

Staff equality objective 1:

To reduce the gender gap in academic grade 10 roles

Our measure	<p>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.</p>
The reason we chose this objective	<p>The objective and our measure Analysis of academic staff data shows that a female is more likely to be in academic grades 8 and 9 but less likely to be in academic grade 10 and above. Grade 10 is a key hurdle and people with potential may be unable to progress for a variety of reasons. Improving the diversity at Grade 10 also presents a good opportunity to broaden access to senior staff and executive roles.</p> <p>In the sector and at Kingston (KU), a female employee is less likely to be in a Senior or Executive role compared to a male employee. At KU 25.6% of all female academics are at grade 10 compared to 28.1% of all male academics who are at grade 10. There is currently a 2.5% difference. Our objective is expressed as a range to reflect our commitment and then our aspiration. The range of the measure takes into account that we may or may not be able to replace staff.</p> <p>Cognitive diversity We have a new University strategic plan entitled 'Led by Learning', a challenging environment and a diverse student population. Our ability to draw on a wide range of viewpoints, backgrounds, skills, and experience is critical to the University's success. A senior and executive team that includes women as well as men, and whose membership includes people who are disabled, come from different countries or cultures as well as different sectors and professional backgrounds, is much more likely to display the 'cognitive diversity' that will allow us to achieve the ambitions of our 'Led by Learning' strategy.</p> <p>Talent management At Kingston we want to be and be seen to be a fair employer who utilises and develops the potential of each and every one of our staff. We want to make sure that our most talented staff have equality of opportunity to progress through to senior and executive roles and be part of the top level decision making process.</p> <p>Legal requirement The Public Sector, Specific Equality Duty requires us to set specific and measurable equality objectives by 6th April 2012 for the 4 year period to 2016.</p>

Challenges we face	<p>An uncertain HE environment may, for example, lead to a contraction of posts. Redressing the imbalance through new posts or filling vacancies may prove difficult within the economic context over the next few years.</p> <p>Positive action is sometimes perceived as positive discrimination.</p> <p>There are few visible role models in leadership positions.</p> <p>There may be a lack of acceptance of benefits/resistance to change.</p>
Recent progress we have made	<p>We have designed and managed a female staff mentoring scheme which has increased in size over the two years since its launch.</p> <p>We have ensured that equality is taken into account in the professorial promotions round by including the appropriateness of considering individual circumstances in the procedure.</p> <p>We have invested in theatre based equality awareness workshops to highlight how (unconscious) bias and discrimination can impact upon equality of opportunity.</p> <p>The recent review of the experiences of female staff has provided rich information on barriers and strategies.</p>
Our approach	<p>We will investigate the two routes into Grade 10 (Reader and Principal Lecturer) to see which has the greatest imbalance so that we address the right issue.</p> <p>We will actively ensure equality and diversity in our submission to the Research Excellence Framework through the codes of practice that relate to outputs and the creation of an inclusive environment.</p> <p>We will build consideration of equality and diversity into the appraisal process, accompanied by guidance and appropriate management training.</p> <p>We will offer 'Getting ready for grade 10' training and development (including developing administration or research/publications, Professional networks).</p> <p>Enhance and promote understanding and benefits of gender diversity in leadership and management development opportunities</p>

	Engage more staff in understanding equality and diversity challenges and strategies through an online equality and diversity module.
Overseeing committee	Equality Committee – Chair David Mackintosh, Deputy Vice Chancellor reporting to the Senior Management Team