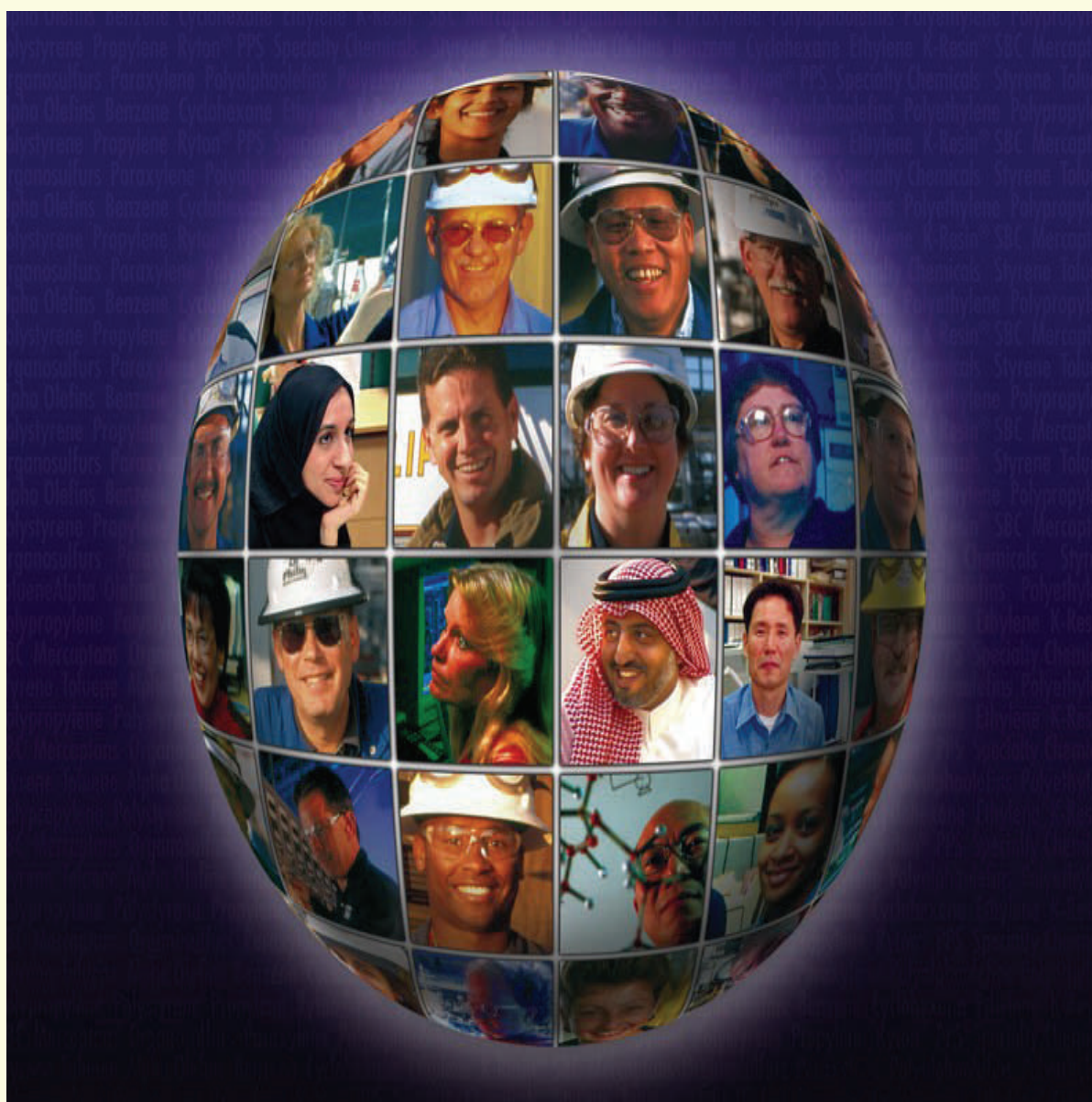


# KINGSTON UNIVERSITY

## RACE EQUALITY AND DIVERSITY

### ANNUAL REPORT 2004



# Contents

GLOSSARY	2
FOREWORD	3
INTRODUCTION	4
PROMOTING DIVERSITY & RACE EQUALITY	5-7
COLLECTION OF ETHNICITY DATA	8
FINDINGS	9-21
Ethnicity	9
Staff Ethnicity	10-11
Ethnicity of KUSCO Staff	12
University Recruitment Stages and Ethnicity	13-14
KUSCO Recruitment Stages and Ethnicity	15
Staff Age Groups	16
Staff Disability	17
Staff Gender	17
Staff Benchmarking	18
Student Ethnicity	19
Student Ethnicity by Faculty	20
Student Disability	21
Student Gender	21
SUMMARY	22-23
PROMOTION OF GOOD RACE RELATIONS	24-25
EXTERNAL PARTNERSHIPS	26-27
FUTURE MONITORING & ASSESSMENTS	28

# Glossary

CEHR	Commission for Equality & Human Rights
HE	Higher Education
HEFE	Higher Education Funding Council for England
HEI	Higher Education Institutions
HESA	Higher Education Statistics Agency
HR	Human Resources
KCIL	Kingston Centre for Independent Living
KREC	Kingston Race Equality Council
KU	Kingston University
KUSCO	Kingston University Service Company Ltd
PG	Postgraduate
RBK	Royal Borough of Kingston
UCAS	University & College Admission Service
UG	Undergraduate

## SECTIONS

# Foreword

**Introduction** 1

**Promoting  
Diversity and  
Equality** 2

**Collection of  
ethnicity data** 3

**Findings** 4

**Summary** 5

**Promotion of  
good race  
relations** 6

**External  
Partnerships** 7

**Future  
monitoring  
and  
assessment** 8



*"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color"*

*Maya Angelou b. 1928*

The University is proud to present its second Diversity and Race Equality Annual Report. In a rapidly changing world, diversity is no longer a nicety it's a necessity. Educational establishments that value and encourage their employees and students will have a competitive advantage over others. Equality does not stand alone as a single idea or statement but is integrated into the overall functioning of the organisation. By valuing diversity and tapping into the unique ideas, opinions, perspectives and talents of all the different people in a workforce, the whole organisation is enriched. This in turn, will enhance the organisations reputation and performance.

Much work has been done to develop and embed a cohesive diversity and equality strategy at Kingston University. This continues on the strength of the University's commitment to inclusiveness and student widening participation. Our diversity and equality strategy is also integral to the community partnerships that have been built within in the borough, bringing minority groups and students working together.

On behalf of the Diversity and Equality Unit I would like to personally thank the University's Board of Governors, the Vice Chancellor, the Personnel Director, staff, students and the many diverse communities in the Borough for supporting and enriching diversity and equality at Kingston University.

Jan Stow  
Diversity & Equality Manager  
December 2005

# Introduction

Introduction

1

## ***‘Embracing Diversity Committed to Equality’***

**Promoting  
Diversity and  
Equality**

2

Kingston University is pleased to present the second annual report on race equality which also includes reporting on gender, age and disability to reflect the importance of developing a holistic approach to diversity. As race is specific to all areas of diversity, Kingston University’s existing Race Equality Implementation Plan is currently being developed into an overarching Equality and Diversity plan. All areas of diversity will be included in the long term strategy of continual assessment, evaluation and evidence of outcomes. This will enable the University to demonstrate strong ownership of valuing individual differences and harnessing those differences to the benefit of the organisation and society at large.

**Collection of  
ethnicity data**

3

During the latter half of 2004, new legislation has been introduced to cover sexual orientation and religion or belief. Changes have also taken place to the existing Disability legislation bringing harassment, unpaid work placements and discriminatory advertisements within the Act as well as changes to the burden of proof, access requirements and duty of reasonable adjustment. Further amendments to the disability legislation will be announced in the Queen’s Speech in 2005 and a bill put forward by the government. The amendment will see a public duty placed on all public sectors to actively promote disability and eliminate unlawful discrimination. At the same time, it is hoped that the Government’s Bill to establish a Commission for Equality and Human Rights (CEHR) will also be given Royal Assent to legislate for a single equality commission. Through the raft of legislative changes, a common theme is slowly occurring - the introduction of public duties, mirroring the duties first seen in the Race Relations (Amendment) Act 2000. It is anticipated that future shaping of discrimination law will be in the context of single equality legislation.

Findings

4

Summary

5

The University is developing diversity and equality strategy to reflect these current and prospective changes. However, the work already undertaken on race equality has been developing well across the University and in particular through external partnerships and outreach work.

**Promotion of  
good race  
relations**

6

A review of all Higher Education Institutions carried out for the Higher Education Funding Council for England (HEFCE) provided a favourable response to Kingston’s race equality strategy.

**External  
Partnerships**

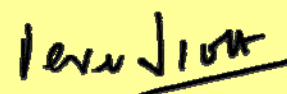
7

“We are pleased that your progress in implementing the requirement of the Race Relations (Amendment) Act 2000 has been judged as being very positive by the independent review. This is a sound achievement by everyone who is working towards mainstreaming race equality within your institution and something for you to feel rightly proud of”.

**Future  
monitoring  
and  
assessment**

8

The University’s developing diversity and equality strategy will endorse the University’s commitment to maintaining a positive and inclusive atmosphere, based on respect for people’s differences whilst challenging and preventing racism and discrimination.



.....  
Professor Peter Scott,  
Vice Chancellor  
December 2005

## SECTIONS

# Promoting Diversity & Race Equality

<b>Introduction</b>	<b>1</b>	<p>The Higher Education and Further Education Council for England (HEFCE), has continued funding for a comprehensive Human Resource Strategy to be implemented in all Higher Education Institutions. Within the strategy, equal opportunities have been recognised as an important component which impacts on selection and recruitment, training and development, health and safety and human resources processes. The strategy also includes the mainstreaming of race equality and other areas of diversity legislation across the organisation including academic delivery and out-reach work. Through the Human Resource strategy, funding has enabled a new Diversity and Equality Unit to be established to lead the mainstreaming of the Race Relations (Amendment) Act 2000 and diversity and equality issues for the University. Continued funding has enabled further initiatives to be introduced. These include:</p>
<b>Promoting Diversity and Equality</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Providing specific training for race equality and diversity</li> </ul>
<b>Collection of ethnicity data</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Race equality training has been included in Faculty and Department 'away days'.</li> <li>• Diversity and equality included as part of new staff induction.</li> <li>• The Diversity and Equality Manager has delivered presentations at St George's Medical School and the Health and Social Science Faculty.</li> </ul>
<b>Findings</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• The School of Education and the Library Department have set up Diversity groups specifically looking at diversity and equality issues for their areas of delivery.</li> <li>• Student Union staff and sabbaticals have undertaken race equality training.</li> <li>• Training for race equality and diversity specifically identified for admissions staff.</li> </ul>
<b>Summary</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Further training to be delivered in 2005 across the University</li> </ul>
<b>Promotion of good race relations</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• A new Diversity and Equality Policy Statement.</li> <li>• A revised Race Equality Policy.</li> <li>• A new sexual Orientation Policy and guidelines on gender re-assignment.</li> <li>• A revised Harassment and Bullying Policy – re-named Dignity at Work and During Study.</li> </ul>
<b>External Partnerships</b>	<b>7</b>	<ul style="list-style-type: none"> <li>• Harassment Advisors have been re-named Harassment Contacts. Staff and student Harassment Contacts have been recruited. All Harassment Contacts have been trained and given legal briefing.</li> <li>• A new statement introduced on job adverts – '<b>Embracing Diversity – Committed to Equality</b>' replacing the existing 'we are an equal opportunities employer'.</li> </ul>
<b>Future monitoring and assessment</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• A consultation group has been formed to develop a policy on Religion or Belief. The group includes staff and students.</li> <li>• A new mentoring scheme has been introduced for ethnic minority staff.</li> </ul>

SECTIONS		
Introduction	1	<ul style="list-style-type: none"> <li>The existing National Mentoring Scheme for Afro Caribbean and Asian Students continues to be successful. The scheme is now in its fourth year.</li> <li>The Diversity and Equality Unit offered a work placement through a Government Scheme offering long term unemployed disabled people work experience.</li> <li>The Diversity and Equality Unit have been working closely with 'DisabledGo', an organisation who provide a website detailing disabled access for regions across England. DisabledGo have undertaken an access audit on existing and new builds at the University. This information will eventually be transferred on to the Disabled Go website which will allow prospective students and visitors to view our accessibility. <b>Kingston University will be the first University on the DisabledGo website.</b></li> <li>The introduction of a 'quiet room' for students and staff to provide an area for daily prayer and religious observance or for use as a quiet space retreat. The 'quiet room' has been adapted to accommodate our Muslim students and staff and in particular during Ramadan.</li> </ul>
Promoting Diversity and Equality	2	<ul style="list-style-type: none"> <li>The Diversity and Equality Manager now attends the Joint Human Resources Management Meeting at St Georges, also attended by St Georges Medical School. Joint working in the delivery of diversity and equality will be explored.</li> </ul>
Collection of ethnicity data	3	<ul style="list-style-type: none"> <li>Student Union to facilitate student and staff volunteering within the voluntary sector.</li> <li>The Diversity and Equality Manager has joined a new project board in collaboration with Kingston Workstart Employment Development Manager from the Royal Borough to investigate ways of jointly working with employers in the Borough in offering work experience/jobs for disabled people.</li> </ul>
Findings	4	<ul style="list-style-type: none"> <li>In March 2004, the University received a disability award from the Seeboard Business Awards in recognition for the work that has been undertaken for disabled students and staff. Particular reference was made to the Learning Resource Centres and adaptations to technology to assist disabled students.</li> </ul>
Summary	5	<p><b>Further developments will include:</b></p> <ul style="list-style-type: none"> <li>The development of an 'overarching' Race Equality and Diversity Implementation Plan.</li> <li>The introduction of a Religion or Belief Policy for staff and students.</li> <li>To review policy on age in line with the Government's recommendations under new legislation to be introduced in 2006.</li> <li>To undertake an equal pay audit as part of the National Pay Framework delivery.</li> </ul>
Promotion of good race relations	6	<ul style="list-style-type: none"> <li>To carry out a staff survey on diversity and race equality (carried forward from 2004).</li> <li>To carry out a student and staff disability survey.</li> </ul>
External Partnerships	7	
Future monitoring and assessment	8	

## SECTIONS

**Introduction** 1

**Promoting Diversity and Equality** 2

**Collection of ethnicity data** 3

**Findings** 4

**Summary** 5

**Promotion of good race relations** 6

**External Partnerships** 7

**Future monitoring and assessment** 8

- Delivering diversity and equality training on line.
- Developing a diversity module for students.
- Applying for the **'Two Tick Symbol'**; an award in recognition of good practice in the employment of disabled people and supporting staff who may become disabled during their employment (carried forward from 2004 to meet internal processes for submission).
- Identifying funded research opportunities in partnership with local universities, further education colleges and organisations in the Borough to work collaboratively in the development of diversity and equality. Research opportunities will be particularly linked with Widening Participation and academic delivery.
- To initiate volunteering for staff in community projects linked with professional development.
- The introduction of impact assessments for race equality and diversity across the organisation.

### **Taking positive action in recruitment -**

- Recruitment and Selection procedure to be amended to incorporate changes and guidance.
- Recruitment and Selection training for all Chairs and panel members.
- Selection training for Admissions Staff
- Processes to attract disabled people to apply to work at the University.



## SECTIONS

# Collection of Ethnicity Data

<b>Introduction</b>	<b>1</b>	The University receives data on staff and students from the University and College Admission Service (UCAS) and the Higher Educational Statistics Agency (HESA). Internal data is collected from the Student Information System and the HR System. Through the Human Resource Strategy, a new HR- integrated system has been implemented which has enabled improved access to staff data. This report uses existing data for 2003/04.
<b>Promoting Diversity and Equality</b>	<b>2</b>	Objectives set for the second Annual Report were to provide a <ul style="list-style-type: none"><li>• staff profile by ethnicity</li><li>• staff profile by age</li><li>• staff profile by gender</li><li>• staff profile by disability</li><li>• student profile by ethnicity</li><li>• student profile by gender</li><li>• student profile by disability</li><li>• staff recruitment by ethnicity</li><li>• benchmark for findings with data from similar higher education institutions and data available from the public sector and large organisations</li></ul>
<b>Collection of ethnicity data</b>	<b>3</b>	
<b>Findings</b>	<b>4</b>	
<b>Summary</b>	<b>5</b>	
<b>Promotion of good race relations</b>	<b>6</b>	The data presented in this report is based on information from the following sources: <ul style="list-style-type: none"><li>• The Royal Borough of Kingston Census 2001 Data</li><li>• Workforce Performance Indicators HR Benchmarker All Sector report 2004</li><li>• Workforce Performance Indicators HR Benchmarker Higher Education 2004</li><li>• Higher Education Institution data (2003/04) from HEFCE (Higher Education Funding Council for England)</li></ul>
<b>External Partnerships</b>	<b>7</b>	<ul style="list-style-type: none"><li>• Ethnicity and disability data on University staff for 2003/04 taken at end of July 2004</li><li>• Ethnicity data on staff recruitment from 2003/04</li></ul>
<b>Future monitoring and assessment</b>	<b>8</b>	<ul style="list-style-type: none"><li>• Ethnicity data on Kingston University Service Company Ltd (KUSCO) recruitment from 2003/04</li><li>• Kingston University Student Profile 2003/04 (taken at December 2003)</li></ul>



**SECTIONS**

# Ethnicity

**Introduction** 1

- The proportion of all ethnic minority groups together rose from 8.1 to 11.1% in 2004 which is higher than the figure for all HEI's but still lower than the local Borough as reported in the Kingston Census 2001 data.
- Unavailable ethnicity data fell from 15.6 to 10.6 %.

**Promoting Diversity and Equality** 2

- The white group also increased from 76.3 to 78.3%.
- The major change in the detailed grouping is the rise of the mixed ethnic minority group

**Collection of ethnicity data** 3

MAJOR ETHNIC GROUPS	KINGSTON BOROUGH	KINGSTON STAFF '03	KINGSTON STAFF '04	ALL HEI 03
White	83.8%	76.3%	78.3%	78.1%
Ethnic Minorities	16.2%	8.1%	11.1%	8.0%
Not Available	0.0%	15.6%	10.6%	13.9%
<b>ETHNIC MINORITIES</b>				
Mixed	1.7%	0.0%	1.1%	0.6%
Indian	4.1%	1.8%	2.1%	1.5%
Bangladeshi or Pakistani	1.6%	0.2%	0.7%	0.5%
Other Asian	2.7%	1.6%	1.9%	1.0%
Black	1.8%	1.9%	2.2%	1.9%
Chinese	1.6%	1.5%	2.2%	1.4%
Other	2.7%	1.2%	1.0%	1.1%

**Findings** 4

**Summary** 5

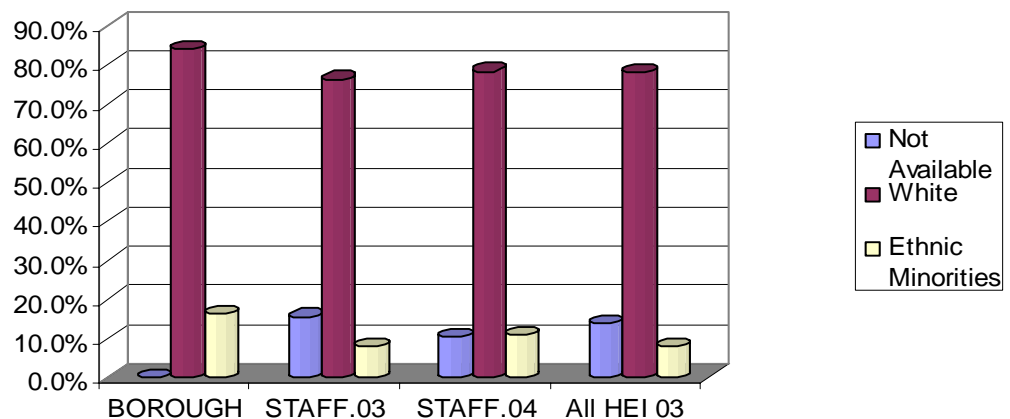
**ETHNICITY COMPARISON 2003/2004**

**Promotion of good race relations** 6

**External Partnerships** 7

**Future monitoring and assessment** 8

**Ethnicity comparison with earlier data**



**ETHNICITY COMPARISON 2003/2004**

## SECTIONS

# Staff Ethnicity

### Introduction 1

- 79% of staff are white compared to 47% of students.
- 11% of staff are from ethnic minority groups
- 10% of ethnicity data was not available

### Promoting Diversity and Equality 2

	WHITE	BLACK	ASIAN	CHINESE	MIXED RACE	OTHERS	NOT AVAILABLE
Academic & Research Staff	76.8%	2.1%	4.1%	2.9%	1.4%	1.4%	11.3%
General & Professional Staff	78.6%	2.5%	5.5%	1.6%	0.8%	0.8%	10.4%
Executive & Senior Staff	89.3%	0.8%	2.5%	0.8%	0.8%	0.0%	5.7%
Total	78.6%	2.2%	4.6%	2.1%	1.1%	1.0%	10.4%

### Collection of ethnicity data 3

#### STAFF ETHNICITY ANALYSIS AS AT 31 JULY 2004

### Findings 4

	WHITE	BLACK	ASIAN	CHINESE	MIXED RACE	OTHERS	NOT AVAILABLE
Academic Development	81.0%	0.0%	4.8%	0.0%	0.0%	4.8%	9.5%
Academic Registry	82.6%	0.0%	4.4%	0.0%	4.4%	4.4%	4.4%
Education Estates	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
External Affairs	79.3%	0.0%	1.9%	1.9%	3.8%	0.0%	13.2%
Business	81.4%	1.0%	4.2%	2.1%	0.0%	0.5%	10.9%
Art, Design and Music	86.4%	0.5%	0.5%	0.5%	0.0%	0.0%	12.0%
Arts & Social Sciences	77.9%	2.6%	2.6%	1.3%	2.6%	0.7%	12.3%
Health & Social Care Sciences	74.0%	6.6%	5.6%	4.6%	1.0%	1.0%	7.1%
Science	80.2%	1.1%	6.4%	1.6%	1.1%	1.6%	8.0%
Technology	67.0%	2.0%	6.6%	5.1%	2.0%	2.5%	14.7%
Finance	68.8%	6.3%	12.5%	0.0%	0.0%	0.0%	12.5%
Human Resources	87.5%	0.0%	3.1%	0.0%	0.0%	0.0%	9.4%
Libraries	80.6%	1.9%	4.8%	1.9%	1.0%	1.0%	8.7%
Information & Communication Technology	73.4%	1.6%	10.9%	0.0%	0.0%	1.6%	12.5%
Student Administration	76.9%	3.9%	3.9%	3.9%	0.0%	0.0%	11.5%
Strategic Development	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Student Services	86.4%	3.0%	3.0%	0.0%	1.5%	0.0%	6.1%
University Secretary's Office	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%
Vice Chancellor's Office	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>TOTAL</b>	<b>78.7%</b>	<b>2.2%</b>	<b>4.6%</b>	<b>2.1%</b>	<b>1.1%</b>	<b>1.0%</b>	<b>10.4%</b>

### Summary 5

### Promotion of good race relations 6

### External Partnerships 7

### Future monitoring and assessment 8

#### STAFF ETHNICITY BY FACULTY /DEPARTMENT

**SECTIONS**

# Staff Ethnicity

**Introduction** 1

- A significant number of staff were paid by the University on an hourly rate or fee basis. The main groups are presented in the Table for hourly paid staff.
- The proportion not available, which included information refused, not known or no value was higher for these groups of staff than KU salaried staff.
- All staff shown in the table were not necessarily active at any one time. It was possible for the same person to be a Part Time Lecturer and a Staff Bureau\* employee.
- Part -time Lecturers and Staff Bureau had a lower proportion of ethnic minority groups compared with salaried KU staff.

**Promoting Diversity and Equality** 2

**Collection of ethnicity data** 3

**Findings** 4

**Summary** 5

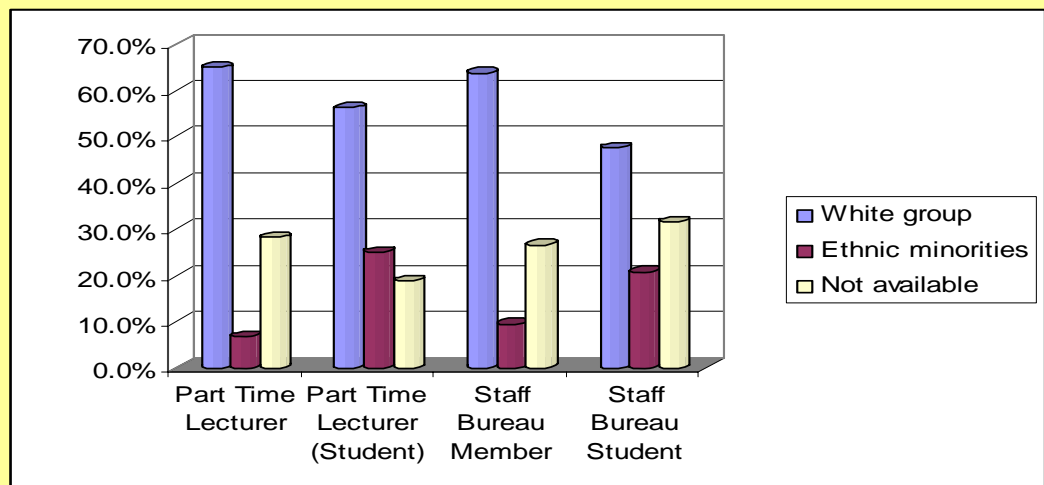
**Promotion of good race relations** 6

**External Partnerships** 7

**Future monitoring and assessment** 8

Major Ethnic Group	Part Time Lecturer	Part Time Lecturer (Student)	Staff Bureau Member	Staff Bureau Student
Total job group	514	16	472	865
White group	65.0%	56.3%	63.8%	47.6%
Ethnic minorities	6.8%	25.0%	9.5%	20.8%
Not available	28.2%	18.8%	26.7%	31.6%
<b>Ethnic Minorities</b>				
Black Afro / Caribbean	1.2%	6.3%	4.0%	8.0%
Indian	1.0%	0.0%	1.5%	3.8%
Pakistani/Bangladeshi	0.6%	6.3%	0.4%	2.0%
Chinese	1.0%	0.0%	1.1%	2.4%
Other Asian	1.6%	6.3%	1.9%	3.5%
Mixed	0.8%	6.3%	0.2%	0.8%
Other Ethnic background	0.8%	0.0%	0.4%	0.3%

**ETHNIC PROFILE OF PART-TIME LECTURERS & STAFF BUREAU MEMBERS**



**ETHNIC PROFILE OF PART-TIME LECTURERS & STAFF BUREAU MEMBERS**

\*Individuals employed to cover short-term, ad-hoc requirements across the university

**SECTIONS**

# Ethnicity of KUSCO Staff

**Introduction 1**

KUSCO is a specialist service and facilities management company which is a wholly owned subsidiary of Kingston University and has been providing the University community with a wide range of services and support since 1997.

KUSCO's role entails the professional operation and management of key business functions such as:

**Promoting Diversity and Equality 2**

- Facilities Management
- On-site Security
- Property Maintenance
- Campus Caretaking
- Management of Halls
- Cleaning
- Receptions, Shops, Post and Main Switchboard
- Hospitality and Conferencing facilities.

**Collection of ethnicity data 3**

**Findings 4**

MAJOR ETHNIC GROUP	PERCENTAGE (OF 317)
White group	45.1%
Black & Ethnic minorities	12.0%
Not available	42.9%
<b>BLACK &amp; ETHNIC MINORITIES</b>	
Black Afro / Caribbean	8.2%
Indian	0.3%
Pakistani/Bangladeshi	0.9%
Chinese	0.6%
Other Asian	1.3%
Mixed	0.3%
Other Ethnic background	0.3%

**Summary 5**

**ETHNIC PROFILE OF KUSCO STAFF**

**Promotion of good race relations 6**

This is the first time KUSCO's ethnicity has been included in the annual report and future reports will include other areas of diversity through the development of KUSCO management data.

**External Partnerships 7**

- Ethnicity data was not available for a large proportion of staff.
- The black Afro Caribbean group made up the largest ethnic minority proportion.
- Front line staff (reception, shops, halls management) are predominantly white staff.
- Conference Assistants are predominantly Black Afro Caribbean.
- The majority of ethnic minority staff work in cleaning and security.

**Future monitoring and assessment 8**

Post note – since the writing of this report, KUSCO management data has been transferred onto the University's HR-integrated system. This has enabled a thorough data collection review which has reduced the not available ethnicity information to under 2%.

The number of recorded ethnic minorities in post has increased from 12% to 21%. Black Afro Caribbean and ethnic minority staff still predominantly work as conference assistants and in cleaning and security.

**SECTIONS**

# University Recruitment Stages and Ethnicity

**Introduction** 1

**Promoting Diversity and Equality** 2

**Collection of ethnicity data** 3

**Findings** 4

**Summary** 5

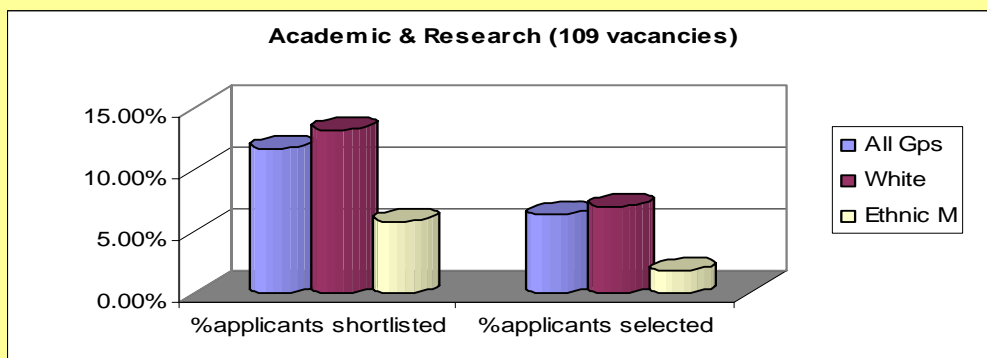
**Promotion of good race relations** 6

**External Partnerships** 7

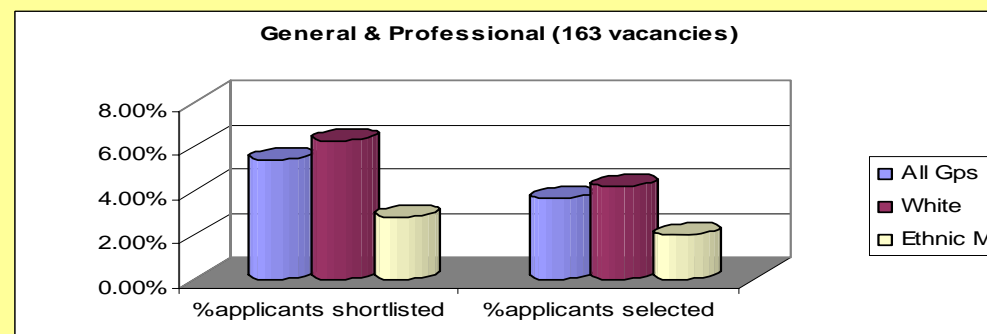
**Future monitoring and assessment** 8

ACADEMIC & RESEARCH					
	Applicants	Short-listed	%Applicants Short-listed	Selected	%Applicants Selected
White	615	81	13.21%	43	7.0%
Ethnic Minorities	327	19	5.8%	6	1.8%
Not Available	164	29	17.7%	21	12.8%
All Groups	1106	129	11.7%	70	6.3%
GENERAL & PROFESSIONAL					
	Applicants	Short-listed	%Applicants Short-listed	Selected	%Applicants Selected
White	2450	153	6.2%	102	4.2%
Ethnic Minorities	855	24	2.8%	17	2.0%
Not Available	454	25	5.5%	17	3.7%
All Groups	3759	202	5.4%	136	3.6%
SENIOR OR EXECUTIVE					
	Applicants	Short-listed	%Applicants Short-listed	Selected	%Applicants Selected
White	138	19	13.8%	6	4.4%
Ethnic Minorities	17	1	5.9%	0	0.00%
Not Available	37	7	18.9%	2	5.4%
All Groups	192	27	14.1%	8	4.2%

**ETHNICITY OF APPLICANTS FOR ACADEMIC/RESEARCH POSTS AS AT 31 JULY 04**



**ETHNIC PROFILE OF APPLICANTS FOR ACADEMIC/RESEARCH POSTS**



**ETHNIC PROFILE OF APPLICANTS FOR GENERAL/PROFESSIONAL POSTS**

## SECTIONS

**Introduction** 1

**Promoting Diversity and Equality** 2

**Collection of ethnicity data** 3

**Findings** 4

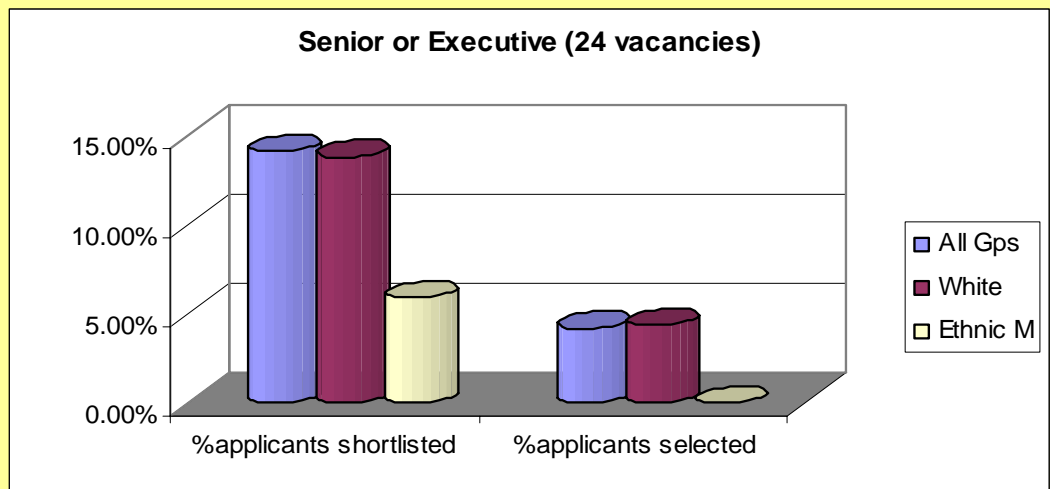
**Summary** 5

**Promotion of good race relations** 6

**External Partnerships** 7

**Future monitoring and assessment** 8

- The recruitment period covered May 03 to April
- There were 279 vacancies. 183 were filled - some had more than one position.
- No ethnic minority groups were selected for senior or executive positions.
- Applicants from ethnic minority groups were more likely to be selected once short listed, for General & Professional positions than Academic & Research.
- The number of vacancies for which the applicant ethnicity is unknown is particularly high at short listing and selection stages.



**ETHNIC PROFILE OF APPLICANTS FOR SENIOR/EXECUTIVE POSTS**



**SECTIONS**

# KUSCO Recruitment Stages and Ethnicity

**Introduction** 1

- General recruitment was composed of 24 vacancies between 12 September 2003 and 14 May 2004.
- The conference assistants were recruited on 23 April 2004.
- The proportion of the white group rose and the ethnic minority groups fell as recruitment proceeded from application to selection. The largest ethnic minority group was the Black/Afro Caribbean group for conference assistants (29%) and general recruitment (18%).

**Promoting Diversity and Equality** 2

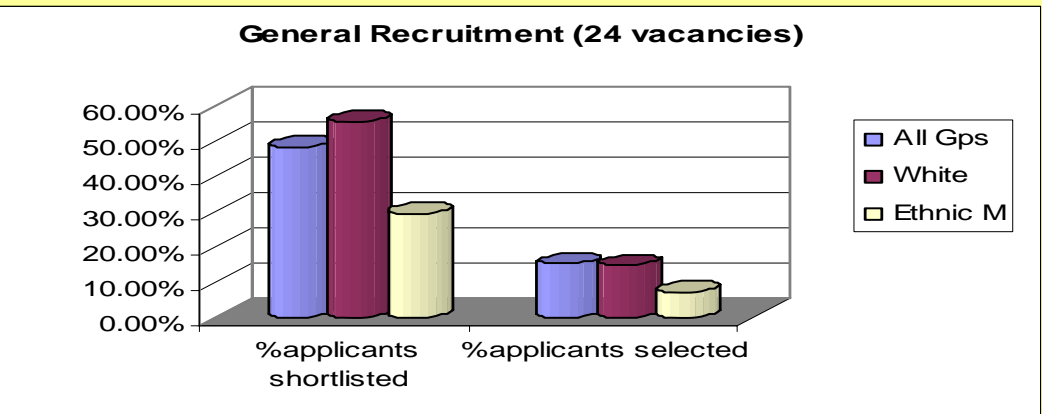
General Recruitment					
	Applicants	Short-listed	% Applicants Short-listed	Selected	% Applicants Selected
White	135	75	55.6%	22	14.8%
Ethnic Minorities	163	48	29.5%	27	7.4%
Not Available	42	41	97.6%	2	4.8%
All Groups	340	164	48.2%	51	15.3%
Conference Assistants					
White	34	27	79.4%	22	64.7%
Ethnic Minorities	63	47	74.6%	27	42.9%
Not Available	4	4	100.00%	2	50.0%
All Groups	101	78	77.2%	51	50.5%

**Collection of ethnicity data** 3

**Findings** 4

**ETHNIC PROFILE OF APPLICANTS FOR KUSCO POSTS**

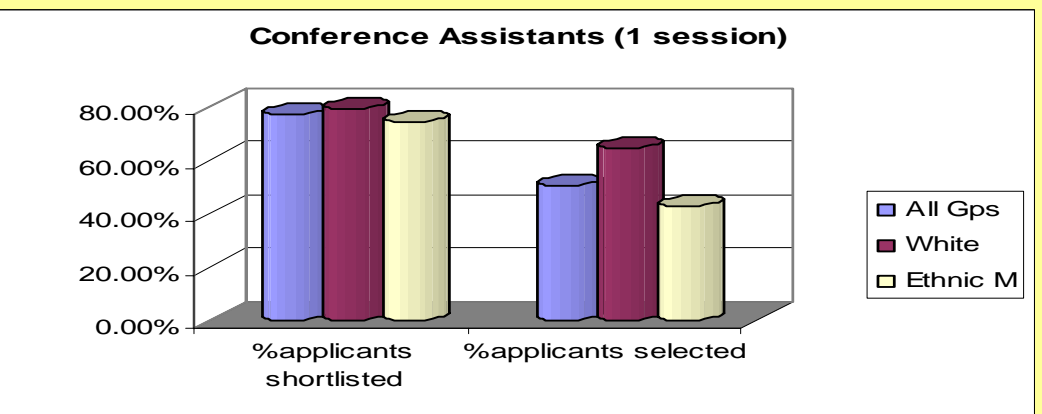
**Summary** 5



**ETHNIC PROFILE OF APPLICANTS FOR GENERAL RECRUITMENT POSTS AT KUSCO**

**Promotion of good race relations** 6

**External Partnerships** 7



**ETHNIC PROFILE OF APPLICANTS FOR CONFERENCE ASSISTANT POSTS AT KUSCO**

**Future monitoring and assessment** 8

**SECTIONS**

# Staff Age Groups

**Introduction** 1

- The average age for all staff was 45.
- For General & Professional staff the average age was 42 while for Academic, Senior and Executive the average was 47.

**Promoting Diversity and Equality** 2

- The peak for the Academic, senior and Executive staff group shows a peak of 172 staff in the 51 to 55 age group.
- Ten Teaching Company Associates were included in the research staff category making the staff total 1618.

**Collection of ethnicity data** 3

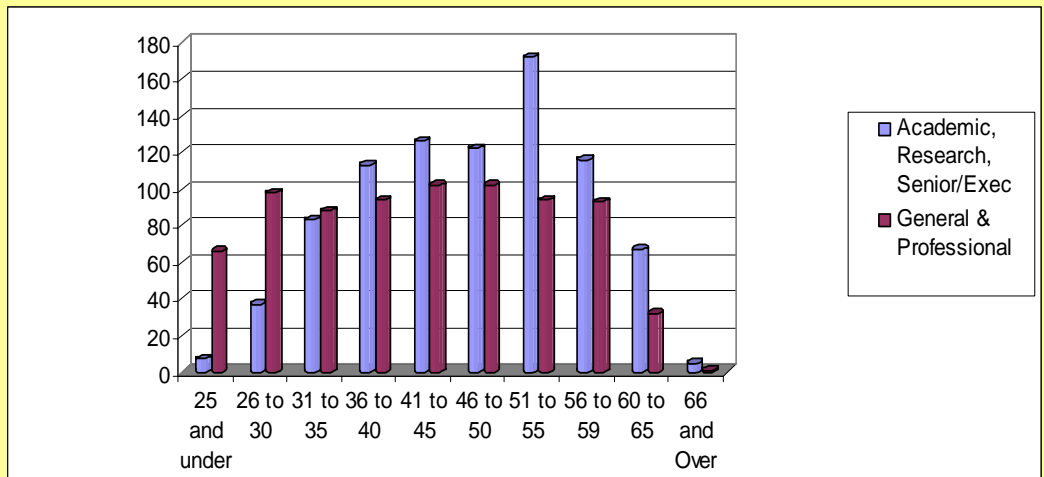
EMPLOYEE CATEGORY	25 and under	26 to 30	31 to 35	36 to 40	41 to 45	46 to 50	51 to 55	56 to 59	60 to 65	66 and Over
Academic, Research, Senior/Executive	7	37	83	113	126	122	172	116	67	5
General & Professional	66	98	88	94	102	102	94	93	32	1
Total salaried KU staff	73	135	171	207	228	224	266	209	99	6

**Findings** 4

**Summary** 5

**AGE PROFILE OF SALARIED STAFF BY EMPLOYEE CATEGORY**

**Promotion of good race relations** 6



**AGE PROFILE OF SALARIED STAFF BY EMPLOYEE CATEGORY**

**Future monitoring and assessment** 8

## SECTIONS

# Staff Disability

### Introduction 1

- Unseen disabilities made up the largest group forming more than 50% of Kingston University staff who had declared a disability
- KUSCO staff who are not presented in the table had one member who declared a disability

### Promoting Diversity and Equality 2

DISABILITY GROUP	NUMBER
Dyslexia	9
Unseen disability	46
Other disability	13
Deaf/Hearing impairment	9
Mental health difficulties	1
Multiple disabilities	6
Wheelchair/mobility difficulty	3
Blind/Partially sighted	3
<b>TOTAL</b>	<b>90</b>
<b>PERCENTAGE OF KU STAFF</b>	<b>5.6%</b>



### Collection of ethnicity data 3

### Findings 4

#### DISABILITY PROFILE OF ALL STAFF

### Summary 5

# Staff Gender

### Promotion of good race relations 6

- 69% of General and Professional staff are female
- 56% of Academic and Research staff are male
- 64% of Executive and Senior staff are male
- A similar number of female and male staff worked full time

### External Partnerships 7

EMPLOYEE CATEGORY	TOTAL	FEMALE F/T	FEMALE P/T	MALE F/T	MALE P/T
Executive	19	5		14	
Senior Staff	103	36	3	63	1
Academic	659	219	68	322	50
Research	67	12	13	34	8
Professional	148	78	12	57	1
General	622	314	129	164	15
<b>TOTAL</b>	<b>1618</b>	<b>664</b>	<b>225</b>	<b>654</b>	<b>75</b>
<b>PERCENTAGE OF TOTAL</b>	<b>54.9%</b>	<b>41.0%</b>	<b>13.9%</b>	<b>40.4%</b>	<b>4.6%</b>

### Future monitoring and assessment 8

#### GENDER PROFILE OF ALL STAFF BY EMPLOYEE CATEGORY

**SECTIONS**

# Staff Benchmarking

**Introduction** 1

- Ethnic minority representation in the Kingston University salaried staff was higher than all HEI's and other sectors quoted.
- The number of staff declaring a disability was much higher at Kingston than all HEI's and other sectors quoted.
- The proportion of female staff was above that for all HEI's.
- The proportion of staff 60 years or over was slightly higher than the figures for the other organisations but lower than the available figure from Higher Education HR Benchmarker report.

**Promoting Diversity and Equality** 2

**Collection of ethnicity data** 3

	<b>KINGSTON UNI</b>	<b>LARGE PUBLIC SECTOR ORGANISATIONS</b>	<b>ALL HEI's 02/03</b>
Ethnic minorities	11.1%	8.9%	8.0%
Disabled (declared)	5.6%	2.2%	2.0%
Female staff	54.9%	56.9%	52.0%
Staff 60 and over	6.5%	6.0%	7.0%

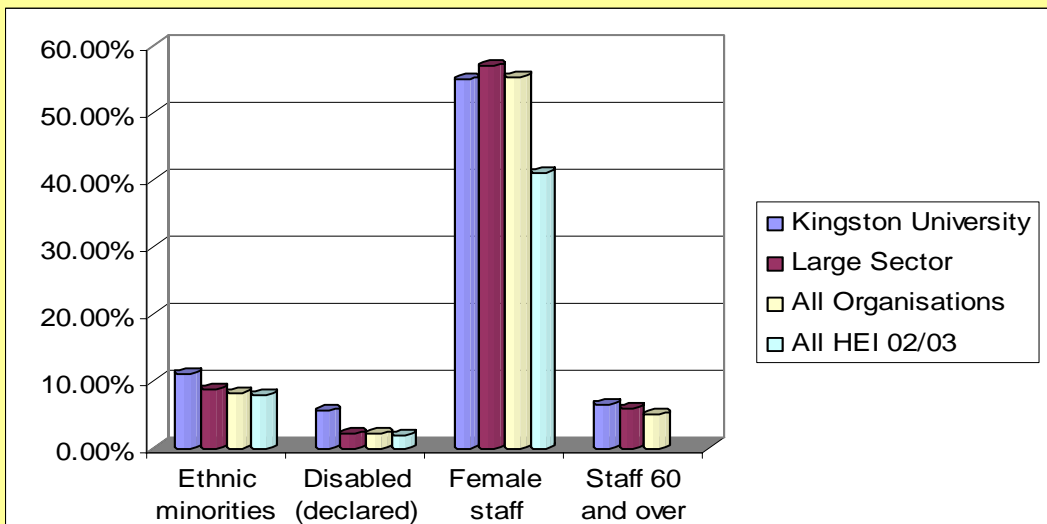
**Findings** 4

**BENCHMARK WITH OTHER DATA**

**Summary** 5

**Promotion of good race relations** 6

**External Partnerships** 7



**Future monitoring and assessment** 8

**BENCHMARK WITH OTHER DATA**

## SECTIONS

# Student Ethnicity

### Introduction 1

- The overall percentage of ethnic minority students was within 3% of the main white group.
- The percentage of those not providing ethnicity data had decreased showing a small rise in the white group figure.
- The largest ethnic minority group was the Black/Afro Caribbean group followed by the Indian group.

### Promoting Diversity and Equality 2

### Collection of ethnicity data 3

MAJOR ETHNIC GROUP	%	TOTAL	FURTHER EDUCATION	U/G	P/G & TAUGHT	P/G RESEARCH
White	47.1%	7971	94	6219	1519	139
Ethnic Minorities	44.5%	7523	15	6922	534	52
Not Available	8.4%	1420	5	1140	243	32
<b>TOTAL</b>		<b>16914</b>	<b>114</b>	<b>14281</b>	<b>2296</b>	<b>223</b>

#### STUDENT ETHNICITY ANALYSIS AS AT DECEMBER 2003

### Findings 4

### Summary 5

ETHNICITY	ALL	FURTHER EDUCATION	U/G	P/G & TAUGHT	P/G RESEARCH
Black	14.1%	1.8%	15.5%	6.9%	4.9%
Indian	11.5%	2.6%	12.8%	4.5%	3.1%
Pakistani / Bangladeshi	6.0%	0.9%	6.8%	1.7%	2.7%
Chinese	3.0%	1.8%	2.9%	3.5%	2.7%
Other Asian	4.9%	2.6%	5.1%	3.7%	4.0%
Mixed	2.8%	3.5%	3.0%	1.3%	1.8%
Other Ethnic	2.2%	0.0%	2.3%	1.6%	4.0%
White	47.1%	82.5%	43.5%	66.2%	62.3%
Not Available	8.4%	4.4%	8.0%	10.6%	14.3%

#### STUDENT ETHNICITY PROFILE

### Promotion of good race relations 6

### External Partnerships 7

### Future monitoring and assessment 8

**SECTIONS**

# Student Ethnicity by Faculty

**Introduction** 1

- The faculty with the largest percentage of ethnic minorities was Science up by 5%. Science also had the largest percentage of ethnic minorities in 2003.
- The percentage not declaring ethnicity has fallen.
- The Business faculty now has more than 50% ethnic minority students.
- A small increase of ethnic minorities was recorded in Education for 2003/04.

**Promoting Diversity and Equality** 2

**Collection of ethnicity data** 3

**Findings** 4

**Summary** 5

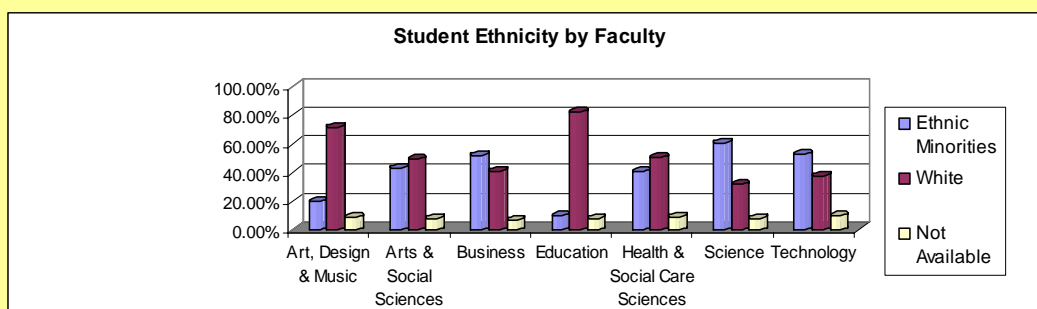
**Promotion of good race relations** 6

**External Partnerships** 7

**Future monitoring and assessment** 8

Faculty	Major Groups	2002/03 Students	%	2003/04 Students	%
Art, Design & Music	White group	1493	68.6%	1587	71.5%
	Ethnic Minorities	384	17.6%	435	19.6%
	Not Available	300	13.8%	197	8.9%
	<b>Faculty total</b>	<b>2177</b>		<b>2219</b>	
Arts & Social Sciences	White group	1278	46.3%	1567	49.0%
	Ethnic Minorities	1083	39.2%	1378	43.1%
	Not Available	400	14.5%	255	8.0%
	<b>Faculty total</b>	<b>2761</b>		<b>3200</b>	
Business	White group	1418	42.8%	1492	40.9%
	Ethnic Minorities	1495	45.1%	1890	51.9%
	Not Available	402	12.1%	262	7.2%
	<b>Faculty total</b>	<b>3315</b>		<b>3644</b>	
Education	White group	441	76.7%	560	82.0%
	Ethnic Minorities	54	9.4%	66	9.7%
	Not Available	80	13.9%	57	8.3%
	<b>Faculty total</b>	<b>575</b>		<b>683</b>	
Health & Social Care Sciences	White group	835	51.9%	858	50.4%
	Ethnic Minorities	565	35.1%	685	40.2%
	Not Available	208	12.9%	159	9.3%
	<b>Faculty total</b>	<b>1608</b>		<b>1702</b>	
Science	White group	792	32.6%	780	31.6%
	Ethnic Minorities	1347	55.4%	1493	60.4%
	Not Available	291	12.0%	197	8.0%
	<b>Faculty total</b>	<b>2430</b>		<b>2470</b>	
Technology	White group	1014	35.4%	1127	37.6%
	Ethnic Minorities	1466	51.2%	1576	52.6%
	Not Available	383	13.4%	293	9.8%
	<b>Faculty total</b>	<b>2863</b>		<b>2996</b>	
<b>Total Students</b>		<b>15729</b>		<b>16914</b>	

**STUDENT ETHNICITY BY FACULTY**



**STUDENT ETHNICITY BY FACULTY**

## SECTIONS

# Student Disability

### Introduction 1

- Half of the declared disabilities were Dyslexia.
- The second most frequent disability was coded as Unseen Disability.
- Unseen disability is by far the largest group for staff but dyslexia took this position for students.

### Promoting Diversity and Equality 2

### Collection of ethnicity data 3

GENERAL GROUP	TOTAL	FURTHER EDUCATION	U/G	P/G TAUGHT	P/G RESEARCH
Dyslexia	402	16	352	30	4
Further Detailed Disability	398	4	331	60	3
No Known Disability	16114	94	13598	2206	216

DISABILITY GROUP	TOTAL	FURTHER EDUCATION	U/G	P/G TAUGHT	P/G RESEARCH
Blind/partially sighted	14		13	1	
Deaf/hearing impairment	35		26	9	
Mental health difficulty	32		31	1	
Multiple disabilities	23		20	3	
Other disability	100	1	89	8	2
Unseen disability e.g. diabetes, epilepsy	177	2	140	34	1
Wheelchair user/mobility difficulty	17	1	12	4	

**PROFILE OF STUDENTS DECLARING A DISABILITY**

### Findings 4

### Summary 5

### Promotion of good race relations 6

# Student Gender

### External Partnerships 7

### Future monitoring and assessment 8

GENDER	TOTAL	FURTHER EDUCATION	U/G	P/G TAUGHT	P/G RESEARCH
Female	8593	89	7009	1399	96
Male	8321	25	7272	897	127
All	16914	114	14281	2296	223

**PROFILE OF STUDENT GENDER**

## SECTIONS

# Summary

## Introduction 1

The University staff benchmarking exercise provides a favourable position for ethnicity, disability, gender and age amongst our staff. It should be recognised that unfortunately it is difficult to get a reliable overall picture of the ethnicity for UK academic staff because of the large number refusing to provide information on their ethnicity. The Association of University Teachers report, 'The Unequal Academy, UK academic staff 1995-96 to 2002-03' found that in the UK's pre -1992 institutions in 2002-03, the proportion of whites rose with seniority of grade so that 82% of lecturer were white and 89% of professors were white. The proportion of those refusing to give information on ethnicity tended to fluctuate between 7% and 9%. However this data is not entirely reliable since the proportion refusing to give ethnicity information generally decreased with seniority.

## Promoting Diversity and Equality 2

## Collection of ethnicity data 3

The findings also show:

## Findings 4

- The target of reducing the unknown ethnicity category by 5% has been achieved but the number of applicant's unknown ethnicity at short listing and selection stage has been particularly high. This is being addressed by asking all new starters to complete an equal opportunities form where personal data is missing on their first day of joining.

## Summary 5

- 79% of staff are white compared to 47% of students.
- The proportion of ethnic groups has increased by 3%.
- Applicants from ethnic minority groups were more likely to be selected once short listed for General and Professional positions than Academic and Research. This mirrors the findings from last year. Reasons for not appointing are cited as 'lack of experience'. Further research will be undertaken to address this issue.

## Promotion of good race relations 6

- No ethnic minority groups were selected for senior or executive positions. This remains the same as last year and needs addressing.
- Part-time lecturers and Staff Bureau had a lower proportion of ethnic minority groups compared with salaried KU Staff.

## External Partnerships 7

- The proportion not available which included information refused or not known was higher for part-time lecturers and staff on the Bureau than salaried staff.
- Kingston University Service Company (KUSCO) had an exceptionally 'high recorded' not known ethnicity (42.9%) which has been subsequently reduced to under 2%.

## Future monitoring and assessment 8

- Ethnic minority staff are disproportionately cited in cleaning and conference assistant posts. Front line staff and senior staff are predominantly white.
- The proportion of female staff was above that for all HEI's but 64% of KU Executive and Senior staff are male.

## SECTIONS

**Introduction** 1

**Promoting Diversity and Equality** 2

**Collection of ethnicity data** 3

**Findings** 4

**Summary** 5

**Promotion of good race relations** 6

**External Partnerships** 7

**Future monitoring and assessment** 8

- The number of staff declaring a disability was much higher at Kingston University than all HEI's and other sectors quoted.
- The average age for all staff was 45.
- Traditionally, the University has always attracted a high number of ethnic minority students. The overall percentage of ethnic minority students was within 3% of the main white group and was more than 3% than the previous figure.
- The percentage of students not declaring ethnicity has fallen.
- The Business faculty now has more than 50% ethnic minority students.
- Further research is currently being undertaken to address the under-representation in the Faculty of Art, Design and Music and the School of Education.
- More than half of all students were female (50.8%) but less than half (49.1%) for undergraduates only.



## SECTIONS

# Promotion of Good Race Relations

## Introduction 1

The promotion of good relations between people of different racial groups forms part of the general duty of the Race Relations (Amendment) Act 2000. Although this applies to all relevant functions and policies, much work has taken place with the Student Union and the Royal Borough to actively engage students from different racial groups to host and take part in diversity events.

## Promoting Diversity and Equality 2

- In November, the University, Kingston College and local community groups hosted an All Nations Event at Kingston College theatre. The event was well attended by the local community and in the presence of the Mayor, Kingston University students, Kingston College students, children and adults from the multi-cultural communities and disabled people from the borough gave performances which ranged from wheelchair line dancing to Greek, Asian, African and Irish performances. The event also raised £2,959.30 which was presented to Kingston Can, Kingston Hospital's charity to build an all purpose cancer service.

## Collection of ethnicity data 3

## Findings 4

## Summary 5



## Promotion of good race relations 6

- The Diversity and Equality Unit attended the Freshers' Fare and handed out Kingston University's Race Equality Policy, Race Equality Implementation Plan and other diversity policies.

## External Partnerships 7

- The Diversity and Equality Manager attended staff induction days. All new members of staff received a diversity and equality information pack.

## Future monitoring and assessment 8

- The Diversity and Equality Manager trained the new President and sabbaticals following the Student Union elections. The Student Union Staff are also trained on diversity issues.
- Professor Gus John, who has been active in promoting Racial Equality and Social Justice in Britain since 1995 and was commissioned by the Higher Education Funding Council to assess all HE Race Equality Policies and Action Plans, delivered the Caesar Picton Lecture during Black History Month in October.

## SECTIONS

**Introduction** 1

**Promoting Diversity and Equality** 2

**Collection of ethnicity data** 3

**Findings** 4

**Summary** 5

**Promotion of good race relations** 6

**External Partnerships** 7

**Future monitoring and assessment** 8

### Future events will include:

- A Community Celebration in partnership with the Mayor, RBK, and local communities.
- Kingston UNlty Week – to promote and celebrate diversity and equality.
- In commemoration of the 60 years of liberation from Auschwitz, a trip will be organised jointly with the University and Kingston's Liberal Jewish Synagogue to visit Krakow and Auschwitz in July 2005.
- An 'All Nations Event' to be hosted in partnership with Kingston College and the Royal Borough.
- In Collaboration with Kingston Centre for Independent Living and Geneva Road Centre (North Surrey Scope) an event will hosted at the University to celebrate International Disabled Persons Day.



## SECTIONS

# External Partnerships

**Introduction** 1

Working partnerships have been initiated with local organisations to develop greater collaboration between the University and the community to encourage and promote good practice in achieving race equality and diversity. The Diversity and Equality Manager represents the University on a number of local groups:-

**Promoting Diversity and Equality** 2

**Collection of ethnicity data** 3

**Findings** 4

**Summary** 5

**Promotion of good race relations** 6

**External Partnerships** 7

**Future monitoring and assessment** 8



- Trustee of the Executive Committee of Kingston Centre for Independent Living (KCIL)
- Chair of the KCIL Equality Advisory Group
- Director and Vice Chair of North Surrey Scope
- Director and Vice Chair of Geneva Road Centre Management Committee
- Vice Chair and member of Kingston Borough's Interfaith Forum

## SECTIONS

<b>Introduction</b>	<b>1</b>	<p>The Personnel Director continues to be a member of Kingston Race Equality Council (KREC) Executive Committee and chairs the KREC Personnel Sub Committee.</p> <p>Working with the Borough's communities, engaging local businesses and placing the University as a leading educational and employment provider in the heart of Kingston is essential to the work carried out by the Diversity and Equality Unit.</p>
<b>Promoting Diversity and Equality</b>	<b>2</b>	<p>The communities value the partnerships built through student and University collaboration. In return, the breadth of diversity in our Borough provides a greater understanding of our communities needs and how the University can assist under-represented groups in the development of education, services and employment.</p> <p>Further engagement with communities will include building links with</p> <ul style="list-style-type: none"><li>• Refugee Action</li><li>• Kingston's Muslim community</li><li>• The Kingston Chinese Association</li></ul>
<b>Collection of ethnicity data</b>	<b>3</b>	
<b>Findings</b>	<b>4</b>	<ul style="list-style-type: none"><li>• Kingston's Korean Community</li></ul>
<b>Summary</b>	<b>5</b>	
<b>Promotion of good race relations</b>	<b>6</b>	
<b>External Partnerships</b>	<b>7</b>	
<b>Future monitoring and assessment</b>	<b>8</b>	



## SECTIONS

# Future monitoring and assessments

Introduction 1

Promoting Diversity and Equality 2

Collection of ethnicity data 3

Findings 4

Summary 5

Promotion of good race relations 6

External Partnerships 7

Future monitoring and assessment 8



Kingston University's Race Equality Policy and the Race Equality Implementation Plan provides the framework for the University to mainstream race equality and diversity and to make sure that outcomes are achieved. This annual report provides an analysis of our findings, one year on from the University's first annual report. Benchmarking has been difficult to report for staff data in the higher education sector but changes to the Higher Education Statistical data collection for 2004/05 will enable a comprehensive benchmark exercise for 2005. The Race Equality and Diversity Annual Report for 2005 will provide the results of monitoring and assessments for:

- Staff's views and perceptions
- Students views and perceptions
- A staff/student disability survey
- Continued evaluation of staff training on race equality and diversity
- Race equality and diversity in the curriculum
- Benchmarking
- Impact assessments on policies and procedures
- Promoting Diversity and Equality
- An analysis of staff recruitment for 2005/06
- An analysis of student recruitment for 2005/06

Following the formal process of approval in the University's committee cycle, the 2005 Diversity and Race Equality Annual Report will be published in December 2006.

***This report is available in large text, Braille and is also on Kingston University's intranet and web-site***

For more information please contact:

Jan Stow  
Diversity & Equality Manager  
River House  
53-57 High Street  
Kingston Upon Thames  
KT1 1LQ

Tel: +44 (0) 20 8547 7064

Fax: +44 (0) 20 8547 7019

email: [J.stow@kingston.ac.uk](mailto:J.stow@kingston.ac.uk)