Queen Mary
University of London

Staff Equality, Diversity and Inclusion Data

Our mission to become the most inclusive university of its kind anywhere has been inspired by the diversity and quality of our community of students, staff, and alumni.

Queen Mary is committed to tackling discrimination, providing equal opportunity for all and strives to create a positive working environment of mutual respect and dignity.

Increasingly robust, transparent People Data informs our decision-making and supports our community to engage with Equality, Diversity & Inclusion at all levels. This report demonstrates the progress we have made in strengthening our people analytics – acting on our ambition to place our community at the heart of everything we do.

In line with the requirements of the Equality Act 2010, the University prepares statistics relating to the protected characteristics of its staff annually.

This report complements our 2020 Gender and Ethnicity Pay Gap report.

Notes and Data Definitions for guidance when using this report
The data contained within this Annual Report – unless otherwise stated – corresponds to the data annually submitted by Queen Mary to the Higher Education Statistics Agency (HESA) for the year 2019/20. This is because, at the time of analysis, the 2019/20 HESA Year was the most recent year for which published sector benchmarking data were available. Figures are based on staff who have reported the characteristics of interest (Age, Ethnicity, Gender, Sexual Orientation and Disability).

'The HESA Year'
The HESA year includes all contracts taking place during the year 1 July – 31 August each year. It includes those contracts that begin during the year and those that end during the year. The measure used is full person equivalent (FPE), which adjusts headcounts on annual basis. For instance, if someone worked at Queen Mary for 3 months, their FPE is 0.25.

The overall numbers of FPE within a HESA year might not match the number of contracts on any snapshot date during that year. However, it is a good proxy as the number of contracts or people are adjusted using the criterion above.

Our Key Performance Indicators (KPIs)
To measure our progress towards our ambitions Queen Mary has two staff diversity KPIs – referenced in this report. KPIs are measured at university, school, and directorate levels.

Data Definitions

BAME refers to Black, Asian, and minority ethnic; the term is used to refer to people in the UK who do not consider themselves to be white.

Gender refers to Sex ID as reported to HESA. Sex ID is legal sex taken in alignment with the reporting requirements for the HMRC where the response options are 'male' or 'female'. Any recruitment data in this report is the applicant's self-declared 'gender' rather than aligning with the HESA Sex ID definition (legal sex). Gender and sex are terms which are often conflated, and future reporting will allow for us to report on gender identity. For most people their gender identity is the same as their

sex originally assigned to them at birth, but this is not the case for everyone as it is estimated that around 1 per cent of the population might identify as trans, including people who identify as non-binary.

'**Academic'** staff in this report are defined as those contracts of employment that have an Academic Employment Function of 1, 2 or 3 for HESA submission purposes. These are defined as:

1. Academic contract that is teaching only
2. Academic contract that is research only
3. Academic contract this is both teaching and research

Those contracts with a HESA Academic Employment Function of 1, 2 or 3 include Teaching Assistants, Teaching Fellows and Research Assistants.

'**Junior Grades'** refer to those contracts of employment in Grades 1-4 within the University's grading structure

 '**Middle Grades'** refer to those contracts of employment in Grades 5-6 within the University's grading structure

'**Senior Grades'** refer to those contracts of employment in Grades 7-8 within the University's grading structure

'**Salary bands'** used in this report and can be found on https://www.hesa.ac.uk/data-and-analysis/staff/salaries

Graphs 3 to 8 inclusive show the University's HESA data for the five years up to and including 2019/20. The University's data for the 2019/20 year is then benchmarked against comparable data for the Higher Education Sector, Russell Group, Post 92, and London universities.
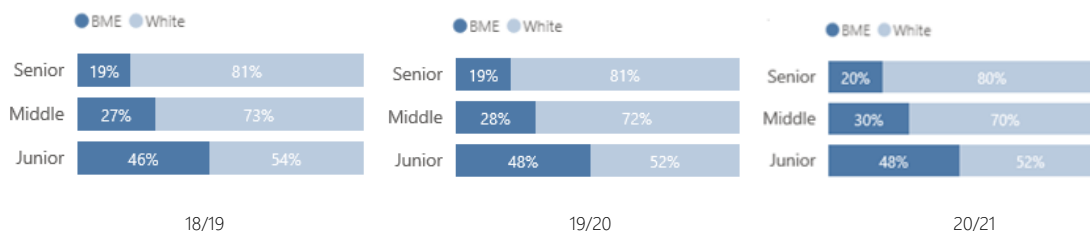
Table of graphs

*   Indicates data not supplied to the Higher Educational Statistics Agency. This data is sourced from the <u>Staff Profile</u> dashboard.
**   Promotions data taken from the 2020 Academic Promotions EDI Summary
***   Recruitment data taken from iGRasp

Graph 1: Staff Profile by Ethnicity and Grade Level

Source: Human Resources, as of 31/10 each year

Graph 1 shows how the profile of BAME and white staff at Queen Mary has changed over the last three years. BAME staff make up nearly half of the staff population at junior grades, reducing to around a fifth at senior grades. Over the three-year period, the proportion of BAME staff across all grade profiles has slightly increased. Queen Mary's target is to increase the proportion of BAME staff in senior grades to 40% by 2030.

Graph 2: Staff Profile by Gender and Grade Level
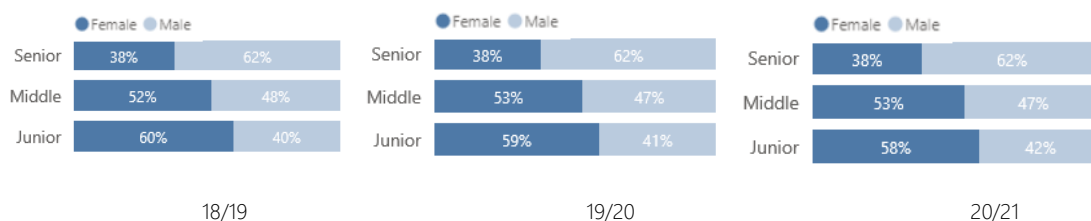
Source: Human Resources, as of 31/07 each year

Graph 2 shows the gender profile of Queen Mary staff over the last three years. There has been minimal change in the balance between female and male staff at all levels. Females make up more than half of the workforce at junior and middle grades reducing to 38% at senior grades. Queen Mary's target is to increase the proportion of female staff in senior grades to 50% by 2030.

Graph 3: Age Profile of Academic Staff

Queen Mary | Benchmarks
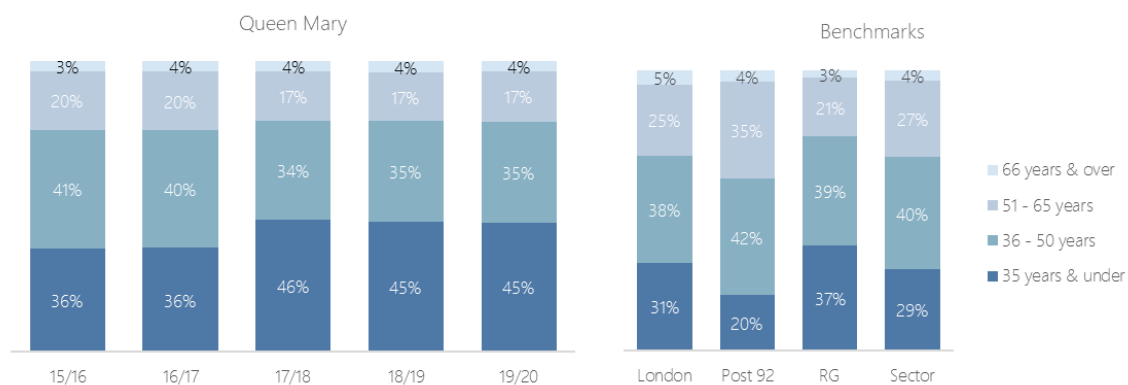
Source: Heidi Plus

Graph 3 represents the age profile of our Academic staff. A high proportion of Queen Mary's Academic staff are aged up to 50 (80%). This is higher than our comparators, London, Post 92, Russell group and the whole sector (69%, 62%, 76% and 69%, respectively). Queen Mary has a greater proportion of younger staff (under 35) than the aforementioned benchmarks. This change primarily occurred from 2017/18 when the total number of Academic contracts increased significantly from 2,390 to 3,095. Many of the additional 705 contracts were held by staff aged 34 and under.

The primary reason for the increase is that, in 2017/18, Teaching Assistants and Teaching Fellows contracts were reclassified. Previously, those groups had been classified as 'Atypical' and those contracts did not, for HESA, require an Academic Employment Function.

Graph 4: Age Profile of Professional Services Staff

Queen Mary | Benchmarks
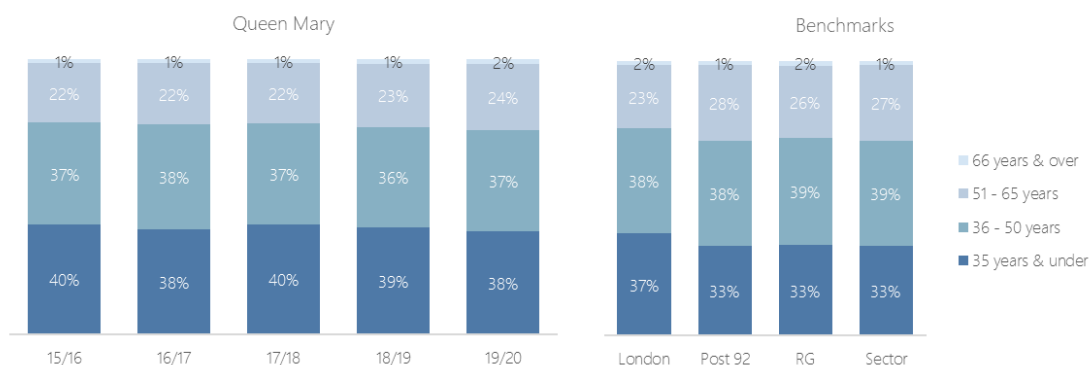
Source: Heidi Plus

This trend of the proportion of younger staff increasing over time is not reflected in our Professional Services staff group, where we can see that in 2019/20, 38% of staff are aged 34 years and under, down from 40% in 2015/16. The proportion of younger staff –up to 50 years- in our Professional Services staff groups (75%) is slightly lower to that of London universities (76%) and higher than Post 92, Russell group and the whole sector (71%, 72% and 71%, respectively).

The percentage of staff aged 51 – 65 has slightly increased in the last 5 years: from 22% in 2015/16 to 24% in 2019/20.

Graph 5: Gender Profile of Academic Staff

QM Gender

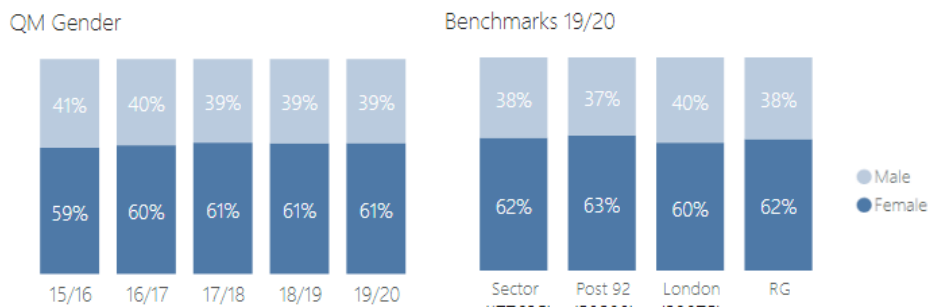|	15/16	16/17	17/18	18/19	19/20
Male	56%	55%	56%	56%	55%
Female	44%	45%	44%	44%	45%

Benchmarks 19/20

	Sector	Post 92	London	RG
Male	57%	56%	55%	58%
Female	43%	44%	45%	42%
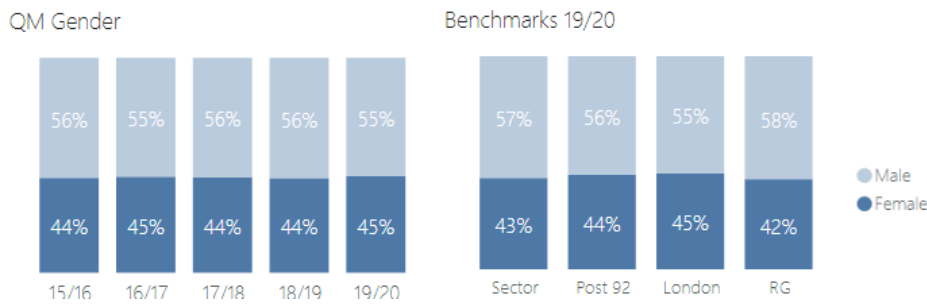
● Male
● Female

The percentage of female Academic staff at Queen Mary has largely remained steady over the past four years (averaging 44 – 45%). Our percentage of female academics is slightly above the sector, Post 92 universities and Russell Group (44% compared to 43%, 44% and 42%, respectively) and similar to London universities (45%).
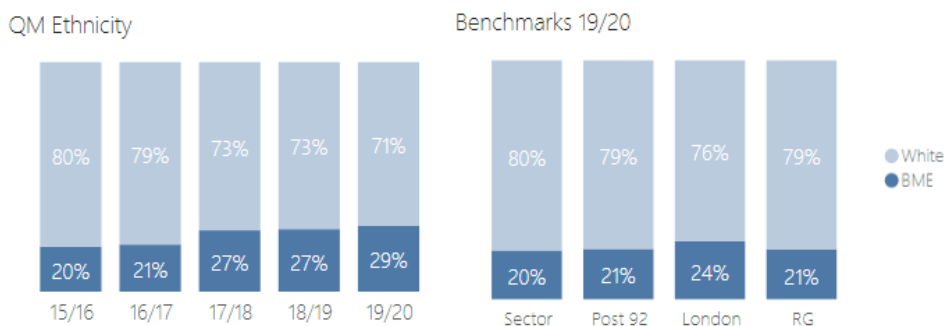
Graph 6: Gender of Professional Services Staff

QM Gender

	15/16	16/17	17/18	18/19	19/20
Male	41%	40%	39%	39%	39%
Female	59%	60%	61%	61%	61%

Benchmarks 19/20

	Sector	Post 92	London	RG
Male	38%	37%	40%	38%
Female	62%	63%	60%	62%

● Male
● Female

In Professional Services, the percentage of female staff has slightly increased to 61% by 2019/20, from 59% in 2015/16. Our current figure is comparable to the sector (62%), Post 92 (63%), London (60%) and Russell Group (62%).
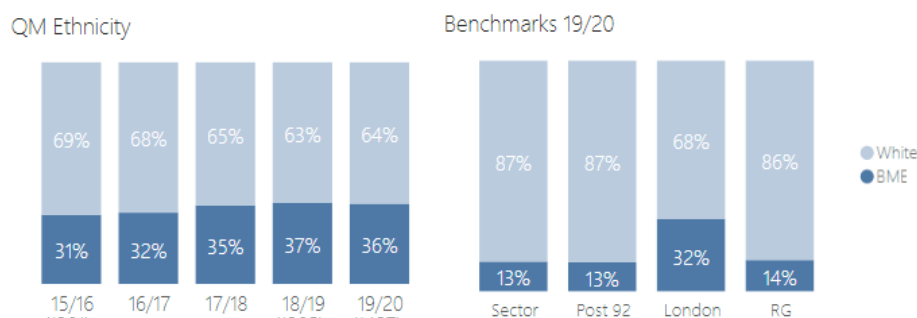
Graph 7: Ethnicity Profile of Academic Staff

QM Ethnicity

	15/16	16/17	17/18	18/19	19/20
White	80%	79%	73%	73%	71%
BME	20%	21%	27%	27%	29%

Benchmarks 19/20

	Sector	Post 92	London	RG
White	80%	79%	76%	79%
BME	20%	21%	24%	21%

● White
● BME

There is a marked improvement in the last five years regarding the proportion of BAME staff at Queen Mary. Within academic staff, 29% self-identify as from BAME backgrounds. This is

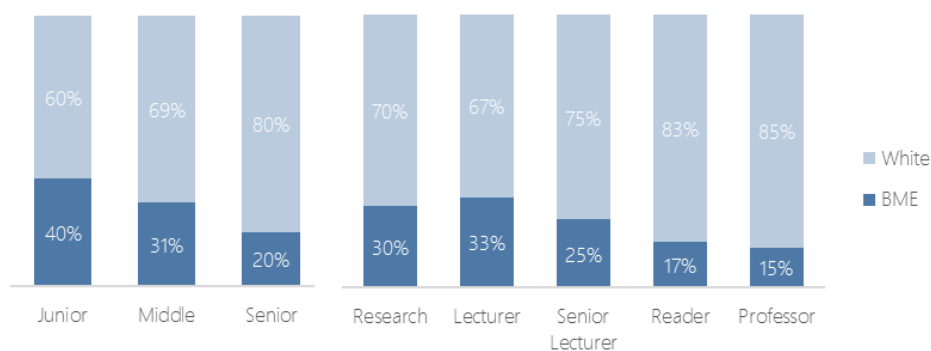significantly higher than our sector (20%), Post 92 (21%), London (24%) and Russell Group counterparts (21%).

Graph 8: Ethnicity Profile of Professional Services Staff

QM Ethnicity

	15/16	16/17	17/18	18/19	19/20
White	69%	68%	65%	63%	64%
BME	31%	32%	35%	37%	36%

Benchmarks 19/20

	Sector	Post 92	London	RG
White	87%	87%	68%	86%
BME	13%	13%	32%	14%

Source: HESA returns and Heidi Plus

Within our Professional Services population, 36% are from BAME backgrounds. This is three times the average of the sector (13%) and Post 92 (13%) universities, and 2.5 times the proportion in Russell group universities (13%). Of our Professional Services staff, 35% are BAME, higher than London universities (32%). Over time, there is a noticeable increase in participation, BAME staff representing 36% of Professional Services Staff in 2019/20, up from 31% in 2015/16

Graph 9: Academic staff by Grade and Ethnicity in 2020/2021

|	Junior	Middle	Senior	Research	Lecturer	Senior Lecturer	Reader	Professor
White	60%	69%	80%	70%	67%	75%	83%	85%
BME	40%	31%	20%	30%	33%	25%	17%	15%

Source: Human Resources, as of 31/10

The highest proportion of our BAME academic contracts are in the junior grades [grades 1 – 4], this accounting for 40% of this group. The next highest representation of BAME academic contracts are in the Lecturer grade (33% of this group).

The proportion of BAME staff within our academic staff decreases as seniority increases. BAME staff make up 33% of our Lecturers, 25% of Senior Lecturers, 17% of Readers and 15% of Professors.
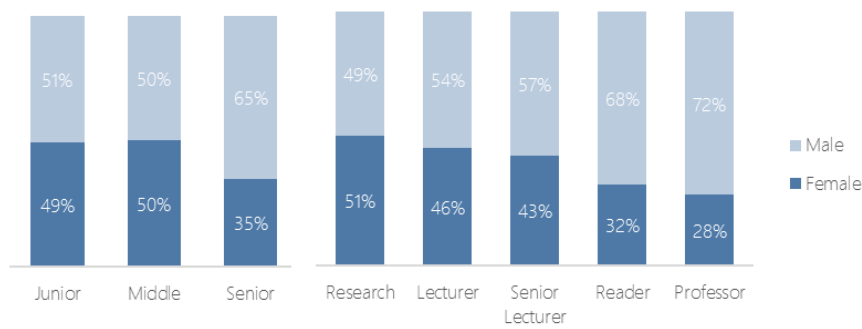
Graph 10: Professional Services staff by Grade and Ethnicity in 2020/21
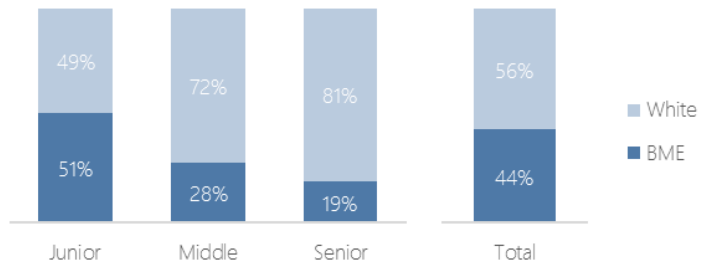
Source: Human Resources, as of 31/10

The highest proportion of BAME Professional Services staff are in the junior grades (51%). There is a declining proportion of BAME staff in Professional Services roles as seniority increases, with only 19% in Senior graded roles.

Graph 11: Academic staff by Grade and Gender in 2020/21

	Junior	Middle	Senior		Research	Lecturer	Senior Lecturer	Reader	Professor
Male	51%	50%	65%		49%	54%	57%	68%	72%
Female	49%	50%	35%		51%	46%	43%	32%	28%

Source: Human Resources, as of 31/10

While 46% of Lecturers are female, the proportion of female staff reduces as seniority increases, down to 28% of Professors.

Graph 12: Professional Services staff by Grade and Gender in 2020/21

	Junior	Middle	Senior	Total
Male	37%	47%	45%	40%
Female	63%	53%	55%	60%
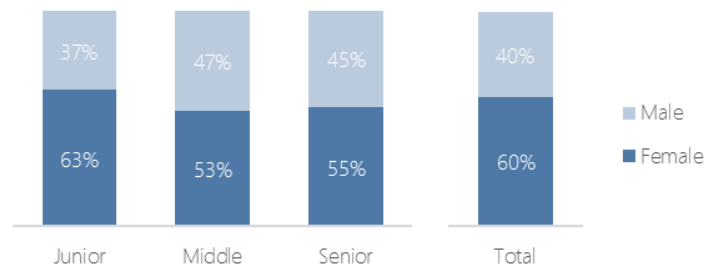
Source: Human Resources, as of 31/10

In 2020/21, female representation in Professional services staff was 63% at the junior level, 53% at middle level, and 55% at the senior level.

Graph 13: Successful Academic Staff Promotions by Ethnicity (2016-2020)

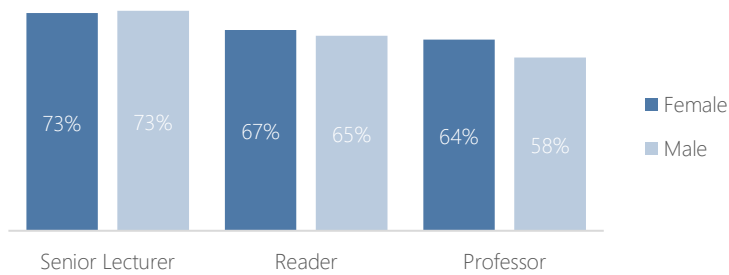|	Senior Lecturer	Reader	Professor
BME	68%	46%	45%
White	75%	71%	64%
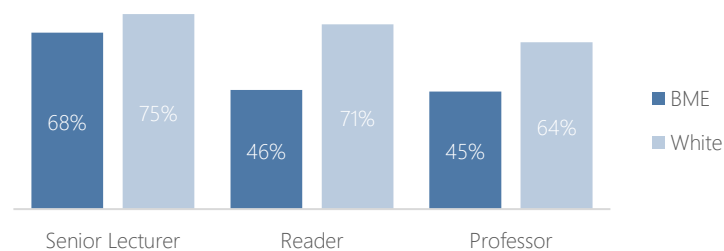
Source: Human Resources

Looking back over the past five years (2016-2020), success rates for staff applying for promotion to Senior Lecturer, Reader and Professorial are significantly higher for white staff than their BAME counterparts.

Graph 14: Successful Academic staff Promotions by Gender (2016-2020)

Success rates of promotion to Senior Lecturers are similar for male and female staff (73%). Success rates for promotion to Reader are higher for females (67% vs 65% for males) and significantly higher for professorial positions (64%, compared to 58% for males).

Graph 15: Academic Staff Recruitment by Ethnicity (2019/20)
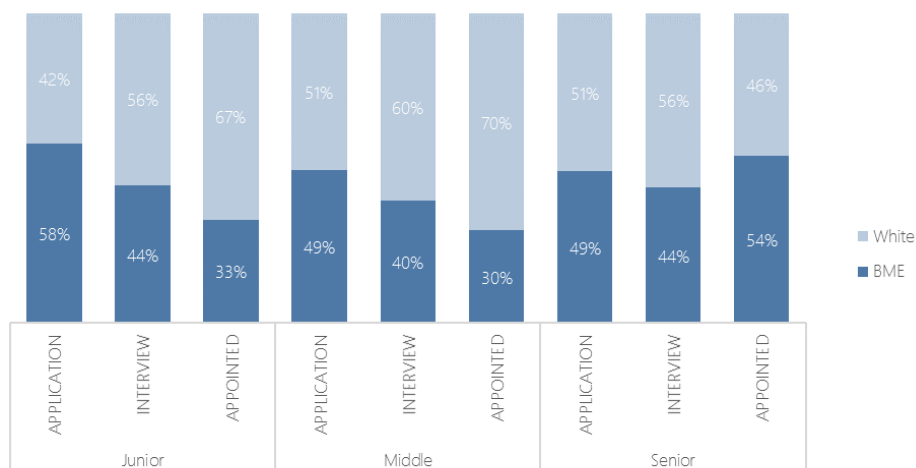
In Graph 15, academic recruitment outcomes for 2019/20 by ethnicity are presented. Out of the total, 58% of applicants to junior grades are BAME, which reduces to 44% of interviewees, and 33% of appointed candidates. Proportions are lower for middle grades (49%, 40% and 30%, respectively. For senior grades, nearly a half of applicants, 44% of the interviewees and 54% of appointees are from BAME backgrounds.

Graph 16: Academic Staff Recruitment by Gender (2019/20)
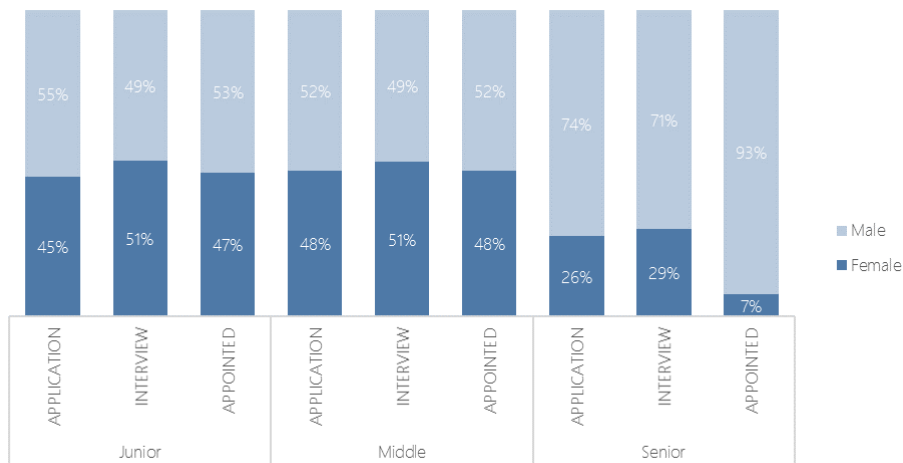
Source: Human Resources

As shown in graph 16, there are balanced proportions of males and females throughout the recruitment stage for junior and middle grades. Female's proportions are lower in senior grades, where 26% of applicants, 29% of interviewees and 7% of appointed candidates are female.
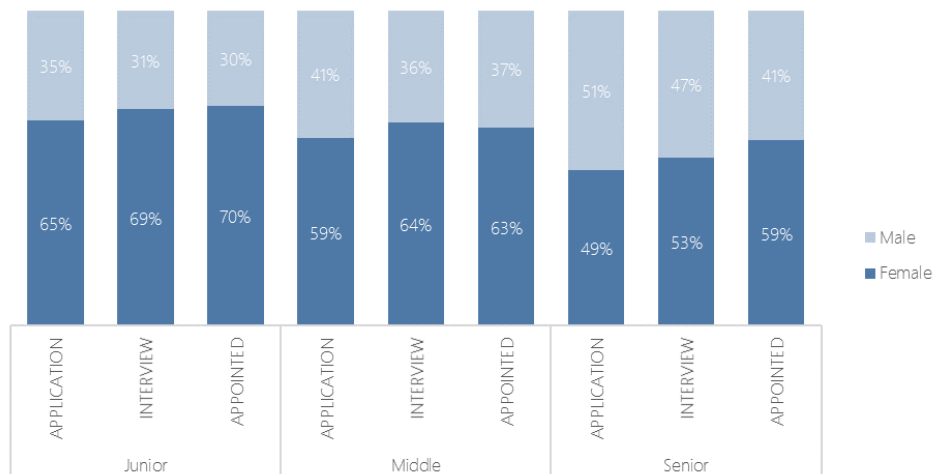
Graph 17: Professional Services Staff Recruitment by Ethnicity (2019/20)
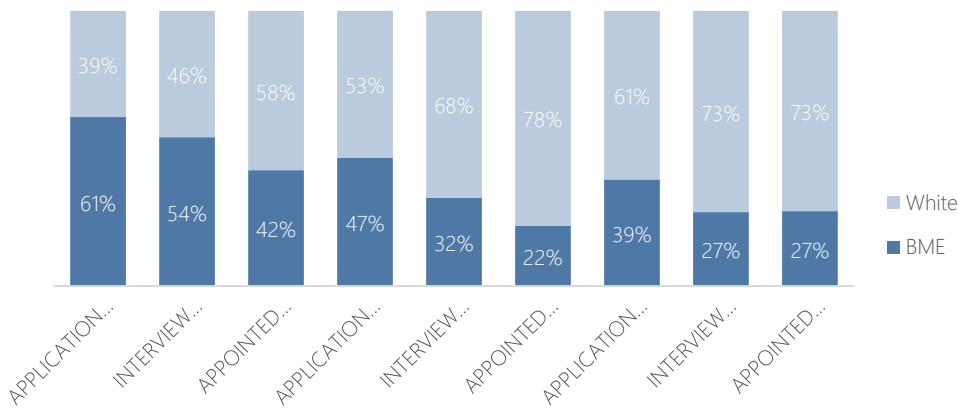
Source: Human Resources

In Graph 17, recruitment processes for professional services staff show a decreasing trend of BAME participation as the position grade increases and the recruitment process progress. In fact, for middle grades, 47% of applicants, 32% of interviewees and 22% of appointed candidates are BAME-down from 61%, 54% and 42%, respectively, in junior grades. For senior grades, BAME candidates account for 39% of applicants, 27% of interviewees and 27% of appointees.
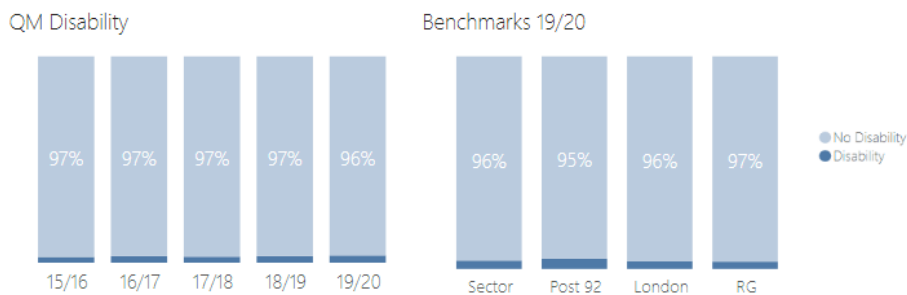
Graph 18: Professional Services Recruitment by Gender (2019/20)

	Junior			Middle			Senior		
	APPLICATION	INTERVIEW	APPOINTED	APPLICATION	INTERVIEW	APPOINTED	APPLICATION	INTERVIEW	APPOINTED
Male	35%	31%	30%	41%	36%	37%	51%	47%	41%
Female	65%	69%	70%	59%	64%	63%	49%	53%	59%

Source: Human Resources

In Graph 18, for all grades and stages of the recruitment process, female proportions are greater than those of males. The proportion of females decreases as the process goes through, as for instance females make 59% of appointees, up from 53% of interviewees and 49% of applicants to senior grades positions.

Graph 19: Academic Staff by Disability

QM Disability

	15/16	16/17	17/18	18/19	19/20
No Disability	97%	97%	97%	97%	96%

Benchmarks 19/20

	Sector	Post 92	London	RG
No Disability	96%	95%	96%	97%

Source: HESA returns and Heidi Plus

In 2019/20, 4% of our academic staff had a declared disability. A similar proportion is observed across our comparators. The benchmark is low compared to the whole labour force, but it should be noted that educational attainment of disabled workers is lower than that of non-disabled, which is especially sensitive with academic staff having top educational attainment *per se*.

Graph 20: Professional Services Staff by Disability
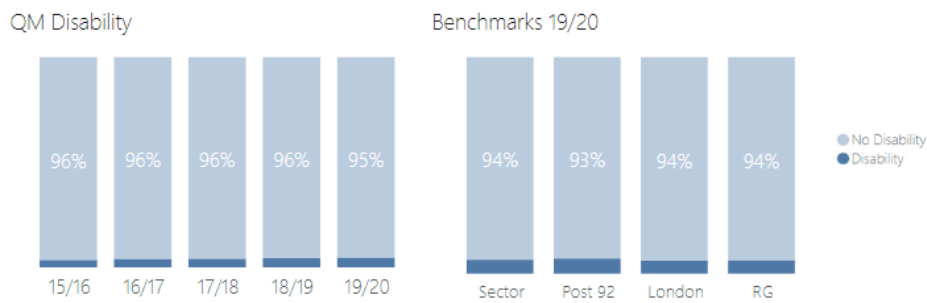
Source: HESA returns and Heidi Plus

In 2019/20, 5% of our Professional Services staff had a declared disability, which is one to two percentage point above our comparators. Figures are still low but higher in comparison to academic staff, which may well be due to differential educational attainment for both populations.
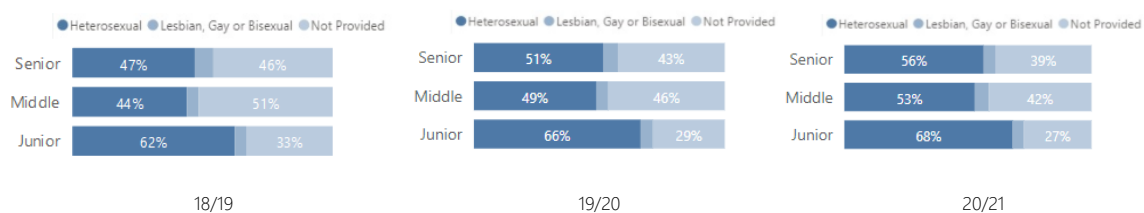
Graph 21: Academic Staff by Sexual Orientation
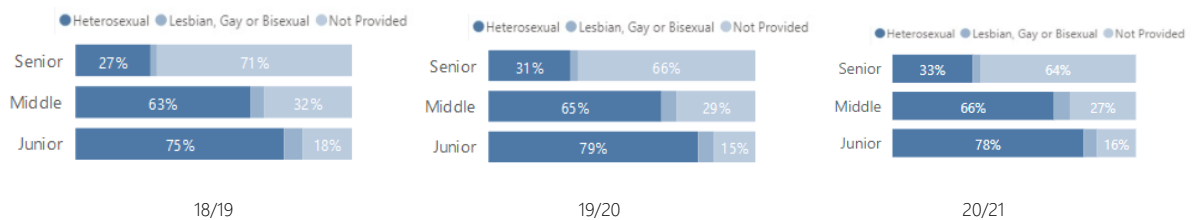
Source: Human Resources, as of 31/10 each year

In 2020/21, 5% of Junior, 7% of Middle and 3% of Senior academic staff declared to be of gay, lesbian, or bisexual identity. Declared sexual orientation decreases as seniority does so.

Graph 22: Professional Services Staff by Sexual Orientation

Source: Human Resources, as of 31/10 each year

Of our Professional Services staff, in 2020/21, 5% of Junior, 6% of Middle and 5% of PS staff declared to be of gay, lesbian, or bisexual identity. Unlike academic staff, Professional Services staff in middle and senior positions are more likely to declare sexual orientation than academics.
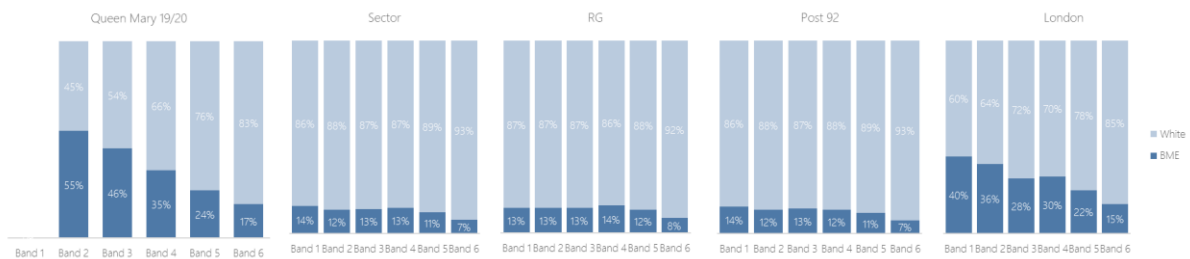
Graph 23: Academic Staff by Salary Bands and Ethnicity
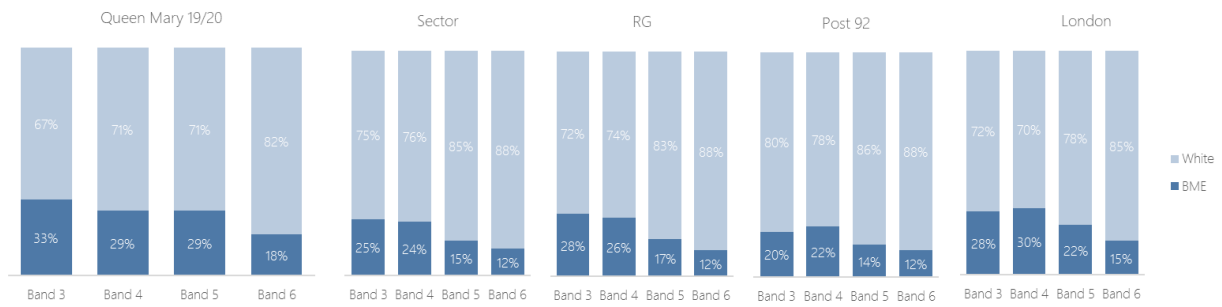
Source: HESA returns and Heidi Plus

In 2019/20 the participation of BAME Academic staff decreases as the salary range increases. Compared to our benchmarks, BAME participation across salary bands is above them.
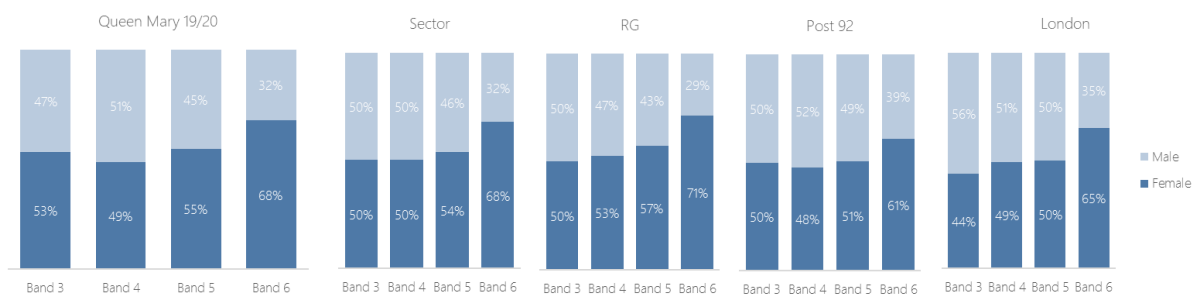
Graph 24: Professional Services Staff by Salary Bands and Ethnicity

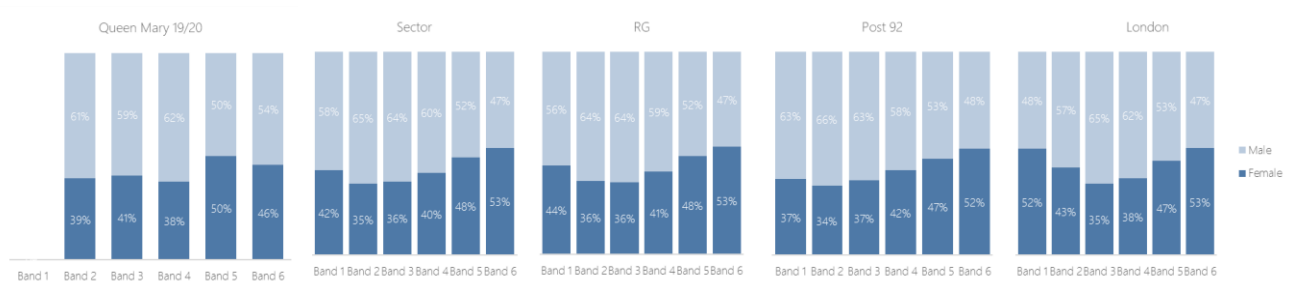Source: HESA returns and Heidi Plus

In 2019/20 the participation of BAME Professional Services staff decreases as the salary range increases. Compared to our benchmarks, BAME participation across salary bands is above them and well in line with London universities. Queen Mary exceeds BAME participation in London universities for all salary bands.

Graph 25: Academic Staff by Salary Bands and Gender

While a half of Academic staff in band 3 are female, more than two thirds are in band 6 in 2019/20. Either at Queen Mary or our comparators, the proportion of women increases as salary increases.

Graph 26: Professional Services Staff by Salary Bands and Gender

Proportions of females in bands 2 to 4 look stable at around 40% and increases at bands 5 and 6. Our comparators show a U-shape pattern, especially London Universities, with higher proportions of women in the extremes and lower in the middle bands, whereas Queen Mary shows a more consistent pattern. Queen Mary has 46% of females in band 6, which stands below our comparators.

Graph 27: Report and Support
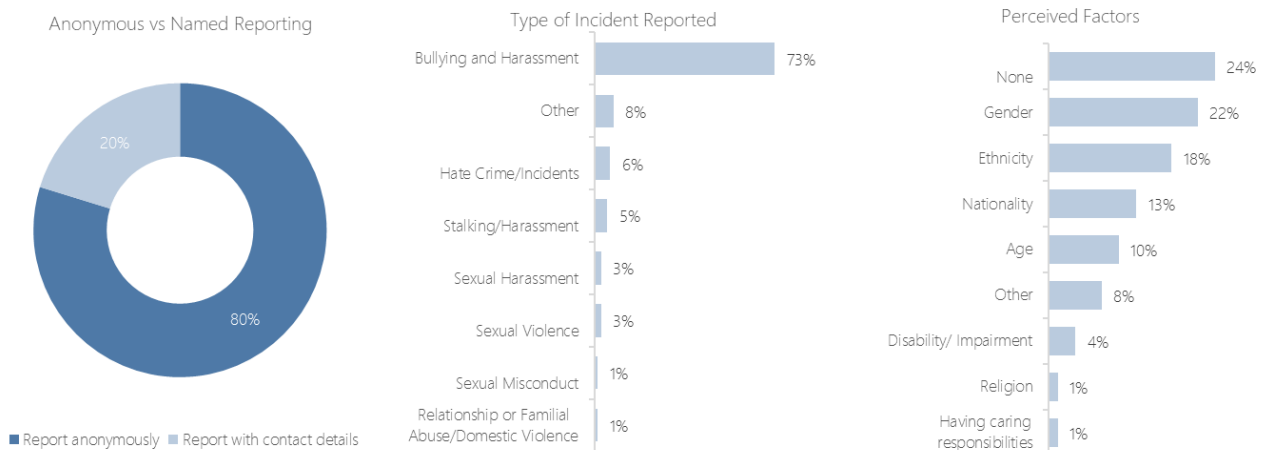
Of 79 staff reporting an incident, 80% remained anonymous. The most common type of incident reports was bullying and harassment (73%). Regarding perceived reasons the most common were none in particular (24%), gender (22%), ethnicity (18%), nationality (13%) and age (10%).