

Public Sector Equality Duty Report – 2022

All public sector organisations have a statutory obligation to publish equality data in order to meet the Public Sector Equality Duty (Equality Act 2010). This data must be meaningful and relevant to the organisation and inform the development of its equality objectives.

Diversity and Inclusion at St George's, University of London

We're proud of our diverse staff and student body and we're committed to creating a positive working and learning environment where all people are treated with dignity, respect and feel they belong.

St George's, University of London CARE Values:

C – Collaboration: *we work as a community and engage external partners to deliver our mission*

A – Ambition: *we strive to achieve the best for ourselves and others, responding dynamically to new challenges*

R - Respect: *we are open-minded, listening to others and valuing different perspectives*

E – Equity: *we are inclusive, tackling inequity in all its forms*

Our areas of focus 2022/23

- Continued progression of race equality work following our commitments to anti-racism
- Developing an Equality, Diversity and Inclusion (EDI) strategy
- Evaluation and development of Fair Recruitment Specialist Initiative
- Development of Inclusive Education Framework
- Enhancement of EDI training offer and embedding of the new LMS system (staff and students)
- Embedding equality analysis and equality impact assessments cross-organisationally
- Progression of disability inclusion support and provision
- Ongoing progress towards the Athena SWAN Silver submission – July 2023

PSED Data Report

This report is based on snapshot data on 31 July 2022 and shows establishment figures of 754. Our overall staff numbers have remained consistent, rising slightly each year, with a total number of 753 in 2021 and 748 in 2020.

Our staff are made up of academic staff who teach and/or conduct research, clinical staff who practice as healthcare professionals and also teach and/or conduct research within the university, technical staff and professional services and administration staff.

A note on terminology

“BAME” is an acronym that stands for Black, Asian and minority ethnic. This term is currently widely used in analysis to explore and demonstrate differentials in relation to race and ethnicity. There are, however, widely recognised limitations and criticisms of this term due to the ways in which it groups together individuals from a diverse range of ethnic backgrounds. This grouping results in homogenisation and fails to acknowledge the differences between different groups. There are instances however, where disaggregated numbers are too small for analysis and therefore this grouping provides the opportunity to indicate broad trends. This report uses “BAME” in consistency with Advance HE and the higher education sector. However, wherever possible, data is disaggregated beyond “BAME” with the aim of providing data which is as informative as possible.

In order to protect the identity of staff, figures have been adjusted based on the Higher Education Statistics Agency (HESA) guidance. This strategy involves rounding all numbers to the nearest multiple of 5; therefore 0, 1, 2 are rounded to 0 and 3, 4 are rounded to 5. This may affect overall staff total numbers in some tables.

Abbreviations

EDI – Equality, Diversity and Inclusion
EO – Education Operations
ESDO – Education Strategy and Development Office
HE – Higher Education
I&I – Infection and Immunity
IMBE – Institute of Medical and Biomedical Education
MCS – Molecular and Clinical Sciences
PHRI – Population Health Research Institute
PNS – Prefer not to say
PSA – Professorial and Senior Administrative
PSS – Professional and Support Services
RO – Research Operations

I. Staff Overall

St George’s, University of London is made up of four academic institutes:

- Infection and Immunity Research Institute (I&I)
- Institute of Medical and Biomedical Education (IMBE)
- Molecular & Clinical Sciences Research Institute (MCS)
- Population Health Research Institute (PHRI)

I&I, MCS and PHRI are research institutes whilst IMBE focuses on educational activities, including our medical, allied health, and biomedical programmes. Academic staff are split across these institutes as well as a small number of professional and support staff.

In addition to this, we have a number of departments and teams that are responsible for the management and support of these institutes and the University as a whole:

- Professional Services and Support Staff
- Research Operations
- Education Operations
- Education Strategy and Development Office

The overall number of staff on 31 July 2022 was 754.

Institute/Department	Count
Infection and Immunity Research Institute (I&I)	131
Institute of Medical and Biomedical Education (IMBE)	146
Molecular & Clinical Sciences Research Institute (MCS)	98
Population Health Research Institute (PHRI)	40
Research Operations	27
Education Strategy and Development Office	27
Education Operations	49
Professional Services	236
Total	754

IMBE is the largest of our institutes, whilst PHRI is the smallest. The four academic institutes, as well as the Education Strategy and Development Office are comprised of both academic and professional services and support staff. A very small number of academic staff sit within Professional Services.

Staff Role	Count	%
Professional and Support Services Staff*	410	55%
Research Staff*	81	12%
Teacher*	23	4%
Lecturer	68	10%
Senior Lecturer	75	5%
Reader	40	6%
Professor	57	8%
Total	754	100%

* Research Staff covers Research Fellows and Research Assistants

* Teacher covers Teaching Fellows and Problem Based Learning (PBL) Tutors

* Professional & Support Services includes the Vice Chancellor's Office

The majority of our academic staff are involved in both teaching and research, in roles such as Lecturers, Readers and Professors.

Professional and Support Staff incorporates all staff who work on non-academic contracts, this includes Research Operations staff, who support research within our four academic institutes and centrally; Education Operations staff, who support education and teaching; Education Strategy and Development Office staff, who support innovation and strategic direction of education; Institute

Admin staff who support the academic institutes; and Professional Services staff, who work centrally across the university in a number of departments.

Professional Services and Support Staff make up the largest proportion of staff within the University (a small majority). However this isn't in line with published data for the Higher Education (HE) sector, although not all HE institutions (HEIs) return data on professional and support staff¹. A breakdown of Professional and Support Staff is shown below.

Staff Role	Count	%
Professional Services Staff	236	57%
Research Operations	10	3%
Education Operations	49	12%
Education Strategy and Development Office	17	4%
Institute Admin	100	24%
Total	412	100%

The number of staff within Education Operations and Research Operations has decreased slightly whereas the Education Strategy and Development Office headcount has slightly increased since last year. There has been a simultaneous reduction in staff numbers in Institute Admin and Professional Services. These changes are due to Research Operations, Education Operations and the Education Strategy and Development Office being relatively newly created areas at the University and a number of posts being restructured into these areas. It could also be argued that there were more leavers this year which may mean there are open vacancies in these areas.

The majority of our staff are on non-clinical contracts, with 17% on clinical contracts. All clinical staff are within our four academic institutes. This is consistent with the previous year. Our staff who are on clinical contracts work across the University and the NHS and actively practice in their field. Their salaries are set by the NHS.

Institute/Department	Clinical		Non-Clinical		Total
Infection and Immunity Research Institute	39	30%	92	69%	131
Institute of Medical and Biomedical Education	39	27%	107	73%	146
Molecular & Clinical Sciences Research Institute	36	37%	62	63%	98
Population Health Research Institute	12	30%	28	70%	40
Research Operations	0	0%	27	100%	27
Education Operations	0	0%	27	100%	27
Education Strategy and Development Office	0	0%	49	100%	49
Professional Services and Support Staff	0	1%	240	99%	240
Total	126	17%	632	83%	758

¹ Advance HE Staff Statistical Report 2021, [Equality in higher education: statistical report 2021 | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/equality-in-higher-education-statistical-report-2021) states the percentage of professional services staff in UK HEIs overall was 46.8 % in 2019/20 and 53.2% Academic staff. However, it is important to note that not all HEIs return data for their professional and support staff.

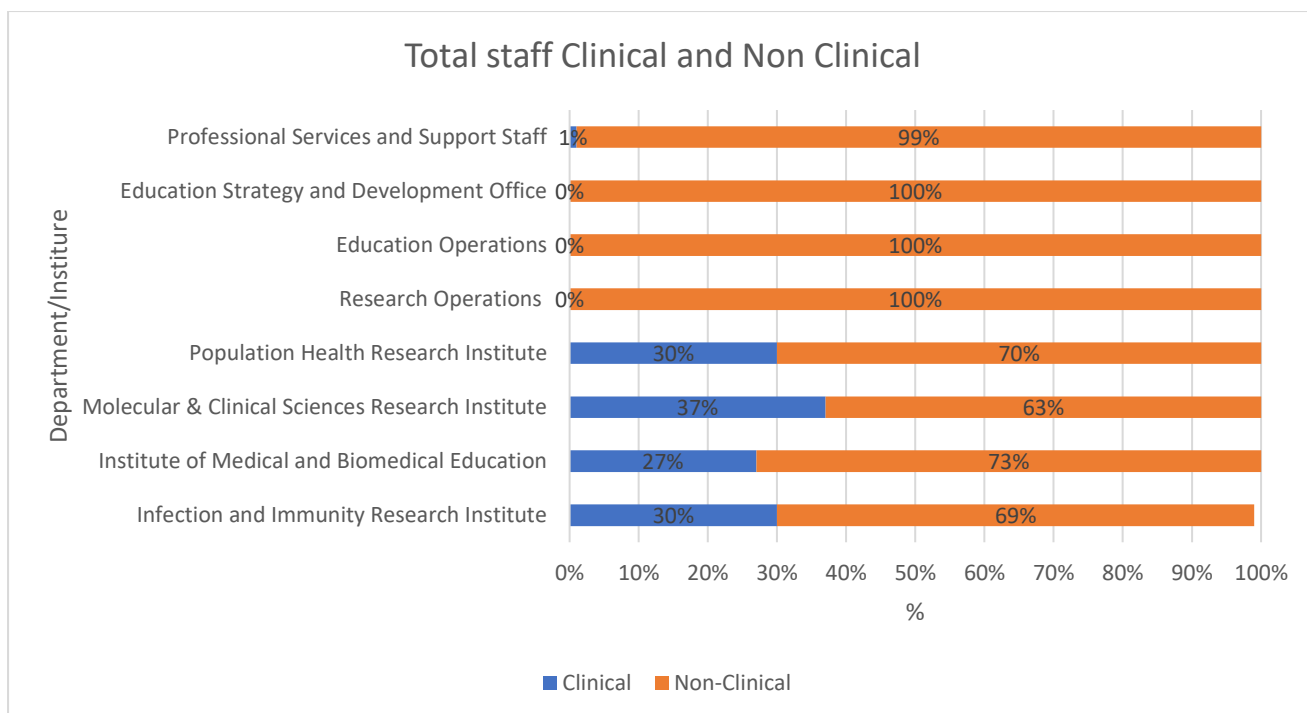


Figure 1 – Overall staff by institute or department and clinical status

A large proportion of our clinical staff work in the Institute of Medical and Biomedical Education, Molecular and Clinical Sciences Research Institute and Institute of Infection and Immunity. Across all areas, the majority of our staff are non-clinical.

Staff Role	Clinical	Non-Clinical	Total
Professional and Support Services Staff	5	406	411
Research	31	50	81
Teacher	6	17	23
Lecturer	16	52	68
Senior Lecturer	24	51	75
Reader	13	27	40
Professor	28	29	57
Total	123	632	755

* *Research Staff covers Research Fellows and Research Assistants*

* *Teacher covers Teaching Fellows and Problem Based Learning (PBL) Tutors*

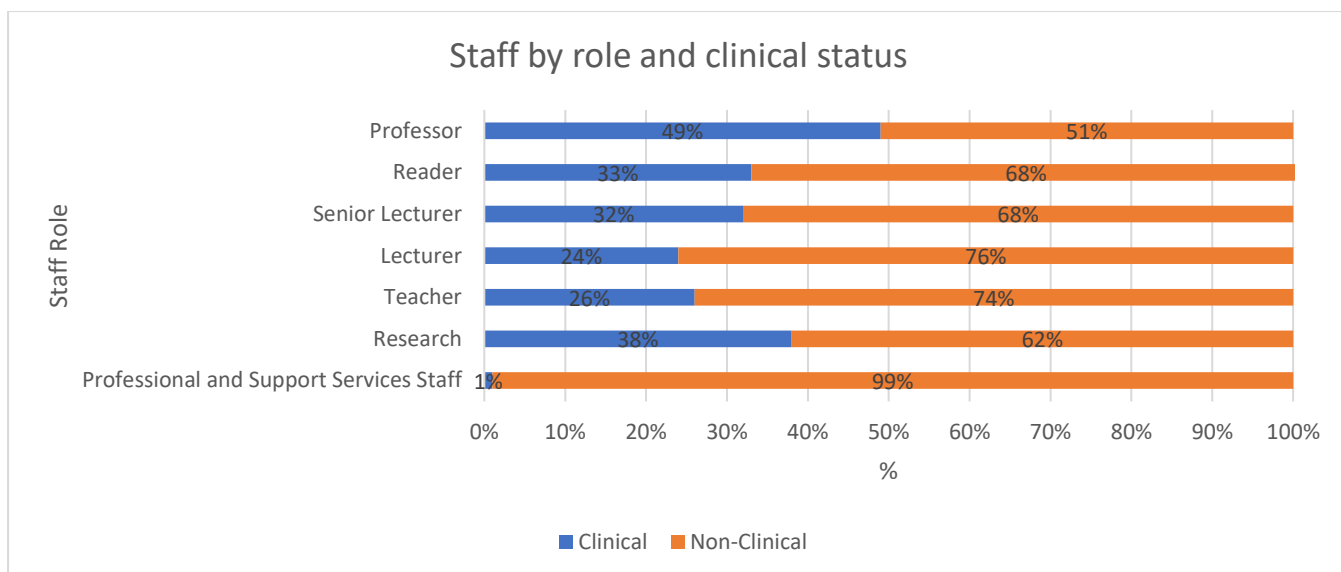


Figure 2 – Overall staff by staff role and clinical status

Pay Scale	Count	%
SGUL Professorial & Senior Administrative	44	6%
SGUL Pay Scale	583	77%
Clinical Pay Scale	127	1%
Total	754	100%

Our data shows that 627 members of our staff are on SGUL pay grades. These are pay grades set by the university and include SGUL grades 1-8 and the Professorial and Senior Administrative (PSA) pay scale. The remaining 127 staff members are on clinical pay grades. The clinical pay grades are set by the NHS, St George's, University of London does not have control of these salaries.

Pay Grades

A breakdown of staff by pay grade and scales is shown below, this demonstrates pay for all staff across the University.

SGUL Salaried Staff

Grade	Count	%
SGUL 1-3	21	4%
SGUL 4-5	180	29%
SGUL 6-7	285	45%
SGUL 8	97	15%
PSA	44	7%
Total	627	100%

The tables below show staff broken down by pay separately for academic and PSS staff.

Academic Staff

Grade	Count	%
SGUL 1-3	0	0%
SGUL 4-5	16	5%
SGUL 6-7	101	30%

SGUL 8	78	23%
PSA	30	9%
Clinical pay	117	34%
Total	342	100%

Professional Services and Support Staff

Grade	Count	%
SGUL 1-3	21	5%
SGUL 4-5	164	40%
SGUL 6-7	184	45%
SGUL 8	19	5%
PSA	14	3%
Clinical	10	2%
Total	412	100%

The data shows that, overall, academic staff are on higher salaries than PSS staff, this is in line with the HE sector. There are higher percentages of academic staff in grades SGUL 8 and PSA than PSS staff.

The majority of PSS staff are on grades 4-5 and 6-7. Advance HE's Staff Statistical Report 2021 finds that the majority of PSS staff are paid £30,000 or less². This is not the case with our staff, as the majority are on grade 6-7 which is above this, however a significant proportion of our PSS staff are on grades 4-5 for which the starting spine point is below £30,000.

Full time and part time staff

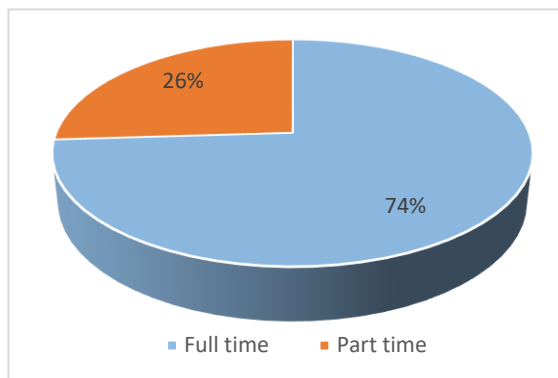


Figure 3 – Overall staff by contract mode

The majority of our staff work full time, however there is a significant proportion of staff who work part time, 26%. This is consistent with previous years.

Staff Role	Full Time	Part Time	Total
Professional Services and Support Staff	311	73	384
Research Staff	81	26	107
Teacher	0	20	20
Lecturer	36	32	68

² Advance HE Staff Statistical Report 2021, [Equality in higher education: statistical report 2021 | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/equality-in-higher-education-statistical-report-2021)

Senior Lecturer	47	63%	28	37%	75
Reader	34	85%	6	15%	40
Professor	45	79%	12	21%	57
Total	554	74%	197	26%	751

* Research Staff covers Research Fellows and Research Assistants

* Teacher covers Teaching Fellows and Problem Based Learning (PBL) Tutors

A high proportion of our teaching staff work part time; this incorporates Teaching Fellows and Problem Based Learning (PBL) Tutors. Overall, staff in Professional and Support Staff roles are less likely to work part time than academic staff.

Contract type

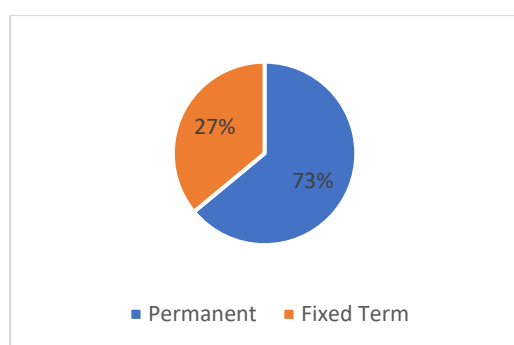


Figure 4 – Staff by contract type

The majority of our staff are on permanent contracts. However, the vast majority of our research staff are on fixed-term contracts; 78% of research staff and 70% of research support staff (counted within Professional Services and Support Staff) are on fixed-term contracts. This is in line with previous years and is impacted by grant funding being fixed term. There is also a substantial percentage of staff in Teacher and Lecturer roles who are on fixed-term contracts. In contrast, staff in Reader or Professor roles are less likely to be on fixed-term contracts, this reflects the nature of academic roles in the higher education sector.

Staff Role	Permanent	Fixed Term	Total
Professional Services and Support Staff	310	74	384
Research Staff	24	83	107
Teacher	18	5	23
Lecturer	46	22	68
Senior Lecturer	64	11	75
Reader	39	0	39
Professor	50	7	57
Total	551	202	753

* Research Staff covers Research Fellows and Research Assistants

* Teacher covers Teaching Fellows and Problem Based Learning (PBL) Tutors

II. Staff by Diversity Characteristics

Overall staff by gender

Female	468	62%
Male	286	38%
Total	754	100%

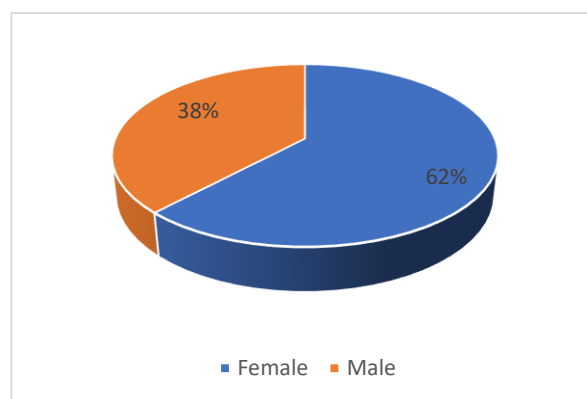


Figure 5 – Staff by gender

We have a higher percentage of female staff than male staff at 62%, this is the case across each of our institutes and departments, this has been the case for many years. The percentage of female staff is higher than the sector average published in the Advance HE 2021 Staff Statistical Report, which showed that 54.2% of staff working in UK HEIs were female and 45.8% were male, although, as previously mentioned, not all HEIs return data on their professional and support staff, which are generally more female dominated professions³.

Institute/Department	Female	Male	Total
Infection and Immunity Research Institute	77 59%	54 41%	131
Institute of Medical and Biomedical Education	95 65%	51 35%	146
Molecular & Clinical Sciences Research Institute	54 55%	44 45%	98
Population Health Research Institute	26 65%	14 35%	40
Research Operations	17 63%	10 37%	27
Education Strategy and Development Office	19 70%	8 30%	27
Education Operations	38 78%	11 22%	49
Professional Services	142 60%	94 40%	236
Total	468 62%	286 38%	754

There is a significantly high percentage of female staff in Education Operations. This reflects the general trend of a higher number of women in teaching related roles (see below) which is in line with the Higher Education sector in general. The representation of male staff is highest in the Molecular and Clinical Sciences Institute.

³ Advance HE Staff Statistical Report 2021, [Equality in higher education: statistical report 2021 | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/equality-in-higher-education-statistical-report-2021)

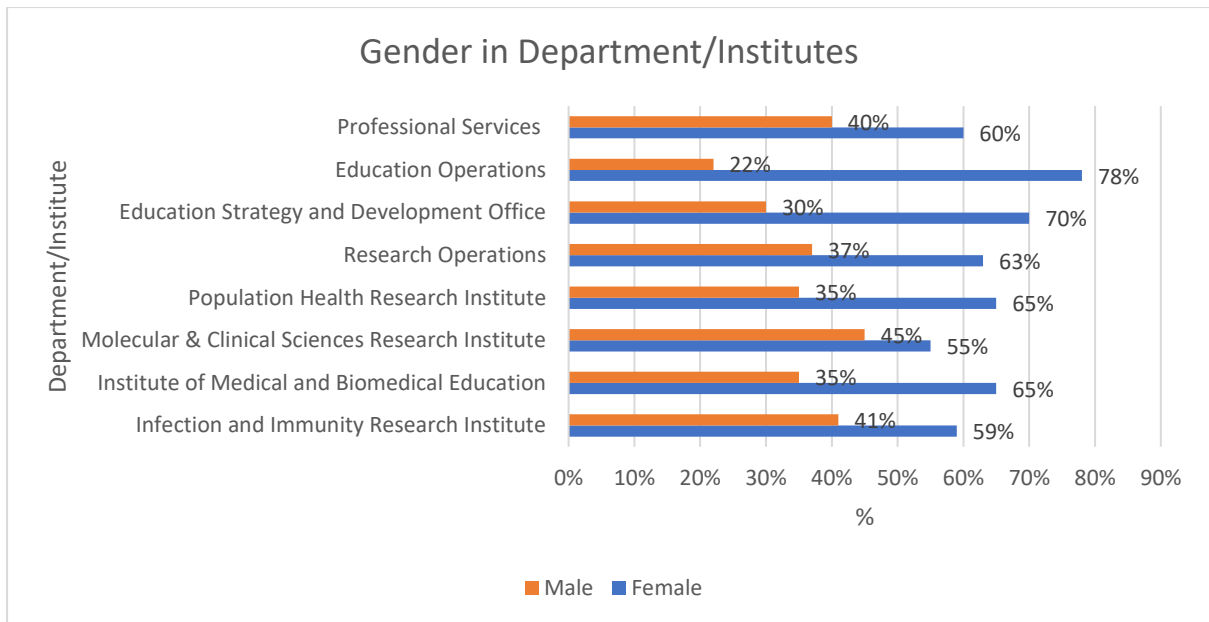


Figure 6 – Staff by gender and institute or department

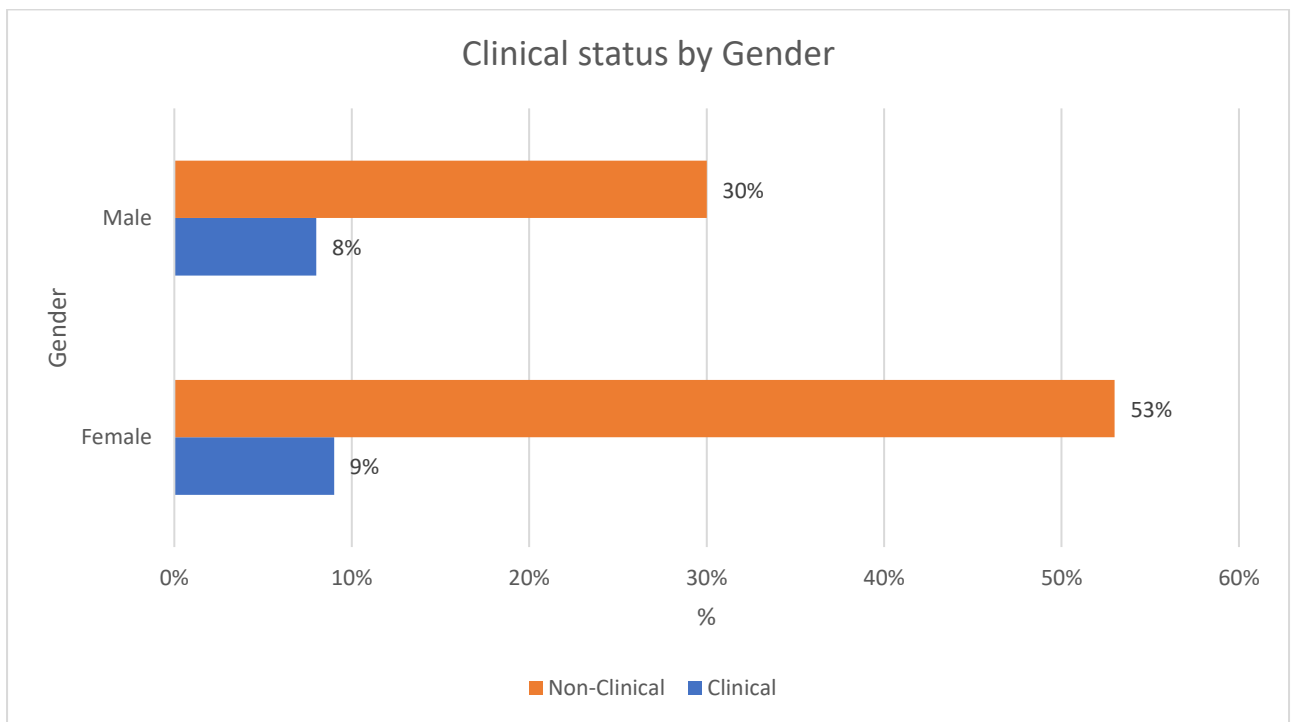


Figure 7 – % Staff by gender and clinical status

Staff Role	Female	Male	Total
Professional Services and Support Staff	268	142	410
Research Staff	52	29	81
Teacher	16	7	23
Lecturer	48	20	68
Senior Lecturer	41	34	75
Reader	20	20	40
Professor	23	34	57
Total	468	286	754

* Research Staff covers Research Fellows and Research Assistants

* Teacher covers Teaching Fellows and Problem Based Learning (PBL) Tutors

There is high representation of female staff among Professional and Support staff and in research staff who are often on fixed-term contracts. Furthermore, female staff are highly represented in Lecturer and Teacher roles; teaching fellows are teaching-only staff, Lecturers work across the 4 academic institutes.

The proportion of female staff decreases as the seniority of academic role increases, reducing at Professor level. The representation of women at higher academic levels is increasing each year through successful promotions as well as through recruitment, reaching 40% in 2022. This is significantly higher than the sector average which is 24%. We provide academic promotion workshops as well as a buddy system to support academic staff to successfully achieve promotion. We have also invited academic staff to take part, for the first time, in the B-MEntor Scheme in 2022-2023.

As a University we hold a Silver Athena SWAN award and are committed to improving gender equality at the institution. See our [Athena SWAN webpages](#) for more information. Data on staff by pay grade and gender is explored below. This enables a breakdown by gender and grade of Professional and Support Staff roles.

Grade	Female		Male		Total
SGUL 1 - 3	11	52%	10	48%	21
SGUL 4 - 5	127	71%	53	29%	180
SGUL 6 - 7	187	66%	98	34%	285
SGUL 8	54	56%	43	44%	97
PSA	21	48%	23	52%	44
Clinical	68	54%	59	46%	127
Total	468	62%	286	38%	754

Figure 9 – Staff by gender and grade

Overall, female staff are overrepresented at SGUL grades 4-5 making up the majority of staff on these pay grades (71%). These trends are in line with the sector, as found in the Advance HE Staff Statistical Report 2021⁴. The breakdowns below show that the majority of roles at this grade are professional services and support roles.

Whilst there are vast differences in representation at SGUL grades 4-5 and 6-7, at the highest grades, SGUL 8 and PSA, the representation of women and men is much more balanced, it near equal at the most senior level. This demonstrates the progress we have made at senior levels, but demonstrates that improvements are still needed at lower grades.

For academic staff, female staff are overrepresented at grades 4-5 and at grades 6-7 whilst there is a more equal representation of staff at grades 8 and Professorial and Senior Administrative (PSA) grades. This reflects the higher proportion of female staff in less senior academic roles.

For Professional Services and Support (PSS) Staff, the representation of female staff is more consistent across pay grades, with a good representation at senior levels. Over the last few years,

⁴ Advance HE Staff Statistical Report 2021, [Equality in higher education: statistical report 2021 | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/equality-in-higher-education-statistical-report-2021)

the representation of female staff at SGUL 8 and PSA level has increased steadily. This is due to both recruitment of women at senior levels as well as increased successful promotion applications.

The high representation of female staff in our lower pay quartiles contributes significantly to our gender pay gap.

Gender	Full Time		Part Time		Total
Female	324	69%	144	31%	468
Male	233	81%	53	19%	286
Total	557	74%	197	26%	754

Female staff are more likely to be on part time contracts than male staff. This is in line with the sector average; the Advance HE Staff Statistical Report 2021 shows 16% difference in the percentage of male staff and female staff working full-time⁵, the difference in our figures is 12%. We have seen a very slight increase in the percentage of male staff on part-time contracts over the last three years. Since the pandemic more staff, including men, are working flexibly, including remotely for a proportion of the week.

Gender	Fixed Term		Permanent		Total
Female	129	28%	339	72%	468
Male	74	26%	212	74%	286
Total	203	27%	551	73%	761

There is a small gap between male and female colleagues on fixed term contracts and permanent contracts. We have seen a very slight shift to more staff on permanent contracts than the previous few years. To reduce barriers at critical transition points, we provide bridging funding for early-career researchers on fixed-term contracts (60% female) whilst they pursue research grants. This looks to support our staff to pursue permanent roles and aims to address gaps and underrepresentation in the academic pipeline.

Overall staff by Ethnicity

Ethnicity	Count	%
BAME	235	31%
White	493	65%
Prefer not to say	26	4%
Total	754	100%

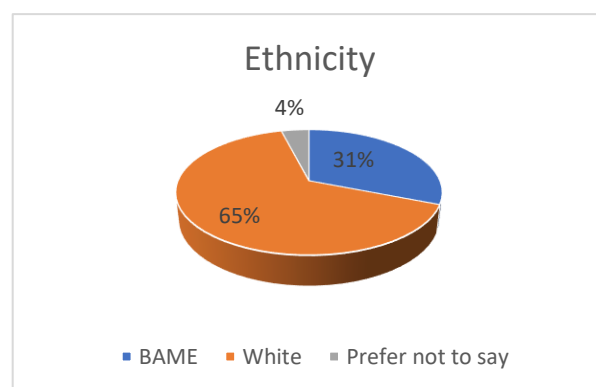


Figure 8 – Staff by ethnicity (grouped)

Ethnicity	Count	%
Asian or Asian British	108	46%
Black or Black British	47	20%

⁵ Advance HE Staff Statistical Report 2021, [Equality in higher education: statistical report 2021 | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/equality-in-higher-education-statistical-report-2021)

Chinese	29	13%
Mixed/Multiple ethnic background	29	13%
Other ethnic background	22	8%
Total	235	100%

The data above shows staff grouped within the category Black, Asian and Minority Ethnic (BAME) as well as broken down by groups within this category. Our data groupings seek to align with the UK Census categorisation whereby Asian incorporates staff who have identified their background as Asian Bangladeshi, Asian Indian, Asian Pakistani or any other Asian background, note that Chinese is listed as a separate group. Black incorporates staff who identify their background as Black African, Black Caribbean or any other Black Background.

In July 2022, 20% of our staff are from Black, Asian and minority ethnic backgrounds This is has decreased from 28% in July 2021. We have a small proportion of staff who choose not to declare their ethnic background, this has also remained consistent over the last few years.

When broken down by ethnic group, the data indicates the higher percentage of staff from Asian backgrounds in comparison to other groups; of our staff from minority ethnic backgrounds, 46% are from Asian backgrounds, 20% are from Black Caribbean and African backgrounds, 13% are from a Chinese background and 13% from a mixed heritage background.

The Advance HE data finds of those UK staff in the sector with known ethnicity, 10.8% identified as BAME. The same report finds a high proportion of BAME staff were from outside of the UK (32.3%).⁶ Our staff population has a significantly higher percentage of BAME staff than this sector average (+20%). Furthermore, of our staff who identify as BAME, the vast majority are from within the UK, in contrast to the sector.

It is important to note, however, that there are persistent issues of underrepresentation of BAME staff within the higher education sector, particularly with regards to Black academics and senior leadership. Therefore, benchmarking against the sector as a whole has limitations.

Across ethnicities, the significant majority of staff are from the UK, with the exception of staff who are from other White backgrounds i.e. not White British backgrounds.

St George's, University of London is situated in Tooting, London Borough of Wandsworth. According to the 2011 census, the population of Wandsworth was 28.6% BAME. Our BAME staff population of 31%, is slightly higher but still reflective of the local area. However, it is worth noting that Wandsworth is less diverse than other boroughs in London and that Tooting is significantly more diverse than other areas of the Borough.

We are proud of our diverse staff community and seek to continue to increase this, recognising the huge and wide-ranging value diversity brings to an organisation. To support this, we pay close attention to our recruitment and selection, analysing applicants and appointments by individual characteristics on an annual basis. This analysis has demonstrated disparities and underrepresentation of staff from Black, Asian and minority ethnic backgrounds. As part of addressing this, we have introduced a [Fair Recruitment Specialist initiative](#) which increases representation on recruitment panels and in decision making.

⁶ Advance HE Staff Statistical Report 2021, [Equality in higher education: statistical report 2021 | Advance HE \(advance-he.ac.uk\)](#)

Institute/Department	BAME	White	Prefer not to say	Total
Infection and Immunity Research Institute	43 33%	82 63%	6 5%	131
Institute of Medical and Biomedical Education	42 29%	101 69%	5 2%	148
Molecular & Clinical Sciences Research Institute	25 26%	69 70%	5 4%	99
Population Health Research Institute	8 20%	31 78%	0 3%	39
Research Operations	11 41%	15 56%	0 4%	26
Education Strategy and Development Office	13 48%	14 52%	0 0%	27
Education Operations	15 31%	30 61%	5 8%	50
Professional Services	78 33%	151 64%	7 3%	236
Total	235 31%	493 65%	28 3%	756

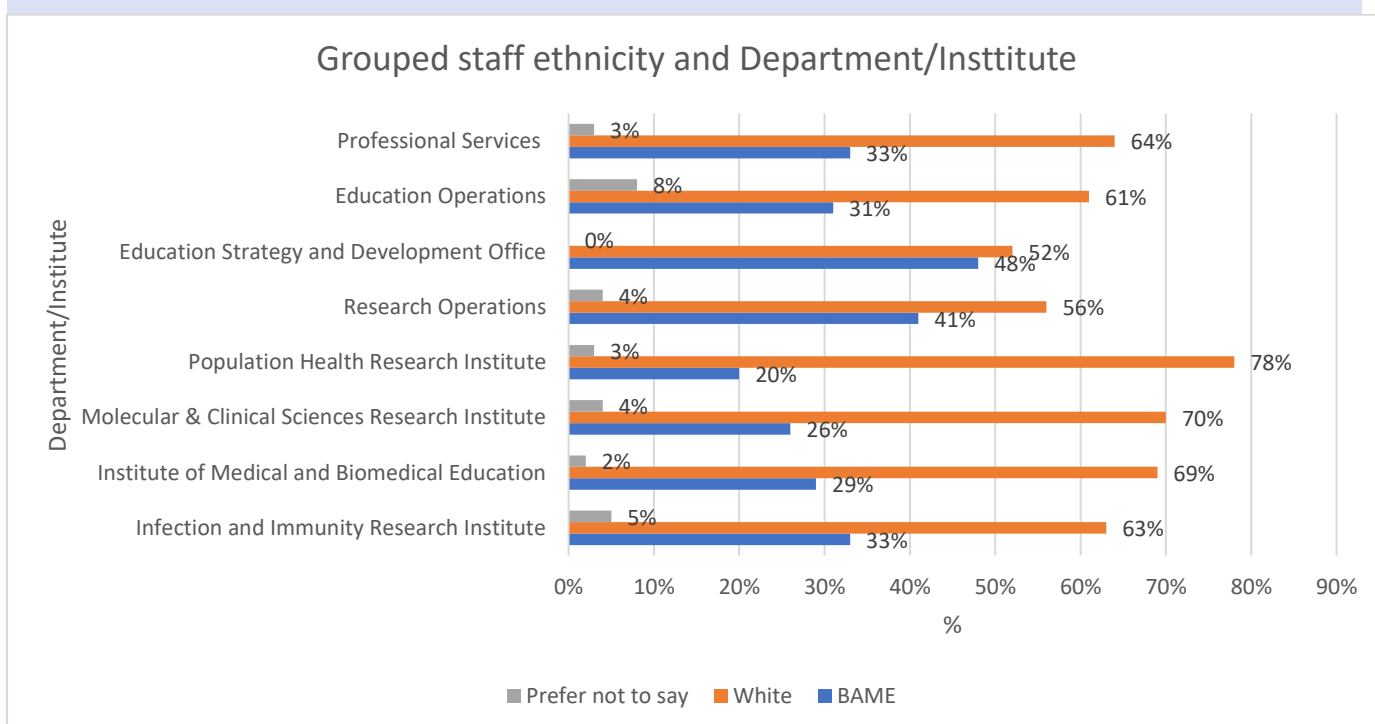


Figure 9 – Staff by institute or department and ethnicity (grouped)

The majority of institutes and departments have a similar, good representation of BAME staff which is close to the representation at organisational level (31%). There is a significantly higher percentage representation of BAME staff within the Education Strategy and Research Operations. The Population Health Research Institute has significantly less BAME staff than other areas of the University, however the percentage of BAME is consistently increasing in this institute from 13% in 2018 to 20% in 2021.

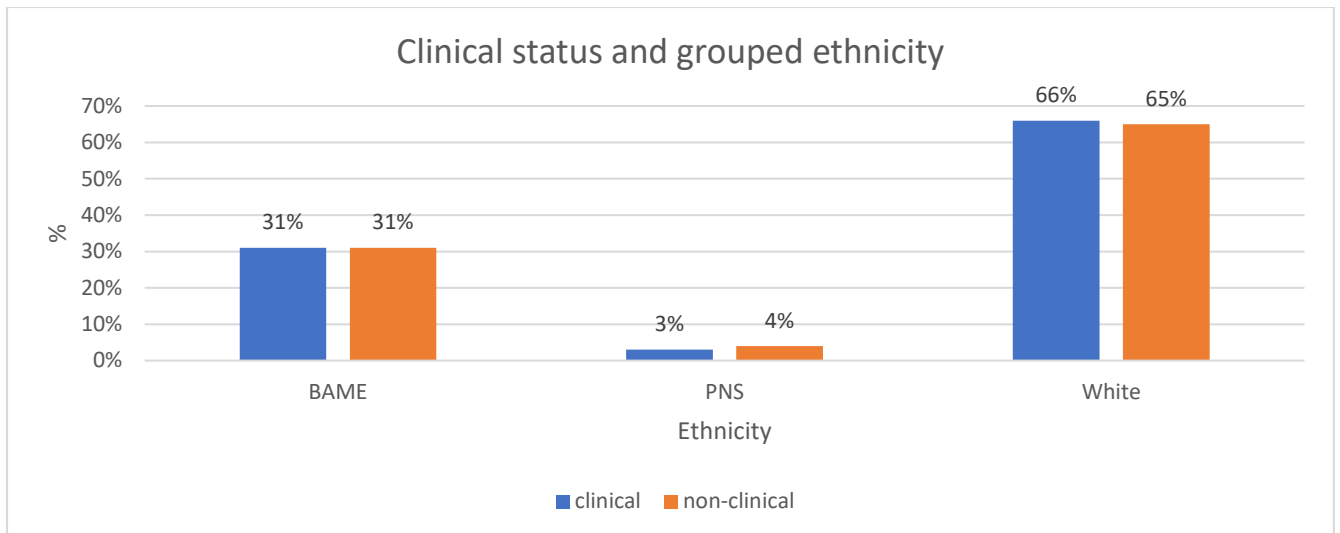


Figure 10 – Staff by clinical status and ethnicity (grouped)

The proportion of staff on clinical contracts is balanced across ethnicities when grouped as BAME (Figure 10). The salaries for our clinical staff are set by the NHS and not the University.

Staff Role	BAME		White		Prefer not to say		Total
Professional Service and Support Staff	146	34%	249	62%	15	4%	410
Research Staff	30	40%	49	57%	0	3%	79
Teacher	7	25%	16	75%	0	0%	23
Lecturer	18	26%	49	72%	0	1%	67
Senior Lecturer	20	24%	52	70%	5	6%	77
Reader	8	18%	29	74%	5	8%	42
Professor	6	11%	49	85%	0	4%	55
Total	235	31%	493	66%	25	3%	753

* Research Staff covers Research Fellows and Research Assistants

* Teacher covers Teaching Fellows and Problem Based Learning (PBL) Tutors

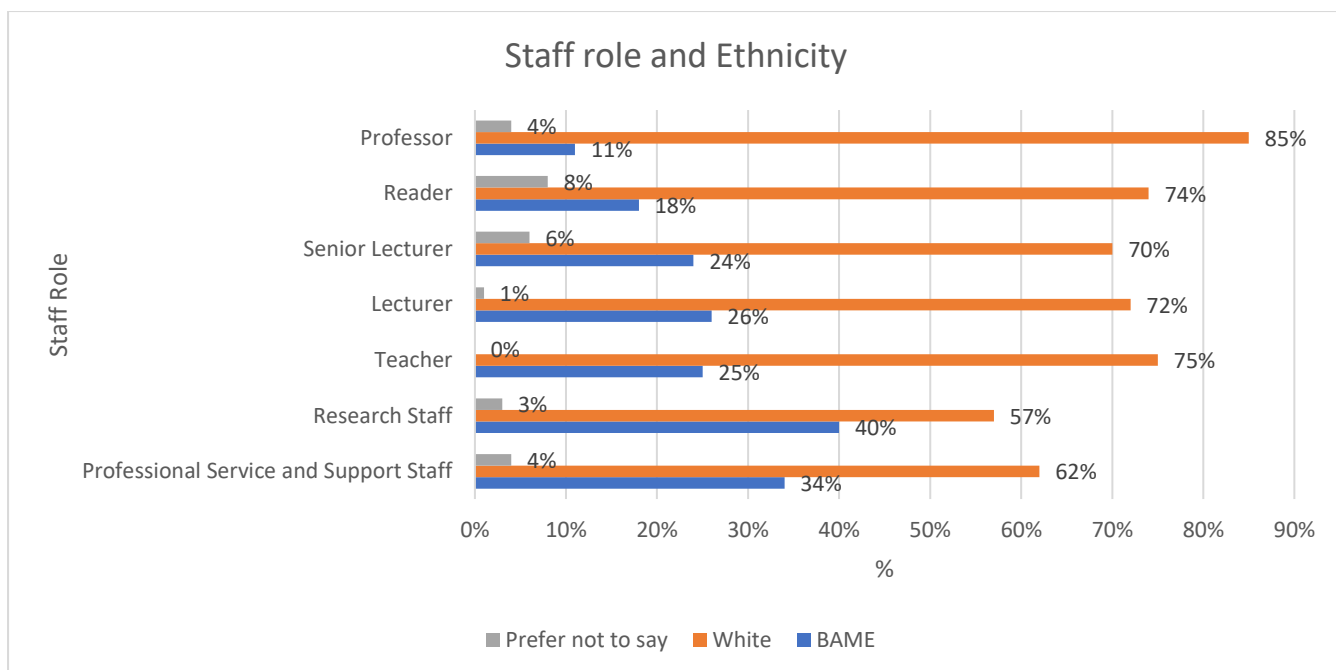


Figure 11 – Staff by staff role and ethnicity (grouped)

BAME staff are mostly represented in Professional and Support Staff and Research Staff roles. In Teaching, lecturer and Senior Lecturer roles BAME representation appears to be similar – on average 25%. In senior academic roles such as Reader and Professor, however, the representation of BAME staff is significantly lower compared to their White counterparts.

A breakdown of staff by ethnicity and grade is below, which enables a view of the representation of BAME staff in different grades and seniority.

Ethnicity	SGUL 1 - 3		SGUL 4 - 5		SGUL 6 - 7		SGUL 8		PSA		Clinical		Total
BAME	8	3%	81	34%	86	37%	20	9%	0	0%	39	17%	234
White	12	3%	93	19%	189	38%	72	15%	43	9%	84	17%	493
Prefer not to say	0	0%	6	23%	10	38%	5	19%	0	0%	5	15%	26
Total	20	3%	180	24%	285	38%	97	13%	43	6%	128	17%	753

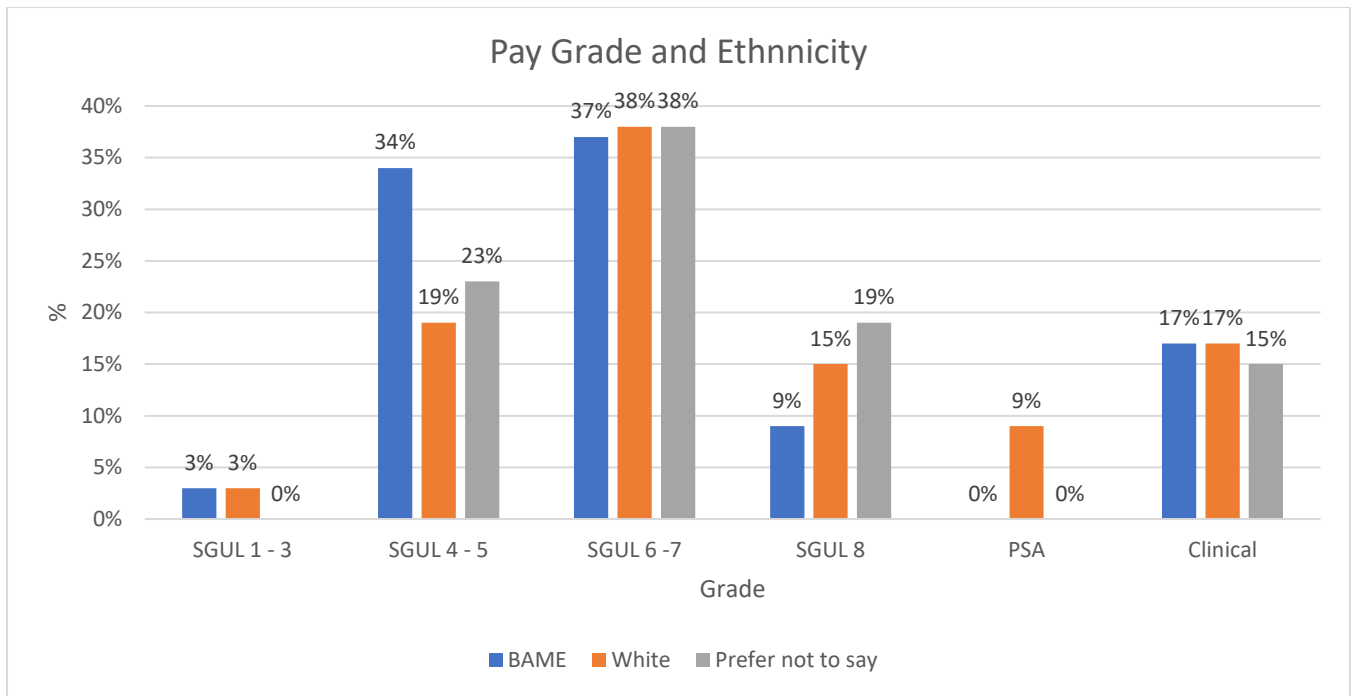


Figure 12 – Staff by SGUL pay grade and ethnicity (grouped)

Ethnicity	Full Time		Part Time		Total
BAME	179	76%	56	24%	235
White	359	73%	134	27%	493
Prefer not to say	19	73%	7	27%	26
Total	557	74%	197	26%	754

There is only a small difference in the proportion of staff working full time and part time when broken down by ethnicity. BAME colleagues +3%.

Ethnicity	Permanent		Fixed Term		Total
BAME	161	69%	74	31%	235
White	370	75%	123	25%	493
Prefer not to say	20	77%	6	23%	26
Total	551	73%	203	27%	754

In general, white staff are slightly more likely to be on permanent contracts than BAME staff. When disaggregated, however, the data shows that Chinese staff in particular, as well as Asian staff and staff of ethnic backgrounds not listed (“any other ethnic group”) have high percentages of fixed term staff. In contrast, the majority of Black staff are on permanent contracts, this reflects the lack of representation of Black staff on academic staff, which are more likely fixed term.

The differentials evident in the data above demonstrate a persistent underrepresentation of Black, Asian and minority ethnic staff in senior roles. St George’s is committed to addressing the barriers leading to underrepresentation and differential experiences. As previously mentioned, we have introduced the Fair Recruitment Specialist initiative to try to improve our recruitment outcomes. We

also participate in the B-MEntor scheme and provide additional development offers. We deliver a number of training courses which seek to educate staff on these issues, fostering engagement and shared ownership in improving racial equality across the organisation, for example our Talk and Transform Workshop series. In addition, we have undertaken an institutional review of race equality, which has created an action plan for further improvement. Our commitment to Race Equality is governed by our Race Equality Action Group that meets each quarter.

Overall staff by gender and ethnicity

Gender	Female	Male	Total
BAME	149 64%	86 36%	235
White	309 63%	184 37%	493
Prefer not to say	10 38%	16 52%	26
Total	468 62%	286 38%	754

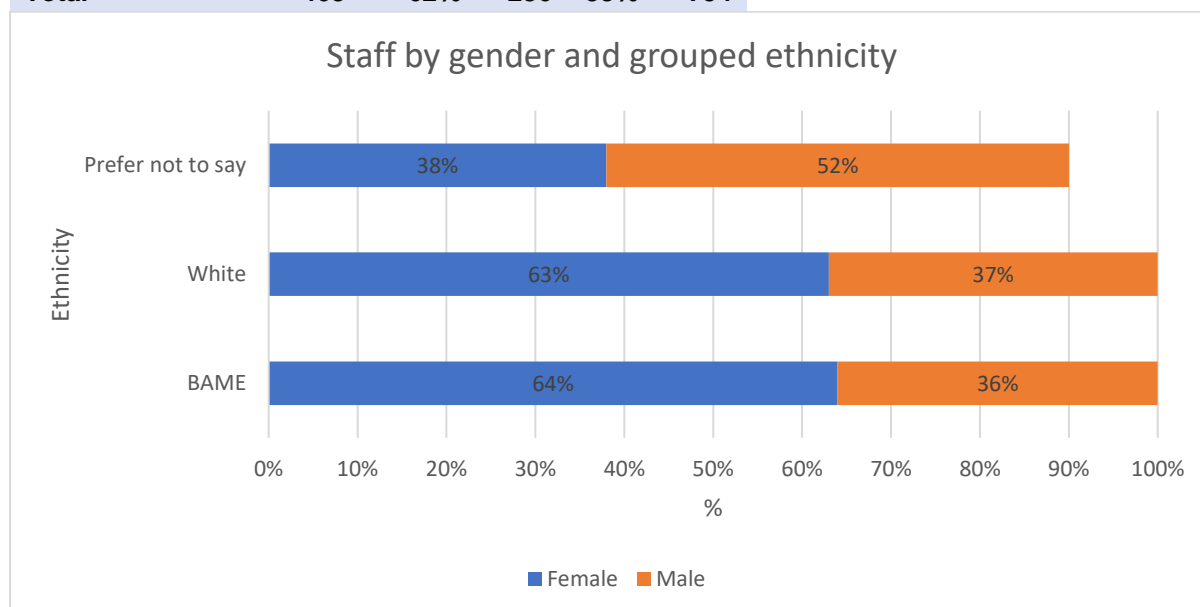


Figure 13 – Staff by gender and ethnicity (grouped)

We have a higher proportion of female BAME staff than male BAME staff. This higher proportion of women is in line with the overall gender balance at the University. It is worth noting, however, that a higher percentage of male staff chose not to declare their ethnicity than female staff and the percentage of White staff is consistent across genders. Since the previous year, the representation of staff by ethnicity and gender has remained consistent with very marginal fluctuations in numbers which are consistent with usual staff changes over a one-year period.

In contrast to our data, the Advance HE 2021 Staff Statistical Report finds that a higher proportion of male staff in the sector were from BAME backgrounds than female staff (16.7% compared with 14.4% of female staff), although, as already suggested, this might be influenced by underreporting of professional and support staff.

Institute/Department	Female						Total
	BAME		White		Prefer not to say		
Infection and Immunity Research Institute (I&I)	28	32%	47	69%	0	0%	75

Institute of Medical and Biomedical Education (IMBE)	27	29%	66	65%	0	5%	95
Molecular & Clinical Sciences Research Institute (MCS)	15	21%	37	79%	0	0%	52
Population Health Research Institute (PHRI)	5	19%	22	81%	0	0%	27
Research Operations (RO)	6	28%	11	72%	0	0%	17
Education Strategy and Development Office (ESDO)	8	45%	11	55%	0	0%	19
Education Operations (EO)	12	22%	23	78%	5	0%	40
Professional Services (PS)	53	33%	88	66%	0	0%	141
Total	153	30%	305	69%	10	1%	466

Institute/Department	Male						Total
	BAME		White		Prefer not to say		
Infection and Immunity Research Institute (I&I)	15	25%	35	67%	5	7%	55
Institute of Medical and Biomedical Education (IMBE)	15	36%	35	61%	0	2%	50
Molecular & Clinical Sciences Research Institute (MCS)	10	20%	32	75%	0	5%	42
Population Health Research Institute (PHRI)	5	29%	9	64%	0	7%	14
Research Operations (RO)	5	40%	5	50%	0	10%	10
Education Strategy and Development Office (ESDO)	5	50%	5	50%	0	0%	10
Education Operations (EO)	5	27%	7	64%	0	9%	12
Professional Services (PS)	29	27%	59	67%	5	7%	93
Total	89	28%	187	66%	10	6%	286

Whilst IMBE, I&I and PHRI had the highest representations of female staff overall, when broken down by gender and ethnicity, the higher representation of female BAME staff is within Professional and Support Services and in Education Strategy and Development Office. Overall female BAME staff are relatively evenly represented across the institutes and departments, with the lowest representation in PHRI, which aligns with the findings in the analysis on ethnicity overall.

The representation of Male BAME staff however is much more variable. This could be slightly impacted by the lower number of male BAME staff overall. Male BAME staff are highly represented in Research Operations, however it is important to recognise the overall numbers in this department are very small. They are also well represented in IMBE. In the last year, the representation of male BAME staff in Education Operations and in the Education Strategy and Development Office has significantly improved. These departments have a small number of staff and therefore a small number of changes impact significantly on percentage representation. However, this is positive and encouraging to see and we hope to maintain this.

Overall, male staff are more likely to be on clinical contracts than female staff across genders, however this difference is more significant within BAME staff, with a larger percentage of BAME

male clinical staff (21%) than white male clinical staff (20%). As noted in the section above, the majority of BAME clinical staff are from Asian backgrounds

Staff role	Female						Total
	BAME		White		Prefer not to say		
Professional Service and Support Staff	98	36%	165	62%	5	2%	268
Research Staff	18	39%	34	60%	0	1%	52
Teacher	5	27%	11	73%	0	0%	16
Lecturer	11	25%	36	73%	0	2%	47
Senior Lecturer	10	21%	29	73%	0	8%	39
Reader	5	25%	14	70%	0	5%	19
Professor	0	9%	20	86%	0	5%	20
Total	147	32%	309	65%	5	2%	461

Staff role	Male						Total
	BAME		White		Prefer not to say		
Professional Service and Support Staff	48	32%	85	62%	9	7%	142
Research Staff	12	41%	15	51%	5	8%	32
Teacher	0	20%	5	80%	0	0%	5
Lecturer	7	30%	13	70%	0	0%	20
Senior Lecturer	10	29%	23	68%	0	3%	33
Reader	5	11%	15	79%	0	11%	20
Professor	5	12%	29	85%	0	3%	34
Total	87	29%	185	66%	14	6%	286

* Research Staff covers Research Fellows and Research Assistants

* Teacher covers Teaching Fellows and Problem Based Learning (PBL) Tutors

When staff role is split by ethnicity and gender, we can see that all Black, Asian and minority ethnic Teachers (staff who are Teaching Fellows or Problem Based Learning Tutors) are female. Furthermore, we see significantly less representation of BAME female staff in Professorial roles, all are male. There is, however, a small number of BAME female Readers which demonstrates a positive pipeline emerging. Representation is balanced by gender and ethnicity for Professional Services and Support staff and staff in Lecturer roles.

Pay grade	Female						Total
	BAME		White		Prefer not to say		
SGUL 1-3	5	33%	7	67%	0	0%	12
SGUL 4-5	61	49%	64	48%	5	3%	130
SGUL 6-7	53	29%	131	70%	5	1%	189
SGUL 8	12	22%	39	72%	0	10%	51
PSA	0	4%	20	96%	0	0%	20
Clinical	18	27%	48	69%	0	4%	66
Total	149	32%	309	68%	10	3%	468

Pay grade	Male						Total
	BAME		White		Prefer not to say		
SGUL 1-3	0	42%	7	58%	0	0%	7

SGUL 4-5	20	31%	25	59%	5	10%	50
SGUL 6-7	32	29%	60	65%	7	6%	99
SGUL 8	8	19%	30	81%	0	0%	38
PSA	0	0%	24	100%	0	0%	24
Clinical	24	30%	39	62%	5	8%	68
Total	84	26%	185	68%	17	6%	286

The data above and below demonstrate the representation of staff on different pay grades by gender and ethnicity. Data is not disaggregated beyond BAME due to small numbers. The differences in pay representation by ethnicity are not largely different across male and female staff.

Contract Type	Female				Total
	Permanent		Fixed Term		
BAME	105	69%	44	31%	149
White	226	74%	85	26%	311
Prefer not to say	8	82%	0	18%	8
Total	339	73%	129	27%	468

Contract Type	Male				Total
	Permanent		Fixed Term		
BAME	56	65%	40	35%	96
White	144	77%	24	23%	168
Prefer not to say	12	76%	5	24%	17
Total	212	73%	69	27%	281

The data on contract type demonstrates differences between ethnicities and across genders. For female staff, the representation of White and BAME staff on both permanent and fixed-term contracts is balanced. However, for male staff, there is a large difference in contract type by ethnicity, with male BAME staff being less likely than male White staff to be on permanent contracts. This may be explained by the higher proportion of BAME men in research roles, which are often fixed-term due to being linked to projects and grant funding.

Contract Type

Contract Type	Female				Total
	Full Time		Part Time		
BAME	109	60%	40	40%	149
White	208	62%	101	38%	309
Prefer not to say	7	72%	0	28%	7
Total	324	62%	141	38%	465

Contract Type	Male				Total
	Full Time		Part Time		
BAME	70	80%	16	20%	86
White	151	83%	33	17%	184
Prefer not to say	12	76%	5	24%	17
Total	233	82%	55	18%	287

Overall staff by disability

Disability	Count	%
Declared disability	45	6%
No known disability	674	88%
Prefer not to say	35	5%
Total	754	100%

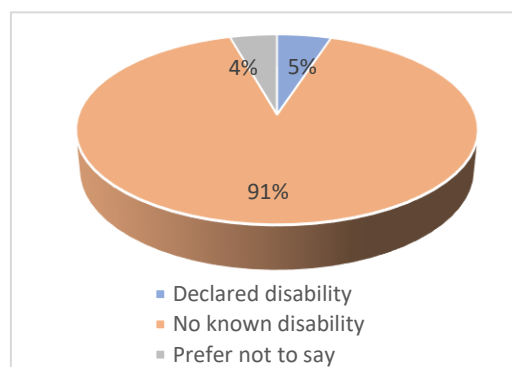


Figure 14 – Staff by disability

Overall, 6% of staff in 2022 declared a disability, which is an increase from 5% in 2021. This is in line with the sector average which is also 5%⁷. However, it is generally accepted that in reality the actual percentage of staff with disabilities across the UK will be higher and that rates of declaration tend to be low due to fears of stigma and discrimination. According to government statistics, around 18 per cent of the UK’s workforce has a declared disability.⁸

In 2017 St George’s joined the Disability Confident Scheme which requires employers to take various action to recruit and retain disabled people and people with health conditions for their skills and talent, creating a more inclusive workforce. We have renewed our Level 2 Disability Confident accreditation in 2021 and aim to enhance our support for staff with disabilities. Our Staff Disability Network launched in 2018 and has been providing ongoing support for disabled staff as well as working with the University to progress disability inclusion.

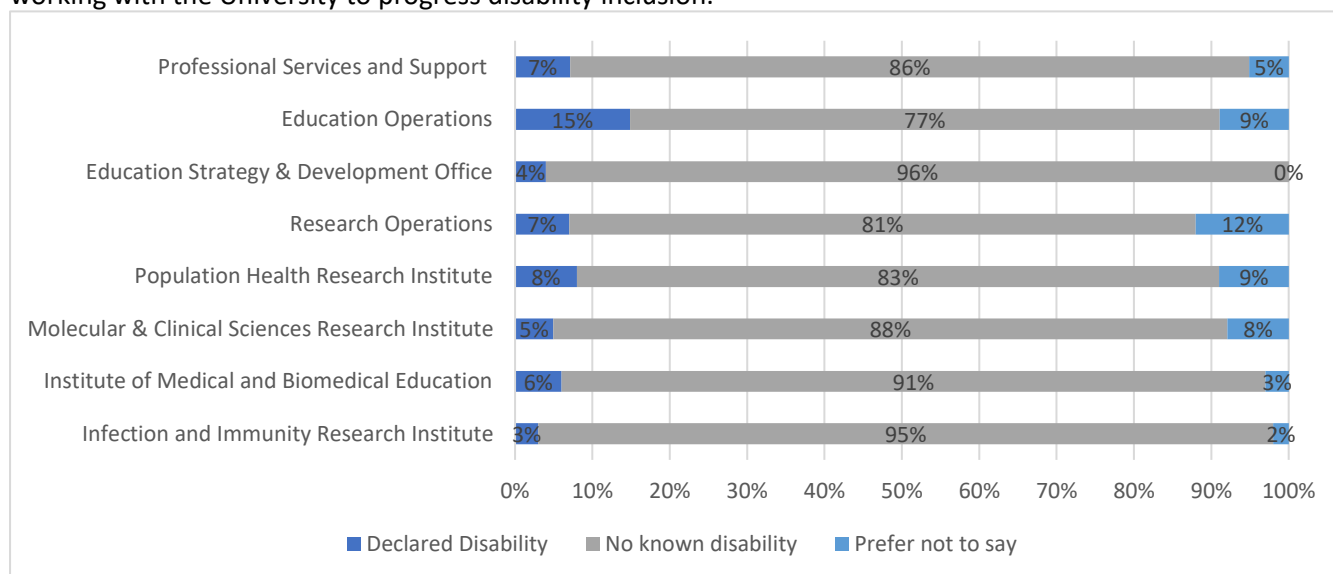


Figure 15 – Staff by Institute/Department and disability

⁷ Advance HE Staff Statistical Report 2021, [Equality in higher education: statistical report 2021 | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/equality-in-higher-education-statistical-report-2021)

⁸ Department of Work and Pensions Report, The Employment of Disabled People https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/875199/employment-of-disabled-people-2019.pdf

When broken down by institutes and departments, the numbers of staff with a declared disability are very small and are unable to be included for some institutes/departments. This is particularly the case in the smaller institutes and departments. It is therefore difficult to draw any conclusions.

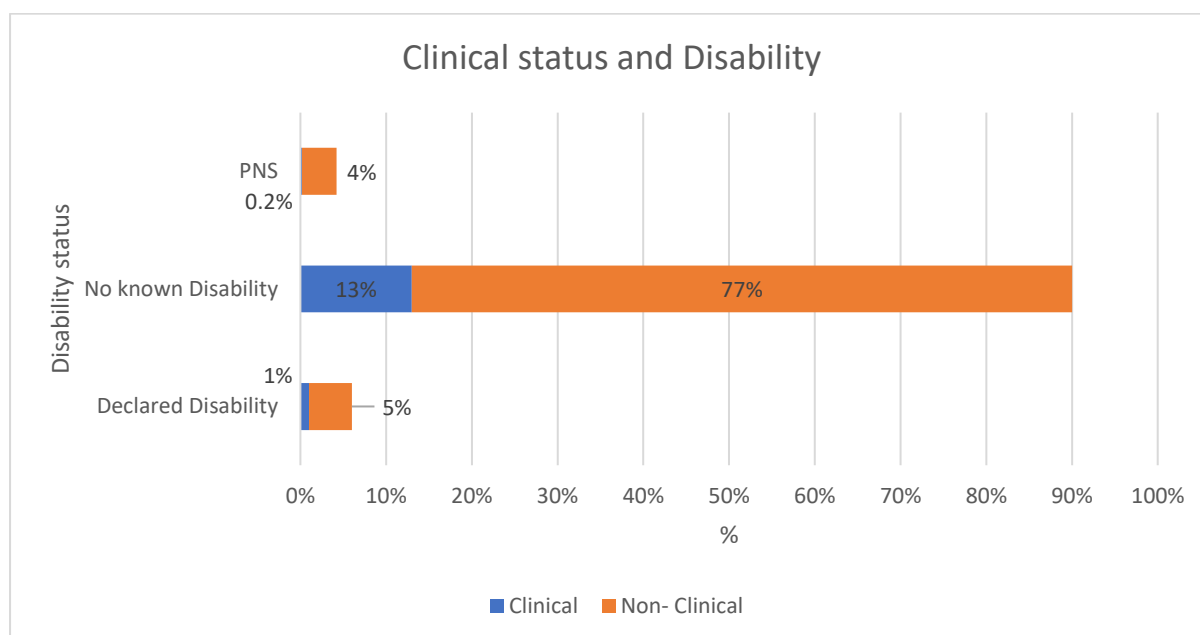


Figure 16 – Staff by Clinical status and disability

* Research Staff covers Research Fellows and Research Assistants

* Teacher covers Teaching Fellows and Problem Based Learning (PBL) Tutors

Pay Grade	Declared Disability	No known disability	Prefer not to say	Total
SGUL 1 - 3	0	19	0	19
SGUL 4 - 5	20	151	9	180
SGUL 6 -7	14	256	14	284
SGUL 8	6	87	5	98
PSA	0	42	0	42
Clinical	5	119	5	129
Total	45	674	33	752

Staff with a declared disability are represented across SGUL pay grades but at a significantly higher rate in the grades 4 and 5. This needs further exploration and understanding to address the causes of this. This year, we have introduced disability inclusion training for line managers, recognising the essential role they play in how a staff member is able to work alongside managing their disability/disabilities.

Disability	Permanent	Fixed Term	Total
Declared disability	36	9	45
No known disability	487	187	674
Prefer not to say	28	7	35
Total	551	203	754

Permanent staff appear to declare their disability more than fixed term colleagues.

Disability	Full Time	Full Time	Part Time	Part Time	Total
Declared disability	34	74%	11	26%	45
No known disability	500	74%	174	26%	674
Prefer not to say	23	68%	12	32%	35
Total	557	77%	197	27%	754

Staff with a declared disability are more likely to work part-time than those without a declared disability. The proportions of staff who declare a disability and those with no known disability, on full time contracts, are equal.

Over the last year, we have undertaken action to better understand the experiences of our disabled staff, including running focus groups, to identify priority areas for action. The findings from this work has informed various initiatives and action such as the disability inclusion training for managers mentioned above, changes to policies and increased focus on discussion and awareness of the experiences of staff with disabilities. These learnings also informed our renewal application for Disability Confident accreditation.

Overall staff by age

Under 25	16	2%
25 - 35	198	26%
36 - 45	204	27%
46 - 55	166	22%
56 - 65	138	18%
66 +	32	4%
Total	754	100%

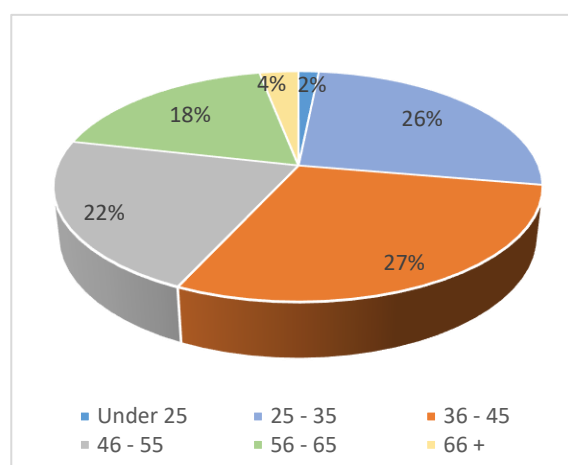


Figure 17 – Overall staff by age

The majority of our staff are between the ages 36-45. We do, however, have a significant percentage of staff aged 56-65. At age 66 and above we have significantly less staff, this is likely due to retirement. The representation of staff across age ranges is consistent with the previous years.

Institute/Department	Under 25	25-35	36-45	46-55	56-65	66+	Total
Infection and Immunity Research Institute	5 2%	42 32%	35 27%	23 1%	22 1%	6 5%	133
Institute of Medical and Biomedical Education	0 0%	24 16%	43 29%	35 23%	39 2%	8 5%	149
Molecular & Clinical Sciences Research Institute	0 0%	22 22%	38 38%	17 1%	16 16%	6 6%	99
Population Health Research Institute	0 0%	7 18%	8 20%	10 25%	10 25%	5 13%	40

Research Operations	0	0%	2	9%	5	22%	8	35%	7	30%	0	0%	22
Education Strategy & Development Office	0	0%	8	30%	8	30%	5	11%	6	22%	0	0%	27
Education Operations	0	0%	13	28%	11	23%	16	34%	6	13%	0	0%	46
Professional Services and Support Staff	6	3%	80	33%	62	26%	55	23%	32	13%	5	2%	240
Total	11	1%	198	26%	210	29%	169	22%	138	19%	30	3%	756

The distribution of staff by age is relatively consistent across institutes and departments. Across all areas the majority of our staff are aged between 25 and 55. The Education Strategy and Development Office, The Immunity Research Institute and Professional Services have higher percentages of staff aged under 35. Whilst Research Operations has the highest percentage of staff aged over 55.

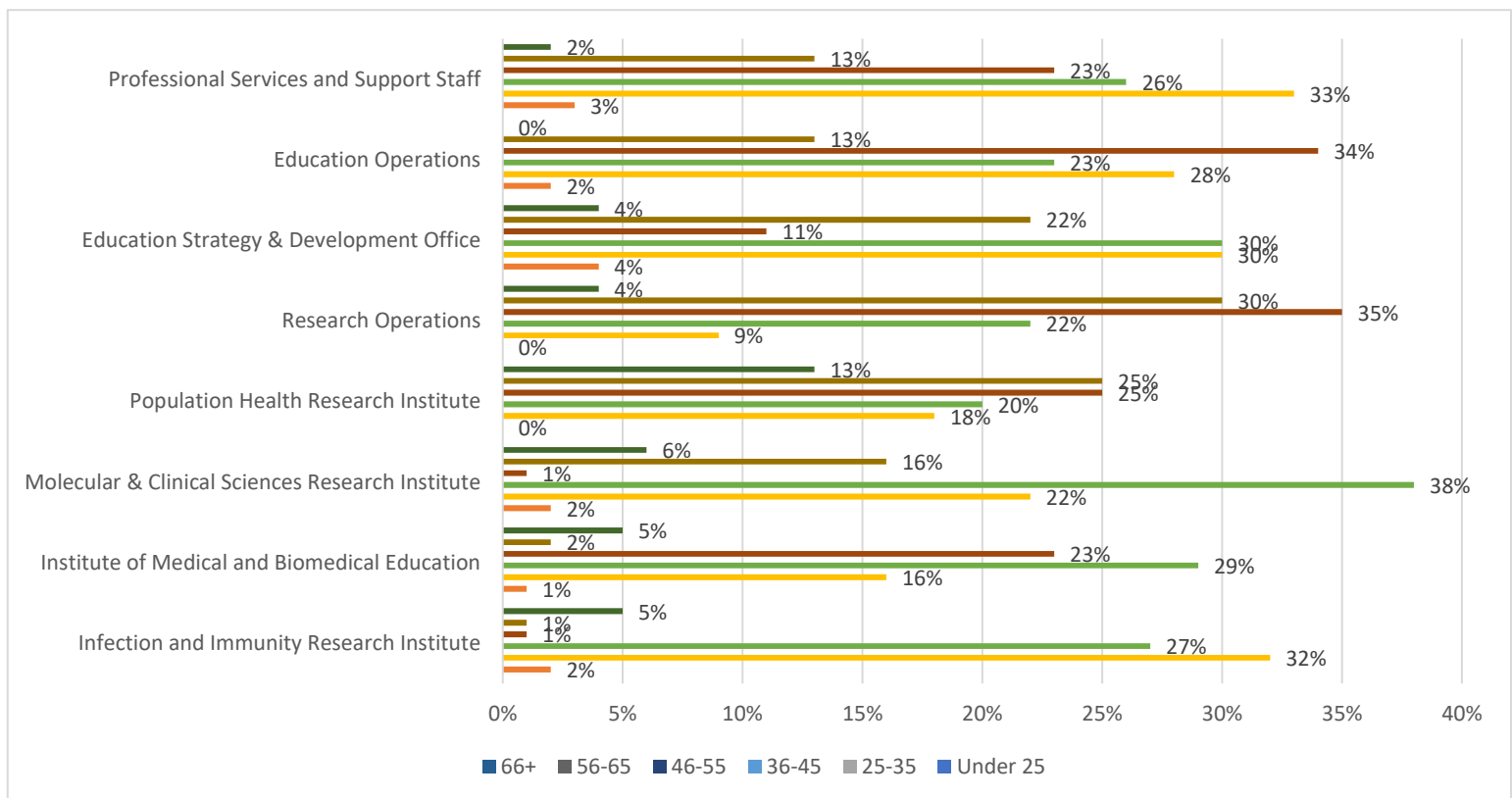


Figure 18 – Staff by Institute/Department and age

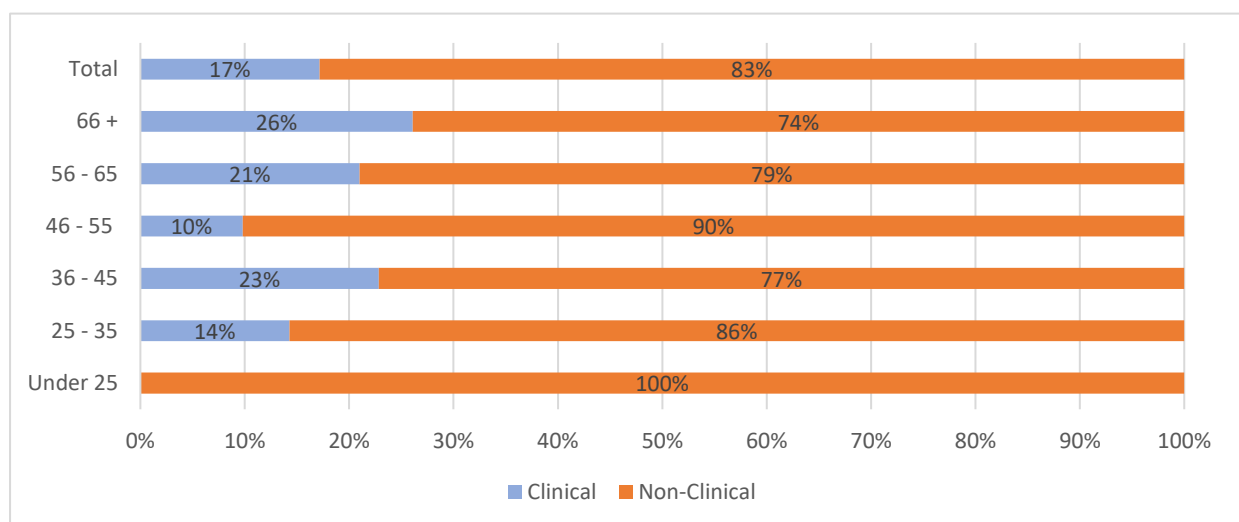


Figure 19 – Staff by clinical status and age

The proportion of staff on clinical contracts is highest at ages 36-45 and at above 66. There is slight fluctuation between ages 46 and 65.

Staff in age groups 36-45 are represented highly in academic roles such as Teacher, Researcher and Lecturer. Staff in Professor and Reader roles are more likely to be in age groups 56-65 than other staff roles. This trend reflects the nature of the academic career pathway in which staff progress as they gain experience over time. Professional Services and Support Staff shows the most range in age as this groups all staff together and therefore does not indicate seniority or role types in the way that academic roles do.

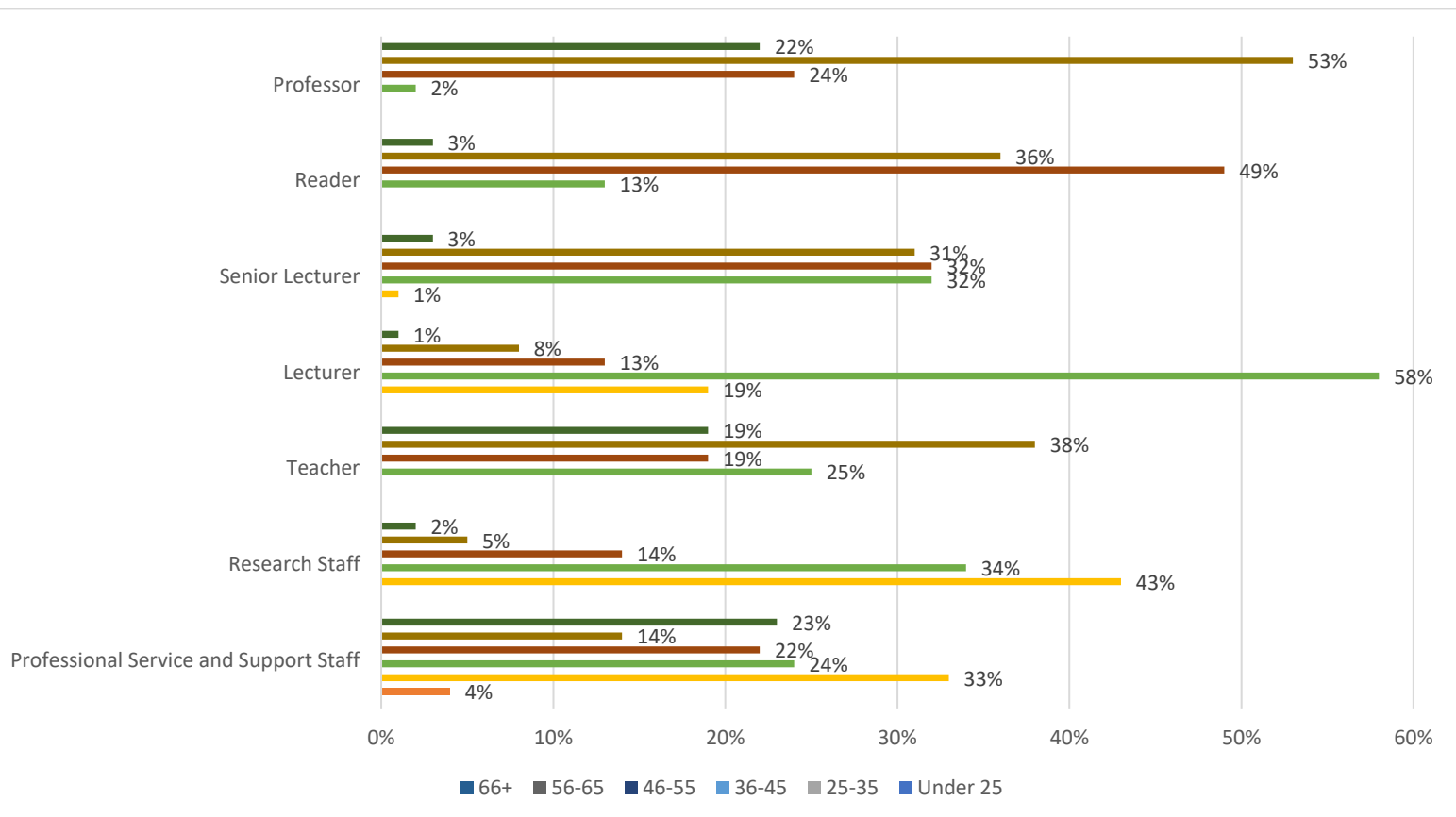


Figure 20 – Staff by staff role and age

Age	SGUL 1-3		SGUL 4-5		SGUL 6-7		SGUL 8		PSA		Clinical		Total
Under 25	0	0%	10	100%	0	0%	0	0%	0	0%	0	0%	10
25 - 35	6	3%	69	35%	89	45%	5	3%	0	0%	28	14%	197
36 - 45	6	3%	37	17%	94	44%	25	12%	7	3%	50	24%	219
46 - 55	5	3%	24	17%	67	46%	33	23%	18	12%	16	11%	163
56 - 65	5	4%	28	23%	36	29%	26	21%	16	13%	29	23%	140
66 +	0	0%	5	31%	5	31%	0	0%	7	44%	6	38%	23
Total	22	3%	173	23%	291	39%	89	12%	48	6%	129	17%	752

The data on staff by grade and age group indicates that members of staff aged 25 -45 are represented well across most grades, however less so at senior grade 8 and PSA levels. In these higher grades the majority of staff are aged over 46. Again, this reflects the expected level of progression as staff gain experience the more years they are in employment. Staff on clinical pay are reasonably diverse in terms of age group.

Age	Permanent		Fixed Term		Total
Under 25	0	0%	10	100%	10
25 - 35	113	58%	83	42%	196
36 - 45	155	71%	63	29%	218
46 - 55	139	86%	23	14%	162
56 - 65	125	91%	13	9%	138
66 +	20	87%	5	13%	25
Total	552	74%	197	26%	749

The percentage of staff on fixed-term contracts is 100% for staff aged under 25, this is consistent with the previous year but an increase from 2019 in which it was 75%. It is worth noting that these are small numbers in this age bracket.

A significant proportion of our staff aged 25 – 35 are on fixed-term contracts, this percentage decreases slightly for staff aged 36-45. The percentages of staff on fixed term contracts falls significantly at age 46. These trends may reflect academic career progression as more senior academic roles tend to be permanent whilst early career roles tend to be fixed term.

The percentage of staff on fixed term contracts increases again slightly for staff aged above 66. This will be due to staff returning to part-time, fixed term roles after taking partial retirement.

Age	Full Time		Part Time		Total
Under 25	9	75%	5	25%	14
25 - 35	171	87%	25	13%	196
36 - 45	143	65%	75	35%	218
46 - 55	129	77%	40	23%	169
56 - 65	93	69%	43	31%	136
66 +	12	52%	11	48%	23
Total	557	74%	199	26%	756

The percentage of staff working part-time is highest for staff aged 66 and above, the majority of whom work part-time. This will largely be due to staff returning to work part-time after taking partial retirement. The percentage of part-time workers is also high for staff aged 36 – 45 which likely reflects staff working part-time for childcare, or other personal reasons. Staff aged 56-65 also have a higher percentage of part-time workers, the reasons for this may be linked to phased retirements and caring responsibilities.

Overall staff by Sexual Orientation

Bisexual	9	1%
Gay Woman / Lesbian	8	1%
Gay Man	23	3%
Heterosexual	523	69%
Other	8	1%
Prefer not to say	180	24%
Total	754	100%

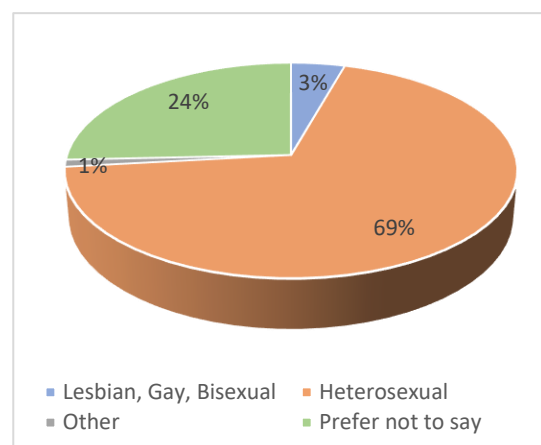


Figure 21 – Staff by sexual orientation

The data shows a low percentage of staff who identify as lesbian, gay and bisexual and other. There is however a large proportion of staff who choose to select “Prefer not to say” which indicates a number of staff who do not wish to share this information.

At St George’s we have a Staff LGBT+ Network which exists for University and hospital staff who identify as LGBT+ or other non-binary identities to feel included and supported in the St George’s community. The Network also welcomes staff who would like to join as LGBT+ allies. The network aims to work with other groups, committees and senior management to progress LGBT+ equality at St George’s.

The Network holds events and seminars to raise awareness and bring people together. In the past, activities have been held that have focussed on representation at the annual Pride in London, LGBT+ history month, seminars such as LGBT and faith and fundraising initiatives.

Further breakdowns for staff by sexual orientation are not given due to small numbers.

Overall staff by Religion and Belief

Buddhist	10	1%
Christian	213	28%
Hindu	33	5%
Jewish	5	1%
Muslim	47	6%
Sikh	9	1%
Spiritual	15	2%
Any Other Religion or Belief	12	2%
No Religion/Belief	284	38%
Prefer not to Say	127	17%
Total	755	100%

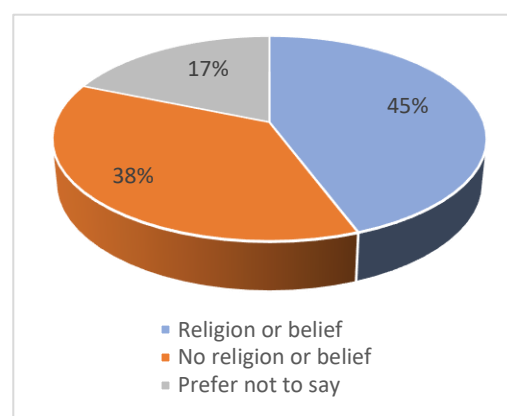


Figure 22 – Overall staff by religion and belief

Of the staff who do disclose a religion or belief, the largest group is staff identifying as Christian. The data also shows a diverse range of religion and beliefs other than Christianity, but this is a significantly smaller proportion.

Looking at religion and belief collectively, a larger proportion of our staff declare having a religion or belief than those who declare no religion or belief.

There is also a number of staff who choose 'Prefer not to Say' with regards to their religion or belief. This percentage is slightly smaller than the previous year, in which 19% of staff chose 'Prefer not to Say'.

St George's is an inclusive environment in which we have an InterFaith Forum which ensures inclusivity of all faiths within the university as well as a multi-faith prayer room for all staff and students to use.

Further breakdowns for staff by religion are not given due to small numbers.