

**Ethnicity pay
gap report**
2019/2020



Contents

Introduction	4
Our staff	5
Our ethnicity pay gap data	6
Quartiles	7
Commentary	9
Actions and next steps	10

Introduction

London South Bank University (LSBU) is joining a small number of forward-thinking Higher Education Institutes (HEI's) and UK businesses and charities to publish our Ethnicity Pay Gap data in 2020. By publishing ahead of any Government legislation, we demonstrate our commitment to having open and honest conversations about race and ethnicity at LSBU and beyond, as well as beginning to embed action to close the Gap.

We are presenting and reporting our Ethnicity Pay Gap Data as both BAME/White and by six-way ethnicity split, showing "Black", "Asian", "Mixed", "Other", "White" and "Not Known". This more detailed ethnic breakdown recognises the limitations of the standard Black, Asian and Minority Ethnic (BAME) / White data reporting model and to better reflect the 1/3 staff who identify with BAME communities. Additionally, this Report will also publish our Gaps for the past three years to provide greater context and transparency.

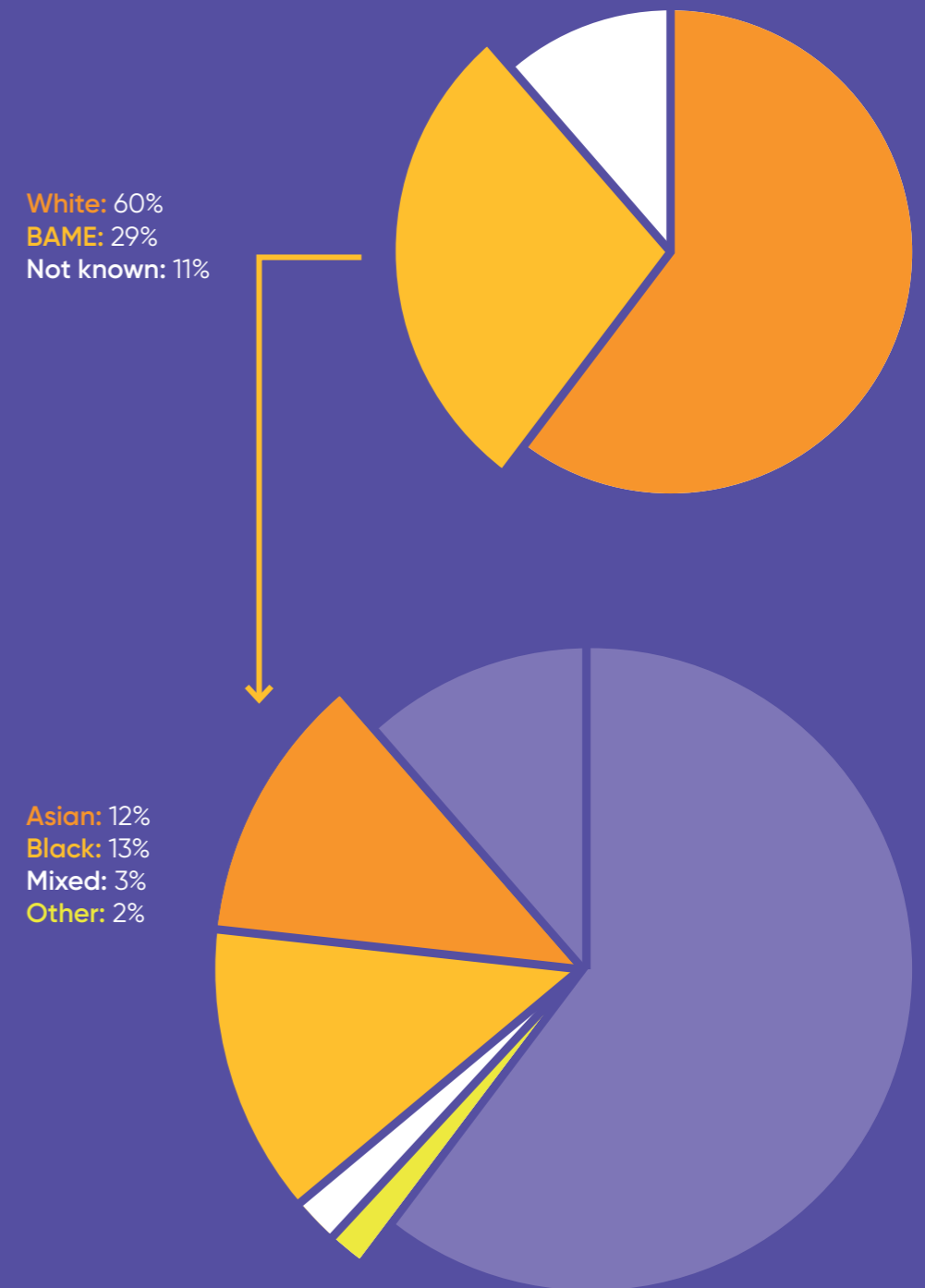
Our 2019/20 mean Ethnicity Pay Gap (BAME / White) was 12.2%, in-line with the sector average of 12% (of published institutions.) While we are pleased our Ethnicity Pay Gap has shrunk by 3% since 2017, we acknowledge that we need to do more to address barriers that BAME staff face in reaching senior level positions in our institution. LSBU and the wider LSBU Group is committed to working towards eliminating differential outcomes for its staff and students by addressing these imbalances robustly and sustainably through our culture, strategies, frameworks, policies and processes.

Marcelle Moncrieffe-Johnson
Chief People Officer



Our staff

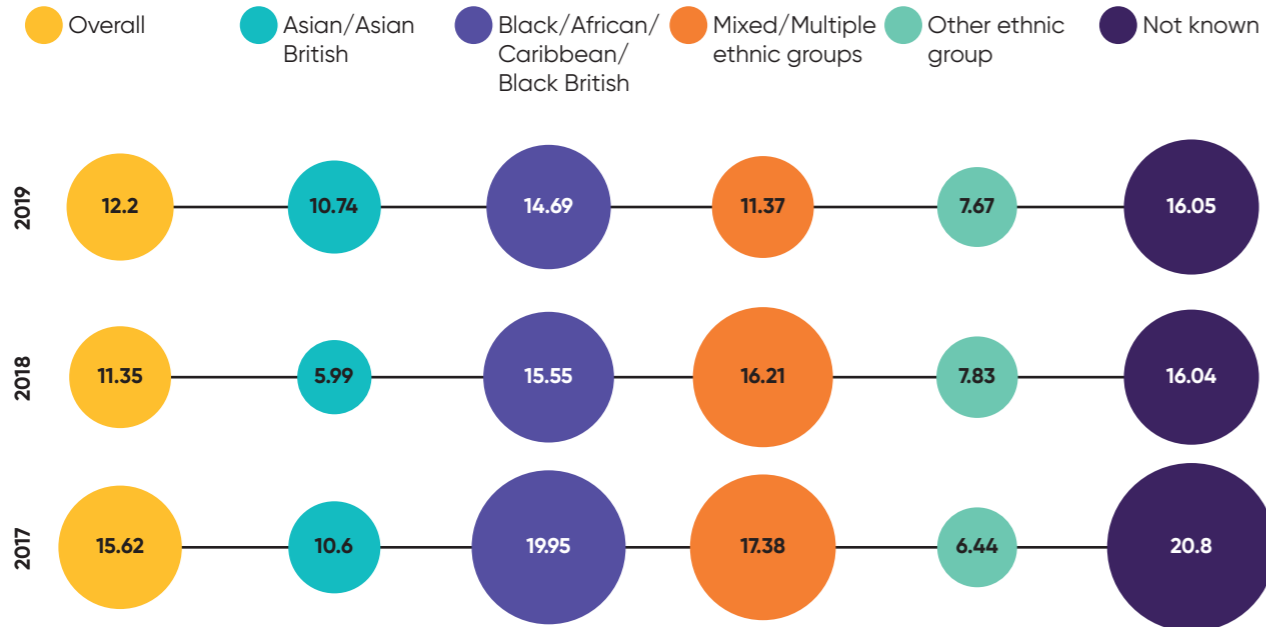
LSBU is proud to be one of the most diverse Universities in the country in terms of both its students and staff. Our current staff ethnicity profile is:



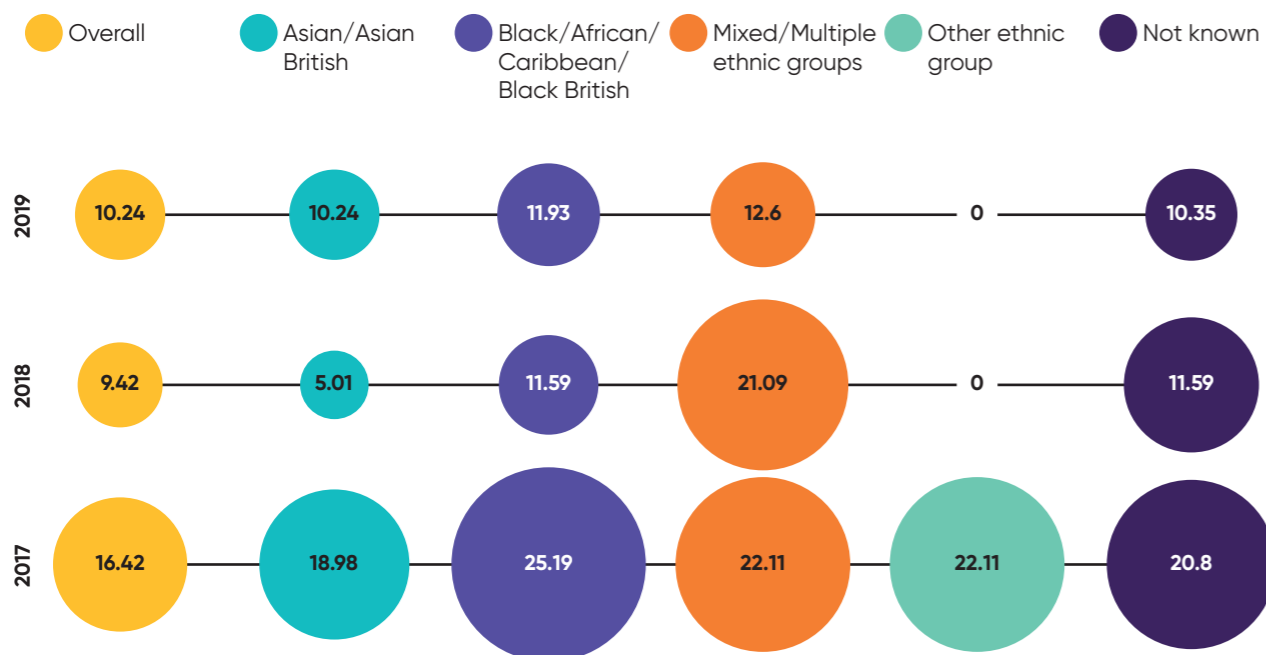
Our ethnicity pay gap data

The Ethnicity Pay Gap is "calculated as the difference between the average hourly earnings of White British and other ethnic groups as a proportion of average hourly earnings of White British earnings". This section will show data for the years 2017/18, 2018/19 and 2019/20 through the standard BAME/White and additional 6-way ethnicity split. The figures will be presented as both mean (average) and median (middle) values for the overall staff population of the University.

Mean ethnicity pay gap (%)



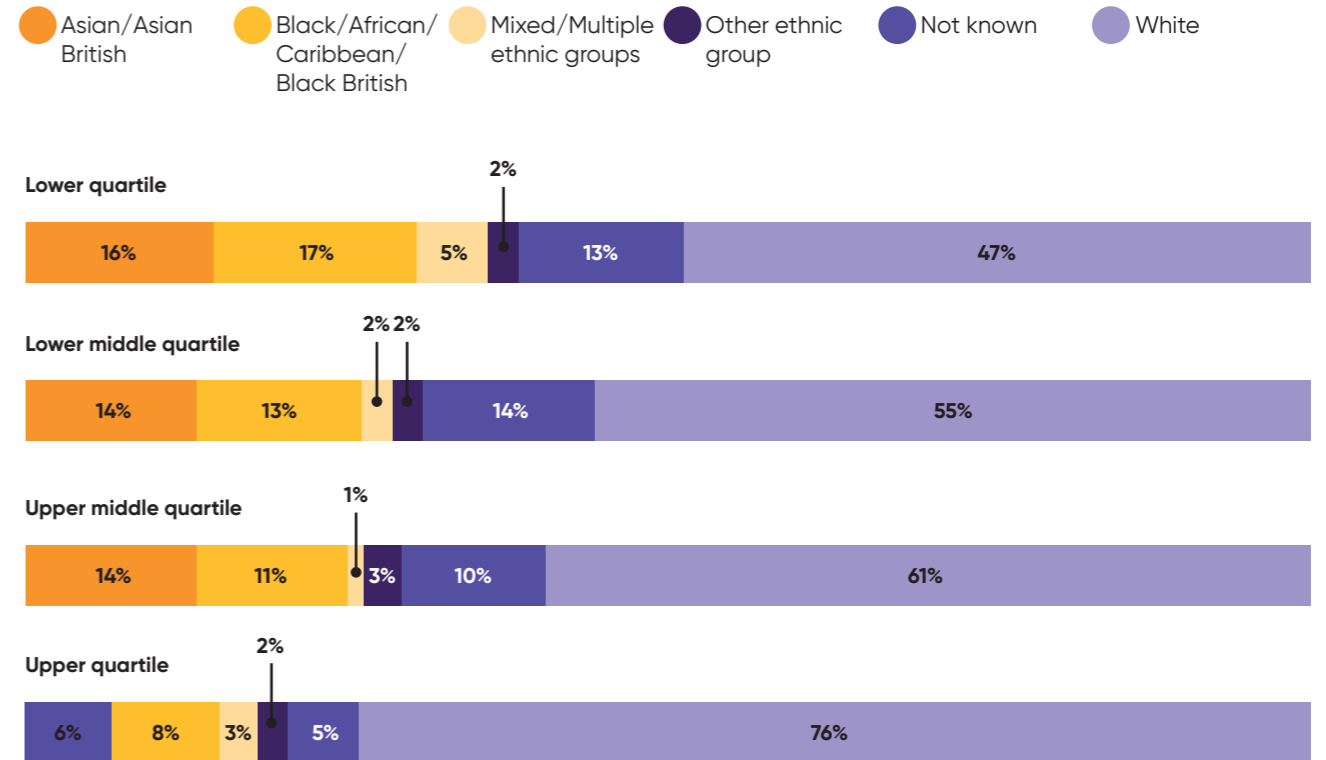
Median ethnicity pay gap (%)



Quartiles

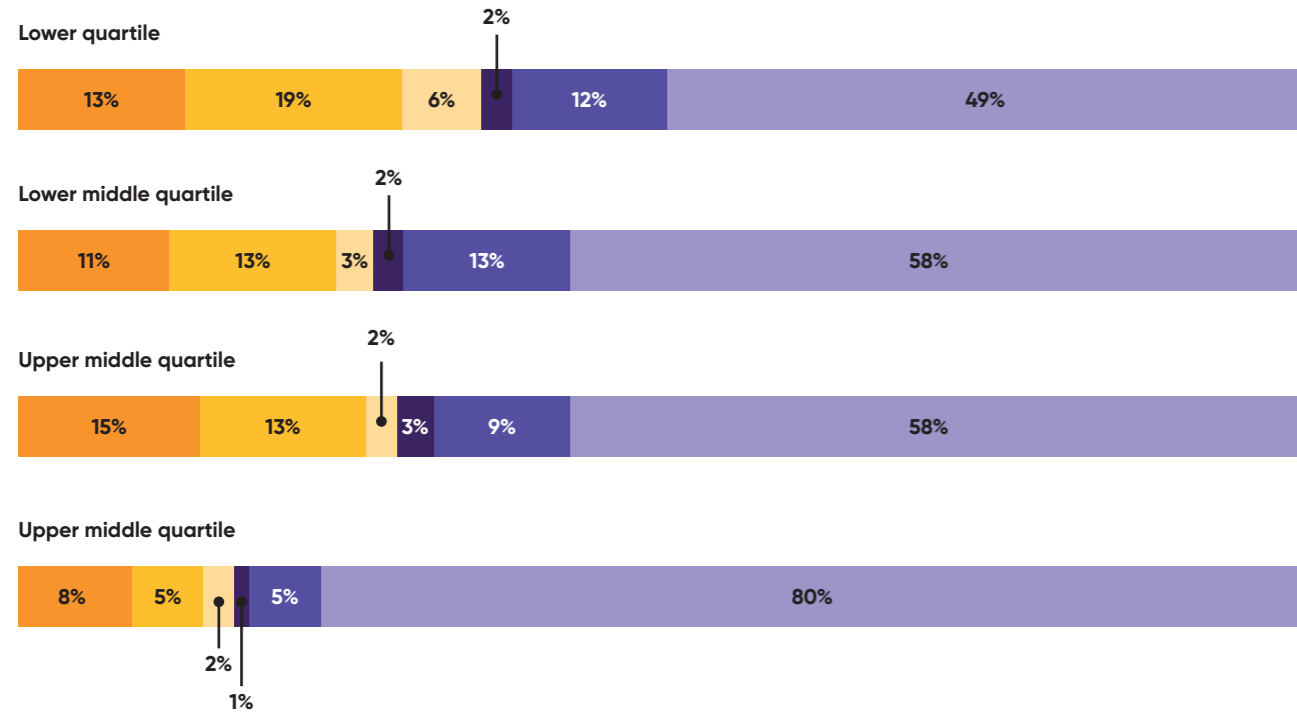
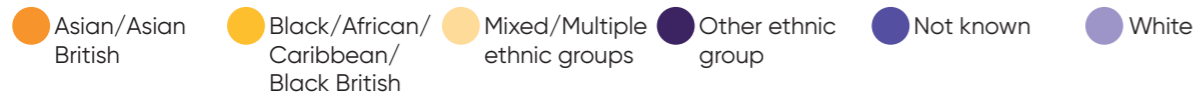
Quartiles show the distribution of workers within our pay structures. The "Lowest Quartile" represents Grades 2-5 (£16.5k - £26.5k¹), the "Lower Middle Quartile" represents Grades 6-7 (£27.5k - £40k), the "Upper Middle Quartile" represents Grades 7 - 8 (£34k - 49.5k) and then the "Upper Quartile" which represents Grades 8/9 and above (£41.5k - Executive pay).

Quartile 2019

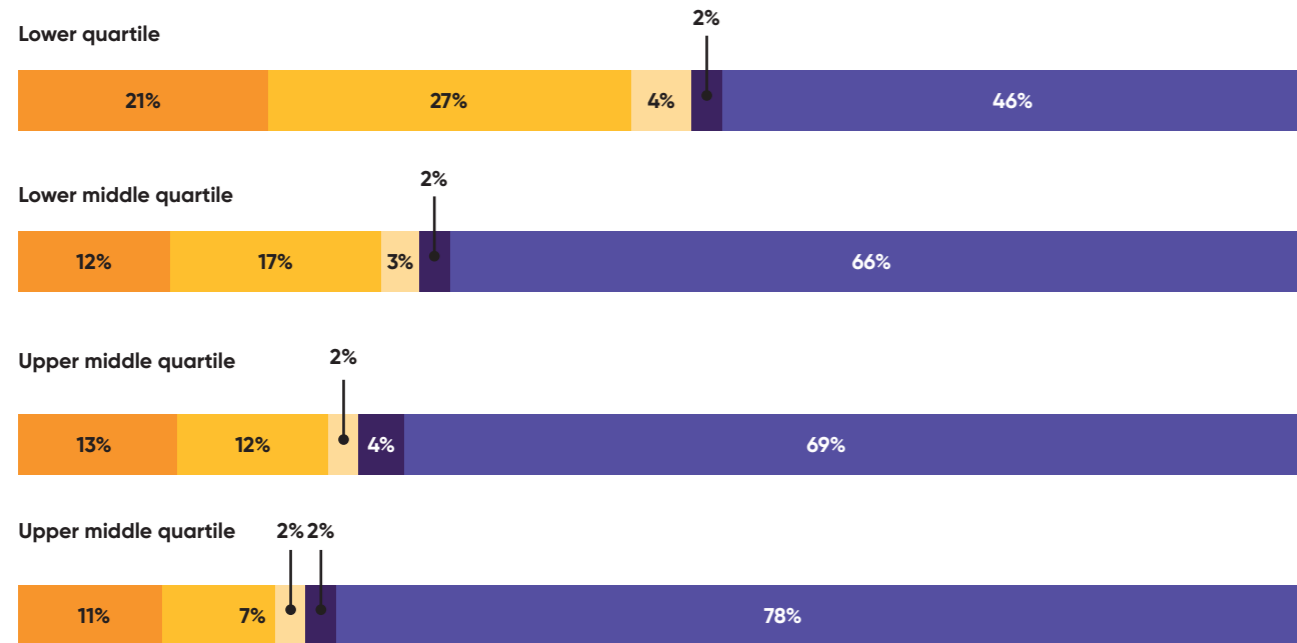
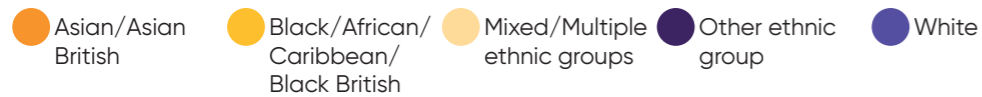


¹ All salaries are excluding London Weighting and based on 2019 pay scales.

Quartile 2018



Quartile 2017



Commentary

From the data there are some key areas of success and challenge that can be identified. Showing the data via 6-way split, rather than only BAME/White, has shown important differences between ethnic groups at LSBU, and will enable the institution, and its staff, to continue take a more targeted approach to our current and future work to tackle racial inequalities.

While our overall mean Gap has closed by 3.4% to 12.2%, we can see that some groups have seen more significant reductions, while others have remained relatively unchanged. For staff identifying as Black, the reduction from 2017 to 2019 was 5% to 14.7%, while staff identifying as Asian saw only a 0.1% drop over the same period. However, the "gap" differs greatly between groups, with Black staff in 2019 remaining higher at 14.7%, while staff with "other ethnic groups" have a gap of 7.7%.

Underpinning our Ethnicity Pay Gap, evident from the data, is that there are fewer BAME staff at senior levels at LSBU. While "White" staff account for 60% of the overall staff body, in 2019/20, they represented 76% of staff within the "upper quartile" and only 47% at the "lower quartile". This is compared to Black and Asian staff who are over-represented, compared to their percentage of staff overall, in the "lower quartile" with 17% and 16% respectively, while being significantly under-represented in the "upper quartile", just 8% and 6% respectively. In contrast, staff who identified as "Mixed" and "Other" are evenly distributed across all quartiles.

Outlined below are some of the things we are doing to address these inequalities.

Actions and next steps

We're passionate that all staff, no matter who they are, should be able to thrive at LSBU. While our Ethnicity Pay Gaps have been declining over the years, we acknowledge that a gap, no matter its size, is something we wish to eliminate for our staff. Below are a few of the ways in which we are working to ensure that all our staff are thriving across LSBU. Diversity is proudly woven throughout our Group and local strategies and has been recognised as essential to a successful Group.



Strategic KPIs and monitoring

Embedding Key Performance Indicators (KPIs) into a strategy has been shown to be one of the most effective ways of tackling pay gaps. The KPIs within our 2020-25 LSBU Group Strategy, as well the People, Culture and Inclusion sub-strategy are:

- closing our ethnicity and gender pay gaps.
- have an inclusive workforce that represents the communities and students we serve, with the proportion of staff at senior levels representative of the wider staff body.

Underpinning this work will be the continued refinement of our data monitoring to allow an agile approach to data that informs our work by identifying areas of challenge and success through the democratization of such data. Further integration and standardisation of reporting will enable greater oversight and transparency for staff at all levels of the institution.



Race equality charter

We have committed to submitting to the REC in academic year 2021/22, with race/ethnicity work continuing to be an essential strand across the University's work. The REC shows a commitment, at an institutional level, to address barriers and capitalise on opportunities for our BAME staff and students.



Inclusive recruitment

There are number of ways in which the Inclusive Recruitment project will impact the pay gap, aiming to address the application rates, success rates and entry level points for BAME staff. With new rules on job advertising, role specifications and recruitment panel composition, training and monitoring. By making sustainable systemic change to our policies, processes and culture which will have a positive impact the recruitment of BAME staff into LSBU at all levels of the organisation.



Promotions and pathways

Within LSBU, staff are primarily divided into "academic" and "professional service group (PSG)" staff, both of which currently have different career and progression paths. With the distribution of BAME talent primarily residing in the lower quartiles, progression routes are vital in ensuring a flow of talent throughout the organisational structures and avoid "white peaks".

For academic staff, the promotion process has been well established for several years. However, this process is currently under review with both realised and proposed changes to; application support/mentoring, panel composition, unsuccessful application feedback and data monitoring.

For PSG staff, new progression and promotion routes are being explored as part of a wider-ranging package of work called "workforce transformation" which aims to equip LSBU with staff structures that are future ready and inclusive by design.



Coaching, mentoring and sponsorship

Over the past year there has been rapid expansion of our internal pool of mentors, with further expansion of the central pool, as well as new localised schemes planned across the University. There is strong evidence that shows that greater access to such schemes empowers BAME staff with the key skills for progression, while also educating the institution on its own systemic limitations and barriers to which it needs to address.

EST 1892 **LSBU**

lsbu.ac.uk