

Gender Equality Action Plan 2018-22

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
Theme 1: Positive Working Environment - Exeter is a great place to work								
2.i.i	With our enhanced EDI structure, we need to establish clear mechanisms to share and promote best practice	Enhanced mechanisms to share best AS practice and raise awareness of the Charter Principles	1	a	Establish a Professional Services Inclusivity Group, with voluntary Inclusivity Representatives drawn from all Services	EDIW Manager	Staff awareness of Exeter's commitment to AS / EDI, Target: 2018 EES: 80% 2020 EES: 95% Staff awareness of Exeter's commitment to AS / EDI, Target: 2018 EES: 80% 2020 EES: 95% Staff awareness of Exeter's commitment to AS / EDI, Target: 2018 EES: 80% 2020 EES: 95%	Jun 2018
				b	Include an update on PWE initiatives, AS and EDI at the annual PS conference	Head of Organisational Development	Staff awareness of Exeter's commitment to AS / EDI, Target: 2018 EES: 80% 2020 EES: 95%	Jul annually 2019-22
				c	Give annual presentations to College Executive Groups and Professional Services Leadership Team with HRBPs, highlighting College and Services' Gender Pipeline, Progression and Recruitment Data, and previous and planned actions. Collate data and actions into reports for GEG Publicise best practice through the Inclusivity Groups, Staff Festival events/stalls, and publish online in the Inclusivity Toolkit	EDIW Manager	Number of web hits on best practice webpages Local initiatives taken up by other Colleges/Services	Feb annually 2019-22
				d	Host regular gender and intersectionality focused events, such as AS awareness days, Soapbox Science, and International Women's Day celebrations, to consult with staff Promote participants and speakers via online media to raise their profile Evaluate event attendance and feedback	EDIW Manager	Number of attendees and positive feedback from participants Further actions taken in response to feedback	Mar-Jun annually 2018-22 and post each event
	Progressing our AS accreditations supports	Progression towards at least one Gold AS award by 2021		a	Develop an internal Inclusivity Accreditation to support departments to establish an Inclusivity Framework and work towards AS submissions Pilot In response to feedback, launch accreditation across Academic Departments and Professional Services	EDIW Manager	Departments engaged in internal or AS accreditation: 2018/19: 40% 2019/20: 50% 2020/21: 75%	Jun 2018 - Jul 2020
				b	Following the development of the online AS Datapack, launch Tool in Inclusivity Groups Review and update tool annually in response to feedback	EDIW Manager	Webhits on MI Hub Page	May 2018

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2. i.x ii	Exeter's objective to reduce the gender pay gap and address gender differences in Employee Engagement Survey results and exit questionnaire responses	Improvements in accessibility of AS Data to implement and review evidence based policies, practices and procedures	2	c	<p>Include new Employee Engagement Survey (EES) questions specific to AS, EDI and staff Wellbeing inc. perceptions of promotions, workload and core hours, developing these in consultation with the inclusivity Groups Promote engagement with survey through Inclusivity Groups</p> <p>Review EES results split by Gender in GEG and all Inclusivity Groups</p> <p>Host biennial 'Inclusivity' Summit following each EES, reviewing the results broken down by characteristics including gender</p> <p>Conduct focus groups and/or surveys exploring gender differences identified in summit Use results to evaluate, develop and review Institutional AS actions</p> <p>Monitor action plan in Dual Assurance Group and report on progress to GEG</p>	<p>Head of Organisational Development</p> <p>EDIW Manager (Dorcas Cowan)</p>	<p>Uptake of survey to hit >70% target</p> <p>High engagement >40 staff in summit</p> <p>Engagement in focus groups.</p> <p>Increase in positive female staff responses to EES and exit questionnaires year on year</p>	<p>Nov 2018</p> <p>Nov - Dec 2018 and 2020</p> <p>Apr - Jul 2019 and 2021</p> <p>Jun - Sept 2019 and 2021</p>
3.iii & 5.6 xii	Analysis of CROS and EES result identified gendered differences in experiences and feeling of having a voice	<p>Ensure academic representation on GEG</p> <p>Reduction in gendered differences in researchers responses to survey</p>	3	a	<p>Expand GEG's academic membership drawing academic members from key forums</p> <p>Revise GEG format and remit to enhance monitoring and reporting structures</p>	<p>Head of Organisational Development</p> <p>EDIW Manager (Dorcas Cowan)</p>	<p>Engagement in consultation methods by female and male staff and students</p> <p>Reduction in gendered issues identified 2 x STEM (female) and 1 x HASS (male) researcher already nominated to join GEG in June 2018</p>	<p>May 2018</p> <p>December annually 2018 - 2022</p> <p>June annually 2019 - 2022</p> <p>Termly 2018 - 2022</p>
5.6.i, 5.3.iii	EES indicates gender differences in wellbeing	Enhance staff wellbeing, reducing gender difference in responses	4	a	Develop an inclusivity and integrated EDIW strategy that threads into the Wellbeing Framework	EDIW Manager	Strategy objectives are met	Dec 2018
				b	<p>Occupational Health Team to develop further wellbeing resources aimed at supporting ECRs and staff on short-term fixed-term contracts</p> <p>Work with Occupational Health to ensure our EAP (Care First) recognises our values and equality objectives to enable continuity of managing through our third party health care providers</p>	Head of Organisational Development	<p>Engagement with new resources</p> <p>Positive feedback from staff</p>	Jun 2020
5.6.ii	SAT review identified there were equality analysis which were missing positive impacts	Increase analytical engagement with Equality Analysis	5	a	<p>Embed Equality Analysis into Assurance Framework Change BluePrint project</p> <p>Present to the professional services leadership team on how to undertake an impact assessment, showcasing good practice examples</p> <p>Continue to monitor Equality Analysis uptake and mitigations put in place, reporting to GEG annually on any Gender-related interventions</p>	RECM Manager	<p>Increased engagement in Equality Analysis process</p> <p>Qualitative quality of assessments increasing (fewer querying responses from EDI team)</p>	<p>Aug 2018</p> <p>Sept 2018</p> <p>March annually 2019-22</p>
				b	Update the front sheet of the council papers, to include guidelines to consider the impact of changes to policies on disability, and specifically mental health	Head of Organisational Development	Increased frequency of council papers identifying Equality Impacts	Aug 2018-2022

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				c	Develop additional bitesize training on conducting an Equality Analyses for managers Pilot Embed information on online Inclusivity Toolkit Monitor uptake and develop in response to feedback		Engagement in bitesize session Positive feedback from attendees	Jul 2019 Jul 2021
5.6.ii	Feedback indicates low awareness of our online reports of discrimination form	Increase awareness of how people can flag any incidence of discrimination	6	a	Review the promotion of our reporting tools, and support mechanisms for reporters Report on uptake and themes arising in GEG, REG; the broader cultural campaign groups and council in annual report	Head of Organisational Development	Annual increase in engagement with reporting forms, from 2016/17 benchmark: 17	Aug 2018 Sept annually 2018-22
5.6.i, 5.6.ii, 5.6.iv	Ensure compliance with Public Sector Equality Duty	Maintain high Employee Engagement Survey scores (>85%) which indicate that staff feel they are treated fairly and with respect	7	a	Create a network of Exeter and Penryn Employers, including local NHS Trusts and Devon and Cornwall Police, to work on Inclusivity across Devon and Cornwall Invite professionals from other local organisations to share best practice/concerns at meetings and events. Use forum to explore opportunities for partnership working	Head of Organisational Development	Number of External Companies engaging in network increasing annually Partnership initiatives implemented	Sept 2018 Annual meeting
				b	Review Dignity and Respect Advisor Network membership to ensure this is representative, recruiting when necessary Undertake Network training needs assessment Provide and enhance specialist training where identified as necessary	EDIW Manager	Engagement with Network increasing annually from 2016/17 benchmark: 90	Oct annually 2018-22
				c	Promote Speak Out Guardians and Dignity and Respect Advisor Network through internal communications channels, induction materials. Inclusivity Groups and our cultural campaign work	EDIW Manager	Increase responses to EES 'I am treated with respect' remain >90% by 2022	Termly Sept 2018-22
5.3.i, 5.4.i	Incidents involving a group of our students have highlighted the need to build the capacity of our students to speak out and challenge each other to ensure all students feel supported and included	Our students inclusive values reflect our own and they are able to support each other to thrive and feel included, measured by an increased feeling of inclusion by minority groups in disciplines	8	a	Train all Student-Staff Liaison Committee members in EDI and Wellbeing Establish a nominated student EDI and Wellbeing Champion on all Departmental SSLCs Launch a termly student EDIW committee, using this to identify joint campaigns with Students' Guild/Student Union (e.g. #NeverOK) and gather student feedback	EDIW Manager Guild Representative	Engagement with committee and new campaigns identified and delivered	Sept annually 2019-22 Oct annually 2019-22
				b	Annually conduct longitudinal AS student survey Review responses by race, gender College and Department (where numbers allow), and cascade to all Inclusivity Groups for local action Conduct follow up focus groups exploring statistically significant differences in underrepresented groups' responses and trends Work with the students' guild and Education and Student Support Service to implement initiatives to address issues identified	Named Academic Lead EDIW Manager	Impact measures identified specific to initiative instigated	Nov - Mar annually 2018-22 Sept annually 2018-22
				c	Thread Bullying and Harassment support information into online Student Health and Wellbeing Modules	Head of Organisational Development	Increasing engagement of students in the support signposted	Aug 2018
				d	Through the cultural campaign group, identify pilot areas for the intervention initiative Review outcomes and roll out	EDIW Manager	Take up and feedback from initiative	Sep 2018

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				e	Embed events and materials within Fresher's Week and undergraduate and postgraduate student induction materials to promote Exeter's Inclusive values	EDIW Manager	Event attendance and positive feedback	Sept annually 2018-22
5.1.i, 5.6.i	Visible commitment to EDI is key for creating an inclusive culture	Ensure all senior leaders are committed to AS principles	9	a	Include question about EDI / AS Principles in all senior recruitment panels	Institutional Lead for EDI and Director of HR	Staff awareness of Exeter's commitment to AS / EDI, Target: 2018 EES: 80% 2020 EES: 95%	Sep 2020
				b	Include a commitment to EDI as an essential quality in senior Person Specifications	Institutional Lead for EDI and Director of HR	Staff awareness of Exeter's commitment to AS / EDI, Target: 2018 EES: 80% 2020 EES: 95%	Sep 2020
				c	Annually update College and Leaders SMART Diversity Targets linked to performance	EDIW Manager	Staff awareness of Exeter's commitment to AS / EDI, Target: 2018 EES: 80% 2020 EES: 95%	Aug 2018
				d	Review Equality Objectives for 2018-2022, ensuring that AS Principles are embedded within these.	EDIW Manager	Increase in number of AS awards held	Aug annually 2018-22
				e	Review all HR Policies to check wording is fully inclusive.	HRBPs	All HR policies reviewed	Sep 2019
				f	Include Inclusivity case studies on annual reports to Council and VCEG.	EDIW Manager	>5 Inclusivity case studies included within reports to Council and VCEG annually	Sept annually 2018-22
5.3.i, 5.6.ii	The EDI team has seen an increase in requests for bespoke department- specific EDI training	Ensure EDI training is relevant and responsive to local needs and EDI challenges	10	a	Provide bespoke E&D training sessions to VCEG, Council and academic and PS departments Record Bespoke E&D training sessions on iTrent and review uptake annually. Amend the standard EDI Report to Council (termly) to include a 'Did You Know' section.	EDIW Manager	Increased delivery of local training sessions. 2017/18 benchmark: 8 sessions delivered	Termly in response to requests 2018-22
				b	Update the Inclusivity Toolkit with targeted new EDI learning and development materials e.g. 'how to organise an inclusive event' Link Toolkit to Exeter Academic Website to increase visibility of toolkit for Academic Staff	EDIW Manager	Number of new pages developed. >500 webhits on new pages.	Jun 2020
				c	Review online E&D Induction Training package to identify if there are areas to update in response to themes emerging from our training requests, Reports of Discrimination and D&R Monitoring data, national research and/or changes in legislation Develop and launch new training	EDIW Manager	2018 Benchmark:92% Compliance target: 2020: 95% 2021: 95% 2022: 95%	Apr - Dec 2018 Jun 2019

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				d	Introduce reverse mentoring and other mentoring opportunities for VCEG and PSLT / CEGs, with staff from across the Inclusivity networks to discuss challenges and best practice.	EDIW Manager	Mentoring opportunities introduced with >10% uptake.	Jun 2020
5.3.i	Uptake of Research-only EDI training is low	Increase uptake of Research- only EDI training	11	a	Review Equality and Diversity training for researchers, with a view to embedding elements of this within other modules	EDIW Manager	Increase engagement from average of 5 per session	Jun 2019
7	A low proportion of staff perceive that the workplace culture in the University of Exeter is inclusive of trans people	Increased in awareness that Exeter's culture is inclusive of trans people from 2017 WEI survey benchmark of 39% (LGBT), and 56% (non- LGBT) responders agreeing	12	a	Invest £6000 to train 36 senior leaders, across all Colleges and services, as part of the Stonewall Allies Programme, extending an invitation to the Guild of Students President Update all trained senior leaders staff profiles to highlight Allies Status Develop online materials to promote allies and their pledges to support LGBTQ+ inclusivity Train new managers to maintain pool numbers as required	Institutional Lead for EDI	100% trained and positive feedback from Stonewall Senior Leadership Programme Increased visibility of trans support among senior staff as measured through WEI	May 2018 May 2018 Jun 2018 May annually 2019-22
				b	Biennially review our 'Trans Staff and Students Policy' & actions in consultation with LGBTQ+ Network Renew all HR policies to ensure trans inclusion	EDIW Manager	Increased feelings of inclusion on the basis of gender identity, as measured through responses to the WEI	Jun 2020 and June 2022
				c	Review our internal forms to identify and update, where possible, all which require users to self-define as male or female, removing all or expanding the options to identify as non-binary or prefer to self-define, or MX	EDIW Manager	Increased feelings of inclusion on the basis of gender identity, as measured through responses to the WEI	Sept 2018 - Jan 2021
				d	Encourage participation in Stonewall Survey through Inclusivity Groups and internal communications Identify and deliver further actions in liaison with LGBTQ+ Network and Inclusivity Groups	EDIW Manager	Engagement Target: 2018: 1000 2020: 1500 2022: 2000	Sept and Jun annually
4.1.iv	SAT review identified that the quality of our exit processes needs to be improved to enhance the quality of our leavers data	Increase the quality of staff leavers data to allowing meaningful further analysis	13	a	Review exit procedures, identifying improvements to capture data on staff views of our EDI and Wellbeing support, as well as progression and retention in academia and Higher Education Institution through: a) HESA/HEIDI Leaver Destinations data b) Exit questionnaires and exit interviews c) Developing a report to capture uptake and success rates of redeployment e) Brief all managers to ensure they follow reviewed exit procedures f) Analyse leavers' data and monitoring mechanism uptake by gender, ethnicity, job family and grade on an annual basis, reporting to GEG and REG, to identify future actions	Assistant Director of HR	Increased uptake of leavers' questionnaire Data on whether our Research-only staff and fixed-term employees felt supported to develop and excel whilst at Exeter available for analysis and acted upon	Apr - Jul 2018
			14	a	Conduct building and campus audit to identify areas where the diversity of images, equipment and/or room names can be increased (especially toilets) Present to College Inclusivity Group on key recommendations Create core criteria to use in all new buildings and refurbishments	Cultural Campaign Group Lead	Gender representation in images and targeted events increases from individual benchmarks	Jun 2019

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5.6.x	BAME Student feedback indicates Exeter's visual mono-culture can create feelings of isolation	Increase the gender, ethnicity and ability diversity of images and role models in our campuses visual culture	15	a	Global Engagement and Development Team to identify opportunities to develop philanthropic donations to expand our internal awards, buildings and items of research equipment which are named after successful female and BAME alumni	EDIW Manager	Number of new buildings and research items named after female and BAME alumni	Dec 2018
			16	a	Research and Impact Team to identify key central researcher events and seminar series Monitor gender and ethnicity balance of speakers Explore and implement additional actions where imbalance is identified	EDIW Manager	Use 2019 speaker benchmarks (once identified) to set targets and future actions	Jan annually 2019-22
			17	a	Marketing Team to review and ensure that student webpages and prospectuses a) Use images that reflect the gender and ethnic diversity of our workforce b) Highlight our equality accreditations and commitments c) Include student profiles showcasing the diverse range of benefits of living and studying in Devon and Cornwall including religious networks d) Include information on development opportunities for specific staff Groups, such as the ECRNs, Doctoral College and Researcher development support e) Highlight our Networks such as the student Parents Network, Liberation and LGBTQ+ societies	EDIW Manager	Increase in the proportion of BAME Student entrants from 2016/17 benchmark of 10.4%	Nov biannually 2019 and 2021
4.1.i, 5.6.xi	Our female and male BAME UK student and staff figures are below the national Benchmark.	Ensure the information needs of a wide diversity of students are appropriately catered for and that those students see themselves represented and valued within our student body.	18	a	GEG to work with the Outreach Team to support the delivery of their annual access agreement actions which relate to increasing the BAME and Gender diversity of our student population Monitor and report to GEG the impact of outreach activities targeted at increasing diversity in terms of race and gender	EDIW Manager	Increase in the proportion of BAME Student entrants from 2016/17 internal benchmark of 10.4%	July annually 2018-22 Oct 2018-22
				b	GEG & REG to work with student Admissions Team to identify actions to address barriers for international students to take up PGT and PGR offers and academic and PS positions	EDIW Manager	Increase in the proportion of BAME Student entrants from 2016/17 benchmark of 10.4%	Jun 2018, bimonthly
				c	Run focus groups to better understand whether the variation by ethnicity across services and Colleges is driven by recruitment and/or retention	EDIW Manager	Engagement in focus groups. New actions created	Jun 2018
4.1.iv	Our Gender Pay Gap is 17%, and addressing the impact of intersectional disadvantage	Reduce the gender pay gap year on year by recruiting, retaining and progressing female staff	19	a	Implement AS action plan to address Gender Pay Gap, looking closely at the Intersections of Gender, Race and Disability Report to GEG and VCEG biennially on the Equal Pay Review and annually on the Gender Pay Gap Audit Cascade Gender Pay data and actions to College and PS Inclusivity Groups Present gender pay gap, recruitment, and promotion data annually to College Executive Groups Introduce a KPI on gender pay gap to VCEG and work with accountable officers for each KPI to agree precise measures	Assistant Director of HR	Reduction in our gender pay gap year on year from 17% in 2018	Apr 2018-22 Apr annually 2019-22

Theme 2: Recruitment – We strive to build a diverse and inclusive workforce by attracting and on-boarding talented staff from across the world

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
5.1.ii, 5.3.i, 5.4.i	Analysis identified differential uptake of mandatory induction training cross job families, Colleges and Services varied and was below target	Increase mandatory induction equality and diversity training compliance for staff to institutional targets	20	a	Enhance the induction mandatory training policy, establishing the penalties for non-compliance for individuals who fail to complete this within a given time frame, including linking to above and beyond award qualification Recruit a business analysis to identify key systems barriers to training completion, and review how E&D training uptake is measured as there is currently no automated cut-off date for when completion needs to occur by Monitor mandatory training compliance in council and GEG Flag compliance data to Heads of Service where issues are identified and chase non completers	Head of People Development EDIW Manager HRBPs	Day one completion for 100% of new starters	Sept 2018 Sept 2018 Review 2020, 2022 In each GEG Monthly 2018-22
5.1.ii, 5.2.i	Uptake of central induction events vary, and is higher for PS than academic new starters, though feedback is positive	Use new starters' feedback to shape our Inclusivity Strategy	21	a	Establish a new starters Survey, canvassing 100 randomly selected new starters views of central and local induction arrangements and culture Review the survey results by Gender, College/Service and Campus annually in GEG and PWE Board to: a) Identify improvements to our on boarding, wellbeing and recruitment strategies b) Find areas of best practice in inductions to cascade through HRBP networks c) Increase the visibility of EDI and wellbeing support for new starters where feedback indicates this isn't currently the case d) Monitor the impact of changes to academic and PS induction processes	Head of People Development	Increase participation in central induction year on year against 2017/18 benchmark: 52% PS new Starters 38% Academic New Starters	April 2018 Repeat annually in April, 2019-2022
				b	Cascade New Starters Survey results to the GEG and College and PS Inclusivity Groups for them to: a) Review and enhance College, Service and/or Departmental induction processes b) Identify if Service-level induction events would be popular in addition to central and departmental PS inductions c) Monitor the impact of changes to College and Departmental induction processes	Head of People Development	New starters results use to identify improvements to College inductions and provide a benchmark for future improvements	Mar/Apr annually 2019/22
5.1.ii	Feedback from the ECRN liaisons forum identified actions to improve inductions for researchers	Increase in positive ECR responses to the CROS questions relating to inductions	22	a	Pilot College-Level inductions for STEM and AHSSBL for Research-only staff, including information on EDI, Career Development and Wellbeing information Monitor and evaluate event uptake and feedback	Researcher Development Manager	Engagement with events and feedback from Researchers	Sep 2018
				b	Develop College and Campus-specific Research- only staff induction information on the online ECR Hub, including information on the Exeter Academic		Webhits	Nov 2018
				c	Pilot informal University-wide Research-only staff lunches Monitor and evaluate event uptake and feedback		Engagement with events and feedback from Researchers	Jun 2018
5.1.ii, 5.2.ii	Only 50% of PS and 39% of academics engage in central HR activity	Insure that all staff feel supported, included and are aware of HR mechanisms to raise gender issues	23	a	Expand the University welcome event, to include more information covering our commitment to AS, the D&R Network, the LGBTQ+ Network and our commitment to equality and diversity and trans people	Head of People Development	Positive feedback at events, engagement with Stall	Sept 2018 (termly events)
				b	Pilot a bitesize 'How to host a good local induction' session as part of the Management Know-How Suite		Attendance at event and feedback	Jan 2019

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
5.1.i	The number of female applications for E&R, E&S and Research- only posts are lower than for males, and below the benchmark figures for those job families. Similarly, the proportion of male applicants for many PS posts is disproportionately lower than female. This leads to a gender imbalance in both pipelines.	Increase the proportion of male and female applications for academic and PS services with the greatest gender imbalance in their applicants year on year, from 2014/15- 2017/18 combined benchmarks: Education and Student Support (69% female) Research Services (70% female) College Operations (76% female) People Services and Global Partnerships (68% female) CEMPS (19% female) UEBS (30% female) Office of the Vice-Chancellor (19% female) (2014/15 - 2017/18 combined)	24	a	GEG to work with recruitment team and College Inclusivity Groups to identify departments with low and below gender and ethnicity benchmark proportions of applicants for roles, to identify a suitable intervention to pilot, for example: a) Anonymous Shortlisting b) Unconscious Bias Observer at Shortlisting Stage c) Targeted recruitment campaign locations e.g. on Women in Science and Engineering Website d) Targeted events and networking activities using Women alumni and BAME Networks, Networking Groups and academic seminar series e) Further enhancing job adverts and descriptions to attract underrepresented groups f) Using head-hunters to provide gender-mixed shortlists Review data from targeted areas following implementation in GEG to inform future actions	Head of Talent Management	Seeing demonstrable and measurable improvements in gender balance of female / male applications from targeted areas	Aug/Sept annually 2019-20 Oct 2018 - Mar 2019
				b	Marketing Team to ensure that our recruitment, 'working here' webpages and 'living in the southwest' pages: a) Use images that reflect the gender and ethnic diversity of our workforce b) Clearly promote our enhanced family friendly and flexible working policies c) Highlight our equality accreditations and commitments d) Include staff profiles showcasing the diverse range of benefits of living and working in Devon e) Include information on development opportunities for specific staff Groups, such as the ECRNs, Doctoral College and Researcher development support, and support for new lecturers such as PDP and Development activities f) Highlight our Networks such as the Parents and Carers Network and LGBTQ+ Network g) Signpost to information on Exeter's diverse range of religious establishments	Head of Talent Management	As in action 24a + positive feedback in new starters survey and candidate survey on visible commitment to EDI on intention to apply	Aug 2018
				c	Enhance job description templates based on the Diversity by Design Inclusive philosophy Train recruitment team on using the templates	Director of HR	See above 24a + Number of people trained in new process	Aug - Mar 2020
				d	Update candidate survey to capture candidates' gender and ethnicity, and the Grade and job family (academic/PS) of the position applied for Develop and include questions to gather feedback on what attracted candidates to apply, including our institutional benefits, job templates and our diversity statement Review results and feedback collated by Gender, Ethnicity and Grade annually in GEG and REG, to identify targeted recruitment actions for these demographics	Head of Talent Management	Uptake of survey Review of results indicates the positive impact of the changes to our adverts and diversity statements	Aug 2019

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
5.1.i	We need to ensure all recruiting managers are trained and informed of the best practice to embed actions to mitigate against unconscious bias	To ensure the continued gender balance of applications and appointments for academic and PS posts	25	a	Conduct monthly 'spot checks' of panels to ensure: a) All panellists have completed R&S training b) All chairs of panels have completed or are signed up to complete selection, interviewing and unconscious bias training c) All panels are mixed gender Review spot check data during GEG Decrease frequency of spot checks to termly once uptake is embedded	Head of Talent Management	Targets: a) 2019-2022: 95% compliance b) compliance 2019: 70% 2020: 80% 2021: 95% c) 2020: 90% 2022: 95%	Apr 2018-22
				b	Enhance guidance for recruiting managers and panel chairs to include: a) information about unconscious bias b) tips for implementing our mixed-panel policy in a way that does not overburden senior female staff where the pool is smaller c) using the gender decoder on their role descriptions and recruitment templates d) briefing head hunters on providing gender- mixed shortlists e) consideration of whether roles can be advertised on a part-time/job share basis	Head of Talent Management	No statistically significant difference in the Gender balance of staff shortlisted and appointed.	Dec 2018 Review 2020

Theme 3: Recognition and Reward – We create a high performance culture, rewarding people and their performance fairly

4.1.iv	Best practice has been developed within Colleges to support staff to progress in their careers	Share best practice between Colleges around staff changing contracts and promotions	26	a	Sports and Health Sciences to share best practice with the EDI Team around transitioning staff from Research-Only to internal, open-ended E&R positions HUMS to share best practice around reviewing staff CVs ready from promotion	EDIW Manager	Best practice shared with an increase in the numbers of staff transitioning to open-ended contracts in all Colleges	Jan 2019
5.1.iii	Positive feedback from Promotions Workshop attendees indicates these have a positive impact on clarifying the Promotions Process for academic staff	Ensure that academic staff on all job families and basis's find our promotions process clear and transparent	27	a	HRBPs to include an action in all People Plans to organise annual or biennial workshops in AHSSBL and STEMM Colleges, which clarify the promotions process, criteria and development support available for full and part-time academic staff in all job families Evaluate attendees understanding and confidence around the promotions process at the start and end of each workshop Monitor the number of staff applications for promotion after attending the workshops Update workshop contents and format e.g. whether further institution-wide Job-Family or Grade specific workshops should be developed, in response to feedback	HRBPs		Sep 2018
				b	Review promotions criteria with REF, TEF and KEF. Promote changes to criteria through workshops	Head of Organisational Development	Uptake of Promotions Workshops Positive feedback from attendees Increase in positive responses to new EES questions relating to staff perceptions of the promotions process (see Action 00).	Jun - Dec 2018

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5.1.iii, 5.1.ii	There is currently no regular monitoring of staff perceptions of the promotions or regrading processes	To gain a better understanding of staff perceptions of routes to increase grade	28	a	Include question in the EES which measures whether academic staff find the promotions process and PS staff find the routes to progress grades (e.g. through regrading of roles) clear and transparent Monitor responses to questions by College and Service in GEG	Head of Organisational Development	Uptake of Survey. Data Available for further analysis by GEG	Nov 2018 Jan 2019, 2021
5.2.ii	PS grade changes data doesn't currently identify those moves caused by regrading	Enhance quality of our PS Progression data for more detailed analysis	29	a	HR Systems Team to develop a report which can help the GEG to monitor applications and success rates for HERA regrading Review HERA regrading applications and success rates annually in GEG	HR IT Systems Manager	Uptake and success rates of regrading available for analysis	Jun - Aug 2018 Sept annually 2018-22
5.1.iii	SAT identified a gap in central data provision, where applications for promotion were not available	Increased access to Promotions applications and success rates	30	a	Promotions Committee representative to annually collate and present to the GEG on promotion applications and success rates by College and Department Cascade data on promotions applications and success rates to College Inclusivity Groups Create actions and update institutional AS Action Plan in response to any issues identified	Promotions Committee Representative	No Gender Bias found in applications and success rates for promotion	Sept annually 2018-22
5.1.iii	HASS female promotions have increased substantially following targeted action in 2015	Share best- practice in ensuring staff are encouraged to apply for promotion	31	a	Pilot a review of academic staff who are at the top of their pay grade for >3 years in STEMM Colleges, to identify any barriers for their progression and additional support that they need/would like Gather feedback on impact of review Monitor promotions applications and success rates by gender in GEG If feedback and data on applications and success rates for promotion indicates a positive impact, roll out to all Colleges	HRBPs	Positive feedback from reviewees on support for progression	Dec 2018
4.2.i, 5.2.ii	SAT analysis identified a drop from grade E to F in PS roles	Increase the proportion of female PS staff at grade F - addressing the drop off point in gender representation between E and F	32	a	Undertake further research into PS staff perceptions of the opportunities to develop their careers and ease of moving between roles, including focus groups with Grade E PS staff to identify what they perceive to be the barriers for progression to Grade F posts	EDIW Manager	Develop an understanding of Grade E-F barriers, take actions to address	Termly 2018-22
				b	Review Grade F role descriptions, comparatively to Grade E, identifying the essential transitional skills needed for the transition between these grades. Work with people development (Exeter Academic) to ensure that we have available development provision and opportunities to provide PS staff with skills to apply for roles at higher Grades	Director of HR		Sep 2018
				c	Run all new role descriptors for Grade E and F PS roles through the gender decoder	HR Information Officer / HR IT Systems Manager		May 2018-22

Theme 4: Career Paths - Exeter is a place to launch and build distinguished careers

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
5.3.i, 5.4.iv, 5.6.iii-v		Increase the number and proportion of female PS and Academic Staff engaging in external and internal boards	33	a	Develop a 'Women on Boards' programme to enable employees to volunteer and be matched to shadowing, secondments, job-sharing, and mentoring, alongside other internal and external development opportunities Identify current demographics of internal boards and shadowing, job shadowing, secondments and mentoring opportunities Highlight opportunities on online platform, and through Lean in Circles Develop a 'Black Female Professors Network' alongside the 'Women on Boards' programme	Head of People Development	Increased awareness of, engagement with and positive impact of internal and external informal development opportunities, as monitored by our opportunities survey	Jan - May 2018 May 2018 Jun 2018
				b	Establish a mentoring survey to measure awareness of, engagement with and impact of informal development opportunities	Director of HR		May 2018
5.3.i, 5.4.iv, 5.6.iii-v	There remains a gender imbalance at executive levels for PS and Academic staff, with several senior roles not yet filled by a woman. The issue starts earlier in the pipeline, with fewer women holding Departmental academic and PS leadership roles	Engage women in high-quality, senior leadership roles where they have traditionally been underrepresented	34	a	Use Exeter's Women's Networks events as consultation forums, to gather ongoing feedback about development opportunities of value and barriers to engagement Develop opportunities following on from this	Head of People Development	Increase in gender balance on senior committees, in particular STEM senior management groups Increase HoD Gender Balance from 20% STEM, and 30% AHSSBL 2018 Benchmark, to Professorial Benchmark levels Annual report on academic leadership shows an increase in females in Leadership Positions	Dec 2018
				b	Profile senior female and male academics career progression stories and promote case studies via Exeter Academic Website, particularly focusing on a diverse range of 'pipelines' and non-stereotypical academics progression pathways	Head of People Development Assistant Director of HR		Jan 2019
				c	Enhance the attractiveness of Leadership roles for a diverse range of candidates, including: a) piloting them as job shares b) guaranteeing research-time in lieu c) pilot deputy roles d) shadowing opportunities e) establishing a formal role rotation policy Review impact before rolling out best practice	Director of HR		Nov 2018
5.3.i, 5.4.iv, 5.6.iii-v		Ensure appointments to leadership roles are fair, transparent, and mindful of 'the Glass Cliff'	35	a	Promote University policy of internally advertising all senior academic roles at Departmental level, such as DoE, DoR and HoD Include diversity of senior roles during annually diversity report to CEG	Pro Vice Chancellors and Executive Deans, and HRBPs	Increase in gender balance on senior committees, in particular STEM senior management groups Increase HoD Gender Balance from 20% STEM, and 30% AHSSBL 2018 Benchmark, to Professorial Benchmark levels Annual report on academic leadership shows an increase in females in Leadership Positions	Sep 2018
				b	HRBPs to ensure succession plans include a gender-mixed pool of future leaders who are identified and developed into senior leadership positions without bias	HRBPs		Jul 2018
				a	Continually build and launch new Academic Leadership development programme sessions Promote staff engagement via Inclusivity Groups		>50% of academic leaders engaged in 1 session a year by 2022	Sep 2018

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
5.4.ii, 5.6.iii-v		Develop and support female academic and PS leaders to excel within senior leadership roles once appointed	36	b	Promote engagement with Aurora Leadership Development Programme in all Professional Services and Academic Colleges Develop Aurora Impact Measures Annually evaluate programme impact on participants and report to GEG	Head of People Development	Positive feedback from participants about how Aurora has supported their personal development objectives	Annually Jun 2019-22
				c	Launch an Aurora Alumni Network Use Network to identify how to apply the learning from Aurora more widely to benefit the University, and provide ongoing peer mentorship and informal development opportunities		Engagement in Network and positive feedback from events Development of new activities	Feb-19 Termly February 2019-2022
5.1.iv	UoE expects to submit 100% of eligible staff to REF2021	Ensure no gender bias in any associated selection processes	37	a	Develop our Institutional REF Code of Practice Equality considerations in consultation with the University Inclusivity Group Continue best EDI practice from our REF 2014 submissions and seek opportunities to improve Report to GEG on REF output selection by gender and % of eligible staff submitted, and uptake of training	Head of Research and Impact	100% of stakeholders in REF Outputs selection process undertake EDI Training. Evaluation indicates positive impact.	Autumn 2018 Autumn 2020
				b	Promote engagement in REF-related development provision and support to Research-only staff Review uptake in GEG		Annual increase in uptake of REF-related development provision as % of relevant staff	Annually Mar 2019-22
5.3.i, 5.3.iii	Engagement in Researcher development activities can be key to support progression into open-ended positions	Increase Research-only staff engagement researcher development course/worksh ops/Research Led Initiative awards	38	a	Promote engagement with People Management Induction to ensure all managers are given key information on PDR, learning and development requirements and opportunities. Monitor uptake by academic and PS managers	Head of People Development	Increase positive responses to 'I feel encouraged to engage with personal and career development' (CROS/EES)	May 2018
				b	Promote engagement with Researcher Development programmes / awards / initiatives, and internal grant awards via the Inclusivity Groups, the Exeter Academic websites and Recruitment websites Monitor uptake and feedback in GEG	Researcher Development Manager	Benchmark: 71% female and 59% male engagement. Target: >90% engaging in a minimum of 1 by 2022	Sept annually 2018-22
5.3.iii	Circa 20% of researchers are in AHSSBL Colleges, and frequently work in isolation	Ensure AHSSBL Researcher are able to build informal networks of peers	39	a	Learning from STEMM ECRN best practice, establish an AHSSBL ECRN	Researcher Development Manager	Engagement with network Network sustained and successful by next AS application	Jul 2018
2	Ensure we continue to support PGRs to pursue research careers	Enhance capacity for institution-wide monitoring of PGRs gendered experience	40	a	Update Postgraduate Researchers Experience Survey to include Gender and Ethnicity as a demographic Review annually results split by Gender in GEG Conduct focus groups in response issues identified, and work with the Doctoral College to take forward actions	Dean of the Doctoral College	Uptake of survey Number of new actions created in response to gender differences identified	Jun 2018
				b	Promote PGR engagement with Doctoral College Services and development programmes, including Sprint, wellbeing courses and weeks, through Inclusivity Groups Monitor uptake of PGR development opportunities by gender in GEG annually	Researcher Development Manager	Attendance of training events	Termly 2018-22 June 2019-22 annually

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
5.3.ii, 5.4.ii	Our EES 2016 survey results indicated variations in uptake and satisfaction with PDRs between all academic staff pathways and Professional Services	Increase engagement of staff on all job families with PDRs to >95% by 2022	41	a	People Development to report annually in GEG on: a) ePDR uptake b) ePDR Reviewer Training c) Satisfaction with PDR reviewer training Work with HRBPS to follow up nonattendance, and host additional PDR reviewer training sessions in Academic and PS Departments where uptake and satisfaction is lowest	Head of People Development	Increase all staff completion of PDRs. Milestone targets: 1. 2018: 75% 2. 2019: 85% 3. 2020: 90% 4. 2021: 95% maintaining this until 2022	Oct 2018-22 Jan 2019-22
		Increase satisfaction with PDRs to >80% of staff agreeing they found their last PDR useful by 2022	42	a	Review ePDR reviewer training to ensure it covers the key requirements of a successful ePDR, in terms of career development, progression, learning and development opportunities, and wellbeing support	Head of People Development	Increase uptake of PDR reviewer training to 2019: >90% 2021: >95%	Nov 2018 Review 2022
				b	Take the trends arising from the ePDR in terms of Learning and Development opportunities and requests to identify gaps in current provision for all job families Develop provision	Head of People Development		Dec 2018-22
4.1.i, 5.3.iii	Female E&S staff are underrepresented in Grade F and above, and overrepresented in Grade E in the AHSSBL Colleges	Increase in the proportion of female E&S staff at Grade F and above	43	a	GEG to engage a subgroup of the Education Strategy Group to discuss what leadership skills and resources we need to support the Education Strategy post 2021, and support them in creating an inclusive workforce plan Conduct a focus group with E&S Staff in AHSSBL Colleges to identify what additional support and development opportunities they require to support this plan Share data and issues with Education Strategy Group and Exeter Academic Steering Group to create additional tailored workshops and resources	Academic Development and Enhancement Manager	Engagement with focus group. Actions created Increase the proportion of academic (E&R and E&S) staff have a teaching qualification from 61% to 75% by 2020	May 2019
				b	Regularly cascade information on development opportunities including all teaching qualifications (ASPIRE, PCAP, LTHE) and the ASPIRE Practitioner awards to all academic and research staff via Exeter Academic. Promote engagement in workshops through inclusivity groups Expand the pool of external colleagues we work with especially with a view to supporting PFHEA applications. Provide formative feedback on applications as part of pre-panel meetings and to co-facilitate a PFHEA guidance workshop. Monitor uptake by gender in GEG	Head of People Development		Termly June 2018-22 Sept annually 2019-22
	Our 2016 EES results 37% of female and			a	Complete Development Frameworks for PS staff in all Services, signposting the relevant training and development activities for each development stage Promote completed Frameworks and opportunities such as apprenticeships through the Professional Services Leadership Team, PS Inclusivity Groups and internal communication channels Monitor the impact of each Framework using targeted Service Surveys; PS progression data and uptake of development opportunities for staff in each Framework in PS Inclusivity Group	Head of People Development	Uptake of Service Surveys Increase in positive Number of PS Staff Grade Changes	Jul 2020

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
5.4.i, 5.4.iii	32% of male PS staff agreed there were sufficient opportunities to develop their career at Exeter (28/29% neutral)	Increase overall PS staff perception that Exeter has sufficient opportunities to develop their career	44	b	Enhance materials in our Management Know How sessions to include information on how to support and organise Secondments and Acting up opportunities; and fair access to development opportunities and bitesize training sessions Monitor uptake of course and sessions, and secondments and Acting-Up opportunities annually in PS Inclusivity Group Update the current EIA tool to provide more advice and examples for managers	Head of People Development EDIW Manager and RECM Manager	Number of engagements with secondments and acting up opportunities	Jun 2018-22
				c	Promote Gender-specific development courses internally, including Springboard, Navigator and Aurora Monitor uptake and feedback from participants in PS Inclusivity Group	Head of People Development	Uptake of courses and positive feedback from participants	Jun 2018-22
5.3.i, 5.4.i	Male staff engage less with our training provision	Increase in understand of drivers for male staff engagement	45	a	People Development Team to conduct data analysis to better understand why male staff and managers engage less with our face-to-face training provision	Head of People Development	Increase in male managers engagement in provision to a proportional amount	Jan 2019
5.3.i, 5.4.i	67% female and 70% male academic, and 66% female and 62% of male PS staff say they have developmental conversations with their managers	Ensure that both PS and Academic new starters have the opportunity for developmental conversations outside of their formal management relationships	46	a	Building upon learnings from STEM College mentoring schemes, launch a central mentoring scheme open to PS and Academic staff in all job families, to provide support for staff development and progression outside of line- management arrangements Evaluate and develop scheme annually using participant feedback and uptake Promote the central mentoring scheme to all new academic and PS starters as part of their pre-arrival induction materials	Head of People Development	Target: 150 staff engaged with scheme New starters survey indicating >90% of new starters are aware of scheme by 2020 Positive feedback from participants in annual review	Jun 2019
Theme 5: Leadership and Development – Exeter is a place people can fulfil their potential and ambitions								
4.1.ii	Exeter's use of fixed term contracts is above benchmark in AHSSBL for E&S staff, and in STEM for Research-only staff	Ensure Exeter's use of fixed- term and e-Claims and Staff Bank contracts are in line with best employment practice	47	a	Review best practice from other institutions to identify future actions to reduce the use of fixed-term contracts where possible e.g. identifying opportunities to increase uptake in disciplines where fixed-term E&S positions are necessary due to variations in demand	Director of HR	Reduction in the use of fixed-term contracts to at or below benchmark in all job families wherever possible	May 2019
				b	Take the 2018 EES results and use to conduct focus groups with fixed-term E&S and Research- only staff, to identify where additional developmental and career support could be implemented	Head of People Development	Engagement in focus group Actions identified to address	May 2019
4.1.ii	Due to poor quality e-Claims data, no gender analysis of these could be conducted	Enhance quality of e-Claims data for analysis	48	a	Implement a new system to allow gender for e- Claims and Staff Bank Staff to be monitored effectively. Review data in GEG annually.	Director of HR	Improved data available Gender issues identified and recommendations made	Jul 2018 Feb 2019
4.1.i	29% of honorary contracts are held by women	Increase understanding of gender difference in honorary contracts	49	a	HR Systems Team to develop a report which includes Honorary Contract staff Provide Honorary Contract staff data to Inclusivity Groups and Provost Advisory Committee on an annual basis for monitoring and include in College Action planning.	EDIW Manager	Increase the proportion of honorary contracts held by women to national benchmark levels in each College	Oct 2018 Apr 2019-22
4.1.i.a	The majority of our clinical staff are part-employed by the NHS, limiting our influence over their career development	Increase support where possible for clinical staff progression and retention	50	a	Investigate with the NHS, and UEMS and Psychology's clinical AS Working Groups to ensure clinical staff contributions and training in the University are formally recognised, including in mandatory training, teaching excellence and PDRs	Head of Organisational Development	Positive feedback from clinical staff in EES results	Dec 2018
	Our Working Parents Survey identified in	Ensure Exeter provides sector-leading		a	Formally benchmark Exeter's Parental Leave Policies and support every three years against other Russell group Universities, local employers and like-minded organisations		High awareness, engagement and positive reviews of the parental leave	Apr 2021

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
5.5	Our Working Parents Survey identified in which we could enhance our parental leave provision	Ensure Ezeret provides sector leading support for its employees who are working parents and carers	51	b	Conduct a Working Parents survey every three years	Assistant Director of HR	and support available as measured through new 'returning leavers survey	Feb 2021
				c	Work with the Parents and Carers Network to develop materials, policies and targeted parent and carer workshops in response to feedback			Termly 2018-22
				d	Investigate whether spaces in the new car park can include spaces for parents and lift-shares		Spaces delivered	Jun 2018
5.5	Non- returners were most likely to be B- D Grade	Address barriers to staff returning from leave if they want to	52	a	Review whether roles at grades B-D could be made more flexible	Assistant Director of HR	Feedback gathered and interventions put in place where possible	Apr 2021
5.5	Working Parents Survey indicates staff are unaware of many flexible working opportunities	Raise awareness of parental leave and flexible working opportunities available	53	a	Update our parents and carers website to: a) clarify the leave policies available b) include case studies showcasing men and academics taking up all leave policies c) include images highlighting men and same- gender couples taking up flexible working and shared parental leave opportunities	Assistant Director of HR	Increase the proportion of male staff who perceive that they can work flexibly from 71-86% to >90% in the 2018 and 2020 EES Surveys	Sept 2018 - Apr 2019
				b	Host an annual stall and/or workshop at the Staff Festival promoting the flexible working and leave opportunities available	Assistant Director of HR		Jun annually 2018-22
				c	Use Inclusivity Groups and all internal communications channels to raise awareness of existing and promote changes to policies	EDIW Manager		Termly 2018-2022
5.5	Expand best practice in supporting parents and carers engagement in social events from STEM	High engagement with parents and carers at staff events and high feelings of inclusion in the staff survey	54	a	Building on the success of core hours policies in STEM, establish Core Hours Policies for key staff meetings in all AHSSBL and PS Services	Director of HR	Positive feedback from Parents and Carers Network participants on the impact of these policies and events	Jun 2019
				b	Develop guidance on running inclusive events, including information on implementing core hours in departments, additional mechanisms to support parents and carer attendance e.g. setting up a pop up nursery, and religious holiday dates. Publish on Inclusivity Toolkit.	EDIW Manager		Apr 2019
				c	Ensure there are opportunities for all employees to take part in the staff festival on all campuses (clear senior leadership support for all staff attendance)	Head of Organisational Development		Jun 2018-22
5.5	There are gaps in parental support provision for PhD students parent and carers	Ensure our student parents and carers receive comparable support to staff and UGs	55	a	Identify opportunities to support PhD students with childcare provision, working with the Guild's and our staff parents and carers network to gather student parents and carers feedback	Dean of the Doctoral College	Positive feedback from student parents and carers networks	May - Sept 2018
				b	Expand the Doctoral College Webpages to include information for student parents and carers			Dec 2018
4.1.i, 4.2.i, 5.6, 5.5	There appears to be a drop off in part-time working at >Grade F and female staff remain overrepresented in part-time roles	Increase in the proportion of part-time staff >Grade F and male staff working part-time	56	a	Hold biennial part-time and job share staff focus groups using EES results to explore experiences of workload/promotion/progression/training and perceptions of transition between part- time to full-time. Identify actions to enhance staff experience and best practice in managing workload and role coordination to promote to managers	Institutional Lead for EDI and Director of HR	Increase in proportion of part- time staff at Grade F and above from 2016 benchmark.	Oct 2018

Section	Rationale	Objective	Number Reference	Ref	Action	Responsible	Measures and milestones	By when
	remain overrepresented in part-time roles	part-time		b	Make part-time working and job sharing a more visible option, through developing online case studies showcasing engagement in particular at >Grade G and male staff		Increased awareness of, engagement with and promotion of job share and part-time roles, as measured through working parents survey	May 2018
				c	Update recruiting managers guidance to encourage recruiting managers to offer all roles on a job share basis			Jun 2019
5.6.viii	The institution does not currently embed a function for Inclusivity Groups to monitor workload data by gender	To ensure that all staff feel that workload is allocated in a fair and transparent manner	57	a	Audit and review Academic Workload Planning annually to identify areas for improvement. Report to GEG on any gender or part-time working concerns identified	EDIW Manager	Positive responses to EES question 'I feel my workload is allocated in a fair and transparent way' 2018 target: 80% 2020 target: >90%	April – June annually 2018-2022
				b	Review workload data by Gender, Grade, Basis and Job Family for any statistically significant differences in allocation annually, in Inclusivity Groups and use these sessions to gather feedback and collate on staff perceptions of whether the allocation and rotation of responsibilities is fair Feedback comments for review at GEG and Workload Planning Group			July-August annually 2018-2022