Equality, Diversity and Inclusion

Annual Report 2022/23

UNIVERSITY OF GREENWICH
London | Kent

Contents

Foreword by Jane Harrington

I am pleased to present our Equality, Diversity and Inclusion (EDI) Annual Report 2022/23. This sets out the progress we have made against the People-Enabling Sub-Strategy for this academic year.

Our university strategy, 'This is our Time 2030', has EDI at its core and is underpinned by our values of being inclusive, collaborative and impactful. At Greenwich, we have an ambitious programme of work to deliver sector-leading EDI activities.

I want to thank everyone involved in progressing our EDI workstreams. You are supporting our overarching strategic and enabling objectives to make our university culture a more equitable and inclusive place for students, staff and our wider community. Our key highlights this year include:

- Consultations with our Jewish colleagues and external advisers on adopting IHRA and JDA definitions of antisemitism

- Continuing work towards achieving the Race Equality Charter Mark and the formation of the advisory board

- Publication of our LGBT+ Culture in Higher Education Research Project

- Our continuing journey as a leading menopause-friendly employer, as recognised by our staff presenting at other higher education institutions

- The launch of Report and Support, which enables university staff, students and visitors to disclose different forms of harassment, bullying and discrimination

- The findings of a consultancy review defining the evolving maturity of our staff networks and communities to support their long-term sustainability

- Our improved position in Stonewall's Workplace Equality Index, moving up 55 places to 20th in a year

- A greater understanding of our staff profile through increased disclosure rates across all protected characteristics alongside improving BAME and female representation for AC4/AC5 staff as outlined in the appendix

As we advance on our journey to become the best modern university by 2030, we recognise that there is more to achieve. Through ownership and commitment to working with our students, staff and communities, we will continue to celebrate and champion our diversity and achieve equality of access and outcomes for everyone at the University of Greenwich.

Thank you.

Professor Jane Harrington
Vice-Chancellor

Equality, diversity and inclusion is fundamental to the university's inclusive culture and our aspirations to be a leader in the higher education sector. Inclusivity and culture, one of four key priorities set out in the University Strategy 2030, focuses on targeted EDI initiatives/accreditation programmes and employee mental health and wellbeing.

Through the framework of our People Enabling Sub-Strategy, we aim to support all our employees to thrive at the university. By focusing on our priorities regarding equity in representation, pay, experience, culture and environment, we will ensure that our staff reflect the diversity of our students and communities.

Our sub-strategy defines our ambition to become an employer of choice through building our university community potential and valuing all its unique contributions to achieve positive change.

The following report outlines our key EDI accomplishments with broad contributions across the institution against our four priorities over the 2022/23 academic year:

- Priority 4a: Advance equity and representation (charter marks)

- Priority 4b: Eliminate the gender pay gap and close pay gaps (gender pay gap and University Pay Gap Report)

- Priority 4c: Support the strategic alignment, sustainability, capacity and capability of the staff equality networks (staff network and community updates)

- Priority 4d: Value and celebrate our diverse university community (EDI impact stories and initiatives)

- Appendix (EDI data summary).

Introduction

Advance equity and representation

Priority 4a

4a (i) Charter marks

Athena Swan

The Athena Swan Charter is a framework to support and transform gender equality within higher education and research. In line with the aims of the University Strategy 2030, we are preparing our submission for an Athena Swan bronze institutional award. We will submit this under the charter's refreshed framework. This builds on the charter's strengths by giving applicants more autonomy and flexibility.

Our submission will be based on an analysis of the university's culture. We will develop an evidence-based approach to support greater inclusivity for people in all roles and of all gender identities, and those facing intersectional inequalities. Colleagues at the Centre for Inequalities at the university's Institute for Lifecourse Development have gained insights from analysing staff and student data across three years.

As one of our next steps, we will form a self-assessment team. This will help us prepare the submission and will be key to its success. The university engagement survey will include questions on gender equality to give us a more in-depth understanding of experience and barriers across the university. We will test the findings from our data analysis and survey requests in consultation with staff networks, trades unions and others.

We will use this evidence to identify priorities for a charter action plan. This will deliver new interventions as well as using existing sector-leading initiatives that foster gender equity at the university.

Disability Confident

The Disability Confident Scheme encourages employers to think differently about disability and take action to improve how they recruit, retain and develop disabled people.

In September 2022, the university was reaccredited as a Disability Confident Employer. This is the second level of the scheme and includes a self-assessment against a set of statements and actions issued by the Department for Work and Pensions. The re-accreditation is a step towards achieving a key performance indicator in our University Strategy 2030. This requires the university to be accredited with all major inclusion charter marks.

Disability Confident status must be renewed every three years. Ahead of our 2025 submission, we will develop an action plan to enhance our position at Level 2. This will enable us to prepare for a Level 3 submission by 2030. Level 3 will require us to be recognised as Disability Confident by our peers, local community and disabled people. We will also need to demonstrate that we are open to external challenges and support other employing organisations on their Disability Confident journey.

Race Equality Charter and Race Action Plan

Race Equality Charter

In November 2022, the university began the formal application process for Bronze Accreditation from the Race Equality Charter. This was marked by a commitment to the charter's principles signed by Vice-Chancellor, Professor Jane Harrington with Advance HE, the charity that oversees the charter.

The Race Equality Charter aims to improve the representation, progression and success of minority ethnic staff and students within higher education. Achieving the charter mark is a key aim set out in the University Strategy 2030 and our Race Action Plan.

The charter covers:

· Professional and support staff

· Academic staff

· Student progression and awarding

· Diversity of the curriculum.

By committing to the principles of the charter, we are joining a global community whose shared goal is to address race inequalities and establish inclusive cultures.

The three-year project to build our submission

will begin with an evaluation of race equality across the university. We will then develop solutions and actions in response to the issues that this identifies.

A self-assessment team will develop an action plan to underpin the agreed priorities. We have appointed Zoe Pettit, Deputy Dean of the Faculty of Liberal Arts and Sciences, and Noel-Ann Bradshaw, Deputy Dean of the Faculty of Engineering and Science, as the team's co-chairs. They will work with colleagues to help prepare our submission, ensuring representation, governance and accountability from the highest levels.

The self-assessment team will be drawn from across the university and will apply its mix of attributes, expertise and responsibilities to work collaboratively within our university values. Team members will receive training so they can carry out their roles effectively. The inaugural meeting of the self-assessment team is scheduled for June 2023.

Race Action Plan

The Race Action Plan 2021–26 sets out our concrete measures to increase the representation, progression and success of Black, Asian and minority ethnic students and staff to create a diverse and culturally inclusive university.

The senior-level engagement and responsibilities of our EDI race advisers increased over the last year, and their job title was changed to 'EDI race business partner' to reflect this. Over the last year, the team has worked collaboratively with key stakeholders, directorates and faculties to take forward actions within the Race Action Plan.

2022/23 highlights

- **Producing a data review** by identifying elements that support tracking, monitoring and measurement. (Actions 1.1 and 1.2 – supporting data capture, analytics and insight)

- **Developing an anti-racist training package for staff and students** by supporting HR stakeholders and wider university

colleagues to create anti-racist training for our leadership cadre. The Race Action Group sourced and secured Krystal Alliance as an external provider to deliver a session to the Leadership Forum and provide recommendations to support future leadership training. Their session received widespread positive feedback and initiated leaders to scope and deliver supporting EDI training for their teams. (Actions 2.2, 2.3 and 2.10 – supporting governance, leadership and accountability; Action 3.6 – supporting culture, behaviour and change)

- **Scoping a fast-track leadership programme for BAME staff** by providing insight and analysis to HR partners to support the design of an effective, impactful, sustainable and cost-effective training package to increase representation in higher-graded posts. (Action 2.7 – supporting governance, leadership and accountability)

- **Supporting our students** with key stakeholders to identify training and development needs for our student community, involving them in discussions about race, allyship and actively supporting their community. (Action 5 series – supporting the BAME student journey)

- **Formally starting the university's Race Equality Charter accreditation process** of seeking bronze charter recognition. (Action 2.8 – supporting governance, leadership and accountability; Action 6.5 – supporting the Race Equality Charter)

- **Creating an effective communications plan** supported by status reports to update on the progress and impact of our Race Action Plan. In collaboration with the university's web team, we are currently designing a version of the Race Action Plan which will enable students and staff to track progress on the key actions via a web page. Our planned launch date is autumn 2023. (Action 1.8 – supporting data capture, analytics and insight; Actions 2.1, 2.2, 2.3 and 2.4 – supporting governance, leadership and accountability.)

Next steps

We will continue to develop a training package that will enable users to gain an understanding of covert and overt racism, microaggressions, tackling racism, and allyship, along with promoting and maintaining an anti-racism environment across the university. (Action 4.2 – supporting policies, practices and procedures.)

Stonewall

The university is committed to ensuring that our LGBT+ colleagues can be themselves at work, without fear of discrimination or prejudice. To support this, we continue to be a member of the Stonewall Diversity Champions Programme. This initiative works with organisations to ensure that LGBT+ staff feel comfortable in the workplace.

In 2022, colleagues from across the university came together to develop a submission for the Stonewall UK Workplace Equality Index. This enables employers to check their progress on LGBT+ inclusion at work.

A steering group of staff members considered the changes made since our previous submission. This led to additional initiatives to improve the working environment. Among these were reverse mentoring schemes between LGBT+ staff and senior management, and a wide range of awareness-raising activities.

We are pleased to report that Stonewall has recognised our work to make the university a more inclusive place for LGBT+ people. In 2023, we retained our Stonewall Gold Status and rose significantly in its list of top 100 UK employers, climbing from 75th to 20th.

4a (ii) Governing Body diversity representation in membership

In 2022/23, maintaining and improving the diversity of the Governing Body continued

to be an area of focus for the Nominations, Staffing and Governance (NSG) Committee and the University Secretary. In recent years, the Governing Body has had a good gender balance, and there is an objective of improving diversity in other areas, particularly ethnicity.

May 2022 saw the launch of a diversity survey of Governors, the first of an annual event to capture up-to-date data on diversity using all the protected characteristics. The results were considered by the NSG Committee in June 2022 and have been reflected in the committee's succession planning grid for Independent Governors. The survey was repeated in May 2023. The objective of maintaining and improving the Governing Body's diversity was emphasised in the brief to consultants carrying out the search for two new Independent Governors. This is ongoing at the time of writing. To support the search, the roles were advertised in media likely to attract the attention of diverse candidates.

The Governing Body approved for publication the university's EDI Annual Report 2021/22 and the Gender Pay Gap Report 2022. It also endorsed a recommended approach to adopting definitions of antisemitism following consultation with the university's Jewish community. Building on a successful training session for the university's Leadership Forum, one of the Governing Body's development sessions was dedicated to diversity training from an external legal expert.

4a (iii) Access and Participation

The university is highly active in improving student access to higher education (see Access and Participation Plan 2021–2025) and attracts many students from disadvantaged and underrepresented groups, with over 50% of our students from ethnic minorities, 35% mature, and almost 25% from economically and socially deprived areas.

The university has a long-standing record of engagement with schools to improve the social mobility of young people and deliver a comprehensive range of effective

interventions to raise knowledge and aspirations, support activities to develop soft/study skills, and to advise on National Curriculum and school governance.

We continue to collaborate with other higher education institutions (University of Kent, Canterbury Christ Church University, and University of the Arts) and further education colleges (North Kent College, East Kent College and MidKent College) to deliver targeted, strategic and attainment-raising outreach to young people (pre-16 and post-16). We impact on teaching the National Curriculum, for example, through partnership with the London South East Plus Maths Hub. This is currently working on innovative pedagogical research to support schools across five local authorities with the introduction of the government's new statutory Multiplication Tables Check; we have been a partner in the delivery of an Advanced Maths Skills Programme, which aims to raise attainment in mathematics at Level 3.

We have extensive influence on school governance via networks as trustees and governors of a number of schools in London, Kent and Medway. These include Royal Greenwich Trust School, Waterfront UTC, Christ the King Sixth Form College, and Leigh Academies Trust.

These outreach projects, alongside our core inclusive recruitment activities (LiveChat service, Open Days, UCAS fairs, and applicant and supporter events), are central to supporting underrepresented groups throughout the applicant journey.

4a (iv) Teaching and learning across the institution

Our Student Success Strategy commits us to deliver a fully inclusive offer, with diverse content that speaks to the lived experiences of our students.

Professor Louise Owusu-Kwarteng spearheaded work where students drew on their lived experiences to explore and better understand course content. This included sociology students who created sociological autobiographies illustrating how their lived experiences related to social and political structures and the intersections between them. Criminology students also took part, reflecting on the relevance of evidence from academic literature to their communities or any community they had observed. We have shared the practice in CPD workshops and aim to roll this out across the university.

We have developed an Inclusive Curriculum Enhancement Tool which is used across the institution to ensure materials are developed through an inclusivity lens. The tool has been used to evaluate the extent to which curricula are accessible, how well students see themselves reflected, and how they develop the skills needed to contribute positively in a global and diverse environment. Our everyday use of this tool is supported by a new CPD site. This shares resources and good practice on making curricula and assessments more inclusive.

Our transitional support for new students, such as LevelUp and GREFest, particularly supports students who may have had fewer opportunities to develop their academic skills prior to university and those who may have been out of academic study for a while.

Good writing skills enable students to effectively demonstrate their learning, so are key to our inclusive education. All our students have access to Studiosity, a 24/7 writing feedback service. Research has demonstrated that students who use Studiosity from ethnic minorities, IMD quintiles 1 and 2, and POLAR4 quintiles 1 and 2 are more likely to progress and have improved attainment than non-users.

Eliminating the BAME awarding gap is one of the university's nine key performance indicators. We have several tools to support this objective. These include a value-added dashboard at course and module levels to provide required data, such as module monitoring reports and course monitoring reports on the BAME awarding gap. We also offer training workshops to support reflective development. Using in-house research, we have developed student personas to understand BAME student journeys and challenges. We recognise and celebrate success in closing the BAME awarding gap through our SHIFT teaching and learning conference and at our Student Led Teaching Awards.

4a (v) Report and Support

Report and Support is the university's online platform where students, staff and visitors can disclose how they have been affected by different forms of harassment, including bullying, discrimination, hate crime and sexual misconduct. Users can disclose an incident anonymously or ask to speak to a specially trained adviser. Advisers can talk users through how they can report the incident and provide information on available support. This enables the user to make an informed decision on what happens next. The service is non-judgmental, trauma-informed and confidential.

Report and Support was soft-launched in December 2022 for students and in February 2023 for staff and visitors. An official launch took place in May 2023. Within just a few months, the Report and Support team were able to support numerous users across our institution and ensure that they had access to tailored and specialist help and support by collaborating with other internal and external services. Data collected via the service will help the team to identify trends and put in place preventative measures to avoid incidents from happening in the first place.

The Report and Support team will continue with their intervention and prevention work during the next academic year and will continue to provide awareness training sessions to both students and staff.

If you would like to know more about Report and Support, please visit **https://reportandsupport.gre.ac.uk** or get in touch at **reportandsupport@gre.ac.uk**

4a (vi) Change Maker Programme

In November 2022, Professor Jane Roscoe, Deputy Vice-Chancellor for Academic Development, sponsored an emerging leaders development event for the second year.

Working with the Change Maker Group, the programme offered support to 26 staff from academic and professional service areas. The chosen participants were at different stages of their leadership journey but were recognised for their performance and potential. An equal number of men and women participated, of which six were BAME. The programme gave participants:

- The opportunity to hear from role models who were successful leaders in other organisations.

- A strong sense of their personal approach to delivering the university strategy. This included a focus on embedding equality, diversity and inclusion. Keynotes from gender speaker Rikki Arundel and disability rights advocate Dr Danielle Farrel offered insights into drawing on the talents of all people.

- Space to work on 'live' organisational issues, with a focus on using the university's values to guide their leadership.

- Practical skills and tools that they could take back into the university environment. With these, participants can act as change makers for future organisational developments and motivate others to bring about change.

Feedback from the participants highlighted the benefits of networking with colleagues across the organisation to break down perceived barriers. They also flagged up the value in taking time away from the day job to focus on personal and professional development and the support offered by the university to help them lead change.

The change makers will now be part of a collective working with Jane and each other to support the delivery of strategic priorities, including a project promoting race allyship at the university.
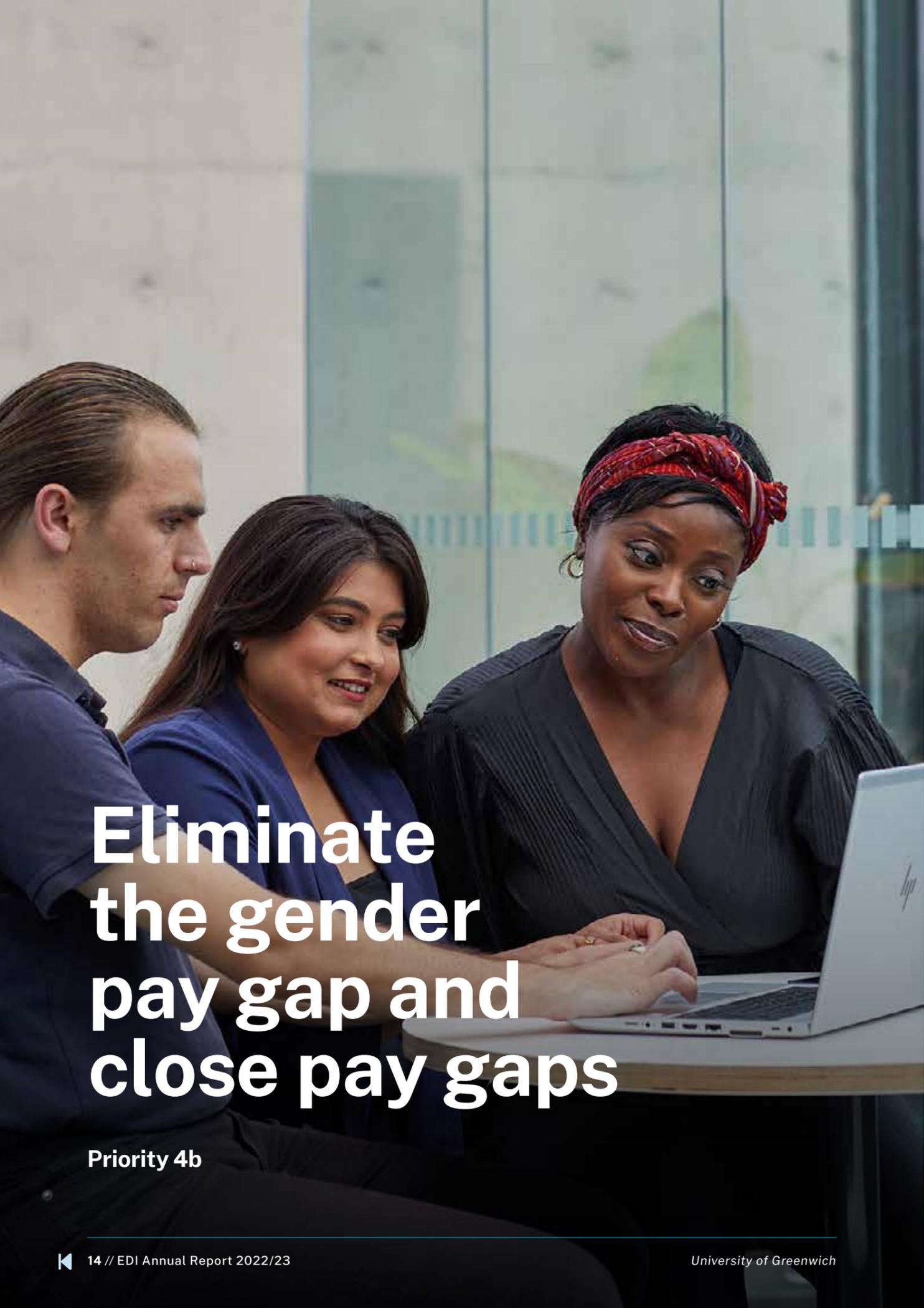
Eliminate the gender pay gap and close pay gaps

Priority 4b

4b (i) Gender pay gap and University Pay Gap Report

As an employer with 250 or more employees, the university is required to annually publish statutory calculations on the pay gap between our male and female employees.

The University Strategy 2030 sets out our ambition to have no gender pay gap by 2030. We are pleased to report that over 2022, our mean pay gap decreased by 0.5% and now sits at 10.7%, although our median has increased slightly by 0.7%, and now sits at 9.8%.

These figures are calculated from our 2,610 full-pay relevant employees holding a contract of employment with the University of Greenwich. Although 56% of these staff are female, they are not evenly distributed across the pay quartiles. Some 64% of our lowest paid employees are female compared to 46% of our highest paid.

However, in this year's report we can see a small decrease in the proportion of women in our lowest paid quartile (from 67% to 64%). This sits alongside an increase in the proportion of women in the higher salary ranges (52% to 53% in the upper middle quartile and 45% to 46% in the upper quartile).

In addition to our Gender Pay Gap Report, we also published our University Pay Gap Report 2022 as part of our ambition to wider protected characteristics reporting. The report covered the disability, ethnicity and LGB(T*)+ pay gaps of our substantive staff at the university. It followed the gender pay gap compliance requirements for reporting, covering our mean and median pay gap, average hourly rates, and the distribution of staff across the four pay quartiles.

We will continue to scope, monitor and foster meaningful pay gap targets for subsequent years with the support of a specialist third party provider. Our People Enabling Sub-Strategy provides structured workstreams to support our pay gap targets through promoting equity in representation, pay, experience, culture and environment to ensure that our people reflect the diversity of our students and communities.

In addition, we plan to develop an approach to inform other stakeholders across the institution. We will assist them to embed targeted and localised pay gap workstreams, taking ownership and creating an action plan to achieve integrated development with faculties and directorates. By formulating localised action plans, faculties and directorates will further support the university's wider EDI aspirations and its inclusive culture to enrich and benefit our student and staff community.

4b (ii) Pay gap supporting initiatives

Advance HE Aurora Programme 2022/23

The Aurora Programme is a leadership development programme organised by Advance HE for all people who identify as a woman. It was designed to help address the issue of the reducing numbers of women in senior posts in higher education. The programme aims to enable a wide range of women in academic and professional roles to think of themselves as future leaders and to develop leadership skills and strategies.

Led by a team of leadership experts, participants explore four key areas associated with leadership success via online delivery: Identity, Impact and Voice; Politics and Influence; Core Leadership Skills; and Adaptive Leadership Skills. Participants also take part in two online action learning sets and receive an internal senior mentor for the duration of the programme. Due to its success last year, the

voluntary in-person Your Future in HE session has been introduced as a core part of the Aurora Programme in 2022/23.

The university supported 20 colleagues to participate in the programme from March to July 2023. Advertising for the programme highlighted that applications were particularly welcomed from BAME colleagues as they were under-represented in senior positions at the university. Of the applicants that declared their ethnicity, 26% were from the BAME community. In total, 15% of successful applicants were BAME colleagues.

The 2021/22 Aurora Programme was delivered online, which limited opportunities for networking. Those who took part in the 2021/22 programme have now set up their own supportive space for networking and development. From this cohort, 82% have either had a change of job title or received promotion.

South East Action Learning (SEAL) Programme

The South East Action Learning (SEAL) Programme is for people who identify as a woman who are current or aspiring leaders in academic or professional services.

The programme supports participants through action learning and peer coaching. It aims to empower those taking part to find their own voice, build leadership skills and explore different perspectives. Participants are supported to tackle challenges while building a network of peers from other higher education institutions in London and the South East. The programme consists of five-monthly online action learning sessions, plus a final in-person networking session.

As part of our commitment to having no gender pay gap by 2030, we supported ten colleagues to participate in the programme during 2022/23. As they were under-represented in senior positions, BAME colleagues were encouraged to apply. In total, 50% of

applicants were from the BAME community and half of those who took part were BAME. This was an increase on 2022, when 42% of participants identified as being from the BAME community.

Leadership development for staff networks

In 2022/23, employees from the EDI and wellbeing staff networks were offered leadership development support delivered by a specialist EDI learning and development organisation, Radius Networks.

Participants took part in one of two programmes, as appropriate to where they were in their leadership journey. Programme one supported people to set up and run an effective staff network, offering tips, tools and frameworks. Learning outcomes centred around managing a network, establishing clearer processes, building aligned strategies, measuring and demonstrating impact and communicating the network's identity and purpose. Programme two was a more advanced course for those looking to elevate their network beyond traditional roles and activities, partnering with the organisation at every level to influence EDI, drive innovations and accelerate cultural shifts. Both programmes offered flexible, self-paced learning with bite-sized modules, weekly live expert Q&As and peer network sessions.

Support the strategic alignment, sustainability, capacity and capability of the staff equality networks

Priority 4c

4c (i) Staff network and community updates

BAME Staff Network

Background

The staff body within the university today is more diverse than ever. We continue to raise the profile of the BAME Staff Network and membership has grown substantially. However, ethnicity still seems to be a persistent social basis for stereotyping in the world of work and, unfortunately, the potential of BAME staff in the higher education sector can be adversely affected by negative stereotypes and cultural beliefs.

We believe that a sense of belonging felt by our members with diverse backgrounds is important to combat negative stereotypes and can be a key factor in determining our persistence and success. Thus, we actively use our platform to make ourselves heard and to participate in a wider movement for more equitable, diverse and inclusive practices within the university. Furthermore, we share insights from our own work on the university EDI Board to foster best EDI practices.

Our shared values set clear expectations about the behaviours that we need to help us deliver the university's Inclusivity and Culture strategic priority, and they are the guiding principles that help catalyse change for positive impact. To uphold our diversity and inclusion principles and to strengthen our sense of belonging, the network organised impactful events aimed at all staff and students in the university. Some of the highlights are described below.

Black History Month

To mark Black History Month in October 2022, we invited JustBe to talk about how their work impacts the community. JustBe is an award-winning local community interest company with a passion for empowerment, particularly of Black women. We also welcomed a group from the Young Historians Project who explored the role of African women in the British health service – a contribution rarely highlighted in discussions of the history of the NHS or health work more generally.

International Women's Day

To celebrate International Women's Day in March 2023, we organised a round table discussion on the theme 'Navigating intersections towards equity and inclusion in higher education: Perspectives from women of colour'. Four women members of our network participated in the discussion and powerfully shared their journey and experiences navigating the work environment. They also discussed how they managed their career and how they avoided their visible characteristics becoming a barrier to progression.

Ramadan

During the month of Ramadan in March/April 2023, we hosted a series of presentations where members discussed celebratory cultural practices during Ramadan and Eid al-Fitr in their countries of origin, including Bangladesh, Senegal, South Africa and Sudan.

Disabled Staff Community

Accomplishments

The Disabled Staff Community has achieved a great deal in the past year, changing its name to reflect the commitment to an affirmative model of disability, and growing membership from 30 to 80 members.

This success was underpinned by a series of events to raise awareness and invite inclusivity. This started with a Lunch and Learn session for World Mental Health Day exploring trauma-informed practice and progressed through a programme of events for Disability History Month. Topics covered included multiple

sclerosis; affirmative parenting of children with Down's syndrome; and Spoon Theory, a way of explaining how much energy someone may have during the day.

We also hosted two institutional launches. One covered the adoption of the STAART Principles of Disability, and the other marked the release of Reid Davenport's award-winning debut documentary, I Didn't See You There, which explores the norm of disabled people being seen and not heard.

Community sustainability

With the growth of the community over the past year, demands on our leaders have increased significantly. This led to key contributors stepping down. In response, our co-chairs took steps to ensure the sustainability of the community, leading to a new community project officer role, financed from the network budget. This disability-positive role recruited from the university's STAART Ambassador Scheme. Beginning in May 2023, the community project officer will provide administrative and project expansion support, bringing forward planning a year in advance, enabling external promotion, and inviting sector-wide engagement.

Sunflower scheme

The community has also joined the global Hidden Disabilities Sunflower network, which offers training, webinars and knowledge sharing. In collaboration with the Students' Union, the community is exploring ways of adding the sunflower symbol to ID cards for self-identifying disabled staff and students.

SafeZone and barriers to access

In response to concerns highlighted by disabled students, the community is promoting the SafeZone app, which provides a means of calling for immediate assistance. The community has also developed a form for reporting barriers to access on campus that can be sent to the facilities team for resolution.

Promoting intersectional engagement

The community has also expanded its executive committee to promote intersectional engagement and ensure members with relevant specialisms can contribute. Through the Reverse Mentoring Scheme, the community has connected with senior leaders and increased its allyship. The new community project officer role will enable the community to extend its reach and capacity to engage, ensuring sustainability and a future full of opportunities to raise awareness across the sector.

LGBT+ Staff Community

Accomplishments

The LGBT+ Staff Community has had a successful year and now has nearly 120 members. During LGBT+ History Month, we hosted a range of events. These included an update on the LGBT+ Culture in Higher Education Research Report in conversation with the Vice-Chancellor. This was followed by a private viewing of Les Sapeuses: The Women Dandies of the Democratic Republic of the Congo. Community members also held a round table discussion on the history of Pride.

Other events included a presentation on the experiences of LGBT+ history in the 20th century by oral historian Clare Summerskill. The community also held a drag queen quiz and raffle as a fundraiser for two charities, Switchboard and the Medway Gender and Sexual Diversity Centre.

Marking the '+'

The community works to raise awareness of issues impacting the LGBT+ community, focusing this year on those who fall outside the 'LGBT' umbrella. The national support charity The LGBT Foundation was commissioned to deliver a training session on trans and non-binary inclusion on Trans Day of Visibility. Upcoming training by the foundation includes sessions on asexuality and pansexuality. A talk was also delivered by a colleague to mark World AIDS Day. The community has contributed numerous articles to the university's internal news to mark events such as Trans Day of Visibility and International Day Against Homophobia, Biphobia and Transphobia.

Working intersectionally

One of our priorities is cross-network collaboration to highlight intersectionality. The community recently held a round table discussion with the Women's Network about being an LGBT+ woman in the workplace. This was attended by staff from across the university. Contributors spoke about the significance of LGBT+ visibility and role models in the workplace, as well as the importance of confronting institutional practices. Similar events will take place with the BAME Staff Network and Disabled Staff Community.

Stonewall success

In 2023, the university retained its Stonewall Gold Status, moving up 55 places to 20th in the Workplace Equality Index. The University of Greenwich is now the highest performing modern university in the index and second highest performing university overall. The community plans to celebrate this with a dinner during Pride month in June.

Future goals

The LGBT+ Staff Community will continue to support local charities in their work with marginalised LGBT+ people. The community has already built partnerships with Switchboard and Medway Gender and Sexual Diversity Centre. This year, the community intends to participate in Pride events in London and Medway. An upcoming highlight is London Pride, where the community has secured a place on the march.

We intend to continue knowledge exchange by engaging with academics and external experts working on LGBT+ issues. We also want to increase the number of events that we celebrate throughout the year (eg Lesbian Visibility Week) and intend to continue to work with other staff communities to run events and knowledge exchange activities.

Women's Network

Making an impact

The thriving Women's Network brings together academic and professional service colleagues to explore challenges, celebrate successes and identify future collaborative action. A strong commitment to allyship means that the network actively seeks opportunities to amplify voices across intersectional identities.

Guest speakers

Last year, we brought in a range of external speakers to facilitate conversations and actions. Among these were Dr Sally King on the topic of 'Menstrual Mythbusting' and Dr Sam Collins, who discussed her book Rebellious: Women Who Broke the Rules and Changed their World. Zena Everett's workshop 'Crazy Busy' brought together a broad cross-section of our members to consider ways to make their work more streamlined and impactful.

Celebrating International Women's Day

The university celebrated International Women's Day in March with the Women's Network Festival. We welcomed back Zena Everett for a 'Highest and Best Use' workshop, celebrated 'Live Life Bravely' with Makeda Alleyne, enjoyed a highly interactive round table discussion, 'Chatting about Allyship', and heard from Noel-Ann Bradshaw about 'Overcoming Obstacles and Seizing Opportunities'.

Supporting our members

Our membership is diverse and active, creating a supportive and encouraging community. In addition to the events outlined here, we have regular mental health check-ins, coffee breaks and Teams chats on a range of topics. Through our co-chairs, we are part of the EDI Board, working alongside senior leadership to ensure that the voices of our members are heard, identifying challenges and working to build solutions. To join us, head to gre.ac.uk/women.

Women's Higher Education Network (WHEN)

We continue to be active members of WHEN, a network for women – including trans women and non-binary people who are comfortable in a female-centered community – who work in any role in the higher education sector. Membership is free to staff at the university, providing access to the members area, free member-only events, and an online community. The network will be funding places at the annual conference, which once again people will be able to attend in person.

Value and celebrate our diverse university community

Priority 4d

4d (i) EDI impact stories and initiatives

Changing Places

The Estates & Facilities Directorate worked with Medway Council to secure joint government funding to install a Changing Places toilet in Pembroke Building on Medway Campus.

Changing Places toilets are larger, accessible toilets, with specialist equipment for severely disabled individuals. This includes hoists, curtains, adult-sized changing benches and space for carers.

The facilities at Medway are due to open shortly. They will be for students and university visitors, as well as members of the public who are visiting Dockside Outlet Centre and its surrounding cinema, restaurants and bars.

We are finalising plans to find a suitable location for a Changing Places toilet at Greenwich Campus. In the meantime, we have reached an agreement to use the Changing Places toilet at the National Maritime Museum in Greenwich.

Currently, there are a quarter of a million people in the UK who need Changing Places toilets to get out and about and enjoy day-to-day activities that most of us take for granted.

Combatting Antisemitism

Engaging with the university's Jewish community

In 2021, the university began a consultation of all staff and students on whether we should adopt the International Holocaust Remembrance Alliance (IHRA) working definition of antisemitism. The results of this were inconclusive, but there was clear agreement that it was important that the university consult with people from a Jewish background prior to adopting any definitions.

Since September 2022, the Vice-Chancellor has regularly met with colleagues who identify as Jewish and those who have Jewish background due to heritage, culture, and/or religion.

These meetings have been an opportunity to discuss the possible definitions of antisemitism that the university could adopt, as well as the best ways for the university to support and advise staff and students on addressing antisemitism. To inform these conversations, experts were invited to share their knowledge. These included the Community Security Trust, who presented the latest research on antisemitism and provided guidance on the IHRA definition.

Regular meetings between the Vice-Chancellor and the University Working Group on Antisemitism continue, as they have been found valuable to everyone involved:

"The meetings with colleagues who identify as Jewish and those who have Jewish roots due to heritage, culture, and/or religion have been absolutely brilliant and extremely useful to me. I have learned so much about antisemitism, our colleagues' lived experience, and the best ways the university can support every member of our community."

Professor Jane Harrington, Vice-Chancellor

"I have felt truly listened to by our Vice-Chancellor in the working group on antisemitism. She and other colleagues supported us in reflecting on our identity, separating politics from religion and identifying a way forward for how we could respond to a cohesive university definition of antisemitism. We also considered opportunities to celebrate Judaism with our students across the university. A truly empowering and positive experience from being on the working group."

Member of the University Working Group on Antisemitism

The university has incorporated information on antisemitism into its online platform Report and Support. This enables students, staff and visitors to report discrimination or hate incidents either anonymously or by speaking to a university adviser. Staff investigating potential cases of antisemitism will receive specific training, and, where appropriate, the university will draw upon the advice of external experts.

The university has recognised and celebrated Jewish identity, culture and heritage through internal news articles and other online content. These included a recipe for the Hanukkah sweet treat Bimuelos. There were also items on serving kosher doughnuts at the university's catering outlets and projecting the image of a menorah onto one of its buildings.

The university's work on antisemitism was included as a series of good-practice case studies in the recently published report by the Taskforce on Antisemitism in Higher Education. This was established by the government's Independent Adviser on Antisemitism, Lord Mann, with support from members of the All-Party Parliamentary Group Against Antisemitism.

Training on Antisemitism
The conversations between the Vice-Chancellor and the university's Jewish community highlighted the importance of raising awareness of antisemitism.

One of the ways the university has approached this has been through training. The Antisemitism Policy Trust was commissioned to deliver a 90-minute session to 85 of the university's senior leaders. These included colleagues in roles such as Head of School, Head of Services, and Pro Vice-Chancellor, as well as the entire senior management team. The training, which took place in January 2023, covered key reasons why antisemitism is such an important topic, common myths and conspiracy theories, and the IHRA definition. The session was very well received by colleagues, who found it helpful to learn more about the topic.

In addition, three colleagues from the University Working Group on Antisemitism are developing a case study of antisemitism, which will be incorporated in the university's mandatory EDI training.

This is just some of the work that the University of Greenwich is undertaking as part of a wider approach to tackling antisemitism. As well as training for all staff, this will include celebrating and marking special occasions in the Jewish calendar.

Football v Homophobia: a week of action

The university supported the first ever Football v Homophobia week at Charlton Athletic Football Club, which took place in January 2023. This was delivered in partnership with the club; Charlton Athletic Community Trust; the club's LGBT+ supporters' group, the Proud Valiants; and the club's affiliated LGBT+ friendly football team, Charlton Invicta.

The week promoted equality and the importance of fighting homophobia in football and aligned with the university's commitment to equality,

diversity and inclusion. Campaigns such as this help to raise awareness and visibility of the challenges faced by the LGBT+ community.

Activities included presentations by the Proud Valiants on equality within football that were delivered to Charlton's men and women's teams. A series of online webinars addressed broader topics and issues faced by the LGBT+ community. These included experiences of being trans, bi and pan, and ways to support your LGBT+ child.

The week also featured themed matchdays for the men and women's teams. These included pitch-side interviews, appearances by drag artists, and Football v Homophobia T-shirts worn by players. Marketing materials promoted equality and raised awareness of issues faced by the LGBT+ community in both football and beyond.

The university was mentioned in an interview on BBC Sport. This included representatives from Charlton Invicta and the Proud Valiants, who outlined the activity taking place in partnership with the university.

The Generator

The Generator is the university's student enterprise centre. We run #GreHacks, a series of events where student teams compete to solve challenges set by businesses and other organisations. These events boost students' employability and consultancy skills as part of our mission to nurture the next generation of student entrepreneurs.

Inclusivity is at the heart of the initiative, which actively recruits students from groups who are underrepresented in extracurricular employability activities. These groups are BAME students, disabled students and students who are carers. Last year, we hosted four two-day hacks, as well as two 'mini-hacks' in the classroom. Over 60% of participants were from the target groups.

During the last academic year, we were delighted to work with business partners who embodied the scheme's commitment to diversity.

In October 2022, we hosted a hack with the Caine Prize for African Writing. This prestigious annual literary prize is awarded for the best original short story by an African writer, whether in Africa or elsewhere, that is published in the English language. Partnering with the Black- and woman-led Caine Prize gave our students the chance to experience working in the creative arts/cultural sector and support underrepresented authors.

In February 2023, we partnered with Ambitious about Autism, a national charity whose mission is to stand with autistic children and young people. The charity's vision is a future where every autistic child and young person can be themselves and realise their ambitions. Partnering with the charity gave us the chance to explore the benefits of a diverse workforce and support the university's own neurodivergent students, especially those preparing to leave education and enter employment. We collaborated with Student Wellbeing Services and the employability team to engage and recruit neurodivergent students, adapting the event schedule to make it neurodivergent friendly. Mentors from companies including Amazon Web Services and PwC were on hand to support students.

We look forward to hosting many more inclusive Hacks partners and to continuing to support students from the university's diverse communities.

ILD Showcase round table – EDI: from theory to practice and back again

Provision of organisational equality, diversity and inclusion is a key area where communication lines between academic theorising and practical application are exposed. Academic criticisms of EDI provision often focus on communication lines being faulty: the theoretical insights and empirical findings that academics have produced are not being passed on swiftly or clearly enough, meaning that current provision is ill-informed.

An inherent assumption in such arguments is that the communication works in one direction: from theory to practice. However, dialogue between the producers and end users of knowledge can bring many benefits. Finding out what matters, and is useful, to people on the ground enables truly impactful research that meets a need. Barriers to success can be identified and mitigated against, and an understanding of what constitutes 'success' can be determined and targeted.

Working with partners – be they organisations, stakeholders, practitioners, or communities – presents opportunities to refine practice and inform future research. For example, we are currently carrying out research on tackling discrimination that is informed by, and has been called for, in workshops with our industry partners. Our findings will be incorporated into future workshops. Knowledge exchange also benefits our students by adding value to teaching content and practice and improving employability.

In April, the university's Centre for Inequalities hosted a round table discussion to explore these issues. The centre is part of the Institute for Lifecourse Development (ILD), and the round table took place during the institute's Showcase event on Greenwich Campus.

The aim of the discussion was to unite University of Greenwich academics and members of external organisations with an interest in EDI with a view to facilitating new partnerships. Existing and potential partners were able to meet academics specialising in areas such as prejudice reduction, allyship, and the interplay between everyday discrimination and broader social structures.

Key themes that arose in discussion included research as a relationship; considerations when working with small organisations; recognising value in others' perspectives; and the need to invest time when building partnerships. All present were keen to engage in further discussions. The next step will be to hold more events of this nature. These will include accessible online round table discussions and a workshop specifically focusing on tackling workplace discrimination.

LGBT+ Culture Research Project 2022/23

Launching the research report

In early September 2022, the research team launched the LGBT+ Culture in Higher Education Research Report, providing introductory presentations across our campuses. At these events, attendees were asked to share their thoughts. Responses highlighted a need to deliver knowledge sharing and training, hold open conversations, and act on recommendations. Many attendees expressed their gratitude, demonstrating that LGBT+ staff have felt heard throughout the process.

Engagement with institutional leaders

Engagement between the LGBT+ Staff Community and senior leaders at the university has increased. Examples include the Reverse Mentoring Programme, which was piloted with senior leaders and members of the LGBT+ Staff Community. In February 2023, Vice-Chancellor, Professor Jane Harrington hosted a conversation in partnership with the LGBT+ Staff Community. The session was also attended by Gail Brindley, Executive Director of Human Resources.

The LGBT+ Staff Community has continued to make its mark, raising awareness through events and training opportunities. The ground-breaking work connecting staff communities, where the group hosted round table events that explored intersecting identities, demonstrated the growing confidence of staff taking part.

Implementation, impact and future research

Implementing the recommendations of the report is central to ongoing work. Supporting the reach and impact of study findings is multipronged, ranging from peer-reviewed articles aligned with themes to a blog article on LGBT+ culture in higher education published on the Advance HE website. We are diversifying how we communicate outcomes to include the use of infographics to convey key messages.

Confidence will be built through increased celebration and the presence of institutional role models who will provide opportunities for networking and collaboration. A key focus relates to supporting institutional policy review cycles, ensuring staff awareness of supportive policies, and doing more to actively promote the university's zero-tolerance position on discrimination.

Opportunities for future research include collaborating to ensure findings feed into related ongoing initiatives and exploring the development of safer spaces. Empowering LGBT+ staff to achieve their potential is at the heart of this work. How findings are communicated and support students is central to future thinking.

Menopause review

Work continued in 2022/23 to raise awareness to normalise the conversation on menopause and provide support for colleagues and line managers.

In October 2022, the university celebrated World Menopause Day for the second time. Events included menopause awareness training for line managers and other staff, online menopause cafés, and a webinar focusing on natural ways to cope with the menopause. The celebration culminated in a webinar delivered by Carolyn Harris, MP for Swansea East. Carolyn discussed the achievements of the Menopause Revolution, a campaign to bring menopause support to everyone that needs it.

The menopause cafés became increasingly popular during 2022/23. These informal events were adapted to include a specific theme for each café. The themes chosen were menopause and weight gain, menopause and depression, and early menopause.

Four training sessions for line managers and colleagues raised awareness of the menopause and signposted the support available. Additional training for line managers included a session on ways to support colleagues which focused particularly on menopause. The Wellbeing Network and mental health first

aiders also received menopause training to provide them with the tools and confidence to support colleagues and line managers.

To ensure that menopause support is embedded within the university and is not seen in isolation, it is important to link policies to menopause guidance. During 2022/23, the new managing sickness absence policy was launched. This included a section with guidance for line managers on how to support colleagues who are experiencing the perimenopause and menopause. Amends will continue to be made to policies to include perimenopause and menopause.

In March 2023, the Centre for Research on Employment and Work hosted a seminar on menopause for International Women's Day. Presenters included colleagues from the university, Deborah Garlick from Henpicked, and Theresa Winters from Santander UK, who highlighted the work done on menopause in the workplace.

Academic research is being carried out to evaluate the impact of menopause awareness training on colleagues and line managers within the university. This seeks to assess the impact on employee turnover before and after the training. It will also evaluate the perceptions of the participants.

In 2022/23, colleagues leading on menopause work within the university were invited to two conferences focusing on the menopause. Speaking at the events, which were held in Westminster and Dublin, they showcased the work being done to support colleagues experiencing menopausal symptoms.

An article by Dr Maria Gebbels, a senior lecturer in Greenwich Business School, was published in the Institute of Hospitality Magazine. This highlighted the work being undertaken on menopause at the university.

Reverse mentoring

Reverse mentoring is when a senior leader is mentored by a more junior colleague who – in terms of diversity and inclusion – is different to them, meaning they provide another perspective on the organisation.

Following a successful pilot of our Reverse Mentoring Programme with members of the LGBT+ Staff Community and senior leaders at the university, the programme was expanded to our other networks and communities.

The programme re-launched in September 2022, with applications from member of our BAME Staff Network (now the Global Ethnic Majority Staff Network) and Disabled Staff Community alongside our LGBT+ Staff Community. Successful applicants were paired with senior colleagues, whom they met in a safe and confidential environment to discuss issues such as diversity in the workplace and the future goals of the organisation.

The programme raised awareness and created tangible outcomes, with proposals being drafted around themes that emerged during discussions. Each pair were able to decide on what their focus should be. Some took a more informal approach, with mentors sharing their lived experiences with mentees.

Many discussions ranged beyond their primary focus to wider topics. For example, participants spoke about their 'intersectional' identities (being both Black and female, for instance). This led to a fuller understanding of people's different experiences of their identities.

Feedback suggested that mentors and mentees alike found the process to be valuable. Developing a trusting relationship within the mentoring partnership led to an open, honest dialogue. Many of the participants committed to continuing the relationship and dialogue beyond the pilot.

It was noted that leaders often found the lived experience of their mentors enlightening and this would have professional and personal benefits. It was also acknowledged that there was more to be done to promote equality – both societally and at the university in terms of its EDI work.

Supporting staff members' mental health and wellbeing

The University of Greenwich is committed to a whole university approach to mental health and wellbeing in support of our diverse university community. We recognise that we need to support our students and staff equally to achieve this, and in 2022/23 continued to develop a wealth of activities to support our employees.

For example, we delivered a comprehensive, inclusive programme of training in mental health first aid for staff, in collaboration with a specialist external partner. In 2022/23, 176 employees attended training on mental health awareness. With the 950 people who have already taken part, this takes the total number of attendees to over 1,100.

We also launched a programme of continued professional development for the university's 98 certified mental health first aiders, including an innovative course on supporting people going through the menopause. Additionally, we rolled-out a reflective workshop for staff on developing personal resources for their wellbeing, which has been attended by 24 people to date.

In 2022/23, we also piloted an initiative offering two wellbeing days to all staff members to take time off work to take care of their mental health. At the midway point, a quarter of staff (518 people) have accessed the scheme. Of these, 78% were from professional services and 22% were academic staff. An evaluation will follow at the end of the pilot in late 2023.

Under new leadership, the university's staff wellbeing network has grown dramatically to well over 100 people who provide peer support, advice and local activities for our diverse colleagues across the university. As in previous years, the network supported the inclusive programme of events on University Mental Health Day, with the keynote session attended by nearly 200 members of staff.

A further session promoted the university's employee assistance programme to improve awareness of the free and confidential support available to any staff member regardless of their identity.

These activities and initiatives represent the university's support for positive cultural change guided by our strategic commitment to inclusive support for people's mental health and wellbeing. The perceptions of employees on inclusivity and wellbeing at work will be assessed through the upcoming all-staff survey. This will provide insights into the impact of our work and will help us to decide where to focus next.

Student and Academic Services Directorate update

The Directorate of Student and Academic Services (SAS) is committed to providing equitable and inclusive support to all students and staff.

The SAS Business Plan aligns our core business objectives with the strategic objectives outlined in the University of Greenwich Strategy 2030.

The three SAS business objectives are to:

· Deliver a world-class welcome to all students, new and returning, giving them the information they need when they need it

· Enhance the student experience through all the services we provide, the support we give, and the processes we lead

· Demonstrate our impact on the student experience, with a staff team who are clear on how their roles contribute to the university's strategic objectives.

To achieve these objectives, the directorate leadership team created a directorate-wide training programme focused on delivering outstanding customer service and equality, diversity and inclusion. This programme takes into account our growing international student population, as well as the diversity of our home BAME students.

The core aims are to understand our students and their needs, taking time to reflect on and develop our practices to be more inclusive with any support service.

The directorate has also created a localised EDI network. This supports staff within the directorate who have issues and concerns and provides a platform for university-led initiatives. The pilot year has been successful, with a number of staff getting involved in supporting positive change which has been championed by the directorate leadership team. This network has focused on the wellbeing of staff, with changes around hybrid and hot desk working and supporting each other to build a more inclusive community.

Appendix

Appendix (i) EDI data summary
EDI student data summary

Age
2021/22

Age	%
Under 21	41.3%
21-24	27.8%
25-29	14.2%
30-39	8.9%
Over 39	7.8%

Disability
2021/22

Session	2021/22
No Known Disability	89.8%
Learning Difficulty	3.9%
Mental Health	2.1%
Long Standing Illness	1.1%
More than one condition	1.1%
Condition Not Listed	1.0%
Autistic spectrum disorder	0.5%
Physical Impairment	0.3%
Hearing Impairment	0.2%
Visual Impairment	0.1%

Ethnicity
2021/22

Other 3.8%
Unknown 1.5%
Mixed 4.4%
White 32.3%
Asian 40.6%
Black 17.4%

White – Other British 0.0%
White 30.2%
Other White background 2.0%
Not known 0.4%
Information refused 1.2%
Gypsy or Traveller 0.0%
BAME 66.2%

Other ethnic background 3.1%
Other mixed background 2.8%
Mixed - White and Black Caribbean 1.3%
Other Black background 1.6%
Arab 2.7%
Other Asian background 8.0%
Asian or Asian British - Bangladeshi 12.1%
Mixed - White and Black African 1.3%
Mixed - White and Asian 1.2%
Chinese 4.0%
Asian or Asian British - Indian 31.6%
Black or Black British - Caribbean 4.1%
Black or Black British - African 20.6%
Asian or Asian British - Pakistani 5.6%

Gender Identity
2021/22

Category	Percentage
Yes	97.2%
No	1.2%
Information Refused	1.0%
Unknown	0.6%

Religion
2021/22

Category	Percentage
Christian	30.9%
Muslim	21.3%
No religion	19.6%
Hindu	14.5%
I prefer not to say	6.2%
Unknown	2.7%
Spiritual	1.4%
Any other religion or belief	1.2%
Sikh	1.1%
Buddhist	1.0%
Jewish	0.1%

Marital Status
2021/22

Category	Percentage
Unknown	99.3%
Single	0.4%
Married	0.3%
Divorced	
Widowed	

Sex
2021/22

Category	Percentage
Female	54.9%
Male	45.1%
Other	

Sexual Orientation
2021/22

Category	Percentage
Heterosexual	77.7%
Information refused	10.1%
Other	4.0%
Bisexual	3.8%
Unknown	3.0%
Gay man	0.9%
Gay woman /lesbian	0.6%

EDI staff data summary

Age

Age group	Percentage
65+	4.6%
60 - 64	10.2%
55 - 59	11.4%
50 - 54	11.70%
45 - 49	11.60%
40 - 44	14.90%
35 - 39	13.10%
30 - 34	10.40%
25 - 29	8.80%
16 - 24	3.40%

Disability

Not applicable 0.5%
Prefer not to say 3.3%
Unknown 11.5%
Disability 6%
No known impairment, health condition or learning difference 78.8%

Physical impairment that substantially limits basic physical activities - 0.6%
Mental health condition, challenge or disorder, such as depression or anxiety - 0.9%
Social/communication condition such as a speech & language impairment or autism - 1.2%
Long-term illness such as cancer, HIV, diabetes, heart disease, or epilepsy - 1.7%
An impairment, health condition or learning difference not listed above - 0.7%
Blind or have a visual impairment uncorrected by glasses - 0.05%
D/deaf or have a hearing impairment - 0.3%
Learning difference such as dyslexia, dyspraxia or AD(H)D - 0.4%
Development condition affecting motor/cognitive/social or emotional skills - 0.2%

Ethnicity

White - Gypsy or Irish Traveller - 0%
White - Irish - 1%
White English/ Welsh/Scottish/ Northern Irish/ British - 24%
White - Any other White background - 12%
BAME 30%
White 28%
Prefer not to say - 4%
Unknown - 1%

Asian - Pakistani or Pakistani British - 2%
Black – African or African British - 5%
Black - Any other Black/African/ Caribbean background - 1%
Asian - Indian or Indian British - 5%
Black - Black Caribbean or Caribbean British - 2%
Asian - Chinese or Chinese British - 3%
Mixed - Any other Mixed/multiple ethnic background - 2%
Asian - Bangladeshi or Bangladeshi British - 2%
Asian - Any other Asian background - 5%
Mixed - White or White British and Asian or Asian British - 1%
Arab - 1%
Mixed - White or White British and Black African or Black African British - 1%
Any other ethnic background - 2%
Mixed - White or White British and Black Caribbean or Black Caribbean British - 0%

Gender Description

Female - Cisgender/Cis - **1.1%**
Genderfluid - **0.1%**
Genderqueer - **0.05%**
Female - **13.3%**
Male - **8.3%**
Male - Cisgender/Cis - **0.6%**
Non-binary - **0.2%**
Prefer not to say - **0.2%**
Unknown - **76%**
Queer - **0.1%**

Gender Identity

Information refused - **21.8%**
No - **0.5%**
Unknown - **3.5%**
Yes **74.2%**

Marital Status

Category	%
Married or in a registered civil partnership	35.8%
Unknown	23.9%
Never married and never registered in a civil partnership	23.4%
Co-habiting	6.6%
Divorced or formerly in a civil partnership which is now legally dissolved	3.3%
Others	3.3%
Prefer not to say	2.7%
Widowed or a surviving partner from a registered civil partnership	0.6%
Separated (but still legally married or in a civil partnership)	0.3%

Religion

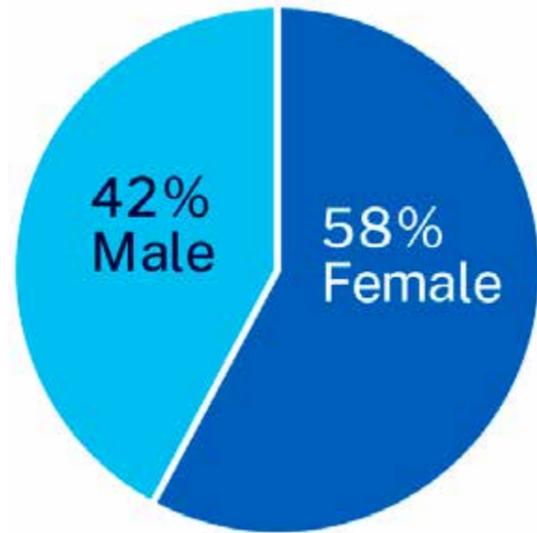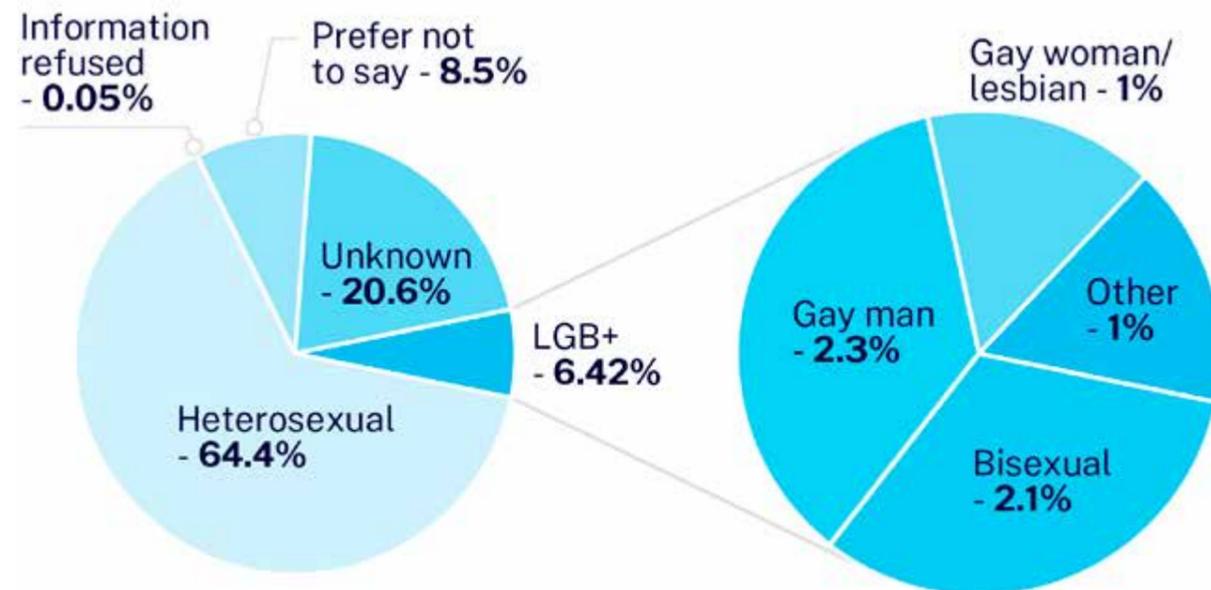| Category	%
No religion	31%
Christian	26.3%
Unknown	19.1%
Prefer not to say	10.1%
Muslim	5.7%
Any other religion or belief	3.2%
Hindu	2.5%
Buddhist	1.2%
Sikh	0.8%
Jewish	0.1%

Sex

Sexual Orientation

Appendix (ii) EDI training data

Mandatory EDI training data

Training completion between May 2022 and 4 May 2023

Type of Training	Completed or Refreshed Training
Equality and Diversity Essentials	437
Managing Diversity	85

Leadership and management development by ethnicity and gender

Appendix (iii) Equality Analysis

Equality Analysis is a good practice exercise and a way of systematically taking equality, diversity and inclusion into consideration when making a decision, ensuring due regard (conscious thinking) for the Equality Act 2010. It provides a practical way of examining what the effects may be in relation to equality, ensuring our services, policies and practices do not directly, indirectly, intentionally or unintentionally discriminate against students and staff.

During 2022/23, Equality Analysis was undertaken to support directorate reorganisation, eg:

· HR transformation programme

· ILS transformation

· SAS restructure

· GRE restructure.

It also supported the Human Resources policy programme:

· Performance management policy

· Sickness absence policy.

Where appropriate, further information will be published on our EDI webpage.