



Senate

Paper Title	Progressing Race Equality at Queen Mary
Outcome requested	Senate is asked to note the report.
Points for Senate members to note and further information	<p>The authors recognise and appreciate Senate’s positive reception of, and engagement with, gender equality insight in the previous update from the Vice Principal People, Culture and Inclusion (PCI); this paper provides information on data and initiatives in response to Senate’s request for insight pertaining to Race Equality.</p> <p>The data included in this paper focuses on progress towards institutional KPIs for BAME staff and supporting evidence of impact, as a result of initiatives introduced by the University.</p> <p>This update uses the umbrella term ‘Black and Minority Ethnic’ or BAME; the authors note that this term can be helpful when speaking to data and not to the identities or experiences of the communities to whom it refers.</p>
Regulatory/statutory reference points	N/A
Strategy and risk	An update on progress towards University level ethnicity KPIs, related to the People, Culture & Inclusion Enabling Plan.
Reporting/consideration route for the paper	SET
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Sponsor	Sheila Gupta, Vice Principal People, Culture & Inclusion

Introduction

1. Strategy 2030 sets our vision to ‘open the doors of opportunity’; we seek to realise our mission and become the most inclusive university of our kind, anywhere. Our People, Culture & Inclusion Enabling Plan (PCIEP) identifies Race Equality as a key priority for this journey.
2. In 2020, the University established targets and Key Performance Indicators (KPIs) to evaluate our progress towards realising our mission. This report considers the current position at Queen Mary in relation to Race Equality and an overview of progress the institution has made against our KPIs since 2019.

Key Performance Indicators and progress to date

3. By 2030, Queen Mary aims for the ethnic diversity of our staff, at all levels, to match the ethnic diversity of London (40% Black, Asian and Minority Ethnic (BAME)).
Progress against this target is split by staff ‘levels’; these levels are junior, middle and senior which align to our grade structure as illustrated below:

Table 1: Staff levels, by grade, by academic role

Level	Grades	Academic Role
Junior	1	N/A
	2	
	3	
	4	
Middle	5	Lecturer
	6	
Senior	7	Senior Lecturer and Reader
	8	Professor
	Off scale	

Table 2: % of all BAME staff by level, by academic year (extract from KPI Scorecard)

Objective	Measure	19/20	20/21	21/22	Target (2030)
Increasing staff equality and inclusion	% of all BAME staff at junior, middle and senior levels	48:28:19	48:30:20	49:31:20	40:40:40

Figure 1: Staff profile by ethnicity, by level, by academic year

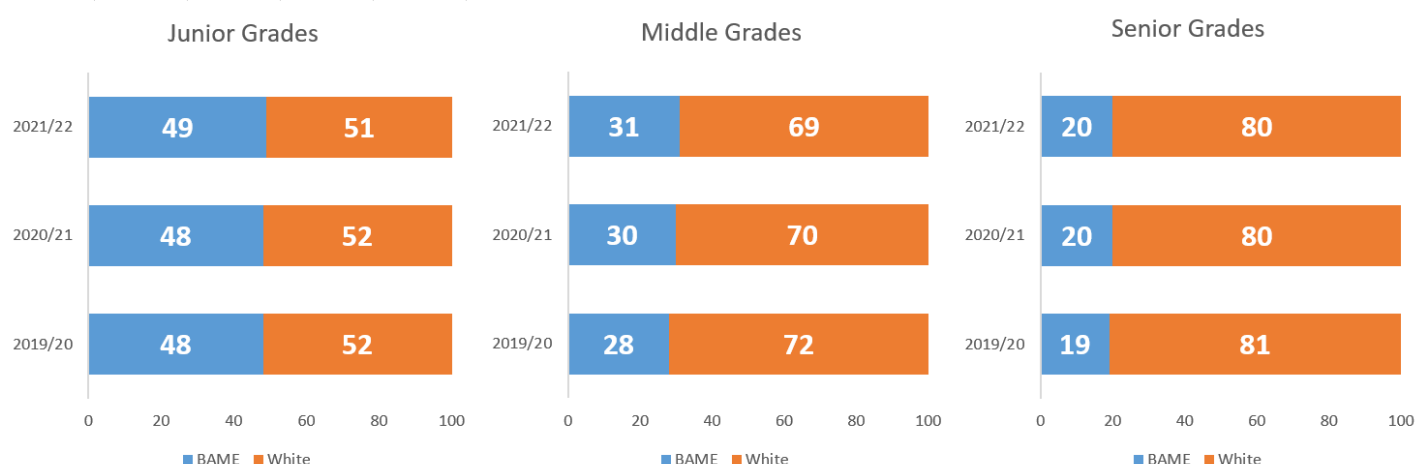


Table 3: % of academic BAME staff by level, by academic year (extract from Institutional data dashboard)

N.B Junior level classification is not applicable in academic roles.

Objective	Measure	19/20	20/21	21/22	Target (2030)
Increasing staff equality and inclusion	% of BAME staff at middle and senior levels in academic roles.	31:19	33:19	37:20	40:40

4. Table 3 and Figure 1 demonstrate progress towards our target of 40:40:40 by 2030; across levels and the period in question, BAME representation has increased by between 1% and 3%. The most significant impact has been at middle grades. This pattern reflects significant changes made to the University's Academic Promotions process which is covered in more detail later in this paper.

Table 4: % of Professional Service BAME staff by level, by academic year (extract from Institutional data dashboard)

Objective	Measure	19/20	20/21	21/22	Target (2030)
Increasing staff equality and inclusion	% of BAME staff at junior, middle and senior levels in professional service roles.	45:28:18	46:28:20	47:29:19	40:40:40

5. Within our Professional Services staff community, the highest proportion of BAME staff are in junior level roles (47%). Although the University's Academic Promotions process is not applicable to this community, significant progress is being made under the People, Culture and Inclusion Enabling Plan to provide our diverse staff with opportunities to support them with progression through work on designing and implementing Professional Services and Technician Career Paths; delivering career development workshops for staff and managers; enhancing our appraisal guidance to focus on

career development discussions; and proactively encouraging more diverse staff to consider leadership roles through our range of leadership development provision. These interventions have been developed with the constituency groups for whom they are designed, applying our principle of *'by the community for the community'*, and represent the range of initiatives that have been introduced under the PCIEP over the last two years.

6. This work under the PCIEP aims to significantly increase senior representation and support BAME staff in junior and middle roles to progress into more senior positions. These initiatives have been introduced to support progress towards achievement of our institutional KPIs. It is however important to note that changing the workforce profile, by its very nature, can only be achieved over time by implementing a multiplicity of initiatives to achieve this change, and by evaluating the impact of those actions.

Initiatives to Promote Race Equality

7. Three areas of particular relevance to achieving progress on race equality are:

(i) The Academic Promotions Process

7.1 The University conducted a major review of the Academic Promotions process in 2020, as it is an essential lever for change in terms of encouraging and supporting those staff from underrepresented groups with their career progression. The outcome from the 2020 and 2021 Academic Promotions rounds in relation to BAME success rates compared to white staff is summarised in Table 5.

(ii) Overall promotion success rate

7.2 The overall BAME promotion success rate across all Faculties in 2021 was 16.7% for BAME staff compared to 15.8% for white staff. This compares to 2020 success rates of 9.5% for BAME staff compared to 14.1% for white staff, indicating an improvement in trajectory, though trend data will need to be analysed over a longer period to establish a more complete picture.

Table 5: Promotion success rates by Faculty and level for 2020 and 2021

	Professor 2020	Reader 2020	Senior Lecturer 2020	Professor 2021	Reader 2021	Senior Lecturer 2021
HSS	BAME: (No applications)	BAME:10.5%	BAME:12.5 %	BAME:28.6%	BAME:26.3%	BAME:18.5%
	White:17.1%	White:15.7%	White:18.2%	White:21.3%	White:13.5%	White:21.7%

S&E	BAME:6.7% White:8.3%	BAME:8.0% White:11.4%	BAME: 16.1% White:20.3%	BAME:11.8% White:12.8%	BAME:13.8% White:10.4%	BAME:15.2% White:22.6%
FMD	BAME: 50% (2 out of 4 applications successful) White: 17.1%	BAME: 7.0% White:12.5%	BAME:3.1% White:7.6%	BAME:16.7% White:12.8%	BAME:12.2% White: 7.3%	BAME:19.4% White:24.2%

7.3 In 2020, the data shows lower success rates for BAME staff compared to white staff for most levels. There are some outliers for HSS and FMD at Professorial level as indicated in the Table above. It is positive that 2021 exhibits good progress and broadly comparable outcomes across BAME and white staff. It must also be noted that numbers of applications will vary by Faculty and level in each year.

7.4 The data for 2021 indicate positive rates of success for BAME staff compared to white staff at Professorial and Reader level. This may be an indication that the new processes are having the desired impact. However, success rates at Senior Lecturer level are not as strong and so further analysis will be conducted to better understand the factors that may be contributing to this and that need to be addressed. It will be important to maintain momentum and continue to improve our success rates and, as such, annual reviews of our data and processes will be conducted and enhancements implemented. Oversight of the data and trends is exercised by the Academic Promotions Group, chaired by the Principal and with EDI analysis and recommendations provided by the Vice Principal People, Culture and Inclusion.

(iii) Ethnicity Pay Gap

7.5 The Ethnicity Pay Gap is another important indicator of whether staff are moving into more senior roles, as it is determined by the (uneven) distribution of staff across the workforce. That is, pay gap data is an effective measure of the consistent distribution and representation of a population across the workforce. Thus, persistent 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. This imbalance across our workforce will necessarily take time to address and our institutional KPI to increase staff diversity is one of the key drivers to achieve this change in our workforce profile.

7.6 The ethnicity pay gap is the difference in pay between the average hourly earnings of all BAME staff and those of all white staff, (note that a pay gap does not exist for staff doing the same job and at the same level). The information presented is based on March 2021 snapshot data (*as required by statutory reporting regulations in relation to the gender pay gap*), and thus we have

applied the same reference date of March 2021 in reporting our ethnicity pay gap data to align with our gender pay gap reporting requirements.¹

7.7 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. In 2020, we returned a 0% bonus ethnicity pay gap – with all awardees receiving a set amount to recognise exceptional contributions.

7.8 We have continued to introduce a wide range of initiatives to contribute to reducing our gender and ethnicity pay gaps, as it is recognised that no single intervention will address or resolve the issue. These initiatives comprise:

- Embedding our values into our induction, appraisal, promotions, reward and leadership processes and frameworks.
- In early 2021 we successfully launched our mandatory online 'Introducing Inclusion' training, with a particular focus on completion by staff in decision-making roles.
- 'Pathways to Leadership' includes a suite of leadership development programmes designed to promote inclusive leadership skills and to be used by managers to proactively encourage staff from underrepresented groups to consider leadership roles, supported by these development programmes.
- Externally, we have also continued to promote and sponsor women and BAME staff to attend the Aurora Leadership Programme, the Springboard Development Programme, South-East Action Learning Sets and the B-Mentor Mentoring Scheme.

Implementation of EDI Action Plans

In order to improve and increase staff diversity, it is essential for tailored strategies based on data, to be developed and implemented at local level. The Equality, Diversity & Inclusion Steering Group (EDISG) has instituted a rolling programme of presentations for Schools, Institutes and Professional Services (PS) Directorates to present their EDI Action Plans and data and demonstrate how they support the realisation and progress in relation to the University's EDI KPIs, including actions to promote race equality. This initiative has also proved extremely valuable in enabling the sharing of good practice and the embedding of a culture of continuous improvement within all areas of the University. The introduction of this important process has helped to formally embed ownership and responsibility for the delivery of EDI action plans at School, Institute and PS Directorate level with oversight by EDISG. In addition, professional advice and support is offered by the EDI Team working in collaboration with local areas. The enhanced governance and oversight by EDISG and the placing of accountability and responsibility at local level was welcomed by Council in 2021 when conducting their deep dive into the University's progress with the EDI agenda at all levels.

¹ Statutory regulations currently only refer to the gender pay gap, as reporting ethnicity pay gap data continues to be voluntary.