Equality, Diversity & Inclusivity Termly Report to Council, July 2020

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Introduction

Equality, Diversity and Inclusivity remains a core priority for the University and one that underpins everything we do. This has come further into focus following the horrific death of George Floyd in Minneapolis on 25th May 2020. The University is committed to ensuring we are an open, safe and diverse community and welcomes the ongoing commitment of our community and community partners to work together to tackle all forms of discrimination and harassment, including online abuse, and to promote equality and inclusion.

Whilst the launch of the new EDI Vision in August 2019 and the Provost Commission created in May 2018 has led to positive changes and steps forward, it is clear there remains fundamental action to be taken and much more to be done to ensure that Exeter is a safe, open and inclusive community for all staff, students and visitors, and adopts a whole institution anti-racism approach.

It is important that next steps are developed in partnership with staff, students, alumni and networks across the University community, and that actions are delivered through collaborative working, in a way that amplifies the voices that need to be heard.

This report summarises progress on EDI initiatives and new ways of working introduced during the Summer Term for the 2019/20 academic year, including developments, challenges and achievements, together with proposed next steps. It also includes an update on the University's response to Black Lives Matter. Despite lockdown as a result of COVID 19, we have continued with our current governance mechanisms, albeit virtually. Listening to the Race Equality Group and Black, Asian and Minority Ethnic (BAME) Staff, Student and Allies Network and the wider community, we recognise that we need to do much, much more, and that it must be done with their involvement.

At the July Council 2019, our new EDI Vision 2025 'Everyone Welcome, Many Voices, One Community', and associated 2019/20 Action Plan was agreed. We have, over this term, adapted our ways of working in response to many equality implications that have surfaced as a result of the COVID 19 Pandemic. This report also outlines our refocused priorities and update on training and development activities as well as our communications strategy designed to build EDI awareness within our community. We have received feedback from our student and staff community, expressing frustration with the pace of change and this has been heightened by recent incidents of racism in the US and UK. We value this open and honest dialogue and are working with our community to take impactful and agile actions.

Context

The University community has been horrified and appalled by the death of George Floyd in Minneapolis in May. George was a 46-year-old African American who died under police custody after a white policeman knelt on his neck for nearly nine minutes. We know that his death is not a rare event and that we can point to others in the US, the UK and elsewhere. Breonna Taylor, unarmed, was shot in a police raid on her apartment in Louisville in March, and Ahmaud Arbery was chased and murdered by armed white residents in South Georgia in February. These are terrible examples of a systematic state and culturally sponsored racism which are the focus of Black Lives Matter and We Can't Breathe movements that have seen protests around the world.

All institutions and public bodies must acknowledge their accountability in perpetuating racism and indeed all other inequalities. We acknowledge that as a university we have a responsibility to be Anti-Racist, not

simply repeating that we are against racism. We will review our webpages and all our communications to ensure that we stand as one voice and one community of staff and students to be Anti-Racist, and systematically review our policies and structures.

University Response to Black Lives Matter

As the Vice-Chancellor has repeatedly outlined in his messages to all staff and students last week, tackling racism is for all of us. This includes listening, facilitating conversations, advocating for and implementing changes. We all have a responsibility to demonstrate that we are an anti-racist University. Debate and discussions in support of Black Lives Matter have been continuing across the University to develop a visibly and actively anti-racist approach. These conversations are expanding on the work already underway to promote equity and inclusion through the Race Equality Group's work towards the Race Equality Charter, the University Inclusion Group and the activity of the Provost Commission.

Professor Janice Kay, and Linda Peka, EDI Lead for the Vice-Chancellor's Executive Group, have been leading a series of conversations reviewing the suggestions that have come forward from across the University community, and to move these forward together into action. These have included engagement with the Provost Commission, BAME Staff, Student and Allies Network, Race Equality Group, Professional Services Leadership Team and Senior Management Group who have taken part in discussions to date. Themes discussed include recruitment and promotion, training and support for staff and students, reporting mechanisms and support for victims; and ensuring an inclusive curriculum. These will now be taken forward with Heads of Department, the Education Executive, Senate and with the University Senior Management Group, amongst others in the coming weeks.

The action plans in development will build on ongoing conversations with the University's BAME Staff, Student and Allies Network which have been continuing in response to their letter to the University in March 2020. The following areas of development have been identified to date:

1. We will hold an independent review that among other matters will examine our EDI current structures, and their fit for purpose, especially with regard to BAME.
2. We will ensure there is the same level of reporting for Race Equality Commission Charter Mark as there is for Athena SWAN within Colleges and within key University meetings.
3. We will produce a plan about how we are going to 'grow our own' senior BAME Leaders throughout the University to ensure visibility of role models. This will be piloted in HUMS.
4. We will ensure College Executive Groups focus on anti-racism and race equality, as part of ensuring complete coverage of EDI issues.
5. We will examine how the University and Guild can work together to support the Guild on ensuring BAME representation and on its equalities' policies (also including the Students' Union)
6. We will consider how recognition and reward for work carried out in our Equality Groups and Networks is recognised in SWARM and in Professional Service workload; this will consider the Exeter Academic and a similar structure for Exeter Professional Staff workload.
7. We will include in this work how the positive impact of our network and equality groups is celebrated and are not framed as 'their' problem.
8. We will set up an Online Collaborative Forum.

1. **Progress on Priorities**

1.1 EDI Action Plan 2019-20
With the launch of the EDI Vision 2025, a new governance structure and ways of working were also introduced. Through a strong project-based approach and senior sponsorship across Equality Groups for Gender, Race, Disability and Sexual Orientation (the four priority areas identified within the new Vision), there are a number of key achievements to report from the 2019/20 action plan:

- Improved data through the development of an Inclusion Data Dashboard which will inform evidence-based actions
- New EDI Induction Mandatory training launched (current compliance 94%)
- Significant progress on the institutional Gender Equality Action Plan and new action plans for Disability and Sexual Orientation developed in collaboration with our students and staff
- A Race Equality Charter Mark (RECM) project plan has been agreed. Student and staff RECM surveys were launched on 23rd April and closed on 15th May 2020. A total of 633 staff survey responses and 1196 student survey responses were received. Survey analysis will be utilised to inform the institutional Race Equality Action Plan with a view to submission in July 2021
- Strong focus on inclusion within the student academic experience – New Inclusive Learning and Teaching Toolkit developed with AdvanceHE and equality review of Teaching Excellence Action plans undertaken.
- An EDI 'Deep Dive' into the Education Strategy involving University Council, Senior Leaders and the EDI team, to ensure EDI is central to and adding value where most needed. We plan to run these on a termly basis and extend the process to look at our Research and Impact Strategy.

Further to these four priority areas as identified within the new Vision, our data (both in terms of Speak Out reports and disclosure rates) would suggest that moving forwards there is also a need for an increased focus on Religion and Belief.

During this pandemic, EDI considerations are more important than ever, particularly in terms of those students and staff that are disproportionately impacted by COVID 19. The EDI team have refocused priorities and developed a series of 'Sways' to provide guidance and support through a COVID 19-lens for disabled colleagues, parents and carers trying to manage homeworking alongside caring responsibilities and Muslim colleagues observing Ramadan during this time.

In addition, the EDI team have flexed their service and are supporting a number of COVID-19 response groups and projects to ensure positive action for all disadvantaged communities. Support for these projects (including Project Restart, Enhance and Savings) will continue to be a key priority moving into 2020/21.

1.2 EDI Communications Strategy

Alongside the vision, a new communications strategy was developed to profile all the positive work happening to further diversity and inclusion. A joint communication team involving colleagues from EDI, Widening Participation team and the Students' Guild has been driving this strategy through the "Everyone Welcome, Many Voices, One Community" campaign. Since the last update to Council, the campaign has launched videos on Diverse Friendships which featured at Exeter Pride and Exeter Respect Festival and received strong engagement; averaging over 9000 impressions per post and reaching 13000 impressions on the posts for Transgender Day of Visibility. Conscious of the importance of virtual communities and communications at this time, social media campaigns have marked religious holidays including Passover and Ramadan (e.g. Twitter campaign "My Iftar").

2. Training Plan

2.1 Diversity Champions - We had identified a need to ensure that front-line staff, who come into frequent contact with students in academic, professional services or pastoral sense, better understand basic EDI principles and frameworks. The Diversity Champions Programme helps these colleagues by improving their confidence, knowledge and skills to appropriately handle incidents which may be reported to them informally or formally, supporting students and fellow staff as necessary.

Two out of the three full day training sessions have been delivered by Advance HE but the final one has been postponed due to COVID. The cohort agrees that it is more appropriate to have the training delivered face-to-face rather than online because of its emphasis on behavioral change rather than just knowledge retention. Conversations are ongoing with Advance HE about online resources and support they are able to share in the meantime to maintain momentum. Fortnightly, the EDI team are leading Community of Practice meetings with the cohort based on didactic learning practices and knowledge sharing. We are in discussions with Advance HE to roll this programme out further into 20/21.

2.2 Bystander Intervention – A pilot training programme for 125 student and student leaders to develop intervention skills to identify and appropriately call out harassment and racism is currently in development for 20/21 and we are committed to delivering this in a format which allows the training to affect the most change, whilst following the current need for social distancing. We are exploring options to deliver similar training for staff.

2.3 Cultural Competence - A partnership arrangement with the National Centre for Cultural Competence at Georgetown has been launched to promote cultural awareness at Exeter. Following an open call for applications, 40 applications were received. An initial cohort of 30 applications have been prioritised for the pilot programme and work is ongoing to ensure the Community of Practice can start to engage virtually as a group with the themes of Cultural Competency, before coming together in person when possible.

2.4 Unconscious Bias – We have developed a new Unconscious Bias on-line training package in collaboration with our external training providers. This will be launched this summer and form part of our suite of mandatory training.

3. **External Accreditations**
3.1 Athena SWAN - It was confirmed in April 2020 that the following departments have achieved an Athena SWAN award:
    1. Psychology – Silver renewal
    2. Maths & Computer Science – Bronze

3.2 Stonewall Workplace Equality Index (WEI) - Submission for the 2021 Workplace Equality Index was due to open in June 2020. However, due to the challenges many employers are facing in response to COVID, Stonewall have decided not to run the Index this year. The next submission will be in June 2021.

3.3 Race Equality Charter Mark

A RECM project plan has been produced, and shared with the REG/SAT. As part of pre-requisites for the charter application, both the student and staff surveys were launched on 23rd April and closed on 15th May 2020. A total of 633 staff survey responses and 1196 student survey responses were received.

The next step is to undertake an analysis of the survey results which will be viewed from two perspectives: the first will be the entire community's response perspective, the second will be from the BME only perspective. This is to create a benchmark that compares BME experiences to their non-BME counterparts.

The survey analysis will be utilised to inform the institutional Race Equality Action Plan with a view to submission in July 2021.

4. **Cultural Change**
4.1 EDI support for Education experience – A high-level EDI review was undertaken for each of the 36 departmental Teaching Excellence Action Plans. From this review, a series of recommendations were shared with all departments to mitigate any disproportionate impact on any of the protected characteristic groups. These were considered at TEM meetings, only ten of which went ahead. However, the same EDI principles are informing the development of Project Enhance which is delivering the transition to online/blended learning for the 20/21 academic year.

4.2 Speak Out Guardian recruitment - New [Speak Out Guardians](#), Mark Plummer (Penryn), Julien Dugnoille and Ola Oluwasuji have been appointed. A social media awareness-raising campaign is planned for late June in addition to internal communications to promote these roles alongside the newly refreshed Dignity and Respect Advisor Network.

4.3 Data Informed Action – One of the key goals of the new EDI Vision was to collate and publish equality-related data through an Inclusion Data Dashboard. This dashboard has been developed to provide a holistic overview of the trends within Inclusion-related data for our community. The aim of the tool is to allow for more robust decision making and planning at institutional, College and PS level as it identifies trends for particular equality groups which through monitoring and evaluation will inform effective positive action measures. The tool is currently being piloted with VCEG, PSLT and University Inclusion Group members and following their feedback will be released to all staff.
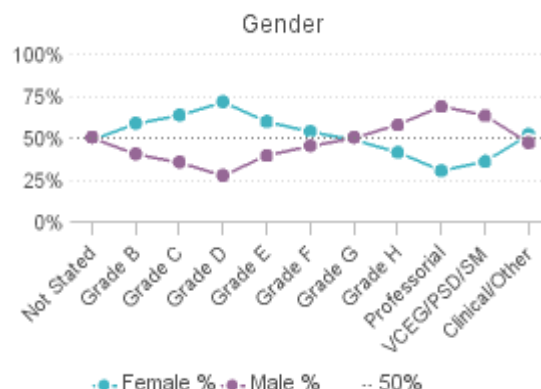
4.4 Domestic Abuse – Domestic abuse awareness training sessions have been delivered to VCEG and 40 staff across Exeter and Penryn campuses together with the development of online resources and toolkits. These trained staff will form a network of Domestic Abuse Awareness Champions and signpost individuals as needed. New [Domestic Abuse guidance and support](#) is also now available.

5. Joined Up Working

5.1 Provost Commission Forum for EDI Innovation – The Provost Commission continued this year with a refocused remit as a Forum for EDI Ideas and Innovation. The group received regular updates on the EDI Vision and identified additional developments including a need for new and enhanced inclusivity training and awareness campaigns for students. This will include mandatory EDI training for all new students from September 2020. Scoping work on the most effective way to deliver this is currently being undertaken, and this work will be monitored via Project Experience.

5.2 EDI/Education Deep Dive – A deep dive into how our EDI work aligns with our education streams (Success For All, TEAPs, Access and Participation Plan) involving University Council, senior leaders and the EDI team was carried out and a number of actions identified to ensure EDI is central to and adding value where most needed. Following the success of this exercise, it was agreed similar deep dives would be carried out for other areas including our Research and Impact Strategy.

5.3 Working with the Community –
   a. Acknowledging the importance of tackling harassment and racism as part of the local community we have been working with partners to join up of the activities of our organisations to work collaboratively against harassment and racism. As part of this collaboration, a commitment has been made to run a joint campaign for Hate Crime Awareness Week 2020.
   b. Unfortunately, the COVID-19 pandemic saw an increase in reports of racism. The University led a joint statement from local partners promoting a message of respect as part of its response. Further, we have been working more closely in partnership with Devon and Cornwall Police.
   c. The EDI team led the creation of a successful multi-institution LGBTQ+ Network in Cornwall. The Network received strong engagement and demonstrates potential for sharing good practice (e.g. with Falmouth University).

6. Improved Processes

6.1 New and updated mandatory training - New employees are now required to complete all [mandatory training](#) on day one of employment, including EDI training. New induction software was launched on the 1st September to improve the delivery of online training to new staff, as well as the 'refresher' that is required

every two years. This new software has significantly increased engagement in mandatory EDI training amongst colleagues. In response to feedback from staff, content has been improved and now features a downloadable podcast and workbook which makes it fully accessible for all users.

6.2 Equality Impact Analysis – As part of the EDI Vision 2025, a new EIA process is being developed and will be piloted in autumn 2020. The development of a new EIA process will scope:

- o A review of existing EDI resourcing with a view of ensuring that EIA's are allocated as key EDI activity.
- o Clearly defined roles of responsibilities so that expectations are managed.
- o Training for senior leaders on the legislative framework to ensure that decisions consider equality information.
- o A comprehensive communication strategy to ensure that the university can utilise the process effectively.

Recommendation to Council

To note progress on priorities during 2019/20 and to approve proposed key strategic objectives and priorities for 2020/21 (as summarised in Annex A).

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A. EDI Objectives and Key Priorities 2020/21 (refocused in response to the Covid-19 emergency) Summary document

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    2. All Staff Race Profile

    3. All Staff Disability Profile

    4. Student Gender Profile (UG / PGT / PGR)

    5. Student Race Profile

    6. Student Disability Profile

    7. Speak Out data (informal reports of harassment, bullying and discrimination)

ANNEX A – EDI OBJECTIVES AND KEY PRIORITIES 2020/21 (refocused in response to the COVID-19 emergency) – SUMMARY DOCUMENT

Our Prioritisation Approach:
  A. Activities which have an increased importance or specific focus through the COVID-19 lens
  B. Activities which are a statutory requirement and/or need continued positive momentum

A – Priorities, objectives and actions:
- **Embedding EDI considerations within institutional response to COVID**
  - Support for Project Restart, Enhance and Savings and associated work streams to ensure positive action for all disadvantaged communities
- **Enabling individuals to report incidents that challenge our values and culture**
  - Improved communications around reporting and response to reports across various types of issues – Review and actions that contribute to COVID 19 response
- **Positive EDI Communications, Promote and Celebrate the Positive Culture** – need to refocus:
  - Tailor communications and take the opportunity to raise the profile of EDI work that is increasingly important at this time e.g. Speak Out, respect, virtual networks, new guidance on 'etiquette' relating to technology such as Teams etc and guidance on Religious Observance and celebration of Ramadan
- **Achieve Equality Group Action Plan(s) -** Disability, Gender, Race, Sexual Orientation
  - Action Plans need to be prioritised and time frames adjusted
  - Actions to include Religion and Belief
- **Improved recording and reporting systems**
  - Addressing urgent needs and trends specific to COVID 19
- **Embedding Equality Analysis at Institutional Level –** Immediate action required:
  - Creation of a very simple equality check list for COVID 19 projects/ policies
  - Supporting EA and management of EDI implications flowing from Project ENHANCE
- **Sharing Best Practice and Benchmarking -** This as an opportunity to:
  - Share best practice, offer responsive support and demonstrate joint commitment to inappropriate behaviour at this time
- **Being able to respond effectively to challenges or difference**
  - Opportunities via Gold, Silver, HRSMT and various COVID 19 Core Business Response Groups

B – Priorities, objectives and actions:
- **Ensure committed leadership and Governance Structures are in place:**
  - Reporting to University Inclusion Group and the EDI Dual Assurance Partnership
  - Ensure continuation of Equality Groups and Inclusion Groups
- **To improve engagement, disclosure and representation**
- **Publish Demographic and EDI related Data**
- **Creating an inclusive culture, norms and values**
  - Inclusive curriculum
  - Exploring opportunities for virtual delivery of frontline EDI training to include mandatory EDI training for all students in parity with requirement on staff
- **Use 'Positive Action' to ensure equity:**
  - Supporting EDI Networks and engaging with positive action initiatives and campaigns
- **Support the implementation of the University's Access and Participation Plan**
  - Continue work with WP to offer support as needed
  - Keeping engagement with the 'success for all' development and student academic experience
- **Fair Recruitment, Retention and Progression**
  - Across all protected characteristics (Including disability and reducing unconscious bias)
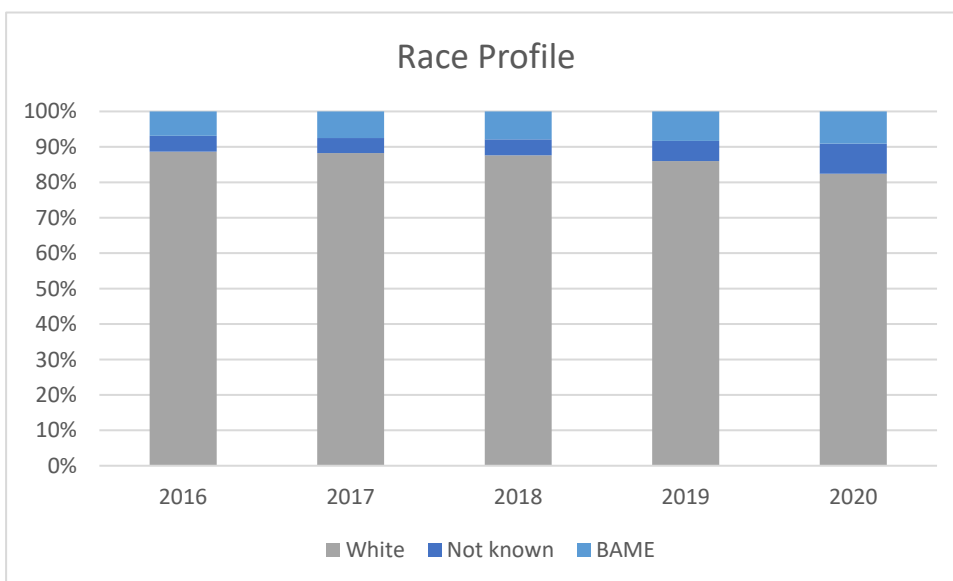
ANNEX B – DATA AND INTELLIGENCE

1. **All Staff Gender Profile**
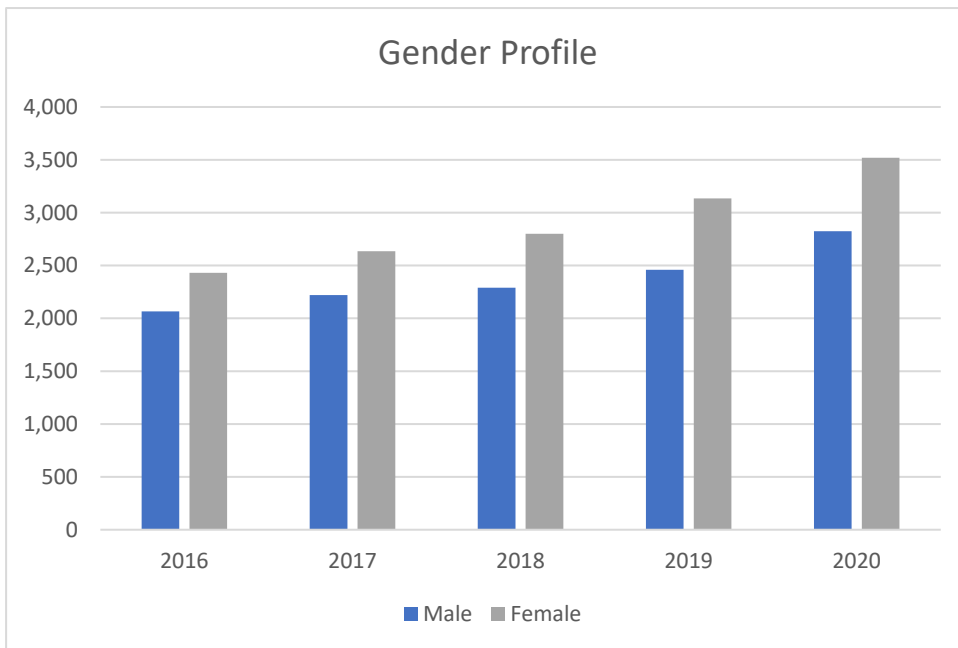
Gender Profile

Staff Gender Profile	2016	2017	2018	2019	2020
Female	2,430	2,635	2,800	3,135	3,520
Male	2,065	2,220	2,290	2,460	2,825

2. **All Staff Race Profile**

Race Profile

Staff Race Profile	2016	2017	2018	2019	2020
BAME	310	365	400	465	575

White	3990	4285	4450	4815	5225
Not known	200	205	230	320	540

3. All Staff Disability Profile

Disability Profile
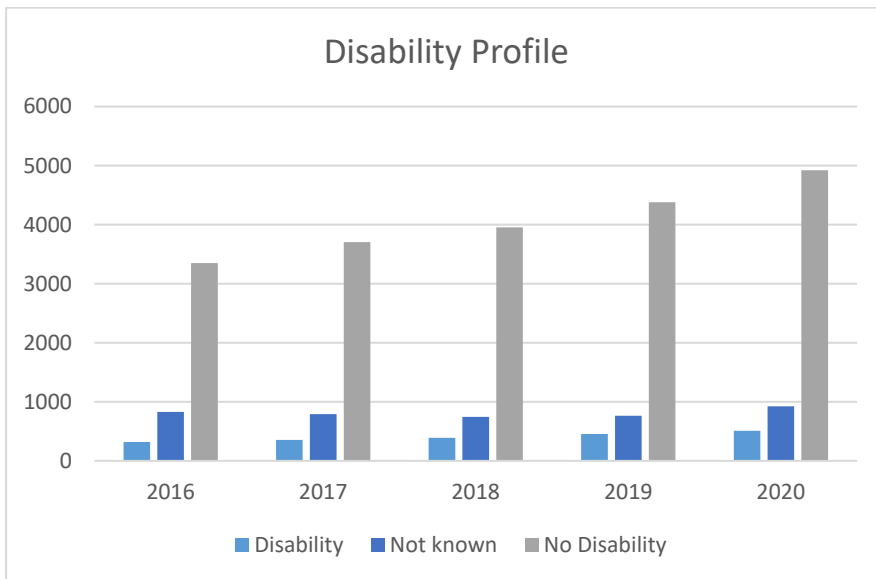
Disability Profile	2016	2017	2018	2019	2020
Disability	320	355	390	455	510
No Disability	3350	3705	3955	4380	4920
Not known	830	790	745	765	925

4. Student Gender Profile (UG / PGT / PGR)

UG Gender Profile

PGT Gender Profile
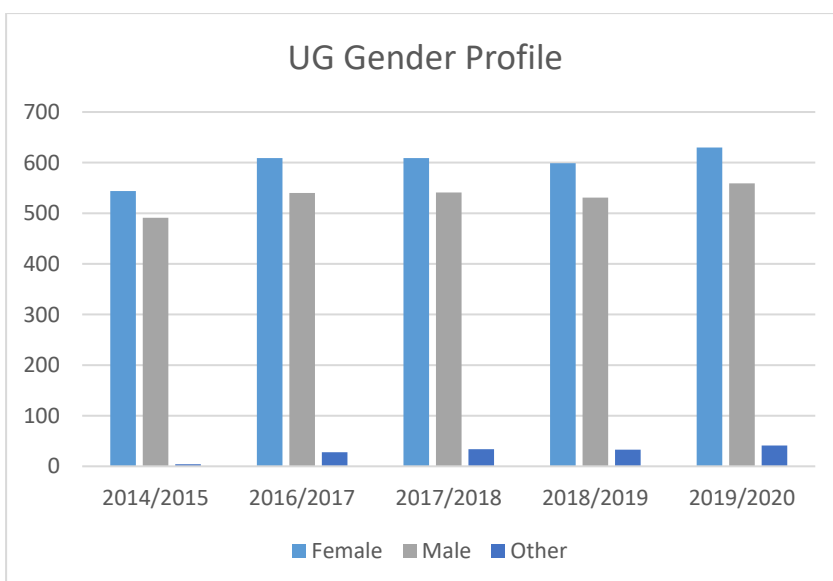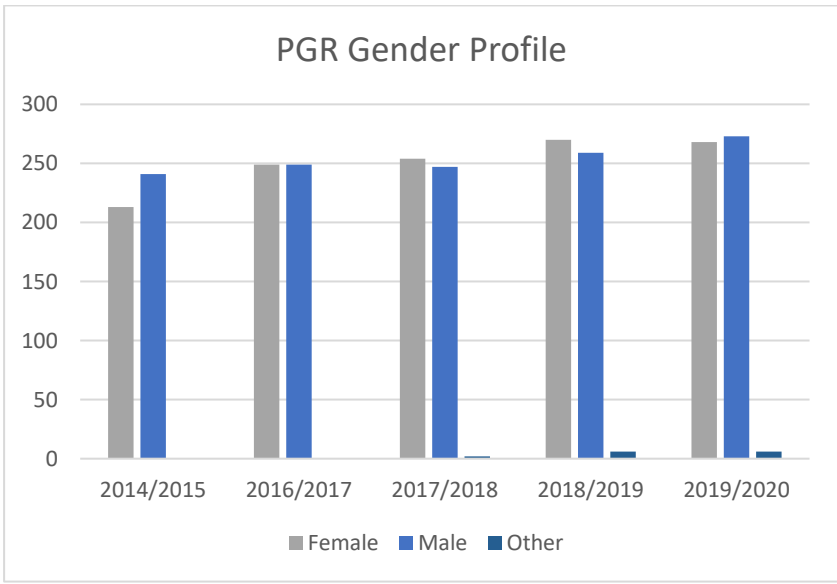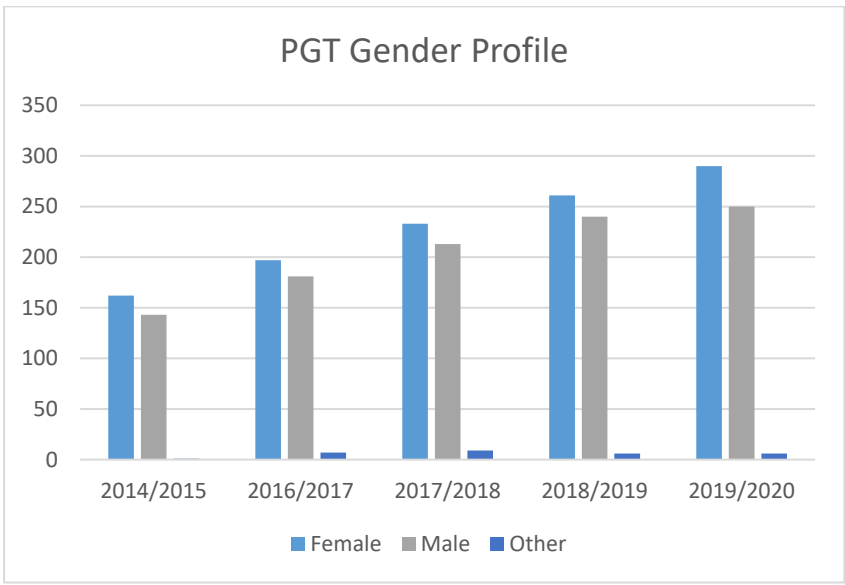
PGR Gender Profile

Student Gender Profile	2014/2015	2016/2017	2017/2018	2018/2019	2019/2020
PGR	**454**	**498**	**503**	**535**	**547**
Female	213	249	254	270	268
Male	241	249	247	259	273
Other			<5	6	6
PGT	**306**	**385**	**455**	**507**	**546**
Female	162	197	233	261	290
Male	143	181	213	240	250
Other	<5	7	9	6	6
UG	**1039**	**1177**	**1184**	**1163**	**1230**
Female	544	609	609	599	630
Male	491	540	541	531	559
Other	<5	28	34	33	41

5. Student Race Profile

Student Race Profile

■ BAME ■ White ■ Not known
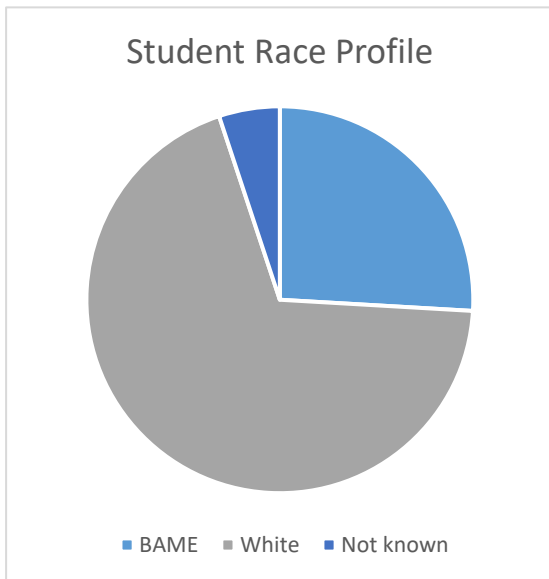
Race

	Headcount	%
BAME	7,900	*26%*
White	21,025	*69%*
Not known	1,550	*5%*

6. Student Disability Profile

Student Disability Profile

■ Disability ■ No Disability ■ Not known
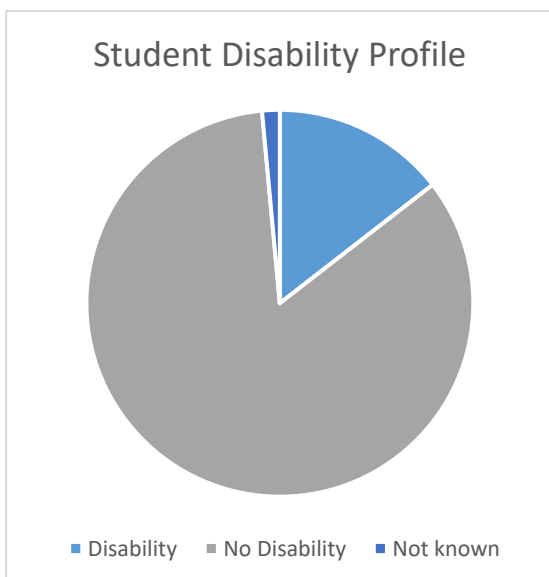
Disability

	Headcount	%
Disability	4,420	*15%*
No disability	25,605	*84%*
Not known	450	*1%*

7. Speak Out data

Includes anonymous and informal reports over 6 month period (Nov 2019 – April 2020) by protected characteristic.

Speak Out Reports

Month	Race	Gender Reassignment	Sex	Disability	Age	Pregnancy	Marriage/CP	Religion	Sexual Orientation	None

Legend:
- Race
- Gender Reassignment
- Sex
- Disability
- Age
- Pregnancy
- Marriage/CP
- Religion
- Sexual Orientation
- None