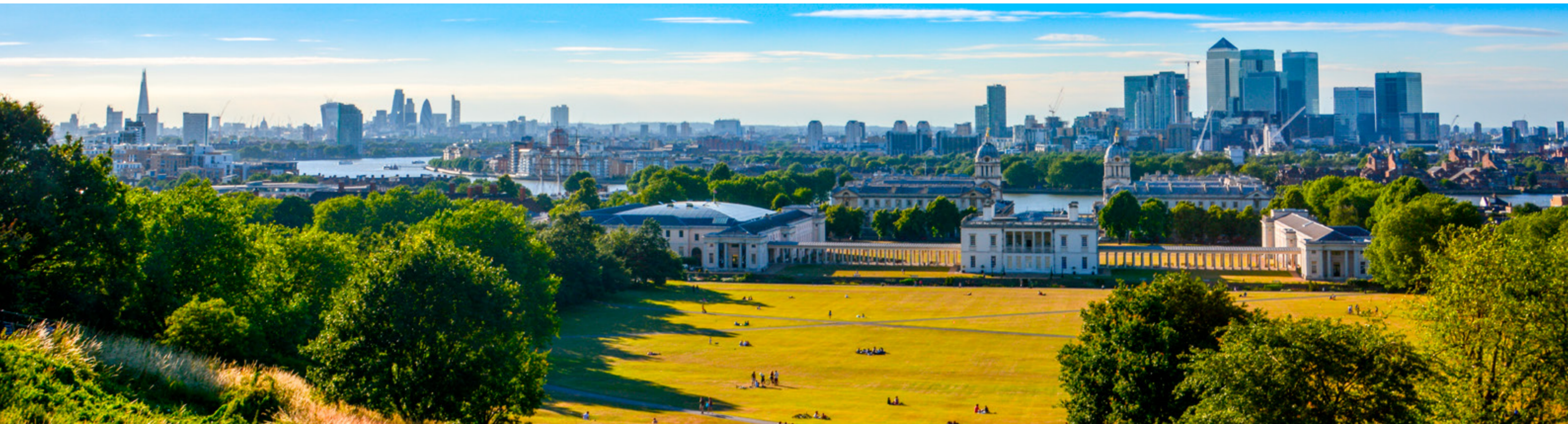


Equality, Diversity and Inclusion

Annual Report 2023/24

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Foreword by Jane Harrington

I am delighted to share with you our Equality, Diversity and Inclusion (EDI) Annual Report 2023/24, showcasing our achievements and progress against the People Enabling Sub-Strategy for this academic year. At Greenwich, we have an ambitious programme of work to deliver sector-leading EDI activities. These are underpinned by our University Strategy 2030, 'This is our Time', and our values of being inclusive, collaborative and impactful. We have worked together to evolve our culture into a more equitable and inclusive environment for our students, staff and wider community. Our many EDI highlights this year include:

- Our Athena Swan Bronze Award submission
- The launch of our LEAP into Leadership programme for Black, Asian and minority ethnic (BAME) staff
- Our continued conversations around issues and concerns impacting our colleagues within their faith communities and providing practical interventions
- Our progress towards achieving the Race Equality Charter Mark
- Embedding the Stonewall Action Plan following our successful submission to the 2023 Stonewall UK Workplace Equality Index, further developing a culture where individuals can bring their full selves and potential to the workplace
- As a leading Menopause Friendly Employer, presenting a good practice case study to the Equality and Human Rights Commission.

On the following pages, you can read more about this year's successes and how they have brought us one step closer to achieving equality of access and outcomes for everyone at the University of Greenwich. I am very proud of the work that staff undertake to ensure that we continue to move in the right direction.

Professor Jane Harrington
Vice-Chancellor



Introduction

Inclusivity and Culture is one of four key priorities outlined in our University Strategy 2030. We aspire to be a leading organisation for EDI in the higher education sector and will achieve this by ensuring legislative and regulatory compliance, by introducing targeted EDI initiatives, and by successfully applying for accreditation programmes, such as Athena Swan.

EDI is fundamental to all our workplace practices and processes. It empowers our staff and students to bring their full selves and potential to work, enabling them to thrive.

This report outlines the progress made against our People Enabling Sub-Strategy, which is the framework to achieve our strategic ambitions. By focusing on these priorities for equity in representation, pay, experience and culture, we endeavour to evolve an inclusive, collaborative and respectful environment for our university community.

This report comprises of collaborative and unique contributions to achieve positive change, by listening and valuing everyone's voice and lived experience to become an employer of choice. Our key EDI accomplishments over the 2023/24 academic year are outlined against the four priorities below:

- **Priority 4a:** Advance equity and representation (charter marks)
- **Priority 4b:** Eliminate the gender pay gap and close pay gaps (gender pay gap and University Pay Gap Report)
- **Priority 4c:** Support the strategic alignment, sustainability, capacity and capability of the staff equality networks (staff network and community updates)
- **Priority 4d:** Value and celebrate our diverse university community (EDI impact stories and initiatives).



Advance equity and representation

Priority 4a

4a (i) Charter marks

Athena Swan

The Athena Swan Charter is a framework to support and transform gender equality within higher education and research. We have submitted our Bronze institutional application, under the transformed charter, and expect to receive our results by July 2024.

Our submission is based on extensive quantitative and qualitative analysis, including mandatory data, questions in the all-staff survey, and focus groups. This supported the Self-Assessment Team to understand the university's culture and develop an evidence-based approach to supporting greater inclusivity for people in all roles, of all gender identities, and those who are facing intersectional inequalities.

The team explored a systematic and holistic approach to tackling gender inequalities, highlighting good practice across the university. It established six key priorities:

1. Address job segregation within professional services roles
2. Enhance and embed inclusive recruitment and selection processes for academic staff
3. Increase the proportion of women in AC5 positions via academic promotions
4. Support and improve confidence to report incidences of bullying/harassment
5. Improve data quality on gender identity and gender reassignment to better understand gaps in support
6. Improve experience of staff returning from a career break (including parental leave).

The submission is underpinned by a five-year action plan. This focuses on delivering new interventions alongside harnessing and catalysing existing sector-leading initiatives that foster gender equity at the university. Each priority has an associated key performance indicator (KPI) which we will monitor and track throughout the duration of the award period. We are committed to providing transparent updates on how we are progressing against each of these priorities and will use our annual report as a forum to do this.

Disability Confident

The Disability Confident Scheme is about creating a movement of change to encourage employers to think differently about disability and take action to improve how they recruit, retain and develop disabled people.

Our re-accreditation of Disability Confident Employer Level 2 status in September 2022 followed a self-assessment process against a set of statements and actions issued by the Department for Work and Pensions. The self-assessment is designed to enable employers to focus on what they are doing and on the additional steps they may need to take.

Accreditation for a Disability Confident Employer lasts three years. Ahead of our 2025 submission, we are assessing and developing a targeted action plan to enhance our position at Level 2, allowing us to prepare for a Level 3 submission by 2030. This would require the university to be a Disability Confident Leader as recognised by our peers, local community and disabled people. We would also be required to be open to external challenges and supporting other employers on their Disability Confident journey.

Race Equality Charter

In November 2022, the university began the formal process of applying for an institutional Bronze award from the Race Equality Charter. The charter aims to improve the representation, progression and success of minority ethnic staff and students within higher education. Achieving the charter mark is a key aim of the University Strategy 2030 and our Race Action Plan.

The charter covers:

- Professional and support staff
- Academic staff
- Student progression and awarding
- Diversity of the curriculum.

By committing to the charter's principles, we are joining a global community with a shared goal of addressing race inequalities and embedding inclusive cultures.

Our three-year project to build our submission includes an evaluation of race equality across the university. Once this has been completed, we will develop solutions and actions in response to any issues identified.

We have established a self-assessment team to support us in developing an action plan. The team's co-chairs are Zoe Pettit, Deputy Dean of the Faculty of Liberal Arts and Sciences, and Noel-Ann Bradshaw, Deputy Dean of the Faculty of Engineering and Science. They are working with colleagues to help prepare our submission, ensuring representation, governance and accountability from the highest levels.

The team brings together a diverse group with a mix of attributes, expertise and responsibilities. Over the next year, they will complete a targeted analysis of the actions in our proposed action plan to ensure they are strategic and sustainable.

We will undertake a staff and student survey in summer 2024. This is a mandatory part of the charter application and will be a valuable reference point to develop an evidence-based and comprehensive action plan to underpin agreed priorities and advance race equality.

Stonewall

The university is committed to ensuring that our LGBT+ colleagues can be themselves at work, without fear of discrimination or prejudice. To support this, we continue to be a member of the Stonewall Diversity Champions Programme. The initiative works with organisations to ensure that LGBT+ staff feel comfortable in the workplace.

In early 2023, we retained our Stonewall Gold Status and rose significantly within the Stonewall Workplace Equality Index (WEI), climbing from 75th in 2022 to 20th in 2023. This ranking also placed the university as the second highest scoring higher education institution in the UK.

We were given detailed feedback on our WEI application. Among the areas we excelled in were our policies and benefits, our employee lifecycle, and our leadership.

After this huge achievement, the university's Stonewall WEI Steering Group recommended that we apply for the WEI every other year, rather than annually. This will give staff longer

to implement Stonewall's recommendations, enabling us to solidify our place as one of the UK's leading organisations for LGBT+ inclusion.

The steering group has continued to reflect and develop its strategy, and we look forward to applying for the WEI again in 2025.

Technician Commitment

As a university committed to EDI, we recognise the invaluable contributions of technicians in fostering a supportive and inclusive academic environment. Technicians play a vital role in ensuring the smooth functioning of teaching spaces, laboratories and research facilities within the university. Their expertise, skills and dedication are essential for the success of teaching, research and innovation activities. By embracing and celebrating this diversity, we create a more welcoming and inclusive environment where all individuals feel valued, respected and empowered to contribute to their fullest potential.

Ensuring equality for technicians means providing equal opportunities for professional development, career advancement, and recognition of their achievements. We are committed to promoting a culture of fairness and transparency in recruitment, promotion and retention practices, ensuring that all technicians have access to the resources and support they need to thrive in their roles.

In 2023, the university signed up to the Technician Commitment, hosted by the UK Institute for Technical Skills and Strategy. This initiative embeds four key themes for the technician role within our structures and operations – visibility, recognition, career development and sustainability.

Work to date has focused on developing a better understanding of the diversity of technician roles across the university and on bringing a collective voice and identity to those colleagues. Further work will develop unified career development pathways for these staff.

We recognise the importance of their role in supporting our academic mission and are dedicated to creating a supportive and inclusive environment where all technicians can thrive and contribute to the success of our university.

Tech Talent Charter

The university became a signatory of the Tech Talent Charter in December 2022. Created in 2015 to address the UK's tech talent shortage and diversity problem through collective action, the charter's goal is for UK tech to be a diverse and inclusive community.

The charter's most recent 'Diversity in Tech' report was published in February 2024, with data from

“We’re proud to have signed up to the pledges of the Tech Talent Charter. We are committed to investing in the development of all our colleagues and are looking forward to working collaboratively with other signatories to see how we can really make a difference. By signing up to the charter, we are committing to be accountable in a measurable way.”

4a (ii) Access and participation

Our commitment to widening access and driving social mobility is reflected and strengthened by our diverse student community. Over 24% of our students come from the most deprived neighbourhoods, over 50% are from BAME backgrounds, and nearly 30% are mature students.

Our [Access and Participation Plan \(2020–25\)](#) sets out the ways we encourage and support students from groups traditionally underrepresented in higher education. These approaches not only provide students with access to university but give them the opportunity to thrive and achieve their chosen career and ambitions beyond study.

Our access and participation work includes extensive partnerships and activities with local schools, colleges and community groups, as well as innovative approaches to closing our awarding gaps and supporting our most vulnerable students. We also deploy one of our most valuable assets, our alumni, as role models, mentors and all-round sources of inspiration for current students.

We are currently drafting our new plan, which will come into effect in September 2025. We are in consultation with students, alumni and

the university for the second year in a row. The data covers Information and Library Services staff with a digital and technology role. We have used the charter's Diversity benchmarking calculator to inform our EDI action plan and our recent digital recruitment campaign, which aimed to encourage applications from women and BAME groups.

Director of the university's Information and Library Services Paul Butler said:

colleagues at all levels, which has given us the opportunity to review and consider our progress in all aspects of access and participation. While there are certainly areas where we have more to do, particularly in attainment and progression rates between different student groups, there have been notable successes.

We have seen significant reductions in the continuation gap affecting students declaring a disability, including a mental health condition. The number of care leavers studying at the university has also grown over the course of our current plan, and we now have the seventh largest care leaver population of all higher education providers in the country.

In the context of addressing inequalities of opportunity and outcome, our new Access and Participation Plan will celebrate what has worked, retain activities that are proving successful, and commit to new activities where they are needed.

For our regulatory body, prospective and current students, and their supporters, it will bring together some of the ways we are living our values and striving for 'Education Without Boundaries'.

4a (iii) Governing Body diversity representation in membership

The Governing Body plays a key role in support and challenge to the university in its performance on delivery of the University Strategy 2030.

During the year, the Governing Body continued to monitor the university's progress on strategic EDI objectives, particularly the BAME awarding gap. Office for Students (OfS) data for 2022/23 graduates showed the university's BAME awarding gap widening (although by less than Greenwich's core comparator group of universities).

The awarding gap and the gender pay gap formed part of the University Strategy's KPIs and strategic risks discussed regularly by Governors. In February 2024, the awarding gap was one of four Student Success themes explored by Governors at a joint development session with the university's Academic Council.

Following a presentation on access and participation, in June the Governing Body approved Greenwich's new Access and Participation Plan for submission to the OfS. This sets the university's targets for improving equality of opportunity for underrepresented groups for the period 2024/25 – 2028/29, including interventions to address the BAME awarding gap and BAME students' progression to employment or further study. The Governing Body will continue to monitor progress on the awarding gap and access and participation objectives.

This data will continue to be used, alongside Governors' skills and experience, to inform future succession planning to ensure the Governing Body reflects the diversity of our students and staff.

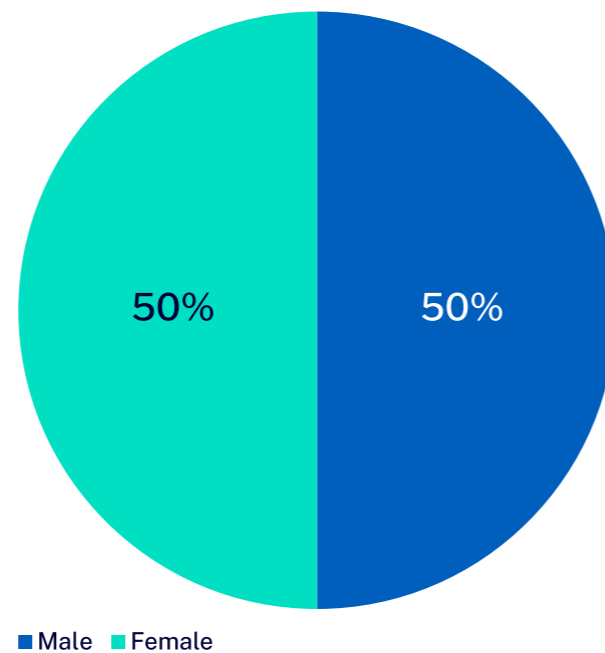
The Governing Body appointed three new Independent Governors and two new Staff Governors, who started in September 2023. This recruitment reflected our focus on improving diversity in the Governing Body, maintaining its gender balance and the need to develop Independent Governors as part of succession planning for future committee Chairs. EDI is included in the induction framework for new Governors.

The Nominations, Staffing and Governance Committee is responsible for overseeing the diversity of the Governing Body and progress on the university's People Strategy, including EDI. The committee monitored progress in 2023/24 through scrutiny of reports from the Executive Director of People, and review of this annual report and of the university's gender pay report prior to approval by the Governing Body.

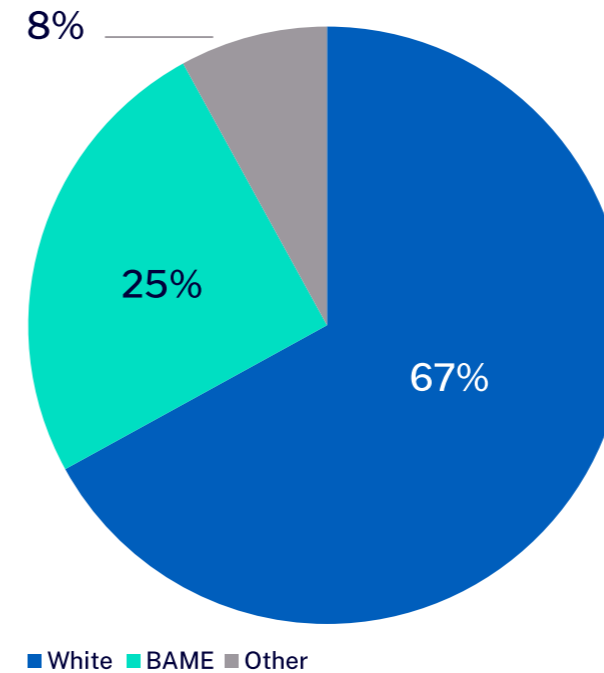
The committee monitors the diversity of the Governing Body through an annual diversity survey.

The 2023 survey results are summarised as follows: (A limited number of HESA categories have been used to maintain anonymity of Governing Body board members).

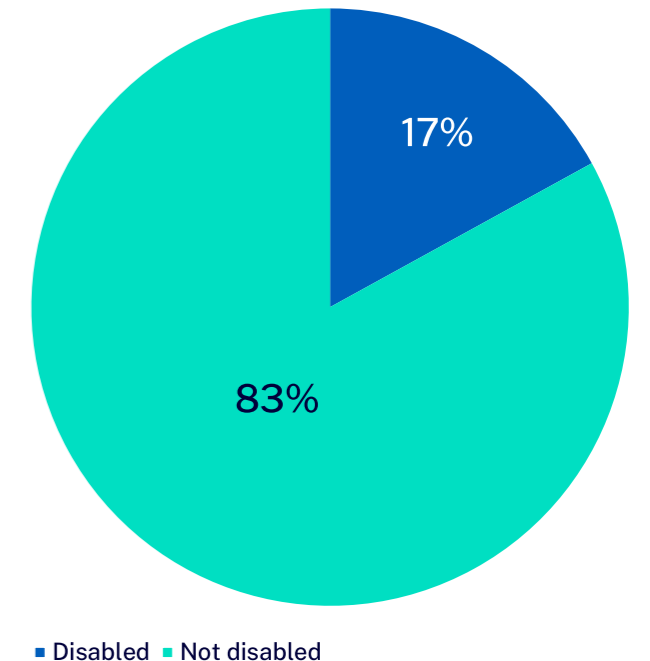
Independent & Staff Governors 2023: Sex



Independent & Staff Governors 2023: Ethnicity



Independent & Staff Governors 2023: Disability



4a (iv) Race Action Plan

Our **Race Action Plan 2021–26** sets out measures to increase the representation, progression and success of BAME students and staff to create a diverse and culturally inclusive university.

Over the last year, our EDI Race Business Partners and Race Equality Charter Project Manager have worked with key stakeholders, directorates and faculties to take forward actions set out in the plan. Highlights are described below.

LEAP into Leadership

EDI Race Business Partner Jas Seehra-Pearce and colleagues worked with the People Directorate to develop 'LEAP into Leadership'. This bespoke BAME leadership training programme enables BAME staff to gain practical skills to support their careers and ambitions.

Remembering Windrush

Over the last year, Dr Myrtle Emmanuel, EDI Race Business Partner, has received research grants from the Arts and Humanities Research Council and the National Lottery 'Grants for All' Community Fund. These will further her work on Windrush stories and help the university to meet the aims of the Race Action Plan and 2030 strategy.

2023 marked the 75th anniversary of the arrival of the MV Empire Windrush in the UK. This anniversary celebrated a part of our shared history and gave us time to engage in wider, sometimes difficult, conversations about society.

World Reimagined Globes unveiled

As part of our commitment to Black History 365, the university unveiled nine World Reimagined Globes across its campuses. These giant spheres, each adorned with a unique artwork, form part of a ground-breaking art, education and racial justice project on the history, legacy and future of the transatlantic trade in enslaved Africans.

Attendees at the unveiling included members of the university's senior leadership team, and actor and singer Michelle Gayle, who co-founded The World Reimagined. Officers from Greenwich Students' Union provided a student perspective on the globes' impact on their educational journey.

Diwali celebration

The university and Greenwich Students' Union jointly hosted Diwali celebrations. Festivities were designed to support students away from home and those wanting to learn more about

the festival. The event harnessed the power of belonging and understanding to embrace our diverse community and celebrate each other.

Progress reporting

We understand the challenges around communicating cultural change effectively, so we have launched RAP Live, an online version of the Race Action Plan with regular updates on our progress.

The year ahead

Led by Shirley Joseph, we are continuing our steps towards achieving an institutional Bronze award from the Race Equality Charter.

Key stakeholders are identifying students' training and development needs, involving them in discussions about race, allyship and

actively supporting their community. We are also helping develop an EDI-related video on student induction for the next academic year.

In summer 2024, we will jointly host a conference celebrating the successes of Black, Asian and minority ethnic (BAME) early career researchers and postgraduate research students. The event, held on Greenwich Campus, also aims to address low attainment levels by equipping and empowering BME early career researchers with the skills needed to thrive in academia. This will support sustainable growth of the BME academic community.

We are also creating a staff training package on issues such as covert and overt racism, microaggressions, allyship and ways to promote and maintain an anti-racism environment across the university.

4a (v) Report and Support

Report and Support is the university's online platform where students, staff and visitors can disclose how they have been affected by different forms of harassment, including bullying, discrimination, hate crime and sexual misconduct.

Users can disclose an incident anonymously or ask to speak to a specially trained adviser. Advisers can talk users through reporting an incident and provide information on available support. This enables the user to make an informed decision on what happens next. The service is non-judgemental, trauma-informed and confidential.

Report and Support was officially launched in May 2023. In just over a year, the Report and Support team has supported hundreds of users

across the university, ensuring they had access to tailored, specialist help. Data collected via the platform is helping the team to identify trends and put in place preventative measures to avoid incidents from happening in the first place.

The Report and Support team will continue their intervention and prevention work throughout the academic year and will provide further awareness training sessions for both students and staff.

More information about Report and Support is available at reportandsupport.gre.ac.uk, or email reportandsupport@gre.ac.uk.

4a (vi) Staff survey

The People Directorate recognises that promoting and delivering EDI across the university is a key aspect of good people management. We believe that EDI should be at the heart of everything we do and are committed to helping the university create a climate where all of our people feel a sense of belonging and can achieve their ambitions.

Staff engagement is a key indicator of how the university is performing as an employer. Crucially, it helps us understand whether we are creating the right conditions to enable staff to be their best at work.

To help the university understand the lived experience of its staff and its organisational

culture, we conducted a university-wide staff survey in the summer of 2023. While the overall staff engagement score was 74%, broadly comparable to the benchmarks, the results identified opportunities for improvement.

In regards to bullying and harassment, 60% of staff who responded to the survey said that they felt able to report bullying/harassment without worrying that it would have a negative impact on them. However, it was noted that only 36% of staff indicated that they were satisfied with how bullying and harassment were addressed.

Since the release of the results, Senior People Business Partners have been working with faculty and directorate leadership teams to plan and run interactive sessions to understand the

drivers behind the responses provided in the survey. These sessions are intended to give staff an opportunity to:

- Share their perspectives on areas of strength and how to promote these in their faculty/directorate
- Provide context and clarification on survey results that were particularly low
- Suggest improvements to work and the workplace to improve staff engagement.

We will continue to work with leadership teams to translate feedback from the staff survey and provide follow-up sessions to ensure targeted action to overcome potential inequalities and disadvantages.

4a (vii) Teaching and learning across the institution

Our Student Success Strategy commits us to delivering a fully inclusive offer, with diverse content that speaks to the lived experiences of our students. Eliminating the BAME awarding gap is one of the university's Key Performance Indicator and a shared responsibility of the Vice Chancellor's Executive (VCE) team.

In the past year, we have refined our Inclusive Curriculum Evaluation Tool to improve its usability. The tool enables module leaders to reflect on the concept, content, delivery, assessment, feedback, and evaluation of a module and how it can be made more inclusive. The module can then be adjusted to ensure accessibility, better reflect students' lives, and provide the skills students need for work and life. The tool is supported by an online site for continuing professional development (CPD), which shares resources and good practice.

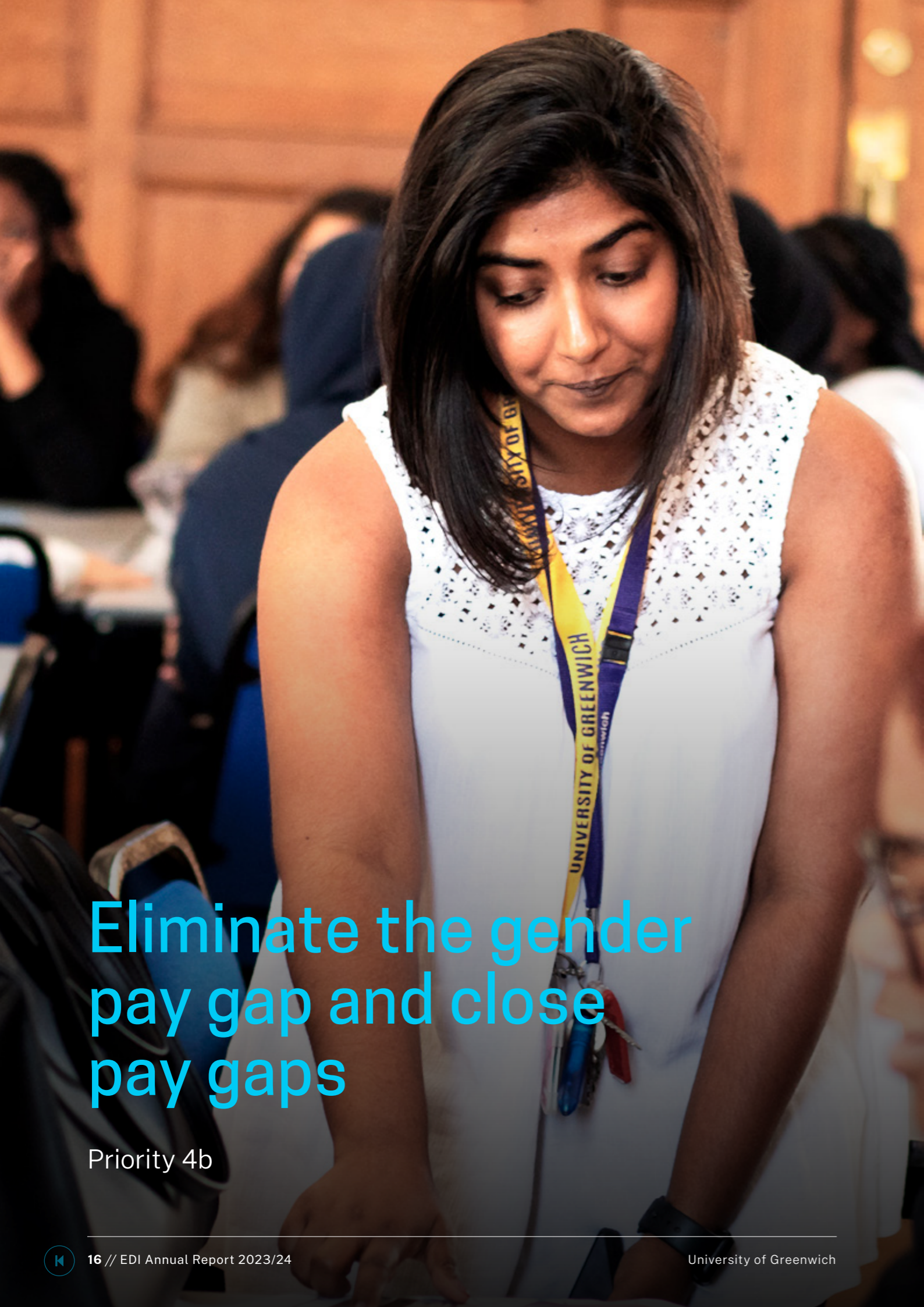
We have focused on moving towards more authentic assessments, with the collation of good practice examples, resources and workshops to support staff with this transition. This change supports students from a range of academic backgrounds to demonstrate their learning and gain relevant skills.

We have gathered feedback from students on the inclusivity of their experiences through

a range of means, including interviews, focus groups and phone calls. This has given us a better understanding of some of the challenges our students face. To reflect the difficulty of combining work and study, we have reviewed our Extenuating Circumstances Policy to ensure that it properly supports our students to succeed.

We know that transition support is important to students who have had fewer opportunities to develop their academic skills prior to university and those who have been out of academic study for a while. We have continued to develop this support with the launch of NextLevel in 2023. This provides new students with a better understanding of academic expectations and develops their academic skills through either an online course or weekly timetabled sessions. We are also planning to enhance our English language support during induction and deliver a pre-arrival skills course.

In 2024, we held SHIFT, a two-day teaching and learning conference, the theme of which was the myths and realities of inclusive higher education. The conference featured a keynote speech by Professor Kalwant Bhopal on BAME experiences in the sector, and presentations from 15 universities and the university's four faculties.



Eliminate the gender pay gap and close pay gaps

Priority 4b

4b (i) Gender pay gap

As a public sector employer of 250 or more employees, the university is required to publish statutory calculations highlighting the pay gap between our male and female employees on 30 March annually.

In 2023, we drew down the relevant data earlier in the compliance cycle and formulated localised reports for the four main contributors to our current pay gap. This has afforded key stakeholders time to review their own data and consider improvement initiatives, budgetary requirements and resources to reduce their specific pay gaps.

We have shared the headline figures with our Senior People Business Partners. They will work collaboratively with stakeholders to understand their particular pay gap positioning and to outline the key information relating to their initial ideas, actions and interventions that underpin the elimination of the mean gender pay gap by 2030 (a KPI of the University Strategy). We aspire to continue this cycle of reporting, with the ambition

of earlier publication to achieve compliance.

We are pleased to report that our mean gender pay gap has decreased again and now sits at 9.3%, a reduction of 1.4% from our 2022 figure. This is the lowest mean pay gap for the university since reporting began in 2017. Despite a decrease in female representation within our upper middle quartile (53% to 50%), the increase of female representation within our upper quartile (46% to 49%) is a contributing factor to the decreases in our mean pay gap.

Our gender pay gap is wider for professional services staff than academics. For academic staff, the mean gender pay gap is 7.2%, an increase of 2.3% from 2022, and the median is 8.2%, an increase of 6.6% from 2022. For professional services staff, the mean is 9%, a decrease of 2.3% from 2022, and the median is 11.7%, a decrease of 2.9%.

4b (ii) University Pay Gap Report

In addition to our statutory Gender Pay Gap Report, we also published our University Pay Gap Report for the third year.

This covers the disability, ethnicity and LGB(T*)+ pay gaps of substantive staff at the university. As part of our ongoing commitment to leading the sector in EDI, we continue to evolve our wider protected characteristic reporting (we are currently not required to report on additional pay gaps). However, the report outlines our current figures in alignment with gender pay gap compliance requirements.

We hope to expand our wider protected characteristic reporting to create more

meaningful pay gap reports, enabling us to identify and develop initiatives that will foster positive change.

We will continue to scope, monitor and foster meaningful pay gap targets for subsequent years with the support of a specialist third party provider. Our People Enabling Sub-Strategy provides structured workstreams to support our pay gap targets through promoting equity in representation, pay, experience, culture and environment to ensure that our people reflect the diversity of our students and communities.

4b (iii) Pay gap supporting initiatives

Advance HE Aurora Programme

2023 marked the tenth anniversary of the Aurora Programme. Aurora is a leadership development programme organised by Advance HE for all people who identify as a woman. It was designed to help address the issue of the reducing numbers of women in senior posts in higher education. The programme aims to enable a wide range of women in academic and professional roles to think of themselves as future leaders and to develop leadership skills and strategies.

To mark the anniversary, the university produced a video highlighting the impact of Aurora on some of our previous attendees. In November 2023, previous participants and mentors attended a celebratory event exploring the inspirational stories of women in internal and external leadership positions and how they achieved their ambitions. It also explored intersectionality and leadership, the impact of Aurora on colleagues, and the ways in which the university encourages women into science, technology and engineering.

In 2023/24, the university received its highest ever number of applications to attend the programme and supported 25 colleagues to participate from March to July 2024. Internal communication about the programme highlighted that BAME colleagues were particularly encouraged to apply as they were underrepresented in senior positions at the university. From the applications received, for

those that declared their ethnicity, 36% were from the BAME community. 32% of successful applicants were BAME colleagues.

LEAP into Leadership

In January 2024, the university launched LEAP into Leadership, a six-month pilot development programme for BAME colleagues in grades SG6–8 and AC1–3. The programme aims to support BAME colleagues to progress into leadership roles, as data shows a disproportionate number at lower levels and underrepresented at senior levels. This programme forms part of the university's overarching Race Action Plan.

The programme adopts a joined-up approach, with external consultants, internal line managers and senior staff acting as sponsors for BAME colleagues, enabling them to access opportunities to support their development and career aspirations.

At the core of the programme are four three-hour sessions for participants to come together and explore topics such as leadership and management, understanding talents and strengths, and career planning. Participants can explore a project or issue they are dealing with through four action learning sets. One-to-one coaching sessions enable participants to discuss the programme, their personal leadership development, and individual interview preparation. The programme also includes sessions for delegates' line managers and sponsors.

Sixteen colleagues are currently being supported on the pilot programme. Ongoing feedback between the participants, line managers, sponsors, co-ordinators, and external consultants will enable facilitators to pivot the content to support all attendees. After the completion of the programme, we will collect feedback from participants and co-ordinators. This will enable us to understand the impact on participants, what worked well, and potential areas for improvement for future roll out of the programme. We would expect there to be positive outcomes reported in areas such as empowerment to ask for constructive feedback and make career moves, behaviour change, motivation, relationship management and developing their own leadership style.

We recognise that we may not see significant impact from the programme immediately, so we will follow participants' progress in their careers over the next two to three years. Longer-term impact will be indicated by a higher representation of BAME colleagues in leadership roles, with more moving into leadership roles at SG9/AC4 and above, with improved retention and recruitment of BAME colleagues.

South East Action Learning (SEAL)


In conjunction with our commitment to eliminating our gender pay gap by 2030, the university supported seven colleagues from academic and professional services to participate in this year's South East Action Learning (SEAL) programme.

SEAL is a cross-institutional development programme for people who identify as a woman, and who work in either an academic or professional services role within higher education.

The programme supports current and aspiring female leaders to find their voice and uses action learning and peer-to-peer coaching to empower them to resolve complex problems. It also gives participants an opportunity to network with women from other higher education institutions in London and the South East to explore different perspectives and gain valuable experience in building leadership skills.

This year's programme included five action learning events between January and May, and a final in-person networking session in June.

When the programme was advertised, it was highlighted that applications were particularly welcome from BAME colleagues as they were underrepresented in senior leadership roles. 85% of applicants for this year's programme were from the BAME community. Similarly, 85% of those participating in the programme were BAME colleagues. This represents an increase from 2023, where 50% of participants identified as being from the BAME community.



Support the strategic alignment, sustainability, capacity and capability of the staff equality networks

Priority 4c

4c (i) Staff network and community updates

BAME Staff Network

The university's staff body is more diverse than ever. Membership of the BAME Staff Network has grown substantially to nearly 300, as we continue to elevate the network's profile.

Unfortunately, there is still evidence that the potential of BAME staff in higher education is adversely affected by negative stereotypes and cultural beliefs based on ethnicity. A strong sense of belonging felt by members of our network is important to combat this negativity. It can also be a critical factor in determining the persistence and success of BAME staff. Thus, we actively use our platform to make ourselves heard and to participate in a wider movement for more equitable, diverse and inclusive practices within the university.

The shared values of the University Strategy 2030 set clear expectations about the behaviours we need in order to deliver the university's Inclusivity and Culture strategic priority. They are the guiding principles that help catalyse change for positive impact.

To uphold our diversity and inclusion principles and to strengthen our sense of belonging, the network organised impactful events aimed at all staff and students within the university. Highlights are below.

In June 2023, we organised discussions on the ethnicity pay gap data in the University Pay Gap Report 2022. Those discussions focussed on how we support colleagues to increase levels of representation particularly at more senior levels.

We also organised wellbeing workshops in the summer and autumn with an external host, EmbodyFlow. These provided comprehensive support to address stress, build resilience and enhance general wellbeing.

The theme for Black History Month in October 2023 was 'Saluting our sisters'. To mark this, we organised a series of events to celebrate our BAME sisters and their impact in the university and beyond.

In February 2024, we worked with the School of Humanities and Social Sciences to stage a celebration of the lunar new year. Lunar festivals take place in many countries with a lunar calendar, notably China. Activities reflected tradition and culture, including a lion dance, a Chinese calligraphy workshop, mask painting, lantern making, tea tasting, live Chinese music, and the chance to take part in a game of Go.

Disabled Staff Community

Membership of the Disabled Staff Community is approaching a hundred. To proactively support the work undertaken and ensure colleagues can contribute whilst having to deal with life impacting conditions, we have expanded our committee to include new members.

We have recruited two disabled leaders and will empower them to take our community forwards. We also welcomed to the committee our first disability ally, an academic with a history of research on disability hate crime.

Recruitment of a community project officer has been a key innovation this year and significant progress with regards to developing a contact list and events calendar has been made.

Exhibition

To celebrate Disability Pride Month in July 2023, we launched an exhibition exploring the personal insights of disabled people and the challenges they face. This toured our campuses and will visit partners organisations.

Signposting support

On University Mental Health Day 2024, we directed potential users to disability support. This included confidential care services available through the Employee Assistance Programme and the university's mental health first aiders.

Training

We worked with the People Directorate to provide a session on neurodivergence. The pilot was well attended and we will look to continue this. Other new learning opportunities included sessions on disabled rights and ableism in academia, and a panel event on disabled women in education.

Policy consultation

The committee consulted with members on making policy more accessible. Feedback included better signposting of disability support measures and more consistent text formatting. We are now considering how these consultations can improve community engagement.

Survey

February 2024 saw the closure of a survey seeking feedback on barriers facing disabled people at the university. Fifteen respondents reflected on their own experiences or those of their students. As a next step, we will identify how their feedback can bring about meaningful change.

Growing our community

We are aware that there are far more disabled staff and allies at the university than have currently joined the community. Membership can make a real difference and we are further encouraging colleagues to join.

LGBT+ Staff Community

Pride Month

The LGBT+ Staff Community began Pride Month in June 2023 by hosting a gala dinner celebrating the university's success in the Stonewall Workplace Equality Index. The event was attended by community members, senior staff and external partners, with entertainment provided by two of London's premier drag queens.

We hosted a number of events throughout June, such as a talk from transgender advocate Jessica Lynn; a panel event with the Say it Loud Club, who support LGBT+ refugees; and a conference session, 'Researching the Rainbow', where staff and students from the university presented their academic research on LGBT+ themes and topics.

This year, we attended Pride in London, as well as Medway Pride, which the university co-sponsors.

LGBT+ History Month

For this year's LGBT+ History Month in February, we split the month into four key themes:

- Personal history: exploring individual and personal LGBT+ journeys
- Cultural history: looking at the social development of LGBT+ culture
- Legal history: exploring changes in legislation that impact LGBT+ people
- Medical and healthcare history: reviewing historical changes and contemporary issues that face LGBT+ people in healthcare.

Events ranged from 'A History of Drag' during our Cultural Week and 'Operation Spanner: 30 Years On' in Legal Week. We were also keen to ensure that LGBT+ History Month was accessible and designed a poster exhibition on each theme. These were displayed throughout February across our three campuses.

Future goals

We are currently reviewing our strategy so it aligns with the University Strategy 2030. This will also enable us to establish ourselves as a sector-leading LGBT+ staff community as recognised in the Stonewall Workplace Equality Index.

We are also focusing on the redesign of webpages on the university website. Our aim is to make it easier for LGBT+ staff and allies to find useful and relevant resources and information for supporting LGBT+ inclusion while at work.

Staff Wellbeing Network

Achievements

The Staff Wellbeing Network now has 150 members from across the university. In December, we re-established our leadership team at our annual general meeting, and our small but strong committee is keen to collaborate and help the network meet its aims.

Unlike the university's other networks, we do not represent a protected characteristic, so we have established collaborative links with other staff networks by welcoming their representatives onto our committee.

Engaging with members and the wider university community

We organised and hosted several events during the year, most of which were delivered online to increase accessibility. These included a coffee morning to mark World Mental Health Day and workshops on looking after yourself and boosting mood and motivation.

University Mental Health Day

University Mental Health Day is an important part of our year. In 2024, events included a talk led by Paul Gorczynski from the School of Human Sciences on understanding men's mental health needs. A recording of the session is available via the network's Teams site. We also promoted the network, encouraging colleagues to get involved.

Wellbeing Days

In summer 2023, we sent out a staff survey on the university's Wellbeing Days. Over 270 colleagues responded, with findings indicating that many staff have utilised these to take care of themselves, with benefits for their personal and professional lives. However, results suggested that further clarity may be needed as to how and when these days can be used. Further information in relation to Wellbeing days has now been provided.

Mental Health Charter

We will contribute evidence on staff wellbeing for the university's application for Mental Health Chartership. This will include details of our activities, and colleagues will be encouraged to share their experiences and practices for supporting staff wellbeing.

Next steps

We will continue to provide a space to discuss wellbeing and reduce stigma around mental health issues. Members will have a voice in shaping decisions and policies that impact on wellbeing, in collaboration with the other staff networks. We will continue to build relationships with local community organisations and will work to expand activities at key points during the year, such as World Mental Health Day.

We recognise that wellbeing is more than just mental health. We are planning activities to support other aspects of wellbeing, such as physical activity and opportunities to connect, give and learn.

Women's Network

The thriving Women's Network continues to grow, bringing together staff from across the university.

16 Days of Activism against Gender-Based Violence campaign

During the year, we ran a series of events on the theme of domestic abuse and the workplace. This included a presentation and Q&A by Sharon Livermore, domestic abuse campaigner and founder of Domestic Abuse Education. Sharon uses her own experience to develop a greater understanding of domestic abuse.

These discussions led to us sharing a proposed template for a domestic abuse at work policy with the People Directorate to help ensure the university recognises and responds to domestic abuse experienced by staff and students.

We ran an online screening of 'Life Sentence' by Certain Curtain Theatre. This powerful, one-woman play explores the aftermath of an attempted domestic homicide. It raises awareness of the need for workplace domestic abuse strategies and the ways workplace practice can better support people experiencing domestic abuse.

We also hosted the launch of 'Sex Work on Campus', a report exploring students' experiences of sex work and the support needed by sex workers.

Athena Swan

We are proud to be part of ongoing efforts to address gender equity challenges. We are pleased by the collaborative spirit of the teams involved, their commitment to intersectionality, and their

recognition of areas for improvement. We are looking forward to our continued involvement in the Athena Swan Working Group and our journey towards further Athena Swan accreditation.

PechaKucha

For International Women's Day in March, we created our first ever PechaKucha event (PechaKucha is a type of high-speed presentation). Speakers from the network covered topics such as feminist digital pedagogy, kinship care, building a career in higher education, the power of dance, how we support our daughters to feel empowered and confident, and why we cannot be complacent about women's position in society. Further PechaKucha events are being planned.

Women's Higher Education Network

We are an active member of the Women's Higher Education Network, a network for women who work in the higher education sector, including trans women and non-binary people who are comfortable in a female-centred community. Membership is free to staff. This year, we will once again fund places at the annual conference.

Becoming a member

The diverse membership of the Women's Network creates a supportive community with regular events, mental health check-ins, and appraisal writing retreats. Information on joining the network is available at gre.ac.uk/women.





Value and celebrate our diverse university community

Priority 4d

4d (i) EDI impact stories and initiatives

Allyship and Bystanding

Over the last year, real progress has been made, thanks to dedicated support from Anna Radley and Jingyang Ai, as the training is now live and on Horizon, our online HR system.

Following feedback all the materials produced by staff in the research team have been converted into professional-quality videos voiced by actors.

To promote the training, Dr Rebecca Smith who developed the course presented a paper at this year's SHIFT conference, the university's annual conference on learning and teaching in higher education. Rebecca is now working on local promotions through her school's EDI group and the university's Centre for Inequalities. The hope is that this will provide us with more data to improve the provision. Kenisha Linton and Priti Chopra from the research team also presented a talk on the work for the LGBT+ Staff Community in September.

The next steps for the project will be to review and edit the transcripts further, and if necessary to re-record any material with these updates to improve the user participation.

Estates and facilities

The Estates and Facilities Directorate is committed to inclusivity and culture as a strategic priority of the **University of Greenwich Estates Strategy**. Priority themes are:

- Safe, secure and inclusive campuses
- Flexible spaces and facilities
- Diverse working spaces
- Inclusive facilities for all faiths and cultures
- Spaces that promote physical and mental health and wellbeing.

Following the installation of a Changing Places toilet on Medway Campus last year, a new location has been identified in Stockwell Street Building on Greenwich Campus. Work will start this summer.

Changing Places toilets are larger, accessible toilets with specialist equipment for severely disabled individuals. This includes hoists, curtains, adult-sized changing benches and space for carers. Additional gender-neutral facilities will be created

as part of the university's rolling programme of toilet refurbishments.

At Cutty Sark halls of residence, the reception area is being redesigned to allow better access for wheelchair users.

In consultation with Greenwich Students' Union and faith groups, we have created a multi-faith space on Avery Hill Campus. The new facility is being well used by students and staff.

During Welcome Week, students were invited to identify their home countries on a gigantic world map, which was then put on display in Dreadnought Galley Café. They were also asked to comment on the type of food they would like to see in university cafés, and several of their suggestions were added to café menus.

As part of the university's celebration of our LGBT+ community, several of the picnic benches on our campuses will be repainted in Pride colours.

Estates and Facilities staff and contractors attended training on meeting the needs of neurodiverse individuals when designing the built environment. This supports PAS 6463:2022, which provides guidance on designing the built environment for a neurodiverse society.

Two Estates and Facilities staff have been accepted on this year's Change Maker programme to support their journey to further incorporate university strategy into their areas of responsibility. The directorate has also established an Equality and Diversity Group, with regular meetings attended by representatives from our major contractors.

Marking International Holocaust Memorial Day

In January and February 2024, the university held a series of events on Greenwich Campus to mark International Holocaust Memorial Day.

'*This is our story*' spotlighted the personal stories of ten Jewish members of the university and wider community. Tracing family histories in the United Kingdom, Europe and beyond, the stories highlighted the diversity and commonalities of Jewish life. While providing education on the Holocaust and antisemitism, the exhibition

also encouraged visitors to reflect on their own experiences and tell their own stories.

The launch was attended by Sabit Jakupović, who shared his own story of surviving two Bosnian concentration camps, before being brought to the UK for medical treatment in 1992.

The commemoration of International Holocaust Memorial Day included a screening of *Three Minutes: A Lengthening*, a documentary with footage of the Jewish community of Nasielsk, Poland, filmed in the 1930s. Less than a 100 people from the town's Jewish population of 3,000 survived the Holocaust, and the documentary includes an interview with one of the people featured in the original film.

The screening was followed by a conversation with Judith Ish-Horowicz MBE, co-founder of Apples and Honey Nightingale, an intergenerational nursery based on the values and traditions of Judaism.

The events for International Holocaust Memorial Day were initiated by a small team following the important work on antisemitism facilitated by the Vice-Chancellor's Office. They were then developed into a successful example of wider collaboration with contributions from staff and students from across the university, as well as from partners and local schools.

The events were well-attended by staff, external partners, and children from primary schools. Feedback was positive, and the university is exploring ways of building on this success for 2025.

Menopause review

During 2023/24, the university continued to raise awareness of the menopause to ensure that it was no longer a taboo subject.

26 Menopause Champions were recruited from across the university, with at least one champion in each faculty and directorate. This voluntary role ensures that colleagues and line managers have someone in their immediate area who can provide support, signposting and a listening ear.

Menopause Champions are given tailored training for the role and meet at least once a term to share their experiences and exchange ideas on how to increase awareness.

Menopause awareness training for line managers and colleagues, along with the menopause webinar cafés, continued with great success. Themes for the cafés included menopause and exercise,

facilitated by Dr Jo Fiore, Associate Professor in PE and Sport Science; menopause and anxiety; menopause and mental health techniques; and finding your lifelong lifestyle and weight management plan. A further webinar was delivered to our BAME Staff Network in October 2023 titled *Menopause Challenges in Ethnicity and Race*.

Academic research has been carried out to evaluate the impact of menopause awareness training on colleagues and line managers within the university. Preliminary findings indicate that participants appreciated their new understanding of menopause and their insight into the symptoms that sufferers experience.

Some participants expressed their gratitude that there was finally a voice to speak about menopause and that the university supported colleagues who are suffering. Line managers who attended the training felt the best aspect was knowing that reasonable adjustments were available and could be offered to reduce discomfort. They agreed that gaining a greater understanding of the condition provided them with some confidence in dealing with affected staff.

Online intervention for new mothers with mental health challenges

Many women experience depression and/or anxiety during the perinatal period (the period from pregnancy up until 12 months after giving birth). While specialist mental health professionals can provide support, appointments can involve long waits. Some women may prefer to do their own research on effectively managing their mental health.

Dr Genevieve Breau, Dr Liz Gale and Dr Paula Gomes Alves from the university's Faculty of Education, Health and Human Sciences are working with Dr Lori Brotto and colleagues at the University of British Columbia.

The University of Greenwich team is currently conducting focus groups with new mothers across the UK to find out what information on perinatal depression and anxiety the mothers want to see online. This follows the Canadian team's development of a website for new mothers in Canada. Insight from the focus group will inform the creation of a tailored version of the website to support new mothers in the UK, as well as their families, partners and children.

Supporting staff and students who may have been affected by conflicts

As the Israel and Gaza conflict unfolded, the Vice-Chancellor met with student and staff groups impacted by the conflict. Updates regarding the support in place for any affected has been communicated in the weekly newsletter from the Vice-Chancellor. In particular we have continued to highlight our Report and Support tool and the need to be mindful of colleagues and students following an increase in reports of hate crime in the UK.

Shortly after the start of the conflict, Student and Academic Services contacted all of our Israeli and Palestinian students to ask how they were. Wider communications were shared with students on our news portal and in a weekly student email. As the university has no Jewish student society, we provided an email address as a source of advice for Jewish students.

The university hosted a 'Peace of Cake' event in October 2023. This provided a safe space for people of all faiths and none to meet, talk and reflect on world affairs. It was attended by approximately 30 people, including students, staff and members of the local community.

The Vice-Chancellor hosted a similar event in December 2023, with staff from the People Directorate and Student Wellbeing Service on hand to offer support. A further event in February 2024 saw staff and students gather to share words, prose and poems about peace.

In November 2023, we marked Islamophobia Awareness Month, sharing information on how staff and students could contribute to this annual campaign.

Our Senior Leadership Team continues to receive updates on the Israel and Gaza conflict and will continue to cascade these to students and staff and offer support where required.

University Mental Health Day

University Mental Health Day 2024 took place on 14 March. Our events to mark the day included sessions from the Institute for Lifecourse Development, STAART and the Staff Wellbeing Network, the Disabled Staff Community, and the Student Wellbeing team. There were also sessions on nature and mindfulness, colouring for mindfulness, and

yoga. Participants also heard from Greenwich Students' Union on student mental health.

Our keynote event, 'Achieving a Whole University Approach to Mental Health', featured panel talks chaired by Rachel Ashton, Executive Director of Student and Academic Services.

The first panel consisted of members of our Senior Leadership Team: Gail Brindley, Executive Director of People; Jenny Marie, Pro Vice-Chancellor (Education), and Derek Moore, Pro Vice-Chancellor (Education, Health and Human Sciences).

Following this, we heard from Sam Tronson, Assistant Head of Student Wellbeing Services (Counselling), who spoke about the university's student wellbeing services, and from Sodiq Lawal, Greenwich Students' Union.

Over 160 staff and student attended the keynote event online and in person.

Supporting students of faith

The university celebrates the diversity of our student faith community. We recognise that faith can support students' wellbeing and we actively promote good relations between faith groups.

Multifaith faith spaces on each campus are provided to support prayer and contemplation for students of all faiths and none. A new purpose built faith space opened at Avery Hill in 2023/24, including an office for the university's chaplaincy. Student faith societies are supported by Greenwich Students' Union and are able to book rooms for their own prayer and worship needs.

The chaplaincy service includes part-time volunteer chaplains and a full-time chaplain at the Medway campus jointly funded by the Universities at Medway (the University of Greenwich, the University of Kent and Canterbury Christ Church University). During the year, we commenced a relationship with a local rabbi to provide a Jewish chaplain at Greenwich, and with the support of the Church of England, commenced the recruitment of an additional full-time Anglican chaplain. An agreement with the Roman Catholic Church means that the chaplaincy will be further enhanced by an affiliate Roman Catholic chaplain.

The Faith Forum (chaired by the University Secretary) brings together the Students' Union, student faith societies and university stakeholders to discuss faith spaces and faith provision for students. It met twice in 2023/24..

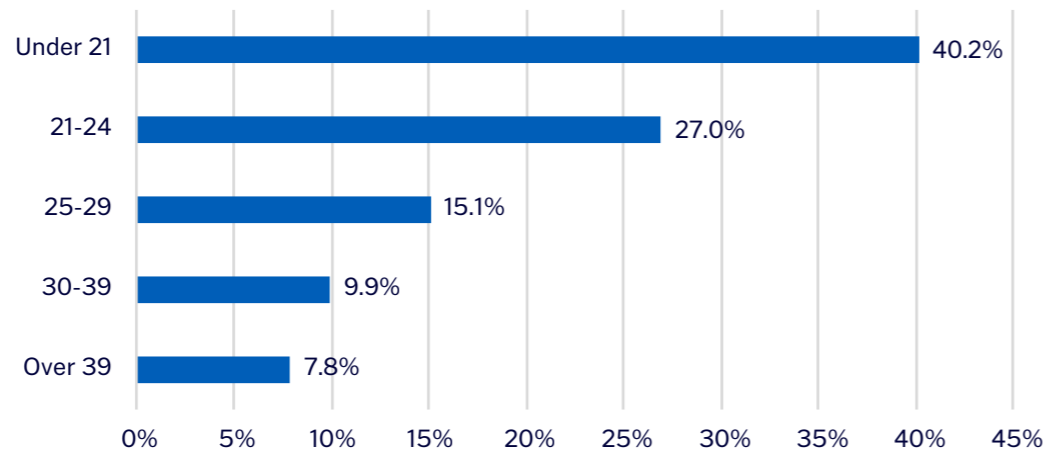
Appendix

This section has been taken internally from 18th December to align with the University's HESA Data Futures Return for the year 2022/23. The datasets represent students fully registered on campus, both UK and international. The latest trends in the total staff population, are drawn from our HESA Staff Person file 2022/23 with additional data from

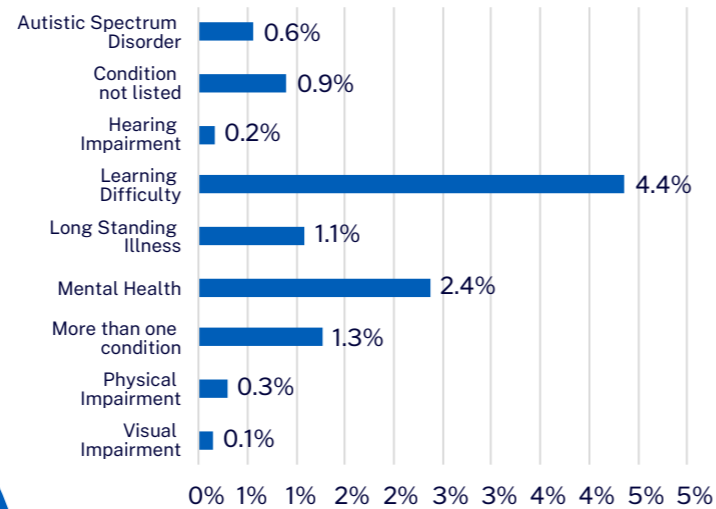
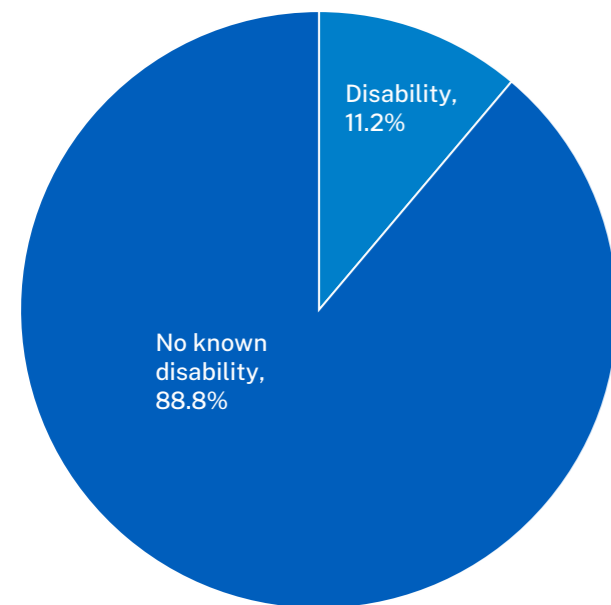
internal information for Gender Identity, Marital Status and Sexual Orientation. The datasets are defined using HESA categories and classifications that vary for staff and student requirements. The categories used, therefore, throughout the appendix will vary between staff and students.

Appendix (i) EDI data summary EDI student data summary

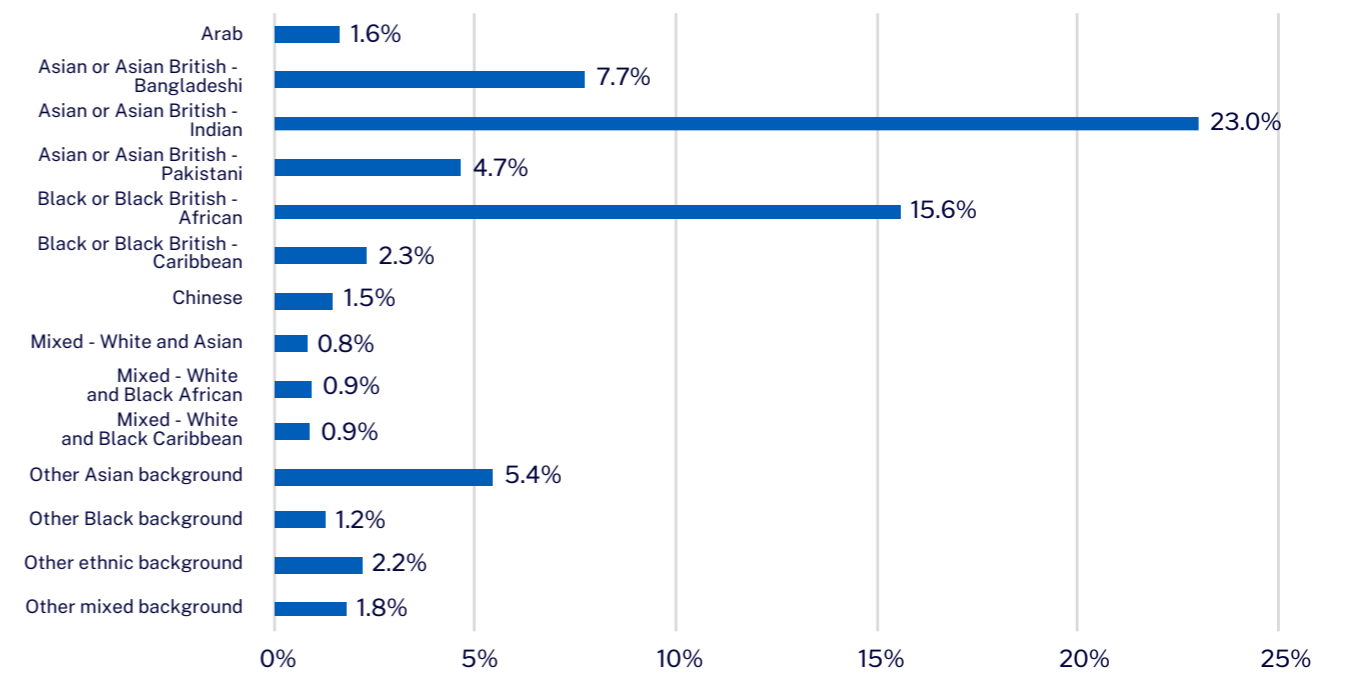
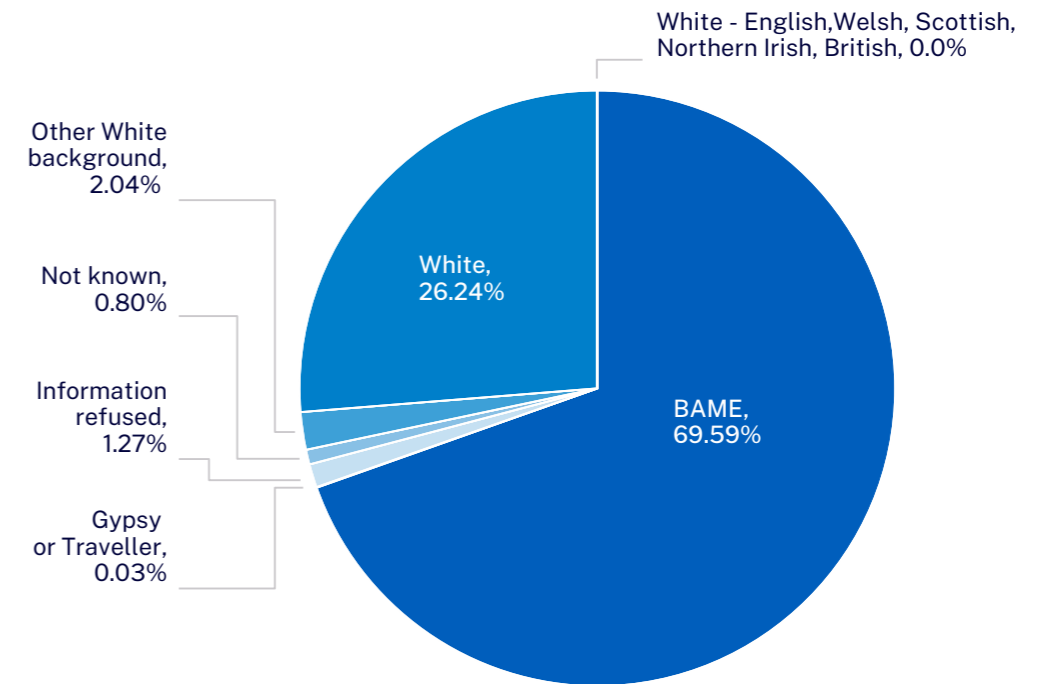
Age 2022/23



Disability 2022/23

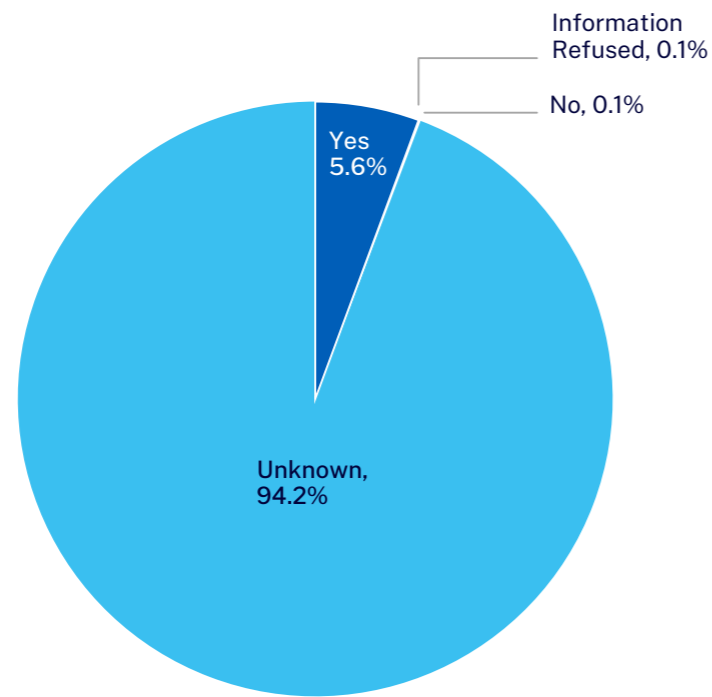


Ethnicity 2022/23



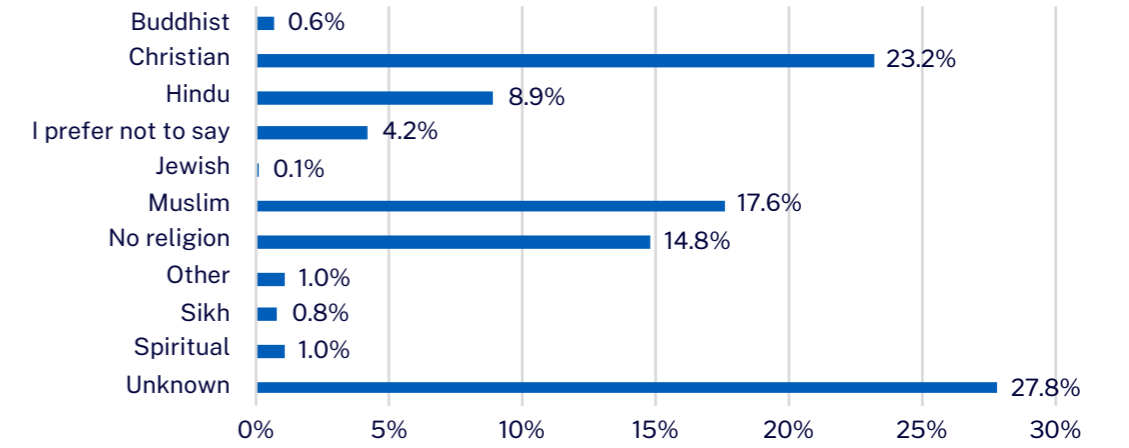
Gender Identity

2022/23



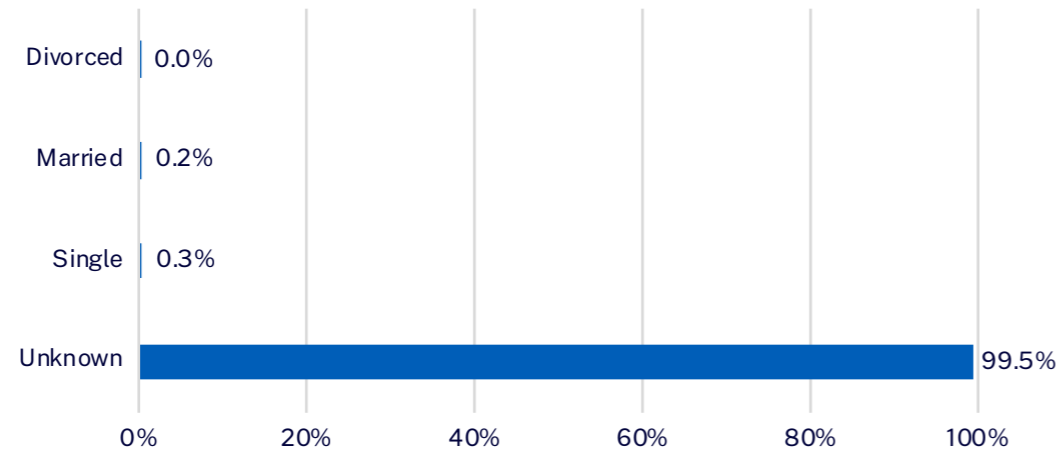
Religion

2022/23



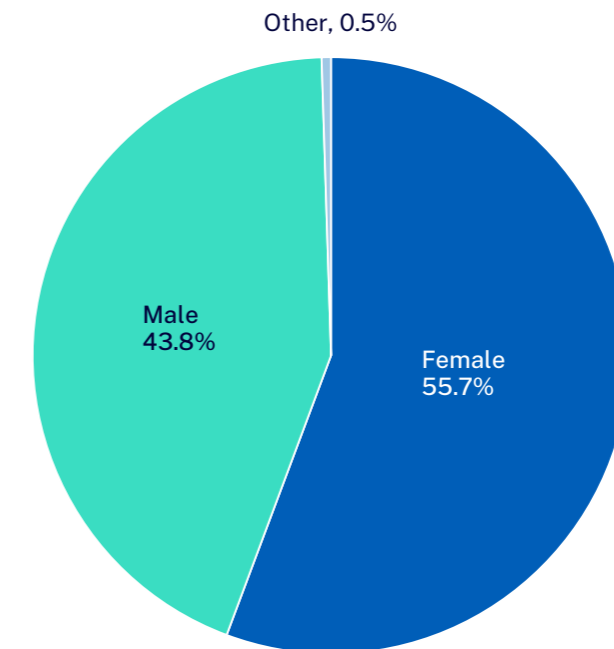
Marital Status

2022/23

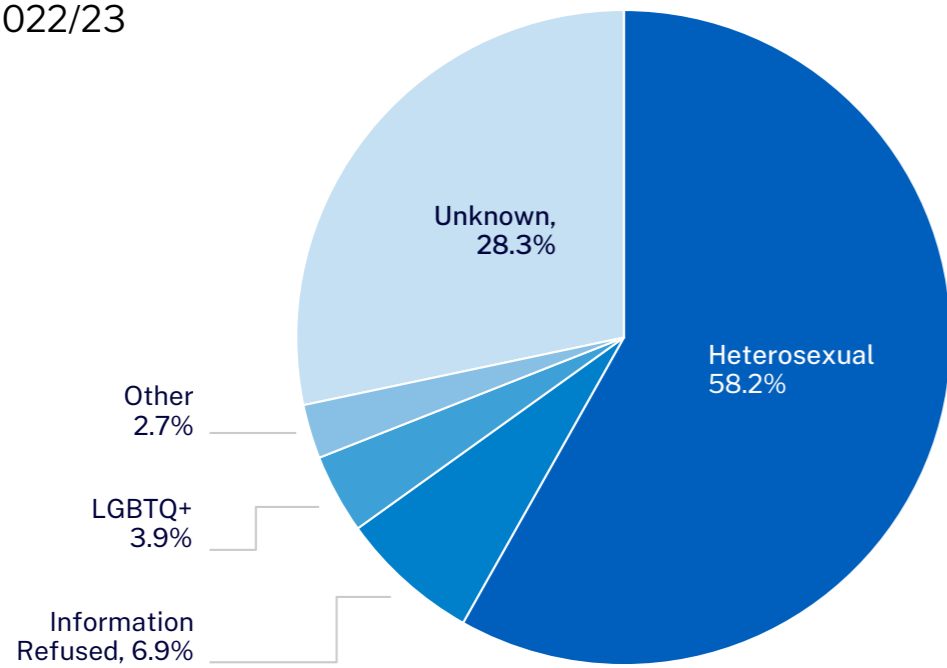


Sex

2022/23

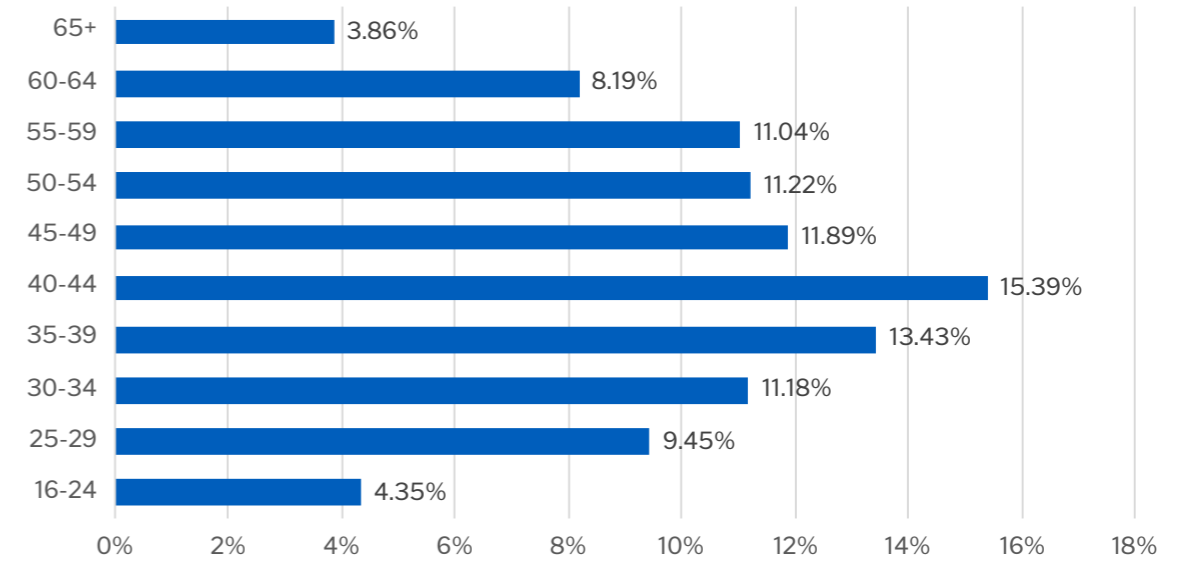


Sexual Orientation 2022/23

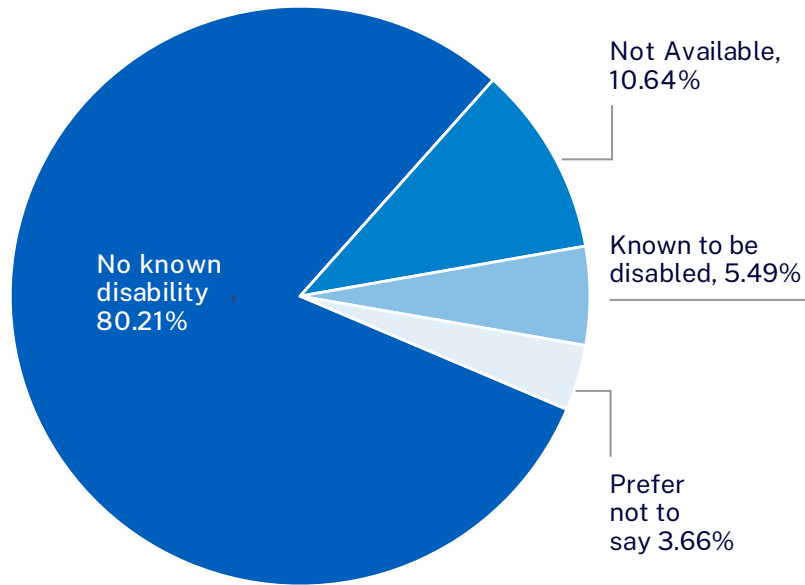


EDI staff data summary

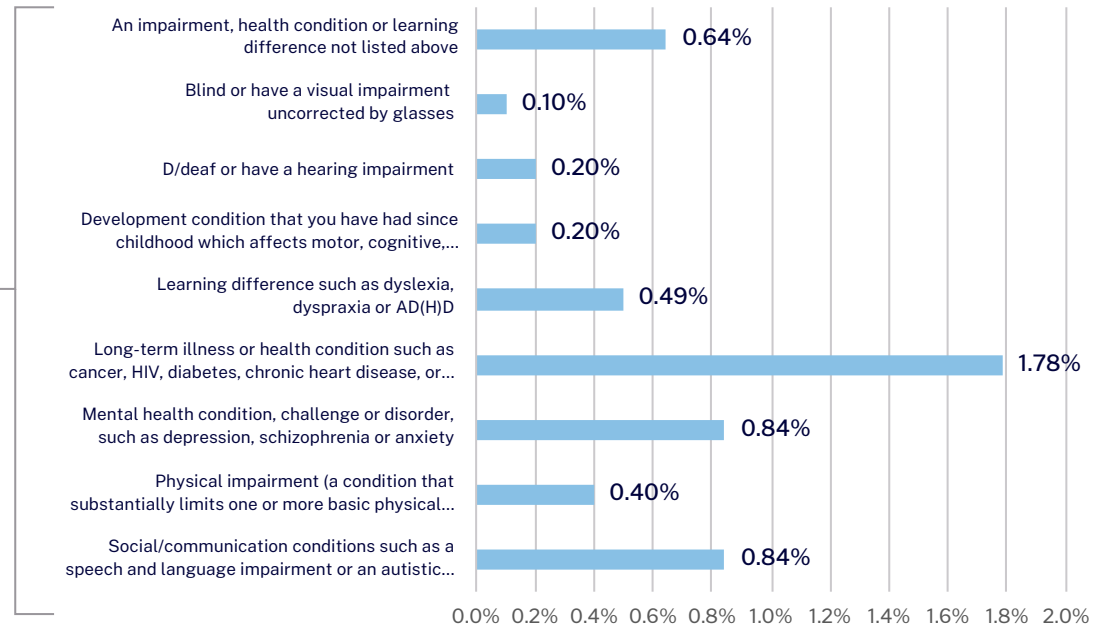
Age



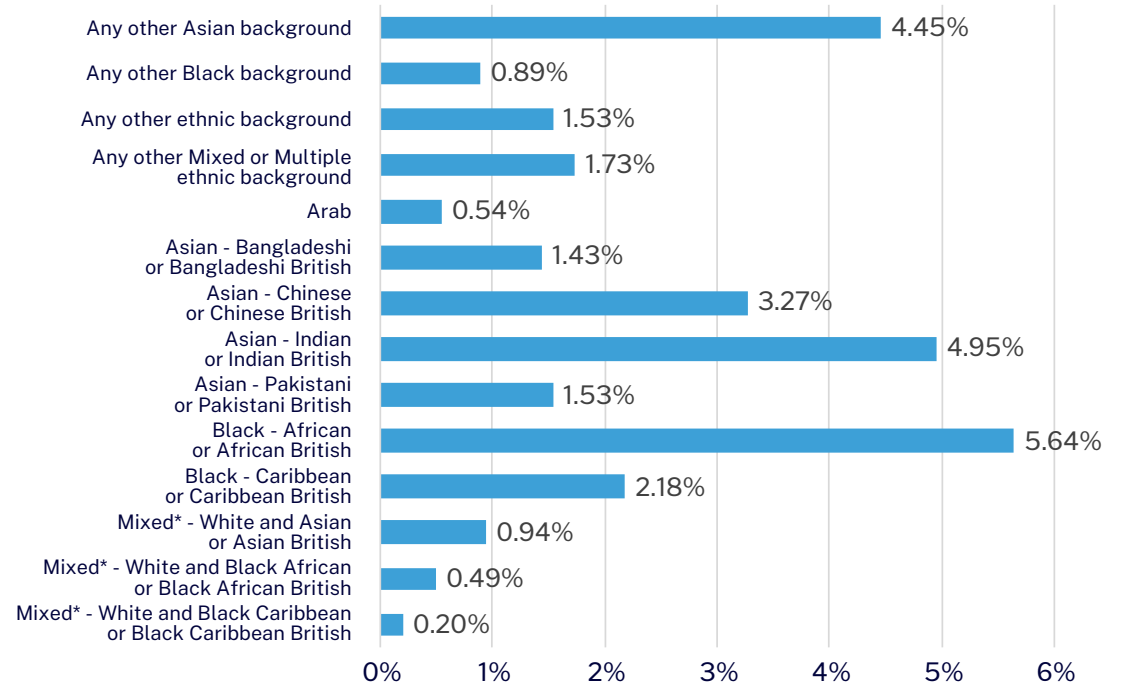
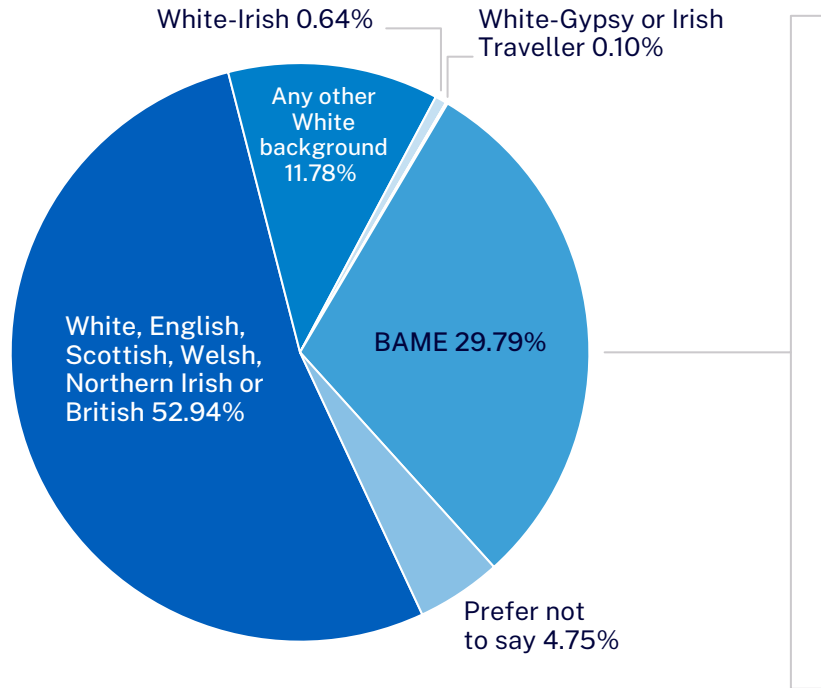
Disability



Known to be disabled detail



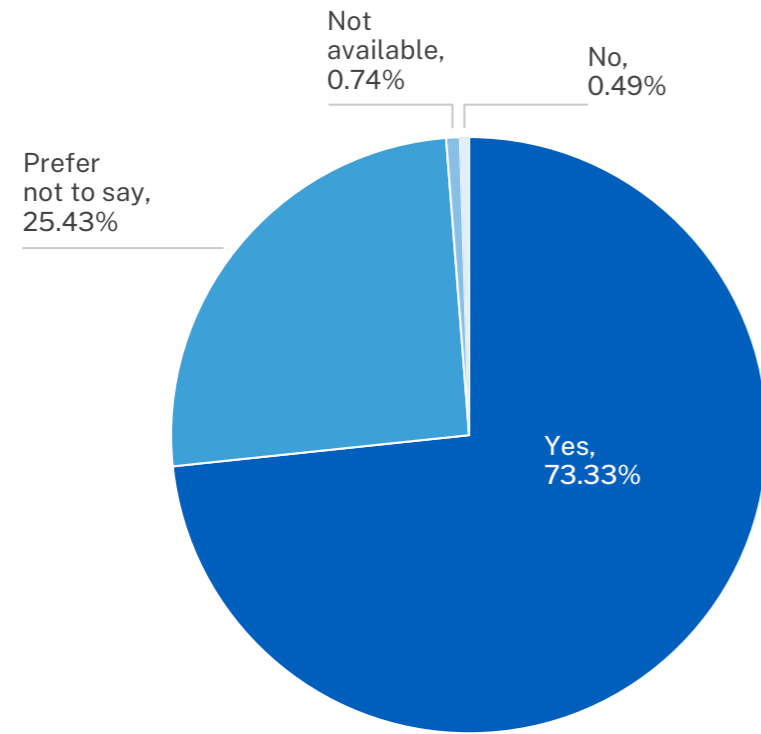
Ethnicity



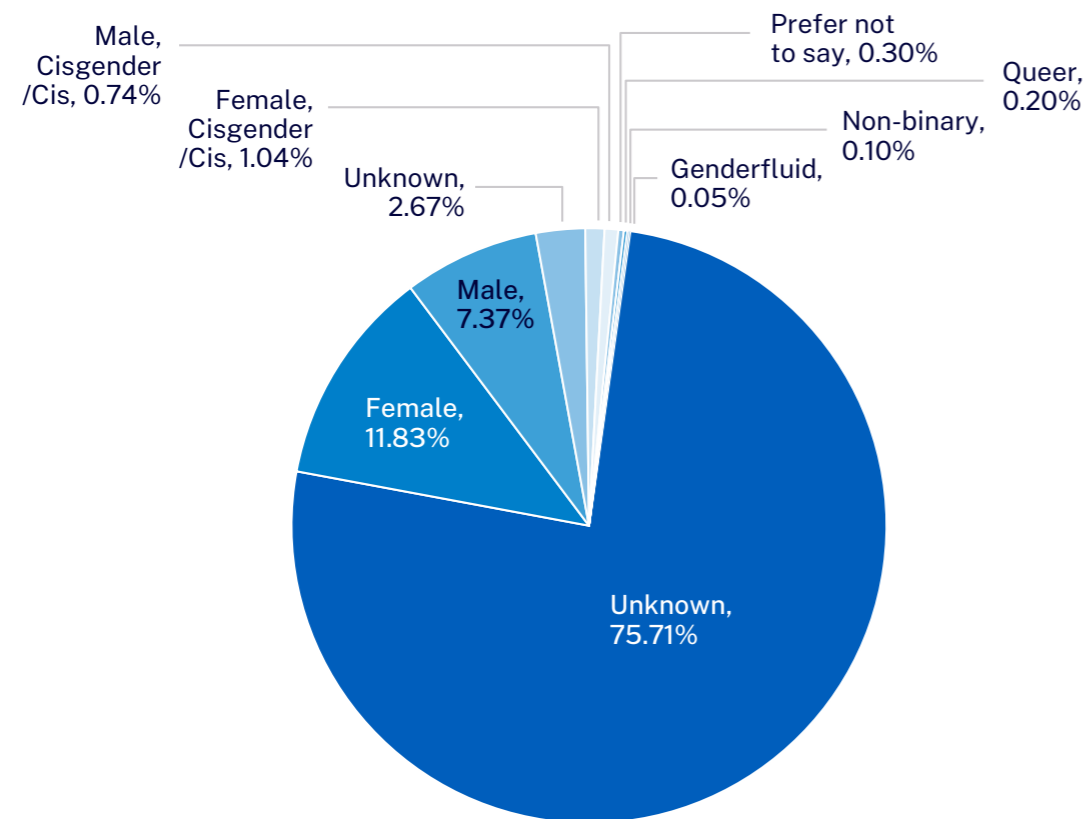
Mixed* = Mixed or multiple ethnic groups

White = White or White British

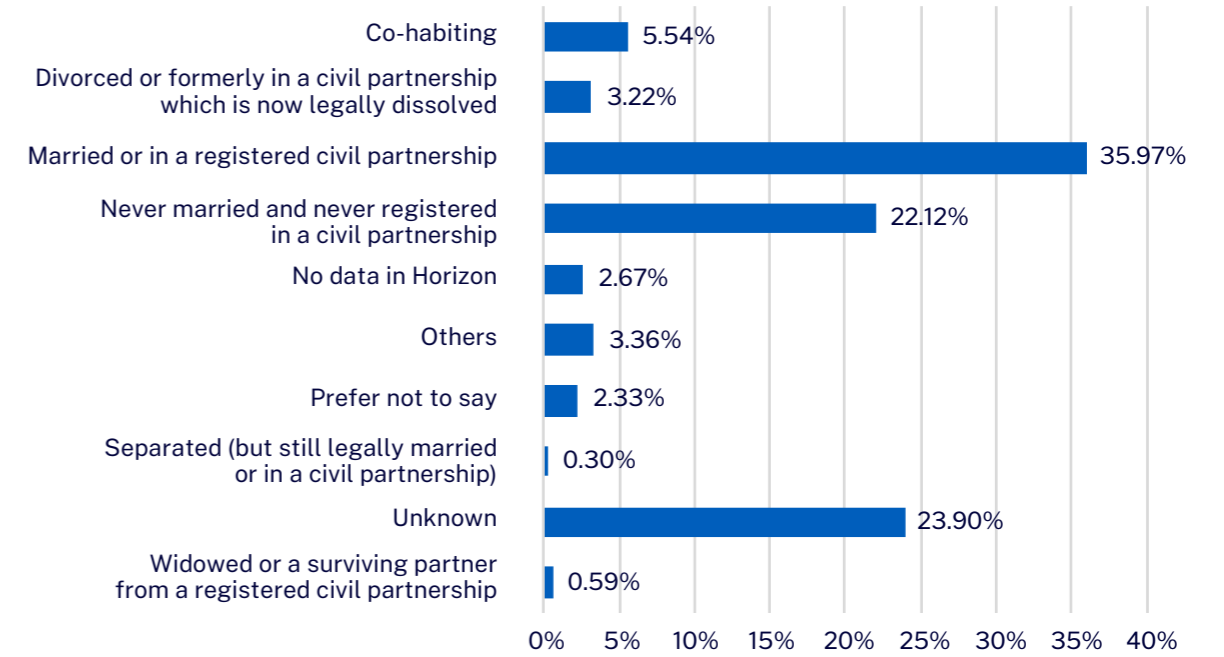
Gender Identity



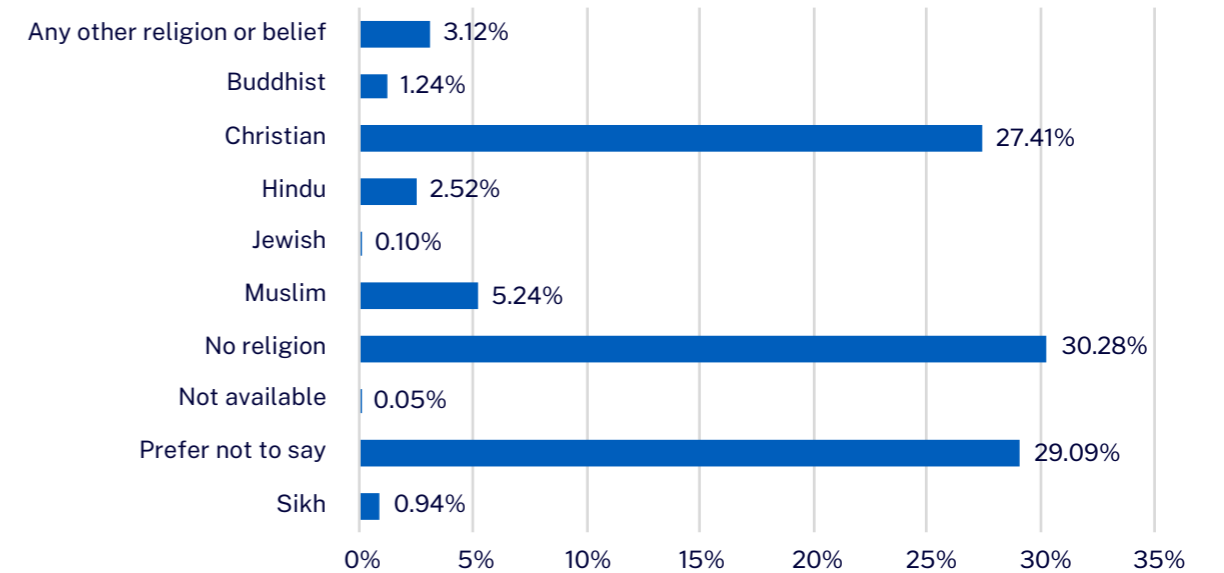
Gender Description



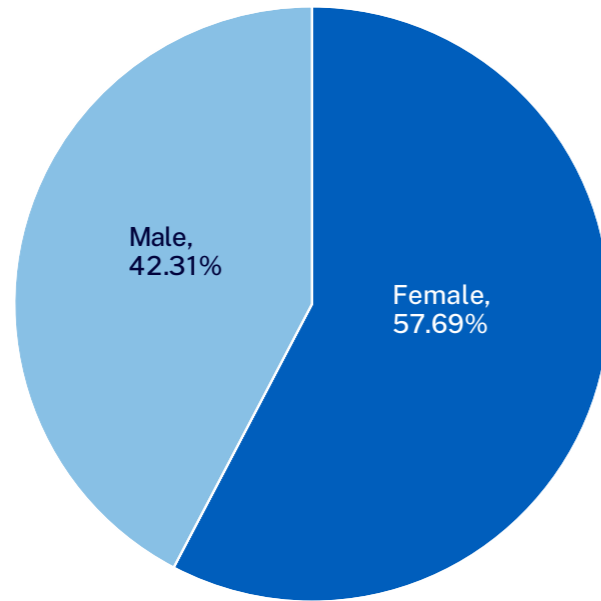
Marital Status



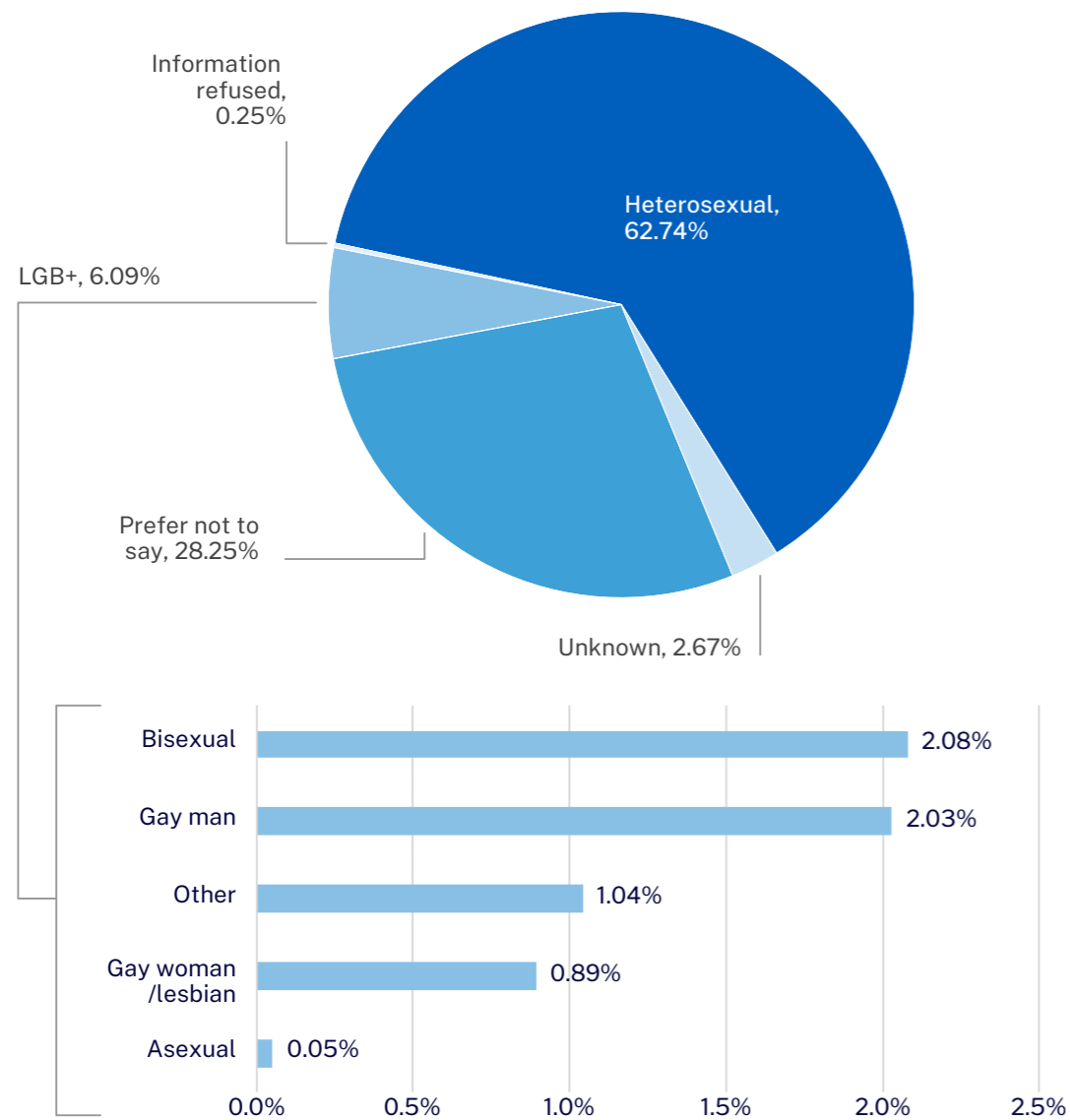
Religion



Sex



Sexual Orientation



Appendix

Appendix (i) EDI data summary

Appendix (ii) EDI training data

Training completion between March 2023 and March 2024:

Type of Training	Completed or Refreshed Training
Equality and Diversity Essentials	570
Managing Diversity	92

Appendix (iii) Equality Analysis

Equality analysis ensures 'due regard' (conscious thinking) for the Equality Act 2010, applicable to both student and staff policy.

Equality impact assessments were undertaken as part of the restructure consultations at the University, with evidence required to demonstrate:

- An understanding that there are differing complexities for each protected characteristic group.
- The impact of the process on each protected characteristic group.
- Wider engagement and involvement.
- Data and information from engagement, consultations, routine data collection (highlighting areas where this is not collected).
- Agreement regarding the impact of the evidence.

