

## Gender Equality Plan (GEP)

The University of Greenwich has a strong commitment to equality, diversity and inclusion (EDI) with Inclusivity and Culture as one of four key priorities outlined in our [University Strategy 2030](#). We aspire to be sector leading in EDI in the higher education sector and will achieve this by moving beyond statutory legislative and regulatory minimum compliance. We aim to embed equality, diversity and inclusion in our structures, processes and practices by introducing targeted EDI initiatives, and benchmarking ourselves by successfully applying for accreditation programmes, such as [Athena Swan](#) and a top rating in the Stonewall UK Workplace Equality Index at a gold award standing.

We align with the Horizon Europe Gender Equality Plan requirements as follows:

### Mandatory requirements for a Gender Equality Plan (GEP)

- 1. Be a public document:** *The GEP should be a formal document signed by the top management, and disseminated within the institution. It should demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them*

The University currently holds an [Athena Swan](#) bronze award, which is a framework used to transform Gender Equality within Higher Education. The Universities [Athena Swan](#) submission and action plan (2024-2029) is signed by Vice-Chancellor and CEO, Professor Jane Harrington, and demonstrates our commitment to gender equality by outlining six key priorities/performance indicators and a five-year action plan, which sets out clear goals, objectives and measures of success to address gender inequality at the University.

- 2. Have dedicated resources:** *Resources for the design, implementation, and monitoring of GEPs may include funding for specific positions such as Equality Officers or Gender Equality Teams as well as earmarked working time for academic, management and administrative staff.*

The University has a dedicated Equality, Diversity and Inclusion Unit, led by our Director of Equality, Diversity and Inclusion, which provides strategic vision, delivers equality ambitions and advisory support. The unit strives to support an inclusive culture, delivers accreditations and meets the equality legal duties outlined in the Public Sector Equality Duty.

Our Equality, Diversity and Inclusion Board is responsible for promoting and monitoring activities alongside overseeing implementation of the EDI Programme. The board makes recommendations to Vice Chancellor Executives (VCE) on the University's EDI Programme. Our Athena Swan Working Group sits separately and is responsible for overseeing the implementation of our five-year action plan and assessing impact against our Athena Swan KPIs.

**3. Include arrangements for data collection and monitoring:** *GEPs must be evidence-based and founded on sex or gender-disaggregated baseline data collected across all staff categories. This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress, and be reported on annually*

Our [Athena Swan](#) Action Plan is evidence-based and founded on both quantitative and qualitative analysis (including our university staff survey and Athena Swan focus groups feedback).

Our [Equality, Diversity and Inclusion Reports](#) provides gender data for students and staff on an annual basis. An Athena Swan dashboard monitors key data areas for the submission across mandatory data fields and progress reports on Athena Swan KPIs are published within our EDI Annual Report.

Annual Pay Gap reporting for [Gender](#) and [additional protected characteristics](#) (Disability, Ethnicity, and LGB(T)+). Our Gender Pay Gap report includes an action plan, which is influenced by working at a local level with top contributing faculties and directorates who develop detailed and targeted action plans.

**4. Supported by training and capacity-building:** *Actions should address gender equality and unconscious gender biases, and may include developing gender competence establishing working groups dedicated to specific topics, and raising awareness through workshops and communication activities*

All staff are expected to complete a mandatory Equality, Diversity and Inclusion Essentials course when joining the university and Line Managers have an additional course of Managing Diversity Both online courses have been designed help to build confidence in recognising equality, diversity and inclusion in everyday practice, expected appropriate behaviour and equality law. Both courses are subject to a refresher every three years.

As part of our core offering, and recognising intersectionality, our staff have the opportunity to attend:

- a range of LGBT+ awareness training (Trans Awareness, Intersectionality in Practice and Bisexuality Awareness).
- Allyship and bystander training.
- Recruitment and Section Training, which covers unconscious bias (Mandatory for all panel members to have attended within the last three years).

In addition to these mandatory process-related requirements, there are also five thematic areas:

In section 2 of our Institutional [Athena Swan](#) submission, we examine culture and practices to support inclusion and belonging within a gendered lens. This includes an

analysis of work-life balance, decision-making and voice and career progression routes at the university.

- ***work-life balance and organisational culture***

Our [University Strategy 2030, 'This is our Time'](#), highlights our values of being inclusive, collaborative and impactful. We have worked to evolve our culture into a more equitable and inclusive environment for our students, staff and wider community.

The university strives to be a responsive employer by enabling staff work flexibly, while meeting our business needs highlighted through [Flexible Working Policy and Procedures](#).

- ***gender balance in leadership and decision-making***

Female staff have the opportunity to participate in two women leadership courses, Aurora and Southeast Action Learning (SEAL). We also run a specific leadership programme to support the progression of Black, Asian and Minority Ethnic staff.

Two key priorities of our [Athena Swan](#) submission with subsequent KPIs and actions, focus on improving gender balance in leadership. For academic staff, we aspire to increase the proportion of women in AC5 positions via academic promotions and addressing job segregation in professional services roles.

- ***gender equality in recruitment and career progression***

Our [Greenwich Jobs page](#) encourages applications from diverse and underrepresented communities, and highlights benefits (such as parental leave) and our wider diversity statement.

The [academic promotion framework](#) provides clear assessment criteria in which academic staff should provide evidence that demonstrates achievements in each dimension of the expectations at the level at which promotion is being sought. EDI concepts are embedded within the promotions panel to support deliberation such as, discussion surrounding extenuating circumstances (e.g., career breaks) and monitoring and sharing of EDI demographics.

Our [Professional Services Career Framework](#) articulates nine core competencies, with inclusivity at its core. These competencies are relevant across all professional services roles at the university and support career progression and planning.

- ***integration of the gender dimension into research and teaching content***

The Research Excellence Framework (REF) is a national exercise in assessing the impact of research. The outcomes of the last REF exercise were published in 2022, with guidelines and planning currently being developed for REF2029. For REF2021, the data of submitted participants was analysed by equality protected characteristic groups,

including sex and ethnicity. Findings from the REF2021 return, as well as guidelines for REF2029, are being used to develop institutional responses and deliver the commitment for an inclusive researcher community.

Our [TEF submission](#) outlines how inclusivity, which includes gender, is embedded into our teaching content. For example, in 2021 the University approved a new curriculum framework that sets out the expectations for programmes in line with the 2030 strategy meaning programmes must be inclusive, personalised, employment-focused, global in outlook and informed by our research.

- ***measures against gender-based violence including sexual harassment***

Our [Student Harassment and Sexual Misconduct Policy](#) outlines the University's commitment to responding to sexual violence within its community. [Report + Support](#) is the university's online platform where students, staff and visitors to the university can disclose how they have been affected by different forms of harassment, including bullying, discrimination, hate crime, and/or sexual misconduct. Staff and students are encouraged to download Safezone, which has been designed to put staff and students in touch with campus first aiders, security or emergency response teams more quickly, when needed.



**Professor Jane Harrington**

Vice-Chancellor