Kingston University London

Our strategy for equality, diversity and inclusion

2012–2016

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onekingston
different together ● ● ● ● ● ●

Our statement of commitment to equality, diversity and inclusion

Kingston University values diversity highly, challenges inequality and takes active steps to provide an inclusive environment for our students, staff and visitors irrespective of their age, disability, gender re-assignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief or sexual orientation.

We value diversity highly; recognising that different people bring different ideas, histories, knowledge and culture and that this difference brings great strength which improves the quality of the University's work.

We challenge inequality; understanding that patterns of inequality in society and higher education are also reflected at the University and that difference in outcomes for our students and staff should be challenged by all of us and addressed through a multiple of strategies including lawful positive action.

We ensure an inclusive environment; knowing our staff, students and visitors will want to study, work and visit with us if we respect the rights of individuals and groups to hold their own views and values, but will not tolerate these to be presented in a way that intimidates, degrades or is hostile to others.

Julius Weinberg
Vice-Chancellor

Fiona Ross
Chair of the Equality Committee,
Dean of the Faculty of Health,
Social Care Sciences & Education

David Mackintosh
Deputy Vice-Chancellor
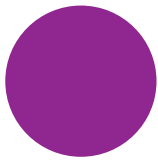
Equality, Diversity and Inclusion Strategy 2012 – 2016

GOAL 1 **To create an inclusive approach to recruitment and the student experience which promotes diversity and enables all our students to flourish; leaving with the best possible outcomes and with the knowledge and skills to make choices about fulfilling careers.**

OBJECTIVE 1.1
Ensure our recruitment and admissions strategies are informed by diversity data.

Action 1: Understand the impact of internal and external changes (eg admissions criteria, Led by Learning, fees) on the diversity of student admissions.

Action 2: Develop and deliver an action plan which ensures the values of Led by Learning relating to diversity continue to be reflected in student recruitment and admissions.

Action 3: Adapt/deliver widening participation and outreach activity to encourage applications from under-represented and diverse groups.

OBJECTIVE 1.2
Create an inclusive cross learning partnership between staff and students that reflects the diversity of our community.

Action 1: Review the existing curriculum to co-create an inclusive learning experience, drawing on the knowledge, international perspective and cultural capital of our diverse students and staff.

Action 2: Provide internal staff development programmes in inclusive curriculum and learning partnerships.

OBJECTIVE 1.3
Create and maintain an inclusive academic framework and student support service that benefits all students.

Action 1: Integrate equality, diversity and inclusion in the curriculum so students are able to acquire the knowledge and skills to work in a diverse and global environment.

Action 2: Evaluate (through validation panels, course monitoring and Internal Subject Reviews) how effectively we have developed an inclusive curriculum across the University.

Action 3: Ensure Personal Tutors are equipped with the knowledge and skills to support the differing needs of their diverse student body.

Action 4: Connect all mentoring and employability opportunities available to students who are less likely to gain graduate level employment and publicise this creatively for maximum impact.

Action 5: Deliver the Access Agreement actions plans to reduce differentials in recruitment, retention, attainment and employment.

Action 6: Investigate the postgraduate student experience and develop an action plan to address differentials in recruitment and outcomes.
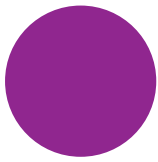
GOAL 2 To ensure an inclusive approach to recruitment and the staff experience which promotes diversity and enables all our staff to have opportunities to take part in continuous professional development so that they are able to achieve the highest level of professionalism for the benefit of our diverse students, staff and community.

OBJECTIVE 2.1
Implement inclusive People and Research Strategies that delivers the right skills, demographics and opportunities required to achieve Led by Learning.

Action 1: Ensure recruitment and selection is informed by diversity data.

Action 2: Support the implementation of the equality, diversity and inclusion related values that form part of the UK Professional Standards Framework.

Action 3: Ensure the Academic Promotion and Progression procedure is designed and delivered to include all excellent staff.

Action 4: Ensure that line managers implement an inclusive appraisal scheme that maximises the contribution of all our staff.

Action 5: Develop and evaluate a 'Preparing for Grade 10 framework' as part of the approach to achieve the equality objectives.

Action 6: Increase staff understanding of strategic and local aspects of equality, diversity and inclusion.

Action 7: Create and maintain an inclusive research environment that benefits all staff.

Our new Equality, Diversity and Inclusion Strategy takes equality and diversity into our everyday conversations, promotes collaboration across the University's structures and has specific and measurable outcomes for staff and students. It is not an "add-on" but should become an integral part of our thinking whenever we develop a new initiative, or review an old one. I look forward to the day when we do not need an Equality strategy because the thinking is embedded; unfortunately we are not there yet."

Julius Weinberg
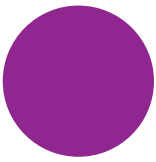
GOAL 3 To create an inclusive environment which facilitates and promotes belonging and respect for staff, students and the wider community.

OBJECTIVE 3.1
Ensure our marketing and communications express the value we place on achieving quality through diversity.

Action 1: Create a more visible web presence which celebrates our strengths and provides parents and students with information about the University's activities to support equality of opportunity.

Action 2: Create an environment where disclosure rates increase.

OBJECTIVE 3.2
Review our processes and facilities to ensure they meet the needs of our diverse students and staff.

Action 1: Continue to review the equality impact of our policies and processes on students and staff from protected characteristics and develop creative equality impact assessment action plans based upon an understanding of the wider context and best practice.

Action 2: Monitor the extent to which the Access and Equality Statement is influencing the Campus Development Plan.

Action 3: Ensure displays across each site, including signage, publicity and marketing are inclusive, appropriate and accessible and include positive images and testimonials.

Action 4: Promote and support staff, students and visitors to prepare Personal Emergency Egress Plans.

Action 5: Review procurement policies and procedures to ensure legislative compliance and reflect the University's commitment to equality, diversity and inclusion.

OBJECTIVE 3.3
Enhance the quality of learning and well being of all Kingston students and staff through culturally diverse civic engagement and leadership experiences.

Action 1: Develop creative strategies that support or enhance diversity agendas within the local community.

Action 2: Promote civic engagement and outreach as an important contribution to campus diversity, retention and graduation.

One Kingston our strategy for Equality, Diversity and Inclusion strategy

Our purpose at Kingston is "to develop potential, transform lives and improve the world around us: enabling others to learn, continuously learning ourselves and pushing the boundaries of learning through teaching, research and professional practice" *Led by Learning*[1].

One Kingston takes equality, diversity and inclusion into the heart of the University's purpose, improving the experiences of students and staff through primarily its Education, Research, People, Communication, Estates and Civic Engagement institutional supporting strategies. Figure 1 provides an overview of our rationale, goals and the impact we intend to make through this strategy.

Rationale

A separate equality, diversity and inclusion strategy sets out an approach for us, showing how these values support our broader business goals, helping us to meet our legal requirements and respond to changes in expectations both within and beyond the higher education sector. The following points along with the challenges we have highlighted provide the context for the One Kingston strategy and action plan.

- There is growing recognition that diverse institutions perform better, particularly in a global, diverse environment[2]. As a cosmopolitan university which values individuality and diversity and is a community of scholars, students and staff dedicated to learning, we share responsibility for developing the full potential of ourselves and others (*Led by Learning*).

- Increasingly, students are expected to have a broader university experience; they need to leave us with the ability to work with people from a range of diverse backgrounds, the knowledge of how things work in other countries, and the confidence and self-belief so that they can have interesting futures in a global and diverse marketplace.

- We are still uncertain about the nature and therefore the implications of the evolving student and parent expectations arising not only because of changes to funding in higher education but also because "a greater variety of types of students has inevitably increased the *range* of expectations – students with caring responsibilities, students who are less well prepared academically to succeed in higher education, less able, or less independent as learners, students living at home, students working significant hours off-campus in paying jobs, students with a disability, students learning in the workplace, international students whose first language is not English, and so on"[3].

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1 Kingston University's strategic Plan Led by Learning
2 For example www.mckinseyquarterly.com/A_business_case_for_women_2192
3 The Future of higher education, teaching and the student experience, Paul Ramsden, BIS

- Recently, conversations in higher education have shifted from one that has been primarily focused on access to one that is focused more broadly on access, completion and attainment levels. It has become clearer that meeting UK educational attainment goals and ensuring economic competitiveness will require a more concerted effort to get a larger proportion of our students across the degree completion finish line and without the kind of differentials in attainment rates we have been seeing over the past several years.

- Key organisations in the sector (such as the Higher Education Funding Council for England, Quality Assurance Agency (QAA), the Higher Education Academy and the Equality Challenge Unit) have extended the requirement to demonstrate how we are promoting equality and improving the experience and outcomes of our diverse students and staff. For example, the Quality Assurance Agency for Higher Education (QAA) through its Quality Code for Higher Education (the Quality Code) sets out the 'Expectations'[4] that all providers of UK higher education reviewed by the QAA are required to meet. Through its overarching principles and themes, the Quality Code makes explicit the need for us as a higher education institution to consider and address how equality and diversity issues have been embedded throughout our work and how we have met the diverse needs of students.

- The implications for our staff therefore are significant. It is more important than ever that our staff have the commitment, skills and demographics to: deliver this positive experience to all students, responsively lead and work with diverse staff and critically and regularly review our processes to ensure that they focus on the needs of our diverse communities.

We have come a long way in terms of promoting equality and diversity and are proud of our achievements at Kingston; however as a University that is led by learning, we want to keep getting better, keep preparing ourselves and our students for the future however uncertain it might be. History also shows us that if we want step changes particularly in equality, diversity and inclusion we need to have an university-wide approach and that requires consideration, commitment and of course specific strategies.

In these challenging times when the impact of changes in funding is profound, affecting across the sector virtually every aspect of university life, equality, diversity and inclusion will be overlooked by many. This strategy, a separate Equality, Diversity and Inclusion strategy, will help us demonstrate that at Kingston we are serious about our commitment to delivering the spirit and intention of the Equality Act 2010, behaving ethically and fulfilling our social responsibility. It will help us transform lives; help us to provide a collegiate and supportive culture and help all of us and all of our students to be a part of, and to be able to change, the world around us.

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4 Expectations make clear what UK higher education providers are required to do and what the general public therefore can expect of them
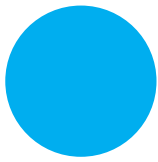
Equality, Diversity and Inclusion Challenges at Kingston

While at Kingston access to higher education is comparatively good for female (51%) Black, Asian and Minority Ethnic (51%), and Disabled students (6% compared to 7% in the sector), we do share other challenges experienced by higher education institutions in the sector.

One of the most persistent inequalities in higher education and therefore one of the greatest challenges we face is the gap in the attainment rates of 1st and 2:1 degrees between White and Black, Asian and Minority Ethnic students. It is important to note that this gap exists even for universities or individual programmes of study with very high entry requirements[5]. In our Annual Equality Report 2012[6], we note that the difference between the proportion of White qualifying students obtaining a first class or upper second class honours and that of Black, Asian & Minority Ethnic qualifiers (the attainment gap) was 28.0% compared with a gap of 18.6% in the sector. This data, our trend analysis and a recent study "Student diversity and success at Kingston" demonstrates our need to narrow the attainment gap and alongside reduce retention and progression differentials.

Across the sector and at Kingston, securing employment remains more difficult for, Asian and Minority Ethnic people, Disabled people and women in the fields of science, technology, mathematics and the built environment. For example as reported in 2012 55.8% of White leavers were in full-time paid work (including self-employed) six months after leaving, compared with 39.4% of Black, Asian and Minority Ethnic leavers.

Despite recent improvements across the sector, there is still under-representation of women, Black, Asian and Minority Ethnic and Disabled staff in senior and professorial roles. A higher proportion of staff in professorial roles at Kingston were male (67.9%) than female (32.1%). The proportion of male academic staff earning salaries within the highest salary range of £55,000 or over was 7.0% compared with 3.9% for women. Our in-depth data analysis indicates that the differentials in the talent pipeline begin between grades 9 and 10 (after which we enter senior and executive grades). Disclosure rates are also an issue across the sector. In 2010/11 for example, we noted that none of the academic staff in professorial roles declared a disability. Of those academic staff in non-professorial roles, 2.2% declared a disability compared to 2.7% in the sector. It is useful to note that 18% of the working population are disabled and 76% of Disabled people with a higher education qualification are in employment, compared with 90% of non-disabled people[7].

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5 "The ethnicity gap attainment in UCL medical school", Katherine Woolf et al, Higher Education Equal Opportunities Network annual conference, 201

6 www.kingston.ac.uk/aboutkingstonuniversity/factsandfigures/diversityandequality/documents/Equality-Report-1011.pdf

7 www.efd.org.uk/media-centre/facts-and-figures/disability-in-uk
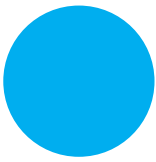
The Higher Education Funding Council for England has identified diversity in research careers as a sector challenge. They have begun to focus the attention of higher education institutions on this through the increased requirements to demonstrate inclusivity through the Research Excellence Framework 2014. At Kingston our equality impact analysis of the preparatory exercise for the Research Excellence Framework (2014) shows for example that a greater proportion of female staff were eligible but not included (56%) compared to males (50%) and a lower proportion of eligible Black, Asian and Minority Ethnic staff were included (34%), compared to White staff (38%).

Last but not least extensive research into Religion and Belief[8], the experiences of Lesbian, Gay, Bisexual and Trans students and staff9, the National Union of Students research on Race10 shows that given the increasing diversity of our students and staff, promoting good relations across and beyond the campus is an important part of creating an environment where our people and indeed our local community can thrive.

How we developed this strategy

Our Equality, Diversity and Inclusion strategy has to be meaningful to our students and staff and so we have spent the last three years:

- Analysing our student and staff equality data for entry, retention, progression and success
- Exploring experiences through focus groups on disability, race and sexual orientation
- Researching in depth the experiences of our international and female staff and the strategies they think will make the most difference
- Working closely with the University lawyers, HR and Student Complaints Officers
- Having conversations about where improvements need to be made with colleagues across the University and in particular with HR, Academic Development Centre, the Project Lead for the Revised Academic Framework, Student Services and Estates as well as the Equality Advisory Group, faculty student and disability student co-ordinators, Education Committee, Operations Board, Disabled students' network and of course Kingston University's Student Union.
- Analysing staff survey responses by equality groups
- Conducting equality impact assessments
- Participating in or chairing sector equality networks
- Gaining an external perspective from diversity specialists
- Attending briefings and conferences
- Working with the Equality Challenge Unit, the Employers Forum on Age and the Business Disability Forum to understand the issues and gain insight into sector good practice.

This strategy and action plan is led by these conversations, collaborations and research.

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8   www.ecu.ac.uk/news/religion-and-belief-impacts-on-staff-and-student-experiences-of-higher-education
9   www.ecu.ac.uk/news/press-releases/publications/advancing-lgb-equality
10 www.nus.org.uk/en/campaigns/blackstudents/race-for-equality/
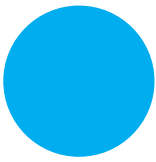
How the strategy is reviewed

The strategy will be reviewed by the University's Equality Committee which meets twice a year. This Committee will report to the University's senior management team on:

- the key findings from the equality objectives[11] scorecards (see Table 1), the Equality Annual Report[12] including any qualitative feedback from staff and student surveys that can be analysed by protected characteristics (Age, Disability, Race, Religion or Belief, Sex, Sexual Orientation) in March of each year until 2016
- recommendations for any changes to the strategy in October of each year until 2016

The Board of Governors will monitor the progress of the equality objectives through the Equality Scorecard, Equality Annual Report and the University's risk register.

Feedback on the Equality, Diversity and Inclusion strategy and action plan

We welcome your views on the Strategy and invite you to send comments to:
equality@kingston.ac.uk

Dealing with complaints

Anyone who considers they have been discriminated against or witnessed discrimination on the grounds of a protected characteristic has options they can take:

Students have the following options
- Personal tutor, course tutor or leader
- Harassment Contact Scheme
- Student Complaint Procedure which outlines the steps involved and the support available

Staff have the following options
- Line Manager or Dean or Director
- Dignity at Work procedure for those who are subject to bullying and harassment Harassment Contact Scheme
- Grievance procedure

The University has a central point for all community complaints. Please submit your complaint using the form that can be found on the following web page:
https://www.kingston.ac.uk/enquiries/99/community-enquiries-complaints-form/

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11 Kingston University's staff and student equality objectives www.kingston.ac.uk/aboutkingstonuniversity/factsandfigures/diversityandequality/student-and-staff-equality-objectives/

12 Kingston University's Equality Annual Report 2012 www.kingston.ac.uk/aboutkingstonuniversity/factsandfigures/diversityandequality/documents/Equality-Report-1011.pdf
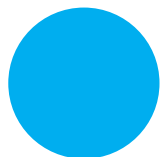
TABLE 1 Kingston University equality objectives/measures for the period 2012–2016		
student	1	Increase the proportion of undergraduate students from BME groups achieving 1st/2:1 honours degrees from 49.9% to 54.9% by 2016
	2	Increase the proportion of undergraduate students from BME groups obtaining graduate employment within six months of graduation from 77.2% to 81.2% by 2016
	3	Increase the number of disabled students who are in receipt of Disabled Students Allowance from 3.3% to 5.3% by 2016
	4	Increase the proportion of DSA registered students obtaining graduate employment within six months of graduation from 77.6% to 79.6% by 2016
	Recruitment rates by diversity groups Other measures	Increase in retention and progression rates of Black, Asian and Minority Ethnic students The reduction in the ethnicity attainment gap Increase in student satisfaction (NSS, KISS and other external metrics) Increase in reputation for creating students who are employable (KU market survey) Increase in cross faculty research journal publications on EDI and pedagogy
staff	5	Reduce the difference between the proportion of female and male staff in academic grade 10 from 2.5% to an average that is between 2.0% – 1.1% by 2016
	6	Increase the percentage of General grades 2–7 who are male from 31.5% to 33.0% by 2016
	7	Reduce the difference between the proportion of black and minority ethnic (BME) and white staff in academic grade 10 from 11.2% to on average between 10.9% – 7.1% by 2016
	8	Reduce the difference between the proportion of BME and white General & Professional staff in grades 8–10 from 6.1% to an average that is between 5.5%–4.5% by 2016.
	9	Increase the percentage of staff who have declared a disability from 4.4% to between 5.0% – 6.0% by 2016
	Other measures	Improvements in the responses by equality groups in the staff survey Improvements in maternity returns, absence rates, grievances, pay gaps Increase in number of staff who can be selected for submission to the next REF

What is making us change the way we do things?

- Legal and judicial framework
- Sector and Kingston equality challenges and KU equality KPIs
- Led by Learning and other internal strategies
- Corporate social responsibility and civic engagement
- External environment eg funding, economy, expectations of current and prospective students, parents & staff
- Equality requirements of key organisations such as HEFCE, the Quality code (QAA). UK Professional Standards Framework (Higher Education Academy)

How are we meeting these changes/requirements?
Equality, Diversity and Inclusion Strategy 2012–2016

Goal 1 To create an inclusive approach to recruitment and the student experience which promotes diversity and enables all our students to flourish; leaving with the knowledge and skills to make choices about fulfilling careers.

Objective 1.1 Ensure our recruitment and admissions strategies are informed by diversity data

Objective 1.2 Create an inclusive cross learning partnership between staff and students that reflects the diversity of our community

Objective 1.3 Create and maintain an inclusive academic framework and student support service that benefits all students

Goal 2 To ensure an inclusive approach to recruitment and the staff experience which promotes diversity and enables all of our staff to have opportunities to take part in continuous professional development so that they are able to achieve the highest level of professionalism for the benefit of our diverse students, staff and community.

Objective 2.1 Implement inclusive People and Research Strategies that deliver the right skills, demographics and opportunities required to achieve Led by Learning

Goal 3 To create an inclusive environment which facilitates and promotes belonging and respect for staff, students and the wider community

Objective 3.1 Ensure our marketing and communications express the value we place on achieving quality through diversity

Objective 3.2 Review our processes and facilities to ensure they meet the needs of our diverse students and staff

Objective 3.3 Enhance the quality of learning and well being of all Kingston students and staff through culturally diverse civic engagement and leadership experiences

What will this strategy give us?

- The ability to demonstrate we meet the requirements of the Equality Act 2010
- A reduction in differentials in participation and success for students and staff
- Strategies, procedures and practices that benefit all staff and students
- Co-creation of strategies that benefit the local community
- A place where all our students & staff feel they: belong, thrive and gain skills to work in a global and diverse environment
- Increased reputation for delivering excellence through diversity