UNIVERSITY OF LIVERPOOL

REPORT TO THE

Corporate Services and Facilities Committee

18th November 2014

ANNUAL EQUALITY REPORT 2013-14

SUMMARY

The report provides an update on the implementation of the Equality Action Plan including the Athena SWAN project; and the annual update of the Diversity and Equality Key Performance Indicators. The report includes specific updates on the themes of, Training & Guidance, Communications & Engagement, Data & Monitoring (staff and students) and Charter Marks & Initiatives. The issues highlighted through the data analysis will inform the Diversity and Equality action plan review with a new action plan to be published for 2015-18.

BACKGROUND DOCUMENTS

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DATE:	3rd November 2014

IMPLICATIONS

Financial: NONE

Human Resources: NONE

Estates: NONE

Computing Systems and Services: NONE

Policy/Strategic Aim/Objective: The report provides a quarterly update on the implementation of the University's Equality Action Plan and the Athena SWAN Charter project.

Corporate Governance: NONE

Improvement/Performance Management: NONE

Legal: NONE

Equality and Diversity: The report provides an overview of the activity in 2013-14 in line with the implementation of the University's Equality Action Plan which sets outs activities to meet the Equality Act 2010 and the Public Sector Equality Duty.

Health & Safety/Risk Management: NONE

Sustainability: NONE

Communications: NONE

Value for Money: NONE

Diversity and Equality Annual Report

2013-2014

Contents

1. Executive Summary

1.1.   The University of Liverpool has continued its commitment to diversity and equality in 2013-2014. This report highlights some key achievements including:

- University and department Athena SWAN award recognition (p5)
- Success in the Stonewall Workplace Equality Index (p6)
- Additional campus access improvement for disabled people (p9)
- The implementation of online diversity and equality training (p10)
- The development of additional staff and student equality networks (p12)
- Increase in the proportion of female professors (p29)

1.2.   This report also highlights areas where focussed action should be considered. This includes:

- The changes to the Stonewall Workplace Equality Index and the impact on the ability of the University to meet the new criterion (p6)
- The overall proportion of staff who have completed diversity and equality training (p10)
- Recruitment and Degree attainment gaps between White and BAME student populations (p18 and p25)
- The proportion of women studying STEM, specifically within the Faculty of Science and Engineering (p20)
- Recruitment of women into senior academic positions in particular Professor (p29)
- The number of Muslim students and the provision of appropriate prayer facilities (p44)

1.3   Please note that analysis of disabled student figures has been completed but due to the Government's proposed and future changes to the Disabled Student Allowance and the work of the group set up to look at this in more detail, a separate report looking in detail at the disabled students will be provided at a later date.

2. Introduction

2.1.   The Diversity and Equality Annual Report provides an overview of activity at the University of Liverpool to comply with its duties as set out within the Equality Act 2010. The report covers the academic year 2013-2014.

2.2.   The University has developed a suite of policies, procedures, guidance and action plans to support this endeavour, with specific reference to:

- Diversity and Equality of Opportunity Policy
- Dignity at Work and Study Policy
- Family Friendly Policies (Maternity, Adoption, Flexible Working etc.)
- Equality Action Plan
- Athena SWAN (Gender Equality) Action Plan
- Access Agreement
- Equality Key Performance Indicators

2.3.   In order to ensure that staff have access to up to date diversity and equality information, an extensive web resource is provided including (from 2014) a Diversity & Equality Internet site, Diversity and Equality Intranet site (for staff and students), Diversity and Equality sections within the 'Working at Liverpool' Recruitment webpages, and specialist web resources for the Staff Black, Asian & Minority Ethnic (BAME), Disabled Staff, and Lesbian Gay, Bisexual & Trans Staff (LGBT) Networks.

2.4.   This report provides an overview of the key achievements in 2013-2014.

3. Implementation of Charter Marks

3.1. In 2013-2014 the University was a member of the Athena SWAN Charter, a Higher Education charter to support women in science, technology, engineering, and maths (STEM); Stonewall Diversity Champion, a national charter to support Lesbian, Gay & Bisexual (LGB) employees; and Two Ticks, a charter mark run by Job Centre Plus to demonstrate our commitment and support of disabled employees. The University also commissions DisabledGo to provide a campus access guide for disabled people.

Athena SWAN

3.2. In 2013-2014 the University was initially unsuccessful in its attempt to renew the Athena SWAN Bronze Institutional Award. Following participation in a pilot application process, the University was awarded a renewal of the Bronze Award for the next 3 years. A further 4 Bronze and 3 Silver departmental awards were successful (see table below).

School / Institute	Level of Award	
Institute of Ageing and Chronic Disease	Silver	April 2014
Institute of Infection and Global Health	Bronze	November 2013
Institute of Integrative Biology	Silver	November 2013
Institute of Learning and Teaching	Bronze	April 2013
Institute of Psychology, Health & Society	Bronze	November 2013
Institute of Translational Medicine	Silver	November 2013
School of Electrical Engineering, Electronics and Computer Science	-	-
School of Engineering	Bronze	April 2014
School of Environmental Science	-	-
School of Physical Sciences	Bronze	April 2014

Table 1

3.3. A considerable amount of activity has taken place across the University to achieve the awards and submit the applications outlined above. This has included:

- Appointment of Professor Sue Wray as Director of Athena SWAN
- Establishment of an Internal Athena SWAN review panel chaired by Dr Andy Heath
- Establishment of an Athena SWAN Mentoring Pilot with the University of Manchester and the subsequent launch of the University of Liverpool Mentoring Scheme
- Funding of 10x staff on the Leadership Foundation's Aurora Women in Leadership programme (November 2013)
- Creation of Athena SWAN Staff Data warehouse within the Explorer Space to provide up to date staff gender data for schools and institutes
- Implementation of online Obligatory Diversity and Equality training

- Establishment of the Liverpool Women in Science and Engineering Society, Female Early Career Researcher Network, the Robogals Student Society
- The opening of a Staff Milk Expression room and provision of baby changing facilities within the Guild of Students
- Development of a purpose built [Family Friendly website](#), additional supporting documents and guidance, and the commissioning of a new provider of the Children's Centre.

3.4.   The full progress against the Athena SWAN Action Plan is reported separately via the Athena SWAN Steering Group.

Website: https://www.liv.ac.uk/intranet/hr/diversity-equality/gender/athenaswan/

Stonewall Diversity Champion

3.5.   The University has been a Stonewall Diversity Champion since 2009. Each year, the University has entered the Stonewall Workplace Equality Index which assesses the inclusivity of the University for Lesbian, Gay and Bisexual employees.

3.6.   In the 2013-2014 assessment, the University was placed 57th out of 369 organisations. Overall the University moved up the ranking by 1 place and increased its overall score by 10 points. The universities which placed higher in the Index were Liverpool John Moores University (25th), University of the West of England (35th), and Cardiff University (52nd)[1].

	Position	Points	HEI Position
2010	301st / 352	62	-
2011	231st / 378	99	-
2012	101st / 363	129	7th
2013	58th / 378	152	6th
2014	57th / 369	162	4th

Table 2

3.7.   Key activities which contributed to this success include:

- Engagement with Senior Managers with the LGBT Staff Network, at LGBT related events, and in internal communications
- Proactive Staff Lesbian, Gay, Bisexual & Trans Network, with an extensive website resource and events programme
- The Flagship (LGBT Network) public engagement programme
- Sponsorship and engagement with the local LGBT community.

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[1] KPI 20

3.8. The University completed its submission for the 2014-2015 Workplace Equality Index in September 2014. The assessment questions have undergone significant amendments, introducing a Foundation, Next Step, and Best practice scoring structure. This has resulted in changes in the weighting of questions, the expected outcomes of activity being made more explicit and clearly defined within the marking structure.

3.9. Having completed the new application form, it should be noted that the Diversity and Equality team believe that the current ability of the University to meet a number of criterion which are now considered 'foundational' is extremely challenging, and that the University should expect to drop significantly within the new ranking, potentially dropping out of the Top 100 of most inclusive employers.

3.10. With the introduction of the new criteria, and specifically following the results of the workplace index assessment, the Diversity and Equality team will review the criteria and identify possible actions to meet the new expectations; discuss with Stonewall the outcome of the assessment, and discuss with the Russell Group the outcome of the assessment to identify a consensus on the index and its relevance to the Higher Education sector.

Two Ticks – Positive about disabled people

3.11.   The Two Ticks symbol is awarded by the JobCentre Plus to recognise the University's commitment to the employment, retention, training and career development of disabled employees. One of the key aspects of this charter is the Guaranteed Interview Scheme commitment, whereby the University will interview disabled applicants who meet the essential criteria only.

3.12.   The University successfully renewed its Two Ticks membership in autumn 2013 with the Job Centre Plus satisfied that the University continue to meet its criteria.

3.13.   The graph below shows the proportion of applications, new starters and leaves who had declared a disability. In 2005 the University received 214 applications from disabled people which had increased to 449 in 2009 when the University joined Two Ticks. The following year in 2010, the University received 1224 applications from disabled people, peaking in 2012 at 1455. The proportion of new starters however, has remained below the proportion of applications since 2009.
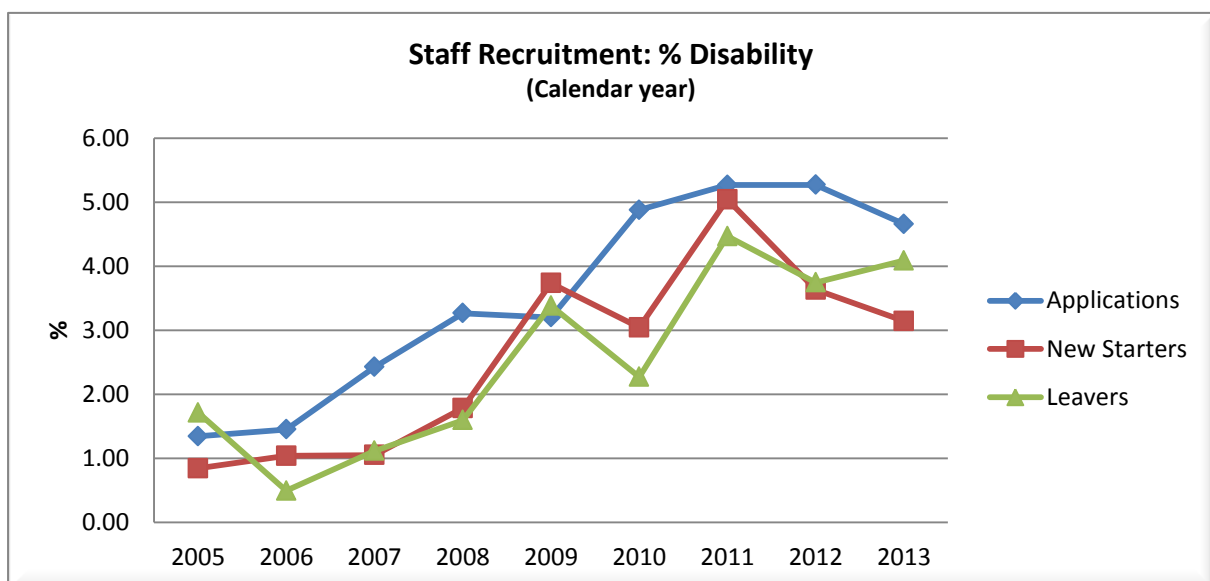
Graph 1

DisabledGo

3.14.   DisabledGo is an online accessibility guide to the University campus. Statistics indicate that in 2013 (calendar year) the University of Liverpool's guide was accessed approximately 6000 times, and from January to August 2014 approximately 2200 times.

3.15.   Work was undertaken in early 2014 to ensure that links to the DisabledGo guides were embedded throughout the University website, however, the low number of hits indicates that additional work needs to be completed to ensure that students, visitors and staff are able to find this information quickly and easily.

3.16.   Work continued to increase the accessibility of the University campus, both in terms of physical access, and through the provision of electronic equipment and systems (for example microphone systems and hearing loops in lecture theatres) and equipment/furniture (such as adjustable desks).

3.17.   A summary of the major access works completed in 2013-2014 are outlined below:

- Liverpool Guild of Students full refurbishment
- Harold Cohen Library entrance access
- Central Bookable Teaching Room enhancements to South Campus Teaching Hub and Maths Lecture Theatres. Note the South Campus Teaching Hub building is inaccessible to wheelchair users / people with limited mobility.
- Finsbury Square London access
- Chadwick Building (Tower entrance) Lecture Theatres and building access
- Accessible Toilet survey completed for compliance and non-compliant
- Crown Street Student Accommodation accessibility and accessible rooms

4. Training and Development

4.1.   In September 2013 the University implemented the Obligatory Training Framework which requires new members of staff to complete a series of online training modules. In addition, diversity and equality training must be renewed every 3 years. The obligatory training modules included the 'Introduction to Diversity and Equality', 'Recruitment & Selection' and 'Professional Development Review'.

4.2.   Each of the modules was designed and built in-house and are accessed via VITAL, the online learning space. Apart from the diversity module, the other two modules listed have relevant diversity and equality content embedded within them, such as Unconscious Bias.

Examples of the online module 'Introduction to Diversity and Equality'

4.3.   From September 2013 to the end of August 2014 the 'Introduction to Diversity & Equality' module has been completed by 721 individuals, 'Recruitment & Selection' by 150 individuals, and 'Professional Development Review' by 79 individuals.
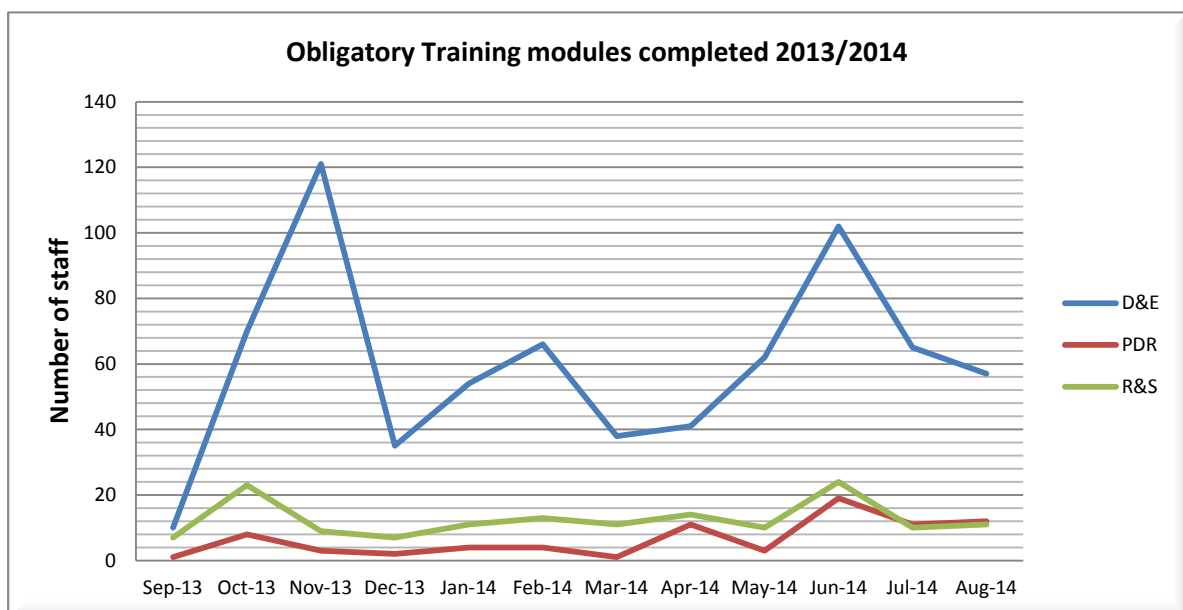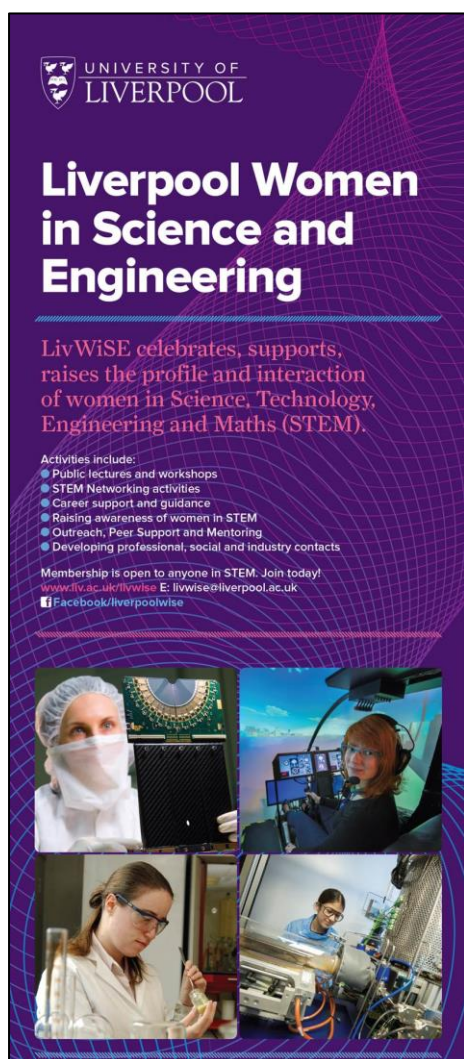

Graph 2

4.4.   Although the online module has succeeded in reaching 700+ individuals, the University's target of achieving 80%+ completion rate remains elusive. Current data indicates that the total number of staff who can be evidenced as having completed a core diversity and equality training session within a 3 year time frame (training completed after August 2011), now stands at **21%[2].**

4.5.   Specific mention should go to the Institute of Infection and Global Health which has achieved an 85-90% completion figure by the end of 2013-2014, with the remaining staff mostly being on leave, abroad or new starters. Other departments which have also increased their completion figures considerably include Human Resources, the School of Electrical Engineering, Electronics & Computer Science and the School of Engineering.

4.6.   Looking forward to 2014-2015, the Diversity and Equality team plan to further develop the online training, to provide a specific module aimed at Grade 1-5 and Grade 6-10. Modules with specialist content will also be investigated, for example 'Bullying and Harassment'.

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[2] KPI 14

5. Staff, Community and Public Engagement

a) Staff Networks

5.1.   The University continued to support three staff equality networks, the Black, Asian & Minority Ethnic (BAME) Network; the Disabled Staff Network; and the Lesbian, Gay, Bisexual and Trans (LGBT) Staff Network. The LGBT Staff Network has been particularly successful with continuing to run a high profile public engagement and allies programmes called Flagship.

UNIVERSITY OF LIVERPOOL

Liverpool Women in Science and Engineering

LivWiSE celebrates, supports, raises the profile and interaction of women in Science, Technology, Engineering and Maths (STEM).

Activities include:
- Public lectures and workshops
- STEM Networking activities
- Career support and guidance
- Raising awareness of women in STEM
- Outreach, Peer Support and Mentoring
- Developing professional, social and industry contacts

Membership is open to anyone in STEM. Join today!
www.liv.ac.uk/livwise E: livwise@liverpool.ac.uk
Facebook/liverpoolwise

5.2.   The Disabled Staff Network was essentially suspended during the year after the existing chair stepped down. A scoping meeting took place in September 2014-2015 with disabled staff and decided to rejuvenate the network.

5.3.   New networks established in 2013-2014 included a **Female Early Career Researcher Network** (FECRN) with the aim of providing female researchers with support, advice and guidance on subjects including career progression and development, as well as personal issues that may impact of their career such as maternity leave.

5.4.   The Faculty of Science and Engineering, spearheaded by the School of Engineering established the **Liverpool Women in Science and Engineering Society** (LivWiSE). A multidisciplinary network of students, staff, alumni and industry partners, LivWiSE aims to promote the achievements and successes of women in STEM subjects, as well as promote and encourage women to study STEM subjects and enter and maintain careers within STEM industries.

5.5.   Discussions are currently taking place to scope out the possibility of establishing a **Parents Network** in 2014-2015 with the aim to provide a space where working parents can provide mutual support, share experiences and advice on juggling work and family life.

b) Community and Public Engagement

5.6.   Approximately 900 people booked onto attend one of the diversity and equality related public engagement events in 2013-2014 organised by the Diversity and Equality Team, the Staff Networks, or via the Athena SWAN activities.

- **Black History Month**

5.7. The BAME Staff Network continued its annual Black History Month event in October 2013, by hosting a half day conference on BAME Health Inequalities. The event was attended by around 120 people, mostly members of the public and the NHS.

- **Flagship**

1) Peter Tatchell and the Lord Mayor of Liverpool, with members of the University, Student LGBT Society, Flagship Committee, the Guild of Students. 2) Professor Dave Smith (York), with members of staff from the School of Physical Sciences, and the Flagship organising committee.

5.8. The LGBT Staff Network continued to run Flagship, a public engagement programme which aims to raise awareness and understanding of LGBT equality issues, within academic areas. Flagship works with sponsoring academic schools or professional service departments, to host an event related to their area.

5.9. In 2013-2014 public lectures were sponsored by the School of Histories, Languages and Cultures; the School of Law and Social Justice; and the School of Physical Sciences. The Victoria Gallery and Museum also continued its long term support of Flagship events by hosting number of seminars.

5.10. The subjects of the lectures were "What's Wrong with LGBT History Month" by academic Dr Matt Houlbrook (University of Birmingham), "Where are all the LGBT Scientists" by Professor Dave Smith (University of York), and "The Unfinished Battle for LGBT Equality" by famed Human Rights campaigner, Peter Tatchell.

5.11. Other activities included a LGBT Book Club and participation in Liverpool Pride Parade 2014.

Website: https://www.liv.ac.uk/hr/diversityandequality/flagship/
Facebook: https://www.facebook.com/FlagshipLiverpool#!/FlagshipLiverpool

- **Women in Science and Engineering**

1)Staff, students, industry and alumni at the LivWiSE Speed networking event. 2) The speakers and organisers of the Women in Science Wikipedia Edit-a-thon.

5.12.   Liverpool Women in Science and Engineering (LivWiSE) delivered 2 public lectures in 2013-2014. Launching in December 2013, STEM Ambassador and TV Presenter Kate Bellingham provided an inaugural lecture on girls and women in science. This was followed by Professor Dame Julia King (Aston University) who provided an in-depth look at her own career and achievements as a woman in engineering. LivWiSE held a very successful speed networking event bringing together students, staff and industry; and contributed to a number of outreach event at the University and wider city region. In addition, LivWiSE has developed an extensive website, including Role Model profiles, and Facebook page.

5.13.   LivWiSE was successful in an application to the University Benefactors fund securing £10,000 to produce a series of women in science promotional films, which will be produced in 2014-2015.

> *Website: https://www.liv.ac.uk/liverpool-women-in-science-and-engineering/*
> *Facebook: www.facebook/liverpoolwise*

5.14.   The Institute of Translational Medicine organised a 'Women in Science Edit-A-Thon' attended by 25 people, which was followed by a panel discussion on women in science featuring Professor Dame Julia Higgins (Imperial College), Professor Sue Wray (Translational Medicine), Professor Tara Shears (Physics) and two MRC Fellows, Dr Lauren Walker and Dr Sarah Skeoch.

6. Awards and Recognition

Lee Cooper, School of Dentistry

6.1.   The Celebrating Success Awards were held in December 2013. The Flagship Events Committee (LGBT Staff Network) was shortlisted for the 'Civic Contribution' award. Lee Cooper (School of Dentistry) won the Individual category for the 'Enhancing University Life' for his role is establishing the Staff LGBT Network and for its continued activities and contribution to the University.

6.2.   For 2014-2015, a new award category of 'Good Practice in Equality' will be introduced recognising individuals or teams who have demonstrated a commitment to equality through work that has:

- Enhanced the diversity of our student body or workforce.
- Improved the experience of staff or students by recognising and responding to diverse needs.
- Addressed key challenges for the University in terms of diversity and equality.
- Championed equality work within an area(s) of the University or within the wider community.

7. Looking forward 2014-2015: Key Activity

- **Equality Objectives and Action Plan**

7.1.   The timetable of the Equality Action Plan will end in 2014-2015. This academic year will be used to develop a series of new University Equality Objectives and to develop and underpinning action plan to achieve those objectives. This process will be led by the Equality Working Group who will begin planning this process in September 2014.

- **Athena SWAN**

7.2.   The University Athena SWAN action plan will come to the end of its first year and work will continue to ensure that the actions identified within the timetable are implemented. The School of Electrical Engineering, Electronics & Computer Science, and the School of Environmental Sciences are expected to submit applications for Bronze department awards, and the Institute of Infection and Global Health for a department Silver Award. The results from the April 2014 submission round should also be published in October 2014.

7.3.   Work will continue across the University to implement the 11 action plans and further develop gender equality.

- **Disability Support for Students**

7.4.   The Government has delayed its intention to reduce the available funds available for disabled students, in particular the non-medical helper funds. Student Administration and Support are leading a project to identify the impacts of this change on the University and to develop contingency plans to maintain current level of support where possible. A future report will be provided on this and therefore the statistics relating to disabled students do not feature in this report.

- **Mental Health – Staff**

7.5.   The Diversity and Equality team will be developing guidance and training to support staff who either support/work with students or colleagues with mental health difficulties. Training will also be developed and implemented to ensure staff are supported in implementing mental health support processes, in particular during crisis incidents.

Areas of action

7.6.   This report has highlighted a number of areas where further investigation and action are required. This will be fed into the development of the new University Equality Objectives and supporting Action Plan. Key outcomes will also be shared with stakeholders to identify possible solutions e.g. Access Agreement Monitoring Group.

8. Key Performance Indicators

8.1.   The University has a number of Diversity and Equality Key Performance Indicators (KPI) which monitor the progress against the Equality Objectives. These are taken from the Equality Action Plan, the Athena SWAN Action Plan, the Access Agreement, and operational diversity and equality activity. Below are a selection of the KPIs, for full details please see the KPI Table.

Data Notes

8.2.   The majority of the data used in this report has been sourced from Explorer, the University data warehouse (or from its precursor reports). This includes student numbers and degree attainment. Staff data was been sourced from the Monthly HR Dashboard: staff numbers and disclosure rates; as well as from Business Objects BOXI reports: job application, new starters, leavers data; number of disabled staff and types of disabilities.

8.3.   Benchmark data has been sourced from HESA data sets, and is presented as Head Count instead of Full Person Equivalent. HESA rounds figures to 0, 5, 10 providing approximate numbers.

8.4.   Both Explorer (Student data) and HESA effectively present snapshot data of the student and staff population in October/November of each academic year and changes in demographic after this data (such as new disabled student disclosures) are not represented.

KPI Data Sets

8.5.   The data sets presented in this report are:

- KPI (1) % of UK (British Nationality) students BAME
- KPI (2) % of UK (British Nationality) student Black (only)
- KPI (4) % of STEM students female
- KPI (7) % of UK BAME (1st/2(i))
- KPI (8) UK degree gap % points White: BAME (1/2i)
- KPI (11) Proportion of Professors that are female
- KPI (15) (17) % staff disclosure of religious belief and sexual orientation
- KPI (18) % of staff disclosing a disability

Please note that where KPIs refer to disabled students they are not included in this report (see 7.4)

KPI (1) % of UK (British Nationality) students BAME

% UK (Home) Student BAME
(incl Unknown)
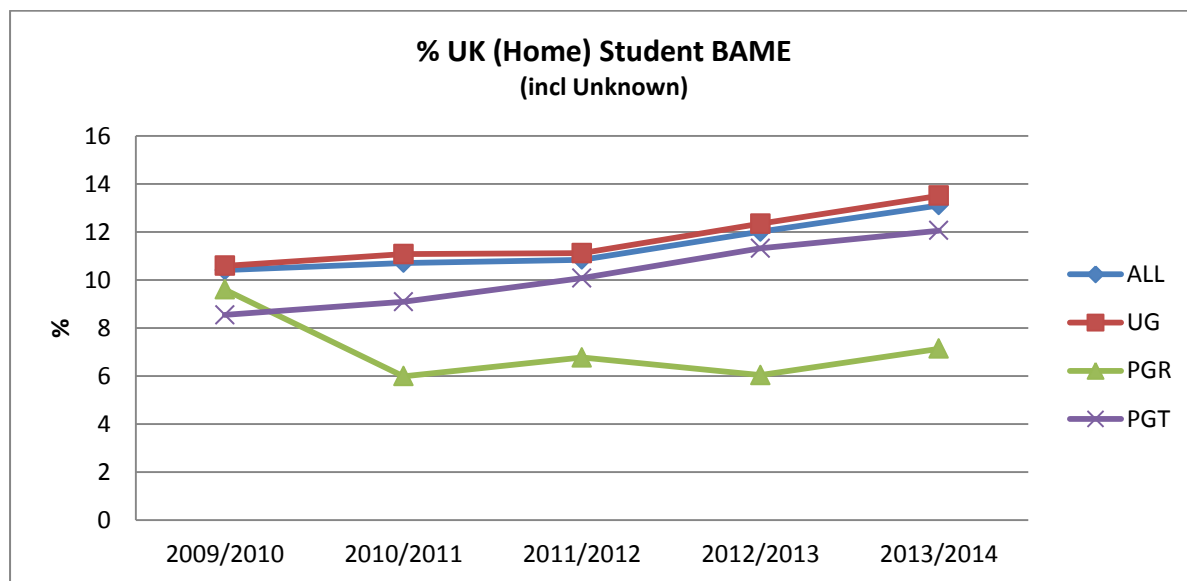
Graph 3

8.6.   Overall in 2013-2014, 35.7% of the total student population was BAME, 2.7% Unknown, and 61.6% White (including White Irish and White Other). However, the ethnic diversity of the student population is skewed by the proportion of EU and International Students which make up 32.9% of the total student population.

8.7.   To understand the University's impact on recruiting UK BAME populations we must pull out students who are registered as Home (UK) domicile. The graph above indicates that overall, the University has increased the proportion of UG and PGT students who are not from a White ethnic background. For UG this has been an increase from 10.6% or 1179 students (2009/10) to 13.5% or 1526 (2013/14).

8.8.   However, this is still below the UK Home Undergraduate HESA Benchmarks where in 2012/13, BAME Students[3] accounted for 17.7% of the HE Sector, 16% of the Russell Group, and 14.2% of the UoL + Comparator 8 Universities[4].

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[3] Unknown Ethnicity was included with the White population
[4] Universities of Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Sheffield and Southampton.
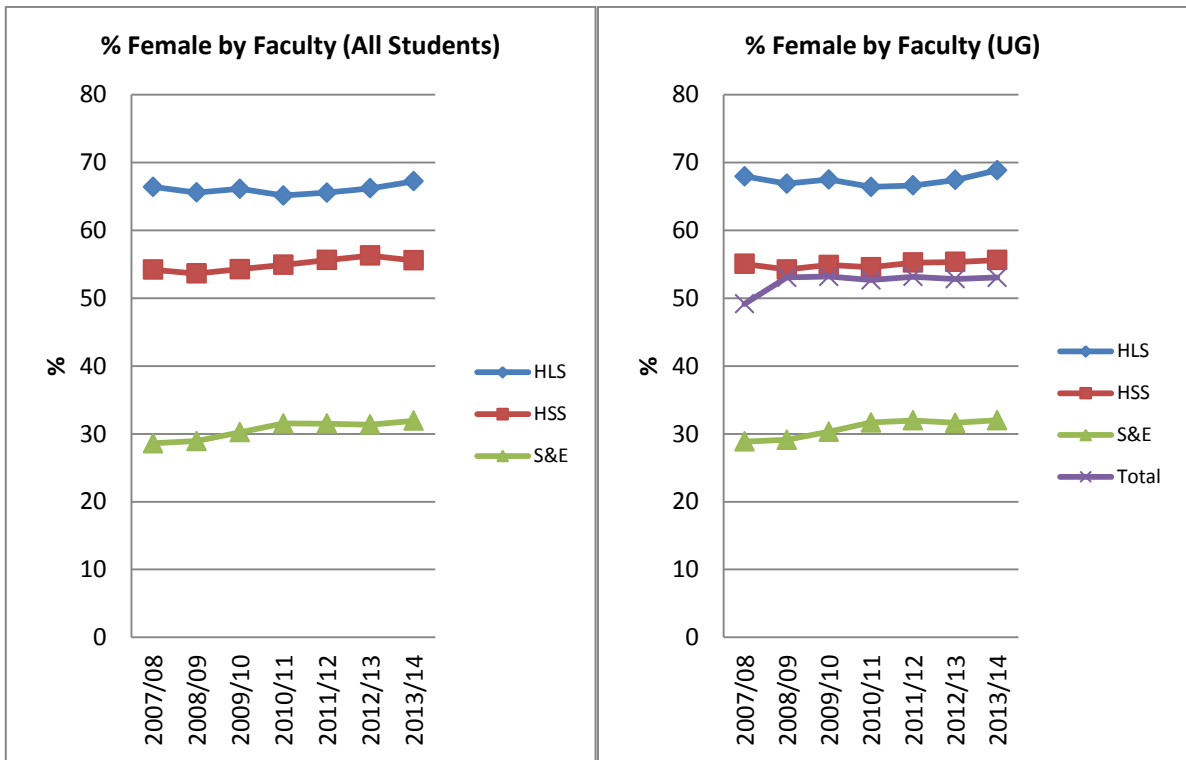
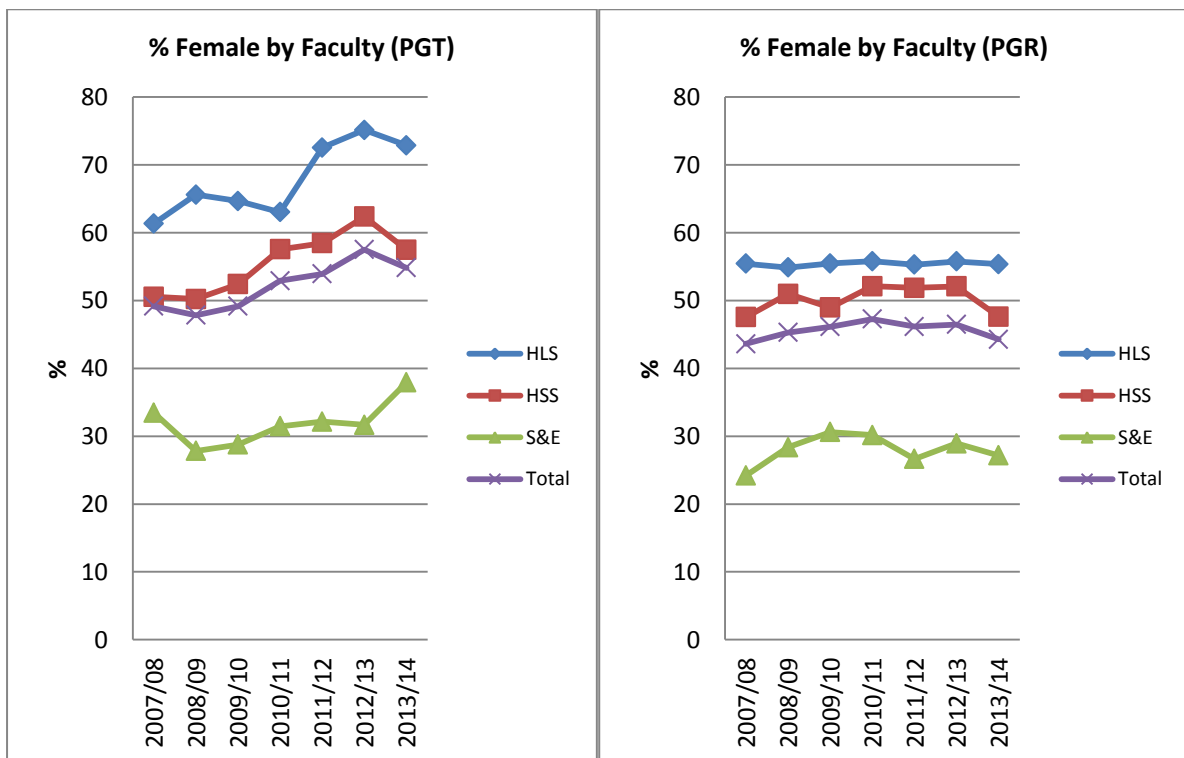KPI (2) % of UK (British Nationality) student BLACK (only)

Black Student Trend
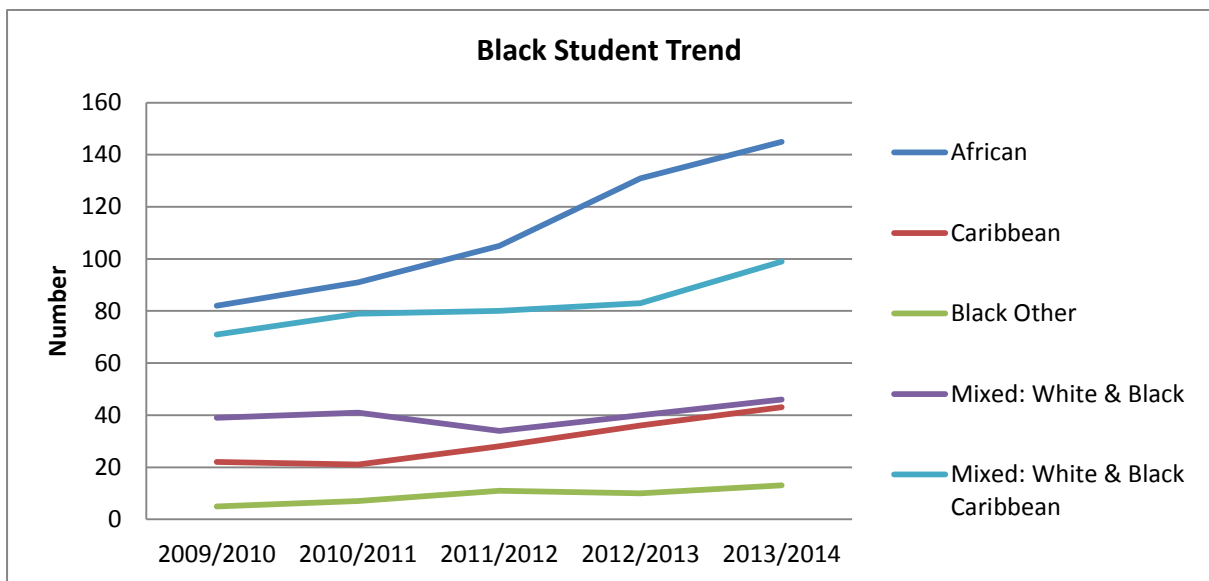
Graph 4

8.9.   The number of Black Students (African, Caribbean and Black Other), has increased from 109 (0.87%) in 2009/10 to 201 (1.57%) in 2013/14. Although this is only a slight increase in numbers, it is a positive trend, with reasonable increases for Black African and Black Caribbean. However, this is in comparison with the HESA benchmark figures where 6.1% (HE Sector), 2.6% (Russell Group), and 2.7% (UoL + Comparator 8) of all students are 'Black'.

8.10.   Graph 4 also includes students who are Mixed: White & Black African and Mixed: White and Black Caribbean bringing the total number of Black students from 219 (1.7%) in 2009/10, to 346 (2.7%) in 2013/14.

KPI (4) % of STEM students female

% Female by Faculty (All Students)

% Female by Faculty (UG)

Graph 5 a) and b)

% Female by Faculty (PGT)

% Female by Faculty (PGR)

Graph 6 a) and b)

8.11.   Overall, the proportion of students that are female has remained at 52% since 2007. In HLS it ranged from 65%-67%; HSS from 54%-55%; and S&E has seen a year on year increase (though very slightly) from 28.6% to 31.9%.

8.12.   In total the number of women studying a STEM subject increased from 4689 (2007/08) to 5782 (2013/14), a 23.3% increase, compared to a 33% increase for men and overall an increase of 27.5%. Tables below show the % increase by level of study:

STEM Total	2007/08	2013/14	% Change
Male	4328	5711	33%
Female	4689 (52%)	5782 (50.3%)	23.3%
Total	9017	11493	27.5%

STEM UG	2007/08	2013/14	% Change
Male	3524	4666	24.5%
Female	4059 (53.5%)	4918 (51.3%)	21.2%
Total	7583	9584	26.4%

STEM PGT	2007/08	2013/14	% Change
Male	240	290	20.8%
Female	215 (47.3%)	283 (49.4%)	**31.6%**
Total	455	573	26%

STEM PGR	2007/08	2013/14	% Change
Male	564	755	33.9%
Female	415 (42.4%)	581 (43.5%)	**40%**
Total	979	1336	36.5%

Table 3

8.13.   The Undergraduate figures reflect those set out above, however at PGT level, the proportion of female students has ranged from 47.6% (2008/09) to 57.5% (2012/13). From 2007/08 to 2013/14, in HLS the proportion increased from 61.3% to 72.9%; in HSS from 50.5% to 57.5%; and in S&E from 33.5% to 37.9%.

8.14.   At PGR level, the proportion in HLS has remained static at 55%, in HSS the proportion increased 47% to 52% but has since dropped back to 47%, and in S&E there was an increase from 24% to 30% in 2009/10 and 2010/11, but dropping down to 27%.

8.15.   The 10 STEM Athena SWAN Schools/Institutes are working towards achieving award recognition. Part of this process is to address gender bias within the student recruitment process.

KPI (7) % of UK BAME (1st/2(i))

KPI (8) UK Degree Gap % points White: BAME (1/2i)
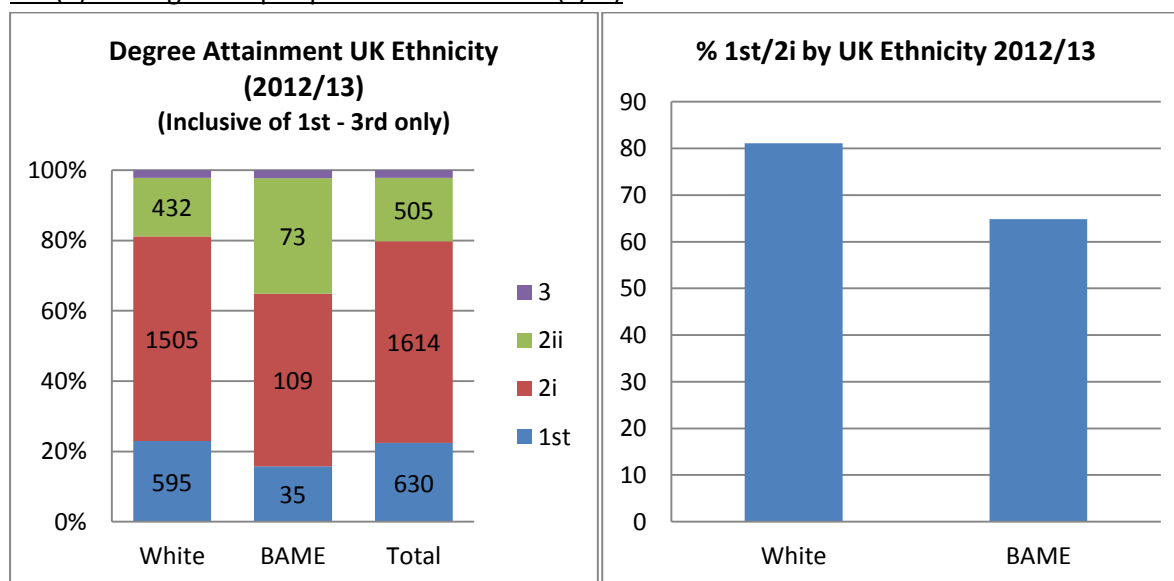
Graph 7 a) and b)

8.16.   Degree outcomes are normally awarded as 1st, 2i, 2ii, 3rd or Pass. Clinical students are awarded a Pass (Honours), Pass (Distinction) and Pass (Commendation) in place of a 1st to 3rd style grade. This makes is difficult to present institutional outcomes across the three faculties where a Pass grade in HSS and S&E has a different meaning.

8.17.   Therefore the majority of the data/graphs below are only inclusive of students who achieved a 1st to 3rd, unless otherwise stated.

8.18.   The data represented in this section only refer to UK/Home Students by their Ethnicity. White is inclusive of White British, White Irish, White Other. BAME represented all other Ethnic categories.

8.19.   Excluding all degree outcomes except 1st to 3rd, in 2012/13, 81% of White students achieved a 1st/2i compared to 65% of BAME Students, representing a 16.2 point gap. The table below shows the degree outcomes by Faculty, highlighting that in both HSS and S&E there is a 20 point gap in favour of White students:

| % 1st/2i			
	White	**BAME**	**Gap**
HLS	77.3%	78.7%	**-1.4**
HSS	85.9%	63%	22.9
S&E	74.9%	52.8%	22.1
All	81.1%	64.9%	16.2

Table 4

8.20.   This represents a continuing and increasing gap in the attainment of UK BAME students in comparison to UK White students. The degree gap attainment between White and BAME students continuous to also be a sector wide issue.

8.21.   **The University should identify an appropriate mechanism to investigate this disparity in further detail.**

KPI (11) Proportion of Professors that are female

8.22. The number of female Professors continued to increase in 2013-2014, from 57 (Sept 2013) to 67 (Sept 2014).

8.23. This was achieved through the recruitment of staff into Professorial posts, but most importantly via the Annual Review process in December 2013, when 6 women were promoted, including 3 on the Teaching & Scholarship pathway.

8.24. This means that as of September 2014 the proportion of Professors that were female was 18.8% (All), 15.7% (STEM) and 28.6% (Non-STEM). However, this remains below the HESA 2012-2013 benchmark, where in 2012-2013 nationally, 27.5%, 17.6% in STEM, and 27.7% in Non-STEM.


% Professors Female (Benchmarking)

Graph 8

**Number of Female Professors by Area 2010-2014**
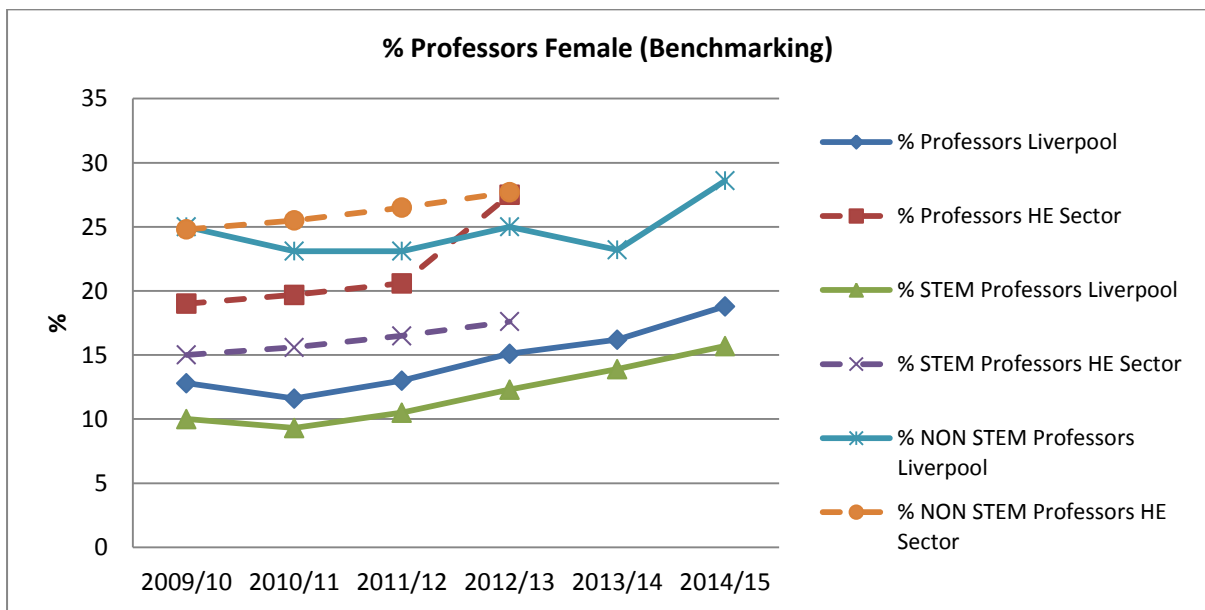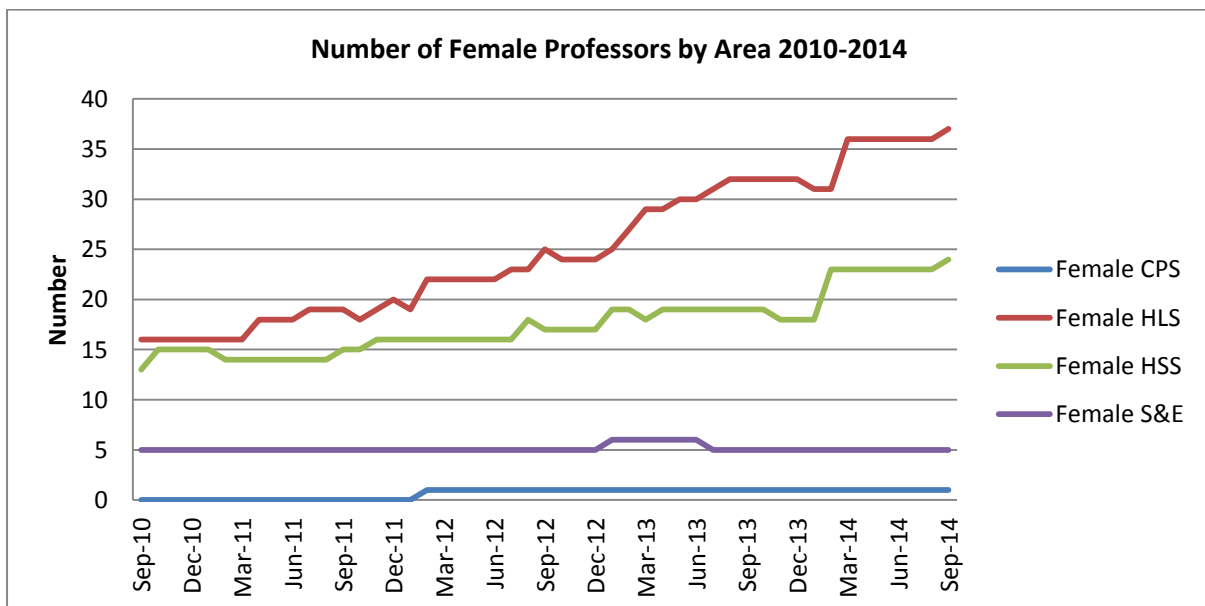
Graph 9

KPI (15) (17) % staff disclosure of Religious Belief and Sexual Orientation

8.25.   The staff monitoring question on religious belief (RB) and sexual orientation (SO) was introduced in 2009. Since then, the proportion of staff who have answered the monitoring question has slowly increased to its current level of 58% (R&B) and 51% (SO). This data includes staff who have 'declined' to inform the University what their RB or SO is, which accounts for 3.7% (RB) and 4.3% (SO). It is clear that staff are less likely to disclose their sexual orientation to the University.
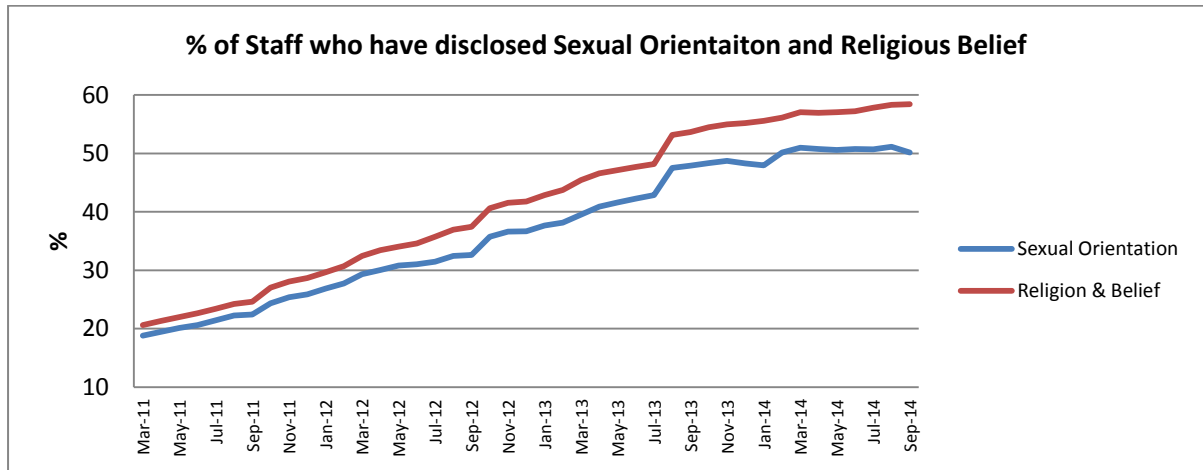
Graph 10

8.26.   Looking only at staff who have disclosed their RB or SO (excluding decline and unknown), 58% of staff identify has having a religious belief, the largest being Christian. However, 174 staff identify as having another religious belief including 49 Muslim Staff, 36 Hindu Staff and 24 Buddhist Staff.
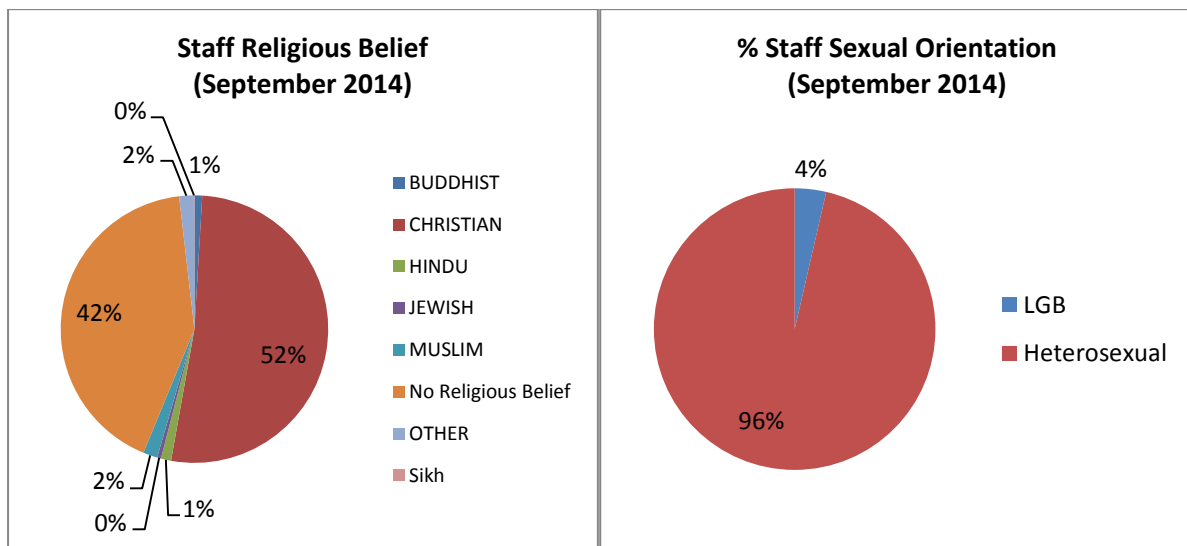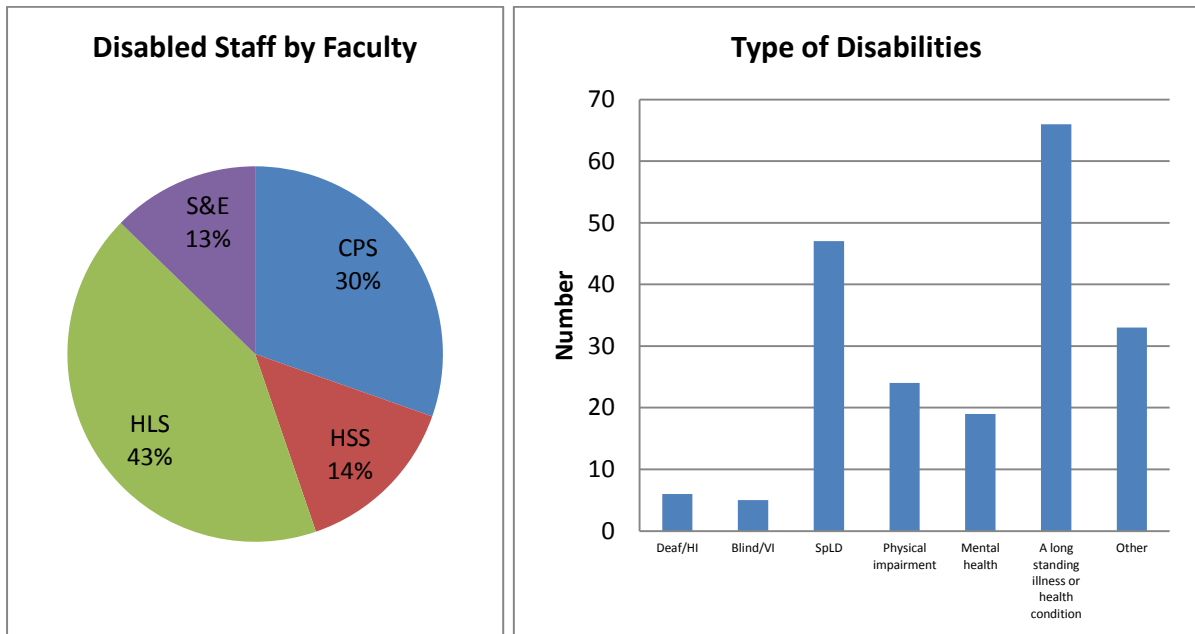

Graph 11 a) and b)

8.27.   88 Staff identify as LGB (including Other) accounting for 3% of the total staff population. The largest component identifying as a Gay Man (44), Bisexual (23) and Lesbian (15). HESA
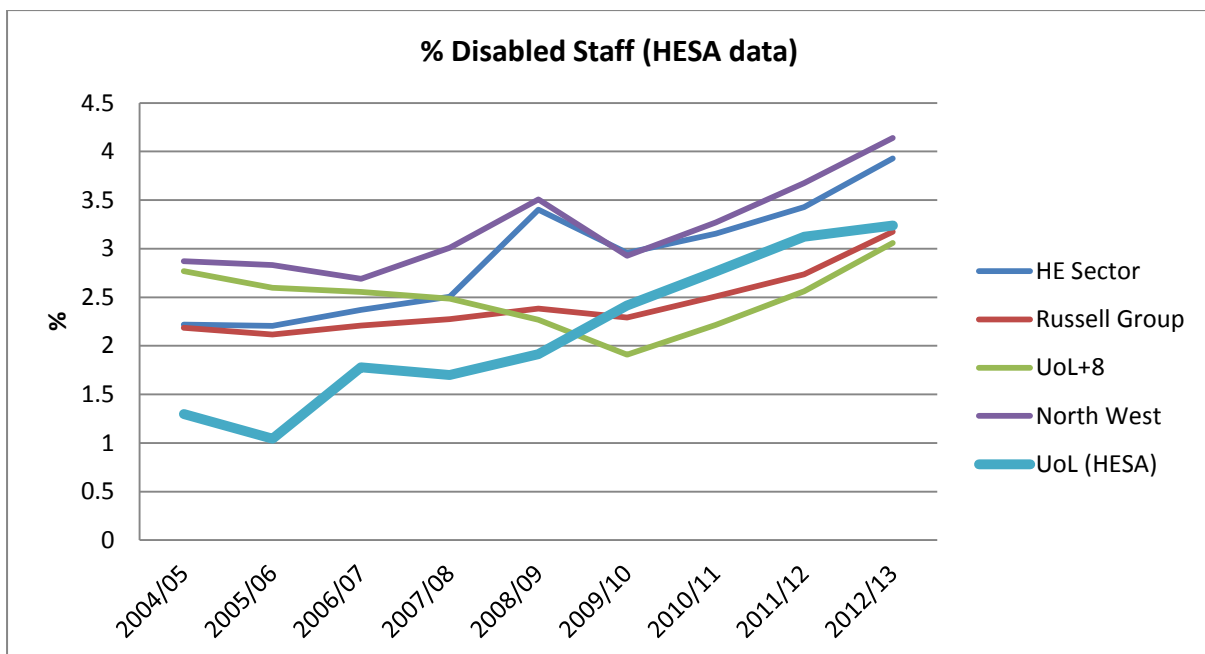
does not currently report Sexual Orientation but general estimates are that 5-7%[5] of the population would identify as LGB.

KPI (18) % of Staff disclosing a disability

8.28. In 2010, 128 staff had disclosed a disability to the University; this increased to 182 or 3.3% in August 2014.

Disabled Staff by Faculty

CPS 30%
HSS 14%
HLS 43%
S&E 13%

Type of Disabilities

Graph 12 a) and b)

% Disabled Staff (HESA data)

- HE Sector
- Russell Group
- UoL+8
- North West
- UoL (HESA)

Graph 13

[5] UK Government impact assessment of the Civil Partnership Act 2005.

8.29.   As shown in graph 21 (All data from HESA[6]), the proportion of Disabled Staff has continued to increase since 2007/08. The proportion of disabled staff at the University however is lower than both the HE sector and North West benchmarks. It was greater than the Russell Group and the UoL+ 8 Comparator benchmarks. The graph represents an increase from 85 Staff in 2007/08, to 165 staff in 2012/13.

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[6] The data represents all staff (excluding A-Typical), by headcount. HESA rounds up or down. 2013/2014 data is not yet available.

9. Supplementary Management Information

9.1.   In addition to the KPIs this section provides supplementary management information covering staff and students. The list of data sets is:

<u>Staff Recruitment</u>

- Job Application by Age
- Job Applications by Disability Status
- Job Application by Ethnicity
- Job Application by Gender

<u>Student Data</u>

- Gender Identity
- Parental and Caring Responsibilities
- Religion and Belief
- Sexual Orientation

a) Staff Recruitment Data

9.2.   This section provides a summary of the Job Application data by Age, Disability, Ethnicity and Gender.

9.3.   All recruitment data is presented as Calendar Years rather than academic years due to the format that the data is reported.

9.4.   No benchmark data is included within this section. The Diversity Team will investigate whether appropriate data can be sourced.

<u>Age</u>

9.5.   Up until 2013, the largest age group that applied for posts was 22-29. This was then matched by the group aged 30-39, which has increased its proportion of total applications since 2011.
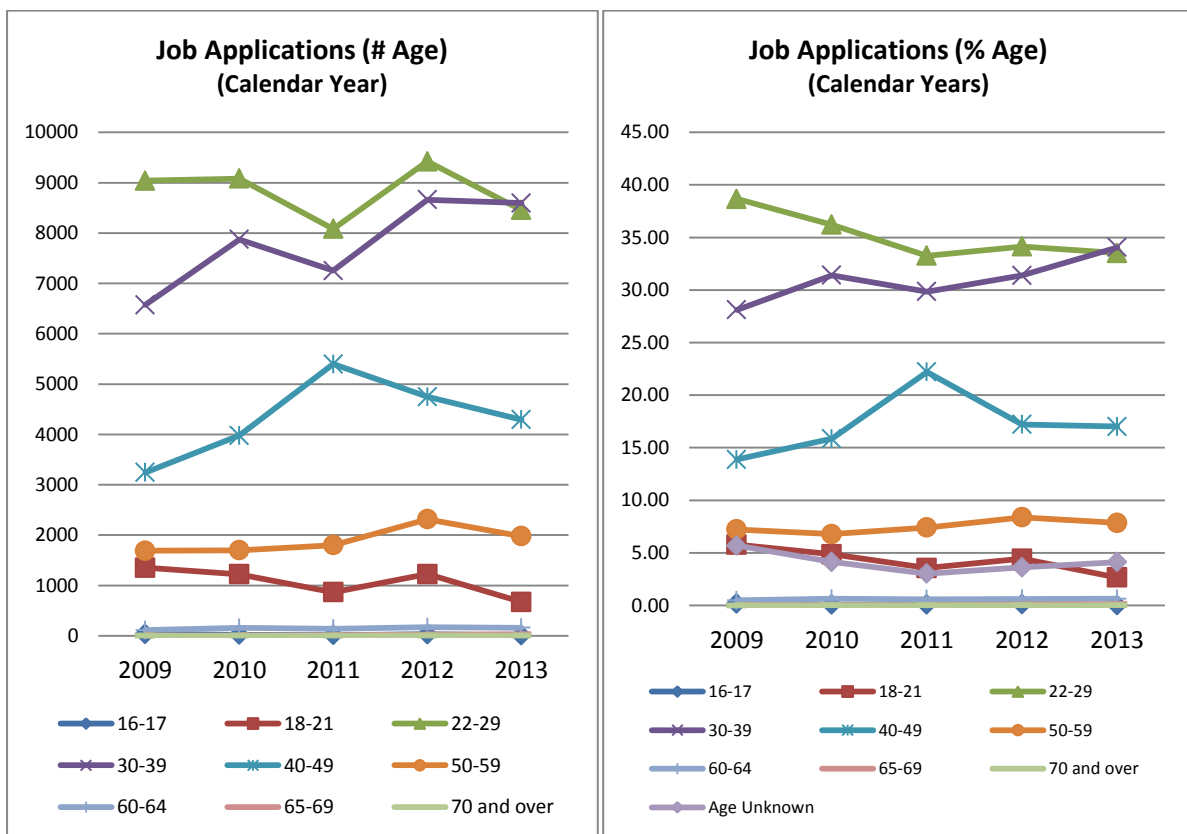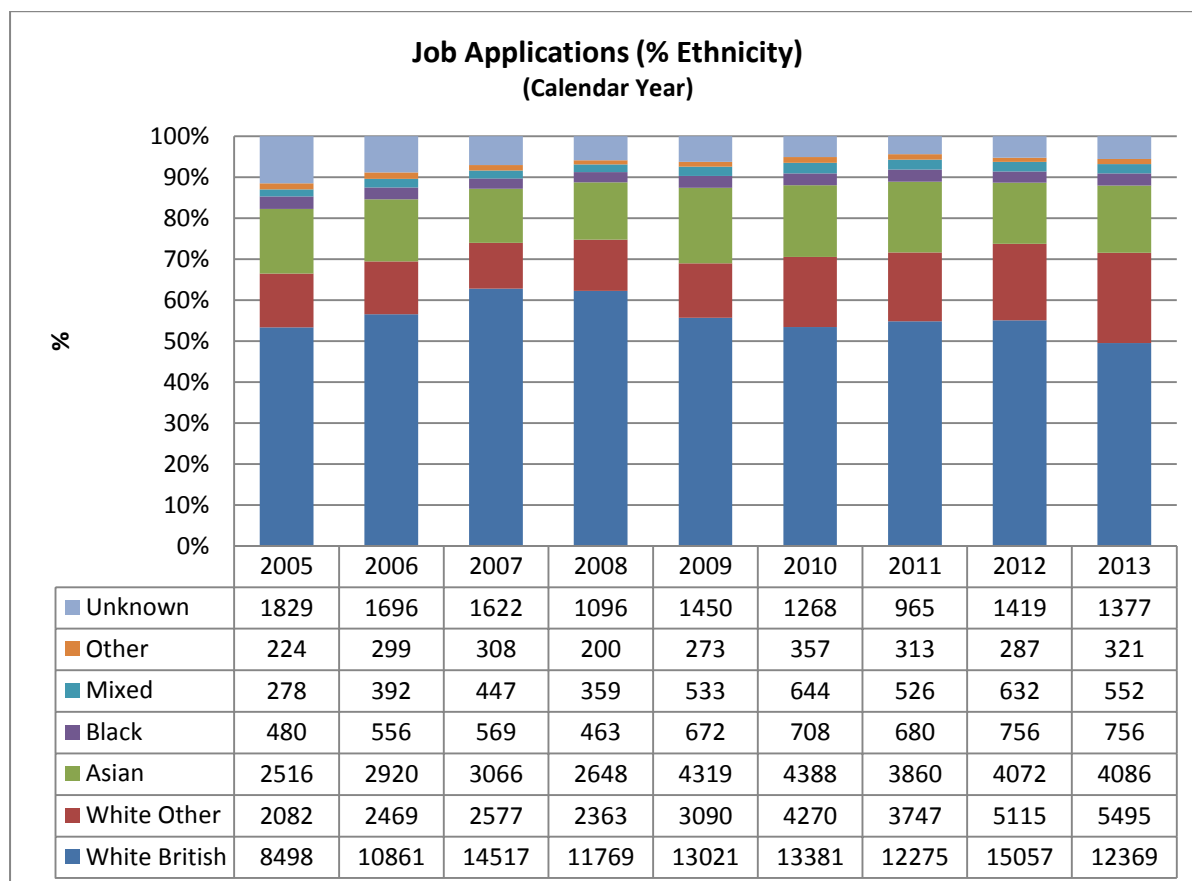

Graph 14 a) and b)

Disability

9.6.   The number of job applications from known disabled applications has increased from 214 (1.35%) in 2005 to 1176 (4.66%) in 2013.

9.7.   In 2009 the University joined the 'Two Ticks-positive about disabled people' charter and introduced the Guaranteed Interview Scheme. This resulted in an increase from 749 (3.2%) applications from disabled people in 2009 to 1224 (4.88%) in 2010.

9.8.   In 2013 these was a decrease in both the number of disabled applicants and the proportion of applications from disabled people. However, data for 2014 (January to September 2014) shows that the proportion of disabled applications has increased to 5.1%, indicating that 2013 was not indicative of a decreasing trend.
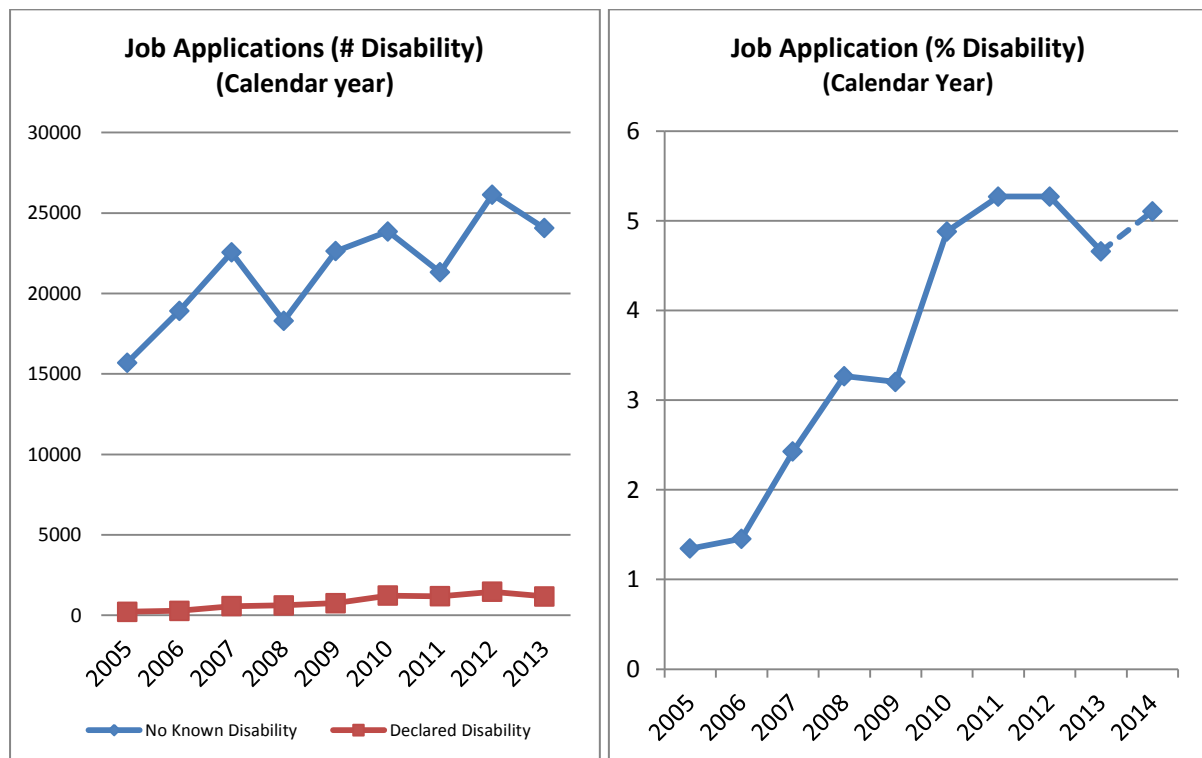
Graph 15 a) and b)

Ethnicity

9.9.   The following data shows the number and proportion of job applications by ethnicity from 2005 to 2013. The majority of applications in 2013[7] were from applicants who identified as White British (49%), followed by White Other (20%), Indian (6.4%), and Chinese (4.98%).

Job Applications (% Ethnicity)
(Calendar Year)

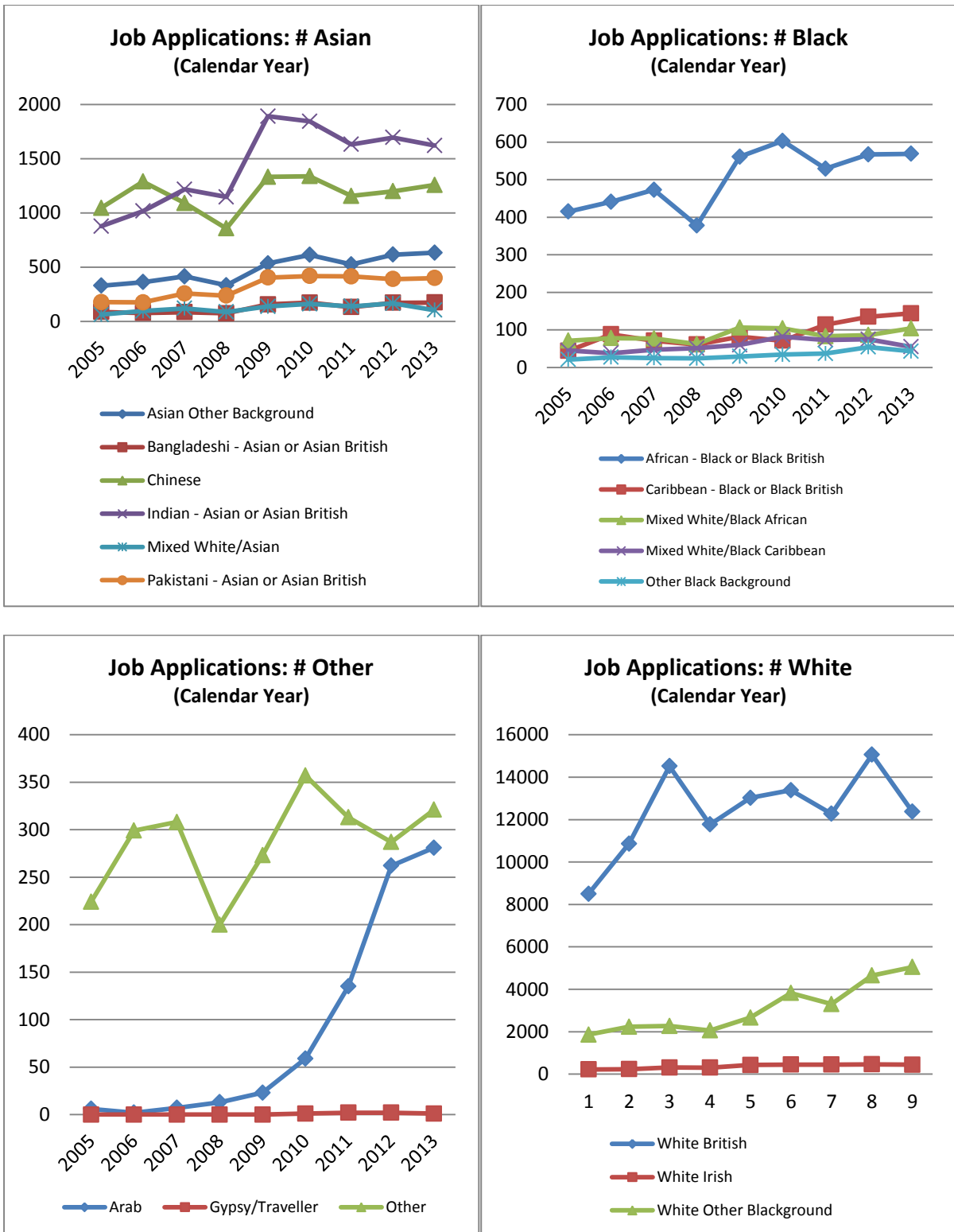|	2005	2006	2007	2008	2009	2010	2011	2012	2013
Unknown	1829	1696	1622	1096	1450	1268	965	1419	1377
Other	224	299	308	200	273	357	313	287	321
Mixed	278	392	447	359	533	644	526	632	552
Black	480	556	569	463	672	708	680	756	756
Asian	2516	2920	3066	2648	4319	4388	3860	4072	4086
White Other	2082	2469	2577	2363	3090	4270	3747	5115	5495
White British	8498	10861	14517	11769	13021	13381	12275	15057	12369

Graph 16

9.10.   Overall in 2013, 70.78% were White, 16.19% Asian, 3% Black, 2.39% Other Ethnicity and 2.19% Mixed.

9.11.   The total number of applications from all Asian categories has increased overall since 2005, although there was a slight decrease in applications between 2012 and 2013 for Indian and Mixed: White & Asian.

9.12.   Similarly, there has been a general increase in the total number of applications in all 'Black' categories since 2005, however, there was a slight decrease in the number of applications between 2012 and 2013 for Mixed: White & Black Caribbean and Other Black Background.

9.13.   Under the Other category, Arab and Gypsy & Traveller categories were only introduced following the amendments to the National Census 2011 which explains the apparent sharp increase in the number of applications under Arab. Overall though, there have been numerical increases in the number of applications, including from 2012 to 2013, except for Gypsy & Traveller were there was a decrease from 2 to 1 applicant.

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[7] 5.46% of applicants unknown

9.14.   Overall there has been an increase in the total number White applicants, particularly an increase in the White Other category.


Job Applications: # Asian (Calendar Year)

Legend:
- Asian Other Background
- Bangladeshi - Asian or Asian British
- Chinese
- Indian - Asian or Asian British
- Mixed White/Asian
- Pakistani - Asian or Asian British

Job Applications: # Black (Calendar Year)

Legend:
- African - Black or Black British
- Caribbean - Black or Black British
- Mixed White/Black African
- Mixed White/Black Caribbean
- Other Black Background

Job Applications: # Other (Calendar Year)

Legend:
- Arab
- Gypsy/Traveller
- Other

Job Applications: # White (Calendar Year)

Legend:
- White British
- White Irish
- White Other Blackground

Graph 17 a), b), c) and d)

Gender

9.15.   The total proportion of applications from women has remained slightly lower than that from men continuously since 2009. This gap increased in 2013 when the total proportion on female applications decreased to 46%, and current data indicates that this has continued in 2014.
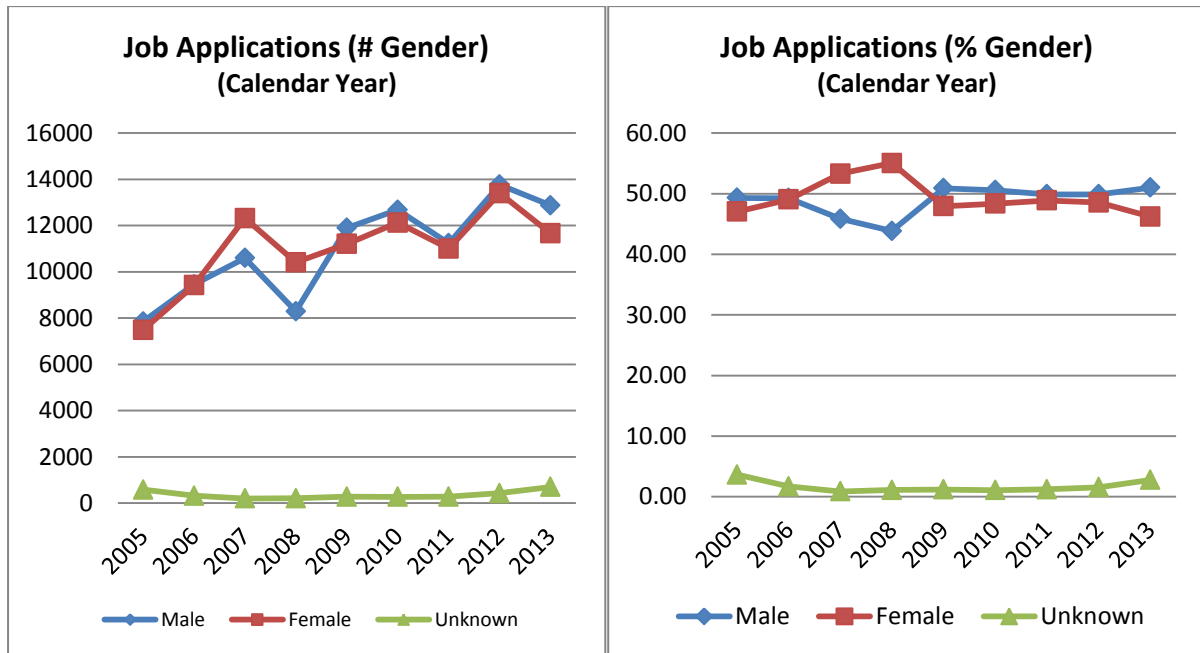

Graph 18 a) and b)

9.16.   Graph 27 shows the proportion of applications by women for the different job categories. Women comprise the highest proportion of applicants for Clerical and Secretarial posts, and generally Academic Related posts. They comprise the smallest proportion of Chairs, and generally Academic and Research posts.
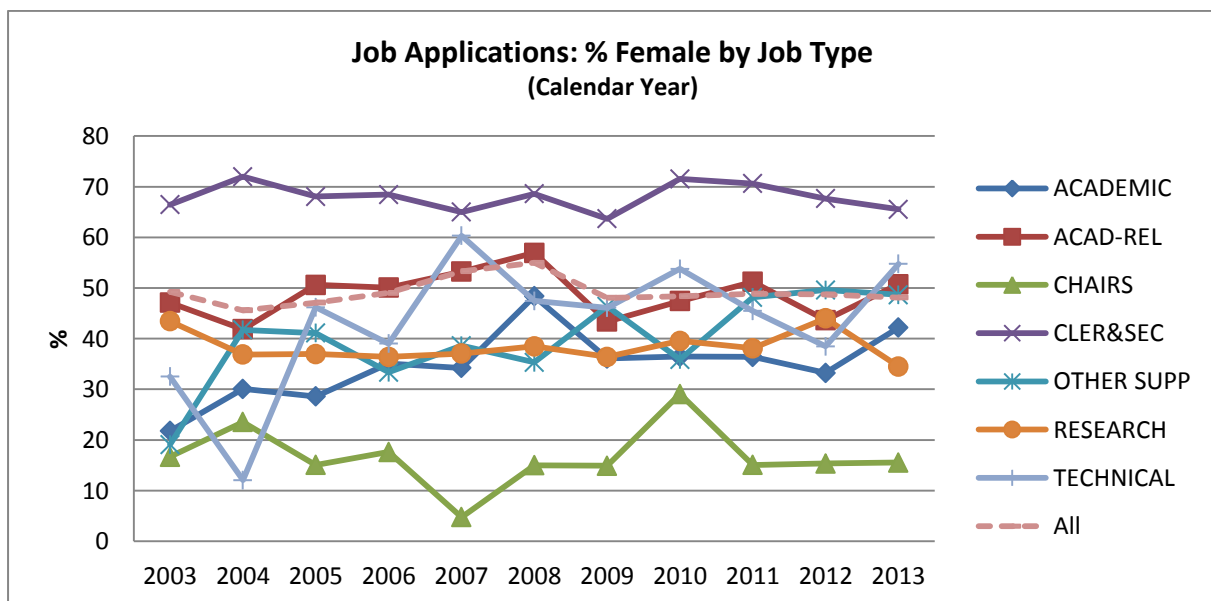
Graph 19

Graph set 28, 29 and 30 show the total number of applications from men and women for each of the different job categories:

Career Type: Professional Services
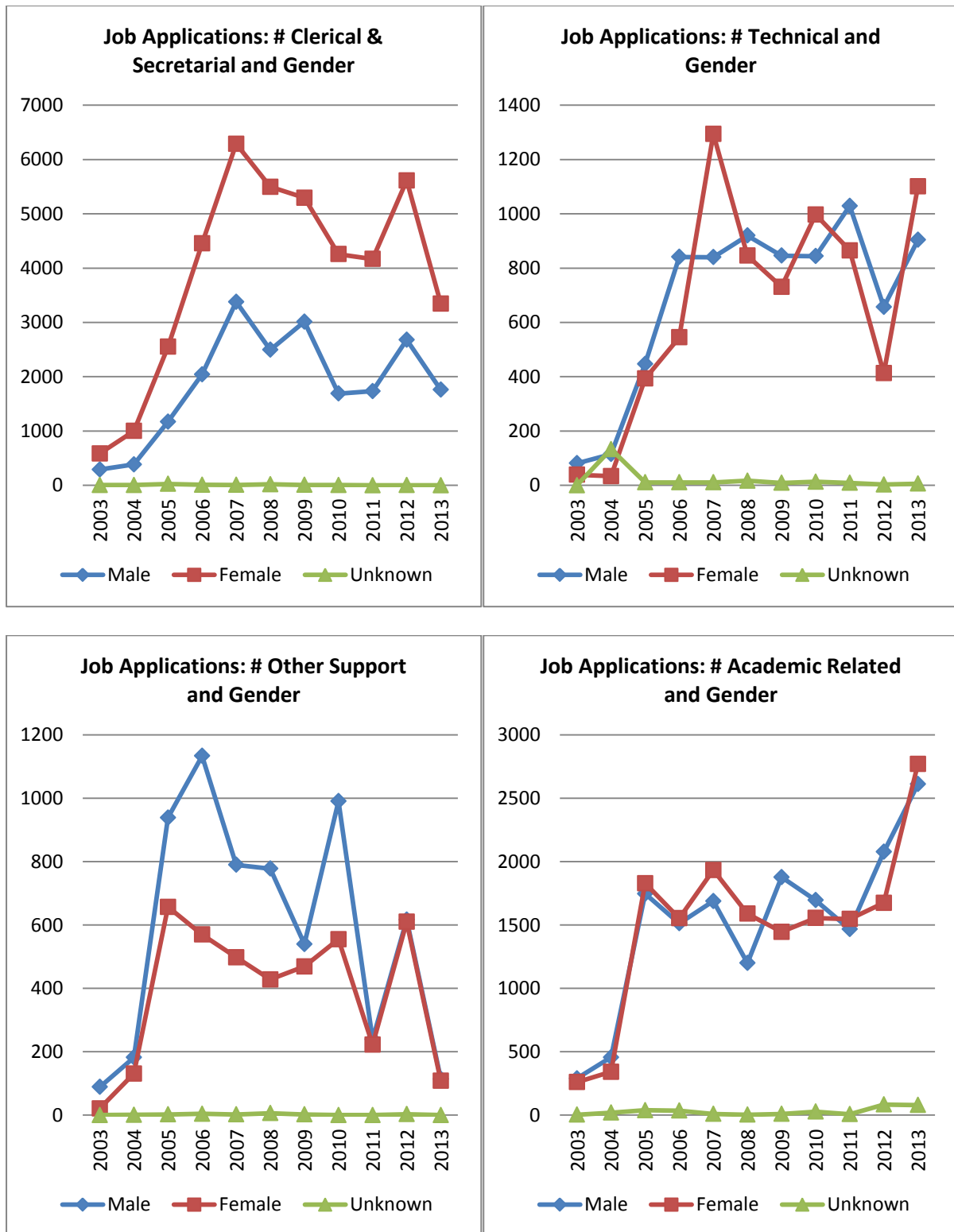
Graph 20 a), b), c) and d)

Career Type: Research & Academic

9.17.   The number of applications for research, academic and noticeably chair positions continues to be predominantly from male candidates. However, the gap between male and female did decrease for Academic posts in 2013 following an increase in female candidates and a decrease in male candidates.
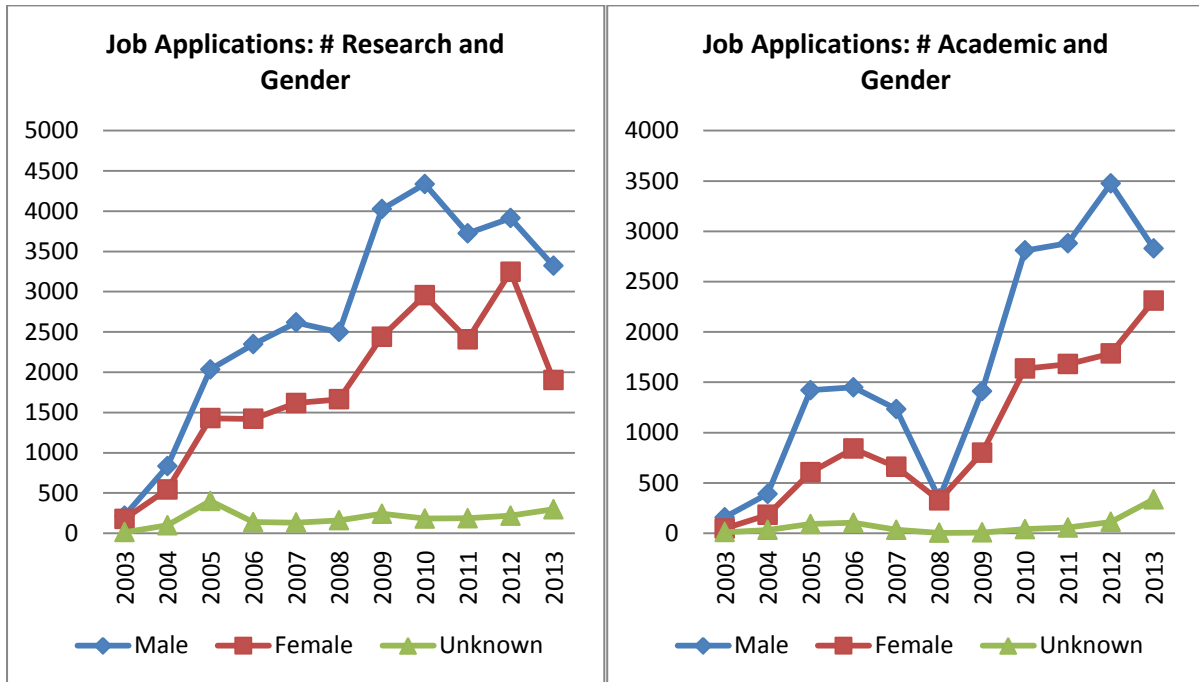
Graph 21 a) and b)
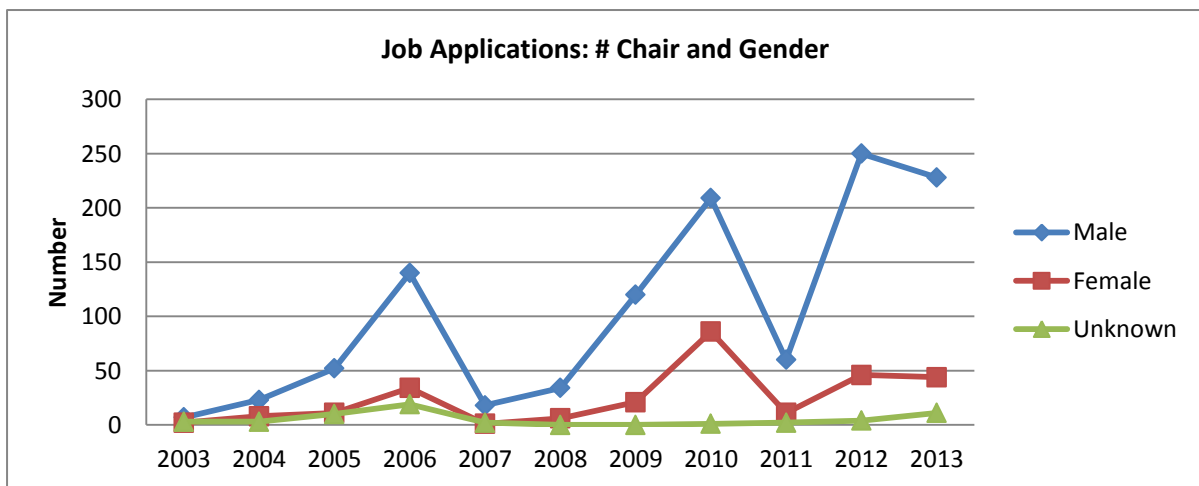
Graph 22

9.18.   The 10 STEM Schools and Institutes are working to achieve Athena SWAN recognition, which specifically includes addressing gender bias within the recruitment process. In time this may address the imbalance in academic, research and most importantly, chairs posts.

9.19.   The Diversity and Equality Team will also liaise with the staff Recruitment team to discuss whether any additional initiatives can be implemented to increase applications from women.
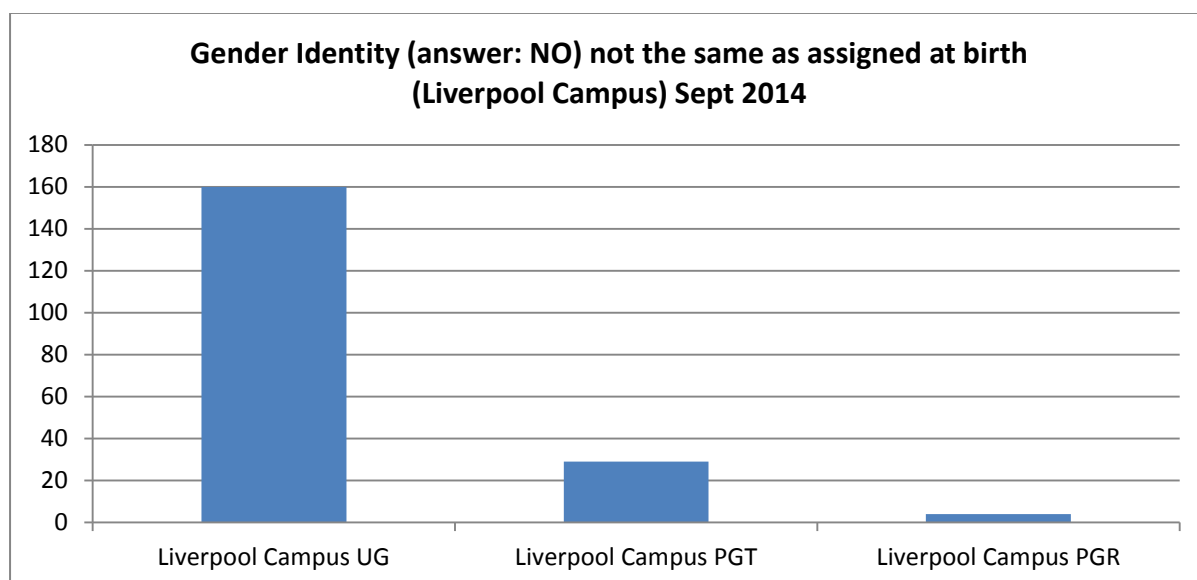
b) Student Data

9.20. This section provides additional student demographic data for the protected characteristics of:

- Gender Identity
- Parental and Caring Responsibilities
- Religion and Belief
- Sexual Orientation

HESA does not currently provide benchmarking data for the categories outlined above. The Diversity Team will investigate whether other appropriate comparisons are available for future reports.

Gender Identity

9.21.   The University started recording Gender Identity in September 2013. Due to the process of registration and enrolment, the majority of students in September 2013 and 2014 who completed the question where those who were enrolling for the first time. The majority of 2nd and 3rd year students did not complete the data. A full data set is not expected until 2016-2017.

9.22.   The University asks the question: *is your gender identity the same as that which was assigned to you at birth?* And provided the options of Yes, No, Decline (default answer). Student could also leave the question blank.

9.23.   The data presented in this section only includes students who are studying at the Liverpool Main Campus (unless otherwise stated) and excludes all other campus options[8].

9.24.   Due to the same sample, the graph below shows the number of student who answered 'NO' to this question:

Gender Identity (answer: NO) not the same as assigned at birth (Liverpool Campus) Sept 2014

|		
Liverpool Campus UG	Liverpool Campus PGT	Liverpool Campus PGR

Graph 23

9.25.   193 students (1.39%) of the students who answered Yes or No, stated that their gender identity was not the same as that assigned at birth.

9.26.   It should be noted that the monitoring question does not ask any follow up questions, for example, what their gender identity currently is, whether they identify differently from the sex/gender (male and female) of the student record, or whether they have gone through a process of reassigning their gender or have legally changed their gender.

9.27.   The Diversity and Equality team will investigate whether other universities have found similar results to help determine whether there is a issue with the question format.

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[8] Continuing Professional Development, Foundation/Access Colleges, Online, Overseas, Off Campus etc.

Parental and Caring Responsibilities

9.28.   The University started recording whether a student had any caring responsibilities (parental or caring responsibilities) in September 2013. Due to the process of registration and enrolment, the majority of students in September 2013 and 2014 who completed the question where those who were enrolling for the first time. The majority of 2nd and 3rd year students did not complete the data. A full data set is not expected until 2016-2017.

9.29.   The data presented in this section only includes students who are studying at the Liverpool Main Campus (unless otherwise stated) and excludes all other campus options[9].
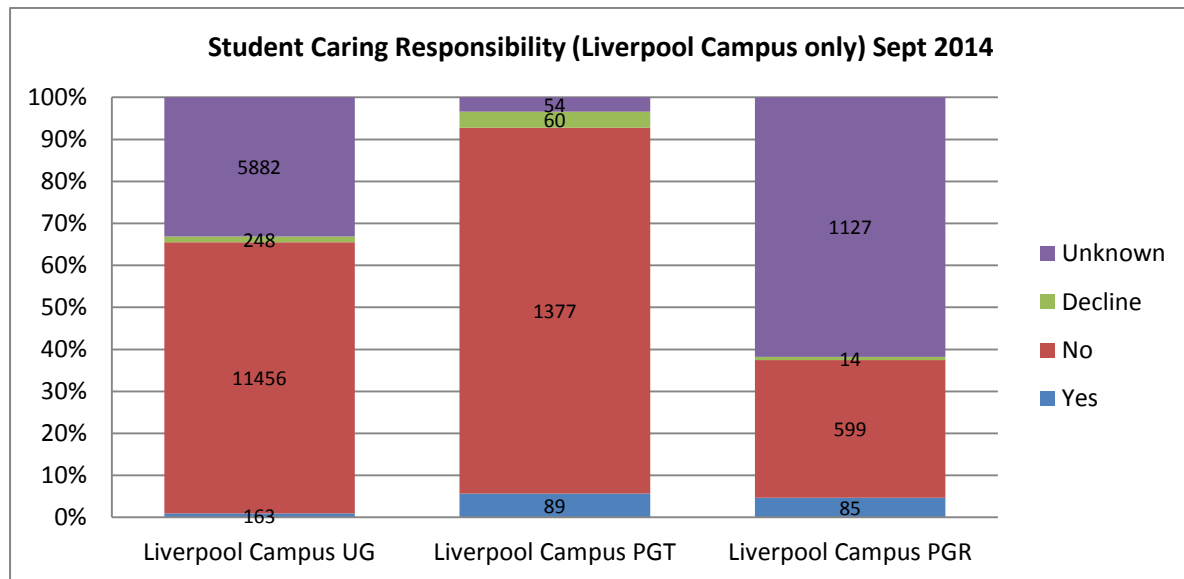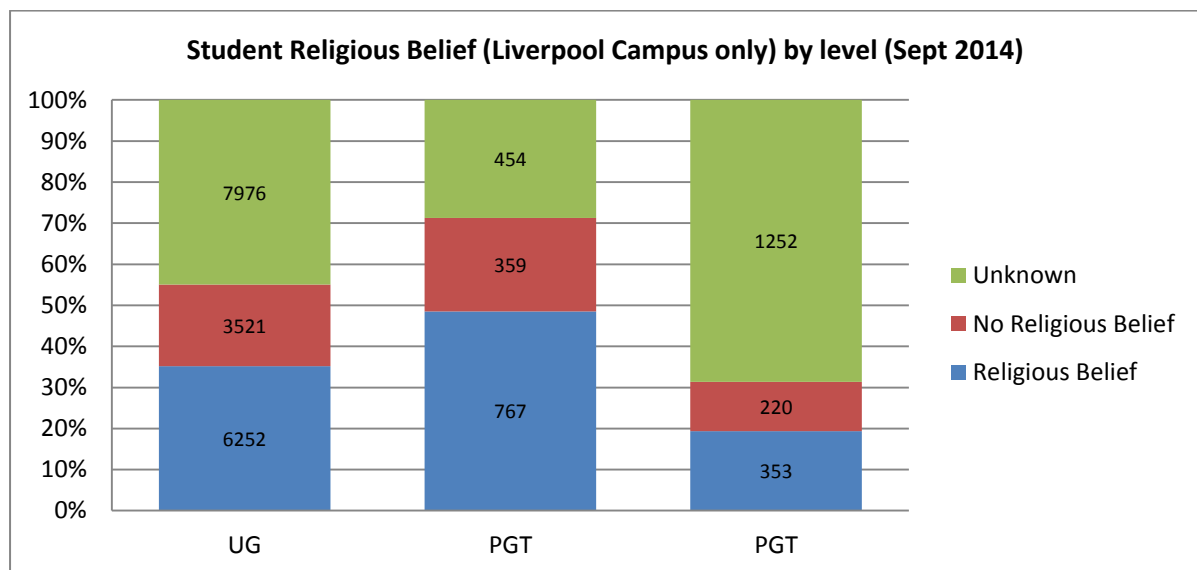

Graph 24
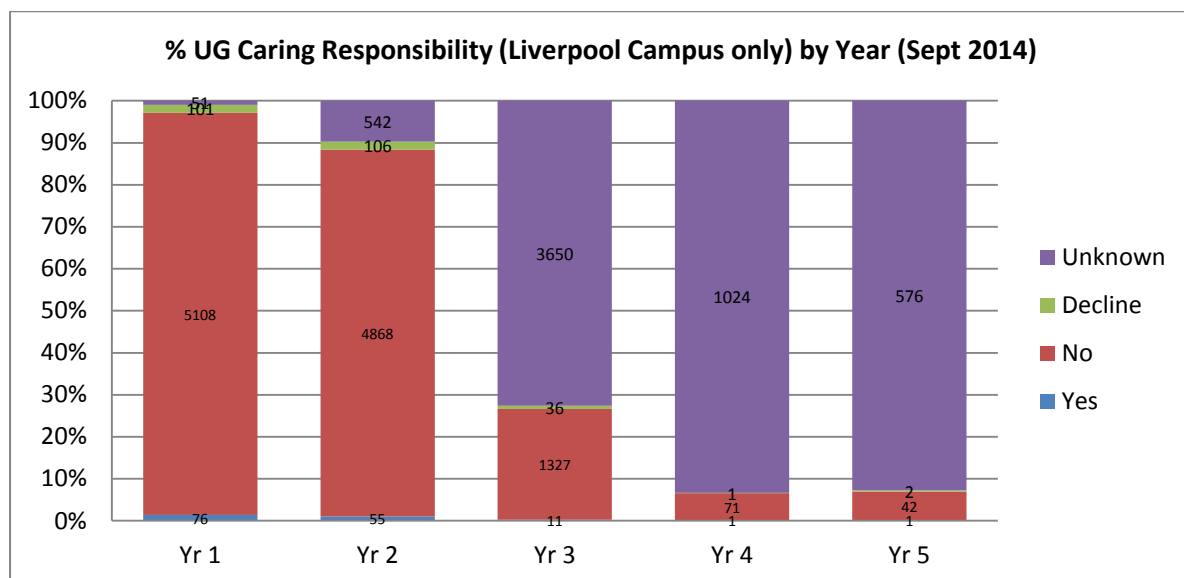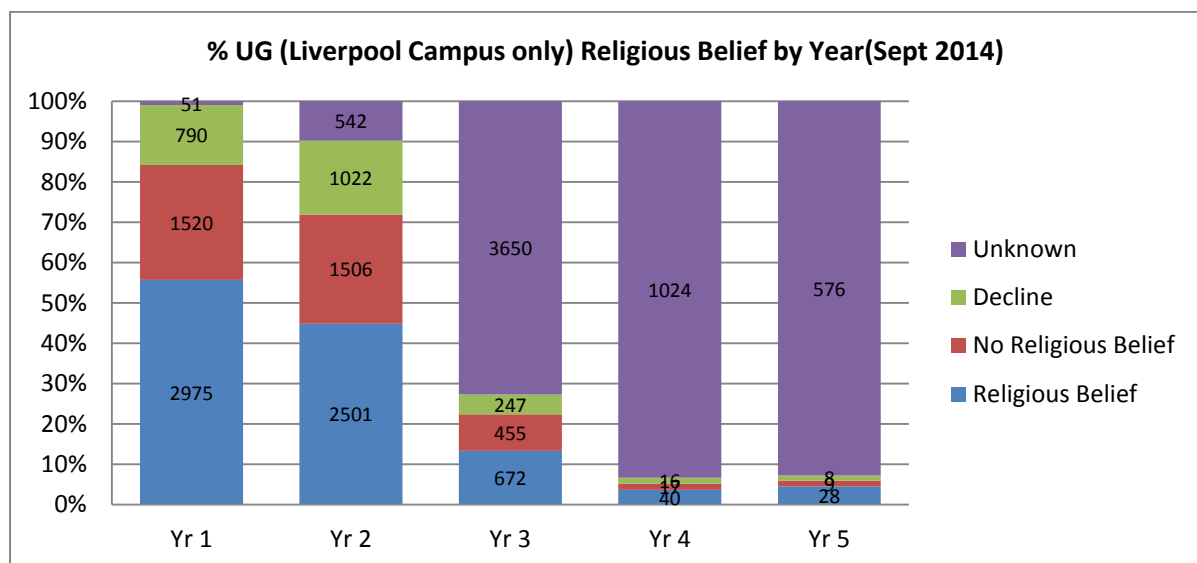

Graph 25

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[9] Continuing Professional Development, Foundation/Access Colleges, Online, Overseas, Off Campus etc.

Religious Belief

9.30.   The University started recording religious belief in September 2013. Due to the process of registration and enrolment, the majority of students in September 2013 and 2014 who completed the question where those who were enrolling for the first time. The majority of 2nd and 3rd year students did not complete the data. A full data set is not expected until 2016-2017.

9.31.   The University asks the question: *What is your Religious Belief?* And provided the options of No Religious Belief/Atheist, Christian, Buddhist, Hindu, Jewish, Muslim, Sikh, Spiritual, Other, Decline (default answer). It is also possible to leave the question blank.

9.32.   The data presented in this section only includes students who are studying at the Liverpool Main Campus (unless otherwise stated) and excludes all other campus options[10].

Student Religious Belief (Liverpool Campus only) by level (Sept 2014)

Level	Religious Belief	No Religious Belief	Unknown
UG	6252	3521	7976
PGT	767	359	454
PGT	353	220	1252

Graph 26

% UG (Liverpool Campus only) Religious Belief by Year(Sept 2014)

| Year	Religious Belief	No Religious Belief	Decline	Unknown
Yr 1	2975	1520	790	51
Yr 2	2501	1506	1022	542
Yr 3	672	455	247	3650
Yr 4	40	16	12	1024
Yr 5	28	8		576

Graph 27

_____
[10] Continuing Professional Development, Foundation/Access Colleges, Online, Overseas, Off Campus etc.

9.33. Graph 36 (inclusive of UG, PGT and PGT) shows the number of students who identify by each answer option. Excluding unknown and decline, the largest proportion of students identify as Christian (38%), followed by No Religious Belief (36%):

Student Religious Belief (Liverpool Campus) Sept 2014
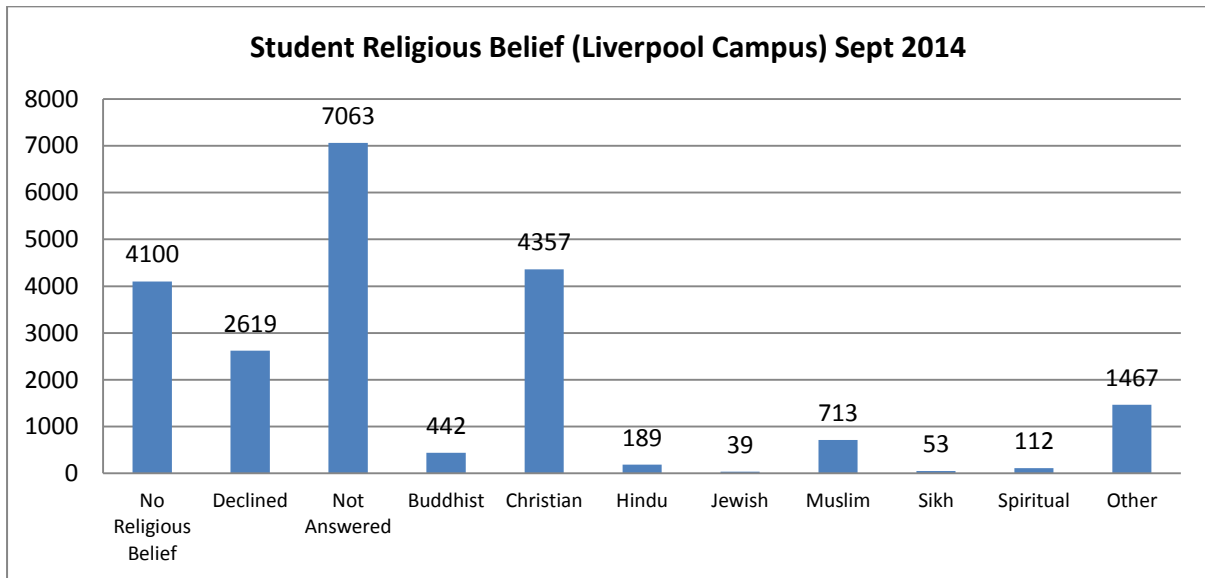
9.34. This was followed by Other religious belief (13%), Muslim (6%), then Buddhist (4%), Hindu (2%) and Spiritual (1%):

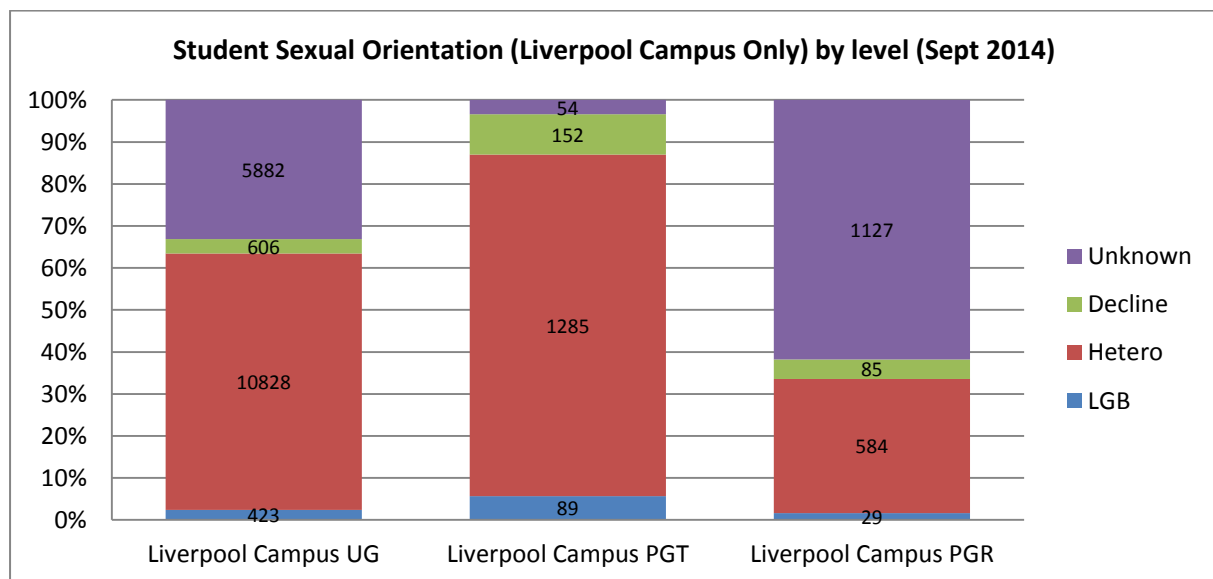**Student Religious Belief (Liverpool Campus) (Known R&B only) Sept 2014**
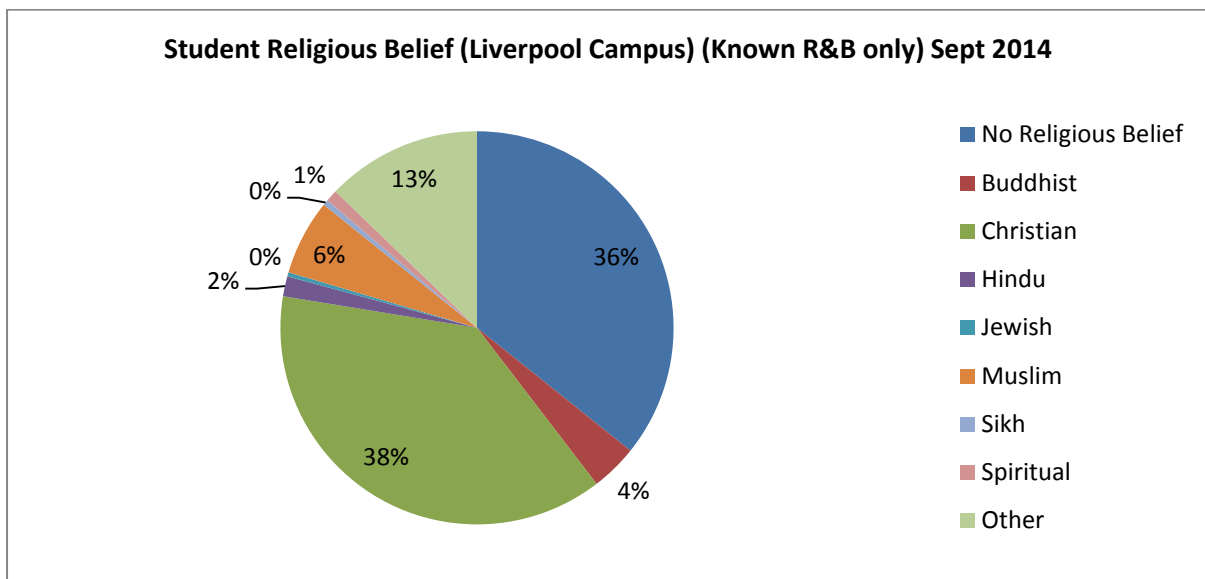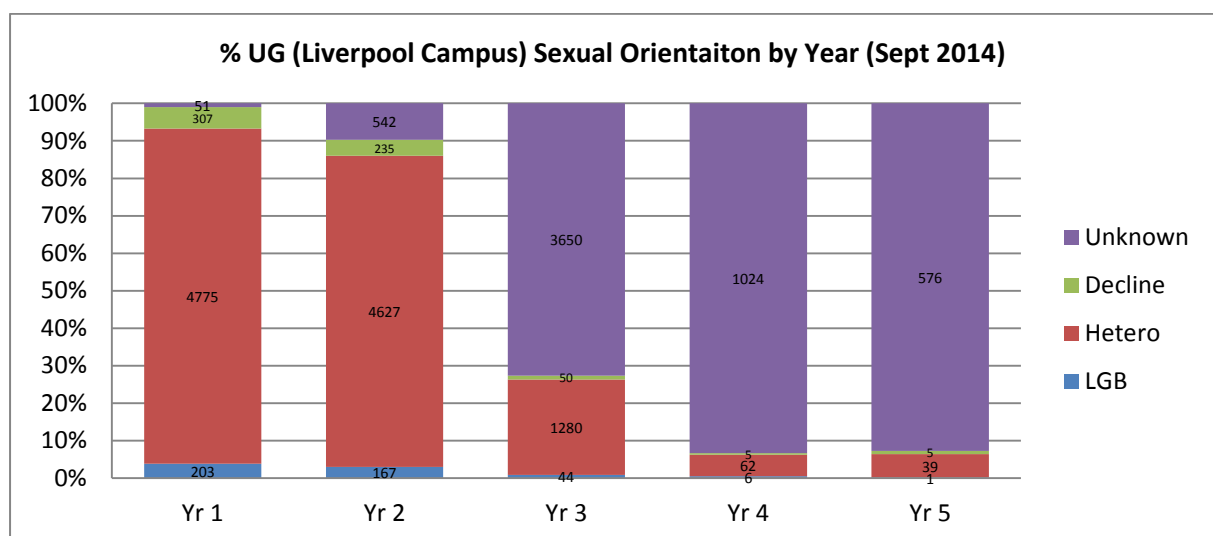
9.35. Of particular note is the number of student identifying as Muslim at 713. The University provides a Muslim Prayer room in the Sydney Jones Library which has a capacity of between 130-150 people depending on the layout of the room.

Sexual Orientation

9.36.　The University started recording student sexual orientation in September 2013. Due to the process of registration and enrolment, the majority of students in September 2013 and 2014 who completed the question where those who were enrolling for the first time. The majority of 2nd and 3rd year students did not complete the data in the respective years. A full data set is not expected until 2016-2017.

9.37.　The University asks the question: *What is your Sexual Orientation?* And provided the options of Bisexual, Gay Man, Gay Women (Lesbian), Other (*all combined as LGB*), Heterosexual, and Decline (default answer). It is also possible to leave the question blank.

9.38.　The data presented in this section only includes students who are studying at the Liverpool Main Campus (unless otherwise stated) and excludes all other campus options[11].
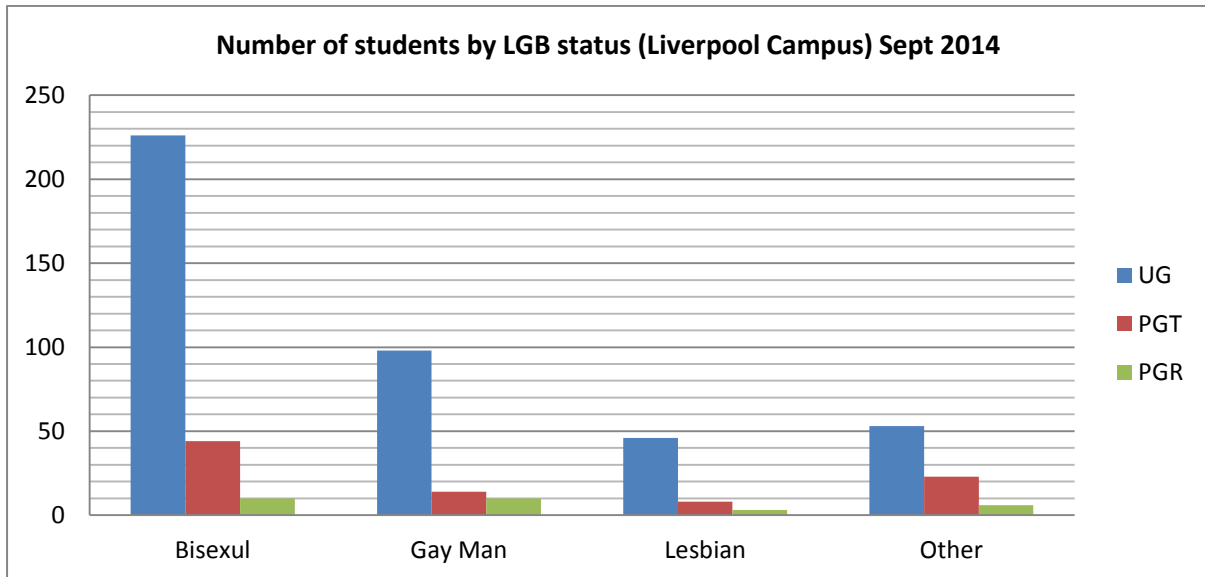
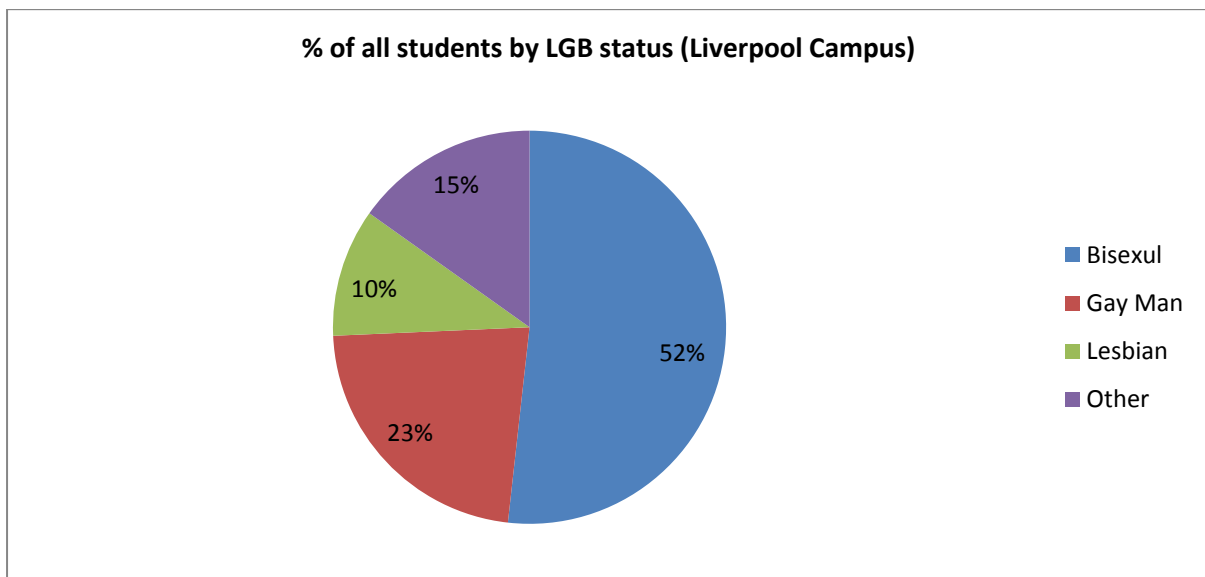**Student Sexual Orientation (Liverpool Campus Only) by level (Sept 2014)**

Graph 30

% UG (Liverpool Campus) Sexual Orientaiton by Year (Sept 2014)

Graph 31

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[11] Continuing Professional Development, Foundation/Access Colleges, Online, Overseas, Off Campus etc.

9.39.   In total 541 students have disclosed that they are Lesbian, Gay, Bisexual or Other. A larger proportion of PGR students has identified as LGB, however this may be influenced by the overall sample size.

9.40.   Surprisingly, the vast majority of students who identified as LGB, identified as Bisexual (52%). For comparison, only 24% of LGB staff identified as Bisexual. This trend was evident at UG, PGT and PGR levels.

Number of students by LGB status (Liverpool Campus) Sept 2014

Graph 32

% of all students by LGB status (Liverpool Campus)

Graph 33