

Annex

Equality, Diversity & Inclusivity Annual Report to Council, July 2019

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1. Introduction

This report summarises Equality, Diversity and Inclusivity (EDI) work for the year ending 1 August 2019, including developments, challenges and achievements, together with proposed next steps and key priorities for 2019/20.

As a large and diverse organisation with staff from over 80 countries and students from over 130 countries, Equality and Diversity is key to the success of the University of Exeter. Creating a culture of dignity, respect and equality of opportunity where staff and students can be free from discrimination is integral to the university finding, and retaining, world class talent. It therefore forms an important part of the ambition to be a top 100 global university and supports our [2016-2021 Corporate goals](#).

Our strategic aim is to ensure our staff and students at the University of Exeter are enabled to thrive. We believe this is a journey of continuous improvement; we are committed to taking year on year action that makes a meaningful difference. This aim is set out in our Equality & Diversity Policy Commitment - The University of Exeter values the diversity of its community because it believes this enriches employment, research, studying and learning experiences.

In the past year, we have been on a journey of reflection on our culture and how we take our equality, diversity and inclusivity commitments further. This has been informed by our key initiatives like the [Provost Commission](#), our [Speak out Guardians](#), Employee Engagement Survey, [Access and Participation](#) plans and what we have heard from our staff and student community through the [OfS Catalyst: BAME Safeguarding project](#). We've also seen an increase in activity developing our Sexual Misconduct Policy and Support, growing focus on EDI within the Research Excellence Framework, the Provost Commission which has sought to enhance and expedite work in this area, the new Education strategy and our ambitious Access and Participation plan that we have submitted to the Office for Students in May.

We have worked hard and over the period of our last strategy but we are not complacent and know that there is much to be done.

We have a foundation of recognised-good practice in some areas reflected in our Institutional Athena Swan Silver Award, and new sector-leading policies on parental leave. We want to build on this foundation and strengthen EDI support to our Sovereign Strategies. To take us on the next step in this journey we have developed a new vision for EDI to guide our development over the next five years to 2025.

A range of data, including Speak Our Reports, EES 2018 and Demographic data, has continued to be collected over the year to indicate the health of our culture of equality and inclusivity. This data highlights for us that:

- We must continue to build trust with our community and encourage reporting so that we can take informed action
- We cannot take for granted that our students and staff have lived in diverse communities before arriving at Exeter – we need to raise understanding, change attitudes and develop skills
- Some members of our community do not feel included, respected and safe
- We need to be more aware of people's cultures and experiences (and to be more 'culturally competent')

These themes have fed into our work to create our EDI Vision. Work is underway to create an Inclusivity dashboard; a collection of key equality and diversity metrics available through the MI Hub at College and discipline level, this will allow us to better monitor and track our progress.

Annex

2. Supporting Structures

The EDI team sits within the remit of Christian Carter, the Head of Organisational Development and member of the People Services Senior Management Team, within People Services led by Imelda Rogers, Director of People Services. Activity is a key part of the University People Strategy 2016-2021. EDI work takes place across a number of different parts of the University and is supported by:

- Provost Commission –The commission has pulled together the key issues for the Exeter community and been a catalyst for change in the Exeter community. The Provost Commission has added sub-groups supported by the EDI team
- College Inclusivity Representatives – via University and College Inclusivity Groups
- Dignity & Respect Advisors - We currently have 20 trained Advisors volunteering across all campuses and are looking to grow this number during summer 2019. They provide a confidential and informal service for anyone involved in cases of harassment and bullying, co-ordinated and supported by the EDI Team.
- Speak Out Guardians – these positions were put in as a key new role to ensure concerns and experiences of harassment and inappropriate behaviour were being picked up. They have published a report to the Vice Chancellor’s Executive Group (VCEG) about the challenges and themes being identified to them and supporting staff and some students through reporting inappropriate behaviour alongside a number of recommendations to enhance these positions further.
- The EDI team has been working closely with and connecting our work to the Academic Development, Widening Participation and Student and Staff wellbeing teams.

3. Progress on Priorities EDI team 2018/19

Council have received regular updates on progress against our priorities over the past 12 months. This section highlights some of the key developments and achievements from that period.

3.1 Statutory Requirements

- [Gender Pay Gap Report](#) published in March 2019 and actions to address issues identified incorporated within the institutional Gender Equality Action Plan **submitted as part of our successful institutional Athena SWAN Silver award (Oct18)**. We have made improvements at Professor Level and meeting our institutional KPI of 29% female professors. Further actions include - implementing a University-wide staff mentoring scheme, to support staff to achieve their career development and promotion of job sharing and part-time working and to increase the number of opportunities advertised on this basis

3.2 Best Practice

- **Sector-leading enhancements to support for Working Parents** include offering maternity pay which exceed provision at any other Russell Group institution; the introduction of Fertility Treatment Leave; and extended Paternity/Partner Leave. This new provision was commended by Advance HE as an example of best practice within the sector.
- **Launch of new online LGBTQ+ Toolkit** as a source of a range of [new policy](#), guidance and support including our new Trans Inclusion Guidance.
- **Collaboration with the LGBTQ+ network** in forming our response to the consultation on the Gender Recognition Act

3.3 External Accreditation

Athena SWAN

- In October 2018 we successfully achieved an institutional Silver award and work is now underway to implement the gender equality action plan that was developed as part of our submission.

Annex

- Also in October 2018, it was confirmed that CLES-Cornwall were successful in their application for a Silver renewal and Physics & Astronomy were also successful in their application to convert their JUNO Champion status to an Athena SWAN Silver award.

The April 2019 submission round included the following departmental applications:-

- ~ The College for Medicine and Health (re-submission of their Silver application)
- ~ Psychology (renewal of their Silver award)
- ~ Engineering (application for a Bronze award)

The results of these applications are expected in October 2019.

Stonewall

- We maintained our position within the top 200 employers for LGBT inclusivity ranking 181st. This result is a positive reflection of all the work that has been done over the last 12 months including the establishment of a Senior Allies Network and improvements in the support available for transgender colleagues and students.

Race Equality Charter Mark

- Building on the progress we have made around gender equality as a result of our engagement with Athena SWAN, the [Advance HE's Race Equality Charter Mark](#) will act as a driver for change for race equality. We have made a commitment to start work on an application for an institutional award. Following Advance HE's guidelines that applications should take a minimum of 18 months, we are aiming to make our first submission in 2021.
- To support this new project, approval has been given for a new Race Equality Charter Manager who will be in post for the 2019/20 academic year and responsible for managing and implementing initiatives required to support our application and progress our broader race equality agenda.
- Our community has initiated a new BME Student, Staff and Allies Network and collaboration with this group, alongside other student and staff networks is key as we develop our proposals.

Staff Mental Health

Feedback from this year's Employee Engagement Survey has shown that we need to make improvements in the way we shape our working environment, train managers and support our staff in order for flourish. As a result we have developed our offer to support good mental health in our staff including:

- Staff Mindfulness Groups – Led by Prof. Barney Dunn, starting Sept 2019
- Managing Stress and Wellbeing Training - For all Leaders & Managers – On-Line from 2019.
- On-Line CBT 'Silver Cloud' for staff – June 2019
- The MIND 'Workplace Wellbeing Index' – Working towards this quality standard from early 2019/20.
- Academic Workload Planning - Implementing the review into workload planning.
- Staff Mental Health First Aiders - To be implemented 2019/20.
- VCEG Wellbeing Champion. Professor Andrew Thorpe from July 2019.
- Staff Wellbeing Consultant Professor Barney Dunn, Research Clinical Psychologist from Sept 2019.
- Staff Wellbeing Strategy. Setting out our vision as part of People Strategy from 2019/20.
- Wellness Dashboard – Easy to access wellness data for manager (absence etc.) from Sept 2019.

3.4 Cultural Change

- **OfS Catalyst Project: Safeguarding BAME Students** was a 12-month project led by Nick Givens, Equality and Diversity Representative within the College of Social Sciences and International Studies, with the

Annex

aim of better understanding our students' perceptions and experiences of hate crime and developing recommendations to adopt best practice related to intervention strategies. Following the Survey, the report of recommendations has been discussed by Race Equality Group (REG) and VCEG and will be addressed within our upcoming Race Equality Charter Action Plan. Further Details in [Annex B](#)

- **Inclusive Spaces Audit** and guidance produced - As part of the work of the Provost Commission, a subgroup explored spaces on our Streatham campus looking at diversity of imagery, accessibility, diversity of space and provision for our diverse student and staff University's Visual Identity guidelines and in progress to update signage and imagery to make all aspects of our spaces more inclusive. We will take our learnings to other forums and spaces (CIG papers)
- **Diversity Calendar online** – Following engagement with students and staff in the past year, there was a clear need for creating an online, accessible repository of all cultural and inclusion happening within the community. There is now an active [Inclusivity Calendar](#) on our EDI webpages for all to view and to be promoted within our new EDI Communications and Engagement strategy.

In addition to the above, a successful and high profile series of events celebrating diversity have been delivered as an integral part of the University calendar of events including:

- **Individuality Speaker Series** The 'Individuality Speaker Series' brings high profile champions of equality, diversity and inclusivity to our campuses to share their experiences with students, staff and the local community. The series has hosted two speakers thus far – Prof. Tawara Goode (Director, National Centre for Cultural Competence, University of Georgetown) and Dr. Zrinka Bralo (CEO, Migrants Organise).
- **International Women's Day 2019** was celebrated in partnership with NHS Digital and the Environment Agency. Hosted at Reed Hall on 8th March, this year's theme was "Balance for Better" promoting gender balance in the workplace.
- The University is proud to continue to sponsor **Exeter Pride** and, as in previous years, the 50 metre rainbow flag was displayed in the Forum in the week leading up to Pride on 11th May. **Pride on Campus** saw the launch of our new [LGBTQ+ at Exeter](#) online toolkit providing practical advice and guidance for staff and students around helping to create a more inclusive environment.
- **Working with Exeter Respect** - The University sponsored the city's annual celebration of diversity, the Exeter Respect Festival 8th-9th June. As part of the Exeter Respect festival on Campus we delivered workshops, talks and information sessions on current EDI topics Unconscious bias, Bystander intervention and #MeToo actions.
- In April and July 2019 the University supported and hosted the "**One Game One Community**" football tournaments (in association with Exeter City Football Club)
- The Staff Festival this year (19th June) was run under the banner of 'Wellbeing and Good Mental Health' with hundreds of staff attending a range of workshops and healthy living events across all our main campuses.

Joined Up Working

- **Provost Commission established** in May 2018 to comprehensively review culture and deliver change across Student and Staff Induction, Learning and Teaching, Environment and Data Mapping. The commission has made real progress including launch of the new Inclusive Teaching practice resources. Further details on progress of the commission and 2019/20 priorities is outlined in [Annex A](#)
- **Access and Participation**

Annex

The Office for Students (OfS regulates our activity in relation to Access, Success and Progression of students from a Widening Participation background (that is undergraduate home/EU students from low socio-economic and participation backgrounds, disabled students, BAME students and those students recognised as under-represented such as care leavers, students carers and estranged students). Approximately 50% of all Exeter students hold at least one of these characteristics.

We have submitted our Access and Participation Plan (APP) for consideration by the OfS which will span 2020-21 to 2024-25.

We have worked closely with the Widening Participation (WP) team and informed the development of our plan and aligned governance structures to promote joined-up working. Given this strategic and practical alignment (and in some cases, such as the BAME degree attainment gap, crossover), there is one unifying theme which underpins all our strategic measures to support access, success and progression: inclusion. It will be a challenge to attract students unless they feel welcome; to retain them unless they feel they belong; and they will not realise their potential, unless they are fully nurtured to do so. We have made a commitment in the new Access and Participation Plan to be a truly inclusive institution where all are welcome and can thrive

We have been working jointly with the WP and Business Intelligence (BI) teams to integrate data capture, monitoring and dashboards through our business intelligence system. These performance dashboards will underpin our operational plans and governance.

3.5 Improved Processes

- **New Reporting tools** launched in May 2018 encourage staff and students to report any instances of inappropriate behaviour either informally, anonymously or formally and seek support via the Exeter Speaks Out online hub. An indicator of success of these tools is the increased number of informal and anonymous reports received ensuring better signposting to appropriate and providing valuable data in terms of scale and volume of the issues.
 - 131 reports have been made through the informal and anonymous reporting tools (May 2018 – May 2019)
 - Approximately 79 reports made to Speak Out Guardians (May 2019)
 - 10 consultations with Dignity and Respect Advisors (Jan – May 2019)

In 2019, [flowcharts](#) explaining the different pathways available to report issues relating to EDI have been published to simplify the process for students and staff. The information from the tool will drive our actions and inform our prioritisation

- **Data Informed Action** – We're using all available data, including reports from local partners like Devon and Cornwall police to inform our EDI Action Plans and Prioritisations. Our data from the 2018-19 Academic year focuses a number of key issues for us, outlined further in the Provost Commission Paper in Annex A. We have also submitted a business case for creation of a data dashboard to include student and staff data split by Race, Gender, Disability and Sexual Orientation. This will enable us to have a holistic view of the diversity of our community and the issues face by them on a day to day basis. Further, this will aid us in making a successful submission to AdvanceHE for the Race Equality Charter Mark in 2021.

The report was considered and approved at Council.

Annex

INDEX OF ANNEXES

- A. **Provost Commission – 2018/19 Report**
- B. **[OfS Catalyst: BAME Safeguarding Project Update](#)**
- C. **[Data and Intelligence](#)**
 - [All Staff Data Snapshot \(as at May 2019\)](#)
 - [All Student Data Snapshot \(as at December 2018\)](#)
 - [Staff Disability profile 2017 - 2019](#)
 - [Student Disability profile 2017 - 2019](#)
 - [Staff Gender profile 2017 - 2019](#)
 - [Student Gender profile 2017 - 2019](#)
 - [Staff Race profile 2017 - 2019](#)
 - [Student Race profile 2017 - 2019](#)
 - [Informal Reports of Harassment, Bullying and Discrimination](#)

Annex

Annex A – Provost Commission 2018/19 Report

Background

1. The Provost Commission was formed in May 2018 to recommend and implement new approaches, events, initiatives and policies which will ensure an open, diverse and safe university community for students, staff and stakeholders. This paper provides a report on the work enabled by the Provost Commission one year since it was formed.
2. The creation of the Commission followed the Bracton Law Society incident when a number of Exeter students were suspended and excluded for using racist and offensive language in online conversations. The leadership team has committed to take more significant and sustained action to ensure an open, diverse and supportive university community for all. A new Commission led by the Provost (the Provost Commission) was designed to be a key component of this work, extending the valuable work of the Equality, Diversity and Inclusivity (EDI) team and others working in this area.
3. The Provost Commission has had a membership of circa. 35 including academics from all colleges, professional services colleagues from the Communications and Marketing Service (CAMS), Education and Student Support (ESS), student members and representatives from the Students' Guild in Exeter and Falmouth and Exeter Union in Cornwall (FXU), EDI team, representatives from the Race Equality Group and Speak Out Guardians. The Commission has acted as a forum to share ideas and take forward new areas of work. Priorities for the Provost Commission were captured in May and June 2018 from staff and students through a series of engagements including at the Respect Festival on Campus 2018 and the Staff Festival 2018. These were shaped by the Provost Commission into priority areas for work.

Awareness and Induction

4. An immediate priority of the Provost Commission was to enhance existing reporting tools for harassment and discrimination so that it was easier to report any form of harassment or discrimination (including anonymously). These were established in June 2018.
5. The Exeter Speak Out webpages were also created to provide a more visible hub of information providing information and support related to equality, diversity and inclusivity and linking to other areas of the website including to the Wellbeing pages, complaints process and to the EDI team webpages and all of their resources. The resource was promoted in a number of ways including through a poster campaign.
6. Speak Out Guardians were introduced in 2018 promoting a different avenue to raise concerns. One year following their introduction there has been an independent review which has highlighted that the Speak Out Guardian role has been positively received. There is now consideration of how the benefits can be extended.
7. For 2018 Freshers Week, actions were taken to ensure that our commitment to equality and diversity was highlighted and that students were aware of how to report any issues. This is being further developed with a subgroup to prepare for 2019 Freshers Week. For future there will be an Induction Massive Open Online Course (MOOC) which is due to be developed through the EdTech initiative for 2020 entry.

Annex

Inclusive curriculum

10. Professor Andrew McRae led a sub group of Provost Commission members, student representatives and Professional Services staff considering how the curriculum can be made more inclusive. The group has connected with the Education Incubator which has been trialling innovations in inclusivity. The sub group developed a set of recommendations to create an inclusive curriculum including through quality assurance processes, staff training and development, student engagement and cultural changes. The group has developed a new set of support and resources on how to create an inclusive curriculum which were discussed at the Education Conference in 2019.
11. In 2019, Exeter participated in an AdvanceHE project, 'Embedding Inclusivity' designed to support institutions progress inclusivity in teaching. As a result further resources and tools have been made available for use by academic colleagues to enhance inclusivity in the curriculum. Work will now take place to take forward and embed these and other resources into practice.
12. The Provost Commission also provided funding towards a 'Decolonising the Curriculum' event in English during the year and a session on this theme was also run at the Exeter Respect on Campus event.
13. Looking forward, the new Education Strategy and in particular the 'Success for All' workstream will be instrumental in ensuring that everyone has the opportunity to reach their academic potential.

Inclusive environment

14. A key theme of activity has been working to celebrate our diversity as well as making the campus environment more inclusive. In addition to the annual programme of activities run by EDI team, Voices work in Penryn and #WeAreAllExeter events by the Students' Guild in Exeter, an annual Exeter Respect on Campus Festival was created in 2018. This was Students' Guild led with the organisers of the annual Respect Festival in the city. The aim was for this to become an annual event and in May 2019 a second Exeter Respect on Campus was held. This focused on a series of discussions and seminars on the theme of equality and diversity.
15. Given the low number of diverse role models at the university a new Individuality Speaker Series was launched in November 2018 to bring speakers to the campuses who are champions of equality and are able to bring different perspectives. Two speaker events were held in 2018/19 with Professor Tawara Goode, Director of the National Centre for Cultural Competence at Georgetown University (USA) and Zrinka Bralo, the CEO of Migrants Organise. The series will continue in 2019/20 with a range of speakers being invited.
16. A key piece of work initiated by the Provost Commission has been a review of the Freedom of Expression and Events Policy following an event in 2019. The review, led by Professor Wendy Robinson, has considered lessons learned from this event. Draft recommendations were discussed with the Provost Commission in May 2019 and a final report is due following discussions with the University community.
17. One of the early actions undertaken by the Provost Commission was an 'audit' of the highest footfall areas on the Streatham campus to identify improved practices in relation to inclusivity. As a result, the design guidelines (i.e. for printed materials) have been updated.

Annex

What Our Data Tell Us

18. Data continued to be collected over the year to indicate the health of our culture of equality and inclusivity. Work is underway to create an equality dashboard – a collection of key equality and diversity metrics available through the MI Hub at College and discipline level – this will allow us to better monitor and track our progress.

Actions and Priorities for Future

Cultural Awareness

19. Over the past year Provost Commission discussions and the data collected have highlighted the need for greater awareness of the experiences of others within our community. Our new EDI Vision now sets out the ambition to enable and ensure meaningful and impactful change through knowledge, awareness, reflective learning and cultural competence.
20. Cultural Competence offers a framework and set of approaches to support organisations and individuals to be more aware of other people's cultures and experiences which could be implemented at Exeter. Cultural competence is the ability to communicate and interact effectively with people regardless of difference, it applies to individual behaviours but also organisational systems, processes and culture. It is proposed that in 2019/20 we establish a community of practice across the institution in cultural competence. This aligns to

Enhanced Training

21. The Provost Commission has identified that we must develop the intervention skills of our staff and students and particularly frontline staff to identify and appropriately call out harassment and racism in different settings including the classroom and student residences. The options to achieve this through bystander intervention techniques are currently being considered.
22. An online EDI training course is a mandatory requirement for all staff. However, we know we need to do more to raise awareness of the many different facets of harassment including racism. Options are currently explored for enhanced training in equality and diversity.

Communication Campaign

23. We have identified that we must build trust by being more transparent, sharing information and outcomes. There have been a range of initiatives taking place at the same time as the Provost Commission (review of sexual misconduct policies and procedures, Wellbeing Review, development of the Education Strategy). The university must establish a comprehensive and co-ordinated communications and engagement programme on this priority area. A communication plan has been developed for 2019/20.

What next for the Provost Commission?

24. Work has been underway to develop a new Vision for Equality, Diversity and Inclusivity, led by the EDI team in consultation with the community. This is a Vision which covers all aspects of activity to promote equality across the University for staff and for students and links to other key areas of activity such as Widening Participation. It was signed off by Council in July 2019.
25. As such, the new Vision has drawn upon the work of the Provost Commission and will be the vehicle to take forward the actions and priorities identified by the Provost Commission. A new governance

Annex

structure is being established to enable this cross-university approach which the Provost Commission will feed into.

26. Meanwhile a new Education Strategy has been developed, which includes a key theme on Success for All. This will ensure that innovations to the design, delivery and outcomes of teaching and learning will consider inclusivity and how all students can achieve their potential. The Provost Commission will consider and advise on how best to signpost EDI actions for the Education Strategy and our other sovereign strategies (Research & Impact and Global).
27. The Provost Commission will continue to operate in 2019/20 with its primary purpose to serve as a forum with a wide membership to discuss innovations to promote equality, diversity and inclusivity and to monitor the impact of the new EDI Vision and Strategy. As such this will be known as the Provost Commission Forum for EDI Innovation and the updated terms of reference will be developed with the community.

July 2019

Annex

Annex B – OfS Catalyst: BAME Safeguarding Project update

Introduction

The Safeguarding Black, Asian and Minority Ethnic (BAME) students project was a Catalyst Project funded by Office for Students (then HEFCE) in 2018 as part of a tranche of funding available to help improve student safety in the higher education sector. The project at Exeter was led by Nick Givens, Equality and Diversity Representative within the College of Social Sciences and International Studies, with a project team including academic colleagues and colleagues from the Equality, Diversity and Inclusivity (EDI) I team.

This paper summarises the main findings of the project. This information has fed into the actions being undertaken by the Provost Commission and the Equality, Diversity and Inclusivity (EDI) team. It is part of a range of different data sources being used to shape the next Equality, Diversity and Inclusivity Vision and to make our university more inclusive. This is a key piece of work for the university. Ensuring that we are a diverse and inclusive community which values equality is fundamental to achieving our institutional goals, to student success, the best student experiences and producing the very best research and impact.

Background

The Safeguarding BAME Students project funded by the Office for Students was composed of three elements:

- A survey of all students concerning racial harassment and discrimination on and off campus, face to face and online. Surveys were completed by 451 BAME students (10.6% of known BAME student population) about behaviour they had experienced or witnessed. 974 non-BAME students (6.3% of the not BAME declared student population) completed surveys about behaviours they had witnessed. Subsequently 22 BAME and 10 non-BAME students were interviewed. Incidents identified from interviews were followed up subject to the permission of interviewees
- The development of a protocol to enable university wellbeing services and Student Union Advice Services to share with the EDI team anonymised data to better inform student support
- A literature review concerning interventions used at other institutions to reduce racial harassment and subsequently evaluated

The survey results show the extent of experience and concern about racism and highlight the work we need to continue to do to ensure racism is tackled on campus and across our community.

Survey Findings

Where and When Racism Occurs

Interview and survey data found that:

- More students reported experiencing racism occasionally rather than frequently:
 - 47% once/twice per year, 8% once a week or more (on campus)
- Face to face racism was more widely experienced and witnessed than online harassment
 - 229 (51% of respondents) had experienced face-face racial harassment.¹ Of these 5% of all respondents had experienced it on campus only, 24% on campus and off campus and 22% off campus only
 - 34 (8% of respondents) had experienced online racial harassment
- Racial harassment took place in different spaces, particularly teaching, domestic, social and study spaces

¹ Face to face harassment includes offensive, hostile, intimidating, undermining, vilifying, threatening, violent, humiliating, excluding or stereotyping behaviour

Annex

- 121 students had experienced face to face racial harassment on campus: 28% in teaching rooms, 26% in residential halls, 19% in social spaces
- 206 students had experienced it off campus: 39% in city centre streets, 28% in pubs / clubs / restaurants

These results indicate that we need to work with our internal and external communities to improve awareness of the presence and various forms of racism that exist, use interventions tailored for different settings and be robust and transparent in how we respond. We are already taking a number of actions to raise awareness of our commitment to inclusivity.

Further actions now planned as part of the EDI Vision and Provost Commission are enhanced equality training (academics and Professional Services) and a multi-faceted communications campaign.

Experiences of Racism

Interview and survey data revealed that:

- Witnesses were present in just over half of the incidents of face to face racial harassment experienced by BAME students
 - 27% of BAME students said that a witness had tried to defend, protect or discourage the perpetrators
 - 22% of BAME students said that a witness had encouraged or assisted the perpetrators
- BAME students' UoE friends, and UoE staff, were among the perpetrators of face to face racial harassment on campus, as were the general public off-campus:
 - On campus: 41% of perpetrators were UoE students, 22% UoE were student friends, 17% were academic staff and 6% were other staff
 - Off campus: 61% of perpetrators were from the general public, 21% were venue staff,² 16% were UoE students, 8% were UoE student friends

These findings show that we need to ensure that our community can identify racism, have confidence that something will be done about a report and that they will be supported. We will take a range of actions including Bystander Intervention training to enable staff and student leaders to foster positive shared values and behaviours. Regarding prevention, we will stake steps which encourage staff and students to be mindful, respect and consider the experiences of others, known as being 'culturally competent'.

Reporting Racism

The survey and interview data reveal that:

- The rate of formal reporting is low mainly due to lack of confidence in the process
 - Only 10% of BAME students said that they had reported any of the racial harassment they had experienced or witnessed
 - Students most commonly reported to staff in the subject they were studying (40%)
 - The most common reason for not reporting was lack of confidence that anything could / would be done in response (82%)
- The rate of informal confiding is much higher
 - 143 (52%) of BAME students said that they had confided in someone about the racial harassment they had experienced or witnessed.

² Here, venue staff refers to bar / club / restaurant / retail / transport / security staff

Annex

We need to build student and staff confidence in our reporting mechanisms and our readiness to act, ensure that teaching staff are familiar with reporting and support mechanisms, and demonstrate clearly our commitment to tackling racism and providing appropriate support. Our communications campaign will promote awareness and build confidence in our online reporting tools and demonstrate transparency.

Literature Review Findings

The review found just forty-five interventions intended to reduce racial harassment in higher education institutions that had been implemented and evaluated. All had entailed taught 'diversity based courses' undertaken by students, most in single disciplines such as Criminal Justice, Speech and Language Therapy, Social Work, Sociology Teacher Training. Thirty seven had been situated in the USA, none in the UK. The useful insights that they offered included:

- White students taking these courses often experienced disequilibrium, dissonance, or guilt; for some this initially hardened their racial prejudices or adherence to stereotypes
- Students who had taken two diversity courses showed greater gains in personal wellbeing and in positive orientations to diversity than those who had taken only one; those who took only one course often showed little difference from those who had taken none.
- Courses employing interactive teaching and learning approaches showed more positive outcomes than those based largely on lectures and independent reading.

These results, and the limited evidence on effective interventions in the literature more generally, reflect that interventions must be revisited/sustained. The findings also imply that we must have a diverse range of interventions and be clear on what these can achieve so that we may deploy our resources most effectively.

Next Steps

To summarise, the findings from this project highlight that we must work with our community to:

- Raise awareness of the many different facets of racism
- Change attitudes and increase awareness of diverse cultures and experiences
- Develop the intervention skills of our staff (particularly frontline) and students to identify and appropriately call out racism in different settings including the classroom and student residences
- Engage and work with our city and regional partners
- Further improve our reporting mechanisms and grow the awareness of these within the student and staff community
- Ensure support is well sign-posted and easily available for anyone who wishes to access this
- Build trust by being more transparent, sharing information and outcomes and being robust in our responses to harassment and discrimination.

In the year ahead, using the Race Equality Charter Mark framework as our guide, we will be working alongside our BAME community to develop a Race Equality Action Plan. Our actions include:

- We have made a commitment to achieving the Advance HE Race Equality Charter Mark and have committed additional resource to taking forward the actions needed including the appointment of a Race Equality Charter Manager, Niema Burns, who will start in October 2019
- A communications campaign
- Enhanced EDI training
- Piloting tools and techniques in cultural competence which will help us to become more aware of the diverse experiences and cultures within our university and local communities
- Bystander intervention training
- Reviewing our Exeter Speak Out reporting tools.

Annex

Our recently appointed Race Equality Charter Manager will play a key role in helping us develop and deliver these actions. We are also keen to engage with staff who would like to be involved in this work which we hope will help to create a more inclusive and diverse community we can be proud of.

If you would be interested in finding out more about how you can get involved please contact the Equality, Diversity & Inclusivity team equalityanddiversity@exeter.ac.uk.

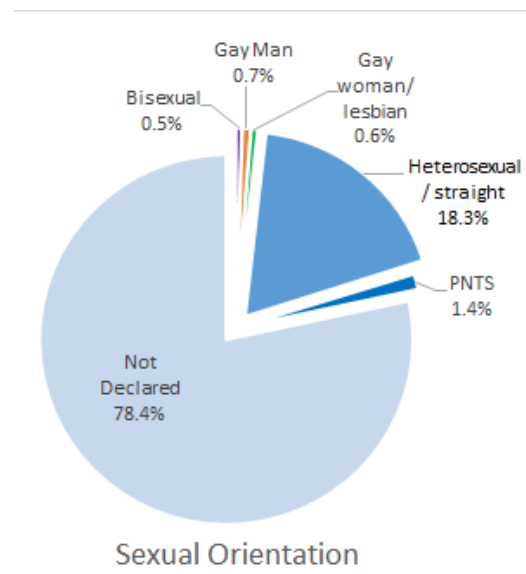
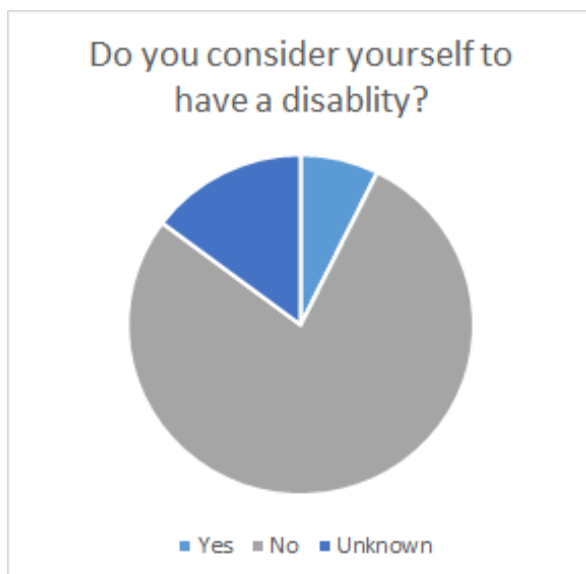
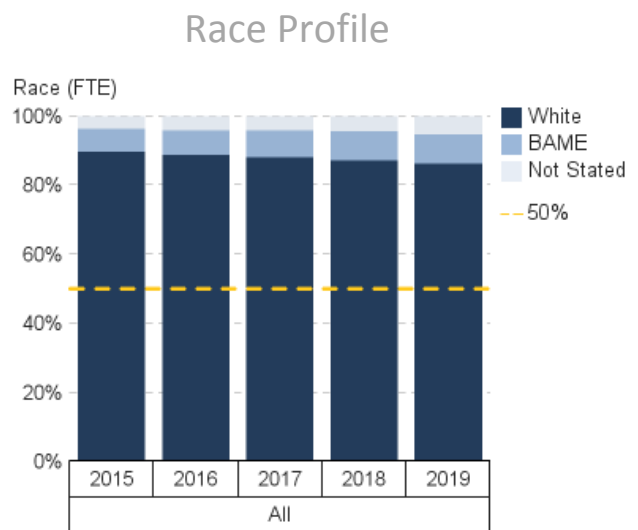
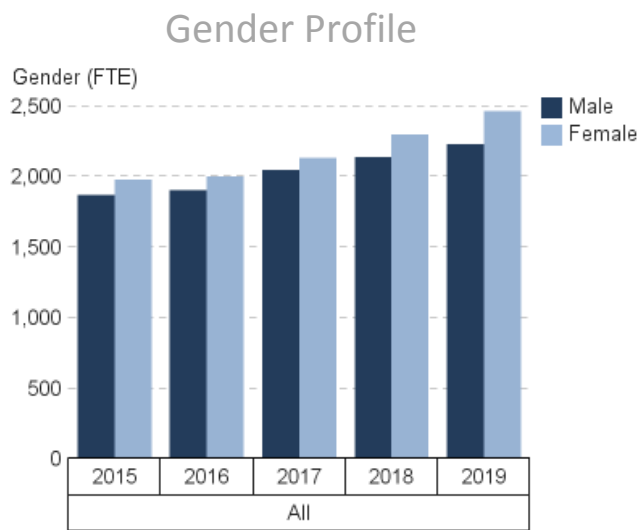
Annex

Annex C – Data and Intelligence

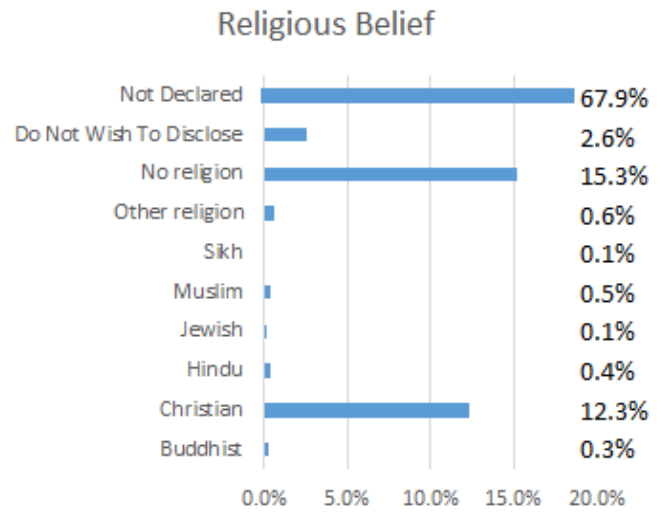
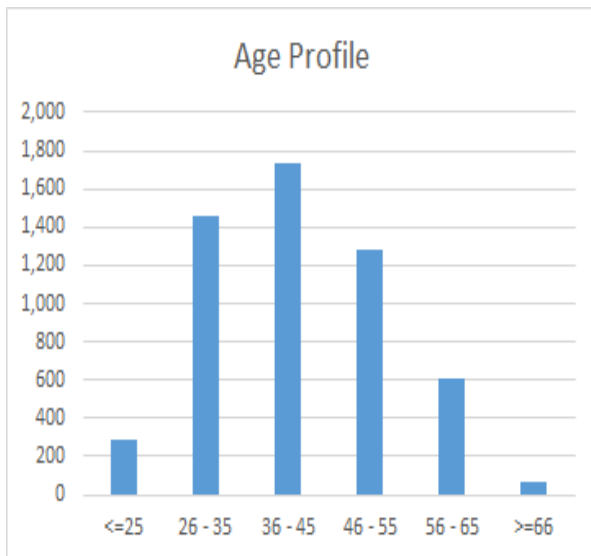
In response to the requirements of the Equality Act, as of January 2012, equality data relating to both staff and students is published via a designated 'data' page on the University's Equality and Diversity website. This data is updated and published on an annual basis in line with requirements of the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

The following staff and student profiles shows snapshot data as at May 2019 and December 2018 respectively.

All Staff Data Snapshot (as at May 2019)

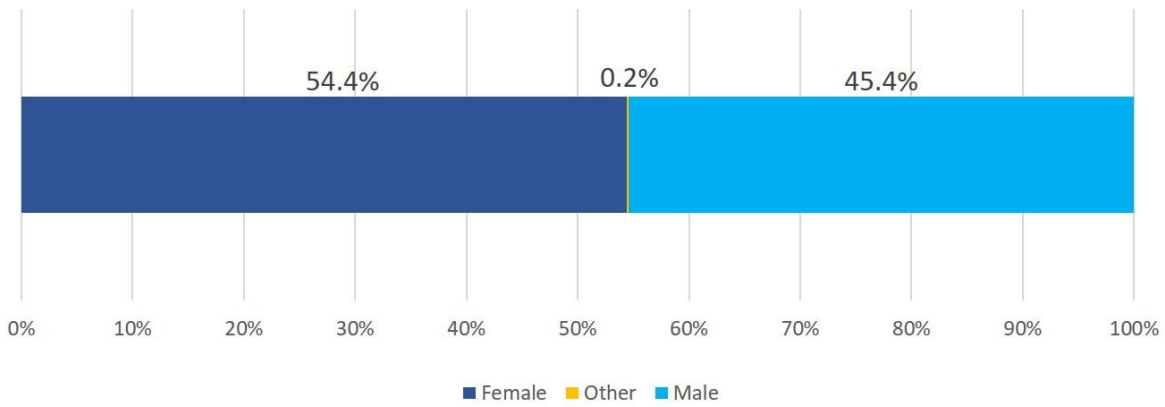


Annex

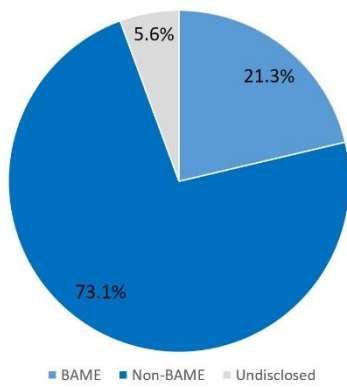


All Student Data Snapshot (as at December 2018)

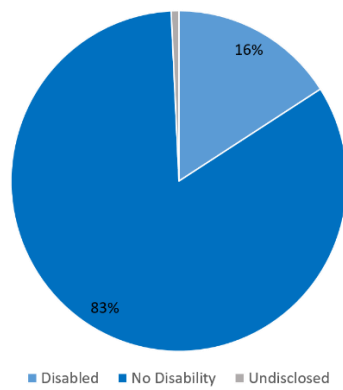
Gender Profile



Race Profile



Disability Profile



Staff Disability Profile 2017 - 2019

	2017	2018	2019
Disability	5.4%	5.9%	7.3%
No disability	72.2%	74.8%	77.9%
Not Declared	22.4 %	19.3%	14.8%

Disclosure Rate	81%	84%	85%
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Student Disability Profile 2017 - 2019

	2017	2018	2019
Disability	11%	12%	13%
No disability	88%	86%	86%
Not Declared	1%	2%	1%

Disclosure Rate	99%	98%	99%
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Staff Gender Profile 2017 - 2019

Year	All staff			Professoriate		
	Female	Male	Other	Female	Male	Other
2017	54.0%	46.0%	0.0%	23.0%	77.0%	0.0%
2018	54.0%	46.0%	0.0%	28.0%	72.0%	0.0%
2019	55.2%	44.8%	0.0%	28.6%	71.4%	0.0%

Student Gender Profile 2017 - 2019

Year	Female	Male	Other
2017	55%	45%	0%
2018	55%	45%	0%
2019	55%	45%	0%

Staff Race Profile 2017 - 2019

	2017	2018	2019
White	87.6%	87.3%	86.0%
BME	7.5%	7.9%	8.0%
Unknown	4.9%	4.8%	6.0%

Student Race Profile 2017 – 2019

	2017	2018	2019
White	75.0%	74.0%	76.0%
BME	20.0%	21.0%	19.1%
Unknown	5.0%	5.0%	5.1%

Informal Reports of Harassment, Bullying and Discrimination

The University collates information regarding reports of harassment and bullying via the statistical monitoring of cases reported to the Network of Dignity & Respect Advisors and also (since their appointment in March 2018) our new Speak Out Guardians.

Advisors provide a confidential and informal service for anyone involved in cases of harassment or bullying (including those facing allegations about their behaviour). Advisors can listen, talk through the options available and, if appropriate signpost to other sources of support and advice. Their focus is on informal resolution of issues wherever possible although they can also support individuals through formal processes. Speak Out Guardians can provide the same support as Advisors (for staff), but also provide senior leadership and support to the Dignity & Respect Network, reporting directly to VCEG on any cultural issues or themes they have identified within their Guardian role to support the University in creating an open culture where staff and students are actively encouraged and feel enabled to speak out about any experiences of inappropriate behaviour.

The table below shows the total number of cases reported to either the Network of Dignity & Respect Advisors or Speak Out Guardians.

Year	Staff	Student
18/19	57	34
17/18	30	30
16/17	22	44

Further to cases of harassment and bullying reported via the Network of Dignity & Respect Advisors and Speak out Guardians, the University also gathers information on informal reports of inappropriate behaviour via an online reporting platform. This falls outside of formal reporting procedures and since May 2018 has been augmented by the addition of an anonymous reporting tool which broadens the options available to staff and students to report inappropriate behaviour and aims to address the issue of underreporting to allow us to better understand the scale and volume of the issue.

The new **Exeter Speaks Out** online hub provides a single point for staff and students to access information, support and advice about harassment, bullying and discrimination and also hosts the online reporting platform for informal and/or anonymous reports. Since May 2018, 131 reports have been made via this route.

The overall increase in issues raised via all these different mechanisms is what we would expect as a result of raised awareness and improved confidence amongst staff and students to speak out about their experiences following promotional campaigns which have been held since the introduction of “Exeter Speaks Out” and our Speak Out Guardians.