EDI Termly Report to Council
March 2022

Table of Contents

Introduction

This report summarises progress on Equality, Diversity and Inclusion (EDI) during the second term of the 2021/22 academic year, including new developments, challenges along with proposed next steps.

In the past year, we have taken the opportunity through our Strategy 2030 development work to take a long-term view on the type of culture we want to create at Exeter. Broad consultation and engagement with members of our EDI Groups and Networks helped to inform and shape the 2030 strategy ensuring that EDI is at the very core of everything we do. This is reflected in our new institutional values – Discovery, Respect, Excellence, Inclusion and Community.

As part of the University's continued commitment to EDI, Shraddha (Shades) Chaudhary has been appointed to the newly created role of Assistant Director, Culture and Inclusion with effect from February. The role has been established to work with staff, students and community partners, reporting to the Director of HR, Imelda Rogers and also has a place on the new Wellbeing, Inclusion and Culture Committee (WIC), chaired by Professor Janice Kay.

As we continue 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 framed within the seven Themes of Change (see Appendix A for details). With particular thanks to the Provost's team for their support with progressing actions arising from the Provost's Commission for EDI Innovation.

1. Recruitment, Recognition and Reward

1.1 Recruitment

We undertook an analysis of our recruitment data (through the lens of race) for Professional Services and Academic staff over a three-year period as part of our Race Equality Charter (REC) work (see Appendix B for summary). This analysis, together with recommendations of the Inclusive HR Task and Finish Group and our REC survey, informed the development of the action plan submitted as part of our REC submission.

1.2 Pay Gaps

Work is currently underway on our Gender Pay Gap Report 2021 which is due to be published by 31 March, building on the more intersectional approach taken towards our Pay Gaps Report: Gender, Ethnicity and Disability 2020. Whilst some positive progress has been made in the past year, we are committed to closing the gaps in collaboration with our wider community and through the work of our Equality Groups and the HR Pay Gaps Action Group which reports to the WIC. More details regarding the 2021 data and new actions identified to further close the gaps will be provided in the Summer Term Report to Council.

2. Education, Curriculum and Success For All

2.1 Success For All

Success For All lunchtime briefings and bulletins to support colleagues involved with equality, diversity and inclusion in the curriculum more specifically are being delivered across the institution.

We were awarded British Council funding to develop an 'introduction to decolonisation' module with colleagues at Jadavpur University in India. This project is being managed by our Academic Development Manager and colleagues in Education.

3. Creating an inclusive culture, norms and values – supported through charters and accreditations

3.1 Gender: Athena SWAN (next institutional application due January 2024)

We have sought guidance from Advance HE to clarify the implications of the University restructure on our current Athena Swan awards. It has been confirmed that due to the extent of the changes proposed, when our Silver institutional award expires in January 2024, rather than submitting an application for a renewal (as was previously planned) we will be required to submit a standard application. As this is a more detailed application and requires us to illustrate how gender equality has been considered as part of the restructure, we have been reviewing our current Silver Athena Swan action plan accordingly.

Whilst some of our existing 12 departmental awards will remain valid, other departments may need to apply for an interim award as a result of the restructure. We have been advising these departments accordingly to ensure awards are maintained.

A key requirement for the achievement of any interim or new awards (including a new institutional award) is the ability to demonstrate that gender equality has been considered throughout the restructuring process and how decisions have been made on that basis.

3.2 Sexual Orientation: Stonewall Workplace Equality Index (application submitted October 2021)

In recognition of our commitment to the inclusion of lesbian, gay, bi, trans and queer people within the workplace, we have been awarded Stonewall's Gold Award, their highest accolade. Ranked 148 of 403 organisations that participated in this year's WEI benchmarking framework, we also achieved our highest ranking to date.

3.3 Race: Race Equality Charter Mark (REC) (application submitted February 2022)

Our institutional Race Equality Charter application was submitted on 25 February following a rigorous two-year self-assessment process. Our submission includes a comprehensive action plan around the key themes of representation, addressing racism and incorporating race equality into our main programs. We expect to be notified of the outcome of our application by the end of May.

Our attention will now turn to (1) development of a communication plan of the findings and actions and (2) reorientation of the Race Equality Group to focus on implementation of the action plan.

3.4 Disability: Disability Confident

A comprehensive new Disability Equality action plan, aligned with our EDI Vision and starting to coordinate disability equality for staff and students across the organisation, has now approved. Informed by disabled staff and students, internal disability experts and other stakeholders including Estates and IT, the action plan is intended to inform our EDI disability agenda for the next 3 to 5 years.

We are aiming to apply for the Disability Confident Leader level accreditation by September 2023 with the Business Disability Forum (BDF) evaluating and supporting our accreditation application.

The Disability Equality Group are also considering signing up to the BDF's Accessible Technologies Charter. A Task and Finish Group is being established with a focus on IT accessibility.

4. Community and Involvement

4.1 Gender Safety

Working in close collaboration with our students, our Guild and Students' Union and our community partners, the Gender Safety Group continues to drive forward our response to concerns across our community relating to gender safety, particularly the safety of women at night within our community. Recent updates include:

- The Safety of Women at Night (SWaN) project officially launches its Safety Charter in March.
- Work continues to increase completion rates of the student Consent training programme.
- Student-facing training programme delivered by arts-based charity Tender is continuing with the Student Societies training taking place during February.
- Increased provision and usage of the Student Night Bus service.
- Recruitment underway for 2 x trainers to deliver a bespoke Bystander Intervention training programme for all students with a specific focus on race equality and gender safety.
- A Male Allies' staff training pilot took place in January. Feedback has been overwhelmingly positive and we are now looking at wider roll-out resourcing and options.

4.2 Mental Health and Wellbeing Strategy Green Paper

A draft of the Mental Health and Wellbeing Strategy green paper is being reviewed by the WIC Committee and the Mental Health and Wellbeing board before consultation with our wider staff and student community.

4.3 Multifaith and Prayer Space

Plans for a new, more accessible and centrally located prayer space at Penryn campus are underway and on schedule to be open by September 2022. A project team has also been reconvened in Exeter to take forward plans for a new multifaith space at Streatham.

4.4 International Women's Day, 8th March 2022

Our International Women's Day events and activity this year were aligned to the UN Women theme '*Gender equality today for a sustainable tomorrow*', celebrating women in our community and their exceptional work in the areas of climate change, sustainability and social justice. We were delighted to host alumna and Council member Amoetsoe Mkwena as part of our 'Women of Influence' series, and a number of other events took place throughout the week.

4.5 LGBTQ+ History Month, February 2022

February marked LGBTQ+ History Month, with this year's theme being 'Politics in Art'. This year also marked the 50th anniversary of the first UK Pride March in 1972. Throughout the month a range of events were promoted including those hosted by colleges, departments and networks.

4.6 Provost Commission Update

The Provost Commission has been critical over recent months in creating a platform to co-create and shape our Gender safety initiatives at the University (see section 4.1) and we would like to note the important role played by our community through engagement with the Provost Commission in developing this work.

The Provost Commission met in February where an update was given on the governance to support our Wellbeing, Inclusion and Culture strategy development and implementation. We also shared the emerging priorities arising to underpin the 'Our People,' theme. This was followed by breakout groups where participants discussed how they envisage the Wellbeing, Inclusion and Culture governance groups interacting with both the Provost Commission and wider.

5. Monitoring and Evaluation

5.1 Cultural Index

As part of the implementation of our EDI Vision 2025, work is continuing to identify Key Performance Indicators to measure the impact of our EDI activities in a robust and meaningful way through the development of an index of measures which will help us measure gaps and impacts of interventions as we work towards shaping an Inclusive and Compassionate Culture. The index will contain metrics pertaining to Inclusion, Wellbeing and Cohesion underpinned by research-based, validated frameworks which complements data relating to grievances, leavers, progression/ pay disparities etc. to provide a holistic picture of our community. External provider options for tools that can help us be further responsive through use of live and predictive analytics are currently being explored.

6. Training & Development

Training and Development is a vital part of the University EDI Vison to 2025. Key updates include:

(a) Male Allies training (detailed in 4.1)
(b) Bystander training for students (detailed in 4.1)
(c) Student Consent training – exploring opportunities for improved content and increased compliance (also detailed in 4.1)
(d) Diversity Champions Programme (cohort 2, Cornwall-based): cohort of 12 participants due to complete during March.

7. Research

Supporting an inclusive research culture is a key strand of our Research and Impact Strategy and the new Strategy 2030. The multifaceted nature of the challenges to equality, diversity and inclusivity within a research context need close attention in terms of supporting our researchers, those participating in research and those benefitting from research. Increasing attention by funders is allowing greater momentum for wider sector change. However, this also brings with it a greater need to consider research-related data within that EDI context, including both quantitative data (e.g. research performance data, research outputs data etc.) to qualitative data (capturing lived experiences). The pandemic has further exacerbated these challenges and will potentially cast a long shadow on researchers and the progress and nature of their research.

The Research and EDI project has moved forward significantly since the appointment of the Research and EDI Manager. The Research and EDI Working Group has been established, with representation from across academic Colleges, job roles, levels and protected characteristics. The first meeting takes place on 10th March, with the group meeting every six weeks for the next year to review research-related data being collected as part of the project, including the outcomes of the Research and EDI deep dives, and an anonymous online survey. To facilitate data collection and analysis, three PGRs have been employed to support the Research and EDI Manager to build a robust evidence base. Through considering this data and the national context, the Working Group will develop an Action

Plan. This national context includes the UKRI draft EDI strategy, which is open for consultation until 28th March. All colleagues have been invited to input into our institutional response.

Two deep dives have taken place, focusing on ethnicity and disability. Several short-term actions have been identified, alongside longer-term recommendations to be taken to the Working Group. This includes the delivery of Diversity, Inclusive, Cohesion and Equality (DICE) training to 250 research leaders, using funding from Research England. The issues raised in the deep dives speak to the wider culture at the university alongside research-specific challenges. These will be fed back through the relevant Equality Groups, and the Research and EDI Manager will be working closely with the EDI team.

8. Recommendation

Council are asked to NOTE the termly progress made.

Appendix A: Themes of Change

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

Appendix B: Summary of Recruitment Data Analysis through the lens of Race

Academic recruitment data

Our academic recruitment data shows: A year on year increase in applications from BAME candidates (36%, 43%, 47%) from 2017 to 2020. The majority of BAME applicants are non-UK based.

Table 1: The percentage of BAME applicants/ shortlisted and appointments (2017-2020)

	Applications	Shortlisted	Appointments
2017/2018	36%	26%	17%
2018/2019	43%	28%	28%
2019/2020	47%	28%	24%

Despite BAME academic applicants constituting 47% of total applications in 2019/2020, only 24% of those appointed in 2019/2020 are BAME. This works out at a ratio of 1:1 (BAME:White) for applications then 1:3 (BAME: White) for appointments. As part of our Race Equality action plan we have committed to the following:

- Investigate the root cause of the above trend.
- Improve our recruitment processes: our analysis highlighted that we can make improvements to some of our recruitment practices including strengthening the race elements of our recruitment panel training, and committing to "essential" only criteria for job descriptions.
- Develop guidance for applicants.

- Develop targeted initiatives for Black academics (building on the work of CLES and CEMPS have done with BBSTEM). The rationale for this is that Black academics are the least represented BAME category within our academic community.

Professional Services recruitment data:

The percentage of BAME shortlisted candidates was 7% across all years, creating a negative gap between applications to shortlisted of 2% for 2017/2018, 4% for 2018/2019, and 3% for 2019/2020. Compared with White applicants, the percentage of those shortlisted remained consistent at 9% with a positive gap of 2% in 2017/2018, 3% in 2018/2019 and 2019/2020.

The percentage of BAME appointees increased year on year by 1% with 6% appointed in 2017/2018 and 8% in 2019/2020. Whilst the percentage of BAME applicants is considerably smaller when compared with our academic applicants, the average ratio of BAME applicants to White applicants is 1:9, whilst the average ratio of BAME appointees to White appointees is 1:13. We need to investigate why this is happening and therefore the actions outlined above will be applicable to Professional Services staff as well. We have also committed to increase the number of BAME applicants for PS roles through targeted actions.