University of **Kent**

UNIVERSITY OF KENT/
VALUING EVERYONE

Equality, Diversity and Inclusivity (EDI) Report 2017-18
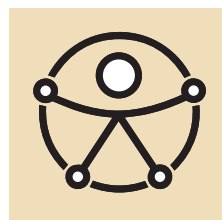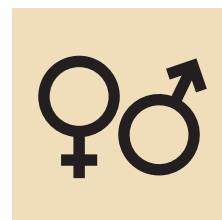
Plus 2018-19 Work Plan
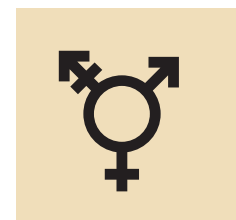
CONTENTS

Key

Equality Act 2010

Age

Disability *
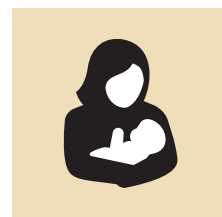
Sex

Gender reassignment

Marriage and civil partnership

Race/Ethnicity

Religion or Belief

Pregnancy and Maternity

Sexual orientation

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

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

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 an Inclusive Culture
- Promoting EDI within the University of Kent
- Monitoring and Compliance.

This report is also future-focused, identifying the University's strategic EDI priorities beyond the next academic year (see section 6, Strategic Challenges and Plans to Address

Beyond 2018-19). These priorities have been developed around: areas that require development, as identified in this report; institutional plans; and trends identified in Section 5, Monitoring and Compliance. An overview of the EDI Work Plan Actions for 2018-19 is also included to ensure transparency and accountability against our stated priorities for the next year (see section 7, 2018-19 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.

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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.

2017-18 highlights

Throughout 2017-18, the University has progressed a range of EDI initiatives. The information below provides an overview of key EDI achievements and a snapshot of Kent's workforce demographics. More detail on each achievement can be found in other sections of this report or by visiting the EDI Annual Report website www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html

- **TEF Gold** – the University was awarded a Gold rating in the Teaching and Excellence Framework (TEF), the highest rating available.
- **The Student Success (EDI) Project** won the *Times Higher Education* award for Outstanding Support for Students. These highly competitive awards see hundreds of entrants from across the higher education sector. The judges said that 'Kent stood out from the pack with its impressive and innovative approach to improving academic outcomes for the least advantaged students'.
- **Increase in the number of female professors** – 31% of professors are female, an increase of 1% since last year which is above the sector average of 24.8 (ECU 2018:222[2]). This increase indicates that Kent's ongoing efforts are effective and represents a continued success story, particularly as the gender imbalance in the professoriate is a significant driver of the University's gender pay gap.

- **Awards success** – Kent's commitment to EDI was recognised in the *Times Higher Education* Leadership and Management Awards (THELMAs), the results of which were announced in June 2018. The Centre for Higher and Degree Apprenticeships was shortlisted in the Outstanding Employer Engagement Strategy category for engaging with employers in new and innovative ways. The School of Engineering and Digital Arts won the Workplace of the Year category with a submission focused on its EDI initiatives, which have helped to forge close bonds between academic and professional services staff.
- **'Insights' Women's Leadership Programme** – a new leadership development programme was designed by the Learning and Organisational Development team (L&OD) in consultation with women across Kent and was launched across the institution this year.
- **Student Success (EDI) Project** – the Student Success (EDI) Project is an institutional research project investigating student attainment and retention. It promotes student equality by conducting research into attainment differences, collating data to back up that research, and developing activities to support student success. The aim is to ensure that every student gets the best degree they can and the project is committed to making that happen.

- **Gender Pay Gap Report and action plan** – the University complied with the statutory requirement to publish its Gender Pay Gap Report; not only was Kent the first university in the sector to do so, but it also went beyond the legal requirements by publishing a contextual report and action plan.
- **Disability Confident certification** – the University achieved Level 1 of the Disability Confident scheme and is accredited as a 'Disability Confident Committed' employer. As a Level 1 Disability Confident Committed employer, the University has committed to ensuring that it has fully inclusive recruitment processes.
- **Wellbeing Strategy**[3] – as part of its ongoing commitment to employee wellbeing, the University of Kent published a new Staff Health & Wellbeing Strategy Statement in February 2018. Created by the Occupational Health team within the Safety, Health and Environment Unit (SHE) in collaboration with Human Resources (HR), the strategy was presented to and approved by the Safety, Health and Environment Executive Committee (SHEEC).
- **Athena SWAN** – following the creation of a dedicated Athena SWAN team, the University was successful in its bid for an institutional Bronze award, while the School of Mathematics, Statistics & Actuarial Science became the first at Kent to receive a departmental Silver award.
- **Staff survey** – this year, for the first time, staff across the University were invited to complete an online staff survey designed to gauge employees' perception of Kent as a place to work. A number of EDI-related questions were included to enhance understanding of how well the University's EDI policies are embedded, respected and promoted within departments. The equality and diversity section of the survey showed very positive results: 88% of staff confirmed that the EDI policies were embedded and respected, and 95% of staff agreed or strongly agreed that their school/department uses women as positive role models.

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2   Advance HE Equality and Higher Education Staff statistical report 2018
     www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2018/
3   www.kent.ac.uk/safety/Health_&_Wellbeing_Strategy_Statement_Post_SHEEC_Feb18.pdf

1 INTRODUCTION AND EXECUTIVE SUMMARY (CONT)

Key demographics (summary for staff and students[4])

34%
The total managerial and professional (M&P) group is now 34% female, an increase of 1% from last year.

0.63%
of students indicated that the gender that they identified with at that moment in time was not the gender that they were assigned at birth, compared with 2.36% nationally.

116
employees took maternity, adoption, paternity or shared parental leave, an increase from last year.

55% / 45%
The gender composition of the University is unchanged at 55% female, 45% male.

53.16%
of students are female, compared with the national average of 56.02%.

49.2%
49.2% Overall, mental health cases referred to Occupational Health saw a rise of 49.2% across the work-related and work-associated categories combined. The difference between cases seen split by non-academic and academic roles requires further exploration: 76 cases for non-academic roles and 18 cases for academic roles[5]. The non-work-related mental health cases data remains stable at 57 cases.

16.41 %
of students disclosed a disability, compared with 12.04% nationally. Of these, 37.73% disclosed a mental health condition, compared with 20.53% nationally.

6%
of all employees have disclosed a disability, a 1% increase in reporting since last year and an ongoing increase from 2% since 2012-13.

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4   Staff data as per data recorded in Staff Connect as at end October 2018. Student data as per HESA population 2017-18 – this is a summary and the detail follows in the next sections of the report
5   Staff undertaking teaching or research as the primary function of their role.

38.76%

of employees have indicated that they have no religion and 29.76% indicate that they are Christian.
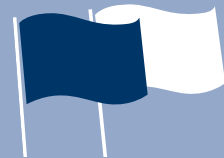
4%

of employees identify as a combination of LGB or 'other' sexual orientation, which is higher than the sector's LGB figure of 2.5%.

102

different nationalities are represented across the University workforce.

38

All 38 formal requests for flexible working were agreed this year.

78.16%

of students are young and 21.84% are mature. The proportion of mature students is decreasing year on year and is significantly below the national average of 41.89%.

11%

of employees identified as black or minority ethnic (BME), which is above the population of the county (6.6% BME).[6]

48.75%

of students identified as having a religion or belief, compared with 35.63% nationally.

4.49%

of students identified as LGBTQ+ compared with 2.92% nationally.

25.33%

of students identify as BME, higher than the national average of 22.03%.

31%

of professors are female, an increase of 1% since last year, which is above the sector average of 24.8 (ECU 2018:222)[7].

6   www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/summary-of-kent-facts-and-figures#tab-2
7   Advance HE Equality and Higher Education Staff statistical report 2018 www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2018/

1 INTRODUCTION AND EXECUTIVE SUMMARY (CONT)

Key areas for action

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 EDI 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[8], LGBT+ History Month[9] and a weeklong event celebrating and exploring EDI and wellbeing[10]. Further exploration of absences related to mental health and greater awareness of support available will be a focus for this year[11]. In addition, support for students with mental health conditions remains an ongoing priority area, with the development of the new Student Health and Wellbeing Strategy, application for Suicide-Safer Communities status, development of partnerships with key external agencies such as the NHS and the development of staff training opportunities, such as the new mental health e-learning module.[12]

While the data in Section 5, Monitoring and Compliance shows a small increase in the overall numbers of BME staff, the data also shows that BME staff are not as well represented at higher levels in professional services and academic roles. This year research has been undertaken to source suitable locations for advertising to attract BME staff and this now forms part of the recruitment process when applicable. A review of the success of any positive action taken will be carried out next year, as will a full exploration of BME promotion success rates.[13] Focused work on reducing the BME attainment gap remains a key commitment for Kent, with a target to reduce the gap by 2% every year for the duration of the project and to further explore the causality behind the gap.

The University 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 was the first university in the sector to publish its Gender Pay Gap Report and it will continue to implement a range of initiatives aimed at reducing the pay differential between male and female employees.[14]

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 work towards achieving Level 2 of the Disability Confident scheme and continue to follow best practice guidance.[15]

Further initiatives on establishing Kent as a sector leader in accessible learning will be explored and developed, including the introduction of Blackboard Ally across the institution, and preparatory work for the implementation of the new EU Web Accessibility Directive.[16]

Denise Everitt

Senior Deputy Vice Chancellor and Chief Operating Officer

Professor April McMahon

Deputy Vice Chancellor Education

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8   2018-19 Work Plan action 3.8
9   2018-19 Work Plan action 3.9
10   2018-19 Work Plan action 3.2
11   2018-19 Work Plan action 4.4
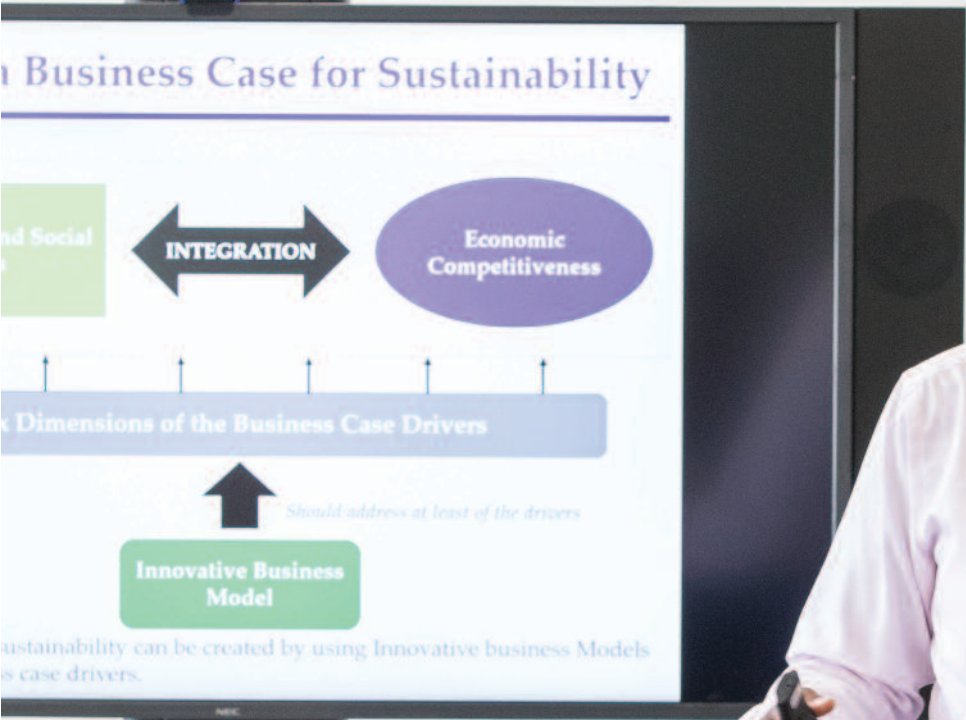12   2018-19 Work Plan action 2.1, 3.3, 3.4, 3.5, 3.10
13   2018-19 Work Plan action 4.2, 4.7
14   2018-19 Work Plan action 1.7
15   2018-19 Work Plan action 1.12
16   2018-19 Work Plan action 1.5

2   FORMULATING STRATEGY

During 2017-18 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.

For more information see the EDI webpages (www.kent.ac.uk/ hr-equalityanddiversity/ local/edireport.html)

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, females are now better represented at 40% (eight of 20 members). This represents an increase from last year.

University

Refreshing the Kent People Strategy

In May 2018 the Vice-Chancellor launched a consultation process with staff on a refresh of the 2015-20 Institutional Plan. When asked for their views on the key challenges facing the higher education sector and how we might respond, respondents highlighted a need for more emphasis on EDI and better recognition of the special needs of our BTEC students.

The Human Resources EDI Governance Group will continue to review all actions in relation to EDI for staff and will revise the People Strategy as required on the basis of the outcomes of the reissued Institutional Plan.[17]

The Recognising Excellence in Academia Project (formerly Recognising Excellence in Education – REEP)

In March 2018, and following a period of extensive engagement with a diverse range of stakeholders across the University, REEP was expanded from looking at how Kent supports and develops academics in relation to their educational delivery to include all areas of academic endeavour (education, research and innovation, and citizenship and leadership). The project draws on commitments in a number of key University strategies (including the People Strategy and the overarching University Plan) and aims to provide a framework for all academic staff at Kent to support them in their careers.

The Kent Academic Career Map (ACM) is currently being created to reflect and articulate all three of these strands of academic work. The ACM[18] will set out relevant expectations at each academic career stage (lecturer, senior lecturer and so on), and will include indicative examples of work activities, standards and behaviours across all strands. This will provide clarity for academics on what is required to progress and what to demonstrate in their applications for promotion. The embedding of the ACM within the academic community and within relevant University processes (promotion, appraisal), combined with proactive guidance and mentoring[19] for female academics in particular, will form part of the actions in both the Gender Pay Gap Report action plan and the EDI Work Plan.[20]

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17   Information on the achievements that have already been made can be found in Sections 3 and 4.
18   www.kent.ac.uk/human-resources/acm/index.html
19   Anecdotal evidence from Athena SWAN focus groups and discussions with women at Kent tells us that typically women feel the need to over-evidence and therefore this may impact negatively on women applying for promotion as criteria are now well defined. Kent will take a proactive approach to mitigate this risk by providing support in the form of mentoring and career counselling. www.timeshighereducation.com/features/big-idea-one-change-could-transform-universities
20   2018-19 Work Plan 2.4

Kent incorporates UN Sustainable Development Goals into its operations[21]

The University has signed an agreement to incorporate the United Nations 17 Sustainable Development Goals (SDGs) into its operations and the teaching curriculum it delivers. This will see the University working to deliver on goals including ending poverty, promoting gender equality, creating sustainable cities and communities, minimising its impact on the environment, and offering inclusive and equitable education opportunities for all. Of particular relevance to EDI is Goal 5: Gender Equality and Goal 10: Reduced Inequalities. As part of this commitment, the University's Vice-Chancellor and President, Professor Karen Cox, has signed the SDG Accord, which sets out the role universities and colleges can play in the delivery of the SDGs. Work towards the SDG goals will be overseen within the University by a programme currently being trialled in the Estates department called FutureProof. This will provide help and guidance to all areas of the institution on how they can incorporate the SDGs into their operations.

Executive Group[22]

Professor Karen Cox has already shown commitment to the importance of EDI and has made an immediate contribution to the University's EDI priorities at the highest level. Professor Cox joined the Athena SWAN Institutional Self-Assessment team and working group and has become an Executive Group EDI Champion for LGBT+.[23]

Professor Cox supported a range of EDI initiatives during 2017-18, including joining this year's cohort of Aurora participants to share her leadership journey. Professor Cox also gave an inspirational presentation as part of the Student Success (EDI) Project, in the course of which she engaged in conversation with students and staff about the benefits and challenges of a career choice in higher education.

Professor Cox is the LGBT+ Staff Network Champion and opened the Researching the Rainbow conference as part of the LGBT History Month celebration activities.

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

Executive Group EDI Champions are engaged in EDI activity and strategic projects across the University. For example, Professor April McMahon, Deputy Vice-Chancellor Education, EDI Champion for Disability, is the key strategic lead for the REEP work which includes the Kent Academic Career Map; Professor David Nightingale, Senior Deputy Vice-Chancellor, EDI Champion for Race and Ethnicity, is the key strategic lead for the Student Success (EDI) Project and is also leading on the exploration of the requirements for the Race Equality Charter.

For 2017-18, the Executive Group EDI Champions were:

Professor Karen Cox
Vice-Chancellor and President

Gender / LGBT+

Denise Everitt
Senior Deputy Vice-Chancellor and Chief Operating Officer

Age

David Nightingale
Senior Deputy Vice-Chancellor and Provost

Race/Ethnicity

Professor April McMahon
Deputy Vice-Chancellor Education

Disability

Professor Philippe De Wilde
Deputy Vice-Chancellor, Research & Innovation

Marriage and Civil Partnership

Jane Higham
Director of Finance

Pregnancy and Maternity

Dr Keith Lampard
Secretary to the Council

Religion or Belief

21 www.kent.ac.uk/news/environment/17245/kent-incorporates-un-sustainable-development-goals-into-its-operations
22 2017-18 Work Plan item 1.3
23 Lesbian, Gay, Bisexual and Transgender

2 FORMULATING STRATEGY (CONT)

Employees

Support for employees following the referendum decision to leave the European Union (Brexit)[24]

Continuing to provide comprehensive support and guidance for European Economic Area (EEA) nationals is a vital part of the University's Internationalisation Strategy 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 and continue their career at the University. Taking a proactive approach, Kent has contributed to the Migration Advisory Committee (MAC)[25] call for evidence on EEA workers in the UK and is keeping all policy options under review pending confirmation of the UK's future immigration approach and settled status scheme. More detail can be found in Section 3, Building and Embedding an Inclusive Culture.[26]

Race Equality Charter[27]

On 28 November 2017 the Equality Challenge Unit[28] visited the University to provide training, advice and guidance on the Race Equality Charter (REC) and what would be involved in achieving it. The REC is an equality mark designed to improve the representation, progression and success of minority ethnic staff and students within higher education. This session was hosted by the Executive Group EDI Champion for Race and Ethnicity, Professor David Nightingale, and brought together participants from across the organisation, including Kent Union.

The session aimed to:
- increase understanding of what the REC requires from an institution
- explore the process, timescales and resource implications
- find out more about the learning experiences at other institutions
- identify key challenges
- examine areas of existing good practice
- look at the data requirements.

Since this session took place, Executive Group has approved the establishment of a steering group with multi-department staff and student representation to further explore the potential organisational implications of the REC and the resources the initiative would require.[29]

Staff Health and Wellbeing Strategy[30]

The University is committed to providing a healthy working environment and improving the quality of working lives for all staff. As part of this ongoing commitment, the University of Kent published a new Staff Health and Wellbeing Strategy Statement[31]. Developed by the Occupational Health team in collaboration with HR, it was presented to the Safety, Health and Environment Executive Committee (SHEEC) and approved in February 2018.

The Staff Health and Wellbeing Strategy is designed to ensure that:
- the University provides clear leadership and management in relation to wellbeing
- there is optimal engagement of all stakeholders and effective partnerships
- best use is made of the resources available to optimise the delivery of the strategy
- actions lead to long-term, sustainable improvements in the health and wellbeing of the University population.

24   2017-18 Work Plan item 4.15
25   MAC – www.gov.uk/government/organisations/migration-advisory-committee
26   2018-19 Work Plan action 1.6
27   2017-18 Work Plan item 1.4
28   Now part of AdvanceHE – www.advance-he.ac.uk/
29   2018-19 Work Plan action 1.2
30   2017-18 Work Plan item 3.2
31   ww.kent.ac.uk/staffwellbeing/documents/Health_&_Wellbeing_Strategy_Statement_Post_SHEEC_Feb18.pdf

Students

Opportunity, Productivity, Engagement, Reducing Barriers, Achievement (OPERA) Project[32]

OPERA is a University-wide accessibility project supported by advice and guidance from the Joint Information Systems Committee (JISC). The project seeks to implement a range of accessibility initiatives to raise awareness of the potential for inclusive design and assistive technologies to improve access to learning for all, as well as implementation of the JISC Strategic Framework. The project is primarily about mainstreaming accessibility by catalysing a shift in culture from individual adjustments via Inclusive Learning Plans (ILPs) towards anticipatory reasonable adjustments and inclusive practice by design as the preferred means to tackle accessibility barriers at source. Much work has been done to progress this project in previous years[33], but this year a number of new initiatives have been developed.

The OPERA key performance indicators (KPIs) were developed to measure and consolidate the impact of the project.

18,000 hits on the accessibility@kent.ac.uk web pages.

50% of modules using Kent Player.

100 staff completed the online inclusive teaching and learning module 'Inclusive Learning and Teaching Strategies'.

5,000 staff and students trained on productivity tools and accessible learning and teaching.

100% of new Inclusive Learning Plans reference Kent Inclusive Practices (KIPs).

50% of schools with accessibility statements on web pages / school plans.

1,000 new modules and programmes created / reviewed with inclusive methodology in mind.

10 schools complete self-evaluation reports in relation to uptake of KIPs (linked to Blackboard Ally).

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32   2017-18 Work Plan item 1.10-1.12
33   www.kent.ac.uk/studentsupport/accessibility/opera.html

2 FORMULATING STRATEGY (CONT)

OPERA key achievements 2017-18

Detailed below is a 'snapshot' of some of the key achievements that have taken place this year. Videos to showcase the work of the OPERA project, together with more detailed information can be found on the EDI webpages www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html

Embedding good practice
- Blackboard Ally: Kent is the first self-hosted Moodle-using institution to partner with Blackboard to develop the Ally tool, which is being piloted in 2018-19
- 2,600 individual adjustments for students with ILPs
- Reviewed 2,500 modules to make them more inclusive
- Embedded inclusive design principles into the development of new learning modules
- Phase 2 of the ASPIRE (Accessibility Statements Promoting Improved Reading Experience) e-book audit completed
- Introduction of user-experience surveys to assess University-wide barriers to information access for all students
- Development of three mobile applications in partnership with the School of Engineering and Digital Arts to address accessibility barriers encountered by users with disabilities

Guidance and procedures
- Developed a user experience testing framework to ensure continuous improvements can be made
- Developed www.kent.ac.uk/tools accessibility web pages
- New online learning module 'Inclusive Learning and Teaching Strategies' developed and offered to all academics to continue professional development
- System workflows created to improve the accessibility of live events utilising technologies such as live captioning and eBeam
- Accessible content, communication and e-learning guidelines

Beyond Kent
- Presented at conferences nationally for the work on mainstreaming e- book accessibility
- Contributed to the draft UK regulations for the implementation of the EU Web Accessibility Directive
- Co-authored the Southern University Purchasing Consortium ICT accessibility strategy
- Co-authored accessible digital content guidance for delivery via Open Access, Accessible Legal Deposit and publisher networks

Awards
- Library awarded Talis Aspire User Group Award for inclusive reading list processes
- School of Engineering and Digital Arts awarded 'Best Final Year Project with a Therapeutic Application' award for mobile application

Student Success

Crucial to the Student Success (EDI) Project is its commitment to original research. In seeking to improve success rates for students, whatever their learner characteristics and/or background, the project has been developing an evidence knowledge base about the social and structural causes of attainment gaps. It is crucial to improve understanding of these gaps so that effective measures can be put in place that give all students every opportunity to fulfil their academic potential.

Three-year longitudinal study of academic excellence
A three-year longitudinal study of Academic Excellence Scholarship (AES) students from 2019-22 will be developed. This will compare the different experiences of 'high potential' students as they progress through their degree programmes, evaluating the effectiveness of the AES programme as an intervention strategy for Widening Participation students.

Identity and belonging for BME students
Providing opportunities for the University to consider how its co-curricula campus culture promotes inclusivity and diversity.

Policies and guidance

A number of new policies have been developed and agreed this year with full consultation and engagement from departments, schools and individuals, including student representatives:

- **Respect at Kent policy**[34] – the Dignity at Study policy was reviewed in 2017-18 following feedback from students on usability and accessibility. It has been replaced by a new Respect at Kent policy which was approved by Student Experience Board in February 2018.
- **Personal Relationships policy** – the Personal Relationships policy has been updated and consultation started with the Joint Staff Negotiation and Consultation Committee (JSNCC). Next year the policy will continue consultation with the Staff Policy Committee (SPC) with a view to publishing in September 2018.
- **A new Trans Student Support policy**[35] – this policy was created following an increase in the number of students who identified as trans at the University. The policy was drafted using guidance from the ECU, Gendered Intelligence, Stonewall and Old Square Chambers.[36] The policy received feedback at focus groups organised with trans students at Kent and was approved by the Student Experience Board on 2 February 2018. In summary, the policy outlines the University of Kent's commitment to the support of trans students, guidance for trans students, guidance for staff, general advice and guidance to support trans students, a terminology guide, an action plan for supporting a student during transition, and the legal framework.

- **Procedural Guide for Preventing and Dealing with Behavioural Misconduct during Academic Activities in a non-University Setting**[37] – this guide was developed in 2017-18. Originally scoped as a guide to how to behave on field trips, it has since been expanded to cover any off-campus work linked to a student's academic study. The is currently in the review stages and will be approved in the 2018-19 academic year.
- **Guidance for staff on the role of the College Masters**[38] – the draft guidance has been produced and is due to be revisited following the appointment of the new specialist Wellbeing Adviser in Student Support and Wellbeing.

Looking ahead, this coming year a number of staff policies and documents will be reviewed and / or developed, for example:
- Teaching Constraints policy
- Recruitment Strategy
- Suicide Prevention guidance
- Flexible Working policy
- All family-friendly policies and support for women returning from maternity leave
- Use of Equality Analysis guidance
- Supporting Gender Reassignment in the Workplace guidance
- Religion and Belief[39]

34 2017-18 Work Plan item 1.17
35 2017-18 Work Plan item 1.18
36 ECU Guidance www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences/
    Gendered Intelligence http://genderedintelligence.co.uk/   Stonewall www.stonewall.org.uk/   Old Square Chambers www.oldsquare.co.uk/
37 2017-18 Work Plan item 1.18 – The Procedural Guide for Preventing and Dealing with Behavioural Misconduct during Academic Activities in a
    Non-University Setting
38 2017-18 Work Plan item 3.28
39 2018-19 Work Plan action 1.11

3   BUILDING AND EMBEDDING AN INCLUSIVE CULTURE

During 2017-18 a number of reviews and projects have focused on educating staff and students about EDI and 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 2017-18 (see www.kent.ac.uk/hr-equalityand diversity/local/edireport.html).

University level

Gender-neutral toilets and map[40]

In November 2016 work was started by the Estates department, in consultation with the employee and student EDI teams, to agree on signage for gender-neutral toilets across both the Canterbury and the Medway campuses. The signage has now been agreed and installed and maps are available indicating the locations of the toilets for Medway and Canterbury. This is a very positive step forward in ensuring an inclusive environment is created for staff, students and visitors to Kent.

Support for parents

As part of the Athena SWAN Bronze application and consultation process, a concern was raised in relation to spaces for parents to feed their children and the limited access to fridges to store milk. As a result, Medway created space within the first aid room in the Medway building, and at Canterbury the Estates team are working on finding a dedicated space.[41]

Inclusive IT and Library Services

Facilities and services

Information Services (IS) developed and improved services to meet the diverse needs of users of library and IT services. They include the following:

- A 1-2-1 support service has been introduced for students who need extra help to achieve independence in using the Templeman Library, Canterbury campus.
- Library facilities have been upgraded to include a Changing Places toilet. An additional 18 gender-neutral toilet cubicles are being built, plus a further accessible toilet.
- A 'Chill-out' Zone has been established in the library.
- Wellbeing sessions, including destress and meditation, are run.
- Any proposed new library equipment is tested with people with disabilities to ensure suitability.
- The OPERA team and IS have established a user experience testing framework, enabling the University to conduct user testing of products and services to ensure they meet the requirements of all users.
- A user experience study has been conducted into the University-wide barriers to information access that impact students with and without disabilities.

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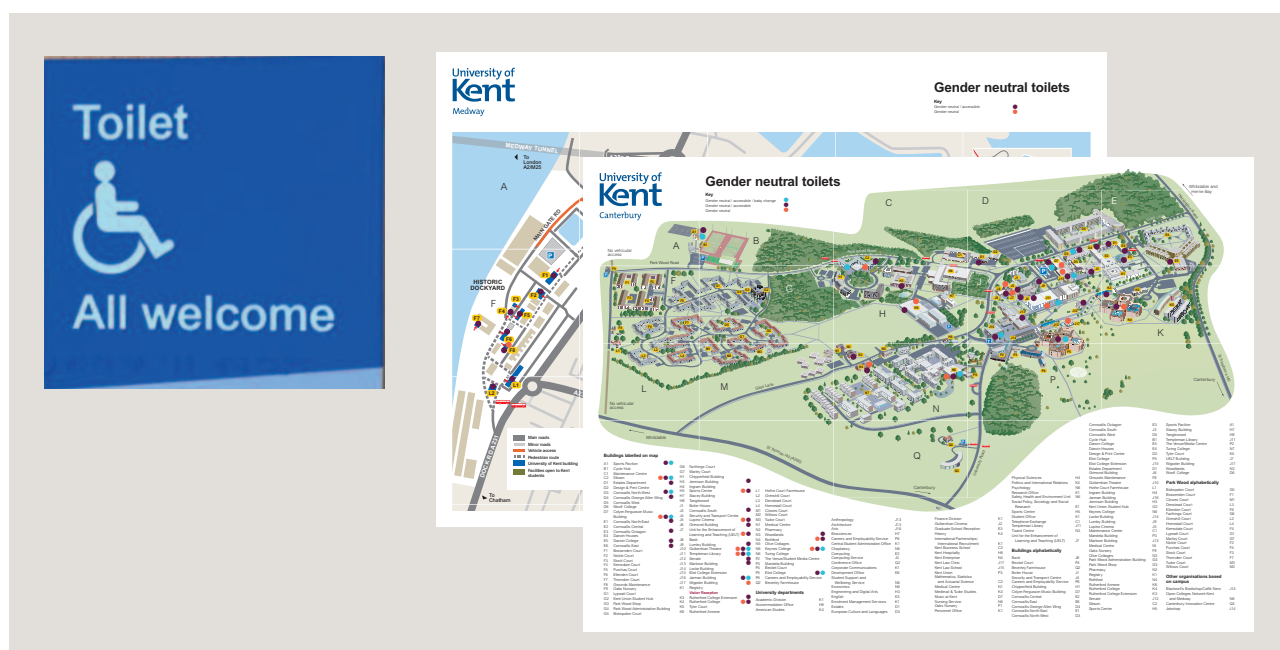
40   2017-18 Work Plan item 3.13 and 4.8 www.kent.ac.uk/studentservices/files/LT_126883_Cant_2018_Gender%20toilets_v4.pdf
      www.kent.ac.uk/studentservices/files/LT_127200_Med_2018_Gender%20toilets_v2.pdf
41   2018-19 Work Plan action 4.3
42   Moodle is the University of Kent's virtual learning environment. Blackboard Ally is a plug-in within the Moodle environment.
      Ally uses machine learning algorithms to automatically provide alternative formats for course content.

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Access to books and electronic resources

IS is working to ensure that electronic and physical book collections are accessible and diverse. An e-book accessibility audit called ASPIRE (Accessibility Statements Promoting Improved Reading Experience) in collaboration with partner universities is now in Phase 2, with the aim of creating a standard measure of accessibility in digital learning resources. IS is piloting an addition to Moodle[42] called Blackboard Ally, which allows all learning resources to be made more accessible at source by providing alternative formats. The alternative formats service is now well established and its effectiveness was recognised when library staff received the Talis Aspire User Group[43] award for inclusive reading list processes.

Special Collections and Archives

The team have hosted open afternoons in conjunction with the School of History for Black History Month and Disability History Month. They have been widening participation in their collections through exhibitions in Canterbury and collaborating with the Partnership Development Office to host visits from partner schools and summer schools.

Research support

The Office for Scholarly Communication delivers a researcher-focused service that offers support and advice across the research life cycle. IS recognises the diversity of staff, research interests and support needs throughout each career stage or contract type. Staff are working with Student Support to review how assistive technologies are harnessed, to make research produced by Kent researchers more accessible through the Kent Academic Repository.

Kent website

The redevelopment and redesign of the Kent website (www.kent.ac.uk) has enabled IS to review many of the technical aspects of the design. Site Editor (the new publishing system) has been built to help editors to output accessible website content, guidelines on accessible content for the web have been created, and IS is working with Student Support to conduct accessibility user testing.

Athena SWAN[44]

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.

Successful Athena SWAN submissions

November 2017 saw the submission of six Athena SWAN applications. The average number of submissions per HEI in the November round was 2.5 and the University of Kent was one of only two institutions to be successful in four submissions.

Collecting the Athena Swan institutional Bronze award

"We are making real progress in understanding the gender equality issues we face. The Athena SWAN awards are testament to that but getting the awards is just the beginning: the real task is working on our action plans to enhance the experience of everyone studying and working at Kent."

Sarah Vickerstaff, Professor of Work and Employment, University of Kent Lead for Athena SWAN, School of Social Policy, Sociology and Social Research

43   Talis Aspire is a SAGE company that creates and manages resource lists that integrate fully with university systems, providing library back-office functionality and digitisation services
44   2017-18 Work Plan item 1.5 and 1.6

The University succeeded in renewing its institutional Bronze award, while the School of Mathematics, Statistics and Actuarial Science received Kent's first departmental Silver award. Medway School of Pharmacy earned a Bronze award, as did the School of History – one of only eight History schools to do so.

This above-average volume and success rate of submissions is a very positive outcome from the University's investment in a dedicated Athena SWAN project team, led by Professor Sarah Vickerstaff.

The Athena SWAN team receive feedback on all applications. Areas for improvement are identified and shared with other schools to ensure lessons are taken forward and where positive 'best in class' areas are identified, these are highlighted and reviewed as to suitability to be adopted for the wider university.

All schools will submit applications by November 2019 and the Athena SWAN team will be supporting their work and enabling the sharing of best practice across the organisation. In addition, the team will be managing the delivery of the Bronze institutional Athena SWAN action plan in readiness for a Silver submission by 2021.

Although primarily a gender equality charter, Athena SWAN is being used to raise awareness and embed the wider EDI agenda into school and central operations. A number of school self-assessment teams double as EDI committees and the University's Athena SWAN working group has been expanded to include representatives from the LGBT+ Staff Network, Disability Staff Networks and EDI colleagues from within HR to ensure a wider, intersectional view.

Employees

Continuing to embed EDI across the HR function

In 2015, HR implemented a major internal restructure to better embed EDI expertise and activity across all of its specialist areas and teams. The process was concluded in 2018 with the employment of a Learning and Organisational Development Consultant with a focus on EDI, ensuring EDI is embedded and threaded through all L&OD activity, providing support for the staff equality networks, creating awareness and communicating EDI initiatives and activity, and working closely with Student Services.

The L&OD team led on a number of facilitated roundtable discussions for members of the Extended Executive Group (EEG). The objective of these sessions was to define and explore the very particular role EEG fulfils in leading, role-modelling and promoting the University's strategic EDI agenda to existing and potential future colleagues, particularly when recruiting and selecting at senior level. The sessions included an overview of current developments in recruitment and selection (with particular focus on EDI perspectives) at senior level, exchanging examples of local best practice and identifying areas for future action (for instance, an extension of the Shared Parental Leave policy and a commitment to ensure all panel chairs have undertaken unconscious bias training[45]).

New recruitment system – Stonefish

Ensuring EDI is embedded into everything the University does extends to systems and all procurement processes. As an example, as part of the procurement exercise to replace the current recruitment system, all potential suppliers were asked to evidence how they meet the EDI requirements of the University; this formed part of the selection and awarding process. This kind of activity clearly indicates to partners and providers of services how important EDI is to the institution. The supplier awarded the contract – Stonefish – demonstrated that its system was fully compliant with the EDI and Athena SWAN recruitment-related functional requirements and will offer functionality to support

anonymised shortlisting – where research shows that significant improvements can be made in the shortlisting success of both women and BME groups. Looking ahead, the University will review best practice in fully anonymised shortlisting in academic recruitment to explore the benefits and impact being experienced by other institutions and to decide whether this approach will be valuable for Kent[46].

Gender identity

While the new recruitment system is being implemented, upgrades have also been completed to the existing system both for recruitment and Staff Connect.

Following guidelines on best practice from Stonewall[47], gender identity fields have been developed to better represent the organisation's staff community.

Staff now have more options to show how they identify, with the following options now available in the drop down box to choose from:

• Non-Binary
• Other
• Prefer not to say
• Male
• Female

Exit interviews[48]

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

The leaver questionnaire captures information about why staff leave the University and facilitates greater understanding of the reasons for leaving, thereby helping to identify any underlying issues and providing the opportunity to improve the overall staff experience. No issues relating to EDI had been reported at the end of July 2018. This provides and reinforces the outcomes and a strong correlation to the positive responses from staff in the EDI-related staff survey questions.

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45   Work Plan action 2.9
46   Work Plan action 2.5
47   An organisation that works with employers to create inclusive and accepting cultures – https://www.stonewall.org.uk/
48   2017-18 Work Plan item 3.11

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

TUC Dying to Work voluntary charter[49]

Working with UCU, Kent became the first UK university to sign the Trades Union Congress's (TUC's) Dying to Work voluntary charter, which provides additional protection and support to employees who are diagnosed as terminally ill. The charter was signed by Denise Everitt, the University's Senior Deputy Vice-Chancellor and Chief Operating Officer, and Lee Barron, TUC Regional Secretary.

By signing the charter, the University commits to supporting employees who are coming to the end of their life, giving them the freedom to choose how they balance their care and work as best suits their needs.

The unions represented by the TUC and covered by the charter are the University and Colleges Union (UCU), UNISON, General, Municipal and Boilermakers' Union (GMB) and UNITE. The response of staff and their representatives has been very positive.

Responding to the gender pay gap[50]

The University complied with the statutory requirement to publish its Gender Pay Gap Report and was not only the first university in the sector to do so, but also went beyond the legal requirements by publishing a contextual report and action plan. Specific actions delivered this year are as follows:

- The HR EDI Governance Group commissioned research on the use of positive action statements and, following consultation with recruiting managers and gaining a legal perspective, a process has now been put in place to support the use of positive action statements where legal and appropriate.[51] The following is an example of positive action wording used within relevant University of Kent adverts: *"We particularly welcome applications from XX (eg female/male) candidates as they are under-represented at this level within XX (add name of school/ department)."*
- A new leadership development programme, 'Insights', has been designed by the L&OD team, in consultation with women across Kent. This programme is aimed at senior women at Kent who are committed to advancing their careers into more senior roles within the University.

Denise Everitt, Senior Deputy Vice Chancellor, and Lee Barron, TUC Regional Secretary

Marialena Nikolopoulou and Sarah Johns at the Insights celebration event

The programme was piloted this year, an extensive evaluation and continuous improvement process were used to refine its content at each stage so that it meets the needs of Kent's female staff. Insights is comprised of four modules and enables delegates to work in 'triad action learning sets' to promote self-managed learning, peer challenge and self-reflective practice and is now being delivered as an open programme to women across Kent.

The University of Kent has proudly participated in the Advance HE Aurora Leadership Development Programme since it launched in 2013. To date, more than 70 female employees at Kent have completed the programme. The Aurora application process has equality at its heart, from diverse panel members to a focus on seeking diversity across applicant roles and university schools/departments, as well as reviewing the formal criteria. This ensures that the whole process reinforces equality and diversity

49   2017-2018 Work Plan item 3.5 www.kent.ac.uk/news/kentlife/14718/kent-commits-to-tuc-dying-to-work-charter
50   2017-18 Work Plan item 4.16
51   See www.kent.ac.uk/applicants/policies/equal-opportunities.html

Professor Karen Cox, Vice-Chancellor and President, at the Athena SWAN Professional Services Progressing Together Day

from the outset. Kent is unique in its support to delegates by having a dedicated Aurora Champion, Professor Yvonne Sherwood, Professor of Biblical Cultures and Politics from the Department of Religious Studies, School of European Culture and Languages. The champion role supports the application process, the design and delivery of additional workshops and the mentoring process, and also acts as an ambassador for the programme and women's development in Kent.

Athena SWAN delivered a Professional Services Progressing Together Day to share how work towards the institutional Athena SWAN Silver award will include the experience of professional services colleagues. This session included a panel discussion on career progression, generated ideas and created a forum for feedback that will shape the work of the Athena SWAN team. Activities like this build awareness across the organisation of the Athena SWAN agenda and what the

organisation is doing to support career progression and career development. Insight gained from these and other similar events provides a robust feedback mechanism to the HR EDI Governance Group to ensure organisation-wide issues are being reviewed and addressed as necessary.

Brexit response[52]

Following the EU referendum in June 2016 and the University's subsequent activities, support and assistance has continued to be provided to our EU staff over the last year. Institution data and case studies have been provided to the Universities and Colleges Employers' Association (UCEA) and UUK, and in turn presented to the UK Government to help form the UK's immigration system post-Brexit.

Legislative changes remain unknown while the UK negotiates a deal to leave the EU; however, the University is being proactive in its planning and is drafting a plan to inform staff of the upcoming EU Settlement Scheme which opens in March 2019.

The HR Brexit Group has continued to meet regularly and review recruitment data to assess the impact on the recruitment and retention of European Economic Area (EEA) staff following the referendum. In addition, the Brexit loan scheme has been extended until further notice and continues to be available for EU staff 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. In September 2017 Kent formally responded to the Migration Advisory Committee's call for evidence on EEA workers in the UK. Kent provided data, analysis and case studies to support EEA workers and indicate the impact of the EU referendum on our workforce.

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Building awareness of EDI[53]

Kent Hospitality Services

Kent Hospitality Services has run a number of events and workshops to promote EDI and develop staff skills. These included:
- Troubled Minds: All about Mental Health
- Troubled Minds: Mental Health Crises
- Diversity Awareness
- Diversity in the Workplace
- Recognising Domestic Abuse
- Seminar: Catering for multicultural clientele.

Kent Colleagues Connect

Kent Colleagues Connect builds on a number of very successful pilot initiatives run by the Academic Division over the last couple of years, which brought together nearly 300 participants. The scheme provides various opportunities throughout the year for informal meetings between colleagues. It is open to all those working at Kent, whether based in schools or in central departments, either in an academic or a professional services capacity at any grade across the organisation.

The following events were available to attend during the year:
- Strictly Professional Speed Dating
- Coffee with Colleagues.

Kent Colleagues Connect supports the building and maintaining of an inclusive culture and environment by supporting staff across all areas of the organisation to meet other colleagues, thus breaking down barriers, enabling discussion and discovery about different cultural perceptions and encouraging joint working, generating opportunities for future secondments, work shadowing and multi-disciplinary project work. These activities are run with the support and participation of Commercial Services and Learning and Organisational Development and will continue on an annual basis.[54]

Jena Dady from L&OD was matched at random with Tim Warren (Accounts Supervisor, Commercial Services) through Coffee with Colleagues. Jena says:

"It was a fantastic opportunity to be able to meet with a colleague from a completely different function at the University and explore where our roles share similarities, areas where we can support each other and generally get to understand a colleague might not normally meet. As well as being a fantastic introduction to a function at the University I wouldn't normally work directly with, longer term it has meant Tim and I have been able to informally explore ideas of where we can maximise our relationship. We have been in touch to discuss possible joint development opportunities for staff."

Sheree Palmer, Student Success Project Officer at Kent Law School, enjoyed coffee and a chat with Professor April McMahon, Deputy Vice Chancellor Education. Sheree says:

"It was a fantastic opportunity to find out more about the vision for education and the student experience and how the structure and strategy work at Kent. Really appreciated this chance to share experience and knowledge around Education strategy and initiatives with a lovely colleague who I hadn't met before."

Initiatives like this break down perceived hierarchical barriers and generate a better understanding for everyone involved of differences in people, but also organisational issues and present an opportunity to discuss diverse perspectives and views. Creating opportunities like this for colleagues to meet and build relationships with more senior colleagues makes conversations about career development and, for example, the possibility of mentoring relationships that much easier.

Central L&OD events[55]

Transgender awareness
- Kent identified that members of the Personal Academic Support System (PASS) network group were in need of more specialist skills in the area of transgender awareness.
- L&OD worked with Stonewall to organise sessions to meet the needs of the staff before the start of the academic year, to enable staff to support the students as required.
- Staff from Student Services and advisers and officers from Student Support received transgender awareness training from members of Stonewall – three sessions were provided, two at the Canterbury campus and one at the Medway campus.
- The sessions covered the following areas:
  - language and terminology
  - challenges faced by trans staff/students
  - steps in supporting trans students and staff: practical steps
  - what is a trans ally?
  - things not to say/ask
  - Q&As
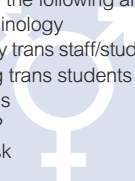
Unconscious bias
- As part of the Athena SWAN applications, schools need to show how they are tackling unconscious bias and how they remove biases from their day-to-day processes.
- To support the school applications, central L&OD provided a number of centrally funded programmes to raise awareness of unconscious bias and what it means.
- Eight central open courses on unconscious bias have been provided to all staff. L&OD, working with the Athena SWAN team, have also directed individual schools on specific unconscious bias training sessions to meet the needs for Athena SWAN applications.
- The unconscious bias training focused on raising awareness of how unconscious bias impacts on behaviour and decision-making and on increasing awareness of strategies to identify and manage biases.
- Next steps – embedding awareness of unconscious bias, providing broader awareness to all via e-learning and reviewing key panels across the organisation to identify any biases.

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53   2017-18 Work Plan Item 3.3 and 3.9
54   2018-19 Work Plan action 2.11
55   https://blogs.kent.ac.uk/staff-student-news/2018/05/14/learning-at-work-week-launches-on-monday/

Athena SWAN
- The Athena SWAN Charter expanded during 2017-18 to include all schools and departments, including professional services. To raise awareness of what Athena SWAN is about, the team completed a number of sessions across the campus which were open to all staff.
- Athena SWAN Awareness Day, Medway campus, 31 January 2018 – included a talk by Professor David Smith from the University of York's Athena SWAN Gold Department of Chemistry. The talk was 'Enabling diverse scientists to be themselves and succeed'.
- Focus groups for Kent parents, Medway and Canterbury campuses, July 2018 – four focus groups covered the experience of being a parent at the University. The emerging themes and recommendations will be shared with the Athena SWAN governance groups.

Mental health
- The University delivered a number of sessions throughout 2017-18 to assist managers in supporting members of staff with mental health conditions:
  - Resilience – a biopsychosocial model of health and wellbeing. Delivered by the local psychology and health services specialists Psicon, the session provided a comprehensive blend of practical advice alongside an overview of underpinning theory and models to help participants gain a rounded understanding of managing mental health.
  - Mental health for line managers – covering the mental health continuum: pressure, stress and mental health conditions, how to recognise the signs, manage conversations and troubleshoot to find solutions.

Equali-Teas
- One hundred years since Parliament passed the Representation of the People Act 1918, which allowed some women, and all men, to vote, the UK Parliament celebrated this and other milestones in the UK's democratic history. The University wanted to be part of the festivities!
- Employees were invited to debate and celebrate the equal right to vote while having a cup of tea.

Learning at work – EDI
- National Learning At Work Week was held in May 2018.
- The L&OD team supported the event by providing all staff with free online learning modules supporting and increasing knowledge of EDI.
- E-learning modules offered on unconscious bias, gender reassignment, pregnancy and maternity, National Numeracy Day and resilience.
- Classroom sessions on an Introduction to British Sign Language.
- For further information see: https://blogs.kent.ac.uk/staff-student-news/2018/05/14/learning-at-work-week-launches-on-monday/

E-learning
- EDI e-learning modules continued to be available to all employees and integrated into learning and development interventions such as new employees' induction, internal leadership programmes, and recruitment and selection processes.
- The University continued to deliver its key modules, but it also began to offer the following e-learning programmes with the aim of increasing knowledge of what it means to be transgender and what is acceptable and what is not:
  - Transgender Awareness Training
  - Inclusive Teaching Practices
- The Inclusive Teaching Practices module provides knowledge of how to structure teaching and learning to make it accessible for all. It will form part of the digital accessibility regulations that are to be implemented from 2018.
- During 2018-19 the Diversity in the Workplace module will undergo an update, with a new higher education version of the course. This version uses video and animation, and has an accompanying workbook and podcast.
- The University is also looking at other e-learning modules in mental health awareness and unconscious bias.

Advance HE – Learning and Organisational Development training
- L&OD are focuse on ensuring that the central teams are also up to date and are continuously building their EDI knowledge.
- During May 2018 the L&OD team refreshed their knowledge on EDI-related matters and attended training provided by Advance HE on Equality and Diversity and Achieving Trans Inclusivity.
- These sessions sought to embed EDI practices, provided an update on legislation and increased the confidence of the team to be able to take practical steps as needed.

Other Learning and Development training
- Pre-Retirement Seminars – Learning and Organisational Development organised a pre-retirement seminar in June 2018, which provided all staff with an introduction to the issues affecting people in retirement. It aimed to help the attendees to plan both financially and emotionally for the next phase of life. The session included information on:
  - financial planning, including investments and taxation
  - occupational pension benefits and state pension entitlement
  - adjusting to and planning for retirement.
- Menopause Awareness and support – in February 2018 external experts came to Kent to provide a talk on the menopause and hormone replacement therapy (HRT) linked to holistic medicine, phytotherapy and its benefits. This session was open to everyone, including male colleagues who were encouraged to attend to support awareness building for their line management roles. Looking ahead another session is planned in 2019 at the Medway Campus as part of the International Women's Day activities.

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Creating awareness of EDI at new employees' induction

A number of enhancements have been made to the central staff induction:

- The L&OD team enhanced the central induction to provide a dedicated and interactive session on EDI, with a specific focus on unconscious bias, how to update Staff Connect with EDI information, why this is so important and what the University uses this information for. The session creates awareness of the difference between equality, diversity and inclusivity and the importance of all of them.
- The Athena SWAN team joins in the induction and runs a session on Athena SWAN, what it is and how everyone can get involved.
- The induction includes an information fair that showcases how staff can get involved with the EDI networks, provides an opportunity to meet the network chairs and shares the work achieved around the University from an EDI perspective.
- This year, for the first time, the Joint Staff Negotiating and Consultation Committee (JSNCC) had a presence at the induction fair: staff were able to meet JSNCC representatives and learn how they can share their points of view and feed into the formal staff consultation mechanisms.

Mentoring

Kent currently has a mentoring scheme for staff that provides flexible, self-managed mentoring and networking opportunities. It aims to provide support, structure, information and guidance on career planning and development, promotion and dealing with difficult work relationships or situations, and to support areas of work–life balance. In addition, Kent offers specialist mentoring for women taking part in the Aurora programme and coaching/mentoring to all leaders participating in Leaders in Areas of Significant Responsibilities (LASR), New Senior Leaders (NSL) and other leadership development programmes.

Following the progress of the REEP work[56] and the development of the Academic Career Map (ACM), a dedicated piece of work is now under way to develop a bespoke and highly targeted mentoring approach for academics that includes the competences and behaviours outlined in the ACM. This work will draw together current best practice from schools and responds directly to feedback from staff involved in the consultation on the ACM. It will bring a consistent and focused approach to academic mentoring at Kent, ensuring equal and open access to all with much-needed clarity on expectations. Mentoring will be complemented by specialist career counselling for colleagues from protected groups who may need it.

Leadership development programmes

The University continued to meet the learning and development needs of current and future leaders at Kent by delivering a large number of leadership and management development programmes. This year specific attention was given to reducing the waiting list for the Leadership for Areas of Significant Responsibility (LASR) programme, which also widened its participation to a broader audience, providing the opportunity for aspiring leaders to attend this programme as part of their career development. In addition, the New Senior Leaders (NSL) programme workshops were opened to LASR alumni in order to further enhance their knowledge of university practices and build strategic leadership capability and insight. This year 64% of participants of the mixed leadership development programmes were women, which continues to support the Athena SWAN approach of developing women for career progression and actions to close the gender pay gap. EDI considerations are threaded through the content of all modules and leadership workshops as appropriate. Participants are challenged by facilitators to place themselves in situations they may not feel comfortable with and are encouraged to challenge their own perceptions, unconscious bias and paradigms throughout all leadership programmes. Looking ahead, data and analysis on attendance by ethnicity will enable potential target audiences to be identified and causes for non-attendance on leadership and management programmes to be explored.[57]

Diversity across cohorts is considered and provides richness to group discussions and learning outcomes. Employees from both academic and professional service areas participate, providing valuable networking opportunities.

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56 The REEP work has now been expanded and is called Recognising Excellence in Academia Project (REiA) – further information on REiA can be found in section 2.
57 Work Plan action 4.2

Department EDI – L&OD activity

Estates
Dignity at Work

- During the first six months of 2018, all staff in Estates participated in a half-day Dignity at Work training session, with managers attending a longer one-day course.
- Positive outcomes from this include:
  - better understanding and awareness of formal routes for issues (harassment network, internal Estates procedures)
  - more staff bringing issues to the attention of senior management.
- Initial staff survey response analysis shows high level of satisfaction with formal EDI policies.

Sustainable Development Goals

- In February 2018 Karen Cox signed the Sustainable Development Goals Education Accord, committing the University to action on the goals through our teaching, research, engagement and operational activities.
- The SDGs/Global Goals are 17 goals that outline the vision for a sustainable world by 2030. Of particular relevance to EDI are Goal 5: Gender Equality and Goal 10: Reduced Inequalities.
- The Estates department's sustainability team is leading on work towards the goals:
  - mapping all the University's teaching, research, engagement and operational activities against the goals
  - recruiting schools and departments to the FutureProof programme, which supports teams to identify their impacts on the goals and develop projects to support them.

Case Study: Catherine Butler, School of Engineering and Digital Arts (EDA)

"EDA is a small but very special school and delivers a workplace environment founded on mutual respect and co-operation. We have staff from across the globe and are truly diverse and international. As EDI rep, I organise events that reinforce our sense of belonging, including charity fundraisers, sporting and recreational activities, and events celebrating culture and identity and the protected characteristics. Since I've been managing EDI operations for EDA, we have achieved Athena SWAN Bronze and have submitted for Silver.

"Embracing suggestions from our international community, in 2017-18 we delivered a bespoke EDI participatory calendar which included the following events:

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

University staff survey[62]

Between June 2017 and March 2018, staff across the organisation completed the first annual online 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 provided an insight into how employees would like their work environment to develop in the future.

The survey contained a number of EDI-related questions to ensure that the University is better placed to understand the experience of employees from all backgrounds and provide appropriate support where necessary. There was a positive response overall to the three EDI-related questions asked:

- 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 (employee inductions, presentations, recruitment events and activities).
- 88% of respondents agreed or strongly agreed that the University's policies on equality are respected and promoted in their school/department.

No significant differences were identified in the level of positive responses based on gender, ethnic origin or staff group. This suggests that Kent has been successful in creating an environment in which many diverse staff groups can develop and realise their potential. Kent will continue the survey on a bi-annual basis and continue to monitor and examine the outcomes from an EDI perspective.

Engagement with external EDI organisations[58]

The University understands the importance of engaging and working with external diversity organisations and continues to have relationships with the Business Disability Forum, Stonewall and the Equality Challenge Unit. These associations are important to the broader EDI agenda and enable Kent to identify emerging EDI trends, provide training and facilitate networking opportunities.

Disability Confident[59]

Kent achieved Level 1 of the Disability Confident scheme and is accredited as 'Disability Confident Committed'. The University has committed to ensuring that it has fully inclusive recruitment processes, guaranteeing disabled people an interview if they meet the essential criteria of a role, anticipating and providing reasonable adjustments as required, supporting existing employees who acquire a disability or long-term health condition in order to enable them to stay in work, and facilitating the provision of activities that will make a difference for disabled people.[60] To demonstrate continued commitment, during the next 12 months the University will review the criteria that are required to attain the Level 2 certification to become a 'Disability Confident Employer'.[61]

58   2017-18 Work Plan item 1.2
59   2017-18 Work Plan item 3.6 https://blogs.kent.ac.uk/staff-student-news/2018/08/09/university-is-a-disability-confident-committed- employer/
60   https://blogs.kent.ac.uk/staff-student-news/2018/08/09/university-is-a-disability-confident-committed-employer/
61   2018-19 Work Plan action 1.12
62   2017-18 Work Plan Item 3.10 www.kent.ac.uk/human-resources/staff-survey/results.html

Students

Student Success (EDI) Project[63]

Staff Seminars 2018
The Student Success Project continued to run seminars in 2017-18 to share details about the project's implementation and research. All staff were invited to attend to share ideas about student success at Kent. A series of six seminars included updates about systems, presentations on BTEC student attainment, critical race theory, and curriculum reviews. Further information on the series can be found at www.kent.ac.uk/studentsuccess/ seminarseries.html

Mainstream Initiative: Data – QlikView Student Success Dashboard 2
Improvements have been made in collaboration with the Planning and Business Information Office to the Student Success QlikView Dashboard. This dashboard is used to display data and statistics about student recruitment, achievement and retention, and can split these trends by EDI characteristics. Schools now have the ability to understand their changing cohorts. Initially, two members of staff in each school will be granted access to the dashboard after training has been completed.

Mainstream Initiative: SStaRT – Student Success Resources Toolkit
Student Success Resources Toolkit (SStaRT) has been developed and built. The site is a catalogue of interventions and work from Phase 1 and 2 of the project. It provides all schools with an opportunity to see what kinds of initiative might work with their students and staff, what effort and costs were involved in getting them off the ground, and lessons learned. It is designed to facilitate mainstreaming of activities by providing a resource for schools and central departments considering developing initiatives related to Student Success. This site can only be accessed by University of Kent staff via www.kent.ac.uk/studentsuccess

63   Work Plan 2017-18 Items 1.13-1.16
64   2017-18 Work Plan Item 2.5
65   2017-18 Work Plan Item 2.6
66   2017-18 Work Plan Item 2.7
67   2017-18 Work Plan item 2.8
68   2017-18 Work Plan item 3.30

Equality Impact Assessments[64]
Student Services Equality Impact Assessments for new scholarships and bursaries were created and are in use.

Student Hub user analysis[65]
In September 2017 protected characteristics data for both the undergraduate and postgraduate student populations was provided to the Student Hub project to better inform the project plan.

Mental health initiatives: data analysis[66]
University Council received the report in spring 2018. The data will be kept under review.

ILP / Intersectionality data analysis[67]
In January 2018 the Student EDI Operations Group received a report analysing the intersectionality between BME students and those seeking support from Student Support and Wellbeing. The report highlighted that BME students were significantly less likely to seek support than their White counterparts. The report recommended further research be undertaken into the causality behind this, and further analysis into any gender gaps, numbers dependent.

Building Responsible and Inclusive Communities at Kent (BRICK)[68]
The BRICK initiative developed a 'Student Values and Responsibilities: Consolidating the Student Charter' document to further enable students to identify what it means to be a Kent student around themes such as respectfulness, diligence, safety, wellbeing, engagement and collaboration, and self-reflection and development. This will be launched in the 2018-19 academic year.

Work-Study Scheme
The University of Kent Work-Study Scheme is an opportunity for Widening Participation students to gain intensive skills development training and paid employment alongside their studies. The programme is open to students who are in receipt of the full University bursary. This exciting scheme is designed to give Widening Participation Students access to some of the best jobs on campus – putting their abilities to good use, whilst receiving additional training and personal development.

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Careers and Employability Service (CES)[69]

Accessibility
Increased accessibility of the Careers and Employability Service building.

Quick Advice
Installation of bookable Quick Advice sessions.

Online
Updated online resources for students who cannot attend sessions in person.

TargetConnect
Improvements to TargetConnect accessibility, including management of placements, booking appointments and advertising events.

Aspiration
Agreements with academic schools to support targeted aspiration-raising events focused on mental health, disability and race.

Scholarship
Two successful Kent applicants for the Freshfields Stephen Lawrence Scholarship (for BME students).

1,292
1,292 students enrolled in Work Study Scheme.

769
769 jobs advertised in Work Study Scheme.

34,682
34,682 Work Study Scheme hours worked.

Mature
Focus on Mature Students day at Medway.

Access Hour
Access Hour included for the Careers Fair.

Careers Fair
Careers Fair workshop aimed at building confidence and professionalism, and providing information on how to speak to employers.

Success Accelerator
Success Accelerator: collaboration between CES and the Kent Law School offered mentoring, workshops and workplace visits for Widening Participation students.

One-to-one
EmployAbility talks and one-to-one sessions delivered at Medway for students with disabilities.

Mental health
Workshop on mental health disclosures in the workplace.

Chaplaincy[70]

The Chaplaincy ran a number of initiatives in 2017-18, including:

- day trips that are truly multifaith and multicultural
- Interfaith Week
- Islamic Society initiatives
- LGBT+ initiatives supported by Deacon Joy Everingham.

For more information, please see www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html

Kent Community Oasis Garden

The Kent Community Oasis Garden Management Team was formed in 2017-18. Throughout the year, work was undertaken by the Kent Enterprise Trust and the Management Team to reinvigorate the garden as a sustainability hub centred around growing food. The garden is a multi-use space which provides opportunities for work experience, wellbeing and mental health programmes, social enterprise and learning and teaching. Mark Lane (of the BBC show *Gardeners' World*) visited and shared expertise in ensuring that the garden is accessible. The garden was launched in September 2018.

Kent Student Awards[71]

On Friday 1 June, Kent Union and the University celebrated outstanding co-curricular student achievement at the 2018 Kent Student Awards Gala Dinner. Over 250 students were nominated in 11 categories, with the entire shortlist being recognised for going above and beyond in a number of activities and initiatives that benefit others.

The overall 'Student of the Year' award, chosen from the category winners, was presented to the joint EDI Student Award winners Lily Dedman and Valiant Dorian. Lily won for her substantial work as Kent Union's Women's Officer and for organising a wide range of events, including the Reclaim the Night March and International Women's Week. Valiant won for being a dedicated Kent Union LGBT+ Trans Officer, from helping with the University's new trans policy to organising a variety of LGBT+ events, notably Fit for LGBT+ Trans Swimming.

Case Study: Aaron Berko, Pentecostal Chaplain

"The Pentecostal Chaplaincy continued to support international students, as well as Home students in their academic journey at the University of Kent. We welcomed about 150 students at our social at the beginning of term and supported many of them through our weekly services in Woolf and our weekly 'connect' meetings on campus. In the 2017-18 academic year, we partnered with staff from the Student Success (EDI) Project and Kent Union to launch a series of networking events for BME students. We had speakers from Kent Union, the Student Success (EDI) Project and academics during our networking events, which were fully catered.

During these events, students were informed of the various support and intervention programmes the University has to offer, with particular reference to Student Support services, the Student Learning Advisory Service and Kent Union support services. The Pentecostal Chaplaincy also supported some Student Union initiatives this year organised by the Vice President for Activities, Aaron Thompson. An example was the successful Gospel concert earlier this March held at the Colyer-Fergusson building. A step further in encouraging inclusivity related to Worldfest, with the Pentecostal Chaplain's assistant attending and contributing to the planning meetings. Through new initiatives, continued fostering of a sense of community among students, directing students in the right direction and highlighting the opportunities and support systems the University has to offer, we have tried to celebrate the diversity of the University and champion a culture of inclusivity at Kent."

70　2017-18 Work Plan Item 3.33
71　2017-18 Work Plan Item 3.29

3 BUILDING AND EMBEDDING AN INCLUSIVE CULTURE (CONT)

Nightline[72]

During the 2017-18 academic year, a new listening support service was introduced. Run for students and led by student volunteers, the service has been developed in a collaboration between the University of Kent, Canterbury Christ Church University and their student unions, and is joint-funded by the two universities. Volunteer recruitment, resource installation and training was completed at the end of the first term of the 2017-18 academic year, with the new support service launched in January 2018.

School of Anthropology International Cuisine Evening

Students from the School of Anthropology and Conservation come from culturally diverse backgrounds and the School holds an annual International Cuisine Evening.

Wellbeing Festival 2018

Student Support and Wellbeing initiatives[73]

Development of new Wellbeing web pages
- www.kent.ac.uk/student/wellbeing/

Wellbeing Festival
- 20 March 2018 (Medway) and 23 March 2018 (Canterbury)
- Full programme at www.kent.ac.uk/studentservices/wellbeingfestival/?tab=canterbury-2018

Morning Mindfulness
- Held on Thursday mornings to encourage staff to develop mindfulness skills

Wellbeing workshops, seminars and groups
- Series of workshops that were open and free to staff and students
- Full programme at www.kent.ac.uk/studentsupport/wellbeing/events

Spring 2018 Student Support and Wellbeing Survey
- 30% response rate from students in Canterbury and Medway registered with Student Support and Wellbeing

Revitalise Wellbeing App
- 3,144 registered users
- Average wellbeing score 44.5%

Disability History Month
- Co-ordinated by Student Support and Wellbeing staff in November and December 2017
- For full details please see Section 4 of this report, 'Promoting EDI within the University'

Big White Wall
- Online mental health community and support
- University of Kent subscription expanded in 2017-18 to include all students

72   2017-18 Work Plan Item 3.25
73   2017-2018 Work Plan 8 Item 3.35-3.36

Suicide-Safer Communities

The Suicide-Safer Communities designation honours communities that have implemented concerted, strategic approaches to suicide prevention. The ten pillars in this designation reflect the core elements of suicide prevention strategies around the world. The designation celebrates and acknowledges those communities that have made significant progress in reaching their suicide-safer goals, and helps others understand what strategic steps they can take to prevent suicide on a community level. The University of Kent, Canterbury Christ Church University and their student unions have created a two-year action plan in preparation for designation application in 2018-19.

Referral route mapping[74]

This item has been discontinued due to the need for bespoke referral routes for students depending on need.

Disabled Go

In 2017-18 Disabled Go updated the access guides for University of Kent buildings. The full reports are available at: www.disabledgo.com/organisations/university-of-kent

Student Support and Wellbeing guidance[75]

Pull-up banners with infographic information were created in autumn 2017 and displayed around campus to better inform students of the services available at Student Support and Wellbeing.

Student Learning Advisory Service (SLAS)[76]

The success of the Student Learning Advisory Service's (SLAS) initiatives has been demonstrated in terms of growth in student numbers and the engagement of schools. SLAS has continued to consolidate and extend the 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, BME, mature students and widening participation, and the EDI agenda to meet Office For Fair Access (OFFA) expectations.

For more information, please see the EDI web pages www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html.[77]

Student Success (EDI) Project

Phase 2 schools
- Student Success (EDI) Project is providing resource to seven academic schools that are facing the biggest attainment and retention gap challenges.
- Action research will be conducted by Student Success lecturers and project officers between 2017 and 2021.
- www.kent.ac.uk/studentsuccess/about-phaseII.html

Mainstream Initiative: Inspirational Speakers Programme
- The Inspirational Speakers Programme was initiated by the central project team as a proactive strategy in developing a conversation across the University around race and belonging within the context of academic attainment.
- Full programme at www.kent.ac.uk/studentsuccess/inspirational-speakers.html

Mainstream Initiative: Progress Profiles
- Seminal point for the Project and the University as the profiles were identified in the Teaching Excellence Framework (TEF) submission.
- Launched 27 June 2018 in Canterbury and 24 July 2018 in Medway.
- Collaborative project with the School of Engineering and Digital Arts and the Planning and Business Information Office.
- Provides students and academic advisers with a record of progress to facilitate discussions on attendance and attainment.
- Rolls out to all schools in 2018-19 academic year.
- Forms part of the portfolio of impact measures in the pursuit of 'what works'.

Mainstream Initiative: Virtual Student Adviser (MyDot)
- MyDot is a collaborative project with the School of Engineering and Digital Arts, providing a resource for students (and staff) that:
  - allows students to identify and access services they need as quickly as possible
  - gives students control over how they return to those services
  - presents central University services alongside school services in a coherent manner
  - presents services according to student need, rather than University organisational structure
- My.EDA is now live in the school and work has begun to implement the system in Kent Business School.

Mainstream Initiative: Diversity Mark
- Joint project between Student Success Project and the Academic Liaison Service, with a multidisciplinary group including Kent Union, the Unit for the Enhancement of Learning and Teaching, the Centre for English and World Languages and the Dean for Internationalisation.
- Work in three Phase 2 schools to review reading lists, with a view to increasing diversity and encouraging discussion about the 'colour of the curriculum'.

74   2017-2018 Work Plan Item 3.38
75   2017-18 Work Plan Item 3.39
76   2017-18 Work Plan Item 3.37
77   2017-18 Work Plan Item 1.13-1.16

4 PROMOTING EDI WITHIN THE UNIVERSITY OF KENT

During 2017-18 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 2017-18 (see www.kent.ac.uk/hr-equalityand diversity/local/edireport.html).

University level

LGBT+ initiatives

LGBT+ History Month 2018 snapshot
Please see https://blogs.kent.ac.uk/lgbtstaff/events/lgbt-history-month/lgbt-history-month-2018/

Researching the Rainbow conference[78]
The second Researching the Rainbow conference was organised by the LGBT+ Staff Network, collaborating with Kent Union. This year's event was opened by Vice-Chancellor Karen Cox, and the conference saw a greater focus on trans rights. The Kent Union Trans Officer, Valiant Dorian, led the plenary to the event with keynote speakers Fox and Owl Fisher[79], who are some of the most prominent trans activists in the UK.

Rainbow laces
Student Services funded rainbow laces for all students competing at Canterbury Varsity to raise awareness of homophobia within sports, and to show solidarity to LGBT+ students. In 2017 all students competing in Varsity undertook a pledge promising to improve the sporting experience for LGBT+ students. In addition, the LGBT+ student officers led a talk for sports committees on their experiences as students shunned by sport.

LGBT+ flags
Last year the University agreed to place rainbow flags across all the colleges on Canterbury and Medway campuses. This year the University proudly displayed throughout the month a number of LGBT+ related flags.[80]

Pride Canterbury
On Saturday 10 June 2017, students and staff from the University of Kent paraded with hundreds of other people through the streets of Canterbury in solidarity with their LGBT+ colleagues. The University of Kent is an active partner and funder of Pride Canterbury.

Disability History Month 2017 snapshot[81]
Please see www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html for the full programme of Disability History Month activities.

UK Disability History Month (22 November – 22 December 2017) was a platform to focus on the history of the struggle for equality and human rights. To mark Disability History Month, Student Support and Wellbeing, supported by the Staff Disability Network, organised a number of events to promote awareness of disability and its history. Among the speakers was academic and disability rights activist Professor Mike Oliver, who delivered a public lecture on his work to develop a social model of disability.

Student Support and Wellbeing ran three further events during the academic year designed to raise disability awareness and continued to work with local disability rights organisations.

78   2017-18 Work Plan Item 4.2
79   www.stonewall.org.uk/people/fox-owl
80   https://blogs.kent.ac.uk/staff-student-news/2018/02/27/lgbt-flags-on-campus/
81   2017-18 Work Plan Item 4.3

4 PROMOTING EDI WITHIN THE UNIVERSITY OF KENT (CONT)

Employees

Staff EDI networks[82]

EDI Network

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

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.

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, 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.

Next year, the EDI Network will be working on the organisation of the university EDI and Wellbeing Week.

Disability Staff Network – https://blogs.kent.ac.uk/visible

The Chair of the Staff Disability Network (SDN) Derek Baldwin and others from the group, joined students and colleagues from across the organisation in support of the recent Ableism in Academia Conference at UCL. In support of this initiative and as a consequence of the learning from that event, the L&OD team added to the support offered to staff by funding a set of 'Coping Calming Comfort resources', these are tools that are used to reduce anxiety and create a more calming environment for people at times of stress and anxiety. The materials are now maintained within Kent for staff use. https://blogs.kent.ac.uk/visible/

Derek and colleagues from the Student Support and Wellbeing Team attended the National Association of Disabled Staff Networks (NADSN) conference last July (https://nadsn-uk.org/). The conference organised by University College London's Equality, Diversity & Inclusion Team (www.ucl.ac.uk/human-resources/equality-diversity-inclusion) and Enable@UCL (www.ucl.ac.uk/human-resources/equality-diversity-inclusion/equality-diversity-inclusion-committees-and-social-networks/enableucl) collaborated to present the one-day national conference for NADSN. The conference focused on the promoting and ensuring the equality of disabled staff in the higher and further education sector. Sessions were live streamed so that others not able to attend could participate. Learning bought back from the conference has been fed into EDI network discussions and key themes relevant to Kent will feed into planned activity as appropriate this year. https://nadsn-uk.org/conference2018/

Harassment Contacts network

Membership of the Harassment Contacts team has remained consistent, with a diverse group of 11 members acting in a voluntary capacity to support employees and 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 Respect at Kent policies
- provide a source of anonymous information to assist in the monitoring of harassment cases
- contribute to building expertise on harassment and bullying.

Dr Afroditi Pina (Senior Lecturer in Forensic Psychology) is the chair of the network. She is passionate about providing support to colleagues or students who may experience harassment.

LGBT+ Staff Network
- Meetings were held each term during 2017-18; video links and technology were used to ensure all group members could fully participate.
- The network is expanding with new subscribers to both the Medway and Canterbury mailing lists.
- During September 2017 a survey was launched to get feedback on network activities, particularly on how to improve involvement and attendance at formal meetings/AGM.
- Various film screenings and panel discussions took place.
- At Medway, the network attended an event for World Aids Day 2017, hosted by Canterbury Christ Church University.
- The network was involved in Canterbury Pride.

Moving forward for 2018-19

The network aims to continue its work and interact with Kent Union (VP Welfare, Trans Officer, LGBT+ Officer, LGBT+ student society), continue to work closely with the Executive Group Champion, build relationships in Medway and plan joint activities with the LGBT+ staff networks at the University of Greenwich and Canterbury Christ Church University.

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 services and academic employees as well as female researchers. The Chair of the Women's Network is Dr Louise Naylor, Director of the Unit for the Enhancement of Learning and Teaching.

The work of the Women's Network continued in 2017-18, with members sharing best practice and promoting development.

Unconscious bias training for members was delivered by Dr Naylor, an accredited trainer on unconscious bias.

The network continued its close working relationship with the Athena SWAN team to provide updates on current projects and progress in the University's submissions approach, and to gain feedback from the network on gender issues.

Moving forward, the network intends to build relationships with other staff networks to see how further joint progress can be made. In addition, work will continue with Athena SWAN, looking at how professional services staff are involved, reviewing current policies and seeing how the University's Academic Career Map will support the development of women further within the University.

Students

Black History Month

Please see www.kent.ac.uk/hr-equalityand diversity/local/edireport.html for the full programme.

Black History Month, which took place throughout October 2017, was a collaboration between Kent Union and the Student Success (EDI) Project. Based around the theme of 'Young, Black and Educated: the experience of Black youth of the past, present and future', the event aimed to ensure that Black students felt proud, empowered and inspired by the end of the month. It consisted of a large number of events and activities, including cinema screenings, exhibitions, talks from Black people in STEM, sports and business – including Akala – model UN debates, panel discussions and a fashion show.

Corporate Communications[83]

- New Wellbeing web pages were developed with Student Support and Wellbeing – www.kent.ac.uk/student/wellbeing/index.html
- New EDI web pages were developed with the Student EDI Officer – www.kent.ac.uk/student/edi/index.html

- **Kent Student Awards 2018** – Corporate Communications supported the Kent Student Awards, collaborating with Kent Union on the promotion of the event. Activity in this area garnered greater engagement than other Instagram activity in previous years. The 252 nominations received represent a 25% increase over the numbers received in October 2017. In October 2018 there will be a poster campaign celebrating shortlisted students.
- **Disability History Month 2017** – Corporate Communications assisted with the marketing of Disability History Month.
- **Wellbeing Festival** – Corporate Communications assisted with the marketing of the Wellbeing Festival.
- **Worldfest 2018** – Corporate Communications created the Communications Plan for Worldfest, including cancellation information due to inclement weather.
- **Wellbeing Tips** – Corporate Communications included wellbeing advice and guidance to students throughout their social media pages over the 2017-18 academic year.

4 PROMOTING EDI WITHIN THE UNIVERSITY OF KENT (CONT)

Kent Union[84]

See www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html for more information on all of the initiatives outlined below.

RECLAIM THE NIGHT

Reclaim the Night
To mark the International Day for the Elimination of Violence against Women (25 November), students organised a Reclaim the Night march through Canterbury town centre. The aim was to stand in solidarity with victims/survivors of sexual assault and sexual harassment and show that they have support. The event was very well attended with 130 students from the University of Kent and Canterbury Christ Church University in addition to local residents attending to support.

Kent Africa Summit
The Kent Africa Summit was a one-day conference held on 10 March 2018. The summit aimed to bring together different generations and individuals from different backgrounds in understanding Africa through inspirational speakers and panels, as well as through interactive audience engagement. The summit aimed to provide a foundation for how students visualise Africa and the connection students feel to the continent.

My Mate My Body My Life

My Mate, My Body, My Life
This mental health campaign ran in February 2018 and aimed to encourage students to support their friends and seek support from their friends for mental wellbeing.
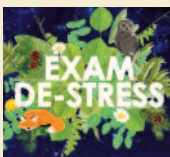
EXAM DE-STRESS

Exam Destress
Run in collaboration with Student Support and Wellbeing, the Exam Destress project focused on events and activities designed to support students during the summer term. Activities ran throughout May and included mindfulness practice workshops, evening hypnotherapy, guided labyrinth walks, juggling and poi workshops, first aid for stress and 'pets as therapy' sessions.

ZERO TOLERANCE TO SEXUAL HARASSMENT AND DISCRIMINATION

Zero Tolerance Medway
On 26 April 2018, Medway Council voted to make tackling sexual harassment and discrimination a part of its licensing policy. It became only the second council in the UK to make such a move, the first having been Canterbury City Council. The zero tolerance campaign aims to combat the high levels of sexual harassment in bars and clubs.

EQ

EDI data
In 2018 Kent Union conducted an equality and diversity analysis of student involvement 2016-17 in the following areas:
- Sport, societies and student media
- Venue banned list
- Volunteer groups and Buddy Scheme
- Leadership elections 2017
- Student reps

Kent Union's particular focus was on declared disability and ethnicity, comparing it to the University-level student data.

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84   2017-18 Work Plan Item 3.24

International Day Against Homophobia, Transphobia and Biphobia (IDAHOT) 2018

International Day Against Homophobia, Transphobia and Biphobia (IDAHOT Day) was celebrated on 17 May. A week-long event organised by Kent Union commenced on 14 May to celebrate the newly approved Trans Student policy, which will come into effect at the beginning of the academic year 2018-19.

Please see www.kent.ac.uk/hr-equalityand diversity/local/edireport.html for the full programme.

LGBT+ Mythbusters

Sixteen mythbusters were active in 2017-18, with visits to Dane Court School, Broadstairs, for IDAHOT Day and to Gravesend Grammar. In addition the Partnership Development Office promoted the scheme to partner schools, with interest expressed from Greenacre Academy for the 2018-19 academic year.

LGBT+ Support Guide Book[85]

This is in development (delayed due to the launch of the new Trans Student policy) and will be launched in the 2018-19 academic year.

Trans Student Support Group

The Trans Student Support Group, led by Deacon Joy Everingham and TG Pals, continued to run throughout 2017-18.

Mental Health Support[86]

See Student Support and Wellbeing Initiatives.

Mental Health Planning Group[87]

In 2017-18 a new Mental Health Planning Group was created with input from Student Support and Wellbeing, academic schools and Kent Union; it aims to collaborate on matters of mental health at the University, raise awareness of mental health in the student population and oversee and monitor the implementation of mental health initiatives and activities.

85   2017-18 Work Plan Item 3.31
86   2017-18 Work Plan Item 3.26
87   2017-18 Work Plan Item 3.27
88   2017-18 Work Plan Item 4.21

Global Hangouts: September 2017 – May 2018

The Global Hangouts series is a unique successions of events that fulfil the Internationalisation Strategy's key objective to 'embrace, learn from and respond to cultural diversity and embed cross-institutional internationalisation'. The number of attendees at the events has quadrupled over the last academic year and the events successfully facilitate friendship-making across the student body: across nationalities, disciplines, study levels and campuses.

Multicultural Events Fund[88]

International Partnerships continue to build and embed an inclusive culture and promote EDI within the University through the Multicultural Events Fund and Global Hangouts series.

Further to this, the department has focused on widening participation in the Go Abroad programme through the BME workshop held during Go Abroad Fortnight. Please find further details of these activities at www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html

Asian Fusion Afro-Caribbean Festival

The Kent Tamil Society hosted an Asian Fusion Afro-Caribbean event, bringing together all the Asian cultural societies at the University. To build on the Asian Fusion Arts Festival in 2017, the organisers put on a fantastic show, including performances by the Christian Performing Arts Society and Afro-Caribbean Society. The event brought over 100 people together from various societies and was a great success.

Festival of Spiritual Culture

The Festival of Spiritual Culture was organised by the Krishna Consciousness Society and consisted of a free celebration of spiritual culture based on the Vedic tradition of ancient India. Some of the activities that took place included a mixture of dance, drama, film and poetry performances. Despite being faced with extreme weather conditions during the week of the event, it proved to be truly memorable.

BME Workshop

International Partnerships created a workshop in the style of a Q&A discussion forum to hear about the experiences, insights and stories from Kent's BME students who have taken part in Go Abroad opportunities. The aim was to inspire, share and support ways of closing the participation gap between White and BME students in outward student mobility.

4 PROMOTING EDI WITHIN THE UNIVERSITY OF KENT (CONT)

Sexual Respect @ Kent[89]

Bystander Intervention Initiative
- Rebranded U.N.I Protect; workshops were delivered to students in various formats via Study Plus.
- Kent Union included the workshops as part of their training and induction of key officers in clubs and societies for the 2018-19 academic year, and a promotional video was created to raise awareness.
- The full course is visible on Study Plus (KE148).

Expect Respect @ Kent e-learning module
- Introduced for students as part of the registration process.
- Introduced for staff with a student-facing role as part of the staff induction process.
- Designed to promote and embed the Respect at Kent policy.

Bystander Awareness video
- A 'talking heads' video was produced explaining what bystander intervention is and why it is important.

Project Liberty drop-in sessions
- Run by Rising Sun in collaboration with Student Support and Wellbeing.
- Sessions ran monthly and provided a safe space for students who were at risk from harassment, abuse and domestic violence to speak to a support worker from Project Liberty.

Student safety posters
- 250 posters with key contact information for students and staff were developed and posted at strategic points throughout the University.

Sexual Assault Responders (SARs)
- 36 SARs, 25 in Canterbury and 11 in Medway.
- All received training.

Wellbeing Adviser (Sexual Assault and Harassment)
- New Wellbeing Adviser appointment in Student Support and Wellbeing with expertise in supporting victims/survivors of sexual assaults and harassment.

National Sexual Abuse and Sexual Violence Awareness Week
- Ran from 5-11 February 2018.
- Full programme available at www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html

Survivors' forums
- 'Not The Only One' survivors' forums ran monthly from February – July 2018.
- Supported students who were survivors of childhood sexual abuse.
- Open to students who had experienced any form of sexual violence.

Marketing and publicity
- Sexual Respect @ Kent leaflets were created and placed in 5,500 student study bedrooms in Canterbury and in new starter packs for students in Medway.

Staff forums
- Violence Against Women and Men staff forums were held at the Canterbury and Medway campuses.

Worldfest 2018

Worldfest is an annual joint venture between Kent Union, GK Unions and the University of Kent to celebrate cultural diversity in Canterbury and Medway. The event ran from 15 February – 4 March. Unfortunately, due to inclement weather, a number of events had to be cancelled or rescheduled. Please see www.kent.ac.uk/events/worldfest.html for the full programme.

Wellbeing Strategy[90]

The Wellbeing Strategy is under review by the Mental Health Planning Group, and a new Health and Wellbeing Strategy will be developed in the 2018-19 academic year.

Mediation Service[91]

In November 2017 a number of University staff, including the College Masters and staff from Student Support and Wellbeing, received training from external mediation service ACAS. The training was designed to better equip staff to mediate in student disputes.

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89 2017-18 Work Plan Items 3.15-3.22.
90 2017-18 Work Plan Item 4.17
91 2017-2018 Work Plan Item 4.18

5   MONITORING AND COMPLIANCE

Employee demographics – summary of the data findings in 2017-18

Full data sets for each characteristic can be found on the EDI website (www.kent.ac.uk/hr-equalityanddiversity/local/edireport.html).

Gender

The gender composition of all employees is the same as last year (55% females) and matches that of the sector overall: it also aligns with our student population of 53% female. The total managerial and professional (M&P) group is now 34% female, an increase of 1% from last year.

Thirty-one per cent of professors are female, an increase of 1% since last year, which is above the sector average of 24.8 (ECU 2018:222[92]).

A higher number of male academics than female have applied for promotion over the period; however, female academics were more successful (74% female compared with 64% male).

Parental leave

A total of 106 employees took maternity, adoption, paternity or shared parental leave this year. There was one maternity colleague who did not return from maternity leave.

Information from the Athena SWAN submission suggests that support offered to employees who return from maternity leave is inconsistent.

A consistently small number of employees took shared parental leave (SPL): seven requests, an increase of three from last year, and a mixture of men and women.

Working patterns

The proportion of employees who work part-time has increased by 2% to 36%.

All 38 requests for flexible working made this year were agreed; this is almost a 50% reduction in requests compared with last year.

The proportion of female employees who work part-time matches the sector figure of 40% (ECU 2018:204).

In terms of men's working patterns, 71% of men work full-time and 29% work part-time, a 4% increase in part-time working since last year. A higher proportion of men at Kent work part-time than in the sector overall (22.9%) (ECU 2018:204).

Data shows that more women employees than men work part-time up to grade 8 and conversely more men than women employees work part-time at grade 9 and above.

Employee and Student EDI data by protected characteristic

Gender

Employees

Overall composition of employees at Kent is 55% female and 45% male. This is still slightly higher than the staff sector figure of 54.2% (ECU 2018:202).

The data shows that at grade 8 the gender composition of staff is 47% male and 53% female, which is a change from last year, when it was 50:50.

Females still make up a higher proportion of lower grade roles (62% of employees at grade 6 or below are female) and men a higher proportion of those in higher grades (55% of employees grade 7+ are male).

The percentage of females in lower grades is starting to decrease but the percentage of males in higher grades is still increasing. This indicates that there may be a progression barrier for females at grade 8 and above.

It is encouraging that there has been a 1% increase in females at grade 9 and M&P level.

The number of female academics applying for promotion and being successful has increased from 44 to 58 applicants this year, with 43 being successful (47% success rate).

Only 23% of STEMM academic applicants were female, indicating work to be undertaken to explore potential reasons. The concern remains as to why we are recruiting more men in this area.

Students

Nationally, women continued to make up the majority of students studying in the UK (56.20%), although this figure has fallen by 0.3% since 2016-17. At Kent, females also make up the majority of the student population (53.16%) although this figure has also fallen, by 0.03% since 2016-17.

At Kent, females were better represented among non-UK-domiciled students (59.74%) than UK-domiciled students (50.83%).

The gap between the male and female populations at Kent is largest on part-time courses (5.01% gap), in particular on postgraduate taught part-time courses (21.76% gap compared to national benchmark gap of 19.6%). Nationally, there is also a significant gap between male (39.5%) and female (60.5%) students on part-time courses, although the national gap (21%) is significantly higher than the gap at Kent. The reason for this difference may be due to female students having greater childcare responsibilities.

Males only out-represent females at the Medway campus (M 53.75%: F 46.25%) and on postgraduate research full-time courses (M 51.30%: F 48.70%).

Links to action

The data provides an indication that Kent's ongoing work on Athena SWAN at the institutional level and our leadership development programmes (Aurora and Insights – programmes for women) are having an impact on the ability of women to reach senior positions within the organisation. These continued efforts will help address Kent's overall gender pay gap, which currently stands at 17.9%.

Gender-related initiatives, including work to facilitate career development and progression of women in senior roles, will continue to feature in Kent's EDI work plan for 2018-19.[93] This approach is set against an understanding that good gender practice benefits all employees and helps to build an inclusive culture that creates value to everyone.

Several institution-wide projects are underway (eg REiA); 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 University HR team will continue to work closely with the Athena SWAN team and work on recommendations to review school promotion panels to identify good practice and improve consistency and best practice, eg unconscious bias awareness.[94]

A continued focus on student bystander intervention, awareness-raising activities on sexual assault and violence, and the provision of female-only sessions for sport will be priority areas for 2018-19.

Maternity and Pregnancy

Employees

This year 57 employees commenced a new period of maternity leave, which is an increase of eight on the previous reporting period. There were 21 returners.

There was one leaver following maternity leave due to redundancies in the area.

The level of support following maternity leave is an area of focus for Athena SWAN at both organisational and local school level. This includes specific action to enhance existing support.

Forty-two employees took paternity or adoption leave, which represents an increase of 19 employees since the last reporting period.

Links to action

Ongoing work to increase and raise awareness of the support already provided for women returning to work after maternity leave will look at the online resources available and the face-to-face contacts. It will also include sharing best practice from around the different schools on the support provided. Looking ahead, work being done by the School of Mathematics, Statistics & Actuarial Science on support for staff returning from maternity leave will be shared and rolled out across the organisation next year.

Breast-feeding facilities will be provided in 2018-19 at the Canterbury and Medway campuses. Mothers are welcome to breastfeed their children anywhere on campus other than in teaching and learning environments where there may be safety concerns for the mother and child.[95]

Age

Employees

The composition of employees across all age bands at Kent is aligned with the sector average. This year's data shows that 52% of employees fall between the ages of 26 and 45, which is the same as the UK sector profile (ECU 2017:48).

This year the proportion of employees at Kent aged under 25 is 5%, a 1% reduction from last year.

The vast majority of senior employees are in the 46–64 age range.

An age/grade trend continues to show that the higher grades tend to be populated with employees from the higher age bands. At managerial and professional (M&P) level, 89% of employees are aged 46 and over (compared with 42% of all employees) and 54% of all M&P employees are over 56 (up 11% this year), compared with 17% of all employees.

Of all employees at Kent, 3% are aged 65 years and over; this is a 1% reduction from last year. This figure has remained static without any significant upward trend, although it may rise with the increasing longevity of the general population and once the impact of the pension changes is fully known and felt.

In terms of succession planning, there has been an increase of M&P employees in the 56–64 age bracket, moving from 30% up to 46% this year.[96]

Overall, the data shows 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 the larger proportion of more senior positions (grade 10 and M&P).

93   2018-19 Work Plan action 2.8
94   2018-19 Work Plan action 3.1
95   2018-19 Work Plan action 4.3
96   2018-19 Work Plan action 4.8

5 MONITORING AND COMPLIANCE (CONT)

Students

The proportion of mature students at Kent remained broadly the same from 2011-17, but fell to 21.84% in 2018, a decrease of 8.4 percentage points and the first time the number of mature students has made up under 25% of the student body.

The most significant decrease has been in the 22–25 age bracket at an undergraduate level, where the proportion fell from 11.11% in 2016-17 to 3.87% in 2017-18. At a postgraduate level, numbers have increased in the same age bracket from 35.93% in 2016-17 to 36.09% in 2017-18 and remain broadly the same for all other age brackets.

Nationally, the mature student population has also been in steady decline since 2003-04. In 2016-17 the proportion of mature students was 12.7 percentage points lower than in 2003-04, but is still significantly higher than the Kent average, at 41.89% of the national student population.

Links to action

Employment at Kent for under-25s is on par with the sector average of 5.8% (ECU 2018:49); 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 the workforce.

A focus on increased support for postgraduate students is a prominent theme within the Student Health and Wellbeing Strategy to ensure that their complex support needs are identified and met.

Ethnicity

Employees

Our Black and Minority Ethnic (BME) employees comprise 11% of the employee population. This figure is an increase of 1% on previous years, the first increase in three years. The University's overall BME composition stands above that of the local population in Kent (6.6% BME).

While this increase is small, it is not insignificant given the under-representation of BME employees in the HEI sector.

BME employees are represented in all grades at the University.

In addition, 16% of all academic employees (compared with 25% of all students) are BME. At the highest level, 10% of the total managerial and professional (M&P) group are BME (an increase of 1% this year), and 12% of professors. This is an increase of 3% from last year and slightly higher than the sector average of 9.7% (ECU 2018:160).

Although there is BME representation among employees at all levels of the University, promotion data shows that while the number of BME academics applying for promotions is proportionally comparable to applications by White employees, the percentage of successful BME applicants is low: 91% success rates for White employees and 71% for BME employees.

Professional services and other support staff have the lowest BME representation, at 7%: no change from last year. This group demonstrates a spread of BME staff across all grades other than grades 9 and 10, where there is no BME representation.

Students

The national UK-domiciled BME student population has increased by 60% since 2003-04, increasing from 17.72% of all UK-domiciled students in 2003-04 to 22.03% in 2016-17, an increase of 4.31 percentage points. This is still significantly lower than the Kent UK-domiciled BME population, which has increased from 19.09% of UK-domiciled students in 2011-12 to 25.33% in 2017-18, an increase of 6.24 percentage points. Nationally,

the proportion of UK-domiciled BME students who identify as Black saw the most growth among ethnic minority groups in this time period. At Kent, students who identified as Black represented 40.39% of the UK-domiciled BME population, an increase of 4.1 percentage points from 2016-17.

There was a significantly higher BME population at the Medway campus (42.41%) than at the Canterbury campus (22.93%). This difference was mainly triggered by the higher population of students who identified as Black (+16.62%) at Medway. The proportion of students at Medway who identified as Black in 2017-18 (28.22%) was higher than 2016-17 (21.37%).

Just over a quarter of all UK-domiciled students (25.78%) on full-time courses at Kent identify as BME, compared with 65.49% who identify as White. On part-time courses, 21.68% of UK-domiciled students identify as BME, compared with 70.21% who identify as White.

At postgraduate level at Kent there has been a 4.46 percentage point decrease in the proportion of UK-domiciled BME students from 2016-17 to 2017-18. This has been mainly triggered by a 4.27 percentage point decrease in the proportion of Asian students studying at postgraduate level, with the proportion of Asian students on postgraduate taught programmes falling from 10.21% in 2016-17 to 4.61% in 2017-18.

Links to action

BME employees are under-represented in parts of the University workforce, particularly at higher grades. The low representation requires targeted action as this group should more closely reflect the local population. Where lawful to do so, the University will continue to use positive action statements in its job advertisements, develop a strategy to reach a more diverse range of applicants for relevant posts, continue to review the experience of its BME employees and review the promotion process to see what barriers BME academic staff may be facing.[97] Looking ahead the University will review research carried out by the sector (for example, the 'Caught at the Crossroads'[98]) and more widely to inform appropriate action in this area.

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97   2018-19 Work Plan action 4.4, 4.7
98   At in Caught at the Crossroads approach to gender and ethnicity pay gaps takes an 'intersectional' approach to pay gaps by looking at ethnicity and gender together, rather than in isolation.

The work of the Student Success (EDI) Project focuses on reducing the attainment gap for BME students as well as offering targeted support initiatives across the Canterbury and Medway campuses. Ongoing research into the needs of BME students, as well as investigatory work into the Race Equality Charter ensure that a spotlight on this area is maintained. Black History Month will feature prominently in the University calendar.

Disability

Employees

At Kent, 6% of all employees have disclosed a disability, which is slightly higher than the sector figure of 4.7% (ECU 2018:87). Over the last five years, the proportion of employees with a disability and/or have chosen to disclose a disability has increased by 1%. In terms of disability type, the most commonly disclosed disability is a longstanding illness or health condition and at 25% this is close to the sector figure of 24.6%. Specific learning difficulties have become the third most commonly disclosed impairment, at 17.5%, which is still below the sector average of 20.8%.

Mental health concerns are now the second most commonly disclosed impairment at Kent: at 19.82% this is above the sector figure of 11.8%. From one perspective this may indicate that Kent has a supportive culture where employees feel able to disclose their difficulties, including mental health concerns, but further exploration to understand this data is required.

However, the steady and significant increase since 2012-13 (8.5% to 19.8%) in employees who disclose a mental health condition necessitates specific action to ensure these employees feel valued and do not encounter stigma; furthermore, the data supplied by Occupational Health shows a significant increase in mental health cases from professional services areas compared with academic areas and requires further investigation[99].

99   2018-19 Work Plan action 4.4
100 2018-19 Work Plan action 1.12
101 2018-19 Work Plan action 4.4

Students

At a national level, the proportion of students declaring a disability has more than doubled since 2003-04, from 5.4% in 2003-04 to 12.04% in 2017-18. At Kent, the proportion of students declaring a disability also continues to rise, from 8.81% in 2011-12 to 16.41% in 2017-18. The gap between the national benchmark of disability declarations and those at Kent has widened during the same time period: in 2011-12 Kent was in line with the national benchmark, with a gap of 0.25%, but this widened to a +4.36% gap in 2017-18. The reason for this gap could be indicative of the support services in place at Kent to assist students with disclosed disabilities.

Nationally, specific learning difficulties continue to be the highest declared disability, at 5%, compared with 4.63% at Kent. At a national level, the proportion of disabled students disclosing a specific learning difficulty has decreased by 2.6 percentage points between 2015-16 (44.1%) and 2016-17 (41.5%). This reduction was mirrored at Kent, where declarations for specific learning dfficulties also dropped by 1.5% over the same period, falling to 28.15% in 2017-18.

Nationally, mental health declarations affect 2.47% of the student population. At Kent, mental health conditions are the highest declared disability for the second year in a row. Students disclosing a mental health difficulty represent 6.2% of the student population, an increase of +0.87% from 2016-17. The highest increase in this area was among UK-domiciled students, rising from 2.32% in 2016-17 to 6.71% in 2017-18. Mental health declarations among non-UK-domiciled students also increased, from 0.98% in 2016-17 to 4% in 2017-18.

The proportion of students requiring alternative examination arrangements continues to increase year on year, rising by 129 students at the Canterbury campus in 2017-18. This brings the total number of students at Canterbury requiring alternative examination arrangements to 1,460.

There were more disability disclosures at Canterbury (18.16%) than at Medway (16.87%). There were more disability disclosures among the undergraduate student population (18.92%) than the postgraduate student population (13.05%). There were also higher rates of disclosure from students on full-time courses (17.59%) than from those on part-time courses (21.08%).

Links to action

The University will continue to be a member of the Business Disability Forum (BDF) for the year and commit to exploring the full range of information, resources and expertise offered by the BDF to ensure the Wellbeing Strategy reflects best practice. The University will also review the Level 2 Disability Confident requirements and work towards this to further improve recruitment and retention practices at Kent.[100]

The HR EDI team will work collaboratively with the Safety, Health and Environment team to support the implementation of the Wellbeing Strategy and consider how best to: support employees in managing mental health; reduce or mitigate workplace stressors; and monitor stress-related and wellbeing referrals to Occupational Health. The Occupational Health team monitor voluntary and management referrals and report outcomes to the Occupational Health Advisory Group (OHAG) or the Safety, Health and Environment Executive Committee (SHEEC). HR also sit on this committee to ensure the connections are made and actions followed up holistically. Further training sessions on raising awareness to support staff to build personal resilience and support managers and staff in understanding mental health will be provided.[101]

Student Services are developing a new Student Health and Wellbeing Strategy, drawing together work across the University to support students, particularly in the area of student mental health. Kent is working with internal and external partners to create a Suicide-Safer Community through awareness-raising and the development of strategies, policies and procedures around suicide and mental health. The work of the OPERA project, which encompasses preparing for the new EU Web Accessibility Directive, seeks to mainstream accessibility across the institution. A new e-learning module to equip staff with the skills to recognise and support students with mental health conditions will be sourced and rolled out. Disability History Month will feature prominently in the University calendar.

Further exploration is required to understand the reasons behind the higher disclosures of student mental health conditions at Kent compared with nationally.

5 MONITORING AND COMPLIANCE (CONT)

Religion or belief

Employees

Among employees who have submitted their EDI data, 38.8% have declared no religion and 29.8% have declared Christian. Both figures are up by approximately 1% since last year. These results are above the sector figure of 19% for employees with no religion and 16.2% for employees identifying as Christian (ECU 2018 :282).

Students

Nationally, 134 out of 167 institutions returned data on religion or belief. Religion or belief information, including 'information refused', is known for 61.8% of all students in higher education, an increase of 7.1 percentage points from the previous year. At Kent, 92.71% of students returned information on their religion or belief.

At Kent, 48.75% of all students identified as having a religion or belief, compared with 35.63% 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 (33.97%, compared with 23.89% nationally), followed by Muslim (6.2%, compared with 5.94% nationally). The Medway campus attracts a higher proportion of Muslim students (6.85%) and Christian students (42.23%) than the Canterbury campus (6.22% and 33.07% respectively). The attraction of Canterbury as a cathedral city and the centre of Anglicanism, coupled with the provision of religious and faith-based services at both the Canterbury and Medway campuses, could possibly account for the higher proportion of Christian and other religious students at Kent compared with the national average.

Links to action

This year the University are creating a policy on religion and belief. The University will work collaboratively with Student Services and utilise expert guidance from Advance HE and best practice in this area. The University will continue to 'call out' to staff annually to update their EDI data in Staff Connect self-service via Campus Online, which not only provides an opportunity to create greater awareness of why we collect the EDI data and how the

University use it, but also records show the University does get updates to the system following this annual reminder. Looking ahead, next year the University will put a robust monitoring process in place to support this process which will include targeted communications on specific data gaps. More complete data will enable the University to identify what support may need to be taken in the future.[102]

Sexual orientation

Employees

The data indicates that 56% of employees who have submitted their EDI data at Kent are heterosexual (up by 9% since last year); 4% of employees identify as a combination of LBG or 'other' sexual orientation, which is higher than the sector's combined figure of 2.4%. The proportion of Kent's staff who have declared their sexual orientation has continued to rise in all categories over the last five years; 27% of staff who have submitted their EDI data declare 'unknown' sexual orientation. This is below the sector figure of 50% (ECU 2018:288) and has reduced by another 6% at Kent this year.

These trends are extremely positive and Kent remains ahead of the sector. This confirms that continued efforts to promote awareness of EDI and share how the University use this data with staff is working and improving our data.

Students

Nationally, 138 out of 167 institutions returned data on sexual orientation. Of the students in institutions that returned sexual orientation data to HESA, 70.4% provided information on their sexual orientation, 7.8% refused to provide information and 21.8% was unknown. While large, this proportion of unknowns has dropped by 6.9 percentage points on the previous year.

The proportion of students at Kent who identify as LGBTQ+ has increased year on year, from 1.15% in 2012-13 to 4.49% in 2017-18, an increase of 3.34 percentage points. This proportion is significantly higher than the national benchmark of 2.92%. This may be an indication that students view Kent as being an LGBTQ+ inclusive institution.

Gender Identity

Employees

Data is not yet available for reporting this year. However, with the implementation of the new gender identity fields[103], next year we will be able to analyse and report on the data gathered.

Students

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, 134 out of 167 institutions returned data on gender reassignment. Gender identity information was unknown for 46.94% of all students in the 134 institutions, a decrease of 5.18 percentage points on the previous year. At Kent, gender identity information was known for 97.11% of all students, an increase of 3.88 percentage points on the previous year. 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 appears to have stabilised at Kent, at 0.63% for 2017-18, a 0.01% decrease on the previous year. This is still much lower than the ECU benchmark.

Links to action

The University believes that there is scope to increase its support for trans employees, looking at greater awareness among staff on transitioning and ensuring the guidance for support is clear for all employees. In addition, more training will be offered via e-learning with greater signposting for support. Student Services will continue to monitor the support for transgender students and introduce new measures where required.[104]

Nationality

There are 102 different nationalities represented among staff at Kent, a net reduction of three this year; while the data provides an indication of our range of cultural diversity, the decrease in nationalities could also indicate the uncertainty arising from the current political environment. This environment may be discouraging people from moving to the UK to work and/or prompting people to move away from the UK. The political environment and data will need to be regularly monitored to ensure that the numbers do not decrease further.

102 2018-19 Work Plan action 4.5
103 See page 20
104 2018-19 Work Plan action 1.11, 2.9

EDI data: conclusions

Kent's data generally indicates a balanced composition of employees in line with sector benchmarks across all of the protected characteristics, as well as some strong achievements and areas for further focus.

Thirty-one per cent of professors at Kent are female, which is above the sector average; this represents a significant achievement over the last few years. There has also been an increase in the number of women at managerial and professional (M&P) level, women are still more successful than men at achieving promotion, and the University is providing more opportunities for part-time work for everyone. This is a good start from which to build. However, still more action is required: the gender pay gap remains. Further actions will continue to be a focus for Kent in the 2018-19 Work Plan.[105]

This year's data has highlighted some key areas for continued monitoring and exploration to inform action plans and EDI work for the future:

- Disclosures of mental health concerns by staff in the workplace are increasing, not just locally but nationally. Exploring why there has been an increase in the reporting of cases within professional services department to Occupational Health will form part of this year's work, as will improved signposting and review of the support options available.[106]
- Although the proportion of BME employees has increased, White employees are more successful when applying for promotion; the reasons for this need to be understood and plans put in place with the aim of creating a better and more balanced success rate.[107]
- The number of applications for flexible working has reduced, and so work to promote flexible working arrangements as they apply to everyone needs to be a focus this year.[108]
- Kent's student data indicates that there are two clear priority areas for the institution – support for BME students and support for students with disabilities, in particular those with mental health conditions.

- Nationally, the proportion of BME students continues to grow, rising by 60% in the last 15 years, particularly in the Black ethnic group. This same trend has been witnessed at Kent, with Black student numbers increasing by 5.38% at an undergraduate level between 2011-12 and 2017-18 and by 0.36% at a postgraduate level in the same time period. Work to ensure that the BME attainment gap is reduced is a clear priority area for the University, and will support the work preparing for the Race Equality Charter assessment in future years.
- Mental health declarations continue to be the fastest growing area for students with disabilities at Kent, rising from 1.34% in 2011-12 to 6.2% in 2017-18. A new Student Health and Wellbeing Strategy, application for Suicide-Safer Communities status, and new partnership arrangements with external partners will ensure that appropriate support mechanisms and resources are identified and established to support this ever- increasing area. Further work to ensure Kent becomes an accessible learning environment will be led by the OPERA project, including preparatory work for the new EU Web Accessibility Directive and embedding the new Blackboard Ally tool across the institution.

105 Athena Swan Institutional plan, Gender Pay Gap action plan and EDI Work Plan 2018-19 4.3
106 2018-19 Work Plan action 4.4
107 2018-19 Work Plan action 4.2
108 2018-19 Work Plan action 4.6

6 STRATEGIC CHALLENGES AND PLANS TO ADDRESS BEYOND 2018-19

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

EPSRC 'Inclusion Matters' Partnerships[109]

The University of Kent is partnering with the University of Lincoln on the 'ASPIRE' project. The aim of the project is to draw on the best EDI practice across the sector to create an 'impact framework'. Kent is one of ten partners chosen to participate and its role will be to support the development, testing and pilot studies.

Kent will receive all of the data and findings from this work to inform future EDI strategy and best practice.[110]

Race equality

The University recognises that BME employees are under-represented in some parts of its workforce and have a lower success rate in academic promotions. Kent will continue to engage with Advance HE in order to fully understand the resourcing requirements of the Race Equality Charter, and the Student Success Project will continue to work on improving attainment levels.[111]

Ongoing commitment to EDI

One of the challenges Kent, like many other universities, is facing is an increasingly turbulent sector that is working with financial limitations, a reduction in student numbers, more challenging competition for research funding, and local organisational change. The current working environment indicates the need to increase support, awareness and development for staff to help them build resilience: to be able not just to cope with change but to embrace it and maximise the potential that the diverse workforce at Kent offers.

109 https://epsrc.ukri.org/newsevents/news/inclusionmatters/
110 2018-19 Work Plan action 1.4
111 2018-19 Work Plan action 1.2, 1.3

Employees

The data in Section 5, Monitoring and Compliance highlights the need to explore further the under-representation of BME employees in higher grades. In addition to fully exploring the implication of signing up to the Race Equality Charter, the University will seek to increase its recruitment of BME staff where the data supports positive action.

To embed and provide further clarity in a number of areas, HR policies and guidance will be updated[112] or developed as follows:
- Teaching Constraints
- Flexible Working
- Professional Relationships
- All family-friendly policies and support for women returning from maternity leave
- Use of Equality Analysis
- Supporting Gender Reassignment in the Workplace
- Religious Observations and Beliefs
- Recruitment.

It is recognised that there is more work to be done to continue to increase the number of female academics in higher-graded roles. Work will continue on the exploration of possible barriers that underpin concerns over female academic promotion, alongside the review of the recruitment strategy and the planned work on improving the recruitment processes and practices.

Projects to implement mentoring will continue, as will development for all employees. Planned initiatives include a dedicated career development programme for professional services staff[113] and, looking further ahead, the development of a career map for professional services and support staff.
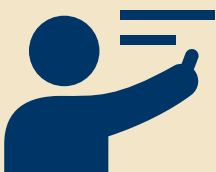
Sexual harassment not only poses a safety risk to the University's workforce but also impacts the dignity of our employees in the workplace, during field placements and in the broader community. Kent already has a positive culture around its response to this challenge, and the University will seek to review, strengthen and promote the support mechanisms currently in place. It will develop better recording methods for harassment cases, both formal and informal, while maintaining confidentiality and anonymity.[114]

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 play in exploring and reducing barriers to female employees' equitable workforce participation. In the interests of transparency and to demonstrate our genuine commitment to addressing this problem, the University will continue to publish its 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.

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. Kent 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).[115]

The University is accredited as Disability Confident Committed under the Disability Confident scheme and will explore the requirements to gain Level 2 accreditation as a Disability Confident Employer in the longer term.[116]

Students

The data in Section 5, Monitoring and Compliance indicates that BME student numbers are increasing both nationally and at Kent. In response to this, Kent is committed to exploring an application for the Race Equality Charter with Advance HE. In addition, Kent is committed to reducing the BME attainment gap by 2022 by embedding successful interventions for students and staff.

The proportion of female students in higher education continues to rise. To ensure healthy environments for all students, Kent is committed to continue to raise student awareness and understanding of sexual respect and consent.

Student mental health declarations are increasing, and moreover are becoming more complex. Kent is committed to developing mental health initiatives to support students with declared mental health difficulties, including providing training opportunities for staff members, developing student skills to manage their own mental health and forming partnership arrangements with external experts to ensure that the right support is in place for students.

Moreover, Kent is committed to providing accessible modes of teaching and learning that address the needs of students with disabilities. This will be led by the OPERA project, which will continue to innovate with the implementation of accessibility initiatives, assistive technologies and inclusive curriculum design.

Student engagement is a significant priority area for the University of Kent moving forward and extensive work is taking place looking at how Kent engages students, particularly traditionally 'hard to reach' groups such as BME, mature, commuting students, those with non-traditional qualifications and those who enter via clearing.

112 2018-19 Work Plan action 1.11
113 2018-19 Work Plan action 2.8
114 2018-19 Work Plan action 2.6
115 2018-19 Work Plan action 4.4
116 2018-19 Work Plan action 1.12

7   2018-19 WORK PLAN

Formulating Strategy

Action	Activity	Target	Completion
1.1	EDI Annual Report	Produce 2017-18 EDI Annual Report and 2018-19 Work Plan.	Mar 2019
1.2	Race Equality Charter	Form the Race Equality Charter Steering Sub-Group to assess the benefit, resource, requirements and implications of applying for the Race Equality Charter.	Jan 2019
1.3		Provide a report to Executive Group on the work of the Race Equality Charter Steering Sub-Group.	Jul 2019
1.4	EPSRC	Participate in the Inclusion Matters partnership with Lincoln University.	Dec 2020

1.5	Government policy	Ensure University of Kent compliance with the new EU Web Accessibility Directive.
		The deadlines for compliance are different for different types of content. The key dates are:
		• 23 September 2018
		  - The regulations become part of UK law.
		• 23 December 2018
		  - The European Commission publishes the harmonised accessibility standard and a model accessibility statement.
		• 23 September 2019
		The following must be accessible:
		  - Most web content that was created or substantially revised after 23 September 2018.
		  - Intranets that were created or substantially revised after 23 September 2019.
		• 23 September 2020
		The following must be accessible:
		  - Most web content, regardless of when it was created (exemptions are office documents published before September 2018 (unless they are part of 'active administrative processes') and videos published before 23 September 2020).
		• 23 September 2021
		The following must be accessible:
		  - Mobile applications (regardless of when they were created).
			Sep 2021

1.6	Government policy	Brexit – follow up on EDI-related actions after Brexit.	May 2019
1.7	Government policy	Gender pay gap actions – separate plan To include a review of the Caught at the Crossroads report created by UCEA including recommendations and explore possible impact for Kent	Ongoing Dec 2019
1.8		Athena SWAN action plan – separate plan.	Ongoing
1.9	Policy and Procedure	Review the University EDI policy.	Dec 2019
1.10		Create and implement Estates Mental Health Strategy.	Sep 2019
1.11		Review, update and issue of HR policies, procedures and guidance: • Teaching Constraints • Flexible Working • Professional Relationships • All family-friendly policies and support for women returning from maternity leave • Paternity/Partner Leave • Use of Equality Analysis • Supporting Gender Reassignment in the Workplace • Religious Observations and Beliefs • Recruitment • Guidance for Managers on Suicide Prevention.	Dec 2019

Action	Activity	Target	Completion
1.12		Complete a gap analysis on current practices to become a Level 2: Disability Confident Employer.	Jul 2019
1.13		Approve the Procedural Guide for Preventing and Dealing with Behavioural Misconduct during Academic Activities in a Non-University Setting.	Jul 2019
1.14		Review Guidance for Staff on the Role of the College Master.	Jan 2019
1.15		Develop Guidance for LGBT Students on Study Abroad Programmes.	Jul 2019
1.16	OPERA	Expand partnerships with leading software companies to explore new mainstream deployment mechanisms for assistive technologies.	Jul 2019
1.17		Review the use of Ally in partner schools in preparation for full University roll-out, resource dependent.	Jul 2019
1.18		Review the terms of reference and membership of the OPERA Steering Group to ensure they are in line with developing project goals.	Jan 2019
1.19	Student Success (EDI) Project	Develop a three-year longitudinal study of Academic Excellence Scholarship (AES) students to compare the different experiences of 'high potential' students as they progress through their degree programmes, evaluating the effectiveness of the AES programme as an intervention strategy for Widening Participation students.	Jul 2019
1.20		Research identity and belonging for BME students, providing opportunities for the University to consider how its extra-curricular campus culture promotes inclusivity and diversity.	Jul 2019
1.21		Reduce the BME/White student attainment gap by 2% in line with Phase 2 project goals.	Jul 2019
1.22		Launch MyDot in KBS.	Jul 2019

Building and Embedding an Inclusive Culture

Action	Activity	Target	Completion
2.1	EDI Networks	Work with the EDI Network to develop key priorities that the group wish to deliver this year. Promote work completed on EDI network intranet sites.	Jul 2019
2.2	Policy and Procedure	Continue to review University access for disabled staff – implement Accessibility Tours.	Dec 2018
2.3		Review the guidance on the use of Equality Analysis, update as needed including update to intranet pages.	Mar 2019
2.4	Standards	Launch the ACM for promotions. Support ACM launch with mentoring to protected groups.	Jul 2019 Ongoing
2.5	Recruitment	Implement new recruitment system – Stonefish – and improve EDI reporting capabilities. Review capabilities of system, identifying next steps for improvements. Explore best practice in the use of anonymised shortlisting in academic recruitment to see if beneficial to Kent.	Mar 2019 Mar 2020 Dec 2019

7 2018-19 WORK PLAN (CONT)

Action	Activity	Target	Completion
2.6	Training	Implement new harassment reporting tool and provide training for students. Investigate the feasibility of the tool for use by harassment contacts and staff.	May 2019
2.7		Provide first responder training to relevant people across the University.	Apr 2019
2.8		Design and deliver a career development programme for professional services staff.	Mar 2019
2.9		Review and increase as necessary the EDI training offering across the University: • diversity in the workplace update and refresher • transgender awareness e-learning • introduce new session – 'Celebrating Diversity and Promoting Inclusion' • unconscious bias e-learning and classroom training sessions • mental health for staff e-learning	Jun 2019
2.10		Develop and launch the Marshall e-learning programme to raise staff awareness and confidence in supporting students with mental health conditions.	Jan 2019
2.11		Develop schedule for Kent Colleagues Connect.	May 2019
2.12	Standards	Review national EDI standards and explore feasibility and benefit of use at Kent.	Jul 2019
2.13	Student Support	Develop the Student Health and Wellbeing Strategy and Action Plan 2019-22.	Jul 2019
2.14		Embed Nightline.	Jul 2019
2.15		Introduce a Wellbeing Café.	Oct 2018
2.16		Enhance out-of-hours mental health support.	Nov 2018
2.17		Develop specific activities to support BTEC students at the University as part of the Student Health and Wellbeing Strategy and Action Plan 2019-22.	Jul 2019
2.18	Oasis Community Garden	Launch the Oasis Community Garden Project.	Oct 2018

Promoting EDI within the University

Action	Activity	Target	Completion
3.1	Training	Introduce a standard approach and embedding activities for unconscious bias training across the University, including all key panel members.	Dec 2018
3.2		Run a Wellbeing and EDI week to emphasise the importance of EDI to the University.	Jun 2019
3.3	Sexual Violence against Students	Develop a Survivor Workshop programme.	Apr 2019
3.4		Introduce a 'Train the Trainer' programme to train staff and postgraduate students to deliver the U.N.I. Protect course.	Oct 2018
3.5		Support the delivery of activities for Sexual Abuse and Sexual Violence Awareness Week at the Canterbury and Medway campuses.	Feb 2019
3.6		Recruit a Student Support Wellbeing Adviser with a focus on supporting survivors of sexual assault.	Oct 2018

Action	Activity	Target	Completion
3.7	History Months	Support the delivery of Black History Month activities at the Canterbury and Medway campuses.	Oct 2018
3.8		Support the delivery of Disability History Month activities at the Canterbury and Medway campuses.	Dec 2018
3.9		Support the delivery of LGBT History Month activities at the Canterbury and Medway campuses.	Feb 2019
3.10	Suicide Safer Communities	Apply for Suicide-Safer Communities status.	Jan 2019
3.11	Kent Student Awards	Vigorously promote the EDI category for the Kent Student Awards.	May 2019

Monitoring and Compliance

Action	Activity	Target	Completion
4.1	Surveys	Develop user experience surveys to deepen understanding of the student experience of specific groups of students and provide recommendations for improvement based on the reports.	Jul 2019
4.2	Ethnicity	Investigate the reason behind the lower BME promotion success rates.	Apr 2019
		Monitor and evaluate attendance on management and leadership programmes for BME staff	Oct 2019
4.3	Gender	Review the support and resources provided to women returning to work from maternity leave, including the provision of spaces for parents to feed their children. Promote best practice approaches.	Jul 2019
4.4	Disability	Explore the cause of absences related to mental ill-health and provide support to managers and staff, including resilience training.	Jul 2019
		Support the Implementation of the Mental Health Core Standards.	
4.5	Reporting	Implement the University harassment reporting tool to provide metrics and actions to take to tackle any areas of concern.	May 2019
		Develop a monitoring process for the annual call out for staff EDI data and create a mechanism to target specific data gaps.	Mar 2019
4.6	Maternity	Promote the use of the Flexible Working policy.	Jul 2019
4.7	Recruitment	Review the use of positive action during recruitment.	Dec 2019
4.8	Age	Explore succession planning to ensure successors are identified in relation to M&P roles.	Dec 2019

University of Kent