

# UNIVERSITY OF KENT/ VALUING EVERYONE

*Equality, Diversity and Inclusivity  
(EDI) Report 2014/15*

**Plus 2015/16 Work Plan**





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# 1 INTRODUCTION AND EXECUTIVE SUMMARY

## Supporting and Advancing Equality, Diversity and Inclusivity

Council receives and endorses the University's annual Equality, Diversity and Inclusivity Report as evidence of its adherence to the following principles:

- 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 Equality, Diversity and Inclusivity (EDI) Report also helps to inform a wide range of readers, whether members of the University of Kent or from the wider community, about the Equality, Diversity and Inclusivity work that is underway to support both staff and students.

The report provides the building blocks for Equality, Diversity and Inclusivity at the University of Kent, organised against a strategic framework developed by the Inclusivity Strategy Group in 2014/15 which includes: Formulating strategy, Building and Embedding an Inclusive Culture, Coordinating and Liaising across the University, and Monitoring and Compliance. The contents page is designed to enable the reader to navigate to a specific section with ease. Each section begins with a summary of key achievements and then highlights specific initiatives and achievements from 2014/15. The report also provides a work plan of activities for 2015/16 and concludes with reflections on the broad direction of travel for staff and student EDI activity over the next five years.

The report evidences the work undertaken to meet our stated EDI objectives: these themes are reflected in the structure of the report and work plan.

In addition to celebrating achievements against these themes, the report aims to identify areas of work to be further developed and new opportunities to be explored. Wherever possible, and specifically in relation to data analysis, sector benchmarking details have also 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 of the institution. Overall responsibility for EDI at the University of Kent rests with University Council and the Higher Education Code of Governance<sup>1</sup> published by the Committee of University Chairs, 2014 confirms that Equality and Diversity falls under the remit of the governing body of the institution.

*"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; and*
- *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."*

Similarly, the UK government's Equality Strategy – Building a Fairer Britain Report<sup>2</sup> 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 outlined that the five principles for equality must include: Creating equal opportunities for all; devolving power to people; transparency; supporting social action; and embedding equality in everything that is done.

## University of Kent Committee Responsibilities

During 2014/15, Staff Policy Committee was a sub-committee of Council. Following discussion at Council, from 2015/16, Staff Policy Committee became a 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 an annual report on equality, diversity and inclusivity for approval by Council concerning the work done by the University during the year. The Student elements of the report are overseen by the Student EDI Operations Group and the Student Experience Committee. These three committees report through the relevant Pro Vice-Chancellor or Deputy Vice-Chancellor to the Vice Chancellor (effectively through the Executive Group).

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 receives the final EDI report prior to formal endorsement by Council at their annual March/April meeting.

<sup>1</sup> The Higher Education Code of Governance published by the Committee of University Chairs, 2014, p. 8-9, 23.

<sup>2</sup> HM Government *Equality Strategy – Building a Fairer Britain*, December, 2010, p 8-10.

# 1 INTRODUCTION AND EXECUTIVE SUMMARY (CONT)

## 2014/15 highlights

### Shared (Student and Staff)

- Increased engagement across the jointly run Staff/Student EDI Network.
- Continued engagement and training for the University-wide cohort of eleven Harassment Contacts.
- The gathering and dissemination of good practices across the University, including new initiatives led by Information Services, Kent Sport, the Gulbenkian Theatre and the Estates Department.

## Staff

### Key demographics

- The percentage of women professors at Kent is now 24.6%, an increase of almost three percentage points from last year at the University of Kent and a number that is now two percentage points higher than the sector average.
- The BME population at 10% of staff is above Kent's general population of 6.3% and is aligned with the sector figure; 9.2% of professors identify as BME which is above the sector average of 6.7%.
- Two percent of staff identify as LGB or other sexual orientation which is higher than the sector average of 1.2% .
- Kent has a composition of staff across all age bands that matches the sector overall.
- The University of Kent is represented by 103 different nationalities, with 76% UK nationals, 13% of European origin and 11% from a mix of other countries.
- While women comprise the majority of the total number of part-time staff at 62%, a higher proportion of men at Kent work part-time at 38% than in the sector at 33%.
- The proportion of staff reporting across all EDI protected characteristics has improved, with fewer 'unknowns' in the areas of disability, religion or belief, and sexual orientation.
- Additional highlights are included on page 23.

## Key achievements

- Achievement of six Athena SWAN bronze School level awards.
- Success in the Research Excellence Framework (REF) based on an inclusive staff submission approach.
- The delivery of Valuing Everyone workshops to over 1400 staff.
- An improved Stonewall Workplace Index ranking with a rise of 113 places in one year.
- Expanded provision of EDI policies, procedures, equality analyses, toolkits, online support guides, communications and targeted training and briefings, with particular attention on support for LGBT and disabled staff.
- Increased engagement across staff focused networks for Women, LGBT staff, and Disabled Staff and a renewed focus on Medway staff.
- Engaging a wide group of stakeholders (including equality networks) in the development of a new People Strategy 2015–2020 that includes a guiding principle of 'ensuring an inclusive approach'.
- Commencement of a comprehensive Equal Pay Audit (the first since 2008).

## Students

A significant amount of work and progress has been made in the area of student Equality, Diversity and Inclusivity in 2014/15 across all campuses and Academic Schools and Professional Service Departments of the University of Kent.

### Key demographics

- The completion of data gathering for all new student protected characteristics (Gender Reassignment (Identity), Sexual Orientation, Religion or Belief, Marriage or Civil Partnership status).
- Female graduates in the Sciences in professional jobs and graduate destinations rose by 11%, closing the gap on their male colleagues and no longer showing a significant difference.
- 97% of students in the Humanities with a disability (excluding specific learning difficulty) achieved good degrees, an increase of 7% on the previous year.

- The proportion of UK-domiciled BME students at Kent has increased to 29.39% (up from 24.96%).
- The Medway campus is the most ethnically diverse, with 48.69% of all students with BME status.
- Students declaring a Mental Health Condition at Kent has risen by 80.97% from 2012/2013 to 2014/2015.

### Key achievements include:

- The review of the EDI Governance arrangements
- The development of the Student Success Research Project with the nine pilot project Schools, all working to investigate student success differences and putting in place activities to support all students. Work is also being undertaken on substantial research with students and staff to identify key causes for differentiation in retention and attainment between student groups, with the findings assisting the pilot school work.
- The development of the OPERA (Opportunity, Productivity, Engagement, Reducing barriers, Achievement) Project, a two year University-wide project that aims to pilot a range of accessibility initiatives and monitor their impact on the development of a more accessible information environment for students at the University of Kent
- The development of the Intervention Initiative pilot project, an educational engagement programme that seeks to enable the whole community to become active bystanders in preventing sexual and domestic violence whilst engaging men and women to think about and change problematic social norms in student culture
- The development of various awareness raising initiatives, such as Holocaust Memorial Day, LGBT History Month, Equality Week, World Autism Day and the 'Kent Can't Breathe' Campaign
- The completion of data gathering for all new student protected characteristics (Gender Reassignment (Identity), Sexual Orientation, Religion or Belief, Marriage or Civil Partnership status)

## 2 FORMULATING STRATEGY

### University level

#### Inclusivity Strategy Group (ISG)

The Inclusivity Strategy Group (ISG) continued to be responsible for EDI governance across the University, bringing the staff and student EDI agendas together. Termly meetings took place, chaired by Denise Everitt (Deputy Vice-Chancellor) and Professor Chris Davies (Pro-Vice-Chancellor, Teaching, Learning and Students), to ensure progression of the strategy and EDI work plans. The work of the ISG continued to be informed by the Staff Policy Committee, the Athena SWAN Working Group, various equalities networks and the student EDI Operations Group.

#### Executive Group EDI Champions

Adjustments were made to the EDI Champions to take account of changes at Executive Group level, as follows:

- Professor Dame Julia Goodfellow (Vice-Chancellor): Gender (Staff); and Lesbian, Gay, Bisexual, Transgender (LGBT)

- Professor Keith Mander (Deputy Vice-Chancellor): Disability (Staff)
- David Nightingale (Senior Deputy Vice-Chancellor) Race/Ethnicity
- Denise Everitt (Deputy Vice-Chancellor for Resources): Age
- Professor Chris Davies (Pro Vice-Chancellor for Teaching, Learning and Students): Disability (Students); Gender (Students)
- Professor Philippe De Wilde (Pro Vice-Chancellor for Research, Innovation and Enterprise): Marriage and Civil Partnership
- Jane Higham (Director of Finance): Pregnancy and Maternity
- Dr Keith Lampard (Secretary to the Council): Religion or Belief.

### Staff

#### The Research Excellence Framework (REF) 2014

The Research Excellence Framework (REF) 2014 is the process by which the quality and impact of UK universities' research is assessed with results used to allocate

research funding. The results from the 2014 REF were published in December 2014.

Each University selects staff members to include in their REF submissions. Staff were eligible to be included in the Kent submission if they were employed by the University on 31 October 2013, with an academic contract that included research responsibilities. To support equality and diversity, Kent was required to write and apply a Code of Practice on the fair and transparent selection of staff, and to conduct an equality impact analysis. Allowances were made for Early Career Researchers and staff with other circumstances (including those connected to characteristics protected by the Equality Act 2010) to be submitted with fewer than four research outputs. Kent undertook a series of equality analyses to measure the impact of its submission by equalities characteristics.

The results of the REF2014 were published in December 2014 (during the period of this year's EDI Annual Report) when Kent was



## 2 FORMULATING STRATEGY (CONT)



judged to have world-leading research in all subject areas submitted. Key highlights were that:

- Kent was ranked 17th in the UK<sup>3</sup> for research intensity, taking into account research quality (grade point average) and the proportion of research staff submitted.
- 85% of Kent's research staff were submitted to the REF, the 13th highest proportion submitted by universities overall.
- 15 out of 23 submissions at Kent were ranked in their subject's top 20 for research intensity.
- 97% of Kent's research was judged as international quality, up from 87% in 2008.
- The percentage of Kent's research deemed to be world-leading or internationally excellent was 73%, up from 55% in 2008.
- Kent increased the number of its research active staff by 40% since the previous Research Assessment Exercise (RAE) in 2008.

- 83% of eligible staff were included in the REF (up from 67% in 2008), with inclusion rates of men (up from 69% to 85%) and women (up from 61% to 81%) much closer than before.
- Kent's score for research power<sup>4</sup> increased by 59%, the third largest increase of the top 50 research intensive universities.

The increased score for research power, and the ranking for research intensity, stem from both the University's strategy of increasing the size of its submission and the measures to support EDI embedded in the structure of the REF exercise.

Further to these results, and as part of Kent's REF Equality Analysis Action Plan, the EDI Manager arranged a small workshop entitled, "Equality Issues in Research Careers" which took place in July 2015. This was run by Professor Philippe de Wilde (Pro-Vice-Chancellor for Research and Innovation) and Dr Simon Kerridge (Director of Research Services), with keynote sessions by Professors

Simonetta Manfredi and Lucy Vickers of Oxford Brookes University who had undertaken a small-scale sector review of the REF2014 published for the Leadership Foundation<sup>5</sup>. They shared information from their review and commended Kent's REF Equality Analysis Report. Case-studies were used to explore practical measures in promoting equality in research, and the workshop ended with a group discussion which considered practice and actions to inform the development of Kent's Research Strategy for 2015-20.

Overall, key factors that contributed to the University's REF 2014 success were the number of world class publications, the number of research-active staff and the demonstrable impact that research produced by staff at Kent has made to the sciences and to economic, social and cultural understanding. The REF also endorsed Kent's research environment as conducive to research of international excellence.

<sup>3</sup> of 122 universities, not including specialist institutions; rankings are taken from the Times Higher Education, January 2015

<sup>4</sup> Research Power = (number of staff submitted) x (research quality i.e. grade point average)

<sup>5</sup> See Manfredi, Vickers and Clayton-Hathway (2015) "Developing Good Practice to Advance Equality in Research Careers". The Leadership Foundation for Higher Education. Available at <http://www.lfhe.ac.uk>

## Development of a new People Strategy for the University of Kent

Within the University of Kent there is a strong sense of affiliation with and support for our core values of equality, fairness, collaboration and respect that will need to be nurtured and safeguarded going forward if staff confidence is to be retained during times of change.

Over the last year, the Director of Human Resources and Organisational Development led the development of a new People Strategy for 2015-2020. The People Strategy is intended to support the achievement of Kent's new Institutional Plan for 2015-2020 and will put in place interventions and programmes to assist Kent to respond to this changing environment. The final People Strategy will be launched in January 2016, following approval from Council and the Executive Group in the Autumn Term. The final version will include eight guiding principles, including *Ensuring an Inclusive Approach* which states: "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 place value on different perspectives both in developing our thinking and executing change. This in turn will help to create the supportive and creative culture necessary to be successful and that will continue to engage us all." The values and principles of Equality, Diversity and Inclusivity will be embedded across all of the Strategy's six inter-connected objectives and related activities.

## Students

### Focus Group: International Student Experience

A two hour student orientation experience research survey was undertaken at the International Student Experience Fayre on the 21 October 2014. This exercise was conducted in line with the University of Kent's commitment to improving the student experience. The work was undertaken and funded by Student Services on behalf of International Development and the results will be used to develop and improve future Welcome Weeks for International students. International students present at the International Student Experience Fayre were

invited to complete a survey looking in-depth at their experiences during orientation and induction at the University. Overall, students seemed to be broadly satisfied with their induction and orientation experience at Kent, with the Welcome Dinner and Leeds Castle Trip being particularly highly praised. Key areas for improvement include the communication of the Arrivals Lounge and the importance of attending the Welcome Talk. The results of the Focus Groups were reported back to the Student EDI Operations Group and the International Development Office to help frame future work plans and priorities to improve the orientation and induction experience for international students.

### Student Wellbeing Strategy

The Student Wellbeing Strategy 2014-2019 was approved by Senate. The plan brings together projects and initiatives across Departments and campuses, focusing on improving the Student Wellbeing experience. Student Services is responsible for the implementation of the Strategy, through an agreed action plan.

### Accessible information

A new role has been created within Student Support and Wellbeing of Accessible Information Project Lead. The post-holder was seconded from Information Services and is working alongside JISC (Joint Information Systems Committee) on Project OPERA (Opportunity, Productivity, Engagement, Reducing barriers, Achievement) to research and implement a range of accessibility initiatives and to embed a more inclusive information environment for students.

### Focus group: Transgender student experience

A focus group was run for Trans\* students in March 2015, examining their experience at the University of Kent. The results of this focus group were presented to the Student EDI Operations Group and work is being undertaken to improve the support structures for students, including forming links with Ashford-based group TG Pals, to provide a monthly on-campus support service.

### Intervention Initiative

The Intervention Initiative is a new programme designed to engage the student community in becoming active bystanders to prevent sexual and domestic violence through positive inclusive empowerment. The project engages men and women to think about and change problematic and social norms in student culture. The project was headed by the University of the West of England and is being piloted at the University of Kent during the 2015-2016 academic year.

### Sexual Respect @ Kent Group

A new Sexual Respect @ Kent Group comprising female academics and PhD students was formed to work on raising the profile of personal safety at the University.

### Kent Union Disability Sport Research Project

In summer 2015, Kent Union and Student Services launched a joint research project examining the barriers to participation in sport at the University of Kent for disabled students. This was triggered by research by the Equality Challenge Unit from the Department for Culture, Media and Sport that indicated that only 51.8% of disabled people engage in sporting activities compared to 69.7% of non-disabled people, and findings from Sport England that show 6.1% of disabled people partake in sport for the recommended 30 minutes three times a week, compared to 18.5% of non-disabled people. There is currently a gap in the service provision for students with disabilities (both seen and unseen) who wish to take part in Kent Union organised sporting activities. This research project will examine who is currently taking part in sport at the University of Kent, benchmark against the wider University student demographic and look at the gaps in the service provision. It will also include links with Kent Sitting Volleyball provision, to provide an immediate disability sport option for students, and examine investment in Student Activators to lead and grow disability sport at Canterbury and Medway campuses. The project is due for completion by January 2016. The results of the Research Project will be utilised by Kent Union to develop their services and strategies for the provision of sporting opportunities for students with disabilities.

# 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE

## University level

### CCTV impact assessment by the Estates Team (University level)

Kent operates a CCTV system on its Canterbury and Medway campuses to assist in the prevention of crime and facilitate car parking and traffic management operations. In January 2015, a retrospective equality analysis was undertaken on the justification for the legacy system where many of the cameras had been in operation since the 1990's. This found that the University's CCTV policy and operation of the system balanced the need to deter criminal activity with respect for privacy, and was proportionate to the problem it was designed to deal with.

### University of Kent Chaplaincy Service

The Chaplaincy based at both Canterbury and Medway campuses supports both staff and students and provides Sunday Church congregations at Canterbury which are notable for their diversity and inclusivity. The Medway Chaplain role was established in September 2013 and is supported in partnership between the Universities of Kent, Canterbury Christ Church and Greenwich, together with the Diocese of Rochester. For the past 16 years the Chaplaincy has arranged day-trips by coach to places of historic and cultural interest, both in south-east England and continental Europe. European and Overseas students are especially keen to visit places which are firmly on the English tourist map including Bodiam Castle, Oxford and Cambridge. The annual day trip to Bruges in Belgium is a particular favourite, and over the years many students have indicated that it was one of the most memorable and enjoyable occasions during their time at the University. Trips are run jointly by the Anglican and Catholic Chaplains who act as 'tour guides', and ensure that students are prepared and briefed so as to get the most out of the trips and visits. As they are laid on 'at cost', the price of places is readily affordable and bookings can be made by students of any religious persuasion or none.

### Chaplaincy Carol Service

This popular event is inclusive not just in terms of diversity and access (special provision is made for disabled students, and those wishing to come from the Medway campus), but also in terms of active participation. Although the arrangements are spearheaded

by the full-time Chaplains and the student groups they most closely relate to, active participation in the event is encouraged from the full range of international and cultural groups on campus. 'Silent Night' is sung with the help of six choirs drawn from students of six international groups ranging from German to Japanese. The Gospel Choir of the Christian Performing Arts Society, which is dominated by students from the African continent, is an enduring and extremely popular feature of the evening. Students representing a cross-section of nationalities, cultures, religions (and non-religions) participate in the Carol Service as stewards and volunteers, having received special training offered by the University Chaplains.

### Chaplaincy: Enriching experiences within faith groups

Religious loyalties flow across national and cultural boundaries and as a result the faith groups which gather on the Canterbury campus (the largest ones being Christian and Muslim) are culturally diverse. The Catholic community enjoys 'International Sundays' where a particular national or cultural community is given prominence in aspects of worship (with prayers in the language of the lead community) and in the character of the meal which follows. The Church of England's worship on campus is attended by students from many of the 38 Provinces of the global Anglican Communion, and for them a time spent living and studying in Canterbury has special significance. New Life Pentecostal Church, which meets in Woolf Lecture Theatre and is supported – along with New Life Student Group – by the Pentecostal Chaplaincy currently has 48 nationalities represented among its mainly student congregation. Its members are encouraged to be active in support of the wider community, with projects benefiting homeless people and the elderly. The Chaplains who support and facilitate meetings of faith groups for prayer and worship, as well as for educational and social reasons, report that these events are regularly attended by students with disabilities and that in all cases particular efforts were successful in ensuring that the needs of these students were met, with advice sought from relevant professionals where needed.



### Equality Week

The first University of Kent Equality Week was held from the 17-21 November 2014. Organised and resourced by Student Services, the week aimed to showcase the University's commitment to equality, diversity and inclusivity through a series of events, talks, seminars, training sessions and exhibitions that were open and free for staff and students. Over 25 individual events took place over the course of the week, to promote diversity and inclusivity both on-campus and in the wider community. A post-event survey was run to gather feedback on the experiences and awareness of both attendees and non-attendees. Students and staff who attended events were positive about the experience. Key challenges for the future include building awareness, promotion and advertising and challenging a culture of 'we don't need this as discrimination and prejudice do not exist on campus'. Equality Week aimed to promote the "Valuing Everyone" ethic by exposing students and staff members to an organised week of seminars, lectures, discussion, activities, film screenings and other events to stimulate open discussion and educate individuals in the principles of treating everyone with dignity and respect. The tagline of 'Expect Respect' was designed to tie in with other equality work occurring throughout the year across the University, to build an Equality brand and culture.

### In summary the week:

- Aimed to showcase the University of Kent's commitment to the principles of Equality and Diversity
- Demonstrate the University environment is a safe place where debate is encouraged but a zero tolerance approach is taken in respect of discrimination, harassment or bullying of any individual.
- Reinforce the University's commitment to broadening the educational and developmental experience for both staff members and students

### Worldfest

Worldfest took place in March 2015 and involved a variety of activities organised by the University and Kent Union in both Canterbury and Medway to celebrate multi-culturalism at Kent. Activities included an International Food



Table 1: Worldfest Bitesize Activities 2014-15

Event	Date	Attendance	Activity
Diwali	25 October	200+	Hindu, Sikh festival: Candles, prayer ceremony, music, Indian sweets and drinks, sparklers. Worked with Indian and Mauritian Society.
Thanksgiving	26 November	100+	North American celebration: Traditional Thanksgiving 3 course meal and festivities.
Chinese New Year	18 February	100+	Chinese paper cutting demonstration, New Year Gala including song, dance, magic, comedy sketches, onstage games and a short play.
Holi	11 March – Canterbury 18 March – Medway	1.9k	Hindu Spring festival: Throwing coloured paint and water, music, photography.
Europe Day	12 May	180+	Treasure Hunt, European food stalls, photo competition, language taster sessions, Petanque Tournament and European Opportunities Fair.
Eurovision	23 May	200+	Eurovision song contest screening, European menu, quiz

Market at the Canterbury campus, a Diversity Fayre in Medway, a debate on Europe chaired by Gavin Esler, University Chancellor, the annual International Showcase featuring music and dance from Kent Union societies, sporting activities, an inter-faith tour and the Big Tent Event which included dance workshops and bands throughout the day, culminating in an evening of music from around the world.

### Worldfest Bitesize

The University's calendar of Worldfest Bitesize events continues to grow and support intercultural exchange amongst members of the student body. 2014-15 saw another successful series of events on campus celebrating national occasions throughout the year, including Diwali, Thanksgiving, Chinese New Year, Holi, Europe Day and Eurovision. These events are managed and funded by the International Development office, with input from student societies.

### Medway Diversity Fayre

The Medway Diversity Fayre takes place annually as part of the Worldfest activities. The Fayre includes free food from around the world, arts and crafts, music and dance exhibitions and declarations of solidarity and community, regardless of ethnic or religious background. An ever-popular event, the Fayre attracts hundreds of staff and student attendees.



### Staff

#### The Athena SWAN Charter

Kent is strongly committed to the principles of the Athena SWAN Charter<sup>6</sup> and received an institutional-level Athena SWAN Bronze Award in April 2014. This has been a hugely successful year for the continued development of Athena SWAN principles.

#### Six Athena SWAN Awards achieved at Kent in 2014/15

In September 2014, it was announced that the School of Mathematics, Statistics and Actuarial Science (SMSAS) had achieved its School-level Bronze Award. This was followed by an announcement in April 2015 that five further Science Schools had successfully achieved Bronze Awards: Biosciences; Computing; Engineering and Digital Arts; Pharmacy; and Physical Sciences. In addition, the School of Psychology (considered a science by Athena SWAN) also submitted an Athena SWAN bronze application to the Equality Challenge Unit in April 2015.

The successful applications required a comprehensive and exhaustive review of current practices, coupled with plans for positive change. The Schools all had to prove that they were serious about making their School a place where everyone was valued and all staff could enjoy similar opportunities. Professor Peter Clarkson, Interim Head of School, led the initiative in SMSAS. He commented on the award 'Without doubt, the Athena SWAN agenda and activities have helped shape an excellent school-wide environment, and discussions on promotion, workload and the work environment, have opened eyes and disseminated good practice.'

The Vice-Chancellor, Professor Dame Julia Goodfellow congratulated the successful Schools acknowledging that the awards represented '...many years of working to improve the recruitment, retention and progression of women in the Faculty of Science.'

Each School was able to showcase a range of positive actions and good practice which were commended by the Equality Challenge Unit as follows:

- School of Biosciences: for the establishment of a Researcher Committee and for their investigations into mentoring;

<sup>6</sup> The Athena SWAN Charter recognises excellence in Higher Education employment practices which, in 2014/15, focused on the subjects of Science, Technology, Engineering, Mathematics and Medicine (STEMM). In May 2015 the Charter was expanded to recognise work undertaken in Arts, Humanities, Social Sciences, Business and Law (AHSSBL), and in professional and support roles, and for trans staff and students and work undertaken to address gender equality more broadly

## 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)



Athena SWAN Awards Ceremony: Kent's awards were received by (from left to right): Jess Cockell (Athena SWAN Adviser); Angela Doe (Computing); Dr Donna Arnold (Physical Sciences); Professor Frank Wang (Computing); Professor Dave Brown (Biosciences); Mike Green (EDA) Ania Bobrowicz (EDA), and Catherine Butler (EDA); Peter Verrall (Physical Sciences); Dr Sarah Corlett (Pharmacy) and Tracey Lamb (EDI Manager).

- School of Computing: for supporting their staff to work flexibly;
- School of Engineering and Digital Arts: for holding an outreach event for young women 'WiRED' (which also featured in the Institution of Engineering and Technology's newsletter), and for the wide array of inclusive School social events;
- Medway School of Pharmacy: where staff could apply for up to £1,000 a year to fund conference attendance and personal development activities;
- School of Physical Sciences: for holding a workshop on 'Unconscious Bias' and for developing in-house training sessions for Early Career Researchers.

### Athena SWAN Working Group

Over the year, Kent's Athena SWAN Working Group (ASWG) continued its work to demonstrate that Kent has developed policies, practices and behaviours that embody its commitment to an organisational culture of dignity, respect and support; one that is truly inclusive for all women, and in turn benefits everyone. The Group, chaired by Professor Mark Burchell (Dean of the Faculty of

Sciences), continues to implement the actions identified in the Institutional Action Plan, to identify barriers to equality and actions needed to address them, to share good practice, and to support Schools in making their own applications for Athena SWAN Awards.

### Athena SWAN Awareness Events

Two Athena SWAN Awareness Events took place and shared the theme of 'Good Practice Benefits All':

- 1 At Canterbury in September 2014 (when 84 staff attended). This featured a keynote speech by Dr Kate Horner from the Chemistry Department at the University of York which has held an Athena SWAN Gold Award since 2007. Dr Horner reflected on the importance of mentoring (by both men and women), flexible working, and an inclusive culture. The presentation also covered how unconscious bias can be a pernicious invisible barrier to progress. Unconscious Bias then provided the theme of one of the six workshops held on the day. Other workshops covered the themes of promotion, career planning, and how

- other Kent departments and public organisations were changing culture.
- 2 At Medway in May 2015 (when 19 staff attended) this event featured a keynote speech by Lenna Cumberbatch, Diversity Manager at the Royal Society, which was both thought provoking and accessible. The event also included a panel discussion, led by Professor Mark Burchell, which included Professor Iain Cumming, Head of the Medway School of Pharmacy, Dr Louise Naylor, Director of the Unit for the Enhancement of Learning and Teaching, Tracey Lamb, EDI Manager, and Lenna. The workshop sessions focused on career planning for Early Career Researchers and promotion and a special Research Services Grant Factory Workshop was also held.



Members of the Athena SWAN Working Group (from left to right): Professor Iain Cumming; Angela Doe; Professor Karla Pollmann; Professor Mark Burchell; Dr Erika Nurmsoo; Dr Anna Corrias; Jess Cockell; Ania Bobrowicz; Dr Louise Naylor; Professor David Brown; Tracey Lamb; Dr Alastair Bailey; Dr Danielle van den Heuvel; Dr Afroditi Pina; and Dr Gary Robinson.

### Kent's support for Equality Charter Marks more broadly across the sector

The interim Head of School of Mathematics, Statistics and Actuarial Science (SMSAS), EDI Manager and Athena SWAN Adviser each volunteered their time and supported the Equality Challenge Unit by acting as panel members to judge Athena SWAN submissions from across the sector. In addition, the EDI Manager volunteered as an ECU panel member for their new Race Equality Charter Mark which was piloted this year, and fed into ECU's review of the scheme. The Race Charter will be launched in 2016 and aims to inspire a strategic approach to cultural and systemic changes that will make a sustainable difference to BME staff and students and has been introduced after calls from HERAG<sup>7</sup>.



### Stonewall Workplace Equality Index (WEI)

In January 2015 it was announced that the University of Kent had achieved a Stonewall WEI<sup>8</sup> ranking of 149 (from a total of nearly 400 submissions across 15 industries) and was ranked 15th of 47 higher education applicants (with 10 of those making the top 100). This entry represented a continuous upwards trajectory since the University's first Stonewall submission in 2012 and reflected a rise of 113 places since last year. 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 three years Kent has moved from the bottom very much towards the competitive top end of the submissions pool. This is an impressive achievement in a national benchmarking index which operates across private, public and third sector organisations.

Completion of the submission and the gathering of supporting data and evidence was a collaborative effort between the LGBT Staff Network and the EDI Team, also supported by the Vice-Chancellor in her role as LGBT Champion. More information about Stonewall can be found at: [www.kent.ac.uk/hr-equalityanddiversity](http://www.kent.ac.uk/hr-equalityanddiversity)

<sup>7</sup> The Higher Education Race Action Group (an organisation composed of academics, students and diversity professionals)

<sup>8</sup> The Stonewall WEI is a benchmarking tool which evaluates workplace practices – across all sectors – and measures institutional efforts to tackle discrimination in relation to sexual orientation. Its primary objective is to support an inclusive workplace for lesbian, gay and bisexual employees. Since 2005, more than 800 organisations have taken part.

## 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)



### The Positive About Disabled Two Ticks Symbol

In November 2014, the University successfully renewed its Positive About Disabled (Two Ticks) accreditation. The evidence demonstrated that Kent continues to meet the following commitments regarding the employment, retention, training and career development of its disabled employees:

- Interviewing all applicants with a disability who meet the essential criteria for a vacancy;
- Providing a mechanism for disabled employees to discuss their learning and development;
- Making every effort to retain employees if they become disabled during the course of their employment;
- Taking action to ensure that all employees develop an appropriate level of disability awareness;
- Annually reviewing progress against the five commitments and planning ways to improve.

More information can be found at: [www.kent.ac.uk/hr-equalityanddiversity](http://www.kent.ac.uk/hr-equalityanddiversity)

### EDI Training

#### Valuing Everyone (Building and Maintaining an Inclusive Culture) all-staff development programme

The all-staff Valuing Everyone programme marks a shift from a more traditional approach of equality training (which might look at the differences between groups sharing protected characteristics) to one that explores the value of difference and the creativity, agility and innovation that can be facilitated by embracing difference – and ranges more widely than the protected characteristics.

Objectives of the workshops were to:

- value diverse views and ideas to promote a supportive and creative workplace culture;
- encourage open and transparent communication, including the importance of inclusivity to enable partnership working;
- encourage fairness of treatment;
- treat everyone with dignity and respect;
- recognise the existence of bias and taking a positive approach to consider its implications.

**Table 2: Valuing Everyone Workshops: Participation 1st August 2014-31st July 2015**

School/Departmental participation by Faculty or Professional Service	Attendance
Humanities (SECL, English, Politics and International Relations)	173
Sciences (Computing, SMSAS, SPS, MSOP, Biosciences and EDA)	253
Social Science (Psychology, SSPSSR (Medway), KBS and SAC)	297
Professional Services (Information Services, Estates, UELT, Corporate Communications, Student Services, Human Resources, Commercial Services)	702
<b>Total Participation</b>	<b>1,425</b>

Over the year, workshops were delivered in collaboration with: a) the EDI and Learning and Development teams; b) the external provider; c) Heads of School/Departments; and d) the EDI Representatives established in departments across the University (see the EDI Network at Section 4) 1,425 members of staff participated in the programme (break down provided at Table two above), bringing the total number to 1,861 since its launch in April 2014.

Upon completion of the workshops, Heads were provided with an outcomes report from the EDI and Learning and Development Managers which summarised:

- attendance by the School/Department;
- results of the pre-workshop survey;
- a suggested framework for positive working for the School/Department to consider moving forward
- Reflections on the workshop.

Reports were also discussed via follow-up meetings to cement the School/Department learning outcomes and address any actions as required. Learning outcomes were also integrated into Athena SWAN submissions.

This initiative provided the basis for a submission to the Times Higher University of the Year award, when Kent was shortlisted in 2015.

#### Valuing Everyone: A case study from the School of European Culture and Languages (SECL)

Over the year, a total of five workshops were provided for SECL which 83 members of staff attended. Dr Chris Deacy, EDI Representative for SECL supported the preparation for the workshops and also attended a session himself. Dr Deacy stated that, 'The programme represented an opportunity to see a different side to colleagues one where we were able to understand some of the challenges that colleagues have faced in the past, sometimes in other settings, or in life outside of the

University – for example discrimination on grounds of sexuality, gender or nationality. The workshop provided space, and enabled a very frank and often moving dialogue as we all spoke about EDI-related episodes and experiences that had impacted on us. We accordingly learned more about the people we work with than we do from our ordinary encounters and interactions.'

Dr Deacy also explained how the follow-up report shared with the Head of School had helped to facilitate reflection and the continued development of inclusive working practices across SECL. Individual colleagues had been in touch about trying to ensure that particular issues which they had raised might be carried forward, for example, how to potentially increase the composition of BME staff. In terms of embedding inclusivity and helping to foster positive developments within SECL, Dr Deacy added that, 'Certainly, from my own experience of participating in the workshop, the Valuing Everyone training programme achieved the goal of enabling academic and administrative, support and professional services staff to better understand each other's work, needs, responsibilities, concerns and, at times, frustrations – with a view to collectively deciding how to achieve a better understanding of our shared work culture. By the end of the session, many of us had broken down barriers and everyone contributed to embracing the workshop and achieving a positive outcome.'

#### Promoting EDI at induction

The EDI Team continued to undertake a key role in the University's staff induction events to welcome new colleagues, outline the focus on building a fair and respectful environment, and set the legislative and structural framework for EDI at Kent. During the reporting period, five induction events took place at both the Canterbury and Medway campuses, attended by 320 new staff from all levels within the University. At each event, the EDI Manager ran

a session entitled 'Working in an Inclusive Environment' which included an overview of strategic aims, policies and frameworks for creating an inclusive environment and information on current EDI initiatives at the University. The session also incorporated an interactive quiz and introduced the e-Learning module, 'Diversity in the Workplace', which staff are asked to complete as part of their probation.

In addition, each termly induction event included an Information Fair where all members of staff – both new and longer serving – could find out more about what it means to work at the University of Kent. This year, participants visited the dedicated EDI stall to find out about the EDI staff networks, obtain EDI information and advice, and find out how they could become involved in the EDI agenda.

### Leadership Development Programmes

EDI principles continued to be integrated into Kent's internal leadership development programmes. The following programmes were available to staff in Academic Schools and Professional Services during the year:

Developing Management Skills (DMS) – for staff at Grades 6 and 7 who supervise or manage teams (71 staff participated during the reporting period).

Leadership for Areas of Significant Responsibility (LASR) – for Academic and Professional Services staff at Grades 9 and 10 (24 staff participated during the reporting period).

New Senior Leadership Programme (NSL) – for new senior managers (12 senior managers participated during the reporting period).

These programmes were all designed to encourage staff to reflect on styles of leadership, consider EDI principles and encourage open communication and fairness of treatment with dignity and respect.

### Aurora

Since its launch in 2013/14, the University of Kent has supported 24 female members of staff to take part in the Aurora Leadership Development Programme. Participants were selected through a transparent process from across the three Faculties and from Professional Service departments (for the first time in 2014/15) which were identified as lacking in female representation at senior level.

Mentoring was an integral part of the programme, and the matching process (of men and women) was overseen by Kent's Aurora Champion herself, Professor Ruth Blakeley. In addition, senior role models at Reader or Professor (or the Professional Service equivalent) were drawn from across the institution to support the workshops. Moving forward, Kent is committed to the ongoing development of the Aurora programme as a way to facilitate the development of women.

### Mentoring

Mentoring can have a positive impact on individuals' continuous learning, and it is important to ensure that effective support, skills development and guidance for mentors and mentees is available. Six workshops took place in 2014/15 and were attended by a total of 79 participants:

#### a) Introduction to Mentoring

This workshop provided an opportunity for those staff interested in becoming a mentor or mentee to learn more about mentoring, how it is supported and its values and basic principles. This workshop targeted who were Probation Mentors as part of the Grades 1-10 (non-academic) Probation Scheme as well as those more generally.

#### b) Mentoring Skills

This workshop targeted staff who had attended the Introduction to Mentoring Workshop and wanted to understand and practice the key skills in a mentoring relationship.

#### c) Probation Mentor

This workshop targeted managers responsible for allocating Probation Mentors. It covered the role of Probation Mentor (including objectives and expectations), how Probation Mentors might be chosen and why; the benefits of the role and support available.

### Mental Health Awareness training

During the year, three new "Mental Health First Aid Lite" workshops were delivered to a total of 61 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 in partnership with the staff EDI, Learning and Development, and the Student Services and Wellbeing teams and were delivered in conjunction with the West Kent branch of MIND. The courses aimed to increase understanding and

awareness of mental ill health and provide 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 conditions, and increased their awareness of services and resources available at the University. Evaluation showed that 95% of participants increased their awareness of mental health difficulties and as a result, over 60% felt better equipped to support those with mental health difficulties.

### EDI e-Learning modules

The following e-Learning modules were 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** – which covers a range of topics, including legislation, bias and stereotyping, and bullying and harassment. The module is supported by Kent policy documents, as well as further reading.
- **Equality and Diversity in Recruitment and Selection** – essential for all staff involved in writing job descriptions, advertising vacancies, shortlisting and interviewing candidates.
- **Equality Analysis** – for staff who may be required to undertake equality analyses as part of their work.

Furthermore in May 2015, the EDI Team launched a new Transgender Awareness e-Learning module developed by the Gender Identity Research and Education Society (GIREs). This provides information on gender variance, working with and supporting trans colleagues and understanding how to create a trans inclusive environment. Further information is available at [www.kent.ac.uk/hr-equalityanddiversity](http://www.kent.ac.uk/hr-equalityanddiversity)

### Supporting Gender Reassignment in the Workplace

In addition to the new e-Learning module, in October 2014 a workshop on gender reassignment was delivered by Robin White, Barrister at the Old Square Chambers. The aim of this workshop was to improve awareness and understanding of gender identity and gender reassignment (a protected characteristic under the Equality Act 2010) as well as the additional legal protection afforded to individuals by the Gender Recognition Act

## 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

2004. The workshop was facilitated by Professor Keith Mander, Deputy Vice-Chancellor, supported by the EDI Manager who informed the design. A total of 33 staff from Human Resources, Pay and Pensions, Estates and Student Services attended and engaged in the discussion of transgender as a topic, the sensitivities connected with gender identity and reflected on the practical implications for policy, procedure and practices at the University of Kent. This set the parameters for the creation of a guide to gender reassignment in the workplace, carried forward as an action by the EDI team.

### EDI Award

This year, a new EDI Award was created to recognise departments who had taken part in the Valuing Everyone pilot sessions and had thus helped to shape its final design. The EDI Manager presented these at the Learning and Development Awards Ceremony in February 2015, the year that Kent also celebrated its 50th anniversary.

### Employment Policies, Procedures and Guidance

#### Kent's Statutes and Ordinances

Extensive work to reform Kent's Statute 7 and Ordinances (procedures) was undertaken during the year, the effect of which greatly improved the EDI agenda. This is because the changes mean that Kent now has a complete suite of clear, consistent and fully transparent policy statements, and related procedures, which are applicable to all staff on UK contracts (previously, Statute 7 was only applicable to staff in Grades 7 and above). The revised Statute 7 and Ordinances reflect the issues encountered in the modern workplace following extensive changes to employment legislation in recent years, and set out how key employment matters such as grievance resolution, performance improvement and discipline are to be managed. The revised Statute 7 came into effect on 17 August 2015 after formal approval by the Privy Council. Further information is available at [www.kent.ac.uk/hr-staffinformation/statute](http://www.kent.ac.uk/hr-staffinformation/statute).

### Shared Parental Leave

In December 2014, the Government introduced new legislation providing the right<sup>9</sup> for shared parental leave, available for babies born from April 2015. Hence, the University implemented its new policy on Shared Parental Leave this year to enable eligible parents to choose how to share time off work after their child is born or placed for adoption and to allow greater choice, flexibility and equity for the sharing of the care of a child in the first year. The University's suite of family friendly policies can be found at [www.kent.ac.uk/hr-staffinformation/policies/a\\_to\\_z.html](http://www.kent.ac.uk/hr-staffinformation/policies/a_to_z.html).

### Changes to childcare vouchers

An easy to read leaflet on the changes to childcare vouchers, further to the Government launch of a new tax-free childcare scheme, was produced by the EDI Team. The leaflet summarised the changes and compared information for the following schemes: Oaks<sup>10</sup> Salary Sacrifice Scheme; Busy Bees Vouchers; and the Government's childcare



Learning and Development Awards Ceremony (February 2015). EDI Awards were collected by (from left to right): Professor Peter Clarkson and Dr Ana Loureiro (SMSAS); Naomi Dumbrell (HREDI Rep) Helen Ellis and Jayne Mortlock (Estates); and presented by Tracey Lamb (EDI Manager) and Anne Rushworth (LandD Manager).

<sup>9</sup> This new right is governed by the Shared Parental Leave and Leave Curtailment (Amendment) Regulations 2015

<sup>10</sup> The Oaks Nursery is located on the University Campus and is now run by the Kent Union

account scheme. From the introduction of the new scheme, no further applications for Childcare Vouchers for additional children could be considered or attract tax relief, although employees already in those schemes would be able to continue with them for the children that were currently registered. The nursery was consulted on the changes and their questions were incorporated into the leaflet which was then disseminated to staff. The EDI Team also led a communication strategy around these changes.

Further information is available at [www.kent.ac.uk/hr-staffinformation/policies/family/changes-to-childcare-vouchers.html](http://www.kent.ac.uk/hr-staffinformation/policies/family/changes-to-childcare-vouchers.html)

### Equality Analyses

Under the Public Sector Equality Duty (Equality Act 2010), higher education institutions are required to pay due regard to decision making when carrying out their functions (for example, when implementing changes to policy and practice). An equality analysis is a tool to assess the evidence base and also demonstrates due regard to equality considerations when implementing or planning changes. This year, the EDI team developed a practical Equality Analysis Framework for Organisational Change to supplement HR's Organisational Change Policy. The framework incorporates a series of data templates which were modelled on the USS and SAUL pension reforms equality analyses. At the time of writing, the framework had been agreed within HR for pilot during the 2015/16 academic year. Further information on Organisation Change is available at [www.kent.ac.uk/hr-staffinformation/policies/orgchange.html](http://www.kent.ac.uk/hr-staffinformation/policies/orgchange.html)

### Staff Pensions Reform

Changes to the SAUL and USS pension schemes were proposed over the year and a wide-ranging staff consultation process took place between May and September 2015 (prior to the implementation date of April 2016). Equality Analyses were carried out to systematically evaluate the impact of the proposed changes to both schemes by thoroughly assessing the effect or potential effect on equality in respect of all protected characteristics.

The analyses found positive impacts and opportunities to promote equality that may have previously been missed or could be better used, and also identified adverse impacts that could be removed or reduced. As a result, the assessments provided a good medium for consciously considering the equality impact on Kent staff and for taking steps to reduce or justify the impact. Both assessments were forwarded to the appropriate bodies at USS and SAUL and the results were shared locally with stakeholder, such as Unison and the UCU. Although no changes were made by the trustees, some of the findings will be considered locally when there is time to do so (after the new HR system, Staff Connect, has been launched): for example, the Executive Group have agreed that Kent should explore alternative pension providers who would accept small contributions from low-paid staff who have opted out of SAUL due to the cost of being a member (which has been exacerbated by now including overtime in pensionable pay).

### Promotion and salary reviews

The University's promotion and salary review process for Academic and Research staff was monitored by gender during the period. Findings are summarised at Section 6.

### Reflect, Plan, Develop

The University's appraisal scheme, entitled RPD (Reflect, Plan and Develop) was reviewed via a consultation process with stakeholders. As a result, the RPD scheme was improved to include key messages about RPD in the guidance documents, to promote its flexibility as an appraisal framework, provide clarity on the roles and responsibilities of the reviewee and reviewer, and improve accessibility of the supporting materials and to create an online digital booklet. A series of eight workshops was then rolled out to staff across the Canterbury and Medway campuses.

### EDI Guides, Toolkits and Resources for Staff

Over the year, the EDI Team developed new guides: a) to support gender reassignment in the workplace and b) to more clearly signpost campus services available to disabled staff. Both documents were published in 2015/16 and highlight the range of services available.

They also include practical advice and checklists. In addition, a range of supporting toolkits, resources and case studies have been developed specifically in relation to trans issues and disability. These are available on the EDI website. Finally, this year saw the launch of 'EDI TV' which contains a series of film clips focusing on techniques and etiquette for supporting disabled colleagues in the workplace, or more generally.

### Equal Pay Audit

Kent's Equal Pay Audit was a high priority given that the last audit was undertaken in 2008. Although there was no specific legal requirement<sup>11</sup> to carry out an audit, there was a genuine desire to systematically find any pay gaps, understand the cause (where possible) and identify remedial actions. This was particularly important given the fact that gender-related pay gaps are significant indicators of inequality and addressing this at an organisational level will contribute to a more equal society. Thus the University of Kent undertook an extensive equal pay audit reflecting its commitment to create and maintain transparent pay systems that value the entire workforce.

The full methodology was contained in a scoping paper which was agreed within HR and with the Executive Group, and shared with the Staff Policy Committee and the Joint Staff Negotiation and Consultation Committee early in 2015. The methodology was also shared with various equalities networks during the Spring Term 2015. The primary purpose of the audit was to:

- establish whether there were any pay inequities, primarily relating to gender (but also including other equalities dimensions such as disability, ethnicity and mode of work);
- then analyse the nature and cause of those inequities;
- establish whether any of those inequities could be justified for lawful reasons;
- To determine the actions required to deal with any unjustified/unexplained inequities at Kent.

Midway through the audit, preliminary findings

<sup>11</sup> During this reporting period, the Government decided to enforce Section 78 of the Equality Act 2010: organisations with more than 250 employees are now required to publish the average pay of male and female staff or face fines of up to £5000. However, UCEA have confirmed that HEIs, who are subject to the Public Sector Equality Duty, are exempt from this mandate.

## 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

were shared with interested members of the JSNCC. The full findings will be reported in the academic year 2105 -2016 and show an overall improvement since the previous Equal Pay Audit in 2008.

### EDI data collection and monitoring

#### Recruitment Data Analysis

The EDI Team led a project to explore the regular monitoring and available provision of recruitment and selection data at the application, interview and hire stages. As a consequence, the online recruitment and selection system, i-Grasp, was amended (in January 2015) to improve EDI data capture: a) by providing a better explanation of the reasons for collecting data; and b) by improving the questions asked. The EDI Team also explored the capacity to improve EDI reporting from i-Grasp at three stages of the recruitment process (application, interview and hire) and made several recommendations that are now under consideration.

#### EDI Data Collection

Finally, the EDI team implemented a number of changes to support the collection of EDI data more generally in 2014/15. This included a review of the manual data collection form itself, and a review of the process at various points of manual data collection. The all-staff Valuing Everyone EDI workshops saw the distribution of approximately 1,500 new EDI monitoring forms, with a response rate of 54%. This has greatly reduced the proportion of staff with "unknown" protected characteristics, as reported at Section 6.

### Students

#### Good Practice Case Study: Autism and Employability Project

Students who possess an autistic spectrum condition (ASC) were identified as a cohort significantly disadvantaged in terms of their employment outcomes. Latest statistics show that 22% were unemployed six months after graduation. In co-operation with Student Support and Wellbeing the Careers and Employability Service set up a project supported by the Kent Opportunity Fund to provide employability support, specialist careers guidance and alumni mentoring for students with ASC. Fifteen students accessed mentoring and support in the first year, with eight graduating in 2015. Of the students graduating, 100% gained employment, and 75% gained employment at a graduate / professional level.

### Breaking Barriers

After the success of the 2014 Student Employability: Breaking Barriers (BB) pilot in March 2014, the lecture programme was repeated in Canterbury in March 2015 and rolled out to Medway. The Breaking Barriers project actively strove to expose students to inspirational individuals from a broad variety of backgrounds and protected characteristics who have all succeeded within their chosen career path. Where possible, alumni from the University were targeted from careers that are traditionally viewed as challenging. Both weeks in Canterbury and Medway presented challenges for engagement due to the time of year and it was decided that in the future the event would be subsumed as part of November's Equality Week.

### Careers and Employability Services

The Careers and Employability Service (CES) has initiated a number of projects aimed at enhancing the skills, confidence and employability of Kent students from widening participation backgrounds. One such project includes the Student Work Study Scheme which provides employment opportunities for students on campus in a professional setting (Academic School or Professional Service department).

#### Careers and Employability Service website

The CES website contains easily accessible information targeted at particular groups, including students with disabilities, ethnic minorities, female students, international students etc. The web pages are available at [www.kent.ac.uk/ces/special-interest.html](http://www.kent.ac.uk/ces/special-interest.html)

### Centre for English and World Languages

EDI is integrated into all CEWL staff and student handbooks, emphasising the requirement to treat everyone equally, regardless of gender, marital status, sexual orientation, family circumstances, colour, race ethnic or national origin, disability, political or religious beliefs.

CEWL helps the University to deliver its internationalisation strategy by fostering equality, diversity and inclusivity through all its programmes, including pathway programmes (i.e. pre-sessional, IFP and GDip), language modules, in sessional English modules and Language Express.

EDI is further enhanced by the following additional initiatives:

- Talking cultures – offered to both students and staff focusing as a way of exploring different cultures and developing intercultural awareness and communication.
- Language exchange – a Moodle page advertised to students to help encourage language buddies to meet and help each other to learn a language and explore each other's different cultural backgrounds and experiences. We host two language exchange social evenings during the year to help buddies to meet if they haven't done so already.
- 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 – a forum for staff in CEWL to explore issues related to teaching and learning, including how to promote equality, diversity and inclusivity.

In addition to the above, CEWL will be exploring the various priority areas listed in the 2012-15 University plan relating to student experience with student representatives during the 2015-16 academic year. Student representatives will be asked to feedback how they feel CEWL helps to deliver on each area, including encouraging an inclusive University, enhancing employability and internationalisation, during Learning and Teaching Committee meetings for discussion with staff in the Centre. The aim is to establish how successful students feel CEWL are in achieving the University's student experience strategy and to look for ways to improve this for the future.

### Centre for English and World Languages In-sessional English Skills

In-sessional English Skills (IES) is the Centre for English and World Language's key in-session course which provides additional training in English for Academic Purposes to any registered international student at the University of Kent. It consists of five modules (ED001-ED005) and students can attend a total of two hours per week in the autumn and spring terms. IES aims to help students improve their English language and gives them the opportunity to discuss specific difficulties. Students receive guidance on which of the modules will be most useful to them and can earn Employability Points via attendance.



### Kent Student Awards

The annual Kent Student Awards took place in May 2015 and celebrated the outstanding achievements of University of Kent students in a variety of categories, including EDI and Internationalisation. The winner of the EDI category was Sebastian Bromelow, the organiser of LGBT History Month, who also received a special commendation from the judges. The winner of the Internationalisation category and the overall Kent Student of the Year was April-Louise Pennant, who was recognised for her work in leading an anti-racism awareness campaign on campus called 'Kent Can't Breathe' which aimed to expose the flaws of the legal system when dealing with minority groups. April-Louise Pennant also set up the Black International Community whilst studying abroad in Hong Kong, successfully setting up a network of black students and residents in Hong Kong.

### Multicultural Events Fund

The Multicultural Events Fund continues 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

amongst the student body, raising cultural awareness and improving the student experience. The fund has so far supported an African Evening Gala, the Canterbury Thai Festival, Discover Islam Week at Medway, a 'Newroz' Celebration (Iranian New Year) and an African Caribbean Spring Ball.

### Work-Study Scheme

The Work-Study Scheme was established in 2013/14 as a pilot initiative to support a small number of students from widening participation backgrounds in gaining campus-based work experience and in developing their employability skills alongside their studies. In addition to helping students to find and apply for paid placements at the University the Scheme offers preplacement training in CV writing, interview technique and workplace etiquette.

### Student Policies and Procedures Careers and Employability Service Practices and Procedures

The Careers and Employability Service (CES) has adopted all-Inclusive Teaching Practices as Policy (ie slides available to all students in

advance of presentations and all slides to be in dyslexia-friendly format). The CES also produces 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 and advertises events, organisations and employers with an equality agenda, e.g. Sponsors for Educational Opportunity (SEO) London

### Inclusive Learning Plans Review

An internal audit on Inclusive Learning Plans was completed in summer 2015. The results and recommendations arising from the audit will be implemented in the 2015-2016 academic year.

### Special Exam Arrangements Procedure

The Procedure for students who require Special Exam Arrangements was reviewed and the procedure can be accessed via the Student Support and Wellbeing webpages.

### Student Disability Policy

The University has in place a Dignity at Study Policy, to emphasise its commitment to ensuring that students are treated with dignity and



## 3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

respect, and the University Student Disability Policy was updated in 2015, to complement this and reflect changes in legislation. The overall purpose of the policy is to ensure that the University is committed to providing access to and enabling students with physical disabilities, sensory impairments, learning difficulties, autistic spectrum disorders, mental health difficulties and medical conditions to take part in all aspects of the University's academic and social programmes. The policy aims to comply with the requirements of the Equality Act 2010, and the wider expectations of the University's Equality Diversity and Inclusivity Policy.

### Equality Act 2010 Guidance for Academic Schools

Operational guidance for staff had been created in summer 2015, to help support students with disabilities.

### Corporate Communications Support video

Corporate Communications has developed a series of short videos for current students. The series includes a student support video which has received nearly 200 views since 13 October 2014. You can view the video at: [youtu.be/e6lJVsk1Wp8](https://youtu.be/e6lJVsk1Wp8)

### Student Services Bitesize talks

In February 2015 Student Services introduced a programme of lunchtime talks open to all staff at the University. The purpose of the talks was to raise understanding and awareness of the challenges faced by particular groups of students and the work that Student Services is doing to support them, as well as upskilling staff members in Academic Schools to better equip them to support students. The talks were delivered by staff members based in Student Services. These talks attracted a large number of participants from across the University, including at Medway where they were live-linked and will be expanded and continued during the 2015-16 academic year.

**Table 3: Overview of Student Services Bitesize talks 2014-15**

Date	Topic
9 February	Bereavement
16 February 2015	Autistic Spectrum Disorders
23 February 2015	Dyslexia
2 March 2015	Mental Health
9 March 2015	Physical Disabilities
16 March	Modifications of Disability Support for International students

### Support for Mature and Access Students

As part of the University's commitment to support the progression, transition and retention of mature and Access students at Kent, several initiatives were launched in 2014/15. Acting upon feedback from students coming from Access courses at our Partner Colleges, with whom the University worked with intensively pre-application, which had stated they often felt overwhelmed and isolated when they started at University, several events were developed to support their transition to Higher Education. This initiative is referred to as Head Start and has proven to be successful. It involves a day pre-welcome Week to introduce the support services and the changes in learning and teaching students may find, orientate students to the campus in a relaxed manner and introduce students to undergraduates and Ambassadors from their course or Faculty. Opportunities were provided for mature students to meet at a Mature Student Welcome event, co-hosted with Student Learning Advisory Service (SLAS) which again reinforced the support available from across the University, including the Value MaP (Mature and Part-Time Students) programme and the offer of specific peer mentoring from other mature undergraduates, which was piloted successfully in 2013/14 with students from courses such as Biosciences, Sociology and Psychology. Scholarships and stipends are also ring-fenced for mature students, including four reserved for Brompton Access.

# 4 PROMOTING EDI WITHIN THE UNIVERSITY

## University level

### EDI Good Practice Across the University

#### Case-Study from Information Services

The Information Services Department is a large professional services team that delivers library and information technology services at the University. The department holds termly meetings of its Equality, Diversity and Inclusion group, which includes representation from students, Student Support and Wellbeing and all Information Services teams. Their work complements and builds on services that all students and staff have come to expect from Information Services, such as having regular meetings with staff and students to discuss various issues, and maintaining a comprehensive guide to Library services for users with disabilities.

In 2014/15, the department has continued to build on its commitment to embedding Equality, Diversity and Inclusivity (EDI) into its work and this has included developing an EDI focus in procurement and project management. 'Accessible design is good design' has been the theme of the team's approach to procurement, meaning if a product or service is designed to be inclusive from the ground up it will be pure in its function and easy to use for everyone. The Information Services EDI procurement checklist has been developed to enable the team to ensure that Kent's commitment to EDI is made clear to suppliers of Information Services systems at the project development stage, and the associated guidance will help to raise awareness among departmental project managers of key inclusivity criteria they should factor into the development of both functional and non-functional system requirements. Information Services have an Equality and Diversity assessment requirement in their project planning methodology which ensures that when new services are being planned or existing services developed, there is careful consideration of how those services can be designed to be open and accessible for everyone.

#### Case-Study from Kent Sport

Kent Sport is committed to providing inclusive fitness and sport across all of its facilities.

The department has made a commitment to getting more people, more active, more often. As part of this commitment, in 2015 Kent Sport commenced work to achieve a provisional level "Inclusive Fitness" accreditation via the English Federation of Disability Sport.

Kent Sport has continued to develop its provision including: inclusive membership packages; tours of the Sports Centre; assessment of individual needs; a range of accessible equipment to offer flexible training modes; increased availability of accessible parking bays; and a 'Buddy System' to assist people to access their facilities and services. Kent Sport works proactively with Kent Union to promote sport for students. In addition, Kent Sport offers an Exercise Referral Scheme where GPs and health professionals (including the University's Occupational Health team) can refer patients to a qualified exercise specialist. In March 2015, Jeni Dexter, Fitness and Dance Instructor and Liz Coult, Fitness Instructor, attended the EDI Network meeting to outline services available to support staff and students experiencing short and long-term mental health difficulties, an area of work which has seen significant growth in numbers. They were keen to raise awareness of the benefits of sport and exercise in helping to make significant improvements to those with a range of health conditions and gained feedback from the EDI Network on how to make more people aware of the services offered.

#### Holocaust Memorial Day

On 21 January 2015 a group of students hosted Joan Salter, a Holocaust survivor, to speak to students and staff at the University of Kent about her experience and her family's experience of living in Western Europe during the Holocaust. Her experience was one of hiding, isolation and having to be one step ahead of the Nazis at every point. This insight into the Holocaust was breaking the stereotype that the Holocaust was just about concentration camps, but also about the upheaval and fear that was felt by a whole people. The event was attended by 430 people with a very interesting question and answer session that followed the talk. The event was run by students from the CP624: Shoah in Literature, Film and Culture module, Kent Jewish Society, the Holocaust Educational Trust and Kent Union.

## Equality Networks

### EDI Network

The University's EDI Network operates across all schools and departments at the University and constitutes staff and Kent Union members who have volunteered to become EDI Reps and undertake EDI work within their department or across the organisation upon appointment to the role. The network provides an essential forum for the sharing of good practice and to feed into the development of University policies. It is co-chaired by Tracey Lamb, Equality, Diversity and Inclusivity Manager and Becky Lamyman, Student Experience Officer.

During 2014/15 the staff EDI team worked with Heads of School in the appointment of 14 new EDI Representatives, bringing the total number to 55. The staff EDI team also delivered induction workshops to help new reps build an understanding of the role, what EDI means at the University more generally, and consider the fostering of positive relations on campus.

Termly network meetings continued to take place. These were attended by an average of 25-30 EDI Reps who discussed and fed into:

- Kent Sport's 'Exercise Referral' services for staff and students experiencing short or long term mental health difficulties. Kent Sport has subsequently updated their webpages to more clearly promote this service.
- Housekeeping's 'Respect' training – which all staff in this team were required to attend. This covered areas such as: taking responsibility; clear expectations of standards; looking for opportunities to develop others; taking a positive 'can do' attitude; building empathy; consistency; and trust: openness and honesty.
- The 'Investors and Leaders in Diversity Award' successfully achieved by Kent Union in 2013.
- A briefing on the scope of the University of Kent's Equal Pay Audit being undertaken by the Equality, Diversity and Inclusivity Team in 2015.
- Updates on HR projects and initiatives by the staff EDI Adviser Updates on student EDI initiatives by the Student Experience Officer.

## 4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

- A briefing by the EDI Manager on Gender Reassignment in the Workplace and the implications for staff and students which was carried forward in the development of a subsequent guidance document.
- A briefing and discussion on the staff and student content of Kent's EDI Annual Report in 2012/13 and key trends regarding staff and student EDI metrics.

These briefing materials and good practice initiatives were made available for all staff via the EDI webpages [www.kent.ac.uk/hr-equalityanddiversity](http://www.kent.ac.uk/hr-equalityanddiversity)

### Harassment contacts

The University's Harassment Contacts are a group of 11 staff who have volunteered to support staff or students at an informal level, when experiencing harassment or bullying in the work or study place. They offer a listening ear in a safe environment and within agreed boundaries of confidentiality, and also feed into the development of University policies. Membership of the group has remained consistent and a small number of cases were supported over the period.

In June 2015, Emma Ransley (EDI Adviser) designed and facilitated a workshop for the Harassment Contacts which focused on developing practical skills for managing the contact with clients. The workshop also enabled Harassment Contacts to establish and agree their purpose; to network and share good practice between themselves; and to explore different approaches and formulate a view on options for handling scenarios in the future. More information on the Harassment Contacts can be found at [www.kent.ac.uk/hr-equalityanddiversity](http://www.kent.ac.uk/hr-equalityanddiversity)

### Staff

#### Staff Equalities Networks

In addition to the EDI Network and the Harassment Contacts mentioned above, there are several staff-focused equalities networks which are structured in line with the protected characteristics (Equality Act 2010). They generally comprise staff with special interest in these areas, and help to inform the development of University policies and practices.



University of Kent LGBT Staff Network IDAHOT day celebrations 2015

### Disability Staff Network

The Disability Staff Network (DSN) is chaired by Tracey Lamb, EDI Manager and constitutes a broad spectrum of 37 members of staff. The purpose of the DSN is to:

- Support disabled staff and those working with disability or who demonstrate an interest in disability.
- Provide a forum to share information, consider good practice and provide recommendations to enhance University policy and practice.

Termly meetings took place with each meeting attended by the Executive Group Champion for Disabled Staff, Professor Keith Mander. The DSN undertook activities from its operational plan which is set around the following key themes: conditions required to appoint and support disabled staff; campus navigation; and extra-curricular activities. This included:

- A review of the equipment and resources to support those with a hearing impairment at Kent, and the mechanisms to promote these facilities, including room locations.

- Sharing good practice undertaken by Information Services staff who integrated accessible design into the plans for the new Templeman Library extension and embedded inclusive design from the very start of projects.
- Working with the Estates Team Travel Co-ordinator and the Occupational Health team to improve the process for accessible parking.
- Feedback which led to the re-design of the staff Disability EDI webpages, which included new resources and toolkits to guide staff supporting disability in the workplace (also see Section 4)
- Raised awareness of Personal Emergency Evacuation Plans and procedures
- A talk on Deaf Awareness, delivered by Maureen Marks which resulted in a resource on clear communication principles becoming available on the EDI Disability webpage at [www.kent.ac.uk/hr-equalityanddiversity](http://www.kent.ac.uk/hr-equalityanddiversity)
- A Day Walk (in May 2015) by the DSN, the EDI team, and the Estates team which provided an opportunity to identify and resolve potential accessibility challenges at the Medway Campus (Historic Dockyard location).



"Personal reflections on the importance of LGBT History Month by CJ de Mooi" (from left to right): Dr Holly French (Deputy Chair of the Staff LGBT Network); CJ de Mooi; Professor Dame Julia Goodfellow (Vice-Chancellor); and Tracey Lamb (EDI Manager)

Finally, in the last DSN meeting of the year, the Executive Group Champion, Professor Keith Mander, was thanked for all his work in supporting and leading a number of initiatives to take forward the DSN's ambition of creating a more inclusive and supportive environment for colleagues with disabilities at Kent.

Further information about the Disability Staff Network can be found at [www.kent.ac.uk/hr-equalityanddiversity](http://www.kent.ac.uk/hr-equalityanddiversity)

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

In Spring 2015 the LGBT Network announced its new Chair, Dr Declan Kavanagh (replacing Dr Joseph Brooks who led the group from June 2013-April 2015). The network comprises approximately 50 members of staff and their primary objective is to promote positive attitudes towards LGBT people and raise the profile of LGBT equality at Kent. The network continued to meet termly and the following activities took place:

- LGBT History Month was celebrated in February, with a range of activities on campus including collaboration with the Gulbenkian Cinema to screen a range of LGBT themed films.
- A public lecture was delivered by TV personality CJ de Mooi (one of the BBC Eggheads) as part of LGBT History Month. CJ's talk was titled, "Personal reflections on the importance of LGBT History Month" and was introduced by Professor Dame Julia Goodfellow, Vice-Chancellor and Executive Group Champion for LGBT at Kent.
- In May 2015 IDAHOT Day was once again celebrated with the rainbow flag flown at both the Canterbury and Medway campuses. In addition an opening address was provided by Sue Sanders, co-founder of LGBT History Month and Chair of Schools Out (an organisation working towards equality, safety and visibility for all lesbian, gay, bisexual and transgender people). The day also saw a stall handing out flyers, stickers and sweets and providing information about the LGBT Network, to answer questions and to raise awareness of LGBT equality across the University.
- The group continued to organise a range of social events including the regular Out@lunch which enables staff to meet in an informal setting.

- Social media was extensively utilised by the network to promote its activities and events. This included the regular use of Twitter, Facebook and a dedicated blog (accessible via the Equality, Diversity and Inclusivity team website). The 'Campus Online' service was also utilised to inform colleagues about the network and was a key communication tool in the campaign to appoint its new chair.
- The network continued to add to its Straight Allies and Role Models, hosting profiles of each on their dedicated blog. These campaigns enable staff to share their stories of working within Kent's accepting environment, and have gathered support since their launch in December 2013.
- Finally, over the last year the network continued to develop links with other LGBT groups, including the community based Kent and Medway LGBT Network and the University Chaplaincy service.

Further information about the LGBT Network can be found at [www.kent.ac.uk/hr-equalityanddiversity](http://www.kent.ac.uk/hr-equalityanddiversity)

### Women's Network

The Women's Network is chaired by Dr Louise Naylor (who is also an ex-officio member of the Athena SWAN Working Group and role model for the LFHE Aurora leadership development programme for women). The network has over 140 members ranging from Professional Services (57%) to Academic Schools (38%) and Researchers (5%). The Faculty of Sciences is well represented on the network (10%), and, with the continued growth of the Athena Swan initiative, the network has become a focal point for sharing good practice and for raising awareness and providing a forum for the discussion of gender equality issues (both within the Women's Network and the wider University community).

Termly meetings took place and provided a forum for discussion of the following topics:

- The Aurora- Leadership Programme for Women, led by Kent's Aurora Champion, Professor Ruth Blakeley who provided details on the second cohort of participants and reflected on the learning by participants;

## 4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

- 'Gender and hiring: the preference for potential' by Abigail Player from the Centre for the Study of Group Processes in the School of Psychology. Abigail shared the outcomes of her PhD which has women and leadership as its research focus. Abigail explored the current situation, engagement in the economic and business case for equality, and unconscious bias and confidence;
- Tracey Lamb, EDI Manager and Francis Samra, EDI Adviser outlined the scope of the University's Equal Pay Audit to be completed in 2015 and facilitated a discussion on pay gaps more generally and the potential reasons behind them.
- Reverend Sally Apokis from the Chaplaincy at Medway Campus explained her role as Medway Campus' first full-time Chaplain, caring for students and staff across the three universities (Kent, Greenwich and Christchurch as well as Rochester Cathedral). Sally described how she had been involved in educational chaplaincy for 15 years and also talked about leadership, feminism and connecting with people.

Further information can be found at [www.kent.ac.uk/hr-equalityanddiversity](http://www.kent.ac.uk/hr-equalityanddiversity)

### Equalities networks: combined meeting at the Medway campus

In May 2015 a combined equalities networks meeting took place at the Medway Campus and was attended by 20 participants. The event provided an opportunity to facilitate wider networking opportunities across different equalities agendas and foster positive relations and understanding between different groups.

The event featured round table discussions to share good practice on the following:

- the work of the EDI Network (led by Becky Lamymann)
- the Disability Staff Network (led by Emma Ransley, EDI Advisor and Ben Watson, Accessible Information Project Lead)
- the University Chaplaincy Service (led by Reverend Sally Apokis)
- The Women's Network (led by Dr Louise Naylor)
- The LGBT Network (led by Sarah Denning)

Several actions arose from the event:

- 1 Improved communication on the availability of Valuing Everyone workshops at Medway.
- 2 Identification of opportunities to collaborate with colleagues at Greenwich to organise joint celebrations and events such as IDAHOT Day.
- 3 The monitoring of gender breakdown by contract type and how to address the issues of few role models or senior mentors for aspiring women. These will continue to be reviewed as part of the Aurora and Athena SWAN initiatives.
- 4 The EDI Team agreed to incorporate guidance on assistive technology as part of its guide to signpost campus services for disabled staff.

### Staff EDI Communications

The staff EDI Team continued to review the effectiveness of its communications, considering factors such as the frequency of online updates and use of social media. Regular updates, announcements and notification of events were promoted via Campus Online, and EDI activities were added to the University calendar of events as a way to highlight events to staff and maximize the opportunity for participation. The EDI team also began to use Eventbrite as a booking tool to promote activities to the wider community (for example, LGBT History Month and Athena SWAN awareness events).

The EDI Team also designed a range of information, fliers and posters to outline: new or changed policies; training opportunities; sources of EDI advice, guidance and support; details of staff equalities networks; and other events such as the Athena SWAN Awareness Days. These were distributed in print to equalities networks (for EDI Reps to display on their poster boards and/or disseminate to staff in their departments), the Athena SWAN Working Group, and to new staff at the University induction events. They were also made available on-line.

Finally, changes were made to the website so that examples of good EDI practice emerging from the staff equalities networks could be shared more widely.

### Students

#### Access to Higher Education Diploma

This is a continuing initiative. The University offers an Access to Higher Education Diploma in a community setting at Brompton Academy, near the Medway campus. This project is a widening participation initiative intended to improve opportunities for community-based learners, Academy parents, carers, staff and local residents to access higher education. Once mature learners from this course have started undergraduate degrees at the University, they are supported in a variety of ways, including and in addition to those outlined above.

These include:

- 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 gives them the skills to support and offer taster sessions, courses and events for other potential adult learners, including the Access course itself.

#### Bursary Scheme (B-KEW)

This is offered by the Careers and Employability Service within Student Services to support students undertaking short unpaid work experience placements by assisting with travel expenses. Students from widening participation backgrounds are also eligible for additional support to cover costs such as business dress or childcare. In 2014/15, 122 eligible students applied for the bursary, with 79 bursaries awarded.

#### Care Leavers Progression Partnership Kent and Medway

This is an ongoing initiative. The University is partner to the Care Leaver Progression Partnership Kent and Medway (CLPP) initiative, which works across agencies and sectors to secure progression into higher education for care leavers, in addition to the work of other networks. This important work is monitored by the Partnership Development Office, working closely with Student Services, who support care leavers once they register at the University.

### Kent Union Black History Month

This year's Black History Month (2014) saw a full programme of inclusive and thought provoking events co-ordinated by the University of Kent's African and Caribbean Society, in partnership with Kent Union. During October, campus was host to a variety of events, including an Art exhibition on the celebration of 'Black Culture', a film screening, and an Empowerment night with an undergraduate guest speaker from Loughborough University, and motivational speaker, Kemi Oyesola. The flagship event was a debate night, hosted by the African and Caribbean Society, which saw a packed lecture theatre engage with a variety of topics, from political disengagement to institutionalised racism and mental illness. The event received wide coverage in the student newspaper, *Inquire*, which also published a double page spread with a student piece on inspirational figures.

### Kent Union Interfaith Day

Inter-faith Day was held as part of the Worldfest series of activities to celebrate diversity on campus, funded by Student Services. It included:

- A campus-based faith tour to explore particular places of worship and reflection on the campus, including the Eliot Chapel, Canterbury Mosque and the St Franciscan Study Centre.
- A series of talks from faith leaders in the local community.
- An inter-faith reception to provide an opportunity to discuss the topics covered in the tour.
- A photo exhibition produced by students on the topic of 'What Religion Means To Me'.

### Kent Union International Showcase

This event formed part of the University's Worldfest celebrations and took place in The Big Tent outside of the Library. The Showcase was an opportunity for Kent Union's cultural and performance-based societies to showcase a diverse mix of dance, music and drama from different countries and cultures from around the world.

### 'Kent Can't Breathe' campaign

Student April-Louise Pennant set up a campaign called Kent Can't Breathe designed to expose the flaws of the legal system when dealing with minority groups and to show solidarity with American protests against the

shooting of an unarmed black man. The silent protest was described as 'one of the most powerful protests in the city' by *The Canterbury Times*; 40 people took part and the campaign reached nearly 1,000 students and staff.

### Kent Union World Autism Awareness Day

Kent Union celebrated World Autism Day on 1 April 2014. Co-ordinated by Kent Unions Student's with Disabilities Officer, a number of events took place to raise awareness of Autism on campus, for example, students were asked to wear a onesie in a bid to 'standout for autism awareness'. Other events included an interactive sensory performance by *Imagining Autism*, an Autism Awareness exhibition in the Temple Library, and a stall on the campus plaza. The event had an active print and online media presence, with a feature on the Kent Union website, and an *Inquire* article, 'A day in the life of an autistic Kent student'.

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

#### Rainbow Laces Campaign Greenwich and Kent Union Rainbow Laces

As part of the activities for LGBT History Month, Team Medway wore rainbow shoelaces in their sports trainers when playing sport, including matches against other institutions.

During this year's annual Varsity program, Kent Union sports teams took the opportunity to use the spotlight to promote LGBT inclusion in sport and tackle discrimination in the stands. In partnership with Stonewall, the UK based LGBT rights charity, Kent athletes adopted rainbow coloured laces in their footwear as a part of the #Rainbow Laces campaign to support the removal of Homophobia, Biphobia, and Transphobia from sport.

Over 800 rainbow laces were distributed among Kent sports teams and athletes competing in Varsity 2015, and were displayed across a week of sporting competition and celebration with Canterbury Christ Church University.

Student media supported the campaign, giving it coverage in the student newspaper *Inquire*, and on the University of Kent website in the student and staff news section. Concerted efforts will be made with future Varsity events to continue to grow the campaign.

### LGBT History Month

Led by student Sebastian Bromelow, students at the University of Kent organised the largest LGBT History Month in the UK in February 2015. The month consisted of over 20 events that aimed to educate and celebrate with regards to sexuality and gender, ranging from comedy acts, drag workshops, lectures, and talks from LGBT personalities in TV, sport and business and an Art Trail, inspired by the Winter Pride UK Arts Awards 2014. The Art Trail was presented by the winner of the first Winter Pride UK Arts Award, Hollie Mackenzie. The winner of the Art Trail was presented with a prize by Rebecca Paisis, founder of Winter Pride UK. The month was supported by student, local and national media. The organiser of LGBT History Month was awarded the Kent Student Award for Equality, Diversity and Inclusivity.

### LGBTQ Homelessness Project

Working with Porchlight, a local charity in Canterbury dedicated to supporting the homeless, student Carin Tunaker has undertaken a significant research project ('Flying the Flag: Making a difference to LGBTQ homeless youth') with the aim of raising awareness and understanding of LGBTQ homeless youth. Porchlight is committed to using Carin's work to start a dialogue within the homelessness sector and this has already led to discussions with the Albert Kennedy Trust and Stonewall Housing around housing provision for LGBTQ youth in the south east.

### LGBT mythbusters

Equality provision in outreach forms part of the University's social responsibility, adding to the aspirational and motivational work undertaken in the local education sector. The University of Kent is well placed to actively and outwardly show its dedication towards LGBT issues (alongside other equality initiatives). In addition the University of Kent has previously lacked engagement with the wider community in terms of equality, particularly relating to LGBT issues. On "Gay by Degree", the Stonewall University Guide

## 4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

2015, the University of Kent is listed as lacking engagement in this area. On 13 May 2015 the University of Kent ran the first LGBT Mythbusters session and took nine students from the LGBT society to Dane Court Grammar School, Broadstairs, at the invitation of the school, to talk candidly to 130 sixth-form students about 'being out' at University and answering anonymous questions from the sixth-form students about their experience of being gay, trans\* or non-binary at University. This activity sought to actively engage Kent students with the local community and educate sixth form aged school children about modern life for LGBT students at University, and also encourage students to apply to University. The activity also enabled the University of Kent's to improve its Stonewall ranking, while also fitting into the institutional equality agenda and strategic planning targets. All nine students received training prior to the session which covered safeguarding, how to respond to difficult questions and the format of the session. The students were aware of the fact that they could refuse to answer any questions that they were uncomfortable with. The feedback from the students and staff at Dane Court Grammar School was almost uniformly positive, with all the teaching staff expressing their appreciation for the session. Dane Court has indicated that the school would be interested in running the sessions on an annual basis and work will be undertaken to explore how the Mythbusters format could be rolled out to other target schools.

### **NUS Campaign of the Year**

Students with Disabilities Officer, Jenna-Mikayla Charlton, won the NUS Disabled Students Campaign 2015 for her work with regards to autism awareness week and other on campus initiatives

### **Student Support and Wellbeing Roadshows**

As part of the commitment to raising awareness of the support facilities available to students, Student Support and Wellbeing held a series of roadshows at the Canterbury and Medway campuses, talking to students about the support offered, offering advice and guidance and raising awareness among staff members of the services available.

### **School of Anthropology and Conservation International Cuisine Evening**

The School of Anthropology and Conservation organised an International Cuisine Evening for its staff and students to encourage cultural integration and community. The event included Japanese sushi and tea and food from the US, UK, India, France and Uzbekistan and Scottish dancing. The School reflected on the importance of activities like this to celebrate and enjoy what the students and staff have to offer at an individual level and as part of a wider culture

### **Student Support and Wellbeing Meditation CD**

The Barbara Morris Prize 2015 was awarded to the Meditation Mix, a project initiated by Gerard McGill, Kent University students at the School of Music and Fine Art, particularly Charlotte Harding, a student whose weekly meditation sessions to combat stress, anxiety, sleeplessness and depression within the School of Arts provided the inspiration. University staff from the Counselling and Wellbeing team, the Student Learning Advisory Service and the Chaplaincy, resulting in the production of an innovative meditation CD. The project aimed to provide practical strategies for students to help them manage stress and anxiety which are increasing issues in higher education.

### **School of Engineering and Digital Arts Tanren Classes**

In recognition of Mental Health Awareness Week 2015, 12-16 May, Engineering and Digital Arts had a series of taught lunchtime sessions of 'Tanren' for staff and students, a system of body conditioning or 'forging' that develops the qualities of strength and flexibility required for traditional Japanese martial arts. Tanren is a traditional sequence of moves to promote positive physical and mental health, with a focus on breaking and manipulation of pressure inside the abdomen to awaken the body's true potential.



# 5 MONITORING AND COMPLIANCE

## Staff demographics – highlights in 2014/15

### Overall

- Staff engagement in the reporting of EDI data has increased.
- 24.6% of all professors at Kent are female, which is now two percentage points higher than the sector average.

### Age

- Kent has a composition of staff across all age bands which matches the sector data.
- Staff have continued to work in later years, with 3% of staff aged 65 years or over.
- There is representation of younger age groups in senior roles.

### Disability

- The proportion of staff disclosing a disability has increased again this year and now aligns with the sector figure of 4%.
- A specific learning disability represents 24% (the highest) of the disclosed disabilities.

### Ethnicity

- Kent has Black and Minority Ethnic (BME) staff represented across all grades.
- 10% of staff identify as BME which aligns with the sector figure, and is above that of Kent's population at 6.3% BME. In addition, 9% of the Managerial and Professorial group identify as BME.
- 9.2% of professors identify as BME which is above the sector figure of 6.7%.

### Gender

- The gender composition of all staff at 54% female matches that of the sector overall, and aligns with the student population at 53%.

- The total Managerial and Professorial (M&P) group is now 27% female, a three percentage point increase on last year.
- 24.6% of all professors at Kent are women. This has increased by almost 3 percentage points since last year, and is now two percentage points higher than the sector average.
- The proportion of female staff at Grade 10 has increased by one percentage point and now stands at 45%.
- This year, the number of men (n=40) and women (n=36) academics who applied for promotion was much closer than before.

### Nationality

- 103 different nationalities are represented at the Kent, the UK's European University. That includes: 76% UK nationals, 13% of European origin, and 11% from a mix of other countries across the globe.

### Parental leave

- 25 staff took Paternity Leave, and 48 staff took Maternity Leave in 2014/15.

### Religion or belief

- 33% of staff at Kent are of no religion and 26% are Christian.
- The category of staff of an "unknown" religion or belief has reduced by almost nine percentage points to 29% this year, and is substantially below the sector figure of 67%.

### Sexual orientation

- 2% of staff identify as a combination of LGB or other sexual orientation, which is higher than the combined sector figure of 1.2%.
- The category of staff of an "unknown" sexual orientation has reduced by nine percentage points to 46% this year, and is substantially below the sector figure of 67%.

## Working patterns

- Although women comprise the majority of part-time staff (at 62%), a higher proportion of the part-time pool at Kent are male (38%) than in the sector (33%).

## Staff data

### Introduction

The following pages present the equality profiles of all substantive staff at Kent<sup>12</sup>. All benchmarks are stated from the UK sector-level statistics contained in the Equality in Higher Education: Statistical Report 2015 for the year 2013/14 (Equality Challenge Unit, 2015). University of Kent data is presented at two levels: organisational; and faculty/professional service level<sup>13</sup>. The following equalities data are reported<sup>14</sup>: gender; flexible working; parental leave; age; ethnicity; disability; religion or belief; sexual orientation; and nationality. This year's report also includes information on the academic promotions process, parental leave and flexible working requests.

### Gender

Table 1 shows the overall composition of staff at Kent at 54% female and 46% male. This is a two percentage point change on previous years and matches the sector figure of 54% (ECU, 2015:218). Kent's student population is 47% female (see page 40).

Table 5 (overleaf) shows the overall composition of staff by grade. This continues to illustrate that women make up a higher proportion of those in lower grades (up to Grade 7, at 59% female) and men a higher proportion of those in higher grades (from Grade 8 upwards, at 41.5% female – although this figure has improved by 1.5 percentage points since last year).

Table 4: Staff composition by gender from 2010/11-2014/15

Year	Female n	%	Male n	%	Total n	Sector average – female %	Sector average – male %
2014/15	1845	54%	1598	46%	3443	Unavailable at time of press	
2013/14	1747	52%	1588	48%	3335	53.8%	46.2%
2012/13	1665	52%	1562	48%	3227	53.9%	46.1%
2011/12	1486	52%	1380	48%	2866	53.8%	46.2%
2010/11	1390	52%	1305	48%	2695	53.7%	46.3%

<sup>12</sup> Census date 1 October 2015, with annual data collected for period 1 August 2014-31 July 2015.

<sup>13</sup> Please note that staff who are not affiliated to a Faculty (CEWL, Kent Health, UELT, the Graduate School and staff based in Europe) feature in the data at organisational level, but not in the Faculty or Professional Services level data.

<sup>14</sup> Data are redacted in line with ECU guidance: numbers under 8 are denoted by <8.

## 5 MONITORING AND COMPLIANCE (CONT)

This year, it is noteworthy that the Managerial and Professorial (M&P) group is now 27% female and has increased by three percentage points since last year. When professors are separated from this total M&P group, we find that 24.6% of professors at Kent are women: not only has this increased by almost three percentage points since last year (when it stood at 21.8%), Kent's figure – for the first time since reporting at Kent began – is now two percentage points above the sector average of 22.4% (ECU, 2015:228). Furthermore, the proportion of female staff at Grade 10 has continued to grow (by one additional percentage point this year, and a total of five percentage points over the last three years). These findings are a strong indication that Kent's extensive work on Athena SWAN, leadership development programmes (including the AURORA programme for women), and changes to the academic promotions (reported below) are having an impact on the ability of women to reach more senior positions. 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, set against an understanding that good gender practice benefits all staff (regardless of protected characteristics) and helps to build a culture that values everyone.

### Academic promotions

An increasing number of women are now applying for promotion, illustrating a step change at Kent where, historically, more men than women have applied for promotion overall (see the total figures in Tables 6a and 6b). This year the gap has narrowed, with a total of 36 promotions applications from women and 40 from men (see Table 6a). The composition of the University Promotions Committee has remained static, at 38% female, over the period (from 2012-2014).

Table 6b contains historic promotions data, aggregated for 2012-2014. This shows that more men 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 81%) was above that of men (at 76%).

### Gender composition of academic staff by Faculty

The gender composition of all academic staff is 43.6% female. The charts by Faculty indicate a balanced gender profile within Social Sciences, which is 50% female overall.

However, women continue to be under-represented, particularly in senior roles, in the Faculty of Sciences: when analysed we find that women comprise 32% of faculty staff in comparison to 37% (based on 2013/14 figures) of the student population and, although 45% of Researchers are female, only 17% of staff at Senior Lecturer and above are female, and only 10% of professors are female.

Table 5: Staff by grade and gender in 2014-15 (with female % change over the last 2 years)

Grade	Example of roles in Grade (NB: this list is not exhaustive)	Male 2014/15		Female 2014/15		Female change	Male 2013/14		Female 2013/14		Female change 12/13 –13/14	Female % 2012/13
		n	%	n	%		n	%	n	%		
1	Domestic or Catering Assistants	85	45%	102	55%	+2%	85	47%	97	53%	-4%	57%
2	Hospitality Assistants/ Caretakers	43	56%	34	44%	+3%	47	59%	32	41%	-1%	42%
3	Clerical Assistants /Receptionists	93	39%	144	61%	+1%	87	40%	133	60%	-3%	63%
4	Clerical Assistants/Clerks	72	24%	226	76%	+1%	69	25%	212	75%	+1%	74%
5	Technicians/Secretarial Assistants /Co-ordinators	88	33%	177	67%	+1%	82	34%	161	66%	+2%	64%
6	Administrators/Researchers/HPLs	282	44%	357	56%	+2%	285	46%	330	54%	+1%	53%
7	Lecturers/ Administrators/ Researchers/ HPLs	291	45%	349	55%	-1%	276	44%	346	56%	+2%	54%
<b>Sub-total:</b>		<b>954</b>	<b>41%</b>	<b>1389</b>	<b>59%</b>	<b>+0.5%</b>	<b>931</b>	<b>41.5%</b>	<b>1311</b>	<b>58.5%</b>	<b>/</b>	<b>/</b>
8	Lecturers/ managers/Administrators/ Researchers/accountants/ HPLs	227	52%	213	48%		232	52%	212	48%	+1%	47%
	Clinical Academics	Redacted										
9	Senior Lecturers/Managers/ Researchers/Assistant Directors/HPLs	193	60%	127	40%	+2%	197	62%	120	38%	0%	38%
10	Readers/Senior Managers such as Heads of strategic areas	59	55%	48	45%	+1%	58	56%	45	44%	+4%	40%
M & P	Professors/Directors of large strategic areas/Heads of School/ Executive Group	159	73%	60	27%	+3%	163	76%	52	24%	-1%	25%
<b>Sub-total:</b>		<b>1100</b>	<b>58.5%</b>	<b>456</b>	<b>41.5%</b>	<b>+1.5%</b>	<b>657</b>	<b>60%</b>	<b>436</b>	<b>40%</b>	<b>/</b>	<b>/</b>
<b>Total:</b>		<b>1598</b>	<b>46%</b>	<b>1845</b>	<b>54%</b>	<b>+2%</b>	<b>1588</b>	<b>48%</b>	<b>1747</b>	<b>52%</b>	<b>n/a</b>	<b>52%</b>

Table 6a: Academic promotions data for 2015

	Females		Success rate	Males		Success rate	Totals		Success rate
	n	%		n	%		n	%	
Applications	36			40			76		
Pool size and % of applications	254	14%		349	11%		603	13%	
Successful	30		83%	25		63%	55		72%

Table 6b: Academic promotions data (aggregated for 2012-15)

	Females		Success rate	Males		Success rate	Totals		Success rate
	n	%		n	%		n	%	
Applications	100			155			255		
Pool size and % of applications	617	16%		917	17%		1534	17%	
Successful	81		81%	118		76%	199		78%

Although less pronounced, it is also noteworthy that women appear underrepresented in comparison to men at mid to senior levels (with the exception of Reader level) in the Faculty of Humanities. In Humanities, 60% (based on 2013/14 figures) of the student population is female while the profile at professorial level reflects the opposite at 72% male, reinforcing the continuing need to consider and address issues related to the career pipeline of women.

Work to understand and address the gender profile of academia at Kent therefore continues, for example, through the Athena SWAN initiative, leadership and development programmes (including the Aurora programme for women), the recruitment and selection and promotions processes, and the work of the Researcher Development Working Group.

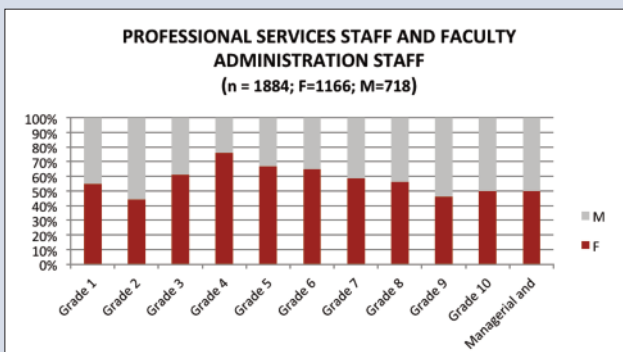
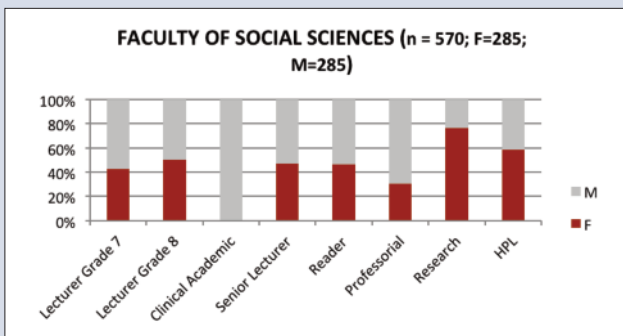
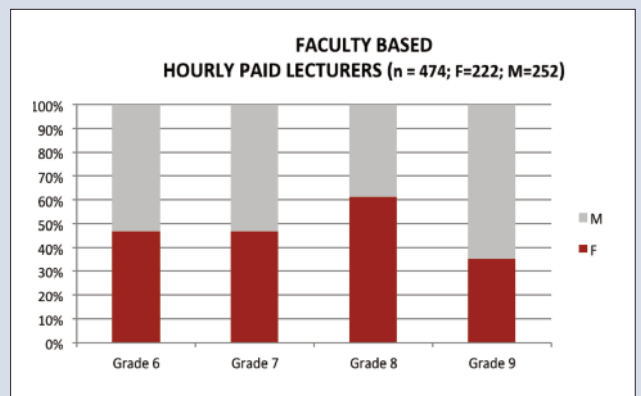
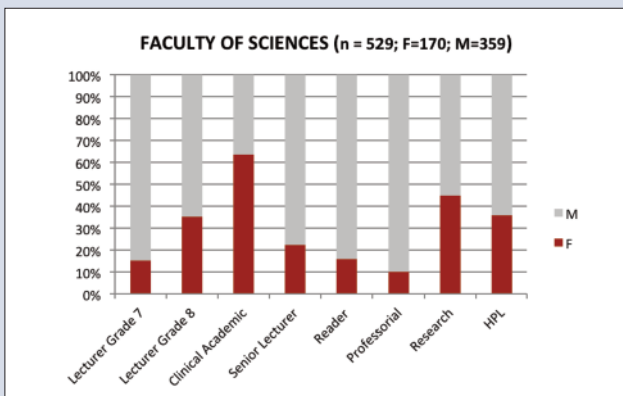
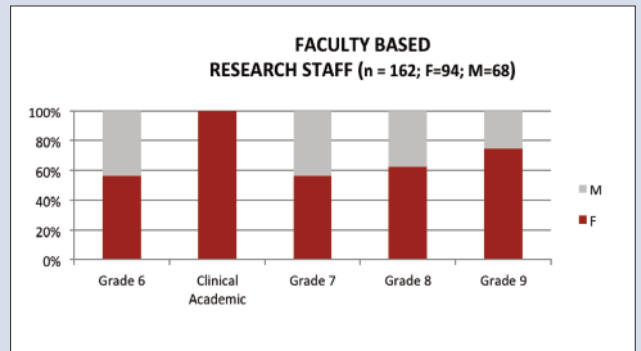
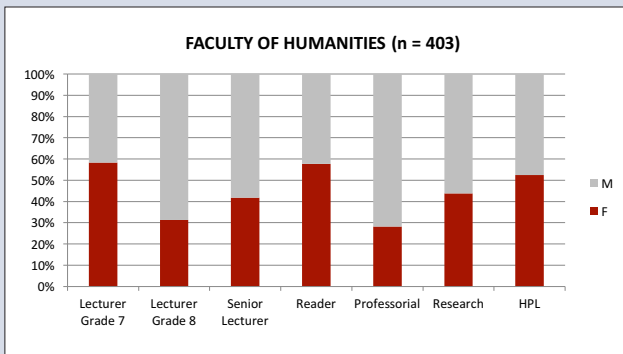
### Gender composition of Professional Services

The chart of Professional Services and Faculty Administration staff shows that 62% are female overall. Females dominate most grades, but particularly Grades 3, 4, 5, and 6. 50% of staff at the senior levels of Grade 10 and M&P are female.

# 5 MONITORING AND COMPLIANCE (CONT)

2014/15: Gender composition of Faculty and Professional Services staff

2014/15: Subset breakdown of Research and HPL staff



## Parental leave

### Maternity leave

Table seven shows that 48 women took Maternity leave in 2014/15, which was a slight reduction on the previous reporting period. At the time of reporting, almost half of those taking Maternity leave in 2014/15 were still on leave, and so no conclusions could be made as to employment trends upon return.

### Paternity Leave/Adoption Leave

Paternity Leave was taken by 25 individuals in 2014/15 and a small number of staff (<8) took Adoption Leave or Paternity Leave for Adoption.

### Flexible working

All staff by working pattern: Table 8b shows that 64% of all staff at Kent work full-time and 36% work part-time. Of the full-time staff at Kent, 49% are female and 51% are male (which is two percentage points different from the UK sector average at 47% female and 53% male). Of the part-time staff at Kent, 63% are female and 37% are male, which is more balanced than that of the sector overall where the corresponding figures for those working part-time are 67% female and 33% male.

Working patterns by gender: In terms of female working patterns at Kent, Table 8b shows that 58% of women work full-time and 42% work part-time which matches the sector overall. However, in terms of male working patterns at Kent, 71% of all men work full-time and 29% of all men work part-time (versus 76% and 24% in the sector) illustrating that a higher proportion of men at Kent work part-time than in the sector overall, and indicating that Kent supports them to do so. The Athena SWAN initiative continues to promote part-time working as a way to unlock the potential of all staff.

Flexible working requests: 13 (of 14) formal requests for flexible working (as received via HR over the period) were approved by departments.

Table 7: Maternity leave from 2011/12-2014/15

Number of staff	2014/15	2013/14	2012/2013	2011/12
Taking Maternity Leave	48	54	43	41
Currently on Maternity Leave	28	29	22	0
Remaining part-time upon return	<8	<8	<8	8
Remaining full-time upon return	12	13	13	17
Changing to part-time upon return	<8	<8	n/a	<8
Changing to full-time upon return	0	0	0	<8
Leavers after maternity leave	0	<8	n/a	10

Table 8a: 2014/15 Staff by gender, working pattern and grade

Grade	Full-time				Total	Part-time				Total
	Female		Male			Female		Male		
	n	%	n	%		n	%	n	%	
1	23	37%	39	63%	62	79	63%	46	37%	125
2	22	42%	31	58%	53	12	50%	12	50%	24
3	77	51%	74	49%	151	67	78%	19	22%	86
4	146	69%	65	31%	211	80	92%	<8	...	87
5	107	57%	81	43%	188	70	91%	<8	...	77
6	127	58%	92	42%	219	230	55%	190	45%	420
7	225	50%	222	50%	447	124	64%	69	36%	193
8	151	43%	200	57%	351	62	70%	27	30%	89
Cl Ac	Redacted		Redacted			Redacted		Redacted		
9	96	39%	150	61%	246	31	42%	43	58%	74
10	43	44%	55	56%	98	<8	...	<8	...	...
M and P	52	29%	126	71%	178	8	20%	33	80%	41
Total	1075	49%	1140	51%	2215	770	63%	458	37%	1228
Sector (ECU, p222)	/	47%	/	53%	/	/	67%	/	33%	/

Table 8b: Working patterns of staff by gender in 2014/15

	Full-time	Sector (ECU, p222)	Part-time	Sector (ECU, p222)
All staff by working pattern (n=3448)	64%	66%	36%	34%
Female working patterns (n=1845)	58%	58%	42%	42%
Male working patterns (n=1598)	71%	76%	29%	24%

## 5 MONITORING AND COMPLIANCE (CONT)

Table 9: Staff by age from 2010/11-2014/15

Year	<25	26 – 35	36 – 45	Age band 46 – 55	56 – 64	> 65
2014/15	243	869	921	817	475	118
%	7%	25%	27%	24%	14%	3%
Sector average	unavailable at time of press					
Proportion of UK population economically active (ONS 2015) <sup>15</sup>	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%
2010/2011	186	658	693	648	434	76
%	7%	24%	26%	24%	16%	3%
Sector average	7%	25%	26%	25%	16%	1%

### Age

In terms of Kent's high level age metrics, Table 9 (below) shows a balanced composition of staff across all age bands, with 52% of staff falling between the ages of 26 to 45 which almost exactly matches the UK sector profile (ECU). It also broadly matches the ONS data (2015) for the proportion of the UK population who are economically active, with the exception of those under 25 years of age.

When analysed by grade, the charts (overleaf) show that younger employees are more highly represented in the lower grades, and employees aged 46 or over tend to make up a larger proportion of more senior positions: with 41% of Managerial and Professorial (M&P) staff aged 46-55 (up by three percentage points from last year), and 44% aged 56 plus (down from 45% last year). Furthermore, 3% of all staff at Kent are 65 years or over which is one percentage point higher than the sector figure of 2% (see Table 9). This has remained static, indicating that staff at Kent are able to continue to work in

later years. However, given the relatively high percentage of staff over 65 – especially at M&P where the figure stands at 13% (see Table 10) – succession planning will become an increasingly important consideration moving forward.

In terms of the age composition of the most senior staff, 16% of the M&P group is aged 36-45 which remains consistent with last year. However, this year there is also representation of staff aged 26-35 in this group, indicating that senior roles are accessible to talented younger staff.

Overall, the age trends at Kent suggest that employees are remaining in employment (also borne out in the ACAS Policy Discussion Papers, January 2011). There could be several reasons for this however, one factor for some could be the affordability of retirement – see section three where the Equality Analyses of the staff pension reforms indicated that lower-paid workers are likely to struggle to build a quality pension pot and, in turn, may also

need to work longer to afford retirement. On the other hand, and compounding this further, the aspirations of the younger age band (eg 25-35 years) may well be impeded by this factor. Moving forward, Kent may need to consider a review of formal processes, including the possibility of alternative pension providers where non-exclusivity clauses allow, or an employer justified retirement age, and how to handle the wider individual and organisational challenges as staff remain in the workforce for longer.

<sup>15</sup> ONS Labour Market Statistics Bulletin, at [www.ons.gov.uk/ons/publications/](http://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

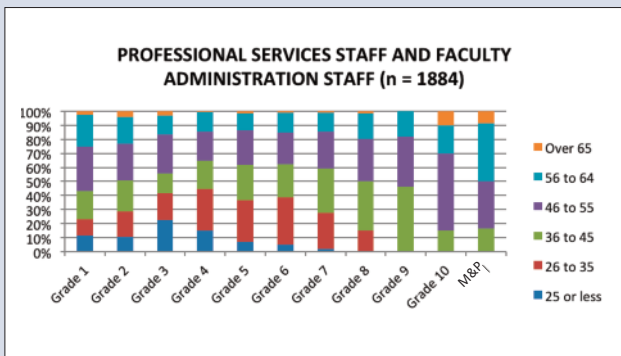
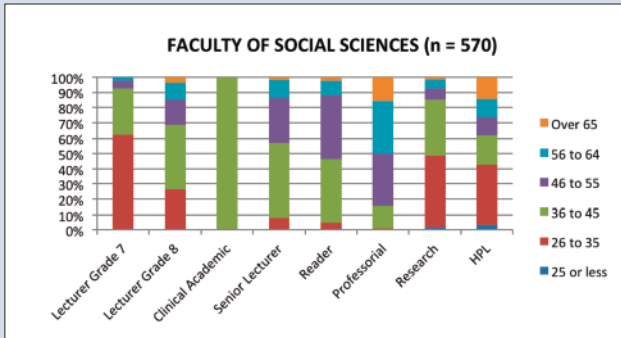
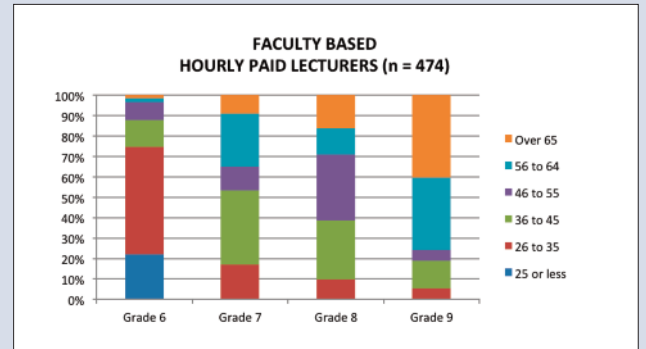
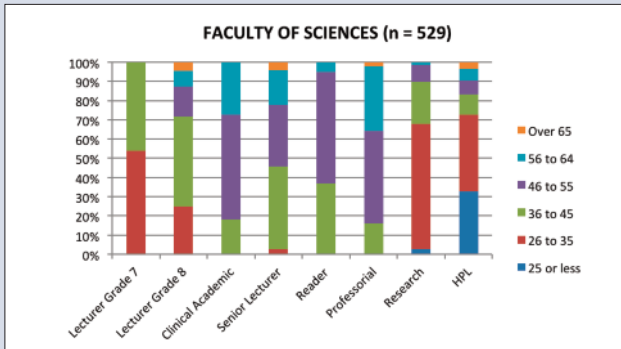
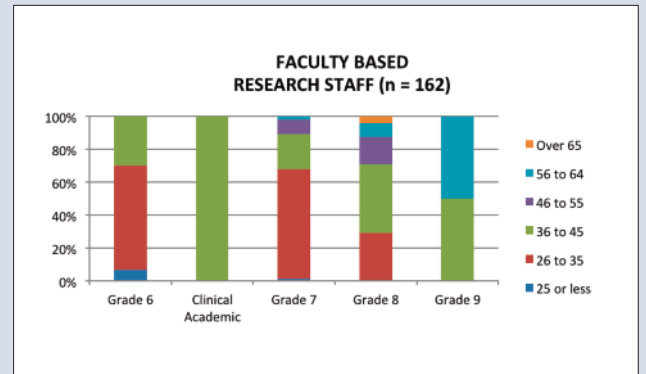
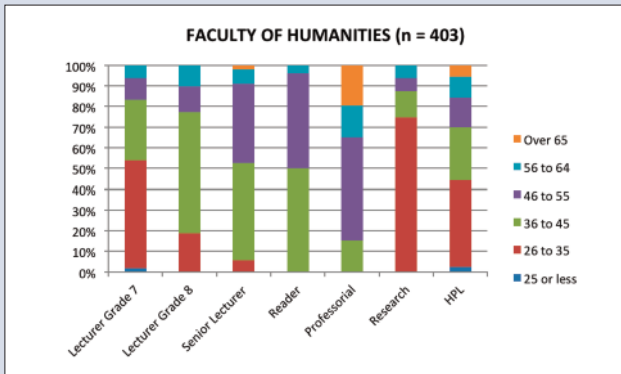
Table 10: Staff by age and grade in 2014/15

Grade	Example of roles in Grade Grade (NB: this list is not exhaustive)	25 or less		26 to 35		36 to 45		46 to 55		56 to 64		Over 65	
		no	%	no	%	no	%	no	%	no	%	no	%
1	Domestic or Catering Assistants	21	11%	22	12%	38	20%	59	32%	42	22%	<8	...
2	Hospitality Assistants/Caretakers	<8	...	14	18%	17	22%	20	26%	15	19%	<8	...
3	Clerical Assistants/Receptionists	54	23%	45	19%	33	14%	66	28%	32	14%	<8	...
4	Clerical Assistants/Clerks	45	15%	88	30%	60	20%	62	21%	41	14%	<8	...
5	Technicians/Secretarial Assistants/ Co-ordinators	19	7%	78	29%	67	25%	65	25%	32	12%	<8	...
6	Administrators/Researchers/HPLs	88	14%	283	44%	114	18%	93	15%	47	7%	14	2%
7	Lecturers/Administrators/Researchers/HPLs	<8	...	229	36%	196	31%	119	19%	76	12%	12	2%
8	Lecturers/Managers/Administrators/ Researchers/Accountants/HPLs	0		91	21%	182	41%	95	22%	56	13%	16	4%
Cl Ac	Clinical Academics	redacted											
9	Senior Lecturers/Managers/Researchers/ Assistant Directors/HPLs	0		16	5%	136	43%	92	29%	53	17%	23	7%
10	Readers/Senior Managers such as Heads of strategic areas	0		<8	...	40	37%	51	48%	11	10%	<8	...
M&P	Professors/Directors of large strategic areas/Head of School/Executive Group	0		<8	...	34	16%	89	41%	67	31%	28	13%
<b>Total</b>		<b>243</b>	<b>7%</b>	<b>869</b>	<b>25%</b>	<b>921</b>	<b>27%</b>	<b>817</b>	<b>24%</b>	<b>475</b>	<b>14%</b>	<b>118</b>	<b>3%</b>

# 5 MONITORING AND COMPLIANCE (CONT)

2014/15: Age composition of Faculty and Professional Services staff

2014/15: Subset breakdown of Research and HPL staff





## Ethnicity

Black and Minority Ethnic (BME) individuals make up 10% of all staff. Over the last three years, this figure has increased at a rate of one percentage point per annum (and stood at 8% in 2012/13). Kent's overall BME composition aligns with the sector average when taking into account the method of calculation (as outlined in Table 11). Kent's BME composition also stands above that of the local Black and Minority Ethnic population in Kent of 6.3%<sup>16</sup>.

Black Minority Ethnic staff are represented in all grades at the University – and at the higher levels, 9% of the total Managerial and Professional (M&P) group identify as BME. When professors are extracted from this

group, we find that 9.2% of our professors identify as BME. This has remained static since last year, and is above the UK sector figure of 6.7% (ECU, 2015: 138).

Finally, the BME "unknown" figure has reduced by two percentage points since last year's annual report, and now stands at 12% indicating that this year's EDI data collection exercise has had a positive effect in terms of reporting.

### Composition by Faculty/Professional Services

The charts (overleaf) demonstrate that the concentration of Black and Minority Ethnic (BME) staff is highest in the Faculty of Sciences, where BME groups are well

represented across the grades, and the overall composition is 22% BME. In the Faculty of Social Sciences, the overall BME composition is 14%, whereas in the Faculty of Humanities the overall figure is lower at 8%. All faculties have representation at all levels (except for Researchers in Humanities). Professional Services has the lowest BME representation overall, at 5%, which is not surprising given the more local pattern of recruitment. However, Professional Services demonstrate a spread of Black and Minority Ethnic groups across all grades (other than 9 and 10) – including the M&P group where the figure stands at 4%.

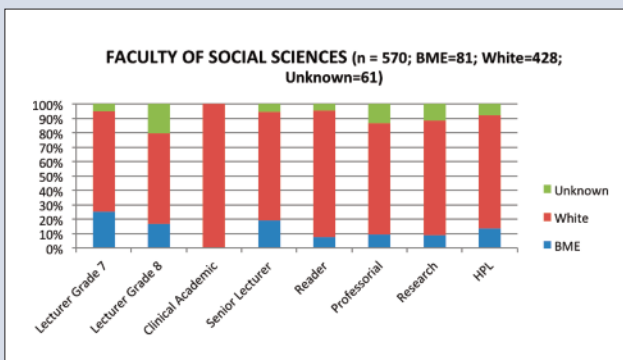
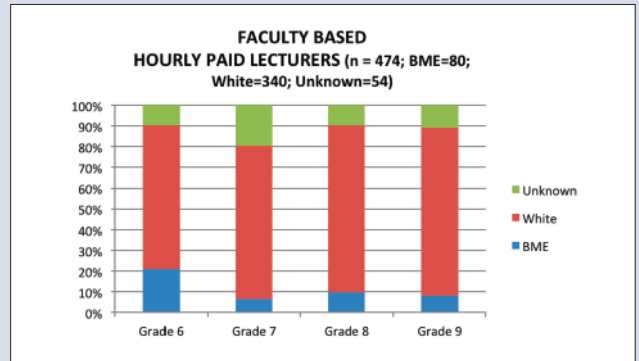
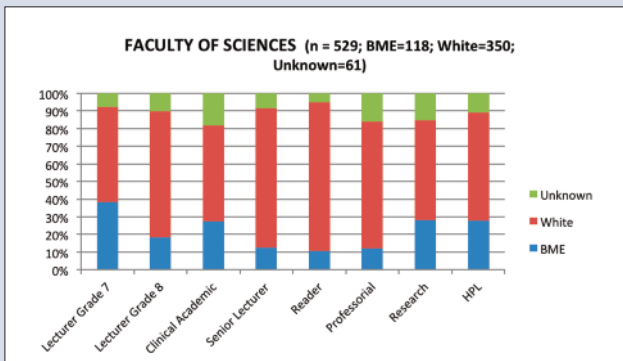
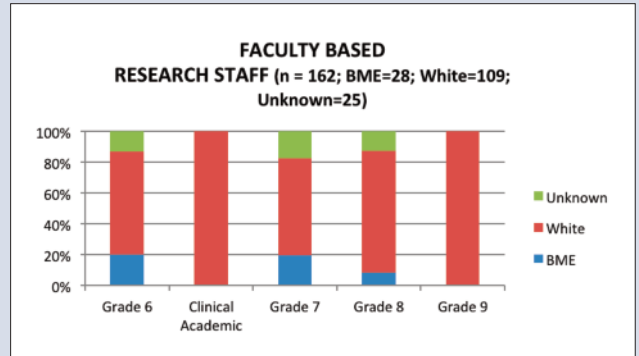
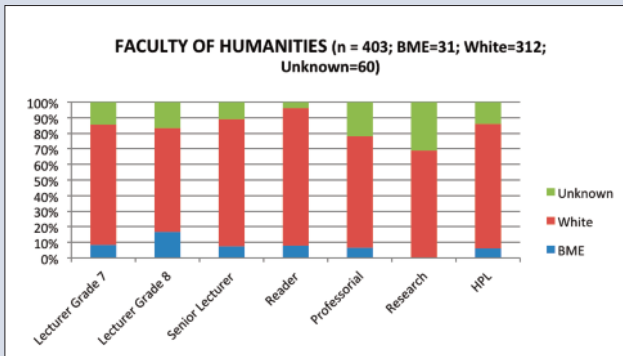
Table 11: Staff by ethnicity and grade in 2014/15

Grade	Example of roles in grade Grade (NB: this list is not exhaustive)	BME		White		Unknown	
		no	%	no	%	no	%
1	Domestic or Catering Assistants	31	17%	122	65%	34	18%
2	Hospitality Assistants/Caretakers	<8	...	61	79%	8	...
3	Clerical Assistants/Receptionists	11	5%	198	84%	28	12%
4	Clerical Assistants/Clerks	11	4%	257	86%	30	10%
5	Technicians/Secretarial Assistants/ Co-ordinators	10	4%	222	84%	33	12%
6	Administrators/Researchers/HPLs	92	14%	477	75%	70	11%
7	Lecturers/Administrators/Researchers/HPLs	62	10%	503	79%	75	12%
8	Lecturers/Managers/Researchers/ Accountants/HPLs	51	12%	333	76%	56	13%
Clin Ac	Clinical Academics	Redacted					
9	Senior Lecturers/Managers/Researchers/ Assistant Directors/HPLs	38	12%	252	79%	30	9%
10	Readers/Senior Managers eg Heads of Strategic areas	<8	...	94	88%	<8	...
MandP	Professors/Directors of large strategic areas/ Head of School/Executive Group	19	9%	162	74%	38	17%
<b>Total</b>		<b>343</b>	<b>10%</b>	<b>2690</b>	<b>78%</b>	<b>410</b>	<b>12%</b>
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.			11.7%		88.8%		

16 <http://www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/equality-and-diversity-data#>

# 5 MONITORING AND COMPLIANCE (CONT)

2014/15: Ethnic composition of Faculty and Professional Services staff    2014/15: Subset breakdown of Research and HPL staff



## Disability

Table 12 shows that 4% of employees have disclosed a disability at Kent (which aligns with the sector figure). Over the last 3 years this has increased at a rate of one percentage point per annum, with a doubling of the level of disability disclosure at Kent since 2013. This is noteworthy when considering that Kent's figure for disabled staff stood at just 2% of all employees for many years previously. A strong factor in this change is likely to be the EDI monitoring work undertaken via the EDI Valuing Everyone 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 12 also shows a reduction of five percentage points (to 33%) of staff with an unknown disability status, continuing the trend in the reduction of the proportion of staff of unknown disability status.

In terms of the types of disabilities, the data are generally consistent with last year's annual report. At 24%, a specific learning difficulty remains the largest disclosed disability at Kent (and this is above the sector figure of 17.8%). At 16%, a long standing illness or health condition remains the second largest disclosed disability at Kent (and this is below the sector figure of 25%). A mental health condition is the third largest disclosed disability (a disability where disclosure rates are typically very low). At 13%, this has increased by 4.5 percentage points since last year and is above the sector figure of 8.6% providing an indicator that Kent has a supportive culture where staff feel able to disclose this.

Finally, most of Kent's disabled staff are aged 26-55. However, by age band, the highest proportion of disabled staff are aged 25 or less (the youngest age group at Kent) where 6.6% of staff are disabled; this is followed by staff aged 56 to 64 where 5.7% of staff are disabled.

## Religion or Belief

Data in Table 14 indicates that most staff at Kent have no religion (at 33%) or are Christian (at 26%). This is substantially above the sector figure of 10.8% for staff with no religion, and 9.8% for staff identifying as Christian. The data also show that Kent has steadily reduced its 'unknown' category over the last three years of reporting. This year's figure of 29% has reduced by over eight percentage points since last year, and is also substantially below the sector figure of 66.8%. Factors

**Table 12: Disability status of staff from 2011/12-2014/15**

	Disability declared		Sector (ECU, p80)	No disability declared		Unknown total		Total
	n	%		n	%	n	%	
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

**Table 13: Types of impairment (from a sample of 150)**

Disability (n=150):	Sector (ECU 2015: 80)	% 2014/15	% in 2013/14	% in 2012/13
A specific learning difficulty	17.8%	24%	25.5%	28.4%
A long standing illness or health condition	25%	16%	15%	...
A mental health condition	8.6%	13%	8.5%	...
A physical impairment or mobility issues	10.3%	9%	8.5%	6.8%
Deaf or serious hearing impairment	6.1%	...	...	...
Two or more impairments and/or disabling medical conditions	8.8%	...	...	/
Blind or a serious visual impairment uncorrected by glasses	2.5%	....	...	...
A social/communication impairment	0.7%	...	...	/
General learning disability	0.7%	...	...	/
A disability, impairment or medical condition not listed above	19.5%	21%	33%	52.7%
Information refused	/		n/r	1.4%

**Table 14: Staff by religion or belief from 2011/12-2014/15 (with sector comparisons)**

	Sector (ECU, 2015: 291)	2014/15	2013/14	2012/13	2011/12
No religion	10.8%	33.3%	29.1%	24%	21%
Christian	9.8%	26.2%	22.7	19%	18%
Muslim	0.6%	1%	0.8%	1%	1%
Buddhist	0.2%	0.9%	0.7%	0.7%	0%
Hindu	0.4%	0.8%	0.9%	0.7%	0%
Spiritual	0.1%	0.5%	...	...	n/a
Jewish	0.2%	0.4%	...	....	0%
Sikh	0.1%	...	...	...	0%
Any other religion or belief	1.1%	1.4%	1.4%	1%	1%
Prefer not to say	9%	6.4%	6.2%	6%	5%
Unknown	66.8%	29%	37.5%	47%	54%

CONTINUED OVERLEAF

## 5 MONITORING AND COMPLIANCE (CONT)

contributing to this difference could include the fact that Kent is actually gathering this data (whereas several other HEIs are not) as well as the EDI manual data collection exercise undertaken at Kent via the Valuing Everyone programme.

### Sexual orientation

The data at Table 15 indicate that 35% of staff at Kent are heterosexual. 2% of staff identify as a combination of LGB or other sexual orientation, which is higher than the combined sector figure of 1.2%. Furthermore, the proportion of staff who have disclosed their sexual orientation at Kent has continued to increase in all categories over the four year period; the figure of 46% of staff of unknown sexual orientation is substantially below the sector figure of 67% and has reduced by almost nine percentage points since last year. The "prefer not to say" category has also reduced by three percentage points 4%. The overall picture suggests that Kent is ahead of the sector in terms of: a) gathering this 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 the range of cultural diversity and understanding among staff.

### 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 an extensive manual data collection exercise, this year's data show a huge improvement in terms of reliability and validity of EDI reporting. For example, we have seen a doubling of the staff disability disclosure rate, as well as increases in the disclosure of sexual orientation and religion or belief.

This year's monitoring has highlighted some key areas pertinent to Kent's EDI operations at a local level over the last three years. 9.2% of our professors identify as BME which is above the UK sector figure of 6.7%. Furthermore, 24.6% of professors at Kent are now women: not only has this increased by almost three percentage points since last year (when it stood at 21.8%), Kent's figure is, for the first time, now above the sector average of 22.4%. We also find that a higher proportion of

**Table 15: Sexual orientation of staff from 2011/12-2014/15 (with sector comparison)**

	Sector (ECU, 2015:295)	2014/15	2013/14	2012/13	2011/12
Heterosexual	22.2%	35.2%	23%	9%	
Bisexual	0.3%	0.7%	0.5%	0.3%	3%
Gay man	0.5%	0.6%	0.6%	0.3%	
Gay woman/lesbian	0.3%	0.6%	0.5%	0.3%	
Other	0.1%	...	...	...	
Prefer not to say	9.9%	17%	20%	25%	97%
Unknown	66.8%	46%	55%	65%	

**Table 16: All staff by nationality (including timesheet staff)**

	2014/15	2013/14
UK/Britain	76%	76%
European/EU	13%	14%
International/all others	11%	8%
Unknown	0%	2%
Total:	100%	100%
Total number of nationalities represented:	103	82

Kent's male employees work part-time than in the sector overall (29% versus 24%). 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. 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, 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, pertinent to Kent's future EDI operations at a local level, for example, the BME representation in

Professional Services and the age metrics which suggest that, moving forward, Kent may need to consider a review of formal processes and pension options, including the possibility of an employer justified retirement age, and how to handle the challenges as people stay in the workforce for longer.

Looking ahead, the EDI work and staff metrics outlined in this report will continue to develop and inform the implementation the new People Strategy as well as the Institutional Plan for 2015-20. New equality objectives for 2015-20 will be prepared and published.

## Student data

### Introduction

The University of Kent has an obligation under the Equality Act 2010 to continue to collect and make use of equality and diversity data to develop, prioritise and inform institutional practices. Analyses conducted by the University Planning and Business Information Office compares the destinations of UK FT UG degree-level and PG graduates by Faculty and degree classifications across several protected characteristics; gender, age group, disability, and ethnicity (data from the Destination of Leavers of Higher Education surveys 2012/13 and 2013/14). The aims of these analyses is to investigate whether there are significant differences between student groups to enable effective monitoring of graduate destinations and degree classifications and provide an evidence base for any measures aimed at ensuring equality of outcome at the University of Kent.

### Analysis of Graduate Destinations by protected characteristics 2013-2014 Full time undergraduate degree-level graduates

Overall Kent's performance in both indicators has improved slightly, up 1% from 73% to 74% in percentage employed in professional jobs and up 6% from 75% to 81% employed in professional jobs or studying further at graduate level (referred to as "graduate destinations" in this report). This is important to the University's standing as the first indicator is used on the Unistats/KIS comparison website while the second indicator is used in league tables (Complete University Guide, and Times University Guide).

#### Gender

- The rise of 1% in Kent graduates in professional jobs was seen in both male and female cohorts (female % up from 70% in 2012/13 to 71% in 2013/14), whilst the proportion of female leavers achieving graduate destinations rose 5% (from 73% to 78%) in comparison to a 7% increase among male leavers. There remains a statistically significant difference (albeit with fairly weak correlations) between female and male destinations.
- Female graduates in the Social Sciences saw a 3% increase graduate destinations in 2013/14 (from 77% to 80%, however the male cohort saw an 11% increase (from 75% to 86%), resulting in a significant difference versus the male population in that faculty.

- In the Faculty of Sciences the percentages of females in professional jobs rose 11% from 70% in 2012/13 to 81% in 2013/14. An 11% increase was also seen in female graduate destinations (from 75% to 86%), closing the gap on their male colleagues and no longer showing a significance difference.

#### Age groups

- Across the age groups larger increases were seen in work or study at a graduate level than in professional jobs, suggesting that more students are continuing into further study.
- The older age groups show higher levels of professional jobs and graduate destinations than those who entered their course ages 21 or under.
- Leavers from the 36+ age group have higher levels of graduate destinations with a significant difference to the 21-and-under group in 2013/14 (96% vs 80%).

#### Disability

- Graduates from the Sciences who have a specific learning disability exhibit higher levels of professional occupations and graduate destinations in 2012/13 than graduates who have no known disability.
- In 2012/13 graduates from Humanities who have a disability (excluding learning difficulty) showed significantly lower levels of employment in professional jobs and graduate destinations. However this has been reversed in 2013/14 as those with a disability have higher graduate destination percentages than those with no disability.
- In 2013/14 the cohort of graduates from the Social Sciences who have a disability exceed the levels of professional employment seen in the graduate population with no known disability.

#### Ethnicity

- At the institution level Asian graduates continue to achieve significantly higher levels of professional employment and graduate destinations than graduates from the White ethnic group (83% vs 73% in professional jobs in 2013/14 and 88% vs 80% in graduate destinations)

#### Full-time Postgraduate Leavers

Overall Kent's performance in both indicators has improved slightly, up 1% from 86% to 87% for the percentage employed in professional jobs and up 3% from 86% to 89% employed in professional jobs or studying further at graduate level.

#### Gender

- The female cohort saw a 6% increase in professional jobs between 2012/13 and 2013/14 (from 79% to 85%, whilst the male cohort saw a 3% drop, from 92% to 89%. This means there is no longer a significant difference between female and male outcomes.
- Female graduates in the Humanities saw a 7% increase in professional jobs and a 9% increase in graduate destinations in 2013/14. Male Humanities graduates saw a fall in both measures (-8% in professional jobs and -6% in graduate destinations).
- In the Sciences female % in professional jobs rose 9% from 87% to 96%, overtaking the male %, which fell -3% from 96% to 93%.
- In the Faculty of Sciences the percentage of females in professional jobs rose 6% from 79% to 85% in 2013/14. A 6% increase was also seen in female graduate destinations (from 82% to 88%), closing the gap on their male colleagues and no longer showing a significance difference.

#### Age group

- Leavers from the 22-25 and 26-35 age groups have very high levels of professional jobs and graduate destinations with significant differences to the 21-and-under group in 2013/14.

#### Disability

- Overall, there is little difference between the destinations of those with a disability and those without.

#### Ethnicity

- At the institutional level there is little difference between minority ethnic groups and White destinations.

### Analysis of degree classification by protected characteristics 2013-2014

#### Gender

- Despite male student percentage of good degrees increasing from 72% in 2013 to 80% in 2014, female students still achieved significantly different distributions of marks and higher average final marks than their male counterparts, with 86% getting good degrees and an overall average result of 64.2%.

## 5 MONITORING AND COMPLIANCE (CONT)

### Age group

- The older age groups (26 – 35 and 36 and over) show significantly different distributions of results to the 21 and under population, with slightly higher averages. These groups have higher proportions achieving First Class honours (34% and 46%, compared to 25% for the 21 and under age group).
- Students aged 22-25 had a substantially lower percentage of good degrees (75%) compared to the 21 and under cohort (83%), and a significantly different distribution of results (with average of 62.4% compared to 63.9%).

### Ethnicity

- Overall Black students achieved significantly lower final result averages than their White colleagues in 2014 (59.6% vs 64.6%), with 60% obtaining a First or 2:1, compared to 88% of White students.
- In the Humanities Black student good degrees increased to 78% although this remains below the proportions achieved by the White student population (94%).
- In the Sciences the achievement of good degrees by Black students was 50% in 2014, -28% below the proportion seen in the White student population. Asian students in the Sciences gaining good degrees increased to 60%, but remained substantially below the 78% seen in the White student population.
- In the Social Sciences Black, Asian, and Other Ethnic groups all achieved significantly lower final results than their White colleagues, with White good degree achievement at 87%, compared to 63% for Black students, 62% for Other Ethnic Groups, and 74% for Asian students.
- This evidence confirms the need to investigate the differentiation between BME and White student degree attainment, and introduce initiatives to decrease the gap. This work is being undertaken by the OFFA EDI Steering Group via the Student Success Projects in pilot Academic Schools.

### Disability

- No Faculty exhibited significant differences in final results between the students with either a learning disability or any disability (excluding learning difficulties) and the population of non-disabled students.

- In the Science and Social Science Faculties cohorts of students with a specific learning disability achieved higher percentages of good degrees in 2014 than in 2013 (+2% in both Sciences and Social Sciences).
- In the Humanities 97% of students with a disability (excluding specific learning difficulty) achieved good degrees in 2014 (+7% on 2013).

### Fee type

- Overseas students in all Faculties achieved lower levels of good degrees than UK students, with the Kent Overall proportions being 67% of overseas students obtaining a First / 2:1 compared to 83% of UK students.
- Overall, Overseas students achieved significantly lower final result average marks than UK students (61.7% vs 63.8%) in 2014.
- EU students in the Sciences achieved a substantially higher average final scores and (64.6% vs 62.6%) and a higher proportion of good degrees (86% vs 72%) than UK students.

### Student Success Projects

Across the UK HE Sector it has been recognised that there is an attainment gap between BME students and their White counterparts, particularly negatively affecting young BME male students. There has been considerable work carried out in universities across the UK to gain a better understanding of differences in the student experience and the underlying causes that may be triggering the variations in attainment. These focus in particular on students' learner characteristics and background, including age, ethnicity and socio-economic status. The University of Kent is clear that it has a responsibility to explore this issue in terms of its own activities and practice. Given our commitment to equality, diversity and inclusivity it is crucial that we improve our understanding of the issues that impact on student success and that we have effective measures in place to ensure that all Kent students are given every opportunity to fulfil their academic potential. The Student Success Project (formally the EDI Project) is a two year project involving nine pilot schools, all working to investigate student success differentials and to put in place interventions aimed at closing success rate gaps. These interventions will be evaluated for impact and

best practice shared across the University.

The nine pilot Schools are: Kent School of Architecture, Kent Business School, School of Engineering and Digital Arts, School of European Culture and Languages, Kent Law School, School of Mathematics, Statistics and Actuarial Science, School of Music and Fine Arts, Medway School of Pharmacy and School of Psychology.

The University of Kent is unique in the sector in that it is conducting live research across key student categories to identify trends and issues, findings from which will feed back into the pilot school work. The research project is examining ways the University of Kent can improve success rates for students whatever their learner characteristics and/or background. The aim is to provide an evidenced knowledge base about the reasons why performance gaps might occur that the University can use to devise actions to address the issue. The EDI research strand of the project is led by two members of staff in the School of Social Policy, Sociology and Social Research, Dr Lavinia Mitton and Dr Alex Hensby.

The research consists of three broad strands of enquiry:

- Analysis of original survey data of University of Kent undergraduates (integrated into the 2014/15 Student Barometer survey), combined with selected student records data.
- Interviews with University of Kent undergraduates on their transition to higher education, their study patterns, and social activities and support networks on campus.
- Case-studies of the student experience in partnership with the project's nine pilot schools, focusing on a range of issues including support services, student commuting, educational background, and race and discrimination. Full details of case studies are outlined below.

Table 17: A summary of the project work in each pilot school is given below as at May 2015.

<p><b>School of Architecture</b></p> <ul style="list-style-type: none"> <li>• Welcome week orientation sessions</li> <li>• Field trip subsidy to support target groups</li> <li>• Easter Leap and skills workshops</li> <li>• Drop In Fridays and Monday Twilights</li> <li>• Involvement of EDI target group students as Ambassadors in Summer outreach programme</li> </ul>	<p><b>Kent Business School (Medway)</b></p> <ul style="list-style-type: none"> <li>• Review of Welcome Week for target groups</li> <li>• Review of social media for KBS Medway</li> <li>• Short-term accommodation for commuting students</li> <li>• Turning Point attendance monitoring</li> </ul>
<p><b>School of Engineering and Digital Arts</b></p> <ul style="list-style-type: none"> <li>• Welcome week orientation sessions</li> <li>• Pilot remotely accessing EDA software</li> <li>• Progress Profiles</li> <li>• “Ask the room” software development in labs to encourage students asking for support</li> <li>• Virtual Academic Adviser</li> <li>• Animations – reinforcing key messages to new entrants</li> <li>• “How to Get a Good Degree” workshops</li> </ul>	<p><b>School of European Culture and Languages</b></p> <p>The School has two main objectives; to improve student performance and to ensure high student retention, resulting in a needs-based targeted support initiative that began in January 2015. This scheme offers tailored one to one support to students who are underperforming. As evidence suggests that a sense of belonging is crucial to student success the School will have a dedicated ‘welcome to SECL’ web page for new students where information on getting started, event timetables and student support is available. The School aims to see improvement in student engagement and retention by encouraging students to feel part of the SECL community.</p> <ul style="list-style-type: none"> <li>• Review of Welcome Week for target groups</li> <li>• Implementation of academic mentoring students and early identification of students “at risk”</li> <li>• SECL website review for target groups</li> <li>• Case studies of underperforming students to highlight obstacles faced by target groups</li> <li>• Hoodies for school identification for Stage 1 students</li> </ul>
<p><b>School of Music and Fine Arts</b></p> <ul style="list-style-type: none"> <li>• Summer symposium for failing students</li> <li>• Re-structure of staffing to include additional 0.4fte Project Officer</li> <li>• Involvement in Fun Palace community event, Whitstable</li> <li>• Key student mentors from PG cohort</li> <li>• Hardship Fund to support travel and accommodation</li> </ul>	<p><b>Medway School of Pharmacy</b></p> <ul style="list-style-type: none"> <li>• Social media communications, including student blog</li> <li>• Welcome Week orientation sessions</li> <li>• Applicant newsletter</li> <li>• Numeracy peer mentoring scheme</li> <li>• Alumni as role models</li> </ul>
<p><b>School of Psychology</b></p> <ul style="list-style-type: none"> <li>• Student Buddy Scheme</li> <li>• Welcome Week sessions</li> <li>• Expectations survey</li> <li>• Pre-welcome week event for non-campus based students</li> </ul>	<p><b>Kent Law School and School of Mathematics, Statistics and Actuarial Science</b> recruited staff posts in summer 2015</p>

## 5 MONITORING AND COMPLIANCE (CONT)

Table 18: Student Success Project – Case study details

Case study	Rationale	Pilot school involvement
Clearing students	<ul style="list-style-type: none"> <li>To consider the impact clearing has on students' preparedness for University and adaptation to study and social life on campus.</li> <li>To uncover potential resource differentials (family, finance, knowledge) between clearing students by race, class.</li> <li>To gain an understanding students' rationale for selecting universities i.e. trading up, deferral, 'Groupon effect'.</li> <li>To propose how UCAS could better support students and universities in the clearing process.</li> </ul>	<ul style="list-style-type: none"> <li>SECL</li> <li>Pharmacy</li> <li>SMFA</li> </ul>
Non-UK born students	<ul style="list-style-type: none"> <li>To examine access to, and acquisition of, academic capital and language skills among students only partially schooled in the UK.</li> <li>To identify potential skill deficits among non-UK born students compared to UK-born students.</li> <li>To study students' adaptation to campus culture and University study life, especially organisation and time management.</li> </ul>	<ul style="list-style-type: none"> <li>EDA</li> <li>SMFA</li> </ul>
BTEC students' skills and preparedness	<ul style="list-style-type: none"> <li>To reflect on potential areas in University teaching provision where BTEC students are under-supported.</li> <li>To identify potential deficits in BTEC students' skills and preparedness for University compared with A-level students.</li> </ul>	<ul style="list-style-type: none"> <li>KSA</li> <li>KBS</li> </ul>
White/BME assessment feedback analysis	<ul style="list-style-type: none"> <li>To test potential skills differences between white and BME students through their assessed work.</li> <li>To identify patterns between how white and BME students' work is assessed and critiqued, including possible biases.</li> <li>To test possible impact of anonymous marking on how BME students' work is assessed and critiqued.</li> </ul>	<ul style="list-style-type: none"> <li>Psychology</li> <li>Architecture</li> <li>KLS</li> <li>KBS</li> <li>SECL</li> </ul>
Evaluating the academic adviser system	<ul style="list-style-type: none"> <li>To evaluate the purpose and delivery of the academic adviser system in its current form from the perspective of staff and students – particularly with regard to managing student goals, monitoring performance, signposting support services, and providing pastoral care.</li> <li>To identify weaknesses and inconsistencies in the delivery of the AA system.</li> <li>To evaluate effectiveness of virtual academic advisers, and performance plans, for definition and delivery of the AA system.</li> <li>To consider whether delivery of the AA system (augmented by greater resources from VAA, SDS and PP) could be transferred to other members of staff (e.g. teaching staff, PhD students).</li> </ul>	<ul style="list-style-type: none"> <li>EDA</li> <li>Architecture</li> <li>KBS</li> <li>KLS</li> </ul>
EDI interviews	<ul style="list-style-type: none"> <li>To identify students in pilot schools with experiences relevant for the EDI project and approach for interview.</li> <li>To target and approach students with WP characteristics under-represented in Barometer interviewee yield e.g. BME males, Medway students.</li> </ul>	All schools

Work is also being undertaken with Student Learning Advisory Service to implement established programme such as Peer Mentoring, tailored to EDI target groups.



## EDI/Student Barometer Student Survey Findings

The EDI / Student Barometer Survey was conducted in autumn 2014 and provided the Student Success Projects research stream with a dataset of 4,504 home undergraduate students. The survey measured student expectations, study patterns and social life, attitudes and concerns with their University performance, and their experience of EDI issues. Demographic and performance data from the Student Data System (SDS) was added to the dataset.

Survey respondents were invited to participate in follow up interviews. 67 interviews were conducted by Dr Alexander Hensby and Lavinia Mitton between March and June 2015.

### Key Findings

- One of the most dominant trends for BME students is their high expectations of academic success. These expectations correlate with students' concerns over the expectations of their family.
- For many BME students their FE qualifications and working class background may both reflect and reinforce these expectations.
- With students often referencing the need to achieve a 'good' degree to maximise employability, the combination of all these factors arguably place a great deal of pressure on BME students to convert their academic potential into a 2:1 grade or above.

### Student expectation and attainment

- A higher proportion of BME students are confident of achieving a first class degree than White students. Despite this, only 61% are currently achieving a 2:1 or above, compared with 75% of White students.
- 47% of Black students confident of achieving a first are achieving a 2:1 or above, compared with 74% of Asian students.
- The confidence gap is found more at Canterbury than Medway. This is because White Medway students are also more confident of getting a first than White Canterbury students.
- 55% of BME students confident of achieving a 1st have recorded attendance above 80% in their first year, compared with 75% for their White counterparts.

### Family and academic background

- BME students' high academic expectations may reflect pressure rather than over confidence. 56% admitted concerns about their academic achievement not meeting their family's expectations.
- Compared with White students, a higher proportion of BME students have a household income below £25k (40%:27%). A smaller proportion of BME students (14%:24%) went to independent or selective schools. White: BME class differences are more pronounced at Canterbury.
- 24% of BME students come to Kent with BTECs or Access qualifications, compared with 17% of White students. These students voiced concerns about the skills gap between BTEC and University, especially in regards to exams, referencing and critical thinking.

### Study and social life at Kent

- There is a 12% attendance gap between White and BME students – 65% of White students have 'good' attendance compared with 53% of BME students. 61% of BME students admitted to concerns about being organised enough to attend everything in their timetable.
- 29% of BME students consider themselves as commuters compared with 26% of White students. Although attendance and academic performance is not significantly affected by community, BME commuters struggle slightly more than White commuters.
- Interviews with BME students alerted Kent to challenges for students only partially schooled in the UK, particularly in terms of their relationships with peers and confidence writing critically in English.

### Race, identity and discrimination

- BME students feel slightly less at home at Kent than White students (46%:52%)
- This gap may relate to how multicultural the University is perceived to be. BME students appear to be more self-aware on campus than White students and are less inclined to consider Kent as promoting equality, diversity and inclusivity with regard to race and ethnicity
- This belonging issue has not manifested itself in a significant number of instances of discrimination with 3.4% of BME students reporting instances of discrimination, exactly the same as White students.

### Student support at Kent

- Overall, student interviewees often complained of feeling anonymous at Kent, gaining little personal connection to academic staff.
- Many Stage 1 students reported that they had not met their Academic Advisor or knew their name. Others complained that meeting demonstrated that Academic Advisors had limited knowledge or engagement in their academic progress.
- Some students appeared to conflate 'independence' with 'self-reliance' in their perception of University life, resulting in them underusing the Academic Advisor system and other support services.
- Given their academic expectations, family pressures and minority experience on campus, it is posited that improving the staff-student relationship would benefit BME students especially.

Future work includes conducting case-study research in partnership with the pilot schools on the following themes:

- Adjustment and support for students who came to Kent via clearing;
- Potential skills deficit for students with BTEC qualifications;
- Confidence and learning for non-UK born students;
- Course assessment and feedback; evaluating quality and student use and satisfaction;
- Staff experience and satisfaction with the Academic Adviser System;
- Students' preparation for and response to their first piece of assessed work: how this affects expectations, engagement and their development of productive academic study, patterns and networks.

For further Information visit the Student Success Project website  
[www.kent.ac.uk/studentsuccess/index.html](http://www.kent.ac.uk/studentsuccess/index.html)

## 5 MONITORING AND COMPLIANCE (CONT)

### All student data analysis 2014-2015

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. 2014-2015 represents the first year that a complete set of data has been available for the new protected characteristics. In 2012-2013 changes to the HESA student record allowed institutions to return information in these areas on an optional basis. The Equality Challenge Unit presents data in these areas at a high level collection and monitoring rate. Due to the fact that these returns are currently voluntary for institutions, there is no national demographic picture of the student population in relation to gender identity, religion and belief or sexual orientation.

All national student statistics are provided by the 'Equality in higher education: statistical report 2015 Part 2: Students'<sup>17</sup> The Equality Challenge Unit (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. 264 students registered at the University of Kent are registered on part-time postgraduate single credit courses within the School of Pharmacy and have been removed from the dataset due to the low FTE value of the students, which would skew the figures. This removal may have led to a 1% variation in some tables.

### Gender

#### Key observations

- Women nationally (57.3%) and at Kent (53.08%) comprised the majority of all UK-domiciled students although the gender gap at Kent (6.18%) is significantly smaller than the national benchmark (14.6%) (Table 19).
- Women nationally comprised the majority of students in all degree levels with the exception of research postgraduates, where 53% were men. At Kent research postgraduates students comprised 52.28% female and 47.63% male.

Table 19: EDI data year on year % with ECU comparison: Gender (all UK-domiciled) 2014-2015

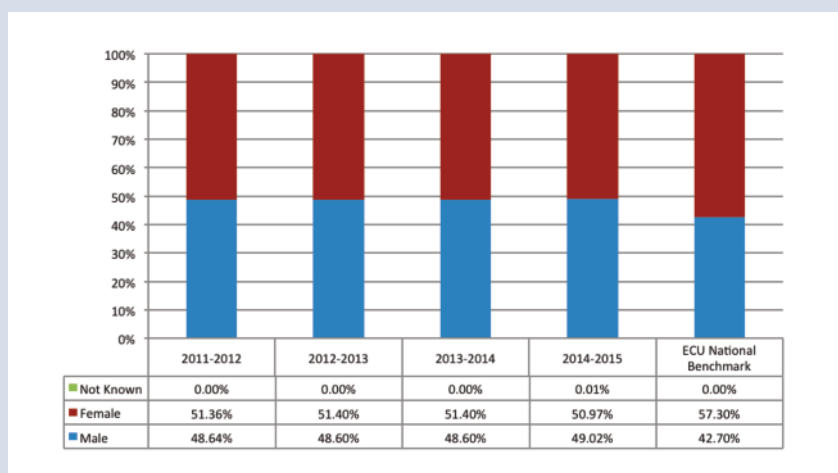
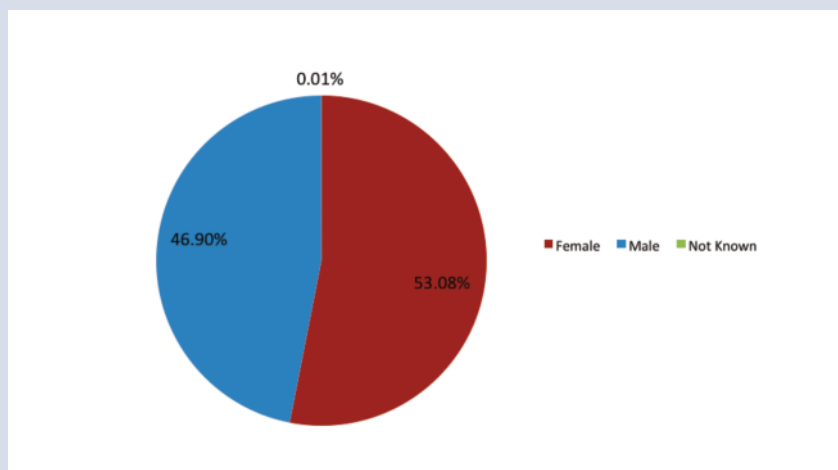


Table 20: Gender (all students) 2014-2015



- The gender gap at Kent across all disciplines was lowest (0.42%) for full-time research postgraduate students (50.21% female: 49.79% male).
- The gender gap widens to 17.06% for non UK-domiciled students at Kent (58.53% female: 41.47% male).
- Women are more likely than men (13.54% gap) to study on part-time courses (56.7% female: 43.16% male) but this gap narrows (5.6%) for full time courses (52.8% female: 47.2% male).
- The gender profile at Canterbury (53.19% female) and Medway (52.2% female) is broadly similar.
- The gender gap is wider at Brussels (15.44%) than at any other site (57.72% female: 42.28% male).

<sup>17</sup> Equality in Higher Education: Statistical report 2015, Part 2: Students.

ECU [www.ecu.ac.uk/wp-content/uploads/2015/11/2015-10-ECU\\_HE-stats-report\\_students\\_final\\_without-comma.pdf](http://www.ecu.ac.uk/wp-content/uploads/2015/11/2015-10-ECU_HE-stats-report_students_final_without-comma.pdf).

## Age

### Key Observations

- Between 2003/2004 and 2013/2014 the proportion of students over the age of 21 has decreased nationally from 54.7% to 45.1%. The University of Kent does not demonstrate the same downward trend but has remained broadly static year on year since 2012 (26.18% 2012-2013, 27.51% 2013-2014, 24.58% 2014-2015) (Table 21).
- The University of Kent is significantly underrepresented in the proportion of students over the age of 21 compared to nationally (24.58%:45.1%).
- The largest gap is students aged 26-35 (Kent is 9.38% below the national average).
- Conversely Kent outperforms the national average for students aged 21 and under (+20.52%).
- The age profile of non UK-domiciled students at Kent is significantly older than that of UK-domiciled students, with 30.01% of all non UK-domiciled students over the age of 21, compared to 24.58% of UK-domiciled students (Table 21). Nationally UK-domiciled form 42.8% of all students over the age of 21.
- The majority of part time students at Kent are over the age of 21 (79.9%) compared to 26.04% of full time students.
- The age profile at Canterbury and Medway is broadly similar, with 71.09% of Canterbury students aged 21 and under, compared to 68.67% of Medway students and 24.79% of Canterbury students aged 22-35 compared to 23.05% of Medway students. However students over the age of 36 make up 8.28% of the Medway population, compared with 4.12% of the Canterbury population.
- Unsurprisingly postgraduate students have an older age profile than undergraduate students. Research postgraduate students are more likely to be aged 26-35 (51.94%) than taught postgraduate students (23.81%).

## Ethnicity

### Key Observations:

- The category 'Arab' is a new HESA field for 2014-2015.
- The proportion of BME students (UK-domiciled) has increased nationally year on year since 2003/4 (14.9%) to 20.2% in 2014/15. Kent has seen the proportion of BME students (UK-domiciled) increase from 24.96% in 2011/12 to 29.39% in 2014/15, showing the same upward trend (Table 23) across all study levels.

Table 21: EDI data year on year % with ECU Comparison: Age (all UK-domiciled) 2014-2015

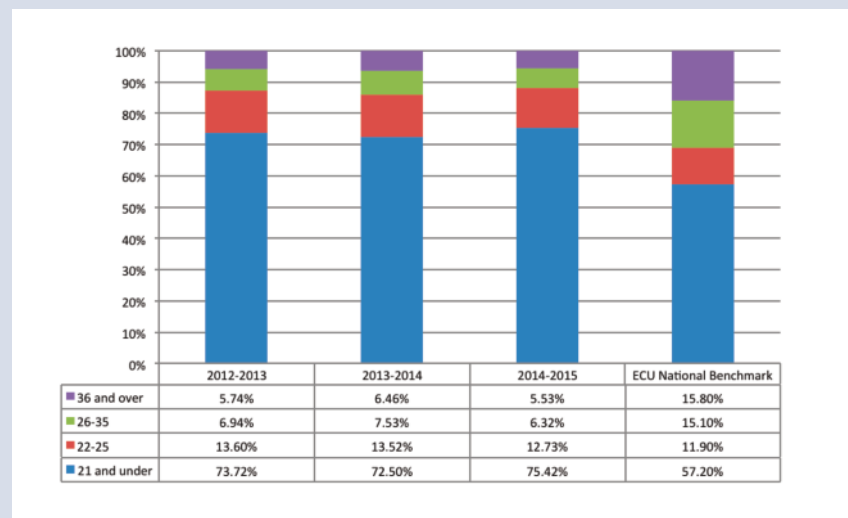
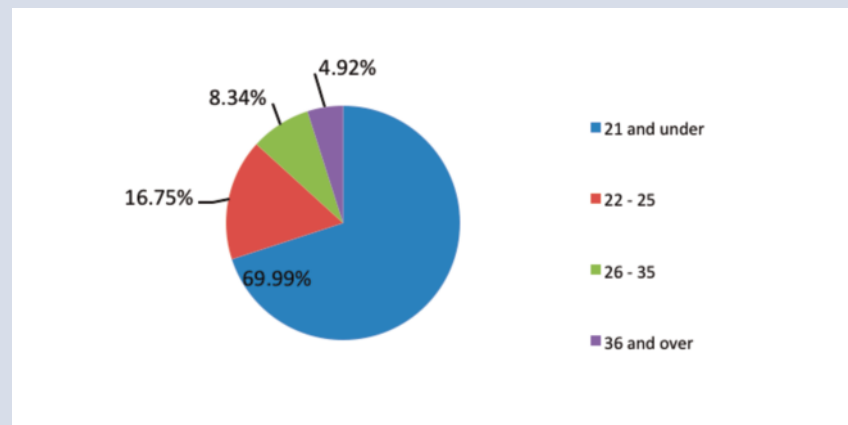


Table 22: Age (all students) 2014-2015



- Kent has a higher proportion of UK-domiciled BME students (29.39%) than nationally (20.02%), a gap of 9.37%.
- Kent has a higher proportion of non UK-domiciled BME students (47.32%) than UK-domiciled (29.39%) (Table 23).
- Black students form the highest proportion of UK-domiciled BME students at Kent (11.55%) Nationally Asian students form the highest proportion of UK-domiciled BME students (8.5%) with Black students at 6.4%. Kent has a significantly higher proportion of Black students compared to the national benchmark (3% greater).
- 29.79% of UK-domiciled full-time students across all study levels at Kent are of BME status, compared to 20.05% of part-time students, a gap of 9.74%. Nationally 22.1% of UK-domiciled full-time students were of BME status, compared to 15.8% of part-time students, a gap of 6.3%. Kent is outperforming the sector for BME student recruitment on both full time (+7.69%) and part time (+4.25%) courses.
- Nationally, there is no variation between UK-domiciled full-time and part-time research postgraduate BME students (16.4%). At Kent there is a 4.28% gap between UK-

## 5 MONITORING AND COMPLIANCE (CONT)

Table 23: EDI data with year on year % with ECU comparison: Ethnicity (all UK-domiciled BME combined) 2014-2015

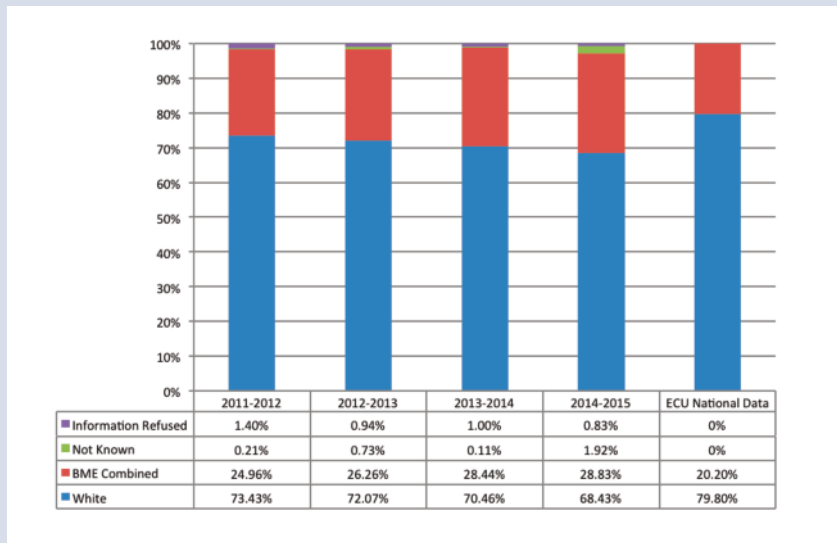
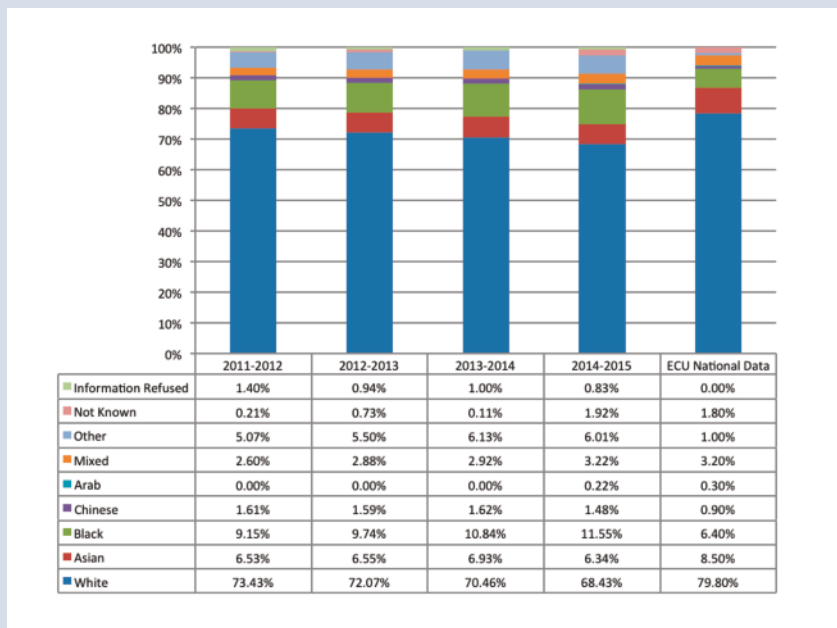


Table 24: EDI data with year on year % with ECU comparison: Ethnicity (all UK-domiciled) 2014-2015



domiciled full-time postgraduate research BME students (14.28%) and part-time postgraduate research BME students (10%).

- Nationally, there is a 3.7% gap between UK-domiciled full-time postgraduate taught BME students (21.8%) and part-time postgraduate taught students (18.1%). At Kent there is an 11.9% gap between UK-domiciled full-time postgraduate taught students (24.29%) and part-time postgraduate taught students (12.39%).
- The Medway campus is the most ethnically diverse, with 48.69% of all students with BME status, compared to Canterbury with 32.45% and Brussels with 29.73%.

### Disability

#### Key observations:

- Nationally, since 2007/08, the proportion of all disabled students disclosing a mental health condition has more than doubled, increasing to 12.8% of all disabled students in 2013/14. At Kent, the proportion of students declaring a mental health condition is higher, with 4.96% of all disabled students declaring a mental health condition in 2007/08, rising to 27.52% in 2014/15.
- Students declaring mental health conditions at Kent has risen by 80.97% from 2012-2013 to 2014-2015 (Table 26).
- Nationally, the most commonly disclosed impairment amongst disabled students were a specific learning difficulty (48% compared to 42.93% at Kent, a 2.93% increase at Kent on the previous year).
- There has been an increase year on year in the number of students disclosing a disability at Kent, and in the number of students requiring special exam arrangements, with noticeable increases from 2007-2008 and 2014-2015 (Table 27).
- Student demand continues to grow year on year nationally, with the same upwards trends also being seen at Kent.
- The dip at Medway is due to the change in administration in the School of Pharmacy from the University of Kent to the University of Greenwich.

Table 25: Number of all students disclosing a disability 2014-2015

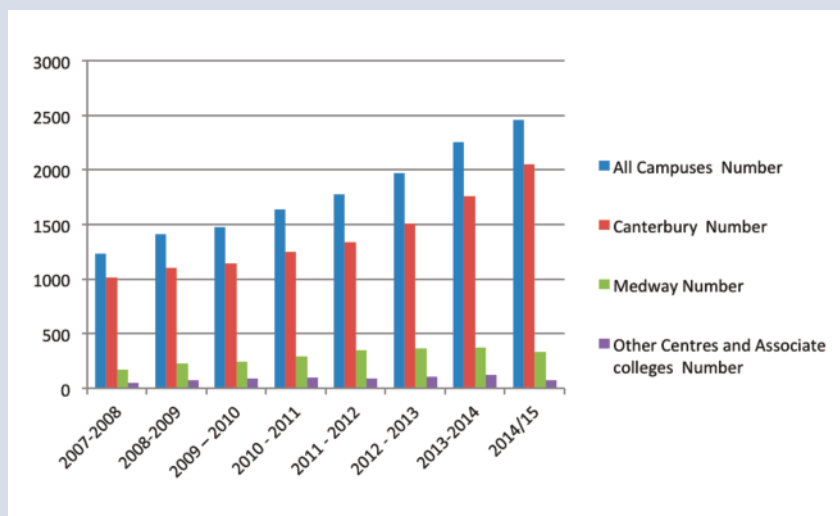
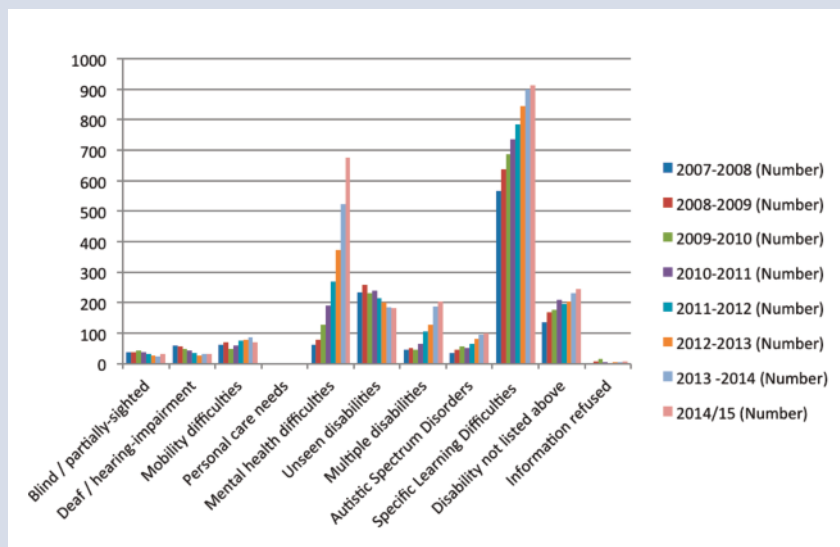


Table 26: Numbers of all students by disability classification of the total number of disabled students registered with the University 2014-2015



## 5 MONITORING AND COMPLIANCE (CONT)

Table 27: Total candidates requiring special exam arrangements, by year and by campus 2014-2015

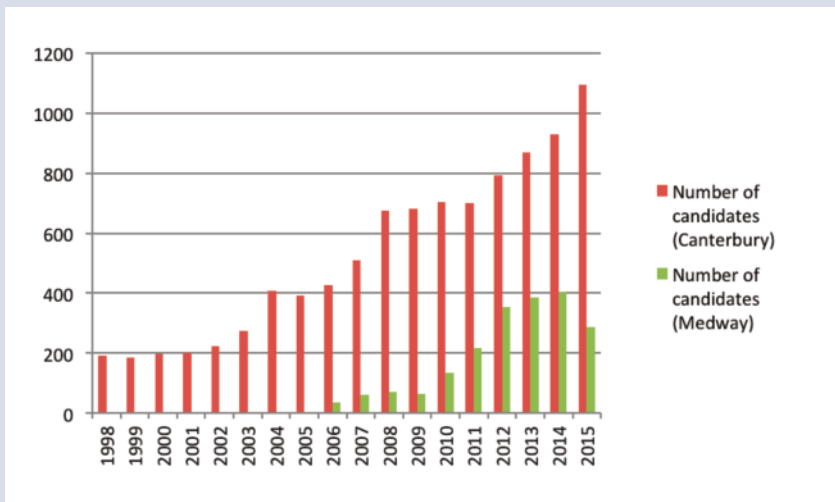
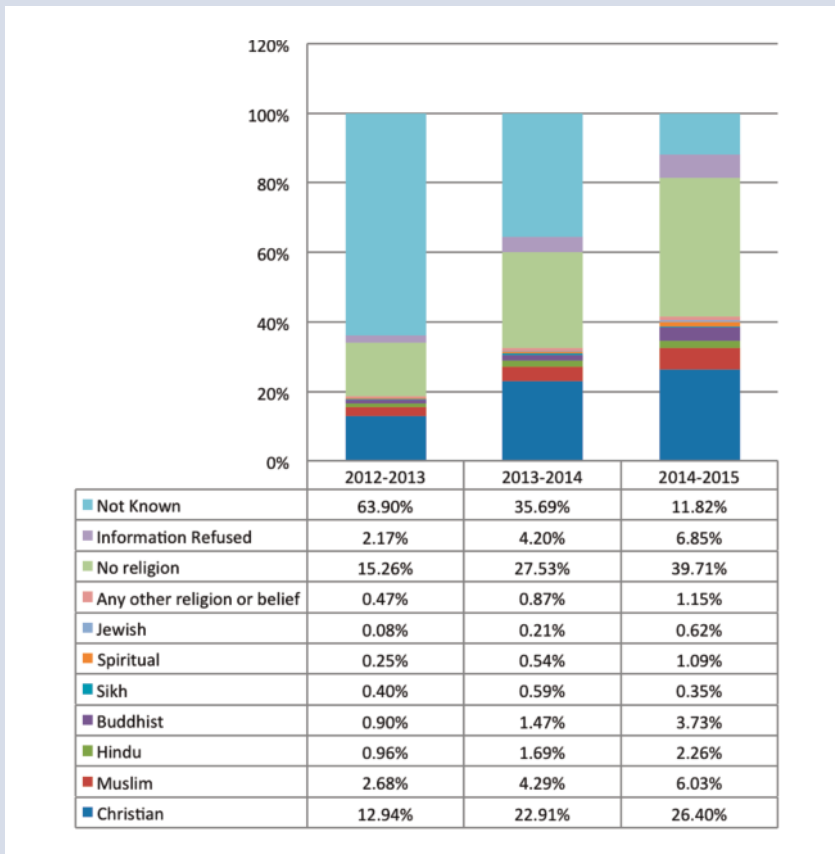


Table 28: EDI data year on year %: Religion or belief (all students) 2014-2015



### Religion or belief

#### Key observations:

- 41.63% of students identified as having religion or belief, as soon in table.
- 39.71% of respondents identified as having no religion or belief (see table 28).
- Of those students who declared a religion or belief, the highest proportion was Christian (26.4%) followed by Muslim (6.03%).
- A greater proportion of non UK-domiciled students (53.06%) identified as having a religion or belief compared to UK-domiciled students (40.84%).
- Full-time students (44.81) were more likely to identify as having a religion or belief compared to part-time students (37.51%).
- Canterbury students (44.17%) were marginally more likely to identify as having a religion or belief compared to Medway students (42.87%).
- 18.67% of students refused to answer this question or did not declare a Religion or Belief.
- Of the 57.5% of Institutions who returned data on religion and belief to HESA, 47.9% had returned data for over 80% of students. Kent returned data for 88.18% of students.

### Sexual orientation

#### Key observations:

- 4.7% of the student population identify as non-heterosexual (Table 29).
- 3.93% of UK-domiciled students identify as non-heterosexual compared to 6.68% on non UK-domiciled students.
- 4.73% of full-time students identify as non-heterosexual compared to 4.23% of part-time students.
- More students identify as Bisexual (1.73%) than gay man or gay woman combined (1.06%).
- Canterbury based students were more likely (4.85%) to identify as non-heterosexual than Medway students (3.51%) and Brussels students (3.05%).
- Undergraduate students were less likely (4.28%) to identify as heterosexual than postgraduate students (6.58%).
- 18.64% of students refused to answer the Sexual Orientation question or gave no response.
- Of the 56.9% of Institutions who returned data on sexual orientation to HESA, 48.4% had returned data for over 80% of students. Kent returned data on 87.74% of students.

### Gender reassignment (identity)

Students participating 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?'

#### Key observations:

- 0.47% of all students responded that the gender that they identified with was not the same gender as that which they were assigned at birth (Table 30).
- Non UK-domiciled students were more likely (0.53%) than UK-domiciled students (0.44%) to respond that the gender they identified with was not the same gender as that which they were assigned at birth.
- Full-time students were more likely (0.48%) than part-time students (0.29%) to respond that the gender they identified with was not the same gender as that which they were assigned at birth.
- Students at the Canterbury campus were more likely (0.5%) than those at the Medway (0.24%) or Brussels (0%) to respond that the gender they identified with was not the same gender as that which they were assigned at birth.
- Undergraduates were less likely (0.45%) than postgraduates (0.56%) to respond that the gender they identified with was not the same gender as that which they were assigned at birth.
- Of the 53.8% of Institutions who returned data on gender identity to HESA, 46.5% had returned data for over 80% of their students. Kent returned data for 87.74% of students.

Table 29: EDI Data Year on Year %: Sexual Orientation (all students) 2014-2015

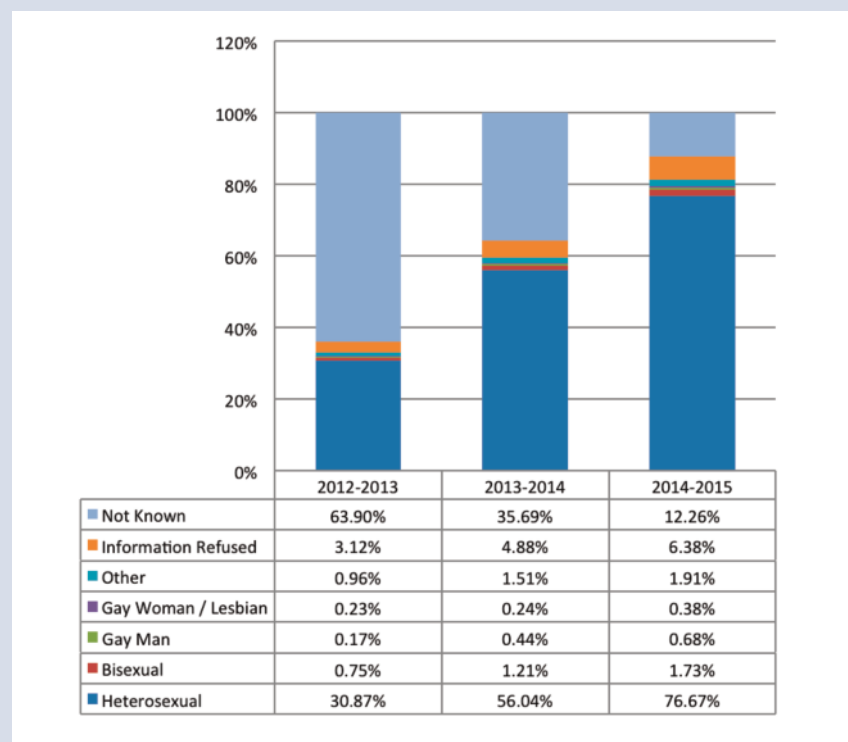
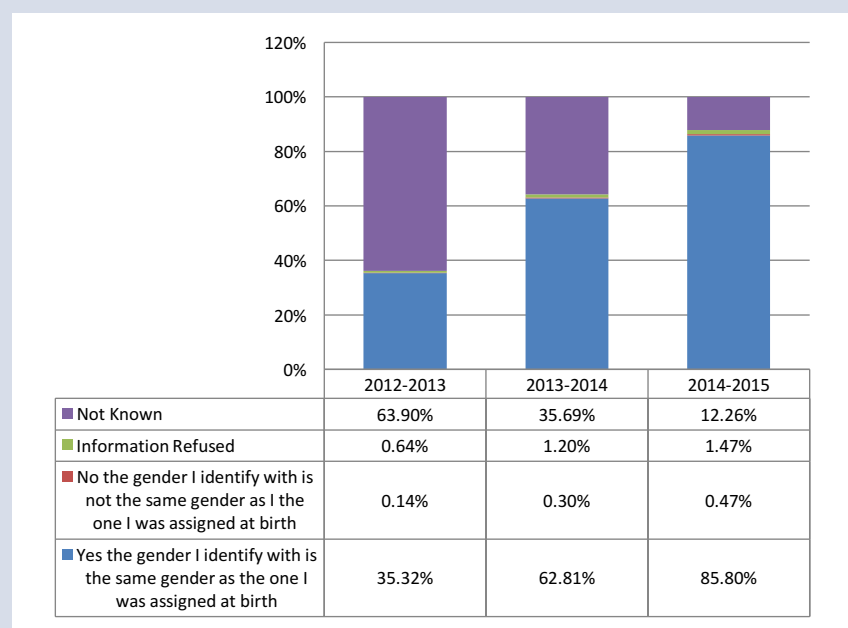


Table 30: EDI data year on year %: Gender reassignment (identity) (all students) 2014-2015



## 5 MONITORING AND COMPLIANCE (CONT)

### Marriage and civil partnership

#### Key observations:

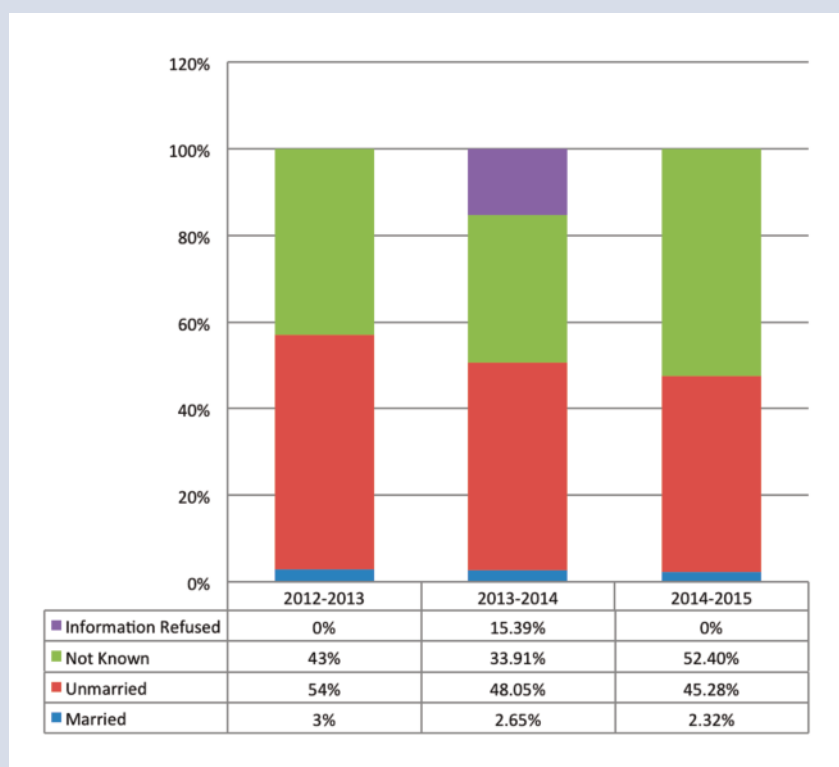
- 2.32% of all students are married or in a civil partnership (Table 31).
- UK-domiciled students are more likely (2.49%) to be married or in a civil partnership than non UK-domiciled students (1.90%).
- Full-time students are significantly less likely (1.45%) to be married or in a civil partnership compared to part-time students (13.43%).
- Brussels students are more likely (5.37%) to be married or in a civil partnership than Canterbury (1.95%) or Medway (4.08%) students.
- Undergraduates are less likely (1.23%) to be married or in a civil partnership than postgraduate students (7.26%).
- There are no national comparisons for return rates to HESA on Marriage and Civil Partnership.

### Student complaints by protected characteristic 2013-2014

73% of all complaints in 2013-2014 were submitted by White students, the remaining 27% were submitted by students from BME backgrounds.

63.64% of the student population is White. This means that proportionally, White students are more likely to complain, or be dissatisfied with their University experience than their BME counterparts.

Table 31: EDI data year on year %: Marriage or civil partnership (all students) 2014-2015









# 6 EDI WORK PLAN FOR 2015/16

## 1. Formulating strategy

No	Activity	Action	Responsibility	Target completion
<b>Shared actions</b>				
1.1	<b>EDI Leadership</b>	Adjust leadership from Inclusivity Strategy Group to Staff Policy Committee oversight including formal consideration by Student Experience Committee	Deputy Vice-Chancellor Resources Pro Vice-Chancellor Education	Sep 2015
1.2	<b>EG Champions</b>	Continue to adjust EG Champion portfolios based on senior staff changes	Director of Student Services Assistant Director-Organisational Development (AD-OD)	Oct 2015
1.3	<b>Council</b>	Support Council responsibilities for EDI at Kent, including:  Council EDI data monitoring return to HEFCE  30% Club EDI activities submission	Director of Student Services AD-OD Secretary to Council EDI Manager	Nov 2015
1.4	<b>EDI Annual Report</b>	Produce 2014/15 EDI Annual Report and 2015/16 Work Plan for Staff Policy Committee (report coordination is managed by Staff EDI team) Director of Student Services	AD-OD EDI Manager EDI Adviser (Staff) Student EDI Officer	Feb 2016
1.5	<b>EDI objectives</b>	New EDI objectives will be set and published in Kent's University Plan, and new People Strategy, for 2015-20	Senior Deputy Vice-Chancellor; Director of HR&OD	Jan 2016
<b>Staff EDI Team actions:</b>				
1.1	<b>Athena SWAN</b>	Formulate Athena SWAN strategy for expansion of accreditation and timing to do so (also see additional items below)	Staff Policy Committee Dean of Sciences EDI Manager AD-OD	May 2016
1.2	<b>Embedding of EDI Practices Across HR</b>	Through HR restructure, embed EDI delivery, knowledge and capabilities across all four HR functional structures, clarify boundaries and create internal HR EDI governance structure	Dir-HR&OD AD-OD Assistant Director Employee Relations and Business Partnering (AD EP/BP) AD-Resourcing and Communications (AD-Res/Comms) Assistant Director Operations and Reward (AD OP/Reward) EDI Manager	Jul 2016
<b>Student EDI Team actions:</b>				
1.1	<b>Student Wellbeing</b>	Review the Student Wellbeing Action Plan 2014-2019	Director of Student Services, Student EDI Officer, Head of Student Support and Wellbeing	Dec 2016
1.2	<b>Best practice</b>	Research and lead on Institutional and sector level best practice	Student EDI Officer	Jul 2016

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## 6 EDI WORK PLAN FOR 2015/16 (CONT)

No	Activity	Action	Responsibility	Target completion
1.3	<b>Student Aspiration Survey</b>	Co-ordinate the 30% Club Student Aspiration Survey looking at the aspirations of female students post-graduation.	Student EDI Officer VP Welfare Kent Union	Feb 2016
		Present findings to the Student EDI Operations Group		Apr 2016
1.4	<b>Focus groups</b>	Implement a series of focus groups from students with protected characteristics to further analyse the Kent student experience.	Student EDI Officer	Apr 2015
1.5	<b>Business Disability Forum Standard</b>	Investigate the possibility of introducing a Business Disability Standard	Accessible Information Project Lead Head of Student Support and Wellbeing Student EDI Officer	Jul 2016

## 2 Building and embedding an inclusive culture

No	Activity	Action	Responsibility	Target completion
<b>Shared objectives:</b>				
2.1	<b>Race Equality Charter</b>	Continue research on possible future participation in REC charter scheme based on ECU launch across the sector	EDI Manager Student EDI Officer	Jul 2016
<b>Staff EDI Team actions:</b>				
2.1	<b>Leadership Behaviours Framework</b>	Develop a leadership behaviours framework that includes a focus on EDI for those in formal leadership positions	AD-OD	Jan 2016
2.2	<b>Unconscious Bias</b>	Develop and pilot a workshop as part of New Senior Leaders programme on the topic of Unconscious Bias in Decision Making	EDI Manager	Jun 2016
2.3	<b>Training and toolkits for Chairs of Recruitment Panels</b>	Continue to offer and develop training and toolkits to support all aspects of recruitment, including EDI	AD-Res/Comms	Jul 2016
2.4	<b>Valuing everyone</b>	Continue VE workshops, adjusting programme for ongoing internal delivery as part of new staff induction and identify plan for further EDI development with a focus on cross-cultural communication in 2016/17	EDI Manager L&D Manager AD-OD	Jul 2016
2.5	<b>Aurora</b>	Work in collaboration with L&D to continue to support Aurora programme for women	AD-OD L&D Manager EDI Manager	Jul 2016

No	Activity	Action	Responsibility	Target completion
2.6	Athena SWAN	Conduct termly ASWG meetings including management and operationalisation of action plan, including extending exit questionnaires and other actions.	Dean of Sciences EDI Manager Athena SWAN Advisor All HR functions	Jul 2016
		Hold annual Athena SWAN Awareness event	EDI Manager Athena SWAN Advisor	Apr 2016
		Submit University Bronze renewal application	Dean of Sciences EDI Manager	Apr 2016
2.7	Stonewall WEI	Complete submission to the Stonewall Workplace Equality Index	EDI Manager EDI Adviser	Sep 2015
2.8	Policies, procedures and guidance	Create and disseminate Gender Reassignment in the Workplace guide following consultation with LGBT Network	EDI Manager EDI Adviser	Jan 2016
		Create and disseminate Disability Signposting guide following consultation with the Disability Network	EDI Manager EDI Adviser	Jan 2016
2.9	Reward Policy	Review guidance on setting starting salaries Develop allowance payments guidance Review M&P salaries and develop M&P salary policy	AD-Ops/Reward	Jul 2016
2.10	Equality analysis	Pilot equality analysis framework for organisational change in a School or Department undertaking organisational change	EDI Manager AD-ER/BP Business Partners	Jul 2016
2.11	Succession planning	Define strategy/policy and action plan for responding to succession gaps, including identifying equality issues	AD-OD with Human Resources Senior Management Team	Jun 2016
2.12	Staff surveys	Work with HR stakeholders to develop a plan for mini staff surveys to temperature check concerns and feedback data to enable relevant actions Agree content with EG and communicate to JSNCC	AD-Res/Comms Dir-HR&OD AD-OD	Jul 2016

## 6 EDI WORK PLAN FOR 2015/16 (CONT)

No	Activity	Action	Responsibility	Target completion
<b>Student EDI Team actions:</b>				
2.1	<b>OPERA project</b>	Implement good practice recommendations in accessible information delivery in collaboration with the Joint Information Services Committee (JISC)	Accessible Information Project Lead Associate Dean (Learning and Teaching), Faculty of Social Sciences Student EDI Officer	May 2016
2.2	<b>Chaplaincy</b>	Continue to support and promote Chaplaincy activities at our Medway and Canterbury campuses	Student EDI Officer, Medway Chaplain and Dean of Chaplains (Canterbury)	Jun 2016
2.3	<b>Policies</b>	<b>Student Pregnancy and Maternity Policy</b> Consideration by Learning and Teaching Board	Student EDI Officer	Jul 2016
2.4		<b>Inclusive Learning Plans</b> Implement any recommendations arising from the Internal Audit Review of ILP's	Head of Student Support and Wellbeing	Jul 2016
2.5		<b>Guidance for Staff encountering students who have been sexually assaulted or raped</b> Considered by the Student Experience Board	Violence Against Women Steering Group	Apr 2016
2.6		<b>Guidance for Students (who have been sexually assaulted or raped)</b> Considered by the Student Experience Board	Violence Against Women Steering Group	Apr 2016
2.7	<b>Equality Week</b>	Organise Equality Week on the Canterbury and Medway Campuses	Student EDI Officer	Jan 2016
2.8	<b>Student Wellbeing</b>	Review and implement the Student Wellbeing Strategy Action Plan 2014-2019	Director of Student Services Student EDI Officer	Jul 2016
2.9	<b>Trans* Support Group</b>	Establish a support group at the Canterbury campus for Transgender students	Student EDI Officer	Nov 2015
2.10	<b>Kent African Caribbean Student Network</b>	Establish a support network for African-Caribbean Students and students from ethnic minorities	Associate Chaplain – Pentecostal Student EDI Officer	Jan 2016
2.11	<b>Kent Awards</b>	Vigorously promote the EDI category for the Kent Student Awards	Director of Student Services, Student EDI Officer	May 2016
2.12	<b>Worldfest</b>	Review of Worldfest for 2015-2016 Organise Worldfest activities at the Canterbury and Medway campuses Director of Student Services	Student EDI Officer	Oct 2015 Mar 2016

No	Activity	Action	Responsibility	Target completion
<b>Student EDI Team actions:</b>				
2.13	<b>Student Safety Day</b>	Organise a multi-agency student safety day on the Canterbury Campus	Student EDI Officer	Apr 2016
2.14	<b>Student Success (EDI) Project</b>	Continue to investigate causes for differentiation in retention and attainment between different student groups	Research Associate, SSPSSR Senior Lecturer, SSPSSR Student Success Project (EDI) Manager Head of PDO	Jul 2017
2.15	<b>Student Success (EDI) Project</b>	Continue to run targeted interventions in academic schools to increase student retention and attainment Head of PDO	Student Success Project (EDI) Manager	Jul 2017
2.16	<b>Emergency Response Team</b>	Review and implement new protocols for the ERT	Director of Student Services Student EDI Officer	Mar 2016

### 3 Promoting EDI within the University

No	Activity	Action	Responsibility	Target completion
<b>Shared actions:</b>				
3.1	<b>Staff / Student Partnership</b>	Continue to develop and deepen opportunities for collaboration between staff and student EDI networks, events, groups, stakeholders where appropriate	Director of Student Services AD-OD	Jul 2016
3.2	<b>EDI Network</b>	Continue support of EDI Network and communications including recruitment of representatives in all departments (network is managed by Staff EDI team)	EDI Manager Student EDI Officer	Jul 2016
<b>Staff EDI Team actions:</b>				
3.1	<b>LGBT Network</b>	Work collaboratively with HR Assistant Director – Employee Relations to hand over leadership of network	EDI Manager AD-ER/BP	Mar 2016
3.2	<b>Women's Network</b>	Work collaboratively with HR Assistant Director – Employee Relations to hand over leadership of network	EDI Manager AD-ER/BP	Mar 2016
3.3	<b>Disability Network</b>	Work collaboratively with HR Assistant Director – Employee Relations to hand over leadership of network	EDI Manager AD-ER/BP	Mar 2016

## 6 EDI WORK PLAN FOR 2015/16 (CONT)

### 3 Promoting EDI within the University

No	Activity	Action	Responsibility	Target completion
3.4	<b>Bullying and Harassment Contacts and Network</b>	Work collaboratively with HR Assistant Director – Employee Relations to hand over leadership of contacts and network to work in conjunction with HR mediation service	EDI Manager AD-ER/BP	Mar 2016
3.5	<b>Develop EDI web-based guidance and communications</b>	Review, re-launch and maintain EDI website and resources, including new and enhanced guidance on EDI priority topics and signposting to sources of specialist advice/expertise.	EDI Manager EDI Coordinator	Jul 2016
<b>Student EDI Team actions:</b>				
3.1	<b>EDI Induction for students</b>	Offer to all Academic Schools as part of orientation activities	Student EDI Officer	Jun 2016
3.2	<b>EDI Student Networks</b>	Continue to support the Student Disability Forum	Head of Student Support and Wellbeing	Jul 2016
3.3	<b>Kent Union</b>	Continue to work in partnership with Kent Union to support joint student EDI initiatives	Student EDI Officer	Jul 2016
3.4	<b>Staff training</b>	Invest in the development of EDI in targeted areas	Student EDI Officer Head of Student Support and Wellbeing	Jul 2016

### 4 Monitoring and compliance

No	Activity	Action	Responsibility	Target completion
<b>Shared actions</b>				
4.1	<b>EDI data analysis</b>	Increase regular monitoring and availability of EDI data	EDI Manager Student EDI Officer	Jul 2016
<b>Staff EDI Team actions:</b>				
4.1	<b>Equal Pay Audit</b>	Complete EPA report and communicate findings to stakeholders Produce Action Plan and monitor progress Undertake supplementary pay gap analyses	EDI Manager Reward Manager Dir-HR&OD Executive Group	Jul 2016



No	Activity	Action	Responsibility	Target completion
4.2	Data collection, monitoring and reporting	Complete manual EDI data collection as part of VE programme	EDI Manager EDI Adviser	Mar 2016
		Begin self-service data collection through Staff Connect HR/Payroll system, including new EDI data required in line with new Athena SWAN criteria	EDI Manager HR Sys and Planning Manager	May 2016
		Create and report on key EDI KPIs in conjunction with 2015 – 2020 People Strategy	EDI Manager AD-OD AD-Ops/Reward	Jul 2016
<b>Student EDI Team actions:</b>				
4.1	Data collection, monitoring and reporting	Continue to investigate the retention, achievement and attainment of students with disabilities during 2015-2016	Head of Partnership Development Office, Head of Planning and Business Information Office, Student EDI Officer Student Success (EDI) Project Manager	Jul 2016
4.2		Continue to investigate the retention, achievement and attainment of Black and Minority Ethnic Students during 2015-2016	Head of Partnership Development Office, Head of Planning and Business Information Office, Student EDI Officer Student Success (EDI) Project Manager	Jul 2016
4.3		Complete a Faculty analysis of student disability, Black and Minority Ethnic and Age for 2015-2016	Student EDI Officer	Sep 2016
4.4		Continue to offer Academic Schools an EDI analysis of their student contingent	Student EDI Officer	Jul 2016

# 7 LOOKING AHEAD

## 2015/16 work and overview of future plans. Looking ahead over the next five years

### Shared

- Oversight of EDI has moved for staff matters to the Staff Policy Committee in 2015/16 and this will provide an opportunity for both Staff and Student EDI functions to review its partnership approach and the structure/content of the annual EDI report. This review will take place in spring 2016 in advance of preparation of the next report.
- Equality objectives will be set to expand the attainment of Athena SWAN Awards across the University and to improve the gender composition of staff in key areas.

### Staff

- Valuing Everyone will continue as part of our commitment to inclusion in 2015/16 with a move to concluding University-wide delivery and embedding a targeted shorter session beginning in 2016/17 for all new staff as part of induction. Cross cultural communications training will also be continued.
- A leadership behaviours framework for those in formal leadership positions will be developed that will model and further embed the EDI values of equality of treatment, fairness, collaboration and respect.
- The continuation of active participation in the Leadership Foundation for Higher Education (LFHE) Aurora programme will support the continuing progression of women into senior roles.
- The equal pay audit will be completed and will include an accompanying action plan to address any areas requiring further investigation or policy changes. A robust approach to policies and procedures and development of policies to address future Equality Act changes will continue, including EDI considerations related to family friendly policies.

- The new HR/Payroll Staff Connect system will include the automation of staff self-service EDI reporting and continued development of metrics and reporting to inform priority actions
- New and improved resource materials, training and toolkits for Chairs of Recruitment Panels, including a focus on EDI principles and the minimisation of bias, will be launched
- A particular priority for the next five years that is supported by the University's Institutional Plan is the continuing planned expansion of Athena SWAN with a target to achieve silver accreditation for the University and Sciences Schools and bronze accreditation for all other Schools and which will involve close partnership working between Human Resources, Faculties, Schools and other key professional services stakeholders
- Further work to consider the new Race Equality Charter Mark once launched by the ECU in 2016.
- A reward policy will be developed that will take into account EDI considerations and with particular consideration given to promotions, salary awards, re-grades and discretionary awards.
- Consideration of a review of HR processes and pension options (including the possibility of an employer justified retirement age) and how to handle the challenges and opportunities as people stay in the workforce for longer or are less likely to be able to afford pension contributions.
- The creation of the 2015 – 2020 People Strategy and the Human Resources restructure established in January 2016 will further embed EDI within Human Resources. The handling of equality issues will be directly within the remit of all of the newly established functional areas (Business Partnering and Employee Relations; Resourcing and Employee

Communications; Operations and Reward; Organisational Development), with the reconstituted EDI team focusing on the provision of specialist EDI advice and projects not specifically relevant to the remit of the other functional areas.

- Work with others to influence change within and beyond the HE sector will continue, including continuing connections with the Thirty Percent Club, the Equality Challenge Unit, the Leadership Foundation for Higher Education, and Vitae as well as within internal partnership such as the Eastern ARC Research Consortium.

### Student

- Embed an equality, diversity and inclusivity culture throughout the institution.
- Improve the diversity of our student body by monitoring and progressively increasing the percentage of students from lower participation neighbourhoods and from non-traditional backgrounds.
- Monitor and progressively eliminate disparities in attainment related to BME status, postcode indicators, and mental health and disability indicators.
- Implement targeted interventions in academic schools to increase student retention and attainment.
- Improve employment outcomes of students with disabilities.
- Improve employability options by extending and raising the profile of the work-study scheme and by creating targeted internships/placements for students from lower participation neighbourhoods.
- Deepen collaborative opportunities and partnership working with Kent Union on student EDI projects.
- Apply for the Equality Challenge Unit Race Equality Charter Mark and work towards institutional Bronze status.
- Improve academic School access to student EDI data for monitoring purposes.
- Create a more accessible learning environment for disabled students and improve accessibility to teaching and learning facilities and resources through the use of assistive technologies and alternative formats.



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