

UNIVERSITY OF KENT/ VALUING EVERYONE

Equality, Diversity and Inclusivity
(EDI) Report 2018-19

Plus 2019-20 Strategic Delivery Plan



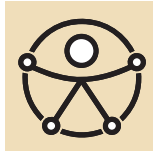
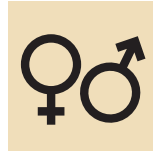













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Key

						
Equality Act 2010	Age	Disability ¹	Sex	Gender reassignment	Marriage and civil partnership	Race/Ethnicity
						
Religion or belief	Pregnancy and maternity (Paternity)	Sexual orientation	Staff project	Student project	Joint staff and student project	

This report is available online. Robobrace is available for anyone who wishes to convert it into alternative formats: <http://robobrace.org>
 New EDI web pages have been created for further information:
www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html

¹ The Accessibility Logo was created to depict accessibility for persons with disabilities. This includes accessibility of information, services and communication technologies, as well as physical access. The logo symbolises hope and equal access for all. It was reviewed and selected by the Focus Groups on Accessibility, working with the Inter-Departmental Task Force on Accessibility at the United Nations Secretariat. The group comprises eminent civil society organisations, including organisations of persons with disabilities.

MESSAGE

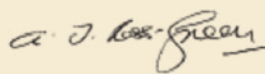
We are pleased to present our annual Equality, Diversity and Inclusivity (EDI) report, which showcases the excellent work taking place across the University of Kent to promote and embed equality and inclusivity.

This report goes beyond the fulfilment of our statutory duties for equality reporting and is a testament to our commitment to being in the vanguard of organisations that view equality as not simply a matter of institutional fairness and access but a key component of a fair and just society. We believe that all staff and students have a role to play in improving equality and removing barriers to inclusivity. We aim to provide experiences in the work and education space that will inspire and empower them to be a part of a changed world.

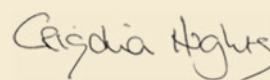
Looking back and reflecting on this past year, the landscape of EDI in the UK and within the higher education sector has changed with pace, highlighting that issues of equality are to an extent dynamic and that organisations need to be ever alert to the changing societal attitudes and norms that provide an impetus for organisational change. This last year we have noticed, and responded to, positive external changes around attitudes to harassment, mental health and the attainment gap for BME students. While these changes can present us with challenges, it is important to capitalise on the feelings of empowerment and confidence around matters of equality that increasing numbers of staff and students feel able to give voice to.

We will continue to monitor and have a dynamic response to issues that are important to staff and stakeholders. Our Strategic Delivery Plan outlines how we will ensure that EDI is both responsive and continually advanced through better understanding of our stakeholders and what they need to fully realise their potential. Through listening and working collaboratively, we aim to continue to evolve our culture, policies and practices to fully embed equality in everything we do.

We hope you find the report an interesting and stimulating read and that it demonstrates the high importance that Kent places on issues of equality, diversity and inclusivity.



Alison Ross Green
Director of Human Resources and Organisational
Development



Christina Hughes
Interim Deputy Vice-Chancellor
(Education and Student Experience)

1 INTRODUCTION AND EXECUTIVE SUMMARY

This section introduces highlights and key demographics, focusing on changes and updates; it also includes an executive summary, focusing on key areas of action for EDI over the reporting period and beyond.

Supporting and advancing equality, diversity and inclusivity

The University Council receives and endorses the University's annual Equality, Diversity and Inclusivity Report as evidence of:

- the University having appropriate arrangements in place to identify any barriers to student and staff parity of educational and work experience, and steps taken to address these
- the steps the University has taken to improve and promote equality in the last year with regard to barriers and opportunities
- effective planning and the identification of strategic priorities over the forthcoming year.

This report provides important information to a broad audience (for example, University employees, current and prospective students, and University Council) about the equality, diversity and inclusivity (EDI) work that is taking place across the institution. The structure of this report reflects the building blocks of the University's EDI agenda:

- Formulating strategy
- Building and embedding an inclusive culture
- Supporting, celebrating and engaging with EDI within the University of Kent
- Monitoring and compliance

This report is also future-focused, identifying the University's strategic EDI priorities beyond the next academic year (see Section 6: Strategic challenges and plans to address beyond 2019-20). These priorities have been developed around:

- areas that require development, as identified in this report
- institutional plans
- changes in environment
- trends identified in Section 5: Monitoring and compliance.

An overview of the EDI actions for 2019-20 is also included to ensure transparency and accountability against our stated priorities for the next year (see Section 7: 2019-20 Strategic Delivery Plan).

Wherever possible, and specifically in relation to EDI monitoring, the University's progress is benchmarked against data provided by Advance HE.² This process allows the University to consider its performance against the higher education sector, with a view to using best practice to drive improvement and sharing our own best practice.

2018-19 highlights

Throughout 2018-19,³ the University has progressed a range of EDI initiatives. The information below provides an overview of key EDI achievements and a snapshot of Kent's workforce demographics. More detail on each achievement can be found in other sections of this report or by visiting the EDI Annual Report website: www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html

Decolonising the curriculum

Kent students of colour, with sponsorship from Unison and UCU, launched their **#DecoloniseUKC manifesto** at the Decolonising the Curriculum Conference on Wednesday 20 March 2019.

To inform their manifesto, students used data collected through focus group cafes, where students discussed their experiences of belonging and in/exclusion in the classroom and on campus. Specific themes were covered, including ableism and racialisation, international students' experiences, minoritised religion and Prevent, as well as decolonising the curriculum more generally. The DecoloniseUKC students presented their recommendations in conversation with a number of leading academics and activists in the field at the Decolonising the Curriculum Conference. The work has led to a chain reaction of inspirational work across the institution and beyond, with the student project leaders winning the Kent Student Award for Outstanding Contribution to Equality, Diversity and Inclusivity.

Accessible teaching and learning: Times Higher Education Award for Outstanding Support for Students

The University has been recognised for the second year running for its outstanding support for students at the Times Higher Education (THE) Awards. Kent's project, known as Opera, which aims to improve access to learning for all by implementing a range of accessibility initiatives, was recognised at the UK higher education sector's top awards ceremony on 29 November 2018. A further endorsement for Kent's inclusive student experience, this award for 'Outstanding Support for Students' comes one year after Kent won the same award for its acclaimed Student Success Project.



² The University of Kent benchmarks against HEI sector data published by Advance HE – Equality in Education 2019: Statistical report.

³ August 2018 to July 2019.

1 INTRODUCTION AND EXECUTIVE SUMMARY (CONT)

Diversity in the curriculum: Talis Aspire Creativity Award 2019

The Talis Aspire User Group (TAUG) Award for Creativity recognises recent projects and achievements that show creativity and out-of-the-box, innovative ideas. The winner was the University of Kent, with the 'Diversifying the Collection with Reading Lists' project, which uses reading lists as a mechanism to develop diverse library collections. The panel stated that 'This [was] a highly innovative use of reading list data, addressing several strategic strands. A multi-layered, coherent, and clearly thought-out strategy that all UK HE institutions should take notice of.' The panel also highlighted that 'This [was] a truly innovative use of Talis Aspire reading lists and data', and that 'there [was] potential for this project to have national impact'.

This was a collaborative venture across the Library, Student Success Project, SECL and SSPSSR Medway.
<https://blogs.kent.ac.uk/isnews/kent-recognised-for-award-winning-work-on-diversifying-reading-lists>

Inclusive employer: Disability Confident Certification

The University achieved Level 2 of the Disability Confident scheme and is accredited as a 'Disability Confident Employer'. As a 'Level 2 Disability Confident Employer', the University is continuing its commitment, ensuring that recruitment and development processes are fully inclusive.

Gender equality: Athena SWAN

The Athena SWAN team continues to support schools in submissions and to make progress towards an application for a University Silver Award.

Five schools were successful in achieving Bronze Awards this year: School of Computing; School of Engineering and Digital Arts; School of Psychology; School of Sociology, Social Policy and Social Research; and School of European Culture and Language. This brings the total number of schools holding an Athena SWAN award to ten. A further five schools are awaiting the results of their April 2019 submissions: School of Biosciences; School of Physical Sciences; School of Arts; Kent Law School; and School of Anthropology and Conservation. Results are due in October 2019.

The Athena SWAN accreditation and review process has been under review this year, led by Advance HE and Professor Julia Buckingham, Vice-Chancellor of Brunel University. Kent has sought to actively engage with the process to ensure that equality-focused resources are directed where they can have most impact and to increase transparency and consistency around the work of assessment panels.

Digital accessibility: Taking the lead on accessibility

<https://blogs.kent.ac.uk/staff-student-news/2019/06/10/kent-digital-accessibility-conference>

Kent held its first Digital Accessibility Conference in June 2019. This was a pioneering event, with over 200 delegates from across the county. The conference was organised as an opportunity to share information and resources with the wider community in the field of digital accessibility.

Staff wellbeing: Combining personal development and wellbeing – Belong and Grow

Belong and Grow week (13-17 May 2019) included over 40 events, with 391 'tickets sold' and many events sold out.

The event was organised by the Learning and Organisational Development department as part of 'Belong and Grow – It's Your Bag' week. It encompassed EDI and wellbeing awareness, Learning at Work, International Day Against Homophobia, Transphobia and Biphobia (IDAHOT day), Staff Network Day and Deaf Awareness Week.

Inclusive career development: Improved processes and transparent decision-making – Academic Career Map (ACM)

The ACM was launched in May 2019, alongside a new Academic Promotion Policy. The launch was accompanied by several staff information sessions, which took place during May and June, to provide staff with opportunities to become familiar with the ACM and the new policy before they take effect. The ACM has been designed to allow for transparent decision-making to ensure that all decisions made are fully inclusive and consistent.

Supporting REF 2021

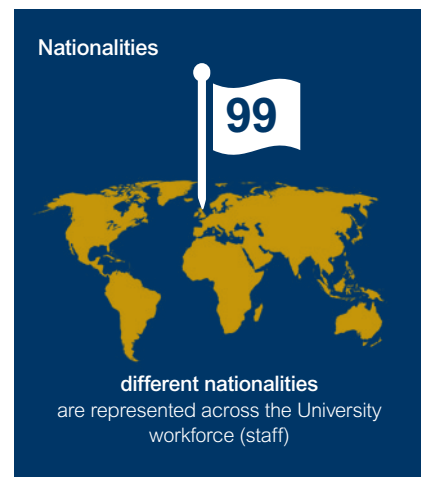
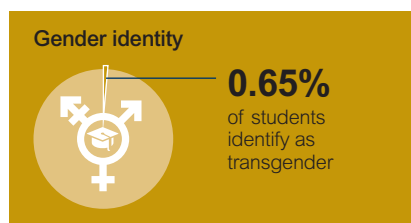
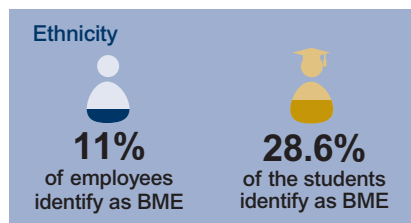
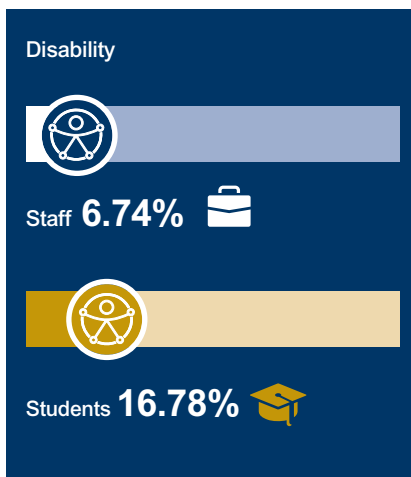
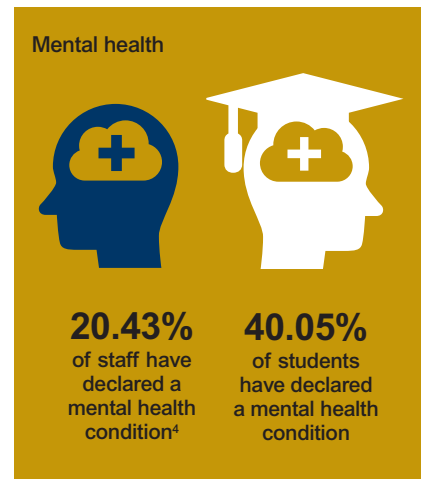
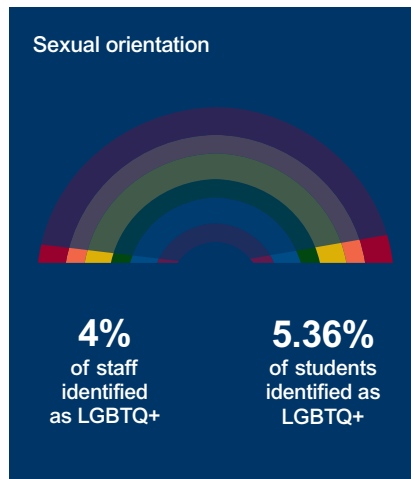
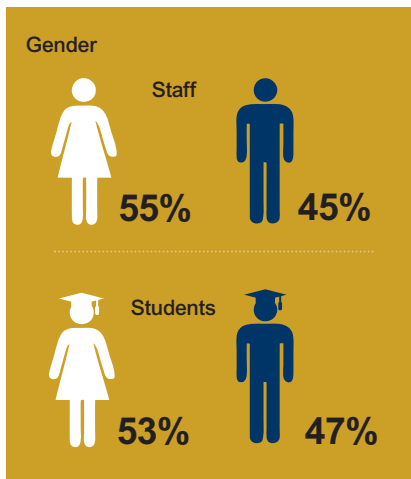
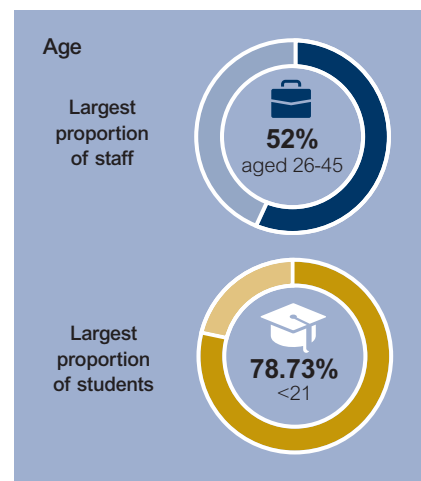
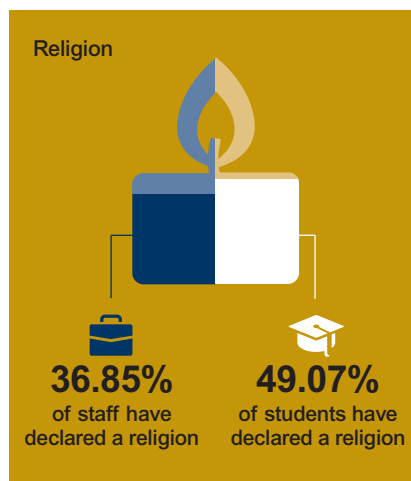
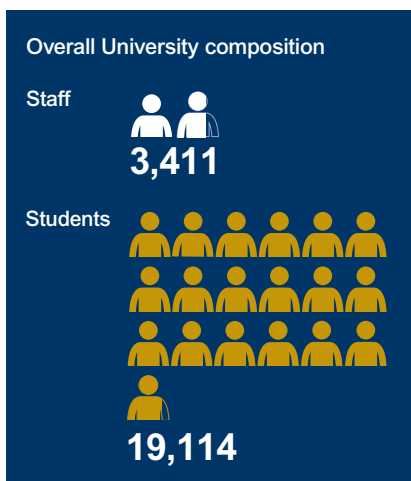
The Research Excellence Framework (REF) 2021 is the assessment process run by Research England that informs the selective allocation of research funding to higher education institutions (HEIs), provides benchmarking information to establish reputational yardsticks, and provides accountability for public investment in research by demonstrating its benefits. Institutions are asked to submit research output, impact case studies and environment statements covering a period of six years.

As this is a selective process in which individual staff output is assessed, it is a requirement of the REF that all staff involved in the selection process receive REF-specific EDI training. The University of Kent has provided specialist training sessions with Advance HE for over 100 members of staff over six sessions, with two more to be scheduled.

The University of Kent strongly supports the funding bodies' and Equality and Diversity Advisory Panels' (EDAP) clear commitment to supporting and promoting equality and diversity in research careers. Such commitment has culminated in a series of significant measures to acknowledge the effect that individual circumstances may have on research productivity during the assessment period (1 January 2014 to 31 July 2020).

With dedicated HR support, a safe and supportive process has been designed to have a positive effect on researchers at the University of Kent. The HR REF Liaison team receives all confidential declarations for staff circumstances for REF purposes only, and the individual special circumstances committee then ensures that appropriate adjustments are made.

Key demographics



⁴ Of the staff that disclosed a disability, 20.43% identified a mental health condition. 40% is the percentage of students declaring a disability who are declaring a mental health condition.

1 INTRODUCTION AND EXECUTIVE SUMMARY (CONT)

Key areas for action

The University has a responsibility as an institute of higher education and as an employer to minimise any inequality in its performance across all nine protected characteristics. In doing so, Kent will continue to focus on key areas of improvement – for example, to ensure better representation of women and BME staff at senior levels; to reduce attainment gaps; and to review strategies for the attraction and retention of a diverse population of staff and students. The data shows that while the proportion of BME students has increased, the proportion of BME staff has reduced slightly, and that the numbers of BME promotion applications and success rates continue to be relatively lower than non-BME counterparts. The University recognises that offering the best possible experience to students requires an equally diverse workforce and inclusive education portfolio. The Student Success Project has already made headway in addressing some of the challenges around race. A feasibility study has been carried out with regard to the Race Equality Charter (REC), with discussion taking place during the 2019-20 academic year.

The increase in female professors from 31% to 33.5% is an indication that Kent's ongoing work for gender equality through Athena SWAN at institutional level and Kent's leadership development programmes (Aurora and Insights) are having a positive impact on female staff's ability to reach senior positions. The University remains committed to addressing its gender pay gap and will continue to work at reducing the pay differential between male and female employees. It will consider the equality impacts of its planned revised Reward Strategy and begin to incorporate ethnicity as part of the pay gap data-monitoring.

Building on the work and opportunities highlighted as a result of its successful application for an Athena SWAN Bronze Award, Kent has also undertaken a review of its family-friendly offering in order to identify potential enhancements to current family-friendly policies, with consultation on potential changes to take effect in 2019-20. Beyond gender equality, Kent is actively promoting equality and inclusivity for staff undertaking

research, with the introduction of the REF Code of Practice providing support to staff with special circumstances in their application to the REF 2021.

The mental health of staff and students continues to be an area of focus, and the University was successful in identifying and responding to the rising numbers of staff and students needing help by putting in place appropriate support mechanisms and training and by raising general awareness. Referrals to the Occupational Health Service relating to staff and student mental health issues continue to increase, with a 5.39% rise in student declarations over the last seven years (compared to 3.09% of national student mental health declarations).

At Kent, 6.73% of students have declared a mental health condition, with a range of specialist support available, including inclusive learning plans, one-to-one mental health and wellbeing advice, mindfulness courses, counselling, support groups, activities and more. The University will continue to explore avenues for support for staff and students – for example, by implementing an Employee Assistance Programme (EAP), by implementing the Thriving at Work Standards or by signing up to the University Mental Health Charter, anticipated in December 2019. The University will continue, through the Thriving at Work standards implementation, to research into the causes of mental health at the University and implement solutions where possible.

Kent recognises that employing people with a known disability and enabling them to reach their potential is central to the creation of a diverse and multi-perspective workforce. Kent is proud of its work around eliminating bias from recruitment and selection processes and to have achieved its Level 2 Disability Confident accreditation. The feasibility and requirements for becoming a Level 3 Disability Confident organisation will be looked into next year.

The University recognises the role that religion and belief plays in both staff and student wellbeing, sense of community and mental health. In order to ensure that Kent continues to support staff and students in their religious observance, the University will undertake a benchmarking exercise, utilising the Advance HE Good Practice Guidelines to identify opportunities for further development and support.

In light of the increasing media coverage of high-profile harassment cases and the #MeToo campaign, the University has already carried out some work on refreshing and promoting its Personal Relationship Policy and will look to further review its harassment processes to ensure that they are fit for purpose, including the InformKent (InK) online harassment-reporting tool currently in use for students, which will be made available to all staff across the University to support this ongoing work. Using experience from external bodies and research from The 1752 Group,⁵ the University will also ensure that it is following best practice.

In order to be more agile in responding to the challenges in the sector and to secure the University's success in the years to come, a transformational change project, 'Organising for Success', is currently underway at Kent. This project will introduce new ways of working including streamlining processes and reducing potentially bureaucratic structures to result in meaningful and empowering work for all, this will give staff the tools to transform students' lives and ensure a future the University can be proud of. These changes will in turn have a positive impact on EDI and ensure that the University's structure supports inclusivity, that resources are allocated and deployed efficiently, and that there is a clear strategy and governance for EDI. A cross-disciplinary EDI task and finish group has been created to support this work.

Lastly, Kent recognises the importance of embedding equality, diversity and inclusivity into the University's culture and ways of working. Staff-student joint initiatives have become more frequent, through the organisation of events to celebrate and increase EDI awareness across campus – for example, Black History Month, Disability History Month and LGBT+ History Month, as well as celebrating a diverse range of international days. Where collaboration has been most fruitful is in the implementation of cross-university projects, such as the Government Digital Accessibility Project, or the delivery of co-created work such as this report, which speaks to Kent's ambition (and progress) towards a more joined-up approach to EDI.



2 FORMULATING STRATEGY

This section introduces the work that has informed and contributed to the development and advancement of the University's EDI strategy. Examples of key projects or activities that have contributed to formulating strategy are introduced in this section.

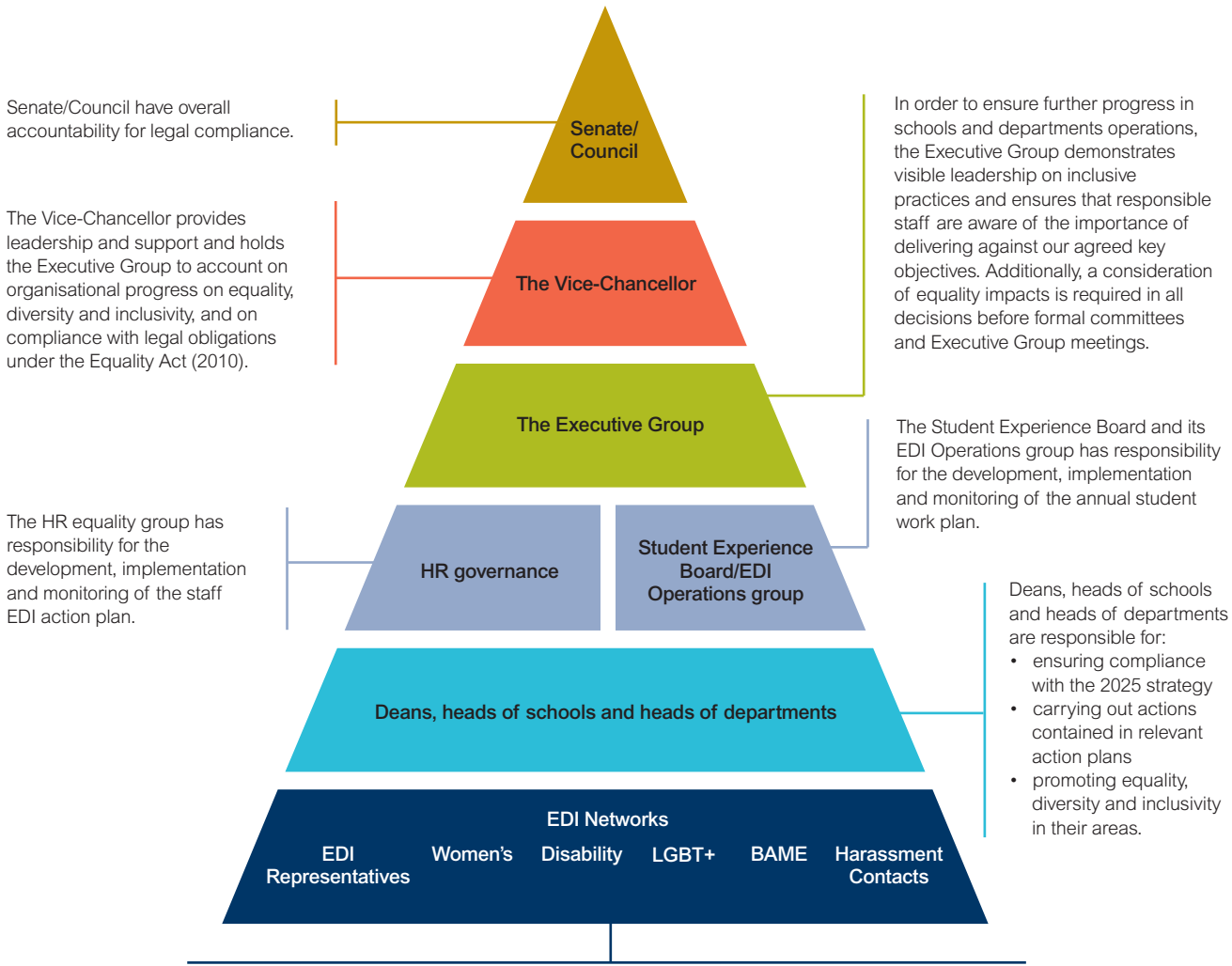
The University's vision and overarching institutional strategy is to be internationally known for a transformative student experience and employability outcomes, regardless of

background. Our education and research and the talents of staff and students will support social, economic, cultural, intellectual and public life in ways that will make Kent one of the leading civic universities. Principles of equality, diversity and inclusivity are fundamental to Kent's purpose and to the achievement of this vision.

Kent is based on equality, diversity, respect and valuing each other. It is with equality at the heart that the University's EDI strategy is formulated.

1 Strong ownership and leadership to move the EDI agenda forward

All members of the University's community have a role to play in driving forward and acting upon Kent's equality, diversity and inclusivity agenda. A number of groups and individuals are particularly involved in promoting and embedding an EDI culture at Kent:



The Department Equality, Diversity and Inclusivity Representatives are responsible for driving forward the equality, diversity and inclusivity agenda, providing support and guidance to all staff, students and stakeholders.

EDI Networks: All staff are encouraged and supported to take an active role in the networks, where they are able to champion equality and diversity through their contribution to meetings and related activities. Any support required or escalation of issues is fed back into the HR EDI governance group.

Council

The broader aim of building a diverse and inclusive university that fosters equality of opportunity is supported at the highest levels of the institution, including University Council. Council regularly considers matters pertaining to EDI, in addition to receiving, discussing and ultimately endorsing this report, and views EDI as integral to the Lay Nominations Committee and the business of Council.

This year, Council are:

- reviewing the recruitment of lay members of Council to achieve gender, disability and ethnicity balance
- supporting the university in relation to the Lambeth Conference 2020 – God’s Church for God’s World.

Executive Group (EG) EDI Champions

During 2018-19, members of the Executive Group continued to support EDI through their role as EG Champions, embracing the principles of EDI and recognising the University’s obligation to ensure that staff and students benefit from a higher education, irrespective of difference.



Executive Group EDI Champions are engaged in EDI activity and strategic projects across the University.

Professor Karen Cox, Vice-Chancellor and President, has supported a range of EDI

initiatives during 2018-19, including the opening of the Aurora 2018-19 Women’s Leadership Programme, where she delivered an inspiring talk about her own career journey and shared positive words of encouragement to this year’s participants.

The Executive Group EDI Champions:

Professor Karen Cox Vice-Chancellor and President	Denise Everitt Senior Deputy Vice-Chancellor and Chief Operating Officer	David Nightingale Senior Deputy Vice-Chancellor and Provost	Professor April McMahon Deputy Vice-Chancellor Education	Professor Philippe De Wilde Deputy Vice-Chancellor Research and Innovation	Jane Higham Director of Finance	Dr Keith Lampard Secretary to the Council
Gender/LGBT+	Age	Race/Ethnicity	Disability	Marriage and civil partnership	Pregnancy and maternity	Religion or belief

2 FORMULATING STRATEGY (CONT)



Professor Cox also opened the Out and Proud Role Models Exhibition at the Drill Hall Library on the Medway Campus in February 2019.

During 2018-19, Professor David Nightingale, Senior Deputy Vice-Chancellor and EDI Champion for Race and Ethnicity, was the strategic lead for the Student Success (EDI) project and also supported the feasibility study for the Race Equality Charter and the creation of the new BME staff network.

Professor April McMahon, Deputy Vice-Chancellor (DVC) Education and EDI Champion for Disability, provided support for the development and implementation of the Academic Career Map (ACM), sponsored the creation of the Kent Digital Accessibility Working Group (KDAWG) and opened the EDI leadership networking event as part of Belong and Grow Week in May 2019.

Director of Human Resources and Organisational Development Alison Ross-Green joined the EG in 2019 and has supported all areas of EDI, ensuring equality in recruitment and selection and reward, as well as equality monitoring and fairness as part of the Kent Voluntary Severance Scheme and the Organising for Success Project. Alison also sponsored and opened the 2018-19 University women's leadership programme 'Insights'.

From strong ownership and leadership to a framework for EDI – the upcoming EDI review

General public awareness and focus on a wide range of EDI issues has been slowly increasing over recent years, culminating with the recent high-profile media interest in such matters (eg, #MeToo) and the increasing requirements for organisations to show transparency in the publication of equality data (eg, gender pay gap). This has also translated into a visible shift in student behaviour and expectations, and the pursuit of greater value for money, successful outcomes and the expectation that university will meet all of their needs, including the provision of accessible and inclusive teaching, curricula and facilities.

For staff and students at Kent, the general increase in awareness and understanding of EDI issues can be attributed to the wide range of events, activities and projects carried out by staff and students across the University, such as, for example, the work of the Athena SWAN team, which has placed a strong emphasis on the impact of gender issues in the workplace.



Another factor has been the implementation of a new HR system (Staff Connect), which has had a positive impact on Kent's ability to collect comprehensive employee EDI data to inform action-planning and activities for EDI. Student-led initiatives, such as #Decolonisethecurriculum, and a number of key strategic projects, such as Opera and Student Success, have also given EDI a new dimension within the student space.

The University recognises that to continue to drive forward positive change, a holistic approach is required, finding connections between the initiatives outlined above and avoiding unnecessary duplication of effort. To achieve this, it is recognised that more clarity is required around the University's EDI strategy in order to consolidate the strong ownership and leadership around EDI into a more optimum structure and framework. Considering the current context of significant change, the University will have to strike the right balance between its extensive ambitions for EDI and the need for pragmatism and prioritisation in order to realise tangible progress.

To this end, an EDI Task and Finish group will be implemented in 2019-20 to understand the current context and resources for EDI within the University and how these compare to other similar institutions. This group will provide

recommendations for a revised structure for the delivery of EDI-related projects and activities within a governance framework. The aim of the review is to further embed EDI into the University's culture and ways of working, which will be supported by the new divisional structures envisaged as part of 'Organising for Success'.

2 Responding and adapting to a changing environment with heightened media coverage

The significant challenges faced by universities in the higher education sector as a whole has unsurprisingly resulted, among other things, in the need for institutions to adapt to a changing environment and to formulate relevant and effective strategies to improve the staff and student experience.

Recent changes in student behaviour and expectations have forced universities, Kent included, to re-think their education provision and to have greater focus on employability and EDI in order to be more attractive as an employer and education provider.

In addition to the general level of pressure in the sector, there has been an increasing scrutiny given to universities nationally and more locally (eg, gender pay gaps, #MeToo

movement, Lambeth Conference), which Kent has had to respond to through the formulation of its EDI strategy.

Changing the culture and #MeToo

In 2016, the Universities UK (UUK) Harassment Taskforce published its report 'Changing the Culture', setting out a series of recommendations that were designed to serve as a catalyst for universities to think carefully about how they can create safer places to live, work and study. In October 2017, the #MeToo movement began and quickly spread virally on social media in an attempt to demonstrate the prevalence of sexual assault and harassment, especially in the workplace. This increase in awareness and interest provided an important and timely opportunity to review and promote the University's policies for staff, in line with student-focused work also taking place.

The University's **Personal Relationships Policy** was refreshed and relaunched in December 2018, with greater emphasis on the responsibilities and expectations of all staff at Kent to ensure that appropriate safeguards are in place to avoid acts of sexual harassment and suggestions of impropriety, bias and abuse of position or conflict of interest. To achieve this, the Personal Relationships Policy encourages staff to be transparent and to follow due process to declare relationships.

The policy has been well received by staff and their representatives and has been commended for its currency and relevance by Kent's professional advisers, including Advisory Conciliation and Arbitration Service (ACAS).

Recognising that the risk of behavioural misconduct can be higher in off-campus settings, such as during fieldwork, the University has also worked on a **Guide for preventing and dealing with behavioural misconduct during academic activities in a non-university setting**.⁶ Such off-campus locations can create a more informal professional environment, social isolation or limited external communication, intense working conditions, and/or challenging physical conditions, all of which introduce particular challenges beyond those faced in an on-campus location.

The document can be found on the Harassment Contacts page and also within the HR Dignity at Work pages link.

Next steps...

Work on this topic will continue at the University. The HR Employee Relations team will review its approach to the investigation and resolution of cases of sexual harassment in light of the guidance that will soon be coming out from UUK. It will also look to have appropriate action plans in place to ensure best practice, taking into account the work carried out by the 1752 group, the report from the European Human Rights Commission (EHRC) on racial harassment, and planned new guidance on non-disclosure agreements in discrimination cases.

The intention is to have a framework in place to ensure that all cases are dealt with appropriately, sensitively and quickly, whether current or historic. The framework will recognise the difficulties for employees and students in coming forward to raise issues, remove barriers to reporting where possible, and examine measures to support all parties involved, while putting the needs of complainants at the centre of the process.

The role of the Harassment Contacts will be reviewed and refreshed, with additional training provided to enable them to support all cases appropriately.

Lambeth Conference



The recent media coverage around the Lambeth Conference, which will be hosted by the University in July 2020, will be an opportunity for Kent to re-emphasise its values around inclusiveness and diversity. In August 2018, after it was agreed that the University would host the 2020 Conference, the Secretary General of the Anglican Communion stated 'that it would be inappropriate for same sex spouses to be invited to the Conference'.

This position caused considerable concern and controversy among staff, students and external stakeholders, and this was reflected in media coverage. The University Council recognised and acknowledged the distress caused by the Anglican position and made it clear that it did not endorse the decision.

This position has been made clear to the conference organisers and in the public statements. The University is also making arrangements to ensure that all spouses are welcomed on campus and that any events that are organised for this purpose reflect the University's values. With the advice of Stonewall, an internal working group has been set up to support the University's response to the Conference, reporting directly to the Vice-Chancellor and ultimately to Council.⁷

Uncertainty around Brexit⁸

Universities came out in force to back the Remain campaign in the 2016 referendum, highlighting the negative impact that Brexit would have on the higher education sector in terms of staff and student recruitment and research funding. Universities, including Kent, have had to react to the unintended consequences of Brexit and the hostile environment that it has generated. Work has taken place to reassure staff and students that they are valued and welcomed and to detail who they can talk to if they have concerns or need help. During 2018-19, a European staff network⁹ was formed to provide an opportunity for all staff to come together to share experiences and provide support for each other and a sense of community, to celebrate European culture, and to ensure that they support each other as Europeans working at the University of Kent. The activities include book clubs, film nights, walks and informative talks.

As the UK's European university, Kent is well established in Europe, with centres in Rome, Athens, Paris and Brussels. Therefore, it is paramount for the University to remain attractive to students and staff internationally. It continues to monitor equality data to identify any negative impact of Brexit – for example, on applications from staff and students and by monitoring staff turnover. Although no specific issues have been identified as yet, with European Economic Area (EEA)/European Union (EU) staff numbers remaining static and with no indication that Brexit is affecting recruitment or retention, there remains a risk that this may change. In response to these challenges, the University created a Brexit working group, looking at various actions to mitigate the risks and impact of Brexit on its operations and stakeholders. The ultimate aim

6 EDI Work Plan 2018–19 Item 1.3, www.kent.ac.uk/hr-equalityanddiversity/dig-at-work.html www.kent.ac.uk/hr-staffinformation/policies/dignity/html

7 2019-20 Strategic Delivery Plan.

8 2018–19 Work Plan Item 1.6.

9 <https://blogs.kent.ac.uk/tenk>

2 FORMULATING STRATEGY (CONT)

is for Kent to preserve the diversity of its staff and student body, ensuring that the University and the students continue to benefit from a broad range of education delivered by educators from across the world.

The Brexit working group will continue to monitor the situation and to make preparations as the country moves towards the scheduled end of the transition period on 31 December 2020. The group will seek to ensure that the University is fully prepared such that disruption to University operations and the student experience is kept to a minimum in the event that the transition period ends without agreement between the UK and the EU on a future trading relationship, whilst also ensuring the University continues to develop its strong international presence.

3 Embedding equality, diversity and inclusivity into policy, processes and work practices

As a higher education provider, the University continues to demonstrate how it meets the requirements of the Equality Act and public sector equality duties¹⁰ for higher education. Such duties are translated through commitments and objectives, which are to:

- embed processes that promote an environment of equality, diversity and inclusivity in all areas of day-to-day work and practices
- mainstream equality, diversity and inclusivity in all staff policies and practices (in both their development and review), including recruitment and selection, career development, employee relations, family-friendly policies, etc.

Equality Impact Analysis¹¹

Carrying out Equality Impact Analysis in a more systematic way supports an institutional commitment to ensuring that processes and decisions are fair, reasonable and consistent.

Running Equality Impact Analysis reduces the risk of equality-related complaints and challenges (possibly legal) arising at a later date.

The practice of carrying out Equality Impact Analysis has been progressively embedded into processes – for example, with the Kent Voluntary Severance Scheme, the Teaching Constraints Policy and the ongoing Organising for Success project. The results of the analysis have also been used to review an existing family-friendly policy, extending flexible working options, to inform the recruitment and selection approach within the new leadership structure and to provide the foundation for the new Religion and Profound Belief Policy. The aim is to identify and monitor any direct or indirect detrimental impact of a project or activity on the workforce profile and seek to mitigate these where possible.

Promoting inclusivity through flexible working and work-life balance

The University reviews employment practices on an ongoing basis to ensure that policies and procedures promote inclusivity for all staff and are aligned with best practice in the sector. Where possible, the University aims to offer staff more flexibility and work-life balance and be family-friendly.

The introduction of a new Teaching Constraints Policy and the related Equality Impact Analysis has helped to raise awareness of the Flexible Working Policy and ensure consistency and stability around support for staff with caring responsibilities. Rather than annual applications for approved teaching constraints, academics are now encouraged to apply for flexible working rights, and 108 staff are now being supported to make a flexible working application as a direct result of the launch of the Teaching Constraints Policy.

Work on the Teaching Constraints Policy also highlighted the lack of a formal **Religion and Profound Beliefs Policy**. This will be progressed in 2019-20. Further work on identifying teaching constraints will carry on in 2019-20, with a view to continuing to promote flexible working practices across the board and a work-life balance.



Supporting inclusivity among researchers – Research Excellence Framework (REF) 2021 and personal circumstances



The Research Excellence Framework 2021 is the assessment process run by Research England that informs the selective allocation of research funding to HEIs, provides benchmarking information to establish reputational yardsticks, and provides accountability for public investment in research by demonstrating its benefits.

Kent's **Code of Practice**¹² for REF 2021 was assessed in August 2019 by EDAP and Research England to ensure that it meets published requirements set out in the REF 2021 COP Guidance (REF 2019/03). This essential document must demonstrate how the University supports equality and diversity for the REF and sets out how Kent will ensure:

- the clear and rational identification of staff with significant responsibility for research
- a clear process for determining who is an independent researcher
- the fair and transparent selection of outputs
- a safe and supportive process to enable individuals to voluntarily declare their individual circumstances.

Kent's commitment to supporting and promoting EDI in research careers has culminated in a series of significant measures to acknowledge the effect that **individual circumstances** may have on research productivity during the assessment period (1 January 2014 to 31 July 2020). There are many reasons why an excellent researcher may have fewer outputs attributable to them and, as such, the REF 2021 does not expect that all eligible staff will be returned with the same number. The University of Kent is taking account of the circumstances of individual researchers in its output selection process – offering appropriate support and adjusting expectations of the individual's contribution to the output pool. To facilitate this, a confidential, safe and robust process has been designed that invites all REF-eligible staff to voluntarily declare their equality-related circumstances and to make known, in confidence, any such circumstances that have affected their ability to research.

¹⁰ www.equalityhumanrights.com/en/corporate-reporting/public-sector-equality-duty

¹¹ 2018–19 Work Plan Items 1.11 and 2.3.

¹² www.kent.ac.uk/researchservices/local/refpilot/ref-at-kent.html

Reflecting best practice in family-friendly policies



Kent is committed to keeping up with the changes happening across the HE sector in regard to family-friendly offerings and policies. As part of its EDI action plan and the work of the Athena SWAN team, the University's family-friendly offerings are continuously reviewed and benchmarked against other institutions to reflect best practice. The approach to reviewing these policies is collaborative and consultative. Focus groups were held over the summer of 2019 where colleagues were invited to raise ideas for improvement, and debates and discussions also took place through the termly Athena SWAN working groups. As a result, the following changes were implemented:

- In recognition of same-sex parents, the name of the Paternity Leave policies and guides have been changed to **'Paternity/Partner Leave and Pay'**. The refreshed policy, which came out in March 2019, has also been amended to achieve pay parity between mother/adopter and partner when electing to take shared leave.
- The **Shared Parental Pay entitlements** were enhanced to match contractual maternity/adoption pay.
- A **'Supporting Families'** section was introduced in the Staff Guide to make the information on family-friendly offerings more visible and easier to find.
- **Parental entitlements** for Post Graduate Research (PGR) students on Kent scholarships were aligned to those of UK Research and Innovation scholarships.

Kent's family-friendly offering has been benchmarked against those institutions with Silver Athena SWAN Awards, and three areas have been identified where Kent can be sector-leading. Further work will take place in 2019-20 to take the following forward for a formal policy review:

- Additional pay and leave for parents of premature babies
- Making eligibility for fertility treatment a Day 1 benefit
- Waiving the right to claim back enhanced maternity pay if a colleague leaves the University within three months of returning from maternity leave

Removing bias from the recruitment and selection processes

The University is committed to promoting fairness and consistency in recruitment and selection. To achieve this, a review of recruitment practices was undertaken to ensure that, as far as possible, there are no barriers to any specific groups or individuals at any stage of the process, and that bias is removed as much as possible. As part of this drive, a new recruitment system called 'Stonefish' was launched in March 2019 for staff recruitment. The new system enabled Kent to:

- completely anonymise shortlisting for professional services¹³
- allow more visibility at organisational level on ongoing campaigns, enabling the Resourcing team to provide coaching to hiring managers on process and best practice
- facilitate reporting and the analysis of relevant recruitment data and trends.

A new **Recruitment and Selection Policy** was launched in December 2018 to provide an overarching framework that summarises the principles regarding how Kent will conduct the overall recruitment and selection process. The policy details the required standards of all hiring managers and those involved in recruitment and selection panels. There is now a requirement for all managers to have completed the recruitment and selection training and for at least one member of the selection panel to have completed unconscious bias training.

4 Using consultation and engagement with staff and students to inform the EDI agenda

As part of Kent's commitment to advancing equality, diversity and inclusivity, the University has explored various ways of consulting and engaging with staff and students to better inform the EDI agenda.

Partnership working is an integral component of the development of the EDI action plan; only by involving key stakeholders from all parts of the University can Kent ensure ownership and commitment to cultural change. A number of other methods are used to collate information

and determine EDI priorities, such as data-monitoring, surveys, focus groups, and Task and Finish groups working on specific topics or projects. The University also utilises national standards to inform decisions, benchmark best practice and formalise a framework for EDI.

Fostering positive engagement with staff and students

A number of different methods are used to effectively engage with staff and students and collate relevant information/data to adequately inform and influence the University's EDI agenda. For example:

- **EDI networks** are safe, supportive and confidential spaces for sharing experiences, networking and discussing identified issues, as well as driving improvement through making recommendations to senior stakeholders.
- **Surveys** are used as tools to gain confidential feedback from staff and students on their experience and perception of Kent as a place of work/study and to understand some of the issues that affect their working/student life. Such surveys can be undertaken at university level (eg, All Staff Survey every two years, National Student Survey every year), departmental level or school level, or to serve a specific purpose (eg, Athena SWAN utilises staff surveys to see whether there are differing views on gender equality and uses the results to shape future activities and communication approaches).
- **Focus groups** are also a common way to consult and engage with staff and students across the University, and usually allow cross-functional work to take place and a variety of views and perspectives to be represented (eg, Lambeth Conference working group, History Month working group, etc).
- **Task and Finish Groups**, comprising staff and student representation, are frequently commissioned to implement, or advise on, a specific project or initiative teaching.

¹³ The process is not currently available for academics, due to the need for recruitment panels to have visibility of research and publications listed as part of the application process and the unfeasibility of anonymising these.

2 FORMULATING STRATEGY (CONT)

Using EDI data-monitoring to maximise impact of EDI actions

Another vector to increased awareness and understanding of EDI has been to collect comprehensive employee and student EDI data to inform action-planning and evidence-based decision-making – for example, by using relevant demographic comparators to identify any barriers in internal procedures, such as recruitment and promotion, or by using reporting to monitor progress and inform action on narrowing evident gaps, such as the gender pay gap or student attainment gaps.

Since the implementation of Staff Connect in 2018, monitoring EDI data for staff has become more streamlined and reporting capabilities have been enhanced. A communication campaign took place in 2018, led by the HR Systems team, to encourage staff to input their EDI data into Staff Connect so that Kent can have greater visibility of the overall EDI profile of its workforce and take appropriate action to address any barriers to EDI. To date, 21.5% of staff have completed all their EDI data (ethnicity, nationality, disability, sexual orientation, religion, gender identity) and a larger percentage of staff (75.4%) have completed the core EDI data (ethnicity, nationality, disability).

This is, though, an area where consistent focus is needed, and regular reminders for staff are scheduled and built into key university processes.

Developing EDI standards and frameworks

The University of Kent consults and engages with key stakeholders on the feasibility and opportunities of implementing recognised national EDI standards (eg, Athena SWAN and Race Equality Charter (REC)) as a means of recognising collective efforts and focus on EDI. It also uses such standards as a benchmark to formulate strategy and action-planning.

Kent already has a Bronze **Athena SWAN** Award at institutional level and will continue to work towards the achievement of Athena SWAN Silver at organisational level, Silver Awards for science schools and at least Bronze Awards for all other schools. The University also values engaging and working with external diversity organisations and continues to build long-lasting relationships with the Business Disability Forum, Stonewall and Advance HE.

These associations are important to the broader EDI agenda and enable Kent to identify emerging EDI trends and provide training to facilitate networking opportunities.



At the end of 2018, the Executive Group approved the establishment of a steering group with multi-department staff and student representation to further explore the potential organisational implications of applying for the **Race Equality Charter**¹⁴ (REC) and the resources that the initiatives would require. The Charter covers professional services and academic staff and students, and requires institutions to adopt a framework to address race inequalities. There are currently 45 institutional members of the Charter, ten of whom hold Bronze Awards.

Advance HE are reviewing the current REC structure and so it has been agreed that no application will be made until at least the results of the review are known and the review of the organisation and governance of University EDI work is complete.



5 Attracting, retaining, developing and supporting a diverse staff and student population

Kent continues to create an environment in which every member of staff is able to fulfil their potential and students are supported by a diverse and creative workforce who can offer multiple and varied perspectives at all levels, thus enriching the student experience. The University's objectives are to:

- remove inequalities among diverse groups
- ensure inclusive and accessible physical spaces and virtual environments, providing an accessible environment with equal access for all staff, students and stakeholders
- enhance workforce capability by supporting career development of staff and future employability of students
- support staff and students with mental health challenges.

Addressing inequalities

The University is committed to addressing inequalities and has been focused on closing gaps in experience and attainment among staff and students through the following projects and initiatives.

Responding to the gender pay gap¹⁵

www.kent.ac.uk/hr-equalityanddiversity/gender%20pay%20gap%20reporting/genderpaygapreport2018.pdf



The gender pay reporting legislation requires employees with 250 or more employees to publish statutory data every year showing how large the pay gap is between their male and female employees. Despite Kent's commitment to equality and the efforts that have been made to promote the development and advancement of its female employees, the report published in March 2019 for the year 2018 shows that the gender pay gap at Kent has widened from 17.5% to 17.9%.

While this result is disappointing, it is not out of line with experience elsewhere within the sector, where the pipeline for senior posts continues to be dominated by men, and Kent's gap compares positively to other institutions in the sector.

¹⁴ EDI Work Plan 2018–19 Items 1.2 and 1.3.

¹⁵ EDI Work Plan 2018–19 Items 1.7 and 2.8 and 2019-20 Strategic Delivery Plan.

At present, the main reason for the pay gap is the underrepresentation of women at our senior managerial and professorial (M & P) level, which cover both academic and professional services roles.

An action plan is in place to address this challenge and to support women in both academic and professional services roles to access senior roles.

For professional services, extensive work has taken place in 2018-19 to design and develop leadership programmes such as 'Insights' and Leadership for Areas of Significant Responsibility (LASR) to achieve this. Kent has already started to see the positive impact of such programmes with a rise in the number of women at the higher end of the pay scale, and it is expected that this will continue in the medium to long term. Pathways, a career development programme, aims to support and empower professional services colleagues in applying for roles within the University that they may not have previously considered. The positive impact of the programme is already apparent, with two members of staff from the pilot programme securing new roles and crediting the programme with their success.

For academics, we see an underrepresentation of women at professorial level. To address this, an Academic Career Map (ACM) was created in 2018-19 to set out a framework of expectations at each academic career stage. The aim of the ACM is to provide clear guidance and a consistent framework – both for individual academics and for the University – to support the career development and progression of academics. This is a major step towards a more consistent and objective approach to promotion and succession planning.

The University has also promoted sector-specific external women's leadership programmes, such as 'Aurora' provided by Advance HE, which 88 female members of staff from both our academic and professional services community have attended to date. An equivalent programme to Aurora will be developed in-house in 2019-20 to offer tailored development to female leaders. The overall leadership offering will also be reviewed by the Learning and Organisational Development (L&OD) team and realigned to the key drivers and objectives for 'Organising for Success'.

Along with our actions to address the causes of the gender pay gap, we are also reviewing the professorial pay scale as part of the work on a new Reward Strategy. This will ensure that Kent is consistently making equitable and consistent pay decisions going forward.

Responding to the BME attainment gap – Student Success Project¹⁶



In the UK, the overall BME degree attainment gap, at 15.2 percentage points, remains significant. However, the gap is larger for certain ethnic groups, including UK-domiciled first degree undergraduates from other than Black backgrounds (28.2 percentage points) and those with Black African ethnicity (27.0 percentage points).

Many graduate-level jobs and postgraduate courses in the sector require an upper second degree or above as a minimum entry requirement. This means that Black and minority ethnic (BME) graduates are less likely to access graduate opportunities in the labour market or to undertake postgraduate study. This may be one reason why the proportion of research postgraduates who were Black was nearly half that of first degree undergraduates last year.

Kent is taking steps to address the BME attainment gap. The Student Success (EDI) Project now operates in ten schools: seven via direct funding (Phase 2 schools) and three using support from the central team (known as 2.1 schools). These schools represent approximately 1,500 staff and 10,000 students (which represents 67% of students at Kent).

Providing an inclusive and accessible environment for staff and students



There has been a welcome upward trend in the number of disabled students entering higher education (16.78% at Kent, 12.92% nationally) and policy changes are emphasising choice, independence and value for money. Across the UK, Government priorities for widening participation and combating disadvantage have placed greater responsibility on institutions themselves to provide support for the students they recruit, in addition to staff.

Being inclusive is about giving equal access and opportunities to everyone wherever possible. The University recognises that accessibility is about designing out any unnecessary barriers that make it harder to engage and take part in everyday activities. As a result, Kent has undertaken extensive work to enhance accessibility in the following areas:

- **Digital content** – The University of Kent is leading on digital accessibility¹⁷ in the sector through its work with the Kent Digital Accessibility Working Group, made up of the University and its 'Kent Connect' partners, including local authorities, police and fire service. The group aims to understand the rules outlined in the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations (2018) and ensure that digital content (eg, websites) is reviewed and the regulations are implemented in a way that will sustainably improve staff and student experience. The University also co-founded the Further/Higher Education Digital Accessibility Working Group (FHE DAWG), envisaged as a means to benchmark sector approaches to the adoption of 'The Public Sector Accessibility Regulations'.
- **Teaching and learning** – The University continues to use assistive technology for staff and students in order to break the barriers to learning and teaching – for example, by using voice recognition software (Otter AI) to record lectures in real time and provide live subtitles as the lecture is given. Lecture capture at Kent, 'Kent Player', is seen as a normal part of the Kent student learning experience and supports student learning in many ways. It is not seen as a replacement for attending lectures, but as an important resource to support student learning. Recordings of all lectures cannot be guaranteed, but all reasonable efforts are made to provide them.
- A staff accessibility literacy module, 'Inclusive Learning and Teaching Strategies', was developed in partnership with the Accessibility team at the University of Southampton.

¹⁶ EDI Work Plan 2018–19 Items 1.19–1.22.

¹⁷ 2018–19 Work Plan Item 1.5 and 2019-20 Strategic Delivery Plan.

2 FORMULATING STRATEGY (CONT)

- Inclusive teaching and learning** – The student project Opera¹⁸ (Opportunity, Productivity, Engagement, Reducing barriers, Achievement) is a University-wide accessibility project supported by advice and guidance from the Joint Information Systems Committee (Jisc). The project seeks to implement a range of accessibility initiatives to raise awareness of the potential for inclusive design and assistive technologies to improve access to learning for all. The project is primarily about mainstreaming accessibility by catalysing a shift in culture from individual adjustments via Inclusive Learning Plans (ILP) towards anticipatory reasonable adjustments and inclusive practice by design as the preferred means to tackle accessibility barriers at source. Opera was awarded the Times Higher Education (THE) Award 2018 in the Outstanding Support for Students category. Further work will be carried out in 2019-20 to look at reasonable adjustments for staff.
- Blackboard Ally** is a Moodle plug-in that evaluates and scores the accessibility of all learning materials on Moodle, providing information on how to improve accessibility scores. Users have the option to access their material in different formats according to preference. Blackboard Ally supports the delivery of Kent Inclusive Practices and has gone live in nine pilot schools.¹⁹ Ally is now used in 15 schools across the institution.

Work on accessibility and inclusivity will continue in 2019-20, with an emphasis on further developing **inclusive digital capabilities** training for all staff, recognising that there is a greater expectation from students that part or all of their education provision should be accessible digitally/remotely. The University is also going through a significant period of change in order to streamline processes and remove bureaucracy, which will likely involve technological improvements (eg, systems).

Enhancing capability and employability

Enhancing capability and employability is a key area of focus at the University to enable staff and students to realise their potential.

The University offers a range of tailored training sessions to staff and students on EDI matters. More information is provided in Section 3 of this report.

Our Student Employability Strategy 2018-21 defines our expectations that our students will become confident, creative, critically reflective and culturally aware and will have integrity, resilience and intellectual curiosity. The strategy supports the development of these attributes to enhance employability and produce graduates who will make an effective contribution to the world of work.

We offer a range of services, including an award-winning Careers and Employability Service, and an annual Employability Festival, including the annual Careers Fair. Student numbers accessing the Careers Service for appointments grew by 26% this year to 4,601 attending, highlighting the proactive nature of our students and the need for professional expertise in advising students. Event attendance by students has grown by 247% in the five years that we have been recording data, with 6,385 recorded attendances in 2018-19.

Our Work Study Scheme offers students from diverse backgrounds the opportunity to acquire workplace skills and training and access to paid employment. The scheme has engaged over 1,615 students, with 952 University positions being filled during 2018-19. Since its inception in 2014, the scheme has supported 5,833 students, providing 3,423 roles, in which they earned £1,247,627.98.

Supporting staff and student mental health



In line with wider sector and national trends, Kent has seen a significant and sustained increase in the number of students disclosing a mental health condition and accessing support. Sector-wide, 61%²⁰ of institutions have seen demand for student counselling services jump by over a quarter in the past five years. Kent is responding to this by expanding mental health and wellbeing services for students as well as staff.

The new **Student Health and Wellbeing Strategy and Action Plan**²¹ was developed by the Mental Health Planning Group and approved by the Student Experience Board. This will be reviewed against the incoming University Mental Health Charter Mark expected to be launched in December 2019 – this will be a UK-wide scheme to recognise and reward those institutions that demonstrate good practice, make student and staff mental health a university-wide priority and deliver improved mental health and wellbeing outcomes. Signing up to the Charter and ensuring that we meet its standards will be an area of priority action for 2019-20.

Equally, the University has a strong occupational health service and well being strategy focused on supporting staff. Access to support services are enabled in a variety of ways and the service is held in high esteem. This culture of occupational health is likely to have been responsible in part for the press coverage received in May 2019 around the relatively high levels of occupational health referrals at Kent (with a context of positive staff survey results). The service will be further enhanced in 2019 by the implementation of the Thriving at Work Standards,²² the government core mental health standards. An Employee Assistance Programme is also planned for 2020. Collaborative working between the Occupational Health Service and HR is also strong, as exemplified by joint work in 2018 on guidance for managers on responding to and supporting staff. The provision of training for managers around supporting staff with mental health issues and resilience training for staff continue to be a core part of the University's training offer.

¹⁸ EDI Work Plan 2018–19 Items 1.16–1.18.

¹⁹ These are the School of English, the School of Arts, the Centre for English and World Languages, the Centre for Music and Audio Technology, the School of Physical Sciences, the School of Sport and Exercise Sciences, the Kent Law School, the Kent Business School and the School of Economics.

²⁰ Report published by the Institute of Public Research (IPPR) in September 2017 – 'Improving student mental health in the UK's universities'.

²¹ EDI Work Plan Item 2.13.

²² 2019-20 Strategic Delivery Plan.



3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE

This section highlights projects, day-to-day work practices, learning and development initiatives, and case studies that have contributed to building and embedding an inclusive culture at Kent.

During 2018-19, a number of operational reviews and projects have focused on educating staff and students around EDI and ensuring that policies and procedures encourage and enable an inclusive approach and diverse workforce.

This section looks in more detail at the projects completed that have advanced the EDI agenda, how the University is introducing processes to ensure that EDI is embedded in all aspects of day-to-day life and how Kent continues to educate and improve knowledge by providing learning and development interventions for all of its staff and students. The section culminates with how different departments and schools have embraced EDI in their area, with case studies showcasing best practice and innovation in EDI across the university.

1 Embedding EDI through project work

A number of key projects carried out between July 2018 and August 2019 have contributed to advancing the University's EDI agenda and embedding EDI into Kent's culture.

'Decolonising' the curriculum



Branded a 'revolutionary, student-led research project', the Kent Law School's

Decolonise the Curriculum Project (DtCP) has empowered Black and minority ethnic (BME) students to begin 'decolonising' their curriculum.

The project was originally established by Dr Suhraiya Jivraj as a project for students taking a module on Race, Religion and Law (now Race, Sexuality and Gender Justice).

The work inspired a chain reaction of events across the University. Student members of the DtCP led café-style focus groups with their peers to research and write a manifesto for enhancing inclusivity, identity and academic



performance at Kent. Underpinned by values of social justice and collaboration, their aim was to critically explore perceptions of the BME attainment gap, identify barriers to learning and explore the broader student experience, both in and beyond the classroom. The Manifesto was launched at the Decolonise the Curriculum Conference in March 2019. Feedback from the launch helped to inform a strategy document that was prepared for the Executive Group, outlining how key points from the Manifesto could be implemented at Kent. The students presented their Manifesto to the Speaker of the House of Commons, The Rt Hon John Bercow MP. Some initiatives arising from the Project include:

- A dedicated DtCP website
- A podcast series created by students called Stripping the White Walls
- A 'Building the Anti-Racist Classroom (BARC)' workshop for staff in May 2019
- An interview with DtCP student Joy Olugboyege included as part of a Universities UK (UUK) report on #closingthegap
- A presentation of the Manifesto to Baroness Valerie Amos, Director of the School of Oriental and Asian Studies (SOAS) at a joint SOAS /UUK event in June on 'The BAME Attainment Gap'

- A Counter-Currents blog post by Dave Thomas and Dr Jivraj addressing the UUK report – in it, they argue that 'institutional racism is a problem' and say that the report 'seems to be oblivious to the societal and structural factors that perpetuate racial inequality'
- The establishment of the Kaleidoscope Network at Kent for staff and students who support the principles of race equality
- The establishment of a BAME Network for Staff of Colour at Kent
- The implementation of new training in cultural competency as part of Kent's Postgraduate Certificate in Higher Education (PGCHE)
- A masterclass for students with Professor Gurminder Bahmbra (the first Professor of Decolonial Studies in the UK and co-editor of 'Decolonising the University')
- The invitation from Dr Jason Arday (keynote speaker at the Manifesto launch who discussed BME mental health and attainment in higher education) to collate their research findings into a Palgrave Macmillan E-Pivot book that he will supervise as series editor; the book will be available in late 2019/early 2020

The DtCP students were recognised for their work in making 'An Outstanding Contribution to Equality, Diversity and Inclusivity' at the 2019 Kent Student Awards in June.

Embedding the UN Sustainable Development Goals (UNSDG)²³ for a 'future proof' Kent



In 2018, the University signed an agreement to incorporate the United Nations 17

Sustainable Development Goals (SDGs) into its operations and the teaching curricula that it delivers. The Estates department are leading on this project, named 'FutureProof'. FutureProof aims to inspire individuals, departments and the whole University community to take action in ensuring that Kent's estate, curriculum and students are ready for the future.

Goal 5, 'gender equality', and Goal 10, 'reduced inequalities', of the UNSDG are specifically related to EDI and have been incorporated into the wider University EDI Strategic Delivery Plan, in particular through actions in place to reduce the gender pay gap and the work of the Athena SWAN team to reduce gender inequality, which have both contributed towards the achievement of the SDG targets.

In relation to Goal 5, as per the SDG targets, areas that the University has made progress towards include:²⁴

- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life
- 5.6 Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

In relation to Goal 10, as per the SDG targets, areas that the University has made progress towards include:²⁵

- 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
- 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality



The FutureProof team has also mapped the reach of Goal 5 (gender equality) and Goal 10 (reduced inequalities) against Kent's curriculum and research. In August 2018, the Sustainability team conducted a desktop mapping exercise to assess the role that the 17 UN Sustainable Development Goals play in our teaching and research. All undergraduate module descriptions were compared to the descriptions and targets of the 17 SDGs.

In total, 18 undergraduate modules were identified as directly contributing to Goal 5, and 30 modules to Goal 10. This included subjects ranging from Sociology, Law and Politics to Economics and Business.

Joint university working for inclusive practices – Engineering and Physical Sciences Research Council (EPSRC)²⁶



The Athena SWAN team is partnering on two separate inclusivity projects, led by the Universities of Nottingham and Lincoln as part of their successful bids for funding from the Engineering and Physical Sciences Research Council's (EPSRC) £5 million 'Inclusion Matters' programme.

Lincoln University are leading a project called 'Aspire', which stands for 'Advanced Strategic Platform for Inclusive Research Environments'. Kent are one of six HEI collaborators who have agreed to take part in EDI culture questionnaires and also to test an 'EDI Index' tool that will measure the proficiency of an organisation in meeting key EDI challenges, such as availability of data, resources, knowledge and leadership.

The University of Nottingham programme, called 'STEMM-Change',²⁷ aims to drive a positive change in culture and practices in EDI across the science, technology, engineering and mathematics (STEMM) environment. Kent hosted a meeting with the Nottingham project team in June to meet the team who are leading the research project that is looking to uncover biases in language use, particularly in recruitment. During the meeting, the aims and approach for the project were explained. Kent contributed by providing examples of job descriptions and gender analysis of our recruitment process for STEMM positions.

The STEMM-Change programme has a number of linked projects that will enable a step change in approaches to promoting EDI in the workplace. The projects are included within three strands and include:

²³ <https://sustainabledevelopment.un.org/?menu=1300>

²⁴ www.un.org/sustainabledevelopment/gender-equality

²⁵ www.un.org/sustainabledevelopment/inequality

²⁶ 2018–19 Work Plan Item 1.4 and 2019-20 Strategic Delivery Plan.

²⁷ www.stemm-change.co.uk

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Strand 1:

- Research project on language use
- Research project to create a national online resource of EDI tools, initiatives and policies

Strand 2:

- Development of tools to enable a diversity-led approach to recruitment; this is being developed with external partners, Diversity by Design

Strand 3:

- Developing a reverse mentoring scheme and a mentoring and upskilling programme for technical staff

Athena SWAN working for University Silver²⁸



The action plan set out in the University's Bronze Athena SWAN submission continues to shape the work of the Athena SWAN team, as does engagement with colleagues to capture issues and ideas relating to gender equality and identity.

The University's Bronze action plan is designed around eight key objectives aimed at improving gender equality in areas such as recruitment and promotion of academic staff, and the career development of our early career researchers, and to better support staff to take responsibility for EDI in their everyday work.

In addition, the Athena SWAN team continues to engage with staff in all areas across the University to seek issues and ideas from professional services colleagues to shape the work of the Athena SWAN team, as Kent prepares for a Silver institutional submission.

Engagement through:

- Athena SWAN working group
- Standing item on Women's Network, EDI Network, Researcher Development Working Group, Technicians Commitment Working Group, Faculty Research and Innovation Committees
- Items on L&OD newsletter

Events:

- Parents at Kent focus groups
- Part-time working survey and focus groups
- International Women's Day survey, panel discussion and 'paint your parent at work' competition

- International Men's Day survey and panel discussion
- Free screening of *Suffragette* film at Gulbenkian (Nov 2018)

Athena SWAN used the occasions of International Men's Day and International Women's Day to capture views via surveys on gender equality in the workplace, and shared the findings via a new 'Equality matters' blog.

July 2019 saw the launch of a survey on views and experience of part-time working.

The surveys are designed so that people can share their experiences and views and provide the Athena SWAN team with an understanding of how gender equality policies and initiatives are perceived, eg, the survey revealed the perception that there is 'no such thing as a gender pay gap' and that Athena SWAN is 'just for women'. This helps to shape the direction for policy changes, communications and events. It is also useful feedback for University steering groups about the working culture.

Recognising Excellence in Academia²⁹



The **Recognising Excellence in Academia Project** sets out to provide a framework for academic staff at Kent to support them in their careers, through the creation of the Kent Academic Career Map (ACM), setting out relevant expectations at each academic career stage. The intention is that the ACM will then be embedded into key people processes, starting with promotion. The project was overseen by a governance board that included the Chair of the Athena SWAN working group to ensure appropriate consideration for EDI issues.

The ACM and the revisions made to the academic promotion policy and procedures have taken into account feedback raised through consultation to ensure that the ACM and promotions policy both operate in a flexible and inclusive way. In addition to providing transparency around expectations and evidence, guidance has been developed around the presentation of individual mitigating circumstances and how these can be assessed and responded to within the promotion context.

Thriving at work – implementing the Core Mental Health Standards³⁰



This 2017 government report suggests a framework of core actions for employers to ensure that staff have a healthy work-life balance and opportunities for development, and that employee mental health and wellbeing is routinely monitored.

In response to this report, the Occupational Health department completed a gap analysis against the resources and processes currently in place at the University. While this highlighted many areas of good practice, other areas were identified where support could be strengthened. As a result, a Task and Finish group is being set up by HR and Occupational Health to consider how the University could fully adopt the mental health standards. This work will continue through 2019-20 and will be reported on in the next Annual Report.

Opera³¹



Opera (Opportunity, Productivity, Engagement, Reducing barriers, Achievement) is a University-wide project designed to mainstream accessibility for all to provide a high-quality, inclusive student experience at the heart of Kent. The project won the Times Higher Education (THE) Award 2018 in the Outstanding Support for Students category. Opera continues to support the University in recognising what accessibility means in a modern, forward-thinking institution, through investigating approaches to mainstreaming accessibility, strategic guidance at policy level, practical guidance at operational level and guidance to support staff and students to raise awareness of good practice in inclusive design.

Student Success Project



In the UK, the overall BME degree attainment gap, at 15.2 percentage points, remains significant. However, the gap is larger for certain ethnic groups, including UK-domiciled first degree undergraduate graduates from other than Black backgrounds (28.2 percentage points) and those with Black African ethnicity (27.0 percentage points).

28 2018–19 Work Plan Item 1.8 and 2019-20 Strategic Delivery Plan, www.kent.ac.uk/human-resources/athenaswan

29 EDI Work Plan 2019–19 Item 2.4.

30 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/658145/thriving-at-work-stevenson-farmer-review.pdf

31 EDI Work Plan 2018–19 Items 1.16–1.18.

Many graduate-level jobs and postgraduate courses in the sector require an upper-second class degree or above as a minimum entry requirement. This means that BME graduates are less likely to access graduate opportunities in the labour market or to undertake postgraduate study. This may be one reason why the proportion of research postgraduates who were Black was nearly half that of first degree undergraduates last year.

Kent is taking steps to address the BME attainment gap. The Student Success (EDI) Project now operates in ten schools: seven via direct funding (Phase 2 schools) and three using support from the central team (known as 2.1 schools). These schools represent approximately 1,500 staff and 10,000 students (which represents 67% of students at Kent).

The total of UK Black and minority ethnic (BME) students (excluding ethnicity not known) on any programme of study at Kent has increased from 36% in the academic year 2017-18 to 37% in the academic year 2018-19. The percentage of students entering with BTEC qualifications during the year was 25%.

Student Success (EDI) Project Phase 2 research

The second phase of the institutional research aspect of the Student Success Project focuses on two key areas for the University:

- 1 A three-year longitudinal study of Academic Excellence Scholarship (AES) students, which will compare the different experiences of 'high potential' students as they transit through their degree programmes, evaluating the effectiveness of the AES programme as an intervention strategy for widening participation of students
- 2 Identity and belonging for BME students, providing opportunities for the University to consider how its extra-curricular campus culture promotes inclusivity and diversity

2 Embedding EDI in everyday life on campus

Improving campus access for all³²



HR and the staff Disability Network worked together to restart what was previously

known as 'Day Walks'. The initiative was renamed 'Accessibility Tours', with the aim of giving a more inclusive feel and providing a



greater understanding of the purpose of the tours. The aim of the tours is to get a better understanding of the campus experience for disabled members of staff and students, with a view to improving their experience.

The tours focused on:

- routes to and from buildings
- access into and out of buildings, particularly the new builds and the refurbished building.

Three tours were held in 2018-19: during November 2018 in Canterbury, which was an outside campus tour, February 2019 around the Medway campus, and May 2019 within the new Kennedy Building.

The tours were open to staff and students, with six to eight people attending each tour. The Estates department attended all tours, and where solutions could be implemented immediately, eg, improved signage and grounds work, a work order was raised to track completion and the actions closed. Longer-term actions were recorded and will be monitored by the Estates departments, such as increased accessibility to the library and construction work for low-level pathways causing flooding.

Improvements made to date include the painting of stairs to ensure that the different levels can be seen, creating and installing new

signage, and clearing of obstacles and drainage in pathways. The tours will continue in 2019-20.

Please see the link below for more details on each of the tours:
www.kent.ac.uk/hr-equalityanddiversity/networks/disability-network.html

Kent Union held an open forum and coffee morning for disabled students to provide a platform to discuss issues and meet other disabled students. As a result, a Campus Accessibility Forum was started for disabled students and staff to feed back regarding issues on campus. For more information on the forum, refer to the following link:
<https://blogs.kent.ac.uk/visible/2019/07/12/campus-accessibility-forum>

A small group of staff³³ have shown great creativity and innovation to improve accessibility on campus by hiring two student interns to film short clips of every teaching room on the Canterbury and Medway campuses, so that new students, staff and visitors can navigate their way around campus. They will be added to the maps section of the website for the 2019-20 academic year. The videos are audio-described and show walking and non-walking routes for people using a wheelchair or other mobility aid.

³² 2018-19 Work Plan Item 2.2.

³³ Kasia Senyszyn (Student Learning Advisory Service), Ben Watson (Opera), Mark Fendley (Web Solutions) and Becky Lamyman (Student Services).

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Kent leading the way in digital accessibility

<https://blogs.kent.ac.uk/landodlatestnews/2019/04/18/kent-digital-accessibility-working-group-kdawg>



Leading in the sector for its work on digital accessibility, the University has now joined forces with other public sector bodies to ensure that Kent becomes a digitally inclusive county. The Kent Digital Accessibility Working Group (made up of the University and its 'Kent Connect' partners, including local authorities, police and fire service) aims to improve access to all forms of digital content. Members of the group from across the University are working on a training plan for all organisations involved, as well as adding to the team of experienced accessibility auditors across the county to ensure that all Kent websites are accessible to all.

The Group are also taking steps to ensure that the University's own digital content is fully accessible, including the new web template Site Editor, which is designed to be highly accessible. Digital guidelines are being shared with schools and departments to help prepare content for those web pages – ie, a review of current content and the removal of obsolete information – and online learning modules have also been created for all staff to familiarise themselves with the regulations and what they can do to support Kent in meeting these regulations.

Kent staff are founding members of the Further/Higher Education Digital Accessibility Working Group (FHE DAWG), which seeks to benchmark sector approaches to the adoption of the regulations in order that this wider view can feed directly into the strategic direction at Kent.

The collaborative work between Kent County Council and Student Support and Wellbeing at University of Kent has:

- developed accessibility statements that meet compliance and can be reused by partners:
 - KCC Accessibility Statement – www.kent.gov.uk/about-the-council/about-the-website/accessibility-statement
 - Kent Accessibility Statement – www.kent.ac.uk/accessibility/accessibility-statement

- contributed to guidance now published by the Government Digital Service (GDS) nationally; Kent advised GDS on their accessibility statement guidance and received acknowledgement in their release blog
- produced procurement guidance on digital accessibility requirements, which have been adopted by both organisations and most recently contributed to the tender process of the Kent and Medway Care Record ongoing procurement
- provided staff with e-learning and guidance; the initial e-learning course was delivered to partners as part of the growing Kent Connect e-learning library, and further staff guidance resources and templates will be released as part of the final toolkit
- enabled accessibility to be adopted across all three years of teaching within the School of Computing curriculum, with earlier years looking at accessibility principles in service design and later years looking more at the technical implementations of accessibility
- delivered a Kent Digital Accessibility Conference on 6 June 2019.

Kent held its first **Digital Accessibility Conference** in June 2019; over 200 delegates from across the county attended. The conference was organised as an opportunity to share information and resources with the wider community in the field of digital accessibility.

The conference consisted of talks and workshops from industry experts such as Microsoft, the Government Digital Service, Kent County Council and University of Kent staff and students.

Many speakers highlighted the positive impact for all users when digital content is made truly accessible, whether they currently have a disability or not.

Attendees commented that it was a pioneering event, and that the information shared addressed a real knowledge gap in the public sector, inspiring them to return to their institutions and put into practice improvements in their digital offering for greater inclusion.

Continuing to support parents at Kent³⁴



Supporting parents at Kent has been a focus for 2018-19 and, as a result, enhancements have been made to Kent's shared parental leave policy, and there has been improved family-friendly support for graduate teaching assistants.

As part of the Athena SWAN Bronze application and consultation process, a concern was raised in relation to spaces for parents to feed their children and the limited access to fridges to store milk. As a result, in 2017-18 Medway created a space within the Medway building, and now Canterbury has followed with a dedicated room in Rutherford College for expectant staff and students to take a rest and for staff and students returning from maternity leave to express milk.

The room contains an adjustable patient couch/bed, an easy chair, a fridge, a privacy screen and a sink.

Encouraging staff to use Staff Connect to improve EDI data-monitoring³⁵



Kent took action to communicate with staff on the importance of updating their EDI data on Staff Connect so that the University can use such data in a more reliable way for monitoring and reporting. During March 2018, the HR Information Services (IS) Systems team created a new facility within the Staff Connect system to allow for a visual 'flag' to appear on staff dashboards to alert them that they needed to complete their EDI data or that their data was up to date. Staff Connect puts individuals in control by allowing them to review and update their own personal details to make sure that the University always has the most up-to-date information.

To ensure the continuous improvement of staff EDI data-monitoring, this communication campaign will continue each year to persist in raising staff awareness regarding the importance of updating their EDI data within Staff Connect.

³⁴ 2019–19 Work Plan Items 1.11 and 4.3.

³⁵ 2018–19 Work Plan Item 4.5.

Setting the standard – Disability Confident³⁶



Kent is proud to have achieved Level 2 of the Disability Confident scheme and is accredited as a 'Disability Confident Employer'. The University has committed to work to ensure that disabled people and those with long-term health conditions have the opportunities to fulfil their potential and realise their aspirations. Recognition of this scheme will help to recruit and retain the widest possible pool of talent and help to develop valuable skills and experience.

Disability Confident Committee – Level 1 includes:

- ensuring that the recruitment process is inclusive and accessible to all
- communicating and promoting vacancies using a range of channels
- offering an interview to disabled people who meet the essential criteria
- anticipating and providing reasonable adjustments as required
- supporting any existing employee who acquires a disability or long-term health condition, enabling them to stay in work.

As a Level 2 Disability Confident Employer, the University has committed to all elements of Level 1 above and also to:

- getting the right people for the organisation
- keeping and developing people.

Disability Confident Employers are recognised as going the extra mile to make sure that disabled people get a fair chance.

The certification is valid for two years and the University can now display the Disability Confident Employer badge on University stationery, correspondence and websites.



The University recruitment system, Stonefish, has also been configured in line with the Disability Confident scheme, allowing the preservation of candidate anonymity for professional services roles and not disclosing to the recruiting manager whether any of the applicants have a disability, guaranteeing an interview for those applicants if they meet the essential criteria for the role.

The recruiting system has the ability to report on a number of protected characteristics at each stage of the recruiting process. This will provide visibility on areas to target, as well as monitoring recruitment trends³⁷ for the different characteristics.

Over the next two years, Kent will continue to review the criteria for the Level 2 certification 'Disability Confident Employer' to improve services and experience for all employees. Kent will also review the next level of the Disability Confident scheme 'Disability Confident Leader' and understand the requirements placed upon the University should Kent want to move this forward.

Inform Kent³⁸ (InK)



An online harassment-reporting tool for students was launched in the summer 2019, which empowers students to record details of incidents such as sexual assault, harassment, relationship abuse or hate crime and gain access to support in the aftermath of an incident: <https://ink.kent.ac.uk>

Further work is planned to also implement this tool for all staff, utilising the skills of the Harassment Contacts to review and support individuals who submitted a form and provide signposting to the University processes and support available.



Nightline³⁹



In the 2018-19 academic year, a new Nightline service was launched. Nightline is a non-judgmental listening service for students, run by trained student volunteers from Kent union. Any student from the University of Kent or Canterbury Christ Church University can take advantage of the free service, confidentially and anonymously.

Suicide-Safer Communities⁴⁰



The University of Kent and Canterbury Christ Church University, supported by their respective students' unions, have established a joint multi-agency initiative around suicide prevention in the universities' communities. Work is underway to achieve and maintain Suicide-Safer Community designation to give this serious problem the prominence it warrants, while also providing a structured approach to the work.

Sexual Respect at Kent⁴¹ specialist Wellbeing Advisor⁴²



A new staff appointment was made in 2018-19 in Student Support and Wellbeing. The Wellbeing Advisor is a highly trained specialist member of staff who is able to provide practical support and advice to victims of sexual violence (Medway and Canterbury). This member of staff is able to provide practical guidance and advice in the aftermath of sexual violence.

Out of Hours Mental Health Support⁴³

A new Out of Hours Mental Health Support practitioner for students was appointed over the summer of 2019 and will take up post in the 2019-20 academic year. This post will provide support to students in crisis from 16.00-20.00, Mondays, Wednesdays, Thursday and Fridays. The availability of the role will be reviewed to ensure that the position is meeting needs.

Survivor Workshop Programme⁴⁴

Due to the end of time-sensitive funding for the programme for local domestic violence and abuse charity Rising Sun, the Survivor Workshop scheme was not able to be run in 2018-19. Alternatives will be explored for 2019-20.

³⁶ EDI Work Plan 2018–19 Item 1.12 and 2019-20 Strategic Delivery Plan.

www.gov.uk/government/publications/disability-confident-guidance-for-levels-1-2-and-3/level-1-disability-confident-committed

³⁷ 2019-20 Strategic Delivery Plan.

³⁸ EDI Work Plan 2018–19 Item 4.5.

³⁹ EDI Work Plan 2018–19 Item 2.14.

⁴⁰ EDI Work Plan 2018–19 Item 3.10.

⁴¹ EDI Work Plan 2018–19 Items 3.3–3.6.

⁴² EDI Work Plan 2018-19 Item 3.6.

⁴³ EDI Work Plan 2018–19 Item 2.16.

⁴⁴ EDI Work Plan 2018–19 Item 3.3.

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Sexual Abuse and Sexual Violence Awareness Week⁴⁵

With Sexual Abuse and Sexual Violence Awareness Week taking place from 4-9 February 2019, the University of Kent took some time to talk about the different ways in which sexual assault can affect one's life, and what the University can do to help survivors heal. This included a number of workshops from external and internal organisations, including Survivors UK, Hollaback!, Silke Grygier, Respect the No and Gendered Intelligence.

3 Embedding EDI through learning and development

The University of Kent recognises the importance of learning and development in the embedding of an EDI culture, both from the point of view of educating staff and students on issues related to inclusivity and also from the perspective of nurturing and developing talent to address some of the challenges identified in this report (eg, attainment gaps, pay gaps, mental health, etc).

The University offers staff opportunities to maximise their skills and realise their potential through the provision of a learning and development portfolio that responds to the needs of the organisation, which includes enhancing EDI awareness and training. In 2018-19, there has been greater focus on diversifying methods of delivery to achieve a more blended approach to learning and development – for example, with the introduction of a reverse staff – BME students mentoring scheme or the increased opportunities for networking across the University. During 2018-19 it was also agreed that before attending any HR committee, that all members would have completed the Diversity in HE and Unconscious Bias Elearning training.

Raising awareness and taking action on unconscious bias⁴⁶



During 2017-18, a review of the unconscious bias training took place to ensure that the training was more action-orientated as opposed to simply raising awareness of unconscious bias. A joint working group, consisting of members of the

Athena SWAN team, Student Success team and HR, carried out this work and established that a consistent yet flexible approach was needed to maximise the impact of this training within schools and departments, allowing for more contextualised discussions to take place as well as tangible action-planning. To achieve this, the L&OD team worked with the School of Psychology and lecturer Dawn Nicholson on an interactive session that provided examples of how unconscious biases can impact decision-making. Before each session was delivered, time was taken with each area in preparation for the training to understand specific challenges and desired outcomes. The narrative around the session was then adapted to meet those specific requirements and produce a more focused action plan. This approach, which is a lot more evidence-based, also supported schools' applications for their Athena SWAN awards.

The Learning and Organisational Development team (L&OD) held a number of open sessions for unconscious bias. A range of other training events on the topic were also organised via individual schools and departments.

- Library collections had three sessions with a total of 11 staff
- School of Anthropology and Conservation had two sessions with a total of 12 staff

Further sessions are planned during 2019-20.

To support the different approach to classroom training, an e-learning programme on the fundamentals of unconscious bias was implemented and launched on the University's digital learning platform Moodle. This training is now mandatory for new starters and a requirement for staff who take part in recruitment and promotion panels.

To date, 350 people have completed unconscious bias training.

Supporting mental health and resilience⁴⁷



The University continues to support mental health and has continued to provide sessions for managers and staff on mental health awareness. Considering the current context at the University, greater emphasis has been placed on supporting staff to manage

change and work in a changing environment. Kent's eight-week Mindfulness programme, focusing on resilience and wellbeing, has been very popular among staff.

Mental Health for Managers is delivered by the local MIND charity, and Resilience and Change sessions were created and delivered by the L&OD team. The sessions all received good attendance.

- Mental Health for Managers: Three sessions were delivered to a total of 29 staff
- Mental Health Awareness: Four sessions were delivered to a total of 45 staff
- Resilience and Wellbeing: Four sessions were delivered, three in Canterbury and one in Medway, with 44 staff receiving training
- Change sessions: 40 individual sessions were made available, with 136 attendees at the sessions
- Mindfulness: The eight-week Mindfulness programme started in June and finished on 7 August, and 15 attended

Work will continue in 2019-20 with the implementation of the mental health core standards and 'Thriving at Work' initiative, as well as the procurement and positioning of a new Employee Assistance Provider.⁴⁸ In addition, the L&OD team will be looking at how the University can best support staff through change as part of the work delivered for 'Organising for Success', and the portfolio will be reviewed accordingly.

Improving confidence of Kent's first responders⁴⁹



It was recognised that first responder training, facilitated by East Kent Rape Crisis Centre, would be beneficial for staff that work closely with students (for example, campus security, college masters, sexual assault responders and Harassment Contacts). The training focused around ensuring that staff feel confident in how they manage situations they are facing, knowing what to say and what not to say, containing evidence appropriately and sensitively within University protocols, signposting additional support, and understanding their own personal responses to the situation and how this affects the way they manage it. A total of 27 attended one of the four sessions that took place in June and July 2019.

45 2018-19 Work Plan Item 3.5.

46 2018-19 Work Plan Item 3.1.

47 2018-19 Work Plan Item 4.4.

48 2019-20 Strategic Delivery Plan.

49 2018-19 Work Plan Item 2.7.

Representative development with Advance HE



In February 2019, Advance HE attended the University and provided an EDI refresher session for members of the EDI networks and L&OD team members. The objectives of the full day of training were to:

- deepen knowledge of the Equality Act 2010 as it applies to staff in HE
- build understanding of the Public Sector Equality Duty of the Equality Act 2010
- better understand Advance HE's Race Equality Charter and the process for applying.

As a result of this training, new sessions on promoting diversity and an EDI representative induction were created and implemented, to further promote equality and inclusion for all staff and provide education to the EDI reps across the University.

Digital learning for EDI⁵⁰



EDI e-learning continues to be available to all employees and integrated into learning and development interventions.

As stated in the 2017-18 report, the 'Diversity in the Workplace' module was due to be reviewed. This has now been completed; the new e-learning programme has been implemented (Diversity and Inclusion in HE) and is now mandatory for all new starters.

Unconscious Bias, Mental Health Awareness for Student-Facing Roles and new Recruitment and Selection modules have also been created and implemented, as well as a module for the Digital Accessibility Regulations.

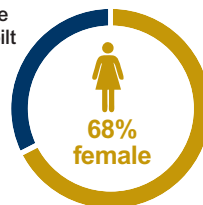
Promoting apprenticeship



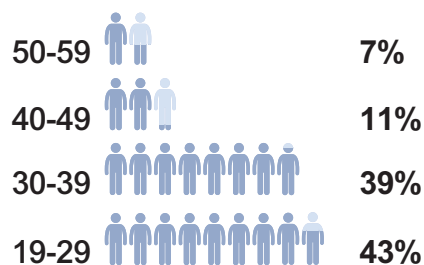
Apprenticeships continue to offer alternative development for all staff at Kent. During 2018-19, 57 members of staff were in the process of completing a number of different qualifications, from Level 2 to Level 7. It is anticipated that this will reach a total of 100 employees by mid-2020.

Uptake is monitored for equality purposes and currently 68% of staff completing an apprenticeship are female. This continues to support the Athena SWAN approach to developing women for career progression and actions to close the gender pay gap. All age ranges are also represented.

Apprentice gender split



Apprentices by age group



Females are undertaking a range of topics, from digital marketers to supervisory and senior leader programmes.

Further work this year will include a review of the Apprenticeship Strategy to ensure that it continues to meet the needs of the evolving organisation and provides opportunities for the development for all staff.

Continuously improving and developing our leadership training offer⁵¹

Women's leadership programmes



Kent continued to focus on professional and personal development for women at Kent. Twenty-one women have now attended the internal women's development programme (Insights) and 88 women have completed the Advance HE women's development programme (Aurora). The programmes are impacting on the staff that attend, as per the testimonials and inspirational projects that have come from attendance.

Aurora

Gemma Witts, a previous delegate of Aurora, attributes her success in achieving a new role at the University to the completion of the Aurora programme.

'I believe Aurora gave me the confidence and skills to apply for the role and it has been really useful having a mentor to talk things over with. I also have had an insight into academia, which I wouldn't have had before the programme, both through talking to people on the programme at Kent and through my Action Learning Set.'

Insights

EDI particularly resonated with a delegate from the Insights Women's Leadership Programme. Dr Patty Baker, Head of Classical and Archaeological Studies, recognised the need for staff training to encourage difficult classroom discussions, inclusive seminars and micro-aggressions. As part of her Insights project, she researched how EDI training is undertaken elsewhere. She contacted EDI deans/chief diversity officers in universities and liberal arts colleges in the United States to discuss their programmes, and then created an EDI conference. A copy of the podcast can be found here:

<https://audioboom.com/channels/5000568>

The conference was a success and it is now expected that there will be a series of EDI conferences throughout 2019-20. www.kent.ac.uk/european-culture-languages/news/10752/edi-conference

Research Excellence Framework (REF) and REF training



The Research Excellence Framework 2021 is the assessment process run by Research England that informs the distribution of quality related funding for research. Institutions are asked to submit research output, impact case studies and environment statements covering a period of six years. As this is a selective process in which individual staff output is assessed, it is a requirement of the REF that all staff involved in the selection process receive EDI training, with a specific focus on the REF.

The University of Kent has provided specialist training sessions with Advance HE for over 100 members of staff over six sessions, with two more to be scheduled. The training is delivered to all members of the REF steering group, Unit of Assessment Co-ordinators and working groups, Individual Staff Circumstances Committee, Executive Group and administration support.

⁵⁰ 2018-19 Work Plan Item 2.9.

⁵¹ 2018-19 Work Plan Item 4.2.

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Student Success (EDI) Project staff seminars



The Student Success Project continued to run a series of seminars in 2018-19 to share details about the project's implementation and research. All staff were invited to attend to share ideas about student success at Kent. Six seminars included updates about systems, presentations on BTEC student attainment, critical race theory and curriculum reviews. A reduction in attendees on previous years indicates a need to provide more local school and faculty information in future years. Further information on the series can be found at www.kent.ac.uk/studentsuccess/seminarseries.html

Next steps for training development⁵²

Further e-learning development work is planned, with a new Transgender Awareness module and Terminology Training module. Other EDI training is also planned to be created as a result of organisational requests, which includes Autism Awareness, Bystander Training for staff, Disability Awareness toolbox talks, eg, reasonable adjustments, and a training programme for the staff Harassment Contacts.

Due to Organising for Success, over the coming year L&OD will also review and refresh the leadership offer, to ensure that it is fit for purpose and positioned to enable the delivery of the University's strategic objectives.

L&OD have already carried out a high-level preliminary assessment of the suite of programmes and workshops to determine readiness to respond to institutional developments. L&OD aim to deliver the right service to the right people at the right time, in a focused, appropriate and cost-effective way.

All student academic representatives were provided with equality training by Kent Union for the 2018-19 academic year, which included an overview of proactive representation, including the Equality Act 2019, allyship and national statistics on diversity within education. This training programme would be upgraded for 2019-20 to increase robustness and introduce unconscious bias awareness training.

Showcasing best practice and innovation in EDI – case studies and success stories

Case study: Opera



Launched in 2016, Opera (Opportunity, Productivity, Engagement, Reducing barriers, Achievement) challenges the need for students declaring a disability to request a 'ladder' to overcome obstacles in the form of individual adjustments for each of the barriers they encounter. In collaboration with students, staff from a range of departments identified 2,600 individual adjustments, and, by offering a proactive type of support that aims to remove obstacles from the outset, have transformed the culture of the University into one where a disability is no longer viewed as a 'problem' but as an opportunity to make things better for everyone. Providing a high-quality inclusive student experience is at the heart of Kent.

The Opera project, part of Student Support and Wellbeing, demonstrates how well staff work with students to identify areas where they can really make a difference in helping them fulfil their potential. The future work of Opera will aim to gain a deeper understanding of the holistic student journey, from the first initial contact with the University website to after graduation, and take action where required to ensure that every step is accessible for all students.

- Winner of a Times Higher Education (THE) Award 2018 in the Outstanding Support for Students category

- Invited to give evidence at the All Party Parliamentary Group for Assistive Technology (APPGAT) to help draft recommendations for the most effective methods for The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations (2018)
- Co-founded the Further/Higher Education Digital Accessibility Working Group (FHE DAWG), envisaged as a means to benchmark sector approaches to the adoption of the The Public Sector Accessibility Regulations
- Extensive user testing (UX) sessions with visually impaired students to review the new University website template, in partnership with the Web Development team
- Collaborated with Information Services to further develop the kent.ac.uk/tools pages to broaden the adoption of assistive technologies/productivity tools for staff as well as students
- Continued development of online staff accessibility literacy module 'Inclusive Learning and Teaching Strategies', developed in partnership with the Accessibility team at the University of Southampton
- Core involvement in the e-book accessibility auditing project, which is now in its second phase – Accessibility Statements Promoting Improved Reading Experience (Aspire)

Case study: School of Engineering and Digital Arts (EDA)

Although a small school, the School of Engineering and Digital Arts (EDA) prides itself on having an environment that is founded on mutual respect and co-operation. The department is diverse, and in order to reinforce a sense of belonging, a range of events were organised by the EDI representative Catherine Butler. Events over the past year have included:

- Celebration of the Chinese Year of the Pig
- Autism on Campus: A Personal Perspective – a series of two talks by a member of EDA staff on autism
- A series of talks and workshops focused on increasing diversity and inclusivity in

engineering and technology; these were run courtesy of funding from the Student Projects Grant Scheme at Kent

- The Inclusion Initiative: An Introduction to Unconscious Bias
- Guest speaker in Mental Health Awareness on World Mental Health Awareness Day
- *Untold Stories: A History of Black People in Kent* – produced and directed by Helen Curston, Associate Lecturer in EDA
- Disability in STEM on International Day of Persons with Disabilities

Further information on all of the events can be found at www.kent.ac.uk/engineering-digital-arts/news



Case study: Centre for Journalism (CfJ)

The Centre for Journalism have arranged several events during 2018-19, which have helped to boost EDI at the University and beyond.

During 2018-19, the CfJ have held a number of events to promote equality and inclusion. These include:

- One day of an international congress of female writers and journalists at the Historic Chatham Dockyard in Medway, thanks to CfJ lecturer and Athena SWAN lead Laura Garcia; the other sponsors of this four-day event were the BBC, Google and City University, London

- Visits: The aim is to provide the students with role models, as well as inspiration and contacts, among these have been the National BBC correspondent Sarah Campbell, who covers big crime stories and the royal family
- Talks: Sophie Ridge (Sky News) gave the most prestigious annual lecture, The Bob Friend Lecture; Sophie was generous with her time before, during and after the lecture and spoke and gave encouragement to lots of students
- Athena SWAN: The CfJ has applied for the Bronze Award
- Stonewall: Three members of staff attended the training by Stonewall on transgender issues

Angela Harrison, CfJ's EDI Rep



Case study: School of European Culture and Language (SECL)

Members of staff and students from SECL, along with colleagues in the School of Sociology, Social Policy and Social Research (SSPSSR) (Medway) and Templeman Library's Academic Liaison Services, presented work at conferences at NoWAL at Liverpool University and at Advance HE (www.advance-he.ac.uk/knowledge-hub/teaching-and-learning-conference-2019-diversity-mark-collaborating-towards-inclusive) at Northumbria University. They were showcasing their work on the Diversity Mark project, a Student Success (EDI) Project initiative that aims to diversify reading lists.

SECL's Student Success Lecturer, Dr Laura Bailey, was awarded Tessa funds to employ two SECL students, Miriam Jeyasingh and Wayne Lavinière, as researchers to analyse all of the reading lists in one SECL department for themes such as gender and ethnicity of the authors, place of publication and regency of the items on the lists. Knowing that reading lists reflect systematic or institutional bias, the students were able to show that under-representation of BME and female authors is widespread. This will feed into the School's EDI plans over the coming year, with readings lists a starting point for curriculum review.

Their work has contributed to the wider Diversity Mark project across the University, and the Liaison Librarians are currently producing a 'toolkit'.



3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Case study: Equality, diversity and inclusivity in Information Services

The library is at the centre of the Canterbury campus and provides a meeting and study place for all staff and students. Due to its multi-purpose use, Information Services (IS) believe that all services should be available to all, and so during 2018-19 a group of staff within IS have implemented a number of projects and initiatives to create a truly inclusive environment. Initiatives have included:

Book Group club

The Library, Kent Union and Student Support and Wellbeing have created a book club for students beyond academia in a confidential and safe library space. Topics have included LGBTQ+, with discussions about books and the themes of gender identity and sexuality. Of the 258 books purchased, there have been 473 page views, 452 clicks and 32 annotations.

Diversity Mark initiative

The Diversity Mark project has produced a 'diversity dashboard' for reading lists that provides academics with a space to reflect on their resource choices and kick-start discussions with students. This work is

mainstreaming library support to diverse library collections. The feedback from students provided clear evidence of the value of the project to their own critical reflection. *'There was an assumption that the reading list was White British male-oriented and that's just the way it is. Students are heavily dependent on their lecturers and what they recommend as reading.'* – Evangeline Agyeman, School of Social Policy, Sociology and Social Research, May 2019. The work has led to winning the Talis Aspire User Group Creativity Award 2019.

Increased staff engagement with EDI

A new staff EDI café, digital ideas wall and dedicated email provide opportunities to share best practice, ask questions and highlight training. Some of the ideas raised have since formed part of the Information Services EDI Action Plan 2019-20.

Scholarly Communication Conference

The inaugural Scholarly Communication Conference set out to *'feature underrepresented voices in Scholarly Communication'* and was described by one delegate as *'one of the most welcoming, sustainable, collaborative and inclusive conferences I have attended'*.



Case study: Chaplaincy



Knowing God

In November 2018, the Anglican chaplain, who is keen to promote the interfaith agenda, garnered the support of several student societies and hosted a symposium on the subject of 'Knowing God' in National Interfaith Week 2018, as well as running two other events. Speakers from different faith traditions explored the theme in the context of their own beliefs and cultures.

Carol service

The 2018 University carol service in Canterbury Cathedral featured the Gospel Choir of New Life Church, as well as Kent Gospel Choir (a Kent Union society). For the first time, the President of Kent Union gave the charity appeal speech and there was a short address by the Pentecostal chaplain. It has long been recognised that a significant proportion of the active Christian student population on the Canterbury campus reflects the University's growing BME demographic, and it is appropriate that this should be echoed in the visible leadership of this annual event. Meanwhile, in 2018 the carol service took place during Disability History Month (22 November – 22 December), the theme of which was 'music'; to this end, a signer (and associated reserved seating) was made available for the hearing-impaired. Film footage of the event was put online for the benefit of the families and friends of the many overseas students who actively participated.

Case study: Student Support and Wellbeing

University of Kent Autistics Group (UoKA)

This student-run weekly term-time social support group was new this academic year and set up by students for students who are diagnosed or self-identify as autistic, including older diagnoses of Asperger's, or someone who just wants to investigate the possibility of being autistic. UoKA welcomes all: women, men, non-binary and trans+ are welcome to attend.

Mindfulness for neurodiverse students

Student Support and Wellbeing developed a programme of mindfulness specifically for students with neurodiverse profiles, including autism. Lorraine Millard (Counsellor) produced materials with the support of the Disability team, and is shaping future courses according to student feedback.

SYA? So You're Autistic (or think you are)?

SYA? So You're Autistic (or think you are)? was established in autumn 2018 by Chloe Farahar and Annette Foster, two PhD students recruited by Student Support and Wellbeing to lead peer support groups. Chloe and Annette have devised a series of workshops to support students on the spectrum who may be experiencing anxiety or confusion or who have never really had the chance to discover what being autistic might mean for them. Great feedback has been received after two pilot six-week cycles, and it is planned to continue this enhanced provision in the next academic year.

Wellbeing Cafe⁵³

This was a new Kent Union-led initiative, with support from Student Support and Wellbeing staff giving students a weekly opportunity to come together and engage in a variety of activities, building relationships and offering the chance to talk about any issues and possible support available through University channels.



Wellbeing workshops

Throughout the autumn and spring terms, Student Support and Wellbeing staff ran a series of workshops, seminars, groups and drop-in sessions designed to help students get the best out of University life. These included the 'From Stress to Success' workshops:

- From Stress to Success
- Managing Emotions
- Succeeding at University
- Health Relationships
- Managing Anxiety
- Improve Your Mood
- Dealing with Academic Feedback
- Working With Academic/Support Staff
- Giving Presentations

Oasis Garden⁵⁴

The Kent Community Oasis Garden (KentCOG) was opened in autumn 2018 by the University Student Support and Wellbeing team and Estates team in partnership with local charity Kent Enterprise Trust (KET). The garden had previously been run by undergraduate students but has now been broadened in

scope to become a collaborative space that anyone can get involved in, whether as an area to unwind and relax, to improve mental health or to learn new skills, which is a key focus for KET and its volunteers. The garden is also benefitting in its design from input by *Gardeners' World* expert Mark Lane, who lives locally. In particular, Mark is focusing on the accessibility of the space so that it will be available for as many people as possible to use in the future. Other organisations taking an active involvement in the garden are the Whitstable and Herne Bay Beekeepers group, as well as Kent Union and its student-run Gardening and Foraging Society. The launch of the garden also fits in with several of the United Nation's Sustainable Development Goals that the University has pledged to follow (see page 19).

To help students de-stress in exam time, Student Support and Wellbeing ran Bushcraft and Nature Awareness workshops and EarthMind workshops at the garden.

53 EDI Work Plan 2018-19 Item 2.15.

54 EDI Work Plan 2018-19 Item 2.18.

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Case study: Kent Sport

Kent Sport have actively engaged with staff and students to ensure that EDI is built into their work and activity. Key areas of note include:

Inclusive fitness

Kent Sport is committed to providing access and activity for all students and staff and strives to engage all in physical activity by 2025. The inclusive fitness initiative and principles listed online highlight the existing support systems in place to promote engagement and access to Kent Sport facilities and programmes. www.kent.ac.uk/sports/inclusivefitness/index.html

Review of physical activity barriers

Kent Sport has been reviewing national governing body research, as well as working closely with University of Kent research fellows to better understand known barriers to physical activity participation and engagement. The information will be used to work together with other University stakeholders to propose methods to combat inactivity and overcome the common barriers. www.kent.ac.uk/studentssuccess/inspirational-speakers.html



Success story – Kent Student Awards⁵⁵

The Kent Student Awards winners of 2019 were announced at a gala dinner ceremony on Friday 31 May 2019. Ten nominations were received in the Outstanding Contribution to Equality, Diversity and Inclusivity Award, and three finalists were selected by the judging panel of senior University and Kent Union staff and an alumni representative. The winner was the student team behind the Decolonising the Curriculum project, for their work highlighting the need for change in academic curriculums to ensure diversity and inclusivity. They ran focus groups and discussions with students and staff, created a website and launched their Manifesto with a conference to engage others in their work. The group received a trophy, certificate and a brick in the 'Footsteps Path' to show their achievement, and each member of the team will also have the award on their Higher Education Achievement Report (HEAR) when they graduate.

Other notable winners included second-year Law and Criminology student Daniel Rozenberg (above), who was named overall 'Student of the Year'. Daniel won for providing free legal assistance to vulnerable people in the community. Daniel volunteers with the Young Lives Foundation, an independent children's charity based in Kent, to ensure that the legal process is followed when young people or vulnerable adults are in custody. He also works with the Domestic Abuse Volunteer Support Service to advocate for victims of domestic abuse in court. On top of this, Daniel is a caregiver for an elderly resident in Whitstable.

The Kent Caribbean Union won 'Outstanding International/Multicultural Initiative of the Year' for their activism work. Members of the group were instrumental in pushing for a change in government policy, gaining an extension to the work-study visa, organising trips for international students and creating opportunities to learn about different languages and cultures.

⁵⁵ EDI Work Plan 2018–19 Item 3.11.



4 SUPPORTING, CELEBRATING AND ENGAGING WITH EDI WITHIN THE UNIVERSITY

This section highlights the work of the staff networks to support EDI across the University, as well as staff and students' engagement in initiatives or events that celebrate EDI throughout the year.

During 2018-19, staff and students have engaged in a number of events and initiatives focused on EDI. The various networks have also been very active in promoting Kent's EDI agenda. These efforts have helped to communicate and share EDI good practice across the institution and to celebrate successes.

1 The work of the staff EDI networks to support EDI

EDI Network⁵⁶



The University's EDI Network continues to operate across all schools and departments and consists of employees, trade union representatives and Kent Union members; they volunteered to become EDI Representatives and undertake EDI work within their departments and across the organisation.

During 2018-19, the EDI Network was reviewed and a greater emphasis on sharing best practice was forged; with interactive meetings each term, Network members were able to share the initiatives that they had each been working on and also share areas of concern to gain support and advice from the whole Network.

A new EDI Rep induction was created and delivered to 14 of the EDI Reps. This training provided information on the support available for EDI Reps, University initiatives and the expectations of them as EDI Reps, as well as additional knowledge on the Equality Act 2010, so that all EDI Reps have a baseline knowledge of EDI terminology.

To aid communication, the EDI Twitter account was also shared with members of the EDI Rep community to allow them to widen their awareness of the initiatives that they all perform in their areas.

Disability Staff Network⁵⁷



During 2018-19, the Disability Staff Network (DSN) reviewed its remit and objectives, with a view to refocusing work and presenting the Network more clearly to Kent's colleagues. The Terms of Reference were reviewed and updated to reflect current thinking on disability and to ensure an inclusive feel for the Network.

The Network now has two co-Chairs, which gives scope to take the Network forward, with the ability to split the workload in ways that are congruent with the Network Chairs' work areas and individual interests.

Work has also been completed to ensure that the Network meetings encourage attendance by looking at the use of technology, ie, telephone conferencing and other technologies that don't require a physical presence.

During 2018-19, a lot of emphasis was placed on campus accessibility and wayfinding, and the Network worked closely with Estates in the following areas:

- Accessible parking
- Campus access tours
- Accessibility audit of the newly constructed Kennedy building

A representative from the Network will also play a part in the Campus Accessibility Forum, which was established in 2019. This provides a good opportunity to work alongside student representatives and to break down the sense of staff and students being in two different worlds.

Members of the Network have informally supported one another in a variety of ways, including sharing experiences of academic promotions and building links with our EG Disabilities Champion, Professor April McMahon.

Harassment Contact Network

This year, in light of the #MeToo movement, the Harassment Network have revisited their web pages and information with a view to clarifying and updating the information provided to Network members and students/colleagues.

2019-20 will see a refresh of the Harassment Contacts. Working with Kent Law School, a new training programme will be created to provide all Harassment Contacts with an update to their knowledge and role as a Contact. The programme will include an update of the Equality Act 2010 and recent case law on harassment, crucial conversations, and bystander and Prevent training, as well as a review of Kent's policies and procedures. Inform Kent, the online harassment-reporting tool for students, will also expand to staff, and the Harassment Contacts will be key to its success and review of cases.

Women's Network⁵⁸



The Women's Network provides a platform for identifying issues that impinge upon gender equality, and seeks to identify good practice for women at the University of Kent. There are currently 132 members of the University's Women's Network, made up of professional service staff, academic staff and female researchers.

The Network meets termly, and activities this year have included:

- Presentation by Professor Tracy Kivell (Head of the Schools of Anthropology and Conservation) on procedural guidance for preventing and dealing with behavioural misconduct, including off-campus field trips
- Updates on Athena SWAN outcomes and action plans
- Launch of the Academic Career Map (ACM) for recognising excellence in academia (REiA)
- An 'Inspirational Women' celebratory event to mark International Women's Day on 8 March 2019
- Combined workshops with those involved in Athena SWAN's Statutory Assessment team and the Aurora Leadership Programme, including feedback from the National Women's Network Forum in Newcastle (Dr Patty Baker, School of European Culture and Languages), who also organised a series of global, online EDI workshops for EDI representatives and other interested staff

56 www.kent.ac.uk/hr-equalityanddiversity/networks/edi-network.html

57 www.kent.ac.uk/hr-equalityanddiversity/networks/disability-network.html

58 www.kent.ac.uk/hr-equalityanddiversity/networks/women-network.html

The terms of reference were updated and the popular 'Voice Training and Projection' workshops at Canterbury and Medway were fully subscribed again.

Planned events for the upcoming year include sessions to include promotion case studies using the new ACM criteria, plus a continuing review of the role of professional services staff regarding Athena SWAN. The Network welcomed the incorporation of equality analyses as part of both the Kent Voluntary Severance Scheme (KVSS) outcomes and Organising for Success proposals.

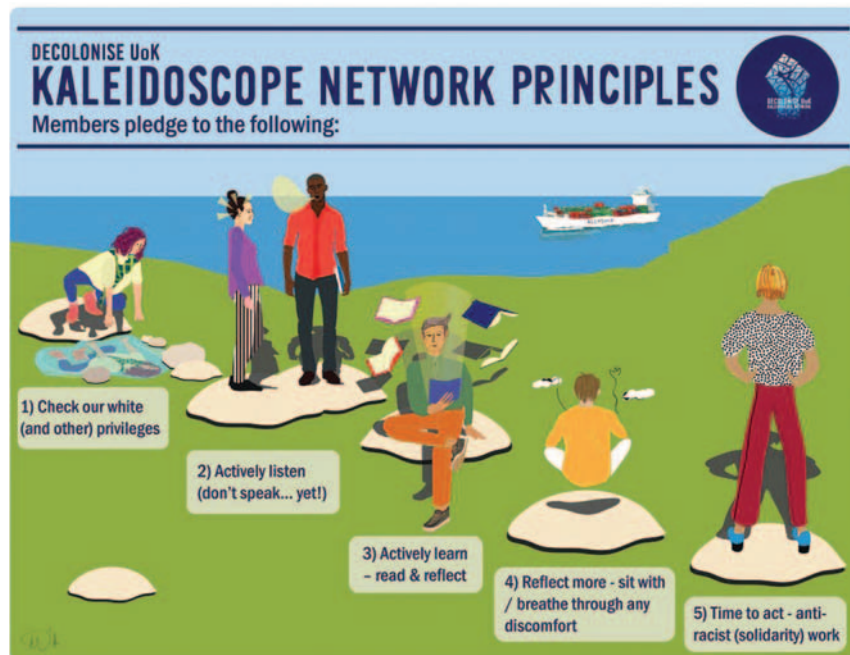
LGBT+ Network⁵⁹



The LGBT+ network continue to be proactive in their approach to EDI across the University and were key to the success of the LGBT initiatives that have occurred across the University.

- Out and Proud Role Models Exhibition at Medway, February 2019
- Researching the Rainbow Conference at Canterbury, February 2019⁶⁰
- LGBT+ History Month, February 2019 (see page 35)
- Research into the creation and publication of a book, *Hopefully Queer*
- LGBT+ Network Lambeth Conference and the Network's view(s)

The LGBT Staff Network were proactive in their approach towards canvassing the views and opinions of University staff and students and responded with a following statement based on the University decision.⁶¹



New network creation – BAME and Kaleidoscope



www.kent.ac.uk/hr-equalityanddiversity/networks/bame-network.html

After the success of the KLS Decolonising the Curriculum Project (DtCP) and the launch of the students' Manifesto (www.decoloniseUKC.org/manifesto), which highlighted the importance of BAME staff visibility on campus, the DtCP team agreed that the time was right to set up a BME/Staff of Colour Network. The call was put out via the L&OD team and the overwhelming response indicated the need for such a network, with lots of communication of support from other non-BAME staff wanting to get involved in some way. Terms of reference⁶² have been agreed.

The Kaleidoscope Network (KN) is a collective of students and staff of colour and 'allies' (supporters), hosted by the Kent Law School Centre for Sexuality, Race and Gender Justice (SeRGJ).

KN members pledge to the above principles:

The official launch events for the networks will take place in October 2019 and then there will be network events each term.

Kent Union – networks

This year, Kent Union have restructured democratic structures to introduce student networks. These will act as a platform for students to meet, discuss and plan events and campaigns. The Kent Union President achieved a £2,000 grant from Santander to help support the networks for the first year, specifically with regard to bringing in motivational speakers.

⁵⁹ www.kent.ac.uk/hr-equalityanddiversity/networks/lgbt-network.html

⁶⁰ <https://blogs.kent.ac.uk/lgbtstaff/lgbt-history-month-2019/researching-the-rainbow-conference-2019>

⁶¹ <https://blogs.kent.ac.uk/staff-student-news/2019/05/28/lgbt-staff-network-statement-on-the-lambeth-conference>

⁶² www.kent.ac.uk/hr-equalityanddiversity/networks/bame-network.html

4 SUPPORTING, CELEBRATING AND ENGAGING ON EDI WITHIN THE UNIVERSITY (CONT)

2 National events

International Women's Day



The week of the 1-8 March 2019 saw a multitude of celebrations for International Women's Day, organised by the Gulkenkian Theatre, Kent Union, Kent Sport and the University of Kent, including performances by 'Songs of Freedom', 'The Jazz Sessions: Jessica Lauren's Naga 5' and 'Uchenna Dance – The Head Wrap Diaries'.

There were 'Self-Identity and Empowerment' workshops and exhibitions, staff sessions on 'Unravelling the Mysteries of the Menopause and the Taboo' and Athena SWAN's 'Balance for Better'.

The Funny Rabbit Comedy Club had an evening featuring an all-female line-up and Kent Sport hosted a Q&A with Claudia Du Val, the number-one-ranked female MMA black belt. There was also a community-based 'This Girl Can' Family Day, featuring clay modelling workshops, films directed by and about girls and women, science workshops and demonstrations, a disco and pop-up performances. Money was raised for charity via a charity fundraiser quiz night.

Individual areas also supported the day with their own initiatives. Within HR, there was a quiz where staff were assigned a picture of an influential woman and then had to guess who they were by asking questions of people around them.

As part of the celebrations for International Women's Day on 8 March, the Women's Network held an event, 'Inspiring International Women: Show and Tell'. Individuals were invited to come along to share stories and photographs of women they knew, admired or supported, to celebrate their achievements or challenges and routes to success.

Black History Month snapshot⁶³ (BHM)



Black History Month took place in October 2018. The University of Kent and Kent Union collaborated on a series of events and activities, many of which were led by the student body, to help recognise and celebrate the month.

Key events included:

Keynote speakers

- Professor Jacqueline Dunkley-Bent, OBE, Head of Maternity, Children and Young People at NHS England and National Maternity Safety Champion for the Department of Health – she is also a visiting professor at London Southbank and Kings College London and was instrumental in the delivery of Princess Charlotte.
- Tonson, an alumni of the University of Kent and the founder of Books 2 Africa, a charity that aims to help the development of Africa through literacy.
- Dr Jason Arday, Senior Lecturer in Education at the University of Roehampton and Trustee of the Runnymede Trust, the UK's leading independent race equality think tank.
- Hayley Mulenda, a multi-award winning international speaker, author and change agent, who has spoken to over 40,000 people across the world. A Kent student, Hayley has run sessions in the USA, Africa and the United Kingdom, working with some of the biggest corporations and institutions in the world. Hayley has been recognised by 10 Downing Street, the Mayor of London and NatWest as one of the most influential black entrepreneurs under 21.
- Paul Crooks, author and genealogist, who spoke about Black ancestry, the Windrush and a brief history of people of African descent in the world.

Art exhibitions

- Amanda Nsubuga, an alumni of the University of Kent – Amanda Nsubuga is a multimedia artist of East African descent, born in London, England. Nsubuga completed a BA Fine Art degree at the University of Kent in 2018. Her work depicts women of colour and their external beauty – often young girls, but she sometimes uses herself as a character. She has described her work as non-fictional, with her chosen subjects relating to her own narratives and still representing themselves, exploring personal anecdotes. Nsubuga cites

contemporary artists Lynette Yiadom-Boakye and Zanele Muholi as influences. Recently, Amanda Nsubuga exhibited at the Old Truman Brewery in London.

- Art exhibition showcasing the history of immigration to the UK.

Film screenings

- *Yardie* film screening, directed by Idris Elba and set in 1970s and 1980s Kingston and Hackney
- *A History of Black People in Kent* film screening, a short film telling the untold stories of African and Caribbean people who lived in Kent in the 19th and 20th centuries – this was followed by a panel discussion led by the Medway African and Caribbean Association

Events and activities

- Decolonise the Curriculum Conference (see page 18)
- BHM Showcase, a celebration of the different creative talents at Kent, including singing, dancing and spoken word performances
- Student Leadership in Politics panel discussion, focusing on Black leaders, politics and the importance of having Black student leaders
- Umbrella Centre – an exploration of the relationship between Caribbean food, culture and family life

Disability History Month snapshot⁶⁴ (DHM)



Student Support and Wellbeing led a planning group for Disability History Month activities at Kent for the second year, from 22 November to 22 December 2018. The 2018 theme was Disability and Music, and Kent focused on 'Inclusion for All' through a variety of events, including talks, workshops, performances, films and exhibitions (full programme available at: www.kent.ac.uk/dhm). The DHM 2018 programme was led by Student Support and Wellbeing, with support from Student and Staff EDI, the Vice-Chancellor's office, the Deputy Vice-Chancellor Education and Kent Union, and curated by a DHM steering group. Three student Work-Study Co-ordinators helped to devise and promote the programme in Canterbury and Medway.

63 EDI Work Plan 2018–19 Item 3.7.

64 EDI Work Plan 2018–19 Item 3.8.



Tactile ensemble

Tactile is an improvising ensemble of visually-impaired, blind and sighted musicians, who all work under blindfold, creating new music through improvisation and the realisation of tactile scores. They perform in darkened spaces, so that audiences inhabit the same sightless space as the musicians. With influences ranging from folk and world music to contemporary sonic landscapes, the audience was drawn into a sensory and imaginative world.

Other activities included a DHM coffee morning, a 'Challenging Ableism' forum, screenings by the Accessible Film Club, an Accessible Theatre workshop, a screening of *Mr Holland's Opus*, staff training sessions on British Sign Language, a Disability in STEMM session, a panel debate on 'Politics and Disability: What issues are affecting disabled students?', signed carols at both the Canterbury and Medway carol concerts, *Inquire* articles on Disability History Month and an active blog, and the Disability History Month book club and reading list.

LGBT History Month snapshot (LGBTHM)⁶⁵



For the full programme see: www.kent.ac.uk/studentsupport/lgbthm.html

Researching the Rainbow conference

The third annual 'Researching the Rainbow' conference took place on 15 and 16 February 2019. The conference displayed the vast array of excellent research being undertaken on or related to LGBTQ+ people and issues and to encourage multi-disciplinary collaboration and networking.

Topics presented included 'Bisexual individuals in LGBTQ+ spaces', 'Investigating the experiences of transgender students in higher education', '3-D Q space', 'Debating homophobia in Africa' and 'Homosexuality and fascism'. Round table discussions were held on LGBTQ youth. The keynote speaker was model and trans activist Munroe Bergdorf.

Out and Proud role models exhibition

'Out and Proud', curated by the University of Kent LGBTQ+ Staff Network, aimed to highlight the diverse experiences of Kent staff, who shared their stories to show the realities of being a queer person. From coming-out stories to awkward conversations and incidences of discrimination and harassment, the exhibition is an honest representation of real people, from

It is proposed that for the academic year 2019-20, DHM be co-ordinated and led by Student EDI, in conjunction with the other History Months (Black History Month, LGBT History Month) celebrated by the University of Kent.

Key highlights included:

Mike Oliver film screening

This autobiographical documentary was shown for the first time in Disability History Month at Kent. The documentary featured Professor Mike Oliver as he told his story, from his experience of the learning and teaching at Kent, to disability rights activism. The screening was followed by a Q&A session, buffet and wine reception.

Don't Dis My Ability

As part of Disability History Month, Vice-President (Welfare) Omolade Adedapo and final year Social Anthropology student Kimberley Ubendran ran a photo project called 'Don't Dis My Ability'. The project aimed to celebrate students with disabilities at Kent and to profile their achievements. The photographs were taken by Kimberley, who worked with five

students over the course of a month, speaking to them about what they study, their work and why Disability History Month is important to them. She captured this in photographs, in which students were asked to bring an item that reflected their identity and something that was distinctive about them.

Kent Creative Autist exhibition

Kent Creative Autists are a group of artists, poets, photographers, musicians and filmmakers who are all on the autistic spectrum. Each member is part of a wider peer support community, supported by the Advocacy for All charity. The exhibition was a showcase of the group's creativity, talents and ideas.

Johnny Crescendo – 'Tragic But Brave'

The groundbreaking 'Tragic but Brave' show returned after 25 years, featuring a rare live performance by singer-songwriter and activist Johnny Crescendo, along with comedian Wanda Barbara and singer-songwriter Dennis Queen. The Tragic but Brave show is a pioneering touring troupe bringing disability arts to audiences across the globe.

65 EDI Work Plan 2018–19 Item 3.9.

4 SUPPORTING, CELEBRATING AND ENGAGING ON EDI WITHIN THE UNIVERSITY (CONT)

the harsh realities to the wonderful acts of solidarity and humanity.

University of Kent Vice-Chancellor Professor Karen Cox, Champion of the University's LGBT+ Staff Network, opened the exhibition at the Drill Hall Library on Thursday 14 February. The exhibition was on display during February for LGBT History Month.

LGBT+ flags

The University of Kent flew flags at Canterbury and Medway to honour LGBT History Month. The flags were chosen by the student LGBT network.

- Medway: Gay Pride Flag
- Registry: BAME Gay Pride Flag (Philly Pride)
- Woolf: Genderqueer
- Turing: Transgender
- Darwin: Non-Binary
- Keynes: Lesbian
- Rutherford: Bisexual
- Eliot: Asexual

Gendered Intelligence: Sexual assault and violence in the trans community

Sexual violence affects every demographic and every community, including LGBTQ people. Studies suggest that around half of transgender people and bisexual women will experience sexual violence at some point in their lifetimes. Gendered Intelligence work with the trans community and those who impact on trans lives; they particularly specialise in supporting young trans people under the age of 21, and gave an interactive workshop to staff and students as part of the LGBTHM activity.

Travis

The University of Kent welcomed Travis Alabanza, performer, writer and theatre-maker, during LGBTHM. In the last two years, they have been noted by numerous publications, such as *Artsy*, *ID* and *MOBO Awards*, as one of the most prominent emerging queer artistic voices, listed in *OUT* as an influential queer figure, appeared in campaigns with MAC X ASOS and performed across the country and internationally.

Their unique mixture of performance, poetry, style, political views and risk-taking performances has given them a unique placement, both nationally and internationally.

Diversity and Disruption: An Intersectional Valentine

Opening dialogues around the challenges that diversity offers to theories and practices in visual and online cultures, the Intersectional Valentine combined short interdisciplinary and interactive workshops to provoke questions surrounding the diversity of images, diversity in themes and the making of visual and online cultures. It was jointly organised by the School of Arts' Film, Media and Culture research cluster and the Identity, Politics and the Arts research cluster as an alternative love event, which additionally considers connectivity, digital intimacy, intersectionality and representation in the post-digital age.

Other EDI events



World Mental Health Day (October)

The University of Kent celebrated World Mental Health Day (10 October 2018) with a week's worth of events on the Canterbury and Medway campuses, working in collaboration with Canterbury Christ Church University on some joint activity in the Canterbury city centre, and with Canterbury Christ Church University and the University of Greenwich in Medway. This included a talk on 12 October at Waterstones in Canterbury city centre, entitled 'Life, Happiness and Everything', by author Isabel Losada.

Beyond the Gender Agenda

Beyond the Gender Agenda was held on 24 November 2018 as a joint event between the Centre for Law, Gender and Sexuality and FLA-G (an Economic and Social Research Council (ESRC) funded research project on the future of legal gender). This session took place within the context of an emerging conflict over the meaning and value of gender. On the one hand, some feminists suggest that gender is inherently oppressive/harmful; they fear the annihilation of women's rights and the dismantling of an anti-gender politics. On the other hand, some trans activists are arguing that legal gender and sex should be defined solely through self-determination. This session aimed to bring to the fore positions that are left out by this binary understanding of the existing debate, such as positions that fall within the wider queer, lesbian and trans feminism spectrum. The aim was to use the event as a space for a feminist discussion about the wider impact of changes to existing policy, and in particular provide a space for people who feel they are caught between opposing poles in the debate.

Kent Union events

LGBT+

This year, Kent Union stayed consistent with the LGBT+ theme of Varsity, having a pledge and rainbow socks for the teams taking part in the event. The Vice-President Sport and LGBT (Women's Rep) liaised with Kent Sport as part of Fit for Purpose to discuss the possibility of gender neutral changing rooms. Kent Sport have been positive about making changes and are in talks with Estates.

Kent Union introduced a gender neutral toilet in the Venue.

Women

Kent Union organised the second Reclaim the Night walk in solidarity with survivors of sexual violence. This event also welcomed students from Canterbury Christ Church University and the University of the Creative Arts, as well as members of the local community.

Disabled

Kent Union introduced an access hour at the Welcome Fair for students with accessibility issues to give them an opportunity to experience the fair in a more accessible environment.

International

International Students Officer Aarish launched the #WithoutUs campaign to raise awareness about a post-study work visa for international students.

Mature and commuting

Kent Union worked with the Partnership Development Office on the Mature Student Transition Day, helping to ensure a smoother transition to Kent for mature students.

Worldfest



Worldfest took place from 18-23 March 2019 across the Canterbury and Medway sites and celebrated the diverse range of cultural backgrounds in the student and staff communities. Key highlights included:

- International food fayre
- Mexican fiesta
- Culture of Consciousness festival
- Session by Sona Jobarteh
- Drop-in sessions (African drumming, Celtic crafts, henna tattooing, origami, etc)
- Holi festivals
- Bollywood brass band

- Orchestra of Syrian musicians
- International showcase

Worldfest 2020 will engage the Global Officers Leadership Development (GOLD) programme to link Worldfest to student employability and development and put students at the heart of the planning.

Athena SWAN activities



- Eight female journalism students were sponsored to attend the Worldwide Congress of Women Journalists and Writers, jointly hosted by the BBC, City University, Google and University of Kent (November 2018).
- Parents Day (1 June) – Medway School of Pharmacy held a successful event for Parents Day and are looking to join up with other Medway Schools for future events. The Athena SWAN team will look to hold a central event for Parents Day 2020.
- Soapbox Science – a national initiative promoting women scientists in the community. The second event took place in Canterbury on 15 June and featured a number of colleagues from across the sciences.

Belong and Grow – ‘It’s Your Bag’⁶⁶

Belong and Grow week⁶⁷ (13-17 May) included over 40 events, with 391 ‘tickets sold’; many events sold out, some with over 20 people attending.

The Belong and Grow event was organised by the Learning and Organisational Development team as part of ‘Belong and Grow – It’s Your Bag week’, with support from Occupational Health and Kent Sport. It encompassed EDI and wellbeing awareness, learning at work, International Day against Homophobia, Transphobia and Biphobia (IDAHOT) day, Staff Network Day and Deaf Awareness Week.

Sessions included:

- Yoga
- Mind-mapping
- Mindful knitting and crochet
- Tai Chi
- Deaf awareness
- Meditation



- Canine-assisted therapy
- CoppaFeel
- Writing for wellbeing
- Athena SWAN session on ‘Supporting LGBT colleagues – being a good ally and what we mean by non-binary’ (May 2019)

The Wellbeing Zone mobile application for staff was implemented in September 2018. This was linked to Belong and Grow week and contained resources linked to mental health and wellbeing. Since its launch in September, membership and use of the app has increased and now 9.5% of staff are using the app.⁶⁸

As part of Belong and Grow week, an EDI leadership networking event was held. Professor April McMahon, Deputy Vice-Chancellor Education and EDI Champion for Disability, opened the session and set the agenda for the day. The aim of the session was:

- to provide our leaders with the opportunity to continue to create and build networks
- to provide our leaders with a say in the future of EDI at Kent and what it will look like
- to provide our leaders with ways to ensure resilience and continued wellbeing in times of change.

The outputs of the session provided a great insight into the views of the leaders at the University and showed how engaged and ready for change they all were.

⁶⁶ https://sharepoint.kent.ac.uk/hr/teams/ldev/course%20pre-work/_layouts/15/WopiFrame.aspx?sourcedoc=/hr/teams/ldev/course%20pre-work/Shared%20Documents/BAG%20week%20full%20flyer%20May%202019.pdf&action=default

⁶⁷ 2018–19 Work Plan Item 3.2.

⁶⁸ www.kent.ac.uk/sports/healthandfitness/wellbeing.html

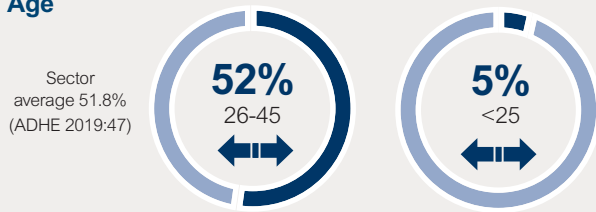
5 MONITORING AND COMPLIANCE

The content of this section introduces highlights and key demographics across all of the protected characteristics for staff and students across the University, providing comparisons from previous data and how we compare against other universities, using benchmarking data from Advance HE.⁶⁹

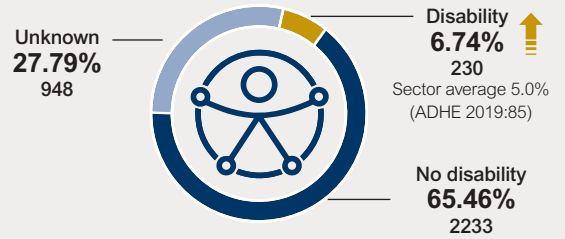
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Staff overview

Age

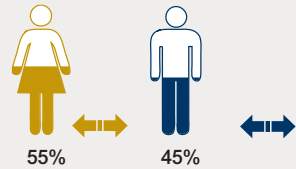


Disability

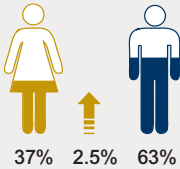


Gender

University composition
Matches sector average (ADHE 2019:197)

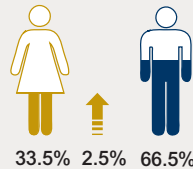


Managerial and professorial

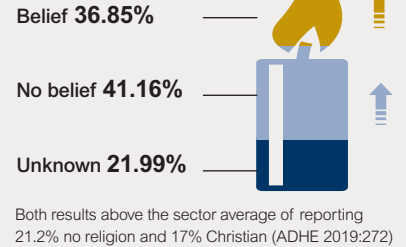


Professors

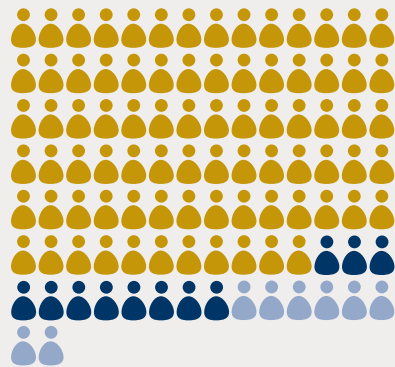
Female – sector average of 25.5% (ADHE 2019:220)



Religion and belief

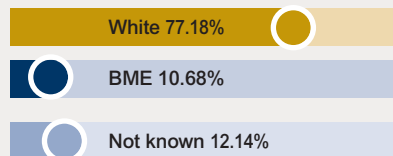
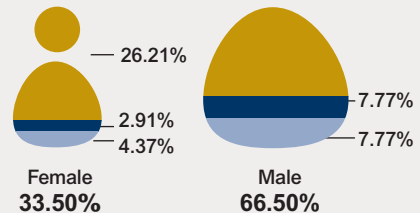


Ethnicity



White 81% (2763)
BME 11.11% (379) BME same as previous year, above the local population of Kent 6.3%⁷⁰

Professors by gender and ethnicity




Sexual orientation



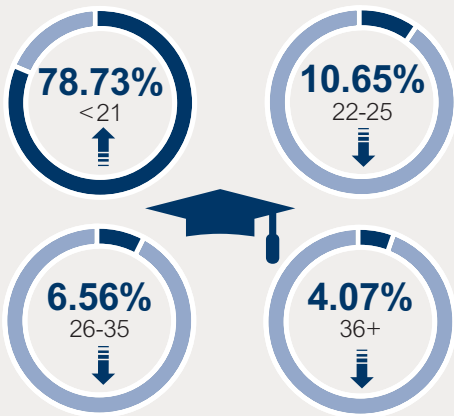
69 www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019

70 www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/area-profiles

 Indicates an increase from 2017 to 2018
  Indicates a decrease from 2017 to 2018
  Indicates same as 2017 to 2018

Student overview

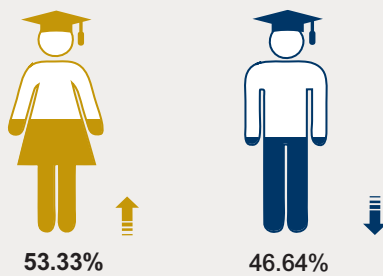
Age



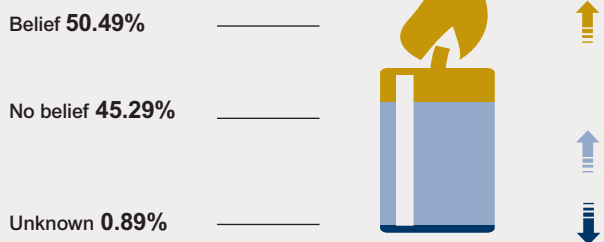
Disability



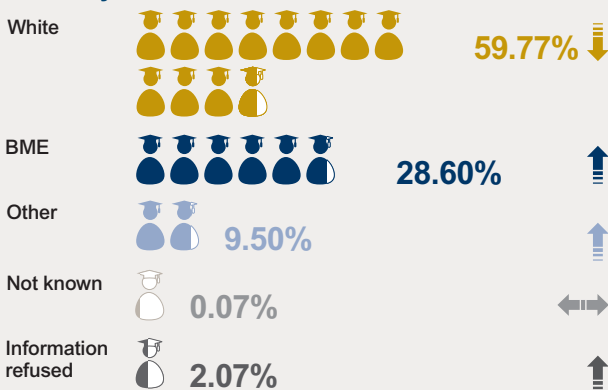
Gender



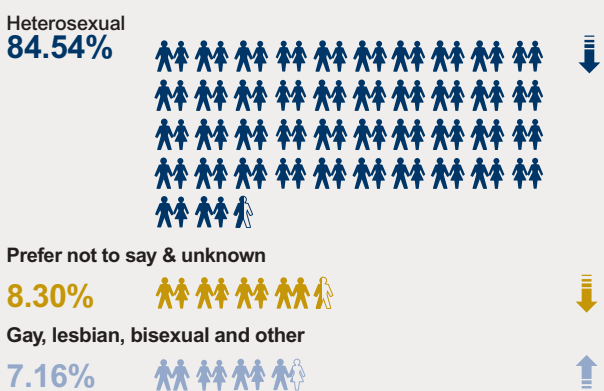
Religion and belief



Ethnicity



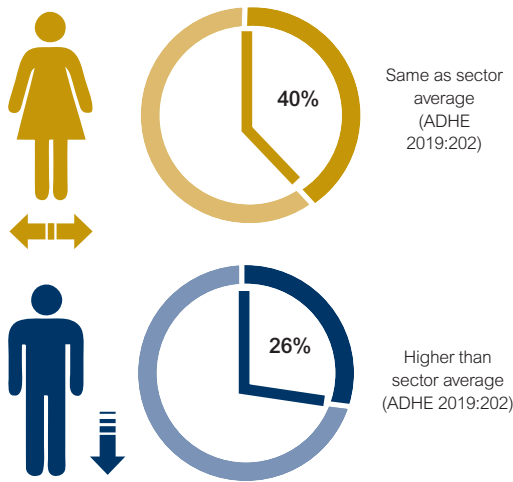
Sexual orientation



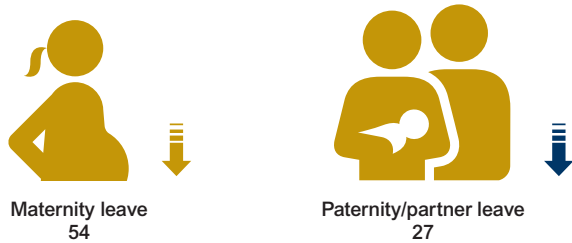
5 MONITORING AND COMPLIANCE (CONT)

Staff

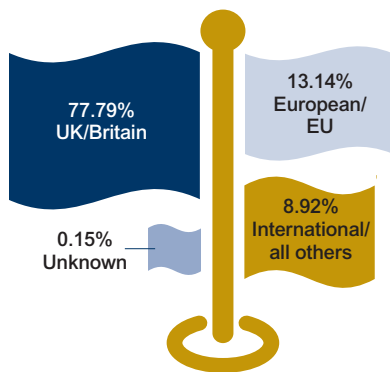
Gender – part-time working patterns across all staff



Maternity and pregnancy leave



Nationality

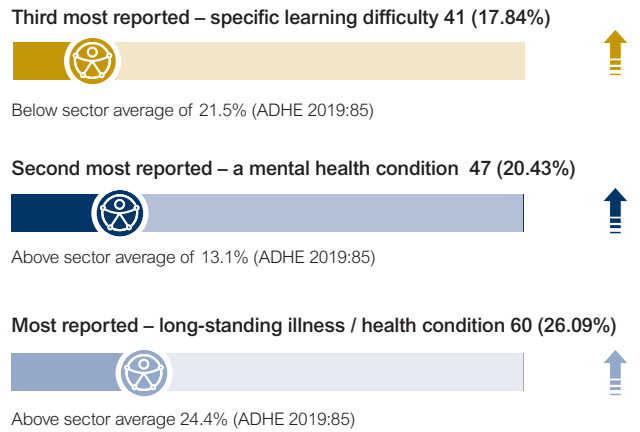


NB: this figure also includes all atypical staff, for example, timesheet staff

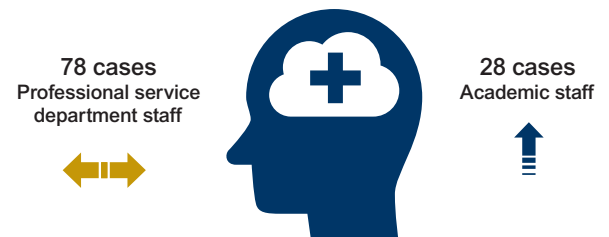
Promotion



Disability impairments



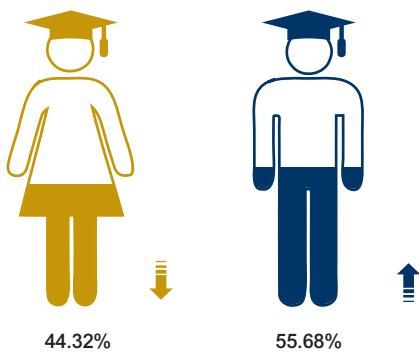
OH referrals work-related mental health issues



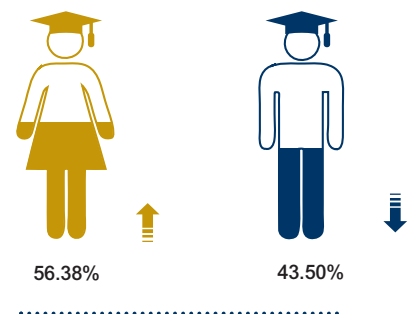
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Students

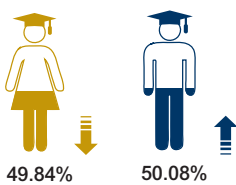
Gender – Medway



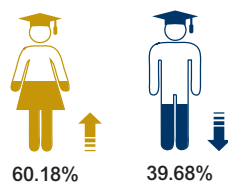
Gender – postgraduate



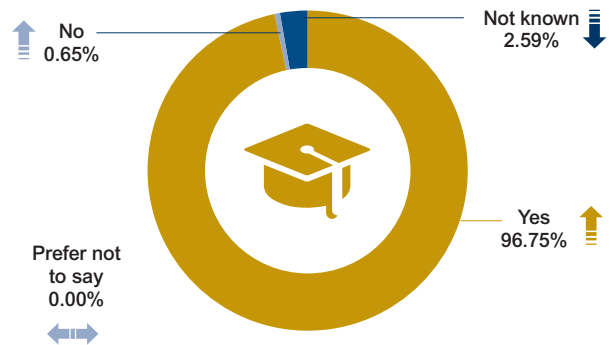
Post Graduate Researcher (PGR)



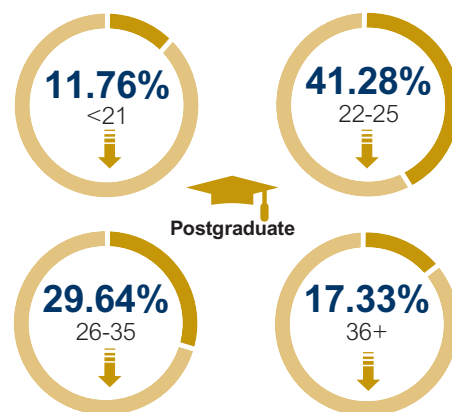
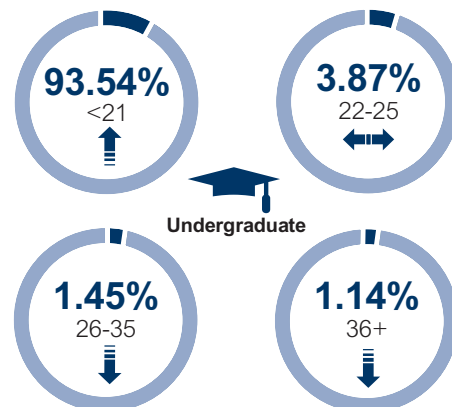
Post Graduate Teacher (PGT)



Gender – identity



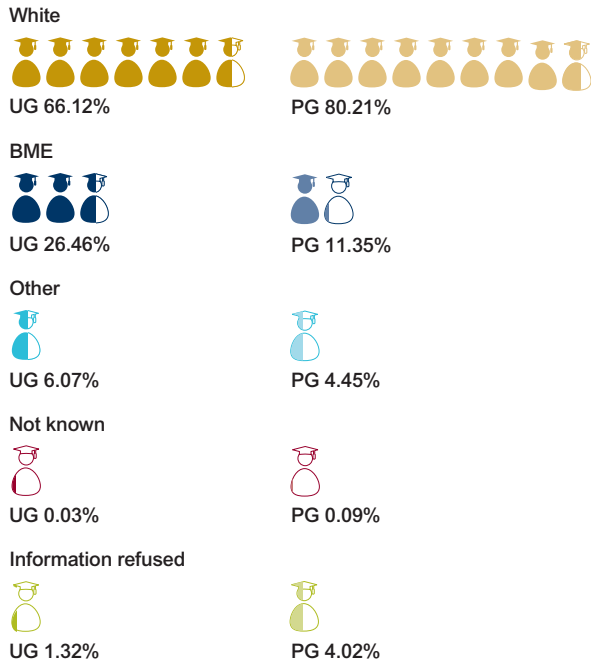
Age



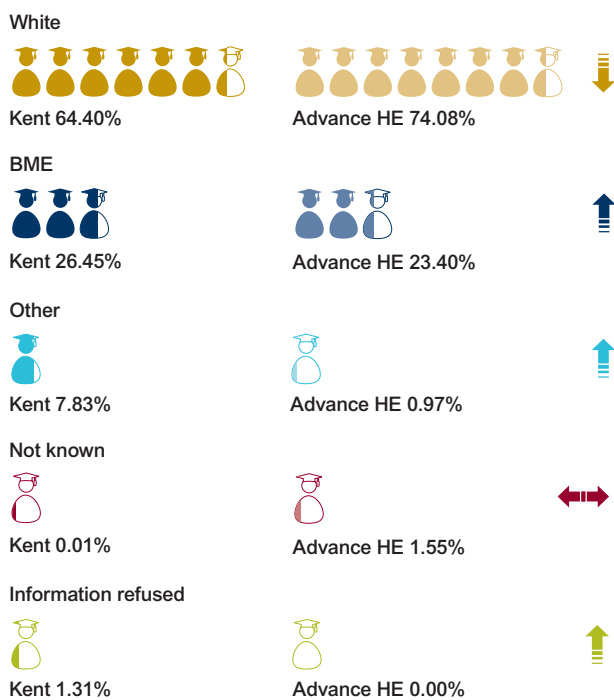
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5 MONITORING AND COMPLIANCE (CONT)

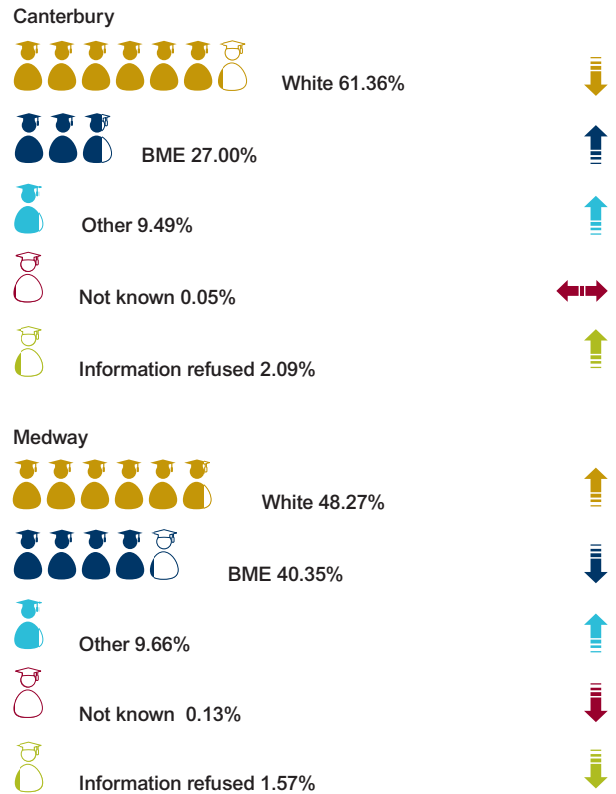
Ethnicity – UG/PG



Ethnicity – BME students Kent Vs Advance HE data



Ethnicity – location



Disability – mental health



71 The 6% is relevant to the total student population (ie, 6% of the student population declare a mental health condition)





6 STRATEGIC CHALLENGES AND PLANS TO ADDRESS THOSE BEYOND 2019-20

This section looks at the University's ambitions for EDI within the current context and identifies key priorities for action. On the basis of the findings that have emerged from Section 5 (Monitoring and Compliance) and the strategic challenges faced by the University, it introduces the institutional EDI action plan for 2019-20.

The University of Kent is proud of its commitment to equality, diversity and inclusivity and the progress that has already been made towards a more inclusive culture. This report is a testimony to the numerous examples of excellent work that has been conducted by individuals and teams to advance EDI for all staff and students across the University and significant achievements that have resulted from their work.

However, as a sector, higher education providers face significant challenges related to EDI. Matters that have been highlighted locally and nationally include: issues of harassment, dignity and tolerance; issues of intersectionality in relation to the pay gap – eg, female and BME; and matters related to mental and physical health equality. Due to the divergent impact of previous education or work environments, background and privilege, the experiences of and opportunities for staff and students are not currently equal for all.

Ambitions

The University's vision and overarching institutional strategy (Kent 2025) is to be internationally known for a transformative student experience and employability outcomes regardless of background, and our education and research and the talents of staff and students will support social, economic, cultural, intellectual and public life in ways that will make Kent one of the leading civic universities. Principles of equality, diversity and inclusivity are fundamental to Kent's purpose and to the achievement of this vision. Kent is based on equality, diversity, respect and valuing each other.

To address existing inequalities and challenges, the University will continue to work towards creating a truly inclusive environment by further **embedding EDI into everyday life and work practices** and by enabling all those within the University to **build their understanding** of the issues around EDI, helping them to design and implement approaches that work in their areas and teams.

The purpose of this approach is to **empower staff and students to drive EDI forward**, which will be more important – and critical – than ever in the context of significant change at the University. With the delivery of 'Organising for Success', strong emphasis will be placed on **leadership and accountability** so that collective and individual performance can be improved, of which EDI is a key lever.

Key to realising the vision will be the implementation of **structural and strategic change**, based on the outcome of the EDI review and recommendations of the Task and Finish group in 2020. The upcoming EDI review will ensure that EDI is not delivered separately or independently of students and staff groups within the University, but instead that it is fully embedded within all parts of the institution, offering an **enhanced experience for staff and students**. To fully achieve this change in culture will take a long time, and will require collaboration from all parts of the University.

Lastly, Kent is aware of the pressures coming from the sector and nationally regarding certain EDI issues, which have exacerbated the need placed upon the University to be more responsive and agile in order to **adapt to a fast-paced changing environment**. Kent is committed to sign up to the Student Minds University Mental Health Charter, hold an Institutional Athena SWAN Silver Award, and continue to make significant commitments such as Thriving at Work standards and a Time to Change pledge.

Priorities

The data provided in this document suggests that the following inequalities/challenges exist at the University of Kent, and it is in the context of these priorities that the EDI review will be taking place:

- Staff ethnicity is not representative of student ethnicity, with a significantly higher proportion of BME students (28.6%) compared to staff (11.1%)
- Women and BME staff are under-represented at senior level⁷²
- Promotion rates of BME staff are lower than their White counterparts
- Differences in student transitions/academic progression, degree attainment and employment outcome for students
- A gender pay gap that has widened by 0.4% in 2018-19
- Higher numbers of staff and students accessing mental health support compared to national benchmarks and to the previous year (+9.7% in Occupational Health referrals for staff work-related mental health)
- A difference in the make-up of student populations between campuses in the UK
- Reviewing the Reward Strategy and completing an equality impact analysis for equality

Staff

In 2020, the University's leadership team will be changing as a result of changes within the Executive Group, as well as the implementation of the new structures under Organising for Success. Changes to the Executive Group will involve a change in portfolios, as well as the recruitment of Directors of Divisions to join the Executive Group. This is an opportunity for Kent to review the distribution in EG roles as EDI champions and to reaffirm leaders' commitment to EDI at the highest level.

The University remains committed to addressing gender inequalities and to closing its gender pay gap. Kent will continue its work to increase the number of female academics in higher-graded roles, through learning and development and succession planning, for example with the creation of in-house female development programmes⁷³ and development of a new Reward Strategy, while exploring intersectionality between gender and ethnicity pay gaps.

72 2019-20 Strategic Delivery Plan.

73 2019-20 Strategic Delivery Plan.

6 STRATEGIC CHALLENGES AND PLANS TO ADDRESS THOSE BEYOND 2019-20 (CONT)

The Athena SWAN⁷⁴ team will support the University in achieving a Silver Award and will also continue to review Kent's family-friendly policies in line with best practice in the sector.⁷⁵

The proportion of BME staff has reduced slightly but the numbers of BME promotion applications and success rates continue to be lower than their White counterparts. This will be monitored on an ongoing basis and the launch of the Academic Career Map should help address any barriers. During 2020 a decision will be made on the application for the Race Equality Charter (REC), and all aspects of BME employment will be part of this project.

Now a Level 2 Disability Confident Employer, Kent will continue to embed inclusive recruitment practices and ensure that the systems in place remove any bias, raising awareness of what it means to be a Disability Confident Employer and ensuring that all processes are accessible. The University will explore the feasibility of applying for a Level 3 accreditation to become a Disability Confident Leader in the longer term.⁷⁶

The closing date for the REF 2021⁷⁷ submission is 27 November 2020. The processes of determining research independence, supporting staff circumstances and the selection of outputs and impact case studies will continue, in line with Kent's Code of Practice. An internal pilot submission will be produced in November 2019 to ensure that Kent is on track and gauge the likely quality and success of the final submission. From this, a series of recommendations will be made to ensure that a focused approach is taken during the final 12 months of the process and give Kent the best chance of success.

The University, through its HR Employee Relations team, will be reviewing its approach to the investigating and reporting of harassment cases in light of the #MeToo movement, the 1752 group and recent guidance published by the European Human Rights Commission (EHRC) regarding non-disclosure agreements.

The intention is to identify any areas for improvement or areas where Kent is already leading on best practice. Further work is being

carried out to implement 'InK', an online harassment-reporting tool developed in-house and currently in place for students. The aim is to have a consistent procedure for the reporting of harassment across the board in order to 1) gain a University-wide perspective on harassment and 2) identify trends and take appropriate corrective action where required, including developing staff and student training and awareness. Refresher training will be provided to Harassment Contacts, including crucial conversation and bystander training in 2020-21.

The University currently has a single process to report all types of harassment. Procedures and practices will be reviewed through the lens of the recently published EHRC report on racial harassment⁷⁸ to ensure that the University is aligned with best practice and that intersectionality between characteristics is explored, recognising that some of the root causes for harassment may be the same.

Although the number of referrals to Occupational Health has slowed compared to this time last year (+9.7%), the number of non-work-related mental health cases has risen by 19.3%. With 20.43% of staff having declared a mental health condition, Kent has already shown great accomplishments in providing mental health support for staff eg, counselling services, and will continue to do so by introducing an Employee Assistance Programme in 2019-20.

Students

The University of Kent aspires to be an inclusive university that anticipates the requirements of everyone within a high-quality teaching, learning and research community.

The University aims to take account of the principles of inclusive curriculum design, acting in partnership with students and staff, because we believe that this creates a better experience for everyone. The 2019-20 academic year sees three priorities: continuing to work towards the eradication of attainment and retention gaps, improving and embedding the existing mental health support provision for students, and striving towards the creation of an inclusive environment that is accessible and free from discrimination and harassment.

The goal is to provide a high-quality teaching and learning experience for students, and a community and culture that promotes mutual respect and understanding.

In order to work towards this vision, an Operational Work Plan for 2019-20 has been created, identifying clear, measurable targets for student-related EDI activity. These priorities include:

- The University will sign up to the Student Minds Mental Health Charter and implement the action plan to drive forward the mental health agenda at Kent.
- The attainment and retention of BME students at Kent continues to be a priority area of work. Key challenges moving forward include understanding the reasons why BME students experience less proportional representation at a postgraduate level compared to undergraduate, ensuring that academic promotion is linked to student success and the engagement of all students, and driving forward the Access and Participation Plans to achieve the goal of reducing the attainment gap to 0% by 2025.
- Kent's data indicated that mature student numbers are steadily declining. The fall in mature student numbers could be linked to a perceived lack of support, facilities or understanding of their specific needs and interests. As mature students are not a homogenous group, a working group will be established to investigate the needs and requirements of a variety of groups of students, including part-time, mature, commuting and students with caring responsibilities. This group will look to optimise and appropriately tailor on going support as part of retention efforts.
- The University recognises the role that religion and belief have in both staff and student wellbeing, sense of community and mental health. In order to ensure that we continue to support our staff and students in their religious observance, the University will undertake a benchmarking exercise, utilising the Advance HE Good Practice Guidelines to identify opportunities for further development and support.
- The University will monitor and evaluate the new InK reporting tool, identifying any trends and taking appropriate action if required, including developing staff and student training and awareness.

74 2019-20 Strategic Delivery Plan.

75 2019-20 Strategic Delivery Plan.

76 2019-20 Strategic Delivery Plan.

77 2019-20 Strategic Delivery Plan.

78 www.equalityhumanrights.com/sites/default/files/tackling-racial-harassment-universities-challenged.pdf



- To better support care leavers and estranged students, and work towards reducing the attainment gap for these groups, the University will sign up to the Stand Alone Pledge and develop an action plan to deliver the Pledge aims and objectives.

Moving beyond 2019-20, the University of Kent has a clear vision for the student culture. This will include:

- fully inclusive and open recruitment practices
- a curriculum that is diverse and attractive to students from a variety of different backgrounds
- clear links between student success and the academic promotion procedure and academic agenda
- fair and equitable teaching, assessment and progression advice, including from under- to postgraduate, to ensure that all students have an equal chance of success
- open and transparent culture that encourages the reporting of incidents and has the appropriate systems in place to support staff and students in a timely and effective manner

- an environment that encourages and supports difficult conversations to take place.

Strategic Delivery Plan

The EDI Strategic Delivery Plan (Section 7) is designed to support the delivery of key EDI priorities, to facilitate Specific Measurable Achievable Relevant Time (SMART), 'evidence-based' planning and policy development, and to provide a structure for assessing effectiveness in addressing Kent's key equality challenges and priorities. Wherever possible, the EDI Strategic Delivery Plan will support all staff and students; however, in some cases there are clear imperatives to deliver activities that are targeted to address the experiences of particular staff and student groups. These will normally involve working directly with and consulting members of staff and/or student networks, and in many cases the activities may be initiated by the networks themselves. In other cases, these may arise from local, national or international focus on EDI issues. The University community, particularly the student community, is extremely diverse and Kent is mindful that people will engage with the plan in different ways, depending on their perspective.

The 2019-20 plan enables people to work together and to share challenges, best practice and learning across projects and themes. Engagement will come through general governance arrangements, specific EDI-focused governance, staff and student networks and direct consultation. The Strategic Delivery Plan shows challenges identified and targeted activities to address inequalities identified in this report. It is recognised that the notion of EDI is extremely broad, and it is not feasible to tackle all issues immediately. Therefore these challenges are intended to inform Kent's strategic investment and delivery and to represent those matters that are of a priority to the University's staff and student community.

7 2019-20 STRATEGIC DELIVERY PLAN

This delivery plan sets out the University's equality objectives. These actions support the University's commitment to transform the way that all staff and students are supported.

Strategic activities	Objective	Staff activity	Student activity
EDI Review – from strong leadership and ownership to a framework for EDI in an ever-changing environment	<ul style="list-style-type: none"> Implement a Task and Finish (T&F) group to review and make suggestions on current EDI structures and resources EDI priorities to be agreed and owned at University level EG to have full visibility of priorities and cross-organisational activity and be able to respond to internal and external changes, ie, changes in sector, etc 	<ul style="list-style-type: none"> Review structures and governance around EDI – see Terms of Reference (TOR) for EDI Review T&F group Explore feasibility of adopting EDI standards and accreditation Review role of EG as EDI Champions, taking into account recent changes in roles and expansion of EG Perform preliminary stakeholder engagement to inform the development of a new EDI Strategy Review the University's L&OD offering to ensure that it is fit-for-purpose in the current context of change Support staff through change, focusing on wellbeing, resilience and skills/capability enhancement 	<ul style="list-style-type: none"> Review structures and governance around EDI – see TOR for EDI Review T&F group
Lead the way in prevention of harassment and reporting and investigation of cases	<ul style="list-style-type: none"> To build awareness and trust in our processes for reporting inappropriate behaviours Clarity on reporting arrangements and support available 	<ul style="list-style-type: none"> Review current harassment processes in line with the thoughts of the 1752 group and EHRC guidance on NDA and racial harassment Implement Inform Kent (InK) for staff – online harassment-reporting tool for all types of harassment Update Kent intranet and information pages to ensure that the processes for reporting harassment are clear Provide guidance and training for current harassment contacts and staff (eg, refresher training, bystander and crucial conversation training) Raise staff awareness and understanding of reporting procedure, communication and induction updates Monitor and evaluate the new InK reporting tool, identifying any trends and taking appropriate action if required 	<ul style="list-style-type: none"> Develop the InK reporting tool to better enable incidents of racism and other discrimination, harassment and hate crime to be reported, acted upon and analysed Assess our complaints system and procedure for effectiveness, robustness and clarity for students, investigating complaints relating to harassment, discrimination and hate crime Publish a public commitment to tackling harassment, discrimination and hate crime Develop initiatives to create an environment where racism is not tolerated, and where race and racial equality is discussed completely, confidently and constructively

Strategic activities	Objective	Staff activity	Student activity
Embedding EDI in our key processes	<ul style="list-style-type: none"> Continue to mitigate the impact of unconscious bias in recruitment processes to encourage and promote diversity 	<ul style="list-style-type: none"> Following the launch of the new recruitment system 'Stonefish' in 2019, and the successful anonymisation of applications for Professional Service Departments (PSDs), explore new opportunities to allow for anonymised recruitment for academics Analyse data collated since the launch of Stonefish – including the possibility of tracking data related to positive action statements – to understand impact of new recruitment practices/identify trends related to EDI Further to the launch of the ACM in 2019, explore opportunities for mentoring as a tool to help break down any barriers to promotion, succession planning, etc, for certain groups, eg, structured interviews with BAME academics 	
Promoting and embedding a culture of inclusivity	<ul style="list-style-type: none"> Develop new processes that encourage and embed diversity and inclusion and show that consideration has been given to all characteristics 	<ul style="list-style-type: none"> Utilise 'Kent Colleagues Connect' as a template for mentoring processes, including EDI schemes Participate in the Inclusion Matters partnership with Nottingham and Lincoln Universities Following the review of family-friendly policies, consult with appropriate stakeholders and implement changes as appropriate Continue to address gender pay inequalities – continue to monitor the number of females in high-graded roles Develop a Reward Strategy while exploring intersectionality between gender and ethnicity pay gaps Implement actions from the review of teaching constraints, in line with the Flexible Working Policy 	<ul style="list-style-type: none"> Sign the Stand Alone Pledge and implement action plan Implement actions to support part-time, mature and commuting students and students with caring responsibilities Develop a student 'one stop shop' online for all support needs that is clear, easy to navigate and informative, taking into account the specific needs and requirements of different groups of students
Lead the way for mental health, providing an open and supportive culture for all	Implement and communicate processes that allow full support to be provided to all when required	<ul style="list-style-type: none"> Create and implement the government core mental health standards suggested as part of the Thriving at Work report – create and implement an action plan Sign up to the Time to Change Pledge, which commits Kent to implementing the Thriving at Work standards, perform research into the causes of mental health referrals at Kent Implement Staff Employee Assistance Programme – review three organisations to come in and present mid-October. Implement if bid is successful 	<ul style="list-style-type: none"> Sign up to the Student Minds Mental Health Charter and implement the action plan to drive forward the mental health agenda at Kent
REF 2021	Ensure that the processes used within the University are in line with the REF COP and are fair and equitable for staff	<ul style="list-style-type: none"> Continue to support REF 2021 application and implementation of COP and individual special circumstances 	

7 2019-20 STRATEGIC DELIVERY PLAN (CONT)

Characteristic*	Objective	Staff activity	Student activity
Age	To create an environment that supports staff and students of all ages	<ul style="list-style-type: none"> Following the publication of ACAS guidelines around dealing with menopause in the workplace, provide guidance to support individuals and managers with staff affected by menopause Organise briefings to raise awareness of how the menopause can impact individuals in the workplace 	
Sexual orientation	Promote a culture of inclusivity and reaffirm Kent's values – our University is based on equality, diversity and respect	<ul style="list-style-type: none"> Use the Lambeth Conference as an opportunity to promote the University's values and ethos. Promote a programme of events to include spouses of people attending the Conference Support the delivery of LGBT History Month – programme of staff and student events available and implemented 	Support the delivery of LGBT History Month – programme of staff and student events available and implemented
Sex and gender	Promote a culture of inclusivity and reaffirm Kent's values – our University is based on equality, diversity and respect	<ul style="list-style-type: none"> Athena SWAN – separate action plan Develop digital learning on the topic of transgender awareness on Moodle staff training Review and develop female leadership programmes Complete an equality impact assessment of the impact of O4S on part time workers 	
Ethnicity/Race	Promote a culture of inclusivity and reaffirm Kent's values – our University is based on equality, diversity and respect	<ul style="list-style-type: none"> Following the feasibility study carried out in 2019 on the Race Equality Charter (REC), the Advance HE REC review and the conclusion of the EDI T&F group, the University will continue to assess the feasibility of the REC Support the delivery of Black History Month – programme of staff and student events available and implemented Discuss the issue of BME promotion rates with EG EDI lead in order to align with University's strategy on race and REC Carry out a review of other BAME promotion initiatives from different sources eg, institutions holding a REC award (UEL springs to mind), other industries and other standards eg, inclusive employers 	<ul style="list-style-type: none"> Support the delivery of Black History Month – programme of staff and student events available and implemented Launch 'One Hour Degree' game – to address issues affecting transition into University Launch inspirations website – a catalogue of inspirational staff and students from non-traditional backgrounds to address issues of belonging Reduce BME attainment gap by 2% Longitudinal study of Academic Excellence Scholarships (AES) recipients to understand the impact of entry qualification on student preparedness, engagement and attainment Research BME identity and belonging on campus Alumni legacy research to understand success characteristics among non-traditional students, to inform practice at school and University level

* Only those characteristics where work is being undertaken are listed.

Characteristic*	Objective	Staff activity	Student activity
Ethnicity/Race continued		<ul style="list-style-type: none"> Design a communications plan to capture staff voice on BME promotion including feedback and discussion of results Review the REC requirements around promotion and identify any actions that can be taken independently and ahead of a REC submission 	<ul style="list-style-type: none"> Provide opportunities for BME students to access mentoring, tailored career advice and other relevant, targeted support Ensure that student support and wellbeing services are equipped to meet the needs of students from BME backgrounds Develop initiatives to create an environment where racial harassment is not tolerated and where racism and racial equality is discussed completely, confidently and constructively
Religion	Promote a culture of inclusivity and reaffirm Kent's values – our University is based on equality, diversity and respect	<ul style="list-style-type: none"> Following on from the recommendations from the Teaching Constraints Task & Finish group, create a religion and profound beliefs policy Undertake a benchmarking exercise, utilising the Advance HE Good Practice Guidelines to identify opportunities for further development and support for religion and belief, and make recommendations 	<ul style="list-style-type: none"> Undertake a benchmarking exercise, utilising the Advance HE Good Practice Guidelines to identify opportunities for further development and support for religion and belief, and make recommendations
Disability	Kent to be seen as the accessible university in all aspects of its processes and procedures	<ul style="list-style-type: none"> Following the formation of the Kent Digital Accessibility Working Group (KDAWG), implement the government Digital Accessibility Legislation to ensure that all digital content published by the University is fully accessible Manage the migration from the current intranet platform to the new platform (Site Editor) to enable accessibility of content across the University Provide training to all relevant staff to create accessible digital content Support the delivery of Disability History Month – programme of staff and student events available and implemented Develop blended learning solutions for all staff on the following topics: autism awareness; disability awareness and reasonable adjustment; mental health awareness for staff Complete a feasibility study into becoming a Level 3 Disability Confident Leader as part of the scheme 	<ul style="list-style-type: none"> Following the formation of the Kent Digital Accessibility Working Group (KDAWG), implement the government Digital Accessibility Legislation to ensure that all digital content published by the University is fully accessible Support the delivery of Disability History Month – programme of staff and student events available and implemented
Gender reassignment	Provide clear guidance and support for those transitioning	<ul style="list-style-type: none"> Seek feedback on the impact of the University guidance on transitioning at work 	<ul style="list-style-type: none"> Maintain and monitor existing support provision, including Trans*student Support Policy, gender neutral toilet provision and TG PALS support group

* Only those characteristics where work is being undertaken are listed.

NOTES



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