

Equality, Diversity and Inclusion Strategy 2019- 2022

and

Action Plan

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. The University intends to make this commitment a reality through this Equality, Diversity and Inclusion Strategy. The Strategy aims to:

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

2. EDI Governance structure

The delivery of the EDI agenda across the University will become more effective with the review and establishment of a more appropriate governance and management structure. A governance structure that brings together different points of views and perspectives from staff, at different levels and functional responsibilities, and students, will enable the development of more informed and targeted policy and plans for the delivery of this work. Formal elements to this governance structure are the EDI Committee, properly functioning staff networks and comprehensive diversity data.

2.1 Governance Objectives

- a. Review the EDI Committee - develop revised terms of reference, membership and responsibilities.
- b. Establish staff networks initially for following protected groups: BAME, Disabled staff, the LGBT+ community, Women and there will continued support of our Faith groups
- c. Increase the diversity data capture for all staff
- d. Increase the diversity of the membership of the Governing Body to reflect the protected groups.

3. EDI in Employment

The University of Greenwich employs just under two thousand staff, working in academic and non-academic roles across three campuses. Out of the total numbers of employees, the academic staff account for 1044, and support staff are numbered at 867. The University staff population at lower pay grades is quite gender diverse, with exception of the middle administration level (SG6) where two-thirds are female and has good representation of people from a number of other protected groups. However, the data shows that there is less diversity in senior roles in terms of gender, ethnicity and other protected groups. The objectives in this section are aimed at increasing diversity in the senior roles.

3.1 Employment related & Gender Pay Gap objectives:

- a. Improve recruitment and retention of staff from BAME, Disabled Staff, LGBT+ community, Women and other protected groups.
- b. Increase the proportion of BAME and Women staff at senior levels.
- c. Increase ethnic diversity at senior academic levels.
- d. Reduce the current level of the Gender Pay Gap, by achieving the above objectives.

4. EDI for Students

1. Particularly important to recognise barriers for women students from less equal cultures and socio-economic classes
2. UCEA pay information in 2018-19 confirms gender pay disparity is 15.5% in the HE Sector, and 17.3% in the wider economy. In 2008-9 gender pay disparity was recorded as 22.3% in the HE Sector. The gap has therefore reduced by 7.2% during the decade.

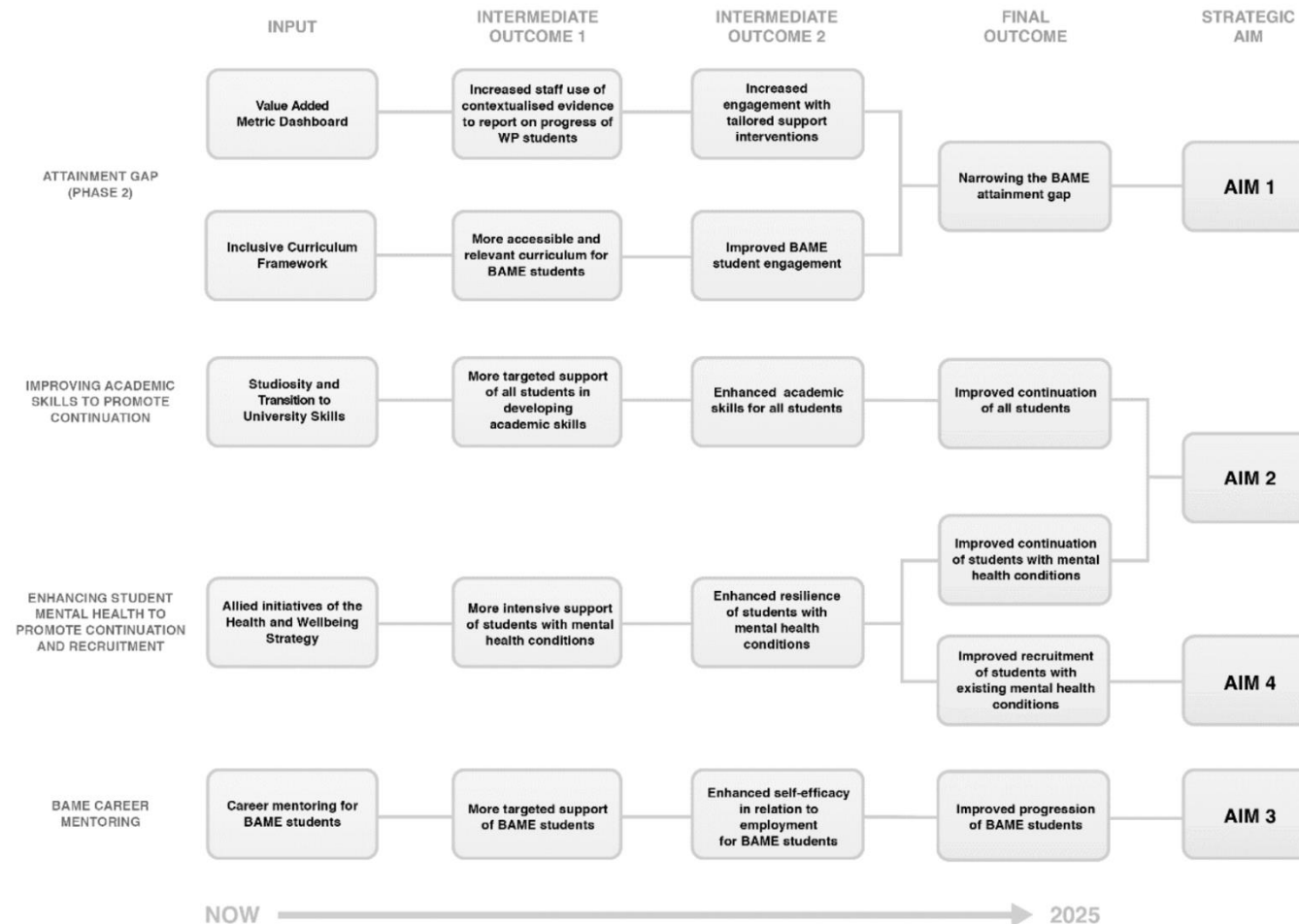
Students at the University of Greenwich are drawn from a wide and diverse range of communities, and backgrounds; reflecting the truly diverse and multi-cultural nature of the community we serve. In addition, a large number of students come from abroad representing a wide spectrum of nationalities and cultures. Equality and inclusion issues related to student are complex and have a significant impact on students' academic outcomes.

4.1 Student related objectives:

The current [university access and participation plan](#), is a critical evidence-based intervention which aims to understand and deliver a five year plan to support students that experience multiple factors which affects their educational outcomes and increases the potential for improved social mobility. As part of this there are several projects which have now been aligned under this plan to support the attainment, continuation and employability of students classified as BAME, disabled, mature, care leavers and those living in areas of low higher education participation. The model below provides a schematic of this.

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Figure 1: Theory of change logic model outcome chains



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Reducing the awarding gap between BAME and White students and those from protected groups is a priority. Greenwich Learning and Teaching (GLT) are producing a self-access development resource for staff on reducing the attainment gap and better serving an ethnically diverse student population, with resources on accessing and using attainment gap data as well as implementing Kingston University's Inclusive Curriculum Framework and wider reading around race and decolonisation in higher education. Students' Union representatives as well as staff Equality Diversity and Inclusion representatives will be asked to review the resource regularly. GLT will provide ongoing support to staff using the site, including monitoring user experience and gathering feedback on interactive activities.

- a. The Access and Participation plan will also be support BAME attainment through:
 - Reducing the 21 percentage point attainment gap between full time Black and White students (that exists in 2017-18) to 13 percentage points by 2024-25. The gap will be eliminated by 2032-33.
 - Reducing the 12 percentage point attainment gap between full time Asian and White students (that exists in 2017-18) to 4 percentage points by 2024-25. The gap will be eliminated 2026-27.
 - Reducing the 26 percentage point attainment gap between part time BAME and White students (that exists in 2017-18) to 13 percentage points by 2024-25. The gap will be eliminated by 2032-33.
- b. Support academic staff to enable them to better support students from protected groups to improve their awarding and employability levels – targets from the Access and Participation plan include:
 - To reduce the 7.9 percentage point progression gap (that exists in 2016-17) between full time BAME and White students to 1.9 percentage points by 2024-25. The gap will be completely eliminated by 2026-27.
 - To reduce the 11 percentage point progression gap (that exists in 2016-17) between full time Asian and White students to 5 percentage points by 2024-25. The gap will be completely eliminated by 2029-30.
 - To reduce the 7 percentage point progression gap (that exists in 2016-17) between full time students of Mixed Ethnicity and White students to 1 percentage point by 2024-25. The gap will be completely eliminated by 2025-26
- c. Support the delivery of the Health and Wellbeing Strategy to improve pastoral and wellbeing services to support students' mental, physical and spiritual health
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- d. Ensuring uniformity for agreed targets within University's forthcoming Strategy and support academic staff to cohesively embed inclusion and support for students from protected groups.

5. Implementation of the EDI Strategy

The Equality, Diversity and Inclusion Committee will oversee the EDI Strategy and ensure people leaders are held to account for its implementation. Regular, six monthly, progress reports will be presented to the EDI Committee by all Faculties and Directorates with responsibilities for the implementation of the objectives.

6. EDI Action Plan

In order to deliver the outcomes for staff and students through the objectives set out in this strategy, an action plan has been developed that details the actions required, to achieve the objectives against agreed timescales.

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EDI Action Plan

#	Strategic Objective	Actions	Who	When	Target
A	EDI Governance				
A1	Review the EDI Committee, membership and responsibilities.	Develop revised terms of reference for the EDI Committee and review its membership	DHR	Mar 2019	Revised EDI Committee
		Enhance the Committee's role as a body that sets the Strategic EDI agenda, monitors progress and holds Faculties/Directorates to account.			
A2	Establish staff networks to represent the protected groups.	Develop links with interested members of staff from the protected groups and support them to establish Networks that represent their views and interests.	DHR	Mar 2019	BAME, Disability, LGBT+ community and Women's networks set up
A3	Improve diversity data capture for all staff.	Carry out bi-annual data verification/audit exercise to collect diversity data from current staff, so that there is a year-on-year increase in the diversity data capture for all protected groups. Starting in 2019.	DHR	Mar 2022	95% for Gender, Race and Age; 65% for Faith, Disability and Sexual Orientation

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A4	Governing Body to reflect diversity of the community we serve	When recruiting new members for the Governing Body, ensure steps are taken to attract and recruit members from the protected groups that represent the community we serve	HR/GB	Ongoing	
B	EDI in Employment				
B1	University workforce reflects the ethnic diversity of the student body.	Take steps to improve recruitment and retention of staff from BAME communities across academic and support functions. (currently at 22.6%)	DHR/FAC/ ¹ DIRs	Mar 2022	(London campuses) BAME 15% increase (5% year on year.) (Medway) 6%
B2	Increase gender diversity at senior academic levels.	Develop appropriate mechanisms by which the University can identify and develop female staff who are keen to improve and progress into senior professional services and academic roles. This could be through programmes such as: Aurora, Academic Heads of Department Development, Academic programme Leaders and apprenticeships for managers/supervisors and wider development opportunities aligned through membership of the Women's Higher Education Network; EDI revisions in the recruitment regulations and reward procedures.	DHR	Mar 2020	5% Increase at Senior Levels

¹ DHR= Director of Human Recourse; FAC= Faculties; DIRs= Directorates; (WN=Women's Network; BN=BAME Network)

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		Develop a mentoring framework that provides guidance to staff on how best to choose mentors who have the right skills set that helps mentees get most out of a mentoring programme.	DHR/WN	Mar 2020	
		Help women develop cross-Faculties and Directorates action learning sets for mutual mentoring, support and learning to enable them progress in their career.	FAC/DIRs	Sept 2019, then ongoing	One set or scheme established per FAC/DIR.
B3	Increase ethnic diversity at senior academic levels.	Develop appropriate mechanisms by which the University can identify and develop BAME Staff who can progress into senior roles. For example, through appraisal and personal development process.	DHR/FAC/DIRs	Mar 2020	3% increase in BAME staff at Senior levels
		Establish staff development programmes for BAME staff (Personal Effectiveness, Career Planning, and Leadership Skills development), to enable them to compete more effectively for progression.	DHR/FAC/DIR Heads	Mar 2022	
		Help BAME staff develop cross-Faculties and Directorates action learning sets for mutual mentoring, support and learning to enable them progress in their career.	FAC/DIR/BN	Sept 2019, then ongoing	One set or scheme established per FAC/DIR.
C	Student Equality				
C1	Close the attainment gap between white students and those from	The University to continue to actively participate in the attainment gap project led by Kingston University. This has now progressed to be strategic university priority, which will be coordinated by Greenwich Learning and Teaching. Access and Participation will also work towards closing the award gap by 2033.	Faculties	Ongoing	Targets are aligned to the Access

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	protected groups, particularly BAME, students.	Schools/departments to use their own attainment gap/awarding gap data as the baseline to measure progress against in working towards improvement through targeted actions.	Schools	Sept 2019	and Participation Plan (see 4.1) The gap will aim to be closed by 2033.
	Support academic staff to enable them to better support students from protected groups to improve their awarding level and employability	Provide training and interventions to academic staff around issues of EDI cultural awareness/perspective sharing, unconscious/gender bias for more inclusive teaching, learning and research	DHR/GLT/RE TI	Mar 2022	40% FAC/SCHs trained
C2	Improve student wellbeing and pastoral care and employability	Ensure delivery of the Health and Wellbeing Strategy.	SAS	Mar 2022	Improved NSS outcomes
		Ensure Students are provided with dedicated quiet space on all campuses.	SAS/ Estates & Facilities	Mar 2022	Improved NSS outcomes
D	Gender Pay Gap				
D1	Reduce the mean gender pay gap (2)	Reduce the gender pay gap by implementing a targeted plan involving; benchmarking recruitment starting salaries, increasing the number of women in senior positions; assisting women to access development programmes by widening	DHR/ Senior Academic and	Mar 2022	Reduce to 8%

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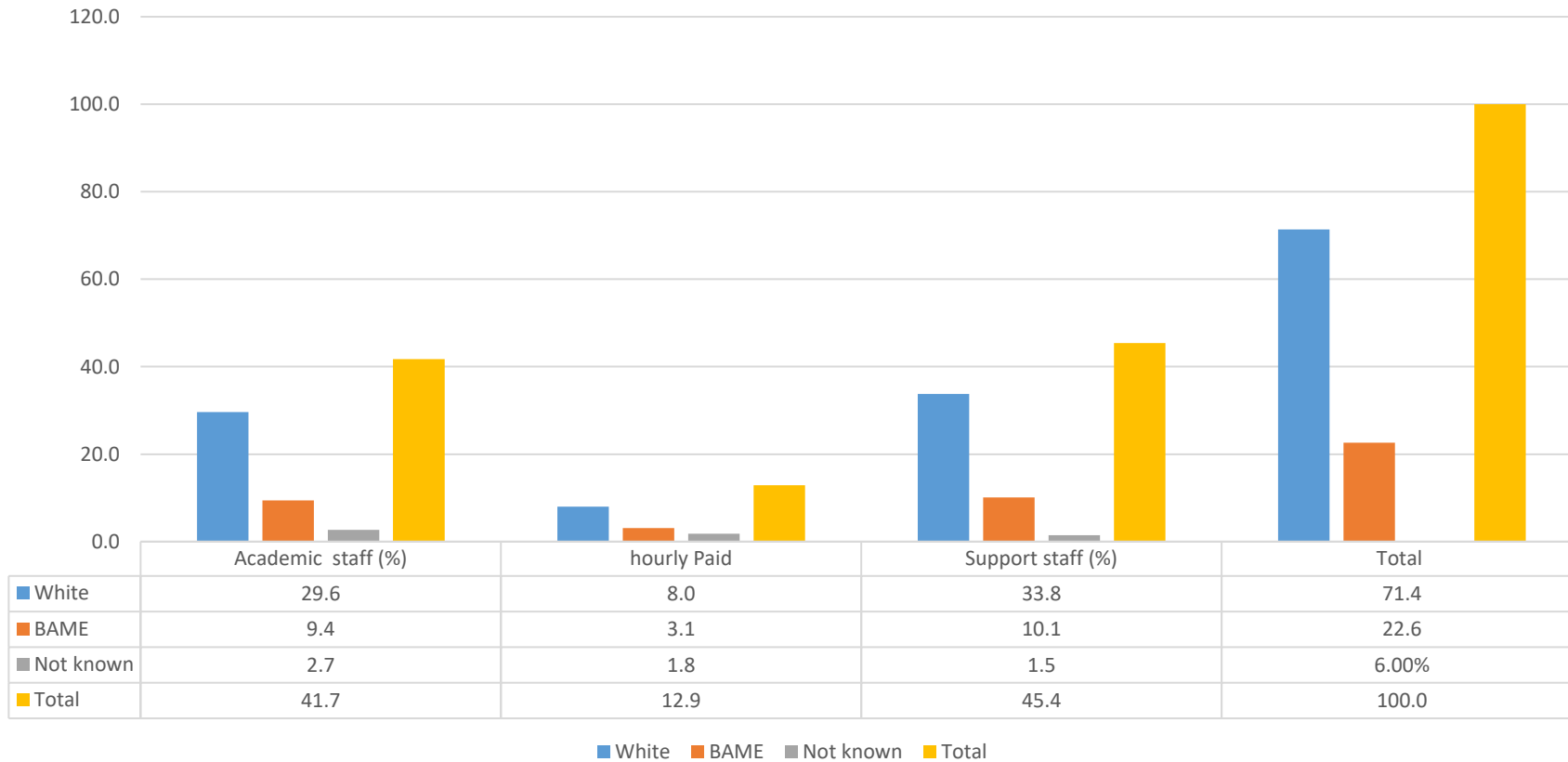
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		provision and having access to researcher development and enhancing diversity recognition.	Professional Services Leaders		

Appendix 1 – Charts (December 2018)

Staff Related Data Charts

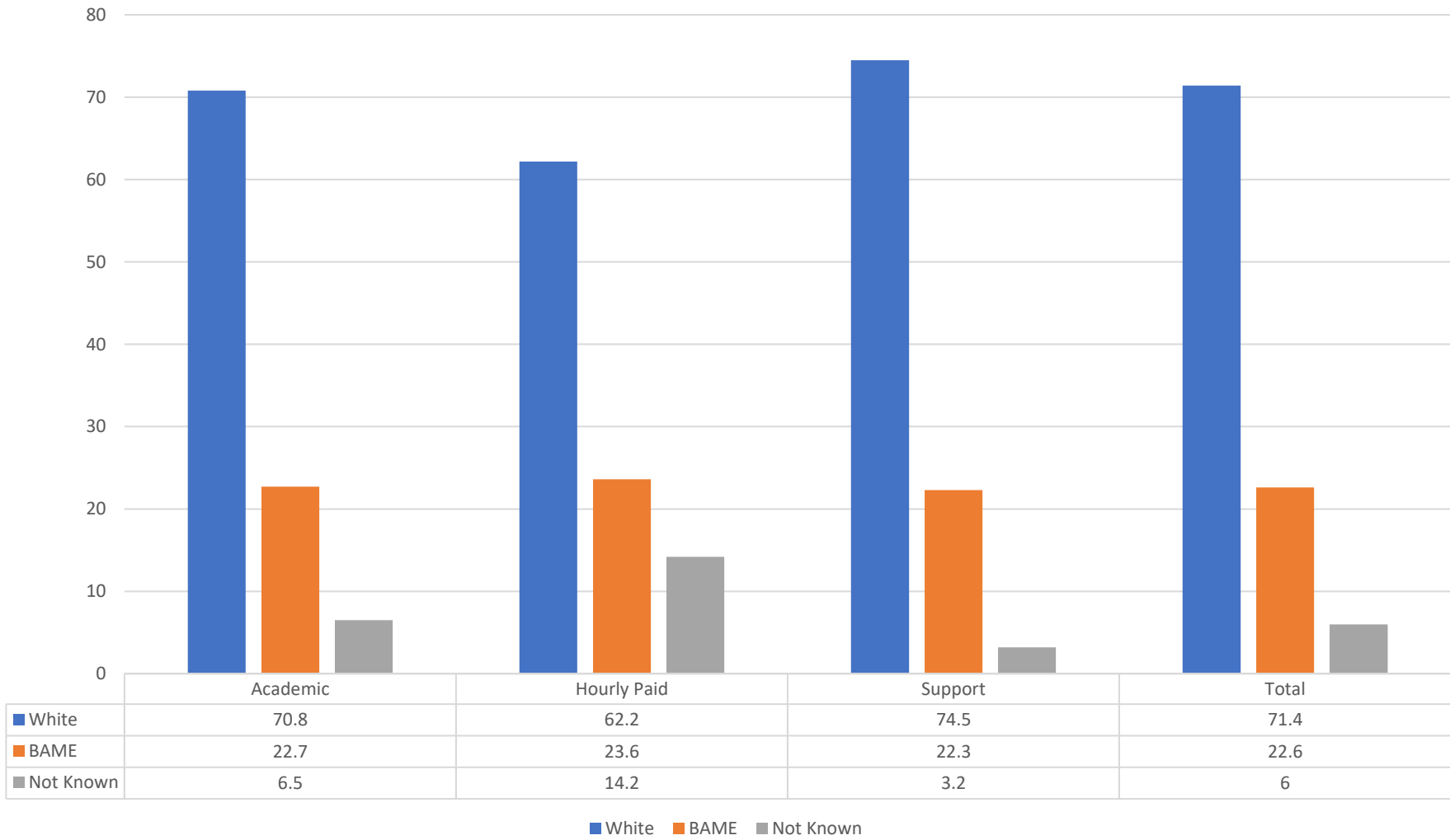
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Chart 1. Staff Ethnicity in overall by workforce (%)



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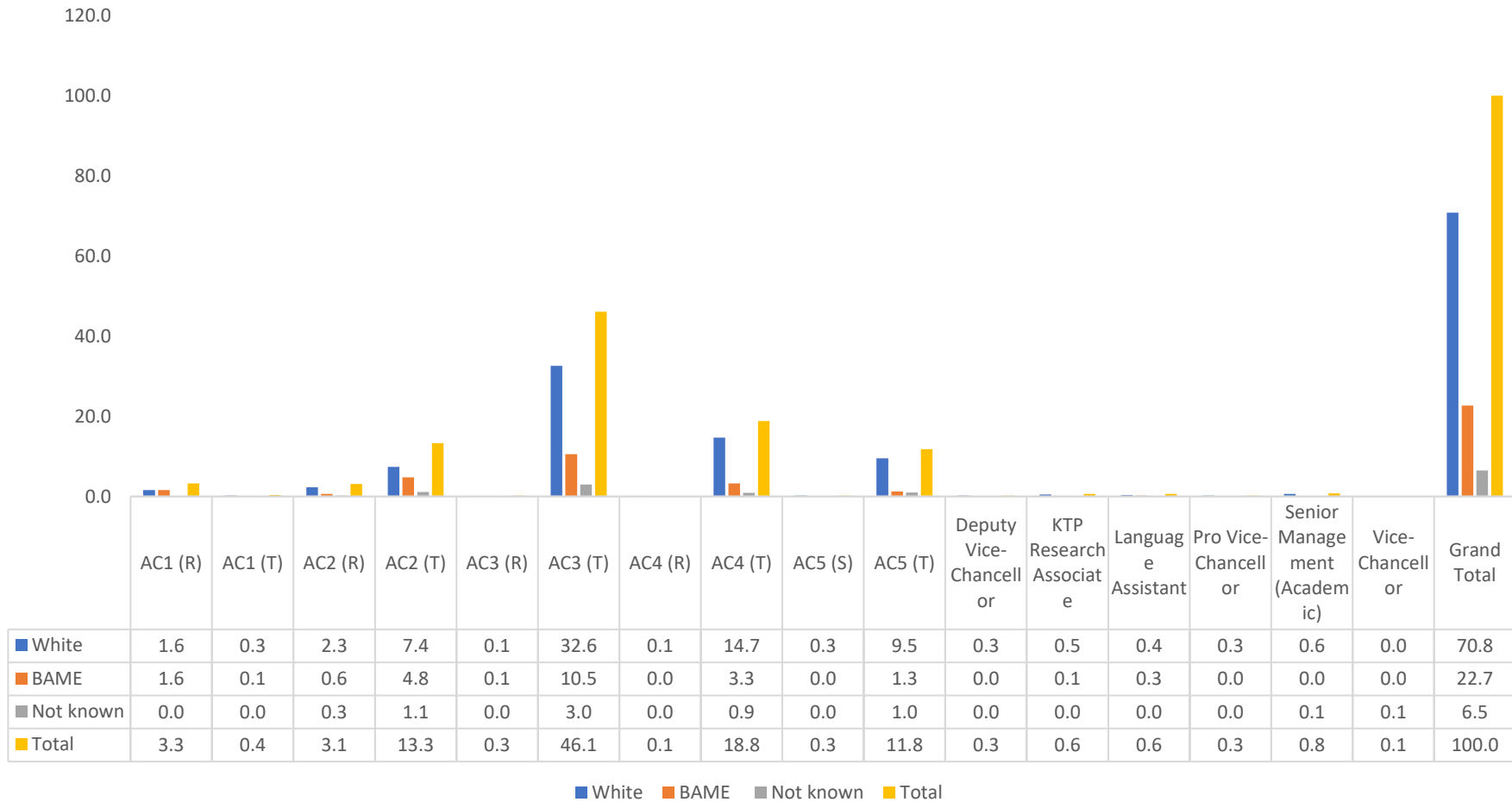
Chart 2- Staff Ethnicity by Work Categories (%)



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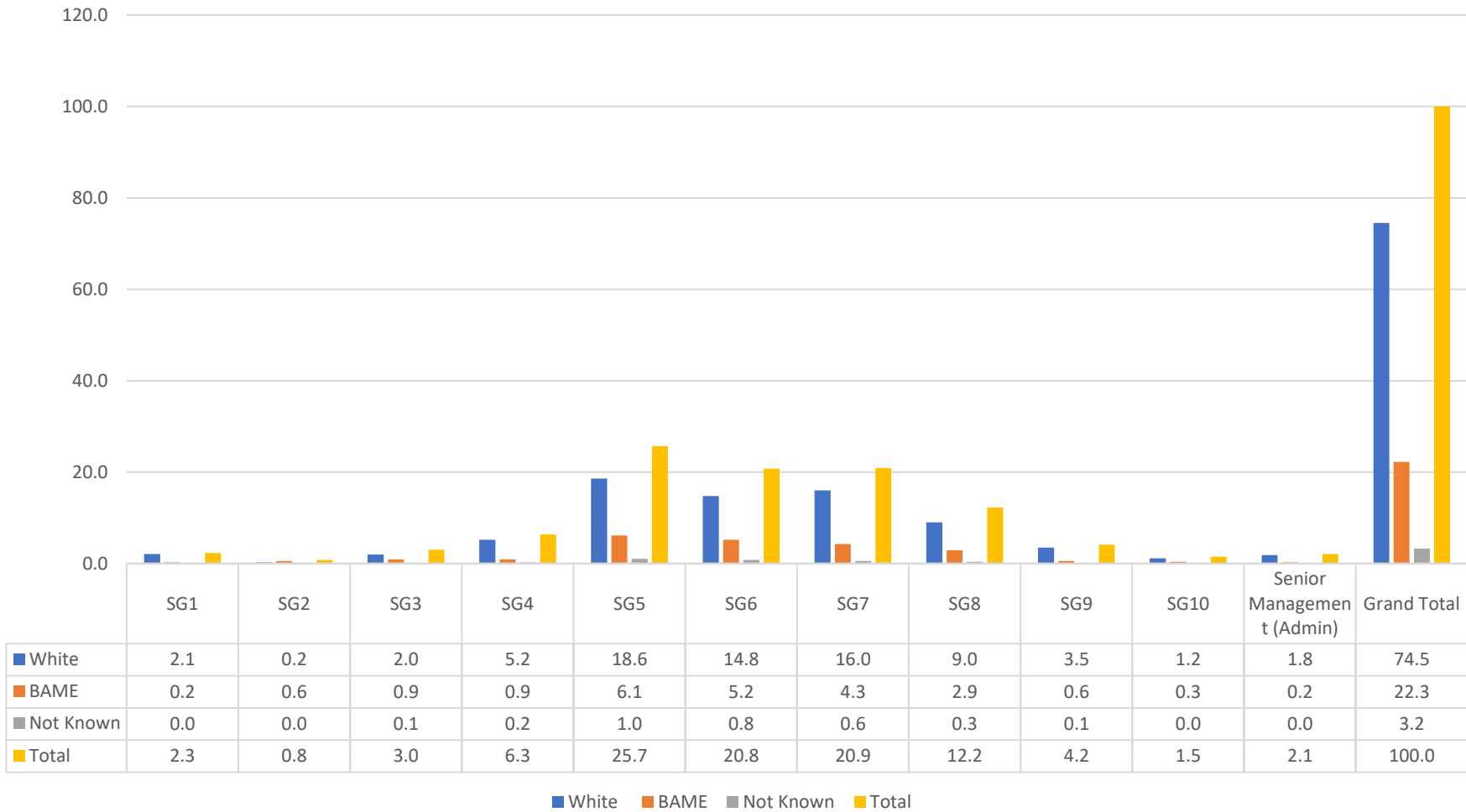
Chart 3 - Ethnicity Breakdown of Academic staff by Pay Grade (%)



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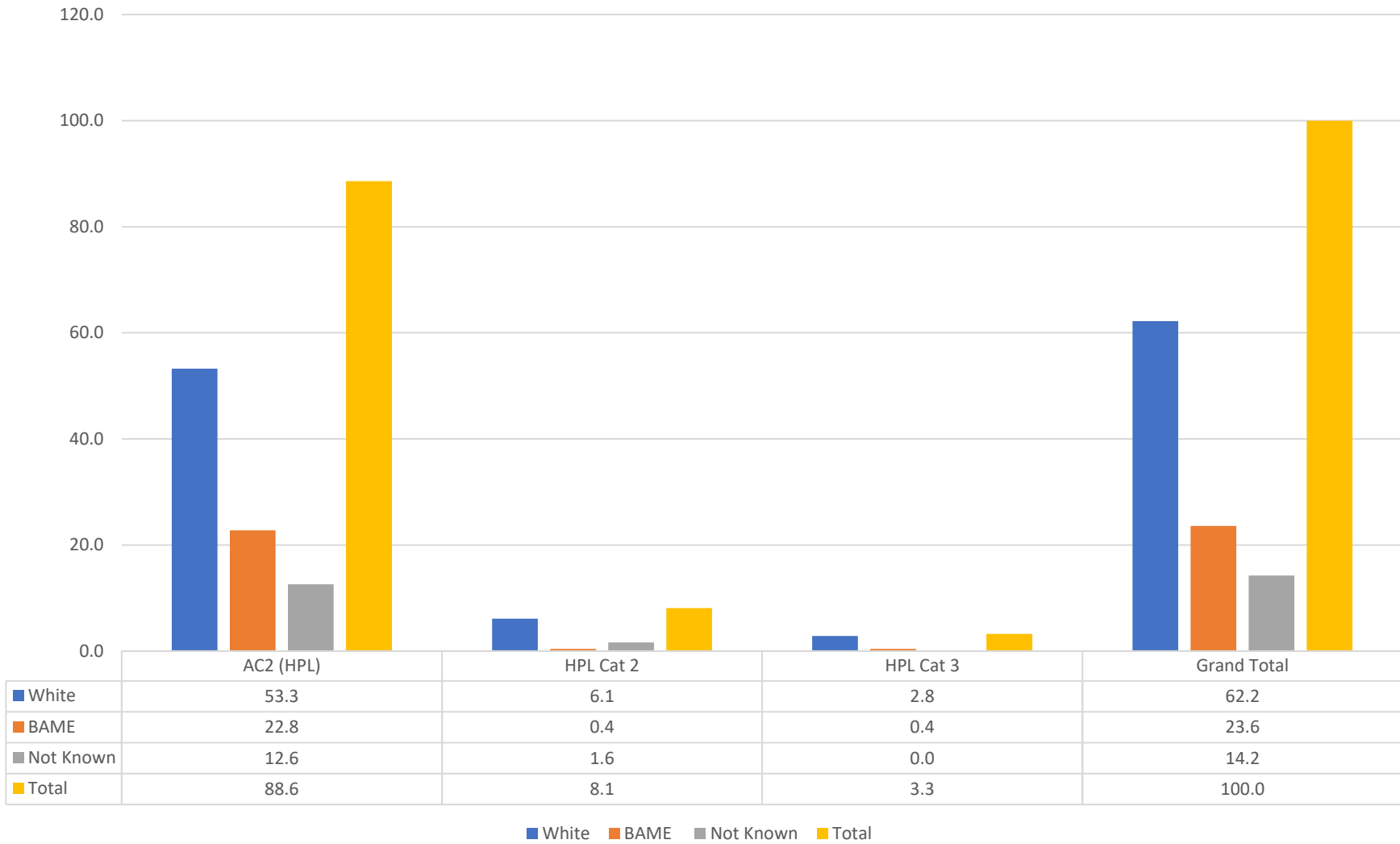
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Chart 4 - Support staff by ethnicity and pay grade (%)



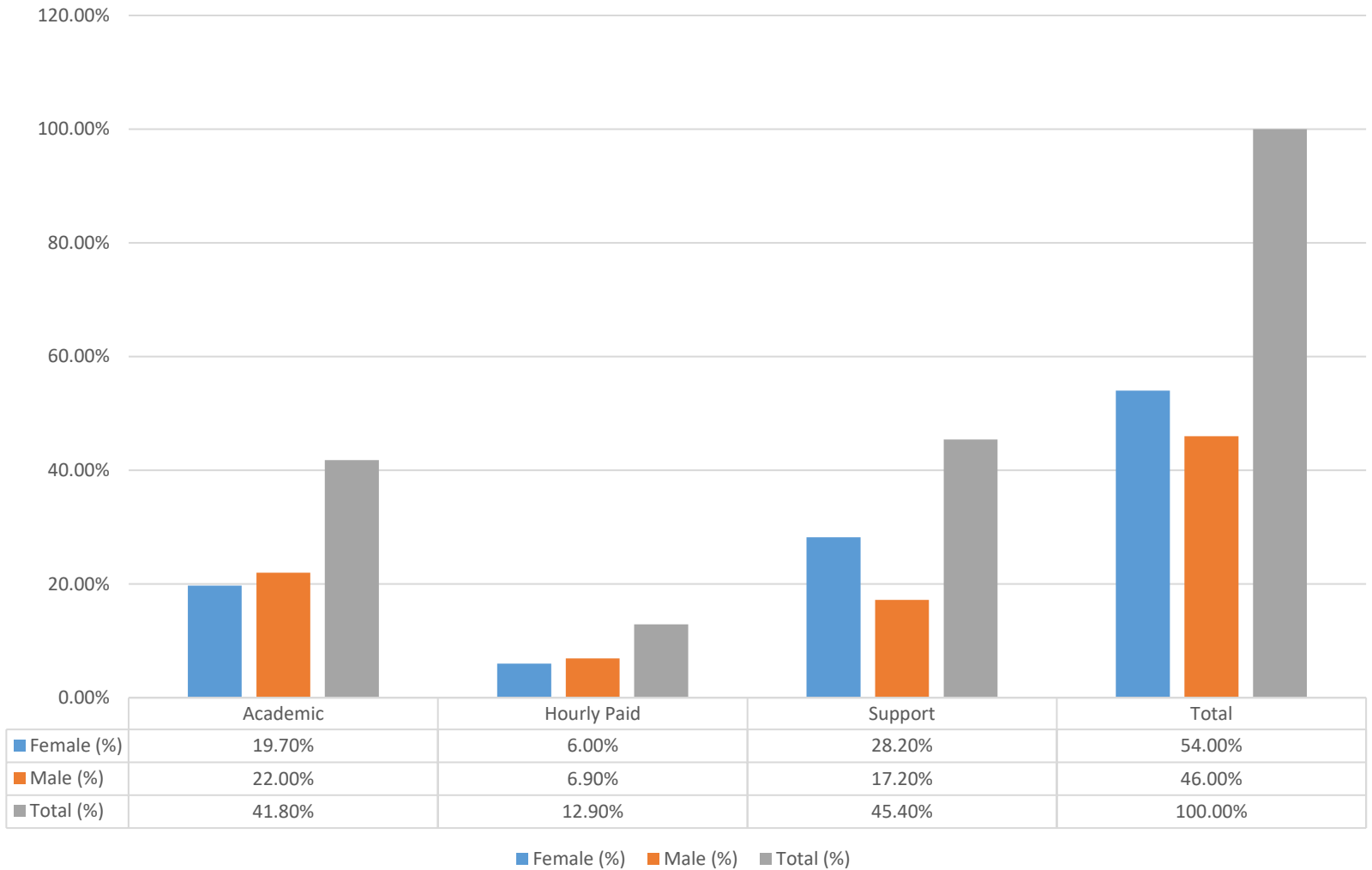
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Chart 5- Ethnicity of Hourly Paid staff by grade (%)



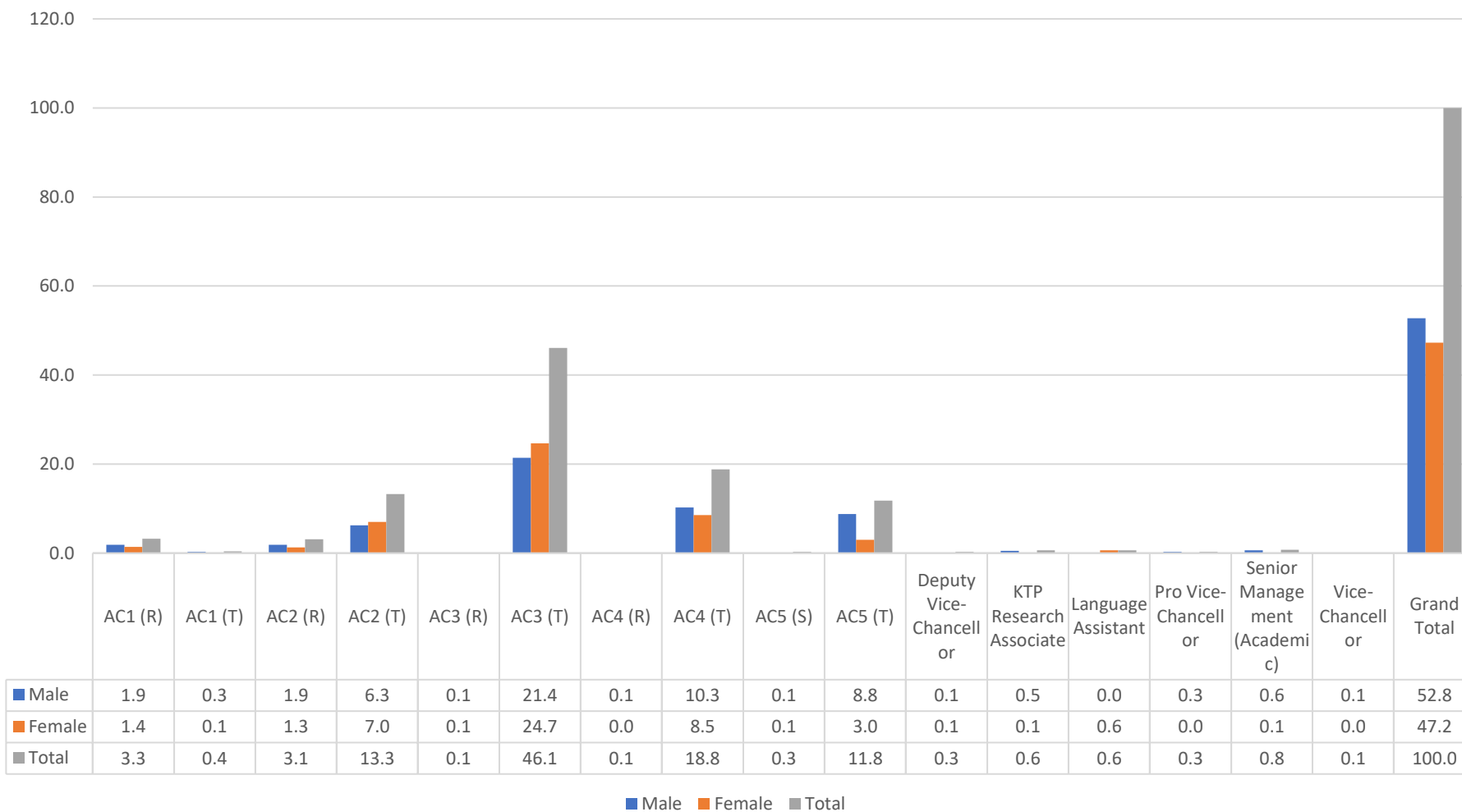
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Chart 6 - Gender by overall workforce (%)



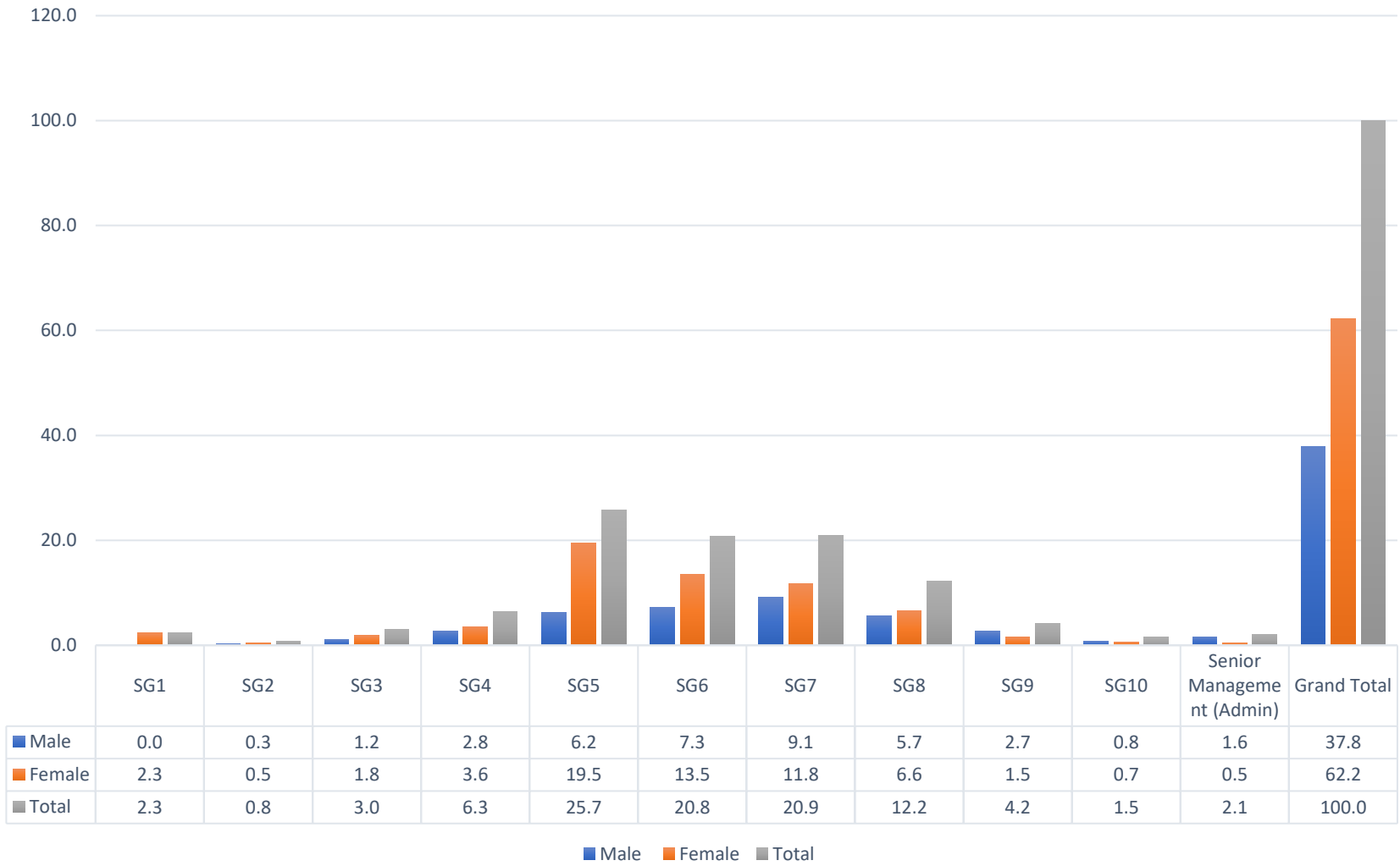
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Chart 7- Gender Breakdown Academic Staff by Pay Grade (%)



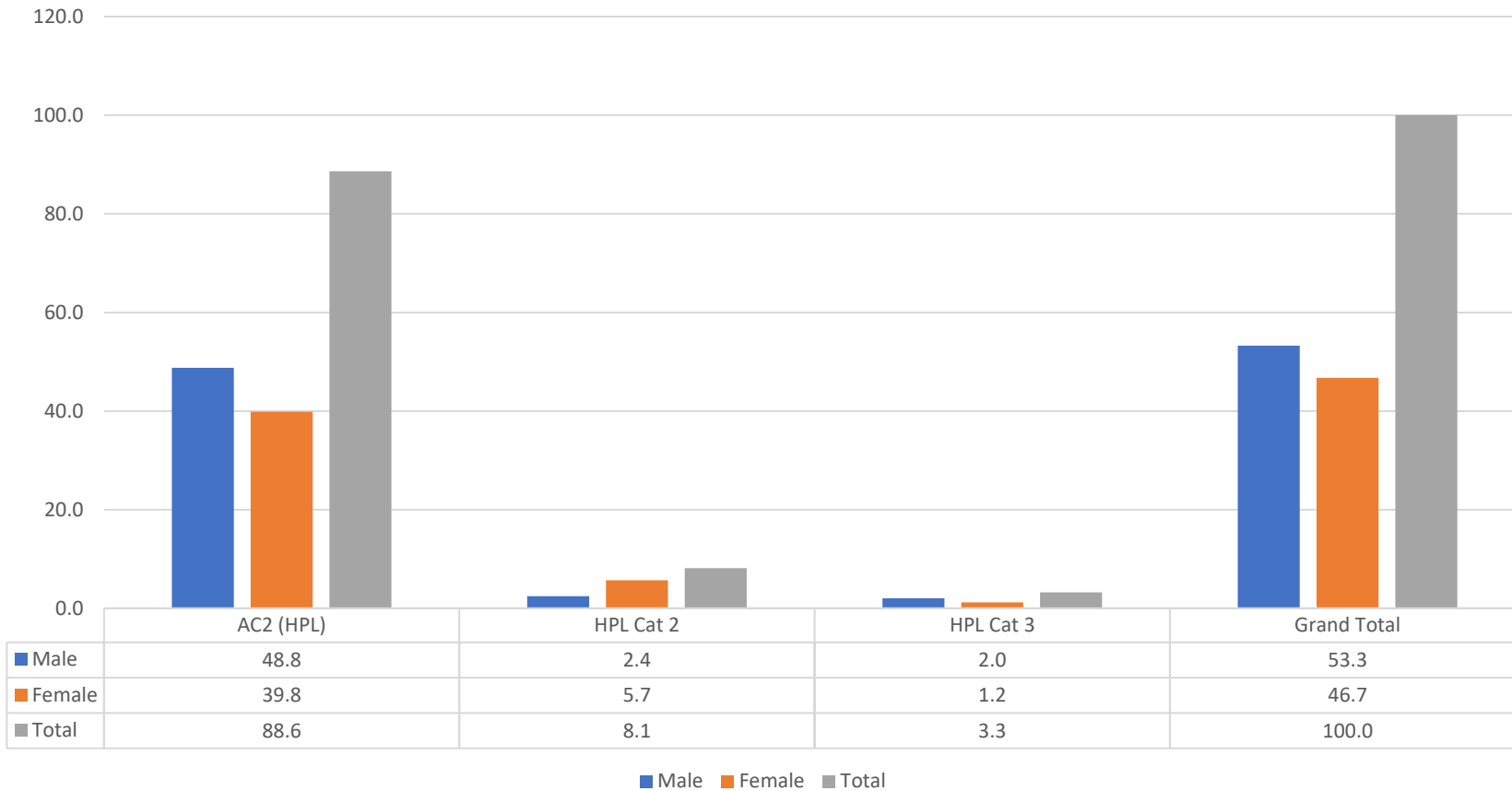
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Chart 8 - Gender Breakdown of Support Staff by Grade %



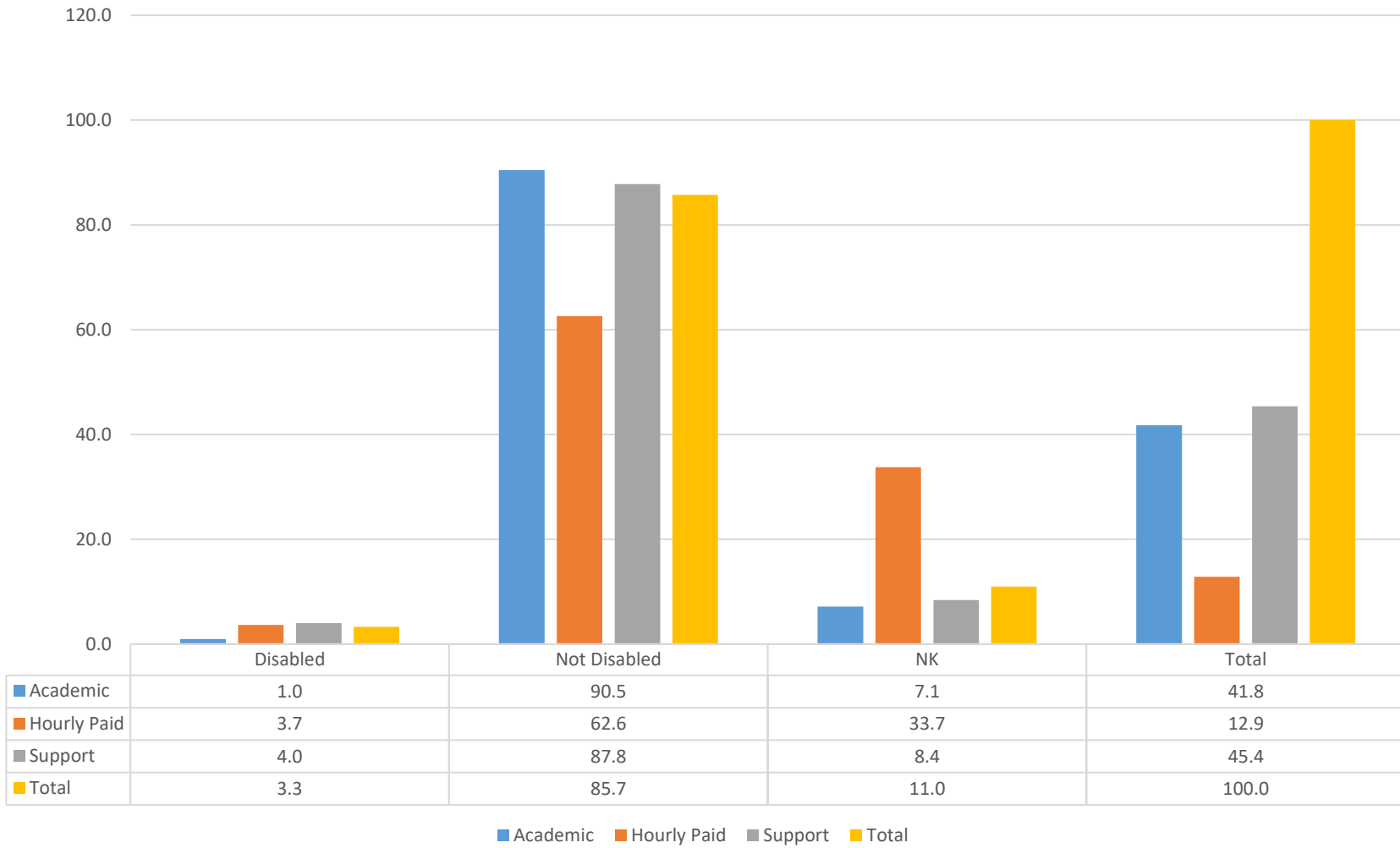
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Chart 9 - Gender Breakdown of Hourly Staff by Grade %



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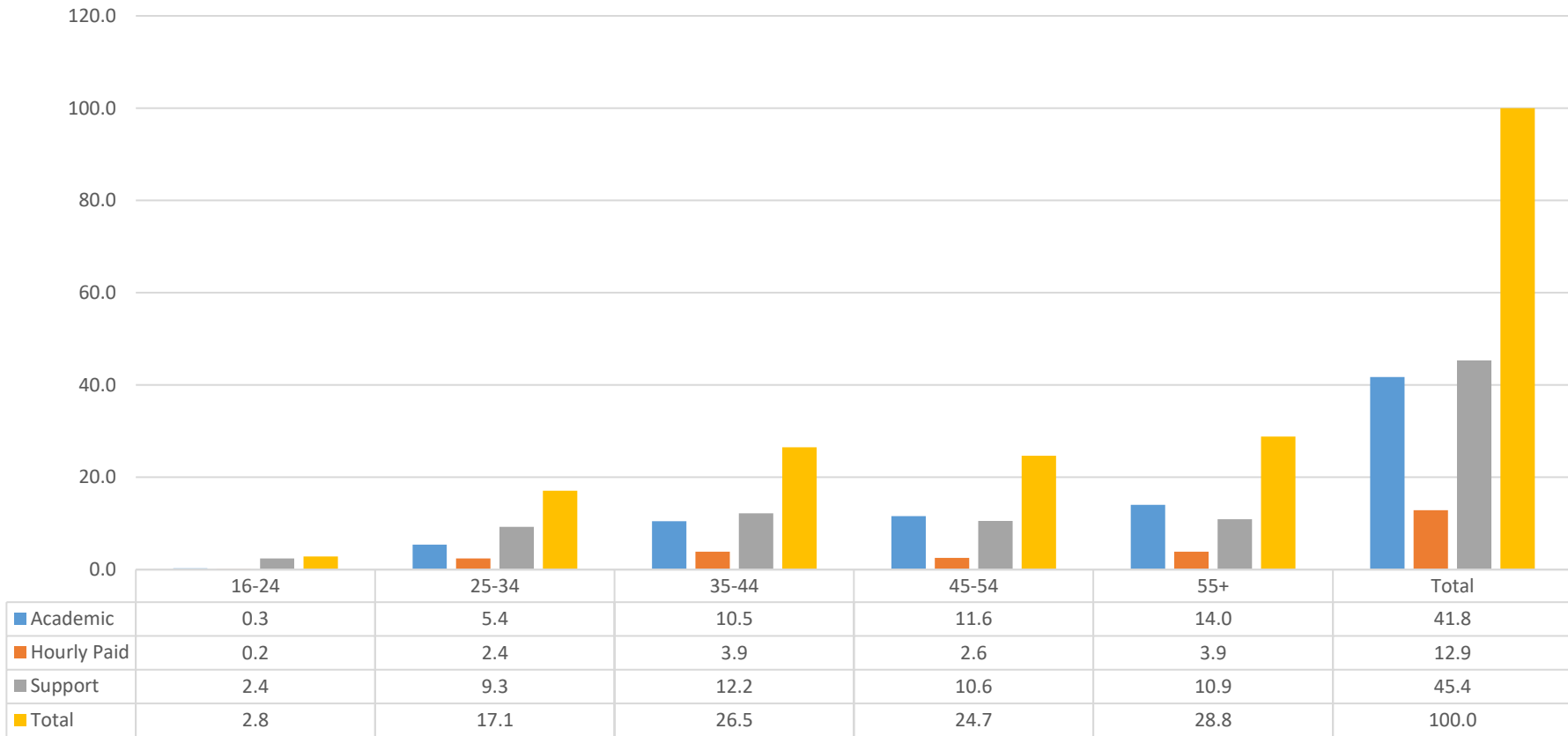
Chart 10 - Staff with Disability (%)



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Chart 11- Staff age distribution (%)



■ Academic ■ Hourly Paid ■ Support ■ Total

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Chart 12 - Attainment Gap between White and BAME Students (%)



	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Gap %	17.80%	16.80%	20.00%	13.90%	15.50%	14.30%