



UNIVERSITY  
*of*  
GREENWICH

# **PROMOTING EQUALITY CELEBRATING DIVERSITY**

Annual Report 2013-2014

Part 2: Employees

**January 2015**

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## 1. Equality information: employees

This report provides statistical data and other information to demonstrate our compliance with the public sector equality duty in relation to the University's role as an employer. Information is provided on the protected characteristics of age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

In relation to each protected characteristic, there is:

- An overview of the available data, where available
- Information on how the University has 'due regard' for the equality duty aims to advance equality of opportunity and foster good relations. Information on how we have due regard for the need to eliminate unlawful discrimination, harassment and victimisation is provided on page 3.

### Overview of employee data

In September 2014, University employed a total of 1,749 staff in three main groups:

- **Academic staff.** These are our teaching and research staff and include role such as research fellow, professor and lecturer. Academic staff are recruited nationally and internationally and employed in the University's four Faculties: Business; Architecture, Computing and Humanities; Education and Health; and Engineering and Science.
- **Senior management.** Senior managers include the vice-chancellor, deputy vice-chancellors, pro-vice-chancellors, deputy pro-vice-chancellors and faculty operating officers.
- **Support staff.** Support staff are employed in a wide range of roles. They include employees in manual roles such as cleaning, catering, building maintenance and security, as well as employees in administrative and non-academic professional roles such as admissions officers, statisticians, librarians and ICT specialists.

## 2. Eliminating discrimination, harassment and victimisation

### Recruitment and selection

- The University's policies on recruitment and selection aim to ensure that no job applicant, or existing member of staff, in any employment designation is discriminated against or receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race or ethnicity, religion and belief, sex or sexual orientation.
- All staff involved in interviewing and shortlisting receive training on their responsibilities not to discriminate on the grounds of any of the protected characteristics, and use the requirements of the job specification to judge applicants.
- We ensure that reasonable adjustments are made for any job applicants with disabilities if these are needed when they attend an interview.
- A core requirement on all job descriptions is the expectation that candidates for employment at the University will adhere to and promote the University's equality and diversity policies.

## 1.2 Bullying, harassment and victimisation

- The Equality Act 2010 defines harassment as ‘unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating and intimidating, hostile, degrading, humiliating or offensive environment for that individual’.
- Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.
- Bullying is not specifically defined in law, but in an advice leaflet for employees<sup>1</sup>, Acas provides the following definition: ‘Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient’.
- All members of the University community have the right to work and study in an environment that encourages harmonious relationships. This means that everyone should be treated with dignity and respect so that they can fulfil their potential in a professional working and learning environment.
- The University makes clear in its [Bullying and Harassment Policy for Staff and Students](#) that we will not tolerate bullying or harassment on the grounds of age, disability, gender reassignment, race or ethnicity, religion and belief, sex or sexual orientation. The policy outlines procedures and steps that can be taken to deal with any issues of harassment or bullying and prevent their recurrence.
- The University’s [guidance on the Bullying and Harassment Policy](#) makes clear that harassment applies to all protected characteristics except for pregnancy and maternity (where any unfavourable treatment may be considered discrimination, and marriage and civil partnership).

## 3. AGE

The protected characteristic of age refers to a person belonging to a particular age group, which can include people of the same age and people of a particular range of ages.

A person could belong to various age groups. A 19-year-old could, for example, belong to groups that include ‘young adults’, ‘teenagers’, ‘under 50s’, ‘under 25s’ or ‘19-year-olds’.

The University is committed to supporting a diverse workforce, and ensuring that no employees are treated less favourably for reasons relating to their age (whether young or old). We also committed to ensuring that all staff are treated fairly and with dignity and respect whatever their age.

### Equality and diversity achievements

- In January 2014 the University launched the Centre for Positive Ageing. The Centre brings together academics from a range of disciplines across the university – from health and pharmacy to science and technology – to share their expertise. Researchers will investigate a variety of areas that affect older people, such as pain, falls, dementia and other long-term conditions, housing and access to technology, in order to help individuals live healthier and more fulfilling lives.

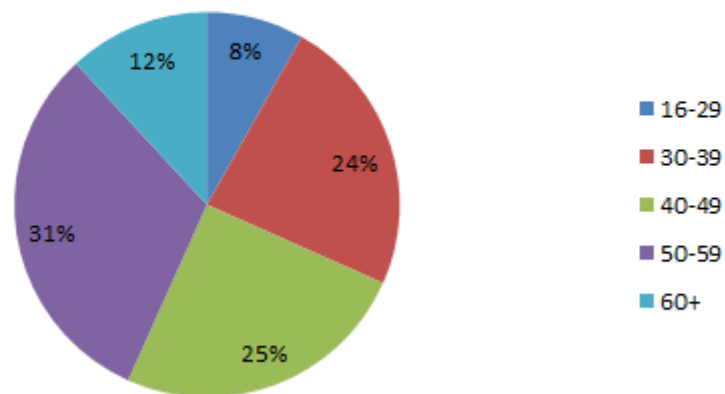
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<sup>1</sup> Bullying and harassment at work: Guidance for employees <http://www.acas.org.uk/index.aspx?articleid=797>

Our current data shows:

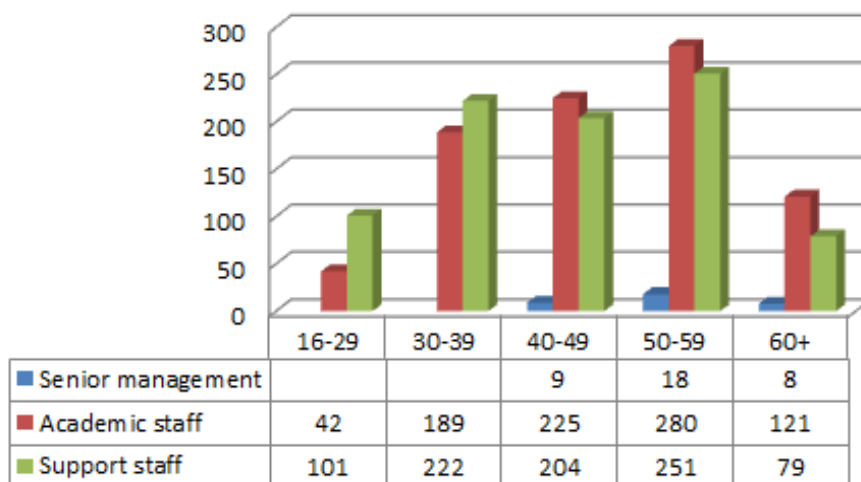
- The largest group of employees at the University are in the 50-59 age group.
- The proportion of staff at the University aged 29 and younger is 8.18%. This compares with the UK HEI sector figure of 16.8% (aged 30 and under).
- The largest proportions of both academic staff (32.7%) and support staff (29.3%) are in the 50-59 age group.
- Younger employees (aged 39 and younger) are more likely to be in support staff roles.
- Employees in the 16-29 age group are the least likely to be employed on a permanent contract.
- The proportion of staff on part-time contracts ranged from 7% for staff aged 16-29, to 20% for those aged 50-59, and 41.3% for those aged 60 and over.
- Younger employees are more likely to be employed on full-time contracts. 93% of employees in the 16-29 age groups are on full-time contracts compared with 80.0% of those in the 50-59 age group, and 58.6% of those in the 60+ age group. This is similar to national trends.

**Staff by age**



**Staff by age and job category**

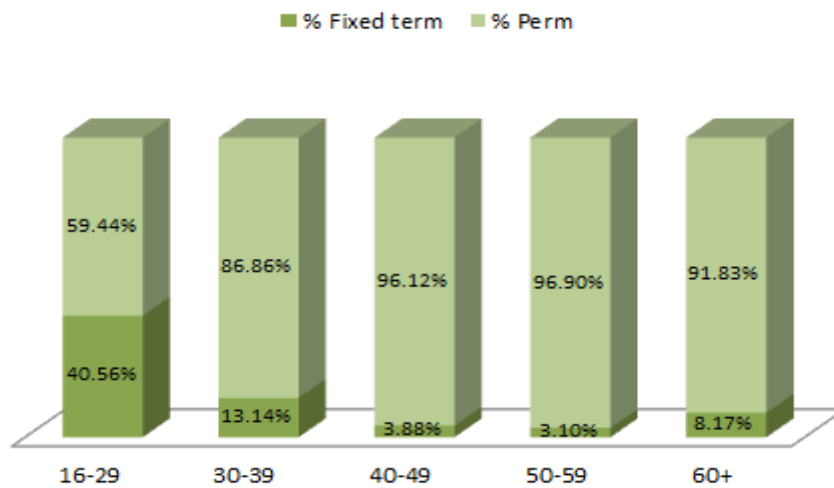
**Staff by age and job category**



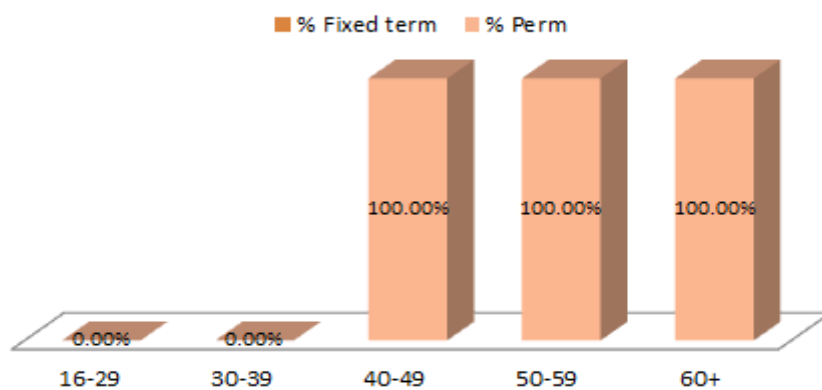
### Staff by age and contract type

	16-29	30-39	40-49	50-59	60+	Total
Fixed term	58	54	17	17	17	163
Permanent	85	357	421	532	191	1,586
<b>Total</b>	<b>143</b>	<b>411</b>	<b>438</b>	<b>549</b>	<b>208</b>	<b>1,749</b>

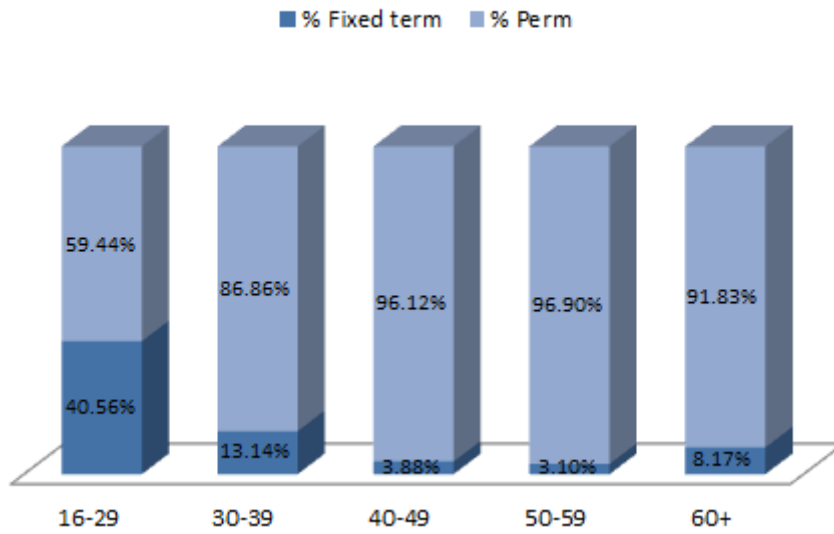
### Staff by age and contract type



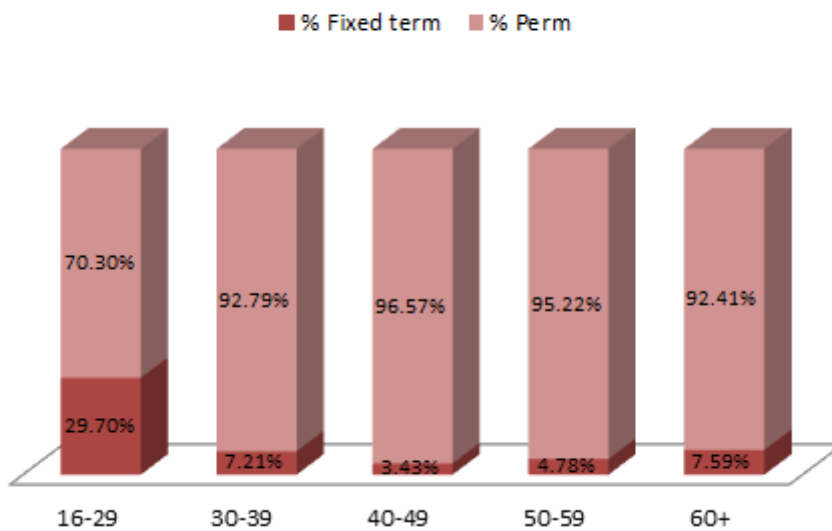
### Senior management staff by age and contract type



### Academic staff by age and contract type



### Support staff by age and contract type

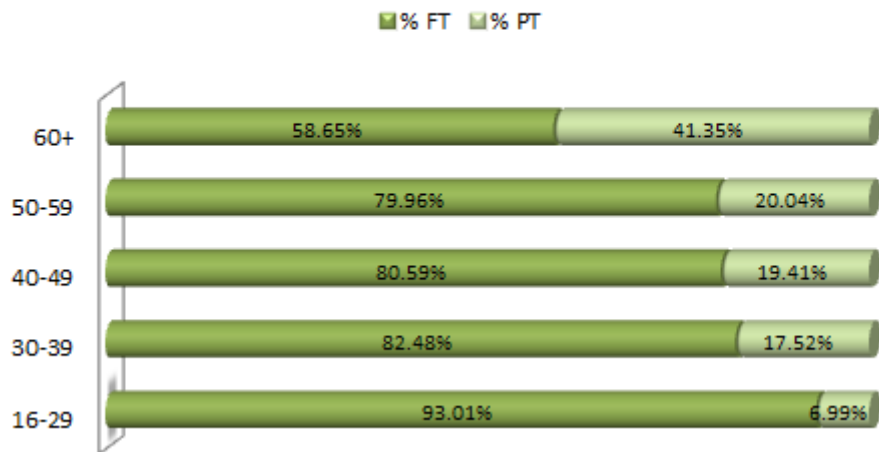


### Staff by age and contract status

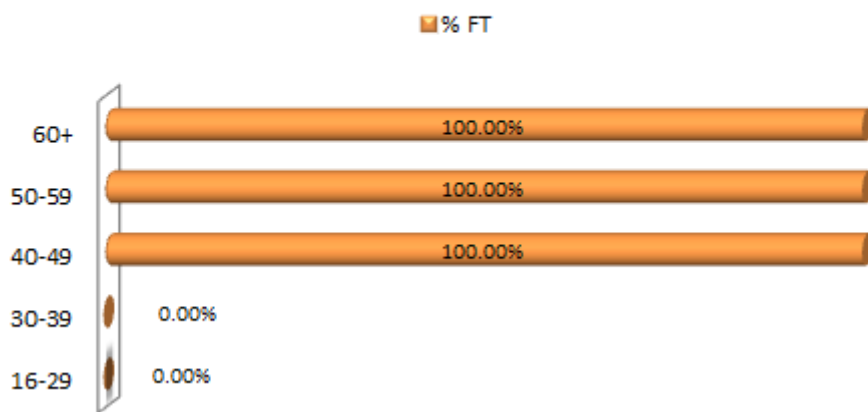
	16-29	30-39	40-49	50-59	60+	Total
Full-time	133	339	353	439	122	1,386
Part-time	10	72	85	110	86	363
<b>Total</b>	<b>143</b>	<b>411</b>	<b>438</b>	<b>549</b>	<b>208</b>	<b>1,749</b>



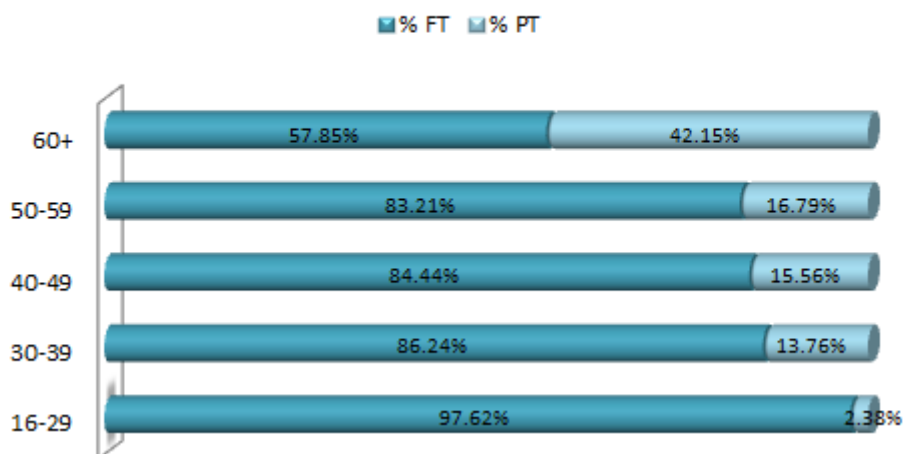
### Staff by age and contract status



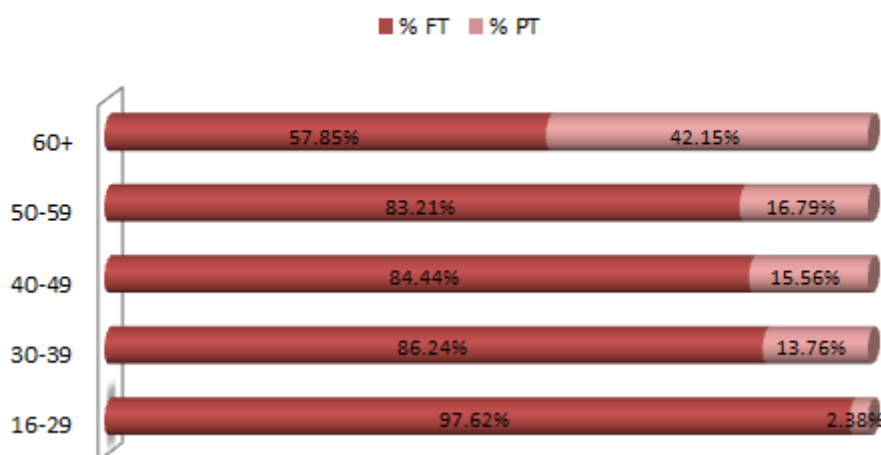
### Senior management staff by age and contract status



### Academic staff by age and contract status



## Support staff by age and contract status



### All staff by grade and age

Age group		AC1-AC3	AC4-AC5	SG1-SG2	SG3-SG5	SG6-SG8	SG9-SG10	SMG	Total
16-29	Number	41	2	7	66	27			143
	%	7%	1%	19%	20%	6%	0%	0%	8%
30-39	Number	167	22	3	74	138	7		411
	%	29%	8%	8%	22%	32%	13%	0%	23%
40-49	Number	167	58	6	64	114	20	9	438
	%	29%	21%	16%	19%	26%	36%	26%	25%
50-59	Number	151	129	12	93	122	24	18	549
	%	26%	46%	32%	28%	28%	44%	51%	31%
60+	Number	54	67	9	32	34	4	8	208
	%	9%	24%	24%	10%	8%	7%	23%	12%
<b>Total</b>		<b>580</b>	<b>278</b>	<b>37</b>	<b>329</b>	<b>435</b>	<b>55</b>	<b>35</b>	<b>1,749</b>

### 3.1 PROMOTING EQUALITY

#### Supporting staff

- Employees of all ages are encouraged to discuss future plans and choices with line managers. There may be periods in their lives when they need particular support, such as when starting an academic career, when they have caring responsibilities for children or elderly family members, or towards the end of an extended working life.
- Our 'right to request flexible working' policy acknowledges that staff may choose to vary their patterns of work at different periods in their working lives. The University aims to support employees in balancing work and caring responsibilities.
- We encourage employees of all ages to undertake training and development activities to ensure they have the knowledge and skills needed to be effective in their roles.
- With the removal of the Default Retirement Age, we do not identify a set retirement age for employees. Employees can retire when they wish. Earlier retirement can be taken from the age of 55 and there is no upper age limit.
- The Learning and Talent Development Team offers 'Third Phase Focus' sessions to all employees. These interactive courses support staff to review their priorities, and consider a range of issues as part of planning for retirement.

## 4. DISABILITY

A person is a disabled (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment, not the cause.

The University is committed to developing and maintaining a positive working culture where staff with physical and/or mental disabilities feels safe and supported. We aim to ensure that that no employees suffer discrimination or are treated less favourably because of a disability.

### Equality and diversity achievements

- In September 2014 the University opened its new building on Stockwell Street. The building was designed in collaboration with staff groups, including those with disabilities. It will house bespoke facilities for the Faculty of Architecture, Computing and Humanities and the Greenwich Campus Library. The University and the design team have ensured accessibility and inclusion for disabled people throughout the new development.
- In July 2014 we were successful in retaining our accreditation to use the Two Ticks symbol on job adverts to show that we encourage applications from disabled people.
- The University's employs disabled and diverse students and graduates to work as \*AccessAbility ambassadors as part of the\*AccessAbility Project. The number of \*AccessAbility ambassadors has increased from three in 2007 to 33 in the 2013-14 academic year.

### Equality challenges and priorities

- We aim to increase the number of staff that disclose that they have a disability. This will indicate that there is an increasingly positive working environment, where staff with disabilities feel safe and supported.
- We aim to provide further support to managers so they can better meet the requirement make reasonable adjustments for a disabled employee if they are at a substantial disadvantage in comparison with non-disabled persons.

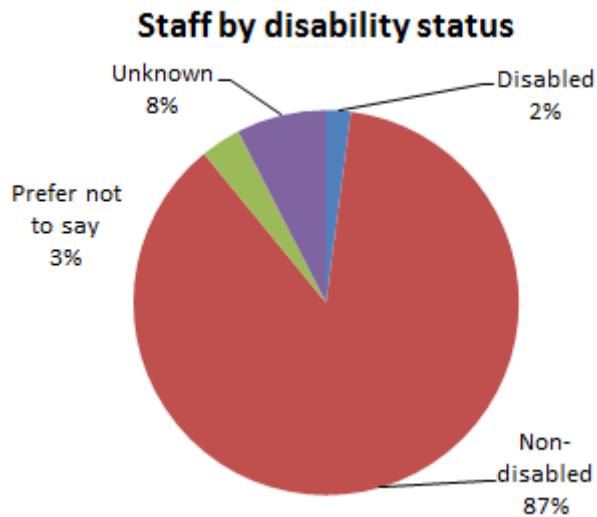
Our last Employee Engagement Survey (2012) found that:

- 5% of staff considered themselves disabled.
- 3% of staff preferred not to say.
- 92% employees did not consider themselves to be disabled.

Our current data shows:

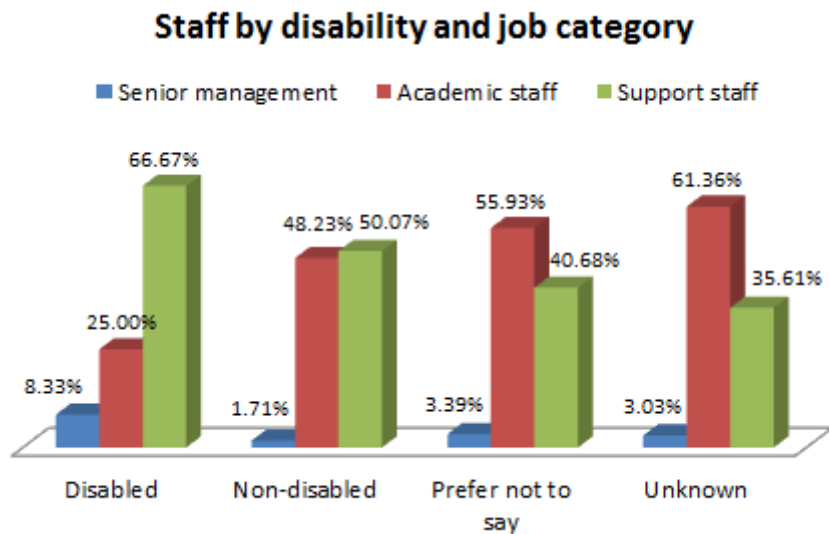
- 2% of staff have disclosed a disability to the University, although disclosure is higher in those who responded to the Employee Engagement Survey. In the HEI sector as whole in 2012-13, 3.9% of staff disclosed a disability.

- The largest proportion of disabled staff are employed in support staff roles (66.6% of disabled staff), compared with the proportion of non-disabled in support posts (50.05%).
- 25.0% of disabled employees are in academic roles, compared to 48.2% of non-disabled employees.
- Disabled employees are less likely to be employed on a permanent contract (80.56%) compared with non-disabled employees (94.28%).
- Disabled employees are less likely to be in full-time employment roles.



**Staff by disability and job category**

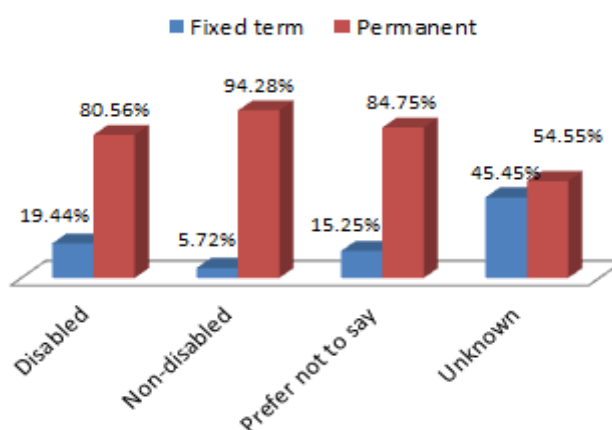
	Known disabled %	Non-disabled %	Prefer not to say%	Unknown %
<b>Senior management</b>	8.33%	1.71%	3.39%	3.03%
<b>Academic staff</b>	25.00%	48.23%	55.93%	61.36%
<b>Support staff</b>	66.67%	50.07%	40.68%	35.61%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



### Staff by disability and contract type

	Known disabled %	Non-disabled %	Prefer not to say %	Unknown %
<b>Fixed term</b>	19.44%	5.72%	15.25%	45.45%
<b>Permanent</b>	80.56%	94.28%	84.75%	54.55%
<b>Total</b>	100.00%	100.00%	100.00%	100.00%

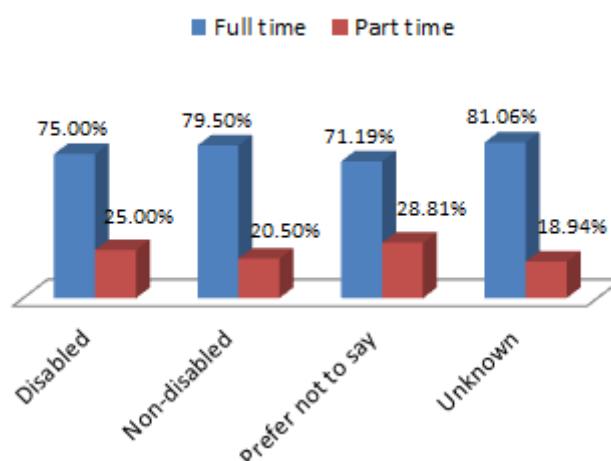
### Staff by disability and contract type



### Staff by disability and contract status

	Known disabled %	Non-disabled %	Prefer not to say %	Unknown %
<b>Full-time</b>	75.00%	79.50%	71.19%	81.06%
<b>Part-time</b>	25.00%	20.50%	28.81%	18.94%
<b>Total</b>	100.00%	100.00%	100.00%	100.00%

## Staff by disability and contract status



		AC1-AC3	AC4-AC5	SG1-SG2	SG3-SG5	SG6-SG8	SG9-SG10	SMG	Total
Known Disabled	Number	9			15	8	1	3	36
	%	1.55%	0.00%	0.00%	4.56%	1.84%	1.82%	8.57%	2.06%
Non-disabled	Number	475	259	31	280	400	51	26	1522
	%	81.90%	93.17%	83.78%	85.11%	91.95%	92.73%	74.29%	87.02%
Prefer not to say	Number	24	9	2	15	7		2	59
	%	4.14%	3.24%	5.41%	4.56%	1.61%	0.00%	5.71%	3.37%
Unknown	Number	72	10	4	19	20	3	4	132
	%	12.41%	3.60%	10.81%	5.78%	4.60%	5.45%	11.43%	7.55%
<b>Total</b>		<b>580</b>	<b>278</b>	<b>37</b>	<b>329</b>	<b>435</b>	<b>55</b>	<b>35</b>	<b>1749</b>

### 4.1 PROMOTING EQUALITY

#### Information and support for staff with disabilities

- The Human Resources Directorate provides detailed [disability information for staff](#) on the University website.
- The [Occupational Health and Wellbeing Services](#) provide a comprehensive service to promote the wellbeing of employees, and prevent illness and injury arising from work activity. They also support staff returning to work after absence due to illness.
- Occupational Health and Wellbeing Services provide [guidance for managers on how to make reasonable adjustments](#) when a provision, criterion or practice, or a physical feature of the workplace, puts a disabled employee at a substantial disadvantage in comparison with non-disabled persons.

#### Two Ticks

- The University has accreditation to use the Two Ticks symbol on job adverts to show that we encourage applications from disabled people. To be able to use the symbol we have to show we are committed to interviewing all disabled applicants who meet the minimum criteria for a job vacancy and consider them on their abilities. We also

make every effort when an employee becomes disabled to make sure they stay in employment.

### **Accessibility planning**

- The University's Facilities Management Directorate undertakes five-yearly accessibility audits of all the University's buildings and premises. The audits link to the requirements of the Equality Act 2010. The last audit was undertaken in 2011, and the next is scheduled for 2016.
- The Equality Act requires the University to make 'reasonable adjustments' for staff and students to help them overcome any disadvantages or barriers they experience resulting from a disability. Accessibility audits consider what would be a 'reasonable' adjustment. Other factors that are considered include issues such as health and safety, fire regulations and the listed status of buildings.
- An annual review of the audit is undertaken to identify specific issues to be addressed in each year's programme of works to improve accessibility.
- The University complies with the statutory requirements of Part M of the Building Regulations which set down certain minimum standards for disabled access for such items as steps and ramps, door widths, and accessible toilets etc.
- The University also has regard for the guidance and recommendations in British Standard 8300:2009: 'Design of buildings and their approaches to meet the needs of disabled people – Code of practice'.
- An overview of recent works to improve accessibility is available on the webpage of the Facilities Management Directorate.

### **Staff Disability Forum**

- Since 2011 the University has had a [Staff Disability Forum](#) to discuss and address disability issues. Members of the group are representatives of Faculties and Directorates. The group is coordinated by the University's equality and diversity champion. The Forum meets once a term, with video conferencing facilities provided, to provide employees with an opportunity to raise concerns and be consulted on disability issues.

### **\*AccessAbility Project ambassadors**

- The [\\*AccessAbility Project](#) is a key disability and diversity focused initiative at the University of Greenwich. The \*AccessAbility Project provides information and guidance to disabled and diverse students who may not feel that studying at university is for them.
- The University's [\\*AccessAbility ambassadors](#), students with their own disability or diversity, are employed to provide information and guidance to students informed by their own experience and insights. The \*AccessAbility ambassadors provide support through:
  - The [\\*AccessAbility Transition Support](#) programme
  - Face-to-face and e-mentoring support
  - Information and guidance at University open days
  - Building aspiration and confidence.
- There are currently 26 \*AccessAbility ambassadors employed at the University.

## Promoting positive attitudes and tackling prejudice

- The University actively encourages positive attitudes between people who have a disability and those who don't. We expect everyone at the University to show respect for others, including those with a disability.
- The University promotes participation in events that raise awareness of disability issues, including:
  - Celebrate events. In 2014, on all three campuses, staff and students had opportunities to learn about Guide Dogs, Hearing Dogs and Assistance Dogs and how they help people with particular disabilities.
  - Mental Health Awareness Week 2013. The\*AccessAbility Project provided a 'wellbeing tree' where students and staff could stick Post-it notes to share what they do to maintain positive mental health. Posters of famous people who have been open about their own mental health issues generated conversation and reflection.
  - Mental Health Awareness Week 2014. Events took place on theme of anxiety and wellbeing.
  - World Mental Health Day. In October 2014 the theme was 'Living with Psychosis'. Drop-in events took place on the Avery Hill campus and there was a film screening with a Q&A session.

## 5. GENDER REASSIGNMENT / GENDER IDENTITY

The Equality Act 2010 makes it unlawful to discriminate against, harass or victimise a person because they are proposing to undergo, are undergoing or have undergone gender reassignment.

The Act defines gender reassignment as 'where a person has proposed, started or completed a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex'.

People who, with medical advice and support, decide to permanently adopt the opposite gender to the one assigned at birth are known as 'transsexual people'. There are also a significant number of people who adopt an opposite gender role without formal medical involvement. These are known as 'transgender' people.

The term 'trans' is an umbrella term that includes transsexual people, transgender people, people who cross-dress, and a range of other distinct forms of identity and expression.

### Equality challenges and priorities

- The University needs to extend the process monitoring of the diversity of our workforce to include gender reassignment/gender identify. This will enable us improve how we meet the diverse needs of our workforce.

### Overview of staff gender identity data

We do not currently have enough data on gender identity/reassignment to produce up-to-date data on our employees.



In the University's last Employee Engagement Survey in 2012, staff were asked to complete an optional question in the 'About You' section of the survey. In survey, 97% of staff who responded identified that they are the same gender as they were assigned at birth, less than 1% said they now had a different gender and 2% preferred not to say.

## 5.1 PROMOTING EQUALITY

### Guidance and support for trans staff and students

- The [Human Resources webpages on gender reassignment](#) provide a links to guidance from the Equality Challenge Unit on trans staff and students in higher education, and guidance for staff supporting an individual who is transitioning gender.
- The Human Resources office provides individual support to staff and their line managers where a member of staff is undertaking a process of gender transition.

### LGBT Staff Network

- The University supports an active LGBT (Lesbian, Gay, Bisexual and Transgender) staff network, whose activities include events that promote positive attitudes on trans issues.

## 6. PREGANCY AND MATERNITY

Pregnancy and maternity are protected characteristics under the Equality Act 2010.

Pregnancy is the condition of being pregnant. Maternity refers to the period of 26 weeks after the birth, which reflects the period of a woman's ordinary maternity leave entitlement in the employment context.

The University is committed to providing an environment where employees are supported and treated fairly and with dignity and respect during pregnancy and maternity, and while breastfeeding.

### 6.1 PROMOTING EQUALITY

#### Policies in support of pregnancy and maternity

The University has several policies that support pregnant mothers and parents.

[Guidance on pregnant and new mothers at work](#) outlines the legal requirements to protect employees who are or in the future could be a new or expectant mother.

[Guidelines on Entitlement to Maternity Provision](#) sets out the University's policy on maternity leave and pay in order to ensure compliance with current employment legislation, and to build on the University's commitment to good employment practice.

[Parental Leave Guidelines](#) outline the right of female or male employees, with at least one year's service, to take up to 18 weeks unpaid leave to care for their child.

[Guidelines on Entitlement to Occupational Paternity Leave and Additional Paternity Leave](#) set out the University's policy on Paternity Leave and pay in order to ensure compliance with current employment legislation and to build on the University's commitment to good employment practice.

## 7. RACE

The protected characteristic of race means a person's:

- Colour, and/or
- Nationality (including citizenship), and/or
- Ethnic or national origin.

A racial group is composed of people who have or share a colour, nationality, or ethnic or national origins.

### **Equality and diversity achievements**

- In August 2013 Greenwich graduate Doreen Lawrence OBE became a member of the House of Lords. The distinguished social justice campaigner was named as a new life peer in recognition of her tireless work as a campaigner for justice, race equality and better policing.
- In August 2014, Dr. Sofia Stathi, Senior Lecturer in Psychology in the Faculty of Education and Health, published research alongside academics from three Italian universities, on impact of children reading JK Rowling's best-selling Harry Potter books. The study found that young people who have read Harry Potter books are less likely to be biased or prejudiced against minority groups, and develop increased empathy toward people with different identities.

### **Equality challenges and priorities**

- The University needs to undertake further work to identify ways that it can improve the representation and progression of minority ethnic staff in its workforce.

Our current data shows:

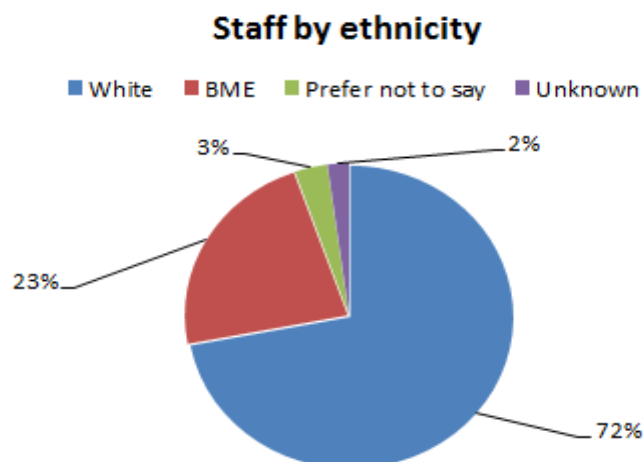
- 22.65% of University employees are from Black and minority ethnic (BME) groups.
- The University employs a significantly higher proportion of BME staff overall than the HEI sector across the UK (7.8% in the UK, and 8.9% in England 2012-13).
- Among all staff, a higher proportion of staff from White backgrounds are on permanent contracts than BME staff within all modes, apart from senior management. The largest difference (10.99%) was among academic staff.
- Although BME employees hold 23.34% of academic positions, they are more likely to be found in the lower salary grades (AC1-AC3) than White employees. 12.9% of BME academic employees are in salary grades AC4-AC5, compared with 83.8% of White employees in academic positions.
- Employees from BME groups across the University overall are more likely to have full-time contracts compared to White employees.

### Staff by ethnicity (data from September 2014)

Ethnicity	Number	%
White - Irish	2	0.11%
Mixed - White and Black African	3	0.17%
Mixed - White and Black Caribbean	6	0.34%
Other Black background	8	0.46%
Mixed - White and Asian	9	0.51%
Asian or Asian British - Bangladeshi	11	0.63%
Other Mixed background	14	0.80%
Asian or Asian British - Pakistani	16	0.91%
Other Ethnic background	25	1.43%
Black or Black British - Caribbean	36	2.06%
Other Asian background	36	2.06%
Not known	37	2.12%
Chinese	40	2.29%
Other White background	49	2.80%
Prefer not to say	57	3.26%
Black or Black British - African	70	4.00%
Asian or Asian British - Indian.	73	4.17%
White - British	103	5.89%
White	1154	65.98%
<b>Grand Total</b>	<b>1749</b>	<b>100.00%</b>

### Staff by ethnicity (BME and White groups)

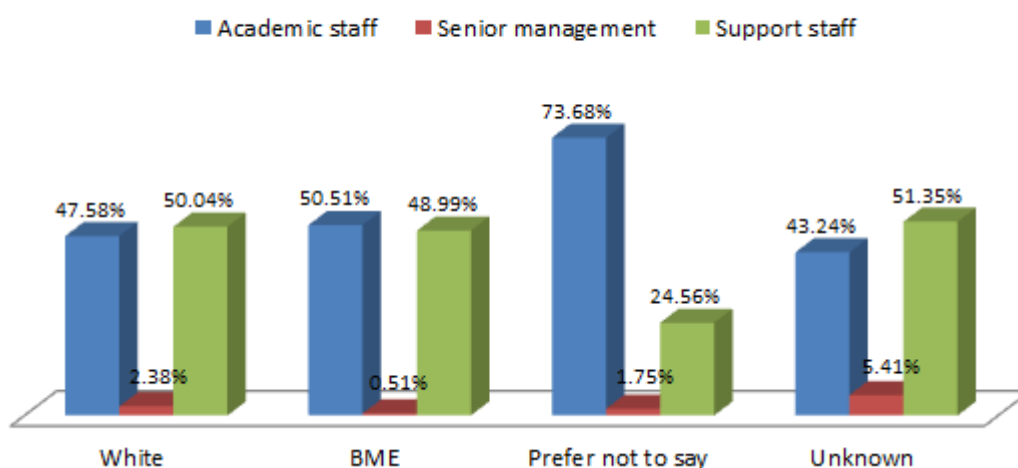
Ethnicity	Number	%
BME	396	22.64%
White	1259	71.98%
Prefer not to say	57	3.26%
Unknown	37	2.12%
<b>Total</b>	<b>1,749</b>	<b>100%</b>



### Staff by ethnicity and employment category

	BME %	White %	Prefer not to say %	Unknown %
Senior management	0.51%	2.38%	1.75%	5.41%
Academic staff	50.51%	47.58%	73.68%	43.24%
Support staff	22.64%	73.51%	24.56%	51.35%

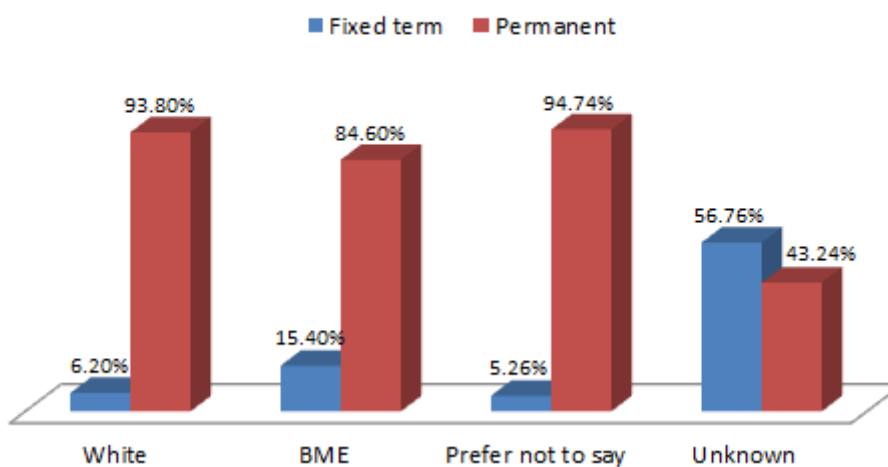
### Staff by ethnicity and job category



### Staff by ethnicity and contract type

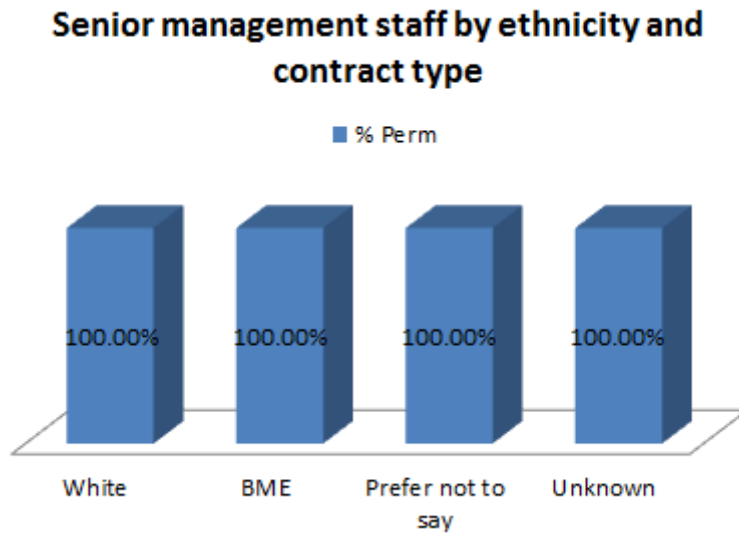
	BME %	White %	Prefer not to say %	Unknown %
Fixed term	15.40%	6.20%	5.26%	56.76%
Permanent	84.60%	93.80%	94.74%	43.24%

### Staff by ethnicity and contract type



**Senior management staff by ethnicity and contract type**

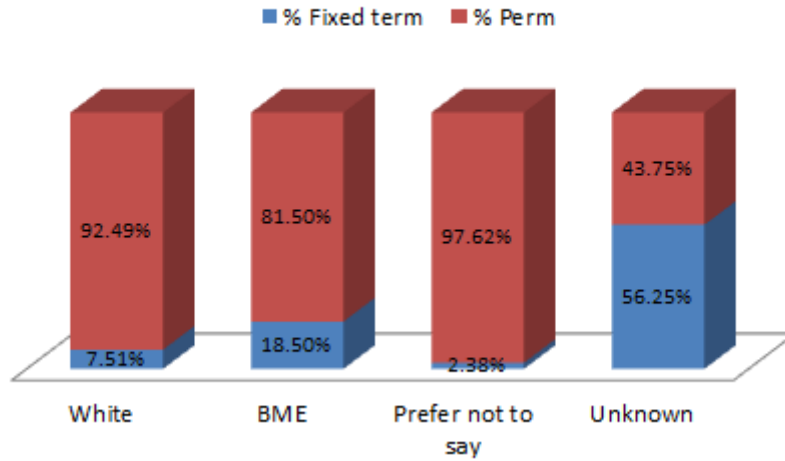
	<b>BME %</b>	<b>White %</b>	<b>Prefer not to say %</b>	<b>Unknown %</b>
Fixed term	0	0	0	0
Permanent	100%	100%	100%	100%



**Academic staff by ethnicity and contract type**

	<b>BME %</b>	<b>White %</b>	<b>Prefer not to say %</b>	<b>Unknown %</b>
Fixed term	18.50%	7.51%	2.38%	56.25%
Permanent	81.50%	92.49%	97.62%	43.75%

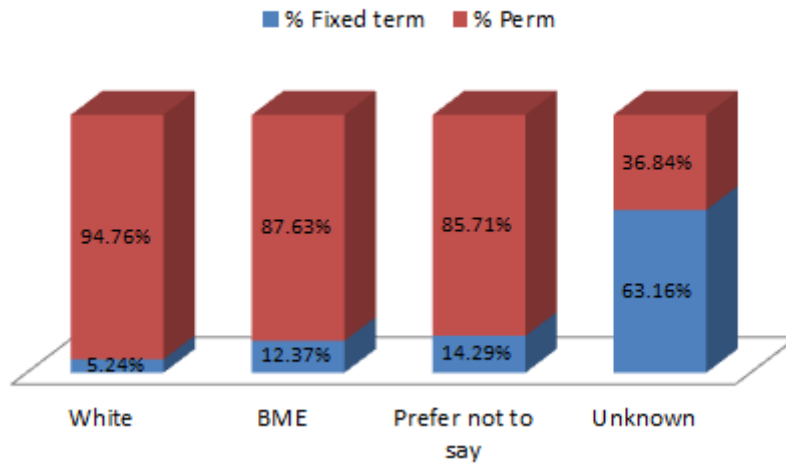
### Academic staff by ethnicity and contract type



### 2Support staff by ethnicity and contract type

	BME %	White %	Prefer not to say %	Unknown %
Fixed term	12.37%	5.24%	14.29%	63.16%
Permanent	87.63%	94.76%	85.71%	36.84%

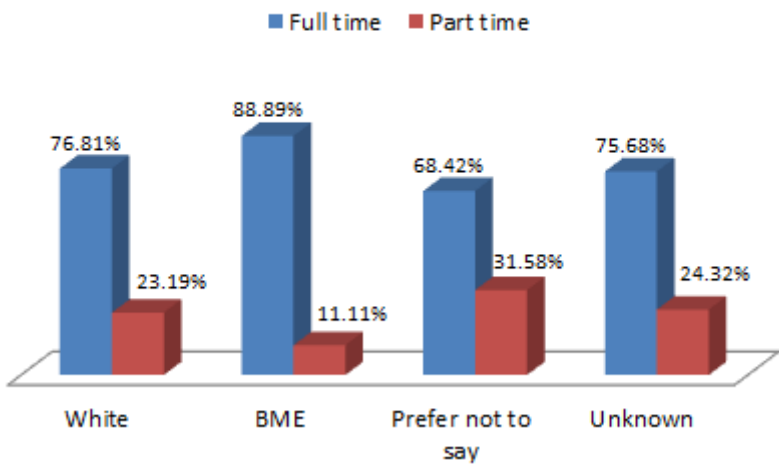
### Support staff by ethnicity and contract type



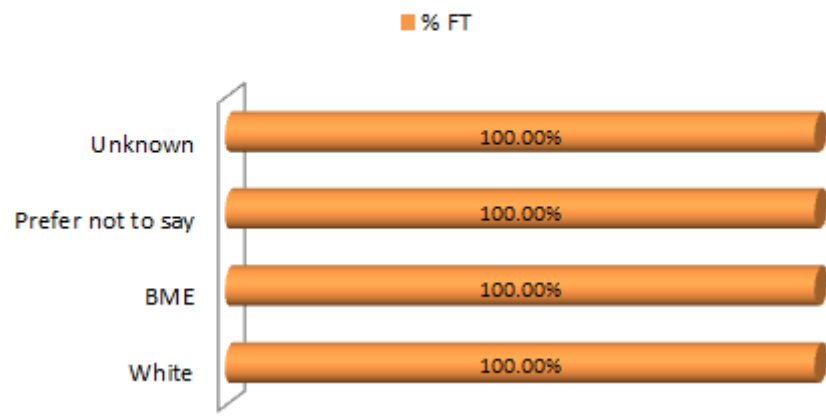
### Staff by ethnicity and contract status

	BME %	White %	Prefer not to say %	Unknown %
Full-time	88.89%	76.81%	68.42%	75.68%
Part-time	11.11%	23.19%	31.58%	24.32%

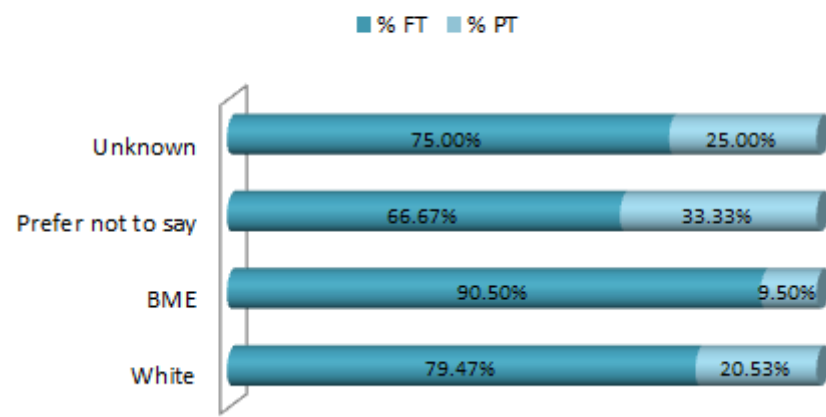
### Staff by ethnicity and contract status



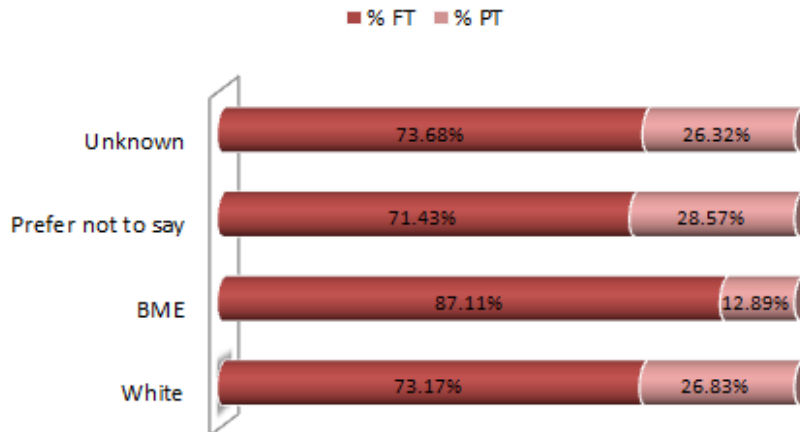
### Senior management staff by ethnicity and contract status



### Academic staff by ethnicity and contract status



## Support staff by ethnicity and contract status



## Staff by ethnicity and salary grade

		AC1-AC3	AC4-AC5	SG1-SG2	SG3-SG5	SG6-SG8	SG9-SG10	SMG	Total
<b>BME</b>	<b>Number</b>	164	36	8	74	101	11	2	<b>396</b>
	<b>%</b>	28.3%	12.9%	21.6%	22.5%	23.2%	20%	5.7%	<b>22.6%</b>
<b>White</b>	<b>Number</b>	366	233	27	241	321	41	30	<b>1,259</b>
	<b>%</b>	63.1%	83.8%	73.0%	73.3%	73.8%	74.5%	85.7%	<b>72%</b>
<b>Prefer not to say</b>	<b>Number</b>	33	9	1	9	4		1	<b>57</b>
	<b>%</b>	5.7%	3.2%	2.7%	2.7%	0.9%		2.9%	<b>3.3%</b>
<b>Un-known</b>	<b>Number</b>	17		1	5	9	3	2	<b>37</b>
	<b>%</b>	2.9%		2.7%	1.5%	2.1%	5.5%	5.7%	<b>2.1%</b>

## 8. RELIGION AND BELIEF

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

The University aims to establish an inclusive culture free from discrimination and based upon the values of dignity, courtesy and respect. The University recognises the right of every person to be treated in accordance with these values. Such an environment cannot be created or sustained if staff or students are subject to any type of discrimination because of their faith, religious affiliation, philosophical beliefs or non-belief.

### Equality challenges and priorities

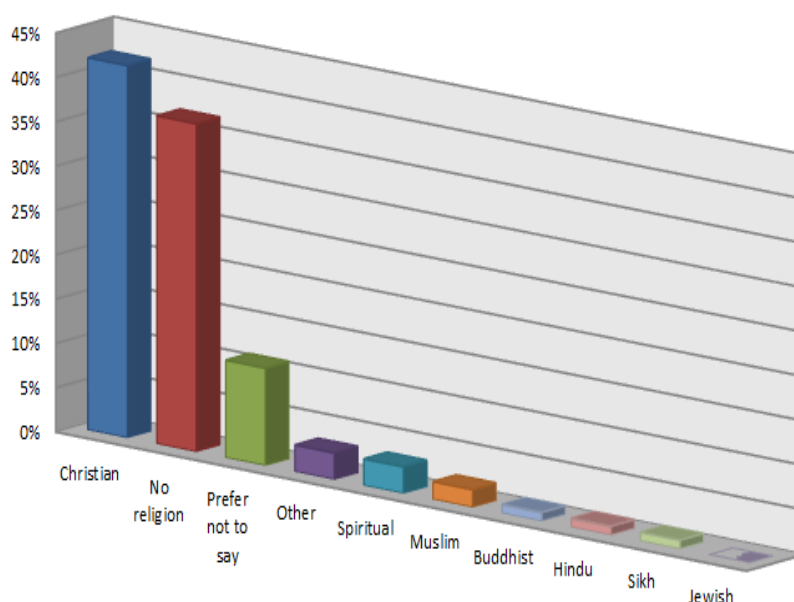
- We aim improve our knowledge and awareness related to the religion and belief background of our employees. By extending the categories of equality information we ask employees to provide we will be able to better monitor the application of policies, procedures and employment opportunities, ensure that we can identify and remove any barriers or disadvantages based on religion and belief, as well as promote positive action initiatives where appropriate.



## Overview of staff data by religion and belief

In the University's 2012 Employee Engagement Survey staff were asked to answer a question on how they would describe their religion or belief.

Religion or belief	%
Buddhist	1%
Christian	42%
Hindu	1%
Jewish	Less than 1%
Muslim	2%
Other	3%
No religion	37%
Prefer not to say	11%
Sikh	1%
Spiritual	3%



2012 Employee Engagement Survey: Survey respondents by religion and belief (%).

## PROMOTING EQUALITY

### University chaplaincy

- The University has a team of chaplains who are appointed by faith communities to care for students and staff of all religions or none. Each campus has at least one chaplain. Currently all of our chaplains represent Christian denominations, although they aim to provide pastoral support to those of all faiths or none.
- There is a prayer room on each University campus. These are provided for staff and students of all faiths or none.

## **SEX (GENDER)**

The protected characteristic of sex refers to a person being male or female. In relation to a group of people, it refers to either men or women.

The University is committed to supporting a diverse workforce, and ensuring that no employees are treated less favourably for reasons relating to their gender.

### **Equality and diversity achievements**

- In June 2013 the University became a member of Equality Challenge Unit's Athena SWAN Charter to show our commitment to advancing women's careers in science, technology, engineering, mathematics and medicine (STEMM).
- In January 2013 Dr Rachel Armstrong, a researcher at the Advanced Virtual and Technological Architecture Research Laboratory in the University's School of Architecture, Design & Construction, was named as one of the most inspiring women of 2012. Rachel was featured in women's lifestyle and technology website Chip Chick's Top Nine Inspiring Women of 2012. She is placed at number six in the list, which includes the musician and entrepreneur Beyoncé Knowles and architect Zaha Hadid.

### **Equality challenges and priorities**

- To improve the representation, retention and progression of women, working particularly in STEMM (science, technology, engineering, mathematics and medicine) subjects at the University. The Athena Swan Working Group will propose a Key Performance Indicator (KPI) to evaluate the performance of the institution in advancing women's careers (target March 2015).

Our current data shows:

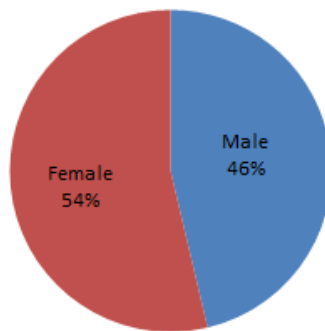
- Female employees are almost 54% of the overall staff population; male employees are just over 46% of the total.
- The percentage of female employees is in line with the higher education sector average in 2012-13 of 53.9%.
- The largest gender gap is at senior management level, with men being a significant majority.
- In September 2014, the majority of support staff were women (64.53%), whereas the majority of academic staff were male (56.13%). This is similar to the overall picture in the UK in HEIs in 2012-13: 62.9% of professional and support staff were women, and 55.5% of academic staff were men.
- 59.38% of male employees are academic staff compared with 40.04% of female employees.
- 58.89% of female employees are in support staff roles, compared with 37.53% of male employees.
- More women employees than men are on permanent contracts. A higher proportion of fixed term contracts are held by male employees.
- A slightly higher proportion of female staff are also on permanent contracts (91.8%) than male staff (89.4%), a difference of 2.4%.

- Male academic staff are a majority of those employed in fixed term and permanent contracts.
- However, a higher proportion of female academic staff are on permanent contracts (90.16%) than male academic staff (88.56%), a difference of 1.6%. This compares with the national picture in 2012-13, when there was a higher proportion of male academic staff on permanent contracts (66.8%) than female academic staff (61.5%), a difference of 5.3%.
- Among support staff, a higher proportion of women are on permanent contracts than men: this difference, however, was small (1.05%).
- 88.27% of male staff work full-time compared with 71.45% of female staff, a difference of 16.82%. This compares with a difference nationally in 2012-13 of 18.1%.
- A significantly higher proportion of female employees are in part-time employment positions (28.54%), compared with male staff (11.73%).
- Women comprised the majority of both part-time academic staff (57.5%) and part-time support staff (86.7%).
- 33.8% of female academic staff are in the senior AC4-AC5 salary grades compared with 66.2% of male academic staff.
- Among support staff, a higher proportion of men (56.4%) were in senior salary grades (SG9-SG10) than women (43.6%).

#### Overview of all staff by gender (data from September 2014)

Female	Female %	Male	Male %
939	53.69%	810	46.31%

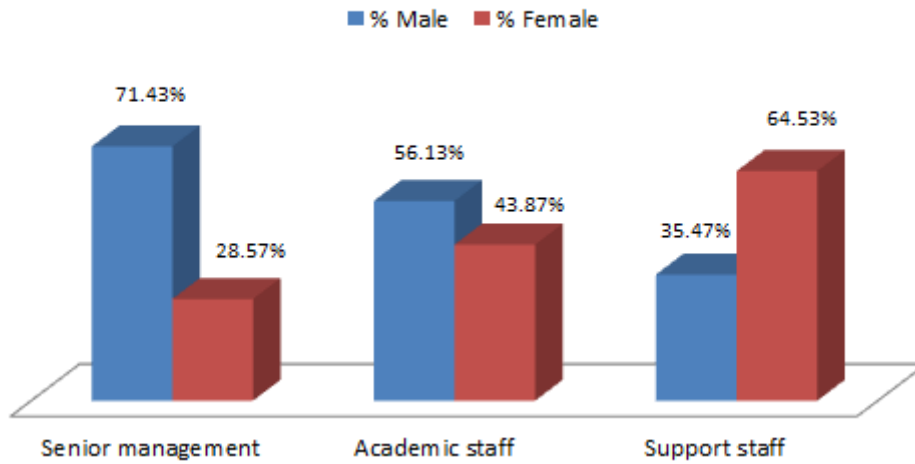
Staff by gender



#### Staff by gender and job category

	Female	Female %	Male	Male %	Total
Senior management	10	28.57%	25	71.43%	35
Academic staff	376	43.87%	481	56.13%	857
Support staff	553	64.53%	304	35.47%	857

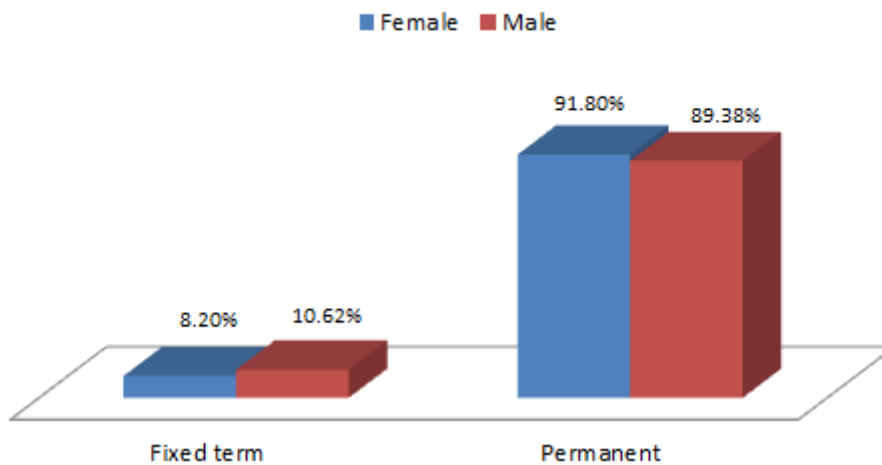
### Staff by gender and job category



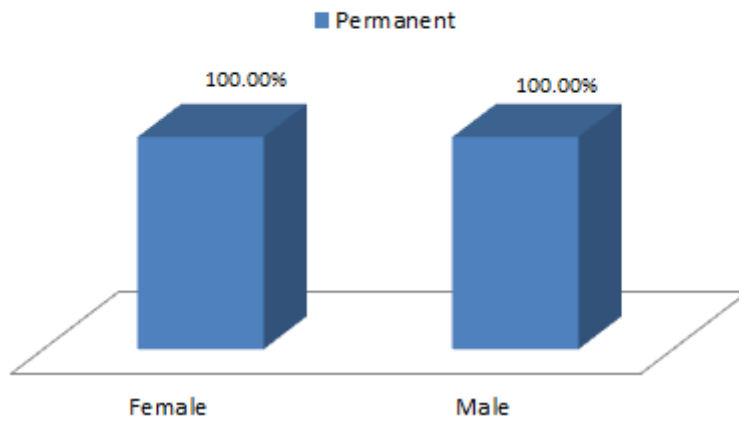
### Staff by gender and contract type

	Female	Female %	Male	Male %	Total	Total %
Fixed term	77	8.20%	86	10.62%	163	9.32%
Permanent	862	91.80%	724	89.38%	1,586	90.68%
<b>Total</b>	<b>939</b>	<b>100.00%</b>	<b>810</b>	<b>100.00%</b>	<b>1,749</b>	<b>100.00%</b>

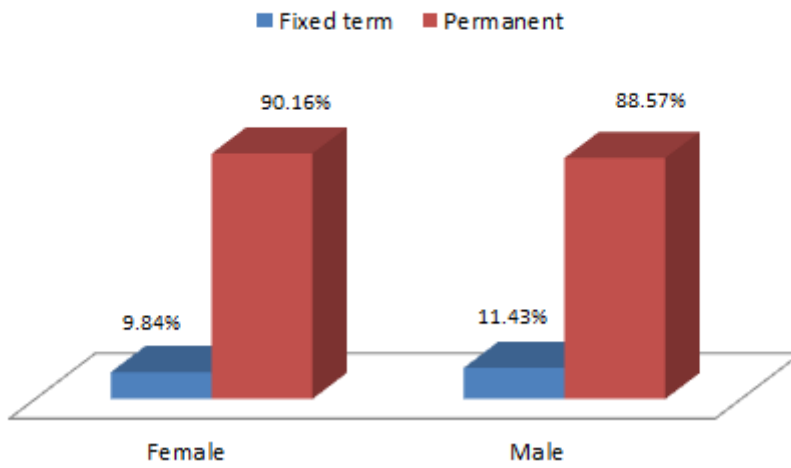
### Staff by gender and contract type



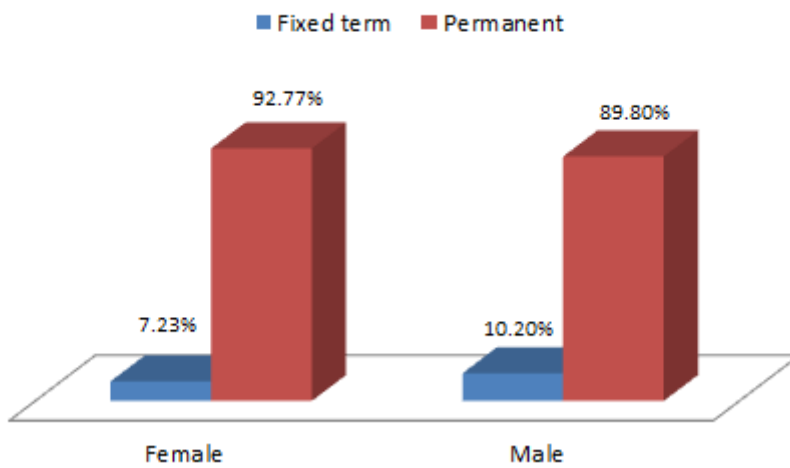
### Senior management staff by gender and contract type



### Academic staff by gender and contract type



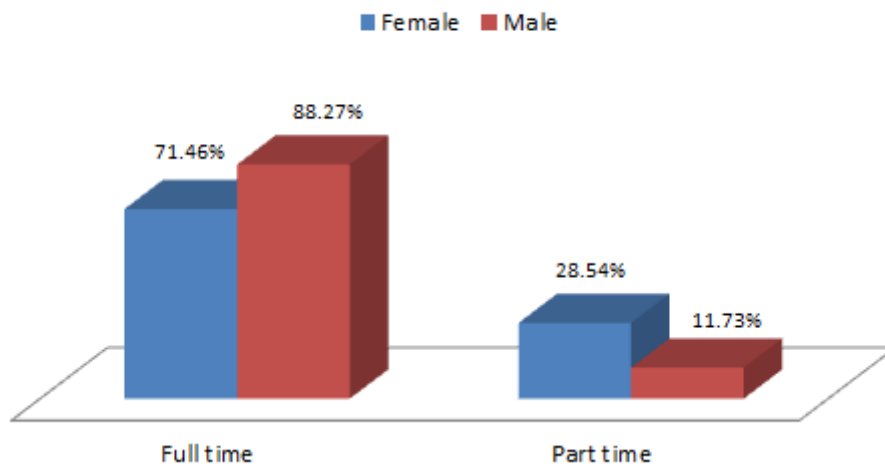
### Support staff by gender and contract type



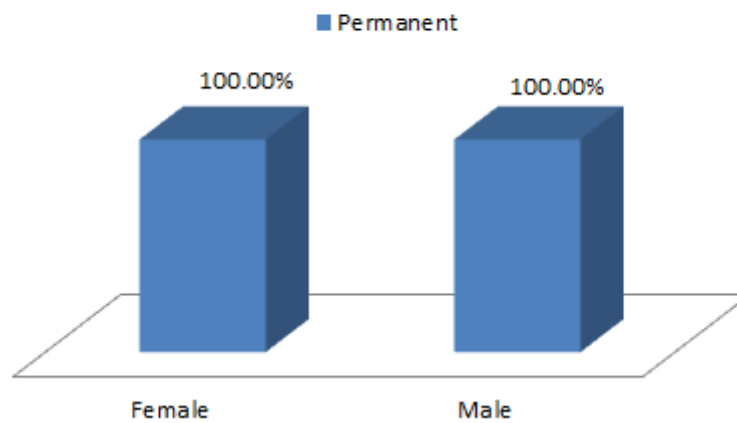
### Staff by gender and contract status

	Female	Female %	Male	Male %	Total	Total %
Full time	671	71.46%	715	88.27%	1,386	79.25%
Part time	268	28.54%	95	11.73%	363	20.75%
<b>Total</b>	<b>939</b>	<b>100.00%</b>	<b>810</b>	<b>100.00%</b>	<b>1,749</b>	<b>100.00%</b>

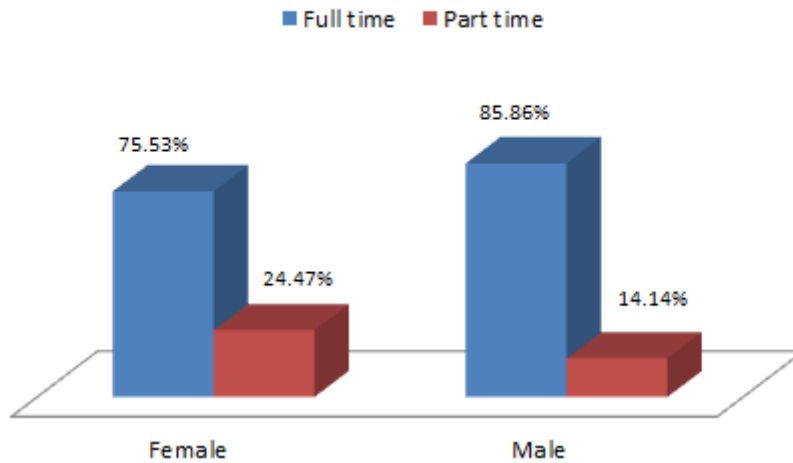
### Staff by gender and contract status



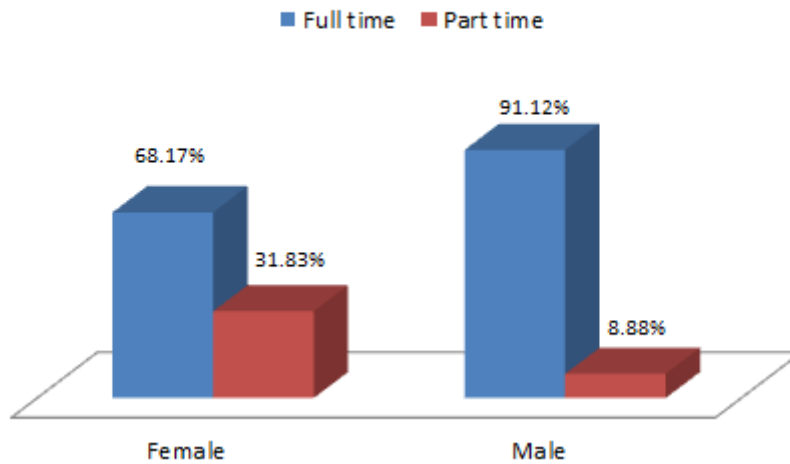
### Senior management staff by gender and contract status



### Academic staff by gender and contract status



### Support staff by gender and contract status



### Staff by gender and salary grade

		AC1- AC3	AC4- AC5	SG1- SG2	SG3- SG5	SG6- SG8	SG9- SG10	SMG
Female	Number	283	94	35	237	256	24	10
	%	48.8%	33.8%	94.6%	72.0%	58.9%	43.6%	28.57%
Male	Number	297	184	2	92	179	31	25
	%	51.2%	66.2%	5.4%	28.0%	41.1%	56.4%	71.43%

## PROMOTING EQUALITY

### Aurora

- The University is participating in Aurora, a women-only leadership development initiative from the Leadership Foundation for Higher Education. While most leadership programmes are aimed at leaders and managers already in role, Aurora is designed to enable a wider range of women, in academic and professional roles in higher education, to engage with leadership development at an earlier stage in their careers.

- Aurora combines education, mentoring and project work to provide a learning experience with more enduring impact. Aurora provides a positive experience of leadership and encourages participants to recognise their talent and capabilities and 'step-up' to leadership posts. Aurora is a complementary addition to the University's core leadership programmes.
- Aurora is for women up to senior lecturer level (AC3) or professional services equivalent (SG8) who are ambitious for a career in the sector and interested in exploring leadership and management as an option for progression.
- Aurora provides participants with:
  - An opportunity to identify and build a leadership identity
  - Thought-provoking and challenging materials and activities
  - An experience of collaborative problem solving processes
  - A network of early career women from across the sector
  - Inspirational stories
  - Successful female role models
  - An in-house mentor for on-going support and guidance
  - A positive view of leadership as a route to career progression
  - Access to the Aurora online community.
- Aurora also provides support through a combination of development days (four, at approximately monthly intervals); self-directed learning that follows the interests, needs and time constraints of participants; action learning sets organised and delivered locally and in-house mentoring.
- The University has two Aurora Champions, Sarah Greer and Kirsten Guindi. Their role is to identify participants, mentors and role models and be the main point of contact between the Leadership Foundation and the University.
- The Aurora programme was launched in the Stephen Lawrence Gallery in Stockwell Street on 14 October 2014 and was attended by the delegates from all three campuses.

## **Athena SWAN**

- The University is committed to advancing the role of women in academia, particularly in science, technology, engineering, maths and medicine (STEMM) subjects.
- We are one of more than one hundred universities and research institutions to have signed up to the [Athena SWAN Charter](#). The Charter encourages and recognises good practice in the employment of women in STEMM subjects in higher education.
- The University is in the process of applying for accreditation of the Athena SWAN Bronze Award – the first of the three levels to demonstrate a commitment to advancing women in STEMM.
- Bronze Award holders are required to:
  - Demonstrate particular challenges and plan activities for the future
  - Use quantitative and qualitative assessment to identify challenges and opportunities
  - Have a plan that builds on the assessment, and lessons from any activities already in place.
- Athena SWAN was launched at University on 11 September 2014 at an event: 'Athena SWAN – It's Everybody's University'. Speakers included Amy King, National Young Learner of the Year 2014, and Sarah Spurgeon, Professor of Control Engineering at the University of Kent. A survey of academic staff experience at the University, which attracted a 49% response rate, was launched at the event. Further



events included a Christmas 2014 networking lunch and campus events in January 2015.

- The University has an Athena SWAN Working Group, chaired by Judith Burnett, Pro Vice Chancellor for the Faculty of Architecture, Computing and Humanities. The Group is responsible for preparing the University's submission for the Institutional Athena SWAN Bronze award and making recommendations to the University's Executive Committee on improving the representation, retention and progression of women in STEMM. They will also support and encourage STEMM departments within the University to apply for Athena SWAN Awards.
- The Working Group is supported by Departmental Self-Assessment Teams (SATs) and Champions who have a key function in assisting the University submission. Their role is to:
  - Actively promote, embed and celebrate the Athena SWAN Charter across the department
  - Review and analyse departmental data for input into the University submission
  - Discuss and suggest initiatives to address gender imbalance within the department, with particular focus on improving the representation, retention and progression of women in STEMM.

### **Women's Professoriate Group**

- We have established a Women's Professoriate Group to address the disproportionately low number of women professors.
- The group provides networking, mentoring and staff development opportunities for women aspiring to become professors and readers.

### **Equal pay audits and reviews**

- The University is committed to conducting periodic equal pay audits; one has been conducted within the last three years, however the outcomes have yet to be fully completed due to the restructuring of HR and significant changes in roles and structures within the institution. The previous audit found a pay differential of 15% in favour of males existed when average total pay across all male and female employees was taken into account. This increased to 17.2% when average base pay alone was examined.
- The differential in average allowances between male and female was 5.4% in favour of females. Differentials were noted to be far less exaggerated when total and base pay were analysed across individual grades. With the exception of grade point 'SG3', the differential between male and female across all grades in terms of average total pay was less than 5%. The audit found that the imbalance of male and female representation across grades influenced average pay.
- Future audits will identify strategies to address the findings and monitor progress.

### **Men's health**

- The University promoted the engagement of male employees with Men's Health Week in June 2014. Men's Health Week 2014 focused on work and health, including stress and unemployment, and the importance of men understanding the links between health and wellbeing issues at work.

## SEXUAL ORIENTATION

The protected characteristic of sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men).
- Some people are attracted to people of both sexes (bisexual people).
- Some people are only attracted to the opposite sex (heterosexual people).

Under the Equality Act 2010, everyone is protected from being treated unfairly or discriminated against because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual. The University of Greenwich is committed to being a gay-friendly employer, and aims to actively promote equality for lesbian, gay and bisexual members of staff, as well as jobseekers.

### Equality and diversity achievements

- The University had significantly improved its ranking in the Stonewall Workplace Equality Index. In the 2015 Index we achieved our best ever ranking of 182 out of 397 employers.
- We have a Senior LGBT Champion, Christopher Hallas, and several LGBT role models.
- Dr Chris Brown, a lecturer in filmmaking in the University's Department of Communication and Creative Arts won two awards in 2014 for his screenplay about a boxer's fight against homophobia. Dr Brown's script, Knock-Out, won awards for Best Screenplay at the London Independent Film Festival, and the Cordelia Award for Best UK Script at the Blue Cat screenplay competition.

### Equality challenges and priorities

- The University needs to extend the equality monitoring information we ask employees to provide to include sexual orientation. This will enable us improve how we meet the public sector equality duty.

### Overview of staff data by sexual orientation

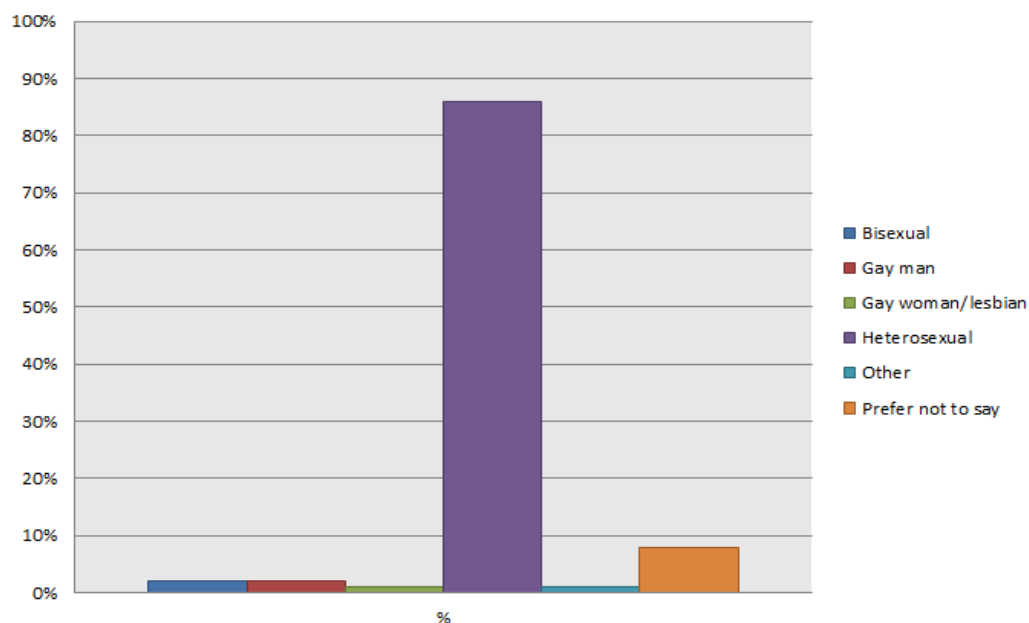
Although the University collects monitoring data on sexual orientation for all job applicants, this information does not currently provide an up-to-date picture of the diversity of our overall workforce in terms of sexual orientation.

In April 2012 we carried out our first Employee Engagement Survey and achieved a 62% response rate across the University. This is the first time the University had collected any data on the sexual orientation of employees.

In completed surveys, 86% of respondents answered a 'sexual orientation' question. A total 53.5% of the overall workforce declared their sexual orientation.

Sexual Orientation	%
Bisexual	2%
Gay man	2%
Gay woman/lesbian	1%
Heterosexual	86%
Other	1%
Prefer not to say	8%

### Employees by sexual orientation



2012 Employee Engagement Survey: Survey respondents by sexual orientation (%).

## PROMOTING EQUALITY

### Stonewall

- The University of Greenwich is listed in [Stonewall's Starting Out: Lesbian, Gay and Bisexual Careers Guide](#). This is the first national guide for people wanting to find a gay-friendly employer.
- In 2011, the University joined the [Stonewall Diversity Champions](#) programme. This means we have committed to work with Stonewall to identify and develop best practice to support lesbian, gay and bisexual employees.
- The University also takes part in the [Stonewall Workplace Equality Index](#) as a way to measure our efforts to tackle discrimination and create an inclusive workplace for lesbian, gay and bisexual employees. Since 2012, we have steadily improved our ranking in the Index. In the 2015 Index we achieved our highest ever position of 182 out of 397 employers.

Year	Overall rank	Rank in sector (Universities)
2012	342 out of 363	35 out of 36
2013	299 out of 376	31 out of 35
2014	228 out of 369	31 out of 40
2015	182 out of 397	Not available

## LGBT Staff Network

- In September 2013 the [LGBT Staff Network](#) was officially launched. The Network aims to champion the positive development of LGBT-related equality, support and representation within the University. Members of the Network include both LGBT staff and straight allies. The Network is a point of contact for LGBT staff and a regular forum to discuss LGBT issues at work. The Network also organises social events.
- In May 2014, to mark the International Day against Homophobia and Transphobia (IDAHOT), the LGBT Staff Network launched [guidance for managers on supporting lesbian, gay, bisexual and transgender staff at work](#). This identifies the types of behaviour that can constitute anti-gay bullying or unconscious bias, as well as steps that managers and staff can take to tackle this.
- The LGBT Staff Network organises a range of events and activities to celebrate diversity in the University, and also challenge prejudice, including homophobia and transphobia. In 2013 and 2014:
  - The LGBT Staff Network provided a stand during the Celebrate Difference and Diversity week (March 2014) on the theme of same sex marriage.
  - The Network organised several events for LGBT History Month (February - March 2014) including two events for external community groups: 'Reaching Out' – using music to support LGBT youth in South London' and a seminar to disseminate findings from the Metro Centre's 'Youth Chances' report.
  - The Network participated at Pride London (2014).

## LGBT champions and role models

- The director of the Office of Student Affairs (OSA), Christopher Hallas, is the University's Senior LGBT Champion. The role of the Senior LGBT Champion is to support and promote the work the University undertakes in relation to LGBT staff and students.
- Dr Linda Burke (pro vice-chancellor for the Faculty of Education and Health) is the LGBT Staff Network's Senior Straight Sponsor. The role of Senior Straight Sponsor is to support, advise on, and promote LGBT equality in the workplace as a 'straight ally'.
- The University's [LGBT role models](#) promote LGBT visibility and act as agents of change in the workplace. The role models help to challenge stereotypes and provide inspiration for all staff to be able to be their authentic selves at work.

## Partnerships

- The University developed a partnership with METRO and Ergo Consulting to develop the National [Youth Chances](#) project, an action research project working to improve the lives of lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people across England.