

UNIVERSITY OF EXETER
EDI TERMLY REPORT TO COUNCIL, JULY 2021

1. Introduction

This report summarises progress on Equality, Diversity and Inclusion (EDI) over the summer term of the 2020/21 academic year, including new developments and challenges along with proposed next steps and priorities for 2021/22.

Our 2030 strategy development work provides an opportunity to take the long view on the type of culture we want to create at Exeter. Over the last few weeks, we have engaged in broad consultation with members of our EDI Groups and Networks to identify key themes from our community to feed into the Big Conversation.

Work is also continuing to identify Key Performance Indicators to measure the impact of our EDI activities in a robust and meaningful way through the development of a cultural index which will track our progress.

2. Progress on Priorities

2.1 EDI Action Plan 2020-21

As we work towards our EDI Vision 2025, the EDI Team have been working with colleagues across the institution to drive forward actions outlined within this report. With particular thanks to the Provost's team for their support with progressing actions arising from the Provost's Commission for EDI Innovation.

2.2 EDI Training Plan

Training and Development is a vital part of the University EDI Vision to 2025. Key updates for this term are as follows:

a. 'Diversifying Leadership'

[Advance HE's Diversifying Leadership programme](#) is designed to support early-career academics and professional services staff from Black, Asian and Minority Ethnic backgrounds who are about to take their first steps into a leadership role. We have funded two places for the January 2021 intake (one place for a Streatham colleague and another for a Penryn colleague). We have advised colleagues on our "waitlist" that June 2021 round is now open for applications.

b. 'Elevate' (an innovative leadership and development programme For Black, Asian and Minority Ethnic (BAME) Women)

The first pilot of its kind, [Elevate](#) offers a unique opportunity for Professional Services and Academic staff (who identify as female) to meet, share, support and learn together from across the four GW4 universities in the South West (Bristol, Bath, Cardiff and Exeter). Being both a female and an ethnic minority brings its own challenges, and this was highlighted in our 2020 Race Equality Charter staff survey. Not only was Exeter instrumental in developing the programme with our partners, crucially we are co-ordinating cross-institutional mentoring for the programme. This programme has proven popular and we have funded seven places. So far, the programme has received good feedback.

c. Student EDI induction training

The EDI Induction training for students implemented in September 2020 has been reviewed and refreshed in light of feedback received from those who completed it and a new improved product

is due to be launched in September 2021. Work is also underway exploring options to ensure completion as a mandatory requirement across all levels of study from 2021/22.

3. External Accreditations

3.1 Gender: *Athena SWAN* (next institutional application due April 2023)

We are continuing to review our Gender Equality Action Plan through a CV-19 lens to identify and address the detrimental impacts of CV-19 on gender equality.

Two policies have been developed on Adjusting for the Differential Impact of the Coronavirus Pandemic – one for academic colleagues and a parallel policy for Professional Services. The principles underpinning both policies are broadly the same, emphasising a flexible approach and recognition that colleagues' activity and priorities may have significantly changed during the past year and acknowledging that the impact of these changes are likely to endure beyond the pandemic so these policies will take effect throughout this year and at least the next two academic years following.

3.2 Sexual Orientation: *Stonewall Workplace Equality Index* (application due September 2021)

Work has commenced on our application for a Bronze award in the 2022 WEI. Stonewall have introduced a new marking criterion which includes an emphasis on Bi and Trans inclusion.

Recent press coverage claiming that some Universities are leaving Stonewall because of controversy over their stance on Trans and Non-Binary rights has been ill-informed and within the sector we are aware of a move towards renewed and accelerated support for Stonewall and their work on gender identity issues as one of the most important things they do. There is consensus across the sector that if as institutions we believe that Trans people and Non-Binary identities are valid, support for Stonewall is more important than ever.

Race: *Race Equality Charter Mark (REC)* (application due September 2021)

Work continues on our Race Equality Charter application, throughout the process, we have utilised the application experience as our institutional "gap analysis", and to date this work has enabled us to review our current practice through the lens of race equality and work on developing actions to address arising issues. Our deadline is the 30th September 2021, and our aim is to have a first draft by mid-June so that we have time to refine, and source any gaps over the summer.

3.3 Disability: *Disability Confident*

To ensure our disability agenda is aligned with our EDI Vision, it has been recognised that there is a need to refocus on three key areas – 'the 3 R's':

- **Risk-compliance with legislation (health and safety legislation, Equality Act 2010)**

Our experience of the last 15 months and the move to online learning and remote working has highlighted some areas where accessibility needs to be addressed, specifically in terms of reasonable adjustments and IT access.

- **Refresh – Disability Equality action plan**

The Disability Equality action plan is to be overhauled in line with the overall EDI Vision and to incorporate more emphasis on students and education.

- **Raise - raise the profile and improve information and training around access and disability**

A need for more information and guidance for managers.

4. Cultural Change

4.1 Gender Safety

Following recent high profile events, which have highlighted issues nationally regarding gender-related violence and sexual violence, the Provost Commission held an event with staff, students and our partners in the region in April 2021 on *Tackling Gender Based Violence Together* to discuss work already underway, and explore priorities and next steps. A new Gender Safety Group has been established and recently met for the first time co-chaired by Provost, Janice Kay and Registrar and Secretary, Mike Shore-Nye. Actions agreed so far include the development of Bystander Intervention training for staff and students, consent training, a passive alarms pilot and pilot night safety scheme.

Gender Based Violence - Joint Panel Event

The University hosted a panel event on 8 June focused on 'Gender Based Violence and a Multi-Agency Response'. Jess Phillips MP (Shadow Minister for Domestic Violence and Safeguarding) and Dr Rachel Fenton (Expert in Prevention of Violence Against Women) were joined by representatives from national and local charities including Southall Black Sisters, Devon Rape Crisis and First Light. The event continued the conversation about Gender Based Violence and the role the University and partners can play in responding to such incidents.

We were also invited to join partners in the region at a meeting of Exeter Community Safety Partnership Violence Against Women & Girls in the Night Time Economy Task & Finish Group on 15 June.

4.2 Universities UK Directory of Initiatives Tackling Racism and Racial Harassment

Six months since UUK published guidance on tackling racial harassment and urged universities to take urgent action, they have produced a directory of case studies to share some of the activities and initiatives adopted by UUK members. Exeter is represented in a number of different sections throughout the directory including our Cornwall Anti-Racism Forum and the creation of the academic lead role for BAME student support within the College for Medicine and Health.

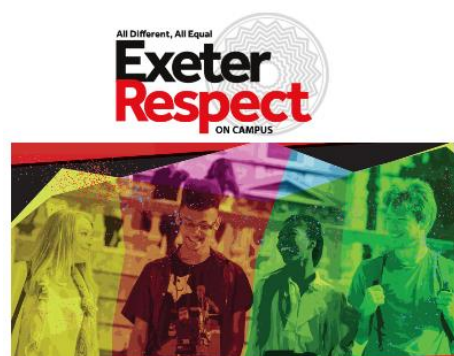
4.3 Actions arising from Speak Out data

Since the launch of the Speak Out reporting tools in 2018, the data has been monitored and analysed to identify trends or themes which has informed our actions e.g. –

- (a) As a check and balance against our Action Plans - are existing actions appropriate and relevant? Do they reflect and address the issues that our community are reporting through Speak Out?
- (b) To inform our institutional communications strategy - are there key messages that aren't being heard or that aren't being delivered?
- (c) To identify the need for targeted communications within particular Colleges / departments / teams.
- (d) To identify where there may be a training / awareness-raising need within a specific College / department / team e.g. end of 2020, EDI training delivered for CSM (in response to reports received via Speak Out).

4.4 Respect on Campus Festival

The third Respect on Campus Festival took place virtually from 24 - 27 May 2021. Returning for the third time, the festival marks our commitment to equality and inclusion. Featuring a series of workshops, seminars and performances open to all colleagues and students to explore and share the work going on within the EDI agenda, this year included sessions with UK Drag Race Contestant Sum Ting Wong, seminars on decolonisation and putting values into action and furthering the understanding of Dignity and Respect and Privilege at the University. Approximately 130 students and staff signed up to the event with a high turn-out rate.



4.5 EDI Communications campaign

A coordinated campaign is underway to increase awareness and visibility of the university's EDI work within and beyond our community. We have created dedicated newsletters, social media campaigns and internal cascades over the last term for International Women's Day, IDAHOBIT, LGBT History Month and Disability awareness, each getting between 8000 and 20,000 impressions across our various social media. Further, a dedicated podcast series and video campaign focused on representation and microaggressions is in development to be released in time for the new academic year.

4.6 International Day against Homophobia, Biphobia, Intersexphobia and Transphobia (IDAHOBIT)

To mark IDAHOBIT, the University hosted a virtual speaker event with intersectional trans activist, speaker and educator **Sabah Choudrey**, a recording of the event is available to view [here](#).

4.7 Student Anti-Racism Projects

A further two projects, including one based on the Penryn campus, were funded in the second round of the Student Led Anti-Racism £25k Fund (created as a result of lobbying / co-creation with the Provost Fund) in April 2021. These join the five projects funded through the first round of applications in December 2020. The projects have had strong engagement from students with an increasing social media following with each round. In addition, one of the projects "Active Together" won an award at the Exeter Students' Guild Awards for Outstanding Contribution to EDI and Welfare – nominated and shortlisted by students from across the Guild's membership, which shows that the project has a tangible and lasting impact for our student community. Support for the student projects continues to be provided by the Education Incubator who are also developing an Impact Reports to evaluate the outcomes and impacts of the projects funded to date.

4.8 Faith & Worldview

The new 'Faith & Worldview Equality Group' have started work on an action plan and a smaller working group has been established to develop the plan further. A current key priority is reviewing the provision of multi-faith space and muslim prayer rooms across all our campuses.

5. Joined Up Working

5.1 EDI Deep Dives

This year we organised three 'deep dives' into core areas of work for the university – Education, Research and Global. The aim of these was to ensure that our EDI ambitions and fundamental considerations were at the centre of these portfolios. The deep dives consisted of interrogating data (Research Awards, Awarding Gaps, global partnerships) by demographic and identifying avenues for positive action. These included identifying disparity by group in uptake of study abroad opportunities, representation across various career stages in research and embedding EDI and Wellbeing into the way we deliver Education at the university. There will be a review of the effectiveness of these over the summer to determine formats / topics for the next academic year.

5.2 REF

Ahead of our final submission to REF2021, the environment templates for each unit of assessment were reviewed by members of the University Inclusion Group in relation to EDI activity and feedback provided to Directors of Research.

6. Improved Processes

6.1 Support for Staff and Students

As a result of feedback from our community and building on improvements to processes and procedures made to date (as reported in the spring term EDI report) we are planning a review of our report and support provision. The aim is to create a culture where individuals feel comfortable being themselves, empowered to raise concerns / report incidents and have confidence in our processes and procedures. Therefore, we should expect to see a continued increase in reporting as a reflection of our changing culture.

7. Next Steps

We continue to work towards identifying KPIs to measure the impact of our EDI activities in a robust and meaningful way and ensure that EDI is fully embedded within our 2030 strategy so that we create a culture at Exeter that is truly inclusive and compassionate.

Proposed key priorities for the next academic year 2021/22 have been influenced by our EDI Vision 2025 and the 7 key themes of change (see Appendix C) whilst recognising that as we work through accreditations these themes need to be contextualised to mirror the issues raised within each application / gap analysis.

Key priorities proposed for 2021/22 are as follows:

- 7.1.1 Support the work of the evolving strategy development and implementation to ensure inclusion is embedded throughout.
- 7.1.2 Identify and agree meaningful and robust EDI KPIs that demonstrate the impact of our actions.
- 7.1.3 Support the Return to Campus and Future of Work projects to ensure EDI and accessibility are fully considered.
- 7.1.4 Continue to monitor the differential negative impact of CV-19 on equality groups and take action to mitigate against these.

- 7.1.5 Comprehensive review of our Report and Support provision – to include review of reporting processes and mechanisms (in light of emerging issues relating to gender safety, free speech etc), internal support available and external support that can be signposted.
- 7.1.6 Support the work of the Success for All strand of the Education strategy
- 7.1.7 Work with Community partners to increase EDI awareness and reduce hate incidents/ crimes within the city and region.
- 7.1.8 Build on the success of our existing EDI Communications Strategy to ensure a coordinated approach to increase the visibility and awareness of our EDI activities across our community and beyond.
- 7.1.9 Continue to engage with external accreditations as a robust framework for driving forward our EDI activity including:
 - (a) Complete and submit application for the Race Equality Charter award
 - (b) Begin preparations for institutional Athena SWAN Silver renewal application (expires April 2023)
- 7.1.10 Training and Development:-
 - (a) Male Allies – exploring a pilot programme to explore the crucial support of men in helping to prevent violence against women
 - (b) Bystander training for staff and students
 - (c) Student EDI Induction training – explore opportunities for further improved provision through the development of a bespoke programme
 - (d) Unconscious Bias training
 - (e) Elevate Training - Following the success of the 2020 round, work with our GW4 partners to plan a 2021 round, extending the programme to other universities in the south-west region
 - (f) Cultural Competence Community of Practice – completion of first cohort and support with their continuing projects.
- 7.1.11 Continue to drive forward actions related to Disability, Faith & Worldview, Gender, Race and Sexual Orientation through Equality Groups and associated Networks.

8. Recommendation

Council is asked to note progress on priorities during 2020/21 and to approve proposed key priorities for 2021/22.

Appendix A – Staff and Student Profiles

The staff data below is headcount of all staff by protected characteristic and is correct as of 2 June 2021. The student data below is FTE of students, excluding non-standard students (INTO, inbound exchange, CPD, and non-credit bearing students) and is correct as of 7 June 2020. Numbers have been rounded to the nearest 5 to protect the identity of individuals.

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Figure 1 - Staff Age Profile

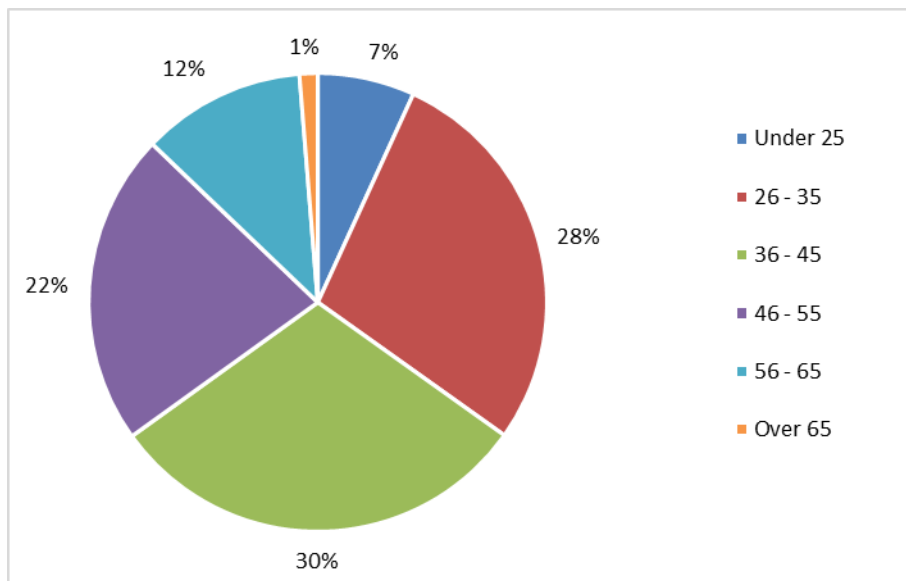


Table 1 - Staff Age Profile

Under 25	26 - 35	36 - 45	46 - 55	56 - 65	Over 65	Total
440	1,805	1,950	1,425	745	85	6,460

Figure 2 - Staff Disability Profile

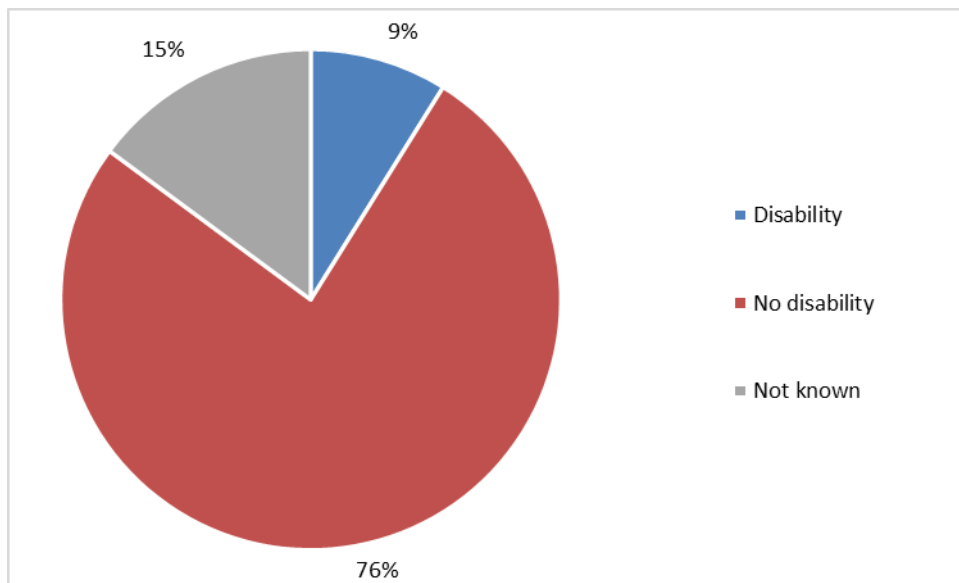


Table 2 - Staff Disability Profile

Disability	No disability	Not known	Total
575	4,925	960	6,460

Figure 3 - Staff Disability Profile Trend

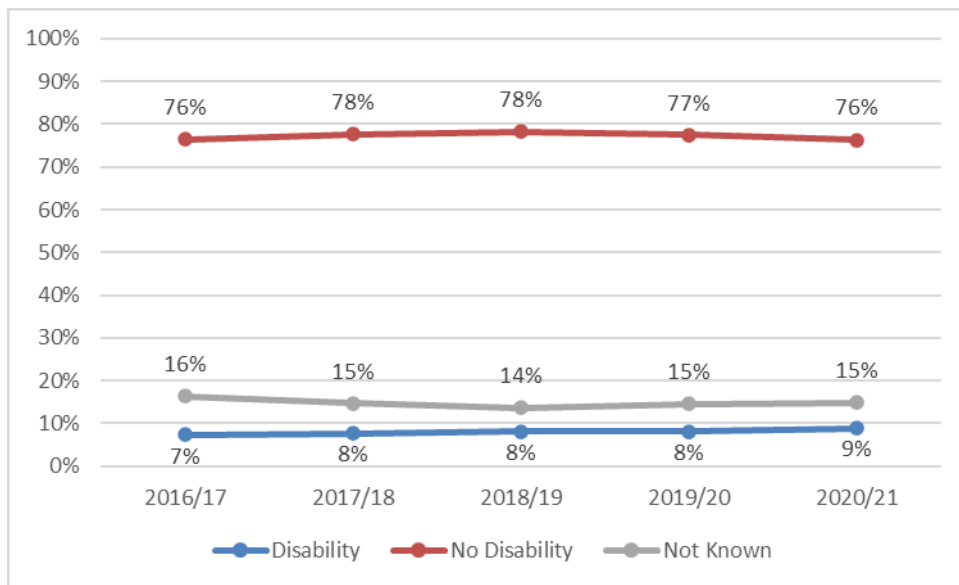


Table 3 - Staff Disability Profile (5 Year Trend)

	2016/17	2017/18	2018/19	2019/20	2020/21
Disability	355	390	455	510	575
No Disability	3,705	3,955	4,380	4,920	4,925
Not Known	790	745	765	925	960

Figure 4 - Staff Gender Identity Profile

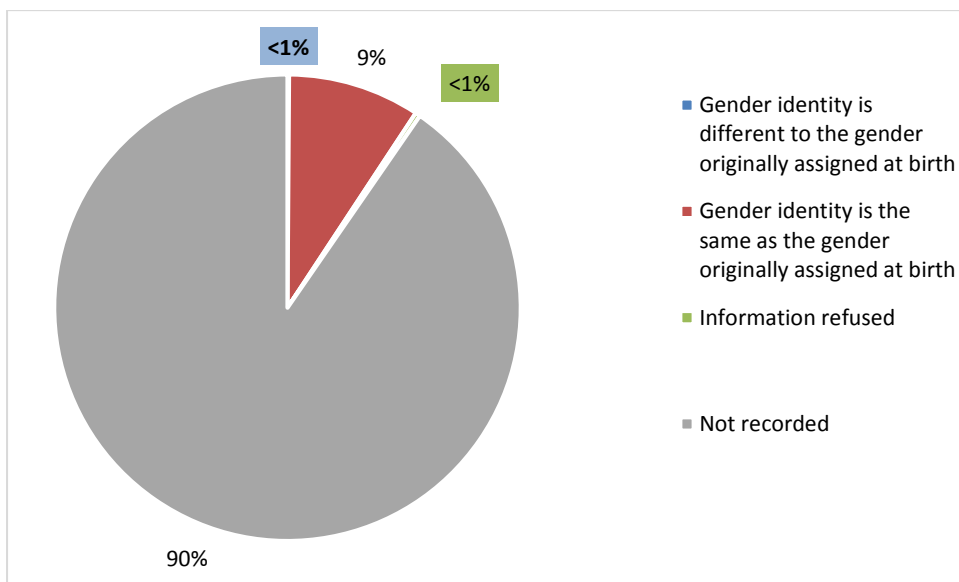


Table 4 - Staff Gender Identity Profile

Different to at birth	Same as at birth	Information Refused	Not Recorded	Total
5	590	20	5,840	6,460

Figure 5 - Staff Marriage and Civil Partnership Profile

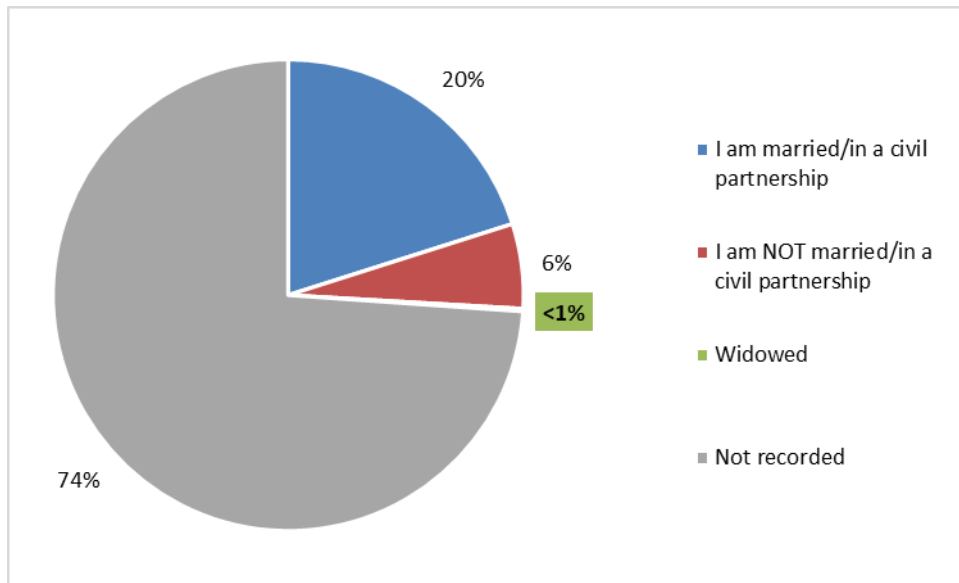


Table 5 - Staff Marriage and Civil Partnership Profile

Married/in Civil Partnership	Not Married/in Civil Partnership	Widowed	Not Recorded	Total
1,300	375	10	4,775	6,460

Figure 6 - Staff Race (Nationality) Profile

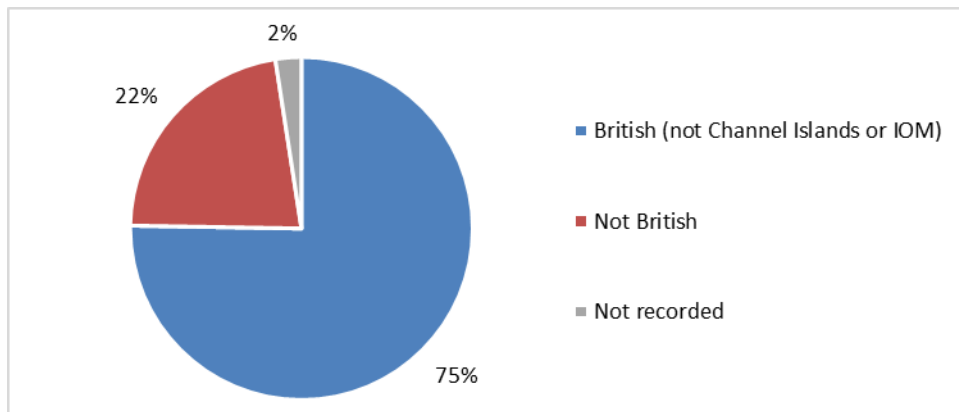


Table 6 - Staff Race (Nationality) Profile (Top 20 Nationalities)

1	British	4,860	11	Greek	45
2	Italian	120	12	Dutch	40
3	German	115	13	Australian	35
4	American	115	14	Portuguese	35
5	Chinese	105	15	Canadian	30
6	Spanish	85	16	Iranian	25
7	Indian	80	17	Brazilian	20
8	Polish	80	18	Turkish	20
9	France	70	19	Romanian	20
10	Irish	60	20	Russian	20
Not Recorded			160		

Figure 7 - Staff Race (Ethnicity) Profile

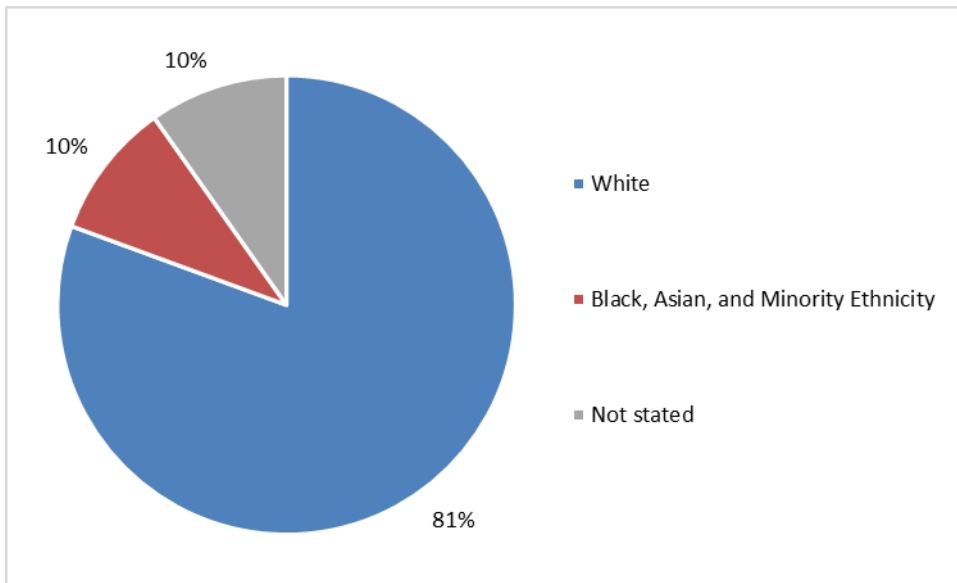


Table 7 - Staff Race (Ethnicity) Profile

White	Black, Asian, and Minority Ethnicity	Not stated	Total
5,205	620	635	6,460

Figure 8 - Staff Race (Ethnicity) Profile (5 Year Trend)

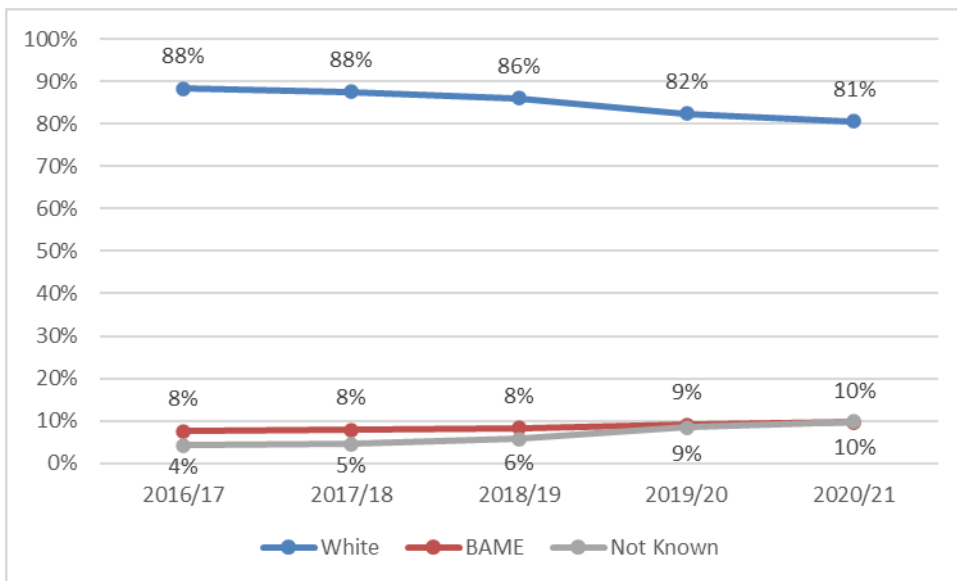


Table 8 - Staff Race (Ethnicity) Profile (5 Year Trend)

	2016/17	2017/18	2018/19	2019/20	2020/21
White	4,285	4,450	4,815	5,225	5,205
BAME	365	400	465	575	620
Not Known	205	230	320	540	635

Figure 9 - Staff Religion Profile

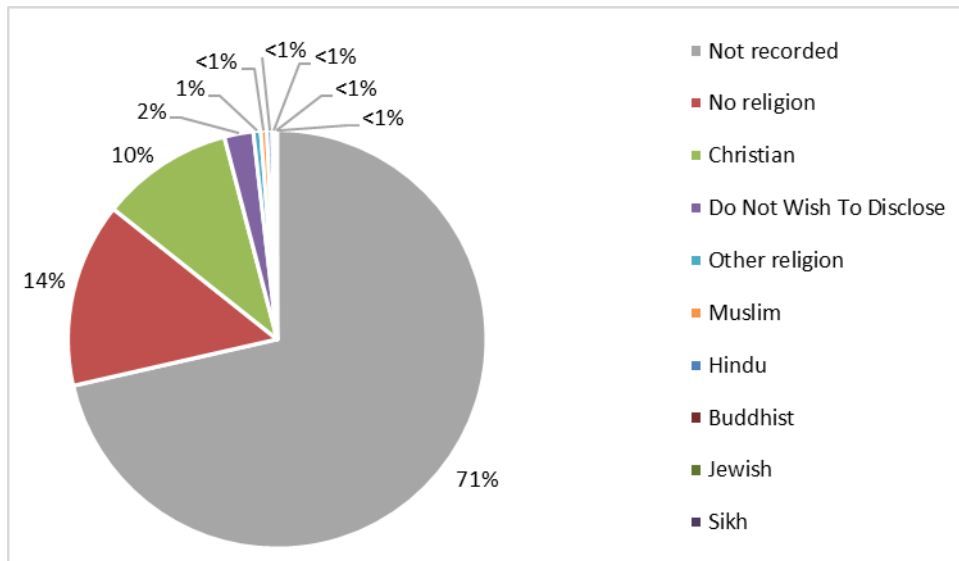


Table 9 - Staff Religion Profile

Not recorded	No religion	Christian	Do not wish to disclose		Other religion
4,615	920	660	145		40
Muslim	Hindu	Buddhist	Jewish	Sikh	Total
30	25	20	5	<5	6,460

Figure 10 - Staff Sex Profile

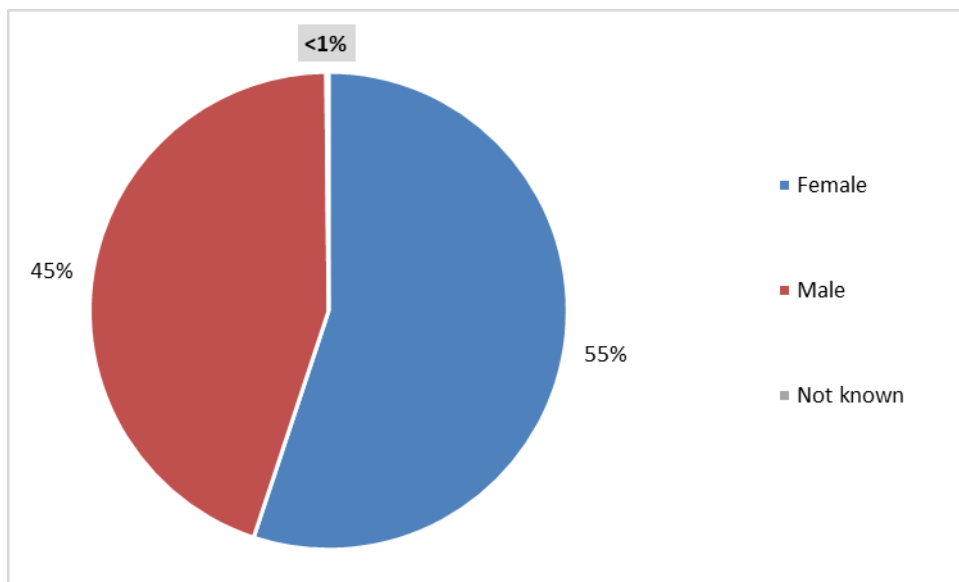


Table 10 - Staff Sex Profile

Female	Male	Not known	Total
3,560	2,890	10	6,460

Figure 11 - Staff Sex Profile (5 Year Trend)

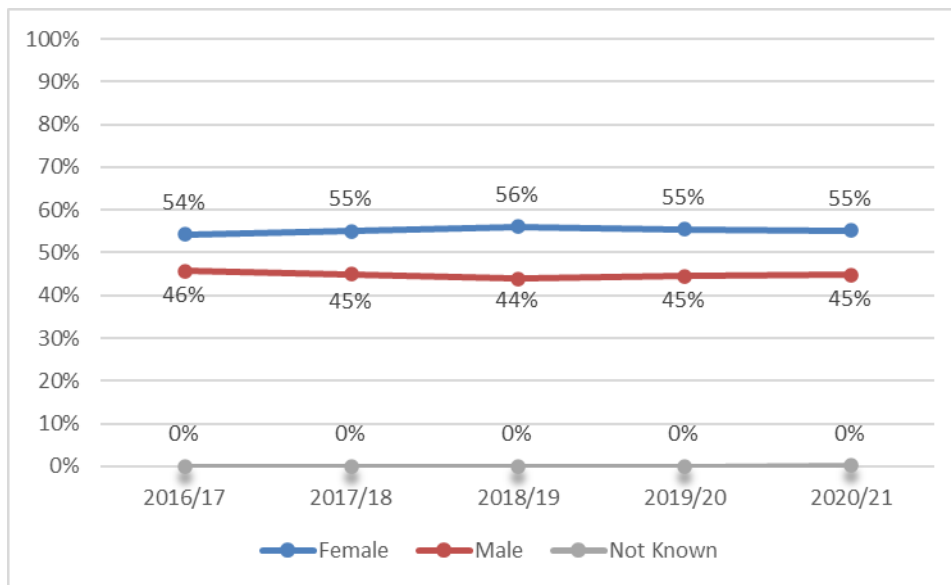


Table 11 – Staff Sex Profile (5 Year Trend)

	2016/17	2017/18	2018/19	2019/20	2020/21
Female	2,635	2,800	3,135	3,520	3,560
Male	2,220	2,290	2,460	2,825	2,890
Not Known	-	-	-	-	10

Figure 12 - Staff Sexual Orientation Profile

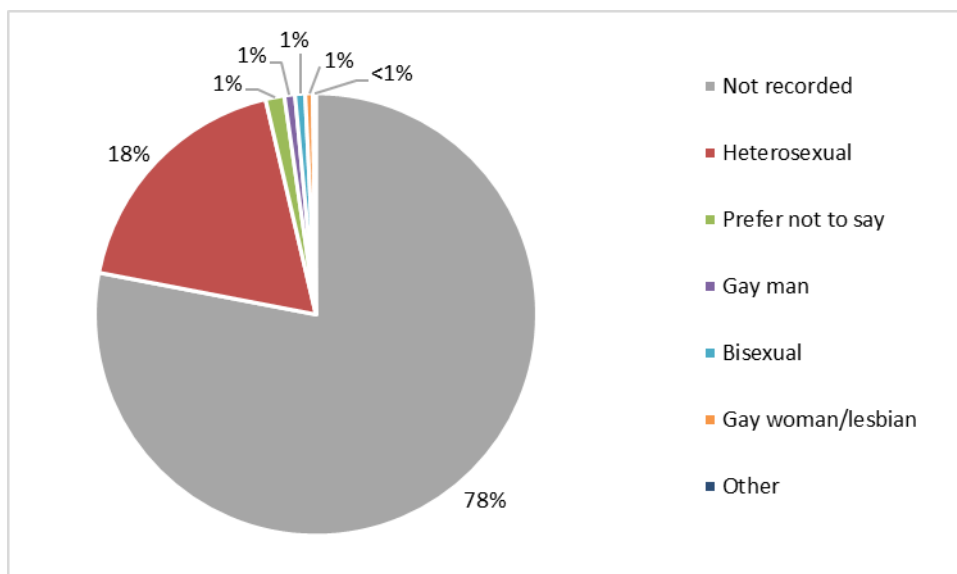


Table 12 - Staff Sexual Orientation Profile

Not recorded	Heterosexual	Prefer not to say	Gay man
5,040	1,180	90	50
Bisexual	Gay woman/lesbian	Other	Total
50	40	15	6,460

Figure 13 - Student Age Profile

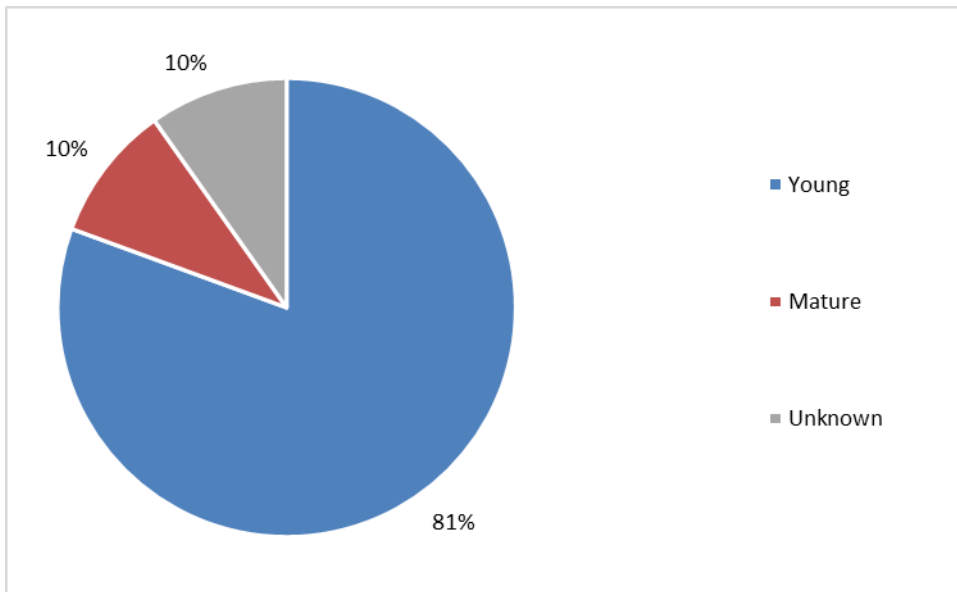


Table 13 - Student Age Profile

Young	Mature	Unknown	Total
24,625	6,435	85	31,145

Figure 14 - Student Disability Profile

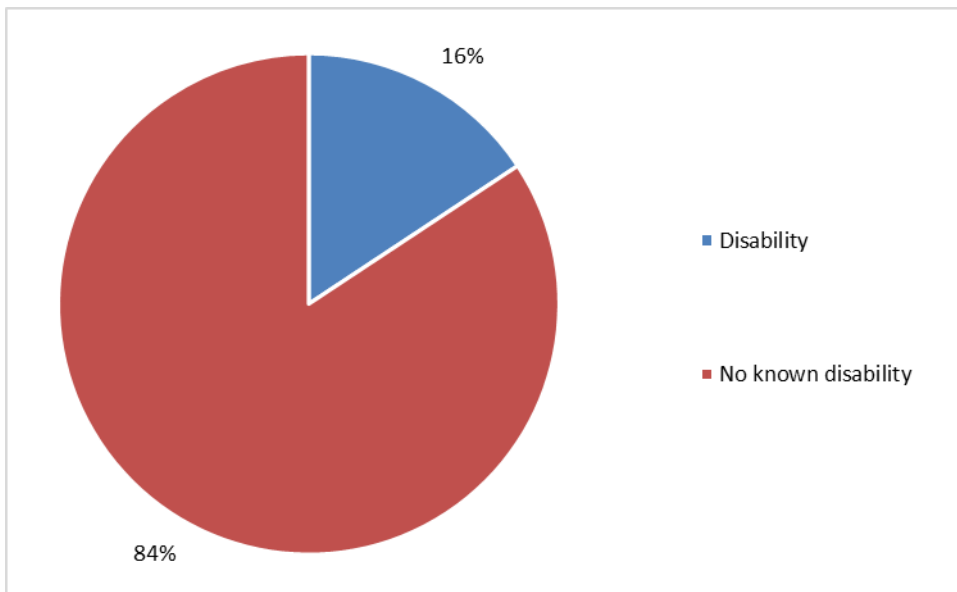


Table 14 - Student Disability Profile

Disability	No Known Disability	Total
4,890	26,255	31,145

Figure 15 - Student Race (Nationality) Profile

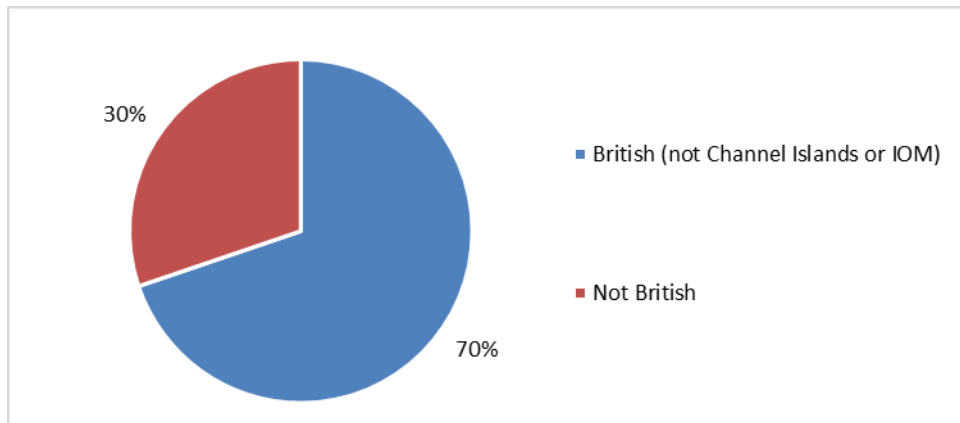


Table 15 - Student Race (Nationality) Profile (Top 20 Nationalities)

1	British	21,740	11	Irish	205
2	Chinese	3,120	12	Thai	190
3	Indian	510	13	Malaysian	175
4	Hong Kong	500	14	Polish	155
5	French	420	15	Turkish	150
6	Italian	240	16	Portuguese	130
7	Spanish	240	17	Nigerian	130
8	German	230	18	Greek	105
9	United States citizen	220	19	Singaporean	100
10	Saudi Arabian	215	20	South Korean	95

Figure 16 - Student Race (Ethnicity) Profile

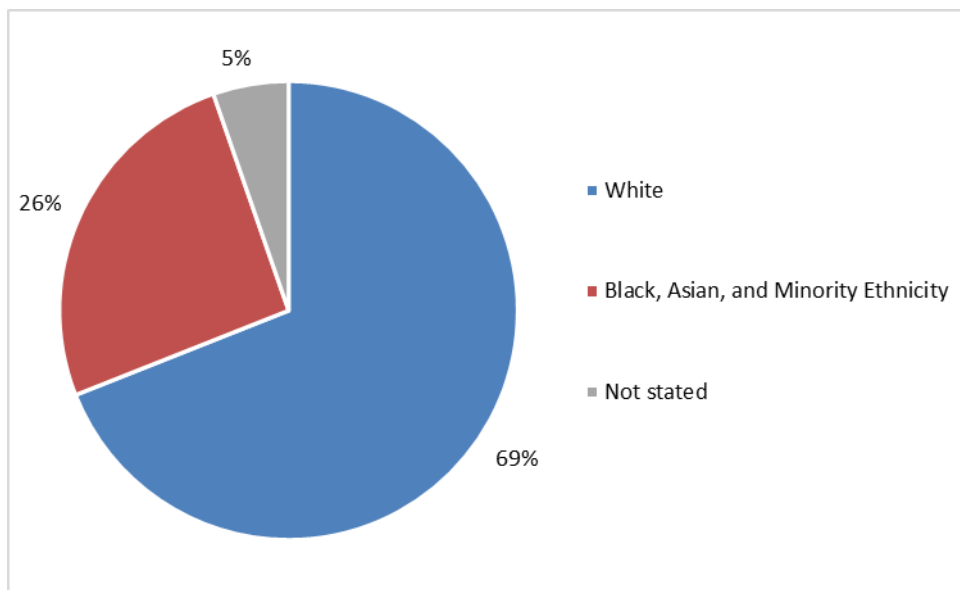


Table 16 - Student Race (Ethnicity) Profile

White	Black, Asian, and Minority Ethnicity	Not stated	Total
21,490	7,995	1,660	31,145

Figure 17 - Student Sex Profile

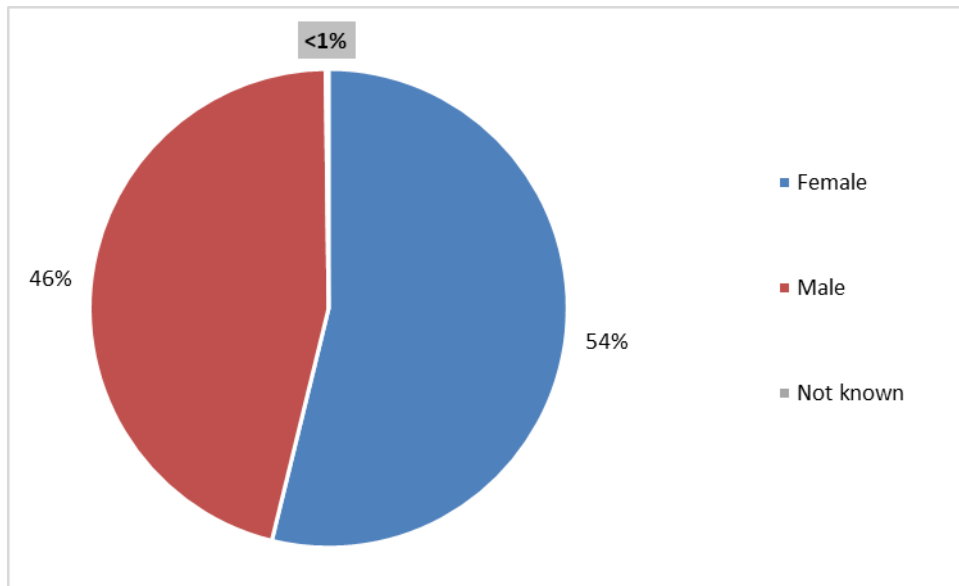


Table 17 - Student Sex Profile

Female	Male	Not known	Total
16,765	14,320	60	31,145

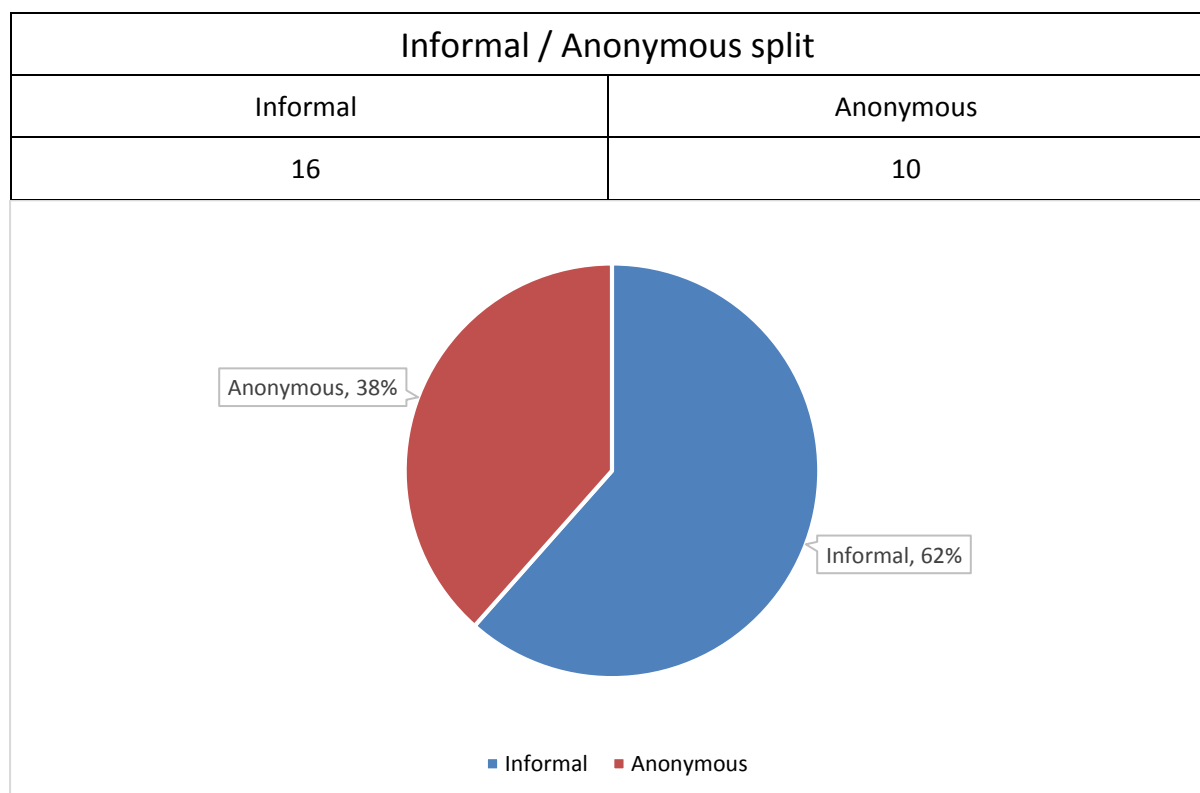
Appendix B – Exeter Speak Out & Falmouth and Exeter Speak Out Report 2020 – 2021

Please be aware that this report only includes information about submissions made into the Exeter Speaks Out and Falmouth and Exeter Speak Out anonymous and informal reporting tools; it does not include information from any other sources (e.g. formal complaints or casework).

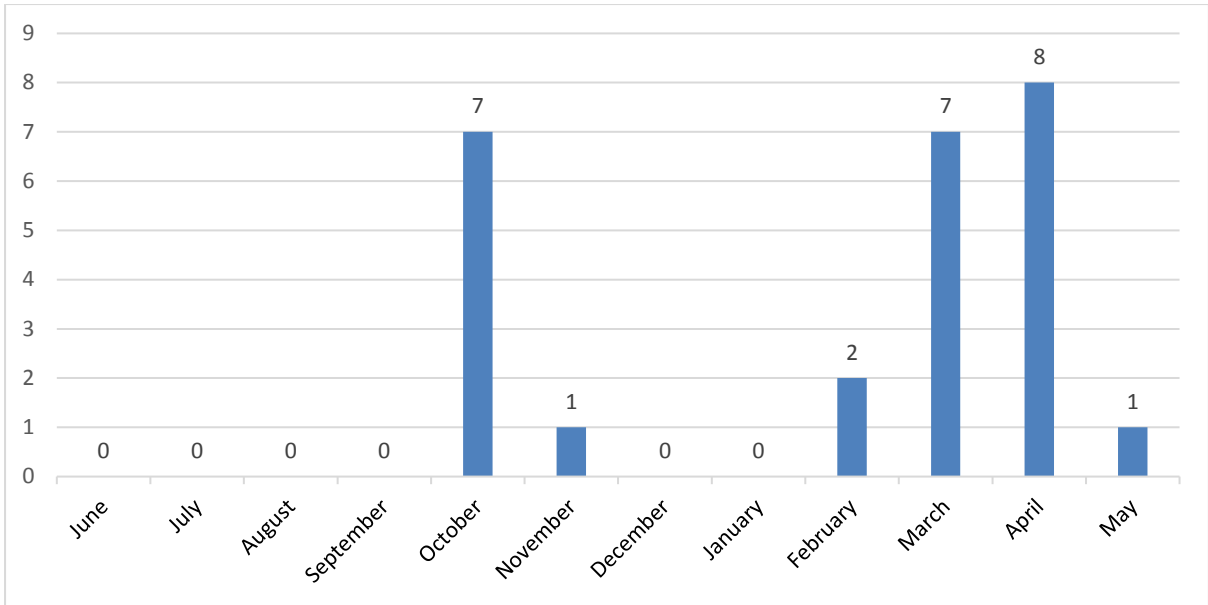
Therefore, while this report gives some indication of the nature of some of the incidents that have been reported by staff and students at the University, it should not be treated as an accurate reflection of the actual incidents and their prevalence.

- The following reporting data is from 01 June 2020 – 31 May 2021 to give a full year’s response.
- For this report, the Falmouth and Exeter Speak Out tool was only introduced in September 2020, and therefore there is no data for the previous months.

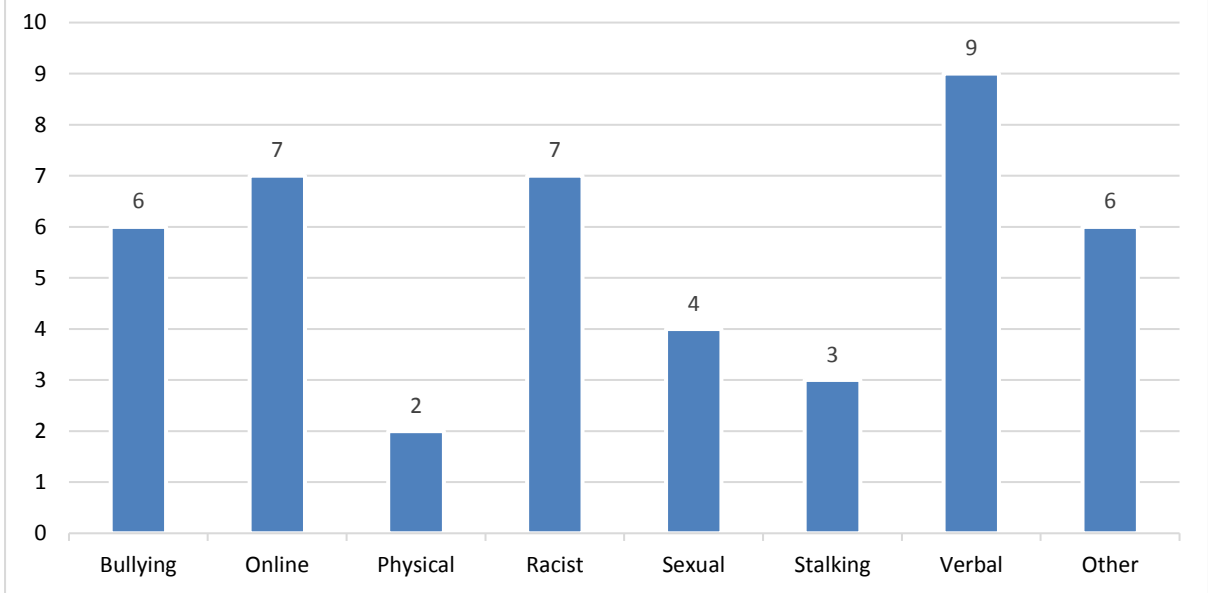
Falmouth and Exeter Speak Out



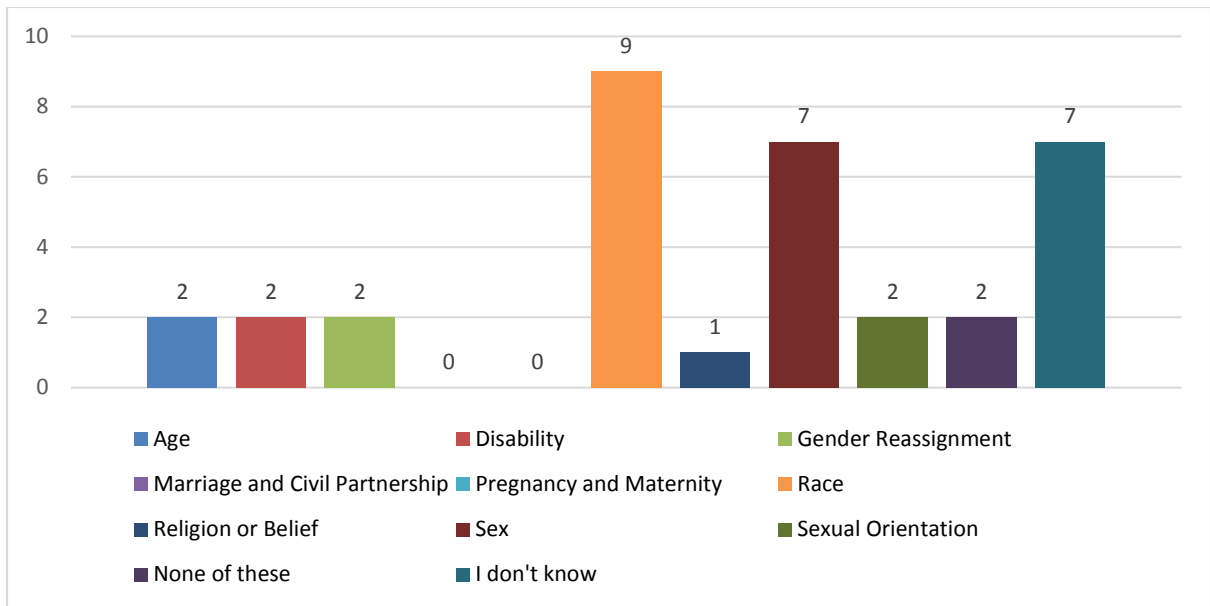
No. of reports received per month											
Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
0	0	0	0	7	1	0	0	2	7	8	1



Harassment type							
Bullying	Online	Physical	Racist	Sexual	Stalking	Verbal	Other
6	7	2	7	4	3	9	6

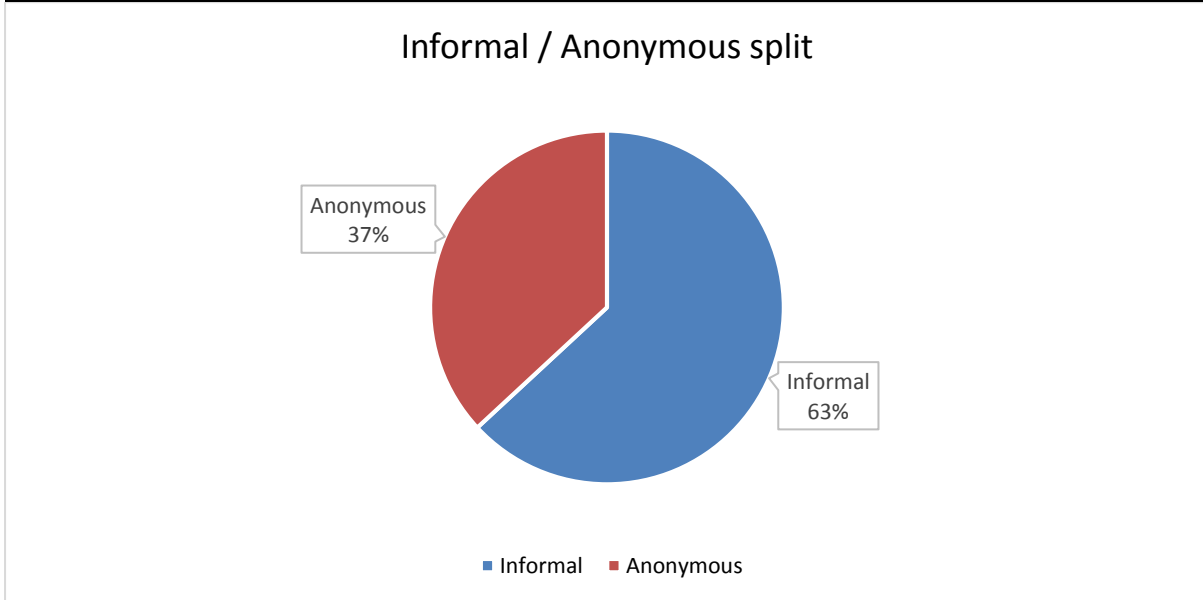


Reports by Protected Characteristic										
Age	Disability	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation	None of these	I don't know
2	2	2	0	0	9	1	7	2	2	7

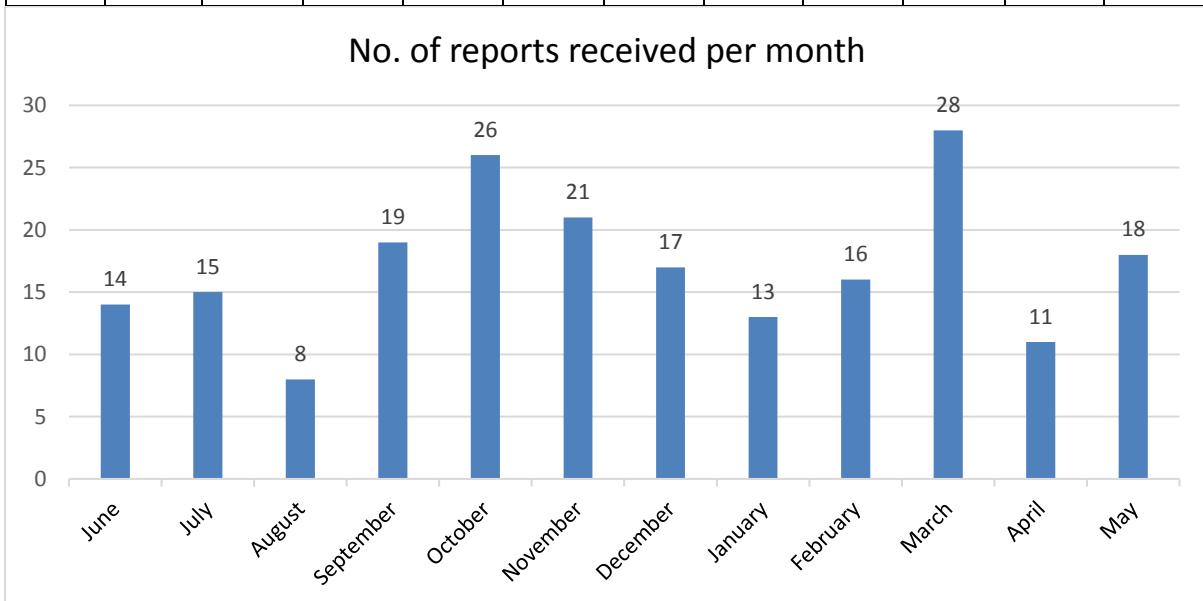


Exeter Speak Out

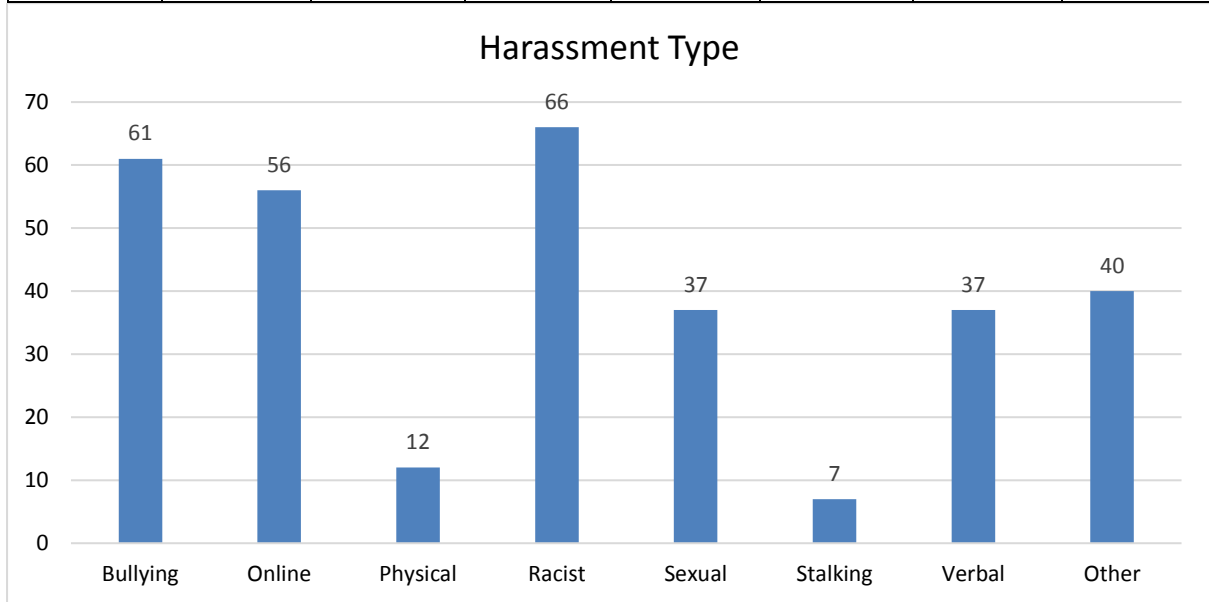
Informal / Anonymous split	
Informal	Anonymous
130	76



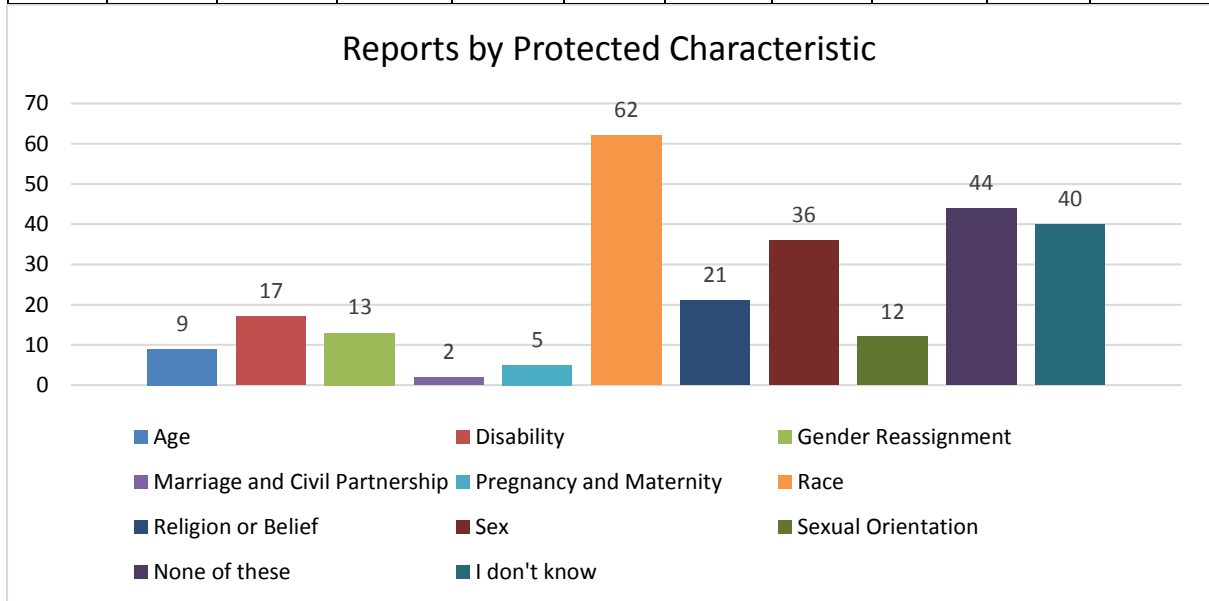
No. of reports received per month											
Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
14	15	8	19	26	21	17	13	16	28	11	18



Harassment type							
Bullying	Online	Physical	Racist	Sexual	Stalking	Verbal	Other
61	56	12	66	37	7	37	40



Reports by Protected Characteristic										
Age	Disability	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation	None of these	I don't know
9	17	13	2	5	62	21	36	12	44	40



Appendix C – Themes of change as per the EDI Vision

1. Recruitment, Recognition and Reward
2. Education, Curriculum and Success For All
3. Creating an inclusive culture, norms and values – supported through charters and accreditations
4. Community and Involvement
5. Monitoring and Evaluation
6. HR policies, Training & Development and Redress
7. Research