UNIVERSITY OF
LIVERPOOL

REPORT TO THE

Planning and Resources Committee

15th March 2016

DIVERSITY AND EQUALITY ANNUAL REPORT 2014-2015

SUMMARY

This report details progress and activity made in the area of diversity and equality in the academic year 2014-2015. The report includes summary infographics, new policy developments, successes and areas of concern, and a selection of key management information.

DECISION(S) REQUIRED

Planning and Resources Committee is asked to note the report and refer to the University Council for reporting.

BACKGROUND DOCUMENTS

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IMPLICATIONS

Any implications that implementing the recommendations of the report will give rise to under the following categories. If none, put 'None'.

Financial: None

Human Resources: None

Estates: None

Computing Systems and Services: None

Policy/Strategic Aim/Objective: This report details the annual activity in implementing the diversity and equality or opportunity policy and the equality action plan.

Corporate Governance: This report details the University's activity to comply with the Equality Act 2010/

Improvement/Performance Management: None

Legal: This report details the University's activity to comply with the Equality Act 2010/

Equality and Diversity: This report details the University's activity to comply with the Equality Act 2010/

Health & Safety/Risk Management: None

Sustainability: None

Communications: None

Value for Money: None

Diversity and Equality Annual Report

2014-2015

Contents

1. Executive Summary

1.1.   The University of Liverpool has continued its commitment to diversity and equality in 2014-2015. This report highlights some key achievements including:

- Progress on implementing the Athena SWAN principles and school/institute award recognition (p11)
- Significant increase in the proportion of staff that have completed diversity and equality training (p16)
- Appointment of the first female Vice Chancellor and a continuing increase in the number and proportion of female professors (p12, p33)
- Success of public engagement events on a range of equality topics and areas of activity, including lectures, seminars and training (p20)

2. Introduction

2.1.   This is the Diversity and Equality Annual Report covering the academic year **September 2014 to August 2015**. This report provides a progress update on work undertaken at the University of Liverpool to implement our duties set out in the Equality Act 2010, specifically to:

- have consideration for the need to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who don't share it; and
- promote good relations between people who share a protected characteristic and people who don't share it.

2.2.   This report specifically reports progress and developments on implementing the Diversity & Equality of Opportunity Policy, the Dignity at Work and Study Policy, the Equality Action Plan 2012/13-2015/16 (and supporting Key Performance Indicators), and the Athena SWAN Action Plan.

2.3.   This is the final report against the current Equality Action Plan, and a new Equality Framework is being developed to cover the academic year 2015/16 to 2017/18.

3. Student Infographics

In this section you will find a number of summary student infographics for Age, Disability, Gender, Race, Religion & Belief, and Sexual Orientation. The infographics depict the changes in the student demographics between 2012/13 and 2014/15 . More detailed data can be found in the appendices.

Where the year is represented by the number, **Time New Roman Bold** font represents 2014, Calibri represents 2015, and <u>Calibri underlined</u> represents both 2014 and 2015.
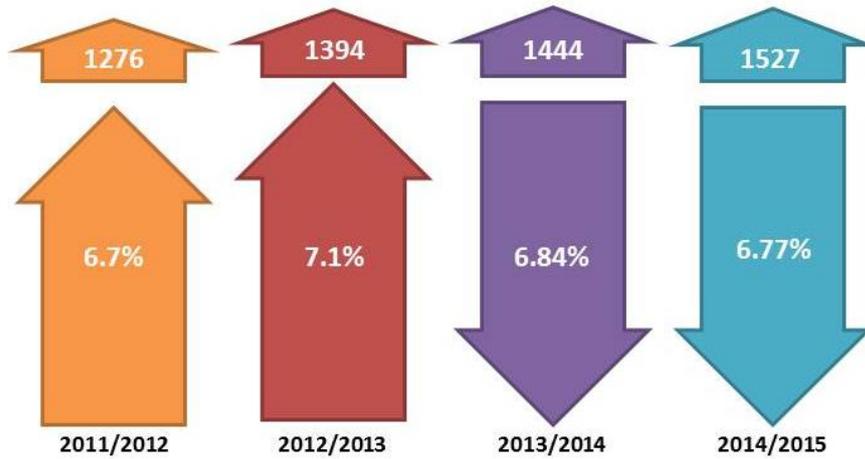
<u>Age:</u> Number and Proportion of all students by Age on Entry:
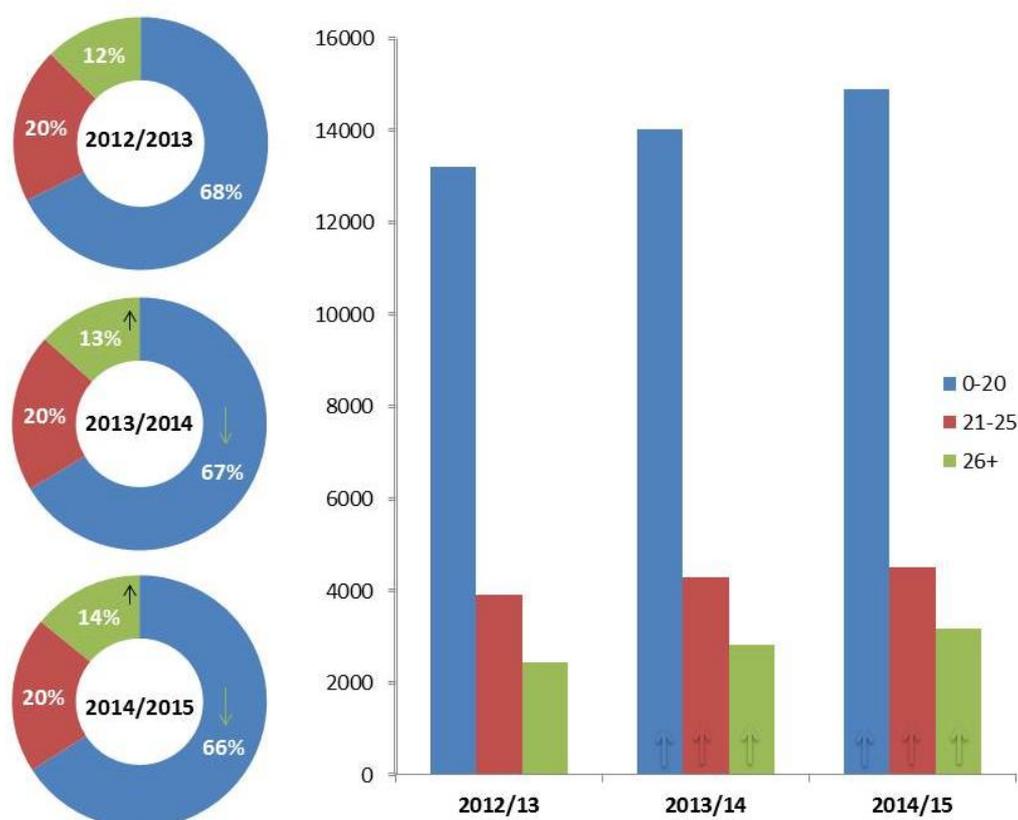
<u>Disability:</u> Number and Proportion of all students (UG, PGT, PGR) who have declared a disability to the University:

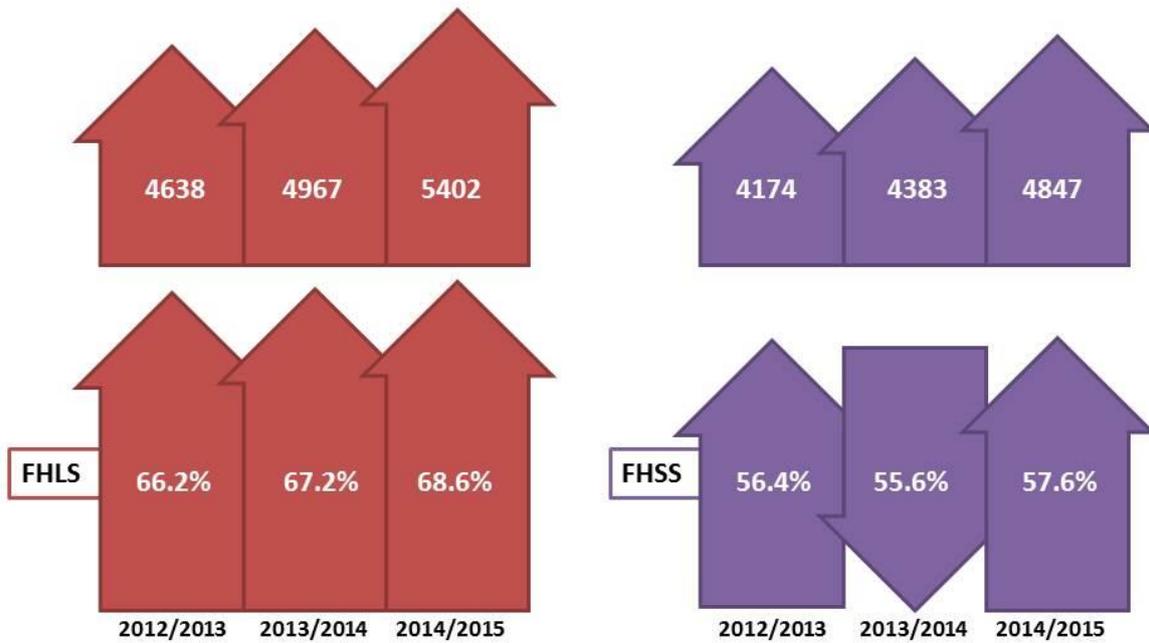Overall the total number of disabled students has increased, but the proportion of these students as part of the population has decreased.

This is the result of the increase in the proportion of international students who are less likely to disclose that they are disabled. In 2014/15 for example 9.5% of Home/UK students had disclosed a disability compared to 0.8% of Overseas/International (OSI) students.

2011/2012	2012/2013	2013/2014	2014/2015
1276	1394	1444	1527
6.7%	7.1%	6.84%	6.77%

Top = Numbers, Bottom = Percentages

Gender: **Number and Proportion of Female students (UG, PGT, PGR) in each Faculty**

FHLS

2012/2013	2013/2014	2014/2015
4638	4967	5402
66.2%	67.2%	68.6%

FHSS

2012/2013	2013/2014	2014/2015
4174	4383	4847
56.4%	55.6%	57.6%

FS&E

2012/2013	2013/2014	2014/2015
1593	1856	2087
30.9%	31.8%	33.3%

Top = Numbers, Bottom = Percentages

Race: Proportion of students by race categories (excluding unknown and decline to indicate):

The proportion of Black, Asian and Minority Ethnic (BAME) students increased from 34.6% in 2013/14 to 35.9% in 2014/15. All ethnic groups saw an increase in total number of students though there was only a proportional increase for Asian and Other.
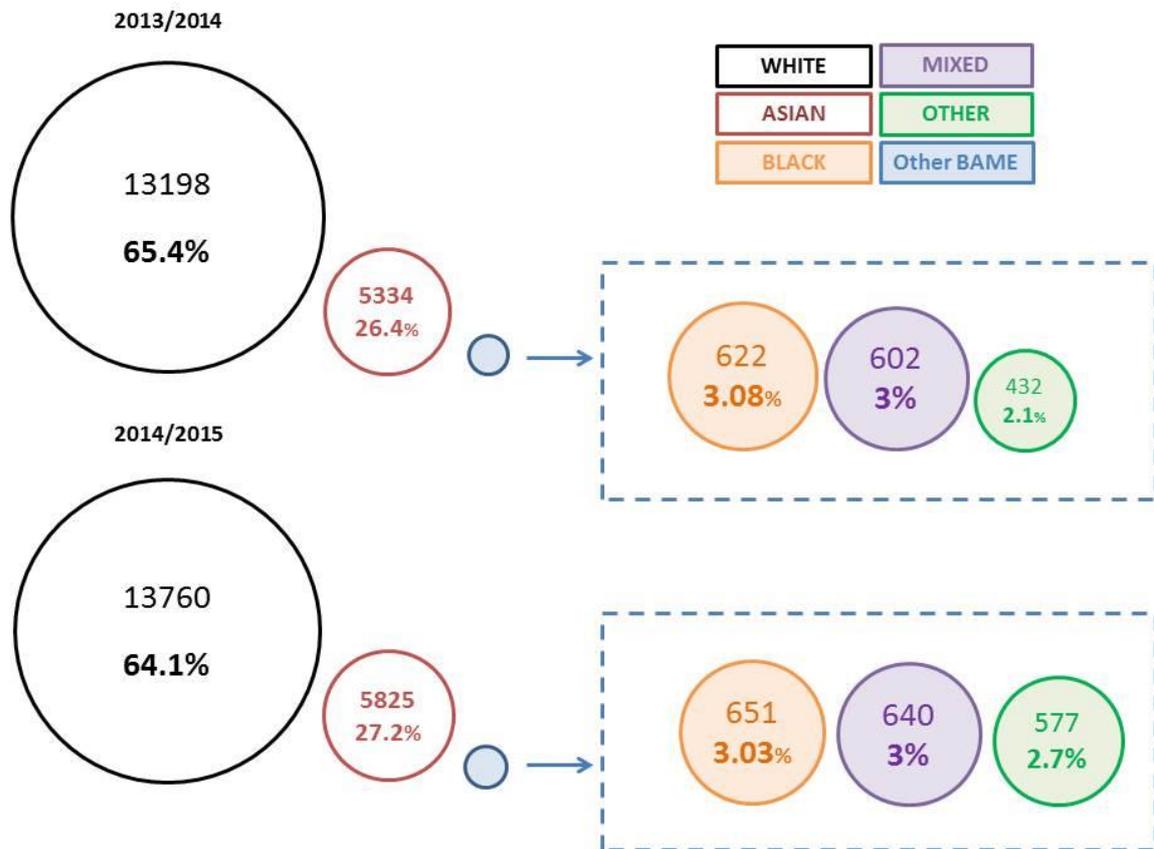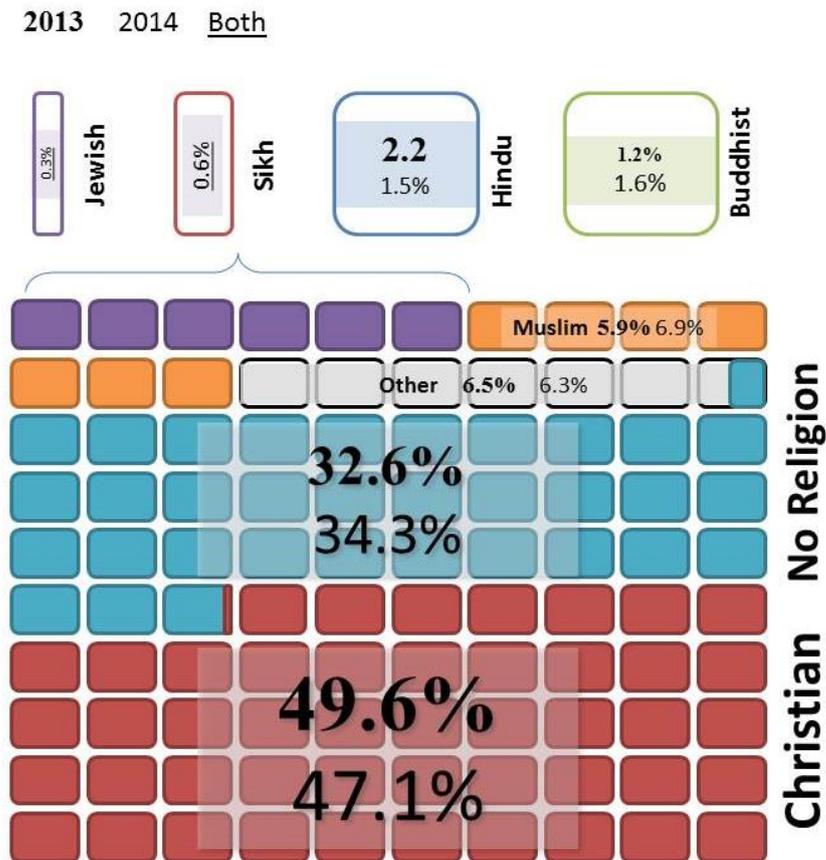

Top = Numbers, Bottom = Percentages

Groupings are based on the National Census 2011:

| Group	Categories
White	White (White British, White Irish, White Other), Gypsy, Traveller
Asian	Bangladeshi, Chinese, Indian, Pakistani, Other Asian
Black	African, Caribbean, Other Black
Mixed	White & Asian, White & Black African, White & Black Caribbean, Other Mixed
Other	Arab, Other Ethnicity

Religion and Belief: Proportion of UG 1st Year Students on the Main Campus by their religious belief and non-belief (excluding unknown and decline to indicate):

2013   2014   Both

| | Jewish | Sikh | Hindu | Buddhist |
| 0.3% | 0.6% | 2.2 / 1.5% | 1.2% / 1.6% |

Muslim 5.9% 6.9%

Other 6.5% 6.3%

32.6%
34.3%

49.6%
47.1%

No Religion

Christian

1 square = 1%

Sexual Orientation: Proportion of Undergraduate 1st Years (on the Main Campus) who identify as Lesbian, Gay, Bisexual or Other (excluding Unknown and Declined)

The main reason for the % change is due to an overall increase in the number of students who have answered this question.

2.9%   4.1%

2013/2014   2014/2015
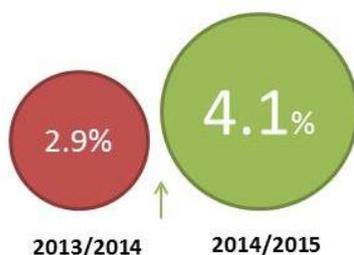
See Appendix 1 for further religious belief and sexual orientation data.
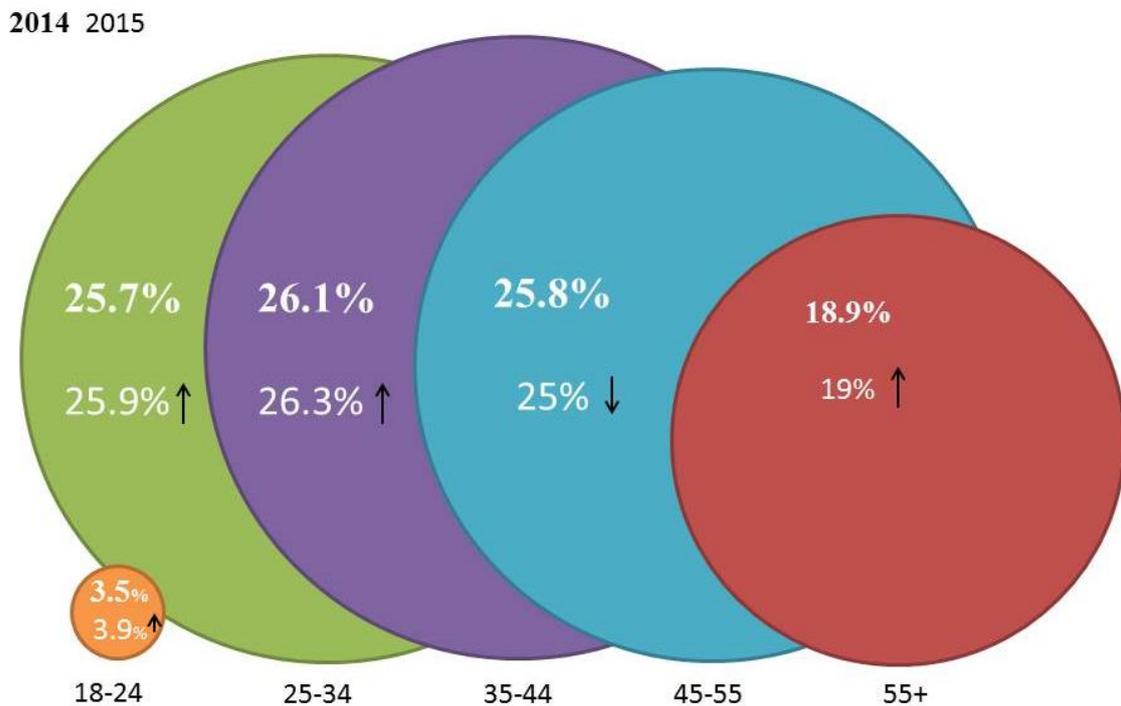
4. Staff Infographics

In this section you will find a number of summary staff infographics for Age, Disability, Gender, Race, Religion & Belief, and Sexual Orientation.

The infographics depict the changes in the student demographics between 2013/14 and 2014/15 (and sometimes additional years). More detailed data can be found in the appendices.

Where the year is represented by the number, **Time New Roman Bold** font represents 2014, Calibri represents 2015, and <u>Calibri underlined</u> represents both 2014 and 2015.

<u>Age:</u> Proportion of all staff by Age Group:

2014 2015

	18-24	25-34	35-44	45-55	55+
2014	**3.5%**	**25.7%**	**26.1%**	**25.8%**	**18.9%**
2015	3.9%↑	25.9%↑	26.3%↑	25%↓	19%↑

<u>Disability:</u> Proportion of staff who have declared that they have a disability:

Nov 2013: 179 3.3% ↑
Sept 2014: 180 3.4% ↓
Sept 2015: 170 3.1%

Gender: Proportion of Academic and Research Staff Female, in each Faculty in Gender:

FHLS
51.6% — Nov 2013
50.5% — Sept 2014
50.49% — Sept 2015

FHSS
37.45% — Nov 2013
39.7% — Sept 2014
37.4% — Sept 2015

FS&E
20.09% — Sept 2013
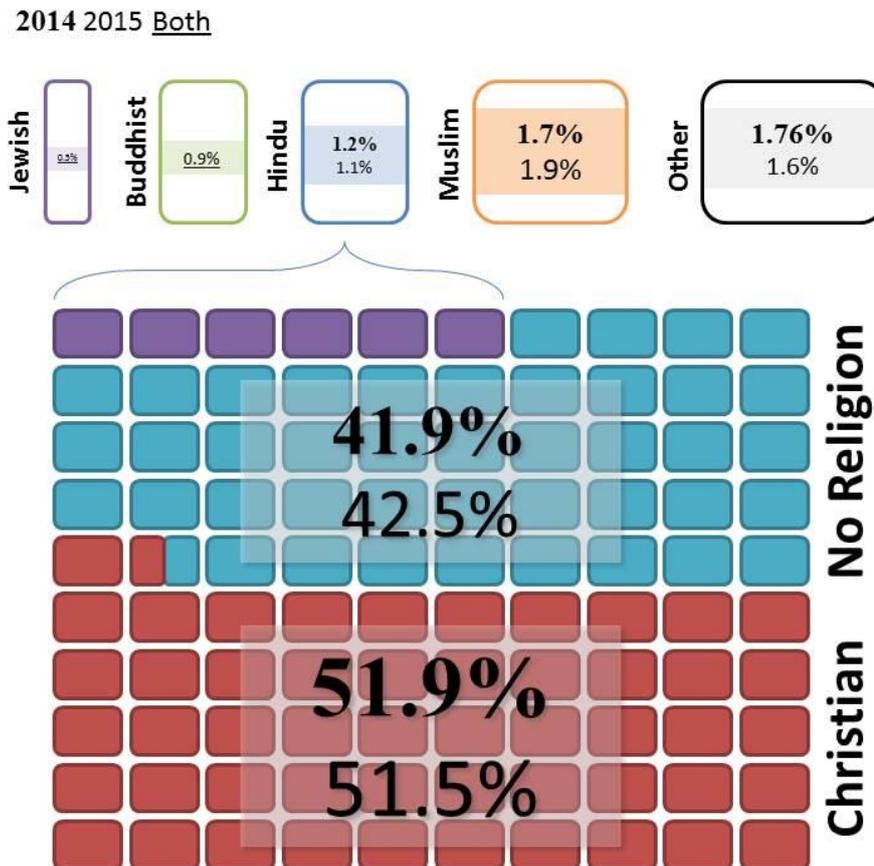20.06% — Sept 2014
23.06% — Sept 2015
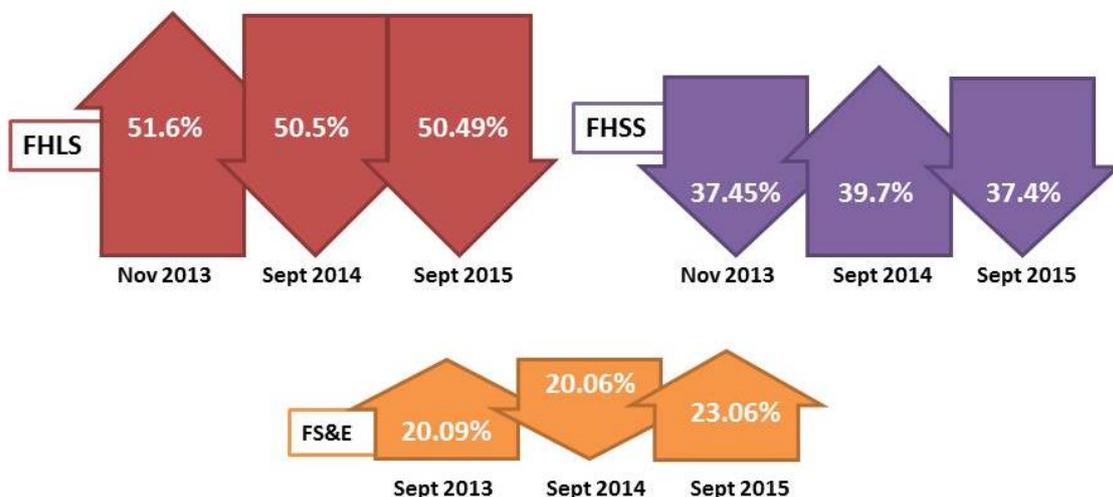
Race: Proportion of race categories of staff (excluding unknown and decline to indicate). Groupings according to the National Census 2011:

2014 2015

BLACK
1% 1.1%

ASIAN
5.5% 5.6%

WHITE OTHER
(Irish, Gypsy, Other)
14.1% 14.3%

MIXED
1.5% 1.6%

OTHER
0.6% 0.8%

WHITE BRITISH
77.3% 76.7%
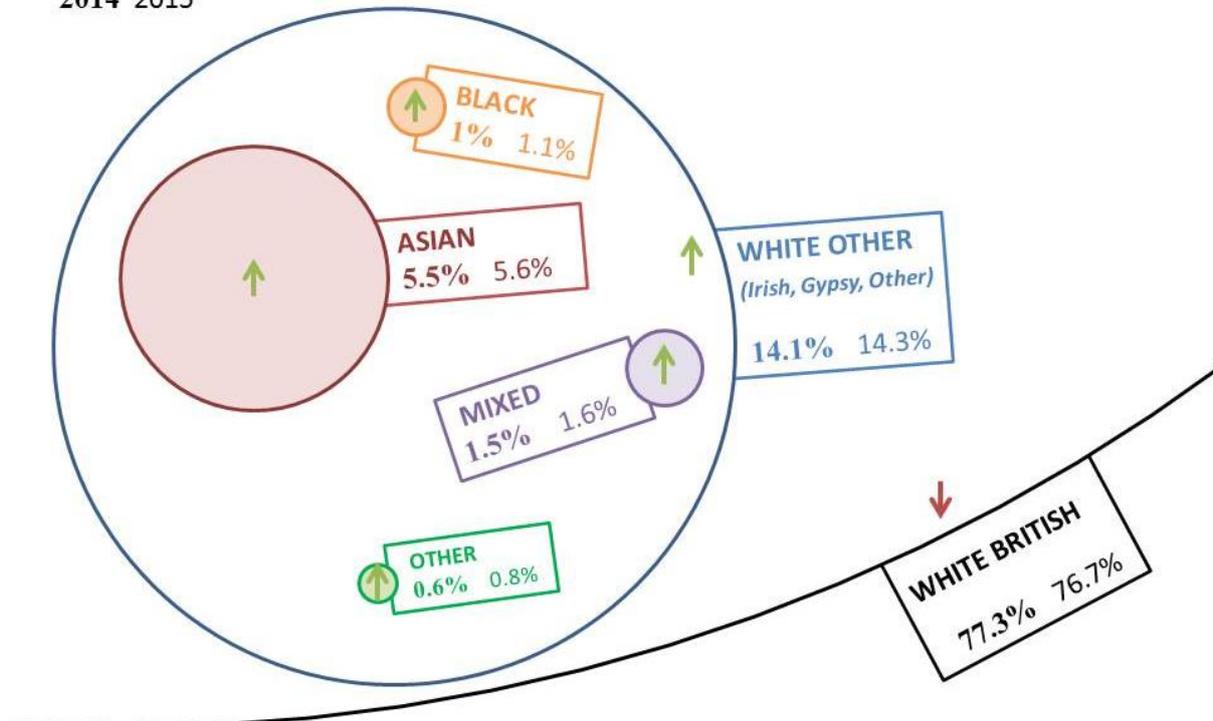
There has been an overall increase in the proportion of staff in all race groups except for White British, although White British remains by far the largest ethnic group. The combined White Other and White British groups account for 91% of staff compared to 64.2% of students.

Religion and Belief: Proportion of staff by their religious belief or non-belief (excluding unknown or decline):

2014 2015 <u>Both</u>

Jewish 0.5%

Buddhist 0.9%

Hindu 1.2% 1.1%

Muslim 1.7% 1.9%

Other 1.76% 1.6%

41.9%
42.5%
No Religion

51.9%
51.5%
Christian

Sexual Orientation: Proportion of Staff who identify as Lesbian, Gay, Bisexual or Other (excluding Unknown and Declined)

4.91% Sept 2011

3.97% Sept 2012

3.5% Sept 2013

3.29% Sept 2014
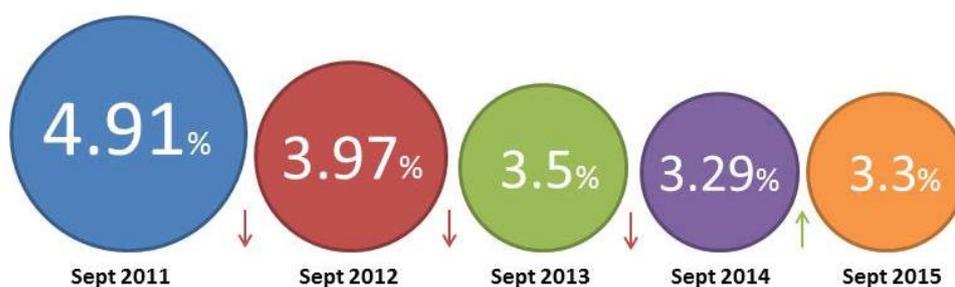
3.3% Sept 2015

Although the overall proportion of LGB+ staff has decreased from 2011, this is more a result of the overall increase in the disclosure rate for this question. The total number of LGB+ staff has in-fact increased from 88 (Sept 2013) to 97 (Sept 2015).

5. New Policies and Services

5.1. Policy and Procedures Regarding Reasonable Adjustments and Support for Disabled Students

Following proposed government changes to the Disabled Students Allowance, this new policy was developed to identify the University's approach to supporting disabled students and formalise the areas of responsibility for reasonable adjustments.

5.2. Shared Parental Leave Policy

Following the introduction of a new statutory entitlement to Shared Parental Leave, this new policy set out the entitlement for eligible staff who will become parents of children who are born or adopted on or after 5 April 2015, to share the Maternity/ Adoption leave entitlement.

5.3. Staff Crèche for Open Days and Graduation Services

A pilot free crèche service for staff to use on open days was launched in August 2015. This service is provided by Kids in Bloom, the University's Children's Centre provider. A review of the pilot in 2015/16 will determine whether this service will be continued.

5.4. Mini Fridges for milk expression

A small number of mini fridges are now available for staff to borrow if they are continuing to express milk when they return to work after maternity leave.

6. Implementation of Charter Marks

6.1. Athena SWAN

"ECU's Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research"

6.1.1. 2014-2015 saw the School of Electrical Engineering, Electronics & Computer Science awarded a Bronze Department Award; and the Institute of Psychology, Health & Society achieved a Silver Department award.

6.1.2. This increased the overall number of schools and institutes with awards to 5 Bronze and 4 Silver:

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	**Silver**	**April 2015**
Institute of Translational Medicine	Silver	November 2013
School of Electrical Engineering, Electronics and Computer Science	**Bronze**	**November 2014**
School of Engineering	Bronze	April 2014
School of Environmental Science	-	-
School of Physical Sciences	Bronze	April 2014

Table 1

6.1.3. In May 2015 the Athena SWAN Charter was extended to include **arts, humanities, social sciences, business and law** (AHSSBL), and professional and support roles, and for trans staff and students. As a result, work began in the Faculty of Humanities and Social Sciences on implementing the Athena SWAN principles, and looking beyond 2015/16 to apply for school level awards.

6.1.4. Key gender equality achievements in 2014-2015 included:

- The appointment of:

Professor Janet Beer as the first female Vice Chancellor of the University of Liverpool.

Professor Fiona Beveridge as the Executive Pro-Vice Chancellor of the Faculty of Humanities and Social Science

Re-appointment of **Professor Dinah Birch** as Pro-Vice Chancellor (Research & Impact)

Professor Deborah Morris as Head of School of Law & Social Justice

Prof Julia Balogun as the Director of the Management School

Professor Katie Atkinson as Head of the Department of Computer Science

Sarah Jackson as Director of Research, Partnership and Innovation.

Mrs Jenny Tucker as Director of Facilities, Residential & Commercial Services

- Appointment of Sally Middleton as the **Gender Equality Officer**
- The **Equal Pay Audit** 2014 was completed and the report submitted to the Senior Executive Group. Progress is now underway on the identified actions.
- 23 women were enrolled onto the Leadership Foundation's **Aurora Women in Leadership** programme (November 2014), an increase from 9 the previous year
- A new **Parents Network** was established
- To support both women and men applying for **promotion** through Annual Review 2015, the following well attended activities have taken place;

  - o a mentoring scheme to support staff in their application for promotion
  - o question and answer sessions with Annual Review panel members and recently promoted staff
  - o unconscious bias training for Annual Review panel members

- A new **Family Friendly Policy Website** was launched in September 2014
  http://www.liv.ac.uk/working/whyworkhere/familyfriendly/

6.1.5. 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/

6.2.   **Stonewall Diversity Champion**

Stonewall's Diversity Champions programme is Britain's leading best-practice employers' forum for sexual orientation and gender identity equality, diversity and inclusion.

6.2.1. 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.

6.2.2. For the 2014-2015 assessment, Stonewall significantly changed the methodology and mark weighting. For example, in previous assessments the points were awarded on a sliding scale of staff that had completed diversity training. In the new assessment the pass rate was fixed at 90%.

6.2.3. The changes in the methodology resulted in the University dropping 45 places from 57th to 102nd and saw an overall decreased in the points awarded by 53. The universities which placed higher in the Index were University of the West of England (11th), Cardiff University (24th), University of Manchester and University of Sheffield (joint 43rd), St Georges, University of London (47th), Leeds Becket University (51st), De Montford University (75th), York St John University (78th), and the University of Birmingham (79th).

	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	↑
2015	102nd / 397	↓	109	↓	11th	↓

Table 2

6.3. **DisabledGo**

6.3.1. The University continued to provide an online campus accessibility guide via DisabledGo. In 2014-2015 new building guides were added to the website for the:

- Brett Building
- Crown Place Halls of Residence
- Dover Court Halls of Residence
- 33 Finsbury Square (University of Liverpool in London)

6.3.2. From September 2015 to August 2015, the website access guides were viewed 5,805 times, compared to January to August 2014 at approximately 2200 times.

See: http://www.disabledgo.com/organisations/university-of-liverpool/main-2

7. Chaplaincy and Faith Express

Figure 1: University Chaplains (2014-2015) l-r Bob Lewis, Ryan Cook, Ian MacParland, April Banton, Dan Lieberman

7.1.   The '*PROTOCOL AGREEMENT between The University of Liverpool and Liverpool John Moores University and Chaplains to the University of Liverpool and Liverpool John Moores University and their Sponsoring Bodies'* was approved in 2013. This agreement created a framework for closer working between the Chaplains (and Faith Express) and the Universities, and for the development of Associate Chaplains positions.

7.2.   In 2014-15, Rabbi Dan Lieberman was appointed as the Associate Jewish Chaplain to the Universities. April Banton left her post and Becca Millar subsequently was appointed as the new Methodist Chaplain. They joined the existing Anglican Chaplains of Bob Lewis and Ryan Cook, and the Catholic Chaplain Farther Ian McParland.

7.3.   Following the Anglican Chaplaincy vacating the Anglican Centre in Mulberry Court, St Margaret's Church in Toxteth has now become the designated Anglican Chaplaincy.

7.4.   The Chaplaincy Team (Faith Express) have engaged with students and staff throughout the year on chaplaincy, pastoral support and social activities, highlights included interfaith panel discussions with the Islamic Society; a weekend retreat to Blundellsands; a 5-day Pilgrimage to the North-East at Easter; and fundraising activities which raised £1000.

8. Training and Development

8.1.   Significant progress was made in 2014-2015 in increasing the number of staff who had completed **diversity and equality training**. This was achieved through strong leadership and direction by the Senior Executive Group and Heads of Schools/Institutes, with a process of regular review and encouragement to staff.

8.2.   Overall the total proportion of staff who had completed training increased from **29%** (September 2014) to **61%** (August 2015).

8.3.   The vast majority of staff completed the online 'Introduction to Diversity and Equality 'module which was completed 2462 times between September 2014 and August 2015. This was a 241% increase on the 2013-2014 figures.

Number of times module completed
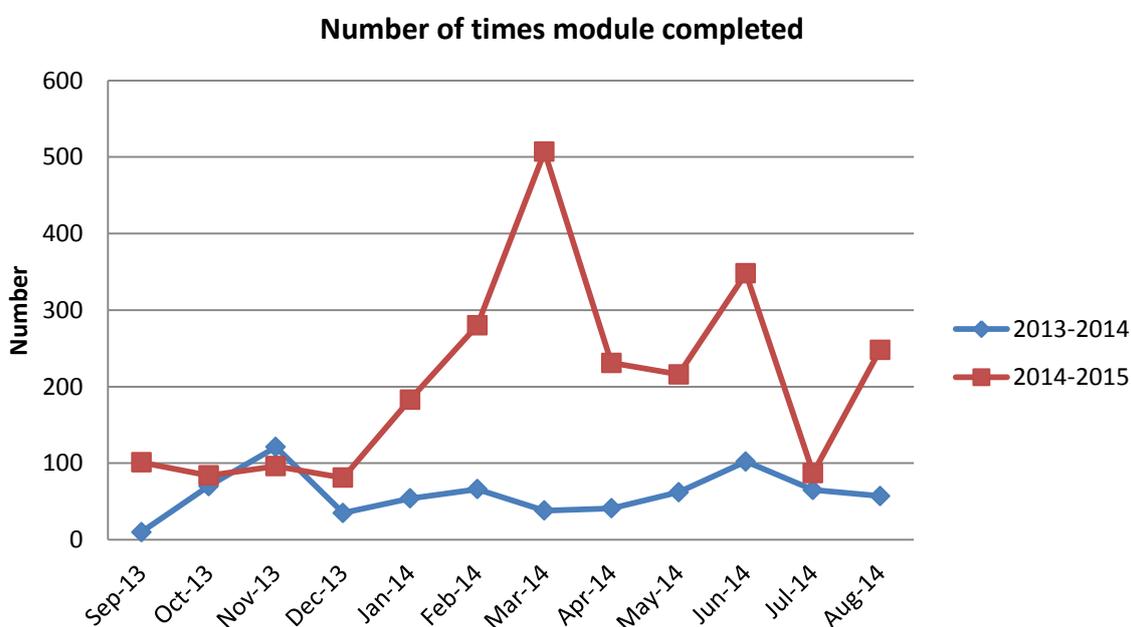
Graph 1

8.4.   The University's overall target is for 80% of staff to have completed training at any one time. Department which have met this target included:

- School of Health Sciences   100%
- Computing Services Department   97%
- Library   93.8%
- School of Psychology   93.3%
- Institute of Infection and Global Health   92.9%
- Employability & Educational Opportunities   91.3%
- Strategic Planning   90.9%
- Student Administration and Support   90.4%

- Teaching Quality and Support Division   90%
- Institute of Integrative Biology   86.2%
- Human Anatomy Resource Centre   84.6%
- School of Dentistry   81.1%
- School of Electrical Engineering, Electronics and Computer Science   81.1%

8.5.   Furthermore significant progress was made by the School of Physical Sciences (13% to 66%), School of Environmental Sciences (8% to 65%), Management School (11% to 74%), the Institute of Psychology, Health & Society (13% to 62%) and Facilities, Residences and Commercial Services (3% to 26%).

8.6.   Developments of the module included a new version which allows the member of staff to choose a pathway according to their grade (Grade 1-5 and Grade 6-10). A version for students was also developed for the School of Life Sciences to use starting 2015-2016.

8.7.   In June 2015 the Mental Health Advisory Service launched **Mental Health First Aid Training** (MHFA). 4 training courses were run with a total of 32 members staff completing or partial completing the course.

8.8.   4 Further training courses are planned for 2015-2016 and a Mental Health First Aid Light will also be delivered.
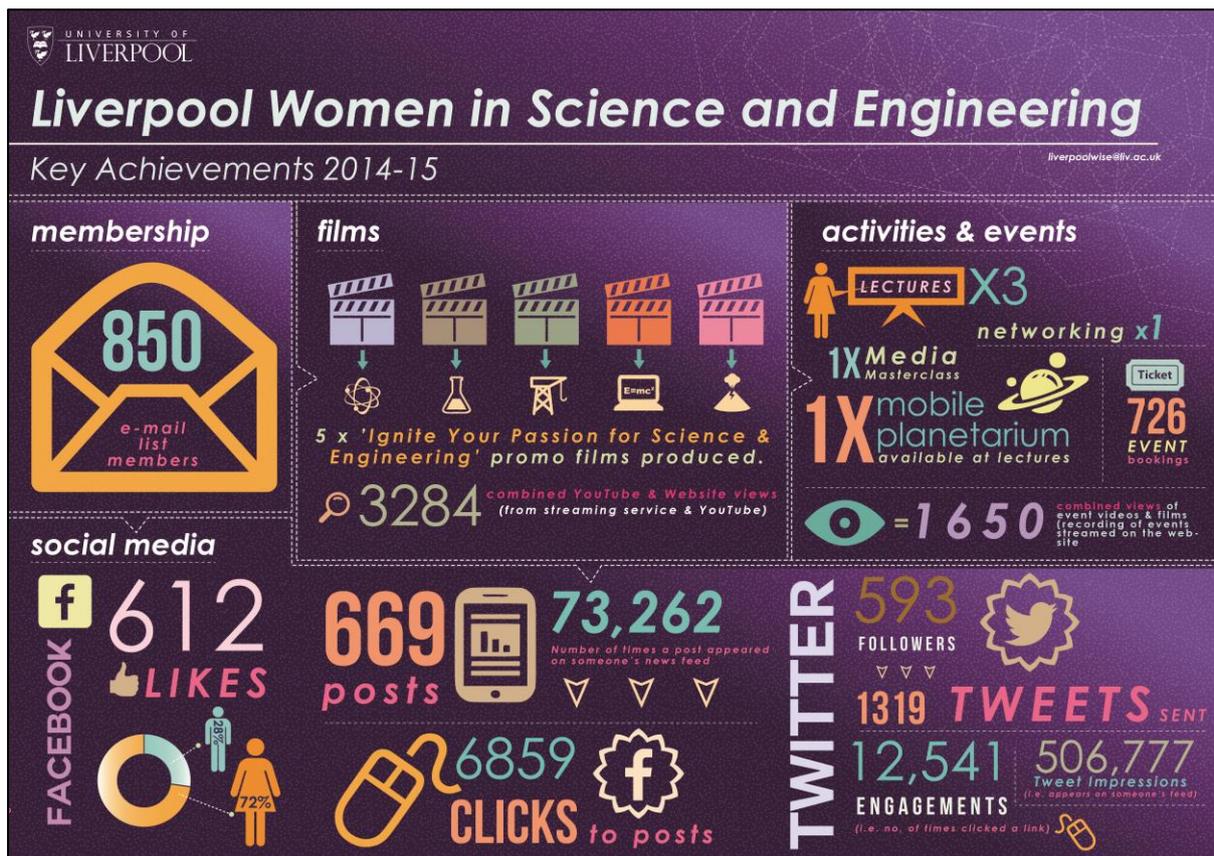
Figure 2: LivWiSE Infographic 2014-2015

9. Staff, Community and Public Engagement

a) Staff Networks

9.1.   The University continued to support five staff equality networks, the Black, Asian & Minority Ethnic (BAME) Network; the Disabled Staff Network; the Lesbian, Gay, Bisexual and Trans (LGBT) Staff Network, the Female Early Career Researcher Network (FECRN) and a new Parents Network.

9.2.   The Disabled Staff Network was re-launched with 2 new co-chairs, and a new chair was elected to run the LGBT Staff & Postgraduate Student Network.

9.3.   A new Parents Network was established in 2014-2015, the aim being to

"Provide peer support, share experiences and guidance on managing a career and family life, coffee mornings, raise awareness of family friendly policies, and contribute to university consultations".

9.4.   **Liverpool Women in Science and Engineering Society** (LivWiSE) continued to grow in 2014-2015 building its mailing list to 850 contacts, growing its Facebook followers to 612, and launching a Twitter account which reached 593 followers. See infographic above.

Figure 3: Flagship event publicity

b) Community and Public Engagement

9.5.   Approximately 2000 people booked onto attend one of the diversity and equality related public engagement events in 2014-2015 organised by the Diversity and Equality Team, the Staff Networks, or via the Athena SWAN/Women in STEMM related activities.

- **Black History Month**

9.6.   The BAME Staff Network continued its annual Black History Month event in October 2014, with a lecture titled '**The White Curricula: Experiences of Black Students and Academics in Higher Education**'

9.7.   The University sponsored a workshop titled **'What's Happening in Black British History?**'

- **Flagship**

9.8.   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.

9.9.   In 2014-2015 public lectures were organised in conjunction with or sponsored by the School of Histories, Languages and Cultures; the Science Fiction Foundation, the Special Collection & Archive (Library), and the Centre for the study of International Slavery. The Victoria Gallery and Museum also continued its long term support of Flagship events by hosting a number of seminars/film screenings.

9.10.   The subjects of the lectures were:

- o **'Legacies of Slavery: A Writer's Reflections on Blackness and Queerness'** by author Thomas Glave.

Figure 4: LivWiSE and SEEE&CS event publicity

  o **'History, Memory, and Lesbian lives in two world wars'** by Professor Laura Doan, University of Manchester.
  o **'Exploring Gender Fluidity through science fiction and fantasy'**, by Hugo award winning author, Cheryl Morgan.

9.11. The University sponsored for the second year the Stonewall Primary and Secondary Teacher Train the Trainer programme, whereby school teachers are trained on tackling homophobic bullying in schools.

- **Gender engagement activities**

9.12. Liverpool Women in Science and Engineering (LivWiSE) organised 3 public lectures in 2014-2015. These were:

  o **LivWiSE Christmas Lecture 2014** – showcasing 9 female scientists from the University of Liverpool, the diverse topics included 'Tissue Engineering - The gift that keeps on giving or a bit of a turkey?', 'The Ageing Human Knee' and 'Illuminating Dark Matter'.
  o **'Expect the Unexpected'** a Lecture with Lisa Layzell founder and MD at RIDiA Consulting.
  o **'Women in Science: The Challenge - or How a space obsessed school girl grew up to be a top scientist'** by Dr Maggie-Aderin Pocock, science communicator and presenter of the BBC programme Sky at Night.

9.13. Following the successful bid for funding from the University Benefactors Fund in 2013/14, LivWiSE produced 5 women in Science and Engineering promotional films. Featuring female scientists and engineers from the University of Liverpool, from the National Nuclear Laboratories and from MACE, the 5 films were:

  o Ignite your passion for science and engineering
  o Why Electrical Engineering, Electronics & Computer Science?
  o Why Engineering
  o Why Environmental Sciences?
  o Why Physical Sciences?

Figure 5: 1) International Women's Day logo 2015, 2) Harriet Minter with Prof Tom Solomon (IIGH), Prof Sue Wray (Director of Athena SWAN), and Female Academic Leaders and Champions.

These films have been embedded on the Student Recruitment website, Academic School and Department websites, are available online and on YouTube, and are showed during University Open Days.

9.14.   For International Women's Day 2015 a series of events were organised including

- o '**Quotas: the only way, or no way? Gender imbalance and equality vs quality**'
- o Screening and discussion of **'Made in Dagenham'**
- o **'Women and Healthy Ageing'** seminar in the Institute of Ageing & Chronic Disease
- o **'Women in Leadership: what I've learned from some of the world's greatest leaders'** by Harriet Minter, editor of the Guardian Women's Section, organised by the Institute of Infection and Global Health.
- o '**Debate: A Chemical Imbalance: Women in STEMM Subjects'** by the School of Electrical Engineering, Electronics and Computer Science

9.15.   In December, the Institute of Infection and Global Health organised the annual Sutcliffe Kerr Lecture titled **'Breaking the Rules – the Career of a Woman in Neuroscience'** by Professor Dame Nancy Rothwell, President and Vice-Chancellor of the University of Manchester.

9.16.   In January the School of Engineering welcomed Professor Dame Susan Ion, President of the Royal Academy of Engineering who delivered a lecture titled **'Engineering Challenges for Nuclear Industry: Should the public be concerned?'**

9.17.   In June the School of Environmental Science organised their annual Athena SWAN event titled **'A Sea Change in Oceanography?'** by Professor Rachel Mills, Head of Ocean and Earth Science, University of Southampton.

10. Awards and Recognition

Figure 6: Dr Andy Heath, winner of the 'Good Practice in Equality' individual category and the Disability, Diversity & Equality Working Group', School of Health Sciences.

10.1.   A new award category of 'Good practice in equality' was introduced at the Celebrating Success Awards 2014.

10.2.   Dr Andy Heath, School of Environmental Sciences, won in the Individual category for his work on Athena SWAN; and the 'Disability, Diversity & Equality Working Group' in the School of Health Sciences won the Team category for their work on supporting diverse students.

11. Dignity at Work and Study

11.1.   The University has a network of 13 Bullying and Harassment Advisors who provide impartial advice to staff and students on incidents of bullying and harassment. They can provide advice to people who feel they have been a victim of bullying, to someone who has been accused of bullying, and to people who have witnessed bullying.

11.2.   In 2014/15 the Bullying and Harassment Advisors recorded 17 engagements (meetings, email or phone advice), 14 of which were with members of staff and 3 with students. This compared to 2012/13 when 19 staff engagements and 11 student engagements were recorded.

Figure 7: Laura Bates, Founder of the Everyday Sexism Project signs the Guilds Call it Out Pledge.

11.3.   12 formal complaints about bullying and harassment were made under the Staff Grievance Procedure to Human Resources. 7 complaints were not upheld, 1 complaint was withdrawn, 2 investigations are ongoing, and in 1 remedial action was taken.

11.4.   6 formal complaints about bullying and harassment were made under the Student Complaints Procedure via Student Administration and Support, and complaints to Sport Liverpool. 2 complaints were not upheld, 2 are subject to ongoing police investigations, 1 was partially upheld, and 1 is still under investigation.

11.5.   The Liverpool Guild of Students launched a 'Call it Out' campaign to raise awareness and challenge sexual harassment on campus:

"Our Call It Out campaign is all about speaking up when you see sexual harassment. From a wolf-whistle to a grope, this type of behaviour is not acceptable and we want to stamp it out. All you need to do to play your part is call it out"

11.6.   A full report is available on request from the Diversity and Equality Team.

12. Looking forward 2015-2016: Key Activity

12.1.   Building on the success of 2014-2015 the University will continue to develop its approach to diversity and equality. A new Equality Framework will set out the University's strategy for the next 3 years, and work will continue on Athena SWAN. The University will also be signing the Time for Change pledge on mental health.

12.2.   These activities have been identified following ongoing consultation and engagement via the working groups, committees and forums; and through ongoing data analysis. The key areas of activity are

- **Equality Framework 2015/16-2017/18**

12.3.   A new Equality Framework will be approved in 2015/16 replacing the current Equality Action Plan. This will form the basis of the equality and diversity stage for the next 3 years.

- **Athena SWAN**

12.4.   The scope of Athena SWAN has been extended to include arts, humanities, social sciences, business and law (AHSSBL), professional and support roles, and for trans staff and students. Work is underway in the Faculty of Humanities and Social Sciences to begin their Athena SWAN journey.

12.5.   The University also has the intention to apply for an Institutional Silver Award in November 2016 so preparations for this will begin in 2015/16.

- **Time for Change and Mental Health**

time to change

let's end mental health discrimination

12.6.   The University aims to sign up to the Time for Change pledge in 2015. This will involve a public commitment to promoting positive mental health and challenge stigma, and will include the implementation of an institutional action plan.

13.Key Performance Indicators

13.1. 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 is a selection of the KPIs.

13.2. The majority of the data used in this report has been sourced from Explorer the University data warehouse in August 2015.

KPI Data Sets

13.3. 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 (5) % of Students with a declared disability
- KPI (6) % of STEM student with a declared disability
- 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

Benchmark Data

This report has not included HESA benchmark data. This will be included in future reports.
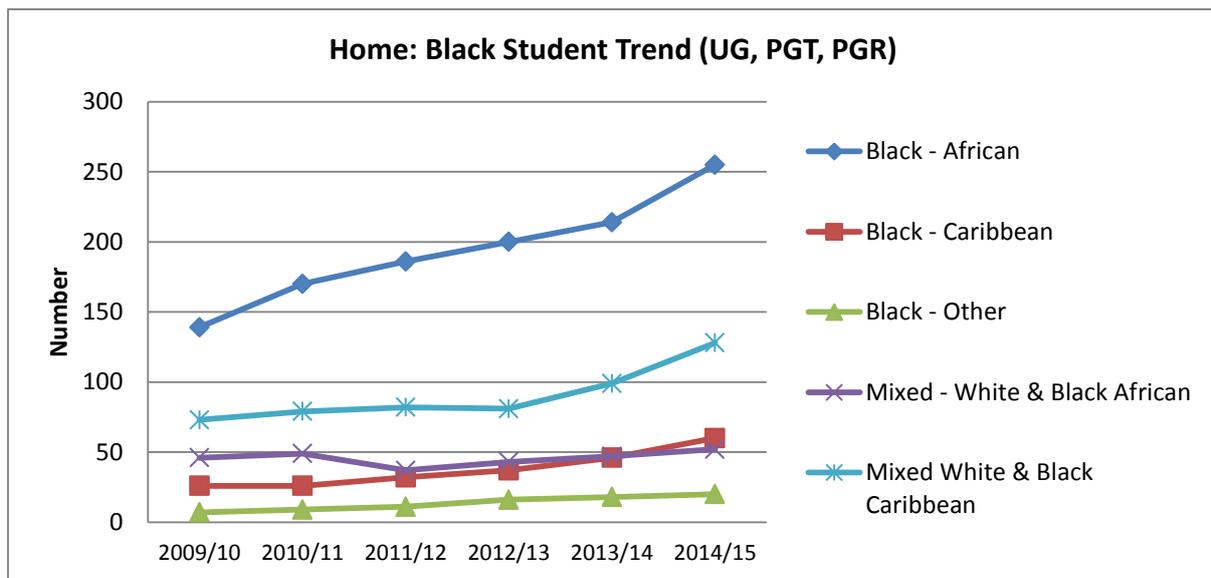
KPI (1) % of UK (British Nationality) students BAME

% UK (Home) Students BAME (excl unknown)
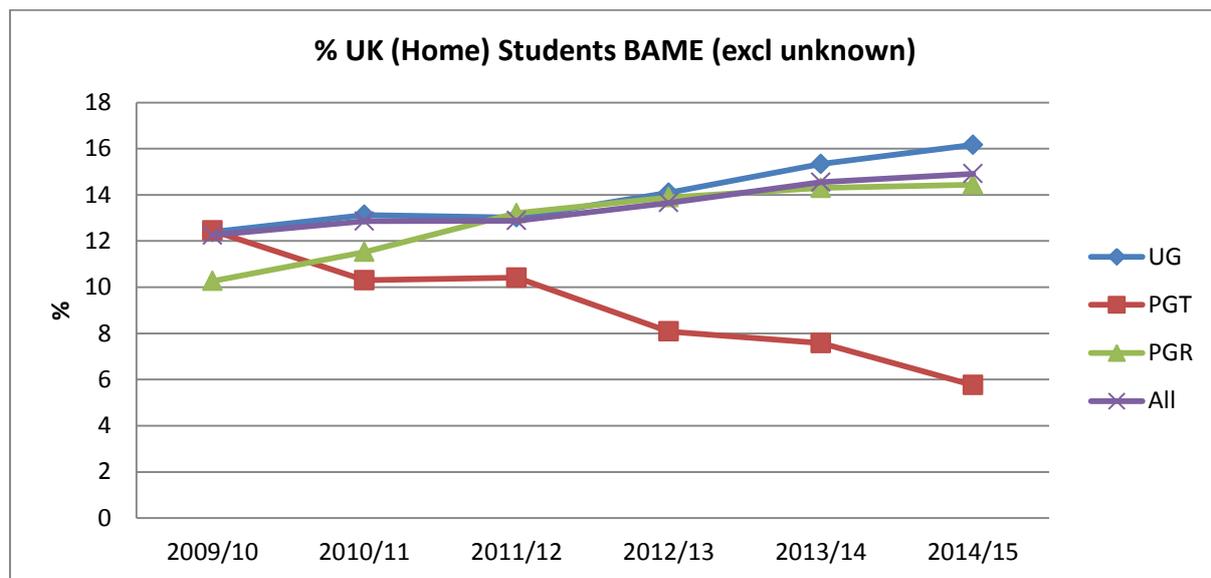
Graph 2

13.4. **All Students** - Overall in 2014-2015, 34.2% of the total student population was BAME, 4.8% Unknown, and 61% 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 33.7% of the total student population.

13.5. **UK/Home Domiciled Students** – overall, the University increased the proportion of UG and PGR students from a Black, Asian, Mixed and Other (excluding White) ethnic background between 2013/14 and 2014/15:

- UG Students - there was an increase from 15.3% or 1782 students (2013/14) to 16.2% or 1951 student (2014/15).

- PGT Students – the drop in the proportion of PGT students can be attributed to an increase on the total number of White students from 1183 (2013/14) to 1505 (2014/15) and a decrease in the number of BAME students from 97 to 92.

- PGR Students - there was a minimal increase in the number of BAME students from 14.3% or 103 students to 14.4% (2013/14) or 144 students (2014/15). Although there was an large increase in the number of BAME students (of 39.8%), there was also a 9.5% increase in the number of White students (779 to 853), dampening the increase in the overall proportion of BAME students.

- The proportion of Home students who's ethnicity is unknown is minimal (UG 0.6%, PGT 4.7, and PGR 2.7%) and therefore has been excluded from the Home student analysis.

Home: Black Student Trend (UG, PGT, PGR)

Legend:
- Black - African
- Black - Caribbean
- Black - Other
- Mixed - White & Black African
- Mixed White & Black Caribbean

Graph 3

13.6.   The number of Black Students (African, Caribbean and Black Other), has changed from

UG Students – 1.3% or 145 (2009/10) ↑ to 2.4% or 287 (2014/15)

PGT Student – 1.8% or 14 (2009/10) ↑ to 2.2% or 35 (2014/15)

PGR Students – 1.5% or 13 (2009/10) ↓ to 1.3% or 13 (2014/15)

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'.

13.7.   Graph 3 also includes students who are Mixed: White & Black African and Mixed: White and Black Caribbean bringing the total number of Black students from 291 (2.2%) in 2009/10, to 515 (3.5%) in 2014/15.

KPI (4) % of STEM students female
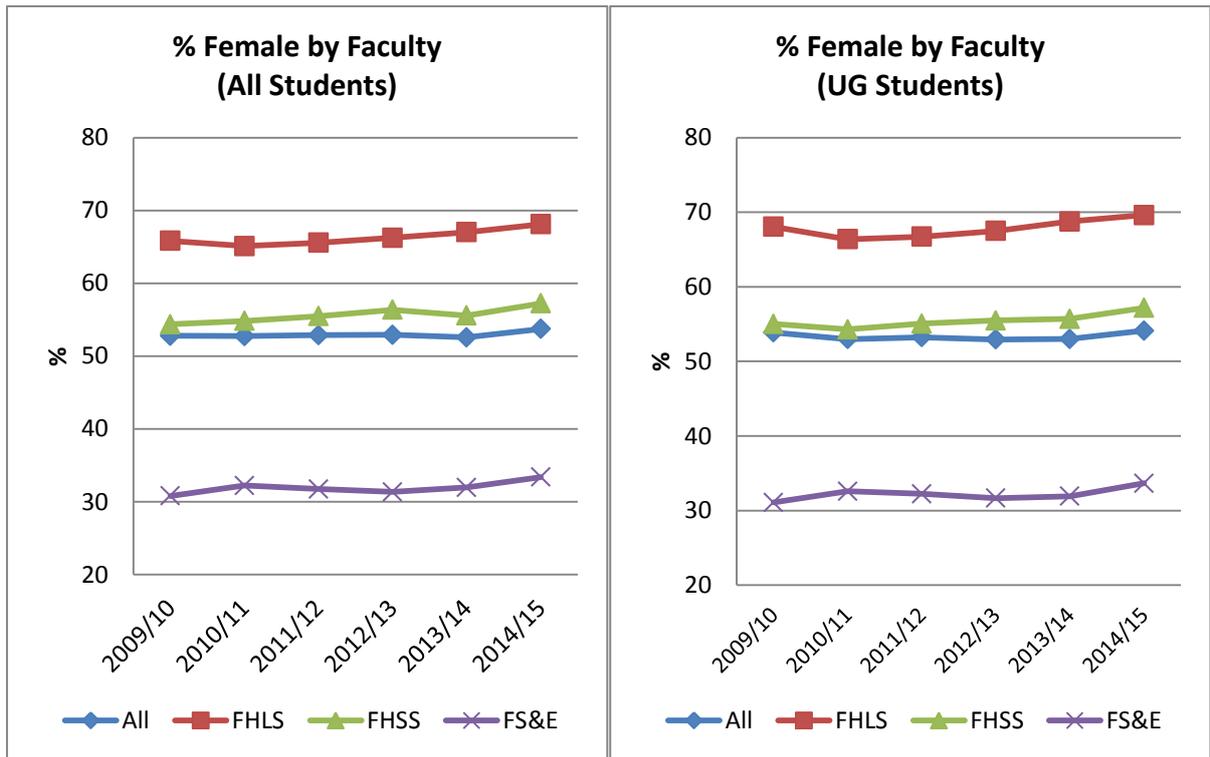
Graph 4 a) and b)
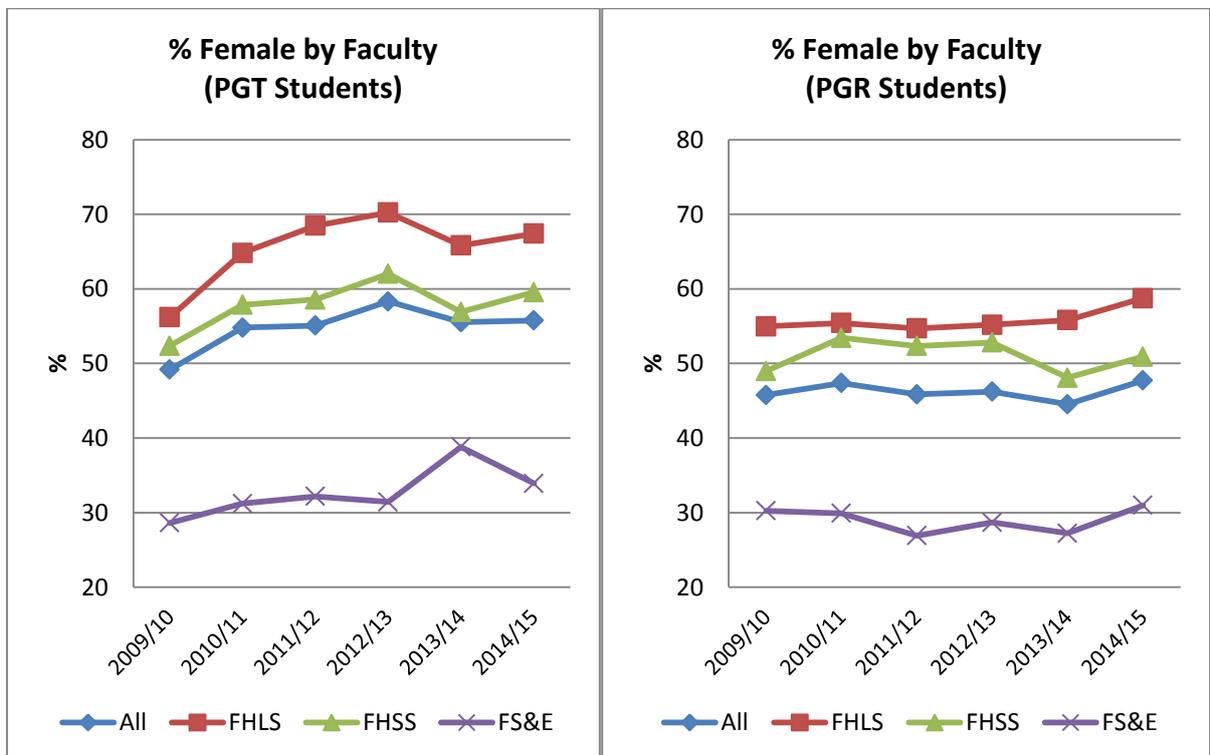
Graph 5 a) and b)

13.8. In total the number of women studying a Science, Engineering, Maths and Medicine (STEMM) subject (that being all students in the Faculty of Health & Life Science and Faculty of Science and Engineering) increased from 50.6% or 6011 (2013/14) to 51.4% or 6439 (2014/15). This represented a 7.1% increase of women, compared to a 3.8% increase for men. Table 3 below shows the % increase by level of study:

STEM Total	2013/14	2014/15	% Change
Male	5863	6087	3.8%
Female	6011	6439	7.1%
Total	11874	12526	5.5%

STEM UG	2013/14	2014/15	% Change
Male	4723	4947	4.7%
Female	4961	5373	8.3%
Total	9684	10320	6.6%

STEM PGT	2013/14	2014/15	% Change
Male	424	393	**-7.3%**
Female	495	404	**-18.4%**
Total	919	797	**-13.3%**

STEM PGR	2013/14	2014/15	% Change
Male	716	747	4.3%
Female	555	662	19.3%
Total	1271	1409	10.9%

Table 3

13.9. At School and Institute level however, there remains significant variation in the proportion of male and female students. For Undergraduate students, there is a higher proportion of male students in Science and Engineering, and in the Institute of Learning & Teaching, there is a higher proportion of women. See table 4 and 5 below:

<u>Faculty of Science and Engineering</u>

Table 4

		11/12	12/13	13/14	14/15
EEE&CS	**Male**	**600**	**690**	**819**	**948**
	Female	**177 (22.8%)**	**180 (20.7%) ↓**	**241 (22.7%) ↑**	**315 (24.9%) ↑**
Computer Science	*Male*	*267*	*264*	*273*	*370*
	Female	*109 (29%)*	*103 (28.1%) ↓*	*156 (36.4%) ↑*	*218 (37.1%) ↑*
Electrical Engineering & Electronics	*Male*	*333*	*426*	*546*	*578*
	Female	*68 (17%)*	*77 (15.3%) ↓*	*85 (13.5%) ↓*	*97 (14.4%) ↑*
Engineering	**Male**	**751**	**794**	**823**	**817**
	Female	**100 (11.8%)**	**106 (11.8%) -**	**104 (11.2%) ↓**	**116 (12.4%) ↑**
Environmental Sciences	**Male**	**392**	**379**	**374**	**407**
	Female	**388 (49.7%)**	**392 (50.8%) ↑**	**374 (50%) ↓**	**477 (54%) ↑**
Earth & Ocean Science	*Male*	*165*	*168*	*145*	*163*
	Female	*128 (43.7%)*	*125 (42.7%) ↓*	*114 (44%) ↑*	*150 (47.9%) ↑*
Geography & Planning	*Male*	*221*	*209*	*229*	*244*
	Female	*248 (52.9%)*	*266 (56%) ↑*	*260 (53.2%) ↓*	*327 (57.3%) ↑*

		11/12	12/13	13/14	14/15
Physical Sciences	**Male**	**813**	**991**	**1122**	**1170**
	Female	**551 (40.4%)**	**645 (39.4%) ↓**	**753 (40.2%) ↑**	**787 (40.2%) -**
Chemistry	*Male*	*197*	*204*	*228*	*240*
	Female	*142 (41.9%)*	*143 (41.2%) ↓*	*137 (37.5%) ↓*	*150 (38.5%) ↑*
Maths	*Male*	*397*	*519*	*594*	*646*
	Female	*348 (46.7%)*	*433 (45.5%) ↓*	*544 (47.8%) ↑*	*563 (46.6%) ↓*
Physics	*Male*	*219*	*268*	*300*	*284*
	Female	*61 (14.9%)*	*69 (20.5%) ↑*	*72 (19.4%) ↓*	*74 (20.7%) ↑*

Institute of Learning and Teaching, Faculty of Health & Life Sciences

Table 5

		2011/12	2012/13	2013/14	2014/15
IL&T	**Male**	**1697 (33.3%)**	**1638 (32.5%) ↓**	**1568 (31.1%) ↓**	**1586 (30.3%) ↓**
	Female	**3404**	**3410**	**3468**	**3651**
Dentistry	*Male*	*163 (35.3%)*	*146 (33.1%) ↓*	*143 (33%) ↓*	*138 (33.1) ↓*
	Female	*299*	*295*	*290*	*279*
Health Science	*Male*	*121 (14.4%)*	*114 (15.8%) ↑*	*116 (16.9%) ↑*	*118 (17.1%) ↑*
	Female	*616*	*609*	*570*	*571*
Life Science	*Male*	*478 (41.6%)*	*473 (41%) ↓*	*447 (40.9%) ↓*	*457 (40.2%) ↓*
	Female	*672*	*681*	*646*	*679*
Medicine	*Male*	*706 (44.4%)*	*666 (43.1%) ↓*	*622 (39.6%) ↓*	*616 (40.5%) ↑*
	Female	*885*	*881*	*910*	*906*
Psychology	*Male*	*101 (18.2%)*	*112 (20.4%) ↑*	*105 (17.4%) ↓*	*122 (16.5%) ↓*
	Female	*455*	*438*	*500*	*617*
Vet Science	*Male*	*128 (21.2%)*	*127 (20.1%) ↓*	*135 (19.7%) ↓*	*135 (18.4%) ↓*
	Female	*477*	*506*	*552*	*599*

KPI (5) % of Students with a declared Disability

KPI (6) % of STEM student with a declared Disability

% UG Students declared a disability

% PGT Student declared a disability

% PGR Students declared a disability

% All Students declared a disability by Faculty
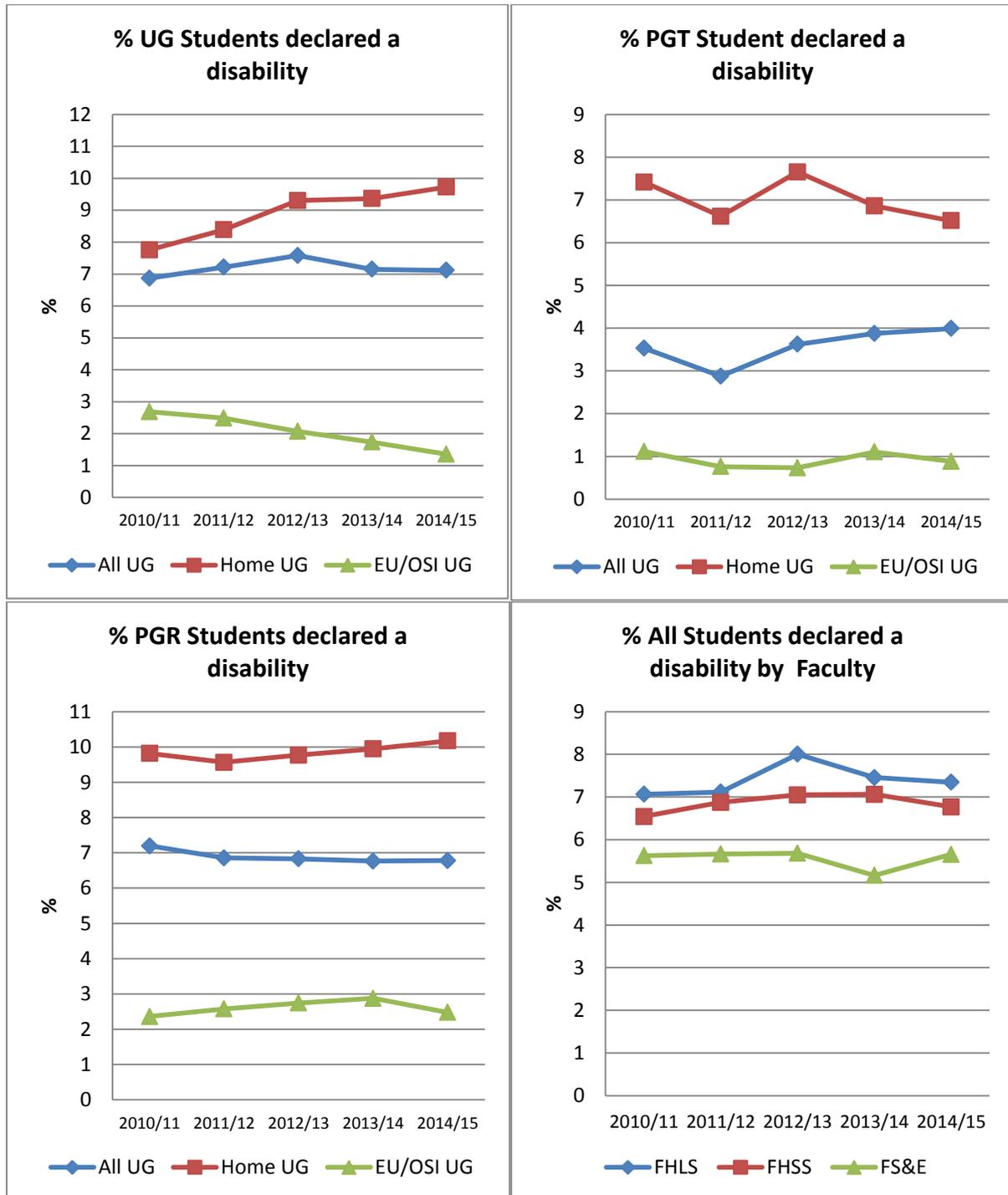
Graph 6 a) to d)

13.10. Overall the total number of disabled students increased form 1398 (2013/14) to 1491 (2014/15) although this represented a 0.1% decrease in the proportion of disabled students down to 6.66%.

13.11. A larger proportion of Home/UK students declare a disability (6.5% in 2014/15) compared to EU/OSI students (0.9% in 2014/15); and the highest proportion of disabled students is within the Faculty of Health & Life Sciences.

13.12. The most common disability is Specific Learning Difficulty (SpLD) such as Dyslexia, representing 43% (2014/15). However this follows a decrease in the proportion from 46% in 2012/13 with an increase in the proportion of students with Long Standing conditions:
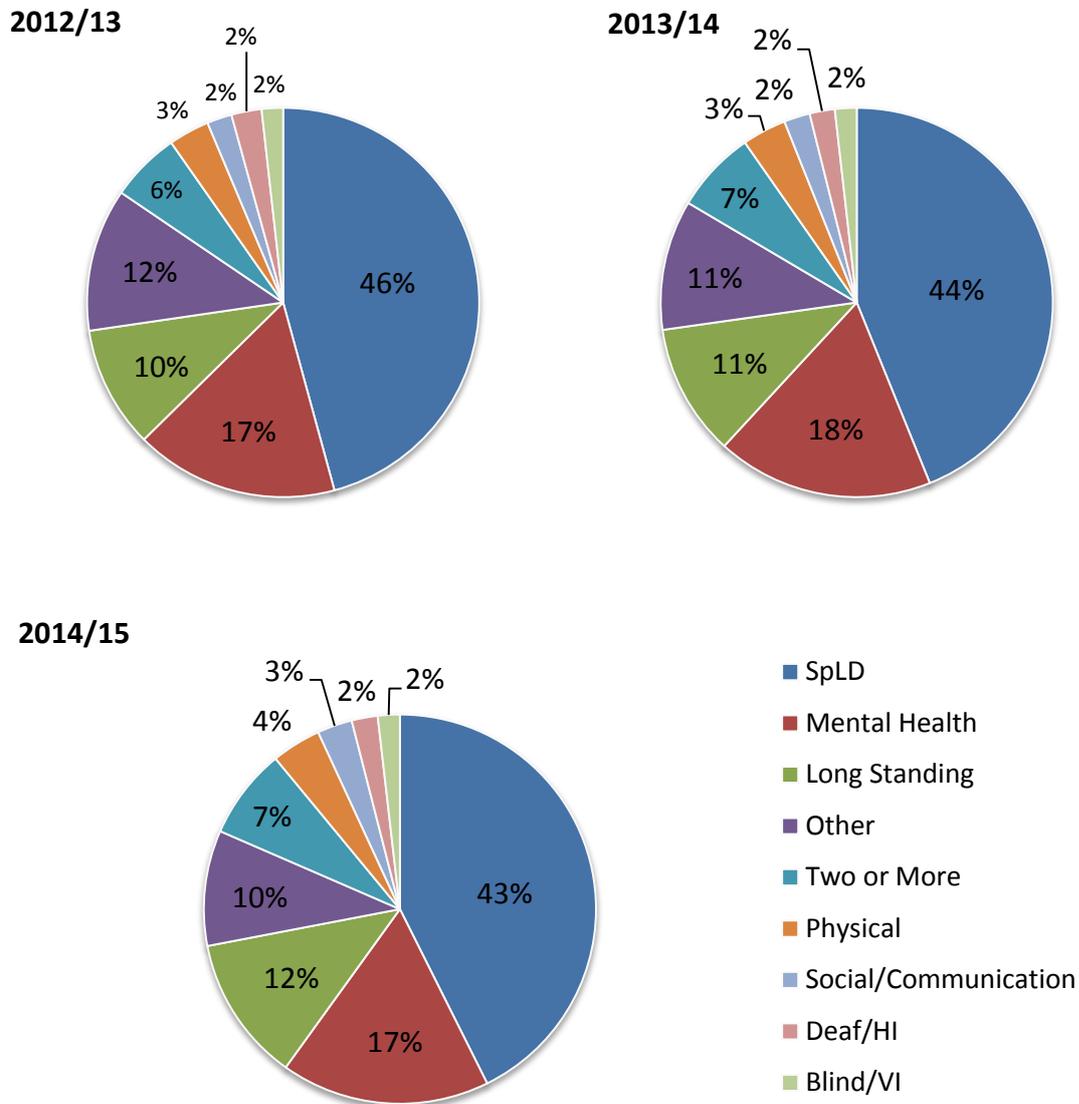

Graph 7a to c

KPI (11) Proportion of Professors that are female

13.13. The number of female Professors continued to increase in 2014-2015, from 67 (Sept 2014) to 73 (Sept 2015). This means that the proportion of female professors increased from 18.8% in September 2014 to 20.5% in September 2015.

13.14. In FHLS the number increased from 37 (22.4%) to 40 (25.2%); in HSS from 24 (28.6%) to 25 (27.4%); and in FS&E from 5 (4.9%) to 6 (5.9%).
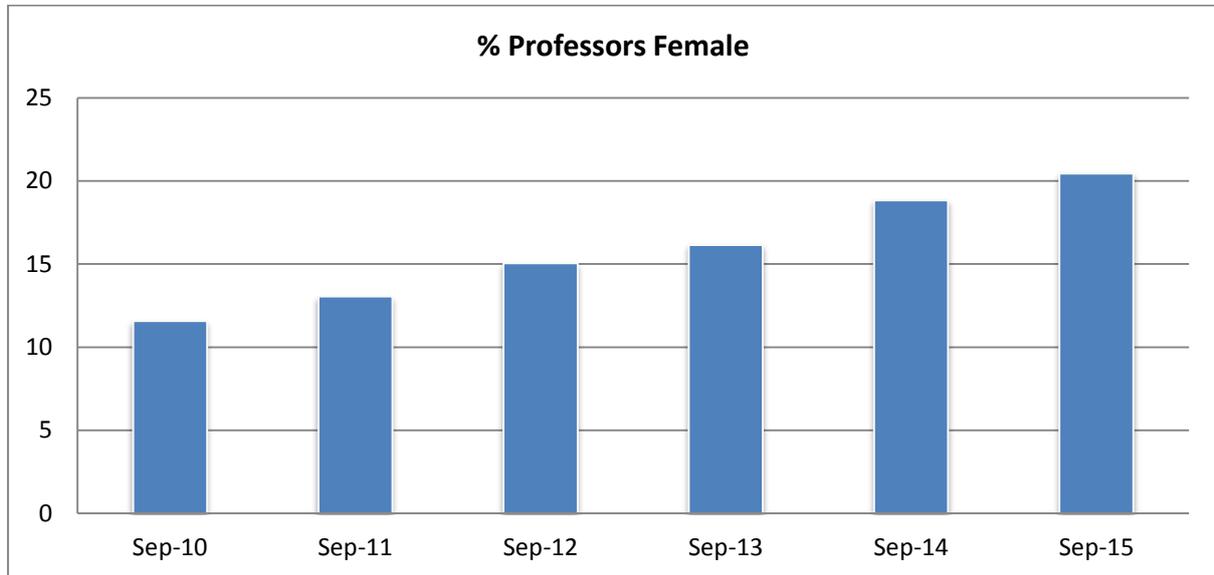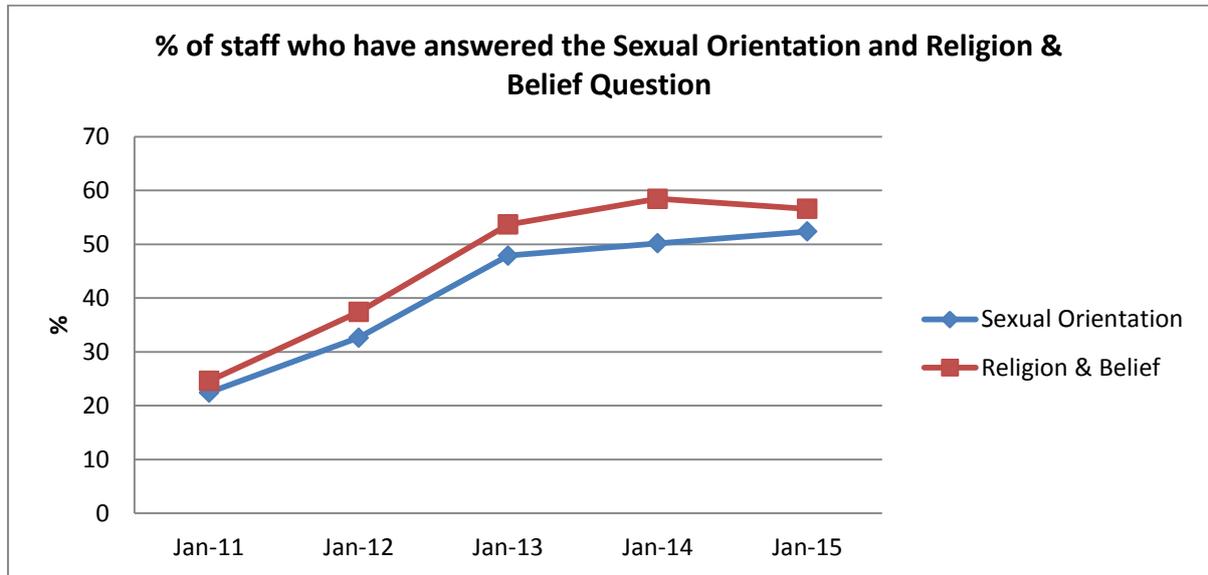

Graph 8
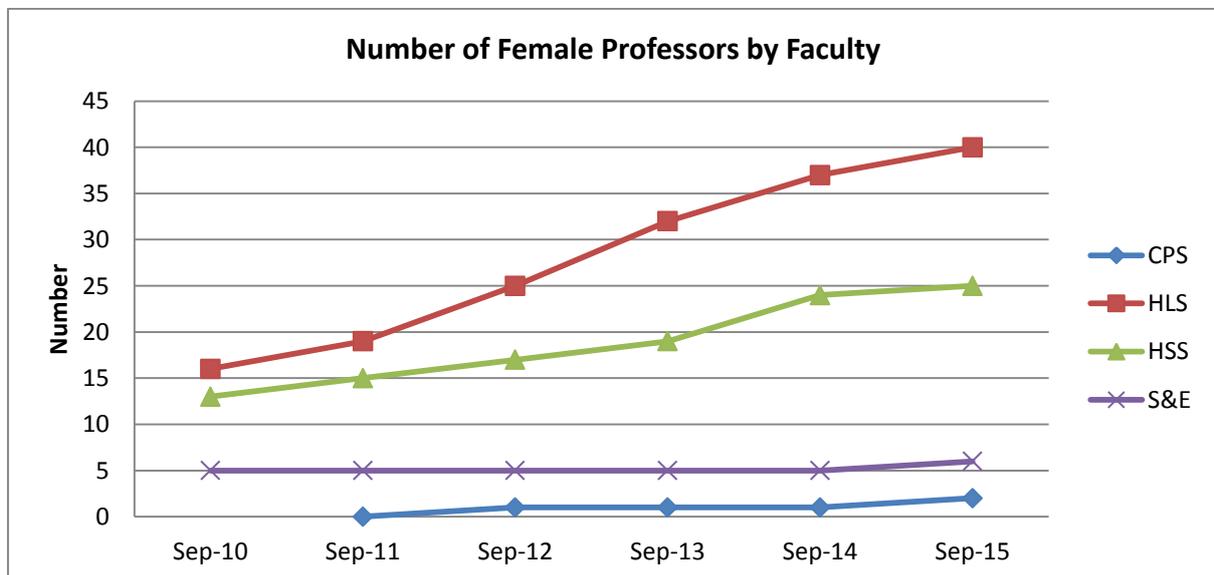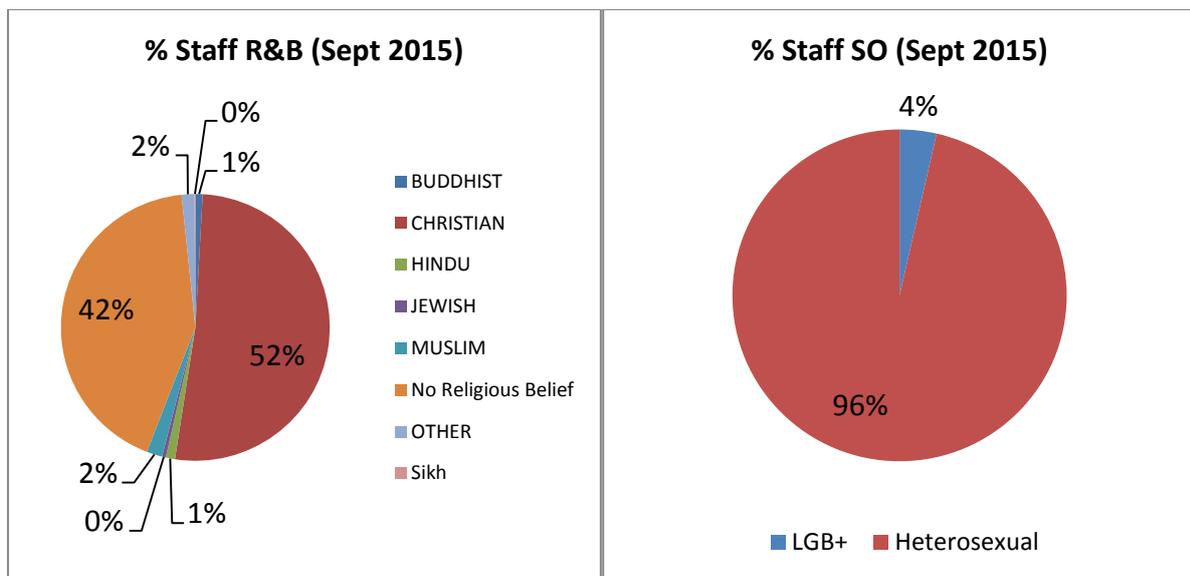

Graph 9

<u>KPI (15) (17) % staff disclosure of Religious Belief and Sexual Orientation</u>

13.15.   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 56.6% (R&B) and 52.4% (SO). This data includes staff who have 'declined' to inform the University what their RB or SO is, which accounts for 6.6% (RB) and 7.9% (SO) of those that have answered the question. It is clear that staff are less likely to disclose their sexual orientation to the University.

% of staff who have answered the Sexual Orientation and Religion & Belief Question

Graph 10

13.16.   Looking only at staff who have disclosed their RB or SO (excluding decline and unknown), 57.5% of staff identify has having a religious belief, the largest being Christian. However, 178 staff identify as having another religious belief including 56 Muslim Staff, 33 Hindu Staff and 26 Buddhist Staff and 46 Other religious belief.


% Staff R&B (Sept 2015)

% Staff SO (Sept 2015)

Graph 11 a) and b)

13.17.   97 Staff identify as LGB (including Other) accounting for 3.3% of the total staff population. The largest component identifying as a Gay Man (51), Bisexual (20) and Lesbian (19).

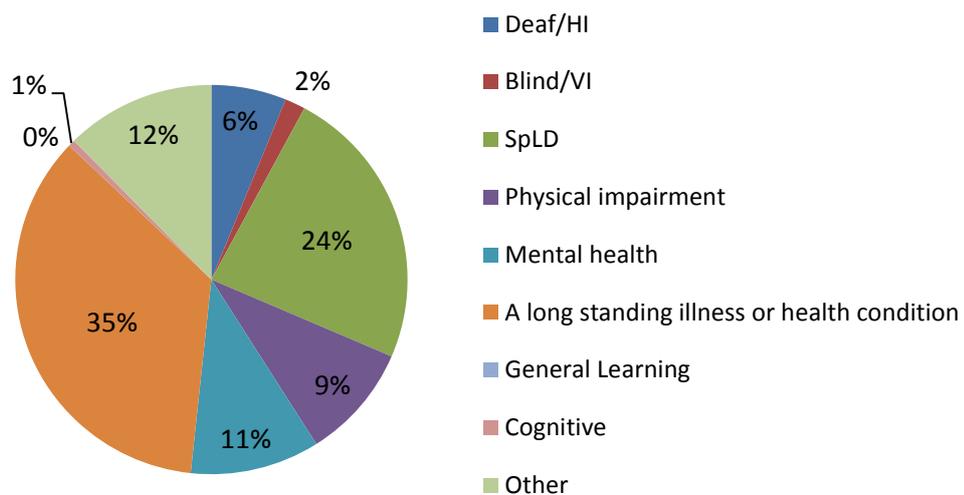KPI (18) % of Staff disclosing a disability

13.18.   The number of staff who have declared a disability decreased from 3.4% or 180 (September 2014) to 3.1% or 170 (September 2015). Further work will have to be undertaken to analyse the reason for this decrease.

% of staff Disabled
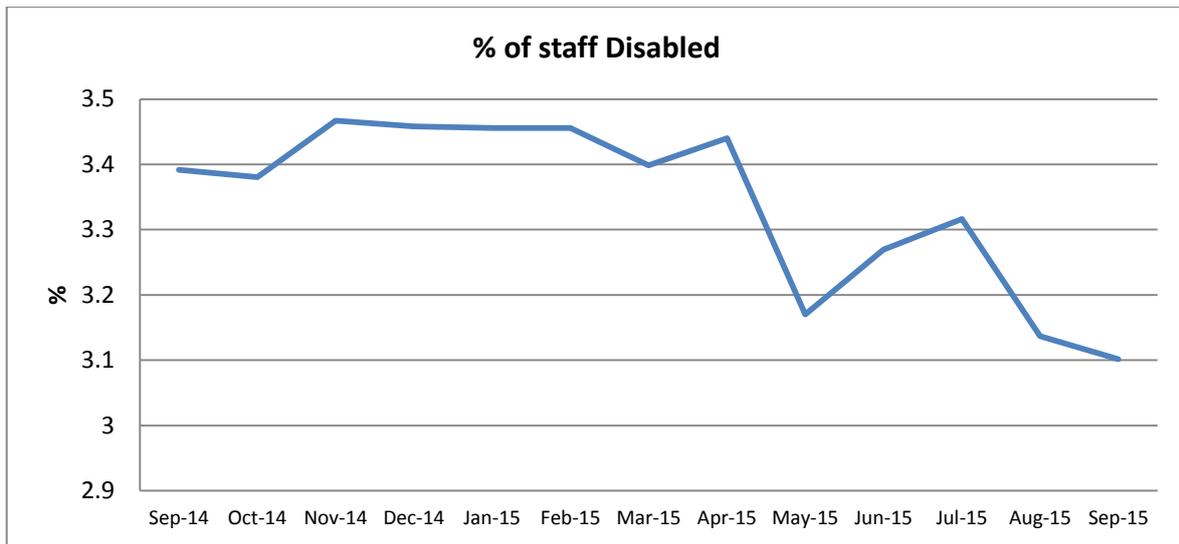
Graph 12

13.19.   Unlike the student report which has the category of 'Two or More disabilities', the staff data includes all multiple disabilities. Therefore the data below should be read as indicating the prevalence of disability types, rather than the number or proportion of staff with each primary disability:

Sept 2015

- Deaf/HI
- Blind/VI
- SpLD
- Physical impairment
- Mental health
- A long standing illness or health condition
- General Learning
- Cognitive
- Other

Graph 20

Supplementary Management Information

13.20. In addition to the KPIs this section provides supplementary management information covering staff and students. The list of data sets is:
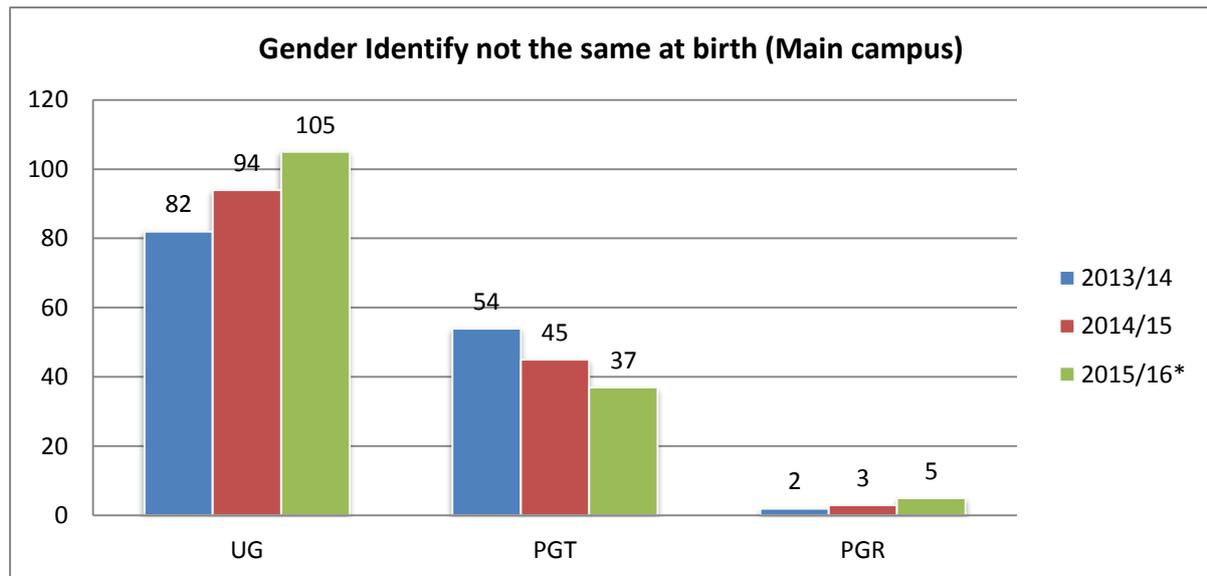
<u>Student Data</u>

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

Gender Identity

13.21.   Monitoring of student gender identify (transgender) was introduced for the 2013/14 entry. This has meant that the quality of the data set will only improve as new cohorts complete the question during enrolment. Due to the same sample size, the data below relates to all UG, PGT and PGR students registered on the Main Liverpool campus.

13.22.   The University asks the question "Is your gender identity the same as that which was assigned to you at birth?" with the option to say Yes, No or leave blanks:

Gender Identify not the same at birth (Main campus)

	UG	PGT	PGR
2013/14	82	54	2
2014/15	94	45	3
2015/16*	105	37	5

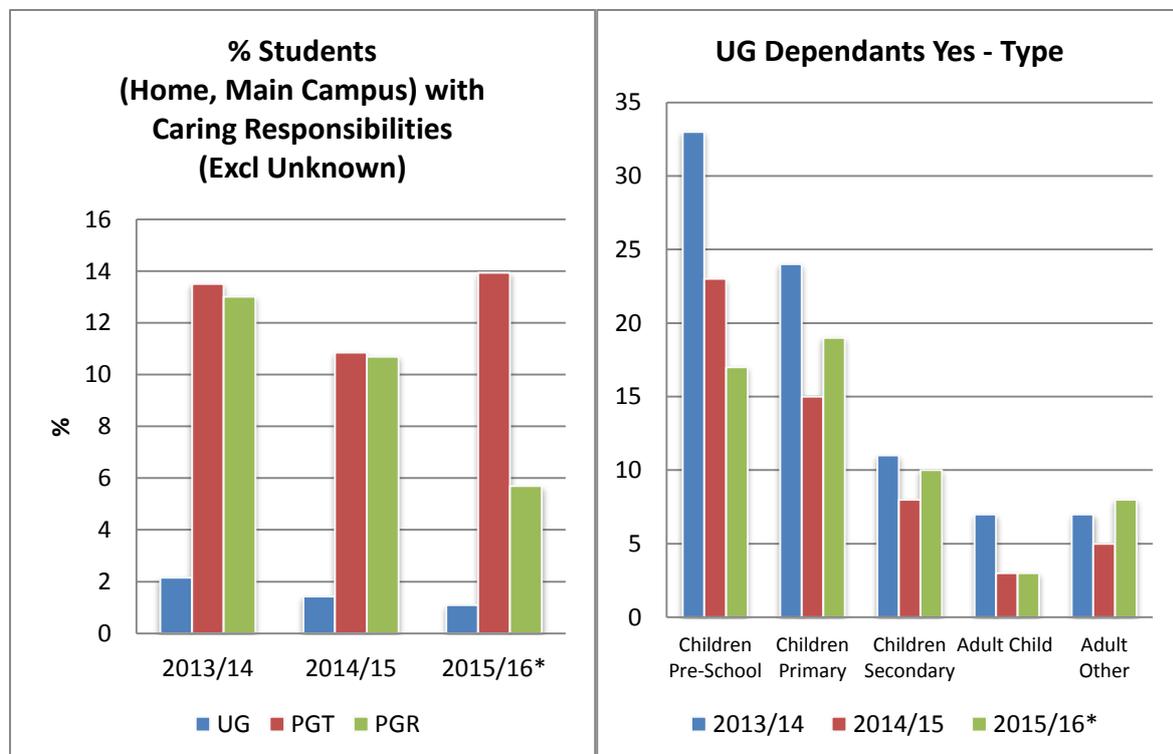**Graph 13**

Parental and Caring Responsibilities

13.24.   The University began recording whether a student had any caring responsibilities (parental or caring responsibilities) in September 2013. A high proportion of students have not answered this question or declined to answer. For Home Students on the Main Campus only the proportion of students who have not answered this question is:
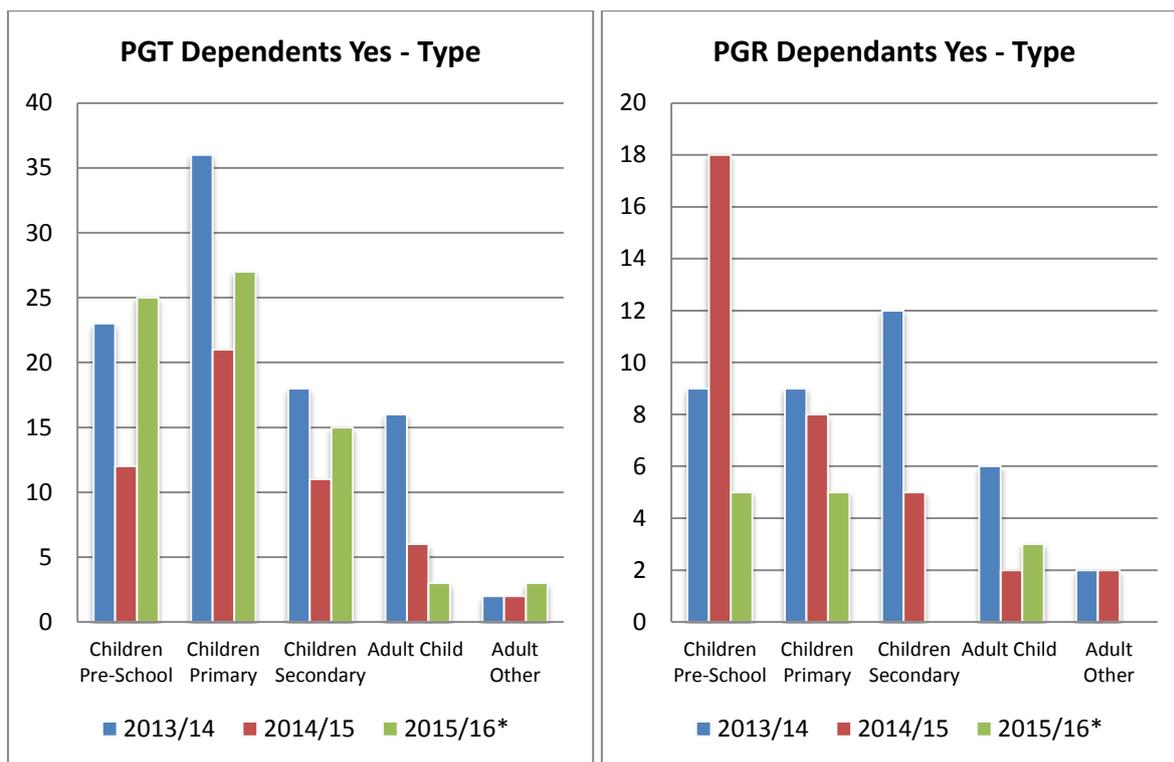
Table 6

	2013/14	2014/15	2015/16*
UG	72%	69%	67%
PGT	56%	55%	50%
PGR	77%	75%	80%

13.25.   Excluding those that have not answered this question, it appears that less than 1% of UG students have caring responsibilities compared to 10-14% of PGT students and 5% of PGR students. The type of dependants of UG and PGT students is predominantly Pre-School or Primary School age children. The small number of PGR Carers makes it difficult to come to any conclusions about the predominate form of caring:

Note: The data shows all type of caring responsibilities, not the primary type, for example a student could have both primary and secondary children and this would be counted in each category.

Graph 14 a and b

PGT Dependents Yes - Type

Categories: Children Pre-School, Children Primary, Children Secondary, Adult Child, Adult Other
Legend: 2013/14, 2014/15, 2015/16*

PGR Dependants Yes - Type

Categories: Children Pre-School, Children Primary, Children Secondary, Adult Child, Adult Other
Legend: 2013/14, 2014/15, 2015/16*
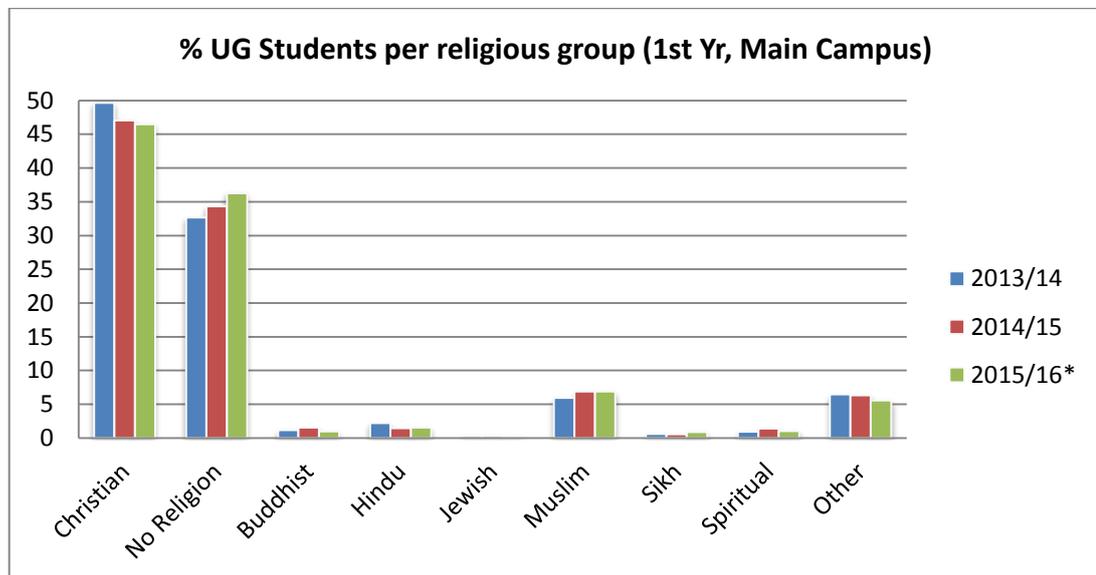
Graph 15 a and b

Religious Belief

13.26.   Monitoring of student religion and belief was introduced for the 2013/14 entry. This has meant that the quality of the data set will only improve as new cohorts complete the question during enrolment. Therefore, for the data presented below, it only relates to students studying on the Main University Campus, and those in the 1st Year (those most likely to have completed the question).

13.27.   In 2013/14 26.7% of students answered either 'Unknown' or 'Decline'. This increased to 30.1% in 2014/15 and 28.1% in 2015/16*.

Table 7

	2013/14	2014/15	2015/16*
Christian	2023	2093 ↑	2235 ↑
No Religion	1331	1527 ↑	1744 ↑
Buddhist	49	70 ↑	48 ↓
Hindu	91	66 ↓	74 ↑
Jewish	14	14	14
Muslim	242	306 ↑	331 ↑
Sikh	24	26 ↑	44 ↑
Spiritual	39	64 ↑	51 ↓
Other	263	282 ↑	268 ↓
Decline	730	815 ↑	955 ↑
Unknown	758	1100 ↑	927 ↓

13.28.   Excluding Unknown and Declined, Christian is the largest single religious identity accounting for 49% (2013/14) and 46.5% (2015/16*) of students; followed by No Religious Belief – 32.3% (2013/14) and 36.3% (2015/16*). Muslim Students were the next largest group on 6.9% (2015/16*):

% UG Students per religious group (1st Yr, Main Campus)

Graph 16

Sexual Orientation

13.29.   Monitoring of student sexual orientation was introduced for the 2013/14 entry. This has meant that the quality of the data set will only improve as new cohorts complete the question during enrolment. Therefore, for the data presented below, it only relates to students studying on the Main University Campus, and those in the 1st Year (those most likely to have completed the question).

13.30.   In 2013/14 18.5% of students answered either 'Unknown' and 'Decline'. This increased to 22.4% in 2014/15 and 19.1% in 2015/16*.

Table 8

	2013/14	2014/15	2015/16*
Bisexual	56	94 ↑	108 ↑
Lesbian	19	33 ↑	18 ↓
Gay	51	43 ↓	57 ↑
Other	17	33 ↑	48 ↑
Heterosexual	4394	4734 ↑	5184 ↑
Decline	269	326 ↑	349 ↑
Unknown	758	1100 ↑	927 ↓

13.31. Of those that have answered the question, 3.2% of students identified as LGB or Other in 2013/14, 4.1% in 2014/15 and 4.3% in 2015/16*.

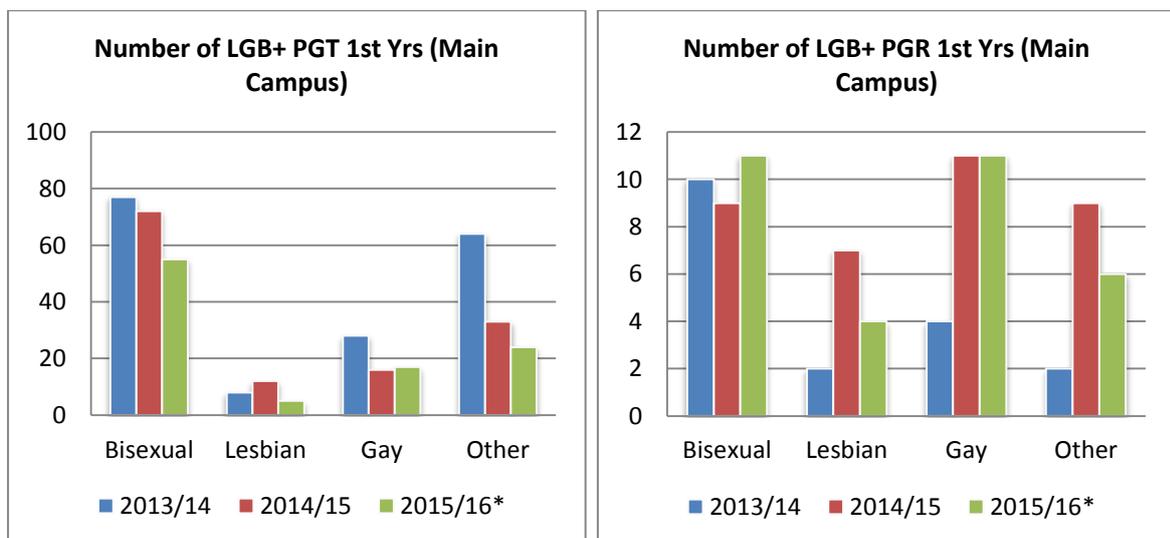13.32. By far the largest LGB+ subcategory in Bisexual accounting for 39%, 46% and 47% respectively:

Number of LGB+ UG 1st Yrs (Main Campus)
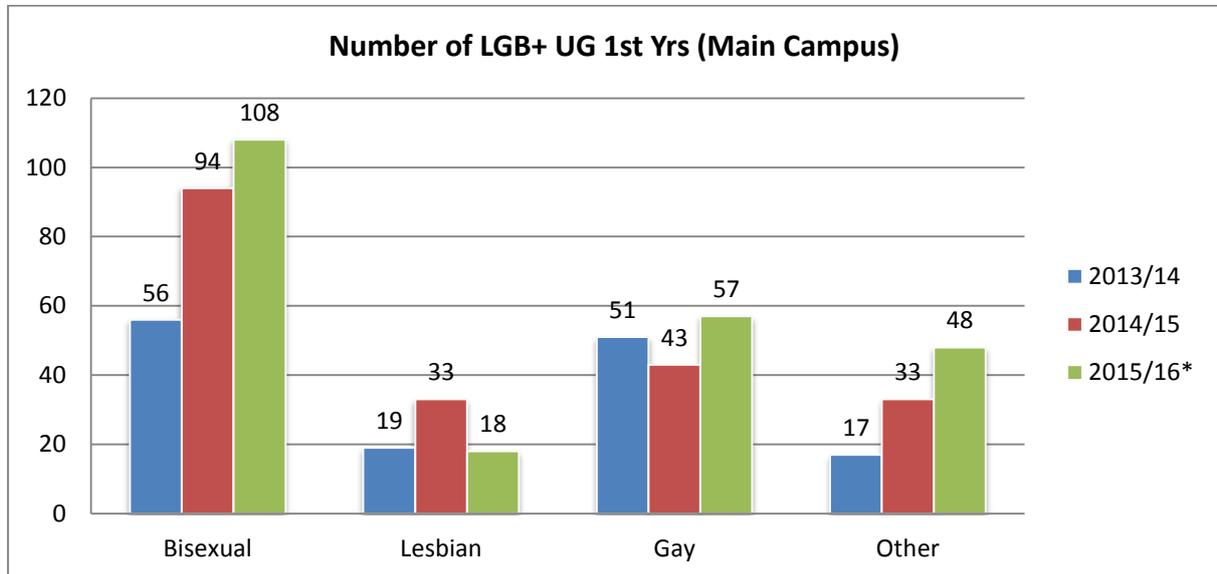
Graph 17

13.33. Similarly for PGT and PGR students there is a high Unknown/Decline rate, but for those that have answered in they are LGB+

PGT Students – 7.9%, 6.2% and 6.9% respectively
PGR Students – 3.4%, 6.1% and 8.6% respectively

13.34. As with UG, a larger proportion of PGT LGB+ students identify as Bisexual, though an equal proportion of PGR students identify as a Gay Man:

Number of LGB+ PGT 1st Yrs (Main Campus)

Number of LGB+ PGR 1st Yrs (Main Campus)

Graph 18 a and b