Equality, Diversity and Inclusion (EDI)

Annual Report 2021/22

UNIVERSITY OF GREENWICH

Contents

Foreword
by Jane
Harrington

I am pleased to present our Equality, Diversity and Inclusion (EDI) Annual Report 2021/22. This sets out the progress we have made against our EDI Strategy 2019–22 for this academic year and concludes the work undertaken over the past three years in respect of this strategy.
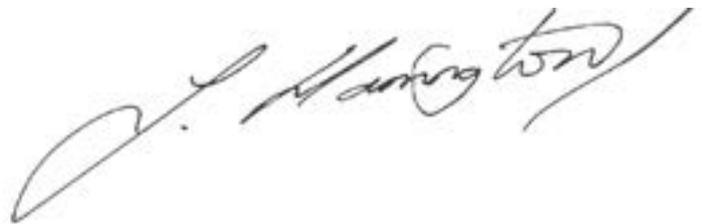
Our university strategy, 'This is our Time: University of Greenwich Strategy 2030', has EDI at its core and is underpinned by our values of being inclusive, collaborative and impactful. At Greenwich, we have an ambitious programme of work to deliver sector-leading EDI activities. A significant amount of work has been achieved in the last year. Notable accomplishments include 75th position in the Stonewall Top 100 Employer Workplace Index and a Stonewall Gold Award, the launch of our Race Action Plan, and the growth of the university's staff network, which now includes around 80 Wellbeing Champions.

I particularly want to thank everyone involved in the development and consultation of our three sub-strategies and our three enabling strategies, in which inclusivity is a core strategic priority. The People Enabling Strategy will provide an effective framework for our EDI

workstreams going forward to 2030 and to make our university culture a more equitable and inclusive place for students, staff and our wider community. To achieve our ambition to be the best modern university in the UK by 2030, we acknowledge there is more to do, and we will continue to actively engage our staff to ensure their ownership and commitment to further our EDI aspirations.

The Governing Body, Vice-Chancellor's Group and EDI Committee are committed to continuing to work with our students, staff and communities to celebrate and champion our diversity and achieve equality of access and outcomes for everyone at the University of Greenwich.

Thank you.

Professor Jane Harrington
Vice-Chancellor

Introduction

In April 2021, *This is our Time: University of Greenwich Strategy 2030* was launched, with the mission to be the best modern university in the UK by 2030. Equality, diversity and inclusion (EDI) are central and crucial to achieving this, and are underpinned by our core values of inclusivity, collaboration and impact.

University Strategic Priority 2: Inclusivity and Culture ambitiously aspires to be a leader in targeted EDI initiatives/accreditation programmes and employee mental health and wellbeing.

Our People Enabling Strategy provides the framework to embed an approach to EDI that values our unique identities and contributions, making us a positive force for change. We will support and enable our employees to thrive, while proactively achieving these outcomes and their own potential, with the university as an employer of choice.

Priority 4d in our People Enabling Strategic Priority outlines our priorities to promote equity in representation, pay, experience, culture and environment to ensure that our people reflect the diversity of our students and communities. This will be accomplished when we achieve the key goals of developing insights through analysis of data, other evidence and feedback, and working to ensure sustainability of our staff networks to support changes that respond to the needs and expectations of our university community.

Advance equity and representation

Priority 4a in the university's People Enabling Strategy

Charter Marks

Athena Swan

The Athena Swan Charter is a framework to support and transform gender equality within higher education and research. We are pleased that work has formally begun to prepare our submission for an Athena Swan Award, in line with the University Strategy 2022–30.

We are initially applying for a bronze institutional award under the refreshed framework, which enhances the charter's strengths by allowing applicants to have more flexibility, autonomy and focused submissions. The charter will deliver new interventions alongside harnessing and catalysing existing sector-leading initiatives that contribute to inclusivity and culture at the university.

Our submission will be based on extensive quantitative and qualitative analysis to understand our culture at the University of Greenwich and develop an evidence-based approach in supporting greater inclusivity for people in all roles, of all gender identities, and those facing intersectional inequalities. Our Athena Swan action plan will take a holistic and systematic approach to tackling gender inequalities, which will enable the university to devise, enact and evaluate strategies for change that overcome underrepresentation and disadvantage relating to gender.

On behalf of the university, the Vice-Chancellor has **pledged our commitment** to the principles of the Athena Swan Charter. This thereby formally begins the Athena Swan process through joining a global community with a shared goal of addressing gender inequalities and embedding inclusive cultures.

To support the analysis, creation and execution of the submission, we will form a Self-Assessment Team (SAT) which will be instrumental in the success of the charter submission. All staff were invited to submit an expression of interest to join our SAT. We are keen for the SAT to reflect the diversity of the university community and represent staff at different levels and in various functions across the university.

Disability Confident

The university is a Level 2: Disability Confident Employer. Throughout the year, we have undertaken a self-assessment process against a set of statements and actions issued by the Department for Work & Pensions. This level requires the organisation to demonstrate progression and positive action to attract, recruit and retain disabled people. We aim to retain our Level 2 status, becoming reaccredited by September 2022.

We aspire to become a Level 3: Disability Confident Leader by 2030. This would require the university to be Disability Confident as recognised by its peers, local community and disabled people, open to external challenges and supporting other employing organisations to be Disability Confident.

Stonewall

The university is a long-standing member of Stonewall's Diversity Champions programme for ensuring all LGBT+ people are free to be themselves in the workplace.

In 2021, we prepared our submission to Stonewall's UK Workplace Equality Index 2022. The index is the definitive benchmarking tool by which employers can measure their progress on LGBT+ inclusion in the workplace.

A steering group worked inclusively, collaboratively and impactfully across the university and LGBT+ Staff Community to implement changes for LGBT+ equity in different areas.

Our work towards culture change for LGBT+ inclusion was recognised through Stonewall's celebration of the university as a Top 100 Employer and Gold Award-Holder 2022. We are proud to be ranked 75th among UK employers (and 11th in the education sector), outstripping our previous position at 80th and 97th in 2016 and 2018 respectively.

There is still more to be done. The steering group continues to work with Stonewall to respond to their feedback and staff survey findings, and to achieve our other objectives and ambitions for LGBT+ equality. The findings from our sector-leading research on the lived experiences of LGBT+ staff and allies at the university will help to shape this activity in the next academic year.

The open, inclusive and unified structure and operation of the Stonewall Accreditation Steering Group exemplifies the university's values and is an approach to be emulated in other cross-university programmes.

Another feature of this initiative is the way it has benefited from the contributions of staff at all levels and across all functions of the university who continue to demonstrate their commitment to LGBT+ equality in various ways, from student services through to procurement.

In addition, this work has spurred improvements to policies and practices to support other equality groups and sustainability, and to make our university community welcoming and inclusive for everyone.

Race Action Plan

The *Race Action Plan 2021–2026: This is Our Time* launch in March 2022, along with the May celebratory launch events, are the culmination of 18 months of collaborative effort, driven by our EDI Race Advisers and co-created following engagement across all university departments, faculties, student groups and staff networks.

Our plan sets our concrete measures to increase the representation, progression, and success of Black, Asian and Minority Ethnic students and staff to create a diverse and culturally inclusive university.

The plan articulates what we need to do to achieve our aim to be anti-racist and inclusive in everything we do, supported by specific and measurable results to ensure we are successful in meeting our commitments and objectives and, within the plan, achieving the Race Equality Charter (REC) mark status, which will reflect our achievements regarding race equality.

Our EDI advisers continue to engage with senior leaders who are developing their strategic approaches and setting appropriate governance models to ensure clear accountability for delivery against the priorities of the Race Action Plan. They are supported by an enhanced team as they track, measure progress, and support targeted intervention to drive the actions required for REC mark submission.

Over the last year, they have supported leaders across departments and faculties to:

- **Embed EDI** through design, development, and introduction of local race equality plans.

- **Work towards increasing the opportunities and progression of BAME students** through the successful development of their strategy and approach to close the BAME awarding gap (June 2021).

- **Support and champion BAME initiatives** by hosting an event (October 2021) with senior leaders where Black History 365 was formally launched. Jas Seehra-Pearce hosted and, with co-facilitation with Dr Myrtle Emmanuel, they engaged in conversation with Professor Jane Harrington, Peter Taylor, Louise Watson, and Aruna Mehta (from the Governing Body) about Black History and the importance of inclusivity.

- **Promote inclusivity and increase wellbeing and a sense of belonging through the curation of regular cultural events** in partnership with the BAME Network, and to increase visible support and allyship, such as the Diwali celebrations in November 2021, the Lunar New Year in February 2022, and during Ramadan, April–May 2022.

Going forward, the team will continue to work with senior leaders and the wider university community to accelerate our activity. We will move towards successfully obtaining the REC mark and fulfilling the actions within the plan.

Governance objectives

Diversity data capture for protected characteristic groups

Diversity data capture for protected characteristic groups for all staff (Figures April 2022)

Protected Characteristic	Target %	Current Disclosure			Known			Unknown			Prefer Not to Say		
		2021/22	2020/21	2019/20	2021/22	2020/21	2019/20	2021/22	2020/21	2019/20	2021/22	2020/21	2019/20
Age (all ranges)	95% or above	**100%**	100%	100%	**16-24: 3%**	4%	3%						
					25-34: 20%	17%	21%						
					35-44: 28%	27%	27%						
					45-54: 24%	27%	22%						
					55+: 26%	25%	27%						
Civil Partnership & Marriage	No target	***68%**	66.70%	N/A	**Civil Partnership: 0.5%**	0.2%		**31.6%**	33.30%	N/A			
					Common-Law: 7%	8%							
					Divorced: 3%	3%							
					Legally separated: 0.3%	0.3%							
					Married: 35%	35%							
					Others: 1%	0.5%							
					Single: 21%	19%							
					Widow: 0.6%	0.7%							
Disability	65% or above	**79%**	86%	80%	**Disabilities: 4%**	5%	3%	**20.6%**	11%	20%	3%	3%	
					No Disability: 72%	81%	77%						
Ethnicity (all)	95% or above	***96%**	94%	87%	**BAME: 28%**	34%	34%	**4.2%**	6%	7%	4%		6%
					White: 64%	69%	53%						
Gender Identity	No target	***93%**	74%	N/A	**Same: 68%**	65%	N/A	**7.1%**	26%	N/A	24%	9%	
					Not the same: 0.3%	0.2%							
Sex	95% or above	**100%**	100%	100%	**Female 57%**	56%	55%						
					Male: 43%	44%	45%						
Sexual Orientation	65% or above	***72%**	62%	57%	**Bisexual: 2%**	1%	1.2%	**27.7%**	29%	33%	8%	9%	10%
					Gay Man: 2%	2%	1.8%						
					Gay Woman: 0.9%	1%	0.65%						
					Heterosexual: 60%	58%	53%						
					Other: 0.6%	0.4%	0.33%						
Religion (& none)	65% or above	***74%**	63%	55%	**Religion: 37%**	36%	31%	**25.8%**	37%	34%	9%		11%
					No religion: 28%	27%	24%						

Increase the diversity of the membership of the Governing Body to reflect the protected groups

In 2021/22, the Nominations, Staffing and Remuneration (NSR) Committee continued to monitor the diversity of the Governing Body. A report on their diversity, drawn from the annual staff Higher Education Statistics Agency (HESA) return was considered by the NSR Committee and Governing Body in October 2021.

A drawback of using the HESA dataset is that the period covered does not align with Governors' terms of office, leading to some anomalies in annual reporting. To address this, the NSR Committee has agreed that use of the HESA dataset should be replaced by an annual diversity survey of Governors. This has been developed using the HESA categories and was launched in May 2022.

There has been no recruitment of Independent Governors so far in 2021/22; however, further diversification of Governing Body members now represents key protected characteristics (LGBT+, Women, Disability and BAME). A recent recruitment of a co-opted member of the Audit and Risk Committee used a recruitment firm which had been recommended for their strength in recruiting diverse candidates.

An external governance effectiveness review by Halpin Partnership in 2021/22 had the following recommendations related to Governing Body diversity:

- The EDI annual report to the Governing Body includes discussion as to how Governing Body members can contribute proactively to EDI strategy.

- EDI training is provided for Governors, which considers areas including active bystander, allyship, disability, and anti-racism. Enhancing training in the future.

- The governing body makes a commitment to improve age, ethnicity, LGBT+ and disability representation.

- The Governing Body should reduce the use of the 'BAME' acronym and have more granular targets for Black, Asian and other ethnic minorities in recruitment. Using 'BAME' masks the number of Black, Asian and other ethnic minorities on the Governing Body and gives a less precise picture of progression in this area.

- An action plan in response to these and other recommendations has been developed and is being overseen by the NSR Committee.

Gender balance at senior levels AC4 and AC5

Senior academic levels AC4 and AC5 gender and ethnicity data capture (Figures April 2022)

	AC4			AC5			Total AC4 - AC5
Gender	**2021/2022**	**2020/21**	**2019/2020**	**2021/2022**	**2020/21**	**2019/2020**	**2021/2022**
Female total	**9%**	9%	11%*	**3%**	4%	4%*	**13%**
Male total	**10%**	10%	13%*	**8%**	8%	10%*	**18%**
Total	**20%**	19%	24%*	**11%**	12%	14%*	**30%**
BAME Female	**1%**	1%	N/A	**0.6%**	0% (0.2%)	N/A	**2%**
BAME Male	**3%**	2%	N/A	**1%**	1%	N/A	**4%**
BAME total	**4%**	3%		**2%**	1%		**6%**

Total University Gender Academic Staff 2021/22: **Female: 50%; Male: 50%** **Total Gender/BAME Academic Staff:** 30% (Females: 14%, Males: 16%) **Total Gender/White Academic Staff:** 64% (Females: 33%, Males: 31% **Unknown: 1%** (Females: 0%, Males: 1%) **Not Stated:** 5% (Females: 2%, Males: 3%)	**Total University Gender Academic Staff:** 2021/22: Female: 49%; Male: 51% 2019/20*: Female: 49%; Male: 51%

Advance HE Aurora Programme 2021/22

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

Participants explore four key areas associated with leadership success: identity, impact and voice; politics and influence; core leadership skills; and adaptive leadership skills. Participants also take part in two action learning sets and receive an internal senior mentor for the duration of the programme.

Due to the continued risk of COVID, the programme continues to be delivered online.

However, Advance HE has recognised the importance of in-person networking and has organised separate face-to-face networking events in spring/summer 2022 for current Aurora applicants and for colleagues who attended Aurora during 2019/20 and 2020/21.

The university supported 11 colleagues to participate in the programme from March to July 2022. Advertising for the programme highlighted the fact that applications were particularly welcome from BAME colleagues as they are currently under-represented in senior positions. However, there was a reduction in the number of BAME applicants compared to the previous year (20% of applicants were from the BAME community, and 20% of the successful applicants now participating in the programme are BAME colleagues).

The developmental nature of the content of Aurora often means that the programme's impact is not immediately evident.

South East Action Learning (SEAL) Programme 2021/22

The *SEAL* programme is for people who identify as a woman, working in higher education universities across the South East, all of whom are current or aspiring female leaders. The programme aims to empower participants to find their voice, build leadership skills, explore different perspectives, and be supported to tackle challenges, while building a network of peers outside their own university.

From January to June 2022, the university supported 12 colleagues to participate in the SEAL programme, which consisted of six monthly, virtual, action learning sets. In advertising the programme, it was highlighted that applications were particularly welcome from BAME colleagues as they are currently under-represented in senior positions. Of the participants, 42% come from the BAME university community.

Staff distribution across faculty by ethnicity and gender 2020/21 and 2021/22

	Total Faculty Staff				Total of BAME Staff				Total of Academics				BAME Academics			
	2021/22		2020/2021		2021/22		2020/2021		2021/22		2020/2021		2021/22		2020/2021	
Faculty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FOB	299	100%	290	100%	129	43%	98	34%	216	72%	213	73%	101	47%	81	38%
Female	174	58%	168	58%	77	60%	61	62%	118	55%	113	53%	56	55%	44	54%
Male	125	42%	122	42%	52	40%	37	38%	98	45%	100	47%	45	45%	37	46%
FES	297	100%	330	100%	65	22%	70	21%	216	73%	179	54%	45	21%	44	25%
Female	206	69%	157	48%	46	71%	26	37%	141	65%	67	37%	29	64%	10	23%
Male	91	31%	173	52%	19	29%	44	63%	75	35%	112	63%	16	36%	34	77%
FEHHS	348	100%	285	100%	78	22%	48	17%	178	51%	211	74%	54	30%	36	17%
Female	174	50%	198	69%	28	36%	32	67%	68	38%	141	67%	13	24%	23	64%
Male	174	50%	87	31%	50	64%	16	33%	110	62%	70	33%	41	76%	13	36%
FLAS	318	100%	323	100%	82	26%	77	24%	227	71%	224	69%	55	24%	45	20%
Female	156	49%	151	47%	43	52%	36	47%	94	41%	92	41%	22	40%	17	38%
Male	162	51%	172	53%	39	48%	41	53%	133	59%	132	59%	33	60%	28	62%

Academic promotions 2020/21 – applications across faculties

	Total Applications				BAME Applications				Total Successful Applicants				Total BAME Successful Applicants	
	2020/21		2019/2020		2020/21		2019/2020		2020/21		2019/2020		2020/21	2019/2020
	No	%	No	%	No	%	No	%	No	%	No	%	%	%
FOB	33	15%	36	16%	16	48%	8	22%	14	42%	26	72%	29%	23%
Female	20	61%	19	53%	11	69%	2	25%	8	57%	14	54%	75%	33%
Male	13	39%	17	47%	5	31%	6	75%	6	43%	12	46%	25%	67%
FES	26	12%	26	15%	12	46%	12	46%	20	77%	22	85%	50%	50%
Female	11	42%	11	42%	4	33%	4	33%	9	45%	10	45%	40%	36%
Male	15	58%	15	58%	8	67%	8	67%	11	55%	12	55%	60%	64%
FEHHS	28	16%	33	16%	7	25%	16	48%	20	71%	14	42%	25%	29%
Female	17	61%	20	61%	4	57%	11	69%	14	70%	8	57%	60%	75%
Male	11	39%	13	39%	3	43%	5	31%	6	30%	6	43%	40%	25%
FLAS	36	16%	32	15%	8	22%	7	22%	25	69%	25	78%	14%	20%
Female	19	53%	17	53%	2	25%	4	57%	14	56%	16	64%	40%	40%
Male	17	47%	15	47%	6	75%	3	43%	11	44%	9	36%	60%	60%

Academic promotions 2020/21 – applications across faculties

Senior academic levels AC4 and AC5 ethnicity data capture (Figures April 2022)

	AC4			AC5			Total AC4 - AC5
Ethnicity	**2021/2022**	**2020/21**	**2019/2020**	**2021/2022**	**2020/21**	**2019/2020**	**2021/2022**
BAME	4%	4%	5%*	2%	2%	2%*	6%
White	15%	15%	9%*	8%	9%	6%*	23%
Not Stated	1%	1%	N/A	1%	1%	N/A	2%
Total	20%	20%	14%*	11%	12%	8%*	31%

Total University Ethnicity Academic Staff 2021/21: BAME: 30%; White: 64%; Unstated: 5%; Unknown: 1%;

2020/21: BAME: 24%; White: 64%; Any other: 1%; Unstated: 6%; Unknown: 5%;

2019/20: BAME: 39%; White: 54%; Unknown/Prefer Not to Say: 7%

Advance equity and representation – leadership and management development

In 2020/21, the university supported 14 staff to take part in leadership and management development through Level 3 and Level 5 apprenticeship programmes, enhancing participants' knowledge and skills around topics such as change, performance, relationships and projects. An equal number of men and women participated, of whom two are BAME. At the time of writing (April 2022), the programmes are still operational and due to the developmental nature of the content, the programme's impact is not immediately evident. In reflection of the programme, four people from the programmes have already gained promotion – three are women, and one is from the BAME community.

Leadership and management development, 2020/21

Programme	No. participants	Men	Women	BAME	Promotion overall	Promotion women	Promotion BAME
Level 3 apprenticeship	7	3	4	2	3	3	1
Level 5 apprenticeship	7	4	3	0	1	1	0
Change maker	30	15	15	8	0	0	0

Sector-leading development through the Change Maker programme

In November 2021, Jane Roscoe (Deputy Vice-Chancellor) sponsored a new emerging-leaders development event. Working with **The Change Maker Group**, the programme offered support to 30 staff from academic and professional services areas who were at different stages of the leadership journey, as recognised by their performance and potential. An equal number of men and women participated of whom eight were from the BAME community. The programme offered participants:

- *Success models* – hearing examples from other successful organisations both inside and outside higher education.

- *Ownership* – a strong sense of ownership of the new university strategy, our focus on embedding equality, diversity and inclusion, and values within our processes and actions. Keynotes from gender speaker Rikki Arundel and diversity leader Judith Germain created a safe space for understanding lived experience.

- *Considering 'live' problems* – using new tools and techniques to think differently and to lead others to challenge convention by creating a new mindset, including producing new solutions or ways to tackle problems.

- *Practical skills and tools* – arming the university environment to act as change makers for future developments away from their existing functional expertise, while motivating others to do the same.

Participant feedback highlighted the need to embed this offer, and appreciation of the investment in their personal development by the university to help them lead and deliver change. The inaugural 'change makers' have now formed a collective to support aspects of delivering student success and will support the delivery of future events.

Eliminate the gender pay gap and close pay gaps

Priority 4b in the university's People Enabling Strategy

Gender Pay Gap Report

Publishing an annual **Gender Pay Gap Report** is part of the university's legislative obligation under the **Equality Act 2010**. In our refreshed strategy, we have committed to eliminating the gender pay gap by 2030 and feel encouraged to have seen a decrease from 12.9% to 11.2% during 2020/21. This gap indicates the percentage difference between the average pay of men and women.

The overall profile of staff included in the snapshot data (31 March 2021) includes all full pay staff holding a contract of employment with the university, including hourly paid staff. This equates to 44% males and 56% females.

This year, we have made a commitment to wider protected-characteristic pay gap reporting and have created our first snapshot of mean and median pay gap data for BAME, disability and LGBT+ staff, alongside our **Gender Pay Gap Report**. Our collaboration with **Gapsquare** – a specialist third-party consultancy – provided us with a richer understanding of the factors influencing our pay gaps.

From this initial snapshot, we intend to scope, monitor and foster meaningful pay gap targets and provide strategies and interventions for subsequent years, to reduce our pay gaps within these staff groups.

Our commitment to equality, diversity and inclusion enables a culture which promotes an inclusive and supportive environment for all individuals to reach their full potential. We must continue our proactive journey to implement targeted initiatives, which will directly impact the university's mission to be the best modern university in the UK by 2030.

The **Gender Pay Gap Report** is available publicly on the website, whereas our **University Pay Gap Report** is available for internal viewing.

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

Priority 4c in the university's People Enabling Strategy

Staff network and community updates

BAME Staff Network

The **BAME Staff Network** is now widely acknowledged within the university. Our aim is to continue to actively use our platform to raise the voices of people of colour within the institution, and contribute to a wider movement for more equitable, diverse, and inclusive practices. As such, the network is striving to elevate its profile, ideas and views through events and engagement in discussions around sub-strategies and revitalising existing policies.

The network also hopes to review historical data that reveals negative impacts on the BAME community and collect evidence supporting or failing to support EDI practices that effectively address issues of discrimination and exclusion of people of colour, in line with the **Race Action Plan**. Furthermore, in order to share insights from our own work, we are involved in a focused coalition of inclusivity networks aligned in approach and purpose, to accelerate the adoption of best EDI practices.

Achievements during 2021/22

The network organised impactful events to create diverse and inclusive spaces, open to all staff and students, and to uphold our diversity and inclusion principles. Highlights include:

- During Black History Month in October 2021, we hosted a discussion on the **Race Equality Charter** with Lee Jasper, former Senior Policy Adviser and Director of Policing and Equalities to the Mayor of London, and a conversation with Professor Dame Elizabeth Anionwu on her memoirs and her work with Black and minority communities. We also supported an exhibition by School of Design graduates titled 'House of Many Cultures: The Other's Story', as well as a reflection on diversity and inclusivity with senior leaders, including the Vice-Chancellor.

- To mark World Mental Health Day in October 2021 and University Mental Health Day in March 2022, we organised an online panel discussion with colleagues from our network on the theme 'What some old civilisations and societies in the world can teach us about mental health'.

- The network also had a very successful celebration of Diwali in November 2021, with a range of activities over three days, including application of henna, a saree-tying demonstration, traditional Tamil dance at Medway and a Bollywood dance demonstration and workshop at Greenwich. We also celebrated the Lantern Festival in February 2022, with activities reflecting tradition and culture, including Game of Go, Qigong and Tai Chi demonstrations, live music, and a Chinese calligraphy demonstration and workshop. We also enjoyed the fortune cookies that were distributed throughout the day.

Staff Disability Network

Despite the restrictions and frustrations of working from home and the gradual transition to back to campus, the relaunched network has continued to gather momentum, growing by more than 25% in the last six months to 59 members. This growth continues as our Executive Committee encourages members to participate and share their experiences, and we enjoy a safe and confident space to discuss issues that concern us.

Achievements during 2021/22

A new Executive Committee, formed in July 2021, has worked hard to continue the excellent work of the previous Chair and Communications Officer. With some ambiguity over the name of the network, the current Chair asked the network to consider its identity when making this important decision. Consequently, we have provided the network with a poll that includes several name options. This is to be completed within this academic year.

We have reviewed our terms of reference to ensure that all staff members know this network is a safe and confidential space to be part of. Voting on these updated terms of reference is scheduled to happen soon.

To further support the network, we voted in the Director of Information and Library Services as our senior network ally in order to raise awareness of the practicalities of staff living and working with disabilities, and to improve the working conditions of our members wherever possible. These include professional and academic staff from all levels of university life. We live with a range of disabilities – some physical, some hidden – and we live productive lives contributing to the success and wellbeing of the university. We also aim to act as a lobbying group to raise awareness of disability at work, with specific emphasis on the barriers staff face and on improving understanding of this among leaders.

The network introduced 'Lunch and Learn' sessions, with several members hosting or arranging well-attended events, including Working and Studying With Disabilities: Personal Perspectives; Celebrating Dyslexia Awareness Week, and a practical session with a British Sign Language (BSL) tutor.

We are also supporting our colleagues across other networks, as we share intersectionality guidance with them.

Finally, we observed Disability History Month with articles on topics of disability written by our members, and worked collaboratively with the GSU Student Disability Network.

LGBT+ Staff Community

Achievements during 2021/22

The LGBT+ Staff Community held film screenings of award-winning oral history documentary 'Rebel Dykes', as well as a Q&A session at the Bathway Theatre with two of the 'rebels' from the film. We also held a webinar on LGBT+ parenting, sharing the stories of queer parents. We enjoyed presentations from Clare Summerskill; an oral historian who has toured nationally as a comedian and songwriter with her book and theatrical play, 'Gateway to Heaven'.

Jessica Lynn, international Kinsey Institute trans ambassador and activist, shared their story of being the first person in US history to have their name erased on a birth certificate due to their trans identity. The community also published a queer anthology by trans and queer poets, featuring both staff and students. Partnership building with local queer arts collective Avant Gardening continued with the oral history project Bijou Stories.

In response to cases of bullying and harassment, the community wrote a guide to navigating both people and policy, which has now been adopted by the university as draft wording for a new reporting system. Finally, the community raised more than £250 for LGBT+ charity **akt**. Looking ahead, two training sessions are scheduled on domestic abuse, as well as bisexuality awareness.

A sector-leading university

- The university has been awarded Gold Accreditation by Stonewall and appears in their Top 100 Employers list, putting it eleventh in the HE sector.

- The Vice-Chancellor's Office has submitted a formal response to the 'Banning conversion therapy' consultation. Special thanks are awarded to the staff who contributed to this body of work.

- The university co-hosted the international **Performing Oral History Symposium** with the **European Reminiscence Network**, the **LGBTQ Oral History Working Group** and the **Creative Oral History Working Group** of the **Oral History Society**.

- The event to relaunch the LGBT+ Staff Community in May 2021 was commended by **Stonewall** for our specific focus on intersectionality.

- The reverse mentoring pilot saw senior leaders mentored by members of the **LGBT+ Staff Community**.

Reverse mentoring programme

Launched in the autumn term of 2021/22 in partnership with the **LGBT+ Staff Community**, the programme was designed to allow members of the **LGBT+ Staff Community** to meet with a senior colleague and enjoy regular dialogue around diversity issues in the workplace and discuss future goals of the organisation in a safe and confidential environment.

The programme aims not only to create action but also to raise awareness, with each pair of participants determining their own focus. The programme has provided some tangible outcomes, with proposals being drafted around pertinent themes that have emerged. Other participants took a more informal approach to sharing their lived experience with their mentee.

Initially, the reverse mentoring programme was run as a pilot. We now intend to expand it to other staff networks. We hope this will continue to influence meaningful understanding of the lived experience of all our staff community, promote a supportive environment and aid the development of both senior colleagues and members of additional staff networks.

Further activities

- A further investment of time in LGBT+ staff culture research.

- A plan to launch the **LGBT+ Alumni Network** in June 2022, making ties beyond the university.

- An invitation to consult with LGBT+ communities in London Met and Amsterdam, for HkV Pride.

Women's Network

Campaigning against gender-based violence

The Women's Network used the 16 Days of Activism – from 25 November (International Day for the Elimination of Violence against Women) to 10 December 2021 (Human Rights Day) to progress from talks about gender-based violence to encouraging practical steps which individuals and organisations can make to challenge and act against it. **Recordings from both these series** can be viewed online.

Additionally, the university's dedicated network for women shared how we can **work together to tackle gender-based violence,** and supported the university and Greenwich Students' Union as they **jointly signed up to the London Mayor's Women's Night Safety Charter**.

Working towards pay equity

Last year, we marked **Equal Pay Day** with thoughts from Rosie Fean, Chair of the Women's Staff Network, and Denise Hawkes, Co-Chair of the Stonewall Accreditation Steering Group. We support the **This Is Our Time** target to remove the gender pay gap by 2030. This is a challenging target and will require strong leadership at all levels to enact real change.

Supporting menopause awareness

We support the university in its commitment to become a **Menopause Friendly Employer** and support all who are affected by the symptoms of the menopause. On World Menopause Day 2021, we learnt about **natural remedies** which can offer support before, during and after the menopause – information we are happy to carry forward in our learning and education of menopause awareness.

Supporting our members

Our members are what make the Women's Network a supportive, positive and enlightening space within the university. In return for joining our network, we offer a mentoring scheme, regular coffee breaks and mental health check-ins, and we celebrate and share our members' successes. To join us, head to the **Women's Network** page.

Women's Higher Education Network

Women's Higher Education Network, or 'WHEN', is a network for women*, from all backgrounds, who work in any role in the higher education sector. We have a variety of differences, but we share a unique set of challenges. WHEN recognises and celebrates those differences as intrinsic to our successes.

Membership, which is free to staff at the university, provides instant access to the online members' area, where you will find articles, interviews, stories, a webinar library and much more. You will also get access to free, member-only events and to an online community of women from across the sector who are open, friendly and ready to support one another.

*This includes trans women and non-binary people who are comfortable in a female-centred community.

Value and celebrate our diverse university community

Priority 4d in the university's People Enabling Strategy

EDI impact stories and initiatives

Bystanding and Allyship Project

The aim of the Bystanding and Allyship Project is to develop online, peer-to-peer, evidence-based training. The training is based on the well-established bystander intervention approach, which is integrated critically with more recent work on models of allyship.

In order to realise that they need to act, people need to become aware of the problem and take responsibility for addressing it. There is a risk that staff who have the privilege of not facing discrimination come to think that discrimination is not an issue for anyone. As a result, these individuals may believe that they do not need to engage with training. Our project presents staff with real examples of discrimination that have affected our colleagues, the impact this discrimination has had, and the potential allyship behaviours that they can adopt.

As we plan to collect data and evaluate the training as we progress, the project required ethical approval from UREC, which has now been granted. We have also developed evaluation and impact measures to test the efficacy of the training.

This year, we completed Stage 1 of the project, collecting qualitative data on discrimination experiences and allyship behaviours. The participants for this stage were found through our staff networks. We continue to prioritise working with these networks as a means of ensuring good inclusive practice.

Content development section leads have been working to integrate the examples from Stage 1 of the project with research and theory in the field. We have additionally created the project shell on our portal tool **Moodle**, and are currently developing training materials to be presented to focus groups drawn from staff network members.

Furthermore, we have submitted an abstract for a conference with the **Psychology of Women and Equality Section of the British Psychological Society**. This will give us the opportunity to gather feedback on the approach and content before launching the training in September 2022.

Faculty and directorate EDI group updates

Finance Directorate

The **CFO EDI Champions Group** was established in June 2021. The group is overseen by a Chair, Co-Chair and Secretary, with roles rotating on a quarterly basis to allow all members equal opportunity to gain chairing experience, lead the group and make contributions. Rotation also allows us to fully utilise our members' knowledge and experience.

Highlights from 2021/22

- The group initially wrote terms of reference, established group roles and structure, and agreed objectives, ensuring that these were all in line with the university's EDI strategies and policies. We created an action plan, which we used to assign tasks and track progress. This involved group discussions exploring the changes that we could make independently at a local directorate level while also identifying areas where support may be required from central teams, such as existing EDI networks and HR.

- We obtained support and advice from the Race Equality Advisers as well as from HR, who we fed back to on our progress.

- We sought advice and support from colleagues in other staff groups. This included a presentation on reverse mentoring from the Co-Chair of the LGBT+ Staff Community.

- The first priority of the EDI Champions Group was to work towards supporting the recruitment, retention, and progression of staff with protected characteristics and within minority groups. We established a bank of interview panellists from minority groups to improve representation and diversity of interview panels for both internally and externally recruited posts. Nine of our **EDI Champions Group** attended recruitment and selection training facilitated by HR, and now managers hiring staff within the directorate can call upon this bank to participate in the recruitment process if a need to diversify an interview panel arises.

- We have created an EDI calendar that highlights national EDI events, notable dates and religious holidays. The purpose of the calendar is to raise awareness of EDI events and dates across the directorate, while also providing inspiration for activities and focus for awareness-raising.

- Through our EDI book club, we have taken our discussions outside our directorate and university, and into wider society. To make this more compatible with existing workloads, this usually involves sharing and reading articles, shorter papers, and videos (instead of books) that are then discussed.

- We have 'Bring a friend' EDI meetings, where members can invite a colleague who is not currently part of the group. By doing this, we hope to reach and engage with a wider audience.

- The current Chair offers a quarterly update to the CFO team and CFO senior management team meetings with support from the Assistant Director of Finance (Management Information) as a senior leader.

In the coming year, we plan to review, update and complete the EDI calendar and continue to promote EDI events and special dates. We also intend to introduce informal walk-and-talks, in addition to meetings, for mental health and to build relationships and encourage open conversations.

Communications and Recruitment Directorate

With a launch pad of BAME focus groups through 2020–21, the **Communications and Recruitment Directorate** has progressed to a point where equality, diversity and inclusion are embedded in our everyday practice.

We have worked to remove unconscious bias from our recruitment processes by assessing job applications blind and including at least two EDI-intuitive questions in every interview. This allows us to celebrate individuals for their skills and positive attributes first and foremost, while maintaining the protection of the nine characteristics listed under the Equality Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

We are committed to providing context for BAME representation and diversity. We share discussions, educational videos and thought-provoking content that aims to educate and stimulate important conversations across the directorate.

We will continue to provide safe spaces for all individuals by ensuring line managers maintain a cautious and well-rounded approach to every person, highlighting inclusion on a daily basis. This may be brought about by listening to, acknowledging, and escalating issues raised by BAME or other team members and raising the profile of deserving BAME and diverse team members, for university-wide visibility. This may include presentation of work or BAME representation on panels.

Faculty of Education, Health and Human Sciences

The Faculty of Education, Health and Human Sciences EDI Action Group has been working across a wide range of areas in EDI. We have made particular progress in achieving the following aims:

Maximise efficacy in recruitment processes – we work to ensure that our recruitment adverts promote positive diversity messages, cultural competency questions are part of our interview process, and our interview panels have a BAME member and gender balance whenever possible.

Deliver initiatives to support career progression and a supportive and inclusive culture for all – initiatives include monitoring requests and awards of training, support and research funds to ensure that they are representative by protected characteristics. We are also working to ensure that academic staff are given a clear understanding of the pathways and criteria for promotion, which can be discussed during appraisals, and professional services staff are helped to better understand the HERA process, which enables staff members to put forward a case for regrading their role. Other initiatives include extending the deadline for internal job applications to give staff enough time to seek advice from mentors on how to prepare their applications.

Deliver initiatives to support career progression of staff with protected characteristics – we are creating new directories which outline the skills that our allies are proficient in and can share with colleagues. This means that staff with protected characteristics can get help with application support, interview preparation, data analysis, project management and a range of other skills that could help further their careers. EDI is now a fixed agenda item at all faculty, school and team meetings, and any issues arising are fed back into EDI Working Group meetings.

Among other highlights from last year are a School of Education recruitment event for those interested in ITE – in particular BAME role models – and public inaugural lectures by recently promoted professors with protected characteristics that demonstrated positive career trajectories.

Human Resources EDI Group

The Human Resources Directorate established a local EDI working group following workshops that included open discussions on lived experience. This culminated in actions to look at how the directorate could enhance equality, diversity and inclusion for all team members. Human Resources supports key areas of inclusivity and culture for the university strategy and sponsors the People Enabling Strategy. Reviewing its own stance on creating equity is therefore vital and having support for this is a priority.

The Human Resources EDI Working Group is made up of seven participants who have launched a survey to gather the priorities for supporting equality, diversity and inclusion for the directorate. Findings from the survey have created actions to focus on initiatives to support career progression and an inclusive culture for all.

These themes are helping to support tangible actions, eg making sure EDI is fixed into the HR work plan and that there is full transparency of the directorate training budget with support on how to make requests for development. More regular updates of online training are provided and staff who are new to their role receive training in employment law through in-house workshops. A key action will be the review of the potential of using **Horizon Talent** to capture staff's skills to better understand the breadth of knowledge and competencies within the directorate. We anticipate that as the directorate evolves to ensure it can deliver the People Enabling Strategy, this work will form part of a detailed model for ensuring high-quality and meaningful careers within the directorate.

Jewish staff consultation

The university is undertaking a consultation with members of staff who identify as being Jewish or of Jewish heritage. This initiative is intended to be the beginning of a serious and determined attempt to understand their experiences and confront any issues they face as members of the university.

One of the less immediately identifiable religious/cultural minorities in the university, as well as in the UK as a whole, Jewish people can experience anti-Semitism both directly and in passing.

A challenge of combatting anti-Semitism is that there is no universally agreed definition. Participants in the consultation were encouraged to debate different interpretations and discuss how the university could reach a definition endorsed by its staff.

Additional staff members will be encouraged to take part in the process, including colleagues who are not Jewish.

LGBT+ Culture Research Project

In September 2021, as a starting point for better understanding the lived experience of its staff, the university launched research exploring its LGBT+ culture. This sought to identify areas of good practice and develop solutions to challenges faced by the members of the **LGBT+ Staff Community**. The study focused on individual experiences, making it easier to record unique variations within the sample and explore the fluid, complex and intersectional spectrum of identities present – including LGBT+ allies.

To realise these research aims, a case study comprising extensive fieldwork progressed through multiple phases. These phases included a qualitative document analysis that considered the impact of institutional policies. Subsequently, an initial stage of research tool co-creation progressed in collaboration with a steering group. Tool delivery then progressed via a survey of all staff perspectives and interviews with the LGBT+ community and allies. It concluded with focus groups exploring the key themes of the study.

The survey sought to go beyond the usual parameters of sexual orientation and gender identities by asking respondents to use their own language to self-identify. Through interviews, individuals were asked to explore their positions on a range of issues. These included their confidence in sharing personal identities and their general confidence of expression within the workplace; perception of personal value, authenticity, contribution, support, representation and visibility; opportunity, career progression, awareness of institutional policies and systems for support; and the types of discrimination experienced or observed and responses to it. They also considered perceptions of allyship, ally confidence and areas of related training.

Preliminary findings point towards positive steps taken by the university, providing concrete evidence of institutional commitment to act. These steps included the creation and publication of guidance policies on **inclusive language**, **LGBT+ guidance for managers** and **support for staff transitioning at work**.

£4,000 of financial support has been made available for all staff networks, ensuring their viability and enabling the expansion of initiatives aimed at raising awareness. During this study, it has been possible to observe inclusive consultation, leading directly into the planning and construction of more inclusive campuses with facilities such as a growing number of gender-neutral toilets. Work-enhancing inclusivity also now extends to information systems, where deadnaming on institutional systems has presented an ongoing concern to both non-binary and trans staff and students. Trans awareness events have also proliferated, with flags flown across campuses to raise awareness for Trans Day of Remembrance and International Transgender Day of Visibility. Other events included a 'Lunch and Learn' presentation given by transgender activist Jessica Lynn and a trans student poetry recital that has led to a subsequent anthology publication celebrating the student's work. It has also been possible to observe evidence of inclusion, with the **Women's Staff Network** raising awareness and providing support for trans staff who may be experiencing menopause.

The university's LGBT+ Staff Community has been a key driving force, working with the direct support of the Vice-Chancellor. A highlight of the community's many achievements throughout this session was the university's response to the government consultation on banning conversion therapy, an example of a minority group demonstrating its collaborative excellence.

Among the initiatives cited, study outcomes are also set to feed into the premiering of the university's anti-discriminatory Report and Support System. Results shining more light on the experiences, perspectives and range of intersectionality observable will be published in the August 2022 report. With so many new innovations under way, it will take time for us to understand the full extent of the impact that these actions are having.

LGBT+ Parenting round-table discussions

During the revival of the **LGBT+ Staff Community** and its establishment as a mechanism for scrutinising institutional influences on the lived experiences of LGBT+ staff and their allies, the need for further attention to intersected identities became more apparent. Following consultations with groups such as the **EDI Committee** and other staff networks, the **LGBT+ Staff Community** developed initiatives aimed at raising awareness of niche areas of concern to this part of the university's population. One of these areas was LGBT+ parenting.

Staff experiences of parenting may have many similarities regardless of sexuality and gender, but there are recognised differences among subgroups as well. In order to identify these and develop an ongoing dialogue that will help to better understand the support required, the community developed a series of LGBT+ parenting round-table discussions, which began in June 2021. LGBT+ staff and allies are welcome to those meetings, which enable members to talk about the challenges that parents in the LGBT+ community face and explore how these intensify their concerns as LGBT+ staff members.

An awareness-raising event on LGBT+ parenting took place during LGBT History Month in February 2022. Guests from the **New Family Social**, a national charity supporting LGBT+ individuals who already are or intend to become parents, talked about their own challenges in this area and in relation to employment. Many of the issues raised reflected the concerns of members of the **LGBT+ Staff Community**, such as worries about children facing bullying and harassment because of their parents' sexuality. The LGBT+ parenting round-table discussions are continuing and aim to further explore these issues in future sessions.

Supporting staff members' mental health and wellbeing

The University of Greenwich is committed to a 'whole university' approach to mental health and wellbeing to support our diverse community. We recognise that we must support our students and staff equally to achieve this and have developed a wealth of successful activities to support staff members.

For example, we've designed, commissioned and overseen a comprehensive and inclusive programme of staff training in Mental Health First Aid (MHFA), in collaboration with a specialist external partner. So far, 950 people have been trained on MHFA Awareness, and 112 Mental Health First Aiders have been certified, with our Vice-Chancellor and other senior leaders participating. This work was shortlisted for a national InsideOut award in recognition of the progress we have made in championing mental health. In addition, post-pandemic health and wellbeing workshops were delivered for all staff across our faculties and directorates throughout 2021/22, and these received consistently positive feedback.

2021/22 saw the growth of the university's staff network of Wellbeing Champions, which now stands at around 80 people. Our Wellbeing Champions provide peer support and help to organise wellbeing activities for staff. The network has been the impetus for spin-off activities, such as the extensive university-wide work on the menopause, which became well established in 2021/22.

The Wellbeing Network has been working closely with the university's EDI staff networks on initiatives to support and value our diverse community, collaborating, for example, with the Women's Network on University Mental Health Day 2022. Valuing, celebrating and supporting equality, diversity and inclusion was at the heart of this event.

The flagship keynote session, which focused on tackling mental health inequalities, was attended by over 120 people.

These activities demonstrate our support for positive cultural organisational change that is guided by our strategic commitment to inclusivity. Already, we are starting to see the impact of these initiatives. People are citing their significantly improved knowledge around mental health and wellbeing, including an awareness of the services that are provided. Staff wellbeing is monitored by pulse surveys, with data from recent surveys confirming that the majority of staff feel confident that their wellbeing, health and safety are a key priority for the university.

Menopause 2021/22

Work on raising awareness of the menopause within the university has increased significantly in 2021–22. In April 2021, the university became a member of **Henpicked Menopause in the Workplace**. Working with **Henpicked** will help us create a framework to ensure sustained support and awareness of the menopause across the university and will enable us to work towards becoming a Menopause Friendly Accredited organisation.

Guest speakers have spoken at the university to raise awareness of the menopause. Among these were Professor Joanna Brewis; Carolyn Harris, MP for Swansea East, the elected Chair of the **All-Party Parliamentary Group** on Menopause in the House of Commons; and Caroline Noakes, MP for Romsey and Southampton North, Chair of the Women's Equalities Select Committee. These talks have been well attended and well received by colleagues.

The university celebrated World Menopause Day for the first time in October 2021. Events included external and internal speakers and a menopause cafe. To mark the day, we also launched the **menopause webpage** with useful resources, **menopause guidance** for colleagues and line managers, and a menopause email address (**menopause@gre.ac.uk**) for colleagues in need of specific menopause support.
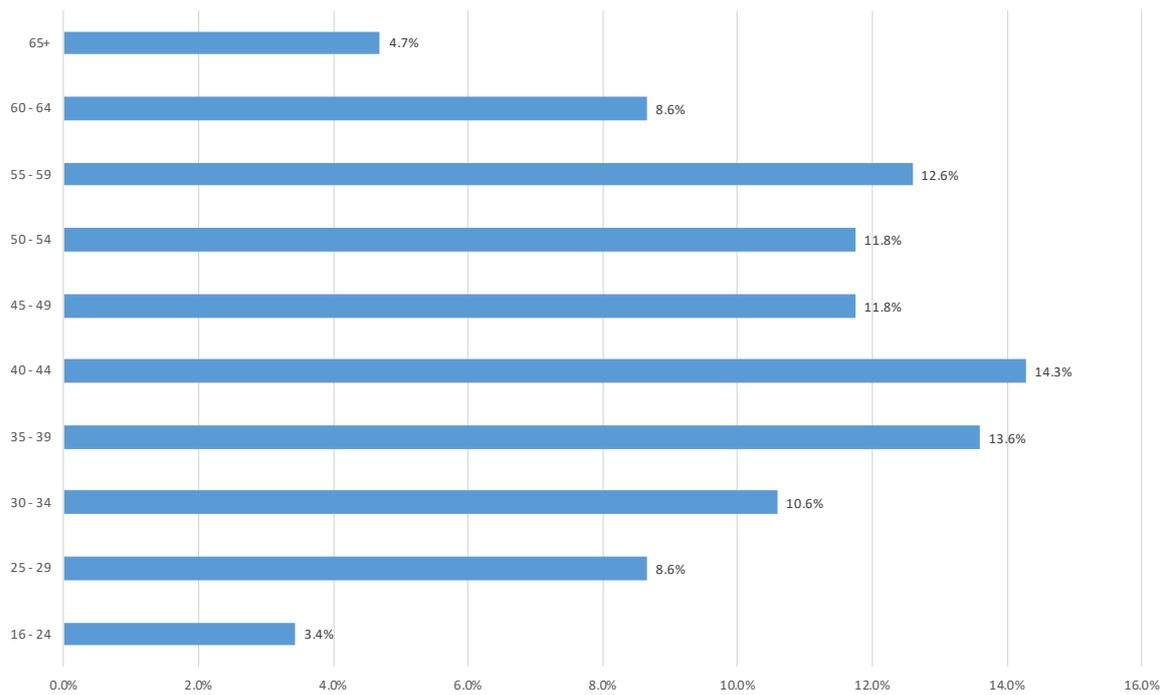
Training sessions for colleagues and line managers have raised awareness of the menopause and the support available. Participation rates for these sessions were high, with approximately 100 line managers and 150 colleagues attending, and feedback has been extremely positive.

Appendix

EDI data summary:
students and staff

Equality data summary:
staff data

Age

Age	Percentage
65+	4.7%
60 - 64	8.6%
55 - 59	12.6%
50 - 54	11.8%
45 - 49	11.8%
40 - 44	14.3%
35 - 39	13.6%
30 - 34	10.6%
25 - 29	8.6%
16 - 24	3.4%

Civil partnership and marital status

	Percentage
Widowed	0.6%
Unknown	31.6%
Single	20.6%
Others	1.4%
Married	35.3%
Legally separated	0.3%
Divorced	3.0%
Common-Law	6.6%
Civil partnership dissolved	0.1%
Civil partnership	0.5%

Disability

No known disability, 72.0%

Not applicable, 0.3%

Disabled, 4.2%

Prefer not to say, 2.9%

Unknown, 20.7%

Disabled (expanded)

Other type of disability, 0.4%

Physical impairment or mobility issues, 0.4%

Mental health condition, 0.6%

Specific learning disability, 0.7%

Blind or serious visual impairment, 0.1%

Cognitive impairment, 0.2%

Long-standing illness or health condition, 1.4%

Deaf or serious hearing impairment, 0.3%

General learning disability, 0.2%

Ethnicity

White - English/Welsh/Scottish/Northern Irish/British, 21.9%

White - Gypsy or Irish Traveller, 0.1%

White - Irish, 0.7%

Unknown, 4.2%

White - Any other White background, 10.0%

BAME, 27.7%

White, 31.4%

Irish Traveller, 0.1%

BAME (expanded)

Black - African, 5.2%

Black - Any other Black/African/Caribbean background, 0.7%

Black - Caribbean, 2.2%

Asian - Pakistani, 1.2%

Mixed - Any other, 2.0%

Asian - Indian, 4.6%

Mixed - White and Asian, 1.0%

Mixed - White and Black African, 0.4%

Mixed - White and Black Caribbean, 0.3%

Asian - Bangladeshi, 1.3%

Other - Arab, 0.5%

Asian - Any other Asian background, 3.6%

Any Other, 1.3%

Gender assignment

Gender identity

Yes, 68.2% —

Unknown, 7.1%

Information declined,
24.5%

No, 0.3%

Sex

Male, 43% —

— Female, 57%

Sexual orientation

Unknown, 27.7%

Information declined,
7.6%

LGB+, 5.0%,

Heterosexual, 59.7%

LGB+
(expanded)

Gay woman/
lesbian, 0.8%

Other, 0.6%

Gay man, 1.8%

Bisexual, 1.6%

Religion

Religion	%
Unknown	25.8%
Sikhism	0.8%
Other	2.4%
Not stated	9.5%
None	27.8%
Judaism	0.1%
Islam	4.5%
Hinduism	2.1%
Christianity	25.9%
Buddhism	1.1%
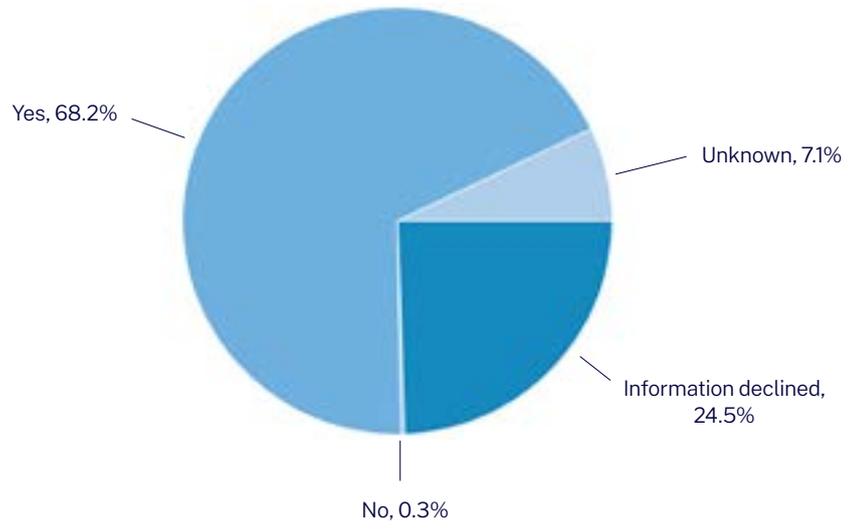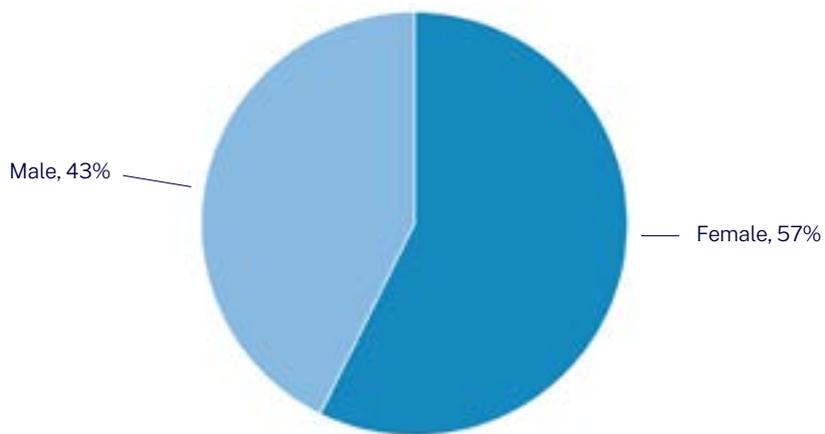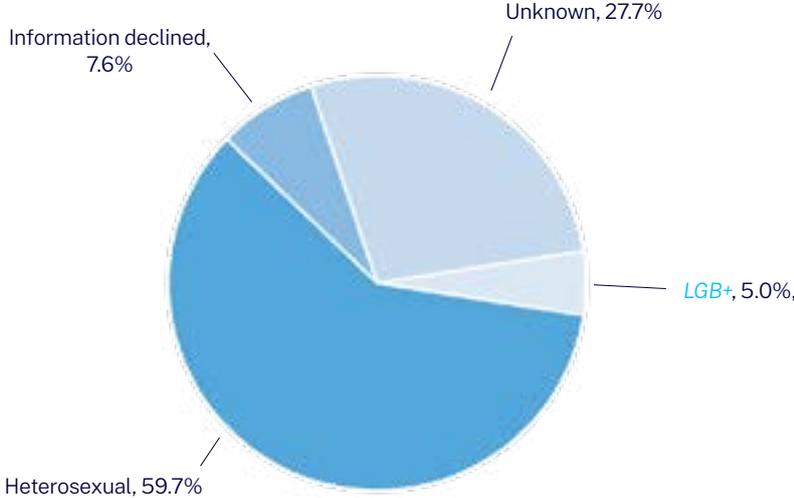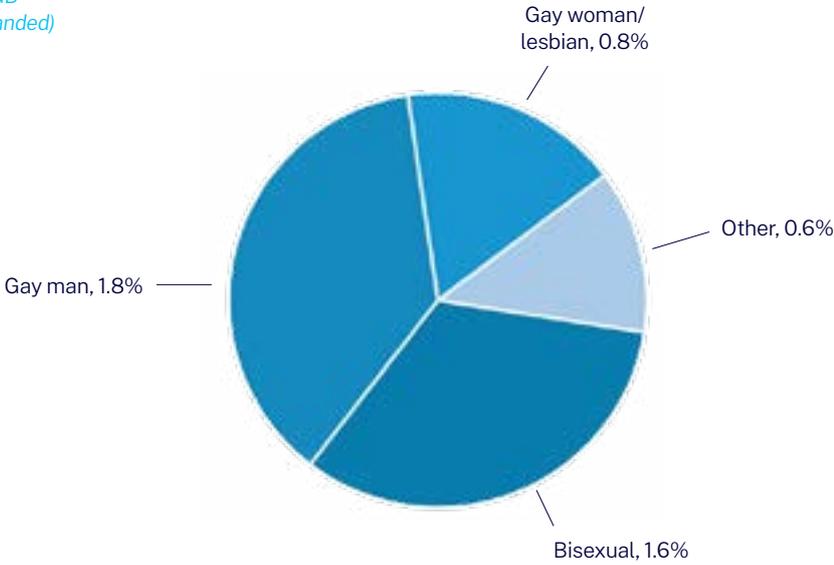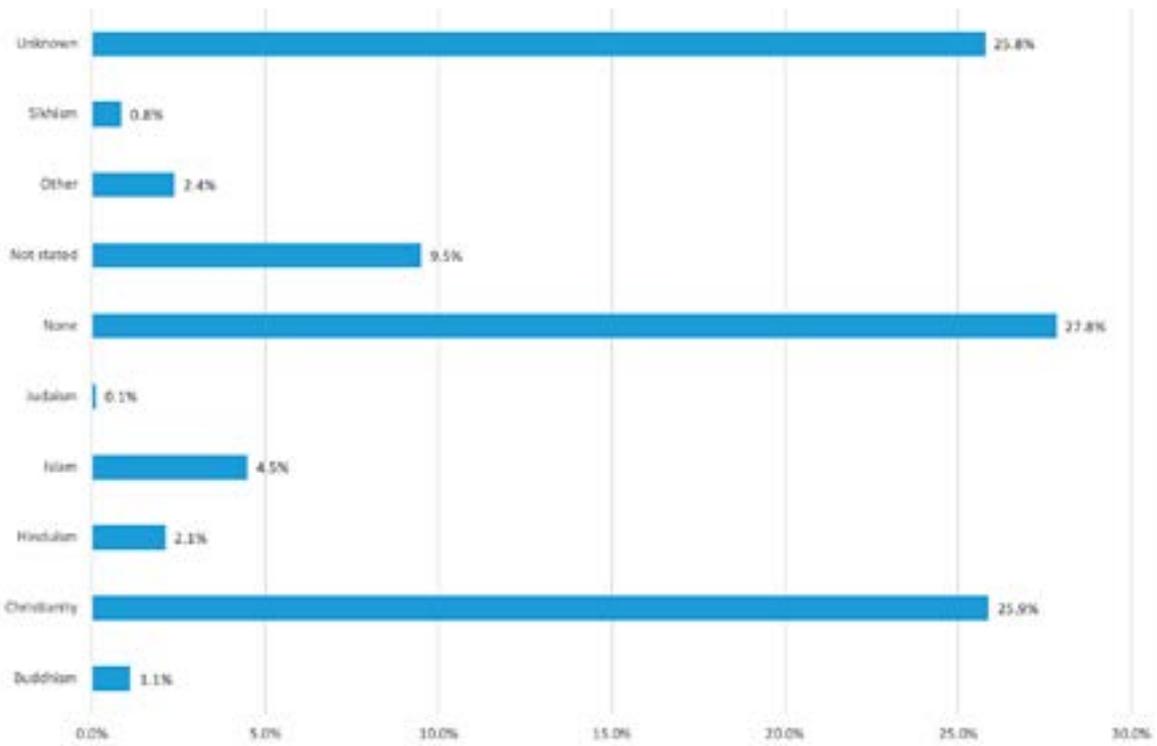
Equality data summary: student data

Age

Age	%
Over 39	8.1%
30-39	9.1%
25-29	12.2%
21-24	26.1%
Under 21	44.6%

Civil partnership and marital status

Status	%
Single	0.4%
Married	0.3%
Divorced	0.0%
Unknown	99.3%

Disability

Category	Percentage
Autistic Spectrum Disorder	0.5%
Condition not listed	1.0%
Hearing Impairment	0.2%
Learning Difficulty	3.8%
Long Standing Illness	1.1%
Mental Health	2.1%
More than one condition	1.0%
No known disability	
Physical Impairment	0.3%
Visual Impairment	0.1%

Ethnicity

Category	Percentage
Arab	1.9%
Asian or Asian British - Bangladeshi	7.3%
Asian or Asian British - Indian	16.0%
Asian or Asian British - Pakistani	3.5%
Black or Black British - African	13.8%
Black or Black British - Caribbean	2.9%
Chinese	1.7%
Gypsy or Traveller	0.0%
Information refused	1.3%
Mixed - White and Asian	0.8%
Mixed - White and Black African	0.9%
Mixed - White and Black Caribbean	0.9%
Not known	1.3%
Other Asian background	5.7%
Other Black background	1.0%
Other ethnic background	2.1%
Other mixed background	2.0%
Other White background	1.8%
White	35.1%

Gender assignment

Information Refused
No   0.9%   Unknown
0.9%   0.8%

Yes
97.4%

Sex

43.8%
Male

56.2%
Female

Sexual orientation

Category	Percentage
B-sexual	3.1%
Gay Man	1.0%
Gay Woman/Lesbian	0.6%
Heterosexual	81.1%
Information Refused	8.0%
Other	3.7%
Unknown	2.4%

Religion

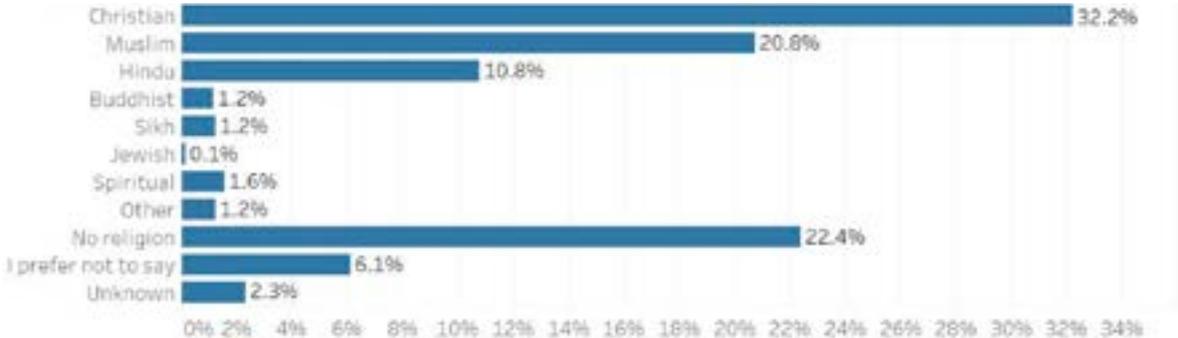| Category	Percentage
Christian	32.2%
Muslim	20.8%
Hindu	10.8%
Buddhist	1.2%
Sikh	1.2%
Jewish	0.1%
Spiritual	1.6%
Other	1.2%
No religion	22.4%
I prefer not to say	6.1%
Unknown	2.3%

EDI training data

Mandatory Equality and Diversity Essentials training should be completed within three to four months of joining the university. Existing staff who have not completed this training should complete it by the end of their appraisal. Refresher training should be completed every three years prior to or at appraisal. The same requisites exist for managers completing the additional mandatory course of Managing Diversity.

Training completion between April 2021 and April 2022

Type of Training	Completed or Refreshed Training
Equality and Diversity Essentials	*304*
Managing Diversity	*74*

(Training numbers are lower than previous years due to improved functionality to filter students and affiliates from the data collected.)

Equality Analysis

Equality Analysis is a way of systematically taking equality, diversity and inclusion into consideration when making a decision, ensuring due regard (conscious thinking) for the Equality Act 2010. It provides a practical way of examining what the effects may be in relation to equality, ensuring our services, policies and practices do not directly, indirectly, intentionally or unintentionally discriminate against students and staff.

During 2021/22, Equality Analysis was undertaken to support faculty reorganisation. Where appropriate, further information will be published on our EDI webpage.