



Equality, Diversity and Inclusion

Annual Report 2024/25

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Foreword by Jane Harrington

I am pleased to share with you our Equality, Diversity and Inclusion Annual Report 2024/25. This showcases our achievements, progress and future strategic ambitions for our initiatives and activities in this area.

To enhance our existing programme of work, this year I have appointed a new Director of Equality, Diversity and Inclusion, Oyebanji (Banji) Adewumi MBE, who joined the university in June 2024. Her role will be critical to evolving our equality, diversity and inclusion workstreams, underpinned by our values of being inclusive, collaborative and impactful.

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

- The achievement of an Institutional Bronze Athena Swan Award
- Gaining Henpicked Menopause Friendly Accreditation, being the first university in England to do so
- Our progress towards achieving University Mental Health Charter Award accreditation
- Hosting the NADSN 10th Anniversary Conference and Celebration with STAART
- Continued support to staff and students following the Middle East crisis

- The launch of peer-to-peer mentoring for the Senior Leadership Team in 2025
- Marking Anti-Bullying Week with 'lunch and learn' sessions
- Our continued conversations around issues and concerns impacting our colleagues within their faith communities and providing practical interventions
- Launching our Black Excellence Campaign during Black History Month 2024, which ran throughout October.

I am very proud of the work that our staff are undertaking. On the following pages, you can read more about our successes and future plans. We will continue to deliver sector-leading equality, diversity and inclusion activities, taking us another step closer to becoming the best modern university by 2030.

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





Introduction

At the University of Greenwich, we aspire to be a leading organisation for equality, diversity and inclusion in the higher education sector. We will achieve this not only by ensuring our legislative and regulatory compliance, but also by moving beyond statutory requirements in ensuring our diverse community of staff, students and partners have a sense of belonging at Greenwich.

In 2024/25, we aspire to develop an EDI Strategic Action Plan, which will set our journey to become sector leading in EDI and the best modern university by 2030.

With equality, diversity and inclusion at the heart of our workplace practices and processes, we seek to create an inclusive environment to work and study, a place where our staff and students can bring their full selves to work, enabling them to thrive and fulfil their potential.

Our key equality, diversity and inclusion accomplishments for the 2024/25 academic year are outlined against the four priorities of our People Enabling Sub-Strategy:

- **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 (equality, diversity and inclusion stories and initiatives).

Our report explores our various contributions to equality, diversity and inclusion that are achieving real, positive change. Therefore, in addition to our successes under the people enabling strategy, we have also included further achievements from across the university community.

By listening to and valuing everyone's voice and lived experience, in line with our values, we provide an inclusive, collaborative and impactful environment where all members of our community are treated with respect and dignity.

In publishing our equality information, we are not only highlighting our successes but also acknowledging the gaps that we are committed to addressing as part of our ambition to becoming sector leading for equality, diversity and inclusion.





Advance equity and representation

Priority 4a



Charter marks

Athena Swan

The Athena Swan Charter is a framework used to support and transform gender equality in higher education and research.

In May 2024, the university was conferred with an Institutional Bronze Athena Swan Award. This marks our commitment to gender equality across the whole institution and our dedication to enhancing representation, progress and success for all.

Our application for the award, submitted to Advance HE in March 2024, highlighted six key priorities, which now form a five-year action plan. These are:

- 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).

In September 2024, we invited staff to submit an expression of interest to join the Athena Swan Working Group, chaired by Professor Andrew Westby, Deputy Vice-Chancellor (Research and Knowledge Exchange).

These staff joined existing members with roles on the Self-Assessment Team and core project team. We have striven to ensure that membership reflects our university community, with voices from all faculties and directorates, a range of grades, and a balance of professional services and academic staff.

The working group will evaluate and measure the impact of initiatives set out in the action plan. At the inaugural meeting in October 2024, the group

discussed implementing actions that were due to be completed in the summer of 2023/24 and Term 1 of 2024/25. Following the completion of Year 1 of the action plan, an impact monitoring session will review progress against each activity and our six key performance indicators.

You can find copies of our Athena Swan submission and action plan [online](#).

Disability Confident

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

We were re-accredited as a Disability Confident Employer at Level 2 in September 2022. This followed a self-assessment process against a set of statements and actions issued by the Department for Work and Pensions. This self-assessment enables employers to focus on their performance and on any additional actions and activities they need to take.

Accreditation as a Disability Confident Employer lasts for three years. Ahead of our submission for re-accreditation in 2025, we have been assessing and evaluating our position at Level 2. This will allow us to prepare for a Level 3 submission by 2030.

At Level 3, the university will be recognised by our peers, local community and disabled people as a Disability Confident Leader, able to support other employing organisations on their Disability Confident journey.

Race Equality Charter

The university's three-year project to build our submission for the Race Equality Charter's institutional Bronze award is well underway. Achieving this charter mark is a key aim of our University Strategy 2030 and is supported by our Race Action Plan.

The formal application process for the award began in November 2022, when the Vice-Chancellor signed our commitment to the charter's principles with Advance HE.

We are committed to the charter's aim of improving the representation, progression and success of minority ethnic staff and students within higher education. We recognise that by signing up to its principles we join a global community with a shared goal of addressing race inequalities and embedding inclusive cultures.

The charter covers:

- Professional and support staff
- Academic staff
- Student progression and awarding
- The diversity of the curriculum.

As part of our submission, we are required to evaluate race equality across the university and develop solutions and targeted actions to address any issues that are identified.

Our action plan for this is being developed with the support of a self-assessment team co-chaired by Zoe Pettit, Deputy Dean, Faculty of Liberal Arts and Sciences, and Noel-Ann Bradshaw, Deputy Dean, Faculty of Engineering and Science. They are working with colleagues to help prepare our submission, ensuring representation, governance and accountability at the highest levels.

This team brings together a diverse group from across the university who have a mix of attributes, expertise and responsibilities. They are currently completing targeted analysis to ensure that the actions in our proposed action plan are strategic and sustainable and can be supported by expertise within the university.

Undertaking a staff and student survey is a mandatory part of our application, as is the wider involvement of ethnic staff and students. We ran a cultural survey in summer 2024 and are currently analysing the results.

While we expect the survey to be only one of a number of ways of capturing staff and student views, it will be a valuable reference point. It

will enable us to develop an evidence-based and comprehensive action plan to underpin agreed priorities and advance race equality.

Stonewall Workplace Equality Index

The university is committed to ensuring that our LGBT+ colleagues can be themselves at work, without fear of discrimination or prejudice. To support this, we continue to be a member of the Stonewall Diversity Champions programme, an initiative that works with organisations to ensure inclusive workplaces.

We will apply for the Stonewall Workplace Equality Index (WEI) in 2025. This follows our success in 2023, when we retained a Gold rating and ranked 20th in Stonewall's Top 100 Employers List.

We already have detailed feedback to prepare our new WEI application and have drawn up an action plan in response. Key achievements from this include:

- An update of our Maternity Policy to introduce gender neutral terminology that specifically addresses the needs of trans and non-binary colleagues
- A strategy developed by the LGBT+ Staff Community that sets out the community's aspirations in four key areas (social, education, influence and engagement), which was ratified by the university in June 2024
- The development of a peer-to-peer coaching framework for LGBT+ inclusion, due to launch in early 2025.

In 2025, our Stonewall client account manager will work proactively with the wider steering group, staff community and steering group chairs, and additional groups from across the university, such as procurement and IT.

The steering group will continue to reflect on and develop its strategy, and we look forward to applying for the WEI again to solidify our place as one of the UK's leading organisations for LGBT+ inclusion.



Technician Commitment

The university is proud to be part of a national initiative focused on empowering technical staff in higher education. This programme, led by a group of industry experts, aims to ensure that technicians across all disciplines receive the recognition, training and support they deserve.

As a signatory, we have committed to creating a sustainable environment where technicians can thrive and contribute to the aspirations of our University Strategy 2030. To support our commitment to the initiative, we have established the University of Greenwich Technician Commitment Steering Group. Prior to this, the

People Board sponsored an analysis of what the steering group needed to meet its objectives. The results revealed an opportunity to strengthen the service, support career development and create a more equitable environment.

Between January and April 2025, we will identify ways of developing a supportive environment for technicians that will allow a more dynamic structure for careers. In turn, this will enable visibility, recognition and sustained development for these valued employees. Transparent communication and engagement will be an important focus as the project continues to develop.

Access and participation

We are proud to be a university committed to widening participation. Over 24% of our diverse student body are students from the most deprived neighbourhoods. Over 50% are from Black, Asian and Minority Ethnic backgrounds, and almost 30% are mature students.

Our new Access and Participation Plan (2025/26–2028/29) has been approved by the Office for Students and comes into effect in September 2025. This sets out what we will do to continue to widen access. It also highlights ways of supporting our home undergraduate students from disadvantaged and underrepresented groups so they have better chances to succeed and progress to graduate jobs.

The plan includes building on existing progress to improve access to higher education for young people in areas of low participation. We will achieve this by strengthening our partnerships with local schools and colleges and by growing diverse pathways for access.

We will evolve existing projects, and initiate new ones, designed to reduce and ultimately eradicate attainment gaps between different student groups. We will do this by working closely with students and staff to ensure all our courses are inclusive by design. We will also develop our curriculum, academic skills and

teaching and assessment to ensure different groups of learners have comparable results.

The cost-of-living crisis has been challenging for many of our students, and the new plan sets out the financial support available. We will continue to closely monitor the financial pressures that our students face and keep our package of support measures under review.

In terms of progression to graduate employment or further study, we will support our students to gain valuable work experience and employment that supports their graduate prospects. Our local, regional and national partners will play a key part in this.

Finally, our new plan contains a commitment to evaluation. We will closely monitor our projects to understand which are most effective, enabling us to do more of what works.

The new Access and Participation Plan is available on the university's [website](#).



Governing Body leadership and diversity

The Governing Body has continued to provide constructive support and challenge to the executive in the delivery of the university’s strategic objectives for equality, diversity and inclusion. 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.

In November 2024, the Governing Body was pleased to receive confirmation that the university’s new Access and Participation Plan (approved by the Governing Body in June 2024) had been approved by the Office for Students. The Governors will continue to monitor progress on the plan’s interventions to address risks to equality of opportunity.

Equality, diversity and inclusion is an important part of Governors’ induction, training and development. In 2024/25, this included training on Islamophobia and antisemitism, which was delivered by Tell MAMA and the Union of Jewish Students, respectively, and a session on equality, diversity and inclusion as part of the induction for newly appointed Governors.

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.

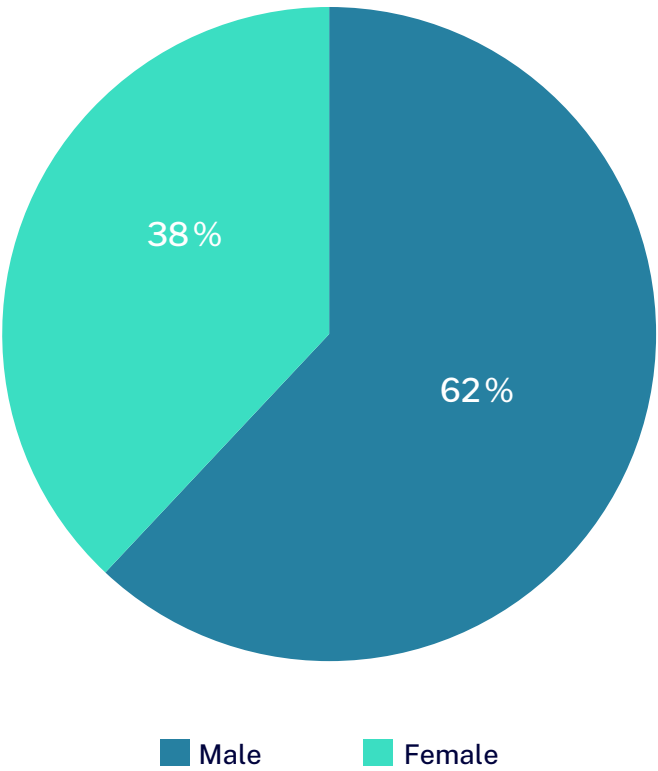
The People and Governance Committee (previously the Nominations, Staffing and Governance Committee) is responsible for overseeing the diversity of the Governing Body and progress on the university’s People Enabling Sub-Strategy, including equality, diversity and inclusion.

The committee’s name was changed and its business refocused to place greater emphasis on objectives related to people and equality, diversity and inclusion. Progress on these was monitored through regular reports from the Executive Director of People, plus review of this annual report, and reports on the university’s pay gaps prior to approval by the Governing Body.

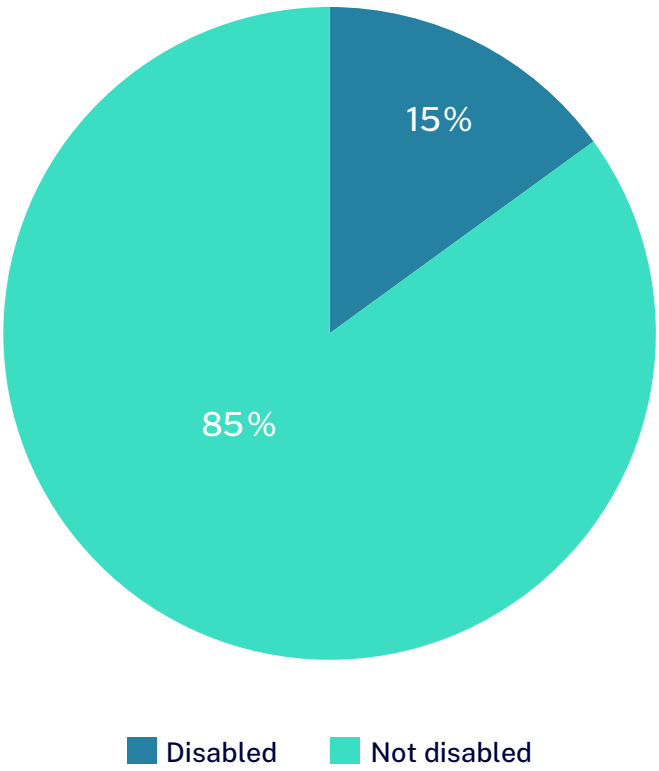
The committee is keen to ensure that diversity is reflected in the Governing Body’s succession planning and recruitment. Improving diversity was a key objective in a search for new Independent Governors overseen by the committee, and the committee approved the university joining an external board apprenticeship scheme intended to improve representation on boards.

The People and Governance Committee monitors the diversity of the Governing Body through an annual diversity survey. The 2024 survey results are summarised below. A limited number of HESA categories have been used to maintain the Governors’ anonymity.

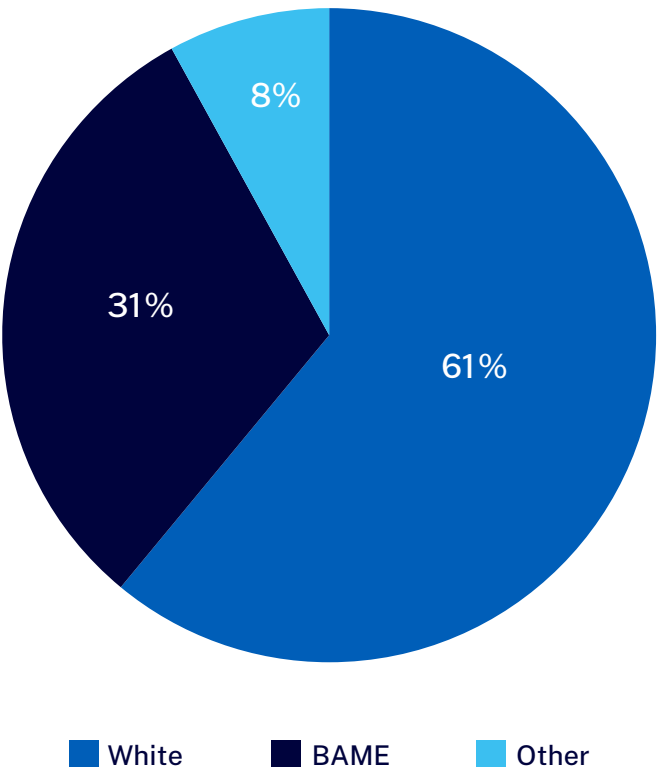
Independent and Staff Governors 2024: Sex



Independent and Staff Governors 2024: Disability



Independent and Staff Governors 2024: Ethnicity



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 student and staff community.



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 harassment. This may be through bullying, discrimination, hate crime or sexual misconduct.

Users can disclose an incident anonymously or ask to speak to a specially trained adviser, who can talk through reporting the incident and provide information on support. 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 users across the university, ensuring they have access to tailored, specialist help.

In September 2024, the team published its first annual report. This 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 a lower response rate than from our students, with 69 staff disclosures since reporting began in February 2023. This figure excludes staff disclosures made on behalf of students.

Most of these disclosures are staff members reporting something that they have personally experienced, with the majority of incidents

involving another member of staff. In terms of staff disclosures, harassment, bullying and discrimination are the most prevalent form of harassment overall.

We are continuing to work with staff to encourage use of the tool and have seen a small increase in disclosures in the first term of 2024/25. Details of the staff Report and Support diversity data will be included in our next annual report.

Other actions during the year to proactively prevent harassment and sexual misconduct included launching mandatory student training; revising the Student Harassment and Sexual Misconduct Policy to meet the requirements of the Office for Students' new registration condition; developing a webpage to bring together information on harassment and sexual misconduct; and developing and piloting harassment and sexual misconduct training for staff.

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, visit the university's [Report and Support page](#), or email reportandsupport@gre.ac.uk. A copy of the annual report is available [online](#).



A photograph of three young women standing outdoors in front of a black metal fence. The woman on the left is seen from the side, wearing a light-colored jacket. The woman in the center is wearing glasses and a light-colored jacket, smiling. The woman on the right is wearing a dark jacket and smiling. The background shows trees with autumn foliage.

Eliminate the gender pay gap and close pay gaps

Priority 4b

Gender and Wider Pay Gap Report

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

For the first time, our 2024 report includes external publication of our disability, ethnicity and sexual orientation pay gap figures. This is not only in response to the new UK government, elected in July 2024, which included mandatory disability and ethnicity pay gap reporting in its manifesto, but also our commitment to becoming sector leading for equality, diversity and inclusion.

In 2024, the university’s mean gender pay gap is 8.5%. This is the lowest figure since reporting began in 2017. The median gender pay gap has reduced by a smaller margin this year and now sits at 10.1%. This equates to a mean hourly difference of £2.22 and a median hourly difference of £2.61.

Reporting of our wider protected characteristics is evolving, with voluntary internal reporting initiated in 2021. Our figures are:

	Mean pay gap	Median pay gap
Disability	4.2%	6.7%
Ethnicity	14%	12.2%
Sexual orientation	5.7%	4.9%

We support our staff to manage work pressures and maintain personal wellbeing, underpinning their performance and career potential.

As part of our University Strategy, we are striving to achieve no statistically significant mean gender pay gap by 2030. We also aim to reduce our disability, ethnicity and sexual orientation pay gaps within the same time frame. We have developed an action plan to achieve this.

Working with Strategic Planning, the university is measuring the success of interventions to close these pay gaps. These include academic promotions, recruitment following programmes of organisational change, development support such as the Aurora Programme, and other leadership development offers.

Data indicates that these close the gaps sustainably, alongside local plans from faculties and directorates. This information is being shared centrally with the University Strategy Board and will enable the university to continue investing in the right interventions.

Our Gender and Wider Pay Gap Report can be viewed on our [website](#) or via the government portal, [GOV.UK](#).

Pay gap supporting initiatives

Aurora Programme

The university takes part in the Aurora Programme, an initiative organised by Advance HE to develop the leadership skills of people who identify as a woman. It was created to help address the issue of the reducing numbers of women in senior posts in higher education.

The programme aims to attract a wide range of women in academic and professional services roles. 15 members of staff were recruited for the sessions in 2024/25.

The 20 participants on the 2023/24 programme have already progressed in their careers. Three have gained promotion and four have changed roles. Two of the attendees were shortlisted in the University of Greenwich Staff Awards, with one winning the Rising Star Award.

LEAP into Leadership

LEAP into Leadership is again running in 2024/25, following a successful pilot in the previous year.

The six-month programme supports Black, Asian and Minority Ethnic staff in grades SG6–8 and AC1–3 to progress into leadership roles. Data shows that this group is disproportionately represented at lower levels and underrepresented at senior levels.

Black, Asian and Minority Ethnic staff on the programme are given opportunities to support their development and career aspirations, with input from external consultants, internal line managers, and senior staff acting as sponsors.

Developed by the People Directorate and our Equality, Diversity and Inclusion Race Business Partner and colleagues, the programme was given senior-level endorsement by Louise Watson, Chief Financial Officer, and Professor Peter Griffiths, Pro Vice-Chancellor, Faculty of Engineering and Science.

Participants on the 2023/24 pilot programme provided feedback on their experiences, noting an increase in their sense of empowerment, confidence and self-awareness. 31% either changed roles or gained promotion during or after the programme.

These comments have helped to shape Leap into Leadership for 2024/25. This is set to welcome up to 20 new participants and will run from January 2025.

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 an academic or professional services role within higher education.

The programme aims to empower current and aspiring female leaders to find their voice. It uses action learning and peer-to-peer coaching to empower women, supporting them to tackle challenges, identify solutions, and take action that is meaningful for them.

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

In conjunction with our commitment to achieve no gender pay gap by 2030, the university will support eight colleagues from both academic and professional services roles to participate in this year’s SEAL programme. This includes five action learning events taking place between January and May, and a final in-person networking session in June.

When the programme was advertised, it was highlighted that applications were particularly welcome from Black, Asian and Minority Ethnic colleagues as they were underrepresented in senior leadership roles. The number of Black, Asian and Minority Ethnic colleagues participating in the programme has steadily increased year on year. In 2023, 50% of participants identified as being from this community; in 2024, this figure increased to 85%.



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 responsibilities have been given the opportunity to participate in the two-year pilot Senior Leadership Apprenticeship Level 7 programme. This is led by Greenwich Business School and is open to managers at levels AC3, AC4, AC5 and SG7 with a university-wide remit, as well as at levels SG8 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.

Participants on the programme:

- Practise executive skills that address the core pillars of leadership and management, including strategy, finance, people, marketing, data analytics, entrepreneurship and innovation, sustainability and grand challenges
- Develop the confidence to lead a team and make informed business decisions
- Update their skills for managing change in uncertain times.

In 2024/25, 13 people successfully gained a place on the pilot programme. Of these, 54% identified as a woman and 46% as a man; 54% identified as Black, Asian or Minority Ethnic (BAME) and 46% as White.



A young man with dark curly hair, wearing a dark blue hoodie with 'UNIVERSITY OF GREENWICH' on the chest, is looking down at an open book. A young woman with long dark hair, wearing a grey turtleneck and a backpack, is smiling and looking at the book. They are standing outdoors in front of a brick wall and trees with yellow autumn leaves. A semi-transparent white banner is overlaid across the middle of the image, containing the text.

Supporting the strategic alignment, sustainability, capacity and capability of the staff networks

Priority 4c

Staff network and community updates

Black, Asian and Minority Ethnic Staff Network

The Black, Asian and Minority Ethnic Staff Network continues to grow and currently has more than 300 members, reflecting the increasing ethnic diversity of academic and professional services staff in the university.

As we continue to elevate the network's profile, we strive to ensure that Black, Asian or Minority Ethnic staff are fully recognised for the excellent work they are doing for our institution. At the same time, we aim to instil in our members a strong sense of belonging to the university community.

To uphold our principles of equity, diversity and inclusion, the network continues to devise impactful initiatives to support Black, Asian or Minority Ethnic staff. These are critical for catalysing change, bringing about success, and enabling us to be recognised and valued as we deserve.

Here are some highlights of recent and upcoming activities:

Black Excellence Campaign and Black History Month

We launched our Black Excellence Campaign during Black History Month (BHM) 2024, which ran throughout October. In recognition of the theme for this year's BHM, 'Reclaiming narratives', we organised a series of storytelling sessions about the personal and professional journeys of five high-achieving Black members of our network. These individuals shared how they overcame barriers, what drove their success and achievements, and their impactful contribution to the university and beyond.

We concluded BHM with a keynote address by Professor Handel Kashope Wright from the University of British Columbia, Canada. Professor Wright is Director of the Centre for Culture, Identity and Education and former senior adviser to the university president on anti-racism and inclusive excellence.

Those events were inspirational and left a positive lasting impression on the attendees. The Black Excellence Campaign continues throughout the year with a range of activities, including sessions on coaching and mentoring, holistic wellbeing, and work sustainability.

Festivals

In October 2024, guided by our diversity and inclusion principles and cultural capital, we collaborated with Student Union Global Greenwich, the Student Bollywood Society, the Student Hindu Society and the Equality, Diversity and Inclusion Unit to organise a successful Diwali festival on Greenwich Campus.

Our network will again work with the School of Humanities and Social Sciences to organise the Lunar Festival. This will take place in January/February 2025 and will include activities reflecting tradition and culture.

Policy Working Group

We will be involved in the Policy Working Group introduced by the People Directorate. This is important work where we can bring our insight and perspective in the development of people policies.

Disabled Staff Community

Recent progress and future plans

The university's Disabled Staff Community has achieved remarkable milestones while setting a strong foundation for future growth and inclusion. With membership nearing a hundred, the community continues to reach and support more disabled staff and allies, fostering a culture of inclusivity and awareness.

Leadership development and new vice-chair

Recognising the need for sustainable leadership, we introduced a programme to recruit and empower new leaders. Subsequently, following a successful year in which we

attended conferences and took part in a number of initiatives, this September we welcomed Megan Rudden as our new vice-chair.

Megan, whose inclusive leadership stems from a background in early years education, emphasises building internal and external partnerships to advance accessibility and inclusion. Her vision aligns with our goal of becoming a collaborative and impactful community with an intersectional focus.

Community project officer

To address administrative challenges, we also piloted the role of community project officer, appointing postgraduate student and STAART ambassador Bethany Howell.

Bethany supported community operations by managing communications, member engagement, and event coordination. Her contributions included supporting the production of our Histories of Disability exhibition, coordinating meetings, maintaining our community's repository and fostering members' sense of belonging.

Disability History Month 2024

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

- **Histories of Disability exhibition:** Running in the Stockwell Street Library and online, this exhibition showcased experiences from the disabled community and our partners STAART and the National Association of Disabled Staff Networks.
- **Lighting up Greenwich Purple:** Greenwich Campus was illuminated in purple, marking the International Day for Persons with Disabilities (3 December) and symbolising our commitment to disability inclusion.
- **NADSN 10th Anniversary Conference and Celebration:** Hosted by the University of Greenwich and STAART, this event featured international speakers and discussions on inclusivity in education and healthcare. Attendees included the Vice-Chancellor

and key leaders in equality, diversity and inclusivity. Designed with accessibility in mind, the event also provided opportunities for online participation.

Building for the future

The Disabled Staff Community remains committed to addressing disabling barriers and enhancing accessibility through meaningful actions. Our expanding executive team, enriched by leaders such as Dr Louise Hewitt, a disability specialist and ally, continues to advocate for justice and inclusion. While challenges around resources and barriers to inclusion persist, our innovative approaches and leadership initiatives are shaping a resilient and vibrant community.

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

LGBT+ Staff Community

LGBT+ Strategy

The new LGBT+ Staff Community Strategy 2030 sets out our vision to be a sector-leading LGBT+ staff community that is impactful, inclusive and collaborative. It details our mission to provide support for all LGBT+ staff members to feel comfortable to be themselves at work and have the opportunity to succeed.

Having been reviewed by numerous groups, such as the university's Equality, Diversity and Inclusion Board, the Vice-Chancellor and Stonewall, the strategy was launched in June 2024.

It sets out the community's mission in four key areas:

- **Social:** Create a social staff community of LGBT+ staff and allies where staff feel empowered to be their authentic selves at work, free from discrimination



- **Educate:** Provide all university staff members, students and partners with the opportunity to develop their knowledge on LGBT+ topics and themes, increasing awareness of these issues and encouraging allyship
- **Influence:** Engage with, inform and influence the development and review of university policies, processes and training opportunities
- **Engage:** Support, engage and collaborate with internal staff networks and external LGBT+ community groups.

The LGBT+ Staff Community Strategy 2030 is available on our website.

New executive

In summer 2024, we elected a new executive committee, which we hope to expand this year by recruiting a carers officer. We would like to thank the previous co-chairs for their contributions and the significant work and support they implemented for colleagues.

Our new co-chairs have taken over chairing the steering group that supports the university's submission to Stonewall in 2025. We hope that our submission will enable us to establish ourselves as a sector-leading LGBT+ staff community as recognised in the Stonewall Workplace Equality Index.

Events and awareness days

We are organising a series of articles and events for key dates in the calendar. The first is planned to be a series of workshops during Trans+ History Week, where artists had been invited to give talks and host workshops on art and activism. We are also planning for LGBT History Month, where the theme will be 'Activism and social change'.

Additionally, we hope to host more social events, revive LGBT+ film nights, participate in London and Medway Pride, and replicate the success of last year's networking and 'Researching the rainbow' events.

Staff Wellbeing Network

The Staff Wellbeing Network has continued to grow and develop in 2024. The more than 170 academic and professional services staff who are now members of the network come from across our three campuses. We have a small but active committee with members who are keen to collaborate and work towards our aims.

This network is different from our other staff networks in that it does not represent a protected characteristic. Therefore, to facilitate collaboration and share ideas and perspectives, our committee includes representatives from the other staff networks.

We recognise that wellbeing is a complex and multifaceted concept, and our activities in 2024 have reflected this.

Women's Staff Network

With over 300 members, the Women's Staff Network continues to thrive.

We foster a supportive and empowering environment for the university's women staff members. We also provide a platform for networking, professional development and advocacy, aiming to address gender equality challenges within the university.

Through events, workshops and mentoring programmes, we encourage collaboration and personal growth. We also champion initiatives that promote diversity and inclusion, ensuring that women's voices are represented in decision-making processes.

By creating a community of shared experiences and mutual support, we contribute significantly to building an equitable and inclusive workplace culture at the university.

Our recent highlights include the following:

16 Days of Activism against Gender-Based Violence

To mark this global campaign against gender-based violence, we supported Greenwich Students' Union and Report and Support events, including

a charity bake sale raising money for Refuge and Galop. Members also took part in Orange the World Day, a day encouraging people to wear orange to represent a violence-free future.

Building on the theme of last year's events, the network is working with the Equality, Diversity and Inclusion Team and the People Directorate to develop and implement a university policy on domestic abuse and the workplace.

Athena Swan

Following the conferment on the university of the Athena Swan Institutional Bronze Award, our members are working on ways to ensure the aspirations of the award result in meaningful change for women, trans and non-binary staff.

A focus on allyship

This year, we ran events on the ways allyship could contribute to ending gender discrimination and oppression. Our members shared their positive experiences of allyship, which as a network will enable us to begin developing a shared understanding of what good practice looks like. This will be used to inform training for the wider university.



Women's Higher Education Network

We are an active member of the Women's Higher Education Network (WHEN), a network of women who work in higher education, including trans and non-binary people who are comfortable in a female-centred community. We fund places for network members to attend WHEN's annual conference.

Professional development

We support the Aurora and LEAP into Leadership programmes and continue to offer popular sessions to support women applying for promotions and writing appraisals.

Becoming a member

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



A photograph of four diverse students standing outside a building with large glass windows. On the left, a man in a dark blue hoodie and a woman in a black blazer over an orange top are talking. On the right, a man in a light blue hoodie and a woman in a white long-sleeved shirt and a dark vest are talking. They are all smiling and appear to be in a friendly conversation. The background shows a modern building with large windows reflecting the sky and trees.

Value and celebrate our diverse university community

Priority 4d

Anti-Bullying Week

The university recognises the importance of building inclusive cultures where staff are treated with dignity and respect. This includes creating a safe environment where they can speak up against bullying and seek help when needed.

In support of this, the university celebrated Anti-Bullying Week 2024. Held in November each year, this national awareness week promotes ways of tackling bullying, with the 2024 theme being ‘Choose respect’.

Staff from across the People Directorate and Equality, Diversity and Inclusion teams organised a range of activities. These were designed to raise awareness of the negative impacts of bullying, encourage people to stand up against discrimination, and promote the importance of individuality.

Information on events was shared with the university’s staff networks, and the Vice-Chancellor

promoted the university’s contribution to Anti-Bullying Week through her all-staff newsletter.

The People Directorate’s business partnering and employee relations teams led lunch and learn sessions to raise awareness of the university’s anti-bullying initiatives. Staff engagement was good, with 73 attendees over the course of the week. Those who completed the feedback form reacted positively, giving the sessions an average rating of 4.8 out of 5.

We intend to build on the success of Anti-Bullying Week by continuing to raise awareness of anti-bullying and the support available. Plans include developing an anti-bullying playbook for managers, creating a dedicated resource page on the staff portal, and designing a cultural intelligence development programme for people managers.

Equality, diversity and inclusion and the postgraduate research community

While the University of Greenwich has successfully widened participation in undergraduate and postgraduate taught courses, our next step is to do the same for postgraduate research. How do we do this? And how do we ensure equality of opportunity for all our research students once they are here?

A team of four Greenwich staff (Gordon Ade-Ojo, Jing Bian, Kate Southgate and Louise Dawson) attended the 2nd UKCGE Conference on Equity, Diversity and Inclusion in PG Research on 14 and 15 November, with support from Greenwich Research and Innovation.

Their remit was to explore ways in which the sector was working to give opportunities to minoritised communities and to widen participation in postgraduate research.

Creative interventions in place across the sector include sending postgraduate researchers into schools to sow the seeds of interest in research, and holding summer research internships for minority

community undergraduate and postgraduate taught students. Other interventions include putting in place ringfenced scholarships, addressing bias in doctoral admissions, and recruiting existing self-funded postgraduate research students to run equality, diversity and inclusion projects alongside their own research in return for a bursary.

We have a lot of work to do to identify the interventions that would be best suited to our university. We need to look at the details. For instance, who are our research degree applicants, and what is the success rate for minority community applicants? Similarly, who are our current research students and how successful are they in completing their research degrees?

Delving into the data will help us put in place the projects and processes that can ensure we meet our equality, diversity and inclusion ambitions for our postgraduate research students.

Faith, belief and culture

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

For us, 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 and 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.

99.8% of our student community and 100.0% of our staff community have shared information about their faith or belief with us.

Honouring our diverse community and recognising the contribution of everyone, we

have sought to celebrate and mark key religious festivals, traditions and events. In 2024, these included the following:

- Holocaust Day (January)
- Ramadan Kareem (March/April)
- Vaisakhi (April)
- Passover (April)
- Eid al-Adha (June)
- Yom Kippur (October)
- Diwali (October).

The Faith Forum, chaired by the University Secretary, brings together student faith societies and the Students’ Union to discuss matters of faith provision (for instance, faith spaces) and met twice during the year.

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.

Inclusive Language Guide

We have launched a refreshed Inclusive Language Guide for staff. This enables those developing and writing documents at the university to keep up to date with current terminology.

The guide explores inclusive language related to age, disability, gender reassignment, marriage and civil partnership, religion and belief, and sex and sexual orientation. It also:

- Defines inclusive language
- Sets out how we create a culture of inclusion etiquette
- Explores how inclusive language supports belonging in the workplace

- Addresses what to do if you use incorrect terminology
- Stresses the importance of being guided by individuals or groups of individuals on the language they prefer and use to self-define themselves
- Provides a glossary of inclusive terminology.

Language is fluid and constantly shifting as our understanding develops, so we will continue to revisit the guide to ensure that its advice is up to date.

Staff can access our Inclusive Language Guide on [the portal](#).



Institute for Lifecourse Development

The university's Institute for Lifecourse Development undertakes research across the lifecourse to tackle inequalities, promote education and health, and enable everyone to flourish at all stages of life.

We work closely with charities and third sector groups, partnering on research and knowledge exchange events. The principles of equality, diversity and inclusion are built into our research and knowledge exchange activities across our seven centres.

Over the past year, our activities in the area of equality, diversity and inclusion have included a range of events for Anti-Bullying Week organised by our Centre for Vulnerable Children and Families. To ensure a wide reach for this work, the centre partnered with the Royal Borough of Greenwich restorative justice lead, the Anti-Bullying Alliance, local schools and Kidscape.

Our anti-bullying roundtable has built children and young people's experiences and opinions into our outputs through their involvement as meeting facilitators and reviewers of our work.

In the summer, the Centre for Chronic Illness and Ageing ran an event on living well as we get older which focused on the health requirements

of those with special educational needs and disabilities. Our members are partnering with the International Association for the Scientific Study of Intellectual and Developmental Disabilities to run a research conference in summer 2025.

The Centre for Thinking and Learning is developing an equality, diversity and inclusion toolkit to support researchers exploring issues in this area.

Members of the Centre for Inequalities also continue to work in this area, examining topics such as inter-ethnic and inter-faith relations; nationalism and sociopolitical ideologies; prejudice and prejudice reduction; refugee, Roma, homeless and other displaced and disadvantaged communities; LGBTQ+ and gender rights; victimised and stigmatised groups; and mental health and disability.

The centre hosted its regular Equality, Diversity and Inclusion Research Conference to showcase some of its members' current research and practice work.

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

By showcasing creative responses to trauma, we continue this legacy, using the arts to remember the past and inspire a commitment to a compassionate and inclusive future.

The launch of this exhibition will be attended by a relative of a Holocaust survivor, Calum Isaacs, who will share his grandmother's astonishing survival story. He learned from her the importance of maintaining a tolerant society by keeping alive stories such as hers. Daniel Randall, who has written extensively on antisemitism and its

Menopause

In 2024, the university was accredited as a Menopause Friendly Employer. This recognised our work to raise awareness and support our colleagues and line managers to break the taboo on menopause. We were the first university in England and only the second university in the UK to receive this accreditation.

Menopause Friendly Accreditation, established by Henpicked: Menopause in the Workplace, is the only accreditation in this area that sets clear standards which must be met. As such, it is considered by many as a mark of excellence for menopause in the workplace.

relationship to other forms of racism and bigotry, will also speak at the launch.

A second event, 'For a Peaceful Future', will bring together the university community and partners to explore commonalities of our shared human experiences, beliefs and visions for a peaceful future. We hope that through the sharing of creative contributions, attendees will gain more insight and understanding of each other's ideas and experiences and find common ground for what a peaceful future might look like.

To achieve accreditation, we were assessed by an independent panel and required to demonstrate evidence of effectiveness in five key areas. These were culture, policies and practices, training, engagement and working environment.

We are continuing to embed menopause into the culture of the university. This includes training sessions for colleagues and line managers, menopause cafes and webinars, and in-person meetings. We will also carry out further academic research to assess the impact of menopause support within the workplace.

International Holocaust Memorial Day

Building on the success of the university's contributions to Holocaust Memorial Day 2024, we have planned a series of events and a temporary exhibition for January and February 2025. This will mark the 80th anniversary of the liberation of Auschwitz-Birkenau, the largest Nazi concentration camp complex, and the 30th anniversary of the genocide in Bosnia.

The theme of next year's Holocaust Memorial Day, 'For a better future', emphasises the imperative that the horrors of the past must not be repeated. The exhibition will highlight the vital role Holocaust education plays in building

empathy, respect for diversity, and a shared commitment to humanity.

Our temporary exhibition will focus on artistic responses to learning about the Holocaust and other genocides by children from our partner schools and linked organisations, as well as University of Greenwich students.

The arts provide a unique medium to capture complex emotions, spark reflection, and express what we might hope for in a brighter tomorrow. During and after the Holocaust, they were used to process the horrors and to heal.

In March 2024, the university held a programme of talks and sessions marking Neurodiversity Celebration Week.

The event was developed in partnership with Melanie Thorley and the STAART team. STAART is the university's initiative that supports students with disabilities.

Two members of the Kent Autistic Trust took part in the event, ensuring that lived experience was represented on the panel. The programme included a discussion on meaningful inclusion in research and practice. Dr Katherine Hewlett from AchieveAbility, a charity committed to working with adults who are neurodivergent and dyslexic, presented a talk on neurodivergent changemakers. Sessions on STAART and neurodivergent myth busting were led by STAART ambassadors.

The event closed with a talk by Dr Dan Gooding, University of Sheffield, on his project funded by the Wellcome Trust to develop anti-ableist universities.

The STAART team is keen to build on the event's successes and the relationships that have been established. AchieveAbility has expressed an interest in further collaboration, and panel member Katrine Calander from the University of Kent has offered to deliver a talk on co-designing meaningfully inclusive research in the context of her own research on neurodivergence and trauma in women.

Articles arising from the talks will be compiled into a chapter in STAART's Histories of Disability Anthologies.



Peer-to-peer mentoring

The university will pilot a peer-to-peer mentoring programme for senior leaders in January 2025. This will support our sector body accreditations and the Inclusivity and Culture priority in our University Strategy 2030.

This is an opportunity for peers to enter a mentoring relationship to promote a collaborative learning experience in which both sides provide assistance and support. The focus of the programme is on promoting growth in personal and professional awareness in a safe, informal and relevant setting.

The aims of the programme are:

- To enable senior leaders to share their experiences and life scenarios with other senior leaders and provide them with insights, guidance and support
- To provide an opportunity for senior leaders to be exposed to challenging situations and conversations in a safe, transparent and controlled space

Race Action Plan

The university's Race Action Plan 2021–2026 sets out measures to increase the representation, progression and success of Black, Asian and Minority Ethnic students and staff to create a diverse and culturally inclusive university.

Over the last year, our Race Business Partners and team members have continued to work collaboratively with key stakeholders, directorates and faculties to take forward actions set out in the plan.

- To target areas of inexperience and equip senior leaders with the skills, knowledge and confidence to manage situations effectively
- To provide peer-to-peer support on how to communicate more effectively and articulate with confidence.

The programme will involve a series of one-to-one sessions, each lasting an hour, over a six-month period. The peer mentor will encourage their mentee to view issues from multiple perspectives and to reflect on their beliefs, feelings, thoughts and behaviours. They may constructively challenge these perspectives in order to bring about change.

The programme is in a six-month pilot phase and will be evaluated at the end of the 2024/25 academic year.

Our 2024 highlights include the following:

Allyship

An allyship workshop organised by our Equality, Diversity and Inclusion Race Business Partner took place in October with representation from senior leaders across the university. The workshop equipped non-Black, Asian and Minority Ethnic staff members with essential tools for supporting Black, Asian and Minority Ethnic colleagues.

Among topics explored were the use of appropriate language, ways of addressing microaggressions, and strategies to confront normalised racist behaviours.

Race Action Plan (RAP) Live

We understand the challenges around communicating cultural change effectively, so have launched RAP Live, a web page to provide students and staff with regular updates on our progress on the Race Action Plan.

Ethnicity pay gap reporting

Work is progressing on ethnicity pay gap reporting, with publication set for March 2025. The final document will include pay gap reports for four protected characteristics: disability, ethnicity, gender, and sexual orientation.

Diwali celebration

Diwali celebrations in October 2024 were jointly hosted by Greenwich Students' Union, the Black, Asian and Minority Ethnic Staff Network and the university. Participants included students away from home, while others were there to learn more about the festival. The event received widespread support from senior leaders, staff and students and harnessed the power of belonging and understanding to embrace our diverse community and celebrate each other.

This event aligns with our Race Action Plan 'Culture, Behaviour and Change' objectives, which are:

- To embed the strategic priority of 'inclusivity and culture' as a foundation for work for everyone and everything we do at the University of Greenwich
- To create a culture where we all feel valued and opportunities are equal
- To ensure that the university is a genuinely anti-racist organisation that serves the needs of its students and actively seek to remove injustice and barriers to success.

Student Success Forum

The university's Student Success Forum is a programme that supports and develops leadership and management skills to improve student experience and outcomes. The impact of this forum has been in developing communities of practice and support leaders to deliver the University Strategy 2030.

BME Early Career Researchers Conference

Jointly hosted by the universities of Greenwich and West London, this conference celebrated the successes of Black and Minority Ethnic (BME) early career researchers and postgraduate research students. It also aimed to equip them with the tools and skills needed to remain and thrive in academia. The event was positively received and will support sustainable growth of our BME academic community.

New induction film

A new film, 'Inclusivity at Greenwich', explores the university's welcoming culture and approach to equality, diversity and inclusion. Already a part of student welcome weeks, it will be shown throughout the next academic year, both on campus and via social media. Shorter versions highlighting key messages have also been developed. You can view the film on [Vimeo](#).

Black History Month 2024

The theme of this year's Black History Month was 'Reclaiming narratives', highlighting the importance of recognising and correcting inaccurate narratives about Black history and culture.

The university's contribution to the event featured a rich programme exploring cultural heritage, mental health, and institutional change.

Central to this was the Black Mental Health and Healing Forum on 9 November, part of the Black History 365 initiative. The groundbreaking forum, hosted by one of our Race Business Partners and opened by the Vice-Chancellor,



brought together experts and community leaders to tackle mental health disparities in Black communities. Highlights included Kadra Abdinasir’s keynote on the black mental health manifesto and panels on menopause, mental health, and cultural storytelling.

The Re-igniting Windrush Folk Stories project showcased how traditional stories and music can support mental wellbeing. This culminated in the moving debut of A Windrush Song, which commemorated the historical event.

These discussions highlighted the need for culturally appropriate mental health services and strengthened partnerships across councils, healthcare and voluntary organisations.

The programme also included the Global Flavour Fusion Supper Club, a dining event

Reverse mentoring

As part of our commitment to equality, diversity and inclusion, the university launched its Reverse Mentoring Programme in November 2024. This provides an opportunity for individuals from underrepresented groups to work as partners with senior leaders to share their lived experiences, knowledge and insight.

Applications were received from members of our Black, Asian and Minority Ethnic and Women’s Staff Networks, as well as from our LGBT+ and Disabled Staff Communities.

Successful applicants were paired with senior colleagues, whom they met in a safe and confidential environment to discuss issues such as diversity in the workplace and the future goals of the organisation.

The programme aims to create awareness, action and change, with each pair deciding on what their focus should be.

that brought together students and others to celebrate Black History Month through the universal language of food.

By embedding Black History 365 into its ethos, the university reinforced its commitment to allyship, cultural celebration, and lasting institutional change.

The year ahead

Led by our Race Equality Charter Project Manager, we are continuing the process of building our submission for the Race Equality Charter’s Bronze award. We are also developing a staff training package on tackling covert and overt racism and ways of ensuring an environment of anti-racism at the university.

The programme has provided some tangible outcomes, and proposals have been drafted around pertinent themes that have emerged through discussion. Other participants have taken a more informal approach and shared their lived experiences with their mentee.

Feedback from previous cohorts suggested that mentors and mentees alike have found this to be a valuable, rich learning experience. It created a trusting relationship within the mentoring partnership and facilitated open, honest dialogue. Many participants committed to continuing the relationship and dialogue beyond the programme.

Staff survey

Since the 2023 staff survey, the university’s Senior People Business Partners have worked with faculty and directorate leaders to analyse the results and create local action plans to enact meaningful, positive change to support employees’ experience and wellbeing.

For example, some people felt that the university needed to do more to respond to issues around bullying and harassment. Focus groups took place to better understand this, and communications were sent out to ensure that

everyone was aware of the tools already in place, such as Report and Support.

A shorter all-staff survey which launched in November 2024 will enable the university to gauge progress on employee experience, inclusivity and wellbeing. We will continue to work with leadership teams to translate staff survey feedback and provide follow-up sessions to ensure that there is targeted action to overcome potential inequalities and disadvantages.

University Mental Health Charter

We are taking action to improve our approach to mental health and wellbeing across the university as we prepare our self-assessment report for University Mental Health Charter (UMHC) Award accreditation.



Following the appointment of a dedicated project manager, we are progressing towards making our submission for the charter award in autumn 2025. To support this, we have established a cross-university working group. This includes colleagues with expertise and capabilities from areas including People, Estates, Accommodation, Academic and Learning, our libraries, Policy, Student Services, and Advice and Wellbeing Services, as well as Greenwich Students’ Union and additional representatives of our staff and students.

The submission to achieve accreditation includes our written self-assessment, supporting evidence, and a student-led report from Greenwich Students’ Union. We will be assessed against the 102 Principles of Good Practice laid out in the UMH framework. Designed to outline what a whole-university approach to mental health and wellbeing looks like, this will be used to review and evidence our progress, recognising areas of excellent practice and identifying areas for improvement. Within the UMH theme of ‘Inclusivity and intersectional mental health’, the link with mental health considers factors such as poverty, inequality, racism and injustice experienced by members of our university community.

Key to our whole-university approach to this theme is helping mitigate poor mental health in staff and students at greater risk, as well as promoting wellbeing and a sense of belonging in specific cohorts. These include staff and students who face additional challenges due to structural, personal or cultural inequalities, and/or inequalities specific to higher education.

To provide evidence of our commitment to equality, diversity and inclusion and wellbeing, our self-assessment will reference some of our current initiatives. These include:



- Access and Participation Plan projects
- Embedding mental health, wellbeing and inclusivity into our curriculum redesign and assessments
- Our re-launched student ambassador and peer mentor schemes
- Holistic support through our Student Wellbeing and Information, Participation and Advice Services.
- Support for staff and students experiencing unacceptable behaviour, such as bullying, harassment and discrimination
- New out-of-hours welfare provision in our student accommodation to support social belonging and address pastoral care issues, including the safety and wellbeing of all student groups.
- Support for staff members' wellbeing through our Staff Wellbeing Network and other staff communities, plus our Wellbeing Days offer, as well as development opportunities through equality, diversity and inclusion and wellbeing-themed training.

These initiatives are part of our broader commitment to fostering a supportive and inclusive environment for everyone at the university.

We are currently gathering examples of how staff support students through key transitions, including into university, between levels of study, and at graduation. Staff have been asked to share their practices in any of these areas via an online form.

University Mental Health Day

A programme of workshops, discussions and other events marked the university's contribution to University Mental Health Day 2024, which took place on 14 March. Staff and students were invited to attend sessions led by the Institute for Lifecourse Development, STAART and the Staff Wellbeing Network, the Disabled Staff Community, and the Student Wellbeing Team.

There were also sessions on nature and mindfulness, colouring for mindfulness, and yoga. Participants also heard from Greenwich Students' Union on student mental health.

Our keynote event, 'Achieving a whole university approach to mental health', featured panel talks chaired by Rachel Ashton, Executive Director of Student and Academic Services.

The first panel consisted of members of our Senior Leadership Team. These were Gail Brindley, Executive Director of People; Jenny Marie, Pro Vice-Chancellor (Education); and Derek Moore, Pro Vice-Chancellor (Education, Health and Human Sciences).





**Further achievements
from across the university community**



Disabled Students' Commission: The Commitment

The university has adopted the Disabled Students' Commission initiative, The Commitment. Developed by the commission and established under the Office for Students, this promotes inclusivity in higher education.

It urges higher education providers, government bodies, funders, regulatory agencies, and professional bodies to assess their practices and actively enhance the experiences of disabled students.

Our decision to adopt the initiative underscores our belief that a collaborative approach between students, staff and university creates the most enriching higher education experience.

The Student Wellbeing Service is leading on The Commitment through a cross-university working group with stakeholders from multiple departments. The group has established key priorities, roles and responsibilities for advancing the initiative. It has also developed a comprehensive delivery plan and committed to providing annual updates on its progress.

High-level sponsorship was required to facilitate the adoption process. We were proud to have the Vice-Chancellor as sponsor of the partnership, which represents a significant step toward a more-inclusive higher education environment for our disabled students.

Estates and Facilities Directorate

The Estates and Facilities Directorate is committed to inclusivity and culture as a strategic priority set out in the University of Greenwich Estates Strategy. Priorities are:

- Safe, secure and inclusive campuses
- Flexible spaces and facilities
- Diverse working spaces
- Inclusive facilities for all faiths and cultures
- Spaces that promote physical and mental health and wellbeing.

Through our partnership with AccessAble, we offer an online guide to accessibility on campus for students, staff and visitors. This was accessed by 5,477 users between July 2023 and July 2024, with 8,350 pages viewed.

We have prioritised accessibility in our rolling programme to improve learning spaces and have incorporated it into our other improvement projects. We have:

- Upgraded two large lecture theatres.

- Installed new reception desks at Greenwich and Avery Hill with both high and low desk positions.
- Fitted steps at Medway with tactile studs.
- Refurbished three accessible toilets to enlarge them and improve access.
- Introduced automation on key external doors.
- Created multi-level raised beds at Avery Hill's Edible Garden. Under-grass matting and adapted picnic tables have made it easier for wheelchair users to visit and take part.
- Installed private work pods to provide quiet spaces. These include confidential booths used to support student wellbeing.
- Improved accessibility in several rooms, helped by the donation of height-adjustable desks from Barclays Bank.
- Introduced signage compliant with equality, diversity and inclusion requirements in many of our spaces.
- Completed activity-based working projects across all campuses to provide equitable access to workspaces and resources.

Following the opening of a Changing Places toilet at Medway earlier this year, work has begun on a new facility on Greenwich Campus. These larger, accessible toilets contain specialist equipment for severely disabled individuals, such as hoists and adult-sized changing benches.

Gender-neutral toilets have opened in Stockwell Street. Similar installations are to follow in King William Court and Queen Anne Court.

On campus, we celebrated the diversity of our university communities:

- A popular Welcome Week activity returned to Dreadnought Galley Café, with students identifying their home countries by pinning them on a map. Cafés also catered for Black History Month and Jewish Passover.
- Flags flew on key dates to represent our diverse communities and celebrate the anniversary of the arrival of the Empire Windrush in Britain.
- Our regular painting and decorating contractors Bagnalls donated colourful picnic tables decorated with the LGBT+ Pride flag.

Our partner Sodexo implemented initiatives for students and young adults in the local community, including:

- **Introducing the 10,000 Black Interns**

Games Development teaching team

The TIGA Diversity Award is given to the university with the games course that best demonstrates diversity in its design, student intake and education provision. In 2024, the award was won by the University of Greenwich for its BSc Hons Games Development course, reflecting the teaching team's significant contributions to inclusivity and diversity.

The team organised a programme of talks with 30 guests from across industry and academia. They ensured that a wide range of voices were

Foundation. Black and Abled students and graduates received paid work experience to develop their professional skills. According to the foundation, 8 out of 24 interns from last year secured permanent positions in the organisation.

- **The DFN Project.** As part of this programme, Sodexo at the University of Greenwich committed to train young adults with learning disabilities and autism spectrum conditions for meaningful and lasting employment.
- **Inclusion Week – Awareness on Diversity, Equality and Inclusion.** Among the activities organised to raise awareness and start dialogue were an inclusion board in each University of Greenwich Sodexo office, which gave employees the chance to share what inclusion meant to them.
- **A session on diversity, equity and inclusion (DE&I).** This was led by Iman Abdi, DE&I adviser for Sodexo UK&I. Iman spoke about her journey as a Black Muslim woman in the UK and her lifelong struggles for acceptance. This led to an inspiring discussion on ways to encourage dialogue and create awareness.

The University of Greenwich Estates Strategy is available on the university's [website](#).

heard, including a number of Black, Asian and Minority Ethnic speakers. 50% of the speakers were women, including female graduates with jobs in industry. The programme also included a 'women in games' panel discussion with the student Game Dev Society.

The team provided guest speakers and continuing professional development certification for the Tentacle Zone Incubator, a three-month industry mentoring programme for underrepresented groups.



The team also took on training to develop their expertise in inclusive teaching. Four members were awarded Advance HE teaching accreditations. Another three are working towards Fellowship Higher Education Academy/Senior Fellowship Higher Education Academy accreditation.

Specific strategies for making teaching inclusive include ensuring representation of global perspectives, scope for individuality in coursework projects, and appropriate use of inclusive language.

Jon Weinel, who leads the course's Games Design and Development module, also co-chairs the

Inclusivity video

In 2023, the university commissioned 'You belong here', a video celebrating the inclusive and welcoming environment we provide for our students. At the heart of the two-and-a-half-minute film are student voices representing our diverse community.

The students featured in the video talk about the ways staff provide a safe environment through the services and support they offer. They also highlight how the university celebrates students and lets them explore their individual identities so they can be their authentic selves.

Partnership Hub

The university's Partnership Hub acts as an 'open door' for partnership opportunities across the university. Inspired by shared values, including our commitment to inclusivity, we work with commercial, public and third-sector partners across the UK and around the world. We create opportunities for our students to thrive at and beyond university and for organisations to benefit from our partnerships, people, research and leading-edge facilities.

EVA London conference. This offers a research workshop for up-and-coming junior researchers, a high proportion of whom are women and Black, Asian and Minority Ethnic students.

Approximately 43% of students studying BSc Hons Games Development are Black, Asian and Minority Ethnic students, reflecting the university's own diversity. Many of the games development modules are well on their way to reaching the university's target of a 0% Black, Asian and Minority Ethnic attainment gap. On the Games Design and Development module, for instance, the gap is less than 1%.

The video includes the caption 'We believe that inclusivity should be at the heart of everything we do.' This belief is reflected in the lives of our students as they tell viewers: "No matter who you are, where you are from, or what you identify as, you will always have a place here."

The film was released for Clearing 2024 and supported recruitment for 2024/25. It will continue to be used as a springboard for discussion around inclusion, equity and sense of belonging, both in the classroom and beyond.

You can view the video on [Vimeo](#).

Medway Pride

The Partnership Hub co-sponsored Medway Pride, which was held in August 2024. This was attended by the university's LGBT+ Staff Community and other university partners, including Charlton Invicta.

Charlton Invicta

The university continues to provide free space and use of facilities to university partner Charlton Invicta. This is in recognition of Invicta's commitment to being a truly inclusive football team. In 2017, it was the first LGBTQI+ friendly team to be affiliated with a community trust at a professional club.

The university has also contributed funds towards Invicta's new playing kit. This has enabled the team to keep costs down for their members and underlines the university's commitment to equality and opportunities for all.

Themed matchdays at Charlton Athletic

The Partnership Hub supports a number of matchdays at Charlton Athletic throughout the year, several of which are focused on the themes of equality, diversity and inclusion. These help to raise awareness of issues that are still prevalent in society and our communities.

The annual Football v Homophobia matchday, held in January 2024, brought together the university with Charlton Athletic, Charlton Athletic Community Trust, Charlton Invicta and the Proud Valiants (Charlton's LGBTQI+ supporters group). This provided the opportunity to build connections with these partner organisations and gain an insight into the issues that LGBT+ players and supporters face.

We also sponsored warm-up shirts worn by both Charlton's men's and women's teams, and the matchday programme included an article written by Joe Blomfield, Co-Chair of the university's LGBT+ Staff Community, entitled 'Why we celebrate LGBT+ History Month at the University of Greenwich'.

The 'Her Game Too' matchday brought together members of women's staff networks from partner organisations to build relationships and share insights into their priorities and activities. The matchday played a vital part promoting football as a sport that women should feel comfortable and safe both playing and watching.

Katherine Leopold, Co-Chair of the university's Women's Staff Network, provided the matchday article. This explored the theme of International Women's Day for 2024, 'Invest in women: Accelerate progress' and discussed why more rapid change would truly make football 'Her Game Too', both on and off the pitch.

The university again supported Charlton's Red, White and Black Day, an anti-racism initiative that has been part of the club's fabric for more than 30 years. The 2024 event included tie-ins and activities, such as Greenwich-sponsored warm-up shirts and partner networking opportunities.

Additional initiatives focused on the theme of 'All different, All together, All Charlton'. A matchday article highlighted the university's dedication to equality, diversity and inclusion. Contributors included Shirley Joseph, Race Equality Charter Project Manager, and Jas Seehra-Pearce, Equality, Diversity and Inclusion Adviser and Business Partner.

Among those who attended the partner networking event were the Mayor of Greenwich and other local dignitaries. The occasion provided an excellent opportunity to showcase the university's support for such an important day and theme.

The university sponsored the pre-match parade, which included around 500 people from local schools and faith and community groups. This perfectly demonstrated the incredible diversity of our community and embraced that we are 'All Different' but can still be 'All Together'.



SAS Equality, Diversity and Inclusion Network

Since its launch in October 2021, the equality, diversity and inclusion network for Student and Academic Services (SAS) has continued to grow and thrive.

The network provides a dedicated space for SAS colleagues to come together to learn about equality, diversity and inclusion work undertaken by the university's broader staff networks. Its members meet monthly to share their own experiences and collaborate on initiatives that advance equity, diversity and inclusion.

One of the network's key strengths has been the active participation of SAS senior leadership, who have joined meetings to engage directly with feedback from network members. This direct involvement has fostered a deeper connection between leadership and staff, strengthening the network's impact.

As well as providing a forum for discussion, the network is committed to driving tangible outcomes and meaningful change. As part of the university's mental health initiatives for 2023/24, for instance, it facilitated a session on managing mental health and wellbeing led by Dr Alex George, the UK's Youth Mental Health Ambassador. The session was a resounding success, reflecting our commitment to addressing the holistic needs of our colleagues.

The network has a promising future. It remains dedicated to advancing key areas such as raising awareness of the importance of equality, diversity and inclusion staff training, addressing intersectionality, and bridging progression gaps. It also recognises the importance of empowering network members to help shape the direction and priorities of future initiatives, ensuring the network remains responsive to the needs and aspirations of all involved.

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 background. Our work in this area is currently focused on creating classroom cultures where all students feel valued and on developing inclusive pedagogies across the institution.

In 2023/24, action plans were drawn up to enhance the inclusivity of a hundred of our course modules. As part of this work, module leaders used our Inclusive Curriculum Evaluation Tool (ICET) to reflect on inclusiveness in their modules' concept, content, delivery, assessment, feedback and evaluation.

Faculties and schools also developed 'plans on a page' which included actions to address the Black, Asian and Minority Ethnic awarding gap. As a result, faculties and schools are seeking to promote inclusive classroom cultures through the use of ICET, ensuring students see positive Black, Asian and Minority Ethnic role models in their courses. They are also decolonising the curriculum and adopting the inclusive practice and language training offered by the Academic and Learning Enhancement Team.

Faculty plans also focus on enhancing the inclusivity of pedagogy by embedding formative assessments in modules, developing authentic assessments, and encouraging the development

of students' academic and digital skills. These interventions will support both our Black, Asian and Minority Ethnic students and students from a range of educational backgrounds.

At university level, we have implemented a revised Extenuating Circumstances Policy. This better supports students with caring responsibilities, part-time work commitments and other time pressures which make it particularly difficult for them to deal with unforeseen circumstances.

We are also revising the Assessment and Feedback Policy to promote inclusive assessment practices, and we have piloted a pre-arrival academic and digital skills course targeted at students entering with BTECs.

We will seek to support faculties and module leaders to implement their plans and to embed academic and digital skills and wellbeing into the curriculum.



A photograph of three young women walking outdoors, smiling and looking towards the right. The woman on the left is wearing a blue sweater and a light-colored scarf. The woman in the middle is wearing a grey patterned jacket. The woman on the right is wearing a grey jacket and a light blue hijab, and is holding a book. The background is a soft-focus outdoor setting with trees.

Appendix

Data summary 2023/24

Our student data used within this section has been taken from the university's HESA Student Return for the year 2023/24. 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 2023/24, 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: Statistical reports 2023](#), which presents a snapshot of the age, disability, ethnicity, sex, and religion and belief of students in higher education for the 2021/22 academic year. For staff, our sector benchmarks are based on the [Equality in higher education: Staff statistical report 2024](#), which presents a snapshot of the age, disability, ethnicity and sex of the higher education workforce in the academic year 2022/23.

Student data summary

Age: At Greenwich, 42.1% of students are aged under 21 (which falls slightly below the national proportion of 47.3%), while 57.9% are classified as mature students. There is an upward sector trend of a majority mature student population, with 52.7% of students classifying as mature.

Disability: 15.6% of students have shared a disability (this is aligned with the sector, where 15.9% of UK students disclosed as disabled); this includes 4.1% who have disclosed a learning difference such as dyslexia, dyspraxia or AD(H)D, 3.9% who have shared a mental health condition, and 3.7% who have multiple impairments, health conditions or learning differences.

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). 98.1% of UK-domiciled students disclosed their ethnicity at Greenwich, equivalent to the sector level of 98.2%. Of those with known ethnicity at Greenwich, 61.7% of students identify as Black, Asian and Minority Ethnic (compared to 27.0% in the sector) and 38.3% are White (compared to 73.0% in the sector). At a more detailed level of our UK-domiciled students, 24.2% identify as Black (16.2%pts higher than the sector at 8.0%), with the largest proportion identifying as Black - African or African British (19.3%). 25.6% identify as Asian, which is 14.0%pts higher than the sector, with the largest proportion identifying as Asian - Bangladeshi or Bangladeshi British (9.8%).

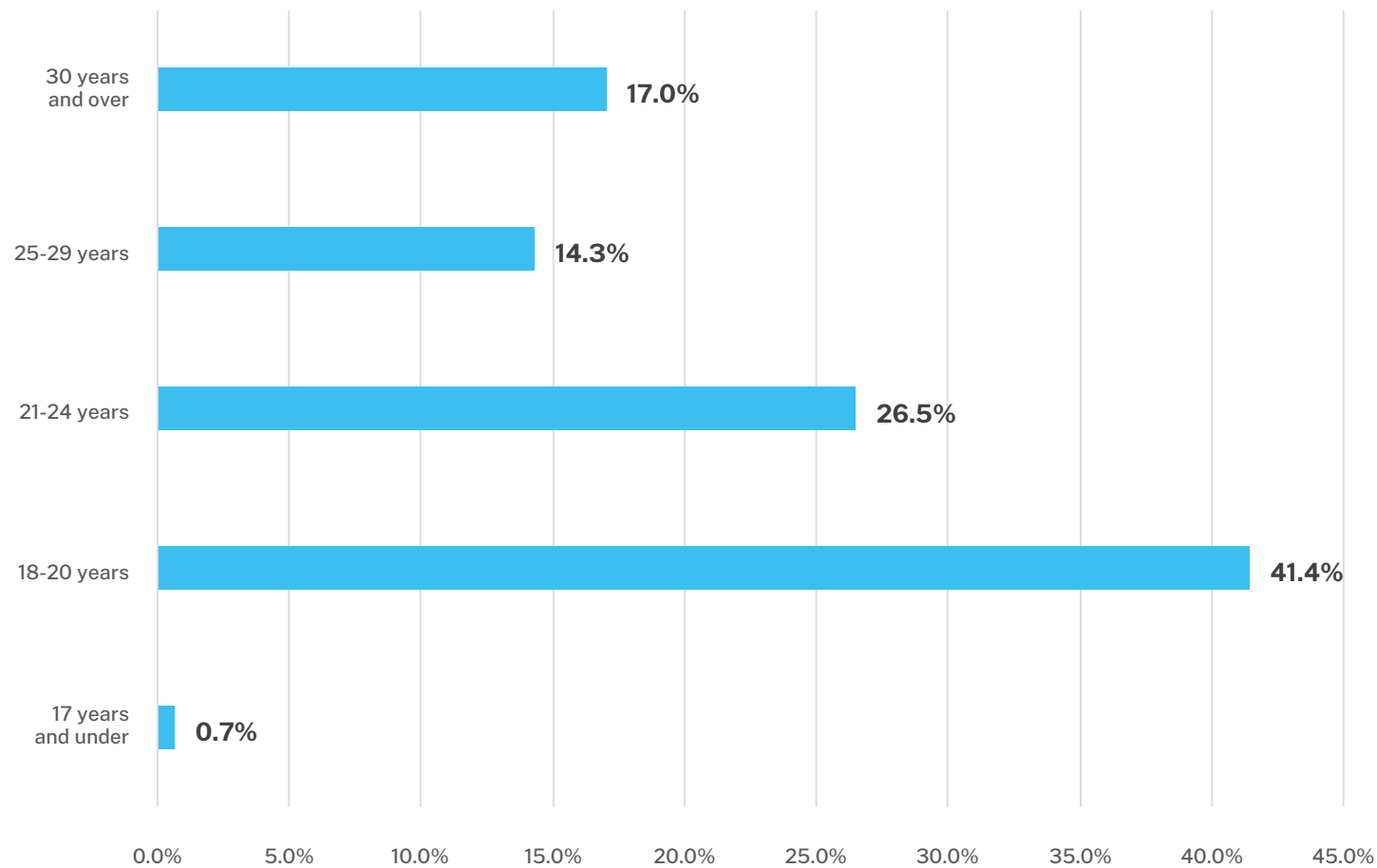
Gender identity (the same as sex registered at birth): The sector disclosure rate for trans status was 90.0%, in comparison to our student gender identity disclosure rate at 98.6%, with 1.2% refusing to provide information and 0.2% of data being unavailable. At Greenwich, 0.7% of students have shared that their gender identity is different from that assigned at birth (0.4%pts lower than the sector at 1.1%).

Religion and belief: Similar to the sector, the three religion and belief groups with the highest proportions of students were Christian at 29.7%, which broadly aligns to the sector at 28.7%; Muslim, where we have a 14.1%pts higher population at 24.7%, compared to the sector at 10.6%; and those with no religion, where our student population is lower than the sector at 18.3%, compared to 43.8% across UK higher education institutions.

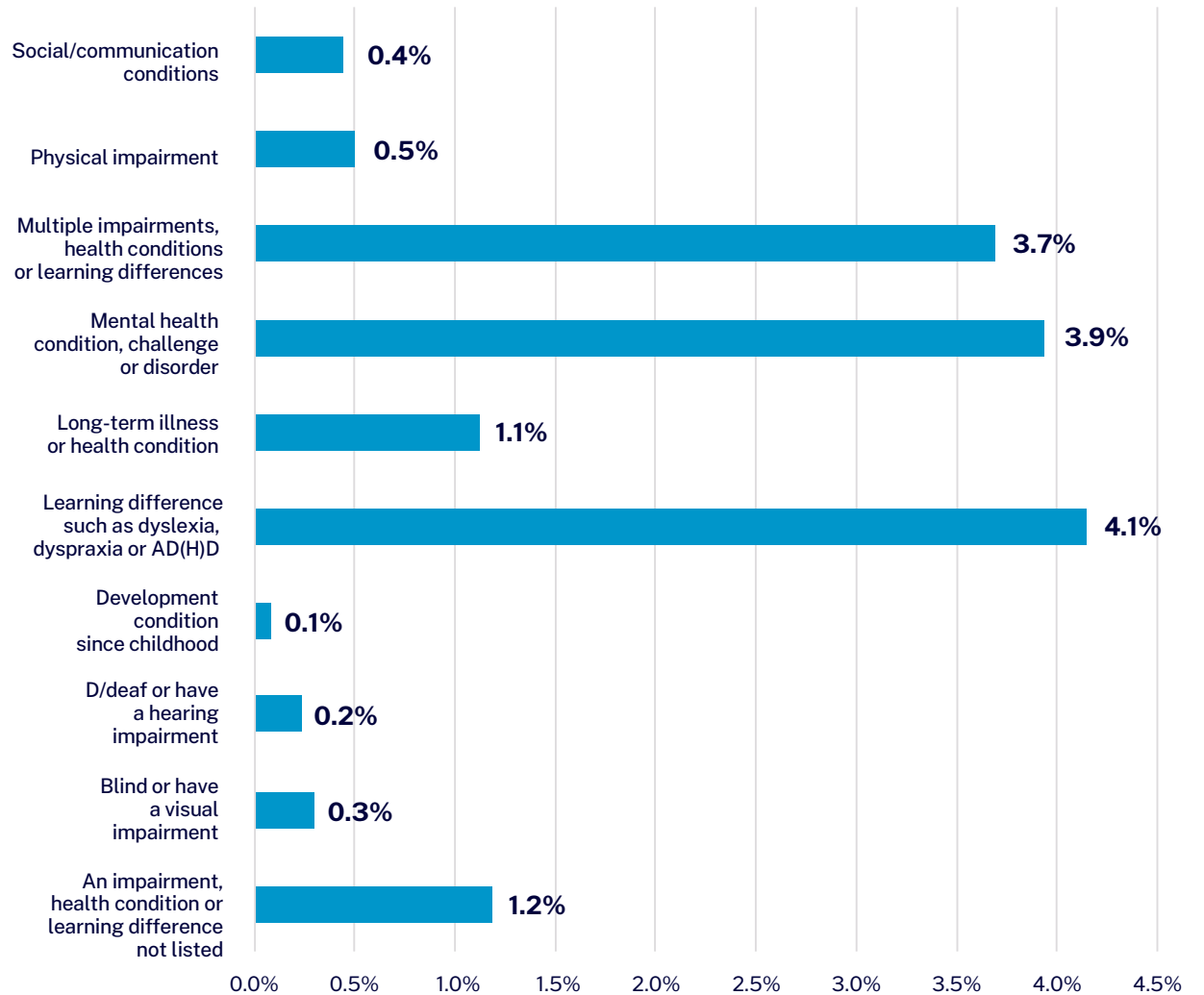
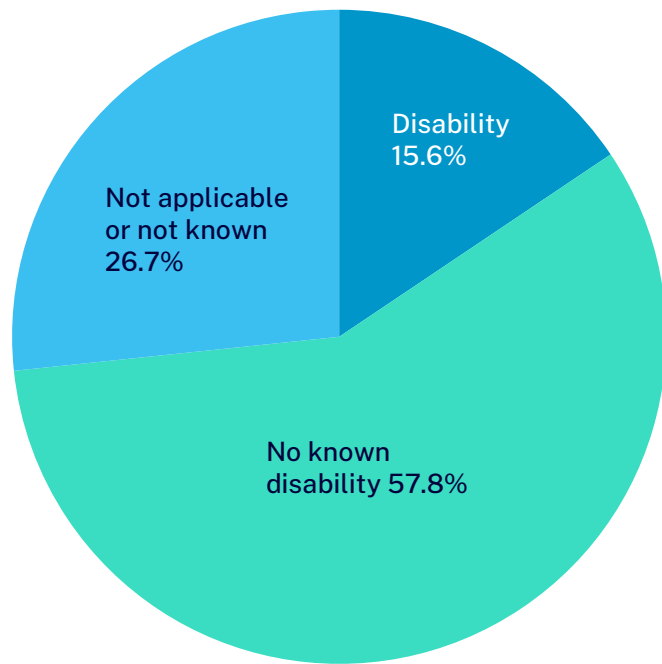
Sex: At Greenwich, 56.1% of our students are female, which aligns with the sector, in which the majority (57.3%) of students studying in UK higher education are female.

Sexual orientation: Within the sector, 84.4% of students provided information on sexual orientation, in comparison to 89.3% of students at Greenwich disclosing this information. Where the proportion of those refusing to provide information is broadly in line with the sector (Greenwich – 10.5% vs Sector – 9.7%), only 0.2% of data is unavailable, compared to 5.8% at a sector level. Of our student population, 6.0% identity as LGB+; this is 4.1%pts lower than the sector.

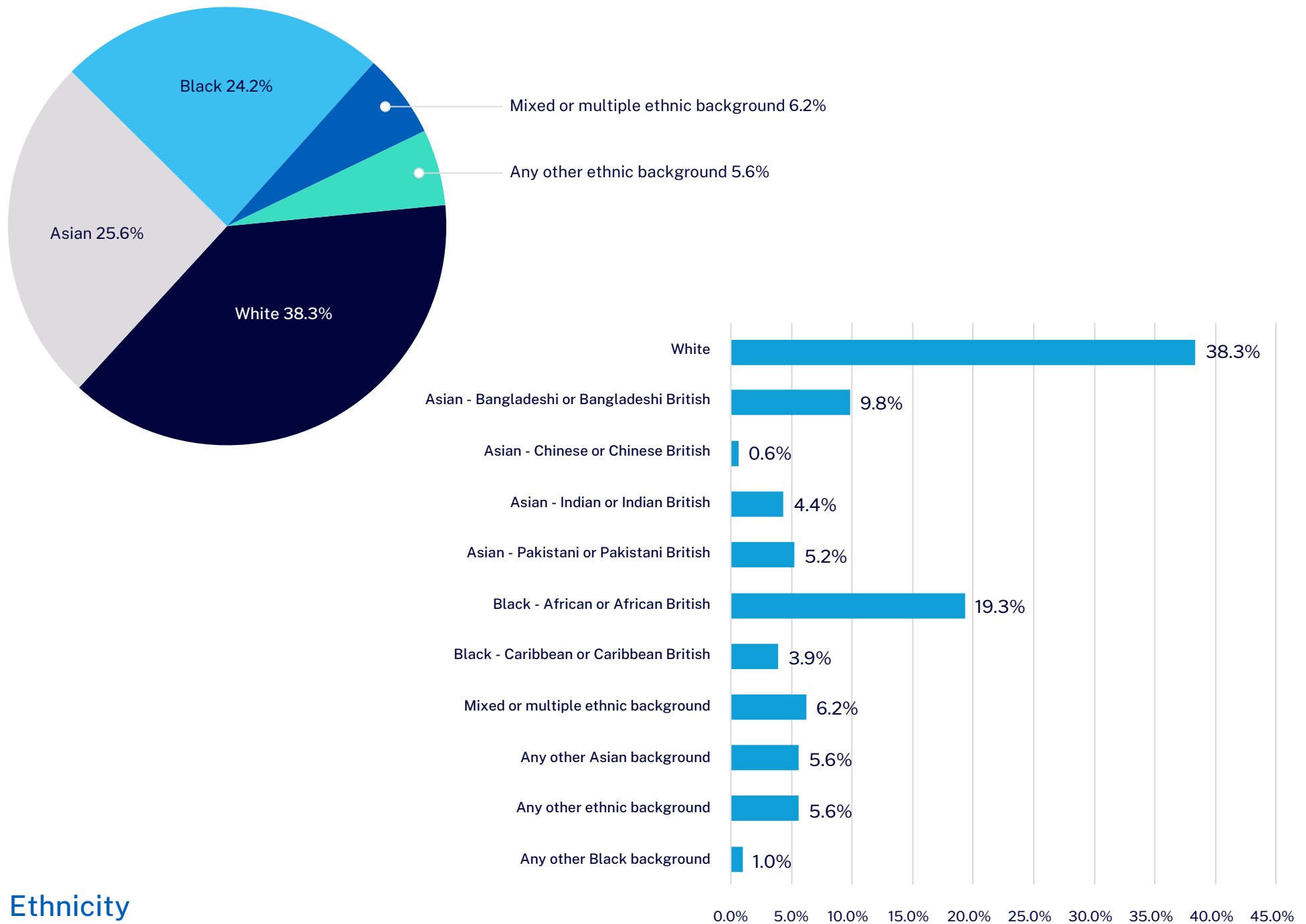




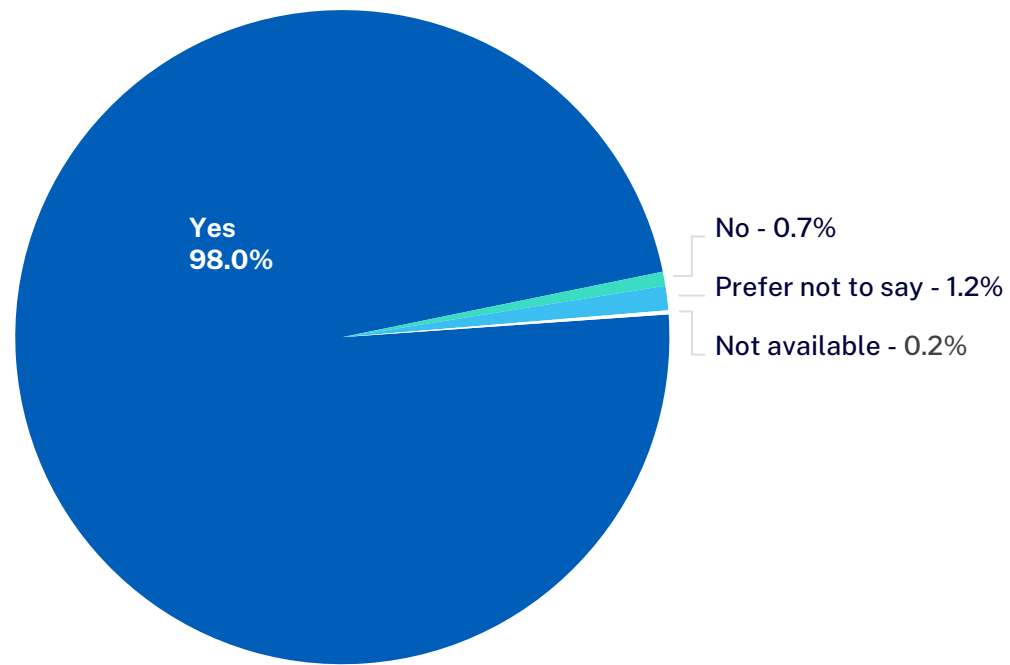
Age



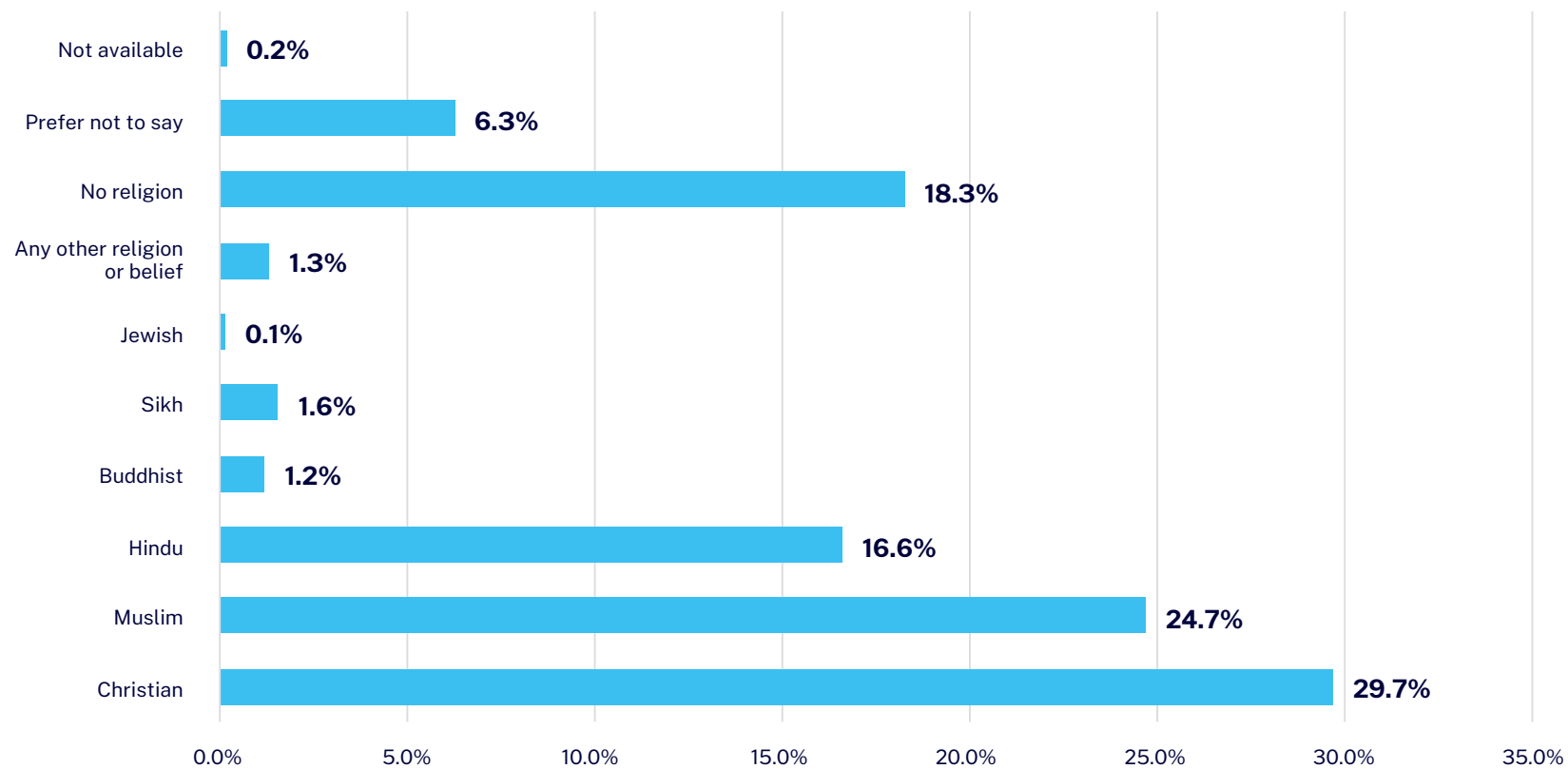
Disability



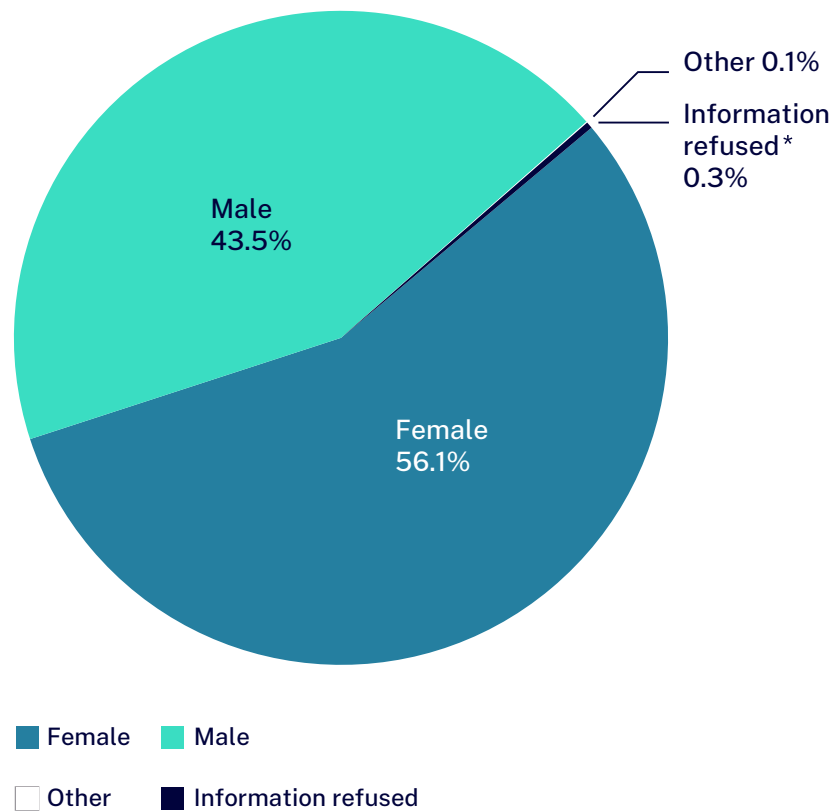
Ethnicity



Gender identity (the same as sex registered at birth)

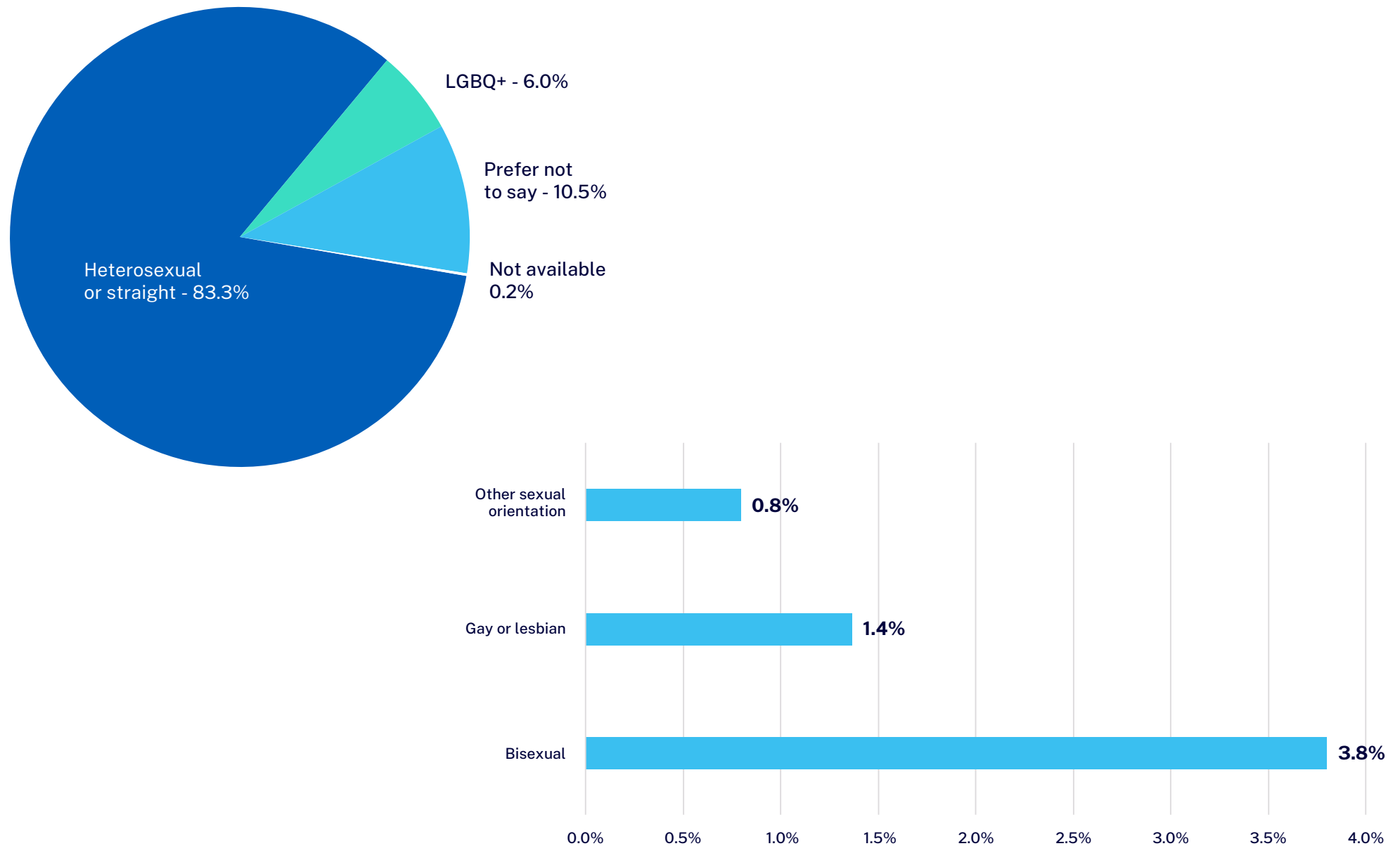


Religion and belief



*The datasets are defined using HESA categories and classifications.

Sex



Sexual orientation

Staff data summary

Age: Similarly to the sector, at Greenwich the majority of staff employed are between the ages of 30 and 54 at 63.0%, comparable to 64.9% between the ages of 31 and 55 across the sector. We employ more staff aged 60+ than the sector (11.8%, 2023/24), compared to 8.6% aged 61+ across the sector.

Disability: 6.0% of our staff have shared a disability. This is 1.2%pts lower than the sector at 7.2%, while 12.0% of staff have chosen to prefer not to say. For those who shared a disability, the most common at Greenwich were long-term illness or health condition (1.7%, compared to 1.6% in the sector), social/communication conditions (1.1%, compared to 0.2% in the sector) and mental health conditions (1.0%, compared to 1.2% in the sector). Within the sector, the most common disability shared was learning difference at 1.7%, while at Greenwich declaration is 0.6%.

Ethnicity: At Greenwich, 33.3% of staff identify as Black, Asian and Minority Ethnic (compared to 12.9% in the sector), 50.0% are White (English, Scottish, Welsh, Northern Irish or British), and 11.0% identify as Any other White background. Of our Black, Asian and Minority Ethnic staff, 9.0% identify as Black (6.3%pts higher than the sector at 2.7%), with the largest proportion identifying as Black - African or African British (6.1%). 17.7% identify as Asian, which is 12.2%pts higher than the sector, with the largest proportion identifying as Asian - Indian or Indian British (5.6%).

Gender: The ability to self-disclose gender descriptions has been available via Horizon since 2021. However, we have a low disclosure rate, with 62.0% unknown. Of those who have disclosed, 19.4% identify as female and 12.5% as male. In addition, 0.04% identify as Genderqueer, 0.3% as Queer and 0.2% as non-binary.

Gender identity (the same as sex registered at birth): At Greenwich, 99.6% 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 0.4% Not available with Greenwich data. From our staff population, 0.5% have disclosed that their gender identity is different from that assigned, while this figure sits at 0.4% across UK higher education institutions.

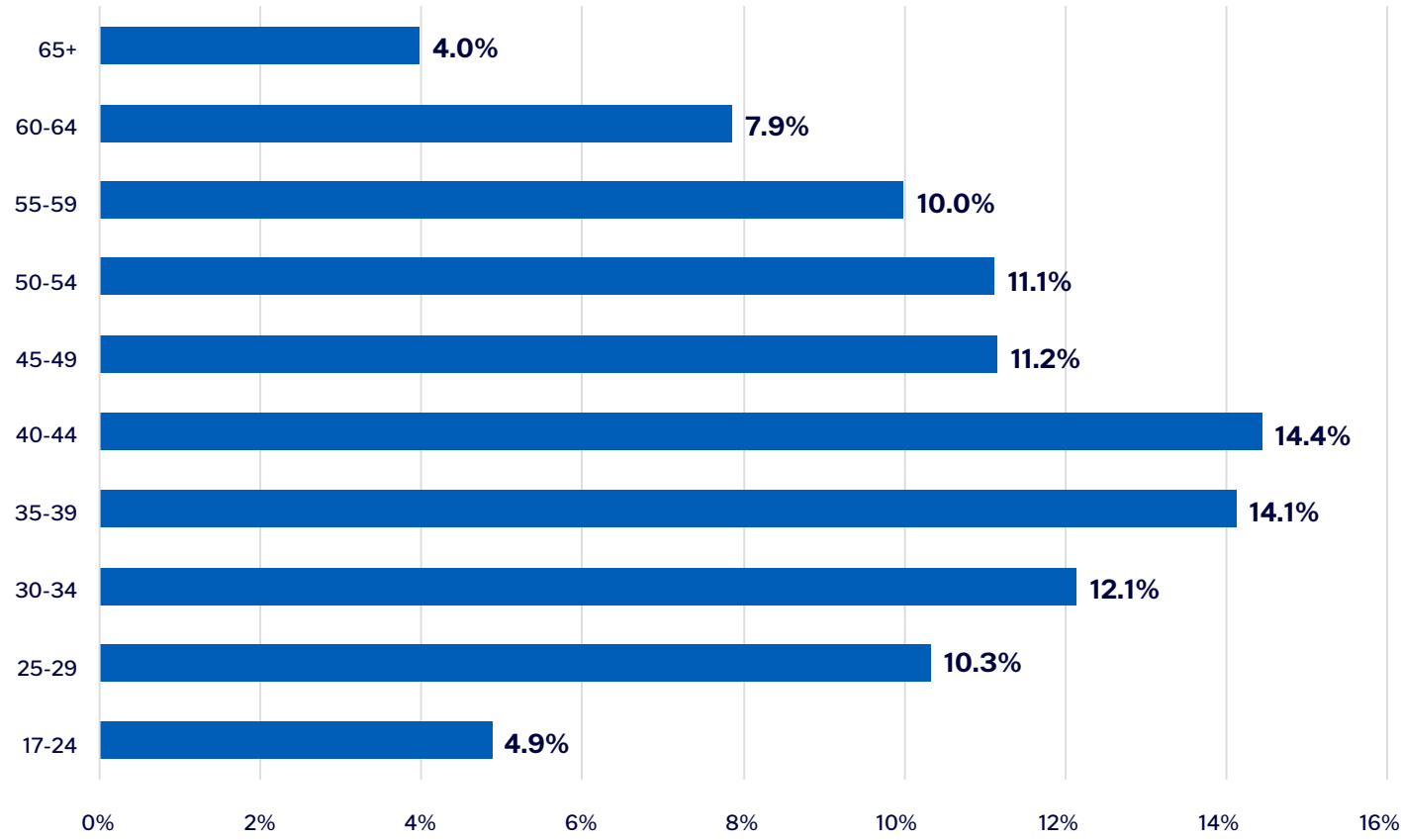
Marital and civil partnership status: The disclosure rate at Greenwich is 80.6%, with the majority of staff Married or in a registered civil partnership (37.3%) or Never married and never registered in a civil partnership (23.1%).

Religion and belief: Within the sector, information was provided by 66.6% of staff in institutions that returned religion and belief data to HESA. At Greenwich, our disclosure rate is 100.0%. Most staff have shared that they have no religion (32.3%), which falls slightly below the sector, with 34.0% of staff sharing they have no religion or are Christian (26.3%). At Greenwich, we have a higher proportion of Muslim staff (6.0% compared to 3.2%), Hindu staff (3.0% compared to 1.5%), Buddhist staff (1.4% compared to 0.7%) and Sikh staff (1.1% compared to 0.4%) than the sector.

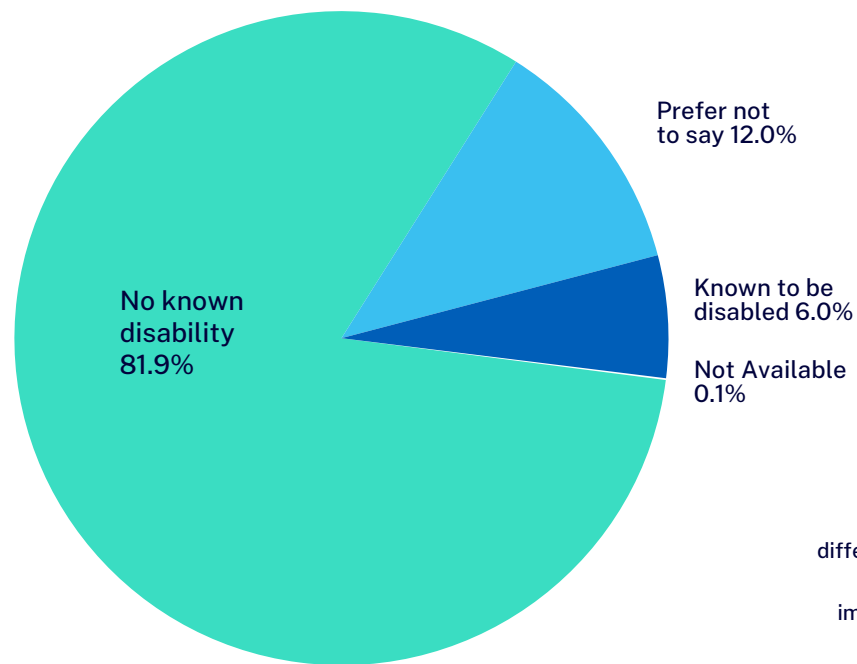
Sex: At Greenwich, 58.0% of our staff are female, which is above the sector by 3.0%pts (55.0% female working in UK higher education institutions).

Sexual orientation: Within the sector, disclosure rate is 66.3%, while at Greenwich, our disclosure rate is 97.7%. At Greenwich, 7.2% 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), 2.9% Bi (compared to 2.5% in the sector), while 0.04% identify as asexual and 0.1% as Queer (no sector comparison available).

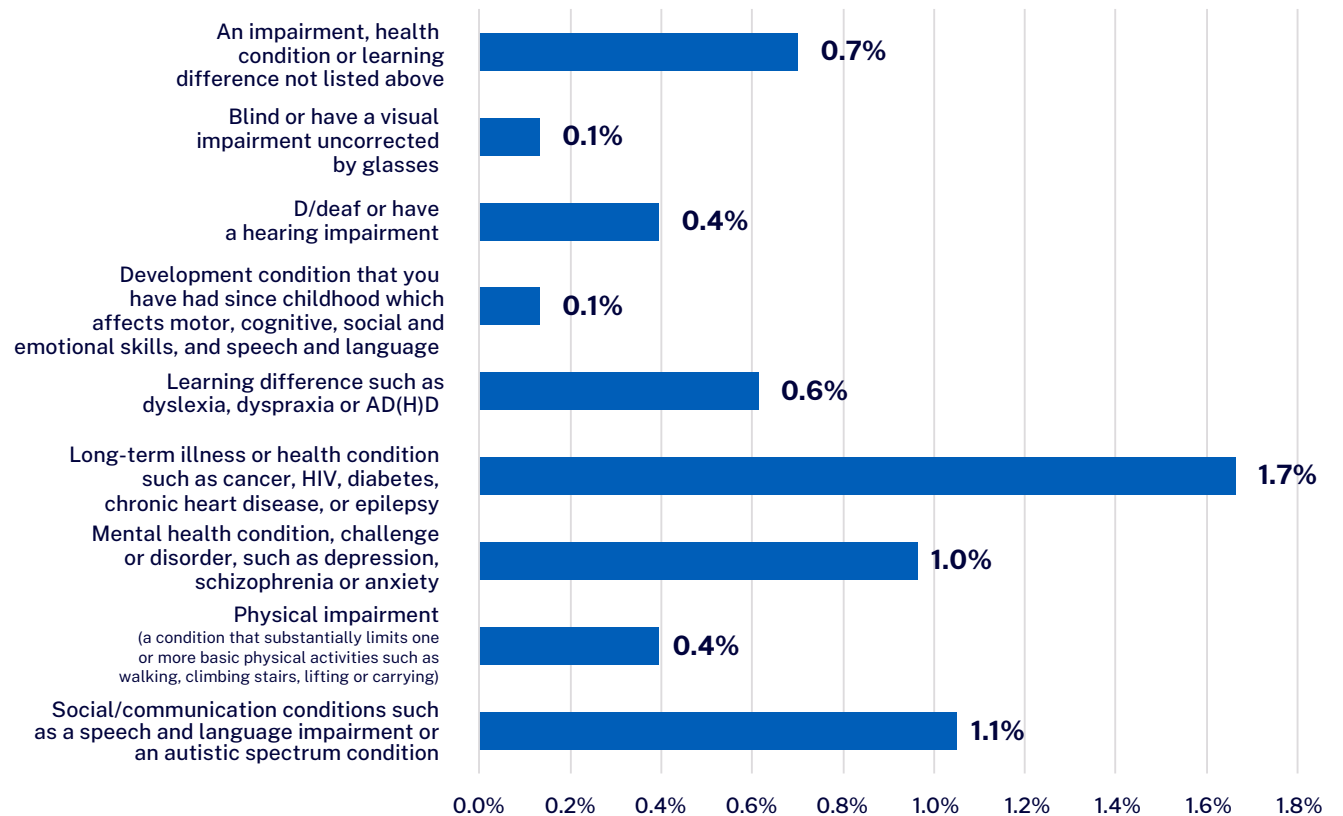
Summary Staff Diversity Data



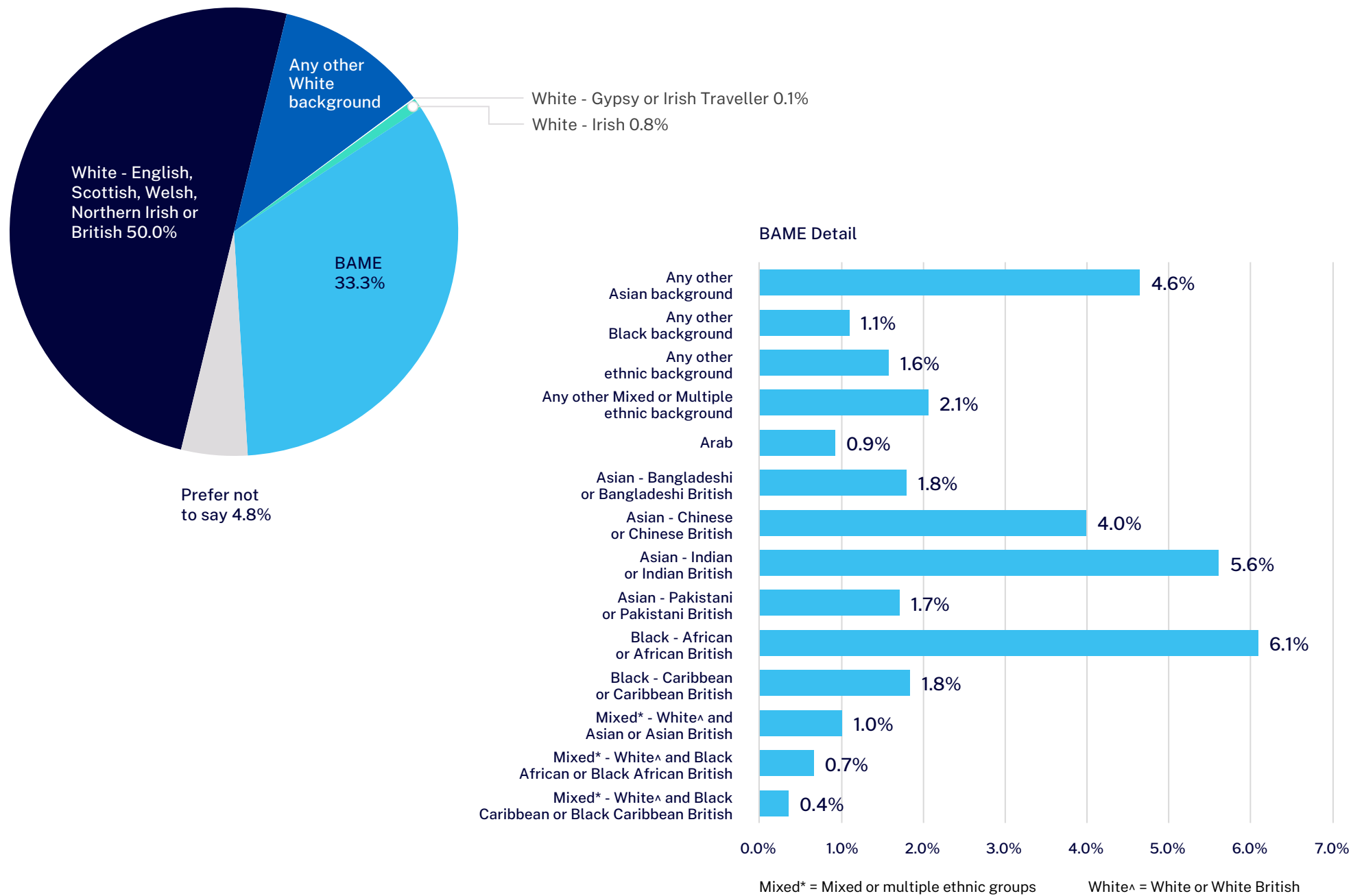
Age



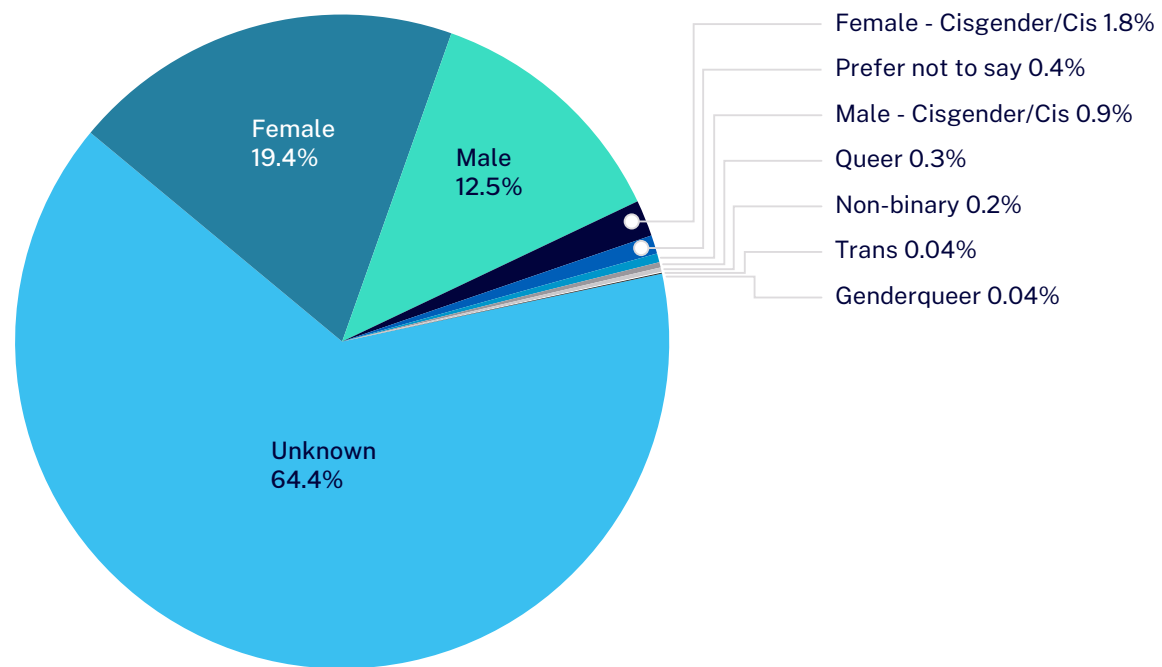
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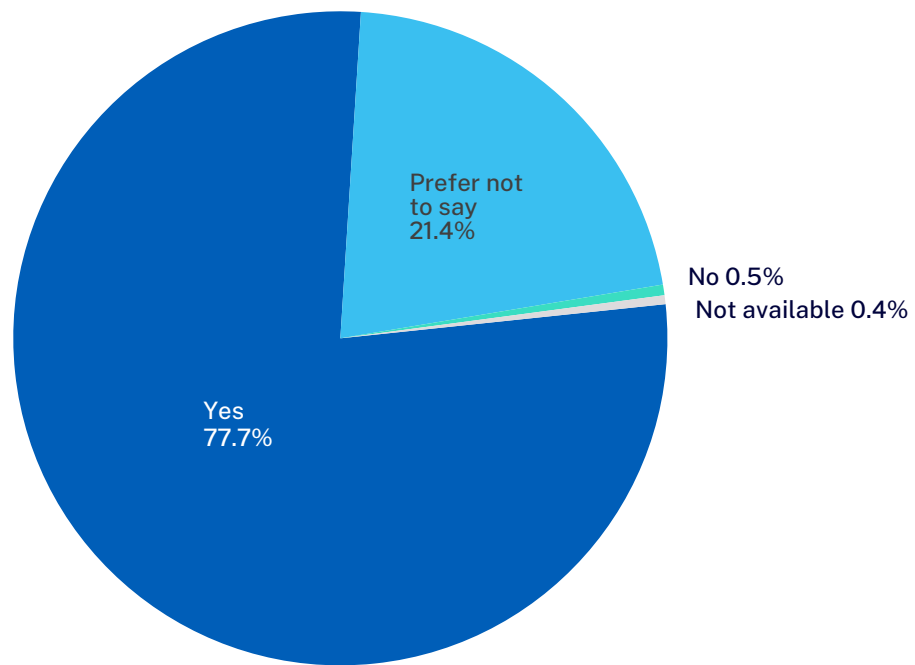
Disability



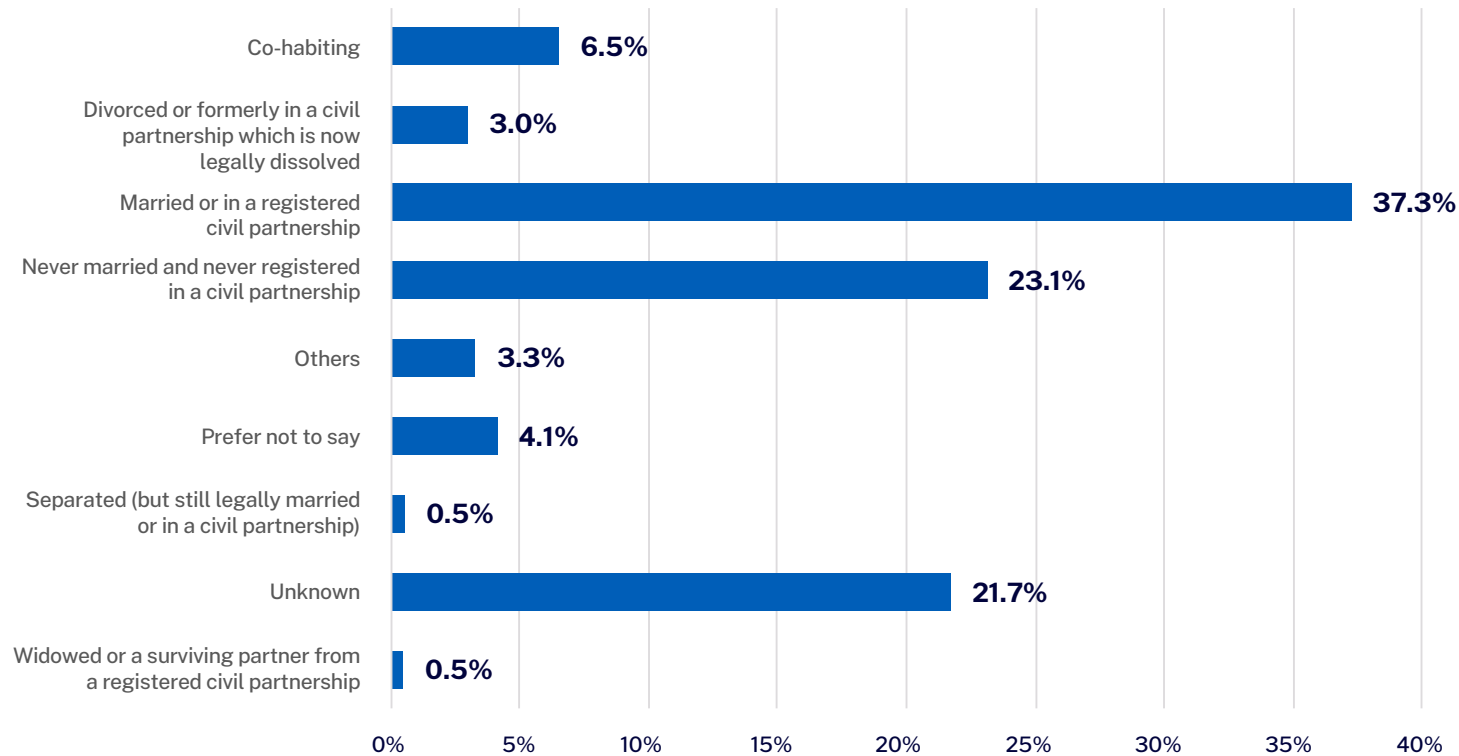
Ethnicity



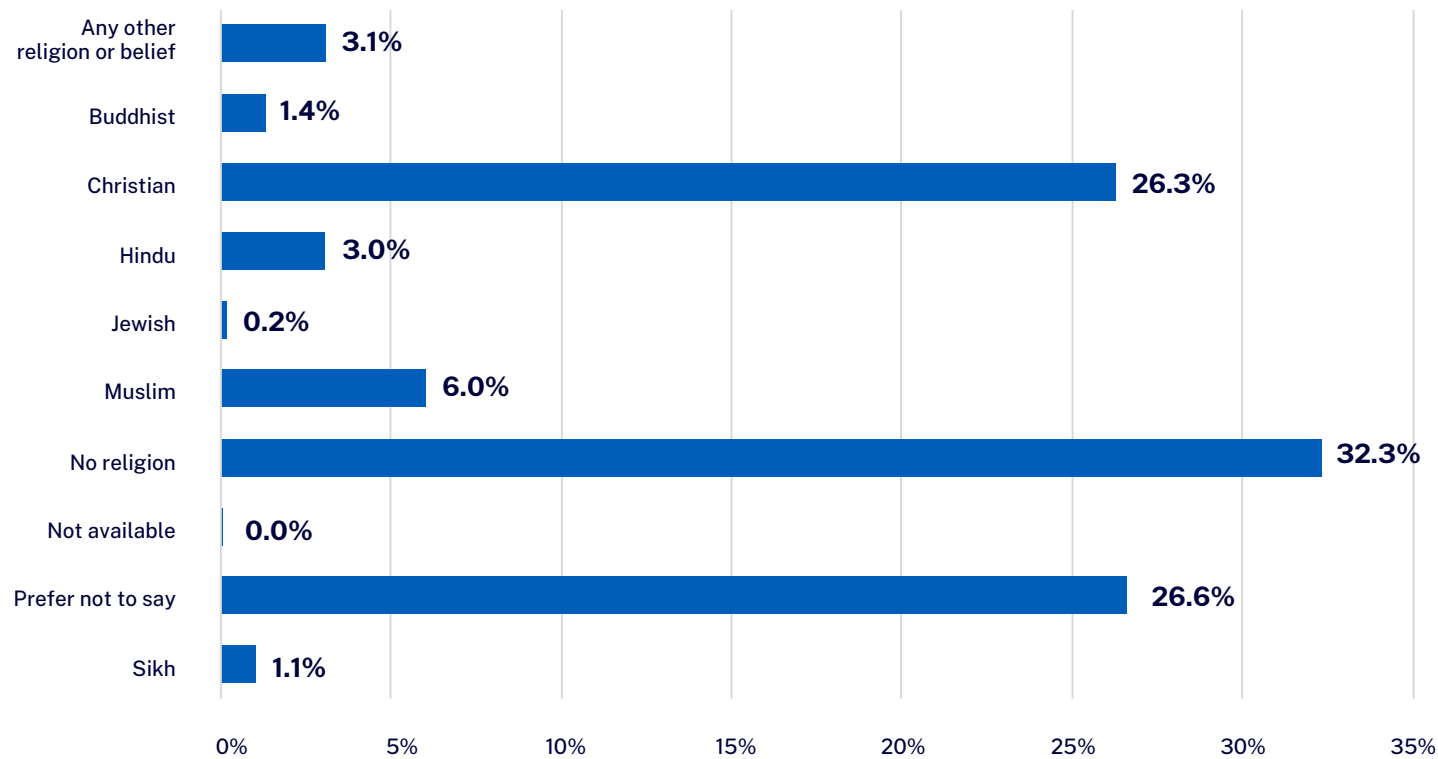
Gender



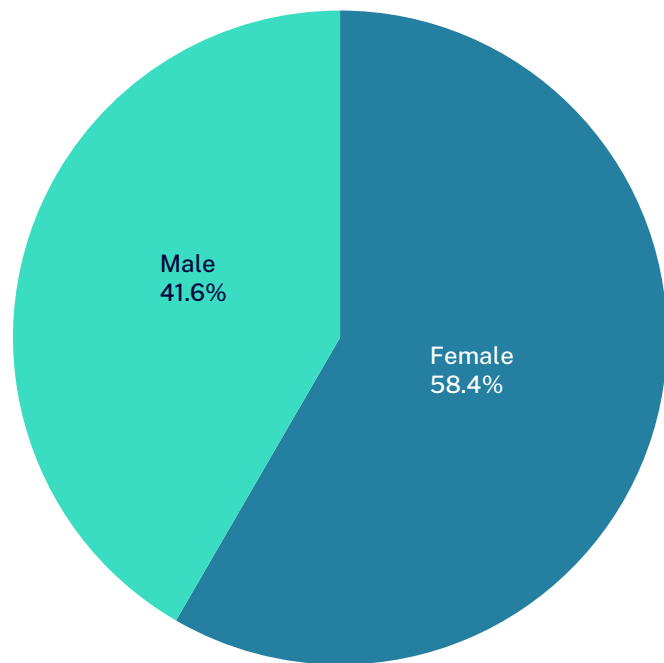
Gender identity (the same as sex registered at birth)



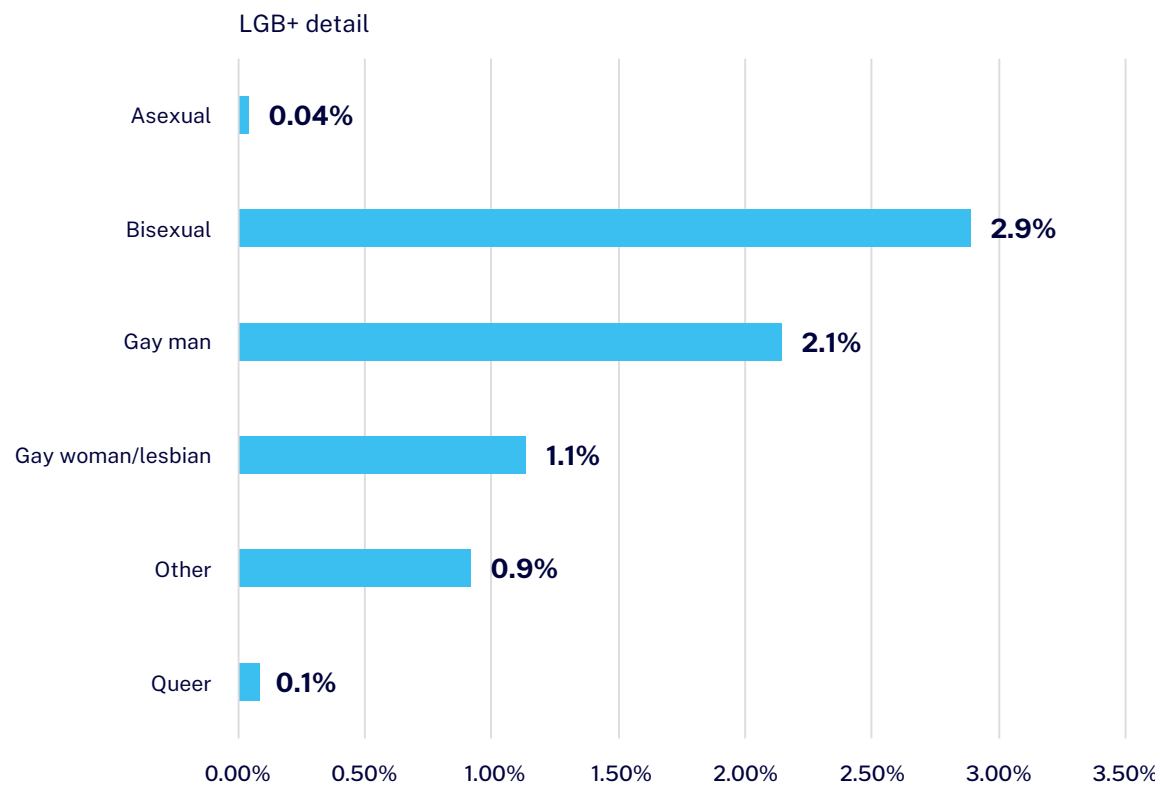
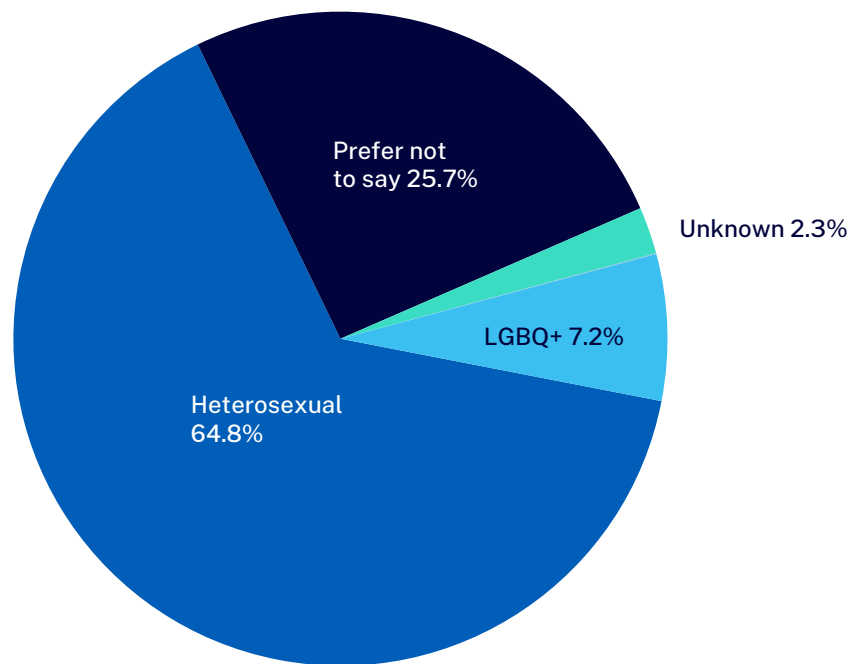
Marital and civil partnership status



Religion and belief



Sex



Sexual orientation

Student disclosure rates 2023/24

	Overall disclosure	Faculty of Education, Health and Human Sciences	Faculty of Engineering and Science	Greenwich Business School	Faculty of Liberal Arts and Sciences
Age	100.0%	100.0%	100.0%	100.0%	100.0%
Disability	73.3%	82.1%	73.9%	63.4%	78.0%
Ethnicity	58.4%	83.6%	45.9%	41.2%	81.2%
Gender identity	99.9%	99.6%	99.9%	99.9%	99.7%
Religious belief	99.8%	99.6%	99.9%	99.9%	99.7%
Sex	99.7%	99.6%	99.6%	99.8%	99.6%
Sexual orientation	99.8%	99.6%	99.9%	99.9%	99.7%

Staff disclosure rates 2023/24

Age	100.0%
Disability	99.1%
Ethnicity	100.0%
Gender description	38.0%
Genderidentity	99.6%
Marital status	80.6%
Religious belief	100.0%
Sex	100.0%
Sexual orientation	97.7%

Faculty and directorate data

Table 1: Ethnicity by faculty and directorate		
Ethnicity by Faculty/directorate	BAME	White
Faculty		
Faculty of Education, Health and Human Sciences	27 %	73 %
Faculty of Engineering and Science	36 %	64 %
Faculty of Liberal Arts and Sciences	23 %	77 %
Greenwich Business School	52 %	48 %
Directorate		
Chief Financial Office	35 %	65 %
Employability and Apprenticeships Directorate	54 %	46 %
Estates and Facilities Directorate	17 %	83 %
Greenwich Research and Innovation	20 %	80 %
Information and Library Services Directorate	30 %	70 %
Marketing and External Relations Directorate	35 %	65 %
People Directorate	50 %	50 %
Student and Academic Services Directorate	34 %	66 %
Vice-Chancellor's Office	27 %	73 %
Grand total	35 %	65 %

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

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

Table 2: Sex by faculty and directorate		
Sex by Faculty/directorate	Female	Male
Faculty		
Faculty of Education, Health and Human Sciences	70 %	30 %
Faculty of Engineering and Science	46 %	54 %
Faculty of Liberal Arts and Sciences	58 %	42 %
Greenwich Business School	58 %	42 %
Directorate		
Chief Financial Office	60 %	40 %
Employability and Apprenticeships Directorate	70 %	30 %
Estates and Facilities Directorate	44 %	56 %
Greenwich Research and Innovation	58 %	42 %
Information and Library Services Directorate	37 %	63 %
Marketing and External Relations Directorate	73 %	27 %
People Directorate	74 %	26 %
Student and Academic Services Directorate	74 %	26 %
Vice-Chancellor's Office	69 %	31 %
Grand total	58 %	42 %

Senior management data

Table 3: Ethnicity by senior management	
Academic	
BAME	21 %
White	79 %
Professional services	
BAME	18 %
White	82 %

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

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

Table 4: Sex by senior management	
Academic	
Female	58 %
Male	42 %
Professional services	
Female	42 %
Male	58 %



