



Equality, Diversity and Inclusion

Annual Report 2025/26

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Foreword

I am delighted to share with you our Equality, Diversity and Inclusion Annual Report 2025/26. This showcases our achievements, progress and strategic ambitions for our equality, diversity and inclusion initiatives and activities during the academic year.

This year's report is the final one to use the People Enabling Sub-Strategy as its reporting framework. Our upcoming Equity, Diversity and Inclusion Strategic Action Plan will set out our journey to become sector leading in this area, with equity, diversity and inclusion at the heart of our practices and processes.

We have worked together to shape a more equitable and inclusive environment for our students, staff and wider community. Our many successes this year include:

- Achieving the Race Equality Charter Institutional Bronze Award
- Expanding on our sector-leading work on menopause to include menstruation and menstrual health
- Becoming one of only two universities in England to deliver on the Disabled Student Commitment through publication of our action plan
- Embedding equality, diversity and inclusion into our preparations for REF 2029
- Launching the Parents and Carers Together staff community
- Our event In Conversation with University Leaders: Five Years Forward, which revisited commitments made in the Race Action Plan

- Ongoing dialogue on issues and concerns impacting our colleagues within their faith communities, alongside practical actions to address them
- Achieving Trailblazer status for our Stonewall Proud Employers Accreditation
- Our celebrations of Pride Month with the Unpacking Barriers to LGBTQ+ Career Progression event.

As we move into becoming London and South East University Group (LASEUG)*, the trailblazing multi-university group which will come into effect as a legal entity from 1 August 2026, our focus remains on fairness for every member of our university community, enabling us to deliver our vision of 'Education without Boundaries'.

By publishing our equality information, we celebrate the progress we have made while being transparent about the gaps that remain, which we are actively committed to addressing as part of our ambition to be sector leading in equality, diversity and inclusion. We welcome your feedback.

Professor Jane Harrington
Vice-Chancellor and CEO, University of Greenwich

* This proposed name for the university group is currently going through a formal consultation by the Office for Students.





Introduction

Welcome to our Equality, Diversity and Inclusion Annual Report 2025/26. At the University of Greenwich, we aim to be sector leading in equality, diversity and inclusion, supported by our mission to become the best modern university by 2030. We are committed to embedding inclusivity, intersectionality and belonging across our structures, processes and behaviours.

Our report showcases our work to advance equality, diversity and inclusion and the tangible impact it is having across the university. By valuing lived experience, we seek to create an inclusive environment for work and study, a place where our staff and students can be their full selves and feel supported to thrive and fulfil their potential, bringing our vision of 'Education without Boundaries' to life.

Our key equality, diversity and inclusion accomplishments for the 2025/26 academic year are set out in this document under the four priorities of our People Enabling Sub-Strategy. We also provide an overview of our other equality, diversity and inclusion activity across the institution, showing how we are working to create an inclusive environment for work and study.

- Priority 4a: Advance equity and representation (charter marks and access and participation)
- Priority 4b: Eliminate the gender pay gap and close pay gaps (gender pay gap and university pay gap supporting initiatives)
- 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)
- Further achievements beyond the People Enabling Sub-Strategy.

By publishing our equality information, we celebrate the progress we have made while being transparent about the gaps that remain, which we are actively committed to addressing as part of our ambition to be sector leading in equality, diversity and inclusion.





Executive summary

Our Equality, Diversity and Inclusion Annual Report 2025/26 provides an overview of the work undertaken across the academic year. It outlines how the university continues to meet its responsibilities under the Equality Act 2010, which requires institutions to demonstrate due regard to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

Our 2025/26 report is the last to be structured around the People Enabling Sub-Strategy. Our new Equity, Diversity and Inclusion Strategic Action Plan will set out our ambitions to be both the sector leader in equality, diversity and inclusion and the best modern university by 2030. It will outline the ways equity, diversity and inclusion will be central to how we work, supported by our core values of inclusivity, collaboration and impact.

During the year, our Equality, Diversity and Inclusion Team moved from the People Directorate to the Vice-Chancellor's Office. As both practitioners and partners, the team works collaboratively with colleagues from across the university to turn equality, diversity and inclusion priorities into practical, impactful action. This ensures that inclusive practice is embedded, sustainable and aligned with our institutional ambitions.

This report provides an in-depth update on equality, diversity and inclusion work, recognising key milestones and achievements and focusing on their impact. We hope it reinforces the shared responsibility we all have in driving progress and sets out a clear vision for continuing to build a welcoming, inclusive and equitable environment.

The document also includes an overview of staff and student population data. Where appropriate, benchmark data from Advance HE provides additional context and enables meaningful comparison, strengthening our insight and guiding our ongoing priorities. We have also provided additional staff data on academic promotions and senior management.

At Greenwich, our values guide everything we do. We welcome, value and celebrate everyone and remain committed to creating an environment where all members of our community feel respected, supported and empowered to succeed.

The language used in this report follows our Inclusive Language Guidance, developed in consultation with our staff networks and communities.





Priority 4a

Advance equity and representation



Charter marks

Athena Swan

We have completed the first year of our action plan with the support of the Athena Swan Working Group. This is a significant milestone in our ongoing commitment to advancing gender equality and fostering an inclusive culture as part of our University Strategy 2030.

The [Athena Swan Charter](#) is a framework to support and transform gender equality within higher education and research. The award marks the university's commitment to a broad range of criteria around gender equality across the whole institution, along with its ongoing dedication to enhance representation, progress and success for all.



Following our successful institutional [submission](#), we achieved the Athena Swan Bronze Award in May 2024. This marked a key milestone in delivering our strategic objective of Inclusivity and Culture, as set out in the University Strategy 2030 and the People Enabling Sub-Strategy.

Our submission highlighted good practice across the university and, through evidence-based analysis, set out six key priorities:

1. Address job segregation within professional services roles
2. Enhance and embed inclusive recruitment and selection processes for academic staff
3. Increase the proportion of women in AC5 positions via academic promotions

4. Support and improve confidence to report incidences of bullying and harassment
5. Improve data quality on gender identity and gender reassignment to better understand gaps in support
6. Improve experience of staff returning from a career break (including parental leave).

Over the academic year, colleagues across the university have contributed to a number of impactful initiatives aligned with our action plan. They have:

- Established a governance framework, including the creation of the Athena Swan Working Group to monitor institutional gender equality efforts (Action 1.1) with expanded representation to reflect broader staff and student diversity (Action 2.1)
- Launched women-only development briefings, including CV writing and interview skills (Action 9.2)
- Completed our audit of reward and benefit provision (Action 13.1), aligning recognition and development opportunities
- Achieved Menopause Friendly Accreditation through Henpicked (Action 8.1)
- Improved data, insight and transparency, with the staff survey dashboard enhanced to allow disaggregation by campus (Action 4.2) and to include Report and Support trends casework reporting (Action 19.6)
- Launched the Leadership Framework with inclusive leadership principles embedded (Action 19.1).

In relation to key priorities and targets, we are:

- On track for Priority 1: from our baseline in 2021/22, we have seen a 1%pts increase in representation for senior management positions held by women.
- On track for Priority 2: from our baseline in 2021/22, we have seen an increase in applications (up 2%pts) and subsequent shortlisting (up 8%pts) for female academic staff.

- Monitoring the progress of Priority 3: from our baseline in 2021/22, we have seen an 18%pts increase in representation for senior management positions held by women. However, there has also been a simultaneous 9%pts decrease in female representation at AC5. We are analysing the data to understand the reasons for this decline.
- Unable to provide an update on Priority 4: we are awaiting a full staff survey to take place to acquire the data.
- On track for Priority 5: from our baseline in 2021/22, we have seen a 14%pts increase in those sharing gender identity data.
- Unable to provide an update on Priority 6: we are awaiting a full staff survey to take place to acquire the data.

As we enter the second year of our Athena Swan implementation, we are committed to building on the progress so far. Collaboration across faculties and directorates will be central as we work towards meaningful, sustainable change. Among upcoming initiatives, we will:

- Create menstruation guidance to support management of the impacts of menstruation within the workplace (Action 8.2).
- Create a clear and transparent employee value proposition, including benefits and carer provisions (Action 13.2).
- Introduce a campaign to support staff in updating confidential, personal and sensitive information. This includes establishing 'prefer not to say' as an active response and communicating the ways in which improved diversity data benefits individuals (Action 20.2).
- Create a carers representative within existing staff network and communities (Action 24.4).

The working group will continue its work, with four meetings scheduled for the 2025/26 academic year, chaired by Andrew Westby, Deputy Vice-Chancellor (Research and Knowledge Exchange). The group will discuss and implement 23 actions.

Disability Confident

The Disability Confident scheme is an accreditation process that supports employers to think differently about disability and take meaningful action to improve how they recruit, support and develop disabled people.

Following a collaborative self-assessment process involving a wide range of stakeholders, including the Disabled Staff Community, the university was successfully reaccredited as a Disability Confident Employer (Level 2) in August 2025. The assessment was conducted against the framework of actions and activities set out by the Department for Work and Pensions.

Our aim is to be accredited by all major equality, diversity and inclusion bodies and to progress to Disability Confident Leader (Level 3) status, aligned with the University Strategy 2030. Disability Confident accreditation operates on a three-year renewal cycle, and our next submission is due in August 2028.

Achieving Level 3 status will require the university to be recognised as Disability Confident by its peers, the local community and disabled people, while being open to external challenge and actively supporting other organisations on their own Disability Confident journeys.

In August 2025, we also became members of the Business Disability Forum. Through this partnership, we will enhance our understanding of the lived experience of disabled staff across the university and use this insight to strengthen our culture, practices and policies.

Over the coming period, we will develop a targeted action plan to continue enhancing our position at Level 2. This work will support our progression and ensure that we are well prepared for a submission for Level 3 accreditation by 2030.



Race Equality Charter

Following a successful application, the university was awarded the Race Equality Charter (REC) Institutional Bronze Award in February 2026.



Achieving this recognition is key to delivering the commitments set out in our University Strategy 2030 and is supported by a prioritised action plan.

The university is committed to the REC and its aim to improve the representation, progression and success of minority ethnic staff and students within higher education.

In November 2022, we formally began the university's accreditation process to seek Bronze Charter recognition when our Vice-Chancellor, Professor Jane Harrington, signed our commitment to the REC principles with Advance HE.

As part of the three-year project to build our submission, we were required to undertake a full evaluation of race equality across the university and to develop solutions and targeted actions in response to the issues identified through our self-assessment.

Our Self-Assessment Team, co-chaired by Zoe Pettit, Deputy Dean, Faculty of Law, Arts and Social Sciences, and Noel-Ann Bradshaw, Deputy Dean, Faculty of Engineering and Science, assisted in the preparation of our submission, ensuring representation, governance and accountability at the highest levels.

The team brought together a diverse range of colleagues from across the university, representing different levels and functions. Members worked collaboratively in line with our university values, contributing a wide range of expertise and experience. This facilitated, targeted analysis ensured that our proposed actions were strategic and sustainable and could be supported by the expertise within the university.

Our staff and student survey (a mandatory part of the REC), as well as wider engagement with minority ethnic staff and students, provided a valuable evidence base for developing a comprehensive action plan.

The plan addresses seven key priorities (listed below) and aims to foster collaboration, build on existing work and support our ambition to advance race equality and equity.

Priority 1: Improve recruitment data collection and analysis

Priority 2: Strengthen inclusive recruitment and selection provision to support Black, Asian and Minority Ethnic staff applying for senior academic and professional services roles

Priority 3: Enhance career development for Black, Asian and Minority Ethnic staff in professional services and academic roles

Priority 4: Improve Black, Asian and Minority Ethnic staff and student belonging and wellbeing through targeted action

Priority 5: Improve Black, Asian and Minority Ethnic attainment and reduce ethnicity gap

Priority 6: Embed decolonial and anti-racist pedagogies within the curriculum

Priority 7: Develop a governance framework to support delivery and monitor progress.

Stonewall Proud Employers Accreditation

The university has been recognised as a Trailblazer organisation as part of the Stonewall Proud Employers Accreditation.



Trailblazer status is Stonewall's highest level of recognition for LGBT+ inclusion, awarded only to organisations showing exceptional leadership and meaningful impact. The university's score of 180.5 out of 200 reflects the strength of our commitment and the inspiring work happening across our community.

This achievement builds on our previous strong performance in the Stonewall Workplace Equality Index, which now forms part of the updated accreditation framework.

Over the past year, work has focused on understanding and adapting to the new criteria, ensuring that policies, evidence and processes align with the revised standards. Progress paused briefly following updated guidance from the Equality and Human Rights Commission, but resumed promptly once the criteria were confirmed.

The submission, made in December 2025, was led by the Stonewall Accreditation Steering Group. It was supported by the EDI Team and the newly appointed co-chairs and vice-chair of the LGBT+ Staff Community, reflecting strong, cross-university collaboration.

Next steps include receiving detailed feedback and sector analysis, helping us to understand what is working well and where we need to make further progress. This will inform a targeted action plan to support continuous improvement.

Our submission was significantly strengthened by progress made through the LGBT+ Community Strategy, reinforcing the university's

ambition to be a welcoming, inclusive and sector-leading employer for LGBT+ colleagues.

Technician Commitment

The university is proud to be part of the Technician Commitment, a national initiative focused on empowering technical staff in higher education.

This talent recognition programme, led by a group of industry experts, aims to ensure that technicians across all disciplines receive the training, recognition and investment needed to support their professional career pathways, and that they are celebrated for their expertise within higher education – both in teaching and research – and beyond.

In 2025, a project team working with Peter Griffiths, Pro Vice-Chancellor for the Faculty of Engineering and Science, launched a pilot initiative to support the recognition, visibility and long-term development of these valued employees.

The pilot focused on developing holistic career pathways and proposed the creation of dedicated job families. Further engagement with this work will be a key priority in 2026, with the aim of embedding the approach and enabling it to be replicated across the university.

Work is underway to establish a dedicated web presence for technicians and will highlight ongoing progress. In addition, the continued development and embedding of a cross-university technician steering group will support the growth of a technician community, including those interested in exploring career transitions into academia.

We expect to achieve the action plan's key deliverables for the Technician Commitment by the 2026/27 academic year.

University Mental Health Charter

In 2025/26, we continued to take significant steps to strengthen our whole-university approach to mental health and wellbeing, while preparing our submission for the

University Mental Health Charter

Programme Member



University Mental Health Charter (UMHC) Award accreditation.

We established a cross-university working group, bringing together colleagues with specialist expertise from People, Estates, Accommodation, Academic and Learning, our libraries, Policy, Student Services, and Student Wellbeing Services. The group also included Greenwich Students' Union (GSU) and other staff and student representatives, its role was to

Together, we're driving real, lasting change for student and staff wellbeing



coordinate evidence, identify good practice, and support improvement activity across the institution.

Our UMHC submission – comprising the written self-assessment, supporting evidence, and the GSU's student-led report – was submitted in September 2025. In November 2025, this was followed by a two-day visit to the university by an external assessment team.

To achieve the award, the university will be assessed against the 102 Principles of Good Practice set out in the UMHC framework.

Our on-going commitment to mental health and wellbeing

Our work to strengthen our approach to mental health, wellbeing and inclusion is driven by our commitment to creating an environment where students and staff feel supported, able to thrive, and confident in seeking help when they need it.

Within the UMHC theme of Inclusivity and Intersectional Mental Health, we recognise how factors such as poverty, inequality, racism and wider social injustices shape the mental health of our university community.

Our focus is on mitigating the heightened risk of poor mental health among staff and students disproportionately affected by structural, cultural or personal inequalities, including those specific to higher education. Through this work, we aim to strengthen wellbeing, foster belonging and ensure that individuals across all cohorts feel supported, valued and included.

Key achievements of our whole-university approach include:

- Embedding wellbeing, inclusivity and mental health into curriculum redesign and assessments, helping to create learning environments that support academic success and personal resilience.
- Re-launching our student ambassador and peer mentor schemes, strengthening belonging, peer support and early signposting to wellbeing services.



- Enhancing our holistic support through Student Wellbeing Services and Information, Participation and Advice. This includes onboarding cases into our Student Lifecycle Management System so we can better coordinate complex support needs related to finance, disability, mental health and wellbeing
- Strengthening reporting routes for unacceptable behaviour, ensuring staff and students know how to get support if they experience bullying, harassment or discrimination.
- Introducing a new out-of-hours welfare provision in student accommodation, offering proactive pastoral care, supporting social belonging, and improving safety and wellbeing for all residents.
- Expanding support for staff wellbeing, including the continued work of our Staff Wellbeing Network, active equality, diversity and inclusivity communities, wellbeing days for all staff, and manager and employee development opportunities focused on inclusion and wellbeing.
- Marking University Mental Health Day 2025 with a keynote conversation with mental health campaigners Neil Laybourn and Jonny Benjamin MBE, plus many other events across the campuses.

Together, these initiatives form a strong evidence base for our UMHC self-assessment and reflect our ongoing commitment to creating a supportive, inclusive and mentally healthy university community.

Access and participation

The [Access and Participation Plan \(APP\) 2025/26–2028/29](#) sets out how we plan to improve access to, success in, and progress from higher education for home undergraduate students from backgrounds traditionally unrepresented in the sector. The implementation, monitoring and evaluation of

the plan is being overseen by the Access and Participation Working Group and actioned by the [Student Success Evaluation Centre](#).

In preparation for the delivery of the 2025/26 APP, the Outreach Team has been building partnerships with schools and academies in the Medway and Kent area to ensure our interventions reach the right students. This has already led to success: one-third of the young people who engaged in our outreach activity came from low participation areas during the 2024/25 academic year. If this level of participation is maintained, we will be on course to meet our APP target earlier than planned.

In September 2025, we responded to feedback on our scholarship offer and rebranded our scholarships under a single, unified name: ‘Partner School and College Scholarships’. It is anticipated that this will improve clarity and appeal and support our efforts to widen access.

Five months into the plan, work on attainment differences has already seen the successful launch of our new student leadership programme, Greenwich Global Changemakers, as well as staff development sessions to support the creation of authentic curricula that reflect our students’ lived experiences.

The Living Black project has engaged over 70 students about their experiences in university-managed accommodation. The Curriculum Shape project and our new Assessment and Feedback Policy are also helping to drive forward other APP interventions.

We have also seen early success in increasing engagement among our Black, Asian and Minority Ethnic students with platforms such as Studiosity, which supports the improvement of their academic writing skills and can help raise attainment.

This year, the Employability Team has increased the number of Asian students and students from more deprived areas recruited as student ambassadors. Participation in the ambassador scheme provides students with paid, flexible



and career-relevant work experience that helps mitigate financial pressures while developing their skills and competencies for future graduate employment.

Governance diversity representation in membership

The Governing Body has continued to provide constructive support and challenge to the executive in the delivery of the university's strategic equality, diversity and inclusion objectives. These include the goals of eliminating the Black, Asian and Minority Ethnic awarding gap and gender pay gap. Governors closely monitored progress on these objectives throughout the year.

Equality, diversity and inclusion is an important part of Governors' induction, training and development. An Independent Governor is linked to equality, diversity and inclusion through the Independent Governor Engagement Framework, intended to improve Independent Governors' understanding of strategic areas and enable them to contribute their skills and expertise.

The People and Governance Committee is responsible for overseeing the diversity of the Governing Body and progress on the university's People Enabling Sub-Strategy, including equality, diversity and inclusion. Progress on these was monitored through regular reports from Gail Brindley, Executive Director of People, plus review of this annual report, an annual report on staff wellbeing, and reports on the university's pay gaps prior to approval by the Governing Body.

The committee is keen to ensure that diversity is reflected in the Governing Body's succession planning and recruitment. To assist this, the committee approved a board apprentice, commencing in 2025/26, as an observer, attending Governing Body meetings as part of the university's contribution towards improving representation on boards.

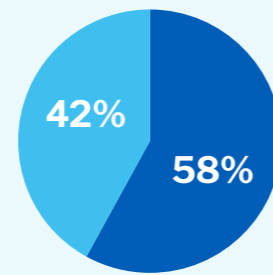
Following the decision to merge with the University of Kent, the university is engaged with Kent in recruiting new board members for London and South East University Group* (the multi-

university group which will be formed from the merger). Ensuring diversity on the group's board is a key consideration in the search.

The People and Governance Committee monitors the diversity of the Governing Body through an annual diversity survey. The 2025 survey results are summarised below. A limited number of HESA categories have been used to maintain the Governors' anonymity.

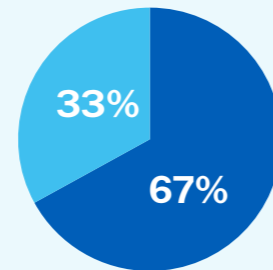
This data will continue to be used, alongside Governors' skills and experience, to inform future succession planning to ensure the Governing Body reflects the diversity of our students and staff.

Independent and Staff Governors 2025: Sex



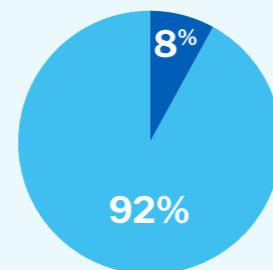
■ Male ■ Female

Independent and Staff Governors 2025: Ethnicity



■ White ■ BAME

Independent and Staff Governors 2025: Disability



■ Disabled ■ Not disabled

Report and Support

Report and Support is the university's online platform where students, staff and visitors can disclose that 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, who can talk through reporting options and support available. This enables the user to make an informed decision on what happens next. The service is non-judgemental, trauma-informed and confidential.

Since the service launched in May 2022, the Report and Support Team has supported hundreds of students, ensuring they have access to tailored, specialist help. Each year, the team publishes an annual report which provides useful data and information on trends identified by the service and sets out the preventative measures that have been put in place to address them.

For staff disclosures, we see lower number of reports submitted than for our students. However, due to ongoing staff engagement sessions on Report and Support, there has been

a significant increase in staff reports for the current academic year. Engagement work will continue once per term to capture both existing and new staff.

Most of these disclosures are staff members reporting something that they have personally experienced, with the majority of incidents involving another member of staff. Harassment, bullying and discrimination are the most prevalent forms of harassment overall for staff. We are continuing to work with staff members to encourage use of the tool.

In 2025/26, we launched the mandatory staff training course Preventing Harassment and Sexual Misconduct. This complements the Healthy Sex and Relationships training for students that was launched in 2023/24.

The team will continue intervention and prevention work throughout the academic year and will provide further awareness training sessions for both students and staff.

For more information on Report and Support, please visit the university's [Report and Support page](#), or email reportandsupport@gre.ac.uk. Our annual reports are available [online](#).



* This proposed name for the university group is currently going through a formal consultation by the Office for Students.





Priority 4b Eliminate the Gender Pay Gap

Pay Gap Report

As a public sector employer of 250 or more employees, we are required to publish a report on our gender pay gap annually on 30 March. The report is based on data from the snapshot date of 31 March of the previous year.

In our 2025 Pay Gap Report, the mean figure for our gender pay gap is 8.3%. This means that, on average, our female employees effectively stop being paid compared to men from 1 December. This 'Gender Pay Gap Day' falls nine days later than the UK as a whole, where female employees stop being paid on 22 November 2025. While there is still work to be done, this is a step in the right direction, with our mean figure now at its lowest since reporting began in 2017.

The median gender pay gap has reduced by a smaller margin and now sits at 9.8%, a 0.3%pts reduction from 2024. This equates to a mean hourly difference of £2.33 and a median hourly difference of £2.66.

For the second consecutive year, our 2025 Pay Gap Report also includes data on pay gaps by disability, ethnicity and sexual orientation allied to gender, demonstrating our continued commitment to broader pay transparency and accountability.

Our reporting in these areas continues to evolve, building on voluntary internal reporting introduced in 2021 and external reporting from 2024.

Within our 2025 report we see:

- Our disability mean pay gap is 9.3% and the median pay gap is 11.2%, both an increase in comparison to 2024 figures
- A decrease in both our ethnicity mean and median gap, with figures now sitting at 12.6% and 8.4%, respectively
- A small increase in our sexual orientation mean pay gap, now at 6.5%, and a decrease of our median sexual orientation gap, now at 2.6%.

Our commitment on pay gaps remains clear: by 2030, we will have meaningfully eliminated our gender pay gap and will have made significant reductions across our disability, ethnicity, and sexual orientation pay gaps.

The introduction of the EU Pay Transparency Directive has provided a new benchmark by identifying a gender pay gap of 5% or less as effectively closed. This clarity offers a tangible measure of progress and has helped us to clearly define what we mean by closing our gender pay gap.

While no formal definition exists for the closure of disability, ethnicity and sexual orientation pay gaps, we believe that aligning with this principle offers a meaningful and consistent approach.

We have developed a supporting action plan, aligned with wider initiatives, to give us tangible areas of focus. These include:

- Aligning ongoing activity with the Athena Swan and Race Action Plans
- Embedding inclusive recruitment practices to ensure the diversity of our workforce
- Utilising Theory of Change principles to scrutinise and analyse trend data.

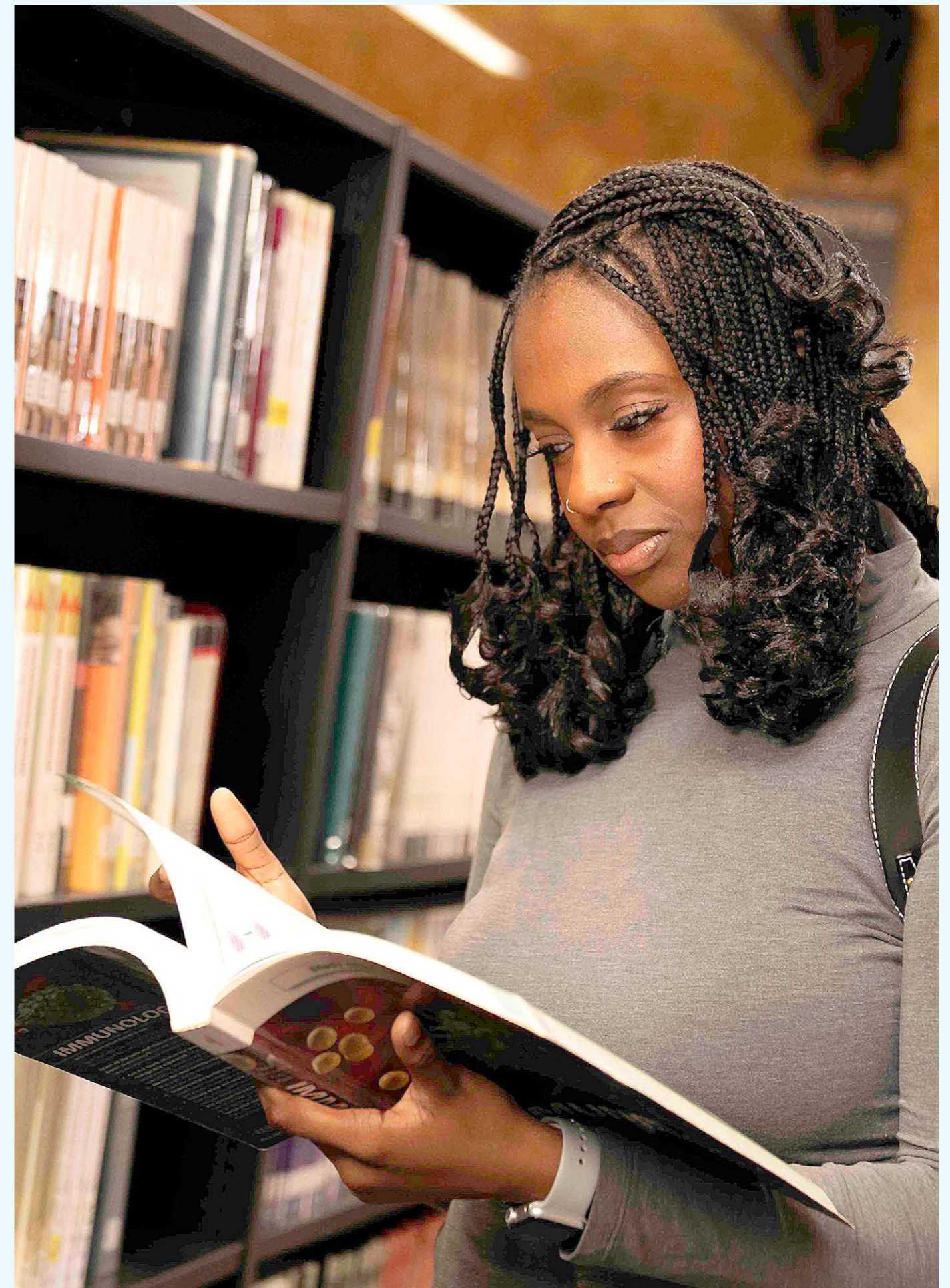
Our gender pay gap reports, including our report for 2025, can be downloaded from our [website](#).

Pay gap supporting initiatives

Advance HE Aurora Programme

The university continues to support colleagues to participate in the Aurora Programme, a leadership development initiative organised by Advance HE for all people who identify as a woman.

Aurora was developed to help address the issue of falling numbers of women in senior posts in higher education. The programme aims to support a wide range of women in academic and professional roles to recognise themselves as future leaders and develop leadership skills and strategies.



The programme remains popular with colleagues across the university, with the 2025/26 cycle receiving the highest number of applicants to date. The university is supporting 23 participants for the 2025/26 cohort.

Of the 15 attendees in 2024/25, one has already gained promotion and another has changed roles.

LEAP into Leadership

The LEAP into Leadership development programme entered its third year in 2025/26. The programme is a strengths-based initiative aligned with the university's CARE leadership framework and is designed to support Black, Asian and Minority Ethnic staff by providing practical guidance and targeted development opportunities to enable progression and promotion. This focus clearly distinguishes it from other leadership development programmes.

A core element of the programme is empowering participants to take ownership of their professional development journeys. With the support of senior sponsors and a series of enhanced, well-developed modules, delegates are supported to apply leadership theory and insight directly to their current roles and professional experiences.

Following feedback from delegates and facilitators, the programme was significantly enhanced for the 2025/26 cohort. Key developments included refining the core modules to ensure the programme remained fit for purpose, and the appointment of two additional facilitators, plus an academic facilitator, to strengthen delivery and academic rigour.

Following a competitive selection process, 20 delegates were welcomed onto the newly designed programme in January 2026, which features a core curriculum delivered across six sessions:

- Session 1: Introduction to LEAP
- Session 2: Breaking Barriers and Building Leadership Brilliance
- Session 3: Leadership and Management Identities and Capabilities

- Session 4: Visibility, Branding and Identity
- Session 5: Recruitment and Promotion
- Session 6: Social Awareness of Leadership and Leveraging Voice for Change.

The programme also includes one-to-one career development sessions and action learning sets. These are designed to deepen reflection, reinforce learning, and strengthen professional networks, forming an integral part of participants' overall experience.

Senior Leadership Apprenticeship Level 7

One of the priorities of the university's People Enabling Sub-Strategy is to ensure excellence in leadership and management.

In response to this, members of staff with managerial responsibility have been given the opportunity to enrol in the two-year Senior Leader Apprenticeship Level 7 programme. Delivered by Greenwich Business School, this is open to managers at levels AC3, AC4, AC5 and SG7 to SG10.

The programme provides the fundamentals of management in real-world business contexts and develops skills in leadership and strategy. It is designed as a career accelerator for people in management positions or newly appointed to management tasks.

Since its launch in September 2024, 34 people have successfully gained a place on the programme. Of these, 58.8% identified as a woman and 41.2% as a man. 61.7% identified as Black, Asian and Minority Ethnic and 38.3% as White.

In response to changes in government funding, other apprenticeships are also on offer to staff to accelerate their leadership careers. These include Team Leader (Level 3), Coaching (Level 5) and Chartered Manager Degree Apprenticeship (Level 6), as well as a number of other skills-related programmes.

Apprenticeships offer an inclusive opportunity to earn while you learn. Reflecting this, over 50%

of all our current staff development apprentices identify as a woman, 41.3% as White, and 52.2% as Black, Asian and Minority Ethnic.

South East Action Learning

South East Action Learning (SEAL) is a cross-institutional development programme for people who identify as a woman and work in either academic or professional services roles within higher education.

The programme aims to empower current and aspiring female leaders to find their voice. Using action learning and peer-to-peer coaching, it empowers women to resolve complex problems.

Participants also have opportunities to network with women from other higher education institutions across London and the South East, enabling them to explore different perspectives and build valuable leadership skills.

As part of the university's commitment to removing its gender pay gap by 2030, the university has supported eight colleagues from both academic and professional services roles to participate in this year's SEAL programme. The programme includes five action learning events during January to May and a final in-person networking session in June.

When the programme was advertised, it was emphasised that applications from Black, Asian and Minority Ethnic colleagues were particularly welcome as they were currently underrepresented in senior leadership roles. The number of Black, Asian and Minority Ethnic participants has remained consistently high year on year, with at least 50% identified as being from this community.

Understanding the Gender Pay Gap

In March 2025, the Equality, Diversity and Inclusion Team delivered a development session for university colleagues to raise awareness of how pay gaps arise and the actions that can help address them.

The session, titled Understanding the Gender Pay Gap, provided context on the relevant legislation and clarified the difference between gender pay, the average earnings gap between men and women, and equal pay, which concerns paying individuals equally for equal work.

Participants were also given an overview of the six mandatory data fields that must be completed when submitting annual gender pay gap information on the government portal.

The session explored why discussing pay gaps remains vital. As part of our institutional KPIs, the university aims to achieve no statistically significant mean gender pay gap and to close our disability, ethnicity and sexual orientation pay gaps by 2030.

Transparent reporting helps illustrate the structural drivers of inequality and prompts employers to examine cultural, procedural and organisational barriers contributing to persistent gaps. A statistic shared during the session highlighted the scale of the challenge: at current rates, it could take more than 250 years to close the global gender pay gap.

Participants were guided through the history of the gender pay gap at the University of Greenwich, as well as the criteria determining which staff were included in the statutory calculations. Potential causes of the university's pay gap were explored, including representation patterns across job grades and progression trends.

The session also included updates on the university's disability, ethnicity and sexual orientation pay gaps, followed by a discussion that encouraged colleagues to reflect on existing actions and identify what further steps could strengthen progress.

The session reinforced our commitment to transparency, understanding and shared responsibility in closing pay gaps across the university.





Priority 4c

Supporting the strategic alignment, sustainability, capacity and capability of the Staff Equality Networks

BAME Network

The Black, Asian and Minority Ethnic Staff Network has grown to nearly 320 members and continues to strengthen the visibility and voice of this community.

During 2025/26, we delivered a series of impactful events designed to foster diverse and inclusive spaces. Below are some key highlights.

Black History Month

Black History Month 2025 was a significant moment, guided by the theme 'Standing firm in power and pride'. We supported a workshop led by Careers, Wellbeing and Executive Coach Shanara Hibbert titled You are Enough: Re-imagining Resilience, which encouraged participants to recognise their individual strengths and collective identity within the Black community.

We also organised the Storytelling by Inspirational Speakers series, providing colleagues with a platform to share powerful personal stories of pride, empowerment and lived experience. These narratives, shared by both Black academic and professional services staff, created meaningful dialogue and celebrated the richness and diversity of the Black, Asian and Minority Ethnic community.

A landmark event this year was In Conversation with University Leaders: Five Years Forward, featuring the Vice-Chancellor, Professor Jane Harrington; Deputy Vice-Chancellor and Provost, Professor Vanessa Lemm; Chief Financial Officer, Louise Watson; and Executive Director of People, Gail Brindley.

Marking five years since the death of George Floyd in May 2020, the event revisited the difficult but essential conversations on structural racism within the university. The Chair of the Network delivered an outline of key milestones, from the Black Lives Matter joint statement in June 2020 to the public launch of the Race Action Plan in March 2022 and the Race Equality Charter submission in

November 2025. The discussions reinforced that equality and inclusion must be lived values, not merely aspirations.

Cultural practices

In March 2025, we once again hosted our Ramadan Talks, featuring colleagues from Egypt, Libya and Pakistan, who shared cultural practices and personal reflections on the religious festivals of Ramadan and Eid-al-Fitr. These conversations deepened cross-cultural understanding and connection across our community.

In October 2025, we also participated in Diwali celebrations alongside Greenwich Students' Union Global Greenwich and the Hindu and Bollywood Societies, marking one of the most cherished Hindu festivals.

Race Equality Charter

The network also played an active role in supporting the development of the university's Race Equality Charter submission, with representation on the Self-Assessment Team and regular engagement with the project manager. We are delighted that the university has now been awarded the Race Equality Charter Institutional Bronze Award by Advance HE.

Disabled Staff Community

The university's Disabled Staff Community has celebrated significant achievements while laying a strong foundation for continued growth and inclusion. With membership approaching a hundred, the community is extending its reach, offering support to disabled colleagues and allies, and strengthening a culture of awareness and belonging.

In 2025/26, Megan Rudden stepped into the role of Co-Chair, having previously served as Vice-Chair. Her leadership development was supported through a programme launched in 2023/24 designed to enable participants to contribute directly to community leadership, engage with sector events, and develop initiatives that raise awareness across the university.

A further call for applications at the end of the 2024/25 cycle resulted in four new disabled colleagues joining the committee for 2025/26, demonstrating the growing impact, sustainability, and visibility of this approach.

Disability History Month 2025

The Disabled Staff Community hosted several events during Disability History Month:

- Enabled not Disabled: guest speaker Ryan Raghoo shared his experiences as a disabled person and para-athlete, discussing barriers in sport, his work to diversify para-sport, and the importance of creating accessible pathways in education and physical activity
- Histories of Disability Anthology – Chapter Two: hosted both in the Drill Hall Library on Medway Campus and online, this exhibition showcased stories from disabled staff and partners, including the university's STAART programme and the National Association of Disabled Staff Networks.

Throughout the year, the community collaborated with other staff networks to deliver additional events, including:

- Pride in LGBT+ Disabled Identity: writer and filmmaker Celestine Fraser highlighted intersectional experiences across LGBTQ+ and disabled identities
- Supporting and Empowering our Disabled Women: during this 'Lunch and Learn' session, guest speaker Dr Meredith Wilkinson explored the barriers faced by disabled women working in academic and professional services roles.

Building for the future

The Disabled Staff Community wrote to senior leaders to raise concerns about increasing challenges faced by disabled people nationally and to request a public statement of support. In response, the university issued its Statement of Support for Disabled Staff and Students, affirming its commitment to fostering an

inclusive, safe and supportive environment.

The Disabled Staff Community remains committed to addressing disabling barriers and enhancing accessibility through meaningful actions. While challenges around resources and barriers to inclusion persist, the innovative approaches and leadership initiatives are shaping a resilient and vibrant community.

Through collaboration, events and the collective effort of its members, the community is driving change and empowering disabled staff at the University of Greenwich. We encourage colleagues to join us as we celebrate progress and build a future where inclusivity thrives.

LGBT+ Staff Community

Throughout the year, the LGBT+ Staff Community continued to work proactively to ensure that the voices of LGBT+ staff were heard, meaningful connections were fostered, and all our activities aligned with the University Strategy 2030 and the LGBT+ Staff Community Strategy 2030.

We hosted regular community meetings to discuss policy developments, consultations arising from the current socio-political climate, and ways to ensure that LGBT+ staff feel safe, supported and connected.

These meetings also identified opportunities for professional development and helped determine which events and initiatives would most effectively strengthen community engagement across the university.

This focus led to a wide range of actions and events aligned with our strategic themes:

Social

We hosted community events across our three campuses, creating inclusive and welcoming spaces for members to connect. These included a coffee morning to recognise LGBT+ Parents and Carers Day, held in partnership with the university's Parents and Carers Together community.



We also hosted a Drag Queen Quiz Night in collaboration with the LGBT+ mental health charity the East London Out Project. Billed as ‘the perfect event to celebrate community, queer history, and fabulousness’, the event raised funds and awareness while helping strengthen community ties.

Educate

In collaboration with the BAME Staff Network, members marked Black History Month with a visit to the Bishopsgate Institute, a London-based cultural centre dedicated to preserving the histories of marginalised communities. We also organised leadership training for members, delivered by the On The Level consultancy.

We offered funded places for staff to attend the QueerER conference, an event to explore LGBT+-focused research and best practice held at Anglia Ruskin University. In addition, we welcomed several guest speakers, helping to promote learning and dialogue.

Influence

We contributed to the completion of the university’s Stonewall Proud Employer submission, demonstrating the institution’s commitment to being an inclusive employer. We also introduced new LGBT+ and allyship lanyards to visibly promote inclusion across campuses.

Engage

We created open forums for members to share their experiences and identify priority actions. We also proudly supported and participated in Medway Pride.

As a network, we remain committed to ensuring that LGBT+ staff feel heard, valued and empowered, and that a safe and supportive environment continues to exist for our community to flourish and thrive.

Parent and Carer Together Community

During this academic year, we launched the Parents and Carers Together (PACT) community, which is designed to provide a supportive and inclusive space for staff who identify as parents, parents-to-be and carers.

PACT was established in response to staff feedback highlighting the need for a safe environment where parents and carers could share experiences, offer emotional and practical support, and feel a sense of belonging.

The community now has around a hundred members, including both professional services and academic staff from across the university, representing a wide range of caring and parental responsibilities.

PACT advocates for inclusivity and empowers members by addressing their queries, guiding them to the relevant resources, and helping them understand the appropriate policies.

Among our recent highlights:

- In November 2025, we hosted a coffee morning with the LGBT+ Staff Community, creating a warm and welcoming space for LGBT+ parents and carers to share their experiences, celebrate positive moments, and discuss the challenges they face
- In February 2026, we ran our first networking lunch, where our attendees demonstrated a broad and inclusive range of experiences and perspectives
- We collaborated with the People Directorate on the newly updated Shared Parental Leave Policy and were pleased to host an information session about this in March 2026.

Staff Wellbeing Network

The Staff Wellbeing Network has continued to grow throughout 2025 and now has more than 200 academic and professional services members across our three campuses. We have a growing, active committee who are keen to collaborate and work towards our aims.

As our network does not represent a single protected characteristic, the committee includes representatives from our other staff networks. This helps us work together and share ideas and experiences from across our diverse staff community.

Our goal is to promote, support and embed a healthy culture at the university. We use the ‘NHS Five Ways to Wellbeing’ model to inform our activities and approach.

Engaging with our members and the wider university community

We collaborated with internal teams and external providers to deliver a variety of activities. These were all well attended and positively received. They included:

- Connecting with others: we introduced monthly Connect Cafés and a coffee morning for World Mental Health Day across our campuses.
- Being physically active: we hosted wellbeing walks around local parks.
- Giving to others: we organised a winter collection across our campuses for local foodbank charities.
- Learning something new: we organised a guided tour of the Painted Hall at Greenwich as well as an experience where attendees met mood-boosting therapy animals. We also arranged workshops on managing emotional wellbeing, mental health, and stress delivered by the national charity Mind.

In addition, we held an annual general meeting, reflecting on feedback from our member survey and sharing plans for the year ahead.

University Mental Health Charter

We helped to develop and promote the university’s application for Mental Health Chartership, alongside the student mental health charity Student Minds. We contributed to the written report and site visit and hosted a workshop to update staff.

Wellbeing champions

We worked with the university’s Health and Safety Team and People Directorate to redefine and relaunch the role of Wellbeing Champion. These network members promote wellbeing with their colleagues and contribute to the wider network committee.

Next steps

In the year ahead, we plan to run a focused campaign encouraging staff to be more physically active. This will include activities to raise awareness of the risks related to sedentary lifestyles and promote opportunities for staff to move more.

We are also working with the People Directorate to pilot a new course on supporting wellbeing to improve the quality of existing staff training.

Women’s Staff Network

The university’s Women’s Network has over 300 members and supports and represents women across academic and professional services roles, including trans women and non-binary staff.

The network maintains strong links with other staff communities through cross-network representation on its committee, while campus-based representatives ensure local visibility and engagement.



Fostering a supportive and empowering environment for members, the network provides opportunities for connection, professional development and advocacy. Its work addresses gender equality challenges across the university, champions initiatives that strengthen diversity and inclusion, and ensures women's voices are heard in decision-making spaces. By building a community grounded in shared experiences and mutual support, the network contributes significantly to an equitable and inclusive workplace culture.

Recent highlights include:

- **Beyond the Obvious: Hidden Stories, Hidden Skills:** delivered as a Pecha Kucha (a fast-paced presentation format), this event created a shared space for connection, reflection and learning and spotlighted the often-overlooked strengths and lived experiences that women bring to higher education. Speakers demonstrated that these hidden stories and skills are central to the compassion, insight and impact that enhance the university community.
- **Having a Voice through Change:** leadership coach Zena Everett delivered an energising session focused on staying resilient, visible and confident during periods of change.
- **Women's Higher Education Network (WHEN) Conference:** 16 network members received funding to attend the event, which was themed 'Be bold: an exploration of stepping outside of comfort zones, together'. Sessions explored what it means to be bold, challenge comfort zones, and drive meaningful change across the sector.

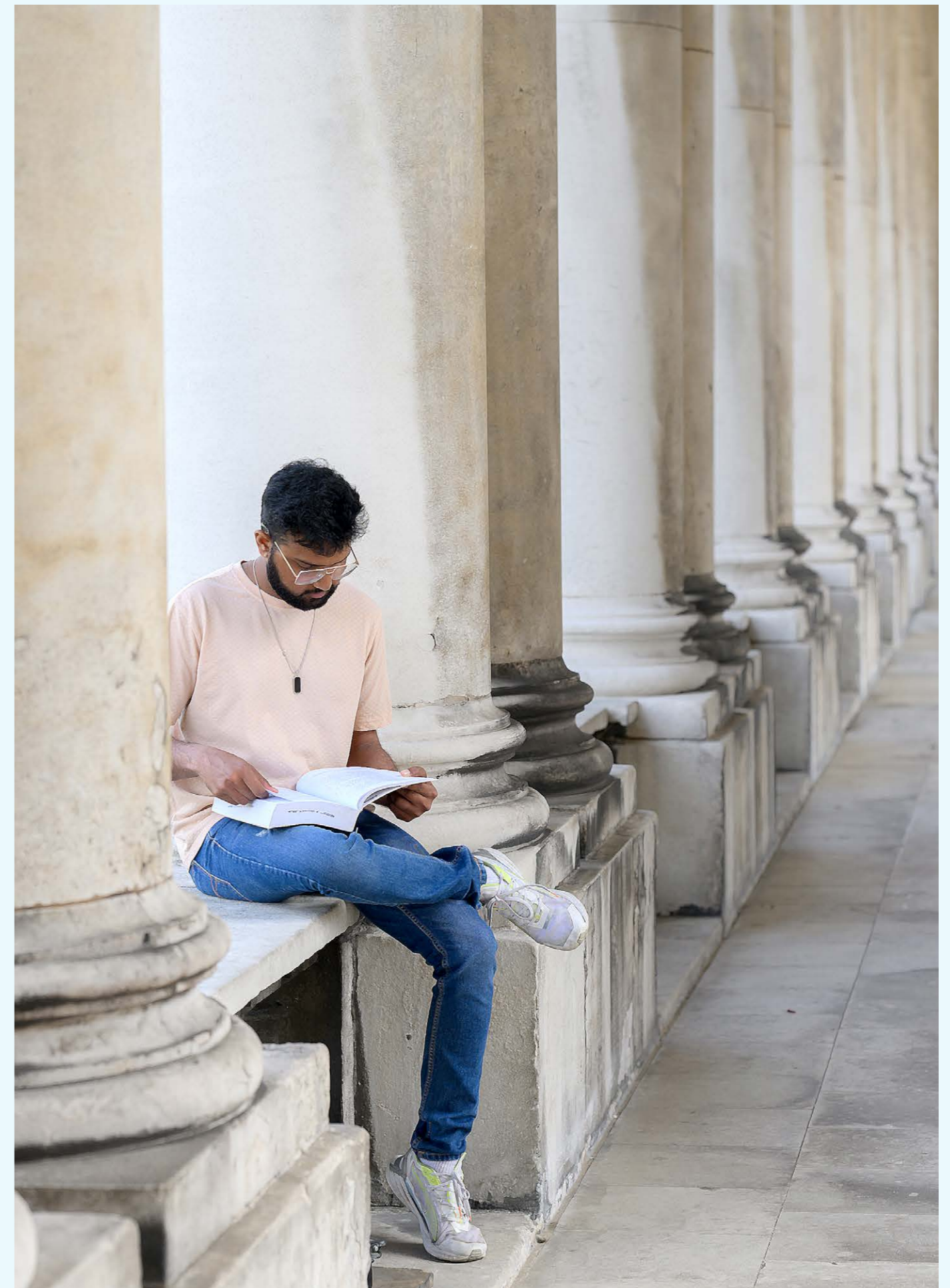
In response to ongoing discussions among members, the network has also focused on addressing misogyny and misogynoir. A survey was launched to better understand experiences of misogyny and sexism in the workplace, capturing perspectives from a wide range of colleagues.

The findings will shape the network's future work and align closely with Athena Swan and wider institutional priorities. Importantly, the survey is helping to reframe misogyny and misogynoir as an institutional and societal issue rather than as challenges faced solely within the Women's Network.

The network is committed to a 'Name Misogyny' campaign, providing clear examples and guidance on when and how to report concerns.

Additionally, the network has worked collaboratively with the LGBT+ Staff Community in shaping a shared response to the Supreme Court ruling on the legal definition of 'woman' within UK equality law. These conversations have strengthened inclusive practice, including the use of more accurate terminology. The network contributed to drafting the university's statement following the ruling and the updated guidance from the Equality and Human Rights Commission.

While our diverse and supportive community continues to grow, we are always happy to welcome new members. Information on joining us is on our [web page](#).





Priority 4d
Value and celebrate our diverse university community



Anti-Bullying Week

As part of its commitment to fostering a safe, inclusive and respectful environment, the university marked Anti-Bullying Week 2025 (themed 'Power for good') through activities aimed at raising awareness, encouraging reflection, and strengthening a culture of dignity and respect across the university community.

The week focused on moving beyond awareness alone, emphasising shared responsibility and everyday behaviours that contribute to an inclusive workplace and learning environment.

A series of in-person and online one-to-one informal conversations, delivered in partnership with People Directorate colleagues, provided safe spaces for participants to reflect on behaviours and respectful communication. These conversations enabled dialogue about how bullying and harassment present in practice and encouraged participants to consider how power and influence shape individual experiences.

Alongside this, online Anti-Bullying Lunch and Learn sessions explored themes of dignity at work and study, allyship, and bystander responsibility. These sessions supported participants to build confidence in challenging inappropriate behaviour and signposted the university's reporting routes and support services. Feedback highlighted that colleagues valued the practical focus of these sessions.

Colleagues were also invited to show their support for Anti-Bullying Week by taking part in Wear Blue Day. This encouraged staff to wear something blue and share photographs on internal platforms, creating a clear and collective visual statement across the university. Blue was chosen as it represents peace, safety, trust and support – values that stand in direct contrast to bullying and harassment.

The week concluded with Feel Good Friday, focusing on positivity, connection and resilience. Colleagues were invited to share podcasts, songs, poems, quotes and short stories that

uplifted or inspired them, either via Viva Engage or through email submission. This initiative reinforced the importance of everyday kindness and positive connection, while recognising different comfort levels with online engagement.

These initiatives helped to normalise conversations about dignity, wellbeing and inclusion, strengthened awareness of support routes, and reinforced the university's commitment to creating a culture where bullying has no place.

Anti-Bullying Week formed part of wider, ongoing equality, diversity and inclusion work to ensure all members of the university community feel respected, valued and able to thrive.

Black History 365

The University of Greenwich embraces Black History 365 (BH365), celebrating Black history, culture, and achievement during both Black History Month in October and throughout the year.

You are Enough: Re-imagining Resilience

Shanara Hibbert, Careers, Wellbeing and Executive Coach and founder of Shanara Coaching, delivered a guest workshop, You are Enough: Re-imagining Resilience, as part of the university's Black History Month programme. The session reflected the theme for 2025, 'Standing firm in power and pride', recognising the resilience, strength and progress of the Black community.

Shanara drew on her professional expertise and lived experience to guide discussion. Her background as a national-level athlete and keynote speaker added further perspective on performance, pressure and personal growth. The session encouraged participants to reflect on the question 'What is it like to be your ancestor's wildest dream?', prompting consideration of personal journeys, heritage and aspiration.

Delivered online to enable broad participation, the workshop created a supportive and

reflective space for staff to explore wellbeing, identity and resilience through a culturally informed lens. The session was not recorded, a further step in ensuring a psychologically safe environment where participants could engage openly and honestly.

Shanara invited attendees to recognise their individual strengths, acknowledge influences that shaped their paths, and reflect on what resilience means in practice. Importantly, it challenged the idea that resilience must always involve endurance, instead highlighting the value of rest, boundaries and self-acceptance. This framing supported a more sustainable and holistic view of success and wellbeing.

Participants were encouraged to engage through written reflection and optional discussion, with guidance to join in from environments where they felt comfortable speaking freely. This approach recognised differing communication preferences and supported inclusive participation.

The session contributed to the university's wider equality, diversity and inclusion priorities by supporting wellbeing, representation and belonging. By creating space for reflection on identity, resilience and self-worth, the workshop supported a culture where Black, Asian and Minority Ethnic staff feel recognised and valued. It highlighted the importance of inclusive wellbeing initiatives and affirmed the university's commitment to supporting staff to thrive both personally and professionally.

In Conversation with University Leaders: Five Years Forward

The university's Black, Asian and Minority Ethnic Staff Network hosted a landmark event, In Conversation with University Leaders: Five Years Forward. This marked five years since the death of George Floyd in May 2020, a moment that prompted global calls for racial justice and led many institutions, including the university, to review their commitments to race equality and inclusion.

The session created a structured space for reflection on the university's journey since 2020 and the commitments made in response. The event recognised that meaningful progress requires sustained effort, transparency and accountability.

The discussion centred on three key areas: reflection, reality and future action. Participants reviewed progress since 2020, acknowledging both areas of development and ongoing challenges. Anonymised survey insights and personal testimonies from Black, Asian and Minority Ethnic colleagues provided important perspectives on lived experience, ensuring that conversations were grounded in evidence as well as narrative.

A core focus of the session was accountability. University leaders reflected on lessons learned and were invited to identify one SMART commitment each, setting a clear and measurable action for the coming year to advance a racially equitable and inclusive community. This approach aimed to move beyond broad statements of intent towards tangible actions that can be monitored over time.

The event's hybrid format enabled staff to participate both in person and online, supporting inclusive access and encouraging engagement from across the university. The event also reinforced the importance of staff networks as partners in shaping institutional dialogue and progress.

By creating space for honest reflection, listening and forward planning, the event supported a culture where race equity remains a shared institutional responsibility. It highlighted the value of continued dialogue and measurable action in building an environment where colleagues feel heard, respected and able to contribute fully to the university community.

Kent Police Race Action Plan Conference

In February 2025, Medway Campus welcomed over 80 attendees, including university staff and students, Kent Police representatives, national police forces, the Independent Office for Police Conduct, the College of Policing, and charity networks, to the second stage of the Kent Police Race Action Plan Conference.

Kent Police first introduced its Race Action Plan at Canterbury Christ Church University in October 2024. The follow-up event, held at the University of Greenwich, provided updates on progress and created space for community members to share their feedback on the plan.

The conference was structured into keynote speeches and panels. Speakers included Professor Peter Griffiths, Pro-Vice Chancellor, Faculty of Engineering and Science, who outlined the university's commitment to tackling racism and promoting race equality within the institution and beyond.

Attendees also heard from Dr Myrtle Emmanuel and Shirley Joseph, who spoke about the university's [Race Action Plan](#), a key driver and strategic priority in the [University Strategy 2030](#).

Guest speakers included Abimbola Johnson, Chair of the Independent Scrutiny and Oversight Board. An award-winning human rights barrister and legal commentator, Abimbola has contributed to major publications and serves on multiple boards.

The conference followed an event held in November 2024, Building a Community of Trust Between the Police and the Black, Minority Ethnic Community. This collaborative panel discussion between the university and Kent Police explored lived experiences to understand lack of trust between the BAME community and the police. It discussed practical steps to build and sustain trust within different community groups, exploring how diverse police recruitment could support this.

Equality, Diversity and Inclusion Essentials

Our Equality, Diversity and Inclusion Essentials training has been updated to ensure it remains current and aligned with the university's commitment to fostering an inclusive workplace.

In the UK, equality legislation is primarily shaped by the Equality Act 2010, which brought together numerous previous laws into one clear and comprehensive framework. The act protects individuals from discrimination and outlines the rights and responsibilities that apply to all of us in the workplace.

Our updated programme takes a closer look at the Equality Act 2010, helping employees understand how the legislation applies to their day-to-day roles.

The training explores:

- What equality, diversity and inclusion means and why it matters
- The responsibilities of both individuals and organisations to uphold the principles of equality, fairness and respect (outlined within the Equality Act 2010)
- How equality, diversity and inclusion principles connect to relevant policies, guidance and real-world case studies.

All employees are required to complete and pass a refresher course once every three years following the completion of their initial training. These regular refreshers help staff to stay informed and support our ongoing commitment to creating a fair, respectful and inclusive environment for everyone.

Equality Impact Analysis

The university has launched a refreshed Equality Impact Analysis (EIA) template to strengthen how equality considerations are embedded into decision-making across the institution.



As well as the full [EIA template](#), updated resources include a [screening guide](#) and a [reference document](#) with frequently asked questions, providing colleagues with clearer guidance and practical support.

The refreshed EIA framework is designed to help the university meet its obligations under the Equality Act 2010, including the Public Sector Equality Duty. This duty requires the university, as a public body, to demonstrate ‘due regard’ – conscious and proactive consideration – towards eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between people who share a protected characteristic and those who do not.

EIAs are a key tool used to assess how policies, practices, services, research activities and organisational change may affect people with different protected characteristics. By completing an EIA, colleagues can identify whether an activity has a positive, neutral or negative impact on particular groups.

Where a potential negative impact is identified, the process enables informed changes to be made or appropriate mitigation to be put in place at an early stage.

EIAs support evidence-based decision-making and help ensure that equality considerations are not an afterthought, but an integral part of planning and delivery.

Menopause

Since gaining accreditation as a Menopause Friendly Employer in early 2024/25, the university has continued to embed menopause in its culture. It is now part of the equality, diversity and inclusion calendar of events, with several initiatives supporting colleagues who are directly or indirectly experiencing menopausal symptoms.

One such event during 2025/26 was Kick Start your Menopause Exercise Regime, which offered

staff members free campus gym sessions. This was a collaboration between the Menopause Team, the Sports and Active Life Team, and Dr Jo Fiore, Associate Professor in Sport and Physical Activity Development, who instructed colleagues on strength-based training. The positive impact on participants led to Dr Fiore winning the Greenwich Excellence Staff Award in 2025.

Informal webinars continued to be popular, with colleagues sharing their lived experiences of menopause in relation to neuro-diversity, CBT, sleep, cognition and mood.

The Menopause Team continued to provide menopause awareness training for line managers and colleagues. It also offered a Menopause Allyship Masterclass delivered by our partners, Henpicked: Menopause in the Workplace.

The university held events throughout October 2025 to mark Menopause Awareness Month, which had ‘Lifestyle medicine’ as its theme. Colleagues shared their expertise, including mindfulness sessions led by Gary Corcoran, Teaching and Learning Support Manager, and nutrition advice from Professor Nazanin Zand, Professor in Food Science and Nutrition. Dr Fiore also led menopause gym sessions on each campus. A Lifestyle Medicine Kindness and Events Calendar featured daily tips for colleagues experiencing menopause.

The exhibition [MAUSI Net: Menopause Artivism](#) in the UK, Sweden and India also opened in October, showcasing cross-cultural research on how menopause is understood and experienced across different socio-cultural contexts. The university contributes to this work, with Professor Elena Vacchelli serving as principal investigator.

Menstruation

The university is proud of the progress it has made in breaking the taboo and raising awareness of menopause. However, in 2025, we recognised the need to extend this work to include conversations about menstruation and menstrual health.

People menstruate for a large proportion of their careers, and while not everyone experiences symptoms, these can have a significant impact on their working lives.

Women who menstruate make up a substantial proportion of the UK workforce. According to the Office for National Statistics, of the estimated 15 million women in the UK who menstruate, 72% are in work, equating to 10.8 million women. That represents 33% of the UK workforce, and 79% of these women experience symptoms.

In recent Chartered Institute of Personnel and Development research, 12% of respondents reported that their menstrual symptoms had a negative impact on their careers and that workplace support could help ensure women thrive within the working environment.

To celebrate International Women’s Day, we held our first Let’s Talk about Periods Café, where three colleagues shared their lived experiences of their periods and menstrual health conditions. The event proved extremely popular and three further cafés were held in 2025. Each cafe focused on specific menstrual health conditions, such as PCOS, fibroids, endometriosis, PMDD and adenomyosis, with colleagues sharing their experiences of living with these conditions.

A small Menstrual Health Team was created, with members participating in a train-the-trainer programme to gain skills for delivering menstrual health guidance. The first training sessions, for line managers and colleagues, took place in the first term of 2025/26.

Other initiatives included menstrual health guidance published in summer 2025, and a Menstrual Health Team hub, set up to offer support to staff.

This work will continue beyond 2025/26, as the university remains committed to breaking the taboo and raising awareness of menstruation and menstrual health conditions.

Peer-to-Peer Mentoring Programme

The university began piloting a Peer-to-Peer Mentoring Programme for senior leaders in February 2026. This initiative supports the University Strategy 2030, specifically Strategic Priority 2: Inclusivity and Culture, as well as our sector body accreditations.

The programme provides an opportunity for peers to enter a mentoring relationship that promotes a collaborative learning experience where both sides provide assistance and support. The focus is on promoting growth in personal and professional awareness in a safe, informal and supportive environment.

The aims of the programme are:

- To provide senior leaders with opportunities to share lived experiences and real-life scenarios with their peers, offering insights, guidance and support
- To create a safe, transparent and structured space where senior leaders can explore scenarios, engage in challenging conversations, and build confidence in addressing complex topics
- To focus on areas where leaders may have limited experience, equipping them with the skills, knowledge and assurance needed to manage situations effectively
- To provide peer-to-peer support that strengthens communication skills and enhances leaders’ ability to express ideas with clarity and confidence.

The programme consists of a series of one-hour one-to-one sessions over a six-month period. Peer mentors provide an environment where mentees can openly discuss their objectives and feel fully supported throughout the process.

Mentors will encourage their mentees to view issues from multiple perspectives and to reflect on their beliefs, feelings and behaviours. They

will also constructively challenge attitudes and ways of working to help change future outcomes.

The six-month pilot will be formally evaluated at the end of the 2025/26 academic year.

Preventing Harassment and Sexual Misconduct

The university launched the Preventing Harassment and Sexual Misconduct staff training course in November 2025, as part of its ongoing commitments to safety, wellbeing and regulatory compliance.

The training was developed and implemented by a cross-university working group bringing together academic and professional services expertise. This collaborative approach has ensured relevant, evidence-informed content that aligns with sector expectations.

National data indicates a high prevalence of sexual harassment and violence, with an estimated 1 in 4 women and 1 in 18 men being victims/survivors of rape. The Office for National Statistics reports that full-time students are the group most frequently victimised by sexual violence. A 2025 survey by the Office for Students found that 25% of final-year undergraduates who responded had experienced sexual harassment since starting their studies, and around 1 in 7 had experienced sexual assault/violence.

The course has been designed to provide staff with clear guidance on responding appropriately to disclosures from students and colleagues, alongside key learning on consent, rape myths, bystander intervention and professional boundaries.

It also addresses wider cultural factors that contribute to harassment and misconduct, enabling staff to recognise harmful behaviours or norms and intervene early. In addition, the training introduces colleagues to Report and Support, the university's system for reporting incidents and accessing specialist support services.

The staff training directly complements the mandatory Healthy Sex and Relationships course for students, introduced in September 2024. Aligning student and staff learning ensures a consistent approach across the university and reinforces a whole-community safeguarding model.

By understanding the material that students receive, staff are better placed to provide informed and coherent guidance, contributing to more consistent responses and improved prevention efforts.

Current colleagues were given a February 2026 deadline to complete the training, which is mandatory for all staff, while new entrants will undertake it as part of their induction.

The course provides a range of internal and external resources to support all genders. Recognising the sensitivity of the subject matter, staff are able to opt out if participation could be distressing.

Reverse Mentoring Programme

The Reverse Mentoring Programme was launched in November 2025 as part of the university's ongoing commitment to equality, diversity and inclusion. This initiative offers colleagues from underrepresented groups an opportunity to work as partners with senior leaders to share their lived experiences, knowledge and insights.

Applications were received from members of our Black, Asian and Minority Ethnic and Women's Staff Networks, as well as colleagues from the LGBT+ and Disabled Staff Communities. Successful applicants were matched with senior leaders, meeting in a safe, confidential space to explore topics such as workplace diversity and the future goals of the organisation.

The programme was designed to promote awareness, inspire action, and support meaningful change, with each mentoring pair

agreeing their own areas of focus. The initiative has generated tangible outcomes, including draft proposals informed by the key themes emerging from participants' discussions.

Other participants have taken a more informal approach, focusing on sharing their lived experiences to broaden understanding.

Feedback from participants consistently highlights the value of the programme for both mentors and mentees. Participants report that the experience fosters trust and encourages open, honest discussions, with many continuing the relationship and dialogue beyond the formal programme.

Sharing Diversity Information campaign

As part of our commitment to the Inclusivity and Culture priority within the University Strategy 2030, the university has launched the Sharing Diversity Information campaign to encourage a confident and trusted approach to sharing and updating personal information.

The campaign originated from the Athena Swan Action Plan but has since grown into a broader initiative that supports our ambition to understand and value the full diversity of our community.

Diversity information plays a vital role in shaping an inclusive environment. We collect and analyse this data at key points across the staff and student lifecycle in order to tailor services, improve support, and better understand the lived experiences that shape our community. Sharing this information is an important part of recognising and celebrating who we are.

The campaign emphasises that personal data is confidential and handled securely, in full compliance with data protection legislation. The aim is to build a trusted two-way relationship in which staff and students can describe themselves accurately and in ways that reflect their identities, while also enabling the university to meet statutory and reporting

requirements. Even where individuals choose not to disclose certain details, selecting 'Prefer not to say' still contributes meaningful insight into our community profile.

Diversity monitoring data helps the university to:

- Understand recruitment, retention and success across different equality areas; for example, data helped identify which grades to target for our LEAP into Leadership programme
- Make evidence-based decisions that support our community
- Develop action plans to remove systemic barriers, such as the university's Race Action Plan, Athena Swan Charter, Race Equality Charter, Stonewall Proud Employers Accreditation, and the University Mental Health Charter
- Meet legal obligations under the Equality Act 2010 and Public Sector Equality Duty, including publishing an annual EDI report
- Provide required data to the Higher Education Statistics Agency.

The more of us who share diversity data, the more representative and impactful our insights will be.

Understanding Anti-Muslim Hate: Tell MAMA guest workshop

To support the university's understanding of global and societal challenges affecting Muslim communities, Iman Atta OBE, Director of Tell MAMA, was invited to deliver a series of briefings to the Governing Body and staff. These sessions, titled Understanding Anti-Muslim Hate and Combining Efforts to Build Inclusive Communities, provided insight into the lived experiences of Muslims across the UK and internationally.

The briefings explored the impact of media narratives in perpetuating harmful stereotypes and examined the resulting rise in anti-Muslim

hostility, including verbal abuse and physical attacks. By presenting evidence-based perspectives and real-world experiences, the sessions highlighted the scale and complexity of the challenges faced by Muslim communities.

The briefings helped strengthen awareness and understanding across the organisation, supporting efforts to challenge misconceptions, enhance cultural competence, and improve awareness of appropriate support mechanisms. They also outlined clear guidance on how to report concerns and incidents through both internal and external channels.

Sessions were delivered both in person and online to reach a broad range of staff communities, with plans to further develop and extend this work to student-focused briefings.

University Mental Health Day

In March 2025, the university hosted its annual flagship mental health and wellbeing event to mark University Mental Health Day. The six-day agenda of wide-reaching activities included sessions from the Equality, Diversity and Inclusion Team, as well as colleagues in the Faculty of Education, Health and Human Sciences, Active Life and Engagement, Student Wellbeing, and our disability and diversity focused initiative STAART.

The keynote session featured high-profile mental health ambassadors Neil Laybourn and Jonny Benjamin MBE, who explored themes of recovery from mental illness, support within universities, and suicide prevention. The keynote was attended by over 200 people and received excellent feedback for its impact.

Unpacking Barriers to LGBTQ+ Career Progression

During Pride Month in June 2025, the university brought together staff and students for a workshop examining barriers to LGBTQ+ career progression in the UK, underlining

its commitment to advancing equality, representation and inclusive leadership.

The event, Unpacking Barriers to LGBTQ+ Career Progression, took place on Greenwich Campus in June 2025. It brought together LGBTQ+ colleagues, allies, HR staff, equality, diversity and inclusivity practitioners, and senior leaders to discuss how identity influences career experiences and opportunities.

Drawing on research involving more than a thousand LGBTQ+ professionals across the UK, the workshop highlighted both visible and less visible barriers to progression.

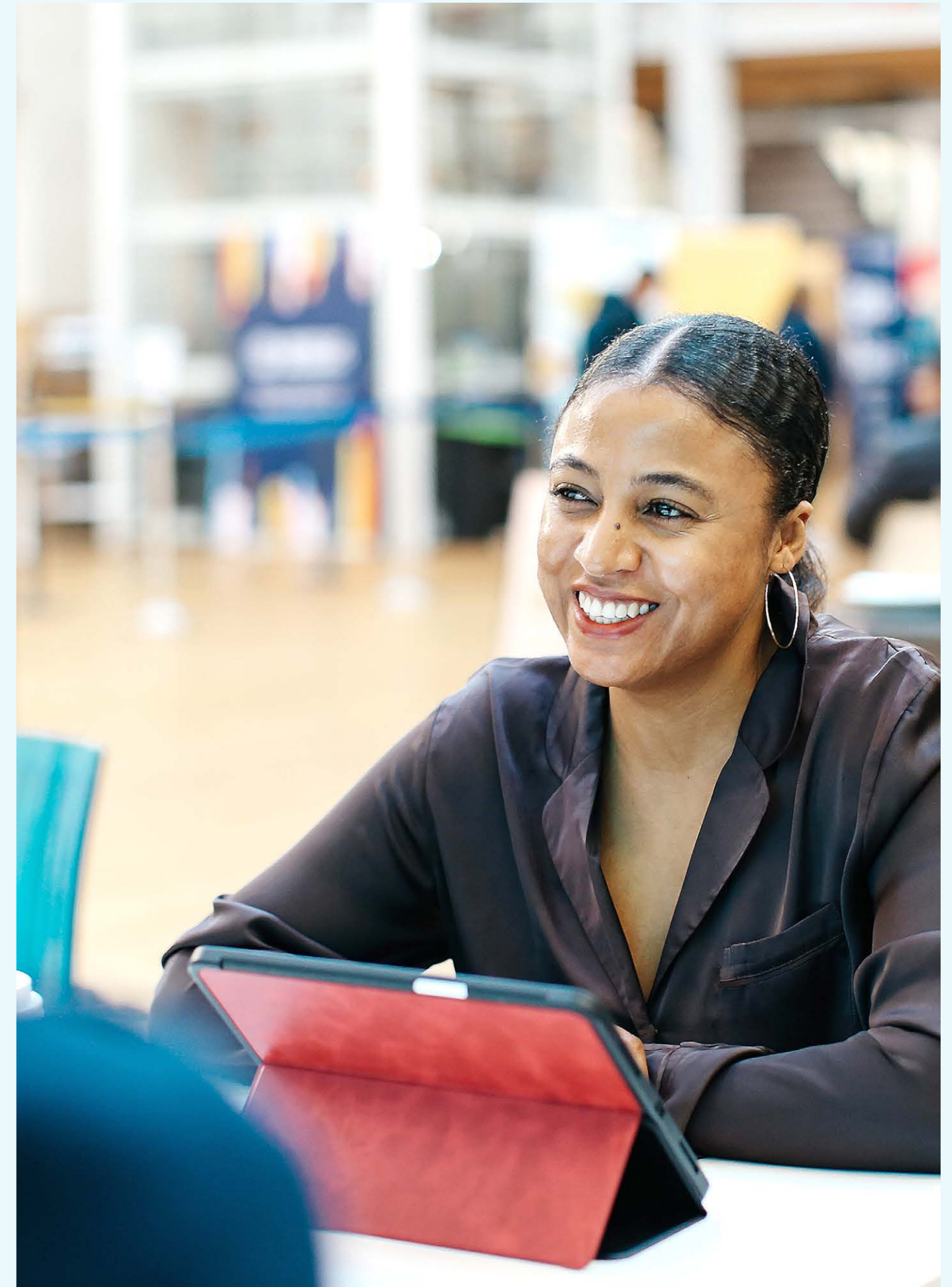
Discussions explored themes such as direct discrimination, underrepresentation in senior roles, limited access to role models, and the impact of intersectionality. The findings also identified confidence gaps and workplace cultures that may unintentionally disadvantage LGBTQ+ staff and students navigating early career pathways.

The session emphasised that barriers to progression are not solely individual challenges but often reflect systemic and cultural factors that require collective action.

The hybrid format of the event enabled online participation by colleagues on other campuses, supporting accessibility and broad engagement. An in-person networking session provided additional opportunities for connection, peer learning, and the sharing of experiences in a supportive setting.

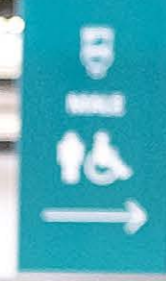
The event contributed to the university's wider equality, diversity and inclusion priorities by strengthening understanding of LGBTQ+ career experiences and reinforcing the importance of inclusive leadership. It complemented the work of the LGBTQ+ Staff Community and ongoing initiatives to improve representation and belonging.

Through events such as this, the university continues to foster an environment where staff and students can see pathways to progression, feel valued, and be supported to achieve their potential in their future careers.





Silent Study Zone



Further achievements beyond the People Enabling Sub-Strategy



Disabled Student Commitment

With work led by Student and Academic Services, the university signed the Disabled Student Commitment in May 2023, reinforcing its institutional commitment to inclusivity and student wellbeing. The Student Wellbeing Service leads this work and coordinates a cross-institutional working group, which published a formal delivery plan in May 2025. We were one of only two universities to do this, alongside London South Bank University.

Disabled students remain central to the process, with strong collaboration from Greenwich Students' Union and the Disabled Students Network. The working group meets each term to monitor progress and has already drawn up a list of key priorities. These include improving information sharing across student support services and enhancing the extenuating circumstances process, thereby reducing the need for students to repeatedly share disability-related information.

Further developments are underway through the university's Curriculum Shape project, which will see wellbeing and inclusivity embedded across all university programmes.

The Disabled Student Commitment aligns closely with the University Mental Health Charter, with both emphasising organisation-wide change and shared responsibility. Institutional acknowledgement through the Vice Chancellor's Special Recognition Award reflects the university's ongoing commitment to creating an inclusive and supportive environment for disabled students.

Equality, Diversity and Inclusion Strategic Action Stakeholder and Implementation Group

The multidisciplinary membership of the Equality, Diversity and Inclusion (EDI) Strategic Action Stakeholder and Implementation Group

comprises EDI leads from our faculties and directorates.

The group provides operational leadership, direction and oversight for the development and implementation of the university's long-term EDI Strategic Action Plan and supports the embedding of EDI values across all areas of the university.

It meets monthly and is co-chaired by Rachel Ashton, Executive Director of Student and Academic Services, and Oyebanji Adewumi, Director of Equality, Diversity and Inclusion.

As well as working on the development of the EDI Strategic Action Plan, the group has:

- Led the university-wide update of the Student and Staff Name Policy, enabling system-wide use of preferred names
- Raised awareness of accessibility guidance on [AccessAble](#), which includes measurements, photographs, 360° views and accessibility symbols for buildings, rooms and routes across our three campuses.



Faculty and Professional Services Equality, Diversity and Inclusion Network

School of Education: EDI Initiatives Closing the Black, Asian and Minority Ethnic awarding difference

The School of Education has developed its approach to teaching, learning and assessment to be more inclusive of all learners. We have focused on the Black, Asian and Minority Ethnic awarding difference, as this is a strategic priority across the university.

We began with our undergraduate programmes, including BA Hons Primary Education with QTS, our largest course by student numbers. We embedded teaching and learning approaches to support students' sense of belonging and implemented anonymised marking for dissertations to reduce the effects of unconscious bias.

Staff prioritised learning and using students' names, developing approaches to teaching and academic tutoring that built community. We also ensured that learning activities drew on diverse perspectives.

To support these successful approaches, we drew on both staff and student voices to develop equality, diversity and inclusion principles to guide practice. Staff participated in continuing professional development activities to build confidence in advancing inclusive teaching and learning practices.

The impact on the Black, Asian and Minority Ethnic awarding difference has been significant, both for individual programmes and across the school. In 2023/24, the awarding difference for BA Hons Primary Education with QTS stood at 20.7%; in 2024/25, it dropped to -3.1%. Over the same period, the school's awarding difference reduced from 20.5% to -0.3%.

We are now planning to embed the continuous development of staff racial literacy and to take a more systematic approach to incorporating student voice in this work. We will also build on and share effective practice across our school and faculty, broadening impact and ensuring that race equity remains central to our practice.

Implementing change for race equity

In collaboration with a network of schools across the Royal Borough of Greenwich, staff from the School of Education supported 20 early years teachers and practitioners to explore ways of fostering children's racialised identities and sense of belonging through inclusive learning environments. The project enabled participants to implement practical changes in their teaching while developing their professional inquiry skills.

The School of Education's project team integrated bespoke, research-informed continuing professional development designed to empower teachers and practitioners to build racial literacy in both theory and practice.

Activities included exploring representation in children's literature and approaches to ensuring all children have a voice in the classroom. As a result, participants became more confident in discussing and proactively addressing issues of identity and belonging, while the children they work with were empowered to express themselves through interactions and play.

The project culminated in a sharing event attended by colleagues from school settings and members of the Faculty of Education, Health and Human Sciences. Teachers and practitioners shared case studies, reflections and examples of resources, with materials showcasing the voices of children and their families.

The project generated strong interest, and ten teachers from primary settings were subsequently recruited to take part in a similar initiative.



A further 30 teachers are currently engaged in a project focusing on empowering children through talk and oracy (spoken communication), which is being led by Dr Roger McDonald, Seraphina Simmons-Bah and Dr Janet Morris.

Getting into Higher Education ITE

The university's Equality, Diversity and Inclusion Subgroup has long highlighted the issues of under-representation of racially minoritised educators in UK higher education.

Reflecting the university's strategic priority of fostering an inclusive learning community, this area of strategic focus also aligns with national research findings. Evidence indicates that racially minoritised prospective educators face barriers to securing teaching positions on Initial Teacher Education (ITE) programmes in higher education.

A lack of role models has also been linked to low attainment for racially minoritised students, which is reflected in national awarding gap data from UK higher education institutions. Current research offers limited insight into effective strategies for addressing the under-representation of racially minoritised teachers in ITE.

In response, the Equality, Diversity and Inclusion Subgroup established the Getting into Higher Education ITE initiative in the School of Education. This provides a programme of panel discussions and focus groups for racially minoritised teachers in all phases of education who wish to teach in higher education ITE. It also offers taster sessions that enable participants to observe higher education workshops and seminars and discuss their experiences.

The initiative supports participants to develop pedagogical knowledge and skills, enabling them to understand the expectations of teaching in higher education. They are subsequently invited to co-design and deliver teaching sessions.

Over the past eight years, the initiative has contributed to participants securing lecturer roles within higher education. It has reduced

barriers to progression for racially minoritised teachers, while enhancing intercultural learning within the context of UK educational practice.

It has also supported the decolonisation of our curriculum by broadening representation through the inclusion of guest lecturers from diverse ethnic backgrounds.

The work of the Getting into Higher Education ITE initiative is ongoing and will be subject to formal evaluation to assess its effectiveness, sustainability and potential for scalability. In the longer term, the initiative aims to continue its contribution to more equitable recruitment and selection practices within higher education.

Student and Academic Services Equality, Diversity and Inclusion Network

The Student and Academic Services Equality, Diversity and Inclusion Network will continue to operate and evolve following a change in its delivery model designed to better meet the current and future needs of the directorate.

This refreshed approach reflects both the directorate's changing priorities and its clear commitment to embedding equality, diversity and inclusion more fully into its day-to-day work.

Following consultation and open discussion on its future direction, the network will adopt a more holistic and proactive approach, aligning closely with university-wide and public equality, diversity and inclusion awareness and celebration dates, while also responding to the specific needs of the directorate.

The focus will be on strengthening belonging, increasing mutual understanding, and creating opportunities for colleagues to learn from and engage with one another in practical and impactful ways.

To support this work, the network will actively deliver and coordinate the following:

- A values-driven approach to culture and background, led by colleagues within the

directorate, creating opportunities to share experiences, build cultural awareness, and deepen understanding of peers

- Improved visibility and communication of university-wide equality, diversity and inclusion activity, ensuring colleagues are informed of current initiatives, events and campaigns, and are supported to actively participate and contribute
- Increased staff participation in training on equality, diversity and inclusion to strengthen knowledge and to support informed, effective engagement with staff and students
- Strengthened engagement with senior leaders, including clearer points of contact, advocacy, and support to ensure equality, diversity and inclusion priorities are championed, embedded and sustained across the directorate.

Through these actions, the network will play a more active role in shaping an inclusive culture, supporting collaboration, and ensuring equality, diversity and inclusion remains a shared responsibility across the directorate.

Faith, belief and culture

As we strive to evolve and deepen our inclusive culture, we foster an environment of freedom of expression and a place for staff and students to feel safe, accepted and recognised for who they are without fear of exclusion.

The university's diverse student and staff community is one of its greatest strengths. By enabling everyone to bring their 'true selves' to their place of work or study through inclusivity, we create a sense of belonging and a culture to be proud of.

To honour our diverse community and recognise the contributions of everyone, we have sought to celebrate or mark key religious festivals, traditions and events. In 2025, these included the following:

- International Holocaust Memorial Day (January)
- Ramadan (February)
- Vaisakhi (April)
- Passover (April)
- Eid al-Adha (June)
- Yom Kippur (October)
- Diwali (October).

Inclusion means proactively responding to the different facets that make up our individual and collective identities. These may be, for example, someone's ethnicity, heritage, culture, sense of belonging, customs, traditions, and/or religion and belief.

A sense of spiritual wellbeing is central to many members of our community. This can involve finding purpose and the meaning of life or experiencing inner peace and harmony. For some, it means a state of feeling connected to a higher power.

The Faith Forum, chaired by Peter Garrod, University Secretary, brings together student faith societies and Greenwich Students' Union to discuss matters of faith provision, such as faith spaces. The group met twice during the academic year.

Global Majority Mentoring Programme

The university participates in the [Global Majority Mentoring Programme](#), a cross-institutional initiative designed to support career progression for staff from global majority backgrounds across London's higher education sector.

The programme enables participants to work with a mentor or mentee from outside their immediate team or university, focusing on agreed professional development goals.

Open to both academic and professional services staff, the initiative provides



participants with opportunities to develop leadership capability and broaden professional networks. In 2025/26, two mentors and four mentees from the university took part, building on our involvement in 2024/25, when one staff member participated as a mentor.

The programme is a flagship initiative led by London Higher, the representative body for more than 50 universities and higher education colleges across the capital. London Higher champions equality, diversity and inclusion in the sector, particularly career progression for global majority ethnic staff.

The term 'global majority' as used by the programme includes White ethnic groups that are underrepresented in higher education, such as those from Roma, Gypsy and Traveller backgrounds.

By participating in the programme, the university contributes to city-wide efforts to support future higher education leaders from global majority backgrounds.

For more on this programme, please see this [article](#).

Inspiring Voices Alumni Speaker Network

Black, Asian and Minority Ethnic women are underrepresented across computing disciplines and the wider technology sector. This can affect the confidence, sense of belonging and career ambitions of those Black, Asian and Minority Ethnic women who study in these fields.

The programme teams for BSc Hons Computing and BSc Hons Business Computing are committed to increasing the visibility of these women within their student community. They launched the Inspiring Voices Alumni Speaker Network, which gives Black, Asian and Minority Ethnic graduates working in industry the opportunity to share their experiences with current students.

Graduates discuss transitioning from university into employment, career development and the barriers they have faced. Students have a safe space for open discussion where they can ask about workplace culture, building confidence, mentoring, and professional environments where diversity is still limited.

By focusing on lived experience, the initiative makes diverse career pathways more visible and relatable to our students. Seeing someone who shares your background succeed in the field can build confidence and make career pathways seem more achievable. It shifts perception from 'Can I?' to 'How will I?'

By foregrounding authentic voices, we demystify career pathways and normalise diversity within technical professions, strengthening professional identity and fostering a culture where students feel they belong.

Early feedback indicates strong engagement and a positive response from students, who highlight the value of hearing from relatable role models and receiving practical advice grounded in real-world experience.

As well as strengthening confidence, belonging, and aspirations among Black, Asian and Minority Ethnic women students, this initiative provides a model that can be applied to other academic programmes. More broadly, it fosters an inclusive and visibly equitable learning environment that empowers Black, Asian and Minority Ethnic students to see themselves in future computing careers.

Institute of Lifecourse Development

The university's Institute for Lifecourse Development (ILD) undertakes research to address inequalities, promote education and health, and enable people to flourish at all stages of life.

We work closely with third sector organisations, partnering on research and knowledge exchange

events. The principles of equality, diversity and inclusion are built into the institute's activities across its seven centres.

Professor Jill Jameson in the ILD Centre for Workforce Development leads an EU-funded project that aims to build trust between communities and the police across seven countries. The project seeks to protect vulnerable people and build safer, more inclusive communities by enhancing social learning, trust and leadership.

Professor Jenny Field in the ILD Centre for Thinking and Learning designed and delivered a year-long, face-to-face continuing professional development programme, working with almost 50 schools over three years.

Professors Paul McCrone, Rosana Pacella and Claire Monks in the ILD Centre for Children, Young People and Families are working on an NIHR-funded project, Developing the Economic Case for Early Intervention, which assesses the long-term economic impact of events and risks in the first years of life.

Tiffeny James in the ILD Centre for Chronic Illness and Ageing leads an NIHR-funded project focused on improving distance dementia care. The experiences of underserved populations and people with intersecting characteristics (such as ethnicity and socio-economic background) are central to the project. A lived-experience researcher supports the team in considering the needs of underserved communities throughout the design and delivery of the research.

Members of the ILD Centre for Inequalities continue to explore a wide range of topics. These include health, social care and educational equity and inclusion; the prevention of gender-based violence; gender and mental health equity; and digital technologies and social impact, as well as religion, identity and belonging.

With almost a quarter of the university's students identifying as Muslim, lecturer Nazima Ahmed led an event on tackling Islamophobia in higher

education, providing insights and guidance drawn from student and staff experiences.

In February, the ILD supported Safer Internet Week, organising events to raise awareness and support relevant educators and policymakers. The ILD Anti-Bullying Network hosted a roundtable with the Royal Borough of Greenwich to share best practice and recent developments in keeping young people and children safe online. Attendees included education professionals, local council representatives, students, practitioners, and researchers. A webinar, Social Media, Cyberviolence and Well-Being: Current Evidence and Challenges, attracted participants from Europe, as well as North and Central America.

For more information on the Institute for Lifecourse Development, please email ILD@gre.ac.uk.

International Holocaust Memorial Day

In 2026, we marked the third year in which we commemorated International Holocaust Memorial Day with a programme of events held across January and February.

Each year, this day serves as a global call to remember the millions murdered during the Second World War, alongside those who have suffered in subsequent genocides because of their ethnicity, identity or beliefs.

This year's theme, 'Bridging generations', highlighted the importance of sharing stories and sustaining intergenerational dialogue. As the Holocaust recedes further into history, a dangerous space is emerging – one increasingly filled by denial, distortion, and harmful counter-narratives. Preserving testimony and encouraging meaningful engagement with the past has therefore never been more urgent.

The Holocaust was defined by systematic antisemitism and the deliberate attempt to eradicate an entire people with chilling efficiency. Yet it was not an isolated atrocity. Other histories

of intolerance and large-scale violence have likewise targeted communities because of their race, religion, culture or way of life.

With the passage of time, these histories risk being minimised or denied. As opportunities to hear directly from survivors diminish, societies become more vulnerable to renewed hatred, racism and disinformation. As educators, we are committed to creating spaces where young people can learn from the past and reflect on its relevance today.

Our programme of events for 2026 included an exhibition showcasing thoughtful contributions from our students and pupils in partner schools and organisations. In response to their learning about the Holocaust and other genocides, they produced work that deepened historical understanding, empathy, and awareness of diverse identities and lived experiences.

At the launch event, Eric Schloss shared his grandmother Eva's survival story, describing her time in hiding in Amsterdam and her imprisonment in Auschwitz. We also heard from Dr Ben Gidley of the School of Social Sciences at Birkbeck, University of London, who examined the rise of anti-Jewish, anti-Muslim and other forms of hatred, and explored how historical awareness can help us challenge and resist this disturbing escalation.

In February, Hidden: Children of the Holocaust – A Musical Memorial by Roland Perrin brought together original compositions and oral history accounts in a powerful and moving tribute.

Research Excellence Framework (REF) 2029

During 2025/26, the university continued to embed equality, diversity and inclusion across its preparations for the Research Excellence Framework (REF) 2029, strengthening transparency, representation and fairness in research. This work contributes to a more inclusive research culture and helps ensure that

our processes reflect the diversity and lived experience of our community.

A key achievement this year was the development of the REF 2029 Code of Practice. This sets out fair and inclusive approaches to identifying staff with significant responsibility for research and to determining research independence in line with REF requirements, alongside approaches for allocating outputs to selected Units of Assessment.

Extensive consultation, supported by equality, diversity and inclusion and Equality Impact Assessment (EIA) training for all REF governance groups, ensures that decision-making is consistent and clearly understood. The first iteration of the Code of Practice EIA, due in early 2026, will help identify and mitigate structural inequalities in our REF submission process.

The pilot Volume Measure exercise, using 2024/25 data from the Higher Education Statistics Agency, highlighted the importance of ensuring parity of opportunity across faculties. University-wide briefings, targeted communications and a dedicated REF SharePoint hub were established to broaden engagement and accessibility.

The annual GREAT exercise monitors our proposed outputs and impact case studies for REF 2029. It has identified areas of strength while also highlighting where additional support could benefit early career researchers, under-represented groups and colleagues, and those identifying as having protected characteristics. Task group interventions are now addressing barriers such as authorship, eligibility and access to resources.

Finally, the People, Culture and Environment project has driven long-term cultural change through listening campaigns, benchmarking and community-led priorities. As part of implementing the university's Research and Knowledge Exchange Sub-Strategy, the project is also supporting delivery of the REF's Strategy,

People and Research Environment element, ensuring alignment between institutional culture and the expectations for REF 2029.

Researcher Training and Development Team

In 2024, the Researcher Training and Development Service began planning significant changes to provide professional and career development support for researchers.

At the time, although we offered a wide selection of content, there was very little flexibility in terms of format, learning styles and availability, with sessions delivered almost exclusively online. In addition, the booking system was difficult to navigate, with no suitable usage guide.

We have since introduced a range of learning opportunities to suit different learning styles. These include:

- Face-to-face sessions, online resources and asynchronous learning
- On-campus events for cohort building and forming connections
- Peer-to-peer sessions for supervisors ('the COLLAB')
- A thriving early career academic (ECA) network based on collaboration with our faculty networks
- Key British Academy Early Career Network events, which we provide as part of our role as a regional cluster delivery partner
- A new ECA Compass programme focusing on career development for ECAs.

We have removed barriers to learning by creating a series of clear, subtitled videos to guide users in navigating our booking system. The schedule has also been redesigned, using a branded template and clearer layout for easy online navigation.

Each schedule also signposts users to additional sources of training and development, not just those provided by the Research Training and Development Team. This helps acknowledge and celebrate the many other areas of the university that provide activities and support for researcher development.

These changes have led to an increase in engagement. For example, as many as 35 supervisors at a time have attended a COLLAB session for peer-to-peer discussions, where the previous average attendance at our staff online sessions was five.

An attendee at the ECA Compass programme told us that this activity changed their approach as a researcher by 'balancing priorities and research work'.

Sodexo

IDAHOBIT and Pride Month

In May, Sodexo and university employees marked the International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT), promoting equality and inclusion for all. Throughout May, staff were encouraged to wear purple, with offices decorated in the same colour – a visible sign of solidarity and a way to spark conversations about acceptance and respect.

A £1 donation drive raised funds for the Greenwich and Avery Hill Stop Hunger offices. Strong engagement through participation and discussion showed clear support for the campaign.

Launching Pride Month, these activities also included 'Colourful Mondays', which each week highlighted a different colour of the rainbow to celebrate LGBT+ diversity and inclusion. Together, these initiatives successfully raised awareness, encouraged participation, and fostered dialogue, embedding values of allyship and respect across Sodexo and the university. Both organisations aim to sustain these efforts,

enhancing engagement and maintaining visible support for equality throughout the year.

10,000 Black Interns

The 10,000 Black Interns programme, run by the UK-based charity the 10,000 Interns Foundation, provides paid work experience to Black students and graduates, helping them develop both new and existing professional skills. According to the foundation, 8 out of the 24 interns who participated in the previous year's programme secured permanent positions within Sodexo.

The Sodexo UK&I Talent Team attended a careers fair at Greenwich Campus in September 2025, where they spoke to more than a hundred students. They provided an overview of internship opportunities, including the 10,000 Black Interns programme. They also highlighted Sodexo's SheWorks programme for women, as well as paid internship opportunities with Sodexo at the university.

DFN Project SEARCH

Sodexo is proud to partner with the DFN Project SEARCH programme, a transition-to-work initiative that supports young adults with learning disabilities and autism spectrum conditions into meaningful, sustained employment.

Through our partnership with the university, Sodexo provides structured training, real-world work experience, and tailored mentorship to help interns develop the skills and confidence needed to secure long-term employment.

In 2025, Sodexo supported four young adults from the programme on Medway Campus, offering hands-on placements in catering and facilities management. In 2026, the initiative expanded, with a second cohort of four young adults at Medway, while six interns started work on Greenwich Campus.

National Inclusion Week

In September, Sodexo participated in National Inclusion Week, an annual event to raise awareness of diversity, equality and inclusion in the workplace.

Activities included a discussion on diversity, equity and inclusion (DE&I) moderated by Iman Abdi, DE&I Adviser for Sodexo UK&I. Sodexo also organised sessions on mental health, menopause and period poverty, which were attended by more than 70 employees. Additionally, an inclusion board was set up in Sodexo's offices at the university, inviting employees to share what inclusion meant to them. This gave staff an opportunity to express their thoughts and encouraged open, meaningful conversations about inclusion in the workplace.

SheWorks

Sodexo's SheWorks programme supports women students to explore corporate careers and leadership pathways.

This year, four students from the university were shortlisted to shadow and be mentored by senior women leaders at Sodexo. Across two weeks, they participated in tailored sessions on leadership, health and safety, technical services, and careers for women.

One participant progressed from the programme into an internship with Sodexo at the university. This led to her appointment as finance coordinator supporting the company's contract with the university, demonstrating the programme's tangible pathway into employment.

International Women's Day

For International Women's Day in March, Sodexo gifted inspirational books to female colleagues, each accompanied by a personal note of appreciation from their line manager or teammates, recognising the ways they inspire others. This gesture was also extended to female members of the university's Estates and Facilities Team, celebrating their contributions and reinforcing a shared commitment to recognition and inclusion.

Ramadan

In partnership with the university, Sodexo celebrated Ramadan by providing dates and

water in the campuses' multi-faith rooms, enabling both students and staff to observe and celebrate the Holy Month.

Period poverty

In September, Sodexo made free period products available to all its female employees across the university. This initiative followed a session on period poverty led by menstrual health advocate EGAL.

Washroom equality campaign

In partnership with the university, Sodexo launched a campaign to make washroom facilities more inclusive and supportive of users' dignity. Improvements have included newly installed male incontinence disposal bins in selected male washrooms, a discreet and dignified option for men managing health conditions such as prostate cancer.

Diversity and inclusion in Sodexo's workforce

Data on Sodexo employees working on the University of Greenwich contract shows the following in relation to the previous year:

- Sex – the proportion of female employees grew from 46% to 55%
- Ethnicity – Black, Asian and Minority Ethnic representation decreased, White representation increased, and the figure for the Unknown category stayed the same.
- Age – the share of Baby Boomers jumped from 17% to 68%, while Gen Z representation fell from 23% to 7.4%.

Financial contributions

Last year, Sodexo contributed £10,000 to student internships and bursaries, prioritising support for students from economically disadvantaged backgrounds. They also donated £500 to support the university's Mental Health Day.

STAART

STAART is the university's initiative supporting students with disabilities, long-term health conditions, neurodivergence (including autistic and dyslexic spectra), and/or mental health conditions to thrive within the university environment.

Over the past year, we have delivered a wide range of events, workshops and other activities. Among these are three promotional campaigns developed in collaboration with colleagues from the Employability Team:

- Kickstart Your Career – seven short, subtitled videos designed to encourage disabled students to engage with the Employability Team early in their university journey.
- STAARTConnect – an initiative matching disabled students with disabled mentors from outside the university; 75 disabled mentors volunteered to participate
- STAARTConnected – an opportunity for disabled students on industrial placements to have a 30-minute Teams call every fortnight or month with a STAART ambassador currently studying an MSc in therapeutic counselling

Other STAART activities include the following:

- We recruited and trained an additional 13 STAART ambassadors, bringing the total to more than 750 self-selected, self-identifying disabled students who have had paid employment via the university. The student staff are included within the gender pay gap and disability pay gap.
- We provided ongoing support for disabled students at the Animal Management Unit at Hadlow College, dedicating approximately one day per week during college term time. This included guidance on UCAS applications and Disabled Students' Allowances, as well as support with confidence building. We also ran workshops, offered mentoring opportunities, and participated in college Open Days.

- A [journal paper](#) by STAART Manager Dr Melanie Thorley was published by the Open University in July 2025.
- At the annual conference of the National Association of Disability Practitioners, Dr Thorley presented a breakout session on the STAART partnership with disability-inclusive recruiter Evenbreak.
- We delivered 12 online STAART workshops for prospective and current disabled university students and for staff who support them. The two most recent workshops each attracted more than 90 attendees.
- We produced a dozen briefings on topics ranging from swift trust (the rapid development of trust within temporary teams) to sociotropy (people-pleasing behaviours).
- We offered support and advice at all the university's Open Days, postgraduate recruitment events and offer holder sessions.
- For the second consecutive year, STAART and the Faculty of Engineering and Science hosted the Sticks 'n' Stones Festival on Medway Campus. The festival is the largest social prescribing (community health and wellbeing) event in Kent. We will host the festival again in 2026.
- In December 2025, we curated the second chapter of the Histories of Disability Anthology: The Great and the Good, the Bad and the Ugly. The chapter comprises 29 articles and poems and is available in both poster and digital formats.

Strategic partnerships and fundraising

Through alumni engagement, fundraising and strategic partnerships, the university advances its equality, diversity and inclusion priorities by widening opportunity and strengthening representation.

Alumni and fundraising

The Alumni and Fundraising Team delivers impactful initiatives designed to strengthen equity, representation and opportunity across the university community.

These activities highlight our commitment to supporting underrepresented groups, expanding access to professional pathways, and fostering an inclusive culture that celebrates the diversity of our students and alumni. Below are some highlights from this academic year.

Black Business Series launch

The Black Business Series, launched in April 2025 at the university's Stockwell Street Building, has brought together successful Black entrepreneurs from our alumni community to inspire the next generation of business leaders.

Speakers have included Roneish Myers (MoneyHeave), Duval Middleton (Gumipod Group), and Paula Francisco (VP Royals), who each shared insights on entrepreneurship, innovation and resilience.

The series aims to build a strong ecosystem of mentorship and collaboration while championing Black excellence and representation in business.

Stephen Lawrence Day

The university marked Stephen Lawrence Day in April 2025 with a four-day exhibition reflecting Stephen's life, legacy and influence on the ongoing fight for racial equality. This invited staff, students and the wider public to engage with themes of justice, remembrance and social change.

An educational initiative, Stephen Lawrence Day x Big Ideas, saw around a hundred Year 12 students exploring inequality through subject-specific workshops. This initiative formed a key part of our commitment to embedding anti-racist practice and reflective learning across the institution.

Stephen Lawrence Scholarship with the Football Foundation

The university launched a second Stephen Lawrence Scholarship, this time delivered with the support of the Football Foundation. Building on our longstanding commitment to honouring Stephen's legacy, this scholarship aims to strengthen our mission to widen access and remove barriers for underrepresented students.

The new scholarship provides dedicated support for Black students from low socio-economic backgrounds, as well as those who are estranged or care experienced, enabling them to complete the MArch Architecture Part 2 programme.

In addition to financial assistance, recipients gain meaningful professional development opportunities through the Football Foundation, including engagement with their teams and insight into the grassroots football facility landscape.

Baroness Doreen Lawrence welcomed the initiative, recognising it as a powerful continuation of her son's legacy and a reflection of the university's capacity to shape lives and expand opportunities. She emphasised the significance of establishing a second scholarship in Stephen's name at Greenwich, noting that it reinforced the vital role education and sport can play in transforming communities.

REACH Events Management Scholarship

In September 2025, the university was confirmed as the 2026 university partner for the Race, Ethnicity and Cultural Heritage (REACH) Events Management Scholarship. The partnership aims to widen access to careers in the events and hospitality sector for Black, Asian and underrepresented minority ethnic students through multi-year financial support, industry mentoring and careerfocused development.

Santander Brighter Futures Grant

The university partners with Santander Universities to offer Brighter Futures Grants. These are designed to ensure students have equitable access to financial support that can ease pressures related to living costs, study resources and other essential needs.

As a participating institution, we enable all undergraduate and postgraduate students, both full-time and part-time, to apply for one of ten £1,000 awards. Our aim through this initiative is to help remove financial barriers that can disproportionately affect students from underrepresented or financially vulnerable backgrounds.

Through our engagement with the Santander Open Academy, we continue to strengthen opportunities for students to secure additional support, reflecting our commitment to widening participation, supporting retention and ensuring every learner has the resources to thrive academically and personally.

Shaping fairer policing

In November 2024, the Equality, Diversity and Inclusion Team hosted a Black History 365 panel discussion with Kent Police. Held on Medway Campus, the event brought together police professionals and university colleagues to discuss the persistent lack of trust between Black, Asian and Minority Ethnic communities and the police and the impact of this on representation within the force. The discussion also highlighted the benefits of a diverse police workforce and identified practical actions needed to rebuild community confidence.

In February 2025, the university delivered a session to Kent Police on our Race Action Plan. This shared the university's methodology and the lessons learned, supporting Kent Police to navigate its own Race Action Plan, which is now embedded in organisational practice.

The partnership with Kent Police has extended beyond these knowledge exchange events.



Chief Superintendent Shaun White and Colin Burton, Independent Advisory Group Chair for the National Police Chiefs' Council (NPCC), have delivered Big Picture seminars and guest lectures within Greenwich Business School.

These engagements have created a meaningful bridge between students and the policing sector. Significantly, a number of students who had not previously considered a career in policing left these sessions expressing a genuine interest in joining the force. This provides a powerful example of how equality, diversity and inclusion work can open doors and shift perceptions in ways that benefit both individuals and institutions.

Our partnership has been strengthened by Dr Myrtle Emmanuel, Associate Professor in HRM and Organisational Behaviour and Academic Lead for Racial Equity, alongside other academic colleagues who have been involved in additional projects, including:

- A systematic review for the Scottish Institute for Policing Research. This report provides a comprehensive framework for implementing anti-racism in policing and is intended to inform practice across all 45 UK police forces through the NPCC.
- Dr Emmanuel has since been appointed to the NPCC Reference Group, and a forthcoming Memorandum of Understanding between the university and the NPCC, due to be signed in 2026, will formalise the university's role as the NPCC's academic partner for race equity transformation.
- Staff representation at Kent Policing Powers independent review panels

UK partnerships

Our partnerships create opportunities for our students to thrive at and beyond university, while enabling organisations to benefit from our research, leading-edge facilities, and highly talented staff and students. These collaborations span a wide range of sectors, from local and

community organisations to further education colleges and global businesses.

Charlton Athletic Football Club

Charlton Athletic Football Club and its Community Trust have partnered with us for over a decade, celebrating our shared belief in the power of sport to drive change.

This year, our themed match days, including Partnership Takeover Day; Red, White and Black Day; the Greener Game; Football v Homophobia; and Her Game Too, drew record attendances from students, staff, alumni and partners.

Beyond the pitch, we continue to support the club through the Make it Make Sense programme, which works with pre-16 school learners across south-east London and Kent.

The impact of this partnership has been widely recognised, with Charlton Athletic winning 'Partnership of the Year' at the university's 2025 Staff Awards.

Red, White and Black Day

Charlton Athletic's Red, White and Black Day brought together fans, local schools and community groups to celebrate community engagement, equality and inclusion.

The annual event provides a platform for people from diverse backgrounds to participate together, united by a shared connection to the club and a commitment to equality.

Delivered in partnership with the University of Greenwich and the Charlton Athletic Community Trust, the day featured a community parade involving more than 500 young people and supporters before a home fixture at Charlton Athletic's stadium, The Valley.

Charlton Invicta

Through our partnership with Charlton Invicta, the LGBTQI+ friendly football team affiliated with Charlton Athletic and its Community Trust, the university aims to reduce barriers for individuals seeking a safe and inclusive community in which to play football.

We have contributed financially to team kits and provided free pitch usage for team fixtures, allowing Invicta to keep membership fees low.

Our LGBTQ+ Staff Community has joined Invicta in the London Pride parade for several years, strengthening the bond between the two groups. The team recently held its awards evening on campus, further demonstrating its strong links with the university.

Invicta was the first LGBTQI+ friendly team to be affiliated with a professional club's community trust and, with the university's support, continues to grow in strength in promoting equality and diversity in football.

The Proud Valiants

The university co-hosted a pre-match reception with the Proud Valiants, Charlton Athletic's LGBTQI+ Supporters Group, as part of the Football v homophobia campaign. Both staff and students participated in the mixed-gender tournament.

Alcatel Submarine Networks

The university's partnership with Alcatel Submarine Networks (ASN) continues to support our equality, diversity and inclusion objectives through the delivery of an accredited continuing professional development leadership programme.

Since 2024, the programme has supported three cohorts, comprising a total of 29 employees from ASN, a leading provider of submarine optical cable systems. Of these participants, 20% are female and 30% identify as Black, Asian or from other minority ethnic backgrounds. This is particularly meaningful within a technical sector where leadership roles have historically been less diverse.

Many participants bring extensive experience in specialist technical roles but have not previously had access to managerial training or higher education opportunities. The programme therefore provides an inclusive pathway for career progression, recognising existing professional expertise while building leadership confidence, strategic thinking, and people-management skills.

On completion of the programme, participants receive a formal certificate recognising their achievement, supporting both individual professional development and fairer access to advancement within ASN.

Through this initiative, we are actively widening participation in professional education and strengthening representation within leadership pipelines in the technology sector.

Syntech Biofuel

In 2025, the university collaborated with Syntech Biofuel, a company that converts organic waste into renewable energy, to deliver two student hackathons – intensive events where teams develop creative solutions to real-world challenges.

The first of these, Crack the Code to Net Zero, invited students to design a platform to track and reduce carbon footprints.

This attracted 132 participants, reflecting strong engagement from across our student community. Overall, 51% were male and 49% female, while 59% were Asian and 8% Black. Participants came from all four of our faculties, with 52% from Engineering and Science, 41% from Business, 5% from Education, Health and Human Sciences, and 2% from Law, Arts and Social Sciences.

Open to students from all levels and disciplines, the event encouraged inclusive participation, creativity, and collaborative problem-solving, while offering cash prizes, mentorship from sustainability entrepreneurs, and opportunities to pitch to Route to Zero for potential funding.

The second hackathon, Circular Economy Hack: Turning Waste into Resources, challenged participants to develop commercially viable methods for turning food waste, plastics, used cooking oil, clothing, and e-waste into reusable materials, energy, or new revenue streams.

143 students took part in this intensive 48-hour challenge. Participants again reflected strong diversity, comprising 54% male and 44% female

students, while 57% were Asian, 22% Black, 2% Arab, 1% Chinese, and 1% mixed heritage.

In terms of faculty representation, 58% of participants were from Business, 30% from Engineering and Science, 8% from Education, Health and Human Sciences, and 4% from Law, Arts and Social Sciences.

Sustainability

During 2025/26, the university's sustainability initiatives supported its equality, diversity and inclusion objectives by creating inclusive opportunities for participation, strengthening community connections, and improving accessibility.

The Avery Hill Edible Garden continued to grow its volunteer membership during the year, welcoming students and staff, as well as members of the local community. The space was also used by a range of external organisations, including nurseries and groups supporting young people with mental health needs.

The garden was designed with accessibility in mind and includes features such as under-grass matting and raised beds, enabling wheelchair users and people with different mobility requirements to participate more easily.

An awareness campaign promoted considerate use of the lifts, encouraging people to take the stairs instead if they were comfortably able to do so. This initiative was intended to reduce unnecessary lift use, limit wear and tear, and help ensure that lifts were available for those who depend on them.

The Sustainable Development Unit also hosted a variety of events and activities in 2025/26 to encourage participation, collaboration and inclusive engagement.

Teaching and learning

The university is fully committed to providing inclusive learning and teaching opportunities that enable all students to succeed because of, rather than despite, their backgrounds. Our work in this area is guided by a university 'plan on a page', which focuses on the development of inclusive cultures and pedagogies.

Inclusive curricula and assessments are being guided by our new Greenwich Curriculum Framework and our Assessment and Feedback Policy and are being implemented through our Curriculum Shape project, which will see every University of Greenwich academic programme redesigned by September 2027.

The Greenwich Curriculum Framework ensures that programmes embed academic and digital skills, as well as wellbeing, within the curriculum. The framework also introduces a core first year and a reduced number of concurrent modules to help students focus on their learning priorities.

Implementation of the Assessment and Feedback Policy is reducing the overall number of assessments and examinations. Assessments are also being designed to be more authentic and, where possible, to offer students a degree of choice.

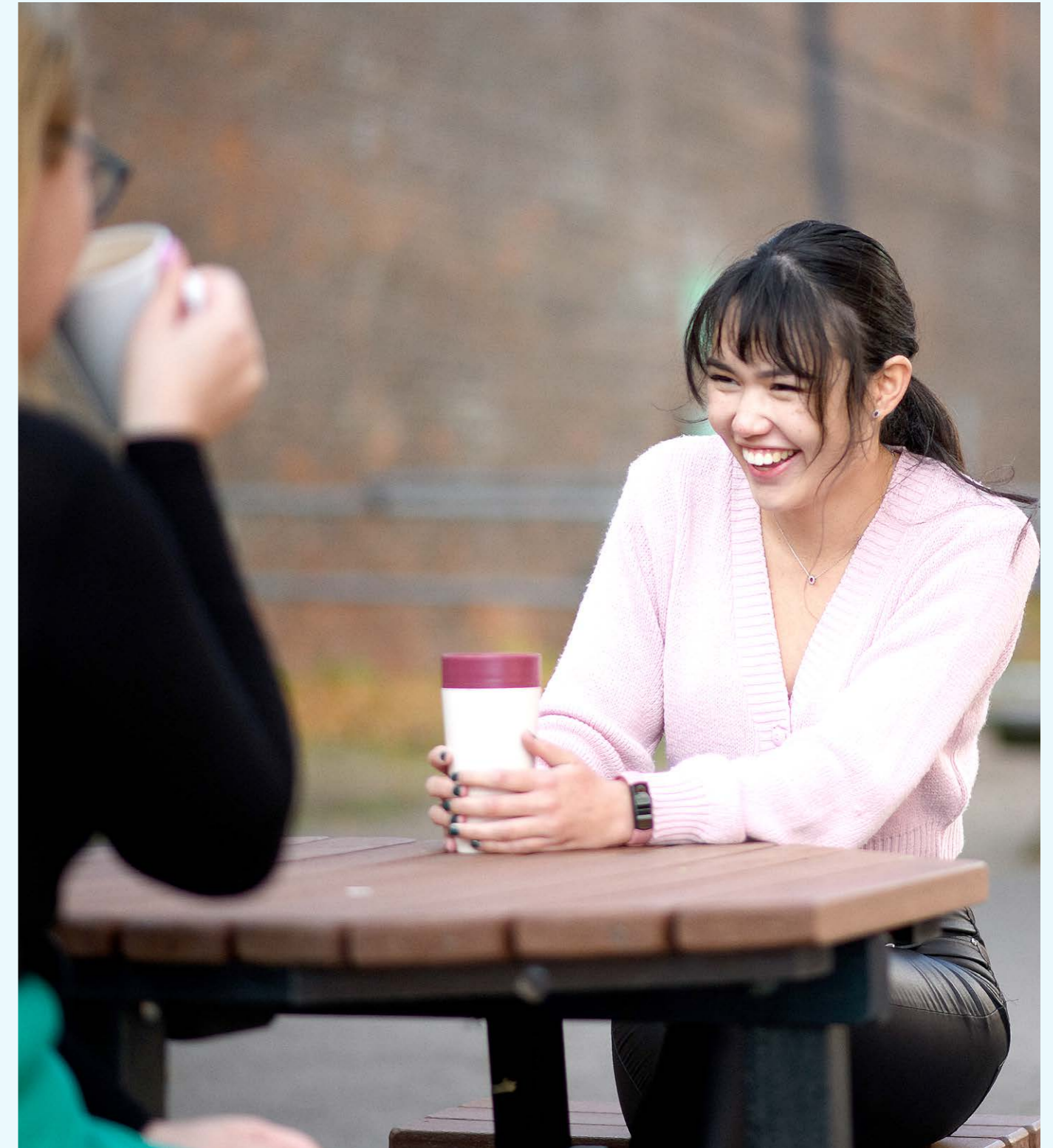
In addition, targeted interventions have been introduced. In 2023/24, action plans were drawn up to enhance the inclusivity of a hundred of our programme modules. These plans have now been implemented, and analysis indicates that awarding differences have reduced more quickly within these targeted modules. In response, the university is launching the second iteration of this initiative.

We have identified students who are close to achieving a 2:1 classification and are supporting them through dedicated sessions that explain the expectations required to reach this level. We are also helping them to interpret the feedback they receive and apply it to their academic work.

Our faculties and schools have developed their own plans on a page, which include actions to address the Black, Asian and Minority Ethnic awarding difference. These plans ensure that local actions align with the university's strategic priorities.

Academic staff are equipped with resources such as the Inclusive Curriculum Enhancement Tool and

a dedicated equality, diversity and inclusion section within the Learning and Teaching Centre. They are also supported by the Curriculum Shape and Academic and Learning Enhancement Teams.





Looking forward to 2026/27



The year ahead

Equity, diversity and inclusion is facing a changing landscape, with shifting regulatory and legal positions and polarised global climates creating strong external narratives. At the University of Greenwich, our commitment to equity, diversity and inclusion remains, with inclusivity as a golden thread throughout our strategy, sub-strategies and enabling strategies.

We are moving into becoming London and South East University Group (LASEUG)*, the trailblazing multi-university group which will come into effect as a legal entity from 1 August 2026. The University of Greenwich and the University of Kent will continue to operate as two distinct academic divisions within the new structure, while retaining their individual names, identities and brands.

This development creates opportunities for continued world-class teaching and growth in research tackling real-world challenges. It will also foster a culture where staff, students and communities thrive, collaborate and succeed together. We recognise the importance of building a shared, inclusive culture across this new organisation.

Our focus remains on fairness for each member of our university community, as the legal landscape evolves. We support a diverse community of staff and students and are committed to delivering the prioritised actions outlined in our upcoming Equity, Diversity and Inclusion Strategic Action Plan, in pursuit of equitable outcomes for all.

* This proposed name for the university group is currently going through a formal consultation by the Office for Students.

The university is committed to protecting freedom of speech and to promoting a truly inclusive community. Our [Code of Practice](#) sets out how we protect freedom of speech and academic freedom and the limited range of circumstances in which these may be restricted. This approach reflects our core values as an academic community and specific legal obligations on universities to promote, protect and respect these key freedoms.

We will evolve the understanding of our data, with a focus on intersectionality. This will include:

- Improving the accessibility, reliability and relevance of reports produced by our e-recruitment software to enable more-effective analysis and evaluation of recruitment processes, supporting our inclusivity goals and the future development of wider strategic workforce planning.
- Establishing a consistent and standardised approach to exit interviews and the related monitoring process to ensure feedback is acted upon where appropriate. This will include the ability to disaggregate data by protected characteristics.

We aim to have these additional data sets collected and published in the Equality, Diversity and Inclusion Annual Report 2026/27.





Appendix



Data summary 2024/25

The student data used within this section has been taken from the university's Higher Education Statistics Agency (HESA) Student Return for the year 2024/25. The datasets represent fully registered new and continuing students, both UK and international, who are based on campus.

The latest trends in the total staff population are drawn from our HESA Staff Person file 2024/25, with additional data from internal information for gender description, marital status and sexual orientation.

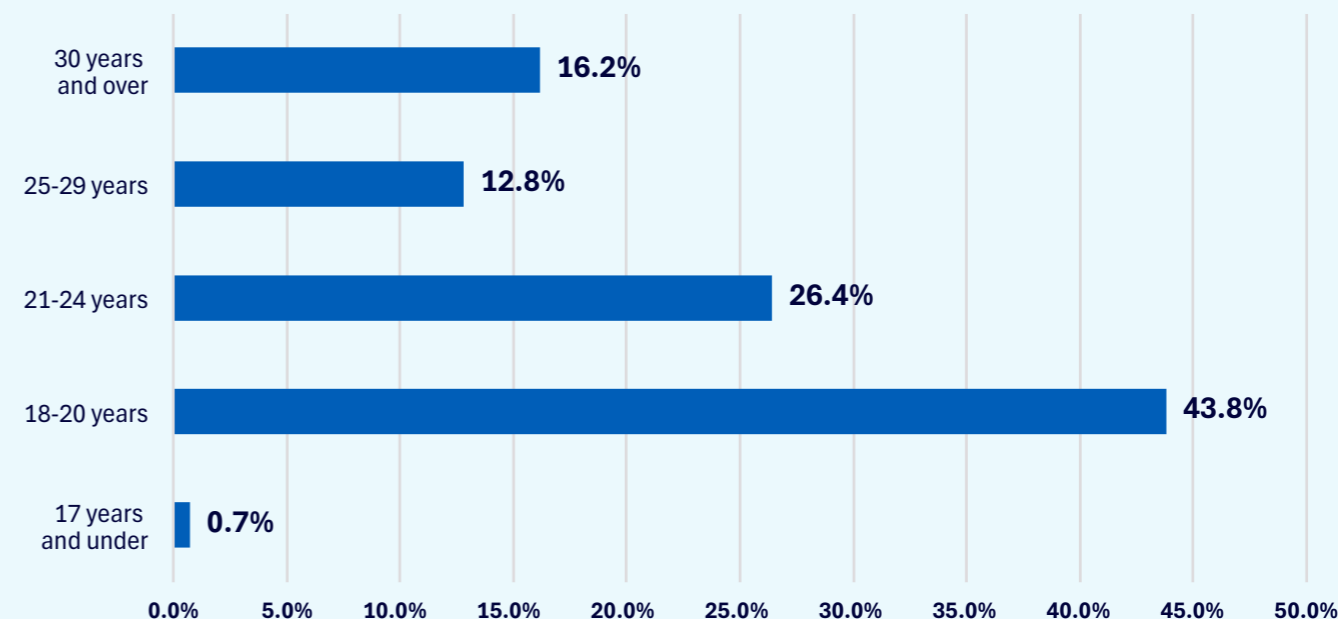
The datasets are defined using HESA categories and classifications that vary for staff and student requirements. The categories used throughout the appendix, therefore, will vary between staff and students.

Sector benchmarks for students are based on the [Equality in Higher Education: Student Data Dashboards 2024](#), which presents a snapshot age, disability, ethnicity, sex, and religion and belief of students in higher education for the 2022/23 academic year. For staff, sector benchmarks are based on [Equality in Higher Education: Staff Statistical Report 2024](#), which presents a snapshot of age, disability, ethnicity and sex of the higher education workforce in the academic year 2022/23.

Student data summary

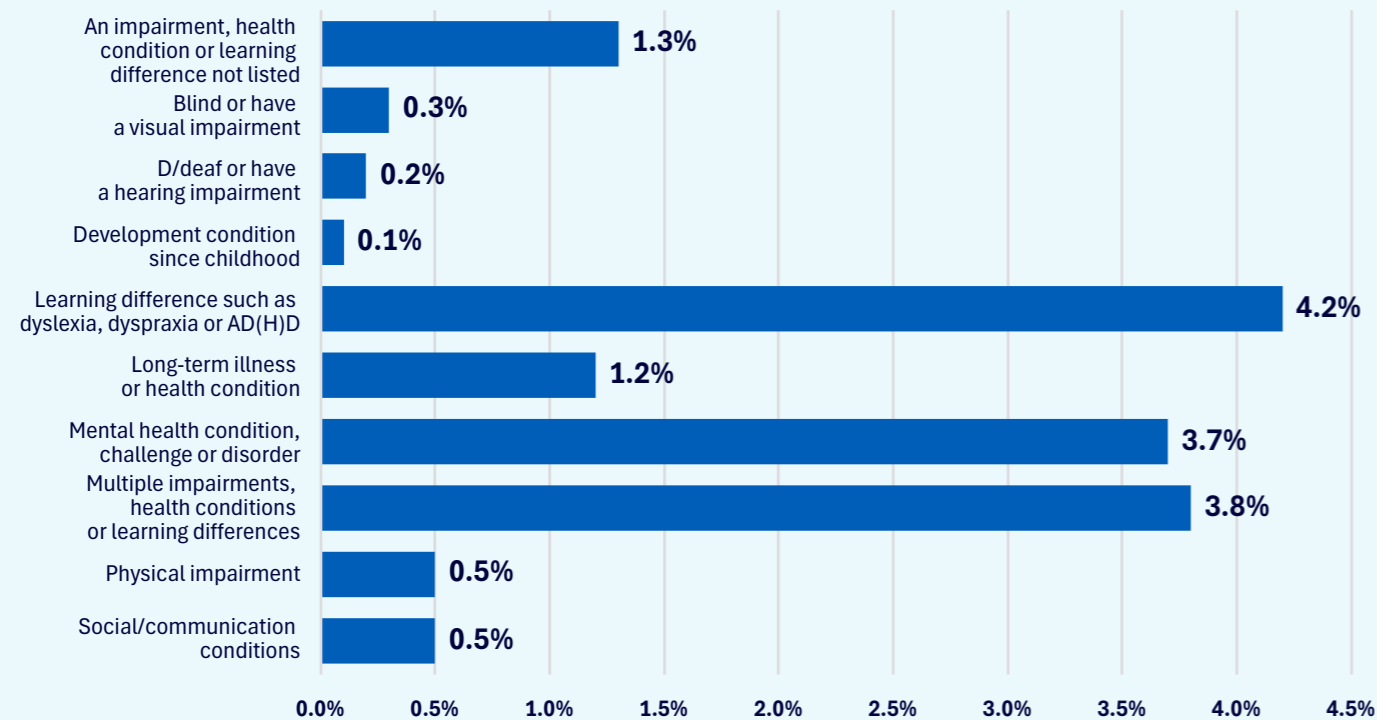
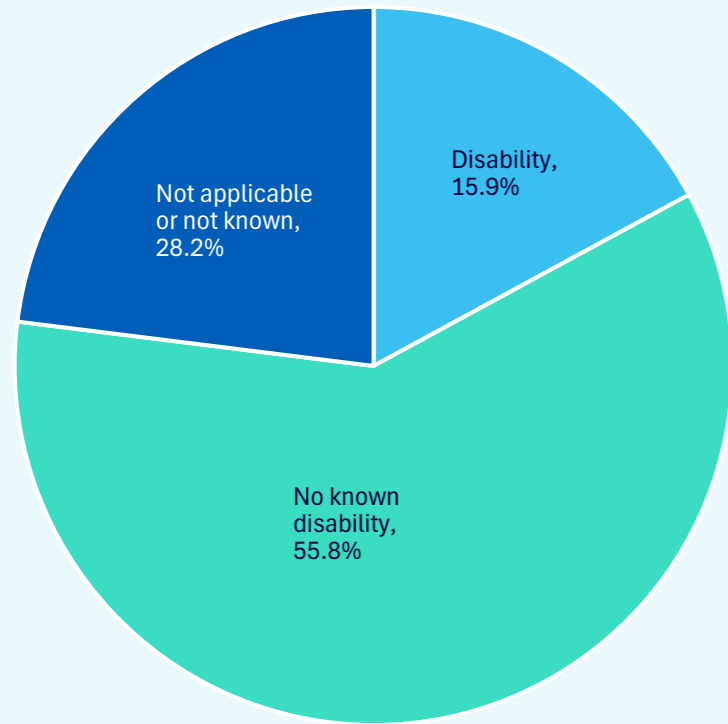
Age: At Greenwich, 44.5% of students are aged under 21. This is a 2.4pts increase from the previous return but falls slightly below the national proportion at 46.7%. 55.5% of our students are classified as mature students. There is a continuing upward sector trend of a majority mature student population, rising by

0.6%, with 53.3% of all students classifying as mature. The Faculty of Law, Arts and Social Sciences has the highest proportion of students under 21 at 72.9%, while the Faculty of Engineering and Science has the highest proportion of mature students at 65.5%.



Disability: We see a 0.4%pts increase in the number of students who have shared a disability, rising to 16% (this falls slightly behind the sector, where 16.6% of UK students disclosed as disabled). This includes 4.2% who have disclosed a learning difference such as

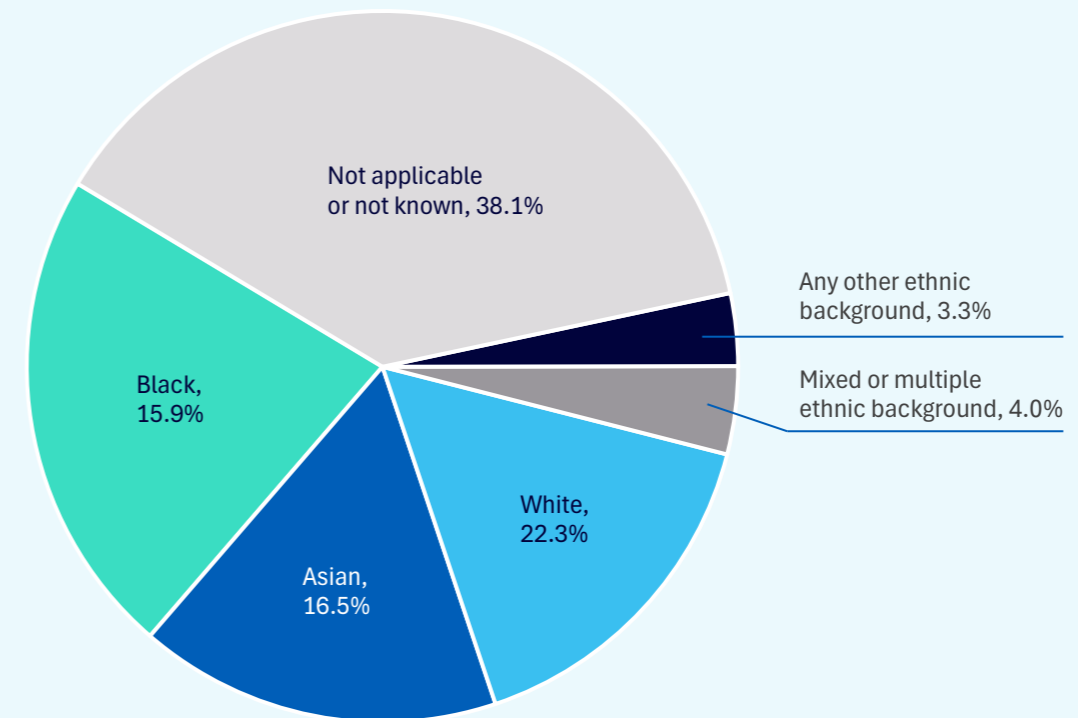
dyslexia, dyspraxia or AD(H)D, 3.7% who have shared a mental health condition, and 3.8% who have multiple impairments, health conditions or learning differences. The Faculty of Law, Arts and Social Sciences has the highest proportion of disabled students at 25.5%.

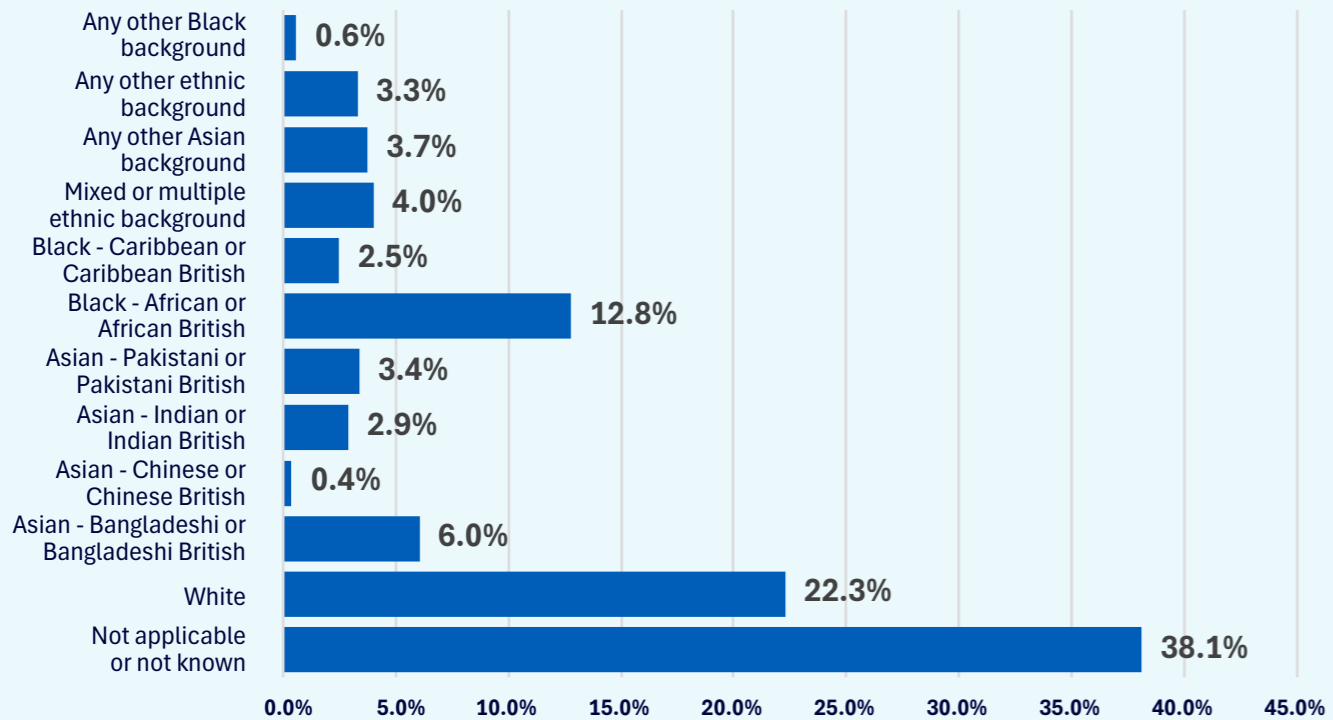


Ethnicity: This section presents ethnicity data for UK-domiciled students only. This is because it is only compulsory to collect ethnicity data for UK-domiciled students in the HESA student record (although these students also have the option to not disclose this information). 98% of UK-domiciled students disclosed their ethnicity at Greenwich. Of those with known ethnicity at Greenwich, 64% of students identify as Black, Asian and Minority Ethnic (a 2.3%pts increase from the previous return) and 36% are White. Examining our UK-domiciled students at a more detailed level, 25.1% identify as Black (a 0.9%pts increase from the previous return and 16.9%pts higher than the sector at 8.2%), with the largest proportion identifying as Black - African or African British (20.2%, a 0.9%pts

increase from 2023/24). 26.1% identify as Asian (a 0.5%pts increase from 2023/24 and 9%pts higher than the sector), with the largest proportion identifying as Asian - Bangladeshi or Bangladeshi British (9.6%, a 0.2% decrease from 2023/24).

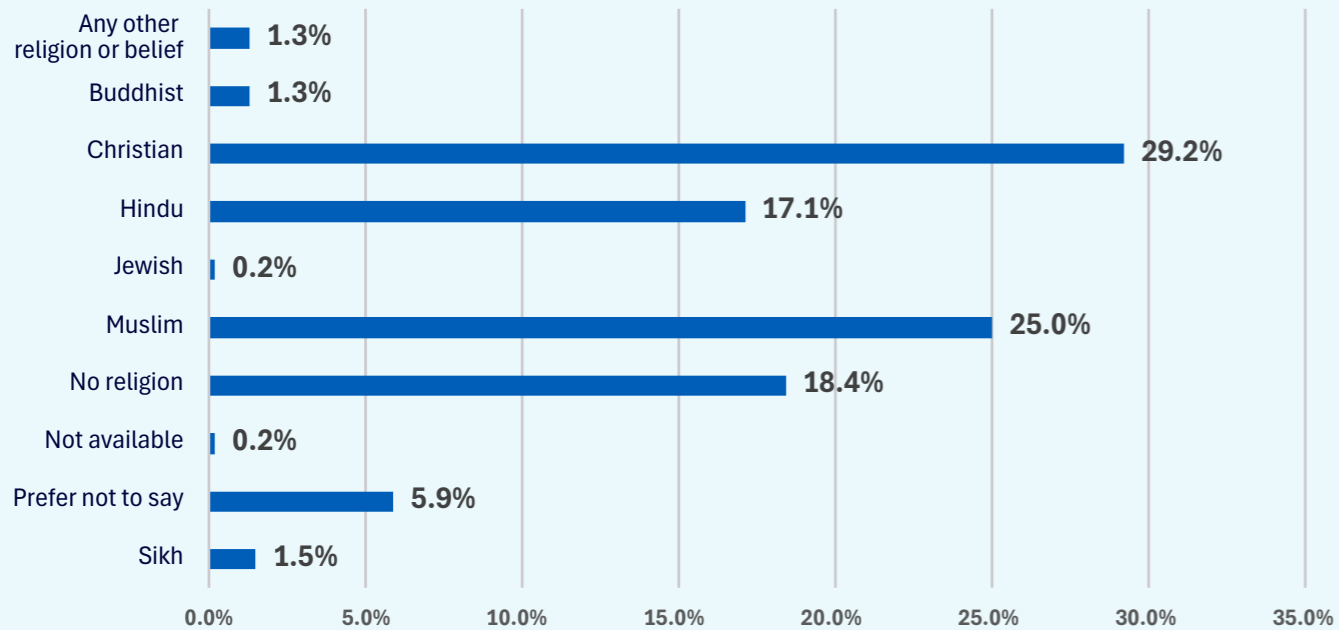
Gender identity (the same as sex registered at birth): The sector disclosure rate for trans status was 90.7%, in comparison to our student gender identity disclosure rate at 98.9% (a 0.3%pts increase from the previous return), 0.2% of data being unavailable. At Greenwich, 0.6% of students (a 0.1%pts decline from the previous year) have shared that their gender identity is different from that assigned at birth (0.6%pts lower than the sector at 1.2%).





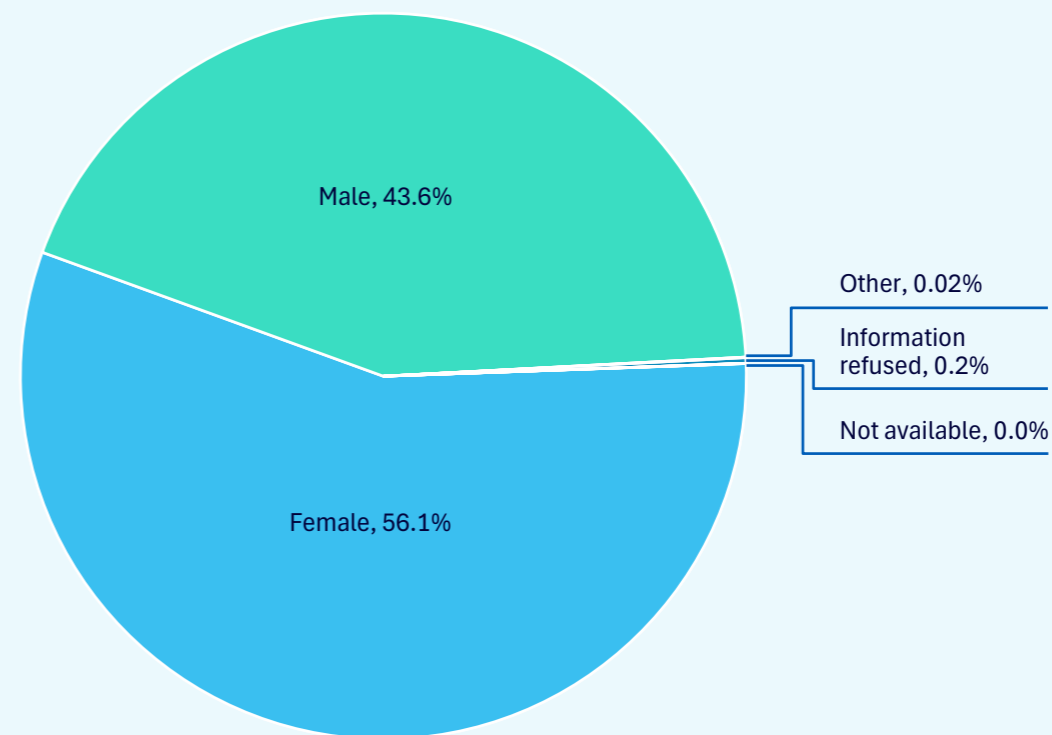
Religion and belief: Similar to the sector, the three religion and belief groups with the highest proportions of students were Christian at 29.2% (a 0.5%pts decrease from the previous return), which broadly aligns to the sector at 28.9%; Muslim, where we have a 13.5%pts higher population at 25%, compared to the sector at

11.5%; and those with no religion, where our student population is lower than the sector at 18.4%, compared to 41.6% across UK higher education institutions. We also have a large Hindu population at 17.1%, compared to 11.5% in the sector.



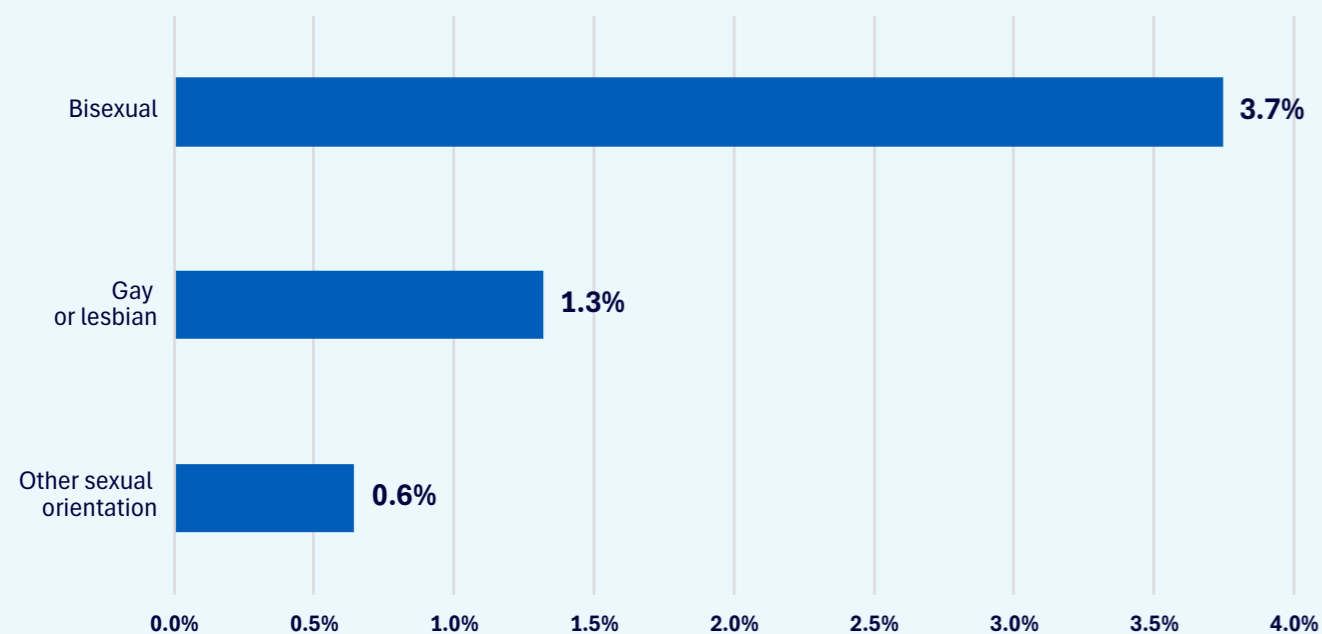
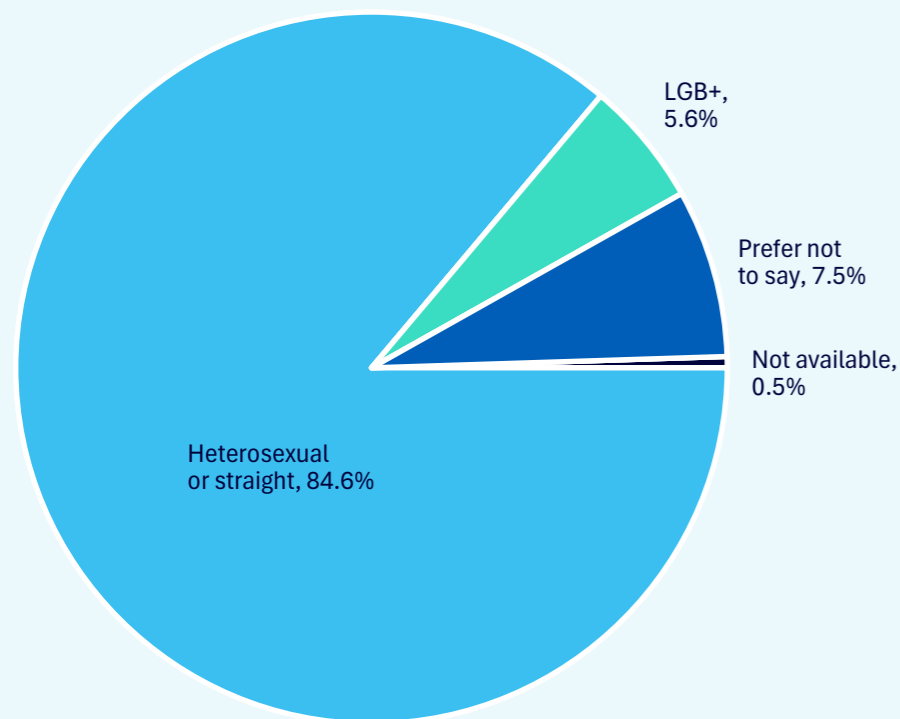
Sex: At Greenwich, 56.1% of our students are female, which aligns with the sector, in which the majority (57.1%) of students studying in UK higher education are female. The Faculty of Education, Health and Human Sciences has the

highest proportion of female students at 82%, while the Faculty of Engineering and Science and Greenwich Business School have the highest proportion of male students at 58.2%.



Sexual orientation: Within the sector, 93.4% of students provided information on sexual orientation, compared to 99.7% of students at Greenwich disclosing this information, including those who refused as an active response. Where the proportion of those refusing to provide information is broadly in line with the sector

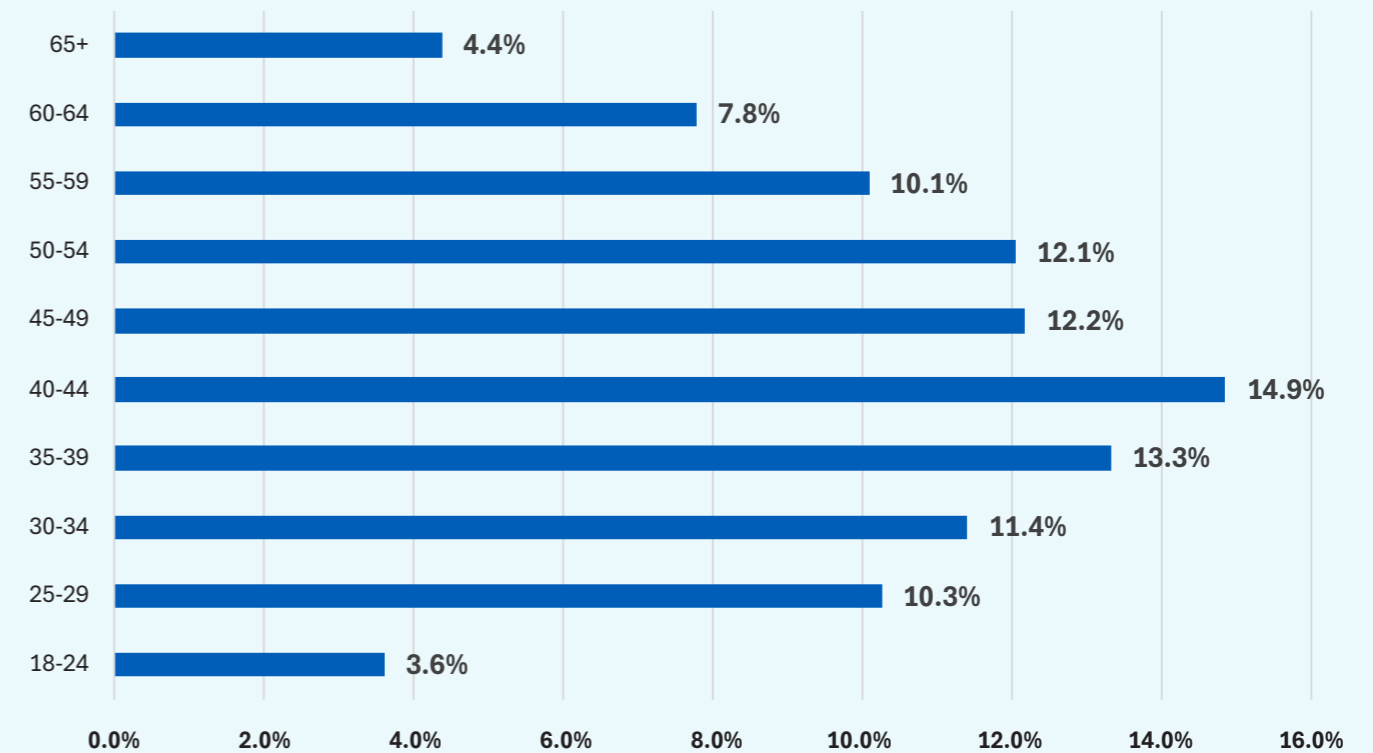
(Greenwich – 9.3% vs Sector – 10.2%), only 0.3% of data is unavailable, compared to 6.4% at a sector level. Of our student population, 5.6% identify as LGB+ (a 0.4%pts decrease compared to 2023/24); this is 5%pts lower than the sector.



Staff data summary

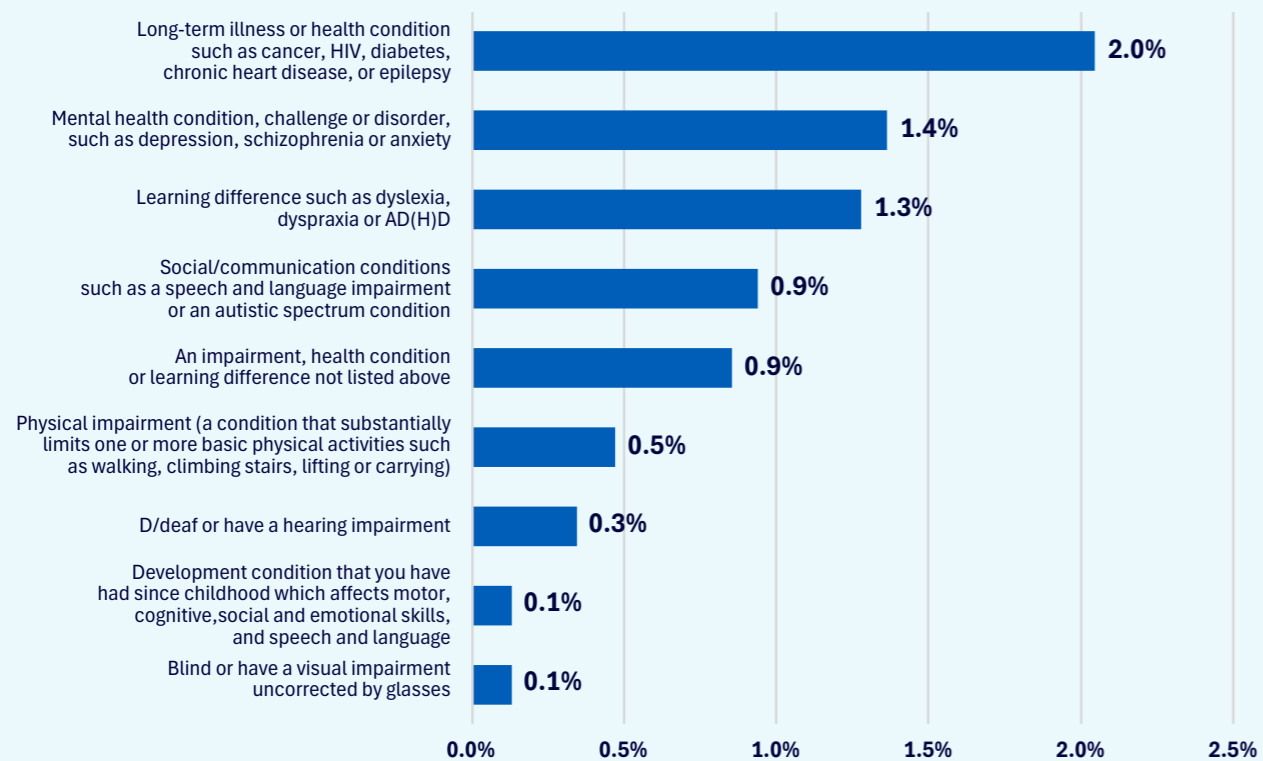
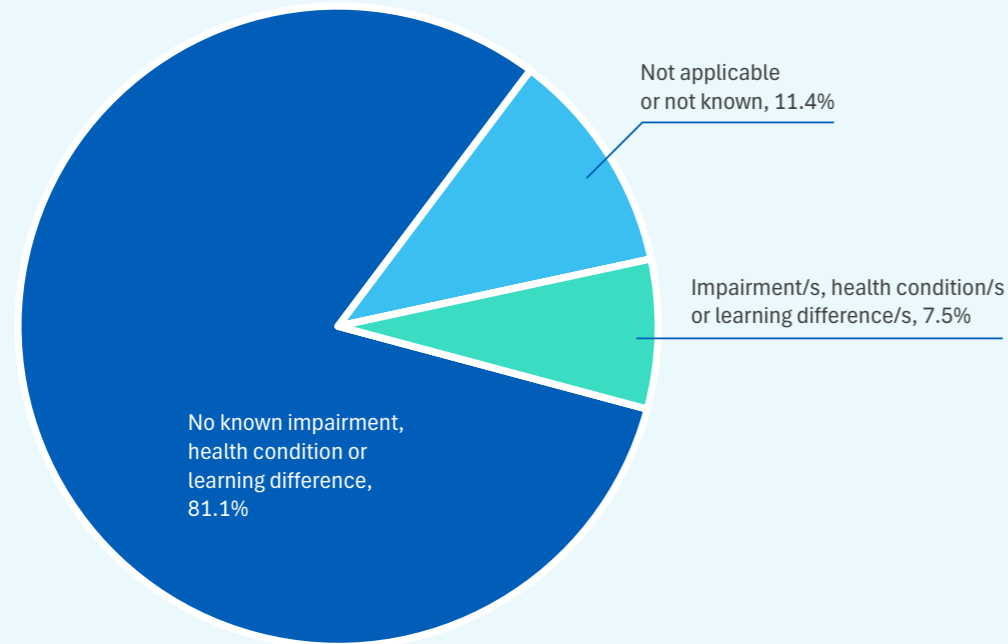
Age: As in the sector, at Greenwich the majority of staff employed are between the ages of 30 and 54 at 63.8%, comparable to 64.9% between the ages of 31 and 55 across the sector. We

employ more staff aged 60+ than the sector – 12.2%, a 0.4 percentage point increase in 2024/25 – compared to 8.6% aged 61+ across the sector.



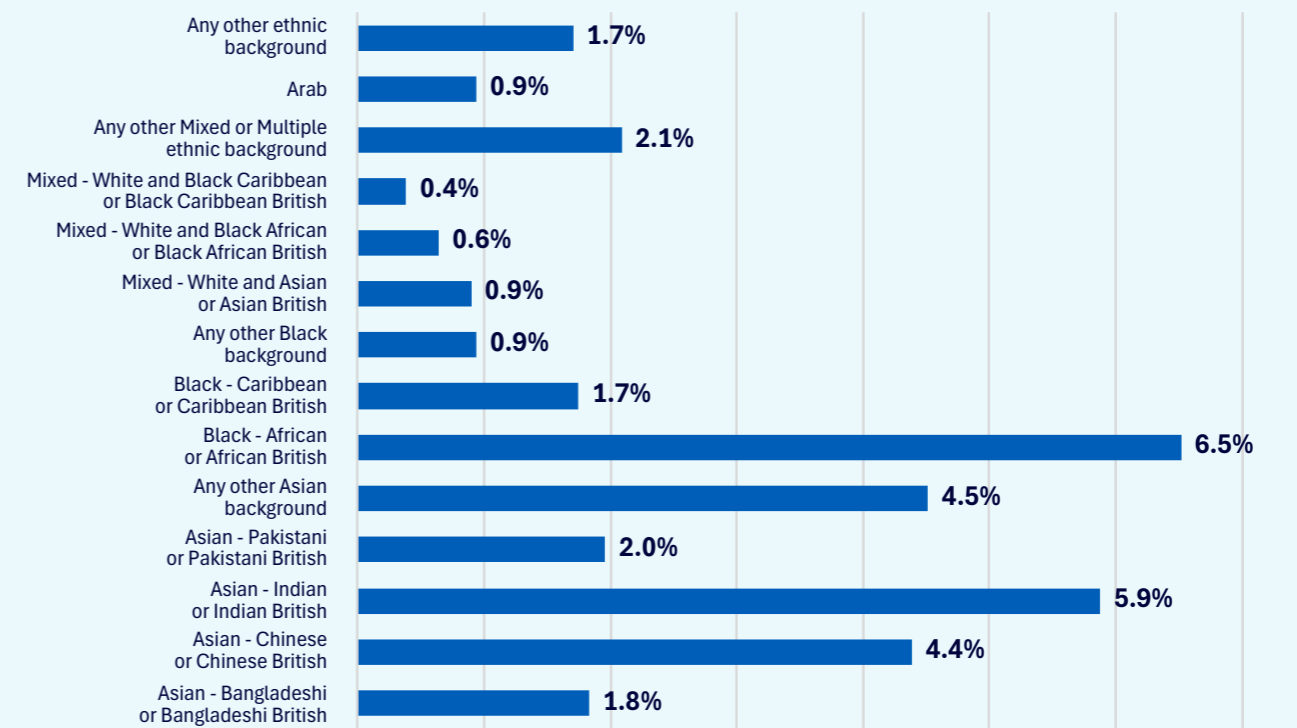
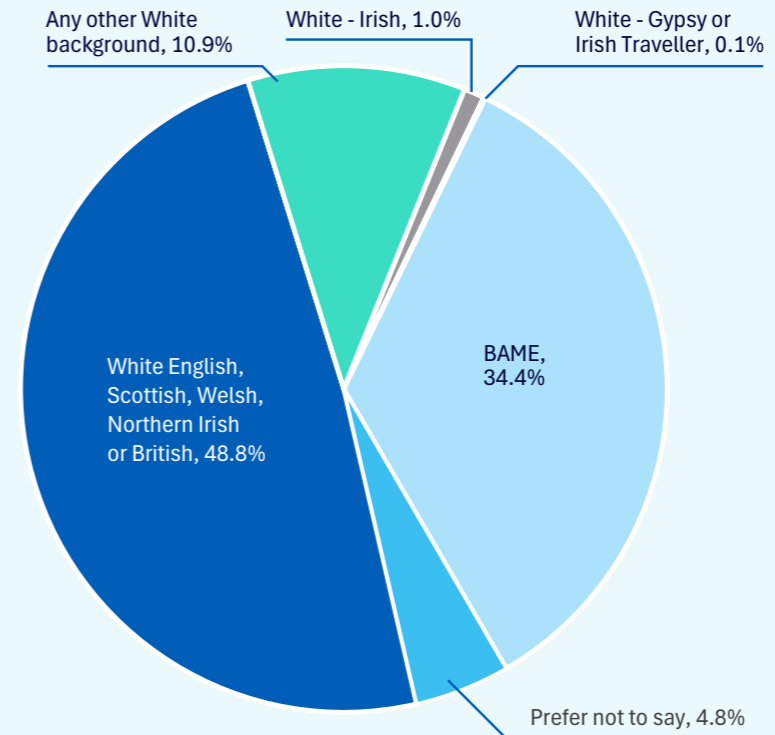
Disability: 7.5% of our staff have shared a disability, a 1.5%pts increase from 2023/24 and aligning with the sector at 7.2%, while 11.4% of staff have chosen to prefer not to say. For those who shared a disability, the most common at Greenwich are long-term illness or health condition (2.0% – a 0.3% rise from 2023/24, compared to 1.6% in the sector), mental health conditions (1.4% – a 0.4% rise from 2023/24,

compared to 1.2% in the sector) and learning difference (1.3% – a 0.7% rise from 2023/24, aligning to the sector at 1.7%).



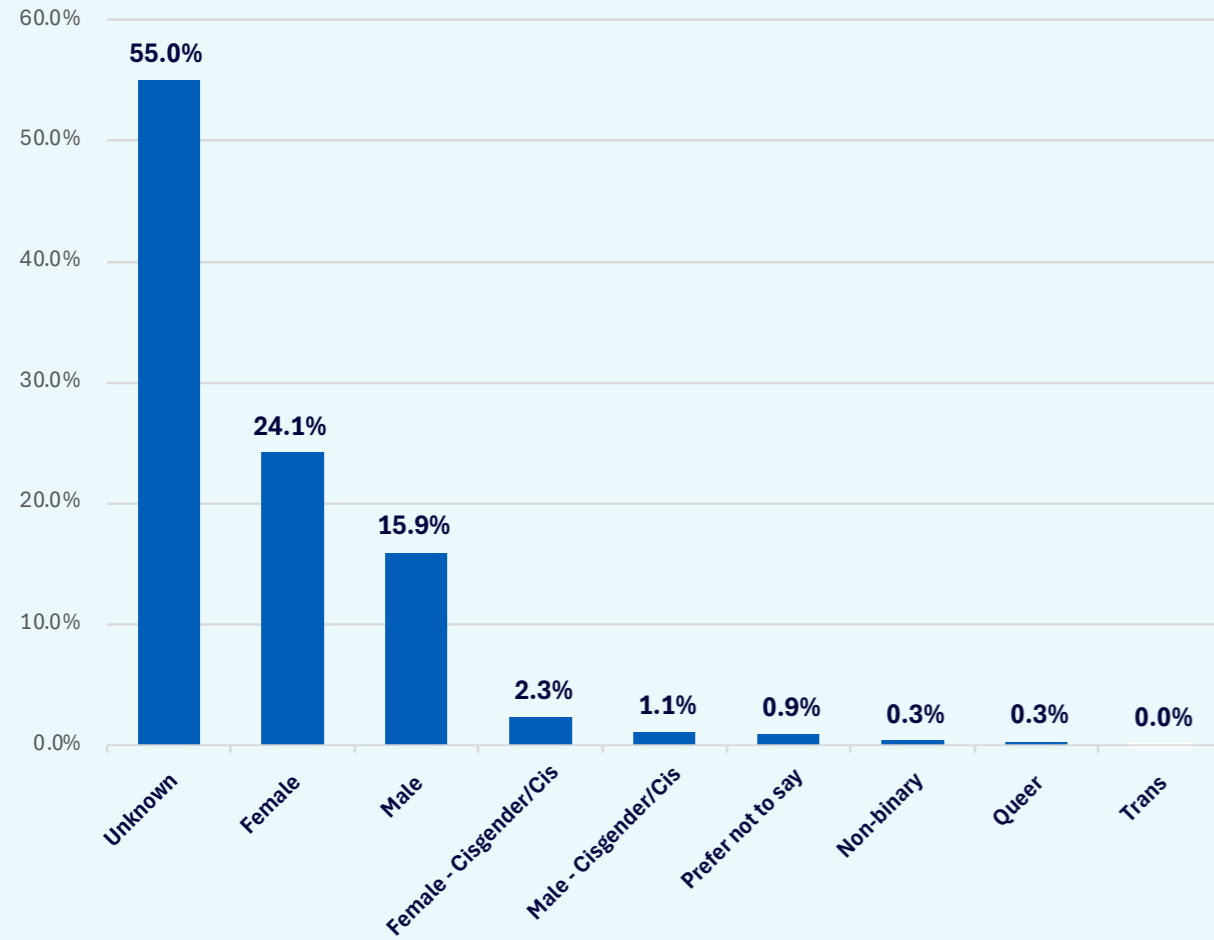
Ethnicity: At Greenwich, 34.4% of staff identify as Black, Asian and Minority Ethnic (a 1.4%pts increase compared to 2023/24 and significantly higher than the sector at 12.9%), 48.8% are White (English, Scottish, Welsh, Northern Irish or British), and 10.9% identity as Any other White background. Of our Black, Asian and Minority Ethnic staff, 9.2% identify as Black

(6.5%pts higher than the sector at 2.7%), with the largest proportion identifying as Black - African or African British (6.5%). 18.6% identify as Asian (a 0.9%pts increase from 2023/24), which is 13.1%pts higher than the sector, with the largest proportion identifying as Asian - Indian or Indian British (5.9%).



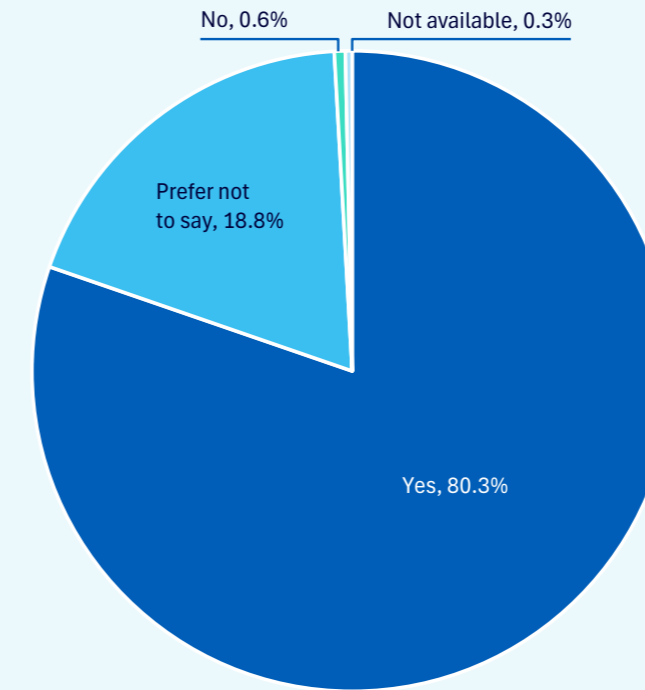
Gender: The ability to self-disclose gender is available via our internal administrative system Horizon, with 45% of staff choosing to share their gender description. This is a 7% increase from 2023/24, where 62% of gender identity

was unknown. Of those who have disclosed, 24.1% identify as female and 15.9% as male. In addition, 0.3% identify as Queer and 0.3% as non-binary.



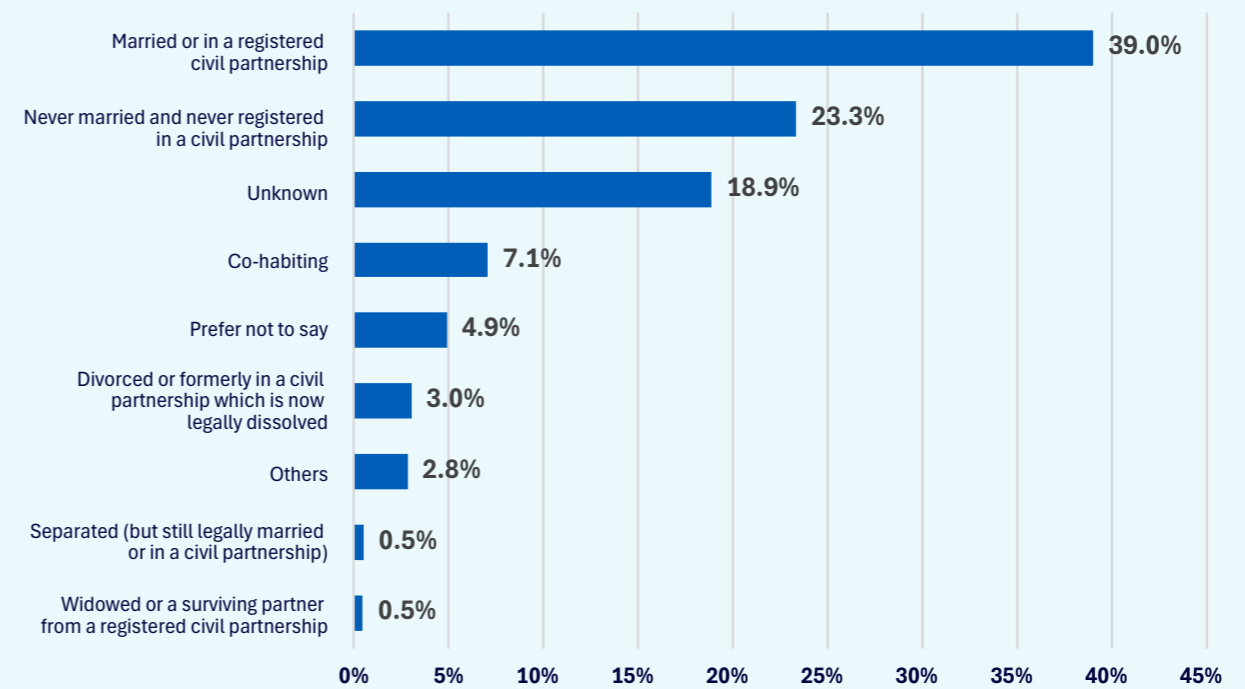
Gender identity (the same as sex registered at birth): At Greenwich, 99.7% of staff have shared their gender identity, compared to 51.3% within the sector. This results in 41.9% The data field was blank, compared to 0.3% Not available

with Greenwich data. From our staff population, 0.6% have disclosed that their gender identity is different from that assigned, while this figure sits at 0.4% across UK higher education institutions.



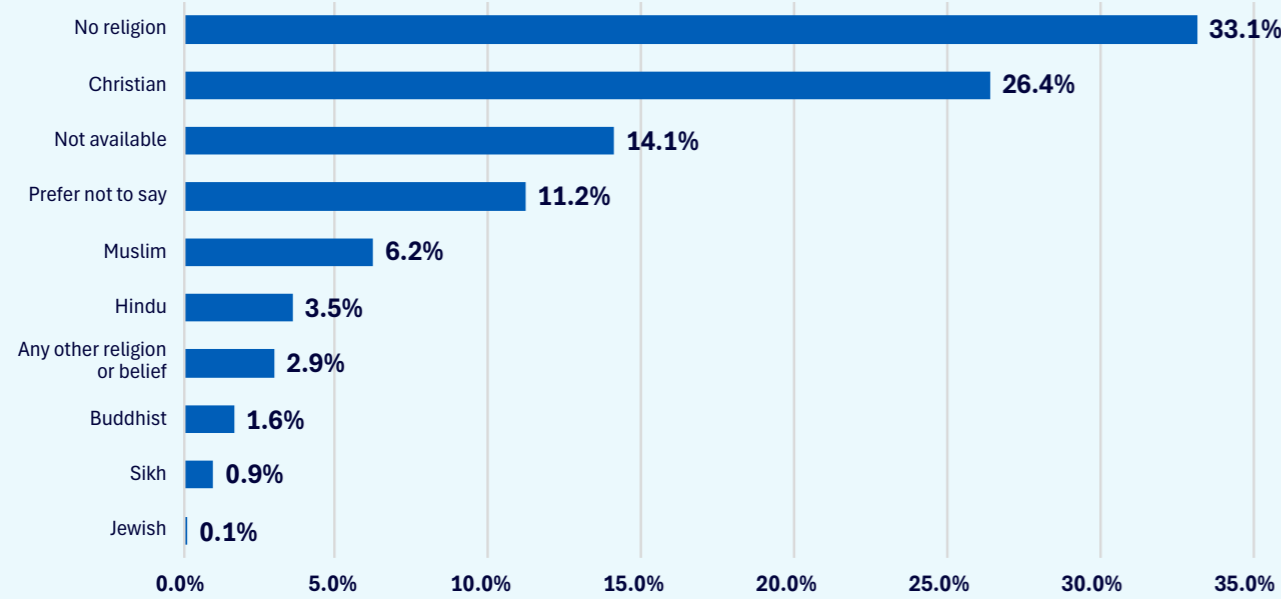
Marital and civil partnership status: The disclosure rate at Greenwich is 81.1%, with the majority of staff either Married or in a registered

civil partnership (39%) or Never married and never registered in a civil partnership (23.3%).



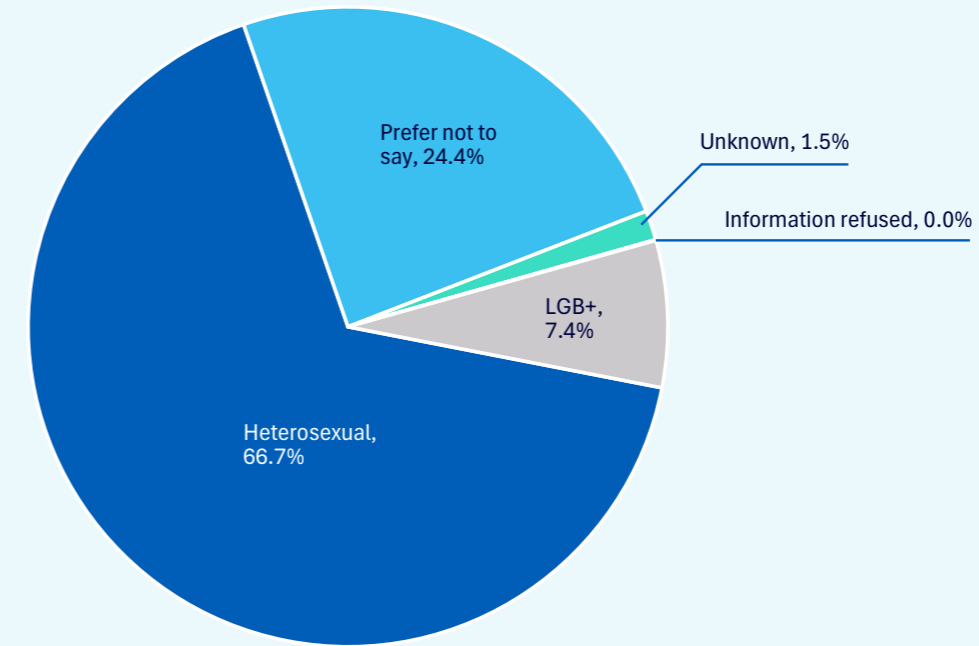
Religion and belief: Within the sector, for institutions that returned religion and belief information to HESA, 66.6% of staff provided information; at Greenwich, our disclosure rate is 100%. Most staff disclosed that they have no religion (33.1%, a 0.8%pts increase from 2023/24); this is slightly below the sector, with 34% of staff sharing they have no religion.

At Greenwich, we have a higher proportion of Christian staff (26.4%, compared to 22.9% in the sector) Muslim staff (6.2%, compared to 3.2% in the sector), Hindu staff (3.5%, compared to 1.5% in the sector), Buddhist staff (1.6%, compared to 0.7% in the sector), and Sikh staff (0.9%, compared to 0.4% in the sector).



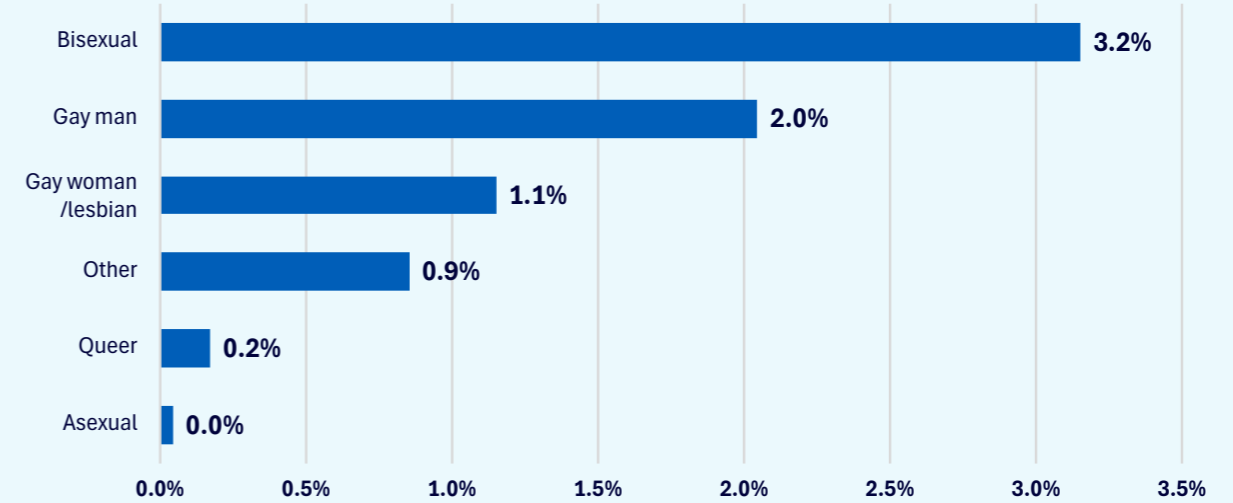
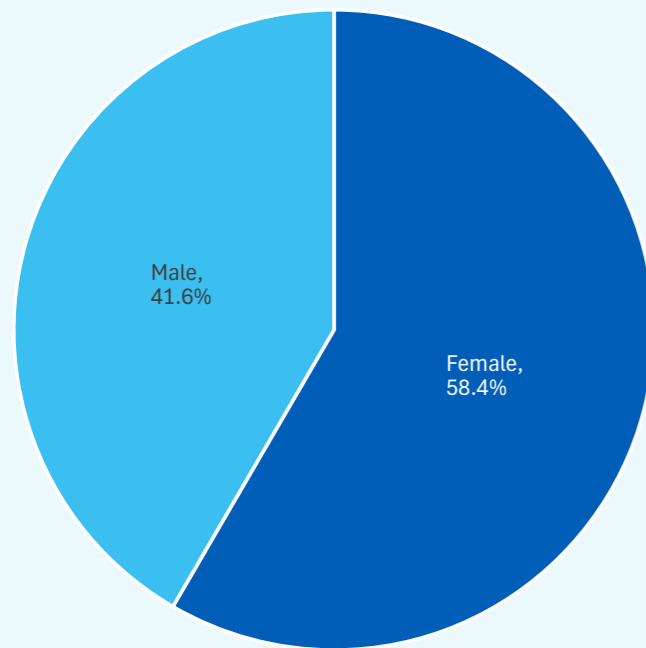
Sexual orientation: Within the sector, disclosure rate is 66.3%, while at Greenwich, our disclosure rate is 98.5%. At Greenwich, 7.4% of staff identify as LGB+ (compared to 6.1% in the sector). Notably, 3.2% of staff identify as

Gay or Lesbian (compared to 2.8% in the sector) and 3.2% as Bi (compared to 2.5% in the sector), while 0.04% identify as asexual and 0.2% as Queer (no sector comparison available).



Sex: At Greenwich, 58.4% of our staff are female, which is above the sector by 3.4%pts

(55% female working in UK higher education institution).



Student disclosure rates 2024/25

Our disclosure rates for students have remained largely stable, with the same rates for Age and Gender Identity compared to 2023/24. We have seen a small increase in disclosure rates for Religious Belief (0.1%pts increase) and Sex (0.3%pts increase) and, most notably, Ethnicity (rising 3.6%pts). In contrast, we have seen a fall in Disability disclosure and Sexual Orientation (both decreasing by 2.1%pts).

Student disclosure rates 2024/25	
	Overall disclosure
Age	100.0%
Disability	71.2%
Ethnicity	62.0%
Gender identity	99.9%
Religious belief	99.9%
Sex	100.0%
Sexual orientation	97.7%

Staff disclosure rates 2024/25

Our disclosure rates for staff have remained largely stable, with increases in disclosure rates for Gender Identity (0.1%pts increase), Marital Status (0.5%pts increase), Sexual Orientation (0.8%pts increase) and, most notably, Gender (rising 7%pts). In contrast, we have seen a 10.5%pts decrease in our disability declaration. This is a result of HESA's new grouping and wording, based on the values of the new HESA Disability Marker. Similarly, we have seen a 14.1%pts decrease for Religious Belief disclosure.

Staff disclosure rates 2024/25	
Age	100.0%
Disability	88.6%
Ethnicity	100.0%
Gender description	45.0%
Gender identity	99.7%
Marital status	81.1%
Religious belief	85.9%
Sex	100.0%
Sexual orientation	98.5%

Academic promotions data

Sex: At an institutional level, we see parity in the number of applications received. In terms of success conversion from application to promotion, male applicants have a 60% success rate compared to 57% for female applicants. This pattern continues within Greenwich Business School (55% success rate for female applicants compared to 71% for male applicants).

In contrast, within the Faculty of Education, Health and Human Sciences, females have a higher success rate at 53% compared to 50% for male applicants. Similarly, within the Faculty of Law, Arts and Social Sciences, female applicants have a higher success rate at 50% compared to 44% for male applicants. Most notably, we see a 78% success rate for female applicants (compared to a 64% male success rate) in the Faculty of Engineering and Science, despite the faculty attracting 2.4 times as many male applicants as female applicants.

Ethnicity: At an institutional level, we see marginally more applications from Black, Asian and Minority Ethnic staff compared to White staff. In terms of success conversion from application to promotion, Black, Asian and Minority Ethnic staff are more successful than White applicants (63% success rate compared to 57% for White applicants).

This pattern continues within the Faculty of Engineering and Science (78% success rate for Black, Asian and Minority Ethnic applicants compared to 60% for White applicants). There is parity in the success rate within Greenwich Business School (61% success rate for Black, Asian and Minority Ethnic applicants compared to 60% for male applicants).

In contrast, within the Faculty of Education, Health and Human Sciences and the Faculty of Law, Arts and Social Sciences, we see significantly fewer applications from Black, Asian and Minority Ethnic applicants – 28% and 24% respectively. This compares to the institutional figure of 49%.

The success rate for applicants within these faculties is also lower, with Black, Asian and Minority Ethnic applicants achieving success rates of 43% in the Faculty of Education, Health and Human Sciences and 50% in the Faculty of Law, Arts and Social Sciences, compared to 53% and 60% respectively for White applicants.

Sexual orientation: At an institutional level, we see 9.5 times the number of heterosexual applications compared to LGB+ applications. Yet, LGB+ applications have a higher success rate at 88% success compared to 57% for heterosexual applications. Due to the small number of applications across faculties, we are unable to complete meaningful analysis at this level.

Faculty and directorate data

Ethnicity: Of staff with known ethnicity, 36% are Black, Asian and Minority Ethnic compared to 64% White. This is a 1%pt increase from the previous return. Compared to our institutional ethnicity profile, several areas remain underrepresented in Black, Asian and Minority Ethnic staff. These include Greenwich Research and Innovation (15%pts lower, with a 1%pt increase in representation from 2023/24), the Estates and Facilities Directorate (14%pts lower, with a 5%pts increase in representation from 2023/24) and the Faculty of Law, Arts and Social Sciences (14%pts lower, with a 1%pt decrease in representation from 2023/24). The Marketing and External Relations Directorate has seen the greatest increase in Black, Asian and Minority Ethnic representation (a 5%pts increase from 2023/24).

Sex: Female representation across the organisation has remained stable at 58%. Compared to the institutional gender profile, several areas are underrepresented in female staff. These include the Information and Library Services Directorate (19%pts lower, with a 2%pts increase in representation from 2023/24), the Estates and Facilities Directorate (14%pts lower, stable compared to 2023/24), and the Faculty of Engineering and Science (11%pts lower, with a 1%pts decrease in representation from 2023/24).

Ethnicity by faculty and directorate				
Faculty/Directorate	BAME	White	BAME	White
Chief Financial Office	22	38	37%	63%
Employability and Apprenticeships Directorate	19	26	42%	58%
Estates and Facilities Directorate	7	25	22%	78%
Faculty of Education, Health and Human Sciences	95	239	28%	72%
Faculty of Engineering and Science	175	317	36%	64%
Faculty of Law, Arts and Social Sciences	50	177	22%	78%
Greenwich Business School	186	151	55%	45%
Greenwich Research and Innovation	14	52	21%	79%



Ethnicity by faculty and directorate				
Faculty/Directorate	BAME	White	BAME	White
Information and Library Services Directorate	71	131	35%	65%
Marketing and External Relations Directorate	53	76	41%	59%
People Directorate	24	26	48%	52%
Student and Academic Services Directorate	66	120	35%	65%
Vice-Chancellor's Office	13	28	32%	68%
Grand total	795	1,406	36%	64%

We have chosen to present the data as 'two group' categorisations for presentation purposes, ie BAME and White, where BAME stands for the collective Black, Asian and

Senior management data

Ethnicity: Where ethnicity is known, Black, Asian and Minority Ethnic staff are underrepresented within both academic senior management positions (2%pts decrease in representation compared to 2023/24) and professional service senior management positions (8%pts increase in representation compared to 2023/24). Our priorities outlined within the Race Equality Charter seek to address these disparities.

Minority Ethnic community. We recognise that the term 'BAME' may not be representative of the diverse ethnic groups.

Sex: Female staff are underrepresented within both academic and professional service senior management positions, although there is almost parity in representation within professional services senior management (rising 5%pts from 2023/24). However, for academic senior management positions, female representation remains low (35%). Our priorities outlined within the Athena Swan action plan seek to address these disparities. Senior management data.

Ethnicity by senior management professional services (Known ethnicity only)			
Ethnicity	No.	%	
BAME	13	26%	
White	37	74%	
Total	50	100%	

Sex by senior management academic			
Sex	No.	%	
Female	48	35%	
Male	89	65%	
Total	137	100%	

Sex by senior management professional services			
Sex	No.	%	
Female	25	47%	
Male	28	53%	
Total	53	100%	

Core programme 2024/25

Core programme attendance by gender			
	Fem	Male	Total
Equality, diversity and inclusion training	178	41	219
IT skills and development training	302	82	384
Recruitment training	221	87	308
Retirement training	39	10	49
Wellbeing training	260	68	328
Grand total	1000	288	1288

Core programme attendance by disability			
	NKD	Dis	Total
Equality, diversity and inclusion training	177	44	219
IT skills and development training	353	31	384
Recruitment training	284	25	308
Retirement training	45	4	49
Wellbeing training	292	36	328
Grand total	1151	140	1288

Core programme attendance by ethnicity				
	BAME	White	PNS	Total
Equality, diversity and inclusion training	78	135	6	219
IT skills and development training	188	182	14	384
Recruitment training	110	188	10	308
Retirement training	8	41	0	49
Wellbeing training	139	180	9	328
Grand total	523	726	39	1288

Core programme attendance by sexual orientation				
	LGB+	Het	PNS	Total
Equality, diversity and inclusion training	24	169	26	219
IT skills and development training	40	292	52	384
Recruitment training	27	229	52	308
Retirement training	2	33	14	49
Wellbeing training	31	251	46	328
Grand total	124	974	190	1288

Dis - Disabled • Fem - Female • Het - Heterosexual • NKD - No known disability • PNS - Prefer not to say



Staff induction 2024/25

Induction attendance by gender			
	Fem	Male	Total
New staff welcome and induction	82	49	131
Line manager induction	89	62	151
Line manager induction (supporting modules)	316	161	477

Induction attendance by disability			
	NKD	Dis	Total
New staff welcome and induction	112	19	131
Line manager induction	137	15	151
Line manager induction (supporting modules)	422	55	477

Induction attendance by ethnicity				
	BAME	White	PNS	Total
New staff welcome and induction	56	69	6	131
Line manager induction	45	99	7	151
Line manager induction (supporting modules)	133	328	16	477

Induction attendance by sexual orientation				
	LGB+	Het	PNS	Total
New staff welcome and induction	9	104	18	131
Line manager induction	14	127	10	151
Line manager induction (supporting modules)	46	348	83	477

Appraisal training 2024/25

Appraisal training attendance by gender			
	Fem	Male	Total
Attendance	260	100	360

Appraisal training attendance by disability			
	NKD	Dis	Total
Attendance	323	39	360

Appraisal training attendance by ethnicity				
	BAME	White	PNS	Total
Attendance	149	202	9	360

Appraisal training attendance by sexual orientation				
	LGB+	Het	PNS	Total
Attendance	33	270	57	360

Dis - Disabled • Fem - Female • Het - Heterosexual • NKD - No known disability • PNS - Prefer not to say



