



**Equality, Diversity
and Inclusion**
Annual Report 2019

Human Resources

Introduction from Principal

I am pleased to present Queen Mary's Equality, Diversity and Inclusion (EDI) annual report, which highlights the key achievements of 2019. As an institution, we take pride in our community roots and our history of welcoming people from all backgrounds and nationalities as citizens of Queen Mary.



We aspire towards the creation of a culture based on dignity and respect, in which our values are embedded in everything we do.

This report presents a snapshot of our position in 2019 and reflects some key areas of work that have been undertaken in relation to our equality objectives. We recognise that this is very much work in progress, but we are confident that we are moving in the right direction. To this end, one of our key

priorities for 2020 will be a renewed commitment to race equality, and recognition of the need to address and root out discrimination in all its forms. Our goal is to ensure that we are advancing equality of opportunity, celebrating diversity and promoting inclusion for all our staff and students.

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

Introduction from Vice-Principal, People, Culture and Inclusion

I am delighted to have joined Queen Mary as its first Vice-Principal, People, Culture and Inclusion. It is exciting and challenging to shape an agenda that will help to realise our bold and ambitious Equality, Diversity and Inclusion goals.



Our focus is to ensure that we embed our values in all that we do. In doing so, it is essential that we engage with our community of staff, students, alumni, trade unions and other key stakeholders to take forward innovative initiatives that bring about enduring culture change, and enhance opportunities for all members of our diverse community. We want to create inclusive institutional culture in which every individual member of our community feels welcome, accepted and able to flourish.

We look to co-create these cultures with students, as we do across other aspects of their educational experience at Queen Mary. For

example, in 2019, Redwan Shahid, QMSU Vice-President (Education) for 2018/19, presented on his Going for Gold (GfG) work strand at a European Universities Association conference. The aim was to facilitate student co-creation of an inclusive curriculum, which piloted and refined an approach to determine how it could be mainstreamed in subsequent years. The Queen Mary approach was supported by student interns who identified the School, Faculty and institutional needs, subsequently piloting localised projects. A key aim of this approach was to ensure that each and every student could see themselves in the discipline's curriculum, thereby reducing attainment gap. Closing this attainment gap is one of Queen Mary's KPIs, and the University aspires to do this by the end of the 2021/22 academic year.

Racist and discriminatory behaviour is absolutely against our values and we are determined to tackle inequality and discrimination in our University. Therefore, key priorities for 2020 will be establishing the Race Equality Action Group to shape and inform our strategies to improve race equality under the Race Equality Charter. We will also

update our Athena SWAN action plan to support our application to renew our Silver Award. We know that people are concerned about racism and discrimination in student attainment, appointments and promotion. We are working hard to eliminate attainment gaps and to standardise and improve our approach to recruitment and promotions. We are embedding our values into a leadership development framework and our academic promotions criteria; and designing new competency-based career development frameworks for professional services and technical staff.

There is much more to do and we have set ourselves stretch targets to make a discernible impact that will create a truly values-based culture by 2030. We recognise that achieving enduring culture change can only be achieved over time. By continually challenging ourselves, we can become and remain a sector leader with a welcoming and inclusive culture.

Sheila Gupta MBE
Vice-Principal, People, Culture and Inclusion

Queen Mary mission and values

Our mission is simple: by 2030, to be the most inclusive research-based university in the world.

Our values are to be inclusive, proud, ambitious, collegial and ethical, and these directly support our mission.

This Annual Report sets out the actions and initiatives that we have been taking forwards as we work to achieve this.



Governance

The Equality, Diversity and Inclusion Steering Group (EDISG) is the University-level group that has strategic oversight of equality, diversity and inclusion matters.

The EDISG reports to the University's Senior Executive Team.

In 2020, our new Vice Principal (People, Culture and Inclusion) assumed the role of Chair. This new role has further strengthened our commitment to promoting Equality, Diversity and Inclusion (EDI) issues and ensured that Queen Mary has dedicated strategic leadership that prioritises EDI across all activities.

Faculty-level and Professional Service Equality, Diversity and Inclusion Groups provide a valuable two-way channel that offers leadership at the local level on progressing and embedding the EDI agenda in our Schools, Institutes and Professional Service Departments, and also makes recommendations to EDISG to inform Queen Mary strategy, policy, processes and practice.

Equality

Gender equality and Athena SWAN

Queen Mary has participated in the **Athena SWAN Charter** since its establishment in 2005. The charter recognises excellence in an institution's commitment to advancing gender equality, which is a key part of our ambition to become the most inclusive university of our kind, anywhere, as stated in the 2030 Strategy.

Our University places particular emphasis on the value of the journey and we are delighted that, in 2020, three further Schools enjoyed success through the Athena

SWAN Charter, with the School of Biological and Chemical Sciences and the School of Physics and Astronomy attaining a Silver award, and the School of Politics and International Relations achieving a bronze award.

For the University, success in furthering gender equality can be attributed to progressing a wide range of different strategies and initiatives; from enhancing our recruitment practices to ensuring that selection panels have an appropriate gender balance; to

improving career opportunities for women through our participation in excellent initiatives such as the Aurora Women's Leadership Programme and the Springboard Women's Development Programme. The University also recognises the importance of supporting staff during pivotal points in their lives and, in response to feedback and working with those staff, we have developed innovative policies to assist staff experiencing the menopause; and to help those undertaking treatment for fertility.

Race equality and the Race Equality Charter

Queen Mary is committed to achieving race equality within the University through our work under the Race Equality Charter (REC). Currently, the University is designing new promotions criteria to improve career progression opportunities for Black, Asian and Minority Ethnic (BAME) staff, as well as other under-

represented groups. The University is also developing new competency frameworks to enhance career development and planning for Professional Services and Technical Staff. In addition, the introduction of a new leadership development framework will facilitate succession planning to improve diversity at all

levels of leadership. These initiatives will benefit all under-represented groups and, by their very nature, are central to the fundamental principles of REC that aim to improve the representation, progression and success of people who are Black, Asian or from other Ethnic Minority backgrounds.



Inclusive language

A recurrent theme in meetings with staff and students has been in relation to language and how the use of the term Black, Asian and Minority Ethnic (BAME), does not resonate with members of our

staff and student communities. Interestingly, both UK and international colleagues feel no connection with this terminology and often do not self-identify as BAME. Given the importance of

language to achieving a sense of inclusivity, this forms an important focus of our work to identify language that is seen as more closely reflecting our sense of individual identity.

LGBTQ+ inclusion and Stonewall

LGBTQ+ stands for lesbian, gay, bisexual, transgender, queer or questioning and “plus”, which represents other identities including pansexual and asexual.

As part of our ongoing commitment to advancing LGBTQ+ equality and inclusion, we are aiming to submit to the 2022 Stonewall Workplace Equality Index (WEI). Following

our first submission in 2012, we submitted to the Workplace Equality Index in 2019 and were placed 262 out of the 445 organisations that submitted

Trans inclusion

As part of Queen Mary’s commitment to create an environment which is inclusive and supportive of trans staff and students, we published our first **Trans Inclusion Policy Statement** in November 2019, during Trans Awareness Week.

This Statement was developed in consultation with QMOut, the LGBTQ+ Staff Network and the Students Union. In 2020, we will be developing further guidance that supports managers and staff in enabling trans staff and students to feel comfortable when

‘transitioning’ at Queen Mary.

We have also produced guidance for staff and students on **‘Being a Trans Ally’** and **‘Pronouns Matter’** to help raise awareness of trans issues and experiences and highlight how to support the trans community.

Disability inclusion

At Queen Mary, we want to create a working and learning environment which is inclusive and accessible to disabled people.

In 2019 the University formed a Task and Finish Group to address the new Public Sector Bodies Accessibility Regulations. Among the outcomes from the work of this group was a revision of the University’s **Accessibility Statement**, as well as the acquisition of a licence for SensusAccess.

SensusAccess is a self-service, alternate media solution for educational institutions that allows staff and students to automatically convert documents into a range of alternate media including audio books, e-books and digital Braille. Queen Mary staff and students can access it from this page on the Disability and Dyslexia Service’s website dds.qmul.ac.uk/sensusaccess



Not all disabilities are visible.

We also commissioned a report from Inclusion Works to investigate the experiences of different groups of staff, including extensive consultation with our disabled staff. Using the findings from this report, and listening to the needs, concerns and experiences of disabled staff, we are taking action to be more supportive and inclusive going forwards. For example, we are

launching a Staff Disability Network to enable staff to share experiences, information and best practice, offer peer support, and help influence positive change for disabled people at Queen Mary.

The University has invested in staff resource for student-facing advisers in the Disability and Dyslexia Service, with the addition of new Mental Health and Disability Advisers.



Diversity and how we celebrate it

LGBTQ+ History Month

In February, the EDI team and QMOut hosted several activities and events as part of LGBTQ+ History Month.

The LGBTQ flag was raised over the Queens' Building in a special ceremony. The EDI team created and distributed Queen Mary University of London LGBTQ lanyards to Schools and encouraged the display of mini LGBTQ flags in Reception areas. The library displayed over 100 LGBTQ books and alongside these the EDI team compiled an essential online reading list. QMOut hosted several speakers in addition to a social

networking event. The LGBTQ+ student union also organised several events at Mile End and Whitechapel campuses. The events included a talk given by Claire McCombe, Lead Officer for lesbian and gay mental health charity ELOP, who spoke about the work the charity does to support LGBTQ+ people in the East London area, many struggling with their sexuality and coming out.



Teaching and Learning Conference and Draper's Lecture: 'Achieving Inclusivity' (20th February)

Each year, Queen Mary holds a Teaching and Learning Conference and the Drapers' Lecture (the latter kindly sponsored by the Drapers' Company) on a theme related to teaching and learning. In 2019, the theme was 'Achieving Inclusivity'.

One of the sessions saw Building the Anti-Racist Classroom collective (BARC) lead us in playing a focused version of a bespoke 'student journey' exercise that addressed how students of colour can experience discrimination and exclusion on campus. The exercise had been developed using research and focus groups with our undergraduate students at Queen Mary.



International Women's Day

International Women's Day, observed on 8th March each year, is a global day celebrating the social, economic, cultural and political achievements of women around the world.

To mark International Women's Day 2019, Rainbow Murray (Professor of Politics) chaired a panel discussion with distinguished speakers (including our alumni) about this year's theme, #BalanceforBetter, as part of Queen Mary's Alumni Events Series. In addition to Professor Murray, speakers included Anum Ahmed, Senior Policy Adviser in the LGBT Policy Team at the Government Equalities Office; Sam Smethers, Chief Executive at The Fawcett Society; Professor Nelarine Cornelius, Professor of Organisation Studies and Associate Dean at Queen Mary; and Caroline Carter,

former global law firm senior equity partner.

In addition, The School of Geography took the opportunity to raise awareness of Endometriosis, a chronic disease with no cure that affects 1 in 10 women in the UK and across the world. They also hosted an International Women's Day cake sale where all money raised was donated to the charity Endometriosis UK.

The School of Physics and Astronomy held a women's lunch which was open to all female staff and students in the School, offering opportunities to talk with each other at every level (academic, post-doc, PhD) about their careers.

The EDI team and Library Services compiled an essential reading list where some of the titles were

used to create a book display dedicated to women at Mile End and Whitechapel Library's.

The School of Mathematical Sciences hosted **Women in Mathematics 2019**: a day of free talks and workshops celebrating the range of opportunities open to women in Maths, featuring inspirational speakers from academia and industry:

- Professor Elaine Chew, Queen Mary
- Professor Ivana Cudelj, University of Exeter
- Dr. Heather Harrington, University of Oxford
- Dr. Tereza Neocleous, University of Glasgow
- Dr. Marie-Therese Wolfram, University of Warwick

Mental Health Awareness Week

Queen Mary participates annually in Mental Health Awareness Week hosted by the Mental Health Foundation in May. It is an opportunity for Queen Mary to raise awareness of mental health issues and advocate against social stigma.

As part of the week the EDI team ran two events in partnership with Innerspace. 'How to Meditate' was the first of these two events where participants learnt meditation skills and quick tips on how to de-clutter their head space. The session included guided meditations for

participants. The second event focused on Self Esteem where attendees were taught how improve their mood, self-talk and communication skills by being a self-coach rather than their own worst critic.

Black History Month

In October 2019 Queen Mary hosted a successful Black History Month with events ranging from book clubs and film screenings, to a Black-Owned Business Fair and panel discussions on topics from 'Mental Health in the BAME Demographic', 'How striking workers in the Caribbean changed British imperial policy' and 'Black History in Islam.' The Student Union organised many of the events that contributed to the success of the BHM.

Find out more about the the full event list and further details.

In addition, the Centre for Research in Equality and Diversity (CRED) hosted Building the Anti-Racist Classroom, a two-day series of events designed as an intervention against the systems of white power that structure our places of learning.

CRED's annual lecture featured George Yancy, Professor of Philosophy at Emory University,

Atlanta, in conversation with Gail Lewis, which also formed part of the month.

The EDI team compiled an essential reading list for the month which Library Services turned into a book display for Mile End and Whitechapel libraries. The Curve created and prepared a Black History Month themed menu in celebration of the month too.

Trans Awareness Week and Transgender Day of Remembrance

During Trans Awareness Week, the trans flag was flown at the Mile End and Whitechapel campuses in support for the trans community. There was also a display of books that explore transgender experiences and/or are written by trans authors in the library at Mile End.

On 20th November 2019, to mark **Transgender Day of Remembrance**, around 100 staff and students from our Queen Mary community came together for a **Vigil** to remember those trans people murdered in the last year. Activists, artists and performers from the trans community spoke at

the event and the trans flags were lowered to half-mast on this day. We also hosted a film screening of 'Paris is Burning', an award-winning documentary that pays tribute to New York's ball culture of the late 80s.

Inclusion and community

Training

Since October 2019, 71 staff have attended Unconscious Bias training. In 2020 this training was subsumed into the new online

'Introducing Inclusion' training and will be launched as mandatory training for all staff in academic year 2020-21. The major change

revolved around incorporating an explicit legal component, outlining staff members' responsibilities under the law.

Dignity and respect at Queen Mary

Tackling bullying, harassment and hate crime requires ongoing commitment from across Queen Mary. Guided by our values, we take a zero-tolerance approach to all forms of behaviour that might violate the dignity of others.

Our commitment to ensuring everyone is treated with dignity has seen us critically review our policies, provide training and create new support systems.

Our Dignity at Work and Study General Guidance outlines

information on our rights and responsibilities alongside how we expect our staff and students to behave with one another. This is supported by a new **Dignity at Work and Study Policy**.



Report + Support

In November 2019, we launched Report + Support, our online, secure reporting platform where staff and students can let us know about incidents of bullying, hate crime, harassment or sexual misconduct.

The tool allows staff and students to report an incident (anonymously if they like) and/or access support. We have published the first anonymised annual report on data trends and insights entitled, 'Tackling Sexual Violence, harassment and hate crime'.

Some of the key actions taken in response to reports include:

- Targeted conversations with leaders where there are multiple reports in one area to notify them of a reporting trend, and working with them to address concerns locally through organisational development interventions.
- Discussions with students on options for taking forward complaints and disciplinary cases.
- Targeted communications to a specific cohort to draw attention to expected

behaviour and to encourage students and staff to continue to utilise Report + Support, and signposting to local support and advice.

- Improved working relationships between Advice and Counselling and local advice and support agencies, such as East London Rape Crisis and Victim Support. This includes improved and standardised referral processes and arrangements for case workers to come to campus to meet students, either with or without a welfare adviser present.

AccessAble guides

We have continued to work with **AccessAble** (formerly DisabledGo) to highlight accessible spaces for disabled staff and students.

Led by the Disability and Dyslexia Service, the University worked in partnership with AccessAble to conduct an audit of the Mile End

campus and produce detailed guides with information and pictures. These are updated annually.

Career and Professional Development

B-Mentor

We participated in our sixth year of B-Mentor in 2019. B-Mentor is the cross-institutional London-wide mentoring scheme for academic and research staff from Black, Asian and Minority Ethnic (BAME) backgrounds.

In 2019, we particularly encouraged staff of Black origin to join the scheme because they are under-represented as academics and researchers at Queen Mary.

In 2019, 29 staff participated in B-Mentor.

Aurora Leadership programme

The Aurora Leadership programme is for women and those who identify as women up to and including senior lecturer level, or the professional services equivalent, working in a University, College or related organisation, who would like to develop and explore issues relating to leadership roles and responsibilities. In 2019, 16 women participated in the scheme.

Springboard

Springboard is a four-month personal and professional development programme for women including those who identify as women. It offers participants the opportunity to undertake a substantial review of their work and personal life.

In 2019, 29 staff participated in Springboard.

Data

The University has established a dedicated team to enhance the quality of our staff data collection, reporting and analysis. In the past year, we have taken the following proactive steps:

- Created a joint working group between HR and IT to look at areas of data availability and data integrity
- Progressed ongoing work between the central EDI Team and the Data Team including the development of a dedicated dashboard using PowerBI
- Recruited a dedicated EDI Data Analyst who joined the team in 2020.
- **Read more** on our most recent staff and student equality, diversity and inclusion data reports.
- Data definitions are included in the introduction to each report.

Student data

The data presented in this report demonstrates that Queen Mary University of London is leading amongst its Russell Group peers and the sector overall in its recruitment of Home fee-paying BAME students.

At undergraduate level, Queen Mary's proportion of BAME students is nearly three times higher than that of the Russell Group and that of the sector overall. Amongst postgraduates, the proportion of BAME students at Queen Mary is twice that of the Russell Group and the sector. While we have seen growth in these proportions at Queen Mary over the last five years, for the last two years the proportions have remained static. The data also show that at undergraduate level the student gender profile at Queen Mary is broadly in line with that of the Russell Group and wider sector, although at postgraduate level female students are underrepresented at Queen Mary relative to the Russell Group and wider sector. The University will undertake work to understand and address the factors that are contributing to these trends so that we can ensure a healthy pipeline from undergraduate, to

postgraduate and to entering an academic career.

Beyond consideration of the overall makeup of our student body, there is a real need to ensure that gaps in student outcomes are eliminated. In recent years, the gap between BAME and White students achieving a good honours degree has narrowed. A difference of 15 percentage points amongst students graduating in 2012/13 was reduced to six percentage points for those completing their studies in 2018/19. We recognise that there is more to do, and are concerned that a gap of four percentage points between BAME and White students achieving a first-class degree remained static for six years before widening to nine percentage points in 2018/19. The gap in our value-added scores for BAME and White students (based on the same methodology as used for the Guardian league table, considering the likelihood of our students gaining a good honours degree as students with the same entry qualifications studying the same subjects across the sector) have narrowed.

Over the course of the six most recent academic years for which data is available, the differential attainment gap (based on value-

added scores) has reduced from 0.16 in 2012/13 to 0.06 in 2017/18. We are updating how we report data for future years to provide more granular detail.

Beyond seeking to address the attainment gap between BAME and White students, the data in this report demonstrate an attainment gap between students who have declared a disability and those with no declared disability. Amongst those completing their courses in 2018/19 there was a gap of eight percentage points between these two groups.

The Education Enabling Plan sets out the various measures we will take in order to bring about the closure of the attainment gap as part of our wider efforts to deliver a consistently high quality student experience. This includes ensuring our overall education and learning experience reflects our diverse community, our curricula and pedagogical approaches are innovative in their design, learning is individualised and underpinned by an effective advising system, and students can learn with their peers and through our diverse alumni who are engaged with our mentoring scheme.

Staff data

Our staff data report demonstrates that over a three-year period (2017-2020), the proportion of BAME staff across all grade profiles at Queen Mary has increased, reflecting an increased representation of BAME staff across Queen Mary as a whole.

Within the academic workforce, 28% of staff self-identify as being from BAME backgrounds. This is significantly higher than our Russell Group counterparts (18%) and the sector average (16%). Within our Professional Services population, 36% are from BAME backgrounds. This is three times the average of Russell Group universities (12%). It is also three times the sector average (12%).

The data reflect a declining proportion of BAME staff within our academic workforce as seniority increases, reducing to 14% of professorial staff. Our academic promotion data show that White applicants are significantly more likely to be promoted to Reader

or Professor than their BAME counterparts.

Almost half (44%) of our junior graded Professional Services staff identify as BAME. There is a declining proportion of BAME staff in Professional Services roles as seniority increases, reducing to just under one fifth (19%) in senior roles.

While our percentage of female academics (44%) is slightly above the Russell Group average, the proportion of female staff reduces as seniority increases, reducing from 51% female at the lecturer grade down to 29% of Professors being female.

In Professional Services at Queen Mary, almost two-thirds of all staff are female (61%). Just over half of all senior managers in Queen Mary's Professional Services (56%) are female.

Our data reflects an under-representation of BAME staff in higher-graded and senior

managerial roles and the over-representation of BAME staff in lower graded roles. Similarly, we can see an underrepresentation of female staff in our senior academic grades. Our desire to improve representation of BAME and female staff at higher grades is embodied in our institutional level KPIs.

We are seeking to standardise and improve our approach to recruitment and promotions. We are embedding our values into a leadership development framework and our academic promotions criteria; and designing new competency-based career development frameworks to enhance career development and planning for Professional Services and Technical Staff. The introduction of a new leadership development framework will facilitate succession planning to improve diversity at all levels of leadership. These initiatives will benefit all under-represented groups.

Gender and Ethnicity Pay Gap Report

This year our median gender pay gap has shown a small improvement, but our overall gender pay gap has worsened slightly, because we have hired more women than men in entry level roles.

We have reduced our median pay gap from 10.07% in 2018 to 9.8% in 2019. We have taken concrete action at both institutional and local levels to do so, such as:

- carrying out a fundamental review of our bonus award processes and revising these processes as a result;
- ensuring professorial salary review decisions are informed by gender pay gap data; and
- at School level, developing initiatives to encourage more female faculty to apply for promotion.

In 2019, the mean pay gap increased slightly to 15.8% (15.2% excluding

Clinical Excellence Awards), which reflects an increase in the proportion of women recruited into lower graded roles. The mean gender pay gap continues to be higher than the median gap because of a higher number of men in senior positions such as professors and heads of schools or departments.

Similarly, whilst our median and mean ethnicity pay gaps have reduced, Black, Asian and Minority Ethnic staff continue to be under-represented in higher-graded and senior managerial roles and over-represented in lower-graded roles.

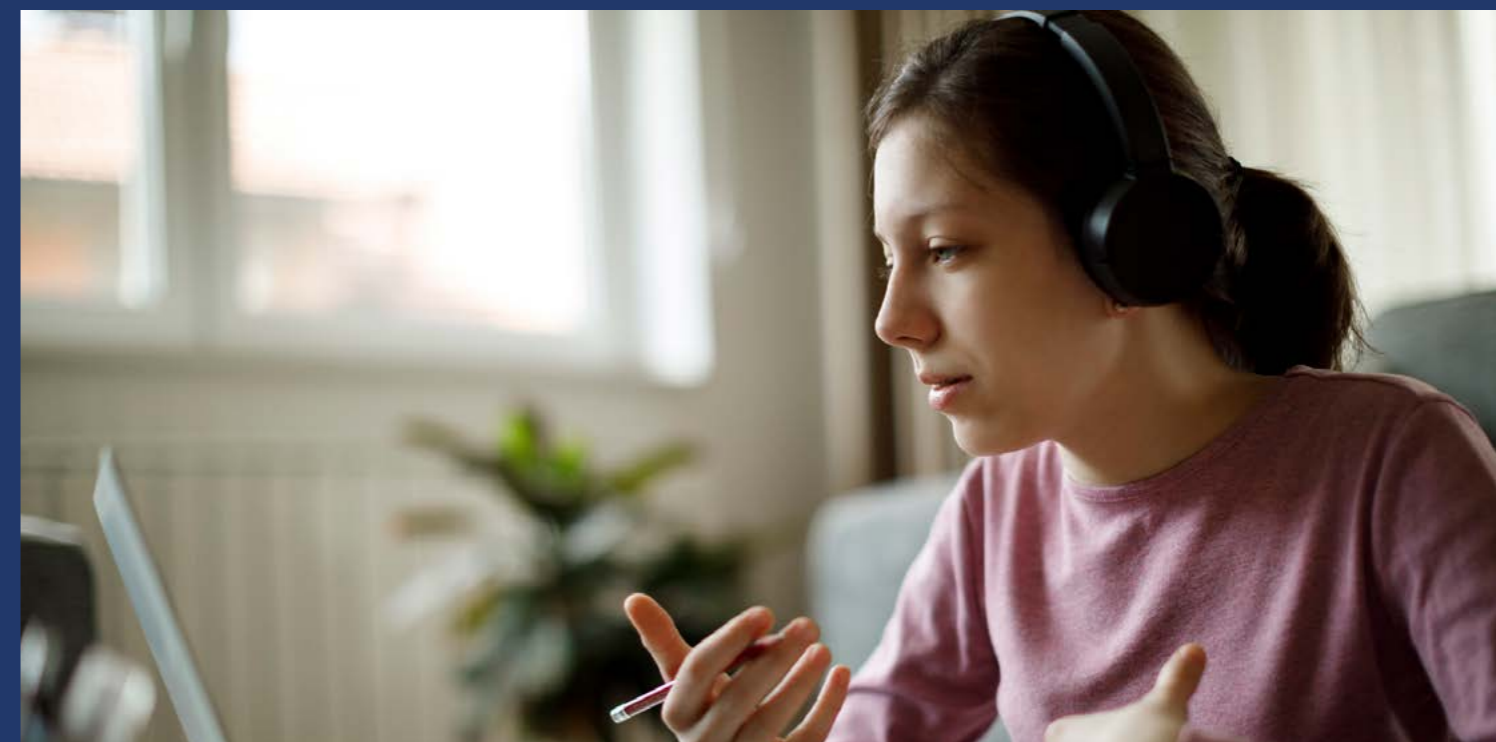
Our ethnicity pay gap has reduced in this year's report, from 21.9% mean last year to 20% this year and from

19.3% median the previous year to 14% this year.

The mean and median pay gaps are because of the under-representation of BAME staff in higher-graded and senior managerial roles and the over-representation of BAME staff in lower graded roles.

To make substantially more progress, bolder and more innovative action will need to be taken over the next few years and these will form an important element of the University's People, Culture and Inclusion Enabling Plan to support that ambitions of Strategy 2030.

Read the full report.





External expert input

In 2019, we engaged Inclusion Works, a consultancy specialising in the field of EDI, to conduct an inclusion review offering valuable insights into how to enhance organisational culture. As part of this report, focus groups explored

lived experiences of the following minority groups:

- BAME staff
- Disabled Staff
- Female staff
- LGBTQ+ staff

The review aimed to build an understanding of the challenges and opportunities faced by Queen Mary, and identified a series of recommendations to enable us to embed a culture of inclusion.

Work is now underway to implement the report's recommendations.

Equal pay audit

In autumn 2019, we engaged the Total Reward Group, an independent external reward specialist, to conduct an equal pay audit. The audit resulted in a number of positive findings, including the following:

- There is no evidence of gender-based pay disparities (i.e. no equal pay gaps, that is, the right of staff to receive equal pay for work of equal value)
- The formalised approach (pay spines) to pay setting and progression for Grades 1–7 has resulted in a consistent spread of pay throughout each grade's pay range (i.e. no gender, age or ethnicity bias)
- Demographics analysis shows an overall healthy 48:52 gender split males/females.

- The report also identified areas in which Queen Mary could improve, particularly around the gender split at senior levels, which is currently 68:32 in favour of males, issues around the use of off-scale pay grades, the job evaluation process and salary progression principles. Analysis of ethnicity in the report showed overall percentages in Queen Mary of 69% and 29% against the classifications of 'white' and 'BAME' respectively (with 3% 'unknown'), which also reduces at senior manager level. The report recommended that Queen Mary should review the approach to talent/succession' management and consider the introduction of a female and BAME mentoring programme to nurture potential female and BAME senior management capability.

- We have already made progress in some areas including:
- Effective use of the Hay grading framework by implementing new guidelines on job evaluation.
- Embedding further good practice in our Academic Promotions Policy for 2020, including a new Personal Circumstances process to enable those that have needed periods of absence from work to receive fair consideration of their promotion application based on the quality (and not quantity) of their contribution.
- Development of a plan for "off-scale" employees to align them onto the existing grades and pay spine points during 2020, to help ensure fairness and consistency.

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