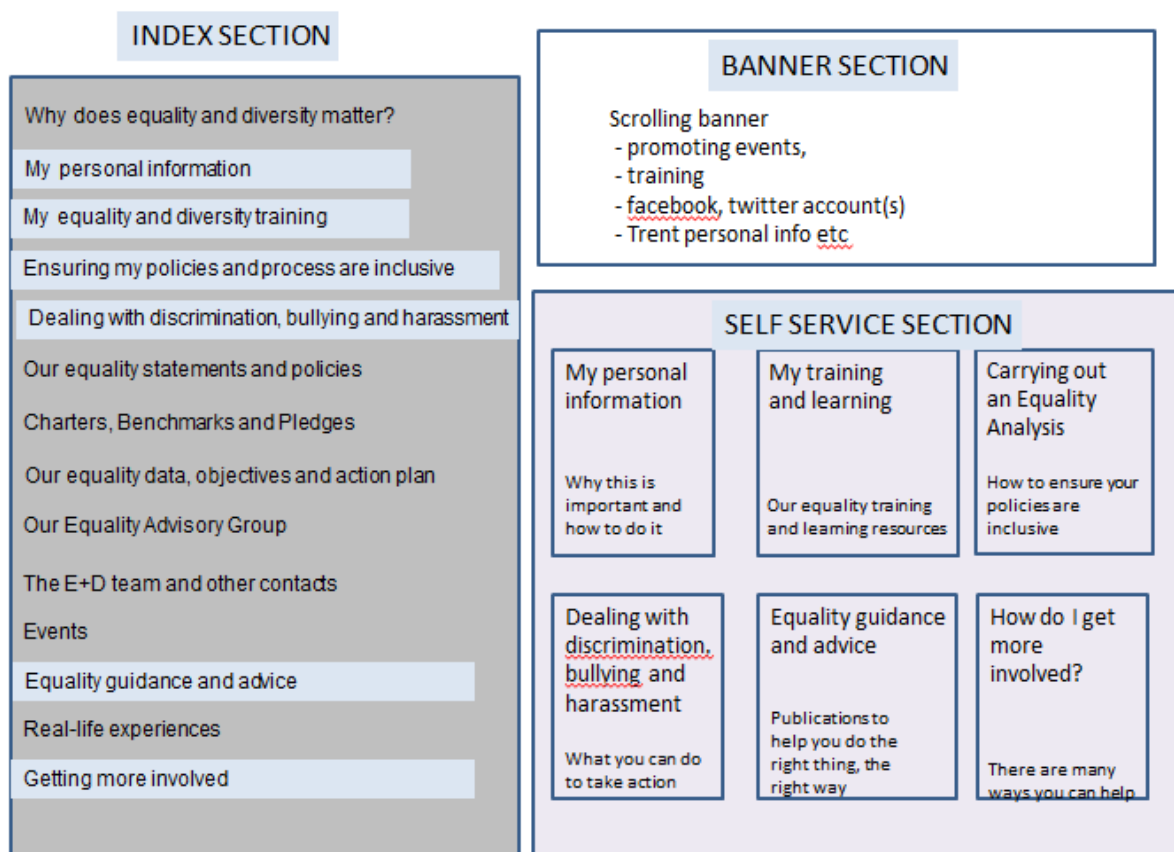| Stonewall Diversity Champion | Good practice guidance | Workplace equality index | Submit your data |

We are a Stonewall Diversity Champion

In August 2013 the University became a Stonewall Diversity Champion.

This gives us access to a wide range of good practice guidance and a dedicated account manager who gives specialist advice and feedback on our submission to the Stonewall Workplace Equality Index.

Stonewall
DIVERSITY CHAMPION

The E&D homepage will be redesigned to create a self-service website whereby all staff will have access to information, advice and training in a single easy-to-use place.

INDEX SECTION

- Why does equality and diversity matter?
- My personal information
- My equality and diversity training
- Ensuring my policies and process are inclusive
- Dealing with discrimination, bullying and harassment
- Our equality statements and policies
- Charters, Benchmarks and Pledges
- Our equality data, objectives and action plan
- Our Equality Advisory Group
- The E+D team and other contacts
- Events
- Equality guidance and advice
- Real-life experiences
- Getting more involved

BANNER SECTION

Scrolling banner
- promoting events,
- training
- facebook, twitter account(s)
- Trent personal info etc

SELF SERVICE SECTION

My personal information
Why this is important and how to do it

My training and learning
Our equality training and learning resources

Carrying out an Equality Analysis
How to ensure your policies are inclusive

Dealing with discrimination, bullying and harassment
What you can do to take action

Equality guidance and advice
Publications to help you do the right thing, the right way

How do I get more involved?
There are many ways you can help

This self-service website provides Equality and Diversity services such that the creation of a fair and equal community becomes everyone's individual responsibility.

5.3   Review E&D staff training programme, consider provision for students and ensure continuous engagement

- Work with Safety, Health & Wellbeing to develop a single mandatory training programme for staff (to cover E&D, Safety, Health and Wellbeing).
- Investigate opportunities for the introduction of 'refresher' training to ensure staff maintain a level of knowledge which is current in terms of legislative changes/updates.
- Work with Learning & Development to investigate opportunities for the development of 'unconscious bias' training.
- Consider opportunities for the development and delivery of E&D training for students.
- Continue to work with Colleges/Professional Services to monitor and further improve compliance to support the University's equality objective that all staff complete mandatory E&D training.

5.4   Improve staff and student engagement on equality and diversity issues

- Work with Head of Internal Communications and the Students' Guild to ensure that all E&D branding and messaging is integrated and reduce initiative titles so far as is possible.
- Continue partnership working with the Guild.
- Continue work with the Guild to consider most effective methods of communication with the student community and to ensure they are informed and involved with University initiatives.

- Link events to promote/celebrate diversity to the Wellbeing Strategy.

5.5	*Review pathways for reporting incidents / making complaints*

- Review mechanism for reporting incidents of discrimination to ensure it is both proportionate and accessible.
- Work with Student Cases Team to review the procedure for student complaints relating to harassment/bullying and discrimination to ensure they are dealt with effectively.
- Ensure clear and consistent communication regarding how to report an incident/make a complaint so that staff and students are aware of the mechanisms available to them.

6.0 Action Required

Council is asked to acknowledge the steps taken in 2014/15 to move further forward in the management of Equality and Diversity and to support the next steps and priorities for 2015/16 to further embed equality and diversity activity within the University's everyday business.

Annex 1 - Data and Intelligence

In response to the requirements of the Equality Act, as of January 2012, equality data relating to both staff and students is published via a designated 'data' page on the University's Equality and Diversity website. This data is updated and published on an annual basis in line with requirements of the public sector equality duty.

The following data details the staff and student profile by:-
- Disability (Staff) – Table A
- Disability (Student) – Table B
- Gender (Staff) – Table C
- Gender (Student) – Table D
- Ethnicity (Staff) – Table E
- Ethnicity (Student) – Table F

Data is also available for the following:-
- Reported allegations of harassment and bullying – Table G
- Reported incidents of discrimination – Table H
- Compliance to mandatory equality and diversity training – Table I

Disability (Staff)

Table A shows disability disclosure rates year-on-year since 2012/13.
It should be noted that this data is representative of staff who choose to disclose their disability to the University, they are under no obligation to share this information with their employer. We do, however, make efforts to encourage staff to do so in order that Wellbeing Services (Occupational Health and the Disability & Wellbeing Advisor) can ensure any necessary measures to support those staff are put in place. Staff can update their own personal record including the disclosure of a disability via the self-service function of the Midland Trent HR system.

Year	% Staff disclosing a disability
2014/15	4.6
2013/14	4.6
2012/13	4.0

Table A: Staff disability disclosure rates year-on-year

Disability (Student)

Table B shows the percentage of students disclosing a disability for each academic year from 2012/13 to 2014/15.

Year	% Students disclosing a disability
2014/15	9.9
2013/14	9.2
2012/13	8.3

Table B: Student disability disclosure rates year-on-year

Gender (Staff)

Table C provides a summary of the gender breakdown of all staff by job family year-on-year since 2012/13.

Job Family	2014/15		2013/14		2012/13	
	Male	Female	Male	Female	Male	Female
Professors	81.8%	18.2%	82.0%	18.0%	82.2%	17.8%
Teaching & Research	64.6%	35.4%	65.1%	34.9%	66.5%	33.5%
Research Only	52.3%	47.7%	54.8%	45.2%	51.3%	48.7%
Teaching Only	42.5%	57.5%	40.2%	59.8%	41.5%	58.5%
All Professional	38.2%	61.8%	39.2%	60.8%	39.0%	61.0%
Staff Total	46.1%	53.9%	46.9%	53.1%	46.3%	53.7%

Table C: Staff gender profile

Gender (Student)

Table D shows the percentage of female students for each academic year from 2012/13 to 2014/15.

Year	% Female Students
2014/15	55.1
2013/14	55.3
2012/13	54.1

Table D: Student gender profile year-on-year

Ethnicity (Staff)

Table E provides a summary of the proportion of Black Minority Ethnic (BME) staff at the University by job family year-on-year since 2012/13.

Job Family	2014/15			2013/14			2012/13		
	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown
Professors	83.6%	5.3%	11.1%	83.7%	5.0%	11.2%	84.6%	4.5%	10.9%
All Teaching & Research	83.1%	9.7%	7.2%	83.0%	9.4%	7.6%	83.6%	8.6%	7.9%
Research Only	78.2%	14.1%	7.8%	78.5%	15.1%	6.4%	80.0%	14.3%	5.7%
Teaching Only	81.6%	8.6%	9.8%	86.6%	7.0%	6.4%	85.5%	9.1%	5.5%
All Professional	92.8%	3.1%	4.1%	93.5%	3.1%	3.4%	93.5%	3.0%	3.4%
Staff Total	87.8%	6.5%	5.7%	88.8%	6.4%	4.9%	89.2%	6.1%	4.8%

Table E: Staff ethnicity profile

Ethnicity (Student)

Table F shows the percentage of Black Minority Ethnic (BME) students for each academic year from 2012/13 to 2014/15.

Year	% BME Students
2014/15	18.6
2013/14	20.2
2012/13	20.5

Table F: Student ethnicity profile year-on-year

Reported allegations of harassment and bullying

The University collates information regarding reports of harassment and bullying. This is augmented by the employee engagement survey and the statistical monitoring of cases reported to the Network of Dignity & Respect Advisors.

Working with Communication & Marketing Services, a brand new Dignity & Respect promotional campaign was launched in 2014/15. New promotional literature was designed and produced to raise awareness of the Dignity & Respect policy, the Network of Advisors and other sources of support available and this was distributed to staff and students via Equality & Diversity Representatives in Colleges and Services; the Residence Life team; and at the Staff Festival and Fresher's Week.

Year	Staff	Student
14/15 (to date)	19	32
13/14	10	31
12/13	23	22
11/12	14	7

Table G: Allegations of harassment

Reported incidents of discrimination

Further to cases of harassment and bullying, the University also gathers information on reported incidents of discrimination. This is augmented by the employee engagement survey and the Reporting Incidents of Discrimination procedure.

As for Dignity & Respect, a brand new promotional campaign was also launched for staff and students to raise awareness of the Reporting Incidents of Discrimination procedure.

Year	Staff	Student
14/15 (to date)	2	2
13/14	3	11
12/13	4	10
11/12	2	13

Table H: Reported incidents of discrimination

Compliance to mandatory equality and diversity training

The Dual Assurance Partnership for Equality & Diversity and the Equality & Diversity Advisory Group continue to receive termly updates on compliance to mandatory equality and diversity training.

One of the key successes during 2014/15 is the increase in compliance from 32.1% to 88.2% (March 2013 – May 2015) with the overall number of staff working at the University also increasing in this period.

Academic College/Professional Service	Mar-13 % of Staff Completed	Mar-14 % of Staff Completed	May-15 % of Staff Completed
College of Engineering, Mathematics & Physical Sciences	23.0%	62.6%	88.6%
College of Humanities	15.0%	42.3%	95.6%
College of Life & Environmental Sciences	18.0%	49.9%	84.6%
College of Social Sciences & International Studies	17.0%	48.7%	77.5%
University of Exeter Business School	15.0%	34.0%	88.8%
University of Exeter Medical School	34.0%	74.9%	98.1%
Academic Services	30.0%	66.2%	85.7%
Campus Services	46.0%	60.5%	86.5%
Communication & Marketing Services	32.0%	74.6%	93.0%
Development & Alumni	24.0%	88.9%	86.7%
Executive Suite (Service)	50.0%	76.5%	100.0%
Finance Services	65.0%	79.7%	86.4%
HR Services	57.0%	66.2%	90.1%
International Office	20.0%	88.5%	92.9%
Research & Knowledge Transfer	22.0%	51.7%	91.9%
Strategic Planning & Change	29.0%	72.4%	94.7%
University TOTAL	32.1%	58.2%	88.2%

Table I: Compliance to Mandatory Equality & Diversity Training by College/Professional Service

Annex 2 – Terms of Reference of Dual Assurance Partnership for Equality & Diversity

To drive forward the University's commitment to creating a working, learning and social environment that is free from discrimination and promotes a culture of dignity; respect and equality of opportunity.

To have a strategic overview of the University's Equality and Diversity activities and initiatives.

To advise the Council of the University on the progress and performance of the University's Equality & Diversity action plan and the University's responsibilities under the general public sector equality duty which requires the University to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

To be appraised of any external factors which may impact upon the University's Equality & Diversity agenda.

To provide support and advice to the Equality & Diversity team.

Annex 3 – University Equality & Diversity Action Plan 2014/15

Action Plan - Equality and Diversity Annual Plan, 2014/15	Date Created	August 2014

Plan Owner :	Dorcas Cowan, Equality and Diversity Manager	Date last updated (and version no)	June 2015 (Version 1.8)
Core implementation Group :	E&D Advisory Group		
Links to key documents – Equality Objectives 2014, Council approved 2014 paper.			

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints Realistic	Person Responsible	Time-Frame To Achieve Timebound	Status
1.	**Statutory requirement under Public Sector Equality Duty to ensure organisation has agreed and published Equality Objectives – these require updating given progress since first published in 2012**	Agreed, new set of objectives launched and on website	Agree objectives which set out the organisational commitment to E&D		DC	Aug 2014	
			Approve via Dual Assurance		DC	Nov 2014	
			Publish on website		HB	Nov 2014	
			Communicate new objectives (fitting with new annual Action Plan) to E&D Representatives, College/ PS management teams		DC	Dec 2014	
2.	**Consolidate existing and previous actions**	One integrated E&D Action Plan	Carry out a review of the University's existing Equality Objectives, previous annual Action Plan and approved Council plan 2013-14 and		DC	Aug 2014	

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	into one Action Plan to ensure clarity for the year ahead		develop a 2014-15 annual Action Plan				
			Approve Action Plan via Dual Assurance		DC	Nov 2014	
			Communicate Action Plan to E&D Representatives, College/ PS management teams.		DC	Dec 2014	
3.	**Work with Colleges and Professional services to deliver a devolved structure**	Launch of a toolkit which provides a framework that enables Colleges / PS to implement E&D activity and address issues at a local level	Scope out new E&D toolkit and develop content including e-forms, EIA process and an integrated help guide etc for compliance with accreditations etc and test with selected managers to comment on content and suitability		DC / HB	May 2015	
			Develop an online Charter help guide as a first step in the development of an integrated E&D toolkit for managers / policy authors / research supervisors to act as a framework for all elements of E&D, bringing together all strands into one place		DC / AMB	July 2015	
			Consider content of all E&D webpages and update E&D website with new Charter help guide.		HB / AMB	August 2015	
			Launch new Charter help guide to Colleges engaged with external Charters e.g. Athena SWAN – communications with E&D Representatives, HRBPs and Athena SWAN Officers		DC / AMB	September 2015	
4.	**Integrate initiatives and standardise the way we talk**	Integrated E&D initiatives	Closely work with Head of Internal Communications and the Students' Guild to ensure (post AS submission - April '15) that all E&D branding and messaging is integrated and reduce initiative titles so far as is possible.		DC	October 2015	

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					Realistic		
	about E&D		Review the committee reporting structure for E&D Groups and ensure all necessary meetings, terms of reference etc are in place.		DC / HB	Dec 2016	
			Assist the Colleges / PS to develop annual improvement plan for E&D to ensure continuous improvement, following the launch of the toolkit.		DC	May 2016	
5.	**Improve student engagement on E&D issues**	• Increased student involvement in E&D events/initiatives; • Increased reports of incidents/cases reported to ED team and/or D&R Network from students	Identify methods of incorporating E&D measures (i.e. effectiveness of student experience with regard to E&D) into Communications and Marketing existing structures.		HB	April 2015	
			Establish and maintain close links with the Guild to improve partnership working, e.g. opportunities for joint campaigns.		HB	Dec 2014	
			Work with the Guild and Residence Life team to consider most effective methods of communication and awareness-raising in the student community.		DC / HB	Sept 2014	
6.	**Review awareness raising and communications for both staff and students**	• Increased involvement in E&D events/initiatives; • Increased reports of incidents/cases reported to ED team and/or D&R Network	Link events to PWE / Annual Calendar of Events (via Staff Association) and Students' Guild run events - gain support from Staff Association to assist more with E&D events.		HB	Nov 2014	
			Using new promotional materials created in 2013-14, ensure E&D presence at PWE campaigns and student events.		DC / HB	Sept 2014	
Ongoing E&D Activities							
7.	**Statutory requirement under Public Sector Equality Duty to publish equality data**	Annual publication of data	Extract data from HEIDI, analyse, report and publish on E&D website.	1 week of extraction and reporting time for ED team.	DC / HB	Jan 2015	

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	annually						
8.	**Athena Swan institutional and departmental submissions (Nov 2014, April 2015, Nov '14)**	Achievement of renewal of institutional Bronze award	University level Bronze submission being prepared by AMc and DC.		AMc / DC	Sept 2014	
			External assessment of submission		AMc / DC	Oct 2014	
			Submission of institutional Bronze application		AMc / DC	Nov 2014	
		Achievement of Departmental awards in Nov '14 round – 1 X Department Bronze submission: • College of Life and Environmental Sciences: Biosciences (Streatham) 1 X Department Silver submission: • combined application from Geography and Biosciences (Penryn)	Support Colleges with preparation of submissions		AMc / DC	Sept 2014	
			External assessment of submissions		AMc / DC	Oct 2014	
			Submission of Departmental applications		AMc / DC	Nov 2014	
		Achievement of Departmental awards in April '15 round – 3 X Department Bronze submissions: • Department of Geography	Support Colleges with preparation of submissions		AMc / DC	Feb 2015	

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					Realistic		
		(depending on outcome of reconsideration of application in Dec '14), • Department of Physics, • Department of Engineering.	External assessment of submissions		AMc / DC	Mar 2015	
			Submission of Departmental submissions		AMc / DC	Apr 2015	
		Achievement of Departmental awards in Nov '15 round – 3 X Department Silver submissions: • Department of Geography, • Department of Psychology, • Department of Maths and Computer Science.	Support Colleges with preparation of submissions		DC	Sept 2015	
			External assessment of submissions		DC	Oct 2015	
			Submission of Departmental submissions		DC	Nov 2015	
9.	**Successful application and achievement of pilot Race Equality Mark (REM) initiative**	Successful application as part of national REM pilot	Form Self-Assessment Team and diarise meetings (at least 3 meetings before April 15)		DC	Aug 2014	
			Review data requirements for assessment and plan data extraction		DC	Oct 2014	
			Identify online survey tool and engage with Communications & Marketing Team to deliver survey		HB	Oct 2014	
			Survey of staff / students to enable BME individuals to self-select participation in survey and collate, analyse and report responses and develop an action plan informed by results if required		HB	Nov 2014	

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			Develop submission document for internal review		DC / Self-assessment team	Mar 2015	
			Formal submission and review of University engagement with REM process going forward.		DC / KL / Self-assessment team	Apr 2015	
10.	**Successful submission to Stonewall Workplace Equality Index 2015**	Successful submission made and positive feedback received from Stonewall	Develop submission for Stonewall by collating information regarding policy, training, procurement, community engagement, role models etc		DC	16th Aug 2014	
			Send draft to HR and Dual Assurance teams for internal review		DC	16th Aug 2014	
			Formal submission to Stonewall		DC	6th Sept 2014	
			Receive feedback from Stonewall and generate plan for areas of improvement		DC	Apr 2015	
11.	**Successful application for Two Ticks re-accreditation**	Successful re-accreditation	Develop application by reviewing provision for disabled staff with the support of the Disability and Wellbeing Advisor.		HB	Sept 2014	
			Send draft to HR and Dual Assurance teams for internal review		HB	Sept 2014	
			Formal application to JobCentre+		HB	Oct 2014	
12.	**Become a signatory to the Mindful Employer**		Review provision for mental health to ensure commitment to the Charter can be demonstrated		KL / SJ	Oct 2014	
			Sign up to the Charter for Employers who are Positive About Mental Health		KL / SJ		

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						Realistic	
	Charter		Attend 'Mindful Employer' 10th anniversary conference and receive certificate to mark becoming signatory		KL / SJ / DC		
13.	**Become a signatory of the Time to Change pledge**		Attend 'Time to Change' workshop and networking event		SJ / HB	Sept 2014	
			Develop action plan in partnership with the Students' Guild		SJ / AH / Students' Guild	Dec 2014	
			Event to mark the signing of the 'Time to Change' pledge and launch the new Wellbeing Standard		KL / SJ / Students' Guild	10th Dec 2014	
14.	**Consider application for Gender Equality Mark 2015**		Consider ongoing accreditation with GEM – consult with Dual Assurance and HR to make decision		DC / KL	July 2015	
15.	**Review E&D training programme and ensure continuous engagement staff**	• E&D online training resource which is current, appropriate and fit for purpose • Colleges/PS receiving regular compliance data • Completion of E&D training by all staff	Carry out review of E&D online training resource to ensure suitability and applicability of content		KL / DC / HB	August 2015	
			Make any necessary amendments by engaging online provider		DC	September 2015	
			Working with SL&D, ensure a robust process in in place to cascade training compliance data to Colleges / PS on a regular basis to ensure continuous completion of E&D training by new staff		KL	Oct 2015	
			Consider introduction of 'refresher' E&D online training to ensure staff maintain a level of knowledge which is current in terms of legislative changes/updates		KL / DC	Oct 2015	
			Investigate possibility of extending provision of E&D online training to students		KL / DC	Oct 2015	
16.	**Continuous management of incidents / ED**	Cases handled efficiently and effectively	Continue to receive all incidents reported and consider appropriate course of action to take, ensure summary of incidents are included on		DC / HB		

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						Realistic	
	cases reported		the risk register and annual report to Council. Consider key themes arising.				
17.	**Continue to manage the process for Equality Impact Assessments**	Key policies/processes assessed in timely manner	Until it is reviewed within the development of the toolkit, continue to manage the current process.		HB	July 2015	
18.	**Continue to deliver ongoing internal activities and reports**		Annual Report to Council		DC	July 2015	
			Dual Assurance Meetings		DC	X 5 per year	
			HEFCE Annual Monitoring Statement		DC	Nov 2014	
			Risk Register review		DC	Nov 14	
						May 15	
			Equal Pay Audit (biennial)		DC	Apr 2016	
			Equality Groups and Meetings (D&R, E&D Advisory Group, consultation group etc)		DC	July 2015	
			University AS Working Group		AMc / DC	Monthly	
19.	**Continue to support the annual calendar of E&D events**	Successful series of events delivered as an integrated part of University calendar of events	Seek approval to ensure Staff Association / PWE supports / leads on ED events. ED team to support.		HB	Oct 2015	

Status tracking		
Complete	**Green**	G
On plan	**Blue**	B
Risks slippage	**Amber**	A
Barriers – not achieved	**Red**	R