

WE STAND FOR AMBITION.

University of
Kent

VALUING EVERYONE

2021-22 Equality, Diversity and Inclusion Annual Report





Contents

Foreword	3
Introduction	4
1 Progress against our strategic objectives	6
2 Appendix 1 – Our staff and student profile	13
3 Appendix 2 – Looking ahead – Our continued commitment to inclusion	26

FOREWORD



I am pleased to present the University of Kent's EDI Annual Report, which highlights the key areas of work in progressing equality, diversity, and inclusion at Kent in the academic year 2021-22.

This last year has not been without key challenges, outlined in this report. The gradual emergence of the university and wider community from the time of COVID with the lasting impact on some members of our community this has had have required a flexible approach to returning to work and study, ensuring that reasonable adjustments and the necessary support for all are in place. The Cost-of-Living Crisis is having a major detrimental effect on the lives of our students and staff, necessitating the establishment of a cross-university working group to look proactively at what support we can offer to alleviate this. Like other institutions, we have also been exploring how best to uphold the principles of academic freedom and freedom of speech and expression alongside our EDI principles and obligations under the law. The new organisational arrangements around EDI, put in place following a time of substantial organisational change, are still in the process of needing to be further embedded, as we go through another, unexpected time of further organisational restructuring. Our ambition to progress further in our Athena Swan, Race Equality Charter, Disability Confident, and wider EDI work is also greatly challenged by the restricted central resources we have around this, pressing home even more the need for local accountability and ownership of EDI initiatives and actions.

Despite these difficult challenges, we are entering a new and exciting time for EDI, as we push for broader engagement in this work by across our community.

We are following through university-wide on the actions required from our Anti-Racism Strategy through a new Local Implementation Plan and are looking to apply to the Advance HE Race Equality Charter later in the year. We have also relaunched our Institutional Athena Swan Self-Assessment Team, led by Professor Juliette Pattinson, to ensure the progress made to achieve the Athena Swan Silver award can be maintained and enhanced as we move further on our journey to gender equality. We have reinvigorated our work on the Technician's Commitment to ensure visibility, career development and sustainability for this vital staff group. A new Accessibility Champions Network is being established, which will enable us to build on previous Disability Confident work on our way to becoming a Disability Confident Leader organisation. We will continue our work towards the Inclusive Employers Standard to build in an intersectional perspective into every facet of our EDI activity.

Whilst this report looks to the past year, there is much still happening. We are now in the second year of our EDI Awards, an opportunity to celebrate and highlight the good equality, diversity, and inclusion practice colleagues across the university are championing, from a wide range of different protected characteristic backgrounds and roles. A new EDI Strategy is being developed, which will enable the university to take a dynamic, intersectional approach to EDI. Alongside this, new Equality Impact Assessment guidance is being produced to ensure that an intersectional lens and scrutiny by 'critical friends' can be undertaken on all new and revised university policies, strategies and processes, to prevent any unequitable practices and promote active inclusion. A new EDI Hub is being developed; a live repository of best practice, where Divisions and Professional Services can share in good EDI practice internally and from across the HE and other sectors and collaborate actively in new joint initiatives. An EDI Observer role on University Promotions Committees has been created to pre-empt potential bias and ensure an inclusive process; this will be rolled out to further Divisional and Professional Service recruitment and selection panels. New standardised Terms of Reference have been evolved for our Staff EDI Networks and EDI Committees to ensure there is a joined-up, consistent, holistic approach. A new Executive EDI Champions Role has also been created to facilitate the sponsorship at Executive level of our Staff EDI Networks. The new People Committee is overseeing this work, providing assurance on EDI from a governance perspective. This last year too we celebrated our EDI History Months with vibrant initiatives arranged by our EDI Networks and introduced the new themed cafes at Canterbury and Medway, an opportunity for staff and students to come together in an informal way to discuss key EDI issues of interest. In the coming year we will explore further creative ways of engaging our whole community in the important work we are taking forward on equality, diversity, and inclusion.

Although there will still be challenges facing us going forward, I am confident that with the solid foundation we now have in EDI we are well on our way towards creating a university environment where everyone feels they belong and can make a real difference.

Professor Georgina Randsley de Moura
Deputy Vice-Chancellor (Strategy and Performance)
June 2023

INTRODUCTION

The University of Kent is committed to promoting an environment where everyone can be themselves and achieve their full potential regardless of protected characteristic or socio-economic background. We believe that when people feel included and valued, they can achieve more, are more fully engaged and able to deliver better outcomes for our staff and students. Inclusion is also essential in our aim to ensure that the University is a place all staff and students feel proud of and want to belong to.

Our EDI Annual Report for the academic year 2021-22 provides a summary of our EDI-related information and activities as well as identifying highlights and key trends. It also gives an update on the progress made on our strategic initiatives over the previous academic year, while also highlighting any key issues or challenges we will need to address through future initiatives including addressing any under-representation in our staff and student profile.

Feedback from University Council on the previous report was that they wished to see a condensed, brief report reflecting our adherence to the Equality Act Public Sector Duty, with a view to future reports being online. In line with this recommendation this latest EDI Annual Report is a much briefer version than previous iterations. It is also a living document, containing live links to relevant EDI webpages, which marks a sea change in the University's approach to reporting on EDI progress as well as enabling a state of play view at any point on where we are as an institution in regard to key EDI initiatives, including our progress on Charter Marks, the Race Equality Charter and Athena Swan, Disability Confident, Inclusive Employers Standard and the Technician's Commitment.

Further feedback was that University Council wished to be aware of challenges in EDI, which has been reflected in this report. There are some key challenges. Following the successful achievement of the Athena Swan Silver award, the dedicated time-limited resources for this work are no longer in place. There have also been substantial changes to the central EDI Team with a loss of personnel working on the REC and wider EDI initiatives. With this occurring at a time of further restructuring, this makes it even more imperative that ownership of EDI is embedded organisationally with each Division/Professional Service Department playing a key role in taking forward EDI actions evolving from the new EDI Strategy, as well as the work to attain the Race Equality Charter and progress Athena Swan and other EDI initiatives.

The active involvement of 'critical friends' from across different protected characteristic groups in key University decision-making processes will play a key role in this. This will include the creation of a new EDI Observer role in University Promotions processes, to be rolled out further across Divisions and Professional Service areas for wider recruitment and selection. A clear foundation is being set for active engagement and scrutiny by EDI Staff Networks and other key stakeholders including Kent Union in the development and review of university policies and strategies, as well as in Equality Impact Assessments, as we actively seek to embed intersectionality into everything we do at Kent.

EDI Governance at Kent

Council

Council has overall accountability for legal compliance (from 2023 onwards this will be delegated to People Committee).

The Vice-Chancellor

The Vice-Chancellor provides leadership and support and hold the Executive Group to account on organisational progress on equality, diversity, and inclusion, and on compliance with legal obligations under the Equality Act (2010).

The Executive Group

To ensure further progress in divisions and departmental operations, the Executive Group demonstrates visible leadership on inclusive practices and ensures that responsible staff are aware of the importance of delivering against our agreed objectives. Additionally, a consideration of equality impacts is required in all decisions before formal committees and Executive Group meetings.

EDI Strategy Group/EDI Operations Group

The EDI Strategy Group and its EDI Operations Group have responsibility for the development, implementation and monitoring of the annual Institutional EDI Work Plan.

Directors/Deputy Directors of Divisions (People)

Directors/Deputy Directors of Division (People) are responsible for:

- Ensuring compliance with the 2025 strategy
- Carrying out actions contained in relevant action plans
- Promoting equality, diversity, and inclusion always

EDI Networks

All staff are encouraged and supported to take an active role in the Networks, where they can champion equality, diversity, and inclusion through their contribution to meetings and related activity. The Networks are:

- BAME Staff Network
- Women's Staff Network
- LGBT Staff Network
- Disability Staff Network
- Harassment Contacts Network



1 PROGRESS AGAINST OUR STRATEGIC OBJECTIVES

Pillar 1

EDI review – from strong leadership and ownership to a framework for EDI in an ever-changing environment.

What we said we would do

- Increase visibility around our strategic priorities for EDI, maximising engagement at all levels in the University, improve accountability and help to support our aspiration to increase our diversity and foster a culture of inclusion
- Implement the remaining EDI Governance Structures, including the EDI Operations Group and the EDI Forum
- Develop an overarching EDI Strategic Plan that brings together all core EDI-related workflows across the Institution in a holistic manner
- Create and recruit to a new Head of Equality, Diversity, and Inclusion role
- Embed Equality Impact Assessments into all major project work including the Medway Docking Station
- Ensure the ongoing review and adjustment of the Organising for Success Equality Impact Assessment (EIA)

What we have done

- Appointed to the [Head of EDI](#) role on a permanent basis in May 2022 after an interim Head was employed during the process of recruiting for the permanent post
- The remaining [EDI governance structures](#) were implemented. The EDI Operations Group replaced the previous Student EDI Operations Group and brought together a staff and student focus on EDI delivery. The [EDI Forum](#) provided a platform for all staff and students across the University to come together and discuss matters pertaining to EDI and provides a fast-track route for issues to be raised and addressed
- To recognise organisation ownership for EDI, the first [EDI Awards](#) ceremony was held on the 8 June 2022
- There is a need for EIAs ([Equality Impact Assessment](#)) to be embedded as business as usual; an EIA was conducted on the Medway Docking Station; new good practice is being evolved and will be launched with an accompanying webinar
- Introduction of Divisional level Student EDI representatives to consider EDI-related issues within Divisions; Deputy Directors of Division (People) allocated responsibility for EDI matters for all staff

Pillar 2

Lead the way in the development of an environment that is free from harassment.

What we said we would do

- Promote, review, and enhance reporting processes across Kent's campuses to ensure that staff and students, including students on placement, feel comfortable raising concerns and confident they will be actioned with follow-up actions and outcomes communicated clearly to those reporting the issue
- Create the Discrimination and Harassment Prevention Steering Group
- Investigate and invest in an Allyship programme and Network for staff and students.
- Agree and publish the measures Kent are taking to adopt the International Holocaust Remembrance Alliance (IHRA) Working Definition of Antisemitism
- Creation of a Kindness Charter by the Inclusive Allies
- Launch the Report and Support student reporting tool and communications plan
- Review the content and delivery of the Expect Respect module

What we have done

- Launched [Report and Support](#) for students, supported by the '[Consent. Get It. Full Stop. Campaign](#)' and created the first [Report and Support annual monitoring report](#)
- The [Inclusion Allies training programme](#) was created in partnership with Liverpool John Moores University and University of London alongside Inclusive Employers created the University Kindness Charter. Launched the [Allyship Webpages](#)
- Supported our university community during the Lambeth Conference, including the [Lambeth Walk](#), [Rainbow Lanyards](#), Spousal Programme and [Rainbows in Religion Conference](#)
- Created an Inclusive Spaces Working Group to look at how welcoming our physical spaces were for staff and students from diverse backgrounds
- Provided dedicated mental health support for LGBTQ+ students
- Displayed LGBTQ+ artwork, created during lockdown, in Keynes Foyer and Eliot's Corner Lounge
- Kent published its [commitment to tackling antisemitism](#) after consultation with staff and student groups and internal committees and adopted the [International Holocaust Remembrance Alliance \(IHRA\) definition of antisemitism](#), supported by the [Jewish Declaration of Antisemitism](#). Work is underway on providing training scenarios for staff to build confidence in recognising and challenging antisemitism
- Action around harassment currently under review by HR. Work has started on the Development of a Sexual Violence & Misconduct Policy. Training is to be developed on 'Trauma Informed Investigations' for HR Advisors involved in investigations following reports made via Report & Support. Work is ongoing with the Harassment Contacts to enhance the sharing of best practice and enable feedback on the staff-side implementation of Report & Support

Pillar 3

Provide an open and supporting culture for all, create a culture where health and wellbeing is as important as anything else we do in a day

What we said we would do

- Review the cultural competency and appropriateness of mental health support
- Create a long-term communications strategy around the Thriving at Work Standards and ongoing campaigns
- Launch the Mental Health Allies
- Register for the Student Minds Mental Health Charter: complete an internal self-evaluation.
- Review and relaunch the Respect at Kent policy
- Understand and address the issues to provide a culture of openness with the aim to remove the stigma around mental health
- Embed EDI features in the new digital mentoring platform Aluminate

What we have done

- In November 2021 we received the initial report from Andrew West on how we meet the needs of the [Student Minds Mental Health Charter](#). Although there were some areas for improvement, there were also many areas identified as already meeting the standard or showing areas of best practice. The project of refining and improving upon these findings will now continue for a submission planned for 2023
- We improved our digital presence for staff and students by creating the [Wellbeing Website](#) and the [Wellbeing Zone website](#)
- Diverse Cymru Cultural Competency training delivered for all Student Services staff; indicated our commitment to undertake the [Diverse Cymru Certificate in BAME Mental Health](#) in 2022-23
- [Respect at Kent Policy](#) reviewed and approved in June 2022 by Education and Student Experience Board
- Issued the [All-Staff Workload and Wellbeing Survey](#) and created the [Wellbeing Toolkit](#)
- Worked with our local Mind branch to organise two different sessions which focused on the causes of Adult Suicide and those that are common with older children. Sessions were delivered for both Medway and Canterbury with sessions being full on all occasions; the sessions helped staff to understand the mental health drivers which can cause suicidal thoughts and provided help in recognising early on the signs that someone may be feeling suicidal
- Offered [free sports membership to residential students](#) to ensure they can access a wide range of health and wellbeing activities on campus
- Launched the [Mental Health Allies](#)

Pillar 4

Identify and remove barriers in relation to all forms of accessibility.

What we said we would do

- Mainstream accessibility by supporting a shift in culture from individual adjustments towards anticipatory reasonable adjustments
- Create a new suite of Digital Accessibility policies and procedures
- Continue work towards achieving Level 3 Disability Confident Leader status

What we have done

- Passed the external and un-announced [Accessibility Audit](#) with no concerns raised
- Student Support and Wellbeing finalised [the OPERA project](#) and created the [Accessible Information team](#) to provide on-going support for students requiring assistive technology or alternative formats. The team also provided wider accessibility advice and training for staff and students
- Installed wheelchair-friendly picnic benches outside the Gulbenkian, Turing Hub, Pears building and Keynes K Bar and Dolce Vita
- Became the only UK University to subscribe to [SignLive](#) – a telephone relay and remote interpreter service for British Sign Language users
- Completed the feasibility study to achieve [Level 3 Disability Confident](#); further work is required in standardising and increasing the data that we collate
- The Space & Signage Team have begun a programme of analysing centralised teaching rooms to ensure they are as inclusive as possible, including a clear wheelchair route through the space and a height-adjustable table in each
- Involvement by Institute of Cultural and Creative Industries (iCCi) in the [Mind The Gap's](#) Engage and Staging Change programme, enhancing accessibility as an organisation (diverse-led programming including [Access All Areas](#), [Oily Cart](#) and programming for [University EDI History Months](#); in partnership with disabled-led companies [Square Pegs Arts & Confidence](#), supported the launch of an Inclusive Arts Network for Kent & Medway; disabled-led company [One and ¾ Theatre](#) became a resident company at the Gulbenkian



Pillar 5

Continue to raise our profile as an employer and education provider through accreditation and investment in key strategic projects.

What we said we would do

- Address the sector-wide and institutional factors / barriers that trigger lower rates of attainment, continuation, and progression amongst students from low socio-economic groups, disabled people and racially minoritised students
- Establish a new Academic Lead for Athena SWAN and re-establish the Athena SWAN SAT to ensure monitoring and progress of the Athena SWAN Strategy and Action Plan
- Progress our [Athena SWAN](#) agenda and support for schools and divisions
- Establish the Race Equality Charter Academic Lead and Self-Assessment Team
- Submit the Inclusive Employers application

What we have done

- Submitted our initial assessment to Inclusive Employers for assessment against their six pillars; our results provided a good indication of where work is necessary in the areas of empowering others and embedding EDI, but valuable feedback was received for engagement and how Kent intends to evolve. *“Well done on presenting a strong Foundation Assessment submission. Your organisation demonstrated more advanced inclusion and diversity activity for organisations usually participating in Foundation level of the Inclusive Employers Standard”*
- Established the [Race Equality Charter](#) working group and started to progress work to implement the Anti-Racism Strategy and meet the requirements of the Race Equality Charter (see Pillar 6)

Student Success (EDI) Project highlights

In 2021-22 all Divisions, (including nineteen schools with subject area specific plans) were actively engaged with Student Success (SS) activities, compared to twelve schools in 2020-21, marking an increase of over 50% in uptake. The SS Central Team (SSCT) are in discussions with an additional two schools who are also looking to submit a SS plan in the coming academic year.

In 2021-22 with increased numbers of subject areas participating in SS activities, the SSCT have supported Divisions to run sixteen Inspirational Speaker events to date, with a further four currently planned for the summer term. Focus areas for talks have included *‘Hopelessness to hopefulness: strategies for achieving your life goals,’ ‘Decolonising ‘Safe Spaces’: Talking race, faith, and culture in post-race eduscapes,’* ‘Achieving your academic best,’ and ‘Black heroes of mathematics’ and have been attended by a mix of staff and students.

- **Student Success University Network (SSUN):** Launched the Student Success University Network (SSUN)
- **Student Success Interns:** Student Success Research Intern WSS, Glory Oluwaseun, designed and co-ordinated a successful Outreach project at Chatham Grammar School entitled ‘Uncovering Histories’. Glory won the [Medway African Caribbean Association \(MACA\)](#) Young Black Achievers award for her contribution to citizenship at this year’s awarding ceremony
- **Black Living at University – Living Black at Kent (Kent Case Study):** Pilot investigation targeting the national concern regarding the correlation between student living accommodation, particularly on-campus, and academic success to enhance the quality of living for all students, especially those of Black ethnicity
- **Black Women in STEM (Science, Technology, Engineering and Maths) Study Phase I – Inclusivity in Medical Schools: A case study from a UK University:** This research focuses on the efforts of KMMS (Kent and Medway Medical School) in supporting students from BAME backgrounds in the three years since the establishment of the medical school. The first stage of the investigation aims to assess the alignment between the medical school’s taught curriculum and the experiences of the diverse student body
- **Inclusive University – Reflective Teaching Program:** The Reflective Teaching Program would be evaluated using the newly developed Reflective Teaching Framework.
- **British Sociological Association Project:** acknowledge best practice repository to support the place of race and ethnicity in British Sociology: Kent were awarded funding by the BSA to gather and collate teaching and recruitment policy resources across 120 UK universities
- **Completion of Academic Excellence Scholarship (AES) longitudinal research project:** Most students involved in the research project graduated in 2022 and the remaining few will complete their degrees this summer. Research findings were presented at the Social Research in Higher Education (SRHE) national conference
- **The Graduate Researcher College aiming to improve access, recruitment, and progression of underrepresented students:** GRC (Graduate Researcher College) are looking at ways of addressing the Black PhD awarding gap and the ‘leaky pipeline.’
- **Inspirational Speakers Programme:** In 2021-22 a [repository](#) was developed within the Student Success hub on Moodle to assist Divisions with the commissioning of approved Inspirational Speakers for both Academics and students.
- Significant impact of Diversity Mark

Athena SWAN

The University of Kent achieved its [Athena SWAN Silver](#) in summer 2021. There was a period of high EDI staff turnover right after this achievement, which resulted in a substantial reduction in the resources required to drive the Athena SWAN Action Plan forward. Despite the challenges faced with no Institutional Academic Lead or Self-Assessment Team in post, the University continued to maintain its commitment to the promotion and enhancement of gender equality, with more work planned for 2022-23, including the re-establishment of the organisational Athena Swan Self-Assessment Team and recruitment to a new Athena Swan Lead.



Pillar 6

Understand and interrupt structural racism within the HE (Higher Education) environment

Our vision is to be an anti-racist institution; one that actively opposes racism, in recognition that simply promoting equal opportunities will not go far enough. The Anti-Racism strategy and our commitment to the Race Equality Charter (REC) make our leadership team firmly accountable for driving anti-racism across our institution. Crucially, we will listen to and act on the lived experience of members of our community, as we work together towards our vision for anti-racism at Kent. We have started to make progress on each of the objectives, which is shown by the following activities.

What we said we would do

- Require senior leaders to drive and be accountable for anti-racism across the University
- Listen to and act on the lived experience of racially minoritised staff and students
- Dismantle barriers to racially minoritised students' success and belonging
- Decolonise University teaching, research, and partnerships
- Dismantle barriers to racially minoritised staff success and belonging
- Embed anti-racist behaviours and practices among the university community
- Advocate for anti-racism locally, nationally, and globally

What we have done

- Training was delivered to the Executive Group by Inclusive Employers, which provided our leaders with the confidence, understanding and practical steps to actively cultivate an anti-racist culture
- A review of the recruitment practices and data related to recruitment is underway along with work to deliver a training session highlighting awareness of bias as part of recruitment and decision-making processes and measures to prevent this; research completed by Nottingham University on inclusive recruitment and language is also being Included in the design of our recruitment training
- Work has started in the creation of a Professional Services Career Framework; initial proposals have been created and best practice from other universities have been identified. Representation from all job roles and networks have been included to take this forward in 2022-23
- Two places will be funded centrally for staff to attend the [Stellar HE programme](#), which is aimed at [PSD and Academic staff in leadership roles](#). Further budget will be sought from the Divisions and Departments to provide further opportunities for staff
- Budget was approved to create an internal [Brilliant Leaders Programme](#) for racially minoritised managers to create the pipeline for the Stellar HE programme and leaders across the organisation, which will start in 2023

- The Challenging Racism training is now part of the Induction Checklist and mandatory training that should be completed and monitored as part of the RPD (Reflect, Plan, Develop) process. The [Inclusive Line Manager](#) training is part of the Induction and mandatory training for managers
- An [Inclusive Conversation Guide](#) has been created as part of the RPD process. All leadership programmes are being reviewed to include inclusive and ethical leadership information
- A working group with stakeholders across the University and our partners has been set up to act on the findings of the [Living Black at University Report](#)
- Ongoing partnership work with Kent Union on the [Black Student Voices Research Project](#); a 2-year deep dive research project into the views and experiences of black students at Kent

FEATURED REPORT: Race Equality Charter (REC)

The Race Equality Charter project commenced this year, and the institutional plan has passed through several milestones, including the successful appointment of the REC Academic Lead, REC Coordinator and REC Data Analyst. Key milestones so far include:

- The development of the project plan, incorporating the mandatory elements of the REC with time sensitivities built in
- Creation of and successful recruitment to the REC Self-Assessment Team
- Development and delivery of the [REC Student Survey](#).

The project has challenged the University and moved us to be more probing on details with the data demands and outcomes the Race Equality Charter requests of us to visualise, especially with Equal Pay data. The project at this point is on track for completion, but risks do include the availability of human resources and the collation/input of information at Divisional level.

Pillar 7

Other areas of significant progress

What we have done

Sexual orientation

- Collaborating with the staff LGBTQ+ Network, we used the Lambeth Conference as an opportunity to promote the University's values and ethos with a programme of events which welcomed and included spouses of people attending the conference

Sex

- Offered all women the opportunity to complete a new specific [Women into Leadership Apprenticeship](#)

Religion/belief

- A full review of the impact and support needed by Black Majority Christian faith groups on campus has been conducted
- Religion and Belief (including information on Prevent) segment included within the [Expect Respect](#) module for the first time
- The [University of Kent Religious Observance Guide](#) (previously known as Religion and Belief Policy) has been created, due to be signed off by EDI Operations Group in 2022

Pregnancy and maternity

- Reviewed the [Student Pregnancy and Maternity Policy](#) and updated in consultation with stakeholders across the Institution
- Reopened the staff and student [Maternity and Breast-Feeding room](#)
- Additional leave and pay for parents of premature babies
- Special leave for fertility treatment now available from day one of employment
- Colleagues leaving the University within three months of their maternity leave ending will not be asked to pay back any contractual maternity pay

Gender reassignment

- Reviewed our process for names read out at congregation
- Reviewed the [Transgender Student Support Policy and accompanying appendices](#)
- Relunched the [Trans Support Group](#) on campus after Covid-19

Age

- Age and Ageism segment included within the [Expect Respect](#) module for the first time.
- [Menopause Café](#) for staff held

Understand the EDI impact of Covid-19 on university processes and protected groups

- Student Services were awarded £212,000 by Kent County Council to deliver over thirty projects with the aim of addressing three key areas:
 - 1 Containment and intervention in relation to Covid-19 cases and/or outbreaks
 - 2 Promotion of Covid safe behaviours (reflecting national and local guidance of the day) as well as testing and vaccination programmes
 - 3 Provision of space and activities to support the physical and mental well-being of students and staff over and above a standard programme of activities, focusing on cohorts disproportionately affected by Covid-19 and/or the lockdown experience.



2 APPENDIX 1 – OUR STAFF AND STUDENT PROFILE

This appendix provides the key demographics, including any key issues and challenges arising, across all protected characteristics for staff and students across the University, providing comparisons from previous data and with other universities, using benchmarking data from Advance HE¹. Data is taken from the 1 December census point.

¹ www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020
www.kent.gov.uk/about-the-council/information-and-data/facts-and-figures-about-Kent/area-profiles



Staff overview

This section presents equality and diversity information for the academic year 2021-22 for staff at the University of Kent.

Table 1: Staff headcount

For the Academic year 2021-22 the University had a staff headcount of 4,078. (PSS = Professional and Support Services) (Data collected on the 1 December)

Staff group	Number of employees	Percentage of employees
Academic	1,616	39.6%
PSS	2,505	61.4%
Total	4,078	100.0%

Key figures

- The gender breakdown in the University was 57.7% female and 42.3% male.
- 94.1% employees have a known disclosed ethnic background; of these staff 18.4% were racially minoritised
- 9.6% of all employees disclosed having a disability
- 38.4% of all Professors were female and 14.1% of professors were racially minoritised

Diversity of leadership

Within the University of Kent decision-making is centred in the University’s main committees. Committees are comprised of appointed and elected members, and individuals often sit on more than one committee. Female staff made up 36.0% of the University Council, which is the principal executive and policy-making body of the University. Members who disclosed their ethnicity as racially minoritised comprised at most 20.0% of committee members; however, two committees have no declared racially minoritised members. Student data was not available to the EDI team.

Table 2: Diversity of members sitting on university governance committees

Committee	Percentage of female	Percentage of racially minoritised
University Council	36.0%	20.0%
University Senate	40.0%	18.2%
Audit	16.7%	0.0%
Ethics	28.6%	14.3%
Finance and Resources	54.5%	18.2%
Honorary Degrees Committee	46.2%	15.4%
Lay Nominations Committee	42.9%	0.0%
Remuneration Committee	50.0%	16.7%

Staff balance by gender

Figure 1 shows the number and proportion of female and male staff in each of the University’s two staff groups. Females comprised 47.9% of Academic staff and 64.15% of Professional Services Staff.

Figure 1: Gender by staff group

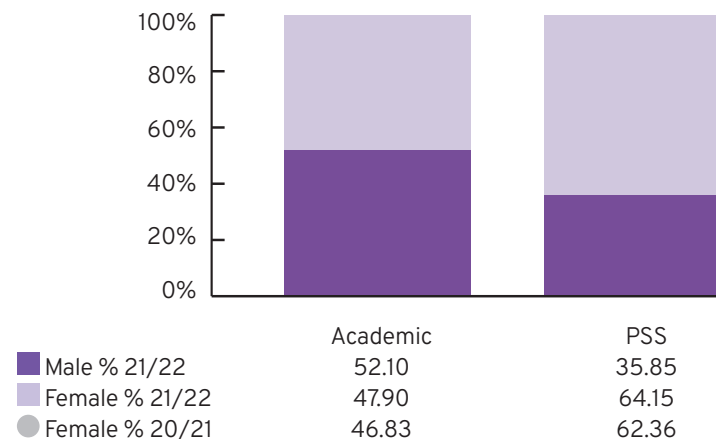


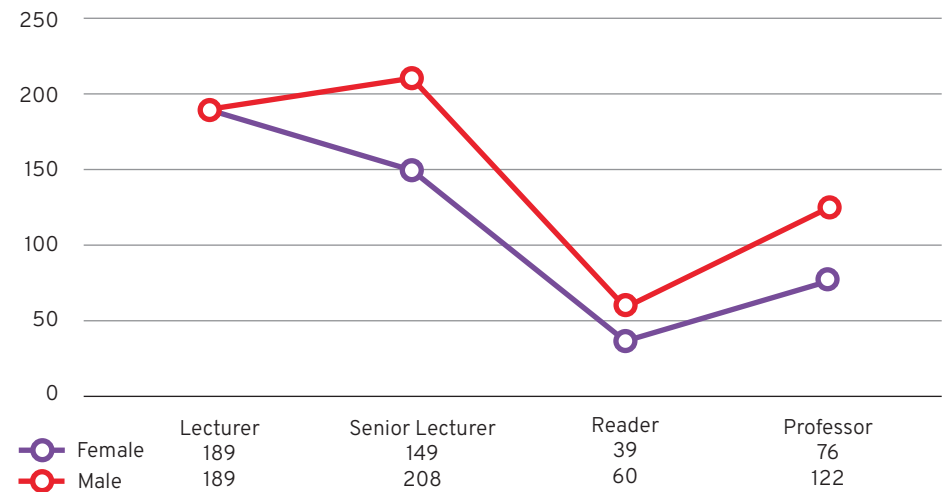
Figure 2: % Female by grade



Table 3: Percentage of professors by grade

	2020-21	2021-22
Female professors	75	76
All professors	196	198
% Female professors	38.3%	38.4%

Figure 3: Staff number in academic pipeline



- There was an identical number of lecturers (M & F, 189) in 2021; a significant increase from the previous year in both female Senior Lecturers and Readers was identified
- There was no significant increase in female professors from the previous year, with the total increasing by one (University of Kent gained two more professors from 2020-21 to 2021-22). Out of all professors 38.4% (76) are female

Staff balance by ethnicity

Figure 4: Ethnicity of staff

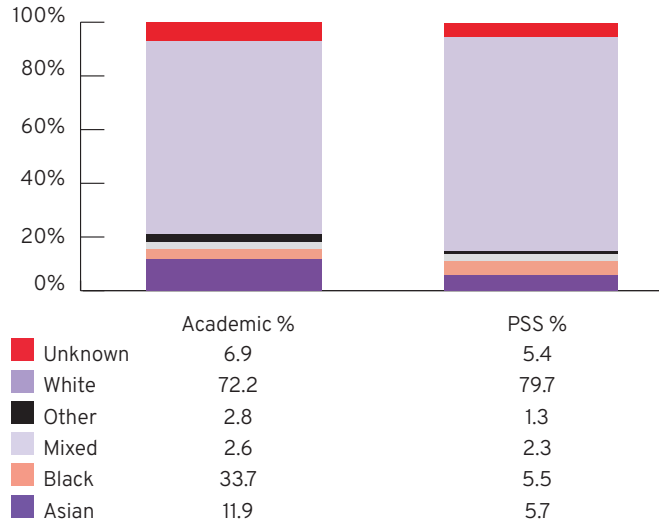
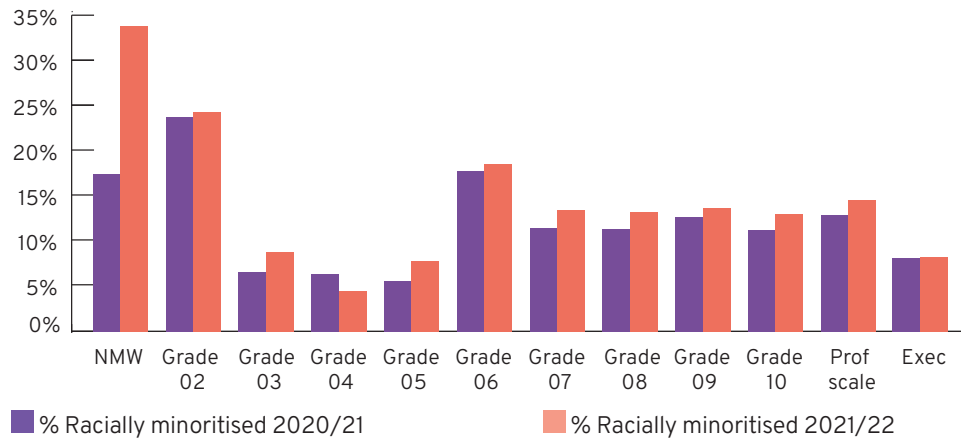


Figure 5: Staff grade and ethnicity*



*Figure 5: Staff grade and ethnicity 2020-21 and 2021-22 (% Racially minoritised figures are calculated as disclosed ethnicity divided by all staff in the grade)

For staff with UK nationality, 11.7% declared their racial identity as racially minoritised, compared to 10.0% for EEA (European Economic Area) staff. 69.5% of those from other nationalities were racially Minoritised (Figure 6).

Table 4: Staff data by ethnicity

Arab	0.7%	Mixed – White and Black African	0.4%
Asian or Asian British – Indian	2.2%	Other Asian background	2.6%
Black or Black British – African	3.6%	Other ethnic background	1.2%
Chinese	1.8%	Other White background	2.6%
Mixed – White and Asian	0.7%	Unknown	5.9%

When ethnicity data was disaggregated, the largest grouping was White (74.2%), less than 0.1% of all staff self-identified as Gypsy or Traveller.

Figure 6: Staff ethnicity and nationality

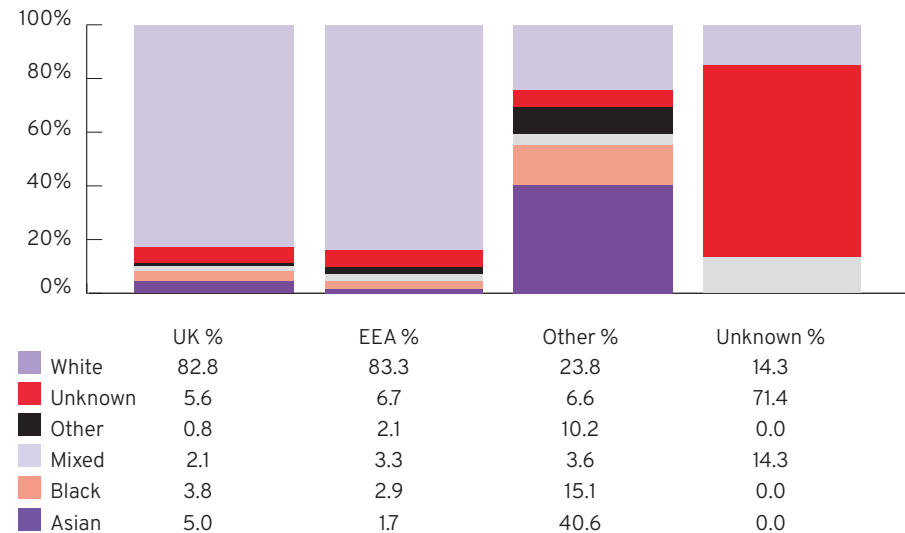


Figure 7: Academic pipeline by ethnicity

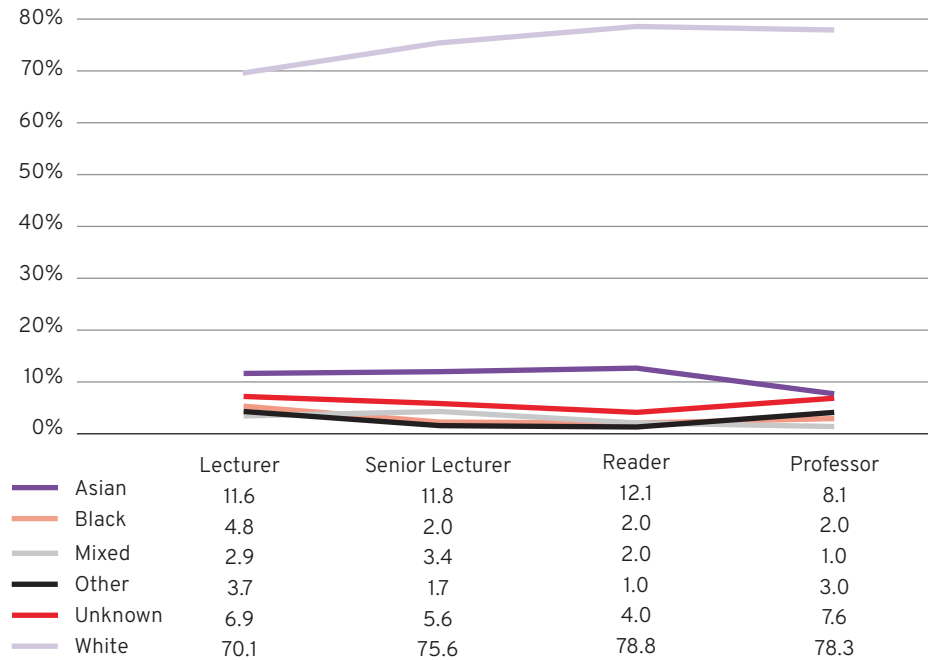


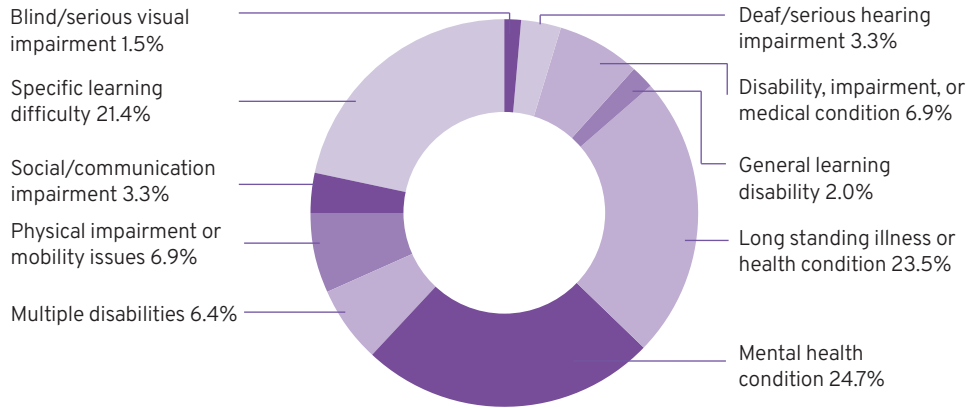
Table 5: Professors by ethnicity

Professors by ethnicity	2020-21	2021-22
Asian	6.1%	8.1%
Black	1.5%	2.0%
Mixed	0.5%	1.0%
Other	4.1%	3.0%
Unknown	9.2%	7.6%
White	78.6%	78.3%
Racially minoritised professors		
Racially minoritised Professors	24	28
Ethnicity not disclosed	18	15
All Professors	196	198
% Racially minoritised professors	12.2%	14.1%

- It is clear from the data that the staff balance is much more diverse than the previous year with an overall increase of minoritised professors who have declared their ethnicity and increases in representation across the board. There was also an increase in representation of racially minoritised staff at professorial level
- It was noticeable that there was an increased progression to higher grades than the previous year for racially minoritised staff. However, this does not necessarily preclude any pay gap inequities; work on the Race Equality Charter will help illuminate the pay gaps across grades

Staff balance by disability

Table 6: Disclosed disability



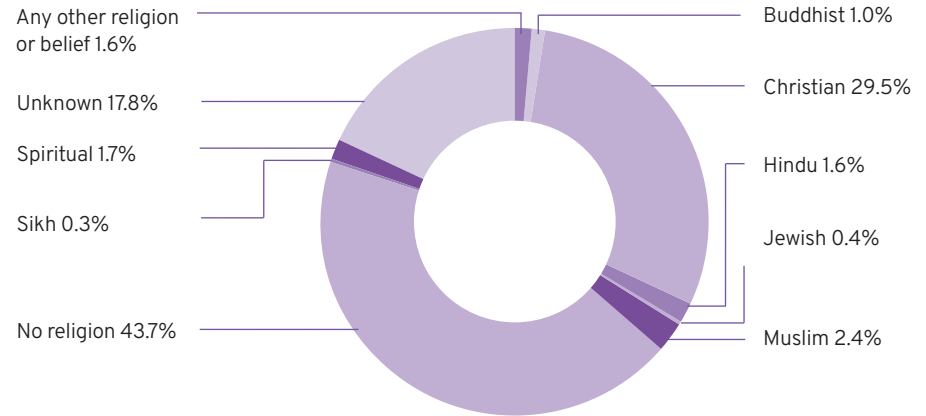
There has been a sizable increase in the number of individuals declaring a disability.

The university has been implementing and maintaining measures to alleviate the impact of difficulties faced by disabled staff. The maintenance of the Hybrid Working Scheme after the pandemic has provided a flexible accessibility for staff. Further issues for the university to consider include the establishment of a central pool to accommodate reasonable adjustments, ensuring the systematic monitoring of their implementation as well as a review of the policy around this.

Staff balance by religion and belief

- There have been very minor increases and decreases in representation by religion and belief
- There is still a sizeable number of staff whose religion/belief is unknown (17.8%, only -1% from the previous year. With the creation of the Religious Observance Guidance, self-declaration rates should increase; however, consideration should also be given to ensuring specific other religions/beliefs are appropriately captured and reflected

Table 7: Disclosed religion or belief



Staff balance by age

Table 8: All staff age groups %

Age group	% 2020-21	% 2021-22
25 and under	12.5%	17.0%
26 to 35	24.3%	22.7%
36 to 45	25.0%	24.0%
46 to 55	23.0%	21.3%
56 to 64	12.4%	12.3%
65 and over	2.8%	2.7%

The age spread of staff remains consistent with the largest increase by 4.5% of those aged 25 and under.

Staff balance by sexual orientation and gender identity

For 2021-22, 77.1% of staff had provided information regarding their sexual orientation. 77% disclosed their sexual orientation as LGBTQ. This shows a 1.9% (93 individuals) increase from the previous year. (Staff headcount increased by 317 from the previous year).

For 2021-22, 47.6% of staff had provided information regarding their gender identity, an increase from 2020-21 of 11.7%, of which 0.8% did not match their sex registered at birth. 0.2% of staff did not have their identity listed and 0.5% identified as non-binary.

Staff recruitment

During the 2021-22 Academic year, the University hired 1,241 staff from 8,605 applicants. 26.3% were for Academic and Research roles, with the remaining 73.7% for Professional and Support Services posts.

Recruitment by gender

Figure 8: All recruitment by gender

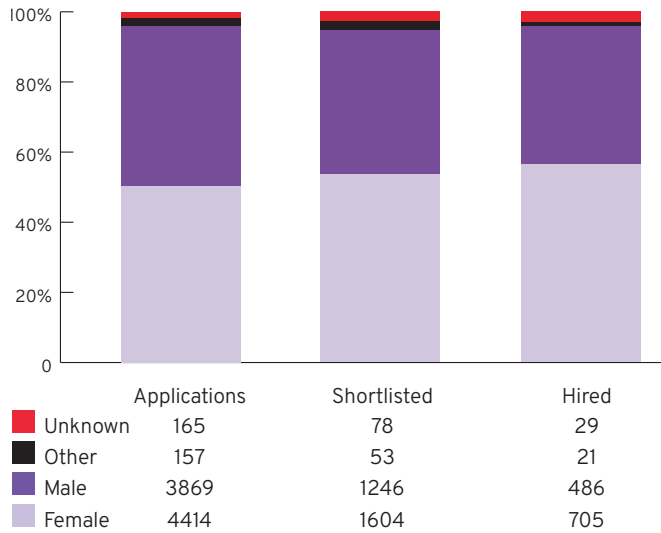


Figure 9: Academic recruitment by gender

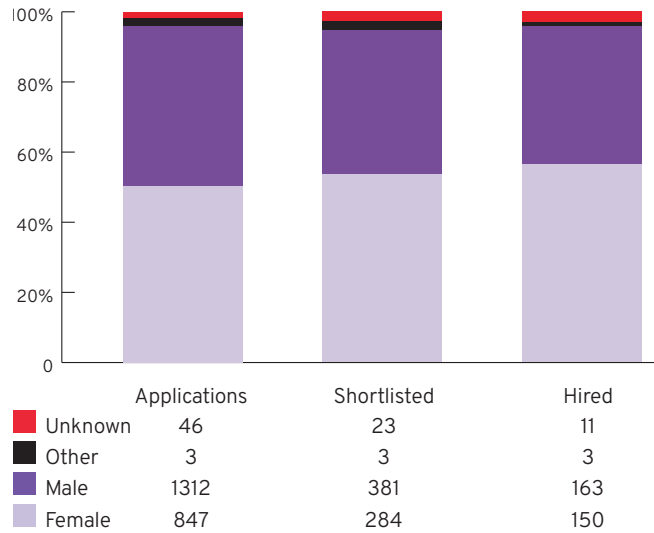
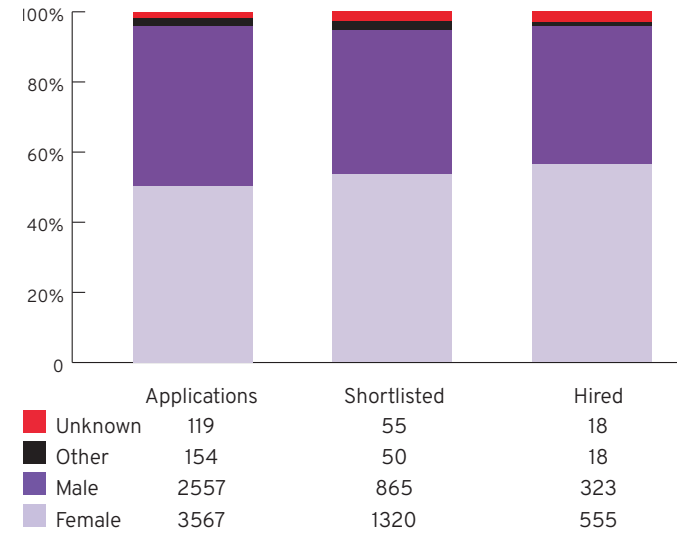


Figure 10: PSS recruitment by gender



For both staff groups, female staff comprised a higher percentage of those hired, compared to the proportion of applicants (Figures 8-10).

Over the 2021-22 academic year, females comprised 38.4% of all applicants to academic roles, and 45.9% of those hired.

The data indicates that during this period, success rates (the proportion of those hired compared to applications) differed by gender, with 17.7% of female academic applicants receiving an offer compared to 12.4% of men.

Female applicants comprised 60.7% of those recruited into PSS roles over this academic year.

Recruitment by ethnicity

Figure 11: All recruitment by ethnicity

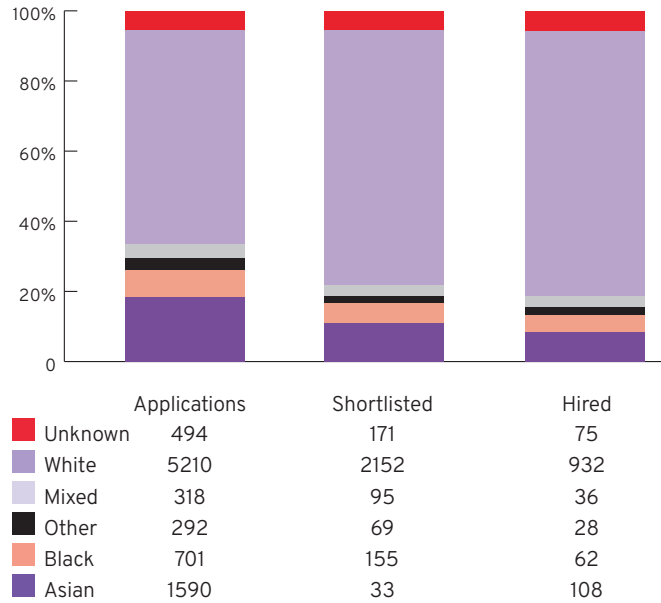


Figure 12: Academic recruitment by ethnicity

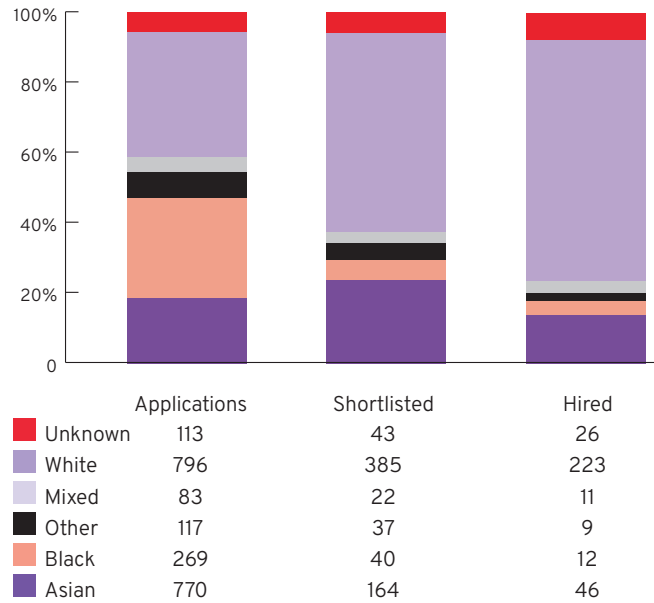
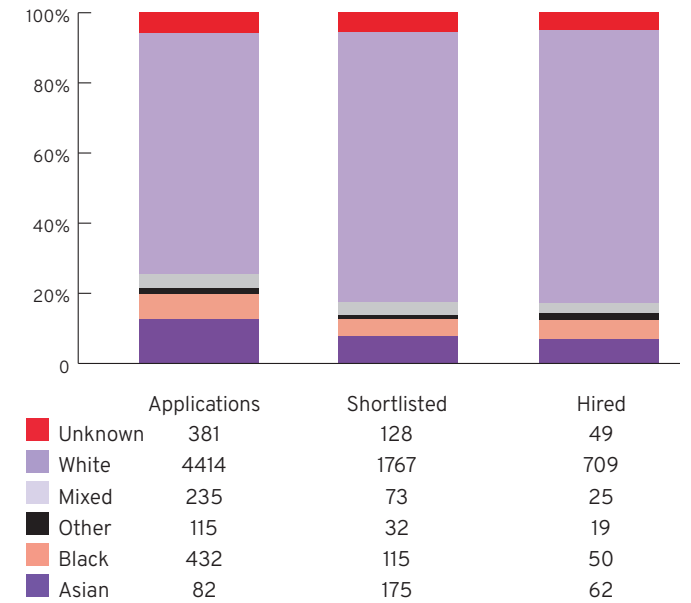


Figure 13: PSS recruitment by ethnicity



Racially minoritised applicants comprised 33.7% of all applications and 18.9% of those hired (Figures 11-13). When we consider nationality, individuals with British nationality comprised 28.6% of all racially minoritised applicants but 57.2% of racially minoritised individuals hired by the University. The data also indicates that during this year the success rate (the proportion of those hired compared to applications) differed by ethnicity, with 17.9% of White applicants receiving an offer compared to 8.1% of those from a racially minoritised background. Disaggregating the racially minoritised grouping, the data shows a range of success rates between 6.8% for Asian and 11.3% for Mixed backgrounds.

In 2021-22 58.8% (57.6% in 2020/21) of applications for academic and research positions were from racially minoritised applicants; 19.9% of racially minoritised applicants were from the UK.

23.9% of those hired in academic or research posts were racially minoritised (10.4% UK racially minoritised). Those identifying as racially minoritised comprised 25.0% of all Professional Services and Support staff applicants and 17.1% of those hired.

Student overview

This section presents equality and diversity information for the academic year 2021-22 for students at the University of Kent.

Key figures

53.42% of students are female
43.55% of students are from a racially minoritised background
22.24% of students have a disclosed disability

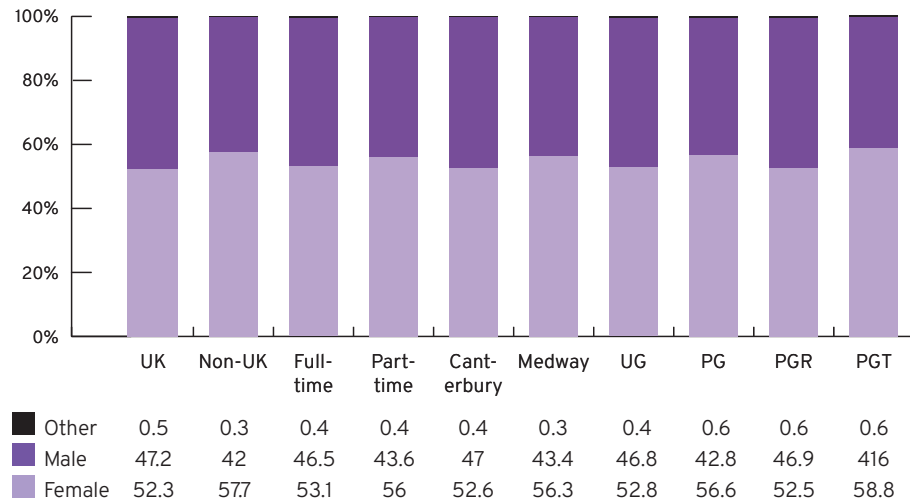
Key: UG: Undergraduate PG: Postgraduate PGR: Postgraduate Research PGT: Postgraduate Taught

Student Balance by gender

Table 1: Student gender data table 2021-22%

	Female	Male	Other
Kent	53.4%	46.2%	0.4%
Benchmark	57.2%	42.8%	0%

Figure 1: Student groups by gender



Kent continues to maintain a more balanced sex profile than the national benchmark. The only areas of significance variation are between UK and Non-UK students (with Kent being more attractive to non-UK female students) and PGT students, with a significantly higher proportion of females than males choosing PGT study.

Student Balance by ethnicity

Figure 2: Student ethnicity distribution

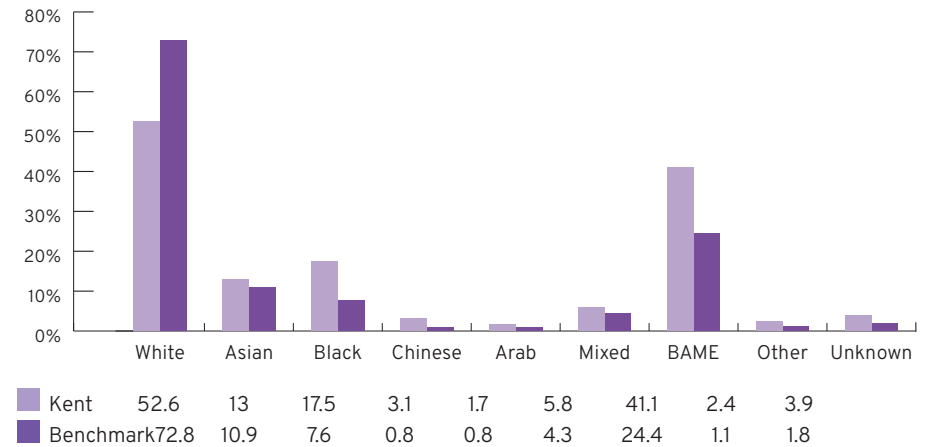
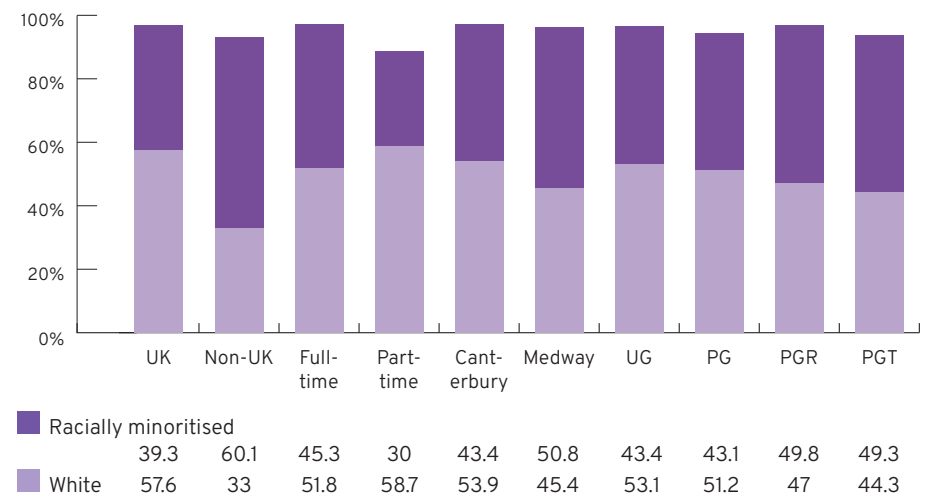


Figure 3: Student groups by ethnicity



- Kent continues to attract a significantly higher proportion of racially minoritised students than the rest of the UK, in particular Black students, despite the low diversity profile of the surrounding regions. This may be due to Kent’s proximity to London and the available transport links
- There is a significantly higher proportion of racially minoritised students studying at the Medway campus
- Racially minoritised students continue to be under-represented on PG programmes compared to their white peers, especially at PGR level. Targeted interventions to remove barriers to PG study programmes for racially minoritised students would be particularly beneficial

Student balance by disability

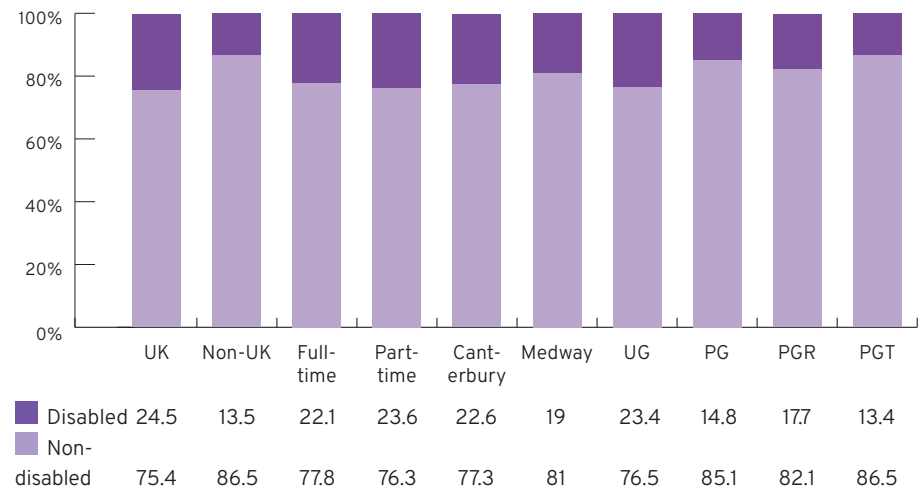
Table 2: Student disclosed disability

	Kent	Benchmark
Long standing illness	1.8%	1.4%
Specific learning disability	6.6%	5.0%
Physical impairment	0.5%	0.4%
Mental health condition	8.1%	4.5%
Visual impairment	0.1%	0.1%
Hearing impairment	0.2%	0.3%
Two or more conditions	2.5%	1.2%
Social communication impairment	1.3%	0.6%

- It is important to note that the data is from the 1 December census point, not Student Support and Wellbeing end of year figures, so the numbers of students with declared disabilities at Kent is likely to be higher than this
- Kent continues to attract higher numbers of students with declared disabilities than the national benchmark. This suggests that Kent is a university which appeals to students with additional access requirements and is performing well in terms of accessibility

- The proportion of students with declared mental health conditions has increased by +0.77% since the previous year, potentially triggered by additional stresses caused by Covid-19 and putting additional pressure on the Mental Health team at Kent
- Kent experiences nearly double the mental health declarations nationally, suggesting that we have an environment which takes mental health seriously and is trusted by the students to offer them support
- Other areas of significant difference include students declaring a Specific Learning Difficulty (+1.64% on the previous year) and students with complex medical needs (+0.65% on the previous year)
- Non-UK students are significantly less likely to declare a disability and seek support. Increasing confidence and understanding in support staff in terms of cultural competency and raising the profile of support amongst international communities will help to make the support available more accessible to international students
- PG students, particularly students on PGT (postgraduate taught) programmes are also less likely to declare a disability or seek support, and targeted interventions with the support of the Graduate and Research College would be of value here

Figure 4: % Disability in student groups



Student balance by religion and belief

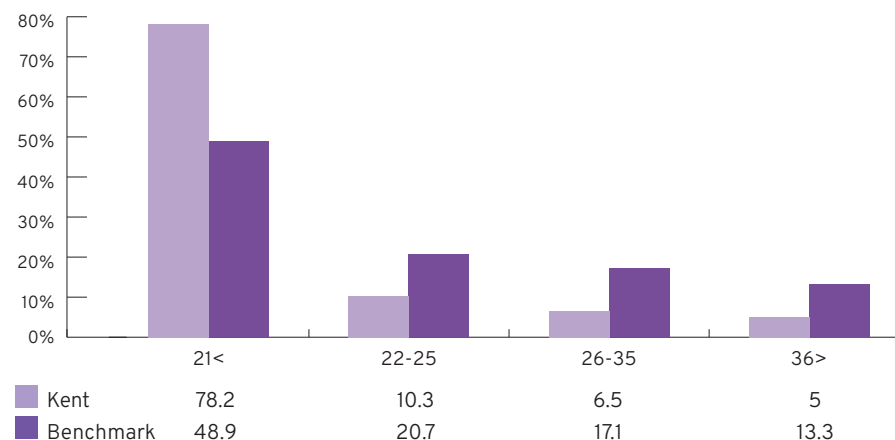
Table 3: Disclosed religion or belief

	Kent	Benchmark
Any other religion or belief	1.3%	1.6%
Buddhist	1.5%	1.0%
Christian	33.7%	28.4%
Hindu	3.4%	3.4%
Jewish	0.3%	0.4%
Muslim	8.1%	9.5%
No belief	42.0%	42.7%
Sikh	1.0%	1.0%
Spiritual	1.4%	1.4%
Unknown	7.4%	10.7%

- Kent attracts a significantly higher proportion of students with a religious belief than the national average. This may be due to Canterbury’s position as the home of the Anglican Church, with a particularly high number of students who identify as Christian, particularly at the Medway campus
- International students who hold beliefs appear to be drawn to Kent
- Black Majority Christian Faith churches have a significant support role for students on campus
- One thing that the University may want to consider in future if staff and student numbers continue to increase, is the need for spaces and access to them for a variety of religious/belief activity. The university will need to earmark and then adapt spaces to enable various faith and belief groups to practice their faiths and celebrations

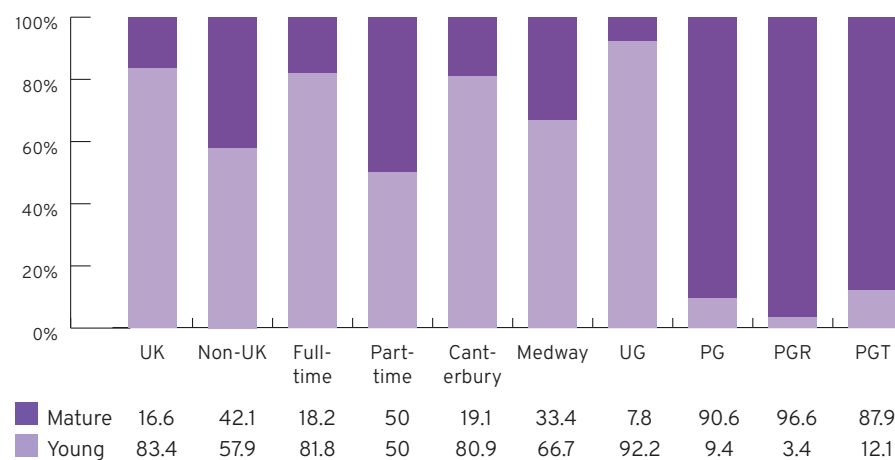
Student Balance by age

Figure 5: Student age distribution



*Young = 21 years or less. Mature = 22 years and older

Figure 6: Student groups by age*



- The Mature student population at Kent remains significantly lower than the national average, at 22%, compared to 48% nationally. This suggests that our offering is not as appealing to students over the age of 21, with the biggest discrepancies between students aged 22-25 and 36+. Further work looking at the conversion of students from UG to PG would be valuable in understanding this discrepancy, with a particular focus on students from non-traditional backgrounds
- The number of mature students on part-time courses has also dropped by 11.42% since 2020-21, implying that our offer is not attractive to students who wish to balance careers, family, or other commitments with studying

Student Balance by sexual orientation and gender identity

Table 4: Disclosed student sexuality

	Hetero-sexual	LGBTQ +	Bisexual	Gay man	Gay woman /Lesbian	Other	Not known	Prefer not to say
Kent	80.6%	7.8%	5.8%	1.1%	0.9%	2.3%	0.1%	9.3%
Benchmark	72.3%	6.7%	4.5%	1.4%	0.9%	1.9%	9.0%	10.1%

- A higher proportion of students feel comfortable declaring their sexual identity at Kent compared to the national average, potentially indicating that LGBTQ+ students feel safe and secure being out on campus.
- 8% of the student population indicated that they identified as LGBTQ+, demonstrating a continued need for additional support measures for this community
- International students continue to be under-represented in the LGBTQ+ community
- PGR students are more likely than any other study level to identify as LGBTQ+. Targeted advice and information for PGR students, particularly those whose research requires them to study abroad in countries where LGBTQ+ rights are not protected, would be valuable

Table 5: Disclosed student gender identity*

	Yes	No	Prefer not to say	Not known
Kent	96%	1%	0%	3%
Benchmark	80.4%	0.8%	4.1%	14.7%

**Responses to the question “Is the gender you identify with at this point in time the same as the gender you were assigned at birth?”*

The number of students identifying as transgender, non-binary or gender queer continues to be higher than the national average. Further work to support these groups should be considered in 2022-23.

Student balance by socio-economic background

White working-class males

NB: White working-class males is not a defined category, and there are no national statistics available to compare against. To establish a baseline for data, three separate classifications have been used for the student data analysis:

- 1 Socio-economic classification (defined by UCAS (Universities and Colleges Admissions Service) and self-classified according to work history)
- 2 POLAR code classification
- 3 Parental education background.

Data on this area has been requested and should be available from July 2023 onwards.

3 APPENDIX 2 – LOOKING AHEAD – OUR CONTINUED COMMITMENT TO INCLUSION

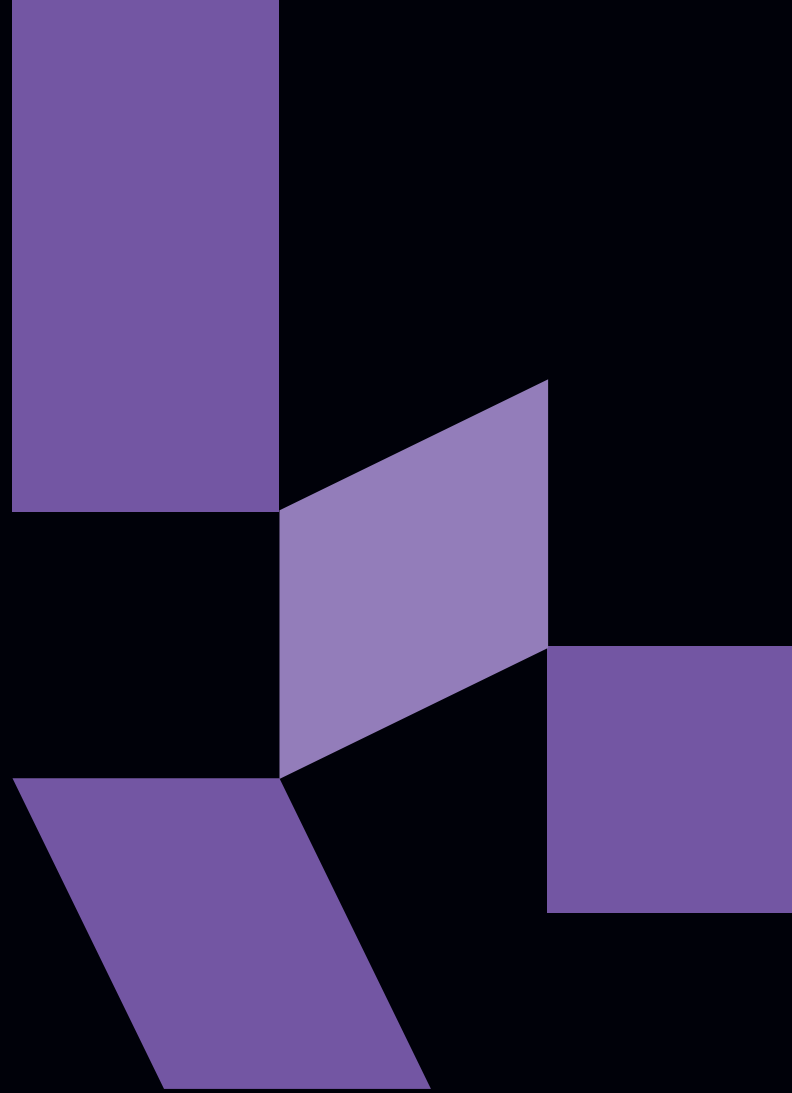
Strategic Delivery Plan 2022-23



Pillar	Strategic activities	Action
1	EDI review – from strong leadership and ownership to a framework for EDI in an ever-changing environment	<ul style="list-style-type: none"> • Develop a new EDI Strategy and Action Plan • Conduct an EDI Governance Review to review and adjust the new structures to ensure they are fit for purpose • Embed Equality within the People and Culture Strategy; establish a People Committee to oversee all people related matters, incorporating Governance for EDI • Develop a new EDI Executive Champions role to embed Executive ownership of EDI and provide an enabling reference point to support individual EDI Networks • Review Terms of Reference for EDI Staff Networks and EDI Committees • Ensure an EIA is conducted on the new Freedom of Speech code of practice as this is developed • Produce and disseminate new EIA guidance to ensure a consistent approach to the undertaking of this, at the right time and with 'critical friend' involvement • Migrate the EDI Student Representatives into Kent Union Representation structures
2	Lead the way in the development of an environment that is free from harassment	<ul style="list-style-type: none"> • Roll out Antisemitism training for staff • Continue commitment to a visibly inclusive campus, for example install LGBTQ+ banner and flags on campus • Host the internal audit of harassment as part of the internal audit plan and respond to actions as appropriate • Implement Report and Support for staff to enable a more streamlined reporting and tracking of incidents and outcomes • Dedicate additional resource to supporting students impacted by discrimination, bullying or harassment
3	Provide a supportive and inclusive culture conducive to good health and wellbeing for all staff and students	<ul style="list-style-type: none"> • Implement the Student Minds Mental Health Charter across the organisation. • Review how the organisation can support staff and students with cost-of-living arrangements • Review the need for the Thriving at Work group and create an organisational Staff Mental Health Strategy Working Group and Staff Wellbeing committee to continue the work. • Analyse and take forward actions from the Workload and Wellbeing Survey • Develop a themed EDI Café series to prompt discussion and promote peer support
4	Identify and remove barriers in relation to all forms of accessibility	<ul style="list-style-type: none"> • Create a new Accessibility Champions Network to share and disseminate best practice, as we move forward to progress our work on Disability Confident to become a Disability Confident Leader organisation • Create a Trans Inclusion Action Plan to cover the whole organisation to identify areas of importance in each area/department • Update the Staff Trans Inclusion policy • Create a Student Gender Affirmation Fund • Install rainbow-coloured picnic benches, including wheelchair-friendly ones, at Medway campus

Pillar	Strategic activities	Action
5	Continue to raise our profile as an employer and education provider through accreditation and investment in key strategic projects	<ul style="list-style-type: none"> • Appoint an Athena SWAN Academic lead and re-launch the Athena SWAN Institutional SAT • Work towards the Inclusive Employers Standard • Work towards the Race Equality Charter submission in 2023
6	Understand and interrupt structural racism within the HE environment	<ul style="list-style-type: none"> • Review and issue the Equal Pay audit and release the Gender and Ethnicity Pay gap with associated action plans • Submit the draft REC Self-Assessment to Advance HE for feedback • Continue to support applications for the Stellar HE programme and design and launch an internal Brilliant Leaders programme for racially minoritised leaders as a steppingstone to Stellar HE • Undertake the Diverse Cymru Certificate in BAME Mental Health and self-assessment audit
7	Other areas of focus	<ul style="list-style-type: none"> • Create a new EDI Dashboard to enable direct access by Divisions and Professional Services to EDI data • Create a new EDI Hub to function as a repository of good EDI practice for Divisions and Professional Services to highlight existing good practice internally and from across the HE and other sectors • Review and strengthen the approach to menopause in the workplace • Review the Academic Promotion process, incorporating a new EDI Observer role, to promote best practice and ensure potential bias can be pre-empted and the process is inclusive • Co-create and pilot new frontline EDI Customer Service Training to ensure best practice in the delivery of frontline services to a diverse community, positive approaches in conflict resolution and the promotion of good relations between different protected characteristic groups





kent.ac.uk

University of
Kent