

Kingston University Public Sector Equality Duty Workforce Profile Report

31st March 2024

Introduction

Kingston University has a strong and sustained commitment to equality, diversity and inclusion, and to promoting a positive culture which celebrates difference, challenges prejudice and ensures fairness. At Kingston University, Inclusive is one of our core values. It is a thread that runs through our work and is one of our key strengths as an institution. We are committed to inclusivity and ensuring equality of opportunity to enable all our staff and students to flourish in a welcoming environment.

Why equality, diversity and inclusion matters to us

- **It brings value to our university:** our diversity is a strength that enhances the educational and learning experience for all through bringing different backgrounds, perspectives and ideas to the academic endeavour.
- **We are a diverse community:** we live in a global and diverse world where our communities come from an increasingly diverse range of backgrounds. We appreciate the benefits of working inclusively in an environment where difference is celebrated and understood.
- **We value diversity in others:** equality, diversity and inclusion are at the heart of our approach to partnership, collaboration and outreach. As a university, we have a responsibility to challenge inequality, find solutions and enact change, leading by example

Our Progress:

This report seeks to provide an overview of our progress, key achievements and our strategic EDI objectives that support us in embedding inclusive practices in all that we do and to make EDI part of our everyday. The report reflects our actions over the last calendar year, acknowledging how we meet our obligations in accordance with the Equality Act 2010 and our overall EDI objectives 2021-2025. Our PSED report highlights our key achievements and progress across time in line with our aspirations in addition to reporting on emerging themes as outlined within our staff data and our plans to address them.

Our Commitment:

Through working in partnership with our staff, students, the wider community and key external stakeholders as well as our partnerships and charter marks ensures that we can enhance our approach to EDI and to further develop an inclusive culture where everyone feels accepted and are able to work and learn in a safe and respectful environment.

To prioritise equality, diversity and inclusion, we recognise important challenges for the University:

As individuals

- in how we teach, assess and co-create learning
- in how we support students in their learning and university experience
- in how we conduct research and knowledge exchange
- in how we undertake outreach and external engagement activity
- in our learning and working relationships
- in the way we lead and manage

As an organisation

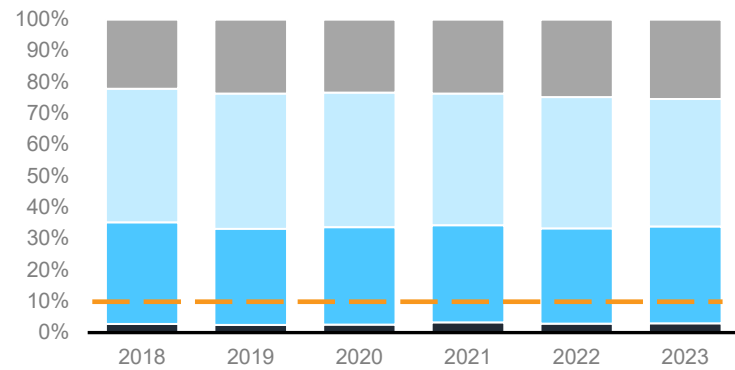
- in developing an inclusive culture where everyone understands their responsibilities and obligations, appreciates benefits, and actively shares good practice
- in mainstreaming the conversation about equality, diversity and inclusion, and ensuring visible role models and positive stories as well as active listening
- through informed and purposeful leadership and engagement to implement improvement and change
- through ensuring strong representation, active participation and inclusive agency in decision-making
- in providing appropriate training, development and support from an EDI perspective

Public Sector Equality Duty Dashboard

This dashboard presents an overview of our workforce profile, with a focus on our progress against our Year 3 Public Sector Equality Duty objectives 2021-2025. The subsequent pages will provide further insights.

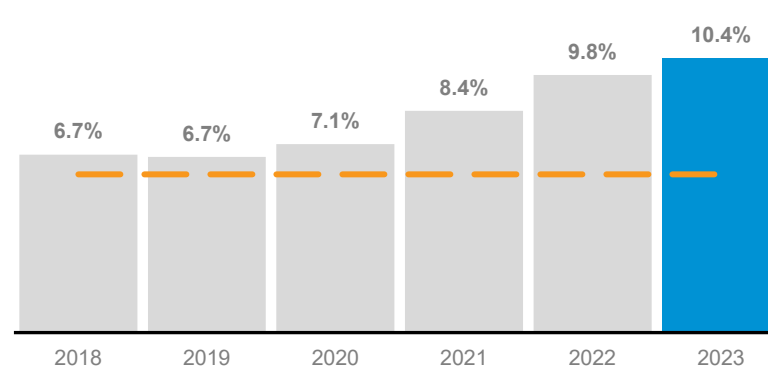
Age Profile

Age Group of salaried staff over time
25 and under / 26 to 40 / 41 to 55 / 56 and over / 25 and under benchmark



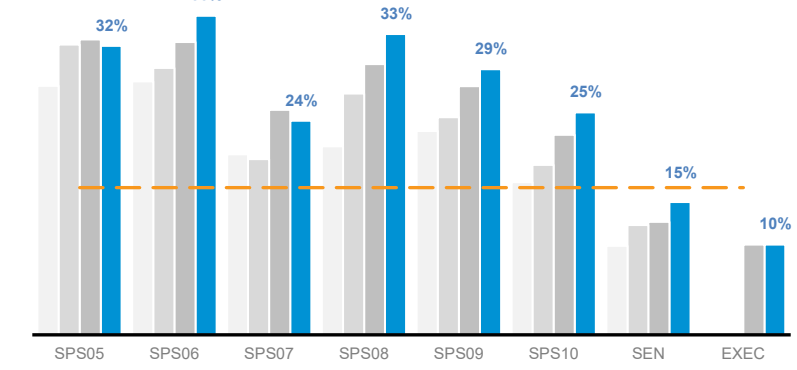
Disability

Disability declaration by staff
% of salaried staff who have declared a disability / Advance HE Benchmark



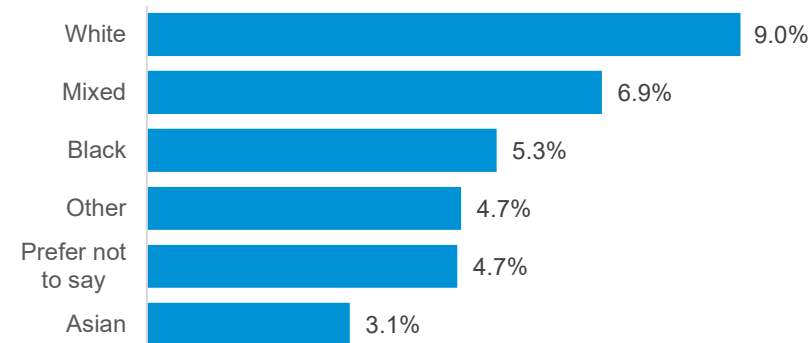
Ethnicity

BAME staff representation across all grades
Data for 2020 / 2021 / 2022 / 2023 / Advance HE National Benchmark



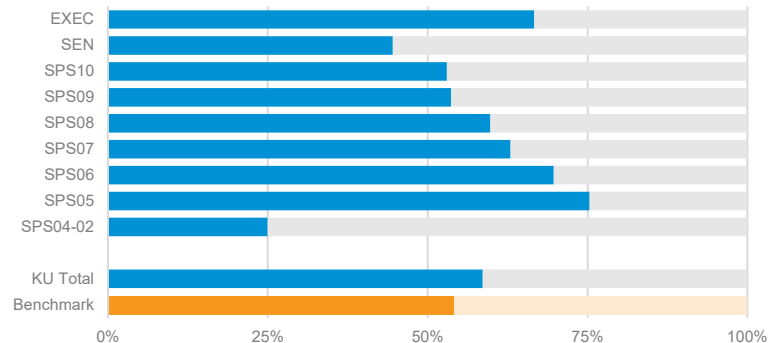
Ethnicity

Conversion Rate of Applicants to Hires for Academic, Professional and Technical Roles - 2022/23



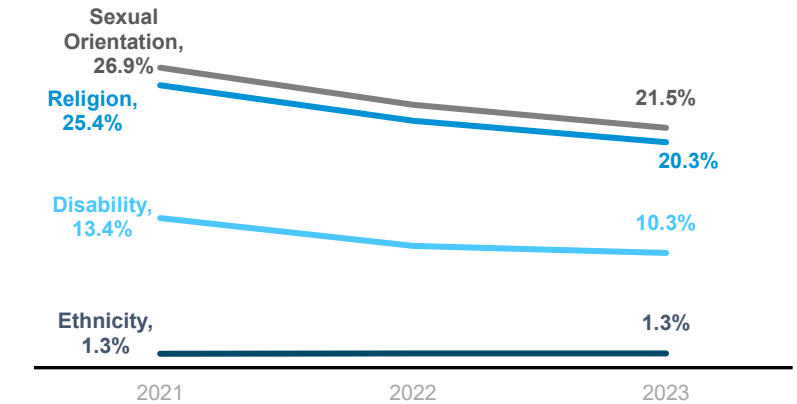
Gender Distribution

Gender distribution by Grade
Female / Male



Data Gaps

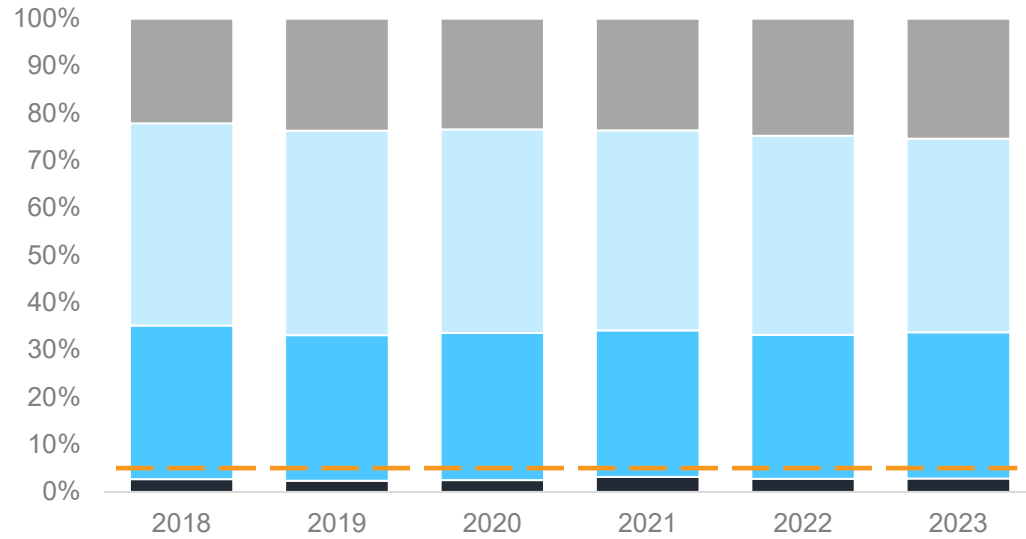
Data gaps for diversity fields over time



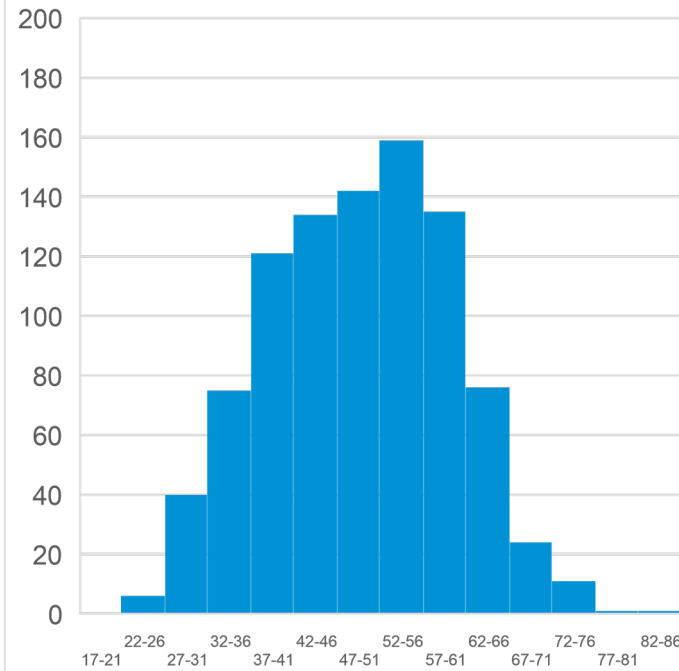
Age Profile

Age Group of salaried staff over time

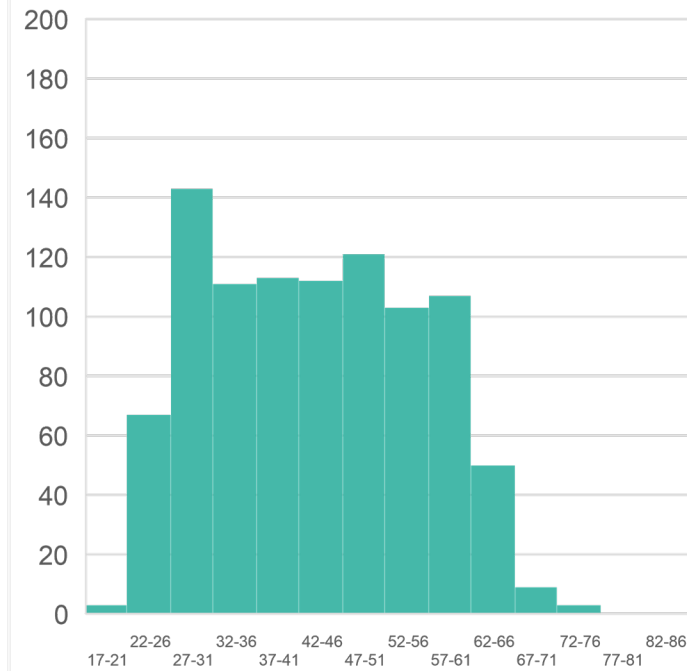
25 and under / 26 to 40 / 41 to 55 / 56 and over / 25 and under benchmark



Academic & Research Age Profile - Dec 2023



Professional & Technical Age Profile - Dec 2023



Insights:

- 72% of the workforce are between the age group of 26-40 and 41-55
- 31% of all academic staff are 56+ years (with an average of 14 years of service), significantly above the HEI benchmark of 15.5%
- 25% of all staff are 56+ years compared to a national HEI average of 17.9%
- The percentage of staff aged 25 and under within professional services remains at 3% and the majority sit at Grade 5

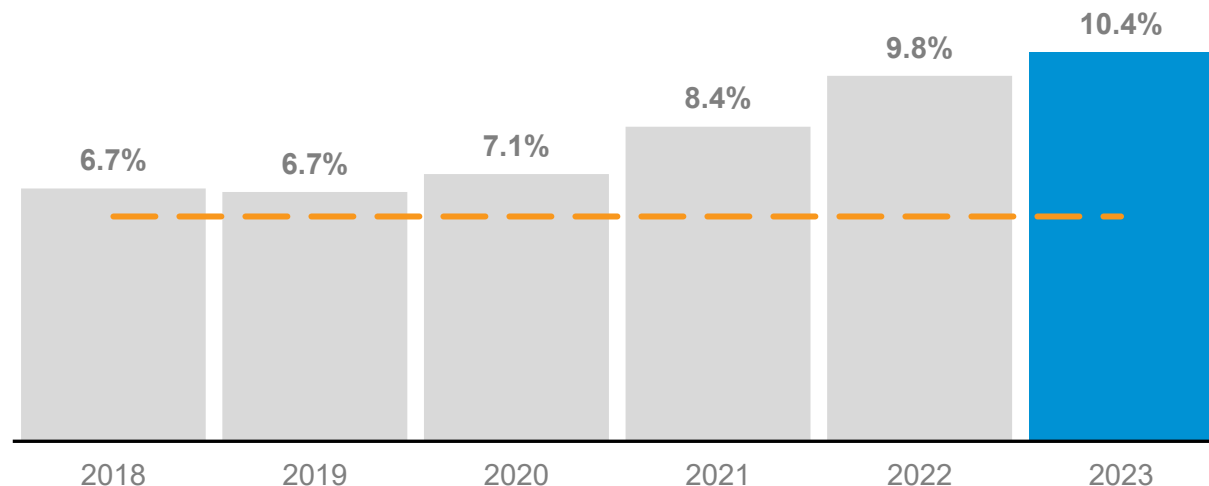
Response:

- Ensure workforce planning discussions include succession planning and we have the right workforce to meet future requirements
- Analyse staff survey responses based on age and position type to develop focused actions
- Review our approach to increase the representation of under 25s within professional services and develop an action plan
- Identify innovative ways to create opportunities for early career researchers

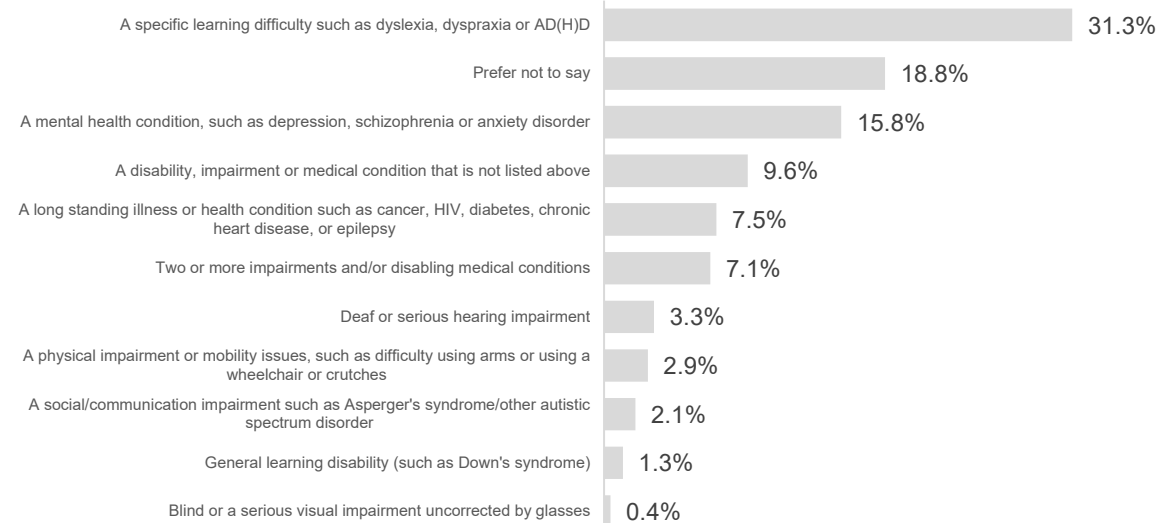
Disability

Disability declaration by staff

% of salaried staff who have declared a disability / **Advance HE National Benchmark**



What disabilities do our staff declare?



Insights:

- The number of staff sharing their disability status has increased since 2022 (10.4% 195 vs 9.8% 184), comparing favourably against the Advance HE national benchmark of 6%
- The number of staff selecting 'a disability, impairment or medical condition that is not listed' has reduced from 11.8% in 2022 to 9.6% in 2023 and is higher than we would like
- The percentage of staff willingly reporting their disability status remains stable at 90%
- A specific learning difficulty (SpLD) remains the highest disability reporting type at 31.3% followed by mental health at 15.8%

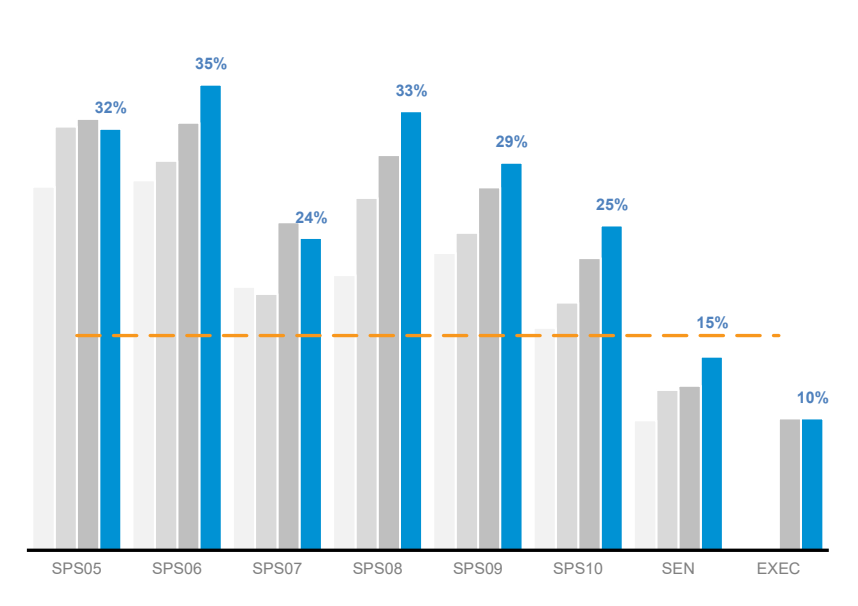
Response:

- Disability Task Force established to devise an action plan to achieve Disability Confident Level 2
- Understand the range of conditions under 'a disability, impairment or medical condition that is not listed' to adapt categories and support available
- Procure new provider to enhance Occupational Health and Employee Assistance Provision to better support staff with disabilities including neurodiversity
- Disability Task Force to undertake further listening events across Faculties and Directorates to increase disability inclusion across KU and align with their action plan

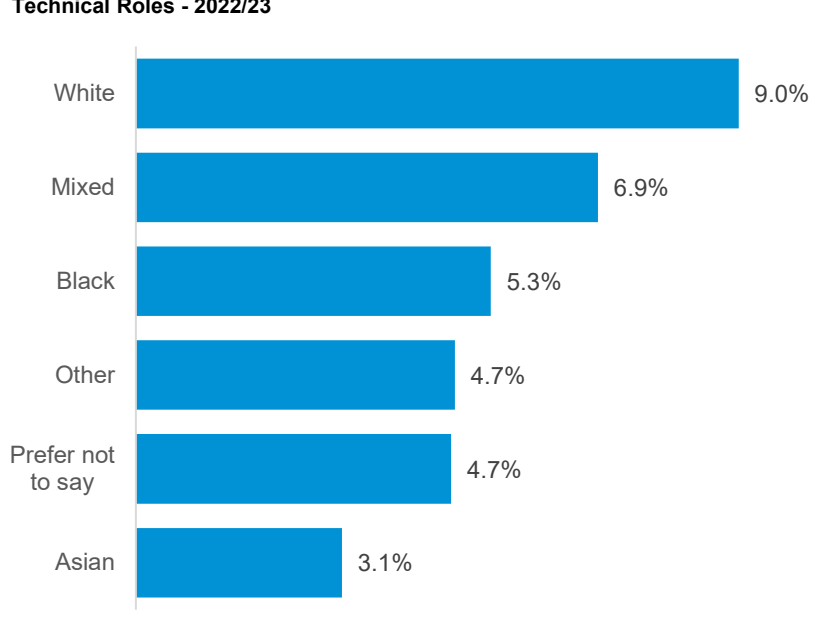
Ethnicity

BAME staff representation across all grades

Data for 2020 / 2021 / 2022 / 2023 / Advance HE National Benchmark



Conversion Rate of Applicants to Hires for Academic, Professional and Technical Roles - 2022/23



Voluntary Attrition by Ethnicity

Voluntary leavers from permanent roles divided by average permanent headcount (rolling 12 month)

Asian / Black / Mixed / White



Insights:

- Over the last four years BAME representation increased across all grades, from 27% in 2022 to 29% overall this year, higher than the Advance HE benchmark of 16.3%
- Our BAME representation for grades 5-10 continuously exceeds the Advance HE national benchmark of 17% for grades 5-10
- Across all grades BAME female representation has increased by 5% to 17% (12% in 2020)
- BAME representation is lower at Senior Staff (15%) and Exec levels (10%) but is above the Advance HE sector benchmarks for these grades (Senior Staff: 11% / Exec: 6%)
- There is significant variation in conversion rates between different ethnic groups, with Asian applicants having the lowest rate (3.1%)

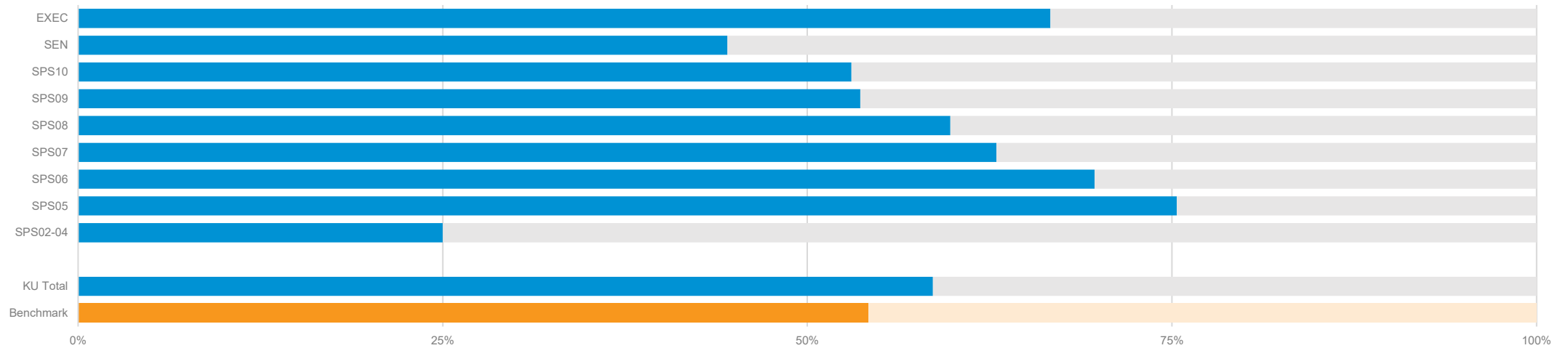
Response:

- Local PSED and Pay Gap data to be shared with Faculty and Directorate EDI Action Groups to address underrepresentation at a local level
- Develop bespoke approach to senior staff recruitment campaigns to address underrepresentation of BAME staff in senior roles
- Embed inclusive recruitment best practice into our policies and procedures and associated training and development
- Undertake further analysis of applications to investigate variations in conversion rates between ethnic groups and develop targeted action plan
- Update anti-racism toolkits and training including monitoring attendance

Gender Distribution by Grade

Gender distribution by Grade

Female / Male / Advance HE Benchmark



Insights:

- Increase in the number of female staff at Executive level from 64% in 2022 to 67% in 2023 which is significantly higher than the Advance HE benchmark of 40%
- Senior staff is the only grade where we have more males (55%) than females (45%) which compares favourably to the Advance HE benchmark of 33% for senior staff
- Male staff representation increases across each grade point up to Senior level (55%)
- 57% of our workforce is female and hold more part time roles. 68% of grades 1–5 are female

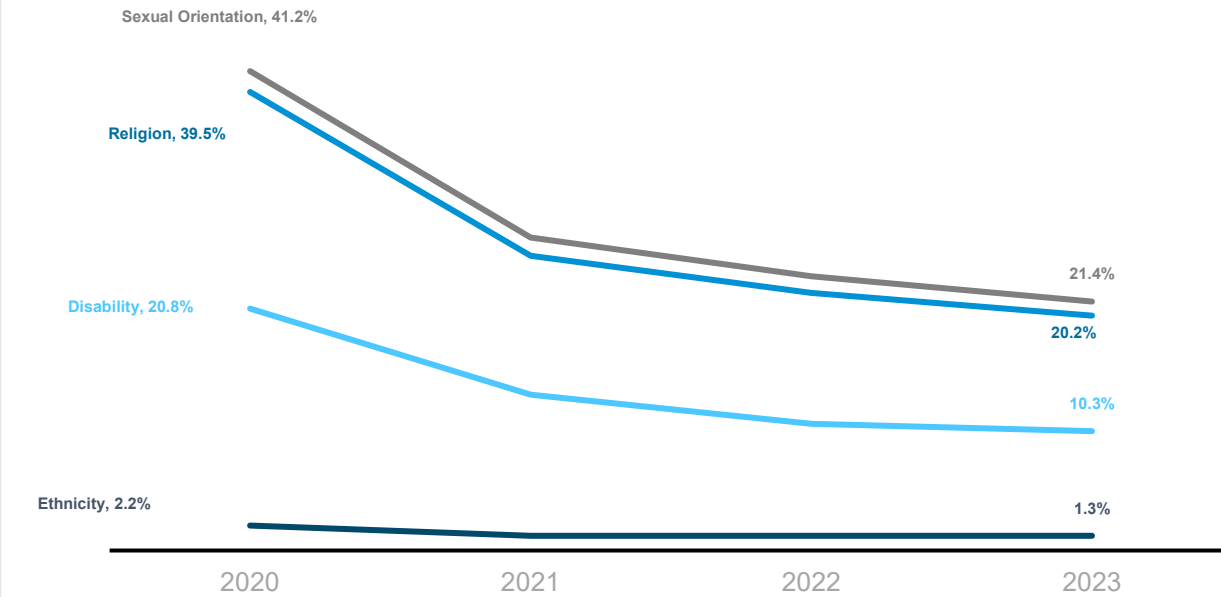
Response:

- Conduct intersectional data analysis on the makeup of grades 5-8 to share with EDI action groups to support local action
- Conduct a review into StellarHE, Diversifying Leadership and Aurora programmes with support of Institutional Leadership Coordinator to devise recommendations
- Address barriers to recruitment experienced by females (and those identifying as female) by removing gendered language and images from recruitment campaigns
- Establish parents and carers network to support staff

Data Gaps

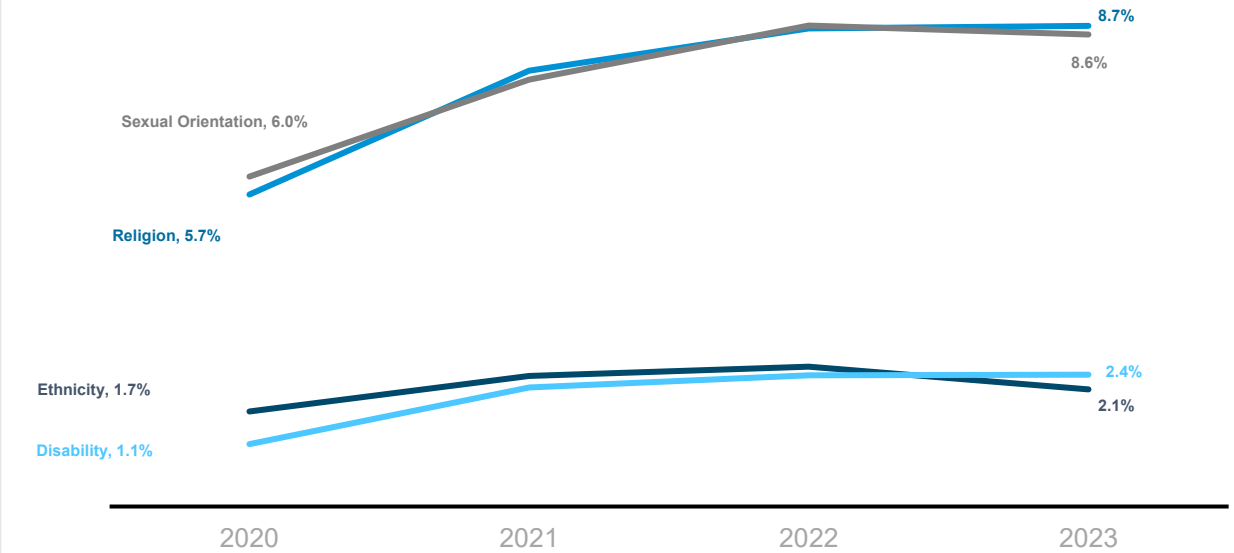
Data gaps (unknown) for diversity fields are reducing

% of staff who have left these fields blank in our HR system



'Prefer not to say' rates have increased across all characteristics, but particularly for Religion and Sexual Orientation

% of staff who have chosen 'prefer not to say' for these fields in our HR system



Insights:

- Our data on sex remains at 100% and the completeness of our diversity data for other characteristics has improved year on year
- We hold almost complete data for staff with less than 6 years of service for their Religious Belief, Ethnicity and Sexual Orientation since introducing new processes
- For new starters within the last four years 12% have identified as LGB, suggesting an increase in confidence sharing this information
- Our percentage of 'unknown' ethnicity data has remained below 2% since 2021 and staff choosing 'prefer not to say' has decreased by 0.4 percentage points since 2022

Response:

- We plan to host integrated events to increase staff completion rates of diversity data with a particular focus on religious belief and sexual orientation
- Continue to work with LGBTQIA+ staff network to better understand sexual orientation data gaps
- Consult with Faith & Spirituality Advisory Group members on how to improve data capture on religion
- Complete intersectional analysis of staff survey responses based on age, ethnicity, gender, religious group, sexual orientation and position type to devise local aligned actions
- Ensure Unconscious Bias training is mandatory requirement and evaluate content to ensure it remains aligned with best practice