

# Equality and Diversity Annual Report to Council, July 2014

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## 1.0 Introduction

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

During 2013/14 The University has continued to develop its Equality and Diversity work and activities across academic and professional services, student activities and with outside organisations and partners. This report on the year ending 1 August 2014 outlines the management of Equality and Diversity activity and identifies the ongoing priorities for the Equality and Diversity (E&D) team in 2014/15.

## 2.0 Governance Arrangements

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

Dual Assurance is supported by an Equality and Diversity Advisory Group (covering all nine protected characteristics) which advises on policy, and by five Equality sub-Groups

- the Race Equality Group (REG);
- the Disability Equality Group (DEG);
- the Gender Equality Group (GEG), also incorporating issues around gender reassignment, marriage and civil partnership, and pregnancy and maternity within its remit;
- the Faith and Belief Equality Group;
- the Rainbow Group covering issues regarding sexual orientation and gender reassignment.

The groups also ensure transparency and accountability and provide support for the work of E&D across the University.

The Athena SWAN initiative is supported by an over-arching University working group, chaired by Professor Nick Talbot as DVC for Research and Knowledge Transfer, and working groups in those Colleges and Departments engaged with the initiative.

The Dual Assurance Partnership receives reports from the University Athena SWAN Working Group via a Gender Equality Update (to incorporate a broader remit including other gender-related initiatives) provided as a standing item on the agenda for each Dual Assurance meeting. Similarly, the E&D Advisory Group also receives these updates at each meeting.

### **3.0 Equality and Diversity Team**

#### **3.1 Current E&D Staff within HR Services**

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

- Equality and Diversity Manager (0.7 FTE)
- Equality & Diversity Administrator (1.0 FTE)
- Athena SWAN Project Lead, HR Assistant Director (0.2 FTE)
- Athena SWAN Project Officer (University-wide), Graduate Business Partner, (1.0 FTE) (funded until July 2014)

Discussions are underway to secure further additional designated 0.2 FTE Data Administrator to continue to support the data repository for both Athena SWAN and also for the University's participation in the Race Equality Charter Mark trial until April 2015. We aim to integrate E&D data management into the HR data and intelligence systems, but as we move towards this step there remains a need for a dedicated resource to ensure all submission time frames are reached.

In February 2014, the Equality and Diversity Team moved into the remit of the Assistant Director of HR (Safety, Health and Wellbeing). Going forwards Equality and Diversity, together with Occupational Health Service (including the newly appointed Staff Disability and Wellbeing Advisor) will form the staff 'Wellbeing Service'. This will ensure that we can develop an integrated wellbeing model for staff to support improvement in the HR Director's new Positive Working Environment initiative. As part of this move, the Equality and Diversity Team have relocated from Northcote House to Hope Hall with the Safety, Health and Wellbeing Service.

#### **3.2 Current staff within the Colleges and Professional Services**

- Equality and Diversity Representatives based in every College and Service – required to attend termly meetings of the Equality & Diversity Advisory Group and act as a mechanism for communication between their College/PS and the Equality and Diversity Team.
- Network of Dignity & Respect Advisors – members of staff who have volunteered and are trained to undertake the role. They provide a confidential and informal service for anyone involved in cases of harassment and bullying, co-ordinated and supported by the Equality & Diversity Team.

### **4.0 Priorities set for 2013/14 and summary of progress made**

All priorities agreed for 2013/14 (Annex 3) have been achieved or, for those with future timeframes against them, significant progress has been made and the expectation is that they will be completed on time.

#### **4.1 Athena SWAN**

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

Further to these statutory duties, the University's continued commitment to gender equality and specifically the advancement of the careers of women in STEM/M (and associated funding implications linked to Athena SWAN) places significant importance on continuing work towards achieving Silver level departmental awards by April 2015 and renewing our University level Bronze award in November 2014.

We have built upon the foundation of the University Athena SWAN (Scientific Women's Academic Network) Bronze award to extend the gender equality initiatives in a coordinated way. Our Women in

HE work brings together the Athena SWAN Charter, Gender Equality Charter Mark (GEM), the Leadership Foundation's new Aurora programme (women-only programme to develop future leaders for higher education) and the University's equality and diversity strategies.

Our applications in April 2013 were both successful with two departments gaining Bronze Department status; College of Life and Environmental Sciences Penryn and the newly formed University of Exeter Medical School.

A further seven department applications have been made in April 2014, three from the College of Engineering, Mathematics and Physical Sciences, three from the College of Life and Environmental Sciences and an application by the University of Exeter Medical School for a Silver Department award, building on the success of their Bronze.

#### 4.2 Application for Race Equality Charter Mark and Gender Equality Charter Mark

Successful application to participate in the ECU Gender Equality Charter Mark Trial has been achieved and also the Race Equality Charter Mark Trial which were both identified as priorities for 13/14.

Exeter is one of 30 UK HEIs selected to participate in the ECU Race Equality Charter Mark Trial. This Charter aims to improve the representation, progression and success of minority ethnic staff and students. Our institutional application will be due for submission in April 2015.

We are also now participating in the Gender Equality Charter Mark Trial. This Charter aims to address gender inequalities and imbalance in the arts, humanities and social sciences and covers academic staff, professional and support staff, men, women and gender identity.

The trial includes just 28 departments from UK HEIs working towards individual Department Award. Our application for the Department of Classics and Ancient History was accepted onto the trail and, following work by the Department, an application was made for a Bronze Department Award in April 2014.

(For both the Athena SWAN Charter and the Gender Equality Charter Mark applications submitted in April 2014 we anticipate hearing the outcome between October and November 2014).

#### 4.3 Stonewall

We established links with Stonewall to identify and address issues around sexual orientation with a view to becoming a Stonewall Diversity Champion. Accreditation as a Stonewall Diversity Champion was achieved in August 2013 and we received very helpful feedback from Stonewall on our activities in this area. We are now working with Stonewall to identify key issues relating to sexual orientation, we held a well-attended 'Pride on Campus' events which received extremely positive feedback from staff and students, and we were official sponsors of the 'Exeter Pride' city-centre event in May 2014.

#### 4.4 Supporting the REF

The equality and diversity requirements of the Research Excellence Framework 2014, and specifically in terms of the Appeals Process, was identified as a priority for 2013/14 (following the development of our Code of Practice, the delivery of equalities training for all those involved in decision-making as part of the REF 2014 exercise, and the establishment of an Equality & Diversity Mitigation Panel in 2012/13).

All equality and diversity related aspects of the Research Excellence Framework 2014 have been addressed. During 2012 and 2013, the REF Equality and Diversity Mitigation Panel met on 8 occasions and reviewed over 1,000 personal circumstances forms. It decided that 213 eligible staff met the definition of an Early Career Researcher and that 28 employees were eligible for submission because of complex circumstances and 61 employees because of clearly defined circumstances.

Employees dissatisfied with the decision made by the panel they had the opportunity to appeal. Appeals were considered by the REF Appeals Panel. Two appeals on the grounds of equality and diversity were considered by the REF Appeals Panel, both of which were upheld.

#### 4.5 Dignity and Respect

Following a comprehensive review of the University's Protection of Dignity at Work and Study policy and procedures (highlighted as a priority in 2011/12 by the results of the Staff Opinion Survey in 2012 and the Staff Survey Task & Finish Group Report which followed at the beginning of 2013) the priority for 2013/14 was to build on this with further improvements to be made under the nominated work stream within the new Positive Working Environment initiative (to include development of a dedicated Dignity & Respect website, implementation of an awareness-raising promotional campaign, review of the existing Network of Harassment Advisors, recruitment and training of new Advisors).

Launch of the Dignity & Respect campaign includes:-

- a. new dedicated Dignity & Respect website;
- b. effective awareness-raising campaign to staff and students;
- c. delivery of briefing sessions to Residence Life Team as first point of contact for dealing with cases of harassment/bullying within residences;
- d. role of Harassment Advisors reviewed resulting in development of a new role outline to clarify;
- e. 10 new Dignity & Respect Advisors recruited and trained (improving the representation of the Network in terms of gender, campus, and academic/professional service);
- f. working with the 'Values' work stream within [Positive Working Environment](#) initiative to develop a 'Code of Conduct/Behaviour' for staff and students to encourage positive behaviours.

#### 4.6 Mandatory E&D training

Underpinning the University's equality and diversity agenda is the expectation that all staff will complete mandatory equality and diversity training. A priority for 2013/14 was to work with Staff Learning & Development to monitor and measure completion rates with a view to addressing the issue of very limited take up across the University.

Compliance to mandatory equality and diversity training has increased from 32.1% to 58.2% (March 2013 – March 2014) with the overall number of staff working at the University also increasing in this period. Training is now provided via a new online resource which staff can access at a time convenient to them making training more accessible. The course covers all the necessary legal induction material, but has been designed to last no longer than 1 hour therefore having less impact on employee time (face-to-face training is still provided for some customer-facing roles within Campus Services). Colleges and Professional Services are provided with data relating to compliance within their own area on a termly basis.

#### 4.7 Events

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

- a. International Womens Day 2014
  - Inspiring though our "Been There, Done That" discussions: Informal, interactive sessions led by women at different stages of their studies and/or career discussing honestly how they made the move to the next stage
  - Inspiring through Research: Throughout 2014 we are holding a series of gender related research seminars

- Inspiring through achievement: Each day in March we featured the achievements of a different woman on the homepage of the University website
  - Inspiring others: We asked staff and students to share with us which woman (women) inspired them via photo montage events.
- b. Pride on Campus 2014
- c. Chinese New Year and Diwali celebrations (organised by the International Student Support Office and supported by the Equality and Diversity Team).

Continued corporate sponsorship of external events including Exeter Respect Festival (the city's annual celebration of diversity) and Exeter Pride (an annual event for all of Exeter's LGBT communities).

#### 4.8 Aurora Programme

Aurora is the Leadership Foundation's women-only leadership development initiative launched in November 2013. Aurora aims to encourage a wide range of women in academic and professional roles to think of themselves as leaders, to develop leadership skills, and to help institutions maximise the potential of these women. The University supported 24 delegates to complete this programme – one of the highest delegate numbers from any HEI in the country. The programme has now concluded and we are running internal workshops to continue to work with these delegates in reaching their full potential with us.

Our Women in HE work has seen changes in many areas across the University and new support and networking opportunities have been put in place. These include:-

- a. Early Career Networks in each of the STEM/M Colleges
- b. A new Parents and Carers Network
- c. Mentoring and Buddying Networks at department level
- d. Guidelines for staff taking family leave (including maternity) on Research Council Funding
- e. Enhanced exit questionnaires
- f. Monitoring of gender to ensure there are no unintentional biases in our profiling of academic web news stories
- g. Gender research lecture series
- h. Increased numbers of female staff applying for and gaining promotion.

#### 4.9 Consultation with staff and students

We must also ensure we have access to the views of staff and students who have different protected characteristics and that the views inform our decision making. The Equality & Diversity Advisory Group and sub-Groups provide an opportunity for ongoing consultation, as do consultation panels used within the Equality Impact Assessment process which provide an opportunity to comment on University policies, procedures and practice.

### **5.0 Priorities 2014/15**

In the previous phases of action with Equality and Diversity, focus has been on achieving the requirements of several E&D initiatives and identifying areas of best practice. Much success has been achieved in programmes such as Athena Swan and Pride on Campus.

Our vision as we move forward is to aim to integrate E&D principles into the core business of each College and professional service. In line with the interim HR Strategy to move from "Good to Great" we will move further towards a model where E&D principles are exercised in everyday business. This would mirror the current health and safety model, by providing clear policy, standards, training and tools from the centre, for implementation and governance within the College and PS areas. This would ensure that Colleges / PS are enabled to lead on their own improvement and manage equality and diversity issues effectively at the local level. We believe this is the most effective model for longevity and staff & student engagement.

To achieve these recommendations as to priorities to agree for 2014/15 are set out below

#### **5.1 *Work with Colleges and Professional Services to deliver a devolved structure***

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

#### **5.2 *Integrate initiatives and standardise the way we talk about E&D***

- Clarify and communicate the role of the Equality & Diversity Team.
- Continue work towards embedding actions arising from University-level applications for accreditations, i.e. Athena SWAN; Race Equality Charter Mark; Two Ticks; Mindful Employer and Stonewall, and support Colleges and departments in their individual applications but to avoid initiative fatigue remove titles for initiatives and develop a single performance framework to achieve excellence across all protected characteristics.
- Review University Equality Objectives and Action Plan with a view to developing a single Plan which links in with the Wellbeing Strategy and Positive Working Environment initiative.
- Matrix data requirements for all initiatives to ensure non-duplication of data collation.

#### **5.3 *Improve student engagement on equality and diversity issues***

- Liaise with Communication & Marketing Services to consider methods of measuring the student experience in terms of equality and diversity issues.
- Work with the Residence Life Team to explore opportunities to raise awareness of Equality Groups; Dignity & Respect Advisors; opportunities to participate in consultation groups as part of student induction.
- Continue partnership working with the Guild.
- Continue work with the Guild to consider most effective methods of communication with the student community and to ensure they are informed and involved with University initiatives.

#### **5.4 *Review awareness-raising communications for both staff and students***

- Launch new promotional campaign (developed with the Communication & Marketing Team), ensuring links with Wellbeing Strategy and new Code of Conduct (currently being developed as part of Positive Working Environment initiative).
- Link events to promote/celebrate diversity to the Wellbeing Strategy.

### **6.0 Action Required**

Council is asked to acknowledge the steps taken in 2013/14 to move further forward in the management of Equality and Diversity and to support the next steps and priorities for 2014/15.

## Annex 1 - Data and Intelligence

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

The following data details the staff and student profile by:-

- Disability (Staff) – Tables A&B
- Disability (Student) – Tables C&D
- Gender (Staff) – Table E
- Gender (Student) – Tables F&G
- Ethnicity (Staff) – Table H
- Ethnicity (Student) – Table I&J

Data is also available for the following:-

- Reported allegations of harassment and bullying – Table K
- Reported incidents of discrimination – Table L
- Compliance to mandatory equality and diversity training – Table M

### Disability (Staff)

Table A shows disability disclosure rates year-on-year since 2010/11.

Table B shows that the proportion of disabled staff at the University is currently 4.0% compared with the Top Ten Comparator Group median figure of 3.2%. It should be noted that this data is representative of staff who choose to disclose their disability to the University' they are under no obligation to share this information with their employer. We do, however, make efforts to encourage staff to do so in order that Wellbeing Services (Occupational Health and the Disability & Wellbeing Advisor) can ensure any necessary measures to support those staff are put in place. Staff can update their own personal record including the disclosure of a disability via the self-service function of the Midland Trent HR system.

Year	% Staff disclosing a disability
2012/13	4.0
2011/12	3.8
2010/11	3.7

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

Year	Exeter			Top Ten Comparator Group Median		
	Known to be disabled %	No known disability %	Unknown %	Known to be disabled %	No known disability %	Unknown %
2012/13	4.0%	95.9%	0.1%	3.2%	95.9%	1.1%
2011/12	3.8%	96.0%	0.1%	2.1%	95.8%	2.0%
2010/11	3.7%	96.2%	0.2%	1.9%	96.2%	1.7%

Table B: Staff disability disclosure rates compared to Top Ten Comparator Group

Disability (Student)

Table C shows the percentage of students disclosing a disability for each academic year from 2011/12 to 2013/14.

Table D shows the student disability profile by College for 2013/14; 2012/13; and 2011/12 respectively.

<b>Year</b>	<b>% Students disclosing a disability</b>
2013/14	9.2
2012/13	8.3
2011/12	8.3

*Table C: Student disability disclosure rates year-on-year*



Campus	College_Name	2013/14		2012/13		2011/12	
		Disabled	No Disability	Disabled	No Disability	Disabled	No Disability
<b>Exeter</b>	Business School (The)	4.8%	95.2%	3.5%	96.5%	3.8%	96.2%
	College of Engineering, Mathematics and Physical Sciences	9.0%	91.0%	9.0%	91.0%	8.5%	91.5%
	College of Humanities	10.8%	89.2%	9.4%	90.6%	8.9%	91.1%
	College of Life and Environmental Sciences	11.2%	88.8%	11.3%	88.7%	11.6%	88.4%
	College of Social Sciences and International Studies	8.4%	91.6%	7.9%	92.1%	8.2%	91.8%
	University of Exeter Medical School	10.5%	89.5%	14.8%	85.2%	-	-
	Flexible Combined Honours	12.5%	87.5%	11.9%	88.1%	13.5%	86.5%
	INTO	0.5%	99.5%	0.5%	99.5%	0.8%	99.2%
Joint Students (Ex-PCMD)	11.4%	88.6%	9.9%	90.1%	9.1%	90.9%	
<b>Exeter Total</b>		<b>8.7%</b>	<b>91.3%</b>	<b>7.9%</b>	<b>92.1%</b>	<b>8.0%</b>	<b>92.0%</b>
<b>Cornwall</b>	Business School (The)	-	-	-	-	-	-
	College of Engineering, Mathematics and Physical Sciences	18.4%	81.6%	18.6%	81.4%	17.2%	82.8%
	College of Humanities	11.1%	88.9%	8.7%	91.3%	8.8%	91.2%
	College of Life and Environmental Sciences	13.5%	86.5%	11.2%	88.8%	11.3%	88.7%
	College of Social Sciences and International Studies	12.8%	87.2%	9.8%	90.2%	9.3%	90.7%
	University of Exeter Medical School	10.3%	89.7%	-	-	-	-
Flexible Combined Honours	16.7%	83.3%	11.1%	88.9%	11.1%	88.9%	
<b>Cornwall Total</b>		<b>14.2%</b>	<b>85.8%</b>	<b>12.2%</b>	<b>87.8%</b>	<b>11.7%</b>	<b>88.3%</b>
<b>Grand Total</b>		<b>9.2%</b>	<b>90.8%</b>	<b>8.3%</b>	<b>91.7%</b>	<b>8.3%</b>	<b>91.7%</b>

Table D: Student disability profile by College

### Gender (Staff)

Table E provides a summary of the gender breakdown of all staff compared with the median data for the University's Top Ten Comparator Group for 2012/13.

2012/13 Job Family	Exeter		Median	
	Male	Female	Male	Female
Professors	82.6%	17.4%	80.0%	20.0%
T&R below Professor	52.6%	47.4%	58.1%	41.9%
All Teaching & Research	66.0%	34.0%	70.7%	29.3%
Research Only	51.9%	48.1%	56.1%	43.9%
Teaching Only	40.7%	59.3%	44.6%	55.4%
All Academic	57.1%	42.9%	61.1%	38.9%
All Professional	39.2%	60.8%	39.2%	60.8%
Staff Total	46.5%	53.5%	48.0%	52.0%

*Table E: Staff gender profile compared to the Top Ten Comparator Group*

### Gender (Student)

Table F shows the percentage of female students for each academic year from 2011/12 to 2013/14.

Table G shows the student disability profile by College for 2013/14; 2012/13; and 2011/12 respectively.

Year	% Female Students
2013/14	55.3
2012/13	54.1
2011/12	54.5

*Table F: Student gender profile year-on-year*

Campus	College_Name	2013/14			2012/13			2011/12	
		F	M	Other	F	M	Other	F	M
<b>Exeter</b>	Business School (The)	48.7%	51.3%	0.0%	48.2%	51.8%	0.0%	48.7%	51.3%
	College of Engineering, Mathematics and Physical Sciences	29.3%	70.7%	0.0%	30.7%	69.3%	0.0%	31.2%	68.8%
	College of Humanities	66.8%	33.2%	0.0%	65.9%	34.1%	0.0%	66.5%	33.5%
	College of Life and Environmental Sciences	60.7%	39.3%	0.1%	58.9%	41.0%	0.0%	59.3%	40.7%
	College of Social Sciences and International Studies	61.4%	38.5%	0.0%	59.3%	40.6%	0.0%	56.8%	43.2%
	University of Exeter Medical School	53.5%	46.5%	0.0%	53.2%	46.8%	0.0%	-	-
	Flexible Combined Honours	61.1%	38.9%	0.0%	63.6%	36.4%	0.0%	65.5%	34.5%
	INTO	47.4%	52.6%	0.0%	44.7%	55.3%	0.0%	48.1%	51.9%
	Joint Students (Ex-PCMD)	53.8%	45.8%	0.0%	53.2%	46.8%	0.0%	58.0%	42.0%
<b>Exeter Total</b>		<b>55.8%</b>	<b>44.2%</b>	<b>0.0%</b>	<b>54.5%</b>	<b>45.5%</b>	<b>0.0%</b>	<b>55.1%</b>	<b>44.9%</b>
<b>Cornwall</b>	Business School (The)	-	-	-	-	-	-	-	-
	College of Engineering, Mathematics and Physical Sciences	18.1%	81.9%	0.0%	18.1%	81.9%	0.0%	18.1%	81.9%
	College of Humanities	64.1%	35.9%	0.0%	64.7%	35.3%	0.0%	65.3%	34.7%
	College of Life and Environmental Sciences	64.2%	35.8%	0.0%	59.7%	40.3%	0.0%	57.7%	42.3%
	College of Social Sciences and International Studies	41.6%	58.4%	0.0%	55.3%	44.7%	0.0%	56.9%	43.1%
	University of Exeter Medical School	72.4%	27.6%	0.0%	-	-	-	-	-
	Flexible Combined Honours	66.7%	33.3%	0.0%	55.6%	44.4%	0.0%	22.2%	77.8%
<b>Cornwall Total</b>		<b>50.2%</b>	<b>49.8%</b>	<b>0.0%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>0.0%</b>	<b>49.9%</b>	<b>50.1%</b>
<b>Grand Total</b>		<b>55.3%</b>	<b>44.7%</b>	<b>0.0%</b>	<b>54.1%</b>	<b>45.9%</b>	<b>0.0%</b>	<b>54.6%</b>	<b>45.4%</b>

Table G: Student gender profile by College

### Ethnicity (Staff)

Table H provides a summary of the proportion of Black Minority Ethnic (BME) staff at the University by job family, compared with the median data for the University's Top Ten Comparator Group for 2012/13.

2012/13	Exeter			Top Ten Comparator Group Median		
Job Family	White	BME	Unknown	White	BME	Unknown
All Teaching & Research	83.6%	8.6%	7.9%	83.8%	8.7%	6.1%
Research Only	80.0%	14.3%	5.7%	78.6%	14.6%	5.6%
Teaching Only	85.5%	9.1%	5.5%	85.5%	8.9%	5.5%
All Academic	82.7%	10.6%	6.7%	82.7%	10.6%	6.6%
All Professional	93.5%	3.0%	3.4%	90.6%	4.3%	3.6%
<b>Staff Total</b>	<b>89.2%</b>	<b>6.1%</b>	<b>4.8%</b>	<b>87.1%</b>	<b>7.0%</b>	<b>5.6%</b>

*Table H: Staff ethnicity profile compared to the Top Ten Comparator Group*

### Ethnicity (Student)

Table I shows the percentage of Black Minority Ethnic (BME) students for each academic year from 2011/12 to 2013/14.

Table J provides a summary of the student ethnicity profile by College for 2013/14; 2012/13; and 2011/12 respectively.

Year	% BME Students
2013/14	20.2
2012/13	20.5
2011/12	19.0

*Table I: Student ethnicity profile year-on-year*

Campus	College_Name	2013/14		2012/13		2011/12	
		Ethnic Minority	Non-Ethnic Minority	Ethnic Minority	Non-Ethnic Minority	Ethnic Minority	Non-Ethnic Minority
<b>Exeter</b>	Business School (The)	43.5%	56.5%	44.1%	55.9%	47.5%	52.5%
	College of Engineering, Mathematics and Physical Sciences	14.9%	85.1%	14.8%	85.2%	13.3%	86.7%
	College of Humanities	6.9%	93.1%	6.6%	93.4%	5.5%	94.5%
	College of Life and Environmental Sciences	7.7%	92.3%	6.8%	93.2%	5.8%	94.2%
	College of Social Sciences and International Studies	21.3%	78.7%	20.1%	79.9%	18.0%	82.0%
	University of Exeter Medical School	25.0%	75.0%	16.8%	83.2%	-	-
	Flexible Combined Honours	12.6%	87.4%	9.8%	90.2%	8.7%	91.3%
	INTO	87.1%	12.9%	90.7%	9.3%	88.6%	11.4%
	Joint Students (Ex-PCMD)	26.9%	73.1%	30.0%	70.0%	17.8%	82.2%
<b>Exeter Total</b>		<b>21.6%</b>	<b>78.4%</b>	<b>21.7%</b>	<b>78.3%</b>	<b>20.0%</b>	<b>80.0%</b>
<b>Cornwall</b>	Business School (The)	-	-	-	-	-	-
	College of Engineering, Mathematics and Physical Sciences	9.9%	90.1%	12.1%	87.9%	12.9%	87.1%
	College of Humanities	8.9%	91.1%	8.5%	91.5%	9.6%	90.4%
	College of Life and Environmental Sciences	5.5%	94.5%	5.3%	94.7%	3.8%	96.2%
	College of Social Sciences and International Studies	16.7%	83.3%	23.2%	76.8%	23.6%	76.4%
	University of Exeter Medical School	17.2%	82.8%	-	-	-	-
	Flexible Combined Honours	16.7%	83.3%	0.0%	100.0%	11.1%	88.9%
<b>Cornwall Total</b>		<b>8.2%</b>	<b>91.8%</b>	<b>10.2%</b>	<b>89.8%</b>	<b>10.9%</b>	<b>89.1%</b>
<b>Grand Total</b>		<b>20.2%</b>	<b>79.8%</b>	<b>20.5%</b>	<b>79.5%</b>	<b>19.0%</b>	<b>81.0%</b>

Table J: Student ethnicity profile by College

### Reported allegations of harassment and bullying

The University collates information regarding reports of harassment and bullying. This is augmented by the staff survey and the statistical monitoring of cases reported to the Network of Dignity & Respect Advisors. The launch of the Dignity & Respect campaign (detailed in section 5.2) demonstrated the significant progress which has been made in this area.

New promotional literature was produced for 2013/14 and distributed to staff and students to raise awareness of the Dignity & Respect policy; the Network of Advisors; and other sources of support available. We are currently working with the Communication & Marketing Services on ideas for a brand new promotional campaign for 2014/15.

<b>Year</b>	<b>Staff</b>	<b>Student</b>
12/13	23	18
11/12	21	7
10/11	17	27

*Table K: Allegations of harassment and bullying*

### Reported incidents of discrimination

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

New promotional literature was produced for 2013/14 and distributed to staff and students to raise awareness of the procedure. We are currently working with the Communication & Marketing Services on ideas for a brand new promotional campaign for 2014/15.

<b>Year</b>	<b>Staff</b>	<b>Student</b>
12/13	4	10
11/12	2	13
10/11	1	8

*Table L: Reported incidents of discrimination*

### Compliance to mandatory equality and diversity training

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

One of the key successes during 2013/14 is the increase in compliance from 32.1% to 58.2% (March 2013 – March 2014) with the overall number of staff working at the University also increasing in this period.

<b>Academic College/Professional Service</b>	<b>Mar-13 % of staff completed</b>	<b>Sept-13 % of staff completed</b>	<b>Mar-14 % of staff completed</b>
College of Engineering, Mathematics & Physical Sciences	23.0%	31.8%	62.6%
College of Humanities	15.0%	21.4%	42.3%
College of Life & Environmental Sciences	18.0%	28.1%	49.9%
College of Social Sciences & International Studies	17.0%	26.4%	48.7%
University of Exeter Business School	15.0%	22.7%	34.0%
University of Exeter Medical School	34.0%	40.0%	74.9%
Academic Services	30.0%	28.4%	66.2%
Campus Services	46.0%	50.6%	60.5%
Communication & Marketing Services	32.0%	55.9%	74.6%
Development & Alumni	24.0%	31.4%	88.9%
Executive Suite (Service)	50.0%	47.1%	76.5%
Finance Services	65.0%	63.8%	79.7%
Human Resources	57.0%	47.7%	66.2%
International Office	20.0%	80.0%	88.5%
Research & Knowledge Transfer	22.0%	26.8%	51.7%
Strategic Planning & Change	29.0%	48.3%	72.4%
University TOTAL	32.1%	35.2%	58.2%

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

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

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

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

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

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

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

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



## Annex 3 – University Equality & Diversity Action Plan 2013/14

UNIVERSITY EQUALITY & DIVERSITY ACTION PLAN 2013/14				
Ref	Actions	Date(s)	Constituency	Lead
<b>INITIATIVES/NEW DEVELOPMENTS</b>				
A.	<p>Athena SWAN</p> <p>(a) continue work towards embedding actions from University level Bronze award action plan (see University Athena SWAN Bronze Action plan progress report submitted to ASWG in May 2013);</p> <p>(b) support departments in applications for Silver/Bronze awards (x7) (now a requirement for some funding within CEMPS/CLES/UEMS);</p> <p>(c) support 'CLES – Cornwall' and UEMS in progressing actions from their respective action plans and also following feedback from their April 2013 submissions (feedback due to be received Sept 2013);</p> <p>(d) ongoing support to the AS project team.</p>	<p>(a) Renewal date - Feb 2015</p> <p>(b) April 2014</p> <p>(c) Ongoing</p> <p>(d) Ongoing</p>	Students and staff	ASWG College / Department Working Groups
B.	<p>Devise strategies to engage senior management in E&amp;D (as recommended by the Britten Report (recommendation 4.1 and action plan 6.2) and to meet RCUK expectations re E&amp;D)</p> <p>(a) develop a suite of management information measures for University-level and College/Service level which will highlight performance against equality measures;</p> <p>(b) work with HRBPs and HR Managers to ensure all Colleges and Professional Services receive and engage with E&amp;D management information;</p> <p>(c) work with HRBPs and HR Managers to encourage sharing of good practice examples between Colleges and Professional Services.</p>	Aug 2014	Students and staff	E&D/ HR Policy/ HR Ops
C.	<p>ECU Gender Equality Mark Trial</p> <p>(a) submission of application to participate in trial;</p> <p>(b) if application to participate in trial is successful, develop and implement action plan with stakeholders.</p>	<p>(a) Aug 2013</p> <p>(b) Trial Awards round - April 2014</p>	Students and staff	A McG
D.	<p>ECU Race Equality Mark Trial</p> <p>(a) identify and engage with Colleges not currently involved with Athena or GEM initiatives (linked to addressing Action 'B')</p> <p>(b) submission of application to participate in trial;</p> <p>(c) if application to participate in trial is successful, develop and implement action plan with stakeholders.</p>	<p>(a) Jan 2014</p> <p>(b) 9 May 2014</p> <p>(c) Trial Awards round - April 2015</p>	Students and staff	E&D
E.	<p>Dignity and Respect</p> <p>(a) complete development of revised Dignity and Respect webpages;</p> <p>(b) develop and implement promotional campaign to raise awareness amongst students (in partnership with the Students' Guild);</p> <p>(c) work with student-facing teams (inc Residence Life; Estate Patrol; Personal Tutors) to ensure they are able to recognise inappropriate behaviour and signpost individuals to reporting/support mechanisms as appropriate;</p> <p>(d) recruit and train new Advisors ensuring the Network is representative in terms of gender; campus; and academic/professional service</p> <p>(e) review the Network of Dignity &amp; Respect Advisors e.g. name, role, recognition, etc;</p> <p>(f) work with nominated workstream group to develop "Code of Conduct/Behaviour" for staff and students to encourage positive behaviours and identify inappropriate behaviours – consult with stakeholders to secure agreement to text;</p> <p>(g) develop and implement effective methods of communication to students/staff ("Relaunch" of Dignity and Respect Policy).</p>	<p>(a) Sept 2013</p> <p>(b) Sept 2013</p> <p>(c) Oct 2013</p> <p>(d) Oct 2013</p> <p>(e) Aug 2014</p> <p>(f) Autumn Term 2013</p> <p>(g) Dec 2013</p>	Students and staff	E&D/ HR Policy

F.	Stonewall Diversity Champion (a) submit application to Stonewall Diversity Champions programme; (b) meet Stonewall Account Manager to confirm next steps; (c) communicate participation to staff and students; (d) make a submission to Stonewall Workplace Equality Index (WEI) framework (annual benchmarking exercise); (e) work with Stonewall using feedback from our WEI submission to identify issues which need to be addressed and areas of good practice which could be adopted/shared across the University ahead of 2014 WEI exercise.	(a) Completed (b) Jan 2014 (c) Sept 2013 (d) Sept 2013 (e) Jan 2014 to Aug 2014	Staff primarily with indirect benefit to students	
G.	Transgender issues Develop, agree and implement guidance for staff and students for supporting Trans Staff and Students (in conjunction with Student Services) (inc EIA).	Aug to Oct 2013	Students and staff	E&D with Student Services
H.	Research Excellence Framework (a) REF appeals panel (E&D Manager is a member) (b) pre-submission equality analysis (c) post-submission equality analysis	(a) Oct 2013 (b) Oct 2013 (c) Dec 2013	Staff	E&D/ HR Policy
I.	Examination timetabling and religion and belief Work with Academic Services to review policies and procedures on Examination timetabling and religion and belief, taking account of ECU guidance - <a href="http://www.ecu.ac.uk/inclusive-practice/taking-an-inclusive-approach-to-exams-recommendations/?searchterm=exams%20ramadan">www.ecu.ac.uk/inclusive-practice/taking-an-inclusive-approach-to-exams-recommendations/?searchterm=exams%20ramadan</a>	Autumn Term 2013	Students	E&D/ Academic Services
J.	Student feedback on E&D experience Work with Academic Services and Strategic Planning and Change to develop methods of assessing student experience of E&D issues akin to staff survey.	2013/14 academic year	Students	E&D/ Academic Services, SP&C
K.	Student statistics Work with Strategic Planning and Change to develop appropriate metrics and targets to evaluate progress of E&D for student population.	2013/14 academic year	Students	E&D SP&C
L.	Staff with disabilities (a) annual renewal of "Positive About Disability" (Two Ticks) status (b) apply for membership of the Mindful Employer Charter – subject to recommendations of recent investigation on staff wellbeing issue.	(a) Oct 2013  (b) Aug 2014	Staff	E&D/OH
M.	E&D communications strategy Implement E&D communications strategy recently agreed by Dual Assurance, to improve effectiveness of communicating with both staff and students e.g. ELE, social networking sites; i-Exeter App; plasma screens; website; E&D Newsletter; E&D Co-ordinators; staff/student portals; promotional literature etc (identified as a priority by E&D Audit – July '12)	From Sept 2013 to July 2014	Students and staff	E&D and others
N.	Academic workload planning Work with the Workload Workstream within the Positive Working Environment initiative to ensure equality considerations are fully incorporated within their considerations	TBC	Staff	Workload Workstream (PWE); E&D
O.	E&D Training Work with Staff Learning & Development to monitor and measure attendance rates for mandatory programme of Equality & Diversity training with a view to reviewing completion figures by College – detailed arrangements to be agreed with L&D.	Dec 2013	Staff	L&D
P.	Promoting Good Relations on Campus Review University position with Dual Assurance on government guidance.	2013/14	Students and staff	E&D
<b>ONGOING – MEETINGS, REPORTS ETC</b>				
	Equality data to be published annually (to ensure compliance with Public Sector Equality Duty)	Jan 2014	Students and staff	E&D
	Equality Objectives to be reviewed and revised (to ensure compliance with Public Sector Equality Duty) and progress monitored	Various	Students and staff	E&D
	E&D Annual Report to Council	July 2014	Students and staff	E&D
	Dual Assurance meetings	c 5/year	Students and staff	E&D
	HEFCE Annual Monitoring Statement	Nov 2013	Students and staff	E&D

	Risk Review for Equality & Diversity	Nov 2013 May 2014	Students and staff	E&D
	Equal Pay Audit	April 2014	Staff	E&D/Policy
	Equality Impact Assessments (a) undertake EIAs – giving priority to policies identified for equality impact assessment by CEMPS, CLES and UEMS (in line with Athena SWAN commitment); (b) work closely with Executive Officers to ensure the decisions of VCEG and Council are equality impact assessed; (c) work with L&D to consider online training on EIAs.	(a) Ongoing (b) Ongoing (c) TBC	Students and staff	E&D and others
	Provide ongoing support to termly meetings of Equality Groups (E&D Advisory Group and equality sub-groups)	Ongoing	Students and staff	E&D
	Provide ongoing support to Dignity & Respect Advisors Network: termly casework meetings and refresher skills training for all Advisors	Ongoing	Students and staff	E&D
	Annual E&D Development Day for E&D Co-ordinators and other key stakeholders from across the University	TBC	Students and staff	E&D
	Review promotional literature (on Dignity & Respect; Reporting Incidents of Discrimination; etc) and consider alternative formats to improve awareness of these policies/procedures amongst staff and specifically students	Oct 2013	Students and staff	E&D
<b>EVENTS</b>				
	Event: Exeter Respect Festival	June 2014	Students (primarily) and staff	ISSO
	Event: Black History Month	Oct/Nov 2013		Guild
	Event: Exeter Pride	May 2014		Rainbow Group
	Event: Support ISS with Chinese New Year and Diwali	Feb 2014 / Oct 2013		ISSO
	Event: "One Game One Community" Tournament	Apr/June 2014	Students	Sports
	Event: International Women's Day	March 2014	Staff and students	AMcG
	Support Guild societies and University Equality Groups with their events/celebrations, as appropriate	Ongoing	Students	Guild

<b>PROGRESS KEY:</b>	
	Risk of not being completed
	On track for completion within designated timeframe
	Completed