Connect, collaborate, share:
building the equality community in HE

CONNECT
COLLABORATE
SHARE
How to create a movement
“We only have one bank account!”

Martin Steinmuller, Strategy Consultant
Emma Taylor-Steeds, Equality and Diversity Senior Adviser

Kingston University London

ECU conference 29 November 2016
Kingston University Students

Undergraduates: 16,092
Postgraduates: 3,826
Age: Under 18: 0.2%  18 - 21: 53.4%  22-25: 23.2%  25+: 23.3%

Ethnicity
White: 46%  Asian: 28%
Black: 16%  Other: 8%
Prefer not to say: 2%

Origin
Home students: 87%
Overseas students: 13%
Kingston students represent 140 countries
Connecting the dots:

• Our approach to encouraging collaboration, connectivity and agility through the new 2016-2020 EDI strategy
• Emerging key messages
• Your reflections
Icebreaker
Your student self
(school, college etc.)
1-6 words
Our Approach – Why?

What we did

Impact
Not broken
40% increase in staff awareness of EDI strategy.

We wanted to do better
The Vice-Chancellor suggested...

“looking at diversity issues from a student lifecycle point of view rather than chunking it up into different expert areas – widening participation/progression/attainment gap/improving employment. It would be interesting to get the various groups talking together a bit more.”
We chose to disrupt current practice.

This requires CHANGE.

It’s a risk worth taking.

We only have ONE BANK ACCOUNT!
We wanted to say....

**YES to:**
- Cascade model
- Fast and quick fixes
- More collaboration
- Harnessing people
- Focus on student lifecycle

**NO to:**
- Silo mentality
- Thinking like a cost centre
- The ‘But’ culture
Transformational change:

“Necessitates...equity considerations being embedded within all functions of the institution and treated as an ongoing process of quality enhancement. **Making a shift of such magnitude requires cultural and systemic change at both the policy and practice levels.**”

(Wray, 2013 Higher Education Academy)
Geoffrey Moore’s ‘Crossing the Chasm’ diagram
Circa 1991

- Innovators
- Early Adopters
- Early Majority
- Late Majority
- Laggards

Smaller chasm
The big scary chasm in question
Making change happen and faster

Distributed leadership
• Wider reach
• Sense of ownership
• Change makers

Communities of practice
• Common purpose
• Sharing expertise
• Melting pot of G&P and academics
• Generating and trying out ideas

...but how?
Our Approach – Why?

What we did

Impact
1. Homework
1. Homework

2. Personas
1. Homework
2. Personas
3. Journeys
**Student Journey: Pre course**

<table>
<thead>
<tr>
<th>Pre-application</th>
<th>Application</th>
<th>Enrolment</th>
</tr>
</thead>
</table>

Consider the key moments that occur before I start my course.

Think about everything that happens in build up to that first day.
Consider the key moments that occur during my course.

Think about the stand out negative and positive experiences I may go through during my time at Kingston.
## Student Journey: After course

<table>
<thead>
<tr>
<th>Graduation</th>
<th>Alumni</th>
</tr>
</thead>
</table>

### Learning

Consider the key moments that occur after my course.

### Living

Think about the process of leaving as well as life after university and how this begins to take shape.
1. Homework

2. Personas

3. Journeys

4. Problem statements

"I am petrified I will be outed... I keep myself to myself... I am not sure how I will be thought of... they don't even have gender neutral toilets and I can't tick the female box."
Voting opened...
1. Homework
2. Personas
3. Journeys
4. Problem statements
5. Systems mapping
Activity
1. Homework
2. Personas
3. Journeys
4. Problem statements
5. Systems mapping
6. Vision statements
1. Homework
2. Personas
3. Journeys
4. Problem statements
5. Systems mapping
6. Vision statements
7. Idea cards
Actionable Initiatives

‘Hello’ Videos

Staff struggle to pronounce and remember student names.

Staff and students to create short introduction videos.

How: putting a video booth in place when taking student ID photos. Most popular idea!
1. Homework
2. Personas
3. Journeys
4. Problem statements
5. Systems mapping
6. Vision statements
7. Idea cards

- Student experience
- Current systems
- Collaboration
- Connections
- Create new ideas TOGETHER
Our Approach – Why?

What we did

Impact
Impact of the away day (stage 1)

- Influence: 80%
- Co-own: 90%
- Can do more: 80%
- Actively involved: 90%

One Kingston Strategy

**New focus:** Work with families of identified student groups.

**Prioritised focus:** Investigate the postgraduate student experience.

**New objective:** EDI Committee to provide cross-cutting strategic direction.
A strategy will go only so far in determining what change needs to happen and how .... by democratising the strategy the people will identify the right path to take.
Goal 1: To ensure the strategy is agile and continuously improved by actions identified by the Network of EDI Champions.
The levers going forward

• Goal 1 in strategy dedicated to collaborative and agile working.

• Forming a staff and student group that is open and accessible to all.

“I thought you had to be a director to be part of such a group!”

• Using service design techniques and tools for ideation and prototyping.
Continuous impact

• 3 staff and student group meetings
• Group getting bigger (over 70 members)
• 3/7 projects running
• Recognition that EDI now enhances careers
• Rotating Chairs
• Standing item at the EDI committee
“Culture eats strategy for breakfast!”
Activity
Key messages

- Democratise the strategy
- Create opportunities for collaboration
- Use systems mapping to think and do things differently
- Bridge the chasm through distributed leadership and communities of practice
- You’ll get there but the path might be different
- Create pace and energy
Connect, collaborate, share: building the equality community in HE

CONNECT
COLLABORATE
SHARE

Equality Challenge Unit
www.ecu.ac.uk