

Equality, Diversity & Inclusivity Annual Report to Council, July 2017

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1. Introduction

As a large and diverse organisation with approximately 4,300 academic and professional service staff and more than 21,000 students from over 130 countries, equality and diversity issues are extremely important for the University of Exeter. Creating a culture of dignity, respect and equality of opportunity where staff and students can be free from irrational or unreasonable discrimination is key to the university finding, and retaining, world class talent. It therefore forms an integral part of the ambition to be a top 100 global university.

The University must also comply with its statutory duties, and the requirements imposed by the Higher Education Funding Council. It is noted that 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. The programme we undertake at the university can aim to act as best practice for other institutions in the region.

This report on Equality, Diversity and Inclusivity work for the year ending 1 August 2017 outlines developments, successes and achievements of 2016/17. It also sets out priorities for 2017/18. It should be noted that this is a journey not a destination. As we achieve our targets, we create even more ambitious ones in our aim to be amongst the best universities in the world.

Governance Arrangements

A new Consultation and Committee Structure (see Annex C) was implemented in 2016/17 to support the Dual Assurance partnership with a view to ensuring a model of inclusivity can be supported more effectively and efficiently. This was a result of a review of the previous structure during 2015/16.

The University Inclusivity Group covers all nine "protected characteristics" (namely age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sexual orientation or gender) which are protected from discrimination by the Equality Act. Chaired by Professor Mark Goodwin, the group meets once a term and reports directly to the Dual Assurance partnership for Equality and Diversity. Membership includes Inclusivity Representatives from Colleges and Professional Services and other key individuals such as representatives from the Chaplaincy and the Students' Guild. The University Inclusivity Group acts as an "umbrella" group for a number of other groups which report directly into it:

- University Gender Equality Group.
- University Race Equality Group
- NEW College Inclusivity Groups
- Other Staff Networks

Full details are given in Annex B.

1. Current EDI Staff within HR Services

Within the remit of the Assistant Director of HR (Safety, Health and Wellbeing) and located within Hope Hall, the Equality, Diversity & Inclusivity Team work alongside the Wellbeing Team and the Occupational Health Service (including the Staff Disability Advisor). This lends itself well to collaborative working across these teams to continue to support improvement in the HR Director's Positive Working Environment initiative.

2. Current supporting staff within the Colleges and Professional Services

Inclusivity Representatives from each College and also for Professional Services attend termly meetings of the University Inclusivity Group as a key channel of communication between this group and College Inclusivity Groups (raising issues for escalation/ disseminating key messages as appropriate).

Dignity & Respect Advisors are 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 & Inclusivity Team.

3. Progress on Priorities 2016/17

The University Equality Objectives (see Annex A) are supported by an annual Equality, Diversity & Inclusivity Action Plan. This section sets out those priorities agreed for 2016/17 and an update on progress for each.

3.1 Continue to work with Colleges and Professional Services to deliver a devolved structure

Our vision is to integrate EDI principles into the core business of each College and Professional Service. In moving towards this, work has continued in assisting each College to develop a model for EDI implementation including College-level Inclusivity Groups. Currently there is a strong level of awareness of Athena Swan (increasing career opportunities for women) in the participating areas (CEMPS, CLES and UEMS), but our vision is to ensure that all protected characteristics are given the same level of attention across all areas.

All Colleges now have an established Inclusivity Group where issues can be raised and addressed locally/escalated as appropriate and key messages can be communicated from the University Inclusivity Group via College Inclusivity Representatives. We believe this is the most effective model for longevity and staff and student engagement and action.

The College of Social Sciences and International Studies' Inclusivity Day held in June 2017 is an example of good practice that we will be encouraging other Colleges to adopt in the future. Organised by the College, the day involved a series of workshops with various Inclusivity themes.

3.2 Further develop the new online Inclusivity Toolkit

The development of an integrated online Inclusivity Toolkit to act as a framework for all elements of EDI will enable individuals to access online guidance and support within a self-service style. This will be key in providing Colleges and Professional Services with the tools to implement E&D activity and address issues at a local level and make it part of their DNA.

We plan to expand the student-specific information available in consultation with the Students' Guild and FXU.

Continued promotion of the Toolkit will also be a priority for 2017/18 (see Annex G).

3.3 Review E&D training provision for staff and students and ensure continuous engagement

Our target set out in the University Equality Objectives is to ensure all staff complete mandatory E&D training. We now also require staff to undertake refresher training every 3 years. As at end of April, our compliance rate for **E&D Induction** training was **93.3%** (against a target of 95% compliance by the end of 2017/18). A single mandatory refresher training programme (covering E&D, Safety, Health, Wellbeing and Sustainability) requiring staff to refresh their knowledge in these areas every 3 years was launched in 2016/17. The compliance rate for E&D refresher training as at end of April was **86.6%** (against a target of 90% compliance by the end of 2017/18). The targets of 95% and 90% respectively for 2017/18 are meant to be stretching but achievable. They will increase every year. It may not be possible to achieve 100% because of staff turnover (people move on before they can undertake the training). We will also take a deep dive into individual departments which are weaker on enforcing training rather than be guided by overall percentages alone. It is noted that the purpose of the target is to embed cultural change rather than tick a box so we will take a pragmatic view on this.

41 women (22 academic and 19 professional staff) have taken part in [Aurora](#) (leadership development programme for women which aims to enable women in academic and professional roles to think of themselves as future leaders) run by the Leadership Foundation for HE.

A new 'Interviewing and Selection' course was launched in April. This is to ensure equality and diversity is fully embedded in the selection process with a specific focus on unconscious bias.

Opportunities to develop inclusivity training for all students are currently being investigated by the Students' Guild/FXU with the aim of introducing this in 2017/18.

3.4 Further improve staff and student engagement on equality and diversity issues

The Employee Engagement Survey provided an opportunity for us to ask staff a number of key questions to better understand (1) whether people feel they are treated with respect and (2) whether people have felt unfairly treated at work within the last 2 years.

The University-wide level results featured 'I am treated with respect' within the top 3 highest scoring questions.

Access to a reporting tool has enabled us to carry out ongoing analysis by demographics which the EDI Team are in the process of sharing with colleagues via the EDI Group Structure. Further analysis by these groups will result in actions relating to specific protected characteristics.

A successful and high profile series of events celebrating diversity have been delivered as an integral part of the University calendar of events including:

- International Women's Day speaker events and launch of new "Women's Network" series – 8 March 2017*
- Launch of LGBTQ+ Staff Network by Ben Bradshaw MP (and launch of new [staff LGBTQ+ website](#)) – 10 March 2017*
- Ruth Hunt (CEO of Stonewall) visit and speaker event on LGBT+ Rights – 27 March 2017*
- Sponsorship of Exeter Pride and "Pride on Campus" events – May 2017*
- Hosting of "One Game One Community" football tournaments (in association with Exeter City Football Club) – June 2017*
- Sponsorship of Exeter Respect Festival (annual celebration of diversity) – June 2017*

Partnership working with the Guild/FXU has continued this year. We are keen to ensure this continues with the incoming sabbatical officers for 2017/18 so that we can identify opportunities for joint campaigns to ensure key messages reach more students.

3.5 Implement new Inclusivity Consultation and Committee Structure

Following a review of the previous structure in 2015/16 and consultation with key stakeholders, the EDI Team have worked with Colleges/PS to implement a new structure which ensures a model of Inclusivity can be supported effectively and efficiently (see Annex C). The new structure:

- ensures all staff and students have a forum in which E&D issues can be raised (at a College/Service level initially, but with clear routes for escalation if needed)
- builds on the success of those Colleges which have well-established Athena SWAN structures in place by broadening the remit of those existing groups to extend to other protected characteristics and also to introduce similar 'College Inclusivity Groups' in those Colleges not currently engaged with Athena SWAN
- rebalances the structure (which was previously gender-heavy) so that the full breadth of equality issues/protected characteristics are covered
- improves communications between the different groups and clarify reporting lines
- clarifies the remit of each group and avoids duplication of work across the different groups.

3.6 Ensure compliance with new statutory reporting duty on gender pay gap

New legislation requires the University to publish four gender pay gap statistics no later than 30 March 2018 and annually thereafter. The gender pay gap is the difference between the average earnings of men and women in an organisation. It is different from equal pay, which assesses whether men and women are paid equally for work of equal value, and the University will continue to undertake biennial equal pay audits in addition to the new statutory duty.

A paper to apprise VCEG of the new duty was considered by VCEG in May 2017. This included a preliminary analysis of the University's likely gender pay gap statistics and summary of the actions being taken by the University to increase the representation of women in senior grades.

The EDI Team will work with HR colleagues to prepare data in full compliance with the new statutory duty, to analyse this data to understand the underlying causes of the gender pay gap, to develop an action plan (with support from Communications and Marketing) and to prepare a commentary.

One of the main reasons for the gender pay gap is the unequal distribution of men and women between different job categories and grades and the different levels of remuneration for grades and categories. The University's action plan for gender equality and in particular its plans for increasing the representation of women in senior grades will be key drivers for reducing the gender pay gap.

Full details of the institutional initiatives to increase the representation of women in senior grades are given in Annex D.

3.7 Continue to support the University's participation in external accreditations (at institutional and department level) as an independent assessment of our position and an effective driver for change

Our participation in external accreditations such as Athena SWAN and Stonewall's Workplace Equality Index requires us to undergo rigorous and independent assessment of our position. This allows us to measure the impact of our initiatives, understand the challenges we face, and create the most inclusive community we can. It also is extremely helpful in attracting staff and improving our reputation as a place people aspire to work.

The University continues to make progress on the following external accreditations: Athena SWAN, JUNO, Stonewall and Disability Confident – full details are given in Annex E.

Applying our experience of external accreditations, we are currently developing our own internal accreditation framework. This will effectively form part of our governance in monitoring our EDI position.

External accreditation has proved to be a great driver for change, but each accreditation currently only applies to a single protected characteristic (gender, disability etc) and the bureaucracy and financial cost of making an application can be a burden. The new internal framework will provide an alternative to external accreditation that helps colleagues make their work areas more inclusive (across the full breadth of protected characteristics) and embeds inclusivity awareness into each College's activities in a way that is specific to their business. Facilitated by the College-level Inclusivity Group structure and supported by the University-level Inclusivity Group structure, the framework will be available to all departments across the University and aims to increase overall engagement in Inclusivity by making accreditation more accessible, less onerous and more relevant to the business of individual departments.

Annex F provides an overview of the status of all external equality and diversity accreditations held as at the end of 2016/17.

4.0 Priorities 2017/18

To reiterate, our vision going forward is to continue to move towards a model where EDI principles are exercised in everyday business in line with the University's "Attract, Perform, Retain" People Strategy which aims to equip the University to deliver its strategic goals by attracting and developing a talented and diverse workforce.

Whilst there have been many successes during 2016/17, there is still much to do to create an inclusive community in which staff and students feel fully supported to perform at their best. Next steps on our journey towards achieving this are outlined in our priorities for 2017/18 (see Annex G). Supporting these priorities is an operational plan which includes the full breadth of 'business as usual' EDI activity.

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Annex A – University Equality Objectives

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. The University's current equality objectives (2014 – 2018) are as follows:-

- Develop and publish an annual E&D Action Plan to enable monitoring of progress and ensure continuous improvement;
- Participation in, and gaining of, external accreditations which demonstrate advancing equality of opportunity, elimination of discrimination and fostering of good relations between people from different groups;
- Create a working and learning environment that respects the dignity and rights of all staff and students through the provision of appropriate policies and support mechanisms and promotion of these to all members of the University community;
- Ensure **all staff** complete mandatory equality and diversity training.

Annex B – University Inclusivity Groups

University Gender Equality Group

The University has held an Athena SWAN institutional Bronze award since 2011, and departmental awards are held by all nine of our STEM/M departments. In addition the Physics and Astronomy department has had Juno Practitioner status since 2013. Supporting the University's gender equality work more broadly and including engagement in these gender equality accreditations, the Gender Equality Group meets bimonthly. Chaired by Professor Mark Goodwin, the group brings together academic and professional services staff, students and colleagues from the Students' Guild.

University Race Equality Group

The University Race Equality Group, also chaired by Professor Mark Goodwin, provides a forum for staff, students and colleagues from the Students' Guild to discuss issues around race.

NEW College Inclusivity Groups

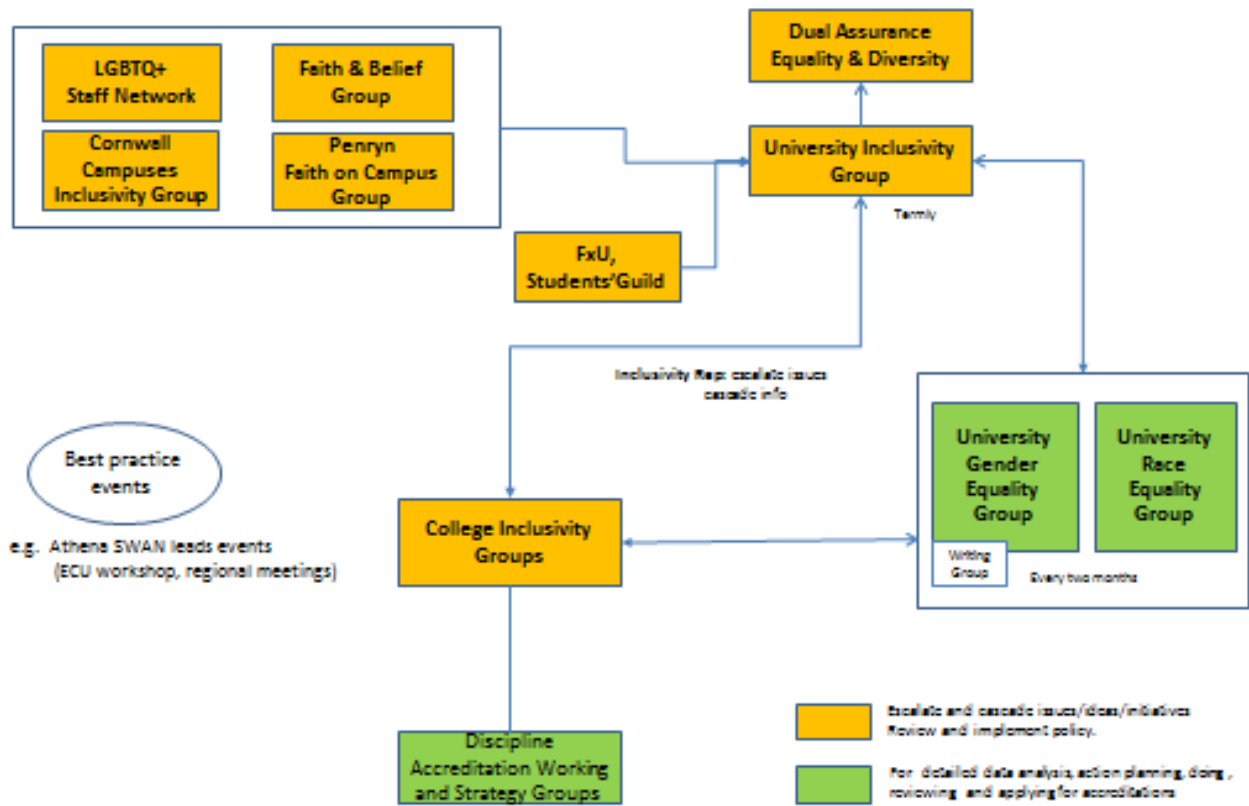
During the course of 2016/17, each College has established their own Inclusivity Group as a first step to integrating E&D principles into the core business of each College. Reporting directly into the University Inclusivity Group, these groups provide a forum for raising and addressing issues at a local level as well as escalating issues as appropriate and providing a mechanism for communicating key messages from the University Inclusivity Group.

Other Staff Networks

Also feeding into the work of the University Inclusivity Group are a number of other networks:

- Faith and Belief Group (Chaired by the University's Lazenby Chaplain, Reverend Chantal Mason)
- Penryn Faith on Campus (Chaired by the Multifaith Chaplain on the Cornwall campuses, Becky Nesbitt)
- LGBTQ+ Staff Network (NEW for 2016/17) (The LGBTQ+ Staff network is run by a group of volunteer coordinators)

Equality, Diversity & Inclusivity Group Structure 2016/17



Annex D – Institutional initiatives to increase the representation of women in senior grades:

- The new **“Women’s Network” series**, launched in March as part of our IWD celebrations, has four key elements:
 - **Women in Academia:** with the aim of providing a networking opportunity for women within normal working hours.
 - **Women of Influence:** with the aim of generating relationships with women across all sectors and develop opportunities for people within the University to work in new partnerships.
 - **Women on Boards:** with the aim of increasing the Board level skills of women at the University and providing expert skills and knowledge to other sectors.
 - **Women’s Network Board:** this will be the overarching Board for this agenda. The Board will meet twice each year to review progress made in each area and identify areas to take forwards. The aim is to ensure progress is being made in the right areas and that networks are working effectively and achieving value.
- **Leadership training:** the creation of a gender inclusive talent pool by promoting participation in ‘Springboard’ and the ‘Aurora’ Leadership Programme.
- **Exeter Academic:** the revised promotion criteria and processes are intended to ensure that potential gender barriers to progression are addressed.
- **Internal Inclusivity Accreditation Framework:** applying our experience of external accreditations, we are developing our own internal accreditation framework. External accreditation has proved to be a great driver for change, but each accreditation currently only applies to a single protected characteristic (gender, disability etc) and the bureaucracy and financial cost of making an application can be a burden. The new internal framework will provide an alternative to external accreditation that helps colleagues make their work areas more inclusive (across the full breadth of protected characteristics) and embeds inclusivity awareness into each College’s activities in a way that is specific to their business. Facilitated by the College-level Inclusivity Group structure and supported by the University-level Inclusivity Group structure, the framework will be available to all departments across the University and aims to increase overall engagement in Inclusivity by making accreditation more accessible, less onerous and more relevant to the business of individual departments.

Annex E – Progress on External Accreditations

3.7.1 Athena SWAN¹

- Geography has been successful in its application for a Silver award, bringing our total number of Silver department awards up to six (with another three departments holding Bronze awards)
- Biosciences submitted their application for a Silver award in April (outcome expected October 2017)
- In November, Sport and Health Sciences and the Medical School will submit renewals for their Silver awards
- CLES-Cornwall are working towards submitting their application for a Silver renewal in April 2018
- Our institutional Silver application will also be submitted in April 2018. Our six departmental Silver awards provide us with a strong base for our institutional application, however this remains a significant piece of work and will be a key priority for the EDI Team in 2017/18 (see Annex G).

Previously, the Athena SWAN Charter has been focussed on the advancement of women's careers in STEM/M. However, as of this year, the Charter has broadened its criteria and is now available to all disciplines. The Business School, Department of History and The Institute of Arabic and Islamic Studies have all expressed an interest in applying for an Athena SWAN award.

Examples of College/Department-led initiatives relating to gender equality include:

- Ensuring the use of non-gendered wording and positive female role models during recruitment process to attract more female candidates
- Introduction of core (family friendly) hours for meetings
- Departmental Peer Mentoring schemes
- 'Supported promotion route' introduced in response to research that shows women are less likely to put themselves forward for promotion unless they are 100% confident they will achieve it (whereas men put themselves forward if they are 60% confident). One College has introduced a policy to review and consider all female staff CVs for promotion alongside the launch of promotion workshops
- Supporting unsuccessful internal applicants by offering the opportunity to receive feedback and discuss their career plans
- Raising awareness of and mitigating against unconscious bias (Resources available to all staff within the Inclusivity Toolkit).

3.7.2 JUNO²

Physics & Astronomy were awarded Practitioner status in 2013 and successfully renewed Practitioner status in 2015. Following positive feedback from a mid-submission panel visit in February, they have decided to bring forward their application for Juno Champion status (eligible for conversion to an Athena SWAN silver award) to November 2017 instead of April 2018.

3.7.3 Stonewall Workplace Equality Index (WEI)³

Our ranking in the 2017 WEI was 268th compared with 185th in 2016. This fall was predicted due to limited LGBT demographics retrievable from the 2014 Employee Engagement Survey and a reduction in senior LGBT role models. Actions resulting from feedback received in response to our 2017 submission and in preparation for our 2018 submission have been as follows:

- The University's continued sponsorship of Exeter Pride
- Visible "Pride on Campus" events
- Successful launch of our new LGBTQ+ Staff Network

¹ *Recognising commitment to the advancement of gender equality. There are three levels of award - Bronze, Silver and Gold.*

² *Project Juno is a scheme run by the Institute of Physics which recognises good practice in relation to gender equality in Physics Departments. There are three levels to the Juno process – Supporter, Practitioner and Champion.*

³ *The WEI benchmarks UK institutions based on their LGBT inclusivity.*

- Article in the Western Morning News by Professor Mark Goodwin promoting the Network and our broader LGBTQ+ work to the wider community
- Ruth Hunt, CEO of Stonewall, visited Streatham campus to talk about LGBT+ rights and participated in a Q&A session
- Introduction of rainbow lanyards for staff which will can be worn to show support for LGBTQ+ staff, encouraging more people to be out at work and demonstrating to colleagues a commitment to LGBTQ+ inclusivity.

3.7.4 Disability Confident⁴

- As a previous Two Ticks employer, the University migrated across to Level 1 of Disability Confident when it was launched at the end of 2016
- The three-level approach provides an opportunity for us to progress our disability work and demonstrate our commitment in a more meaningful way than has previously been possible
- A priority for the EDI Team in 2017/18 will be to develop and progress an action plan with the aim of reaching Level 2 by 2019 (see Annex G).

⁴ *Replaced 'Two Ticks' as the new national accreditation for employers who demonstrate a positive attitude towards employing people with disabilities. There are three levels that have to be completed in turn.*

Annex F – Accreditations Overview

Accreditation Body	Accreditation	Protected Characteristic	Submitting Unit	Scope	Current Status	Previous Submission Date	Expiry Validity Date /	Next Submission Comments	
Equality Challenge Unit (ECU)	Athena Charter	SWAN	Gender	University	Academics, students	Bronze (re-accredited)	Nov-14	Apr-18	Application for Silver award due Apr-18
Equality Challenge Unit (ECU)	Athena Charter	SWAN	Gender	UEMS	Academics, students	Silver	Apr-14	Nov-17	Application for renewal of Silver award due Nov-17
Equality Challenge Unit (ECU)	Athena Charter	SWAN	Gender	CLES - SHS	Academics, students	Silver	Apr-14	Nov-17	Application for renewal of Silver award due Nov-17
Equality Challenge Unit (ECU)	Athena Charter	SWAN	Gender	CLES - Cornwall	Academics, students	Silver	Nov-14	Apr-18	Application for renewal of Silver award due Apr-18
Equality Challenge Unit (ECU)	Athena Charter	SWAN	Gender	CLES- Psychology	Academics, students	Silver	Nov-16	Apr-20	
Equality Challenge Unit (ECU)	Athena Charter	SWAN	Gender	CLES- Biosciences	Academics, students	Bronze	Nov-14	Apr-18	Application for Silver award submitted Apr-17
Equality Challenge Unit (ECU)	Athena Charter	SWAN	Gender	CLES- Geography	Academics, students	Silver	Nov-16	Apr-21	
Equality Challenge Unit (ECU)	Athena Charter	SWAN	Gender	CEMPS - Maths and Computer Science	Academics, students	Silver	Apr-16	Nov-19	

Accreditation Body	Accreditation	Protected Characteristic	Submitting Unit	Scope	Current Status	Previous Submission Date	Expiry Validity Date /	Next Submission Comments
Equality Challenge Unit (ECU)	Athena Charter SWAN	Gender	CEMPS Physics and Astronomy	Academics, students	Bronze	Apr-15	Nov-18	Submitting application for JUNO Champion status (equivalent to AS Silver) Nov-17
Equality Challenge Unit (ECU)	Athena Charter SWAN	Gender	CEMPS Engineering	Academics, students	Bronze	Apr-15	Nov-18	Plans to apply for Silver award Apr-18
Institute of Physics	JUNO	Gender	CEMPS Physics	Academics, students	Practitioner	Apr-15	May-18	Submitting application for Champion status Nov-17
Equality Challenge Unit (ECU)	Athena Charter (awarded as part of Gender Equality Mark pilot) SWAN	Gender	Humanities Classics & Ancient History	Academics, students	Bronze	Apr-14	Nov-17	
Stonewall	Ranking in annual Workplace Equality Index	Sexual Orientation, Gender reassignment	University	All staff	Ranked 268	Sep-16	Aug-17	Plans to apply to WEI Sept-17
Department for Work and Pensions	Disability Confident	Disability - all	University	All staff	Accredited	Oct-16	Oct-17	

Annex G - Priorities 2017/18

Theme		Objective	Current Status	Timeframe																														
Demographic Profile (Staff)	1.1	Increase Staff Disclosure Rates Specific focus on <ul style="list-style-type: none"> - Sexual Orientation - Religion & Belief - Disability 	<table border="0"> <tr> <td>Sexual Orientation disclosed</td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td></td> <td>n/k</td> <td>15.8%</td> <td>19.0%</td> <td>19.7%</td> </tr> <tr> <td>Religion & Belief disclosed</td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td></td> <td>n/k</td> <td>35.5%</td> <td>35.8%</td> <td>32.2%</td> </tr> <tr> <td>Disability disclosed</td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td></td> <td>5.0%</td> <td>5.3%</td> <td>5.4%</td> <td>6.0%</td> </tr> </table>	Sexual Orientation disclosed	2014	2015	2016	2017		n/k	15.8%	19.0%	19.7%	Religion & Belief disclosed	2014	2015	2016	2017		n/k	35.5%	35.8%	32.2%	Disability disclosed	2014	2015	2016	2017		5.0%	5.3%	5.4%	6.0%	End of 2017/18
Sexual Orientation disclosed	2014	2015	2016	2017																														
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Disability disclosed	2014	2015	2016	2017																														
	5.0%	5.3%	5.4%	6.0%																														
Mandatory Training	2.1	Increase mandatory equality and diversity training compliance for staff <ul style="list-style-type: none"> - Induction – 95%* - Refresher – 90% <p><i>*Achieving 100% is unobtainable due to natural turnover of staff</i></p>	<table border="0"> <tr> <td></td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td>Induction</td> <td>58.2%</td> <td>84.1%</td> <td>92.7%</td> <td>93.3%</td> </tr> <tr> <td>Refresher</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>86.6%</td> </tr> </table>		2014	2015	2016	2017	Induction	58.2%	84.1%	92.7%	93.3%	Refresher	n/a	n/a	n/a	86.6%	2017/18															
		2014	2015	2016	2017																													
Induction	58.2%	84.1%	92.7%	93.3%																														
Refresher	n/a	n/a	n/a	86.6%																														
	2.2	Work with the Guild/FxU to introduce equality and diversity training for students																																
External Accreditation	3.1	Achieve institutional Athena SWAN Silver award	Current award - Bronze (held since Nov 2011)	April 2018 (submission date)																														
	3.2	Increase number of Silver Athena SWAN awards at held by STEMM disciplines with progression towards at least one Gold award by 2021	Departmental awards held as at end 2016/17:- <ul style="list-style-type: none"> - 6 x Silver awards - 3 x Bronze awards 																															
	3.3	Improve ranking in Stonewall Workplace Equality Index	<table border="0"> <tr> <td>Ranking</td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td></td> <td>268</td> <td>176</td> <td>185</td> <td>268</td> </tr> </table>	Ranking	2014	2015	2016	2017		268	176	185	268	January 2018																				
Ranking	2014	2015	2016	2017																														
	268	176	185	268																														

Theme		Objective	Current Status	Timeframe
	3.4	Aim to reach Level 2 of new Disability Confident accreditation by 2019. In 2017/18, develop and progress action plan.	Currently Level 1 (since launch of accreditation in 2016)	2018/19
Internal Accreditation	4.1	Following the launch of a new internal Inclusivity Accreditation Framework in 2017 - No of departments in pilot = 5 No of departments participating in year 1 = 10	The new Internal Inclusivity Accreditation Framework is currently being developed – due to be launched by end December 2017	2017/18
Support for Staff and Students	5.1	Recruit and train additional Dignity & Respect Advisors to ensure the Network is balanced in terms of gender, academic/professional, grade and campus.	Currently 17 members of staff volunteer as Advisors. The Network has a mix of male and female Advisors across different grades, both academic and professional members from all campuses. However, there is underrepresentation in terms of Advisors who are male (4); academic (3); and those based at St Luke's campus (1).	December 2017
Gender Pay Gap Duty	6.1	Continue to monitor, address and improve the Gender Pay Gap data	Work is underway to ensure the University meets the new statutory duty to publish gender pay gap data annually by 30 March 2018.	
	6.2	Further develop "Women's Networks" series		
Communication & Events	7.1	All 6 Colleges to have established College-level Inclusivity Groups	Colleges engaged with Athena SWAN are starting to expand the remit of their College Athena SWAN Working Groups to become Inclusivity Groups.	December 2017

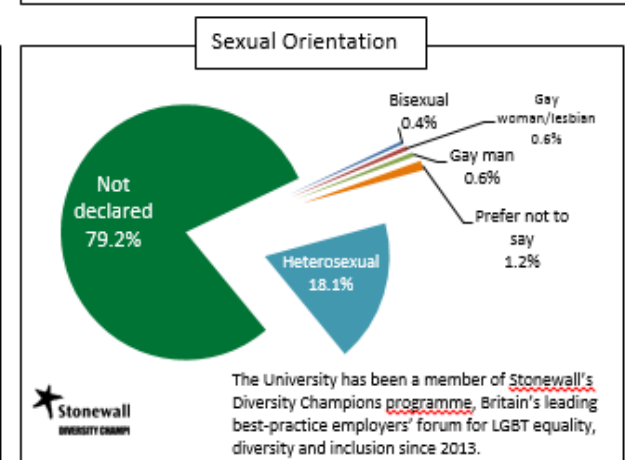
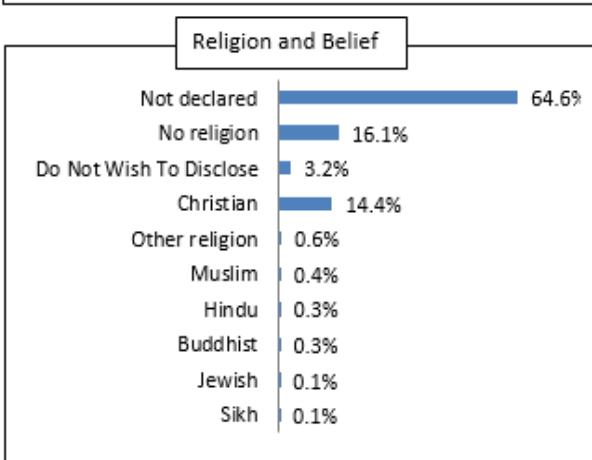
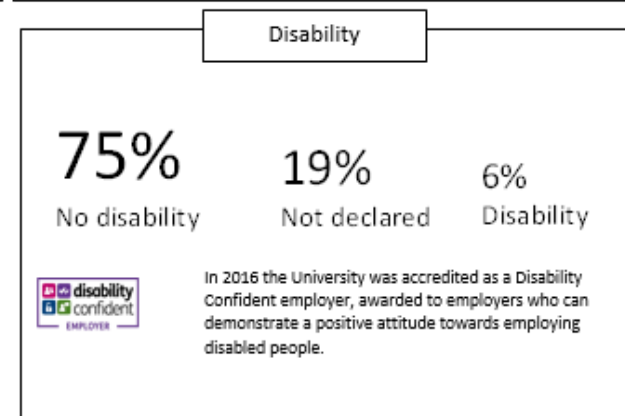
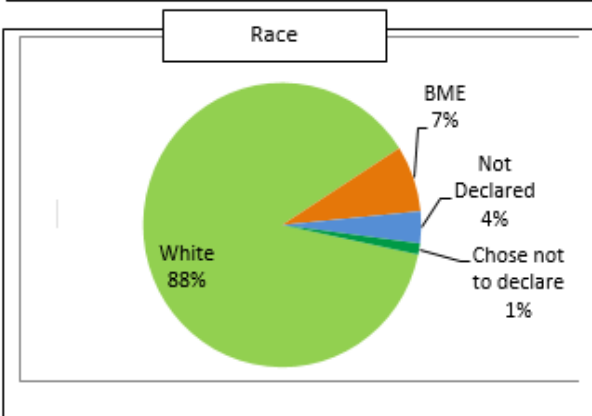
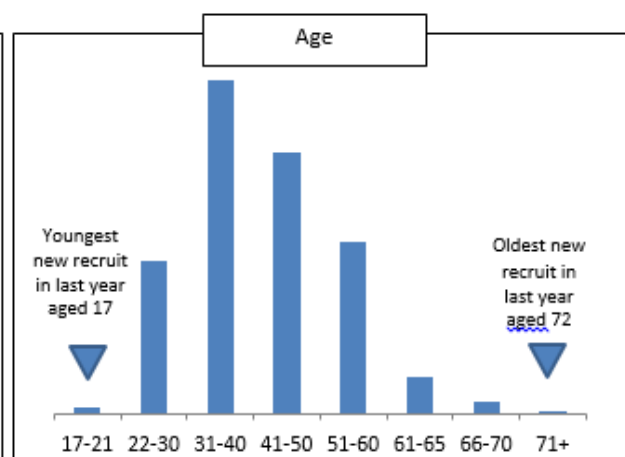
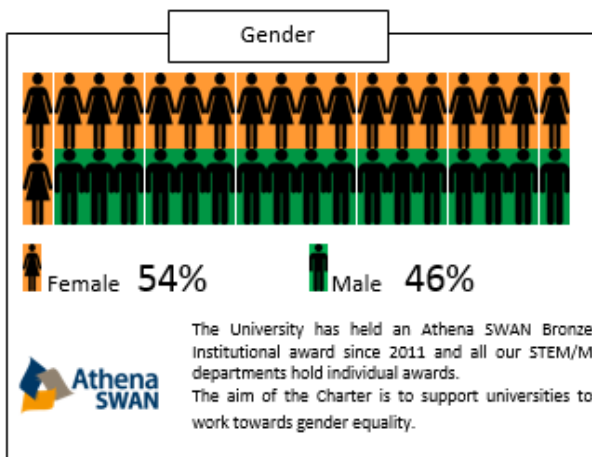
Theme		Objective	Current Status	Timeframe
	7.2	The creation of a central source of information which collates, records and publicises all achievements / initiatives in a format which is fully and easily accessible to all.		2017/18
	7.3	Consistent increases in the hit rate on the online Inclusivity Toolkit since its launch in September 2016.		2017/18

Annex H - Data and Intelligence

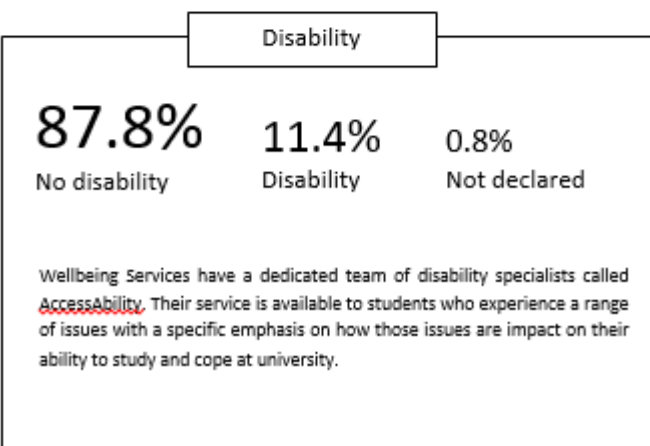
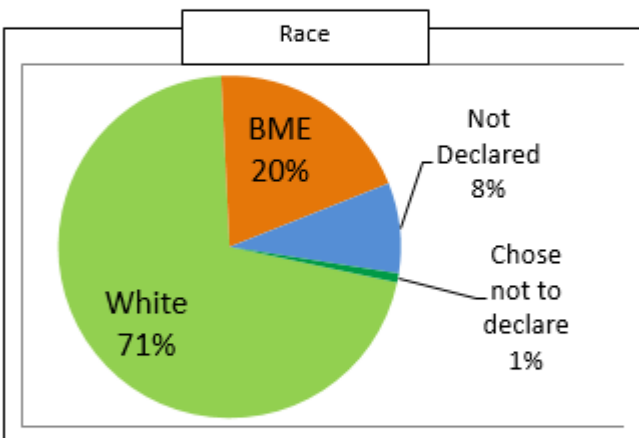
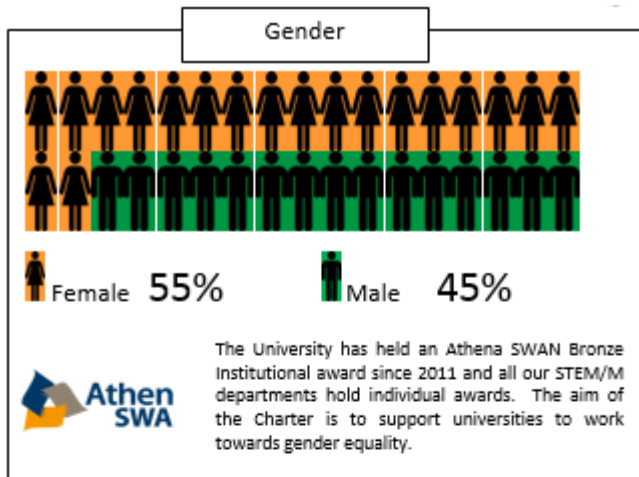
In response to the requirements of the Equality Act, as of January 2012, equality data relating to both staff and students is published via a designated 'data' page on the University's Equality and Diversity website. This data is updated and published on an annual basis in line with requirements of the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

The following staff and student profiles shows snapshot data as at April 2017 and December 2016 respectively.

All Staff Profile (snapshot data as at April 2017)



All Student Profile (snapshot data as at December 2016)



Staff Disability Profile 2015-17

	As at 30th April in each year					
	Numbers of Staff			Percentages		
	2015	2016	2017	2015	2016	2017
Disability	231	234	278	5.3%	5.4%	5.9%
No disability	2,991	3,158	3,509	68.6%	72.2%	74.8%
Not Declared	1,137	980	903	26.1%	22.4%	19.3%
Total	4,359	4,372	4,690			

Disclosure Rate	74%	78%	81%
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Student Disability Profile 2015-17

	As at 30th April in each year					
	Numbers of Students			Percentages		
	2015	2016	2017	2015	2016	2017
Disability	2,014	2,350	2,771	9.7%	10.6%	11.6%
No disability	18,589	19,673	20,858	89.4%	88.4%	87.6%
Not Declared	188	237	178	0.9%	1.1%	0.7%
Total	20,791	22,261	23,807			

Disclosure Rate	99%	99%	99%
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Staff Gender Profile 2015-2017

Job Family	As at 30th April Each Year											
	Numbers of Staff						Percentages					
	2015		2016		2017		2015		2016		2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Teaching and Research	314	584	333	603	385	645	39%	66%	39%	64%	37%	63%
Research Only	295	334	328	357	352	402	47%	53%	48%	52%	47%	53%
Teaching Only	196	144	197	137	196	164	58%	42%	59%	41%	54%	48%
Professional Staff	1,548	944	1,486	931	1,583	963	62%	38%	61%	39%	62%	38%
Total	2,353	2,006	2,344	2,028	2,516	2,174	54%	46%	54%	46%	54%	46%
Professors	52	206	51	201	66	219	20%	80%	20%	80%	23%	77%

Student Gender Profile 2015-2017

Year	Female	Male	Total	Female	Male
2015	11,462	9,304	20,766	55.20%	44.80%
2016	12,223	10,022	22,245	54.90%	45.10%
2017	13,093	10,686	23,779	55.06%	44.94%

Staff Ethnicity Profile 2015-2017

Job Family	As at 30th April Each Year																		
	Numbers of Staff									Percentages									
	2015			2016			2017			2015			2016			2017			
	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown	
Teaching and Research	755	86	57	788	95	53	862	113	55	84.1%	9.6%	6.3%	84.2%	10.1%	5.7%	83.7%	11.0%	5.3%	
Research Only	511	86	32	560	65	40	598	108	48	81.2%	13.7%	5.1%	81.8%	12.4%	5.8%	79.3%	14.3%	6.4%	
Teaching Only	285	29	25	277	29	28	303	29	28	83.8%	8.5%	7.6%	82.9%	8.7%	8.4%	84.2%	8.1%	7.8%	
Professional Staff	2,346	80	66	2,239	93	85	2,345	103	98	94.1%	3.2%	2.6%	92.6%	3.8%	3.5%	92.1%	4.0%	3.8%	
Total	3,897	281	181	3,864	302	206	4,108	363	229	89.4%	6.4%	4.2%	88.4%	6.9%	4.7%	87.6%	7.5%	4.9%	
Disclosure Rate	95.8%			95.3%			95.1%												
Professors	220	15	23	215	15	22	244	19	22	85.3%	5.8%	8.9%	85.3%	6.0%	8.7%	85.6%	6.7%	7.7%	

Student Ethnicity Profile 2015-2017

	Numbers of Students			Percentages		
	2015	2016	2017	2015	2016	2017
White	15,094	16,137	16,877	72.60%	72.50%	70.89%
BME	3,871	4,390	4,695	18.60%	19.70%	19.72%
Unknown	1,827	1,734	2,235	8.80%	7.80%	9.39%
Total	20,791	22,261	23,807			

Disclosure Rate	91%	92%	91%
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Reported Allegations of Harassment and Bullying

The University collates information regarding reports of harassment and bullying via the statistical monitoring of cases reported to the Network of Dignity & Respect Advisors.

Advisors provide a confidential and informal service for anyone involved in cases of harassment or bullying (including those facing allegations about their behaviour). Advisors can listen, talk through the options available and, if appropriate signpost to other sources of support and advice. Their focus is on informal resolution of issues wherever possible although they can also support individuals through formal processes.

It should be noted that the Network is just one possible reporting route for cases of harassment and bullying. Staff and students have other reporting routes available to them including line managers, HR Business Partners/Advisors, Trade Union representatives, etc. Therefore, these figures are just one piece of a broader picture.

Year	Staff	Student
16/17 (as at 31/05/17)	22	44
15/16	21	36
14/15	26	40

Towards the end of 2016/17, natural turnover has resulted in a reduced number of Dignity & Respect Advisors. A campaign to recruit and train more Advisors and ensure the Network is balanced in terms of gender, grade, academic/professional and campus will be a priority for 2017/18 (see Annex G).

Reported Incidents of Discrimination

Further to cases of harassment and bullying, the University also gathers information on reported incidents of discrimination via the Reporting Incidents of Discrimination procedure. This procedure provides a mechanism for individuals to report incidents informally (and falls outside of formal reporting procedures).

Reports can be made anonymously and such reports can be useful to help build a fuller picture of the experiences of some individuals who may otherwise not feel comfortable reporting an incident. However, follow-up action can only be taken if the individual reporting an incident provides their contact details.

Year	Staff	Student
16/17 (as at 31/05/17)	2	9
15/16	1	5
14/15	2	2

During the development of the Inclusivity Toolkit, the procedure for Reporting Incidents of Discrimination was reviewed and changes made to improve accessibility and understanding of the process. As we continue to communicate the benefits of the Toolkit more widely across the University, we hope to raise awareness of the reporting mechanisms for discrimination and also for harassment and bullying hosted within the Toolkit.

Compliance to Mandatory Equality and Diversity Training

The Dual Assurance Partnership for Equality & Diversity and the University Inclusivity Group continue to receive regular updates on compliance rates for mandatory Equality and Diversity Induction training and also for the new Refresher training launched this year.

E&D Mandatory Training Compliance	E&D Induction (Target 95%)			E&D Refresher (Target = 90%) Mandatory every three years		
College/Service/Department	No of employees	No of people compliant	Compliance %	No of qualifying employees	No of people compliant	Compliance %
College of Engineering, Mathematics & Physical Sciences	452	418	92.5	339	249	73.5
College of Humanities	332	321	96.7	296	286	96.6
College of Life & Environmental Sciences	592	513	86.7	477	411	86.2
College of Social Sciences & International Studies	302	288	95.4	246	220	89.4
University of Exeter Business School	178	160	89.9	153	142	92.8
University of Exeter Medical School	385	353	91.7	324	245	75.6
Campus Services	690	643	93.2	613	551	89.9
College Services	222	207	93.2	176	168	95.5
Communication & Marketing Services	95	90	94.7	76	66	86.8
Doctoral College	39	38	97.4	37	34	91.9
Education & Student Experience	551	527	95.6	411	354	86.1
Executive Suite	20	19	95.0	20	14	70.0
Exeter IT	135	134	99.3	130	120	92.3
Finance Services	182	176	96.7	162	143	88.3
Global Engagement & Development	47	47	100.0	39	34	87.2
HR Services	126	120	95.2	102	90	88.2
Innovation, Impact & Business	81	73	90.1	61	49	80.3
Policy, Planning & Business Intelligence	26	24	92.3	24	22	91.7
Research Services	188	178	94.7	162	131	80.9
Compliance, Governance & Risk	52	50	96.2	44	42	95.5
Sum:	4673	4360	93.3	3872	3353	86.6

