



Institution Application Silver Award

Public version, redacted

University of
Kent



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver
Word limit	10,000	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the institution	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

- **The expanded/ post-May institutional word count has increased by 500 words**
- **E-mail of 15/10/2020 granting 500 extra words:**

Dear Anne-Marie,

We are happy to grant an additional 500 words to account for discussion of the recent restructure (we usually allow up to 500 extra words for restructures).

Please include this email in your submission as confirmation and state in the submission where the extra words have been used (please note, section by section word counts are suggested but the total word count may be used across the submission as appropriate).

With best wishes,
Lizzy

--

Dr Lizzy Allman
Equality Charters Adviser

The 500 extra words have been used in the following sections:

Section 2 Description of the Institution: **'A time of transformational change'** and at various points in the application when referencing the future organisational structure.

*Total word count allowance: 13,000 + additional 1000 from Minor Revisions request.
Actual word count: 13,304*

GLOSSARY

ACM	Academic Career Map
AS	Athena SWAN
CCCU	Canterbury Christ Church University
CEDARS	Culture Employment and Development in Academic Research Survey
CROS	Careers in research on-line survey
EAP	Employee Assistance Program
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusivity
EG	The University's Executive Group
EHRC	Equality and Human Rights Commission
EPA	Equal Pay Audit
F	Legal sex is female/identifies as female
FPC	Faculty Promotions Committee
FTE	Full Time Equivalent
GMH	Guaranteed minimum hours
GRC	Graduate Researcher College
HE	Higher Education
HPL	Hourly Paid Lecturer
HoS	Head of School
HRER	HR Excellence in Research
IMD	International Men's Day
IWD	International Women's Day
ISAT	Institutional self-assessment team
KIE	Kent Innovation and Enterprise
KIT	Keeping in Touch
KMMS	Kent and Medway Medical School

KPI	Key performance indicator
L&OD	Learning and Organisational Development
M	Legal sex is male/identifies as male
M&P	Managerial and Professorial pay scale
NLW	National Living Wage
OPERA	Opportunity, Productivity, Engagement, Reducing Barriers, Achievement. Project to embed accessibility
PDRA	Post-doctoral research assistant
PG	Postgraduate
PGR	Post Graduate Researcher
PI	Principle Investigator on a research project
PS	Professional Services
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RO	Research Only: academics on a research contract
R&T	Research and Teaching: academics on an Education and Research contract
REC	Race Equality Charter
REEP	Recognising Excellence in Education Project
RPD	Reflect, Plan, Develop
SAT	Self-assessment team
SMSAS	School of Mathematics, Statistics and Actuarial Science
SPC	School Promotions Committee
SPL	Shared Parental Leave
T&F	Task and Finish
TO	Teaching Only: Academics on an Education, Scholarship and Professional Practice contract
UG	Undergraduate
UOG	University of Greenwich

UPC	University Promotions Committee
VC	Vice-Chancellor
WP	Widening Participation

Notes on data and references in application

- headcount data is used throughout
- staff gender data is as of the census date of 01 October from 2016, 2017, 2018 and 2019
- staff ethnicity data is of 01 October 2020
- staff ethnicity and gender specific data added in May 2021 after Minor Revisions request
- data relates to staff on substantive contracts only unless specified otherwise
- student data is of census date 01 December 2019
- benchmark data are for the UK HE sector and taken from Advance HE Statistical Reports 2019
- where the narrative mentions specific data in the tables, the data is highlighted
- the Bronze action plan (section 8.1) consisted of 8 Objectives underpinned by a set of actions
 - specific actions are cited in the narrative by presenting the action reference as a superscript text (e.g. ^{3,6})
 - progress against the overarching Objectives is referenced in the narrative

Redacted version

Redactions have been made in this public version of the submission in order to protect confidentiality.

Narrative, images data or tables revealing sensitive, unpublished information that could be linked to an individual have been removed.

Name of institution	University of Kent	
Date of application	November 2020	
Award Level	Silver	
Date joined Athena SWAN	1 July 2010	
Current award	Date: November 2017	Level: Bronze
Contact for application	Georgina Ransley de Moura	
Email	G.R.de-Moura@kent.ac.uk	
Telephone	01227 823898	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

*Note: Please insert the endorsement letter **immediately after** this cover page.*



Office of the Vice-Chancellor

Professor Karen Cox

Vice-Chancellor and President

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Dr Ruth E Gilligan

Assistant Director – Equality Charters

Advance HE

Napier House

24 High Holborn

London WC1V 6AZ

23rd November 2020

Dear Ruth,

It is with great pleasure that I write in support of the University of Kent's submission for an Athena SWAN institutional Silver award.

When appointed in 2017, as the second female Vice-Chancellor, I brought my personal commitment to gender equality by being both a member of the Institutional Self-Assessment Team and also the Executive Group equality champion for gender and LGBT+. One of my first priorities was to meet women in academic and professional services roles to hear about their experiences. We have given a voice to those previously unheard and, through the senior membership of the ISAT have ensured their voice is heeded in the right places; including involving more men in the gender equality conversation.

This principle of personal consultation and engagement has underpinned the approach to our work on AS ever since.

We have come a long way since 2017 when only five of our schools held Bronze awards and we had been unsuccessful in our institutional renewal. We responded by committing resource to a central AS team, accelerating progress so that we renewed our institutional Bronze, supported 20 Schools across all subject areas to establish SATs, 18 of which have submitted applications with 13 now holding awards.

We are also in a position to present our institutional Silver application. I am particularly proud of the following impact from delivering our Bronze action plan:

- proportion of female professors has increased from 27.8% to 33.8%
- number of readers and professors on Teaching contracts has increased from 1 to 9
- senior commitment to AS has informed design of key institutional initiatives including an Academic Career Map and Reward Strategy. Gender equality considerations are now everyday considerations
- consultations with colleagues who are parents led to sector-leading changes to our family friendly offering including additional paid leave for parents of premature babies

Outside of the action plan I particularly welcome changes recognising professional services colleagues. I personally championed their inclusion in the graduation procession ceremony and we have changed the deep-rooted practice of using the term 'non-academic'. Our new organisational structure will allow us to further embed EDI considerations giving us a stronger base to face the challenges ahead in areas such as increasing the number of women in STEMM and making sure that new ways of working, precipitated by COVID 19, are equally available to and suitable for all.

Shining a light on gender equality naturally illuminates a wider EDI agenda and our approach is appropriately intersectional. During 2019 I asked the AS lead to conduct a review of future EDI strategy and structures. To support the resulting recommendations, I have appointed a member of our Executive Group to be our EDI lead. Under her steer, we have recently committed to the Race Equality Charter.

Finally, my greatest thanks go to all those in the Self-Assessment Team in outlining an approach which is both ambitious and attainable. I would also like to thank Rob Bell at Imperial College for being our 'critical friend'.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'K. Bell', written in a cursive style.

The information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Word count: 497

University of Kent
The Registry
Canterbury
Kent CT2 7NZ

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information. This should include:

- (i) information on where the institution is in the Athena SWAN process*
- (ii) information on its teaching and its research focus*
- (iii) the number of staff. Present data for academic and professional services separately*
- (iv) the total number of departments and total number of students*
- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and professional services separately*

- (i) information on where the institution is in the Athena SWAN process

Kent joined the AS charter in 2010 and achieved Bronze in 2013. Application for renewal in 2016 was unsuccessful and a new approach was needed.

EG approved a bid to create a centralised AS team, Table 2.1, investing £625,000 including a yearly budget of £40,000.

With this new structure in place, we renewed Bronze in 2017.

Central Athena SWAN team	
Role	Responsibilities
Academic lead <i>0.2 FTE 3.5 years</i>	Institutional sponsor of Athena SWAN, bringing gender equality issues to key committees within the university
Post-Doctoral Research Associate <i>1 FTE 3 years</i>	Undertaking qualitative and quantitative research pertaining to gender equality and intersectionality within the institution
Data Analyst <i>1 FTE 3 years</i>	Interrogating institutional data streams to provide data-based evidence for action, support quantitative data research at School and institutional level ^{5.6.18}
Adviser <i>1 FTE Permanent</i>	Supporting Schools in their Athena SWAN work, capturing and sharing best practice ^{5.6.16}
Project Manager <i>1 FTE 3 years</i>	Identifying and implementing policy, process and structural changes at university level

Table 2.1: Roles and responsibilities of the central Athena SWAN team

Established in 1965, Kent started with 500 students and 150 staff at the Canterbury campus.



Figure 2.1: First graduation ceremony, 1968

A second UK campus in Medway, study centre in Tonbridge and postgraduate centres in Athens, Brussels, Paris and Rome have been established.



Figure 2.2: Locations of Kent's UK campuses, study centre and European Centres

We partnered with UoG to open a School of Pharmacy in Medway in 2004 and with CCCU to open the first Medical School in the county in 2020.



KMMS opens to first students

Figure 2.3: Opening of the Kent and Medway Medical School, 2020

Across these multi-locations, staff are based permanently in Canterbury, Medway and Brussels. All are invited to take part in AS consultations and we ensure that AS events are held at both Canterbury and Medway campuses.

22 Schools are organised within 3 Faculties: Sciences, Humanities and Social Sciences.

IMPACT: *The central AS team has led a rapid engagement with AS: 20 out of 22 Schools now have SATs. 18 have applied for awards and since 2016 the number of award holders has increased from 5 to 13*

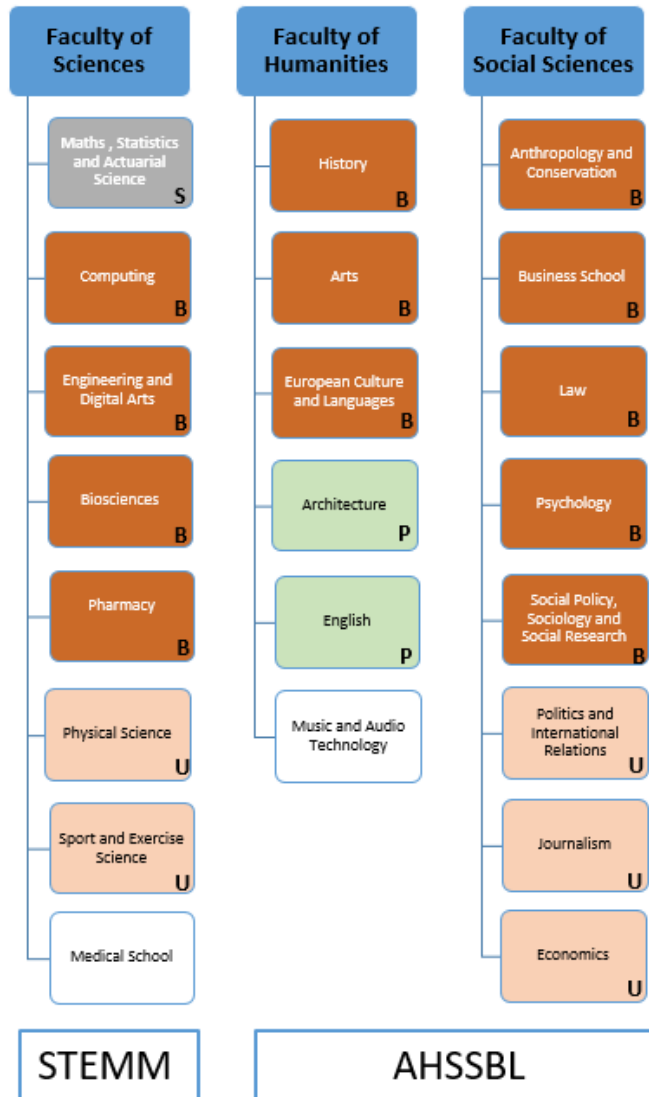


Figure 2.4: Kent's academic Schools and their Bronze/Silver Athena SWAN award status. S = Silver, B= Bronze, U = previous unsuccessful submission, P = pending first submission in 2021

	As of 2016	2017	2018	2019	2020
Faculty of Sciences	<ul style="list-style-type: none"> Maths, Statistics and Actuarial Science Engineering and Digital Arts Physical Science Biosciences 	<ul style="list-style-type: none"> Maths, Statistics and Actuarial Science Pharmacy 	<ul style="list-style-type: none"> Engineering and Digital Arts (R) Computing 	<ul style="list-style-type: none"> Biosciences (R) 	
Faculty of Social Sciences	<ul style="list-style-type: none"> Psychology 		<ul style="list-style-type: none"> Psychology (R) Social Policy, Sociology and Social Research 	<ul style="list-style-type: none"> Law Anthropology and Conservation 	<ul style="list-style-type: none"> Business School
Faculty of Humanities		<ul style="list-style-type: none"> History 	<ul style="list-style-type: none"> European Culture and Languages 		<ul style="list-style-type: none"> Arts

Figure 2.5: Timeline of successful School Athena SWAN applications since 2016. The total number of Schools holding awards has increased from 5 in 2016 to 13 in 2020. (R) = renewal



Figure 2.6: Maths, Statistics and Actuarial Science collecting Kent's first Silver award and History a first award for the Faculty of Humanities, 2018

(ii) information on its teaching and research focus

Since 1965, we have continually developed our research and teaching activities, ranking 17th in the UK for research intensity in the latest REF and being among the 20% of HE providers awarded TEF Gold in 2017.

(iii) the number of staff. Present data for academic and professional services separately

Whilst the overall number of staff has remained relatively stable since 2016, there has been an increase in academics and researchers and a decrease in PS staff, Table 2.2.

	2016	2017	2018	2019	% Change 2016-19
Academic and Research	1,093	1,118	1,173	1,210	10.7%
Professional Services	1,973	2,003	2,077	1,942	-1.6%
Total	3,066	3,121	3,250	3,152	2.8%

Table 2.2: Number of staff 2016-2019

(iv) the total number of departments and total number of students

(v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and professional services separately

AHSSBL dominates in terms of the number of staff and students compared to STEMM and the majority of PS occupy centralised roles (1,489) compared to School roles (453), Table 2.3.

School	Academics and Research	Professional Services	Students
Biosciences	70	42	950
Computing	66	27	1,082
Engineering and Digital Arts	46	28	563
Maths, Statistics and Actuarial Science	55	13	686
Medical School	7	8	0
Physical Sciences	59	32	968
Sport and Exercise Sciences (M)	20	9	397
Pharmacy (M)	36	UoG	UoG
Faculty of Sciences/STEMM Total	359	159	4,646
Architecture	27	15	478
Arts	38	23	790
English	57	16	600
European Culture and Languages	91	23	1,425
History	38	19	676
Music and Audio Technology (M)	8	10	93
Faculty of Humanities Total	259	106	4,062
Anthropology and Conservation	53	15	523
Business (m)	108	40	2,265
Economics	41	12	781
Journalism (M)	8	3	74
Law (b)	83	29	1,626
Politics and International Relations (b)	42	17	1,082
Psychology	70	23	1,135
Social Policy, Sociology and Social Research (m,b)	160	49	1,625
Faculty of Social Sciences Total	565	188	9,111
AHSSBL Total	824	294	13,173
Academics in PS roles not assigned to a specific School	27		
PS staff in central roles		1,489	
Students not assigned to a specific School			832
TOTAL	1,210	1,942	18,651

Table 2.3: Number of academic and research staff, professional services staff and students by School, Faculty and STEMM, AHSSBL grouping. (M) = wholly based in Medway (m) = presence in Medway, (b) = presence in Brussels. UoG = for Pharmacy, the partnership with University of Greenwich means the professional services staff and total student numbers are not assigned to Kent.

STEMM Schools have an under-representation of female academic and research staff and students. AHSSBL Schools have a balanced academic and research staff profile but a higher proportion of female professional services, Table 2.4.

School	Academic and Research Staff			Professional Services Staff			Students		
	F	M	%F	F	M	%F	F	M	%F
Biosciences	28	42	40.0%	28	14	66.7%	553	397	58.2%
Computing	13	53	19.7%	17	10	63.0%	151	931	14.0%
Engineering and Digital Arts	8	38	17.4%	15	13	53.6%	141	422	25.0%
Maths, Statistics and Actuarial Science	16	39	29.1%	11	2	84.6%	270	416	39.4%
Medical School	3	4	42.9%	6	2	75.0%	0	0	0.0%
Physical Sciences	17	42	28.8%	17	15	53.1%	396	572	40.9%
Sport and Exercise Sciences	8	12	40.0%	3	6	33.3%	102	295	25.7%
Pharmacy	20	16	55.6%	UoG	UoG	-	UoG	UoG	-
Faculty of Sciences/STEMM Total	113	246	31.5%	97	62	61.0%	1,613	3,033	34.7%
Architecture	7	20	25.9%	7	8	46.7%	257	221	53.8%
Arts	21	17	55.3%	12	11	52.2%	477	313	60.4%
English	32	25	56.1%	14	2	87.5%	461	138	76.8%
European Culture and Languages	49	42	53.8%	15	8	65.2%	945	478	66.3%
History	16	22	42.1%	14	5	73.7%	243	369	35.9%
Music and Audio Technology	1	7	12.5%	7	3	70.0%	31	62	33.3%
Faculty of Humanities Total	126	133	48.6%	69	37	65.1%	2,414	1,581	59.4%
Anthropology and Conservation	20	33	37.7%	13	2	86.7%	385	138	73.6%
Business	40	68	37.0%	30	10	75.0%	965	1,300	42.6%
Economics	10	31	24.4%	10	2	83.3%	226	555	28.9%
Journalism	2	6	25.0%	2	1	66.7%	40	34	54.1%
Law	50	33	60.2%	22	7	75.9%	1,097	529	67.5%
Politics and International Relations	12	30	28.6%	13	4	76.5%	561	521	51.8%
Psychology	38	32	54.3%	16	7	69.6%	935	200	82.4%
Social Policy, Sociology and Social Research	110	50	68.8%	42	7	85.7%	1,289	336	79.3%
Faculty of Social Sciences Total	282	283	49.9%	148	40	78.7%	5,498	3,613	60.3%
AHSSBL Total	408	416	49.5%	217	77	73.8%	7,912	5,194	60.1%
TOTAL	521	662	44.0%	314	139	69.3%	9,525	8,227	53.5%

Table 2.4: Gender breakdown of academic and research staff, professional services staff and students by School, Faculty and STEMM, AHSSBL grouping. UoG = for Pharmacy, the partnership with University of Greenwich means the professional services staff and total student numbers are not assigned to Kent.

Our student base at 28.6% BAME is more diverse than either our academic (17.5% BAME) or professional services (7.7% BAME) population. This under-representation of BAME staff is a key reason for signing up to the REC in 2020.

A time of transformational change

A major transformation of academic Schools and PS functions is in progress. From November 2020, Schools will organise into 6 Divisions replacing the Faculties, supported by new PS directorates and structures, some of which will be devolved from their current central functions.

Progression of AS work and applications will continue at School level and the Divisional structure will provide opportunities for closer working and sharing of best practice.

We are also establishing a new university-wide EDI structure that has been informed by the work of an EDI T&F Group, chaired by the AS academic lead^{3.6}. This work began as a piece of analysis to support signing up to REC, informed by our learnings from AS and revealed the need for wider organisational change to best support EDI in future.

For 2020/21 there is now an institutional EDI lead in place and new Deputy Director of Division roles have been established with EDI in their remit and the overall re-organisation programme is being supported by an on-going Equality Analysis. The creation of a central EDI team was approved by Senate in November 2020.

We will have the organisational structure required to advance our on-going institutional AS work, our commitment to REC and the wider EDI agenda noting the importance of an inclusive environment as set out in our 2025 strategy: 'Our university is based on equality, diversity, respect and we value each other'.

Word count: 567

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words



Describe the self-assessment process. This should include:



- (i) a description of the self-assessment team
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team



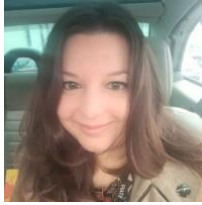



(i) Description of the self-assessment team

ISAT membership reflects its role as a steering group for institutional AS activities with several senior roles within the organisation represented, including the VC and the new academic lead for EDI.

We have drawn on ISAT members' experience of delivering strategic culture change and their connections to ensure that AS principles and issues raised have a voice across the institution's decision-making forums^{5,6,10} and within the HE sector.

Name	Job Title	Job Type	Gender	Experience and concurrent membership of other groups, committees and networks during ISAT tenure
 <p>Sarah Vickerstaff Chair</p>	<p>Professor of Work and Employment (AHSSBL)</p>	<p>Academic</p>	<p>Female</p>	<p>Chair of Athena SWAN working Group</p> <p>Chair of EDI Task and Finish Group</p> <p>Member of University, Faculty, Schools and Promotions Committees, Staff Policy Committee, REF Steering Group, Honorary Degrees Committee, Academic Career Map Project, Women's Network</p> <p>Member of HE sector Network of EDI Academic Leaders (NEDIAL)</p>
 <p>Simon Kirchin Deputy Chair</p>	<p>Director of the Division of Arts and Humanities, formerly Dean of Faculty of Humanities (AHSSBL)</p>	<p>Academic</p>	<p>Male</p>	<p>Deputy Chair of ASWG</p> <p>Member of University Promotions Committee, REF Steering Group, Joint Staff Negotiating and Consultation Committee</p>

 <p>Karen Cox</p>	<p>Vice Chancellor and President</p>	<p>Academic</p>	<p>Female</p>	<p>Chair of Executive Group, Senate</p> <p>Member of Council</p> <p>Executive Group Gender and LGBT+ Champion</p>
 <p>Georgina Randsley de Moura</p>	<p>Deputy Vice-Chancellor – Academic Strategy, Planning and Academic Performance</p> <p>Executive Group EDI lead</p>	<p>Academic</p>	<p>Female</p>	<p>Member of Joint Staff Negotiating and Consultation Committee, EDI Task and Finish Group</p>
 <p>Peter Clarkson</p>	<p>Professor of Mathematics (STEMM)</p>	<p>Academic</p>	<p>Male</p>	<p>School SAT lead</p> <p>Athena SWAN panel chair</p> <p>Member of School Promotions Committee, Staff Policy Committee</p> <p>Member of Staff Disability Network</p>
 <p>Farzin Deravi</p>	<p>Professor of Information Engineering</p> <p>Head of School of Engineering and Digital Art (STEMM)</p>	<p>Academic</p>	<p>Male</p>	<p>Co-chair of School EDI committee</p> <p>Member of School Promotions Committee, EDI Task and Finish Group</p>
 <p>Louise Naylor</p>	<p>Director of Unit for Enhancement of Learning and Teaching</p>	<p>Professional Services</p>	<p>Female</p>	<p>Chair of Women’s Network</p> <p>Member of Academic Career Map project team</p>
 <p>Rachel MacPhee</p>	<p>Director of Operations, Division for the Study of Law, Society and Social Justice, formerly School Administration Manager (AHSSBL)</p>	<p>Professional Services</p>	<p>Female</p>	<p>Member of School SAT</p>

 David Hayling	Head of IT Infrastructure	Professional Services	Male	Liaises with Information Services EDI Group and Part-time and Distance Learners Support Group
 Clemence Marest	Assistant Director Learning and Organisational Development	Professional Services	Female	Chair of HR EDI Governance Group Member of EDI Task and Finish Group
 Becky Lamyman	Student Equality, Diversity and Inclusivity Officer	Professional Services	Female	Co-chair of EDI Reps network Member of EDI Task and Finish Group
 Ben Watson	Accessible Information Adviser	Professional Services	Male	Member of OPERA accessibility Project Group, EDI Task and Finish Group
 Hendrik Huelss	Researcher School of Politics and International Relations (AHSSBL)	Postdoctoral Researcher	Male	Member of School's research grants and impact strategy group, Early Career Researcher network
 Minna Janhonen	Athena SWAN Adviser	Professional Service	Female	Chair of School SAT Leads Network Member of Women's Network




 Carin Tunaker	Athena SWAN Postdoctoral Research Associate (AHSSBL)	Postdoctoral Researcher	Female	Founder of Women’s Research Network (WREN) Co-chair of LGBT+ Staff Network Member of EDI Task and Finish Group, Early Career Researcher Network, Kaleidoscope BAME allies Network
 Kati Ramsden	Athena SWAN Data Analyst	Professional Service	Female	Member of Women’s Network
 Anne-Marie Baker	Athena SWAN Project Manager	Professional Service	Female	Member of HR EDI Governance Group, Technician’s Commitment Working Group, Researcher Development Working Group, EDI Task and Finish Group, Reward Strategy Group, REF Individual Circumstances Committee, LGBT+ Staff Network, Kaleidoscope BAME allies Network

Figure 3.1: Members of the Institutional self-assessment team 2019/2020

Membership has been regularly reviewed and new members are recruited directly by the chair to ensure gender balance, strategic leadership and representation of STEM and AHSSBL, PS, academics and ECRs^{3.1,3.2}.

Excluding the 5 *ex-officio* members of the central AS team, there is a balance of 6 men and 6 women.

(ii) The self-assessment team process

ISAT members bring a range of experience in terms of parenting, caring and being in minority groups and are also committed to the principle of consulting with colleagues to better understand their experiences via different AS activities, Table 3.1. (Data redacted)

	Year	Participants		
		Total	F	M
Events				
AS Awareness Day Canterbury	2017	34		
AS Awareness Day Medway	2018	13		
IWD/Parents Discussion	2019	70		
PS Progressing Together	2019	78		
Menopause Café	2020	21		
Focus Groups				
Parents at Kent Focus Group	2018	47		
Part Time Focus Group	2019	8		
IMD Focus Group	2019	29		
PDRA Focus Group	2019	13		
Surveys*				
Keeping in Touch Day (KIT) Survey	2017	33		
International Men's Day Survey	2018	68		
International Women's Day Survey	2019	86		
Part -Time Working Survey	2019	465		
Keeping in Touch Day (KIT) Survey	2020	74		
1:1 Interviews				
Law	2019	13		
Journalism	2019	11		
Art	2019	11		
Business School	2019	12		
PDRA's	2019	5		
Research Services	2019	4		
HE sector EDI academic leads	2020	4		
Total		1099	824	256

Table 3.1: Athena SWAN consultation events and participants 2017-2020.

**Gender analysis of survey responses is based on 'Female' and 'Male' gender identity responses only and therefore does not always reflect the total number of responses.*

University networks and groups were also consulted on issues and updated on the progress of the institutional AS work, as were those responsible for governing and implementing changes.



Figure 3.2: Consultation, governance and delivery structure for gender equality changes

IMPACT: *Self-assessment process focused on individual consultation and led to changes beyond the Bronze action plan that otherwise would not have happened, including:*

- *additional pay and leave for parents of premature babies (section 5.5)*
- *professional services processing at graduation (section 5.6i)*
- *improving the parental entitlements for PGRs on Kent scholarships (section 5.5)*
- *the creation of a Women in Research network, WREN (section 7)*

ISAT members personally influenced strategic initiatives including the new Academic Career Map (ACM, 5.1iii) and Pay and Reward Strategy (4.1iv) to ensure consideration of gender equality.

The AS team engaged with HEIs across the sector via the Network of EDI Academic Leads (NEDIAL) and the South East regional AS meetings to share ideas.

The assessment process also drew on the responses of 2 surveys run in 2019, Table 3.2:

- staff survey: launched following an initial pilot for a subset of staff run in 2018
- Vitae's CROS, targeted at ECRs

Survey	Responses	F	M	%F	%M
Staff survey	1,754	888	599	59.7%	40.3%
Careers in Research on-line survey (CROS) aimed at early career researchers	104	54	40	57.4%	42.6%

Table 3.2: Responses to 2019 staff survey and Vitae CROS Gender analysis of survey responses is based on 'Female' and 'Male' gender identity responses only and therefore does not reflect the total number of responses.

Specific results are referenced throughout the application. In addition the ISAT carried out a broader EDI analysis of the staff survey which has been used as discussion points with representative staff networks and to build the case for signing up to REC, Table 3.3.

Staff Survey Question\Responses	Total %	GENDER		RACE			SEXUAL ORIENTATION			DISABILITY		RELIGION		AGE		
		F	M	BAME	White	Hetero	LGB+	No	Yes	Christian	Other	Under 40	40-50	Over 50		
Meetings and social activities take place at times when those with caring responsibilities can attend	79%	79%	82%	77%	81%	81%	78%	80%	74%	79%	78%	80%	79%	79%		
My school/department uses women as well as men as visible role models	94%	94%	95%	87%	96%	95%	91%	95%	88%	94%	91%	94%	95%	94%		
The University's policies on equality are respected and promoted in my school/department	86%	86%	90%	80%	90%	88%	85%	88%	80%	88%	82%	88%	88%	87%		

Table 3.3: EDI analysis of a subset of staff survey questions. Figures show the proportion of positive responses ('Agree' and 'Strongly Agree') of particular groups compared to the total.

Further insight for the SAT came from the findings of an external 'Review of Research Staff Support at the University of Kent' commissioned in 2018 by the Graduate School (5.3.iii).

Since 2017, ISAT's remit has expanded to include:-

- supporting delivery of the action plan, monitoring progress against objectives and reviewing evidence of impact
- approving new actions arising from ideas/issues across the institution
- promoting AS events, focus groups and surveys
- encouraging colleagues to become trained AS panellists (increasing numbers from 14 to 18^{5.6.19}) and to sit on internal mock panels, provided for all Schools
- embedding AS and wider EDI considerations within key committees, working groups and networks

The ISAT meets termly with dates published in the university diary^{3.3}. The team receives an update on progress against the Bronze action plan along with proposals for new initiatives to be considered. For matters arising in-between meetings and in the lead-up to the Silver submission, the AS lead has carried out more frequent communications as needed.

ISAT minutes are shared with the ASWG, constituted by a SAT member from each School, EDI representatives from PS departments, the President of the Student Union, a staff Union representative and chairs of our LGBT+ and Disability networks^{3.1}. The ASWG also meets termly, and with over 30 members supports the ISAT by raising gender equality issues and ideas from broader communities across the university.

The SAT leads network^{5.6.17} has helped share best practice, particularly across STEMM and AHSSBL particularly in the promotions process (5.1iii) and supporting maternity returners (5.5ii).

Through the AS budget, ISAT funded bursaries for 9 female journalism students around the country to attend the Worldwide Congress of Women Journalists and Writers, held in the UK and co-hosted by Kent.



Figure 3.3 The Athena SWAN Women in Journalism bursary winners, 2018.

Links to other working groups have allowed the alignment of action plans; the Silver plan is co-created with HR's EDI strategy, Gender Pay Gap, HR Excellence in Research and Technician Commitment.

The work of ISAT is held to account by Council through a wider annual review of EDI progress^{3.4}.

(iii) Future plans for the SAT

The ISAT will continue to meet termly and in 2020/21 the deputy chair will replace the current chair as academic AS lead, reviewing other changes of membership as required as the new organisational structure is established.

Deputy Directors of Divisions will have EDI within their remit and the ISAT chair will brief them on AS work.

There will be increased integration between ISAT and the emerging EDI structures and it is important that AS is embedded in institution-wide EDI groups to maintain our progress.

ACTION 1: Review membership of the institutional self-assessment team in light of new organisational structures

ACTION 2: Ensure Athena SWAN representation within new university EDI governance and operational structures

ACTION 3: Brief the new network of Divisional Deputy Directors on gender equality issues and initiatives and opportunities to share best practice across their constituent Schools

ISAT will be able to advise on the membership and processes required to support the REC SAT.

ACTION 4: Support and advice on the creation of the Race Equality Charter self-assessment team and its integration into wider university EDI structures and networks

Different types of surveys will be used in future to capture staff feedback on different themes or initiatives as they happen (**Action 61**) and the ISAT will influence the content and analyse the results of these.

Schools will continue to progress their AS action plans and submissions with the ISAT supporting them through the co-ordination of the SAT leads network and mock panels, together with determining the funding and support provided at a Divisional level.

Staff and students will be updated on future AS news through news items, social media, the AS website and an 'Equality Matters' blog page^{3.5} which has generated over 1,800 page views within its first 6 months of launch and has contributions on age, race, mental health as well as gender.



Figure 3.4: Examples of Athena SWAN communications: Kent staff weekly newsletter and the 'Equality Matters' blog page

Word count: 875

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

IMPACT: Since 2016:

Proportion of female professors increased from 27.8% to 33.8%

Proportion of female lecturers increased from 45.7% to 48.5%

Overall female academic population increased from 42.1% to 44.1%

Since 2016 the proportion of female academics has increased to 44.1% closer to the benchmark of 45.9%, Table 4.1.

	Total	F	M	% F	%M
2019	1,210	534	676	44.1%	55.9%
2018	1,173	509	664	43.4%	56.6%
2017	1,118	471	647	42.1%	57.9%
2016	1,093	460	633	42.1%	57.9%

Table 4.1: Gender profile of academic staff population 2016-2019

Gender profile by role has changed over this time, Table 4.2.

INSTITUTION	2019				
	Total	No. F	No. M	% F	% M
Researcher	203	114	89	56.2%	43.8%
Lecturer	396	192	204	48.5%	51.5%
Senior Lecturer	269	112	157	41.6%	58.4%
Reader	109	35	74	32.1%	67.9%
Professor	225	76	149	33.8%	66.2%
Clinical Academics	8	5	3	62.5%	37.5%
Total	1,210	534	676		

INSTITUTION	2018				
	Total	No. F	No. M	% F	% M
Researcher	201	109	92	54.2%	45.8%
Lecturer	360	175	185	48.6%	51.4%
Senior Lecturer	275	115	160	41.8%	58.2%
Reader	99	34	65	34.3%	65.7%
Professor	227	71	156	31.3%	68.7%
Clinical Academics	11	5	6		
Total	1,173	509	664		

INSTITUTION	2017				
	Total	No. F	No. M	% F	% M
Researcher	191	106	85	55.5%	44.5%
Lecturer	351	158	193	45.0%	55.0%
Senior Lecturer	260	104	156	40.0%	60.0%
Reader	94	33	61	35.1%	64.9%
Professor	213	65	148	30.5%	69.5%
Clinical Academics	9	5	4		
Total	1,118	471	647		

INSTITUTION	2016				
	Total	No. F	No. M	% F	% M
Researcher	187	102	85	54.5%	45.5%
Lecturer	348	159	189	45.7%	54.3%
Senior Lecturer	249	102	147	41.0%	59.0%
Reader	86	32	54	37.2%	62.8%
Professor	212	59	153	27.8%	72.2%
Clinical Academics	11	6	5	54.5%	45.5%
Total	1,093	460	633		

Table 4.2: Gender analysis of the institutional academic career pipeline

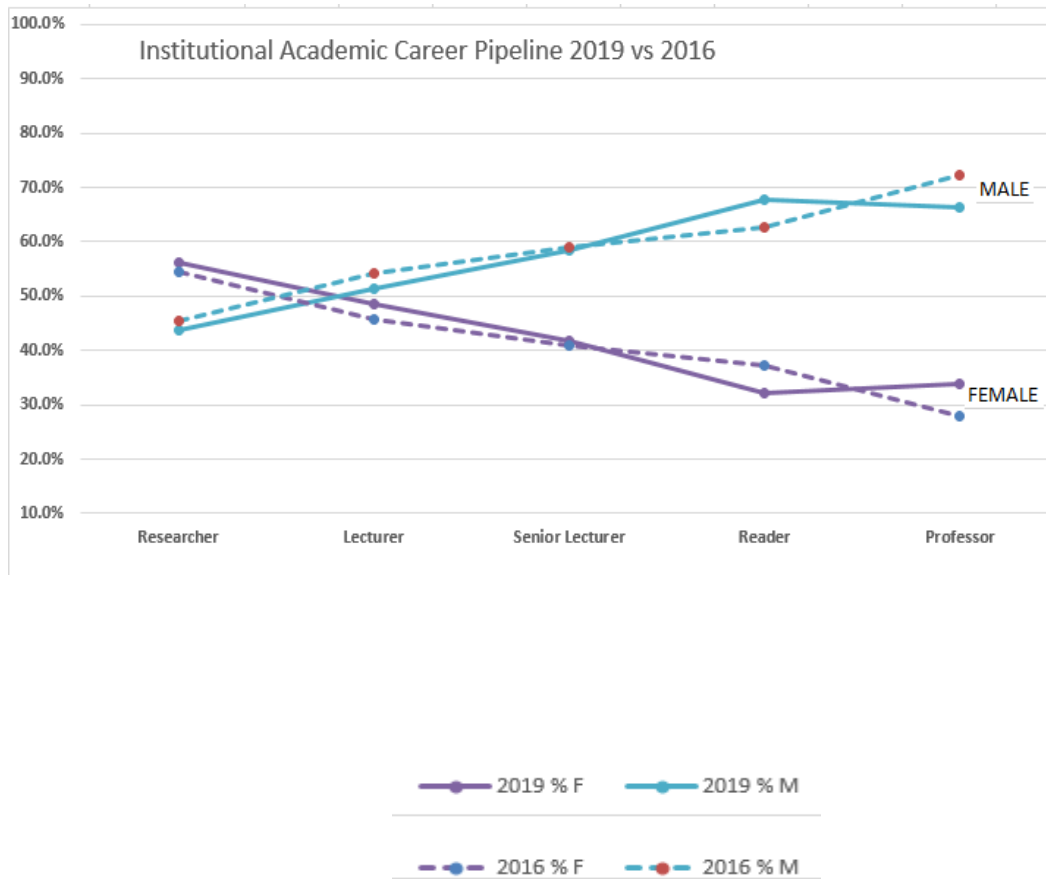


Figure 4.1: Representation of the changes to the gender profile of the academic career pipeline between 2019 and 2016 for the institution

An increase in the proportion of female lecturers from 45.7% to 48.5% meets Bronze Objective 1.

This has been in part due to the gender balanced outcomes of the project to move lecturers from timesheet to substantive contracts^{4.2} and also due to actions underpinning Objective 3 - to increase the proportion of job applications from women to 40% - which for lecturers is now 40.6%.

The proportion of female professors has increased from 27.8% to 33.8%, against benchmark 25.5%. This has been driven by continual review and improvement of the promotions process with a particular focus on those on Teaching Contracts (5.1iii).

Promotion is the main process affecting the size and gender balance of the professor pool with 45 promotions in the last 3 years compared to 9 recruitments. Female applicants for professorial promotion have had a higher success rate than male applicants since 2016.

Against these positive movements there has been a decline in the female proportion of readers from 37.2% to 32.1%.

This is concerning for the applicant pool for future professorships: even though promotion success rates are strong we need a growing and gender balanced reader pool. Sections 5.1i and 5.1iii set out actions to improve recruitment and promotion processes.

The majority of academics are in AHSSBL subjects, 68.3% (827/1,210) and the profile has moved towards being gender balanced with 49.5% female representation. The gender profile in STEMM still shows an under-representation of women at 31.1%, Table 4.3.

	2019				
	Total	F	M	% F	% M
University	1,210	534	676	44.1%	55.9%
AHSSBL	827	409	418	49.5%	50.5%
STEMM	354	110	244	31.1%	68.9%
Not aligned to STEMM or AHSSBL	21	10	11	47.6%	52.4%
Academics in Clinical posts	8	5	3	62.5%	37.5%

	2018				
	Total	F	M	% F	% M
University	1,173	509	664	43.4%	56.6%
AHSSBL	800	397	403	49.6%	50.4%
STEMM	350	102	248	29.1%	70.9%
Not aligned to STEMM or AHSSBL	12	5	7	41.7%	58.3%
Academics in Clinical posts	11	5	6	45.5%	54.5%

	2017				
	Total	F	M	% F	% M
University	1,118	471	647	42.1%	57.9%
AHSSBL	759	360	399	47.4%	52.6%
STEMM	338	102	236	30.2%	69.8%
Not aligned to STEMM or AHSSBL	12	4	8	33.3%	66.7%
Academics in Clinical posts	9	5	4	55.6%	44.4%

	2016				
	Total	F	M	% F	% M
University	1,093	460	633	42.1%	57.9%
AHSSBL	731	346	385	47.3%	52.7%
STEMM	331	99	232	29.9%	70.1%
Not aligned to STEMM or AHSSBL	20	9	11	45.0%	55.0%
Academics in Clinical posts	11	6	5	54.5%	45.5%

Table 4.3: Gender analysis of the University's academic population including clinical posts and those roles not aligned to STEMM/AHSSBL

AHSSBL has an under-representation of men at researcher level but this in itself is not a progression barrier: with over 3 times as many male AHSSBL professors (98) as there are researchers (32). Rather, the data suggests barriers at SL and reader level that are disproportionately inhibiting women, roles that have seen a drop in the proportion of women since 2016, Table 4.4.

Leavers data highlights an issue for AHSSBL SLs as the proportion over the last 3 years, 57.7% is higher than the 2016 female SL population, 47.1%, explored and actioned in 4.1iv.

AHSSBL	2019				
	Total	No. F	No. M	% F	% M
Researcher	113	81	32	71.7%	28.3%
Lecturer	291	150	141	51.5%	48.5%
Senior Lecturer	178	80	98	44.9%	55.1%
Reader	79	30	49	38.0%	62.0%
Professor	166	68	98	41.0%	59.0%
Total	827	409	418	49.5%	50.5%

AHSSBL	2018				
	Total	No. F	No. M	% F	% M
Researcher	116	83	33	71.6%	28.4%
Lecturer	257	135	122	52.5%	47.5%
Senior Lecturer	191	88	103	46.1%	53.9%
Reader	76	30	46	39.5%	60.5%
Professor	160	61	99	38.1%	61.9%
Total	800	397	403	49.6%	50.4%

AHSSBL	2017				
	Total	No. F	No. M	% F	% M
Researcher	104	72	32	69.2%	30.8%
Lecturer	251	121	130	48.2%	51.8%
Senior Lecturer	182	81	101	44.5%	55.5%
Reader	72	29	43	40.3%	59.7%
Professor	150	57	93	38.0%	62.0%
Total	759	360	399	47.4%	52.6%

AHSSBL	2016				
	Total	No. F	No. M	% F	% M
Researcher	92	63	29	68.5%	31.5%
Lecturer	251	124	127	49.4%	50.6%
Senior Lecturer	172	81	91	47.1%	52.9%
Reader	67	28	39	41.8%	58.2%
Professor	149	50	99	33.6%	66.4%
Total	731	346	385	47.3%	52.7%

Table 4.4 Gender analysis of the academic career pipeline for AHSSBL, excluding academics in clinical posts or roles not aligned to AHSSBL

Positively, 41.0% of AHSSBL professors are women compared to benchmark of 32.1%.

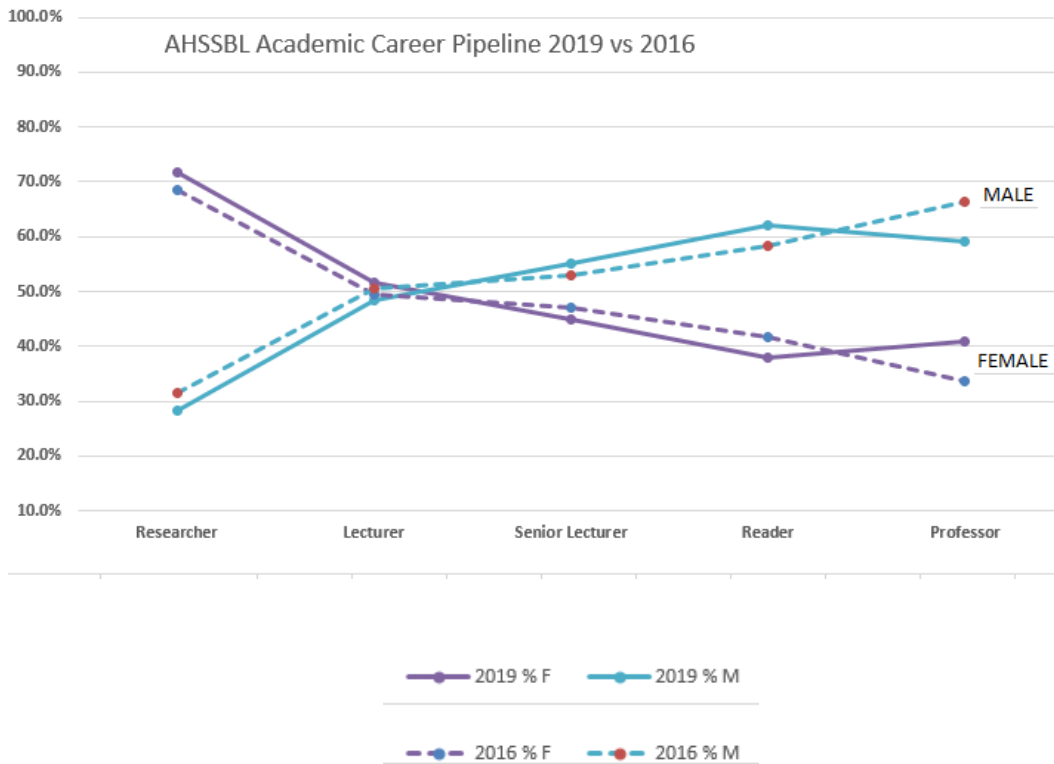


Figure 4.2: Representation of the changes to the gender profile of the academic career pipeline between 2019 and 2016 for AHSSBL

The difference between STEMM and AHSSBL pipelines is stark: STEMM continues to show a female under-representation at every level although there have been improvements at lecturer, SL and professorial level - still only 12.0% compared to 21.3% benchmark, Table 4.5.

STEMM	2019				
	Total	No. F	No. M	% F	% M
Researcher	89	32	57	36.0%	64.0%
Lecturer	99	38	61	38.4%	61.6%
Senior Lecturer	87	30	57	34.5%	65.5%
Reader	29	4	25	13.8%	86.2%
Professor	50	6	44	12.0%	88.0%
Total	354	110	244	31.1%	68.9%

STEMM	2018				
	Total	No. F	No. M	% F	% M
Researcher	89	28	61	31.5%	68.5%
Lecturer	102	38	64	37.3%	62.7%
Senior Lecturer	82	26	56	31.7%	68.3%
Reader	22	3	19	13.6%	86.4%
Professor	55	7	48	12.7%	87.3%
Total	350	102	248	29.1%	70.9%

STEMM	2017				
	Total	No. F	No. M	% F	% M
Researcher	90	36	54	40.0%	60.0%
Lecturer	100	37	63	37.0%	63.0%
Senior Lecturer	76	21	55	27.6%	72.4%
Reader	21	3	18	14.3%	85.7%
Professor	51	5	46	9.8%	90.2%
Total	338	102	236	30.2%	69.8%

STEMM	2016				
	Total	No. F	No. M	% F	% M
Researcher	95	39	56	41.1%	58.9%
Lecturer	93	33	60	35.5%	64.5%
Senior Lecturer	75	19	56	25.3%	74.7%
Reader	18	3	15	16.7%	83.3%
Professor	50	5	45	10.0%	90.0%
Total	331	99	232	29.9%	70.1%

Table 4.5: Gender analysis of the academic career pipeline for STEMM, excluding academics in clinical posts or roles not aligned to STEMM

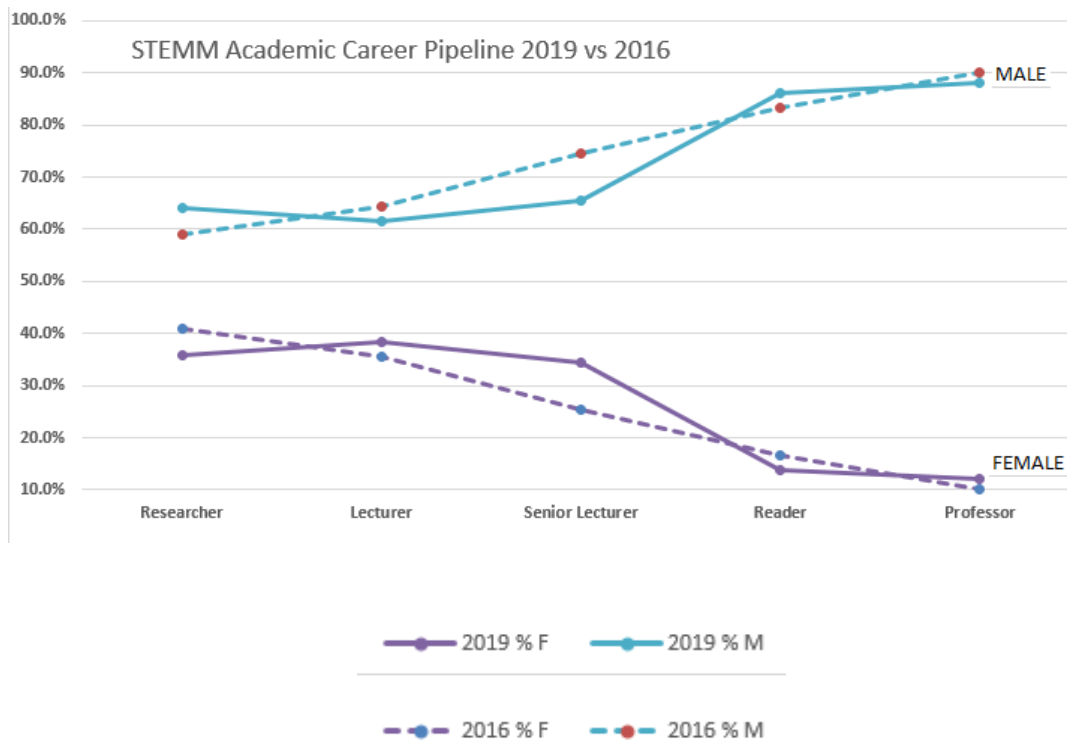


Figure 4.3: Representation of the changes to the gender profile of the academic career pipeline between 2019 and 2016 for STEMM

Positive movement at SL level has been helped by the KMMS recruitment approach^{5.1.2} (5.1i) with 5 female and 3 male SLs appointed. Also, the success rate for women applying for promotion to STEMM SL is strong with 20 out of 23 successful applications since 2016.

In contrast to AHSSBL, where issues in the career pipeline manifest at SL level and above, for STEMM the problem remains much earlier with female under-representation at researcher and lecturer level. We have seen a drop in the proportion of female STEMM researchers from 41.1% to 36.0%.

STEMM researcher recruitment has shown an increase in the proportion of female applicants over the last 3.5 years from 26.4% to 45.4%, averaging out at 32.1% exceeding the 30% Objective 2 target. However this is not enough to change the overall gender balance of the pool: the 32.1% of female applications resulted in 35.0% of STEMM researcher appointments being female which will serve only to maintain the gender profile of the pool at its current level given that the gender balance of STEMM researchers leaving over the last 3 years has been proportional to the pool (16 out of 46, 34.8%).

Recruitment is also key to addressing the under-representation of female STEMM lecturers, but in this case focussing on the appointment of our own researchers. We rely heavily on external recruitment of lecturers: in one year only 4.9% of lecturer appointments in STEMM were from internal candidates (6.9% for AHSSBL).

Actions to further increase the proportion of female applicants to STEMM researcher positions and promote the appointments of our own researchers to lecturers have been identified (5.1i).

This work will also benefit our AHSSBL researchers as there is a drop in the proportion of women between researcher level (71.7%) and lecturer level (51.5%), Table 4.5.

Additionally the AHSSBL researchers leaving are 50% female compared to their 2016 population of 68.5% suggesting a 'sticky floor' scenario where more female researchers are recruited in and are more likely to stay in role.

Academic Staff and Ethnicity

In terms of ethnicity by role, there is a lower proportion of BAME staff at both researcher and professor level, Table 4.6, and of the total professorial population only 8.8% are BAME men and 3.5% BAME women. We are above the sector average (7.7% and 2.3% respectively) but there is still much work needed and REC will add further support to this.

INSTITUTION	BAME	White	% BAME	% White
Researcher	24	145	13.9%	17.8%
Lecturer	71	273	41.0%	33.6%
Senior Lecturer	41	196	23.7%	24.1%
Reader	16	76	9.2%	9.3%
Professor	21	123	12.1%	15.1%
Total	173	813		

Table 4.6: Ethnicity of academic staff, excluding academics in clinical posts and where ethnicity is unknown

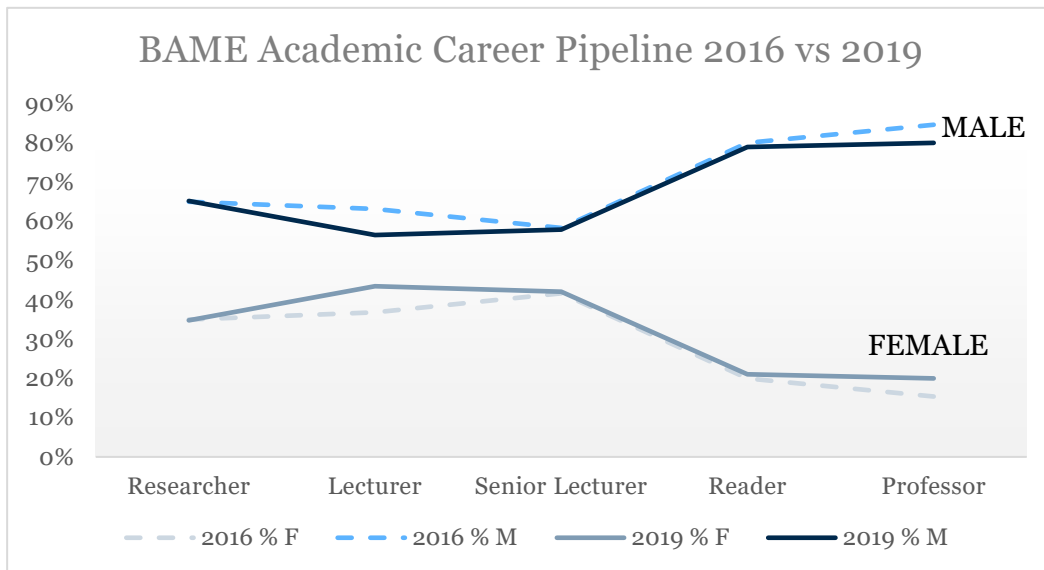


Figure 4.4 Representation of the changes to the gender profile of the academic career pipeline between 2019 and 2016 for BAME

The Academic BAME Pipeline (Figure 4.4) follows similar trend to the overall Institutional Academic Pipeline (Figure 4.1), however the gap doesn't seem to be closing as quickly. As seen in below BAME men's career progression follows similar pattern to their White counterparts (similar proportion at Researcher and Professor Level), however BAME females' career progressions seems to stall at SL level. (Table 4.4, Table 4.7). (Table redacted)

Table 4.7: Academic BAME Gender analysis of the institutional career pipeline 2016 vs 2019

ACTION 6: Consult with BAME staff network and learn from their survey to pinpoint BAME staff experience of academic career progression and feed these understandings into the new University EDI committee and promotion processes at all levels

ACTION 7: Undertake research on BAME staff recruitment to elicit views from existing staff about the decision to apply and accept positions at Kent and review recruitment and selection processes in the light of this.

ACTION 8: University Promotions Committee to continue collecting data on the gender, ethnicity and age profiles of applicants and success rates and take action to address identified disadvantaged groups.

Part-time working

Objective 4 was to better understand the impact of part-time working. Since 2016 the proportion of academics working part-time has increased overall but tracks below the 33.6% benchmark, Table 4.7. Women are consistently over-represented although to a lesser degree than the 40.5% benchmark of female academics working part-time.

	Overall		Female		Male	
	No	%	No	%	No	%
2019						
Full-time	993	82.1%	405	75.8%	588	87.0%
Part-time	217	17.9%	129	24.2%	88	13.0%
Total	1,210		534		676	
2018						
Full-time	972	82.9%	393	77.2%	579	87.2%
Part-time	201	17.1%	116	22.8%	85	12.8%
Total	1,173		509		664	
2017						
Full-time	946	84.6%	374	79.4%	572	88.4%
Part-time	172	15.4%	97	20.6%	75	11.6%
Total	1,118		471		647	
2016						
Full-time	927	84.8%	365	79.3%	562	88.8%
Part-time	166	15.2%	95	20.7%	71	11.2%
Total	1,093		460		633	

Table 4.8: Proportion of academic staff on full-time and part-time contracts

Part-time contracts are used across all academic roles with 59.4% of them filled by women, Table 4.8.

Two populations of part-time workers show a gender imbalance: female researchers and male professors with the likelihood that part-time work is more advantageous to the latter group at the end of their career and potentially detrimental to the former's career progression.

Women being more likely to work part-time, and at lower levels in the organisation also contributes to the gender pay gap.

2019	Part-time contracts				
	Total	F	M	% F	% M
Researcher	47	34	13	72.3%	27.7%
Lecturer	82	58	24	70.7%	29.3%
Senior Lecturer	29	15	14	51.7%	48.3%
Reader	12	6	6	50.0%	50.0%
Professor	42	13	29	31.0%	69.0%
Total	212	126	86	59.4%	40.6%

Table 4.9: Distribution of part-time contracts across academic roles, excluding clinical roles

Across disciplines there are a lower proportion of part time roles in STEMM and these are disproportionately filled by women, Table 4.9.

2019	Overall		Female		Male	
	No	%	No	%	No	%
Full-time	993	82.1%	405	75.8%	588	87.0%
Part-time	217	17.9%	129	24.2%	88	13.0%
Total	1,210		534		676	
AHSSBL:						
Full-time	669	80.7%	309	75.2%	360	86.1%
Part-time	160	19.3%	102	24.8%	58	13.9%
Total	829		411		418	
STEMM:						
Full-time	307	85.3%	86	76.1%	221	89.5%
Part-time	53	14.7%	27	23.9%	26	10.5%
Total	360		113		247	

Table 4.10: Proportion of academic staff on full-time and part-time contracts in 2019 by gender and by AHSSBL and STEMM, excludes roles not aligned to STEMM or AHSSBL

This part-time working data made the 2019 qualitative research, a survey and focus group^{4,3}, Table 3.1, investigating the impact on career progression all the more important.

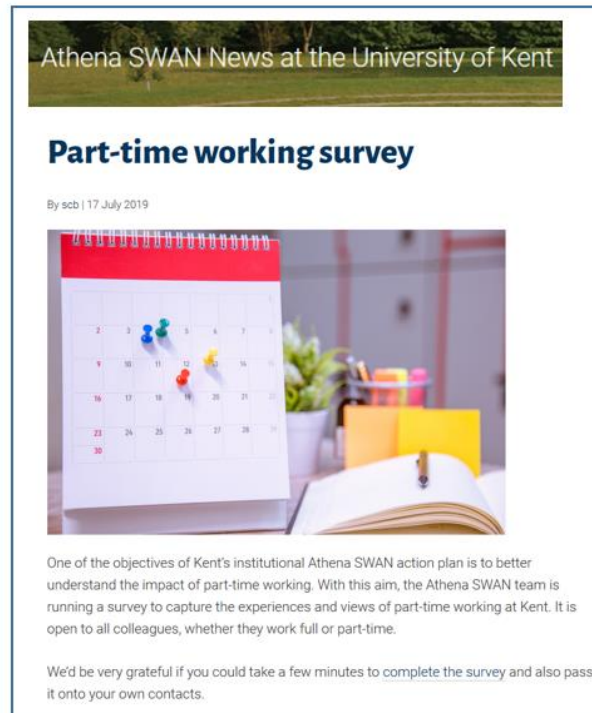


Figure 4.11: Promoting the Athena SWAN part-time survey, 2019

A gender analysis of the academic response to the quantifiable questions of the part-time survey is shown in Table 4.10. The response of part time academics for 'feeling left out' was lower than the total staff response but higher for male academics, as was 'feeling less valued'.

Part-time Survey 2019	Total Staff		Academics		Female Academics		Male Academics	
	No.	%	No.	%	No.	%	No.	%
Agreeing with the question:								
Did/do you ever feel 'left out' when working part-time?	188	62.2%	57	57.6%	37	53.6%	14	60.1%
Has working part-time made you feel less valued compared to your full time colleagues?	133	44.2%	43	43.0%	70	37.0%	13	56.5%
Have you ever had to decline development opportunities because of working part-time?	144	47.8%	47	47.0%	33	47.1%	10	43.5%

Table 4.12: Number and % of responses from part-time academic staff agreeing to the quantitative part-time survey questions, 2019

This points to the need for male academics working part-time to visibly share their experiences.

The qualitative responses revealed that for all staff childcare was the main reason for working part-time with positive aspects being able to spend more time with children and a better work-life balance.

For academics there were reports of still working full time hours but on part-time pay and a fear of this prevented applications for part-time work.

Responses pointed towards an academic culture where long hours are expected and those that work them are celebrated, at the same time creating a flexibility stigma where working part-time due to parenthood is not considered career-focused.

“a request for part-time working is a clear signal that I am not taking my career seriously”

“... academia is and should be feast or famine and part time work does not lend itself to this”

“so much of the academic role requires working outside normal hours. and if you have children (especially if you are a sole parent), it is impossible to do this more frequently than on the odd occasion. As a result, you fall behind other colleagues... promotion is less likely because you have less of a visible profile in the department”

2019 Part-time survey academic responses

Our understanding of the academic part-time experience is now advanced and together with raising the findings with new Deputy Divisional Directors (**Action 3**) we will take action to share part-time experiences.

ACTION 9: Publicise senior role models and male parents working part-time to share their experiences through Athena SWAN events and communication channels such as the Equality Matters blog

Our research will be shared more widely via a paper ‘Guilt and Stigma of part-time and flexible work in Higher Education’.

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

[Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.](#)

The proportion of FTC academics has remained constant over the last 4 years and is currently 22.9%, lower than the 33.5% benchmark^{4.1}. Female academics have been consistently more likely to be on FTC than their male colleagues albeit below the 35.6% benchmark, Table 4.11.

	Overall		Female		Male	
	No	%	No	%	No	%
2019						
Open ended	933	77.1%	386	72.2%	547	80.9%
Fixed term	277	22.9%	148	27.8%	129	19.1%
Total	1,210		534		676	
2018						
Open ended	893	76.1%	365	71.7%	528	79.5%
Fixed term	280	23.9%	144	28.3%	136	20.5%
Total	1,173		509		664	
2017						
Open ended	858	76.7%	342	72.6%	516	79.8%
Fixed term	260	23.3%	129	27.4%	131	20.2%
Total	1,118		471		647	
2016						
Open ended	846	77.4%	342	74.3%	504	79.6%
Fixed term	247	22.6%	118	25.7%	129	20.4%
Total	1,093		460		633	

Table 4.13: Proportion of academic staff on fixed term vs open-ended contracts by gender

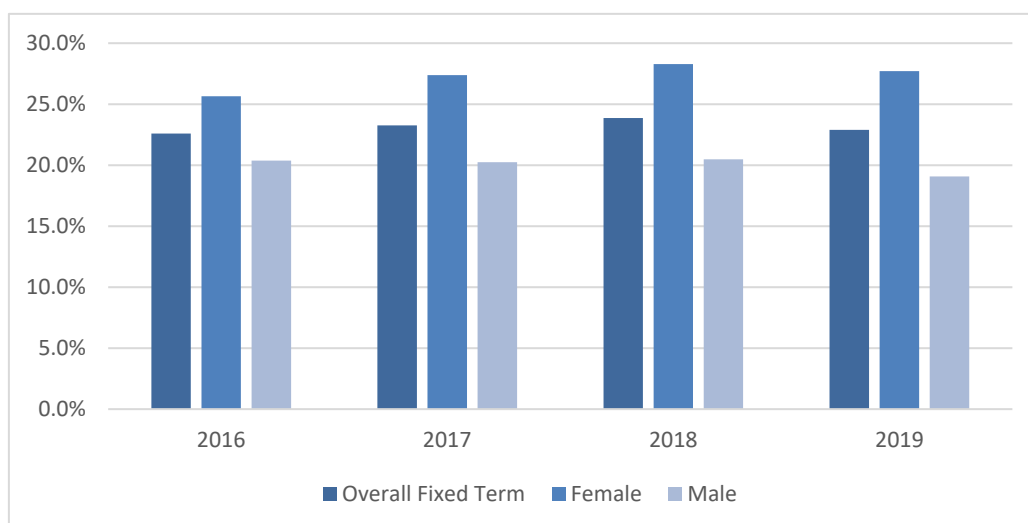


Figure 4.6 The gender profile of fixed term academic staff 2016-2020

FTCs are a feature of research project funding and the majority, 60.4% are found at researcher level, Table 4.12. For teaching posts, FTCs are used to provide specialist knowledge/industry skills for part of a module or to cover teaching due to others being on leave (e.g. maternity cover) or bought out on research grants.

The prevalence of FTCs is at early career levels where the majority of women are employed^{4.1}. 92.8% of FTCs are across researcher and lecturer roles where 57.9% of female academics are found compared to 43.5% of male academics.

2019	Distribution of Fixed Term contracts		Distribution of all female academics		Distribution of all male academics	
	No	%	No	%	No	%
Researcher	166	60.4%	114	21.6%	89	13.2%
Lecturer	89	32.4%	192	36.3%	204	30.3%
Senior Lecturer	4	1.5%	112	21.2%	157	23.3%
Reader	3	1.1%	35	6.6%	74	11.0%
Professor	13	4.7%	76	14.4%	149	22.1%
Total	275		529		673	

Table 4.14: Distribution of Fixed Term Contracts vs female and male academics across academic roles

2019, excludes clinical roles

Across departments, there is an increased presence of FTCs within STEMM at 26.1% but is more gender balanced, Table 4.13.

2019	Overall		Female		Male	
	No	%	No	%	No	%
Open ended	933	77.1%	386	72.3%	547	80.9%
Fixed term	277	22.9%	148	27.7%	129	19.1%
Total	1,210		534		676	
AHSSBL:						
Open ended	651	78.5%	297	72.3%	354	84.7%
Fixed term	178	21.5%	114	27.7%	64	15.3%
Total	829		411		418	
STEMM:						
Open ended	266	73.9%	80	70.8%	186	75.3%
Fixed term	94	26.1%	33	29.2%	61	24.7%
Total	360		113		247	

Table 4.15: Proportion of academic staff on fixed term vs open-ended contracts in 2019 by gender and

AHSSBL and STEMM excludes roles not aligned to AHSSBL or STEMM

Increasing the proportion of female STEMM researchers may result in more women on FTCs but hopefully this will be counteracted by the actions to mobilise more of our own researchers to internal permanent lecturer positions (5.1.i).

Anyone who has been employed for 2 years has access to the same redeployment process as those on open-ended contracts: suitable alternative employment opportunities are identified and the staff member is added to a redeployment register whereby they can apply for vacancies before they are advertised externally.

For researchers, PIs are alerted to upcoming contracts ends and they are encouraged to signpost career development support in place.

“Kent is clearly trying to improve career options for fixed term research staff.
Thank you!”

CROS 2019 respondent

There is a variety of roles on a timesheet basis including invigilators, temporary work for students and HPLs. As with teaching FTCs, HPLs are used for temporary cover, providing specialist knowledge and also as training opportunities for PDRAs.

There has been particular focus on HPLs. In 2018 a project was established to review all HPL contracts with a view to moving them to substantive contracts, giving more employment security and ensuring that educational activities were more routinely supported.

HPL contracts were either i) moved to substantive academic Teaching contracts ii) enhanced to be GMH contracts or iii) left as-is.

Table 4.14 shows how the HPL population and female profile has changed as a result of this work. The number of HPL roles has decreased from 423 to 23 and the impact on gender has been positive with the HPL population now very close to being gender balanced (49.1% female)^{4.2}.

	2016			2019		
	Total	Female		Total	Female	
		No	%		No	%
GMH HPLs	89	47	52.8%	313	154	49.2%
HPL	423	225	53.2%	23	11	47.8%
Total	512	272	53.1%	336	165	49.1%

Table 4.16: Comparison of the HPL population and female proportion before and after the HPL project

IMPACT:

The work to transfer staff from hourly paid lecturers to substantive academic contracts awarded runner-up in the 2020 Organisational Development and Culture Change awards by Universities HR (UHR)

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

[Comment on the proportions of men and women on these contracts and by job grade.](#)

The majority of academics are on R&T contracts (59.5%) and this has been the case since 2016^{4.4}, Table 4.15. In the last year, TO contracts have become the second-highest contract type (19.2%) with RO at 16.8%. The HPL project has contributed to the increased proportion of TO contracts.

Men are more likely to be on R&T contracts and ‘other’ contracts (which tend to reflect senior appointments such as HoS) and less likely to be on RO or TO contracts.

Since 2016 the likelihood of women being on TO contracts has grown (from 16.1% to 24.2%) and they have consistently and increasingly become more likely than men to be on these contracts although at a lower level than the 32.7% benchmark. This increase in the proportion of women on TO contracts has been accompanied by a recent decrease in those on R&T contracts to 50.9%.

A consistent 21-22% of women have been employed on RO contracts since 2016 compared to 13-14% of men, reflecting the fact that women are also more likely to be on FTCs, a feature of research roles.

	Overall		Female		Male	
	No	%	No	%	No	%
2019						
Research and Teaching	720	59.5%	272	50.9%	448	66.3%
Research Only	203	16.8%	115	21.5%	88	13.0%
Teaching Only	232	19.2%	129	24.2%	103	15.2%
Other contract	55	4.5%	18	3.4%	37	5.5%
Total	1,210		534		676	
2018						
Research and Teaching	751	64.0%	297	58.3%	454	68.4%
Research Only	203	17.3%	110	21.6%	93	14.0%
Teaching Only	167	14.2%	88	17.3%	79	11.9%
Other contract	52	4.4%	14	2.8%	38	5.7%
Total	1,173		509		664	
2017						
Research and Teaching	708	63.3%	268	56.9%	440	68.0%
Research Only	194	17.4%	108	22.9%	86	13.3%
Teaching Only	170	15.2%	85	18.0%	85	13.1%
Other contract	46	4.1%	10	2.1%	36	5.6%
Total	1,118		471		647	
2016						
Research and Teaching	698	63.9%	265	57.6%	433	68.4%
Research Only	188	17.2%	103	22.4%	85	13.4%
Teaching Only	149	13.6%	74	16.1%	75	11.8%
Other contract	58	5.3%	18	3.9%	40	6.3%
Total	1,093		460		633	

Table 4.17: Distribution of academic contract types by gender

The pattern of women being more likely to be on TO contracts was raised in our Bronze application due to the likely implications on career progression: at the time there were no readers on a TO contract and only 1 Professor.

The 2017 Recognising Excellence in Education Project (REEP) set out to review the way achievements in teaching were recognised in the promotion process^{5.1.12} (5.1iii).

IMPACT:

Number of reader and professor roles filled by colleagues on Teaching-Only contracts increased from 1 in 2016 to 9 in 2019

Alongside this a change in the references policy was introduced in 2019 such that applications based on excellence in education could include internal as well as external referees to avoid any detriment to those with more local teaching-focused contributions.

The positive movement for those on TO contracts into more senior roles is shown in Tables 4.16, 4.17. (Data redacted)

2016	Research Only		Research and Teaching		Teaching Only	
	No.	%	No.	%	No.	%
Researcher		100.0%		0.0%		0.0%
Lecturer		0.0%		69.8%		30.2%
Senior Lecturer		0.0%		85.0%		15.0%
Reader		0.0%		100.0%		0.0%
Professor		0.0%		99.4%		0.6%

Table 4.18: Number and distribution of contract types across academic roles, 2016

2019	Research Only		Research and Teaching		Teaching Only	
	No.	%	No.	%	No.	%
Researcher		100.0%		0.0%		0.0%
Lecturer		0.0%		56.2%		43.8%
Senior Lecturer		0.4%		81.6%		18.0%
Reader		0.0%		95.3%		4.7%
Professor		0.0%		97.8%		2.2%

Table 4.19: Number and distribution of contract types across academic roles, 2019

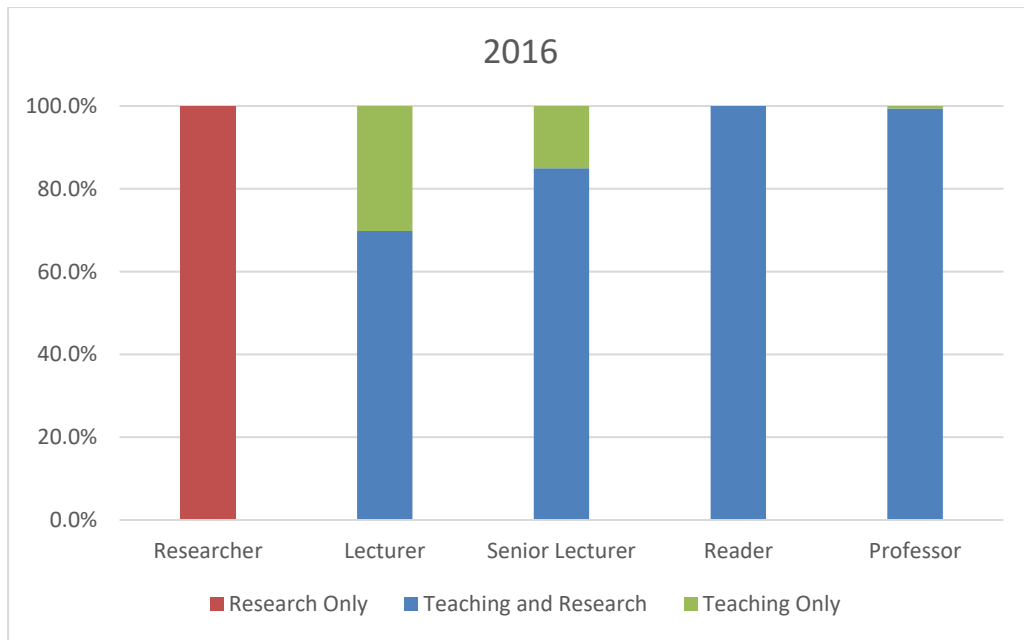


Figure 4.7: Distribution of contract types by academic job roles, 2016

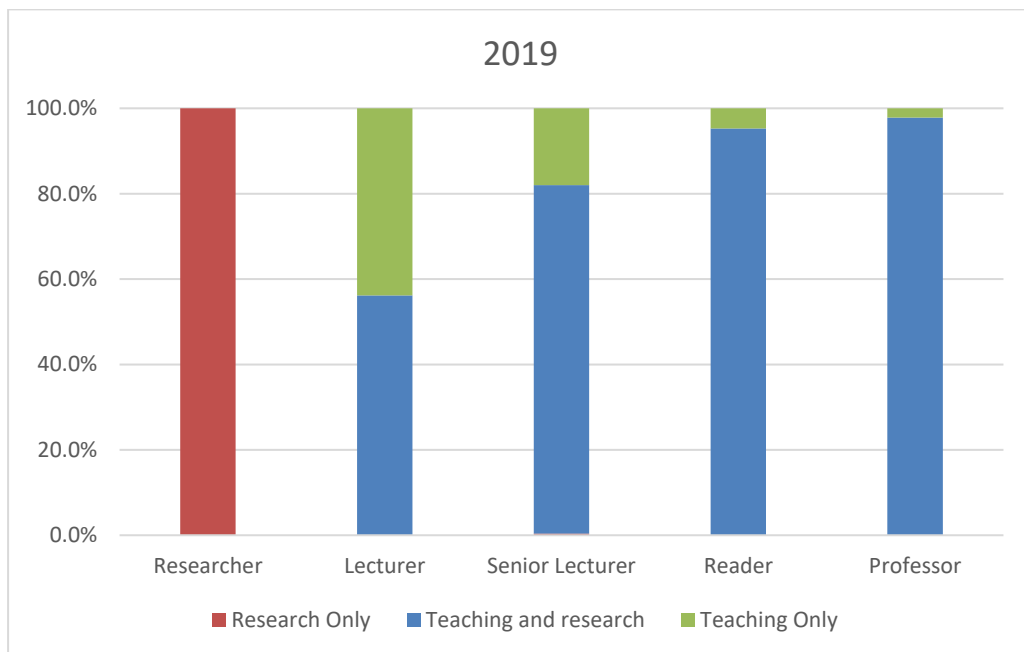


Figure 4.8: Distribution of contract types by job roles, 2019

Across departments, there is a higher proportion of RO contracts in STEMM (24.4% vs 13.8% in AHSSBL) but this is gender balanced, Table 4.18.

In AHSSBL, men are more likely to be on R&T and less likely to be on RO contracts than either their female AHSSBL or STEMM colleagues. This can be attributed to the gender imbalance at AHSSBL researcher level: 71.7% women vs 28.3% men, Table 4.4.

2019	Overall		Female		Male	
	No	%	No	%	No	%
Research and Teaching	720	59.5%	272	50.9%	448	66.3%
Research Only	203	16.8%	115	21.5%	88	13.0%
Teaching Only	232	19.2%	129	24.2%	103	15.2%
Other contract	55	4.5%	18	3.4%	37	5.5%
Total	1,210		534		676	
AHSSBL						
Research and Teaching	511	61.6%	215	52.3%	296	70.8%
Research Only	114	13.8%	82	20.0%	32	7.7%
Teaching Only	169	20.4%	100	24.3%	69	16.5%
Other contract	35	4.2%	14	3.4%	21	5.0%
Total	829		411		418	
STEMM						
Research and Teaching	204	56.7%	54	47.8%	150	60.7%
Research Only	88	24.4%	32	28.3%	56	22.7%
Teaching Only	56	15.6%	25	22.1%	31	12.6%
Other contract	12	3.3%	2	1.8%	10	4.0%
Total	360		113		247	

Table 4.20: Distribution of academic contract types in 2019 by gender and AHSSBL and STEMM, excludes roles not aligned to AHSSBL or STEMM

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

220 academics have left since 2016. Leaver numbers have decreased over this time and the latest rate of leavers (number of leavers per academic population as at the start of the year) is 5%, down from 8.5%.

Leaving rate by gender is consistent with the overall rate, Table 4.1.9.

LEAVERS	Overall			Female			Male		
	No.	Pop'n	Rate	No.	Pop'n	Rate	No.	Pop'n	Rate
2018/19	59	1,173	5.0%	23	509	4.5%	36	604	6.0%
2017/18	68	1,118	6.1%	26	471	5.5%	42	647	6.5%
2016/17	93	1,093	8.5%	35	460	7.6%	58	633	9.2%
Total	220			84			136		

Table 4.21: Number and rate of leavers within the academic population

The proportion of female SLs leaving over the last 3 years has been higher compared to the female population at the start of 2016 and for men the proportion of researchers and lecturers leaving is higher, Table 4.20. (Data redacted)

This pattern is consistent for both AHSSBL and STEMM and departments, Tables 4.21, 4.22. (Data redacted)

	Leavers 2016-2019					Population 2016	
	No.	F	M	%F	%M	%F	%M
Researcher	72			40.3%	59.7%	54.5%	45.5%
Lecturer	71			35.2%	64.8%	45.7%	54.3%
Senior Lecturer	32			53.1%	46.9%	41.0%	59.0%
Reader	8			37.5%	62.5%	37.2%	62.8%
Professor	37			27.0%	73.0%	27.8%	72.2%
Total	220						

Table 4.22: Proportion of institution leavers 2016-2019 by grade and gender compared to population as of 2016.

AHSSBL	Leavers 2016-2019					Population 2016	
	No.	F	M	%F	%M	%F	%M
Researcher	26			50.0%	50.0%	68.5%	31.5%
Lecturer	48			47.9%	52.1%	49.4%	50.6%
Senior Lecturer	26			57.7%	42.3%	47.1%	52.9%
Reader	7			42.9%	57.1%	41.8%	58.2%
Professor	24			29.2%	70.8%	33.6%	66.4%
Total	131						

Table 4.23: Proportion of AHSSBL leavers 2016-2019 by grade and gender compared to population as of 2016, excludes leavers not assigned to AHSSBL/STEMM

STEMM	Leavers 2016-2019					Population 2016	
	No.	F	M	%F	%M	%F	%M
Researcher	46			34.8%	65.2%	41.1%	58.9%
Lecturer	23			8.7%	91.3%	35.5%	64.5%
Senior Lecturer	6			33.3%	66.7%	25.3%	74.7%
Reader	1			0.0%	100.0%	16.7%	83.3%
Professor	9			11.1%	88.9%	10.0%	90.0%
Total	85						

Table 4.24: Proportion of STEMM leavers 2016-2019 by grade and gender compared to population as of 2016, excludes leavers not assigned to AHSSBL/STEMM

The majority of leavers do so through one of two processes: FTC ending or resignation, Table 4.25. (Data redacted)

	Leavers	Resignation	End of FTC	Voluntary Redundancy	Other
Researcher	72				
Lecturer	71				
Senior Lecturer	32				
Reader	8				
Professor	37				
Total	220	95	69	27	29

Table 4.25: Leaving processes for academics 2016-2019

The ‘other’ category contains 10 retirements, only 4.5% of the total number of leavers which is not unexpected as there is no mandatory retirement age for academics.

The loss of women SLs is a particular issue highlighted by the AHSSBL career pipeline and of the 19 resignations, 14 were women. We explored the theory that female SLs are likely to resign if they are unsuccessful in promotion but the data did not support this. Instead we will take a qualitative approach to better understand motivations for resignation through encouraging the use of exit questionnaires and interviews, **Actions 8-10** and by proactively seeking the views of our female SL population. More generally, we will look to review staff surveys to capture reasons behind any leaving intentions.

ACTION 10: Capture the views of our female senior lecturer population on the high proportion of resignations via targeted focus group discussion

ACTION 11: Review staff survey questions to capture reasons behind any leaving intentions

The high proportion of male researchers leaving either through resignation or FTC ending suggests they have relatively more mobility and that women are more likely to stay in post. This ‘sticky floor’ concept is supported by analysis of the researcher pool: of the 2016 researchers still in post in 2019, 41 were women compared to 23 men. Actions to address this through better supporting our researchers to develop an academic career at Kent are presented in 5.1i.

The same pattern is seen at lecturer level: of the 38 resignations, 28 were from men. As above, insights from exit questionnaires and interviews will be beneficial in understanding the motivations behind this.

It is not surprising that the FTC ending is the main reason for researchers leaving however it is also a significant reason for professors too, Table 4.23, because there is a small population of professors on FTC. In the case of the 9 leavers, these were all men on part-time FTCs.

Staff interviews exploring culture in the Business School highlighted that the high number of leavers (23 since 2016) was a concern, Table 4.24. (Data redacted) 15 were resignations with 6 at SL level, 5 of them women. As part of their Bronze action plan, these insights

have been shared with all Business School staff at an open forum and will inform their on-going AS work.

Biosciences had the highest number of leavers at 28 of which 15 were researchers at the end of their FTC (9 male, 6 female).

School	Leavers	Resignations
Biosciences		
Computing		
Engineering and Digital Arts		
Maths, Statistics and Actuarial Science		
Medical School		
Physical Sciences		
Sport and Exercise Sciences		
Pharmacy		
Faculty of Sciences/STEMM Total	85	35
Architecture		
Arts		
English		
European Culture and Languages		
History		
Music and Audio Technology		
Faculty of Humanities Total	50	16
Anthropology and Conservation		
Business		
Economics		
Journalism		
Law		
Politics and International Relations		
Psychology		
Social Policy, Sociology and Social Research		
Faculty of Social Sciences Total	81	43
AHSSBL Total	131	59
Academics in PS roles		
TOTAL	220	97

Table 4.26 Number of Leavers and Resignations by School, Faculty and STEM/ASSHBL grouping

Resignation is a process by which staff leave but does not give the underlying reasons why people resign. We have established an exit questionnaire offered to all leavers along with the opportunity for an interview with their HR business partner. Launched in 2017, the questionnaire has only had 83 responses out of 801 leavers since then (127 academic).

There is scope to improve the effectiveness of the questionnaire by increasing awareness and take-up and reviewing its structure to be in line with future organisational design.

ACTION 12: Review the design of the exit questionnaire and align with new organisational structure

ACTION 13: Create and launch a communications plan for launch of re-designed questionnaire

ACTION 14: Retain the ability to give the option of the exit interview to be run by someone not linked to their School/Department once new organisational structures are in place

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

EPAs were carried out in 2008 and 2015.

Key finding from 2015 was a 6.6% pay gap in favour of men at the M&P pay scale including both academic and PS roles.

The gap for professorial roles was 6.9% in favour of men, driven in part by differences in salaries between newly promoted professors compared to external recruitment of professors with established track records.

With the M&P PS roles, there was a bigger gap in favour of men at 9.2%. Underlying reasons were inconsistencies in the relation between pay and the size and profile of roles and also the impact of differing market rates.

IMPACT:

Gender issues in starting salaries and pay progression addressed by a new Reward Strategy

Gender pay gap reduced from 17.9% mean, 13.7% median in 2018 to 14.4% mean and 8.2% median in 2020.

These findings shaped Objective 5: to understand and address any gendered outcomes of pay and reward procedures. Supporting actions were progressed by the Reward Strategy Group whose remit was to change the pay scales and bring increased

transparency and consistency to reward strategies. Emerging options were analysed for gender impact.

The Reward Strategy has addressed the findings of the 2015 EPA through:

- **implementation of new pay scales^{4.9}**
 - previous unbanded M&P scale with 60 pay points replaced by
 - two new professorial pay scale segmenting early career from established professors
 - two new senior PS pay scales reflecting differing sizes and profiles of roles
 - new pay points within the lower grades reserved to accommodate future NLW increases, benefiting women who make up 63.8% of the lower hourly rate-of-pay quartile
 - all pay scales more clearly related to competitive market rates

- **increased transparency of pay and reward procedures^{4.10}**
 - AS team supported the proposal for self-nomination of rewards as this is less prone to bias

The 2018 gender pay gap figures were a 17.9% mean and 13.7% median pay gap in favour of men. Our narrative highlighted the cause being the same issue that AS seeks to address: the under-representation of women in senior roles, particularly in academia.

Speed of progression within the professorial grade was analysed^{4.8} finding no significant gender difference with female professors progressing at 0.85 spine points per year and men at 0.88. However, when looking at professors holding a HoS position the rate increases to 1.1 spine point per year for both genders.

Therefore increasing the proportion of female HoS would help address the gender pay gap. As a result of actions taken in this area (section 5.6iii) we have seen an increase in the proportion of female HoS from 18.2% (4/22) to 31.8% (7/22) and our 2020 pay gap figures have shown positive movement from 2018 with the mean gap reduced to 14.3% (from 17.9%) and the median to 8.2% (from 13.7%).

Review of salary data is embedded in the processes of reward committees: a senior salary committee monitors the relative salaries of senior staff and EG members are tasked to investigate any gender gaps and recommend adjustments. A summary of the salary committee is given to the remuneration committee to monitor consistent application of reward processes^{4.6}.

For starting salaries, the policy is that new appointees start on the lowest pay point of their role's grade. Any exceptions require written justification.

Starting salaries were analysed for any gendered difference^{4.7} and of 915 recent appointments, 64.7% were on the lowest pay point however this was gendered with the figure being 40.3% for women versus 24.2% for men.

In most cases, justification is based on individuals being on a higher salary externally and therefore importing the difference. In these cases, candidates are required to provide evidence of their pay, rather than relying on verbal negotiation which runs the risk of being gendered.

The new pay scales have a maximum of 4 automatic annual increments in a grade (compared to up to 7 previously) and so salaries will now equalise more quickly.

The top 3 priorities remaining in this area are:

- carry out an EPA in 2021
- continue benchmarking external pay
- use the ethnicity analysis within the EPAs to inform work on REC

4.2 PROFESSIONAL SERVICES STAFF DATA

(i) Professional services staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

Overall PS is predominantly female (62.8%) in line with 62.7% benchmark, Table 4.25, but this is higher in School roles (69.3%) than in central roles (60.8%), Tables 4.26, 4.27. A consistent profile over the last 4 years, although this may change with the new 2021 organisational structure which is likely to see several central roles devolved.

All PS	Total	Female		Male	
	No.	No.	%	No.	%
2019	1,942	1,220	62.8%	722	37.2%
2018	2,077	1,324	63.7%	753	36.3%
2017	2,003	1,270	63.4%	733	36.6%
2016	1,973	1,231	62.4%	742	37.6%

Schools	Total	Female		Male	
	No.	No.	%	No.	%
2019	453	314	69.3%	139	30.7%
2018	492	346	70.3%	146	29.7%
2017	482	339	70.3%	143	29.7%
2016	469	330	70.4%	139	29.6%

Central	Total	Female		Male	
	No.	No.	%	No.	%
2019	1,489	906	60.8%	583	39.2%
2018	1,585	978	61.7%	607	38.3%
2017	1,521	931	61.2%	590	38.8%
2016	1,504	901	59.9%	603	40.1%

Table 4.27 Distribution and gender profile of professional services staff over time and between Schools and Central functions

In certain areas, there are high levels of female staff over-representation. Tables 4.26, 4.27. (Data redacted)

School PS roles	Total	Female		Male	
	No.	No.	%	No.	%
Biosciences			66.7%		33.3%
Computing			63.0%		37.0%
Engineering and Digital Arts			53.6%		46.4%
Maths Statistics and Actuarial Science			84.6%		15.4%
Medical School			75.0%		25.0%
Physical Sciences			54.5%		45.5%
Sport and Exercise Sciences			33.3%		66.7%
Pharmacy			0.0%		0.0%
Faculty of Sciences/STEMM Total	159	97	61.3%	62	38.8%
Architecture			46.7%		53.3%
Arts			52.2%		47.8%
English			87.5%		12.5%
European Culture and Languages			65.2%		34.8%
History			73.7%		26.3%
Music and Audio Technology			70.0%		30.0%
Faculty of Humanities Total	106	69	65.1%	37	34.9%
Anthropology and Conservation			86.7%		13.3%
Business			75.0%		25.0%
Economics			83.3%		16.7%
Journalism			66.7%		33.3%
Law			75.9%		24.1%
Politics and International Relations			76.5%		23.5%
Psychology			69.6%		30.4%
Social Policy, Sociology and Social Research			85.7%		14.3%
Faculty of Social Sciences Total	188	148	78.7%	40	21.3%
AHSSBL Total	294	217	73.8%	77	26.2%
TOTAL	453	314	69.3%	139	30.7%

Table 4.28: Gender profile of professional services roles in Schools

Central PS roles	Overall	Female		Male	
	No.	No.	%	No.	%

Commercial Services	344		58.7%		41.3%
Academic Division	268		80.6%		19.4%
Estates	251		33.1%		66.9%
Information Services	185		44.3%		55.7%
Student Services	109		74.3%		25.7%
Finance	87		65.5%		34.5%
Human Resources	72		90.3%		9.7%
Research Services	30		63.3%		36.7%
Kent Innovation and Enterprise	29		62.1%		37.9%
Corporate Communications	27		70.4%		29.6%
VC office and Senate secretariat	17		76.5%		23.5%
Safety, Health and Environment Unit	13		69.2%		30.8%
Faculty and School Support Staff	7		57.1%		42.9%
Graduate School	7		85.7%		14.3%
Other	43		71.8%		28.2%
TOTAL	1,489	906	60.8%	583	39.2%

Table 4.29: Gender profile of professional services roles in central roles

A new recruitment system launched in 2019 (5.1i) carries out blind shortlisting for PS roles by default and embeds the use of positive action statements for all roles. Although too early to cite evidence, the impact of these features on the PS gender balance will be tracked.

ACTION 15: Track the impact of positive action statements on all roles and blind shortlisting on the gender balance of professional services roles

PS roles are graded on a scale of 1 through 10 to M&P and each grade has its own pay scale. There is a good representation of women in the three most senior grades, Table 4.28. Grades 4 and 5 show the highest proportion of women.

Grade	Example role	Total	Female		Male	
			No.	%	No.	%
1	Domestic assistant	174	107	61.5%	67	38.5%
2	Maintenance assistant	68	33	48.5%	35	51.5%
3	Receptionist	197	101	51.3%	96	48.7%
4	Senior Chef	275	204	74.2%	71	25.8%
5	Laboratory Technician	280	200	71.4%	80	28.6%
6	Student support officer	302	188	62.3%	114	37.7%
7	Web developer	377	237	62.9%	140	37.1%
8	School Administration Manager	166	96	57.8%	70	42.2%
9	Head of Team	57	30	52.6%	27	47.4%
10	Assistant Director	25	11	44.0%	14	56.0%
M&P	Director	21	13	61.9%	8	38.1%
	TOTAL	1,942	1,220	62.8%	722	37.2%

Table 4.30: Professional services roles by grade and gender

In central roles the highest proportion are staff are in grade 7 roles and this is the same for women and men, Table 4.29.

The picture is different for School roles where the highest proportion of roles is at grade 5 for both AHSSBL and STEMM. Men are more likely to be in higher graded roles: grade 6 in AHSSBL and grade 7 for STEMM. (Data redacted)

CENTRAL Grade	Total		Female		Male	
	No.	%	No.	%	No.	%
1	173	11.6%	106	11.5%	67	11.7%
2	61	4.1%	31	5.1%	30	3.4%
3	173	11.6%	81	15.8%	92	8.9%
4	207	13.9%	147	10.3%	60	16.2%
5	155	10.4%	103	8.9%	52	11.4%
6	209	14.0%	131	13.4%	78	14.5%
7	283	19.0%	179	17.8%	104	19.8%
8	132	8.9%	76	9.6%	56	8.4%
9	50	3.4%	28	3.8%	22	3.1%
10	25	1.7%	11	2.4%	14	1.2%
M&P	21	1.4%	13	1.4%	8	1.4%
Total	1,489	100%	906	100%	583	100%

Table 4.31: Distribution of central and School professional services roles by gender

Over-representation of women at grades 4 and 5, together with a gender difference within Schools for roles graded 6 and 7 have been important evidence when justifying changes to the criteria cited in job descriptions for PS roles (5.2ii).

Professional Services and Ethnicity

In terms of ethnicity, the overall PS population is 92.3% white and by grade there is higher proportion of BAME staff at the lowest grade and no representation at the two highest grades, Table 4.30, a profile that we intend the commitment to REC will improve. (Table redacted)

Table 4.32: Distribution of central and School professional services roles by ethnicity, excludes staff where ethnicity is not known.

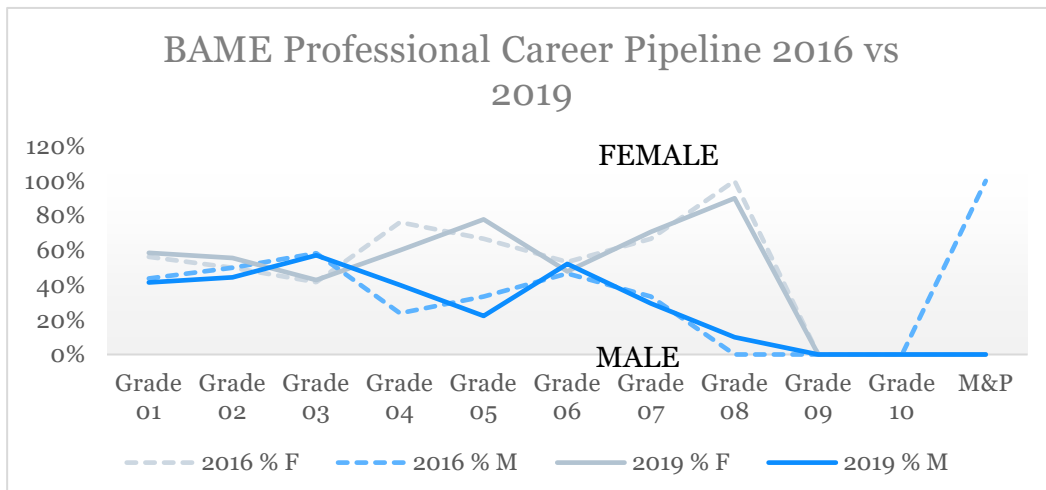


Figure 4.9 Representation of the changes to the gender profile of the Professional Services career pipeline between 2019 and 2016 for BAME

There is no BAME staff, male or female, in grades 9, 10 and M&P at Kent. BAME female staff is over-represented in grades 1, 5, 7 and 8 (59%, 78%, 71% and 90%) compared to BAME male staff. **(Table 4.33)** [\(Table redacted\)](#)

Table 4.33 Distribution of central and School professional services roles by gender and ethnicity 2016 vs 2019

Our student base at 28.6% BAME is more diverse than either our academic (17.5% BAME) or professional services (7.7% BAME) population. REC and working with the BAME and other staff networks will increase our understanding of this disparity in staff representation. It is important for our students and our staff that we address these issues and this is one of the priorities for REC, Athena SWAN and the broader EDI efforts at Kent.

ACTION 16: Undertake research on BAME staff recruitment to elicit views from existing staff about the decision to apply and accept professional services positions at Kent and review recruitment and selection processes in the light of this.

ACTION 17: Consult with BAME staff network and learn from their survey to pinpoint BAME staff experience of professional services career progression and feed these understandings into the new University EDI committee and development processes at all levels.

ACTION 18: Investigate using Apprentice Levy to help increase the proportion of BAME staff at all levels (both internal and external candidates)

Part-time working

The proportion of PS working part-time has remained steady since 2016 at around 31% (benchmark 31.5%) as has the gender imbalance with currently 39% of the female population working part-time compared to 19.3% of the male population, Table 4.31, both in line with benchmarks of 40.1% and 20.3%.

	Overall		Female		Male	
	No	%	No	%	No	%
2019						
Full time	1,327	68.3%	744	61.0%	583	80.7%
Part-time	615	31.7%	476	39.0%	139	19.3%
Total	1,942		1,220		722	
2018						
Full time	1,428	68.8%	805	60.8%	623	82.7%
Part-time	649	31.2%	519	39.2%	130	17.3%
Total	2,077		1,324		753	
2017						
Full time	1,389	69.3%	782	61.6%	607	82.8%
Part-time	614	30.7%	488	38.4%	126	17.2%
Total	2,003		1,270		733	

2016						
Full time	1,358	68.8%	747	60.7%	611	82.3%
Part-time	615	31.2%	484	39.3%	131	17.7%
Total	1,973		1,231		742	

Table 4.34: Proportion of professional services staff on full-time and part-time contracts

Part-time contracts dominate at the lower grades with relatively few above Grade 8, Table 4.32. At all levels up to Grade 10 women are far more likely to have part-time contracts than men and overall hold 77.4% of part-time roles. (Table redacted)

Table 4.35: Distribution of part-time contracts across professional services grades

PS work tends to be more fixed within a structured environment and the part-time survey data, Table 4.33, and comments highlighted that the main impacts were around feeling left out and that these were true for both men and women.

Part Time Survey 2019	Total		PS		Female PS		Male PS	
	No.	%	No.	%	No.	%	No.	%
Did/do you ever feel 'left out' when working part-time?	188	62.2 %	11 7	63.6 %	104	63.8%	12	63.2 %
Has working part-time made you feel less valued compared to your full time colleagues?	133	44.2 %	79	43.4 %	73	45.1%	6	33.3 %
Have you ever had to decline development opportunities because of working part-time?	144	47.8 %	87	47.5 %	83	50.9%	3	16.7 %

Table 4.36: Number and % of responses from part-time professional services staff agreeing to the quantitative part-time survey questions, 2019

“Jokes about leaving "early" (when in fact leaving on time) to collect children from school/nursery. This is generally done light heartedly but it still affects your sense of worth”

“When I worked Mon/Tue and Wed morning I missed general information over the second half of the week. There was no realisation from other members of the team that I may have missed this

“I feel very much that I move in a snail’s pace compared to my colleagues. I spend a lot of time "catching up" and I feel like I can just do the most essential parts of my job. I have no time for professional development”

“I think you are perceived as not as present, not as much a part of the team”

2019 Part-time survey professional services responses

These insights will be shared with the new Deputy Directors of Divisions (**Action 3**) together with increasing the visibility of the experience of part-time colleagues in senior roles (**Action 5**).

(ii) Professional services staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

The overall proportion of PS on FTCs has increased over the last 4 years from 11.7% to 12.7 % but is still below benchmark of 14.6%, Table 4.34.

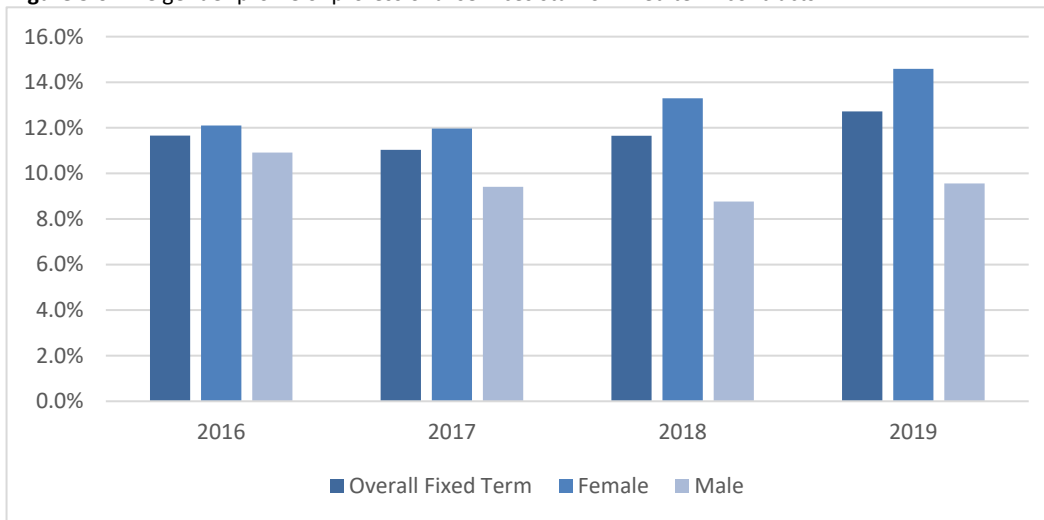
Every FTC post has to be justified against criteria for employing on a FTC basis e.g. cover for parental/sickness leave, or in response to uncertain operational demand.

Female PS staff have been increasingly more likely to be on FTCs than their male colleagues but at a level lower than 15.1% benchmark.

	Overall		Female		Male	
	No	%	No	%	No	%
2019						
Open Ended	1,695	87.3%	1,042	85.4%	653	90.4%
Fixed Term	247	12.7%	178	14.6%	69	9.6%
Total	1,942		1,220		722	
2018						
Open Ended	1,835	88.3%	1,148	86.7%	687	91.2%
Fixed Term	242	11.7%	176	13.3%	66	8.8%
Total	2,077		1,324		753	
2017						
Open Ended	1,782	89.0%	1,118	88.0%	664	90.6%
Fixed Term	221	11.0%	152	12.0%	69	9.4%
Total	2,003		1,270		733	
2016						
Open Ended	1743	88.3%	1,082	87.9%	661	89.1%
Fixed Term	230	11.7%	149	12.1%	81	10.9%
Total	1,973		1,231		742	

Table 4.37: Proportion of professional services staff on fixed term vs open-ended contracts by gender

Figure 5.0: The gender profile of professional services staff on fixed term contracts



There is an over-representation of women on FTCs particularly at Grades 4-7 where most of the FTC are found, Table 4.35, above the 62.8% overall female representation, Table 4.25. (Table redacted)

Table 4.38: Distribution of professional services fixed term contracts by grade and gender

Applications for 173 fixed term roles between Grade 4 and 8 had 66.5% female applicants possibly indicative of a wider gender dynamic in the labour market whereby women are more likely than men to apply for fixed term roles.

We will be able to assess the impact of blind shortlisting and positive action statements on the gender profile of FTC roles (**Action 11**).

In order to strengthen the career development support for PS on FTC, we will investigate new, targeted approaches for training and redeployment:

ACTION 19: Investigate options to ensure development opportunities are available to staff on fixed term contracts e.g. guaranteeing a place on the Pathways career development programme (5.4i) for professional services

ACTION 20: Investigate establishing a new category of re-deployment status for professional services staff coming to an end a fixed term contract allowing them to be considered ahead of external candidates where they meet the essential criteria for the role

(iii) Professional services staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

854 PS staff have left since 2016. The leaving rate has decreased for male staff compared to 2016 but increased for female staff. Table 4.36.

LEAVERS	Overall			Female			Male		
	No.	Pop'n	Rate	No.	Pop'n	Rate	No.	Pop'n	Rate
2018/19	341	2,077	16.4%	238	1,324	18.0%	103	753	13.7%
2017/18	240	2,003	12.0%	148	1,270	11.7%	92	733	12.6%
2016/17	273	1,973	13.8%	156	1,231	12.7%	117	742	15.8%
Total	854			542			312		

Table 4.39: Number and rate of leavers within the professional services population

The leavers' gender profile is proportional to the population of the grade, with the exception of Grade 10 where the numbers are small, Table 4.40. (Table redacted)

Table 4.40: Proportion of institution leavers 2016-2019 by grade and gender compared to population as of 2016

The majority of leavers do so through resignation with FTC end accounting for a high number of leavers within Grades 1-7, Table 4.38.

This is a contributory factor to the overall increase in female leaving rate, Table 4.35, given the increasing number of women on FTC over the same period from 149 to 178 (and decrease in men on FTC from 81 to 69) Table 4.33. Of the 100 Grade 1-7 leavers due to FTC ending, 73 were women.

	Leavers	Resignation	End of FTC	Voluntary Redundancy	Other
Grade 1-6	641	411	79	60	91
Grade 7	141	80	21	20	20
Grade 8	47	22	4	8	13
Grade 9	12	5	1	2	4
Grade 10	7	1	2	2	2
M&P	6	1	0	3	2
Total	854	520	107	95	132

Table 4.41: Leaving processes for professional services, 2016-2019

Of 520 resignations, 62.5% (325) were women which is proportionate to the 62.4% female PS population as of 2016.

Actions 8, 9 and 10 aim to better understand the underlying reasons for resignations.

Voluntary redundancy accounts for leavers only in 2018/19 whereby 92 of the 95 were via a voluntary severance scheme run as part of a wider financial management

programme. Of those leaving, 67.4% (62) were female in line with the 63.7% female profile of the PS population at the start of 2018, Table 4.25.

Word count: 4372

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

(i) Recruitment

IMPACT

Since 2016:

- proportion of female applications for academic roles increased from 37.6% to 46.2%

- and for STEMM roles increased from 22.7% to 43.9%

A new recruitment system was implemented in 2019^{5.1.1} facilitating process improvements and improved data analysis:

- new webpages displaying our AS, Stonewall and Disability Confident accreditations^{5.1.4}
- hiring managers automatically prompted to consider positive action statements^{5.1.5}
- PS roles blind-shortlisted by default^{5.1.9}
- on-line, evidence-based shortlisting
- includes direct hires, previously not visible to the recruitment team
- reporting system designed according to AS requirements^{3.7}

Initial data on the use of positive action statements shows a 17.7% uptake (112 of 632 adverts). They are being used in a recruitment campaign for the Student Services department to encourage BAME applicants given the low representation of BAME staff (11.4%) compared to students (28.6%). The impact of positive action statements will be tracked (**Action 11**).

In parallel, an over-arching recruitment policy was launched to ensure inclusive processes. It is now mandated that at least 1 panellist has completed both unconscious bias and recruitment training within the previous 5 years^{5.1.8}. Compliance is monitored via system alerts and actioned by the recruitment team.

Recruitment training is now provided as an on-line module with content on unconscious bias and EDI considerations, followed-up by a classroom workshop^{5.1.6}.

There are still applicants not declaring their gender at application but we have seen a decrease from an average of 6.7% of applicants in the old system to 2.9%.

Recruitment data is shown in Table 5.1. [\(Data redacted\)](#)

2019/20	Applied	Shortlisted	Offered
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(partial)																
Role	Applied				Shortlisted			F S/L		M S/L		Offered				
	Total	F	M	%F	Total	F	M	rate	rate	Total	F	M	Offer rate			
Researcher				49.2%				31.7%	56	33.1%			50.9%	46.2%	55.4%	
Lecturer				40.6%				45.2%	28	26.2%			37.7%	45.5%	28.6%	
Senior Lecturer				-				-	0	-			-	-	-	
Reader				-				-	0	-			-	-	-	
Professor				-				-	0	-			-	-	-	
Total	513	237	276	46.2%	169	32.9%	85	35.9%	84	30.4%	78	46.2%	39	45.9%	39	46.4%

NEW SYSTEM 01Oct 2019-31Mar 2020

2018/19		Applied				Shortlisted					Offered							
Role	Total	F	M	%F	Total S/L			F S/L		M S/L		Total Offer rate			F Offer rate		M Offer rate	
					Total	rate	F	rate	M	rate	Total	rate	F	rate	M	rate		
Researcher				61.1%		30.3%		28.9%		32.5%		43.2%		41.6%		45.5%		
Lecturer				37.5%		19.9%		25.7%		16.4%		39.1%		41.5%		36.8%		
Senior Lecturer				34.0%		37.7%		44.4%		34.3%		40.0%		62.5%		25.0%		
Reader				4.5%		13.6%		0.0%		14.3%		33.3%		0.0%		33.3%		
Professor				18.8%		50.0%		66.7%		46.2%		50.0%		100.0%		33.3%		
Total	1,377	607	770	44.1%	332	24.1%	169	27.8%	163	21.2%	136	41.0%	73	43.2%	63	38.7%		

NEW SYSTEM 01 Apr 2019-30Sep 2019

2018/19		Applied				Shortlisted					Offered							
Role	Total	F	M	%F	Total S/L			F S/L		M S/L		Total Offer rate			F Offer rate		M Offer rate	
					Total	rate	F	rate	M	rate	Total	rate	F	rate	M	rate		
Researcher				46.3%		24.4%		24.3%		24.4%		32.1%		27.8%		35.7%		
Lecturer				33.7%		20.5%		26.0%		17.8%		26.2%		26.9%		25.7%		
Senior Lecturer				18.2%		20.5%		50.0%		13.9%		44.4%		25.0%		60.0%		
Reader				-		-		-		-		-		-		-		
Professor				-		-		-		-		-		-		-		
Total	661	256	405	38.7%	148	22.4%	66	25.8%	82	20.2%	45	30.4%	18	27.3%	27	32.9%		

2017/18		Applied				Shortlisted					Offered							
Role	Total	F	M	%F	Total S/L			F S/L		M S/L		Total Offer rate			F Offer rate		M Offer rate	
					Total	rate	F	rate	M	rate	Total	rate	F	rate	M	rate		
Researcher				44.9%		22.4%		26.7%		18.9%		28.8%		27.6%		30.2%		
Lecturer				36.0%		13.8%		17.0%		12.1%		27.2%		33.8%		22.0%		
Senior Lecturer				36.6%		17.1%		20.0%		15.4%		28.6%		0.0%		50.0%		
Reader				50.0%		50.0%		66.7%		33.3%		66.7%		100.0%		0.0%		
Professor				29.6%		9.3%		18.8%		5.3%		40.0%		66.7%		0.0%		
Total	2,280	918	1,362	40.3%	412	18.1%	207	22.5%	205	15.1%	118	28.6%	63	30.4%	55	26.8%		

2016/17	Applied				Shortlisted					Offered				
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Role					Total			F			M					
	Total	F	M	%F	Total	rate	F	rate	M	rate	Total	rate	F	rate	M	rate
Researcher				41.0%		22.4%		28.9%		19.1%		33.3%		31.0%		35.8%
Lecturer				36.2%		13.8%		17.5%		9.9%		29.1%		28.4%		29.8%
Senior Lecturer				28.0%		17.1%		28.6%		22.2%		16.7%		50.0%		0.0%
Reader				-		50.0%		-		-						
Professor				16.0%		9.3%		25.0%		33.3%		37.5%		0.0%		42.9%
Total	2,389	899	1,490	37.6%	412	18.1%	198	22.0%	200	13.4%	138	31.2%	59	29.8%	65	32.5%

Table 5.1: Academic recruitment by role and gender. Data excludes those applications offering a mixture of job roles (e.g. both lecturer and senior lecturer within the same advert). Longlisting data is not shown as it is not part of our recruitment process

The total proportion of female applications has risen from 37.6% (16/17) to 44.1% (18/19) and 46.2% (19/20), exceeding the 40% Objective target.

This is attributable to the 20 School AS SATs having a greater awareness of their recruitment data and taking action to address issues through a combination of new recruitment channels, wording of job descriptions, including AS on their adverts, reviewing the imagery on their webpages, together with use of positive action statements, albeit at a low level currently.

There was also a 30% target for female STEMM applications by 2020. The proportion of female applicants has been steadily increasing and the target was met in 2018/19, with the latest figure 43.9%, Table 5.2. Our Silver STEMM School, SMSAS, has contributed to this: they have seen that broadening the essential skills and experience criteria generates an increase in female applications.

STEMM	Applications			
	Total	F	M	%F
19/20 (partial)	237	104	133	43.9%
18/19	997	306	691	30.7%
17/18	932	255	677	27.4%
16/17	909	206	703	22.7%

Table 5.2: Proportion of female applicants for all academic roles in STEMM

Overall, shortlisting rates have always been higher for women and since 2018/19 have been more in-line with the total rate, Table 5.1. The acceptance to offer rate is also high and gender balanced, running at an average of 94.1% for female candidates and 93.3% for male candidates.

The critical point in the STEMM pipeline is at researcher level where there is a low and decreasing proportion of female researchers, Table 4.5.

The proportion of female STEMM researcher applicants is showing a positive trend over the last 3.5 years but is consistently lower than AHSSBL, Table 5.3.

Researcher applications	AHSSBL				STEMM			
	Total	F	M	%F	Total	F	M	%F
19/20 (partial)	117	66	51	56.4%	216	98	118	45.4%
18/19	498	313	185	62.9%	257	101	156	39.3%
17/18	538	340	198	63.2%	579	162	417	28.0%
16/17	442	240	202	54.3%	401	106	295	26.4%
Average	1,595	959	636	60.1%	1,453	467	986	32.1%

Table 5.3: Gender profile of applicants for researcher roles in AHSSBL vs STEMM

The average proportion of 32.1% female applicants for STEMM researcher roles has resulted in 35.0% female appointments, Table 5.4.

	Total	M	F	% F
STEMM	160	104	56	35.0%
AHSSBL	114	36	78	68.4%
Total	274	140	134	48.9%

Table 5.4: Proportion of female appointments for researcher roles 2016-2020

2019/20 is showing a lower offer rate for shortlisted female researchers (46.2%) compared to men (55.4%) and this is driven by a high offer rate for shortlisted male STEMM researchers of 63% compared to 44% for women. Although not a full year's data this is further evidence for the need to focus on the recruitment on female STEMM researchers, **Actions 11 and 14-17**.

ACTION 21: Assign targets to increase the proportion of female researchers by ~5% each year with Directors of new STEMM Divisions

ACTION 22: Provide a recruitment report for Directors and Deputy Directors of the new STEMM Division that includes gender balance of applications and appointment rates for researcher roles

ACTION 23: Encourage academic staff to personally seek internal female candidates for STEMM researcher roles

ACTION 24: Encourage female STEMM PGRs to sign up to internal vacancies alerts for researcher positions on the recruitment system at induction and researcher events

Recruitment is the main way lecturers are appointed. Of the latest 1,230 lecturer applicants only 6.3% (77) were internal. For STEMM positions the figure was 4.9% and for AHSSBL, 6.9%.

We need to increase the proportion of internal recruitment to lecturer, acknowledging the cultural and systemic barriers and that this a sector-wide issue: there is an established belief that in order to progress an academic career you need to be mobile with

institutions looking for unique research interests and funding. Staying in one place may prejudice future opportunities.

Research interviews revealed a lack of communication and encouragement around internal lecturer positions. We aim to ensure our own staff are aware of internal opportunities and that we are not defaulting to recruiting externally (**Actions 21-24**).

On the positive side, we have been told of recent successes.

“I just wanted to let you know that I and another female internal candidate were both offered lectureships within the School. As you can imagine we are over the moon. Thank you for all the support you give for Athena SWAN”

E-mail to Athena SWAN team

Analysis of recruitment to SL roles is the one most affected by the use of mixed job adverts where it is not possible to track which role applicants are targeting and are therefore excluded from Table 5.1. Since the new system, there have been 12 mixed roles, all for lecturer/SL compared to only 2 specifically for SL. The proportion of female applicants for the mixed roles is in line with the figures seen for SL specific roles at 33% (111/336) with a higher proportion for STEMM roles 38.3% (23/60) compared to AHSSBL 31.9% (88/276).

Reader roles have the lowest number of applications and the proportion of female applications varies from 4.5% to 50%. This is explained by analysing the actual number of job adverts for each role, Table 5.5, where there have only been 3 for reader since 16/17. Even taking into account mixed job adverts there has only been 1 additional role advertised for a reader/professor in 2016/17.

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
19/20 (partial)	55	20	2	0	0
18/19	89	72	6	1	4
17/18	70	37	2	2	1
16/17	62	53	2	0	3
Total	276	182	12	3	8

Table 5.5: Number of advertised academic roles since 2016/17

Adverts specifically for reader are rare because it is often possible to justify the funding to recruit a professor instead. Additionally, the role of reader no longer has the unique

identity it once held of being a scholarly title for researchers. Instead it is now considered a necessary career step towards professor and is unfamiliar to academics outside of the UK.

A number of UK universities have adopted the roles of assistant/associate professor instead of reader, and in our 2018 Use of Academic Job Titles policy we permitted the use of these alternative titles by readers in their activities outside of the university. We will increase the awareness of this policy and review the scope if necessary to include the use of alternative titles when recruiting.

ACTION 29: Raise awareness of the Academic Titles policy within the new Divisions and review scope if necessary to include wording on recruitment materials

The KMMS recruitment campaign employed the services of a creative advertising agency briefed to attract more female applicants for academic roles^{5.1.2, 5.1.3}.



Figure 5.1: Recruitment materials for Kent and Medway Medical School, 2018

Academic recruitment for KMMS shows a female application rate of 28.7%, just short of the 30% target however the campaign so far has resulted in a gender balanced recruitment: 9 women and 10 men, Table 5.6. (Data redacted)

Applied				Shortlisted (S/L)						Offered					
				Total S/L		F S/L		M S/L		Total Offer		F Offer		M Offer	
Total	F	M	%F	Total	rate	F	rate	M	rate	Total	rate	F	rate	M	rate
			28.7%		32.6%		48.6%		26.1%	19	45.2%	9	50.0%	10	41.7%

Table 5.6 Recruitment figures for the Kent and Medway Medical School to 31 March 2020 across all academic roles

The first phase of implementing a new organisation structure involved the recruitment to new academic Divisional Director roles using an executive search firm. As part of the Equality Analysis, the Women’s network raised the risk of not achieving a gender balance across these roles. The Project Board subsequently applied positive action specifically for this campaign whereby any female applicant meeting the essential criteria was guaranteed an interview. Recruitment resulted in 3 of the 6 roles being appointed to women.

(ii) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

A manager check-list covers a range of local and central induction activities from pre-arrival to completion of the first 6 months. New starters attend a central induction event showcasing the staff benefits and offerings and includes a welcome presentation from an EG member.



Figure 5.2: VC Karen Cox welcoming new starters at the central induction event

In 2018 we introduced a ‘Working in an inclusive environment’ session, supporting Objective 7 - raising awareness of our commitment to EDI and to better support staff to take responsibility for EDI in their everyday lives. This included an unconscious bias activity^{5.1.10} as well as an introduction to AS principles, signposting the Bronze application as recommended reading.

“Thank you for the presentation today at the induction event, I found your session most rewarding as I have been doing a lot of work on inclusivity in my role prior to joining Kent. I will particularly remember the exercise to demonstrate unconscious bias”

Attendee at central staff induction event, 2019

Attendance at the central induction event is now monitored in the HR system and it is also a requirement for all staff to complete three EDI training courses: Diversity and Inclusion in HE and unconscious bias (both on-line) and a classroom session on Promoting Inclusion as part of their induction.

Monitoring dashboards are being designed to reflect future organisational structures, whereby managers can track KPIs on compliance.

ACTION 30: Establish and publish monitoring dashboards for induction to include KPIs for attendance at central induction events and completion of mandatory training for new and existing staff

In CROS only 46% of researcher respondents found their overall induction useful and so a new action is to establish specific researcher induction events to complement central staff and local inductions.

ACTION 31: Establish researcher-specific induction events

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Academic promotions are run annually and are overseen by three levels of committee at School (SPC), Faculty (FPC) and University (UPC) level.

FPC decides on SL/researcher promotion and UPC on reader and professors.

Promotion committee members' training records are checked to ensure they have completed unconscious bias training.

UPC monitors the gender and ethnicity profile of applicants and previous success rates for all roles.

The promotion criteria and guidance are reviewed annually by UPC and in addition to the change in policy for references for those on TO contracts (4.3.iii) other changes include:

- removing the need for 'senior' in job title so that anyone with a leadership/citizenship role can sit on School panels
- highlighting that student evaluations are prone to bias and are not to be considered in isolation when assessing evidence
- allowing for more detailed consideration of mitigating circumstances (5.6ii)

At School level, engagement with AS has seen a focus on the promotion process and through research interviews, Table 3.1, we have captured and shared examples of good practice^{5.1.13}:

- junior lecturers/ECRs observing School panels
- staff member allocated 10% of their time to support applicants
- visibility of panellists
- process starting earlier to allow time to identify candidates and review draft applications
- HoS contacting staff offering informal conversations

- unconscious bias observer sitting on School panels
- ensuring promotions are covered as part of RPD

“If the Head of School hadn’t emailed I would not have gone for it, but she started the conversation which then made me feel more positively”

“you have to start in the summer, talking to people about what an evidence narrative is”

“we have a promotions panel with a lecturer on it....to give them a sense of what promotion’s all about so that they could go back and talk to people (but not about individual cases) ”

“we follow-up with people who haven’t made applications within the past five years and ask if they’re interested in making an application and would like to talk about it and every year some people do”

Promotion good practice gathered through academic interviews

IMPACT

Success rate of female applicants for professorial promotion higher than men for every year since 2016

Excluding 2017, women have had a higher total promotion success rate and for professorial applications have had a higher success rate every year, Table 5.7, significant for the overall academic pipeline because promotion has a bigger impact on the profile of the professorial pool compared to recruitment (4.1i). [\(Data redacted\)](#)

	Pool		Applicants				Successful			
	F	M	F	M	Application Rate		F	M	Success Rate	
2019					F	M	F	M	F	M
Senior Lecturer/Researcher					13.3%	17.0%			81.3%	52.0%
Reader					9.5%	10.8%			41.7%	77.8%
Professor					22.2%	23.5%			62.5%	56.3%

Total	282	381	36	59	12.8%	15.5%	23	36	63.9%	61.0%
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	Pool		Applicants				Successful			
2018					Application Rate				Success Rate	
Role applied for	F	M	F	M	F	M	F	M	F	M
Senior Lecturer/Researcher					27.7%	22.6%			78.8%	75.0%
Reader					15.2%	15.3%			58.8%	56.0%
Professor					22.9%	23.1%			87.5%	53.3%
Total	266	387	58	76	21.8%	19.6%	43	49	74.1%	64.5%

	Pool		Applicants				Successful			
2017					Application Rate				Success Rate	
Role applied for	F	M	F	M	F	M	F	M	F	M
Senior Lecturer/Researcher					21.8%	14.6%			81.5%	91.3%
Reader					8.5%	6.5%			88.9%	100%
Professor					26.5%	16.1%			88.9%	80.0%
Total	264	374	45	43	17.0%	11.5%	38	39	84.4%	90.7%

	Pool		Applicants				Successful			
2016					Application Rate				Success Rate	
Role applied for	F	M	F	M	F	M	F	M	F	M
Senior Lecturer/Researcher					14.7%	21.0%			88.2%	66.7%
Reader					7.2%	12.8%			71.4%	78.9%
Professor					25.6%	12.0%			90.0%	66.7%
Total	252	355	34	58	13.5%	16.3%	29	41	85.3%	70.7%

Table 5.7: Academic promotion: application and success rates by role and gender. The pool is the number of staff in the role below the level of promotion being sought at the start of the promotion round

At SL level, women have had higher success rates than men for 3 of the 4 promotion rounds, driven by STEMM with 20 out of 23 applications from women successful.

Objective 2 was to achieve 40% female reader promotions, a target based on the proportion of those promoted to reader which over the last 3 promotion rounds has averaged out at 37.7% (of 61 readers promoted, 23 are women). More informative is the success rate and there is a relative underperformance compared to male reader applicants in 3 of the last 4 years.

Further consideration suggests that the prevailing research environment is impacting promotions at reader level and to different degrees between STEMM and AHSSB^{5.1.5}. Income from research grants is more likely for a STEMM academic whereas in AHSSBL it is more feasible to carry out research/publish without funding. Given that research

income has always been a key promotion criteria this can have a detrimental effect for AHSSBL: in 2019 all 7 applications for STEMM readers were successful compared to 52.2% (12 of 23) AHSSBL applications.

The size of the pool for professorial promotions has decreased by 7.7% for women (39 to 36) but has increased by 36% for men (50 to 68). For women this is a positive reflection of the successful promotions out of the pool recently but is of concern as we need to maintain a supply of future female professorial applicants.

Research interviews were used to gain a better understanding of promotion barriers, whether they are gendered and why it might take some members of staff longer to apply^{5.1.14}. They also gave insights into racial impacts on promotion:

- women and BAME staff receive fewer positive affirmations to apply and are therefore more likely to wait
- recent parents more likely to take longer to apply due to perception that parental leave and any reduction in research output will be seen negatively
- a lot of encouragement happens informally and is at risk of unconscious bias positively impacting the in-groups of senior, white males
- support, visibility and panel membership varies between Schools
- lack of women and BAME role models
- teaching perceived as not being valued as much as research

“There is a case to make the School promotions panels more diverse and inclusive”

“I think there’s still a widespread perception within the School that promotion beyond senior lecturer is determined by research ..”

“I think for me it is the unspoken rules of the game that are not clear”

Promotion issues gathered through academic interviews

For BAME staff whilst the overall application rates were proportional at 22%, the average success rates were lower than non-BAME colleagues, 50% compared to 73%. This data became one of the key drivers to committing to REC and to continually improving the promotion process for all.

These findings have also informed the content of an Academic Career Map (ACM), a project overseen by a governance board that included the ISAT chair. Building on from

REEP (4.1iii), the ACM is a framework that sets out expectations at each academic career stage with specific consideration of those on TO contracts^{5.1.12}, where we see an over-representation of women.

The ACM sets out key criteria on themes of Citizenship and Leadership, Research and Innovation and Education, Scholarship and Professional Practice. Contributing to/leading on AS work can be cited as examples of Citizenship and Leadership.

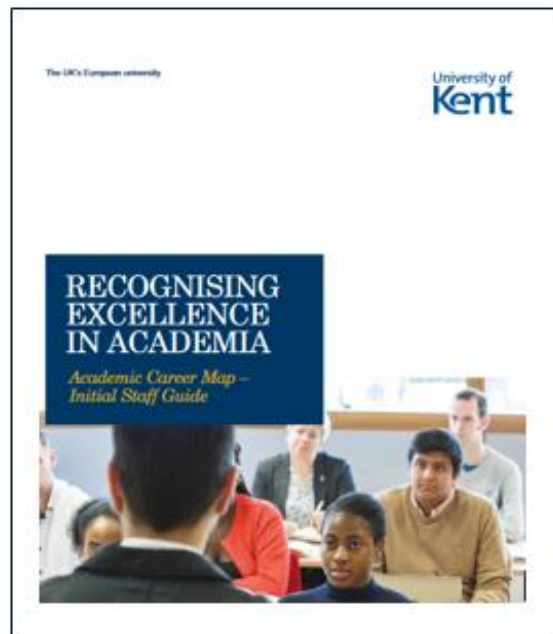


Figure 5.3: Launch of the Academic Career Map, 2019, supported with specific training for promotion panel members and videos of promotions briefing sessions were made available online^{5.1.16}.

From 2020, the ACM will be used to guide the judgement of promotion committees after which we will be in a position to see the impacts on progression from both a gender and race perspective^{4.5} and identify any areas for further development.

ACTION 32: Analyse the impact of the Academic Career Map on career progression of all contract types from both a gender and race perspective

ACTION 33: Include continual review and development of any proposed changes to the Academic Career Map as part of the annual promotions process review

ACTION 34: – Increase BAME promotion success rates by providing individualised support to our BAME staff with promotion applications to close any gap in achievement

female applicants, Table 5.8. (Table redacted)

Table 5.8: Analysis of part-time promotion applications and success rates

This is encouraging to those on part-time contracts, currently 17.9% of academics.

ACTION 35: Brief Divisional Directors to specifically encourage academics on part-time contracts to consider applying for promotion

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

IMPACT

Proportion of female academics submitting to REF increased from 36.1% in 2014 to 39.4% in 2021

We have seen an increasing number and proportion of female academics submitting since the 2008 RAE, Table 5.9. For REF 2021 we will submit 100% of eligible staff.

	RAE 2008			REF 2014			REF 2021		
	Total	F	M	Total	F	M	Total	F	M
Eligible	612	200	412	745	277	468	743	293	450
Submitted	406	122	284	624	225	399	743	293	450
% Submitted		30.0%	70.0%		36.1%	63.9%		39.4%	60.6%

Table 5.9: Gender profile of eligible and submitted staff for the 2008 RAE, 2014 and 2021 REF

This positive trend has been supported by the completion of Bronze actions:

- all staff involved in the selection process received REF-specific EDI training^{5.1.19}
- collecting the EDI profiles for members of decision making panels^{5.1.18}
- EDI profiles of eligible staff across each of the Units of Assessment reviewed^{5.1.17}
- female professor served on external REF sub-panel^{5.1.20}

5.2 KEY CAREER TRANSITION POINTS: PROFESSIONAL SERVICES STAFF

(i) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Given the year-round recruitment of PS staff, induction events are held every 2-3 months and attendance is a condition of probation. Compliance will also be monitored as part of the new organisational compliance dashboards (**Action 23**).

In a survey of recent induction attendees 88.2% (15/17) answered positively to 'overall I feel satisfied with my induction' however the comments pointed towards there being too much information on the day. This feedback is shaping a new induction programme that will include a dedicated induction webpage, an on-line introduction as well as the group event.

ACTION 36: Develop and launch a new induction programme including new on-line content

(ii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Promotion requires PS staff to be successful in securing a new, higher grade role.

We see a higher proportion of internal applicants for externally-advertised PS roles: compared to the 6.3% of internal applicants for lecturer posts (5.1i), there were 15.7% (99/630) for equivalently-graded PS roles in the same time period. Also, 35% of the PS roles were advertised internally (266/745).

IMPACT

Athena SWAN engagement event with professional services generated feedback on barriers to progression resulting in the removal of 'degree essential' as a default criteria in job descriptions.

The 'Progressing Together' event for PS staff, Table 3.1, discussed promotion and it emerged that not having a degree was seen as a barrier since it was usual for roles from Grade 6 to cite a degree as essential criteria.

At the time, 54% PS at Grade 5 did not hold a degree, 72% of which were women and this feedback was used to influence the content of a new 2019 recruitment policy. As a result

we now see PS roles at Grade 6 and 7 being advertised without a degree as essential criteria and therefore open to a wider applicant pool. We will track and report on the impact on the gender profile of internal applicants (**Action 19**).



Figure 5.4: ‘Progressing Together’ Athena SWAN event for professional services, 2018 attended by VC, Karen Cox.

Given that internal movement around the university is a feature of PS progression, a career development programme ‘Pathways’ was launched in 2019 (5.4i) which focuses on identifying transferable skills and supporting colleagues to apply for roles that they may not have previously considered.

5.3 Career development: academic staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Career development programmes are provided by L&OD, Table 5.10. (Data redacted)

EDI and Unconscious Bias training are considered in section 5.6i.

Course	Description	Target academic audience	Attendees	
			F	M

Aurora <i>since 16/17</i>	Women's Leadership Development from Advance HE	Women in posts up to senior lecturer level	26	n/a
Insights <i>since 2018</i>	How to manage and plan your career and overcome barriers	Women already in leadership roles wishing to progress further	6	n/a
Horizons <i>since 2019</i>	Understanding the role of the manager and key skills	Staff who would like a develop into a managerial role	1	0
Foundations of Management <i>since 2018</i>	Providing practical tools for good management	Managers/supervisors new to management	0	2
New Senior Leaders <i>since 2019</i>	Understanding and adapting leadership techniques	Heads/Deputy Heads of Schools, Faculty Directors	2	2
Leaders of Areas of Significant Responsibility <i>since 2018</i>	Organisational leadership and making change happen	Staff in senior leadership roles	5	13

Table 5.10: Provision and uptake of career development training for academic staff from Learning and Organisational Development

YOUR GUIDE TO L&OD
ENHANCING SKILLS & MAXIMISING POTENTIAL 2019-20
University of Kent

Insights

Designed for: Women in senior leadership roles who want to progress their careers and develop new and innovative leadership capabilities. This programme is based on a nomination selection process, confirmed by heads of professional business and faculty deans.

Overview: Insights provides an opportunity to work through personal barriers to progression. The course helps attendees recognise and apply innovative leadership methods and become empowered to challenge the current leadership gender imbalance. It includes discussion, debate and shared best practice, with the aim of helping women develop a clear, realistic career plan and demonstrate leadership awareness and confidence.

The programme consists of four workshops over a five-month period, plus scheduled one-to-one coaching meetings in between.

Workshops:

1. Perception/What's Really
2. Strategic Career Planning and Management
3. Mindful Balance: Challenges and Adjustments
4. Leading Through Change: Creativity and Dynamism

New Senior Leaders (NSL)

Designed for: Heads of school, deputy heads of school, directors of professional service departments, deputy deans, associate deans, faculty directors and senior lecturers.

Overview: New Senior Leaders will assess the effectiveness of participants' own leadership approaches and help them adopt useful new leadership techniques and strategies. Participants will examine current challenges encountered in finance, human resources and planning. The programme will include seven workshops, held over several months, and provides an opportunity to join a peer group and network with members of the Executive Group.

Workshops:

1. The Context of Senior Leadership
2. Personal Planning and Resource Allocation
3. Student Planning and Recruitment
4. Human Resources and Promotions
5. Self-Development
6. Strategic Leadership
7. Managing People

Aurora Women's Leadership Development

Designed for: Women in posts up to senior lecturer level or professional services equivalent. This programme is delivered externally and offsite by Advance HE.

Overview: Aurora is for women at an early stage in their career who want to develop their leadership skills. Participants will experience a blend of education and mentoring, which will empower them to develop leadership behaviours skills and knowledge, raise their awareness, learning, and how to build networks, confidence and support processes.

Training is via six structured steps over six months (6 runs in the UK and Ireland).

Note: the programme is not for women already at a leadership role.

Workshops:

1. Identity: Impact and Voice
2. Power and Politics
3. Active Learning Set 1
4. Core Leadership Skills
5. Adaptive Leadership Skills
6. Active Learning Set 2

Figure 5.5: All staff are kept up to date with training offerings via a brochure available both on-line and in printed form



Figure 5.6: Deputy Vice-Chancellor April McMahon opening the first session of the Leaders of Areas of Significant Responsibility programme

We have engaged with Aurora since 2014^{5.3.1} and in 2018 launched an internal 'Insights' women-only programme. A colleague inspired by their Insights training obtained funding for an international EDI conference.



Figure 5.7: Impact of 'Insights', women's leadership programme, 2019.

5 Aurora and 4 Insights attendees have subsequently increased their grade^{5.3.7,5.6.7}.

The staff survey asked 'I am encouraged to access relevant development opportunities to help me progress my career': 70.7% of female and 68% of male academic respondents agreed.

The CROS showed a lower level of awareness (53%) and uptake (19%) of development activities from respondents. We will promote the programmes suitable for ECRs along with looking at guaranteeing places on these courses for those on fixed term contracts (**Action 12**) and raising awareness of the Vitae Researcher Development Framework.

ACTION 37: Promote the Horizons and Foundations of Management career development programmes with early career researchers

ACTION 38: Include information on Vitae resources, including the Researcher Development Framework as part of Reflect, Plan Develop (RPD) discussions

A 'Top Team' coaching programme for EG has been commissioned by the VC to facilitate the implementation of the new organisation, together with investments in leadership training for new senior academic Division role holders^{5.1.7}.

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

RPDs are held annually since 2019 are mandatory for all staff^{5.3.8}. They include a reflection on successes and any challenges such as maintaining a good work-life balance.

IMPACT

Development reviews are now embedded in the academic promotion process: the application process checks that an RPD discussion has taken place

There is now a declaration on the 2020 academic promotion forms to say whether one has been held.

Compliance will be monitored through reporting dashboards at Divisional level^{5.3.10} and it has been proposed that this data becomes an organisational KPI reported to Council.

ACTION 39: Design management dashboards on Reflect, Plan, Develop (RPD) compliance to reflect the new organisational structures and report figures to Council

51% of respondents in CROS 2019 had had a recent appraisal, before RPDs became mandatory, up from 45% in 2017^{5.3.9} with 61% finding it useful. It remains a target to improve this further and develop management resources signposting the support available^{5.3.11}.

ACTION 40: Develop career development advice and signposting resources for research managers for Reflect, Plan, Develop (RPD) discussion

Staff feedback on the RPD process will be captured as part of an overarching employee survey strategy (5.6i).

Work is underway on RPD Phase 2: for discussions to provide information on succession planning and training needs in support of a wider Talent Strategy (5.3.iii).

ACTION 41: Implement Phase 2 of Reflect, Plan, and Develop (RPD) to include information for wider talent management

[Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.](#)

In 2018 the Graduate School commissioned an external consultant to review ECR support, concluding that organisationally, ECRs were at risk of being isolated and somewhat hidden. As a result, an ECR network was launched in December 2018 and in the future organisation a new Graduate and Researcher College (GRC) will lead on recommended actions to provide targeted career development support information through communication, initiatives and events specifically for ECRs (**Actions 34-37**). Awareness of the promotion process is a key area given that 52% of CROS respondents were not aware of information on promotion and 53% not clear of opportunities for progression.



Figure 5.8: VC Karen Cox at the launch of the Early Career Researcher network, December 2018

ACTION 42: Develop a code of practice for the management and career development of early career researchers^{5.3.2}

ACTION 43: Deliver a programme of talks and workshops to support researcher career development

ACTION 44: Develop an on-line career development resource library for early career researchers

ACTION 45: Communicate researcher career pathways and promotion procedures

2020 saw the university sign up to the Principles of the Researcher Development Concordat and retain our HR Excellence in Research award.

Providing mentoring opportunities for academics continues to be a priority to improve on the positive response to the staff survey question 'I have access to informal, constructively critical and supportive coaching/mentoring' and reduce the gap between female and male positive responses: 63.8% of female academics, 68% male.

Mentoring is being reviewed by a working group^{5.3.12} and the scope includes providing ECRs with mentors who are not their academic leads/PIs. A new mentoring framework will support the requirements of probation and progression via the ACM^{5.13, 5.14}.

ACTION 46: Deliver Phase 1 of the mentoring framework, providing a range of mentoring opportunities with the scope including early career researchers

ACTION 47: Provide a targeted, individual mentoring approach in Phase 2 of the mentoring framework including making mentors available for early career researchers who are not their academic leads or PIs

ACTION 48: Provide targets for Division Directors for ensuring a minimum number of active mentors with a diverse range of specialisms and experience

IMPACT

Creation of a Summer Vacation Research Competition helping postdoctoral research assistants establish independent research projects

A Summer Vacation Research Competition was created in 2019 giving PDRA's the opportunity to apply for research funding up to £2,100 to employ an UG on an independent research project. Of the 10 PDRA winners in 2019, 6 were women. 85 of the 100 UG applications were WP students and 8 of the 10 winners were women. On-going funding has now been secured and the aim is to broaden the competition to include PS. An academic paper on the competition is being prepared.

"The competition has enabled me to work on my own research ideas"

PDRA winner, 2019

"It's made me think of a career in research"

UG winner 2019

ACTION 49: Investigate the feasibility of extending the Summer Vacation Research Competition to include research projects within professional services

5.4 CAREER DEVELOPMENT: PROFESSIONAL SERVICES STAFF

(i) Training

Describe the training available for staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation

“Thanks to you and the Pathways course I have accepted an offer of employment at the University for a Higher Grade Position.

The course enabled me to look at things differently”

E-mail from Pathways attendee to L&OD, 2020

In response to the staff survey question ‘I am encouraged to access relevant development opportunities to help me progress my career’ 69.1% of female and 63.3% of male PS agreed. We look to improve on this through ‘Pathways’ a PS-specific career development programme designed in the light of the promotion process for PS staff which involves moving between roles within the organisation (5.2.ii) to focus on transferable skills and identifying new opportunities. As with Aurora, Pathways provides a mentor for participants and these are taken from the cohort of New Senior Leaders course attendees. Already we have seen 3 PS colleagues secure new roles, crediting Pathways for their success.

IMPACT

'Pathways' a career development programme specifically for professional services was launched in 2019 and already 3 colleagues have been successful in securing new roles in the organisation as a result

Table 5.11 provides an overview of the PS career development training offering and

Course	Description	Target professional services audience	Attendees	
			F	M
Aurora <i>since 16/17</i>	Women's Leadership Development from Advance HE	Women in posts Grade 7 and above		
Insights <i>since 2018</i>	How to manage and plan your career and overcome barriers	Women in leadership roles wishing to progress		
Horizons <i>since 2019</i>	Understanding the role of the manager and key skills	Staff who would like a develop into a managerial role		
Foundations of Management <i>since 2018</i>	Providing practical tools for good management	Managers/supervisors new to management		
New Senior Leaders <i>since 2019</i>	Understanding and adapting leadership techniques	Directors of professional services directorates		
Leaders of Areas of Significant Responsibility <i>since 2018</i>	Organisational leadership and making change happen	Staff in senior leadership roles		
Pathways <i>since 2019</i>	Career development programme	Staff in professional services roles		

uptake. (Data redacted)

A Talent Strategy will be developed that will deliver tailored learning and development support for specific groups of both academic and PS colleagues. Phase 2 of the RPD process (**Action 33**) will also identify the training needs of specific groups of staff.

ACTION 50: Develop a Talent Strategy that secures the support of the Executive Group and that includes the development, attraction and retention of different groups of staff with different needs

this, as well as staff feedback about the process.

Since 2019, RPD discussions are mandatory for PS staff. RPD guidance and training is provided on-line and through classroom training.

RPD compliance will be monitored once new organisational structures are in place (**Action 31**). We look to capture staff feedback on the current and future (Phase 2) processes and this will be covered as part of the design of a wider employee engagement survey approach (**Action 53**).

(iii) Career progression

[Comment and reflect on support given to professional services staff to assist in their career progression.](#)

In the staff survey 62% of PS women agreed that 'I have access to informal, constructively critical and supportive coaching/mentoring' compared to 66% of PS men.

The Mentoring Working Group will advance the provision for PS (**Actions 38, 39**) and Aurora and Pathways will continue to provide mentoring for participants.

"I believe Aurora gave me the confidence and skills to apply for the role and it has been really useful having a mentor to talk things over with"

PS Aurora participant

A staff Fee Remission Scheme covers half the home tuition fees for part-time study and we are invested in the Apprenticeship Scheme.

We will review both these schemes to better understand the gender balance of take-up and the impact on career development. Early signs are good with a 2020 Technician apprenticeship attracting 63 applicants from external HE/FEs of which 32 were female.

ACTION 51: Undertake a review and impact by gender of the Fee Remission Scheme

ACTION 52: Undertake a review and impact by gender of the Apprenticeship Scheme

In 2019 we signed up to the Technician Commitment which includes taking action to improve career development, supported in the new structure by a Head of Technical Services.

ACTION 53: Review the career pathways and grading structure for technicians

ACTION 54: Establish and promote the training opportunities and funding available to technicians centrally and across Schools

ACTION 55: Review and promote the professional qualifications available to technicians

5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Note: Present professional services and academic staff data separately

Several AS events, Table 3.1, covered the topics of being a parent at Kent^{5.5.3} and return-to-work experiences^{5.5.8}.

IMPACT

Consultations with parents led to sector-leading changes to our family friendly offering including additional paid leave for parents of premature babies



Figure 5.9: International Women's Day audience and panel discuss parenting, chaired by the Athena SWAN lead and attended by VC Karen Cox.

Together with a review of Silver AS institutions, these consultations shaped a proposal to improve our family friendly offerings, approved by EG in 2020:

- additional paid leave for parents of premature babies, up to 6 weeks

- anyone leaving within 3 months of their maternity leave ending, the university will no longer reclaim all/part of any contractual maternity pay
- paid leave to attend fertility treatment as a day 1 benefit rather than requiring 12 months service

“I just wanted to say how happy I am with the recent changes made. As a parent to a premature baby myself at the time I wasn't able to get extra leave for the 12 weeks we spent in hospital, but now that other parents in this awful situation can receive this I am over the moon”

E-mail to the AS team, 2020

This is a pragmatic selection of all the ideas and further proposals addressing those outstanding will be prepared e.g. extending partner leave from 2 weeks, reducing the qualifying period for partner leave from 26 weeks and contractual maternity pay from 12 months.

ACTION 56: Prepare a business case proposal for the Executive Group to further enhance the family friendly offering

A gap between the parental entitlements for PGR students on Kent scholarships and offerings for full-time staff was identified and has now been aligned.

The Staff Guide has been updated to better signpost the parental support available^{5.5.1,5.6.4}.

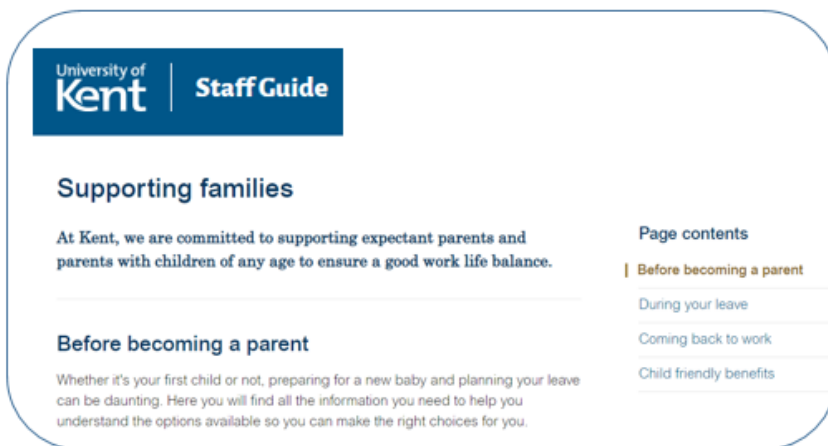


Figure 5.10: New signposting of parental offerings and support within the on-line Staff Guide

A 'Parents Pack' has been developed to pull together all the key information for staff and managers, including checklists and sharing of best practice around managing workload on return to work and will be launched in 2020^{5.5.2,5.5.7}.

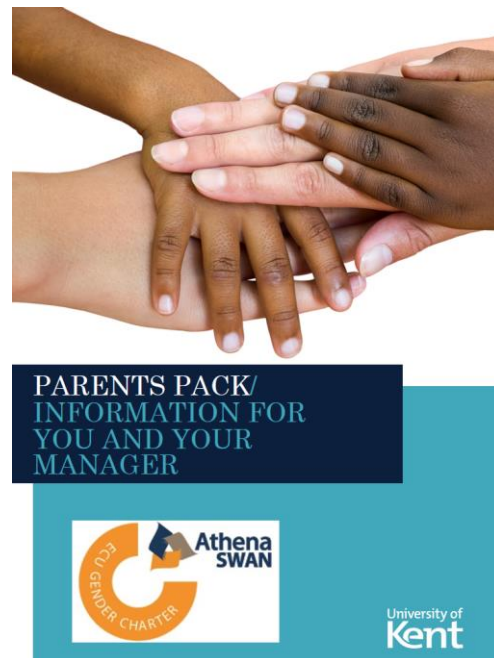


Figure 5.11: The Athena SWAN Parents Pack

(i) Cover and support for maternity and adoption leave: during leave

[Explain what support the institution offers to staff before they go on maternity and adoption leave.](#)

Policies explain the maternity/adoption leave and pay options and the process for informing line managers and HR. The health services available on campus are also signposted: a medical centre and 24hour nursing services on the Canterbury campus.

Line managers must submit a risk assessment to Occupational Health who then advise on any adjustments.

In 2019 all requests for recruitment had to be approved by a Strategic Review Board. The AS team had an exemption granted whereby approval was not needed when recruiting for maternity cover.

(ii) Cover and support for maternity and adoption leave: during leave

[Explain what support the institution offers to staff during maternity and adoption leave.](#)

KIT days are available to staff on maternity/adoption leave, up to 10 days and shared parental leave, up to 20 days. A survey of those who had taken parental leave was run in 2017 and 2019^{5.5.3}, Table 3.1, to capture their experience of KIT days.

The majority of respondents who had taken KIT days found them useful (75.8% in 2017, 75.9% in 2020) those who did not cited that if the days had been better organised and

focussed on transitioning back to work (rather than being given tasks to do) they would have been more beneficial.

“When away for maternity leave I did feel that I had lost part of my professional identity and a lot of confidence. Coming back into my workplace, even though it was only for a couple of days made it feel less daunting”

KIT Day Survey respondent

64.1% in 2020 agreed that the pay implications of KIT days were communicated effectively, down from 66.7% in 2017.

Insights from the survey have been shared with SAT leads and informed the Parents Pack.

(iii) Cover and support for maternity and adoption leave: returning to work

[Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.](#)

Support given to returners, particularly academics is variable as it is led by local budgets and practices. Different approaches are presented within the Parents Pack^{5.5.7} including:

- reducing administrative duties
- having an agreed period of time before expecting teaching to resume
- ensuring teaching modules are the same as before leave
- adjusting teaching and research workload targets
- giving additional research funding allowance for returners (e.g. to employ research assistants)

Managers are encouraged to meet their maternity returners at the end of the first day, week and month to discuss how the return is going but feedback from the ASWG suggests that this is variable.

There is an opportunity to make return to work approaches more consistent across the new structures (**Action 3**) and to investigate the feasibility of Divisional/Directorate funding to support all staff returning from parental leave.

ACTION 57: Prepare a business case proposal for the Executive Group to create a Divisional/Directorate parental leave returners fund drawing on examples from other HE institutions

We have established parenting rooms at Canterbury and Medway^{5.5.4}.



Figure 5.12: News items on Athena SWAN webpage communicating opening of parenting rooms

An issue outside of the action plan concerned the travel policy prohibiting claims for expenses of partners attending conferences to assist in childcare. In 2020 ISAT led a change in policy to allow such claims to be approved at the discretion of the Head of School/Department.

Research revealed a reluctance, particularly amongst men to discuss parenting. So as part of IWD 2019, we launched a 'Paint your Parent at Work' competition.



Figure 5.13: Entrant to the 'Paint your Parent at Work' competition

Those attending an event to celebrate ERC funding success were encouraged to bring their children.



Figure 5.14: Family celebrations of ERC projects, 2019

ACTION 58: Put on a university-wide Parents’ Day celebration event

Pharmacy arranged a Medway event to celebrate Parents’ Day on 1st June which was well received and we will add this day to the calendar of events.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

Provide data and comment on the proportion of staff remaining in post 6, 12 and 18 months after return from maternity leave.

Our maternity return rate is very high, Table 5.12. The majority of those taking maternity leave, 66.2% (96/145), are PS staff. (Data redacted)

	Total	PS	Academics
Taken maternity leave			
Returners			
Non-returners			
Return Rate	96.6%	95.8%	98.0%

Table 5.12: Maternity return rates for those taking maternity leave from 01 July 2016.

Table 5.13 shows how many of the 145 maternity leave takers are/were still in post at various timepoints after returning to work and the leaving process. (Data redacted)

Of the 140 returners, a further 27 left within 18 months of their maternity leave ending, 11 of those within 6 months.

PS staff made up the majority of non-returners/leavers, 75% (24/32) with the main process being resignation 62.5% (15/24) compared to end of FTC, also 62.5% (5/8) for the academic non-returners/leavers.

	Total	Left within			
		N/Rs	6 months	12 months	18 months
Professional Services					
End of fixed term contract					
Voluntary redundancy					
Resignation					
Compulsory redundancy					
No. of leavers					
No. remaining in post					
% remaining in post		95.8%	86.5%	79.2%	75.0%
Academics					
End of fixed term contract					
Voluntary redundancy					
Resignation					
Compulsory redundancy					
No. of leavers					
Remaining in post					
% remaining in post		98.0%	93.9%	89.8%	83.7%
Total no. of leavers	32	5	11	9	7
Total no. remaining in post		140	129	120	113
Total % remaining in post		96.6%	89.0%	82.8%	77.9%

Table 5.13: Analysis of staff leaving the university following maternity leave. N/R = non-returner from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Partner Leave

We use the term 'partner leave' instead of 'paternity leave'. In the last 3 years partner leave has been taken 106 times, Table 5.14, 105 by men and 1 by a woman. (Table redacted)

Table 5.14 Uptake of partner leave July 2017–July 2020

Partners are entitled to 2 weeks paid leave if they have 26 weeks of service - a candidate for future enhancement (**Action 48**) and in the case of premature birth are now also entitled to up to 6 weeks of paid leave.

Parental Leave

18 weeks unpaid parental leave is available to all parents once they have 1 year of continuous service. 13 women and 6 men have taken this leave over 29 occasions in the last 3 years. These have been mostly PS staff (15) and senior academics (4).

Adoption Leave

Adoption leave and pay is the same as for maternity and partner leave and pay as are all the other family friendly offerings. There has been 1 adoption leave taken in the last 3 years.

SPL

SPL has been taken by 18 colleagues in the last 3 years: 5 of these in conjunction with maternity leave and 13 as partners (12 male, 1 female). The numbers are too small to analyse by grade but this leave has been taken by PS staff and academics in roles from researcher to reader.

In order to help increase SPL uptake, the policy has been enhanced whereby shared parental pay entitlements for both parents are now based on contractual rather than statutory pay.

Kent Staff Online
21 November 2018



Shared Parental Leave

The University has updated its Shared Parental Leave policy so that shared parental pay matches contractual maternity/adoption pay.

Figure 5.15: Communicating the enhancement to shared parental leave

(vi) Flexible working

[Provide information on the flexible working arrangements available.](#)

A flexible working policy has been in place since 2013 and the latest revision supports academics with caring responsibilities to request a change to their teaching hours.

Previously these changes have been managed via an annual ‘teaching constraints’ process. Using flexible working means that requests do not have to be reviewed every year, and is consistent for academics and PS.

In the 9 months following the introduction of the updated policy^{5.5.10} there have been 40 requests granted for academics compared to 10 in the 10 months prior to the policy change. This total of 50 academic requests exceeds the 41 captured for PS over the same period.

The staff survey asked ‘the university takes adequate and suitable steps to ensure my health and wellbeing’ with 64% female and 66% male respondents agreeing. To improve on this and address the changes to ways of working seen in 2020, a ‘COPE’ framework has been developed to assist staff and their line managers to discuss and take action to improve wellbeing.



A COPE Framework

**‘Collaborate, Organise, Prepare and Enable
ourselves to stay well’**

Guidance and resources to support staff wellbeing and reduce unnecessary pressure from workload

Figure 5.16: The staff COPE framework launched in July 2020

A survey is being developed to capture feedback and ideas on the specific topic of future ways of working.

ACTION 59: Run a 'Future Ways of Working' staff survey

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Staff may request to work part time on a temporary basis before returning to full time, a practice called 'V working'. We have raised awareness of this through the network of SAT leads, the Parents Pack and also through the COPE framework^{5.5.11}.

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff.

Comment on uptake and how any shortfalls in provision will be addressed.

Canterbury's Oaks nursery opened in 1969. It offers 90 places for children of staff and students. Provision is year round for staff and is available on a term-time only basis for students.

Staff are eligible to join a salary exchange scheme whereby nursery fees are deducted from gross pay.

The nursery is well known and has the challenge of managing a waiting list.

Opening times are from 8am to 6pm with 1pm the handover time between morning and afternoon sessions. This has been raised with our SAT leads network as a consideration for scheduling of meetings.

In 2018 Oaks ran a customer survey identifying a lack of communication between registering and arriving on the first day. This has now been addressed and those newly registered are now communicated with more regularly.





Figure 5.17: Oaks nursery in 1969 and 2020 and celebrating 50 years

Colleagues at Medway have access to an externally-run nursery.

In our Bronze application it was noted that parents often struggled to park on the Canterbury campus after dropping their children off at school/nursery. The transport team launched a trial whereby a number of parking spaces were freed up for staff arriving after 09.30 and this has now been made permanent ^{5.5.12}.



Figure 5.18: Communicating the Canterbury campus parking trial

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

Colleagues with caring responsibilities have access to the full range of flexible working offerings and can also be granted unpaid leave to deal with emergency caring situations.

We aimed to create a specific website for carers^{5.5.13}. Given that the range of caring situations is broad the support and information needs will be different so there is work to do first in better understanding specific requirements. We intend to do this via an initial survey followed by focus groups as this is an approach that has worked well in capturing insights to parenting.

ACTION 60: Run a ‘Carers at Kent’ survey and follow-up focus group/discussion

5.6 ORGANISATION AND CULTURE

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

(i) Culture

The staff survey contained 3 EDI questions and with the exception of ‘Kent is a good place to work’ attracting 80% positive scores, had the highest scores of all the questions, Table 5.15. BAME positive responses were also high but lower than white colleagues, further evidence for a focus on REC.

Question	Total	Gender		Race	
		F	M	BAME	White
Meetings and work-related social activities in my school/department take place at times when those with caring responsibilities can attend	79%	79%	82%	77%	81%
My school/department uses women as well as men as visible role models	92%	94%	95%	87%	96%
The university policies on equality are respected and promoted in my school/department	78%	86%	90%	80%	90%

Table 5.15: Proportion of positive responses to EDI questions in the staff survey

Objective 6 was to support staff to take responsibility for EDI and this has shaped our approach to embedding inclusivity in our systems, processes and behaviours:

- the ‘Working in an inclusive environment’ induction session and Foundations in Management training focuses on being an inclusive colleague^{5.3.5}

- there is a suite of mandatory EDI training: Unconscious Bias^{5.3.4}, Diversity and Inclusion in HE (both on-line) and classroom session Promoting Inclusion (**Action 23** will monitor compliance)
- Advance HE delivered EDI refresher training for our EDI rep network and L&OD team
- HR and recruitment systems have inbuilt reporting on protected characteristics
- additional unconscious bias classroom training delivered and a Psychology lecturer is funded to deliver tailored sessions^{5.3.6}
- an unconscious bias text for chairs of recruitment or funding panels to use in their opening introductions:

“It is our intention to ensure that the panel’s deliberations today are fair and equitable and we will achieve this through paying close attention to the scoring criteria and definitions, and by challenging any imprecise language used by panel members which might allow unconscious biases to creep into the panel’s discussions”

Capturing the male voice in conversations about gender equality is challenging and we addressed this by running a survey on IMD 2018 followed up by a panel-led discussion on the key themes emerging from the survey:

- are gender equality initiatives targetted at women?
- is there a macho culture preventing an inclusive one?
- being a dad at the university

“flexible working is more common and acceptable for female staff”

“the stereotypical “man-up” male identity does no one any favours”

“perhaps it’s just me but I feel awkward as a man asking for changes to my working day to accommodate school drop-offs”

Comments captured in the IMD Survey 2018



Figure 5.19: Panel discussion on International Men's Day 2019

The Equality Matters blog has facilitated sharing the male voice.

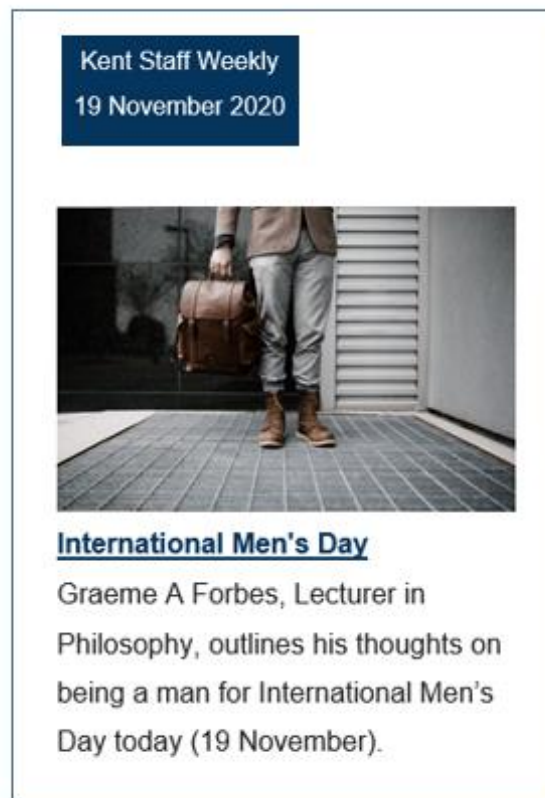


Figure 5.20: Communicating an International Men's Day blog post 2020

IMPACT

In response to feedback from professional services colleagues, the VC personally championed their inclusion in processing at graduation

We have challenged some long-held practices in response to PS feedback:

- dropping the term 'non-academic'
- in 2020 Senate approval was granted for PS to process alongside academics at graduation – an idea raised by SMSAS colleagues at the ASWG

The approach to all-staff surveys will be reviewed to include focused surveys such as the Future Working Survey (**Action 51**) and also short, frequent 'pulse' surveys.

ACTION 61: Develop an overarching staff engagement survey strategy to include annual surveys, context-specific surveys (e.g. Future Working) and 'pulse' surveys

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

Equality policies are seen to be respected and promoted, Table 15. EDI networks are consulted on HR new policies.

At induction we highlight the EDI and Dignity at Work policies and the process for reporting unacceptable behaviour. Our network of harassment contacts are supported by a specific L&OD training programme^{6.3} and since 2019 an external EAP is available.

The HR EDI plan includes actions to strengthen our harassment processes.

ACTION 62: Launch a new reporting system for staff to report incidents of harassment/bullying

ACTION 63: Deliver an Inclusive Leadership programme to include best practice in holding conversations about harassment

In recognition of the increased risk of inappropriate behaviour occurring off campus (e.g. remote field trips), the SAT lead for Anthropology and Conversation authored a guide for 'Preventing and dealing with behavioural misconduct during academic activities in non-university settings', now adopted as university-wide policy.

IMPACT

Feedback to the Athena SWAN team around individual circumstances that may impact performance evaluation have led to the creation of a new Mitigating Circumstances policy

Issues raised directly with the AS team have led to action on:

- **Mitigating Circumstances:** whilst we have good processes for students, there is a need to strengthen these for staff when making performance evaluations. A new policy is undergoing consultation.
- **Domestic Abuse:** awareness training will inform policy development

ACTION 64: Provide Domestic Abuse awareness training

Managers are supported by a dedicated HR Business Partner to advise on any issues arising around harassment, grievances or disciplinary procedures.

(iii) Proportion of heads of school/faculty/department by gender

[Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.](#)

IMPACT

Between 2016 and 2019 the proportion of female Heads of School increased from 19.0% to 31.8%

The low number of female HoS in 2016 and the complete lack in STEMM was a concern. This was addressed by changing the appointment process such that the roles were openly advertised, subject to panel interview with a job description informed by the AS lead who had previously held a HoS position for 5 years.

There are now two female STEM heads and an overall increase in representation from 19.0% (4/21) to 31.8% (7/22), Table 5.16, meeting our Objective 7 target of 30%.

Faculty of Science (STEMM)	Head of School			
	2016	2017	2018	2019
Biosciences	M	M	M	M
Computing	M	M	M	M
Engineering and Digital Arts	M	M	M	M
Maths, Statistics and Actuarial Science	M	M	M	M
Physical Sciences	M	M	M	M
Sport and Exercise Sciences	M	M	F	F
Pharmacy	M	M	M	F
Medical School	-	-	-	M
Faculty of Humanities (AHSSBL)				
Architecture	M	M	M	M
Arts	M	M	M	F
English	M	F	M	F
European Culture and Languages	M	M	M	M
History	F	F	F	F
Music and Audio Technology	M	M	M	M
Faculty of Social Science (AHSSBL)				
Kent Business School	M	M	M	M
Kent Law School	F	F	F	F
Anthropology and Conservation	M	M	M	F
Economics	M	M	M	M
Politics and International Relations	F	M	M	M
Psychology	F	F	F	M
Social Policy, Sociology and Social Research	M	M	M	M
Journalism	M	M	M	M
Total Schools	21	21	21	22
Total Heads - Female	4	4	4	7
Total Heads - Male	17	17	17	15

Table 5.16: Gender profile of Heads of School 2016 -2019

(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

Women are well represented at EG and Council level, Table 5.17, the latter as a result of action taken by Council to increase diversity of the lay membership as nominated by the Lay Nominations Committee.

Senior Management Committees	2019/20 Membership		
	F	M	%F
Executive Group	4	2	66.7%
Council	16	20	44.4%
Senate	17	30	36.2%

Table 5.17: Gender profile of senior management committees 2019/20

The larger Senate committee has a lower proportion of women but we anticipate an improvement with the introduction of the new Divisional structure.



Figure 5.21: Executive Group 19/20



Figure 5.22: Members of Council 19/20

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Senate and Council are a combination of *ex-officio* members, lay members (for Council) and staff representatives elected by peer group ballot, Table 5.18.

	2019/20 Membership			
	Total	F	M	%F
Senate - academics	10	5	5	50.0%
Council- academics	2	0	2	0.0%
Council- professional services	2	1	1	50.0%

Table 5.18: Gender profile of elected representatives for Senate, Council 2019/20

Two further influential committees are UPC and REF Steering Group. Members of UPC are appointed by the VC and is gender balanced with 7 women and 7 men compared to 4 women and 10 men in 2016.

The REF steering group was convened by the DVC for Research and Innovation. As part of our Code of Practice we captured the EDI profiles of members and as a result took action to change the group's composition so that it was more racially diverse and gender balanced (12 women, 12 men).

(vi) Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

The ACM has been designed to recognise the Citizenship and Leadership contributions of committee work and makes explicit reference to AS^{5.6.9,5.6.14}. The Law School allows academics in roles lower than professor to sit on School promotion panels and this has been taken up by the largest School, SSPSSR^{5.6.8}.

School Director of Research and Director of Education roles sit on several committees and traditionally these would have been non-advertised appointments filled informally, normally by senior (likely to be male) colleagues. Now they are published as vacancies and go through a panel process^{5.6.8}, making them more visible and accessible to middle career academics^{5.6.5,5.6.6}.

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

Equality Analysis (EA) is embedded in processes of implementing policy/process change. EG now expects that changes put to them are supported by an EA. During implementation any equality risks raised are addressed by the process owners.

Completed EAs are published on-line together with guidance documentation.

Campaigns encourage staff to complete their EDI profiles^{6.1} and the proportion of 'no data' is decreasing, Table 5.19, although action is required to increase the capture of gender identity (**Action 59**).

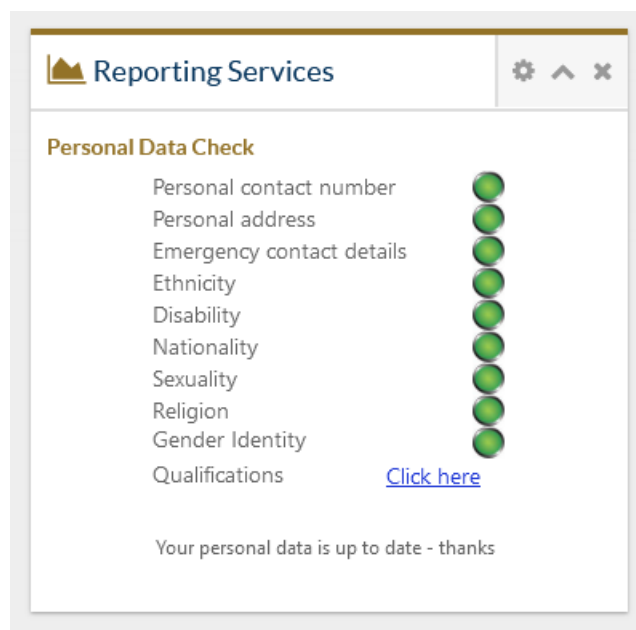


Figure 5.23: Dashboard on HR System alerts staff on their completion of EDI data

	Proportion of 'no data'	
	EA1	EA2
Self-declared protected characteristic		
Disability	22.4%	15.4%
Sexual Orientation	22.0%	17.9%
Religion	15.0%	10.0%
Gender Identity	79.1%	69.4%
Ethnicity	100.0%	100.0%

Table 5.19: Comparison of the proportion of 'no data' for self-declared protected characteristics available for Equality Analysis carried out in 2019 (EA1) and 2020 (EA2)

(viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Workload models are managed at School level with a mixture of approaches. Schools capture feedback on the perception of workload allocation through their AS culture surveys^{5.6.13} and share experiences through the SAT leads network.

The Divisional structure will facilitate sharing of best practice, gender monitoring and increased consistency of models because workload allocation falls under the EDI remit of the Deputy Director roles^{5.6.11}.

During interviews for these roles, candidates were asked about the principles of workload allocation with the expectation that 'fairness' was about achieving equal outcomes rather than just giving everyone the same allocations^{5.6.12}.

(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

Schools take their own approach and we do not have a university-wide core hour policy however ISAT, ASWG, SAT leads network and other AS consultations, Table 3.1, are held outside of half-term and across the 2 campuses.

Overall 79% of staff survey respondents agreed that ‘meetings and work-related social activities take place at times when those with caring responsibilities can attend’, Table 5.15. Breaking this down shows the highest level of agreement from female PS (82.2%) and lowest from female academics (71.4%), Table 5.20. We will investigate this further (**Action 52**).

‘Meetings and work-related social events take place at times when those with caring responsibilities can attend’	Agree	F	M
Professional services	82%	71.4%	81.3%
Academics	77%	82.2%	82.0%

Table 5.20: Analysis of staff survey question on timings of meetings and social events

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution’s website and images used.

With AS well established, there is an increased awareness on the importance of gender balanced speakers for research seminars, lecture series, delivering EDI events and celebrating success.









 <p>SSES Lecturer presents at the Tokyo 2020 Olympic Education Programme</p>	 <p>Become an engineer like Ayo</p>
 <p>New research to begin on autism and girls following major AHRC grant</p>	 <p>Libby Jackson, Human Spaceflight expert and author delivers annual Jennison Lecture: Women in Space</p>
<p>Kent Alumna from Rwanda joins high level UN panel alongside Melinda Gates and Jack Ma and makes significant strides to change the face of technology in her country</p> 	 <p>Dawn Bonfield MBE (former Chief Executive of the Women's Engineering Society) to deliver 'Inclusive Engineering and Technology' lecture</p>
 <p>Suffrage Science award for School of Computing's Professor Sally Fincher</p>	<p>WISE Awards success for Medway School of Pharmacy</p> 

Figure 5.24: Selection of role-modelling women across Schools

KIE launched an Inspire Challenge Excel programme in 2017 aimed at supporting women to succeed in business and have published a wealth of profiles, interviews and research pieces.



Inspiring Profile: Billie Jean King



The Bottom Line: Why Diversity Matters



Kent alumna named as ITV's first ever woman chief executive



Kent Honorary Graduate sworn in as first female president of the UK's Supreme Court

Figure 5.25 Publications on the Inspire Challenge Excel programme blog designed by the Kent Innovation and Enterprise department

As a result, 92% of staff survey respondents agreed that women role models are used locally, Table 5.15.

At institutional level, the gender balance of prestigious lecturer series are monitored as are honorary graduate nominations, Table 5.21, and the design of webpages.

2019 Honorary Graduates	
Ann Marie Furedi	Anthony Van Laast
Es Devlin	Harry Christophers
Joanna Roper	Raymond Nye
Mavis Nye Bcah	Carl Jones
Akaliza Keza Ntwari	John J Hern Jr
Libby Jackson	John Gallagher
Ellie Goulding	Mark Brookes
Stephanie Flanders	Antony Anghie
Patience Agbabi	

Table 5.21: 2019 Honorary graduates featured 9 women and 8 men

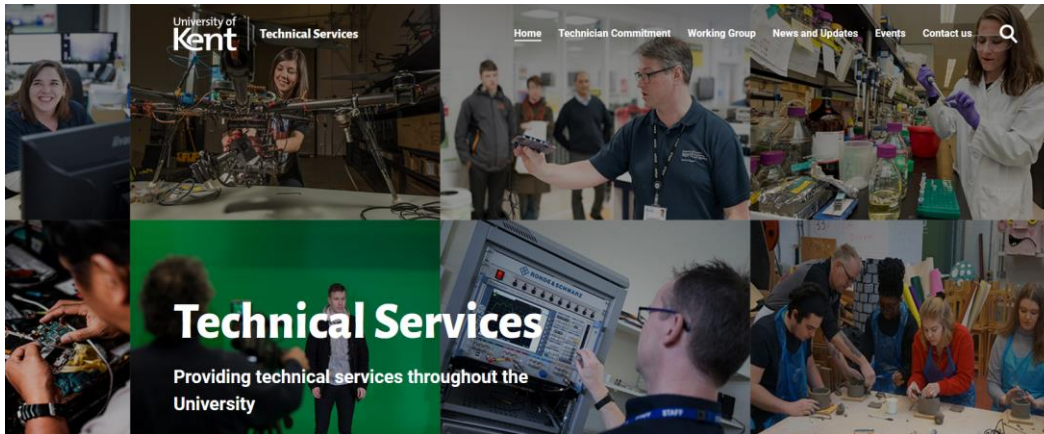


Figure 5.26: Gender balance is considered in the design on university webpages such as the recently launched Technical Services website

We also used IWD 2020 to invite colleagues to share their role models.

Inspirational Women Quotes



Dame Julie Andrews – her incredible talent and how she coped with having to use this to support her family as a young child; not letting her childhood put her off her dreams. I admire her grace, charity work, her love of family, her strength after losing her voice and as the only person I’ve ever seen to get a standing ovation just walking into a room. Helen Oliver – L&OD Coordinator



‘Mary Lacy’ she was determined to succeed and did so in spades. Born and bred in Ash, Kent she ran away to sea and also became an accomplished shipwright: she was arguably the first woman ever to train as shipwright (albeit disguised as a man) and was also the first woman (this time not in disguise) to gain a pension from the Admiralty. She published her fascinating, candid memoirs - *The Female Shipwright* - in 1773. Simon Kirchin - Director of the Division of Arts, Culture and Design



Emmy Noether
As a woman in a patriarchal scientific community and a Jew in a brutally anti-Semitic society, she was unquestionably an outsider. Yet she discovered mathematics of great power and reach; her theorems on symmetries underpin our understanding of physics, and her exceptionally clear teaching has formed the heart of algebra for the last century.



Isabel Myers Briggs
“No-one has to be good at everything. By developing individual strengths, guarding against known weaknesses and appreciating the strengths of others, life will be more amusing, more interesting and more of a daily adventure than it could possibly be if everyone were alike”
Anne-Marie Baker
Project Manager Athena SWAN



The abolitionist Sojourner Truth
Born into slavery and at one point sold with a flock of sheep. She fought for the right to have all that comes with the freedom of personhood and equality.
Christina Hughes - Deputy vice Chancellor Education and Student experience



Jacinta Ardern (PM of New Zealand) compassionate leadership in a male dominated world. (the youngest female heads of government, and only the second elected head of government to have a baby and take maternity leave while in office). Laura Phells – L&OD Advisor -



Mother Teresa - despite all her encounters with adversity and distress, she maintained an iconic symbol of hope, peace and compassion.
Jena Dady – L&OD Advisor -



Peter Hydon - Professor of Mathematics and Director of Division



Barbara Castle – for introducing the Equal Pay Act
Maddy Withers – Reward Assistant -



Aphra Behn - a playwright, poet and spy was a remarkable and talented woman who made her voice heard and took risks for the things she believed in. Virginia Woolf wrote of her: “All women together ought to let flowers fall upon the tomb of Aphra Behnfor it was she who earned them the right to speak their minds.” Allison Ross Green – Director of Human Resources and Organisational Development



International Women’s Day

#IWD2020 #EachforEqual



Figure 5.27: Sharing inspirational women role models on IWD 2020

(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

Involvement in outreach activities, run locally or by the central outreach team are recognised as examples of Citizenship and Leadership criteria for promotion in the ACM.



Figure 5.28: Da Vinci Day at the Medway campus run by the central outreach team

The Technician Commitment sets out actions to support outreach programmes and encourages technicians to get involved and recognise this contribution in RPDs.

Soapbox Science was hosted for the first time in Canterbury in 2018 and again in 2019 both times organised by colleagues from Anthropology and Conservation.



Figure 5.29: Soapbox Science event in Canterbury, 2019

To share the organisational effort and widen the participation of speakers we will look to make Soapbox Science a joint activity across Divisions.

ACTION 65: Establish Soapbox Science as a joint activity across Divisions

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

The institutional EDI role has been established to embed AS in a new wider EDI structure and will sit on both EG and ISAT. Deputy Directors of Divisions will also have AS in their remit (**Action 3**).

Schools will continue to be supported through the provision of data^{5.6.18}, guidance documentation^{5.6.15}, the SAT leads network and mock panels, according to the future timeline, Table 5.22, with contribution on AS recognised for promotion through the ACM.

	Current Award	Timeline for future applications				
		2021	2022	2023	2024	2025
Division of Arts and Humanities						
Architecture			1			
Arts	Bronze					
English			1			
Centre for Music and Audio Technology*						
European Culture and Languages	Bronze					
History	Bronze					
Division of Natural Sciences						
Biosciences	Bronze					
Physical Sciences						
Sport and Exercise Sciences						
Pharmacy	Bronze					
Kent and Medway Medical School						
Division of Computing, Engineering and Mathematical Sciences						
Engineering and Digital Arts	Bronze					
Computing	Bronze					
Mathematics, Statistics and Actuarial Science	Silver					
Division of Human and Social Sciences						
Anthropology and Conservation	Bronze					
Economics						
Politics and International Relations						
Psychology	Bronze					
Division of Study of Law, Society and Social Justice						
Law	Bronze					
Social Policy, Sociology and Social Research	Bronze					
Centre for Journalism*						
Kent Business School	Bronze					

Table 5.22: Timeline for future Athena SWAN award submissions.

*1: denotes first submission, others will be re-submissions, renewals or applications at a higher grade. *submissions for the 2 Centres may be combined with another School in the new Division. Timings for Kent and Medway Medical School and Physical Sciences t.b.c.*

We look forward to submitting applications from our PS departments who have long wanted to have their commitment to gender equality recognised. In particular our Information Services team who already have an established, active EDI Group.

Word count: 6442

6 SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words | Silver: 500 words

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

(i) Current policy and practice

Our EDI policy commits to the Equality Act preventing discrimination against all protected characteristics and we have published guidance on supporting gender reassignment in the workplace.

Being trans-inclusive is more than supporting gender reassignment and in general, understanding of gender/transgender identity tends to be lower compared to other characteristics.

We worked with Stonewall to deliver 3 transgender awareness sessions in 2018. Feedback showed that confidence in the topic was 44.8% beforehand and 93.1% afterwards with the key learning points around terminology and use of pronouns^{6.2}. This informed the content of an on-line transgender awareness resource, developed with the LGBT+ network, which also sets out examples of everyday behaviours inclusive of gender/transgender identities such as including preferred pronouns in e-mail signatures.

Feedback will be monitored and if helpful we will document an over-arching gender identity policy to cover areas beyond gender reassignment including use of titles and pronouns.

ACTION 66: Review the need for a gender identity policy

In 2019 two informal sessions on gender identity and being a LGBT+ ally were held at Canterbury and Medway.



EDI at Kent Uni
@DiversityKent



Figure 6.1 Attendees at the LGBT+-ally and non-binary session, 2019

Since 2017 the LGBT+ Staff Network have hosted a Researching the Rainbow Conference showcasing LGBT+ research. In 2019 the keynote speaker was trans-activist Munroe Bergdorf.

The conference runs during LGBT History Month at the same time that LGBT flags are visible on our website and campus buildings.



Figure 6.2: Trans flag on the Canterbury campus

In 2020 we signed up to Stonewall's 'Trans Rights and Human Rights' commitment, to show our support for trans colleagues and communicated this to all staff.



Figure 6.3: Staff newsletter item on Trans Rights are Human Rights commitment together with a selection of other signatories

(ii) Monitoring

All surveys and training evaluations include a standard set of gender identity options: Female/Male/Non-binary/Prefer to use another term, which can be entered as free text.

In the staff survey 7 respondents identified as non-binary and 6 agreed that ‘policies on equality are respected and promoted’ and ‘Kent is a good place to work’.

Self-declaration of gender identity on the HR system is much lower than other characteristics, Table 5.19, and this will be specifically addressed.

ACTION 67: Highlight the feature to capture gender-identity on the HR system as part of the campaign to encourage staff to complete their EDI information

(iii) Further work

In addition to raising awareness of gender identity (**Actions 58, 59**), reducing the risk of ‘dead-naming’ individuals through new systems or ways of working is a priority e.g. the recent move to MS Teams called for a mitigating process to be put in place to ensure that students’ preferred names were displayed.

EG members will receive a transgender training session in Spring term 2021.

7 FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

Following interviews and focus groups with PDRAs^{5.3.15}, Table 3.1, it became clear that they often felt unsupported and 'invisible'. As a result AS collaborated with the Graduate School to launch a Women's Researcher Network in 2020.

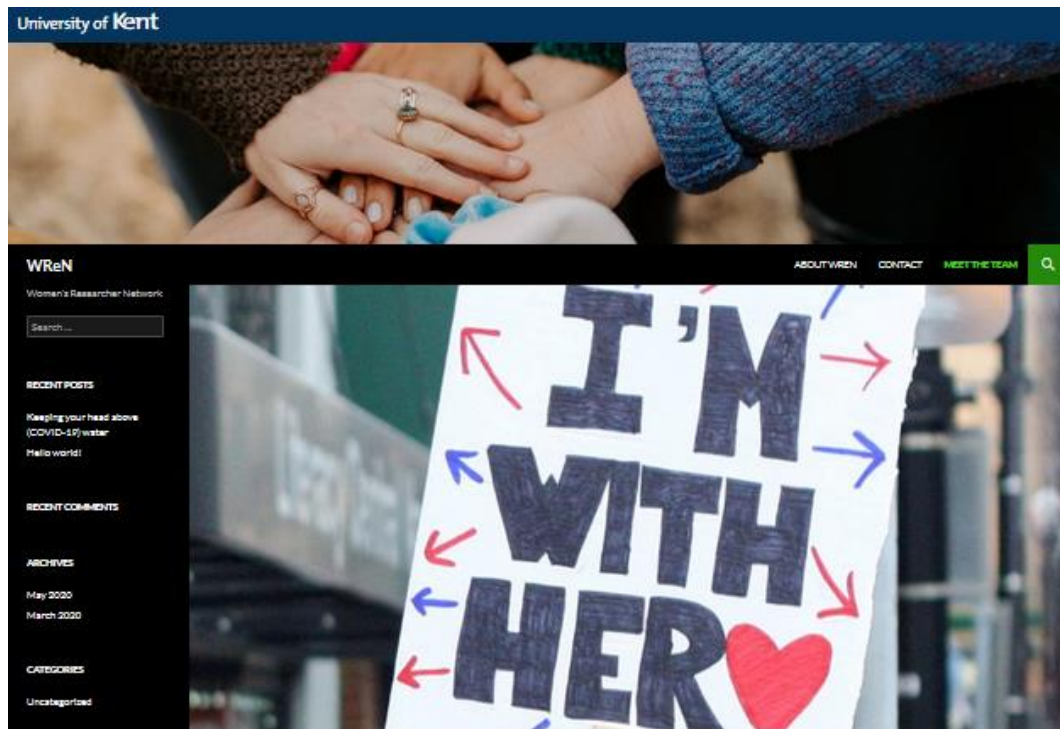


Figure 7.1: The newly launched Women's Researcher Network (WREN) website

EG members are designated champions for different characteristics and support their EDI networks and activities, captured in our annual EDI report^{5.6.2,5.6.3}.



Figure 7.2: VC Karen Cox supporting the launch of LGBT role models in Medway, 2019

The AS team put on a well-supported Menopause Café in 2020.



Figure 7.3: The inaugural Menopause Café, February 2020

“It was very interesting to hear other’s experiences and suggestions for coping with the many and varied symptoms, as well as reassuring to be reminded that I am not suffering alone”

Menopause Café attendee

The AS lead chaired the T&F Group, including several members of the ISAT, to propose a future EDI landscape in the new organisation that will advance both our AS and REC work.

Research into the nature of senior academic EDI posts across the sector, Table 3.1, was carried out to inform the report’s recommendations which included new EDI governance, allowing closer working between student and staff initiatives and further embedding of EDI into our culture.

In November 2020, Senate approved the future EDI proposal which we now look forward to building.

Athena SWAN and intersectionality at Kent

We have enhanced the HR Athena SWAN data report to include age and ethnicity to facilitate intersectional analysis. In future collaboration between the Athena SWAN and the REC teams we will work to improve both our quantitative and qualitative data on the intersections between gender and race across all areas of concern: recruitment and selection, contract types, training and development, experience of working at Kent, career progression and promotion.

Word count: 234

8.1 BRONZE ACTION PLAN WITH RED AMBER GREEN STATUS

Key:

R	Not done
A	Begun but work is on-going to complete the action
G1	Action completed
GBAU	Action embedded as business as usual
	Changed significantly or removed

The Action plan has been simplified by removing the owners and timescales.

Actions are grouped into overarching Objectives and progress against the Objective-level targets is shown.

Where actions are mentioned in the narrative the action references are shown as a superscript text (e.g. ^{3.6}).

Page	Action Reference		Measurable Target of Objective	Status
		Objective (general): To improve our capacity to progress our institutional AS agenda and support for schools	n/a	
p66	3.7	Continue to work with HR colleagues to ensure systems are developed with AS reporting requirements in mind and build capacity within the AS team to service institutional and School data needs		GBAU
p121	5.6.18	Provide bespoke support for School SATs, including data collection and analysis		GBAU
p24	5.6.19	Increase the number of staff, including all School SAT leads, who undertake ECU assessor training for AS and who sit both on external panels and internal mock panels		G1
p114	5.6.14	Ensure that appropriate WAM points are given for AS committee work and activity		A
p25	3.3	SAT team to meet termly for the life of the action plan to receive progress reports and amend the plan as required.		GBAU
p21	3.2	Keep ISAT/ASWG's name and Terms of Reference under regular review to ensure they remain fit for purpose		GBAU
p26	3.5	Raise awareness of AS activities across the university via AS events and a range of communications channels		GBAU
p121	5.6.15	Refresh and expand the current AS Sharepoint site with toolkits and other supporting documentation for School submissions		GBAU

p25	5.6.17	Develop a School SAT leads network for peer-to-peer networking and support and the sharing of good practice		GBAU
p17	3.6	Review the success of the investment in the AS team and its integration into wider EDI activities		G1
	5.6.16	Organise tailor-made ECU workshops to meet School SAT needs		
p25	3.4	SAT Chair to give a formal progress report to Council on an annual basis and keep ASWG updated on developments		GBAU
p21,25	3.1	Refresh membership of the ISAT.ASWG annually and encourage more male participation to improve the gender balance of both ISAT and its sub-group ASWG		GBAU
		Objective 1: To improve career development support for researchers and increase the proportion of female lecturers	45% female lecturers by 2020 TARGET MET 48.5%	
p87	5.3.11	Provide training for Principal Investigators to undertake RPDs effectively, including discussions on career development		A
-	5.3.3	Evaluate Research Leader Training for Principal Investigators and postdoctoral researchers in supervisory positions for uptake and user satisfaction		BAU
p40	4.1	Keep the gender profile of our fixed-term staff under review and report any potential gender inequalities that may arise		BAU
p30,43	4.2	Analyse from a gender perspective the impact of the pilot project to consult with HPLs on the offer of full academic contracts		G1
p89	5.3.2	Raise awareness of, and satisfaction with, development opportunities for researchers		A

p87	5.3.9	Increase the proportion of researchers having access to appraisal		BAU
p74	5.1.11	Improve the promotion of induction processes and events to researchers via the Early Career Researcher Network		BAU
		Objective 2: To increase the proportion of women securing promotion from senior lecturer to reader	40% of successful reader applications are from women. 3 year average = 37.7%	
p89	5.3.14	Increase visibility and take up of training on mentoring		A
p127	5.3.15	Continue to support and develop learning and teaching networks and undertake research to establish that existing networks remain fit for purpose		BAU
p81	5.1.17	Analyse the characteristics of those being considered for submission to REF 2021 during the planning stages and take remedial action where any inequalities emerge		G1
p81	5.1.18	Expand the pool of female decision makers for the REF 2021 submission, including REF Coordinators in Schools		G1
p114	5.6.9	Analyse the level and impact of women's committee workload and ensure it is recognised for promotion purposes		G1
p89	5.3.12	Review and strengthen academic mentoring arrangements, seeking to identify and disseminate examples of good practice across Schools, with the aim of giving everyone access to a post-probation mentor if they wish		A
p89	5.3.13	Require Schools to have a transparent framework of mentoring provision and maintain records of mentoring activity		A

p78	5.1.15	Analyse unsuccessful promotions applications for reader (which include written feedback for applicants) to understand the reasons for rejection with the aim of improving the quality of future applications and success rates		G1
p87	5.3.10	Analyse appraiser training uptake and encourage Heads of Schools with low participation rates to take remedial action		A
p87	5.3.8	Complete the planned review of RPD in 2018 and develop an action plan for strengthening its role, with enhanced support where necessary		G1
p78	5.1.14	Undertake additional qualitative research designed to understand the reasons that some staff may take longer to apply for promotion and ascertain whether the self-application process may be leading to gendered outcomes		G1
p79	5.1.16	Update the Preparing for Promotions briefings as required based on any feedback from the Women's Network		G1
p43	4.4	Analyse the gender profile of staff on teaching and scholarship contracts over time		GBAU
p44,79	5.1.12	Complete the REEP consultation process (and accompanying data analysis) and make recommendations to improve the promotions success rates of applications based primarily on the strength of the candidate's teaching practice		G1
p75	5.1.13	Review the operation of School Promotions Panels with a view to identifying and sharing examples of good practice, improving panel guidance and protocols to enhance consistency of practice across Schools		GBAU

p80	4.5	Analyse the impact of REEP on career progression from a gender perspective		A
		Objective 3: To increase the proportion of applications from women in STEM	40% of all academic applications from women and 30% of STEMM Targets met: 46.2% all and 43.9% STEMM	
p66	5.1.4	Review our website, adverts and other recruitment-related material to ensure that they promote our commitment to AS and EDI		BAU
p66	5.1.1	Commission and implement a new e-recruitment system		G1
p67	5.1.6	Review and refresh the current Recruitment and Selection online training provision and enhance the EDI element of our Recruitment and Selection face-to-face training, including unconscious bias		G1
p66	5.1.5	Encourage Schools to use Positive Action Statements and evaluate their use and impact		BAU
p86	5.1.7	Design and provide bespoke Executive Recruitment and Selection training for Executive Group members and Deans		A
p66	5.1.8	Panel Chairs to record panel membership and training they have undertaken on the interview outcome form to permit future monitoring		BAU
p72	5.1.3	Analyse a selection of our job advertisements and conduct focus groups to improve our understanding of what may be attractive/off-putting to women		G1

p35,72	5.1.2	Commission the university's new creative advertising agency to explore options to reach more potential female applicants, particularly in STEMM		G1
p66	5.1.9	Explore the introduction of automated blind shortlisting with the launch of the new e-recruitment system to ensure consistency and transparency of the shortlisting process against essential criteria		G1
		Objective 4: To better understand the impact of part-time working and/or career breaks	n/a	
p96	5.5.2	Ensure that Heads of School and other line managers are aware of the family friendly checklist		A
p95	5.5.8	Develop case studies of staff who have had a successful return to work following a career break		GBAU
p38	4.3	Undertake qualitative research to understand the consequences of part-time working on the career progression of female academic and research staff and make recommendations for action as required		G1
p96	5.5.1	Improve the signposting to online information resources for staff about to take maternity or paternity leave		G1
-	5.5.5	Explore the degree of interest in creating a parent buddy system or network and how it could best work		G1
p96,97	5.5.7	Identify examples of good practice in return-to-work procedures, e.g. reduced teaching load, and seek opportunities to share these across Schools		G1

-	5.5.6	Analyse the uptake of sabbatical leave by staff returning from a career break and subsequent career progression and make recommendations for change as required		G1
p103	5.5.10	Raise awareness outside existing EDI networks of our flexible working policy, possible working patterns and the right of all staff to request flexible working		GBAU
p104	5.5.11	Raise awareness of the potential for 'V' working and disseminate examples of good practice for academic staff making the transition from part time back to full-time work following a career break		GBAU
p95,97	5.5.3	Undertake focus groups with staff returning from maternity leave and repeat survey to improve our understanding of how Keeping in Touch (KIT) Days are currently used and identify areas for improvement		G1
-	5.5.9	Analyse the uptake of job shares and flexible working arrangements to ensure that our policies are being applied consistently and fairly and address any issues arising		
p98	5.5.4	Undertake an audit of facilities across the two campuses to identify suitable spaces for breastfeeding and investigate whether providing such facilities can be included in minimum requirements for new buildings		G1
p105	5.5.12	Explore the feasibility of introducing reserved parking for staff who arrive after 9am due to childcare or caring commitments		G1
p106	5.5.13	Create a specific web page for carer's information, signposting them to relevant policies and other useful information		R1

		Objective 5: To understand whether current pay and reward procedures are having a gendered outcome		
p52	4.6	Require Chairs of appointment panels to review gender-based institutional salary data (and, where appropriate, market data) and undertaken a comparability check with existing staff to inform and justify starting salary decisions		GBAU
p53	4.7	Analyse the starting salaries of staff at different grades to understand if there are any gender inequalities and make recommendations for change as required		G1
p52	4.8	Analyse the rate of within-grade progression of a sample of staff from starting salary to the top discretionary point of their grade to identify whether there are any gender differences (and, if so, undertake follow-up research to understand the extent to which the requirement to self-apply for discretionary pay points may act as a perceived barrier)		G1
p52	4.9	Assess the desirability from an equal pay perspective of segmenting the Managerial and Professorial pay scale according to specific criteria to facilitate more consistent and justifiable pay decisions		G1
p52	4.10	Develop reward policies to clarify procedures and expectations and increase transparency on pay and reward		G1
		Objective 6: To raise awareness of our commitment to EDI and better support staff to take responsibility for EDI in their everyday work	n/a	
p81	5.1.19	All REF decision makers at Kent to receive tailor-made EDI training, including on unconscious bias		G1

p74	5.1.10	Incorporate an unconscious bias element into the EDI section of the university's induction events		G1
p107	5.3.5	Embed EDI considerations across the full range of development opportunities wherever viable to do so		GBAU
-	5.6.1	Implement phase two of the Valuing Everyone programme on Cross-cultural Communications to help embed Kent values and the importance of EDI		
p96	5.6.4	Review and restructure HR's web presence to improve accessibility and transparency of key policies and information		GBAU
p107	5.3.6	Explore the potential for ring-fencing some of the central training budget for EDI-related programmes		G1
p107	5.3.4	Explore options for providing an online Unconscious Bias module and adding/incorporating this to the EDI module for all new staff		G1
p115	5.6.12	Review School commitment to governance principles with respect to WAMs		A
p115	5.6.13	Continue to assess WAM transparency and fairness through university and School staff surveys		A
p127	5.6.3	Document the expectations of EDI Champion roles for Executive Group members and publish annual progress reports in each area		GBAU
p127	5.6.2	Work with staff networks to ensure that they are as self-sufficient as possible while provided with necessary organisational support		GBAU

p115	5.6.11	Fully implement School governance principles to ensure transparent, equitable and effective management practice across Schools that is broadly consistent		A
p18	5.6.10	Confirm that the Terms of Reference of influential committees include AS as a standing item		G1
		Objective 7: To increase the pipeline of leadership-ready women and the proportion of female Heads of School	30% of Heads of School are female and at least one post –holder in STEMM Targets met: 31.8% 2020 and 2 female STEMM Heads of School	
p81	5.1.20	Encourage female staff to seek nomination to external REF panels		G1
p86	5.3.7	Analyse the perceived value and impact of, academic leadership schemes – particularly those designed for women - by tracking the career progress of participants		GBAU
p114	5.6.5	Analyse the gender balance across School Positions of Responsibility with a view to ensuring that women or men are not concentrated in particular roles		G1
p85	5.3.1	Increase the number of Aurora participants from STEMM Schools		G1
p114	5.6.8	Review the various methods by which staff are invited, nominated or put themselves forward for senior committee roles and undertake qualitative research to understand the		G1

		extent to which these may be gendered and recommend change as required		
-	5.6.6	Consider role sharing or shadowing for School Positions of Responsibility with historically lower female representation		G1
p86	5.6.7	Review the effectiveness of the Women's Development Module by means of focus group(s) and analyse the career progression of participants		G1
		Supporting Trans		
p110	6.3	Ensure that channels for reporting, and support for, harassment are trans inclusive and clearly communicated		GBAU
p114	6.1	Include gender identity in EDI reporting on the Staff Connect HR system and incorporate in future monitoring		G1
p123	6.2	Analyse the uptake and perceived value of the online Transgender Awareness programme		GBAU

8.2 SILVER ACTION PLAN

Due to the significant organisational restructure to be implemented in 2020/21, many professional services roles will be changed and for central functions, may be devolved to new Divisional teams (the timescales for devolution will be Summer 2021). For that reason the action owners in this plan are indicative and reflect current accountabilities unless future roles are already known e.g. Devolved HR specialists, Talent and Organisational Development (replacing Learning and Organisation Development). Action owners will be updated once the new structures are in place.

This action plan has been co-created with other strategic institutional plans and overlapping actions are referenced accordingly:

GPG: Gender Pay Gap action plan

HR EDI: Strategic HR EDI plan

HRER: HR Excellence in Reward action plan

TECH COMM: Technician Commitment action plan

Glossary:

AD: Assistant Director of HR

CROS: Vitae's Careers in Research On-line Survey

CEDARS: Culture Employment and Development in Academic Research Survey (Vitae's replacement for CROS)

Talent and Organisational Development: previously Learning and Organisational Development

Devolved HR specialist: new HR roles in the new organisation

Divisional Deputy Directors: new Divisional roles in the organisation, contain EDI within their remit

DVC ASP&P and EDI lead: Deputy Vice-Chancellor Academic Strategy, Planning and Performance and EDI lead on Executive Group

Actions have been grouped into 7 overarching Objectives and so do not all appear in numerical order. The page numbers where actions are mentioned in the narrative are provided.

	OBJECTIVE 1	To establish Athena SWAN representation in new organisational and EDI structures			SUCCESS MEASURES
		Rationale: The university re-organisation of academic Divisions, professional services and EDI operational and governance structures will take effect in 2020/21 when accountabilities for EDI in the new structure will also be confirmed. Athena SWAN will need to be embedded in these university-wide structures in order to maintain momentum on the progress and commitment to gender equality.			Athena SWAN represented within new EDI governance and operational structures
PAGE	ACTION NUMBER	ACTION	OWNER	TIMESCALE <i>Start date unless otherwise stated</i>	
p26	1	Review membership of the institutional self-assessment team in light of new organisational structures	Athena SWAN lead	Spring 2021 Reviewed yearly	Handover of ISAT chair completed and ISAT membership aligned to new organisational structures
p26	2	Ensure Athena SWAN representation within new university EDI governance and operational structures	DVC ASP&P and EDI lead	Spring 2021	New EDI governance and operational structures kept informed on Athena SWAN actions and progress
p26	3	Brief the new network of Divisional Deputy Directors on gender equality issues and initiatives and opportunities to share best practice across their constituent Schools	Athena SWAN lead	Autumn 2020	Divisional Deputy Directors aware of gender equality initiatives and their roles in supporting them
p26	4	Support and advise on the creation of the Race Equality Charter self-assessment team and its integration into wider university EDI structures and networks	Athena SWAN lead	Spring 2021	Informed and facilitated creation of the Race Equality Charter self-assessment team

	OBJECTIVE 2	To increase the proportion of female STEMM researchers			SUCCESS MEASURES
		<p>Rationale: The proportion of female STEMM researchers has decreased since 01 Oct 2016 from 41.1% to 36.0% on 01 Oct 2019.</p> <p>Recruitment is the key process for impacting the gender balance of the researcher pool and over the last 3.5 years an average of only 32.1% of applications for STEMM researcher roles were from women resulting in 35% of appointments.</p> <p>We need to increase the proportion of female applications and subsequent appointments for STEMM researcher roles in order to help address the gender imbalance in the STEMM academic career pipeline.</p>			<p>Proportion of female STEMM researchers year increased from baseline of 36% by ~5% each year to a target of 45% in 2025:</p> <p>01OCT 2021: 37%</p> <p>01 OCT 2022: 39%</p> <p>01 OCT 2023: 41%</p> <p>01 OCT 2024: 43%</p> <p>01 OCT 2025: 45%</p>
PAGE	ACTION NUMBER	ACTION	OWNER	TIMESCALE	
P70	21	Assign targets for increasing the proportion of female researchers by ~5% each year with Directors of new STEMM Divisions	DVC ASP&P and EDI lead	Autumn 2020 Updated annually	Directors of STEMM Divisions aware of the objective to increase the proportion of female STEMM researchers and their progress towards achieving target
P70	22	Provide a recruitment report for Directors and Deputy Directors of the new STEMM Division that includes gender balance of applications and appointment rates for researcher roles	Devolved HR specialist	Autumn 2021 Run twice-yearly	

P70	23	Encourage academic staff to personally seek internal female candidates for STEMM researcher roles	STEMM Deputy Divisional Directors	Spring 2021	Proportion of female applicants and appointments for STEMM research roles increased from average baseline of 32.1%: 35.0% (applications: appointments) by ~5% each year to a target of 43%: 45% by 2024/5 academic year: 2020/1: 35%: 37% 2021/2: 37%: 39% 2022/3: 39%:41% 2023/4: 41%:43% 2024/5: 43%:45%
P70	24	Encourage female STEMM PGRs to sign up to internal vacancy alerts for researcher positions on the recruitment system at induction and researcher events	Dean of Graduate and Researcher College	Summer 2021	

	OBJECTIVE 3	<p>To better support our researchers in developing an academic career at Kent</p> <p>Rationale: The proportion of internal applicants for lecturer positions relative to external applications is very low: 5.2%, as measured since the implementation of the new recruitment system in 2019.</p> <p>We see a leak in the 2019 AHSSBL academic pipeline whereby there is a 20.2 percentage point drop from the proportion of female researchers (71.7%) to female lecturers (51.5%). Better supporting those female AHSSBL researchers wishing to develop an academic career at Kent will reduce this gap.</p> <p>Responses to the 2019 Careers in Research on-line survey (CROS) showed several areas where improvements can be made in terms of supporting researcher development.</p>				<p>SUCCESS MEASURES</p> <p>The proportion of internal applicants for lecturer roles across STEM and AHSSBL increases from baseline of 5.2% by ~10% each year to a target of 7.5% in 2024/5:</p> <p>2020/1: 5.5%</p> <p>2021/2: 6%</p> <p>2022/3: 6.5%</p> <p>2023/4: 7%</p> <p>2024/5: 7.5%</p> <p>Difference between the proportion of AHSSBL female researchers and lecturers from baseline of 20.2 percentage points to 15 percentage points by 01 Oct 2025</p>
PAGE	ACTION NUMBER	ACTION	OWNER	TIMESCALE		
p71	25	Assign targets to Directors of Divisions for increasing the proportion of internal applicants for lecturer posts	DVC ASP&P and EDI lead	Autumn 2020 Updated annually	Directors of Divisions aware of the objective to increase the proportion internal	

p71	26	Provide a recruitment report that includes the proportion of internal and external applications for roles by gender	Devolved HR specialists	Autumn 2021 Run twice-yearly	applicants for lecturer roles and their progress towards achieving target
P71	27 HRER 20	Run communications to principal investigators tasking them to support and encourage their researchers in applying for academic posts at Kent	Dean of Graduate Researcher College	Summer 2021 Run annually	Progress against objective-level success measures above
p71	28	Encourage researchers to sign up to internal vacancies alerts for lecturer positions on the recruitment system at induction and researcher events	Dean of Graduate Researcher College	Summer 2021 Autumn 2022 (induction events)	
p75	31 HRER 2c	Establish researcher-specific induction events	Dean of Graduate Researcher College	Autumn 2022	CEDARS: increase in baseline of 46% satisfaction with induction events. Target: 85% - gender balanced-satisfaction by 2025
p85	37	Promote the Horizons and Foundations of Management programmes with early career researchers at induction and researcher events	AD Talent and Organisational Development	Autumn 2021	Increasing numbers of early career researchers attending Horizons and Foundations of Management programmes
p85	38 HRER 2d, 4g	Include information on Vitae resources, including the Researcher Development Framework as part of Reflect, Plan, Develop (RPD) discussions	Dean of Graduate Researcher College	Autumn 2021	CEDARS: increase in baseline of 50% awareness of the RDF. Target of 80% - gender balanced- awareness by 2025

p86	40 HRER 5b	Develop career development advice and signposting resources for research managers for RPD discussion	Researcher Development Working Group	Spring 2022	CEDARS: increase in baseline of 61% finding RPDs useful. Target 85% -gender balanced-by 2025
p87	42 HRER 2	Develop a code of practice for the management and career development of early career researchers	Dean of Graduate Researcher College	Spring 2022	Principles of Vitae's Researcher Development Concordat embedded in everyday working
p87	43 HRER 24	Deliver a programme of talks and workshops to support researcher career development	Researcher Development Working Group	Spring 2022	CEDARS: increase in baseline of 53% awareness and 19% uptake of development opportunities. Target of – gender balanced-80% awareness and 50% uptake by 2025
p87	44 HRER 4g	Develop an on-line career development resource library for early career researchers	Dean of Graduate Researcher College	Spring 2022	
P87	45 HRER 4c	Communicate researcher career pathways and promotion procedures	Dean of Graduate Researcher College	Spring 2021	CEDARS: Increase on baseline of 48% aware of information on promotion, 53% not clear on opportunities for progression. Target of – gender balanced- 80% awareness for both by 2025
p88	46	Deliver Phase 1 of the mentoring framework, providing a range of mentoring opportunities with the scope including early career researchers	AD Talent and Organisational Development	Summer 2021	Staff survey: Increase in baseline of 65% having access to informal,

P88	47 HRER 2e	Provide a targeted, individual mentoring approach in Phase 2 of the mentoring framework including making mentors available for early career researchers who are not their academic leads or PIs	AD Talent and Organisational Development	Summer 2024	constructively critical and supportive coaching and mentoring. Target of – gender balanced- 80% by 2025. Responses from early career researchers in line with overall responses including by gender
p88	48	Provide targets for Directors of Division for ensuring a minimum number of active mentors with a diverse range of specialisms and experience	DVC ASP&P and EDI lead	Summer 2024	Supply of mentors in 2025 meets demands

	OBJECTIVE 4	<p>To better understand motivations of staff leaving or planning to leave the university to allow better workforce planning and talent retention</p> <p>Rationale: Our institutional knowledge as to why staff may wish to leave or actually do leave the university can be enhanced.</p> <p>The level of awareness and take-up of the exit interviews and questionnaire is low (only 10% of recent leavers have completed the questionnaire). Also the design can be improved to allow for more meaningful analysis of results and alignment to the new organisational structure.</p> <p>Of the 19 resignations at Senior Lecturer level between 2016 and 2019, 14 were from women. This is a particular issue for the AHSSBL academic career pipeline where the proportion of female senior lecturers has dropped from 47.1% in 2016 to 44.9% in 2019.</p>			<p>SUCCESS MEASURES</p> <p>Information available on motivations for leaving the organisation to inform talent retention and long term workforce planning approaches.</p> <p>Identification of any thematic issues that can be furthered analysed</p>
PAGE	ACTION NUMBER	ACTION	OWNER	TIMESCALE	
p50	10	Capture the views of our female senior lecturer population on the high proportion of resignations via targeted focus group discussion	Athena SWAN lead	Summer 2021	Better understanding of the reasons that may lead to staff leaving the university
p50	11	Review staff survey questions to capture reasons behind any leaving intentions	AD Talent and Organisational Development	Autumn 2021	
p52	12	Review the design of the exit questionnaire and align with new organisational structure	AD Talent and Organisational Development	Autumn 2021	More detailed analysis of the Exit Questionnaire responses available and in line with new organisational structure

p52	13	Create and execute a communications plan for launch of re-designed exit questionnaire	AD Talent and Organisational Development	Autumn 2021	Increased awareness in Schools of the exit questionnaire and interview offerings. Uptake increased from 10% to 25% by 2023 and 50% by 2025.
p52	14	Retain the ability to give the option of the exit interview to be run by someone not linked to their School/Department once new organisational structures are in place	Devolved HR specialist	Autumn 2021	Leavers have the option to hold an exit interview with an HR contact outside their Division/Department

	OBJECTIVE 5	<p>To maintain efforts to provide sector-leading family friendly offerings and support a culture where everyone feels comfortable to talk about their caring responsibilities</p> <p>Rationale: There are still ideas outstanding arising from research into improving the family friendly offering including:</p> <ul style="list-style-type: none"> - reviewing current qualifying period for contractual maternity pay and partner leave and pay - increasing the partner leave entitlement from 2 weeks <p>These would have a higher implementation cost and need to be considered at a suitable time.</p> <p>There is a reluctance amongst male colleagues who are parents to raise their parenting experiences and any support needs in the workplace.</p> <p>The different requirements of those with caring responsibilities, other than childcare, are not well understood.</p>			<p>SUCCESS MEASURES</p> <p>Colleagues regard Kent as committed to supporting those with parental and caring responsibilities as measured by staff surveys with gender balanced responses</p>
PAGE	ACTION NUMBER	ACTION	OWNER	TIMESCALE	
p93	56	Prepare a business case proposal for the Executive Group to further advance the family friendly offering	Athena SWAN lead	Autumn 2023	Costed proposals created and considered by Executive Group
p95	57	Prepare a business case proposal for the Executive Group to create a Divisional/Directorate parental leave returners fund drawing on examples from other HE institutions	Athena SWAN lead	Autumn 2023	

p96	58	Put on a university-wide Parents' Day celebration event	Athena SWAN lead	Summer 2021	Celebration of Parents' Day (June 1 st) established as a regular event
p100	59	Run a 'Future Ways of Working' staff survey	AD Talent and Organisational Development	Spring 2021	Staff engaged in generating ideas for future ways of working. Will represent a pilot of a new survey approach to feed into long term survey strategy (Action 53)
p103	60	Run a 'Carers at Kent' survey and follow-up focus group/discussion	Athena SWAN lead	Autumn 2022	To better understand the experiences and needs of colleagues with different caring responsibilities Set of recommendations for improving support for carers

	OBJECTIVE 6	To establish a new talent strategy to continue strengthening the career development support available to academics, professional services and technicians	SUCCESS MEASURES Staff survey: improvement on 66% agreement with
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		<p>Rationale: There are different approaches required to provide targeted career support for professional services and technicians and these need specific development/reviewing.</p> <p>For academics, the impact of the Academic Career Map that took effect during the 2020 academic promotion round needs to be evaluated.</p> <p>There is also an opportunity to encourage academics on part-time contracts to apply for promotion: 10.5% of applications over the last four years were from those on part-time contracts against a current population of 17.9% part-time academics.</p>			<p>being ‘encouraged to access relevant development opportunities to help me progress my career’. Target 80% - gender balanced- by 2025</p>
PAGE	ACTION NUMBER	ACTION	OWNER	TIMESCALE	
p38	6	Consult with BAME staff network and learn from their survey to pinpoint BAME staff experience of academic career progression and feed these understandings into the new University EDI committee and promotion processes at all levels.	AD Talent and Organisational Development	Spring 2022	Increase the proportion of BAME female professors from 4 to 8 (3.5% to 7%)
p38	7	Undertake research on BAME staff recruitment to elicit views from existing staff about the decision to apply and accept positions at Kent and review recruitment and selection processes in the light of this	AD Resourcing and Employee Communications	Spring 2022	Increase in the proportion of BAME applications for roles SL and higher
p38	8	University Promotions Committee to continue collecting data on the gender, ethnicity and age profiles of applicants and success rates and take action to address identified disadvantaged groups.	AD Talent and Organisational Development	Spring 2022	Better BAME representation in senior academic roles

p61	17	Consult with BAME staff network and learn from their survey to pinpoint BAME staff experience of professional services career progression and feed these understandings into the new University EDI committee and development processes at all levels.	AD Talent and Organisational Development	From Summer 2021	By 2025 to have evidence of impact of the review and actions regarding different approaches required to provide targeted career support for BAME professional services
p61	18	Investigate using Apprentice Levy to help increase the proportion of BAME staff at all levels (both internal and external)	AD Talent and Organisational Development	Spring 2022	By 2025 to have evidence of impact of the review and actions regarding different approaches required to provide targeted career support for BAME professional services
p65	19	Investigate options to ensure development opportunities are available to staff on fixed term contracts e.g. guaranteeing a place on the Pathways career development programme for professional services	AD Talent and Organisational Development	Summer 2021	Staff survey: fixed term staff responses to career development support are in line with overall responses, including by gender
p65	20	Investigate establishing a new category of re-deployment status for professional services staff coming to an end of a fixed term contract allowing them to be considered ahead of external candidates where they meet the essential criteria for the role	AD Resourcing and Employee Communications	Summer 2022	

P79	32	Analyse the impact of the Academic Career Map on career progression of all contract types from both a gender and race perspective	Athena SWAN lead	Start 2020 Review annually	By 2025 to have evidence of impact of the Academic Career Map on application and success rates by race and gender from launch in 2020
P79	33	Include continual review and development of any proposed changes to the Academic Career Map as part of the annual promotions process review	University Promotions Committee	Autumn 2021 Annually	On-going improvement to the Academic Career Map based on operational feedback
P79	34	Brief Divisional Directors to specifically encourage academics on part-time contracts to consider applying for promotion	University Promotions Committee/HR secretariat support	Autumn 2020	Increase in the proportion of promotion applications coming from part-time academics to be in line with the prevailing part-time academic population
p72	29	Raise awareness of the Academic Titles policy with the new Divisions and review scope if necessary to include wording on recruitment materials	DVC ASP&P and EDI lead	Summer 2022	Increased awareness and updated content, if necessary, of the Academic Titles policy
p86	41	Implement Phase 2 of Reflect, Plan, Develop (RPD) to include information for wider talent management	AD Talent and Organisational Development	Spring 2021	University-wide information on training needs for specific groups of staff available
p89	49	Investigate the feasibility of extending the Summer Vacation Research Competition to include research projects within professional services	Director of Education, Graduate and Researcher	Spring 2021	Opportunities offered by the Summer Vacation Research Competition opened up to professional services staff

			College, Careers and Employability		
p90	50	Develop a Talent Strategy that secures the support of the Executive Group and that includes the development, attraction and retention of different groups of staff with different needs	AD Talent and Organisational Development	Spring 2022	Targeted career development support for different groups of staff at different stages of their careers
p91	51	Undertake a review and impact by gender of the Fee Remission Scheme	Athena SWAN lead	Summer 2022	Better understanding of the take-up of the fee remission scheme
p91	52	Undertake a review and impact by gender of the Apprenticeship Scheme	AD Talent and Organisational Development	Summer 2021	Evidence of impact of the Apprenticeship scheme
p92	53 TECH COMM	Review the career pathways and grading structure for technicians	Head of Technical Services	Spring 2022	Recognition of specialist technical skills as part of the grading structure
p92	54 TECH COMM	Establish and promote the training opportunities and funding available to technicians centrally and across Schools	Head of Technical Services	Autumn 2021	Staff survey: technician responses to career development support are in line with overall responses and are gender balanced
p92	55 TECH COMM	Review and promote the professional qualifications available to technicians	Head of Technical Services	Autumn 2021	

	OBJECTIVE 7	<p>To continue embedding EDI principles into everyday behaviours and work</p> <p>Rationale: The need to continue facilitating and supporting people to take individual responsibility and role modelling of EDI in their everyday work</p> <p>The need to build awareness and trust in our processes for reporting inappropriate behaviours</p> <p>Staff have suggested raising awareness of domestic violence</p>			<p>SUCCESS MEASURES</p> <p>Staff report presence of positive EDI behaviours and role models and feel comfortable to challenge inappropriate behaviour</p> <p>Staff report positive awareness and trust of harassment reporting processes</p> <p>Both measured by staff surveys and responses are gender balanced</p>
PAGE	ACTION NUMBER	ACTION	OWNER	TIMESCALE	
p41	9	Publicise senior role models and male parents working part-time to share their experiences through Athena SWAN events and communication channels such as the Equality Matters blog	Athena SWAN lead	Spring 2022	Increased visibility of male parents/senior members of staff who work part-time
p56	15	Track the impact of positive action statements on all roles and blind shortlisting on the gender balance of professional services roles	Devolved HR specialists	Summer 2021	Evidence of the impact of both positive action statements and professional services blind shortlisting

p61	16	Undertake research on BAME staff recruitment to elicit views from existing staff about the decision to apply and accept professional services positions at Kent and review recruitment and selection processes in the light of this	AD Resourcing and Employee Communications	Summer 2021	Increase in the proportion of BAME applications for Professional Services roles
p75	30	Establish and publish monitoring dashboards for induction to include KPIs for attendance at central induction events and completion of mandatory training for new and existing staff	AD Talent and Organisational Development	Summer 2021	Senior managers have KPIs available for tracking compliance with mandatory EDI activities
p81	36	Develop and launch a new induction programme including new on-line content	AD Talent and Organisational Development	Autumn 2021	Target of 85% of attendees agreeing that the induction is effectively designed
p86	39	Design management dashboards on RPD compliance to reflect the new organisational structures and report figures to council	AD Talent and Organisational Development	Summer 2021	Council have KPIs available for uptake of RPD compliance
p105	61	Develop an overarching staff engagement survey strategy to include annual surveys, context-specific surveys (e.g. Future Working) and 'pulse' surveys to assess wellbeing	AD Talent and Organisational Development	Spring 2022	New survey approaches to capture staff feedback/input on new initiatives as they happening and ability to quickly track and check wellbeing status
p106	62	Launch a new reporting system for staff to report incidents of harassment/bullying	AD Talent and Organisational Development	Spring 2021	Staff survey: staff report awareness and trust in new harassment reporting processes and this is gender balanced. Improved management reporting for

					incident investigation and follow-up.
p106	63 HR EDI	Deliver an Inclusive Leadership programme to include best practice in holding conversations about harassment	AD Talent and Organisational Development	Spring 2021	Line managers more confident talking about harassment
P107	64	Provide Domestic Abuse awareness training	AD Talent and Organisational Development	Spring 2021	Initial domestic violence awareness training identifies improvements to general EDI guidance/policies
p115	65	Establish Soapbox Science as a joint activity across the Divisions	Athena SWAN lead	Summer 2022	All STEM schools involved in showcasing female researchers to the public
p118	66	Review the need for a gender identity policy	Athena SWAN lead	Summer 2021	If required, produce a policy that goes beyond the scope of the current guidance: supporting gender reassignment
p120	67	Highlight the feature to capture gender-identity on the HR system as part of the campaign to encourage staff to complete their EDI information	AD Talent and Organisational Development	Summer 2021	Increase in baseline of 69.4% of 'no data' on staff gender identity. Target 20% by 2025