



Gender and Ethnicity Pay Gap Report 2021

<p>Outcome requested:</p>	<p>Council is asked to consider and comment on the Gender and Ethnicity Pay Gap Report 2021, based on data at March 2021, appended to this cover sheet (prior to publication as a printed Adobe document).</p>
<p>Executive Summary:</p>	<p>a) Since 2017, Queen Mary has published an annual report on gender gap, and since 2018 we have also published our ethnicity pay gap data, using the timelines and methodology required for gender pay gap reporting. This year's report uses the required March 2021 snapshot data. The sections on 'Actions to Date' and 'Future priorities for driving forward change', refer to action taken since the last published Gender and Ethnicity Pay Report, data as at March 2020.</p> <p>b) It should be noted that, in light of the financial uncertainties caused by the pandemic, the annual Staff Bonus Scheme for 2020/21 was run later than normal once there was greater clarity over the University's financial situation and, as such, meant that Staff Bonus payments were not made in the period April 2020 to March 2021. The data on Bonus Gaps in this report are therefore based only on payments made to clinical academics (on NHS contracts) through the NHS's Clinical Excellence Awards (CEAs). CEAs are bonus payments awarded and funded by the NHS in recognition of exceptional performance in clinical work.</p> <p>c) The headline messages from the report are as follows:</p> <p>Pay Gaps:</p> <ul style="list-style-type: none"> • The median gender pay gap has remained at a similar level to the previous report at 10.3% • The mean gender pay gap has reduced further compared to the previous report from 17.0% to 16.3% • The median and mean ethnicity pay gaps have continued to reduce further compared to the previous report; these have reduced from 19.4% to 18.3% and 14.6% to 13.2% respectively. <p>Gender Pay and Bonus Gaps:</p> <ul style="list-style-type: none"> • The mean pay gap at 16.3% (15.8% excluding CEAs) represents a significant reduction from 21.7% in 2017. • The mean gender pay gap continues to be higher than the median gap of 10.3% because of a higher number of men in senior positions such as professors and Heads of Schools/Institutes or Directorates. • The median bonus gap (comprising CEAs) is 77.6% in favour of men. The mean gap is 47.9%. • The majority of clinical consultants who are eligible to

	<p>receive CEAs are men. More men receive CEAs from the NHS and at typically higher levels of award.</p> <ul style="list-style-type: none"> • The previous 2020 pay gap data, which included the University’s annual Staff Bonus Scheme, showed that the median bonus gap had reduced from 33.3% in 2019 to 0.0% in 2020 (including CEAs) and from 31.8% to 0.0% (excluding CEAs). The overall mean bonus gap had also reduced from 32.7% to 15.98% excluding CEAs. • Queen Mary expects to report that the mean and median gender bonus gaps (excluding CEAs) for the year ending March 2022 will both be 0.0%. <p>Ethnicity Pay and Bonus Gaps:</p> <ul style="list-style-type: none"> • The median ethnicity pay gap has continued to reduce year-on-year, from 14.9% in 2019, to 14.6% in 2020 and 13.2% in 2021. • Similarly, the mean ethnicity pay gap has also reduced further in this year’s report, from 20.0% in 2019, to 19.4% in 2020 and 18.3% in 2021. • The continuing ethnicity pay gaps are because of the under-representation of BAME staff in higher-graded and senior managerial roles and the over-representation of BAME staff in lower graded roles. • Both the mean and median bonus gaps (comprising CEAs) are in favour of BAME colleagues: -1.7% for the mean gap and -95.1% for the median bonus gap. <p>d) Queen Mary expects to report that the mean and median ethnicity bonus gaps (excluding CEAs) for the year ending March 2022 will both be 0.0%.</p>
<p>QMUL Strategy: strategic aim reference and sub-strategies [e.g., SA1.1]</p>	<p>Since 2017, Queen Mary has published report on both gender and ethnicity pay gaps, although the latter carries no legal obligation.</p> <p>The sections on ‘Actions to Date’ and ‘Future priorities for driving forward change’, are aligned with the People, Culture and Inclusion Enabling Plan.</p>
<p>Internal/External regulatory/statutory reference points:</p>	<p>There is a legal requirement for employers with headcount of 250 or above to report and publish gender pay gap information under The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.</p>
<p>Strategic Risks:</p>	<p>Compliance; reputation; staff engagement.</p>
<p>Equality Assessment:</p>	<p>Equality data and actions are addressed in the report.</p>
<p>Subject to prior and onward consideration by:</p>	<p>Equality, Diversity and Inclusion Steering Group SET Remuneration Committee</p>

Confidential under FOIA/DPA	paper No
Timing:	Annual report.
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Queen Mary
University of London

Gender and Ethnicity Pay Gap Report 2022

Human Resources

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Foreword

Queen Mary is distinctive in linking our Mission of inclusivity to the realisation of our academic ambitions. Our Mission to be the most inclusive university of its kind anywhere, is founded on our belief that we will foster a truly inclusive environment by building on our cherished cultural diversity, where students and staff flourish, irrespective of their background, to reach their full potential and are proud to be part of the University.



The People, Culture and Inclusion Enabling Plan sets out how we will achieve our Vision ‘to open the doors of opportunity’. It defines the key initiatives that will promote the values-based culture that is central to achieving our academic ambitions: to deliver an outstanding, inclusive, world-class education and student experience and to be recognised for our distinctive, world-leading curiosity driven and applied research. To support this aim since 2018 we

have published our ethnicity pay gap data alongside our statutory gender pay gap data. This year’s report details the pay gap data as of 31st March 2021 and, for bonus pay, the period 1st April 2020 to 31st March 2021, as well as the actions being taken and progress made in addressing these issues. These include embedding our values across our employee life cycle; and promulgating a model of inclusive leadership, including initiatives designed to support managers to proactively encourage staff from under-represented groups, to apply for leadership roles.

This year, our median gender pay gap has remained at a similar level, while our median and mean ethnicity pay gaps have reduced further compared to last year. Women and Black, Asian and Minority Ethnic (BAME) staff continue to be under-represented in higher-graded and senior managerial roles and over-represented in lower-graded roles. We are taking actions at both institutional and local level to continue to address this imbalance across the workforce. We are committed to reducing these pay gaps and ensuring more

equal numbers of women, men and Black and Ethnic Minority People across all grades. We have a key strategic priority to increase staff diversity and have set Key Performance Indicators (KPIs) of 50:50:50 (+/- 5%) at junior: middle: senior grades for gender; and 40:40:40 (+/-5%) for race, as one of our key drivers to achieve this change in our workforce profile. These KPIs will play an important role in helping evaluate our progress in realising this goal. While we are pleased with the progress we have made since we started reporting our pay gaps, we recognise achieving fundamental changes to the demography of our workforce will take a significant period of time. Our People, Culture and Inclusion Enabling Plan translates our Strategy 2030, Vision, Mission and Values into a set of bold and ambitious Equality, Diversity and Inclusion (EDI) initiatives to realise this goal.

Professor Colin Bailey CBE,
FEng, BEng, PhD, CEng, FICE,
FIStructE, MIFireE
President and Principal

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Vice-Principal, People, Culture
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About us

Queen Mary University of London is a global leading research-intensive university with a difference, one that opens the doors of opportunity to anyone with the potential to succeed.

Throughout our history, we have fostered social justice and improved lives through academic excellence.

We continue to live and breathe this spirit today. Our goal is to be the most inclusive university of our kind anywhere, and we are proud to welcome anyone who has the ability to succeed with us, wherever they come from.

At Queen Mary we have the best record of all Russell Group universities in England for recruiting

undergraduates from a wide variety of socio-economic backgrounds: 92% of our undergraduates are from state schools, 75% are Black, Asian and Minority Ethnicity (BAME), 49% are first in family into Higher Education and 35% are from households where the annual taxable income is less than £20,000. And in relation to graduate outcomes, a November 2021 report from the Institute for Fiscal Studies, Sutton Trust and Department for Education identified Queen Mary as the best university in the country for impact on social mobility.

As The Times Good University Guide wrote of us in 2021,

“Queen Mary continues to prove that social inclusion and academic success are not mutually exclusive”

At the heart of our University and our 2030 Strategy is our community of students, staff and alumni. We have over 28,000 students and almost 4,500 staff representing over 160 nationalities.



Actions to date

Since our last report, we have continued to introduce a wide range of initiatives to deliver against our KPIs to have 50% of our middle and senior level roles held by women and 40% by BAME staff, to contribute to reducing our gender and ethnicity pay gaps.*

Embedding our values across the employee lifecycle

Following the launch of ‘Our Values in Action’ Framework in December 2020, which set clear expectations of staff behaviour at all levels of Queen Mary aligned to each of our values, we have embedded the University’s values into our induction, appraisal, promotions, reward and leadership processes and frameworks.

Our new academic career pathways have been designed and launched, aligned to a revised academic promotions process

which is founded on our values. The career pathways form part of an overarching Academic Careers Framework that is designed to be used for academic promotion applications, in preparing for appraisals and annual reviews, in discussing career trajectories and plans, and identifying career development opportunities. In early 2021 we successfully launched our mandatory, online ‘Introducing Inclusion’ training, including a particular focus on the

early completion of the training by staff in decision-making roles, to enhance the basis on which decisions relating to recruitment, promotion and reward are made. We also developed a specialised workbook for staff for whom English is not their first language, with the workbook being translated into 11 languages. Thus far, 60% of all staff, and 69% of professional services staff, have completed the training.



Developing an inclusive leadership framework and leadership programmes

To achieve diversity at all levels across the University, we launched the 'Leading Together' Framework, founded on our values and the principle of inclusive leadership, which is essential to creating the values-based culture espoused in Strategy 2030.

This Framework is part of a suite of resources that have been developed to support staff at all levels of leadership. These resources include a Self-Assessment Tool, which staff can use to design and plan the areas of leadership in which they would most welcome further development to inform future career planning or appraisal meetings with their line manager. We have also designed and developed an independently validated 360 feedback tool based on the competencies defined in the Framework, so that staff can gain comprehensive feedback on their areas of strength and those requiring

further development, to help make them effective leaders.

The Framework has informed our Pathways to Leadership development programmes designed to support managers and leaders at all levels across the University and is to be used by managers to proactively encourage staff from under-represented groups to consider leadership roles, supported by these development programmes. The Framework will facilitate fair and equitable succession planning, identifying tomorrow's inspirational leaders from within our current workforce, and contribute to our ambitions to improve diversity across our different levels of leadership.

We have also designed bespoke leadership offerings which we co-created with specific constituency groups, for example: offering

coaching and development for some of our institute EDI leads; designing a tailored leadership offering for emerging leaders within one Faculty; and delivering leadership sessions for Professional Services staff to support reorganisations in IT Services and Estates and Facilities. This suite of University level and bespoke programmes are contributing to enhancing our leadership capability and capacity and to support staff feel confident in leading and managing change.

We have also continued to promote and sponsor women and BAME staff to attend the Aurora Leadership programme, the Springboard development programme, the South East Action Learning programme and the B-MEntor mentoring scheme. We will continue to review the effectiveness of these programmes and strengthen our support accordingly.



Transforming the EDI operating model

Queen Mary has invested a significant sum across four years to support the delivery of our People, Culture and Inclusion Enabling Plan.

Funding has been secured for additional EDI team roles to enhance our capacity and expertise to deliver

this ambitious programme. The new operating model has been co-designed with Faculties and Professional Service Directorates, providing tailored advice on progressing their EDI plans, which centre on realisation of our KPIs. The model also establishes four

technical portfolios of University-wide work focusing on Gender, Race and Ethnicity, Disability and LGBTQA+ inclusion. These roles will make significant contributions to our work to advance equality across the University.

Gender equality self-assessment and our gender impact plan

Throughout 2021, our Gender Equality Action Group oversaw our institutional Silver Athena Swan self-assessment process through a reflective journey, assessing our evidence of progress and impact toward intersectional gender equality over the last five years, including: improving our representation of women from Lecturer to Reader; increasing our

representation of women on the Senior Executive Team, Senate and Council; and reducing the over-representation of women on fixed term contracts.

Our intersectional analysis drew upon an extensive array of quantitative and qualitative staff data and feedback, including the 2019 Staff Survey, the 2021 Athena Swan Survey, the 2021 Parents and

Carers Survey, and 2021 Carers' focus groups. This work culminated in our final Institutional Silver Athena Swan application and five-year Gender Impact Plan, which will drive forward our progress in gender representation.

*For further details of our broader Equality, Diversity and Inclusion work refer to our most recent EDI Annual report.



Future priorities for driving forward change

We recognise that the factors behind the gender and ethnicity pay gaps are hugely complex and no single solution will deliver the equality we strive for; however, we believe that continuing to deliver and embed the objectives of our People, Culture and Inclusion Enabling Plan will drive us forward.

Gender Impact Plan

Our newly developed Gender Impact Plan details the actions we will be taking over the next five years to ensure a positive impact on intersectional gender equality as identified through our self-assessment process.

These broadly cover eight areas:

- Investing in Gender Transformation and Catalysing Impact, e.g. investing in and growing resources to promote good practice and supporting the growth of localised EDI work
- Improving career progression for academic staff
- Enhancing career progression and development and addressing gender imbalances within Professional Services

- Improving intersectional interventions, especially in relation to gender and ethnicity
- Ensuring student representation and experience inform our decision-making
- Supporting parents and carers
- Addressing bullying, harassment and gender-based violence
- Delivering broader gender equality, e.g. enhance and embed flexible working
- The actions within the impact plan were developed through consultation and engagement with staff across our Faculties and Professional Service Directorates.

Enhancing Career Development for Professional Services staff

We are continuing to work in collaboration with Professional Services colleagues across the University in developing a modern, person-centred approach, where we enable the individual to plan and design their own career journey. We have developed and published Professional Services Career Development Guides for managers and staff,

emphasising the role of appraisal in career development and will review the impact and effectiveness of these initiatives annually. We will focus on the importance of staff agility to adapt to the fast-changing Higher Education environment and the wider working world.

This is shown as important for individual performance and future career development. We have also delivered career development workshops for staff and managers and will continue to roll these out across the University. These are important initiatives for ensuring that staff can enjoy fulfilling career opportunities and progression during their time with Queen Mary.

To highlight the range of career opportunities that Professional Services staff can enjoy, we have also developed case studies of colleagues who have developed their career at Queen Mary, providing role models and messages about different career development strategies. 67% of the profiles feature women. We will add to these resources on an on-going basis as they represent real-life examples to inspire colleagues to realise their career ambitions.

Staff Engagement

To further enable employee voices and improve staff engagement, we will implement the use of regular action-focused staff surveys either to assess ourselves against previous responses, or to learn more on views around topics that are current areas of focus. These 'pulse' surveys will at times invite responses from all staff on distinct subjects, and at others will seek feedback from specific groups of staff who may have a particular role, life experience or interest. This approach will also help us measure progress and impact of a range of projects on a year-on-year basis.

Our EDI development programmes

We aim for 85% of all staff to have completed our Introducing Inclusion training by 2024 (recognising that for reasons of staff turnover, maternity, sick leave and other reasons, it will not be possible to achieve 100%). Building on our success of this and our Active Bystander training, we will create a new, modular learning and development programme to increase the expertise and confidence of our staff to discuss, navigate and lead on issues of EDI. Over the next year, we will be conducting a learning needs audit, designing our programmes and launching our first modules.

We will continue to promote and sponsor women and BAME staff to attend the Aurora Leadership programme, the Springboard development programme, South East Action Learning programme and the B-MEntor mentoring scheme.

Optimising use of technology

We will further enhance data quality and reporting through the procurement and implementation of new e-Recruitment and Learning Management systems. This will better inform decision making at institutional and local levels and allow for more targeted actions.

We will continue to develop a suite of EDI measures to track our progress towards our EDI goals, which will also help to inform our future actions.

Apprenticeships

We have recruited a new Staff Apprentice Lead to shape our proposals on how we can use apprenticeships to attract talent from under-represented groups to pursue careers at Queen Mary, thereby supporting one of our key EDI goals to 'open the doors of opportunity'.



Gender

Context

The data presented throughout this report is drawn from 31st March 2021 snapshot data as required by reporting regulations; hence references to 'current' or '2021' data will refer to this snapshot date.

Actions that have been taken to address the pay gap since March 2021 are not captured in our metrics but will be reported in our 2023 report. Similarly, where we have made references to benchmarking data, these refer to data as at 31st March 2020, the mostly recently available benchmarking data.

The gender pay gap and equal pay: the differences explained

The gender pay gap is often confused with equal pay. In this section, we explain the difference between them and the fact that they are very different concepts which are not interchangeable and measure quite separate and distinct aspects of pay.

The gender pay gap

How the gender pay gap is calculated

The gender pay gap is the difference between the average hourly pay of male and the average hourly pay of female staff.

The **mean** gender pay gap is calculated by adding the pay of all male and all female staff and dividing it by the number of staff.

The **median** gender pay gap is the midpoint when the hourly pay of all male and all female staff is listed from the lowest to the highest value. The gender pay gap is calculated using the approach required by the Government's reporting

regulations. We use the same approach to calculate the ethnicity pay gap in the interests of ensuring consistency in our reporting. This approach also supports our commitment to adopting an intersectional approach in our analysis of data. This has the advantage of not only addressing the gender pay gap, but also achieving a positive impact in other areas of EDI including race, ethnicity and disability.

At Queen Mary, in common with most large employers in the UK, there are two main reasons for the gender pay gap: there are more

men employed in senior roles than women and there are more women than men in lower-graded and therefore lower-paid roles. Our staffing structure, akin to many in the sector, has a significant number of men in senior academic roles, however, as we provide in-house cleaning and security services, a considerable proportion of our junior roles are held by women, who form a significant proportion of this occupational group in society more widely. In line with our values, we are proud to pay the London Living Wage, which has a positive impact on our local East London communities.

Equal Pay

Equal pay is the right for staff to receive equal pay for work of equal value, as set out in the Equality Act 2010.

At Queen Mary, we do not have an equal pay gap at any level. The University uses a job evaluation methodology to determine the relative value of roles to ensure equal pay for like work.

Gender pay gap across all staff

The median hourly pay rate for men is £22.20 and for women it is £19.91, which represents a 10.3% pay gap. The mean average hourly pay rate for men is £26.45 and for women it is £22.13, which represents a 16.3% pay gap (compared to 17.0% in our previous report).

These findings are comparable with other London Russell Group Universities of a similar size. When compared to all Universities of a similar size across the UK, the Queen Mary figures are lower – the overall average for these 20 comparable Universities is a median gap of 13.7% and a mean pay gap of 18.1%.

We have continued to take concrete action across the University to:

- improve equity in our bonus award processes and outcomes;
- encourage and support more women to apply for promotion;
- ensure consistency of approach in academic promotion and professorial pay decisions; and
- align the Queen Mary values to all our reward processes, including recognition of what it means to be a good Queen Mary citizen.

The mean pay gap at 16.3% (15.8% excluding Clinical Excellence Awards) represents a significant reduction

from 21.7% in 2017. The mean gender pay gap continues to be higher than the median gap of 10.3% because of a higher number of men in senior positions such as professors and Heads of Schools.

While the median pay gap has not shown an improvement on the previous year, our targeted actions outlined in this report will help ensure we make progress in closing our gender pay gap over the coming years. These actions are set out in the sections of this report headed 'Actions to Date' and 'Future priorities for driving forward change'.



Quartile positioning by gender

Under the Government’s reporting regulations, we are required to calculate the proportion of women and men in quartile pay bands, that is, to divide the workforce into four equal sections: lower, lower middle, upper middle, and upper, as presented in the table below.

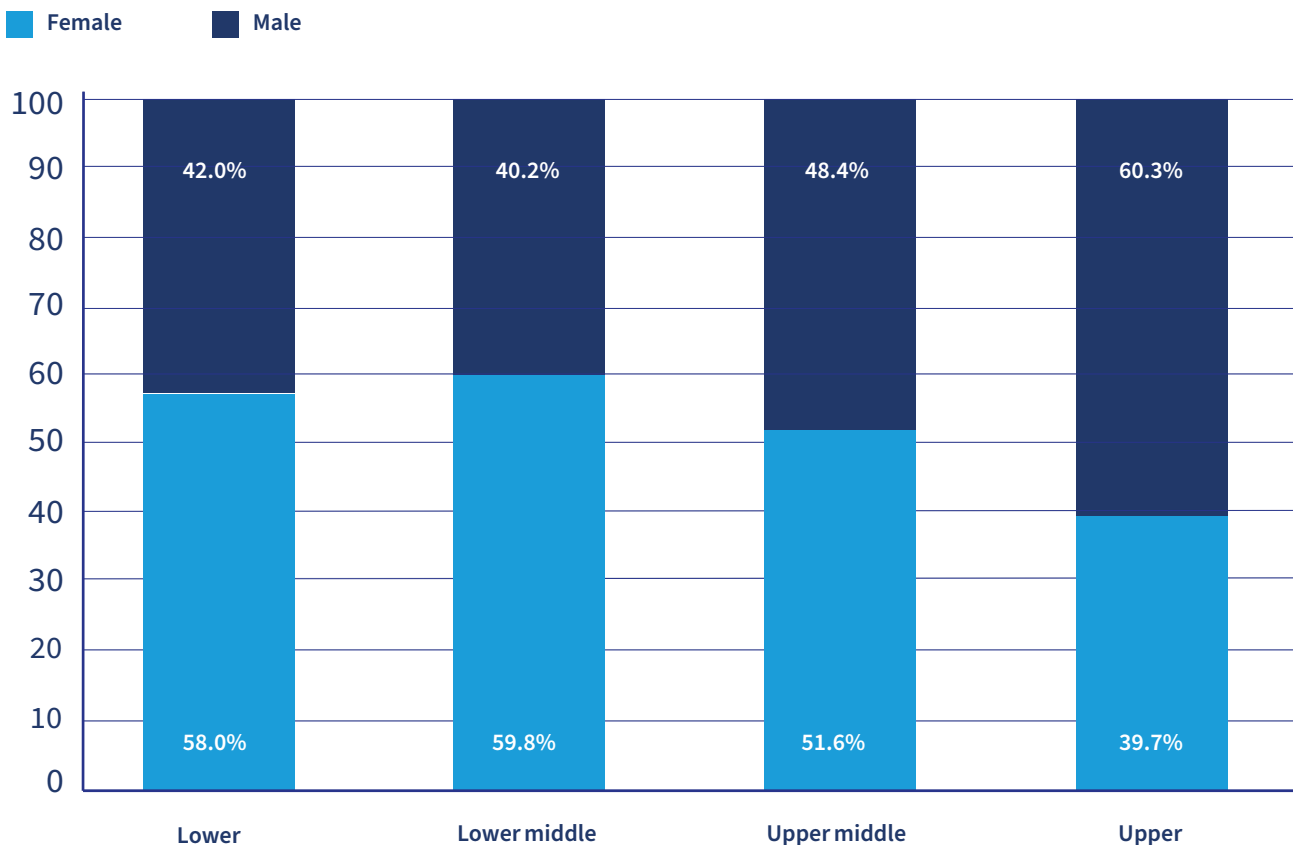
When reviewing our pay gaps by pay quartile and gender, it demonstrates that there are a greater proportion of men in the highest paid quartile, which is typical of most organisations in the UK and similar to our previous findings. Due to the low staff turnover rate, these quartiles have not changed significantly since the University’s previous pay gap report.

The balance of men and women by quartile illustrates the challenge we have in addressing the pay

gap. The data highlights a higher representation of women in the two lowest paid quartiles with women representing 58.0% and 42.0% in the lowest quartile; changing to 59.8% and 40.2% respectively in the lower middle quartile; a more equal gender split in the upper middle quartile and a reversal of the position in the upper quartile, with 60.3% of men and 39.7% of women employed at these senior levels within the University. It is this disparity of men and women across the quartiles that the University will continue to focus on to rebalance the distribution of men and women across the workforce at all levels of role. There are multiple factors that result in the disparity between the quartiles, we are therefore taking action through a number of different initiatives

to address these imbalances, by promoting new approaches to: recruitment, appraisal, career pathways, promotion, coaching, mentoring and leadership development; as well as our culture around flexibility in role design, part-time work and flexible working. We believe this multifaceted approach will help to support and enable more women to progress into senior roles and gradually address the imbalance in the fourth quartile, however this will take time to impact the overall pay gap. The pandemic enabled us to consider fresh approaches to hybrid working and develop new ways of working that can enhance opportunities for career development and advancement for all.

Gender distribution by pay quartile



Proportion of men and women staff by grade

The data in the chart 'Gender distribution by grade' highlights the reason there is a disparity of men and women across the quartiles.

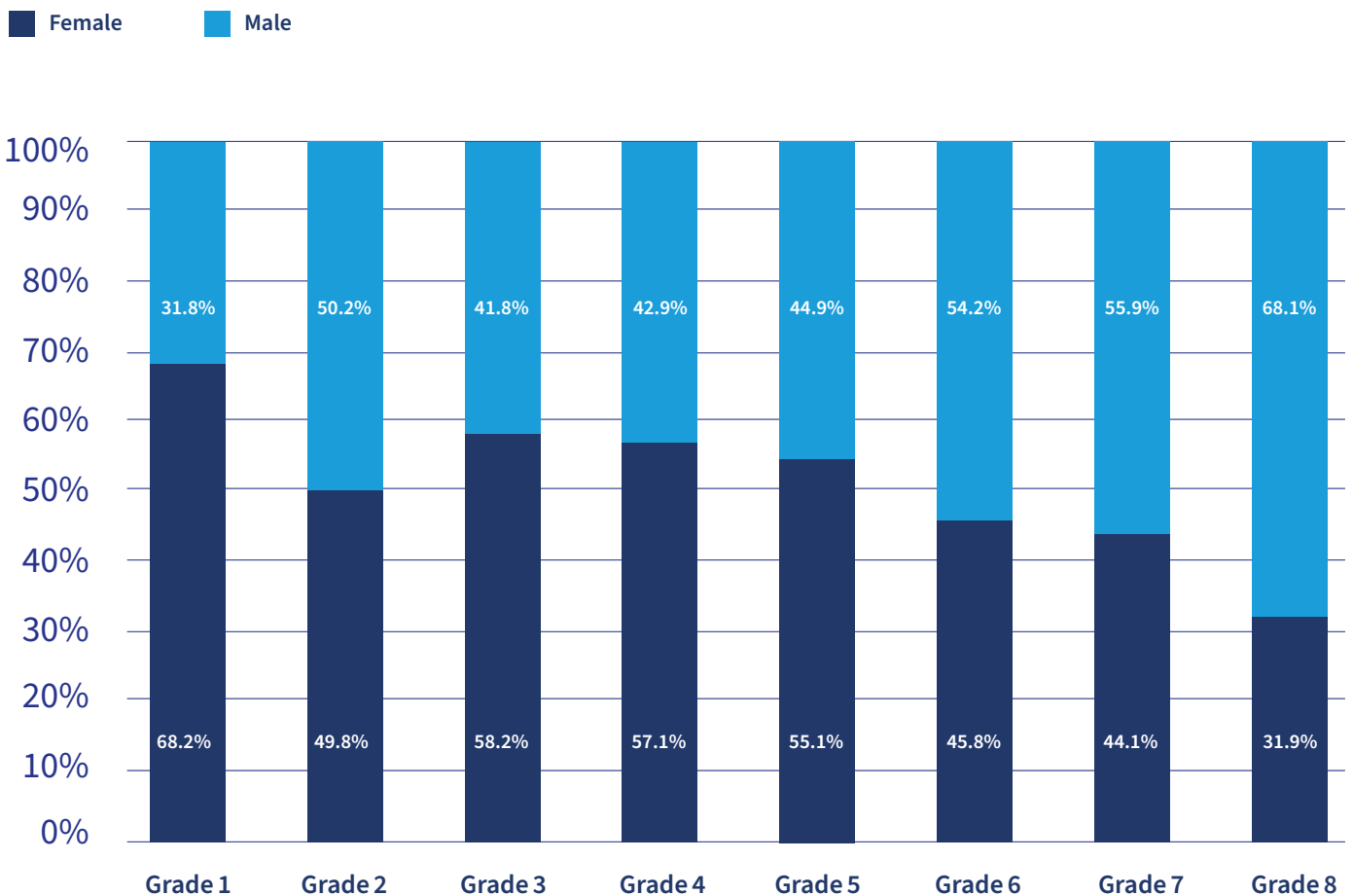
In our lower grades we have a higher proportion of women, particularly Grade 1 which is two-thirds female, and a lower proportion of women in the higher grades, particularly Grade 8 which is two-thirds male.

As in previous years, it is in the more senior levels, from Grade 6 upwards, that there are more men than women at each level.

We recognise that much more needs to be done, particularly at the highest quartile salary level, which means increasing the number of women in our highest grade (Grade 8), which consists of professors, senior academic staff and senior managers in professional services.

By adopting a variety of targeted strategies, it will be possible to achieve a rebalancing of men and women across the different grade levels. These actions are set out in the sections of this report headed 'Actions to Date' and 'Future priorities for driving forward change'.

Gender distribution by grade



Bonus pay

Bonuses are awarded to a very small proportion of employees, and because these are paid on an annual basis it is possible for there to be a large impact on the bonus gap from one year to the next.

Due to the financial uncertainties caused by the pandemic, the University did not run its annual Staff Bonus Scheme for 2020/21 during the reporting period 1st April 2020 to 31st March 2021, but ran it later than normal once there was greater clarity over the University's financial situation. The data in this section is therefore only based on payments made to clinical academics (on NHS contracts) through the NHS's Clinical Excellence Awards (CEAs). CEAs are bonus payments awarded and funded by the NHS in recognition of exceptional performance in the field

of clinical work. Queen Mary has no control over these payments.

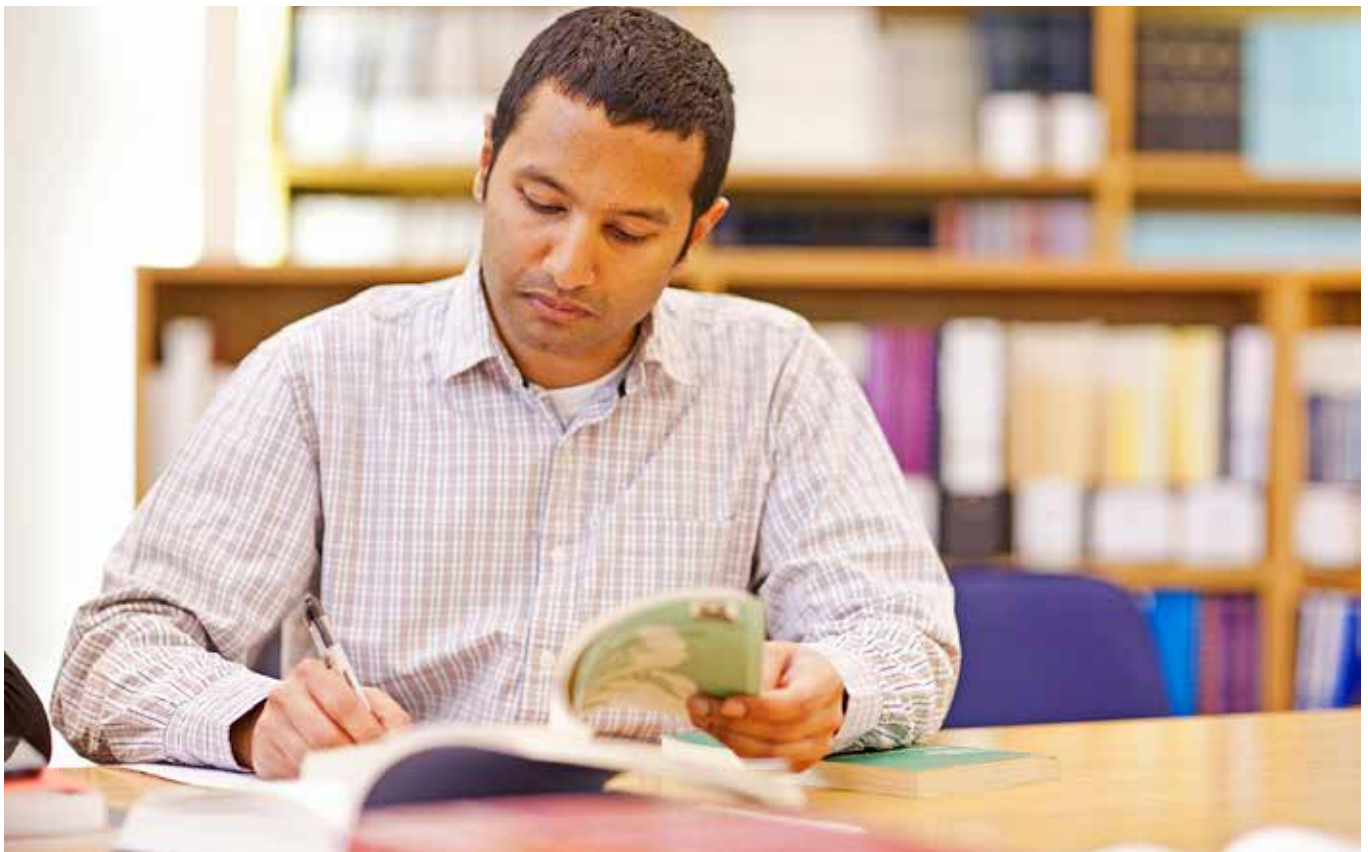
2.0% of men and 0.67% of women received a CEA in the 12-month period up to March 2020.

The majority of clinical consultants who are eligible to receive CEAs are men and this is the reason that more men receive bonuses overall. The CEA bonus gap is 77.6% in favour of men.

The previous 2020 pay gap data, which included the University's annual Staff Bonus Scheme, showed that the median bonus gap had reduced from 33.3% in 2019 to 0.0% in 2020 (including CEAs) and from 31.8% to 0.0% (excluding CEAs). The overall mean bonus gap had also reduced from 32.7% to 15.98% excluding CEAs.

We are pleased to have previously reported a zero median bonus gap (both including and excluding CEAs). This reflected significant work carried out during 2019/20 to ensure consistency and transparency in our internal bonus processes.

We have made further improvements to our bonus schemes this year across all our reward processes: the Staff Bonus Scheme, the annual Professional Review and the annual Professional Services Grade 8 Pay Review. We have also enhanced our moderation processes to ensure equity and consistency of practice across the University. Therefore, we are confident that we will once again report a zero median bonus gap in our next pay gap report.



Ethnicity

Context

As with our gender metrics, the data throughout this ethnicity pay gap report is based on 31st March 2021 snapshot data to align with our gender pay gap reporting requirements.

Any references to 'current' or '2021' data refers to this snapshot point. For these reasons, actions that have been taken to address the pay gap since 31st March 2021 are not captured in our metrics, but will be reported in our 2023 report. Similarly, where we have made references to benchmarking data, these refer to data as at 31st March 2020, the mostly recently available data.

In this report, we use the term BAME to ensure consistency with other organisations, including Government, and use the Office of National Statistics definition. The acronym BAME stands for Black, Asian and Minority Ethnic and is defined as all ethnic groups except White ethnic groups.

We acknowledge the term BAME is imperfect and problematic and includes diverse communities with different challenges and barriers. We are currently working with our Race Equality Action Group to develop Race and Ethnicity Language and Terminology Guidance to facilitate discussions on inclusive language.

The ethnicity pay gap is the difference in pay between the average hourly earnings of all BAME staff and those of all White staff. We have used the same calculations as in the gender pay gap analysis. In line with our findings for men and women, we have a higher proportion of BAME staff in the lowest grades (grades 1 and 2) and a lower proportion of BAME staff in the higher grades.

By adopting a variety of targeted strategies, it will be possible to achieve a rebalancing of men and women across the different grade levels. These actions are set out in the sections of this report headed 'Actions to Date' and 'Future priorities for driving forward change'.

Ethnicity pay gap across all staff

The median ethnicity pay gap has continued to reduce year-on-year, from 14.9% in 2019, to 14.6% in 2020 and 13.2% in 2021.

Similarly, the mean ethnicity pay gap has also reduced further in this year's report, from 20.0% in 2019, to 19.4% in 2020 and 18.3% in 2021.

The continuing ethnicity pay gaps are because of the under-representation of BAME staff in higher-graded and senior managerial roles and the over-representation of BAME staff in lower-graded roles.

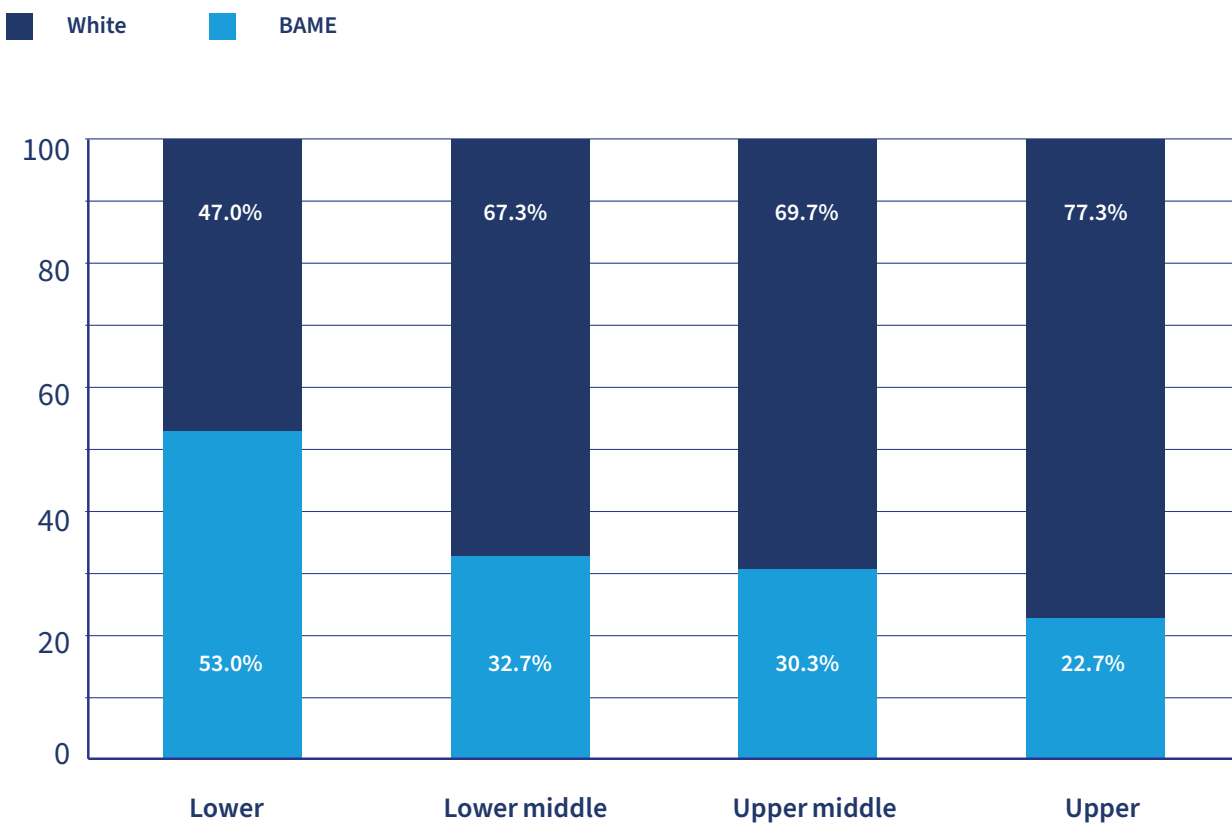
Quartile positioning by ethnicity

The chart below shows a higher representation of BAME staff in the lower quartile: 53% BAME compared to 47% White. This includes roles such as cleaning, catering and residential services in Grade 1. Queen Mary does not outsource these roles to external contractors, unlike some other Higher Education institutions.

The lower middle, upper middle and upper quartile show a clear majority of white staff in comparison with BAME staff. In particular, the upper quartile, which is occupied by a significant proportion of academic staff, such as professors (at grade 8), has only just over a fifth of staff who are BAME, with almost 80% white. This is consistent with historical

national averages, and will take time, investment and positive actions, such as those outlined in the actions below, to change.

Percentage of white and BAME staff in pay quartiles



Proportion of white and BAME staff by grade

The chart 'Ethnicity distribution by grade' shows that we have a higher proportion of BAME staff in the lowest grade (Grade 1) and a lower proportion of BAME staff in the grades above Grade 2.

We have a higher proportion of BAME staff who are female. At Grade 1, three-quarters of BAME staff are female. The proportions of male and female staff are however more balanced at the higher grades.

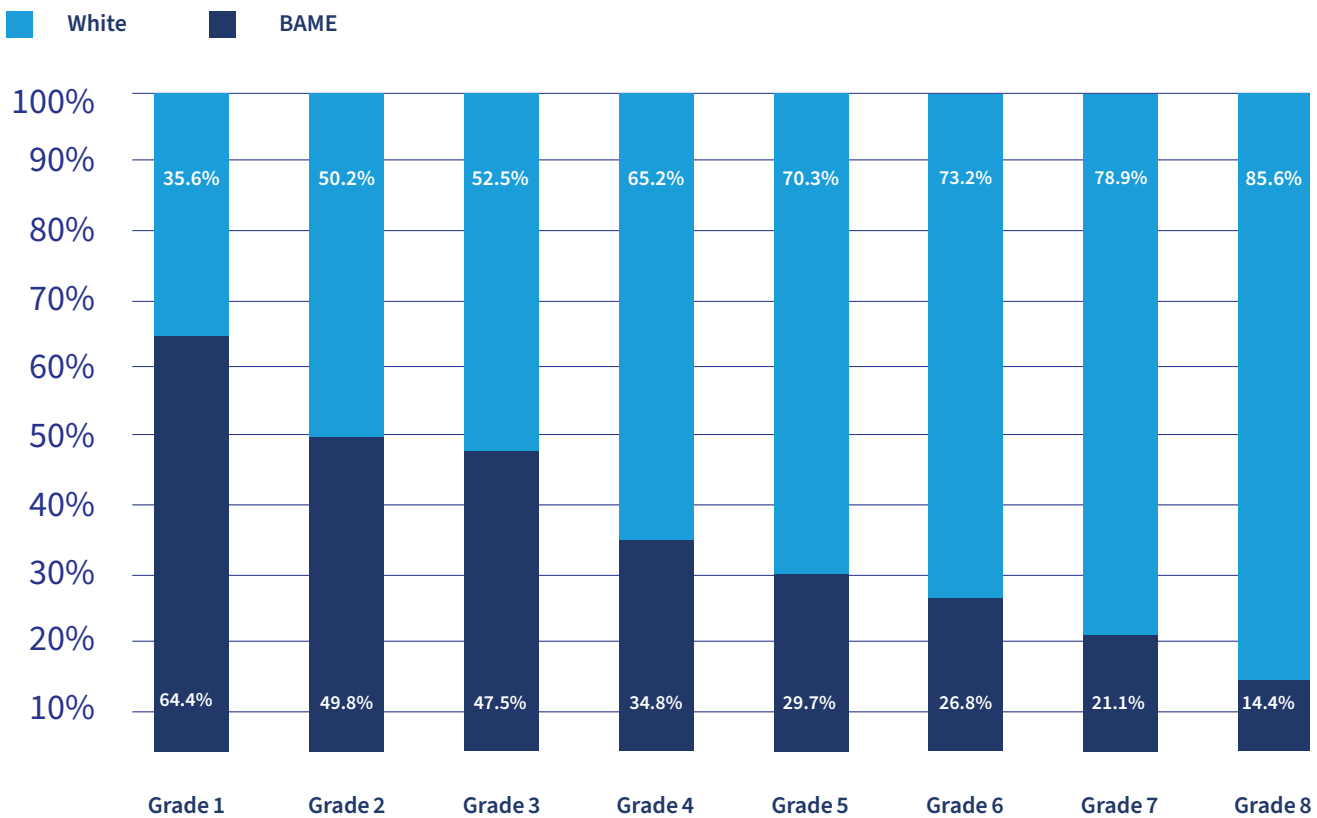
We also have a higher percentage of BAME staff who work part-time hours (typically in more junior,

lower-graded roles) than White staff. This is similar to findings for men and women for Queen Mary as a whole, where we have more women working part-time compared to men. Flexible working arrangements (e.g. less than full-time hours, job shares) are more likely to be in the lower-graded roles.

We recognise that we need to do much more to increase the proportion of BAME staff at senior levels, across both academic and professional services roles. We also recognise that we need targeted

strategies and, as we are doing for gender, that we are focused on tackling this issue from several different approaches: recruitment, appraisal, career pathways, promotion, coaching, mentoring and leadership development; as well as our culture around flexibility in role design, part-time work and flexible working.

Ethnicity distribution by grade



Bonus pay

Each year, bonuses are awarded to a relatively small proportion of employees, and as a result there can be a large impact on the bonus gap from year to year.

Due to the financial uncertainties caused by the pandemic, the University did not run its annual Staff Bonus Scheme for 2020/21 during the reporting period 1st April 2020 to 31st March 2021, but ran it later than normal once there was greater clarity over the University's financial situation.

The data in this section is therefore only based on payments made to clinical academics (on NHS contracts) through the NHS's Clinical Excellence Awards (CEAs). CEAs are bonus payments awarded and funded by the NHS in recognition of exceptional performance in the field of clinical work. Queen Mary has no control over these payments.

In 2021, both the mean and median bonus gaps were in favour of BAME colleagues: 1.7% for the mean gap and 95.1% for the median bonus gap.

In 2020, the mean average bonus pay gap (including CEAs) was 10.0% in favour of BAME colleagues and (excluding CEAs) was 10.3% in favour of White staff.

Also in 2020, our median ethnicity bonus gap (both including and excluding CEAs) was 0.0%.

The positive ethnicity bonus gaps in 2020 and 2021 are because small numbers of BAME staff have received high-value bonuses through the Clinical Excellence Award scheme.



Appendix

The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 requires that we publish the metrics below, which are based on all 'full pay relevant employees' (defined as employees paid their usual pay in full during the period in which the snapshot date falls).

Method for calculations: gender

- Mean pay gap
- Median pay gap
- Mean bonus gap
- Median bonus gap
- Proportion of men/women receiving a bonus
- Proportion of men and women in pay quartiles

The method for the calculations used in these reports is in accordance with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 using the following calculation:

$$\frac{\text{men's average hourly rate} - \text{women's average hourly rate}}{\text{men's average hourly rate}}$$

A positive percentage indicates that men overall are paid more than women; zero means there is no pay gap; and a negative percentage indicates that women overall are paid more than men.

Reasons for the difference between mean and median pay gaps

Due to the way the mean and median are calculated, and because the highest paid employees tend to earn significantly more than the lowest paid, the mean pay can be skewed by a small number of very high (or very low) earning individuals compared to the median pay. Since there are more men in higher-paying roles than women, the mean pay for men tends to be pulled upwards more than the mean pay for women, so that the gender pay gap measured by mean earnings tends to be higher than for median earnings.

Method for calculations: Ethnicity Pay Gap

We have used the same approach to calculate the ethnicity pay gap as we have for the gender pay gap, in the interests of ensuring consistency in our reporting. We have also published the same metrics as they relate to ethnicity as set out below:

- Mean pay gap
- Median pay gap
- Mean bonus gap
- Median bonus gap
- Proportion of BAME/White staff in pay quartiles

The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 does not define how the ethnicity pay gap should be calculated as publishing this information is voluntary and not statutory, we have therefore used the same formula as that for calculating the gender pay gap in the interests of consistency as follows:

$$\frac{\text{White staff's hourly rate} - \text{BAME staff's hourly rate}}{\text{White staff's hourly rate}}$$

A positive percentage indicates White staff are paid more than BAME staff, zero means there is no pay gap and a negative percentage indicates BAME staff are paid more than White staff.









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