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*Equality, Diversity and Inclusivity
(EDI) Report 2016-17*

Plus Work Plan 2017-18
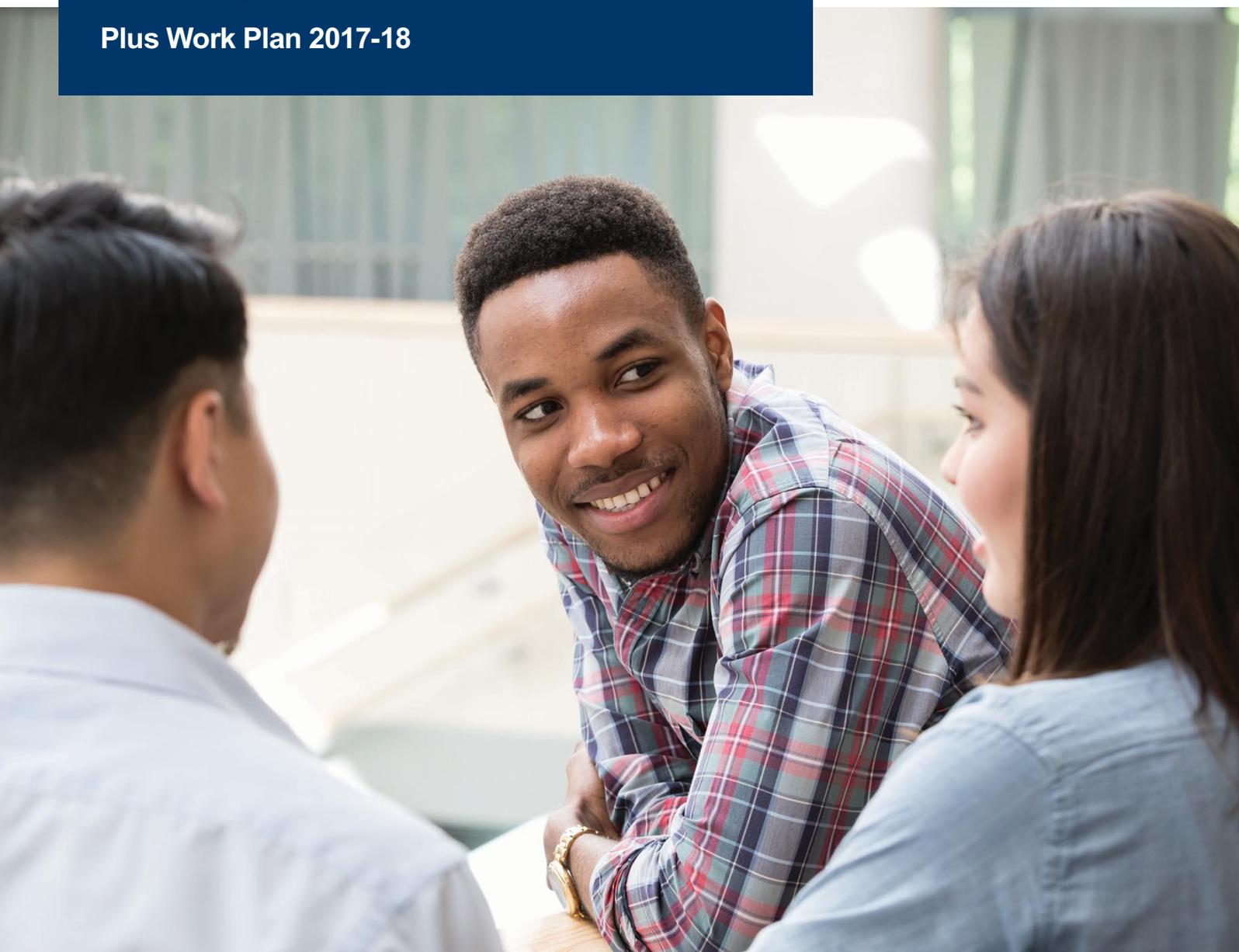
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1 INTRODUCTION AND EXECUTIVE SUMMARY

Supporting and advancing equality, diversity and inclusivity

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

- the University having appropriate arrangements 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 and the identification of strategic priorities over the forthcoming year.

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

This report is also future-focused, identifying the University's strategic EDI priorities beyond the next academic year (Section 6, Strategic Challenges and Plans to Address Beyond 2017-18). These priorities have been developed around areas that require improvement, as identified in this report, institutional plans and trends identified in Section 5, Monitoring and Compliance. The EDI Work Plan for 2017-18 is also included to ensure transparency and accountability against our stated priorities for the next year (Section 7, Work Plan).

Wherever possible, and specifically in relation to EDI monitoring, the University's progress is benchmarked against data provided by the Equality Challenge Unit (ECU).[1] This process allows the University to consider its performance against the higher education sector, with a view to taking on board and leading in EDI best practice.

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 University of Kent's governing body, University Council. The Code of Governance states that: *'Governing bodies will commit to the achievement of equality of opportunity and diversity throughout the institution…The governing body must promote equality and diversity throughout the institution, including in relation to its own operation.'*

In common with the rest of the sector, the University Council recognises there is more to do in terms of ethnicity and disability to build a more diverse Council, having made good progress in gender balance over recent years. At the March meeting the Lay Appointments Committee (a sub-committee of Council) agreed to consider advertising for new lay members at its meeting in June when it would also review its recruitment materials. The Deputy Secretary of the Council attended a Leadership Foundation event regarding equality and diversity on boards in 2016.

HEIs are also required to comply with an extensive equality and diversity legislative framework, and governing bodies are legally responsible for ensuring the compliance of their institution. The governing body must ensure the University's governance arrangements are consistent with the Equality Act 2010.

As a public body (as defined in the Equality Act 2010), the University is also subject to the Public Sector Equality Duty. This means the University must have due regard to:

- the elimination of unlawful discrimination, harassment and victimisation
- the advancement of equality of opportunity between people who do and do not share a protected characteristic
- the fostering of good relations between people who share and those who do not share a protected characteristic.

This Duty means going further than simply avoiding discrimination; it requires the active promotion of equality in the above areas. The governing body must also satisfy itself that agreed EDI action plans consider the Duty in relation to University employees, when developing policy and in delivering services.

Additionally, there is evidence that board diversity promotes more constructive and challenging dialogue, which in turn can improve governance outcomes[2]. As a result, there is a strong business case to embed diversity within the University's governance arrangements, in addition to its legal obligations.

University of Kent: committee responsibilities

The Staff Policy Committee (SPC) is the management committee responsible for EDI across the University workforce. Its terms of reference include oversight of this annual report prior to its consideration and endorsement by Council.

The Student Experience Board is the Senate committee with responsibility for the oversight of EDI in relation to students within the University in a range of strategic areas. Throughout the academic year the Student Experience Board receives reports from the Student EDI Operations Group which acts on delegated operational responsibility for student equality, diversity and inclusivity.

These three committees report through the relevant Executive Group members (as outlined in Section 2, Formulating Strategy) to the Vice-Chancellor. The Vice-Chancellor provides overall leadership and each Executive Group member champions one or more protected characteristics (as defined in the Equality Act 2010).

In addition to the relevant management committees, the Executive Group has a critical role in leading EDI at the University of Kent. The Executive Group also receives and reviews the EDI report prior to formal endorsement by Council.

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1 The University of Kent benchmarks against HEI sector data published by the Equality Challenge Unit, *Equality in Education: 2017 Statistical Report.*
2 Based on information published by the Equality and Human Rights Commission, 'How to improve board diversity: a six step guide to good practice': www.equalityhumanrights.com/en/search?text=board+diversity

1 INTRODUCTION AND EXECUTIVE SUMMARY (CONT)

Employees and students working together

The University recognises that a close working relationship with Kent Union is crucial to its stated aim to place EDI at the very heart of the institution. The University is proud that Kent Union has one of the highest participation rates in voting for the leadership elections in the South East, with 57% of students actively participating in Kent Union. Student representation is integrated into EDI governance at all levels of the University, for example, at the Student Experience Board and the Student EDI Operations Group, which meet termly, as a minimum, or at least three times a year. In addition, Kent Union has its own HR committee and EDI committee, employing approximately 300 student staff.

2016-17 highlights

Throughout 2016-17, the University has progressed a range of EDI initiatives. The information below provides an overview of Kent's key EDI achievements, a snapshot of Kent's workforce demographics and an outline of key areas for future action (more detailed information is provided in Section 5: Monitoring and Compliance and Section 7: Work Plan). More detailed examples of actions and events that have taken place in 2016-17 to change culture and practices and to promote EDI are set out in Sections 3 and 4, with Section 2 focusing on supporting policy development and project work.

University

- The number of female professors at Kent has increased from 27% in 2015-16 to 30% in 2016-17. An increase of 3% indicates that Kent's continued efforts to increase the number of female professors have been highly effective.
- This continued increase of 3% from last year represents a continued success story for Kent, particularly as the gender imbalance in the professoriate is a significant driver of the University's gender pay gap.

- The University's ongoing efforts and success in addressing its professorial gender imbalance have been recognised by the *Times Higher Education* (THE). A recent article identified that Kent has shown the second largest improvement in the proportion of female professors (between 2012-13 and 2015-16) among all UK universities with 150+ professors.[3]
- The University was awarded a Gold rating in the Teaching Excellence Framework (TEF), the highest rating available.
- Kent appointed its second female Vice-Chancellor, Professor Karen Cox. Through the procurement process for an executive search agency to support this selection process, Kent gave weight to the ability of each supplier to reach and attract a diverse range of candidates (with a focus on under-represented groups).
- Kent's staff and student EDI network was identified by the Equality Challenge Unit as an exemplar for its work during the academic year, delivering outcomes that benefited both the individual and the University.
- The University was shortlisted for the University of the Year (2015) for its Valuing Everyone EDI initiative, which was included in previous reports.

Employees

Key achievements:

- In June 2017 the University launched a new all-staff rolling survey designed to gauge staff perceptions and experiences of Kent as a place to work. The results of several EDI-related questions in Phase 1[4] of the survey were particularly encouraging: **88% of respondents agreed or strongly agreed that 'the University's diversity policies and procedures are respected and promoted'**; and **95% agreed or strongly agreed that their 'school/department uses female employees as well as men as visible role models'**.[5]

- It is encouraging that the Phase 1 staff survey results indicated there were **no significant differences in the level of positive responses based on gender, ethnic origin or staff group**.[6]
- In spring 2017, the Employee Relations and Business Partnering (ERBP) team commenced work with trade union colleagues to agree a memorandum of understanding to support the Trade Union Congress (TUC)[7] Dying to Work Charter. In August 2017 **the University of Kent will be the first UK university to sign the charter**, which provides additional protection and support to employees who are diagnosed as terminally ill.
- A new HR/payroll system, Staff Connect, has been implemented and includes self-service functionality, **enabling staff to update and maintain their personal details and EDI information and provides much improved management information capability**. This is an important step in providing the baseline data and information required to fully understand and explore Kent's EDI profile and staff experience.
- **631 employees have used this** self-service technology to update their EDI data since the system was launched and 22 new equality-related standard reports have been written and made available to relevant staff within the University.
- **The University created a dedicated Athena SWAN team,** led by Professor Sarah Vickerstaff. This team includes a full-time project manager, data analyst, adviser and postdoctoral researcher, bringing significant additional expertise, skills and experience to support the University with both institutional and School submissions for Athena SWAN accreditation.
- The **HR EDI Governance Group has been firmly established**. This Group meets regularly and provides strategic oversight of employee EDI initiatives, monitors EDI developments and critical incidents, identifies tangible actions to underpin the University's commitment to EDI and rigorously monitors implementation of the EDI Action Plan.

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3   'One in three UK universities going backwards on female professors', 25 May 2017, *Times Higher Education* (Accessed 1 December 2017): www.timeshighereducation.com/news/one-in-three-uk-universities-going-backwards-on-female-professorships

4   The Phase 1 survey group were largely Professional Services staff. Remaining schools and departments will be surveyed throughout 2017-18. University-wide reports will be made available via the website once all phases have been completed and surveyed.

5   Through activities such as staff inductions, presentations and recruitment events.

6   Staff Survey Summary Report (June 2017): page 4

7   The *Dying to Work Charter* guarantees certain rights for employees facing a terminal diagnosis. Further information is provided on the Trades Union Congress website: www.dyingtowork.co.uk

- **Kent launched Guaranteed Minimum Hours (GMH) contracts** for hourly paid lecturing (HPL) employees as part of the University's commitment to valuing its flexible workforce.[8] Across the 2016-17 academic year a total of 109 new HPL employees were engaged using GMH contracts. The gender split for the 109 employees is not significant, showing a fairly even split of 46% male and 54% female. However, when we review the 109 employees as a gender/age comparison, there are more females than males in the 26-35 age group (30 female to 16 male). In the next age group of 36-45 this drops to 7 female against 16 male. Further investigation needs to take place to identify possible causes and if there are any underlying issues that the University needs to address. Since the GMH contracts were launched, 399 current employees (48% female and 52% male) have been offered improved employment security and a significant step has been taken to equalise terms across all parts of the University's workforce.
- **Kent is the first University to publish a Senior Reward policy,** setting out transparently its approach to the setting and review of pay for the most senior staff at the University and making clear its commitment to manage and eliminate any gender pay gap anomalies.
- **The University has implemented a major part of its equal pay action plan**, responding to the audit carried out in 2015. The audit identified a gender pay gap amongst senior members of professional services staff of 9%. Detailed work supported by Korn Ferry Management Consultants[9] eradicated the pay gap for the majority of those staff, where it persisted provided evidence of objective justification in the majority of cases and provided the foundations of the next stage of a plan to finally resolve a small number of outstanding issues.

Key demographics

- Thirty per cent of professors at Kent are female.
- Seventy-six employees took maternity, adoption, paternity or shared parental leave this year.
- The gender composition of the University's workforce is the same as last year (55% female) and matches that of the sector overall.
- Sixty (of sixty-one) formal requests for flexible working were agreed this year. The number of requests has increased by eight since last year.
- Ten per cent of employees identify as black or minority ethnic (BME), which is slightly above the population in south-east England (9.4% BME) and above that of the county of Kent (6.3% BME).[10]
- Five per cent of all employees have disclosed a disability, which is slightly higher than the sector figure of 4.6%. While the level of disclosure is relatively low, it sits above the sector average and has more than doubled since 2012-13. The University is encouraged by this result as disclosure can be an indicator of a perception of a positive culture for supporting employees with a disability.
- Overall, mental health disorder cases referred to Occupational Health (OH) increased by 39% in the last year, up from 89 cases to 124. There is a rise of 17.3% across the work-related and work-associated categories combined[11].
- Among employees at Kent, 37.4% have indicated that they have 'no religion' and 28.9% indicate that they are Christian.
- Four per cent of employees identify as a combination of LGB or 'other' sexual orientation, which is higher than the sector's LGB figure of 2.5%.
- One hundred and five different nationalities are represented across the University workforce.

Student

Key achievements:

- The development of the **BME Student Voices Report produced by Kent Union.**
- **Identification of Kent Inclusive Practices (KIPs)** by the OPERA (Opportunity, Productivity, Engagement, Reducing barriers, Achievement) Project as a mechanism to communicate simple but powerful improvements to learning and teaching delivery for students with a known disability.
- **Introduction of the SafeZone app and Sexual Assault Responders at Kent**, alongside the development of guidance for staff and students regarding cases of sexual misconduct, sexual assault or rape.
- **Extension of the Student Success Project for the next five years** and its positive recognition as part of the University's TEF Gold accreditation.
- **The development of the Expect Respect @ Kent e-learning module** which raises awareness of Kent's Student Charter, Dignity at Study policy, issues around sexual respect and the support available to students.
- **A Wellbeing Map was developed by Student Services and Kent Union for the examination season** to promote spaces on campus that would help students combat stress and facilitate good mental health.

Key demographics:

- Female students were better represented among non-UK-domiciled students (58.83%) than among UK-domiciled students (51.13%).
- The student BME population (UK domicile) has increased year on year since 2011-12 to 24.58%. Among the UK-domiciled student population at Kent, 12.69% identified as Black, much higher than the ECU national benchmark of 6.70%.
- The proportion and number of Kent students declaring a disability has increased since 2011-12, rising from 8.08% of all students disclosing a disability to 13.83% in 2016-17, with students disclosing a mental health difficulty representing 5.33% of the student population.
- The number of students requiring alternative arrangements for exams increased by 128 students at the Canterbury campus, but decreased by 43 students at the Medway campus.

8   HPL employees are lecturers with a variable work load and no contractual guarantee of minimum working hours.
9   Korn Ferry Management Consultants are specialist reward and job evaluation consultants and design and maintain the HAY Job Evaluation scheme used by the University
10 Extracted from the 2011 Census: www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/equality-and-diversity-data#tab-3
11 Extracted from the SHE annual report 16-17 – refer to Section 5 under Disability (Wellbeing) for more information.

1 INTRODUCTION AND EXECUTIVE SUMMARY (CONT)

Key areas for action

The University's strategic EDI priorities for the 2017-18 academic year are informed by the trends identified in Section 5 (Monitoring and Compliance), feedback and improvements provided by employee diversity networks, external developments in EDI and the broader strategic priorities of the University (for example, the objectives outlined in Kent's People Strategy 2015-20).

Shared

- The University of Kent seeks to continually place EDI at the very heart of its operations. Kent is proud of this approach. Throughout 2017-18, the University will promote this commitment.[12]
- As part of the University Plan 2015-20, Kent committed to engage with employees, students, alumni and other stakeholders to ensure the University brand is synonymous with excellence. As part of this broad commitment, it will continue embedding equality, diversity and inclusivity through change projects, the delivery of specific EDI-related development programmes and the ongoing review of its policies to reflect best practice.
- Kent recognises that participating in joint student/employee initiatives provides overwhelming benefits to the entire University community. It will identify several diversity events and work with students to celebrate and increase EDI across campus (for example Disability History Month, LGBT+ History Month and Black History month).

Employees

- The data in Section 5 underscores the need to address the underrepresentation of BME employees. In addition to fully exploring the implications of signing the Race Equality Charter, the University will progress the development of a targeted recruitment strategy to increase the University's BME employees.
- The institution is committed to addressing its gender pay gap. This is a matter of social justice, evidenced by the broader community's increasing level of interest and scrutiny of this problem. Kent published its first gender pay gap report[13] and will implement (or continue to implement) a range of initiatives aimed at reducing the pay differential between male and female employees.
- The University recognises an apprenticeship scheme may enhance the diversity of its workforce. Consistent with the University Plan 2015-20, the University is committed to expanding apprenticeships and will continue developing a proposed Kent-supported scheme throughout 2017-18.
- Kent recognises that employing people with known disability and enabling them to reach their potential is central to the creation of a diverse and multi-perspective workforce. The University will implement the new Disability Confident employer scheme and follow the best practice guidance.
- Kent has explicitly committed to (a) achieving an institutional-level Athena SWAN bronze award and (b) supporting Schools to achieve, renew and/or increase their existing award. As part of this commitment, the University will continue to resource and support the comprehensive set of actions underpinning its Athena SWAN submission.
- A wellbeing strategy will be developed during 2017-18 to guide wellbeing (including mental health) activity across the University[14].

Student

- To implement the Kent Inclusive Practices (KIPs), roll out the online staff accessibility module and map the University of Kent for students with known disabilities (*EDI Work Plan 2017-18: 1.1*).
- To design and embed a range of initiatives to assist in reducing the BME/White student attainment gap (*EDI Work Plan 2017-18:1.16*).
- To continue the work of the Violence Against Women and Men on campus Steering Group, implementing a series of initiatives designed to raise student awareness of consent and support students who have been victims of sexual assault (*EDI Work Plan 2017-18: 2.16*).
- To investigate further initiatives to support the growing number of students disclosing mental health conditions and create an environment where those students who have not disclosed a mental health condition feel safe to do so (*EDI Work Plan 2017-18:2.27*).

Denise Everitt
Senior Deputy Vice-Chancellor
and Chief Operating Officer
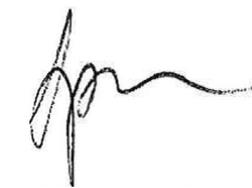
Professor April McMahon
Deputy Vice-Chancellor Education

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12 The HR Excellence Awards are the most sought after and the longest-running awards in the field of HR. They recognise the organisations and individuals pushing the boundaries of people strategy. For more: www.hrexcellenceawards.com
13 For more: www.kent.ac.uk/hr-equalityanddiversity/gender%20pay%20gap%20reporting/genderpaygapreport2017.pdf
14 Refer to Section 5 under Disability (Wellbeing) for more information.

2 FORMULATING STRATEGY

During 2016-17 a significant amount of work has been undertaken to develop and embed EDI into the strategic operations of the University, ensuring that EDI remains at the heart of the institution. This section highlights some of those strategic initiatives that align with the actions specified in the Formulating Strategy section of the EDI Work Plan 2016-17.

University level

Council

The broader aim of building a diverse and inclusive University community that fosters equality of opportunity is supported at the highest levels of the institution, including the University Council. Council regularly consider matters pertaining to EDI in addition to receiving, discussing and, ultimately, endorsing this report.

Particular efforts have been made over recent years to expand the diversity of the University's Council membership. For example, Council commissioned its first comprehensive EDI data monitoring exercise in autumn 2014 which has improved the evidence base to better understand the breadth of its diversity.

Females are well represented with 36% (nine of 25 members). This represents a slight decrease from the previous year; however, the mandatory inclusion of certain office holders, such as the President of the Student Union, has impacted the Council's gender balance. Notwithstanding this decrease, 36% female representation exceeds our commitment to have at least 30% female members on University Council.[15]

In common with the rest of the sector, the University Council recognises that there is more to do in terms of ethnicity and disability to build a more diverse Council. At its March 2017 meeting, the Lay Appointments Committee (a sub-committee of Council) agreed to consider advertising for new lay members at its meeting in June, when it would also review its recruitment materials and the degree to which these appeal to the widest audience.

Update of the Kent People Strategy 2015-20

The Kent People Strategy 2015-20 was launched in 2016, as noted in the 2015-16 report. During 2016-17, the Human Resources leadership completed EDI mapping against the Strategy's objectives to articulate a clear relationship between institutional planning and EDI. Additionally, the HR EDI Governance Group that was formed last year scrutinises these targets, ensuring tangible progress is made against specific actions. The various employee equality networks also contributed to the development of the Kent People Strategy 2015-20. Throughout 2016-17, networks have played an important role by actively promoting EDI initiatives thereby promoting Kent's broader commitment to workforce diversity. Further information about their achievements is provided in Section 4.

Recognition of Kent's commitment to EDI[16]

The 2015-16 report noted Kent's shortlisting for two *Times Higher Education* 2015 awards: Outstanding Support for Students, and University of the Year. This was particularly significant from an EDI perspective as shortlisting was partially based on the Student Success Project and the Opportunity, Productivity, Engagement, Reducing Barriers, Achievement (OPERA Project).

The University is encouraged that its genuine commitment to EDI was further recognised through the TEF Gold award. This is a significant achievement, with only 20% of UK universities and other higher education institutions awarded Gold. The TEF Statement of Findings reported that Kent 'students from all backgrounds achieve consistently outstanding outcomes. Very high proportions of students from all backgrounds continue with their studies and then progress to employment, notably exceeding the provider benchmarks.'

The University's ability to create opportunity for all students, regardless of their background, was commented on by the TEF panel who noted the University has a systematic approach to embedding employability in the curriculum. Additionally, the TEF panel recognised the institution's approach to increasing the employability potential of students through the acquisition of skills and knowledge that are highly valued by employers.

The Recognising Excellence in Education Project (REEP)

The University is keen to build on its recent success in being awarded a Gold rating in the TEF and has initiated REEP to review its approach to achieving excellence in education and the student experience through its key people practices. The project draws on commitments in the University of Kent's Education and Student Experience Strategy, the People Strategy and national sector initiatives, and will ultimately result in a transparent 'Academic Career Map' articulating the contributions, behaviours and achievements required at each level of academic careers. The Academic Career Map will form an important foundation stone for employees and University management to make informed career choices and consistent decisions that avoid bias and help to eliminate disadvantage in the career management and recruitment processes.

Vice-Chancellor and President[17]

On 20 January 2017, the University Council confirmed the appointment of Professor Karen Cox as its sixth Vice-Chancellor and President with effect from 1 August 2017.

Professor Cox has already made an important contribution to the University's EDI priorities at the highest level by joining the Athena SWAN self-assessment team and becoming an Executive Group EDI Champion. Further information about the Vice-Chancellor's EDI work will be provided in next year's report.

In addition to the appointment of Kent's second female Vice-Chancellor, the recruitment process itself demonstrates the University's commitment to place EDI at the very heart of the institution. As part of Kent's executive search agency procurement process, the University's criteria included an ability to reach and attract a diverse range of candidates, with a focus on underrepresented groups. The importance of this criterion factored heavily in the University's final choice and led to extensive discussions with prospective providers.

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15 This commitment has been through the University's membership of the 30 per cent Club: 30percentclub.org
16 Work Plan Action 2016-17: 1.4
17 Work Plan Action 2016-17: 1.6

2 FORMULATING STRATEGY (CONT)

Employees

Executive Group (EG) EDI Champions[18]

The EG EDI Champions embrace the University's EDI agenda and recognise the University's obligation to ensure employees and students benefit from a higher education irrespective of difference.

The following list of Executive Group members reflects the EDI Champions throughout the 2016-17 reporting period. The list was revised to reflect changing responsibilities and the recent appointment of the Vice-Chancellor and President, Professor Karen Cox.

For the 2016-17 year, the Executive Group Champions were:
• Professor Dame Julia Goodfellow (Vice-Chancellor and President): Gender (employees) and Lesbian, Gay, Bisexual, Transgender (LGBT+)

• Denise Everitt (Senior Deputy Vice-Chancellor and Chief Operating Officer): Age; and Disability (employees)
• David Nightingale (Senior Deputy Vice-Chancellor and Provost): Race/Ethnicity
• Professor April McMahon (Deputy Vice-Chancellor Education): Gender (students); Disability (students)
• Professor Philippe de Wilde (Deputy Vice-Chancellor, Research and Innovation): Marriage and Civil Partnership
• Jane Higham (Director of Finance): Pregnancy and Maternity
• Dr Keith Lampard (Secretary to the Council): Religion or Belief

The names and contact details of current EDI Champions are provided on the University's website and are regularly included in relevant corporate communications. The recently revised responsibilities of each Champion will be reflected in the 2017-18 EDI Annual Report.

'I came to the University of Kent in September 2016 and am proud to be the EG "champion" for disability. I was first in my family to go to university and it opened up so many options for me and gave me huge respect for the many people I have met with different strengths, needs and experiences. It's a privilege and a duty for us in higher education to make sure everyone who can benefit has the confidence and the opportunity to join us.'

Professor April McMahon,
Deputy Vice-Chancellor (Education),
EG Champion for Disability

'I joined the University in 2014 and it was a pleasant surprise to discover that we have Executive Group champions for several groups of employees. As champion for marriage and civil partnership, I recognise that pressures in the workplace can impact our personal relationships. I support equality, diversity and inclusion initiatives which seek to address these challenges.'

Professor Philippe de Wilde,
Deputy Vice-Chancellor (Research and Innovation), EDI Champion for Marriage and Civil Partnerships

Support for employees following the referendum decision to leave the European Union[19]

Continuing to provide comprehensive support and guidance for EEA nationals is a vital element of the University's Internationalisation Strategy[20] and People Strategy. The Government's decision to leave the European Union raises particular challenges and questions for the University, as the UK's European university, to consider. The University has worked hard and consistently since the referendum to develop a strategy aimed at engaging with employees most directly impacted by the referendum and ensuring that they feel supported and motivated to remain at the University.

Revised approach to Athena SWAN[21]

The University Plan 2015-20 includes a commitment to achieving Bronze status in all schools and to reaching Silver in science schools that already hold Bronze. The University recognises this is a significant commitment, necessitating investment, executive-level oversight and support and promotion across the entire institution.

To ensure Kent is well-placed and appropriately resourced to meet this challenge, it has developed a new project plan and expanded team which reflects the importance and scale of work that needs to be done. The new project team receives ongoing funding for additional employees and a postdoctoral researcher based in the School of Social Policy, Sociology and Social Research (SSPSSR) who can undertake research to support the Athena SWAN applications. This team has an academic lead (Professor Sarah Vickerstaff) but is located alongside Human Resources (HR) and works collaboratively with Kent's HR professionals to leverage maximum expertise and resources to support its work. The University is encouraged by the new project plan's positive impact on the progress of its institutional submission and, in addition to the close working with HR, through the membership of the Athena SWAN lead on the Staff Policy Committee, the University will seek to ensure a coherent and embedded approach to the recommendations flowing from the Athena SWAN work.

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18   Work Plan Action 2016-17: 1.3
19   Work Plan Action 2016-17: 3.18
20   Further information is available at www.kent.ac.uk/global/int-strategy.html
21   Work Plan Action 2016-17: 1.8 & 1.11

The University's Athena SWAN Working Group (ASWG) plays a key part in Kent's Athena SWAN activity and institution applications. For example, in preparation for the Bronze renewal application in 2017, the ASWG identified a number of barriers to equality of access and identified the actions required to challenge and where possible remove these barriers. The ASWG is supported by the Athena SWAN team which provides ongoing logistical and strategic support for the University's institutional and school-specific submissions. Professor Vickerstaff is chair of this group and, as a senior researcher, recognises the connection between Athena SWAN and the University's broader EDI framework.

'My current research is on older workers and retirement in which the intersections between gender and age are very clear. Through Athena Swan we have an opportunity to make a real difference not just to gender equality issues but to all forms of unequal access and development.'

Professor Vickerstaff,
School of Social Policy, Sociology and Social Research

Kent-supported apprenticeship scheme

From May 2017, Kent, like many large employers, started paying an apprenticeship levy of 0.5% on total salary costs. These funds can be used to develop existing and new employees, using apprenticeship standards and frameworks from Levels 2-4 to Higher and Degree Levels 5-7.

From June 2017 the Learning and Organisational Development (L&OD) team commenced extensive research and scoping activity by working with managers to establish how the levy might be maximised to benefit the University and its staff. The conclusions of this work will be considered by the Staff Policy Committee in the next academic year and then presented to the Executive Group to inform Kent's Apprenticeship Strategy.

In addition to increasing the diversity of the University's workforce – for example, only 10% of employees are BME[22] – an apprenticeship scheme could be used to target BME and other protected groups to help increase diversity in the workforce; the levy fund can be used to increase employability options for students and the local community through a 'grow your own' approach.

Kent is fortunate to have its own Centre for Higher and Degree Apprenticeships. The University has delivered higher apprenticeships since 2011, working with industry-leading employers including GlaxoSmithKline, Pfizer, AstraZeneca, Novartis and Unilever. The Centre created in 2016 will build on Kent's existing experience. The Centre works in partnership with regional and national employers to develop apprenticeships tailored to their needs, but also has an important role to play within the University, supporting academic schools on all aspects of delivering apprenticeship training and acting as a provider to existing and new employees.

Continuing to embed EDI practices across Human Resources

In 2016, we reported on the departmental restructure of the HR team (agreed by the Executive Group in 2015). A key objective of the restructure was to embed EDI activity into all HR functions. This approach means that each HR team will advise and undertake practical improvement work on EDI-related issues relevant to their portfolio and meet to discuss cross-cutting issues and agree actions in an HR EDI Governance Group.

The embedding of EDI is also supported by several working groups. This includes the Student EDI Operations Group and the newly constituted committee for workplace EDI, the HR EDI Governance Group. Various other working groups and subcommittees, often with a specific EDI remit, support the University's ongoing objective to be a truly diverse institution.

Students

Black and Minority Ethnic (BME) Student Voices report[23]

In 2012, Kent Union created its first Liberation Strategy which set out the Union's organisational priorities regarding marginalised groups. During 2015-16 Kent Union secured funding from the University to undertake a research project to understand student views on the Union, culminating in the production of the BME Student Voices Report in 2016-17. This report aimed to shape the work of Kent Union and help further engage and develop the student experience for BME students. The aim of the research was to identify the barriers which may prevent BME students from engaging in the co-curricular activities Kent Union offers and to propose recommendations to tackle the participation gap in leadership roles at Kent Union, foster a sense of belonging for BME students at the University and contribute to tackling the attainment gap that exists between white and BME students.

The student-led two-year project aimed to embed initiatives that resulted from the recommendation of the research throughout the 2016-17 academic year, in parallel with the Student Success Pilot (EDI) Projects within academic schools. The aim was to empower BME students at the University to achieve their full potential while studying and to enrich their student experience through the sharing of cultures and histories, to create a world where all narratives are equal.

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22   The figure of 10% BME has been static at Kent since 2014-15, additional information on ethnicity breakdowns can be found in Section 5.
23   Work Plan Action 2016-17: 1.16

2 FORMULATING STRATEGY (CONT)

The recommendations arising from the report were presented at relevant Student Union and University committees, including the Kent Union BME Student Voices Steering Group, Campaigns and Policy Committee, Student EDI Operations Group and Office for Fair Access Equality and Diversity (OFFA E&D) Steering Group, and the Student Experience Board (SEB). One of the recommendations from the research was to have more BME speakers visiting campus. As a result, an event was held ahead of leadership elections, with Ayo Akinrele, Vice President of Welfare at Liverpool Hope Students' Union, at which he spoke about his personal leadership journey and encouraged BME students to consider standing for election during Kent Union's leadership elections.

Opportunity, Productivity, Engagement, Reducing Barriers, Achievement (OPERA) Project[24]

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

There is still significant work to be undertaken before the University can claim to become a completely inclusive institution. However, through this work Kent is demonstrating that it is an institution that values inclusivity and has the ability to accommodate inclusive methodologies and cultures. Institutionally,

Kent is demonstrating that it is prepared to listen to the inclusive message and embed it into the work undertaken within academic schools and departments. Results of this are starting to become clear through inclusive curriculum design, procurement, learning and teaching, library resources, digital literacy, web design, hospitality, module and programme specification and the wide use of inclusive vocabulary that is permeating into key university strategies.

The partnership with Jisc afforded Kent the opportunity to refine, tailor and develop inclusive methodologies, confident that they reflect good practice derived from Jisc's many years of leading digital inclusion initiatives. This enabled Kent to fast-track progress and has led to an increase in institutional confidence, which includes knowing how to deal with multiple accessibility issues, as well as building numerous platforms to develop mainstream inclusive practices to improve the student experience at Kent.

Key achievements so far include the following:
- Identification of Kent Inclusive Practices (KIPs) as a mechanism to communicate simple but powerful improvements to learning and teaching delivery, informed by analysis of frequently requested Inclusive Learning Plan (ILP) adjustments and documentation of mainstream alternative approaches. Embedding these adjustments will improve the learning environment for all students, reduce the need for retrospective adjustments and lessen the reliance upon ILPs. KIPs reinforce the measures for inclusive module design described in module and programme specification documentation and have been endorsed by the University of Kent's Education Board, who highlighted the key role KIPs would play in quality assurance measures such as the Teaching Excellence Framework (TEF). The guidance document for delivering KIPs in academic roles indicates how to embed KIPs within a school to ensure that students have access to the resources and information needed to study independently. More information is available at www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html

- Development of an online staff accessibility literacy module on Inclusive Learning and Teaching Strategies (co-developed with the University of Southampton). The module harnesses resources created for the FutureLearn Inclusive Learning and Teaching Environments Massive Open Online Course (MOOC) and features Kent students and staff discussing experiences of inclusive practice and innovative ways of removing barriers. The module will be available to all Kent staff as part of ongoing continuing professional development (CPD), as a key vehicle for raising awareness of good inclusive practice in learning and teaching. The FutureLearn course can be accessed via www.futurelearn.com/courses/inclusive-learning-teaching

Policies and guidance

Dignity at Study review[25]

Following on from student feedback after Black History Month 2016, a full review of the Dignity at Study policy was undertaken during 2017. The new Respect at Kent policy will be considered by the Student Experience Board in February 2018.

Guidance for staff on the role of the College Master in cases of sexual misconduct, sexual assault or rape[26]

It was recognised that staff members who were first responders in cases of sexual misconduct, sexual assault or rape were often not aware of the support role offered by the College Master to both the survivor and alleged perpetrator where accusations were made against students. Guidance to clarify this area was developed by the Violence against Women and Men on Campus Steering Group and would be approved in the 2017-18 academic year. The case was also made to recruit a wellbeing adviser/independent sexual violence adviser for 2017-18 to support the bystander initiative.

24 Work Plan Action 2016-17: 1.18
25 Work Plan Action 2016-17: 2.36
26 Work Plan Action 2016-17: 2.19

Guidance for students who have been accused of sexual misconduct, sexual assault or rape[27]

It was recognised that the University had a duty of care to support students who were accused of sexual misconduct, sexual assault or rape while investigations were underway. Guidance for students who had been accused of sexual misconduct, sexual assault or rape was developed by the Violence against Women and Men on Campus Steering Group and approved by the Managing Student Conduct Group and Student Experience Board.

Ramadan guidelines[28]

The fast of Ramadan can be draining for individuals and frequently coincides with the examination season for students. Ramadan guidelines were developed by Student Services in March 2017, in association with the Canterbury Mosque, to better support students practising the Ramadan fast while undertaking examinations. These guidelines can be located at www.kent.ac.uk/csao/exams/beforetheday.html

Religion and belief guidelines[29]

The University of Kent religion and belief guidelines were reviewed and updated by Student Services in August 2016 and approved at the Chaplaincy Annual General Meeting (AGM). These guidelines provide advice and information for both staff and students with regards to various aspects of religious observance at the University of Kent.

Student Success (EDI) project transition[30]

Phase 1 of the Student Success (EDI) project drew to a close at the end of the 2016-17 academic year. While the impact on attainment gaps was positive, the University acknowledged it needed an ongoing commitment to reducing attainment gaps and developing inclusive practices. Dedicated resources will ensure that the institutional research programme continues for the next five years. Seven schools with the highest population of students at risk of underperformance will be targeted and a mixture of academic and project staff would be employed to review local practices and drive change within our educational practices.

The Student Success project was instrumental in the University of Kent gaining a Teaching Excellence Framework (TEF) Gold Award in June 2017.

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27 Work Plan Action 2016-17: 2.16
28 Work Plan Action 2016-17: 2.33
29 Work Plan Action 2016-17: 2.32
30 Work Plan Action 2016-17: 2.28

3   BUILDING AND EMBEDDING AN INCLUSIVE CULTURE

During 2016-17 a number of reviews and projects have focused on educating staff and students about EDI, ensuring policies and procedures encourage an inclusive approach within the University. This section highlights some of those initiatives that align with the actions specified in the Building and Embedding an Inclusive Culture section of the EDI Work Plan 2016-17.

University level

Equality Challenge Unit (ECU) religion and belief call for evidence[31]

In 2016-17 the University of Kent responded to a call for evidence from the ECU, asking for examples of equality and diversity work around the protected characteristic of religion and belief relating to employees and students.

The University of Kent responded with three submissions: the student Ramadan Guidelines, the University of Kent religious events calendar, and Worldfest, the annual cultural celebration of religion and nationality.

The ECU plans to release a compendium of best practice in 2018, and reported back to Kent in the following terms:
'Your contributions have added to our understanding of these issues for the sector in preparation for the guidance.'

Jessica Moody,
Senior Policy Advisor, ECU

Student Success (EDI) Project Employees Symposium, Professor Kalwant Bhopal from the University of Southampton

Sector-leading EDI practice – call for evidence[32]

In April 2017, the ECU reported on sector-leading and innovative practice to advance Higher Education Information (HEI) EDI. The report highlighted the University of Kent's EDI network as a particularly strong example of a network that is providing outcomes which benefit individual members and improvements across their host institution. This report was subsequently provided to the Higher Education Funding Council for England (HEFCE) and published on its website.

Gender-neutral toilets and map[33]

In November 2016 work was undertaken by the Estates department, in consultation with the employee and student EDI teams, to agree on signage for gender-neutral toilets across both Canterbury and Medway campuses. There has been significant progress to implement this initiative, including consultation with a broad cross section of stakeholders.[34] This signage, in conjunction with the development of a gender-neutral toilet map, is likely to be published in 2017-18.

Employees

Student Success (EDI) Project Employees Symposium

On 26 October 2016, 110 employees attended the Student Success (EDI) Project Employees Symposium 2016. The Senior Deputy Vice-Chancellor and Provost, David Nightingale, gave an overview of the project's origins.

Professor John Baldock, Pro Vice-Chancellor Learning, Teaching and Student Experience also presented an outline of the TEF setting

31   Work Plan Action 2016-17: 4.18
32   Work Plan Action 2016-17: 4.1
33   Work Plan Action 2016-17: 2.1 and 2.2
34   This included the Business Disability Forum; LGBT+ Staff Network Chair; Student Services; and the LGBT+ Staff Network Committee.

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

out its purpose and how the University of Kent can use the Student Success (EDI) project in its submission. Delegates heard from an array of employees, and presentations can be found on www.kent.ac.uk/studentsuccess

The University of Kent Code of Conduct

Kent's Code of Conduct was launched in January 2016 following consultation with staff representatives and other key stakeholders. It provides a clear set of guidelines around standards, behaviours, key policies and practices that employees are expected to adhere to in the course of their work. EDI is strongly embedded in the Code and forms one of the four key themes covered (the others being Compliance; Health, Safety and the Environment; and University Activity). The Code is fully integrated within the University's broader EDI framework by linking expected behaviours with the requirements set out in the Dignity at Work and Disability in Employment policies.

Kent's Statutes and Ordinances

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

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

Brexit response

Building on the University's work from last year, Kent has continued to provide assistance and support for our European Union (EU) employees. The University will work with Universities UK and the University and Colleges Employers' Association (UCEA) to provide institution data and case studies to be presented to the UK Government. This will be presented to help inform the UK's immigration system post Brexit.

The HR Brexit Group continued to meet regularly and supported a range of programmes to educate and support EU employees and their families. The key events throughout the year included the following:

- Eleven presentations were delivered, facilitated by a specialist immigration solicitor covering Brexit and EEA rights, permanent residence and naturalisation applications. Up to 25 employees attended each of the presentations, including some from Canterbury Christ Church University. Many of the attendees took advantage of the opportunity following each presentation to network with colleagues and also to ask questions related to their own situation.
- Video presentations were provided on completing permanent residency application forms and a guide to completing naturalisation applications. Those who attended the presentations were also given a free copy of the Official Guide to the Life in the UK Test. Feedback from the presentations was excellent with over 85% of attendees agreeing that they felt supported by the University.
- An EU employee and family network event was held on Saturday, 20 May 2017. As well as providing affected employees and their families with a networking opportunity, the event provided employees with the opportunity to attend topical pop-up information sessions run by an immigration solicitor.
- The Brexit loan scheme will be provided until further notice and made available for EU employees who require an interest-free advance to help support residence applications and other referendum-associated costs. The loan has also been extended for use by UK residents wishing to support applications made by their EU family members.

The HR Brexit Working Group also regularly produces and reviews recruitment data to assess the impact on the recruitment and retention of EEA employees following the referendum.

Participants found the Brexit presentations really valuable:

'I am very grateful for the support I have received so far. The presentation was great and it allowed me to ask questions and gather some additional information.'

'I'd like to thank you, and the university, for your outspoken, pro-European stance, and for the clear and supportive emails you have sent us since the referendum.'

'I've lived here for 20 years, first studying and then working at Kent and the UK's decision to leave the EU has been very difficult to process. It is not even the uncertainty as much as a sense that the 23 June vote was a rejection of everything EU citizens bring to this country.'

'In this context, coming into work every day with the knowledge that there could not be a more open, welcoming and inclusive place for people like myself has made a huge difference.'

Various attendees at Brexit presentations

Delivery of EDI training

Cross-cultural communications training

During 2016-17, the University developed cross-cultural communications training which was delivered to a pilot group of University employees. Feedback has since been collated and used to refine the scope, structure and content of the training to be delivered early in 2018. The training will be mandatory for all employees as part of the University's continued commitment to embedding EDI practice in the workplace.

Unconscious bias training (UB)

The University provided the UB 'training the trainer' session to a group of employees who have EDI-related responsibilities within their School and/or department. This programme was designed to equip employees with the necessary knowledge and materials to deliver future UB training to colleagues in their own settings. The session inspired wider discussions and attendees recognised the merit in delivering UB training to all employees. The University will review the programme prior to further delivery as it is imperative that messaging and training delivery is consistent across all sessions.

Athena SWAN awareness training

Two Athena SWAN events were held in 2016-17, themed around the meaning and value of Athena SWAN to Kent.

The then Vice-Chancellor, Professor Dame Julia Goodfellow, opened the event with a short introduction referencing her personal commitment to gender equality while also providing context for Kent's work in this area compared with the UK HEI.

Professor Goodfellow also praised the ECU for opening the focus of Athena SWAN to gender equality more broadly and identified the reach of Athena SWAN across Kent's three faculties. She said:
'We have been saying for some time that this is not just an issue isolated within the Faculty of Science and Engineering, but an issue across the wider University and across society as a whole.'

Several employees presented on issues critical to the Athena SWAN programme, including their past experience submitting a successful bronze application and the discussion of practical solutions to challenges that arose during the process. The Faculty of Social Sciences also provided a clear picture of the current data within its Schools, including the key attrition points indicated by data.

Practical workshops were also offered on the following:
- content for each Athena SWAN submission
- setting up a self-assessment team and timeline
- barriers to Athena SWAN and strategies to overcome these challenges
- inclusive job design, recruitment and selection
- writing an Athena SWAN action plan
- moving from Bronze to Silver accreditation.

Workshops were well attended on the whole and feedback was very positive.

Mental health training

The University delivered five workshops to a total of 95 employees in recognition of the ongoing need to support employees who disclose mental ill health. Workshops entitled, 'Mental Health First Aid Lite', 'Managing Mental Health at Work' and 'Mental Health for Frontline Employees' have been delivered in conjunction with the West Kent branch of MIND (a national mental health charity).

The courses aimed to provide attendees with an increased level of understanding, awareness and a greater level of confidence to interact with students and colleagues experiencing mental ill health. The course aimed to help participants develop skills in: recognising signs of mental ill health; referring employees and students with care and sensitivity; and destigmatising mental health difficulties. The courses also increased awareness of services and resources available at the University.

Feedback was positive and several participants felt the training had increased their personal confidence in how they can support colleagues and students with mental ill health.

A Mental Health First Aid Lite participant commented:
'I have learnt that it [mental ill health] is just like any physical illness and is not something which people bring on themselves or choose. Enlightening and thoroughly useful!'

Deaf awareness training

This course was offered to employees and students who wished to gain a basic level of sign language skill and learn how to interact with deaf people. It ran as a series of 90-minute sessions over a six-week period, with 12 employees attending. Very positive feedback was received and, subject to demand, the course will run again during 2017-18.

Recruitment and selection training

The HR Resourcing team delivered three training sessions over the year, with 38 employees attending. The learning objectives of the Recruitment and Selection training were to:
- understand the key elements of and be confident in using the recruitment and selection process
- increase awareness of the legal context in relation to recruitment and selection and be able to identify and mitigate areas of risk (particularly around equality legislation and individual rights)
- better understand the role of the panel and its Chair
- improve their confidence to be an effective panel member
- be able to confidently manage applications from internal candidates.

The session incorporates a range of EDI-related topics including information about the impact of unconscious bias on recruitment and guidance on how to implement a non-discriminatory recruitment process.

EDI e-learning modules

E-learning modules continued to be available to all employees, and are also integrated into learning and development interventions such as new employees' induction, internal leadership programmes, and recruitment and selection processes. The University delivered three key modules:
- **Diversity in the Workplace:** this covers a range of topics, including the legislation, bias and stereotyping, and bullying and harassment. 324 employees completed the module within the reporting period (including 12 employees from Kent Union).
- **Equality and Diversity in Recruitment and Selection**: this module is essential for all employees involved in writing job descriptions, advertising vacancies, shortlisting, interviewing candidates and chairing panels. 36 employees completed the module within the reporting period.
- **Equality Analysis**: this module is available for employees who may be required to undertake Equality Analysis as part of their work. 52 employees completed the module within the reporting period.

Mindfulness

This course was offered for employees over a six-week period during the year, with 12 employees attending. The course is designed to use meditation to help reduce and manage anxiety and stress, and enhance both personal and professional resilience.

Promoting EDI at new employees' induction events

The EDI team continue to undertake a key role in the University's new employee induction events. This provides the EDI team with direct access to new colleagues and gives an early opportunity to outline Kent's focus on building a fair and respectful campus environment. During the reporting period, five induction events took place at the Canterbury and Medway campuses, attended by 248 new employees from all levels across the University.

At these events, the EDI Manager participated in a diversity-specific session entitled 'Working

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Kitty Fairweather, Learning & Organisational Development Co-ordinator, displays the University BDF membership certificate

Workplace Conference April 2017

in an Inclusive Environment' which included an overview of strategic aims, policies and frameworks and information on current EDI initiatives. The session also incorporated an interactive quiz.

EDI policies and procedures

New Academic Leadership Allowances policy

A new Academic Leadership Allowances policy was implemented in August 2016 as a part of the Action Plan developed in response to Kent's 2015 Equal Pay Audit. The intention is to provide transparency and consistency around the application of Leadership Allowances so as not to unnecessarily inflate the gender pay gap at Kent.

Senior Reward policy

The University of Kent revised its Senior Reward policy to improve the transparency and scrutiny of the University's senior staff (for example, the Vice-Chancellor and members of Executive Group). Senior reward arrangements reflect Kent's core values of fairness, equality and respect, and its desire to create an inclusive approach to the reward of its entire workforce. The policy was adopted at Remuneration Committee on 3 February 2017.

Dignity at Work: Employees' Guide to the Informal Procedure

Responding to a request from the University and Colleges Union (UCU), the University published a new guide to the informal procedures designed to give employees and managers an 'at a glance' view of the informal Dignity at Work procedure. The guide supports the operation of the existing Dignity at Work policy that promotes the respectful treatment of employees and their protection from bullying and harassment at work.

Engagement with key EDI organisations

The University understands the importance of engaging and working with key diversity organisations and has strong relationships with the Business Disability Forum (BDF), Stonewall and the Equality Challenge Unit (ECU). These associations are crucial to our broader EDI agenda and enabling Kent to identify emerging EDI trends, provide training and facilitate networking opportunities.

Business Disability Forum (BDF)

The BDF is the UK's national employers' network specifically focused on disability equality across all sectors of the UK workforce. It has approximately 350 members. Continued BDF membership will be particularly useful given the University's intended transition to the Disability Confident Framework (see Section 6, Strategic Challenges).

Stonewall

Stonewall provides subject matter expertise on matters pertaining to LGBT+ workplace inclusion and acts as a network to keep employers updated with LGBT+ equality information, best-practice guidance and practical tools needed to enhance workplace inclusion. Ongoing membership will enhance Kent's capacity to provide a truly inclusive workplace for all lesbian, gay, bisexual and trans employees.

As the LGBT+ Employees Network Chair, Kasia Senyszyn attended the Annual Stonewall Conference in April 2017 and reported: *'Attending the Annual Stonewall Conference was a personal highlight for me during my term as Chair of the LGBT+ Staff Network. It was a great opportunity to share best practice across different sectors and hear about* various initiatives to support LGBT+ employees. It's also important to showcase the excellent work Kent is doing to promote and embrace diversity in our community, as well as to ensure new students and staff are aware of our strong commitment to supporting LGBT+ people.'

Equality Challenge Unit (ECU)

Kent continues its membership of the ECU, which provides a wide range of resources, training, guidance and best practice within the HEI sector. As the organisation responsible for administering the Athena SWAN Charter programme, ongoing membership is fundamental to our institutional-wide Athena SWAN ambitions.

Launch of Staff Connect

The new HR system, Staff Connect, has been implemented and includes self-service functionality that allows employees to update and maintain their personal details and EDI information. The University will regularly encourage employees to review and update their data, sharing why this data is so valuable to Kent in supporting an inclusive environment.

The increased management information capability will also enhance the University's ability to capture, analyse and identify information regarding protected characteristics.

University staff survey

In June 2017 the University launched the first phase of an employee survey designed to gauge employees' perceptions of Kent as a place to work and to ensure the benefits valued most by employees can be preserved. The responses also provide an insight into how employees would like their work environment to develop in the future.

The results for EDI-related questions mean the University is better placed to understand the experience of employees from diverse backgrounds and provide appropriate support where necessary. These results were encouraging and reinforce our reputation for truly embracing workforce EDI. For example:
- 88% of respondents agreed or strongly agreed that the University's diversity policies and procedures are respected and promoted within their department
- 95% agreed or strongly agreed that their school/department uses female employees as visible role models (for example, employee inductions, presentations, recruitment events and activities).

It is encouraging that there were no significant differences in the level of positive responses based on gender, ethnic origin or staff group. This is suggestive that Kent has been successful in creating an environment in which many diverse staff groups can develop and realise their potential.

Development of employee exit surveys

The University has developed employee exit surveys that will provide all voluntary leavers with an opportunity to give their views and opinions confidentially via an electronic leaver questionnaire and, on request, to have a face-to-face exit interview with either their line manager or HR.

The leaver questionnaire will capture information about why staff leave the University and will facilitate analysis and greater understanding of the reasons for leaving, thereby helping to identify any underlying issues and providing the opportunity to improve the overall staff experience.

This approach will assist the University in tracking the career pipeline of Kent's employees, including female employees. The ability to gather this data is particularly important to Kent's gender equality ambitions and stemmed from the University's Athena SWAN submission.

Mentoring

Kent's employee mentoring scheme provides a flexible, self-managed mentoring and networking development opportunity which is available to all employees at Kent. It aims to provide support, structure, information and guidance on all aspects of employees' mentoring needs including career planning and development, promotion, dealing with difficult

work relationships or situations and to support areas of work-life balance.

Throughout 2016-17, 12 female employees and two male employees (across academic and Professional Services roles) attended an Introduction to Mentoring workshop. The increased female participation rate may encourage more female employees to engage with Kent's mentoring scheme. The scheme is open to every employee to access this type of support. In addition, Kent offers specialist mentoring for women taking part in the Aurora leadership development programme. This mentoring specifically supports the career development prospects for women in Kent; see further information about the Aurora programme below.

Aurora

The University of Kent proudly continued its participation in the Leadership Foundation for Higher Education (LFHE) Aurora Leadership Development programme. Since its inception in 2013-14, the University of Kent has supported 56 female employees to take part, with 17 female employees selected to participate throughout 2016-17.

Participants were selected through an application process from across the three Faculties and Professional Services.

Additionally, throughout the year, senior role models at reader or professor level (or the Professional Services equivalent) were drawn from across the institution to support the workshops that took place in London. The Aurora Champion role moved to Professor Yvonne Sherwood, Professor of Biblical Cultures and Politics from the Department of Religious Studies/School of European Cultures and Languages.

Leadership development programmes

The University continued to deliver leadership programmes throughout the year. EDI considerations are threaded through the content of leadership modules as appropriate. Participants are encouraged to challenge their own perceptions, unconscious bias and paradigms throughout the leadership programmes. Cohorts are formed with a good diversity mix in mind to bring richness to group discussions and outcomes. For example, the Leadership for Areas of Significant Responsibility (LASR) programme ran with 23 attendees (11 female employees and 12 male employees).

Employees from both academic school and professional service areas attended the following courses:
- New Senior Leaders Programme (NSL) – aimed at new heads of schools, directors and other senior employees. The programme ran with 16 attendees and was delivered by a range of internal speakers and facilitators, with participants having access to external coaches throughout the programme.
- LASR – for senior employees at Grades 9 and 10. The programme was delivered by both internal and external facilitators, with participants having access to external coaches for two coaching sessions.

Students

Black History Month and Back to Black History[35]

Black History Month (BHM) is an international event held annually, celebrating, recognising and valuing the inspirational individuals and events from within the BME communities. With the increasing number of students of black origin within the University population, the Student Success (EDI) Project Officer saw it as important to develop a Black History Month celebration, in collaboration with Kent Union, students, staff and support services, and an internationally acclaimed pan-African thinker – Professor Robbie Shilliam.

A number of events were held during Black History Month and, following negative feedback about the marketing campaign last year (October 2016), an open forum event was

Black History Month event poster by the Medway African and Caribbean Association

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

held enabling students to directly discuss their views with the student officers. As a direct result, a number of suggestions were made by students, including running Back to Black History events in February 2017. The Back to Black History events were led entirely by students and were well received, including an art exhibition, lecture, open mic night, critical debate and women's event.

Brexit

Immediately following the announcement of the Brexit referendum vote in summer 2016, students at the University were contacted by the International Development Office and Corporate Communications to provide advice and guidance with regards to their immigration status, student loans and Erasmus funding. Communications to applicants were sent out via Enrolment Management Services, and University of Kent staff were also briefed via the Vice-Chancellor's office. A webpage was established to provide further information via www.kent.ac.uk/student/eureferendum/index.html

Student Services affirmed the following:
- UK and all international students (EU and non-EU) would continue to access support from Student Services staff. This would include counselling, mental health and disability support. Students not in receipt of Disabled Students' Allowance would all be treated the same (including UK, EU and non-EU) and reasonable adjustments would be implemented in accordance with the Equality Act 2010, with due regard to the funds available.
- Any student concerned by incidents of bullying, discrimination or harassment would be entitled to support in line with the Dignity at Study policy.

Building Responsible and Inclusive Communities at Kent (BRICK)

BRICK was established in March 2017 to explore a cross-institutional approach to enable students to understand how to translate the University of Kent values, as outlined by the Student Charter, into behaviours, and to further develop the attributes of responsible global citizenship. Stage 1 focuses on the behavioural expectations of students while on campus, with the aim of:
- gaining an oversight of what the University currently offers students to help them understand expectations
- collecting and mapping what was on offer and against agreed categories

- prioritising and refining which expectations and attributes should be more specifically targeted
- suggesting how this offer can be improved by identifying possible gaps and overlaps in content and reviewing the appropriateness, attractiveness and timeliness of various delivery methods
- exploring how this set of opportunities can best be communicated to students.

BRICK is led by the Master of Keynes College and reports to the Student Experience Board.

Careers and Employability Service (CES)

The CES ran a number of projects aimed at enhancing the skills, confidence and employability of Kent students from widening participation backgrounds.

Autism and Employability project

The Autism and Employability project provided an important opportunity to support students with autism. Over 50 autistic students received individual careers guidance and support covering a wide variety of topics, including disclosure of disability to employers, specialist organisations that help autistic people find work and completion of applications forms. Eighty two per cent of students went on to attain graduate level jobs or went into further study. The work expanded at the Canterbury campus to include supporting students with a visual impairment and at the Medway campus to support students with a variety of disabilities. Working closely with mentors and staff in Student Services is vital to the continued success of this project.

Bursary for Work Experience at Kent (B-KEW)

The B-KEW bursary is a scheme which contributes towards out-of-pocket travel expenses of up to £100 for students who have secured unpaid work experience. The bursary also entitles widening participation (WP) students to additional funds to contribute towards other costs, including childcare or interview attire. Students can claim against costs incurred in the first three weeks (or 120 hours) of their work experience. For 2016-17 academic year, 100 B-KEW claims were awarded to 92 students.

CES website

A project was started to bring across more information from Careers webpages, putting them into the new format, increasing accessibility for students and staff.

Freshfields Stephen Lawrence Scholarship

Freshfields Bruckhaus Deringer and Baroness Lawrence of Clarendon, OBE, are working together to broaden access to legal careers in law firms and to address underrepresentation in large commercial law firms of black men from low-income households. In 2016-17, the scheme was opened up to first year students from all disciplines from select pilot universities, of which Kent was one. Twelve applications were made to the scheme and one student was successful. All 12 had attended an assessment centre and had been offered mentoring as a result.

HSBC Women in Finance event

The University of Kent was invited to attend the HSBC International Women's Day event on 8 March 2017 and eight female students were selected to attend the event held in Maidstone. Employers from around the region attended to share their stories of achievement and to inspire the next school and university students attending the event. One Kent student secured a week's work experience within HSBC and links with local employers were also made, leading to a work placement opportunity being offered as part of the University's Work-Study scheme.

Work-Study Scheme

The Work-Study Scheme supports students from widening participation backgrounds in gaining campus-based work experience and in developing their employability skills alongside their studies. The scheme offered training in CV preparation, interview skills and workplace etiquette, as well as mentoring and support. In 2016-17 a total of 715 paid placements were successfully undertaken by Kent students, with 333 engaging in work-readiness training. Internship bursaries, funded by the University's Office for Fair Access (OFFA) Equality and Diversity Steering Group, were introduced which broadened the choice of paid placements.

Work-Study Plus

In 2016-17, the CES piloted Work-Study Plus, which enabled trained Work-Study students to apply for 200 hours of paid work with external companies. One placement role to support this scheme took place with Kent County Council (research officer). Funding was secured from the Student Projects Grant Fund to support this scheme.

Interfaith Symposium, November 2016
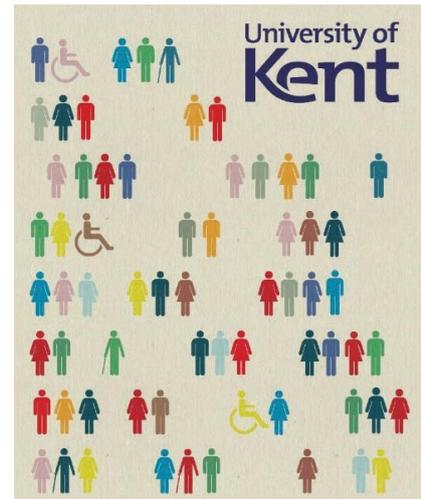
Dignity at Study winning poster design by
Kyveli Filippidou

Chaplaincy

In 2016-17 the Chaplaincy team continued to promote a range of internationally and culturally diverse student activities in both Canterbury and Medway. Around 300 students from over 48 different nationalities were supported by the Pentecostal Chaplaincy, including the active fostering of friendships and the encouragement of peer mentoring. Seminars were offered, with a view to helping students get the best out of their university education.

In 2016-17 the Methodist faith representative extended support for the LGBT+ Student Society, building relationships, bridging the gap between faith and sexuality and organising a peer-support group for transgender and non-binary students.

In November 2016 the Anglican Chaplain, with the support of student leaders of a number of religious societies, hosted an Interfaith Symposium on the theme of 'Faith and Food'. Speakers from different faith traditions spoke on the place of food in their worship, celebrations and religious ordinances. A vegetarian buffet, provided by Kent Hospitality and funded by the University Chaplaincy, was shared. Over 40 students attended.

Dignity at Study poster competition[36]

In November 2016, Student Services ran a student competition to design a poster which would raise awareness of the Dignity at Study policy, refreshing the previous posters designed in 2014. The winner was Kyveli Filippidou, who received £200 in Amazon vouchers. The posters were amended by Design and Print to include references to the Dignity at Study policy and were displayed across the Canterbury and Medway campuses from January 2017.

Kent Student Awards[37]

The Kent Student Awards took place on 5 May 2017. The awards celebrated the achievements of outstanding students across a variety of categories, including Outstanding Contribution to Equality, Diversity and Inclusivity, at a black tie gala dinner. The award went to Karl Knights in recognition of his work in combining his personal experiences and his strong communication skills to bring openness to the issue of mental health. The runner up was Zeke Graubart, in recognition of the work undertaken as Kent Union's first Trans Officer, creating a trans community where students are mutually supported and opening a dialogue on an issue that was not frequently discussed.

Nightline[38]

During 2017 work was undertaken by the University of Kent, Kent Union, Canterbury Christ Church University and Christ Church Students' Union, with student representatives from Christ Church Student Minds and the University of Kent Mental Health Group, to re-establish a cross-university Canterbury Nightline service. With approximately 30,000 students across both institutions and growing numbers of students declaring mental health conditions, a new confidential listening service by phone, instant messaging and email would provide a valuable support service to students in distress out of hours. The service would be student led, with training and support provided by external experts, including the Samaritans, funded by both universities and overseen by Kent Union's Board of Trustees. The service would be fully established by February 2018.

Specific Learning Difficulties (SpLD) awareness and support

Throughout 2016-17 the SpLD team in Student Support and Wellbeing (SSW) held a number of activities to promote awareness of the service and the support available.

36 Work Plan Action 2016-17: 2.23
37 Work Plan Action 2016-17: 2.25
38 Work Plan Action 2016-17: 2.30

CONTINUED OVERLEAF

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Chart 1: Comparison of the effectiveness of study skills survey 2015-16 (Survey 1) with 2016-17 (Survey 2)

- delivered bitesize lunchtime talks to raise awareness of student disabilities
- invited school support officers, senior tutors and college masters to meet the SSW teams at both the Medway and Canterbury campuses during the autumn term to promote effective working relationships and greater awareness of the diverse needs of our students
- liaised with the Unit for the Enhancement of Learning and Teaching (UELT) to develop a framework to facilitate alternative assessment criteria so that staff can readily identify how different types of assessment can be matched. This promoted equality of opportunity for all students as well as supporting academic staff in developing their practice.

Training for SpLD staff

SSW provided a programme of training to ensure that their one-to-one specialist study skills tutors were able to provide clear and effective support to students with specific learning difficulties. Training was delivered to 14 tutors on topics including assistive technology, professional boundaries, safeguarding, pathways for referral and how to help students with anxiety, using a combination of talks, hands-on software training and case studies.

Student Learning Advisory Service (SLAS)

The success of the SLAS initiatives has been demonstrated in terms of growth in student numbers and the engagement of schools. SLAS consolidated and extended different strands of its service in order to respond to the changing configuration of the University, to engage the new and evolving student population with SLAS's continued emphasis on the protected characteristics and the equality, diversity and inclusivity (EDI) agenda to meet Office for Fair Access (OFFA) expectations. SLAS's initiatives below and the number of engaged students and schools under each initiative demonstrate the evidence and breadth of provision for all students as part of a wider EDI strategy across the University.

Promoting awareness of the SSW service to students

SSW promoted the awareness of the support services available to students through information tables at Open Days and Applicant Days, a welcome desk to promote registration with SSW at Arrivals Weekend and an extended programme of short talks during Welcome Week 2016.

SSW successfully provided 163 specific learning difficulties screenings and 134 specific learning difficulty assessments to students on the Canterbury campus and 40 specific learning difficulty assessments on the Medway campus in 2016-17, to facilitate access to support.

Approximately 4,281 hours (3,110 hours on Canterbury campus; 1,171 hours on Medway campus) of one-to-one specialist study skills support was provided by SSW to students in 2016-17. A survey of students in the previous year (2015-16) showed an overall reduction in perceived difficulty of academic tasks, such as essay writing skills and time management, indicating that this support was successful.

Further events and promotional materials were planned for a forthcoming SpLD Awareness Week to promote awareness of specific learning difficulties and encourage students to access support. The focus on encouraging students to access support would be further enhanced by liaison with the Student Hub Project Manager, allowing the development of a map of the 'Student Journey' for students who contact SSW.

Promoting awareness of the SSW service to staff

To promote awareness of the SSW service, SSW staff have:
- helped to develop a new Inclusive Learning Plan (ILP) template to be used by all SSW advisers which would incorporate the main Kent Inclusive Practices (KIPs), developing a more coherent and inclusive approach to benefit both staff and students across the University
- provided tailored training to academic staff in the School of Arts, School of European Culture and Languages and School of Anthropology and Conservation, and Library staff, to raise awareness of specific learning difficulties, the impact that these have on students and how staff can be supportive

University of Kent students from all disciplines and levels of study can access directly one-to-one advice and guidance from either learning advisers, Royal Literary Fellows or maths and stats tutors in the Maths and Stats Clinics at the Canterbury campus or in the Maths and Stats Help at the Medway campus. One-to-one appointments provide a safe and neutral environment in which students can enhance their understanding and development. Similarly, students can also access SLAS's programme of workshops. Writing Well workshops offered within SLAS's programme of workshops were set up to target home students whose first language was not English and who would benefit from additional English language development and support.

Student Learning Advisory Service: tailored programmes and initiatives

Example of tailored programmes include the following:

- **Creative Language Development (CLD):** a course of study designed to help students improve their English language skills by extending their verbal skills, with a view to improving their written work, by using a variety of artistic media – plays, short stories, poetry, music and lyrics, and news articles.
- **Future Skills Forum (FSF):** a two-day personal/professional development workshop which provides an opportunity for participants to develop their personal effectiveness by enhancing their self-awareness and awareness of others.
- **International student events:** a high number of international students from over 48 countries participate in these social events where they are able to interact with other students from many different countries and diverse cultures, thus helping them to develop further their cultural acclimatisation. The event is also used to reinforce some of the core academic skills required. Through this programme of events, students feel empowered with a greater sense of cohesion and belonging. In addition, these events also provide key opportunities for international students to extend their own personal networks as well as learn more about the higher education (HE) culture in the UK.

Chart 2: SLAS Student Profiles – all students 2016-17
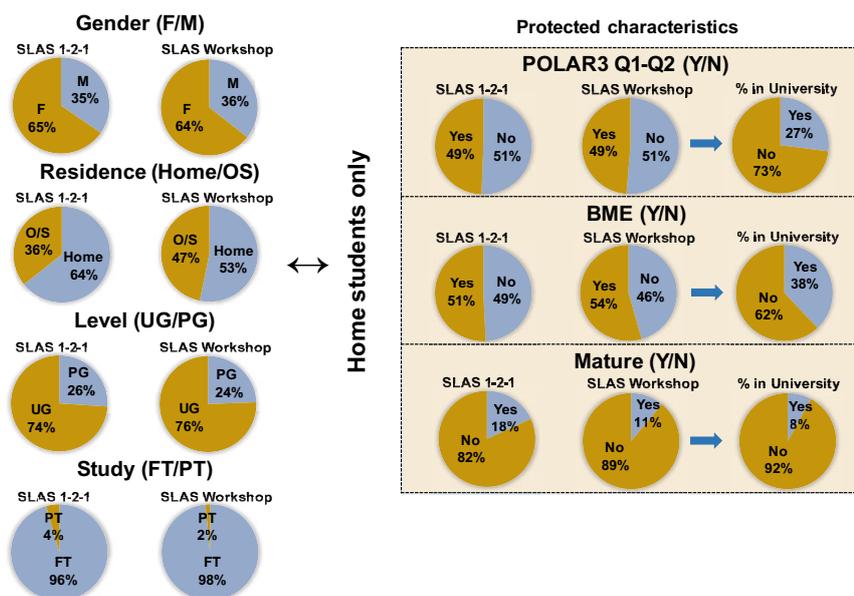
- **Postgraduate International programme (PIP):** a structured series of occasional workshops that focused on the development of academic writing skills for international/ESL taught postgraduate students at Kent.
- **VALUE Classic:** a Higher Education Funding Council for England (HEFCE) funded summer school programme in partnership between participating Schools and SLAS. The VALUE programme aimed to provide academic support to students who were at risk of failure or underachievement and enabled them to fulfil their academic potential.
- **VALUE Grad:** a retention programme for taught Masters' students which incorporated a range of academic skills development opportunities.

- **VALUE MaP:** a programme of study skills support for mature and part-time (MaP) students who were returning to study or were entering higher education via non-traditional routes to help them develop academic confidence, fulfil their potential and integrate into the University learning environment.
- **Writing Retreats:** postgraduate students spend 24 hours in a structured and writing environment focused on their dissertations, facilitated by SLAS advisors.

Student Learning Advisory Service: academic peer mentoring (APM)

The APM scheme follows broadly the supplemental instruction (SI) model. It is a partnership between SLAS and participating schools with the aim of improving students' learning and thus effectively improving their performance, social cohesion and retention. The ethnic diversity of mentors and especially mentees indicates successful integration and engagement of BME students.

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Student Learning Advisory Service: Advantage Initiative (AI)

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

Student Success (EDI) project 2016-17[39]

The Student Success (EDI) project is an institutional research project investigating the issue of attainment gaps and implementing initiatives to attempt to close the gaps. The first phase was of two years' duration and involved 14 schools in total, raising awareness of student success differentials and

developing a number of initiatives to support both students and staff. The second phase of the project will be of five years' duration from the start of the 2017-18 academic year.

Student Success research

Research data analysis on commuter students

In 2016-17 Dr Lavinia Mitton and Dr Alexander Hensby analysed research data on commuter students. The data was collected by the online Barometer Survey in the course of Phase 1 of the Student Success (EDI) project. The survey was conducted between October and December 2014 and yielded a sample of 4,504 students. All the statistics quoted relate to UK-domiciled undergraduates.

Overall, 26.4% of undergraduate students considered themselves commuters. The Medway campus is undoubtedly a commuter campus, since 40.6% of Medway campus students considered themselves commuters, compared to 24.2% at Canterbury. Understanding student commuting is important for addressing attainment gaps because although commuter students typically prioritise academic engagement and have above-average attendance at classes, they

tend to miss out on the non-academic aspects of student life that are important in unlocking success after graduation.

Commuters typically spend less time on campus than other students, often because of juggling multiple roles. This could include paid work, but also travel time and caring responsibilities.

As well as being important for self-growth, studies have shown that friendship networks play a key role in students' adjustment to university life and the accumulation of academic capital. Restricted time on campus can lead to greater obstacles to building durable friendship networks with peers than for students who live with other students. Commuters also participate less in extra-curricular activities on campus, which is an important way of making friends.

The research indicated that 64.3% of commuters were school leavers and 35.7% were mature students. The vast majority of school leavers lived with their parents, whereas the majority of mature students lived either with a partner, and/or children, alone, or with non-students.

Table 1: Student Learning Advisory Service, quantitative data, 2007-08 to 2016-17

Programmes and Initiatives		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
D I R E C T	One-to-one advice	614	668	909	813	805	1130	1119	1428	1464	1457
	Maths and Stats Clinics	…	…	80	111	86	174	144	233	204	214
	Royal Literary Fellow (RLF)	144	83	77	136	109	140	142	290	244	355
	International	…	…	279	274	416	428	531	411	486	380
	VALUE Map	68	74	90	90	41	27	40	160	108	328
	Workshops	636	841	912	1394	1076	1032	1355	919	1023	1624
S C H O O L	Advantage Initiative Students	2934	3702	4312	4830	5598	5078	8999	9177	9665	11412
	Sessions	78	155	153	206	181	203		223	254	275
	APM Students	14	13	15	29	177	215	275	319	339	342
	School	3	3	3	5	7	9	15	16	15	15
	Value Classic	238	278	284	358	305	324	277	287	316	284
	Value Plus	…	73	134	320	232	136	130	150	218	217
	Total	**4648**	**5732**	**7092**	**8355**	**8845**	**8907**	**13012**	**13374**	**14067**	**15990**

39   Work Plan Action 2016-17: 2.28 and 2.29

Table 2: Comparing commuters with all students: academic performance and extra-curricular activity

	Commuters	All students
Attendance rate of 80% or more (%)	63.7	61.9
Achieved 2:1 or above (%)	60.6	60.3
Joined student societies (%)	48.7	56.7
Regretted living at home as a student (%)	20.9	n/a

Source: Barometer 2014

Table 3: Comparing commuters with all students: multiple life roles

	Commuters	All students
Worked part-time (%)	44.8	30.2
Agreed they had concerns about getting organised enough to attend all lectures (%)	57.5	53.3

Source: Barometer 2014

Table 4: Comparing commuters with all students: friendships and belonging

	Commuters	All students
Had concerns about 'feeling different to the other students' (%)	57.4	53.0
Regularly/fairly often socialised with Kent students during term-time (%)	62.3	81.6
Agreed that 'living at home makes me isolated from other students' (%)	44.0	n/a

Source: Barometer 2014

Table 5: Comparing commuters with all students: educational and social background

	Commuters	All students
Highest entry qualification was A level only (%)	62.1	73.8
From POLAR areas 1-2 (%)	34.3	26.4
First in their family to go to university (%)	48.7	40.4
Annual household income below £25K (%)	37.3	30.8

Source: Barometer 2014

Table 6: Comparing commuters with all students: reasons for commuting

How important were the following factors for your decision to commute while studying at the University of Kent?	Not important	Very important	Most important
To save money	15.8%	55.8%	46.1%
To stay close to my family	36.7%	37.1%	28.8%
I have work commitments near home	50.4%	24.8%	7.5%
To be closer to my friends	50.9%	15.6%	6.9%
I did not want to move in with other people	71.0%	12.4%	3.9%
Other			6.6%

Source: Barometer 2014. 'Other' includes not getting campus accommodation, not wanting to relocate children, health concerns, homeowner, came through clearing, already near campus, 'no choice'.

A higher percentage of commuters studied the vocational BTEC or Access to Higher Education (HE) Diploma, rather than A levels. These students often require different academic support during their transition to degree-level study. Commuters typically come from lower socio-economic groups as measured by 'first in family', Participation of Local Areas (POLAR) and household income.

Students varied in the extent to which the decision to commute was a 'choice'. For many, there were multiple reasons why they decided to commute. Survey respondents were invited to choose from a list the reason agreed with the most. 'Saving money' was the most important reason among school leavers, whereas a desire 'to stay close to family' was the most important reason for mature students.

The next steps would be to formulate recommendations to increase the time student commuters spend on campus and demonstrate the value of commuting as part of the university experience for many.

Research data analysis on assessment and feedback

In 2016-17 Dr Lavinia Mitton and Dr Alexander Hensby analysed research data on assessment and feedback via the student barometer 2015-16 survey. According to the survey, 79.8% of Stage 2 and 3 undergraduates found their feedback useful. There was no significant difference between white and BME students, though usefulness ranged by school for example 92.1% for History and 64.5% for Computing. Interviews with undergraduates raised concerns, as students admitted to having a limited window for engaging with their feedback before they had moved on to the next assessment. This runs the risk of overlooking certain skills, be they critical thinking, referencing, or essay writing technique.

Interviews with academic staff across the University revealed a perception that students saw their grade as a more instructive barometer of attainment than written feedback. Echoing this point, case study research in Kent Law School and Kent Business School Medway found a significant number of students did not pick up their written feedback for their assessments. In Kent Business School Medway, a higher proportion of students who had not picked up their assignment were BME and male. Their average grade was also lower than students who had picked up their work.

CONTINUED OVERLEAF

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Student interviews touched on the sort of feedback they desired in order to improve their assessment, notably, feedback prior to their assessment. This could involve formative assessment to aid the practice of certain techniques, or receiving feedback on draft versions. However, students were generally unlikely to seek out this sort of feedback themselves, as many considered academic staff difficult to contact or speak to. Staff reported that students who wished to discuss their feedback in person tended to be the ones who were already high achievers.

Some schools, notably the School of Sociology, Social Policy and Social Research, School of Biosciences and Kent Business School Medway, have responded by introducing one-to-one assessment feedback meetings as part of their Stage 1 academic adviser provision. Staff interviewees generally felt this was useful for encouraging students to be more self-evaluative, as well as develop their understanding of mark scheme criteria. Some expressed concerns about reviewing assignments that were marked by another staff member, but provided that academic advisers focused on form and technique rather than content, it was recommended that a similar exercise be extended to other academic schools.

In addition, the Academic Audit Committee commissioned, including external input, an extensive series of open sessions with staff and students in early March 2017, as well as a series of recommendations on assessment and feedback which was endorsed fully by Education Board and Senate with the plan to roll out to all schools.

School of Sports and Exercise Science attainment gap research

In addition to the central research, the School of Sports and Exercise Science conducted a piece of research to better understand the underlying reasons for attainment gaps between different student groups. The research took a psychological perspective to explore potential differences in students' motivation and experiences at university. Four studies were conducted with students and staff on the Canterbury and Medway campus to investigate three key outcomes:
- student attainment
- student retention/engagement
- student experience/well-being.

The findings of the present research highlight four key insights into student attainment gaps and university practice. The student clusters found in Study 1 illustrate that students, regardless of ethnicity or entry level qualifications, are likely to experience lower psychological health, autonomous motivation and attainment if they do not feel autonomous, competent or related at university. Second, the current research uncovers specific issues that may influence different student groups' motivation and experience at university. For instance, students of Black African ethnicity were found to be at a greater risk of lacking relatedness and intrinsic motivation for attending university. Third, the present research emphasises there may need to be a cultural shift in the types of support and interactions the University provides for students. A key aim of the research has been to inform the development of interventions that will enhance teaching practice and student motivation. The research report can be found on www.kent.ac.uk/studentsuccess

Staff Seminar Series 2017

The Student Success project ran a series of one-hour seminars over the spring term 2016-17 to share details about the project's implementation and research to staff across both campuses. All staff were invited to attend the events. A total of 128 members of staff attended the seminar series. Seminar topics included student motivation, academic adviser system, micro-affirmation theory and school project presentations. Presentations from the series can be found on www.kent.ac.uk/studentsuccess

Academic schools

Kent Business School Medway (KBSM)

KBSM focused primarily on initiatives that prepared and empowered students in terms of their academic development:
- broadened its already improved Welcome Week series with more academic content
- expanded upon the success of the numeracy mentoring initiative with academic skills mentoring
- Academic Skills Development weeks replaced reading weeks for Stage 1 students
- degree calculator tools were introduced to illustrate overall academic progress and areas of concern and support time management skills

- academic advisers and students were provided clear illustrations of student academic expectations data to facilitate academic discussions in the form of a pro-forma and report card respectively
- Student Success Bursaries were available for students meeting certain criteria.

School of Anthropology and Conservation

Building on the success of the one-year pilot, the School of Anthropology and Conservation ran a number of study skills sessions and revision events aimed at reducing the attainment gap and improving student performance.

Kent School of Architecture (KSA)

The focus was primarily on the bi-weekly drop-in sessions (Thursdays and Mondays) for BA students. These proved hugely popular across all three stages and have become embedded within the KSA culture. 'A' is for Architecture was reprinted for incoming Stage 1 students as part of their Welcome Week pack, and project lead Rebecca Hobbs ran time management workshops, with positive feedback from students who attended.

School of Engineering and Digital Arts (EDA)

EDA focused primarily on enhancing established initiatives and exploring initiatives that prepared and empowered students in terms of their academic development:
- Building upon the Virtual Student Adviser, EDA developed a new online personalised support portal in consultation with students and staff to improve the communication of systems and services
- Raised the profile of the Academic Peer Mentoring (APM) scheme with timetabled student-led skill sessions for engineering and digital media students
- Changes to the Welcome Week icebreaker session improved EDA's induction for student entrants
- Timetabled a metalearning workshop which proved useful for Stage 2 students preparing for their upcoming studies
- Selected academic staff trialled a lecture feedback process to enhance the student voice and in turn, increase students' sense of autonomy and engagement.

School of European Culture and Languages (SECL)

SECL had two main objectives during Phase 1 of the project: to improve student performance and to aid retention. SECL adopted a two-fold solution to the issues of social inclusion and academic success.

In 2016-17, needs-based, targeted support continued to offer one-to-one academic support for students who were underperforming. A second initiative distributed free School-branded hoodies and student diaries to Stage 1 students to help students to feel part of the SECL community. The diaries included useful information, both academic and support, alongside tips and QR codes to ease access to information on the Kent website.

School of Maths, Statistics and Actuarial Science (SMSAS)

The Attempt, Attend, Achieve initiative reduced the overall absence rate in 2016-17 by 6% in comparison with 2015-16. Preliminary analysis also appeared to indicate that there was a 3% increase in the overall average end-of-year mark between the two years.

Other investigations have shown that it may be possible to use attendance, non-submission of coursework rate and performance at each stage to 'predict' the likely final degree outcome of students. This would allow early identification of students who would struggle by virtue of their poor attendance and non-submission rates and the offer of extra support.

School of Music and Fine Art (SMFA)

SMFA implemented a new Peer Mentor programme in 2015-16, building on feedback from the Academic Peer Mentoring (APM) that had run previously. In 2015-16 all incoming students were allocated a mentor and Stage 2 and 3 students could opt in to the scheme.

All incoming Stage 1 students, as well as some Stage 2 students, were invited to a Summer School in September 2016, focusing on academic skills and an introduction to the University.

Throughout the year SMFA offered a number of smaller interventions including music theory sessions and resit support. This helped remind students how to access the University support services in the summer, encouraging them to achieve as well as possible and progress to the next stage of their programmes.

School of Psychology

The numeracy mentoring programme was a huge success for the third year running, giving a 90% success rate. It not only helped students who struggled in the summative exam to pass their final exam but also increased the grades of the mentors. This was particularly seen in Stages 3 and 4 where the School saw no fails for the mentees.

Student Support and Wellbeing initiatives

A number of activities took place from 2016-17 within the Student Support and Wellbeing service.

Disabled student support

Internal mechanisms for funding Bands 1 and 2 were implemented to ensure that disabled students continue to receive appropriate levels of support further to the reductions in Disabled Students' Allowance (DSA). These mechanisms also ensured equality of access to Bands 1 and 2 support for international disabled students.

Health and Wellbeing Fair

On Tuesday 8 November, Student Support and Wellbeing organised a Health and Wellbeing Fair at the Medway campus. The event was targeted at students and aimed to increase awareness of improving health and wellbeing via engaging, enjoyable and interactive sessions. Stalls were run by a number of internal and external organisations around a number of themes, including the creative arts, meditation and mindfulness, healthy eating, sensible drinking, managing pressure and smoking.

Independent Learning Plan (ILP) process improvement

Improvements were made to the ILP process to ensure the route from initial creation to implementation was as efficient as possible, removing unnecessary steps and allowing focus to be targeted on more complex requirements.

Student Support and Wellbeing (SSW) survey

In spring 2017, SSW conducted a survey with students registered with the service at the Medway and Canterbury campuses. Thirty-three per cent of the Medway students contacted responded to the survey, an increase of 9% from 2016. Twenty-eight per cent of the Canterbury students contacted responded to the survey, an increase of 10% from 2016. Twenty-nine per cent of the students contacted across the University responded to the survey, an increase of 10% from 2016. Key results of the survey were as follows:

- The majority of Medway and Canterbury students rated the general level of support in the 'excellent/very good/good' bracket (95%/89%). The general level of support rated as 'excellent' was 1% higher in Medway than it had been in 2016 and 8% lower at Canterbury. The 'poor' ratings reduced from 2% to zero at Medway and increased by 1% at Canterbury.
- The majority of Medway and Canterbury students rated the team in the 'excellent/very good/good' bracket (96%/85%). The availability of the team rated as 'excellent' was 1% lower in Medway than it had been in 2016 and 5% lower at Canterbury. The 'poor' ratings reduced from 5% to zero at Medway and increased by 1% at Canterbury.
- The majority of Medway and Canterbury students rated the non-medical helpers support in the 'excellent/very good/good' bracket (98%/90%).

The difference between Medway and Canterbury is likely to be due to the waiting time for appointments, with Medway having shorter waiting times. Actions to improve on the outcomes identified in the survey will be explored in the coming year.

3 BUILDING AND EMBEDDING
AN INCLUSIVE CULTURE (CONT)

Medway campus

Chart 3: Student Support and Wellbeing level of support rating on Medway campus, 2008-17
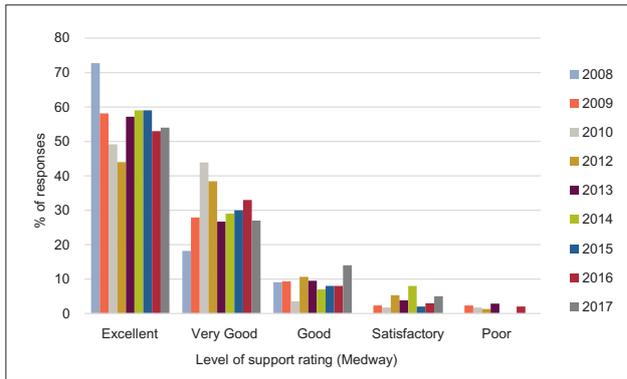
Chart 4: Student Support and Wellbeing availability of team rating on Medway campus, 2008-17
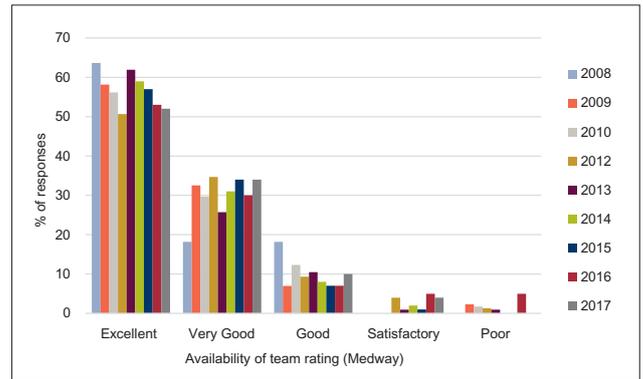
Canterbury campus

Chart 5: Student Support and Wellbeing level of support rating on Canterbury campus, 2008-17
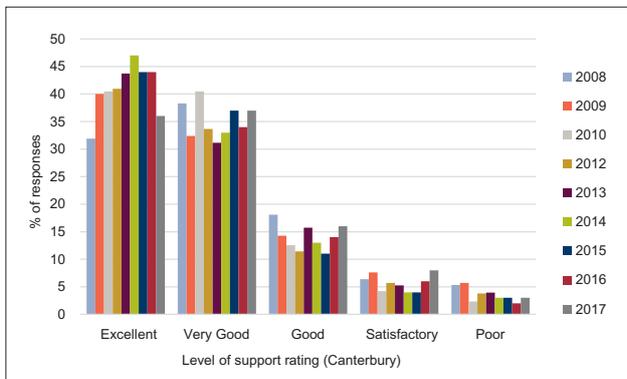
Chart 6: Student Support and Wellbeing availability of team rating on Canterbury campus, 2008-17
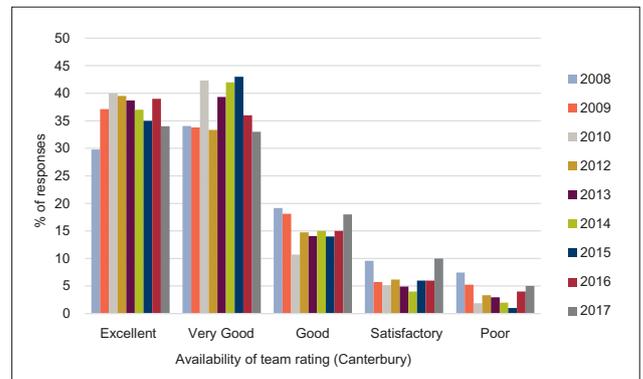
Cross-campus

Chart 7: Student Support and Wellbeing level of support rating at Kent, 2008-17
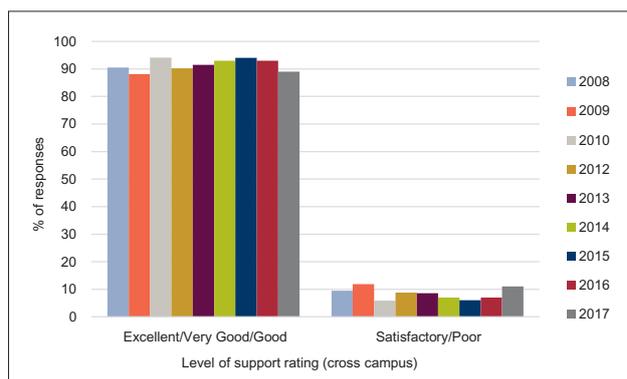
Chart 8: Student Support and Wellbeing availability of team rating at Kent, 2008-17
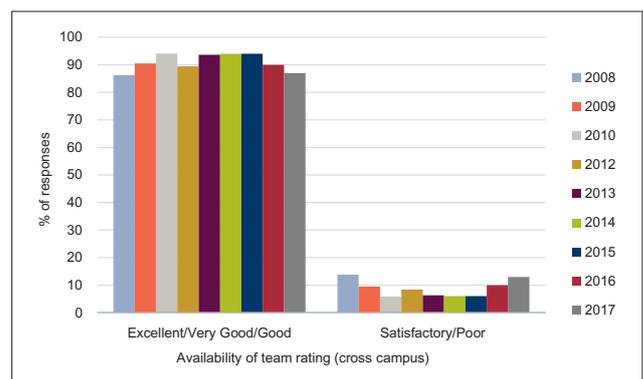
Cookery demonstration with Ben Elsbury, Chef de Cuisine (Kent Hospitality)

Support for students on the autism spectrum

The Student Support and Wellbeing Disability Team facilitate an autism orientation programme, with support from the Partnership Development Office (PDO). Student Support and Wellbeing have developed and enhanced the programme over a three-year period. Each summer Student Support and Wellbeing invite new students to arrive a week early to become acquainted with the Canterbury campus before it gets busy and participate in events that promote confidence building and independent living. In 2016-17, Ben Elsbury, Chef de Cuisine from Kent Hospitality, led a cookery demonstration in Eliot College's kitchen.

Throughout 2016-17, the following support activities also took place for students on the autism spectrum:
- weekly group meetings (mixed group) and termly social nights
- Women's Autism Network group
- Lupino Cinema nights
- partnership programme with the School of Arts.

The Disability team also led a diagnostic referral scheme, backed by the PDO. As part of these schemes disability advisers may be asked to meet students who feel that they are on the spectrum, including students who may be struggling with aspects of their social life or academic study. Students are then screened by the Disability team and, where appropriate, referred on to specialist services with budgetary support from the PDO.

Student Wellbeing Strategy Action Plan 2014-19[40]

The actions completed in 2016-17 include the following:
- developing and merging a wellbeing calendar with the University Events calendar, with appropriate tags for events
- delivering 'Living more intentionally' mindfulness training to students via the 'Kent Extra' programme. Mindfulness Taster/Introductory Sessions were offered to:
  - Kent Graduate School Autumn Term 2016
  - School of Mathematics (SMSAS) Spring Term 2017
  - all students at Wellbeing Festival March 2017
  - Kent Graduate School Summer Term 2017
- providing an introduction for student support officers/advisers to Student Support services and information on how the department operates within schools and the University
- arranging for campus security staff and other University staff to receive mental health first aid training
- a Step Challenge in March 2017 promoted by the Wellbeing Zone app
- opening of the GK Unions Student Hub at Medway in 2017.

4 PROMOTING EDI WITHIN THE UNIVERSITY

During 2016-17 a number of projects and initiatives have focused on developing and sharing EDI good practice across the institution. This section highlights some of those initiatives that align with the actions specified in the Promoting EDI within the University section of the EDI Work Plan 2016-17.

University level

International Day against Homophobia and Transphobia (IDAHOT)

On 17 May 2017 a variety of activities took place at the Canterbury and Medway campuses to recognise and support IDAHOT, organised by the LGBT+ Employees Network, Kent Union and Student Services. These included a number of events that enhanced diversity and inclusion for the entire University community including an 'Introduction to Trans Awareness' workshop, delivered by advocacy group Gendered Intelligence, and a 'Pronoun Challenge' for academic schools and Professional Services departments that raised money for trans support charity Mermaids UK.

LGBT+ History Month[41]

To mark LGBT+ History Month 2017, the University of Kent LGBT+ Employee Network and the LGBT+ student society organised a number of events to promote awareness of LGBT+ issues and history on campus and provide opportunities for LGBT+ employees and allies to network and socialise. To mark the 50th anniversary of the partial decriminalisation of male homosexuality, the theme was 'Law and Citizenship'.

The rainbow flag was flown above every college throughout the month, and rainbow pin badges were available for purchase at various outlets across the Canterbury and Medway campuses, raising money for Stonewall.[42] The flagship event 'Researching the Rainbow' was held throughout the month, in addition to film screenings, social events, academic lectures and the formation of a reading group.

EDI Network[43]

The University's EDI Network operates across all schools and departments and constitutes employees, trade union representatives and Kent Union members who have volunteered to become EDI reps and undertake EDI work within their department or across the organisation. The Network has approximately 60 members.

The University is proud that in autumn 2016, HEFCE recognised Kent's EDI Network as a leading example of innovative practice in EDI. Further information is provided in Section 2.

The EDI Network provides a channel of communication to, from and between departments and student EDI teams, and provides a forum for EDI representatives to share information and consider good EDI practice and issues. It was created to help inform and disseminate EDI policies and good practice initiatives within academic schools, Professional Services departments and throughout the University, and to provide a forum for discussion and consultation on EDI matters of interest to the student and employee population.

EDI representatives ensure that projects and initiatives can be run locally, as well as ensuring that EDI remains a key principle within the operation of that school or department. This year, three new EDI representatives were appointed. The EDI team provided an induction for these new representatives to help them understand their role, what EDI means at the University more generally and how to foster positive relations on campus.

This year, the EDI Network has proved extremely effective at communicating and sharing good practice, as well as operating as a sounding board for the development of new or existing policies, procedures and practices. Meetings are typically thematic, collaborative and aim to share good EDI practice.

In addition, the EDI web pages were further developed to help disseminate information about the EDI Network, the work of Kent's EDI representatives and EDI good practice initiatives more widely across the University.

Case study: EDI Network

Catherine Butler, EDI Representative, School of Engineering and Digital Arts

In 2016-17, Catherine developed and produced an EDI Calendar of Events for use by the School of Engineering and Digital Arts to uphold its commitment to fair and inclusive working practices. This enabled employees and students to consider engaging with several diversity-themed events such as Chinese New Year, LGBT+ History Month, Holi Festival and Mental Health Awareness week.

'Such events help cement the supportive environment in EDA, promote a shared vision for the culture of the School and reinforce our European-ness, multiculturalism and engender a culture of tolerance, respect and appreciation of the contribution of other cultures. Diverse teams are linked to high performance and highlighting 'unity in diversity' events help employees and students feel more secure and appreciated.'

Some of the EDI-themed events have included external speakers and organisations such as Hope Not Hate, Rising Sun (local domestic abuse charity), the Mental Health Foundation and ThinkAction (local mental health charity).

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41 Work Plan Action 2016-17: 3.2
42 Stonewall campaigns for the equality of lesbian, gay, bisexual and trans people across Britain and provides support to employers who want to build an LGBT+ inclusive workplace: www.stonewall.org.uk
43 Work Plan Action 2016-17: 3.1

4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

Case study: EDI Network

Peter Verrall, EDI Representative, School of Physical Sciences

During the year, visual impairment training was carried out for teaching laboratory employees in preparation for the arrival of visually impaired students. The school is better equipped to accommodate visually impaired students into a challenging practical laboratory environment.

The half-day session started with a presentation covering useful practice with information on alternative formats, inclusive teaching and resource design as found on the OPERA project web pages. The session demonstrated ways of designing Microsoft Word documents and PowerPoint slides to be accessible and also provided some key points to bear in mind in relation to students with low vision.

There then followed a feedback session, which mostly looked at lab practice and health and safety. There was also a lot of discussion about legacy course notes where academics have dozens of lecture/course notes in older non-convertible formats and the time required to convert them, especially considering the large amount of graphical/diagrammatic information, formulae, for example, that was adapted. Further information: www.kent.ac.uk/hr-equalityanddiversity/networks/edi-network.html

Case study: Information Services

Information Services (IS) established the IS Equality, Diversity and Inclusion Group (IS-EDIG) to proactively support and advance the EDI agenda within the department and in support of the University's institutional strategic plan. The group promote easy-to-access and easy-to-use services for all our users, including those with protected characteristics and specifically, where they are not already covered under protected characteristics, part-time and distance learners and library users with dependants.

IS-EDIG met in October 2016, February and June 2017. Attendance was consistently good from IS employees and other departments. The group made good connections with Kent Union to secure student and/or Kent Union representation and are planning to build links with the Kent Union EDI co-ordinators.

From an ambitious action plan, there have been some significant achievement highlights in 2016-17. These include working closely with Student Support and Wellbeing colleagues on the OPERA project and actively promoting reading lists as a mechanism for achieving accessible reading materials for all students, including those with independent learning plans (ILPs).

IS-EDIG has also been an important enabler of Ben Watson, Accessible Information Adviser, in curating a selection of free tools, apps and software that help all students, including those with disabilities, to access study material more easily and increase productivity. Pageview statistics for productivity indicate this self-service approach is reaching a good number of users and peaks at the start of the academic session.

Estates

During the 2016-17 academic year, the Estates department finalised its Core Values. These are the principles that support the vision, culture and objectives of the Estates department and identify the competences and behaviours to which its employees aspire.

These were developed following consultation with all employees, including 200 employees within Estates and a managerial workshop involved 26 estate managers. The final Core Values were agreed and launched to Estates employees at the Department's Celebration Day on 30 June 2017.

The Estates department has also taken practical steps to promote inclusivity within its team, which supports the University's EDI and Dignity at Work policies. For example, during 2016-17 it delivered a number of projects that support the University's objective to create a balanced, inclusive and diverse community.

Some particularly unique and innovative solutions include automation of doors, lighting control switches, toilet flushes and taps within certain areas of Rutherford College. Gender-neutral toilets in the administrative area of the Sibson Building were also implemented, this initiative being particularly relevant to gender identity.

Improvements which benefit employees, students and other users have included:
- creation of an accessible route from Keynes to the Medical Centre
- creation of a new path to the Turing Master's Office in Giles Lane – previously disabled users needed to cross the road twice or go into the road to access this area
- provision of accessible escape routes and entrances at Eliot College, Keynes Block F, Sports Centre and the Marlowe Building
- continued programme of door automation in Keynes College and the Ingram Building
- installation of a new compliant platform lift in the Eliot Extension
- incorporation of gender-neutral WC facilities in the design of the new Economics Building
- installation of a door to the Student Services corridor in Eliot College to provide privacy for students attending appointments in this location
- creation of a recovery/rest room in the Clock Tower Building, Medway campus
- installation of an accessible WC in Keynes E1.

Gulbenkian Theatre

The Gulbenkian Theatre (Gulbenkian) was involved in a number of initiatives and activities to promote EDI across the University. The live programme included work by Oily Cart, Magpie Dance, Confidence and Frozen Light theatre. Frozen Light, a company of University of Kent graduates, performed their piece Home at bOing! in 2016, which was specifically written for people with multiple learning difficulties and autism.

In April 2017 Gulbenkian also hosted several events for the Autism Arts Festival which was organised by Dr Shaun May. This event resonated with many employees and the festival inspired Gulbenkian to commission a visual story for its new website.

The Gulbenkian delivered a range of participatory activities throughout the year and worked with the Kent Refugee Action Network delivering weekly sessions. This work culminated in a brilliant performance in July at Uprising.[44] Also part of the festival was the screening of 'THIS IS ME', a film about being different. The film was made by Square Pegs drama club and was part funded using seed money from ART31, an organisation set up by Gulbenkian in 2013 to support and promote youth participation in the arts. Working in partnership with Wide Eyed Theatre and Gulbenkian, Square Pegs runs a drama group which meets at the University every Saturday.

The Gulbenkian is also committed to making the facility more accessible to the wider community. Alongside Andrew Briggs, the University's Fire Safety and Environment Adviser, the Gulbenkian has been looking at ways of improving emergency evacuation for wheelchair users. This scoping has been undertaken with a view to increasing both the capacity and the experience for wheelchair patrons.

Employees

Disability Staff Network (DSN)

The DSN aims to support employees with disability and those working with, or interested in understanding more about, disability. Consistent with other employee networks, it meets regularly throughout the year and also acts as a forum to share information and consider good practice, providing recommendations to enhance University policy and practice where appropriate.

Throughout 2016-17, there were approximately 30 members of the network, made up of employee representatives from areas such as Safety, Health & Environment, Estates, Kent Sport and Occupational Health, as well as employee members who wish to be a part of the network.

Derek Baldwin stepped into the role of Disability Staff Network chair in summer 2017.

Until joining the University in 2012 he worked mainly in the voluntary sector. As well as many years' experience in supported housing services he has worked in community support and engagement roles, latterly promoting internet use and online learning among vulnerable housing clients with no previous experience of IT and the web. From there he moved into mainstream IT support and service management.

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

LGBT+ Employees' Network

During 2016-17 the LGBT+ Employees Network Chair, Kasia Senyszyn, worked with the network to continue the promotion of positive attitudes towards the LGBT+ community and help raise awareness at Kent. The network met termly throughout the year and its Annual General Meeting took place in July 2017. The network increased by 11 from the previous year and a Deputy Chair was appointed in January 2017, Thomas Wiffen.

Highlights over the year included the launch of a new blog site in February 2017, raising £217.72 for Stonewall as part of LGBT+ History Month activities and working together with the LGBT+ Student Society to represent the University at Canterbury's PRIDE event in June 2017. The University (a Pride sponsor) was represented in the march by employees, students and alumni, and some members of the network and the society were interviewed by Sky News.

Other activities that the network arranged during the year to raise awareness are as follows:
- starting work on a new campaign, My Friend Alex, to promote an LGBT+/straight alliance
- an LGBT+ Forum during November 2016
- the organisation of activities to celebrate LGBT+ History Month during February 2017 including rainbow flags being flown at both Canterbury and Medway campuses.

As well as raising awareness, the network provided advice around the provision of gender neutral toilet signage. The network

Canterbury's PRIDE event in June 2017

IDAHOT 2017 at Medway

44 UpRising is a national youth leadership development organisation that champions critical issues surrounding diversity, social mobility and equality: uprising.org.uk

4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

used various channels to send out communications around Bi Visibility Day, Trans Awareness Week, Trans Day of Remembrance, International Transgender Day of Visibility and Lesbian Visibility Day. During June 2017 the network had a Campus Spotlight feature in *KENT Alumni* magazine and the Chair hosted a round-table discussion at an EDI Employees Network meeting.

A new Chair (Dr Christin Hoene) and Deputy Chairs (Canterbury: Jan Moriarty and Medway: Lynne Regan) were appointed at the end of the year and will take up their posts during 2017/18.

Further information about the LGBT+ Network can be found on their blog: http://blogs.kent.ac.uk/lgbtstaff/and the EDI webpages: www.kent.ac.uk/hr-equalityanddiversity/networks/lgbt-network.html

Harassment Contacts Employees' Network

Membership of the Harassment Contacts team has remained consistent, with a mixed group of 11 members acting in a voluntary capacity to support employees or students needing support in relation to harassment or bullying in the work or study place.

Harassment Contacts provide emotional support to employees and students who feel they have experienced harassment, within agreed boundaries of confidentiality. They also:
- assist in the implementation of the University's Dignity at Work and Dignity at Study policies

- provide a source of anonymous information to assist in the monitoring of harassment cases
- contribute to building expertise on harassment and bullying.

A new Chair was appointed during the year, Dr Afroditi Pina (Senior Lecturer in Forensic Psychology). She is passionate about providing support to colleagues or students who may experience harassment.

'I was nominated due to my previous work with EDI and the fact that harassment has been my research interest and focus for the past ten years. Research shows consistently that support in the first instance is vital for those affected by such events and I am happy to be part of a team that will work hard to provide that support to any colleagues or students that may need it.'

Women's Network

The aim of the Women's Network is to provide a platform for identifying issues that impinge upon gender equality and to identify good practices for female employees at the University of Kent. There are 145 network members comprised of professional service employees, academic employees and female researchers. The Chair of the Women's Network is Dr Louise Naylor, Director of the Unit for the Enhancement of Learning and Teaching.

Part of the network activities this year included reviewing the history and development of the Women's Network since 2004 and participants firstly identified key areas that had been supported by the network:
- integration of academic and professional service employees

- career development and progression, such as moving job role/job grades/promotion/leadership
- Employee returners, such as career breaks including maternity, paternity, caring responsibilities
- practical steps to achieving gender balance, including policy developments
- sharing developments within the wider EDI network.

Using both group work and open discussion, the terms of reference were reviewed and themes for future meetings were identified. In particular, participants suggested combined workshops with those involved in Athena SWAN Self-Assessment Teams (SATs) and the Aurora Leadership Programme, and a first joint event on 'Voice projection' in the spring term was fully subscribed. Three additional sessions (two at Canterbury, one at Medway) have been organised this academic year with award-winning Matt Hoss, School of Arts, and will be open to all.

Other planned events for the upcoming year include sessions on understanding culture and behaviours, including unconscious bias, as well as approaches to change.

For further information, visit: www.kent.ac.uk/hr-equalityanddiversity/networks/women-network.html

EDI communications

A member of the EDI team attends the termly Employees' Induction and Information Fair to meet new employees and promote the benefits of employee equalities networks. Work has also been carried out to update and refresh the EDI website, incorporating new areas to highlight new information and resources for employees, including e-guidance modules from the Business Disability Forum (BDF) and also EDI sector news to keep employees informed.

Dr Afroditi Pina

Louise Naylor

Students

Centre for European and World Languages (CEWL)

CEWL integrated EDI into all 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 helped the University to deliver its internationalisation strategy by fostering equality, diversity and inclusivity through all its programmes.

CEWL also undertook the following:
- **Talking cultures:** offered to both students and staff 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, help each other to learn a language and explore each other's different cultural backgrounds and experiences. CEWL hosted two language exchange social evenings during the year to help buddies to meet. This involved students from across the University who were studying on one of the language modules and those who were native speakers of the language.
- **Summer social programme**: offered to students studying in CEWL during the summer term and holiday, such as pre-sessional and January IFP students, with an emphasis on integration, socialising and enhancing language and cultural learning. Student Ambassadors were recruited to help deliver the programme.
- **Talking shop**: a forum for staff in CEWL to explore issues related to teaching and learning, including how to promote equality, diversity and inclusivity.
- **Study Plus:** CEWL provided a variety of courses across a number of subjects including history, culture, employability and media. These courses varied in length and could be attended by any student at Kent.
- **English short summer courses for visiting universities:** students on these courses took part in the 'Taste of Japan' event which university staff and students could attend. In 2016-17 the students performed a Japanese tea ceremony and helped with activities such as calligraphy.

45 Work Plan Action 2016-17: 2.20
46 Work Plan Action 2016-17: 2.25
47 Work Plan Action 2016-17: 2.27

- **Academic Peer Mentors**: CEWL invited International Foundation Programme alumni to act as peer mentors for current students and to help them settle into the University and UK academic life.

Christmas around the world

Kent Union and Student Services organised a 'Christmas around the world' event at Woody's on 1 December 2016. This event featured seasonal food and drink from around the world, including bratwurst, beer steins and Christmas themed stands, games and activities celebrating cultural traditions from the various student societies. There was live music featuring a Christmas Choir and German Brass Band, and miniature Christmas trees that students could purchase and decorate. The event showcased information about Christmas traditions across the globe. Raise and Give (RaG) raised money for the Kent Christmas Fund via a raffle and Santa's Grotto, which would support events and activities for students who stay on campus during the holidays.

Corporate Communications

Black History Month[45]

Throughout October 2016, Corporate Communications supported Kent Union and Student Services and the Student Success project team to promote Black History Month and the series of events. Communications were sent out to encourage stakeholders to celebrate and to attend events. Communications methods included: a press release on the University News Centre (link below), a Student Guide carousel ad, Student Guide and Campus Online blog posts and social media promotion with the use of the national hashtag #BHM2017. Further information can be found via www.kent.ac.uk/news/uncategorized/15317/ak ala-lecture-one-of-black-history-month-events

Kent Student Awards 2017[46]

Corporate Communications supported Student Services and Kent Union in promoting the Kent Student Awards with communications to encourage nominations, and announcing the shortlist and winners, as well as a follow-up poster campaign to celebrate the winners. Communication methods for this year included a range of social media, email and e-newsletters, leaflets, posters and banners.

Personal Safety Awareness Day in Canterbury[47]

During Welcome Week 2016, a Personal Safety Awareness Day was held at Canterbury. Campus Security, Kent Police, Kent Fire and Transport and Street Marshals were on the Plaza talking to students and sharing personal safety information. Corporate Communications supported this event via social media on Facebook and Twitter.

Safety signage and accommodation notice boards

Working with Estates and Student Services, safety signage was reworked at the Medway campus. The 24/7 walking taxi and a main Kent security number were added to the Medway signs. Safety noticeboards with a map highlighting safety information points, services, contact details and advice were displayed in accommodation receptions on the Canterbury and Medway campuses.

SafeZone app promotion

SafeZone is the University's safety app which makes it easier for students and staff to access Kent's safety and security services. Following the hard launch in September 2016, promotions for the app continued on Kent's website, staff and student e-newsletters, postcards, pull-up banners, posters, contact cards, digital screens, Student Guide carousel and social media. For more information visit www.kent.ac.uk/safezone
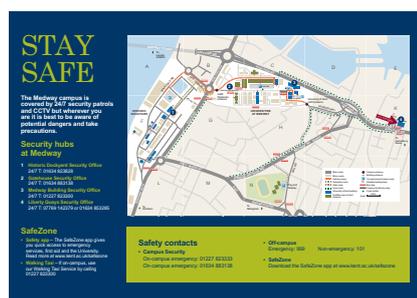
Revised security noticeboards, Medway campus

4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

Student personal safety campaign

The campaign raised awareness of the University's safety services for students, staff and visitors to the campus. University services highlighted in the campaign included:
- walking taxi service (Canterbury and Medway)
- night bus
- campus security staff
- Medway College Life.

Communication advertising formats included: beer mats; t-shirts and badges for on-campus bar staff; stickers for alcoholic drinks and post-night-out food; safety noticeboards in all accommodation receptions; postcards with a pop-out contact card for wallet and purses; and traditional communication channels.

Worldfest 2017[48]

Corporate Communications supported the promotion of Worldfest 2017 with an integrated multiplatform communications strategy which included: a campus-wide poster campaign; bunting; stickers; pull-up banners; event programme; and social media.

Kent Union

'Diversify my Curriculum' campaign[49]

The Vice-President (Education) launched the 'Diversify my Curriculum' campaign aimed at encouraging greater diversity across syllabuses and reading lists. The Kent Union Ethnic Minorities Officer supported this campaign and held film screenings throughout the summer term. As part of these activities, students ran an event called 'Ebony', a discussion focused on key issues facing black students, with the purpose of allowing a creative space for ideas. A week of film screenings in conjunction with the exam de-stress campaign was also held.

Travel ban protest

In February, the Vice-President (Activities) and volunteers led a peaceful demonstration against the travel ban imposed by US President Trump. Students were encouraged to leave their handprints to celebrate diversity and create a welcoming and inclusive environment.

Trans student coffee mornings

The Trans Officer instigated coffee mornings in order to provide a safe space for trans students on campus. The Officer delivered

48 Work Plan Action 2016-17: 2.21
49 Work Plan Action 2016-17: 2.22
50 Work Plan Action 2016-17: 2.31

two 'Trans 101' talks, one of which was part of the Trans Day of Remembrance and the other a collaboration with the Feminist Society.

Women's Officer campaign

The Women's Officer campaign culminated in leading a week of events celebrating International Women's Day. The aim of the week was to raise awareness about the range of issues and potential discrimination that women can face and to celebrate their achievements. Events included a 'women in art' social media exhibition, a 'women in academia' panel discussion, a consent workshop and a ladies night.

#thisgirlcan campaign

The Vice-President (Sport) led a social media campaign called #thiskentgirlcan which was part of a wider national campaign led by Sport England. The campaign raised the profile of women within student sports clubs, their stories and how others can get involved.

LGBT+ Mythbusters

The Mythbusters are a group of LGBT+ identifying students who go into schools to talk to young people between 16 and 18 years of age about their experiences with regards to their sexuality and/or gender identity, their experiences 'coming out' and also their wider

experience of University life. The group visited Dane Court Grammar School in Broadstairs on 17 May 2017 as part of the IDAHOT Day (International Day Against Homophobia and Transphobia) celebrations and also, for the first time, Gravesend Grammar School as part of their Healthy Relationships day activities on 4 July 2017.

Mental Health Support[50]

Guided walking, Medway campus

Guided walking sessions were held at Medway to promote simple, gentle exercise to help people relax, promote physical and mental wellbeing and support individuals in becoming more mindful and reflective.

Mental health awareness and support

Throughout 2016-17 the Wellbeing Team in Student Support and Wellbeing held a number of events and activities to raise awareness of mental health support at the University of Kent including the following:
- An awareness stall in the Library Foyer on Canterbury campus hosted a number of activities. Students from many backgrounds used the space to discuss access to wellbeing services and broader wellbeing concerns. In addition, students were introduced to the 'Chillout Zone', an ad hoc wellbeing surgery.

Stay Safe promotional artwork

Travel ban protest, Kent Union

#thiskentgirlcan campaign, Kent Union

Asian Fusion Arts Festival

Chinese New Year Gala

Holi

- The Wellbeing Team delivered a workshop 'Understanding Mental Health' to students of Kent Business School, inviting attendees to consider mental health versus mental ill health and how some of these experiences can be intensified by transitioning them from a demographically diverse set of backgrounds.
- An awareness stall on the Plaza at Canterbury campus presented information on mental health to passers-by on the range of services provided by the Wellbeing Team.
- Members of the Wellbeing Team delivered student leader training which encouraged a discussion around the range of mental-health concerns in order to de-stigmatise some of the ideas around wellbeing. A 'rule of thumb crisis response' protocol was also provided to help streamline access to services and improve the quality of the team's response.
- Members of the Wellbeing Team were invited to deliver a half-day training session to the Student Learning Advisory Service (SLAS). This was organised to give an insight into the diverse variety of students that approach and utilise all the services on campus and the mental health issues that staff may be confronted with. An opportunity was given to engage in collaborative group work with a focus on developing understanding around some of the preconceptions that exist regarding appropriate responses to mental health.

Social Support Group

Student Support and Wellbeing has, with support from the Director of Student Services, ensured the continuation of the Social Support Group for students with mental health concerns. Links have been forged with the Umbrella Centre in Canterbury, with support and supervision from the Wellbeing Team.

Wellbeing Festival, Canterbury campus

On 23 March 2017 over 30 delegates from a range of wellbeing services on and off campus were invited to take part in a one-day event, focused on wellbeing concerns and offering a diverse approach to supporting mental and emotional health. Included in the event were bush-craft, spinning, breast cancer awareness, music, library chill-out zone, nursing services, Turning Point (alcohol and drug charity), pet therapy, yoga, bracelet making and many others. This was the largest event ever held by Student Support and Wellbeing and the feedback received was very positive.

Wellbeing Map[51]

A Wellbeing Map was developed by Student Services and Kent Union for the examination season, with the aim of helping students to combat stress and facilitate good mental health by highlighting wellbeing support services and quiet reflection spaces on the Canterbury campus. The map was available for use throughout the year. The map can be located at www.kent.ac.uk/graduateschool/images/Wellbeing%20map%20with%20text.pdf

Multicultural Events Fund

The Multicultural Events Fund sponsored a wide range of multicultural events throughout 2016-17. These diverse celebrations continue to support Kent's international community, promoting inclusivity and enhancing the unique student experience at Kent. The Multicultural Events Fund was supported by International Partnerships, Student Services and the Dean for Internationalisation.

Asian Fusion Arts Festival

Asian Fusion Arts Festival (AFAF) took place on 21 March 2017 in the Darwin Conference Suite, showcasing the different Asian cultures and their talents. It was a public event and the first of its kind at the University of Kent. Students from different universities attended, with 120 tickets sold. There were three special guest performers, two dancers and one singer.

Chinese New Year 2017

On 31 January 2017, Kent Chinese Students and Scholars Association (CSSA) in collaboration with the University of Kent Hong Kong Society Official Group held the Chinese New Year Gala in the Gulbenkian. For overseas Chinese students, the New Year Gala gave them a sense of familiarity and warmth in a new and foreign environment. The programme for the New Year Gala included acts showcasing traditional Chinese culture as well as displays of modern dance. Over 200 people attended the event, including Mr Kuang from the Chinese Embassy, students and teachers from the University of Kent, and members of the local community interested in Chinese culture.

Holi celebration 2017

The Hindu Society hosted the Hindu Festival of Colours during Worldfest. The event took place on Tyler Hill Field on 15 March 2017. Two hundred people, including students, staff and members of the local community, participated in the festive Holi celebrations, dressed in white and accompanied by Bollywood music.

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51   Work Plan Action 2016-17: 3.24

4 PROMOTING EDI WITHIN THE UNIVERSITY (CONT)

Diwali Ball

Diwali Ball

TEDx University of Kent, The Unexplored

This event took place on 13 May 2017 at the Gulbenkian and encompassed a series of talks around the theme 'The Unexplored'. There were 11 speakers in total including academics and students from Medway and Canterbury, as well as community members. The event was live streamed by Kent Television (KTV) with an organised showing at Kent's Brussels centre. TEDx University of Kent was organised by a multicultural team of 15 people, including third year students from Medway and Canterbury, an alumnus and a community member. Please see www.tedxuniversityofkent.com

Thanksgiving dinner 2016

Each year the University hosts a Thanksgiving dinner, open to all University of Kent students. International Partnerships worked with the Dean of Internationalisation and International Recruitment to organise and sponsor the 2016 event. Eighty-four students booked to attend the meal, which took place in the Darwin Conference Suite on 23 November 2016. Students were represented from both full degree and short-term programmes and from a range of countries: US, Canada, Spain, Netherlands, Peru, Switzerland, Israel, Germany, Finland, France, Austria, Japan, Norway, Uruguay, Italy and the UK. As well as a full Thanksgiving dinner, the event included live jazz music and a welcome speech from the Dean of Internationalisation.

Diwali Ball

On 12 November 2016 in the Darwin Conference Suite, the Hindu Society hosted their first Diwali Ball. The event included attendees dressed in traditional saris and

formal wear, Indian canapés and dinner, a speech from the Society president, a variety of entertainment including performances by the Belly Dance society and the Kent Dance's Bollywood Group.

School-level activities

School of Engineering and Digital Arts

The School of Engineering and Digital Arts was awarded funding via the Kent Opportunity Fund to host a series of free talks in November 2016, including:

- **Engineering a winning workforce by creating an inclusive engineering industry**: hosted by Dr Mark McBride-Wright (co-founder of InterEngineering, an organisation that connects, informs and empowers LGBT+ engineers and supporters), the talk discussed the concept that inclusion is the key to attracting and retaining staff, driving down supply-chain costs and delivering a service through a culture that aligns with client values.
- **Improving Diversity in STEM**: hosted by Dr Nike Folayan from the Association for Black and Minority Ethnic (BME) Engineers, this talk encouraged young people, particularly those from BME backgrounds, to transition from education into engineering.

Sexual Respect @ Kent

Bystander Intervention Initiative[52]

From March 2016, Kent delivered the Intervention Initiative to students through Study Plus at the Canterbury campus. Feedback from the programme highlighted that the content should be reviewed to ensure that it was more inclusive, particularly for LGBT+ students and to remove the predominantly 'westernised' approach. Ideas about

embedding the programme at Kent were discussed at the Staff Forum and collated and fed back to the Violence Against Women and Men on Campus Steering Group. In September 2017, the Bystander Intervention Initiative was renamed U.N.I Protect and Kent Union created a short awareness-raising video. Please see www.kent.ac.uk/studentservices/uniprotect/index.html

Expect Respect @ Kent e-learning module

An e-learning module was developed during 2016-17 to raise awareness of Kent's Student Charter, Dignity at Study policy, issues around sexual respect and the support available to students.

Higher Education Funding Council for England (HEFCE) catalyst funding[53]

In February 2017, the University of Kent submitted a successful bid to HEFCE's Safeguarding Catalyst Fund. A grant of £50,000 was awarded for a number of projects and initiatives to develop the work of the Sexual Violence Against Women and Men on Campus Steering Group, including the development of the Bystander Intervention Initiative, promotion of sexual respect and student safety at Kent, and the creation of training and professional development opportunities for staff and students.

Project Liberty

In April 2017, Student Services met with the Canterbury-based domestic abuse charity Rising Sun, to develop a drop-in support service for students at the Canterbury campus for victims of domestic abuse. Similar discussions were held with the north-Kent-based charity, Choices, to offer a similar service to students at the Medway campus via the Sunlight Medical Centre. Both schemes would be launched during the 2017-18 academic year.

National Sexual Abuse and Sexual Violence Awareness Week

National Sexual Abuse and Sexual Violence Awareness Week took place from Monday 6 February to Friday 10 February 2017. The University of Kent and Kent Union ran events and activities designed to raise awareness of issues both on a community and University level. Events included a talk and awareness stand by the domestic abuse charity Choices, a 'Consent or Not' panel debate led by the Kent Union Women's Officer, and a series of cross-campus communications designed to raise awareness of initiatives and challenge misconceptions about sexual assault and rape.

52 Work Plan Action 2016-17: 2.17 and 2.18
53 Work Plan Action 2016-17: 2.17

Sexual Assault Responders

Sexual Assault Responders were introduced in September 2016. The team of 20 staff volunteers operate on an on-call, out-of-hours rota. They offer support and guidance to students who are survivors of sexual assault or rape, ensure that the student is aware of the support available to them and what the next steps are. The SARs can also accompany the student to the police station or the Sexual Assault Referral Centre (SARC) in Maidstone if requested.

Staff forum[54]

A staff forum was organised by the Sexual Violence Against Students Steering Group for Canterbury staff on Thursday 20 April 2017 and for Medway staff on Wednesday 31 May 2017. The purpose of the forums was to inform staff on the work of the Steering Group and the initiatives that have been implemented, and to hold a discussion on how best to embed the Bystander Intervention Initiative.

Following recommendations arising from the Universities UK Guidance for Higher Education Institutions: How to Handle Alleged Student Misconduct Which May Also Constitute a Criminal Offence, members of the Steering Group worked with the Managing Student Conduct Group to revise the University's Regulations on Student Discipline in Relation to Non-academic Matters. The revised Regulations were approved by Senate for the start of the 2017-18 academic year.

Universities UK Taskforce call for good practice[55]

In March 2017 the University of Kent submitted a number of good practice case studies to Universities UK for inclusion in a directory available to the sector. Universities UK selected the following initiatives for inclusion:
• Bystander Intervention Initiative
• Sexual Assault Responders
• e-learning resources for students and staff
• the development of policies and procedures available to support staff and students
• Kent Union's Zero Tolerance policy.

Worldfest schedule of events

Medway		
Wed 15	Student Hub	Diversity Fair
	Student Hub	Surprise film screening
Thu 16	The Galvanising Workshop	SMFA Music Ensemble
Fri 17		National Dress Friday
	Student Hub	St Patrick's Day party

Canterbury		
All Week	Plaza	International Food Fayre
	Woody's	Food from around the world
	Plaza	Sports taster sessions from around the world
Mon 13	Sports Centre	Fitness Fest
Tue 14	Registry Lawn	Open-air film screening of Rab Ne Bana Di Jodi
	Templeman Lecture Theatre	Student debate on 'The case for reparations for ex-colonies'
Wed 15	Eliot/Rutherford Hill	Holi
	GLT1	TS Eliot Memorial Lecture by Marina Warner 'What place is this, what land, what quarter of the globe?: The Compass of Story in Dislocated Times'
Thu 16	Colyer-Fergusson	Belly-dancing and salsa workshops
	Woody's	K-Pop Karaoke
	Eliot Hall	International Showcase
	Venue	International Showcase after-party
Fri 17		National Dress Friday
	Woody's	St Patrick's Day party
Sat 18	Grimond	ASPIRE careers event

Trans Student Support Group[56]

A support group for trans students and staff members ran every other week during term time throughout 2016-17. Supported by the external organisation Transgender Peer Associates Ltd (TG Pals) and organised by Student Services and Deacon Joy Everingham, this valuable support group saw approximately 15-20 students in regular attendance.

Worldfest 2017[57]

Worldfest, the University's annual festival to celebrate multiculturalism and diversity, took place from 13-18 March 2017 on the Canterbury and Medway campuses. Key improvements driven by feedback from the previous year included:
• a complete overhaul of the website format to make it more attractive and user friendly

• an increase in the variety of options for the International Food Fayre
• an increase in the powder supply for Holi
• an increased investment in marketing and publicity
• reformatting of the voting system for the International Showcase
• introduction of a variety of new events, including a careers event for BME students and an outdoor film screening.

International Showcase

As part of WorldFest, the Kent Union Student Activities department, alongside Societies Executive, organised the International Showcase. Taking part in Eliot Hall, this was a spectacular evening of dancing, celebration, traditional dress and performance, showcasing the diverse cultures and faiths of students at Kent. This event has become the highlight of the year for student societies.

54 Work Plan Action 2016-17: 4.16
55 Work Plan Action 2016-17: 4.17
56 Work Plan Action 2016-17: 2.26
57 Work Plan Action 2016-17: 2.21

5   MONITORING AND COMPLIANCE

Employee demographics – summary of the data findings in 2016-17

Gender

- The gender composition of all employees is the same as last year (55% female) and matches that of the sector overall; it also aligns with our student population at 53% female. The total Managerial and Professorial (M&P) group is now 33% female, a 2% increase from last year.
- Thirty per cent of professors are female: an increase of three percentage points since last year with Kent increasing its representation of female professors well above the sector average of 23.9% (ECU 2017:200) for the third year running.
- The sustained and steady increase indicates this is a positive trend and not just an anomaly since last year.
- A higher number of male employees (than female employees) have applied for promotion over this period; however, the percentage of female employees who were successful is higher (83%).
- The number of female employees employed as hourly paid lecturers (HPLs) has increased by 4%. This is a statistically significant change from last year in which the cohort of HPLs across the whole organisation was equally balanced at 50% female:50% male.

Parental leave

- Seventy-six employees took maternity, adoption, paternity or shared parental leave this year.
- Consistent with previous years, there were no maternity leavers.
- Data from the Athena Swan submission suggests there is concern around the support offered to employees who return from maternity leave.
- A consistently small number of employees took shared parental leave (SPL). In previous years, there was a mixture of males and females accessing SPL; however, in the 2016-17 reporting period only male employees applied for this entitlement at Kent.

Working patterns

- The proportion of employees who work part-time has increased by five percentage points.
- Sixty (of sixty-one) formal requests for flexible working were agreed this year, this representing an overall increase of eight requests.
- The proportion of female employees who work part-time matches the sector figure of 40%.
- In terms of male working patterns, 75% of all men work full-time and 25% of all men work part-time, which is a 5% decrease in the number of men working part-time since last year. A slightly higher proportion of men at Kent work part-time than in the sector overall, and Kent supports them to do so.

- Data shows that more female employees than men work part-time up to Grade 8 and, conversely, more men than female employees work part-time at Grades 9 and above.
- Further analysis indicates this is likely to be to the detriment of the career development of women but advantageous to men who reduce their hours only once they have established their careers.

Employee EDI data by protected characteristic

Gender

Table 7 shows that the overall composition of employees at Kent is 55% female and 45% male. The number of females employed by the University in 2016-17 has increased from 54% to 55%, with a 1% decrease in male employees. This is slightly higher than the staff sector figure of 54.1% (ECU 2017:201); however, it is consistent with the HEI trend in which women comprise the majority of employees working in the sector.

Table 7: All employees by gender (five-year comparison)

Year	Female			Male			Total
	n	%	Sector average – female %	n	%	Sector average – male %	n
2016-17	1969	55%	Unavailable at time of publication	1581	45%	Unavailable at time of publication	3550
2015-16	1959	54%	54.1%	1652	46%	45.9%	3611
2014-15	1845	54%	54.0%	1598	46%	46.0%	3443
2013-14	1747	52%	53.8%	1588	48%	46.2%	3335
2012-13	1665	52%	53.9%	1562	48%	46.1%	3227

5 MONITORING AND COMPLIANCE (CONT)

Table 8: All employees by grade and sex in 2016-17 (with female % change over the last 2 years)

Grade	and example of roles (NB: this list is not exhaustive)	2016-17				Female change 2016-17 – 2015-16	2015-16				Female change 2014-15 – 2013-14
		Male		Female			Male		Female		
		n	%	n	%		n	%	n	%	
1	Domestic or Catering Assistant	81	42	110	58	1	84	43	113	57	2
2	Hospitality Assistant/Caretaker	41	56	32	44	-1	42	55	35	45	1
3	Clerical Assistant/Receptionist	96	43	126	57	-1	102	42	142	58	-3
4	Clerical Assistant/Clerk	71	23	241	77	1	74	24	237	76	Same
5	Technician/Secretarial Assistant/Co-ordinator	87	30	200	70	2	85	32	177	68	1
6	Administrator/Researcher/HPL	236	39	363	61	3	300	42	409	58	2
Marie Curie Funded		<8	50	<8	50	/	/	/	/	/	/
Sub-total:		**619**	**36**	**1079**	**64**	**2**	**687**	**38**	**1113**	**62**	**/**
7	Lecturer/Administrator/ Researcher/HPL	302	44	382	56	2	301	46	358	54	-1
8	Lecturer/Manager/Administrator/ Researcher/Accountant/HPL	223	50	227	50	0	229	50	232	50	2
Clinical Academics		<8	44	<8	56	1	<8	45	<8	55	/
9	Senior Lecturer/Manager/ Researcher/Assistant Director/HPL	205	57	155	43	2	202	59	138	41	1
10	Reader/Senior Manager such as Head of strategic area	73	62	45	38	0	71	62	43	38	-7
M&PPPP	Professor/Director of large strategic area/Head of School/ Executive Group	155	67	76	33	2	157	69	69	31	4
Sub-total:		**962**	**52**	**890**	**48**	**1**	**965**	**53**	**846**	**47**	
Total:		**1581**	**45**	**1969**	**55**	**1**	**1652**	**46**	**1959**	**54**	

Table 8 shows the overall composition of employees by grade and sex. This shows that, at Grade 8, the gender composition of staff is 50:50. Women make up a higher proportion of those in the lower grades (64% of employees at Grade 6 or below are female) and men a higher proportion of those in the higher grades (52% of employees at Grade 7+ are male). This result is consistent with the trend identified in last year's report that potentially indicated a progression barrier for female academics at Grade 8. It is encouraging that since last year, there has been a 2% increase of female employees at both Grade 9 (increasing from 138 to 155) and the M&P group (increasing from 69 to 76).

This provides a strong indicator that Kent's ongoing work on Athena SWAN at the institutional level, our leadership development programmes (including the Aurora programme for women) and changes to the academic promotions at an organisational level (reported below) are having an impact on the ability of women to reach senior positions within the organisation. This is encouraging, and continued efforts to transition women into more senior roles (in particular, Readership and the professoriate) will help to address Kent's overall gender pay gap which currently stands at 17.5%.

The proportion of women (collectively) from Grade 9 upwards has risen by two percentage points since last year, and the Managerial and Professorial (M&P) group is now 33% female;

of those, 62 are female professors. This represents 30% of all professors at Kent which is above the sector average of 23.9%[58]. This increase of 3% from the previous year represents a significant success story for Kent, particularly as the gender imbalance in the professoriate is a significant driver of the University's gender pay gap.

The Equal Pay Audit conducted in 2015 identified a gender pay gap of 9.2% in favour of men for Professional Services Director (PSD) roles paid on the Managerial and Professorial Pay Scale (M&P). The University therefore undertook a review to establish whether the gender pay gap could be objectively justified by reference to job size, market rate and/or performance. Job evaluations were independently carried out

Table 9: Academic promotions data from the 2017 promotions round (headcount)

	Females		Success rate	Males		Success rate	Totals		Success rate
	n	%		n	%		n	%	
Applications	44	51%	/	43	49%	/	87	100%	/
Pool size and % of applications from the pool	264	17%	/	374	11%	/	638	14%	/
Successful	38	/	84%	39	/	91%	77	/	88%

Table 10: Academic promotions data (headcount data aggregated from Oct 2012-Oct 2017)

	Females		Success rate	Males		Success rate	Totals		Success rate
	n	%		n	%		n	%	
Applications	214	42%	/	296	58%	/	510	100%	/
Pool size and % of applications from the pool	1384	15%	/	1994	15%	/	3378	15%	/
Successful	178	/	83%	223	/	75%	401	/	79%

by Korn Ferry Hay (Hay) to establish job size; relevant pay data was also provided by Hay to provide a complete picture of market salaries for PSD roles. The Hay review established three clear job size groupings for consideration of these roles. Salaries were then evaluated using the methodology established in the Senior Reward Policy, considered by the Salaries Committee for Professional, Senior Management and Grade 10 Staff and were either deemed to be in the appropriate pay zone or adjusted appropriately. As a result of the review, the gender pay gap in favour of men for group one has been eliminated entirely; the gender pay gap in favour of men for group two is 6.21% but can be justified by reference to market rates; for group 3, there is a gender pay gap in favour of females of 9.41% which is statistically significant and will be investigated as part of a planned review of the National Pay Spine scheduled for 2018.

What we plan to do

Gender-related 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 2017-18. This approach is set against an understanding that good gender practice benefits all employees and helps to build an inclusive culture that values everyone.

Several institutional-wide projects are already underway eg the REEP project. While these transformational projects do not focus solely on gender equality, they will introduce greater transparency around promotion and career progression for all employees involved with the delivery of education and leadership in education.

The actions arising out of our recent institutional Athena SWAN submission, including strengthening the University's existing mentoring arrangements and delivery of the Women's Development Programme, are also likely to further improve our encouraging results.

Academic promotions

This year, 87 employees applied for promotion (down from a total of 91 last year). While the reasons for this slight reduction cannot be attributed to one particular cause, the University will monitor this information in the future to determine if it is a trend or merely an anomaly. A positive result, however, is that the number of women applying for promotion has increased from 33 to 44. Of these, 38 were successful.

Successful promotion applications from women have increased in number from 28 to 38, resulting in an overall female success rate unchanged from last year at 84%. This is despite the overall reduction in the total number of applications.

Table 10 contains historic promotions data for all academic promotions, aggregated for 2012-17. Overall, the data shows that a higher number of men (than women) have applied for promotion over this period; however, the percentage of women promoted is higher (83%). Additionally, the percentage of applications from the eligible pool was evenly split at 15%.

What we plan to do

The University's Equality, Diversity and Inclusivity team will continue to work closely with the institutional-level Athena SWAN Working Group. Many of the recommendations contained in the 2018 institutional Athena SWAN submission are likely to have a direct bearing on the promotion of female employees including:

- the review of the Schools Promotions Panel to identify good practice and improve panel guidance and protocols to enhance consistency of practice across schools
- the update of Preparing for Promotions briefings (as required) based on feedback from the Women's Network
- continuing efforts to actively target and mentor high-potential female employees (led at school level).

5 MONITORING AND COMPLIANCE (CONT)

Table 11: All academic employees (only) by sex and role in 2016/17

| | F | | M | | Total |
	n	%	n	%	n
HPL	217	52%	201	48%	418
Research	110	56%	86	44%	196
Language lectors	99	82%	2	18%	11
Lecturer Grade 7	49	48%	53	52%	102
Lecturer Grade 8	101	42%	137	58%	238
Senior lecturer	104	40%	156	60%	260
Clinical academic	3	50%	3	50%	6
Reader	33	35%	61	65%	94
Professorial	62	30%	146	70%	208
Total	**688**	**45%**	**845**	**55%**	**1533**

Gender composition of all academic employees

The gender composition of all academic employees is 45% female, which compares to a sector figure of 45.3% for all academic employees (ECU 2017: 212). The University will seek to increase this percentage through a variety of actions, including increasing the attractiveness of the University to female job applicants by careful wording in job adverts and the use of positive action statements where they are needed.

Fifty-six per cent of all research employees are female, this being an increase from 52% since 2015-16. While it is encouraging to have a large pool of females in the early stages of their research career, Table 11 indicates that the pool of female employees decreases at the lecturer grade (excluding language lectors) and then significantly thereafter.

Fifty-two per cent of all hourly paid lecturers (HPLs) are female, this being slightly higher than 50% in the last academic year. By comparison, 44% of all lecturers are female (adjusted to remove language lectors and senior lecturers). The data highlights a loss of women at the career transition point of researcher to lecturer (also supported by the faculty analysis below)[59].

We are encouraged by the continued increase in the number of female professors, building on our success from last year by another 3%. However, the data continues to highlight a lack of women (in comparison with men) in senior roles such as professor, which is particularly pertinent to the Faculty of

Sciences. These two issues were identified in the last report and continued effort will be made to address these barriers.

Work to understand and address the gender profile of academia

Under the Equality Act 2010, Kent has a statutory obligation to publish key metrics that contribute to its gender pay gap. The University knows that the underrepresentation of women in the professoriate is a key driver of the pay gap and it will therefore outline a comprehensive suite of initiatives to address talent pipelines to the professoriate.

This will include ongoing delivery of a range of leadership and development programmes; establishing new programmes to complement the Aurora Programme; greater scrutiny of promotions and reward; and rationalising existing mentoring opportunities.

Faculty analysis: Humanities

In the Faculty of Humanities, the population of all academic employees is 48% female compared with 61.2% of the student population; 57% of researchers are female (see Chart 9) and 46% of all lecturers at Grades 7 and 8 are female.

Women comprise 42% of academic employees from Grade 7 lecturer and above. Although less pronounced than in the Faculty of Sciences, women appear underrepresented (in comparison with men) at mid to senior levels, where 39% of employees at senior lecturer and above are female. The underrepresentation of women at this level remains unchanged from last year.

The number of female professors in Humanities has again increased, from 35% to 41% since 2015-16. Over the last two reporting years, the Faculty of Humanities has increased its female professors by 13%. While this figure is still comparatively low relative to the Faculty's student population, it is a significant improvement over two years that is steadily trending upwards.

Faculty analysis: Sciences

In the Faculty of Sciences, 35% of all academic employees are female in comparison with 37.8% of the student population. Chart 10 shows that 40% of researchers are female (up from 39% last year) with an underrepresentation of female lecturers at 37%. When HPLs and researchers are removed from the calculations, women comprise 27% of academic staff in the grade of lecturer and above.

Only 21% of employees at senior lecturer and above are female, consistent with the position last year. Only 10% of professors are female. While this result is not surprising given the acute underrepresentation of female science professors across the HE sector and the paucity of the pipeline in overall numbers terms, it is disappointing given the significant increase in the number of female professors at Kent overall.

Women continue to be underrepresented in comparison with men, particularly in senior roles, with the lack of women reflecting the number of women going into STEM subjects and the lack of women in the pool at national level.

Faculty analysis: Social Sciences

The population of all academic employees in the Social Sciences is well balanced in terms of gender, at 50% female, representing an increase of 2% since last year. This compares with 58.8% of the student population. Chart 11 indicates a slight increase in the numbers of female research employees when compared with last year, from 72% to 74%.

Last year's data indicated a steady downward trend in the number of female employees above the grade of senior lecturer. Chart 11 indicates a continuation of this trend, albeit with an increased number of female professors since last year. It is encouraging that the number of female professors has increased from 31% to 36% within the Faculty of Social Sciences.

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59   Excluding the category of language lectors who are Grade 6 staff employed on academic terms and conditions.

Chart 9: Academic employees by role, Humanities

Faculty of Humanities (n=402)

Role	F	M
HPL	76	66
Researcher	13	10
Language Lectors	9	2
Lecturer Grade 7	17	20
Lecturer Grade 8	25	29
Senior Lecturer	23	40
Reader	11	17
Professor	18	26
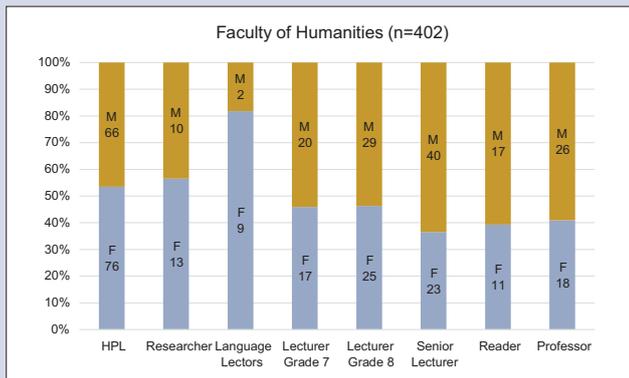
Chart 10: Academic employees by role, Sciences

Faculty of Sciences (n=455)

Role	F	M
HPL	53	62
Researcher	37	55
Lecturer Grade 7	6	3
Lecturer Grade 8	29	56
Senior Lecturer	21	55
Clinical	3	3
Reader	3	18
Professor	5	46
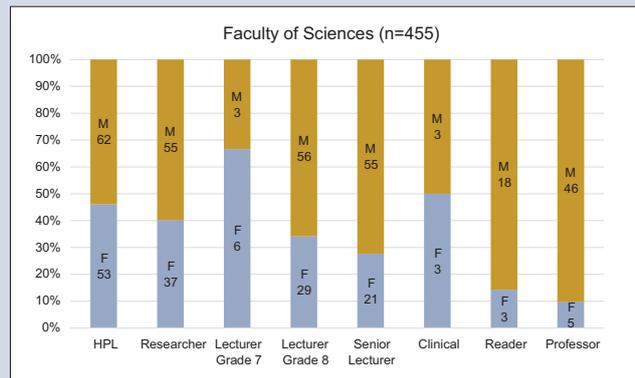
Chart 11: Academic employees by role, Social Sciences

Faculty of Social Sciences (n=599)

Role	F	M
HPL	52	47
Researcher	60	21
Lecturer Grade 7	25	28
Lecturer Grade 8	45	51
Senior Lecturer	58	61
Reader	18	25
Professor	39	69
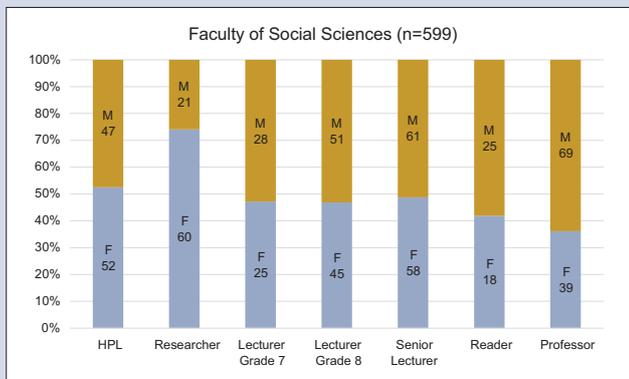
Chart 12: Faculty-based hourly paid lecturers

Faculty-based hourly paid lecturer (n=356)

HPL	F	M
Grade 6	109	108
Grade 7	31	33
Grade 8	22	10
Grade 9	19	24
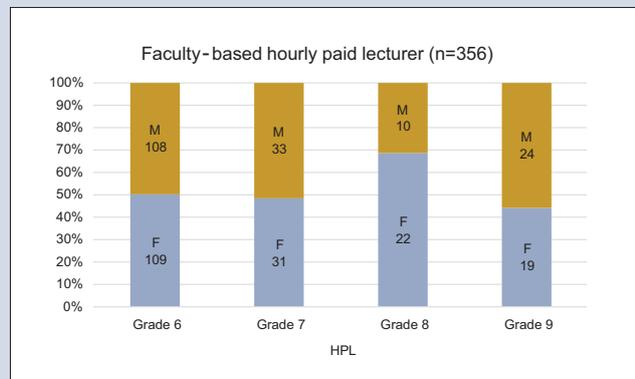
Chart 13: Faculty-based researchers

Faculty based researchers (n=196)

Researcher	F	M
Grade 6	18	9
Marie Curie Funded	7	7
Grade 7	65	59
Grade 8	14	9
Clinical	2	1
Grade 9	4	1
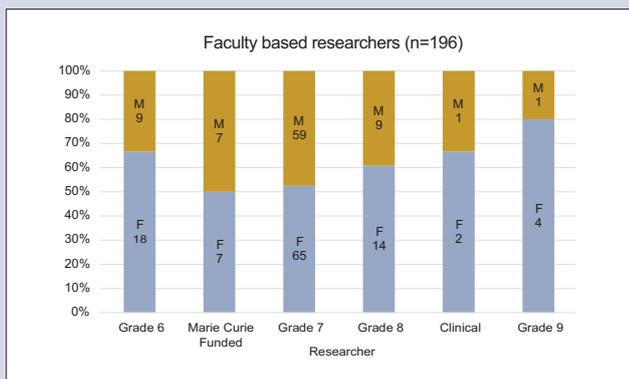
Chart 14: Professional Services employees and faculty administration

Professional Services employees and faculty admistration employees (n=2017)

Support staff	F	M
Grade 1	110	81
Grade 2	32	41
Grade 3	126	96
Grade 4	241	71
Grade 5	200	87
Grade 6	201	101
Grade 7	227	148
Grade 8	90	67
Grade 9	28	23
Grade 10	12	12
M&P	14	9

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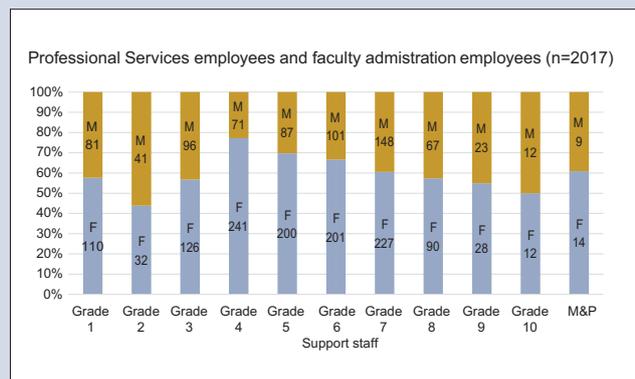
5 MONITORING AND COMPLIANCE (CONT)

What we plan to do

The data indicates that the pool of female employees decreases at the lecturer grade (excluding language lectors) and then significantly thereafter. The University will implement several actions to encourage more women to continue their academic careers, including access to appraisal for researchers and improving the promotion and induction process. Further information is provided in Section 7.

Gender composition of all Professional Services departments and other support staff

The data shows that 64% of all Professional Services employees (including school- and faculty-based administration employees) are female. This is consistent with last year (although up one percentage point) and females dominate most grades, but particularly Grades 4, 5 and 6.

Fifty-five per cent of employees at the senior levels of Grade 10 and M&P are female (up from 53% last year). There is a steady trend towards an increasing majority of females within Grade 10 and M&P.

What we plan to do

A number of initiatives to support women to maintain senior representation in the Professional Services departments (PSDs) include continued delivery of the Aurora programme for women in PSDs and developing a new Internal Secondment policy and procedure, particularly in helping women at Grades 3 to 5. Interestingly, it is proving difficult to recruit suitably qualified men into senior Professional Services roles and discussions within the OSD Directors Group have begun as to why this might be. There will be renewed focus on the description of roles and person specifications included in order to ensure that the widest field of candidates is attracted. Also, the attractiveness of the University as a career option for non-academic professionals may require more explicit selling.

Looking further ahead (to address key themes identified by gender)

1 The glass ceiling at Grade 8 (academic employees)

This is a complex area and requires analysis to understand what lies behind the data presented in this report.

Further analysis is being carried out by the Athena SWAN team in preparation for Kent's next institutional Athena SWAN submission; this will assist in identifying causal factors. In the meantime, a new Women's Development programme will be piloted in 2018 as an enhancement to our in-house LASR leadership programme.

2 The loss of women at the career transition point of researcher to lecturer

The analysis continues to show a loss of women at the key career transition point from researcher to lecturer. While not all researchers will wish to pursue a career in academia, many will, and more work is required to understand why women encounter more barriers to making that transition than men.

3 The lack of women (in comparison with men) in senior roles such as professor, particularly pertinent to the Faculty of Sciences

The University continues to increase the number of females within the professoriate. This is encouraging, and Kent is proud of this achievement; however, there is room for further improvement. The University intends to address this challenge by implementing a range of initiatives to stimulate the career pipelines of senior academic employees (ie female senior lecturers and readers).

Maternity leave

This year, 49 employees commenced a new period of maternity leave (see Table 12), which was a decrease on the previous reporting period. There were 22 returners during the period and most returned to their original modes of working full- or part-time, except a small number who changed from full- to part-time.

There were no leavers following maternity leave for the third year running which appears to indicate that post-maternity support continues to be good. The level of post-maternity-leave support is also an area of focus within the Athena SWAN institutional submission, including specific action to enhance existing support.

Shared parental leave (SPL)

During 2016-17, five employees commenced SPL. It is noteworthy that only males have taken SPL throughout 2016-17, this being a change on previous years where there was a mix of males and females. So far, all returners have gone back to their original full- or part-time modes of working, and there have been no leavers upon the completion of SPL.

Table 12: All maternity leave over the last six years

Number	2016-17	2015-16	2014-15	2013-14	2012-13
Commencing a new period of maternity leave in the year	49	55	48	54	43
Returning from maternity leave in the year	22	33	as below	as below	as below
Currently on maternity leave	27	22	28	29	22
Remaining part-time upon return	6	15	<8	<8	<8
Remaining full-time upon return	12	14	12	13	13
Changing to part-time upon return	<8	<8	<8	<8	n/a
Changing to full-time upon return	0	0	0	0	0
Leavers (after maternity leave)	0	0	0	<8	n/a

Table 13: Uptake of paternity leave across the University over the last six years

| | Leave start year | | | | | |
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Paternity leave (for adoption)						
F	0	1	0	0	0	0
M	0	0	0	0	0	0
Paternity leave (birth)						
F	0	0	0	0	0	0
M	23	28	27	25	28	22

Table 14: Uptake of adoption leave across the University over the last six years

	Leave start year					
	2011-12	2012-13	2013-14	2014 -15	2015-16	2016-17
Adoption leave F	1	2	3	1	2	1
M	0	0	0	0	0	0

Table 15: Working patterns of all employees by gender in 2016-17

	Full-time	Sector (ECU 2017:204)	Part-time	Sector (ECU 2017:204)
All employees by working pattern (n=3550)	66%	68%	34%	32%
Female working patterns (n=1969)	60%	60%	40%	40%
Male working patterns (n=1581)	75%	77%	25%	23%

Table 16: All employees by gender, working pattern and grade in 2016-17

	Full-time					Part-time				
Grade	Female		Male		Total	Female		Male		Total
	n	%	n	%		n	%	n	%	
1	19	10%	31	16%	50	91	48%	50	26%	141
2	17	23%	27	37%	44	15	21%	14	19%	29
3	77	35%	85	38%	162	49	22%	11	5%	60
4	142	46%	60	19%	202	99	32%	11	4%	110
5	129	45%	77	27%	206	71	25%	10	3%	81
6	154	26%	101	17%	255	209	35%	135	23%	344
Marie Curie	7	50%	7	50%	14	/	0%	/	0%	/
7	234	34%	241	35%	475	148	22%	61	9%	209
8	165	37%	196	44%	361	62	14%	27	6%	89
Cl Ac	2	22%	2	22%	4	3	33%	2	22%	5
9	121	34%	164	46%	285	34	9%	41	11%	75
10	42	36%	68	58%	110	3	3%	5	4%	8
M & P	65	28%	125	54%	190	11	5%	30	13%	41
Total	1174	50%	1184	50%	2358	795	6%	397	33%	1192
Sector ECU 2017, p205	/	47.7%	/	52.3%	/	/	67.6%	/	32.4%	/

Paternity leave and adoption leave

This year, 23 employees took paternity or adoption leave, this representing a reduction of seven employees since the last reporting period.

Working patterns and flexible working

Formal flexible working requests: this year, HR received 61 formal flexible working requests, an increase of eight from last year. In terms of the gender split, 50 females and 11 males requested flexible work arrangements and all, bar one, were approved. Alternative arrangements were made for the one request that was not approved. This shows a willingness by the University to accept such cases.

All staff by working pattern: Table 15 shows that 66% of all employees at Kent work full-time and 34% work part-time (representing a four-percentage-point increase in the proportion of full-time to part-time employees since last year).

Table 16 shows that 50% of full-time employees at Kent are female and 50% are male, compared with the UK sector average of 48% and 52% respectively. Of the full-time employees that work at Kent, there is an even gender split between male and female employees. Of the part-time employees at Kent, 67% are female and 33% are male, which is almost identical with the sector overall where the corresponding figures are 67.6% female and 32.4% male.

Table 16 also shows that 60% of women work full-time and 40% work part-time, representing a four-percentage-point decrease in the proportion working part-time since last year. The proportion of women who work part-time matches the sector figure of 40%. In terms of male working patterns, 75% of all men work full-time and 25% of all men work part-time, which is a 5% decrease in the number of men working part-time since last year. A slightly higher proportion of men at Kent work part-time than in the sector overall, and Kent supports them to do so.

However, Table 16 shows that more women than men work part-time up to Grade 8 and, conversely, more men than women work part-time at Grades 9 and above. Indeed, 19% of all men at M&P (n=30) work part-time compared with just 14% of all women at M&P (n=76).

5 MONITORING AND COMPLIANCE (CONT)

Table 17: All employees by age bands (six years, from 2012-13 – 2016-17)

Year				Age band		
	<25	26 – 35	36 – 45	46 – 55	56 – 64	> 65
2016-17	208	898	960	853	504	127
%	6.0%	25.0%	27.0%	24.0%	14.0%	4.0%
Sector average				Not available at time of publication		
2015-16	335	940	956	834	443	103
%	9.0%	26.0%	26.0%	23.0%	12.0%	3.0%
Sector average (ECU, 2017: 50)	5.8%	25.6%	26.1%	25.3%	15.0%	2.2%
2014-15	243	869	921	817	475	118
%	7.0%	25.0%	27.0%	24.0%	14.0%	3.0%
Sector average	5.8%	25.7%	25.9%	25.4%	15.2%	2.1%
2013-14	242	846	876	799	457	115
%	7.0%	25.0%	26.0%	24.0%	14.0%	3.0%
Sector average (ECU, 2015: 44)	6.0%	25.0%	26.0%	26.0%	15.0%	2.0%
2012-13	229	830	839	755	442	132
%	7.0%	26.0%	26.0%	23.0%	14.0%	4.0%
Sector average (ECU, 2014: 43)	6.0%	24.9%	26.0%	26.0%	15.6%	1.5%

Table 18: All employees by age and grade in 2016-17

Grade	and example of roles (NB: this list is not exhaustive)	25 or less n	%	26 to 35 n	%	36 to 45 n	%	46 to 55 n	%	56 to 64 n	%	Over 65 n	%
1	Domestic or Catering Assistant	20	10%	30	16%	33	17%	51	27%	52	27%	5	3%
2	Hospitality Assistant/Caretaker	4	5%	13	18%	16	22%	21	29%	17	23%	2	3%
3	Clerical Assistant/Receptionist	41	18%	57	26%	30	14%	54	24%	34	15%	6	3%
4	Clerical Assistant/Clerk	42	13%	89	29%	69	22%	58	19%	46	15%	8	3%
5	Technician/Secretarial Assistant/Co-ordinator	17	6%	89	31%	66	23%	70	24%	41	14%	4	1%
6	Administrator/Researcher/HPL	75	13%	231	39%	129	22%	106	18%	43	7%	15	3%
Marie Curie funded		1	7%	11	79%	2	14%	/	/	/	/	/	/
7	Lecturer/Administrator/Researcher/HPL	8	1%	259	38%	214	31%	121	18%	68	10%	14	2%
8	Lecturer/Manager/Administrator/Researcher/Accountant/HPL		0%	93	21%	168	37%	121	27%	51	11%	17	4%
Clinical academic			/	1	11%	2	22%	3	33%	3	33%		0%
9	Senior Lecturer/Manager/Researcher/Assistant Director/HPL		0%	24	7%	141	39%	106	29%	64	18%	25	7%
10	Reader/Senior Manager such as Head of a strategic area		0%	/	0%	48	41%	52	44%	16	14%	2	2%
M&P	Professor/Director of large strategic area/Head of School/Executive Group		0%	1	0%	42	18%	90	39%	69	30%	29	13%
Total		208	6%	898	25%	960	27%	853	24%	504	14%	127	4%

What we will do

The University will continue to monitor uptake of SPL/paternity leave and continue to promote this entitlement along with flexible working options among its employees. Further information is provided in Section 7.

Looking further ahead (to address the key theme identified by the data on working patterns)

Increasing flexible work arrangements

Kent's Athena SWAN initiative continues to promote part-time working for men and women as a way to unlock the potential of all employees. Recommendations to promote flexible work arrangements (this not necessarily being limited to part-time work) are made through the Athena SWAN institutional submission. Actions for the following year will include a thorough analysis of the uptake of job shares and flexible working arrangements to ensure that policies are being applied consistently and fairly and address any issues arising. Additionally, the University will seek to raise awareness outside existing EDI networks of our flexible working policy, possible working patterns and the right of all employees to request flexible working.

Age

Table 17 shows that Kent's composition of employees across all age bands is aligned with the sector average. This year's data shows that 52% of employees fall between the ages of 26 to 45 which is the same as the recently published UK sector profile from 2015-16 (ECU 2017:50).

This year the number and proportion of under-25s employed at Kent is at 6% of the workforce, a 3% reduction from last year. Last year's report noted a significant increase in the employment of under-25s (at 9%) and sought to understand what factors contributed to the increase.

The employment rate this year (6%) is now consistent with prior years and the sector average, suggesting the result for 2015-16 was an anomaly. However, while the data for this year is more consistent with other years, it will be useful to gain a more complete understanding of the reasons for this reduction in numbers. The University will monitor this data as the age demographic may increase or fluctuate given the increased focus on student employability and a Kent-supported apprenticeship scheme.

Unsurprisingly, the vast majority of senior employees are clustered around the 46 to 64 age brackets. An age/grade trend at Kent continues to show that higher grades tend to be populated by employees from the higher age bands: 82% of Managerial and Professional (M&P) employees are aged 46 and over (compared with 42% of all employees); and 43% of all M&P employees are over 56 years of age (up three percentage points this year) compared with 18% of all employees. There is currently one employee in the 26-35 age bracket in this group. While this may not be statistically significant, it may be an indicator that senior positions within the University are accessible to a younger age group where competency requirements are met.

Four per cent of all employees at Kent are 65 years or over. This is one percentage point higher than last year, 3%. From one perspective this is encouraging as it may indicate that older employees are supported to work at Kent. While this figure has remained fairly static without any significant upward trend, there is a risk that this group will rise due to factors such as an ageing workforce and changes to pension schemes. In terms of succession planning, the relatively high proportion of M&P employees over 65 (at 13% overall – an increase of two percentage points) will become an important consideration, particularly for those who fall outside of the academic promotions process.

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

What we plan to do

While the rate of employment for under-25s is now on par with the sector average, there is scope to increase this figure through various supported employment schemes that may be implemented over future years. The targeted employment of younger people and the development of their skills and professional capabilities means the University is well-placed to increase the age composition of its workforce. Further information is provided in Section 7.

2016-17: Age composition of academic employees by faculty

Chart 15: Humanities

Faculty of Humanities (n=406)

Chart 16: Sciences

Faculty of Sciences (n=455)
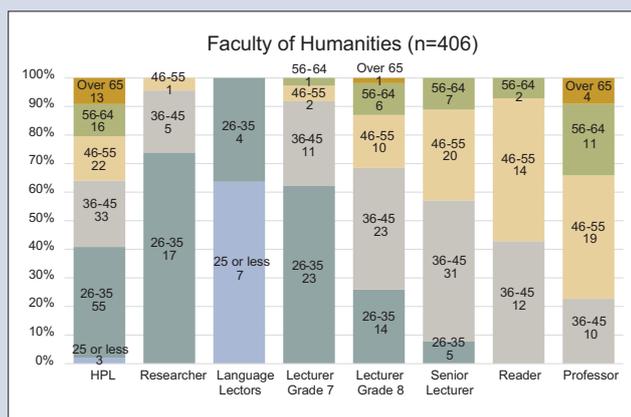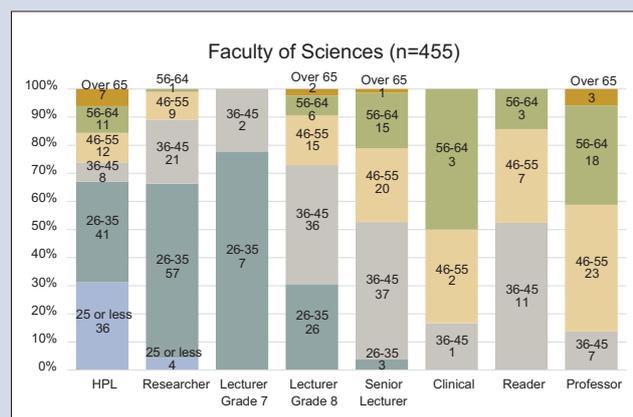
5 MONITORING AND COMPLIANCE (CONT)

Chart 17: Social Sciences

Faculty of Social Sciences (n=599)
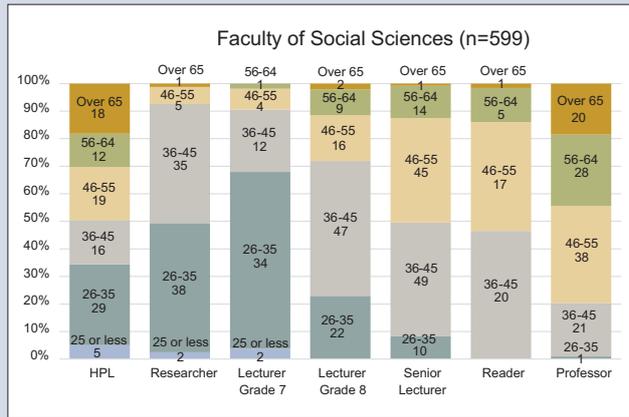
Chart 18: Outside faculty

Outside faculty (n=77)
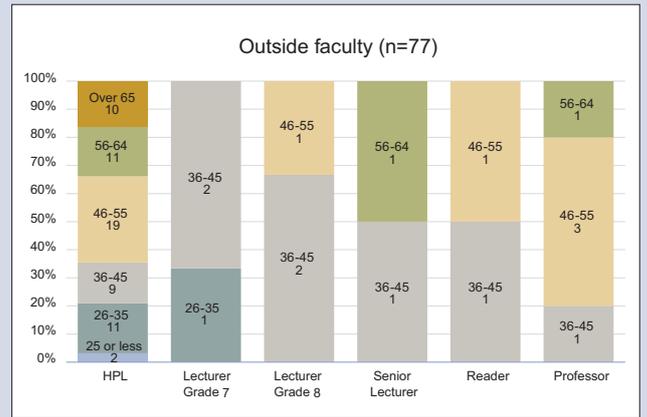
Chart 19: Faculty-based research employees

Faculty-based research employees (n=196)
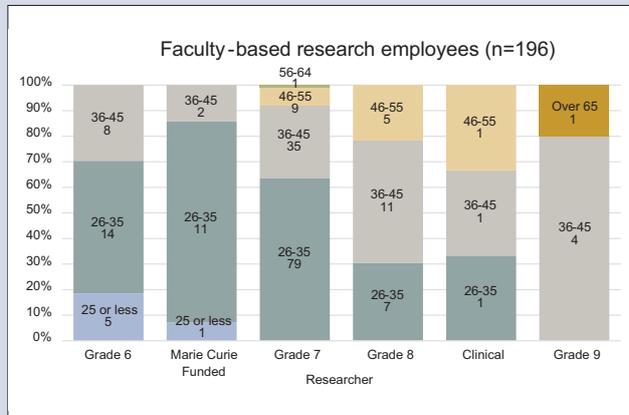
Chart 20: Faculty-based hourly paid lecturers

Faculty-based hourly paid lecturers (n=356)
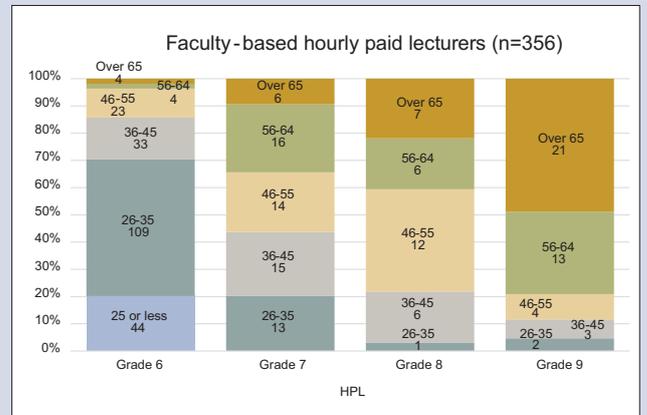
Chart 21: Professional Services and administrative employees

Professional Services employees and faculty administration employees (n=2017)
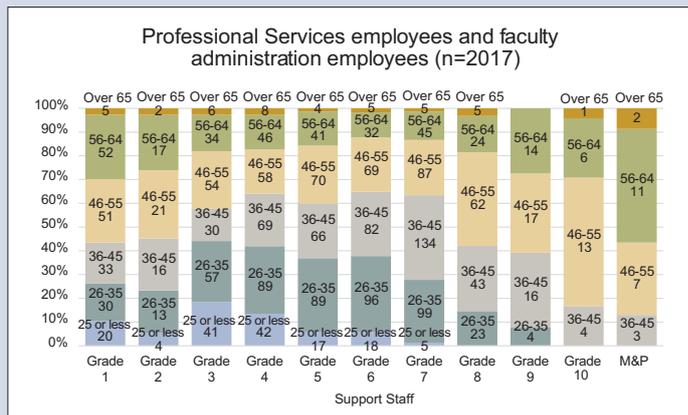
Looking further ahead (to address the key theme identified by the data on age)

The incremental but continued increase in the number of M&P employees over 65 must be considered as part of future succession planning. This trend should be of further concern due to the ageing demographic of our workforce. From an EDI perspective, this trend will also require greater support for those over 65, for example possible caring responsibilities, the need for more flexible work arrangements, etc.

Ethnicity

Our Black and minority ethnic (BME) employees comprise 10% of all our employees. These figures have remained static over the last two reports, indicating that our BME composition may now be reaching a point of stability, at 10%, and that Kent is in a better position to monitor trends and benchmarking data than previously. At 10%, the University's overall BME composition stands slightly above that of the local population in south-east England (9.4% BME) and nearly four percentage points above that of the county of Kent (6.3% BME), as per the 2011 census.

Since 2012-13, the number of BME employees has increased from 8% to 10%. While this increase is small, it is not insignificant given the acute underrepresentation of BME employees in the HEI sector. It is also encouraging that there continues to be a steady reduction in the 'unknown' field, potentially indicating improved EDI reporting technology and employees' confidence disclosing sensitive information.

Table 20 indicates that BME employees are represented in all grades at the University. In addition, Table 21 indicates that 14% of all academic employees (compared with 26.4% of all students) identify as BME. At the highest level, 9% of the total Managerial and Professorial (M&P) group identify as BME (an increase of one percentage point this year), and 9% of professors. This is slightly lower than the sector average of 9.7% (ECU 2017: 165) of academic employees who are professors.

Table 19: All employees by ethnic grouping (six years from 2012-13 to 2016-17)

	BME	White	Unknown	Total
2016-17	364	2853	333	3550
%	10%	80%	9%	100%
2015-16	358	2856	397	
%	10%	79%	11%	100%
2014-15	343	2690	410	
%	10%	78%	12%	100%
2013-14	299	2567	469	
%	9%	77%	14%	100%
2012-13	276	2436	515	
%	9%	75%	16%	100%

Table 20: Employees by ethnic grouping and grade in 2016-17

Grade	and example of roles (NB: this list is not exhaustive)	BME n	%	White n	%	Unknown n	%
1	Domestic or Catering Assistant	36	19%	128	67%	27	14%
2	Hospitality Assistant/Caretaker	8	11%	55	75%	10	14%
3	Clerical Assistant/Receptionist	13	6%	193	87%	16	7%
4	Clerical Assistant/Clerk	23	7%	262	84%	27	9%
5	Technician/Secretarial Assistant/Co-ordinator	18	6%	239	83%	30	10%
6	Administrator/Researcher/HPL	72	12%	473	79%	54	9%
Marie Curie		4	29%	7	50%	3	21%
Sub-total		**174**	**10%**	**1357**	**80%**	**167**	**10%**
7	Lecturer/Administrator/ Researcher/HPL	58	8%	562	82%	64	9%
8	Lecturer/Manager/ Researcher/Accountant/HPL	52	12%	358	80%	40	9%
Clinical academic		3	33%	5	56%	1	11%
9	Senior Lecturer/Manager/ Researcher/Assistant Director/HPL	46	13%	294	82%	20	6%
10	Reader/Senior Manager eg Head of strategic area	11	9%	101	86%	6	5%
M&P	Professor/Director of large strategic area/Head of School/Executive Group	20	9%	176	76%	35	15%
Sub-total		**190**	**10%**	**1496**	**81%**	**166**	**9%**
Total		**364**	**10%**	**2853**	**80%**	**333**	**9%**

5 MONITORING AND COMPLIANCE (CONT)

Table 21: All academic employees by ethnic grouping and role in 2016-17

	BME		White		Unknown		Total	BME breakdown:
	n	%	n	%	n	%	n	No of BME employees who identify as 'Black'[60]
HPL	61	15%	317	76%	40	10%	418	8
Research	24	12%	147	75%	25	13%	196	/
Language lectors	/	0%	/	0%	11	100%	11	/
Lecturer Grade 7	16	16%	80	78%	6	6%	102	6
Lecturer Grade 8	40	17%	172	72%	26	11%	238	6
Senior lecturer	43	17%	205	79%	12	5%	260	3
Clinical	2	33%	3	50%	1	17%	6	1
Reader	11	12%	78	83%	5	5%	94	2
Professor	19	9%	159	76%	30	14%	208	1
Total	**216**	**14%**	**1161**	**76%**	**156**	**10%**	**1533**	**27**

Chart 22: Humanities

Faculty of Humanities (n=402)

Chart 23: Sciences

Faculty of Sciences (n=455)
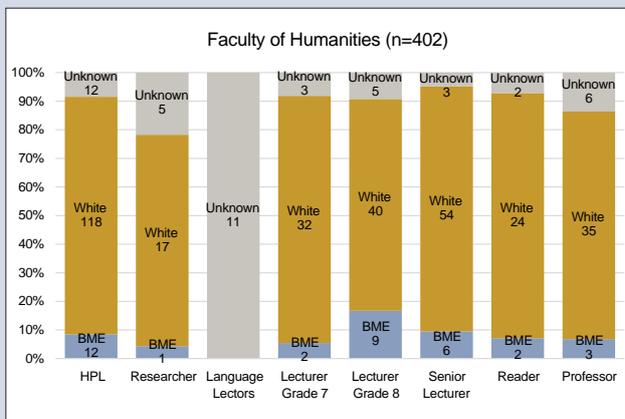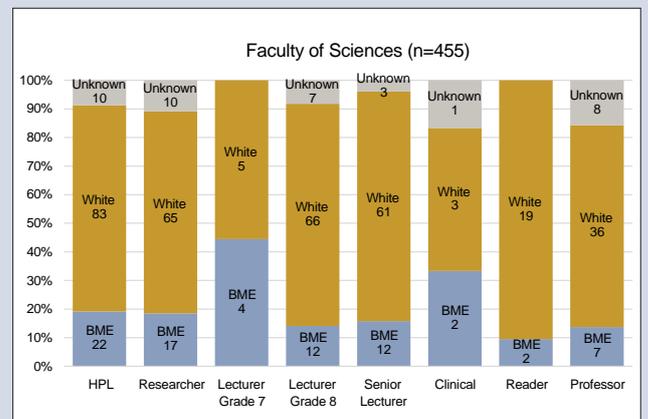
Chart 24: Social Sciences


Faculty of Social Sciences (n=599)
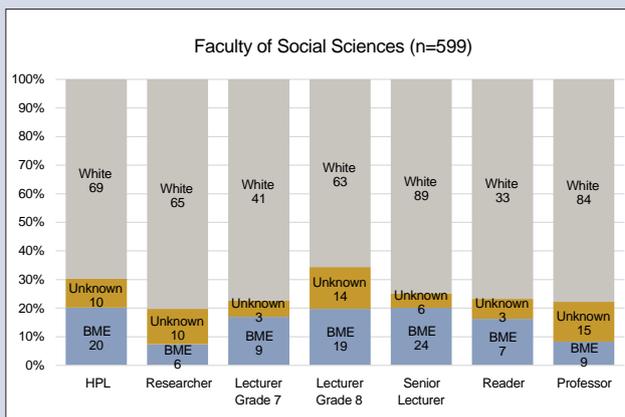
Chart 25: Outside Faculty

Outside faculty (n=77)
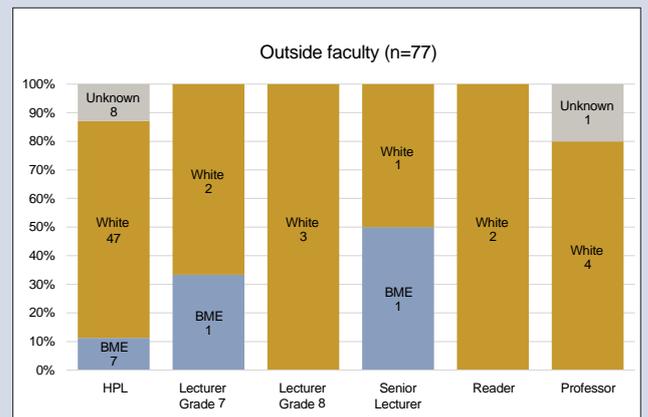
60   HESA categories of: Black or Black British – Caribbean; Black or Black British – African; Other Black background

Composition by each faculty/Professional Services

Charts 14 to 20 demonstrate that the concentration of BME employees is highest in the Faculty of Sciences, where the overall composition is 18% BME, the same as last year. The Faculty of Social Sciences is 16% BME overall (unchanged from last year) and the Faculty of Humanities is 9% BME (also unchanged from last year). All faculties have BME representation at all grades (except for language lectors in the School of Humanities and outside faculty).

Ethnic composition of academic employees by faculty

Professional Services and other support staff have the lowest BME representation, at 7% overall. This group demonstrates a spread of BME staff across all grades, other than Grades 9 and 10 where there is no BME representation. More research needs to be done to identify if any of the 'unknowns' are BME. If all of the 'unknowns' were BME the University would still not be representative of the local demographic for these groups. The M&P group figure stands at 4% BME.

Looking further ahead (to address the key theme identified by the data on ethnicity)

BME employees are underrepresented in key parts of the University's workforce. The low representation of BME professional and support service staff (compared with a local population figure of 6.3%) requires targeted action as this group should more closely reflect the local population. During 2017-18, and where it is lawful to do so, the University will use positive action statements in its job advertisements, develop a strategy to reach a more diverse range of applicants for relevant posts and will continue to review the experience of its BME employees through the staff survey, acting on any anomalies.

Chart 26: Faculty-based research employees

Faculty-based research employees (n=196)
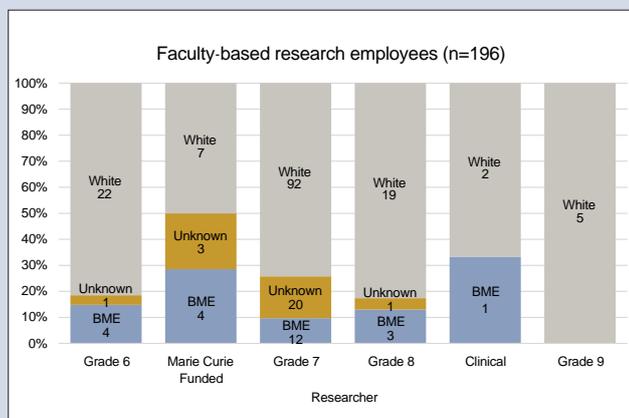
Chart 27: Faculty-based hourly paid lecturers

Faculty - based hourly paid lecturers (n=356)
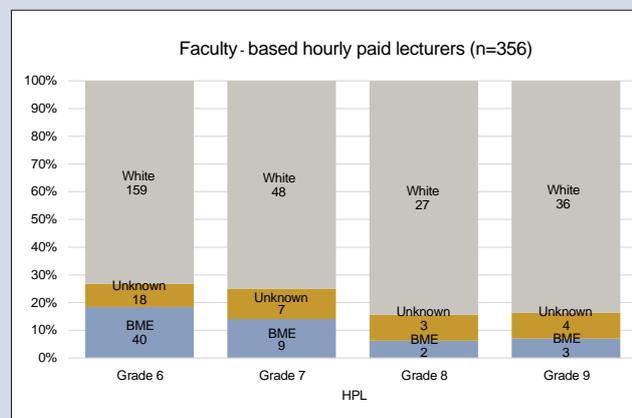
### Chart 28: Professional Services and faculty administration employees

Professional Services employees and faculty administration employees (n=2017)
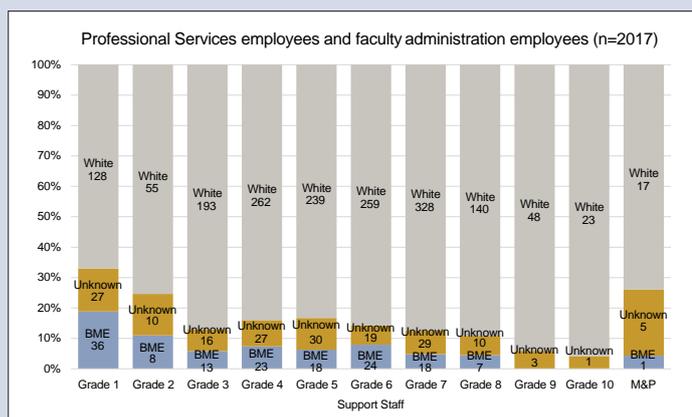
5 MONITORING AND COMPLIANCE (CONT)

Disability

Table 22 shows that 5% of all employees have disclosed a disability, which is slightly higher than the sector figure of 4.6%. Over the last four years the proportion of employees with a disability and/or who chose to disclose a disability has increased by one percentage point per annum. While the level of disclosure is relatively low, it sits above the sector average and has more than doubled since 2012-13.

A strong factor in this change is likely to be the EDI monitoring work undertaken during the all-staff EDI Valuing Everyone training programme which, when set alongside work to build a culture where employees feel confident to disclose disability, has had a positive impact on disability disclosure rates. Table 22 also shows that the proportion of employees whose disability status is unknown has increased by two percentage points to 33%.

While this result is somewhat surprising, given the efforts made to automate EDI data collection, it does not significantly arrest the downwards trend since 2012-13. Data around this measure will be closely scrutinised next year as the University continues to improve automated EDI reporting functionality.

In terms of types of disability (Table 23), the data is generally consistent with last year's annual report. The most commonly disclosed disability is a longstanding illness or health condition and, at 22%, this is below the sector figure of 24.8%. A specific learning difficulty remains the second most commonly disclosed impairment and, at 16%, this is below the sector figure of 20%.

Mental health difficulty (where disclosure rates are typically very low) is the third highest 'commonly disclosed impairment' at Kent, at 15%. This is above the sector figure of 10.5% and, from one perspective, may indicate that Kent has a supportive culture wherein employees feel able to disclose their disabilities, including mental health difficulties.

However, the steady and significant increase since 2012-13 (8.5% to 15%) of employees who disclose a mental health condition necessitates specific action to ensure these employees feel valued and do not encounter stigmatisation.

What we plan to do

The data suggests the need to improve support provided for specific impairment types. Kent will support employees, and potential employees, with a number of initiatives which aim to increase employment and retention of employees. Further information is provided in Section 7.

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

1 Holistic approach

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

2 Becoming more 'disability smart'

The University will continue its membership of the Business Disability Forum (BDF) for another year. Kent also commits to exploring the full range of information, resources and expertise offered by the BDF to ensure the Wellbeing Strategy reflects best practice.

3 Wellbeing (mental health)

The EDI team will work closely with the Safety, Health & Environment team and HR Employee Relations and Business Partnering team via the Occupational Health Advisory Group to ensure that the revised Wellbeing Strategy considers how best to support employees managing mental ill health, reduce or mitigate workplace stressors, and monitor stress-related and wellbeing referrals to Occupational Health. In addition, the Learning and Organisational Development Team will focus on developing training and awareness sessions to specifically support staff to build personal resilience, support managers and staff in understanding mental health better, provide practical tools, signposting to specialist help and ways to create strategies to minimise impact on wellbeing.

Steps have been taken this year to create greater awareness across the institution about why quality EDI data is important and what Kent uses this information for. More work will be done during the year to continue building awareness and trust around the need for quality EDI data. This will include the addition of the need to complete EDI data on Staff Connect in the EDI presentation at the University Induction and will be added to the local departmental induction checklist. Communications will continue across the coming year and via the EDI Network with regular updates. The completed EDI data in Staff Connect will be reviewed at the HR EDI Governance Group.

Religion and belief

Table 24 indicates that most employees have declared no religion (at 37.4%) or are Christian (at 28.9%). Both figures are up by approximately 2.5% since last year. These results are substantially above the sector figure of 16.3% for employees of no religion and 12.8% for employees identifying as Christian.

The data also shows that Kent has steadily continued to reduce its 'unknown'. The only category that has increased by a statistically significant percentage is 'no religion', from 34.9% to 37.4%. This figure is well below the sector benchmark of 56.1%. However, several other self-identified religious beliefs are well above the sector benchmark ('No religion' and 'Christian'). This is encouraging as it may indicate that staff are comfortable disclosing their religious beliefs regardless of what they might be.

Table 22: Disability status of all employees – six-year comparison

| | Disability | | | No disability | | Unknown | | Total |
	n	%	Sector (ECU 2017:87)	n	%	n	%	n
2016-17	188	5%	Unavailable at time of publication	2194	62%	1168	33%	3550
2015-16	168	5%	4.6%	2334	65%	1109	31%	3611
2014-15	150	4%	4.2%	2173	63%	1120	33%	3443
2013-14	106	3%	/	1969	59%	1260	38%	3335
2012-13	74	2%	/	1770	55%	1383	43%	3227

Table 23: Types of disability – five-year comparison

Disability (n=x):	Sector (ECU, 2017: 88)	2016-17 n	%	2015-16 n	%	2014-15 n	%	% in 2013-14 %	% in 2012-13 %
A specific learning difficulty	20.0%	31	16.0%	37	22.0%	36	24.0%	25.5%	28.4%
A longstanding illness or health condition	24.8%	42	22.0%	32	19.0%	24	16.0%	15.0%	…
A mental health condition	10.5%	29	15.0%	23	13.7%	20	13.0%	8.5%	…
A physical impairment or mobility issues	9.4%	15	8.0%	15	8.9%	14	9.0%	8.5%	6.8%
Deaf or serious hearing impairment	5.7%	14	7.0%	8	4.8%	8	5.3%		…
Two or more impairments and/or disabling medical conditions	8.4%	16	9.0%	7	4.2%	7	4.7%		/
Blind or a serious visual impairment uncorrected by glasses	2.3%	2	1.0%	4	2.4%	4	2.7%	…	
A social/communication impairment	1.0%	7	4.0%	3	1.8%	3	2.0%	/	
General learning disability	0.8%	6	3.0%	5	3.0%	3	2.0%		/
A disability, impairment or medical condition not listed above	17.1%	26	14.0%	34	20.2%	31	20.7%	33%	52.7%
Total:		188	100.0%	168	100.0%	150			

Table 24: All employees by religion or belief – five-year comparison (with sector benchmarks)

	Sector (ECU, 2017: 270)	2016-17	2015-16	2014-15	2013-14	2012-13
No religion	16.3%	37.4%	34.9%	33.3%	29.1%	24.0%
Christian	12.8%	28.9%	27.6%	26.2%	22.7	19.0%
Muslim	0.9%	1.2%	1.1%	1.0%	0.8%	1.0%
Buddhist	0.3%	1.0%	0.9%	0.9%	0.7%	0.7%
Hindu	0.6%	0.9%	0.9%	0.8%	0.9%	0.7%
Spiritual	0.3%	0.8%	0.5%	0.5%	…	…
Jewish	0.2%	0.4%	0.5%	0.4%	…	…
Sikh	0.2%	0.3%	0.2%	…	…	…
Any other religion or belief	1.5%	1.4%	1.4%	1.4%	1.4%	1.0%
Prefer not to say	9.0%	7.5%	6.6%	6.4%	6.2%	6.0%
Unknown	56.1%	20.3%	25.5%	29.0%	37.5%	47.0%

5 MONITORING AND COMPLIANCE (CONT)

Table 25: Sexual orientation of all employees – five-year comparison (with sector benchmarks)

	Sector (ECU, 2017:271)	2016-17	2015-16	2014-15	2013-14	2012/13
Heterosexual	44.7%	49.0%	40.2%	35.2%	23.0%	9.0%
Bisexual	0.6%	1.0%	0.9%	0.7%	0.5%	0.3%
Gay man	1.1%	1.0%	0.6%	0.6%	0.6%	0.3%
Gay woman/lesbian	0.6%	1.0%	0.6%	0.6%	0.5%	0.3%
Other	0.2%	1.0%	0.2%	…	…	…
Prefer not to say	14.7%	14.0%	15.3%	17.0%	20.0%	25.0%
Unknown	38.0%	33.0%	42.1%	46.0%	55.0%	65.0%

Table 26: All employees by nationality (NB: this figure also includes all atypical employees, for example, timesheet employees)

	2016-17		Sector (ECU, 2017:31)	2015-16		2014-15		2013-14	
	n	%	%	n	%	n	%	n	%
UK/Britain	3907	77.26%	80.60%	3630	77.12%	3622	76.00%		76.00%
European/EU	662	12.95%	11.40%	632	13.43%	608	13.00%		14.00%
International/all others	435	8.60%	8.00%	443	9.41%	502	11.00%		8.00%
Unknown	53	1.05%	/	2	0.04%	3	0.00%		2.00%
Total:	5057	100.00%	/	4727	100.00%	4735	100.00%		100.00%
Total number of nationalities represented:		105	/		103		103		82

Sexual orientation

The data at Table 25 indicates that 49% of employees at Kent are heterosexual (up by approximately nine percentage points since last year). Four per cent of employees identify as a combination of LGB or 'other' sexual orientation, which is higher than the sector's combined figure of 2.5%. Furthermore, the proportion of Kent staff who have disclosed their sexual orientation has continued to rise in all categories over the four-year period; the figure of 33% of staff of unknown sexual orientation is below the sector figure of 38% and has reduced by another nine percentage points this year. The 'prefer not to say' category has also reduced by 1.3 percentage points.

These trends regarding the sexual orientation and gender identity of Kent's employees is extremely positive. On all measures the University has improved its results and the overall picture suggests that Kent remains ahead of the sector in terms of: a) gathering this data; and b) building an inclusive and supportive culture where employees feel able to disclose their sexual orientation.

Looking further ahead (to address the key theme identified in sexual orientation)

Notwithstanding these positive results, the University believes there is scope to increase its support for trans employees. Kent will seek to ensure the Phase 2 rollout of the Staff Survey includes a question pertaining to gender identity. This will establish a more robust data set that can be used to form the basis of future diversity initiatives.

Nationality

There are 105 different nationalities represented at Kent (an increase of two this year), which provides an indication of our range of cultural diversity. The University is committed to providing a workplace that embraces cultural diversity and will rollout Phase 2 of the Valuing Everyone Programme in 2017-18. These will focus on the benefits of building and sustaining an inclusive culture at Kent and will connect directly with other initiatives that encourage the development of mutual respect, shared values and collaborative working.

Employment data: conclusions

Kent's metrics generally indicate a balanced composition of employees in line with sector benchmarks across all the protected characteristics as well as some strong achievements and areas for further focus. 30% of professors at Kent are now female: not only has this increased by over three percentage points since last year (when it stood at 27%), but Kent's figure is above the sector average for the third year running and represents a significant achievement over the last five years. This, alongside the increase in part-time working, provides a strong indication that Kent's extensive EDI Work Plans on Athena SWAN, leadership development programmes, and changes to the way in which individuals are encouraged to prepare and apply for academic promotions are having an impact on the ability of women to reach senior leadership positions.

This year's monitoring has also highlighted some key areas to monitor and plan for into the future. The increasing representation of employees aged over 65 has implications for employee health support and the need for flexible working, and creates uncertainty around succession planning. Equally, mental health cases in the workplace are increasingly becoming issues that employers need to consider and manage.

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

Student EDI data by protected characteristic

In September 2012 the University collected for the first time the following personal data from students new to the University, in line with the requirements of the Equality Act 2010:

• religion or belief
• sexual orientation
• gender identity
• marriage or civil partnership.

This personal data was referred to as a 'protected characteristic' in the Equality Act 2010 and builds on information already held on gender, age, ethnic origin and disability. In 2012-13 changes to the national HESA student record allowed institutions to return information on these areas. The Equality Challenge Unit (ECU) makes comparative data available in the more established areas at a summary level. However, there was limited sector information available in relation to gender identity, religion and belief or sexual orientation due to the fact that the collection of this information was voluntary for institutions.

All national student statistics were provided by the most recent ECU report 'Equality in higher education: students statistical report 2017' which presents information on the national student population up to 2015-16. ECU collects data on UK, EU and non-UK domiciled students. This report indicates where an analysis was conducted against all students or UK-domiciled students only.[61]

### Gender

Key observations

Nationally women continued to make up the majority of students studying in the UK (56.50%). At Kent, women also made up the majority of students, although the proportion of women was less than the national benchmark – males, 46.81%; females, 53.19% (Chart 29).

At Kent, females were better represented among non-UK-domiciled students (58.83%) than among UK-domiciled students (51.13%). Nationally, the gender division between males and females was more balanced for non-UK-domiciled students, with 52.77% being female and 47.23% male.

Nationally, with the exception of research postgraduates, the majority of students studying at every degree level were female. 52.2% of research postgraduate students nationally were male, whereas 51.02% were female at Kent. The reason for this difference is currently unknown.

The female population at Kent was particularly dominant at part-time postgraduate taught level, where 64.07% of all students were female. This may be due to female students having greater child-caring responsibilities.

Chart 29: Gender – all students

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	ECU 2016-17
Not Known	0.00%	0.00%	0.00%	1.38%	0.00%	0.00%	0.00%
Male	47.16%	46.60%	46.55%	46.26%	46.82%	46.81%	43.50%
Female	52.84%	53.40%	53.45%	53.36%	53.18%	53.19%	56.50%
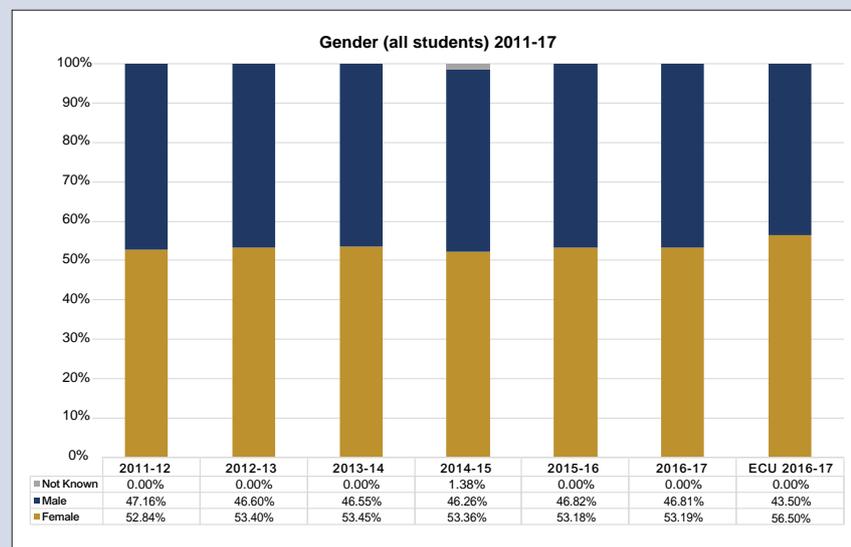
61 As per the Work Plan 2016-17 actions 4.13 and 4.14 have been completed.

5 MONITORING AND COMPLIANCE (CONT)

Ethnicity

Key observations

ECU publishes ethnicity data for UK-domiciled students only. Nationally UK BME student numbers have decreased slightly from 2015-16 by 2.2%. At Kent the student BME population has increased year on year since 2011-12 to 24.58%. Among the UK-domiciled student population at Kent, 12.69% identified as Black, much higher than the ECU national benchmark of 6.70% (Chart 30). Students who identified as Black represented 36.29% of the UK-domiciled BME population (Chart 31). We are not sure as to why Kent is higher than the sector average for BME representation.

Nationally BME students were better represented at first degree undergraduate and taught postgraduate research levels. At Kent, BME students comprised 25.68% of undergraduate students and 18.93% of postgraduate students. BME students most represented at postgraduate level were enrolled on taught courses, 22.30% full-time and 23.88% part-time.

There was a significantly higher BME student population at the Medway campus (36.84%) than the Canterbury campus (21.93%). This difference was mainly triggered by the higher population of students who identified as Asian (+5.22% difference at Medway) and students who identified as Black (+10.58% at Medway).

The proportion of UK-domiciled students who identified as White has declined steadily over the last five years and is below the ECU sector average (Chart 30).

Chart 30

Ethnicity (UK domiciled) 2011-17

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	ECU 2016-17
Information refused	1.40%	0.94%	1.00%	0.83%	0.91%	1.05%	0.00%
Not known	0.21%	0.73%	0.11%	1.92%	0.03%	2.44%	1.60%
Other	5.07%	5.50%	6.13%	6.01%	6.69%	6.89%	1.00%
Mixed	2.60%	2.88%	2.92%	3.22%	3.53%	3.59%	3.50%
Arab	0.00%	0.00%	0.00%	0.22%	0.21%	0.11%	0.50%
Chinese	1.61%	1.59%	1.62%	1.48%	1.56%	1.54%	0.90%
Black	9.15%	9.74%	10.84%	11.55%	12.82%	12.69%	6.70%
Asian	6.53%	6.55%	6.93%	6.34%	7.28%	6.66%	9.30%
White	73.43%	72.07%	70.46%	68.43%	66.97%	65.03%	78.20%

Chart 31

Ethnicity (UK domiciled as % of total BME population) 2016 - 17

- Asian — 19.04%
- Black — 36.29%
- Chinese — 4.40%
- Arab — 0.33%
- Mixed — 10.25%
- Other — 19.70%
- Not known — 6.97%
- Information refused — 3.01%

Chart 32

Proportion of students disclosing a disability 2011-17

	2011-12	2012-13	2013-214	2014-15	2015-16	2016-17
Kent	8.08%	9.30%	10.52%	11.55%	12.06%	13.83%
ECU	8.56%	8.84%	9.76%	9.97%	10.60%	11.30%

Chart 33

Number of students disclosing a disability

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

Chart 34

Diabilities disclosed (all students) 2011-17

Legend: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17

Chart 35

Disability (all students) 2016-17

	Specific Learning Difficulty	Physical Impairment	Social Communication Impairment	Visual Impairment	Hearing Impairment	Mental Health Condition	Multiple disabilities	Other
Kent 2016-17	4.45%	0.35%	0.68%	0.14%	0.18%	5.33%	1.47%	1.12%
ECU 2016-17	5.00%	0.40%	0.40%	0.10%	0.20%	2.00%	2.10%	1.10%

## Disability

Key observations

The proportion of students declaring a disability has increased nationally since 2003-04, rising from 5% of the student population to 11.30% in 2016-17. The proportion and number of Kent students declaring a disability has increased since 2011-12, rising from 8.08% of all students disclosing a disability to 13.83% in 2016-17 (Charts 32 and 33).

The number and proportion of students disclosing a mental health difficulty has increased year on year at Kent. Students disclosing a mental health difficulty represent 5.33% of the student population in 2016-17 (Charts 34 and 35).

Specific learning difficulty was previously the highest declared disability from 2011 to 2016; however, in 2016-17 mental health condition was higher by 0.88%. It is anticipated that the number of students declaring a mental health condition will continue to rise at Kent.

The number of students requiring alternative arrangements increased by 128 students at the Canterbury campus, but decreased by 43 students at the Medway campus (Chart 33). This decline could be attributed to the loss of Pharmacy to Greenwich University (2014-2019).

5 MONITORING AND COMPLIANCE (CONT)

Age

Key observations

The proportion of mature students nationally has been in steady decline since 2003-04. The mature student population has remained broadly the same since 2011-12 (30.24%), although it was still lower than the ECU average (Chart 37). Kent has a higher proportion of undergraduates compared with postgraduates and therefore this observation is not surprising.

Canterbury retained a younger age profile than Medway, with 71.39% of Canterbury students aged over 21, compared with 56.44% of Medway students (Chart 38).

Sexual orientation

Key observations

Nationally, the proportion of the students in institutions that returned sexual orientation data to HESA was 50.26%, with 6.06% of students refusing to provide this information and the remaining 43.68% unknown.

At Kent 93.13% of students returned information on their sexual orientation (including 'prefer not to say'), a slight decrease of 1.21% in 2015-16 (Chart 39).

A higher number of students at the Canterbury campus identified themselves as bisexual (2.83%) compared with the Medway campus (0.99%). It was also evident that non-UK-domiciled students were less likely (41%) than UK-domiciled students (59%) to disclose their sexual orientation.

Chart 37

Age (all students) young/mature 2011-17

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	ECU 2016-17
Young	68.17%	69.75%	68.41%	69.02%	70.76%	67.88%	57.50%
Mature	31.83%	30.25%	31.59%	29.60%	29.24%	30.24%	33.44%
Unknown	0.00%	0.00%	0.00%	1.38%	0.00%	1.88%	0.00%

Chart 38

Age (location of study) 2016-17

	21 and under	22 - 25	26 - 35	36 and over	Unknown
Medway	56.44%	12.33%	10.77%	8.38%	12.08%
Canterbury	71.39%	16.23%	7.88%	4.50%	0.01%

Chart 39

Sexual orientation (all students) 2012-17

LGBT+ ■ Heterosexual ■ Prefer not to say ■ Not Known

Chart 40

Gender reassignment (identity) all students 2012-17

|	2012-13	2013-14	2014-15	2015-16	2016-17	ECU 2016-17
Not Known	63.90%	35.69%	12.26%	5.66%	5.00%	52.16%
Prefer not to say	0.64%	1.20%	1.47%	1.52%	1.77%	2.53%
No	0.14%	0.30%	0.47%	0.59%	0.64%	2.25%
Yes	35.32%	62.81%	85.80%	92.24%	92.59%	43.06%

Gender identity

Key observations

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

Overall, 128 out of 163 institutions returned data on gender reassignment. Gender identity information was unknown for 52.16% of all students in the 128 institutions, a decrease of 4.94% from the previous year.

At Kent, gender identity information was unknown for 5.00% of all students, a decrease of 2.18% from the previous year. It was also noted that the proportion of students who indicate that the gender they identify with at this moment is not the same as the gender they were assigned at birth was increasing year on year (0.5% increase since 2012-13, but this is much lower than the ECU benchmark – see Chart 40).

5 MONITORING AND COMPLIANCE (CONT)

Marital status

Key observations

The ECU did not compile national data on student marriage and civil partnerships.

At Kent, the majority of students were single (43.95%) and there had been little variation in the number of married students between 2012-13 (2.89%) and 2016-17 (2.00%) (Chart 41).

Married students were more likely to be studying at postgraduate rather than undergraduate level (6.77% and 1.71% respectively). Differences also exist between domicile, mode of study and campus location: UK domiciled (UK 2.14%: non-UK 1.63%); studying on a part-time basis (PT 12.22%: FT 2.18%); and studying at Medway and Canterbury (Medway 3.96%: Canterbury 3.15%).

Chart 41

Marital status (all students) 2012-17

	2012-13	2013-14	2014-15	2015-16	2016-17
Not answered	33.35%	15.39%	0.00%	41.28%	39.70%
Unknown	9.34%	33.91%	53.06%	12.19%	14.34%
Single	54.42%	48.05%	44.65%	44.39%	43.95%
Married	2.89%	2.65%	2.29%	2.14%	2.00%

Chart 42

Religion (all students) 2012-17

	2012-13	2013-14	2014-15	2015-16	2016-17	ECU 2016-17
■ Not answered	63.90%	35.69%	13.47%	5.66%	5.00%	29.35%
■ Prefer not to say	2.17%	4.20%	5.18%	5.48%	5.43%	6.31%
■ No religion	15.26%	27.53%	37.69%	40.84%	41.69%	31.10%
■ Any other religion or belief	0.47%	0.87%	1.21%	1.34%	1.43%	1.17%
■ Spiritual	0.25%	0.54%	0.79%	0.96%	1.12%	0.88%
■ Sikh	0.40%	0.59%	0.79%	0.95%	0.87%	0.49%
■ Muslim	2.68%	4.29%	5.48%	6.38%	6.08%	5.20%
■ Jewish	0.08%	0.21%	0.30%	0.34%	0.32%	0.28%
■ Hindu	0.96%	1.69%	2.29%	2.68%	2.86%	1.27%
■ Christian	12.94%	22.91%	31.04%	33.62%	33.39%	23.06%
■ Buddhist	0.90%	1.47%	1.76%	1.76%	1.81%	0.88%

## Religion and belief

Key observations

Religion or belief information, including 'information refused' was returned to HESA for 54.7% of all students in higher education, an increase of 10.3% on the previous year. At Kent, 95% of students returned information on their religion or belief (including 'prefer not to say').

At Kent 47.88% of all students identified as having a religion or belief, compared with 25.7% of all students nationally.

Of those students at Kent who identified as having a religion or belief, the highest proportion indicated that they were Christian (33.39%), followed by Muslim (6.08%). Nationally, 23.06% of all students indicated that they were Christian and 5.20% of all students indicated they were Muslim. Kent would appear to possess proportionally more religious and Christian students than in the rest of the higher education sector (Chart 42). The attraction of Canterbury as a cathedral city and the centre of Anglicanism could possibly account for the higher proportion of Christians.

5 MONITORING AND COMPLIANCE (CONT)

Planning and Business Information Office: Student data analysis

University surveys

The Student EDI Operations Group considered protected characteristic data from the following University-supported surveys:
- National Student Satisfaction Survey 2016 (NSS 2016)
- Undergraduate Student Survey 2016 (UGS 2016)
- Postgraduate Taught Experience Student Survey (PTES)
- Postgraduate Research Experience Student Survey (PRES)
- Analysis of Degree Classification by Protected Characteristic.

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

i) National Student Survey 2016-17 (NSS)

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

Gender
- Female satisfaction was higher than their male counterparts in the areas of Teaching (85%/82%), Learning Resources (82%/79%), Assessment and Feedback (72%/68%) and Organisation and Management (81%/78%). Male satisfaction was higher than for their female counterparts in the area of Academic Support (79%/77%).

Age group
- Satisfaction was higher among mature students (>25 years of age) than among young students in the area of Assessment and Feedback (73%/70%, both lower than the sector average).

Ethnicity
- Black students were significantly less satisfied than students who identified as White in the areas of Teaching (76%/86%), Academic Support (73%/80%), Learning Opportunities (76%/82%), Assessment and Feedback (63%/72%) and Learning Community (69%/75%). However, Black students were more satisfied than students who identified as White in the area of Learning Resources (87%/86%). Overall Black (80%) and Asian/Other Ethnic Group students' (85%) satisfaction was less than the White (88%) student population satisfaction.

Disability
- Students with a disability were less satisfied than students with no known disability in the area of Learning Opportunities (77%/81%). Students with a disability (other than a specific learning disability) were less satisfied than students with no known disability in the areas of Organisation and Management (77%/80%) and Learning Community (69%/74%). Students with a specific learning disability were less satisfied than students with no known disability in the area of Learning Resources (82%/86%).

ii) Undergraduate Student Survey (UGS) 2016

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

Gender
- Females were equally as satisfied as males in the area of Academic Support (75%). However, female satisfaction was significantly above male student satisfaction in the areas of Teaching (81%/75%), Learning Opportunities (79%/75%), Assessment and Feedback (69%/61%), Organisation and Management (77%/72%), Learning Resources (84%/80%), Learning Community (68%/65%), Student Voice (55%/52%) and Overall (84%/80%).

Age group
- Mature students (>25 years of age) were less satisfied in all areas compared with their younger counterparts, particularly with Organisation and Management (69%/77%), Learning Community (63%/68%) and Overall (75%/84%).

Ethnicity
- BME students were less satisfied than students who identified as White in the areas of Teaching (73%/81%) and Academic Support (69%/77%), with Black students with the lowest satisfaction at 64%. Other Ethnic Group student satisfaction was significantly lower than that of the White student population in the area of Learning Opportunities (74%/78%). Asian student satisfaction was significantly lower than that of the White student population in areas of Assessment and Feedback (63%/67%) and Organisation and Management (72%/77%), but highest for Student Voice (60%/54%). Black and Asian students were less satisfied than the White student population in the areas of Learning Community (60%/59%/68%) and Overall (72%/78%/85%).

Disability
- Students with a mental health condition were significantly less satisfied than students with no known disability in the areas of Organisation and Management (70%/77%), Learning Resources (78%/83%) and Learning Community (60%/67%), apart from Assessment and Feedback (68%/66%). Students with a disability on average were significantly less satisfied with Organisation and Management than students with no known disability (70%/77%).

iii) Postgraduate Taught Experience Student Survey (PTES) 2016

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

Gender
- Female satisfaction was less than their male counterparts in the areas of Dissertation (79%/83%), Teaching and Learning (83%/84%), Skills and Development (76%/79%) and Engagement (79%/80%).

Age group
- Mature students (>25 years of age) were significantly more satisfied than young students in the areas Teaching and Learning (85%/82%) and Assessment and Feedback (79%/71%). Mature student satisfaction was above or on par with sector levels across all themes.

Ethnicity
- Black and Asian student populations showed significantly higher levels of satisfaction than the White student population in the following areas: Teaching and Learning (85%/87%/82%), Organisation and Management (76%/81%/72%) Resources and Services (85%/86%/82%) and Skills Development (79% v. 86%/74%). Black students showed significantly higher levels of satisfaction than the White student population in all areas. Asian students were significantly more satisfied than White students in four areas: Engagement (83%/78%), Assessment and Feedback (80%/73%), Dissertation (83%/80%) and Overall (91%/82%).

Disability
- Students with a disability (other than a specific learning difficulty or mental health condition) were significantly less satisfied than students with no known disability in the areas of Teaching and Learning (77%/84%) and Engagement (70%/80%). Students with a disability (including a mental health condition and excluding a specific learning difficulty) were significantly less satisfied in areas of Assessment and Feedback (68%/75%), Organisation and Management (68%/75%) and Skills Development (69.5%/78%).

iv) Postgraduate Research Experience Student Survey (PRES) 2016

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

Gender
- Female students were more satisfied than their male counterparts in the areas of Progress and Assessment (83%/81%) and Research Skills (90%/89%). Female satisfaction at Kent was above the sector average in all areas except Resources.

Age group
- Mature student (>25 years of age) satisfaction was significantly lower than for the young student population in the areas of Research Culture (67%/73%), Research Skills (88%/92%), Professional Development (78%/83%) and Supervision (89%/92%). Mature student satisfaction at Kent was below the sector average in the area of Resources.

Ethnicity
- BME students were more satisfied than students who identified as White in the area of Resources (82%/75%). Asian students were more satisfied that the White student populations in the areas of Supervision (93%/89%), Research Culture (74%/68%), Research Skills (92%/89%) and Progress and Assessment (87%/81%). Other Ethnic Minorities were less satisfied in the area of Research Skills than students who identified as White (85%/89%).

Disability
- Students with a disability (other than a specific learning difficulty or mental health condition) were significantly less satisfied than students with no known disability in the areas of Supervision (84%/90%) and Research Skills (91%/90%). Students with a specific learning difficulty were significantly less satisfied than students with no known disability in the areas of Progress and Assessment (75%/82) and Responsibilities (73%/83%). Those students with a mental health condition were significantly less satisfied that students with no known disability in the area of Professional Development (66%/81%). On average, students with a disability were less satisfied than students with no known disability overall (74%/88%).

v) Degree classification by protected characteristic

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

Gender
- The average result achieved by females at Kent was 64%, slightly higher than the male average of 63%. The proportion of males gaining good degrees (78%) was 1% higher than in 2015. This increase was seen in Humanities and Sciences, but the proportion fell in Social Sciences by 5%. The proportion of females gaining good degrees (85%) was the same as in 2015.

Age group
- In Humanities, the average result achieved by the '26-35' age group was higher than the '21 and under' age group (69%/64%). The proportion of mature students (>25 years of age) gaining a good degree increased between 2015 and 2016. This was most notable in the '36 and over' age group in Social Sciences (29% increase) and the '26-35' age group in Humanities (18% increase).

Ethnicity
- The average result for every BME category was significantly lower than for the White category. Black students had the lowest average result of 59.7%, compared with 65.0% for White students. For Black and Mixed students, there was a fall in the proportion gaining a good degree (-2% and -6% respectively), while there was no change in the proportion of White students (86%). This pattern was reflected somewhat across the Humanities and Social Sciences faculties. In Sciences, the proportion gaining good degrees increased across all ethnic groups.

Disability
- In Humanities, the average result achieved by those with a disability, other than a learning difficulty or mental health condition, was higher than those with no known disability (66%/64%). At Kent, the proportion of students with an 'other disability' gaining a good degree increased between 2015 and 2016 (81%/87%). There was no change for students with no known disability or students with a learning disability. For students with a mental health condition, the proportion gaining good degrees fell by 5%.

The key findings will be investigated further through the work of the Student Success project, the Student EDI Operations Group, Academic Standards and Quality Committee, and the Education Board.

6   STRATEGIC CHALLENGES AND PLANS TO ADDRESS BEYOND 2017-18

This report concludes with an overview of future plans that have emerged from the findings at Section 5 (Monitoring and Compliance), or that link to the University Strategic Plan 2015-20

University

- The University recognises a need to address the significant underrepresentation of BME employees in its workforce profile. Kent will continue to engage with the ECU in order to fully understand the resourcing requirements of the Race Equality Charter.
- The University has committed to engage with employees, students, alumni and stakeholders to ensure the Kent brand is synonymous with excellence. As part of this broad commitment, it will continue embedding a culture of EDI through ongoing professional development programmes, review of policies and new initiatives.

Employees

The data in Section 5 underscores the need to address the underrepresentation of BME employees. In addition to fully exploring the implication of signing the Race Equality Charter, the University will seek to increase its recruitment of BME employees through developing a strategy and seeking investment to extend our reach to a more diverse range of candidates (including more men) – particularly for Professional Services positions.

- Sexual harassment not only poses a significant safety risk to the University's workforce; it impacts the dignity of our employees in the workplace, during field placements and in the broader community. Kent already has a positive culture around its response to this challenge and the University will seek to review, strengthen and promote the existing support mechanisms currently in place.

- Kent has explicitly committed to achieving an institutional-level Athena SWAN bronze award and supporting schools to achieve, renew and/or increase their existing award. As part of this commitment, the University will continue its support of a broad range of innovative measures to ensure its ongoing accreditation.
- The gender pay gap across the UK continues to receive significant attention. While this issue reflects broader societal and systemic trends, the University accepts it has a role to address a significant barrier to female employees' equitable workforce participation. In the interests of transparency and to demonstrate our genuine commitment to addressing this problem, the University will publish our gender pay gap report, monitor the commitments made in the report, and continue to seek innovative ways of closing the persistent gender pay gap in the professoriate.
- The University recognises that an apprenticeship programme has the potential to develop a new pipeline of skilled employees and enhance the diversity of its workforce. It has already undertaken significant work to develop an Apprenticeship Strategy and will continue focusing on an institutional apprenticeship programme throughout 2017-18.
- Managing mental ill-health is fast becoming a prominent workplace EDI concern. Kent is committed to removing the stigma around mental ill-health and supporting employees who manage this disability on an ongoing basis. It commits to reviewing the existing support provided to employees experiencing mental ill-health and working with other business units to establish further support (where appropriate).
- Kent recognises that the employment of people with disability – and their retention – is crucial to workplace inclusion and the University's community citizenship. The University is committed to translating its Two Ticks accreditation to the recently implemented Disability Confident employer scheme.
- In the short term it commits to becoming a Level 1: Disability Confident Committed employer and will explore becoming a Level 2: Disability Confident Employer in the longer term.

Students

- To explore the possibility of submitting an application for the Race Equality Charter with the Equality Challenge Unit.
- To explore mental health initiatives to support students with declared mental health difficulties.
- To reduce BME attainment gaps by 2022 by embedding successful interventions for students and staff, producing progress profiles in the Academic Adviser system, introducing and implementing a diversified curriculum, developing and evaluating professional practice.
- To continue raising student awareness and understanding of sexual respect and consent.
- To provide accessible modes of teaching and learning that address the needs of students with disabilities.
- To implement a policy that provides support for trans students at the University.
- To expand the availability of wellbeing services for students where possible.
- To continue the implementation of accessibility initiatives, assistive technologies and inclusive design, as led by the OPERA project.

7 2017-2018 WORK PLAN

1[62] Formulating strategy

University level

No	Activity	Action	Responsibility	Target completion
Shared actions				
1.1	EDI Annual Report	Produce 2016-17 EDI Annual Report and 2017-18 Work Plan.	Lead: EDI Lead/Student EDI Officer	March 2018
1.2	Business Disability Forum (BDF) Standard	Continue membership of the BDF and explore the benefits of the Disability Standard self-assessment.	Employees Lead: EDI Lead Supported by student leads: Accessible Information Project Lead/ Student EDI Officer	July 2018
1.3	EG EDI Champions	Increase engagement with Executive Group Diversity Champions.	Lead: EDI Lead, Policy Adviser to the Vice-Chancellor	Ongoing
1.4	Race Equality Charter briefing session	Briefing session, led by the Equality Challenge Unit, on the Race Equality Charter for key University staff members.	Lead: Director of Student Services/Student Success Project (EDI) Manager/EDI Lead/Student EDI Officer	November 2017
1.5	Athena SWAN	Submission of the institutional Athena SWAN application for a bronze award; ongoing support for all other schools to achieve a minimum bronze award.	Lead: Chair of the ASWAG/ Director of HR. Supported by: Athena SWAN Team/ HR	Bronze institutional submission: November 2017. Other applications: ongoing throughout the year.
1.6	Athena SWAN	Refresh membership of the ASWG annually and encourage greater male participation to improve the gender balance of both ASWG and its sub-group: the institutional SAT.	Lead: ASWG Chair Supported by: AS Team, EDI	Annually from 2018
1.7	Athena SWAN	Raise awareness of AS activities within the Kent community via a range of communications channels.	Lead: ASWG Chair Supported by: AS Team, EDI	Ongoing from January 2018
1.8	Athena SWAN	Review the success of the investment in the AS team and its integration into wider EDI activities.	Lead: ASWG Chair Supported by: AS Team	July 2018
1.9	EDI Governance	Continue monitoring and oversight of the EDI agenda for the University's workforce through the HR EDI Governance Group.	Lead: Director HR/Assistant Director (L&OD) Supported by: HR EDI	Ongoing

Students

No	Activity	Action	Responsibility	Target completion
Student EDI team actions				
1.10	OPERA project	Implementation of Kent Inclusive Practices (KIPs).	Lead: Accessible Information Project Adviser Lead: Associate Dean (Learning and Teaching) Faculty of Social Sciences Supported by: Student EDI Officer	July 2018

62   The numbering system links to the sections in the report

No	Activity	Action	Responsibility	Target completion
Student EDI team actions				
1.11	OPERA project	Roll-out of online staff accessibility literacy module 'Inclusive Learning and Teaching Strategies'.	Lead: Accessible Information Project Adviser Lead: Associate Dean (Learning and Teaching) Faculty of Social Sciences Supported by: Student EDI Officer	July 2018
1.12		Map the University of Kent/Jisc learner journey.	Lead: Accessible Information Project Adviser Lead: Associate Dean (Learning and Teaching) Faculty of Social Sciences Supported by: Student EDI Officer	July 2018
1.13	Student Success (EDI) project	Design and embed educational strategies at a school level with a focus on students at risk of underperformance.	Lead: Student Success (EDI) Project Manager	July 2018
1.14		Provide development provision and support to academic schools.	Lead: Student Success (EDI) Project Manager	July 2018
1.15		Develop a Student Success Network.	Lead: Student Success (EDI) Project Manager	July 2018
1.16		Reduce the BME/White student attainment gap by 2% in line with Phase 2 project goals.	Lead: Student Success (EDI) Project Manager	July 2018
1.17	Policies	Develop a new Respect at Kent policy.	Lead: Student EDI Officer/ Director of Student Services	January 2018
1.18		Develop a new Trans Student Support policy.	Lead: Student EDI Officer/ Director of Student Services	January 2018
1.18		Develop a Code of Conduct for off-campus research/teaching sites.	Lead: Student EDI Officer/Student Conduct and Complaints Manager	January 2018

2 Monitoring and Compliance

University level

No	Activity	Action	Responsibility	Target completion
Shared actions				
2.1	Gender equality reporting	Submission of the University's Gender Pay Gap Report and associated narrative.	Leads: Assistant Director, L&OD/ Assistant Director, HR Operations & Reward Supported by: HR EDI	Submission of Gender Pay Gap Report: January 2018. Implementation of associated actions: Ongoing

7 2017-2018 WORK PLAN (CONT)

Employees

Employees' EDI team actions

No	Activity	Action	Responsibility	Target completion
2.2	Employees' data systems	Complete the procurement of an e-recruitment technology supplier (as part of Staff Connect Phase 2) and ensure that this supplier can meet the equality requirements of the system including management information and anonymous shortlisting.	Leads: HR Assistant Director (Resourcing and Employee Communications/ HR Assistant Director (L&OD) *NB: Supported by the EDI Lead for all the EDI data requirements*	July 2018
2.3	Employees' data systems	Work with external diversity organisations (BDF; EDU; Stonewall) to ensure Phase 2 data fields and EDI classifications reflect emerging EDI trends for example inclusion of questions pertaining to gender identity.	Lead: HR EDI	July 2018
2.4	Employee EDI data capture	Continue to promote the completion of EDI data to all staff with particular focus on BME. Include awareness building and need for completion of EDI data via the induction processes. Send biannual reminder to all staff to complete the EDI data. Ensure web pages are up to date at all times to ensure all employees know why the EDI data is important and what it is used for. Ensure EDI data is captured at point of employment.	Lead: HR EDI	Ongoing

Students

Student EDI team actions

No	Activity	Action	Responsibility	Target completion
2.5	Equality Impact Assessment	Develop a Scholarships and Bursaries Equality Impact Assessment form.	Lead: Student EDI Officer/ Stewardship and Planned Giving Officer	January 2018
2.6	Student Hub user analysis	Provide data to assist the development of the Student Hub and its associated activities.	Lead: Student EDI Officer/ Project Manager (Student Hub)	September 2017
2.7	Mental health initiatives: data analysis	Provide a report to University Council on the impact of student disability support on student attainment, with particular regard to students with specific learning difficulties and mental health conditions.	Lead: Director of Student Services	February 2018

No	Activity	Action	Responsibility	Target completion
Student EDI team actions				
2.8	ILP/ethnicity intersectional data analysis	Provide a report to Student EDI Operations Group and the OFFA E&D Steering Group analysing the intersectionality between students with ILPs and ethnicity.	Lead: Director of Student Services/ Student EDI Officer	January 2018

3 Building and embedding an inclusive culture

University level

No	Activity	Action	Responsibility	Target completion
Shared actions				
3.1	Sexual harassment	Review the existing University support for employees and students who experience sexual harassment (both in the workplace and campus more generally).	Employees: HR EDI/ Student EDI Officer	July 2018

Employees

No	Activity	Action	Responsibility	Target completion
Employees' EDI team actions				
3.2	Support for employees with disability	Work with other University departments to understand what support is currently offered to employees experiencing mental ill-health.	Lead: Health and Wellbeing Supported by: HR Director/HR EDI	Ongoing
3.3	Support for employees with disability	Deliver training/awareness sessions for staff on mental health awareness and personal resilience	Lead: L&OD Assistant Director Supported by: HR EDI/ Health and Wellbeing	July 2018
3.4	Support for employees with disability	Based on the outcome of 1.2, determine if additional support (for example individual stress assessments, further enhanced training) should be implemented.	Lead: L&OD Assistant Director Supported by: HR EDI/ Health and Wellbeing	July 2018 (if action needed)
3.5	Support for employees who are terminally ill	Sign the TUC's Dying to Work Charter to demonstrate the practical ways in which Kent will support colleagues who are terminally ill.	Lead: HR Director Supported by: HR Assistant Director (ERBP)	August 2017
3.6	External accreditation	Define, recommend and implement an approach to achieve 'Disability Confident Committed' accreditation.	Lead: Assistant Director, L&OD Supported by: HR EDI team	July 2018

7 2017-2018 WORK PLAN (CONT)

No	Activity	Action	Responsibility	Target completion
Employees' EDI team actions				
3.7	Cross-cultural communications training	Extend the delivery of the cross-cultural communications training.	Lead: HR Assistant Director (L&OD) Supported by: HR EDI	To be delivered across 2017-18
3.8	Aurora	Continue to support the Aurora programme for female employees.	Lead: HR Assistant Director (L&OD) Supported by: L&OD Team/HR EDI	Ongoing
3.9	Unconscious bias training	Broaden the delivery of unconscious bias training to a wider group of employees.	Lead: HR Assistant Director (L&OD) Supported by: L&OD team	Ongoing
3.10	Employees' survey	Continued rollout of the Staff Survey, analysing and commenting on EDI results and ensuring relevant action planning in schools and departments.	Lead: HR Assistant Director (L&OD) Supported by: HR Assistant Director (Resourcing) *NB: input from HR EDI also required*	Ongoing
3.11	Exit interviews	Promote the use of online exit questionnaires that were implemented in the 2016-17 academic year and analyse results from an equality perspective.	Lead: HR Assistant Director/ ERBP Supported by: HR EDI	Ongoing
3.12	Use of technology	Update ISR regulations regarding the use and/or dissemination of pornography while (a) at work and (b) using university technology.	Lead: Director (IS)	July 2018
3.13	Gender-neutral toilets	Consult and recommend signage for the gender-neutral toilet(s).	Lead: HR EDI Supported by: Estates	June 2018
3.14	Access to shared parental/paternity leave	Monitor the uptake of shared parental leave access by male and female staff.	Lead: Assistant Director/HR Systems	June 2018

Students

No	Activity	Action	Responsibility	Target completion
Student EDI team actions				
3.15	Sexual Violence Against	Students Steering Group Bystander Intervention Initiative: develop the programme to include flexible session options to suit a variety of student needs. Review the programme to ensure it is inclusive for all students and ensure implementation of the group action plan.	Lead: Project Administrator, Student Services Lead: Director of Student Services	December 2017 January 2018

No	Activity	Action	Responsibility	Target completion
Student EDI team actions				
3.16	Sexual Violence Against	Develop a compulsory 'Expect Respect at Kent' e-module for students on behaviour and sexual respect	Lead: Project Administrator, Student Services	September 2017
3.17		Develop a Bystander Awareness video.	Lead: Project Administrator, Student Services/Kent Union	September 2017
3.18		Project Liberty: establish a weekly drop-in service for those experiencing domestic abuse, in association with Rising Sun.	Lead: Project Administrator, Student Services	January 2018
3.19		Introduce initiatives to raise awareness of the Bystander Intervention programme.	Lead: Project Administrator, Student Services	January 2018
3.20		Revise all student safety posters across Canterbury and Medway.	Lead: Project Administrator, Student Services	September 2017
3.21		Increase the Sexual Assault Responder provision at Canterbury and Medway.	Lead: Student EDI Officer	September 2017
3.22		Introduce a consent webinar to students at Kent.	Lead: Student EDI Officer	July 2018
3.23	Black History Month	Support the delivery of Black History Month activities at the Canterbury and Medway campuses.	Lead: Kent Union Campaigns Manager/Student Success (EDI) Project Officer/Student EDI Officer	October 2017
3.24	Kent Union	Continue to work in partnership with Kent Union to support joint EDI initiatives.	Lead: Student EDI Officer	July 2018
3.25	Nightline	Establish a cross-Canterbury student Nightline service in collaboration with Kent Union, Canterbury Christ Church University and Christ Church Students' Union.	Lead: Director of Student Services/CEO of Kent Union	January 2018
3.26	Mental Health Support	Investigate initiatives to support the growing number of students disclosing mental health conditions.	Lead: Head of Student Support and Wellbeing/Student EDI Officer/Kent Union	July 2018
3.27		Develop a mental health planning group to ensure a joined-up approach across the University.	Lead: Head of Student Support and Wellbeing/Student EDI Officer/Kent Union	January 2018
3.28	Procedures	Review Guidance for Staff on the Role of the College Master in providing support in cases of sexual misconduct, sexual assault or rape.	Lead: Student Conduct and Complaints Manager	January 2018
3.29	Kent Student Awards	Vigorously promote the EDI category for the Kent Student Awards.	Lead: Student EDI Officer	May 2018

7 2017-2018 WORK PLAN (CONT)

No	Activity	Action	Responsibility	Target completion
Student EDI team actions				
3.30	BRICK (Building Responsible Inclusive Communities at Kent)	Develop a cross-institutional approach to help students translate the University of Kent values and the Student Charter commitments into behavioural responsibilities.	Lead: College Master (Keynes)	July 2018
3.31	LGBT+ Student Support	Develop a 'Support Guide Book' for LGBT+ students and applicants.	Lead: Student EDI Officer	July 2018
3.32		Provide training for key University departments, particularly around supporting trans-identifying students.	Lead: Student EDI Officer	July 2018
3.33	Chaplaincy	Organise a range of activities that support student EDI.	Lead: Chaplaincy/Student EDI Officer	July 2018
3.34	Careers and Employability	Host a range of projects aimed at enhancing skills, confidence and employability of Kent students from widening participation backgrounds.	Lead: Head of Careers and Employability	July 2018
3.35	Student Support and Wellbeing (SSW)	Promote awareness of the SSW service to students.	Lead: Head of Student Support and Wellbeing	July 2018
3.36		Organise a range of activities that support student EDI.	Lead: Head of Student Support and Wellbeing/SSW Project Officer	July 2018
3.37	Student Learning Advisory Service (SLAS)	Promote SLAS's initiatives and programmes to support student EDI.	Lead: SLAS Manager	July 2018
3.38	Referral route mapping	Map out internal and external pathway/referral routes to ensure that University and NHS resources are utilised effectively.	Lead: Head of Student Support and Wellbeing	July 2018
3.39		Provide guidance with regards to when a student would access each service within Student Support and Wellbeing	Lead: Head of Student Support and Wellbeing	July 2018

4 Promoting EDI within the University

University level

No	Activity	Action	Responsibility	Target completion
Shared actions				
4.1	EDI Network	Continue to run and support the EDI Network and communications including recruitment of representatives in all departments (the EDI Network and communications are managed by Employees EDI team).	Lead: HR EDI (Employees)/ Student EDI Officer (Student)	Ongoing

No	Activity	Action	Responsibility	Target completion
Shared actions				
4.2	LGBT+ History Month	Support the delivery of the Researching the Rainbow Conference as part of LGBT+ History month.	Lead: Employees LGBT+ Network Chair Supported by: HR EDI (Employees)/ EDI Officer (Student)	February 2018
4.3	Disability History Month	Support the delivery of Disability History Month activities at the Canterbury and Medway campuses.	Lead: Assistant Project Manager (Student Hub)/Student Support and Wellbeing Officer Supported by: EDI Coordinator (Employees)/EDI Officer (Student)	December 2017
4.4	IDAHOT Day	Support the delivery of IDAHOT day activities at the Canterbury and Medway campuses.	Lead: Student EDI Officer Support – EDI Coordinator	May 2018
4.5	Wellbeing Zone app	Expand the Wellbeing Zone app to include a staff portal.	Lead: Project Administrator, Student Services/Student EDI Officer/Occupational Health and Wellbeing Team Manager	July 18
4.6	Student Support and Wellbeing Offices	Refurbish the Student Support and Wellbeing reception and administration block to increase accessibility and improve the reception area and waiting room.	Lead: Head of Student Support and Wellbeing	September 2017
4.7	Big White Wall (Online mental health and wellbeing service)	Expand the service to all students. Provide training for relevant staff.	Lead: Head of Student Support and Wellbeing/Director of Student Services/Project Manager (Student Hub)	December 17
4.8	Gender-neutral toilets	Install gender-neutral toilet signage on campus at agreed locations.	Lead: Student EDI Officer/ Facilities Management Technical Coordinator/HR EDI	July 18

Employees

No	Activity	Action	Responsibility	Target completion
Employees team actions				
4.9	HR support for employees' EDI networks	i) Draft guidance for managers around the role of the groups to encourage and facilitate the release of staff for participation. ii) Codify and clarify the support HR offers to volunteer employees' EDI networks.	Lead: HR EDI	December 2018
4.10	Promote employees EDI agenda across the University	Draft streamlined communication plan that identifies several events and initiatives that link to EDI days of significance.	Lead: HR EDI	December 2018

7 2017-2018 WORK PLAN (CONT)

No	Activity	Action	Responsibility	Target completion
Employees team actions				
4.11	BME employment	Commission research to ascertain where best to advertise in order to increase BME recruitment applications.	Lead: Assistant Director, Resourcing Supported by: AS Project Manager	July 2018
4.12	Employee Diversity Networks	Support the employee diversity networks (for example logistical preparations at the commencement of each academic year and updating EDI websites).	Lead: HR EDI Supported by: ER Adviser/ EDI Co-Ordinator/Immigration Co-ordinator	July 2018
4.13	Apprenticeships	Develop and secure support for a Kent-supported apprenticeship programme.	Lead: Assistant Director (L&OD) Supported by: HR Project Manager	March 2018
4.14	Apprenticeships	Subject to necessary approvals, commence implementation of a Kent-supported apprenticeship programme.	Lead: Assistant Director (L&OD) Supported by: HR Project Manager	July 2018
4.15	Brexit	Continued provision of support aimed at supporting staff affected by Brexit.	Lead: HR Director Supported by: HR Assistant Director (Resourcing)/ HR Assistant Director (ERBP)	Ongoing
4.16	Remuneration and reward	Conduct a comprehensive review of the University's existing pay spines, taking account of the findings of the 2015 Equal Pay Audit and developing gender pay gap picture.	Lead: Assistant Director (Operations and Reward)	To commence mid-July

Students

No	Activity	Action	Responsibility	Target completion
Student EDI team actions				
4.17	Wellbeing Strategy	Review the Wellbeing Strategy 2014-19 and develop a new Wellbeing Strategy until 2020.	Lead: Director of Student Services/ Head of Student Service and Wellbeing/Student EDI Officer	July 2018
4.18	Mediation service	Develop a mediation service	Lead: Director of Student Services	January 2018
4.19	Centre for European and World Languages (CEWL)	Continue to support student EDI initiatives.	Lead: Director of CEWL	July 2018
4.20	Corporate Communications	Continue to support student EDI initiatives.	Lead: Head of Stakeholder Communications and Engagement	July 2018
4.21	Multicultural Events Fund	Continue to sponsor multicultural events at Kent.	Lead: Multicultural Events Fund team	July 2018

University of Kent

UNIVERSITY of Kent