Queen Mary
University of London

Gender and Ethnicity Pay Gap Report 2023

Human Resources

Contents

Foreword

At Queen Mary University of London, our goal is to be the most inclusive university of our kind anywhere.

This objective, set out in our Strategy 2030, is founded on our belief that we will foster a truly inclusive environment by building on our cultural diversity, where students and staff flourish, irrespective of their background, can reach their full potential and are proud to be part of the University. This is central to everything that we do.

We are continuing to publish our ethnicity pay gap data alongside our statutory gender pay gap data. For the first time this year's report also includes intersectional analysis of our pay gaps by gender and ethnicity. Building on this progressive work, we are also beginning to explore pay gaps by disability. We are committed to an intersectional approach to pay gap reporting.

This year's report details the pay gap data as of 31st March 2022 and, for bonus pay, the period 1st April 2021 to 31st March 2022, as well as the actions being taken, and progress made.

Our progress includes supporting career development with an intersectional lens across the institution; building on the success of our Athena Swan Silver award renewal and progressing our Gender Impact Plan; significantly enhancing our strategic work to progress race equality as an institutional priority; and working on improving staff engagement across the institution.

This year, our median/mean gender pay gaps have reduced for gender, and our bonus gaps have remained at zero. Our median gender pay gap is now 8.2% which is half the average median gender pay gap for London Russell Group Universities of a similar size.

Our median and mean ethnicity pay gaps, however, have increased compared to last year. This is due to a significant increase in the number of Black, Asian, and Minority Ethnic (BAME) staff recruited in the reporting period, including a significant number of students in part-time employment at the university. We are proud to offer important employment opportunities to our students and will continue to monitor trends in the data.

Led by our strategic priorities, we are continuing to take action at both institutional and local level to continue to address these pay gaps across the workforce. Our People, Culture and Inclusion Enabling Plan translates our Strategy 2030, Vision, Mission and Values into a set of Equality, Diversity and Inclusion (EDI) initiatives to realise this goal. Each of our Schools, Institutes and Directorates continue to deliver, evaluate and then revise accordingly locally designed and led EDI Action plans.

We also have key strategic priorities to increase staff diversity and have set Key Performance Indicators (KPIs) of 50:50:50 (+/- 5%) representation by gender at junior: middle: senior grades; and 40:40:40 (+/-5%) representation of BAME staff at junior: middle: senior grades, as one of our key drivers to achieve this change in our workforce profile by 2030. We are continuing to monitor progress against these aims.

We are pleased to see the impact our gender equality work is having, indicated by increased representation of women at senior levels since we started reporting our pay gaps. Since our 2019 pay gap report, we have seen an increase in representation of BAME staff at middle and senior grades. However, we recognise we still have significant progress to make in relation to ethnicity. We remain committed to an evidence and data-led approach to monitoring, tackling and closing pay gaps at Queen Mary.

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

Dr Philippa Lloyd, Vice-Principal, Policy and Strategic Partnerships and acting Vice-Principal, People, Culture and Inclusion

About us

Queen Mary is a globally leading research-intensive university with a difference.

It is a unique place of world-leading research and unparalleled diversity and inclusivity, that lives and breathes its history and heritage and is embedded in the communities it serves.

Throughout our history, we have sought to foster social justice and improve lives. We continue to live and breathe this spirit today. Our goal is to be the most inclusive university of its 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 from Black, Asian and Minority Ethnic (BAME) backgrounds, 49% are first in family into Higher Education (HE) 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."

"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 currently have over 32,000 students and almost 5,400 staff representing over 170 nationalities.

Executive summary

Gender Pay Gap

Our median gender pay gap is 8.2% (compared to 10.3% in our previous report). The mean average gender pay gap is 15.0% (compared to 16.3% in our previous report).

The mean pay gap at 15.0% represents a significant reduction from 21.7% in 2017. The mean gender pay gap continues to be higher than the median gap of 8.2% because of a higher number of men in senior positions such as professors and Heads of Schools or Institutes.

14% of men and 13.5% of women received a bonus in the 12-month period up to March 2021. Our median gender bonus gap is 0.0% and our mean gender bonus gap is 63.4%. Excluding Clinical Excellence Awards, the median gender bonus gap is 0.0% and mean gender bonus gap is -1.6%.

Ethnicity Pay Gap

The median ethnicity pay gap had reduced year-on-year, from 14.9% in 2019, to 13.2% in 2021, but has increased in the latest report to 15.6%. Similarly, the mean ethnicity pay gap which had reduced from 20.0% in 2019, to 18.3% in 2021 has also increased to 20.2%.

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 junior graded roles. A notable factor in this report is our increase in BAME student staff.

14.3% of White staff and 14% of BAME staff received a bonus in the 12-month period up to March 2021. Our median ethnicity bonus gap is 0.0% and our mean ethnicity bonus gap is 41.5%. Excluding Clinical Excellence Awards, the median ethnicity bonus gap is 0.0% and mean ethnicity bonus gap is 1.5%.

Intersectional Pay Gaps: Gender and Ethnicity

Our intersectional pay gap analysis shows a 21.93% mean pay gap for BAME male staff and a 19.5% median gap for BAME male staff. The same analysis shows 30.29% mean pay gap and a 23.72% median pay gap for BAME female staff.

Disaggregating this analysis, we can see that the greatest pay gaps are experienced by Black staff, with female Black staff experiencing the greatest pay gap. Further analysis and context surrounding each of these pay gaps is provided later in this report.

15%
mean gender pay gap

20.2%
mean ethnicity pay gap

21.93%
mean intersectional pay gap for BAME male staff

30.29%
mean intersectional pay gap for BAME female staff

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

Actions to Date

Since our last report, we have continued to introduce a wide range of initiatives to deliver against our Key Performance Indicators to have 50% of our middle and senior level roles held by women and 40% by Black, Asian and Minority Ethnic (BAME) staff, to contribute to reducing our gender and ethnicity pay gaps.*

Embedding the EDI Operating Model

The EDI Team has dedicated capacity to lead work across portfolios of strategic importance including Race Equality, Gender Equality, LGBTQA+ and Disability Inclusion as well as to support faculties and local areas to progress their EDI Action Plans.

Over the last year, activity in these portfolios of work have significantly progressed.

Race Equality

Our Race Equality Action Group (REAG) have been at the forefront of progressing race equality at Queen Mary, by providing oversight and coordinating activities on Race Equality across the University.

This year, the committee has been restructured to be a Self-Assessment Team to lead Queen Mary's first institutional application for the Advance HE Race Equality Charter.

The Race Equality Charter provides our University with a trusted framework to create long-term, sustainable change. Leaders from across the institution, student representatives and our ethnically diverse colleagues have been brought together to lead analysis and policy development to catalyse our progress. Queen Mary became a signatory of the Charter in 2018 and is aiming to submit an application in Spring 2024.

This year, Queen Mary saw its biggest and most collegiate celebration for Black History Month to date. Staff, students, and the local community were brought together with a wide programme of events, activities, and resources to mark the achievements, contributions, success and histories of the Black community across the UK and the World.

We also officially launched our Race and Ethnicity Language and Terminology Guide, which will support staff and students in facilitating discussions with inclusive language.

We recognize and value the importance of observing cultural celebrations like Black History Month as they contribute to a greater sense of belonging for our ethnically diverse communities at Queen Mary.

Our Awareness and Inclusion Calendar is a showcase of all cultural celebrations that we mark at Queen Mary.

Gender Equality

Reflecting our progress and impact on gender equality, the University successfully retained Silver Institutional Athena Swan status in March 2022; the Advance HE panel particularly commended our ambitious action plan and clear institutional commitment to gender equality.

We have also since been highlighted by Advance HE as an example of good practice for our intersectional analysis of gender and ethnicity in our application. Queen Mary uses Athena Swan as a framework to support and transform gender equality in line with our wider strategic ambitions. Key areas of progress during 2022 include:

- Further enhancing academic promotions and pay and reward processes.

- Increasing career development opportunities and support with specific focus on professional services and technical staff.

- Continuing to expand the number of academic schools engaging in Athena Swan, supporting with enhanced resources and guidance on the Transformed Charter.

- Laying the foundations for our professional services directorates to engage in the Athena Swan Transformed Charter.

Our Gender Impact Plan (GIP) has been created as part of this successful award renewal. The GIP (2022-2027) aligns with issues identified throughout the application and provides a roadmap for our work over the next five years. To support the effective delivery of our GIP, our Gender Equality Action Group (GEAG) has been reviewed and repurposed.

New Terms of Reference and membership provide strategic oversight of implementation of actions within the GIP as well as ensuring scrutiny, accountability and a diversity of input into this work to ensure we continue to remain ambitious in progressing gender equality.

Progress reporting on the GIP is embedded within our Gender Equality Action Group (GEAG) governance schedule and will be provided on an annual basis. GEAG reports directly to our Equality, Diversity and Inclusion Steering Group where these progress reports are also shared.

LGBTQA+ and Disability Inclusion

The EDI Team have been able to establish and progress additional portfolios of work focusing on LGBTQA+ inclusion and disability inclusion.

To aid in the delivery of more effective and impactful work in both of these areas, interim strategies were ratified for both the portfolios for delivery in 2022/23.

These strategies have resulted in the establishment of a university level Disability Inclusion Action Group to ensure a strategic one University approach to Disability Inclusion and a growth in the impactful, awareness raising activities in relation to LGBTQA+ Inclusion that support the further embeds Our Values.

Developing an inclusive leadership behaviours framework

Our Leading Together Framework* provides transparency on the behaviours required for all areas and levels of the University. This transparency supports diversity and enables people to consider their own development.

The framework is founded on our Values and the principle of inclusive leadership, which is essential to creating the values-based culture espoused in Strategy 2030.

The framework is aimed at facilitating fair and equitable career development, developing tomorrow's inspirational leaders from within our current workforce, and contributing to our ambitions to improve diversity across different levels of leadership.

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.

- Independently validated 360 feedback tool* based on the behaviours 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.

Our Introducing Inclusion training aims to support colleagues to develop their understanding of equality, diversity, and inclusion and how this can be applied in the workplace. We have specific targets to increase completion rates of Introducing Inclusion to >85% (accounting for long term absences) of all staff with no gender difference by 2025 (Gender Impact Plan). We are making progress towards this target; in September 2022, the completion rate for all staff was 71%.

This suite of University level and bespoke programmes are contributing to enhancing our leadership capability and capacity and helping to support staff feel more confident in leading and managing change.

Enhancing Career Development for Professional Services staff

We are continuing to work in collaboration with Professional Services colleagues across the University in developing a personalised approach, where we enable the individual to plan and design their own career journey.

We have developed a number of tools to support colleagues:

- 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.

- Workshops for staff and managers on career development.

- Interactive Career Progression tool* so colleagues can explore what skills, knowledge and experience is required at different grades in Professional Services; this has been accessed by 68 colleagues as of 24/11/22.

- Case studies* drawn from interviews with members of Professional Services staff, to highlight the range of career opportunities that Professional Services staff can enjoy and messages about different career development strategies. 67% of the profiles feature women.

- Guidance on application and interview*.

- Mentoring and job shadowing.

- Coaching.

- Support for the development of Communities of Practice.

Both career development workshops for staff and managers are receiving positive feedback from participants; 87% of attendees on the workshop for managers felt that it was 'useful' or 'very useful', 85% of attendees on the workshop for staff felt that was 'useful' or 'very useful'.

Please note these resources require a Queen Mary login to view.

Supporting career development with an intersectional lens

We have continued to promote and sponsor women and BAME staff to attend and participate in various development and leadership programmes.

This year we sponsored 10 women to participate in Aurora, an AdvanceHE leadership development initiative, designed to address the underrepresentation of women in leadership positions within higher education institutions.

We also took part in the B-Mentor programme for a ninth year.

15 mentors and 17 mentees participated in this mentoring scheme for Black, Asian and Minority Ethnic staff.

We also participated in the 2022 round of South East Action Learning Sets (SEALS), a development programme for women in higher education. 81 women joined from nine institutions, including four participants from Queen Mary.

We also provided places for 20 participants to take part in Springboard, a women's

development programme which encourages women to identify the clear, practical and realistic steps they want to take, and allow them to develop the skills and self-confidence to take those steps.

The continued commitment to providing these development opportunities speaks directly to our KPIs to improve representation of women and BAME staff senior levels.

Enhancing academic promotions processes

In the academic promotion round that immediately preceded this report, we are pleased to report that female applicants were more successful in achieving academic promotion than male applicants at all academic levels – senior lecturer, reader and professor.

This reflects a longer-term trend in which, for the preceding 6 years, women were just as likely to be promoted as men. This trend is positive in the context of Queen Mary's aims and work to diversify our staff.

Since the last report, we have been continuing to embed and strengthen the enhancements made to our promotions processes.

This includes continuing to embed Citizenship and inclusion within promotions criteria and reward processes, supporting applicants and reviewers with enhanced guidance and workshops including clearer definitions around criteria and expectations. We are also strengthening the availability and use of data to inform action and interventions.

A total of 192 academic staff have applied for promotion in the 2021 round. This represents 22% of the total eligible population (i.e., Lecturers, Senior Lecturers and Readers with a minimum one year's service).

The number of female applicants this year is 18% higher and male applicants 15% higher. The number of BAME applicants is 47% higher; whereas white applicants have only increased by 7%.

We will continue to support and advise the academic promotions process to ensure that it is contributing positively to increasing representation for race and gender by 2030 across our junior, middle and senior grades.

192
academic staff applied for promotion in the 2021 round

18%
increase in female applicants

15%
increase in male applicants

47%
increase in BAME applicants

63%
of Queen Mary staff completed the Staff Survey

Staff Engagement

Queen Mary launched our 2022 Staff Survey in May 2022. The survey covered a range of topics including leadership, management, the workplace, workload allocation, and embedding Queen Mary's Values.

The Survey received a high level of engagement with 63% of QM staff completing the survey.

Following the closure of the survey, a University Staff Survey Steering Group has been formed to provide strategic oversight of the outcomes and actions related to the survey results. Key priorities based on the analysis of the University-level survey results have been identified to inform action planning. The Steering Group have implemented a three-tiered approach to action planning: Institutional Level, Faculty Level and School/Department Level to ensure cross-institutional engagement, ownership and action.

Informed by feedback from staff as well as our strategic mission and KPIs, we recognised the need to enhance our staff affinity networks, particularly introducing new gender equality and race equality staff affinity networks. The EDI Team's newly appointed People, Culture and Inclusion Engagement Manager has led the development of these new staff affinity networks, as well as supporting the enhancement of existing networks. During 2022, a series of focus group sessions were facilitated to co-create the new Race Equality Staff Network and Gender Equality Staff Network with colleagues; over 100 members of staff engaged in these sessions. Following unanimous support for the creation of these networks, the Race Equality Network launched in October 2022, to celebrate Black History Month and a launch for the Gender Equality Network is due to take place in March 2023, aligning with International Women's Day.

Future priorities for driving forward change

We recognise that the factors behind the gender and ethnicity pay gaps are hugely complex and no one solution will deliver the equality we strive for. We are continuing to deliver and embed the objectives of our People, Culture and Inclusion Enabling Plan with success. We are committed to expanding and enhancing this work to ensure we remain ambitious in our aims to manifest real positive change for our community.

Embedding our Values

Building on the embedding of citizenship within our appraisal and reward processes, we are committed to further recognising Citizenship across academic and professional staff lifecycles and contributions to the progression of our People, Culture and Inclusion Enabling Plan.

As part of embedding our values, we are also working to redesign our approach to equality analysis, embedding these concretely within our approach to strategic decision making across the institution.

Enhancing our approach to equality analysis offers an opportunity to embed values-led leadership and decision making, supporting leaders to achieve a truly inclusive culture.

Gender Impact Plan

In line with our strategic KPIs, our Gender Impact Plan (GIP) seeks to support us to reach our targets for 50:50:50 (+/-5%) representation by gender at junior: middle: senior grades; and 40:40:40 (+/-5%) representation of BAME staff at junior: middle: senior grades, taking an intersectional approach in action design.

Priorities for the implementation of our GIP this year include enhancing our family friendly provisions and increasing our support for parents and carers, improving our data collection, monitoring and analysis supported through the procurement of new learning management and recruitment systems to inform evidence-led practice, building support and opportunities for part-time and flexible working patterns.

Race Equality Charter

We acknowledge that different factors will contribute to our ethnicity pay gaps and the low number of women and BAME staff in senior roles.

Queen Mary has therefore committed to using the Advance HE Race Equality Charter as a vehicle to progress this area of work as a priority.

An evidence-based approach will influence and support us to identify clear and sustainable solutions to directly address these issues at Queen Mary.

The application will focus on the following areas:

- Institutional and Local Context
- Staff Profile
- Academic Staff: Recruitment, Progression and Development
- Professional and Support Staff: Recruitment, Progression and Development
- The Student Pipeline
- Teaching and Learning

Staff Engagement

In April 2022, the University launched its first Staff Survey since 2019. The Staff Survey 2022 covered themes such as leadership, reward and recognition, teamwork and collaboration and questions were directly relevant to Strategy 2030 and the People, Culture & Inclusion Enabling Plan. The Survey ran for four weeks and received a response rate of 63%.

The staff survey results platform enables analysis by various EDI characteristics to support local EDI action planning and to support cross-organisational ownership for progressing our people, culture and inclusion aims. Following the successful running of the Survey, action planning took place across the organisation. Faculties, Schools and Professional Services developed action plans based on the survey results in their respective local areas. By March 2023, 35 local action plans had been published on Connected.

The Staff Survey Steering Group was formed to provide strategic oversight of the outcomes and actions related to the Staff Survey 2022 results. The Steering Group developed the Institutional Level Staff Survey Action Plan which was published in February 2023. The action plan was informed by the overall results of the survey along with the local action plans developed. Responding to the feedback received in the survey, the institutional action plan includes:

- A programme of events for staff to hear about progress in delivering our University Strategy.
- The reintroduction of visits from Senior Executive Team members to Schools, Institutes and PS Directorates.
- We will consult with staff to explore how they would like to see their contribution recognised and rewarded by holding focus group sessions.

Queen Mary has committed to establishing a regular rhythm of annual Staff Surveys and will launch again in May 2023.

Career Development

We plan to use apprenticeships to target development and address issues found in our Gender and Ethnicity pay gap report.

One of the aims of our newly launched Staff Apprenticeship Strategy is 'opening the doors of opportunity.' This would include enabling accessible recruitment; offering opportunities for development rather than solely relying on prior education or experience and including apprenticeships as an alternative to degree level training expectations on person specifications when necessary.

We are also developing Project Placements: A project placement is an informal, part-time 'secondment' within Queen Mary. A member of staff spends a small part of their working time within another team or department, participating in a project of defined scope and timeline, in order to develop skills or gain experience that they could not acquire in their day-to-day role.

Our EDI Development Programmes

We will continue to review the effectiveness of the B-MEntor, Aurora, Springboard, the South East Action Learning Programme (SEALS) development programmes to ensure they continue to align with our strategic aims and meet the needs of our staff.

We will be moving to provide a cohort focused approach across these programmes, supporting staff participating in these programmes to build networks and develop relationships to continue to support their progression.

We are committed to increasing completion rates for Introducing Inclusion, our bespoke e-learning module and have specific targets to increase these to >85% (accounting for long term absences) of all staff with no gender difference by 2025 (Gender Impact Plan). We will be adopting additional drivers across the staff lifecycle to achieve this.

We are also working to develop our EDI training offer, expanding to build a curriculum that speaks directly to the training needs of our staff. Building on the success of our introductory module Introducing Inclusion, the Equality, Diversity & Inclusion Team are now conducting work to build on this foundation and develop an engaging and expanded EDI development programme module, titled Enhancing Inclusion.

This includes three focus areas: Sensitively responding to disclosures; Addressing microaggressions; and Engaging men in EDI learning and development. The focus area of engaging men has been informed by our Athena Swan self-assessment which highlighted an underrepresentation of men in the cohort of colleagues who attend EDI learning and development opportunities.

Thus far we have consulted with staff across Queen Mary to inform the development of content and approach.

Methods

The data presented throughout this report is drawn from March 2022 snapshot data as required by reporting regulations; hence references to 'current' or '2022' data will refer to this snapshot date.

For these reasons, actions that have been taken to address the pay gap since March 2022 are not captured in our metrics but will be reported in our 2024 report.

Similarly, where we have made references to benchmarking data, these refer to data as at March 2021, the mostly recently available.

Pay gaps and equal pay: the differences explained

Pay gaps are 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.

Equal pay is the right for staff to receive equal pay for work of equal value, as set

out in the Equality Act 2010. Equal pay refers to staff being paid the same for the same work within the workforce. At Queen Mary, we do not have an equal pay gap at any level. The University uses a job evaluation scheme to determine the relative value of roles in order to ensure equal pay for like work.

Pay gaps are the percentage difference between the average hourly pay between different groups of staff, for example between men and women. While there may be different

average pay figures for different groups across an organisation, there may also be differences between the average pay of women and men within specific roles in an organisation[1].

Average pay (M) = £20.08   **Average pay (F) = £21.87**   **Pay gap (mean) 8.2%**

[1]Source: _Examining the gender pay gap in HE (ucea.ac.uk)_

Method for calculations: gender and ethnicity pay gaps

The gender pay gap is calculated using the approach required by the Government's reporting regulations, outlined below. We use the same approach to calculate the ethnicity pay gap and the intersectional gender and ethnicity pay gaps in the interests of ensuring consistency in our reporting.

Our approach to intersectional pay gap calculations corresponds with how the University and Colleges Employee Association (UCEA) produce their figures. It is important to note that there is currently no government guidance for reporting on ethnicity or intersectional pay gap data as this is not currently a mandatory requirement.

The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 requires that we publish the six 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).

- 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*

Under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 all percentage pay gaps are expressed as the difference between women and men's pay as a percentage of men's pay 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.

The method for the calculations of ethnicity pay gaps in these reports are the same as those used to calculate the gender pay gap which means all percentage pay gaps are expressed as the difference between BAME and White staff's pay as a percentage of White staff's pay using the following calculation:

$$\frac{\text{(white staff's average hourly rate} - \text{BAME staff's average hourly rate)}}{\text{white staff's average hourly rate}}$$

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.

For intersectional pay gap calculations, pay gaps are expressed as the difference from white male staff hourly rate using the following calculation:

$$\frac{\text{(white male staff's average hourly rate} - \text{Intersectional categories average hourly rate)}}{\text{white male staff's average hourly rate}}$$

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.

For example, since there are more men in higher-paying roles than women, the mean pay for men tends to be pulled upwards more than mean pay for women, so that the gender pay gap measured by mean earnings tends to be higher than for median earnings.

*For ethnicity pay gap reporting, the analysis considers the proportion of BAME/white staff receiving a bonus and the proportion of BAME and white staff in pay quartiles.

The Gender Pay Gap

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.

Gender pay gap across all staff

The median hourly pay rate for men is £21.87 and for women it is £20.08, which represents an 8.2% pay gap (compared to 10.3% in our previous report). The mean average hourly pay rate for men is £25.80 and for women it is £21.92, which represents a 15.0% pay gap (compared to 16.3% in our previous report).

These findings are comparable with other London Russell Group Universities of a similar size. When compared to other Russell Group Universities across the UK, the Queen Mary figures are lower – the overall average for these comparable Universities is a median gap of 13.1% and a mean pay gap of 18.1%[2].

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.
- 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 15.0% represents a significant reduction from 21.7% in 2017. The mean gender pay gap continues to be higher than the median gap of 8.2% because of a higher number of men in senior positions such as professors and Heads of Schools or Institutes.

The median pay gap has shown an improvement on the previous year, and our targeted actions outlined in this report will help ensure we continue to 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 Priorities for driving forward change'.

8.2%
median hourly pay gap
↓ **2.1% from 2021**

15%
mean hourly pay gap
↓ **1.3% from 2021**

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.

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 junior-graded and therefore lower-paid roles.

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 similar to our previous findings. Due to the low staff turnover rate, these quartiles have only changed slightly since the University's previous pay gap report.
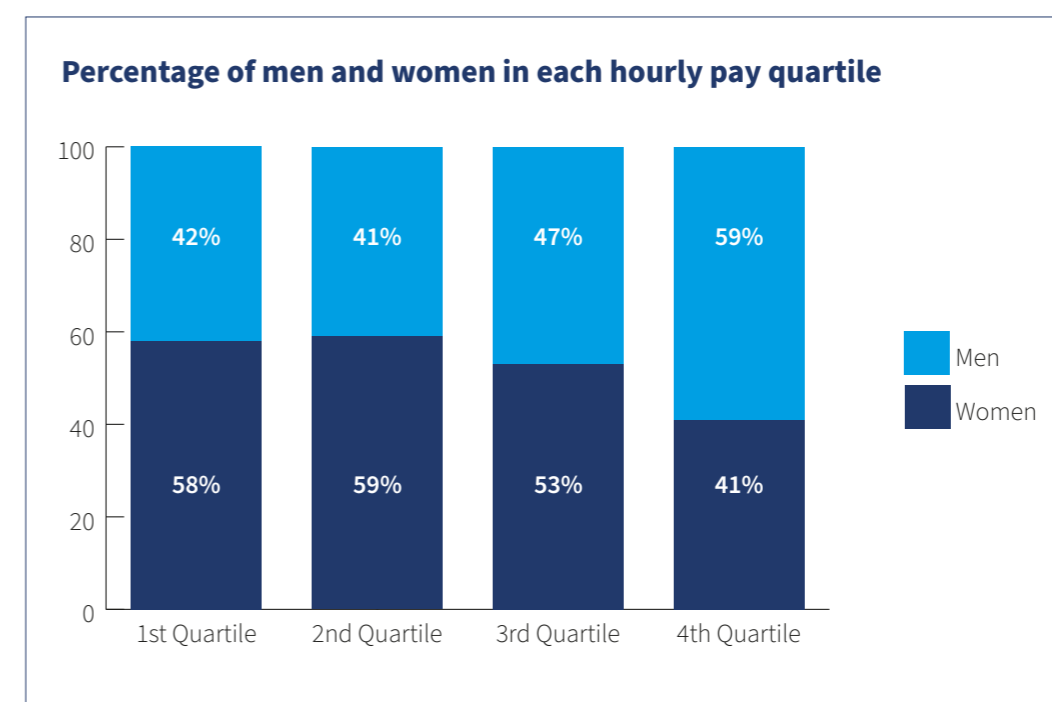
As we provide in-house cleaning, catering and residential services, a considerable proportion our junior roles are held by women, who form a significant proportion of this occupational group in society more widely. In line with our values, we are proud to pay the London Living Wage, which has a positive impact on our local East London communities.

The balance of men and women by quartile illustrates the challenge we have in making faster progress on the pay gap. The data highlights a higher representation of women in the two lowest paid quartiles with women representing 57.8% and men 42.2% in the lowest quartile; changing to 58.9% and 41.1% 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 59.5% of men and 40.5% 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 taking action through a number of different initiatives to address these imbalances, as outlined earlier in this report.

We believe this approach will help 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.

Percentage of men and women in each hourly pay quartile

	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile
Men	42%	41%	47%	59%
Women	58%	59%	53%	41%

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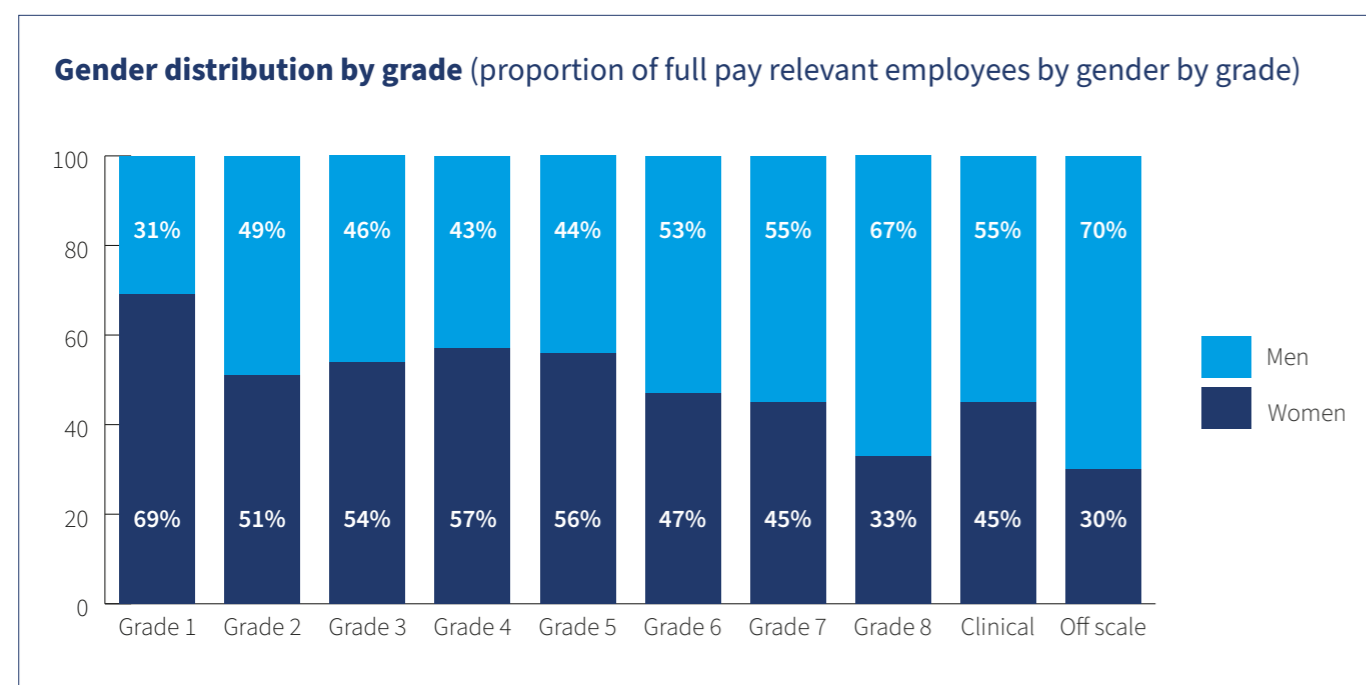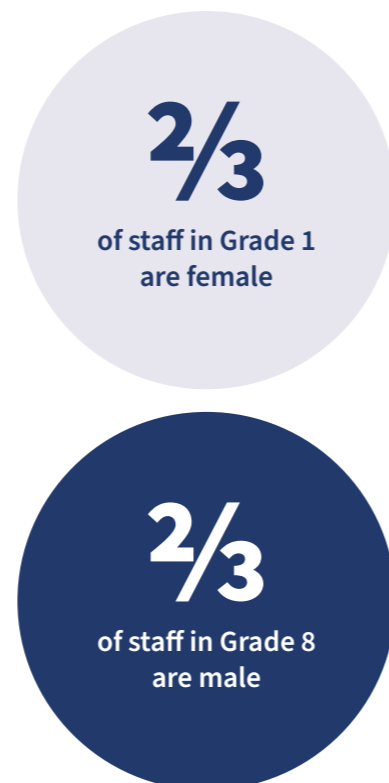
In our junior grades we have a higher proportion of women, particularly Grade 1 which is two-thirds female, and a lower proportion of women in the higher grades, particularly Grade 8 which is two-thirds male.

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 are seeing small improvements in representation at Grade 6 and 7 for women. Between our 2019 and 2022 Pay Gap reports, the representation of women at Grade 6 had increased by 7.3% (from 47.4% to 54.8) but has reduced again to 47% in this year's report. At Grade 7 the representation of women has increased by 4% (from 40.6% in our 2019 pay gap report to 45% in this report).

This trend is encouraging and shows promise for greater representation at senior levels over time. However, we would like to see a faster pace of change in order to achieve our KPI for 50% female representation at senior levels (Grades 7 and above) by 2030.

We recognise that more needs to be done, particularly at Grade 8 where we have not seen the same increases in representation of women over time (32.9% in our 2019 pay gap report to 33% in this report).

By adopting a variety of targeted strategies, which are outlined in the earlier sections of this report, 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'.

2/3

of staff in Grade 1 are female

2/3

of staff in Grade 8 are male

Gender distribution by grade (proportion of full pay relevant employees by gender by grade)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Clinical	Off scale
Men	31%	49%	46%	43%	44%	53%	55%	67%	55%	70%
Women	69%	51%	54%	57%	56%	47%	45%	33%	45%	30%

Bonus pay

14% of men and 13.5% of women received a bonus in the 12-month period up to March 2021.

Our median gender bonus gap is 0.0% and our mean gender bonus gap is 63.4%. Excluding Clinical Excellence Awards (CEAs), the median gender bonus gap is 0.0% and mean gender bonus gap is -1.6%.

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.

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. The previous report's bonus gap had been in favour of men due to those eligible for CEAs being more likely to be male.

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

We are pleased to have reported once again a zero median gender bonus gap (both including and excluding CEAs). This reflects significant work carried out in recent years to ensure consistency and transparency in our internal bonus processes.

We have made improvements to our bonus schemes to ensure greater equality in payments across all of our reward processes, the Staff Bonus Scheme, the annual Professorial 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. As a consequence, we are confident that we will continue to report a zero median bonus gap in our future Pay Gap reports.

The vast majority of QM bonuses are awarded through the QM Staff Bonus Scheme, all recipients of this scheme are awarded the same financial reward. Over the reportable period, a very small number of bonuses were awarded outside of this scheme, which has influenced our mean bonus pay gaps.

The Ethnicity Pay Gap

The ethnicity pay gap is the difference in pay between the average hourly earnings of Black, Asian and minority ethnic (BAME) staff and those of White staff.

The **mean** ethnicity pay gap is calculated by adding the pay of all BAME and all White staff and dividing it by the number of staff.

The **median** ethnicity pay gap is the midpoint when the hourly pay of all BAME and all White staff is listed from the lowest to the highest value.

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.

Queen Mary currently uses the term 'BAME' as this reflects the way we collect and store staff and student data and it aligns with our reporting obligations and usage within the majority of other Higher Education institutions. However, as we are aware that this term is considered by some to be problematic, we continue to review our use of language around race and ethnicity, through our Race Equality Action Group.

Ethnicity pay gap across all staff

The median ethnicity pay gap had reduced year-on-year, from 14.9% in 2019, to 13.2% in 2021, but has increased in the latest report to 15.6% (2022). Similarly, the mean ethnicity pay gap which had reduced from 20.0% in 2019, to 18.3% in 2021 has also increased to 20.2%.

Queen Mary offers opportunities for students to work part-time at the University as Student Ambassadors. These roles are reflected in our ethnicity pay gap reporting. These roles are situated in grades 1 and are part-time roles. In this reporting cycle we have seen a significant increase in the number of Student Ambassador and Demonstrator roles, from the previous year.

We are pleased to see this increase and to be able to offer employment opportunities for students through part-time student ambassador roles; the Covid-19 pandemic reduced the opportunity for students to gain employment at the University due to the reduction of activity on campus. In line with our student demographics (75% BAME), the majority of student ambassadors are from BAME backgrounds meaning these roles, situated in the lower pay quartile have an impact on our overall ethnicity pay gap.

Reasons for the widening of this pay gap are multifactorial. In this reporting cycle we have seen a significant increase in the number of BAME staff employed at Queen Mary. The increase is seen most significantly at grades 1-3, with the largest increase at grade 3. As mentioned above, Queen Mary provides in-house cleaning, catering and residential services; a large proportion of these roles are situated in the junior grades.

A significant proportion of staff in these roles are from BAME backgrounds which impacts on our ethnicity pay gap. In line with our Values, we are proud to include these roles within our organisation and to ensure the same employment terms, conditions and benefits for all staff.

We have also calculated our ethnicity pay gaps with students removed to understand pay gaps for staff only. With students removed, our median ethnicity pay gap is 10.3% and our mean ethnicity pay gap is 16.9%. This compares to 10.3% median and 16.4% mean ethnicity gaps in the previous year. This suggests our staff-only ethnicity pay gaps have not widened since the last report, (noting a minor 0.5% rise in the mean pay gap). Whilst smaller with students removed, our staff ethnicity pay gaps continue to reflect the under-representation of BAME staff in higher-graded and senior managerial roles and the over-representation of BAME staff in junior graded roles. This is an area we hope to see impact in future, given our work to increase representation at middle and senior levels.

When compared to other Russell Group Universities across the UK, our ethnicity pay gaps are higher. In 2022, the average median ethnicity pay gap across Russell Group universities was 4% and the average mean pay gap was 14.2%. When looking at London and South East specifically, the average median ethnicity pay gap for Russell Group universities was 8.5% and the average mean ethnicity pay gap was 7.2%[3].

It is important to note, however, that these benchmarks are not entirely reflective of the sector.

Firstly, unlike gender pay gap data which is a mandatory reporting requirement, ethnicity pay gap data is currently provided voluntarily. These benchmarks come from data that universities choose to share with UCEA, in 2022 this was around 60% of universities.

Secondly, the UCEA benchmarking does not enable us to measure specifically against other universities who provide in-house cleaning, security and residential services. Rather, these benchmarks reflect all universities, some of which outsource these roles and therefore do not include them in their pay gap reporting.

15.6%
median hourly pay gap
↑ **2.4% from 2021**

10.3%
median hourly pay gap (not including students)
↔ **no change from 2021**

20.2%
mean hourly pay gap
↑ **1.9% from 2021**

16.9%
mean hourly pay gap (not including students)
↑ **0.5% from 2021**

[3]*Source:* Universities and Colleges Employers Association (UCEA) benchmarking data *(Russel Group institutions).*
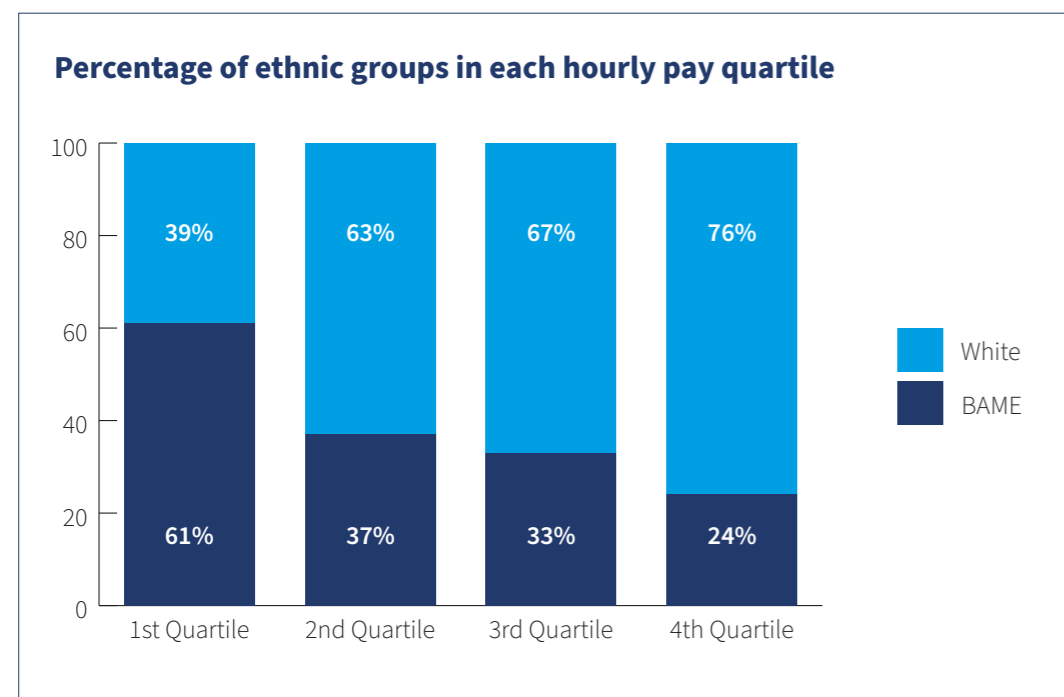
Quartile positioning by ethnicity

The chart below shows a higher representation of BAME staff in the lower quartile: 60.7% BAME compared to 39.3% White. This includes roles such as cleaning, catering and residential services which Queen Mary provides in-house.

As mentioned above, student ambassadors are also concentrated in this lower quartile. A considerable proportion of these junior roles are held by BAME staff, 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

The lower middle, upper middle and upper quartiles show a clear majority of White staff in comparison with BAME staff. In particular, the upper quartile, which comprises a significant proportion of academic staff such as professors (at grade 8), has only just under 23.7% of staff who are BAME, compared with just over 76.3% White. This is consistent with historical data, and will take time, investment, and positive actions, such as those highlighted in this report, to change.

Percentage of ethnic groups in each hourly pay quartile

Quartile	White	BAME
1st Quartile	39%	61%
2nd Quartile	63%	37%
3rd Quartile	67%	33%
4th Quartile	76%	24%

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 3.
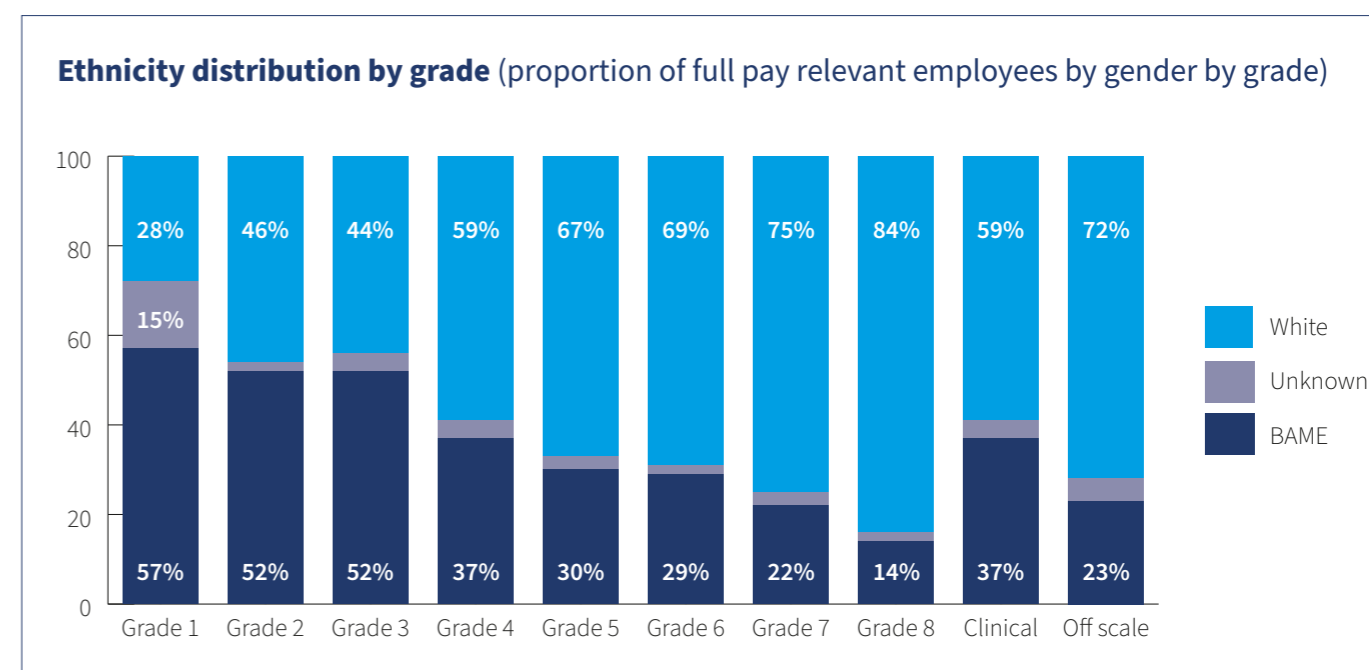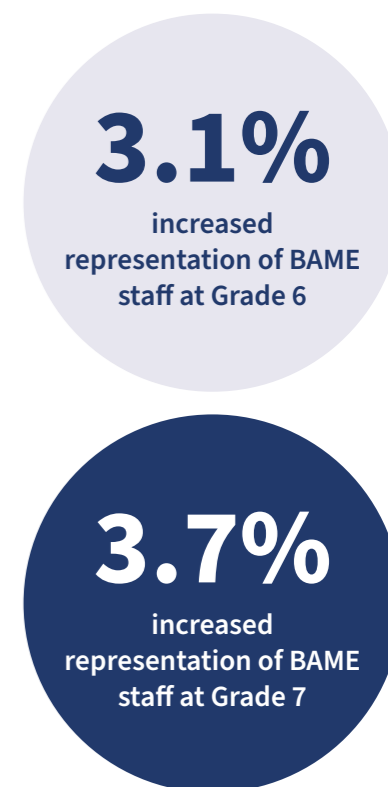
We have a higher proportion of BAME staff who are female. At Grade 1, just over half of BAME staff are female. The proportions of male and female staff are however more balanced at the higher grades. We also have a higher percentage of BAME staff who work part-time hours (typically in more junior grade 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 junior graded roles.

As mentioned above, we recognise a high proportion of our student ambassadors are BAME and these roles are traditionally part-time. A number of roles within

Housekeeping and Security follow shift patterns, some of which are less than full time hours.

Similar to representation by gender, we have seen progress in the representation of BAME staff at Grade 6 and 7. Since our 2019 pay gap report, representation of BAME staff has increased by 3.1% at Grade 6 (from 25.9% to 29%) and by 3.7% at Grade 7 (from 18.2% to 22%). We have not seen similar increases at Grade 8.

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 a number of 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.

3.1% increased representation of BAME staff at Grade 6

3.7% increased representation of BAME staff at Grade 7

Ethnicity distribution by grade (proportion of full pay relevant employees by gender by grade)

Grade	White	Unknown	BAME
Grade 1	28%	15%	57%
Grade 2	46%		52%
Grade 3	44%		52%
Grade 4	59%		37%
Grade 5	67%		30%
Grade 6	69%		29%
Grade 7	75%		22%
Grade 8	84%		14%
Clinical	59%		37%
Off scale	72%		23%

Bonus pay

14.3% of White staff and 14% of BAME staff received a bonus in the 12-month period up to March 2021. Our median ethnicity bonus gap is 0.0% and our mean ethnicity bonus gap is 41.5%. Excluding Clinical Excellence Awards, the median ethnicity bonus gap is 0.0% and mean ethnicity bonus gap is 1.5%.

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 own annual Staff Bonus Scheme for 2020/21 during the reporting period April 2020 to March 2021, but ran it later than normal once there was greater clarity over the University's financial situation.

The data in last year's report was 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. Both the mean and median bonus gaps had been in favour of BAME colleagues.

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

We are pleased to have reported once again a zero median gender bonus gap (both including and excluding CEAs). This reflects significant work carried out in recent years to ensure consistency and transparency in our internal bonus processes.

We have made improvements to our bonus schemes to ensure greater equality in payments across all of our reward processes, the Staff Bonus Scheme, the annual Professorial 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. As a consequence, we are confident that we will continue to report a zero median bonus gap in our future Pay Gap reports.

The vast majority of QM bonuses are awarded through the QM Staff Bonus Scheme, all recipients of this scheme are awarded the same financial reward. Over the reportable period, a very small number of bonuses were awarded outside of this scheme, which has influenced our mean bonus pay gaps.

Gender and Ethnicity

For the first time, Queen Mary is voluntarily presenting intersectional pay gap analysis by gender and ethnicity; we recognise these two characteristics often have interactions in public life.

The advancement of both gender and race equality are of great importance to our university; these data are published with the recognition that we continue to face challenges and have further to go.

We believe our recent investment in EDI resourcing (made during 2022) to be proportionate to the scale of these challenges at present and will reduce the identified gaps.

As outlined in the methods section above, our calculations for intersectional pay gaps uses white male staff hourly rate as a baseline. Our intersectional pay gap analysis shows a 21.93% mean pay gap for BAME male staff and a 19.5% median gap for BAME male staff.

The same analysis shows 30.29% mean pay gap and a 23.72% median pay gap for BAME female staff.

Disaggregating this analysis, we can see that the greatest pay gaps

are experienced by Black staff, with female Black staff experiencing the greatest pay gap. As mentioned above, we have a higher proportion of BAME staff who are female.

At Grade 1, just over half of BAME staff are female. The proportions of male and female staff are however more balanced at the higher grades.

Compared to our benchmark institutions, Queen Mary's mean pay gaps are smaller for Black women but are higher for Black and Asian males[4]. As mentioned above, it is important to note, however, that these benchmarks are not entirely reflective of the sector.

We do not have data on intersectional bonus pay gaps at present but aim to publish this data in our next Pay Gap Report.

21.93%
mean intersectional pay gap for BAME male staff

30.29%
mean intersectional pay gap for BAME female staff

19.5%
median intersectional pay gap for BAME male staff

23.72%
median intersectional pay gap for BAME female staff

[4]*Source: Universities and Colleges Employers Association (UCEA) benchmarking data (Russell Group Institutions) shows a 9.6% mean pay gap and a 6.2% median pay gap for BAME male staff. Disaggregated, the gaps are highest for Black male staff (27.1% mean and 27.3% median).*

The same benchmarking data shows a 24.4% mean and a 17% median pay gap for BAME female staff. Disaggregated these gaps are largest for Black female staff (37% mean and 32.7% median).

These calculations use white male staff hourly rate as a baseline. Queen Mary's calculations use the same methods.

Mean intersectional pay gaps: gender and ethnicity

		Men		Women	
		Average of Hourly rate	Pay gap vs White men	Average of Hourly rate	Pay gap vs White men
	Total	**£22.04**	**21.93%**	**£19.68**	**30.29%**
BAME	Asian	£22.35	20.82%	£20.45	27.55%
	Black	£17.79	36.99%	£17.59	37.70%
	Mixed	£26.28	6.90%	£20.16	28.58%
	Other	£22.97	18.63%	£18.84	33.26%
Unknown	**Total**	**£22.28**	**21.09%**	**£15.96**	**43.47%**
White	**Total**	**£28.23**	**–**	**£23.84**	**15.54%**

Median intersectional pay gaps: gender and ethnicity

		Men		Women	
		Median of Hourly rate	Pay gap vs White men	Median of Hourly rate	Pay gap vs White men
	Total	**£19.11**	**19.50%**	**£18.11**	**23.72%**
BAME	Asian	£19.11	19.53%	£18.66	21.42%
	Black	£16.26	31.53%	£16.10	32.20%
	Mixed	£21.10	11.14%	£19.25	18.94%
	Other	£20.72	12.73%	£17.89	24.65%
Unknown	**Total**	**£19.11**	**19.53%**	**£11.28**	**52.50%**
White	**Total**	**£23.74**	**–**	**£21.18**	**10.78%**

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