

Equality, Diversity and Inclusion (EDI)

Annual Report 2014-2015

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This report was produced by the Equality, Diversity and Inclusion Manager. If you require this report in an alternative format please contact us by email at c.clark@greenwich.ac.uk

Please note that the report is available on the Equality, Diversity and Inclusion website at <http://bit.ly/297kwK1>

1. Introduction

The University of Greenwich has a diverse community of more than 36,000 students including over 15,000 international students located at three campuses in South East London and Kent and at 38 partner institutions in over 29 countries. We offer a rich, vibrant and innovative place to work and study and are proud of the diversity of our students and staff and are committed to creating a positive environment where everybody is treated with dignity and respect.

This report will evaluate the progress we have made with regards to the [Equality, Diversity and Inclusion Strategy 2015-17](#) (Agreed July 2015) whilst exploring areas of further development. Data is sourced from the University's reporting systems dated October 2015. Sector wide equality data is taken from the Equality Challenge Unit's publication 'Equality in Higher Education: statistical report 2015' that is based on data that is available from the Higher Education Statistics Agency (HESA) staff and student records. This data is included in this report to indicate how the University compares with the national picture in key areas. Russell Group benchmarks are included where possible. The data provides us with an evidence-based approach to equality, enabling us to prioritize and focus our resources on specific equality agendas.

Recommendations made as a result of the evaluation will feed into the future strategy for Equality, Diversity and Inclusion for the University which will help to meet the general and specific duties under the Equality Act 2010.

1.1 The Equality Act 2010

The Equality Act 2010 requires the University of Greenwich to publish information to demonstrate compliance. We will ensure that we pay due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and to foster good relations. This applies to the University as an employer and as a learning provider, across a number of personal characteristics (known as protected characteristics) including age, gender identity, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, and sexual orientation.

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 an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.
- All members of the University community have the right to work and study in an environment that encourages harmonious relationships. This means that all individuals should be treated with dignity and respect so that they can fulfil their personal potential in a professional working and learning environment.
- The University's guidance on the [Bullying and Harassment Policy](#) makes clear that harassment applies to all protected characteristics except for pregnancy & maternity (where any unfavourable treatment may be considered discrimination) and marriage & civil partnership.
- 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 their protected characteristics. The policy outlines procedures and steps that can be taken to deal with any issues of harassment and/or bullying and prevent their recurrence.

1.3 Equality and Diversity Policy Statement

The University's commitment to equality, diversity and inclusion is set out in our [Equality and Diversity Policy Statement](#). We believe that having a clear policy on equality for staff and students reinforces our expectations of the values and behaviours that all members of the University community should exhibit.

2. Equality, Diversity and Inclusion (EDI) Strategy 2015-2017

In our strong commitment to Equality, Diversity and Inclusion, we developed the first [Equality, Diversity and Inclusion \(EDI\) Strategy 2015-2017](#). The Strategy outlines the University's agreed institutional equality objectives with insight into how we are planning and delivering the services across the protect characteristics groups under its action plan.

Our institutional Equality Objectives and priorities lie within the context of the University's Strategic Plan 2012-2017 with our success measures aligned with the Equality Duty and the University's strategic objectives.

Our agreed University of Greenwich Equality Objectives identified as:

- **Equality Objective 1.** Improve systems to monitor and report data related to the nine protected groups as defined under the Equality Act 2010 amongst staff and students.
- **Equality Objective 2.** Promote the University's values and behaviours of equality, diversity and inclusion by sharing best practice, awareness and learning.
- **Equality Objective 3.** Support the University's mission to be positioned in the top 50 Universities in the country by our commitment towards Equality and Diversity accreditation.

The associated actions will be reviewed by the Equality, Diversity and Inclusion Committee which meets once per academic term with annual progress reported in the Equality, Diversity and Inclusion annual report to ensure the EDI Strategy remains relevant and responsive to changing needs and priorities

2.1 Measuring our Equality Objectives under the Public Sector Equality Duty.

To ensure that University of Greenwich is progressing towards achieving our Equality Objectives, we have reviewed our progress against each equality objective and assessed areas where we can further develop the EDI Strategy ahead of 2017. Recommendations together with current risk levels are measured and reported against for each area of focus.

Colour Key - Risk Areas: The left column was highlighted in the strategy for improvement in the university's legal obligation under the Public Sector Equality Duty (PSED) of the Equality Act 2010. The right column now highlight progress to date. Rationale provides further clarification of the risk factors for each level (Red, Yellow or Green).

Left Column Current Risk Level 2015-16	Rationale	Right Column Recommendations by Risk Level 2016-17
High Risk	Relates to the University's Strategy 2012-2017, Higher Education Code of Governance. Key Element 7. The governing body must promote equality and diversity throughout the institution, and it has a particular responsibility in relation to its own operation. University's legal obligation under the Public Sector Duty (PSED) under the Equality Act 2010.	Essential to complete within Year 2016-17
Medium Risk	To choose one or two equality work streams per year in addition to High Risk areas	Almost complete. To complete in Year 2 (2016-17)
Low Risk	For those equality work streams not chosen in Medium Risk must be completed in Year 2 (2016/17)	Completed. Year 1 2015-16

Equality Objective 1. Improve systems to monitor and report data related to the nine protected characteristic groups as defined under the Equality Act 2010 amongst staff and students.

Key	Areas of focus	Supported Actions	Year 1 Current Progress	Recommendations by Risk Level for 2016-17
1.1	Embed, monitor and improve knowledge and reporting on all systems particularly, on sexual orientation, religion or belief and gender reassignment (gender identity)	Having this data with summary and analyses to indicate trends, gaps and challenges will improve the University's performance on equality, diversity and inclusion. It will identify and remove barriers or disadvantages.	In 2015, we have extended the process for monitoring all nine protected groups within our staff workforce to include sexual orientation, religion and belief and non-belief, gender reassignment and gender identity. This will enable us to improve how we meet the diverse needs of our workforce. Student data will be reported and collected on sexual orientation, religion and belief and gender reassignment/gender identity.	Student Data to report on all nine strands for the University for the period of 2016/17 i) Data will be used to inform the University's policy and practice amongst Faculties and Directorates ii) Development of accurate qualitative and quantitative data and reports iii) Evidence shown in all communication sources
1.2	Annual equality data reports to each PVC with analysis (Sept/Oct) related to the nine protected characteristics.	Faculties and Directorates understand the local perspective of EDI and can address issues that relate to them.	Same as 1.1	Same as 1.1 i) Faculties and Directorates, PVC and EDI Champions act upon issues that relate to them and developed into a work plan for the Faculty/Directorate supported by the EDI

	Similar for Directorates.			manager ii) Supported through training and guidance via EDI Manager	
1.3	Equality Objectives set by Faculties and Directorates.	EDI Champions lead on EDI within their own Faculty and Directorate. Equality Challenge Unit to have sight of this at wider and local level.	Over half of the EDI Champions have identified their local equality objectives in consideration to other action plans happening within their directorate and faculties. Almost half of those who have identified have yet to identify their equality objectives and action plans agreed at Faculty/Senior Management meetings.	i) Year 1. To ensure all Faculty/Directorates equality objectives are identified and completed by June 30 th 2016. ii) Mainstreamed and embedded into all business objectives as agreed at Senior Management meetings. iii) EDI Champions develop own Equality Working Groups or similar and act as the main EDI contact group	
1.4	Embedding the Equality Duty into everyday business.	Review the Equality Impact Assessment (EIA).	The University has developed clear procedures for undertaking formal IMPACT Analysis and will be reviewed to ensure a robust process.	i) Develop an effective assessment process ii) Identify how the new process can be most effectively embedded and monitored iii) Pilot the new process iv) Supply workshops/training	
1.5	Equality Data Audit.	Having this data with summary and analyses to indicate trends, gaps and challenges will improve the University's performance on EDI.	We have extended the process monitoring of all nine protected groups within our workforce to include sexual orientation, religion and belief and non-belief, gender reassignment and gender identity. An Equality Data Audit was conducted in July 2015 requesting staff to update their personnel details to enable us to improve how we meet the diverse needs of our workforce. This information has assisted in the write up of this report	i) To improve further confidence and disclosure rates	
1.6	Equality, Diversity and Inclusion (EDI) Annual	For improved transparency the report will contain	We have developed the Universities first EDI Strategy 2015-17. The EDI Strategy was launched in January 2016. An annual EDI review with recommendations against the accompanying action plan will be reported in 2016 to the university's	i) To annually report on progress against the EDI Strategy and make further	

	Report. Part of Public Sector Equality Duty (PSED) of the Equality Act 2010.	monitoring student and staff data	Committees and Council. The annual report contains student and staff data with an update/highlights against the previous annual report describing steps the university has taken to fulfil its PSED outlined in the EDI Strategy and its Action Plan.	recommendations and improvements ii)Published on the university website	
1.7	Monitor and improve student/staff disability declaration and monitor reasonable adjustments across the University.	Advance work plans across all faculty and directorates with relevant guidance, support and tools to implement this.	<p>The University's *AccessAbility ambassadors are students with a disability. They are employed to provide information and guidance to students informed by their own experience and insights. This service also provides an E-mentoring deliverables by an *AccessAbility Ambassador or *AccessAbility Graduate by a secure platform.</p> <p>In 2014 the *AccessAbility Project launched a pilot scheme, Pre-Entry Transition Support (PETS) to support disabled and diverse students who have applied to study at the University in the 2014-15 academic session. PETS offers a range of free activities to support the transition into higher education including:</p> <ul style="list-style-type: none"> An induction day which was held by different University services at the Avery Hill campus to provide an opportunity to meet other new disabled students starting University at the same time <p>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 next audit is scheduled for 2016. This will require the University to make 'reasonable adjustments' for staff and students to help them overcome any disadvantages or barriers they experience resulting from a disability.</p> <p>The Disability and Dyslexia Team, Directorate of Student and Academic Services, the Student Union and *AccessAbility Student Ambassadors have reviewed an online training tool 'Implementing Reasonable Adjustments for Students' developed by Cylix in conjunction with the University of Bath.</p> <p>A Display Screen Equipment (DSE) online training and assessment package was offered to all staff for completion.</p>	<p>i) To continue to monitor the uptake and feedback from students required particularly at enrolment and recruitment of students and staff</p> <p>ii) To continue to enhance monitoring to improve student and staff disability declaration year on year</p> <p>iii) In 2016, Facilities Management Directorate to undertake accessibility audits of all the University's buildings and premises as required under the Equality Act 2010.</p>	

Equality Objective 2. Promote the University's values and behaviours of equality and diversity by sharing best practice, awareness and learning					
Key	Action	Supported Actions	Year 1. Current Status	2015/16 Recommendations	Risk Level
2.1	Identify University wide Senior Equality, Diversity and Inclusion Champions.	Senior representation and role model for the University.	<p>The Vice Chancellor has taken on the role of Equality, Diversity and Inclusion Senior Champion. The Vice Chancellor opened the launch of the first Equality, Diversity and Inclusion Strategy event in January 2016.</p> <p>Equality, Diversity and Inclusion Champions now in place for most of the faculties and directorates. Recruitment and Communications Directorates have yet to identify an EDI Champion. Facilities Management have recently identified an EDI Champion. Expectation agreed October 2015.</p> <p>EDI Champions will meet four weeks prior to each EDI Committee. Three meetings have been held since the development of the group in August 2015.</p>	<p>i) Where possible, Senior EDI Champion to be present at EDI Committees, EDI Champions meetings and at EDI events and activities.</p> <p>ii) EDI Champion for Recruitment and Communication to be identified.</p>	Yellow
2.2	Identify University Wide Disability, Interfaith and Race Champions.	Currently in place: Senior LGBT Champion.	To Complete	<p>i) To further identify training for all champions will enhance personal development for effective leadership.</p> <p>ii) Champions will gradually develop as equality work progresses e.g. Race Equality Charter.</p>	Red
2.3	Review Equality and Diversity Committee.	Review the Terms of Reference (TOR). Supported and informed by up to date equality issues.	Terms of Reference have been reviewed and agreed in October 2015 by the EDI Committee with changes to the membership to ensure representation and inclusivity by all faculty and directorates strategic EDI focus.	<p>i) TOR reviewed bi-annually.</p> <p>ii) Next review October 2017</p>	Green
2.4	Increase the roll out of 'Equality and Diversity Essentials' online training to new and existing staff and improve current completion rates.	<p>Statement highlighting mandatory training as 'Essential.'</p> <p>Build into Probation and Appraisal Objectives.</p> <p>Ensure that this</p>	<p>Objective 3 in the University's Strategic Plan 2012-17 is 'Community and Experience' KPI 14 'Percentage of staff participating in a development programme'.</p> <p>Target set by 2017, 66% of staff will participate each year in a learning and development programme.</p> <p>By May 2014, participation was at 57%, an increase from the baseline in 2011-12 of 33%.</p>	<p>i) EDI training data made available with regular analyses and review required to identify staff completions as part of their induction (completion first three months) and every three years whilst in employment.</p>	Yellow

		training and support is readily available and promoted to personal tutors specifically.	The University offers two online equality and diversity mandatory courses Equality and Diversity Essentials (updated April 2015) and Managing Diversity. Both mandatory E-Online training courses are accessible through the staff portal. EDI Champions have encouraged staff completions within their directorate and faculty.	ii) Managers/EDI Champions and EDI Manager to raise further awareness by staff inductions/checklist iii) EDI Champions to continue to encourage staff completions within their directorate and faculty.
2.5	Develop and provide podcasts, short videos, and downloadable articles on the University of Greenwich website.	To include peer testimonies of the benefits of accessing support and the tangible help and celebrating the current good work that is being done by students and staff to support students.	The Student Union are in the process of creating an online network and community forum for International Students. The International Part-Time Representative will be leading the latest initiative and will work alongside the University to help deliver the International Welcome Programme this year.	i) To include further peer testimonies of the benefits of accessing support and the tangible help available and celebrating the current good work of the University.
2.6	Identify further equality training and/or workshops through Training Needs Analysis (TNA).	Identify further equality training resources.	Learning and Talent Development (L&TD) Core Learning and Talent Development Programmes included the following EDI training: LGBT+ Hate Crime training to develop understanding of such incidents and their impact as well as increasing awareness of sources of support Review of recruitment and selection aimed at reducing unconscious bias. The Academic Leadership Development Programme (Head of Department), an individual development programme included bespoke sessions for two faculties (and one directorate) on Leading Diversity which included unconscious bias awareness, employment law updates and conducting difficult conversations. Further sessions will be rolled out to other areas of the University.	i) Learning Talent and Development to monitor the progress of staff by protected groups with annual reports. ii) 'Unconscious Bias' built into all Governing Body, VCG, senior and manager training. iii) Incorporate Trans/Gender Identity training
2.7	Deliver staff training in "Mental Health First Aid" for administrators,	To supplement the skills that student-facing staff have in order to support	With the recruitment of an Assistant Mental Health and Wellbeing Adviser, the mental health team will build upon the work undertaken to develop campaigns which will educate and promote wellbeing among the student and staff groups. This will enable the service to be proactive rather than just reactive, due to its current	i) Number of staff trained ii) Number of teams with trained staff iii) Number of interventions

	personal tutors, and residence staff.	students	limited resources.	by trained staff iv) Feedback of training sessions
2.8	Review current Disability Forum and Listening Ears Network.	Increase engagement with student societies and staff groups.	Listening Ears Network has effectively transitioned to Student Affairs.	i) To review Staff Disability Forum
2.9	Equality, Diversity and Inclusion is promoted through Fresher's Week, Staff induction, Social Media and in staff and student communications.	Re-brand to 'Equality, Diversity and Inclusion'. Review current website, social media in staff and student literature and communications.	'Equality and Diversity' has now been changed to 'Equality, Diversity and Inclusion' as agreed July 2015, part of the EDI Strategy development. Induction occurs every six months for new staff employees at New Employees Welcome Induction (NEWI) events. EDI is an integral part of the programme in promoting awareness of EDI. In the past year, EDI induction has also been delivered to Accommodation services, Secondary teaching, Information and Library Services and during Diversity Week. Equality and diversity blog http://blogs.gre.ac.uk/diversity/ Human Resources Facebook https://www.facebook.com/HumanResourcesUniversityOfGreenwich Twitter https://twitter.com/HR_Greenwich Fresher's Fair	i) Further review and development of the current EDI website required and within all communications to enhance knowledge and awareness as well as to inform and progress as a business case.
2.9.1	Highlight six key national events relating to equality, diversity and inclusion such as LGBT History Month, Black History Month, UN International Day of Disability,	Work in partnership with existing student and staff groups and partners to maximise impact and outcomes Include two different Wellbeing Weeks throughout the academic year which include various	Women's History Month was celebrated by the Student's Union with events by the Feminism Society, Women's Part Time Officer and Vice-President Welfare and included live Radio Debates on our own Latitude Radio, Educational Pop-Up Events in Stockwell Street as well as Celebrating the Historical Achievements of Women hosting a public and online celebration of Inspirational Women. The University developed and promoted a very wide range of events for Black History Month 2015 that took place on all the campuses such as: 'ShakaRa Speaks', a Cultural Scientist, Journalist and Spoken Word Activist delivered a Multi Media, interactive presentation on the history and current	i) Further evidence of communication process and feedback from all activities and events demonstrated by Faculties and Directorates equality objectives. ii) Attendance at events and activities incorporated as learning experiences. To build into the Learning, Talent and Development

	Mental Health Wellbeing Day, Dyslexia Week etc.	activities and campaigns.	<p>relevance of Black History Month and what the contemporary Black History Month celebrations say about Black Identity & Culture in today's society and the impact this has on Black youth and adults.</p> <p>"Who do you think you are? Reflections on a young girl's memories of childhood in Jamaica and the UK "hosted by Faculty of Education and Health, Department of Education and Community Studies</p> <p>A staff seminar was held on Greenwich campus to explore the Slave Society in the 18th Century Caribbean</p> <p>The university's Chaplaincy Team held a series of films such as 'To Kill a Mocking Bird' and 'Invictus' as part of the 'Film Nights'.</p> <p>The Student Union hosted a number of activities for Black History Month such as BHM Quiz hosted by the History Society, Guest Speaker Lecture Events exploring Black Women in Industry, a photography exhibition of key BME characters in history, Lets Kick Racism out of football event and an open microphone evening.</p>	<p>framework</p> <p>iii) To monitor sign-ups for sessions, workshops, and event attendance across all protected groups to identify involvement and participation levels.</p>
2.9.2	Staff Engagement Survey 2015.	Act upon feedback and analyses received. To share with appropriate leads.	In July 2015, we conducted the Staff Engagement Survey. We received 69% university staff completions. The overall Engagement Index as a university is that of 53% feedback has helped to identify key areas of strength, and areas to improve. Engagement Workshops and Roadshows have been offered on all campuses to showcase the progress of the engagement work streams in response to the Employee Engagement Survey with the aim to create a university-wide Engagement Strategy.	i) To continually improve and action against feedback received
2.9.3	Valuing the Diversity and contributions made by students and staff	Identify key role models and areas of best practice. Promotes inclusivity and awareness.	<p>The Student Union has its first Student Council. The Student Council is the highest democratic decision making body within the Students Union, it is made up of all the elected representatives 16 Faculty Officers, 10 Sports and Societies reps, 11 Part-Time Officers and 4 Full-Time Officers (Sabbaticals). The Student Council make policy decisions on behalf of the Student population and are responsible for holding the University Executive Committee to account.</p> <p>In April 2016, the University has its first Student-Led Teaching Awards 2015/16. The aim is to celebrate students' opinions and show appreciation to the teachers and support staff who make the University of Greenwich excellent.</p>	<p>i) A member of the Student Council to be present or report on progress on equality issues at the EDI Committee.</p> <p>ii) University wide annual award event to highlight key achievements and impact related to all the equality strands.</p>

**Equality Objective 3.
Support the University's mission to be positioned in the top 50 Universities in the country by our commitments towards Equality and Diversity accreditation**

Key	Action	Supported Actions	Year 1. Current Status	2015/16 Recommendations Risk Level
3.1	Identify Disability Charter or similar, for example DisabledGo.	<p>Encourage accessibility (further promotion and awareness required).</p> <p>We aim to increase the number of staff and students who disclose that they have a disability. This will indicate that there is an increasingly positive working environment, where staff and students with disabilities feel safe and supported.</p> <p>Current disclosure rates staff 2% ((2012) Students 7.50% (2013-14).</p>	<p>Improvements have been made as we now have 4% (74) of staff have disclosed a disability to the University in 2014-15. (Data Report. See Page 26. 4.2 Disability).</p> <p>Work has also begun to publicise and promote the University's Equality Diversity and Inclusion Strategy 2015-2017, as well as the Time to Change Pledge, in conjunction with the Students Union and Student and Academic Services.</p> <p>The University promoted World Mental Health Day in October 2015 together with the Student Wellbeing Service Launch Day.</p> <p>Occupational Health and Wellbeing Services produced a Newsletter for staff on issues of mental health, lifestyles check and national wellbeing events and announcements.</p> <p>The Medway Post-16 Mental Health Forum provided an awareness event of mental health to recognise the national day. A short film made by four University of Greenwich students together with presentations and information were available on the day.</p> <p>In March 2015, a Mental Health awareness workshop for staff to explore a range of effective strategies used in responding to mental health issues amongst students and staff.</p> <p>Organised by the University Sports and Recreation Department, regular exercise classes on Pilates, Yoga, Walking and Zumba were available to improve the wellbeing of individuals</p> <p>The University has an established network of Disability Named Contacts (DNC) staff in each Faculty and Department acting as local contacts. They provide support for students who are disabled or dyslexic.</p>	<p>i) To further increase the number of staff and students who disclose that they have a disability</p> <p>ii) Disability Charter or similar in place</p> <p>ii) Variations of other types of disability to be promoted and awareness</p>

			<p>SUUG has an elected part-time Disabled Students' officer who provides advice and support to students with disabilities.</p> <p>Work by SUUG and University staff has supported the development of a new Disabled Students' Network which was launched at the start of the 2014-15 academic year.</p> <p>Student Union hosted the first ever Disability in Sport Awareness Week. The Students of Greenwich have engaged in a wide variety of events including Sitting Volley Ball, Goal Ball and Boccia, all run by our 'Give It A Go: Get Active' Student staff team with the intention of raising awareness and opportunity to get involved in internationally recognised and celebrated Disability or Paralympic Sports</p>	
3.2	Disability Two Ticks Scheme.	Retain to demonstrate our commitment and that we encourage applications from disabled people.	<p>In November 2015, the University has been successful in being awarded the accreditation Two Ticks Symbol for another year. Being part of this scheme, enables us to use the symbol on all job advertisements to show that we encourage applications from disabled people and that 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.</p> <p>The University employs an increasing number of disabled and diverse students and graduates to work as *AccessAbility ambassadors, as part of the *AccessAbility Project.</p> <p>The University has signed up to Disability Confident. This provides information on how to support disabled people to succeed and flourish</p>	i) Continue to demonstrate our commitment and encourage applications from disabled people 2016/17.
3.3	Improve the University's annual score on the Stonewall Workplace Equality Index (WEI).	Develop a work plan from feedback received. Implement as necessary.	<p>The University had successfully gained a contract with Stonewall and is now a Stonewall Accredited Trainer. This requires the roll out of a number of training courses in the near future to schools (both primary and secondary) to tackle LGBT bullying.</p> <p>In March 2015, we conducted the second Employee Engagement Survey and achieved a 69% response rate across the University. (See 2.9.2) Of which, 86% of respondents answered a 'sexual orientation' question. A total 53.5% of the overall workforce declared their sexual orientation.</p> <p>The University of Greenwich is now a member of the Stonewall Global Diversity Champions Programme. By being a member, this creates a fully inclusive</p>	i) The university will continue to submit application to Stonewall (September 2017) To maintain our position in the Top 100 UK Employers.

		<p>workplace environment by integrating diversity and inclusion into all parts of the business.</p> <p>In May 2015, The University LGBT student and staff networks marked the International Day against Homophobia and Transphobia (IDAHOT)</p> <p>The LGBT Staff Network provided a stand during the Celebrate Difference and Diversity week (March 2015) to promote the Straight Allies Programme.</p> <p>For LGBT History Month in 2015, a quiz night was organised with open invitation to all staff and students to participate.</p> <p>The University LGBT+ student and staff networks participated at Pride London (2015) and IDAHOT.</p> <p>The University's LGBT+ role models promote LGBT+ visibility and act as agents of change in the workplace. The role mole models help to challenge stereotypes and provide inspiration for all staff to be able to be their authentic selves at work.</p> <p>SUUG has an elected part-time LGBT+ Student's officer who provides advice and support to students.</p> <p>As part of LGBT History Month, SUUG held events such as 'Gay bombing' to raise awareness of the LGBT + Society, Monthly meetings for members, Film nights Karaoke nights, Social nights out in either Greenwich town centre or Soho.</p> <p>Metro LGBT Hate Crime training has been offered to all staff at the University. The National LGBT Hate Crime Partnership work is funded by the European Human Rights Commission; a project aiming to increase reports of hate crimes and incidents</p> <p>The University continues to take part in the Stonewall Workplace Equality Index (Submission September 2015) as a way to measure our efforts to tackle discrimination and create an inclusive workplace for lesbian, gay and bisexual employees. For the 2016 submission, the University of Greenwich has placed in the Stonewall top 100 employers. Out of over 400 employers that made submissions to Stonewall Workplace Equality Index, Greenwich is placed at 80th in this list of the nation's best-performing employers, drawn from Stonewalls Workplace Equality Index 2016, an annual audit of workplace culture for lesbian,</p>		
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			gay, bi and trans staff. This is a jump of over 100 places from our last submission, made in 2015, when we placed 182nd.	
3.4	Raise awareness and improve support and communication for trans students and staff. Also to include gender identity and gender reassignment.	Develop policy and guidance in consultation with transgender students and staff. Identify key groups and organisations to promote and raise awareness.	The University LGBT student and staff networks promoted Trans Awareness Week with information and events across the three campuses. The Human Resources webpages on gender reassignment provides links to guidance from the Equality Challenge Unit on trans staff and students in higher education, and guidance for staff on supporting an individual who is transitioning gender. Student Wellbeing Services and the SUUG Advice Service provide confidential support and advice to students who are undertaking or who have undergone a process of transitioning to another gender.	i) Guidance and policy developed in consultation with transgender students and staff, implemented across the University ii) Evidence by students who have a positive experience of the process and outcome iii) Further work to improve disclosure of transgender students and staff. This will indicate that there is an increasingly positive working environment, where they feel safe and supported. iv) Further address gender identity and cross dress in guidance and policy available to students and staff vi) Further address gender identity and cross dress in guidance and policy in Stonewall submission vii) Review Universities webpages on gender reassignment.
3.5	Conduct an Equal Pay Audit.	Review staff reward structures and processes introduce change when it is needed.	The University is committed to conducting periodic equal pay audits; one has been conducted within the last three years. The 2012 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.	i) To conduct and Equal Pay Audit 2016 in line with current legislative requirements will identify strategies to address the findings and monitor progress ii) Changes introduced if arrangements are felt to be unfair.

3.6	To increase focus on advancement of women's careers measured by STEMM areas.	Related to Athena Swan	<p>The University has been successful in obtaining the Athena SWAN Bronze Award – the first of the three levels to demonstrate a commitment to advancing women in STEMM.</p> <p>Christine Gausden RD and Fellow of the CIOB (Chartered Institute of Building) has been elected as a CIOB Trustee.</p> <p>Deborah Sims has been appointed as a Council Member of CIHT (Chartered Institution of Highways & Transportation). Both used National Women in Engineering Day to encourage other women to follow in their footsteps</p> <p>In October 2015, an exhibition on women who worked in maths and science using images from history displayed the first female science students at Avery Hill Three pioneers with links to Greenwich were featured. Philippa Garrett Fawcett, the first woman to achieve the highest score in Mathematics at Cambridge, and acting Principal of Avery Hill College. Mary Somerville, scientist and astronomer, after whom a Southwood hall of residence was named (Somerville House 1916-1944).</p> <p>Three female environmental sciences students from the University took part in May to spend three and a half weeks analysing ecosystems in the Kachchh district. They took part on an ongoing UK India Education & Research Initiative (UKIERI), funded by the British Council. The University of Greenwich works in partnership with the Gujarat Institute of Desert Ecology (GUIDE) to contribute skills to the project and provide student exchange research opportunities</p> <p>At Medway School of Pharmacy Year 4 students was a joint runner-up at the recent finals of the BPSA national OSCE (Objective Structured Clinical Examination) competition. It is an important component of the professional clinical training of a pharmacy student.</p> <p>SUUG has elected a part-time women's students' officer who plays an active role in supporting and providing advice to female students.</p> <p>The student Feminism Society holds regular meetings, events and socials, collaborates with other societies and feminist groups, and invites feminist speakers to the University.</p> <p>The Women's Hub Society at Greenwich is open to both men and women, and focuses on gender equality and challenging cultural and gender bias. Women's Hub also hosts</p>		
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			<p>speakers and organises social events.</p> <p>In Medway, the Women in Science and Engineering society aims to provide a network for students in STEMM subjects and act as a source of support, information and inspiration.</p> <p>International Women's Day was celebrated as part of Diversity Week 2015 with highlights from the Positive Women Poster Campaign.</p>	
3.7	Gender Equality Charter Mark	Target initiatives for women in STEMM with extended focus on Arts, Humanities and Professional Services.	Athena Swan Working Group. Departmental Submissions.	<p>i) Gender Equality Charter Mark in place</p> <p>ii) Athena Swan Action Plan</p>
3.8	The Concordat to Support the Career Development of Researchers.	Women are underrepresented in more senior research positions and BME are generally under-represented.	<p>Equality and diversity plays a key role in the University's work in research and enterprise.</p> <p>Research & Enterprise Strategy Roadshows were held to explain and request feedback on the Development of the 2016-2021, University of Greenwich Research & Enterprise Strategy.</p> <p>The Roadshows were hosted by Professor Javier Bonnet Deputy Vice Chancellor (Research and Enterprise). Within this Strategy will increase the visibility of research through mentoring and training to encourage effective leadership of Equality accreditation which includes</p> <p>Objective 2 in the Strategic Plan is 'Research and enterprise: Enhancing our capability as a research-informed and enterprising institution which produces international quality research and knowledge exchange.'</p> <p>The University is a member of the Concordat to Support the Career Development of Researchers, which is a set of principles that underpin support for researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.</p> <p>The Concordat requires the University to be active in addressing equality and diversity issues for researchers and research careers. Principle 6 states: 'Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers'.</p>	<p>i) EDI promoted in all aspects of recruitment and career management of researchers</p> <p>ii) Monitoring and measurements of all actions in its duration.</p>

3.9	Support initiatives for mature students and staff who have caring responsibilities and/or are parents.	Identify students, survey to identify a business case.	<p>The mental health team have begun to identify student carers, to increase the profile of this previously invisible group of students and ensure that they get the necessary support to reduce the very high dropout rates for such a group of students, and potential triggers to mental health concerns.</p> <p>University members attended Carers Trust 'Better Support for Young Adult Carers' event to understand the framework to support young adult carers.</p> <p>A Young Carers Awareness Day was held at Stockwell Street in January 2016 to raise awareness of students with caring responsibilities.</p>		
3.9.1	Implement the Race Equality Charter Mark.	To improve the representation, progression and success of minority ethnic staff and students within higher education. Inspiring a strategic approach to making cultural and systemic changes that will make a difference to minority ethnic staff and students at the University.	<p>The University is committed to the improvement of race equality at the university as part of the Equality, Diversity and Inclusion Strategy. It has now signed up to the Charter as part of the Equality Challenge Unit (ECU) membership and plans to submit an application in January 2018.</p> <p>To support the Race Equality Charter, the university have attended workshops organised by the ECU to assist with the application.</p> <p>SUUG promotes a wide range of student societies and groups. See 3.9.5</p> <p>SUUG has elected part-time Black Students Officer and promoted a very wide range of events for Black History Month 2015 that took on all campuses.</p> <p>The university's Chancellor, Baroness Scotland, has become the first British citizen to be elected secretary-general of the Commonwealth in its 66-year history.</p>	<p>i) Action Plan to be embedded with clear communication channels.</p> <p>ii) Survey to be conducted with clear plans to encourage involvement. Together with open surgeries/focus groups to encourage wider participation.</p> <p>iii) Action Plan formulated from the outcome of the survey</p> <p>iv) Identify Self Assessment Team member's representative at all levels in both academic and support services.</p>	
3.9.2	Address gaps, inequalities and unequal outcomes for BME students in relation to progression and retention.	<p>Overall 2012 87%, 2017 93%.</p> <p>Student retention: KPI 4 in the University's Strategic Plan.</p>	<p>(Data Report See Page 35. 4.5.2 Student ethnicity by progression).</p> <p>In July 2015, Baroness Lawrence of Clarendon, OBE was invited to the opening of a three part 'Brighter Futures Symposium' Enhancing opportunities for all in Higher Education. The aim of the symposium is to stimulate discussion between academy, policy and practice concerning the issues affecting academic attainment and outcomes of students at the University of Greenwich.</p> <p>Tracey Reynolds had been appointed as the new Professor of Sociology. Professor Reynolds aim is to tackle negative perceptions of ethnic minorities and challenge negative stereotypes.</p>	<p>i) To Implement the Race Equality Charter Mark and address issues relating to this work stream. Same as 3.9.1</p>	

			<p>Target 93% of full-time first degree entrants will continue or qualify following their year of entry by 2017. Baseline 86% (2011-12) The University had progressed to 89% in October 2014</p> <p>Improving the employability prospects of students and enabling them to progress into graduate jobs after their studies remains a high priority on the universities agenda. At the moment, whilst the average tariff entry score has increased to 340 points, the proportion of students leaving the University with a good honors degree is below the national average. With student retention currently standing at 89%, getting to the goal of 93% by 2017 will require a holistic approach to the student experience. A number of teams across the University are working on improving the KPIs.</p> <p>In 2014-15, the progression success rate for all students from all backgrounds was 87% compared with 88% for BME students, a gap of 1%. In 2013-14, this gap was 1.15%.</p> <p>There has been a shift in the progression success rates of ethnic groups. Bangladeshi ethnic group is seen as the most predominant shift from 87% in 2013-14 to 90% in 2014-15, an increase of 3% compared to all BME student population. This is a different picture compared to 2013-14 where Asian Other, Chinese, Indian and Other students had the highest progression rates.</p> <p>Since 2012-13, the progression success rates of all students (including BME) have continued to decline.</p>	
3.9.3	Address gaps, inequalities and unequal outcomes for BME students in relation to academic outcomes.	<p>BME Students overall 2012 50%, 2017 65%.</p> <p>Academic attainment is KPI 5 in the University's Strategic Plan.</p> <p>The University target 65% of students with First/2:1 by 2017.</p>	<p>In a series of three symposiums, the University hosted 'Telling it like it is' reflecting on the academic experiences of black minority ethnic university students.</p> <p>This one-day symposium aims to stimulate discussion, critical thinking and knowledge exchange between the academy, policy and practice concerning the issues affecting BME students' experiences and attainment at the University of Greenwich. This symposium focuses primarily on the perspectives of the students. The degree attainment gap is the difference in 'top degrees' – a First or 2:1 classification – awarded to different groups of students. The biggest differences are found by ethnic background (ECU 2015). From a baseline of 56.6% in 2011-12, the University had made progress towards this target, with 62.3% of first degree outcomes being 1st or 2:1 in October 2014.</p>	i) To Implement the Race Equality Charter Mark and address issues relating to this work stream. Same as 3.9.1

			<p>This degree attainment gap has remained nearly static over the last ten years. In 2012/13, 57.1% of UK-domiciled BME students received a top degree, compared with 73.2% of White British students – a gap of 16.1%. (Data report. See Page 36. 4.5.3 Student Ethnicity by academic achievement by degree classification).</p> <p>In 2014-15, 58% of all BME undergraduate students gained a 2:1 compared to 69% of all students. The gap has continued to widen over the last three sessions from 8% in 2012-13, 2013-14 9% to 11% in 2014-15.</p> <p>BME undergraduates remain significantly less successful at obtaining a good honours degree in 2014-15 and were 18% behind the proportion of all students. (Compared to 2013-14 in 16% behind). Achievement for Black undergraduates was also significantly behind BME students as whole.</p>	
3.9.4	Address gaps, inequalities and unequal outcomes for BME students in relation to leaver destination, employment and further study (KPI 6)	<p>Student employability and further study is KPI 6 in the Strategic Plan.</p> <p>BME students 2012 83%. Above sector median (currently 90%).</p>	<p>In May 2014 University's progress towards this target stood at 82.8%. (Data report. See page 38. 4.5.4 Student Ethnicity by Destination of Leavers).</p> <p>The university held several events: 'Employability - Nuts and Bolts Session' in 2015. The session helped staff understand the graduate job market in recruitment and selection processes and help students prepare effective job applications, including CVs and cover letters.</p> <p>'Embedding Employability in our Curriculum: What Works?' with the Managing Director of Gradconsult Ltd who provided a fresh insight on how universities are tackling graduate employability. A range of different speakers from all Faculties presented and discussed successful case studies</p> <p>'Employment Fest May/June 2015'. Explore employability path Guidance and Employability Team</p> <p>In April 2016, the Faculty of Engineering and Science hosted a symposium on 'Inspiring and Encouraging BME Student Transition to Graduate Employment'. Sir Trevor Hall, CBE was the keynote speaker, along with other alumnus and internal staff at the University. The Student Union, Vice-President Education gave her personal experience as a BAME student throughout education, highlighting her successes and difficulties.</p>	i) To Implement the Race Equality Charter Mark and address issues relating to this work stream. Same as 3.9.1
3.9.	Research on the		In 2015-16, the student unions promotion of the diversity of students by the range of	i) To Implement the Race

5	experiences of BME students. Identify students through student's societies and groups.		<p>student societies for different national, cultural and linguistic groups have slightly changed compared to the previous year and now includes:</p> <p>Bengali, Bulgarian Society, CathSoc (Catholic Society), Charismatic, Christian Union, CSSA-Greenwich (Chinese Student Scholar Association), Disabled Students Network, Educate everybody Equally, Feminism, Greenwich bible studies society, GUMSSoc Malaysian and Singaporean, Hindu, Islamic, KPOP (Korean Pop), LGBT+, Mature Students Network, Mauritian, Mental Health, Nursing, Multi-Lingual Café, Polish, Romanian, Russian Speakers, Sikh, SOOG (Mature Students), Vietnamese.</p> <p>GK Unions also promotes the diversity of students by a range of student societies and groups such as: Afro-Caribbean Society, Nepalese Society and Nigerian Students' Association.</p>	Equality Charter Mark and address issues relating to this work stream. Same as 3.9.1	
3.9.6	Review BME staff representation and progression.		To Complete Human Resources (EDI Manager), EDI Committee.	i) Equal Pay Audit 2016 with analyses and full report. ii) Further promotion of awareness required	
3.9.7	Increase awareness and understanding of the Universities religious and cultural diversity amongst staff and students.	Develop an Inter-faith University wide strategy or action plan.	<p>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.</p> <p>In October, the Chaplaincy Team and EDI held its first series of Religion and Belief Forum Open Meetings for all staff to attend.</p> <p>There is a prayer room on each University campus. These are provided for staff and students of all faiths or none.</p> <p>In Medway, World Café is held every Wednesday for students to meet new students from different religion or belief or non belief.</p> <p>Medway Christian Union meeting held every Tuesday. An opportunity to catch up on Christianity</p> <p>The Chaplaincy Team hosted Interfaith Week. Interfaith stalls and café in Medway for all students of nationality and faiths.</p> <p>The Education and Development Unit (EDU) Greenwich Graduate Student Network</p>	<p>i) Strategy or action plan in place and acted upon</p> <p>ii) More development of Interfaith Network activities and events promoted on all campuses</p> <p>iii) Further workshops and awareness of different religions and belief promoted through all channels of communication</p> <p>iv) A university Interfaith group or similar in place</p>	

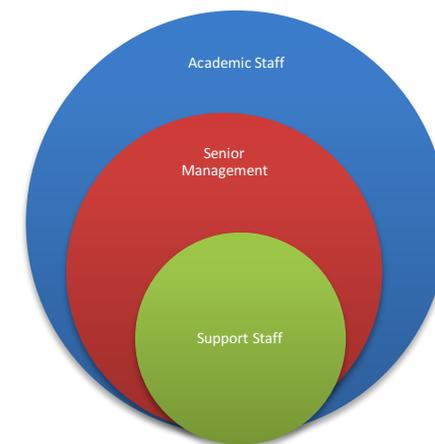
			'Culturocity' event in March 2015 brought students of different religions, cultures and nationalities together to discuss and discover how cultural diversity impacts upon the workplace, sharing and networking amongst peers. All staff and students were encouraged to attend.	
3.9.8	Develop guidance on managing religion and belief in the workplace.	Inform on religion and belief through University wide strategy.	Three Open Forum meetings were held across the three campuses inviting staff to attend on discussions of religion and belief. Outcomes will be help to formulate further action plans and meetings to assist with guidance and policies.	<ul style="list-style-type: none"> i) Guidance to be developed to raise awareness on key issues ii) Workshops and awareness promoted of all religion and belief through in all channels of communication
3.9.1	Implement a Peer Support Programme across the Faculties and in University owned residences.	Training provided to students (including Resident Assistants and others) on how to support one another including knowledge of where to refer students in need of additional and/or professional support.	Student Wellbeing Service/Student Affairs, all Faculties, SUUG	<ul style="list-style-type: none"> i) Number of students trained in the programme ii) Number of interventions made by peer supports iii) Feedback from peer mentors

3. Our Workforce - Employee Data Highlights

Overview of employee data

In September 2015, University employed a total of 1,741 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.



3.1 Age

Overview

- Academic staff is represented at 48% and support staff at 50%, senior management 2%.
- The largest group of employees at the University is now in the 45- 54 (29%) age group compared to the previous year where it was the age group 50-59 at 31% (now 26%).
- The largest proportions of both academic staff (51%) and support staff (45%) are in the 45-54 age group.
- The highest age group in senior management is 45-54 at 3%.
- The 25-34 age group are the least likely to be employed on a permanent contract compared to previous year where this was 16-29 age group.

Academic Staff

- Academic staff is represented at 48% of the overall workforce.
- Academics on fixed term contracts are represented at 9% with the highest group aged between 25-34 years at 54% in all the age groups.
- 91% of overall academic staff are on permanent contracts with the 45-54 age group seen as the highest.
- In the staff grade AC1-AC3, both the 45-54 and 35-44 age groups represent 10% each. Only 0.11% (2) are represented in this grade for the 16-24 age group.

Support Staff

- There is a small group of employees aged between 16-24 years (2%) in mostly support staff roles.
- Grade 6-7 represents the highest number of support staff in the 35-44 age group at 9% followed by the 25-34 age group at 8%.

- Only 0.63% (11) are below 34 years at SG8-10 and SMG

3.2 Disability

Overview

- 4% of University staff have disclosed a disability. This is an increase of 2% compared to the previous year. This is in line with the HEI sector, 4% of staff disclosed as being disabled.
- 1% of academic staff have disclosed a disability with 3% of support staff disclosing a disability.
- Amongst all staff grades, SG5-SG7 has the highest number of disability disclosure at 2%.
- The largest proportion of disabled staff are employed in support staff roles (50% of disabled staff), compared with the proportion of non-disabled people in support posts (44%).
- Disabled employees are less likely to be employed on a permanent contract (4%) compared with non-disabled employees (83%).
- Disabled employees are less likely to be in full time employment (3%) than non-disabled (17%).

3.3 Gender Reassignment/Gender Identity

As with sexual orientation and religion and belief, this is relatively new data monitoring and was introduced in 2015. Further steps will be taken over the coming year to encourage staff to further engage with this strand of diversity monitoring as a good disclosure rate and improve on associated activity.

3.4 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.

3.5 Race (Ethnicity)

Overview

- 20% of University employees are BME. A decrease of 3% compared to the previous year, which is still significantly above than the sector average of 13%.
- Among all BME staff, both Black or Black British – African and Other White Backgrounds were the highest staff group, both at 4% each.
- Employees from BME groups across the University overall are less likely to have full-time contracts compared to White employees. The picture in the previous year was the opposite.

Academic Staff

- There has been a decrease in academic White staff from 47% to 34%. A significant difference of 13%.
- Although BME employees hold 9.5% of academic positions this is a decrease of 40.5% compared to the previous year. They are more likely to be found in the lower salary grades (AC1-AC3) than White employees. 2% of BME academic employees are in salary grades AC4-AC5, compared with 13% of White employees in academic positions.

Support Staff

- There has been a significant decrease in the number of BME support staff at 11% compared to previous year at 23%, a difference of 12% overall. This is the same for senior management decreasing from 0.51% to 0.11%.
- There has been a significant increase of White support staff from 24% in 2013/14 to 37% 2014/15. A difference of 13%.

3.6 Religion or Belief (Non Belief)

As with sexual orientation and gender reassignment and gender identity, this is relatively new data monitoring and was introduced in 2015. Further steps will be taken over the coming year to encourage staff to further engage with this strand of diversity monitoring as a good disclosure rate and improve on associated activity.

Overview

- 25% of staff have disclosed a religion or belief with 18% declaring no religion or belief. 10% Prefer Not to Say and 46% were “data unavailable”.
- The highest religion or belief group are Christians at 20% followed by Muslim at 2% and Any Other at 1%.
- Among all staff religion or belief and non-belief group, 13% female staff disclosed as Christian with only 7% as male staff declaring themselves Christian.
- 1% of male staff disclosed they are Muslim followed by 0.7% of female as Any Other
- Among gender, 9% of female staff and 9% of male staff both disclosed they had no religion or belief

Academic Staff

- The highest religion and belief group in the academic staff group are Christians (7%) followed by 0.7% Hindu. 8% declared they had no religion and belief and 4% Prefer Not to Say.

Support Staff

- Among support staff, the highest religion and belief group are Christians (11%) followed by Muslim at 1%. 9% Prefer Not to Say.

3.7 Sex (Gender)

Overview

- 55% of University staff are female (sector average 54%) an increase of 1%. Male employees are 45% of the total.
- The largest gender gap is at senior management level, with men being a significant majority.
- This group also displayed the highest proportion of male staff on permanent contracts at 70% compared to females at 30%.
- 63% of professional and support staff were female with 56% of academic staff being male.
- Female employees remain the highest in part-time employment positions (14%), compared with male staff (5%). A significant difference of 9%.

Academic Staff

- 54% of male employees are academic staff compared to the sector average of 55%. A decrease of 5% compared to the previous year, whereas there has been an increase of 5% in female academic employees.
- Male academic staff are a majority of those employed on fixed term and permanent contracts.
- A higher proportion of male academic staff are on permanent contracts (49%) than female staff (42%) This is a difference of 7% compared to previous year (2%) where female academic staff held the highest proportion of permanent contracts.
- Women comprised the majority of both part-time academic staff at 10% and part-time support staff 18%.
- 5% of female academic staff are in the senior AC4-AC5 salary grades compared to 10% of male academic staff. A difference of 5%.

Support Staff

- Among support staff, a higher proportion of females (22%) were in salary grades (SG5-SG7) than men (10%). A difference of 12%.
- In September 2014, the majority of support staff were women (32%), a decrease of 32% compared to previous year, whereas the majority of academic staff were male (25%) This is a decrease of 30% compared to previous year.
- There has been an increase of 15% of female employees in support staff roles, compared with 36% of male employees, an increase of 1%.
- Among support staff, more than half of female employees (59%) are on permanent contracts than men (32%) This is a significant difference of 27% compared to the previous year.

3.8 Sexual Orientation

As with religion or belief and gender reassignment and gender identity, this is relatively new data monitoring and was introduced in 2015. Our current response rate is too low to draw any firm conclusions or in-depth analysis. However, the results of monitoring collected by HESA so far is included in the table below for illustrative purposes. Steps will be taken over the coming year to encourage staff to further engage as a good disclosure rate is vital to assist us with our engagement with Stonewall and associated activity.

Employee Engagement Survey 2015	
Sexual Orientation	%
Bisexual	1%
Gay man	2%
Gay woman/lesbian	1%
Heterosexual	86%
Other	1%
Prefer not to say	18%

In March 2015, we conducted the second Employee Engagement Survey and achieved a 69% response rate across the University, (See 2.9.2) of which 86% of respondents answered a 'sexual orientation' question. A total 53.5% of the overall workforce declared their sexual orientation.

HESA Data 2015	
Sexual Orientation	National Proportion
Bisexual	0.3%
Gay man	0.5%
Gay woman/lesbian	0.3%
Heterosexual	22.2%
Other	0.1%
Prefer not to say	9.9%
Blank record	66.8%

Nationally this dataset remains largely incomplete so no accurate conclusions can be drawn about the number of, or trends among, staff who identify as bisexual, gay, heterosexual, lesbian or any other sexual orientation yet. However, national data is included in the table below in order to give a sense of the staff profile in relation to this area of equality.

4. Our Students - Student Data Highlights

4.1 Age

Faculty by Student and Age profile of students (undergraduate and postgraduate on campus)									
Age Group	< 18	18-20	21-24	25-29	30-39	40-49	50+	Total No	% Total
Faculty of Architecture Computing & Humanities	30	3,349	962	603	509	172	60	5,685	28%
Faculty of Business	25	2,136	1,551	508	305	132	27	4,684	23%
Faculty of Education and Health	1	1,382	1,054	953	1,257	1,032	367	6,046	30%
Faculty of Engineering and Science	22	1,217	699	487	478	233	70	3,206	16%
2014-15 University Total	78	8,084	4,266	2,551	2,549	1,569	524	19,621	
2014-15 %Total	0.40%	41%	21%	13%	12%	8%	2%		
2013-14 University Total	73	8,629	4,623	2,605	2,687	1,657	525	20,779	
2013-14 %Total	0.35%	4%	22%	12%	12%	7%	2%		

Faculty of Education and Health had the highest proportion of students (30%) within the four faculties.

Faculty of Architecture Computing and Humanities has the highest proportion of students at the age group of 18-20.

The largest age group remains to be students under the age of 21 at 41% of the student population.

The proportion of mature students (21 and over) has been decreasing from 2010-11, and stood at 55% in 2014-15. A decrease of 2% to the previous year. This is a similar trend to the HE sector, with the proportion of students aged 21 and under increasing over the last decade.

There is a healthy increase of 5% in the number of UK 18 year olds placed in higher education and a 2% rise from 19 year olds, with fewer acceptances from older age groups. (UCAS 2014)

4.1.1 Student Progression

Progression of students (UK undergraduate and postgraduate on campus) by age

- Students in all age groups improved their rates of progression success from 2010-11 to 2012-13. However, in 2013-14 to 2014-15 there was a significant decrease in progression success for all groups, apart from the 18-25 age group providing an overall difference of 2%.
- In 2013-14 and 2014-15, mature undergraduate and postgraduate students (21 years and over) had significant lower rates of progression success.

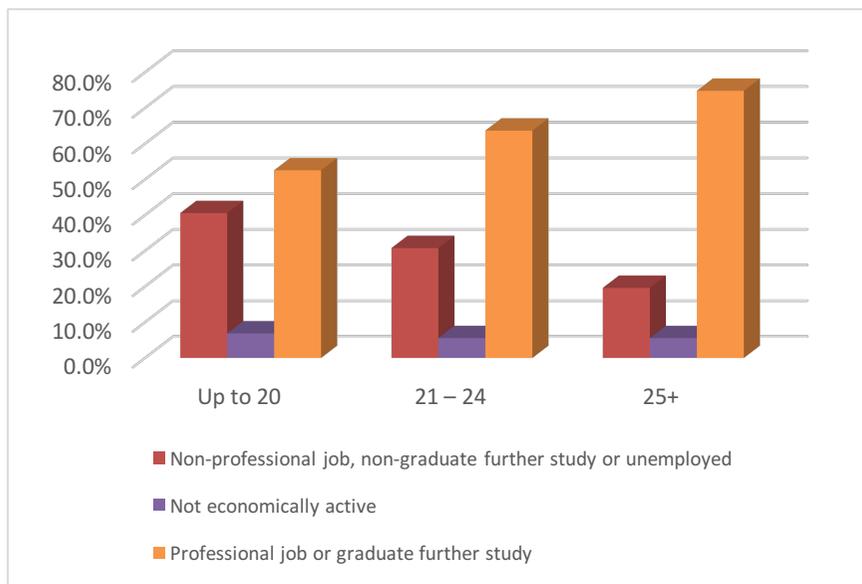
Academic achievement by degree classification

Proportion of students (UK undergraduates on campus) gaining a good honours degree (First/2:1) by age

- A higher proportion of younger students achieved a First/2:1 compared to mature students.
- The proportion of both young and mature students gaining good honours degrees has increased since 2012-13. However, the improvement in attainment for mature students has been much less pronounced. The data for 2014-15 indicates an emerging attainment gap between the two groups.

4.1.2 Destination of leavers

Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2013-14 by age. Data in this section is dependent on the survey six months after the students leave and will be reported one year behind.



In 2013-2014 mature students were more likely to be in a professional job or graduate further study than younger leavers. They were also significantly less likely to be working in non-professional jobs, in non-graduate further study or unemployed.

4.2. Disability

4.2.1 Overview of student disability by Faculty (UK on campus)

Reporting by Faculty on disability is relatively new data monitoring and was introduced in 2015. Some of the response rates are too low to draw any firm conclusions or in depth analysis. We have removed any disclosure rate below 5 to safeguard students. Steps will be taken over the coming year to encourage students to further engage with this strand of diversity monitoring as a good disclosure rate.

Disability Group	FACH	Faculty of Business	Faculty of Education & Health	Faculty of Eng & Science	No Faculty Assigned	Total Number 2014-15	% total 2014-15	Total Number 2013-14	% total 2013-14
Autistic spectrum disorder	35			17	0	58	4%	52	3%
Blind/partially sighted	6		7		0	21	1%	21	1%
Deaf/Hearing impairment	16		17		1	44	3%	45	2%
Mental health difficulties	54	26	45	23	0	148	10%	112	7%
Specific learning difficulty (e.g. dyslexia)	204	79	310	86	0	679	44%	755	48%
Unseen disability	39	16	62	17	1	135	9%	151	9%
Wheelchair user /Mobility difficulties	18	14	17	10	0	59	4%	69	4%
Multiple disabilities	40	16	34	29	1	120	8%	113	7%
Other disability	92	53	69	53	3	270	18%	243	15%
All known disability	504	215	564	245	6	1,534	8%	1,561	7%
No known disability	5,181	4,469	5,482	2,961	51	18,144	92%	19,291	92%
Total Number	5,685	4,684	6,046	3,206	57	19,678		20,852	
% Number of students with a disability	8%	4%	9%	7%	10%				

The total of students disclosing a disability is 8%. This is below the average for the sector which is 10%. In 2012-13 it was 7% and rose to 8% in 2013-14.

The most common known disability in the student population remains the same to the previous year which was specific learning disability (44%). A decrease of 2%.

The highest proportion of students with a known disability is seen in the Faculty of Education and Health at 9%.

In 2013-14 75% of students disclosing a disability were studying on full-time and sandwich courses and 29% were studying part-time.

4.4.2 Student Disability by progression

Progression of all disabled students (UK on campus) 2012-14.

- In 2013-14, the progression success rate for disabled students was 89%, compared with students with no known disability (90%).

- The most successful groups in terms of progression success in 2013-14 were those with autistic spectrum disorder, wheelchair users/mobility difficulties, multiple disabilities and 'other' disability.
- The groups that were least successful in terms of progression success were students with mental health difficulties and students who were deaf or with a hearing impairment.

4.3. Gender Reassignment/ Gender Identity

The University does not currently ask students if they are transitioning or have undergone transition to another gender.

Guidance and support for Trans staff and students

- The [Human Resources webpages on gender reassignment](#) provides links to guidance from the Equality Challenge Unit on Trans staff and students in higher education, and guidance for staff on supporting an individual who is transitioning gender.
- Student Wellbeing Services and the SUUG Advice Service provide confidential support and advice to students who are undertaking or who have undergone a process of transitioning to another gender.

4.4. Pregnancy and Maternity

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.

4.5. Race (Ethnicity)

4.5.1 Overview of student by ethnicity.

Reporting data by Faculty is relatively new data monitoring.

Ethnicity	FACH	Faculty of Business	Faculty of Education & Health	Faculty of Eng & Science	No Faculty Assigned	Total Number 2014-15	% of Total 2014-15	Total Number 2013-14	% of Total 2013-14
Asian Other	354	471	274	258	0	1,357	7%	1,359	7%
Bangladeshi	350	295	146	117	0	908	5%	939	5%
Black African	563	520	1,129	550	3	2,765	14%	3,057	15%
Black Caribbean	166	120	342	74	3	705	4%	800	4%
Black Other	93	63	48	40	1	245	1%	268	1%
Chinese	119	507	30	81	0	737	4%	1,359	7%
Indian	311	460	147	243	0	1,161	6%	1,484	7%
Mixed	301	192	242	134	0	869	4%	925	4%
Pakistani	202	184	76	97	0	559	3%	691	3%
Other	131	81	75	53	0	340	2%	417	2%
Total BME	2,590	2,893	2,509	1,647	7	9,646	49%	10,882	51%
Total % of BME	13.16%	14.70%	12.75%	8.36%	0.04%				
White	2,980	1,696	3,461	1,418	47	9,602	49%	9,653	46%
Information refused	45	38	51	21	3	158	0.80%	204	0.98%
Not known	70	57	25	120	0	272	1%	174	0.84%
Total Number	5,685	4,684	6,046	3,206	57	19,678		20,799	

The total number of students from BME groups was 49%, a significant decrease of 5% compared to the previous year of 54% where there was an increase of student population rising since 2012-13 at 54%. There is a known UK domiciled BME student sector average of 20% and a Russell group average of 17%.

The most significant decrease in BME groups is seen in the Chinese ethnic group with a decrease of 3% compared to the previous year followed by Indian, a decrease of 1%.

Black Africans represented the highest proportion of the BME group with 6% in the Faculty of Education and Health.

The Faculty of Business displayed the highest proportion of BME students at 15%.

In state schools, the White ethnic group was least likely to enter higher education in 2015 with an entry rate of 28% compared to 41% for the Asian Group, 37% for black ethnic group, 32% for mixed ethnic group and 58% in the Chinese ethnic group (UCAS, 2016).

4.5.2 Student Ethnicity by progression

Progression of all students (undergraduate and postgraduate on campus) by ethnicity (See 3.92 above)			
Ethnicity	% Successful 2012-13	% Successful 2013-14	% Successful 2014-15
Asian Other	91%	89%	85%
Bangladeshi	89%	87%	90%
Black African	87%	86%	85%
Black Caribbean	84%	86%	85%
Black Other	90%	89%	92%
Chinese	94%	94%	95%
Indian	93%	91%	90%
Mixed	88%	87%	87%
Pakistani	93%	88%	90%
White	92%	92%	87%
Other	90%	90%	91%
Information refused	84%	85%	84%
Not known	90%	87%	76%
All students	91%	90%	87%
All BME	90%	89%	88%

Student Ethnicity by Progression of undergraduate students (on campus)			
Ethnicity	% Successful 2012-13	% Successful 2013-14	% Successful 2014-15
Asian Other	88%	86%	89%
Bangladeshi	88%	86%	87%
Black African	85%	84%	83%
Black Caribbean	83%	85%	83%
Black Other	87%	84%	86%
Chinese	94%	96%	93%
Indian	91%	91%	90%
Mixed	87%	85%	84%
Pakistani	90%	87%	90%
White	91%	92%	90%
Other	88%	89%	88%
Information refused	88%	85%	81%
Not known	93%	85%	80%
All students	89%	89%	88%
All BME	87%	87%	86%

There remains a gap in progression success rates between BME students and all students in the last three sessions of 2% percentage points.

In 2014-15, the BME groups with the highest progression success rates remains to be the Chinese and Indian ethnic groups.

4.5.3 Student Ethnicity by academic achievement by degree classification

Proportion of students (undergraduates on campus) gaining a good honours degree (First/2:1)			
Ethnicity	% gaining First/2:1 2012-13	% gaining First/2:1 2013-14	% gaining First/2:1 2014-15
Asian	60%	59%	60%
Black	57%	49%	51%
Mixed	68%	64%	69%
Other	59%	68%	69%
White	77%	75%	80%
Information refused	61%	63%	63%
Not known	55%	53%	65%
All students	67%	65%	69%
All BME	59%	56%	58%

In 2014-15, 58% of all BME undergraduate students gained a 2:1 compared to 69% of all students. The gap has continued to widen over the last three sessions from 8% in 2012-13, 2013-14 9% to 11% in 2014-15.

Undergraduates from BME groups remained significantly less successful at obtaining a good honours degree in 2014-15 they were 18% behind the proportion of all students (Compared to 2013-14, 16% behind). Achievement for Black undergraduates was also significantly behind BME students as a whole.

In 2012-13, according to the Equality Challenge Unit, the ethnicity degree achievement gap in England was 17%, with 74% of White undergraduates obtaining a First/2:1 compared with 57% of BME students.

In HEIs in England in 2012-13, 47% of Black undergraduates obtained a First/2:1 compared with 74% of White students, a 27% difference. The gap between these two groups at Greenwich in the same academic session was 20%. In 2013-14 the gap was 27%.

Proportion of students (undergraduates on campus) gaining a good honours degree (First/2:1) over last four academic sessions				
Ethnicity	% gaining First/2:1 2011-12	% gaining First/2:1 2012-13	% gaining First/2:1 2013-14	% gaining First/2:1 2014-15
Asian	49%	60%	59%	60%
Black	44%	57%	49%	51%
Mixed	63%	68%	64%	69%
Other	50%	59%	68%	69%
White	69%	77%	75%	80%
Info refused	50%	61%	63%	63%
Not known	52%	55%	53%	65%
All students	58%	67%	65%	69%
All BME	48%	59%	56%	58%

Proportion of students (undergraduates on campus) on full-time and sandwich courses gaining a good honours degree (First/2:1)		
Ethnicity	% gaining First/2:1 2013-14	% gaining First/2:1 2014-15
Asian	61%	62%
Black	60%	57%
Mixed	70%	73%
Other	61%	72%
White	77%	81%
Information refused	62%	62%
Not known	55%	73%
All Students	68%	71%
All BME	62%	62%

The attainment gap between BME undergraduate students on full-time and sandwich (FT and SW) courses and all students is significantly lower with a difference of 10% than for students on all modes of study (FT/SW and PT together).

Black students obtained better outcomes if they were studying on FT/SW courses, although even in this mode of study their achievement was lower in the BME group as a whole and this gap widened in 2014-15.

Proportion of students (undergraduates) part-time courses gaining a good honours degree (First/2:1)		
Ethnicity	% gaining First/2:1 2013-14	% gaining First/2:1 2014-15
Asian	19%	24%
Black	24%	27%
Mixed	43%	41%
Other	50%	40%
White	66%	75%
Information refused	80%	67%
Not known	56%	0%
Total	48%	54%
All BME	25%	27%

The attainment gap in 2014-15 between BME undergraduate students on part-time courses and all students was 27%. This has significantly increased compared to the previous year at 23%, a difference of 4%.

4.5.4 Student Ethnicity by destination of leavers

Destination of UK domiciled undergraduate on campus (first degree and other undergraduate) leavers 2013-14. (2012-13 available reporting year only)			
Ethnicity	Non-professional job, non-graduate further study or unemployed	Not economically active	Professional job or graduate further study
Asian	37%	6%	57%
Black	36%	7%	57%
White	27%	6%	67%
Other/Unknown	38%	6%	56%
All Students	32%	6%	62%

In both 2011-12 and 2012-13, Asian and Black leavers were more likely to be in a non-professional job, unemployed, in non-graduate further study or not economically active compared to all student leavers.

In both 2011-12 and 2012-13, the ethnic group least likely to be in a professional job or graduate further study were students from Asian backgrounds.

The group most likely to be in a professional job or graduate further study were students from White ethnic groups. In 2012-13, there was a 23% gap between White leavers and those from Asian ethnic groups and a 16% gap between those from Black backgrounds.

In 2012-13, White female leavers were more likely to be in professional jobs and graduate further study, compared with Black and Asian females. Black and Asian females were also more likely to be unemployed, working in non-professional jobs or engaged in non-graduate further study.

In 2012-13, the group of leavers with the lowest proportion in professional jobs or graduate further study were Asian males. Asian male leavers were also more likely to be unemployed, working in non-professional jobs or engaged in non-graduate further study.

Black males were also less likely to be in professional jobs or graduate further study compared with White male leavers.

4.6 Religion and Belief (Non-Belief)

Although information on religion or belief was only provided to HESA for 19.6% of the national student population (University of Greenwich has not previously returned this data but will start to provide this in the next student HESA return), 14% of those for whom information was provided preferred not to say. Detailed analysis and conclusions are not possible with such an incomplete (and possibly unrepresentative) national dataset.

4.7. Sex (Gender)

Student population by gender (undergraduate and postgraduate on campus)						
Gender	Total 2012-13	% of total 2012-13	Total 2013-14	% of total 2013-14	Total 2014-15	% of total 2014-15
Female	12,270	54%	11,602	56%	11,965	57%
Male	10,249	46%	9,197	44%	9,119	43%
Total	22,519		20,799		21,084	

Female students have continued to increase making up 56% of the student body. This is in line with the HE sector of 56%. Across the Russell Group it was 54%.

Over 27,000 more young women from the UK are set to start university than young men, widening the gap between the sexes again this year. (UCAS 2014).

Women are now 35% more likely to enter higher education than men which is the largest difference recorded to date. Of those in poorer areas, women are over 50% more likely to enter than men (UCAS, 2016).

4.7.1 Student Gender by Progression

Progression of all students (undergraduate and postgraduate on campus)		
Gender	% Successful 2013-14	% Successful 2014-15
Female	91%	90%
Male	89%	88%
All students	89.98%	89%

In 2014-15 there was a progression success rate of 2% between male and female students.

Both male and female students have slightly declined on their progression success rates.

Progression of undergraduate students (on campus) by gender		
Gender	% Successful 2013-14	% Successful 2014-15
Female	90%	89%
Male	87%	86%
All students	89%	88%

The progression success rate for both male and female undergraduate students was lower in 2014-15 compared to the previous two seasons.

Male undergraduate have had less successful progression rates than female undergraduates over the last three sessions.

Year	2010-11	2011-12	2012-13	2014-15
% Gap	4%;	2%.	2%.	3%

Between 2010-11 and 2014-15, the gap in success rates between female and male undergraduates continues to decrease.

4.7.2 Student Gender Academic achievement by degree classification

Proportion of students (undergraduates) gaining a good honours degree (First/2:1)		
Gender	% gaining First/2:1 2013-14	% gaining First/2:1 2014-15
Female	67%	70%
Male	66%	68%
All students	67%	69%

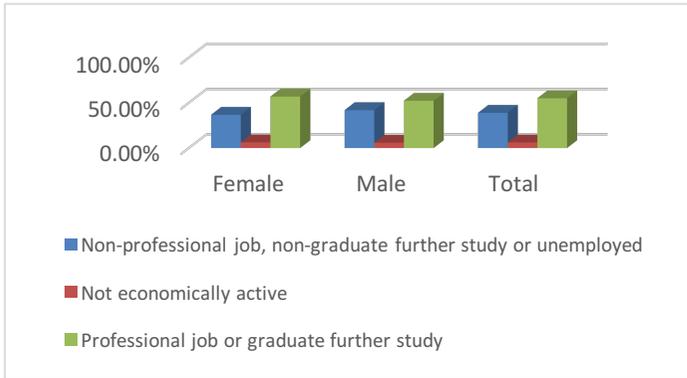
In 2014-15 the gap between female and male groups was 2% an increase of 0.60% compared to the previous year. In 2013-14 it was 1%, which was smaller than the gap of 2% in 2012-13.

Since 2010-11 there have been improvements in the percentages of undergraduates of both genders.

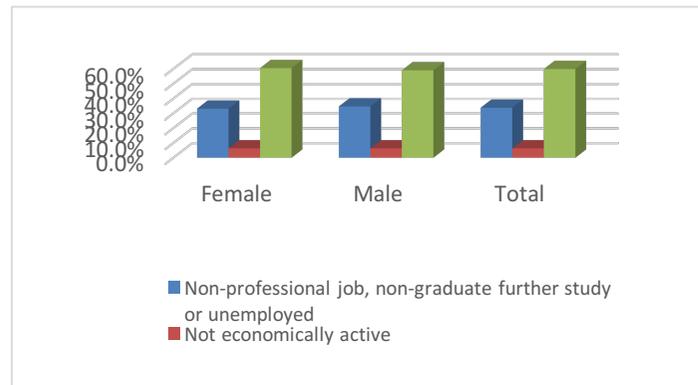
Female full-time and sandwich undergraduate students (69%) in 2013-14 had slightly better outcomes than male full-time and sandwich undergraduates (68%).

In the same academic session 52% of male part-time students were successful in gaining a good honours degree, compared to 52% of female part-time students.

4.7.3 Student Gender by Destination of Leavers



Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2013-14 by gender (2012-13 available reporting year only).



Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2014-15 by gender.

In both 2013-14 and 2014-15 a higher proportion of female leavers compared to male leavers were in professional employment or graduate further study. This gap has narrowed since 2013-15 and is now 2%.

In 2014-15 male leavers were more likely to be in non-professional jobs, unemployed or in non-graduate further study. This is a similar trend to 2012-13.



Destination of UK domiciled postgraduate leavers in 2014-15 by gender

In 2014-15, 85% of postgraduate female leavers were in professional employment of graduate study 0.32% less than the previous year at 82%.

Male leavers were again more likely to be in non-professional jobs, unemployed or in non-graduate further study. This is a similar trend to 2014-15.

Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2013-14 by gender and ethnicity. (2012-13 available reporting year only)			
Gender and Ethnicity	% Non-professional job, non-graduate further study or unemployed	% Not economically active	% Professional job or graduate further study
White female	28%	6%	66%
Asian female	43%	7%	50 n%
Black female	34%	8%	59%
Other/unknown female	42%	5%	53%
% Female total	33%	6%	60%
White male	26.6%	5.6%	67.8%
Asian male	44.4%	6.8%	48.8%
Black male	40.6%	6.6%	52.8%
Other/unknown male	38.3%	7.8%	53.9%
% Male total	34.6%	6.3%	59.0%

In 2012-13 White UK domiciled female undergraduate leavers were more likely to be in professional jobs and graduate further study compared with Black and Asian females.

Black and Asian females were also more likely to be unemployed, working in non-professional jobs or engaged in non-graduate further study.

In 2012-13 the group of UK domiciled leavers with the lowest proportion in professional jobs or graduate further study were Asian males. Asian male leavers were also more likely to be unemployed, working in non-professional jobs or engaged in non-graduate further study.

UK domiciled Black males were also less likely to be in professional jobs or graduate further study compared with White male leavers.

4.8 Sexual Orientation

Although information on sexual orientation data was only provided to HESA for 18% of the national student population (University of Greenwich has not previously returned this data but will start to provide this in the next student HESA return). Detailed analysis and conclusions are not possible with such an incomplete (and possibly unrepresentative) national dataset.

5. Equality, Diversity and Inclusion (EDI) Main Achievements. (Year 1. 2015 – 2016)

February

- Promoting Equality and Diversity Annual Report Release 2013/14
- EDI Manager joined the University of Greenwich (Claire W. Clark)

March

- Listening Services move to Student Affairs
- Renewed up to date EDI Essentials and Managing Diversity online training- version 2016
 - Stonewall 2015 Submission Result. Ranked 184

April

- Athena Swan gained the Bronze Award

June

- Equality Monitoring Audit (Staff).
- Staff Engagement Survey 2015

July

- Equality, Diversity and Inclusion (EDI) Strategy 2015-2017 Agreed by Court
- Development of University wide EDI Champions representing all Faculties and Directorates

August

- University wide EDI Champions representing Faculties and Directorates in place
 - Revised IMPACT Analysis (EIA)

September

- EDI move to central University responsibility
 - Stonewall WEI 2016 Submission
- Religion and Belief (Non Belief) Open Forum Discussions (All campus)

October

- Equality, Diversity and Inclusion Committee. Terms of Reference revised and agreed.
 - EDI University structure identified
 - LGBT Survey 2015

November

- 'Equality and Diversity' to 'Equality, Diversity and Inclusion' (EDI)
 - Race Equality Charter Mark obtained

December

- Retained Disability Two Ticks 2016
- 'Let's Debate' First open EDI discussion with students and staff

January 2016

- Equality, Diversity and Inclusion (EDI) Strategy Launch 2016
- Result of Stonewall Workplace Equality Index (WEI) 2016 Results. Ranked 82. Top 100 UK Employers. Climb 102 places

6. Abbreviations

EDI- Equality, Diversity and Inclusion, BAME - Black and Minority Ethnic, SUUG - Student Union University of Greenwich, BME - Black Minority Ethnic, ECU - Equality Challenge Unit

7. Glossary

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'.

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.

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.

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.

RELIGION AND BELIEF (NON-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.

PREGNANCY 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.

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.

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