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The BAME Staff Network

All Staff Survey 2020
A report on the findings

Co-authored by Dr Hyojin Seo, Professor Heejung Chung, Dr Barbara Adewumi, Vanisha Jassal, and Dr Daisy Emoekabu and through consultation with Dr Bridget Ng'andu, Dr Gurprit Lall and Mita Mondal (Co-Chairs, BAME Staff Network) January 2022

The BAME Staff Network

The network aims to achieve key sustainable objectives:

o **Working in collaboration** with the university's senior management team in identifying strategies to address racial discrimination, advance racial equality, as well as provide accessible and appropriate mechanisms of accountability

o **Raise awareness** of the broad range of knowledge, skills, expertise and contributions of BAME staff/staff of colour

o **Raise awareness** of discrimination, harassment, micro-aggressions, pay and/or promotions gaps and other disadvantage experienced by BAME staff/staff of colour

o **Support the university in meeting its commitment to equality, diversity and inclusivity,** as governed by the Equality Act 2010 and Public Sector Equality Duty

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Further information on the network, its Co-Chairs and its activities can be found by visiting the network's website below:

BAME Staff Network website

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A message from the BAME Staff Network Co-Chairs

The University of Kent's BAME Staff Network was launched in October 2019 to support the university's commitment to equality, diversity and inclusivity, and to provide an active forum for BAME staff to discuss issues and share experiences important to them. The network's overarching aim is to help members connect in ways that will create a sense of belonging, through sharing experiences, and providing support which will drive progressive and equitable change. Its Co-Chairs are Dr Bridget Ng'andu, Dave Thomas, Dr Barbara Adewumi and Vanisha Jassal; all have been staff members at Kent for several years and two are undertaking doctoral studies with the university. In October 2021, Dave Thomas stepped down as a Co-Chair and the network would like to thank Dave for being a key part of the network's activities these past two years. Since Dave's departure, the network has appointed two new Co-Chairs – Mita Mondal and Dr Gurprit Lall. The Co-chairs bring a range of experience and knowledge related to both staff and students – critical to a nuanced contextual understanding of BAME experiences at the university. In addition, they have created an important and valued community for academic and professional members of staff who identify as being part of a Black, Asian and minority ethnic group – a membership which continues to grow.

A key priority for the network was to launch an all-staff survey to learn about the experiences and views regarding the university's EDI practices and policies. The survey was designed and launched by the Co-Chairs in 2020-21 and was entitled 'BAME Staff Network All Staff Survey 2020'. This report documents the findings from the survey. Before proceeding further, the Co-Chairs would like to express their gratitude to a few people without whom the survey or its analysis is unlikely to have been completed.

Acknowledgements

We would firstly like to thank each other as Co-Chairs, for embarking upon this important journey in a purely voluntary capacity, in addition to our working roles. We are proud to have met our target of designing, disseminating, analysing and reporting upon the all-staff survey, the findings of which are documented in their entirety in this final report. Thank you to all our network members who have supported us in our endeavours wholeheartedly, despite the demands of the pandemic. We are grateful to all staff who completed the survey and helped contribute to an original and critical set of data. We extend huge thanks to Professor Heejung Chung (SSPSSR), whose leadership, financial and moral support in authorship of the quantitative analysis and preliminary qualitative findings possible. Our thanks also goes out to Dr Hyojin Seo (SSPSSR) who played a critical role in undertaking the quantitative analysis and its authorship and making it accessible - rapidly and clearly. We again extend our gratitude to both for producing and delivering the February 2021 online presentation to over 60 university staff, through which feedback of these findings was provided. We are extremely thankful for both Heejung's and Hyojin's involvement on this highly emotive journey during the first phase of our research. Thank you to Professor Georgina Randsley de Moura, Deputy Vice-Chancellor (Academic Strategy, Planning and Performance), for resourcing the qualitative analysis phase of the project. This allowed us to employ Dr Daisy Emoekabu (School of Anthropology and Conservation) to complete the qualitative data analysis. We are extremely thankful to Dr Emoekabu for her composure and strength in undertaking this phase of the analysis which consisted of masses of essential and emotive staff comments.

We hope, and sense, that this report will be an integral part of the University of Kent's future strategies and initiatives tackling EDI issues in a wholesome manner and without restraint.

Thank you.

1   Executive Summary

The BAME Staff Network All Staff Survey of 2020 was the first of its kind at the University of Kent, directly asking staff about the culture of the institution and their personal views about the effectiveness of EDI policies and procedures. The university has a community of approximately 3,400 staff and approximately over 19,000 students. Over the last decade the university has experienced a vast change in the student demographic where approximately 55% of students identify as BAME at the Medway campus and approximately 44% at the Canterbury campus. However, the staff demographic (both academic and professional and estates staff) who identify as BAME is approximately 12% does not reflect this change. The Black Lives Matter movement significantly exposed the embedded racial inequalities that exist within the fabric of British society and as this report highlights, also within our own British higher education institutions. The Equality and Human Rights Commission (EHRC) 'Tackling racial harassment: universities challenged (2019) survey looked at the extent to which universities have in place available, accessible and effective routes to redress for their staff and students if they experience racial harassment. The higher education sector was found to lack effective redress and does not fully understand racial harassment and university staff lack confidence in dealing with race issues. Many universities significantly underestimate the prevalence of racial harassment and have misplaced confidence in people's willingness to come forward. A significant concern for many students and staff was that those involved in handling their complaint could lack the independence to do so effectively. The Black Lives Matter Movement, following the racist killing of George Floyd in May 2020 in America has shifted attention to the ongoing racism in the UK and has shed light on continuing structural inequalities experienced by many Black and ethnic minority staff and students in UK universities and manifestations of racial harassment. In a more recent report, The UUK report 'Tackling racial harassment: universities' (2021) highlights the ongoing racial harassment still prevalent in our universities and looked at steps to prevent and respond to racial harassment. The report suggests ways of addressing systemic racism and racial inequalities in higher education, including addressing ethnicity pay gaps, increasing representation, tackling degree-awarding gaps and embracing decolonisation.

There has never been a more imminent time to address these issues in academia. Drawing on recent evidence from the BAME Staff Network All Staff Survey and UUK's previous research on closing the gap (2019) and its report in 2021, we are now in a position to call out to all staff and students to collaborate and find solutions to Kent's issues in addressing racial inequality and bullying and harassment. We are now able to work proactively towards creating a safe place for our staff and students so that they feel that they belong to a university community in the truest sense. The

network has been working in conjunction with the Academic Strategy Planning and Performance team to develop sustainable ways to change the institutional culture and behaviours concerning equality, diversity and inclusion on campus and Kent's surrounding community.

The network has set out particular aims to support and advise BAME staff to progress in their careers and build a sense of community and belongingness. Part of this agenda is to work with the university to change the status quo and become a university that is fair, safe and accountable for its drive towards cultural change as we transition into new ways of learning and working due to the impact of the Covid-19 pandemic. We as a network appreciate that we have much work to do and there is a long road ahead for us to undo and unlearn our own biases and dismantle the manifestations of structural racism in society and in higher education. We understand that the evidence provided in this report, along with staff recommendations, needs to take place alongside the university's Anti-racism strategy and policy, learning and development reform and our commitment to be awarded the Race Equality Charter (REC) Award. All of these aims require us working together and better understanding each other if we are to effectively tackle racial discrimination and racialised barriers faced by staff and students, allowing us *all* to achieve our full potential in the workplace.

2   Research methodology

The survey was granted ethics approval by the SSPSSR ethics committee in September 2020. Please note that respondents have confirmed their agreement for survey data to be shared publicly, including quotes, through anonymised and unidentifiable means. The research project utilised both quantitative and qualitative research methods designed to explore the university's equality, diversity, and inclusion culture. The network sought to explore race-related issues (racism, discrimination, harassment, and bullying) against BAME staff, and gain an insight into the university's responses to race-related incidences witnessed and reported by staff. The survey asked for responses around five categories: 1) institutional EDI context, 2) racial discrimination, bullying and harassment, 3) recruitment and selection, 4) career development and progression and 6) pay disparity.

It was designed for all University of Kent's BAME and White academic, professional services, and estates staff, and was circulated through staff divisional and school mailing lists, University of Kent news channels, through a number of staff networks e.g. BAME Staff Network, Women's Network, as well as the university's signature theme groupings and targeted mailing and promotion by the Co-Chairs. The data was collected between 10th of September and the 24th of November of 2020 and was completed by a total of 290 survey respondents (70 BAME staff and 220 White staff). Due to comprehensive and easily accessible data on staff ethnicity being unavailable at the time of writing

the report, it is not possible to state whether this ratio of respondents is representative of the university's BAME/White staff groups.

The survey consisted of a combination of multiple choice and Likert scale questions, some free-text options yielding ethnicity, department/division, and role of respondents, as well as detailed comments from respondents. The key questions asked in the survey were:

- Do you believe the university values equality and diversity and has an inclusive culture?

- Does University of Kent undertake recruitment and selection fairly and transparently?

- Are there opportunities and support for career progression?

- Have you witnessed or been the victim of racial discrimination, bullying and /or harassment on campus?

- Is appropriate action taken against race-related incidents if reported?

The findings from both the quantitative and the qualitative data is discussed in the following sections.

3 Quantitative Data Analysis

The analysis in the following sections provides figures showing the response of White vs. BAME staff, and gender differences in the responses (among White/BAME staff). In all figures, T-test was conducted to compare the responses of the two groups, and the statistical significance of the difference is marked through the asterisks or cross which represents different p-values (i.e., ***=p<0.001, **=p<0.01, *=p<0.05, +=p<0.1 (deemed as non-significant).

3.1   Description and analysis of sample

3.1.1 Ethnicity

In the survey - and in our report, 'BAME' is defined as those who responded to be of an ethnicity other than 'White' (i.e., those who identified as Asians or Asian British, Black or African or Caribbean or Black British, Middle Eastern or Arabic, Mixed or multiple ethnic groups or Other). Some respondents did not respond to the question asking about one's ethnicity. Of those, we consider those who identify as ethnic minority using the question "Q31. [do] you consider yourself to be from a minority ethnic background?" as a part of our 'BAME' grouping. Thus, in comparison, being 'White' in this report is defined as those who responded to be of White ethnicity or those who do not identify as ethnic minority among those who did not respond to the ethnicity question. Ethnicity is frequently taken to represent a self-claimed or subjective identity linked to a perception of shared

ancestry because of some combination of nationality, history, cultural origins and possibly religion (Bulmer1996; Platt 2007, 2011).

24% of the survey respondents (N=290) identify as BAME staff, 76% as White. Among the BAME staff who have responded to the ethnicity question, roughly 43% are of Asian or Asian British, 20% Black or African or Caribbean or Black British, 9% Middle Eastern or Arabic, 17% in mixed or multiple ethnic groups, and 11% in 'Other' ethnic groups. Although the lived experiences of people within the 'BAME' category varies greatly, given the size of our data we were unable to disentangle the analysis by different ethnicities. This is especially true given that from previous research and literature, the intersection between gender, reduces the size of each ethnic group even further.

Figure 1 Proportion of BAME and white staff among respondents
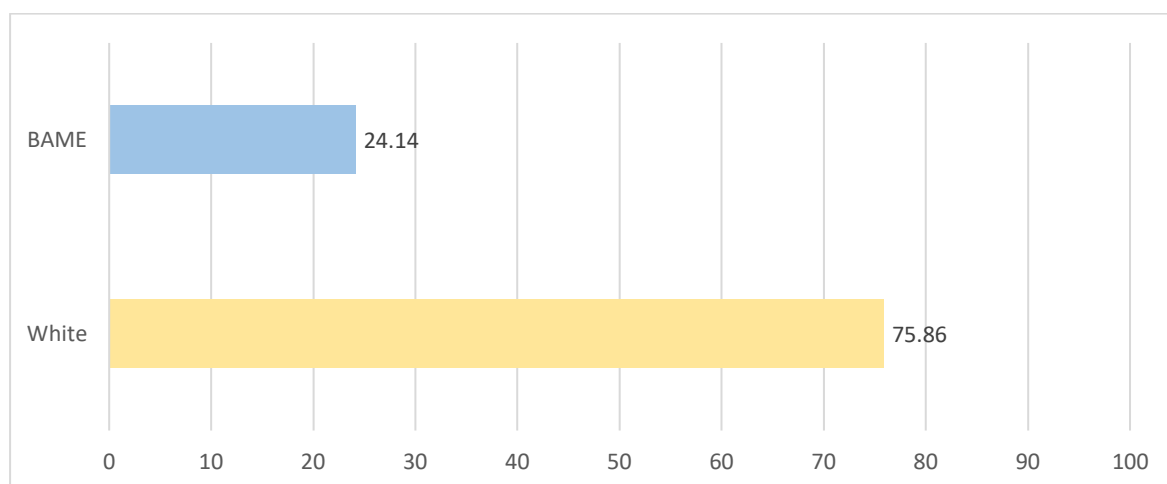
3.1.2   Gender

Majority of the survey respondents identified as female or 'Other' (70.94%). In this report, we group gender as female or 'Other' vs male, with 'female or Other' including non-binary individuals. Although this does not allow for the full account of the experiences of non-binary individuals and individuals who do not identify as either male or female, due to the size of the sample we were unable to run a separate analysis. For the sake of simplicity, when the report refers to female in the following sections, it refers to both female and non-binary respondents.

However, within the BAME group, there was a larger proportion of men who took part in the survey compared to men from the White group.

Figure 2 proportion of male and other genders among all and BAME respondents
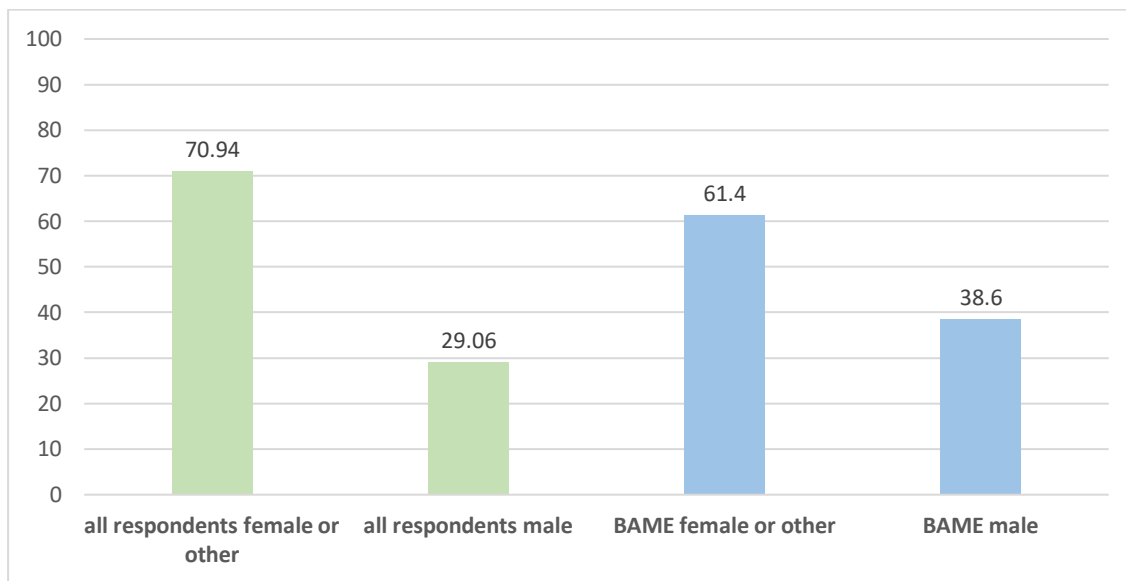
3.1.3   Academic/professional

The proportion of professional services/estates and the academic staff among the survey respondents was somewhat similar: 44.48% professional services/estates staff and 55.52% academics. However, there was a marked difference among BAME staff with the academic figure being 77.14% (N=70).

Figure 3 proportion of professional services and academic staff among all and BAME respondents (N=290)
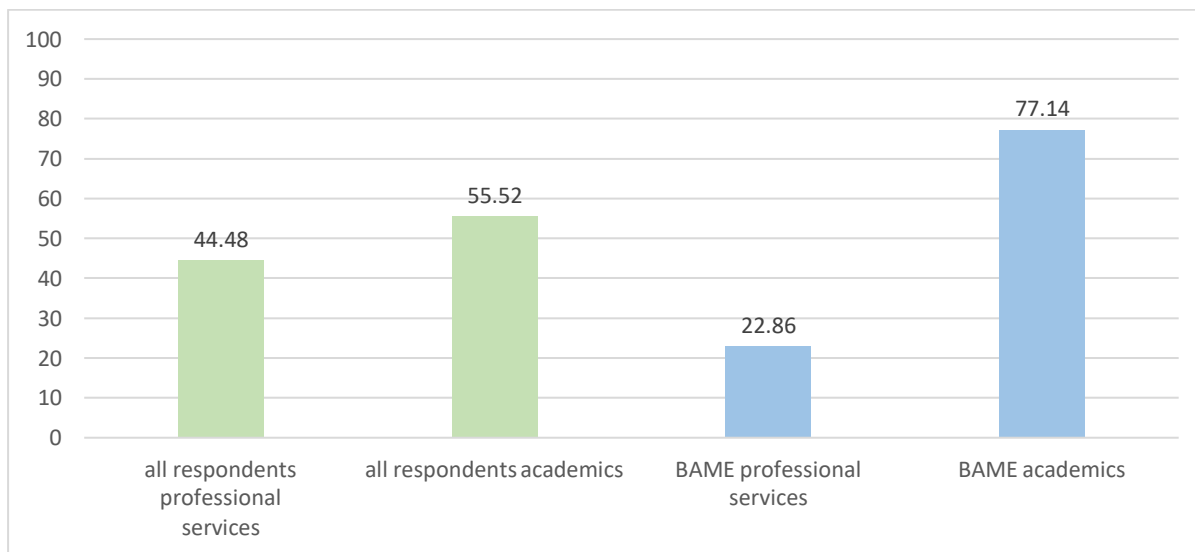
3.1.4 Division

The largest proportion of the respondents were from the Division for the study of Law, Society and Social Justice (LSSJ) (30.32%), followed by the Division of Human and Social Services (HSS) (21.27%), Division of Natural Sciences (NS) (11.31%), Kent Business School (KBS) (8.14%), Division of Arts and Humanities (AH) (4.98%), and the smallest proportion of was from the Division of Computing, Engineering and Mathematical Sciences (CEMS) taking up 1.36%. Roughly 23% of the respondents work outside of the six academic divisions and they are mostly professional services staff. This order was slightly different for BAME staff (N=48), with 16.67% of staff in central administration (or non-academic divisions), and LSSJ taking up the largest proportion of 27.08%. LSSJ was followed by KBS (20.83%), HSS (14.58%), AH (10.42%), NS (8.33%), and CEMS (2.08%). Although not included in the report, roughly 5.37% of the respondents preferred not to say where they worked.

Figure 4 proportion of respondents in each academic division and non-academic departments among all and BAME respondents (N=221 for all; N=48 for BAME)

Note: CA (Central Administration or non-academic division) LSSJ (Division for the study of Law, Society and Social Justice) HSS (Division of Human and Social Sciences) KBS (Kent Business School) CEMS (Division of Computing, Engineering and Mathematical Sciences) NS (Division of Natural Sciences) AH (Division of Arts and Humanities)
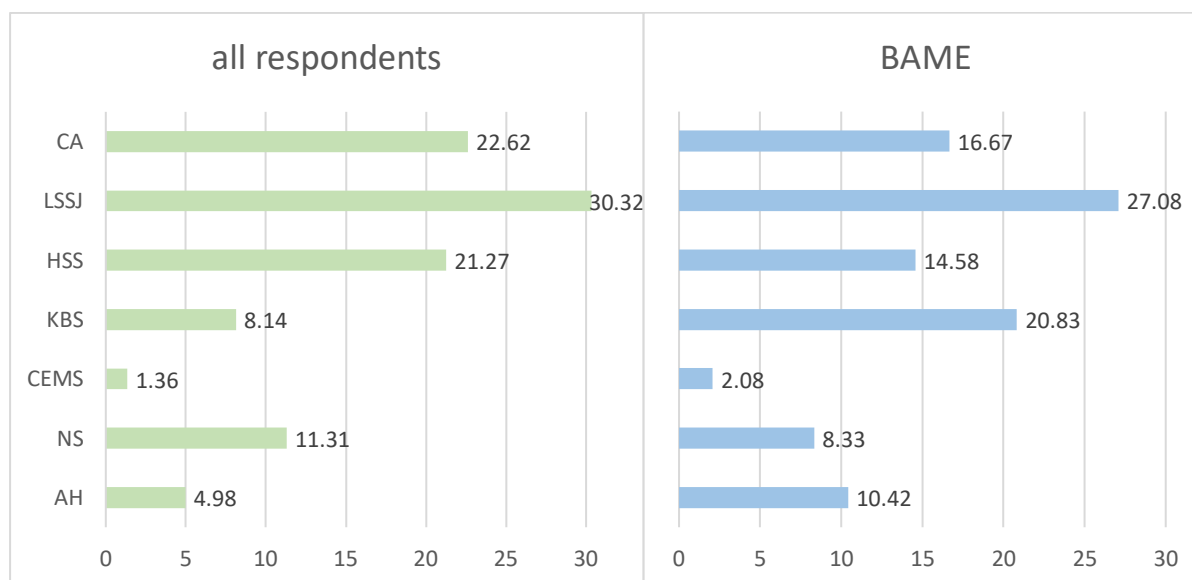
3.1.5   Nationality

As for the nationality of the staff, majority are (72.22%) from the UK, 12.59% from EU countries and 15.19% from the countries other than EU. For BAME staff who took part in the survey (N=57), the proportion of those from overseas (outside of UK and EU) was much higher (38.6%), with smaller proportions of those from the UK (54.39%) and EU (7.02%).

Figure 5 Proportion of respondents from UK, EU and overseas (N=270)
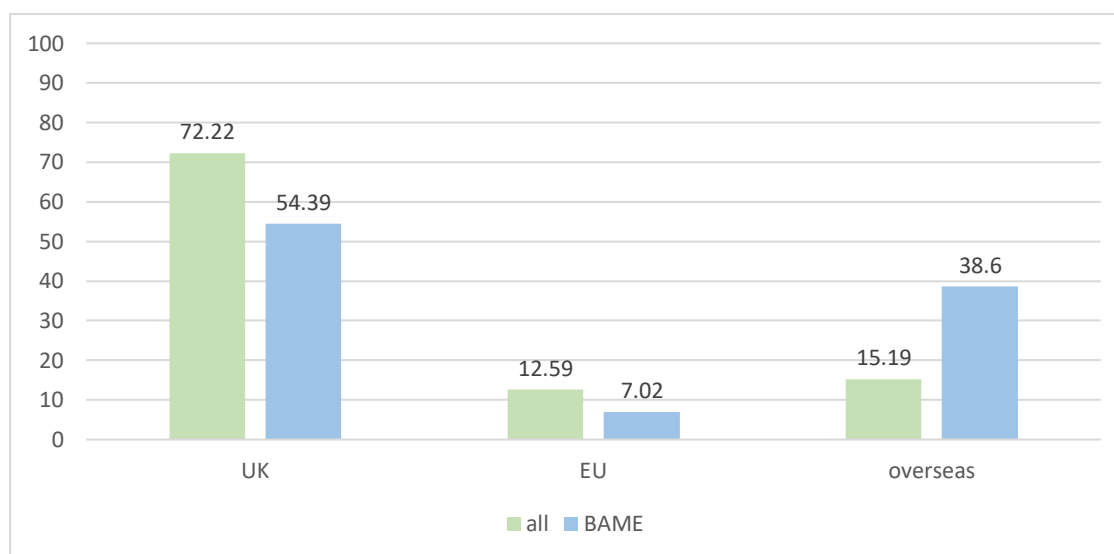
3.1.6   Age

7.11% of the respondents were in their 20s, 34.12% are in their 30s, 34.12% in 40s and 24.64% 50s or above. Among the BAME staff, 8.89% are in their 20s, 35.56% in 30s, 37.78% in 40s, and 17.78% in their 50s or above.

3.1.7   Sexual orientation

Of all the respondents, 85.19% identify as heterosexual and 14.81 responded that they identify with being part of the LGBTQ+ community. A similar pattern is found among the BAME staff, with 86.54% identifying as heterosexual and 13.46% with the LGBTQ+ community.

3.1.8   Disability

12.08% responded that they had a disability. This proportion is smaller among the BAME staff, with a figure of 6.56%.

3.2 Quantitative analysis of key survey responses

In the following section, responses to the six key areas of the survey are examined: 1) institutional EDI context, 2) racial discrimination, bullying and harassment, 3) recruitment and selection, 4) career development and progression and 6) pay disparity. Firstly, the responses are examined according to BAME vs White/non-BAME staff, followed by exploring gender differences between the two groups.

3.2.1   Ethnic and Racial diversity culture/Institutional EDI context of University of Kent

For the institutional context around the ethnic and racial diversity of the University of Kent, we examined six questions. Firstly, when asked whether they "considered the ethnic/racial diversity of the University of Kent before applying to work here," (Figure 6), 36% of BAME agreed, compared to 11% of White staff, showing a statistically significant difference (p<0.001). Secondly, when asked whether they think the University of Kent "values equality and diversity and has an inclusive culture" (Figure 7), while only 31% of BAME staff agreed, roughly double this figure agreed amongst the White staff group (67%) (p<0.001). Thirdly, when asked whether "the ethnic/racial diversity of the University of Kent impacts on [their] sense of belonging" (Figure 8), 66% of BAME staff agreed, compared to 43% of the White staff group, again a significant difference between the two groups (p<0.001). Lastly, when asked whether "the ethnic/racial diversity of the University of Kent impacts on [their] desire to stay" (Figure 9), roughly half of both the BAME and white staff agreed. While the proportion of those agreed amongst BAME staff was higher (54%) than White staff (48%), the difference was statistically insignificant. In general, despite many BAME staff not fully agreeing that the university is able to promote an inclusive culture, its ethnic/racial diversity drew applicants to the University as well as influencing BAME staff's sense of belonging, impacting one's desire to stay.

Figure 6 Proportion of BAME and white staff who agree/strongly agree to 'I considered the ethnic/racial diversity of the University of Kent before applying to work here' (N=290)

considered ethnic/racial diversity of the UniKent before applying

- BAME: 36%***
- White: 11%
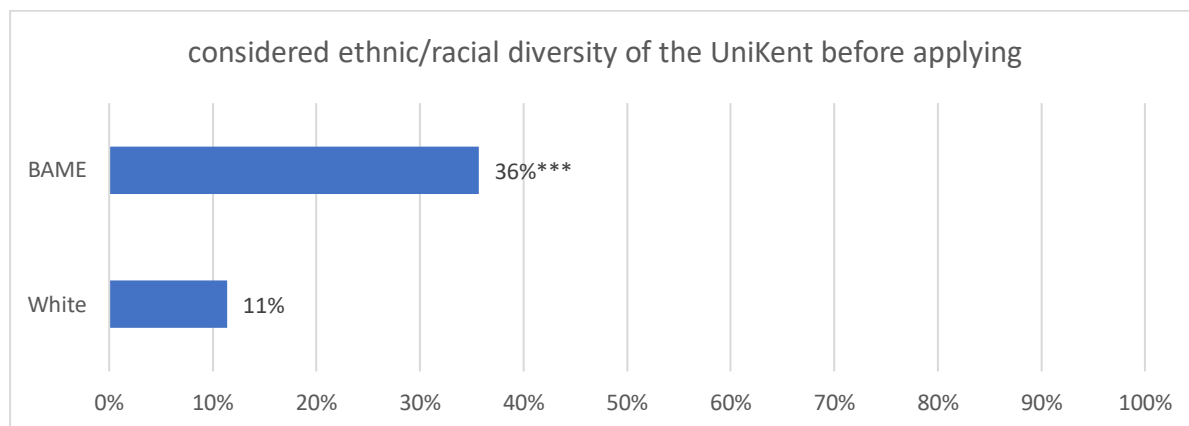
*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 7 Proportion of BAME and white staff who agree/strongly agree to 'My university values equality and diversity and has an inclusive culture' (N=290)

uni values equality and diversity and has an inclusive culture

- BAME: 31%
- White: 67%***
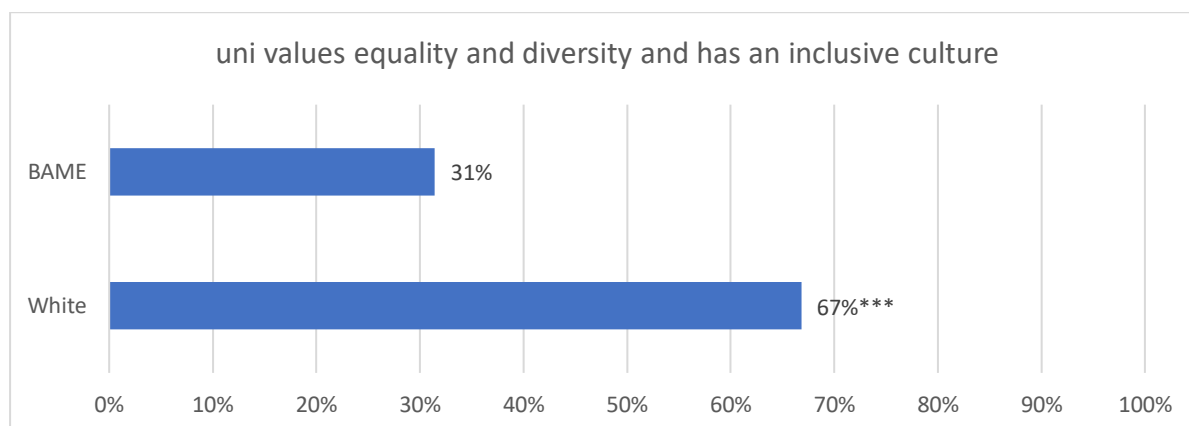
*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 8 Proportion of BAME and white staff who agree/strongly agree to 'the ethnic/racial diversity of the University of Kent impacts on my sense of belonging' (N=289)

ethnic/racial diversity of UniKent impacts my sense of belonging

- BAME: 66%***
- White: 43%

*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 9 Proportion of BAME and white staff who agree/strongly agree to 'the ethnic/racial diversity of the University of Kent impacts on my desire to stay' (N=287)

Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1

3.2.2 Equal treatment

Next, the survey asked whether staff think that they are treated equally by their colleagues and students, irrespective of ethnicity/race. For both questions, larger proportions of White staff agreed that this is the case compared to BAME staff, and the differences were statistically significant. A large majority (74%) of White staff thought that they were treated equally by colleagues irrespective of their ethnicity and race (Figure 10), in contrast, less than half (45%) of BAME staff agreed to this statement. Similarly, 64% of White staff believed that they were treated equally by students (Figure 11), compared to 49% of BAME staff - again a statistically significant difference, albeit somewhat smaller than the discrepancy found for the question regarding treatment by colleagues.

Figure 10 Proportion of BAME and white staff who agree/strongly agree to 'I believe I am treated equally by colleague, irrespective of my ethnicity or race' (N=288)
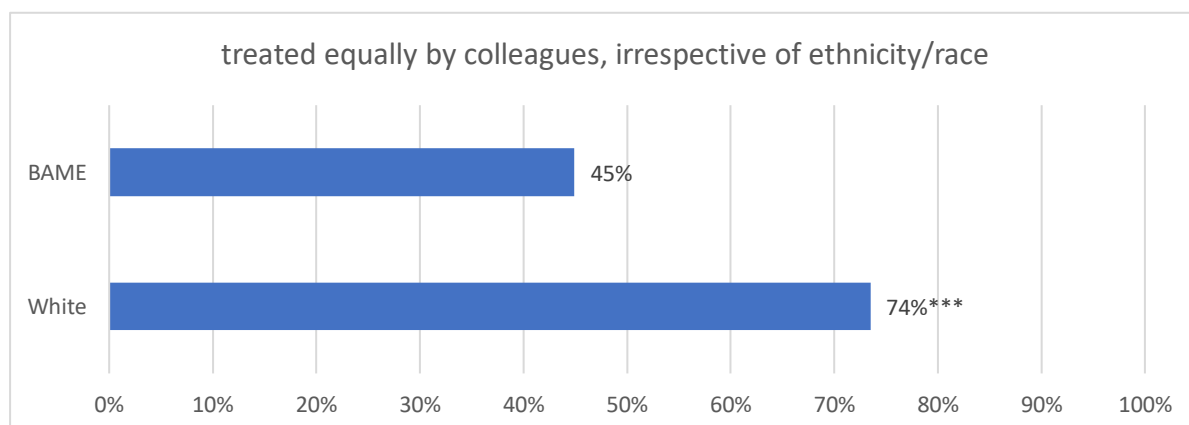
Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1

Figure 11 Proportion of BAME and white staff who agree/strongly agree to 'I believe I am treated equally by students, irrespective of my ethnicity or race' (N=289)
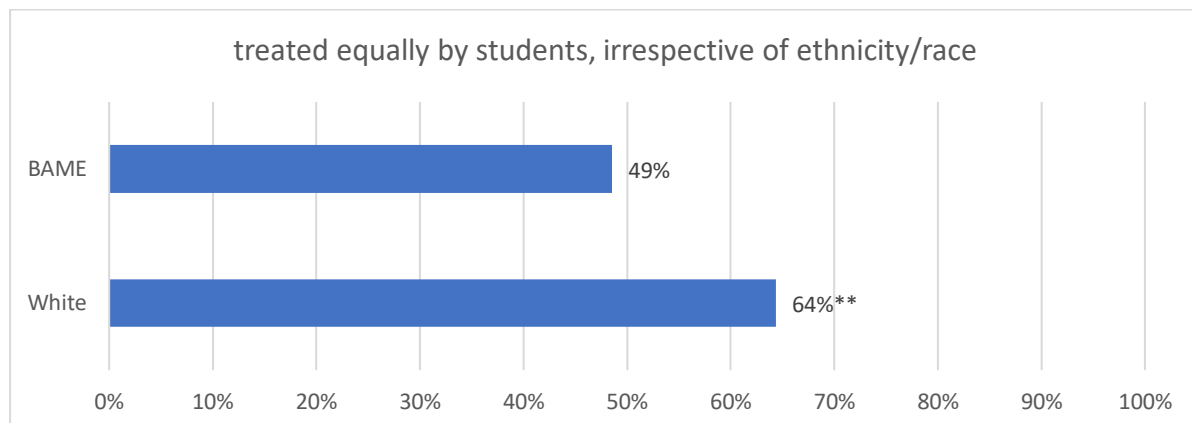
Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1

3.2.3   Reporting Racial Discrimination, Bullying or Harassment

The survey asked about the respondents' experience of racial discrimination on campus as well as their perception of the university handling such issues. When asked whether they have been "witness or been the victim of racial discrimination on campus" (Figure 12), almost half of BAME staff reported having witnessed such behaviours (46%) which is roughly 30% more compared to White staff (16%). In contrast, when asked whether they think "if [they] reported a race-related incident to [University of Kent], appropriate action would be taken" (Figure 13), 59% of White staff agreed, and only about a 1/3 (36%) of BAME staff believed that this would be the case. On the other hand, when the same question was asked on reporting on general bullying or harassment (Figure 14), the number increased for BAME staff (41%) whereas it decreased for white staff (52%), and here the difference becomes statistically insignificant.

Figure 12 Proportion of BAME and white staff who agree/strongly agree to 'I have witnessed or been the victim of racial discrimination on campus' (N=289)
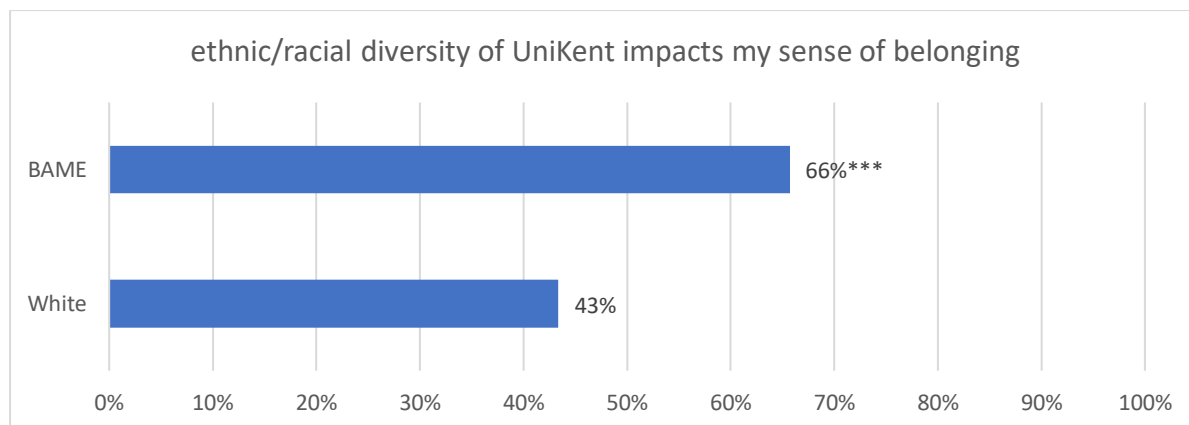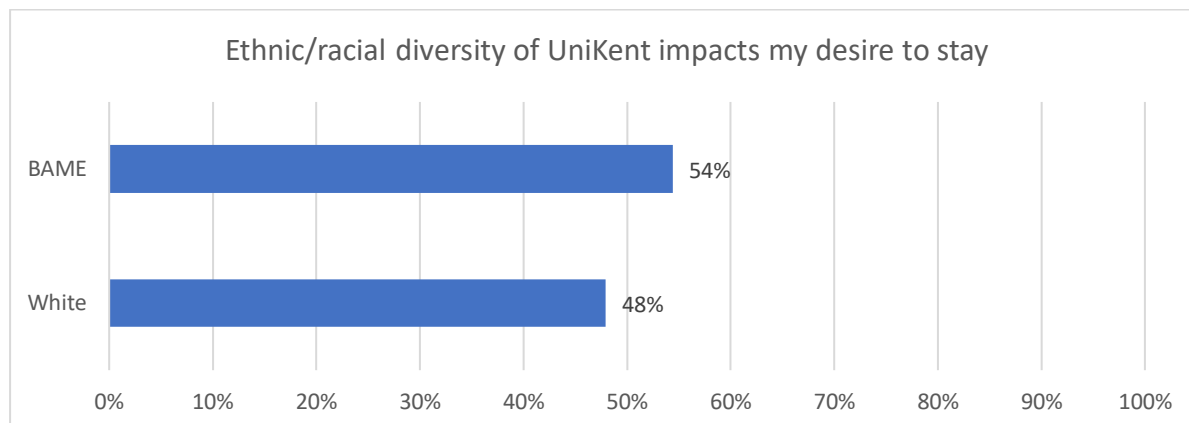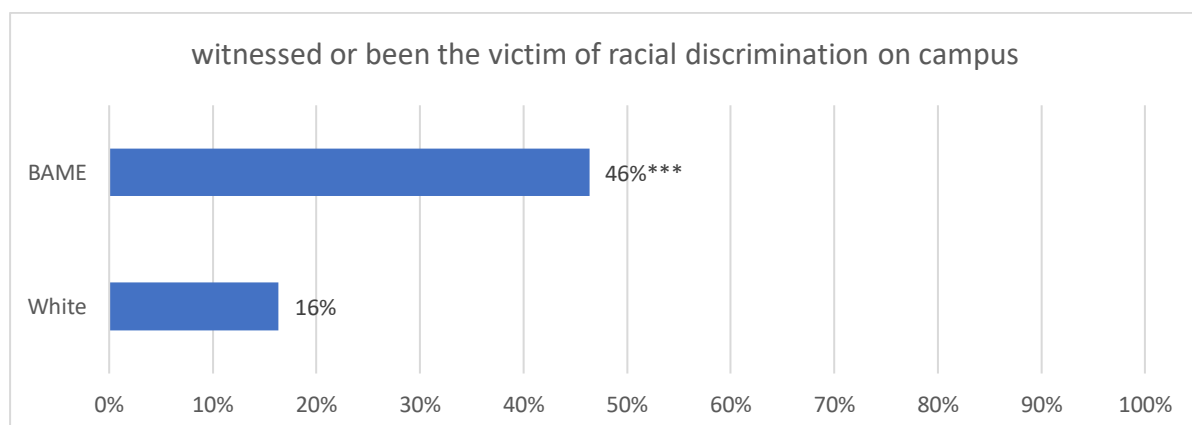

Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1

Figure 13 Proportion of BAME and white staff who agree/strongly agree to 'If I reported a race-related incident to my institution, appropriate action would be taken' (N-288)

if reported race-related incident, appropriate action would be taken
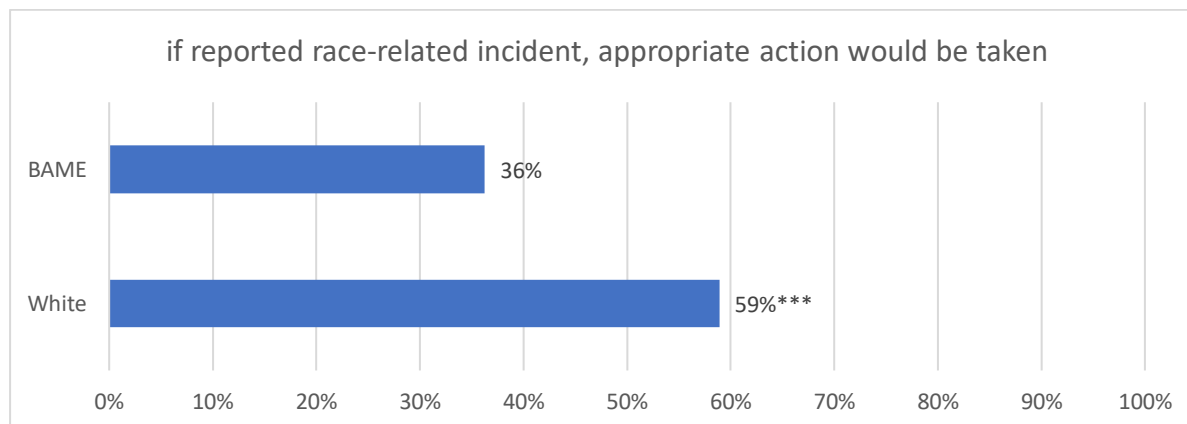
*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 14 Proportion of BAME and white staff who agree/strongly agree to 'If I reported a bullying or harassment incident to my institution, appropriate action would be taken' (N=289)

if reported bullying or harassment, appropriate action would be taken

*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

3.2.4   Recruitment and Selection

The fourth section of the survey asked about the fairness of the recruitment and selection process at the University of Kent. When asked whether the university "undertakes recruitment and selection fairly and transparently" (Figure 15), roughly twice as many of the White staff agreed (61%) compared to BAME staff (31%). It is worth noting that less than 1/3 of BAME staff believed that recruitment/selection processes were completed fairly, indicating issues around these processes. More alarming was the pattern found regarding the university's "recruitment and selection policies lead[ing] to the best candidates being recruited" (Figure 16). Less than half of White staff (45%) agreed to this

statement, and only 27% of BAME staff. Both figures showed statistically significant differences between the two groups. In general, the results indicate a need to provide more clarity and transparency in staff recruitment and selection processes in order to increase staff trust in the system.

Figure 15 Proportion of BAME and white staff who agree/strongly agree to 'From my observations the University of Kent undertakes recruitment and selection fairly and transparently' (N=290)

UniKent undertakes recruitment and selection fairly and transparently

BAME	31%
White	61%***

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
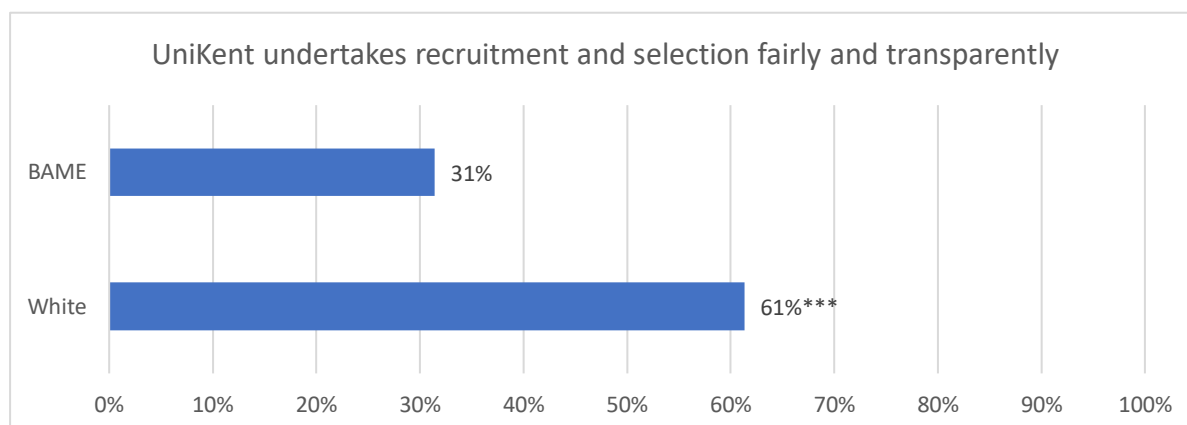
*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 16 Proportion of BAME and white staff who agree/strongly agree to 'The University of Kent's recruitment and selection policies lead to the best candidates being recruited' (N=290)

UniKent recruitment and selection policies recruit best candidates

BAME	27%
White	45%**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
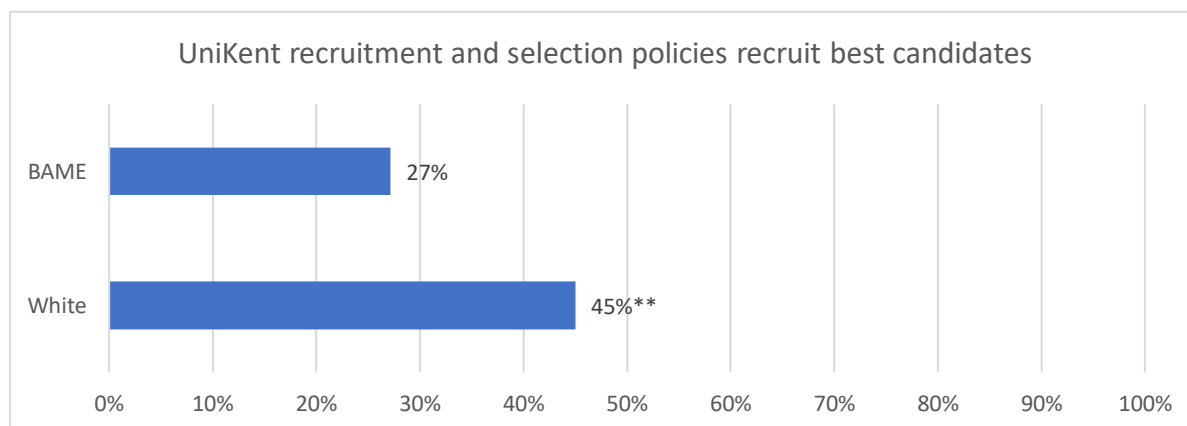
*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

3.2.5   Career Development and Progression

The differences between BAME and White staff have been large in some areas e.g., equal treatment by colleagues/students and reporting of racist incidents but there has been less of a difference between the two groups in terms of their perception of opportunities regarding career development and progression. However, the results still suggest that White staff perceived that opportunities are greater compared to BAME staff. When asked if "there are opportunities for [them] to develop within

[their] role" (Figure 17), 68% of White staff agreed compared of 54% of BAME staff. A similar pattern was found for whether their "line manager makes time to discuss [their] personal development and progression (Figure 18) – with only 53% of BAME staff agreeing compared to 64% of White staff. Roughly1/4 of both BAME and White staff perceived those work-related opportunities for development (e.g., temporary promotions or profile-raising opportunities) are allocated fairly and transparently (26% of BAME and 25% of White staff) (Figure 19). This again is a very alarming figure and indicates more work needs to be carried out ensuring clarity and transparency over these important HR related practices within the institution. When asked whether staff believe the "work-related opportunities for career progression have been limited because of their ethnicity/race" (Figure 20), a significant amount of 1 out of 4 (25%) of the BAME staff agreed to this, while almost no (2%) White staff reported this being the case.

Figure 17 Proportion of BAME and white staff who agree/strongly agree to 'There are opportunities for me to develop within my role' (N=287)
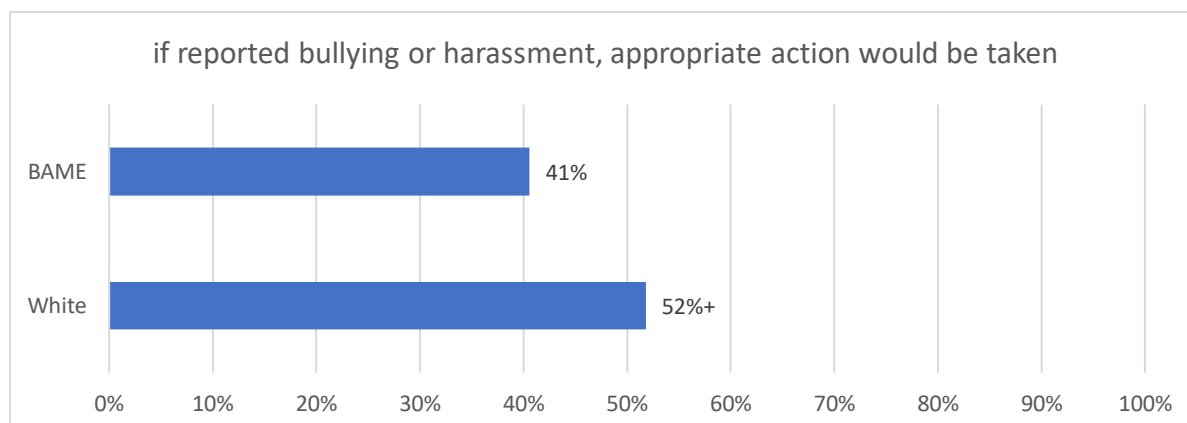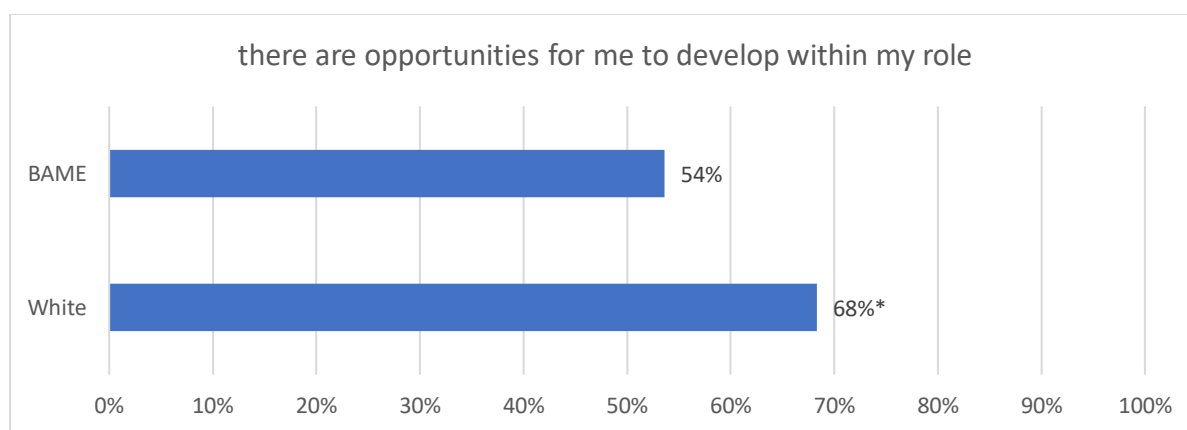

Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1

Figure 18 Proportion of BAME and white staff who agree/strongly agree to 'my line manager makes time to discuss my personal development and progression' (N=288)
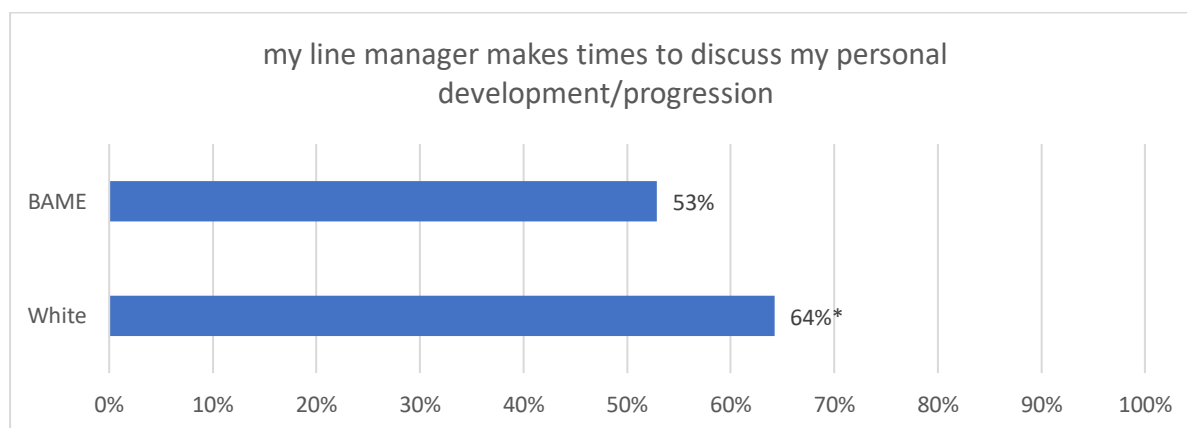
Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1

Figure 19 Proportion of BAME and white staff who agree/strongly agree to 'work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently' (N=290)

*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 20 Proportion of BAME and white staff who agree/strongly agree to 'work-related opportunities for career progression have been limited because of my ethnicity/race' (N=287)

*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

The survey asked professional services and academic staff separately regarding their promotion process. For both roles, more White staff reported being encouraged to apply for promotion compared to BAME staff, and more academic staff report being encouraged to apply compared to professional services staff. Over a third (34%) of BAME academic staff reported being encouraged to apply for a promotion, while more than a half (53%) of White academic staff report being encouraged (Figure 21). Over a third of White professional services staff (36%) report having been encouraged to apply for a job at a higher grade, while only one out of eight (13%) BAME professional services staff report the same (Figure 22). When adding both the professional services and academic staff together, 29% of BAME staff were encouraged for promotion compared to 44% of White staff, with the difference significant at p<0.05. We specifically asked professional services staff whether they "have

been encouraged to have [their] role regraded" (Figure 23). While the responses were low for both BAME and White staff, the number was slightly higher for the former (19%, and 15% respectively), albeit statistically insignificant. As for academic staff, when asked whether they "have been supported adequately in the process of applying for promotion" (Figure 24), just over two out of five staff, both BAME and White staff, agreed (43% and 41% respectively), with the difference being insignificant.

Figure 21 Proportion of BAME and white staff who agree/strongly agree to 'I have been encouraged to apply for jobs at a higher grade' (professional services staff) (N=128)
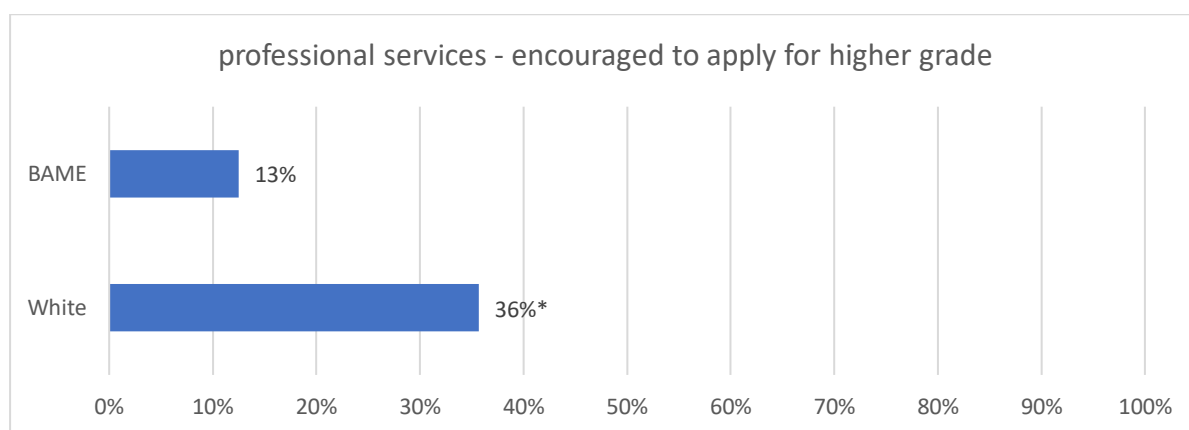
*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 22 Proportion of BAME and white staff who agree/strongly agree to 'I have been encouraged to apply for promotion' (academic staff) (N=159)
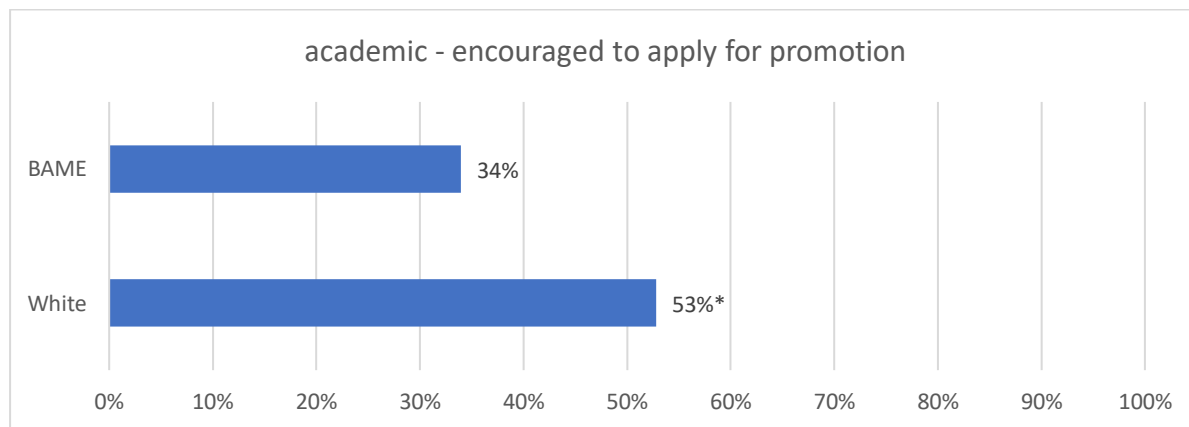
*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 23 Proportion of BAME and white staff who agree/strongly agree to 'I have been encouraged to apply for promotion' (both professional services and academic staff) (N=287)

**encouraged to apply for promotion
(both academic and professional staff)**

BAME — 29%

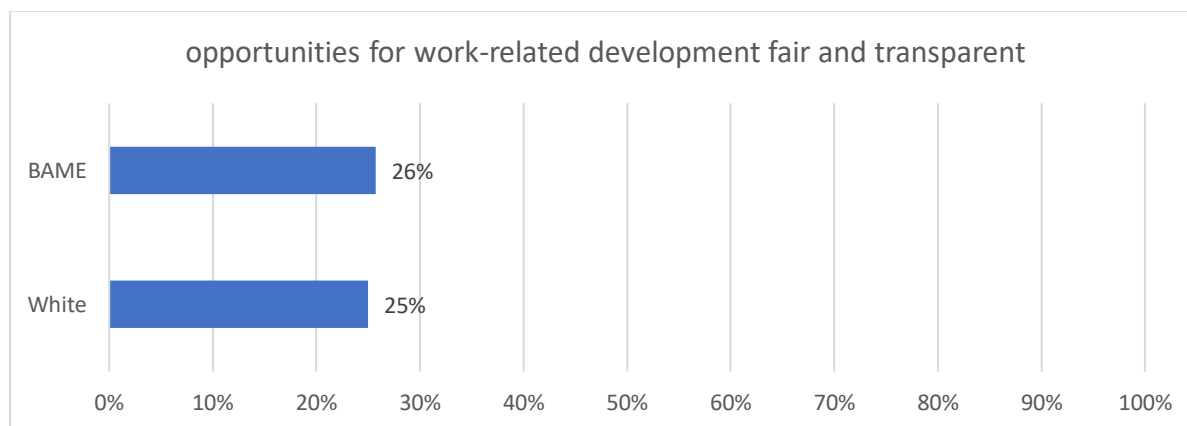White — 44%*

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
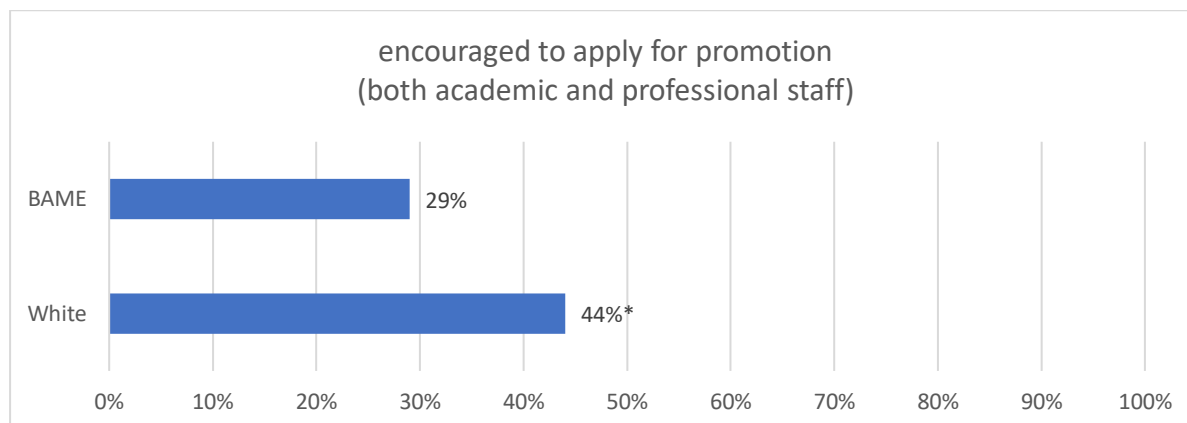
*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 24 Proportion of BAME and white staff who agree/strongly agree to 'I have been encouraged to have my role regraded' (professional services staff) (N=128)

professional services - encouraged to have role regraded

BAME — 19%

White — 15%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
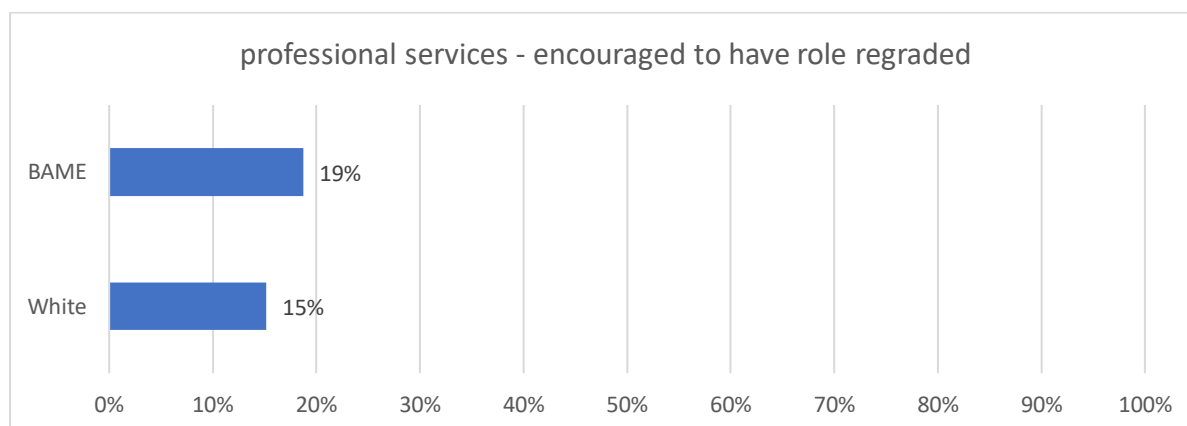
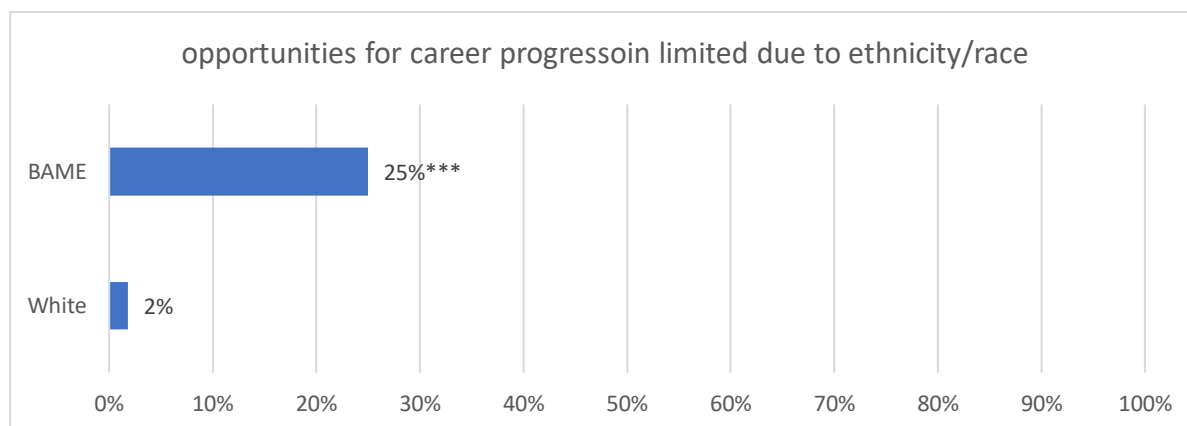*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

Figure 25 Proportion of BAME and white staff who agree/strongly agree to 'I have been supported adequately in the process of applying for promotion' (academic staff) (N=161)

academic - supported in the process of promotion application

BAME — 43%

White — 41%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

*Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1*

23

3.2.6   Pay disparity

Lastly, we asked staff about their perceptions regarding any discrimination regarding pay. We found no statistically significant differences between BAME and White staff when asked whether they think they are "paid the same as [their] colleagues who do the same job" (Figure 26), with roughly half of both BAME and White staff (49% and 51% respectively) agreeing to this statement. It is worth noting that the UK Equal Pay act legislate that workers' right to equal pay for equal work is protected by law. However, both BAME and White staff believed less in the fairness and transparency in the allocation of pay awards and increases - 26% of BAME staff and 27% of White staff.

Figure 26 Proportion of BAME and white staff who agree/strongly agree to 'I think I am paid the same as my colleagues who do the same job' (N=290)

paid the same as my colleague doing the same job
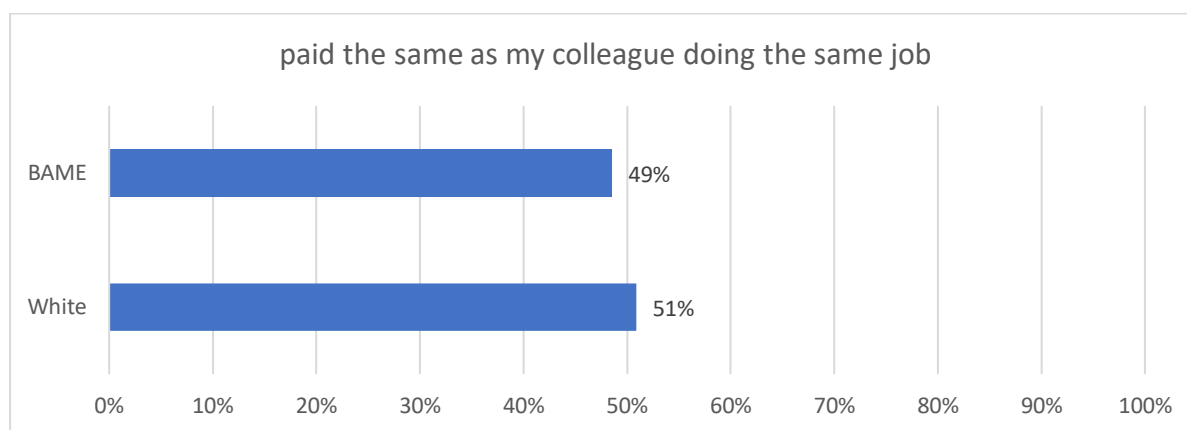
Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1

Figure 27 Proportion of BAME and white staff who agree/strongly agree to 'Pay awards and increases are allocated fairly and transparently' (N=290)

pay awards and increase allocated fairly and transparently
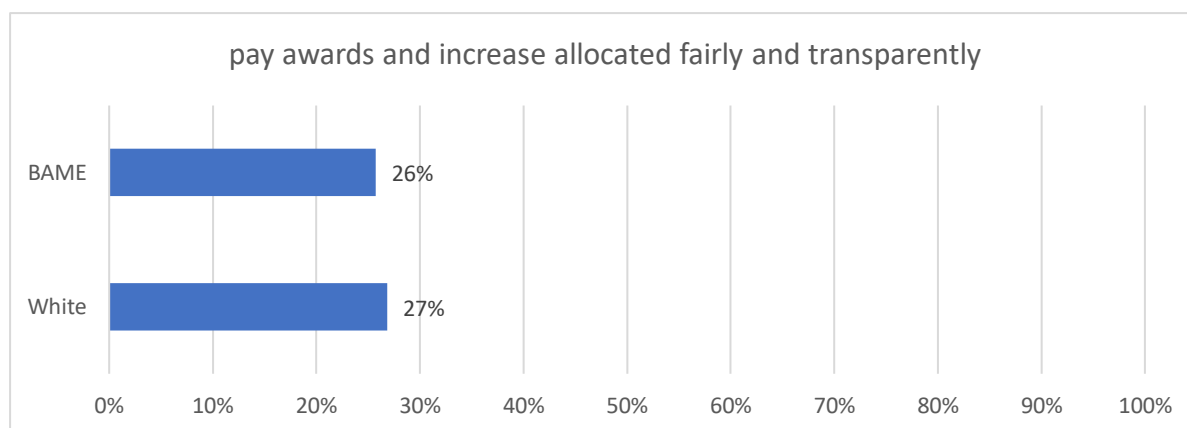
Note: t-test p-values ***p<0.001, **p<0.01, *p<0.05, +p<0.1

3.3 Intersection of ethnicity x gender

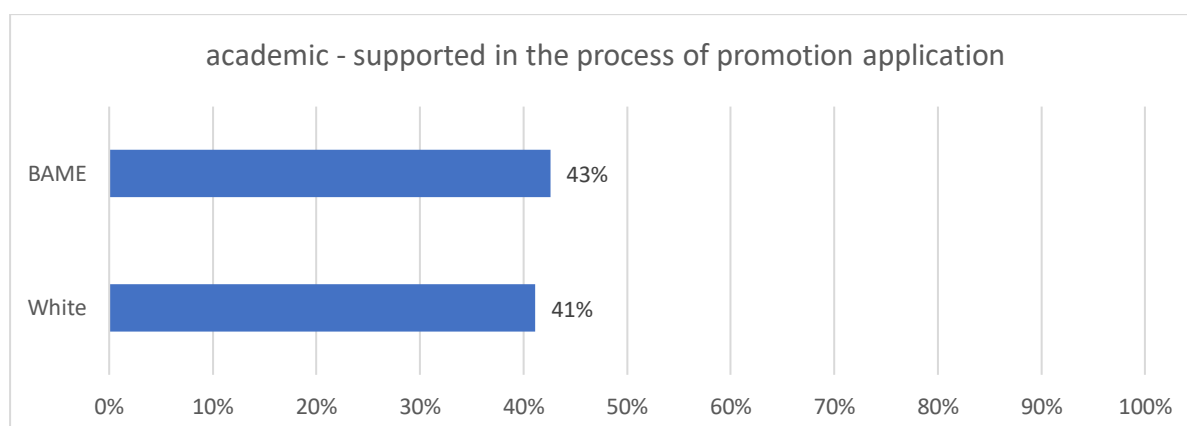In this section, the experiences of how being a BAME staff member intersects with experiences by gender, are examined, given our knowledge about the intersectionality of multiple disadvantages. To enable this, four groups are compared - namely, BAME female staff, BAME male staff, White female staff and White male staff. 'Female' here includes both women and the non-binary genders.

3.3.1 Institutional Contexts

BAME male staff particularly considered the ethnic/racial diversity of the university before applying, with close to half (45.45%) saying this was the case compared to about a quarter of BAME female staff (25.71%). Similarly, it was BAME male staff (77.27%) who were more likely to find the racial/ethnic diversity important for their sense of belonging compared to BAME female groups (62.86%), as well as White colleagues (White female 43.42%, White male 43.64%). BAME male staff (61.9%) also found the racial/ethnic diversity important when it comes to the desire to stay in the university, compared to the other groups. However, this was found to be also important among White male staff in our survey (52.73%), to the point it was slightly more so than the number of BAME female staff who agreed to this statement (51.43%). Possibly due to this, we can also see that slightly more BAME male staff (36.36%) agree that the University of Kent has a more inclusive culture compared to that of BAME female staff.

Figure 28 Proportion of staff by ethnicity and gender who agree/strongly agree to 'I considered the ethnic/racial diversity of the University of Kent before applying to work here' (%) (N=265)

considered ethnic/racial diversity of the UniKent before applying
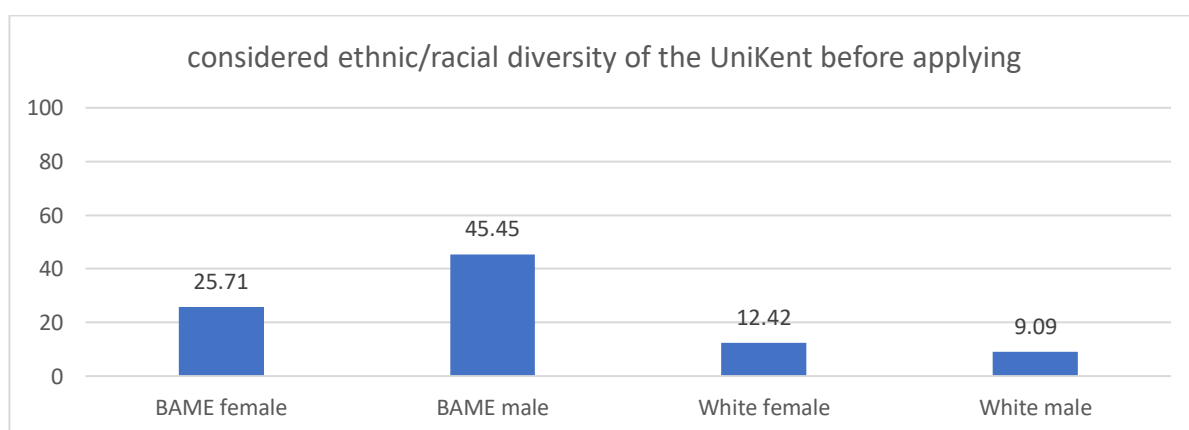
Figure 29 Proportion of staff by ethnicity and gender who agree/strongly agree to 'the ethnic/racial diversity of the University of Kent impacts on my sense of belonging' (N=264)
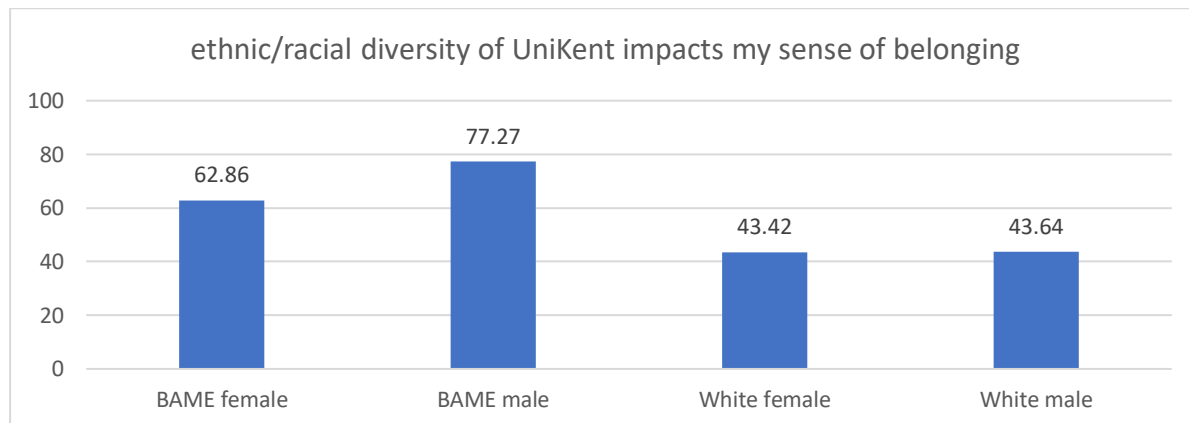
Figure 30 Proportion of staff by ethnicity and gender who agree/strongly agree to 'the ethnic/racial diversity of the University of Kent impacts on my desire to stay' (N=263)
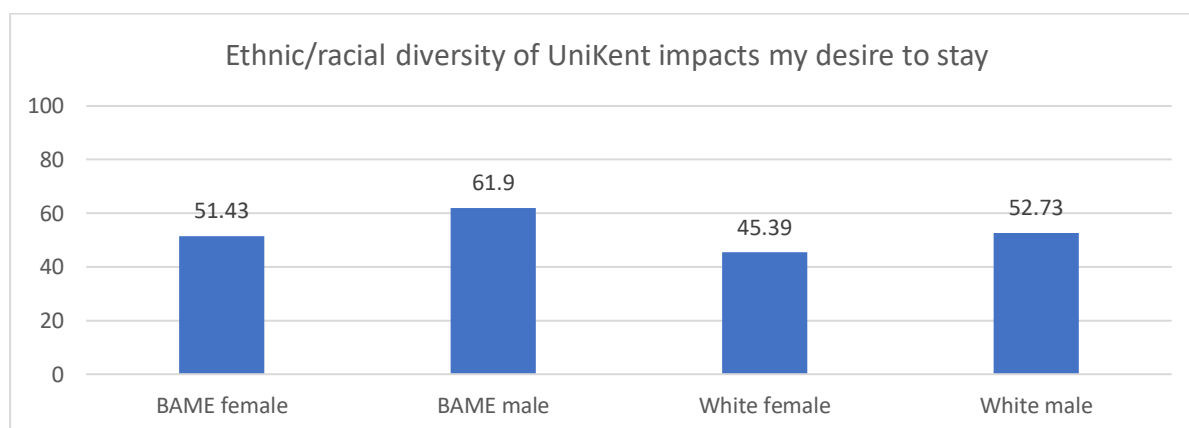
Figure 31 Proportion of staff by ethnicity and gender who agree/strongly agree to 'My university values equality and diversity and has an inclusive culture' (N=265)
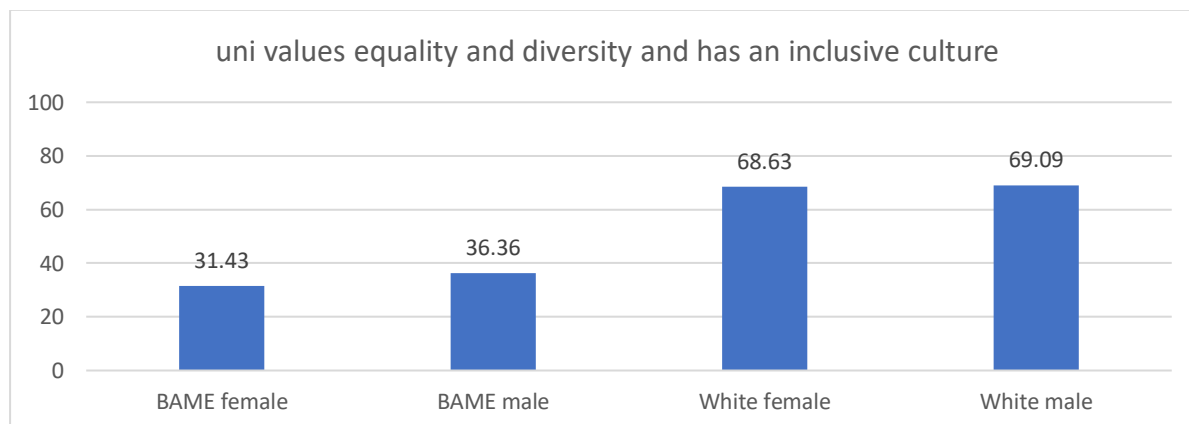
3.3.2 Equal treatment

When it comes to the equal treatment by colleagues and students, irrespective of one's ethnicity/race, the intersectionality of gender and ethnicity was more evident and more complex. Firstly, when we consider how staff perceive that they are treated by colleagues, it is both White male (80.00%), and BAME male (59.09%) staff that believe that they are treated equally compared to their female counter parts (72.37% for White female, and 47.06% of BAME female). However, when it came to BAME female staff it was found that less than half of the total of BAME staff agreed to the statement that they are females were treated equally by colleagues and students irrespective of ethnicity/race. Secondly, interestingly when it comes to the treatment by students, less than half of BAME male staff agreed that they are treated equally irrespective of their ethnicity/race (50%), lower than the proportion who agreed among the BAME female staff group (54.29%), although the difference is minimal.
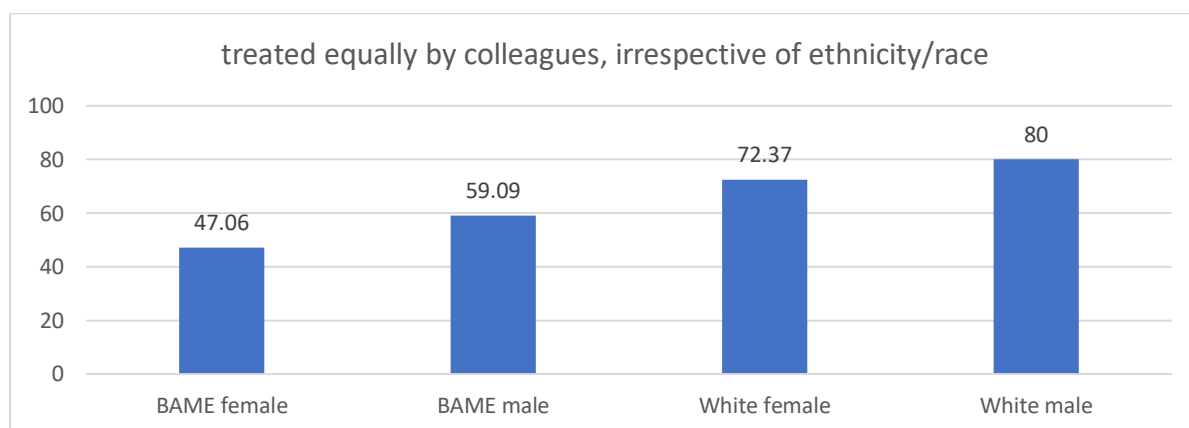
Figure 32 Proportion of staff by ethnicity and gender who agree/strongly agree to 'I believe I am treated equally by colleague, irrespective of my ethnicity or race' (N=263)
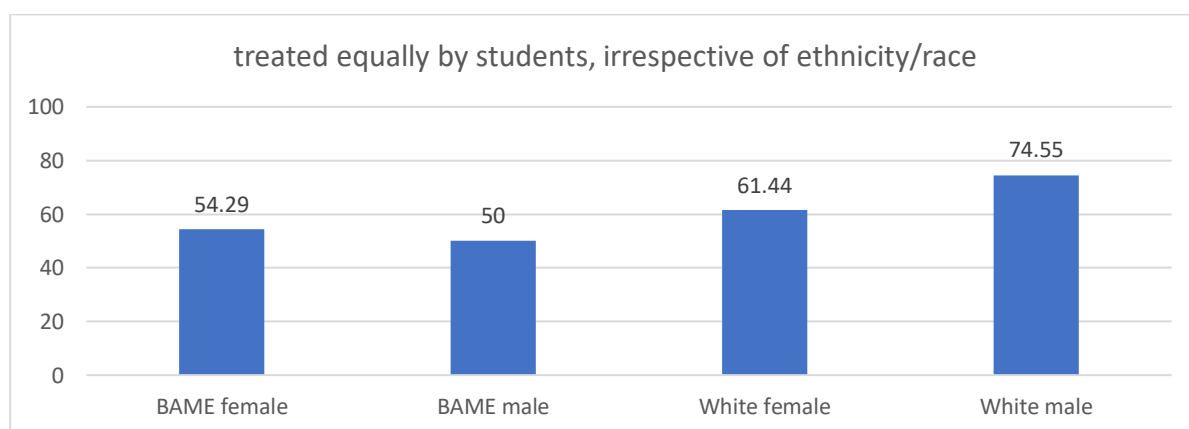
Figure 33 Proportion of staff by ethnicity and gender who agree/strongly agree to 'I believe I am treated equally by students, irrespective of my ethnicity or race' (N=265)

3.3.3   Reporting Racial Discrimination, Bullying or Harassment

The survey results illustrate that BAME female staff are more likely to witness or be a victim of racial discrimination on campus (48.57%), compared to that of BAME male staff (42.86%). We see some large discrepancies among White staff, with White female staff (19.61%) almost four times more likely to say that they have witnessed or have been the victim of racial discrimination on campus compared to White male staff (5.45%). While this result does not differentiate between those who have been a victim of a discrimination from those who witnessed it, it clearly shows that there are differences in the experiences of staff, based on both their gender and ethnicity. This figure is in clear contrast with the next figure on the trust in the university to deal with racial discrimination. While roughly 70% of White male staff believe that appropriate action would be taken when reporting such incidences, a little higher than a third of BAME female staff and less than half of BAME male staff agreed. Although more than half of White female staff agreed, it is still more than 10% lower than White male staff. There were less differences between all four groups when asked about the trust in the university's actions on bullying incidents, and concerningly, all groups illustrated quite low levels of trust (between 40-56% agreeing with the statement), with males (both White and BAME) responding a little higher than females in agreeing with the statement.

Figure 34 Proportion of staff by ethnicity and gender who agree/strongly agree to 'I have witnessed or been the victim of racial discrimination on campus' (N=264)
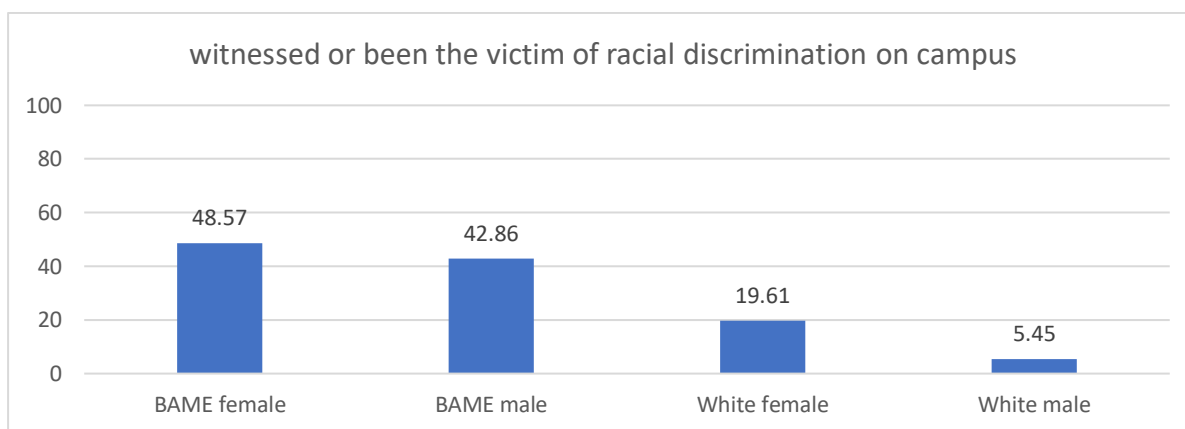
Figure 35 Proportion of staff by ethnicity and gender who agree/strongly agree to 'If I reported a race-related incident to my institution, appropriate action would be taken' (N=263)
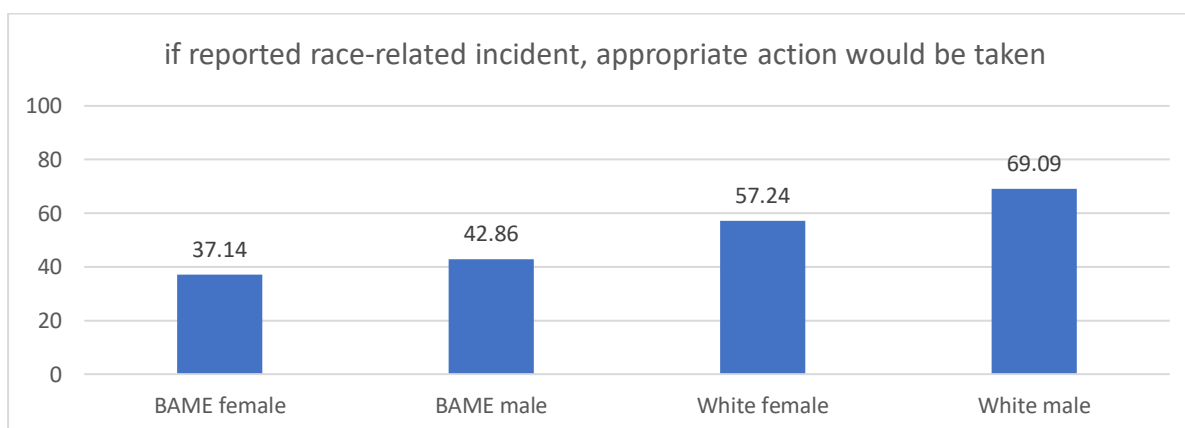
Figure 36 Proportion of staff by ethnicity and gender who agree/strongly agree to 'If I reported a bullying or harassment incident to my institution, appropriate action would be taken' (N=264)
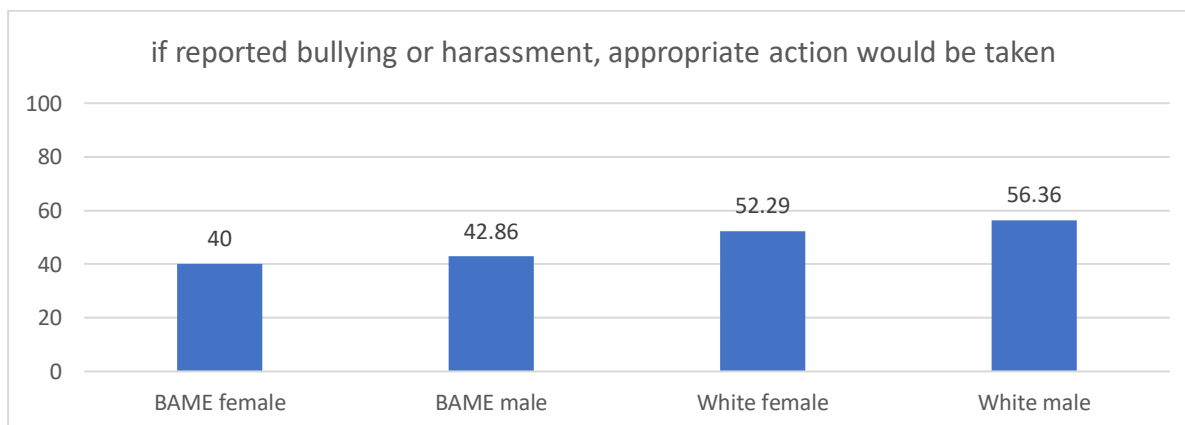
3.3.4 Recruitment and Selection

As evidenced in the literature (Greyson and Baker 2021; Gabriel and Tate 2017; HESA 2017-2018; UCU 2016) women of colour are particularly likely to experience biases during recruitment and selection processes, due to the double biases they face. This is somewhat represented in this data set, where it is shown that BAME female staff had the least trust in the system when it comes to the fairness and transparency of recruitment, with only 28.57% of them agreeing with the statement. This is not only significantly less than those who agreed amongst White staff (over 60% for both men and women) but also roughly 17% points lower than that of BAME male staff. A similar pattern was found when asked whether the University of Kent's recruitment policies recruit best candidates with only 25.71% of BAME female staff agreeing with the statement. Interestingly, the other three groups all represented figures of less than 50%.

Figure 37 Proportion of staff by ethnicity and gender who agree/strongly agree to 'From my observations the University of Kent undertakes recruitment and selection fairly and transparently' (N=265)

Figure 38 Proportion of staff by ethnicity and gender who agree/strongly agree to 'The University of Kent's recruitment and selection policies lead to the best candidates being recruited' (N=265)

3.3.5   Career Development and Progression

The differences based on the intersectionality of gender and ethnicity are also found when it comes to opportunities for development within job roles.   White male staff were most likely to agree that there are opportunities for development, responding that managers take time to discuss their personal development/progression, and saying that they have been encouraged to apply for promotion. This is followed by White female staff, BAME male staff, with BAME female staff least likely to say such opportunities exist for them.

Figure 39 Proportion of staff by ethnicity and gender who agree/strongly agree to 'There are opportunities for me to develop within my role' (N=262)
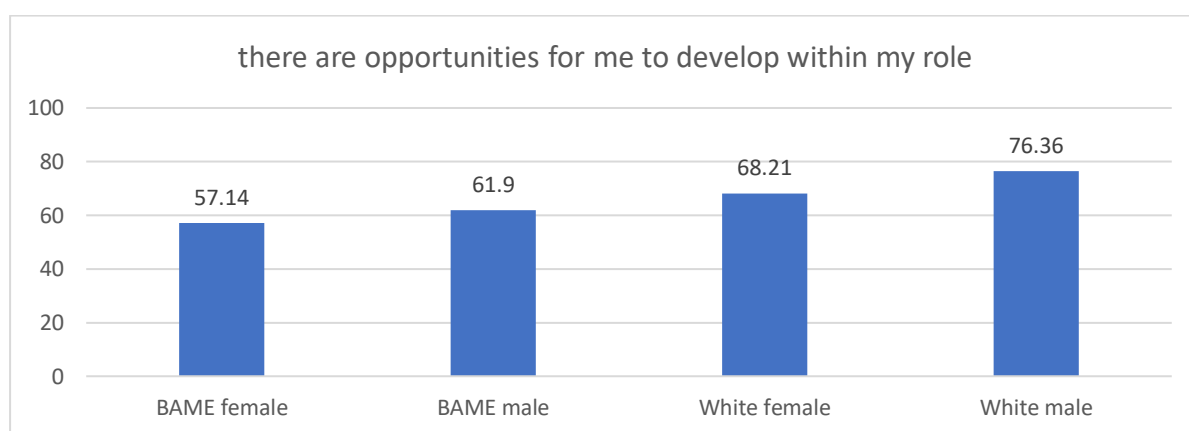
Figure 40 Proportion of staff by ethnicity and gender who agree/strongly agree to 'my line manager makes time to discuss my personal development and progression' (N=263)
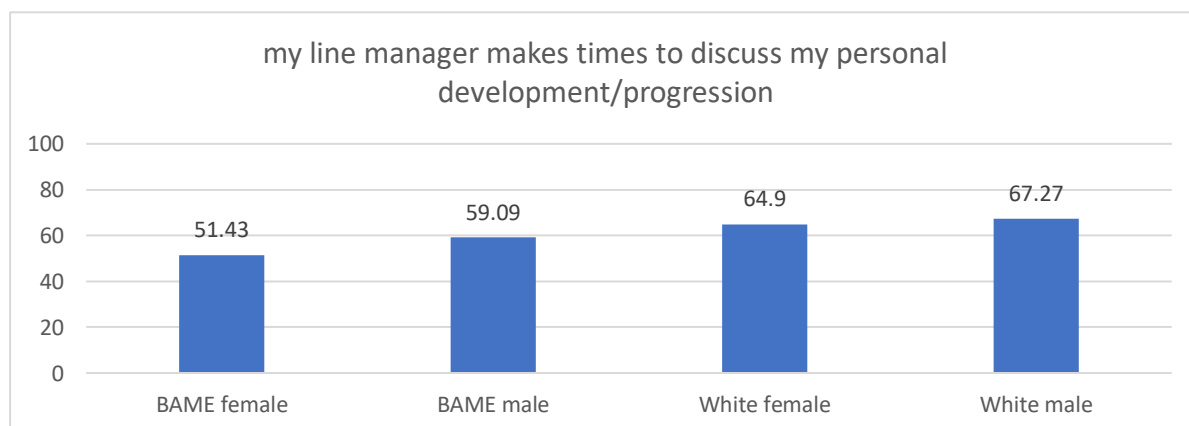
Figure 41 Proportion of staff by ethnicity and gender who agree/strongly agree to 'I have been encouraged to apply for promotion' (both professional services and academic staff) (N=262)
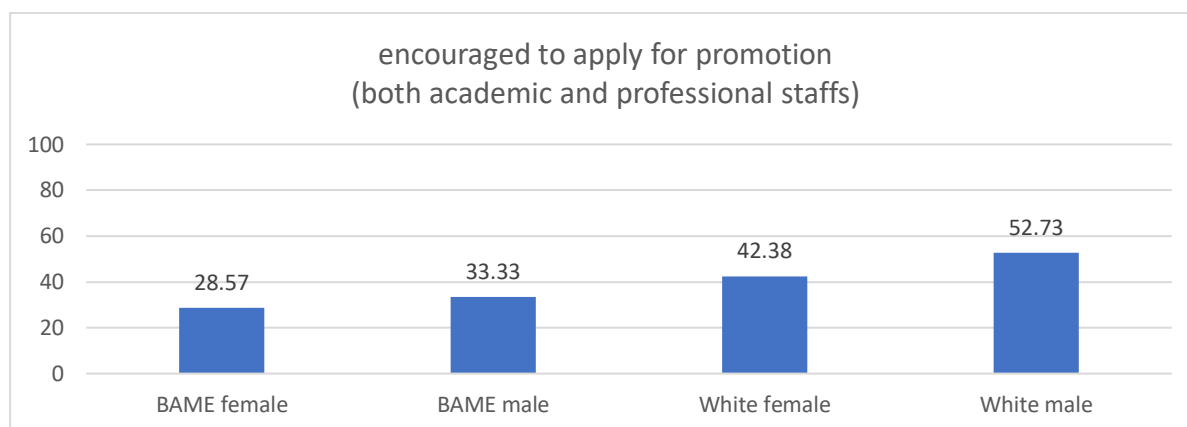
Note: here the difference between academic and professional staffs are not examined due to the small number of BAME professional services staff

As found in Figure 19, and in the earlier section, the response regarding opportunities for work-related development being fair and transparent was not clearly divided between White and BAME staff. However, what we found was that there is a slightly clearer gender divide. 29.09% of White male and 31.82% of BAME male staff agreed that work related development opportunities were fair and transparent. Only 28.57% of BAME female staff and less than a quarter of White female staff (24.18%) agreed this to be the case. Nevertheless, it was male BAME staff who mostly responded that the opportunities for career progression is limited due to ethnicity/race compared to the other groups (28.57%). 14.29% of female BAME staff agreed that progression is limited due to ethnicity/race, whereas very few female and male White staff did.

Figure 42 Proportion of staff by ethnicity and gender who agree/strongly agree to 'work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently' (N=265)
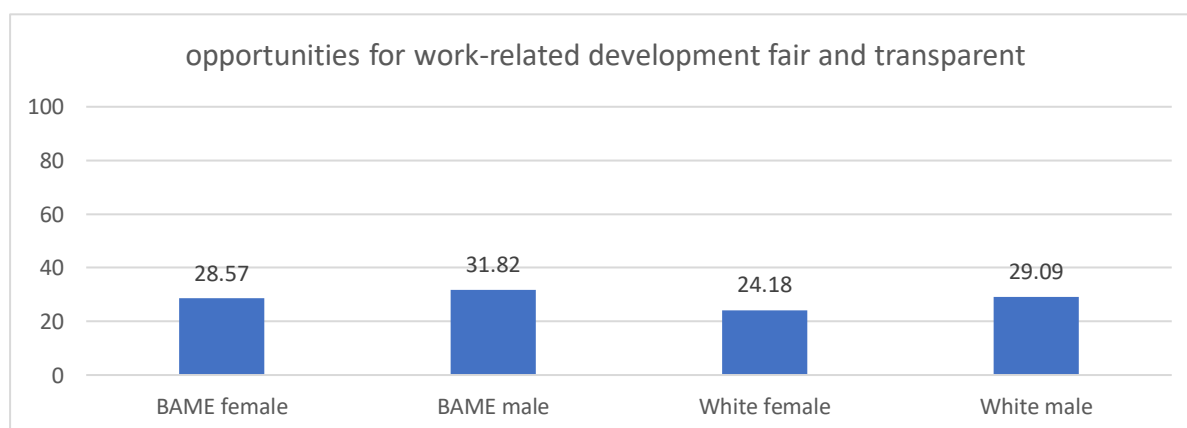
Figure 43 Proportion of staff by ethnicity and gender who agree/strongly agree to 'work-related opportunities for career progression have been limited because of my ethnicity/race' (N=263)
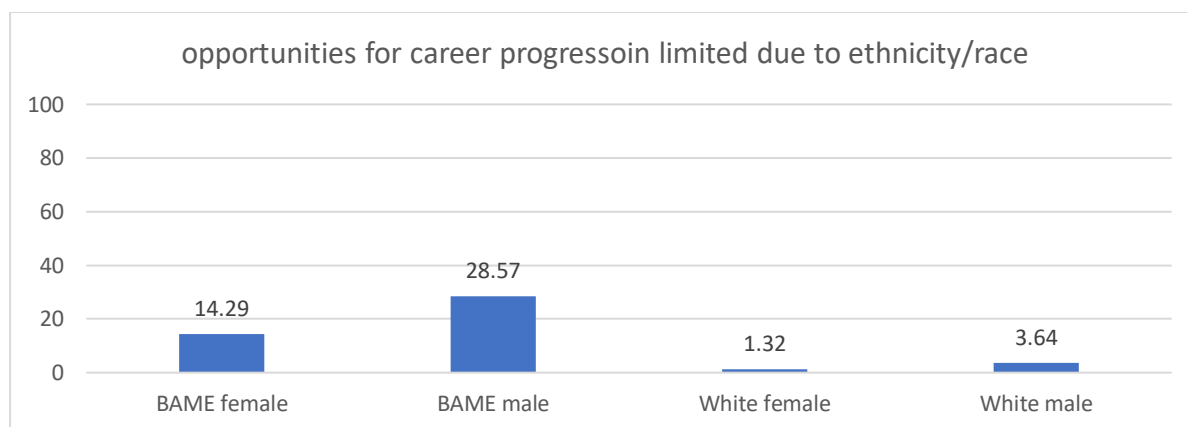
3.3.6   Pay disparity

Again, in terms of equal pay and pay awards, more BAME male staff had confidence in the system, while BAME female staff had the least confidence in the system. When asked whether they are paid the same as their colleagues with the same jobs, 63.65% of the BAME male staff agreed, followed by 56.36% of White male staff, 50.33% of White female staff and 42.86% of BAME female staff. From this, it can be inferred that gender may have a greater impact on pay than one's ethnicity, in relative terms. A somewhat similar pattern is found for perceptions on fair and transparent allocations of pay awards and increase. 36.36% of male BAME staff agreed and roughly 27% of both male and female White staff agreed, while only 20% of BAME female staff agreed. This indicates that BAME female staff appear to experience the greatest disadvantage in pay compared to the other gender x ethnicity groups.

Figure 44 Proportion of staff by ethnicity and gender who agree/strongly agree to 'I think I am paid the same as my colleagues who do the same job' (N=265)
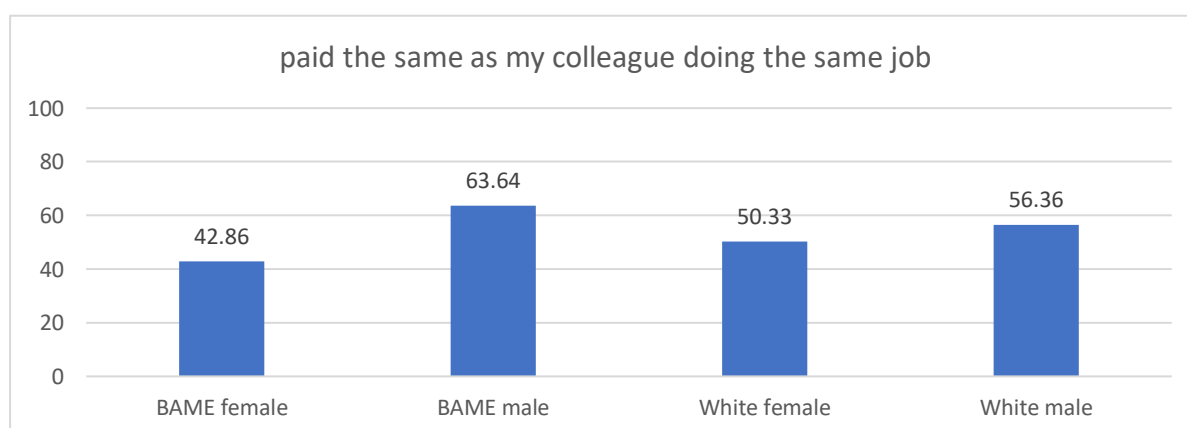
Figure 45 Proportion of staff by ethnicity and gender who agree/strongly agree to 'Pay awards and increases are allocated fairly and transparently' (N=265)
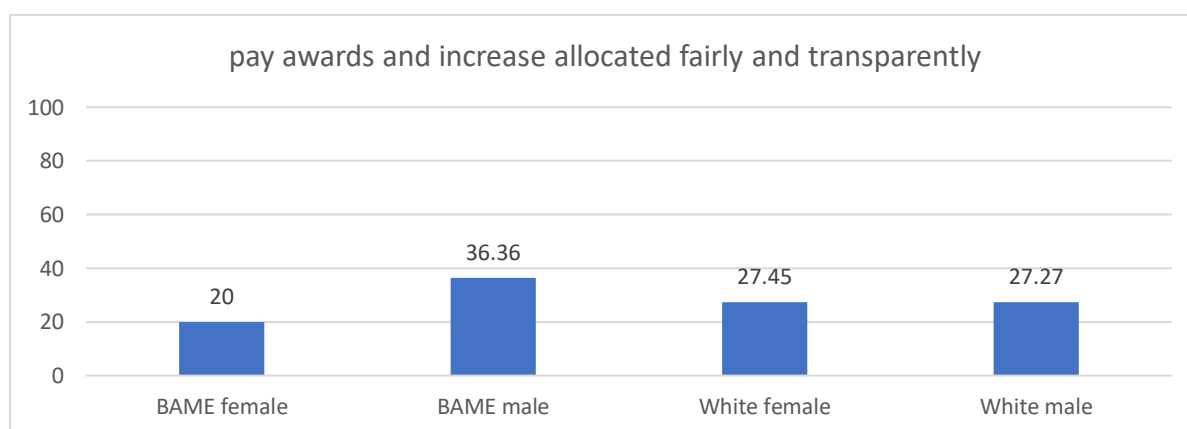
4 Qualitative Data Analysis

The survey included an open-ended text box for the five previously stated categories, where respondents were encouraged to elaborate further – e.g. "Please use the space below to expand on any of your answers above and suggest ways for the University of Kent to address any issues you may have raised". In addition, towards the end of the survey, there were two boxes indicating that staff could "raise any other issues in relation to race equality within the University of Kent", and "outline what, if anything, you would like the University of Kent to do in relation to race equality".

The qualitative data analysis was completed in two phases. The first phase included a preliminary analysis of the qualitative survey responses as part of the February 2021 staff presentation. The second phase was the full qualitative analysis completed towards the end of 2021.

4.1   Phase 1: Initial key qualitative findings

4.1.1 Representation and awareness

One of the key themes that were repeated in the initial qualitative analysis was the lack of representation of BAME staff, especially in senior and leadership positions, in both academic and professional services divisions. Please note that although the full qualitative analysis does indicate whether the quotes belong to BAME or White staff, the initial reporting of findings did not:

'There is a lack of representation of diversity (not just ethnic) in senior management'

'It's not really talked about at all in the university, despite the very racially diverse student body. I don't see much recognition of racial/ethnic diversity form senior management'

'I can't think of any (senior management) in my department who are of an ethnic minority'

'Equality and diversity need to be led and funded from senior management'

Others indicated how the student body of the University of Kent is (increasingly) becoming diverse and the stark discrepancy between our student body and staff. When asked about concrete action plans to tackle some of the issues raised in the survey, many noted the need to enhance representation at the university as a way forward in tackling these issues. Such representation includes not only increasing BAME staff in senior management positions but diversifying staff at all levels. Suggestions for increasing representation also included diversifying seminar speakers and inspirational speakers for the university. Another key theme that was raised was the **lack of awareness of EDI issues.** In this case, this was not only related to the leadership at Kent, but also among staff in general. It also included concerns around student biases against BAME staff, and the lack of awareness of these issues by the university:

'I think there is an awful lot of complacency at Kent in relation to race issues, as such a significant proportion of the population do not feel impacted by race in a work environment'

'The uni needs to be aware of biases by students in their evaluation'

'Sadly, some staff in leadership positions who are involved in equality issues have little understanding, knowledge or commitment to racial equality's a lack of representation of diversity (not just ethnic) in senior management'

4.1.2   Experiences of racism/racial bias

There were many responses from staff regarding both personal experiences of and witnessing racial discrimination. In the majority of these experiences, staff felt that the response to these incidents have not been appropriately dealt with – reflecting the results in the quantitative analysis:

'An incident where online comments were not properly addressed left colleagues feeling despondent about reporting racism'

'I have witnessed multiple racist incidents at the university but did not feel supported enough to disclose these as they involved members of staff who were more senior than me'

Again. it is important to note that it was not only BAME staff, but also White staff who reported incidences of racial discriminations. What is more, many female staff of certain religions, and staff who are not from the UK, have also reported experiencing bullying/harassment related incidents. Many respondents felt that this was an issue that is not properly addressed in general at the university.

4.1.3 Promotion

Another issue which has been raised frequently by colleagues is the notion of promotion and career progression among BAME staff in comparison to White staff. It is important to note that professional services staff which include technical staff, do not have a promotion pathway process and Talent management is not provided for these staff groups. In the survey too, many reported their own experiences of feeling that they have not been appropriately supported for promotion or were not fairly treated during this process. Again, many White respondents in our survey also reported experiencing incidences of their BAME colleagues not being recognised for their achievement due to their race/ethnicity:

'BAME staff are too often ignored or go unrewarded whilst White staff achievements and qualifications are celebrated'

'My academic and career achievements seem to be overlooked'

'One of my colleagues has encountered problems in promotion and having their work properly recognised and I am convinced this is because they are from a BAME background'

4.1.4 Suggested concrete action points

In addition to some of the suggestions made above regarding increasing representation, other concrete plans raised by staff included (but not limited to):

- The need to embrace the decolonising the curriculum initiative, with the university needing to reward those who do take an active role in changing their reading lists

- Training sessions for unconscious bias against ethnic minority/BAME staff

- Action plan on diversity with clear targets in place

- Better data and discussions on current situations

- ○ Ensure that BAME staff are represented in recruitment panels

- ○ The need to review job descriptions, again with BAME staff representation

- ○ Continual support for the student success project

- ○ The need for the university to take complaints seriously and to have clearer guidance around professional services staff regarding promotions pathway, mentoring possibility and talent management within Kent

- ○ Develop a Professional Services staff promotion pathway along with mentoring and recognise talent management.

4.2   Phase 2: Full qualitative findings

The full qualitative analysis involved the analysis of over 50 pages of qualitative responses using NVivo software to help provide an understanding of a large volume of texts (Boyatzis, 1998 and Ritchie, et al., 2003). Before proceeding any further, it is important to acknowledge the emotional aspects of undertaking such an analysis and we would like to provide a disclaimer at this point in that readers may find some of the included quotes upsetting and distressing. However, it was important to incorporate these to reflect upon the depth of feelings and hurt, many respondents have felt by living through inequalities at Kent. These experiences reflect the complex effects of structural inequalities that impede the wellbeing, belonging and career progression of the University of Kent's BAME staff. Data reveals not only the direct effects upon BAME staff but also highlights the disparities that continue to exist at Kent.

The themes were further reviewed to gather similar themes and arguments of interest to the study, as well as ensuring the depth and reliability of the analysis (Cohen et al., 2000 and Roulston, 2001, Hancock et al, 2009). Through the NVivo coding process, five themes were identified, reiterating some of the identified themes in the initial qualitative analysis shared earlier.   The themes are:

1. UoK's Equality, Diversity and Inclusion (EDI) culture

2. Recruitment and selection

3. Career progression, development and support

4.Racism and discrimination, bullying and harassment

5. UoK's response to racism and discrimination, bullying and harassment

Each of these themes will be discussed further, including relevant survey questions asked and evidence of experience through respondent quotes. All quotes are anonymous other than being identified as either White, BAME or Black member of staff. The disaggregation of the BAME category to include Black, was felt to be relevant and important in some of the quotes. Emphasis has been added by authors to highlight significant points.

4.2.1 THEME 1: UoK's Equality, Diversity and Inclusion (EDI) culture
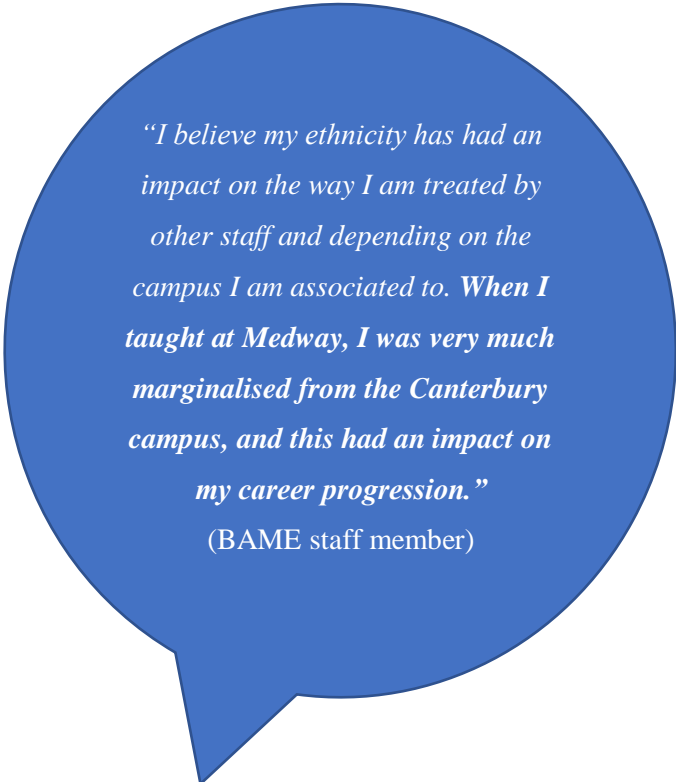
Survey question: *Do you believe that the UoK values equality and has an inclusive culture?*

Findings on perceptions of how the institution values equality:

- Inequalities against BAME staff. E.g., pay gap, securing top positions, professional progression, and unequal treatment of colleagues and students at the university

- Unequal treatment and lack of support for BAME students

"Although I am White, I still feel the inequalities present at the University, and most importantly I hear about them from BAME colleagues. **I am also from a different ethnic background than British, and I do sometimes feel like I am not treated the same as British colleagues."**
(White staff member)

"I believe my ethnicity has had an impact on the way I am treated by other staff and depending on the campus I am associated to. **When I taught at Medway, I was very much marginalised from the Canterbury campus, and this had an impact on my career progression."**
(BAME staff member)

> *"My white privilege means that I am probably treated more advantageously by students and colleagues than my colleagues of colour are. **I am offered the privilege of my ethnicity and 'race' becoming invisible. I am aware of that and acknowledge that it creates a different experience for me- yet acutely aware of existing inequalities."***
> (White staff member)

> *"Certainly, in my department, **the racial demographic of management positions are filled by Caucasians. If serious about promoting racial equality, give BAME staff the means to compete for management/senior roles."***
> (BAME staff member)

Survey question: *Perceptions of how the institution values Diversity and Inclusion*

Findings on perceptions of how the institution values diversity and inclusion:

- Lack of diversity of staff in UoK

- Low representation of BAME staff in middle management and senior positions

- BAME staff often excluded from decision-making and senior roles

- More needs to be done to promote EDI

- Marginalisation of BAME staff

- Issues of inequality, diversity and inclusion impact on, belonging, career growth and well-being

- Qualification, skills and experience are not appreciated

- Poor assumptions of ability or capacity to function in a role

*"In some cases, white staff (both academic and PS) are deliberately ignoring and discouraging the knowledge, experience and achievements of BAME staff while co-opting their labour and knowledge. Some university staff are ok with supporting BAME students because they do not see students as peers and also because it plays into positive perceptions of themselves as white saviours, but they are deeply and unconsciously resistant to BAME staff. **The successes and achievements of BAME staff are too often ignored or go unrewarded whilst white staff with less achievements and qualifications are celebrated, promoted and supported in their career progression."***
(BAME staff member)

*"At Medway **I felt my position was very precarious**, but it felt like more of a safe space because there were more staff in my field that looked like me."*
(Black staff member)

*"There are no **BAME staff in the top leadership teams who can bring an alternative perspective on the importance of race and inclusion."***
(White staff member)

*"I have seen how Kent has become more and more diverse since I started work here and it makes me feel very happy. But I know that there is a huge amount of work to do in my own School to be as inclusive as possible and to work much harder on how we look after our BAME students and give them a voice. There must be more leadership on diversity from the top. **Senior management needs to include some non-white members. Promote Black colleagues."***
(White staff member)

4.2.2 THEME 2: Recruitment and selection

Survey question: *Does the UoK undertake recruitment and selection fairly and transparently?*

Findings on perceptions of if the UoK undertakes recruitment and selection fairly and transparently:

- Recruitment of BAME staff, especially Black, is not transparent

- Low number of BAME staff impacts upon BAME students' academic progress

*"I have spoken to a large amount of BAME colleagues, and I know that this is a major issue. **University of Kent is a White workplace, with increasingly large numbers of BAME students. This will affect these students' ability to progress in their education. We do not have enough positive action in recruitment.***"
(White staff member)

*"I've heard concerns raised about the shortlisting of candidates - **not representative.***"
(White staff member)

*"From my experience and knowledge of other BAME applicants applying for roles at the university, **the process is not as transparent as it could be** and there are times when we have let excellent people slip away and join another institution due to the **concept of whiteness** in Higher Education in general. **We don't seem to be any different which is highly disappointing**."*
(Black staff member)

4.2.3 THEME 3: Career progression, opportunities and support

Survey question: *Are there opportunities and support for career progression?*

Findings on perceptions of opportunities and support for career progression:

- Lack of support for career progression

- BAME staff not encouraged to apply for promotion

- BAME staff denied opportunities for senior management roles

- Successes and achievements of BAME staff ignored / unrewarded

- Ethnicity a barrier to career progression

*"Staff development and promotion criteria is **not applied consistently, fairly and equally** to staff members of similar qualities."*
(BAME staff member)

*"I have observed faculty level promotions panel discussions and sometimes have been **uncomfortable with the way that those are handled.** I have seen the importance of advocacy operating within those discussions, which often benefits majority staff, particularly white, male, British candidates. In the **absence of a person of colour actively advocating** for candidates of colour, this informal system can disadvantage candidates of colour."*
(White staff member)

> *"The University also mainly promotes people who are like the other managers. Again, there's not enough awareness that people with different personalities and backgrounds will bring different ways of thinking that will benefit the organisation in many ways that can't be foreseen".*
>
> (White staff member)

> *"In 15 years at the university I have not been offered promotion, despite being pro-active in work by publishing books and articles. I have witnessed very bad recruitment decisions where external candidates have been favoured over internal so that managers can exert power."*
>
> (BAME staff member)

4.2.4 THEME 4: Racism & discrimination, bullying & harassment

Survey question: *Have you witnessed or been the victim of racial discrimination, bullying and/or harassment on campus?*

Findings on perceptions of how the institution values equality:

- Racial prejudices, unconscious bias, discrimination against BAME staff and students

- Derogatory comments and / or prejudice actions and micro aggressions

- BAME staff treated differently

- Students give evaluations which depicts racial prejudices

- Helpful and accurate advice from BAME staff dismissed

- Dismissal of services or helpful advice may have a potential negative effect on academic development of students

- Insensitivity or ignorance of other people's ethnicity and culture

- Poor understanding of the issues of racism and biases by some senior staff

- Lack of authentic commitment from leadership teams

- Lag in response to racism and discrimination against BAME staff

"Since starting at the university I have had some issues with a minority of my colleagues, one of which **made a racial remark that led me to raise a formal grievance and the person in question having a disciplinary hearing.**"
(BAME staff member)

"I have seen members of staff **react with "micro-aggressions" towards minority members of staff and students,** and I am not sure how I would go about putting in complaints about these?"
(White staff member)

"I have colleagues who actively write about the need to have tighter border controls, need to tackle immigration and have actively talk about Islam being an issue. **I do not think others fully grasp what it feels like to work with people who actively are promoting issues that directly impact your welfare and life.**"
(BAME staff member)

"I have witnessed, what could be considered as racist slurs by a few of my work colleagues. There have been **a minority of times when certain academics have been allowed to throw their weight around and speak disrespectfully or bully/harass professional services staff.**"
(White staff member)

"I have been a victim of bullying, with witnesses. **I reported it and no action was taken. I would not have confidence that others would have a more positive experience.**"
(BAME staff member)

> *"I have seen **a lot of subtle racism, and unconscious bias. I feel there is racial tension among the student body** primarily, and we as staff have not tackled this appropriately."*
> (White staff member)

> *"I have received comments sometimes **on my evaluations that depict racial prejudices by students. The university needs to be aware of biases by students in their evaluations. I have also received unpleasant treatment from my heads of departments that I have not seen being directed at others who are Caucasian. There seems to be very little tolerance for people that are perceived to be 'different' among students as well as by management.**"*
> (BAME staff member)

4.2.5 THEME 5: UoK's response to racism & discrimination, harassment & bullying

Survey question: *Is appropriate action taken against race-related incidents if reported?*

Findings on experiences of actions against race-related incidents:

- Discrepancies about actions on race-related incidents

- Lack of confidence in reporting race-related incidents and how they are addressed

- Poor actions taken

- More transparency and structure needed in reporting/calling out racism, and any other act of discrimination

*"Whilst top level values are strong, and among many staff too, there can be discrepancies about how racism is handled when present in the workplace. For example, one issue was quickly addressed by arranging additional training. **On the other hand, an incident where online comments were not properly addressed left colleagues feeling despondent about reporting racism**. While they would continue to report incidences in the future their faith in it being effectively managed has been marred. I feel we need more transparency around reporting/calling out racism, and any other act of discrimination, with a recognised structure for managers to use to properly address it."*

(White staff member)

*"**It is very difficult to report bullying by management as the institute is heavily weighted according to hierarchical structures rather than more informal support networks through which staff can raise concerns.**"*

(BAME staff member)

*"I have **reported incidents and concerns** before and, looking back, **do not feel that appropriate action was advised or taken**. Even negative comments, whether expressed ignorantly or not, should be addressed seriously."*

(BAME staff member)

*"There are proper processes in place but such things are hard to demonstrate as they're often tiny things building up to an overall experience. Also, people tend to be **defensive and take cover** behind the rules, which may be applied unequally."*
(White staff member)

*"I do not feel confident that issues will be dealt with appropriately. Too often complaints that **have been dealt with are under Non-Disclosure Agreements and** hidden away. I also feel like there is nobody to raise issues to. I have spoken to colleagues who have raised issues and then have had to **wait for months,** sometimes up to a year, so have any type of resolution.*
(BAME staff member)

4.3 Summary of qualitative findings

The quotes in sections 4.1 and 4.2, although representing a very small selection of the qualitative data, do provide the necessary depth and insight of the thematic findings categorised by the five themes: 1. UoK's Equality, Diversity and Inclusion (EDI) culture, 2. Recruitment and selection, 3. Career progression, development and support, 4. Racism and discrimination, bullying and harassment, 5. UoK's response to racism and discrimination, bullying and harassment. The key points highlighted under each theme are also important to digest and provide an important context for each theme.

5   Conclusion

The survey has presented some key baseline indicators of the experiences of BAME staff at the University of Kent and provided critical insights into their lived experiences as employees. Its findings illustrated that on the whole:

1. Black and ethnic minority staff tend to investigate ethnic diversity issues when thinking about coming to Kent as this directly impacts upon their sense of belonging;

2. Black and ethnic minority staff do not feel that race equality has been achieved and nor fairly dealt with concerning issues on inequalities and unfairness around: how they are treated by colleagues and students; not given the same opportunities for progression as White colleagues; issues with recruitment/selection processes; dissatisfaction with how racism/discrimination is responded to and managed by the university;

3. Female Black and ethnic minority staff especially feel less supported and discriminated against and in some areas, male BAME staff are less satisfied with the university culture around EDI but in other areas provide more positive responses.

4. Staff believe that the make-up of the top leadership teams needs to change and that there must be more diversity to provide alternative perspectives, advocate for staff of colour and promote institutional cultural change.

5. Black and ethnic minority staff feel that their qualifications and achievements continue to be unrecognised and largely go unnoticed most of the time whilst White staff achievements are largely celebrated.

6 Aims and recommendations

This section outlines key aims (A) which have been identified by the BAME Staff Network having analysed the findings from the survey. These are supported with a set of recommendations (R).

A1: Develop a robust system of data collection, analysis and reporting on all issues effecting BAME staff, leading to relevant action planning and policy development

R1: Relevant HR teams should be supported to develop systems for gathering data on all aspects effecting BAME staff e.g., recruitment and selection; progression, promotions and pay; incidences of bullying, harassment or discrimination etc.

R2: The Race Equality Charter team is an essential component of data gathering and monitoring and should continue to be supported and consulted by the university.

R3: The mental wellbeing of BAME staff should be explored through existing data gathering and reporting systems and developed to ensure that information on BAME staff mental health can be regularly reviewed and where necessary, systems and policies developed to support this area.

R4: Undertake a review of the number of grant applications submitted by BAME staff over the last five years as a proportion of total grant applications submitted; review the success rate of such applications using funder-provided data.

A2: Inclusive and fair recruitment of staff

R1: Inclusive recruitment and selection of staff from marginalised ethnicities should be promoted as a priority to reflect the increasingly diverse BAME student cohort.

R2: The university to continue investing in inclusive, transparent, and fair policy development with action planning, to promote race equality and diversity in all divisions.

R3: Develop a system of accountability at senior management around recruitment and selection of BAME staff.

A3: Fair and equal staff experiences of promotion and progression and increase representation of BAME staff across the university in senior, academic positions and professional services

R1: Collection and reporting on data regarding academic/professional services staff promotion applications and approval. To include a review of BAME staff promotion rates over the past 10 years at least, including numbers of successful applications by year by ethnicity. This will develop an understanding of the BAME staff promotions 'journey' as compared

with White promotions journey in terms of time taken to each level of promotion and numbers of unsuccessful applications per round.

R2: Progression to senior and leadership roles through planned support such as identifying those in leadership roles to encourage BAME staff to gain experience in academic or research/professional services management roles.

R3: Peer to peer and internal mentoring programme to support BAME staff in CPD and career progression.

R4: Having a BAME academic on every recruitment panel.

R5: Develop an institutional culture whereby all staff are engaged with, listened to and differences of experiences are valued. This will allow for a better and more fair understanding of what an individual can bring to a job role, avoiding unconscious biases or other reasons for continuing to promote dominant/familiar staff.

R6: University accountability for the institutional career management and progression of BAME professional and academic staff.

R7: Develop a professional services and technical staff promotion pathway with training and mentoring opportunities for

junior BAME staff so that they have guidance on how to progress.

R8: Effectively manage in –house talent of Academic, Professional and Technical staff to help retain knowledge and skilled staff within Kent.

A4: Improve responses to staff who experience and report bullying, harassment and discrimination

R1: The university to continue promoting its policies on bullying, harassment and discrimination in a regular and consistent manner, using all available communication channels.

R2: Seek staff knowledge and awareness about these policies.

R3: Continue university commitment to developing data systems for recording and monitoring the process of reporting such issues.

R4: To improve transparency and fairness of the reporting of discrimination, harassment and bullying, senior academic staff should be removed from the process and replaced by an independent panel.

R5: Adequate support to be made available for staff experiencing such issues.

A5: University of Kent's senior management and EDI teams to continue their commitment to issues effecting and impacting BAME staff

R1: Sustained investment from the university to strengthen policies addressing inclusive, transparent and fair practices, with action planning, promoting racial equality and diversity in all university divisions.

R2: Continue and develop current approaches in tackling EDI, working with all relevant staff and student networks and relevant external organisations and initiatives around BAME staff (and student) issues in Higher Education. The Race Equality Charter is a welcome initiative but this needs to be supported by the university, facilitating the setting of clear targets, monitoring and reporting on issues, and most importantly, ensure it leads to positive change.

R3: Embed greater use of equality impact assessments to help colleagues understand and address structural inequalities and leading them to adopt greater coaching, mentoring and support.

R4: University to have a ring-fenced budget and funding to invest in EDI staff training initiatives as a priority and provide regular training on biases and racial inequalities at work.

R5: The Postgraduate Certificate in Higher Education and the Researcher Development Programme should include deepening and widening the decolonising the curriculum work.

R6: Place pressure on funders on any incomplete or unavailable data on BAME success rates.

R7: To improve transparency of student complaints, appointment of an independent adjudicator or a complaints panel, ideally one that can administer sanctions not dissimilar to the Higher Education Ombudsman for student issues.

R8: Development of better networking opportunities to encourage BAME academics and BAME students to meet up on regular basis.

R9: Disseminate and analyse a regular survey (may be bi-annual) to monitor progress in terms of staff perceptions and experience of change and continue a commitment to listen and value the experiences and suggestions of BAME staff (both academic and professional services).

A6: Transparent, regular and clear university-wide communication regarding change and improvement on issues effecting BAME staff

R1: To enable change to be seen in tangible data, the university should lead in collating and sharing information to all staff on the success of its EDI policies and initiatives, encouraging EDI developments to become a truly integral part of everyday university staff life.

R2: This should include data on staff promotions through university-wide channels in addition to School/Divisional channels, allowing all staff to gain a perspective on BAME staff promotions.

7   Next Steps

Findings from the survey have already been shared at conferences and staff presentations at the university. The BAME Staff Network has also secured resource from the university's *Investment in Research* fund to develop the survey research further. This includes the appointment of a research assistant to undertake case study research with a number of BAME staff who had confirmed their willingness for this on the survey form. 39 BAME respondents originally wished to be a part of this next development and this work will commence in early 2022. This project will continue to add to this important body of knowledge, strengthening partnership working with the university's EDI initiatives and the university's Antiracism Strategy and policies, all of which have been contributed to significantly by the BAME Staff Network Co-Chairs.

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Appendix: BAME Staff Network All Staff Survey 2020

Default Question Block

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University of Kent All Staff Survey 2020

Why we are running this survey
The University of Kent has committed to addressing racial inequalities and creating an inclusive culture and environment where individuals are able to thrive, irrespective of their race, ethnicity or various intersections. To help facilitate progress, the University of Kent's Black, Asian and Minority Ethnic (BAME) Staff Network is working in collaboration with the university senior management team.
We want to hear your views on working at the University of Kent, and whether you think there is anything the university can do to eradicate racial discrimination and advance race equality. This survey is just one of the ways you can be involved. We will be communicating with you regularly to keep you up to date with the race equality work we are undertaking and will seek your views on future actions we intend to propose.
If you would like to be further involved in this work, or become a member of the University of Kent Staff Network, please email bamestaffnetwork@kent.ac.uk

Who should take part?
This survey is for both BAME and White staff working in academic or professional services roles within the University of Kent.

Why should you take part?
This survey is the first part of a wider piece of research that seeks to understand the culture of the University of Kent, in order to advance race equality. By taking part in this survey, you are adding to the knowledge of the University of Kent and helping us to identify areas for improvement, and ways to make those improvements.
The results of this survey will be published on our website. We hope you will see your views and ideas acted upon and reflected within the university equality, diversity, and inclusion (EDI) strategy, in order to make progress on race equality.
The survey will be followed by a qualitative study that will involve Participants from this survey who have willingly expressed an interest in being part of a case study. The second phase will involve Participants of the survey who have willingly expressed an interest in being part of a case study. They will be contacted by the management research team which comprises of the four co-Chairs of the BAME staff network and the research associate (RA). The end of this survey you will be asked to indicate if you would be willing to participate in the case study. You

will be contacted by the management research team which comprises of the four co-Chairs of the BAME staff network and the research associate.

Data security and anonymity

Throughout the survey, please only answer the questions with which you are comfortable.
All of the information you provide will be held in the strictest confidence and will only be seen by the University of Kent BAME Staff Network management team. The data will be stored according to the Data Protection Act 2018. The University's privacy notice contains information that outlines how your personal data will be processed as part of this research process.
This can be found at: https://research.kent.ac.uk/researchservices/wp-content/uploads/sites/51/2018/12/GDPR-Privacy-Notice-Research-updated.pdf
Only the research team will have access to this database. Aggregated, anonymised analysis will be shared with other departments in the university to inform the development of services, policies and processes. At no point will the information you provide be shared in a way that would allow you to be personally identified. Any published material will be anonymised.
If you have any questions about this survey that have not been answered by this information page, please contact the BAME Staff Network by email bamestaffnetwork@kent.ac.uk.

Proceed to the survey
To proceed to the survey, please tick the box below to indicate that you have read the information above and are happy to participate in the survey.

The survey will take about 5-10 minutes to complete.

○ I have read the information above and I am happy to participate in the survey

pre question

. Which of the following role do you have in the Univesrity?

○ Professional Services Staff

○ Academic Staff

Institutional context

Q1.
I considered the ethnic/racial diversity of the University of Kent before applying to work here.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

. To what extent do you agree with the following statements:

Q2.
My university values equality and diversity and has an inclusive culture

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q3.
The ethnic/racial diversity of the University of Kent impacts on my sense of belonging.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q4.
The ethnic/racial diversity of the University of Kent impacts on my desire to stay.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q5.
I believe I am treated equally by colleagues, irrespective of my ethnicity or race.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q6.
I believe I am treated equally by students, irrespective of my ethnicity or race.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q7. Please use the space below to expand on any of your answers above and suggest ways for the University of Kent to address any issues you may have raised:

Reporting racial discrimination, bullying or harassment

Q8.
I have witnessed or been the victim of racial discrimination on campus.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q9.
If I reported a race-related incident to my institution, appropriate action would be taken.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q10.

If I reported a bullying or harassment incident to my institution, appropriate action would be taken.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q11.

Please use the space below to expand on any of your answers above and suggest ways for the University of Kent to address any issues you may have raised:

Recruitment and selection

Q12.

From my observations the University of Kent undertakes recruitment and selection fairly and transparently.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q13.
The University of Kent's recruitment and selection policies lead to the best candidates being recruited.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Career development and progression

Q14.
There are opportunities for me to develop within my role.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q15.
My line manager makes time to discuss my personal development and progression.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q16.
Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q17.
Work-related opportunities for career progression have been limited because of my ethnicity/race?

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q18.
I have been encouraged to apply for jobs at a higher grade

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q19.
I have been encouraged to have my role regraded.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q20.
I have been encouraged to apply for promotion.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○

Agree

○ Strongly agree

Q21.
I have been supported adequately in the process of applying for promotion.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Pay

Q22.
I think I am paid the same as my colleagues who do the same job.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Q23.
Pay awards and increases are allocated fairly and transparently.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

Final comments

Q24.
Please use the space below to raise any other issues in relation to race equality within the University of Kent:

Q25.
Please use the space below to outline what, if anything, you would like the University of Kent to do in relation to race equality. Please be as specific as possible:

Annex 1: Personal details

.
So that we can have a contextual and nuanced understanding of your answers, we would be grateful if you could provide us with some personal information. The amount of information you provide us with is entirely up to you; please only disclose information with which you are comfortable. The more information you provide, the more useful it will be for us when analysing your survey responses. Where you do not wish to disclose information, please choose the 'prefer not to say' option.

. **Job/role**

Q26.
In which Department/Division do you currently work?

Q27. What is your current role and grade?

Q28. Do you work full-time or part-time?

○ Full time

○ Part time

○ Prefer not to say

Q29.
Which type of contract are you on?

○ Permanent or open ended contract

○ Fixed term or temporary contract

○ Other

[ ]

○ Prefer not to say

Q30.
What is your nationality?

○ UK/British, including English, Welsh, Scottish, Northern Irish, Channel Islands and Isle of Man

○ From within the European Union (other than UK)

○ From outside the European Union

○ Prefer not to say

Ethnicity

Q31.
For the purposes of analysing the survey, it would be useful if you could tell us the ethnic group to which you belong. If you are uncomfortable doing so, are you able to indicate **whether you consider yourself to be from a minority ethnic background**?

○ Yes

○ No

Q32. With which ethnic group do you most identify? (options are listed alphabetically)

○ Asian or Asian British

○ Black or African or Caribbean or Black British

○ Middle Eastern or Arabic

○ Mixed or Multiple Ethnic groups

○ White

○ Other Ethnic group (please specify)

[   ]

○ Prefer not to answer

Q32_1. With which ethnic group do you most identify?

○ African

○ Caribbean

○ Any other Black/African/Caribbean background (please specify)

[   ]

Q32_2. With which ethnic group do you most identify?

○ Indian

○ Pakistani

○ Bangladeshi

○ Chinese

○ Any other Asian background (please specify)

[   ]

Q32_5. With which ethnic group do you most identify?

○ White and Asian

○ White and Black African

○ White and Black Caribbean

○ Any other mixed or multiple ethnic background (please specify)

[   ]

Q32_7. With which ethnic group do you most identify?

○ Welsh/English/Scottish/Northern Irish/British

○ Irish

○ Gypsy or Irish Taveller

○ Any other White background (please specify)

[   ]

Block 10

Q33. What is your sex?

○ Female

○ Male

○ Other

○ Prefer not to say

Q34. Is your gender identity the same as the gender you were assigned at birth?

○ Yes

○ No

○ Prefer not to say

Q35. What is your age?

Year   [   ]

Q36. With which religion or belief do you most identify with?

[⌄]

Q37. What is your sexual orientation?

○ Bisexual

○ Homosexual

○ Heterosexual

○ Other, please state

[   ]

○ Prefer not to say

Q38.

Do you consider yourself to have a disability, impairment, health condition or learning difference which has a substantial and long-term impact on your ability to carry out day-to-day activities?

○ Yes

○ No

○ Unsure

○ Prefer not to say

Phase 2 Case Study

Q39. **Qualitative research expression of interest**

I would like to participate in the Case Study research and give consent to be contacted by the Research Management Team.

My email address is