

Athena Swan Bronze application form for universities*

**While we have sought to publish this document in full, some minimal redactions have been made where information may include personal or identifiable data.*

Applicant information

Name of university	University of Greenwich
Date of current application	March 2024
Level of previous award	N/A
Date of previous award	N/A
Contact name	
Contact email	
Contact telephone	

Section	Words used
An overview of the university and its approach to gender equality	2316 Additional 503 words for Organisational Change within Section 1.2
An assessment of the university's gender equality context	3652
Future action plan**	
Appendix 3: Glossary**	
Overall word count	Grand total = 5968 (+ 503)

**These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 6000 words

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University of Greenwich salary and grading structure:

HESA entry	XpertHR mapping	Professional services grade structure	Academic grade structures	Academic grouping
F1	UCEA level 5A	N/A	AC5	Professor
F2	UCEA level 5B	SG10	N/A	N/A
I0	XpertHR level I	SG9	AC4	Associate Professor
J0	XpertHR level J	SG8	AC3	Senior Lecturer
				Senior Fellow (Research and Teaching)
K0	XpertHR level K	SG7	AC2	Hourly Paid Lecturer
				Lecturer
				Teaching Fellow
				Research Fellow
L0	XpertHR level L	SG6	AC1	Researcher
				Lecturer
M0	XpertHR level M	SG5	N/A	N/A
		SG4	N/A	N/A
N0	XpertHR level N	SG3	N/A	N/A
O0	XpertHR level O	SG2	N/A	N/A

Section 1: An overview of the university and its approach to gender equality.

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work.*

Recommended word count: 2500 words

1. Letter of endorsement from the head of the university.

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the university.

Email: vice-chancellor@greenwich.ac.uk

Date: Thursday 28 March 2024

Advance HE
First floor Napier House
24 High Holborn
London
WC1V 6AZ

Dear Athena Swan,

I am delighted to endorse the University of Greenwich's Athena Swan application and give my full commitment to supporting the institution's journey to reattaining the accreditation. As a female Vice-Chancellor, delivering on our commitment to achieve Athena Swan has been a significant personal goal since joining the university in 2019.

I am honoured to be leading an institution with equality, diversity and inclusion (EDI) at its core, underpinned by our strategic priority of Inclusivity and Culture. We pride ourselves on the diversity of our students and staff and strive for improved social mobility and equity as part of our mission to deliver 'Education without Boundaries.'

My Vice-Chancellor's Executive (VCE) discusses EDI issues weekly. We have now recruited a Director of EDI, joining June 2024. In addition, my senior leadership group and I have embarked on a development programme, 'Leading Culture Change,' which supports senior leaders to become role models for the values and behaviours we wish to deliver as part of our institutional strategy. Our sector-leading work to become a Menopause Friendly Employer through normalising conversations on this topic reflects the approach I want to see across the university as we work towards this accreditation.

Through undertaking this process, we have highlighted good practice across the university and 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).

I recognise that there is always more to achieve to ensure our academic and professional services colleagues have clear career pathways towards leadership roles and feel they can grow and develop at Greenwich. We have worked to create a culture where everyone is valued and supported, and which provides equal opportunity to acknowledge societal norms and biases and use this as a vehicle of change.

The university's dedication to Athena Swan principles remains steadfast. I will constantly strive to drive progress towards gender equality and equity for our university community.

Yours sincerely,



Professor Jane Harrington
Vice-Chancellor and Chief Executive Officer
University of Greenwich

Greenwich Campus

Old Royal Naval College,
Park Row,
London SE10 9LS

2. Description of the university and its context.

Please provide an introduction to the university.

Founded as the second polytechnic in the UK, the University of Greenwich is a multi-campus institution based in London and the Southeast with nearly 26,000 students and 2,000 staff (2021/22). We have a diverse staff profile and 35% of our academic staff have non-UK nationalities with little gendered impact. Each campus has a distinct identity, culture and student mix:

- Avery Hill Campus, Eltham, hosts facilities including clinical skills labs, and a healthcare simulation centre (25% students registered*).
- Greenwich Campus sits within a UNESCO World Heritage Site and offers subjects such as business and the humanities (58% students registered*).
- Medway Campus, with its rich naval history, is a shared space with University of Kent and Canterbury Christ Church University providing courses in engineering and science (17% students registered*).

Figure 1.1: Campus map:



Our University Strategy 2030 is underpinned by our commitment to educational excellence and providing HE for all, regardless of background. Our student profile is:

- Largely UK based (72%*).
- UK's 6th highest proportion of students from low socio-economic groups (54%).
- Substantially state educated (98%*), female (57%*), and mature (58%*).

*HESA return 2020/21.

Figure 1.2: Student profile and impact:

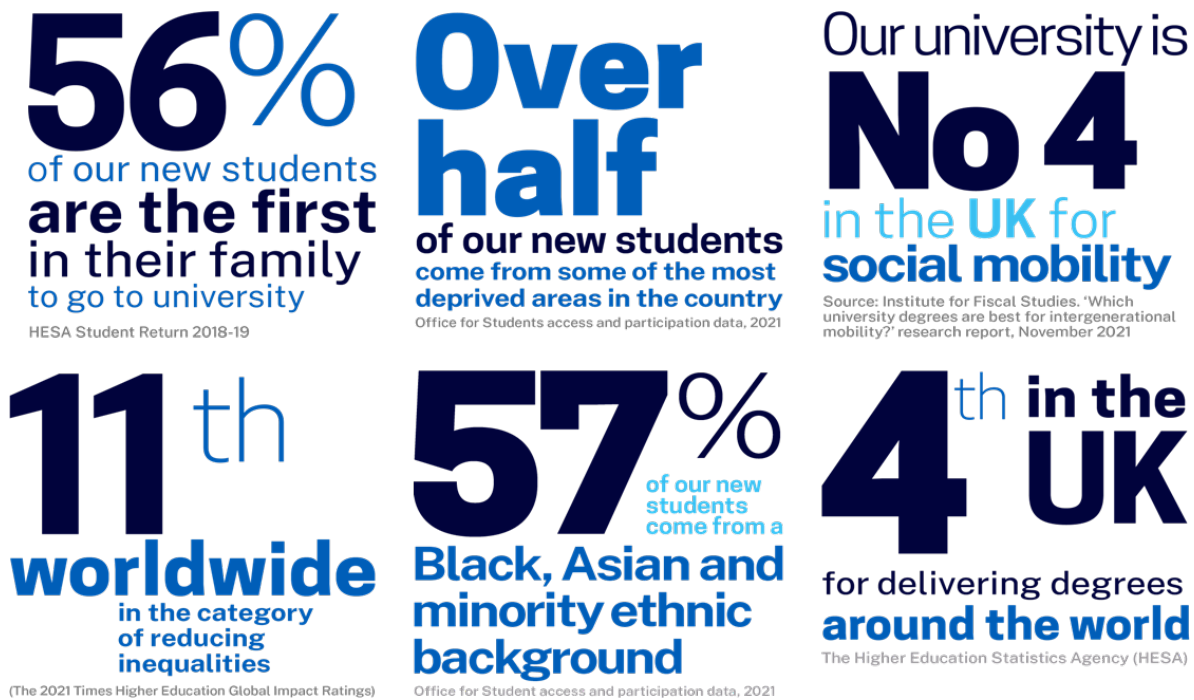
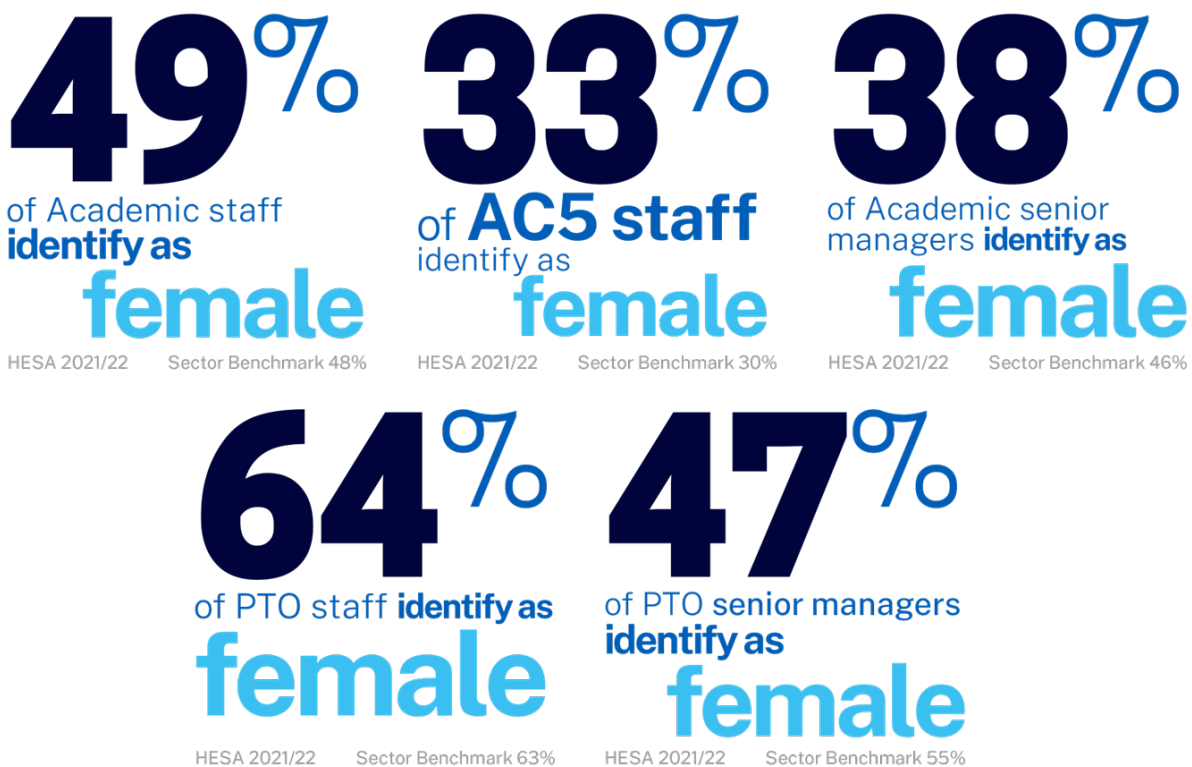


Figure 1.3: Staff profile against the sector:



Our high-quality student experience focuses on research-informed teaching (78th place in REF2021), academic excellence, and a diverse range of strategically aligned courses.

Figure 1.4: Key university awards and achievements:



Our Strategy 2030 has four strategic priorities (**Figure 1.5**), supported by six sub and enabling strategies, which embeds sector-leading EDI, mental health and wellbeing.

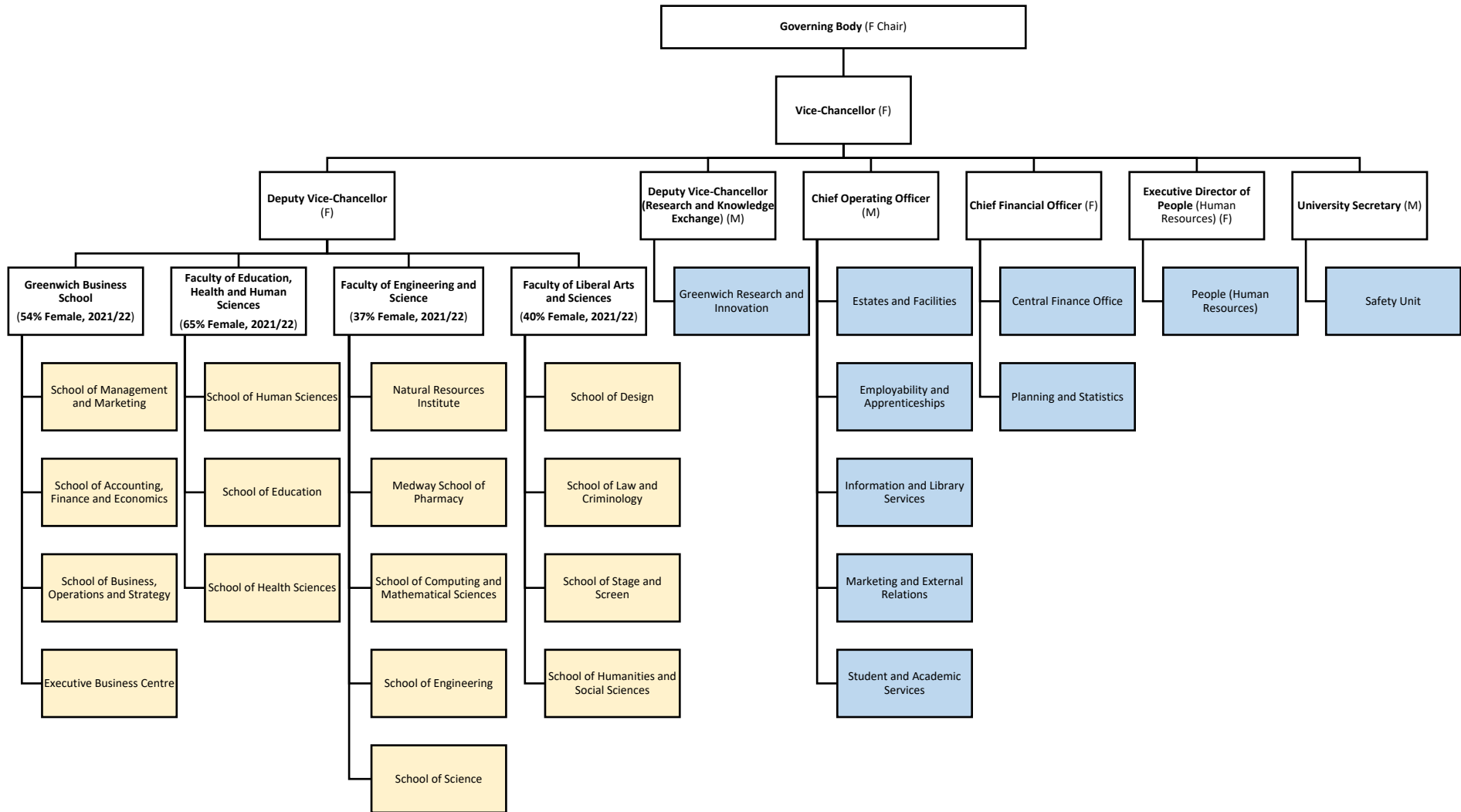
Figure 1.5: Overview of our University Strategy 2030:

Mission	To be the best modern university in the UK by 2030 (A Top 30 University)			
Vision	Education without boundaries		Values	Inclusive, Collaborative, Impactful
			Principles	Creating opportunities Building Partnerships Delivering Impact
Strategic priorities	Student success	Inclusivity and culture	Research and knowledge exchange	Connected and sustainable campuses
Priority themes	Inclusive Recruitment Enhanced Student Experience Best Graduate Outcomes	Sector Leading EDI Staff Development Mental Health	Strategic Partnerships Impactful Research Eco system for Knowledge Exchange	Innovation through technology Distinct Campus Identities Green and Sustainable University
Sub-strategies	Student success <small>(teaching learning and student experience)</small>	Research and knowledge Exchange strategy		Partnerships
Enablers	People (people and EDI)			
	Place (estates, digital and digital engagement and sustainability)			
	Performance (systems and finance)			
Action Plans	Faculty		Professional services	One university
Strategic target	TEF Gold (or equiv.)	Accredited by all major EDI bodies	Top quartile REF and KEF	Financial sustainability (EBITDA)

The university has four faculties (**Figure 1.6**):

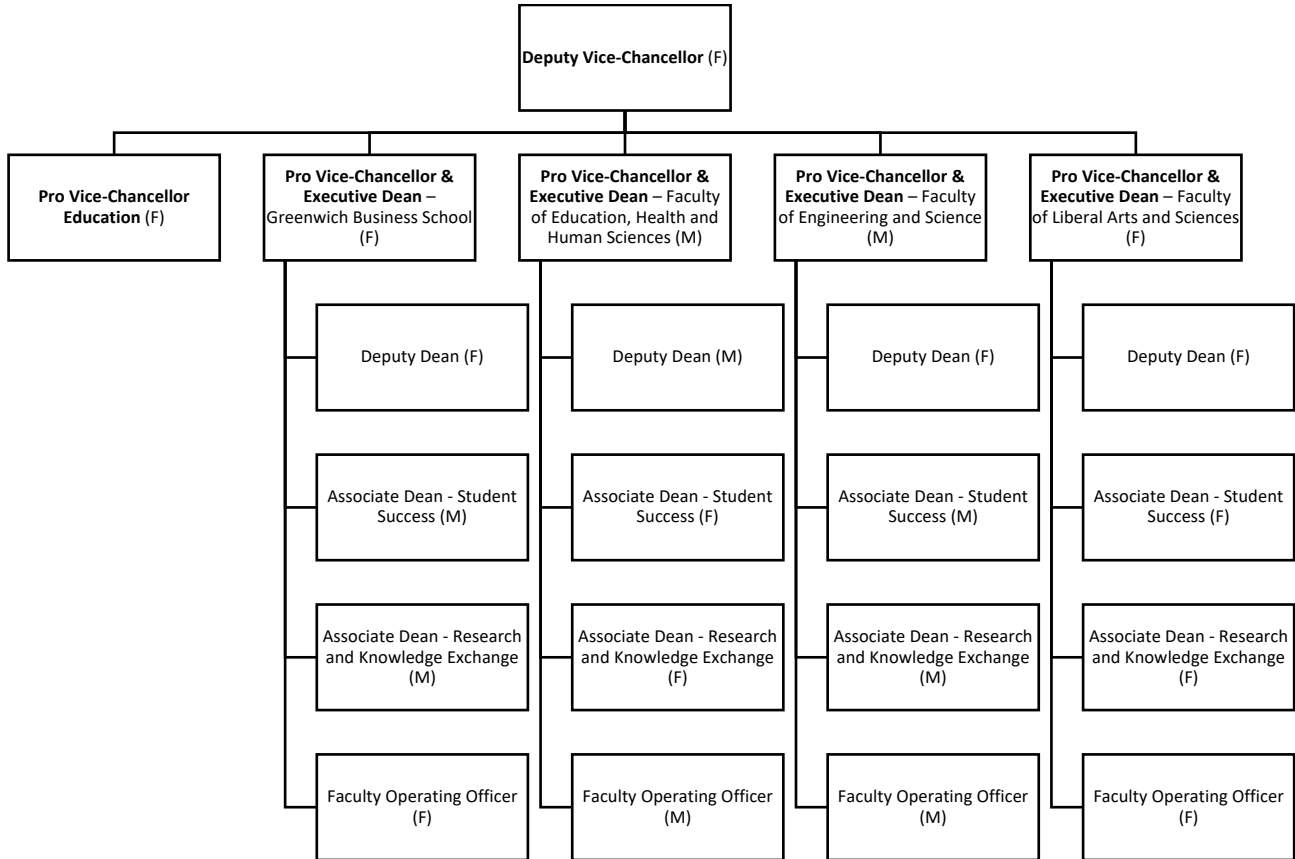
- Greenwich Business School (GBS) covers finance, business, management and marketing.
- Faculty of Education, Health and Human Sciences (FEHHS), focuses on subjects ranging from midwifery to paramedic science, social work to psychology, and nursing to teacher training.
- Faculty of Engineering and Science (FES) is the hub for science, technology, engineering and mathematics.
- Faculty of Liberal Arts and Sciences (FLAS) offers courses across humanities and applied social science subjects.

Figure 1.6: Institutional organisation chart (2022/23):



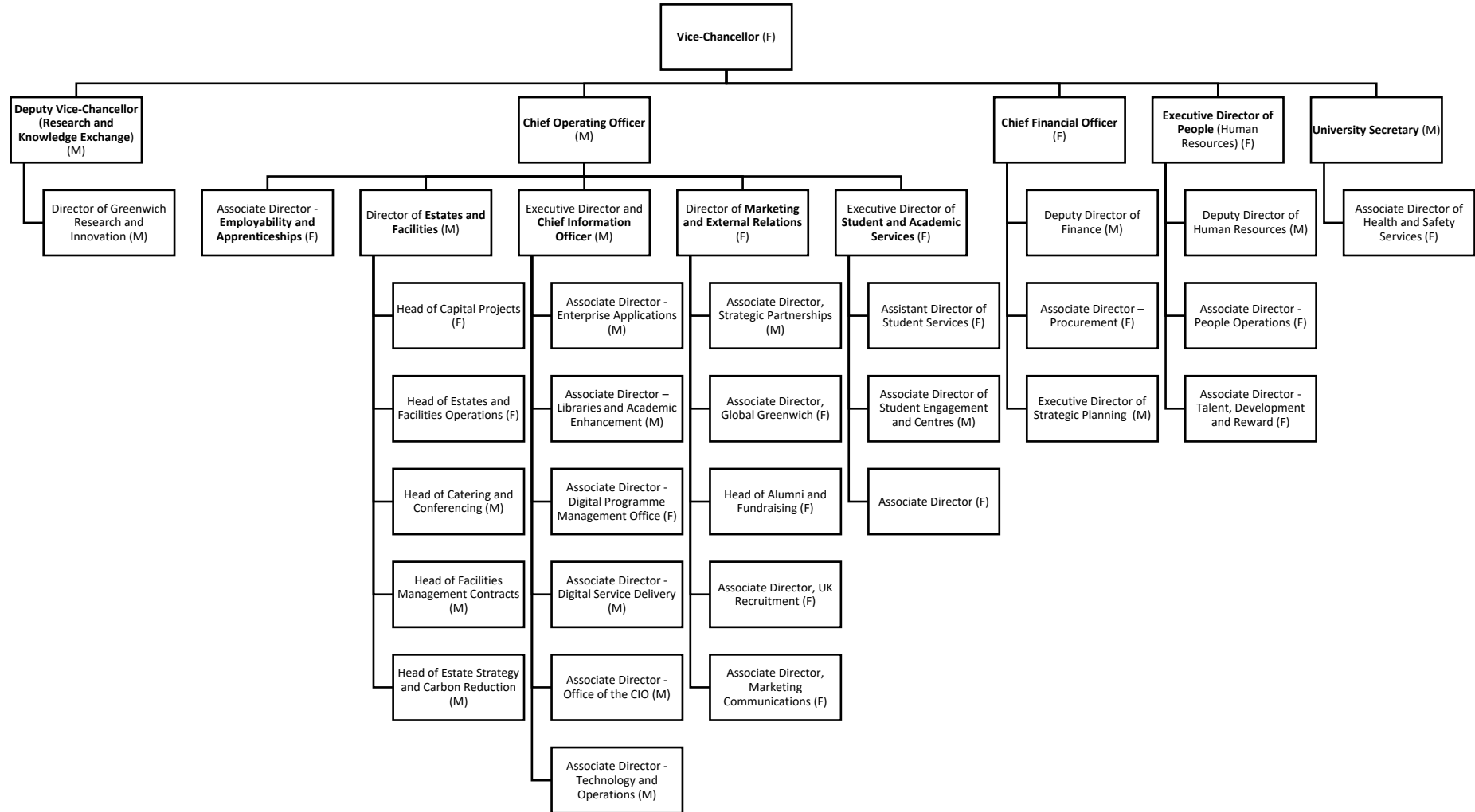
Each faculty is led by a Pro Vice-Chancellor/Executive Dean (PVC) and supported by senior management posts, including a Deputy Dean, two Associate Deans (Research and Knowledge Exchange and Student Success) and Faculty Operating Officer (FOO).

Figure 1.7: Faculty management organisational chart (2022/23):



Our faculties are supported by nine professional services directorates, led by an Executive Director supported by Associate Directors.

Figure 1.8: Professional services management organisational chart (2022/23):



We were granted a Bronze institutional award in 2014, but this was lost after a lapse in the renewal of our application. Currently, none of our faculties or directorates hold a departmental Athena Swan award. We are committed to all four faculties beginning their Athena Swan journey by 2028 to further understand localised student and subject impacts, supported by annual EDI data snapshots (**Action 1.3**).

Student profile.

Undergraduate student numbers have grown, 14,000 (2019/20) to 17,000 (2021/22), with stable gender proportions at an institutional level. FEHHS has the largest proportion of female undergraduate students (84% in 2021/22). GBS and FES have 45% female (2021/22), with both proportions reducing. FLAS has increasing female undergraduate students, 50% (2019/20) to 52% (2021/22).

Postgraduate taught (PGT) numbers have grown, 5,000 (2019/20) to 8,600 (2021/22). In 2019/20 and 2020/21, there were slightly more female PGT students than males (53% and 52% respectively). In 2021/22, there were more male students (51%). FEHHS is the only faculty with more female PGT students (76%) than male. FES has seen the largest growth, with the increase in male PGT students to 52% (2021/22). GBS and FLAS both had around 40% female PGT students in 2021/22. In GBS, this proportion is growing very slowly (37% in 2019/20), while in FLAS the proportion dropped from 44%.

Access and participation

Based on Office for Students Access and Participation data for all full-time undergraduate students, our most significant gap relates to socio-economic status (**Figure 1.2**), reflected in metrics on deprivation, free school meal eligibility and Association Between Characteristics of Students (ABCS), and ethnicity. Our statistically significant gaps in relation to gender based on aggregate data (18/19–21/22), are as below:

- **Access** – female intake is 60.8%, 3.8%pts higher than the sector average. 34.5% of female student intake is from more deprived areas (IMD Quintiles 1&2), 9.7%pts higher than the sector average of 24.8%.
- **Continuation** - female students have higher rates of continuation with 91.7% successfully progressing from their first to second year of study. This is 6.1%pts higher than their male counterparts (85.6%).
- **Attainment** - female students attain good degrees (Firsts and 2:1s) at a rate of 78.9%, 5.5%pts higher than their male counterparts on 73.4%.
- **Progression** - female and male students achieve comparable rates of progression to employment or further study.

In 2020/21, our Black Asian Minority Ethnic (BAME) awarding gap stood at 12.3%pts. The university strategy/Key Performance Indicators (KPIs) are committed to closing the BAME awarding gap.

Supporting interventions include:

- Module and programme monitoring reports.
- Training workshops.
- Developmental student engagement and research.
- Exploring the BAME student journey and challenges faced.

Organisational change.

The university has seen considerable organisational change in recent years. These changes have been driven by a new Senior Leadership Team, including a new Chief Finance Officer in 2019, and the publication of our institutional strategy and supporting sub and enabling strategies. Faculties (including leadership, professional services teams and academic schools) and professional services directorates have been reviewed to ensure they are best structured to support the university to achieve its strategies, goals and aims.

Table 1.1: Timeframe of reorganisation programme:

Area	Timeframe of transformation programme
Greenwich Business School	March – August 2022
Faculty of Education, Health and Human Sciences	March – August 2022
Faculty of Engineering and Science	March – August 2022
Faculty of Liberal Arts and Sciences	March – August 2022
Employability and Apprenticeships	March – August 2022
Finance	March – September 2022
Student and Academic Services	June – October 2022
People (Human Resources)	November 2022 – April 2023
Information and Library Services	August 2022 – August 2023
Greenwich Research and Innovation	February 2022 – October 2023

We reviewed our top-level faculty management structures in 2021/22, leading to the creation of Deputy and Associate Deans (**Figure 1.7**) to support existing PVC and FOO roles. As demonstrated by the growth of Senior Management Research and Teaching contracts within 2021/22 (**Appendix Table 2.2**).

This established a new way of working to deliver our university strategy and develop a structure that reflected our values through new specialist roles in Research and Knowledge Exchange (RKE) and Student Success. This also created a clearer leadership framework with distinct accountability.

Following this, schools within faculties were reorganised. This entailed:

- Moving schools into more academically aligned faculties, e.g., the School of Computing and Mathematical Sciences' move from FLAS to FES to create a STEM hub within the university.
- Creating new schools to align and streamline subject expertise.
- Establishing new management structures to mirror faculty management, e.g., the creation of Associate Head of School – RKE and Associate Head of School – Student Success.
- Providing greater opportunities for management responsibility through an expanded Senior Leadership Team. This enables support for the Head of School with the Deputy Head of School and Associate Heads of School positions rotating on a three-year fixed-term secondment.

These reorganisations resulted in a significant reduction of spans of control across our faculties and schools, reducing management responsibility to an average of five staff per manager.

The professional services directorates were reorganised to ensure the university's sustainability post-Covid and improve its ability to deliver the institutional strategy. Key to these reorganisations was the creation of clearer progression pathways and career opportunities. The majority of SG10 roles have

been subsumed into senior management (admin) roles as part of the reorganisation and therefore, will not be included within representation targets within the action plan.

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

- An understanding that there are differing complexities for each protected characteristic group, which includes gender.
- 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.

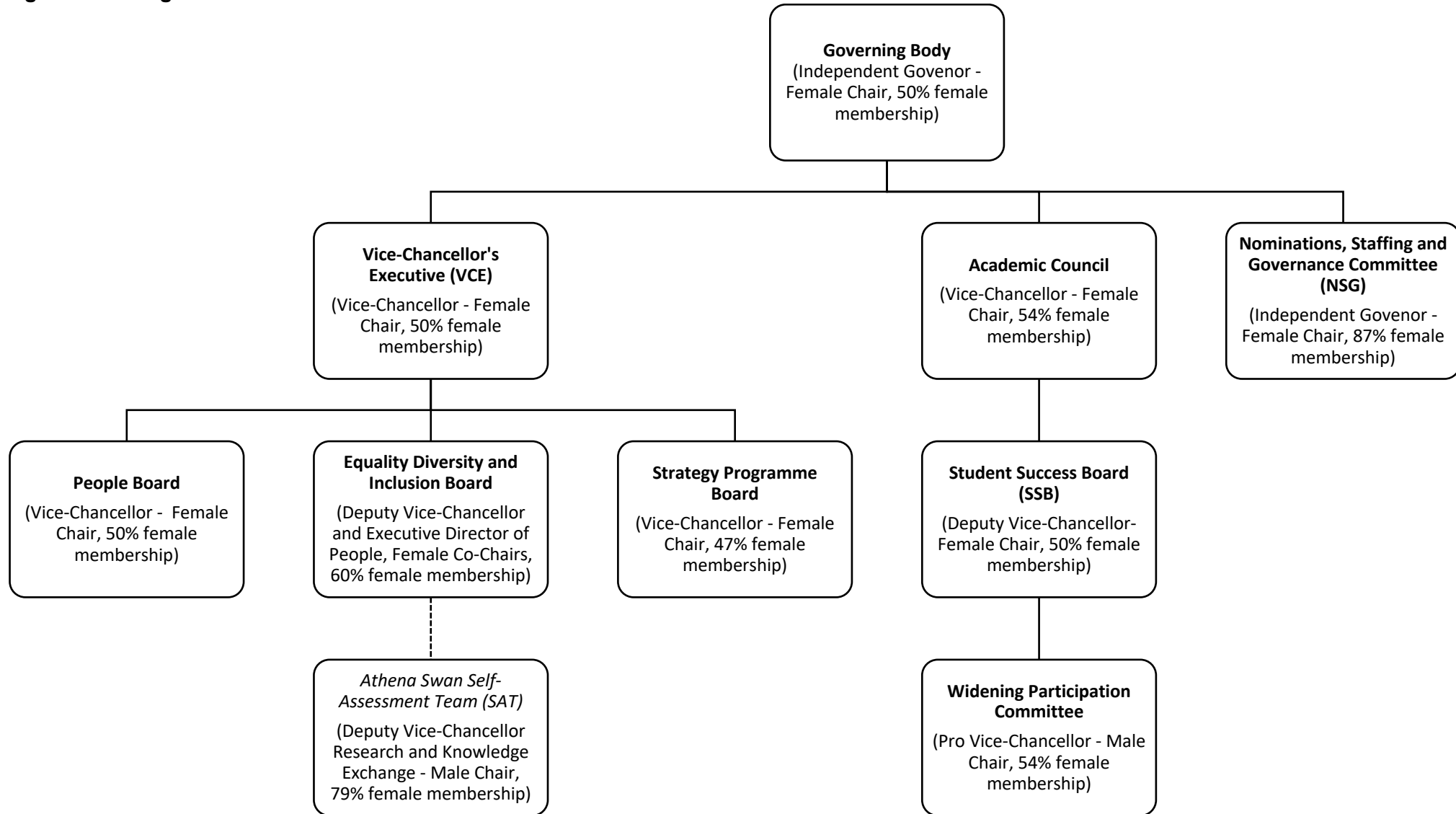
3. Governance and recognition of equality, diversity and inclusion work.

Please provide a description of your equality, diversity and inclusion (EDI) structures, staff and university-level resources.

In 2021/22, our governance structures were reviewed to improve management principles, joint university management accountability and agile decision making - clarifying roles, remits, relationships between committees and supporting resource deployment across faculty/directorate plans to achieve our strategic ambitions.

The Governing Body comprises a board of directors and trustees responsible for our strategic direction and overseeing our governance structure (**Figure 1.9**). Key management decisions on EDI are made by the EDI Board, which includes representatives from our staff network/communities. It reports to VCE and the People Board, which are both chaired by the Vice-Chancellor. EDI Board meetings are recorded by a central secretariat and supported by Central Finance. On topics such as the BAME awarding gap, the EDI Board liaises with the Student Success Board, the Widening Participation Committee and the Strategic Programme Board.

Figure 1.9: EDI governance structure:



Our values and principles (**Figure 1.5**) are embedded within the Academic Framework, establishing the expectations for progression criteria for academic staff. This is underpinned by:

- Academic Workload Planning (AWP): manages tasks of academic staff in four domains:
 - Teaching and Learning.
 - Research and Knowledge Exchange.
 - Leadership and Management.
 - Academic Citizenship and Leadership.
- Performance review: evaluates staff members' goals and achievements and provides feedback and support.
- Academic promotion: recognises and rewards the excellence of academic staff.

For Professional, Technical and Operational (PTO) staff, the Professional Services Career Framework (PSCF) articulates nine core competencies, with inclusivity at its core, that support career progression/planning.

All staff activity recognises that supporting EDI is part of our culture and key to personal, career development and our annual appraisal cycle, where staff reflect on Inclusivity and Culture. Further initiatives that support gender equality include:

- Investment in faculties/directorate EDI groups to develop plans for addressing local priorities.
- Award-winning support from the Menopause Working Group.
- Support for staff networks/communities and mentoring schemes for women and underrepresented groups.
- Activities celebrating good practice/role models in EDI e.g., BAME 365.
- Signing the Tech Talent Charter to support women's careers in technology.
- Restructuring research into impact-orientated, interdisciplinary centres/institutes (e.g., Centre for Inequalities), addressing the United Nations Sustainable Development Goals.
- Periodic EDI reviews by internal auditors to identify areas for improvement e.g., our data reporting and tracking of training completed.

4. Development, evaluation and effectiveness of institutional policies.

Please describe the processes in place for developing, evaluating and revising university policies.

A role in the People Directorate is responsible for staff policy development and review. Policies are scrutinised to ensure they are fair and inclusive, aligning with the university strategy. Research is conducted on employment law, CIPD advancements, sector practice and regulatory bodies. Equality analysis ensures 'due regard' (conscious thinking) for the Equality Act 2010, applicable to both student and staff policy.

Stakeholders, including the Vice-Chancellor and recognised trade unions, scrutinise draft policies. Staff networks/communities and Employee Relation Managers are consulted and notified if suggestions are incorporated. Policy is ratified by the Joint Negotiation Committee, which incorporates recognised trade unions, and are announced via internal communications. Information on new operational processes or benefits are disseminated through line manager leadership meetings and training sessions. Audit processes and colleague engagement consultation help ensure our existing policies are effective and impactful. Culturally, staff are encouraged to bring their 'whole self' to work showcased by our Menopause Policy, an addendum to our reviewed Sickness Absence Policy following a campaign for better support by one female colleague. It also reflects the needs of trans, non-binary staff and male staff indirectly affected by the menopause.

In 2021, our core people policies were reviewed via a policy engagement project, inviting selected staff to share their experiences. Project outcomes include:

- 'Due regard' in Performance Management and Sickness Absence Policies.
- Introduction of staff 'Wellbeing Days'.

Our LGBT+ Staff Community reviewed family leave policies to include gender neutral language incorporated within our Stonewall Submission 2022. All subsequent policies incorporate gender neutral language.

Aligned with the university strategy, student policies are assessed against the HE statutory and regulatory environments and good practice in the sector. Policies outline the responsibilities, rights and expectations of students and staff following consultation with students and faculties and scrutiny by the Learning, Quality and Regulations Committee and are approved by SSB.

Policies underpin standards and compliance relating to laws and regulations and divide into two categories: governing the academic experience (e.g., regulations/procedures for academic courses) and wider university life (e.g., student terms and conditions). Student-focused directorates implement our student-facing policies. Students provide feedback via representation on boards, the Students' Union and societies, and via their communication and campaign channels. Policies and regulations are published on the university website and are accessible to all students and staff.

5. Athena Swan self-assessment process.

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university's future gender equality work.

Our SAT is chaired by the Deputy Vice-Chancellor (RKE). Membership was established through expression of interest published via internal communications. Others were asked to join due to their experience or as chairs of staff networks/communities. The diverse membership includes academics, professional services and technical staff (**Table 1.2**). SAT membership was supported by VCE communications with time allocated via appraisal. For academic staff, time was allocated through AWP, with SAT membership contributing to academic leadership within the promotions process. Submission drafting was delivered by the EDI Officers.

The SAT met monthly from June 2023 to the submission deadline, covering topics such as:

- Mandatory data trends, analysis by a researcher.
- Orientation to the Transformed Charter.
- Allocation of sub-groups to draft submission content.
- Providing feedback on priorities identified.
- Consultation on actions and initiatives.
- Appreciating holistic approach to gender equality.

Table 1.2: Self-Assessment Team membership:

Name	Job title	Faculty/directorate	SAT role	Gender	Campus	AC/PTO/SM	PT/FT
	Equality, Diversity and Inclusion Officer	People Directorate	Athena Swan Project Manager and application editor				
	Deputy Dean – Education, Health and Human Sciences	Faculty of Education, Health and Human Sciences	Member				
	Professor in Computer Science	Faculty of Engineering and Science	Member				
	Deputy Dean – Faculty of Engineering and Science	Faculty of Engineering and Science	Observer and Co-Chair of Race Equality Charter Self-Assessment Team				
	Associate Professor in HE Learning and Teaching	Information and Library Services	Member				
	Research Finance Officer	Central Finance Office	Member				
	Associate Professor in Banking and Finance	Greenwich Business School	Member				
	Research and Project Officer	People Directorate	Member, lead on focus group analysis and Co-Chair of Disabled Staff Community				
	Senior Lecturer in HE Learning and Teaching	Information and Library Services	Member				

Name	Job title	Faculty/directorate	SAT role	Gender	Campus	AC/PTO/SM	PT/FT
	Senior Teaching Fellow in Employability	Greenwich Business School	Member and Co-Chair of Women's Network				
	Head of Advocacy and Policy	Greenwich Students' Union (GSU)	Member				
	Senior Equality, Diversity and Inclusion Officer	People Directorate	Member and application editor				
	Senior Lecturer in Mental Health Nursing	Faculty of Education, Health and Human Sciences	Member				
	Associate Professor in Criminology	Faculty of Liberal Arts and Sciences	Member and Co-Chair of Women's Network				
	Head of Estates and Facilities Operations	Estates and Facilities	Member				
	Head of Communications	Marketing and External Relations	Observer				
	Senior Lecturer in LLLS (Numeracy)	Faculty of Education, Health and Human Sciences	Member				
	Senior Workforce Policy Officer	People Directorate	Member				
	Associate Professor in Psychology	Faculty of Education, Health and Human Sciences	Member				
	Senior Internal Communications and Engagement Manager	Marketing and External Relations	Member				

Name	Job title	Faculty/directorate	SAT role	Gender	Campus	AC/PTO/SM	PT/FT
	HR Cloud Analyst	Information and Library Services	Co-lead on Athena Swan data provision				
	Deputy Dean – Greenwich Business School	Greenwich Business School	Member				
	Senior Lecturer in Forensic Science	Faculty of Engineering and Science	Member				
	Senior Scientific Officer	Faculty of Engineering and Science	Member and representing the Technician Commitment Steering Group				
	Lecturer Clinical and Professional Practice	Medway School of Pharmacy	Member				
	Deputy Vice-Chancellor (RKE)	Vice-Chancellor's Office	Chair				
	Senior Data and People Analytics Adviser	People Directorate	Co-lead on Athena Swan data provision				
	Associate Director Talent, Development and Reward	People Directorate	Member and action plan editor				
Totals:				79% female (above institutional profile 56% female 2021/22)	43% AH 39% Gre 14% Med 4% dual location	36% PTO 7% PTO/SM 39% AC 14% AC/SM 4% GSU	11% PT 89% FT
<u>Intersectionality of SAT/protected characteristics composition:</u>							
<ul style="list-style-type: none"> Age range 14% 25-34, 18% 35-44, 43% 45-54, 21% 55-64 and 4% 65+ 							

Name	Job title	Faculty/directorate	SAT role	Gender	Campus	AC/PTO/SM	PT/FT
<ul style="list-style-type: none">• 14% BAME identity/heritage• 29% carers• 18% disability• 11% LGBT+							

Core culture questions on Athena Swan were included within our all-staff survey (July 2023), which was completed by 1,427 (66%) staff. Future surveys will be conducted biennially and seek to improve participation and intersectional analysis (**Action 4.2 and Action 4.3**). To preserve anonymity, results have been disaggregated in groups higher than ten and results by gender are reported as a sub-set of the population.

Table 1.3: Survey results disaggregated by area and gender:

	Female	%	Male	%	Any other gender	%	Prefer not to say	%	Unknown	%	Total
Total	755	53%	489	34%	16	1%	137	10%	30	2%	1427
Academic		44%		40%		1%		11%		3%	
Professional services		60%		29%		1%		9%		1%	
Research		57%		38%		0%		5%		0%	
Senior management		49%		45%		0%		4%		2%	

The SAT conducted focus groups, with questions around initial key priorities, to explore colleagues 'lived experience', including one with the LGBT+ Staff Community.

Progress reports were provided to the EDI Board (**Figure 1.9**) and feedback was gathered from VCE on our key priorities. The final application was reviewed and approved by the Vice-Chancellor and wider senior leaders, following consultation on our KPIs.

After submission, we will promote the outcome (**Action 3.1**) and establish an Athena Swan Working Group (ASWG) (**Action 1.1**) to monitor and implement the action plan (**Action 1.2**). The Deputy Vice-Chancellor (RKE) will continue to chair and will be accountable for action plan delivery and reporting to the EDI Board. We recognise that BAME staff, males and students are underrepresented and will seek to address the diversity of the group, to mitigate inequalities (**Action 2.1**). The EDI Board will have action plan updates as a standing agenda item to review progress and steer decisions. Funding/resource bid requests will be approved centrally via the People Board.

ASWG will meet each academic term, increasing frequency closer to submission deadline. Action plan progress will be reviewed annually, refreshing ASWG composition with relevant action owners alongside core members. A dashboard will support the Athena Swan Project Manager to monitor day-to-day progress, with an audit taking place in 2026 to RAG-rate and assess impact. Our EDI Unit will relocate to the Vice-Chancellor's Office to support action plan delivery.

Section 2: An assessment of the university's gender equality context.

In Section 2, applicants should evidence how they meet Criterion B:

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant.*

Recommended word count: 3500 words.

1. Culture, inclusion and belonging.

Please describe how the university ensures their culture and practices support inclusion and belonging.

We aspire to an inclusive culture that fosters freedom of expression through celebrating gender equality and the diversity of our staff and students. Reflected through our university strategy and sub-strategies, modelled by our female-majority senior leadership team (**Figure 1.6**), instilled by our values and behaviours (**Figure 1.5**) and in our staff communications and engagement activity.

Staff networks/communities, GSU societies, and informal groups within faculties and directorates provide a 'safe space' for staff and students to feel accepted and recognised for who they are without fear of exclusion.

Staff networks/communities.

Priorities of our staff networks/communities are established by their membership and have strategic influence through representation on the EDI Board. Networks/communities share workloads through executive committees with self-defined roles, including chair/co-chairs. Liaison roles represent other networks on intersectionality e.g., events on addressing racism (to encourage colleagues to start honest conversations about race), jointly run by the Women's Staff Network and the Diversity Interest Group (DIG).

In 2021/22, an external review of our staff networks resulted in:

- Chairs allocated half a day each week for network activity.
- Development opportunities for chairs e.g., coaching.
- £8,000 budget per network annually.

Table 2.1: Key achievements of staff network and communities:

Name	Key achievements 2021/22
BAME Staff Network.	<ul style="list-style-type: none"> • Discussion with Director of Policing and Equalities for the Mayor of London on the Advance HE Race Equality Charter. • Celebration of Diwali.
Disabled Staff Community.	<ul style="list-style-type: none"> • ‘Lunch and Learn,’ including a sign language session. • Collaboration with the GSU Disability Network. • Articles marking Disability History Month.
LGBT+ Staff Community.	<ul style="list-style-type: none"> • Screenings of award-winning documentary ‘Rebel Dykes’. • Webinar exploring the lives of queer parents. • A queer anthology by trans and queer poets, featuring staff and students.
Women's Staff Network.	<ul style="list-style-type: none"> • Social events, including mental health check-ins and a book club. • External speakers, including Dr Sally King on menstruation myths. • Workshop on creating more streamlined and impactful work. • Writing retreats for preparing appraisals. • Sixteen events to amplify the voices of a diverse range of women in response to gender-based violence and the murder of Sarah Everard.

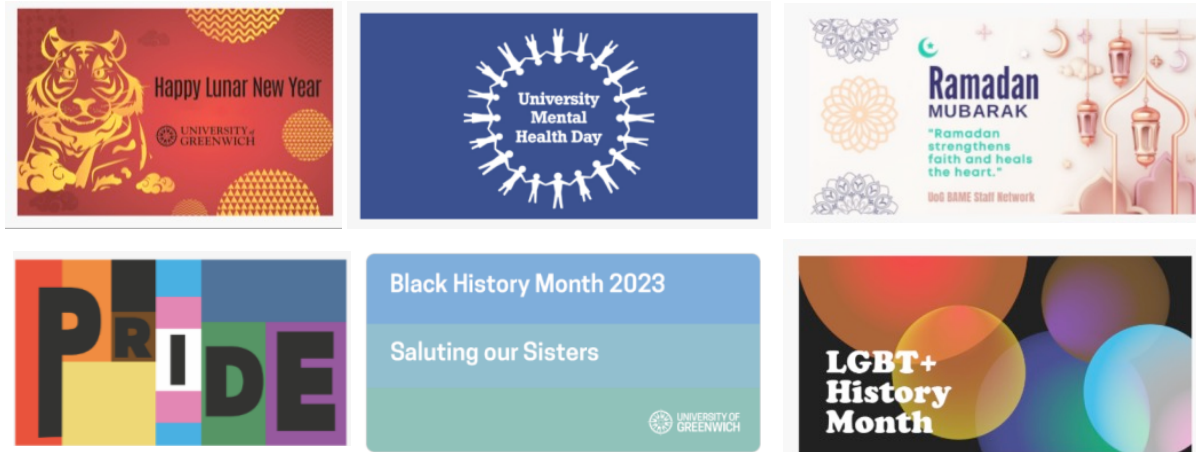
Appraisals, career frameworks and the Annual Staff Awards recognise participation in our networks/communities. Feedback suggests that EDI identity is promoted through time allocated to developing network events, which focus on activism, networking, and learning opportunities. During the Covid pandemic, feedback suggested network activity accelerated during online working ensuring continued connection between colleagues, with hybrid provision improving event engagement e.g., the DIG EDI Conference. We will address visibility of time allocation (**Action 6.1**).

Staff engagement.

The university's communications and engagement channels, including the staff portal, digital display screens and staff events, reflect and promote university values and give staff opportunities to share their lived experiences and identities. Many events take place between 10am and 3pm in person/online, to maximise opportunities for our diverse community to attend as part of our commitment to inclusivity.

The People Directorate provides an EDI events calendar in collaboration with our staff networks/communities with information on faiths, festivals, observances, culture, mental health and wellbeing.

Figure 2.1: Diversity tiles from internal portal:



Student

engagement and voice.

The GSU has over one hundred societies connecting students through their interests and identities. A GSU student survey (2019/20) identified their needs relating to study, support, opportunities, inclusive social spaces, and events. It acknowledged a strong working relationship with the university through direct student representation within governance structures to raise student priorities and enable collaborative institutional decision making. Changes to the GSU voting system ensured inclusivity and encouraged diversity of all student voices, including international students. In 2021/22, all GSU officers elected represented BAME identities – with an international student as president.

In 2022, our NSS ranking for Student Satisfaction was 76%, showing four points of growth in 2021 and six points against the sector, and had little gender impact. Our NSS Task Force has driven improvements, with annual student surveys at each programme level and paid student engagement, involving lived experiences to embed inclusivity.

The university has endorsed and established key projects/initiatives to tackle student inequalities including:

- £8 million investment in facilities for NHS partnered health sciences, including a global-first manikin representing a child with Downs Syndrome.
- A retention project targeting barriers facing students most at risk of dropping out by providing support for mental health difficulties, financial hardship, and concerns relating to instability within country of origin. Impact highlighted through continuation rates for ABCS Quintile 1, above sector benchmark.
- Flexible additional courses provided to support student attainment, including academic writing, reading for university, academic integrity, and Global English.
- Support for financial difficulties e.g., the care leaver, low-income households, and commuter bursaries.
- Sector-first initiative Support Through AccessAbility Retention and Transition enables disabled students to achieve their full potential.
- Specialised and consistent first line support for students reporting sexual violence, with fifteen trained Sexual Violence Liaison Officers, in response to Changing the Culture (2016).
- A Trans W/rites event and anthology publication hosted by trans/non-binary creative writing students that showcase poetry speaking to lived experiences.

Recruitment and induction.

The Vice-Chancellor's welcome on our Greenwich Jobs page encourages applications from diverse and underrepresented communities, and highlights benefits (such as parental leave) and our wider diversity statement.

Our recruitment practices include:

- Mandatory panel members training, covering unconscious bias (220 attended, 2021/22).
- Blind shortlisting for professional services (PS) roles.
- Minimum two members on diverse shortlisting panels.
- Mandatory diversity on interview panels, including gender, minimum three members and an external colleague.

Academic recruitment data shows underrepresented female applicants for roles AC2 and above and an issue at shortlisting for AC3 and above (**Key Priority Two**). Actions will be introduced to encourage female applicants and mitigate bias in the recruitment process (**Action 12.1, 12.2, 12.3 and 12.4**).

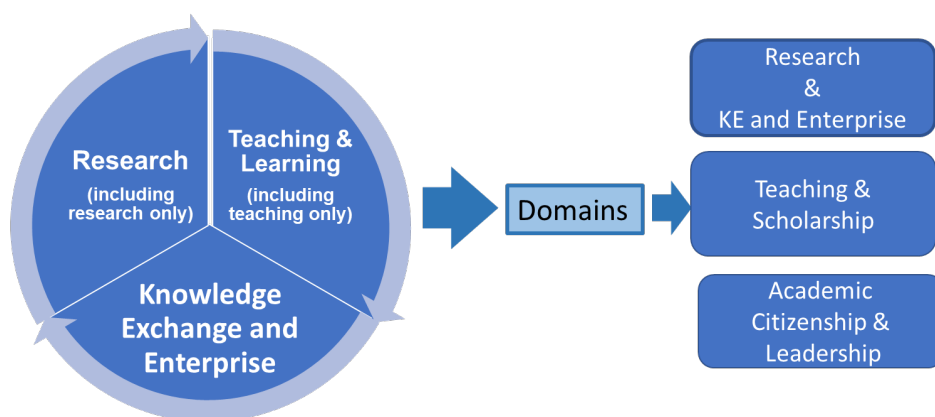
Majority of recruitment for PTO roles occurs between SG1 to SG6, with more women recruited up to SG8. Roles at SG9+ have fewer female applicants compared to lower grades. Actions have been identified to support recruitment of senior PTO women (**Action 9.2 and 9.3**).

Our induction process includes a strategic vision presentation from senior leaders and invitation to connect through a buddying system. Staff survey results indicate 65% of staff would recommend the university as a great place to work, increasing to 78% for staff with fewer than two years' service.

Job mobility via career pathways.

Job mobility for academic staff occurs through a promotions process with three pathways. All academic staff are eligible to apply for promotion at any appropriate level in each annual cycle.

Figure 2.2: Flow chart of pathways:



For each pathway, staff must demonstrate impact against four domains (outlined page 18). Feedback suggests recognition can be frustrated due to contract function e.g., teaching-only contracts where we see a higher representation of women compared to our institutional average – having no research time.

Focus group feedback suggests women spend more time on administrative work, pastoral care for students, caring responsibilities and take more carers leave compared to male colleagues. For example, women often attend Open Days as role models or because they are perceived as better at this activity, detracting from research time or profile-building activity.

“Women are often willing to do [outreach activities] because they know it’s important to inspire the next generation, and that workload needs to be accounted for.” (Academic, 2023).

For PTO staff, focus group feedback suggests despite PSCF launch there is little opportunity for job mobility without moving area or leaving the university. PTO staff can apply to the Grading Review Assessment Panel (GRAP), but this is seen as inequitable. Applications are only made once progression has been discussed, which relies on the line manager’s approval. Actions will be introduced to embed the PSCF and address PS job segregation (**Action 5.1 and 5.2**).

“There is no clear path for professional services staff, you just look for another role.” (PTO, 2023).

Training.

Training supports our university strategy and is coordinated by the People Directorate and our development partners across the institution.

Table 2.2: EDI development opportunities:

Activity:	Staff group:	Detail:	Attendance Gender balance in 2021/22:
EDI Essentials.	Mandatory since 2017 - all staff.	Completed within 3–4 months of joining with a training refresher every three years.	210 completed (61% female) with 825 overall 2019-2022.
Managing Diversity.	Mandatory - line managers.		44 overall (61% female).
Aurora Programme.	All women up to and including AC3 and SG8.	Addresses core leadership areas associated with female success.	Supported 116 colleagues over 10 years (79 are still employed by the university with 56% promoted; 17% have changed roles).
Southeast Action Learning (SEAL).	All women leaders/aspiring leaders.	6-month cross-institutional programme creating a network of women leaders.	12 women (2022 cohort).
Allyship and bystander training.	All staff.	Peer-to-peer online training on discrimination and related allyship.	60 people (no gender disaggregation available).
LGBT+ awareness training.	LGBT+ Staff Community membership.	Training on legislation and language relating to LGBT+. (included on core programme 2022/23).	Unknown.
Women's Higher Education Network (WHEN).	All women.	Access to events and WHEN mentoring programme.	Free membership.
Change Makers Programme.	SG9/10 or AC4/5.	Establish creative problem solvers to deliver Student Success Sub-Strategy.	56 overall (48% female).
Herschel Programme.	Women technicians.	6-month leadership programme.	

Staff survey results suggests despite knowledge of access to training and development there is a lack of a structured connection between career mobility and training needs to understand the opportunities for career development. Focus group feedback indicates opportunities for personal development are not always explored through appraisals with line manager's personal biases.

“There’s a general lack of respect for the appraisal system for PS staff.” (PTO, 2023).

Actions introduced will support PTO and academic staff with continuing career conversations outside the appraisal cycle (**Action 5.2**) and initiate a culture of sponsorship (**Action 7.3**).

Decision making and ‘voice.’

When asked if contributions are valued, survey results show a lower level of satisfaction for women and non-binary staff compared to men and overall. Similarly, when asked if their opinion is sought on decisions that affect their work, overall satisfaction is lower still with similar gendered impact. Support voice and visibility of non-binary staff will be a key priority (**Key Priority Five**).

A stagnation point within career pathways for women, infers grade influences the weight of specific ‘voices’ within the PTO workforce, which is dominated by females (64% female 2021/22), but with males dominating in technician and senior management. SG7 is the point for stagnation for PTO women/BAME staff against our overall PTO workforce. While representation of SG7 females and above has improved, females are underrepresented up to senior management level (**Key Priority One**).

For female academic staff, representation stagnates at AC4 (AC3 for female BAME academics. Slower progression from AC4 to AC5 may indicate an inequitable access to opportunities e.g., platform for raising national and international profiles (**Key Priority Three**).

“Self-promotion doesn’t necessarily come naturally to all women.” (Academic leader, 2023).

Underrepresentation at higher grades impacts on the ‘voice’ at senior level. Women generally report feeling unsupported despite defined career pathways. They are impacted by ‘imposter syndrome’ and the perception that outspoken women are difficult or aggressive. The university’s gender pay gap for 2022 (10.7%pts) further indicates that imbalances within leadership roles are an issue (**Action 9.4**). Women’s mobility is underpinned by our ‘No mean gender pay gap by 2030’ KPI as:

- In our 2022 report, the three lowest quartiles are dominated by women, while the upper quartile is dominated by men.
- Our ethnicity pay gap highlights BAME females experience a double pay gap, for ethnicity and gender.

Bullying/harassment.

Staff survey results show that 60% of staff feel there would be no negative impact for reporting bullying/harassment. However, 40% are neutral or disagree, which suggests that further investigation is required (**Key Priority Four**).

There appears to be a lack of understanding, with no significant gendered impact, about reporting incidences, with 49% of respondents remaining neutral when asked if satisfied about how bullying/harassment is addressed. Focus group feedback suggests the ‘Report and Support’ tool (introduced February 2023) is not widely known (**Action 18.1**).

Facilities.

Inclusivity is a core consideration across all campus physical spaces. Initiatives include:

- Prayer rooms that can separate genders for worship.
- Adjustable-height benches and fume hoods in laboratories.

All new capital developments are committed to going beyond accessibility regulations to future proof welfare.

Additional gender-neutral toilets have been introduced and disposal facilities for sanitary products are provided. The busiest toilets are stocked with free sanitary products.

Working patterns.

We continue to strive to be a responsive employer by enabling staff work flexibly while meeting our business needs. Working arrangements are agreed with line managers. If an informal request is declined, a formal request can be made via the People Directorate. Requests are considered objectively, refused only if there are clear business reasons outlined in our Flexible Working Policy. Students and staff are encouraged to download the Safezone app to support late or lone working.

Survey responses indicates the university enables flexible working with a slight gendered impact. Feedback suggests requests are not dealt with equitably across the institution and often rely on the line manager's discretion, influenced by their capacity to adopt a trusting flexible approach.

"Making sure policies are clearer, so how a policy is applied, does not depend on having a nice manager. There is a need for more parity across teams or departments." (Survey respondent, July 2023).

Focus group feedback indicates PTO and academic roles are viewed differently e.g., some PTO roles are seen to better balance hybrid/campus working but are more geographically constrained, reducing the possibility of changing jobs.

Caring responsibilities.

74% of men felt appropriate action was taken to mitigate the adverse impact of Covid, compared to 67% of women. We interpret 'adverse impact' to include career progression and development, with women impacted due to childcare/home schooling and elderly care responsibilities.

39% of staff indicated having caring responsibilities for children or another adult. Our leave policies support staff navigating a 'whole life balance' from parental leave provisions to emergency childcare. Initiatives include facilities for breast feeding and breast milk storage.

Feedback indicates carers leave and childcare are key career stagnation points for females:

- Female staff returning to work feel less able to cope with job stresses compared to male colleagues.
- Following a career break, women have less understanding of career opportunities than male colleagues.

"My confidence dropped a great deal when I came back from maternity leave and it took me probably a good two years to get back to where I was before I went on that leave." (PS Leader, 2023).

Focus on improved experience for career returners will be a key priority (**Key Priority Six**) and underpins addressing job segregation (**Key Priority One**).

Menopause.

As a committed Menopause Friendly Employer, we provide guidance, support and awareness training (delivered to 194 staff as of 2021/22). Our event on World Menopause Day included a talk from Carolyn Harris MP, Chair of the All-Party Parliamentary Group on Menopause.

We are embedding menopausal support into our working practices e.g.:

- Providing safe space 'menopause cafes' to talk about menopause experiences.
- Introducing Menopause Champions in faculty/directorates.
- Investigating personal protective equipment provision in different styles for breathability and ease of laundering.
- Consulting the Menopause Group to draft a Heating and Cooling Policy to provide access to fans and heaters in areas without air conditioning.
- Recognition through Menopause Friendly Accreditation (**Action 8.1**).

We need to better understand how our physical infrastructure influences working practices and expectations, which negatively affects women (**Action 8.2**).

LGBT+ staff experience.

Overall, survey results indicate staff feel university leadership activity supports equality, including identity. In 2023, we retained Stonewall's Top 100 Employers UK Gold rating and ranked 20th.

However, when asked if staff feel they can be their true selves at work, 59% of non-binary respondents remain neutral or disagree, suggesting further visibility of our non-binary community and wider awareness of gender identity is needed.

Intersectionality analysis has improved across the data years; however, low disclosure for LGBT+ and disabled identities impacts data use. Actions will be implemented to improve availability and scope of data integrity for future submissions (**Action 4.1, 20.1 and 20.2**).

2. Key priorities for future action.

Please describe the university's key issues relating to gender equality and explain the key priorities for future action.

Our action plan addresses six key priorities, adopted following an evidence-based analysis of inequalities by the SAT. Our action plan will enable cross collaboration, add value to existing work, and support our ambition for gender equity.

1. Address job segregation in PS roles.

There is currently no automatic promotion pathway for PTO staff, with progression dependent on open recruitment to roles at a higher grade. Roles are advertised internally before being advertised externally. Alternatively, the GRAP process assesses whether a role has become more complex in response to changing university demands, providing job mobility but is not a promotions process. To

improve mobility, the university launched the PSCF; however, feedback suggests it has not been fully adopted. Actions to re-launch and embed the PSCF (**Action 5.1 and 5.2**) will improve visibility of progression routes (**Action 7.1**).

Institutionally, women hold most PTO roles (64% 2021/22), specifically across professional and administrative positions, yet their numbers decline in higher grades. In senior manager and technician roles, men are in the majority; however, there is a positive trend of female representation. Accreditation by the Technician Commitment will provide clearer development and visible career pathway opportunities for technician staff (**Action 10.1, 10.2 and 10.3**).

“There is a very stark difference between staff and management, in terms of age and race. There are very few women of colour at management levels.” (Professional, 2023).

Developing a talent pipeline for internal staff starting at SG7 up to senior management will address female underrepresentation through visibility of role models and training (**Action 7.2 and 9.2**). Recruitment data indicates more women are being hired institutionally, despite a positive trend a hiring issue begins at SG8. Actions will support inclusive recruitment for female applicants (**Action 9.1 and 9.3**), including addressing the growth of women on fixed-term contracts (**Action 11.1**).

2. Enhance and embed inclusive recruitment and selection processes for academic staff.

Data outlines female academics are not applying or being shortlisted for roles. Actions will improve transparency and perception of the university as an inclusive employer (**Action 13.2**) and our benefits (**Action 13.1**).

Most academic recruitment occurs at AC2 with trends mirroring the institutional average, equating to a decline in applicants interviewing but hiring above the institutional average. A shortlisting issue occurs at AC3. Actions will ensure recruitment processes challenge persistent inequalities and are diverse and inclusive (**Action 12.1, 12.2, 12.3 and 12.4**).

3. Increase the proportion of women in AC5 positions via academic promotions.

Women are underrepresented at AC5; however, the trajectory is positive, albeit female BAME academics significantly underrepresented from AC4, (**Action 15.1**). Actions will introduce an institution-wide approach to supporting progression and succession planning (**Action 14.1**).

Recruitment at AC5 is limited. Therefore, focus will be through academic promotions where female applicants have an average 85% success rate compared to 44% for male applicants over the three years, with female success prevalent across all grades from submitting applications onwards. Survey results suggest a gendered perception for receiving feedback at AC4 compared to AC3, which delays applications alongside confidence, caring responsibilities and research time (**Action 15.2**). Actions will improve developmental support by enhancing career discussions during/outside appraisal meetings (**Action 5.2**) and investigate good practice to support research time allocation (**Action 16.1**).

“With academics, promotion is based on your research, but we aren't given any time to do this.” (Academic, 2023).

EDI concepts are embedded within the promotions panel to support deliberation, including:

- Discussion surrounding extenuating circumstances e.g., career breaks.
- Monitoring and sharing of EDI demographics.

Actions will improve talent management processes supporting the internal progression pathway from Early Career Academics (ECA) to AC5 (**Action 15.3**).

4. Support and improve confidence to report incidences of bullying/harassment.

Survey results indicate a gendered dissatisfaction with how bullying/harassment is addressed. 20% of women state they could not report incidences without being negatively impacted, compared to 13% of men. There is little gendered impact for those who have experienced bullying/harassment. Actions will focus on allyship (**Action 19.4**), senior leader's role modelling respectful behaviours (**Action 19.1**) and what constitutes bullying/harassment (**Action 19.2 and 19.3**).

12% of respondents state that they had experienced bullying/harassment in the last 12 months, with 12% of female respondents having reported bullying/harassment compared to 7% of men (66% participated in 2023 university staff survey) (**Action 19.5**). Action will focus on early resolution (**Action 17.1**), ensure policies/guidance are more visible (**Action 18.1**) and process improvement. Interventions will be monitored (**Action 17.2 and 19.6**) with improved satisfaction with how bullying/harassment is addressed and a decline in reported incidences.

5. Improve data quality on gender identity and gender reassignment to better understand gaps in support.

In 2021, voluntary disclosure was initiated around gender identity. Currently, 76% of staff gender identity is unknown, creating an unclear picture. Actions will improve confidence in self-disclosure (**Action 20.1 and 20.2**) and monitor descriptors (**Action 20.3**) to achieve 95% of gender identity known (including 'prefer not to say').

The LGBT+ culture case study (2022) presented 11 forms of discrimination directly observed or experienced by participants. Similarly, in our survey a substantial proportion of non-binary staff indicated that they could not be their true selves at work, (**Action 21.1**) and their physical, mental health and wellbeing at work were not adequately supported, (**Action 21.2**).

To support staff to be their true selves at work, actions will increase senior sponsorship/allyship (**Action 22.1**) and recognition (**Action 22.2**) and continue LGBT+ training for staff, reflected in improved positive responses in our 2027 annual staff survey.

6. Improve experience of staff returning from a career break (including parental leave).

12% of survey respondents have taken either special or parental leave in the past 12 months, with female staff returning to work feeling less able to cope with the stresses of their job and to understand opportunities for career development compared to male colleagues. Wherever feasible, we will align the personal caring circumstances of staff with our business needs (**Action 24.3**).

Similarly, 38% of female staff, compared to 17% of male staff, feel their mental health and wellbeing were not supported when returning to work, (**Action 24.1**). Feedback suggests that following a career-break issues arise related to workload capacity, flexible working and support to readjust (**Action 24.2**) e.g., network/community membership/EAP support and accreditation principles (**Action 24.4, 24.5, 24.6 and 24.7**).

"It's taken for granted and expected that [a] person can just pick up where they left off and it's not the case." (Professional, 2023).

"I had two children to raise. I still feel like I'm an ECA, but I don't qualify as it has been ten years since I finished my PHD... it feels like the train is gone." (Academic, 2023).

Introduce actions to improve the fair allocation of workloads and provide consistent career development for academic returners (**Action 23.1 and 23.2**), with 80% of women feeling appropriately supported and 50% have personal/career development plan in place.

Section 3: Future action plan.

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues.*

1. Action plan.

Please provide an action plan covering the five-year award period.

Black actions align with general work on inclusivity for the University while [blue actions are specific to Athena Swan](#). Cross ref: refers to when actions will have a wider impact across other priorities 1-6 (page 34-36).

Athena Swan KPIs:

Aim:	Indicator:	Target:	Target date:
Address job segregation in Professional Services roles.	Improved female representation at SG9 to Senior Management with internal focus on clearer career progression. Baseline female representation 43% SG9, 43% SG10, 47% SM in 2021/22. Baseline BAME representation 22% SG8 (61% female/39% male), 27% SG9 (50% female/50% male), 19% SG10 (50% female/50% male) and 6% SM (100% female) in 2021/22.	55% for SM. (Sector benchmark 55% PTO senior management are female).	2027/28 HESA return.
Embed inclusive recruitment and selection processes for academic staff.	Improved female representation at application, shortlisting and interview. Baseline application 33% female, shortlisting 36% female in 2021/22.	45%.	2027/28 recruitment data.
Increase the proportion of women in AC5 positions via academic promotions.	Increased female academic staff representation at AC5. Baseline 33% female representation AC5 and 17% (33% female/67% male) BAME AC5 representation in 2021/22.	38% female representation. (Sector benchmark 30% female representation at AC5). 25% BAME representation (50% female/50% male).	2027/28 HESA return.
Reduce number of women reporting incidences of bullying/harassment.	Reduction in reported incidences of bullying/harassment. Baseline 12% of survey respondents have reported experiencing bullying/harassment (12% women compared to 7% of men) (66% participated in 2023 university staff survey)	Reduction of reported incidences to 6%.	2027 survey results.
Improve data quality on gender identity and gender reassignment to better understand gaps in support.	Improved disclosure and data integrity of gender identity. Baseline 24% of gender identity data is known (April 2023).	95% of gender identity is known (including prefer not to say as an active response). Milestone 60% identity known by 2026.	Reported in 2028 EDI Annual Report.
Improve experience of staff returning from a career break (including parental leave).	Staff returning from a career break feel able to cope with the stresses of their job. Baseline 47% of women returning from a career break strongly agree/agree that they are able to cope with the stresses of their job (50% overall/58% men).	80% of staff returning from a career break feel appropriately supported. Milestone 60% strongly agree/agree by 2025.	2027 survey results.

Ref	Objective: (What we want to do)	Action(s): (How we will do this)	Rationale: (Why we are doing this)	Outcome: (What we want to achieve)	Progress indicator/ target: (How we will know we have achieved this)	Timeframe: Start date/ delivery date	Owner:	Cross ref:
Monitor and review								
1.	Develop a governance framework to oversee and monitor the successful implementation of the Athena Swan Action Plan.	1) Establish an Athena Swan Working Group.	Support delivery of Athena Swan Action Plan 2024-2029 and monitor progress against key metrics (page 38).	Athena Swan Working Group to report into the EDI Board to achieve the Athena Swan Bronze Award with the ambition of progressing to Silver in 2029.	Athena Swan Working Group established and meeting once per academic term.	First meeting September 2024 meets once per academic term.	Athena Swan Project Manager.	
		2) Create an Athena Swan mandatory data dashboard via Horizon.	Improve accessibility of gender equality data to monitor dashboard progress and inform decision making.	Annual snapshot taken for all mandatory Athena Swan data requirements to track action plan progress and KPIs.	Athena Swan dashboard launched and accessible via Horizon.	Build dashboard March 2026, annual monitoring.	Senior Data and People Analytics Adviser.	
		3) Produce an annual EDI data snapshot at both university and faculty/directorate levels.		Informed action plan prompting faculty/directorates to respond to trends within their EDI data in relation to gender equality.	Each faculty/directorate producing specific annual actions with respect to workforce and succession planning and monitoring talent development, etc. EDI Board reviewing annual university data via EDI Annual Report.	Annually from June 2024.	Senior Data and People Analytics Adviser.	
2.	Improve representation on Athena Swan Working Group.	1) Expand representation of the Athena Swan Working Group to reflect the wider diversity of our workforce and student population (inc. males, BAME).	Men (21% SAT, 44% institutionally), BAME staff (14% SAT, 27% institutionally) and students are currently underrepresented on the Self-Assessment Team.	Diverse/intersectional voices (including men) in respect of gender equality across the whole university.	Target of 40% male and wider diversity representation (30% BAME/ sustained 6% Disability/6% student representation).	By July 2024, with an annual review.	Athena Swan Project Manager.	

Ref	Objective: (What we want to do)	Action(s): (How we will do this)	Rationale: (Why we are doing this)	Outcome: (What we want to achieve)	Progress indicator/ target: (How we will know we have achieved this)	Timeframe: Start date/ delivery date	Owner:	Cross ref:
3.	Promote awareness of Athena Swan Bronze application and action plan.	1) Create a communications plan and publish internally to notify staff of bronze application outcome and related action plan.	Establish clear accountability, responsibility and progress delivery on action plan and key priorities.	Staff awareness of bronze accreditation outcome to ensure transparency regarding priorities, targets and embed Athena Swan principles to improve gender equality.	Annual progress updates via EDI Board and published within EDI Annual Report.	By July 2024, annually going forward.	Equality, Diversity and Inclusion Officer.	
4.	Improve data integrity to support future intersectional analysis.	1) Explore provision to update data monitoring (to include question about socio-economic background).	Current disclosure rates for specific protected characteristics restricts ability to review/analyse intersectional data.	Better understanding of protected characteristic data (including socio-economic indicators) to support specific interventions.	Annual snapshot of data reported via EDI Board and published within EDI Annual Report.	Start December 2025. Delivery 2028.	Senior Data and People Analytics Adviser.	
		2) Enable field within staff surveys results dashboard to disaggregate by campus.	Currently survey results are unable to be disaggregated by campus.	Improved understanding of how campus identity (e.g., location, demographic and socio-economic indicators) affects employee experience.	By 2027, engagement score of 75% for each of our three campuses. Milestone of 60% engagement score for each of our three campuses by 2025.	Delivery June 2025.	Employee Experience and Wellbeing Specialist.	

		<p>3) Senior People Business Partners work proactively with faculties/ directorates across the university to incentivise completion of all staff surveys.</p>	<p>Our July 2023 survey completion rate currently sits at 66%. Faculty/directorate as below:</p> <p>Faculty of Engineering and Science - 59%. Faculty of Liberal Arts and Sciences - 62%. Faculty of Education, Health and Human Sciences - 62%. Greenwich Business School -63%. Greenwich Research and Innovation - 65%. Information and Library Services Directorate - 67%. Student and Academic Services Directorate - 72%. Marketing and External Relations Directorate - 75%. Finance Directorate - 80%. Estates and Facilities Directorate - 81%. People (Human Resources) Directorate - 86%.</p>	<p>Improved engagement score and participation rate to exceed sector benchmark.</p>	<p>By 2027, survey participation rate will improve to 70% (evolve based on sector benchmark). Milestone of 68% by 2025.</p>	<p>Start June 2025, subsequently biennially.</p>	<p>Senior People Business Partners.</p>	
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Ref	Objective: (What we want to do)	Action(s): (How we will do this)	Rationale: (Why we are doing this)	Outcome: (What we want to achieve)	Progress indicator/ target: (How we will know we have achieved this)	Timeframe: Start date/ delivery date	Owner:	Cross ref:
			Employability and Apprenticeships Directorate - 88%. Vice-Chancellor's Office - 89%.					
<p>Address job segregation in professional services roles (pages 43-52).</p> <p>Issue: There is a gender imbalance within professional services, with a majority female staff across most job families, with the exception of technical and senior management, but a declining presence at more senior grades.</p> <p>Metric for success: Improve female representation at SG9 to Senior Management to 55% (baseline 43% female SG9, 43% female SG10 and 47% female SM in 2021/22)/ (sector benchmark 54% female SG9, 53% female SG10 and 55% female SM in 2021/22).</p> <p>Achieved by:</p> <ul style="list-style-type: none"> Internal focus on clearer career progression from SG7 to Senior Management, including Technicians (baseline Technicians 36% female in 2021/22). Targeted intervention for BAME representation from SG7 (baseline 2021/22 from SG8 22% equates to 61% female/39% male, 27% SG9 equates to 50% female/50% male, 19% SG10 equates to 50% female/50% male and 6% SM 100% female). Target of 90% on a permanent contract (baseline 89% on permanent contract in 2021/22 with fixed-term contracts at 19% equating to 61% female/39% male). 								
5.	Embed and re-launch the Professional Services Career Framework.	1) Explore Horizon system capability to embed competencies as a field within appraisal Development Goals.	Focus group feedback highlighted lack of understanding to how Professional Services Career Framework could support career development.	Professional Services competencies are proactively reviewed and four core competencies out of possible nine are realised as part of the annual appraisal process.	50% of PTO development goals recorded in Horizon are linked to a Professional Services Career Framework competency.	Start May 2026. Delivery May 2027.	Head of Oracle Product.	

Ref	Objective: (What we want to do)	Action(s): (How we will do this)	Rationale: (Why we are doing this)	Outcome: (What we want to achieve)	Progress indicator/ target: (How we will know we have achieved this)	Timeframe: Start date/ delivery date	Owner:	Cross ref:
		2) Introduce formalised career conversation check-ins, across the academic year where development/ career goals are set and discussed in Horizon.	<p>Focus group feedback indicated career conversation only happened within the annual appraisal cycle.</p> <p>Survey results show 58% of staff strongly agree/agree understand the opportunities they have for career development at the university (61% women/62% men/58% non-binary).</p>	Line managers and mentors are proactively engaged with supporting staff career journeys across the academic year.	<p>Minimum termly check-ins are recorded via Horizon, to discuss staff development/career goals.</p> <p>Survey results in 2027, suggest no gendered impact of appreciation for career mobility at the university (75% strongly agree/agree).</p> <p>Milestone of 67% overall strongly agree/agree by 2025.</p>	Delivery May 2026.	Associate Director Talent, Development and Reward.	15.
6.	Improve staff awareness of Horizon functionality to support talent management.	1) Publish opportunities and/or case study of additional staff network/ communities' activities, events and membership.	Feedback suggests that network/ community engagement [events] is not equal across the university.	<p>Manage the employee network/community journey from appraisal to development/career goals, when it is a strategic priority e.g., participation in the Athena Swan Working Group.</p> <p>Evidence consistency of line manager support and time allocation for network/community activities.</p>	University network chairs report via EDI Board increased satisfaction of members participation.	Communications launched in 2025 with annual update from Chairs via EDI Board.	Director of Equality, Diversity and Inclusion.	15.

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7.	Improve visibility of career progression routes for professional services staff.	1) Create a Professional Services Career Progression webpage to promote centrally all elements for career mobility.	<p>Survey results highlight female SG7's have less understanding of career progression routes than their male SG7s.</p> <p>56% of SG7 women/BAME women strongly agree/agree they understand career progression routes compared to 62% SG7 men strongly agree/agree.</p> <p>Overall, survey results show 58% of staff strongly agree/agree understand the opportunities they have for career development at the university (61% women/62% men/58% non-binary).</p>	Clear signposting of all elements for career mobility with improved visibility of PSCF, development opportunities (including women and BAME leadership programmes), recruitment processes and appraisal.	<p>Publication of a Professional Services Career Progression webpage with annual monitoring of webpage hits (as an initial stage).</p> <p>Survey results in 2027 indicate no gendered impact of appreciation for career mobility at the university (75% strongly agree/agree).</p> <p>Milestone of 67% overall strongly agree/agree by 2025.</p>	<p>Start January 2025.</p> <p>Delivery June 2025.</p>	Associate Director Talent, Development and Reward.	5.

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		2) Publish case studies of senior leaders' career journeys across the organisation (encompassing different specialisms), with a focus on BAME senior management.	<p>Baseline for female representation 43% SG9, 43% SG10, 47% SM in 2021/22.</p> <p>Baseline BAME representation 22% SG8 (61% female/39% male), 27% SG9 (50% female/50% male), 19% SG10 (50% female/50% male) and 6% SM (100% female).</p> <p>Further evidence shows SG7 is the female stagnation point (62% female at SG7, compared to 64% institutionally for PTO).</p> <p>SG7 is also the BAME female stagnation point (27% BAME representation at SG7, with 60% female compared to 27% institutionally, 65% female).</p>	Improve the transparency and visibility of senior leaders' career journeys, considering alternative career moves, including sideways and diagonally.	<p>Increase women senior management representation to 55%.</p> <p>BAME senior management representation to 25%.</p> <p>BAME representation (50% female/50% male) through the promotion of internal senior leadership case studies.</p> <p>Sector benchmark of 55% female representation at senior management (2021/22).</p>	Start June 2025, annual publication.	Associate Director Talent, Development and Reward.	15.1. 22.1.

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		3) Create a sponsor network from the senior management team to engage with existing aspiring women leaders on the Southeast Action Learning and Aurora programmes.	Focus group responses indicated a need for increased exposure to strategic opportunities and decision-making for the developmental journeys to senior management.	Proactive programme of sponsorship across the organisation with Senior Leadership Forum stakeholder involvement to encourage and provide opportunities for aspiring women leaders.	30% of Senior Leadership Forum members to become committed sponsors with the responsibility for providing developmental opportunity on rotational annual cycle. Embed a quantitative and qualitative formal process of evaluation to monitor career moves (sideways and diagonally) and promotion.	Start 2026, annual monitoring and review.	Learning, Development and Performance Manager.	15.1.
8.	Enhance existing menopause commitment and provision to improve local staff awareness.	1) Apply for Menopause Friendly Accreditation through Henpicked.	Focus group feedback indicated that, despite our institutional menopause commitment, further work is needed locally to embed consistent support provisions.	Consistent localised awareness and support for those going through menopause and its potential implications.	Accredited by Henpicked as a Menopause Friendly Employer with a supporting action plan.	Delivery September 2024, reaccreditation every three years.	Menopause Working Group.	24.1.

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		2) Create Menstruation Guidance to support management of the impacts of menstruation within the workplace.	<p>All staff are directly or indirectly affected by menstruation; feedback highlighted that further understanding of the variety of menstruation impacts is required.</p> <p>Overall, survey results show 60% of staff strongly agree/agree that health, mental health and wellbeing at work are adequately supported (65% women/64% men/42% non-binary).</p>	Increased awareness of the impact that menstruation potentially has on women's health and wellbeing within the workplace.	<p>Guidance is published and communicated with all staff with updates at regular intervals.</p> <p>In 2027 staff survey, results will show 75% of women staff report that their 'Health, mental health and wellbeing at work is adequately supported'.</p>	<p>Start September 2025.</p> <p>Delivered February 2026.</p>	Senior Policy Officer.	24.1.
9.	Implement further interventions to ensure recruitment and selection processes are inclusive and encourage diversity.	1) Create and deliver guidance on how recruiting managers can implement and design roles to support job sharing and investigate current proportion of existing job-sharing roles across the organisation.	<p>Focus group feedback indicated that a culture of job-sharing is limited across the institution and not readily available at more senior levels.</p> <p>Evidence shows currently less than 1% of the university's workforce utilises job sharing.</p>	Include a statement within all job adverts that job-sharing opportunities will be considered within recruitment processes across the institution.	<p>Systematically collect data on job sharing requests within applications.</p> <p>Monitor and increase the number of job-sharing applications and positions recruited to. Use the collected baseline information to establish a target following initial investigation.</p>	<p>Start January 2025.</p> <p>Delivered December 2025.</p>	Head of People Operations.	12.2.

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		2) Pilot women only briefings and training to include drafting of applications, CV writing and interview skills, etc.	From SG8 there is a decrease in the number of female applicants across the institution (36%, 2021/22) compared to the institutional average of 58% female applicants.	Increased confidence of women candidates in applying for SG8 roles and above, with tailored support and encouragement to develop women's careers.	Increase the talent pipeline of women applying for roles at SG8 by a minimum of 3% annually to 58% female applicants by 2029.	Launch pilot in January 2025. Review pilot in 2026.		
		3) Introduce capability assessment linked to the essential criteria as part of recruitment process from SG8 and above.	<p>From SG8 and above we observe a decline in females being hired compared to SG7 and below.</p> <p>Baseline compared to 73% institutional average 2021/22: SG7 hired 90% female, SG8 hired 56% female, SG9 hired 33% female, SG10 hired 50% female.</p> <p>Furthermore, external anecdotal metrics indicate that women have more capabilities than they perceive to apply for roles at SG8 and above.</p>	Improved evidence-based assessment skill activities within the interview process, which will support women in applying for roles and a reduction in bias throughout the recruitment cycle.	<p>Improved female representation at SG9 to Senior Management to 55%, 2% year on-year increase.</p> <p>Baseline of SG9 43% female representation and SM 47% female representation (2021/22).</p> <p>Sector benchmark of 54% female representation at SG9 and 55% female representation at senior management (2021/22).</p>	Start January 2026. Delivery August 2028.	Associate Director of People Operations.	

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		4) Produce an executive summary of the Gender Pay Gap Report for all directorates.	Our 2022 gender pay gap sits at 10.7%pts, with a wider pay gap for professional services staff than academic staff.	All directorates produce a localised action plan to mitigate identified issues with an annual review to support the strategic ambition for 'no mean gender pay gap' by 2030, implementing proactive steps within recruitment practices, utilising budget and other resource requirements as part of business as usual.	Acquire an under 4% institutional mean gender pay gap by 2030, with a 2% reduction year on year.	Annual from May 2024.	Equality, Diversity and Inclusion Unit.	14.
10.	Improve profile and recognition of female technicians and their roles of within the university.	1) Develop clear technician career pathway.	Female technicians are under-represented (36%, 2021/22) compared to overall female representation across the institution (56%, 2021/22).	Technicians have a clear appreciation and expectation of career mobility and development opportunities within the institution.	In 2027 staff survey, 70% of technicians strongly agree/agree "I understand the opportunities I have for career development at the university."	Delivered December 2025.	Technicians Commitment Charter Lead.	
		2) Introduce a field for a technician career pathway within Horizon's career/development goals.		Line managers are proactively engaged with supporting technicians' career journeys across the academic year.	80% of staff who have selected the technician career pathway have a development plan recorded via Horizon.	Start January 2026. Delivered June 2026.	Head of Oracle Product.	
		3) Include technicians on our external staff profile webpage.	Feedback from the SAT highlighted a need to ensure a profile for technicians, recognising their skills and specific contributions within the institution.	Raise internal and external visibility and the value of technicians within the institution.	100% of technicians are provided a staff profile on our external webpage. Accredited by the Technician Commitment.	Start July 2024. Delivered January 2025, annual review.	Technician Commitment Charter Lead.	

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11.	Provide a clear definition and parameters for recruiting to fixed term positions.	1) Monitor business cases for fixed-term contracts against a set of defined criteria e.g., covering leave or fixed funding, etc.	Evidence shows a growth of female staff on fixed term contracts (7% to 11% female) with growth in female representation (53% to 61%). Sector benchmark of 65% female representation on fixed-term contracts.	Investigate fixed term contract tenure and ensure appropriate application of fixed-term contracts for business need.	Annual monitoring of rational for FTC use reported to NSG. 90% of PTO staff on permanent contract.	Start September 2026, annual review.	Head of Employee Relations, Change and People Analytics.	
<p>Embed inclusive recruitment and selection processes for academic staff (pages 53-56). Issue: Female academics are not applying or being shortlisted for roles. Metric for success: Parity of representation at application, shortlisting and interview increases to 45% (Baseline application 33% female and shortlisting 36% female in 2021/22).</p> <p>Achieved by:</p> <ul style="list-style-type: none"> Improving confidence of females applying for roles. Improving visibility of the University of Greenwich as an inclusive and family-friendly employer. 								
12.	Support recruiting managers in promoting inclusivity in recruitment and selection process.	1) Update Recruitment and Selection position statement to include legal parameters for instigating positive action steps.	Persistent inequalities exist around applications and shortlisting within the university for those that identify as women. Evidence that academic women are less likely to apply (33%, 2021/22) or be shortlisted (36%, 2021/22) for roles than men.	Improved outcomes of parity and representation for women throughout the recruitment process.	45% of candidates applying and being shortlisted for roles are female, increasing by 3% for applicants and by 2% year on year for shortlisting.	Start January 2028. Delivered December 2028.	Senior Policy Officer.	

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		2) Produce additional line manager guidance, training and checklist on inclusive recruitment practices e.g., ensure any informal enquires are offered a preference of a female or male contact, including job-sharing as a tangible option.	Evidence that academic women are less likely to apply (33%, 2021/22) or be shortlisted (36%, 2021/22) for roles than men.	Further inclusive practices embedded into recruitment and selection training e.g., carer-friendly interview times, availability of remote interviews and sharing questions ahead of the interview with disabled candidates.	Increased use of alternative recruitment practices documented via checklist on recruitment platform. 45% of candidates apply and are shortlisted for roles are female, increasing by 3% for applicants and by 2% year on year for shortlisting.	Start May 2027. Delivered November 2027.	Head of People Operations.	9.1.
		3) Assess data integrity and improve data capture of attendance to Recruitment and Selection Training (including training refresher).	Evidence that academic women are less likely to apply (33%, 2021/22) or be shortlisted (36%, 2021/22) for roles than men. Baseline 210 attendees to recruitment and selection training in 2021/22.	Ensure all panel members can assess applicants fairly, effectively and without bias through monitoring of attendance to Recruitment and Selection Training for panel members (including training refresher).	Annual monitoring of 95% of panel members involved in active recruitment have been suitably trained to support inclusive approaches.	Start February 2025. Delivered August 2025, annual review.	Head of People Operations.	

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		4) Review and update Recruitment and Selection training and chair panel information pack to include confirmation that panel members have attended recruitment training within the mandatory cycle.	Evidence that academic women are less likely to be shortlisted (36%, 2021/22) for roles than men.	Ensure Chairs are accountable/ demonstrable for equitable outcomes. including reduction of bias throughout the recruitment process, consistency of offer for pay and conditions etc.	45% of shortlisted candidates for roles are female, increasing by 2% year on year from 36%. Maintaining current positive trajectory of women successfully being recruited to roles in line with institutional landscape (58% females hired).	Start February 2025. Delivered August 2025, annual review.	Head of People Operations.	

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13.	Improve transparency and perception that the university is an inclusive employer.	1) Complete an audit of Reward and Benefit provision. 2) Create a clear and transparent employee value proposition, including benefits and carer provisions.	Consistent trend of a lack of female applicants each year, with declining applications from 36%, 2019/20, to 33%, 2021/22.	Assessment of existing offer and attraction strategies to further understand gaps in talent attraction. Clearer signposting and intuitive access to the university's provisions as an inclusive and carer friendly employer, including FAQs.	By 2028, we see 45% women applicants for roles AC1 to AC3, increasing by 3% year on year.	Reward Strategy produced by 2025. Delivery of audit actions by 2029. Start following Reward Strategy completion. Delivered September 2026.	Associate Director Talent, Development and Reward.	
<p>Increase the proportion of women in AC5 positions via academic promotions (pages 56-58). Issue: Female academic staff are underrepresented at AC5. Metric for success: Female representation at AC5 increases to 38% (baseline 33% AC5 2021/22)/ (sector benchmark 30% AC5 2021/22) and BAME to 25% (baseline 17% with 33% Female/67% Male) by 2028.</p> <p>Achieved by:</p> <ul style="list-style-type: none"> Introducing standardised succession planning within each faculty. Supporting talent management process, starting with early career researchers. Sharing best practice for workload research allocation. 								

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14.	Introduce a standardised approach to academic succession planning.	1) Encourage and support faculties to produce a succession plan for staff moving into senior management.	In 2021/22 at AC5 females were underrepresented at 33% (compared to 49% of academic female staff institutionally). BAME representation at AC5 sits at 17% (33% female/67% male), compared to 31% BAME academic representation institutionally (47% female/53% male).	Establish a consistent approach with transparent processes, effective support and readiness for promotions, clearly understanding the barriers and impacts with mitigation for career progression.	Increase in AC5 to 38% and 25% BAME (50% male and 50% female). Sector benchmark 30% female representation AC5 2021/22.	April 2025, updated annually via gender pay gap action plan.	Executive Deans and Pro-Vice Chancellors.	
15.	Improve talent management process to support internal progression pathway for academic staff.	1) Promote and celebrate contributions and successes of our BAME staff.	Female BAME academics are significantly underrepresented from AC4 and above (32% female BAME at AC4, 47% BAME female institutionally). Baseline BAME representation AC3 30% (50% female/50% male), AC4 21% (32% female/68% male), AC5 17% (33% female/67% male).	Increased visibility of our BAME staff on both internal and external systems (aligned to Race Action Plan) to embed and formalise growing the diversity of senior academics and management.	25% BAME representation at AC4 and AC5 (50% female/50% male).	October 2025, annual campaign.	Equality, Diversity and Inclusion Unit.	

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		2) Pilot women-only academic promotions briefings, as part of a wider roadshow suite of activities targeted at underrepresented groups.	<p>Focus group feedback suggested it would be beneficial to have space to discuss specific gendered barriers to promotion.</p> <p>Baseline 32% of applicants female in 2021/22 with 7% of eligible pool applying for promotion.</p>	Increase women's confidence in applying for promotion and improved awareness of specific initiatives and provisions to support applications e.g., RETI, appraisal, AWP and line management advocacy.	50% of promotion applicants to AC5 positions are female.	Pilot launched in January 2025, run annually going forward.	Associate Director Talent, Development and Reward.	
		3) Create an Academic Mentoring Framework.	SAT feedback highlighted importance of mentoring, sponsorship and the need to support an applicant's suitability to progress to an application for promotion.	All staff AC1 to AC3 receive mentorship for their selected career pathway (in alignment with ongoing activity within the Research and Knowledge Exchange Strategy).	85% of AC1 to AC3 have an academic mentor recorded via Career Goals in Horizon.	Delivered by August 2024.	Deputy Vice-Chancellor (Research and Knowledge Exchange).	

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16.	Enhance research workload allocation to ensure a consistent application across the university.	1) Evolve, share and embed gendered examples of best practice across faculties of how research workload allocation is equitably distributed.	Focus group feedback suggests inconsistencies in how research workload allocation for research time is distributed, due to the perception that women are more likely to engage with undertaking administration, teaching and pastoral care roles.	Widening opportunity of developmental experiences earlier within an academic career e.g., leadership and research not solely administration, teaching and pastoral care, etc.	Monitor allocations at school level of research/other duties across school populations of academic staff within the annual student planning round. Data will be used to inform planning and workload allocation to reduce any identified persistent inequalities.	Start 2025/26 annual planning round. Monitoring from January 2026.	Deputy Vice-Chancellor (Research and Knowledge Exchange).	23.

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<p>Support and improve confidence to report incidences of bullying/harassment (pages 59-63).</p> <p>Issue: Women are more likely to experience bullying/harassment than men (Baseline 12% of survey respondents have reported experiencing bullying/harassment - 12% of women compared to 7% of men - 66% participated in 2023 university staff survey). Staff are unaware of policies and procedures around reporting bullying/harassment (Baseline 36% of staff are satisfied with how bullying/harassment is addressed (36% women/41% male/27% non-binary) at the university with 49% of respondents remaining neutral (50% women/48% men/36% non-binary)).</p> <p>Metric for success: Reduction of reported incidences to 6% via staff survey (increase confidence, accessibility and visibility via different avenues of reporting may result in an increase in reported incidences initially).</p> <p>Achieved by:</p> <ul style="list-style-type: none"> • Improved visibility of existing policies, processes and platforms (both formal and informal). • A focus on early resolution interwoven through processes. • Embed and mature our culture aligned with our value of inclusivity. • Exploration of different avenues to report bullying/harassment incidences (e.g., Report and Support, casework metrics and informal grievance highlighted with their line manager) and parameters of incidences (e.g., staff-staff, student-staff, staff-student student-student complaints). 								

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17.	Improve formal reporting mechanisms of bullying/ harassment.	1) Replace and/or subsume existing Bullying and Harassment Policy to include clear expectation and reporting processes.	<p>Survey results highlight, 36% of staff are satisfied with how bullying/harassment is addressed (36% women/41% male/27% non-binary) at the university with 49% of respondents remaining neutral (50% women/48% men/36% non-binary).</p> <p>12% of women reported experiencing bullying/ harassment compared to 7% of men with the staff survey (66% participated in 2023 university staff survey).</p>	Launch an update of Bullying and Harassment Policy, which includes elements of a Resolutions Framework with a focus on early resolution/intervention.	In 2027 staff survey, 10% of staff remain neutral when asked if satisfied with how bullying/ harassment is addressed and over 50% strongly agree or agree.	<p>Start January 2026.</p> <p>Delivered December 2026.</p>	Senior Policy Officer.	

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		2) Improve broad detail data capture to include protected characteristic data to enable analysis by gender, race, age and other protected characteristics.	Current case work metrics are unable to record detailed data capture of protected characteristic information; however, survey results indicate a gendered impact (12% of women compared to 7% of men - 66% participated in 2023 university staff survey).	Ensure intersectional data is captured and available to enable oversight and trend analysis to investigate gendered patterns.	70% of case work will include gender, race and age diversity data. Reduction of reported bullying/ harassment incidences experienced by staff falls to 6% as reported in 2027 staff survey.	Delivered by January 2026.	Deputy Director of People.	

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18.	Improve visibility of informal and formal routes to report bullying/harassment.	1) Create and publish a targeted communications plan to highlight the Report and Support platform for staff and the wider community, including features and anonymous impact stories.	<p>Focus group feedback outlined staff were unaware of the Report and Support platform from initial launch in February 2023.</p> <p>Survey results highlight, 36% of staff are satisfied with how bullying/harassment is addressed (36% women/41% male/27% non-binary) at the university with 49% of respondents remaining neutral (50% women/48% men/36% non-binary).</p> <p>12% of women reported experiencing bullying/harassment compared to 7% of men (66% participated in 2023 university staff survey).</p>	Increased profile of Report and Support as a platform to anonymously disclose cases of bullying/harassment for staff, students and the wider community.	<p>Increase in disclosure of cases reported on the platform followed by a stabilisation.</p> <p>In 2027 staff survey, 10% of staff remain neutral when asked if satisfied with how bullying/harassment is addressed and over 50% strongly agree or agree.</p>	Start January 2026, termly updates	Head of Communications.	

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19.	Promote an inclusive culture where staff are treated with dignity and respect and can raise concerns without repercussions.	1) Embed inclusive leadership principles around appropriate behaviours within the Leadership Framework.	<p>Focus group feedback highlighted the importance of role modelling in supporting cultural behaviour change.</p> <p>Survey results highlight 30% of staff strongly agreed/agreed that poor performance was managed effectively, with little gendered impact (31% women/34% male/42% non-binary).</p>	Line management exhibits robust expectation of appropriate behaviours with a responsibility to sponsor, role model behaviour and promote an inclusive culture for all.	<p>In 2027 staff survey, 60% strongly agree or agree that performance is managed effectively.</p> <p>Milestone of 45% strongly agree/agree by 2025.</p>	Launch leadership framework in January 2025.	Associate Director Talent, Development and Reward.	
		2) Embed within EDI Essentials and Managing Diversity training a clear explanation of misogynistic behaviours that might constitute bullying/harassment.	<p>Focus groups feedback suggested pockets of perceived inappropriate professional behaviour and language exists towards women.</p> <p>Baseline of 210 colleagues completed training in 2021/2022.</p>	Case study embedded within course material and all staff understand the types of behaviour that might constitute misogynistic bullying/harassment.	95% of new and existing staff (through completing refresher of the training) to be compliant with this requirement.	Launch February 2026.	Director of Equality, Diversity and Inclusion.	

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		3) Introduce Microaggressions Guidance for all staff.	Alignment with Race Action Plan to cover intersectionality of women and other protected characteristics.	Guidance is launched and all staff understand the impact of microaggressions on others and what their role is to mitigate these incidences.	Incidences reported through microaggressions policy and monitored via Nominations, Staffing and Governance mechanism.	Delivered by September 2025.	Head of Employee Relations, Change and People Analytics.	21.2.
		4) Include mandatory and allyship training within university induction processes (staff/line managers) and engage with relevant checklists.	Survey results highlight 40% of staff remained neutral or disagree (40% women, 30% men/59% non-binary) that they would feel able to report bullying/harassment without repercussion or negative impact.	Allyship training is launched in 2024 supported through an intersectional lens in relation to mitigating scenarios from microaggression to sexual violence, compelling staff to take safe action.	Completion rate at 30% within first year of training being launched, 10% improvement year on year so 60% of staff have completed allyship training by 2028.	Training launched in May 2024, annual monitoring of completion rates.	Learning and Development Consultant.	21.1.
		5) Local faculty/directorate action plans created in response to staff engagement survey priorities with an emphasis on addressing issues of bullying/harassment.	Survey results highlight, 36% of staff are satisfied with how bullying/harassment is addressed (36% women/41% male/27% non-binary) at the university with 49%	Staff feel consulted on action plan outcomes with resulting improved confidence to report bullying/harassment underpinned by senior leader sponsorship and role modelling to promote an inclusive culture.	In 2027 staff survey, 10% of staff remain neutral when asked if satisfied with how bullying/harassment is addressed and over 50% strongly agree or agree. Milestone of 25% neutral by 2025.	Start February 2024, reviewed in alignment with future staff engagement surveys.	Senior People Business Partners.	

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		6) Produce a termly report on casework metrics including Report and Support trends.	<p>of respondents remaining neutral (50% women/48% men/36% non-binary).</p> <p>12% of women reported experiencing bullying/harassment compared to 7% of men (66% participated in 2023 university staff survey).</p>	Data driven insights reported to VCE and NSG to have current holistic overview of the university's inclusive culture.	Termly reporting implemented and VCE and NSG consider workforce metrics to inform strategic decision- making.	Initial report October 2024, termly updates aligned with NSG timetable.	Head of Employee Relations, Change and People Analytics.	

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<p>Improve data quality on gender identity and gender reassignment to better understand gaps in support (pages 64-68).</p> <p>Issue: Trans and non-binary staff at the university feel they cannot be their true selves at work (baseline 42% of non-binary staff strongly agree/agree they feel they can be their true self at work compared to 67% overall/71% women/72% men).</p> <p>Metric for success: 95% of gender identity is known (including prefer not to say as an active response), reported via EDI Annual Report in 2028 (current baseline 24% known, April 2023).</p> <p>Achieved by:</p> <ul style="list-style-type: none"> Improved confidence in self-disclosure processes. Senior sponsorship and recognition for event attendance. Further embedding of existing resources to support staff. 								
20.	Introduce a systemic process around why self-disclosure is important in an inclusive culture.	1) Create a communication plan explaining the importance of self-disclosure in relation to the impacts on staff wellbeing.	76% of gender identity data is currently unknown (April 2023). Focus group data highlighted a perceived lack of confidence in the anonymity of information held by the university.	Increased confidence and perception that data is confidential, collected, stored securely and used appropriately.	95% of gender identity is known (including prefer not to say), reported via EDI Annual Report in 2028. Milestone of 60% identity known by 2026.	Launch in September 2025 with a subsequent annual update.	Equality, Diversity and Inclusion Unit.	
		2) Introduce a campaign to support staff in updating confidential, personal and sensitive information, including 'prefer not to say' as an active response and how improve diversity data benefits individuals.	76% of gender identity data is currently unknown (April 2023). Focus group data highlighted a perceived lack of confidence in the anonymity of information held by the university.	Improved intuitive user experience of Horizon for data collection.	Annual update of confidential personal and sensitive information recorded via Horizon. 95% of Gender Identity is known (including prefer not to say), reported via EDI Annual Report in 2028. Milestone of 60% identity known by 2026.	Launch in September 2025 with a subsequent annual update.	Equality, Diversity and Inclusion Unit.	

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		3) Conduct an annual evaluation on fields in Horizon to ensure that gender identity descriptors are current and relevant.		Ensure that fields enable a positive user experience by using gender identity descriptors that reflect and resonates with individuals in our workforce.	95% of gender identity is known (including prefer not to say), reported via EDI Annual Report in 2028. Milestone of 60% identity known by 2026.	Start September 2025, annual review aligned with Stonewall accreditation.	Equality, Diversity and Inclusion Unit.	
21.	Proactively engage our staff with existing training and guidance resources available to support them.	1) Develop a central repository of support accessible via EDI webpage.	Focus group feedback suggests that location and access of support resources are not intuitive. Survey results show 42% of non-binary staff strongly agree/agree they feel they can be their true self at work (67% overall/71% women/72% men).	Improve signposting to existing resources e.g., allyship training and transitioning at work guidance etc.	Higher percentage of anonymised engagement with resources measured through click rates. Increased satisfaction aligned with other gender identities reported via 2027 staff survey with 70% of non-binary and trans staff feeling that they can be their true selves at work. Milestone of 55% of non-binary staff strongly agree/agree by 2025.	Start July 2024. Delivered December 2024, with a formal evaluation of user experience June 2025.	Equality, Diversity and Inclusion Unit.	

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		2) Produce additional guidance for colleagues to support individuals who are transitioning (and other gender non-conforming colleagues).	<p>In collaboration with Stonewall accreditation action plan to support LGBT+ staff allyship.</p> <p>Survey results show 42% of non-binary staff strongly agree/agree they feel they can be their true self at work (67% overall/71% women/72% men).</p>	Staff have clear guidance to support transitioning individuals and their health and wellbeing feels supported.	<p>Increased satisfaction aligned with other gender identities reported via 2027 staff survey with 70% of non-binary and trans staff feeling that they can be their true selves in the workplace.</p> <p>Milestone of 55% of non-binary staff strongly agree/agree by 2025.</p>	<p>Start January 2025.</p> <p>Delivered July 2025.</p>	Senior Policy Officer.	
22.	Continue to evolve an inclusive culture through senior leaders' sponsorship and attendance at EDI events.	1) A range of EDI events are directly advertised to VCE on a termly basis.	<p>In collaboration with Stonewall accreditation action plan to create an inclusive culture.</p> <p>SAT feedback highlighted lack of diversity in attendance at EDI events.</p>	Increased visibility and role modelling of senior leadership engagement as part of business as usual at EDI events.	<p>Personal Assistants/ Executive Assistants to agree senior leadership attendee bookings and check coverage, ensuring comprehensive VCE representation.</p> <p>Create an annual audit of attendance by senior leaders at EDI events which is reported to the EDI Board.</p>	Start September 2024, annual updates.	Director of EDI.	

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		2) Proactively provide encouragement and recognition to staff to engage with EDI events.	<p>In collaboration with Stonewall accreditation action plan to create an inclusive culture.</p> <p>SAT feedback highlighted lack of diversity in attendance to EDI events.</p>	Line managers actively highlight and encourage staff to attend EDI events to promote an appreciation of an inclusive culture.	<p>Establish monitoring of attendance to EDI events (via Teams and Eventbrite data).</p> <p>Year-on-year annual increase in attendance at EDI events, with an annual audit of attendance reported to the EDI Board.</p>	Start January 2026, annual update.	Head of Communications.	

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<p>Improve experience of staff returning from a career break (including parental leave) (pages 69-73).</p> <p>Issue: Staff returning from a career break feel unable to cope with the stresses of their job (Baseline 47% of women returning from a career break strongly agree/agree that they are able to cope with the stresses of their job compared to 50% overall/58% men).</p> <p>Metric for success: 80% of staff returning from a career break feel appropriately supported (Milestone 60% strongly agree/agree by 2025).</p> <p>Achieved by:</p> <ul style="list-style-type: none"> Fair workload allocation, with emphasis on research. Consistent approach by line managers to support a career returner and continued career development conversations. Improved visibility of resources and alternative working arrangements e.g., ability to work from home. 								
23.	Increase research support for those returning to work.	1) Initiate an internal Inclusion Research Fund for career break returners.	<p>Focus group feedback highlighted that dedicated and allocated time to research time was crucial to supporting continued career momentum following career break.</p> <p>Survey results show 47% of women returning from a career break strongly agree/agree that they are able to cope with the stresses of their job (50% overall/58% men).</p>	Academics feel supported in their developmental journey with dedicated time to conduct research activities within the first 12 months of returning from a career break.	<p>60% of those benefitting from fund either publish an external output or submit a grant application within 2 years of the support.</p> <p>In 2027 staff survey results show 80% of staff returning from a career break feel appropriately supported.</p> <p>(Milestone 60% strongly agree/agree by 2025).</p>	Delivered January 2025.	Director of Greenwich Research and Innovation.	

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		2) Establish annual 'research retreats' for academic staff who have returned from a career break.	<p>Focus group feedback highlighted that dedicated and allocated time to research time was crucial to supporting continued career momentum following career break.</p> <p>Survey results show 47% of women returning from a career break strongly agree/agree that they are able to cope with the stresses of their job (50% overall/58% men).</p>	Academics feel supported in their developmental journey with dedicated time to conduct research activities within the first 12 months of returning from a career break.	Increase in research time allocation through career /development goals set within appraisal cycle, with 50% of career returners attending 'research retreats'.	Delivered January 2025.	Director of Greenwich Research and Innovation.	

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24.	Increase consistency of institutional support provided to staff and students who are carers.	1) Explore introduction of additional guidance relating to Fertility and Miscarriage special leave principles, etc.	<p>Focus group feedback indicated a need for further policies to be introduced to support women's health and wellbeing, as all staff are directly or indirectly impacted by these topics.</p> <p>Survey results show 47% of women returning from a career break strongly agree/agree that they are able to cope with the stresses of their job (50% overall/58% men).</p>	Sector leading in support and inclusive guidance for women's health and wellbeing.	In 2027 staff survey results show 80% of staff returning from a career break feel appropriately supported.	<p>Start February 2027.</p> <p>Delivered August 2027.</p>	Senior Policy Officer.	8.
		2) Create Preparing for a Career Break/Returning to Work checklists for line managers to support staff prior and returning from a career break focusing on career development and preparing for/re-orientating after a period of change.	<p>Survey results indicated a gendered response to understanding development opportunities for career returners with 19% of women returners disagreeing to 15% men. (Baseline strongly agree/agree 61% overall/ 65% women/64% men).</p>	Monitor and flag with line managers individuals need about Keeping in Touch (KIT) days, which can be an opportunity to discuss career development/training.	<p>In 2027 staff survey results show increased satisfaction for career returners understanding development opportunities to 75% agree.</p> <p>By 2027, 50% of career returners will have taken up the offer of personal/career development.</p>	<p>Start September 2025.</p> <p>Checklist built June 2026.</p>	Associate Director of People Operations.	5.2.

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		3) Create a communication campaign to explain and encourage use of various carers leave available at the university including flexible working options for supporting life events, time boundaries of core hours and alternative working patterns and 'Lunch and Learn' events with senior leadership sponsors.	Focus group feedback suggests inconsistent application of caring support provided across the institution and is often reliant on line manager's discretion and empathy.	Improve line manager confidence in providing consistent advice, opportunity and experience of flexible working and alternative working patterns etc.	Improve monitoring of carer friendly guidance uptake including click rates. Carer representatives report and monitor an enhanced appreciation of entitlements, benefits and implementation support available at the university via Staff Networks/ Communities at EDI Board.	Start Carer Policy communications April 2024, annual communications aligned with National Carers Week (June) from 2025.	Executive Director of People.	
		4) Create a Carers representative within existing Staff Network/ Communities.	Focus group feedback suggested having carer representatives to support staff with caring responsibilities would be beneficial.	Staff who are carers have a 'safe space' to discuss any concerns/issues and provide each other with support and wider university signposting.	Staff networks/communities establish a Carers representative sub-working group with updates reported via EDI Board/ EDI Annual Report.	Representative elected September 2025.	Staff Network/ Community Chairs.	
		5) Create a communications plan of current Employee Assistance Programme support, including visible access and the carer-friendly services offered.	Monitoring reports of Employee Assistance Programme usage highlights limited uptake of carer-friendly services.	Staff are better informed about localised carer support offered within the university and through our Employee Assistance Programme.	Increased awareness and access to information available on the Employee Assistance Programme reported to VCE/NSG. Initial increase in 'family' cases reported to EAP before stabilisation.	Start March 2025.	Employee Experience and Wellbeing Specialist.	

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		6) Initiate review and consider additional carer-friendly provisions (e.g., emergency childcare) and targeted and specific counselling within Employee Assistance Programme tender.	(Baseline seventeen cases in 2022 related to family matters with current provider).	All tender applicants for Employee Assistance Programme demonstrate carer-friendly provisions offered as part of their service.	Embed and actively respond to a targeted question on carers provision included within Employee Assistance Programme tender application process.	Start September 2024, review in line with performance indicators annually.	Deputy Director of People.	21.1.
		7) Embed principles of 'Careers after Babies' following Greenwich Students' Union attainment of this accreditation.	To embed standard practices for students and staff in continued partnership with Greenwich Students' Union.	Share best practice between GSU and the wider institution around our commitment to supporting carers.	Checklist obtained and implementation of key principles of the GSU accreditation to share good practice between student and staff provisions.	Delivered 2026.	Employee Experience and Wellbeing Specialist.	

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Abbreviation	Glossary
ABCS	Association Between Characteristics of Students
AH	Avery Hill
AP	Action Plan
ASWG	Athena Swan Working Group
AWP	Academic Workload Planning
BAME	Black, Asian and Minority Ethnic
CIPD	Chartered Institute of Personnel and Development
DIG	Diversity Interest Group
EAP	Employee Assistance Programme
ECA	Early Career Academic
EDI	Equality, Diversity and Inclusion
ERM	Employee Relations Managers
FEHHS	Faculty of Education, Health and Human Sciences
FES	Faculty of Engineering and Sciences
FLAS	Faculty of Liberal Arts and Sciences
FOO	Faculty Operating Officer
FT	Full-time
GBS	Greenwich Business School
GRAP	Grading Review Assessment Panel
Gre	Greenwich Campus
GRI	Greenwich Research and Innovation
GSU	Greenwich Students' Union
HE	Higher Education
HESA	Higher Education Statistics Agency
IMD	Index of Multiple Deprivation
KIT	Keeping in Touch

Abbreviation	Glossary
KPI(s)	Key Performance Indicator(s)
LGBT+	Lesbian, Gay, Bisexual and Trans
Med	Medway Campus
NSG	Nominations, Staffing and Governance Committee
PGT	Postgraduate Taught
PS	Professional Services
PSCF	Professional Services Career Framework
PT	Part-time
PTO	Professional, Technical and Operational
PVC	Pro Vice-Chancellor
REF	Research Excellence Framework
RKE	Research and Knowledge Exchange
SAT	Self-Assessment Team
SM	Senior Management
SSB	Student Success Board
STEM	Science, Technology, Engineering and Mathematics
SSB	Student Success Board
TEF	Teaching Excellence Framework
VCE	Vice-Chancellor's Executive
Term	Description
Diversity Interest Group	A collaboration of academics interested in researching EDI
Henpicked	Organisation that provides training and guidance on menopause in the workplace
Race Equality Charter	Advance HE accreditation on race equality
Reduction of spans of control	The number of employees who report directly to a manager or a leader
Sodexo	University facilities provider

