

# Equality Diversity and Inclusion

(EDI) Annual Report  
2020-21

(May-June 2021)



UNIVERSITY *of*  
GREENWICH

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## Foreword from Jane Harrington

I am pleased to present our Equality, Diversity and Inclusion (EDI) report 2021. This sets out the progress we have made against our EDI Strategy 2019 - 22 and the work undertaken to make our university a fair, equitable and inclusive place for everyone who works and studies here.

EDI is at the heart of everything we do in Greenwich. Our vision of Education Without Boundaries, set out in our new Strategy 2030, is underpinned by our values of being Inclusive, Collaborative and Impactful. Inclusivity and Culture is one of our four Strategic Priorities.

We are on an ambitious journey of improvement, which includes our aim to deliver sector-leading EDI activities. A significant amount has been achieved in the last year against the challenging context of the covid pandemic - notably improvements in the BAME Awarding gap, the roll-out of Mental Health Awareness and First Aid training and a powerful, united response to the murder of Floyd George, which was followed by the appointment of our two EDI Race Advisors.

I particularly want to thank the chairs and members of our Staff Networks and Communities who have worked so hard over the last year to ensure that no member of our university community has felt marginalised or excluded.

While there have been some notable achievements during a challenging year, there is still more to do. We must close our BAME awarding gap and further reduce our Gender Pay Gap. We must also continue to support the health and wellbeing of our students and staff as we emerge from this pandemic, the impact of which will continue to be felt for a long time to come.

Over the coming year, we will build on our successes and apply the lessons we have learnt as we continue on our journey to be the best modern university in the UK by 2030.

The Board of Governors, 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.



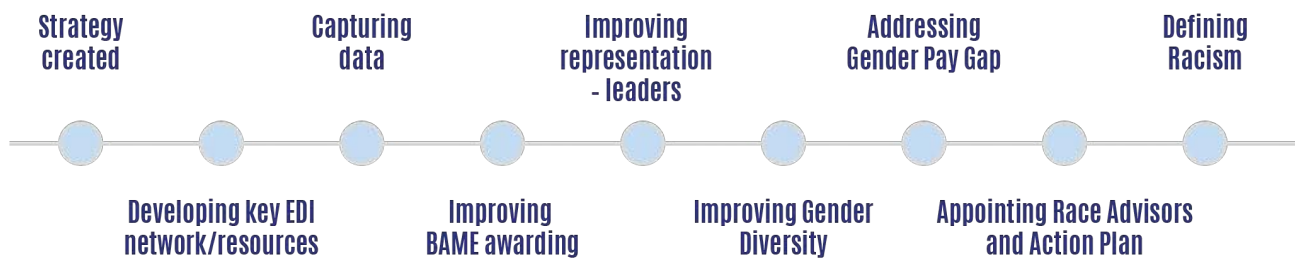
**Jane Harrington**  
Vice -Chancellor



# 1. Introduction

The University of Greenwich is committed to promoting equality of access and outcome for all, celebrating diversity and providing an inclusive learning and work environment for students and staff. We will make this commitment a reality through our Equality, Diversity and Inclusion Strategy and related action plan which will:

- Deliver measurable equality and inclusion outcomes for both students and staff.
- Promote inclusion, fairness and dignity at work.
- Ensure we comply with relevant legislative requirements.



This report highlights the progress we have made against our revised Equality, Diversity and Inclusion Strategy 2019-2022 action plan (updated in February 2020) [Equality-diversity-and-inclusion-strategy](#).



## 2. Governance

### 2.1 Governance Objectives

**Strategic Objective:** Review the EDI Committee (develop revised terms of reference, membership and responsibilities).

**Outcome: Achieved**

The EDI Committee is responsible for supporting the university's Governing Body and Vice-Chancellor. Its primary purpose is to strategically manage the EDI programme within the University, oversee its implementation, regularly monitor progress and ensure that EDI principles are embedded into all aspects of university business.

A revised Terms of Reference were agreed in February 2019 enabling the EDI Committee to fulfil its obligations under the Equality Act 2010 and the Public Sector Equality Duty.

Following a review, the membership now comprises senior leaders who can take and implement strategic decisions related to equality, diversity and inclusion. Ownership of this agenda at this level of the institution enables faculties and directorates to implement and embed a more inclusive and equitable university culture.

During the Covid 19 pandemic, the EDI Committee co-chairs established interim arrangements to maintain the momentum of EDI activity. Monthly Progress Meetings were established resulting in significant development and progress in many aspects of the EDI programme such as the development of inclusive language guidance and the EDI calendar.

**Strategic Objective:** Establish staff networks for the following protected groups: BAME, Disabled staff, the LGBT+ community, Women (and there will be continued support of our Faith groups).

**Outcome: Achieved**

The Staff Networks/Communities were re-established in 2019 and aligned with the development of the Equality, Diversity and Inclusion Strategy. Each network/ community has evolved at its own pace, considering the needs of its membership as a priority. There are four networks/communities: the BAME Staff Network, the LGBT+ Staff Community, the Staff Disability Network and the Women's Network. We continue to work to embed an intersectional perspective on faith within these groups.

## The Work of Our Staff Networks/Communities.

### BAME Staff Network

In June 2020, the Vice-Chancellor, GSU officers, Chairs of EDI Committee and Chair of the BAME staff network co-authored a statement on the death of George Floyd to show solidarity with black students and staff. The Network also endorsed the Black Lives Matter (BLM) movement and acknowledged the presence of structural racism in our communities and universities. The racial reckoning that followed this statement has helped increase the visibility and impact of the BAME Staff Network.

#### Achievements during 2020/21:

The Network's Terms of Reference (ToR) were amended and agreed by the membership in January 2021 meaning the Network's objectives are now better defined. The Executive Committee has grown from three to seven officers with roles and responsibilities to enable more efficient and effective functioning. This has, in turn, helped invigorate the Network and is resulting in increased interest from members to contribute to discussion groups and sub-groups alongside the executive team.

The Network has contributed to the provision of anti-racism resources for staff and students via the university portal, continues to voice concerns about the lack of BAME staff in senior echelons within the university and is supporting the work of the EDI Race Advisors (see page 22) to address this gap.

To maintain momentum, we organised a series of talks during Black History Month (October 2020) on topics such as the branding of Black Lives Matter movement, the historical involvement of Black people in finance and the resilience of the Windrush nurses in the NHS.

In April 2021, the BAME Staff Network produced a statement on the Commission on Race and Ethnic Disparities (CRED) report (published 31 March 2021) which refuted the silencing of collective agency to end institutional, systemic and structural racism and its denial of the existence of various forms of discrimination against people of Black and other minority ethnic backgrounds in the UK. The Network argues for dialogical intercultural engagement. The statement was submitted to the Vice-Chancellor, EDI Committee and other senior leaders.

The Network also made a strong contribution to a joint anti-racism pledge launched in May 2021 by colleagues from across the university to coincide with the anniversary of the death of George Floyd.

Since March 2021, the Network has organised a regular monthly morning coffee session which provides a safe space for members to talk freely and engage in discussions on topics relating to issues and difficulties faced by BAME staff within the university.

The Network is setting up sub-groups to organise various events. The BAME Staff Network is now being acknowledged more widely within university, culminating in the Chair presenting the Network's objectives and activities to the university's Operational Management Group (OMG) made up of professional services directors in March 2021.

# LGBT+ Staff Community

In 2020-21 the LGBT+ Staff Network was revitalised as the LGBT+ Staff Community and in the period to June 2021, membership grew from 20 to 82 staff playing an active role representing the Community across university activities. This growth in membership has enabled sustainability, development and innovation within the Community in respect of the three areas set out below, which now constitute the Community's strategic priorities for 2021-22.

## Achievements during 2020/21:

The three strategic priority areas provide a series of targeted actions for the Community's work:

### 1. Understand

- a. In May 2021 funding was secured from the Vice-Chancellor's Office to appoint a 0.5 FTE member of staff for one year to develop insights through analysis of qualitative research on the lived experiences of the LGBT+ University community and LGBT+ allies (including intersectional identities); to identify interventions and begin to evaluate impact.
- b. The community has promoted understanding of the LGBT+ University community through awareness-raising and sharing testimonials and stories, including through:
  - i. LGBT+ History Month (February 2021) and disseminating moving 'coming out' experiences from different perspectives, and accounts of microaggressions.
  - ii. Trans Day of Visibility (31st March 2021) and raising awareness of trans students and their creative writing through Trans W/Rites and of trans people through a joint LGBT+ Staff Community and DIG event on trans experiences of healthcare and employment.
  - iii. Launching a collaboration with Bijou Stories (an arts participatory project) to capture and document such stories and work with LGBT+ artists to re-imagine them and create new artworks for an exhibition and live event.
- a. Facilitating ongoing dialogue with LGBT+ and other staff, including at faculty meetings, Operations Management Group, and elsewhere. Awareness of and engagement with the LGBT+ Staff Community and its work has increased as a result.

### 2. Empower

- a. Influencing policy development to represent the LGBT+ University community, most notably reviewing the HR Relationships at Work Policy and Shared Parental Leave Policy; supporting mental health and wellbeing provision; preventing and addressing bullying and harassment; eliminating deadnaming in IT and other systems; designing inclusive campuses; and coaching and mentoring.
- b. Co-creating education and support on LGBT+ equality, including on: recruitment and staff progression; diversity and inclusion training; inclusive language guidance; galvanising the University's work on allyship and upstanding during LGBT+ History Month in February 2021 (with original research, evaluation and support now due to be funded as part of a University-wide initiative commissioned from the Centre for Inequalities and MERIT [Measuring Education's Real Impact from Innovative

Teaching]); and compassion-focused pedagogy and embedding wellbeing in the curriculum (as part of University Mental Health Day on 3rd March 2021).

- c. Fostering social networking and a sense of community among the LGBT+ Staff Community, including organising four online social events to help alleviate any feelings of isolation and disconnection associated with COVID-19 pandemic lockdowns among our Community.

### **3. Celebrate**

- a. Raising visibility of LGBT+ groups, including celebrating trans and gender non-conforming people during Trans Day of Visibility on 31st March 2021.
- b. Recognising the value of diversity, including appreciating intersectionality.
- c. Exploring LGBT+ culture across the University.

The LGBT+ Staff Community has also helped to guide the university's preparations for Stonewall Workplace Equality Index (WEI) accreditation. This includes supporting and challenging stakeholders' progress against the Stonewall criteria and identifying opportunities and challenges. The Community has gathered evidence and developed interventions against and beyond specific criteria as an 'LGBT Employee Network Group' and has contributed to the same for virtually all other criteria. In addition, the community has advocated for how WEI drives change for: intersectional identities and other equality groups; for the sustainability agenda; and for all staff, students and alumni.

## **Staff Disability Network**

It has been a particularly difficult year for the Staff Disability Network. The Covid 19 pandemic has compounded many of the significant challenges already faced by those with a disability. For members of the network, there have been additional difficulties associated with remote working, accessibility, isolation, managing underlying health conditions, increased anxiety around shielding and access to support to help with the inequalities revealed by the pandemic.

As a result, the network has worked hard to ensure it has met regularly in order to instil a greater sense of community and support amongst members.

### **Achievements in 2020/21**

The Network was relaunched in December 2020 during UK Disability History month. The Network shared an article across university communications channels which introduced members of the network, shared profiles and tried to debunk some of the preconceptions of disabled individuals as well as promoting awareness of the network as a whole.

The network has continued to meet virtually once a month with a mixture of formal meetings and more relaxed coffee breaks, providing members with a safe, supportive and confidential forum for sharing experiences, networking and discussing issues that affect their day to day personal and professional lives.

The Network has also established strong links with the other staff networks and contributed to some important university projects including Covid signage, electronic signage, digital



accessibility group, testing of the new Horizon staff development system and University Mental Health Awareness Day. Members have also participated in research with the BBC around Covid 19 and Disability.

The network still has more work to do to grow its membership and further its aim to act as a lobbying group to raise awareness of disability at work, with specific emphasis on the barriers staff face and improving understanding of this amongst leaders.

## Women's Network

Four topics identified by Network members were confirmed as priorities for the 2020-21 academic year:

1. Assess and highlight the Impact of Covid on women.
2. Add to support of women colleagues.
3. Continue running events, including:
  - a. International Women's Day
  - b. Activism Against Gender Based Violence and
4. Continue promoting the Network through the above activities.

## Public Events

### Gender Based Violence Series

The Women's Network held a series of events in response to the reaction to Sarah Everard's murder and the subsequent response to the vigil held in honour of Sarah and other victims of male violence with the particular aim of amplifying voices of women of colour, bisexual, lesbian, trans and disabled women and non-binary people.

### Equal Pay Day Event

Last year, UK equal pay day fell on 20 November, and the university's Diversity Interest Group and Women's Staff Network marked the day by investigating the impact of Covid on pay equality. The event was open to the public and is available on the [Equal Pay: The Yawning Gap and Covid Impact page](#).

### International Women's Day

The theme of International Women's Day 2021 was #ChooseToChallenge. The Women's Network asked its members to nominate a woman member of staff they would like to celebrate and then shared and celebrated stories as well as [an interview with Jane Harrington](#) University Wide Events.

### Menopause

[Professor Jo Brewis](#), Professor of People and Organisations at The Open University Business School presented a session on menopause as a workplace issue on 12th May 2021. The Women's Network is supporting the university working towards Henpicked: Menopause Friendly Accreditation.

## WHEN Events

The university is a member of Women's Higher Education Network (WHEN). Membership is free to all staff at Greenwich as we are an institutional partner. Members can access WHEN events, join their social network and register for the WHEN Mentoring programme. The network promoted a series of WHEN events during 2020/21.

## Tackling Racism (Partnering with Diversity Interest Group)

The Women's Network has partnered with the Diversity Interest Group to run a series of Tackling Racism sessions to encourage colleagues to start deeper and more honest conversations about race and to recognise how we all can do better, as individuals and as an organisation.

## Member Only Events and Support

### Network Meetings

The Terms of Reference require the network to hold 6 Network Meetings per year. 5 meetings have been held to date including an Extraordinary Meeting with Professor Jane Harrington.

### Mentoring

The Mentoring scheme is available for members of the network with the intention that the mentor is also a member of the network.

### Mental Health Check-Ins

Regular "mental health check-ins" have been shared by the Chair in the Women's Network Team, encouraging members to pause to think about their mental health and share any challenges they are experiencing.

### Celebrating Member Success

The network regularly celebrates member success and shares the regular Internal Comms updates "Student celebrating our Academic Staff".

### Support for BAME Women

The network has responded to the concerns of BAME women within the network. For example, by providing a response in the Women's Network Team to the Commission on Race and Ethnic Disparities report, sharing information about charity appeals for the Covid Appeal for India and coordinating with the Diversity Interest Group on Tackling Racism and the Race and Representation Gender Based Violence session.

**Strategic Objective:** Increase the diversity data capture for all staff.  
**Outcome:** Partially achieved.

This objective aims to improve diversity data capture for all staff in order to achieve and evidence a year-on-year increase for all protected characteristic groups. The table below outlines the improvements (in percentages) of protected characteristics between April 2020 to April 2021.

**Diversity Data Capture for Protected Characteristic Groups:** (Figures April 2021)

\*Positive trajectory in data collection.

Protected Characteristic	Target %	Current Disclosure		Known		Unknown		Prefer Not to Say	
		2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20
<b>By March 2022</b>									
Age (all ranges)	95% or above	*100%	100%	20-24: 4% 25-34: 17% 35-44: 27% 45-54: 27% 55+: 25%	16-24: 3% 25-34: 21% 35-44: 27% 45-54: 22% 55+: 27%				
Civil Partnership & Marriage	No target	66.7%	N/A	Civil Partnership: 0.2% Common-Law: 8% Divorced: 3% Legally separated: 0.3% Married: 35% Others: 0.5% Single: 19% Widow: 0.7%		33.3%	N/A		N/A
Disability	65% or above	*86%	80%	Disabilities: 5%	3%	11%	20%	3%	
				No Disability: 81%	77%				
Ethnicity (all)	95% or above	*94%	87%	BAME: 25% White: 69%	BAME: 34% White: 53%	6%	7%		6%
Gender Identity	No target	74%	N/A	Same: 65% Not the same: 0.2% (0%)	N/A	26%	N/A	9% info refused	N/A
Sex	95% or above	*100%	100%	Female: 56%	55%				
				Male: 44%	45%				
Sexual Orientation	65% or above	*62%	57%	Bisexual: 1% Gay Man: 2% Gay Woman: 1% Heterosexual: 58% Other: 0.4% (0%)	1.2% 1.8% 0.65% 53% 0.33%	29%	33%	9%	10%
Religion (& none)	65% or above	*63% faith and none	55% faith and none	Religion: 36%	31%	37%	34%		11%
				No religion: 27%	24%				

N/A: Not available

**Strategic Objective:** Increase the diversity of the membership of the Governing Body to reflect the protected groups.

**Outcome: Partially achieved/Ongoing**

The Nominations, Staffing and Remuneration (NSR) Committee is responsible for the recruitment of Governors and ensuring an appropriate balance on the board. The data is used by the Office for Students and other agencies to monitor the composition of governing bodies, including diversity.

NSR also compares data from the previous two years. The data returned to HESA for 2019/20 (the latest data available) shows that the Governing Body continues to have a good gender balance and shows an improving position in other areas, notably ethnicity, where the exercise in 2020 led to the appointment of three independent governors, two from BAME backgrounds. It also suggests that future efforts to improve the Governing Body's diversity composition should continue to 'lead by example' with a focus on age, disability and ethnicity, while maintaining a good gender balance in order to make the Governing Body better representative of the student and staff populations it serves.



## 3. EDI in Employment

### 3.1 Employment related and Gender Pay Gap objectives

The university employs just under two thousand staff working in academic (929) and non-academic (906) roles across three campuses. The university staff population at lower pay grades is gender diverse with the exception of middle administration level (SG6) where two-thirds are female. The data shows that there is less diversity of gender, ethnicity and other protected groups in senior roles and the strategic objectives reported on in this section aimed to increase diversity in senior roles.

**Strategic Objective:** Improve recruitment and retention of staff from BAME, Disabled Staff, LGBT+ community, Women and other protected groups.

**Outcome: Ongoing.** Equality, diversity and inclusion is a strategic priority reflected in the new university strategy and the associated values can now be used for candidate attraction, assessment and selection. The approach for diversity talent management has been underpinned by consultation with the university staff networks/community and EDI race advisors.

Improvements in the last year include:

- System and process changes to encourage the use of blind shortlisting (a pilot undertaken by Natural Resources Institute for sponsored PhDs confirmed higher than average applicants with disabilities being shortlisted).
- The use of a mandatory EDI shortlist question is probed during assessment and improves coherence of the data and its assessment.
- Capturing trans, bi and other gender identities as part of the collation of standard protected characteristics data.
- Support from a trained EDI people panel made up of representatives from our staff networks/community/advisors.
- Support to include student representative on interview panels.
- There has also been a revision of recruitment and selection and interviews skills training which is now values-led.
- Recognition of the value of our staff networks/community at the university induction.
- Work to test development of a cultural competence as a standard requirement in job descriptions is also being assessed.

#### Academic Promotions

Staff promoted in 2019-2020 were invited to an online celebration during 2020 and also provided feedback on how the promotion process could be enhanced to support those applying for promotions in 2020. As a result, Black, Asian and Minority Ethnic promotions have improved. Women professoriate promotions have also increased during the 2019-2020 round, but there is work still to be done to replicate this progress amongst the Black, Asian and Minority Ethnic women population. Academic Promotions for 2019-2020 have included a new lecturer promotion, which aligns the teaching-only and research-only to the academic career pathways. Overall academic promotions continue to support staff that have protected characteristics to be recognised and rewarded.

This table outlines the total of academic promotion applications and the percentage of successful outcomes.

**Academic Promotions 2020 2021-applications across faculties**

Faculty	Total Faculty Staff		Total of BAME Staff		Total of Academics		BAME Academics		Total Applications		BAME Applications		Total Successful Applicants		Total BAME Successful Applicants
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	%
FOB	290	100%	98	34%	213	73%	81	38%	33	16%	16	48%	14	42%	29%
Female	168	58%	61	62%	113	53%	44	54%	20	61%	11	69%	8	57%	75%
Male	122	42%	37	38%	100	47%	37	46%	13	39%	5	31%	6	43%	25%
FES	330	100%	70	21%	179	54%	44	25%	26	15%	12	46%	22	85%	50%
Female	157	48%	26	37%	67	37%	10	23%	11	42%	4	33%	10	45%	36%
Male	173	52%	44	63%	112	63%	34	77%	15	58%	8	67%	12	55%	64%
FEHHS	285	100%	48	17%	211	74%	36	17%	32	15%	7	22%	25	78%	20%
Female	198	69%	32	67%	141	67%	23	64%	17	53%	4	57%	16	64%	40%
Male	87	31%	16	33%	70	33%	13	36%	15	47%	3	43%	9	36%	60%
FLAS	323	100%	77	24%	224	69%	45	20%	36	16%	8	22%	26	72%	23%
Female	151	47%	36	47%	92	41%	17	38%	19	53%	2	25%	14	54%	33%
Male	172	53%	41	53%	132	59%	28	62%	17	47%	6	75%	12	46%	67%

**Appraisal**

Over the last year, Human Resources continued to work closely with senior leaders to deliver training to all managers on the appraisal process focusing in particular on fair and consistent application of the rating process (recognising the impact of the pandemic on objectives.). Resources to support mental health were highlighted and staff were encouraged to incorporate time for personal wellbeing as part of their 1-1. This supported all staff, including those with protected characteristics.

**Strategic Objective:** Increase the proportion of BAME and Women staff at senior levels.

**Outcome: Ongoing**

Mechanisms such as the Aurora programme (see below), Academic Heads of Department development, apprenticeships for managers and wider development opportunities aligned through the Women’s Higher Education Network develop female staff who are keen to progress into senior academic roles.

The table below outlines the total percentage of Senior Academic AC3-AC5 by gender and ethnicity compared with 2019/2020 data.

**Senior Academic Ethnicity and Gender Data Capture:** (Figures April 2021)

Gender	AC2 (2020/21)	AC3 (2020/21)	AC3 (2019/20)	AC4 (2020/21)	AC4 (2019/20)	AC5 (2020/21)	AC5 (2019/20)	Total AC2-AC5 (2020-21)	Total AC3-AC5 (2020-21)	Total AC3-AC5 (2019-20)
Female total	13%	24%	29%*	9%	11%*	4%	4%*	50%	37%	44%*
Male total	13%	19%	23%*	10%	13%*	8%	10%*	50%	37%	46%*
<b>Total</b>	<b>26%</b>	<b>43%</b>	<b>52%*</b>	<b>19%</b>	<b>24%*</b>	<b>12%</b>	<b>14%*</b>	<b>100%</b>	<b>74%</b>	<b>90%*</b>
BAME Female	6%	4%	N/A	1%	N/A	0% (0.2%)	N/A	11%	16%	N/A
BAME Male	7%	3%	N/A	2%	N/A	1%	N/A	13%	6%	N/A
<b>Total</b>	<b>13%</b>	<b>7%</b>		<b>3%</b>		<b>1%</b>		<b>24%</b>	<b>22%</b>	
<b>Total University Gender Academic Staff 2020/21:</b> Female: <b>49%</b> ; Male: <b>51%</b>  <b>Total Gender/BAME Academic Staff:</b> 24% (Females: 11%, Males: 13%)  <b>Total Gender/White Academic Staff:</b> 64% (Females: 33%, Males: 31%)  <b>Any other:</b> 1% (Females: 0.5%, Males: 0.5%)  <b>Unstated:</b> 6% (Females: 3%, Males: 3%)  <b>Unknown:</b> 5% (Females: 2%, Males: 3%)						<b>Total University Gender Academic Staff 2019/20*:</b> Female: 49%; Male: 51%				

Data dated April 2021-Only establishment data that clearly identifies employees as 'academics' has been used.  
 \*Gender Diversity Baseline at Senior Academic Levels AC3-AC5 (figures April 2020)  
 N/A: Not available.

### Advance HE Aurora Programme 2020-2021

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 reducing numbers of women in senior posts in Higher Education. The Programme aims to enable a wide range of women in academic and professional roles to think of themselves as future leaders and to develop leadership skills and strategies. 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.

In 2019-2020 the university supported 20 members of staff to participate in the Aurora programme. The cohort were only able to have one face-to-face session and one online session in March 2020 due to the COVID Pandemic with the remaining programme postponed to October 2021 and redesigned for full online delivery.

In 2020-2021, the university sponsored a further 10 members of staff to engage with the programme from March – July 2021. In advertising the programme, it was highlighted that, applications were particularly welcome from BAME colleagues as they are currently under-represented in senior positions. 60% of the participants for the programme in 2020-2021 are BAME colleagues.

The developmental nature of the content of Aurora often means that the programme’s impact is not immediately evident, however one person from the 2019-2020 has already gained promotion.

## Leadership Development

The university offers five leadership and management development programmes supporting first-line team to senior management levels.

<b>Management and Leadership Development 2019/2020</b>							
<b>Programme</b>	<b>No. Participants</b>	<b>Men</b>	<b>Women</b>	<b>BAME</b>	<b>Promotion Overall</b>	<b>Promotion Women</b>	<b>Promotion BAME</b>
Greenwich Certificate in Academic Programme Leadership	28	05	23	11	03	03	01
Academic Head of Department/School	24	13	11	02	00	00	00
Level 3 Apprenticeship	14	07	07	04	04	02	02
Level 5 Apprenticeship	10	06	04	01	00	00*	00
Aurora	20	00	20	05	01	01	00

\*3 women changed roles, which were not a promotion, however they assumed more responsibility.



**Strategic Objective:** Increase ethnic diversity at senior academic levels.

**Outcome:** Ongoing.

The below outlines the total percentages of Senior Academics AC3-AC5 by ethnicity compared with 2019/2020.

**Senior Academic Ethnicity Data Capture:** (Figures April 2021).

<b>Ethnicity</b>	<b>AC2</b> (2020/21)	<b>AC3</b> (2020/21)	AC3 (2019/20)	<b>AC4</b> (2020/21)	AC4 (2019/20)	<b>AC5</b> (2020/21)	AC5 (2019/20)	<b>Total</b> <b>AC2-AC5</b> (2020-21)	<b>Total</b> <b>AC3-AC5</b> (2020-21)	Total AC3-AC5 (2019-20)
BAME	10%	11%	17%*	4%	5%*	2%	2%*	27%	17%	24%*
White	14%	28%	15%*	15%	9%*	9%	6%*	66%	52%	30%*
Not Stated	2%	3%	N/A	1%	N/A	1%	N/A	7%	12%	N/A
<b>Total</b>	<b>26%</b>	<b>42%</b>	32%*	<b>20%</b>	14%*	<b>12%</b>	8%*	<b>100%</b>	<b>74%</b>	54%*
<b>Total University Ethnicity Academic Staff 2020/21:</b>						<b>Total University Ethnicity Academic Staff 2019/20*:</b>				
<b>BAME:</b> 24% (Females: 11%, Males: 13%) <b>White:</b> 64% (Females: 33%, Males: 31%) <b>Any other:</b> 1% (Females: 0.5%, Males: 0.5%) <b>Unstated:</b> 6% (Females: 3%, Males: 3%) <b>Unknown:</b> 5% (Females: 2%, Males: 3%)						<b>BAME:</b> 39%; <b>White:</b> 54%; <b>Unknown/Prefer Not to Say:</b> 7%				

Data dated April 2021-Only establishment data that clearly identifies employees as ‘academics’ has been used.

\*Ethnic Diversity Baseline at Senior Academic Levels AC3-AC5 (figures April 2020).

N/A: Not available

**Strategic Objective:** Reduce the current level of the Gender Pay Gap, by achieving the above objectives in the EDI in Employment section.

**Outcome:** Ongoing.

The Gender Pay Gap Report is part of the university’s legal obligations under the Equality Act 2010 and as required by the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, the university is required from March 2018 to publish data on its gender pay gap. See the full report:

[https://docs.gre.ac.uk/\\_data/assets/pdf\\_file/0008/223001/Gender-Pay-Gap-Report-2020.pdf](https://docs.gre.ac.uk/_data/assets/pdf_file/0008/223001/Gender-Pay-Gap-Report-2020.pdf)

The ‘gender pay gap’ shows the difference between the average pay of men and women. This differs from ‘equal pay’ (\*1), which is ensuring men and women receive an equal rate of pay when they carry out the same or similar work.

The overall profile of staff included in the snapshot data (31 March 2020) includes all full pay staff holding a contract of employment with the university, including hourly paid staff. This equates to 45% males and 55% females.

**Gender Pay Gap Year on Year.**

The overall mean and median gender pay gaps have decreased by 0.4% and 3.0% respectively since last year.

Report	2020 reported March 2021		2019 March 2020 (Duty to report suspended)		2018 reported March 2019	
Mean	12.9%	↓0.4%	13.3%	↑2.9%	10.4%	↓2.6%
Median	13.9%	↓3.0%	16.9%	↑3.4%	13.5%	↓4.1%
	The Times Higher Education (THE) Analysis reported an average 15.5% median gap for all employees in 2020, down from 17.4% in 2019.					



## 4. EDI for Students

### 4.1 Student Related Objectives

**Strategic Objective:** The Access and Participation plan supporting the reduction of the BAME awarding gap.

**Outcome: Ongoing**

Our published [access and participation plans](#) outline the university's coordinated approach to the student journey, from access through to employability, for students from a variety of widening participation (WP) backgrounds, including those who are BAME. The plans outline the university's commitment to reducing the BAME awarding gap, supporting WP students in terms of financial commitments to specific projects, and to the process of monitoring outcomes and the effectiveness of these projects.

#### Key Projects

There are several cross-institutional projects underway that promote our aims to support WP students and reduce the BAME awarding gap overseen by the Widening Participation Impact Strategy Group (WPSIG). These include:

- *inclusive teaching, learning and student experience:* Decolonising the curriculum, Inclusive curriculum framework, awarding gap monitoring; Personal Tutor support and learning analytics, GSU Advice Service & Academic Communities.
- *Supporting continuation:* Transition to university skills, Studiosity, Enhancing student mental health, & bursary support.
- *Improving employability:* Employability Passport, BAME career mentoring, Asian female network; and
- *Improved social mobility,* enhancing care leavers support, school partnerships and collaboration, Kent collaborative outreach programme.

All projects are being delivered successfully and their impact will be assessed over the course of the 2020/21-2024/25 APP period.

#### Monitoring of outcomes

The WPSIG and MERIT (see below) have been working with Planning and Statistics to develop new reporting processes, and the university is now able to deliver annual, module-level reporting of attainment gap data that allows programme teams to examine areas for improvement in more detail.

#### Improvement in overall BAME awarding gap.

The latest 2019-20 data from the Office for Students shows that the proportion of BAME students achieving a 1st or 2:1 degree classification has improved at a better rate than White students. This has resulted in the narrowing of the gap in attainment between BAME and White students from 14.2pp in 2018-19 to 10.7pp in 2019-20. This positive change for 2019-20 is significant in the context of the Covid-19 pandemic and lockdown. The challenges WP students have faced in this period have been ameliorated, in part at least, by our ongoing support for those with digital poverty through the provision of laptops and mobile Wi-Fi and by the introduction of a "no detriment" assessment policy.

## Monitoring the impact of APP projects

Established in March 2021, the MERIT team now has access to student attainment data within the Banner student records system enabling them to track students from different backgrounds who have participated in widening participation interventions and assess if the intervention has directly resulted in better attainment. The MERIT team are a key part of the University 2020/21-2024/25 APP commitment. Furthermore, we aim to shape a new community of practice in this area, promoting the types of local support that have the most impact. The MERIT project is only in its first year of delivery and has been working closely with PAS, ILS and SS to establish data monitoring protocols. MERIT will begin to be able to report on causal models of impact over the next year.

**Strategic Objective: Support academic staff to enable them to better support students from protected groups to improve their awarding and employability levels.**

### **Outcome: Ongoing**

Greenwich Learning & Teaching (GLT) was formed in 2019 to bring together the existing Academic Quality and Educational Development provision. The centre coordinated work in relation to various university sector bodies' reporting requirements ensuring that the two areas of work supported external drivers, such as the TEF (most recently in its subject level incarnation) and the more enduring framework of the NSS. Within this mix of activities, work supported academic staff in their professional development via GLT's CPD provision and enabled staff to be recognised via external quality assurance mechanisms, such as Advance HE's HEA Fellows, or within the UKAT (UK Advising & Tutoring) framework.

GLT also worked with partners within the university to ensure accessibility and to ensure compliance with emerging disability guidance. Within this role, GLT ensured that academic staff had access to the professional development, training and recognition frameworks to support their work extending access to a diverse student cohort. These initiatives are being continued by the **Academic Learning and Enhancement** team (ALE).

**Strategic Objective: Support the delivery of the Health and Wellbeing Strategy to improve pastoral and wellbeing services to support students' mental, physical and spiritual health.**

### **Outcome: Ongoing.**

During the pandemic, the health and wellbeing of students and staff has been a priority for the university.

Student Wellbeing Services have been delivered remotely to students and staff have undertaken training to deliver sessions via video calls in Teams. Digital resources have continued to be available to students via the Togetherall platform, which has also been extended to applicants to the university once they have an offer from us, meaning we have been able to offer students support for weeks before they start studying.

So far in the 2020-21 academic year just under 1500 students have been seen by Student Wellbeing Services. University Chaplains have run virtual and face-to-face sessions throughout the pandemic, including a Virtual World Café where staff and students dropped into a live event online for a chat about anything they wanted to.

The [Wellbeing Network](#) is made up of 80 staff who are wellbeing champions, including around 25 who have been trained as peer supporters in collaboration with our partner organisation MIND. The network has been instrumental in delivering the university's [Health and Wellbeing Strategy 2018-22](#), playing a vital role in communicating and supporting positive attitudes and actions towards health and wellbeing. This has been more important than ever during the pandemic, with our network supporting staff and students in a host of ways, including:

- Role-modelling wellbeing and signposting people to services inside and outside of the university
- Leading university-wide health and wellbeing initiatives, for example related to embedding wellbeing within the curriculum.
- Supporting the university's health and wellbeing events, for example the university's event to mark mental health day.
- Setting up special interest groups in relation to health and wellbeing issues, for example related to the menopause or healthy eating.
- Linking up with other staff networks to promote equality, diversity and inclusion at the university.

Over 850 staff at the university have received Mental Health Awareness or First Aid training, including academics and professional services staff and staff from Greenwich Students' Union, ensuring a clear understanding of the issues related to mental health.

**Strategic Objective: Ensuring uniformity for agreed targets within the university's Strategy and supporting academic staff to cohesively embed inclusion and support for students from protected groups.**

**Outcome: In progress**

The refreshed University Strategy 2022-2030 was launched in April 2021. Inclusivity and Culture is one of the four strategic priorities with three priority themes: Sector leading Equality, Diversity and Inclusion (EDI), Staff Development and Mental Health. The EDI strategy will align its agreed targets with the University Strategy and the new People Strategy. Once these outcomes and key performance indicators (KPIs) have been agreed, checks to ensure uniformity between strategies will take place. Resources for academic staff to embed inclusion and support for students with protected characteristics will also be developed.

## 5. Impact Stories

### 5.1 Impact Stories and Initiatives

#### Impact of CRD BAME Working Group

The CRD BAME Working Group meets monthly and is empowered by the Director of Communications and Recruitment to make and monitor meaningful change that directly and exclusively impacts the policies, processes and procedures of the Directorate in relation to promoting racial equality, diversity and inclusion. The Chair is elected from members of the Directorate and joins the monthly CRD Senior Leadership Team meetings to provide a voice for underrepresented groups.

The monthly BAME Working Group meetings provide an opportunity for staff to contribute to discussions taking place within the Directorate, broadcast updates from the BAME Staff Network and EDI Committee, and highlight items for consideration in the 'article of the month'.

In September 2020, Directorate staff were invited to complete a Race Equality Survey about their experiences with a specific focus on career development and progression. The results showed a lack of diversity within the Directorate compared to HESA data on professional service staff within universities (10.6% vs 12.6%) as well as the UK average (14%). CRD staff who identified as BAME consistently scored statements about job satisfaction less positively than their White colleagues and highlighted difficulties in their conversations with line managers about key areas, such as requesting leave and development opportunities.

The Race Equality Action Plan was created in December 2020 in response to the survey and has achieved the following changes within CRD:

#### **Increase BAME representation within the Directorate.**

- Recruitment adverts specifically state a 'positive about diversity' message and cultural competency is an essential criterion in all person specifications.
- Interviews are conducted by a diverse panel with at least one BAME member of staff involved in the selection process.
- Line managers were given training on inclusive recruitment and selection practices in December 2020.
- Training on cultural competency was given in April 2021 with the recording available to any staff unable to attend.

#### **Initiatives to support career progression.**

- Development and promotion opportunities are advertised with fair deadlines (at least two weeks) that do not discriminate against those with caring responsibilities.
- Training and information have been shared on GRAP and HERA processes.

#### **Monitoring progress and impact.**

- EDI is a fixed agenda item at all departmental team meetings and points for discussion are shared in the CRD Teams channel
- BAME Champion and Anti-Racism Ally volunteers were recruited in March 2021 to support the work of the Chair and to promote inclusion and diversity within the Directorate.

## EDI Campaign



In November 2020, the university launched a campaign to promote inclusion and celebrate diversity with the help of our own graphic design students.

The vibrant and engaging designs were based on the campaign theme 'We Stand with You' and the campaign concentrates on different types of people through diversity, gender and disability. Students Giada Vitiello and Samuel Adamaze developed the two striking designs for an equalities and inclusion pledge which the university encouraged students, staff and partners to sign up to.

Student Samuel said: *"The main idea was to create something simple with a clear message. I wanted to design a poster that will capture people's attention. Being a graphic designer is about giving people a clear, strong voice, to communicate and share awareness. It's about understanding and accepting one another, no matter how we look or want to be in life."*

Students, staff and partners were invited to pledge their own commitment to equality and diversity as part of the wider equality, diversity and inclusion activity.

## Inclusive Language

Throughout 2020/21, the equality, diversity and inclusion agenda has been embedded as core priority of the refreshed University Strategy 2021-2030. Allied to reviewing the Stonewall Accreditation submission criteria, inclusive language guidance has been developed to further support and develop the staff community's appreciation of appropriate and consistent terms when producing policy documents or other publications, taking further positive steps to progress and raise the profile of inclusion.

The guidance recognises that when working with individuals or groups of individuals, creators of documents need to be guided by those individuals on the language that they prefer. It is not an exhaustive or prescriptive list and accepts that language is varied, fluid and constantly shifting as understanding, perceptions and use changes and develops.

## Menopause

The university currently employs 1036 women (56% of total staff) and 290 (16%) of these staff are between 45 and 55 years of age – the age at which women most often go through the menopause. The menopause can also affect younger women (through a premature, medical, or surgical menopause) and it can also affect transgender and non-binary people (Unison, 2019). Menopause is a stage in life where there is a change in hormones, periods end and the individual is no longer able to get pregnant naturally. This transition is a personal experience, which can be relatively easy, however, for others the symptoms may cause difficulties both in and out of work.

There are 34 recognised symptoms of the menopause including hot flushes, which occur in 3 out of every 4 menopausal women as well as night sweats, sleeplessness, low mood, anxiety, lack of confidence and brain fog. Symptoms vary in duration, severity and impact. In the most comprehensive study of its kind, Brewis et al. (2017) reported that ‘many women tend to feel that they need to cope alone’ - because of ‘a reluctance to speak up at work’.

Currently the university does not have a policy/guidance/support in place for menopausal women. HR advice is for employees to access Employee Assisted Programme (EAP) as there may be ‘anxiety’ or ‘depression’ issues. Between October – December 2020 nine meetings for staff across the university were arranged to listen to the menopause journey of a member of staff. In addition, a Menopause Café was run as part of Mental Health Day (3 March 2021).

Suggestions from the meetings were that line managers should be trained, women wanted somewhere they could talk about menopause, share experiences and knowledge.

Staff can become a member of Henpicked Menopause in the Workplace and the university will work towards becoming Menopause Friendly Accredited.

## EDI Race Advisors’ Report

The role of the EDI Race Advisors was introduced by the Vice-Chancellor (VC) in response to the murder of George Floyd and the Black Lives Matter movement. The VC wanted to make it clear to staff and students that race issues matter to her and to the university and expressed her commitment to addressing race inequality issues within the university.

The EDI Race Advisors Dr Myrtle Emmanuel and Jas Seehra-Pearce began work in November 2020 with a strategic remit to develop and implement the Race Equality Action plan and to prepare and submit of the Race Equality Charter. The Race Advisors have recently joined the EDI Committee and work in collaboration with the BAME Staff Network and other EDI networks to address race equality and intersectionality issues. The ultimate aim for the Race Advisors role is to improve the representation, progression and success of minority ethnic staff and students and to:

- Implement UoG’s Strategy 2030 across workstreams.
- Implement and support EDI strategies and initiatives within faculties and directorates.
- Improving BAME data capture.
- Improvement of BAME professional and academic promotions and work towards having a more representative staff cohort.
- Support GSU & BAME Student Society.



- Work with GSU on decolonisation of UOG and on reducing and ultimately removing the BAME Awarding Gap.

The advisors have undertaken several impact driven activities to facilitate UoG's anti-racist cultural and behavioural change agenda. These activities include:

- Review of the current recruitment policy to ensure fit for purpose and inclusivity.
- Assessment of the online unconscious bias training and made recommendations for change.
- Recommendations provided at the Horizon system launch to ensure inclusivity.
- Initiated race conversations to drive change at the Leadership Forum, Operations Management Group, the Vice Chancellor's Office, Information and Library Services, Finance Department, Institute of Life Course Development, Faculty of Liberal Arts and Sciences, Faculty of Education, Health and Human Sciences, and the Business Faculty.
- Regular attendance at and contribution to the EDI Committee meetings.
- Organisation of initiatives such as Early Career Researcher Conference in 2023.
- Contribution towards the University's Definition of Racism.
- Data gathering exercise of existing data in preparation for the submission of the Race Equality Charter.
- Initiation of the Race Equality Pledge from the Vice Chancellor.
- Working towards improving employability outcomes for BAME students.
- 'Safe Space' Drop-ins for BAME Network staff.

From the latter, several race related issues were identified by BAME staff which were categorised into four main areas / themes:

1. Leadership accountability
2. Policies, practices & procedures
3. Culture & Behavioural
4. Impact of race inequality on BAME Staff

These themes have been used as a basis for discussion with senior management groups to contemplate how they can alleviate some of these racial inequalities within their department and consideration of training and support needed for line managers to address race issues.

The EDI Race Action Plan has six key deliverables:

1. Data Capture, Analytics & Insight
2. Governance, Leadership & Accountability
3. Cultural & Behaviour
4. Policies, Practices & Procedures
5. Student Journey
6. Race Equality Charter

The next part of our EDI race work will involve the finalisation of the EDI Race Action Plan. The EDI Race Advisors will invite all staff and students to comments on the plan before it is published. Staff and students will have the opportunity to view the work being carried out via a live dashboard. The Race Advisors will continue to work with individuals and departments/directorates across the university to implement the EDI Race Action Plan and support the university to become a trailblazer in the achievement of race equality.

## Definition of Racism

The Vice-Chancellor's Group – the senior decision making body of the University – has reviewed and agreed the following definition of racism as proposed by the EDI Committee, BAME Staff Network and EDI Race Advisors. The definition of racism is key in understanding and dismantling racism.

*Racism may be defined as beliefs, ideas, doctrines, practices, behaviours, and attitudes that create hierarchies of superiority and inferiority based on characteristics such as skin colour, physical features, race, ethnic origin, culture, or nationality.*



## 6. EDI Data Summary Students and Staff

### 6.1 Equality Data Summary: Student Data

The Public Sector Equality Duty [PSED] specific duties aim to help HEIs perform better in meeting the equality duty.

The focus of the specific duties is transparency in how HEIs are responding to the equality duty. It is important to note that institutions must meet both the equality duty and the specific duties.

There are four elements of the specific duties:

1. Publication of information
2. Equality objectives
3. Manner of publication
4. Gender pay gap reporting

#### 1. Publication of Information

Higher Education Institutions must publish information to demonstrate compliance with the equality duty at intervals no greater than one year from the last publication. The information must include information relating to people who share a relevant protected characteristic who are employees (if the HEI has 150 employees or more) and other people affected by policies and practices. This will include students and staff.

Age Band							
Faculty	Under 21	21-24	25-29	30-39	Over 39	Unknown	Grand Total
<b>BUS</b>	50.3%	34.8%	9.1%	3.7%	2.0%	0.0%	100.0%
<b>E&amp;S</b>	38.2%	28.5%	17.3%	9.7%	6.3%		100.0%
<b>EHH</b>	31.1%	15.4%	12.4%	19.9%	21.0%		100.0%
<b>LAS</b>	63.3%	19.7%	7.9%	6.0%	3.1%		100.0%
<b>Grand Total</b>	46.5%	24.6%	11.0%	9.7%	8.2%	0.0%	100.0%

Disability											
Faculty	Autistic Spectrum Disorder	Condition not listed	Hearing Impairment	Learning Difficulty	Long Standing Illness	Mental Health	More than one condition	No known disability	Physical Impairment	Visual Impairment	Grand Total
<b>BUS</b>	0.2%	0.5%	0.0%	1.7%	0.7%	1.0%	0.3%	95.2%	0.3%	0.1%	100.0%
<b>E&amp;S</b>	0.8%	1.1%	0.3%	2.2%	0.8%	1.0%	1.0%	92.5%	0.1%	0.2%	100.0%
<b>EHH</b>	0.2%	1.5%	0.3%	6.7%	1.5%	2.4%	1.3%	85.7%	0.4%	0.1%	100.0%
<b>LAS</b>	1.0%	0.9%	0.3%	4.1%	1.2%	2.7%	1.2%	88.1%	0.4%	0.1%	100.0%
<b>Grand Total</b>	0.5%	1.0%	0.2%	3.8%	1.1%	1.8%	0.9%	90.3%	0.3%	0.1%	100.0%

Sex				
Faculty	Female	Male	Other	Grand Total
<b>BUS</b>	47.5%	52.5%		100.0%
<b>E&amp;S</b>	47.9%	51.8%	0.3%	100.0%
<b>EHH</b>	81.4%	18.6%		100.0%
<b>LAS</b>	49.5%	50.5%		100.0%
<b>Grand Total</b>	57.3%	42.6%	0.0%	100.0%

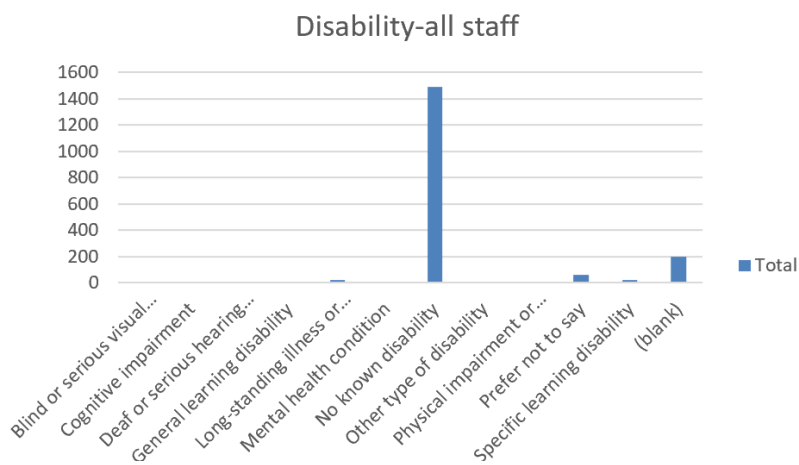
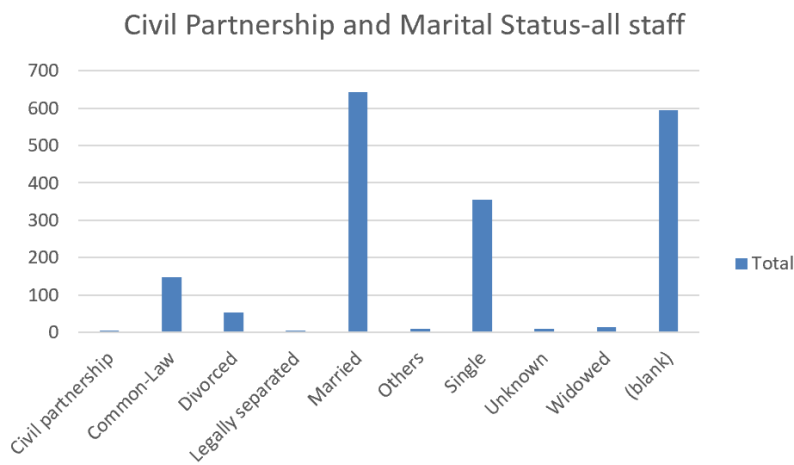
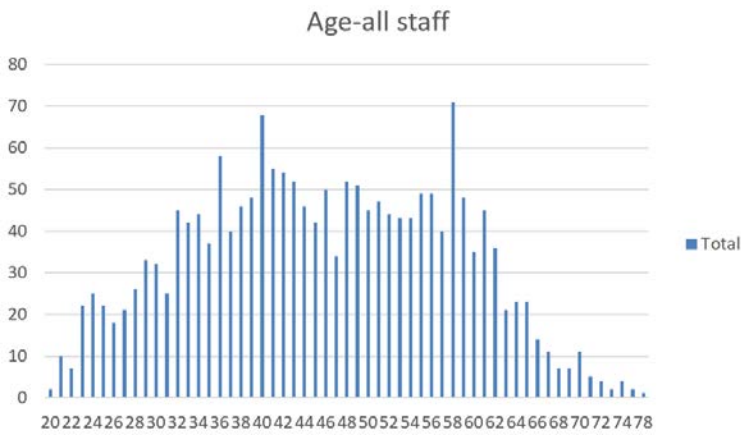
<b>Marital Status</b>					
<b>Faculty</b>	<b>Single</b>	<b>Married</b>	<b>Divorced</b>	<b>Unknown</b>	<b>Grand Total</b>
<b>BUS</b>	0.1%	0.0%	0.0%	99.8%	100.0%
<b>E&amp;S</b>	0.4%	0.2%		99.4%	100.0%
<b>EHH</b>	1.0%	0.7%	0.1%	98.1%	100.0%
<b>LAS</b>	0.2%	0.2%	0.0%	99.6%	100.0%
<b>Grand Total</b>	<b>0.4%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>99.2%</b>	<b>100.0%</b>

<b>Gender ID</b>					
<b>Faculty</b>	<b>Yes</b>	<b>No</b>	<b>Information Refused</b>	<b>Unknown</b>	<b>Grand Total</b>
<b>BUS</b>	97.2%	1.0%	0.8%	0.9%	100.0%
<b>E&amp;S</b>	85.8%	0.9%	1.3%	12.0%	100.0%
<b>EHH</b>	97.8%	1.0%	0.7%	0.5%	100.0%
<b>LAS</b>	98.0%	0.9%	0.9%	0.2%	100.0%
<b>Grand Total</b>	<b>95.7%</b>	<b>1.0%</b>	<b>0.9%</b>	<b>2.4%</b>	<b>100.0%</b>

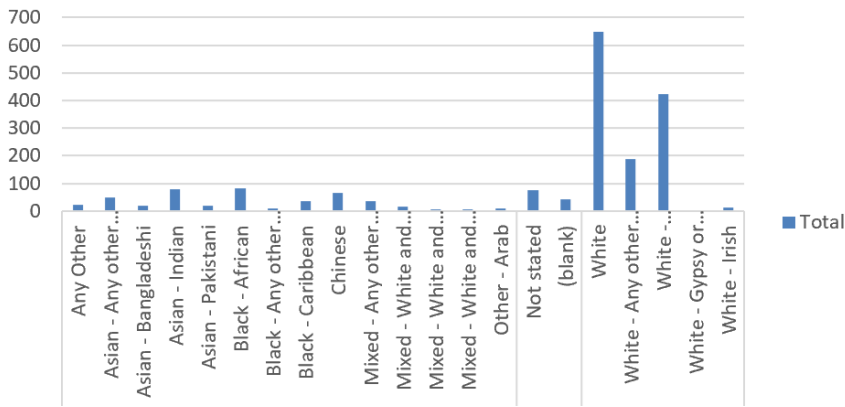
Sexual Orientation								
Faculty	Bisexual	Gay Man	Gay Woman/ Lesbian	Hetero- sexual	Information Refused	Other	Unknown	Grand Total
<b>BUS</b>	2.6%	0.8%	0.3%	80.9%	9.7%	4.9%	0.9%	100.0%
<b>E&amp;S</b>	2.3%	0.5%	0.3%	73.0%	7.8%	4.0%	12.0%	100.0%
<b>EHH</b>	2.5%	1.1%	0.8%	89.0%	4.7%	1.4%	0.5%	100.0%
<b>LAS</b>	3.6%	1.4%	0.5%	83.7%	7.8%	2.8%	0.3%	100.0%
<b>Grand Total</b>	2.7%	1.0%	0.5%	82.6%	7.5%	3.2%	2.4%	100.0%

Religious Belief												
Faculty	Christian	Muslim	Hindu	Buddhist	Sikh	Jewish	Spiritual	Other	No religion	I prefer not to say	Unknown	Grand Total
<b>BUS</b>	29.0%	23.6%	12.6%	2.7%	1.5%	0.1%	1.2%	1.7%	20.3%	6.5%	0.9%	100.0%
<b>E&amp;S</b>	26.9%	18.0%	11.8%	1.3%	1.2%	0.1%	0.8%	1.2%	21.3%	5.8%	11.6%	100.0%
<b>EHH</b>	46.7%	12.8%	1.6%	0.7%	0.6%	0.2%	2.2%	1.0%	28.8%	5.2%	0.3%	100.0%
<b>LAS</b>	28.3%	20.9%	4.4%	1.3%	1.4%	0.2%	1.5%	1.7%	32.1%	8.0%	0.3%	100.0%
<b>Grand Total</b>	33.3%	19.1%	7.3%	1.5%	1.2%	0.1%	1.5%	1.4%	25.8%	6.4%	2.3%	100.0%

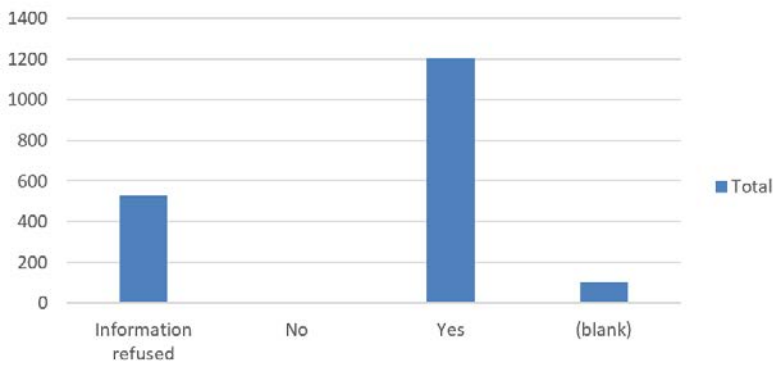
## 6.2 Equality Data Summary: Staff Data



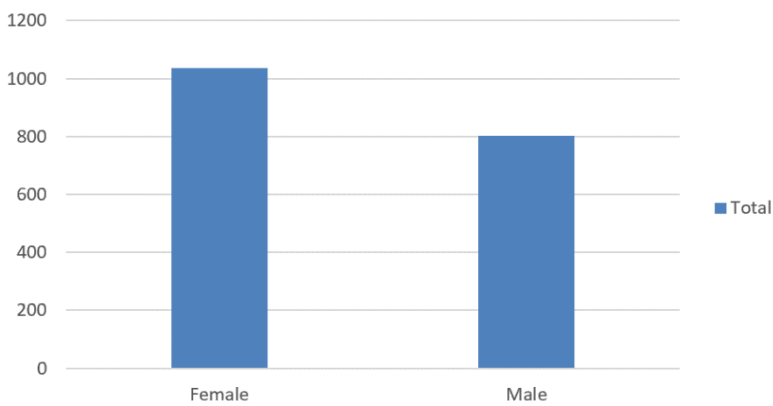
### Ethnicity-all staff



### Gender Assignment-all staff Gender same as at birth

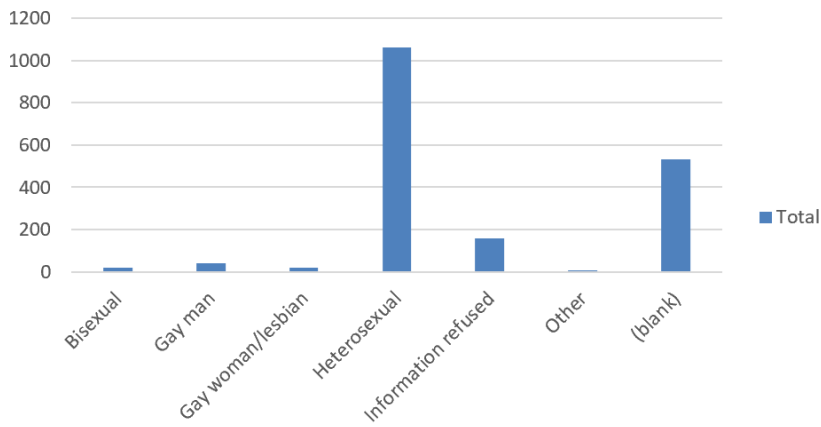


### Sex-all staff

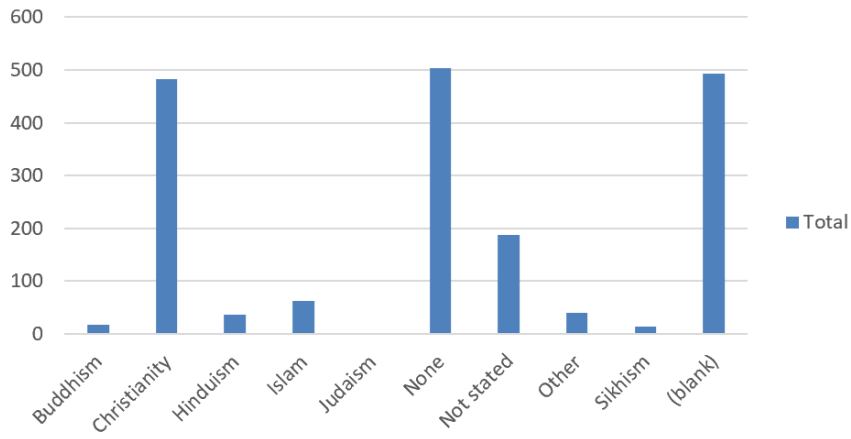




Sexual Orientation-all staff



Religion-all staff



## 7. Appendix

### 7.1 EDI Training

#### Equality and Diversity Essentials and Managing Diversity Training 2020/21

Mandatory Equality and Diversity Essentials training should be completed within 3-4 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 2019 to April 2020

Type of Training	Completed or Refreshed Training
Equality and Diversity Essentials	603 of all staff
Managing Diversity	66 managers

#### Student Residential Assistants EDI Training 09 September 2020

This training was provided by Student Accommodation Services and covered topics such as Health and Fire Safety, Equality, Diversity and Inclusion, Confidentiality and Data Protection, Nightline and hall meetings with campus and facilities managers/officers. A total of 20 Student Residential Assistants were trained in Equality, Diversity and Inclusion with a focus of it affects their role, reflections on their own behaviour and decisions in providing a safe and inclusive environment and increased awareness/ to consider in assisting or supporting students in halls.

#### Mental Health

##### Staff trained in Mental Health First Aid (MHFA):

- MHFA Awareness: 431
- MHFA Champions: 359
- MHFA First Aiders: 149

### 7.2 Equality Impact Analysis links

Link to Returning to campus (Staff Covid'19)

[https://docs.gre.ac.uk/\\_\\_data/assets/pdf\\_file/0029/133958/Equality-Analysis-to-Support-COVID-19.pdf](https://docs.gre.ac.uk/__data/assets/pdf_file/0029/133958/Equality-Analysis-to-Support-COVID-19.pdf)

Link to Returning to campus (Student Covid'19)

<https://docs.gre.ac.uk/rep/sas/uog-equality-assessment-to-support-covid-19-students>



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