The UK's European university

University of
Kent

# UNIVERSITY OF KENT/
# VALUING EVERYONE

*Equality, Diversity and Inclusivity
(EDI) Report 2015-16*

**Plus Work Plan 2016-17**

To access this report in an alternative format, please visit Robobraille at http://robobraille.org where you can follow four easy steps to have this document converted into an alternative, accessible format. The result is delivered in your email inbox.

# CONTENTS

# 1 INTRODUCTION AND EXECUTIVE SUMMARY

## Supporting and advancing equality, diversity and inclusivity

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

- The University having appropriate arrangements and activities in place to identify any barriers to equality and opportunities to address those
- The steps the University has taken to improve and promote equality in the last year having regard to the barriers and opportunities
- Effective planning in terms of identification of priorities for the forthcoming year.

The EDI Report also helps to inform a wide range of readers, both internal and external to the University of Kent, about the equality, diversity and inclusivity work that is taking place across the institution to support both staff and students. The Report evidences the work undertaken to meet the University of Kent's stated EDI objectives. The Report provides the building blocks for equality, diversity and inclusivity at the University of Kent, organised against a strategic framework that includes: Formulating Strategy, Building and Embedding an Inclusive Culture, Promoting EDI within the University, and Monitoring and Compliance.

The Report looks to the future, identifying areas of work where further development is required, and new opportunities. To enable this, the Report provides an EDI Work Plan of activities for 2016-17 and reflects on the broad direction of travel for staff and student EDI related activity. Wherever possible, and specifically in relation to data analysis, sector benchmarking details have been provided.

## Leadership of equality, diversity and inclusivity

### University of Kent Council responsibilities

*The Higher Education* Code of Governance published by the Committee of University Chairs, 2014, confirms that equality and diversity falls under the remit of the governing body for the institution, ie University Council at the University of Kent. The *Code of Governance* states that:

*"Governing bodies will commit to the achievement of equality of opportunity and diversity throughout the institution…The governing body must promote equality and diversity throughout the institution, including in relation to its own operation.*

*HEIs are required by law to comply with extensive equality and diversity legislation and governing bodies are legally responsible for ensuring the compliance of their institution. The legislation covers the individual rights of staff and students not to suffer discrimination on the grounds of a number of protected characteristics.*

*Beyond this there is evidence that board diversity promotes more constructive and challenging dialogue, which in turn can improve governance outcomes by helping to avoid 'groupthink' and that as a result there is a strong business case for diversity alongside legal and moral expectation.*

*The governing body must ensure that there are arrangements in place to ensure that they adhere to the Equality Act 2010 which consolidated previously existing law into a single legal framework and that legally protects staff and students from discrimination. The associated Public Sector Equality Duty specifically requires institutions to have due regard to:*
- *Eliminate unlawful discrimination, harassment and victimisation*
- *Advance equality of opportunity between people who do and do not share a protected characteristic*
- *Foster good relations between people who share and those who do not share a protected characteristic.*

*This means going further than simply avoiding discrimination, and it requires the active promotion of equality in a number of defined areas. The governing body must therefore satisfy itself that agreed action plans to implement the equality and diversity strategy are progressed throughout the institution.*

*The governing body must also routinely reflect on its own composition and consider taking steps to ensure that it reflects societal norms and values."*[1]

Similarly, the UK government's *Equality Strategy – Building a Fairer Britain Report*[2] advised its intention to work with employers, employees and wider society as an advocate for change, instead of dictating what the right approach should be through rules and regulations. The report outlines that the five principles for equality include:
- Creating equal opportunities for all
- Devolving power to people
- Transparency
- Supporting social action
- Embedding equality in everything that is done.

### University of Kent Committee responsibilities

Following discussion at Council, with effect from 2015-16 Staff Policy Committee became the management committee with responsibility for the oversight of EDI in relation to staff within the University. Its Terms of Reference include the oversight of the development of this annual report on equality, diversity and inclusivity for approval by Council concerning the work done by the University during the year. The Student Experience Board is the management committee with responsibility for the oversight of EDI in relation to students within the University in a range of strategic areas and receives reports from the Student EDI Operations Group which acts on delegated operational responsibility for student equality, diversity and inclusivity. These three Committees report through the relevant Executive Group members to the Vice Chancellor.

1 *The Higher Education Code of Governance* published by the Committee of University Chairs, 2014, p.8-9, 23.
2 HM Government *Equality Strategy – Building a Fairer Britain*, December 2010, p.8-10.

# 1 INTRODUCTION AND EXECUTIVE SUMMARY (CONT)

Additionally the Executive Group also plays a critical public role in leading EDI at the University of Kent. Professor Dame Julia Goodfellow provides overall leadership in her role as Vice-Chancellor and each Executive Group member champions a particular strand of equality and diversity. The Executive Group receive the final EDI Report prior to formal endorsement by Council.

## 2015-2016 highlights

During 2015-16, EDI progress and achievements across the institution have been significant. The highlights are as follows:

### University

- Women are well represented on our University Council accounting for 48% of the total membership (as at 21 April 2016).
- Kent was shortlisted for the 2015 Times Higher Education University of the Year, based on the EDI 'Valuing Everyone' all-staff development programme.
- A new University Plan for 2015-20 was launched with equality (Athena SWAN accreditation) at its heart.
- Kent joined the Business Disability Forum.
- Kent hosted the first Student Success (EDI) Project Summer Conference in 2016, bringing together 20 different higher education institutions to share research and knowledge across the sector on student retention and attainment in relation to students with protected characteristics (particularly in relation to black and minority ethnic groups).

### Staff

Key achievements:

- A new People Strategy 2015-20 was launched incorporating a revised equality strategy and plan.
- An Equal Pay Audit was undertaken and action plan produced.
- The all-staff Valuing Everyone EDI Workshops were completed, and wider leadership development programmes were provided, including the LFHE AURORA programme.
- New staff policies, essential to an inclusive culture, were created including reward policies and a Code of Conduct.

- The contribution and treatment of Hourly Paid Lecturers was reviewed with a focus on consistency of treatment and improved job security via the proposed introduction of Guaranteed Minimum Hours (to be introduced during 2016-2017).
- Support packages were introduced for staff in immediate response to Brexit.
- Staff engagement in the reporting of the EDI data again increased (especially for Disability, Ethnicity, Sexual Orientation and Religion or Belief), providing a more complete picture of our workforce demographics and therefore evidenced work plans by protected characteristic.

### Key demographics:

- 27% of professors are now female: an increase of over two percentage points since last year with Kent remaining above the sector average (23%) for the second year running. Of all universities with over 150 professors, Kent shows the second largest improvement in the proportion of female professors from 2012-13 to 2015-16 (THE, 25 May 2017)[3].
- 90 staff took Maternity, Adoption, Paternity or Shared Parental Leave.
- 52 (of 53) formal requests for flexible working were agreed.
- Staff are represented across all age ranges and, this year, the proportion of staff under 25 years increased to 9% which is over three percentage points above the sector average.
- Black and Minority Ethnic (BME) staff are represented across all grades, with 10% of all staff identifying as BME compared to the local population in the county of Kent at 6.3%. 8% of the total Managerial and Professorial group identify as BME, and 10.5% of professors which is almost three percentage points above the sector figure (when accounting for the method of calculation).
- 103 different nationalities are represented at Kent, the UK's European university. That includes: 77% UK nationals, 13% of European origin and 9% for a mix of other countries across the globe.

### Student

Key achievements:

- The progress of the OPERA (Opportunity, Productivity, Engagement, Reducing barriers, Achievement) Project; a project of strategic importance to the University as the government has reduced the Disabled Students' Allowance (DSA) funding to higher education institutions. The OPERA project is working to develop and embed an inclusive learning environment by creating information guides, promoting the usage of assistive technologies, raising awareness and providing training for staff and students.
- The development of a Safeguarding Students Policy and Procedure, approved by the Executive Group, followed by the provision of training for new Designated Safeguarding Officers.
- The breadth of activities taking place at the University of Kent across Academic Schools and Professional Service Departments focused on the support of students with disclosed mental health difficulties.
- The breadth of activities taking place at the University of Kent, led by the Violence Against Women and Men Steering Group, which has raised awareness about sexual respect and consent and provided guidance and support to students who are survivors of sexual assault or rape.

### Key demographics:

- 90% of female graduates across the institution were employed in professional jobs or studying further at graduate level (up 2% on the previous year).
- Among full-time postgraduate leavers, the percentage of graduates with a specific learning difficulty in professional jobs and graduate destinations was higher than those without a disability (100% vs. 86% and 94% vs. 88%) respectively.
- Black students represent 7.7% of the national Black Minority Ethnic (BME) UK domiciled student population. At Kent, students who identify as Black represent 38.8% of the UK domiciled BME population, and 12.8% of the total UK domiciled student population, significantly higher than the national benchmark.
- Students disclosing a mental health difficulty now represent 4.2% of the student population, compared to 3.5% in 2014-2015.
- The proportion of students requiring special examination arrangements increased by 17.7% in Canterbury between 2014-15 and 2015-16.

---

3 Of all UK universities with over 150 professors.

## Key areas for action

Based on the University Plan 2015-20 and findings from the staff and student EDI data at Section 5 (Monitoring and Compliance) of this report, the EDI Work Plan 2016-17 (at Section 6) includes some key actions, as follows:

### Shared

- In line with the University strategic goal to provide an excellent education, we will ensure that our Kent provider submission for the Teaching Excellence Framework takes into account appropriate EDI issues prior to submission *(EDI Work Plan 2016-17: item 1.4)*.
- In line with our drive to embed EDI in the University, we will continue to develop and deepen opportunities for collaboration between staff and student EDI work streams, events, groups and stakeholders where appropriate *(EDI Work Plan 2016-17: item 3.3)*.
- In line with the University strategic aim of strengthening our reputation for excellence, regionally, nationally and internationally, we will identify areas of good practice at the University and submit case studies to HEFCE *(EDI Work Plan 2016-17: item 4.1)*.

### Staff

- To build an inclusive culture, our reputation for excellence and support our gender agenda, we will expand our Athena SWAN programme and review our approach and management structure for its delivery *(EDI Work Plan 2016-17: items 1.7 to 1.11)*.
- To develop our people and enable them to deliver our strategic ambitions while safeguarding our collegial structure, we will expand and implement a range of learning and development programmes which embed EDI *(EDI Work Plan 2016-17: items 2.3 to 2.11)*.
- To develop a shared sense of purpose, collaboration, confidence about the future and engagement with staff, we will continue to support our staff equalities networks, and we will develop policies and programmes that respond to Brexit *(EDI Work Plan 2016-17: items 3.1, 3.4 to 3.8)*.
- To support our commitment to understand our workforce demographics and needs based on equalities profiles, we will implement our Equal Pay Audit Action Plan and complete the implementation of our new HR data system "Staff Connect" *(EDI Work Plan 2016-17: items 4.2 to 4.12)*.

### Student

- To support the increase of Black student numbers at the University, we will develop a strategy to implement recommendations arising from the Kent Union Black Voices Project Report *EDI Work Plan 2016-17: item 1.16)*.
- To accommodate the reduction in the Disabled Students' Allowance (DSA) funding, we will continue to implement good practice recommendations in accessible information delivery *(EDI Work Plan 2016-17: item 1.18)*.
- To continue the work of the Violence Against Women and Men Steering Group, we will implement a series of initiatives designed to raise student awareness of consent, and support students who are victims of a serious sexual assault *(EDI Work Plan 2016-17: items 2.16 to 2.19)*.
- To address the retention and attainment gap between BME and White students, we will continue to investigate causes for differentiation and run targeted interventions in academic schools via the Student Success (EDI) Project *EDI Work Plan 2016-17: items 2.28 to 2.29)*.
- To support the increasing number of students declaring mental health difficulties, we will continue to investigate and develop new student support initiatives and additional resources *(EDI Work Plan 2016-17: items 3.24 to 3.26)*.
- To build on our graduate performance success, we will complete an investigation into the causes of differentiation in the Destination of Leavers in Higher Education return *(EDI Work Plan 2016-17: item 4.15)*.

**Denise Everitt**
Senior Deputy Vice-Chancellor and Chief Operating Officer

**Professor April McMahon**
Deputy Vice Chancellor Education

# 2  FORMULATING STRATEGY

**During 2015-16 a significant amount of work has been undertaken to develop and embed EDI into the strategic operations of the University, ensuring that EDI remains at the heart of the institution.**

## University level

### Council

The University Council not only receives, discusses and endorses this annual EDI Report, but its agenda regularly features EDI updates. Particular efforts have been undertaken over the past few years to expand the diversity of Council membership. Council undertook its first comprehensive EDI data monitoring exercise in autumn 2014 which has provided an improved evidence base to better understand the breadth of its diversity. Women are well represented on our University Council[3] and influential committees and as of November 2015, 48% (of 25 members) were female. This year, and at the initiative of the Chair of Council, Sir David Warren, the University joined the 30% Club (a campaign group of Chairs and CEOs taking action to create a better balance of men and women at all levels of their organisation).

On joining, Sir David Warren, said:

*'I am delighted that the University is at the forefront of gender diversity on its governing Council. Diverse institutions are more effective institutions. I am proud to be Chair of a very effective Council in a very high-performing university'.*

### Times Higher Education (THE): nomination for University of the Year

We are also proud to have been shortlisted for two THE Awards in 2015: Outstanding Support for Students; and University of the Year. The nominations captured Kent's vibrant and inclusive community of students, academics and professional colleagues, keeping to our founding 1960s tradition as a collegial and liberal university.

The University has close working relationship with the Students' Union which has one of the highest participations in democratic activities of any UK university and half of our students are members of a club or society. Student representation is integrated into governance at all levels of the University.



THE Awards Ceremony (November 2015): Nina Mehmi (Student Sabbatical Officer); Jack Lay (Student Sabbatical Officer); Adam Baker (Santander University Relationships Branch Manager); Carole Barron (Director of Innovation and Enterprise); Lucy Druesne (Deputy Director of Kent Innovation and Enterprise); Marcus Wright (Enterprise Relationships Manager); Rory Murray (Union President, Kent Union); Colin Carmichael OBE (Chief Executive, Canterbury City Council); Tammy Naidoo (Student Sabbatical Officer); David Nightingale (Senior Deputy Vice-Chancellor and Provost ); Chloe Gallien (Master of Keynes College); Matt Cook (Employability Points Officer); Tracey Lamb (EDI Manager, HR); Denise Everitt (Senior Deputy Vice-Chancellor and Chief Operating Officer); Simon Kirchin (Dean of Humanities); Graham Holmes (Director of Sport, Physical Activity and Recreation).

4 Further information on the University Council, its membership and terms of references available at www.kent.ac.uk/governance/council/index

Encapsulating this culture of inclusivity has been the 'Valuing Everyone' initiative (see Section 3, Building and Embedding an Inclusive Culture page 12), launched in 2013-14. We made a bold commitment to push the boundaries of EDI and embed the underlying philosophy and, more importantly, practice, that pervades the Kent approach. This ambitious programme of workshops explored issues of inclusivity and team dynamics. After the pilot phase it was rolled out across the whole University, reasserting the principle that all contributions are encouraged, valued and celebrated. It has been a huge success, as have other initiatives aimed at fostering a collaborative culture. These include our range of in-house leadership courses offered at various levels of the institution, and the development and nurturing of numerous staff networks. The VC's Cup, a sports and activities competition for departmental teams, has also proved successful at bringing academic and professional groups together.

High performance and high morale within the institution proved that Kent staff really do 'go the extra mile' and 86% of staff would recommend Kent as a place to work (THE Best University Workplace Survey, 2015). In the light of all our collective achievements, it is fitting that, on the occasion of its 50th anniversary, the University confidently chose the slogan 'We Are Kent'.

### Vice-Chancellor and President

On 1 April 2016 Professor Dame Julia Goodfellow announced that she intended to retire from her position as Vice-Chancellor and President of the University of Kent with effect from 1 September 2017. The University's Statutes and Ordinances outline the process for the appointment of a new Vice-Chancellor, and arrangements were put in place to

nominate and agree the Joint Panel of Senate and Council to oversee the appointment process. Arrangements were also made for the Chair of Council and search agents to consult widely with employees regarding the required attributes of a new Vice-Chancellor. This informed the briefing of an executive search agency and the selection process itself so that a wider view of the characteristics required from our VC was obtained to avoid the 'group think' noted in the HE Code (page 4). Please also see Section 6, EDI Work Plan 2016-17.

### Executive Group EDI Champions

Adjustments were made to take account of changes to EG Champions at Executive level. These stand as follows:
- Professor Dame Julia Goodfellow (Vice-Chancellor and President): Gender (staff) and Lesbian, Gay, Bisexual, Transgender (LGBT+)
- Denise Everitt (Senior Deputy Vice-Chancellor and Chief Operating Officer): Age; and Disability (staff) – new
- David Nightingale (Senior Deputy Vice-Chancellor and Provost): Race/Ethnicity
- Professor John Baldock (Pro Vice-Chancellor Learning and Teaching and Student Experience): Gender (students) – new; Disability (students) – new
- Professor Philippe de Wilde (Deputy Vice-Chancellor, Research and Innovation): Marriage and Civil Partnership
- Jane Higham (Director of Finance): Pregnancy and Maternity
- Dr Keith Lampard (Secretary to the Council): Religion or Belief.

### EDI governance

This year and having established a strong recognition of the value of diversity and an initial programme of work, the Inclusivity Strategy Group was disbanded and an alternative governance structure was established comprising of:
- the already functioning Student EDI Operations Group
- the Staff Policy Committee
- a new HR EDI Governance Group for staff EDI (also covered under 'Embedding EDI practices across HR' page 6)



### DisabledGo annual review

DisabledGo, the UK's leading provider of disabled access information, is committed to providing disabled people with the information required to make informed choices and to break down the barriers disabled people face accessing education, local services and employment. By raising awareness of access issues it seeks to break down physical and attitudinal barriers as well as the significant psychological barrier of tackling the unknown. From the University's perspective, providing access information not only helped meet legal obligations but actively promoted the University to current and prospective students, staff and visitors, boosting inclusion and revenue. During the annual review process the University was contacted to ascertain whether any structural or non-structural access changes or improvements had taken place in the last 12 months. All structural changes were revisited and assessed by a DisabledGo surveyor to ensure accurate and consistent information could be made available. A Buildings Survey of all University of Kent buildings and accompanying report will be undertaken by DisabledGo in 2016-17.

### Student Success (EDI) Project summer 2016 conference

The University of Kent hosted a successful national conference on 27 June 2016. The conference was titled 'Closing the Gap: Research and Practice on Black and Minority Ethnic Student Attainment in Higher Education'. There were 189 delegates and 32 speakers from 20 different higher education institutions and organisations. The conference highlighted the changing demographics within UK universities and the need to address issues of retention and attainment among students with protected characteristics (especially black and minority ethnic groups).

# 2 FORMULATING STRATEGY (CONT)

## Staff

### Athena Swan

Embracing the expansion of the Athena Swan Charter to cover all academic disciplines and school based professional services staff, Kent's new Institutional Plan 2015-20 put equality at the very heart of organisational strategy by including a commitment for all schools to achieve the minimum of a Bronze Award (or upgrade to a Silver Award) by 2020. This involves an ambitious schedule of school submissions every six months until 2020.

The structure of the Athena SWAN Working Group (ASWG), which is responsible for Kent's Athena SWAN activity and institution applications, was reorganised to take account of the above changes. This was approved by the Staff Policy Committee and Senate in November 2015.

### Embedding EDI practices across HR

In 2016, the HR team went through the final stages of a departmental restructure (agreed by the Executive Group in 2015).

A key part of the restructure was the embedding of EDI activity in all HR functions with the intention that, rather than all queries with a significant EDI dimension being referred to the EDI team, each HR team would offer advice on EDI-related issues relevant to their own area of activity and functional specialism, thereby enabling the central EDI resource to focus more on strategic and University-wide EDI work. In support of this change, a new HR EDI Governance Group was established in January 2016. The Group, then chaired by the Assistant Director of Organisational Development, met three times during the spring of 2016 to help prepare Kent's institutional Athena SWAN renewal submission and to review progress (and impact) of Kent's Institutional Bronze Athena SWAN Action Plan in 2013. See Section 6, EDI Work Plan 2016-17 for further plans for the HR EDI Governance Group.

## Student

### OPERA (Opportunity, Productivity, Engagement, Reducing Barriers, Achievement) Project

OPERA is a university-wide accessibility project supported by advice and guidance from Jisc (previously the Joint Information Systems Committee). This project is of strategic importance to the University as the government has changed the Disabled Students Allowance (DSA) funding model to higher education institutions. There is now a great deal of extra responsibility on institutions to meet the needs of students with disabilities. However, this change also provides opportunities for institutions to embed inclusive practices in key processes for learning and teaching information delivery wherever possible. The Government's view is that universities should absorb the cost of standard support for disabled students and standardise the use of assistive technology, in line with the requirements of the Equality Act 2010. The Government also took the view that previous funding arrangements did not recognise technological advances or the introduction of the Equality Act 2010.

By introducing the OPERA project the University is taking deliberate steps to mainstream reasonable adjustments, in line with the Equality Act 2010, to improve the learning environment for all students, reduce the need for retrospective adjustments and lessen the reliance upon student Inclusive Learning Plans (ILPs). The project seeks to implement a range of accessibility initiatives, raise awareness of inclusive design and empower through the innovative use of technology to improve access to learning for all (students and staff).

The pilot had investigated approaches to mainstreaming accessibility (reasonable adjustments) in higher education to demonstrate the productivity potential of inclusive design in education. Jisc support had provided the University of Kent with strategic guidance and early access to training resource in return for feedback, testimony and action research case studies that would benefit Jisc in the wider dissemination of this work throughout the higher education sector.

OPERA aimed to make recommendations that would help to further develop an inclusive information environment and encourage the wider adoption of assistive technology (productivity tools) for students and staff at the University of Kent. The OPERA Project work is multi-faceted and encompassed a range of initiatives designed to improve access to the learning environment for both staff and students. The Working Group had delivered standardised advice and guidance for inclusive practice that would be rolled out across the University and adopted at a strategic level.

Key achievements so far include:
- Development of accessibility guides for staff and student use.
- Development of productivity tools guidance showcasing commercial and free assistive technology.
- Pioneering use and embedding of the Sensus Access accessible conversion tool into alternative formats processes and guidance to promote self-sufficiency and independence.
- Alternative formats process developed as a carefully choreographed interaction between Academic Schools, Information Services, Student Support and Wellbeing and external agencies (RNIB, CLA), which used primarily mainstream approaches to supporting students with print disabilities. More information at www.kent.ac.uk/studentsupport/accessibility/alt-formats
- Promotion of standard inclusive practices to deliver simple but powerful improvements to learning and teaching delivery informed by analysis of frequently requested Inclusive Learning Plan (ILP) adjustments and identification of mainstream alternative approaches. More information at www.kent.ac.uk/studentsupport/accessibility/inclusive-practice
- Leading cultural change from individual adjustments towards anticipatory reasonable adjustments and inclusive practice by design.
- Survey of over 300 students with Inclusive Learning Plans (ILPs), followed by a staff survey to identify gaps between the student experience and staff awareness.

tools to study
**Smarter**
kent.ac.uk/tools

- Ensured that the development of new modules catered for accessibility requirements through amendments to module specification documentation.
- Advised on the accessibility of the virtual e-learning environment (Moodle), web pages and marketing communications.
- Development of an online staff development module in collaboration with the University of Southampton. The module would harness work already being undertaken for MOOCAP (a European funded project to develop a Massive Open Online Course looking at accessible practices in education). This was, in addition to close working with the Unit for the Enhancement of Learning and Teaching and Academic Practice teams, to embed inclusive practices into the Postgraduate Certificate in Higher Education, staff induction and standard IT training for all staff.
- The OPERA Project had also formed strong links with departments throughout the University seeking to embed inclusive practices and processes at source, eg, embedding inclusive approaches into mainstream services delivered by library services. The dovetailing of Jisc good practice guidance into practical processes and the resulting guidance, roles and responsibilities, cross-departmental training opportunities and lines of communication were examples of sustainable good practice.
- Arranged training for Schools and Departments across the University.
- The OPERA project team had worked closely with the University's Disability Staff Network to ensure that the practices adopted were of benefit to both staff and students and to champion productivity tool resources for all.
- The OPERA project had undertaken work in the area of procurement that had resulted in significant awareness raising and process changes at Kent. This had ensured that Kent's commitment to equality, diversity and inclusivity was made clear to suppliers of University systems in the first phase of procurement and had helped to raise

awareness of key inclusivity criteria to factor into the development of both functional and non-functional requirements for any new system or digital service. This work had developed into a national project (with six partner universities) and sought to benchmark eBook platforms by focussing on key areas of practical user experience to measure basic accessibility functionality and guide targeted platform improvement. Audit responses were crowdsourced by the UK university library and disability community.
- High level strategic buy-in to the aims and objectives of the OPERA Project was demonstrated by approval of OPERA papers by the Working Group for Regulations and Conventions and the University's Education Board (formerly known as the Learning and Teaching Board).

The results of the student survey revealed information about levels of awareness of assistive technology opportunities and also approaches to inclusive information delivery. Early analysis had identified opportunities to improve confidence and self-sufficiency through wider provision and support for assistive technologies (productivity tools).

### Kent Union disability sport research project

In 2015, supported by Student Services, Kent Union carried out research to find out what students with disabilities wanted from sport, what was currently offered, and whether University facilities were fit for purpose. A series of recommendations were compiled from the research and presented to the Student EDI Operations Group. These recommendations were built into the review of the Student Wellbeing Action Plan. Key recommendations for future strategic planning included:

- Creation of a buddy scheme within sports for students with disabilities. This could be developed under the current Kent Union buddy scheme.

- Develop a mental health medical referral scheme, to enable students with mental health difficulties to receive free access to Kent Sport.
- Conduct an external audit into all sports facilities to scope out what work needed to be undertaken to ensure all routes were accessible.
- Introduction of training for all student groups both in Canterbury and Medway to ensure the ability to support disabled members.
- Introduction of training for Kent Sport staff.
- Ring-fenced budget for equipment, transport and coaching specifically to support students with disabilities.
- Encouragement and promotion from sports teams to promote a welcoming atmosphere to students, clearly indicating that any student could partake.
- Secure agreement that all future buildings must meet a benchmark for accessibility.
- Future equipment purchases to be approved, or endorsed by the Inclusive Fitness Initiative (IFI), to ensure the products were designed with accessibility in mind.

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE

**During 2015-16 a number of reviews and projects have focused on educating staff and students about EDI ensuring policies and procedures encourage an inclusive approach within the University.**

## University level

### Launch of the University Plan 2015-20

In November 2015 the University launched its strategic plan for 2015-20 which outlined its strategic objectives for this period, namely: Research, Education and Engagement. Equality, diversity and inclusion are embedded within many of the themes in the University Plan and in key performance indicators and targets. For example, to:

- Regularly undertake staff surveys to gain insight into changing views and expectations and ensure that Kent remains an excellent place to work
- Provide training in cross-cultural communication, networking and relationship building
- Link appraisal to succession and recognition opportunities
- Embed an equality, diversity and inclusivity culture throughout the institution
- Develop transparent university wide work allocation model to inform our understanding of equality based issues and areas that may need to be addressed.

The University Plan can be reviewed via www.kent.ac.uk/about/plan

The launch of the University Plan was complemented by the launch of the Kent People Strategy 2015-20, which was approved by Council in November 2015.

### Launch of the Kent People Strategy 2015-20

A new People Strategy was developed in early 2015 and launched following approval by Council in November 2015. The new strategy includes a mapping tool to identify how each objective links to various themes such as the EDI agenda. The staff equalities networks were stakeholders in contributing to the shaping of the document by participating in dedicated focus groups. The strategy includes a guiding principle, '*Ensuring an inclusive approach*:

*Our commitment and approach to equality, diversity and inclusivity is a source of competitive advantage and strength that will influence the way our strategy develops and is implemented. Building an inclusive work place that inspires all staff to perform at their best will mean ensuring that we are seen to place value on different perspectives both in developing our thinking and executing change'.*

Kent's People Strategy 2015-20 can be accessed via www.kent.ac.uk/human-resources/strategy

## The University of Kent Code of Conduct

Kent's Code of Conduct was launched in January 2016. This provides a clear framework of standards and behaviour guidelines, and summarises key policies and practices that staff are expected to adhere to in the course of their work. Equality, diversity and inclusivity are strongly embedded in the Code and form one of the four key themes covered (the others being Compliance, Health, Safety and the Environment, and University Activity). The Code provides an overview of the inclusive environment which the University seeks to provide, and highlights the requirements set out in the Dignity at Work and Disability in Employment policies. The Code can be accessed via www.kent.ac.uk/hr-staffinformation/policies/codeofconduct

## Chaplaincy

The Chaplaincy team sought to extend its support for and enfranchisement with minority ethnic groups within the University. The Medway Chaplain was involved with regular Global Village lunches and was a guest speaker at both the LGBT+ group and the Kent Women's Network, while holding ongoing strategic conversations with EDI staff. On the Canterbury campus Chaplains oversaw a further diversification of promotional materials and strategies and continued to recognise the truly international nature of their target groups and individuals. A new associate team member pursued a successful programme of outreach to the LGBT+ community. The Chaplaincy team, in collaboration with the Director of Student Services, reviewed existing policy governing the use of prayer and worship space on the Canterbury campus, drawing up new guidelines setting out the rights and responsibilities of user-communities and individuals seeking to ensure parity of terms of use for both Christian and Muslim groups, while emphasising availability for other

faith communities. Designated prayer space, with appropriate adaptations (including washing facilities for those who wish to use them) would be introduced at Medway during academic year 2016-17.

### Chaplaincy: Religion and Belief Guidelines

In July 2016 the University Religion and Belief Guidelines (that offered practical advice and consideration to issues which may affect staff and students relating to their individual and communal religious and cultural needs), were reviewed and updated by the Chaplaincy and Student Services, in line with the Dignity at Study Policy and the Equality Act 2010. These Guidelines would be considered by central committees in 2016-17.

### Kent Hospitality cultural awareness training

In 2015 Kent Hospitality ran a Cultural Awareness training course for staff members, designed to offer insight into different cultures and the effect these were likely to have on the work of the organisation. The key principles of the course were around understanding of different cultural issues, how to show sensitivity in the areas of cultural celebrations, taboos, and possible offence, particularly in the areas of housing and interviews. Kent Hospitality analysed the demographic of students using accommodation services for the year and based the course on specific countries and cultures that had a relatively high number of students from those areas.

### Mental health training

During the year, two workshops were delivered to a total of 51 staff from across the University in recognition of the ongoing need to support an increasing number of staff and students disclosing mental ill health. The workshops were scoped and funded as a collaboration between the staff EDI, Learning and Development, and the Student Services and Wellbeing teams. Workshops entitled, 'Mental Health First Aid Lite' were then delivered in conjunction with the West Kent branch of MIND (a national mental health charity). The courses aimed to provide attendees with an increased level of understanding and awareness about mental ill health, and a greater level of confidence to interact with and assist students and colleagues experiencing mental ill health. Participants developed skills in: recognising signs of mental ill health; referring staff and students with care and sensitivity; de-stigmatising mental health difficulties. They also increased their

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

awareness of services and resources available at the University. Evaluation showed that participants increased their personal confidence of how best to support others as a result of attending.

## Safeguarding training

This year the University supported the delivery of a two-day Designated Safeguarding Officer training course, led by the NSPCC, which focused on embedding knowledge and skills relating to the safety and welfare of students under the age of 18, and vulnerable adults. Schools and Professional Service Departments identified key staff to undergo training. There were two training options, comprising an initial three-hour, e-learning module and, for those nominated Safeguarding Officers, an additional two-day workshop. 93 staff completed the e-learning module and 56 attended one (of four) two-day workshops. Feedback was requested at the workshops on the safeguarding policy and procedure and comments were used to produce a new Safeguarding Students: Policy and Procedure document that was considered and approved by the Executive Group in May 2016.

## Staff

### Equal Pay Audit 2015

An Equal Pay Audit was undertaken during 2014-15, led by the EDI Manager, and followed a previous audit in 2008. The audit was not a legal requirement, but reflected the University's genuine desire to discover any pay inequalities (primarily relating to gender), understand their cause (where possible), confirm whether any of those inequalities were justifiable legally, and then plan any necessary remedial actions. The results of the audit revealed positive pay practices and a reducing gender pay gap at Kent. Key findings revealed that:

- Across the majority of the University, there were no gender pay gaps[4] by grade.
- The only exceptions were staff within the Managerial and Professorial group (although the gap for academic staff disappeared after staff had been employed at Kent for five years) and a very small group of part-time staff at Grade 9[5].

- There were no pay gaps by grade when comparing full versus part-time staff, or taking into account ethnicity[6] and disability[7].
- Kent's overall gender pay gap had fallen by almost five percentage points since the last audit in 2008 – from 25% to 20%[8].
- The University's overall pay gap was within one percentage point of the average gap within the Higher Education sector[9].

A full Equal Pay Audit 2015 Stakeholder Report was produced which covers the investigation of the pay gaps, and is available to all staff. The report was discussed with the Executive Group, the HR team, the Staff Policy Committee, the JSNCC[10] and staff equalities networks. In addition, a separate Equal Pay Audit 2015 Technical Report was produced by the EDI Manager to set out the technical details, data parameters and background analytics of the audit. This is also available to staff.

Positively, the recommendations of the audit focused primarily on increasing transparency and communicating current pay policy, rather than more fundamental changes. This was particularly important following the University's success in increasing the number and proportion of senior female academics, because, at the time of the audit, over 24% of Kent's professors were female, which was, for the first time, two percentage points above the sector average[12].

*'The results reflect the important role of our Salary Review and Promotions Committees, which have focused both on increasing the numbers of female senior staff and ensuring that pay decisions are effectively managed in line with an objective review of performance and individual credentials. Although the results of the audit are generally pleasing, we will not be complacent, but will work to ensure that the experience and judgment of committee members are more explicitly reflected in our senior pay structures and policy and that the gender pay gap continues to be addressed, with a range of initiatives such as the Athena SWAN Charter.'* Alison Ross-Green, Director of HR & Organisational Development.

The University's Executive Group will oversee the completion of the actions recommended by the audit. As part of our transparency commitment, we have already developed and published our Academic Leadership Allowances Policy and we will implement a new grading and job families structure. Further details of our actions are provided in the EDI Work Play 2016-17 at Section 6. In addition, a mock equal pay audit will be undertaken in 2017 in preparation for the Equality Act 2010 (Gender Pay Gap Information) Regulations 2016 which is due to come into force in April 2017 and which will include mandatory gender pay gap reporting for publication by March 2018. The mock exercise will also enable us to track changes to the pay gaps since the Equal Pay Audit in 2015.

Information on Kent's Equal Pay Audit can be found at: www.kent.ac.uk/hr-equalityanddiversity/equal-pay.html

## The Athena SWAN Charter

This year saw the University's EDI Athena SWAN team focus their efforts on changes and new areas of the Athena SWAN agenda (outlined at Section 2, Formulating Strategy):

1 Supporting the preparation of the first institutional Athena SWAN renewal submission, planned as a contingency ahead of the actual expiry date of Kent's current institutional award.
2 Seeking to build understanding of the new and expanded assessment criteria launched by the Equality Challenge Unit in May 2015.
3 Helping Kent to prepare for its extended Athena SWAN submission programme for all schools in 2015-20.
4 A communications programme to build knowledge and raise awareness of Athena SWAN.
5 Supporting schools and internal stakeholders across the entire University to become equipped to prepare awards, renewals or upgrades at bronze or silver level in future.

---

5   There were no gender pay gaps that exceeded the 5% trigger threshold identified by the EHRC and JNCHES.
6   However, the whole institutional part-time pay gap was 28.5% in favour of men, even though there were considerably fewer men than women in the cohort. This was a reduction of 3 percentile points since the previous audit in 2008.
7   The whole institutional ethnicity pay gap was -8.5% in favour of BME staff.
8   Except for a very small number of disabled staff at M&P where the pay gap was in favour of those with a disability.
9   This whole organisation figure disregards the impact of grade and so of itself is not an indicator of unequal pay. It does however reflect the occupational segregation that is society wide and that women do not occupy senior roles in the same proportion as men.
10  The mean pay gap stood at 19.2% for England, excluding London (Equality Challenge Unit, 2015: 250).
11  JSNCC is the Joint Staff Negotiating and Consultation Committee.
12  24.6% of professors at Kent are female (EDI Annual Report 2014-15: 24); in 2013-14 this figure was almost three percentage points lower and stood at 21.8%.

The process of preparing Kent's first ever institutional renewal submission proved to be a valuable learning exercise and led to a review of the Athena SWAN governance structure and resources required to support future institution-level applications. The process also highlighted that a new system of checks and balances was required to ensure Kent's readiness, ability to effect change and to measure the impact of its Athena SWAN work in the future.

The EDI Athena SWAN team wrote an extensive set of data specs to define the new data collection and reporting needs against the new ECU Athena SWAN criteria (published in May 2015), that could be delivered from the new HR System (Staff Connect). This process also highlighted gaps in the data provision that would need to be addressed. The project planner and some of the guidance documents in Kent's Athena SWAN 'School Applications Toolkit' were also revised in light of the new criteria.

Members of the ASWG (including Professor Mark Burchell, Professor Peter Clarkson, Dr Donna Arnold, Tracey Lamb and Nikki Blant) delivered presentations to Faculty Boards and School Senior Management Teams to brief them on Athena SWAN.

At School level:
- Several new schools (including the School of History, School of Economics, School of Anthropology and Conservation, School of Sociology, Social Policy and Social Research, and Kent Business School) joined the Athena SWAN Working Group, established new School Self-Assessment teams (SATs) and commenced preparatory work for future submissions.
- Schools with existing Athena SWAN awards, such as the School of Engineering and Digital Arts, School of Physical Sciences and School of Computing continued to work on their action plans and to assess their progress and impact. Several, such as the School of Mathematics, Statistics and Actuarial Sciences and School of Physical Sciences, ran local events such as lunchtime discussion groups on topics that ranged from Unconscious Bias to the University's promotions process.

- Some schools (such as History) launched staff and student culture surveys to assess their local environments and to provide baseline indicators for the assessment of change.
- School level activities continued to be centrally supported by the Athena SWAN Adviser.

## Athena SWAN awareness events

A University Athena SWAN awareness event took place at Canterbury on 14 April 2016 for approximately 50 staff participants. The event featured an invigorating key-note speech by Professor Averil MacDonald OBE, a leading influencer on engaging under-represented groups in science, and diversity and impact lead for SEPnet (the South East Physics Network). Professor MacDonald shared her 'Top Ten Tips for Success' which received unanimously positive feedback from academic and professional staff from all disciplines. Following her presentation, attendees had the opportunity to participate in a question and answer session which saw Tracey Lamb (Equality Diversity and Inclusivity Manager), Professor Mark Burchell (Dean of Sciences and Chair of the ASWG), Professor Dave Brown (School of Biosciences) and Professor MacDonald sit as a panel to respond to staff questions. The lively, frank debate which was generated by the panel discussion continued into the later workshop sessions which were designed to be of practical use to schools. These covered: mentoring to make a difference; social media, its use in student recruitment, and communicating positive messages; networking and personal effectiveness; and developing collaborations. Feedback was very positive with participants indicating that workshops were enjoyable, informative and met their objectives.

## Support for the sector's Equality Charter Marks

### Athena SWAN work at sector level

Four members of staff (Professor Peter Clarkson, Dr. Erika Nurmsoo, Tracey Lamb and Nikki Blant) volunteered their time and expertise to act as regular ECU Athena SWAN panelists for the sector. Participating in these

panels also provided invaluable insight into good practice in other institutions, as well as the assessment process and new ECU criteria.

In addition, Professor Peter Clarkson from the School of Mathematics, Statistics and Actuarial Sciences (and Chair of the London Mathematics Society Good Practice Steering Committee) continued to provide presentations and bring back ideas about Athena SWAN to LMS workshops, other societies and the University. Peter is also an Athena SWAN mentor for several mathematics departments in the UK, either commenting on application drafts (and providing feedback from previous unsuccessful applications for some) or attending their Athena SWAN committees, sometimes via Skype.

### Stonewall Workplace Equality Index (WEI)

The Stonewall Workplace Equality Index is a benchmarking tool which evaluates LGBT+ friendly workplace practices across all sectors, and measures institutional efforts to tackle discrimination and promote sexual orientation and trans equality.

In January 2016 Kent achieved a Stonewall 2016 Workplace ranking of 185, from a total of nearly 415 organisations participating across *all* industries, and was ranked 21st of 54 Higher Education submissions. Those organisations who make the top 100 of Stonewall's WEI are held up as the shining examples of best practice and over the last four years Kent has moved from the bottom and nearer towards the competitive end of the submissions pool. This is a real achievement in a national benchmarking index which operates across private, public and third sector organisations.

Completion of the submission and the gathering of supporting evidence was a collaborative effort between the LGBT+ Staff Network and the EDI team, also supported by the Vice-Chancellor in her role as Executive Group Champion for LGBT+.

More information about Stonewall can be found at: www.kent.ac.uk/hr-equalityanddiversity

CONTINUED OVERLEAF

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)



## The Positive About Disabled Two Ticks Symbol

In January 2016, Kent successfully renewed its 'Positive About Disabled (Two Ticks)' accreditation with Job Centre Plus. This demonstrated that the University continues to promote disability equality, particularly with regard to the employment, retention, training and career development of disabled employees. Our Disability Two Ticks covers our commitment to:

1 Interview all applicants with a disability who meet the essential criteria for a vacancy.
2 Provide a mechanism for disabled employees to discuss their learning and development.
3 Make every effort to retain employees should they become disabled during the course of their employment.
4 Take action to ensure that all employees develop an appropriate level of disability awareness.
5 Review progress against these commitments each year and plan ways to improve.

In July 2016, the University was notified that a new scheme 'Disability Confident' was to be launched by the Department for Work and Pensions as a replacement to Disability Two Ticks (see corresponding action in Section 6, EDI Work Plan 2016-17).

Further information on disability equality at Kent can be found at www.kent.ac.uk/hr-equalityanddiversity



## Business Disability Forum (BDF)

On 31 July 2016, Kent signed up to the BDF for a trial period of one year. The BDF is the UK's national employers' network specifically focused on disability equality across all sectors of the UK workforce. It has approximately 350 members, all helping to build disability-smart organisations. The BDF helps organisations to understand what needs to change if disabled people are to be treated fairly so that they can contribute to business success, to society, to economic growth and to improve business performance by increasing confidence, accessibility, productivity and profitability.

Membership of the BDF will provide the University with a wide range of resources and services to support the recruitment, development and retention of disabled employees and disabled service users (including students). This is particularly important during the transition from the Disability Two Ticks to the Disability Confident scheme.

More will be reported on the BDF in next year's EDI Annual Report. In the meantime, further information can be found at businessdisabilityforum.org.uk

## EDI Training

### Valuing Everyone (VE) all-staff development programme
#### Staff participation in VE

The VE programme was launched in April 2014 and has been rolled-out across the University since that time (also see Section 2, Formulating Strategy). It has been delivered through the use of a comprehensive partnership model requiring strong collaboration right across the University with colleagues from Learning and Development and EDI in Human Resources and very importantly, from Heads and their departmental EDI Representatives who have been very involved in the success of its delivery. Workshops have been funded by a one-off investment provided for this purpose that concluded at the end of the 2015-16 reporting period. In this final year, 509 members of staff participated in VE workshops (see Table 1), bringing Kent's overall VE participation to 2000 staff from a total of 30 different departments across the entire University.

### Outcomes of the VE workshops

Upon completion of the workshops, Heads were provided with an Outcomes Report which covered:
• attendance by their School/Department
• results of their department's pre-workshop survey
• a framework for positive working, suggested by participants from their own department
• some reflections on what participants might do differently as a result of their attendance.

**Table 1: Valuing Everyone Workshops: Participation from 1 August 2015 – 31 July 2016**

|  | Attendance |
|---|---|
| Humanities | 92 |
| Sciences | 13 |
| Social Sciences | 93 |
| Professional Services | 189 |
| Mop up sessions (cross section of staff from all departments and schools ) | 122 |
| **Total Participation** | **509** |

To help to embed learning outcomes and build inclusive cultures in departments, Heads were also given the opportunity to discuss their Outcomes Report (and links to Athena SWAN work) with the EDI Manager.

Further to the success of VE, a new VE Part 2 will be developed in 2017 which will focus on cross cultural communications (see Section 6, EDI Work Plan 2016-17).

### Valuing Everyone: a case study from the Development Office

Five values were created by the Development Office, further to their participation in the Valuing Everyone programme. The values reflect the thoughts of everyone in the Development Office, as everyone has been involved in their design and they have been embedded into daily work. Staff can now be nominated for excellent work that links to a value, or that goes above and beyond. The values have also been integrated into the departmental recruitment and selection and induction processes.

Further information on the Development Office's good practice initiative is available from the EDI website at www.kent.ac.uk/hr-equalityanddiversity/networks/edi-network

### EDI Award

This year, 18 EDI Representatives from departments who had participated in VE over the year were invited to attend the Learning and Development Awards Ceremony (February 2016). The EDI Manager presented those EDI Representatives with a certificate to take back to their departments which marked their achievements in completing the programme and working on their outcomes reports.

### Promoting EDI at new staff induction events

The EDI team continued to undertake a key role in the University's new staff induction events as a way to welcome new colleagues and outline the focus on building a fair and respectful environment at the University of Kent. During the period, five induction events took place at the Canterbury and Medway campuses, attended by 282 new staff of all levels across the University.

At each event, the EDI Manager led a plenary session entitled 'Working in an Inclusive Environment' which included an overview of strategic aims, policies and frameworks, and information on current EDI initiatives. The session incorporated an interactive quiz and introduced the e-Learning module, 'Diversity in the Workplace', which staff are expected to complete as part of their probation.

The induction event also included an Information Fair where all members of staff – both new and longer serving – could find more information about what it means to work at the University. Participants visited the dedicated EDI stall to pick up information about joining the staff equalities networks, and to find out how they can become involved in the EDI agenda.

### Leadership development programmes

EDI principles are referenced and referred to throughout the University's leadership and management development programmes. The following programmes ran over the year, with attendees from academic schools and professional service areas:

- **New Senior Leaders Programme (NSL)** – for new Heads of Department and Directors. The programme ran with 18 attendees and was delivered by a range of internal speakers and facilitators, with participants having access to external coaches throughout the programme.
- **Leadership for Areas of Significant Responsibility (LASR)** – for senior staff at Grades 9 and 10. The programme ran with 24 attendees and was delivered by both internal and external facilitators, with participants having access to external coaches for two coaching sessions.
- **Developing Management Skills (DMS)** – for managers at Grades 6 & 7. The programme ran with 41 attendees in two cohorts over the year.



Values created by the Development Office



All awardees at the Learning and Development Awards Ceremony, February 2016

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

In addition, a Leadership Behaviours Framework was developed and launched. Future plans (see Section 6, EDI Work Plan 2016-17) include a review of the Heads appointment process and the investment of more resource into leadership behaviours and programmes. In the longer term, a new Foundations of Management programme will be developed for staff at Grades 5 and above. This suite of work will help to embed the fundamentals of management, including EDI, and increase skills and knowledge in the principles of fair and effective people management.

## Aurora

Since its launch in 2013-14, the University of Kent has supported 39 women to take part in the Aurora Programme for women, run by the Leadership Foundation for Higher Education. Participants are selected through an application process from across the three Faculties and Professional Services. Mentoring is integral to Aurora and the Aurora Champion, Professor Ruth Blakeley, ensured that all participants had suitable mentor matches from within the University. In addition, senior role models at Reader or Professor (or the Professional Services equivalent) were drawn from across the institution to support the workshops which took place in London.

At the time of writing, the Aurora Champion role is moving to Professor Yvonne Sherwood, Professor of Biblical Cultures and Politics from the Department of Religious Studies/School of European Cultures and Languages. Enormous gratitude is sent to Professor Blakeley for all her work in supporting and developing the Aurora programme and network at Kent. We welcome Professor Sherwood as we finalise the recruitment of a new cohort and continue to work on developing a range of events to support the Aurora agenda, and its growth in popularity going forward (also covered at Section 5, Monitoring and Compliance).

## Mentoring

Mentoring provides a mechanism for staff to manage their own learning and personal development under the guidance of a mentor. This year:
- three 'Introduction to Mentoring' workshops took place, with a total of 18 staff attending
- a workshop was included as part of the Athena SWAN Awareness Event in April 2016, attended by 15 academic and professional services staff
- mentoring continued to be embedded through the Aurora programme where male and female mentors supported the programme.

Learning and Development are planning to review their mentoring programme with a planned re-launch for early 2018 (also see Section 5, Monitoring and Compliance). They are also exploring the use of technology to support the mentor/mentee matching process and will be publicising the benefits of mentoring more widely.

## Drugs and alcohol training

During the year, we ran two workshops on Drugs and Alcohol Awareness for 30 staff who were in a supportive role with students. The workshops provided information on the impact of drugs and alcohol, recognising the signs of misuse, and the wider support services and pathways available to help recovery.

## Deaf awareness training

This course was offered to staff and students who wished to gain a basic level of sign language skills and learn how to interact with deaf people. It ran as a series of 90 minute sessions over a six-week period, with 13 staff attending. Very positive feedback was received and the course will run again during 2016-17.

## EDI e-Learning modules

The following e-Learning modules continued to be available to all staff, and were also integrated into learning and development interventions such as new staff induction events, internal leadership programmes and recruitment and selection processes:
- **Diversity in the Workplace**. This covers a range of topics, including the legislation, bias and stereotyping, and bullying and harassment with the module supported by Kent policy documents and further reading. 310 members of staff completed the module within the reporting period (including 81 staff from Kent Union).
- **Equality and Diversity in Recruitment and Selection**. This module is essential for all staff involved in writing job descriptions, advertising vacancies, shortlisting, interviewing candidates and chairing panels. 36 members of staff completed the module within the reporting period.
- **Equality Analysis**. This module is available for staff who may be required to undertake Equality Analysis as part of their work. 58 members of staff completed the module within the reporting period.

Further information, including a review of learning and development and the arrangements for training interventions, are included in Section 6, EDI Work Plan 2016-17.



Deaf Awareness Workshop: Maureen Marks teaching sign language to participants

## Employment policies, procedures and guidance

### Supporting the flexible workforce – review of Hourly Paid Lecturers (HPL)

The University of Kent recognises the valuable contribution its hourly paid staff make to the success of the University; they provide flexibility to the workforce and allow schools and departments to react to changes in staffing need, as well as helping to support the student employability agenda.

In June 2016, following a project undertaken within HR, a number of key recommendations were agreed by the University's Executive Group. These included the introduction of Guaranteed Minimum Hours contracts and a move for some 50 HPL staff to permanent 'open ended' contracts. The recommendations will be implemented incrementally from August 2016 to September 2017 (see Section 6, EDI Work Plan 2016-17).

The project team have worked closely with Trades Unions, the University's Joint Staff Negotiating and Consultation Committee (JSNCC), Staff Policy Committee (SPC) and stakeholders within schools and departments to develop and implement these improvements in how contractual relationships are managed at the University.

For further information www.kent.ac.uk/hr-staffinformation/timesheets/index

### Kent's Statutes and Ordinances

Statute 7 is the University Statute that sets out how key employment matters (such as grievance resolution, performance improvement and discipline) are to be managed. Following the formal approval from Privy Council in August 2015 the University was able to implement its reformed Statute 7. The reform means all staff will now be covered by Statute 7, which was previously only applicable to staff in Grades 7 and above. The revised processes are clear, transparent and provide a consistent and equal approach to how employment matters are handled irrespective of grade or contractual status.

During this reporting period work has continued to embed the new reformed Statute, including the commencing work on the development of staff and managers guides to each of the ordinances within the Statute, developing supporting templates and checklists and delivering training to managers to enable them to fully understand the requirements of the people practices in place at the University following the implementation of the reformed Statute.

### Reward

#### Promotion and salary reviews

The University's promotion and salary review process for Academic and Research staff was again monitored by gender during the period. This year's findings show that the number of staff who applied for promotion increased by 20% and, for the very first time, more women than men applied for professorships at a success rate of 90% (compared to 67% for men). Also see Section 5, Monitoring and Compliance (page 34).

#### Senior Reward Policy

The Director of HR and Organisational Development drafted a Senior Reward Policy which also codifies and communicates Kent's Reward Philosophy:
'…reward arrangements reflect the institution's core values of fairness, equality, respect and its desire to create an inclusive approach to the reward of its entire workforce. In a collegiate environment and culture that thrives on collaboration it is important that pay systems are transparent, not overly complex, based on consistency and integrity in decision making and reflect, as far as possible, a standard approach to the reward offer irrespective of job grade or status'.

See Section 6, EDI Work Plan 2016-17 for further actions linked to remuneration and reward.

### Immigration and Brexit

Following the UK vote (in June 2016) to leave the European Union, Kent reinforced its commitment to remain the UK's European University and to continue to provide one of the best student experiences in the UK. In a statement to staff and students, the Vice-Chancellor Professor Dame Julia Goodfellow said: '*The University of Kent is proud to be outward facing and international. We are especially proud of our diverse student body and our European and international staff. We recognise that we benefit greatly from this diversity. I am naturally disappointed at the result of the EU referendum. It reflects neither my personal views nor those of the University. I recognise, nonetheless, the democratic process that has led to this outcome.*'

Since then, Kent has worked with Universities UK and other agencies, seeking advice and guidance throughout the period of transition especially on the issues directly affecting our non-UK European Union students and staff. In particular the University has aimed to reassure all its non-UK EU staff that they remain a valued and important part of our workforce and that we are working in their interests wherever we can. In July, HR established a new Brexit Group who met weekly to create a package of support for staff. The package Kent put together is believed to be the first holistic package offered within the sector. This included:

- A new webpage on the EU Referendum with signposts to information, support and FAQs for staff, see www.kent.ac.uk/hr-staffinformation/hr-referendum/eu-faqs
- A dedicated email address StaffEUqueries@kent.ac.uk for staff queries.
- A series of podcasts and videos which include advice and assistance for completion of the British Citizenship form.
- A short life loan policy for staff affected by Brexit, for implementation in autumn 2016, to enable them to apply for an interest free advance to help meet costs incurred from the result of the referendum (including the UK life test, and legal advice).
- Legal presentations by local immigration solicitors (for implementation in autumn 2016) to cover issues affecting European staff, to help with visa applications and to answer any questions.
- A general University news page at www.kent.ac.uk/news/society/8992/in-the-news-latest-referendum-insights-and-perspectives.

Also see Section 6, EDI Work Plan 2016-17.

Kent has run immigration training as part of the standard Learning and Development provision for some time now. Data on staff nationalities represented at the University is provided at Section 5, Monitoring and Compliance (page 46) and actions on Brexit and immigration are included in the EDI Work Plan 2016-17 at Section 6.

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

## EDI guides, toolkits and resources for staff

### Gender Reassignment in the workplace

In January 2016 the staff EDI team launched its first 'Guide to Supporting Gender Reassignment in the Workplace'. The guide provides information on gender identity inclusion and how to support colleagues who have undergone or are planning to undergo gender reassignment. It outlines the legal framework and University procedures and processes, with practical advice including information on language and etiquette. The launch of the guide was accompanied by a new webpage containing additional resources including case studies, checklists and a Transgender Awareness e-learning module. See: www.kent.ac.uk/hr-equalityanddiversity/protected-characteristics/transgender

### A Guide to Campus Services for Disabled Staff

During the year, the staff EDI team also launched its first 'Guide to Campus Services for Disabled Staff'. The brochure signposts a wide range of support services that the University provides for disabled staff, along with a range of checklists and toolkits. The guide complements existing policies available from the Human Resources website, including the EDI, Disability in Employment and Dignity at Work policies. The guide can be accessed from: www.kent.ac.uk/hr-equalityanddiversity/protected-characteristics/disability

### Staff Guide on Assistance Dogs

A new, short guide on Assistance Dogs was produced for staff (see www.kent.ac.uk/hr-equalityanddiversity/protected-characteristics/resources/disability/assistance-dogs-guide.pdf

### Dignity at Work: Staff Guide to the Informal Procedure

A new guide to the informal procedures was produced by the HR Employee Relations and Business Partnering team. See www.kent.ac.uk/hr-staffinformation/policies/dignity

Next year, the Personal Relationships Policy will be reviewed (Section 6, EDI Work Plan 2016-17).

## Student

### Autism and Employability Project

Students with an Autistic Spectrum Condition (ASC) were identified as a cohort significantly disadvantaged in terms of their employment outcomes. Nationally unemployment reached 22% per annum. Together with Student Support and Wellbeing the Careers and Employability Service (CES) provided employability support, specialist careers guidance and alumni mentoring for students with ASC. The joint Autism & Employability Project supports 30 students each year. It was successful in helping 92% of the Project's most recent graduates obtain graduate-level employment or further study.

### Careers and Employability Service (CES)

The CES initiated a number of projects aimed at enhancing the skills, confidence and employability of Kent students from widening participation backgrounds. These projects included the Work-Study Scheme which provided training and employment opportunities for students on campus and the Kent Experience of Work Bursary (B-KEW), to enable these students to undertake valuable work experience.

### Careers and Employability Service website

The CES website www.kent.ac.uk/ces/special-interest contained easily accessible information targeted at particular groups, including students with disabilities, ethnic minorities, female students, mature students etc.

### Careers and Employability Service Work-Study Scheme

The Work-Study Scheme supports students from widening participation backgrounds in gaining campus-based work experience and in developing their employability skills alongside their studies. The Scheme offers training in CV preparation, interview skills and workplace etiquette. In 2015-16 a total of 359 paid placements were successfully undertaken by Kent students.

### Careers and Employability Service policy and procedure

The CES adopted all-inclusive teaching practices as policy (ie. slides were available to all students in advance of presentations, all slides were in dyslexia-friendly format and a variety of employability sessions for students were staged outside normal working hours). The CES also produced a number of information leaflets for students with a specific focus, including targeted information for international students and a guide to the CES for students with disabilities. It advertised events, organisations and employers with an equality agenda (eg, Sponsors for Educational Opportunity (SEO) London).

### International student support and activity group

Student Support and Wellbeing established a weekly popular support group for international students. The group supported students who were struggling with homesickness, adaption to British culture and making friends, and focused on social activities, including ice-skating, coastal walks and local cultural visits. During the sessions, students shared their experiences of the difficulties they had faced since arriving to study in Canterbury, which included the different forms of teaching and learning, language difficulties, eating and drinking habits, understanding how cultural shock impacted them, finding housing and knowing where to get help for health issues.

### Kent Union: Lesbian, Gay, Bisexual, Transgender (LGBT+) student experience research project

Kent Union employed a student intern to carry out work with LGBT+ students, with the aim of increasing understanding of their experiences and what could be done to improve their time at university.

### Mental health awareness and support

Mental health awareness and support was a high priority area for the University and Kent Union. There was clear statistical evidence that demonstrated the number of students declaring mental health difficulties and requiring additional support and guidance was increasing year on year, and mental health was the fastest growing area of disability support. Student Services, collaborating with academic Schools, Kent Union and other Professional Service Departments has supported or introduced the following activities throughout the 2015-16 academic year.

## Kent Student Social Support Network

The Kent Student Social Support Network is a unique network and peer support group for students suffering from mental illness and/or social isolation. Its main aim is to provide support and advice, signpost to services and provide opportunities for socialisation within a non-threatening student community. Facilitated and run by Leila Jones (School of Arts) with support from Rachel Levy (Student Support and Wellbeing), the group met every fortnight during term time and each meeting had a particular focus. Groups held sessions on mindfulness, art therapy, poetry therapy, animal therapy, yoga and herbal remedies. The group regularly invited other staff members and external specialists to run sessions. Social events included relaxation parties with LUSH in Canterbury, movie nights, picnics and Christmas celebrations. The group was well attended with new and returning members showing up each week and developed into a close knit community. The network was supported and funded by Student Services and the Keynes College Master, who has been working to create a herb garden for the group to tend to.

## Meditation Mix CD

The Meditation Mix CD was developed by the School of Music and Fine Art in collaboration with the University's Wellbeing team (Student Services), Chaplaincy and Student Learning Advice Service (SLAS). The project aimed to provide practical strategies for students to help manage stress and anxiety which are increasing in the student population in higher education. The project used students' skills in art, music technology, design and music composition, university counsellors and wellbeing advisers expertise in meditation and mindfulness and SLAS' knowledge of students' study pressures to produce a 120 minute guided meditation CD aimed at students and available for free at: www.kent.ac.uk/smfa/currentstudents/meditationmix2015. The project won the Barbara Morris Prize for Learning Support 2015 and was developed into an app for students.

## Mental Health and Wellbeing Day

Student Support and Wellbeing supported a Mental Health and Wellbeing Day on the 3rd March 2016 which featured a variety of activities including:
- Oasis Garden Walks
- Mind Apple Tree pledges
- Colouring Corner

- Agency stands (Turning Point, The Big White Wall, Samaritans and Young Carers Agency)
- Tea and Talk
- Men's Mental Health Talk

## Oasis Garden

The Oasis Garden opened in summer 2015 and is located on an area of land next to Park Wood and on the Crab and Winkle Way. The Oasis Garden was developed as a University 50th anniversary project that aimed to provide a garden space to promote wellbeing and environmental/ecological awareness for the benefit of staff, students and the wider local community. The garden currently has an enclosed fruit tree orchard, a large enclosed lawn area suitable for wellbeing/community/ecology events, six bee colonies and the potential for an allotment area for a shared food and gardening plot. The Oasis Garden aims to provide a comfortable, relaxed space for group work, meditation and socialising, particularly for those with social anxiety, to forge stronger bonds with residents in the City of Canterbury, enhance psychological and emotional wellbeing through a reconnection with nature and to demonstrate the University of Kent's commitment to ecology and conservation. There is potential to work with the onsite beekeeper educationally in future with the possibility of connecting beekeeping to wellbeing as an activity.

## Mindfulness sessions

Six-week week mindfulness training sessions were delivered to postgraduate students by Student Support and Wellbeing. Two mindfulness sessions were delivered to undergraduate and postgraduate students in October 2015, in conjunction with Kent Union, and mindfulness 'taster' sessions were delivered to postgraduate students and staff throughout the autumn term. Kent Union delivered stress management training sessions to students in March 2015.

## School of Engineering and Digital Arts Mental Health Awareness Week

Funding was received from the Development Office's Student Projects Grant Scheme, and the School offered a full week's worth of events open to staff and students. The events were strategically aligned to the institution's Student Success agenda from 16-20 May 2016. Events included:
- 'Staying on top of student life' workshop
- Wellbeing Information stand

- Mindfulness session
- Tanren session
- Healthy lunchtime walk

More information at www.kent.ac.uk/giving/opportunityfund/projects/?tab=industry&tab2=health-and-diversity-in-stem

## Sensory wellbeing spaces

A number of spaces have been developed at the Canterbury and Medway campuses to act as sensory, wellbeing and mindfulness spaces. These include the reflective garden and trail by the Medway / Rochester buildings in Medway, the Oasis Garden and the Keynes Pond Mindfulness and Eliot Cloister re-developments.

## Stoptober

Student Support and Wellbeing ran Stoptober in October 2016 to support students who wished to stop smoking. This was run in conjunction with an external company, Big White Wall, who ran a Quit Smoking course starting from the 12 October 2016.

## Turning Point

Turning Point offered weekly support and guidance to students struggling with alcohol and drug dependency in association with Student Support and Wellbeing. Work is currently being undertaken to develop a service for Medway students. In addition training on a 'brief intervention tool' was given to 53 frontline staff in Canterbury and Medway between January and April 2015.

## World Mental Health Day

On 10 October 2016 the University of Kent, in conjunction with Big White Wall, ran an awareness campaign promoting the work of Big White Wall and encouraging students to sign up to their safe and free online service. The aim was to provide students with the tools to manage their own emotional and mental health with trained counsellors who were online 24/7.

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

## Policies and guidance

### Student Pregnancy and Maternity policy

The Student Pregnancy and Maternity policy was developed to provide clear advice and guidance to staff and students when supporting a student pregnancy. The policy was produced by Student Services and approved by Learning and Teaching Board (now known as the Education Board) in June 2016. The policy will be reviewed on a three-year basis by the Student EDI Operations Group.

### Guidance for Students Who Have Been Sexually Assaulted or Raped

The University has a duty of care for all its students to ensure that the University is a safe place to live and study. The Guidance for Students who had been Sexually Assaulted or Raped was approved by the Student Experience Board in March 2016.

### Guidance for Staff Responding to Incidents of Sexual Assault or Rape

Guidance for Staff Responding to Incidents of Sexual Assault or Rape was developed as a resource for staff to ensure that a consistent, professional and clear response is given to any student who asks for help. The Guidance was approved by Student Experience Board in March 2016. The guidance contains information for both first responders and specialist staff.

### Safeguarding Students policy and procedure

The University has a legal duty to ensure, as far as reasonably possible the health, safety and welfare of all children or vulnerable adults that make use of its services and facilities. A new Safeguarding Students: policy and procedure document was considered and approved by Executive Group in May 2016.

### Table 2a: Student profiles: 1:1 Appointments and workshops

|  | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1-1 Advice | 378 | 614 | 668 | 909 | 813 | 805 | 1350 | 1119 | 1428 | 1464 |
| Maths & Stats Clinic |  |  |  | 80 | 111 | 86 | 174 | 144 | 233 | 204 |
| Royal Literary Fellow |  | 144 | 83 | 77 | 136 | 109 | 140 | 142 | 290 | 244 |
| Workshops | 627 | 636 | 841 | 912 | 1394 | 1076 | 1032 | 1355 | 919 | 1023 |

## Student Learning Advisory Service

The success of the Student Learning Advisory Service's (SLAS) initiatives had been demonstrated in terms of growth in the number of students and the engagement of academic Schools. SLAS had consolidated and extended different strands of its service in order to respond to the changing configuration of the university, to engage the new and evolving student population with SLAS' continued emphasis on the protected characteristics (BME, mature and widening participation) and the EDI agenda, to meet OFFA (Office for Fair Access) expectations.

## Student Learning Advisory Services: Academic Peer Mentoring (APM)

The aim of the APM scheme was to improve students' learning, performance, social cohesion and retention. Having mentors from a wide range of ethnic backgrounds was beneficial as mentors played an important role in modelling good student behaviour. The overall attainment figures for Kent by ethnicity demonstrated that 82% of all white students at Kent achieved a 1st or 2:1 and 62% of all UK domiciled BME students at Kent achieved a 1st or 2:1. Students working as mentors achieved significantly better than the student body as a whole, with a 3 point gap between the

### SLAS student profiles – all students 2015-16



Gender (F/M)
SLAS 1-2-1: M 29%, F 71%
SLAS Workshop: M 28%, F 72%

Residence (Home/OS)
SLAS 1-2-1: No 38%, Yes 62%
SLAS Workshop: No 61%, Yes 39%

Level (UG/PG)
SLAS 1-2-1: PG 26%, UG 74%
SLAS Workshop: PG 34%, UG 66%

Study (FT/PT)
SLAS 1-2-1: PT 6%, FT 94%
SLAS Workshop: PT 2%, FT 98%

Protected characteristics

Home Students Only

POLAR3 Q1- Q2 (Y/N)
SLAS 1-2-1: Yes 35%, 65%
SLAS Workshop: No 69%, Yes 31%
% in University: Yes 24%, No 76%

BME (Y/N)
SLAS 1-2-1: No 48%, Yes 52%
SLAS Workshop: No 56%, Yes 44%
% in University: Yes 30%, No 70%

Mature (Y/N)
SLAS 1-2-1: No 69%, Yes 31%
SLAS Workshop: No 69%, Yes 31%

attainment levels of white mentors and those of BME mentors, compared to the 20 point attainment gap for the general student population. These figures indicate that being a mentor helped to close the attainment gap between BME and white students. Research from across the UK HE sector demonstrated that peer learning played an important role in supporting access, transition, and retention of students. The current ethnic diversity of mentors at Kent would suggest that BME mentees had good role models to learn from.

### Student Learning Advisory Services: Advantage Initiative (AI)

#### Impact on retention and performance

The AI provided a bridge for first year students moving into higher education, and for mature students returning to study. This function continued beyond the first year of study where AI sessions were offered to other years and to postgraduate students. The AI had made a major contribution to overall student support system in terms of the quality of the student experience, and had addressed a number of key strategic issues, particularly in relation to student retention proportions and individual student performance. It offered an integrated model of support in embedding study skills to enhance the whole student population without specifically identifying students with protected characteristics.

### Student Learning Advisory Services: Mathematics and Statistics Clinics

SLAS weekly Mathematics and Statistics clinics were open to all students to meet a need for additional support. The clinics provided a safe and neutral environment in which students could enhance their understanding and development. The benefits offered by the clinics significantly enhanced mathematics and statistics provision and improved student satisfaction, performance and retention.

### Student Learning Advisory Services: Tailored Programmes

Examples of tailored programmes include:
- **VALUE Classic:** a HEFCE (Higher Education Funding Council for England) funded summer school programme in partnership between participating Schools and SLAS. The VALUE programme aimed to give academic support to students who were at risk of failure or underachievement, and enabled them to fulfil their academic potential.

- **VALUE MaP:** a programme of study skills support for mature and part-time (MaP) students who were returning to study or were entering higher education via non-traditional routes to help them develop academic confidence, fulfil their potential and integrate into the University learning environment. It provided tailored support to students who may not have been able to access the mainstream support offered by the SLAS.
- **VALUE Grad**: a retention programme for taught Master's students which incorporated a range of academic skills development opportunities for taught Masters' students at the University.
- **Creative Language Development (CLD)**: a course of study designed to help students improve their English language skills by extending their verbal skills with a view to improving their written work.
- **Postgraduate International Programme (PIP)**: a structured series of occasional workshops that focused on the development of academic writing skills for international/ESL taught postgraduate students at the University.
- **Summer Skills Forum**: a two-day personal/professional development workshop that took place at the end of the summer term. The workshop provided an opportunity for participants to develop their personal effectiveness by enhancing their self-awareness and awareness of others.
- **Writing Retreat:** postgraduate students spend 24 hours in a structured writing environment focused on dissertations, facilitated by SLAS advisers.

### Chart 1: Academic attainment of mentors



| | White Mentors | White Students | BME Mentors | BME Students |
|---|---|---|---|---|
| ■ 2.2 or lower | 2.50% | 12% | 5.50% | 34% |
| ■ 1st / 2:1 | 97.50% | 88% | 94.50% | 66% |
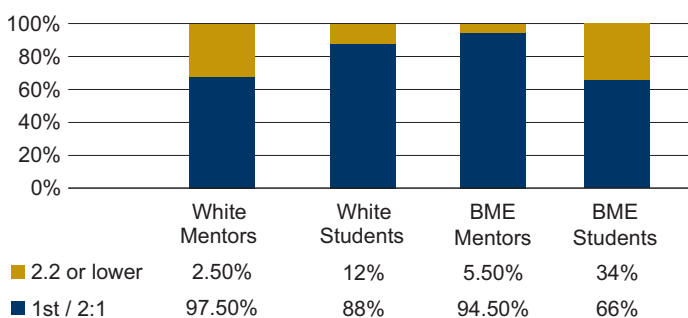
### Table 2b: Student Learning Advisory Services: Advantage Initiative (AI)

| AI | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
|---|---|---|---|---|---|---|---|---|---|---|
| Students | | 2934 | 3702 | 4312 | 4830 | 5598 | 5078 | 8999 | 9177 | 9665 |
| Schools | | 78 | 155 | 153 | 206 | 181 | 203 | 267 | 223 | 254 |

### Table 2c: Student Learning Advisory Services: Mathematics and Statistics Clinics

| | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
|---|---|---|---|---|---|---|---|
| Maths & Stats Clinic | 80 | 111 | 86 | 174 | 144 | 233 | 204 |

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

## Student Success (EDI) Project 2015-16 key pilot School initiatives

The Student Success (EDI) Project is a two-year project involving nine pilot schools, all working to investigate student success differences and putting in place activities and arrangements to support all students. Substantial research work was undertaken with students and staff to identify key issues, using findings to develop the work in a number of pilot schools.

## Academic Adviser research project

In 2014-15, the Student Success (EDI) Project conducted exploratory survey and interview research into the roots of the white-BME attainment gap. Among its findings were the following:

- Despite the attainment gap, BME students at Kent had higher expectations of their academic success (ie, aiming for a 1st and were confident of achieving it) than white students. These expectations were partly informed by class background and the expectations of family.
- This supported existing research from Watson (2013), Modood (2012) etc. that students from non-traditional backgrounds may lack the '**academic capital**' to quickly adapt to the university environment, feel comfortable with staff, and make full use of the support systems and resources available to them.
- During interviews students discussed frustrations with the availability of academic staff to support their learning and seldom depicted their **Academic Adviser** as a meaningful or useful role.

During 2015-16 research was undertaken by the Student Success (EDI) Project project evaluating the Academic Adviser system. This consisted of interviews with 25 permanent academic staff members from ten different schools across all three faculties, in Canterbury and Medway, taking into account the Student Barometer Survey and central student record system (SDS) performance data, to evaluate students' use of and satisfaction with the Academic Adviser system. Work was also undertaken with Student Success (EDI) Project Officers in 14 associated pilot schools to gain a better understanding of the differences to its implementation and to pilot evidence-based initiatives to improve it. The data collection results would be analysed and presented to the relevant schools and networks, including the autumn Student Success Project conference, in the 2015-16 academic year.

### Table 3a: Level 3 qualifications of entrants (2013 Home) by gender and ethnicity

| HEQ | Asian | | Black | | Chinese | | Mixed | | White | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| A Level (%) | 83 | 68 | 68 | 45 | 88 | 69 | 76 | 68 | 75 | 73 |
| BTEC Only (%) | 6 | 16 | 13 | 33 | 0 | 19 | 8 | 18 | 8 | 13 |
| Mix of BTEC + other (%) | 5 | 10 | 5 | 10 | 8 | 6 | 8 | 6 | 6 | 6 |
| Other eg, IB (%) | 2 | 4 | 4 | 2 | 4 | 6 | 6 | 2 | 3 | 4 |
| Access to HE Diploma (%) | 2 | 1 | 5 | 3 | 0 | 0 | 0 | 3 | 4 | 3 |
| Not known (%) | 2 | 2 | 5 | 6 | 0 | 0 | 3 | 3 | 3 | 2 |

Notes: HEQ = Highest Educational Qualification. Source: University of Kent administrative statistics

### Table 3b: Entrants with BTEC (2013 Home), by BTEC subject area and ethnicity

| BTEC Subject Area | % by ethnic group and BTEC subject | | | | |
|---|---|---|---|---|---|
| | Asian | Black | Mixed | White | Total |
| Sports and Physical Education (%) | 12 | 28 | 6 | 19 | 20 |
| Information Technology (%) | 21 | 10 | 18 | 10 | 12 |
| Maths and Science (%) | 9 | 7 | 6 | 15 | 12 |
| Performing Arts / Arts (%) | 3 | 11 | 24 | 14 | 12 |
| Business / Marketing (%) | 21 | 20 | 18 | 5 | 11 |
| Heath and Social Care / Child care / Social Work (%) | 9 | 8 | 18 | 11 | 10 |
| Design and Engineering (%) | 3 | 0 | 6 | 5 | 4 |
| Humanities (%) | 6 | 3 | 6 | 5 | 4 |
| Other Social Sciences (%) | 6 | 6 | 0 | 4 | 4 |
| Music / Music Tech (%) | 0 | 2 | 0 | 4 | 3 |
| Finance and Economics (%) | 0 | 2 | 0 | 3 | 2 |
| Grand Total (%) | 100 | 100 | 100 | 100 | 100 |

Source: University of Kent administrative statistics

## BTEC research project

In 2015-16 research was undertaken by the Student Success Project into the differentiation in attainment between students entering the University with A level or IB qualifications and those entering the University with vocational qualifications, including BTEC. Understanding the use of BTEC qualifications would be crucial to reducing the white-BME attainment gap as a higher proportion of Black entrants, both male and female, had BTEC-only qualifications than their peers from any other ethnic group.

Furthermore, there were differences in the popularity of BTEC subject area by ethnic group (Table 3b). For example, Sports and Physical Education and Business and Marketing were the two most popular BTEC subject areas for Black students while Maths,

Science and Performing Arts were more popular with White students.

It was also relevant to the pursuit of equality at Kent that BTEC qualifications were stratified by gender to a much greater extent than A level subjects. A much higher proportion of males than females entered with a BTEC-only qualification (Table 3b). Further, the subject distribution was along traditional gender-stereotypical occupational roles, with females dominant in Health and Social Care, and males in Information Technology and Sport. In addition there were strong class profiles, with half of BME BTEC entrants coming from sub-£25k households. Around one in five BTEC entrants were living in a Low Participation Neighbourhood (LPN). This was higher than any other qualification group and considerably higher than A level entrants. The data suggested that individual BTEC entrants often

had a cluster of characteristics associated with low academic attainment which may have led to accumulated disadvantages.

Table 3c demonstrated that the Schools with the widest attainment gaps between A level and BTEC/Access entrants were Psychology, School of Sport and Exercise Science, Kent Business School, the School of Social Policy, Sociology and Social Research and Kent Law School. The Schools with the narrowest attainment gap between A level and BTEC/Access entrants were the School of European Culture and Languages, Biosciences, the School of Music and Fine Arts and the School of Arts.

Table 3d attempted to shed light on whether the explanation for the attainment gap was that particular Kent programmes were a good 'fit' for BTEC entrants.

### Table 3c: Combined cohort of 2011, 2012 entrants on 3 year Degree (UK domicile)

| School | No of degrees awarded | % that were First and 2:1 | % that were First and 2:1 by HEQ | | |
|---|---|---|---|---|---|
| | | | A-Level | Other quals | % point gap by HEQ |
| Psychology | 245 | 89% | 94% | 66% | -28% |
| Sport and Exercise Science | 204 | 67% | 82% | 55% | -27% |
| Business | 324 | 78% | 87% | 61% | -26% |
| Social Policy, Sociology & Social Research | 476 | 75% | 81% | 60% | -21% |
| Law | 307 | 71% | 75% | 56% | -20% |
| History | 372 | 93% | 94% | 81% | -13% |
| Anthropology and Conservation | 155 | 86% | 88% | 79% | -10% |
| English | 294 | 95% | 96% | 87% | -10% |
| Computing | 105 | 56% | 60% | 51% | -9% |
| Engineering & Digital Arts | 88 | 72% | 74% | 67% | -7% |
| Arts | 270 | 96% | 97% | 92% | -5% |
| Music and Fine Arts | 145 | 89% | 91% | 86% | -5% |
| Biosciences | 216 | 85% | 86% | 81% | -4% |
| European Culture and Languages | 406 | 92% | 93% | 89% | -4% |

*Note: HEQ = Highest Educational Qualification. 'Other quals' are all those entry qualifications that are not A level but on UCAS Tariff, in practice this category consists almost entirely of BTEC and Access to HE. Schools with fewer than 20 students with Other quals who achieved a First or 2:1 are not included in this table. Source: University of Kent administrative statistics.*

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Table 3d: Entrants holding BTEC Level Extended Diploma, by subject and School, 2008-12

| BTEC Level 3 Extended Diploma | School of Sport and Exercise Science | Kent Business School | School of Social Policy, Sociology and Social Research | Kent Law School | School of Computing | School of Engineering and Digital Arts | School of Arts | School of Music and Fine Arts |
|---|---|---|---|---|---|---|---|---|
| Sports Science / Sports Studies | 76 | 10 | 7 | 14 | 3 | 4 | 5 | |
| Business Studies | | 51 | 3 | 6 | 6 | 1 | 3 | |
| Information Technology | | 4 | 3 | 6 | 41 | 9 | | |
| Performing Arts | 1 | 4 | 6 | 5 | 1 | 5 | 30 | |
| Health and Social Care | 1 | 3 | 19 | 2 | 2 | 1 | 1 | |
| Music Technology / Music | | 1 | 1 | | | | 5 | 20 |
| Public Services | | 1 | 12 | 1 | 2 | | 1 | |
| Applied Science | 3 | 4 | 6 | 2 | 1 | | | |
| Other / Unknown | 19 | 27 | 17 | 36 | 24 | 17 | 21 | 8 |
| Total | 100 | 105 | 74 | 49 | 80 | 37 | 66 | 28 |

Note: This table shows selected Schools and relates to entrants from 2008-12. The number of BTEC entrants has increased substantially since then. Source: University of Kent administrative statistics.

In conclusion, the data presented suggested that BTEC entrants at Kent had studied a wide variety of Diploma subjects, and it may be that the subject content of their BTEC studies provided a weak bridge to their degree programme in many cases. Further research on which degree programmes were (or could be developed into) supported 'pathways' for BTEC applicants with particular subject Diplomas was called for.

## Kent Business School Medway

• The School had successfully piloted a numeracy mentoring scheme and conducted research into feedback and assessment in the School. It also used the TurningPoint system to assess and support the understanding of lecture content.
• The Academic Adviser system had been modified to take account of students' expectations and aspirations and to monitor progress towards individual targets.

## Kent Law School

• The School reviewed its Welcome Week delivery and developed a Revision Conference, as well as monitoring student collection of assessment and feedback.
• The project helped to stimulate discussion regarding student success and attainment gaps, leading to discussions about integration, teaching styles and academic capital.

## School of Architecture

• Analysis of Student Success interventions had revealed that in stages 1 and 2, 42.5% and 39% respectively of students from target groups engaged in initiatives. Initial indications were that stage 2 students who engaged with interventions throughout the two year project achieved a higher coursework average than those who did not attend any interventions. In addition, although the numbers were small, coursework average increased at a greater proportion between stage 1 and 2 for those who engaged. Further data would be provided following final assessments for the academic year.
• The School had delivered daytime and twilight drop in skills sessions, specialist drawing and sculpture sessions, student-led writing workshops and financial support for field trips as part of the Student Success Project.

## School of Arts

• The School of Arts had obtained data about managing student success that would not otherwise have been possible, by closely monitoring student achievement. Key areas of focus included:
  - The functioning of the Academic Adviser system in the School
  - Achievement reports on specific student groups
  - The connection between entry tariffs and attainment
  - The success of targeted learning support embedded in modules across year 1 at the start of term 1
  - The need to discover more information about what motivated the few students that withdrew and how the social support initiative ('Bored Games'- board games social sessions) could be made to work better for isolated students by involving a member of staff
• Students who attended study support embedded into modules in year 1 early on achieved better outcomes in their academic work in 2015-16; as a result the School had set up a Student Success committee in the School of Arts that would continue the initiatives around improving student success, in part using the data obtained.

**Other initiatives in 2015-16 included:**

- The Barbara Morris Learning Support Prize June 2016 was jointly awarded to the School of Arts and to Student Support and Wellbeing for their work in supporting students from a variety of backgrounds; '*for…ground-breaking collaborative work developing inclusive provision for visually-impaired students in Drama*'. Through the development of awareness raising activities, documentation, technological applications, consistent communication and engagement with a variety of support teams, clear inclusive priorities were developed that were used as a model for other Schools across the University.
- Regular Employability Drop-in sessions had been run throughout the year.
- A proposal for gender neutral toilets in the Jarman Building was being considered.
- 46 out of 60 staff had attended the Valuing Everyone workshops.
- Funding was made available to allow hourly paid lecturers to attend the Specific Learning Difficulties training, alongside full-time staff. This was to better equip staff members to be able to identify students with underlying learning difficulties more promptly.

## School of Engineering and Digital Arts

- Progress Profiles had been developed to provide better information to students on their progress and to facilitate the Academic Adviser system. These would be tested in the School before University-wide dissemination.
- The Virtual Student Adviser (VSA) generated interest from both schools and central departments. The system, which enabled students to navigate both School and University support services, continued to be tested with students in the School.
- EDA won the University's first THELMA award for the work on Progress Profiles and the Virtual Student Adviser. David Atkins, the Project Officer, won the KIE Innovation Award for the most innovative staff project and presented at the Closing the Gap conference.

## School of Pharmacy

- The social media project successfully engaged students in the life of the School and had highlighted a desire for video logs covering research and practice. Students also provided feedback on the improved and increased use of Kent Player, one of the Student Success initiatives, particularly for commuting students.
- The Project Officers presented two posters at the World Academy of Science, Engineering and Technology 18 International Conference on EDI in Boston and at the Closing the Gap Conference on 27 June 2016.

## School of Psychology

- Academic Peer Mentoring and Buddying schemes had been established in the School and these would continue to be developed in conjunction with a review of the Academic Adviser system.
- The School's expectation surveys continued to be used as a blueprint for expectation surveys across other academic schools.

## School of European Culture and Languages

- Skill support and workload management were emerging themes for the School. Students expressed concerns around academic writing and organising their study time. The issue of establishing common reading weeks across the nine pilot schools had also been raised. An improved sense of belonging to the School community had been developed among students as a result of the hoodie initiative.

## School of Music and Fine Arts

- The School had reviewed its Academic Peer Mentoring scheme in response to the expressed needs of students. It had also 'overhauled' Welcome Week to run activities related to student success, with a particular focus on support for non-A Level students.
- Discussions around skills support were ongoing, following a Music Theory Tuition pilot. An inclusive curriculum pilot was also being developed.

## School of Mathematics, Statistics and Actuarial Science

- The School's trial of compulsory, weekly, small group tutorials had produced a 6% drop in absence when compared to records from the same period last academic year, though absence of BME students remained high.
- Remedial classes continued for students under-performing on a set test. The process had been adapted to ask students to predict their performance before the test, with female and BME student's under-estimating their performance.

## One-year pilot Schools

The following schools ran one year projects in 2015-16:

- School of Anthropology and Conservation introduced meet and greet sessions between students and their Academic Advisers and ran skills sessions and engagement events.
- Politics and International Relations focused on skills, reviewing how the School reached students who may be disengaged.
- School of Arts developed support for clearing and BTEC students, as well as developing data collection to inform initiatives in the School.
- School of Physical Sciences developed a system of progress reporting to inform students about their attendance and attainment. A number of online assessments had been introduced to allow students to assess their own progress between formal tests.

## Kent Union: BME Student Voices project

Kent Union received £9400 funding through the Office for Fair Access (OFFA) Equality and Diversity Steering Group, to produce a report on the BME student experience. Over the 2015-16 academic year research was carried out which included an audit of university and union policies with recommendations for improvement. The research was intended to support the work of the University's Student Success Project.

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

### Student Wellbeing Action Plan

The Student Wellbeing Action Plan 2014-19 was reviewed in February 2016 and updated according to changing University needs and requirements. This was done in conjunction with various Departments across the Institution, including Student Services (Student Support and Wellbeing, Chaplaincy, College Masters' Offices (Canterbury and Medway) and the Careers and Employability Service), Kent Sport, Kent Hospitality, Student Finance, Estates, Centre for English and World Languages and Kent Union. The plan comprised the following themes:

- Meaning and Purpose (allowing students to develop meaning and purposes in their lives as well as being a student at University).
- Psychological Wellbeing (the extent to which every individual was, relatively speaking, happy and satisfied, could cope with the normal stresses of life and was able to work productively and make a positive contribution to University life).
- Social Engagement (students making social and emotional connections with fellow students and the local community).
- Physical Fitness (the body's ability to function efficiently and effectively in work, study and leisure activities and to meet emergency situations).
- Physical Environment (enhance the quality of life that results from a healthy relationship between the individual and the physical environment).
- Personal Finances (encouraging and supporting students to become independent when it comes to managing their own financial affairs).

The progress of the Action Plan was monitored by the Student EDI Operations Group.

### Transgender awareness and support initiatives

The number of students declaring that 'the gender that they identify with is not the same as the gender that they were assigned at birth' had increased from previous years, to over 100 students. Students who identified as trans faced a very unique set of challenges and could often find themselves isolated and struggling at university. To help support this group of students, a number of different initiatives were launched.

- **Trans student support group** a unique network and support group for trans students and staff members at the University, run for non-binary people by non-binary people and offered a safe, confidential space on the Canterbury campus. The group was run by Methodist Chaplain, Deacon Joy Everingham and supported by Ashford based group TG Pals. 20-25 students regularly attended these sessions.
- **Gender awareness training** held for all Student Services staff, delivered by external organisation Gendered Intelligence.
- **Kent Union facilities** Kent Union staff and student toilets were made gender neutral and employment forms no longer requested gender details.
- **GN toilet audit** An audit of all toilets on the Canterbury campus, in conjunction with the Kent Union LGBT+ officers, was undertaken. The results of this audit would inform planned work during the 2016-17 academic year in terms of both provision and signposting.
- **Kent Union LGBT+ Officer (Trans Place)** The Kent Union membership passed a resolution to create an LGBT+ Officer (Trans Place) focussed specifically on issues of interest to trans students at university. The first officer was elected in March 2015, to take up office in 2016.
- **Equality Week activities –** Transgender Awareness sessions (LGBT+ Hate Crime Awareness and LGBT+ Language delivered by Metro Charity and Gendered Awareness delivered by Gendered Intelligence) and film screenings (Talking Trans) were included as part of Equality Week activities.

### Video subtitling

In 2015-16, Enrolment Management Systems, the Development Office, Corporate Communications and International Development included subtitles to the information and marketing videos on the central YouTube account.

# 4 PROMOTING EDI WITHIN THE UNIVERSITY

**During 2015-16 a number of projects and initiatives have focused on developing and sharing EDI good practice across the Institution.**

## University level

### Good EDI practice across the University

#### Case study on working together for an inclusive service: Information Services and Student Support and Wellbeing

Staff from Information Services (IS) and Student Support and Wellbeing have been working together to develop a truly inclusive library and IT service which will enable all students (and staff), whatever their situation, to get the best from the services and resources. Staff from two IS divisions, Front Line Services and Academic Liaison Services, have been meeting regularly with Student Support and Wellbeing staff to establish a 'service catalogue' which details the services available to support students and clarifies who provides each service. This has established clear lines of communication between teams and increased staff confidence in the service, as all have been involved in agreeing the service level and who will provide it.

The service catalogue was developed using the JISC OPERA (Opportunity, Productivity, Engagement, Reducing barriers, and Achievement) guidelines (also covered at Section 2, Formulating Strategy) and benchmarked against other institutions. Once compiled it then informed an updated guide to library and IT services. Throughout the work, Information Services and Student Support and Wellbeing's guiding principles have been to provide for all users within the mainstream services wherever possible and to incorporate support within normal workflows so that they are not dependent on individuals. This will ensure that they are sustainable.

Another welcome result of their work has been to establish joint sessions during which IS and SSW teams update and train each other. These bring together staff who would not normally meet, but who are involved in providing elements of the same service. Working more closely together provides a more seamless service for all users.

### Case study from Estates: Changing Places

During 2014, the Estates Department's representative responsible for disability issues recognised the need (and lack of) a 'Changing Place' toilet on campus. While standard accessible toilets meet the needs of some disabled people, a large number need additional facilities to provide for more extensive assistance with personal care. With the support of the then Pro-Vice-Chancellor (Professor Keith Mander) a location was sourced where appropriate facilities could be provided in accordance with 'Changing Places: The Practical Guide' produced by the Changing Places Consortium.

Works had recently commenced on extending the Templeman Library, with a further phase planned to refurbish and extend the library's central core and entrances. So, in conjunction with the project architect and Estates representatives, a *Changing Place* was designed in the lower ground floor of the library, accessible from a new north entrance. The room has been designed in accordance with the guidelines and will include a height adjustable bench and wash hand basin, toilet and hoist system.

Work will complete in June 2017 and it will be one of only two 'Changing Places' provided in the whole of Canterbury.

### EDI Network

The University's EDI Network operates across all schools and departments and constitutes staff, Trades Union Representatives and Kent Union (student) members who have volunteered to become EDI Reps and undertake EDI work within their department or across the organisation. It has circa 60 members.

The EDI Network provides a channel of communication – to, from and between departments and the staff and student EDI teams; and provides a forum for EDI Reps to share information and consider good EDI practice and issues. It was created to help inform and disseminate EDI policies and good practice initiatives within Academic Schools and Professional Service Departments and throughout the University, and to provide a forum for discussion and consultation on EDI matters of interest to the student and staff population.

EDI Representatives ensure that projects and initiatives can be run locally, as well as ensuring that EDI remains a key principle within the operation of that school or department. This year, six new EDI Representatives were appointed and the Student Success (EDI) Project Officers also joined the EDI Network. The EDI staff team provided an induction briefing for these new EDI Reps to help them understand their role, what EDI means at the University more generally, and to consider the fostering of positive relations on campus.

This year, the EDI Network has proved extremely effective at communicating and sharing good practice, as well as operating as a sounding board for the development of new or existing policies, procedures and practices. Meetings have run in a lunchtime format with table discussions led by the project lead in each area to share that good practice.

Examples of projects and information undertaken or shared via the EDI Network this year include:
- Outputs from the Development Office's EDI learning and development programme and how departmental values have been developed and embedded (also see page 13)
- LGBT+ staff and student Networks' IDAHOT day celebrations
- Liberation in Sport campaign
- Work of the OPERA project in creating an inclusive learning environment via accessible information
- The Intervention Initiative and Violence Against Women and Men On Campus Steering Group
- A variety of religious and cultural celebrations in the School of Engineering and Digital Arts
- An Athena SWAN update
- EDI information and key metrics from the EDI Annual Report 2014-15 for dissemination back to departments and to inform this year's EDI Annual Report.

In addition this year, a new webpage was developed to help disseminate information about the EDI Network, the work of Kent's EDI Representatives, and EDI good practice initiatives more widely across the University.

In autumn 2016 Kent's EDI Network was recognised by HEFCE as a leading example of innovative practice in advancing equality, diversity and inclusivity.

Further information: www.kent.ac.uk/hr-equalityanddiversity/networks/edi-network

University of **Kent** | EDI Network

### EDI Network: case study from Catherine Butler (EDI Rep, School of Engineering and Digital Arts)

Welcoming in September 2015 staff from the School of Engineering and Digital Arts celebrated Rosh Hashanah, the Jewish New Year. Rosh Hashanah is the first of the High Holy Days or Yamim Nora'im (*Days of Awe*) which usually occur in the early autumn of the Northern Hemisphere. Rosh Hashanah is a two-day celebration, which begins on the first day of Tishrei.

Eid al-Adha: In September 2015, staff and students also celebrated Eid al-Adha. Dr Farzin Deravi and Dr Sanaul Hoque kindly sponsored the morning refreshments in honour of this occassion.

### Harassment Contacts

Membership of the Harassment Contact team has remained consistent, with a mixed group of 11 members of staff acting in a voluntary capacity to support staff or students needing support in relation to harassment or bullying in the work or study place. Harassment Contacts offer a listening ear in a safe environment and within agreed boundaries of confidentiality. They also:
- assist in the implementation of the University's Dignity at Work and Dignity at Study policies
- provide a source of anonymous information to assist in the monitoring of harassment cases
- contribute to building expertise on harassment and bullying.

Some Harassment Contacts were also members of the Emergency Response Team (ERT) which ran after hours (from 5pm-9am). However, earlier in the year, ownership of the ERT passed to Student Services who were seeking to create a new Sexual Assault Responders team in 2016-17. This separation enabled the service of the Harassment Contacts to be differentiated (albeit complementary). A new Chair will be sought in the coming year so that the service can be developed from here, and a new Harassment Contact Network created (Section 6, EDI Work Plan 2016-17).

### Dyslexic Academic Forum (DAF)

A new sector-wide Dyslexic Academic Forum was initiated by Andy Conio (Senior Lecturer in the School of Music and Fine Art). The DAF was launched at the University of the Arts in London in March 2016, supported by the staff EDI team. Its remit is to provide support, advocacy, information and policy development forum for researchers and lecturers with dyslexia in Higher Education. This will be the first ever opportunity for dyslexic academics to work together in identifying the challenges they face, ways of overcoming barriers and to re-address the deficit model of dyslexia. Further to its launch, a meeting to discuss the establishment of a local Dyslexic Academic Forum took place in Canterbury, supported by Student Services, with an additional meeting scheduled in 2016.

### Student and staff safety

Student and staff safety were highlighted as a priority area for the University following feedback from student groups, particularly women on campus. As a result a range of initiatives were implemented to improve student and staff safety and raise awareness of safety measures in existence:
- **Night Walk** – Undertaken on 4 February 2016 on the Canterbury campus with members of staff from the Safety Health and Environment Unit, Campus Security, Estates, staff EDI Manager and Kent Union. The walk focused on general safety issues including street lighting, footpaths and road crossings between Park Wood, Woodlands, Turing College and Keynes College.
- **Personal Safety Awareness Day in Canterbury** – Held on 15 March 2016. Campus Security, Kent Police and Street Marshals were in the Plaza talking to students and sharing personal safety information.
- **SafeZone app promotion** – The University's new safety app for mobile devices made it easier for students and staff to access Kent's safety and security services across all campuses. In April 2016 there was a soft launch introducing staff and students to the new safety feature. Corporate Communications aimed to ensure that the majority of new students starting at Kent in September 2016 would download SafeZone through extensive communications campaigns.
- **Safety signage and accommodation noticeboards** – Working with Estates and Student Services, safety signage was improved by Corporate Communications on the Canterbury campus. There were now Campus Security signs highlighting 24/7 CCTV and security on campus. For 2016-17 it is planned to add similar noticeboards at key locations in the Medway campus. Safety noticeboards with a map highlighting safety information points, services, contact details and advice were displayed in accommodation receptions.
- **Student Personal Safety campaign** – Corporate Communications agreed to develop a campaign that raised awareness of the University's safety services. Overall students thought the campaign was valuable and felt reassured that the campus was a safe place due to the University's services and efforts. Some of the University services highlighted included:
  - Walking Taxi service
  - Night Bus
  - Presence of Campus Security staff
  - Availability of personal safety alarms
  - Medway activities
- **Personal safety video** – Created by Corporate Communications to help inform students of the safety services available while sharing vital advice. The video was published in February 2016 and received nearly 400 views by August 2016. The video will be key for communications to new students in the 2015-16 academic year.



Staff celebrate Jewish New Year in EDA



EDA staff and students celebrate Eid al-Adha

# 4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

## Staff

### Disability Staff Network: 'Raising awareness and improving communication'

The Disability Staff Network (DSN) aims to support disabled staff and those working with, or interested in understanding more about, disability. It has circa 30 members. This year, the Network provided a forum to build on progress from its Operational Plan in 2014-15 and to cement outcomes in accordance with its strapline 'To raise awareness and improve communication'. This included:

- The launch of a new 'Guide to Campus Services for Disabled Staff' in January 2016. This guide (pictured below) was produced by the staff EDI team. However, its content was informed by the DSN further to its work to better understand the conditions required to support disabled staff, and its series of 'Day Walks' in 2013-15 which were initiated to experience the campus (and navigation) through the eyes of disabled staff or students.
- The continuation of a series of staff workshops to support disability at work, for example, mental health awareness, deaf awareness and a workshop on autism awareness (newly initiated by the School of Mathematics, Statistics and Actuarial Sciences).

This year's DSN meetings included input from colleagues who shared good practice initiatives at Kent. An update was provided on 'Changing Places' (covered at Section 4, page 26).

**Improving accessibility to information** – the OPERA Project by Ben Watson from Student Services (also see Section 2, Formulating Strategy). Although this project initially focused on improving student accessibility to learning resource tools and information, the benefits to staff were very clear. Several online tools had become available, including Sensus Access which enables the conversion of electronic
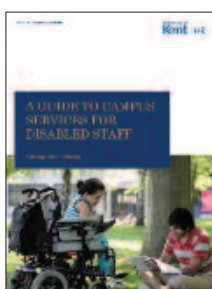


On Friday 27 May 2016, the BBC filmed a patient trying out the robotic legs in EDA

documents into more accessible/usable formats such as text to sound. The DSN responded very positively with its members keen to ensure that weblinks to the new tools were available on various departmental websites, including HR, Fire Safety and Occupational Health. In addition, some tools could help reasonable adjustments for staff with disabilities such as dyslexia or sight impairments, and also potentially help all staff. The DSN Chair convened a sub-group of the DSN to explore how the outputs of OPERA could be disseminated more strategically across the University. Further information is available at www.kent.ac.uk/itservices/productivity

**Robotic technology and powered wheelchairs** – by Kostas Sirlantzis from the School of Engineering and Digital Arts (EDA). Kostas described research taking place within EDA in partnership with the East Kent Hospitals University Foundation Trust, looking at intelligent wheelchairs in cognitive assistive living ambient systems. Expert clinicians and engineers at Kent carried out the first clinical trials of robotic legs to allow people to move about with their hands still available to carry out activities of daily life (like making a cup of tea while upright). The device lifts patients from a sitting position into a robot-supported standing position, allowing them to take part in a set of supported walking and stretching exercises, designed by specialist physiotherapists. The study examined the impact on the individual, both physically and mentally and, if successful, could improve the health of patients with a variety of causes of



Disability Staff Network Footpath brick

paralysis – including trauma from an accident, war injuries, strokes, multiple sclerosis or motor neurone disease.

Finally, at the point of the retirement of Professor Keith Mander (Executive Group Champion for Disabled Staff), the Disability Staff Network commissioned a brick which was laid in the new Crab and Winkle Path as part of Kent's 50th Anniversary celebrations. The inscription marks the Disability Staff Network's message to everyone, see above.

Further information: www.kent.ac.uk/hr-equalityanddiversity/networks/disability-network

### Lesbian, Gay, Bisexual and Transgender (LGBT+) Staff Network

In May 2016, Kasia Senyszyn was appointed as the new Chair of the Staff LGBT+ Network which has a membership of circa 60 staff. Upon her appointment, Kasia met with LGBT+ student society representatives to affirm commitment to working together with them.

The Staff LGBT+ Network often champions national and international campaigns to promote and support the LGBT+ community, but in many cases the message focuses on the struggles and challenges faced by those who have faced persecution or discrimination. In July 2016, the network began work on a new campaign, '#My Friend Alex', to focus on positive messages from every-day figures. Alex was chosen as the friend's name due to its gender-neutral and international usage, and because it is short enough to make a Twitter




University of Kent | Disability Staff Network


University of Kent | LGBT+Staff Network

Kasia Senyszyn (Chair of the LGBT+ Network) and her colleague Fiona Jones



LGBT History Month, February 2016: rainbow flag above the Rochester Building (Medway campus)

## Women's Network

The Women's Network is keen to promote the recruitment, retention and recognition of women in higher education – a group (of circa 145 members of staff) that offers valuable support to members and feedback to the University on priorities for action. Building on the outcomes of presentations on *The Gender Agenda: Unconscious Bias and Women's Career Progression* (Abigail Player) and the *Equal Pay Audit* (Francis Samra), issues regarding confidence in presenting and being assertive in negotiation or conflict situations have provided a focal point for the network this year.

hashtag easy. The campaign enables members of the University's alumni, student, staff, local and international communities to submit a selfie with a friend, relative or colleague from the LGBT+ community along with a few words about themselves. There will be more about this campaign in next year's EDI Annual Report.

Other work of the LGBT+ Network over the year:
• In February 2016, LGBT History Month was celebrated across our campuses with a range of events, film screenings in the Gulbenkian, and other events including the rainbow flag above buildings on campus.
• In May 2016, the LGBT+ Network Chair met with Tracey Lamb (EDI Manager), Becky Lamyman (Student EDI Officer) and members of the Estates Department, to discuss an audit and signage options for gender neutral toilets on campus.
• On Tuesday 17 May 2016, International Day Against Homophobia and Transphobia (IDAHOT), staff at Canterbury and Medway were encouraged to wear bright colours, bring in a range of unusual or colourful treats to share with colleagues and donate to MIND (to support those with mental health difficulties) or METRO (a Medway regional charity who support sexuality, gender, equality, diversity or identity). The rainbow flag flew at both campuses.
• On Saturday 11 June 2016 the LGBT+ staff and student networks worked together to represent the university at Canterbury's first Pride event in 25 years. A procession began from outside the Marlowe Theatre at 1pm, followed by a 'Picnic in the Park' at the Dane John Gardens. Friends and colleagues were also encouraged to join.

• On Wednesday 15 June 2016 at 12pm, a one minute silence was organised for the victims of the Orlando shootings held in solidarity on the Rutherford College walkway. Kent designed a new plasma to mark the vigil and the rainbow flag was flown at half-mast over Rutherford College. Then at 5.30pm, colleagues joined another vigil at Canterbury Christ Church University which was organised by the LGBT+ Staff Network and the LGBT+ Student Society at CCCU, with candles lit in memory of those who lost their lives in Orlando on 12 June. CCCU also flew their rainbow flag at half-mast to show support for the victims.

In July 2016, the network re-branded itself to include the 'plus' in recognition of its openness to the continuing ways that people define themselves that is inclusive of all sexual orientations and gender identities. On 5 July 2016, the Vice-Chancellor, Professor Dame Julia Goodfellow (LGBT+ EDI Champion) launched the new Staff LGBT+ Network when ideas, and a network operational plan for the year ahead, were discussed.

Further information about the LGBT+ Network: www.kent.ac.uk/hr-equalityanddiversity/networks/lgbt-network

Two interactive sessions, led by Dr Simon Black (Learning & Development, HR), explored the principles and practices underlying *Presenting with Confidence* and *Effective Interpersonal Skills – Assertiveness and Conflict.*

There were also presentations by Professor Ruth Blakely (Aurora Champion 2014-16) and personal reflections from the Aurora programme participants about the impact of the programme on their leadership development. In the upcoming year, there are sessions planned to explore the impact of the Athena SWAN initiative at Kent and continuing on the theme of presenting with confidence, a practical voice training and projection session to enhance voice projection techniques.

Further information: www.kent.ac.uk/hr-equalityanddiversity/networks/women-network

# 4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

## EDI communications

The EDI Co-ordinator attends the termly Staff Induction and Information Fairs to look after a stall and meet new members of staff. Various leaflets and fliers are available for staff to take away and the EDI Co-ordinator talks about the various staff network groups and encourages staff to join.

This year, the EDI Co-ordinator carried out extensive work on the staff EDI website in terms of its structure and content in liaison with Information Services. New areas were established to:
- showcase good practice initiatives by EDI Reps
- showcase good practice initiatives and activities deriving from all the staff equalities networks across the University
- highlight new resources, information and signposting with enhancement of the website ongoing.

In addition, various leaflets and brochures (some directly produced by the EDI team) were updated to ensure their accuracy, currency and relevance.

Please see www.kent.ac.uk/hr-equalityanddiversity

## Student

### Sexual Respect @ Kent

Sexual respect, consent awareness and understanding, and support for rape victims and victims of sexual assault was an area of high priority for both the higher education sector and the University of Kent. The Violence Against Women and Men On Campus Steering Group was formed in July 2015 following a directive to all universities from Universities UK to address issues of sexual harassment, sexual coercion and rape on university campuses. The remit of the Steering Group was:
- To develop initiatives and projects to prevent sexual violence on campus; and
- To raise awareness of personal safety across the University's campuses to ensure that the University of Kent remains a safe and secure environment for students and staff.

The Steering Group developed a number of initiatives between July 2015 and August 2016, including:

- **Bystander Intervention Initiative** – developed by the University of the West of England, the Bystander Intervention Initiative is a free, evidence-based educational programme for the prevention of sexual coercion and domestic abuse in university settings by 'empowering students to act as prosocial citizens'. The University of Kent successfully piloted the programme with 21 students via Study Plus during the spring term 2015-16 with experienced external facilitators from Rising Sun, a local domestic violence organisation. It is planned to offer the course to students via Study Plus with focussed promotion by Kent Union, Schools of Sociology, Social Policy and Social Research, Law and Psychology during the autumn term 2016-17.
- **Rape and sexual assault webpages** – the Rape and Sexual Assault webpages were updated to include advice and guidance for students who have been or may know someone who had been sexually assaulted or raped www.kent.ac.uk/studentsupport/sexual-assault
- **Guidance for students** – guidance for students who had been sexually assaulted or raped was approved by the Student Experience Board in March 2016.
- **Guidance for staff** – guidance for staff responding to incidents of sexual assault or rape was approved by the Student Experience Board in March 2016. The guidance contains information for both first responders and specialist staff.
- **Sexual Assault Responders (SARs)** – funding was agreed for the creation of a team of Sexual Assault Responders; trained staff who would support students who had been victims of rape or sexual assault on or off campus (Canterbury and Medway) out of normal office hours (5pm to 9am and weekends). They would offer support, advice and information in a safe, confidential space (on campus) about what next steps were available. Recruitment had started and the SARs would be introduced in September 2016.
- **E-training module for staff** – a short e-training module had been developed for staff who may be first responders to an incident of sexual assault or rape. The module was based on the guidance for staff and explained the steps that staff should take to support the student. Staff would be able to access the module via Moodle.
- **E-training module for students** – a short e-training module had been developed for students. The module focused on the behaviours and the mutual expectations of

the University by introducing students to the Student Charter and Dignity at Study Policy. The module also included information about rape, sexual assault, sexual respect and consent and the support available to students.
- **Sexual Respect @ Kent flyer** – the University of Kent developed a Sexual Respect flyer that was distributed in term 1. The flyer included information about rape myths, domestic violence and abuse and a comprehensive guide as to where a student could access help and support.

## Access to Higher Education Diploma

The University offered an Access to Higher Education Diploma in a community setting at Brompton Academy. This project was intended to improve opportunities for mature community-based learners, Academy parents, carers, staff and local residents to access higher education. Once mature learners from this course had commenced undergraduate degrees at the University, they were supported in a variety of ways, including:
- Working as a student ambassador with a particular focus on their own community
- Championing learning within that community; being involved in the design of various community initiatives
- Having access to particular training such as mentoring and an Introduction to Teaching course, which gave them the skills to support and offer taster sessions, course and events for other potential adult learners, including the Access course itself

## Kent Experience of Work Bursary Scheme (B-KEW)

B-KEW was offered by the Careers and Employability Service to support students from widening participation backgrounds in undertaking short unpaid work experience placements by assisting with travel expenses. Students were also eligible for additional support to cover costs such as childcare and business dress. In 2015-16 the bursary helped 130 Kent students gain work experience.

## Care Leavers Progression Partnership Kent and Medway (CLPP)

The University partnered with the CLPP initiative, which worked across agencies and sectors to secure progression into higher education for care leavers. This work was monitored by the Partnership Development Office, working closely with Student Services who supported care leavers once they registered at the University.

## Centre for European and World Languages (CEWL)

EDI was integrated into all staff and student handbooks. CEWL delivered initiatives to foster equality, diversity and inclusivity through all programmes, including pathway programmes (ie, Pre-sessional, IFP & GDip), language modules, in sessional English modules and Language Express. Key initiatives included:

- **Talking Cultures** – offered to both students and staff and focussed on ways of exploring different cultures and developing intercultural awareness and communication
- **Language Exchange** – Moodle tool advertised to students to help encourage language 'buddies' to meet and help each other to learn a language and explore different cultural backgrounds and experiences. Two language exchange social evenings were facilitated throughout the year to help 'buddies' meet
- **Summer social programme** – offered to students studying in CEWL during the summer term and holiday, with an emphasis on integration, socialising and enhancing language and cultural learning
- **Talking Shop** – forum for staff in CEWL to explore issues related to teaching and learning, including how to promote equality, diversity and inclusivity

## Equality Week 2016

Equality Week 2016 took place on the Canterbury and Medway campuses from the 16-20 November and built on the activities of the previous year, as a visual celebration and demonstration of the University's commitment to equality, diversity and inclusivity. The week comprised 43 events across the Canterbury and Medway campuses. The events were designed around one or more of the following areas:

- Educate and/or celebrate a culture or heritage
- Educate and/or celebrate historic struggles for equal rights
- Raise awareness of current struggles for equal rights
- Showcase existing work that celebrates equality, diversity or inclusivity at the University or beyond
- Support individuals who could be suffering from discrimination or unfair treatment
- Provide an opportunity for students or staff to meet individuals from different backgrounds

Attendance at the events was varied and future events would be rolled into thematic weeks across the academic year (such as Mental Health Awareness and Worldfest).

## Inclusive Learning Plan audit

An audit of Inclusive Learning Plans and their implementation in Academic Schools was undertaken during the 2015-16 academic year. All recommendations for improvement were implemented.

## Kent Student Awards 2016

The Kent Student Awards took place on 6 May 2016. Students were nominated in 12 categories. 187 nominations were received, with 23 in the EDI category, the winner of which was Melantha Chittenden for her work supporting LGBT+ students at the University, and promoting female equality. Melantha was also elected as the LGBT+ Officer for the National Union of Students (NUS). The overall 'Student of the Year' award, chosen from the category winners, was presented to Tom Barrass, who dedicated his time to enhancing College Life.

## Kent Union activities

- **Liberation Networks** – Kent Union continued to support its student groups focused around liberation and EDI, with a particular focus on supporting BME students.
- **Interfaith discussion** – the Canterbury Sikh Society organised an inter-faith discussion between representatives from the Christian, Muslim, Sikh, Jewish and Buddhist faith groups.
- **Staff development –** at Kent Union staff development days, students from liberation groups delivered sessions on understanding issues faced by these groups and how to be a supportive ally.
- **Varsity Rainbow Laces** – students at both Canterbury and Medway campuses wore rainbow laces during their Varsity

sports fixtures as part of Stonewall's Rainbow Laces campaign. The campaign had a wide reach as fixtures took place across a number of community venues near both campuses. The University of Kent Hockey Club had its varsity kit designed in rainbow colours.

## Lesbian, Gay, Bisexual and Transgender (LGBT) History Month

Led by the LGBT+ Student Society, LGBT History Month (February 2016) was celebrated with the theme 'Remember the past, reflecting the present and challenging the future'. All events were supported by a new LGBT History Month website which aimed to be a permanent record of the history of LGBT History Month at Kent. There were 17 different events across the month which aimed to raise awareness, engender discussion and celebrate sexuality and gender.

## Lesbian, Gay, Bisexual and Transgender (LGBT) Mythbusters

On 17 May 2016, as part of the IDAHOT day activities, eight students from the LGBT+ Society returned to Dane Court Grammar School in Broadstairs to speak to sixth form students about 'being out' at University and to answer anonymous questions from the students about their experience of being gay, trans or non-binary at University.

## Multicultural Events Fund

The Multicultural Events Fund continued to encourage and actively support University of Kent students with funding awards of up to £350, to develop and co-ordinate multicultural events aimed at enhancing integration among the student body, raising cultural awareness and improving the student experience. In the year 2015-16 events included a three day Japanese Cultural Festival and the Punjab Kite Flying Festival 'Basant'.


Melantha Chittenden, Kent Student Awards 2016


Women's Hockey Varsity 2016 Rainbow Kit

# 4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

### School of Physical Sciences EDI training

As a direct result of the School Athena Swan Bronze application, EDI training for new students was implemented in week 0. The School continued to aim for, and usually achieved, gender balance in outreach events, as well as in course promotion materials. The School included a section on its website providing links to the University's family-friendly policies, undergraduate and postgraduate support and training, as well as profiling several female academics along with a profile of the experiences of a female third year Chemistry student Year-In-Industry.

### Think Future Study: 30% Club

The University of Kent took part in the Think Future Study (previously known as the Student Aspiration Survey), a national survey that intended to provide insight into how students aged 18-25, particularly women, felt their university experiences shaped and influenced their aspirations for the future. The survey, sponsored by KPMG, was piloted at Cambridge University as the Students' Aspiration Survey in January 2015, and revealed that female students were significantly less confident than men in their ability to advance their chosen career to senior level. Over half of female respondents were hesitant to enter 'male gendered' sectors, such as financial services, as they felt that the workplace culture would be hostile and unsupportive. In light of the results, the survey had been rolled out at over 20 universities across the UK to provide a national outlook on the role university academia, culture and career provision played in determining students' perceptions of workplace culture, and the differing confidence levels between men and women. Over 1277 students at the University of Kent took part in the survey which ran in autumn term 2015, placing the University 5 out of 17 partaking institutions. The University of Kent results were combined with those of other partaking institutions to create a national report. The University has requested an institutional level report from the 30% Club.

### Worldfest 2016

Worldfest is a celebration of multiculturalism at the University. Worldfest 2016 took place from the 14-16 March (Medway) and 21-25 March (Canterbury) 2016. The format was altered following a review of Worldfest in autumn term 2015. Key changes included the move to a variety model of events over the course of the week, culminating in the Diversity Fair in Medway and the International Showcase in Canterbury, the inclusion of a number of religious celebrations and allowing societies to bid for funds to put on their own activities. Two societies, the Kurdish Society and the Hindu society, took advantage of this invitation.

Students commented that Worldfest created a sense of solidarity and positivity on campus. The Worldfest webpage design will be reviewed for 2017.

### Worldfest Bitesize 2016

The University's calendar of Worldfest Bitesize events continued to support intercultural exchange among members of the student body.

| Medway Worldfest | |
| --- | --- |
| Monday 14 | Medway Student Activities trip to the Cuban |
| Tuesday 15 | St Patricks Day Celebrations |
| Wednesday 16 | Diversity Fair |

| Canterbury Worldfest | |
| --- | --- |
| All Week | International Food Fayre |
| Sunday 20 | Last Supper Service with Agape Meal to prepare for Holy Week |
| Monday 21 | Nowruz |
| Tuesday 22 | Diversity Fair<br>Interfaith Tours<br>Around the World in 50 minutes<br>Slam Poetry Workshop<br>Slam Poetry Evening |
| Wednesday 23 | Holi Celebrations<br>World Wide Tribe: Calais Documentary & Q&A<br>International Showcase<br>Maundy Thursday (Catholic) |
| Friday 25 | Good Friday (Catholic) |
| Sunday 27 | Easter Sunday Communion Service and Lunch (Anglican)<br>Mass of Easter Day (Catholic) |

| Worldfest Bitesize | | |
| --- | --- | --- |
| 29 Nov 2015 | Diwali | Hindu, Sikh festival: Candles, prayer ceremony, music, special menu, Diya decorating, Rangoli art pieces, Diwali card-making. UKC Hindu Society |
| 25 Nov 2015 | Thanksgiving | North American celebration: Traditional Thanksgiving three course meal and jazz musician |
| 8 Feb 2016 | Chinese New Year | Evening Gala with a range of performances including song, dance, magic & drama. Chinese Society. |
| 23 Mar 2016 | Holi | Hindu Spring festival: Throwing coloured paint and water, music, photography. UKC Hindu Society. |
| 9 May 2016 | Europe Day | European Opportunities Fair, food, quiz, pétanque, sports, film, photo competition, exhibition. |
| 14 May 2016 | Eurovision | Eurovision song contest screening, European menu, quiz, sweepstake. Erasmus Society. |

# 5 MONITORING AND COMPLIANCE

## Staff demographics – summary of the data findings in 2015-16:

### Overall

- Staff engagement in the reporting of EDI data has increased again this year meaning that we have a more complete picture of our workforce composition. This reflects the work across various projects to encourage the submission of personal data, and people's confidence that it will be used objectively.

### Gender

- The gender composition of all staff at 54% female matches that of the sector overall, and also aligns with our student population at 53% female. The total Managerial and Professorial (M&P) group is now 31% female, a 4 percentage point increase on last year.
- 27% of professors are now female: an increase of over two percentage points since last year with Kent remaining above the sector average (23%) for the second year running. Of all universities with over 150 professors, Kent shows the second largest improvement in the proportion of female professors from 2012-13 to 2015-16 (THE, 25 May 2017).[13]
- The proportion of women (collectively) from Grade 8 upwards has risen by a total of 5.5 percentage points since last year however, the overall picture shows a 'Glass Ceiling' at Grade 8 for women which we need to address.
- This year, more women than men applied for promotion to professor – illustrating a step change at Kent. The number of female applications doubled and their success rate was 90%, compared to a male success rate of 67%.
- The cohort of Hourly Paid Lecturers (HPLs) across the whole organisation is equally balanced at 50% female: 50% male.

### Parental leave

- 90 staff took Maternity, Adoption, Paternity or Shared Parental Leave this year.
- There were no maternity leavers for the second year running, suggesting that post maternity support has improved on previous years (and since our 2013 Athena SWAN submission).
- A small number of staff (a mixture of men and women) took Shared Parental Leave.

### Working patterns

- Although women comprise the majority of part-time staff (at 64%), a higher proportion of the part-time pool at Kent are male (36%) than in the sector (33%) and more men than women occupy senior part-time positions.
- The proportion of staff who work part-time has increased by two percentage points.
- 52 (of 53) formal requests for flexible working were agreed this year, compared to 13 last year.

### Age

- Kent has a balanced composition of staff across all age bands which continues to match the sector data.
- The proportion of staff under 25 years of age has increased to 9% and is now more than three percentage points above the sector average.
- Staff have continued to work in later years, with staff aged 65 years or over remaining stable at 3%.
- There is representation of younger age groups in senior (M&P) roles, albeit very small.

### Ethnicity

- Kent has Black and Minority Ethnic (BME) staff represented across all grades.
- 10% of staff identify as BME which is slightly above the population in South East England (9.4% BME) and above that of the county of Kent (6.3% BME). In addition, 8% of the Managerial and Professorial group identify as BME.
- 10.5% of professors identify as BME (when taking the benchmarking method of calculation into account) which is above the sector figure of 7.7%.
- Professional Services Departments have the lowest BME representation, at 7% overall. However, this still stands above the BME composition of the local population in the county of Kent.

### Disability

- The proportion of staff disclosing a disability has increased again this year. At 4.6% it aligns with the sector figure of 4.5%.
- A specific learning difficulty represents 22% (the highest) of the disclosed disabilities.

### Religion or belief

- 35% of staff at Kent are of no religion and 28% are Christian.
- The category of staff of an 'unknown' religion or belief has reduced by another four percentage points to 25.5% this year and remains substantially below the sector figure of 58%.

### Sexual orientation

- 2.3% of staff identify as a combination of LGB or 'other' sexual orientation, which is higher than the sector's combined figure of 1.7%.
- The category of staff of an 'unknown' sexual orientation has reduced by another four percentage points to 42%, and is substantially below the sector figure of 59%.

### Nationality

- 103 different nationalities are represented at Kent, the UK's European university. That includes: 77% UK nationals, 13% of European origin, and 9% from a mix of other countries across the globe.

## Staff EDI data by protected characteristic

### Introduction

The following pages present the equality profiles of all substantive staff[14] at Kent, based on headcount[15] on the census date on 1 October 2016. All sector benchmarks are stated from the UK statistics contained in the Equality in Higher Education: Staff Statistical Report 2016 for the year 2014-15 (Equality Challenge Unit, 2016). University of Kent data are presented at two levels: organisational; and Faculty or Professional Services level[16]. The following equalities data are reported[17]: gender; parental leave; working patterns; age; ethnicity; disability; religion or belief; sexual orientation and nationality. Data on the academic promotions process, parental leave and formal flexible working requests are also included.

*Note to the reader: in this section, the discussion looks at what the data tells us by protected characteristic. The discussion also covers: a) what we plan to do; and b) for some protected characteristics where higher level themes are identified, there is a closing discussion on looking ahead. Please note that a) and b) are denoted by / forwardslash.*

---

13 Of all UK universities with over 150 professors.
14 Substantive staff are those on fixed term or open ended contracts and excludes atypical staff paid by timesheets. However, HPLs are included (although paid by timesheet) and GTAs (as salaried staff) are included.
15 The headcount is derived from a count of the master contracts. Please note that the ECU sector benchmark figure use the 'Full Person Equivalent (FPE)', calculated by dividing staff counts among their activities in proportion to the declared full-time equivalent for each activity.
16 Please note that academic staff not affiliated to a Faculty feature in the data at organisational level, but not in the Faculty or Professional Services Department data. There are a total of 87 members of staff in this category (71 of these are HPLs; 69% of all 87 are female).
17 Data are reported in line with ECU guidance: numbers under 8 are denoted by <8.

# 5 MONITORING AND COMPLIANCE (CONT)

### Gender[18]

Table 4a shows that the overall composition of staff at Kent is 54% female and 46% male. This is the same as last year, and continues to match the staff sector figure of 54% where women comprise the majority of staff working in higher education due largely to the high number of women in professional and support roles. Kent's student population is 53% female (see Section 5, Monitoring and Compliance, page 47).

Table 4b shows the overall composition of staff by grade. This shows that, at Grade 8, the gender composition of staff is 50:50. Women make up a higher proportion of those in the lower grades (60% of staff at Grade 7 or below are female), and men a higher proportion of those in the higher grades (58% of staff at Grade 8+ are male). **Thus the data indicates a glass ceiling for women at Grade 8**. Since the Professional Services data (Chart 2f, p37) show that women comprise just over 50% of the workforce at Grades 8 and above, the data initially suggest that the glass ceiling mainly derives from our population of academic staff. See Section 7, Strategic Challenges for further information on how this will be explored and understood more deeply.

This year, we find that the proportion of female staff at Grade 10 has dropped by seven percentage points. However, the proportion of women (collectively) from Grade 8 upwards has risen by a total of almost one percentage point since last year, and the Managerial and Professorial (M&P) group is now 31% female (representing a four percentage point increase from last year, and a seven percentage point increase over the last two years). When professors are separated from the total M&P

group, we find that **27% of professors at Kent are women[19]: not only has this increased by just over two percentage points since last year (when it stood at 24.6%), Kent's figure – for the second year running – is now above the sector average of 23% female (ECU, 2016:222).** Of all UK universities with over 150 professors, Kent shows the second largest improvement in the proportion of female professors between 2012-13 and 2015-16 (THE, 25 May 2017). This provides a strong indicator that Kent's extensive work on Athena SWAN at institutional level, our leadership development programmes (including the AURORA programme for women) and changes to the academic promotions at organisational level (reported below) are having an impact on the ability of women to reach senior positions within the organisation. This is encouraging, and we hope that this will help to address our gender pay gap (currently 20.2% – see Section 3, Building and Embedding an Inclusive Culture) in the longer term.

### / What we plan to do

Gender initiatives, including work to facilitate the career development and progression of women in senior roles remain dominant in the sector and will continue to feature in Kent's EDI Work Plan 2016-17 – set against an understanding that good gender practice benefits all staff and helps to build an inclusive culture that values everyone. In addition, and in order to specifically address the glass ceiling indicated at Grade 8, in 2017 we will develop a Women's Development Module as an enhancement to our in-house LASR programme which is taken by Grades 9 and 10 staff.

### Academic promotions

This year, 91 staff applied for promotion (up from a total of 76 last year). Of these, 33 were women (3 less than last year), and although 36% of **all** applicants for promotion were female (compared to 47% last year), the actual number of women who applied has remained consistent over the two years.

When looking at the trend of applications to Professor (only) over the last five years, we find that the number of female applicants has steadily increased. Furthermore, this year illustrates a step change at Kent: the number of female applications doubled from the previous year, and, for the very first time, more women (n=10) than men (n=<8) applied for professorships and their success rate was 90% (compared to 67% for males).

Table 5b contains historic promotions data for all academic promotions, aggregated for 2012-16. Overall, this shows that a higher number of men (than women) applied and were successful. The percentage of applications from the eligible pool was similar for both men and women, and the overall success rate of women (at 82%) was above that of men (at 75%). The composition of the University Promotions Committee has remained static over the period, at 38% female.

### / What we plan to do

The findings from this section of the report will be shared with our institutional-level Athena SWAN Working Group. Their role is to examine the detail of the promotions process (including the percentage who applied from the pool at each career level by Faculty), its effectiveness and impact on career progression, and to ensure that issues and good practice are picked up. In addition, an action to review recommendations of Salaries, Probation and

### Table 4a: Staff composition by gender from 2011-12 to 2015-16

| Year | Female | | | Male | | | Total |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | n | % | ECU Sector average – F % | n | % | ECU Sector average – M % | n |
| 2015/16 | 1959 | 54% | Unavailable at time of press | 1652 | 46% | Unavailable at time of press | 3611 |
| 2014/15 | 1845 | 54% | 54% (ECU Stat Report 2016:201) | 1598 | 46% | 46% (ECU Stat Report 2016: 201) | 3443 |
| 2013/14 | 1747 | 52% | 53.8% | 1588 | 48% | 46.2% | 3335 |
| 2012/13 | 1665 | 52% | 53.9% | 1562 | 48% | 46.1% | 3227 |
| 2011/12 | 1486 | 52% | 53.8% | 1380 | 48% | 46.2% | 2866 |

18  For the purposes of this report, data from the legal sex field is referred to as gender (in line with ECU reporting).
19  Professor is based on the criteria of staff grading of M&P (and includes Heads and Deans). It is not based on staff titles.

**Table 4b: Staff composition by grade and gender in 2015-16 (with female % change from the previous two years)**

| Grade | and example of roles (NB: this list is not exhaustive) | 2015/16 Male | | Female | | Female change 15/16-14/15 | 2014/15 Male | | Female | | Female change 14/15-13/14 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | | n | % | n | % | |
| 1 | Domestic or Catering | 84 | 43% | 113 | 57% | +2% | 85 | 45% | 102 | 55% | +2% |
| 2 | Hospitality Assistant | 42 | 55% | 35 | 45% | +1% | 43 | 56% | 34 | 44% | +3% |
| 3 | Clerical Assistant | 102 | 42% | 142 | 58% | -3% | 93 | 39% | 144 | 61% | +1% |
| 4 | Clerical Assistant/Clerk | 74 | 24% | 237 | 76% | = | 72 | 24% | 226 | 76% | +1% |
| 5 | Technician/Secretarial Assistant /Co-ordinator | 85 | 32% | 177 | 68% | +1% | 88 | 33% | 177 | 67% | +1% |
| 6 | Administrator/Researchers/HPL | 300 | 42% | 409 | 58% | +2% | 282 | 44% | 357 | 56% | +2% |
| 7 | Lecturer/Administrator/ Researcher/ HPL | 301 | 46% | 358 | 54% | -1% | 291 | 45% | 349 | 55% | -1% |
| **Sub-total:** | | **988** | **40%** | **1471** | **60%** | **+1%** | **954** | **41%** | **1389** | **59%** | **+0.5%** |
| 8 | Lecturer/Manager/Administrator/ Researcher/Accountant/ HPL | 229 | 50% | 232 | 50% | +2% | 227 | 52% | 213 | 48% | |
| | Clinical Academic | redacted | | | | | | | | | |
| 9 | Senior Lecturer/Manager/ Researcher/Assistant Director/HPL | 202 | 59% | 138 | 41% | +1% | 193 | 60% | 127 | 40% | +2% |
| 10 | Reader/Senior Manager such as Head of strategic area | 71 | 62% | 43 | 38% | -7% | 59 | 55% | 48 | 45% | +1% |
| M & P | Professor/Director of large strategic area/Head of School/ Executive Group | 157 | 69% | 69 | 31% | +4% | 159 | 73% | 60 | 27% | +3% |
| **Sub-total:** | | **664** | **57.6%** | **488** | **42.4%** | **+0.9%** | **644** | **58.5%** | **456** | **41.5%** | **+1.5%** |
| **Total:** | | **1652** | **46%** | **1959** | **54%** | **=** | **1598** | **46%** | **1845** | **54%** | **+2%** |

**Table 5a: Academic promotions data for 2016[20]**

| | Females n | % | Success rate | Males n | % | Success rate | Totals n | % | Success rate |
|---|---|---|---|---|---|---|---|---|---|
| Applications | 33 | 36% | / | 58 | 64% | / | 91 | 100% | / |
| Pool size and % of applications | 268 | 12% | / | 379 | 15% | / | 647 | 14% | / |
| Successful | 28 | / | 84% | 41 | / | 71% | 69 | / | 76% |

**Table 5b: Academic promotions data (aggregated for 2012-16)**

| | Females n | % | Success rate | Males n | % | Success rate | Totals n | % | Success rate |
|---|---|---|---|---|---|---|---|---|---|
| Applications | 133 | 38% | / | 213 | 62% | / | 346 | 100% | / |
| Pool size and % of applications | 885 | 15% | / | 1296 | 16% | / | 2181 | 16% | / |
| Successful | 109 | / | 82% | 159 | / | 75% | 268 | / | 77% |

20  This table features promotions that took effect in October 2016. This relates to applications made in autumn 2015, which were approved in summer 2016 and which will be implemented in October 2016.

# 5 MONITORING AND COMPLIANCE (CONT)

Promotion Committees is included in the EDI Work Plan 2016-17 at Section 6.

## Gender composition of all academic staff, and academic staff by Faculty

The gender composition of all academic staff[21] is 44% female, which compares to a sector figure of 45% for all academic staff[22] (ECU 2016: 222).

54% of all Research staff are female, and 50% of all Hourly Paid Lecturers (HPLs) are female. By comparison, 45% of all Lecturers are female. Section 3, Building and Embedding an Inclusive Culture and Section 6, EDI Work Plan 2016/2017 already cover the policy proposals in place to manage the transition of eligible HPLs to teaching and scholarship contracts. **However, the data highlight a loss of women at the career transition point of Researcher to Lecturer** (also supported by the faculty analysis below). **The data also highlight a lack of women (in comparison to men) in senior roles such as Professor which is particularly pertinent to the Faculty of Sciences.** Please see Section 7, Strategic Challenges for further information on how these key themes will be explored, understood and addressed.

### Faculty analysis

The population of all academic staff in the Social Sciences is well balanced in terms of gender, at 48% female overall. This compares to 59% of the student population. Chart 2c shows that, although 72% of Researchers are female, just 48% of all Lecturers are female. When HPLs and Researchers are removed from the calculations, we find that women comprise 43% of academic staff in the career

track from Lecturer and above (or 40% from Senior Lecturer and above), and that 31% of Professors in the Social Sciences are female.

In the Faculty of Sciences, just 32% of all academic staff are female in comparison to 37% of the student population. Chart 2b shows that 39% of Researchers are female (down from 43% last year) and 36% of all Lecturers are female. When HPLs and Researchers are removed from the calculations we find that women comprise 26% of academic staff in the career track from Lecturer and above. Although up by three percentage points from last year, we also find that only 20% of staff at Senior Lecturer and above are female, and only 10% of Professors (static from last year) are female. Women continue to be under-represented in comparison to men, particularly in senior roles with the lack of women reflecting the number of women going into STEM subjects and the lack of women in the pool at national level.

In the Faculty of Humanities, the population of all academic staff is 47% female compared to 62% of the student population. Chart 2a shows that Researchers are equally balanced at 50%, and 46% of all Lecturers are female. Women comprise 42% of academic staff in the career track from Lecturer and above. Although less pronounced than the Sciences, women appear under-represented (in comparison to men) at mid to senior levels where 39% of staff at Senior Lecturer and above are female. 35% of Professors in the Humanities are female and, although up by seven percentage points (from 28%) last year, this is in direct contrast to the student population which, as previously stated, is just 38% male, reinforcing the need to consider

and address issues related to the career pipeline of women.

### / What we plan to do

Work to understand and address the gender profile of academia at Kent therefore continues, using Athena SWAN as a tool now that the initiative has expanded beyond the sciences (see Section 2, Formulating Strategy). This work is complemented by Kent's leadership and development programmes, including plans to develop an in-house Women's Development Module to complement the Aurora programme for women (which is greatly oversubscribed), and the work of the Researcher Development Working Group.

## Gender composition of all Professional Services Departments and other support staff

The data show that 63% of all Professional Services (including school and faculty based administration staff) are female. This is consistent with last year (although up one percentage point) and females dominate most grades, but particularly Grades 4, 5, and 6 which are sometimes career development points for women. 53% of staff at the senior levels of Grade 10 and M&P are female (up from 50% last year).

### / What we plan to do

To help women to maintain their senior representation in Professional Services Departments (PSDs), we will:
- Continue to offer the LASR leadership programme module to men and women in PSDs.
- Continue to offer the AURORA programme for women in PSDs (particularly in roles where women experience occupational or vertical segregation).

## 2015-16: Gender composition of academic staff by Faculty



**Chart 2a: Faculty of Humanities (n = 442)**



**Chart 2b: Faculty of Sciences (n = 509)**
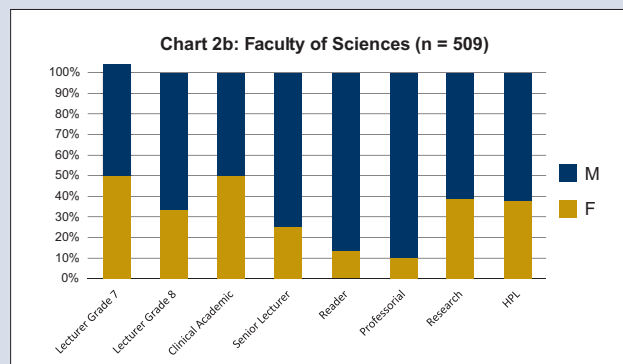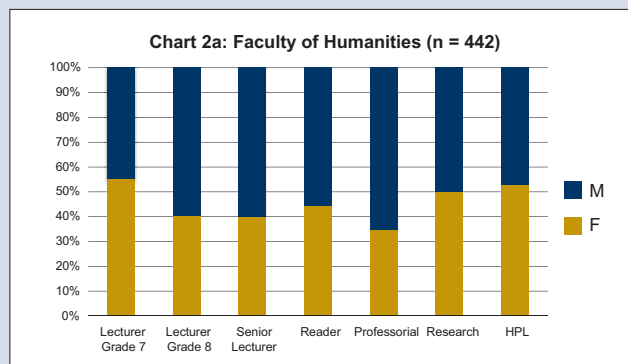
21  For the purposes of this report, academic staff are defined as HPLS, Researchers, Lecturers, Senior Lecturers, Clinical Academics, Readers and Professors. All academic staff includes those not affiliated to a faculty.
22  Researchers are included in the ECU's definition of Academic staff.

## 2015-16: Gender composition of academic staff by Faculty (cont)

**Chart 2c: Faculty of Social Sciences (n = 601)**



**Chart 2e: Faculty based hourly paid lecturer (n = 510)**



**Chart 2d: Faculty based research staff (n = 167)**



## 2015-16: Gender composition of PSD and other support staff

**Chart 2f: Professional Services and other support staff (n = 1972)**
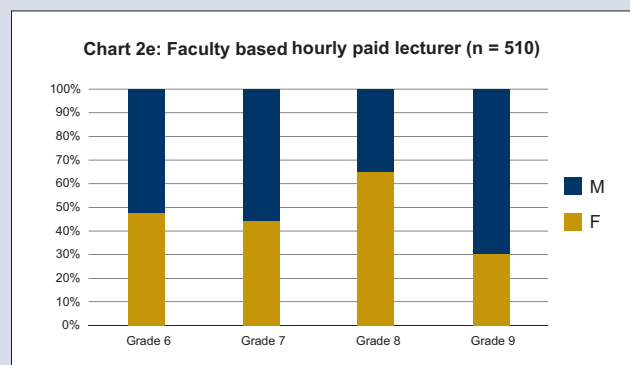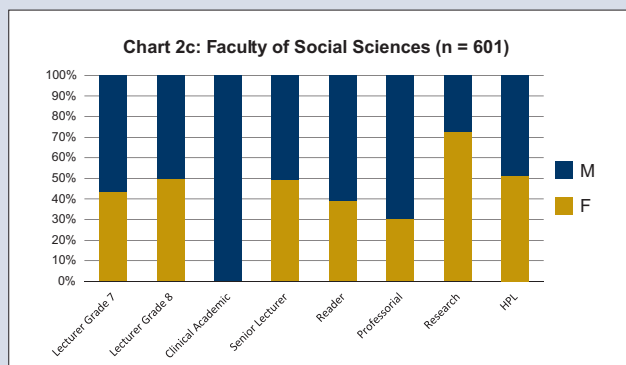


- Develop a new Internal Secondment Policy and Procedure, particularly in helping women at Grades 3 to 5, or men in some areas (such as Academic Division) to progress – see the EDI Work Plan 2016-17 Section 6.
- Implement a new grading and Job Families structure which will help to provide clarity for career routes and development paths (see Section 6, EDI Work Plan 2016-17).
- In the longer term we will develop a new Foundations of Management Programme for staff at Grades 5 and above.

### / Looking Ahead (to address the three key themes identified by the data on gender):

**1 The Glass Ceiling for women at Grade 8 (see page 35)**
This is a complex area and we need to understand what lies behind the data presented in this report, the issues and causality. The data presented in this section suggests that the glass ceiling derives from our population of academic staff, and not from Professional Services staff where women are well represented in all roles – including senior roles where the gender composition is at least 50% female.

Further analysis will be carried out as part of Athena SWAN in preparation for Kent's next institutional Athena SWAN submission where this issue will need to be unpacked. In addition, we will 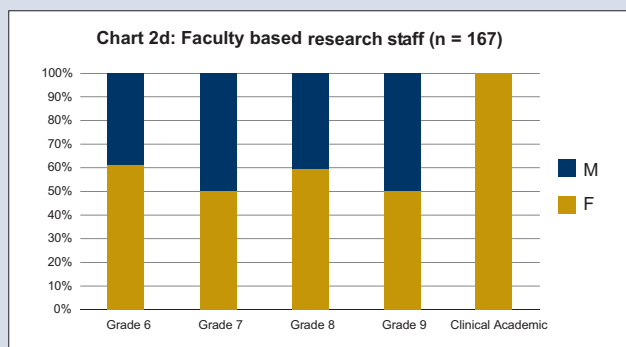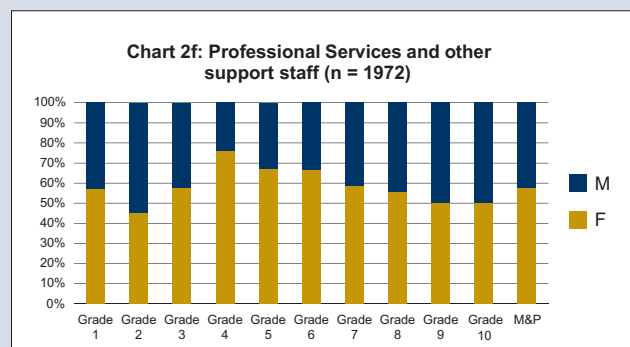develop a Women's Development Module as an enhancement to our in-house LASR leadership programme. This will help by complementing the AURORA programme for women at Kent which is currently oversubscribed. We also plan to develop a revised mentoring programme.

**2 The loss of women at the career transition point of Researcher to Lecturer**
The analysis at page 36 highlighted a loss of women at the career transition point from Researcher to Lecturer. While we recognise that many Researchers do not wish to pursue a career in academia, we also recognise that many do, and that there can be particular reasons why women encounter more barriers making that transition than men (for example, family formation may prevent the ability of females to become geographically mobile).

This career transition issue will be fed back to the institutional Athena SWAN Working Group Chair for follow up, in collaboration with the

Chair of the Researcher Development Working Group (RDWG) and work on the Concordat and the HR Excellence in Research Action Plan. There are also some complex issues that require deeper understanding, for example, the need for Lecturers with strong publication records in preparation for the next REF. An exploratory paper is required to consider **positive action** in terms of talent management, or a specific career development programme to support female Researchers wanting to pursue a full career in academia.

**3 The lack of women (in comparison to men) in senior roles such as Professor, particularly pertinent to the Faculty of Sciences (see page 36).**
This is already being picked up via the school-level Athena SWAN action plans in the Faculty of Sciences and in some of the Humanities. Work is required to integrate these action plans into the institutional Athena SWAN programme. In addition, **positive action** will be considered when recruiting to senior academic posts (above Grade 8). This will be covered in the exploratory paper on positive action mentioned above.

# 5 MONITORING AND COMPLIANCE (CONT)

## Parental Leave

### Maternity Leave

This year, 55 staff commenced a new period of Maternity Leave (see Table 6), which was an increase on the previous reporting period. There were 33 returners during the period and most returned to their original modes of working full or part-time, except a small number (<8) who changed from full to part-time. There were no maternity leavers for the second year running, indicating that post-maternity support has improved on previous years (and certainly since our 2013 Athena SWAN submission).

### Shared Parental Leave (SPL)[23]

This is the first year that Shared Parental Leave has been reported. Since its introduction in April 2015, eight members of staff have taken up SPL and it is encouraging to find a mix of men and women. These findings are consistent with that of another university within the SE region who, like Kent, offer the statutory SPL. This year, a small number of staff have commenced SPL at Kent, and some are still on SPL (again, a mix of men and women). So far, all returners have gone back to their original full or part-time modes of working, and there have been no leavers upon the completion of SPL.

### Paternity Leave and Adoption Leave

This year, 30 members of staff took Paternity or Adoption Leave.

## Working patterns and flexible working

**Formal flexible working requests:** This year, HR received 53 formal flexible working requests from staff (37 female and 16 male) and all, bar one, were approved. This has increased from last year when 13 (of 14) were approved.

**All staff by working pattern:** Table 7a shows that 62% of all staff at Kent work full-time and 38% work part-time (representing a two percentage point increase in the proportion of part-time staff since last year). Table 7b shows that 49% of full-time staff at Kent are female and 51% are male (which is 1.5 percentage points different to the UK sector average at 47.5% and 52.5% respectively). Of the part-time staff at Kent, 64% are female and 36% are male, which is more balanced than that of the sector overall where the corresponding figures are 67.5% female and 32.5% male.

### Table 6: Maternity leave from 2011-12 to 2015-16

| Number of staff | Year the maternity leave commenced: | | | | |
|---|---|---|---|---|---|
| | 2015/16 | 2014/15 | 2013/14 | 2012/13 | 2011/12 |
| Commencing a new period of Maternity Leave in the year | 55 | 48 | 54 | 43 | 41 |
| Currently on Maternity Leave | 22 | 28 | 29 | 22 | 0 |
| Returning from Maternity Leave in the year: | 33 | as below | as below | as below | as below |
| Remaining part-time on return | 15 | <8 | <8 | <8 | 8 |
| Remaining full-time on return | 14 | 12 | 13 | 13 | 17 |
| Changing to part-time on return | <8 | <8 | <8 | n/a | <8 |
| Changing to full-time on return | 0 | 0 | 0 | 0 | <8 |
| Leavers (after Maternity Leave) | 0 | 0 | <8 | n/a | 10 |

### Table 7a: Working patterns of all staff by gender in 2015-16

| | Full-time | | Part-time | |
|---|---|---|---|---|
| | KENT | Sector (ECU, 2014) | KENT | Sector (ECU:2014) |
| All staff by working pattern (n=3611) | 62% | 67% | 38% | 33% |
| Female working patterns (n=1959) | 56% | 59% | 44% | 41% |
| Male working patterns (n=1652) | 70% | 77% | 30% | 23% |

### Table 7b: All staff by gender, working pattern and grade in 2015/16

| | Full-time | | | | | Part-time | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Female | | Male | | Total | Female | | Male | | Total |
| | n | % | n | % | | n | % | n | % | |
| 1 | 20 | 38% | 32 | 62% | 52 | 93 | 64% | 52 | 36% | 145 |
| 2 | 19 | 40% | 29 | 60% | 48 | 16 | 55% | 13 | 45% | 29 |
| 3 | 79 | 50% | 78 | 50% | 157 | 63 | 72% | 24 | 28% | 87 |
| 4 | 149 | 70% | 63 | 30% | 212 | 88 | 89% | 11 | 11% | 99 |
| 5 | 108 | 58% | 77 | 42% | 185 | 69 | 90% | 8 | 10% | 77 |
| 6 | 138 | 59% | 94 | 41% | 232 | 271 | 57% | 206 | 43% | 477 |
| 7 | 219 | 49% | 232 | 51% | 451 | 139 | 67% | 69 | 33% | 208 |
| 8 | 158 | 44% | 205 | 56% | 363 | 74 | 76% | 24 | 24% | 98 |
| Cl Ac | redacted | | | | | | | | | |
| 9 | 105 | 40% | 155 | 60% | 260 | 33 | 41% | 47 | 59% | 80 |
| 10 | 38 | 37% | 65 | 63% | 103 | <8 | … | <8 | … | 11 |
| M & P | 59 | 32% | 124 | 68% | 183 | 10 | 23% | 33 | 77% | 43 |
| Total | 1096 | 49% | 1157 | 51% | 2253 | 863 | 64% | 495 | 36% | 1358 |
| Sector (ECU: 204) | / | 47.5% | / | 52.5% | / | / | 67.5% | / | 32.5% | / |

23  In December 2014, the Government introduced new legislation providing the right for shared parental leave available for babies born from April 2015: since 5 April 2015, one or both parents can take SPL in the first year after their child's birth or adoption after a compulsory period of 2 weeks maternity/adoption leave.

**Working patterns by gender:** Table 7a shows that 56% of women work full-time and 44% work part-time, representing a two percentage point increase in the proportion working part-time since last year. The proportion of women who work part-time is three percentage points above (and no longer matches) the sector figure of 41%. In terms of male working patterns, 70% of all men work full-time and 30% of all men work part-time, which is the same as last year and compares to 77% and 23% (respectively) in the sector. This indicates that a higher proportion of men at Kent work part-time than in the sector overall, and that Kent supports them to do so. However, when looking more deeply, Table 5b shows that more women than men work part-time up to Grade 8, and conversely, more men than women work part-time at Grades 9 and above. Indeed, 21% of all men at M&P (n=157) work part-time compared to just 14% of all women at M&P (n=69) and, at this level, all the part-time males are substantive academic staff (compared to 70% of the part-time women at this level). This finding also mirrors the results of Kent's Equality Analysis of the Final REF2014

Submission adding to **a picture which suggests that senior part-time posts are more accessible to men than women. This is a particular concern when considering that part-time options can help to alleviate work-life balance pressures, support career progression to more senior roles and unlock potential of women – and when combined the finding that indicates a glass ceiling for women at Grade 8** (see the gender data section at pages 34-35). Discussions by our equality networks and Athena SWAN groups also indicate that more staff would like to work part-time, but the onus on individuals to find their own job-share partner makes the reality of part-time work inaccessible to some.

### / Looking ahead (to address the key theme identified by the data on working patterns):

**1 Part-time posts above Grade 8**
Kent's Athena SWAN initiative continues to promote part-time working for men and women as a way to unlock the potential of all staff. Preparations for an institutional Athena SWAN renewal submission also pointed to the need for more part-time working options for

academic staff in the sciences in terms of availability and transparency of such posts.

From here, further analysis is needed to confirm: where part-time posts exist, particularly above Grade 8 when bearing in mind the prevalence of a glass ceiling mentioned before; their accessibility to women; and the possibility that some part-time posts at M&P may be Single Person Appointments or 'Buy-Backs' from the REF. We will also explore ideas for recruitment and selection policy and procedure to force a review on part-time applications as an instrument for culture change (especially for more senior roles). That work will include system enhancements so that part-time applications can be recorded and their outcomes tracked, since the Recruitment and Selection system does not currently allow for this reporting.

### Age
Table 8 (below) shows that Kent has a balanced composition of staff across all age bands which aligns with the sector data over time. It also broadly matches the Office of

### Table 8: Staff by age (from 2011/12-2015/16)

| Year | | | Age band | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | <25 | 26 – 35 | 36 – 45 | 46 – 55 | 56 – 64 | > 65 |
| **2015/16** | 335 | 940 | 956 | 834 | 443 | 103 |
| % | 9% | 26% | 26% | 23% | 12% | 3% |
| Sector average | | | unavailable at time of press | | | |
| Proportion of UK population economically active | | | ONS 2016 data unavailable at time of press | | | |
| **2014/15** | 243 | 869 | 921 | 817 | 475 | 118 |
| % | 7% | 25% | 27% | 24% | 14% | 3% |
| Sector average | 5.8% | 25.7% | 25.9% | 25.4% | 15.2% | 2.1% |
| Proportion of UK population economically active (ONS 2015)[24] | 13.95% | 22.7% (25-34 yrs) | | 60% (35-64 yrs) | | 3.5% |
| **2013/2014** | 242 | 846 | 876 | 799 | 457 | 115 |
| % | 7% | 25% | 26% | 24% | 14% | 3% |
| Sector average (ECU, 2015: 44) | 6% | 25% | 26% | 26% | 15% | 2% |
| **2012/2013** | 229 | 830 | 839 | 755 | 442 | 132 |
| % | 7% | 26% | 26% | 23% | 14% | 4% |
| Sector average (ECU, 2014: 43) | 6% | 24.9% | 26% | 26% | 15.6% | 1.5% |
| **2011/2012** | 206 | 705 | 732 | 702 | 425 | 96 |
| % | 7% | 25% | 26% | 24% | 15% | 3% |
| Sector average | 6% | 25% | 26% | 26% | 16% | 1% |

24  ONS Labour Market Statistics Bulletin, at www.ons.gov.uk/ons/publications/ (January 2015). Examples of economically inactive people include people not looking for work because they are students, looking after the family or home, because of illness or disability or because they have retired. Jobless people who have not been looking for work within the last 4 weeks or who are unable to start work within the next 2 weeks are also classed as economically inactive

# 5 MONITORING AND COMPLIANCE (CONT)

**Table 9: Staff by age and grade in 2015-16**

| Grade | and example of roles (NB: this list is not exhaustive) | 25 or less n | % | 26 to 35 n | % | 36 to 45 n | % | 46 to 55 n | % | 56 to 64 n | % | Over 65 n | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Domestic or Catering Assistant | 21 | 11% | 30 | 15% | 41 | 21% | 61 | 31% | 40 | 20% | <8 | … |
| 2 | Hospitality Assistant/Caretaker | <8 | … | 12 | 16% | 20 | 26% | 19 | 25% | 17 | 22% | <8 | … |
| 3 | Clerical Assistant/Receptionist | 56 | 23% | 49 | 20% | 35 | 14% | 70 | 29% | 28 | 11% | <8 | … |
| 4 | Clerical Assistant/Clerk | 62 | 20% | 91 | 29% | 57 | 18% | 60 | 19% | 39 | 13% | <8 | … |
| 5 | Technician/Secretarial Assistant/ Co-ordinator | 26 | 10% | 74 | 28% | 69 | 26% | 61 | 23% | 30 | 11% | <8 | … |
| 6 | Administrator/Researcher/HPL | 141 | 20% | 288 | 41% | 123 | 17% | 102 | 14% | 43 | 6% | 12 | 2% |
| 7 | Lecturer/Administrator/Researcher/HPL | 21 | 3% | 249 | 38% | 197 | 30% | 118 | 18% | 61 | 9% | 13 | 2% |
| 8 | Lecturer/Manager/Administrator/ Researcher/Accountant/HPL | <8 | … | 113 | 25% | 179 | 39% | 99 | 21% | 56 | 12% | 13 | 3% |
| Cl Ac | Clinical Academics | (redacted) | | | | | | | | | | | |
| 9 | Senior Lecturer/Manager/Researcher/ Assistant Directors/HPL | 0 | / | 29 | 9% | 142 | 42% | 94 | 28% | 53 | 16% | 22 | 6% |
| 10 | Reader/Senior Manager such as Head of strategic area | 0 | / | <8 | … | 47 | 41% | 51 | 45% | 9 | 8% | <8 | … |
| M&P | Professor/Director of large strategic area/Head of School/Executive Group | 0 | 0% | <8 | ... | 42 | 18.5% | 94 | 42% | 65 | 29% | 24 | 11% |
| Total | | 335 | 9% | 940 | 26% | 956 | 26% | 834 | 23% | 443 | 12% | 103 | 3% |

National Statistics (ONS) data (2015) for the proportion of the UK population who are economically active, with the exception of those under 25 years of age and those aged 26-35. This year's data show that 52% of staff fall between the ages of 26 to 45 which almost exactly matches the recently published UK sector profile from 2014-15.

This year has seen **an increase in the number and proportion of under 25s employed at Kent**: at 9% of the workforce, this is now above the (2014-15) sector average of 5.8% (see Table 8). Kent is working to improve student employability however, at the time of writing, the correlation with student employability is unknown. At this stage the increase is **not** likely to be due to:
- An increase in the number of student contracts to support employability as those students are contractually engaged in atypical work (such as student ambassador roles or bar work) and thus engaged by timesheet contracts which are out of scope for this EDI Annual Report.

- Graduate Teaching Assistant (GTA) roles[25] as, although GTAs are within the scope of this EDI Annual Report, their numbers have actually reduced by a headcount of circa 74 since last year.
- Apprenticeships, as only a small number (<8) commenced in Estates and Commercial Services during 2016.

There is also some (albeit very small) representation of the 26-35 year age band in the M&P group, providing an indicator that senior roles are accessible to talented younger staff.

An age/grade trend at Kent continues to show that higher grades tend to be populated by staff from the higher age bands: 82% of Managerial and Professional (M&P) staff are aged 46 and over (compared to 38% of all staff); and 40% of all M&P staff are over 56 years of age (down four percentage points this year) compared to 15% of all staff.

3% of all staff at Kent are 65 years or over. This is one percentage point higher than the sector figure of 2% (see Table 8), indicating that staff at Kent are able to continue to work in later years. While this looks to have remained fairly static, there is a risk that this group will rise due to pension changes in the future. Furthermore, given the high proportion of M&P staff over 65 (at 11% overall), and although this figure has reduced by two percentage points since last year, succession planning for the M&P group, particularly for those who fall outside of the academic promotions process, will become an important new consideration moving forward.

Overall, the charts show that younger employees are more highly represented in the lower grades (up to Grade 6), and employees aged 46 or over tend to make up a larger proportion of more senior positions (Grade 10 and M&P).

---

25 GTAs are postgraduate students who are also employed as staff demonstrators – particularly in the Faculty of Sciences – and who receive a salary for this work.

## 2015-16: Age composition of academic staff by Faculty

### Chart 3a: Faculty of Humanities (n = 442)



### Chart 3b: Faculty of Sciences (n = 509)



### Chart 3c: Faculty of Social Sciences (n = 601)



### Chart 3d: Faculty based research staff (n = 167)



### Chart 3e: Faculty based hourly paid lecturers (n = 510)



## 2015-16: Age composition of PSD and other support staff

### Chart 3f: Professional Services and other support staff (n = 1972)
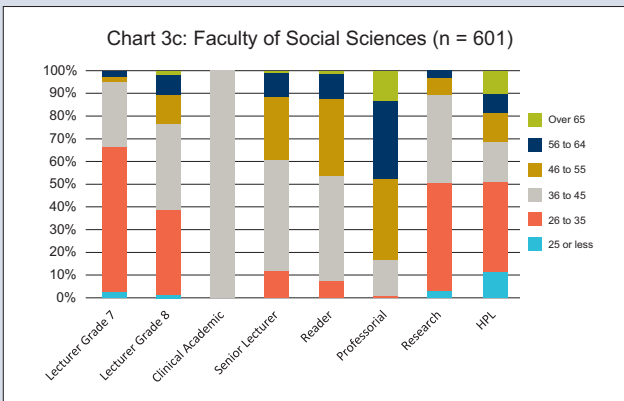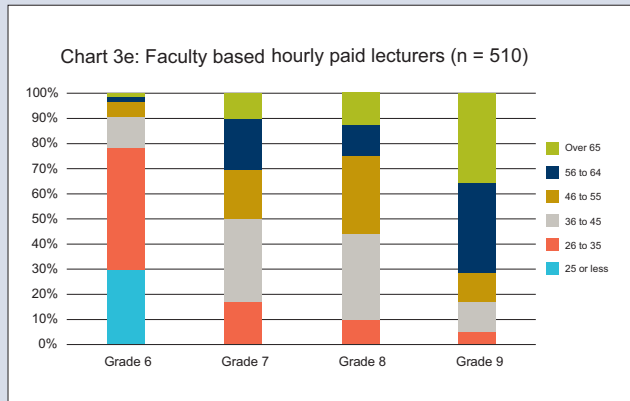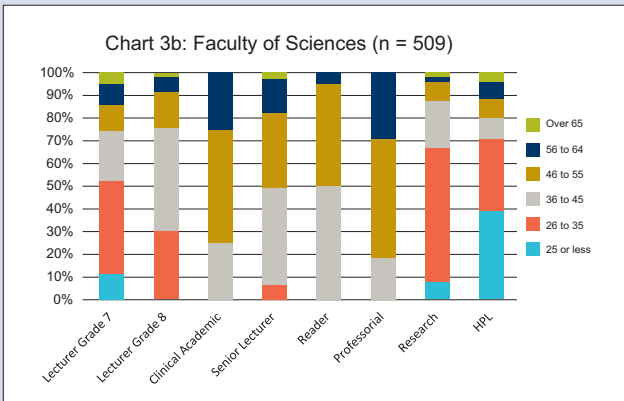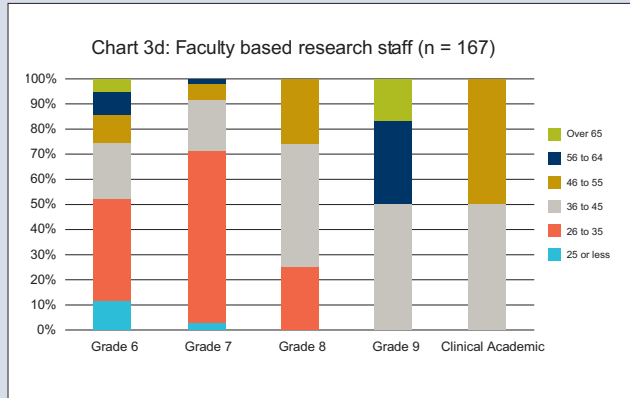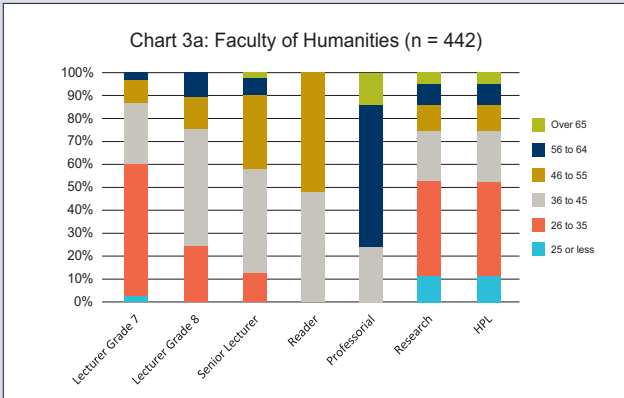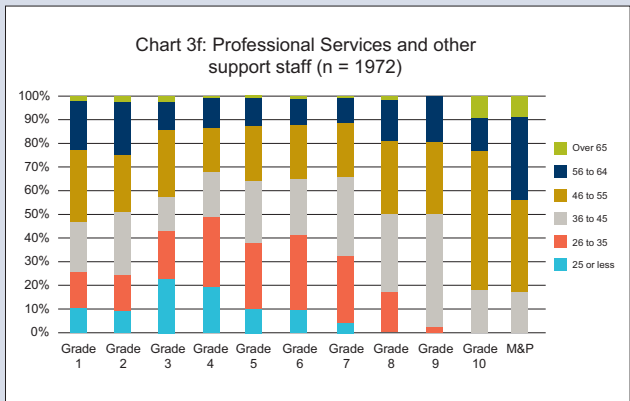
# 5 MONITORING AND COMPLIANCE (CONT)

## / What we plan to do:

Section 6, EDI Work Plan 2016-17 includes actions to develop a Kent supported Apprenticeship Programme as well as a Succession Planning Strategy and Programme.

## / Looking Ahead (to address the key theme identified by the data on age):

### Employment of younger people and student employability

This year saw an increase in the number and proportion of under 25's employed at Kent. Key to understanding this is knowing how many are students and whether there has been an increase in the number of student contracts to support Kent's strategic objectives regarding its student employability agenda. A

recommendation will be made to include a field in the new staff and student data systems to enable the employment of our students to be tracked. In addition, it is planned to roll out an Internship Policy by March 2020 to help to continue to support the employment of young (although not exclusively young) people.

## Ethnicity

Our Black and Minority Ethnic (BME[26]) staff comprise 10% of all our staff. This has remained static from last year (having increased from 8% in 2012-13) – and even though there has been a reduction in the 'unknown' figure[27] during that same period (from 16% in 2012-13 to the current figure of 11%). Since we now have a more complete picture of our workforce BME composition

than we have done in the past, the figures provide an initial indication that our BME composition may now be reaching a point of stability, at 10%, and that we are in a better position to monitor trends and benchmarking data than previously.

At 10%, the University's overall BME composition stands slightly above that of the local population in South East England (9.4% BME) and nearly four percentage points above that of the county of Kent (6.3% BME), as per the 2011 Census[28]. When we remove the 'unknown' figure from our method of calculation in order to align with that of the sector benchmark (see Table 10), we find that our overall staff composition rises to 11.1% which is one percentage point below the UK sector average of 12.1%.

### Table 10: Staff by ethnicity and grade in 2015-16

| Grade | and example of roles (NB: this list is not exhaustive) | BME | | White | | Unknown | |
|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % |
| 1 | Domestic or Catering Assistant | 33 | 17% | 134 | 68% | 30 | 15% |
| 2 | Hospitality Assistant/Caretaker | 9 | 12% | 58 | 75% | 10 | 13% |
| 3 | Clerical Assistant/Receptionist | 12 | 5% | 209 | 86% | 23 | 9% |
| 4 | Clerical Assistant/Clerk | 19 | 6% | 258 | 83% | 34 | 11% |
| 5 | Technician/Secretarial Assistant/ Co-ordinator | 15 | 6% | 219 | 84% | 28 | 11% |
| 6 | Administrator/Researcher/HPL | 85 | 12% | 552 | 78% | 72 | 10% |
| 7 | Lecturer/Administrator/Researcher/HPL | 54 | 8% | 530 | 80% | 75 | 11% |
| 8 | Lecturer/Manager/Researcher/ Accountant/HPL | 57 | 12% | 351 | 76% | 53 | 11% |
| Clinical Academic | | redacted | | | | | |
| 9 | Senior Lecturer/Manager/Researcher/ Assistant Director/HPL | 44 | 13% | 268 | 79% | 28 | 8% |
| 10 | Reader/Senior Manager eg Heads of Strategic area | 8 | 7% | 100 | 88% | <8 | … |
| MandP | Professor/Director of large strategic area/ Head of School/Executive Group | 19 | 8% | 171 | 76% | 36 | 16% |
| Total | | 358 | 10% | 2856 | 79% | 397 | 11% |
| Sector data (ECU, 2015:132) NB: The ECU remove all unknowns from their analysis. If Kent did the same, its composition would be 11.3% BME and 88.7% White. | | | 12.1% | | 87.9% | / | / |

---

26  Non-white groups have been aggregated into a single BME group.
27  The 'unknown' figure has reduced due to the manual EDI data collection exercise that was undertaken as part of the Valuing Everyone all-staff training which completed in July 2016.
28  www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/equality-and-diversity NB: please note that there are no unknown figures in the census data and that these data are complete.

## 2015-16: Ethnic composition of academic staff by Faculty



**Chart 4a: Faculty of Humanities (n = 442)**

Legend: Unknown, White, BME

Categories: Lecturer Grade 7, Lecturer Grade 8, Clinical Academic, Senior Lecturer, Reader, Professorial, Research, HPL



**Chart 4d: Faculty based hourly paid lecturers (N = 510)**

Legend: Unknown, White, BME

Categories: Grade 6, Grade 7, Grade 8, Grade 9



**Chart 4b: Faculty of Sciences (n = 509)**

Legend: Unknown, White, BME

Categories: Lecturer Grade 7, Lecturer Grade 8, Clinical Academic, Senior Lecturer, Reader, Professorial, Research, HPL



**Chart 4e: Faculty based research staff (n = 167)**

Legend: Unknown, White, BME

Categories: Grade 6, Clinical Academic, Grade 7, Grade 8, Grade 9



**Chart 4c: Faculty of Social Sciences (n = 601)**

Legend: Unknown, White, BME

Categories: Lecturer Grade 7, Lecturer Grade 8, Clinical Academic, Senior Lecturer, Reader, Professorial, Research, HPL

## 2015-16: Ethnic composition of academic staff by Faculty



**Chart 4f: Professional Services and other support staff (n = 1972)**

Legend: Unknown, White, BME

Categories: Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, M&P

# 5 MONITORING AND COMPLIANCE (CONT)

Black and Minority Ethnic staff are represented in all grades at the university. In addition, 14% of all academic staff (compared to 17.5% of all students[329] identify as BME. At the highest level, 8% of the total Managerial and Professorial (M&P) group identify as BME, and 9% of Professors. When those of unknown ethnicity are removed, we find that 10.5% of our professors identify as BME which is almost three percentage points above the UK sector figure of 7.7% (ECU, 2016: 166).

### Composition by each Faculty/Professional Services

Charts 4a, 4b, 4c, 4d and 4e demonstrate that the concentration of Black and Minority Ethnic (BME) staff is highest in the Faculty of Sciences where the overall composition is 18% BME (down two percentage points from last year). The Faculty of Social Sciences is 15% BME overall (up one percentage point from last year) and the Faculty of Humanities is 9% BME (also up one percentage point from last year). All faculties have BME representation at all grades (except for Researchers in Humanities and Senior Lecturers in Social Sciences).

Professional Services and other support staff have the lowest BME representation, at 7% overall (up two percentage points from last year). This group demonstrates a spread of BME staff across all grades, other than Grades 9 and 10 where there is no BME representation. The M&P group figure stands at 4% BME. However, **from Grade 3 and above, the representation of BME staff in the Professional Services either aligns, or falls below, that of the local recruitment pool in the county of Kent where we would expect it to at least match the local BME profile of 6.3%.** This is an important consideration moving forward.

### / Looking ahead to address the key theme identified by the data on ethnicity:

**Low representation of BME staff in Professional Services, particularly more senior roles.**
This may be due in part to the fact that 11% (n=215) of PSD staff are of unknown ethnicity. The introduction of a new HR System 'Staff Connect' (Section 6, EDI Work Plan 2016/2017 items 4.9, 4.10 and 4.11) may help to complete the picture. In addition, it is proposed to explore positive action in the recruitment and selection of staff to PSDs, concentrating on those at Grades 9, 10 and the M&P group in the first instance. This will be covered in the exploratory paper on positive action mentioned previously (see page 37). Furthermore, the Commercial Services will be investigating the

potential for analysing this within its Investors in People Gold accreditation as many of the Grades 1-3 BME staff work in Hospitality and further specific work on staff development might be geared at increasing the upward mobility of this group.

In addition, and in the longer term, the University will consider its metrics for for staff who identify as Black (as a subset of BME) and explore signing up to the Race Equality Charter (REC).

## Disability

Table 11 shows that 4.6% of all employees have disclosed a disability, which aligns with the sector figure of 4.5%. Over the last four years the proportion of disabled staff has increased at a rate of one percentage point per annum, and has more than doubled since 2012/13. This is noteworthy when considering that, for many years previously, just 2% of all staff disclosed that they were disabled. A strong factor in this change is likely to be the EDI monitoring work undertaken during the all-staff EDI Valuing Everyone training programme which, when set alongside work to build a culture where staff feel confident to disclose disability, has had a positive impact on disability disclosure rates. Table 11 also shows a reduction of two percentage points (to 31%) of staff with an unknown disability status, continuing the trend in the reduction of the proportion of staff whose disability status is unknown. It may also **likely be due to a real increase in the number (as well as the proportion) of disabled staff**.

The highest number of disabled staff at Kent fall in the 26-35 year age category (where 44, or 4.7% of staff are disabled). However, the highest proportion of disabled staff by age band is the under 25 age group (the youngest age group at Kent) where 6.6% of all staff are disabled. This is followed by staff aged 65+ where 5.8% of staff of that age group are disabled.

In terms of types of disabilities (Table 12), the data are generally consistent with last year's annual report. The most commonly disclosed impairment remains a specific learning difficulty (at 22%) and this is still above the sector figure of 18.3%. A long standing illness or health condition remains the second most commonly disclosed impairment and, at 19%, this is below the sector figure of 25%. Mental health difficulty (where disclosure rates are typically very low) remains the third most commonly disclosed impairment at Kent, at 14%. This is above the sector figure of 9.3% providing an initial indication that Kent has a supportive culture where staff feel able to disclose their disabilities, including mental health difficulties. However, in the future (and although there is clearly no direct link between health and disability), we want to monitor stress-related and wellbeing referrals made to Occupational Health in order to inform a new Staff Wellbeing Strategy (please see Section 7, Strategic Challenges).

### / What we plan to do

We have several actions in Section 6, EDI Work Plan 2015-16 which will help to improve the support we provide for specific impairment types. Bearing in mind all the above, and while also recognising that disability is under-reported (especially when considering that disability is thought to affect one in four people in the UK as a whole), Section 6, EDI Work Plan 2015-16 also commits the University to joining the Business Disability Forum for a one year trial period in 2015-16. It is hoped that this will provide more resources including information on mental health, dyslexia and social/communication impairments (as listed at Table 12). Section 6, EDI Work Plan 2015-16 also commits us to recommend an approach to Disability Confident which, from January 2017, is the Government's new replacement for Disability Two Ticks (also see Section 3, Building and Embedding an Inclusive Culture, page 12).

### Table 11: Disability status of staff from 2011-12 to 2015-16

|  | Disability | | | No disability | | Unknown | | Total |
|---|---|---|---|---|---|---|---|---|
|  | n | % | Sector (ECU, p96) | n | % | n | % | n |
| 2015/16 | 168 | 4.6% | 4.5% | 2334 | 65% | 1109 | 31% | 3611 |
| 2014/15 | 150 | 4% | 4.2% | 2173 | 63% | 1120 | 33% | 3443 |
| 2013/14 | 106 | 3% | / | 1969 | 59% | 1260 | 38% | 3335 |
| 2012/13 | 74 | 2% | / | 1770 | 55% | 1383 | 43% | 3227 |
| 2011/12 | 63 | 2% | / | 1472 | 51% | 1331 | 46% | 2866 |

29  The all student figure is the home and overseas figure combined. Please note that this is different to the figures in the student EDI data section which present the 'home' figure only, and which is higher than the combined home and overseas BME student figure.

Table 12: Impairment types (from a sample of 168)

| Disability (n=168): | Sector (ECU 2016: 88) | 2015/16 | | 2014/15 | | % in 2013/14 | % in 2012/13 |
|---|---|---|---|---|---|---|---|
| | | n | % | n | % | % | % |
| A specific learning difficulty[30] | 18.3% | 37 | 22% | 36 | 24% | 25.5% | 28.4% |
| A long standing illness or health condition | 24.6% | 32 | 19% | 24 | 16% | 15% | … |
| A mental health difficulty | 9.3% | 23 | 14% | 20 | 13% | 8.5% | … |
| A physical impairment or mobility issues | 9.6% | 15 | 9% | 14 | 9% | 8.5% | 6.8% |
| Deaf or serious hearing impairment | 5.9% | 8 | 5% | 8 | 5% | | … |
| Two or more impairments and/or disabling medical conditions | 9.5% | <8 | … | <8 | … | | / |
| Blind or a serious visual impairment uncorrected by glasses | 2.3% | <8 | … | <8 | … | | … |
| A social/communication impairment | 0.8% | <8 | … | <8 | … | | / |
| General learning disability | 0.7% | <8 | … | <8 | … | | / |
| A disability, impairment or medical condition not listed above | 18.7% | 34 | 20% | 31 | 21% | 33% | 52.7% |
| Total | / | 168 | 100% | 150 | 100% | / | / |

Table 13: Staff by religion or belief from 2011-12 to 2015-16 (with sector comparisons)

| | Sector (ECU, 2016: 266) | 2015/16 | 2014/15 | 2013/14 | 2012/13 | 2011/12 |
|---|---|---|---|---|---|---|
| **No religion** | 14.2% | **34.9%** | 33% | 29% | 24% | 21% |
| **Christian** | 11.9% | **27.6%** | 26% | 23% | 19% | 18% |
| **Muslim** | 0.8% | **1.1%** | 1% | 0.8% | 1% | 1% |
| **Buddhist** | 0.3% | **0.9%** | 0.9% | 0.7% | 0.7% | 0% |
| **Hindu** | 0.5% | **0.9%** | 0.8% | 0.9% | 0.7% | 0% |
| **Spiritual** | 0.3% | **0.5%** | 0.5% | … | … | n/a |
| **Jewish** | 0.2% | **0.5%** | 0.4% | … | …. | 0% |
| **Sikh** | 0.2% | … | … | … | … | 0% |
| Any other religion or belief | 1.3% | **1.4%** | 1.4% | 1.4% | 1% | 1% |
| Prefer not to say | 11.2% | **6.6%** | 6.4% | 6.2% | 6% | 5% |
| Unknown | 58.1% | **25.5%** | 29% | 37.5% | 47% | 54% |

**/ Looking ahead (to address the key theme identified by the data on disability)**

**1 It is likely that the number of disabled staff will increase in the future** (partly due to increased disclosure rates, and partly due to real increases in the number of disabled staff coupled with a workforce where the proportion of older staff is likely to increase). This is an important consideration moving forward and will require a holistic approach across all aspects of University life, including the design and provision of services provided by Estates and Hospitality.

**2 Becoming more 'Disability Smart':** Subject to a review of the benefits, the University will renew its membership of the Business Disability Forum for another year beyond the EDI Work Plan 2016-17.

**3 Wellbeing (Health):** In the future we will monitor stress-related and wellbeing referrals to Occupational Health, and the Safety, Health and Environment Unit will seek to develop a new Staff Wellbeing Strategy.

**Religion or belief**

Table 13 indicates that most staff have no religion (at 35%) or are Christian (at 28%) – each is up by two percentage points since last year. This is substantially above the sector figure of 14.2% for staff of no religion, and 11.9% for staff identifying as Christian. The data also show that Kent has steadily reduced its 'unknown' category over the last four years. This year's figure of 25.5% has reduced by over four percentage points since last year, and is also substantially below the sector figure of 58%. Factors contributing to this difference could include the fact that Kent is

30  A 'Specific Learning Difficulty' is the HESA term which includes dyslexia, dyspraxia or AD(H)D

# 5 MONITORING AND COMPLIANCE (CONT)

**Table 14: Sexual orientation of staff from 2011-12 to 2015-16 (with sector comparison)**

|  | Sector (ECU, 2016:267) | 2015/16 | 2014/15 | 2013/14 | 2012/13 | 2011/12 |
|---|---|---|---|---|---|---|
| Heterosexual | 28.4% | **40.2%** | 35% | 23% | 9% | |
| Bisexual | 0.4% | **0.9%** | 0.7% | 0.5% | 0.3% | 3% |
| Gay man | 0.7% | **0.6%** | 0.6% | 0.6% | 0.3% | |
| Gay woman/lesbian | 0.4% | **0.6%** | 0.6% | 0.5% | 0.3% | |
| Other | 0.2% | … | … | … | … | |
| Prefer not to say | 10.8% | **15.3%** | 17% | 20% | 25% | 97% |
| Unknown | 59.2% | **42.1%** | 46% | 55% | 65% | |

**Table 15: All staff by Nationality (NB: this figure also includes all atypical staff, for example, timesheet staff)**

|  | 2015/16 | | | 2014/15 | | 2013/14 | |
|---|---|---|---|---|---|---|---|
|  | Number and staff type<br>n | Academic; PSD; other | **%** | n | % | n | % |
| UK/Britain | 3630 | 50%; 30%; 20% | **77.1%** | 3622 | 76% | / | 76% |
| European/EU | 632 | 69%; 18%; 13% | **13.4%** | 608 | 13% | / | 14% |
| International/all others | 443 | 67%; 21%; 12% | **9.4%** | 502 | 11% | / | 8% |
| Unknown | <8 | | … | <8 | … | / | 2% |
| Total: | 4707 | | 100% | 4735 | 100% | / | 100% |
| Total number of nationalities represented: | | 103 | | 103 | | 82 | |

actually gathering these data (whereas several other HEIs are not), and the manual EDI data collection exercise undertaken via Kent's all-staff Valuing Everyone programme.

### Sexual orientation
The data at Table 14 indicate that 40% of staff at Kent are heterosexual (up by five percentage points since last year). 2.3% of staff identify as a combination of LGB or 'other' sexual orientation, which is higher than the sector's combined figure of 1.7%. Furthermore, the proportion of Kent staff who have disclosed their sexual orientation has continued to rise in all categories over the four-year period; the figure of 42% of staff of unknown sexual orientation is substantially below the sector figure of 59% and has reduced by another four percentage points this year. The 'prefer not to say' category has also reduced by two percentage points. The overall picture suggests that Kent remains

ahead of the sector in terms of: a) gathering these data; and b) building an inclusive and supportive culture where staff feel able to disclose their sexual orientation.

### Nationality
There are 103 different nationalities represented at Kent which provides an indication of our range of cultural diversity. Since the Brexit vote in June 2016, there has been no reduction in the number of European applicants seeking employment at Kent and this year actually shows an increase in the number of European staff from the year before. It is too early to draw any conclusions from this data. Exit interviews, to be implemented as part of the EDI Work Plan 2016-17, will also help us to determine whether any of our workforce leave due to reasons that directly relate to Brexit, along with policies and programmes that respond to staffing issues related to Brexit.

### Conclusions on the staff data
Kent's metrics generally indicate a balanced composition of staff in line with sector benchmarks across all the protected characteristics and, due to a continued manual data collection exercise, this year's data show further improvements in terms of the reliability and validity of EDI reporting. For example, we have again seen an increase in the staff disability disclosure rate, as well as increases in the disclosure of sexual orientation, religion or belief, and ethnicity.

This year's monitoring has highlighted some key areas pertinent to Kent's EDI operations. 10.5% of our professors identify as BME which is above the UK sector figure of 7.7% (when taking into account the method of calculation). Furthermore, 27% of professors at Kent are now female: not only has this increased by over two percentage points since last year (when it stood at 24.6%), Kent's figure is above the sector average for the second year running

and represents the second largest improvement in the sector between 2012-13 and 2015-16. We also continue to find that a higher proportion of Kent's male employees work part-time than in the sector overall (36% versus 33%) although fewer women than men access senior part-time roles at Kent. These data provide a strong indication that Kent's extensive EDI Work Plans on Athena SWAN, leadership development programmes, and changes to the academic promotions are having an impact on the ability of women to reach senior leadership positions and also that this work needs to continue. Gender initiatives, including work to facilitate the career development and progression of women in senior roles remain dominant in the sector and feature in Kent's EDI Work Plan 2016-17, set against an understanding that good gender practice benefits all staff (regardless of protected characteristics) and helps to build a culture that values everyone.

This year's monitoring has also highlighted some key areas to watch which are pertinent to Kent's future EDI work, for example, the BME representation in Professional Services (particularly in higher grades), as well as age and disability.

Looking ahead, the EDI work and staff metrics outlined in this report will continue to develop and inform the implementation of Kent's People Strategy as well as the Institutional Plan for 2015-2020.
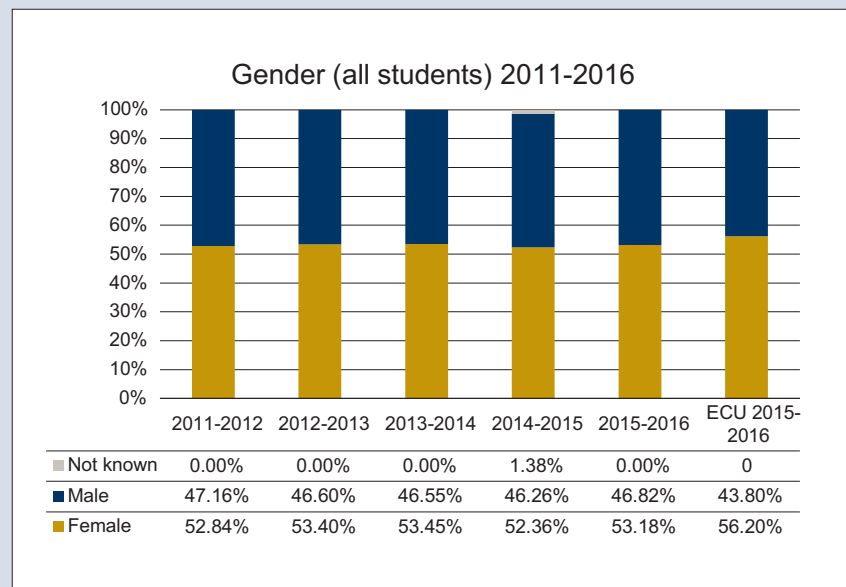
## Student EDI Data by Protected Characteristic

In September 2012 the University collected for the first time the following personal data from students new to the University, in line with the requirements of the Equality Act 2010:
- Religion or belief
- Sexual orientation
- Gender identity
- Marriage or civil partnership

This personal data is referred to as a 'protected characteristic' in the Equality Act 2010 and builds on information already held on gender, age, ethnic origin and disability. In 2012-13 changes to the national HESA student record has allowed institutions to return information in these areas. The Equality Challenge Unit (ECU) makes comparative data

Chart 5



**Gender (all students) 2011-2016**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | ECU 2015-2016 |
|---|---|---|---|---|---|---|
| Not known | 0.00% | 0.00% | 0.00% | 1.38% | 0.00% | 0 |
| Male | 47.16% | 46.60% | 46.55% | 46.26% | 46.82% | 43.80% |
| Female | 52.84% | 53.40% | 53.45% | 52.36% | 53.18% | 56.20% |

available in the more established areas at a summary level. However, there is limited sector information available in relation to gender identity, religion and belief or sexual orientation due to the fact that the collection of this information is currently voluntary for institutions.

All national student statistics are provided by the most recent ECU report *Equality in high education: statistical report 2016 Part 2: students*[31] which presents information on the national student population up to 2014-15. ECU collects data on UK and EU and non-UK domiciled students. This report indicates where an analysis is conducted against all students or UK domiciled students only.

### Gender
**Key observations:**
Nationally women continued to make up the majority of students studying in the UK (56.20%). At Kent, women also made up the majority of students, although the proportion of women was less than the national benchmark – males, 46.82%; females, 53.18% (Chart 5).

At Kent females were better represented among Non-UK domiciled students (59.06%). than UK domiciled students (51.05%). Nationally, the gender division between males and females was more balanced for non-UK domiciled students, with 10.01% of all non-UK domiciled students being female and 9.26% male.

Part-time undergraduate student numbers at Kent had been decreasing steadily year on year since 2011-12, with the trend more noticeable among male students. Male student numbers decreased by 2.03% since 2011-12, while female numbers decreased by 1.67% over the same period.

Nationally, with the exception of research postgraduates, the majority of students studying at all degree levels were female. 52.6% of research postgraduate students nationally were male, compared to 48.45% of male research postgraduates at Kent. The female population at Kent was particularly dominant at part-time postgraduate taught level, where 64.31% of all students were female.

31  Equality in Higher Education: Statistical report 2016: Part 2: Students ECU
www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016

# 5 MONITORING AND COMPLIANCE (CONT)

### Ethnicity

**Key observations:**
ECU only publish ethnicity data for UK domiciled students. Nationally UK Black and Minority Ethnic (BME) student numbers have been steadily increasing up to 24.10% of the student population, most noticeably among students who identify as Black (7.7%). At Kent the student population increased steadily year on year, while the BME student population has increased to 26.22% of the student population. 12.82% of the UK domiciled student population at Kent identified as Black, much higher than the ECU national benchmark (Chart 6a). Students who identify as Black represented 38.81% of the UK domiciled BME population (Chart 6b).

Nationally BME students were better represented at first degree undergraduate and taught postgraduate research levels. At Kent BME students comprised 26.56% of undergraduate students and 18.94% of postgraduate students, with BME students most represented at postgraduate taught level (21.53% full-time and 27.33% part-time).

There was a significantly higher BME student population at the Medway campus (44.9%) than the Canterbury campus (21.31%). This difference was mainly triggered by the higher population of students who identified as Asian (+10.04% difference in Medway) and students who identified as Black (+13.29% at Medway).

It can also be seen that the proportion of UK domiciled students who identified as White has declined steadily over the last five years and is below the ECU sector average (Chart 6a).

### Chart 6a



Ethnicity (UK Domiciled) 2011-2016

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | ECU |
|---|---|---|---|---|---|---|
| Information refused | 1.40% | 0.94% | 1.00% | 0.83% | 0.91% | 0.00% |
| Unknown | 0.21% | 0.73% | 0.11% | 1.92% | 0.03% | 1.50% |
| Other | 5.07% | 5.50% | 6.13% | 6.01% | 6.69% | 1.10% |
| Mixed | 2.60% | 2.88% | 2.92% | 3.22% | 3.53% | 3.80% |
| Arab | 0.00% | 0.00% | 0.00% | 0.22% | 0.21% | 0.40% |
| Chinese | 1.61% | 1.59% | 1.62% | 1.48% | 1.56% | 0.90% |
| Black | 9.15% | 9.74% | 10.84% | 11.55% | 12.82% | 7.70% |
| Asian | 6.53% | 6.55% | 6.93% | 6.34% | 7.28% | 10.20% |
| White | 73.43% | 72.07% | 70.46% | 68.43% | 66.97% | 75.90% |

### Chart 6b



Ethnicity (UK Domiciled as % of total BME Population) 2015-2016

Legend: Asian, Black, Chinese, Arab, Mixed, Other, Unknown, Information refused

22.02%, 38.81%, 4.73%, 0.63%, 10.67%, 20.25%, 0.11%, 2.77%

### Chart 7a



Proportion of students disclosing a disability 2011-2016

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| Kent | 8.00% | 9.30% | 10.77% | 11.87% | 12.54% |
| ECU | 7.72% | 8.04% | 8.90% | 9.05% | 9.50% |

### Chart 7b



Number of students disclosing a disability

Legend: All campuses number, Canterbury number, Medway number, Other Centres and Associate Colleges Number

2007-2008, 2008-2009, 2009-20010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016

## Chart 7c



## Chart 7d



Disability (all students) 2015-2016

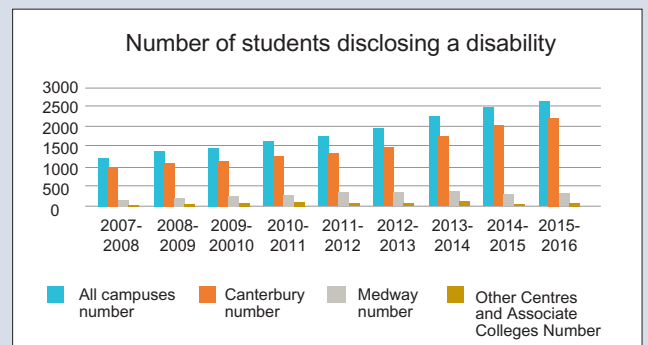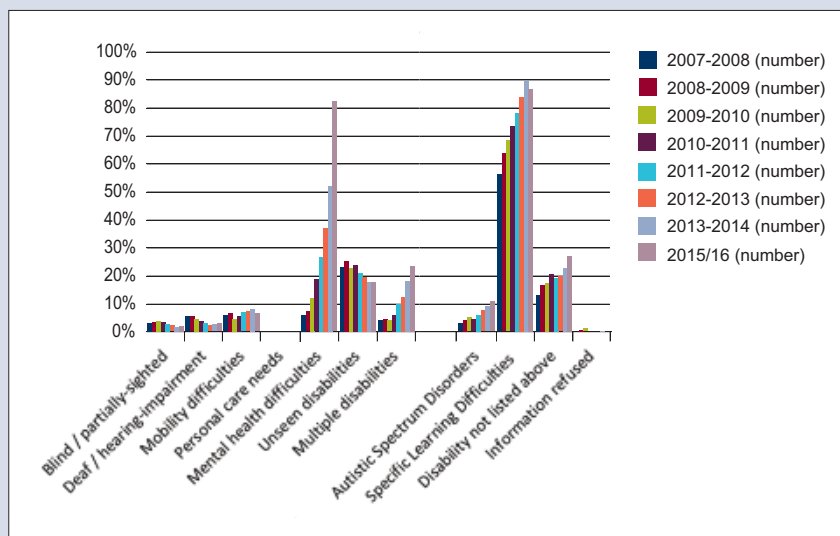| | Specific learning difficulty | Physical impairment | Social comm-unication impairment | Visual impairment | Hearing impairment | Mental health condition | Personal care needs | Multiple disabilities | Other |
|---|---|---|---|---|---|---|---|---|---|
| ECU 2015-16% | 4.90% | 4.90% | 0.30% | 0.10% | 0.20% | 1.60% | 0.00% | 1% | 1% |
| Kent 2015-16% | 4.46% | 4.46% | 0.57% | 0.13% | 0.17% | 4.22% | 0.01% | 1.22% | 1.41% |

## Chart 7e



Student requiring alternative arrangements

## Disability

**Key observations:**

The proportion of students declaring a disability has increased nationally since 2003-04, rising from 5% of the student population in 2003-04 to 9.5% in 2015-16. The proportion and number of Kent students declaring a disability has increased since 2011-12, rising from 8% of all students disclosing a disability to 12.5% in 2015-16 (Charts 7a and 7b).

The number and proportion of students disclosing a mental health difficulty has increased year-on-year at Kent. Students disclosing a mental health difficulty represent 4.22% of student population in 2015-16 (Charts 7c and 7d).

Specific learning dfficulty remained the highest declared disability category (4.6% of all Kent students, compared to 4.9% of all students nationally). Kent had a higher proportion of UK-domiciled students declaring a specific learning difficulty (5.57%).
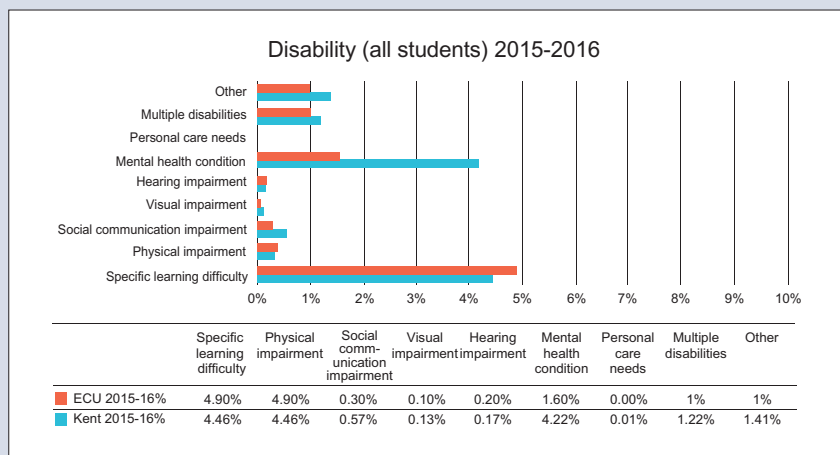
It is anticipated that the number of students declaring a mental health difficulty will continue to rise at Kent and it is predicted, based on current student disclosure trends, that the number of students declaring a mental health difficulty will surpass the number of students disclosing a specific learning difficulty within the next two to three years.

The number of students requiring alternative arrangements continued to increase, to 1416 students across Canterbury and Medway in 2016, compared to 1383 students in 2015 (+2.39%). However, the increase in Canterbury since 1999 is not mirrored in Medway, where there has been a fall in numbers since 2014. This decline could be attributed to the loss of Pharmacy to Greenwich University (Chart 7e).
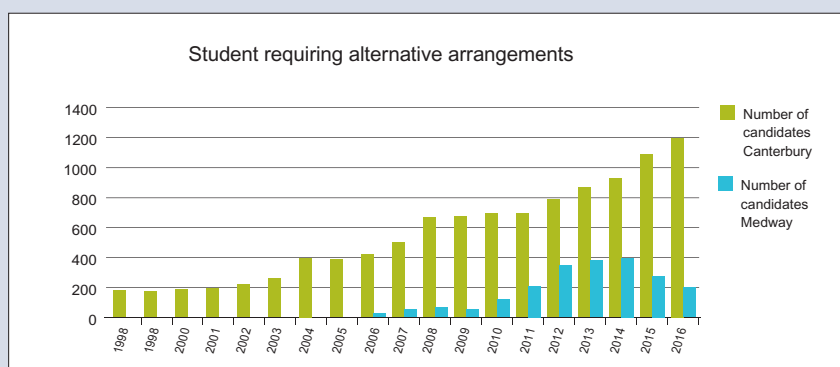
# 5 MONITORING AND COMPLIANCE (CONT)

## Age

**Key observations:**

The proportion of mature students nationally has fallen since 2003-04. The mature student population at Kent has remained broadly the same since 2011-12 (29.24%), although it was still lower than the ECU average (Chart 8a). This observation is not surprising as Kent has a higher proportion of undergraduates compared to postgraduate students.

Canterbury maintained a younger age profile than Medway, with 27.05% of Canterbury students aged over 21, compared to 32.98% of Medway students (Chart 8b).

Chart 8a

### Age (all students) young/mature 2011-2016

|  | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | ECU 2015-2016 |
|---|---|---|---|---|---|---|
| Young | 68.17% | 69.75% | 68.41% | 69.02% | 70.76% | 56.10% |
| Mature | 31.83% | 30.25% | 31.59% | 29.60% | 29.24% | 43.90% |
| Unknown | 0% | 0% | 0% | 1% | 0% | 0% |

Chart 8b

### Age (location of study) 2015-2016

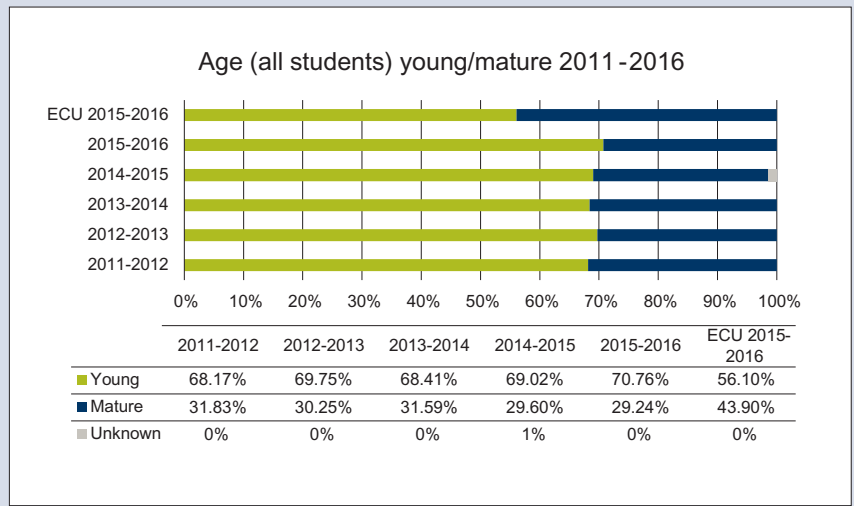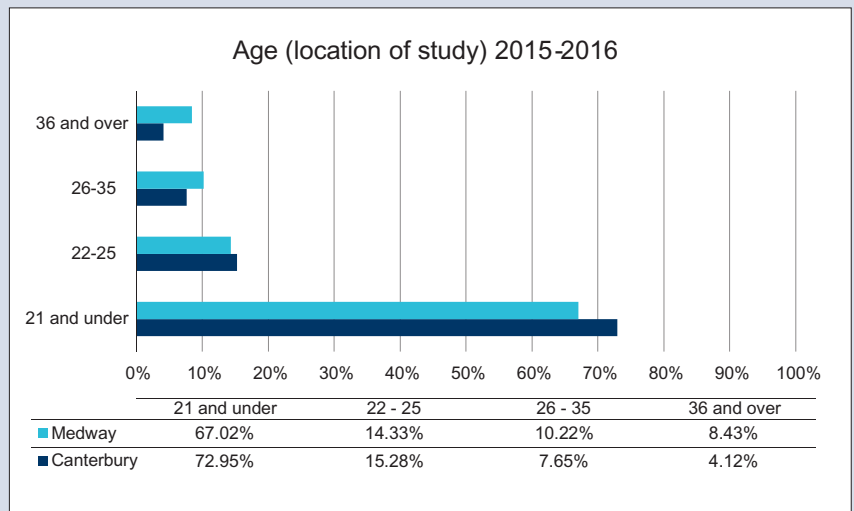|  | 21 and under | 22 - 25 | 26 - 35 | 36 and over |
|---|---|---|---|---|
| Medway | 67.02% | 14.33% | 10.22% | 8.43% |
| Canterbury | 72.95% | 15.28% | 7.65% | 4.12% |

## Sexual orientation

**Key observations:**
Nationally, the proportion of the students in institutions that returned sexual orientation data to HESA was 48.5%, with 5.8% of students refusing to provide this information and the remaining 45.7% unknown.

At Kent 94.34% of students returned information on their sexual orientation (including 'prefer not to say'), an increase of 7.81% on the previous year (86.53%) (Chart 9).

At Kent, non-UK domiciled students were more likely to identify their sexuality as LGB or Other (6.56%) than UK domiciled students (4.51%), but were also twice as likely (10.29%) as UK domiciled students (5.22%) to refuse to provide this information.

## Gender identity

**Key observations:**
Students who participated in the survey were asked: 'Is the gender you identify with at this moment in time the same as the gender you were assigned at birth?'

In 2013-14 86 Universities returned gender identity data to HESA. In 2014-15 126 Universities returned gender identity to HESA.

Overall, gender identity information was unknown for 57.1% of all students in higher education, a decrease of 9.1% from the previous year (66.2%).

At Kent, gender identity information was unknown for 7.18% of all students, a decrease of 6.55% from the previous year (13.73%). It was also noted that the proportion of students who indicate that the gender they identify with at this moment is not the same as the gender they were assigned at birth was increasing year on year (Chart 10).

**Chart 9**



Sexual orientation (all students) 2012-2016

**Chart 10**



Gender reassignment (identity) all students 2012-2016

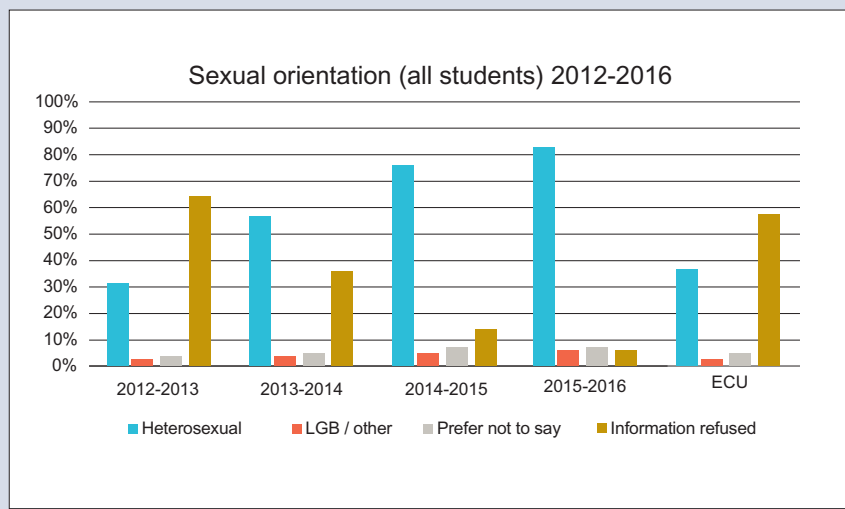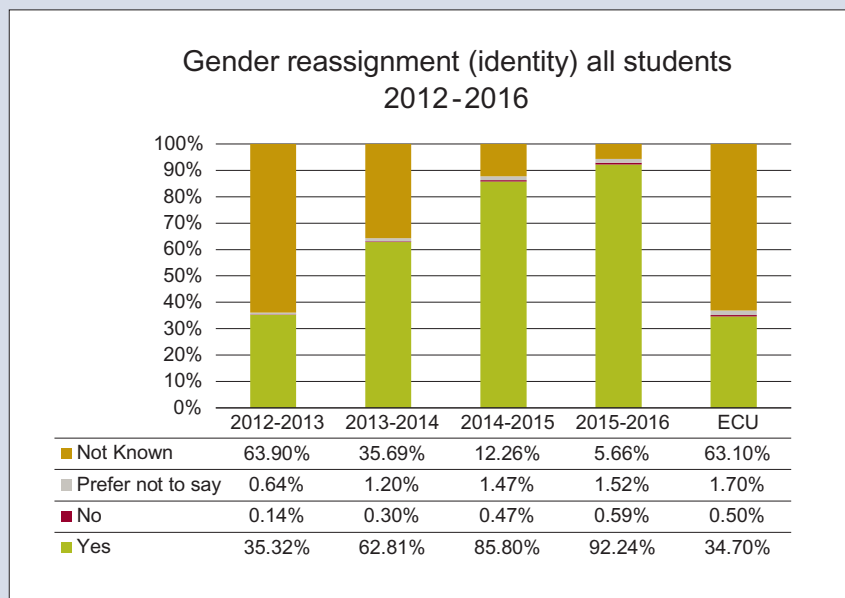| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | ECU |
|---|---|---|---|---|---|
| Not Known | 63.90% | 35.69% | 12.26% | 5.66% | 63.10% |
| Prefer not to say | 0.64% | 1.20% | 1.47% | 1.52% | 1.70% |
| No | 0.14% | 0.30% | 0.47% | 0.59% | 0.50% |
| Yes | 35.32% | 62.81% | 85.80% | 92.24% | 34.70% |

# 5 MONITORING AND COMPLIANCE (CONT)

## Marital status

**Key observations:**
The ECU did not compile national data on student marriage and civil partnership.

At Kent the majority of students were single (44.39%) and there had been little variation on the number of married students between 2012-13 (2.89%) and 2015-16 (2.14%) (Chart 11).

Married students were more likely to be studying at postgraduate rather that undergraduate level (6.81% and 1.06% respectively). Differences also exist between domicile, mode of study and campus location: UK Domiciled (UK 2.35%: non-UK 1.58%); studying on a part-time basis (PT 12.26%: FT 1.58%); and studying at Medway and Canterbury (Medway 3.41%: Canterbury 1.77%).

## Religion or belief

**Key observations:**
Overall, religion or belief information, including 'information refused' was returned to HESA for 44.4% of all students in higher education, an increase of 8.7% on the previous year. At Kent, 94.34% of students returned information on their religion or belief (including 'prefer not to say'), an increase of 7.8% on the previous year (86.53%).

At Kent 48.03% of all students identified as having a religion or belief, compared to 21.1% of all students nationally.

Of those students who identified as having a religion or belief at Kent, the highest proportion indicated that they were Christian (33.62%) followed by Muslim (6.38%). Nationally, 14.9 of all students indicated that they were Christian and 3% of all students indicated they were Muslim. Kent would appear to possess proportionally more Christian students than in the rest of the sector (Chart 12).

**Chart 11**

### Marital status (all students) 2012-2016

| | 2012-2013% | 2013-2014% | 2014-2015% | 2015-2016% |
|---|---|---|---|---|
| Not answered | 33.35% | 15.39% | 0.00% | 41.28% |
| Unknown | 9.34% | 33.91% | 53.06% | 12.19% |
| Single | 54.42% | 48.05% | 44.65% | 44.39% |
| Married | 2.89% | 2.65% | 2.29% | 2.14% |

**Chart 12**

### Religion (all students) 2012-2016

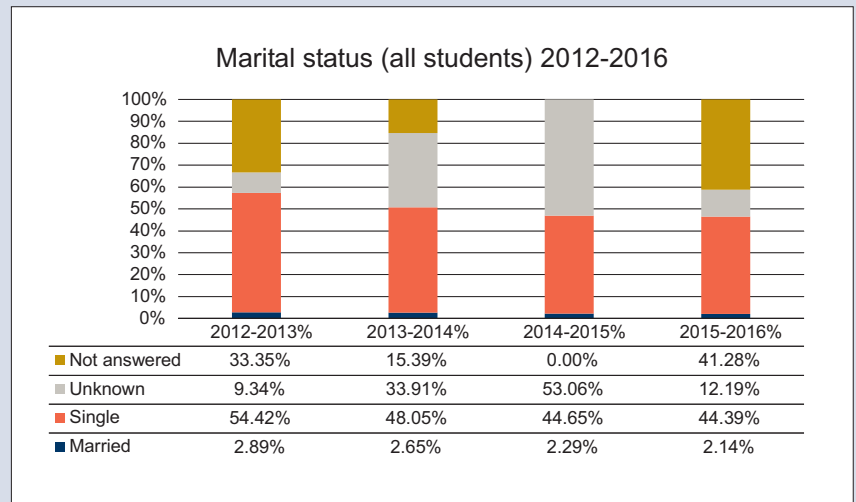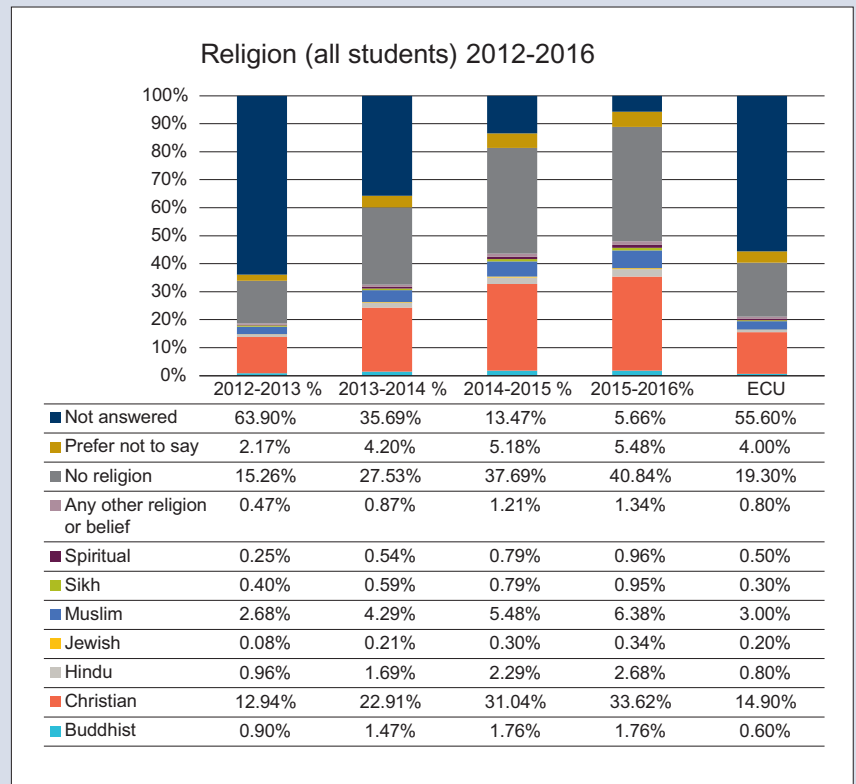| | 2012-2013 % | 2013-2014 % | 2014-2015 % | 2015-2016 % | ECU |
|---|---|---|---|---|---|
| Not answered | 63.90% | 35.69% | 13.47% | 5.66% | 55.60% |
| Prefer not to say | 2.17% | 4.20% | 5.18% | 5.48% | 4.00% |
| No religion | 15.26% | 27.53% | 37.69% | 40.84% | 19.30% |
| Any other religion or belief | 0.47% | 0.87% | 1.21% | 1.34% | 0.80% |
| Spiritual | 0.25% | 0.54% | 0.79% | 0.96% | 0.50% |
| Sikh | 0.40% | 0.59% | 0.79% | 0.95% | 0.30% |
| Muslim | 2.68% | 4.29% | 5.48% | 6.38% | 3.00% |
| Jewish | 0.08% | 0.21% | 0.30% | 0.34% | 0.20% |
| Hindu | 0.96% | 1.69% | 2.29% | 2.68% | 0.80% |
| Christian | 12.94% | 22.91% | 31.04% | 33.62% | 14.90% |
| Buddhist | 0.90% | 1.47% | 1.76% | 1.76% | 0.60% |

## Planning and Business Information Office: Student data analysis

### University surveys

The Student EDI Operations Group considered protected characteristic data from the following University supported surveys:
i   Analysis of Graduate Destinations by Protected Characteristic
ii  National Student Satisfaction Survey 2015 (NSS 2015)
iii Undergraduate Student Survey 2015 (UGS 2015)
iv  Postgraduate Taught Experience Student Survey (PTES)
v   Postgraduate Research Experience Student Survey (PRES)
vi  Analysis of Degree Classification by Protected Characteristic

The aim of these analyses was to monitor whether there were significant differences between student groups within the protected characteristics considered (including gender, age group, ethnicity, disability), and to draw any findings to the attention of the relevant University committee for action.

### i) Analysis of graduate destinations by protected characteristic

This analysis compared the destinations of UK full-time degree-level and postgraduates from the Destination of Leavers of Higher Education (DLHE) surveys 2013-14 and 2014-15.

**Full-time undergraduate and degree-level graduates:**
Overall Kent's performance in both indicators has improved, up 4% to 78% in percentage employed in professional jobs and up 2% to 83% employed in professional jobs or studying further at graduate level (referred to as 'graduate destinations' in this report). This was important to the University's standing as the first indicator is used on the national Unistats website while the second indicator is used in league tables (Complete University Guide and Times University Guide respectively).

**Gender**
- Female full-time undergraduate leavers experienced a 2% increase in graduate destinations up to 90% overtaking their male colleagues who experienced a 4% drop to 86%.

**Age group**
- Among full-time postgraduate leavers, the older age groups (>25) experienced lower levels of professional jobs and graduate destinations in 2014-15 than in 2013-14.

**Ethnicity**
- Among full-time undergraduate leavers, at institution level Black, Asian, and Chinese graduates achieved higher levels of professional employment and graduate destinations than graduates from the White ethnic group in 2014-15, although the differences were not statistically significant.

**Disability**
- Among full-time postgraduate leavers, the percentage of graduates with a specific learning difficulty in professional jobs and graduate destinations was higher than those without a disability (100% vs. 86% and 94% vs. 88%).

The Student EDI Operations Group on 11 July 2016 commissioned an investigation into three areas:
- A research project analysing the data in relation to employability;
- A follow up to the DLHE survey to be undertaken looking at the job application process and experiences, with a particular focus on female and BME graduates; and
- Examination of the data in relation to the national DLHE statistics to see where the University of Kent was positioned in terms of the national picture.

### ii) National Student Survey 2015 (NSS)

This analysis looked at student satisfaction in the final year of the course. Highlights are as follows:

**Gender**
- Female satisfaction was significantly higher than male in the areas of Teaching (90% vs. 86%, 2% higher than sector average), Organisation and Management (86% vs. 84%, 8% higher than sector average) and Personal Development (82% vs. 80%, 1% higher than sector average).

**Age group**
- Mature student (>25) satisfaction was higher than young students in the areas of Teaching (89% vs. 88%, 1% higher than sector average and Assessment and Feedback (74% vs. 72%, 4% below sector average) but lower in the areas of Organisation and Management (82% vs. 85%, 5% higher than sector average) and Learning Resources (82% vs. 88%, 1% lower than sector average).

**Ethnicity**
- Asian students were significantly less satisfied than Students who identified as White in the areas of Teaching (85% vs. 90%) and Personal Development (82% vs. 81%, -3% lower than sector average) but more satisfied than Students who identified as White in the areas of Assessment and Feedback (75% vs. 73%).

**Disability**
- Students with a disability (excluding specific learning difficulty) were significantly less satisfied than students with no disability in the areas of Assessment and Feedback (67% vs. 73%, -6% lower than sector average).

### iii) Undergraduate Student Survey (UGS) 2015

This analysis looked at student satisfaction in years other than the final year of the course. Highlights are as follows:

**Gender**
- Females were less satisfied than males in the areas of Learning Resources (76% vs. 79% and Personal Development (62% vs. 66%).

**Age group**
- Mature students (>25) were significantly less satisfied with Organisation and Management than young students (71% vs. 79%).

**Ethnicity**
- BME students were less satisfied than Students who identified as White in the areas of Teaching (76% vs. 84%) and Academic Support (65% vs. 73%).
- Other ethnic groups students were less satisfied than Students who identified as White in the areas of teaching (75% vs. 84%), Assessment and Feedback (56% vs. 64%), Learning Resource (73% vs. 76%), Personal Development (55% vs. 65%) and Academic Support (67% vs. 73%).

**Disability**
- Students with a disability had higher satisfaction than students without a disability in the areas of Academic Support (75% vs. 72%) and Personal Development (74% vs. 64%).

# 5 MONITORING AND COMPLIANCE (CONT)

### iv) Postgraduate Taught Experience Student Survey (PTES) 2015

This analysis looked at the satisfaction of postgraduate taught students. Highlights are as follows:

**Gender**
- Female satisfaction increased from the previous year (and above sector average) in all but one theme (Resources and Services, which remained the same against the previous year and in line with the sector average).

**Age group**
- Mature students (>25) were more satisfied than young students in the areas of Teaching (88% vs. 85%), Engagement (82% vs. 80%), Assessment & Feedback (77% vs. 73%), Dissertation (84% vs. 79%) and Skills Development (80% vs. 79%).

**Ethnicity**
- Students who identified as Black showed higher levels of satisfaction than the students who identified as White population in the themes of Organisation and Management (78% vs. 76%) and Resources and Services (88% vs. 82%).

**Disability**
- Students with a specific learning difficulty showed lower satisfaction levels than those with no known disability in the areas of Engagement (67% vs. 81%), Assessment and Feedback (61% vs. 74%), Dissertation (69% vs. 81%), Organisation and Management (63% vs. 78%), and Skills Development (72% vs. 80%).
- Kent students with a disability (excluding specific learning difficulty) showed higher levels of satisfaction than the sector average in all themes.

### v) Postgraduate Research Experience Student Survey (PRES) 2015

This analysis looked at the satisfaction of postgraduate research students. Highlights are as follows:

**Gender**
- Female students were less satisfied than males in the areas of Supervision (87% vs. 89%) and Progress and Assessment (78% vs. 82%).

**Age group**
- Mature students (>25) were less satisfied than young students in the areas of Research Culture (68% vs. 72%) but more satisfied in the area of Progress and Assessment (81% vs. 77%).

**Ethnicity**
- Students who identified as Asian were more satisfied than White students in the areas of Supervision (92% vs. 85%) and Resources (83% vs. 73%) but less satisfied in the areas of Research Skills (83% vs. 86%) and Professional Development (77% vs. 80%), despite a +4% and +8% increase respectively in student satisfaction for the previous year for students who identified as Asian).
- Students who identified as Black were more satisfied than Students who identified as White in the area of Resources (84% vs. 73%).

**Disability**
- Student satisfaction for students with a disability (excluding specific learning difficulty) was lower than the sector average in seven of the nine areas.

### Degree classification by protected characteristic

This analysis looked at the degree classifications of UK undergraduates at Kent. Highlights are as follows:

**Gender**
- The male student percentage of good degrees decreased slightly from 80% in 2014 to 79% in 2015, and female students achieved significantly different distributions of marks and higher average final marks than their male colleagues, with 86% getting good degrees and an overall average result of 64.4%.

**Age group**
- Students aged 22-25 years had a substantially lower percentage of good degrees compared to young students (73% vs. 84%).

**Ethnicity**
- Students who identified as Black achieved a lower final result average that students who identified as White in 2015 (60.0% vs. 64.8%). 67% of students who identified as Black obtaining a First or 2.1, compared to 86% of students who identified as White.

**Disability**
- Students with a specific learning disability achieved higher percentages of good degrees in 2015 than in 2014 (+5% in Humanities, +6% in Sciences and +3% in Social Sciences).

# 6 EDI WORK PLAN FOR 2016-17

<table>
<tr><td> </td><td>**Shading denotes activities on the HR Strategic Work Plan for 2016 to December 2017 (as at 3 March 17)**</td></tr>
</table>

## 1 Formulating strategy

### University level

| No | Activity | Action | Responsibility | Target completion |
|----|----------|--------|----------------|-------------------|
| **Shared actions** | | | | |
| 1.1 | EDI Annual Report | Produce 2015-16 EDI Annual Report and EDI Work Plan 2016-17. | Lead: EDI Manager / Student EDI Officer | Revised to June 2017 |
| 1.2 | Business Disability Forum | Commence membership of the BDF. Review progress and assess benefit for both staff and student sides for future investment. | Lead: EDI Manager Supported by: Accessible Information Project Lead / Student EDI Officer | July 2017 |
| 1.3 | EG EDI Champions | Publish updated names on the University webpages. | Lead: EDI Manager / Policy Adviser to the Vice Chancellor | July 2017 |
| 1.4 | Teaching Excellence Framework | Ensure that the TEF takes into consideration appropriate EDI issue prior to submission. | Lead: Pro Vice-Chancellor Learning & Teaching and Student Experience | January 2017 |
| 1.5 | Disabled Go audit | Complete the Access Guides Create Best Practice Guides in relation to all University buildings. | Lead: Head of Student Support and Wellbeing | July 2017 |

### Staff

| No | Activity | Action | Responsibility | Target completion |
|----|----------|--------|----------------|-------------------|
| **Staff EDI team actions** | | | | |
| 1.6 | VC appointment | Support the VC appointment process and take the necessary steps to ensure as a far a possible a diverse field of candidates. | Lead: Director of HR and Organisational Development Supported by: HR Assistant Director (Resourcing & Employee Communications) | January 2017 |
| 1.7 | Athena SWAN | Aim to achieve a Silver Athena SWAN Award in Science Schools and a minimum of a Bronze Award in all other Schools; and to renew the University Bronze Award before aiming to achieve Silver. | Lead: Dean of Sciences and Director of HR and Organisational Development / HR Assistant Director for Organisational Development (HR AD-OD). Supported by: EDI Manager and Athena SWAN Adviser | Every April and November until 2020; Bronze submission November 2017 |
| 1.8 | Athena SWAN | Review the approach and management structure of our Athena SWAN work. | Lead: Dean of Sciences | March 2017 |
| 1.9 | Athena SWAN | Prepare an Institutional Athena SWAN submission. | Lead: Athena SWAN Working (ASWG) Chair Supported by: Athena SWAN Project Manager and Director of HR and Organisational Development /HR AD-OD | November 2017 |

# 6 EDI WORK PLAN FOR 2016-17 (CONT)

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| 1.10 | Athena SWAN | Hold an Athena SWAN Awareness/training event for all staff. | Lead: EDI Manager/Athena SWAN Adviser<br>Supported by: ASWG | September 2016 and Spring 2017 |
| 1.11 | Athena SWAN | Run termly ASWG meetings. | Lead: Dean of Sciences/ASWG Chair<br>Supported by: EDI Manager/AS Adviser | July 2017 |
| 1.12 | Succession planning | Develop a Succession Planning Strategy | Lead: HR AD-OD<br>Supported by: HR Assistant Director (Resourcing & Employee Communications) / HR Assistant Director Employee Relations and Business Partnering (HR AD-ERBP) | Complete Stakeholder Engagement by April 2017 |
| 1.13 | HR Excellence in Research | Submit HR Excellence in Research University Accreditation Renewal Application. | Lead: HR AD-OD<br>Supported by: L&D Consultants | April 2017 |
| 1.14 | External EDI reporting | Produce annual EDI Reports and work plans (for staff) to meet Council and external reporting requirements. | Lead: EDI Manager<br>Supported by: HR Systems and Planning | June 2017 |
| 1.15 | EDI governance | Re-establish the internal HR EDI Governance structure and run regular meetings. | Lead: EDI Manager (new Chair) | Bi-monthly until July 2017 |

### Student

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| **Student team actions** | | | | |
| 1.16 | Kent Union Black Voices report | Develop a strategy to implement the recommendations of the Kent Union Black Voices Project report, working with the OFFA EDI Steering Group. | Lead: Kent Union Campaigns Project Manager | March 2017 |
| 1.17 | Referral route mapping | Map out internal and external pathway / referral routes to ensure that University and NHS resource are utilised effectively. | Lead: Director of Student Services / Head of Student Support and Wellbeing | July 2017 |
| 1.18 | OPERA Project | Implement good practice recommendations in accessible information delivery in collaboration with the Joint Information Services Committee (JISC) | Lead: Accessible Information Project Lead / Associate Dean (Learning and Teaching) Faculty of Social Sciences<br>Supported by: Student EDI Officer | July 2018 |

## 2) Building and Embedding an Inclusive Culture

### University level

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| **Shared actions** | | | | |
| 2.1 | Gender neutral toilets | Research and recommend signage for gender neutral toilet/s and consult with the staff LGBT+ Network and student LGBTQ+ Network. Feed the final recommendation to the Deputy Director of Estates. | Lead: EDI Manager<br>Supported by: Student EDI Officer | March 2017 |
| 2.2 | Gender neutral toilet map | Create a Gender Neutral Toilet campus map. | Lead: Facilities Management Technical Coordinator and Student EDI Officer<br>Supported by: EDI Manager | April 2017 |

### Staff

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| **Staff EDI team actions** | | | | |
| 2.3 | Cross cultural communications training | Deliver training in Cross Cultural Communications (as Valuing Everyone part 2), following an initial pilot. | Lead: HR AD-OD<br>Supported by: EDI Manager | December 2017 |
| 2.4 | Unconscious bias training | Run a workshop on Unconscious Bias for the EDI Network and AS Working Group leads. | Lead: HR Assistant Director (OD)<br>Supported by: L&D Manager; EDI Manager | December 2016 |
| 2.5 | AURORA | Continue to support the AURORA programme for women. | Lead: HR Assistant Director (OD)<br>Supported by: L&D Manager; EDI Manager | July 2017 |
| 2.6 | Learning and Development provision | Review our L&D provision and team structure and reach a view on the role of Organisational Development and its delivery. | Lead: Director of HR and Organisational Development<br>Supported by: HR Assistant Director (OD) | May 2017 |
| 2.7 | Leadership behaviours | Embed leadership behaviours (including revisions to RPD, 360 inclusions in NSL and LASR). | Lead: HR AD-OD<br>Supported by: L&D Consultant | March 2017 |
| 2.8 | Leadership programmes | Deliver two leadership events for LASR alumni. | Lead: HR AD-OD<br>Supported by: L&D Manager | July 2017 |
| 2.9 | Head of School appointment process | Propose changes to the HoS appointment process to address issues of complexity and automatic renewal. | Lead: Director of HR and Organisational Development<br>Supported by: HR AD (Resourcing and Employee Communications) | December 2016 |
| 2.10 | Employee and Talent Development | Develop an Employee and Talent Development Policy. | Lead: HR AD-OD | March 2017 |

# 6 EDI WORK PLAN FOR 2016-17 (CONT)

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| 2.11 | Internal secondments | Develop a draft new Internal Secondment Policy and Procedure. | Lead: HR AD-ERBP Supported by: HR Assistant Business Partner | March 2017 |
| 2.12 | Disability Confident (replacement for Disability Two Ticks) | Define, recommend and implement an approach to the new 'Disability Confident' scheme, launched by Job Centre Plus in July 2016. | Lead: EDI Manager Supported by: HR Assistant Director (Resourcing & Employee Communications) | June 2017 |
| 2.13 | Staff survey | Introduce mini staff surveys. | Lead: HR AD-OD Supported by: HR Assistant Director (Resourcing & Employee Communications) | June 2017 |
| 2.14 | Staff survey | Develop an OD tool kit for use in departments and schools (to help managers respond to the results of the survey). | Lead: HR AD-OD Supported by: L&D Consultant | April 2017 |
| 2.15 | Exit interviews | Develop and implement an on-line exit questionnaire. | Lead: HR AD-ERBP | June 2017 |

**Student**

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| **Student team actions** | | | | |
| 2.16 | Violence Against Women and Men On Campus Steering Group | Create an Action Plan implementing the recommendations made by the "Changing the Culture: Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students" paper. | Lead: Director of Student Services Supported by: Student Services Project Administrator | February 2017 |
| 2.17 | Bystander Intervention Initiative | Implement the second phase of the Bystander Intervention Initiative, engaging three Academic Schools. | Lead: Student Services Project Administrator / Student EDI Officer | January 2017 |
| 2.18 | Bystander Intervention Initiative | Incorporate engagement with the Bystander Intervention Initiative within the student clubs and society committee responsibilities for the 2017-18 academic year. | Lead: Student EDI Officer / Kent Union | June 2017 |
| 2.19 | Sexual Assault Response team | Launch the Sexual Assault Response team, with appropriate training, resources and tools. | Lead: Student EDI Officer | November 2016 |
| 2.20 | Black History Month | Support the delivery of Black History Month on the Canterbury and Medway campuses. | Lead: Kent Union Campaigns Project Manager Supported by: Student EDI Officer | October 2016 |
| 2.21 | Worldfest | Oversee and support the delivery of Worldfest 2017 on the Canterbury and Medway campuses. | Lead: Student EDI Officer | April 2017 |

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| 2.22 | Kent Union | Continue to work in partnership with Kent Union to support joint student EDI initiatives. | Lead: Student EDI Officer | July 2017 |
| 2.23 | Dignity at Study campaign | Promote the Dignity at Study Policy. | Lead: Student EDI Officer Supported by: Student Communication and Social Media Officer | January 2017 |
| 2.24 | Wellbeing action plan | Implement the Wellbeing Action Plan 2014-19. | Lead: Student EDI Officer | July 2017 |
| 2.25 | Kent Student Awards | Vigorously promote the EDI category for the Kent Student Awards. | Lead: Director of Student Services Supported by: Student EDI Officer / Student Services Project Administrator | May 2017 |
| 2.26 | Trans* support group | Continue a support group at the Canterbury campus for Transgender students. | Lead: Student EDI Officer Supported by: Methodist Chaplain | November 2016 |
| 2.27 | Student Safety Day | Organise a multi-agency student safety day on the Canterbury campus. | Lead: Community Liaison Officer | November 2016 |
| 2.28 | Student Success (EDI) Project | Continue to investigate causes for differentiation in retention and attainment between different student groups. | Lead: Student Success Project (EDI) Manager | July 2017 |
| 2.29 | Student Success (EDI) Project | Continue to run targeted interventions in academic schools to increase student retention and attainment. | Lead: Student Success Project (EDI) Manager | July 2017 |
| 2.30 | Nightline | Investigate the introduction of a new student Nightline Service in collaboration with Canterbury Christ Church University, Kent Union and Christ Church Students' Union. | Lead: Director of Student Services Supported by: Student EDI Officer | July 2017 |
| 2.31 | Mental health support | Investigate initiatives to support the growing number of students disclosing mental health difficulties. | Lead: Director of Student Services / Head of Student Support and Wellbeing | July 2017 |
| 2.32 | Policies and guidance | Review, update and recirculate the University of Kent Guidance on Cultural and Religious Diversity and recirculate. | Lead: Anglican Chaplain Supported by: Student EDI Officer | October 2016 |
| 2.33 | | Develop Ramadan and Examinations Guidelines for Muslim students. | Lead: Student EDI Officer | April 2017 |
| 2.34 | | Review, update and recirculate the Guide to Non Discriminatory Language. | Lead: Student EDI Officer | January 2017 |
| 2.35 | | Develop guidance for Academic Schools to support Transgender Students. | Lead: Student EDI Officer | June 2017 |
| 2.36 | | Review the Dignity at Study Policy in light of recommendations from the Black Student Voices Report. | Lead: Director of Student Services Supported by: Student EDI Officer | July 2017 |

# 6 EDI WORK PLAN FOR 2016-17 (CONT)

### 3 Promoting EDI within the University

**University level**

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| **Shared actions:** | | | | |
| 3.1 | EDI Network | Continue to run and support the EDI Network and communications including recruitment of representatives in all departments (the EDI Network and communications are managed by staff EDI team). | Lead: EDI Manager / Student EDI Officer | July 2017 |
| 3.2 | LGBT+ History Month | Support the delivery of LGBT+ History Month on the Canterbury and Medway campuses. | Lead: LGBT+ Staff Network Chair Supported by: EDI Manager and Student EDI Officer | February 2017 |
| 3.3 | Staff / student partnership | Continue to develop and deepen opportunities for collaboration between staff and student EDI networks, events, groups, stakeholders where appropriate. | Lead: EDI Manager / Student EDI Officer | July 2017 |

**Staff**

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| **Staff team actions** | | | | |
| 3.4 | Staff LGBT+ Network | Support the Chair and operations of the LGBT+ Network. | Lead: EDI Manager | July 2017 |
| 3.5 | Staff Women's Network | Support the Chair and operations of the Women's Network. | Lead: EDI Manager | July 2017 |
| 3.6 | Disability Staff Network | Find a new Chair as a successor to the EDI Manager or otherwise review the sustainability of the group. | Lead: EDI Manager Supported by: EG Champion for Disability (staff) | July 2017 |
| 3.7 | Disability Staff Network | Support the dissemination of outcomes from the OPERA project to enable staff to benefit from accessible tools and resources. | Lead: EDI Manager / DSN Network Chair | July 2017 |
| 3.8 | Staff Harassment Contact Network | Appoint a Chair and support the establishment of a new Harassment Contact Network. | Lead: EDI Manager Supported by: new HC Chair upon their appointment | July 2017 |
| 3.9 | Dignity at Work | Review the Personal Relationships Policy. | Lead: HR AD- ERBP Supported by: ERBP team | June 2017 |
| 3.10 | Remuneration Committee | Develop and implement self-appraisal for the Remuneration Committee. | Lead: Director of HR and Organisational Development | January 2017 |
| 3.11 | Promotion Committees | Systematically act on the review recommendations of Salaries, Probation and Promotion Committees. | Lead: HR AD-Operations and Reward Supported by: HR Operations Manager | In line with committee cycle |

| No | Activity | Action | Responsibility | Target completion |
|----|----------|--------|----------------|-------------------|
| 3.12 | HPLs | Subject to EG decisions, develop policy proposals to manage the transition of eligible HPLs to T&S contracts. | Lead: HR AD-ERBP<br>Supported by: Senior Business Partner | December 2017 |
| 3.13 | Remuneration and reward | Implement new grading and Job Families. | Lead: HR AD-Operations and Reward<br>Supported by: Reward Manager | June 2017 |
| 3.14 | Remuneration and reward | Start to develop, publish and phase in a comprehensive Reward Policy (focussing initially on leadership allowances) and overarching principles. | Lead: HR AD-Operations and Reward<br>Supported by: Reward Manager | Start July 2016 |
| 3.15 | Remuneration and reward | Develop a policy approach to, and implement, pension's salary sacrifice. | Lead: HR Reward Manager | June 2017 |
| 3.16 | Remuneration and reward | Engage with the development of the USS to respond to continued pressures and, where appropriate, lead statutory engagement work including equality impact assessment. | Lead: Director of HR and Organisational Development<br>Supported by: Reward Manager | December 2017 |
| 3.17 | Terminal illness | Agree the form of a 'Dying to Work' Charter with Trades Unions and develop an underpinning memorandum of understanding. | Lead: HR AD-ERBP | June 2017 |
| 3.18 | Brexit | Develop policies and programmes that respond to the staffing issues relating to Brexit. | Lead: Director of HR and Organisational Development<br>Supported by: HR AD- Resourcing and Employee Communications; HR AD-ERBP / HR AD-OD | Start July 2016 |
| 3.19 | Tier 4 student workers | Deliver training to employing managers to ensure that the university complies with immigration legislation relating to Tier 4 student workers in particular. | Lead: HR AD-ERBP<br>Supported by: Immigration Adviser | February 2017 |
| 3.20 | Visitors and immigration | Develop our processes and systems relating to Visitors to ensure that immigration risks are properly managed and departure dates are monitored. | Lead: HR AD-ERBP / HR AD Operations and Reward<br>Supported by: Immigration Adviser | March 2017 |
| 3.21 | Apprenticeships | Scope out an approach to establishing a Kent supported Apprenticeship Programme (including Higher), including cost benefit analysis, and identify options for evaluation and further work (part 1). | Lead: HR AD-OD<br>Supported by: L&D Consultant | June 2017 |
| 3.22 | Apprenticeships | Work up detailed proposals and plans for the implementation of an Apprenticeship. | Lead: HR AD-OD<br>Supported by: L&D Consultant | Complete after Phase 1 above |

# 6 EDI WORK PLAN FOR 2016-17 (CONT)

## Student

### Student team actions

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| 3.23 | Wellbeing Zone app | Actively promote the Wellbeing Zone App. | Lead: Project Administrator, Student Services<br>Supported by: Student EDI Officer | January 2017 |
| 3.24 | Wellbeing Zone map | Create a Wellbeing Zone campus map. | Lead: Student EDI Officer | April 2017 |
| 3.25 | Mental health support | Collaborate with Kent Union to support student mental health initiatives. | Lead: Director of Student Services / Head of Student Support and Wellbeing<br>Supported by: Student EDI Officer / VP Welfare | July 2017 |

## 4 Monitoring and compliance

### University level

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| **Shared actions** | | | | |
| 4.1 | HEFCE best practice submissions | Identify areas of good practice in EDI at the University and submit case studies to HEFCE.<br>Complete follow up work for external publication as required. | Lead: EDI Manager / Director of Student Services<br>Supported by: Student EDI Officer | October 2016<br><br>February 2017 |

## Staff

### Staff EDI team actions

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| 4.2 | Equal Pay | Developed and publish our Academic Leadership Allowances Policy. | Lead: HR Assistant Director (Operations and Reward)<br>Supported by: HR Reward Manager | August 2016 |
| 4.3 | Equal Pay | Review M&P pay arrangements for PSDs. | Lead: HR Assistant Director (Operations and Reward) | May 2017 |
| 4.4 | Equal Pay | Bring forward proposals to EG to resolve pay anomalies uncovered by the Equal Pay Audit. | Lead: HR Assistant Director (Operations and Reward)<br>Supported by: HR Reward Manager | December 2017 |
| 4.5 | Equal Pay | Carry out a mock report for the Gender Pay Gap Reporting Regulations and report on and plan for implications of main report. | Lead: HR Assistant Director (Operations and Reward)<br>Supported by: HR Reward Manager/HR Systems and Planning Manager | May 2017 |
| 4.6 | Equal Pay/reward | Develop a Senior Reward Policy and framework for Remuneration Committee. | Lead: Director of HR and Organisational Development | January 2017 |

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| 4.7 | Clinical Pay Scales | Review use of Clinical Pay Scales in the School of Pharmacy. | Lead: HR Assistant Director (Operations and Reward) Supported by: HR Reward Manager | June 2017 |
| 4.8 | Data protection | Implement the new General Data Protection Regulations relating to HR. | Lead: HR Assistant Director (Operations and Reward) | Start April 2017 Completion date tbc |
| 4.9 | Recruitment and selection | Review our recruitment processes in line with the findings of KSDD and secure efficiencies through implementation of the Staff Connect Recruitment Module. | Lead: HR Assistant Director (Resourcing & Employee Communications) Supported by: EDI Manager for EDI data requirements | tbc (may be subject to a procurement process) |
| 4.10 | Staff data systems | Complete the implementation of Staff Connect for core HR. | Lead: HR Assistant Director (Operations and Reward) Supported by: HR Operations | February 2017 |
| 4.11 | Staff data systems | Develop detailed specifications for Staff Connect Phase 2. | Leads: HR Assistant Director (Resourcing & Employee Communications); HR AD-OD; Supported by: EDI Manager for EDI data requirements | March 2017 |
| 4.12 | Staff data systems | Develop a detailed specification for the EDI Annual Report 2015-16 to include data requirements and presentation formats. | Lead: EDI Manager | September 2016 |

## Student

| No | Activity | Action | Responsibility | Target completion |
|---|---|---|---|---|
| **Student team actions** | | | | |
| 4.13 | Appeals data analysis | Conduct an analysis of the 2015-16 Appeals data by protected characteristic. | Lead: Student EDI Officer | November 2016 |
| 4.14 | Scholarships audit | Conduct an audit of scholarship criteria in line with Equality Act 2010 requirements. | Lead: Stewardship and Planned Giving Officer / Student EDI Officer | January 2017 |
| 4.15 | DLHE data audit | Complete investigation into causes of differentiation in the DLHE return. | Lead: Head of Planning and Business Information / Head of Careers and Employability Services Supported by: Student EDI Officer | July 2017 |
| 4.16 | Discipline cases | Conduct an analysis of discipline cases in relation to protected characteristic. | Lead: Student Complaints Officer Supported by: Student EDI Officer | July 2017 |
| 4.17 | UUK Taskforce best practice submissions | Identify areas of best practice at the University in relation to the recommendations made by the UUK Taskforce and submit case studies to UUK. | Lead: Student EDI Officer | April 2017 |
| 4.18 | ECU Religion and Belief best practice submissions | Identify areas of best practice at the University in relation to Religion and Belief and submit best practice case studies to ECU. | Lead: Student EDI Officer | April 2017 |

# 7 STRATEGIC CHALLENGES AND PLANS TO ADDRESS BEYOND 2016-17

**This report concludes with an overview of future plans that have emerged from the findings at Section 5 (Monitoring and Compliance), or that link to the University Plan 2015-2020.**

## Shared

- To address the University strategic goal of recruiting and supporting a diverse student and staff body: we will explore signing up to the Equality Challenge Unit's Race Equality Charter (REC) and the resources and structures required.
- To address the University's strategic aim to engage our staff, students alumni and stakeholders and ensure that the Kent brand for its inclusive culture becomes synonymous with excellence: we will work to continue to embed a culture of equality, diversity and inclusivity across the institution, sharing good practice in both Academic Schools and Professional Service Departments.
- To address the University's strategic goal of becoming a beacon of excellence: we will seek to promote Kent's EDI work where exemplary of good practice in the higher education sector.

## Staff

- To build an inclusive culture across the organisation, and to increase our understanding of the glass ceiling indicated by the EDI data for women at Grade 8: we will continue to invest in learning and development interventions, and resources to support our Athena SWAN programme as a tool to address causality.
- To address the underrepresentation of women in senior roles, BME staff in senior PSD roles, and the loss of women from key stages of the career trajectory that we found in the EDI data: we will explore positive action in:
  - recruitment and selection
  - policy options as an instrument for culture change with regards to the availability of, and access to, part-time senior roles
  - discussions on these topics in the annual departmental planning rounds

- To support the employment of young people (including student employability): we will establish a Kent supported Apprenticeship programme and create internships.
- We will work across the University to support our disabled staff, wellbeing more generally, and to better understand the implications of an ageing workforce.
- To expand ownership of and commitment to EDI, we will continue to work on embedding EDI across HR operations and integrating organisational work plans.
- To influence change within and beyond the sector, we will continue to work with other HEIs and other bodies, including continuing connections with the Thirty Percent Club, the Equality Challenge Unit and the Leadership Foundation for Higher Education.

## Student

- To address the University strategic goal of recruiting a diverse student body composed of those who have a passion for learning and who will benefit from all Kent has to offer: we will increase the satisfaction of students from BME backgrounds by embedding targeted and tailored interventions to improve retention and attainment within Academic Schools.
- To address the University strategic goal of improving the diversity of our student body by monitoring and progressively increasing the percentage of students from lower participation neighbourhoods and from non-traditional backgrounds: we will scrutinise student data to identify trends and opportunities for increasing student attainment, retention, graduate outcomes and satisfaction across all demographics.
- To address the University strategic goal to improve employment outcomes of students with disabilities by 5%: we will continue to develop an inclusive learning environment by mainstreaming reasonable adjustments where possible.
- To address the University strategic goal to monitor and progressively eliminate disparities in attainment related to mental health indicators, we will explore new initiatives to support students with declared mental health difficulties.

- To address the University strategic goal to strengthen our commitment to social responsibility: we will continue to develop student awareness and understanding of sexual respect and consent.
- To address the University strategic goal of improving employability options by extending and raising the profile of the work-study scheme: we will raise the profile of the work-study scheme and create targeted internships/placements from students from lower participation neighbourhoods.
- To address the University strategic goal of creating and making available a range of social and cultural experiences for our communities: we will deepen collaborative and partnership working between the University of Kent, Kent Union and GK Unions in relation to student EDI initiatives.
- To address the University strategic goal to provide flexible modes of learning and teaching that address the needs of students with disabilities: we will allocate appropriate resource to support students with declared disabilities.

University of Kent

Kent